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JFK Center  
Processing Together: Arts Education for Students with Disabilities  
during COVID-19

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CART Provider: Lynn Els

>> All right. Welcome, everyone. We are going to get started and I am going to let my colleagues start us off.

>> Okay. Welcome, everyone, thank you for joining us for processing together art education for students with disabilities during COVID-19 I'm Hanna coordinator of special education here at the center and I along with my colleagues Nicole Smith and Kristin Mull will introduce you to the Zoom webinar platform. Broadcast messages from the Kennedy Center team will appear in the chat box. Which you can select from the control panel along the bottom of your window. If you need to leave the webinar early you leave it by clicking on the leave webinar button in the lower right corner. A recording of the webinar will be available afterwards so you can catch up on any parts you missed.

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Today's presentation conducted over a screen share. You may adjust

your view by selecting view options from the top panel. You may also expand your view to a full screen.

At the end of today's presentation there will be an opportunity to ask questions of the presenters. During this open-ended question and answer time, please type your questions into the chat box.

Within the week, we will second out a follow-up email with a link for today's presentation and a copy of the webinar transcript. This means that you can go back to watch the recording and view supplemental materials in addition to any notes you may take during the webinar itself.

If you are active on social media I invite you to processing together. And with that I will hand it over to today's webinar presenters.

>> Now we have got it.

Welcome, everyone. My name is Kristin, I lead the Kennedy Center's special education team and I will act as your moderator this evening. Thank you for being here. I know it's been a challenging unprecedented couple of weeks and we are really grateful that you have chosen to spend some time with us today. Tonight's webinar is intended to be a space for as the title states processing together. In this unprecedented time, as we transition to teaching arts remotely, so many of us are working to meet the needs of our students with disabilities from a distance. This is uncharted water. And we are here not to offer perfect answers but to talk through what we are facing and how we are working through the challenges of teaching in COVID-19 together.

So some goals for today's webinar:

Our goals today are to identify remote learning challenges and successes. To share ideas and resources for teaching students with disabilities remotely. To support and encourage one another in this unprecedented time.

Our agenda for today:

We are going to begin with panelist introductions, they will introduce themselves and they will share a few resources that may be helpful to you all in this time. Feed we will go from that introduction to some guiding questions.

So we will be asking questions to everyone on the panel to start us off. And then we will open the questions to all of the attendees. So, that will be coming and we are hoping to spend a good amount of time on that.

So please keep your questions. We will use the chat box to enter those questions when we get to that portion. Feed lastly, we will tell you where you can continue this conversation.

So to start us off today we have Laura Meehan, she is going to share her resources after she introduces herself. Thank you, Laura, go ahead.

>> Laura: Hello, everyone. Can I get at least a thumbs up from the panelists that you can hear me? Okay. Great. I just wanted to make sure. Hi. My name is Laura Meehan. I am a board certified music therapist and I'm also a certified teacher in the areas of music and also special education. I am working on my doctorate in educational leadership and policy studies with a focus in special education. So I understand there are a lot of policies going on and a lot of struggles going on right now with just mixed communications from states and districts and schools. So I do understand that firsthand I'm with you. I have been working in special education for about 10 years. I have taught at alternative education settings or center-based placement for seven years.

And I have been at my current school for four years in Tampa, Florida. I primarily work with elementary and secondary students whose least restrictive environment or LRE has been determined by their individual education plan or their IEP to be a completely separate campus. So all of my students are in a self-contained setting and they do not have the opportunity to interact with their neurotypical peers at school. So, this brings us to what we are talking about today in distance learning. Feed all of my students are hands on learners, very much so. A lot of hand other hand, a lot of repetition. Just a lot of student preference and choice and communication with various devices which I obviously don't have access to from afar and from my living room.

I completely understand. I want to be transparent with you all. It's been hard. It's been really hard. We have a lot of mixed messages from our district and our students are struggling even to just get online. They can't independently use computers, most of them or even just having access financially to them. So I do understand. I think as a music educator, one of the easiest things you can do I think some of my top suggestions for you all to provide as many visuals as you can, as many supports as you can we are all going to provide you some resources here today to do things like even just recording yourself singing some of your students' favorite songs. For older students of making sure that your lessons are still age-appropriate and using materials and songs that are age-appropriate for those students. Providing resources. Just messaging them. Saying hello, letting them know you care. A few of the resources that I wanted to share with you today and it's on this first slide right here. I don't know if you guys can see this slide or not. Okay. This is first and foremost the council for exceptional children. It is like the place to go for special education. Right now and this is major. They are offering a free membership if you use the code on the screen and I will read it to you it's ceced 60. So they are offering a free manipulate and then

within that we have the counsel for exceptional children division of visual and performing arts, otherwise known as DARTS because that's a lot to say. So, within this you will find a bunch of resources for arts education. There is research practices that are backed by the CEC. You will see a few different tabs for resources and articles and upcoming events and things like that. So, that's a really kind of great place to start and just to get some resources going.

And then I also have created -- I have my own personal web page that I am working on or I have added some things to it.

But what I don't want to use the time to promote my own personal page whatsoever. What I want you to point out is I have a things called materials for distance learning during COVID-19. I have added a bunch of worksheets on there. I have added some other resources on there. Some of the ones that we'll be discussing today I will also add after the fact. There are some downloadable worksheets. There are some interactive Google slides that work really well for students who maybe have an iPad who might have some limited dexterity and mobility but could use it that way. Our students are going to need the support of parents and caregivers during this time. I am doing my best to make some videos. These are going to be more towards secondary students. And older students. Just some simple fun activities to act as supplemental material and support them during this time and be there for their parents and caregivers to use. They are by no means and it's nothing that we are going to be doing is all encompassing of what we could. It's a start. So, this first one -- my first two are still actually uploading on YouTube because I'm having technical issues as well. But we will get there so feel free to email me message me. And I'm more than happy to help.

>> Thanks, Laura. Now we will hear from Marisa Griffin.

>> Marisa: Can you hear me? Give me a thumbs up. Yes. Okay. Good. Hi, everyone my name is Marisa Griffin, I'm an adopted arts specialist in Tampa, Florida and I actually work with Laura Meehan she is the musical half to our fine arts department. Like she mentioned we teach at a public school for students with low prevalence disabilities. And we teach grades K through 12. And we also have an adult class on our campus as well. So we get wide range of students that we work with. A little bit about me my bachelor's degree is actually in music. And round about study of arts administration decided that wasn't for me and started working with students with autism. And I loved it so much that I just continued down that path and became a teacher. And I actually taught a self-contained ASE class for five years at a school up in Ocala, Florida.

And at the time they didn't have funding for an art department but I knew I saw the connection that students had whenever I incorporated

arts activities with our academic core subjects.

And I just knew that it was really important, so I got certified in art and moved down to Tampa and started teaching art.

So I have personally had a good bit of anxiety today about what resources to share with you all. And I did come up with -- I started my own website just as a way to put all those resources in one place because I couldn't think of some like top ones because know but guys they are coming at me every which way resources people coming at me with web sites and lesson plans and I'm trying to focus and figure out what's most important to my students right now. I just kind of started that Google site and everything I find I'm just going to put it on there and I also wanted to -- I will share my screen for a moment. And I wanted to plug the Facebook group adapted art because it is a -- can you see my page? I don't know if I'm doing the screen sharing business right.

>> Hanna: Once you select share, you will click -- excuse me, you will click the browser window.

>> Marisa: Share. Is it working?

Can you see the Facebook group?

>> Hanna: Hooray.

>> Marisa: This is a Facebook group of about 1,000 members started by Margaret McDonald. Some of you may know her as Miss Bright Blue Hue. What I like about this group is it's not only adopted our teachers like myself there is gen ed. art teachers looking for help and sharing succeed and things like that.

And so for me, biggest resource when I started teaching art other educators. I think above everything else is my top suggestion for everyone is to reach out to people you know and that see how they are processing things.

I have had a hard time trying to figure out like how am I going to teach my students art online. And really all this week has just been trying to figure out our district platforms and how to upload lessons and how to best communicate with parents and guardians. And I haven't -- and I haven't had a whole lot of success. I have been able to like process with, you know, Laura and my other specials teacher and also with the classroom teachers but actually today -- today I got the first email from one of my students' parents and it was pictures of her with her son and they were painting. It made me cry. So, it was like I know that there is hope and that's why we are here to figure it out together. Thank you.

>> Hanna: I want to quickly interject and ask if there are questions, we are eager to answer them but we would like to keep things moving smoothly for now. We will answer your questions as we approach the Q&A portion. But, thank you. You can continue to ask them. We will see them.

Okay. Next we have Carly Riggs.

>> Carly: Hello, everyone. I hope everyone is comfy in their homes. Maybe enjoying a glass of wine. This is the first time I have put on makeup for three weeks so I was very happy to have a reason to do my hair and put on makeup. So, and I got some new earrings at a stress buy. I'm sporting those as well. I'm Carly Riggs. I am in Louisville, Kentucky. I work for down syndrome of Louisville. So, we serve individuals with down syndrome only. We serve from prenatal diagnosis all the way through end of life. We serve about 2,000 individuals with down syndrome and their families.

I'm the engagement director, so a big part of what I do is like starting at age 11 and up. But I have a musical theater background I have a BFA musical theater and working at down syndrome of Louisville for 8 years. So I have been able to mix my love of the theater and the arts in general and kind of bring it so we have a pretty big arts department, I would call it, at down center of Louisville that's the unofficial name. So, when all of this started happening, one of the things that I do is we have a huge dance team called the boogie down crew. And we have on any given day like if I am just doing my regular like Wednesday night practice, we usually have about 45 people in class. But when I send emails to the whole team, there is over 100 people on this team, I never -- they never leave the team they are just always on the team. So ever since this started happening, it's actually been pretty wonderful for us because I started sending out these virtual links and I had 80 people in my class today. So, what I am seeing is actually pretty remarkable is that some of the folks that are medically fragile. I had three young ladies that are actually on breathing machines at work taking dance class today and folks that don't have transportation. They are not able to come to my class. They have been able to join.

In we are starting to also see that we are reaching some people when we are having some access that we were missing before.

So, the tool kit that I have made is literally just a Google document that my colleagues and I have been adding whenever something good happens and something works in our virtual classes, we have been putting it into this Google document. And just like Marisa said, I feel like there there is so much coming at us right now. All of it is great and good like virtual museums and I mean just literally all of the live performances and every single thing that I got so overwhelmed that I went into my bedroom with my journal and I wrote down things that work for me. What works for me all the time, whether or not I'm virtual or not. And I started writing those things down and then tried to figure out how to make it more successful. How to make it virtual. And with me, a lot of us or a lot of my stuff

is dance. So that's pretty easy to, you know, dance in front of them and then they follow. But we have also been doing some acting classes and those have also been going very well. And so some things have crashed and burned. I didn't add anything to the list that crashed and burned. But I will be continuing to work on this list so that hopefully the theater games that are in there will be clickable as well so that it could, you know, link to something whether I type out, you know, thousand play the game or whatever. But the main thing is that I have realized is that they want -- they just want to see each other and I know that a lot of you probably don't have 70 people in your class like I do.

But, they just want to see each other and and they want to see you and they -- so, -- okay. I'm getting ahead of myself. I'm getting all excited. So, to begin my dance class each day, my dancers love to do soul train. It's their favorite thing. And they -- yes. Here we go. So, they love, love, love soul train. So, instead of trying to do some type of a soul train -- well, to figure out how to try to do the soul train I have been a good morning spotlight. As everyone is joining in usually around 10:50. I start doing a good morning. Guy on zoom and spotlight their video and they get and see themselves on the video and they get to do their own little dance moves and I go through. I say good morning to each person even though it might take 15 minutes. They love to see themselves on there and if they are on a phone or on an iPad, then they can see their friends. So they are not just seeing me the whole time. We always, always, always breathe. And I make them -- I say let me hear you breathe and make them breathe and we do meditation. We have lots of singing breaks. I have them bring a microphone. I use this one, this fuzzy pen. And we sing songs in between. We always, always, always practice washing our hands. We have been doing it to the YMCA every day which they love. And a lot of parents gave me feedback that hey, can you help with this? And they said they have been hearing them singing YMCA in the bathroom. I feel like that's working pretty well. And then the other one that I have been doing almost every day is the song roar by Katy Perry. And in the middle of the song there is this moment where it like builds and builds and builds. And we always leading up to it talk about are you feeling sad? Are you mad that you are alone? Do you miss your friends? And then I let them roar at me? And it's my -- I mean, it gives me goose bumps every time. That's a suggestion of one of the things we are doing every day that is therapeutic and for me. Then I just put a little note here that if any of you are coming from a nonprofit, I don't know how it works in schools. I'm not really sure. I'm definitely not an expert. But we have been going live on Fridays. Tomorrow we are having a Halloween theme. This picture is we had crazy hat day.

It's been a really great way for us to get some donations from folks. That's another suggestion of things that have worked for us. Hang in there. It's just a crazy time and I know like my students they -- it's so hard to explain and, yeah, it's just been crazy. It's just been crazy.

It's been crazy. But, thank you so much for having me. I feel a little bit like imposture syndrome. I'm like taking notes ferociously from everyone else, too.

So I can't wait to hear what everyone has to say and, yeah. Thanks again for having me.

>> Hanna: Thanks, Carly. Next we have Lauren Stichter.

>> Lauren: Hi everyone I'm Lauren Stichter I'm college art of design and I understand postgraduate studies we have a masters in art education with emphasis in special populations program that's been around for over a decade now. I know there is a few alum in the group so I want to give a little shoutout crew. Before that I was the art school Pennsylvania School for the Deaf for 15 years. Took a sabbatical in India and training and working with folks over there for a while. I'm also the national education association special needs and art education interest group president right now. As you can imagine our Facebook group is blowing up. I can see questions popping along like how do we do this? How do we do this? I think the most wonderful thing I have seen so far is sharing. No one ask hoarding resources at this point. We are all sharing. I think Carly was saying when something works I share it with somebody else. So I figured I would show my screen real quick if that's okay, Kristin. Okay. Okay. Thanks for your patience while we switch everything around.

All right. So, the national education association stay in group has been around for actually 20 years. Almost 20 years at this point. I think we are up to 2500 members. Not that that matters. Can you see we have a lot of -- a lot of really active sharing going on. I will also point out our files over here where we have tons and tons of resources to share. Hopefully that will pop up in a minute. If it doesn't. That's okay. Lots and lots of resources and we will keep gathering them from you all as well. The other thing that I have been following, which is really interesting, is this new group. I'm suddenly in the last week or so had 11,000 Facebook group members. But it's design studio instruction in the age of social distancing. And this is for primarily for hire and faculty doing studio instruction online. I think it's really relevant to those of us who are also teaching in a studio way in RK through 12 setting. Finally the disability studies arts and education group they tend to be -- we are more of the researchers on this end but boy are we going to capture a lot of information in all of this. I'm sure I know Laura was saying

earlier like just how fascinating this time is and how much we are going to share moving forward. I'm not going to add too much more than that other than I am really interested in how this is shifting training for our educators. I'm really interested in the fact that this is highlighting major gaps that most of us have known about for a very long time. If anything, it's going to highlight the inadequacy of you who we work with children with diverse learning needs and abilities. This is a game changer for a lot of us. The more we can capture and offer evidence of what is working and what still is not working I think it's really important for us to do that. Not only in a sharing kind of friendly kind of way but in a professional way as well. I'm excited to hear more from you all.

>> Kristin: Thank you, Lauren. Next will Houchin.

>> Will: Good evening, everybody. Thanks for taking the time to join us tonight. Real quick about me. My name is Will Houchin. I have -- I live in Boston, Massachusetts I have a masters in music education with a concentration in autism from the Boston Conservatory. I kind of work in various different areas. I teach public school general music K through 5. But I also work as an adaptive music specialist in that school district. I teach private instructions to students with disabilities through the Berkeley institute for arts, education and special needs. And then I also am the assistant director of a chorus at Harvard a neurodiverse group that has adults with disabilities from Leslie university and as well as Harvard students. And we sort of have this neuro diverse ensemble. I run the gamut with the age groupings that I work with and the thing that I want to talk to you about today is the thing I stumbled upon really quickly when this all happened. Today marks the end of three weeks. My district shut down fairly quickly in this whole thing. And one of the things that I wanted to do almost right away was I knew this was going to be sort of a turbulent time for my students. So I wanted to try to create an idea of consistency and normalcy and provide a familiar face. So I have been going online and doing digital music classes over YouTube. And the first couple weeks they were just kind of, you know, even though I teach a wide range of students just like one class every couple of days and it was really just me sort of figuring out how to do it. In fact, if you go to the music class, I will drop a link in the chat. If you drop the first one and last one you will see a huge evolution of you who I have done it.

I want to talk about the choices that I made for the platforms that I use. YouTube the reason that I did that is it's the easiest and the quickest to access. If you are thinking about equity issues for our students, and as far as just like difficulty in platforms YouTube is not a walled garden. It doesn't require a log in. It doesn't

require a special app. or anything to access. You can get it on any device. That's the reason I sort of went that way and most of our students are familiar with that. It's a medium they are familiar with and almost like a way of communicating that they're familiar with it's kind of like speaking their language. And YouTube has in the past actually year done a better job of making its environment child safe.

If you mark as a video safe for children it eliminates the comment section and eliminates the ads coming in that might not be good for children and then I think something that, you know, some of our students benefit from just the fact that it's on YouTube means that it can be replayed over and over again. If we are doing a song, it can happen more than once and they can sort of live with it. And so as I was playing around with YouTube, one of the things that I noticed was that when I do my instruction generally, I heavily use visuals. I think Lauren mentioned earlier using visuals when we teach. And if you ever walk into one of my classrooms I have always got the projector on and some sort of visual representing what I'm doing. I was trying to figure out how to do that over YouTube. And so the software that I sort of stumbled on is called OBS open broadcaster software. I will recommend it to you all with the caveat it is a little bit technical and there is a little bit of a learning curve to it.

The reason I recommend it is A it's open source if you don't know what that means it means it's free. B, it's cross platform which means if you are a Mac person it works for you, if you are a P.C. person it works for you if you are a Linux person it works for you. And the reason that I wanted to use it is it allowed me to add visuals as I was teaching. Now, you can use this as simple as almost like a screen share as you are doing in zoom so you can make a PowerPoint or smart notebook document or some sort of visual and basically just narrate over that or you can if you go to the other slide you will see you can actually put graphs up and interact with that and so in the pictures you see there there is a picture of me in front of sort of the heart beats and I'm able to actually move those words around and create rhythmic patterns and move the bee around with the beats we are making. It's really -- you can really do a lot with it record this live or upload it to YouTube or whatever platform you are using. Now I say there is a steep learning curve, but there is a huge online support community so there are tons of forums Reddit, there is YouTube videos that show you and walk through how to use it. So if it is something you think you maybe wants to incorporate there is some help out there for you. Those are sort of my practical ideas and resources that I have sort of been jumping to right off the bat.

>> Kristin: Thanks, Will. At this point in time, I want to give

everyone a heads up that we will soon open questions to all in attendance. And as you formulate those questions, I want to encourage you to think about how they might apply to fellow professionals in this group. We all have particular students or groups of students that we might be really thinking about when we have questions but considering the wonderful large number of you who are on this webna, we want to be sure that the questions asked reach as many of us and apply to many of us as possible. So we are going to go through a couple questions. We're not going to go through all of the ones that you are about to see on the screen we want to have plenty of time for your questions. To start us off. For the whole panel, what challenges or fears have you encountered during this time and what are you doing to address them? We will keep this as brief as we can so we can get to attendee questions.

>> Lauren: I figured I would raise my hand we are in class together.  
[Laughter]

I think that the thing that we have been afraid of most is -- well, two quick things. Higher Ed, when folks come to college who may have had an IEP before all things stop. All supports, references, services all of that. I won't go too long higher he had because I will assume most folks are K through 12.

Accommodation rules are really broad strokes like extra time or, you know, whatever it is. And so I think that really we're doing like a really good job at more, I think, collaborating with our student services during this time to check in with everybody and talk about how accommodations translate to online learning because they are not as easily translatable. So, that's what we are working on right now for post high school. Work specific whether I young artists with disabilities.

>> Laura: This is Laura, I will speak to that in a little bit real quick some of us have already mentioned it but we have information coming at us so quickly and we all do and there is some really great special education teachers out there; you know, some really great things that we have done. Other people have done. And the arts in regards to special education. But it's been in the classroom why have all had opportunity to present at conferences and talk to other people. It's all classroom based things and hands on learning. And so it's a challenge we all understand it.

I know I am one of the biggest things is learning the technology which is a learning curve for everybody. That's part of it, I think. Something that's been really positive is the outpouring of sharing of information and sharing of materials from other arts teachers and just educators in general and I also think it's important to realize that we don't have to have all the answers right now. And we can take it a day at a time and a challenge at a time and I know I have

a bunch of stuff going on at my own school's site right now that we are trying to figure out. And you know what? I didn't assign anything to my students today. And that's okay. I am busy making resources for them and working on providing things for them and right now like that's enough so I think it's just okay to take a step back and a sigh of relief and maybe a break from a screen for all of us. And just realize the things that we have done and, again, just take on each challenge one at a time.

>> Kristin. Thank you, everyone.

>> We will do one open up to the group. What have been successful elearning or remote learning moments with students so far?

>> Will: I will start one. In the course I work with through Harvard. Our normal rehearsal time is Sundays at 4:30. And we have tried to do like musical things like all sing at the same time it zoom. But really best part of it has been just like the community aspect of it. The fact that we all get to see each other. Get to check in with each other. And it's been just a really powerful. I imagine like in Carly's dance classes too that communal thing where everybody gets to see each other. So the fact that we do have the technology that can sort of provide for some of those experiences is really awesome. And really just the idea it was less about the art that we were creating necessarily in that movement and connections making with each other and those I think were probably the best experiences that I have had so far.

>> Carly: This is Carly. I have had a lot of luck, Marisa had mentioned this earlier. But I have had so much luck with my artist friends. I have been having guests come in and teach today on one of my good friends is furloughed from the alive he did aAladdinned themed dance class. Loved it so much coming back to teach another song. I have had a couple actor folks come in.

Hip hop Shakespeare happened call your friends for real call your friends that they are feeling down, their shows got canceled. Their gallery showing got cancelled. Whatever it may be. And see what they are doing because, even if you can't offer them a stippen or anything like that. Like I'm sure that they would love to create and see humans, see our humans and to to share that because that's been a huge, huge amazing for my students see a new face. And to learn, you know, obviously learn something new for me in my pajamas.

>> I'm going to second the sharing on that. I have had a few students talk about how they are just opening Cheryl so I see someone commenting on just how like many of us are serving hundreds of students, you know. It's a huge load of work to do. And to create lessons while I know we are all considering things like universal design for learning and multiple access points when we are in the room with folks taking away the opportunity to engage those senses

when you are in front of a laptop is really hard and it's going to force us to be really creative. I think if you have a buddy or if you jump on some of these Facebook groups just having that permission to be like I am literally going to take what works for you and try out of my class, compare notes, come back together, figure it out. So you are not -- not everyone is spinning the same wheel. Let's all be on the same wheel together and work harder.

>> Kristin: Great, thank you, panelists. At this point, oh,.

>> Can I add something real quick?

>> Kristin: Sure, absolutely.

>> Lauren: I wanted to add something real quick to let everyone know like the title processing this together and make sure you are taking time for yourself and your family because I imagine many of you out there have kids at home that you are also trying to give them some structure during the day and process all of this. And so, you know, while we are social distancing and quarantining and all of those #words, I think that for me the most successful thing that I have had is building community with others. And that is what is going to help us through through this. And if you meditate I recommend it, it really really helps. Thanks.

>> Kristin: Great, thank you. So, at this point, we are going to start answering some questions and, please bear with me as I read through this list. It's so great to see so many questions coming in. We're going to start with a question for Laura. The question says I'm concerned about copyright issues. One, using someone else's nonpublic domain music as is over Zoom or other. Two, using someone else's music with altered lyrics to address student goals, three, copyright issues. R.E. my own music that I haven't copyrighted and I don't want others to record change use or without my permission.

And scrolling down, sorry. I guess the question is, are there any thoughts about how to handle copyright as we use music through elearning?

>> Laura: So this is something that I am doing my own research on as well. I believe if you are on like let's take YouTube, for example, because that's a public forum. As long as you are not gaining royalties from that song, I believe, I'm not 100 percent sure on this either. I have never been stopped on YouTube. I also don't make money off of YouTube. As far as Zoom, I would think the same would go. I don't think Zoom is a private interaction of your recording it and posting it that's something especially if you are posting video of a student you obviously have to have permission to post that type of video. But in regards to using the songs on zoom with a student, that shouldn't be an issue at all as far as posting things I'm making videos on YouTube. I know Will is making videos

on YouTube. I use popular songs I don't claim any rights to those songs nor I do make any money off of it.

As long as you don't have any royalties within it I'm pretty sure. I could be wrong, it's something that I have been researching as well. So I'm learning it as we go.

>> Will: YouTube can actually detect if you are using copy written music and basically all it does is make sure that video can't be monetized. It doesn't count against you. Hey, we are not going to let you make money off of this which would be something you would have to set up anyway.

>> Kristin: Someone has written in and said creative commons is a resource for tools and education. So something to keep in mind. Great, thank you. A question for everyone. Have any of you been considering or using non-video materials that you have found successful in this time?

Was I muted for the question?

>> Lauren: I thought Carly was trying to talk. Sorry about that.

>> Laura: This is Laura, I will answer that I think a lot of our students don't have access to videos or some of our students may not have access to internet or YouTube or things like that.

That's definitely a great issue that needs to be addressed. I know a lot of teachers being asked to send home packets so that's an option. Even if you can make a phone call to someone. I know some of our teachers are setting up Google call, Google phone so they have a Google number not using personal cell phone number so getting in contact with students to do lessons that way or to talk with them that way. This is coming from a music perspective, doing a sing along or something like that within that way. I'm in the process of working on some different worksheets for students that they can do with their families or together I saw something cute on Facebook a teacher wanted their students to go and play the recorder for their pets. If they had a pet or a sibling. And that was like through their -- I guess through their school account that they asked them to do that. That can be sent home in a packet as well. There are ways around it. It's definitely a challenge, it's out of the box thinking.

>> Lauren: Yeah, I have an alum who is full-time adaptive arts educator all new charter high school Christina if you are on here, and she is also as I'm sure many of us are working in, you know, demographics that have a large percentage of English language learners, so depending on if parents at home if the English is their first language or not can be really tricky even with the handouts. And I think that I just continued to be impressed with we're just trying everything. We are just throwing it all out there like mail, sending stuff home. We have Chrome books going home here in Philadelphia I think unfortunately it's going and hopefully

fortunately in the end, I think right now it's really pointing out the major gaps we are human and not able to satisfy everything. We just can't during this time and so rapidly I think some of the good old fashion the mailing stuff is interesting and helpful. And just contacting folks as much as we can and we know that folk also slip through the cracks and that's a really hard reality to live with sometimes and I know we all really care that's why we are here on this webinar. All of us.

>> Kristin: For those asking if a copy of this presentation will be shared yes we will send that slide deck and all of these resources available. There is a question that's come in about different ways to connect with students and there are some folks talking about platforms that they may be using. So, one question is are there any other platforms besides Zoom that the panelists are seeing great success with? I know we have talked about YouTube is there is a person that has used TikTok I would love to hear your thoughts about platforms and other ways of connecting.

>> Will: There is one that I haven't really done a lot myself but I have had some colleagues have some success with. One called flip grid. And it's basically -- it's a platform -- you can access it from a browser or an app. but basically allows you to put up a question or some sort of activity and then the students can respond usually with sort of.

[no audio]

-- and I like that because you can do it from a phone. Can you do from a Chrome book and it's pretty successful that way. I will find a resource more geared toward college music teaching. But it sort of explains how to use the platform and then can you sort of tailor it for how you want to use it.

>> Laura: This is Laura few questions about closed captioning. I personally have not had to adapt that for my students quite yet. But I do have in one of my own college courses there is someone who is deaf and so instead of using Zoom we have been using Google meet-up, Google chat, it's like zoom but on Google, and so that has closed captioning. It captions automatically. And that has worked well for my Ph.D. classes that we are having to meet this way or digitally. So that might be something to look into as far as getting immediate captions.

>> Kristin: Zoom does have the see at the bottom closed caption option. I will add in here description of images really really important for those visually impaired. If you have kids who have even like struggle with some eyesight at home having those descriptors in there to describe what's going on is really important to add to that.

>> Will: To kind of piggy back off of that I have a lot of students

fighting my videos from the Perkins school for the blind because I have connections there one of the things I try to do when I do -- we are doing something in our -- in the videos trying to narrate what I'm doing so if I'm having the students do a movement or keep the beat somewhere, or do something visually, I'm also trying to kind of narrate that as I'm doing so I'm almost like audio describing it for my viewers who are visually impaired.

>> Kristin: Thank you someone has asked how do you manage students doing work at all different speeds? In other words, how frequently do you put things out to students when some families are able to move through things very quickly and others are maybe getting to things once in a while? Especially when you have a lot of students? How are you managing this?

>> Marisa: I will speak to that a little bit. Laura and I -- I know at least for myself and I have shared that with her that we have both been like oh my gosh we don't have enough lessons. We need more YouTube videos we need to do this and this and that. Really for like for we have been doing is we are probably overthinking it. And I came to that realization today that right now everybody is struggling to figure out how your students are going to learn best online and different for almost every other student. So right now for like myself, I'm focusing on communication with the parents and finding out like how can we best make this work for now? But, also paying a lot of attention to the district that your district is having to use and the ways that they in the ways that they are good and the ways they are not. I think it's super important that we are taking note of those things so that once the dust has settled, then we can start saying to our administrators and to our legislators these programs don't work, these programs do.

To try and find things that are more accessible and equitable for students of all ages and ability levels.

>> Will: I think also varying levels of speeds, trying to create stuff that doesn't require everybody to be working synchronously. You can have the zoom meetings where everybody is meeting but you also have experiences whether it's videos or some other sort of interactive thing that the students can do on their own time. And I think also being mindful of the amount that we are sort of assigning or putting out there. It's going to be less than you think it needs to be. Those of you who have kids at home and going through, this you know, digital learning experience with them know the amount of work that they're able to do over, you know, a day or a week is much smaller than you would think. It's not the same as like six or seven hour school day.

>> Kristin: There are questions about the Facebook groups that were shared and whether or not they are for exclusive groups of educators.

So specifically there is a question asking if the adaptive art Facebook group is only for visual arts teachers. So, Marisa?

>> Marisa: Sure. Adapted art Ed, as far as all interaction is for visual art educators but not just adapted art educators like myself. It's general Ed arts mostly focused K-12 but open to all age ranges but yeah mostly visual arts is what I have seen.

>> Lauren: Can we hear from Laura for the other folks?

>> I can share that information. We do have a CEC darts Facebook page. And is this what you were needing me to share, Kristin? I have it pulled up.

>> Kristin: Sure, that would be great.

>> Laura: It's not letting me. There we go. Let's not letting me. Okay. Can you all see my screen? Can you see my screen?

>> Kristin: Now we can see it. If you just go into CEC darts it will ask you just a couple of questions just so that we can make sure that we don't have hackers and things like that.

So you do have to ask to be part of the group. But, we will be posting things here not only from this webinar but from without. So I want people to share their successes and all the positive things they are seeing. Like this one right here is super cute one of a little boy doing some music class, dance class, so this is where we will be sharing all this stuff from here. Pleased a us on CEC darts, the division for visual and performing arts. This will be for all arts both visual and performing.

>> Kristin: So with the time we have left, I need to open the correct screen. Okay. I wanted to ask one more question for the group, and we have gotten so many wonderful questions, thank you. I'm going to tell you where you can continue asking the questions and getting ideas after this concludes. For the panel and we would love to hear your thoughts as attendees. What does your role as an arts educator look like now and what do you hope it will become? However this is interpreted, all responses are welcome. Panelists?

>> Lauren: The sharing that's going on in the chat is really amazing. We are not experts out here so I think everyone for answering each other's questions along the way. Amazing communal experience and I will just say training. We -- this is going to train-change training our educators. We have been doing it in some areas for sure for a long time. But we will jump light years ahead in this experience. And I am just excited to follow along and support those in the field and those rising up into the field. It's going to be so different after this.

It's going to change everything.

>> Will: One thing that I would like to add, I'm sure as many of you have probably realized in the past couple weeks it's very trying and stressful time. And as Artists ourselves, I'm sure have you turned

to your own art in some way or being creative as a way to sort of help, you know, kind of nourish your spirit that's a role we need to remember we can do for our students. It's important that we focus on what they are learning and how progressing but community in this trying time. Because, you know, if I'm being very honest myself, this has been really difficult for me and I have good days and really bad days. Our students are having the same thing. What we have as artists and as art educators is so powerful. I just keep remembering that more than anything at this time.

>> Marisa: I would like to join in on what Will is saying that it's really important to take some time for yourself and if it's creating your own art or trying to learn something new, something to keep your spirit up. As an arts educator, right now I'm trying to hone back to the thing I started teaching that I loved the most. Trying to figure out how students learn and how I can reach them. If that same we have to go back to that and just with this new barrier that we have to figure out how to jump over and how to help them to jump over or demolish it is figuring out how you can best help your individual students right now, if it's just calling, if it's emailing, whatever it may be, just finding out how you can reach them. And then hopes for what it will become, I truly hope that this is going to poke more holes and shed more light into the things that are not equitable in education in the classroom but also in the online learning because we are all struggling to figure out what's the best platform? What's the best way to do this? And, you know, that our parents and administrators and students are struggling with that now. I hope arts education and education in general will learn and grow and be better from this chapter.

>> Laura: This is Laura. I will speak to that real quick in someone that is really interested in education policy. I think if we are not careful, this could really impact education and hit it hard in a negative way. I think it's really important now more than ever, especially in the hearts to advocate for your programs. Really important to advocate for students with disabilities during this time and and just make note of what you are doing. There is obviously a lot of positives that are going to come out of this. Where, we are all learning different technologies. We are learning different types of accessibility but it's not necessarily equitable or accessible to everyone and I think that's important to recognize. You know, we're not the policymakers. So, it's very important that we celebrate those wins and take every win and let it be known and make sure our students feel supported during this time. And I think that's really important that this is a huge part a point of advocacy needed in the arts and in special education right now. So I think it's important that we keep that in mind as we all move forward and

continue to support one another.

>> Kristin: Thank you very much. We skipped that slide. Sorry, guys. Sorry, everyone. So where can you continue this conversation? We are so glad to have provided a place to start it. But we want to see it continue. So, continue this conversation and resource sharing using the #processing together on social media. And by visiting the CEC darts Facebook group tonight and in the weeks to come. They have very generously and enthusiastically agreed to host an ongoing conversation from tonight's webinar so please head over there. We want to thank you for being here tonight and teaching and pushing through in this time of difficulty. Our students need you and we are so glad that you are there for them. I want to tell you that you will get a transcript of all of the questions and comments in our chat box tonight since that was not visible to everyone. So you can see all the resources that other folks are sharing and shouting out. Thank you for that. When this concludes, we ask that you keep your window open for a brief survey. And please note that a copy of this webinar, a copy of this slide deck and a copy of the transcript will be sent to you because have you registered for this webinar. And you will get all the things. We want to thank you very much. We want to thank the panelists for being here. And we will get through this together. Have a wonderful night, everyone.

>> Lauren: Thank you all. Thanks for hosting us Kennedy Center car yea. Nice to meet everyone.

>> Laura: Yes. Thank you all very much. We will be in touch via social media and distance learning all together.

>> Accept a million new CEC dart members on our Facebook group.

>> Laura: Thank you.

>> Lauren: See you all later. Bye, everyone.

>> Kristin: Bye.