



INCLUSION – Practices, Partnerships and Possibilities (Another Take)

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

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

Tobie Franklin

Adam Goldberg

Elise May

Jordana Mendelson

Maryann Polesinelli

Pamela Pritzker-Ridley

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

Hanaah Bates

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



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

Toby Karten

JCC Manhattan

Allison Kleinman

Erica Rooney

Barbara Vaccaro

Tessa Derfner

Emily Davis, Wema Harris, Kyla McHale

New York State Council on the Arts

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Arts for All Abilities Consortium is a sponsored project of Fractured Atlas, a non-profit arts service organization.



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



**INCLUSION –
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DAY AT A GLANCE**

- 8:30 **Coffee and Registration** – Lobby, 1st floor
- 9:30 **Welcome/Overview** – Edmond J. Safra Hall/Auditorium, 1st floor
- 9:50 **Keynote: Building Strength in Inclusive Art Programs**
 Toby Karten
 Edmond J. Safra Hall/Auditorium, 1st floor
- Inclusion Breakout Sessions**
 Toby Karten
 Edmond J. Safra Hall/Auditorium, 1st floor
- 11:35 **Lunch** – Events Hall, 2nd floor (11:35-12:20)
- 12:30
(12:30-1:45) **Afternoon Sessions****
- Arts Inclusion – Perspectives & Practical Approaches – Resource Room (1st floor)
 - Inclusion: Inside and Outside the Box – Events Hall (2nd floor)
 - Inclusive Practices in the Art Studio – Classroom A/B (1st floor)
 - Inclusive Music for Engagement and Self-Expression – Edmond J. Safra Hall/Auditorium (1st floor)
- ** Please attend the sessions that you registered for.
This will ensure adequate attendance and ample space.
- 1:55
(1:55-3:10) **Afternoon Sessions****
- Arts Inclusion – Perspectives & Practical Approaches – Resource Room (1st floor)
 - Inclusion: Inside and Outside the Box – Events Hall (2nd floor)
 - Inclusive Practices in the Art Studio – Classroom A/B (1st floor)
 - Inclusive Music for Engagement and Self-Expression – Edmond J. Safra Hall/Auditorium (1st floor)
- 3:25 **Final Convening: ‘Moving Forward’**
 Edmond J. Safra Hall/Auditorium, 1st 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

9:50 am

Keynote Address

Building Strength in Inclusive Art Programs

Examine the evidence-based Inclusion practices that strengthen our learners. Reflect on how students gain skills in art and non-art PK-12 disciplines. Collaboratively explore the Inclusion “do’s, don’ts and do betters” to proactively motivate students to better organize, attend, comprehend, follow rules and procedures, communicate appropriately, interact with peers, and learn how to learn. Appreciate how Inclusion principles honor student diversity in Art programs and across the curriculum. Transform challenges into successes!

Speaker

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and Inclusion specialist, has taught populations of learners ranging from pre-school to graduate level. Ms. Karten’s first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. To date her more than 30 publications have been widely acclaimed because of the practical ways she connects the Inclusion research into PK-12 classrooms. In addition, Toby Karten has designed online courses and PD units for pre-service and practicing educators and related staff in public and private settings across the country. She has collaborated with administrators, staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and Inclusion coach to advance learner knowledge and skills. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Dept. of Education as an exemplary educator, receiving two “Teacher of the Year” awards. Toby Karten has received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Toby’s ongoing professional goal is to collaborate with professionals to prepare learners to achieve ongoing successes within their least restrictive environments, looking at inclusive placements as viable first options. She firmly believes:

Inclusion does not begin and end in the classroom, but it is a philosophy that continues throughout life.” (Karten, 2015)

Contacts & Resources

Email: toby@inclusionworkshops.com

Web: www.inclusionworkshops.com

Facebook: Inclusion Education Services

Follow on Twitter: @TJK2INCLUDE

[pinterest.com/tkarten/inclusive-education](https://www.pinterest.com/tkarten/inclusive-education)



Inclusion Breakout Sessions

Applying the Practices, Partnerships and Possibilities to YOUR Realities. Explore Inclusion scenarios with responsive learner strategies and interventions: *A.K.A. "If WE"*

Leader

Toby Karten

Afternoon Sessions

12:30pm and 1:55pm

Arts Inclusion – Perspectives and Practical Approaches

A panel of distinguished current and retired principals talks about the values of the Arts in Inclusion, how to support them and overcome obstacles. A tool kit will be provided for advocating with school administrators, starting, expanding and/or enhancing Arts programs.

Panelists

Marta Barnett is the principal of 35M in Manhattan.

Ronnie Shuster 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.



Inclusion: Inside and Outside the Box

This workshop, jointly presented by educators and related service providers, will address how to support diverse learners in Arts classes through accommodations/modifications (thinking inside the box) and innovative resources (thinking outside the box). Participants will collectively solve a challenge at one of two centers – Drama or Dance – based on an area of strength or weakness. They will have access to a variety of resources, including the use of technology.

Presenters

Tobie Franklin has extensive experience as a special educator. In addition to being the Director of Learning Support for seven years at The IDEAL School of Manhattan, an independent Inclusion school from K through 12, she has worked in educational and clinical settings in Canada, Israel, and the UK. Her numerous positions have included learning specialist, psycho-educational consultant, counselor, psychometrist, researcher, and child advocate. For three years, she was a member of a technical working group on Inclusion at the US Department of Education. She is the Inclusion Coordinator at a synagogue in the city. Tobie has presented to educators locally, nationally, and internationally on Inclusion and other topics.

Jessica Hopkins received her Master of Science in Occupational Therapy from the State University of New York at Buffalo. She has seven years of experience working in pediatric settings as a Licensed Occupational Therapist, including at The Center For Discovery, an excellence facility for the advanced care and medical treatment of individuals with significant disabilities, medical complexities, and Autism Spectrum Disorders (ASD), and most recently, at an Inclusion based school in Manhattan.

She has a special interest in working with individuals with ASD, program development, and adapting tools and differentiating materials to support inclusive education. She loves working with individuals who challenge her to use creative and innovative thinking and approaches to treatment.

She recognizes the therapeutic power and multi-sensory benefits that participation in Art has for all individuals. She thinks Alexander den Heijer said it best, “When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.” She believes everyone, regardless of physical or cognitive ability, has the right to be provided with individualized tools in a supportive environment so they too can bloom. She is passionate about empowering educators by providing resources and education on diverse-ability and adapting tools and materials to increase a student’s independence and participation in purposeful activities.

Pamela Pritzker-Ridley is the newly appointed Director of Instruction and Curriculum at the New York School for the Deaf, Fanwood. Pam has her Masters of Science for Teachers in Special Education from Pace University and a BFA in photography from the Art Institute of Boston



at Lesley University. She is a nationally certified American Sign Language interpreter, a certified teacher of special education and visual arts, and is finalizing her requirements for the School Building Leader certification. Pam has previously worked as an American Sign Language interpreter, a special education teacher and at the New York City Department of Education's Office of Arts and Special Projects where she was a writer and contributor to the *Arts and Students with Disabilities Online Resource Compendium*. She has facilitated professional developments about inclusive practices in the Arts classroom at the local and national level, including for the VSA Kennedy Center. Pam is passionate about ensuring all teachers are prepared to work with students with disabilities, especially in the field of Arts education. She was recently named VSA NYC Arts Advocate of the Year, 2019.

Eri Tina Theotokas-Siklas, a New York State Licensed Bilingual Speech-Language Pathologist, received her Bachelors of Science in Communication Science and Disorders as well as her Bachelors of Arts in Psychology at Long Island University. She then went on to earn her Masters of Science in Speech-Language Pathology as well as her Teachers of Students with Speech and Language Disabilities (TSSLD) and Bilingual Extension in Greek/English at Adelphi University. During her time as a Clinical Fellow, she worked at a District 75 School in the Bronx, a General Education Charter School in the Bronx, Early Intervention home-care clients throughout Queens and Long Island, and at a Private Clinic in Whitestone, Queens. Currently, she works full time at a private Inclusion school on the Upper West Side as well as with private clients, and performs evaluations part-time. She has received training in Applied Behavioral Analysis (ABA), initial training for Sequential Oral Sensory Approach to Feeding (SOS), Level 1 training for Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT), and has become a Registered Behavior Technician (RBT). As a SLP, Eri has primarily worked with clients/students aged 2-50 years old. Her therapy sessions have consisted of improving skills in various areas such as receptive language, expressive language, feeding, articulation, phonemic and phonological awareness and fluency, to name a few.

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 also coaches the robotics teams in the Lower 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, a MS in Urban Special Education from Mercy College, and an MA in Technology Education from Teachers College, Columbia University.



Inclusive Music for Engagement and Self-Expression

In this session we will delve into hands-on, specific approaches and activities for the Inclusion Music classroom as well as for incorporating Music into activities outside the Music room. We will discuss and apply differentiated activities, practice self-expression through Music-making and discuss how individual musical interests can help students communicate and express themselves. This session will focus on the various ways that we as human beings learn and will also provide specific adaptations as needed.

Presenter

Katherine Stock is a graduate of the Aaron Copland School of Music at Queens College, receiving a Bachelor of Music in Percussion Performance and a Masters in Music Education. Katherine is a freelance percussionist, drummer and recording artist in New York City and the Tri-State Area, performing with various orchestras, ensembles, bands, performing groups, as well as solo.

She has been working with students with disabilities (SWD's) for nine years in District 75 (NYC DOE) and currently teaches music at P721Q, the John F. Kennedy Jr. School in Queens, NY. In her years with District 75 Katherine has directed and co-directed more than 30 performances, including musicals, concerts and other multi-disciplinary pieces.

In addition to providing professional development to and assisting other Music teachers in adapting their curriculum for students with disabilities, Ms. Stock has worked closely with Little Kids Rock and Amp Up NYC to provide adaptations for SWD's. 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, NYC DOE. Katherine is a member of the Arts for All Abilities Consortium Arts Values Working Group.

Inclusive Practices in the Art Studio

Focusing on painting practices that enable the success of diverse Inclusion settings, participants will learn about painting strategies, equipment, mediums, tools and processes that empower learners of all profiles. In this hands-on session an array of studio accommodations will be considered along with how they can be applied to different media in addition to painting. There will be an exploration of what anchors Modified lesson plans allowing for rigorous, inclusive Art experiences for all.



Presenter

Kelly Callahan is an artist and an educator working in New York City. Educated at Ohio Wesleyan University (BFA, Painting) and Massachusetts College of Art and Design (Masters, Art Education), Kelly is the Art Teacher for students in Grades 6 through 12 at The IDEAL School of Manhattan, a private Inclusion school serving typically developing students alongside those with a range of physical, emotional and cognitive disabilities as well as experiential deficits. At IDEAL Kelly designs and orchestrates developmentally appropriate Art experiences for all students in diverse age-based cohorts.

Final Convening

3:25pm

Moving Forward

New possibilities and options –