Currey Ingram Academy Art Supports
Teresa Everhart, OTD/S
Expert Mentor: Courtney Gallaher, MS, OTR/L
Faculty Mentors: Dr. Lorry Liotta-Kleinfeld, EdD, OTR/L, BCP, FAOTA, Dr. Tamara Lemmonds, EdD, OTR/L

REVIEW OF THE LITERATURE
Participation and engagement in the arts is accompanied by many benefits. The arts promote learning that also encourages academic excellence and social participation (Reavis, 2009). When effectively taught, the visual arts have the ability of increasing a student’s self-awareness, influence his or her perception of the environment in which he or she exists, and improve overall academic performance (Reavis, 2009). The skills students learn during art tasks, specifically critical reasoning skills, development of multiple perspectives, and fine motor skills, can be generalized into other classes students are enrolled in (Losel, 2012). In addition, the arts provide a vehicle for expression, which encourages children to represent their experiences and facilitates problem solving through visual representation (Emery, 2004; Epp, 2008).

However, if the arts are not effectively taught to each student, the possibility of reaping these benefits is lost. A survey conducted by Coleman, Cramer, Park, & Bell (2015) revealed that of 212 art teachers, 70% felt unprepared, or minimally prepared, to teach students with exceptionalities in an integrated art setting. To best meet the needs of each student, “all art teachers must be prepared to teach students in integrated classes and to respond to social, instructional, and curricular needs of students with a broad range of ability” (Guay, p. 44, 1994). In order to improve the participation in art for these students, occupational therapists can collaborate with art teachers to help determine the appropriate tools needed for particular art projects in order to meet the needs of each student. This collaboration between paraprofessionals may lead to the ability of students to participate in the arts as independently as possible, which can be fostered by the creative adaptation or modification of tools, media, and techniques needed to participate in meaningful art making (Losel, 2012).

MISSION AND VISION
The mission of Currey Ingram Academy is to provide an exemplary school program that empowers students with learning differences to achieve their fullest potential.

The school delivers on this mission by providing:
- Small classes
- Evidence-based instruction
- Individualized learning plans for every student
- Strong arts, athletics and extracurricular activities
- Speech-language and academic occupational therapies
- Character education and social coaching
- Personalized college preparation and counseling
- Parent, community, and professional education opportunities

IDENTIFIED NEEDS OF AGENCY
The identified needs of Currey Ingram Academy in regards to art enrichment classes include:
- Evidence-based accommodations and supports
  - Positioning
  - Attention
  - Fine Motor
  - Bilateral Coordination
  - Sequencing & Planning
  - Sensory
  - Environmental
- Tool and materials modification
- Supplemental adapted art curriculum

GOALS OF THE EXPERIENTIAL COMPONENT
The identified goal of the Experiential Component was to:
Create adapted art supports and accommodations for students with learning differences attending Currey Ingram Academy in order to encourage increased participation and engagement in art.

Personal goals of the Experiential Component included:
- Expand program development skills
- Advance critical thinking and clinical excellence
- Refine leadership skills

TIMELINE

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of the literature</td>
<td>Review CIA art curriculum</td>
<td>Complete activity analysis of art projects</td>
<td>Hands on learning through teaching of art lessons</td>
</tr>
<tr>
<td>Establish relation to curricular themes and learning goals</td>
<td>Justify Rational</td>
<td>Explore potential adaptations and resources</td>
<td>Modification to resources based on self feedback and constructive criticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop program materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creation of guiding materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adapt art tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Upload all completed documents to website</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Present final project to CIA staff</td>
</tr>
</tbody>
</table>

ARTIFACTS OF WORK
In order to increase sustainability of the Experiential Component, it was decided alongside my Expert Mentor to create a user friendly website that can be accessed to view all created works.

You may interact with the website on the laptop provided. In order to access the website please visit:

http://ciaartsupports.wixsite.com/cia-art-supports

All artifacts uploaded onto the above listed website can be accessed and downloaded by any person with possession of the web address. The intended purpose of the website is to supply Currey Ingram Academy with resources to assist with accommodating the needs of students in the art room.

Artifacts of work that can be accessed through the website include:
- Art Library including art curriculum supports and adapted art projects organized by level, skill, and media
- Accommodation Library including guides for individualizing the best accommodation based on identified student need, as well as environmental, tool and material, and instruction accommodations.
- Adapted Tool & Supply Library including photos, use, and instruction on how to adapt additional tools/resources in the future.
- Inventory of resources that are included in the Currey Ingram Academy Art Supports Resource Tote that is stored in the CIA art room.
- List of outside resources and access to download additional resources.

ACKNOWLEDGEMENTS
I would like to acknowledge Courtney Gallaher, MS, OTR/L, the Lower School Occupational Therapist at Currey Ingram Academy. Thank you for serving as my Expert Mentor; your advice, encouragement, and knowledge guided the success of this project. I would also like to thank Bess Forshaw, for welcoming me into the art classroom, as well as the entire Lower School Staff at Currey Ingram Academy for allowing me to complete this experience at Currey Ingram. Finally, I would like to thank Dr. Lorry Liotta-Kleinfeld and Dr. Tamara Garvey who served as the faculty mentors for this project.

REFERENCES
References available upon request.