

ADE 616 C THE INCLUSIVE ART ROOM

Pratt Institute

Fall 2014

Credits: 1

Co-Requisite: ADE 616 C, The Inclusive Art Room

Class meeting time: Thursdays 5-5:50 pm

Instructor: Shari Fischberg Phone: 718-636-5951

E-Mail: sfischbe@pratt.edu

Office hours: Thursdays 4:00-5:00

Class website:<http://www.inclusiveartroom.weebly.com>

NB: It is important to check your Pratt email regularly

Course Description:

This course provides foundational knowledge about practice and policy for special needs populations. It is a co-requisite with ADE 616B, a course in which students do required (100 hours) of fieldwork in inclusion classrooms. Students will also be able to situate their fieldwork experience within broader social, cultural, and historical contexts that shape artistic expression and special education systems. Students will also be familiar with multiple perspectives---social, cultural, linguistic, family, and community---that shape teaching practice and student learning.

This course introduces students to working with students with special needs according to the following New York State Learning Standards:

New York State Teaching Standards.

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students
- b. Teachers create developmentally appropriate lessons that address students learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element 1.3

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests and experiences of all students.

Element 1.4

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Element 1.5

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family and community factors that influence their students' learning.

Goals:

To be knowledgeable about how economic, social, cultural, linguistic, family and community factors influence students' learning.

To understand how teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests and experiences of all students.

To be knowledgeable about the diversity of learning needs, strengths, interests and experiences of students.

To be knowledgeable about the specific issues related to teaching children with special needs

To be knowledgeable about how teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

To understand the unique relationship between art making and individuals with special needs.

To be knowledgeable about historical trends that shaped the education of students with special needs as well current policies.

Learning Outcomes:

Upon completion of this course students will be able to:

- Recognize the opportunities art presents to individuals with special needs
- Incorporate multiple cultural, linguistic, and community perspectives into the student assessment process
- Demonstrate an understanding of historical and current issues in the fields as they relate to students with special needs including assessment, labeling and inclusion

Requirements:

Reading Responses:

Course expectations are that all written work be word-processed (12-point, double-spaced and spell and grammar checked) and proof read. All citations from a text should follow APA format according to <http://owl.english.purdue.edu/owl/resource/560/02>.

Each weekly reading response should have one citation from each assigned text and be a minimum of one page in length.

Written responses should be emailed to: Sfischbe@pratt.edu

Students should use the response as an opportunity to connect readings to previous readings, class discussions, and other student's comments. These responses are "critical take-aways," and will be graded based on the extent to which the student analyzes the text. A summary or description of the text will result in an unsatisfactory grade. Students should choose an issue from the readings; develop the issue as well as their own point of view towards the issue.

Students should ask: is this reading causing me to think differently about this issue and if so how?

They should refine, expand or refute the author's position and include any questions that the reading has raised. They should relate the readings to art education or personal experiences with teaching and learning.

Students can volunteer to present a reading during the semester as part of class participation.

Class Blog

A blog is set up on our class website. This space is where students blog responses to a question that is posted each week about assigned readings. Students can volunteer to present a reading during the semester as part of class participation.

IMPORTANT that students do not use the real names of people, the school, or post photos of pupils on the blog.

Attendance and Participation:

Thoughtful and informed participation means attendance, preparation, and participation in class. In ADE, small classes offer the opportunity for discussion-based seminars but depend on everyone's attendance and punctuality. Students are expected to come to class having read the material listed under the heading for a particular week and prepared to engage in a probing discussion of the main ideas raised by the authors. Class participation is a central feature of the learning experience in this course. Arriving to class late will affect your participation grade. Three unexcused absences may result in course failure. Unexcused absences will lower your final grade. Only documented absences for illness or personal emergency will be counted as excused.

Parent/Student Interview: Pratt students will interview a parent or family member of a child with a disability. If able, Pratt students are encouraged to interview the student and share their perspective with permission from parent/guardian. They will transcribe and

analyze the interview by applying relevant theoretical insights from related readings (2-3 pages). A guideline of questions will posted on class website. **IMPORTANT:** All names should be changed to protect the privacy of student and family.

Artist Profile: Students will write a brief profile (2-3 pages) of a living artist who has been diagnosed with autism and other disabilities. Students will include relevant insights from related readings and prepare a 10-minute PowerPoint presentation about the artist and his/her work.

IEP Analysis: Pratt students will analyze an IEP and/or a Section 504. A written summary (2 pages) of the analysis will be submitted. Research is encouraged if further clarification is needed of anything written in the IEP.

Assessment and Grading:

Assignment/Project	Assessment
Attendance/Participation 20%	Instructor Review
Reading Response and Blog 35%	Instructor Review Analytic Rubric (summative)
Parent/Student Interview 10%	Peer, and Instructor Review (formative) Analytic Rubric (summative)
Develop and Model Lesson 10%	Instructor Review Peer Review Checklist
Artist Profile 15%	Analytic Rubric (summative)
IEP Analysis 10%	Instructor Review

Seminar Schedule

PLEASE NOTE THAT **THE SYLLABUS MAY CHANGE**. Students are responsible for keeping up with any changes.

WEEK1 August 28

Focus Topic: Social Model Medical Model: Looking through a Disabilities Studies Lens
Review Syllabus

View: Paper Visions: A short documentary on LaVaun Heaster

Assignment for Week 2:

READING: Lalvani, P. & Broderick, A.A. (2013), Institutionalized Ableism and the Misguided “Disability Awareness Day” Transformative Pedagogies for Teacher Education, Equity and Excellence in Education (pp. 468-483).

WATCH Film: Wretches and Jabberers(2010) Wurzburg, G. State of The Art, Inc.
(Available for streaming on Netflix) Respond on BLOG

WEEK 2 September 4

Focus Topic: Perceptions and Pedagogies

In Class Viewing and Reflections: Carly’s Cafe (2012), Fleishman, C., Tucker, A. Jurisic, S. Toronto, Canada.

No Pity (2009). Goldsmith, D. M., PBS

Assignment for Week 3

Burnette, J. & Lokerson, J.E., (2006). Art Teachers and Special Education Law, In Reaching and Teaching Reston, VA, NAEA Publications (Chapter 2).

Huerta, N.E. (2008). The Promise and Practice of the individuals with disability act. In Education for All pp. 1-18

WEEK 3 September 11

Focus Topic: A brief history of IDEA and Art Teachers and Special Education Law

Assignment for week 4

READING: Harry, B. & Klinger, J. (2006). Why are so many minority students in special education? New York: Teachers College Press (Chapter 5- The Construction of Family Identity: Stereotypes and Cultural Capital).

READING: Harry, B. & Klinger, J. (2006). Why are so many minority students in special education? New York: Teachers College Press (Chapter 3-Cultural Consonance, Dissonance, and Nuances of Racism)

WEEK 4 September 18

Focus Topic: Teacher and principal perceptions about families: How do perceptions shape school policies and teaching practices?

Assignment for week 5

READING: Eubanks, P. (1999). Art as a visual language that supports verbal development. In A.L. Nyman, & A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 109-117), Reston, VA: The National Art Education Association.

WEEK 5 September 25

Focus Topic: Exceptional children in the art classroom/focusing instruction

Assignment for week 6

READING: Ostrow Seidler, C. (2011). Fighting Disability Stereotypes with Comics in the Journal of NAEA, Vol. 64. No6

BLOG your response.

WEEK6 October 2

Assignment for week 7

READING: Vecchi, V. (2010). Art and Creativity in Reggio Emilia: Exploring the role and potential of ateliers in early childhood education Routledge, London and New York

WEEK7 October 9

Focus Topics: The Art room: Establishing a safe and efficient physical environment

Who Writes IEP's? Review and Analysis of IEP's.

Assignment for week 8

IEP Analysis Due.

READING: Price, J. When Common Core Standards Meet Uncommon Learners, (Vol. 20 NO 3, Attention CHADD June 2013, Russell L. Shipley. Jr. Publishers

Beals, K. The Common Core is Tough on Kids With Special Needs, Feb 21, 2014, The Atlantic

RESPONSE *to consider*: Review Common Core Standards. In light of your IEP analysis, how does art instruction address and support the transition to Common Core Standards. Discuss aligning art instruction to Common Core Standards (include challenges and debates). How does art instruction support students' ability to become college and career ready in Reading, Writing, Speaking, Listening and Language?

WEEK8 October 16

Focus Topic: Special Education Law GUEST LECTURER JENNA PANTEL, ESQ.

Assignment for week 9

PARENT/CHILD INTERVIEW DUE

WEEK9 October 23

Mid-Semester Conferences

Continue Common Core Discussion

Assignment for week 10

READING: Levett, Gerber, B., Trouble Shooting the Art Lesson (2006). CH 3, Reaching and Teaching: Students With Special Needs Through Art), NAEA, Reston, VA 2006

READ AND FAMILIARIZE YOURSELF: Three Principle of Universal Design for Learning

WEEK10 October 30

Focus Topic: Universal Design For Learning

Share Parent Child Interview and IEP Analysis (if time allows)

Discuss Lesson Presentation Assignment due Week 12 and 13

Assignment for week 11:

READING AND RESPONSE: Mason, C.Y., & Steedly, K.M. (2006). Rubrics and an arts integration community of practice. *Teaching Exceptional Children*, 39(1), 36-43.

Discuss assessment tools including rubrics photo documentation, video etc. How does assessing student work promote effective instruction?

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WEEK11 November 6

Focus Topics: Assessment

Guest Speakers 5:30 Presentation: *Nothing About Us Without Us*

Assignment for week 12

Create a lesson for your class (be prepared to teach it to the class). Think of the specific needs of your students in light of your fieldwork observations. What disabilities are you addressing? What are the specific adaptive strategies you will implement?

WEEK12 November 13

Share and model your lesson. Peer review of your lesson. What worked? Discuss peer and self-assessment.

Discussion on the Artist Profile project requirements

WEEK13 November 20

Share and model lessons (continued).

WEEK14 November 27 NO CLASS THANKSGIVING

Assignment for Weeks 15

READING AND BLOG ONLY: Mullin, J. (2009) *Drawing Autism*, New York: Mark Batty Publisher OR Self, L. (2011) *Nadia revisited: A longitudinal study of an Autistic Savant*. Psychology Press.

Blennerhassett Ern, R. (2010), *Understanding and Teaching Children with Autism Spectrum Disorders in the Classroom in Understanding Students with Autism through Art* NAEA Publications, Reston, VA. (pp.56-70).

WEEK15 December 4

Focus Topic: Neurodiverse Students

Assignment Week 16:

Artist Profile and Presentation Due

WEEK 16 December 11

Class Presentations of Artist Profile. Closing thoughts

Share reflections and epiphanies. How did your perceptions of special needs students change over the course of the course? Would you like to work with special needs students?

Additional Sources

Special Education Law

www.wrightslaw.com

Film

Habib, D. (2009). Including Samuel. Institute on Disability UCED, University of New Hampshire

Inclusion

Menzies, H., & Falvey, M.A. (with Farran, R.W.). (2008). Inclusion of students with disabilities in general education. In T.C. Jimenez & V.L. Graf (Eds.), Education for all: Critical issues in the education of children and youth with disabilities (pp.71-100). San Francisco: Jossey-Bass.

Council for Exceptional Children. (2003). Inclusive settings. Retrieved January 23, 2010, from <http://www.cec.sped.org/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=1871>

Autism Spectrum Disorder

Jessica Kinglsey Publisher (a number of books on autism and the arts)

<http://www.jkp.com/search/index.php?s=art+and+autism>

Artists and Autism

Mullin,J.(2009) Drawing Autism. New York: Mark Batty Publisher.

Selfe,L. (2011) Nadia revisited: A longitudinal study of an Autistic savant. Psychology Press.

Very Special Arts <http://www.vsarts.org/>

Arts Education and Special Needs

Taylor, M. (2005). Access and support in the development of a visual language: Arts education and disabled students. International Journal of Art & Design Education, 24(3), p. 325- 333.

Arts Organizations

Special Education and the Arts. (n.d.). Home page. Retrieved January 23, 2010, from, <http://www.southernct.edu/~gerber/SEDarts/>

Special Education and the Arts. (n.d.). NAEA Special Needs Issues Group. Retrieved January 23, 2010, from [http://www.southernct.edu/~gerber/SEDarts/NAEASpecialNeedsIssues Group.htm](http://www.southernct.edu/~gerber/SEDarts/NAEASpecialNeedsIssuesGroup.htm)

Government Policies

Individuals with Disabilities Education Improvement Act of 2004, Pub. L. No. 108-446, § 602, 118 Stat. 2652, 6. Retrieved January 15, 2010, from <http://www.copyright.gov/legislation/pl108-446.pdf>

United States Department of Education. (2006). IDEA regulations: State funding. Retrieved June 12, 2010, from <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C9%2C>