ROUGHLY EDITED FILE

KENNEDY CENTER FOR THE PERFORMING ARTS
INNOVATIVE PROGRAMMING PRESENTATION

VSA FLORIDA: MONDERN SKILLS FOR SUCCESS

JULY 17, 2012

3:00 PM ET TO 4:15 PM ET

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>> The broadcast is now starting. All attendees are in
listen-only mode.
>> LISA DAMICO: Hello, everyone. I am going to unmute everyone
so that if we need to do troubleshooting, we can do it. And then I
am going to walk you through our presentation -- or walk you through
the administrative part of the Webinar today. So here we go.
(Muted).
>> LISA DAMICO: Everyone can see my slide show today?
I am going to mute everyone because there is a lot of background
noise. But welcome to the July edition of the VSA Affiliate Webinar
Series. I want to get everyone on board. Something that's new for
this one was that we had a request for captioning. So everyone
should have received an e-mail today so you can click on this link,
or copy off of the screen, and follow along. And then I am going to
explain the GoToWebinar Technology to you all in case it's new.
So everyone should see on their screen a control panel. If at
any time you need to leave the Webinar, you can just hit the "X"
that's in the upper right-hand corner. One of the issues that comes
up sometimes is that you can hear it but you can't speak. So you
need to make sure that however it is that you've called in on the
Webinar, whether that's through your computer or through the
telephone, that that option is selected. So if you call from your

telephone, be sure to select the telephone button. If you're calling through computer with a microphone, you'll want to select "mic and speakers."

Something else I would like to draw your attention to is the question-and-answer box. While the presenting is happening, I will be in the background handling questions and facilitating the Webinar. If you have a technology problem, if you have a question for one of them you would like to ask, you will want to type in your question to me, and I will relay that to them through that "enter question for staff" box.

Going to the next page, now, if you find that the control panel is distracting and you want to minimize it while you are watching the PowerPoint presentation, you can click on the orange arrow up at the top, and that will put that to the side. I will have everyone muted for the call. But if you want to speak and ask a question, you will raise your hand, which is that button that you see on the bottom. There is a hand button. Let's give that a try to make sure that everyone is able to use that. So if everyone can click on the "raise your hand buton" right now. I am missing Chris Castle, Eileen -- there we go Chris. A few other people. Most hands are up. Are you are unable to raise your hand -- oh actually I just found out that my slides were frozen. So here is what you should be seeing. You can go ahead and send me a message and I can help to work you through that I am going to put everyone's hands down. And I am going to go back to the other side since we didn't get to see that. Here is how to exit out of the GoTo Webinar, selecting telephone versus microphone and speakers, and asking a question. And then the captioning link. If you didn't receive that by e-mail.

All right. So I am going to -- here is our upcoming Webinar schedule. So you will want to make sure that you put in your calendars. Our next Webinar which will be in August, and will have two transition-to-employment presentations one by VS ACO, and the other by VSA Texas. You will receive an e-mail registration for that but something to keep in mind. And then that takes us on to the presentation for today. We have Jennifer Bonaventura, and Wendy Finklea, who will be presenting. I will turn it over to both of them and let them get started. Okay, Wendy?

>> WENDY: How are you? I am so glad that everybody has been able to take a chance to spend an hour or so with us to talk about our innovative programming presentation. Thank you, Lisa, for showcasing our program. Our program today is Modern Skills for Success program. What we do is we take our residency program, which is My Art My Way and we've united it with online technology, and voila! You will get to see what we get to do with that.

I am going to probably talk about a few things that you already

know. As far as things about VSA. Most of you that are on I'm sure
are either affiliates of VSA, or teaching artists of VSA, but there
might be some people on that aren't really sure who we are. So we're
the state organization on arts and disability here in Florida. We're
head quartered at the University of South Florida in the College of
Education, the Special Education Department. And, of course, we like
all of the VSAs provide art experiences for people with disabilities.
I always have to show this slide because I don't know if everybody
really understands the Kennedy connection. You know, we're, of
course, now out of the Kennedy Center, but as you'll see -- let me
see if my pointer -- yes! Now you can see Jean Kennedy-Smith who is
the founder. And, of course, Eunice Kennedy, her sister, founded the
Special Olympics. And John F. Kennedy and brothers and sisters of
this wonderful philanthropic family. And one of my favorite coats
from Ambassador Kennedy is, "The arts, while a beautiful voice of
self-expression with the ability to cross all cultural boundaries, is
a profound tool for learning."

    And that's very key -- in the programming that we have here
throughout the State of Florida. "VSA advocates the arts as a way of
communication, a means to unite people of all abilities."

    And I am going to say that if anybody has a question as I am
going through, don't hesitate to, you know, raise a hand, like Lisa
said, and we'll stop in our tracks and try to cover it. Otherwise,
at the end of the presentation we'll be sure to have a
question-and-answer period that we can cover most of these topics
hopefully.

    So, "Modern Skills. What is that? Modern skills incorporates
the use of an online program called artthreat thread. That's the
vehicle we use to do our residency program. The foundation was
founded by Jay Kline here in Tampa, and rob Rothschild who is the
President, and he is in Gainesville, Florida, at the University of
Florida, if you ever talk with them, they work with Carnegie Mellon,
and did some research on how to create this particular model. But
there are other art-making programs out there. We have just chosen
to partner with them. As you will see why when we go through some of
the technology pieces, you will see why it works so well for people
especially in a school setting. So the whole idea of Modern Skills
is to encourage people to participate in an art-to-art conversation
by creating and adding to threads. And it's just a giant maze of
threads, so that people sometimes call it sort of like a social
networking where people like things with artwork. The modern skills
residency program, as we wrote it up when we were doing our grant, we
wanted to showcase how the program provides the transition student
incremental yet substantial steps toward self-relies and. How are we
doing that? They're increasing their digital manipulation skills,

which sort of like a graphic design program. We increase their ability to present and communicate because you will see starting down the road in this presentation students are encouraged to collaborate together. And it improves their peer-based support and community involvement. Of course, it is sort of a segue into an entrepreneurship if they choose to do that. By learning about eCommerce. The program as we presented it here in the State of Florida is with students of approximately 14-15, that very important transition age, where students are moving out of middle school into the high school situation and into adulthood. So we thought it was an appropriate time to engage them in this particular programming.

     We many times have younger students -- let me just move this. We do have younger students that are involved in it, but not as often. Just because we felt like it made more sense for the adult -- or the high school-to-adults to use it. It's a supervised site with built-in approval process. The approval process is something that if you decide in another state that you would like to have this going on, then, again, you would need to speak with the Art Thread President and they can get that going for you. In the meantime, back to the Modern Skills Gallery. People look at it as an online graffiti wall, social networking with paintbrushes, and a place to connect. It's a safe place to connect.

     So the Modern Skills -- let me see here. The Modern Skills is presented here in the State of Florida, as I said, in our residency program. And I think many of you that are on today are teaching artists for the State of Florida, so you really do understand what a residency program is. But basically we pair up a teaching artist that is adept at whatever skill it is they want to learn, or whatever genre of the art that they want to learn, including this technology, this online technology piece, and we pair them up to a classroom that has certain parameters which we're going to go through. They meet for eight consecutive sessions. And that's how we present it. So here's a slide, take a look at it. Probably many of you already know a lot of this information. But our teaching artists here in the state are trained to work with people with disabilities. We have Marilyn Farver here who offers professional development to all of our teaching artists. And they, in turn, are offered Webinars similar to this so that they know how to work with different populations in different situations. The teaching artists are encouraged to network with one another, and to share with one another quite a bit their experiences also.

     We work with the DJJ site here, the teaching artist visits the sites for eight hours. Anybody know why we do that? The main reason we want to visit for eight consecutive sessions is if you look at the last point here, and that residency outcomes includes sequential

learning. And you really only get sequential learning if you have a sequence of classes. And that's why the research shows that you can get some learning out of four sessions, but eight is typically probably most successful in any population. Children with and without disabilities. But all of our artists demonstrate numerous adaptive materials, and alternative solutions that can benefit from their art experience. So that's basically how our residency sessions are setup, and that is how we go about doing art Art Thread, the Modern Skills program.

So we have a couple of replicatable tools for assistance. I wanted you to see that we do have a curriculum map that Marilyn and I went through, and we really thought about how we wanted to take advantage of the program, and guide the artist in making this the best experience. So the the curriculum map is sort of like a lesson plan. And then you will see a step-by-step directions also. And if anybody wants a copy of these step-by-step directions, I will be more than happy to e-mail that to you. It doesn't tell everything, but it kind of gets you going.

So I want you guys to take a look at this. I am going to show you the first of four sessions out of eight. Are you guys seeing this? I am wondering if you guys are seeing this? Let's push that in so we can move that over. Okay. So this is what our curriculum map looks like basically. What we try to do is show learning outcomes, and what we are expecting, what state standards that we want them to address possibly, and the learning objectives. I am going to click over to the next slide because this is a long, long page. We give an instructional activity. We give them examples of adaptations and modifications that they might need. And then we give them assessment, a chance to show us or tell us the assessment evidence and to give us some comments. So let's just back up here. I am going to back up for a second. So on the first day, just for example, we give them introduction to Art Thread. Our artists go in usually with an overhead projector or a way to project the website on to the screen. And then they'll give them a little talk about Art Thread, sort of show them some of the tools of Splash that are available. And then talk about, well in their mind, they're going to be thinking about their standards that they're going to meet. We used to call our standards our Sunshine State Standards, but now we call them the Next Generation Standards. Most states have a set of standards that guides them through the Department of Education.

So moving down here, I want you to take a look at what the learning objectives for this particular day, just to explore the properties of Splash. Now, Splash is the art-making module. Again, I am going to show you that Jennifer is going to help me with that in a minute when we go online and show you what that actually looks

like. And then I will come back up here just for these and show you
that on the second day, we're going to review Splash. We're going to
let the kids create a little bit of art. Play with the program a
little bit. They've already learned how to access the site. They've
learned how to sign on. Everything in the intro is covered. And
then they'll learn how to save art into the gallery. And each week
their goal is to save at least one piece into the gallery.

I am going to go down now. Let me click down to the next slide.
Examples of instructional activity, and the first day they'll
demonstrate the tool of Splash. The second day the students are
going to save their image, and they're going to be using the
knowledge that they have to be able to save their work and learn how
to use threads. Adaptations and modifications, some kids may need to
have some larger mouse applications. They might need a larger
screen. Whatever the adaptation that needs to be made, that would be
the time to address it. Let me move down a little bit.

On your assessing, you are going to think to yourself did the
student -- well, I am specifically looking on the second day. The
first day there is not a whole lot. You are just observing the
students on task. The second day, did the student actually save
their image? And did they successfully start a new thread? You have
to ask yourselves those questions. And then we encourage the artist
to fill this section out. They are allowed to edit any of this
curriculum map, and they are also encouraged to fill out the
comments. What worked and what didn't? Because we share that with
one another to make at that program that's more and more successful.
So I don't think that I need to go probably through all of the
sessions. But this is a basic idea. And we are more than welcome to
share this curriculum map with anybody that wants to take on this
Modern Skills program.

So what are the guidelines and Internet requirements? Not
everybody can do this unless the computer lab or their computer
availability is setup for it. So all of the classrooms, number one,
we want them to have transition-age students because that's our
target group. Usually we accept anybody with any form of disability
into the classes. Obviously we have had a few situations where
someone is completely blind that is in the class, and we've made due,
we've actually used some other touch-and-feel spirographs on the
paper to give them that feeling of technology even though they can't
see the screen. The computer, lab availability. And I would really
like to see enough computers for every student. If not one, two kids
at best should be on a computer. That's probably as tight us a want
it to be.

All computers must have broadband access to the Internet. The
Browsers already installed on their Mac or PC, and don't even try to

do a dial-up modem. That will definitely not work. So the Browsers that you can use are Internet Explorer version self or up, Safari which you will find on a lot of the Macs, version 2 is up. And FireFox I think are PC and Mac are on that. So I encourage everybody before the artist actually enters the classroom, before they even begin the conversation of this residency, they need to make sure that they have these parameters. If not, it's a moot point because then they spend the whole first day trying to get it setup. So the best thing to do is to speak with the technology supervisor at the school, or location, to make sure that you have all of these in place. Key word is working properly, download and upload permissions for your organization to use the site. We, of course, I have it here, permissions for VSA Florida website because we have our own website here in Florida. If you are out of the state, then you will develop your own website as well. You need to have Adobe Flash player installed and enabled. That's how you look at the images. Everybody should always walk around with a USB port so that you can train and carry any images from one computer to the next if you need to.

So this is what the gallery looks like. And in just a minute, I'm going to sign in, and I am going to show you it live. But I wanted you to take a look. When you first open it up, you see just a lot of artwork that's on the site. It will give a little brief introduction of who we are and what we're doing. And if you'll look at the top, there is a Browser bar that gives you many options of what it is you're going to do, whether you are going to look in your own gallery, if you are planning on adding art or uploading art on to the site, if you are going to create art which is using the Splash program, sharing art, this is a an old slide. We actually do not have this tab on there anymore. There is getting help, and then there is more information about how to get help through the Foundation, the Artthread Foundation. And this is just an example of something that's been made on Splash. It's been made in just a minute, a few clicks. And really everybody can be successful! Even me!

    (Laughter).

    So I had to add this because you can actually upload pictures and embellish them. So I had to upload my sweet little doggie, Della, in her Hollywood costume. And I embellished it. And now I am ready to share this with other people if I want to. And everybody is able to do that. Anybody of any ability, it's impossible to fail. So you can make art in just a few clicks. All right.

    So this is what Splash looks like. And I am going to -- let's see here. Give us one second.

    (Pause).

    We're going to come back to this or what looks like this in just

a moment.

The site has many, many tutorials on it. This is a list that will really walk you through almost anything that you want to do. What I encourage everybody, though, to do is to play with this and then once you have played with the program and you've signed in, and you've tried each of these things, you've looked at the tutorials, then we will facilitate a training, a private training for you by one of our trained artists already here in each of the regions. So with that said, I am actually going to switch over for a moment. This is our Art Thread site. Jennifer, you are on?

>> She is not. I am not sure what happened to Jennifer.

>> WENDY: Jennifer's off?

>> She's off.

>> WENDY: Okay. Hold off just a moment. Okay. She had a severe thunderstorm, and she is trying to sign in. But she say she is is having trouble signing in.

Okay. Well, can we be on hold for one moment?

>> Sure.

>> WENDY. Let me just see here.

(Pause).

So it's not showing that Jennifer is in. Well then I will just go on with that. Let me let her know to call in.

(Pause).

All right. Well, I'm signed in, so actually what I am going to do here is I am going to log out. So that you guys see what it looks like when you get on here.

So here we are. Here we go. We just on the site. And when you get on, you see art from everywhere. This is including, you know, you are able to move right, you're able to move left. And you can view the art as you go.

And as you look at art, you think, oh, I really like this. So you can add it to your favorites. Or if you want to see a thread that it's in, you can click on that, and then you can see, oh, look, there are other artwork that people have answered, and said that they like my art.

You also can go to your own gallery. Oh, I can't go to my own gallery unless I am signed in. So what you have to do is register. So you'll hit this top key, and then this is a very simple registration process. And it will walk you right through how to do it. And you will create a username and password.

My password is already entered.

So here I go to my gallery. Now, you see where you can add art, create art, share art, all of these things that I was telling you about. You also can create your own threads through this. So here's a thread that I started with one of my little animal pictures think

that like to do. And then these people responded. All of these people responded and said that they liked. They liked what I did. Here is somebody else who start another thread. Actually, it's me!
    (Laughter).
    All right. Jennifer, have you had a chance to get on yet?
    >> No, not yet.
    >> WENDY: Okay. Well, that's all right. Let's go to Createcart online. This is the big fun time. This is the one I want you to see. So there are three ways to use Splash, or three days to put pictures into your gallery. One is by creating it here on Splash directly. One is by uploading a picture and then editing it there in Splash. The other one is just uploading one of your pictures. Now, the beauty of our site here in Florida, and the reason that we have formatted it the way that we have is that it has an approval process. In other words, we have people all around the State of of Florida that monitor this site. Every timing something is put under the gallery, potentially put under the gallery, it has to be approved. It cannot have any children's faces. It cannot have any information that might be discussionary. It should not have any innuendos because when it's named it cannot be named anything with words that mean anything. So we keep it a very tight site. So that nothing inappropriate is put there.
    All right. So here we are in Splash. There are a couple of tools. This tool is your paint brush. And what you do is you are actually taking your paint brush and you are moving it into different shapes. The way getting to be moving around on the plate. And here is your size so that you can move it bigger or you can move it smaller. You can choose to animate it which you are doing right now. Or you can stop it notice tracks and Tuesday that way. So let's just play with this for a second. Okay. And then I would like for you to take a look at the color wheel that's here. You can change your color variations. You can change your opacity. You can also do it by hand and move it around. All right. Now, I can tell you that if Jennifer were on, she would be much better than I am at this (Laughter).
    Because she is actually one of our trained artists and does this program quite often. I, on the other hand, don't. So I am going to just play here for a minute, and you guys will kind of see what this can actually do. But I am left clicking, and I am moving it around. And that gives you an idea of what you can do. You can stamp it. Or you can move it. If we want to go back and we want to change this. Let's pick something a little different. A squirrel. And let's animate it. Let's get other colors. I am not getting very bright colors in mine.
    (Pause).

(Demonstrating).

There we go! Okay. So I am not even going to try to create things as well as these artists do, but you will see as we go through, the kids learn it very quickly and can do so many wonderful things. You can actually change speed here. And how many of the little balls are going to be coming flying around? They're your paintbrushes. There are many other, other tools here. But the one that I would like to talk about is this shapes tool because this also allows where we're going to do some uploading. So you can actually browse through these shapes, and use them. And then they'll bring it right up here. Or let's see if we want to grab an image. So let's say I want to grab an image from my gallery that I already have from before. Or from somebody's. I can actually go to my favorites also and grab one of my favorite pictures. I am going to use this. Grab it, change the size a little bit. And upload that on there. All right. So let's say that -- that's not what I want. Let's say we want to grab an image that's from my computer. Access denied. Let's try this. And there you have it! Who doesn't love a dog?

(Laughter).

Okay. So that gives you sort of an idea of the different things you that can do with it. We can actually make those much smaller then.

(Demonstrating).

Maybe that was too small. You know, collage work is a wonderful thing to do with this also. So we encourage kids to take the pieces, pictures that they want to bring in, and to create collages afterwards a. Jennifer, are you there? Jennifer just needs to be unmuted because she says she is on.

>> I don't see her as being connected.

>> WENDY: She just texted me and said that she can actually hear me. So, oh, gosh, okay (Laughter).

Let's see here. Oh, technology. Well, Jennifer, I'm so sorry that you are not able to hear -- I mean, to participate in this. Okay. Now let's say that we're going to save our work. Because we like what we did. So here we are. We're going save it. We have to upload it. And then we have to give it a name. So we'll call it "ladybug3."

And now I would like to add it to my gallery. It I was go me a chance, it says "click here if I want to delete it if I don't like it anymore," or it gives you a chance to go ahead and save it. You have a little disclaimer here to let them know whether you want it to be able to be seen by other people, and used. Or not. If you don't, you unclick it. The medium is to talk about what it is. Is it Splash? Painting? A photograph? Drawing? I am going to say "Other" because it's what I call mixed media. And it's saving it.

Now, you see where it says Art Thread awaiting approval. The only way that it will be posted is somebody else in my Region, Region IV, here in Tampa, to look at it and say, gosh, is that image appropriate? And is the verbiage appropriate? And that's basically it. It then becomes part of my gallery. Here is the toolbar again that you are looking at. And then you have a chance to -- let's just go back to the main gallery. And let's talk about this just for one more minute. We'll play for a few more minutes and then move on. But let's say that I am looking through here, and I am browsing, and I am going, oh, look, I love that I want to share that with a friend. You click on it, and then you have the opportunity to e-mail that to a friend. Or let's say that you want to respond to this in some way. Well, if you want to add it to your favorites. So I am going to add that one to my favorites because I really, really liked it. So now I want to respond to it. And this is the social networking part. So it's called "Hot Afternoon."

   I want to respond to this piece. Oh, it tells me that this thread is locked, and that only the creator can add art to it. So that's not possible. So I will have to pick a different piece.

   So let's go back to the main gallery. We'll try it one more time. Try another one. Let's just say that we really like this one here. I am going to add that. And here it is in my favorites. And I'm going to view and respond. So by responding, I'm going to look at all of the things that I did. And I've got to use one of my pieces, so I am going to say, to "Oh oh, I like this one."

   Are you sure you want to select this art? Yes. Because I want to let this person know think that really like their art. And it says congratulations. It goes ahead and it sends an e-mail to that person letting them know that we've responded to it, and we like their art. And here is the thread. Here is how the thread begins. This is where the initial thread was. I just added to it. And people will build classrooms will build, the communities can build. And so it goes it continues. So that's the whole idea of the thread.

   So let's go ahead, you have pretty much seen what guess on here in the gallery. We can -- I can play and talk about this for hours, and I don't want to take up anymore time than we have. So let me switch back over to my PowerPoint.

   And the one thing I didn't show you is I wanted to show you where the tutorials were on this. Hmmm. Okay. Well, we'll do that at the very end. Let's move on.

   I am going to see if I can get this is what one of the tutorials looks like. And sounds like. Let me see if I can get the volume up high enough.

   >> It's a point on how to view art on the gallery. Wherever you are on the gallery, when you want -- (presentation paused).

>> Wendy, are we supposed to be seeing the presentation right now?

(No response).

>> As you can see it makes the art smaller, and therefore allows more art to be shown. You know, we at Art Thread -- and what we're about.

>> Wendy, I don't think that we can see or hear the presentation.

>> WENDY: Excuse me?

>> We can't see or hear the presentation. Is it supposed to be playing right now? I just see a purple screen, a blank purple screen. And the voice is very quiet.

>> WENDY: We won't do that then. That was weird! So you guys can't see this, huh?

>> I don't believe so.

>> WENDY: You can see my screen anymore?

>> LISA: Yes.

>> WENDY: Okay.

>> LISA: The Splash parts were there, but it was a blank presentation.

>> WENDY: The video doesn't come through. That's odd. Okay. Well, we'll go back to the site and I will show you one of them and that's fine. So let me just finish up with the administrative part of this, and then we'll go back to play with the technical part for just a minute.

So, again, we looked at the gallery view, what it looks like. Thread view. I want you to take a look at this. This is the Art Detail view, which you saw when I saved one of my pieces. And I want you to realize that these images not only do they have to stay on the Art Thread site, you can actually upload those images and put them in your own hard drive on your computer. Or you can put them, you know, on a thumb drive and take them places. They can be used for printing T-shirts, coffee mugs they can actually be put on a canvas. So this is the entrepreneurial part of it. Once you've created whatever image it is you that want, this is what you can do with it. I mean, the sky's the limit. It's anything that you can do with a JPEG.

So to wrap up, this Modern Skills program uses universal and safe language of art it bridges the gap across all language and culture. You don't have to speak any particular language for sure. It provides continuous support and connection and expression for the entire community. This is just another example. Take a look at this. This is the collage that was done. Actually, this I think was an uploaded piece that was edited. I will show you. This the collage. That actual pieces, it was a collage that was done on a piece of paper scanned, uploaded, and then Art Thread done on top of it.

So I really probably this is really for any art. But I think that this one, the only thing that is really different is that it teaches 21st century business skills, which is so important. It builds community. And --

>> LISA: Wendy, we had a question from Jolene. I am going to let her ask that. Jolene, you are unmuted.

>> JOLENE: Hi. I was wondering when you are able to select another artist's image, the ones that aren't locked, is it able to give that artist credit as well in that?

>> WENDY: Yes. Full names are not used on here. It wouldn't be -- we have many regular artists that like to put their work up on the Modern Skills site for sure. But as far as credit, they might just have their last name on there.

>> JOLENE: Okay. I was just wondering.

>> WENDY: There is no place for a bio or any kind of information on the artist. Does that answer your question?

>> JOLENE: It sure does. Thank you!

>> WENDY: Okay. So be thinking about the benefits. Also in terms of where this can be used, how it can be used throughout, a school media situation, in the library, it's a very secure social networking site. If we're going to encourage our kids to do it at all, this would be the way to do it. And it gives skill-building that can help with fundraising ideas. It can build community right there in the school, the classroom definite community building, but we've had schools, you know, school and school respond to one another back and forth, et cetera. So you can build a thread according to a classroom, and then another classroom can then be responding back and forth. There are a lot of -- it can almost be presented in a gaming way. Especially like we've seen with art teachers. So it's like a game-like art-making software. So I am not really going to go through each and everyone of these. But here in the State of Florida, we certainly would love to give anybody training and learning opportunities. Again, as I mentioned before, go through the program, learn a little bit about it first, and then let us know if you are interested, and we would be more than happy in doing training, you know, one on one. We can get somebody to you. Otherwise we can work you with on the phone to make you adept enough to be a teaching artist for us in our 8-week residency program. If you are a teacher and you just want to use it in your classroom, we certainly, again will be more than happy to come out and help you so that you can do it with your students. I don't know if any of you are familiar with Project 10, they work with transition students all over the State of Florida. I will say that they are available for training also on this Art Thread module because they have used them as well.

Here is my contact information. Feel free to jot it down. If you need me to go through any of this with you, you let me know. I would like to open it up for conversation but before I do, I would like to real quick I want to go back online. Where we were. I want you to look down at the bottom of the page. Whenever you sign on, there is a little icon here that says "tutorials."

Click on that.

Can everybody see this? Lisa?

>> LISA: I can see it. The tutorial image is not loaded, but I see the tutorials on use the gallery text.

>> WENDY: Okay. Let's see this. I want to see this, because I want to play it. This is what I have uploaded on to my computer so that's why I was concerned. Let's see how this does.

>> (Audio).

>> Welcome to the Art Thread interactive gallery. This tutorial is --

>> LISA. Is there supposed to be a video?

>> WENDY: Yes.

>> LISA: I think that we're seeing it. There like a flashlight moving around.

>> WENDY: You are able to see it?

>> LISA: I see the Art Thread screen with a yellow circle being moved around.

So we can see it but we can't hear it. You would be able to get closer to the speaker perhaps?

WENDY: Yeah. Let me see if I can get it higher.

(Audio).

>> Based on the kind of monitor you that have, you will probably have to use the scroll bar to see more art towards the bottom of the page. (Audio faded) more art on the page is to use the zoom. As you can see, the zooms will make the art smaller, and, therefore, allows more art to be shown per page.

(End of audio).

>> WENDY: I just wanted you to see it probably wasn't as loud as it could have been, but it was as loud as I can make it. But should anybody want to actually hear and see somebody working through the program, these tutorials will show you, again, how to get around the gallery, how to register your count, how to do the adding to your gallery, starting a thread, et cetera, et cetera. So you can take a look at this list it will be available you to on site. The site is opened to anybody. Anybody can participate. So with that, I am going to go ahead and open it up for questions. If somebody has any questions -- actually, I got some poll questions that I actually forgot to get -- throw them out. One is, and I am going to ask this question now. Do you participate in ongoing residency programs in

your state? So let's just see what everybody says to that. Lisa, I am not exactly sure how you get the poll to be seen.

   >> LISA: I think everyone sees the vote. We have 57% of the people who have voted. I will give you 10 more seconds to place your vote.

   >> WENDY: The question is do you participate in ongoing residency programs in your state?

   (Pause).

   >> LISA: Okay. I am going to close the poll. And share the results.

   >> WENDY: Good! 100%?

   >> LISA: 82% who said yes. And then 18% who said no. And then 79% of our 14 attendees voted. And I believe that we have a question from Gale Holtman. So, Gale, I will unmute you. Okay.

   >> WENDY: Yes, Gale?

   >> LISA: Gale raised her hand. Maybe we'll come back to Gale. You would like to launch one of the other polls, Wendy?

   >> WENDY: Yes! Okay. So I have another question for you, guys. So do you use curriculum maps in your programming? Or some sort of set of lesson plan? This is such an important piece of educational instruction. And a lot of people don't see the importance in an art program. But there such value to it. So let's see how many do use lesson plans.

   >> LISA: We've got 5 more seconds to vote.

   Okay. So 100% of the participants said yes.

   >> WENDY: Perfect. Okay. This is going to -- the last one is going to be interesting to see what everybody thinks. How would you rate the value of online art-making programs for people with disabilities? And you have a 1-5 scale, and I think that most of you can see the scale.

   >> LISA: And maybe for the benefit of our captioner, you can go ahead and read what the options are, Wendy?

   >> WENDY: You know, I don't have the options.

   >> LISA: I will read the options.

   (Laughter).

   So 1 is very low. 2 is low. 3 is neutral. 4 is good. And 5 is high.

   >> WNDY: Very good.

   >> LISA: I will give you 5 more seconds.

   All right. And I will share those results. So we had 60% who said high. 10% said good. 30% said neutral. And I believe that we have another question from Jolene. Jolene, you are unmuted.

   >> JOLENE: Yes. On that question, I would, you know, it would depend on the disability that you were working with.

   >> WENDY: Very much so. Very much so. In children that we

present this to, for the most part, the most successful are kids that are either in like a DJJ site, or with behavioral problems, or children with Autism. It definitely keeps them very focused. Some of the physical impairments are nor difficult challenges for it but never the less, it is quite successful if they can manipulate the tool, the actual tool of being a mouse.

>> JOLENE: What kind of a modification or adaptation would you make for like a deaf person with cerebral palsy?

>> WENDY: That's a difficult one. When working with people with cerebral palsy -- cerebral palsey, there are ways to connect the different pieces, the mouse, or the screen -- not the screen, but the keyboard to be able to tap on the keyboard so that you can do it via keyboard if you need to. But the mouse there are ways to strap their arm on to it. And you may have to do a hand-over-hand manipulation. To help them, to guide them to do it. But as long as they can, you know, give you an answer, a click, then you can -- more than likely it will be a one-on-one, you know, working with a assistant.

>> JOLENE: Yes, that would be good. Yes. Thank you.

>> WENDY: Is everybody familiar with the hand-over-hand, when I said that?

>> JOLENE: Yes.

>> WENDY: The least level of intervention, how you have the different ways of intervening, and you definitely want, to but when you have people with cerebral palsey, and how much control they have over their body it just depends. Sometimes left and right is different, so the modification many times would be to get a mouse that is either for a left or right-hand person, too. To make it easier. The size of the mouse.

>> JOLENE. A joystick, do you use those at all?

>> WENDY: Yes. A joy could be used.

>> JOLENE: Very good. Thank you.

>> LISA: Wendy, I had a request from Gale, her microphone is not working. But if you could put the slide back up with your e-mail and telephone number. That would be appreciated.

>> WENDY: Oh, sure! There you go.

>> LISA: It looks like we have another question from Anna. So, Anna, I will unmute your mic.

>> WENDY: Anna from Florida.

>> LISA: Anna Preston.

>> ANNA: I am one of the teaching artists, Wendy. And students that had palsey and some physical disabilities, and the program was actually developed for pediatric intensive care patients who may not have had a lot of energy to actually work or move or maybe confined in some way. So when you get into the program, you will find that there are ways of controlling the mouse and doing very fine-skilled

art, or it's designed so that it will do a lot of movement for you. So it actually can work very well for people with limited mobility. It does take practice, as most part does. But it actually worked quite well, and I was able to see some people with very limited mobility be able to create some pretty interesting things after some practice. And I just wanted to add that.

   >> WENDY: Yes! No, terrific. I am so glad, Anna, that you are on because I really wanted one of our actual artists that go into the field because they see and actually do, you know, work with the population, the varied populations all the time. And so that's so helpful. Wonderful!

   >> ANNA: As far as being deaf, that really is not an issue with this particular program, and from what I understand they are working on a program that's music-based that will work for, you know, people with some vision problems. I have worked the program with some people with low vision. They actually used with someone who had some very low-vision skills, and it was utilized more -- they kept everything on very small and they were using it to kind of train her to be able to watch and see the mouse move across the space and be able to follow it. So she was not as interested in the visual art-make aspect of it, but it became a wonderful tool for her to create the skill of being able to use a computer.

   >> WENDY: Very good. And I can see where that would be another great benefit as we talked about earlier of just honing your computer skills, and doing any kind of graphic design work if anybody ever wanted to develop that, this is sort of a very simplistic version of that.

   So any other questions?

   >> LISA: I don't have any hands raised.

   >> WENDY: Okay. Well, I think that I will say my thank yous very much to Lisa, again, for inviting me to make this presentation. And feel free anybody to connect with VSA Florida to get any further information about this.

   >> LISA: Thank you, Wendy. This was a wonderful presentation.

   >> WENDY: Great. Terrific! Well, with that I guess we close!

   >> LISA: All right. Good-bye, everyone!

   >> WENDY: Good-bye, everyone! Thank you!

   (End of Webinar)