INTERDISCIPLINARY ARTS INSTRUCTION AND STUDENTS WHO ARE DEAFBLIND

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Impacts of Arts Instruction

- Arts education positively impacts
  - Physical strength, stamina, and agility (e.g., Green Gilbert, 2015)
  - Social development and self regulation (e.g., Horowitz, 2003)
  - Cognition and academic learning (e.g., Corbett, Wilson, & Morse; Deasy, 2002; Ingram & Riedel, 2003)
Benefits of arts education
(Centre for Educational Research and Education)

- Music
  - Strengthens IQ
  - Academic performance
  - Phonological skills ability to hear speech in a noisy environment
  - Concentration skills
Benefits of Arts Education
(Centre for Educational Research and Education)

- Theater
  - Strong evidence that enacting stories strengthens verbal skills
  - Enhances empathy
  - Perspective taking
  - Emotional regulation
Benefits of arts education
(Centre for Educational Research and Education)

■ Visual Arts

- Studies show that students who study visual arts are stronger in geometric reasoning
- Have Improved skills in observing scientific images
Benefits of arts education
(Centre for Educational Research and Education and Green Gilbert, 2015)

- Dance
  - Improves visual spatial skills
  - Physical skills
  - Body awareness
  - Collaboration
  - Self-regulation
  - Problem solving
  - Vocabulary development
Arts and students with disabilities (e.g., Nelson, Paul, Johnston & Kidder)

- Growing body of research demonstrating positive impact of integration of the various arts on children with disabilities
Arts and children with sensory disabilities

- More limited, but research has demonstrated effectiveness of arts integration education

- However, opportunities to engage in and learn from the arts are limited (Lieberman, Houston-Wilson, & Kozub, 2002; Sehan & Yao, 2015)
The Arts

- The arts have been in existence since the dawn of man
- They are a part of all cultures
- They are a part of every domain of our lives
- Arts allow a different way of understanding the world through explorations that have no right or wrong answers

Art for Arts Sake? The Impact of Arts Education (2013) Centre for Educational Research and Innovation
Department of Special Education
University of Utah
Deafblind Teacher Preparation Program

- Established in 2012
- Leads to Utah Endorsement in Deafblindness
- Builds on existing Special Education Licensure
- 18 teachers have received the endorsement
Integrated Arts Instruction in Deafblind Program- Multi-pronged Approach

- Arts integration dance class
  - Faculty and students from University of Utah School of Dance and Department of Special Education
  - Course content: Evidence-based instructional strategies, classroom management, and collaboration and coaching
  - 6 week practica- special education and dance students teamed with general educators, special educators to teach creative dance classes in local schools including classes of children with sensory impairments
Interdisciplinary Teaching Dance Class and Practicum
■ Artist in the community
  – Students pair a child in their program with an artist in the community for a one-on-one art experience and collaborate with the artist to develop a lesson plan
BYU Professor and Flags
Salsa Garden with Master Gardener
Integrated arts

- Integrated arts instruction in deafblind coursework
- Students develop lesson plan to skill using integrated arts
- Student teaching
- Part of Federal Low Incidence Personnel Preparation Grant in Sensory Impairments
Utah Inclusive Arts Festival

Promotes inclusion of all individuals regardless of physical, cognitive, or sensory impairments

Families, community artists and educators, and University students and faculty collaborate to develop and implement art activities that are accessible to all individuals
General Tips
(Nancy Pieters Mayfield)

- Start a project with something the student can touch
- Explain where the materials are located and give an opportunity to get familiar with the tools
- Give clear, specific directions
- Keep talking and signing
- If you use visual aids, remember contrast
General Tips

- Be aware of classroom environment
- Prepare the child’s aide or assistant
- Build rapport with the student
- Utilize good communication skills
- Let student know what is going on around him/her
- Group projects may be good
- Understand and respect personal space
- Pick projects that foster independence
Art

- Texture
  - Window screen, macaroni, fish gravel, Styrofoam under page
  - Add sand or soap for texture
  - Yarn, wikki sticks
  - Different materials such as flannel, burlap
  - Materials with distinctive smells - (e.g., cedar)

Print making, tie dying, weaving

Pottery, working with clay

Use items such as seashells, wood, metal can be embedded to make a mold

Painting on mirrors

Felting
Music

- Use vibration, feel the music
- Electric keyboard, electric guitar, floor piano, resonant drums, allow for the feeling of vibration
- Hand held instruments (e.g., paper roll rattles, tin can drum, sand block
- Home made instruments
- Singing
- Musical games such as tapping a rhythm or turn taking games
- Imitation of different sounds
- Attach shakers writing materials
Dance and Movement

- Start out in small, confined spaces - gradually move to larger spaces,
- Keep environment safe and consistent
- Repetition - rhythm and dance should be familiar
- Students may feel more comfortable first using movement when they are grounded (sitting or lying on the floor) (Green Gilbert)
- Tactile props can mark routes
- Use concrete examples that students have had experience with
- Think about how the child experiences the theme (Tree example)
- For child with very limited hearing, make music, rhythm, and beats visual and tactile (e.g., pulsing lights)
Dance and Movement

- Honor each child’s dance no matter how small it may seem
- Individual models
- Have students work in pairs
- Circles of children rotate, expand and contract circle
Theater

- Puppets
- Improv
- Act out emotions
- Act out different animals
- Trip to theater, go backstage
Preschool class: Painting with balls

- Hinckley: 5 years old, CVI, no functional use of vision, limited motor control, weak grasp, history of hearing loss
- Tactually defensive, art was not meaningful despite attempts at adaptations
- He likes balls, so we chose different textures, sizes and materials- golf balls, marbles, ping pong balls that made different noises.
- Solar system, different thicknesses of paper so he could differentiate between “planets”
- High contrast- black background, metallic paint
Case study one: Preschool Class
Case study 2
Secondary class

Final day of dance class
Decided to incorporate visual arts as well
First part of the class involved looking at book with emotions
Performed dance of the emotions
Made murals on black paper with high contrast
Chalk, markers, and pens
Questions for you

- How are you using the arts in your practice?
- What strategies have you found to be effective in integrating arts into your curriculum?