



Organized in 2007, The Arts in Special Education Consortium provides means by which professionals and key stakeholders involved in arts education for students on the special education spectrum in New York can share perspectives, determine needs, develop ways to meet them, and deepen practice and understanding. Our purpose is to bring together constituencies, and engage them in meaningful conversation and exploration in order to ascertain barriers to and opportunities for providing quality arts education to special education students.

www.ArtsSpecialEd.org

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, Chair

Lisa Dennett

Anna Harreveld

Adam Goldberg

Ronnie Shuster

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

Patricia Freer

Dena Malarek

Linsey Miller

Maria Mitchell

Jean Newton

Romy Nordlinger

Erin Ronder

Erica Rooney

Constance Stienon

Meryl Wittenberg

If you are interested in joining the Steering or Support Committee please send an email to info@ArtsSpecialEd.org



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

Erica Rooney

Constance and Christopher Stienon

Museum of Jewish Heritage

Kathy Posa, Principal, P177Q

Arthur Mattia, Principal, P372K

Antionette Rose, Principal, P811K

New York City Department of Education, District 75, Citywide Special Education

Gary Hecht, Superintendent, District 75

Karen Gorman, Coordinator, Universal Design For Learning Team/District 75

Barbara Vaccaro

Joan Finkelstein

Dena Malarek, Elise May, Meryl Wittenberg

Students from P177Q

P94M, The Spectrum School

New York State Council on the Arts

I.D.E.A.S.

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Those of you on Twitter are encouraged to tweet about the conference using #artsped

Revealing Capacity

Opening the Inner and Outer World

DAY AT A GLANCE

- 9:15 **Coffee and Registration** – Lobby, 1st floor
- 10:00 **Morning Plenary Session** – Edmond J. Safra Hall/Auditorium, 1st floor
- Welcome/Overview
 - Universal Design for Learning (UDL) 101
- 12:00 **Lunch** – Events Hall, 2nd floor (12:00-12:45)
- 12:55 **Afternoon Sessions**** (12:55-2:10)
Adapting for Different Populations
- Dance – Safra Hall/Auditorium (1st floor)
 - Drama – Classroom A/B (1st Floor)
 - Music – Events Hall (2nd Floor)
 - Visual Arts – Classroom C/D (1st floor)
- ** Please attend the sessions that you registered for.
This will ensure adequate attendance and ample space.
- 2:20 **Afternoon Sessions**** (2:20-3:35)
Adapting for Different Populations
- Dance – Safra Hall/Auditorium (1st floor)
 - Drama – Classroom A/B (1st Floor)
 - Music – Events Hall (2nd Floor)
 - Visual Arts – Classroom C/D (1st floor)
- 3:45 **Final Convening** – Edmond J. Safra Hall/Auditorium, 1st floor
- Looking Ahead
 - Raffle

PLEASE NOTE that photographs & video will be taken throughout this conference. Your likeness may be used for documentation purposes, reporting, or appear on our website. Only presenters or panelists will be identified. No compensation will be received, given or expected by any party. If you have objections to having your photo/video taken, please make that known to the conference chair or a Steering Cmt'ee member.



Morning Session Descriptions

10:00am - 11:45am

Universal Design for Learning (UDL) 101

UDL Team, District 75/NYC Department of Education

This session will explore solutions that provide all students, however varied their learning styles and needs, an equal opportunity to access curriculum, engage with it, express their understandings and, hopefully, extend those understandings.

Beginning with the knowledge that all classrooms are made up of diverse learners, UDL recognizes there is no “one-size-fits-all” approach. As such, it addresses barriers – be they student learning challenges, or what may be “disabled” in our methods of instruction and/or the physical classroom.

In this 90-minute, interactive UDL presentation, strategies will be explored on how to reduce barriers to learning through approaches that are flexible and applicable to various types of learners. The Three Principles of UDL will be discussed in-depth along with their practical applications within the classroom and we will consider the importance of the physical environment as a foundational support of UDL.

Presenters

David Carroca, OTR/L, is a NYS-licensed Occupational Therapist who specializes in Assistive Technology. He provides evaluations and therapeutic interventions for the New York City Department of Education - District 75. In addition, David is part of the Universal Design for Learning Team, which serves to work with teachers, school administrators, classroom staff, parents and students to reduce barriers to instruction. David also works with the International Aphasia Movement, where he provides therapy services to individuals who have suffered strokes, providing strategies for regaining function and for using technologies to assist with communication.

Jordan Ignacio, PT, ATP, is a NYS-licensed Physical Therapist and a certified Assistive Technology Professional. He conducts assistive technology evaluations for the New York City Department of Education - District 75. Jordan is also a member of the Universal Design for Learning Team that support educators, school administrators, parents and students on the use of strategies that identify and eliminate barriers to instruction. Jordan has a private physical therapy practice through which he provides therapeutic interventions and assistive technology support to adult patients whom he services in their home environment.

Hayley Levenson, MS, CCC-SLP, is a NYS-licensed Speech-Language Pathologist working as an Assistive Technology Evaluator and is currently part of the Universal Design for Learning Team for the New York City Department of Education - District 75. She specializes in evaluating, training, and providing therapeutic intervention to individuals that require Augmentative and Alternative Communication (AAC) devices and other assistive technologies. She provides services to children and adults and collaborates with family and staff members within the school, hospital, and home settings.



Jennifer Ryan, OTR/L, ATP, is a NYS-licensed Occupational Therapist and a certified Assistive Technology Professional. She has been working within the New York City Department of Education - District 75 for approximately 10 years. In addition to providing skilled therapeutic intervention to elementary school students with special needs, Jennifer is an Assistive Technology Evaluator and part of the Universal Design for Learning Team. Jennifer works closely with students, parents, teachers, school staff, and school administrators to facilitate successful integration of assistive technology into the classroom, reduce barriers to instruction, and foster student independence and academic success.

Afternoon Session Descriptions

12:55pm and 2:20pm

Adapting for Different Populations

Hands-on workshops in which participants explore how to adapt the same activity for specific populations, learning needs, challenges and styles.

- Dance

Focus on populations with Attention Deficit Disorder (ADD), Emotional Disturbance (ED), and Autism Spectrum Disorder (ASD).

Presenter

Sandra Stratton Gonzalez is a Dance Educator and Arts Liaison at The Children's School, PS 372 in Brooklyn. She has developed a sequential, standards-based dance curriculum for the inclusion population and for children with autism in a 6:1:1 setting. As Arts Liaison at PS 372 she oversees arts integration programs with cultural partners and designs and administers school-wide enrichment. Sandi's work is documented in [Dance for Diverse Learners: A Special Education Supplement to the Dance Blueprint](#), a DOE publication she co-authored with Catherine Gallant and Diane Duggan. In addition to her duties at PS 372, Sandi teaches *Dance in Elementary Education* at Hofstra University and is a frequent presenter at local and national conferences.



- Drama

Focus on populations with Emotional Disturbance (ED), Multiple Disabilities (MD), and Physical Disabilities.

Presenter

Lisa Dennett is an actress, teaching artist and founder/director of I.D.E.A.S. (Interactive Drama for Education and Awareness in Schools), a drama/theater arts education organization that specializes in improvisation-based drama, with disadvantaged youth and youth with disabilities. Ms. Dennett initiated drama classes at the Lighthouse for the Blind youth program after successfully working with adults there, and taught for 16 years. Lisa has a BA in theater from Hunter College, CUNY and a specialized Master of Arts degree from NYU, Gallatin School, in using drama with special populations. She is past chairperson of the NYC Chapter of the NY State Theater Education Association and is a long-time member of the American Alliance of Theater Education. Ms. Dennett is a co-founder of the Arts in Special Education Consortium. She is currently working with VSA/Kennedy Center as part of the National Core Arts Standards special education team. She is a certified sign language interpreter.

- Music

Focus on populations with Emotional Disturbance (ED), Autism Spectrum Disorder (ASD), and Physical Disabilities.

Presenter

Alan Núñez has worked as an administrator, evaluator and teaching artist with various Lincoln Center institutions, including City Opera, Juilliard and the New York Philharmonic. He has presented at VSA in Washington D.C. on UDL and the arts. As founder of Boundless Learners (formerly Boundless Percussion), Alan has worked in special-needs classrooms for more than a decade with NYC-based organizations including DreamYard, Lifetime Arts and Marquis Studios. In addition, he is a digital media teaching artist, having provided professional development for ArtsWestchester, the New York City Department of Education and the New York and New Jersey State Councils on the Arts. He is currently a Master Teaching Artist for Marquis Studios' Teaching Artist Training Institute (TATI), which just completed its 7th year of professional development in special-needs instruction through arts education.

Visual Arts

Focus on populations with Autism Spectrum Disorder (ASD), Blind and Visually Impaired, and Multiple Disabilities (MD).

Presenter

As an artist and wheelchair user, *Gordon Sasaki* brings a unique combination of personal insight and academic training to his dynamic presentations and inclusive hands-on workshops.



He has over 25 years of experience in arts and inclusion, teaching in universities, museums, public, and private schools, including; VSA arts, The Kennedy Center for the Performing Arts, Lincoln Center, and the College Board, and currently working at working at MoMA as a Community & Access educator, focusing on disabled and underserved populations.