

ROUGH EDITED COPY

JFK Center  
Processing Together: Arts Education for Students with Disabilities  
during COVID-19

April 2, 2020

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CART Provider: Lynn Els

>> All right. Welcome, everyone. We are going to get started and

your view by selecting view options from the top panel. You may also expand your view to a full screen.

At the end of today's presentation there will be an opportunity to ask questions of the presenters. During this open-ended question and answer time, please type your questions into the chat box.

Within the week, we will second out a follow-up email with a link for today's presentation and a copy of the webinar transcript. This means that you can go back to watch the recording and view supplemental materials in addition to any notes you may take during the webinar itself.

If you are active on social media I invite you to processing together. And with that I will hand it over to today's webinar presenters.

>> Now we have got it.

Welcome, everyone. My name is Kristin, I lead the Kennedy Center's special education team and I will act as your moderator this evening. Thank you for being here. I know it's been a challenging unprecedented couple of weeks and we are really grateful that you have chosen to spend some time with us today. Tonight's webinar is intended to be a space for as the title states processing together. In this unprecedented time, as we transition to teaching arts remotely, so many of us are working to meet the needs of our students with disabilities from a distance. This is uncharted water. And we are here not to offer perfect answers but to talk through what we are facing and how we are working through the challenges of teaching in COVID-19 together.

So some goals for today's webinar:

Our goals today are to identify remote learning challenges and successes. To share ideas and resources for teaching students with disabilities remotely. To support and encourage one another in this unprecedented time.

Our agenda for today:

We are going to begin with panelist introductions, they will introduce themselves and they will share a few resources that may be helpful to you all in this time. Feed we will go from that introduction to some guiding questions.

So we will be asking questions to everyone on the panel to start us off. And then we will open the questions to all of the attendees. So, that will be coming and we are hoping to spend a good amount of time on that.

So please keep your questions. We will use the chat box to enter those questions when we get to that portion. Feed lastly, we will tell you where you can continue this conversation.

So to start us off today we have Laura Meehan, she is going to share her resources after she introduces herself. Thank you, Laura, go ahead.

>> Laura: Hello, everyone. Can I get at least a thumbs up from the panelists that you can hear me? Okay. Great. I just wanted to make sure. Hi. My name is Laura Meehan. I am a board certified music therapist and I'm also a certified teacher in the areas of music and also special education. I am working on my doctorate in educational leadership and policy studies with a focus in special education. So I understand there are a lot of policies going on and a lot of struggles going on right now with just mixed communications from states and districts and schools. So I do understand that firsthand I'm with you. I have been working in special education for about 10 years. I have taught at alternative education settings or center-based placement for seven years. And I have been at my current school for four years in Tampa, Florida. I primarily work with elementary and secondary students whose least restrictive environment or LRE has been determined by their individual education plan or their IEP to be a completely separate campus. So all of my students are in a self-contained setting and they do not have the opportunity to interact with their neurotypical peers at school. So, this brings us to what we are talking about today in distance learning. Feed all of my students are hands on learners, very much so. A lot of hand other hand, a lot of

within that we have the counsel for exceptional children division of visual and performing arts, otherwise known as DARTS because that's a lot to say. So, within this you will find a bunch of resources for arts education. There is research practices that are backed by the CEC. You will see a few different tabs for resources and articles and upcoming events and things like that. So, that's a really kind of great place to start and just to get some resources going.

And then I also have created -- I have my own personal web page that I am working on or I have added some things to it.

But what I don't want to use the time to promote my own personal page whatsoever. What I want you to point out is I have a things called materials for distance learning during COVID-19. I have added a bunch of worksheets on there. I have added some other resources on there. Some of the ones that we'll be discussing today I will also add after the fact. There are some downloadable worksheets. There are some interactive Google slides that work really well for students who maybe have an iPad who might have some limited dexterity and mobility but could use it that way. Our students are going to need the support of parents and caregivers during this time. I am doing my best to make some videos. These are going to be more towards secondary students. And older students. Just some simple fun activities to act as supplemental material and support them during this time and be there for their parents and caregivers to use. They are by no means and it's nothing that we are going to be doing is all encompassing of what we could. It's a start. So, this first one -- my first two are still actually uploading on YouTube because I'm having technical issues as well. But we will get there so feel free to email me message me. And I'm more than happy to help.

>> Thanks, Laura. Now we will hear from Marisa Griffin.

>> Marisa: Can you hear me? Give me a thumbs up. Yes. Okay. Good. Hi, everyone my name is Marisa Griffin, I'm an adopted arts specialist in Tampa, Florida and I actually work with Laura Meehan she is the musical half to our fine arts department. Like she mentioned we teach at a public school for students with low prevalence disabilities. And we teach grades K through 12. And we also have an adult class on our campus as well. So we get wide range of students that we work with. A little bit about me my bachelor's degree is actually in music. And round about study of arts administration decided that wasn't for me and started working with students with autism. And I loved it so much that I just continued down that path and became a teacher. And I actually taught a self-contained ASE class for five years at a school up in Ocala, Florida.

And at the time they didn't have funding for an art department but I knew I saw the connection that students had whenever I incorporated

arts activities with our academic core subjects.  
And I just knew that it was really important, so I got certified in  
art and moved down to Tampa and started teaching art.

Okay. Next we have Carly Riggs.



It's been a really great way for us to get some donations from folks. That's another suggestion of things that have worked for us. Hang in there. It's just a crazy time and I know like my students they -- it's so hard to explain and, yeah, it's just been crazy. It's just been crazy.

It's been crazy. But, thank you so much for having me. I feel a little bit like imposture syndrome. I'm like taking notes ferociously from everyone else, too.

So I can't wait to hear what everyone has to say and, yeah. Thanks again for having me.

>> Hanna: Thanks, Carly. Next we have Lauren Stichter.

>> Lauren: Hi everyone I'm Lauren Stichter I'm college art of design and I understand postgraduate studies we have a masters in art education with emphasis in special populations program that's been around for over a decade now. I know there is a few alum in the group so I want to give a little shoutout crew. Before that I was the art school Pennsylvania School for the Deaf for 15 years. Took a sabbatical in India and training and working with folks over there for a while. I'm also the national education association special needs and art education interest group president right now. As you can imagine our Facebook group is blowing up. I can see questions popping along like how do we do this? How do we do this? I think the most wonderful thing I have seen so far is sharing. No one ask hoarding resources at this point. We are all sharing. I think Carly was saying when something works I share it with somebody else. So I figured I would show my screen real quick if that's okay, Kristin. Okay. Okay. Thanks for your patience while we switch everything around.

All right. So, the national education association stay in group has been around for actually 20 years. Almost 20 years at this point.

earlier like just how fascinating this time is and how much we are going to share moving forward. I'm not going to add too much more than that other than I am really interested in how this is shifting training for our educators. I'm really interested in the fact that this is highlighting major gaps that most of us have known about for a very long time. If anything, it's going to highlight the inadequacy of you who we work with children with diverse learning needs and abilities. This is a game changer for a lot of us. The more we can capture and offer evidence of what is working and what still is not working I think it's really important for us to do that. Not only in a sharing kind of friendly kind of way but in a professional way as well. I'm excited to hear more from you all.

>> Kristin: Thank you, Lauren. Next will Houchin.

>> Will: Good evening, everybody. Thanks for taking the time to join us tonight. Real quick about me. My name is Will Houchin. I have -- I live in Boston, Massachusetts I have a masters in music education with a concentration in autism from the Boston Conser

require a special app. or anything to access. You can get it on any device. That's the reason I sort of went that way and most of our students are familiar with that. It's a medium they are familiar with and almost like a way of communicating that they're familiar with it's kind of like speaking their language. And YouTube has in the past actually year done a better job of making its environment child safe.

If you mark as a video safe for children it eliminates the comment section and eliminates the ads coming in that might not be good for children and then I think something that, you know, some of our students benefit from just the fact that it's on YouTube means that it can be replayed over and over again. If we are doing a song, it can happen more than once and they can sort of live with it. And so as I was playing around with YouTube, one of the things that I noticed was that when I do my instruction generally, I heavily use visuals. I think Lauren mentioned earlier using visuals when we teach. And if you ever walk into one of my classrooms I have always got the projector on and some sort of visual representing what I'm doing. I was trying to figure out how to do that over YouTube. And so the software that I sort of stumbled on is called OBS open broadcaster software. I will recommend it to you all with the caveat

everyone a heads up that we will soon open questions to all in attendance. And as you formulate those questions, I want to encourage you to think about how they might apply to fellow professionals in this group. We all have particular students or groups of students that we might be really thinking about when we have questions but considering the wonderful large number of you who are on this webna, we want to be sure that the questions asked reach as many of us and apply to many of us as possible. So we are going to go through a couple questions. We're not going to go through all of the ones that you are about to see on the screen we want to have plenty of time for your questions. To start us off. For the whole panel, what challenges or fears have you encountered during this time and what are you doing to address them? We will keep this as brief as we can so we can get to attendee questions.

>> Lauren: I figured I would raise my hand we are in class together. [Laughter]

I think that the thing that we have been afraid of most is -- well, two quick things. Higher Ed, when folks come to college who may have had an IEP before all things stop. All supports, references, services all of that. I won't go too long higher he had because I will assume most folks are K through 12.

Accommodation rules are really broad strokes like extra time or, you know, whatever it is. And so I think that really we're doing like a really good job at more, I think, collaborating with our student services during this time to check in with everybody and talk about how accommodations translate to online learning because they are not as easily translatable. So, that's what we are working on right now for post high school. Work specific whether I young artists with disabilities.

>> Laura: This is Laura, I will speak to that in a little bit real quick some of us have already mentioned it but we have information coming at us so quickly and we all do and there is some really great special education teachers out there; you know, some really great things that we have done. Other people have done. And the arts in regards to special education. But it's been in the classroom why have all had opportunity to present at conferences and talk to other people. It's all classroom based things and hands on learning. And so it's a challenge we all understand it.

I know I am one of the biggest things is learning the technology which is a learning curve for everybody. That's part of it, I think.

Something that's been really positive is the outpouring of sharing of





on YouTube. I use popular songs I don't claim any rights to those songs nor I do make any money off of it.

As long as you don't have any royalties within it I'm pretty sure. I could be wrong, it's something that I have been researching as well. So I'm learning it as we go.

>> Will: YouTube can actually detect if you are using copy written music and basically all it does is make sure that video can't be monetized. It doesn't count against you. Hey, we are not going to let you make money off of this which would be something you would have to set up anyway.

>> Kristin: Someone has written in and said creative commons is a resource for tools and education. So something to keep in mind. Great, thank you. A question for everyone. Have any of you been considering or using non-video materials that you have found successful in this time?

Was I muted for the question?

>> Lauren: I thought Carly was trying to talk. Sorry about that.

>> Laura: This is Laura, I will answer that I think a lot of our students don't have access to videos or some of our students may not have access to internet or YouTube or things like that.

That's definitely a great issue that needs to be addressed. I know a lot of teachers being asked to send home packets so that's an option. Even if you can make a phone call to someone. I know some of our teachers are setting up Google call, Google phone so they have a Google number not using personal cell phone number so getting in contact with students to do lessons that way or to talk with them that way. This is coming from a music perspective, doing a sing along or something like that within that way. I'm in the process of working on some different worksheets for students that they can do with their families or together I saw something cute on Facebook a teacher wanted their students to go and play the recorder for their pets. If they

fortunately in the end, I think right now it's really pointing out the major gaps we are human and not able to satisfy everything. We just can't during this time and so rapidly I think some of the good old fashion the mailing stuff is interesting and helpful. And just contacting folks as much as we can and we know that folk also slip through the cracks and that's a really hard reality to live with sometimes and I know we all really care that's why we are here on this webinar. All of us.

>> Kristin: For those asking if a copy of this presentation will be shared yes we will send that slide deck and all of these resources available. There is a question that's come in about different ways to connect with students and there are some folks talking about platforms that they may be using. So, one question is are there any other platforms besides Zoom that the panelists are seeing great success with? I know we have talked about YouTube is there is a person that has used TikTok I would love to hear your thoughts about platforms and other ways of connecting.

>> Will: There is one that I haven't really done a lot myself but I have had some colleagues have some success with. One called flip grid. And it's basically --

fighting my videos from the Perkins school for the blind because I have connections there one of the things I try to do when I do -- we are doing something in our -- in the videos trying to narrate what I'm doing so if I'm having the students do a movement or keep the beat somewhere, or do something visually, I'm also trying to kind of narrate that as I'm doing so I'm almost like audio describing it for my viewers who are visually impaired.

So specifically there is a question asking if the adaptive art Facebook group is only for visual arts teachers. So, Marisa?

>> Marisa: Sure. Adapted art Ed, as far as all interaction is for visual art educators but not just adapted art educators like myself. It's general Ed arts mostly focused K-12 but open to all age ranges but yeah mostly visual arts is what I have seen.

>> Lauren: Can we hear from Laura for the other folks?

>> I can share that information. We do have a CEC darts Facebook page. And is this what you were needing me to share, Kristin? I have it pulled up.

>> Kristin: Sure, that would be great.

>> Laura: It's not letting me. There we go. Let's not letting me. Okay. Can you all see my screen? Can you see my screen?

>> Kristin: Now we can see it. If you just go into CEC darts it will ask you just a couple of questions just so that we can make sure that we don't have hackers and things like that.

So you do have to ask to be part of the group. But, we will be posting things here not only from this webinar but from without. So I want people to share their successes and all the positive things they are seeing. Like this one right here is super cute one of a little boy doing some music class, dance class, so this is where we will be sharing all this stuff from here. Pleased a us on CEC darts, the division for visual and performing arts. This will be for all arts both visual and performing.

>> Kristin: So with the time we have left, I need to open the correct screen. Okay. I wanted to ask one more question for the group, and we have gotten so many wonderful questions, thank you. I'm going to tell you where you can continue asking the questions and getting ideas after this concludes. For the panel and we would love to hear your thoughts as attendees. What does your role as an arts educator look like now and what do you hope it will become? However this is interpreted, all responses are welcome. Panelists?

>> Lauren: The sharing that's going on in the chat is really amazing. We are not experts out here so I think everyone for answering each other's questions along the way. Amazing communal experience and



continue to support one another.

>> Kristin: Thank you very much. We skipped that slide. Sorry, guys. Sorry, everyone. So where can you continue this conversation? We are so glad to have provided a place to start it. But we want to see it continue. So, continue this conversation and resource sharing using the #processing together on social media. And by visiting the CEC darts Facebook group tonight and in the weeks to come. They have very generously and enthusiastically agreed to host an ongoing conversation from tonight's webinar so please head over there. We want to thank you for being here tonight and teaching and pushing through in this time of difficulty. Our students need you and we are so glad that you are there for them. I want to tell you that you will get a transcript of all of the questions and comments in our chat box tonight since that was not visible to everyone. So you can see all the resources that other folks are sharing and shouting out. Thank you for that. When this concludes, we ask that you keep your window open for a brief survey. And please note that a copy of this webinar, a copy of this slide deck and a copy of the transcript will be sent to you because have you registered for this webinar. And you will get all the things. We want to thank you very much. We want to thank the panelists for being here. And we will get through this together. Have a wonderful night, everyone.

>> Lauren: Thank you all. Thanks for hosting us Kennedy Center car yea. Nice to meet everyone.

>> Laura: Yes. Thank you all very much. We will be in touch via social media and distance learning all together.

>> Accept a million new CEC dart members on our Facebook group.