



# All Kids Included Accessible Arts for All

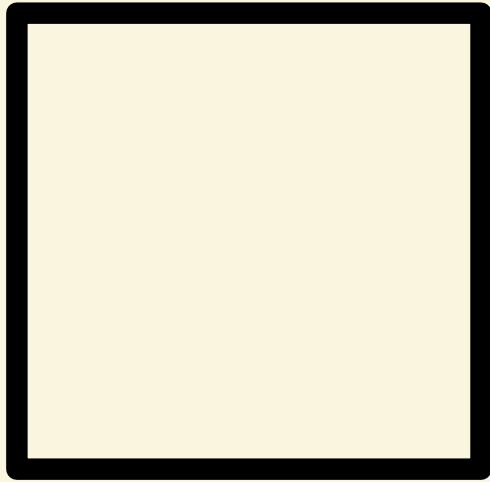
**Summer Arts & Sciences Camp SASC  
Vizcaya Village Garage  
April 20, 2016**



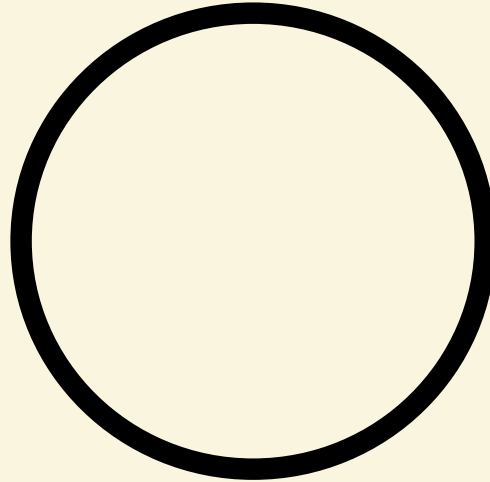
# Agenda:

- 8:30 – 9:00 Registration / Pre-Assessment
- 9:00 – 9:15 Welcome & Introductions
- 9:15 – 9:30 Vizcaya Museum & Gardens Presentation
- 9:30 – 10:00 SAS-C Compliance Requirements and Reporting
- 10:00 – 11:15 Health Concerns / Emergency Action Plans / Food Allergies
- 11:15 – 11:30 Move Ahead
- 11:30 – 12:30 Building Bridges through Universal Design
- 12:30 – 1:15 Lunch and Self-guided Garden Tour
- 1:15 – 1:30 Disability Awareness / People First Language
- 1:30 – 2:30 Autism Awareness and Sensory-Friendly Experiences
- 2:30 – 2:45 Move Ahead
- 2:45 – 3:45 Inclusive Behavioral Strategies / Assistive Technology
- 3:45 – 4:45 RSVP Questions / Reflection
- 4:45 – 5:00 Closing / Post-Assessment

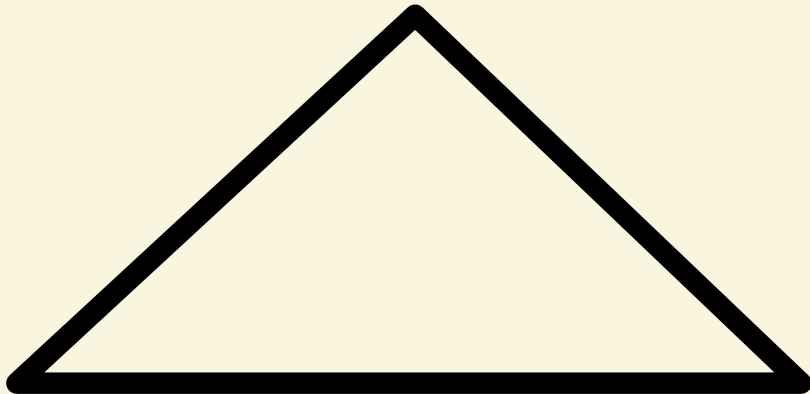




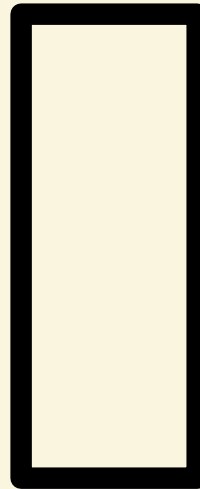
SQUARE



CIRCLE



TRIANGLE

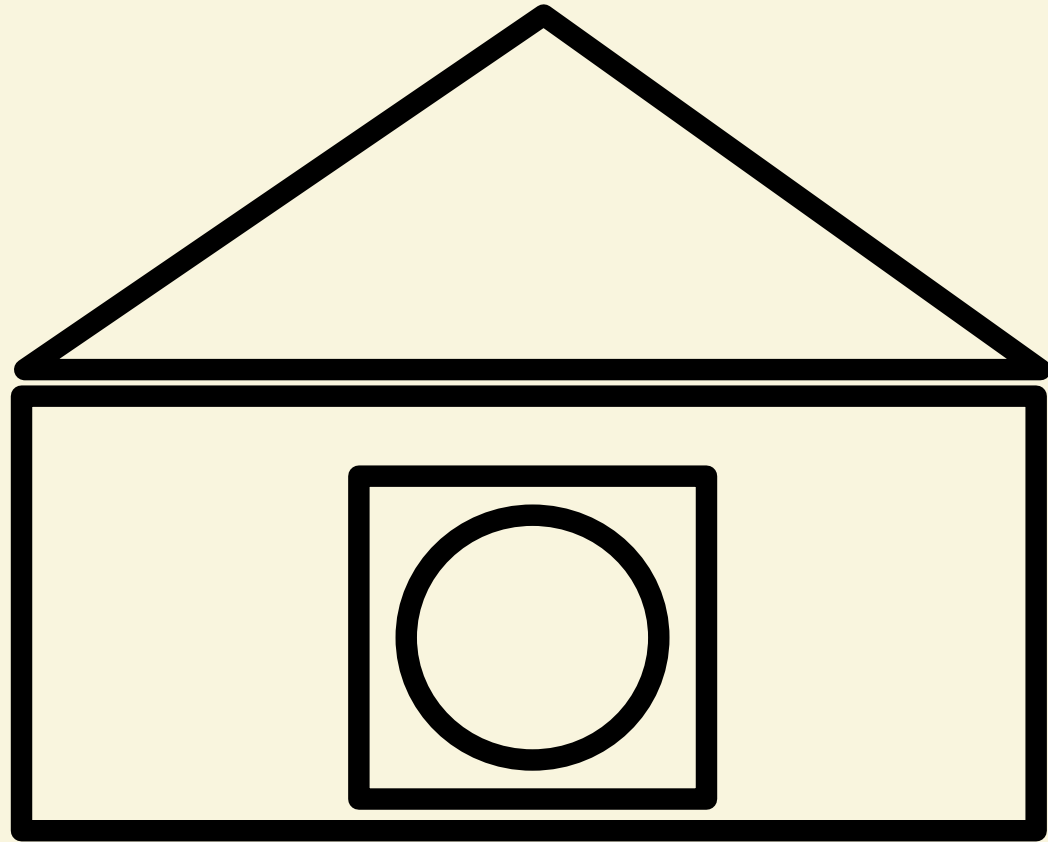


RECTANGLE

# Brain Break

**Create a house  
using all four  
shapes shown**





# **Brain Break**

**Does your  
house look  
like this?**





# **Disability and Inclusion Awareness**

**A World WithOut Labels, LLC**





# Inclusion...

- Expands Choices
- Is Flexible
- Removes Barriers
- Ensures space for Children of ALL Abilities



# What does it take to be INCLUSIVE?



- **Natural Settings:** environments where children and adolescents typically spend time
- **Active Participation:** children with and without disabilities participate in meaningful activities together, with accommodations as needed
- **Natural Proportions:** in general, children with disabilities represent 10% of the overall population





# Changing Words & Perceptions



**Handicapped**



**Vs. Accessible**





# Person First Language

- Focus on the individual, not their disability
- Use HAS/HAVE instead of IS/ARE
- Refer to people by name when possible



**“Children's attitudes call be shaped by the words they hear or read.”**

**(Byrnes, 1987)**



# Non-Medical Disability Categories

**LEARNING**

**DEVELOPMENTAL**

**SENSORY**



**MENTAL**

**SOCIAL-EMOTIONAL**

**PHYSICAL**



# Carly's Café

Retrieved  
from  
[Youtube.com](https://www.youtube.com)





# **Autism Awareness & Sensory Processing Disorder**

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# Autism Spectrum Disorder (ASD)



- A complex developmental brain disorder
- Thought of as a spectrum (umbrella) of disorders
- Significantly impacts social skills & communication
- All racial, ethnic, and socio-economic classes are affected



# What we know about ASD so far...

- No known cause
- No medical test for diagnosis
- Diagnosis is based on observed and social history
- No known "cure," but evidence-based approaches can improve outcome
- Occurs in approximately 1 in 68 children; and is 4 times more common in boys, than girls





# Sensory Processing Disorder

- Neurological disorder that disrupts how individuals process & respond to sensations
- Can impact one or more senses, motor skills, and /or coordination
- Affects about 20% of the population



# What does Sensory-Friendly mean?



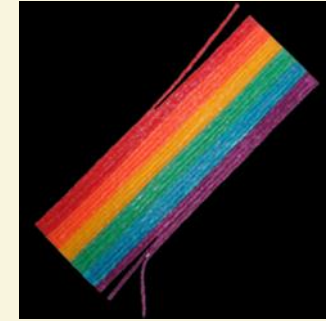
“An event of performance specifically designed and adapted for individuals with Sensory Processing and Autism Spectrum Disorders”.

-Miami Dade County Department of Cultural Affairs

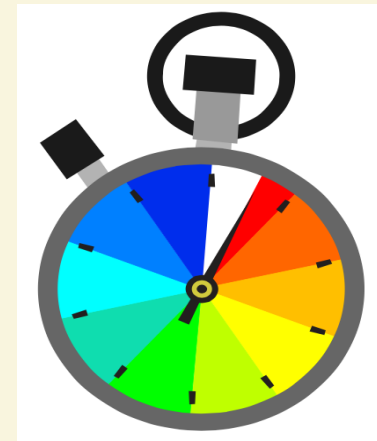


# Creating Sensory-Friendly Activities

- Plan activities that engage **multiple senses**
  - Incorporate **movement** and **fidget** play
- Use **visual** supports & adjust **time**-frames
  - Pay attention to the **sensory environment**
- **Accommodate** instead of **eliminate**
  - Manage adult **expectations**



**GOING TO  
THE SHOW**  
A GUIDE TO PREPARING NEW AUDIENCES  
FOR A LIVE THEATER EXPERIENCE





# Sensory Accommodations

- **Proprioception**
- **Sensory Brushing**
- **Compression**





**Autism  
Aware-  
ness:  
10 Things  
You  
Should  
Know**

Retrieved  
from  
[Youtube.com](https://www.youtube.com)



# **Move-Ahead “Shark in the Park”**

**A World WithOut Labels, LLC**





For Lily

# Shark in the Park!



Nick  
Sharratt

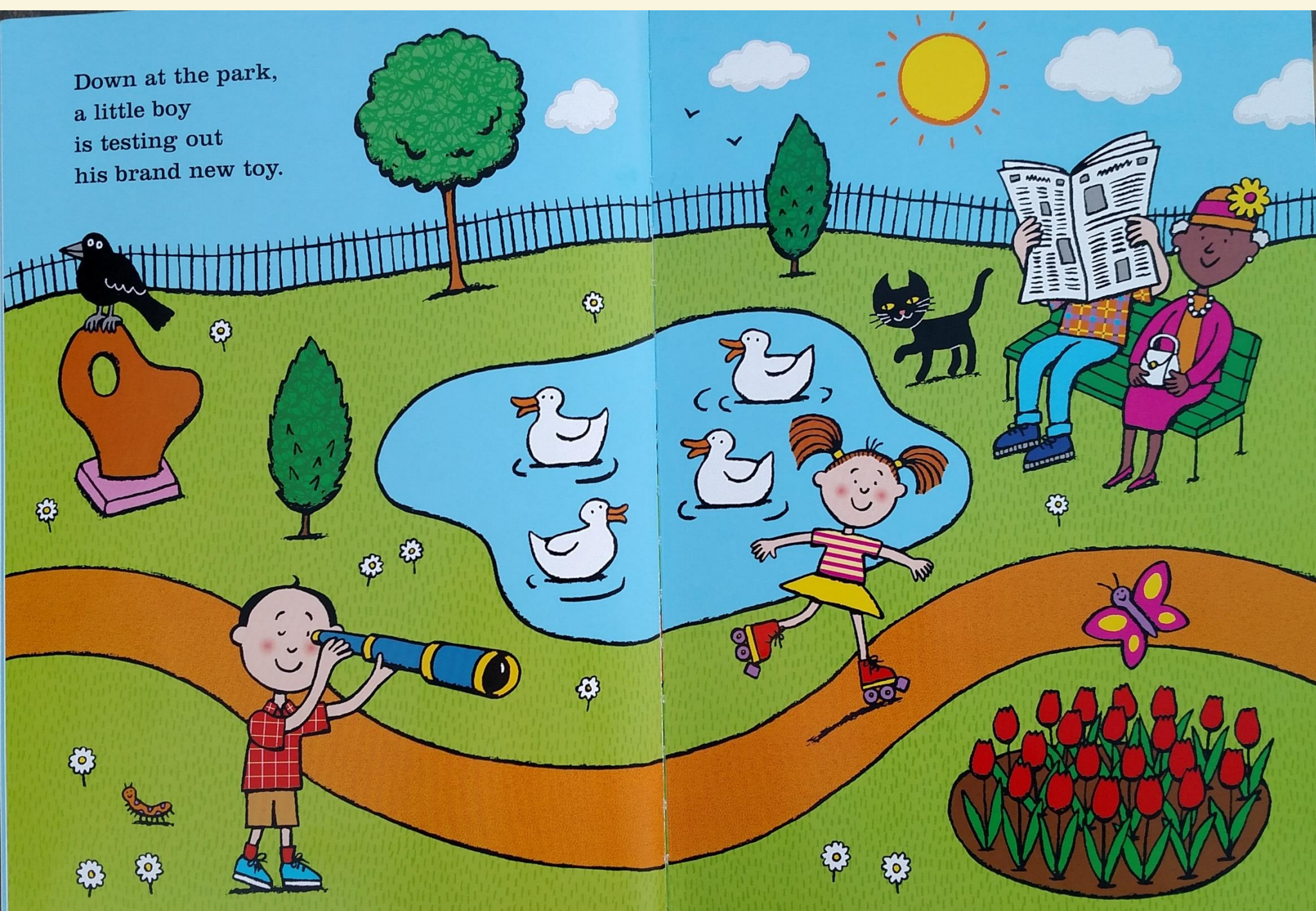


PICTURE CORGI





Down at the park,  
a little boy  
is testing out  
his brand new toy.



**Seated  
Butterfly  
Pose**



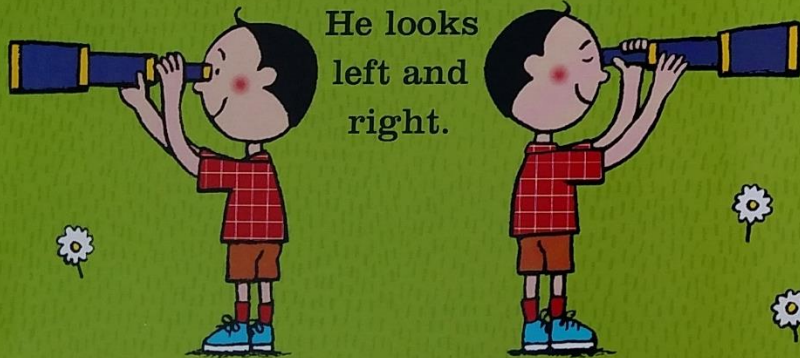


Timothy Pope, Timothy Pope  
is looking through his telescope.



He looks at  
the sky.

He looks at  
the ground.



He looks  
left and  
right.

He looks all around.

And this is what he sees.



What a nasty surprise!  
In his loudest voice,  
Timothy cries,

**“THERE’S  
A SHARK  
IN THE PARK!”**







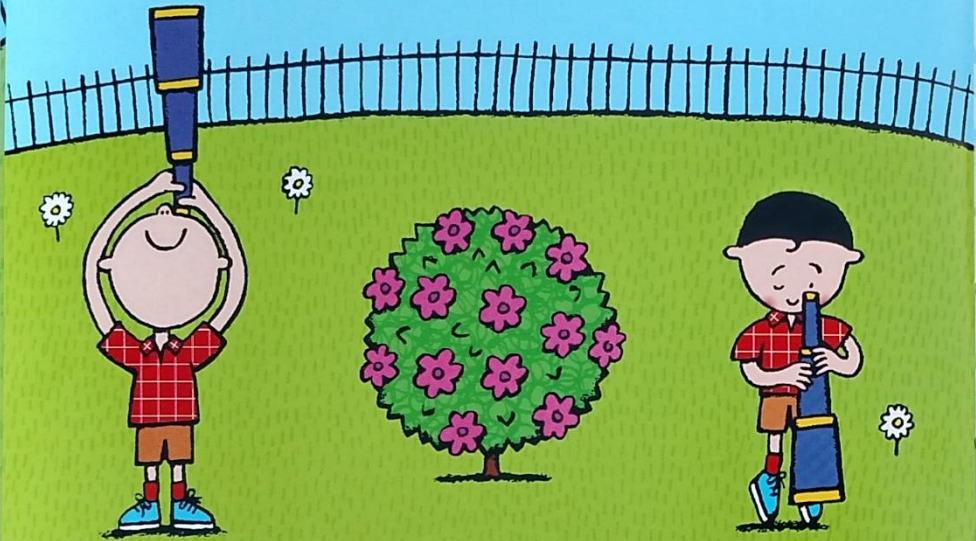
A shark?  
Fancy that!  
It's only a cat.

# Standing Cat/Cow Pose





Timothy Pope, Timothy Pope  
looks again through his telescope.



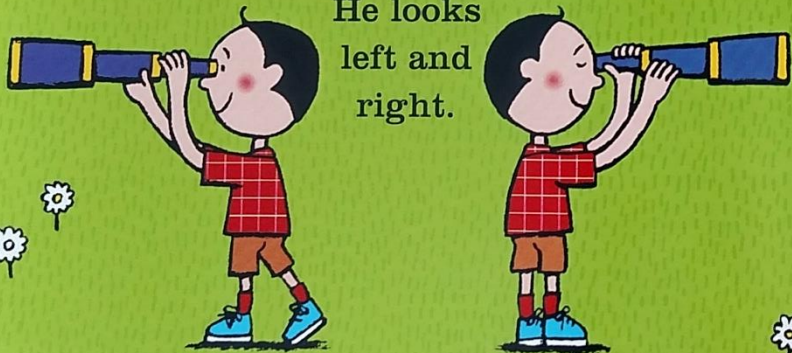
He looks at  
the sky.



He looks at  
the ground.

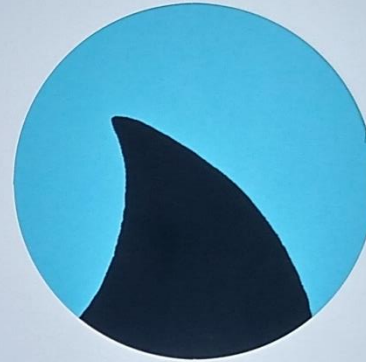


He looks  
left and  
right.



He looks all around.

And this is what he sees.



What a terrible sight!  
Timothy yells  
with all his might,

**“THERE’S  
A SHARK  
IN THE PARK!”**





A shark? Oh no!  
It's just a crow.

Caw, caw!

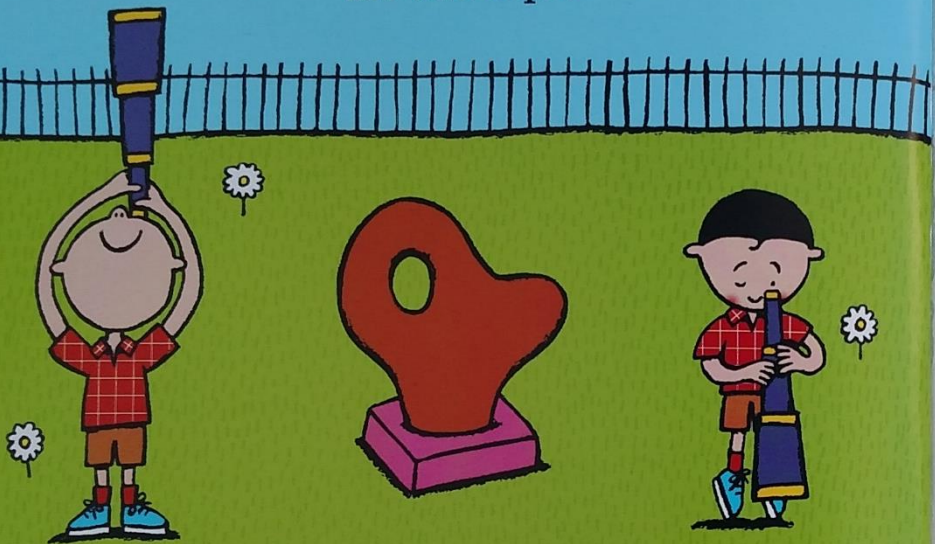
airplane  
"crow balancing"

**Standing  
Airplane  
Pose**



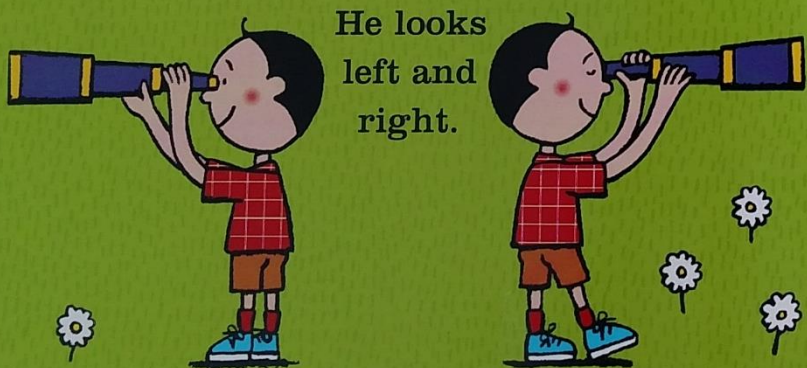


Timothy Pope, Timothy Pope  
has one more look through  
his telescope.



He looks at  
the sky.

He looks at  
the ground.



He looks  
left and  
right.

He looks all around.

And this is what he sees.

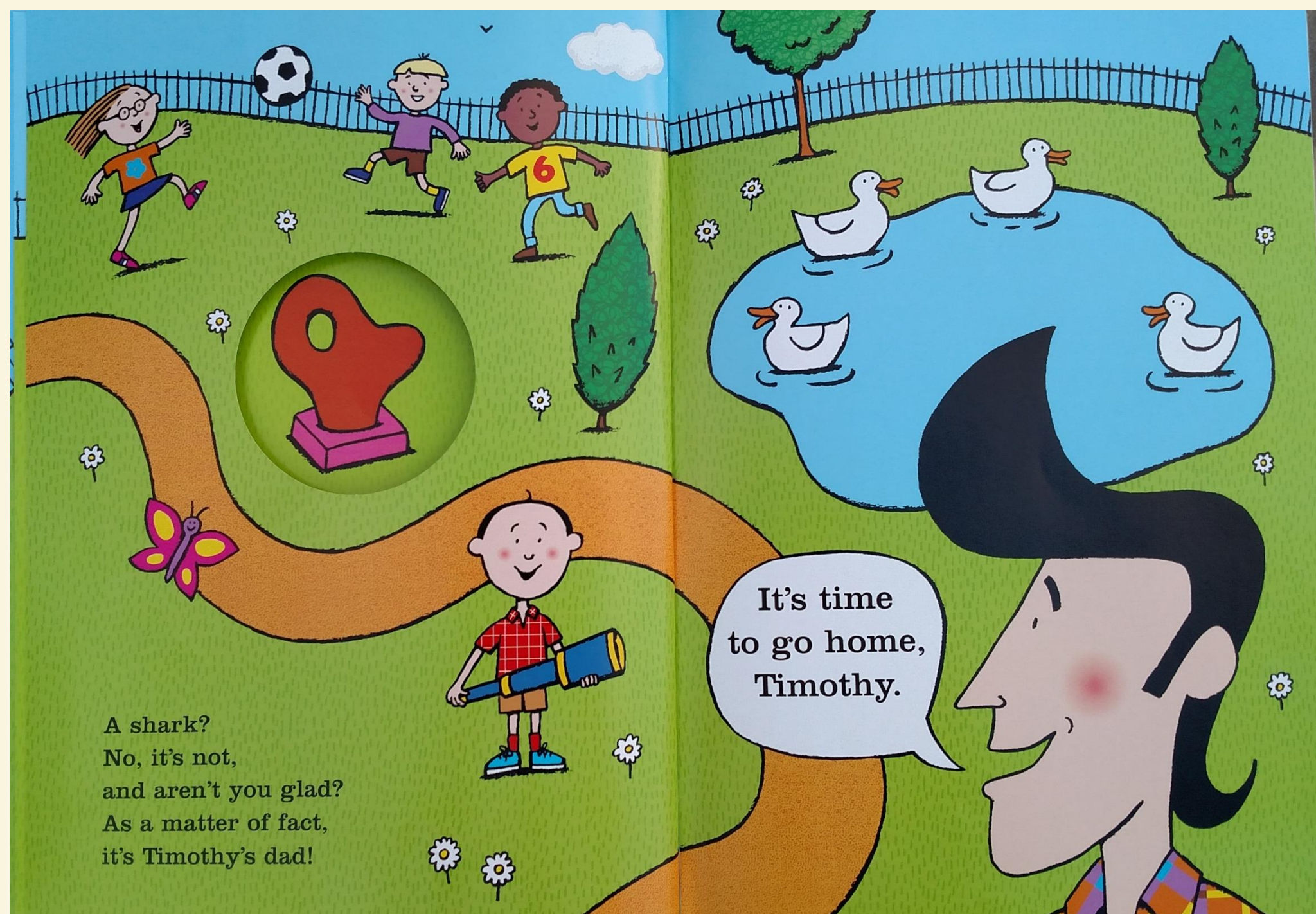


Tim's not in any doubt.  
What do you think  
he's about to shout?

**“THERE’S  
A SHARK  
IN THE PARK!”**







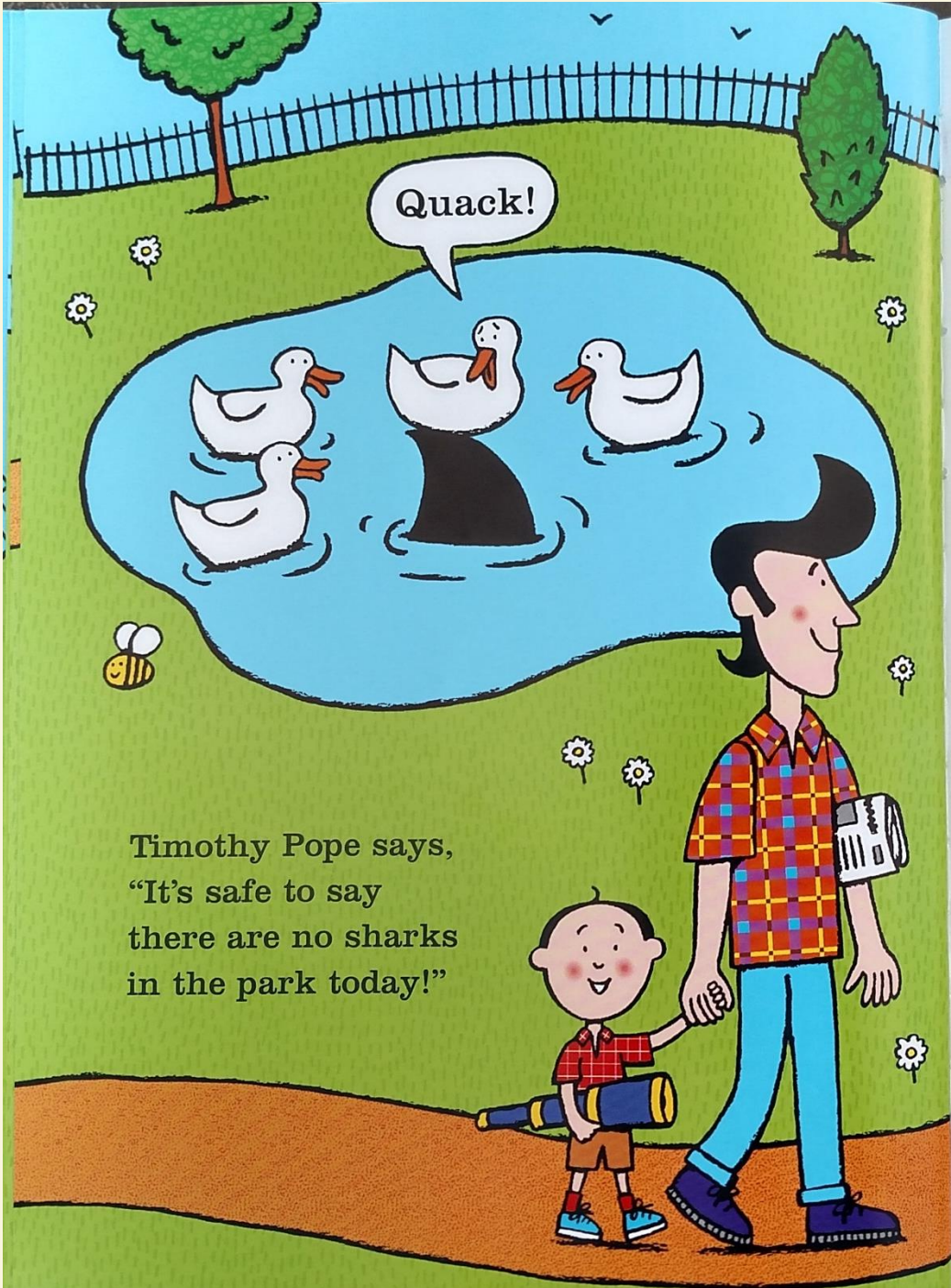
A shark?  
No, it's not,  
and aren't you glad?  
As a matter of fact,  
it's Timothy's dad!

It's time  
to go home,  
Timothy.

# Standing Half-moon Pose







Timothy Pope says,  
"It's safe to say  
there are no sharks  
in the park today!"



SHARK IN THE PARK  
A PICTURE CORGI BOOK 978 0 552 54977 6

First published in an educational format in 2000 by  
Reed Educational & Professional Publishing Ltd  
David Fickling Books edition published 2002  
Picture Corgi edition published 2007

19 20 18

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Picture Corgi Books are published by Random House Children's Publishers UK,  
61-63 Uxbridge Road, London W5 5SA,  
A RANDOM HOUSE GROUP COMPANY  
Addresses for companies within The Random House Group Limited  
can be found at: [www.randomhouse.co.uk/offices.htm](http://www.randomhouse.co.uk/offices.htm)

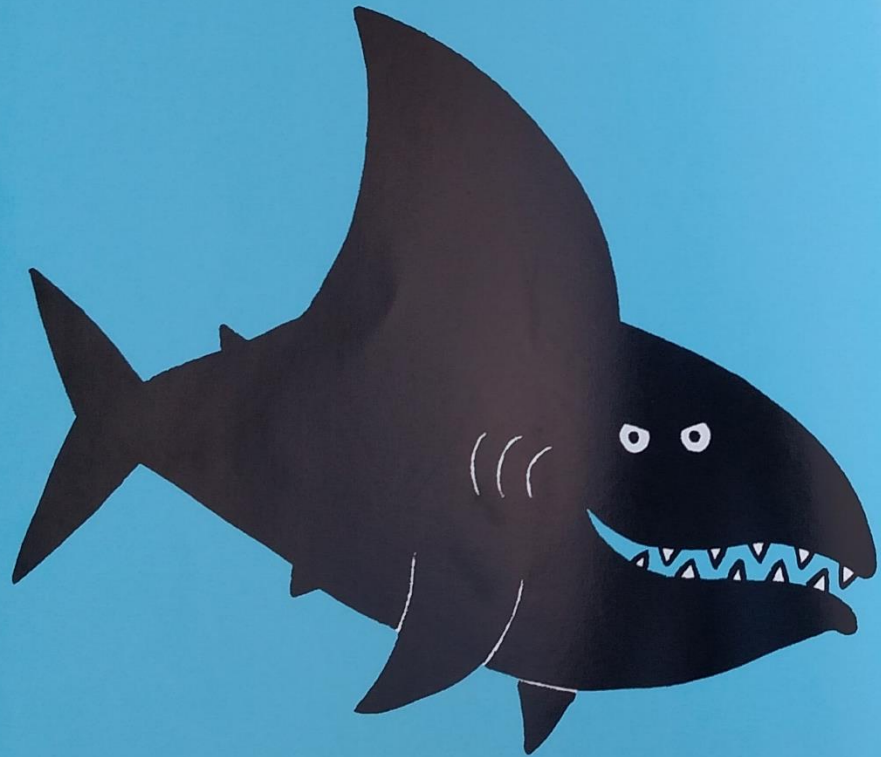
THE RANDOM HOUSE GROUP Limited Reg. No. 954009  
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A CIP catalogue record for this book is available from the British Library.

Printed in China

# Seated Shark Fin Pose





**“Shark in the Park...  
Shark in the Park”**





# **Inclusive Behavioral Strategies**

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# Two Kinds of Motivation

## Extrinsic (short-term)

Motivation to engage in a behavior or activity to **earn a reward or avoid a punishment**

Grades Praise  
Allowance Award  
Popularity Reward

## Intrinsic (long-term)

Motivation to engage in a behavior or activity because it's **personally rewarding**

Sense of Pride  
Enjoyment  
Fulfillment  
Growing as a person





# Visual/Token Reward Systems

**NOISE-O-METER**

	OUTSIDE VOICE
	INSIDE VOICE
	WHISPER VOICE
	NO VOICE

*we are using our...*

**I earn stickers when I:**

1. Clean up my toys
2. Ask for things using nice words
3. Play with my dog using gentle hands

**20 stickers = I get to play Angry Birds for 10 minutes!**



*A chosen reinforcer is placed here*

**I'm working for**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Earned tokens are placed into these spaces*

# Reward Systems: Lessons Learned

It helps when children earn their rewards for at least one day, when starting a new program

Avoid taking tokens/points away for undesired behaviors

Acknowledge all efforts at self-correction

Threaten to withhold tokens or rewards

Incorporate a child's interests when selecting tokens and rewards

Make field trips reward-based



**DOS**



**DON'TS**





# The Before & After of Behavior

**DIRECTS**

**MOTIVATES**

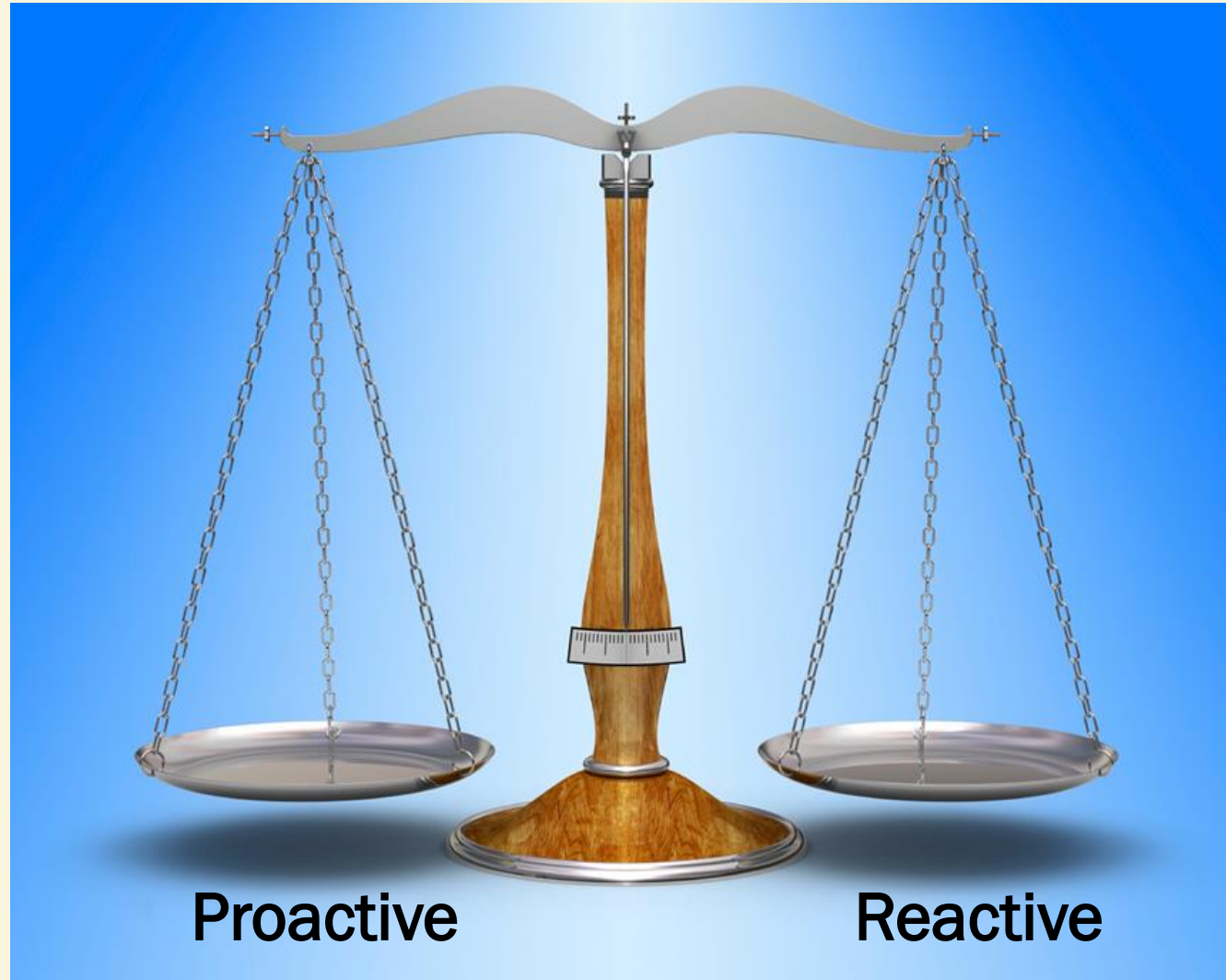
**Antecedent  
(before)**

**Behavior  
(action)**

**Consequence  
(after)**



# Balancing the Scales



Proactive

Reactive

