



## ***2019 Community of Practice Workshop***

**11:30 AM Thursday, June 20 to 2:00 PM Saturday, June 22, 2019**

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

**Workshop Fee: \$350 Prior to May 31, 2019, \$375 After May 31, 2019**

**Seventeen (17) SCECHs Available**

- **Recharge your spirit and reinvigorate your instruction in a fun and relaxing learning environment.**
- **Learn how to integrate the arts, foster creativity and accommodate all learners, including students with severe disabilities.**
- **Collaborate with colleagues in facilitated breakout sessions and begin planning lessons that integrate the arts.**
- **Experience the joy of expressing your own creativity through amazing hands-on arts experiences**

Please join us for this 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, emotional impairment, physical and cognitive disabilities.

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

## Thursday, June 20, 2019

- 11:00 – 11:30 **Sign In/Settle In/Room Assignments**
- 11:30 – 12:00 Lunch
- 12:00 – 12:30 **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 my students? How can I include creativity in and through the arts a priority in my students’ education?”
- 12:45 – 1:45 **Session 1: An Overview of Disability Characteristics and Discussion Regarding Student Learning – Presenters: Susan Fitzmaurice, Emily Hudson, and Hannah Wilcox**
- 1:45 – 3:00 Break
- 3:00 – 4:00 **Session 2: Using the MEAIA Model Assessments and Resources to Improve Instruction and Monitor Student Growth – Presenters: Carrie A. Jeruzal and Michael Gielniak**
- 4:00 – 4:15 Break
- 4:15 – 5:15 **Session 3: Session 10: Arts Infused Education – Presenter: Penny Godboldo**
- 5:15 – 5:30 **Reflection/Evaluation – Anne Rhodes**
- 5:30 – 6:30 Dinner/Break
- 6:30 – 8:00 **Session 4: The Power of Five: Using Music in the Multi-level Integrated Classroom – Presenter Corinne Rockow**
- 8:00 – Socializing

## Friday, June 21, 2019

- 7:15 – 8:00 Breakfast
- 8:00 – 9:15 **Session 5: Using UDL and Multiple Intelligences – Presenter: Anne Rhodes**
- 9:15 – 9:30 Break
- 9:30 – 10:30 **Session 6: A View from a Wheelchair – Presenter: Susan Fitzmaurice**
- 10:30 – 10:45 Break
- 10:45 – 11:45 **Session 7: Arts Connect – Presenter: Barbara Selinger**
- 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: Teaching Creative Arts + Teaching Academic Subjects = Success in Student Learning – Presenter: Barbara Taylor**
- 2:15 – 2:30 Break
- 2:30 – 3:30 **Session 9: Set Them Up For Success! Using Positive Behavioral Interventions & Supports (PBIS) to Engage ALL Students – Presenter Stephanie Dyer**
- 3:30 – 4:30 **Demonstration Music Lesson with a Talkback – Presenters: Jody Conradi Stark and Lisa Barnett**
- Or**
- Demonstration Visual Art Lesson with a Talkback – Presenter: Katherine Suender**
- 4:30 – 5:30 **Session 11: The VSAMI AIR Program – Planning, Curriculum Development, Reflection and Evaluation, Data Gathering and Reporting – Presenter: Lora Frankel**
- 5:30 – 6:30 Dinner/Break
- 6:15 – 7:30 **Session 12: Picture This: Using Image Theater to Make and Tell Stories – Presenter: Amy Johnson**
- 7:30 – 8:00 **Reflection on the Day – Anne Rhodes**
- 8:00 – Socializing

## Saturday, June 22, 2019

7:15 – 8:00	Breakfast
8:00 – 9:00	<b>Session 13: <u>Using Adaptive Tools for Visual Art to Enhance Learning</u> – Presenter: Emily Hudson</b>
9:00-9:15	Break
9:15 – 10:15	<b>Session 14: <u>Using Props for Dance/Creative Movement</u> – Presenter: Cindy Babcock</b>
10:15 – 11:00	Break
11:00 – 12:00	<b>Session 15: <u>From Learning to Practice: How Will We Use What We Have Learned?</u> – Anne Rhodes and Lora Frankel</b>
12:00 – 12:45	Lunch/Break
12:45 – 1:30	<b>Written Evaluation/Sign Out/Goodbyes</b>

## Descriptions of Workshop Sessions

**Session 1: An Overview of Disability Characteristics and Discussion Regarding Student Learning – Presenters: Susan Fitzmaurice, 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.

**Session 2: Using the MEAIA Model Assessments and Resources to Improve Instruction and Monitor Student Growth – Presenters: Carrie Cjeruzal and Michael Gielniak** – The MAEIA (Michigan Arts Education Instruction and Assessment) Project has been developed by the Michigan Assessment Consortium (MAC) and Data Recognition Corporation (DRC) for the Michigan Department of Education (MDE) in partnership with Michigan educators. MAEIA assessments allow the student, parent, teacher, and administrator to clearly see student growth as well as the student’s ability to use the creative process. The MAEIA assessment model is different than the standardized testing with which you may be familiar. Rather than interrupt instruction, the MAEIA assessments are intended to be used in conjunction with ongoing classroom instruction. Participants in this session will be guided through the MEAIA resources and will discuss how this assessment approach, and the assessment models can be useful when integrating the arts into general and special education instruction.

**Session 3: Arts Infused Education – Presenter: Penny Godboldo** – The arts can be a powerful teaching tool in a non-arts classroom. It offers exciting ways to reach students of multiple intelligences, develops and open and communal learning environment, and presents creative ways to help them retain information. This session will provide a hands-on introduction to Arts Infused Education (AIE), a method for using the arts (visual arts, dance, music and theatre) in the classroom. Upon completion of a college course in AIE, a person will understand the basic concepts of each art form, be able to create lesson plans using the arts as a teaching method, address the multiple intelligences theory through teaching the arts, and identify and apply assessment theories.

**Session 4: The Power of Five: Using Music in the Multi-level Integrated Classroom – Presenter Corinne Rockow – “*Music Is*”, by Barbara Rice (abbreviated): “*music is a science, music is mathematical, music is a foreign language, music is history, music is physical education, music is art, but most of all, music is love.*” This beautiful quote illustrates the diversity Music offers when using it to teach not only music skills, but also core subjects such as history, math, science, and language skills, as well as the additional gifts of inspiring creativity, self-confidence, social skills and communication, self-discipline, physical education, and stress relief among others. This workshop will offer a wealth of ideas for using the 5 Ways to Use Music (Listen, Sing, Play, Move, and Create) in order to reach learners of all abilities as you bring the Magic of Music into your classroom.**

**Session 5: Using UDL and Multiple Intelligences** – **Presenter: Anne Rhodes** – This workshop will look at the different ways that people learn, people's different learning preferences and strengths, and how those differences could be addressed in our teaching. Two tools, Multiple Intelligences information and Universal Design for Learning, can help us find ways to support the learning of all young people in our classes. The insights from these two tools are essential to thinking about how to engage students, help them sustain their efforts, comprehend curricular content, and express their ideas. This workshop will focus on how you can be more effective with every unique young person you teach. Come prepared to think together about the challenges and rewards of incorporating the insights of these two tools.

**Session 6: A View from a Wheelchair** – **Presenter: Susan Fitzmaurice** – This workshop will focus on the lessons learned looking back on her years at school as an adult with a disability. What was important to her as a student who struggled, but loved school, and yet felt like a misunderstood outsider? What did she need that she didn't get? How critical is the language we use? What changes in the physical characteristics of classrooms would have helped? What were some of the defining influences to the success she did have in school and was able to foster in her teaching? In this workshop you will come to better understand how easily accomplished and important it is to abandon a "one size fits all" teaching approach.

**Session 7: Arts Connect** – **Presenter: Barbara Selinger** – The arts are a lever for learning, growth, and social and emotion connections. This session will focus on how to connect the art of dance to the curriculum, and how it contributes to learning educational concepts. Participants will engage in a movement class that includes inquiry and collaboration, and the presentation will emphasize process-based learning to achieving core curriculum goals.

**Session 8: Teaching Creative Arts + Teaching Academic Subjects = Success in Student Learning** – **Presenter: Barbara Taylor** – Participants will learn the necessity of presenting information and materials to student learners in a manner that enables and encourages the learners to think critically and make decisions about the construction and aesthetics of their art project, and will reinforce the concept that there are virtually no mistakes in the aesthetics of the artistic creation. Additionally, educators will learn how creative arts – some examples of which will be provided and discussed – relate to the teaching and learning in such academic subjects as mathematics, science, language arts, and social studies. Examples of class projects, demonstrations, and hands-on activities will be included.

**Session 9: 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 10: Demonstration Music Lesson with a Talkback** – **Presenters: Jody Conradi Stark and Lisa Barnett** – Music has the power to move us – in body, mind, and spirit. It can motivate and engage individuals of all ages and abilities. This session will be a demonstration music lesson, led by Board-Certified Music Therapists, which will incorporate adaptations for students with various disabilities. We will address goal domains including physical, cognitive, social-emotional, and academic. We will engage you in music experiences, as well as a discussion to address how you can successfully engage students in your classroom.

**Or**

**Demonstration Visual Arts Lesson with a Talkback** – **Presenter: Katherine Suender** – George Rodrigue's Blue Dog Lesson: The Blue Dog lesson came about from talking with other elementary art teachers who were studying American Artists from the South. This year one of Katherine's ADHD students painted the most amazing "Blue Dog." His Blue Dog was red, purple and blue. The dynamics of this lesson encourages educators to integrate a variety of learning experiences and assessments for optimal human potential. Katherine will share this multi-day art lesson while discussing her engagement strategies, while she teaches the lesson so you can increase engagement with your students. The great thing about the Blue Dog painting is that there are lots of resources and fun things the student artists can do with Blue Dog, since George Rodrigue, the artist from Louisiana, doesn't always paint Blue Dog blue. He has many fun backgrounds for Blue Dog too. During this session, we will talk together about strategies you as the

educator have used to engage students of all abilities to see the art room as their "happy place." Please wear clothing that can get dirty or bring a smock. This is a hands-on, art-making session.

**Session 11: 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 12: 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.

**Session 13: Using Adaptive Tools for Visual Art to Enhance Learning – Presenter: Emily Hudson** – We will explore and discuss adaptations, 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. 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 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 14: Using Props for Dance – Presenter: Cindy Babcock** – We will explore and discuss the use of props for students with significant learning impairments, including those with physical and cognitive disabilities... 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. UDL strategies are employed when engaging learners with props that command focus and attention. Our goal result is not a 'product', but allowing for the richest experience during the process of artmaking for the student.

**Session 15: From Learning to Practice: How Will We Use What We Have Learned? – Anne Rhodes and Lora Frankel** We will wrap up our three-day experience by reflecting on our learning, sharing major insights, and identifying lingering questions and needs for further work. The focus will be on putting our learning into practice and identifying new ways to plan and implement classroom lessons. We will also share highlights of the COP and suggestions for improvement.

## **Presenters' Bios**

**Anne Rhodes, 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 *Community of Practice* institutes for VSA Michigan in 2013 and 2018, Session Leader for VSA arts Institutes: 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.

**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 the Artists-in-Residence model. She served as a member of the VSAMI Board of Directors for twelve years.

**Lisa Barnett** is a board certified music therapist. A graduate of Michigan State University, Lisa has worked extensively in both the public school setting and in private practice providing both individual and group music therapy services to a wide range of children. Lisa was named the 2008 VSA Michigan Educator of the Year for her work with the “The Starfish Project,” which utilized the arts to promote social skill development for children with disabilities and their peers in general education. As a songwriter, Lisa shares her songs and music experiences with an audience that includes music therapists, teachers, parents and students. She is the author and composer of “My House,” a personalized interactive songbook that is available as a custom ordered book or downloadable PDF on her website at <https://www.songstogrowon.com>. Lisa also offers private music therapy and piano instruction in her home in Farmington Hills. Lisa can be reached at [songstogrowon@gmail.com](mailto:songstogrowon@gmail.com).

**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 Studies. 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. She is the organizing force for the 2020 ADA Celebration in Detroit.

**Lora Frankel** served as executive director of VSA Michigan for over 20 years. She created and directed the VSAMI Artists-in-Residence program, and the award winning *artsJAM* (jobs and mentoring) *Gallery & Studio* program, engaging youth with disabilities in learning about careers in 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 university faculties in Toledo, Ohio, and Greensboro, North Carolina, at two community colleges in Michigan, 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. She now serves VSAMI as a volunteer.

**Michael Gielniak, Ph.D.**, holds degrees in elementary and secondary education, musicology, as well as an Education Specialist degree in curriculum and instruction. His Ph.D. work is in cognitive neuroscience from Oakland University in Rochester, Michigan. Both a Fulbright Scholarship and Emmy Award winner, he has been working with creative and educational environments around the globe for 25 years. Working with the Michigan Department of Education, he managed the development of arts content for the Clarifying Language in Michigan Benchmarks (MiClimb), served on the rubric development committee for Michigan’s school assessment program, Education Yes!, and reviewed Michigan’s teacher preparation standards.

**Penny Godboldo**, dance artist, holds a Ph.B. degree from WSU and an MA from University of Detroit. Trained at the Alvin Ailey & Martha Graham Schools in NYC and mentored by Katherine Dunham for 20 years, she directed the

Institute for Dunham Technique Certification 2013-18. She has taught and performed broadly throughout the world, most recently in December 2018 in Israel. Penny retired a tenured professor from Marygrove College in 2016, after 35 years of educating young dancers (18 years as Chair); spearheaded the creation of the Dance Education program, hosted Katherine Dunham, Arthur Mitchell & Jurgen Schneider--former Ballet master of ABT. Highlights of VSAMI program: the amazing transformation in weeks that these young people are capable of and proving in practice the Arts Infused Education model Penny taught 10+ years to Education Majors: The arts TEACH, content is LEARNED and REMAINS with students many years later and that love support matters!

**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. Emily was the Art Director for the Valley School and K-12<sup>TH</sup> grade Visual Art teacher. She also taught after school art programs in the Flint Community schools, Art classes with United Way 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, and serves on the board of VSA Michigan. Until this school year she taught students with Autism Spectrum Disorders at Elmer Knopf Learning Center in Flint. She now serves as the art specialist at the school.

**Carrie A. Jeruzal** has been teaching art for 18 years and has taught every grade level including higher education, both in public and private schools. Currently Carrie teaches K-12 Visual Arts at Pentwater Public Schools. She earned a B.A. in 2001 from Hope College, then graduated from Western Michigan University with a M.A. in Art Education in 2010. Mrs. Jeruzal's career highlights include being 2017 MAEA Michigan Middle Level Art Educator of the Year, 2017 NAEA Western Region Middle Level Art Educator of the Year, becoming a 2016 Fellowship Recipient of the National Gallery of Art Teacher Institute, a 2011 Fellowship Recipient Korea Academy for Educators, 2010 Fellowship Recipient China Study Tour Indiana University / National Consortium for Teaching About East Asia, and 2004 Fellowship Recipient Japan Fulbright Memorial Fund. Mrs. Jeruzal has been published in periodicals and has written for and presented as a Leadership Fellow of the *Michigan Arts Education and Instruction Assessment (MAEIA) Project*.

**Amy Johnson** is currently the Director of Education at Matrix Theatre Company in Detroit, a nonprofit that focuses on social justice. She 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 adapted, devised, and directed work for the theater season, as well as competition at ARTa (American Reader's Theater Association). Additionally, she was part of a program that brought theatre to inmates at Woodland Correctional Center. Amy has over 20 years' experience coaching and directing forensic programs and running speech camps. Professionally, she is also an Executive Communications Coach for Keany Communications. Personally, Amy is an associate producer of the UnTheater Company in Detroit that produces the show "Too Much Light Makes the Baby Go Blind".

**Corinne Rockow** has been a performing folk musician/storyteller since 1984, and a VSA Michigan teaching artist since 1988. She shares a variety of expressive arts activities and multicultural songs, and many instruments, both traditional and homemade, with students in a wide variety of venues. Her goals include providing as many rich and diverse opportunities as possible to help students learn new skills in music and self-expression to integrate into their own lives. Corinne encourages learners to take artistic risks that help them build self-confidence and valuable social skills, as they explore ways to sing, play, move and create in their own unique ways.

**Barbara Selinger** is artistic director of DDCdances, a company she co-founded in 1980. She is the only Michigan dance artist awarded six Creative Artist Grants from the Michigan Council for the Arts and Cultural Affairs to create, perform and produce her work. Her choreography, celebrated for its humanity, has been presented throughout Michigan, in Detroit, Chicago, New York City and Toronto. Barbara has more than 30 years experience in higher education where she mentors students pursuing dance careers, and conducts numerous dance/arts classes, in schools grades K-12. She

has earned a MEd in Dance - Wayne State University (WSU) and BA - Anna Maria College. She was awarded the prestigious Arts Achievement Award from WSU, Teacher of the Year Award from the Michigan Dance Association, selected as one of 3 artists for the Governor's People's Choice Award for outstanding Michigan artist, and was the 2015 recipient of Michigan Youth Arts Touchstone Award as educator of the year.

**Katherine Suender** has been an art teacher in the Avondale School District for 25 years. She has always been an advocate for children who are having trouble fitting in or finding their *happy place*. She has been an cheerleader for VSA Michigan by submitting artwork for the traveling show for the past five years, editing the traveling show entry form to make it easier for teachers to submit student artwork, presenting at the MAEA state conference, and presenting at the VSA 2017 Community of Practice workshop on using print making as a way to make art accessible for all students. Katherine's art students have been very successful in achieving state award status. During her eight years as an art teacher, she has had four students in the Top 15 K-8 MAEA Young @ Art state show, and two of the four were students with an IEP. This year, four of her students are in the Top 100 show, with one being part of the Top 15!

**Jody Conradi Stark, Ph.D., MT-BC** is a board-certified music therapist with over 30 years of clinical experience with various populations, including psychiatric, cognitively impaired, autism spectrum disorder, pre-primary impaired, at-risk children/youth, veterans, medical (pediatrics and oncology), Alzheimer's Disease, and hospice. She is Part-Time Lecturer and Music Therapy Clinical Supervisor for Eastern Michigan University's Music Therapy Program, Site Director of Music Therapy Clinical Services, Michigan State University Community Music School- Detroit, and President of Creative Arts Therapies, Inc., a company she started in 1991 that provides contractual music, dance-movement, and art therapy services to agencies and individuals throughout Southeastern Michigan. Dr. Stark has served as Chair of the VSA Michigan Southeast Regional Festival Committee since 1997 and was elected to the VSA Michigan Board of Directors in 2018. She has presented at the local, state, national, and international levels, including the World Congress of Music Therapy in Brisbane, Australia and in Tsukuba, Japan. Dr. Stark was named the 2011 VSA Michigan Educator of the Year and received a 2011 Michigan Youth Arts Touchstone Award.

**Barbara Taylor** is a ceramic artist who hand-builds functional and decorative art for internal and external environments. Her work is characterized by its organic aesthetic. Ms. Taylor's work has been exhibited publicly in central and southern Michigan. She also has work displayed in private venues in Japan, Germany, England, and locations in the United States. Ms. Taylor completed her ceramic coursework at Central Michigan University. She established the ClayMates Studio in Mt. Pleasant, and teaches students of all ages and abilities in the studio, in school classrooms and at other venues. Ms. Taylor has served as president of the board of directors of Art Reach of Mid Michigan where she established and coordinates a Healing Arts Program for residents of assisted living facilities, and also coordinates performance arts programs.

**Hannah Wilcox** is a teacher at Genesee ISD Marion D. Crouse Instructional Center, 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.