



2018 Community of Practice Workshop

11:30 AM Sunday, August 19 to 2:00 PM Tuesday, August 21, 2018

Ralph A. MacMullan Conference Center, Higgins Lake, Roscommon MI

**Workshop Fee: \$250 – Limited Scholarships Available for Teaching Artists
SCECHs Available**

Please join us for a three day experience designed to give you information and tools that you can use in your classroom to meet the needs of students with disabilities. We have assembled a group of people who have experience and expertise in special education who will lead us in activities to improve our teaching practices. They will specifically focus on the autism spectrum disorder and emotional impairment.

We will utilize Universal Design for Learning (UDL), and Positive Behavioral Interventions and Supports (PBIS) to understand how to better help students embrace the arts, tap into their creativity, and succeed in the classroom. We will also highlight the importance of the collaboration between classroom teacher and teaching artist.

Throughout the workshop we will pay attention to your learning needs, your thoughts and questions, and your own experience and ideas in these realms. Come prepared to share your ideas, your challenges, and your questions. We expect this to be an interactive, useful, and enjoyable experience, and an opportunity for you to network with other teachers facing similar challenges.

We look forward to welcoming you to the beautiful MacMullan Conference Center at Higgins Lake where you will be surrounded by beauty, well fed, and treated to a wonderful learning experience.

Workshop Schedule

Sunday, August 19, 2018

11:30 – 12:00 Sign In/Settle In/Room Assignments

12:00 – 12:45 Lunch

1:00 – 1:30 **Welcome/Introductions/Expectations/Overview – Lora Frankel and Anne Rhodes** – Welcoming participants to Higgins Lake, to the Community of Practice, and to the three-day Inquiry we are embarking on: “In what ways can I improve my practice to reach significant learning outcomes for students on the Autism spectrum and those with emotional impairment?”

1:30 – 2:45 Session 1 – **An Overview of Disability Characteristics & Discussion Regarding Student Learning – Using UDL and Multiple Intelligences** – Presenters Anne Rhodes, Emily Hudson, and Hannah Wilcox

2:45 – 3:00 Break

3:00 – 4:00 Session 2 – **Making Musical Bliss** – Presenters Jim Gillespie and Carolyn Barlow

4:00 – 4:15 Break

4:15 – 5:15 Session 3 – **Strategies for Teaching Students with ASD** – Presenter Janet Graetz

5:15 – 5:30 **Reflection/Evaluation** – Anne Rhodes

5:30 – 6:30 Dinner/Break

6:30 – 8:00 Session 4 – **Teaching that Touches the Heart: Helping Students with Unique Learning Challenges Reach Their Full Potential** – Presenter Ron Sanderson

8:00 – Socializing

Monday, August 20, 2018

7:15 – 8:00 Breakfast

8:00 – 9:15 Session 5 – **The VSAMI AIR Program – Planning, Curriculum Development, Arts Infused Education, Reflection and Evaluation, Data Gathering and Reporting** – Presenter Lora Frankel

9:15 – 9:30 Break

9:30 – 10:30 Session 6 – **Adapting Art Activities for all Abilities** – Presenter Diane Clise

10:30 – 10:45 Break

10:45 – 11:45 Session 7 – **Set Them Up For Success! Using Positive Behavioral Interventions & Supports (PBIS) to Engage ALL Students** – Presenter Stephanie Dyer

11:45 – 12:45 Lunch/Break

12:45 – 1:15 **Reflection/Expectations/Overview of Remainder of Workshop** – Anne Rhodes

1:15 – 2:15 Session 8 – **Adapting Musical Activities for the Classroom** – Presenter Sarah Peterson

2:15 – 2:30 Break

2:30 – 3:15 Session 9 – **Everybody Can** – Susan Fitzmaurice

3:15 – 4:15 Session 10 – **Dance Heritage Trust Tank: For Adults of All Abilities** – Presenter Lisa LaMarre

4:15 – 4:30 Break

4:30 – 5:30 Session 11 – **Studio on the Go – Bangtown Productions** – Presenter Pharlon Randle

5:30 – 6:15 Dinner/Break

6:15 – 8:00 Session 12 – **The Powerful Trio: Movement, Music, Modulation** – Presenters Penny Godboldo and Chi Amen-Ra

8:00 – Socializing

Tuesday, August 21, 2018

7:15 – 8:00 Breakfast

8:00 – 9:00 Session 13 – **Building Lessons from the Curriculum** – Presenter Susan Burack

9:00-9:15 Break

9:15 – 10:15 Session 14 – **Using Props and Adaptive Tools to Enhance Learning** – Presenters Cindy Babcock and Emily Hudson

10:15 – 11:00 **Reflection/Evaluation** – Anne Rhodes

11:00 – 12:00 Session 15 – **Picture This: Using Image Theater To Make and Tell Stories** – Presenter Amy Johnson

12:00 – 12:45 Lunch/Break

12:45 – 1:30 **Reflection/Written Evaluation/Sign Out/Goodbyes**

Descriptions of Workshop Sessions

Session 1 – An Overview of Disability Characteristics and Discussion Regarding Student Learning – Using UDL and Multiple Intelligences – Presenters Emily Hudson, and Hannah Wilcox – Participants will become informed regarding the abilities of students who are identified for special education services in school classrooms in Michigan. Students with differing intellectual, physical, behavioral and social disabilities learn in different ways. Teaching artists and classroom educators will learn strategies for teaching the arts to students with these abilities/disabilities using the principles of UDL (Universal Design for Learning), so that

everyone can improve their teaching practices. This session will set the tone for the entire Community of Practice workshop, and lessons learned will be revisited throughout the workshop."

Session 2 – Making Musical Bliss – Presenters **Jim Gillespie and Caroline Barlow** – The Blissfest Arts Enrichment program combines the use of rhythm instruments, kazoos and ukuleles to engage students in developing their appreciation of music and learning skills that easily allow them to participate in creating and making music. This program especially helps to engage students in developing their singing and group music skills. We believe that music should be fun, accessible, and even blissful, for all. We want to introduce the joy and the lifelong tool of making music as a group as well as individually.

Session 3 – Strategies for Teaching Students with ASD – Presenter **Janet Graetz** – Individuals with an autism spectrum disorder learn in unique ways. With a greater understanding of autism, educators and teaching artists can help these students embrace the arts. Upon completion of this session, participants will be able to describe the characteristics of an autism spectrum disorder and discuss strategies to increase motivation, minimize behavioral and sensory issues, and promote learning in the arts.

Session 4 – Teaching that Touches the Heart: Helping Students with Unique Learning Challenges Reach Their Full Potential – Presenter **Ron Sanderson** – Artists and educators will learn practical methods and insight to connect with students who have unique learning challenges and help them reach their full potential. Some of the unique challenges discussed are physical, emotional, behavioral, and neurological. Ron uses humor and inspiring stories to instruct educators to understand their students and empower them to overcome obstacles, learn social skills, and gain self-confidence. Ron shares his own personal challenges and struggles with academics due to autism and teachers who inspired him to be an author and national voice for disabilities. Participants will learn to: access the student's strengths and weakness to help maximize his or her learning potential; connect with a student's special interests to inspire his or her passion to learn; develop the student's self-esteem enabling him or her to feel loved and accepted—confident to share ideas; inspire the learner to try new things broadening his or her perspective of the world; turn the student's learning obstacles into opportunities for growth; transform a boring classroom environment into a fun and comfort zone; refine disruptive behavioral patterns into leadership abilities; discover new methods to help the learner flourish.

Session 5 – The VSAMI AIR Program – Planning, Curriculum Development, Arts Infused Education, Reflection and Evaluation, Data Gathering and Reporting – Presenter **Lora Frankel** – This session will provide an overview of the VSA Michigan Artists-in-Residence program that has been implemented in Michigan classrooms over the last 25 years. Special attention will be given to the collaborative process that takes place between teaching artist and classroom teacher in the development of curriculum for the residency that define outcomes, assessment criteria and arts activities that make the residency successful and relevant.

Session 6 – Adapting Art Activities for all Abilities – Presenter **Diane Clise** - Creating Art is a very fun and rewarding experience for all. Learn how anyone can be successful through adapting the tools, the projects, and the environment so all abilities can be a successful artists. Class examples, demonstrations and hands-on activities will be included.

Session 7 – Set Them Up For Success! Using Positive Behavioral Interventions & Supports (PBIS) to Engage ALL Students – Presenter **Stephanie Dyer** – Want to minimize behavioral challenges and have more time for teaching? This session will provide an overview of PBIS and effective, evidence-based prevention, teaching, and response strategies that will engage all students, including students with behavioral challenges. By the end of the session, participants will develop a plan for implementation of at least one strategy in their next lesson.

Session 8 – Adapting Musical Activities for the Classroom – Presenter Sarah Peterson, MT – Participants will take part in an adaptive music class where they will learn how to use music in their classrooms with students of all abilities. Participating in musical activities has been proven to enhance academic learning. Because making music stimulates many areas of the brain, multiple developmental areas can be addressed efficiently through musical participation. Music can bring about organization through use of sensory input and sound. It can increase attention span through varying length, division, and shifting of melodies. It promotes flexibility by helping students tolerate and initiate a change in structure, and it increases positive interaction between classmates and teachers through reciprocal and joint music making. All of these areas enhance the learning experience in the classroom. The teaching artist will outline the process of structuring each music lesson to fit all needs, will show how musical instruments can be adapted to improve success in music making, and will teach how to use music as a tool can help in many challenging areas. Be prepared to have FUN!

Session 9 – Everybody Can – Susan Fitzmaurice – Learn strategies for differentiating instruction and how to support the individual needs of your most challenged students. Come to this workshop with examples of classroom incidents and challenges that you need support with, especially as they relate to disabilities. This discussion will focus on problem solving and ideas for working with students who have sensory needs, physical, social, and emotional barriers to learning.

Session 10 – Dance Trust Tank for Adult Transition Populations – Presenter Lisa LaMarre – Come ready to dance and interact through a series of movement explorations developed to enrich communication and trust among adults of all abilities. This workshop will be an opportunity to listen to the challenges and successes of working with Adult Transition 18-26 year old students, and to discuss the differences between working with adults vs. K12 participants. Lisa will share her experiences of working with the Rochester (MI) School District Adult Transition Program Services and guide you through sample lessons adaptable for a multitude of levels.

Session 11 – Studio On The Go – Bangtown Productions – Pharlon Randle – This workshop will incorporate state of the art music, sound and video recording approaches to give students a hands on musical arts experience. The goal for the session is to increase greater understanding of the principles of music/songwriting, video production while fostering the creation of new artistic works and increasing academic skills with an embedded learning process.

Session 12 – The Powerful Trio: Movement, Music, Modulation – Presenters Penny Godboldo and Chi Amen-Ra – This workshop will explore the notion that anyone is capable of boosting their mental, physical and in some instances spiritual well-being through dance, rhythm and song. Traditionally many Africans and Indigenous peoples believed that engaging in these three expressions of humanity promoted total body wellness, and today physical therapists and psychologists continue to explore research backing these ancient beliefs. Accordingly the focus on Drum Therapy and Movement Therapy continues to grow as evidence mounts on their numerous benefits. These include offsetting negative feelings, reducing stress, chronic pain relief and enhancing creative flow. Through a combination of factual evidence and hands on experience the presenters will guide us on an energy altering journey using our combined rhythms, movements and voices. "If you can talk, you can sing; if you can walk, you can dance." - Zimbabwean Proverb; "If you can say it you can play it." - Modibo Keita

Session 13 – Building Lessons from the Curriculum – Presenter Susan Burack – We will explore how to use the elements of our art forms to teach curriculum. For example, using the elements of dance/movement, lessons in reading and language arts, geography and science, can be devised. Participants will have an opportunity to create their own lessons.

Session 14 – Using Props and Adaptive Tools to Enhance Learning – Presenters Cindy Babcock and Emily

Hudson – We will explore and discuss adaptations, the use of props, the importance of process art, and art making for students with significant learning impairments, including those with ASD. Emily will expose participants to examples of adaptive tools and artmaking as a process that emphasizes freedom and choice. Cindy will show how learning is stimulated and a feeling of community is achieved by the use of a variety of colorful, tactile props, such as yarn balls, scarves, elastic, stretch fabrics, and a parachute. Participants will experience printmaking and stamping as it translates to decision making, color/ texture sensory experiences and student driven success in mark making. UDL strategies are employed when engaging learners with props that command focus and attention, and adaptive tools that make participation possible. Our goal result is not a 'product', but allowing for the richest experience during the process of artmaking for the student.

Session 15 – Picture This: Using Image Theater to Make and Tell Stories – Presenter Amy Johnson

– Pictures are used to help us learn, remember, and feel. When bodies create pictures, we connect to ideas in a deeper level. This session explores the use of image work to connect ideas and build stories. Pulling from Augusto Boal concept of Image Theater, together we will work through various image techniques and activities bringing to light strengths and challenges for different populations of learners. Then we will practice ways to make and tell stories based on images that we created.

Lead Presenters' Bios

Anne Rhodes, our lead trainer and workshop facilitator, is a theater artist, arts in education trainer, and consultant. She has been working in arts in education for over twenty years, through her own performing company and two institutes modeled on the Lincoln Center Institute. Recently she has been working with school administrators, teachers, museums, arts organizations, and artists to find innovative ways to connect existing curriculum with works of visual art, dance, theater, literature and music. Anne is interested in helping to identify and promote best practices for everyone engaged in arts in education. She also does anti-bias and diversity work. Her previous work with VSA includes: Lead Trainer for three-day professional development institute *Community of Practice* for VSA Michigan 2013, Session Leader for VSA arts Institute: Austin, Texas 2005, Chicago, 2004, Facilitator and Trainer for Michigan VSA Artists Training Session 2003, Session Leader for VSA arts Artists in Residence Institute, Atlanta 2002.

Stephanie Dyer, Ed.S., is a school psychologist who currently works as a Content Specialist for the MIBLSI (Michigan's Integrated Behavior and Learning Support Initiative) grant project. A part of the Professional Learning Unit, Stephanie's work is primarily focused on behavior, training and coaching, and systems. Prior to joining MIBLSI, Stephanie worked as an autism support team coordinator and school psychologist and has previous experience as a special education supervisor and behavior consultant. Additionally, Stephanie also works with the START (Statewide Autism Resources & Training) grant as a state-wide presenter and content developer. She was on the team that developed Michigan's ASD Strategic Plan, sits on two subcommittees of the Governor's Autism Council, and has presented at numerous national and state conferences.

Susan Fitzmaurice is a lifelong disability advocate, a person with multiple disabilities and parent of two young adults with different disabilities from her and each other. She has written many essays for journals, magazines and books, including "Sticks and Stones: Disabled People's Stories of Abuse, Defiance and Resilience". She is the Assistant Executive Director for the Society of Disability Students in addition to the Inclusive Arts Coordinator for VSA Michigan – The State Organization on Arts and Disability. Susan is committed to changing the lives of people with disabilities and empowering people to stand up for their

equal right to a just society. She has graduate degrees in Early Childhood Education from Bank St. College, and Disability Studies and Rehabilitation Counseling from Syracuse University.

Lora Frankel, MFA, has been promoting creative power in people with disabilities for over 30 years. While serving as executive director of VSA Michigan for 22.5 years, she created and directed the nationally recognized Michigan Artists-in-Residence model program that has been conducted in more than 150 schools, and the award winning *artsJAM* (jobs and mentoring) *Gallery & Studio* program, engaging youth with disabilities in learning through the arts mentored by professional artists. A former dancer and choreographer, Lora holds an MFA in dance and a permanent teaching certificate in the State of Michigan. She served on the faculties of the University of Toledo and University of North Carolina at Greensboro, and in Michigan at Wayne County and Oakland community colleges, two Detroit high schools and at the Midwest Dance Center in Oak Park. For 7 years she served as executive director of Young Audiences of Michigan and for 8 years as Outreach/Education coordinator for the Michigan Dance Association coordinating dance residencies in schools throughout Michigan. During her 11 years as a governor appointee to the Michigan Council for Arts and Cultural Affairs, Lora served as a voice for persons with disabilities to promote the accessibility of arts and culture for all persons in the State of Michigan. Lora is dedicated to furthering lifelong learning through the arts for persons with and without disabilities, and currently serves as a consultant to VSA Michigan coordinating residency programs in schools throughout the state and professional development opportunities for educators and artists to further the teaching of the arts to differentiated learners and the inclusion of the arts in the school curriculum and community-based programming.

Janet E. Graetz, Ph.D, is an associate professor and Special Education Coordinator at Oakland University in the Department of Human Development and Child Studies. For the past 30 years, her life has revolved around individuals with developmental disabilities. She began classroom teaching in 1970 and taught in various schools and institutional settings until 2001. She attended George Mason University in Virginia and completed her Ph.D. in Special Education and Instructional Technology in 2003. That same year, she joined the faculty at Oakland University in Special Education. Her current research interests include the topic of sexuality and Quality of Life issues for individuals with an autism spectrum disorder. She was awarded a grant from the Organization for Autism Research (OAR) to examine the lives of Oakland University students with Asperger Syndrome Her journal publications include articles in *Disability & Society*, *Teaching Exceptional Children*, *Remedial and Special Education*, *Journal of Religion, Disability, & Health*, *Intervention in School and Clinic*, and *Journal of College Admission*. Dr. Graetz continues to work closely with Oakland University Center for Autism, Research, and Support (OUCARES) to improve the lives of those affected by autism.

Emily Hudson received her Bachelor of Art Education from the University of Michigan-Flint and her Master of Education in Special Education with an endorsement in Autism Spectrum Disorders from Oakland University. She has taken numerous courses in the areas of: special education, teaching students with trauma and mental health issues, behavioral support systems, and crisis intervention. Emily was the Art Director for the Valley School in Flint Michigan for 5 years where she taught students from kindergarten through 12th grade including darkroom and alternative process photography, ceramics, fiber arts, stained glass, mosaics, drawing, painting, sculpture, mural painting, art history, 2D and 3D design, printmaking, literary magazine, yearbook, and elementary and middle school art fundamentals. She also taught for after school art programs in the Flint Community schools and through United Way programs for women and children living in homeless shelters, domestic violence safe houses, and young adult halfway houses. From 2006-2008 Emily was an artist at Red Ink studios and her photography and mixed media work has been exhibited at the Greater Flint Arts Council, Buckham Gallery, Red Ink Studios, the University of Michigan-Flint and Mott Community College Student Galleries. Emily is the program coordinator for VSA Genesee County, a VSA teaching artist, and

recently voted onto the board for VSA Michigan. She is the VSA building representative for the Elmer Knopf Learning center where she currently teaches students with Autism Spectrum Disorders. Emily has been a small business owner since 2008, serves on the board for the Valley School, and teaches art to students in the homeschooling community at her home in Flint.

Ron Sanderson works full time in the medical field and is a professor of theology at Destiny School of Ministry. *He is an advisory board member of Autism Society Faith Initiative of Autism Society of American and board member of The Art of Autism.* Sanderson has a Master of Divinity from Oral Roberts University and is the author of *A Parent's Guide to Autism: Practical Advice. Biblical Wisdom* published by Charisma House. Ron is a blogger for Autism Speaks, the Art of Autism, Autism Parenting Magazine, and the Mighty. He speaks at over 70 events a year including over 20 educational conferences. Sanderson is the founder of Spectrum Inclusion. Ron and his wife, Kristen, reside in Rochester Hills, MI, with daughter, Makayla. Website <http://www.spectruminclusion.com>

Hannah Wilcox is a teacher at Marion D. Crouse Instructional Center (GISD), which is a center-based building in Flushing, Michigan. She has taught there for eight years, working with students ages 10-26 in both intermediate and adult classrooms. Her students are all cognitively impaired, some profoundly so, and many also have severe multiple impairments, physical impairments, blindness, deafness and/or have autism impairment. She received her bachelor's degree in Special Education with a cognitive impairment endorsement and reading minor from Central Michigan University and is currently working on completing her Master's in Curriculum, Instruction and Technology from Nova Southeastern. Hannah's experiences in helping students gain new ideas and sensations through art has been inspirational, eye-opening and fulfilling. She believes students benefit from the arts in ways that other subjects simply cannot reach. She is always learning new ways to engage ALL students, despite apparent hurdles and challenges.

VSA Michigan Teaching Artists' Bios

Chinelo 'Chi' Amen-Ra is a percussionist focusing on rhythms of the African Diaspora. He was born into the Ngoma Za Amen-Ra New Afrikan Cultural Theatre in Detroit. An alumnus of the University of Michigan in Ann Arbor, Chi has worked with several universities, and recently served as an Artistic Instigator at the Michigan Youth Arts Festival at Western Michigan University in Kalamazoo. To augment his academic pursuits, Chi continues to study via the Master Drummer tradition. He has learned to play various percussion instruments from master musicians of the African Diaspora. Chi's performances include seven appearances at the Metro Detroit Concert of Colors Festival, four appearances on WDIV's "Live in the D", and three appearances on MetroArts TV Detroit. He has shared the stage with prominent artists such as Talib Kewli, John Legend, India Arie, Aretha Franklin, Tommy The Clown, Mike Ellison, Jessica Care Moore, and internationally renowned Dagomba dancer Sulley Imoro. He is also honored to have represented Detroit during Super Bowl XL, performing with the legendary Stevie Wonder. Most recently MQA Ltd. selected Chi as part of their music marketing campaign in London, UK. In recognition of his work in the Metro Detroit community Chi has been awarded the Wow Award for "Outstanding Achievement in Performance", and the 2016 Kresge Arts Fellowship. Currently Chi is the African drum instructor at the Detroit Institute of Music Education. He also assisted in forming the first African dance company at Wayne State University, "To Sangana", serving principal accompanist and music director.

Cindy Babcock is a registered dance/movement therapist and dancer. She has been working with VSA Michigan as a teaching artist for over twenty years. She also worked for eight years as a consultant in the Michigan Dance Association Dancers in Schools and Dance Project for the Disabled. Ms. Babcock holds a

Master's Degree in Early Childhood Development and Education. Ms. Babcock served as a trainer for the national VSA Start with the Arts Early Childhood Education Program, and worked with Lora Frankel on Artists-in-Residence model. She served as a member of the VSA MI Board of Directors for twelve years.

Caroline Barlow is the Blissfest Music Organization Volunteer and Outreach Manager. She has been working in community arts organizations since 2011 and has been affiliated with Blissfest since her internship over the summer of 2014. She has a BA in International Studies from North Carolina State University. She has a passion for community development through the lens of the arts. Caroline is happy to have found an incredible opportunity for that work as a full-time employee of Blissfest Music Organization here in beautiful northern Michigan. In addition to managing the volunteers for the annual festival, she teaches ukulele and music in various capacities throughout the community, she curates a local house concert series, and seeks out new and exciting collaborations. You can also find Caroline sharing her love of music on stage in her band The North Carolinas. She loves to travel, hear people's stories, attend live performances, swim in the freshwater lakes, hike through the dunes and woods, eat croissants, and drink great coffee!

Diane Clise has been a registered Occupational Therapist for over 40 years and has worked with children with special needs in area school systems for over 20 years. Diane also is an area artist and began oil painting about 20 years ago when she moved to the Mid-Michigan area. Oil painting led to watercolor painting, which led to teaching watercolors to children and adults. Diane has moved into new artistic directions with Encaustic painting and watercolor batik techniques on rice paper. She has taught many adults and children various art forms, displayed in galleries and has had exhibitions and shows in the Chicago area and areas of Michigan. Her work has been published in [Fine Arts of the Great Lakes](#), by Phyllis A.H. Dobson. Three years ago she was the Artist-in-Residence in Glen Arbor, Michigan. She has been a member of the Creative Arts Guild of Mid-Michigan for almost 20 years, has served as its President for the past 6 years, and now has moved to its Exhibitions Chairperson. She is currently Vice President of the Pine River Arts Council. Most recently, Diane has been instrumental in the initial development and current programming of the Alma Community Art Center and is President of the Board of Directors for the Alma Community Art Center.

Jim Gillespie is the executive director and founder of the Blissfest Music Organization in Northern Michigan which was established in 1981. The Blissfest is an award winning non-profit cultural and performing arts organization that promotes and preserves American and World folk and roots music. Blissfest produces its annual summer festival as well as year round concerts, dances and educational outreach opportunities. Mr. Gillespie also coordinates the Blissfest Arts Recreation Center at its 200 acre facility which integrates cultural arts with ecology, agriculture and sustainable tourism. The Blissfest Ukes For Youth project and other initiatives that provide for hands on learning in the folk arts has recently resulted in Gillespie being invited to provide music appreciation and enrichment as an artist in residence for the VSA Arts Organization. Mr. Gillespie has a B.S. in Anthropology, MPH in Environmental Health and work for 15 years as a case manager for Northern Michigan Community Mental Health. He has also been a performing musician as part of the roots band Dr. Goodhart's Home Remedy for 37 years. Jim has 2 daughters and when not producing or creating music, enjoys kayaking, travel, sailing and gardening.

Penny Godboldo completed her Ph.B. degree in Education at Wayne State University. She trained at the Alvin Ailey American Dance School, Clark Center for the Performing Arts, Broadway Dance Center, Steps Dance Studio and the Martha Graham Schools in New York City. She mentored under dance Icon Katherine Dunham for over 20 years and is the only certified instructor of the Dunham technique in Michigan. Currently Ms. Godboldo is Co-Director of the Institute for Dunham Technique Certification. She has taught and performed in the U.S. (Detroit, New York, Chicago, Los Angeles) as well as Toronto and various countries including England, Scotland, France and Japan. Chair of Dance for 18 years Godboldo retired as a tenured professor from Marygrove College in December of 2016 after 35 years of educating young dancers. During her tenure she spearheaded the creation of the Dance Education program and was responsible for

Marygrove hosting Katherine Dunham, Madame Lavinia Williams Yarborough, Arthur Mitchell of the Dance Theater of Harlem and Jurgen Schneider— former Ballet master with American Ballet Theater, as well as artist teachers from Basil, Senegal, Mali, Ghana, among others. Under the auspices of the Detroit Legacy Project, she directs a summer community mentoring program through the arts, "Girls Arts Program (GAP)" directs the Penny Godboldo Institute Dancers performing company and teaches Dunham Technique at The Studio: Fitness Dance Culture in Detroit.

Amy Johnson moved to Michigan to pursue a Master's degree in Performance Studies, after teaching high school speech and English for eight years in Illinois. She has been a lecturer in Communication, Performance and Education at Eastern Michigan University ever since she graduated. Through her time at EMU, Amy has created and directed "A Head Full of Snakes" an original collaborative production as part of EMU's Theater Season, "Lifting the Veil", "Taking Off" and "Snake Eyes" Readers Theater's for competition at ARTa (American Reader's Theater Association). She has also built partnerships between her students at EMU and Bright Futures to run forensic and improv clubs as well as being a part of WCC/EMU's Theater Group a semester long project partnering EMU faculty and student and inmates at Woodland Correctional Center. Amy has over 20 years' experience coaching and directing forensic programs and running and participating in youth speech camps. Professionally, she is also an Executive Communications Coach for Keany Communications specializing in presentation creation and coaching as well as executive presence. Personally, Amy is currently one of the founding members of the UnTheater Company in Detroit that produces Too Much Light Makes the Baby Go Blind. The performance experience "It(s) About Time" is her brain child. When she is not working, she is most likely dancing. Amy holds a board position for her local Swing dance organization Friday Night Swing and regularly teaches and DJs.

Lisa LaMarre is a contemporary modern dance choreographer and dancer focused on site-specific interdisciplinary collaborations, including film, live improvisation performances, and meaningful choreographed works that test the boundaries of performance based artwork. She is the director of LaMarre and Dancers and an Artist-in-Residence for VSA Michigan. Lisa works to bring dance away from the lofty stage and into the realm of everyday life. She was recently selected as seed grant recipient for ArtPrize 7 to premier "They Were Displaced...And Again" in an unused house curated by res345 at The Rumsey Street Project. As a teacher, she works to enrich and inspire each and every dancer with superior technique, creativity, and fundamental values. Lisa has been on adjunct faculty at Wayne State University since 2011, and is a member of both the Michigan Dance Council and National Dance Education Organization. Her choreography has been produced for DDCdances, Wayne State University, Grand Valley State University, Oakland University, Michigan Youth Arts Festival, People Dancing, ArtPrize 7, the Museum of Contemporary Art Detroit, Detroit Contemporary, Detroit Institute of Arts, Detroit Music Hall, Sidewalk Performing Arts Festival, and Midwest Regional Alternative Dance Festival. Lisa holds a Bachelor of Arts in Dance from Western Michigan University and was selected as the WMU Department of Dance Presidential Scholar. She has worked as the Education Director of DDCdances and has presented her integrated, inclusionary teaching technique at conferences. Her dance company work has included projects for DDCdances, stbdance, People Dancing, Patterson Rhythm Pace, and Mack Avenue Dance Company.

Sarah Peterson is a graduate from Michigan State University with a Bachelor of Music in Music Therapy and voice. She has 16 years of experience practicing music therapy in schools and clinics, and providing lessons in voice, piano, and flute. Currently, she is the director of "Time for Music" early childhood music classes at the Gaylord Community Music School where she teaches music to children ages 0-5 and their caregivers. Sarah is also providing music instruction to school age children with disabilities during the COPESD residency program in Gaylord, MI, this year. Sarah has a rich history of performing as well. She has sung in operas, musicals, choirs and other venues throughout the Midwest. She is Vice President on the Board of Gaylord

Community Productions (Gaylord's community theater) and performs regularly in shows around town. She is a classically trained soprano, she plays the piano, guitar, flute, and has had many years of experience in theatrical productions as well. Sarah enjoys working with children of all ages and abilities, and has the education and experience to help them succeed in the arts.

Pharlon Randle is no stranger to music, as it has helped shape his childhood and career as a producer and creator of Bangtown Productions & Recordings and its Studio On The Go program. Born in Flint, Pharlon's love for music started in the early 70s, when he and his mother would sit at their organ and play along to *Green Onions*, among other tunes. This family pastime grew into an individual passion, which became a serious skill as he came of age. For over thirty years, Pharlon picked up more music skills such as songwriting, producing and mixing, while also learning to play multiple instruments. In 2004, Pharlon began to bring his studio to the artists with whom he worked. The tactic prevented less traffic from coming into his home, and also taught him the art of breaking down equipment and assembling it in a timely fashion. This skill came in handy in 2006, when Pharlon was asked by a friend to bring his studio into a classroom in order to teach student about music production and songwriting. He agreed and on that fateful day, his mobile studio program, Studio On The Go was born. Designed to educate school age student about the process and benefits of music making, Pharlon's mobile studio has touched the lives of many children around the state of Michigan and garnered local and national attention. Pharlon continues on his mission of sharing his gift and bringing the life-changing power of music to all. To learn more about Pharlon visit www.facebook.com/bangtownpr.