Integrating iPads in an Art Curriculum for Students with Autism

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Summit Academy Students

• 175 K-8 Students
• Designed for the specialized instruction of students with ADD, ADHD, Autism, Asperger’s Syndrome, Learning Disabilities and Behavior Students.
• 95% on an IEP and diagnosed Special Education
• 98% Poverty Students
• 2 teachers per 18 students and in AU rooms 2 teacher per 6 students
• Many students have not succeeded in a public school setting.
Students Studied

- I focused the iPad study on students in the smaller AU classrooms.
- 1<sup>st</sup> class - 6 students, grades 1-3
- 2<sup>nd</sup> class - 9 students, grades 6-8
- All students have some verbal skills, but a few students have limited speech.
- There are limited aggressive and violent behavior.
Challenges Students with Autism Face in Art

• Sensory needs with touching many materials including clay, chalk, oil pastels, and glue. The smell of paint, sharpies and modge podge bother my students.
• Staying on task
• Breaking past fixations and following directions
• Participating in discussions and analyzing artworks.
• Working together
iPad and Autism Research

John Brandon Fox News March 9th 2011

• “Experts say the iPad minimizes the symptoms of the disorder helping kids deal with life's sensory overload~in a sense curing the disorder”

• “miracle device”

• “iPads lets autistic kids have direct control over the interface (unlike a laptop)”
iPads in Art: David Hockney
I wanted to combine the successes of the iPad with autism and the creative opportunities that the iPad presents.
Purpose for the Integration of iPads

- Address sensory problems and needs
- Help communication in a the classroom setting
- Create a relaxing classroom environment
- Promote motor skill development
- Create engagement in the subject matter
Purpose for the Integration of iPads

• The iPads will be integrated into my existing art curriculum, that focuses on:
  ~Creative Expression
  ~Historical Content
  ~Analyzing and Describing

• The goal is to use the iPads as an adaptive tool to better convey concepts and to further creative expression.

• The iPads will not replace traditional art education practices, but will work together with it.
I wrote a grant to The Toledo Rotary Club. With the grant I was able to purchase 12 iPads, multiple adapters, covers and protectors and apps.
Art Standards addressed in the classroom that the iPads will be adapting.
Creative Expression and Communication

• Use current technology to refine an idea and create an original, imaginative work of art.

• Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.

• Use the elements and principals of art as a means to express ideas, emotions, and experiences.

• Achieve artistic purpose and communicate intent by selection and use of appropriate media.
Historical, Cultural and Social Context

• Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social context.

• Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.

• Use words and images to explain the role of visual art in community and cultural traditions and events.

• Apply and combine visual art, research and technology skills to communicate ideas in visual form.
Analyzing, Describing, and Aesthetic Reflection

• Present and support an individual interpretation of a work of art
• Apply comprehension strategies to respond to a range of visual artworks.
• Distinguish and describe the aesthetic qualities in works of art.
• Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.
Introducing the iPads to the Students
Introduction of the iPads into the Classroom

• Strict rules and procedures- making sure the students know the importance of following directions and respecting the iPads.
• They don’t have access to apps, I have the app uploaded when I pass them out.
• I provided detailed instructions of how to handle and use the iPads.
• I followed through on discipline if they didn’t follow directions.
Introduction to the iPad through Art Apps

• I wanted them to get use to the iPad
• See how much experience they have using the iPad
• Test the engagement levels while working on the iPad
• Allow them time to be expressive with simple creative apps.
Introduction Art Apps

• Doodle Kids
• Paint Sparkles
• Chili Paint
• Doodle Buddy
• iDoodle
• Paint By Hand
Doodle Kids
Artistic Process Apps

- Face iMake
- ArtPen (Sumi Brush)
- iCreate Pottery
- SpinArt Free
- ArtStudio
- Play School Art Maker
- Gyro Draw
- iGlass 3D
- FirePaint
- Paint It
- Graffiti Art
- Sculpt Master
- U Scratch
- Copper Relief
- Sculptor
“Faces iMake is all about stimulating the right-brain and giving kids a fun and playful educational environment. The app encourages kids to solve problems creatively; to innovate; to see things from a different perspective; to create obvious forms with the most unexpected combination of objects. Faces iMake piques the curiosity and helps develop your child's mind.”

www.autismpluggedin.com
Let’s Create Pottery
Apply iPad Process to Historical Context

• After working with the iPad Pottery we discussed Native American Pottery on the SmartBoard.

• We looked at the forms, patterns and styles of Native American pottery and how they related to the iPad pottery pieces they created.

• The students had a very engaged discussion.
Applied iPad Process to Hands-on Application
Art History Apps

- Art History Lite
- The Getty: The Life of Art
- Museum of Modern Art: Abstract Expressionism
- 3D Art Gallery
- iCubist
- Art HD
- Art Museum
- Art Database
- Japanese Art
- Art Institute of Chicago: Impressionism
MOMA App
• Read Aloud
• Audio
• Videos
• Text
Mark Rothko
American, born Latvia, 1903–1970

No. 16 (Red, Brown, and Black)
1950
Oil on canvas, 60 1/8" x 40 1/4" (178.6 x 102.2 cm). The Museum of Modern Art, Mrs. Simon Guggenheim Fund, 1959. © 1998 Kate Rothko Prizel & Christopher Rothko/Artists Rights Society (ARS), New York.
Master Copy Project

- Develop a sense of community in the creation of the project
- Develop communication skills working together
- Find a personal connection to a historical piece
- To promote the analysis of historical works
- Develop independence in their own learning
Photo Booth App
Crayola Lights, Camera, Color
iPads for Teacher Instruction
iPad Assist with Instruction

- VGA Adapter
- Digital AV Adapter
- Camera Connection Kit
Addressing Sensory Needs

• Overall, the students used a wider range of artistic mediums without sensory restrictions.
• None of the students had a negative response to touching the iPad.
• They virtually experienced artistic processes that in previous classroom experiences caused a negative reaction.
• After using the iPad artistic processes the students were more open to various hands-on artistic processes, like clay.
Creating a Calming and Relaxing Environment

• Overall, there was no anxiety about using the iPads. The students were excited and energetic during their investigations.

• While the students used the iPads it was a very calm classroom and a time for the students to relax while learning and developing.
Level of Engagement

• The students were excited using the iPads and they gained an extreme amount of information.

• During the creative process the continually work and stayed focused on the project for the entire time.

• They didn’t get distracted on outside stimulus, that can happen frequently.
Help with Motor Skill Development

- They are using multiple hand skills to create and view works on the iPad.
- Focusing on small details and develop hand control.
- They are able to create visually successful pieces with the iPads.
- Builds self-esteem
Historical Content

• The students are more engaged in the art history lessons.

• They are able to formulate better discussions of their gained knowledge.

• They are exhibiting the gained knowledge in their projects.

• They have been more verbal and focused on classroom discussion on the Smart Board or with PowerPoint's.
Challenges with using the iPads

• The hardest part of using the iPads is finding a balance between traditional art education practices and the new iPad technology.

• At first, the students want to only use the iPads to create and learn with, because they are new and the technology is exciting.

• They now use the iPads for part of a lesson and they are still enjoying the traditional art practices.
Overall Research Findings

• The integration of the iPads into the art curriculum promoted the levels of engagement in students with autism. The student loved working on them and exhibited higher levels of creativity that had never been exhibited.

• The students didn’t display any sensory problems and they were able to experience diverse artistic mediums without any sensory restrictions.

• They gained and retained art history information and concepts due to the new technology. There was not a struggle to keep them focused on the lesson.

• The iPads promoted classroom discussion and verbal dialog about artworks.

• The classroom environment was calm and relaxing with a great artistic energy.
Questions??

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