Welcome

Digital Art at the Intersection of Arts and Special Education

Barber National Institute

Making dreams come true.

www.barberinstitute.org

Digital Art at the Intersection of Arts and Special Education

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Artist In Residence

Digital Art at the Intersection of Arts and Special Education

Goal

Participants will be exposed to creative possibilities in using digital technology with children with special needs.

Digital Art at the Intersection of Arts and Special Education

Objectives

- Provide an overview of Barber National Institute and the Elizabeth Lee Black School
- Identify local and statewide resources to support arts and education partnerships
- Overview the essential components for collaboration
- Review the basic function and essential elements of a social stories and video modeling
- Create an effective social story using the Book Creator app
- Explore other applications that empower students to be media creators

Resources

Collaboration

Best Practices

Training

Digital Art at the Intersection of Arts and Special Education

Baber National Institute History

Dr. Gertrude Barber

Teacher • Mentor • Founder

Gg Hh
Oo

YWCA – 1952
First classes held here

East Side Erie Boys Club
(1950s)

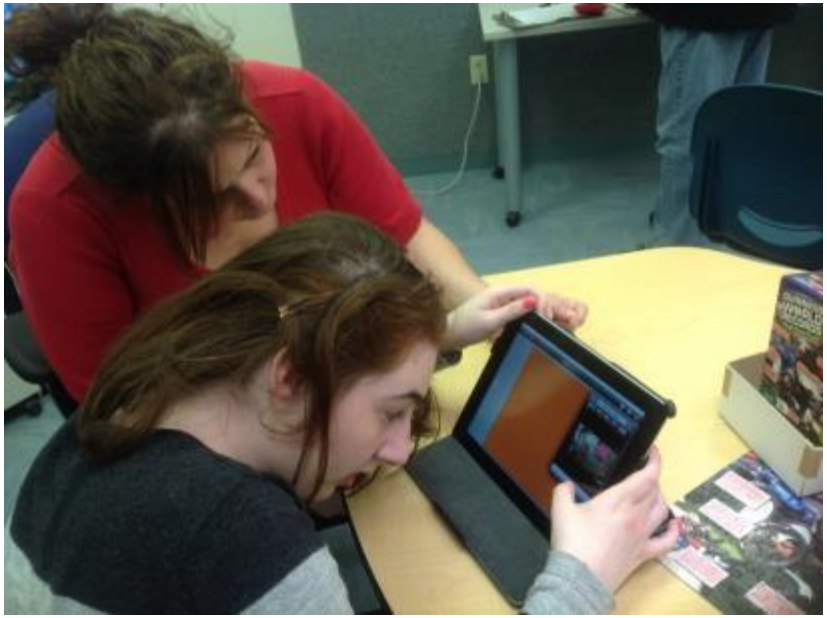
Franklin Terrace (1950s/1960s)

The Barber Center (1960s)

Barber National Institute (2014)

Elizabeth Lee Black School

- Our Students
- Use of Technology
- Involvement with the Arts



Resources

- National Endowment for the Arts
  http://arts.gov/partners/state-regional
- National Art Education Association
  http://www.arteducators.org/

Other Ideas

- Local Foundations
- Traditional Donors

Yellow Ball Video

Collaboration

Judy Stewart, M.A. | Critical Skills Specialist

PHASE ONE - Pre-Planning

Who are the players?

What are the tools?

When is the project taking place?

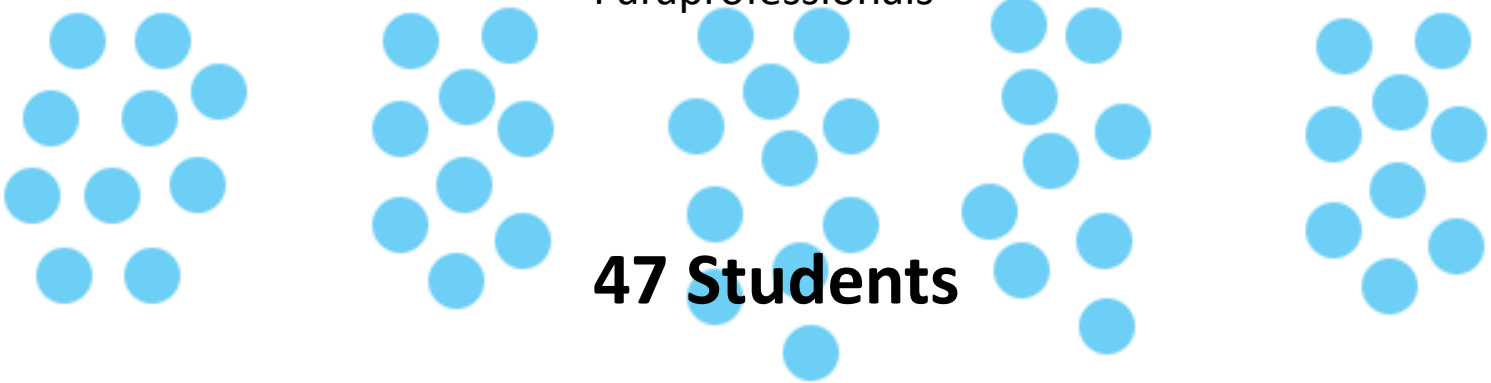
APS Supervisor

Judy Stewart

Jude Shingle

Teachers

Paraprofessionals



47 Students

iOS Apps

Book Creator
$4.99

Comic Life
$7.99

iMovie
$4.99

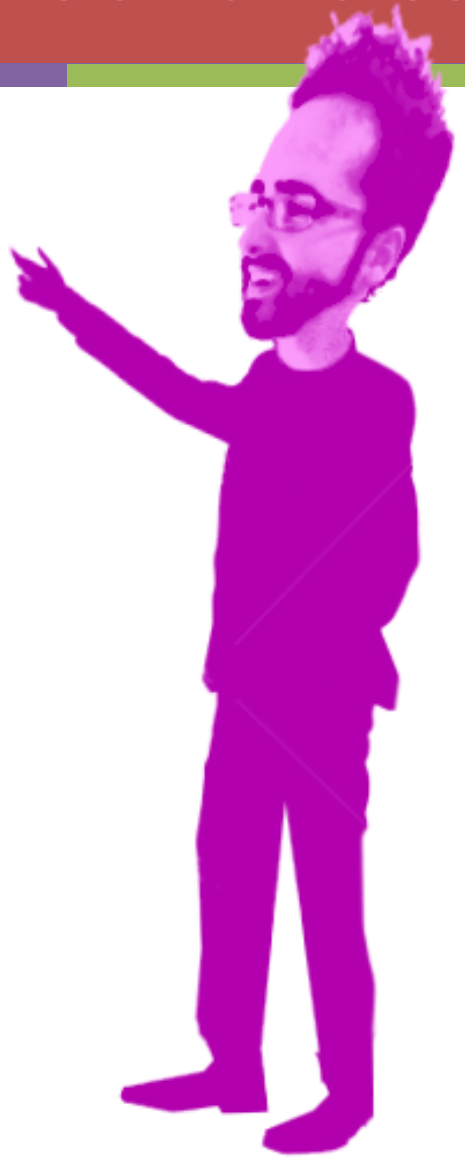
PHASE TWO - Implementation

First Meeting

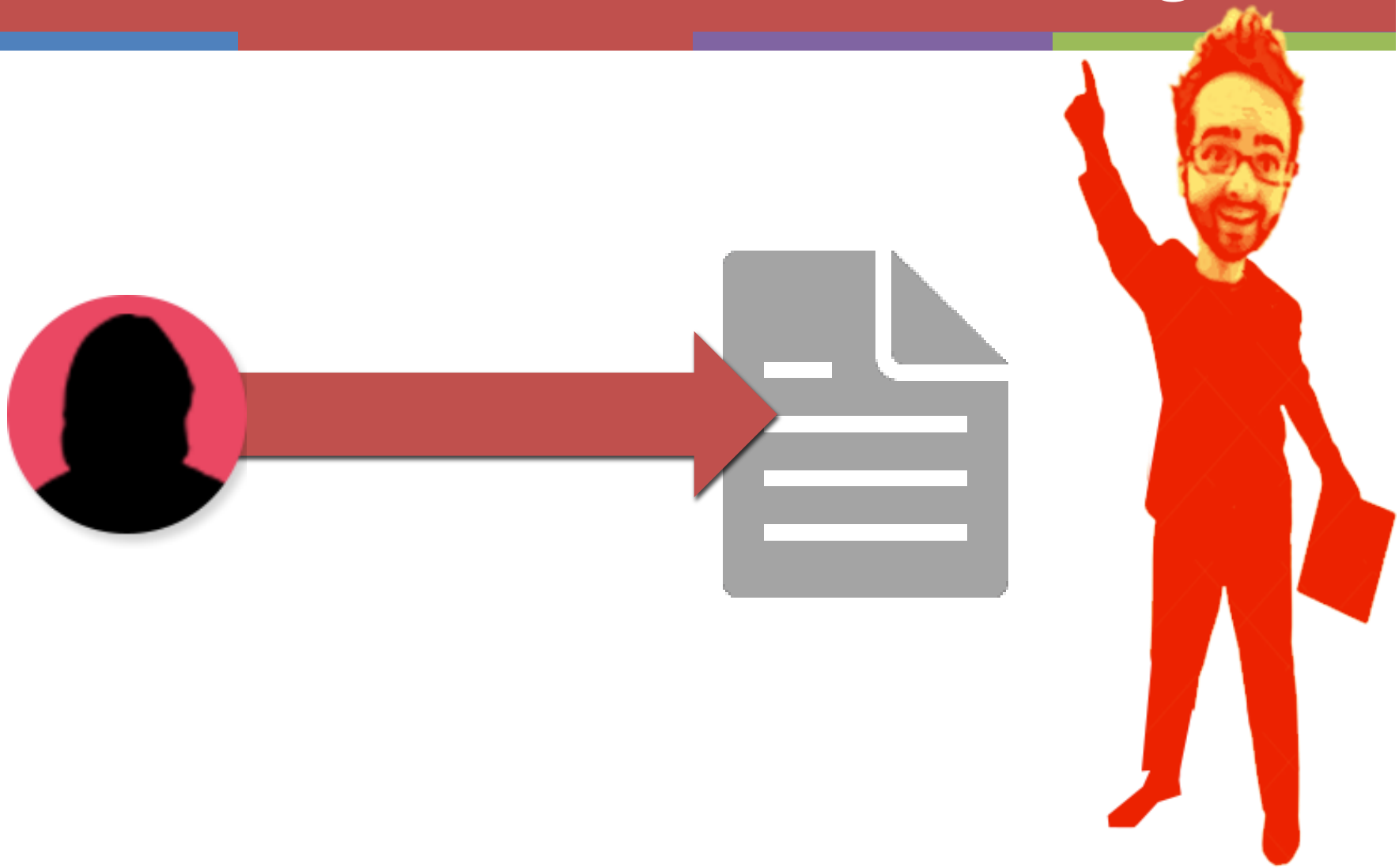
Observe Classrooms

Learn Routine and Schedule

Learning Styles & Personalities



Customized Training Plan



PHASE THREE - Support

- Supporting the residency by involving staff at key moments in project

Support Residency

Daily Status Report

Meet with Jude daily to discuss his interactions with classrooms

IT Support

iPad Procedures
Adaptive Equipment
Backup and Sharing of projects

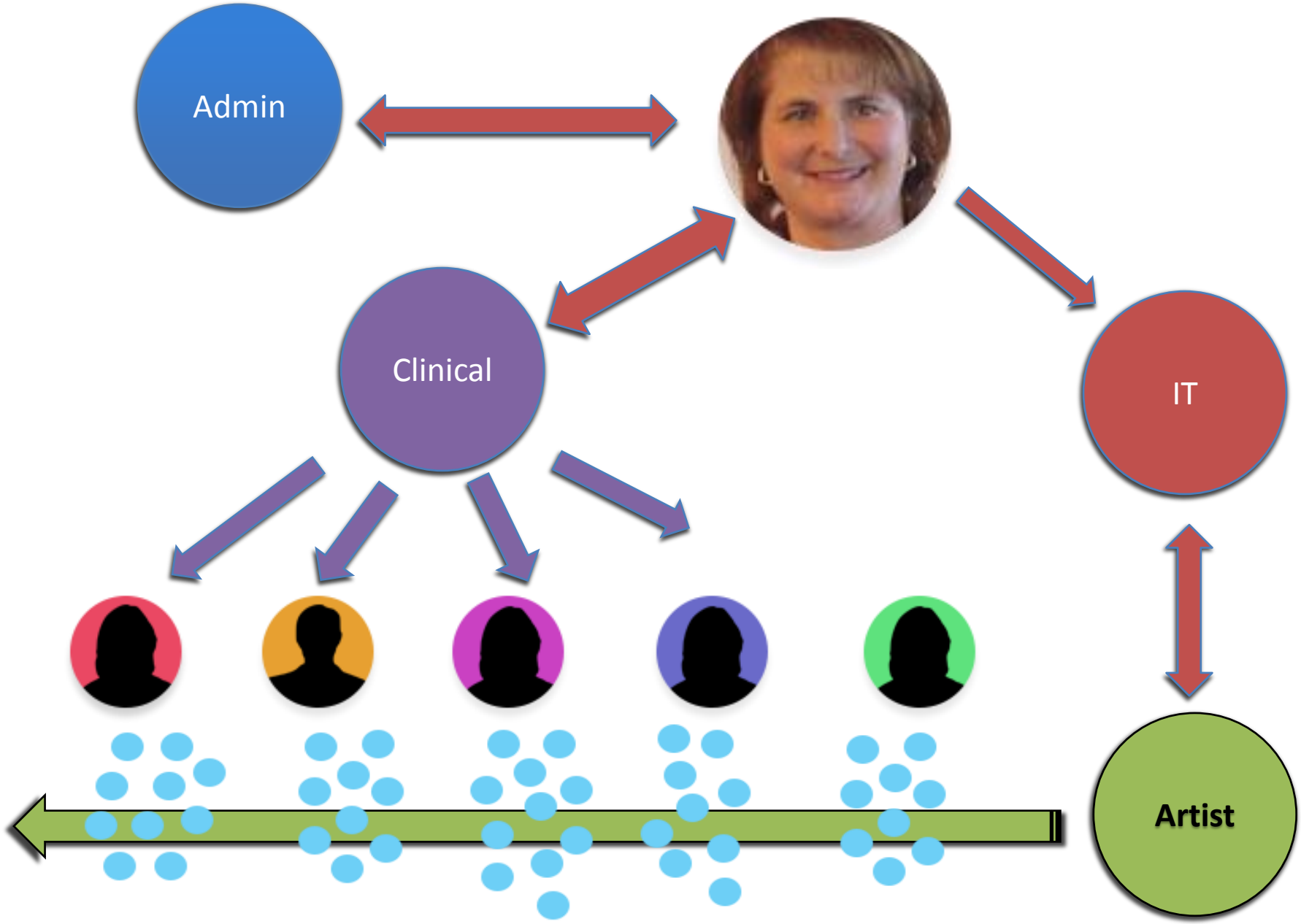
Social Stories
Video Modeling

Clinical Team

How Can We Make Projects More Therapeutic?

Clinical Team

Process of Review and Implementation of Social Stories


Admin
Clinical
IT
Artist

Anticipate and Refine

This is now part of our culture

Best Practice

Ann Ellison, M.A. | Behavior Services Coordinator

Commitment
Concentration
Energy
Power
Whys
Focus
Results
Extraordinary
Purpose
Attention
Maximum
Write
Clear
Flows
Compelling
Make
Happen
Laser-Focused
Clarity
show
Get
Total
Goal-Driven
Just Goes

Social Skills

- High priority need for all students
- Evidence based practices
  - Social Stories
  - Video Self Modeling
- Direct translation into digital media

Ami Klim, Yale Child Study Center

Who's Afraid of Virginia Woolf?

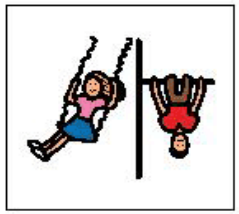
© 2007 Thomson Higher Education

Social Stories ™

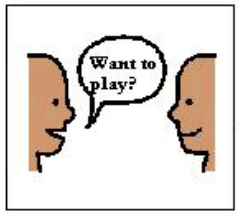
Developed by Carol Gray

- Evidence based practice
- Easy to develop
- Highly adaptable
- Highlights relevant social cues
- Provides perspective
- Primarily Informational
- Offers suggested response

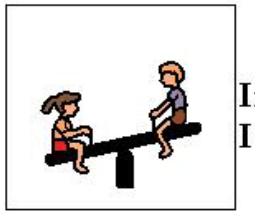
Playing



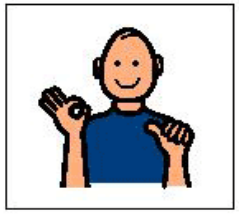
Sometimes I like to play with other kids.



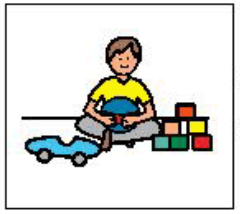
I can ask them, "Do you want to play with me?"



If they say "yes", I can play with them. I will have fun.



If they say "no", it's ok.



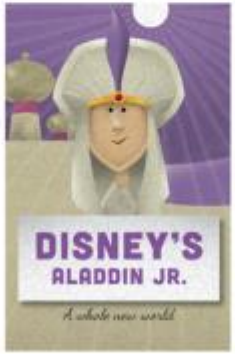
I can ask someone else or play by myself.

Tracy Boyd, 2009

Social Story Applications

- Individual needs
- Various media
- Various styles

Going To See Aladdin



I am going to see the Aladdin show. Seeing a show is a little like seeing something on TV, or a movie. But the people in a show are right there on stage. They are called actors.

Aladdin is a special kind of show called a musical. The actors will tell a story by talking, singing and dancing.

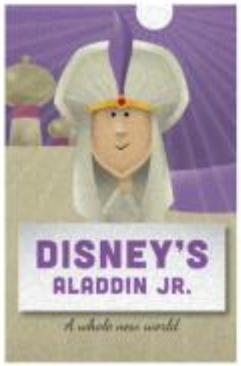
The Aladdin show is at the Playhouse Theatre. When I get there, I will see signs that say "Playhouse Theatre" and "Aladdin."

We may have to stand in line to get into the theatre. I will stand nicely and quietly while we wait. We will go inside the building and show our tickets to a person who will tell us where to go.

Before we go inside the theatre, we will see the bathrooms near the lobby. If I need to use the bathroom, I can ask.

Then we will go inside the theatre. The theatre has lots of seats.

A person called an usher will look at our tickets and tell us which seats to go to. The numbers on the tickets tell us where we have to sit. It is not a choice.



The usher will also give us Playbills. Playbills are books that tell you about the people who helped to make the show. Playbills have pictures of the actors and tell you the names of the songs you will hear in the show.

When we get to our seats, I will sit nicely. When it is time for the show to start the theatre will get darker and everyone will get quiet. I will try to be as quiet as I can during the show so that I can hear everything.

When the show starts, I will hear talking and singing. If it is too loud, I can cover my ears, hold someones hand, or ask to go to the **quiet space**.

The quiet space is downstairs in the theatre. There are bathrooms, a water fountain and benches to sit on. I can go there if I need a break.

Some of the actors may come close to me. The actors wear costumes and makeup, like on Halloween. They will not touch me.

When people like what the actors do, they will clap. Clapping is nice because it tells the actors you liked their performance.

I don't have to clap if I don't want to. If the clapping is too loud, I can cover my ears or go to the quiet room. I know that even though the clapping can be loud and can feel scary, none of the noise can hurt me.

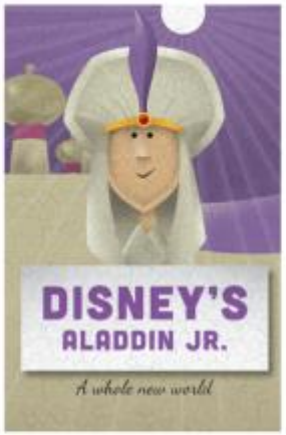
In the middle of the show, we will have a break. This break is called intermission. During the break, many people will stand up to get a drink or use the bathroom. If I want to I can ask for a snack or a drink. I can also use the bathroom if I need to.

After the break, everyone will come back and sit down in their seats again. It will get darker and quieter again just like at the beginning of the show. The actors will come back on the stage and finish telling the Aladdin story.

At the end of the show, all of the actors will come out on stage. This is called a curtain call. Many people will clap a lot so the actors know how much they liked the show.

If I want to clap, I can. I don't have to clap if I don't want to. If the clapping is too loud, I can cover my ears, hold someones hand, or go to the quiet room.

After the curtain call, the actors will come out to say hello to the audience. I can shake their hand, ask for an autograph or say hello.



After the show is over, we will leave the Playhouse Theatre. I am excited to see Aladdin.

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Video Self-Modeling

- Bandura Observational Learning
- Evidence based practice
- Effective for ASD
- Children **LIKE** it
- Lends itself to creative process
- Useful within social story

Sense of adventure

- You will NOT break anything!
- Learn by experimenting
- Each App has a set of principles

Book Creator

- Watch, don’t fret over notes
- Principles
- Follow on paper

Interactive Group Instruction

- Process of One-on-One classroom instruction outlining social story
- Give a sense of workflow
- Sense of what is possible in application
- Decide if this works for your situation

Challenges

- Technology
- Intensive training and support on an ongoing basis
- Securing additional hardware
- Learning curve in understanding social stories

Outcomes

- Students and teachers create digital books and movies on their own
- Positive clinical effect of social stories
- Expansion of model
- Students and teachers develop confidence in using technology

- video

Thank You

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