

NAEA
April 2010

Kathryn Rulien-Bareis
Art Teacher
DeLong Middle School
Eau Claire, Wisconsin
krulienbareis@ecasd.k12.wi.us
715-852-4923

Inventor, CEO
B Able To, Inc
4950 South Lowes Creek Road
Eau Claire, WI 54701
715-839-9915

TEACHING ALL STUDENTS

It is important to recognize the variety of abilities within our classrooms. And it is just as important to accept that not all students will learn or behave the same in our art room. With the diversity in our classrooms we must remember these few ideas to provide all of our students the opportunity for successful learning.

ORGANIZE CLASSROOM to encourage on task behavior.

- be prepared to have something up your sleeve, be sure that it is productive for students who have various attention spans
- use layering techniques to continue on task behavior, use novel tools to capture interest
- limit distractions
- have materials ready and always place them in the same place
- be able to easily keep track of supplies and tools
- have a consistent routine
- prepare students when integrating a student with particular behavior concerns

STRUCTURE instruction to allow for clarity.

- use verbal directions, gestures, and display written and visual directions (process visuals) for students to refer to (this provides independence and teaches responsibility)
- use icons from augmentative communications boards to reinforce directions or vocabulary
- vary instruction with demonstrations, role-playing, movement, visual reinforcement, oral and written instruction, and tactile experiences
- build upon previous lessons and concepts
- have consistency in your lesson delivery-there are many students who can not adapt to a change in class routine
- use verbal and nonverbal praise with the student's name to encourage continued interest and motivation
- use a buddy system

ADAPT materials, lessons, projects, and classroom to include all abilities.

- consider the possibility of allowing a different activity or different materials for students who have different needs and abilities
- use your creative skills to find new materials and interesting combinations of the old ones
- allow regular education students to use adaptive tools and materials to take away the oddness of the tools
- move desks to allow wider pathways
- consider a lower sink or bucket for cleaning hands of students in wheelchairs

EXPECTATIONS for your students and their art to promote goals.

- state your expectations, let students know what you want from them, don't let them guess
- reinforce rules/consequences
- reinforce on task behavior, "I like the way Jane is using her time wisely." "John, I am proud of your hard work!"
- give honest praise as much as possible for all students who are on task
- seek eye contact, use student's name
- keep in mind some students may be on meds that may make them lethargic or exhibit erratic behaviors also keep in mind some students may use medication as an excuse, talk with councilors, parents and other teachers

COMMUNICATE with Special Education Staff, Counselors, parents, other students, and the community for better understanding.

- allow time for providing support and suggestions from SPED/EXED staff and aides, OT-Occupational Therapists, PT-Physical Therapists, and SLP-Speech and Language Pathologists
- arrange meetings to review placement changes and to keep communications open in order to keep all teachers aware of problems and successes
- integrate students into a room, which is prepared, including the art teacher as well as the art students
- allow for an interactive art gallery to show and explain the abilities which all students possess
- use the communication devices that are familiar with non-verbal students
- use communication forms with parents to allow them the opportunity to know and respond to the work of their child

ASSESSMENT of student, teacher, self, and peers to show growth.

- develop and use project or task checklist
- have students self reflect, self assessment to look for their own growth and improvement
- use peer assessment, this will allow students to fix mistakes before teacher assesses
- develop and use questionnaires to learn more about your students, parents can fill questionnaires for students who are not able to respond independently
- obtain outside observations - parents, artist in residence, etc

Above all try to look past a student's "shell" and look for the abilities they have within them. If we only consider the shell and not the whole child, we end up disabling our student. I have found that when I organize, structure, adapt, share my expectations, communicate with other staff, and continually assess that is when all of my students succeed.

Ability not Disability

Student Abilities

Teacher Responsibilities

Attitude	Provide successful experiences Help students find meaning
Behavior	Positive reinforcement Provide successful experiences
Perception	Use verbal, visual, and process examples Teach observation Provide adaptations with tools/materials Use a checklist/icons for completed steps
Physical	Practice, experience Provide adaptations
Auditory	Process visuals Visual prompts, speak to students faces
Communication	Provide adaptations *tape record *adaptive communications *peer take notes *augmentative boards
Cognitive	Adapt projects Include all of the above

Art Materials List

The Beginning

Signing Name

Materials and Tools

name stampers, blocks of wood & letters
ink pads, water based markers
address labels with letters printed

Drawing

Materials and Tools

variety of papers
markers, *muff-n-tin crayons
Crayola construction paper crayons
Crayola Write Start colored pencils (soft lead, larger, faceted outside)
Prang Sketcho oil pastel
textures, stencils
sponge shapes
sponges to cut original shapes
Wikki Stix™
cookie cutters give an outline shape

Painting

Materials and Tools

variety of papers, fabric, boards
acrylic paint-resoluble
watercolor paint, liquid
glitter paint
paste paint and tools
marbling, Sta-Flo® liquid starch

Brushes

sponge, Lolli foam, brayers, Dab-It
brushes, wheels, kitchen tools, shapes,
balls, remote control cars, Q-tips, foam
spray bottle, marker bottles, spill proof
cups
make your own: Funky Brush, Paint
Squisher

Collage

Materials and Tools

variety of papers & textures
scissors, Adapt-A-Cut®, Adapt-A-Hold®
variety of glues, adhesives
address labels, contact paper, vinyl

Printing

Materials and Tools

weather strip
sponge shapes
letter shapes
water based markers

Sculpture

Materials and Tools

Twisteez Wire
Packing Peanuts (corn starch)
Ross Art Paste
clay
wood
mailing tubes

Functional-Note Cards

Materials and Tools

Card stock folded to note card
Envelopes
Address labels plain or computer printed
Markers, gel pens
see Crazy Quilt Note Card lesson (eNASCO
lesson volume 40)

Functional-T-Shirts

contact paper
brayers
fabric paint or bleach

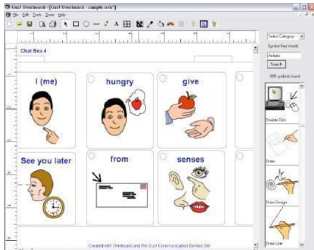
Website Resources



Musical Instruments:

<http://www.drhal.net/>
Dr. Hal Kacanek

Gazimba



Communication:

<http://www.pryamidproducts.com>
communication books
<http://www.mayer-johnson.com/MainBoardmaker.aspx>
Boardmaker software



Adaptive Equipment:

<http://www.zotartz.com/index.html>
Dwayne Szot has invented art mobility tools such as a device that allows students in wheelchairs the ability to draw with chalk on a sidewalk.

<http://www.sammonspreston.com/>



Adaptive Tools and Lesson Ideas:

<http://bableto.com/>
B Able To, Inc.



Art Supplies:

<http://www.enasco.com/>
Fort Atkinson, Wisconsin. Arts and Crafts. On-line free lesson ideas.

Notes and Resources for Universal Design

Universal Design UD

Ron Mace, one of the original universal design movement leaders, defined universal design as: "Universal Design is the design of products and environments to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

The principles of UD would include:

- Equitable use
- Flexibility in use
- Simple and intuitive
- Low physical effort
- Human factor of safety

Resources:

<http://www.universaldesign.com/>

<http://www.design.ncsu.edu/cud/>

Universal Design Learning UDL

UDL assumes each learner brings individual strengths needs interests and limitations to the classroom. Flexibility in curriculum and teaching methods increases access to learning just like curb cuts and ramps increases physical access

1. multiple methods of presentation-communication
2. multiple options for participation-choices
3. multiple means of expression-media & materials

Resources:

<http://www.cast.org/research/udl/index.html>

<http://ada.osu.edu/resources/fastfacts/>

<http://www.washington.edu/doi/Resourses/udesign.html>