

The Arts in Special Education Consortium

Why Good Work Works

Propelling a Dialogue for Special Education and the Arts

Wednesday April 29th, 2009

SCHEDULE

	<u>Art Study Room</u>	<u>Carroll Classroom</u>
9:30 - 10:00	Meet and Greet, coffee	
10:00 - 10:20	Welcome and Overview	
10:30 - 11:30	Presentation OPENING DOORS AND EYES - Teaching Artists Who Work With Special Needs Students	Presentation WHAT'S (DIS)ABILITY GOT TO DO WITH IT?
11:35 - 12:35	Presentation OPENING DOORS AND EYES - Teaching Artists Who Work With Special Needs Students	Presentation WHAT'S (DIS)ABILITY GOT TO DO WITH IT?
12:45 - 1:30	Lunch in <u>Sacerdote Lecture Hall</u>	
1:45 - 2:30	Presentation STAFF ARTIST and TEACHING ARTIST COLLABORATION, What is the Payoff?	Presentation ART AS COMMUNICATION, One Mother's Perspective
2:35 - 3:20	Presentation STAFF ARTIST and TEACHING ARTIST COLLABORATION, What is the Payoff?	Presentation ART AS COMMUNICATION, One Mother's Perspective
3:30 - 4:00	Wrap up/Close	

NOTE: Throughout the day we may be videotaping or taking photographs for documentation purposes. If you have any objection to being photographed or videotaped please let the camera person know.

The Arts in Special Education Consortium

Organized in 2007, and meeting regularly since then, the Arts in Special Education Consortium provides avenues where professionals and key stakeholders involved in arts education for students on the special education spectrum can share perspectives, ascertain needs, develop means to meet them, deepen practice and understanding. Our purpose is to bring together constituencies that historically have not had sufficient opportunity to interact with one another, to engage them in meaningful conversation and exploration in order to ascertain barriers to and opportunities for providing quality arts education to special education students. That is, to build capacity, understanding and value, and do so as a whole – school/arts/home – community. In addition to conferences and other face-to-face convenings, we plan to create an interactive web forum for discussion and sharing of resources.

ArtSpEdConsortium@yahoo.com

The Steering Committee meets on a monthly basis, collaborates on events, makes decisions on focus, goals and mission and carries out the necessary tasks to succeed in reaching our goals.

Steering Committee

Stephen Yaffe, Co-Chair
Lisa Dennett, Co-Chair
Jody Imbimbo

Lester Katz
Kathy London
Dena Malarek

Jane Rigler
Erica Rooney
Tom Rosa

The Support Committee consists of individuals with a high interest in the goals of the Arts in Special Education Consortium but without the time needed for participation on the Steering Committee. Support Committee members may take on individual tasks as needed for specific functions of the Arts in Special Education Consortium.

Support Committee

Phil Alexander
Aziza
Bebe Bernstein

Russell Granet
Lois Kipnis
Joan Merwyn

Maria Mitchell
Leslie Newman
Jean Newton

If you are interested in joining the Steering or Support Committee please let us know by sending an email to the address on this page.

OVER 

THANK YOU

We wish to extend our thanks and appreciation to the following organizations and individuals for their support and help.

Arts Horizons
The Center for Arts Education
Empire State Partnership,
Office of Partnership Support and Research
Hollis Headrick
Manhattan New Music Project
Metropolitan Museum of Art
Metropolitan Opera Guild
New York City Department of Education,
Office of the Arts and Special Projects
New York City Department of Education,
District 75, Citywide Special Education
New York State Alliance for Arts Education
Partners for Arts Education
Queens Museum of Art
Ronnie Shuster
The offices of Shebitz, Berman,
Cohen and Delaforte
Visions, Inc.

The Arts in Special Education Consortium is a sponsored project supported, in part, by the New York State Council on the Arts, a state agency. Sponsored by I.D.E.A.S.



PRESENTATIONS / PRESENTERS

OPENING DOORS AND EYES -- TEACHING ARTISTS WHO WORK WITH SPECIAL NEEDS STUDENTS.

COBBLING AN APPROACH

In 1999, Nicole Callihan walked into a classroom for children with autism and was absolutely unglued by what she encountered. Fascinated by the students but also at a complete loss as to how to engage them, Callihan began to cobble together her own creative, movement-driven approach to teaching poetry. Exhausted by preconceived ideas regarding those with autism, she ultimately looked to the source to inform and inspire her philosophy: the students themselves.

NICOLE CALLIHAN is a poet and essayist who has taught in schools, hospitals and universities throughout New York City since 1996. She is a language lecturer at New York University and continues to work with children with disabilities through Teachers and Writers Collaborative.

TRAINING FOR THE WORK

In Spring 2007, The Center for Arts Education, Marquis Studios and PS 37R created an Arts Academy for students on the autism spectrum. After the first year there was a clear need to train Teaching Artists to work with this population. The Teaching Artists Training Institute (TATI) was developed to give Teaching Artists a unique opportunity to observe Classroom Teachers and Master Teaching Artists in action in classrooms, followed by reflection, journaling, discussion and debate.

ELYSE COGAN is Associate Director of Programs at The Center for Arts Education (CAE) and is project manager for the CAE/Annenberg Institute for School Reform's *Promising Practices II: Arts-Powered Learning* website to debut in Fall 2009. The website will be a resource for tools and strategies that public schools can use to create, implement, and sustain exemplary arts programming. Along with Russell Granet, she oversees the PS 37 Arts Academy and Teaching Artist Training Institute, a comprehensive and intensive arts residency for students on the autistic spectrum, and a professional development program in which teaching artists learn from practitioners in the field how best to address the needs of students with autism. Outside of CAE she also works with Mr. Granet, the director of Arts Education Resource, an organization which helps schools build quality arts programs. Previously she worked in publishing as Manager of Contracts at John Wiley & Sons and Assistant Manager at Farrar, Straus and Giroux. She also worked in various managerial and administrative positions at The Roundabout Theatre Company, The Guggenheim Museum and The Film Forum. She is a graduate of Ithaca College.

BILL FIORELLI, principal of PS 37, has been employed by the NYC DOE since 1981 working as a teacher, Assistant Principal and Principal. In addition to holding a Sixth Year Certificate in Supervision and Administration from CUNY, he earned an MA in Special Education from Kean College of NJ and a BA in Music Education from Brooklyn College. During the 2006- 07 school

year Mr. Fiorelli participated as a Cahn Ally in the Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University. As an advocate for arts education for children with disabilities Bill has supported the members of the school community in the area of grant writing. PS 37R has been the recipient of the following grants from CAE: Annenberg Grant, Leadership in Practice Grant and Teaching Artist Training Institute. Bill participated in the 2006 and 2007 Empire State Partnership Arts in Education Program NYS Council of Arts conferences and the 2006 VSA National Summit on Arts Education and Disability Conference. Professional affiliations include the Council for Exceptional Children and Metropolitan Opera Guild.

DAVID MARQUIS is the founder of Marquis Studios and has been its Executive Director since the Company's inception in 1977. He brings to his work as an educator his considerable experience as a theater artist of many capacities. David began his artistic career in London, where he studied and taught acting for five years. From 1985-1989, he sat on the Board of Directors for the Puppetry Guild of New York. In 1988-90 he was a site reporter for the National Endowment for the Arts theater program. From 1992-2000 he was a member of the Board of Directors of the New York City Arts in Education Roundtable. He is a founding member of the Association of Teaching Artists and currently sits on the Board of Trustees of PRATT Institute. His work as a puppeteer has toured the United States and has been placed prominently in many international festivals. As a teaching artist for the last 34 years, David has taught innumerable classroom and professional development workshops. Subjects include puppetry, theater arts, writing, video editing, literacy, and mask-making. In the late 1970s, his work with video and computer-generated images of his own design was the first integration of this technology into puppet theater in the United States.

ERICA ROONEY is a licensed Creative Arts Therapist and a Teaching Artist. For many years she was a scientific illustrator, and currently pursues her own painting. She has worked with children in one capacity or another for many years. She has taught writing and literacy with various populations, ages 5- 50, at Cornell, NYU, and the College for Human Services, and has volunteered in public and private schools. She teaches topics in Art Therapy at CUNY- Queensborough. As a Teaching Artist, her interest is children on the Autism spectrum and teens/young adults with conduct disorders. She teaches in classrooms and PD workshops throughout the city, contracting with Marquis Studios, Manhattan New Music Project, and Hospital Audiences, Inc. Working with parents and parent-child dyads is an underpinning of her philosophy. Her work in classrooms adapts various recognized therapies, including DIR, RDI and music, and is always multi-modal, as her background includes music, dance and yoga, as well as an abiding stake in poetry and chant. Erica has an MFA in poetry from Cornell University and an MPS in Creative Arts therapy from Pratt Institute.

WHAT'S (DIS)ABILITY GOT TO DO WITH IT?

What does a student's disability have to do with success in Art? This and other questions will be addressed by the Principal, Art teacher, and Coordinator of Special Education at the Bronx High School for the Visual Arts, a Bronx New Century High School founded in 2002 to offer a four year, rigorous and sequential program in the Visual Arts. The presentation will provide an overview of the school, a description of our art program and examples of Art work by general education, special education and our collaborative initiatives with District 75 students included in our school.

DR. GEORGE YORK is a founder and principal of Bronx High School of the Visual Arts (BHSVA), a public school dedicated to providing quality education in and through the arts. Emphasizing critical thinking and student engagement, BHSVA works with a variety of cultural partners including Lehman College Art Gallery, the Bronx Museum, and Wave Hill to provide learning experiences and additional resources for students and their families in the Bronx. Small class size and project-based student-centered curriculum provide individualized attention and prepare students for college and careers in the visual arts including art director, architect, graphic designer, comic book illustrator, museum curator, art historian and teacher. Dr. York received his B.A. and M.A. from Hunter College, and his Ed.D in Education from Teachers' College at Columbia University. Prior to founding BHSVA, Dr. York had a varied professional career in the Arts including teaching and administration in NYC Public and Private Schools, the Nyack Public Schools and in museum and cultural organizations including P.S. 1. Contemporary Art Center and the Brooklyn Museum. He has served on various boards including the Queens Council on the Arts and Elders Share the Arts, has received numerous awards and grants, has co-authored several resource guides, and has participated in many workshops, conferences and lectures on teaching, curriculum, and museum education. Dr. York contributed to the *Blueprint for Teaching and Learning in the Arts*, the Department of Education's comprehensive curriculum in arts education.

ERIC MILES received his BA in Art History, Studio Art and Environmental Studies at Colby College, an MFA in Painting and Art Education at Pratt Institute with additional studies in Costa Rica and at the San Francisco Art Institute. He brings a wealth of teaching to his position as art teacher and coordinator of the Art department at BHSVA including Curtis High School, Pratt Institute, Artists for Humanity, and Groundswell Community Mural Project, Brooklyn. Eric continues to exhibit professionally at Front Gallery, Artists Space, PS 122 and Grand Space, among other venues. In addition, he is co-writer of the NY State Arts Regents, NYC Studio in Art Curriculum Guide and has judged competitions such as the Mark Rothko and Dedalus Foundation Scholarships for NYC High School students.

MARY VALENTIN received a B.A. from Queens College, M.A. from Connecticut University, and a School District Leadership Certificate from Stony Brook University. She is a Special Education Coordinator for The Academy for Career & Living Skills (811X) @ Bronx High School for the Visual Arts (BHSVA). Mary facilitates a 9th through 12th grade inclusion program at BHSVA and four classes for students with autism. Mary has created a bridge program for students in order to provide greater access to general curriculum, increase social initiations, enhance skill acquisition and generalization, and increase inclusion in future environments.

STAFF ARTIST AND TEACHING ARTIST COLLABORATION, WHAT IS THE PAYOFF?

Good arts residencies should endow students with skills that stay with them beyond the tenure of the teaching artist. Staff artist and teaching artist collaborations are useful at accomplishing this end. We will present work from students with special needs and discuss strategies for implementing this type of collaboration at your school.

HANK WAGNER is a professionally trained actor, self-taught musician and 15-year veteran Arts Practitioner in the NYC school system. Both as a performer and creator of original educational productions and as a Drama, Music, and Language Arts residency practitioner, Hank has touched the lives of literally thousands of students in the New York City Area. He is especially well known for his computer-based music residencies with children in the citywide Special Needs district and for his dynamic and captivating Professional Development Workshops with teachers and administrators alike. He is a core member and the Artistic Associate of Long Island City's "InCollaboration Inc" (www.readers.org), a multi-service Arts-n-Ed company that has served the New York City school system for over 25 years. Mr. Wagner is also the leader and producer of "Coyote Love", an independent, original, NYC style Rock and Soul band (myspace.com/coyoteloveband).

THOMAS ROSA is a Special Education teacher at the Dr. Horan School (P79M) in Harlem. Since 2002 he has worked with teenagers who have mild to severe mental retardation, as well as physically and multiply handicapped students through the medium of music. He has made digital music production the cornerstone of his curriculum and uses technology to teach literacy. As a result, his students have produced albums at the school and have performed at professional venues and conferences; most recently at the 2008 ESP (Empire State Partnerships) Summer Seminar. Mr. Rosa enjoys networking with entertainment industry professionals and often brings artists to the school to share their work and collaborate with his students. Thomas also works as an independent artist/producer known as Sabertooth (www.myspace.com/sabersabroso).

ART AS COMMUNICATION, ONE MOTHER'S PERSPECTIVE

Susan Perel shares her observations and experiences as the mother of a 12 year old boy with Autism. She relates how his exposure to the arts appears to connect him to our world, which ultimately engages and inspires him. This presentation underscores the importance of open mindedness, enthusiasm, and sensitivity in working with this unique population.

SUSAN KLEIN-PEREL obtained a Masters degree in Psychiatric Social Work from Syracuse University, graduating with Honors in 1986. She is currently in private practice in Staten Island. She is also a consultant for the past several years for the Multiple Sclerosis Society of New York. She has facilitated various support groups, including those for children with cancer, and several for parents of disabled children. Mrs. Klein-Perel has organized numerous symposiums including several for people with Multiple Sclerosis and Alzheimer's Disease in particular. Mrs. Klein-Perel had worked for many years at Staten Island University hospital as Director of Social Work in the Inpatient Psychiatry Department. Mrs. Klein-Perel has served on numerous boards in the Staten Island community. She is past president of the Alliance to the Richmond County Medical Society, where she is currently an advisor and current board member. She has chaired the Festival of Chefs annual event for the Staten Island Heart Society. She is currently First Vice President of the PTA at the Hungerford School on Staten Island. Mrs. Klein-Perel is a board member of the Jewish Community Center of Staten Island where she is the Chairperson of the Camp committee, and a member of the task force committee which founded the special needs department at the JCC. Susan is married to Dr. Allan Perel who is a renowned Neurologist with a practice on Staten Island and in Brooklyn. The couple have three children: Harrison age twelve, and twins Jacqueline and Evan age ten. The family resides in Todt Hill on Staten Island.