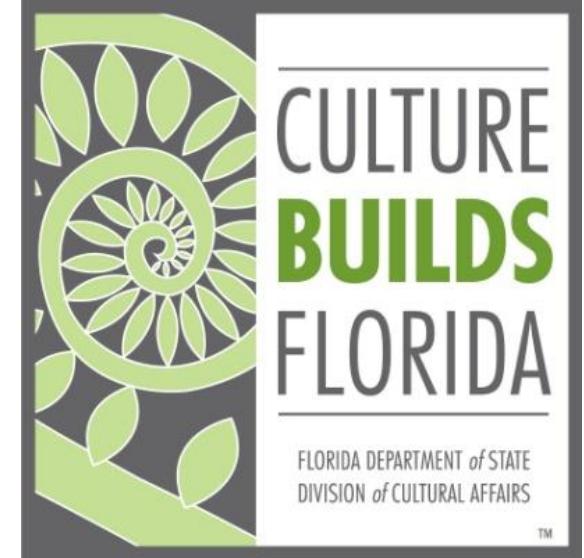




Arts, Move, Careers
FAAE 2014 Leadership Summit



Florida Division of Cultural Affairs

Accessibility Information for Art Educators

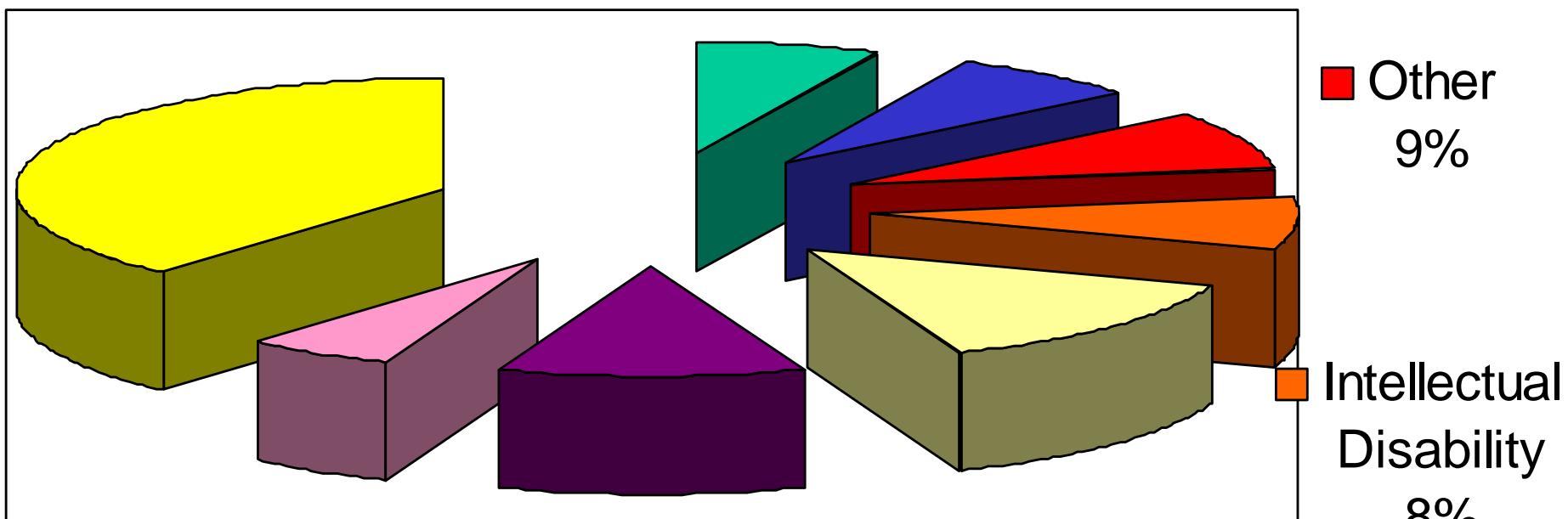
Florida Alliance for Arts Education Presentation
June 2014

Florida's Students with Disabilities

■ Specific Learning Disabled
38%

■ Autism Spectrum Disorder
7%

■ Other Health Impairment
7%



■ Emotional Behavior Disability
5%

■ Language Impaired
12%

■ Speech Impaired
14%

<http://www.fl DOE.org/ese/pdf/amm13eas.pdf>

Engaging Students as a Class

- Presenting information in many different formats
- Teamwork
- Group leaders
- Partnerships
- Structured time frames every class- consistency is key
 - Presentation of lesson-
 - art supplies
 - work
 - clean up



Starting a Class

- Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. (You can use subsequent cues to show much time remains in a lesson.)
- List the activities of the lesson on the board.
- In opening the lesson, tell students what they're going to learn and what your expectations are.
- Tell students exactly what materials they'll need.
- Establish eye contact with student

The Lesson

- Keep instructions simple and structured.
- Vary the pace and include different kinds of activities. Many students with ADD do well with competitive games or other activities that are rapid and intense.
- Use props, charts, and other visual aids.
- Have unobtrusive cues set up with the students, such as a touch on the shoulder or placing a sticky note on the student's desk, to remind the student to stay on task.
- Allow a student's frequent breaks.
- Let students squeeze a Koosh ball or tap something that doesn't make noise as a physical outlet.
- Try not to ask a student to perform a task or answer a question publicly that might be too difficult.



Ending the Lesson

- Summarize key points.
- If you give an assignment, have three different students repeat it, then have the class say it in unison, and put it on the board.
- Be specific about what to take home
- Allow enough time to clean up



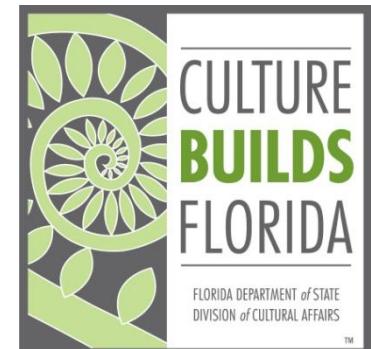
People First Language

Speaking with Awareness

“The Difference between the right word and the almost right word is the difference between lightening and the lightening bug.”

Mark Twain

**It's about respect and perception.
Self perception and social perception.**



People First Language

What to use:

- **Different abilities**
- **Uses a wheelchair**
- **Hearing or Visual differences**
- **Communicates differently**
- **Intellectual disability**

What not to use:

- The handicapped
- Confined to a wheelchair
- The blind
- Deaf
- Dumb
- Mute
- Retarded



Inclusion in the Classroom

- Physical Disabilities
 - Orthopedic Impairments/Health Impairments
- Sensory Issues
 - Visual
 - Auditory
- Developmental Disabilities
 - Intellectual Disabilities
 - TBI
 - Autism Spectrum Disorder
 - Multiple Disabilities
 - Mobility
- Learning Disabilities
- Emotional/Behavioral Disabilities
- Speech/Language Disabilities



Mobility

Adaptive tools

- Weights on objects, velcro straps, extension tools, wheelchair trays, helmets, mouth pieces

Use what works, hands, feet anything with range of motion- control will come with practice.

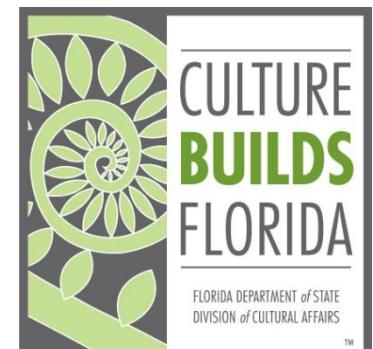
Touch Screens

Provide materials within reach

Remove barriers- 3 feet passageways

Do not underestimate anyone..

If they have a desire, all you need to do is find a way.



Mobility Resources

- **Big Mack**

<http://elisebblog.wordpress.com/www.spectronicsin oz.com/product/27765%29>

Enlarged graphics on interface. Large text is yet another useful tool, as users are able to easily toggle settings and select large icons with the use of the [BIG Launcher](#) app. It's a good investment for a cool, neat app at just US\$1.39.



Easier navigation is coming. Potentially revolutionary work is being done with the [Tecla Access](#) app. With development still underway, this app aims to make Android devices and other major smartphones and tablets completely accessible using the mechanism that's being used in navigating powered wheelchairs. While waiting for the [commercial version](#) to be released, an open-source [Tecla Shield interface](#) can be assembled for users.

Vision Tips

- Give student a tour of the classroom
- Sit students close to the board or the front of the class, away from windows or lights that cause glare or reflections that affect the student's sight.
- Enlarged print or Braille
- Announce yourself when entering or leaving the classroom
- Always use the student's name
- Avoid vague language such as "over there" or "like this"
- Provide vocal cues often
- Use kinesthetic activities



Vision Tools

- Jaws reader
- Manipulatives
- Tactile Markers
- Tactile Printers
- Magnifiers
- Braille Writer
- High contrast felt pens
- Tape recorder
- Raised line pictures
- Diagrams
- Sun visors



Visual Resources

- The Sighted Guide Technique, The Jewish Guide for the Blind; 15 West 65th Street, New York Ny 10023 Phone 1-800-539-4845; www.jgb.org
- Making Text Legible, Lighthouse International: Arlene R. Gordon Research Institute, 111 Ease 59th Street, New York, NY 10022-1202 Phone 212-821-9200 or 1-800-829-0500 or www.lighthouse.org
- **IRIS Center** | Offers a professional development module for teachers called *Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities.*

http://iris.peabody.vanderbilt.edu/v01_clearview/chalcycle.htm



Visual Apps



- **Non-visual feedback.** Users can utilize built-in options that allow for non-visual feedbacking: TalkBack, KickBack, and SoundBack. To enable these, go to Settings > Accessibility > Enable Accessibility.
- **Carrier-specific apps.** Apps4Android's Android Accessibility Installer offers a host of accessibility options specific to carriers: [Eyes-Free Shell](#) provides one-touch access to Android applications. [IDEAL Item Identifier](#) is a barcode-reading app that enables users to take images of standard UPC and QR codes. Music lovers can also enjoy their collection on the go with the help of the [Rock Lock music player](#).
- **Large text.** People with sight problems can benefit from having the icons look darker and the text look larger with the [BIG Launcher](#) app.
- **Voice commands.** Voice command functionality (Voice Actions) has been with Android for a long time. But, if you want extended features beyond Google Voice Actions, you can try [Vlingo Virtual Assistant](#), which lets you use voice commands to perform tasks such as sending messages, dialing numbers, searching the Web, getting directions, launching apps, and many more. [iris. \(alpha\)](#) is another voice command app that not only obeys voice commands but also allows you to interact with your phone using your voice. In some rare situations, you might need to install the Voice Search app and a text-to-speech (TTS) library on your device—although most handsets come with these in most cases.

Visual Apps



- Application: ViA By: Braille Institute

Cost: Free Description: Braille Institute is proud to introduce ViA (Visually Impaired Apps), a fully accessible app for iPod Touch, iPhone, and iPad. ViA has been designed to help identify apps that are useful for adults and children who are blind or have low vision, including those with additional disabilities. Users can easily sort through the 500,000+ apps in the App Store and locate those that were built specifically for, or provide functionality to, the user with a visual impairment.

- Application: Vision Sim By: Braille Institute

Cost: Free Description: Braille Institute's VisionSim app for iPhone and iPad was developed to allow people with healthy vision to see the world through the eyes of a person experiencing one of nine degenerative eye diseases. The eye diseases that are simulated are: macular degeneration, diabetic retinopathy, glaucoma, retinitis pigmentosa, cataracts, macular hemorrhage, retinal detachment, hemonymous hemianopia, and Charles Bonnet syndrome.

Color issues

- One in 12 people have color deficient vision
- Over 99% of all people can see blue.
- Avoid using colors that are similar in lightness (yellow on orange, yellow on white, white on gray)
- Avoid using red and green together



Color Tips

- Over 99% of all people can see blue.
- Non Serif type faces, enlarged,
- black and white type, or high contrast
- Avoid using colors that are similar in lightness (yellow on orange, yellow on white, white on gray)
- Avoid using red and green together
- Do use colors with effective contrasts



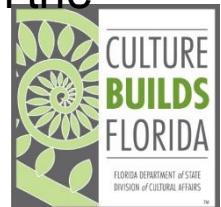
Color issues Resources

- Effective Color Contrast Lighthouse International: Arlene R. Gordon Research Institute, 111 Ease 59th Street, New York, NY 10022-1202 Phone 212-821-9200 or 1-800-829-0500 or www.lighthouse.org



Auditory equipment

- Classroom technologies for children with hearing loss include FM systems, induction loop systems, and remote microphones, among others.
- FM systems are wireless audio systems designed to help people hear speech better in noisy environments. Working as a standalone system—or in conjunction with your child's hearing aids, cochlear implant, or other auditory management technology—FM systems help children with any degree of hearing loss.
- Schools are beginning to use induction loop systems—or “hearing loops”—more frequently. Hearing loops typically circle the periphery of a classroom or public space, and work on electromagnetic signals that connect with the teacher, speaker, or performer's microphone and audio system. Remote microphone hearing assistance technology (HAT) delivers the speech signal from the microphone to other audio devices so the child can have easier access to what the teacher is saying. HAT devices can bring the speech and sound signals from the microphone to your child in a number of ways:
 1. Directly to your child's hearing aid, cochlear implant or other hearing device via a hearing loop;
 2. Directly to your child's hearing aid, cochlear implant or other hearing device via a wireless receiver that your child wears;
 3. To a strategically positioned loudspeaker that benefits your child and others in the room;
 4. To a single, personal loudspeaker close to your child.



Auditory Tips

- Up front seating
- Short segmented directions,
- Visual cues
- Rephrase and repeat
- Simple clear language,
- Write Directions on the Board
- Multi-media presentations
- Students repeat directions each time you give them.
- Repeat questions or comments from other students,
- Always look directly at student- do not talk with your back to the class
- Make sure everyone is looking at you when you are talking.
- Caption videos, overheads, diagrams and visual aids
- Written words, and visual examples of new vocabulary or concepts



Auditory Apps

- ***IM Clients and Texting.*** Google Talk and other messengers now offer accessibility features, and vibration can be used as a convenient alerting tool, too.
- ***Text-to-speech.*** If you would like to converse with a friend who can't read sign language face to face, the [Text to Speech Toy](#) app is your ally. It lets your device talk to your friends for you.
- ***Google Translate.*** This smart tool can be utilized to reach out to others using sound, and if you communicate in multiple languages, switching between different tongues is no hassle.
- ***Dropping your voice plan.*** Talk to your carrier's customer service representative and see if you can be offered a discount for not using up your voice plan or inquire about dropping your voice plan altogether. As more carriers are made aware of the special needs of users with disabilities, there is greater room for them to come up with programs and tools to cater to these special clients in the future.



Sign Language

- American Sign Language University is a sign language resource site for ASL students and teachers. Here you will find information and resources to help you learn ASL and improve your signing.
<http://www.lifeprint.com/>
- Communicate, spell your name, Culture, resources, and more
<http://www.start-american-sign-language.com/>



Resource page for Auditory Issues

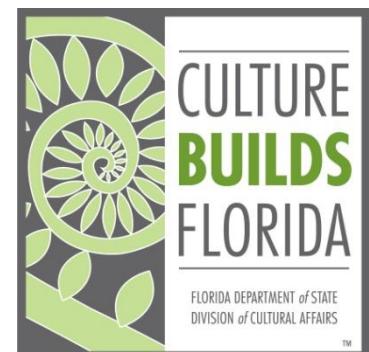
- Strategies for Teachers
<http://nichcy.org/schoolage/effective-practices/speced#deaf>
- Tips for Teachers | <http://deafness.about.com/od/schooling/a/inclassroom.htm>
- Alexander Graham Bell Association for the Deaf and Hard of Hearing
| www.agbell.org
- American Hearing Research Foundation | www.american-hearing.org
- American Society for Deaf Children | 1.800.942.2732 | www.deafchildren.org/
- ASHA | American Speech-Language-Hearing Association | 1.800.638.8255
| www.asha.org/public/hearing/
- Beginnings | For parents of children who are deaf or hard of hearing
| <http://www.ncbegin.org/index.php>
- Better Hearing Institute | 1.800.327.9355 | <http://www.betterhearing.org>
- Deaf Children and Parents | <http://www.deafchildrenandsigning.com/index.html>
- Deaf Culture Online | <http://www.deaf-culture-online.com/index.html>
- Hands and Voices | <http://www.handsandvoices.org/>
- Hearing Loss Association of America | <http://www.hearingloss.org/>
- How's Your Hearing? | <http://www.howsyourhearing.com/>
- Info to Go | Laurent Clerc National Deaf Education Center | 202.651.5051
http://clerccenter.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_To_Go.html
- Listen Up! | <http://www.listen-up.org>
- Medline Plus
<http://www.nlm.nih.gov/medlineplus/hearingdisordersanddeafness.html>
- National Association of the Deaf | <http://www.nad.org>



Intellectual tips

More than 445,000 students with intellectual disabilities receive special education and related services in our public schools.

Limitations in cognitive functioning that affect attention memory and the ability to think abstractly and make generalizations from one setting to another.



Intellectual Tips

Sort Simple sentences, be as concrete as possible

Repeat instructions, step by step

Use mnemonics, and songs

Show what you mean rather than giving just verbal instructions

Use concrete items and examples to explain new concepts

Demonstrate the steps, and have students perform them one at a time.

Longer breaks between tasks

Some students work better alone, some with one partner, others in small groups

Tasks or jobs/responsibilities are key

Sit students next to those who demonstrate appropriate behavior

Recognize positive contributions

Allow students opportunities to move during instruction



Intellectual Resources

Boardmaker,

<http://www.spectronicsinoz.com/activities/pretend-play-communication-boardsPowerPoint>



Clicker 5

<http://spectronicsinoz.com/>



Intellectual Resources Organizations

The Arc of the United States

800.433.5255 | info@thearc.org | www.thearc.org

Find a local chapter near you: <http://www.thearc.org/page.aspx?pid=2437>

American Association on Intellectual and Developmental Disabilities

800.424.3688 | www.aaidd.org/

The AAIDD definition manual contains the world's most current and authoritative information on intellectual disability, including best practice guidelines on diagnosing and classifying intellectual disability and developing a system of supports for people living with an intellectual disability.

Division on Developmental Disabilities (DDD)

A division of the Council for Exceptional Children, DD offers many publications and journals for professionals.

<http://daddcec.org/Home.aspx>



Intellectual Apps

1. 40 Amazing iPad Apps for Children with Learning Disabilities

<http://disabilitynetwork.org/technology/40-amazing-ipad-apps-for-the-learning-disabled/#.U54cJvldXL>

2. Searchable data bases

-<http://appcrawlr.com/ios-apps/best-apps>

-<http://www.techinspecialed.com/recommended-apps-by-iep-goalsskills-and-some-useful-tools/#.U54dAvldXL8>

- vBookZ PDF – For reading aloud PDF documents

<http://itunes.apple.com/au/app/vbookz-pdf-voice-reader/id489447533?mt=8>

- ClaroSpeak AU – For converting text to audio files

<http://itunes.apple.com/au/app/clarospeak-australian-edition/id520494153?mt=8>

- An amazing collection of books, which also can be accessed on an iPad where internet access is available <http://tarheelreader.org/>

Remote mirroring:

- [Splashtop remote](#) – allows your ipad to mirror and access another computer providing they are on the same wifi network.

And two tricky apps I ran out of time to show today:.....

[PRIZMO](#) – will scan a piece of text (from a piece of paper, from a book) and convert it to electronic text.

QR CODES – Scan a QR code, to make instant links to websites, contacts and more. Read Greg's blog for more information. <http://www.spectronicsinoz.com/blog/apps-and-mobile-learning/qr-codes-what-are-they-and-how-can-i-use-them-in-my-classroom/>



Intellectual Apps

Writing and notetaking:

- [Penultimate](#) – useful for taking handwritten notes and adding photos.
- [Audionote](#) – another notetaking tool, this one also allows you to make audio notes.
- [Verbally](#) and [Assistive Chat](#) – provide speech feedback and word prediction.
- [Paper Helper](#) – allows you have your notes page open on one side and a website open on the other
- [Voice Dictation tools](#) – The New Pad has in built dictation capabilities on the keyboard, but for other ipads, try Dragon Dictation.
- [Typ-o](#) – typing with word prediction and speech feedback
- [Smart Writing Tool](#) – 7 notes : Allows handwriting, as well as typing to take notes. Word prediction is available when typing. In paid versions of this app, it allows handwritten notes to be converted into text.
- Many of these apps allow the documents created to be shared, via email or dropbox

Graphic Organisers:

- There are many Mind-Mapping tools, some include:
 - [Popplet](#) [iMindMap](#) [SimpleMind+](#) [Inspiration Maps](#) [Tools 4 Students](#) – provides a large collection of graphic organizer templates that you can open and type notes directly into.

Remote mirroring:

- [Splashtop remote](#) – allows your ipad to mirror and access another computer providing they are on the same wifi network.



Sensory Friendly

One in 110 children, number growing.

Four times more likely in girls than in boys.

Broad Spectrum of Abilities, also may be in combination with intellectual, learning, and social disabilities.

Autism (ASD) is a Neurodevelopment Disorder characterized by; communication difficulties; social impairments; restrictive, repetitive and stereotyped patterns of behavior and people handle information in their brains differently



Sensory Friendly Characteristics

- Sensitive to sound, sight, taste touch or smell
- Repetitive behaviors
- Difficulty with changes to surrounding or routines
- High level of activity for long periods of time
- Uneven skill development
- Challenging behaviors- aggression, self injury or severe withdrawal



Sensory Friendly Physical and Sensory Arousing Factors

Calming Factors

- Stick to a format and time schedule
- Preplanning material
- White noise
- Sound muffling headphones, or earplugs
- Cotton balls with pleasant scents
- Turn down lights, limit colors in classrooms, or provide a space with low lights, dark calm colors
- Teach all students to respect space-
- Keep temperature as uniform as possible,
- Allow time to adjust to changes from classroom to classroom
- Give them Tools to replace stemming behaviors,
- Calming rituals/techniques, sensory tools

Problematic Factors

- Fear of Unknown
- Unpredictable events
- Loud Sudden noises
- Strong odors
- Bright lights or colors
- Light or unexpected touch
- Changes in temperatures



Sensory Friendly Behavioral challenges

- Many children with ASD have challenges managing certain behaviors such as aggression or not following directions in addition to experiencing limitations in communication or social skills

Expressed in:

- Escaping or avoiding task or demands
- Getting Attention from other people
- Seeking access to a favorite item or activity
- Doing the problem behavior makes the child feel good.
- Socialization/Being Bullied



Sensory Friendly Behavioral challenges

- Clear area 3 to 5 foot radius
- Remove other surrounding people
- Remove other surrounding objects
- Do not stare or look individual in eye
- Do not yell, argue
- Speak softly calmly and Evenly
- Stay in control and do not show fear
- Wait- it will end
- Don't let it affect how you view or treat the child.



Sensory Friendly Communication

- Do not expect great levels of interest and appreciation
- Individuals with ASD speak in formal language, voice sounds flat and lacks expression
- Difficulty in interpreting non verbal communication such as facial expression
- Understand in literal way and fail to understand implied meaning
- May feel threatened by physical closeness
- Go at their pace when trying to develop a rapport



Sensory Friendly Unique ways of thinking

- Clear and unambiguous signage, symbols
- Visual Schedule
- Concrete Language
- One instruction at a time
- Facial Expressions and gestures simple and clear
- Give time to respond
- Use visual clues whenever possible
- Be patient and sensitive
- Set up situation that encourage communication.
- Generally poor physical coordination



Sensory Friendly Visual Schedule

- Say hello
 - Read a book
 - See Art
 - Make Art
 - Share Work
 - Say Goodbye
- Sensory-Friendly Programs
<http://www.miamidadearts.org/education/sensory-friendly-access-symbol-programs>
Going to the Museum Guide:
<http://www.miamidadearts.org/education/going-museum>
Going to the Show Guide:
<http://www.miamidadearts.org/education/going-show>



Sensory Friendly Tips

- Minimize Stress levels
- Be Consistent
- Know the needs of Students in advance
- Give clear and direct instructions
- Allow for choice
- Use Multi sensory approach
- Use Visual clues
- Inform volunteers how they can help
- Have a calm area away from action



Sensory Friendly Apps

- <http://www.autismspeaks.org/autism-apps>
- Searchable database by age and function

Publishing and Creating Tools:

- [Creative Book Builder](#) – we looked at how easy it is to create your very own books, inserting photos, videos, audiofiles and text.
- [My Story Bookmaker](#) – another easy to use book creator.
- Both of these allow the book to be published to iBooks or as PDF files.
- For fun, we looked at [Toontastic](#) – for creating your own cartoons.

Remote mirroring:

- [Splashtop remote](#) – allows your ipad to mirror and access another computer providing they are on the same wifi network.



Learning Disabilities

- ADD Attention Deficit Disorder
- ADHD Attention Deficit H
- Dyslexia

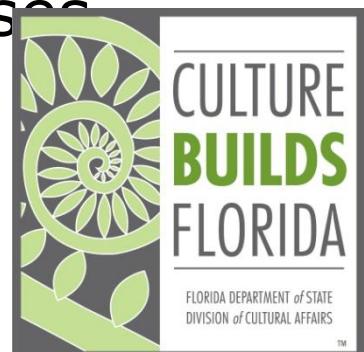


Keeping Feet busy



Learning Disabilities Tips

- Ask children with ADD/ADHD to run an errand or do a task for you, even if it just means walking across the room to sharpen pencils or put dishes away.
- Encourage the child to play a sport—or at least run around before and after school.
- Provide a stress ball, small toy, or other object for the child to squeeze or play with discreetly at his or her seat.
- Limit screen time in favor of time for movement.
- Make sure a child with ADD/ADHD never misses recess or P.E.



Learning Disabilities Tips

- How can teachers help students with AD/HD?
http://www.educationworld.com/a_issues/issues148c.shtml
- Helping children with AD/HD succeed at school.
http://helpguide.org/mental/adhd_add_teaching_strategies.htm
- AD/HD instructional strategies and practices.
From the U.S. Department of Education.
<http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching-2006.pdf>
- How to help and support impulsive students.
<http://specialed.about.com/od/behavioremotional/p/impulsive.htm>
- National Dissemination Center for children with Disabilities
[Nichcy.org/disability/specific/adhd](http://nichcy.org/disability/specific/adhd)
- CHADD | Children and Adults with Attention-Deficit/Hyperactivity Disorder
Find loads of info on ADD and AD/HD. Find a local chapter of CHADD.
301.306.7070 | Info available in English and in Spanish.
<http://www.chadd.org>
- National Resource Center on AD/HD
A service of CHADD.
1.800.233.4050 | Info available in English and in Spanish.
<http://www.help4adhd.org/>
- Attention Deficit Disorder Association
1.800.939.1019 | info@add.org
<http://www.add.org/>



Technology

- Apple resources for special education
www.apple.com/education/special-education
- CAST National center on Universal Design for Learning
www.udlcenter.org
- Misunderstood Minds
www.pbs.org/wgbh/misunderstoodminds/
- National Assistive Technology Research Institute (NATRI)
Natri.uky.edu
- National Center for Learning Disabilities
<http://www.ncld.org/students-disabilities/assistive-technology-education/>
- NSF Science of Learning centers
www.nsf.gov/funding/pgm_summ.jsp?pgm_id=5567
- Quality Indicators for Assistive Technology (QIAT)
Natri.uky.edu/assoc_projects/qiat
- Tech Matrix
www.techmatrix.org/index.aspx



Learning Disabilities Resources

- Work Visors

Allow the children to decorate the outside but leave the insides blank.

Ask the children to place visors on desks during testing for other tasks that require strong individual focus.

- Using Apple Technology to Support Learning for Students with Sensory and Learning Disabilities

http://www.apple.com/education/docs/L419373A-US_L419373A_AppleTechDisabilities.pdf

- PowerPoint

- Using PowerPoint with students who have special needs

<http://fiendishlyclever.com/2010/02/using-powerpoint-with-students-who-have-special-needs-powerpoint-is-not-just-for-presentations.html>



Learning Disabilities Resources

- Work Visors

Allow the children to decorate the outside but leave the insides blank. Ask the children to place visors on desks during testing for other tasks that require strong individual focus.

- Using Apple Technology to Support Learning for Students with Sensory and Learning Disabilities

http://www.apple.com/education/docs/L419373A-US_L419373A_AppleTechDisabilities.pdf



- PowerPoint

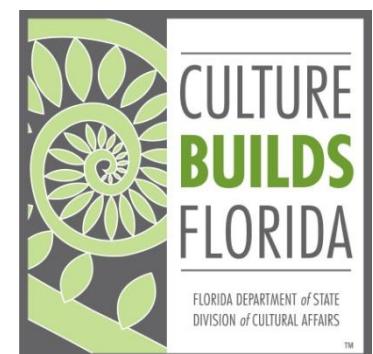
- Using PowerPoint with students who have special needs (PowerPoint is not just for presentations!)
<http://fiendishlyclever.com/2010/02/using-powerpoint-with-students-who-have-special-needs-powerpoint-is-not-just-for-presentations.html>



Bullying FACTS

- Bystander- reports observes others being bullied 60%
 - Only 13% intervene to help victim
 - Students with behavioral disabilities reported highest levels of bullying and being bullied.
 - Students with observable disabilities more likely to bully and be victims
 - Students with non observable disability reported similar levels of bullying and victimizations as their regular education peers
 - Students with disabilities engaged in fewer prosocial behaviors than students without disabilities.
- Children with special needs may be overly trusting or lack knowledge of social norms, making them more vulnerable than others.
 - Those with conditions that affect their appearance are particularly susceptible to name calling.
 - Children with behavioral disorders such as ADHD are often assumed to be bullies but in many cases their classmates are “egging them on” in order to evoke a reaction.
 - Students with cognitive disabilities may not have the ability to understand identify or report bullying when it occurs.

wwwfldoeorg/ese/pdf/Bullying.pdf



Bullying Resources

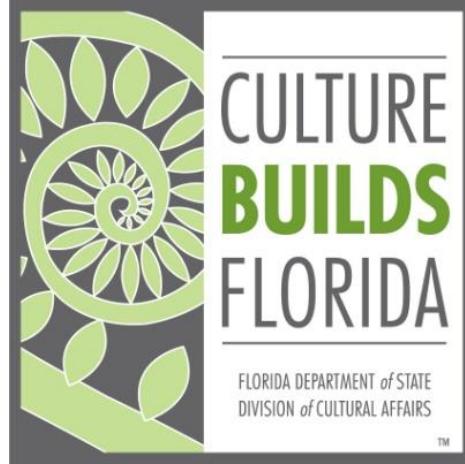
- FDOE's Office of Safe Schools' website-resources & links for educators, parents, & students
<http://wwwfldoe.org/safeschools/bullying.asp>
- National Association of School Psychologists bullying prevention information and resources
<http://www.nasponline.org/resources/bullying/index.aspx>
- US Health and Human Services website-resources for special needs children <http://www.stopbullying.gov/>
- Bully Free World- Special Needs toolkit
<http://specialneeds.thebullyproject.com/toolkit>
- AbilityPath.org bullying resources for students with disabilities
<http://www.abilitypath.org/areas-of-development/learning--schools/bullying/>
- All Kinds of Minds (AKOM) Institute utilizes a series of "neurodevelopmental constructs" to provide teachers, students and parents with a framework of understanding learning differences and their impact on behavior.



Bullying Resources

- **BULLY: A Documentary** thebullyproject.com to learn more about the movie and how you can help the movement to stop bullying!
- **Books**
 - [The Autism Acceptance Book: Being A Friend to Someone with Autism](#) by *Ellen Sabin*
 - [Perfect Targets: Asperger Syndrome and Bullying – Practical Solutions for Surviving the Social World](#) by *Rebekah Heinrichs*, foreword by *Brenda Smith Myles*
 - [Mommy, I Wish I Could Tell You What They Did To Me In School Today](#) by *Richard Stripp*
 - [Changing Genes: What if Someone Else Were Wearing Your Jeans?](#) by *Jack Branson and Mary Branson*
 - [Asperger Syndrome and Bullying: Strategies and Solutions](#) by *Nick Dubin, foreword by Michael John Carley*
 - [The Bully Blockers: Standing up for Classmates with Autism](#) by *Celeste Shally*
 - [A Is for Autism F Is for Friend: A Kid's Book for Making Friends with a Child Who Has Autism](#) by *Joanna L. Keating-Velasco*
 - [Bullying Prevention and Intervention: Realistic Strategies for Schools](#) by *Susan M. Swearer, PhD, Dorothy L. Espelage, PhD, Scott A. Napolitano, PhD*
 - [Bullyproof Your Child For Life: Protect Your Child from Teasing, Taunting and Bullying for Good](#) by *Joel Haber and Jenna Glatzer*
 - [Cyberbullying: Bullying in the Digital Age](#) by *Robin M. Kowalski, Susan P. Limber, Patricia W. Agatston*
 - [Dandelion: "Bulling is for People with No Imagination..."](#) by *Protein One USA, Inc.*
 - [Bullying Cure: The Groundbreaking eBook on Curing Bullying](#) by *Ronald Bibace*
 - [The Whisperer Saga: New Antibullying Books for Children](#) by *Jennifer Anzin*
 - [The Magic Dozen at Emerald Pond](#): An Anti-Bullying Children's Novel by *Amber Lee Sellers and M. Stephen Brown*
 - [Teaching Anti-Bullying: A Guide for Parents, Students and Teachers](#) by *Dr. Claudio V. Cerullo*





Florida Division of Cultural Affairs

Partnerships for the Arts in Education
And
Opportunities

Arts in Education Grant Program

Funding Categories

- 1) Artist in Residence**

- 2) Arts Partnership**



Underserved Cultural Community Development (UCCD)

Supports the organizational development of underserved cultural organizations

Funding Categories

1) Capacity Building

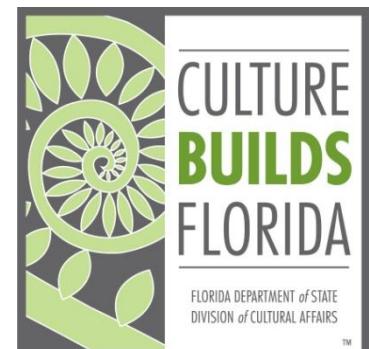
- Projects that increase administrative or artistic capacity

2) Consultant

- Retaining consultants that provide specific administrative or artistic needs

3) Salary Assistance

- Full or partial salary support for one or more positions



Resources for Art Education

- National Organizations
 - Arts Schools Network
 - Kennedy Center
- Florida Alliance for Art Education
- Florida Art Educators Association
- Florida Counties



Online Tools (iCPALMS)

Training, Workshops

Reviewed Lesson Plans, Videos

K-12 Education Standards

<http://www.cpalms.org/cpalms/perspectives.aspx>



Experts
Teachers
Professionals
Enthusiasts





Adam Santone, PhD

CPALMS Perspectives Coordinator

asantone@lsi.fsu.edu

Florida State University
Learning Systems Institute



Florida Alliance for Art Education

ARTS ACHIEVE! MODEL SCHOOLS

New Projects:



Arts and Disability



**The State Organization
on Arts and Disability**





Teaching Artist – Criteria and Professional Development

- VSA Florida teaching artists are required to have the following skills/abilities to be included in the teaching artist registry:
- Ability to work with students with varying disabilities including but not limited to: autism, ADHD, physical, emotional and developmental.
- Good communication skills
- Ability / flexibility to adapt to a variety of classroom settings and student body
- Knowledgeable in the art form
- Classroom management skills
- Ability to create appropriate lessons that relate to classroom curriculum and Next Generation Florida State Standards
- Effective use of accommodations and modifications





- New teaching artists are required to participate in a webinar and the quarterly conference calls before being assigned to a residency position which are offered by VSA Florida. All new teaching artists are observed by regional program coordinators using an observation protocol designed by VSA.
- Professional Development webinars are held twice a year.





**The State Organization
on Arts and Disability**

Professional Development webinars cover:

- UDL
- Curriculum mapping
- Disability awareness
- Classroom management
- Working with students with art, music, movement and drama
- In addition, quarterly teleconferences for teaching artists to share experiences and to network.
- The VSA Florida Education Director speaks to each teaching artist at least 3 times- beginning, during and at the conclusion of each residency. Each residency is evaluated by the site and teaching artists. Comments are used to develop or deepen webinar work.

