



## ***INCLUSION – Practices, Partnerships and Possibilities***

Organized in 2007, (as The Arts in Special Education Consortium), Arts for All Abilities 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](http://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  
Hanaah Frechette  
Adam Goldberg  
Elise May  
Jordana Mendelson  
Maryann Polesinelli  
Ronnie Shuster

The Support Committee consists of individuals with a high interest in the goals of the 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 Consortium.

### **Support Committee**

Patricia Freer  
Dena Malarek  
Linsey Miller  
Romy Nordlinger  
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](mailto:info@ArtsSpecialEd.org)



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

Museum of Jewish Heritage

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

New York City Department of Education, Office of Arts and Special Projects

Paul King, New York City Department of Education, Office of Arts and Special Projects

Helen Kauffman, New York City Department of Education, District 75

JCC Manhattan

Liza Galler

Erica Rooney

Barbara Vaccaro

The IDEAL School

Lincoln Center Education

Heidi Latsky Dance

Wema Harris, Dena Malarek, Kyla McHale

New York State Council on the Arts

I.D.E.A.S.

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**Council on  
the Arts**



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





# **INCLUSION**

## ***Practices, Partnerships and Possibilities***

### **DAY AT A GLANCE**

- 8:30           **Coffee and Registration** – Lobby, 1<sup>st</sup> floor
- 9:30           **Welcome/Overview** – Edmond J. Safra Hall/Auditorium, 1<sup>st</sup> floor
- 9:50           **Keynote: Body Inclusivity – Practices, Partnerships and Possibilities**  
Heidi Latsky & Jerron Herman  
Edmond J. Safra Hall/Auditorium, 1<sup>st</sup> floor
- 10:30          **Five Takes on Inclusion**  
Edmond J. Safra Hall/Auditorium, 1<sup>st</sup> floor
- 11:35          **Lunch** – Events Hall, 2<sup>nd</sup> floor (11:35-12:20)
- 12:30  
(12:30-1:40)    **Afternoon Sessions\*\* – Art Making and the Journey Ahead**
- Classroom and Behavior Management – Classroom A/B (1<sup>st</sup> floor)
  - Inclusive Spaces, Inclusion Teaching – Events Hall (2<sup>nd</sup> floor)
  - The Three Little Pigs – Classroom C/D (1<sup>st</sup> floor)
  - Toward More Inclusive Collaborations – Safra Hall/Auditorium (1<sup>st</sup> floor)
- \*\* Please attend the sessions that you registered for.  
This will ensure adequate attendance and ample space.
- 1:50  
(1:50-3:00)    **Afternoon Sessions\*\* – Art Making and the Journey Ahead**
- Classroom and Behavior Management – Classroom A/B (1<sup>st</sup> floor)
  - Inclusive Spaces, Inclusion Teaching – Events Hall (2<sup>nd</sup> floor)
  - The Three Little Pigs – Classroom C/D (1<sup>st</sup> floor)
  - Toward More Inclusive Collaborations – Safra Hall/Auditorium (1<sup>st</sup> floor)
- 3:15           **Office Hours** (Final Convening)  
Events Hall, 2<sup>nd</sup> floor

**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 Sessions

10:20 am

### Keynote Address

**Body Inclusivity – Practices, Partnerships and Possibilities**

#### Speakers

*Jerron Herman* is a principal dancer and Associate at Heidi Latsky Dance, joining the company in 2011 having never danced before. Jerron has been featured with the company at venues like Lincoln Center, NYU Skirball, American Dance Festival, and the Whitney Museum. Jerron is currently on the Board of Trustees at Dance/USA and has sat on panels for DanceNYC, Lincoln Center Education, and La Mama ETC. He is a proud member of an artist-run collective called Armory Sessions and writes for different publications on art, dance, and disability. Through press and interviews Jerron was featured in an LA Press Club winning piece by John Bathke, "Open Studio with Jared Bowen" for PBS, and most recently a profile on dancing with Cerebral Palsy by Great Big Story. For his work in the world premiere of HLD's TRIPTYCH, the New York Times called him, "...the inexhaustible Mr. Herman."

*Heidi Latsky* began dancing at 20 as a disco dancer after receiving her BA in Psychology. She danced with Bill T Jones/Arnie Zane (1987-1993), co-founded Goldhuber & Latsky (1996-2000) and founded Heidi Latsky Dance in 2001. Since 2006, she began integrating disabled performers. GIMP (2008) toured internationally, garnering acclaim including an Emmy nomination for a feature on the work. Her film *Soliloquy* has screened internationally and in NYC at Dance on Camera at Lincoln Center. ON DISPLAY, her portfolio of public works, began in 2015 at the request of MOPD in honor of the 25<sup>th</sup> anniversary of the ADA. ON DISPLAY GLOBAL, her global initiative honoring International Day of Persons with Disabilities, exhibits annually in NYC at the UN, NYU/Tisch, and in over 30 cities worldwide. Latsky is a dedicated activist through various platforms – panels, workshops, and teaching. She was twice named a recipient of the Arts for ELLs & Students with Disabilities Grant Program, recently performing 11 children's shows at Victory Dance.



## Five Takes On Inclusion

What does Inclusion mean to different stakeholders? What are its values to them? A panel – an educator, a teaching artist, a parent, a student and the administrator of an internship program – shares perspectives.

### **Panelists**

*Miranda Appelbaum* is the Assistant Director of Accessibility & Guest Services at Lincoln Center for the Performing Arts. In that role she implements accommodations and initiatives to increase accessibility, both physically and programmatically, for all visitors to Lincoln Center's campus, including initiatives to engage individuals with dementia and their caregivers and job-readiness projects for young people with developmental disabilities. She also oversees the Lincoln Center Access Ambassador Program, which is designed to introduce students with disabilities to working within a performing arts environment.

Prior to her current position, Miranda launched and managed access programs and resources for students, adults and families with disabilities at the Intrepid Sea, Air & Space Museum. The former Chair and a current Steering Committee Member of the Museum Access Consortium, she is a member of the NYC Museum Educator's Roundtable Access Peer Group, and serves on the Lower East Side Tenement Museum's Access Advisory Council.

*Tobie Franklin* is Director of Learning Support at The IDEAL School of Manhattan. She has vast experience working in the context of special education in clinical and educational settings in Canada, Israel, and the U.K. too – as a learning specialist, researcher in neuropsychology, psychometrist and family counselor in child development centers, literacy specialist, facilitator for New Teacher Academy, school administrator, and child rights advocate. Recently, she was a member of a three-year technical working group on inclusion at the U.S. Department of Education. She completed her graduate studies at the University of Toronto and the University of London.

*Elise May*, an independent Teaching Artist/Arts Administrator, uses theatre arts for vocal empowerment with general/special needs/ENL populations. Original Programs: *Storytime Theater*, *Expressive Elocution*, *Multicultural Voices*, *Creative Readers* (arts/literacy inclusion program; 2017 National Arts and Humanities Youth Program Award Finalist). Affiliations: Steering Committee, Arts for All Abilities Consortium; Board member, Stage the Change, HEARTS; Advisory Board, Books for Dessert (literacy for adults with ID); Teaching Artist/social story creator, Tilles Center for the Performing Arts LIU Post. Co-Producer with the Consortium: *The Magic of the Arts in Special Education*, *Making Visual Arts Accessible to All* (Tilles Center for the Performing Arts); and *Spectrum of Hope: Nurturing Abilities, Creating Opportunities* (Landmark on Main Street). Selected articles: "The Special in Special Needs," *Teaching Artist Journal*; "The Why of Teaching Artistry," *Lincoln Center Education website*; contributing author "In It Together –



*How Student, Family, and Community Partnerships Advance Engagement and Achievement in Diverse Classrooms*” (Zacarian, Silverstone; Corwin Press). Conference presenter: Balanced Mind, Annual Conference of the Bermuda Union of Teachers, NYSTEA Educator and Student Conferences, PD for school administrators, teachers and parents. [www.expressive-elocution.com](http://www.expressive-elocution.com)

*Lori Podvesker* coordinates the implementation of INCLUDEnyc's policy work in the education and developmental disabilities systems, provides assistance to parents, and represents INCLUDEnyc on coalitions, advisory councils and panels. Lori has taught general and special education in a variety of urban settings, is a graduate of Montclair State University, and has a master's degree in Education from Brooklyn College. She also has a teen-aged son who attends a District 75 program and is a member of the NYC Panel for Educational Policy.

I'm *Russell Whitaker*. I'm a gay, Autistic 18-year-old. My gender preferred pronouns are he/she, Grape Juice. I attended a NYC public middle school that was arts centered and embraced my creativity in Writing and Drawing. I graduated Millennium High School in 2017. At Millennium I was in an inclusion setting, but I was able to do things that the general ed students did. I was only provided services if I needed any help with anything. The high school prepped me for the real world. It taught me how to advocate for myself. I made many speeches and loved being in group discussions that involved politics. It also taught me to advocate for others. I successfully lobbied for a ramp and an accessible door in my school.

*Stephen Yaffe*, moderator, is a co-founder and Chair of Arts for All Abilities Consortium. An Arts and Education consultant, his professional development (PD) work has been called “brave, visionary, smart” (Director of Education Programs, PBS). He has mentored classroom teachers, teaching artists and arts administrators in inclusive practices nationally, served as the VSA Teaching Artist Fellows coach and provided PD to those working in the field of disability on five continents. He was recently named VSA NYC Arts Advocate of the Year, 2018.



## **Afternoon Sessions**

*12:30pm and 1:50pm*

### **Classroom and Behavior Management**

Participants will learn about the differences between classroom management and behavior management. They will also learn some techniques they can easily use on the spot in many different situations. These tools can be used with students of all ages and abilities.

#### **Presenter**

*Sara Wittenberg* is the Director of K-12 Inclusion and the Assistant Director of a K-5 Program, Mayim, at Temple Beth Shalom in Needham, Mass. There she collaborates with educators and families to ensure that all children can successfully access the curriculum. She also works closely with the educators to tailor the curriculum for each group of learners and provides training for the K-12 faculty. As a consultant for Matan, Sara mentors synagogues in Massachusetts and New York in Inclusion, providing them tools and resources to implement programs that meet the needs of all children. She also lectures and provides professional development nationally. Prior to joining the team at Temple Beth Shalom in 2013, Sara worked as a special educator in Massachusetts and the New York City public schools. She is a Board Certified Behavior Analyst (BCBA) and has a Masters Degree in Special Education.

### **Inclusive Spaces, Inclusion Teaching: What We Can Learn About Inclusion From Community-based Arts Education Partnerships**

How inclusive is your teaching? Definitions and perspectives on inclusion vary greatly depending on many things, one example being whether you are in or outside a school setting. Join two Theater teaching artists and a library partner to experience and share what makes inclusion programs in community settings work and how these best practices can be shared in any setting. Part interactive lesson, part discussion. Arts and literacy lesson plan take away.

#### **Presenters**

*Twinkle Burke* is an Actor, Teaching Artist, Consultant, and Professional Development Creator and Facilitator. She has worked with children and adults of all abilities for various Arts in Education and Theatre companies in New York City and surrounding areas. She incorporates Visual Arts and Writing along with Theatre in her residencies, and continues to expand her



knowledge to help students with multiple intelligences. She is a FEMA trained counselor, DASA certified, and is certified in Child Sex Abuse prevention.

*Amy Christake* is a librarian at the Port Washington Public library where she has worked in Adult Reference and Children's Services since 2013. Amy has co-developed summer reading programs and library-based scavenger hunts. She provides book advisory services, participates in parent child workshops and is the library liaison for the Creative Readers program. Amy is a graduate of Pratt Institute with a Masters in Library and Information Science.

*Elise May*, an independent Teaching Artist/Arts Administrator, uses theatre arts for vocal empowerment with general/special needs/ENL populations. Original Programs: *Storytime Theater, Expressive Elocution, Multicultural Voices, Creative Readers* (arts/literacy inclusion program; 2017 National Arts and Humanities Youth Program Award Finalist). Affiliations: Steering Committee, Arts for All Abilities Consortium; Board member, Stage the Change, HEARTS; Advisory Board, Books for Dessert (literacy for adults with ID); Teaching Artist/social story creator, Tilles Center for the Performing Arts LIU Post. Co-Producer with the Consortium: *The Magic of the Arts in Special Education, Making Visual Arts Accessible to All (Tilles Center for the Performing Arts)*; and *Spectrum of Hope: Nurturing Abilities, Creating Opportunities (Landmark on Main Street)*. Selected articles: "The Special in Special Needs," *Teaching Artist Journal*; "The Why of Teaching Artistry," *Lincoln Center Education website*; contributing author "In It Together – How Student, Family, and Community Partnerships Advance Engagement and Achievement in Diverse Classrooms" (Zacarian, Silverstone; Corwin Press). Conference presenter: Balanced Mind, Annual Conference of the Bermuda Union of Teachers, NYSTEA Educator and Student Conferences, PD for school administrators, teachers and parents. [www.expressive-elocution.com](http://www.expressive-elocution.com)

### ***The Three Little Pigs: An Exploration of Design***

Following the core principles of inclusion and presentation of several versions of *The Three Little Pigs*, participants will work in small groups to design a model of a dwelling inspired by the story. Using a variety of materials and a selection of adaptive tools, they will brainstorm, build, test, and share their structure. Participants will see how cross-curricular connections can be made to academic classes and the arts and experience how the design process is inclusive.

#### **Presenters**

*Kelly Callahan* is the Upper School Visual Arts teacher at The IDEAL School of Manhattan. She teaches middle and high school art electives in an inclusive studio, ensuring all students have access to age-appropriate studio experiences and materials. Kelly is a practicing artist and maintains a studio practice throughout the year. She has experience teaching in public, charter,





independent and international schools. Kelly holds a BFA in Painting from Ohio Wesleyan University, and MA in Art Education from Massachusetts College of Art and Design.

*Tobie Franklin* is Director of Learning Support at The IDEAL School of Manhattan. She has vast experience working in the context of special education in clinical and educational settings in Canada, Israel, and the U.K. too - as a learning specialist, researcher in neuropsychology, psychometrist and family counselor in child development centers, literacy specialist, facilitator for New Teacher Academy, school administrator, and child rights advocate. Recently, she was a member of a three-year technical working group on inclusion at the U.S. Department of Education. She completed her graduate studies at the University of Toronto and the University of London.

*Timothy Lomas* is the Creative Arts Coordinator and Lower School Visual Arts teacher at The IDEAL School of Manhattan. As a founder of The Global Children's Art Programme, he has created art workshops and events in Thailand, Cambodia, Nepal, India, and Chad. Timothy is a multiple Fulbright-Hays grant recipient conducting art workshops in an inclusion setting throughout Greece and Turkey via the U. S. Department of Education and Cultural Affairs, Arts Envoy Program. He holds a BFA in Interdisciplinary Fine Art from Tyler School of Art and Temple Abroad, Rome.

*Karin Wolff* is the Director of Academic Technology at The IDEAL School of Manhattan. She teaches STEAM classes and designed a Makerspace in the Lower School and Upper School. She comes from Avenues, The World School, where she served as the Technology Integrator and advised faculty on appropriate uses of technology in service to curricular goals and learning objectives. Prior to Avenues, Karin spent seven years as a special education teacher in a Bronx public school. She designed curriculum and led professional development workshops for staff and faculty. Karin is the founder of Social Academy, a non-profit organization that provides social events for individuals with autism who have graduated from high school. Karin holds a BS in Psychology and Sociology from Union College, an MS in Urban Special Education from Mercy College, and an MA in Technology Education from Teachers College, Columbia University.



## **Toward More Inclusive Collaborations**

Extend student learning, better insure transfer and grow deeper roots. A panel of school and arts practitioners talk about the values of the arts for their work – Occupational, Physical and Speech Therapy, Mental Health Counseling – and how to include related service providers in arts partnerships.

### **Presenters**

*Diana Feldman* is a board certified drama therapist and licensed creative arts therapist. She founded ENACT in 1987 to address the therapeutic and social/emotional needs of underserved students in public schools. To date ENACT has reached over 200,000 students, teachers and parents. A pioneer in her work and champion of change, she regularly leads workshops at national and international conferences on creative arts therapies and trauma informed practices.

*Mark Corallo*, a practicing speech and language pathologist for the past 19 years, is currently Speech Supervisor at District 75, City-Wide Speech Services. Additionally, he runs an integrated social skills/theater arts program for students with Autism and other communicative deficits in East Brunswick, N.J. Mark has developed collaborative theater arts programs within the NYC school system and is a recipient of the Disney Musicals in the Schools grant. He has provided speech and language services for students diagnosed with Autism, Apraxia of Speech, Cerebral Palsy and Deaf and Hard of Hearing. PROMPT certified and trained in various therapeutic modalities, his intervention has focused on fostering relationship development, social language, speech and language, and the imagination in students diagnosed with Autism Spectrum Disorder and other communicative deficits. He has provided professional development to speech therapists and families in supporting communicative needs through the combination of theater arts and speech and speech and language intervention.

*Kristen Hansen* has been an Occupational Therapist in the New York City Department of Education for five years. She is a firm believer and advocate for students interacting in their “least restrictive environment.” She was given the ultimate opportunity to put this into motion in her school after receiving the Disney Musicals in Schools grant. She was able to align her student’s occupational therapy goals to the skills required to engage in the process of putting on a musical. Whether it was adapting the environment, making modifications, or breaking down tasks, Kristen was able to find a place for all of her students.

*Sarah Tintle* is a Physical Therapist in the Lower School at The IDEAL School of Manhattan. She is also an independent practitioner through the Board of Education in NYC and has worked with individuals from birth to 18 years of age. Sarah holds a Doctorate of Physical Therapy from Duke University and a B.S. in child development and Spanish from Vanderbilt University.



*Ronnie Shuster*, moderator, is the retired principal of P94M, a public school serving over 400 students with autism and other disabilities, that incorporated arts education in every classroom based on the belief that the arts are critical to youth development. Ms. Shuster has been awarded the Mayor's Award for Arts and Culture, The New York Historical Society Award for Musical Theater Education, ArtsConnection Linda LeRoy Janklow Award and the VSA NYC Service Award. In 2014, her students participated at the Junior Theater Festival in Atlanta, winning the highest award offered. Ms. Shuster is an Arts for All Abilities Consortium Steering Committee Member and an Arts Education and Special Populations consultant.

## **Final Convening**

3:15pm

### **Office Hours**

Small group discussions with experts – the day's presenters and panelists –

AND

A team of contributors to  
***Arts and Students with Disabilities Online Resource Compendium***  
(NYC DOE Office of Arts and Special Projects)

*Marissa Adams* graduated from Hofstra University in 2010 with a BS in Dance Education, and received her MA from New York University for Theater Education in 2012. She is currently working in a District 75 school where she created a Dance and Theater program for students on the Autism Spectrum at PS4@ Skillman in Queens. She volunteers at Co/Lab, a theater company that creates original work with adults who have special needs, and is also currently studying Dance Therapy at the 92<sup>nd</sup> Street Y with the Dance Education Laboratory. In 2017, Ms. Adams contributed to writing the dance and theater portion of the *Arts and Students with Disabilities Online Resource Compendium* with the Office of Arts and Special Projects within the NYCDOE.

*Katherine Stock* is a graduate of the Aaron Copland School of Music at Queens College with a Bachelor of Music in Percussion Performance and a Masters in Music Education. Ms. Stock has had the privilege of working with students with disabilities for nine years within District 75 of the NYCDOE. She is currently teaching music at P721Q, the John F. Kennedy Jr. School in Queens, NY. In addition to previously presenting and assisting other music teachers in adapting their curriculum for students with disabilities, Ms. Stock has worked with Little Kids Rock and Amp Up NYC to provide adaptations for special learners. In 2017, Ms. Stock contributed to writing the music portion of the *Arts and Students with Disabilities Online Resource Compendium* with the Office of Arts and Special Projects within the NYCDOE.



*Pamela Pritzker-Ridley* has her BFA in photography from The Art Institute of Boston at Lesley University and her Masters of Science for Teachers from Pace University. She is a dually certified special education and visual arts teacher, as well as a nationally certified American Sign Language interpreter. Pam currently works for the Department of Education in the Office of Arts and Special Projects. She was the project manager and contributing writer for the *Arts and Students with Disabilities Online Resource Compendium*.