



Cultural Access
Collaborative

Welcome!

Please keep your cameras off and stay muted. To see only presenters and ASL interpreters, click the three dots on your image in Zoom and select "Hide Non-Video Participants."



\$5 Suggested Donation

<https://bit.ly/supportcollab>

CulturalAccessCollab.org

Cultural Access Collaborative

We believe arts and culture are for **everyone**. Our mission is to empower Illinois' cultural spaces to become more accessible to visitors with disabilities.

4 Pillars:

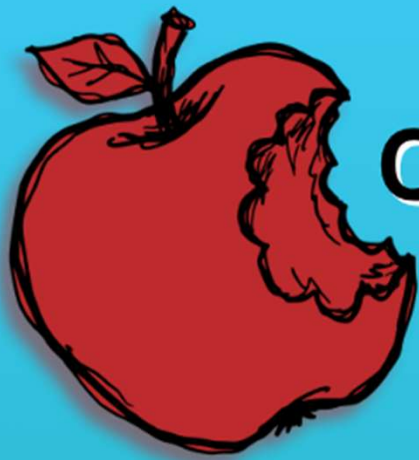
- Professional Development
- Accessible Equipment Loans
- Access Calendar
- Network

Program Accessibility

- Real-Time Captioning provided by Efficiency Reporting



- ASL Interpretation provided by 5Star Interpreting
- Please use Chat for Question Submission
- Please Chat with hosts for Tech and Access Support



Cultural Access for Educators

Thursday, Oct 22nd

11:30am - 1:00pm CT

Presenter Introductions - Collab Staff



**Abby Busser-
Accettura (CAC)**



**Alejandra
Rodriguez (CAC)**

Presenter Introductions - Guest Speakers



**Jessica Alcazar,
Art Institute of
Chicago**



**Chris Berg, Shedd
Aquarium**



**Kenton Kiser,
Garfield Park
Conservatory
Alliance**

Agenda



Best Practices for Accessible Outreach to Teachers



Guest Speaker - Chris Berg, Shedd Aquarium



Guest Speaker - Jessica Alcazar and Alejandra Rodriguez, Art Institute of Chicago

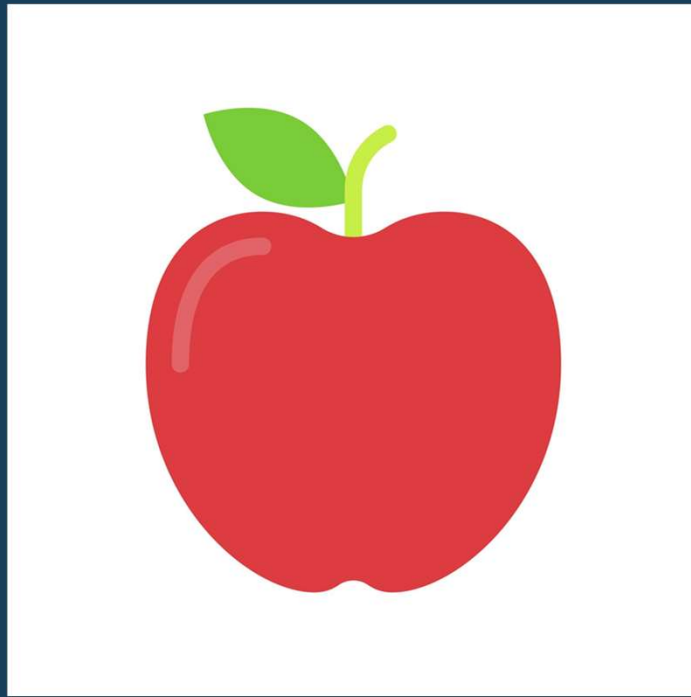


Guest Speaker - Kenton Kiser, Garfield Park Conservatory Alliance



Q&A

Accessible Outreach to Educators



What do educators need?

```
graph TD; A[What do educators need?] --- B[Accessible programs]; A --- C[Clear pathways to programs]; A --- D[Demonstrated welcome and belonging];
```

**Accessible
programs**

**Clear pathways to
programs**

**Demonstrated
welcome and
belonging**



**Accessible program
options**



Universal Design Learning (UDL)

- Multiple Means of **Engagement** (*Why*)
 - Optimize choice and autonomy
 - Nurture joy and empathy
- Multiple Means of **Representation** (*What*)
 - Customization
 - Support multiple ways to perceive and make meaning
- Multiple Means of **Action and Expression** (*How*)
 - Vary methods for communication and response
 - Organize and prioritize access to resources

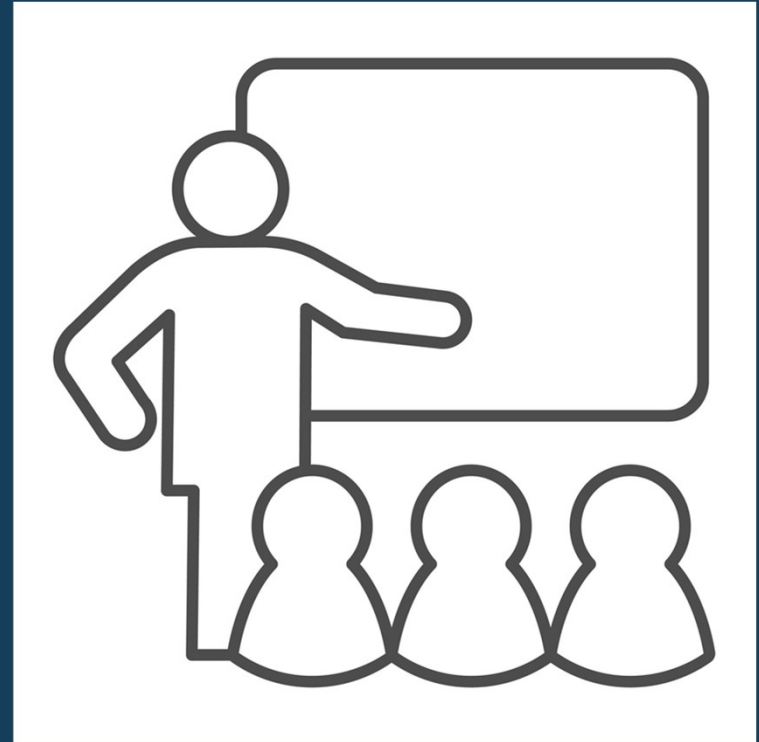


[Visit CAST UDL Guidelines to learn more!](#)



Modified Program Options

- Variations of established programs, tailored for different audiences
 - Age groups
 - Diverse needs
 - Modality
- Program “menu” of commonly used accessible tools (social stories, visual schedules, etc)
- On-site vs. in-school programs
- Clearly stated flexibility

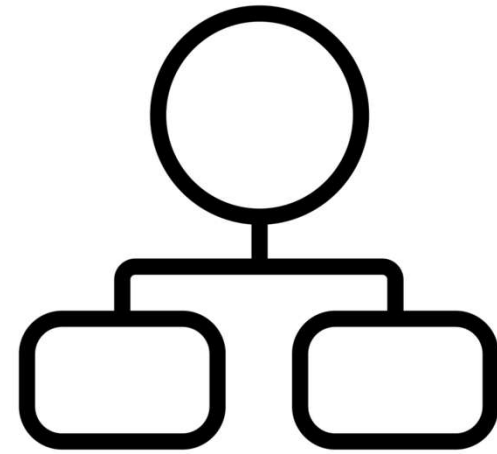


Clear Pathways to Programs



Pathways to Programs

- Easy, highly visible purchase pathways
- Clear, detailed description of programs AND available modifications
- Option to identify common needs that can be entered in-screen
- Considerations for transportation and physical movement clearly outlined
- Clear contact information for further discussion

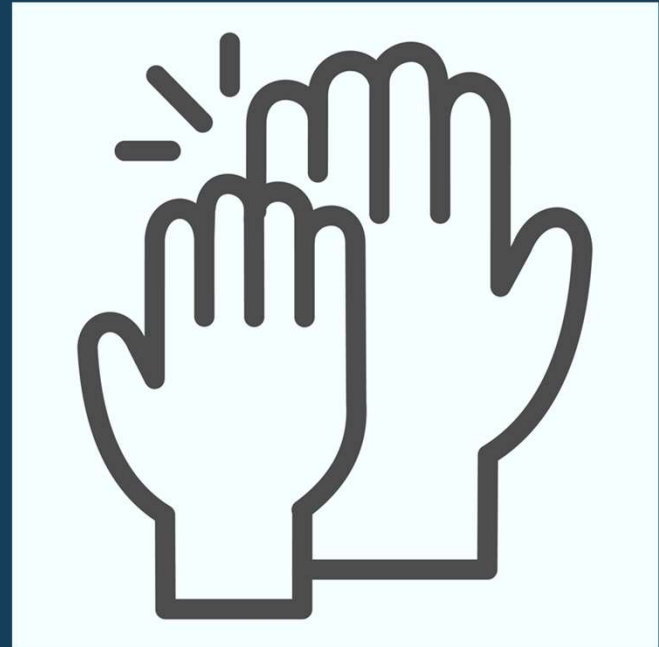


**Demonstrated
welcome and
belonging**



Welcome and Belonging

- Booking pages that present accessible programs alongside standard programs
- Language that demonstrates flexibility without assuming co-planning
- Communication and consistency



Chris Berg, Learning Specialist Shedd Aquarium





SHEDD AQUARIUM

Booking Pathways for Accessibility

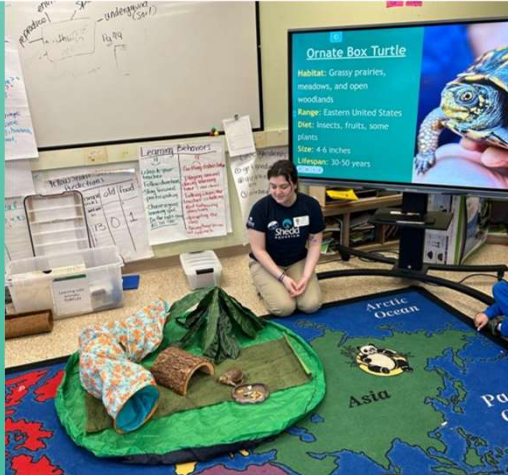




Learn with Animals



Key Goals



Design goal-oriented programming



Prioritize communication at every stage



Design programs to be adaptable from the start



Purchasing Pathway

TODAY AT SHEDD ▾

🕒 Open 9 am - 5 pm

EDUCATORS

DONATE



Plan a Visit

Animals

Programs & Events

Act & Support

BECOME A MEMBER

GET TICKETS

< EDUCATORS

School Programs

Bring animals to your classroom, dive deep on environmental science, explore the great outdoors or take a look behind the scenes with our engaging suite of In-School, Nature and Virtual Field Trips!

These learning programs are designed to support the Next Generation Science Standards (NGSS), Common Core Standards and CPS' science curriculum, Amplify Science.

BOOK AN ONSITE SCHOOL GROUP
VISIT

- ➔ Field Trip FAQs
- ➔ Virtual Field Trip FAQs
- ➔ Sign up for the Shedd Educator Newsletter
- ➔ The "5 Ps" of Field Trip Planning
- ➔ Field Trip Policies



Purchasing Pathway

Invite a turtle to join your class!

This 50 minute, NGSS-aligned program removes barriers for students to look nature in the eye as they will practice engineering and design principles and learn about biological evolution, unity and diversity. This habitat-focused exploration will make students aware of key conservation challenges connected to the species that live at Shedd.

Guided by Shedd Educators:

Our skilled educators lead this enriching experience, encouraging students to inquire, capture real-time data akin to our animal care teams, meet fascinating creatures and expand their understanding of our shared blue planet.

Significantly Modified Program Available

This program can be designed for separate setting special education classrooms. The adapted curriculum includes visuals, multi-sensory experiences and both turn-based and group activities aligned for learners who communicate both verbally and non-verbally. When registering, please select "Significantly Modified Program" on the form.

[GET TICKETS](#)

PROGRAM TYPE

Learn with Animals

GRADE LEVELS

K-2, 3-5, 6-8

Significantly Modified Programs available for each grade band

DURATION

45 minutes

PRICE

\$125 per program

CAPACITY

35 students per program.

This program includes live animals.

For reasons of animal care, the focus animal of this program may change at the last minute.

DATES

Tuesday - Fridays
9:30 a.m. or 10:30 a.m.

LOCATION

At your school

[< Back](#)

Accessibility and Additional Notes

Please note any accessibility or other needs so that we can best accommodate your group.

Does any member of your group require accommodations or have accessibility needs? Please check all that apply.

- ☐ English as a Second Language (ESL)
- ☐ Physical (mobility, reach, dexterity, strength, stamina, etc.)
- ☐ Sensory (sight, hearing, speech, touch etc.)
- ☐ Brain-based (learning, neurological, developmental, mental health, cognitive, brain injury, substance abuse, etc.)
- ☐ Other (please enter any needs not listed here in the box below)

ACCESSIBILITY NEEDS AND OTHER NOTES.

Please note any accessibility or other needs so that we can best accommodate your group.





Learn with Animals

TURTLES | Social Story





Hi, we work at Shedd Aquarium. Our names are...



Abigail



Airen



Carlee



Chris



Elena



Jamie



and Pat!



We are going to come to your school with a turtle.





We will also be with our friend from the Animal Care team.



Bekira,



Caitlin,



Dylan,

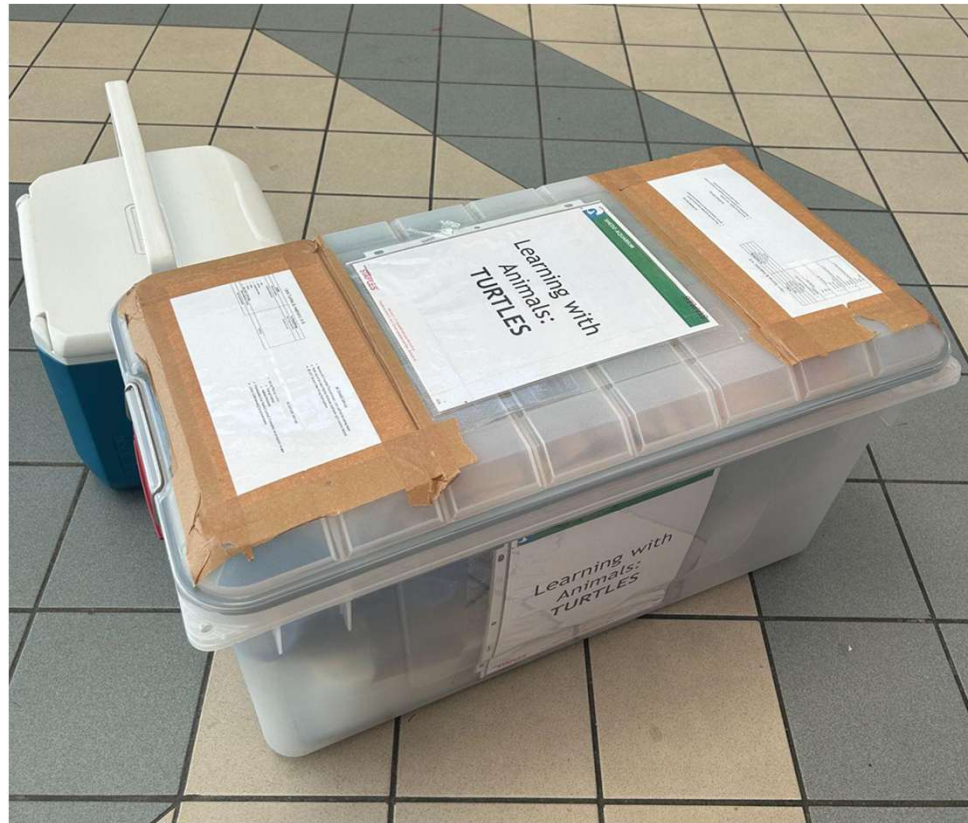


or Joey!



First, we will set up our materials.

1.





Then, we will say hello and talk about our schedule.

2.



Schedule

- Introductions
- Animal Encounter
- Turtle Tales
- Habitat Build
- Observation + Wrap up

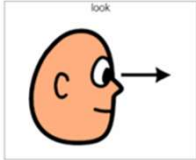
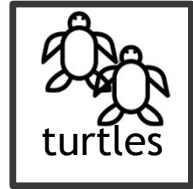


2



Next, we will have our animal encounter. First we'll practice. Then we'll bring out our animal friend.

3.



During the Encounter we need to follow the rules.



Be Quiet



Sit in our spot

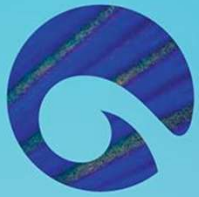


No touching



Listen, then ask questions

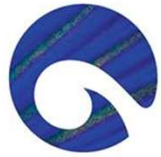




Learn with Animals

Turtles & Habitats
Significantly Modified





SCHEDULE



Introduction



Animal Encounter



Turtle Tales



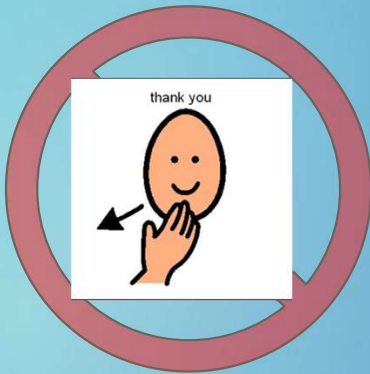
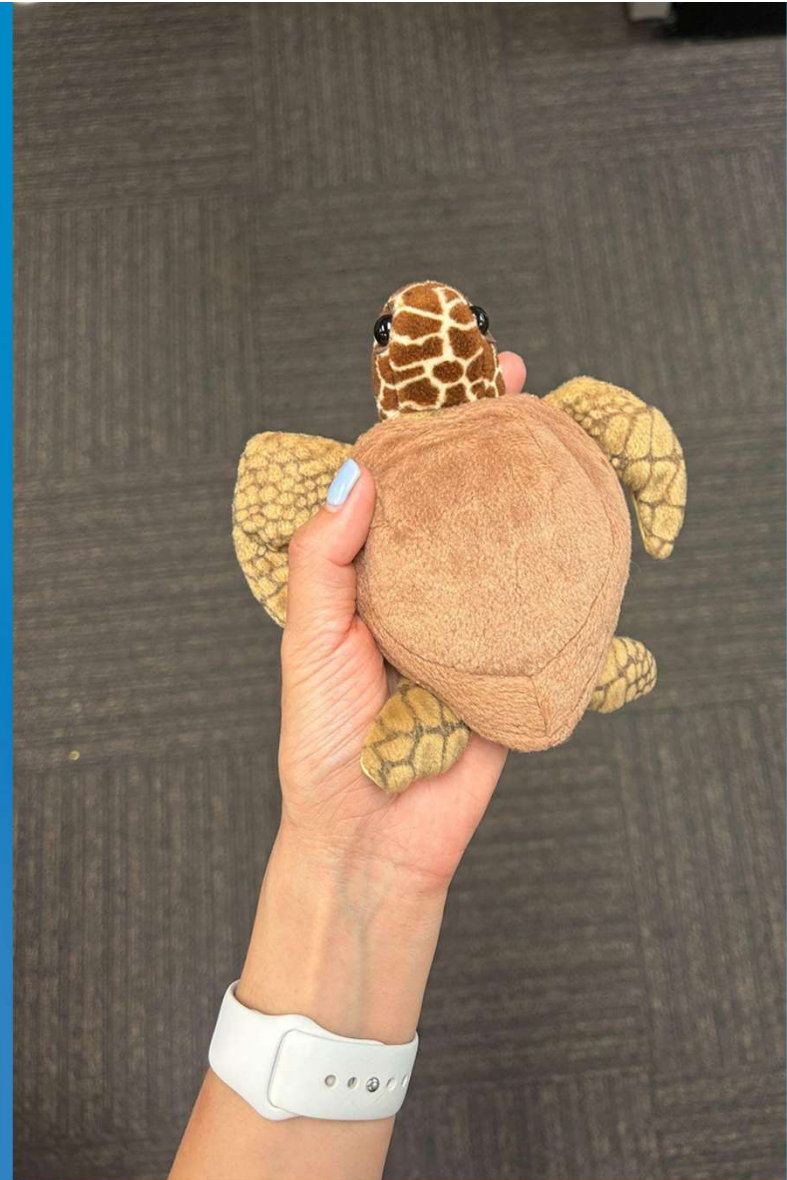
Habitat Build



Observation + Wrap Up



ENCOUNTER PRACTICE

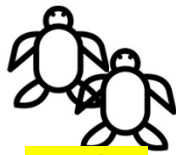




BRAIN BREAK



TURTLE TALES | Green Sea Turtles



turtles

=

can



swim



We can't wait to have so much fun with **you!**



**Jessica Alcazar, Senior Educator, Learning Lab
and
Alejandra Rodriguez, Associate Director of K-12
Student Experiences
Art Institute of Chicago**







Program Example:
Special Olympics Chicago - Museum Tour



Strategies for Lowering Barriers

Communication

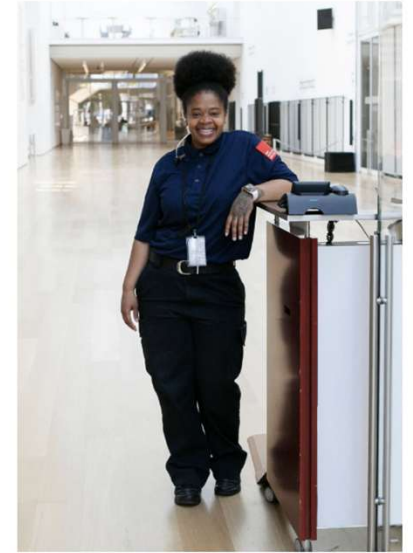
- Social Narratives
- Teacher Outreach and Web Text
 - Calling In
 - Unmistakable Welcome
- Kirkpatrick Transportation Fund for CPS and CPD
- Onsite and Virtual Options

Art + Access (Bilingual Spanish & English)

1 hour • Grades 1 - 12 and Transition Programs



An experience tailored to meet the social-emotional needs in inclusive, integrated co-teaching, or self-contained classrooms



Cuando entremos al museo, lo primero que haremos será pasar por un control de seguridad. Los guardias nos pedirán que caminemos por un detector de metales y podrían revisar lo que llevamos en nuestras mochilas.

Hay guardias de seguridad en todo el museo. Ellos cuidan las obras de arte y a las personas que visitan el museo. Puedo reconocer a los guardias de seguridad por sus uniformes. Los guardias de seguridad pueden ayudarme si tengo alguna pregunta.

REGISTRATION

A Tailored, Inclusive Experience

This tour is tailored to meet the social-emotional needs of students in inclusive, integrated co-teaching (ICT), or self-contained classrooms.

We are able to support multi-sensory explorations for students with sensory processing disorders, verbal description tours for students who are blind or have low vision, and incorporate touch objects and visual communication tools to support all learners.

Learning Strategies



Please note any recommended strategies or accommodations so that we can support all students' participation. This may include if you have students that utilize assistive listening devices, require extra time processing information, or benefit from other educational supports.

Facilitation Strategies

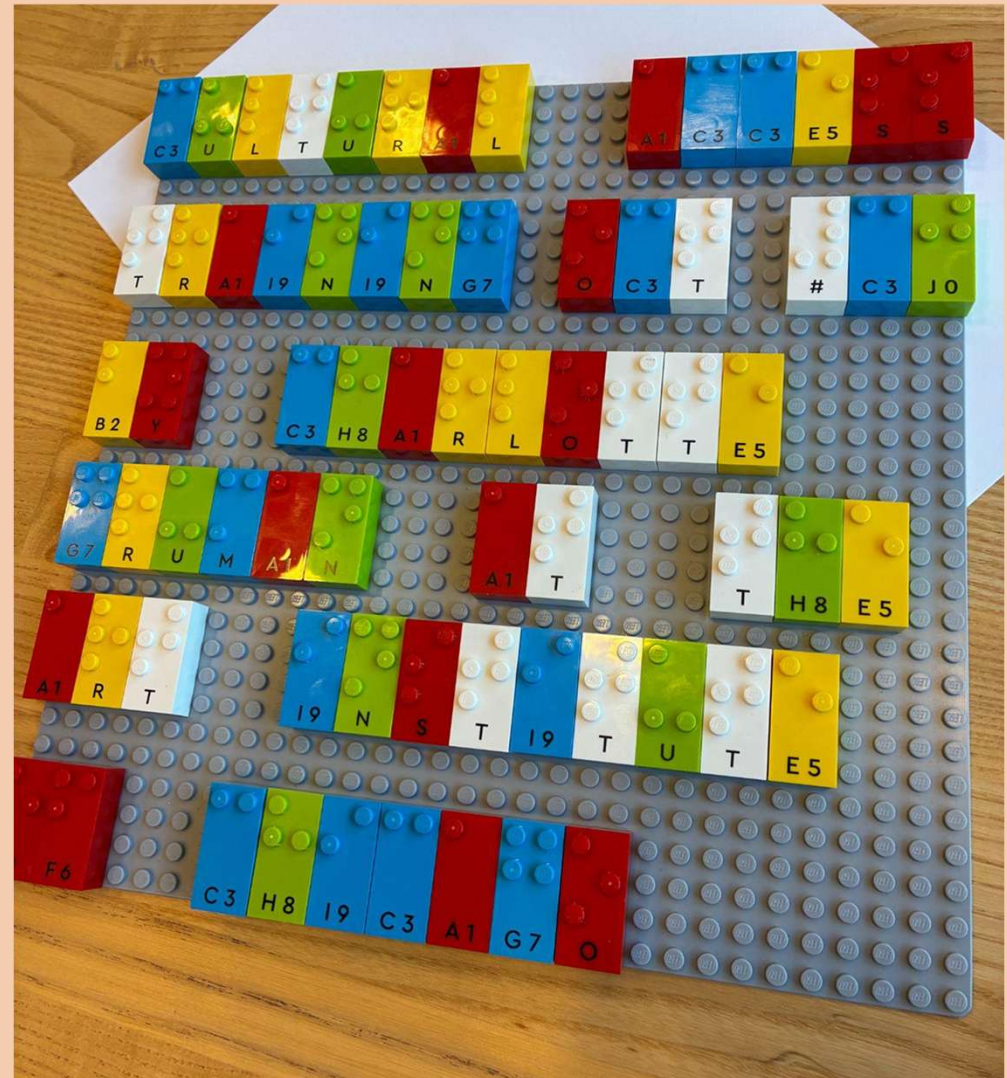
- Flexibility and Choice
- Multimodal Engagement
- Inquiry-Based
 - Open or Closed
 - Either/Or
- Accessible Tour Routes

Staff Preparation

- Department-Wide Accessibility Training
 - Respectful language and actions



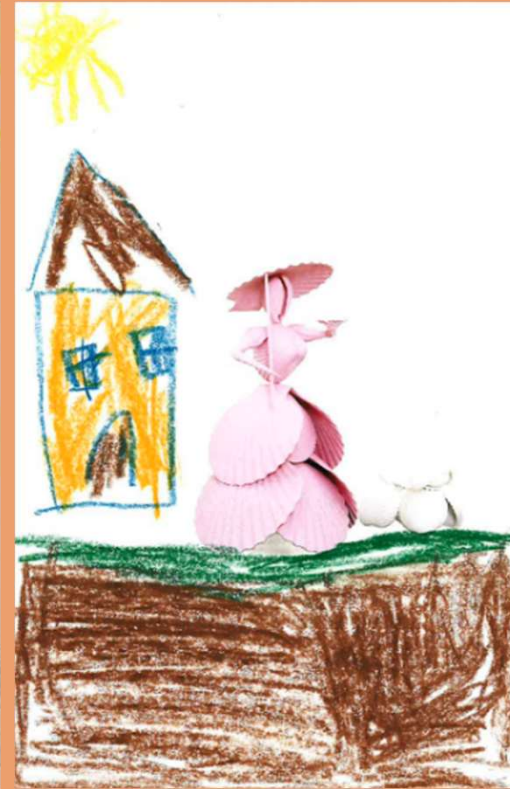
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Katharina Fritsch. *Woman with Dog (Frau mit Hund)*, 2004.
Gift of Edlis Neeson Collection. 2015.144





Which song fits
the painting
best for you?

A

B

C

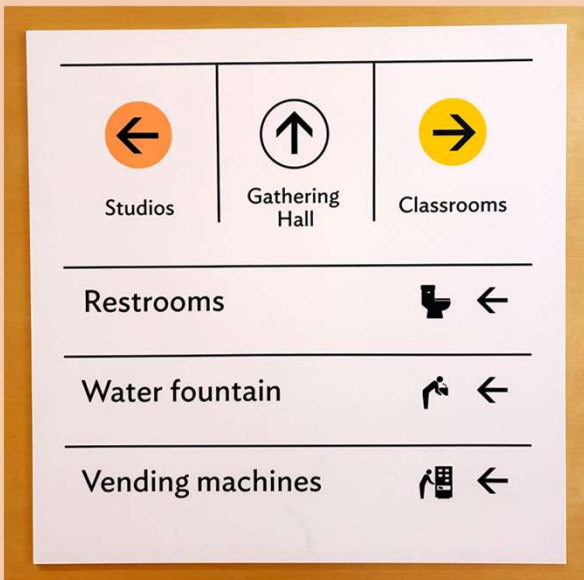
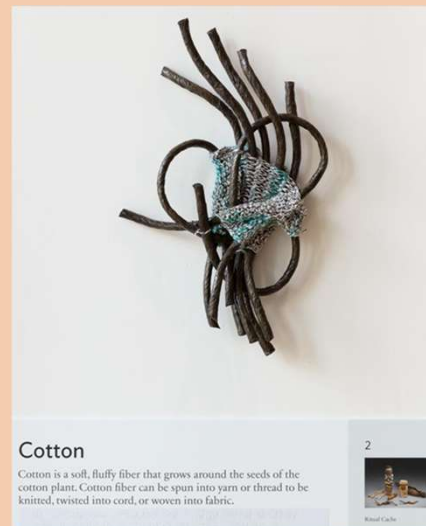
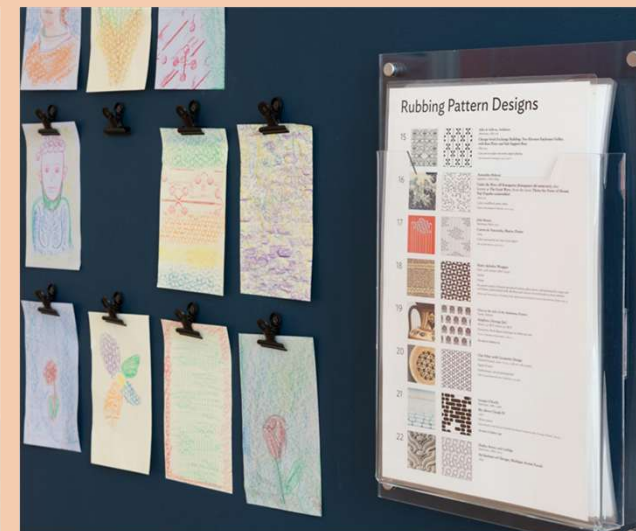


Kinneret Kohn

Joan Miró. *Painting (Figures with Stars)*, 1933.
Gift of Mr. and Mrs. Maurice E. Culberg, 1952.512

Museum Spaces

- Multisensory Gallery
 - Look, Listen, Touch
 - Representing artists with disabilities
- Accessible Signage and Bathrooms
 - Universal Design
 - Lifts for smaller and larger bodies



Tools

- Visual Agendas
- Print Outs
- Using student supports
 - Communication boards
 - Assistive Listening Devices
- Fidgets
- Over Ear Headphones and Earplugs
- Weighted Blankets
- Touch Collection, 3D prints



TOUCH COLLECTION



TOUCH COLLECTION - 3D MODELS



Stay in touch!

Jessica Alcazar

Senior Educator, Learning Lab
Art Institute of Chicago

jalcazar@artic.edu

Alejandra Rodriguez

Associate Director, K-12 Student
Experiences

Art Institute of Chicago
arodriguez12@artic.edu

<https://www.artic.edu/visit/whos-visiting/k-12-student-groups>

**Kenton Kiser, School and Groups Program
Coordinator
Garfield Park Conservatory Alliance**





ACCESSIBILITY AND FIELD TRIPS AT GARFIELD PARK CONSERVATORY

Kenton Kiser
School and Camp Program Coordinator
Garfield Park Conservatory Alliance









Q&A



Upcoming Programs



Access 101

November

**Joliet Public Library
150 N Ottawa St, Joliet, IL**

Resources



PD Resources



Survey



Cultural Access
Collaborative

Thank you for joining us!

This session has now ended



\$5 Suggested Donation

<https://bit.ly/supportcollab>

CulturalAccessCollab.org