

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Arts Workshops for Children and Youth with Autism Spectrum Disorder (ASD)
(in Contemporary U.S, Great Britain and some other countries)

A graduate project submitted in partial fulfillment of the requirements
For the Degree of Master of Arts in Theatre Arts

By Songyang Wu

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Abstract

Arts Workshops for Children and Youth with Autism Spectrum Disorder (ASD)
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By

Songyang Wu

Master of Arts in Theatre Arts

The purpose of this graduate project is to document the data on visual arts, music, dance/movement, theatre and arts workshops for children and youth with Autism Spectrum Disorder (ASD) in contemporary U.S, Great Britain and some other countries. This archival project will present a clear picture of the status and condition of arts workshops for children and youth with ASD at the present time. This project will offer a resource guide for people who are not familiar with this field, or people who are willing to create a similar program/workshop and people who are going to do a comparison study or related research. At the same time, it could be used as a handbook for autistic children and youth and their families who are seeking for help and/or auxiliary therapeutic treatment.

This documentation project is based on the online material. All the data is collected from scholars' works, official websites, online articles, interviews and videos from the internet. This graduate project will not cover all the existing arts workshops for children and youth diagnosed with ASD around the world, but will mostly focus on U.S and Great Britain countries.

Because of the language limitation, this project will not cover the arts workshop for children with ASD in the countries that do not use English unless it has enough information and sources in English or Chinese, which allow me to understand and form a complete description to it.

Chapter 1: Introduction

“Autism spectrum disorder (ASD) refers to a group of complex neurodevelopment disorders characterized by repetitive and characteristic patterns of behavior and difficulties with social communication and interaction. The symptoms are present from early childhood and affect daily functioning” (Autism Spectrum). According to the statistics from Centers for Disease Control and Prevention (CDC)’s Autism and Developmental Disabilities Monitoring (ADDM) Network, in the United States, about 1 in 150 children have been identified with autism spectrum disorder in 2000. In the most recent report in 2012, 1 in 68 children had ASD. The prevalence of autism in children in America has increased 119.4 percent in 10 years, it is reported, “Autism is the fastest-growing developmental disability” (Fact). While there is no known cure for autism, more treatments and therapies are demanded by autistic people’s families. There are some theatre companies received the requests, which motivated and encouraged them to create arts workshops to help people with ASD. For example, Dale Savidge, the director of the Applied Theatre Center, established this organization because of a question by a mother who was worried about her autistic son. She was wondering if theatre could help her son. (Applied). Also, the Stage Theatre Company, which is a theatre company that focuses on children’s development was founded in 1984 in Minneapolis, they started sensory-friendly program and CAST program in 2012 because of the requests from families who were seeking a theatre program for their children with autism. (STC Homepage) Because of the needs of a wide range of people with autism and their families, over the past several decades, arts communities in dance, music, theatre, visual arts have forged arts workshops avenues for helping with children and youth with ASD. For those common symptoms of Autism such as poor eye contact, lack of sharing enjoyment and interests, failure to

develop peer relationship, etc, (Fact) art experts from a variety of disciplines create activities to help autistic children and youth to improve their social and communication skills.

I aim to create an archive, such as those described by Diana Taylor describes in her book *The Archive and The Repertoire*, “‘Archival’ memory exists as documents, maps, literary texts, letters, archaeological remains, bones, videos, films, CDs, all those items supposedly resistant to change” (Taylor 19). The information I’ve collected and the lists I’m making form an archive, at the same time I’m also using the concept of the “repertoire”. This archival project will represent both, the “Archival” and the “Repertoire”. As Diana Taylor says, “repertoire enacts embodied memory: performances, gestures, orality, movement, dance, singing- in short, all those acts usually thought of as ephemeral, nonreproducible knowledge” (Taylor 20). In this project, I chose workshops as the main focus, which is one of the most basic practical forms to reflect and record the process of integrating theory with practice. The activities, games, classes and exercises that these arts workshops offered represent the repertoire. As a branch of arts for special needs, the status and developing process of arts workshops for children and youth with autism at the present time have taken a significant step in the practice of using arts as therapy. I want to use this archival project to record the current status of these workshops. The librarian from Harvard University Lawrence Dowler once said, “Archives are the memory of society and its institutions and inform our cultural heritage,” it “over time will provide a periodic check, a kind of reality test” (Dow 77). These are the evidences of activities, which occurred in the society. These recorded memories form an important part of the history. The repertoire too, it “allows scholars to trace traditions and influences” (Taylor 20).

This archival project will document information about music, visual art, dance/movement, theatre and arts workshops which are serving autistic children and youth, in addition to related books, articles and approaches to practice. The selection criteria of these arts workshops were based on the availability of information and traceable online resources. A workshop is defined as a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field. In this project, not all of them are called “workshops” by the organizations/companies/universities which offer them: some are called programs or projects. The necessary condition is drawn so as to confirm their generalized similarities, which are educational, focusing on techniques and skills in helping autistic children and youth. The age range for children and youth here is 1 to 18 years old. Depending on different workshops, the age group would be different. Some have specific required ages, some do not. The Autism Spectrum Disorder has three different levels, which are called severity level: level 1- requiring support; level 2- requiring substantial support; level 3- requiring very substantial support. Very few workshops divide autistic children and youth into different groups based on their severity levels, thus this project will not emphasis on it.

There are four main ways for me to search and collect all the workshops resources that I need for this project. The first method for me is to draw support from an Autism-related public service network. For example, *Autism Speaks* network, which is an organization that promotes solutions, offers support and help for the needs of individuals with autism and their families. On its website, here is a section called “Resource Guide” that contains many different classified service resources, such as “Autism Friendly Services”, “Employment & Post-Secondary Education”, “Recreation & Community Activities”, etc.; In the “Autism Friendly Services” section, here are

different categories, like “After-school Program”, “Art & Music Program”, etc. For me I chose to look up “Art & Music Program”, more than one hundred organizations’ names appeared with a brief introduction for each and the contact information; then I tried to check these organizations as many as I can, to find out and pick the organizations that offer continuing workshop/program/project for children and youth with autism. There are many websites like *Autism Speaks* out there. What I mostly checked are *Arts and Healing Network*, *Autism Society San Francisco Bay Area (SFASA)* and few others. A lot of networks like them provide lists and resources guide that offer the information of the companies, organizations, places which serve people with autism. What I want to do for this project is to simplify this information, and to make a list specifically for the autistic children and their families and make the lists more clear and detailed. In addition, I choose to not to cover the workshops which don’t clearly state it is aimed to helping autistic children. For example, some workshops serve people with disabilities, but they don’t indicate if autistic people are included or not. For the second method, I used the Google search engine, I tried using many different search keywords, like “music for autism”, “workshop for autistic children”, “arts project for children with disabilities”, etc. The third method was to look up the workshops (for autism or workshops for children with disabilities) that has been discussed or reviewed online, many are mentioned in the online news, videos and articles. The last method is to check the related resources and partner organization based on the workshops I have already found.

The arts workshops I chose to include belong to companies and organizations. I divide these workshops into five categories, which are dance/movement workshop, music workshop, theatre workshop, visual arts workshop and arts workshop. The Arts workshop category contains

organizations and companies, which offer multiple arts workshops, includes dance workshops, music workshops, theatre workshops, visual arts workshops and they offer more than two of these workshops at the same time. All these workshops are on-going workshops. One-time performances, one-time experimental projects, activities and events are not included in this project. Under each of these five categories, there are three sections: workshops, books and approaches of practice. In the workshop section, the documentation process is aimed at the following aspect: basic information of the workshop, which includes founders of the workshop, when and where it exists, what its mission is, what type of workshop it is offering for autistic children and youth, contact information. The mission statements and the descriptions of each workshop are quoted from their official websites. I divide these workshops by regions, mostly in contemporary U.S and Great Britain, and few noticeable workshops in other countries. In the book section, most of the books are picked from online resources, Google Book and others are selected from library resources. The selection criteria includes whether book is related to the strategies and methods currently used or could be used in the workshop for autistic children and youth. What I chose to do for this section is to search for the books that meet my selection criteria and look up the table of contents, to make sure the books I have picked for the project contained the related valuable content. I give a brief introduction for each book and most of the introductions are quoted from Google Book descriptions and library database. The approaches of practice section include pedagogical and artistic approaches, methods and techniques that are used as frameworks for workshops at the present time. These companies and organizations all have their own methods and services for helping autistic children and youth. I select some approaches that are used by several workshops and state brief introductions, most of the information and descriptions are quoted from their websites. For the article section, I picked

some case-study reports and scholars' papers that related to the workshops I've listed and the approaches I've introduced. In addition, because of the workshops that listed in chapter 6 are integrated arts workshops, the chapter 6 will not have section of the approaches and articles, most of related information will listed in other chapters separately.

All these arts workshops have something in common in that they offer participants sensory experiences that provide safe and inclusive space and environment. To achieve the common goals, which are helping autistic children and youth to build better cognition, improve social and communication skills through artistic expression, these different disciplines have their different emphases. Dance and movement workshops emphasize on helping autistic children and youth through physical movement education. These workshops encourage children and youth participate in the performing arts through dance. Within the dance and movement, they help the autistic children with control obesity and promote activeness. These workshops offer opportunities for participants to explore the space, explore their own bodies and express themselves through creative movements, exercises and the process of learning dance techniques. Music workshops help autistic children and youth with developing the abilities of holding the instruments in a different manner through non-verbal expressions. Singing and song writing are involved too. These workshops create opportunities for them to improve better expressions and communications with musical notes, melodies, rhythms and lyrics. Using theatre as a therapeutic treatment allows autistic children and youth to experience different given themes, within the characters, plots and spectacles to form an interactive experience for them to build better communication. Through theatre games and activities, improvisations, words, music, dances, movements and performances, theatre workshops help participants to explore the art of

storytelling and emphasized on empathic responding and self-understanding. Visual arts workshops offer opportunities for autistic children and youth to engage creatively in a variety of visual arts project. Through the process of making artworks and the observation of others' artworks, participators get opportunities to communicate through sharing and exchanging their own artworks.

Chapter 2: Dance/Movement Workshop for Children and Youth with Autism

2.1 Approaches of practice

Autism Movement Therapy (AMT)

Created by Joanne Lara

Joanne Lara: Founder of AMT, Adjunct Faculty National University

Official website: <https://www.autismmovementtherapy.com>

Autism Movement Therapy is an “interhemispheric Sensory Integration technique incorporating movement and music in collaboration with Positive Behavior Support (PBS) strategies to assist individuals with Autism Spectrum Disorders (ASD) in meeting and achieving their speech and language, social and academic IEP goals”.

Autism Movement Therapy is used by:

- Autism Movement Therapy (AMT), California
- Inclusive Movement and Dance, California
- Dance Productions Studio, Illinois
- Miami Dance Project Studio, Florida

Youtube videos:

Interview video by Autism Live with Joanne Lara, published on April 28, 2014

<https://www.youtube.com/watch?v=bFdpQCUOxbU>

Interview by Autism Works Now with Joanne Lara via phone call, published on June 26, 2017

<https://www.youtube.com/watch?v=9QokAuML2mM>

Autism Movement Therapy introduction video by Joanne Lara, posted by Tyler Burke on Nov 12, 2013

<https://www.youtube.com/watch?v=4TKhHLwlarI>

Dance/Movement Therapy (DMT)

The actual establishment of dance as a therapy and as a profession occurred in the 1950s, beginning with future American Dance Therapy Association founder Marian Chace.

American Dance Therapy Association Youtube Channel:

<https://www.youtube.com/channel/UCPbg1AA1-F7ghNVlstpNVPO>

“Dance/movement as active imagination was originated by Jung in 1916, developed in the 1960s by dance therapy pioneer Mary Whitehouse. Tina Keller-Jenny and other therapists started practicing the therapy in 1940. Dance/movement therapy (DMT) in USA/ Australia or dance movement psychotherapy (DMP) in the UK, is the psychotherapeutic use of movement and dance to support intellectual, emotional, and motor functions of the body”.

“DMT looks at the correlation between movement and emotion. A variety of approaches to dance and movement are used in DMT depending on the needs to the client. These may include

codified dance forms (such as partner dances, Modern Dance, ballet, folk and circle dances etc.), creative movement, improvisation and choreographic process, as well as somatic practices, movement analysis, authentic movement and body psychotherapy”.

Youtube Videos:

Video of an introduction on Dance/Movement Therapy & Autism: Dances of Relationship by Christina Devereaux, PHD, LCAT, LMHC, BC-DMT, NCC serves as Assistant Professor and Director of Clinical Training in the Dance/Movement Therapy and Counseling program at Antioch University New England where she formulated the first ever dance/movement therapy and Autism Spectrum Disorders Study Group.

<https://www.youtube.com/watch?v=65DLHYrHIIM>

Video is posted by American Dance Therapy Association on April 2, 2014

Video of an introduction to Dance/Movement Therapy by Nana Koch, who is board certified dance/movement therapist, licensed creative arts therapist and award-winning educator.

<https://www.youtube.com/watch?v=mhoEjbvIEw8>

Video is posted by American Dance Therapy Association on June 25, 2016

Spectrum Dance Therapy®

Created by Audrey Amadeo in 2013

Audrey Amadeo: Founder of the Arts for Autism Foundation

Founder Audrey Amadeo Youtube Channel:

<https://www.youtube.com/channel/UCw4Yfj5mCme4HTe8Et-5euA>

Official website: <https://www.spectrumdancetherapy.com>

Spectrum Dance Therapy is a “combination of Autism Movement Therapy®, Music Therapy, and Applied Behavior Analysis in a new integrative form of therapy. It has proven to be a fun and interactive way for children all across the autism spectrum to work on behavior challenges, sensory disorders, language development, social skills, coordination, and memory”.

Spectrum Dance Therapy is used by:

Arts for Autism Foundation, 2013, Florida

The Anat Baniel Method® (ABM)

Created by Anat Baniel

Anat Baniel: Founder of Anat Baniel Method® NeuroMovement®

Anat was trained as a clinical psychologist, dancer, and was a close professional associate of Dr. Moshe Feldenkrais for over a decade.

Founder Anat Baniel Youtube Channel:

https://www.youtube.com/channel/UC194BjK3VJIp8_VZJdSPf7w

Official website: <https://www.anatbanielmethod.com/about-abm>

The Anat Baniel Method NeuroMovement® “is a breakthrough approach in the understanding and treatment for autism in children. The job of the brain is to put order in the disorder and to

make sense out of the nonsense: to organize movement, cognition, emotion, and interpersonal relations. The brain of the child on the autism spectrum has great difficulty in doing so”.

Two Modalities: group movement exercises

one-on-one sessions with a trained ABM practitioner

The Anat Baniel Method is used by:

- Clear Movement Studio, Canada
- Bright Mind Movement, Washington

The Schlachte Method™

Created by Bonnie Schlachte in 2008

Bonnie Schlachte, Founder/Director of Ballet For All Kids (2008-present)

Director of Development at People’s Care (2011-present)

Website: <https://www.balletforallkids.com/schlachte-method/>

The Schlachte Method™ – “an occupational therapy program to assist children with disabilities to gain the most out of a classical ballet education. This is the first Ballet Therapy Program helping children achieve benefits such as Social Skills development (eye contact, reciprocity, interaction with peers and adults); Improvements to self-confidence and self-esteem; Proprioceptive skill development and stimulation; Motor planning, balance, sense of center, hand-eye coordination; Self-Discipline (extended visual, physical, and mental attention and focus); Abstract information processing and sequential memory and recall; and enhanced auditory discrimination and internalization of rhythmic cues while facilitating gesture and motion in response to music”.

The Schlachte Method is used by:

- Ballet For All Kids, California
- DanzArt Studio Zagreb, Croatia

Movement Method

Created by Rupert Isaacson

Website: <https://www.horseboyfoundation.org>

<https://www.kulturecity.org>

Movement Method is an “evidence-based therapy model for children with neurocognitive differences such as autism and is based on the premise that children must be able to move in order to learn. This holistic, non-coercive therapy model: Helps improve your child’s intrinsic motivation, attention, communication, social interaction and emotional regulation”.

Youtube Video:

Video of the presentation on Movement Method by Rupert Isaacson at Arizona Autism United's 2014 conference, posted by Arizona Autism United (AZA United) on Jul 27, 2015

<https://www.youtube.com/watch?v=Y5L6d6AHQ3Q>

2.2 Dance/Movement Workshop/Program/Project

2.2.1 Western United States

Autism Movement Therapy (AMT), California, non-profit organization

Founder: Joanne Lara, MA, Adjunct Faculty National University

Mission: It focused on serving the autism & special needs community through providing a structured movement & music program as well as providing advocacy and community outreach to create understanding and bring dignity to the spectrum community across the globe.

Workshop for autistic children:

- **Autism Movement Therapy Workshop:** Through cognitive re-mapping, *Autism Movement Therapy* is an “interhemispheric SENSORY INTEGRATION technique incorporating movement and music in collaboration with Positive Behavior Support (PBS) strategies to assist individuals with Autism Spectrum Disorders (ASD) in meeting and achieving their speech and language, social and academic IEP goals.”
- **Location:** 7439 Orion Ave, Van Nuys, CA91406

Contact: joanne@autismmovementtherapy.com

<https://www.autismmovementtherapy.com>

GuiDANCE Autism, California, 501(c)3 non-profit organization

Founder: Kerisse Hutchinson

Mission: Servicing children of all levels in an environment of compassion that leads to transformation, the GuiDANCE Autism team of practitioners uses the medium of dance along with respite techniques and rhythmic music to enable children to break through their shells and connect to their surrounding world.

Classes for autistic children and youth:

- **GuiDANCE Autism classes** (ages 5-25): “The class incorporates a guided hands-on, modeling, and cue based approach utilizing strengthening and stretching exercises, body isolations, relaxation and touch therapy techniques, repetition, individual and partnering movement combinations, and free expression--all to invigorating rhythmic music.”

Class Location: 11105 Weddington St, North Hollywood, CA 91601

Contact: PO Box 15621, North Hollywood, CA 91615
424.265.265.7473

<http://www.guidanceautism.com/home>

Halo Dance for Autism Company, 2011, California, 501(c)(3) non-profit organization

Founder: Cami Marseilles

Mission: The HALO Foundation utilizes the art of dance to “promote awareness, knowledge, and funding to families affected by autism, to educate and serve children with autism to help them achieve their highest level of independence at home, in school and in the community”.

Program for autistic children and youth:

- **The HALO Program**

Contact: allison@halodance4autism.org

Tax- 45-3822537

<https://www.halodance4autism.org>

Inclusive Movement and Dance, California

Inclusive Movement and Dance is a project of Creative Arts Alliance of Southern California, a 501(c)3 non-profit corporation supporting the arts in the special needs community.

Mission: To help children and adults with or without disabilities to Move, dance and feel free.

Workshops for autistic children and youth:

- **Joyful Dance Journey:** It is a mixed-ability inclusive form of dance using movement, ballet, contemporary and improvisational dance with people at all levels and all variety of abilities.
- **Autism Movement Therapy Workshop**

Location: 1625 Enterprise Circle S, Suite D, Temecula, CA 92590

Contact: info@inclusivemovementanddance.com

<http://www.inclusivemovementanddance.com>

Mindful Movement Center for Dance (MMCD), California

Mission: MMCD helps children with autism to engage and strengthen both sides of the brain, and helps them to communicate more fluidly.

Workshop for autistic children:

- **Autism Movement Therapy Workshop**

Location: Spotlight Arts Center, 23502 Lyons Ave #101, Newhall, CA 91321

Contact: (818) 489 5542

mmcenterfordance@gmail.com

<https://www.mindfulmovementcenterfordance.com>

Arts for Autism Foundation, 2013, Florida

Founder: Audrey Amadeo

Mission: Provides Spectrum Dance Therapy and Spectrum Music Therapy for all children with Autism through sound and movement while including them in the Arts community.

Workshop for autistic children:

- **Spectrum Dance Therapy Workshop**

Location: 15641 Sheridan St. Suite 300, Davie, FL 33331

Contact: SpectrumDanceTherapy@Gmail.com

(305) 209 6192

<https://www.spectrumdancetherapy.com>

A Chance to Dance, 2013, North California

Founder: Kim Smith (Dance teacher)

Mission: Through Reagan's wish, a charity inspired by Kim's differently-abled daughter, the founder wishes to give every child a chance to dance.

Classes for autistic children:

- **Primary Class:** "This class is an intro to ballet and tap and we have tons of fun through the magic of dance while growing socially and making friends."
- **Preteen/Teen Class:** "This class is an intro to ballet and tap as well as movement therapy to further emotional, cognitive, physical and social integration of the dancers."
- **Junior Novice Class /Senior Novice Class/Mini Novice Class:** Novice classes are differently abled competitive teams. "Team members learn choreography and compete

- alongside typical peers at regional and national competitions,” class includes instruction in ballet, tap and lyrical.

Location: 1707 Sardis Rd N, Charlotte, NC 28270

Contact: (704) 685 2789

AChanceToDanceMDSD@gmail.com

<https://www.achancetodance.org>

DK Dance Productions Studio, 2006, Illinois

Founder: Darci K. Ward

Mission: DK Dance Productions creates a worldwide community for the performance art of dance exemplifying the values of Integrity, Character, Leadership, Responsibility and Professionalism.

Workshop for autistic children:

- **Autism Movement Therapy SPARK/AMT:** “*Spark/AMT* is a dance therapy program based on the principles of Autism Movement Therapy for children who struggle with motor coordination, social, speech, and behavioral skills, not just children with autism.” Class consists of a warm up, short routines, movement across the floor, and games. “In addition to the program instructor, the class will be staffed with volunteers chosen by program instructor to assist hands on with the children to enhance their learning and experience in the program.”

Location: Florissant Studio-12350 Old Halls Ferry Rd, Florissant, MO 63033

Alton Studio-2600 State Street, Alton, IL 62002

Contact: Florissant Studio-(314) 921 5800

Alton Studio-(618) 433 9774

<https://dkdancepro.com>

Dance without Limits, Iowa, 501(c)(3) non-profit organization

Founder: Ann Ungs

Mission: to provide a dance program for children and young adults with special needs who may not otherwise have the opportunity to experience the joy of dance.

Programs for autistic children:

- **Movement Program** (twice a year): Movement classes are the main classes for Dance Without Limits and are great for students new to the Dance Without Limits program. Students, who also require special one-on-one attention with a volunteer or additional assistance dancing, will benefit highly from the Movement program.

Class Location: The School of Classical Ballet and Dance, 1721 25th St., West Des Moines.

Dance Vision (DV), 8711 Thomas Avenue, Johnston

Des Moines DanzArts Studio, 2150 Delavan Dr #8, West Des Moines, IA 50265

Contact: info@dancewithoutlimits.org

<http://www.dancewithoutlimits.org>

Darby’s Dancers, Alabama, 501(c)(3) organization

Founder: parents of Darby Jones

Mission: Darby’s Dancers provides an opportunity for children with special needs to participate in the performing arts through dance education.

Class for autistic children:

- **Darby's Dancer Class:** It's a once-a-week class teaching all types of dance in a fun and encouraging atmosphere. Classes are taught by volunteer dance instructors and take place in donated studio space.

Location: 707 Chase Rd NE, Huntsville, Alabama 35811

Contact: (256) 698 6212

www.darbysdancers.com

Dance Esteem, Minnesota

Founder: Lindsay Brown

Mission: To help dancer build strength, flexibility, and proper technique and help them reach their highest level of self-esteem through a positive and nurturing environment.

Class for autistic children:

- **Darby's Dancer Class**

Location: 14500 Martin Dr. Suite 2000, Eden Prairie, MN 55344

Contact: (952) 949 9008

danceesteem@icloud.com

<https://www.danceesteem.net>

Free 2 Be Me Dance, California

Founder: Colleen Perry

Mission: To help youth and adult with disabilities to build self-confidence, enhanced self-esteem, learning how to work together as a class, learning to help and encourage one another.

Classes for autistic children:

- **Adaptive Ballet Class:** "It is incorporated with a new body/brain-centering tool for brain reorganization, oxygenation, and recuperation called *BrainDance* into their ballet class. which is "a series of exercises comprised of eight developmental movement patterns that healthy human beings naturally move through in the first year of life". The class begin with the welcome greeting and warm-up exercises; then the barre work that "dancers take their place at the ballet barre using visual cues to increase understanding of 'where' to stand in order to reduce anxiety and distraction"; then the center work and cool down".

Location: 255 Main Street, Suite 301, Venice, CA 90291

Contact: (310) 259 8970

collen@free2bemedance.com

<https://www.free2bemedance.org>

Impulse Dance Center, 2011, California

Founder: Alexa Beebe Marsh

Mission: Impulse Dance Center offers a fun and welcoming community for those seeking to further develop their abilities in dance. The studio offers an array of offerings and opportunities designed for the whole family with classes ranging from toddler through adult.

Program for autistic children:

- **Impulse Angeles:** This program provides artistic dance movement opportunities for special needs students in Southern Orange County and surrounding areas. It offers different types of dance style, includes ballet, jazz, tap and hip hop.

Location: 27101 Aliso Creek Rd. #106, Aliso Viejo, CA 92656

Contact: (949) 831 8589
info@impulsedanceoc.com
<https://www.impulsedanceoc.com>

Infinite Flow Dance, 2015, California, 501(c)(3) non-profit organization

Founder: Marisa Hamamoto

Mission: To build a world class inclusive dance company that leads a global social movement for inclusion. To empower people of all abilities to #BeINFINITE through dance & human connection.

Program for autistic children:

- **Infinite Flow Kids** (ages 6 and up): “Dance styles currently learned are ballroom and hip hop. Members of Infinite Flow Kids also engage in leadership activities, such as public speaking and emceeing, and they are also given the opportunity to propose their own Infinite Flow projects, which have included fundraisers and choreographing their own dance.”

Location: 14622 Ventura Blvd, #102-373, Sherman Oaks, CA 91403

Contact: (949) 267 875
InfiniteFlowDance@gmail.com
<http://www.infiniteflowdance.org>

InnerDancer Performing Arts, California, 501(c)(3) non-profit inclusive performing arts organization

Founder: Tom & Caroline Bossmeyer

Mission: Inherent within InnerDancers person-centered dance movement best practices is the emphasis on transforming the social and therapeutic options available to the person, family and community.

- **Workshop for autistic children:** Dance for Teens & Adults with Special Needs

Location: INNER DANCER PERFORMING ARTS, 8975 Lawrence Welk Drive # 13,
Escondido, CA. 92026

Contact: caroline@innerdancers.org
<http://www.innerdancers.org/home.html>

Luna Dance Institute, 1992, California, nationally-acclaimed dance education organization

Founder: Patricia Reedy

Mission: Luna Dance Institute aims to bring creativity, equity and community to every child’s life through the art of dance.

Workshop for autistic children:

- **Studio Lab** (ages 5-17): It is a course of study to develop as choreographers — dance-makers with a keen sense of their own bodies moving in space.

Location: 605 Addison Street, Berkeley, CA 94710

Contact: (510) 883 1118
Fax- (510) 883 1120
<http://lunadanceinstitute.org>

MAGIC Dance Art Company, California, non-profit organization

Founder: Chelsea Sioxson, Eidref Laxa

Mission: MAGIC Dance Art Company is committed to using creative expression to enhance child development in young children with special needs.

Workshop for autistic children:

- **MAGIC Movement** (ages 3-8): The workshop address beginning gymnastics skills and creative movement through the sensory-friendly use of music, visuals, and imaginative prompts for children with all abilities.

Location: MAGIC Dance Arts, 1515 Padres Ct, San Jose, CA 95035

Contact: (408) 821 4221

director@magicdancearts.com

<https://www.magicdancearts.com>

Miami Dance Project Studio, 1999, Florida

Founder: Barbara Delgado Acosta

Mission: Miami Dance Project is a youth-based development program designed to mentor children with special needs and young artists through dance, bridging various communities across the social and economic landscape.

Workshop for autistic children:

- **Autism Movement Therapy Workshop**

Location: Miami Dance Project, 6840 SW 81ST Terrace, Miami, FL 33143

Contact: (305) 595 1115

info@miamidanceprojet.com

<https://www.miamidanceproject.com>

Rhythm Works, California

Founder: Tricia Gomez

Mission: To help those with individual learning differences and other special needs.

Program for autistic children:

- **Rhythm & Dance Program:** Based on the *Hip Hop Made Easy Program* (currently offered in 2000+ schools & dance studios worldwide) their RWID classes use rhythm and hip hop dance to assist in achieving goals across the 5 developmental domains.

Location: 615 S. Catalina Ave, Suite 314, Redondo Beach, CA 90277

Contact: (310) 755 4973

Fax- (310) 793 2623

admin@rhythmsid.com

<https://rhythmworksid.com>

Utah Dance Artists Company (UDA), 2001, Utah

Founder: Brooke Maxwell

Mission: Utah Dance Artists Company develops confidence, artistry and technique in dancers.

Workshop for autistic children:

- **Darby's Dancers Special Needs Class** (ages 7-12) (ages 12-18)

Location: 11021 S. Redwood Rd, South Jordan, UT 84095

Contact: (801) 562 0913

info@utahdanceartists.com

<http://www.utahdanceartists.com/index.html>

QC Dance, 1970, Minnesota

Mission: To offer a friendly family environment and a place to learn about responsibility, discipline, work ethic and the development of self-esteem.

Program for autistic children:

- **Darby's Dancers:** "Darby's Dancers provides a fun and encouraging activity for special needs children to strengthen muscles, increase coordination, build confidence and form life long friendships." Each dancer is paired with a volunteer coach and will take class once a week. There is no charge to dancer/families for the classes. All fees are fundraised by the studio.

Location: 9967 Ulysses St NE, Blaine, MN 55434

Contact: (763) 754 4094

info@qcdance.com

<http://www.qcdance.com>

2.2.2 Eastern United States

Boston Ballet, 1963, Massachusetts

Founder: E. Virginia Williams

Mission: Boston Ballet aims to inspire artistry and athleticism set to sweeping scores

Program for autistic children:

- **Adaptive Dance Program** (ages 2 and up): It offers "transformative movement instruction for individuals with disabilities, it shares love of dance and help people develop their skills in movement, musicality, and creative expression.
- **Specialized classes for individuals with Autism Spectrum Disorders** (ages 5 and up): Classes located in Boston and Newton (Saturday).
- **Inclusive classes for individuals of all abilities and needs** (ages 5 and up): Class located in the North Shore (Tuesday) and Newton (Saturday).

Location: 19 Clarendon St, Boston, MA 02116

Contact: (617) 456 6333

<https://www.bostonballet.org/home.aspx>

Todd Rosenlieb Dance Company, Virginia, 501(c)(3) non-profit organization

Founder: Todd Rosenlieb

Mission: To create remarkable, affordable dance experiences for children and adults of varying ages and abilities.

Class for autistic children:

- **Movin' and Groovin' with ASD** (age 5 and up): classes integrate ballet and modern dance concepts, to help children with ASD to find meaningful movement expression.

Location: At TCC Roper Performing Arts Center, 325 Granby St, Norfolk, VA 23510

Contact: (757) 626 3262

frontdesk@trdance.org

<http://www.trdance.org/#up>

Dancing Dreams, New York, 501(c)3 non-profit organization

Founder: Joann Ferrara, PT

Mission: to provide dance classes and performance opportunities for children ages 3-21 with medical or physical challenges, to enhance leadership skills and self-esteem of teens ages 13-18 and to provide community outreach and education in the area of disability awareness and tolerance.

Programs for autistic children:

- **Adaptive Dance Class (ages 3-21):** “Dancers are exposed to ballet, tap, jazz and hip hop dance styles. Every dancer is assigned a high school ‘Helper’- a volunteer who assists the dancer during classes and performances. There is at least one on stage performance each year.”

Location: 23-91 Bell Blvd LL2C, Bayside, NY 11360

Contact: (516) 619 8704

info@dancingdreams.org

<http://dancingdreams.org/home>

Hubbard Street Dance Chicago Company, 1977, Chicago

Founder: Lou Conte

Mission: Hubbard Street Dance Chicago brings artists, art, and audiences together to enrich, engage, educate, and change lives through the experience of dance.

Project for autistic children:

- **The Autism Project (TAP)** (age 5-8) (age 9-14): This project is developed collaboratively with the Resource Center for Autism and Developmental Delays at the University of Illinois at Chicago (RCADD), “uses dance-specific visual supports to ensure success for all students. Students explore dance technique and the choreographic process using developmentally appropriate methods, supported by a 1:1 teacher/student ratio if needed”.

Location: 1147 W. Jackson Blvd, Chicago, IL 60607

Contact: (312) 850 9744

info@hubbardstreetdance.com

<https://www.hubbardstreetdance.com>

Kidz in Step, 2004, Georgia

Founder: Jennifer Andrews-Smith

Mission: To offer one of the most complete dance instruction programs East of Atlanta and work with students of all ages and abilities.

Program for autistic children:

- **Rhythm Works Integrative Program:** The program focus on physical movement education, within the dance, it helps the dancers with the control obesity, promote activeness, increase a child's self-image and social skills, and increase motivation. The physical activity along with support, rewards, and interaction can, among other benefits, be very helpful to these children and their families.

Location: 6221 HWY 278 NW #125, Covington, GA 30014

Contact: (770) 385 3320

KidzInStepFrontDesk@gmail.com

<http://www.kidzinstep.com/home.html>

Mark Morris Dance Group (MMDG), 1980, New York

Founder: Mark Morris, artistic director and choreographer

Mission: Within the live music and community engagement, Mark Morris Dance Group provides educational opportunities in dance and music to people of all ages and abilities.

Workshops for autistic children:

- **Dance Fundamentals A** (ages 6-10): “It explores movement concepts, develops dance skills, and give children an opportunity to learn simple, developmentally-appropriate choreography.”
- **Dance Fundamentals B** (ages 11 and up): “It develops creativity through the study of basic techniques, improvisation, and imaginative dance while encouraging musicality, dynamics, and artistic expression.”

Location: Mark Morris Dance Center, 3 Lafayette Avenue, Brooklyn, New York 11217

Contact: (718) 624 8400

info@mmdg.org

Fax- (718) 624 8900

<https://markmorrisdancegroup.org>

Misty’s Dance Unlimited (MDU), Wisconsin

Founder: Misty Lown

Mission: To offer dance class for everyone, from children’s first class to their graduation performance, MDU is More Than Just Great Dancing, aims to help young people developing important life skills, building confidence and sharing their talents with the community.

Program for autistic children:

- **Darby’s Dancers:** The program provides an opportunity for children with special needs to participate in the performing arts through dance education. Darby’s Dancers learn all types of dance in a fun, encouraging atmosphere, classes are taught by volunteer dance instructors and take place in donated studio space.

Location: 980 12th Avenue, South, Onalaska, Wisconsin 54650

Contact: (608) 779 4642

mistysdance@gmail.com

<http://mistysdance.com>

Pittsburgh Ballet Theatre, 1969, Pennsylvania

Founder: Loti Falk, Nicolas Petrov

Mission: To be Pittsburgh’s source and ambassador for extraordinary ballet experiences that give life to the classical tradition, nurture new ideas and, above all, inspire.

Class for autistic children:

- **Adaptive Dance Class:** This adaptive dance class is themed around classic story ballets, it emphasis creative movement principles and modified ballet technique in a welcoming and structured studio environment, Live music/percussion accompanies each class. Caregivers may observe and/or participate in classes.

Location: 2900 Liberty Avenue, Pittsburgh, PA 15201-1500

Contact: (412) 281 0360

Fax-(412) 281 9901

<https://www.pbt.org>

Sonia Plumb Dance Company, Connecticut

Founder: Sonia Plumb

Mission: Enriching, educating, and connecting diverse audiences through innovative modern dance.

Workshops for autistic children:

- **Turning the Triangle: Geometry and Dance** (grades 3, 4, and 5): “It focuses on the conceptual understanding of geometry by applying the concepts to the body in motion. With the assistance of a giant protractor, students physically interpret angles and triangles, and discover that they can move through space by turning, jumping or walking in the shape they have formed.”
- **Water Wonder** (pK-8): Workshop begins with a group discussion about water-themed topics; students are then taken through a physical warm-up, followed by an exploration of movement that’s related to the theme of water; Classes are then broken into small groups to create dances based on their discoveries.
- **Waves: Sound and Light** (Grades 1-4): Workshop explores the science behind sound and light, students learn about vibration, how sound travels through some objects, how light can be opaque, translucent or refracted. Creative work is developed based on age-appropriate stories, students use movement and text to create a piece that is enhanced by their choice of music and lighting.

Location: 151 Woodrow St, West Hartford, CT 06107

Contact: (860) 508 9082

<https://www.soniaplumbdance.org>

The Dance Foundation, 1975, Alabama, non-profit dance education organization

Founder: Jennie Robertson, Virginia Samford Donovan, and Mary Conyers Cooper

Mission: To teach the art of dance to all, inspiring creativity and confidence.

Classes for autistic children:

- **Dance for Students with special Needs** (3rd -12th grades): This class provides a creative environment for having fun, improving gross motor skills, building strength and coordination, students learn the fundamentals of dance in a supportive and relaxed environment.
- **Ballet for Students with Special Needs** (4yr. old- 2nd grade): “This class incorporates and highlights elements of ballet through a creative movement approach. Students with mixed abilities will be able to use ballet to develop strength and muscle tone, access creativity, and increase body-control.”

Location: 1715 27th Court South, Homewood, AL 35209

Contact: (205) 870 0073

<http://www.thedancefoundation.org>

2.2.3 Southern United States

Kennedy Dance Theatre (KDT), 1973, Texas

Founder: Mary Lee Kennedy

Mission: Provides dance classes with a high standard of technique, style and performance. By instilling a love of dance and encouraging our students to be the best they can be we “Dance Hard and Dream Big!”

Class for autistic children:

- **Special Needs Classes** (ages 6 and up): These classes include technique and performance in Tap, Hip Hop, Gymnastics, & Musical Theatre. These Special Needs classes perform at KDT's annual Recital held each year.

Location: 1001 Pineloch Drive, Suite 100, Houston, Texas 77062

Contact: (281) 480 8441

<http://www.kennedydance.com>

2.2.4 Great Britain

Amici Dance Theatre Company (AMICI), 1980, London

Founder: Wolfgang Stange

Mission: To challenge conventional attitudes about disability and the arts.

Workshop for autistic children:

- **Young Amici** (ages 11-25): "Young Amici is for a chance to meet new people, take part and experience dance through Amici's unique improvisation techniques and discover the Magic of Amici."

Location: C/O Turtle Key Arts, Lyric Hammersmith, Lyric Square, King Street
London W6 0QL

Contact: 020 8964 5060

amici@turtlekeyarts.org.uk

<https://amicidance.org>

Anjali Dance Company, 1995, Banbury, charity organization

Founder: Nicole Thomson

Mission: Anjali Dance Company enables people with learning disabilities to achieve excellence, provides positive role models and encourages the integration and inclusion of people with learning disabilities in the Arts and in society.

Workshop for autistic children:

- **Youth Anjali** (ages 13-24): "Young Anjali is open to people with learning disabilities aged between 13 and 24 who want to learn to dance and perform alongside their friends."

Location: The Mill Art Centre/Mill Cottage/Spiceball Park, Banbury OX16 5QE

Contact: 01295 251909

info@anjali.co.uk

<http://www.anjali.co.uk>

Ballet For All Kids, 2008, California, non-profit dance studio

Founder: Bonnie Schlachte,

Mission: To provide a classical ballet education to all children regardless of their abilities or disabilities.

Workshop for autistic children:

- **Therapeutic Ballet:** Using *The Schlachte Method* which is a certified curriculum developed to accommodate all learning styles, body types, and abilities, to provide a classical ballet education to all children regardless of their abilities or disabilities.

Contact: Los Angeles- (805) 524 5503, info@balletforallkids.com

New York- (818) 926 2279, rebecca@balletforallkids.com
Chicago- (757) 439 2823, Christina@balletforallkids.com

<https://www.balletforallkids.com>

Blossom Sisters Dance & Performing Arts, New Jersey, 501(c)3 non-profit organization

Founder: Shatanya & Shama

Mission: To provide professional dance art enrichment and mentoring programs to at-risk youth to encourage them to become healthy, creative, and responsible adults.

Program for autistic children:

- **Dancing in the Light Intervention Program:** It uses *Dancing in the Light* as an intervention to help with child development while promoting effective coping through creative play and self-expression. Its team uses creative art therapy, music, drama, and dance/movement incorporating creativity through dance expression.

Location: 685 Main Street, Hackensack, NJ 07601

Contact: (201) 343 7149
info@blossomsistersdance.org

<https://www.blossomsistersdance.org>

Candoco Dance Company, 1991, London

Founder: Celeste Dandeker-Arnold OBE, Adam Benjamin

Mission: To provide new ways into dance and help dancers to change and reimagine perceptions of ability.

Workshop for autistic children:

- **Candoco2 Youth Dance Performance (ages 13-25):** Weekly class for disabled and non-disabled dancers, class encourages individual creativity and provides an opportunity to work with other young dancers, learn contemporary technique and create high quality work.

Location: 2T Leroy House, 436 Essex Road, London N1 3QP

Contact: +44 020 7704 6845
info@cadoco.co.uk

<http://www.candoco.co.uk>

Flamingo Chicks Dance Company, 2013, Bristol

Founder: Katie Sparkes

Mission: to provide an inclusive community giving children with disabilities and illnesses the opportunity to enjoy ballet alongside their friends.

Classes for autistic children:

- **Community Dance Classes- Autism Term (ages 2-6/ ages 6-12):** It offers classic ballet education.
- **Hatching Chicks- Autism Term (mum & baby sling ballet):** It provides a safe and fun space for small children to know and learn ballet with friends and families.

Location: Bradbury Hall, Waterford Rd, Henleaze, Bristol BS9

Contact: 0796 808 11 52
hello@flamingochicks.co.uk

<http://www.flamingochicks.co.uk>

DanzArt Studio Zagreb, Croatia

Founder: Irene Kuzatko

Mission: To make ballet and ballet-based training programs an accessible, inclusive, nurturing, and enjoyable activity to all those willing to discover the beauty and benefits of this form of art, regardless of the skills, physical or intellectual disabilities, appearance, age or sex.

Workshop for autistic children:

- **Adaptive Ballet for Children and Youngsters with Special Needs:** “This program is tailored to assist children with special needs to learn the technique and discipline of ballet and reap its many benefits, using *The Schlachte Method*TM.”

Location: Ul. Pavla Hatza 12, 10000 Zagreb, Croatia

Contact: +385 091 2777 267

danzart.hr@gmail.com

<http://danzart-zg.com/english.html>

Embody Dance, 2009, Warwickshire

Founder: Emma Bright

Mission: To empower children and adults of ALL abilities including those with disabilities to engage in dance.

Workshop for autistic children:

- **Tiger Feet Kids (ages 2-18):** “Tiger Feet gives any child with a disability the opportunity to enjoy dance as a hobby. Classes guide children through specially constructed routines using many exciting props that fire their imagination and creativity.”

Location: Pavilion, Ansley Road, CV10 8LT Nuneaton, UK

Contact: +44 7533 916231

<http://embodydance.co.uk>

Magpie Dance, 1985, Bromley

Founder: Avril Hitman BEM

Mission: To enable people with learning disabilities to reach their full personal, social and artistic potential through dance

Programs for autistic children:

- **Mapie Dance’s Minis (MM) (ages 4-7):** It is a fun dance session for children with learning disabilities aged 4-7 years who take part with a parent/carer.
- **Mapie Dance’s Juniors (MJ) (ages 8-15):** This program aims to enable young people aged 8-15 with learning disabilities, to explore creative movement and related arts in a supportive, safe and stimulating atmosphere.
- **Mapie Dance’s Easter and Summer Schools (ages 8-25):** Creative dance sessions for young people with learning disabilities.

Location: The Churchill Theatre, High Street, Bromley BR1 1HA

Contact: 020 8290 6633

admin@magpiedance.org.uk

<http://www.magpiedance.org.uk>

2.3 Books

Book Title: A Chance to Dance – Singing in the Rain Coloring Book

Searched from the official website of A Chance to Dance company, available on Amazon Book

Authors: Tammi Keen, Kimberly Smith

Publisher: CreateSpace Independent Publishing Platform, 2017

Length: 26 pages

Introduction: This coloring and activity book features the illustrations of Jason Cheeseman-Meyer from the children's book, *A Chance to Dance: Singing in the Rain*. It follows the story of how the class began, through the eyes of Reagan, an eight-year-old girl with autism who just wants to be able to feel safe and happy being herself and dancing.

Book Title: A Chance to Dance: Singing in the Rain

Searched from the official website of A Chance to Dance company, available on Amazon

Authors: Tammi Keen, Todd Civin

Contributor: Kimberly Smith

Publisher: CreateSpace Independent Publishing Platform, 2017

Length: 64 pages

Introduction: “The book follows the story of an eight-year-old girl Reagan with autism who just wants to be free to be herself and dance in a place where she feels safe and happy. Based on the true story of the North Carolina dancers who are showing the world that they are not limited by their diagnoses”.

Book Title: Autism Movement Therapy® Method: Waking up the Brain!

Lara, Joanne, and Keri Bowers. *Autism Movement Therapy Method: Waking up the Brain!* Jessica Kingsley Publishers, 2016.

Searched from: Amazon Book

Introduction: “A practical guide to the innovative Autism Movement Therapy ® (AMT) approach - structured movement and music classes designed to stimulate the brain, aid sensory processing and decrease problem behaviors in children with autism spectrum disorders.” “The book breaks down the components of the typical 45 minutes’ session, from circle games to story dances, and explains how the reader can create their own AMT program.”

Book Title: Compiling the Evidence for Dance/Movement Therapy with Children with Autism Spectrum Disorders: A Content Analysis

Merna, Michelle. *Compiling the Evidence for Dance/Movement Therapy with Children with Autism Spectrum Disorders: a Content Analysis*. 2010.

Searched from: Google Book, no detailed information

Book Title: Dance as a Vehicle for Expression in Children with Autism Spectrum Disorder: Discovering Personal Expression for Their Creative, physical Being

Finlayson, Kelsey. *Dance as a Vehicle for Expression in Children with Autism Spectrum Disorder: Discovering Personal Expression for Their Creative, physical Being*.

Searched from: Google Book

Introduction: “This study intended to provide people diagnosed with autism spectrum disorder a creative outlet to experience dance and other art forms as a way of expressing themselves.” “The

study was conducted over a seven-week period, which included 13, 30-minute movement sessions held biweekly along with interviews, discussions, surveys, and journaling.”

Book Title: Dance-movement Therapy with Applied Behavior Analysis for Children with Autism: A Valuable Combination

Kohler, Amy Orfield. *Dance-Movement Therapy with Applied Behavior Analysis for Children with Autism: a Valuable Combination*. 1999.

Searched from: Google Book, no detailed information

Book Title: The Art and Science of Dance/Movement Therapy: Life is Dance

Chaiklin, Sharon, and Hilda. Wengrower. *The Art and Science of Dance/Movement Therapy: Life Is Dance*. Routledge, Taylor & Francis Group, 2009.

Searched from: CSUN library

Introduction: This book offers both a broad understanding and an in-depth view of how and where dance therapy can be used to produce change. “The chapters go beyond the basics that characterize much of the literature on dance/movement therapy, and each of the topics covered offers a theoretical perspective followed by case studies that emphasize the techniques used in the varied settings.”

Book Title: The Dancing Dialogue: Using the Communicative Power of Movement with Young Children

Tortora, Suzi. *The Dancing Dialogue: Using the Communicative Power of Movement with Young Children*. Paul H. Brookes Pub., 2006.

Searched from: CSUN library

Introduction: “This book shows early childhood professionals how to assess the behavior and movement of children with a wide range of issues -- and use what they learn to develop appropriate interventions. Designed for use with children from birth to 7 years of age, and equally effective for those with and without special needs”.

Book Title: Understanding Controversial Therapies for Children with Autism, Attention Deficit Disorder, and Other Learning Disabilities: a Guide to Complementary and Alternative Medicine

Kurtz, Lisa A. *Understanding Controversial Therapies for Children with Autism, Attention Deficit Disorder, and Other Learning Disabilities: a Guide to Complementary and Alternative Medicine*. Jessica Kingsley Publishers, 2008.

Searched from: CSUN library

Introduction: This book offers “an overview of complementary and alternative therapies, it. Covers a wide variety of mind-body interventions and manipulative techniques. Provides detailed description of what the treatment involves, which professionals will be working with the child, and an explanation of the rationale behind the therapy”.

2.4 Articles

Baniel, Anat. "From Fixing to Connecting: Transform the Life of Your Child With Special Needs." *Natural Solutions*, no. 143, 2012, pp. 55–56.

Baniel, Anat. *Move into Life: the Nine Essentials for Lifelong Vitality*. Harmony Books, 2009.

Baniel, Anat. *Kids beyond Limits: the Anat Baniel Method for Awakening the Brain and Transforming the Life of Your Child with Special Needs*. Perigee Trade, 2012.

Baniel, Anat, and Neil Sharp. "11. Leveraging the Power of the Brain to Change Itself to Transform Clinical Outcomes With Adults and Children With Special Needs With the Anat Baniel Method." *Global Advances in Health and Medicine*, vol. 2, no. Suppl, 2013, pp. Global Advances in Health and Medicine, 2013, Vol.2(Suppl).

"How This Ballet School Is Making a Difference in the Lives of Typical and Special Needs Kids Is Incredible." *Jared Talavera*, 10 Apr. 2016, jaredtalavera.wordpress.com/page/2/.

Koch, Sabine C., et al. "Fixing the Mirrors: A Feasibility Study of the Effects of Dance Movement Therapy on Young Adults with Autism Spectrum Disorder." *Autism: The International Journal of Research and Practice*, vol. 19, no. 3, 2015, pp. 338–350.

Lara, Joanne C. *Environmental Toxins as an Etiological Factor in Autism*. 2006.

Lara, Joanne. "Want to Help? Employ the Autistic." *San Fernando Valley Business Journal*, vol. 22, no. 10, 2017, p. 49.

Loman, Susan, et al. "Magical Moments in Movement: Antioch University New England Dance/Movement Therapy and Counseling Students Quest in the Real World." *American Journal of Dance Therapy*, vol. 31, no. 2, 2009, pp. 159–169.

Mary, M. "Moving on the Spectrum: Dance/Movement Therapy as a Potential Early Intervention Tool for Children with Autism Spectrum Disorders." *The Arts in Psychotherapy*, vol. 41, no. 5, 2014, pp. 545–553.

Merna, Michelle. *Compiling the Evidence for Dance/Movement Therapy with Children with Autism Spectrum Disorders: a Content Analysis*. 2010.

"Move into Life: The Nine Essentials for Lifelong Vitality with the Anat Baniel Method." *Publishers Weekly*, vol. 256, no. 9, 2009, p. 56.

"Neurology; Studies from Naropa University in the Area of Autism Reported (Moving on the Spectrum: Dance/Movement Therapy as a Potential Early Intervention Tool for Children with Autism Spectrum Disorders)." *Psychology & Psychiatry Journal*, 7 Feb. 2015, p. 440.

Porter, Katherine Ann, "Dance/Movement Therapy and Autism: A Case Study" (2012). Creative Arts Therapies Theses. Paper 33.

Scharoun, S. "Dance/Movement Therapy as an Intervention for Children with Autism Spectrum Disorders." *American Journal of Dance Therapy*, vol. 36, no. 2, 2014, pp. 209–228.

Teo, Jane, and Ong Hoon. "Dance and Movement as Therapy for Children with Autism Spectrum Disorders (ASD)." *Assistive Technologies for Physical and Cognitive Disabilities*, 2015, pp. 250–261.

Tchoupakov, Anya. "The Therapeutic Art of Ballet for All Kids." *Creators*, VICE, 1 Nov. 2015, creators.vice.com/en_us/article/53wjpa/the-therapeutic-art-of-ballet-for-all-kids.

Chapter 3: Music Workshop for Children and Youth with Autism

3.1 Approaches of practice

Neurologic Music Therapy (NMT)

Neurologic Music Therapy was developed by the Academy of Neurologic Music Therapy in Fort Collins, Colorado, the first certification program of NMT was held in 1999.

http://www.mtforautism.com/Services.html#anchor_120

NMT is an advanced level of music therapy based on scientific research of music and its effect on the brain. NMT is used to treat neurologically-based conditions, such as autism. The three major areas addressed through NMT are:

- Speech and Language Skills
- Cognition
- Sensorimotor Skills

NMT techniques are used in all of their sessions. Specific techniques they commonly use include:

- Developmental Speech and Language training through Music (DSLTM)
- Rhythmic Speech Cuing (RSC)
- Musical Attention Control Training (MACT)
- Musical Executive Function Training (MEFT)

Musicreative

Created by Kana Kamitsubo in 2008

Kana Kamitsubo-Markovic: Founder and Director of Hug Music Company, Pianist, Music Therapist

Website: Hug Music: <http://www.hugmusicny.com>

“Musicreative is a music therapy method which combines music therapy and music education and enables children with learning disabilities learn music. It focuses on improving both musical skills and vital life skills. It has been found effective especially with those children with learning difficulties including autism spectrum disorder (ASD) and attention deficit. The emphasis is placed on customizing the contents of the session, including providing a step-by-step approach and a multi-sensory approach. Because of the unique abilities and difficulties of children with special needs, the instructional steps provided in traditional music lessons are not easy for them to follow, thus, it is important to break each step up into smaller steps. Each step must be designed to enable the child to succeed. Along with those steps, providing a multi-sensory approach is important.”

Voice Together(VT) –VOICSS™

Founded by Yasmine White in 2007

Yasmine White: Founder and CEO of Voice Together organization, board certified music therapist.

Voice Together website: <http://voicestogether.net>

Bass Connection Voice Together Project website: <https://sites.duke.edu/voicestogether/>

“Voices Together is the leading provider of music therapy services in North Carolina. Voices Together is a music-based educational and therapeutic program, which offer specialized therapeutic techniques and music support for children, teens and adults with a range of needs including sensory processing disorder, Autism Spectrum Disorder, developmental and intellectual disabilities, Down Syndrome, Cerebral Palsy, and learning disabilities.”

Voice Together has been collaborating with Bass Connection research team from Duke University since 2013.

2014-2015

Voices Together: Music Therapy and Autism in Elementary Schools

“A Bass Connection Pilot Project lead by Dr. Geraldine Dawson as Principal Investigator studied the efficacy of Voices Together in Education program in public school special education classrooms”.

2015-2016

Voices Together: Music Therapy and Autism in Elementary Schools

“Examining a music-based therapy for children with Autism and other Developmental Disabilities is the second research initiative in collaboration with Duke University’s Bass Connections”.

2017 – 2018 School Partners:

Alamance-Burlington Schools

Durham Public Schools

Orange County Schools

Voyager Academy, Durham, NC

Wake County Public Schools

Youtube Videos:

Video of a talk on Bass Connections Project Voices Together: Music Therapy and Autism in Elementary Schools by Duke University students Larry Lee and Kate Branch at the EHDx Talks on April 19, 2017

Video is posted by Bass Connection on May 10, 2017

<https://www.youtube.com/watch?v=seQZiS65mtw>

3.2 Music Workshop/Program/Project

3.2.1 Western United States

Autism Fun Bay Area (AFBA), 2010, California, non-profit 501(c)3 organization

Founder: Stephen Prutsman, Sigrid Van Bladel

Mission: AFBA aims to enhance the quality of life for families and individuals affected by autism and related disabilities through music.

Workshops:

- **Hearts in Harmony String Instrument Program:** “It is a string instrument program for families with autism, in which children learn to play the violin, viola or cello in group lessons. Classes are open to any child on the autism spectrum or related disability, and also to parents to learn how to practice with their kiddo and also learn the instrument basics along with the child”.
- **The Drum Circle:** “It is a weekly event for families with and without autism and developmental disabilities, it is an open community space for children and adults with developmental and other disabilities, as well as neurotypical families, friends, and friends-to-be, no experience necessary”.

Location: AFBA, 166 Sussex Street, San Francisco, CA 94131

Contact: info.autismfunbayarea@gmail.com

<http://www.autismfunbayarea.org/about.html>

Oak Hill School, California, non-public school

Mission: Through innovative educational approaches and social-emotional learning, Oak Hill School empowers students on the autism spectrum to realize their full potential.

Program:

- **Music Therapy Program:** “This therapy program collaborates with Bay Area Music Therapy. It is designed to help individuals with autism to develop improve their equal or superior abilities in pitch processing, labeling of emotions in music”.

Location: 300 Sunny Hills Drive #6, San Anselmo, CA 94960

Contact: (415) 457 7601

Fax (415) 457 7620

info@myoakhill.org

<http://www.theoakhillschool.org>

Cincinnati Center for Autism (CCA), 2003, Ohio, non-profit 501(c)(3) organization

Founder: Matt & Susan Brennan

Mission: to offer a variety of programs which address communication, education, social, and behavioral needs of children ASD, to assure that they are able to achieve happy, fulfilling lives.

Programs for autistic children:

- **CCA School Program** (ages 3-21): “The CCA School Program focuses on developing the necessary skills for students with ASD and other related disorders to participate in a less restrictive environment. Educational programs are individualized to meet each student’s needs”.

- **Music Therapy Workshop:** All students enrolled in CCA receive group music therapy. These services are offered on both a one-on-one and small group basis.

Location: 305 Cameron Road, Cincinnati, OH 45246

Contact: (513) 874 6789

Fax (513) 874 6787

info@cincinnati-center-for-autism.com

<http://www.cincinnati-center-for-autism.org>

Coast Music Therapy, 1999, California

Founder: Michelle Lazar

Mission: Coast Music Therapy meets the great need in the San Diego community for a music therapy agency dedicated to the unique needs of youth with autism and developmental disabilities.

Workshop for autistic children:

- **Coast Music Therapy Programs:** They provide adapted music lessons, early intervention music therapy, music recording, DJ lessons and individual music therapy lessons.

Contact: P.O. Box 221016, San Diego, CA 92192

(858) 831 0387

info@coastmusictherapy.com

<http://www.coastmusictherapy.com>

Jim Donovan Music, Pennsylvania

Founder: Jim Donovan M. Ed

Mission: To bring the connective power of music to everyone.

Workshop for autistic children:

- **Drumming & Autism Workshop:** “It is a training program designed to show ASD professionals how to facilitate strategies using music and rhythm with people with ASD, it is designed to meet goals such as: increased attention to task, non-verbal expression, socialization and stress reduction for individuals on the Autism spectrum and other disabilities”.

Contact: Jimdonovandrums@gmail.com

<http://www.jimdonovanmusic.com>

New Jersey Workshop for the Arts, 1972, New Jersey

Founder: Theodore K. Schlosber

Mission: To enrich lives by providing opportunities to develop creative talents and encourage a greater appreciation of the arts through both instruction and performance.

Workshops for autistic children:

- **The Music Connection (ages 6 and up):** “It is an instrumental music program for special needs families. Children whom with neurological, developmental and/ or physical handicaps, will be interviewed and evaluated for admission to study violin, viola, cello, trumpet, piano, clarinet or snare drum with individual family or small group lessons”.

Students must have a music partner who will attend all lessons and assist their child when practicing.

- **Music Therapy Workshop:** It is a new addition to the Music Connection program; a certified music therapist will guide students in developing the skills necessary to succeed in a private instrumental and vocal session.

Location: 150-152 East Broad Street, Westfield, NJ 07090

Contact: (908) 789 9696

<https://www.njworkshopforthearts.com>

Voice Together Project (VT), 2007, North California, 501(c)(3) organization

Founder: Yasmine White

Mission: to empower individuals with developmental disabilities to transform their own lives.

Programs for autistic children:

- **VT School/ Community Group Program**
- **P.E.T.S Vocational Training:** “One Voices Together music therapist will be assigned to each classroom (8-12 students) and will offer a one-hour session once a week. The structured program begins with a written schedule of the program activities for that session. Every session includes a discussion section, problem solving and practice elements with peers”.
- **Little Voices- Early Intervention (ages 3-8/ pre-school/elementary):** “One Voices Together music therapists will be assigned to each classroom and will offer a thirty to forty-five minutes’ session, once a week. Voices Together assumes competency for all children, challenging them to make decisions. The program is structured and interactive with choices for children of all functioning levels”.

Location: 5007 South Park Drive Ste. 230, Durham, NC 27713

Contact: (919) 942 2714

<http://voicestogether.net>

<https://sites.duke.edu/voicestogether/>

Wholesome Harmonies, 2006, Florida

Founder: Amy Kalas Buser

Mission: to provide high quality music therapy services to those in and around Miami, FL.

Workshops for autistic children:

- **Rockin’ and Readin’ (ages 4-6):** It is a free program which designed to allow children of all abilities, including those with special needs, to participate in music therapy activities. These activities target developmental goals and promote literacy through book and song activities.
- **Sing, Speak, & Socialize (ages 4-6/ ages 7-10):** “This workshop provides variety of music therapy activities such as: Social songs, to teach proper social greetings and recognition of emotions, sessions also include multiple opportunities for socialization through group instrument playing; *Book ‘n Songs* may be used to facilitate speech therapy goals; *Movement to Music* with props allows children to work together; instrument playing with maracas, rhythm sticks, xylophone and drums target sustained attention, direction following, and bilateral coordination; academic songs are written to teach specific concepts”.

- **Adapted Music Lesson:** This lesson offers multiple creative adaptations, such as Color-coded notation, simplified or larger notation, extra practice sheets & materials, visual aids, music & movement to teach concepts of beat & rhythm and musical games.

Contact: (305) 349 3680

amy@WHmusictherapy.com

<http://whmusictherapy.com>

The Music Settlement, 1912, Ohio

Founder: Almeda Adams

Mission: to create a community where artistic expression belongs to everyone by serving those who seek personal growth through the arts.

Workshops for autistic children:

- **Arts N Play Music Therapy (early childhood – preschool):** Activities include: play time, snack, circle time, stories, arts & crafts, movement activities, outdoor activities, and music therapy. This program helps children learn how to be a part of a classroom and to accept the differences in others.
- **Music Therapy Friends in Harmony (all ages):** “These music therapy groups allow children and teens with disabilities the chance to make music together, quarterly friends in Harmony groups are led by Board-Certified Music Therapist and include singing, song-writing, playing instruments, listening, moving and more”.
- **Music Therapy Musical Revue (ages 15 and up):** “The program includes singing, dancing, musical games, and warm-ups. Also, the participants are taught music vocabulary, drama skills, and how to be on stage. Each member will have the chance to do a solo in addition to performing with the group. Those new to The Music Settlement need to come to a group assessment/audition before being accepted into the program”.

Location: The Music Settlement at University Circle, 11125 Magnolia Dr, Cleveland, OH 44106

Contact: (216) 4215806

Fax- (216) 231 5005

<https://www.themusicsettlement.org>

The Children’s Guild, 1953, Maryland, non-profit organization

Founder: Matthew Debuskey, Sadie Dashew Ginsberg, Leo Kanner

Mission: Through a process of adult and organizational transformation, to teach children the values and life skills necessary for a successful life, one filled with caring, contribution and commitment, empowering each child with the vision to see, the courage to try and the will to succeed.

Program for autistic children:

- **The Janet and Frank Kelly Autism Center (grades K-12):** Infusion of the arts: art, music and physical education

Location: 410 E. Jeffrey St, Brooklyn, MD 21225

Contact: 4102697600

daviss@childrensguild.org

<http://www.childrensguild.org>

3.2.2 Eastern United States

ASCAP Foundation, 1975, New York, 501(c)(3) charity organization

Founder: Colleen McDonough

Mission: The ASCAP Foundation is dedicated to nurturing the music talent of tomorrow, preserving the legacy of the past and sustaining the creative incentive for today's creators through a variety of educational, professional, and humanitarian programs and activities which serve the entire music community.

Workshop for autistic children and youth:

- **Music Healing Division Program**

Location: One Lincoln Plaza, New York, NY 10023-7142

Contact: (212) 621 8347

Fax- (212) 5953276

ascapfoundation@ascap.com

www.ascapfoundation.org

Daniel's Music Foundation (DMF), 2005, New York

Founder: Daniel, Ken, Nancy and Michael Trush

Goal: use the power of music to create opportunities for acceptance and respect while enriching the lives of individuals both within the community they serve, and the greater community at large.

Classes for autistic children and youth:

- **Fee-based Group Classes** (ages 3 and up): beginning keyboard, singing & performance, instrument exploration.
- **Free Group Classes** (ages 3 and up): Classes run up to nine months a year from September to December, February to May and July. They offer Singing, Drumming and Percussion, Lyric Composition, Keyboard, Guitar, Singing and Dancing, DJ 101 and Band classes.

Location: 1595 Lexington Avenue, 2nd Floor, New York, NY 10029

Contact: (212) 289 8912

info@Danielsmusic.org

<http://www.danielsmusic.org>

Hug Music, New York

Founder: Kana Kamitsubo-Markovic and Sasha Markovic

Mission: nurture the love for music in each student, enjoy the differences of the students and are trained to modify and tailor instruction based on strengths, preferences, needs, and progress.

Workshops for autistic children:

- **Music Therapy Social Skills Group:** "Children with special needs who especially struggle in social environments and have difficulty interacting with others can improve and learn social and communication skills while participating in fun music activities that are carefully designed to address goals in those areas."
- **Music Therapy (HUG for MUSIC SOUL):** It is a fun-based music therapy program designed for children with special needs. Students are invited to actively participate in on-going and spontaneous music making with a board certified music therapist. Students

will be encouraged to sing, play various instruments, and/or even compose their original music.

- **Musicreative:** “It is a unique and original music education method that blends music therapy and music instruction, it has been found effective especially with children with learning difficulties including autism and attention deficit. “Through music activities, teachers discover each child’s innate musical ability and strengthen it. When the child seems to be ready, session content gradually transitions to music instruction and more focus is placed on improving musical skills.”

Location: 112-01 75th Ave. Lower level, Forest Hills, NY 11375

Contact: (718) 487 4309

contact@hugmusicny.com

<http://www.hugmusicny.com>

Piano Plus, 2001, New York

Founder: David and Helene Herman

Mission: To share joy of music, expertise and creative approach with people at every age and stage of life.

Program for autistic children:

- **Adapted Instrument Instruction:** “Individuals of all ages are given the opportunity to explore their preferred music styles and play the songs they love! In adaptive instrument instruction, the teacher uses techniques to meet the special instructional needs of the student and thus facilitate and maximize the student’s mastery of his or her chosen instrument”.

Location: Upper East Side of Manhattan

Contact: (212) 744 8680

info@pianoplusnyc.com

<https://pianoplusnyc.com>

Kathryn Brickell Music, 1985, New York

Mission: to share the joy of music.

Class for autistic children:

- **Special Needs Music Lesson:** This class “helps children and adults with special needs to be creative and express themselves through instrument. Teachers help the special needs student to hold the instrument in a different manner, work on breathing exercises to suit the student and even help with better posture”.

Contact: PO BOX 737, Manhasset, NY 11030

Fax- (718) 347 4370

info@kbsmusiclessons.com

Manhattan: (212) 452-2299, Queens: (718) 521-6948, Brooklyn: (347) 344-5780

Nassau North: (516) 365-5458, Nassau South: (516) 759-6094, Suffolk: (631) 271-1199

<https://music-instruction.com>

3.2.3 Southern United States

Dreams Fulfilled Through Music (DFTM), 2005, Texas, 501(c)(3) non-profit organization

Founder: Kathryn Marie Archuleta, Mary Kathryn Archuleta

Mission: “DFTM is a pioneer in the development of creative teaching for students with all types of challenges. Emphasis is on the use of adaptive methods to meet the individual needs of students with any special need or disability.”

Program for autistic children and youth:

- **Group and Ensemble Instruction:** “Group or Ensemble Instruction and Performance Classes are main-streamed to include children, adults and seniors of different ability levels. Students are given the opportunity to mentor those with differing learning or physical challenges”.
- **Music Therapy Program:** “DFTM provides referral for services of a Board Certified Music Therapist for individuals whose needs require a program in which music is used as the vehicle to support non-musical goals.”
- **ColorSoudation Program:** It is a groundbreaking method of early music instruction based on the association of colors, notes, and tones.

Contact: P.O. Box 40548, San Antonio, TX 78229

(210) 771 5809

Fax- (210) 247 9681

info@dftm.org

<http://dreamsfulfilledthroughmusic.org>

Magical Music for Life Foundation, 1999, Connecticut

Founder: Carter Norton

Mission: to better the lives of children through the impactful and extraordinary power of music.

Workshop for autistic children:

- **Music for Children with Special Needs Program:** “They have created songs for children to help teach social skills, motor skills and various activities of daily living through the music, the music and lyrics of these songs were written with the guidance of speech and music therapists, songs can be downloaded online for free”.

Location: 76 Elm Street, Suite 203, New Canaan, CT 06840

Contact: (203) 966 1781

office@magicalmusic.org

<http://www.magicalmusic.org/index.html>

3.2.4 Great Britain

Music for Autism International Company, UK based internationally focused organization

Founder: Jill Bradford, Christine Cairns

Mission: Music for Autism International brings live classical music via professional musicians to youth in ASD schools in countries/schools outside the UK and US, focused on sustainable music programs. It aimed at building Strategic Partnerships across several countries and across multiple arts organizations.

Workshop:

- **MFAI Program:** “It is a program that brings live classical music via professional musicians to youth in ASD schools in countries/schools outside the UK and US, focused on sustainable music programs. MFAI frequently contributes plastic musical instruments, including local professional musicians to provide such training to ASD youth”.

Contact: jillbradford@musicforautismint.com

<https://www.musicforautisminternational.com>

YAMSEN: SpeciallyMusic, 1979, Leeds

Mission: To provide and promote high quality musical activities and tuition for adults and children with a wide range of additional needs.

Workshops for autistic children:

- **Accord Choirs for Children:** “They learn a variety of songs, some with signs or musical activities. The choirs are invited to participate in concerts throughout the year. In Leeds, One Accord is a choir for KS3 and KS4 students; Young Accord is a choir and music activity group for KS1 and 2. In Wakefield, East Accord is for pupils KS2 and above. There is an emphasis on singing and Makaton signing”.
- **Music Club Workshop:** The club is appropriate for children who have additional learning needs, Pupils explore sounds and props around stories.

Location: c/o ArtForms, Pudsey Civic Hall, Dawson's Corner, Pudsey, Leeds, LS28 5TA

Contact: +44 07931 717460

diane.paterson2@btopenworld.com

<http://www.yamsen.org.uk/index.htm>

Turtle Key Arts, 1989, London

Mission: Turtle Key Arts unlocks creative potential by producing and devising ground-breaking, inclusive art to entertain and inspire. Believing in that art changes lives.

Projects for autistic children:

- **Musical Portraits (ages 10-14):** “It is a free project that takes place over a week in the summer holidays, the participants are encouraged to use the portraits at the National Portrait Gallery as a stimulus to create their own music by an artist from the gallery, the week ends with a live performance for friends and family. The previous participants get the chance to back together and build on their own Musical Portraits Band, it is help over two days in the spring and autumn half terms”.
- **Turtle Opera (ages 10-14):** It is free for all participants; “the project runs between May and July as ten half-day Saturday workshops that culminate in a performance attended by the participants’ family and friends and interested professionals. The workshop leaders lead the series with expertise in drama, music, movement, and visual art.”
- **The Key Club (ages 16-30):** “The club meets once a month, each meeting consists of a two-hour creative arts workshop presented by professional artists, followed by a social break. The members create great art, learn new skills, work together in groups”.

Location: Lyric Hammersmith, Lyric Square, Kings Street, London W6 0QL

Contact: 020 8964 5060

<https://www.turtlekeyarts.org.uk>

Music-Alive, Wiltshire, charity organization

Mission: Music Alive aims to improve access to music for disabled people, to initiate and develop creative music making with disabled and non-disabled people and to support disabled people to achieve more independent, fulfilled and integrated lives.

Programs for autistic children:

- **Summer DrumFest (ages 6-25):** It is a 15- 90 minutes session designed for people with additional needs. Families, friends and supports are invited to play drums together.
- **Drums Circle (ages 9 and up):** It holds by Martin Ranscombe, “a drummer and educator. Martin will help us navigate drums and percussion from around the world in a fun, healthy and great sounding way. Music Alive can provide accessible technology for those needing an alternative to acoustic instruments”.

Location: Music Alive, Room 7, Highworth Community Centre, The Dormers, Highworth, Wiltshire, SN6 7PQ

Contact: +44 01793 770699

admin@music-alive.org.uk

<http://www.music-alive.org.uk/donate-to-music-alive/>

Northamptonshire Music & Performing Arts Trust (NMPAT), 2012, Northampton, charity organization

Mission: to offer a range of enrichment programs for schools and individuals of all ages around the county.

Programs for autistic children:

- **Musical Inclusion Programs:** This program offers musical inclusion activities, which focus on providing access for those living in the most challenging of circumstances and who, may not have the same opportunities as others to take part in high quality music activity.

Location: 125 Kettering Road, Northampton, NN1 4AZ

Contact: 01604 637117

Fax- 01604 603070

office@NMPAT.co.uk

<http://www.nmpat.co.uk/Pages/home.aspx>

Music Space, 1991, Bristol, charity organization

Mission: To use music making to help people communicate and express themselves.

Workshop for autistic children:

- **Global’s Make Some Noise (up to ages 11):** It uses music to help children communicate and express themselves.
- **Music Therapy session for children:** Their therapists aim to build a relationship with each child through music and sounds.

Location: Bealey Road, Bristol, BS3 1QG

Contact: 0117 9531731

<http://musicspace.org>

Music Therapy Works, Worcester, charity organization

Founder: Eleanor Tingle

Mission: To deliver comprehensive and cohesive music therapy and music communication services to individuals, groups and communities in a wide range of challenging circumstances.

Workshop for autistic children:

- **Music Therapy Works' self-development and communication sessions:** The sessions are run by HCPC registered qualified music therapists, the sessions facilitate communication and making choices, for example, deciding which instrument to play or influencing different styles of music.

Location: 5 Deansway, Worcester, WR1 2JG

Contact: 0121 371 9637

mtwchiefexec@gmail.com

<http://www.musictherapyworks.co.uk>

Music House for Children, 1994, London, non-profit organization

Founder: Emma Hutchinson Ma Ltcl Frsa

Mission: To help children to learn, communicate and understand through moving, listening, looking and vocalizing at the core of each approach.

Workshops for autistic children:

- **Music House for Children's Music Template:** "Music House for Children provides a basic template working with 8 modules to nurturing specific musical as well as language/communicative based outcomes. This template provides children with a gentle and inspiring structure that quickly becomes familiar and supportive. The workshop offers experiences in various high quality instrumental and visual resources to engage in learning objectives".
- **Whole Sensory Approach:** Sound making, vocalizing, improvising, composition all form part of a multi-sensory musical adventure. Within whole sensory awakening it helps to build on each child's strengths with respect to the area of need.

Location: 306 Uxbridge Road, London, W12 7LJ

Contact: 020 8932 2652

<https://www.musichouseforchildren.com>

Music Generation Sligo (MGS), 2011, Ireland

Founder: Ireland's National Music Education Program

Mission: MGS delivers an extensive range of long-term music education projects for children and young people under 18 around Sligo County allowing all young people the opportunity to access and engage in high quality music education programs.

Workshop for autistic children:

- **Music Education and Autism**

Contact: Mayo Sligo Leitrim Education & Training Board, Quay Street, Sligo
+353 71 913 8306

RhonaMcGrath@msletb.ie

<http://www.musicgenerationsligo.com>

Key Changes, 2008, England, registered charity- charity number 1124102

Mission: To provide a comprehensive and highly professional music therapy service to help pre-school children and older age people with dementia and others affected by autism, complex learning issues or anxiety, to cope better with life.

Workshop for autistic children:

- **Music Makers:** It is a transition project run collaboratively between Key Changes Music Therapy and Hampshire Music Service.

Location: Winnall Valley Road, Winchester, Hampshire, SO23 0LD

Contact: 01962 842269

Enquiries@keychanges.org

<https://www.keychanges.org>

3.2.5 Canada

ADD Music Wellness, Canada

Founder: Amy Di Nino

Mission: ADD Music Wellness to your life. Add value to who you are.

Programs for autistic children:

- **We Sing We Grow** (ages 0-2/ ages 3-5): It is a research-based program, “this early childhood music & movement program uses developmentally appropriate curriculum that encourages and facilitates parent/caregiver involvement, with a specialization in post-partum depression”.
- **Feel the Sound** (all ages): This workshop is currently offering instruction in piano, drums, voice, guitar, saxophone, and theory. “Lessons incorporate practical (playing), written (theory), ear training, sight reading, and improvisation components”.
- **Hear. Here** (all ages): This distinctive and supportive program bring together music therapy with contemporary grief/loss theories and palliative care. It offers individual sessions and group/family sessions.

Contact: (905) 466 3774

amy@addmusicwellness.com

<http://www.addmusicwellness.com>

Axon Music Therapy Studio, Canada

Founder: Janel Morphy

Mission: to use music, instruments and interventions to work towards musical and non-musical goals within a treatment setting and timeline that benefits the client's health and well-being.

Workshops for autistic children and youth:

- **Music Therapy Workshops:** It offers individual sessions and group sessions, students get chances to know music therapy, learn the instruments skills and share their experiences.

Location: 82 Rife Ave, Cambridge, ON N3C 2G7

Contact: (519) 841 4982

janel@axonmusictherapy.com

<https://www.axonmusictherapy.com/home.html>

3.3 Books

Book Title: Developmental Speech-Language Training through Music for Children with Autism Spectrum Disorders: Theory and Clinical Application

Lim, Hayoung A., and Karen E. Miller. *Developmental Speech-Language Training through Music for Children with Autism Spectrum Disorders: Theory and Clinical Application*. Jessica Kingsley, 2012.

Searched from: CSUN library

Introduction: “This is a comprehensive guide to Dr. Hayoung Lim's highly effective approach of using music in speech-language training for children ASD.”

Book Title: Early Childhood Music Therapy and Autism Spectrum Disorders: Developing Potential in Young Children and their Families

Kern, Petra, and Marcia Humpal. *Early Childhood Music Therapy and Autism Spectrum Disorders: Developing Potential in Young Children and Their Families*. Jessica Kingsley Publishers, 2012.

Searched from: Google Book

Introduction: This book includes an overview of recent developments in ASD and effective music therapy interventions based on ASD-specific approaches, instructional strategies and techniques. Experts share “knowledge and practical applications that will give music therapists, students, professionals, educators, families and anyone interested in working with young children with ASD, a detailed understanding of the implementation and range of music therapy practices that can benefit these children and their families”.

Book Title: Group Interventions for Children with Autism Spectrum Disorders: A Focus on Social Competency and Social Skills

Cotugno, Albert J. *Group Interventions for Children with Autism Spectrum Disorders: a Focus on Social Competency and Social Skills*. Jessica Kingsley Publishers, 2009.

Searched from: Google Book

Introduction: “This book considers the theoretical and practical implications of developing and implementing peer-based, group-focused therapeutic approaches with children on the autism spectrum”, Author describes the theoretical underpinnings of an intervention model based on cognitive developmental principles, and explains why a group approach is best suited to address and remediate an ASD child's social deficiencies.

Book Title: Handbook of Neurologic Music Therapy

Thaut, Michael, and Volker Hoemberg. *Handbook of Neurologic Music Therapy*. Oxford University Press, 2016.

Searched from: Google Book

Introduction: “The Handbook of Neurologic Music Therapy is a comprehensive landmark text presenting a new and revolutionary model of music in rehabilitation, therapy and medicine that is scientifically validated and clinically tested. Each of the 20 clinical techniques is described in detail with specific exercises, richly illustrated and with pertinent background information regarding research and clinical diagnoses.”

Book Title: Interactive Music Therapy – A Positive Approach: Music Therapy at a Child Development Centre

Oldfield, Amelia. *Interactive Music Therapy: a Positive Approach: Music Therapy at a Child Development Centre*. 1st American pbk. ed., Jessica Kingsley Publishers, 2006.

Searched from: CSUN library

Introduction: The author explains how her approach to music therapy sessions establishes a constructive musical dialogue with children that emphasises positive experiences - these establish trust and allow feelings to be expressed through music.

Book Title: Let's All Listen: Songs for Group Work in Setting that include Students with Learning Difficulties and Autism

Lloyd, Pat. *Let's All Listen: Songs for Group Work in Settings That Include Students with Learning Difficulties and Autism*. Jessica Kingsley, 2007.

Searched from: CSUN library

Introduction: Pat Lloyd brings together 46 songs composed or adapted for use with children with communication problems. The author provides suggestions for how each song can be used and developed to encourage communication and social interaction.

Book Title: Music, Language and Autism: Exceptional Strategy for Exceptional Mind

Ockelford, Adam, and Francesca. Happe. *Music, Language and Autism: Exceptional Strategies for Exceptional Minds*. Jessica Kingsley Publishers, 2013.

Searched from: CSUN library

Introduction: "This book explains how music and language 'work' as systems of communication, and why music holds such a fascination for many young people on the autism spectrum. There are strategies for showing how music can be used to support language development and even substitute for verbal communication. "

Book Title: Music Therapy: Another Path to learning and Communication for Children on the Autism Spectrum

Brunk, Betsey King. *Music Therapy: Another Path to Learning and Communication for Children on the Autism Spectrum*. Future Horizons, 2009.

Searched from: Google Book

Introduction: This book explains how to use the many elements of music to foster communication, it introduces nine therapeutic characteristics of music, each chapter contains example from writer's clinical experiences and sample strategies for reader to use in teaching, therapy and parenting.

Book Title: Music for Special Kids: Musical Activities, Songs, Instruments and Resources

Ott, Pamela. *Music for Special Kids: Musical Activities, Songs, Instruments and Resources*. Jessica Kingsley Publishers, 2011.

Searched from: CSUN library

Introduction: "This activity book shows how music can be an enjoyable way to enhance the development of children with special needs. Packed with inspiring tips, activities and song ideas, this resource will have everybody singing, clapping and playing along!"

Book Title: Music Therapy Handbook

Wheeler, Barbara L. *Music Therapy Handbook*. 2015.

Searched from: CSUN library

Introduction: “This book is a comprehensive overview of music therapy, from basic concepts to emerging clinical approaches. Experts review psychodynamic, humanistic, cognitive-behavioral, and developmental foundations and describe major techniques, topics include autism spectrum disorder, school interventions, brain injury, and trauma”. (Chapter 23: Music Therapy for children with Autism Spectrum Disorder, by John A. Carpenete, A. Blythe LaGasse)

Book Title: Music Therapy, Sensory Integration and the Autistic Child

Berger, Dorita S. *Music Therapy, Sensory Integration, and the Autistic Child*. Jessica Kingsley, 2002.

Searched from: CSUN library

Introduction: This book furthers the case for the use of music therapy as a resource to encourage behavioral changes for the better in children with autism spectrum conditions, placing emphasis upon sensory integration.

Book Title: Music, therapy, and early childhood: a developmental approach

Schwartz, Elizabeth. *Music, Therapy, and Early Childhood: a Developmental Approach*. Barcelona Publishers, 2008.

Searched from: Google Book

Introduction: “A comprehensive guide to music therapy with young children, providing a detailed examination of development from birth to age five, with theoretical perspectives and extensive scales of developmental milestones. Information is compiled in nine different chronological periods, including benchmarks for physical, sensory, motor, cognitive, emotional/social, and language development.”

Book Title: Kids, Music ‘n’ Autism: Bringing out the Music in Your Child

Berger, Dorita S. *Kids, Music n Autism: Bringing out the Music in Your Child*. Jessica Kingsley Publishers, 2017.

Searched from: Google Book

Introduction: The author draws on her many years of experience in music-based clinical work, teaching and coaching, to answer common questions regarding musical interactions for children with autism.

Book Title: Perfect Pitch in the Key of Autism: A Guide for Educators, Parents and the Musically Gifted

Kupferstein, Henny., and Rancer, Susan. *Perfect Pitch in the Key of Autism: A Guide for Educators, Parents and the Musically Gifted*. iUniverse, 2016.

Searched from: Google EBook

Introduction: This book was written by a music therapist and an autistic researcher, and is endorsed by leading experts in the field of autism and special-needs education. “The Rancer Method is presented as page-by-page instructions to be implemented with readily-available method books so that every piano teacher can follow it and do well by their students”.

Book Title: Social skills training for children with Asperger syndrome and high-functioning autism

White, Susan Williams. *Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism*. Guilford Press, 2011.

Searched from: CSUN library

Introduction: This book explains “how social skills training can be an important part of a comprehensive treatment program for children and adolescents with Asperger syndrome and high-functioning autism, and describes numerous approaches for designing interventions that fit each individual's needs”.

Book Title: Teaching Music to Students with Autism

Hammel, Alice M., and Ryan M. Hourigan. *Teaching Music to Students with Autism*. Oxford University Press, 2013.

Searched from: Google Book

Introduction: This book provides a comprehensive study of the education of students with autism within the music classroom. “The authors focus on the diagnosis of autism, advocating for students and music programs, and creating and maintaining a team approach when working with colleagues. inherent in working with students with autism.”

3.4 Articles

Broder-Fingert, Sarabeth, et al. "Music Therapy for Children With Autism Spectrum Disorder." *JAMA*, vol. 318, no. 6, 2017, pp. 523–524.

Cibrian, et al. "BendableSound: An Elastic Multisensory Surface Using Touch-Based Interactions to Assist Children with Severe Autism during Music Therapy." *International Journal of Human - Computer Studies*, vol. 107, 2017, pp. 22–37.

Geretsegger, Monika, et al. "Common Characteristics of Improvisational Approaches in Music Therapy for Children with Autism Spectrum Disorder: Developing Treatment Guidelines." *The Journal of Music Therapy*, vol. 52, no. 2, 2015, pp. 258–281.

Gold, Christian, and Bieleninik, Lucja. "Short-Term Effects of Improvisational Music Therapy for Children with Autism Spectrum Disorder: Findings from the TIME-A Randomised Trial." *Nordic Journal of Music Therapy*, vol. 25, 2016, p. 28.

Mössler, et al. "The Therapeutic Relationship as Predictor of Change in Music Therapy with Young Children with Autism Spectrum Disorder." *Journal of Autism and Developmental Disorders*, 2017, pp. 1–15.

Jenna Mendelson, Yasmine White, Laura Hans, et al., "A Preliminary Investigation of a Specialized Music Therapy Model for Children with Disabilities Delivered in a Classroom Setting." *Autism Research and Treatment*, vol. 2016, Article ID 1284790, 8 pages, 2016. <https://doi.org/10.1155/2016/1284790>

Kamitsubo, Kana. "'Yes, I Can Learn!' Blending Music Instruction into Music Therapy." *Journal of Urban Culture Research*, vol. 6, no. Special Issue, Nov. 2013.

Reschke-Hernández, Alaine E. "History of Music Therapy Treatment Interventions for Children with Autism." *Journal of Music Therapy*, vol. 48, no. 2, 2011, pp. 169–207.

Reschke-Hernández, Alaine E. "Music-Based Intervention Reporting for Children with Autism: Implications for Music Therapy Publication Guidelines." *Music Therapy Perspectives*, vol. 30, no. 2, 2012, pp. 167–175.

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Chapter 4: Theatre Workshop for Children and Youth with Autism

4.1 Approaches of practice

Imagining Autism

Imagining Autism Website: www.imaginingautism.org/.

The Project is founded by the Arts and Humanities Research Council at the University of Kent. It is a collaboration between the School of Arts, the Tizard Centre, the School of Psychology and the Gulbenkian Theatre. It is led by Nicola Shaughnessy¹ and Melissa Trimmingham², this project is based on different environment creation, it offers “under water”, “forest”, “under the city”, “space”, “arctic” five spaces for autistic children to take adventure, is more about the engagement between participator and the specific environment, the object and the character.

Theater of Possibility (TOP)

Founder by Lauren Goldman Marshall in 2010

Lauren Goldman Marshall: Playwright, Director, Teaching Artist

Lauren Goldman Marshall website: <http://www.laurenmarshall.com/TheaterOfPossibility.htm>

Sample Video of Theater of Possibility: <http://www.laurenmarshall.com/TOPatSPU.mp4>

Theater of Possibility serves children, youth and adults who are interested in using theater to explore and express themselves more fully and authentically. We welcome students who are quirky, spirited or shy, or who may have Asperger's, autism, ADHD, or other learning or ability differences.

The Miracle Project

Created by Elaine Hall in 2004

Elaine Hall: Educator, writer, Founder of The Miracle Project, Children's acting Coach for film and TV

The Miracle Project Website: <http://www.themiracleproject.org>

The Miracle Project Youtube Channel: <https://www.youtube.com/user/miracleprojectpage>

The Miracle Project is used by De Colores Arts Organization

<http://www.decoloresarts.org>

¹ Nicola Shaughnessy, professor of Performance with research and teaching specialisms in contemporary performance, autobiography, applied and socially engaged theatre at University of Kent.

² Melissa Trimmingham, arts practitioner, Senior Lecturer in Drama, teaching puppetry and object theatre and contemporary performance at University of Kent.

“The Miracle Project was established for individuals with autism and other disabilities, as well as for their typically developing peers. It is recognized as the first systematic, evidence-based program to introduce theatre and performing arts, with goals of enhancing quality of life and relationships and changing negative societal stereotypes about disabilities”.

The Miracle Project offers five elements to their evidence-based services:

- Arts as an intervention with therapeutic, evidence based and proven methodology.
- Develop voices and talents, a forum for children and young adults to ultimately discover their true selves.
- Building compassion, all classes are fully inclusive of individuals with and without disabilities.
- Development of Social and Work Skills, while some students go off to professional paid acting and talent careers, many participants learn to stay centered and calm, a valuable work skill across all industries at a time when 80% of young adults with disabilities are unemployed.
- Creation and performance of live original content, The Miracle Project changes how the world sees autism for all those who participate.

Youtube Video:

Video of a presentation on The Miracle Project and the Documentary called Autism the Musical by Elanie Hall

<https://www.youtube.com/watch?v=ew5IKpUfCIw>

Posted by Autismtoday on Feb 4, 2010

The Hunter Heartbeat Method (HHB)

Founded by Kelly Hunter

Kelly Hunter: Director, Writer, Actor, Founder and Artistic Director of Flute Theatre

Kelly Hunter’s Website: <http://kellyhunter.co.uk/shakespeares-heartbeat/the-hunter-heartbeat-method/>

The Shakespeare and Autism Project Website: <http://nisonger.osu.edu/clinics-services/child/shakespeare-autism/>

“The HHB is a series of sensory games created for children and young people with autism to play, they are games of humanity that need only the human voice and body and another person to play with. These games are derived from Shakespeare’s poetic exploration of how it feels to be alive, specifically through his obsession with the eyes and the mind and with reason and love; how we see, think and feel, which forms the spine of his poetry throughout the whole canon”.

“Through focusing on moments in Shakespeare where characters emerge through seeing, thinking and feeling, my games offer children and young people on the spectrum an opportunity to express themselves, exploring eye contact, language skills, spacial awareness, facial expressions and imaginative play.”

Two major themes underpin the work:

- The rhythm of the iambic pentameter, which creates the sound of a heartbeat, within which the children feel safe to communicate.

- An exploration of the mind's eye, allowing children to explore imaginative worlds, which may otherwise be locked away.

Collaboration Project: The Shakespeare and Autism Project

It is a collaborative research project between The Ohio State University Department of Theatre and the Wexner Medical Center's Nisonger Center, funded by The Ohio State University's Outreach and Engagement Impact Grant. The project engages the question of whether drama – particularly Shakespeare – can break through the communicative blocks of autism by using The Hunter Heartbeat Method.

Youtube Videos:

Video of an introduction about The Hunter Heartbeat Method by Kelly Hunter at the fourth in a series of five talks from an interdisciplinary event held by the St Edmund Hall Centre for the Creative Brain in Oxford on 26 November 2016.

<https://www.youtube.com/watch?v=uh2WtfIEG5I>

Posted by ET Edmund Hall on Jan 30, 2017

Video of a TEDx talk by Keven McClatchy who as the director of “The Shakespeare and Autism Project”, to examine the project's unique collaboration of art and science, how the Hunter Heartbeat Method uses Shakespeare to engage children with autism.

www.youtube.com/watch?v=5RAqUthP4aU.

Posted by TEDx Talks on May10, 2017

Interview video with Kelly Hunter by Joanna Szeligowaks

<https://www.youtube.com/watch?v=yeOHDGLhUkA>

Posted by Regionalny Osrodek Metodyczno-Edukacyjny Metis w Katowicach on Mar 2, 2018

Video of a Shakespeare and Autism Class at Oklahoma Fall Arts Institute 2016

<https://www.youtube.com/watch?v=QgCcyS1-DYs>

Posted by Trey Hays on Oct 9, 2016

Sense Theatre

SENSE Theatre is derived from the Social Emotional Neuroscience Endocrinology (S.E.N.S.E) Lab directed by Blythe Corbett, Ph.D. at Vanderbilt University.

Sense Theatre Website: <http://sensetheatre.com>

Sense Theatre Youtube Channel:

https://www.youtube.com/channel/UCs94vyiCJzerkZ6NOoWi_iw

“SENSE Theatre is a theatrical intervention research program, designed to improve socioemotional functioning and reduce stress in children with autism spectrum disorder, focus on using theatre to improve the social and emotional functioning of children with autism.

A variety of acting techniques are used to include role-play, scripts, and improvisation that provide an opportunity for the participant with ASD to explore and to practice social interaction

skills in a safe and supportive environment. Participants engage in peer-mediated theatre games, such as mirroring, which involve imitating a partner's actions, thoughts, or feelings. In the program, the children with autism, referred to as SENSE participants, are paired with typically developing actors of a similar age and gender who, in addition to being co-actors in a production, will serve as the participants' peer models."

Youtube Video:

Video of a brief introduction on Sense Theatre Program by Matthew Lerne

<https://www.youtube.com/watch?v=GqRORb13foI>

Posted by Autism Live on Jan 18, 2018

4.2 Theatre Workshop/Program/Project

4.2.1 Western United States

Applied Theatre Center, 2011, Greenville

Founder: Dale Savidge, Ph.D. Professor, Department of Theatre at North Greenville University

Mission: building bridge between organizations offering programs which meet the needs of individuals and communities and theatre artists trained in a variety of applied theatre techniques.

Programs for autistic children:

- **Spectrum Theatre:** It is for young adults on the autism spectrum, an ongoing program of social skills, communication and emotional management training. Spectrum participants perform for the public twice each year.
- **Drama Therapy Program:** “Through storytelling, projective play, purposeful improvisation, and performance, participants are invited to rehearse desired behaviors, practice being in relationship, expand and find flexibility between life roles, and perform the change they wish to be and see in the world”.

Contact: info@appliedtheatrecenter.org

P.O. Box 26471 Greenville, SC 29616

<http://appliedtheatrecenter.org>

Brighter Connections Theatre, 2013, Ohio

Founder: Katie O'Leary

Mission: investigates the benefits of the therapeutic use of theatre in helping children with Autism Spectrum Disorder and other communication disorders improve their social, behavioral, and communication skills.

Programs:

- **Youth Program (age 8-14):** This program is designed for students with Autism Spectrum Disorder. “Over the course of the 6-week program, cast members work in an accommodating environment toward meeting social and behavioral, using theatre games, improvisation, role play, and the process of creating a show”.
- **Young Adult Program (age 15-18):** “This program curriculum focuses on responsibility and independency as our participants move closer toward graduation age”, this group uses a peer model learning experience in which half the cast is identified as having autism and the other half is not identified.

Program Location: University of Dayton Fitz Hall, 1529 Brown Street Dayton, OH 45469

Contact: Brighter Connections Theatre, 1157 Greystone Circle Dayton, OH 45414
bctdayton@gmail.com

www.brighterconnectionstheatre.com/.

Center for Applied Drama and Autism (CADA), Ohio

Founder: Wendy Duke, Laura Valenza

Mission: meet our students where they are now, and without coercion, help them to recognize their own abilities and gifts through empowerment and making connections.

Programs:

- **Spring into Improv:** It is a 10-weeks improv workshop for all ages and abilities, the instructors will create a fun and supportive environment that allow the participants to explore, develop, and succeed using the art of theatre improvisation.
- **All the Word's A Stage (ages 8-13):** It is a 10-weeks workshop, designed for young people who enjoy role play and acting out stories, with a focus on adventure tales, superheroes and sidekicks, animal trickster tales and a wee bit of Shakespeare!
- **Next Stage: Transitions Workshop (ages 14-18):** It is a 10-weeks workshop, for young people on the spectrum who are getting ready for a transitional time in their lives, "through work on a collaborative theatre project, participants will be rehearsing the skills they will need in real life as well as the stage."
- **Girl Power (ages 10-16): 10-weeks workshop,** it allows girls to develop respect for and understanding of self and others all while having fun participating and developing improvisational skills, characters and scenes specifically designed for girls on the spectrum.

Contact: Location-1501 S Hawkins Ave. Akron, OH 44320
 Mailing Address: PO Box 2972 Akron, OH 44309
 info@centerforada.org
 (234) 678 7830

www.centerforada.org/index.html.

De Colores Arts, California, non-profit arts organization

Mission: De Colores Arts focuses on building inclusive communities through the arts

Workshop:

- **IMPROV FOR INTERACTION – "IF I" (*The Miracle Project*):** "Using improvisation, theatre games and role-play, students will practice skills needed for positive social interaction, relationships, and job skills".

Contact: (415) 578 0410
 info@decoloresarts.org

<http://www.decoloresarts.org>

Seesaw Theatre, 2012, Illinois, non-profit student organization

Founder: Melanie Gertzman, Anna Marr

Mission: Seesaw Theatre is dedicated to enriching the lives of individuals living with autism spectrum condition and other developmental differences by increasing their access to theatre and fostering the use of performance as a channel for expression.

Workshop:

- **Multi-Sensory Drama Workshop:** it is a sensory workshops and drama play for people for all ages and across a range of cognitive differences. Seesaw Theatre travels to Chicagoland schools, after-school programs, and other organizations with its sensory drama workshops.

Location: 60201 Evanston, Illinois

Contact: madeleinerostami2018@u.northwestern.edu

<http://www.seesawtheatre.org>

The Miracle Project, California

Founder: Elaine Hall

Mission: The Miracle Project focuses on the strengths and abilities inherent in its participants, providing tools to build communication, social skills, job skills, and friendships while developing a unique neurodiverse community.

Workshops:

- **Musical Theater Mondays/ Musical Theater Thursdays (ages 7-22):** Students will collaborate to create an original musical based on the interests of the participants. As seen in the HBO double Emmy award winning documentary, *AUTISM: The Musical*.
- **Social Skills: Improv for Interaction (ages 5-7/ ages 8-10/ ages 11-13/ ages 16-26):** This workshop help participator to learn social skills and build self-confidence through play and self-expression. “Using improvisation, participants will “rehearse for life” by practicing real life situations in a fun, interactive, and inviting environment. Play, learn, and grow with friends”.
- **Triple Threat (ages 13 and up):** Participants will hone their skills and improve their technique in this process-based class. **Beginners:** Rehearse dance routines while practicing rhythm, coordination, and gross motor skills; **Advanced:** learn contemporary and Broadway style choreography, vocal technique and performance, cold readings and auditioning and more.

Contact: 9301 Wilshire Blvd, Suite 507, Beverly Hills, CA 90210
(310) 829 7034

<http://www.themiracleproject.org>

Turtle Dance Music Company, New Jersey

Founder: Matt Mazur

Mission: to further early childhood development and autism intervention through incredible, affordable and fun sensory-friendly shows and concerts

Workshops:

- **Sensory-Friendly Music, Bubble and Comedy Show (ages 2 and up):** This program is designed to engage with children through songs, comedy, movement, stories, projections and interactive music technology.
- **Songs that Count! (Pre-K & Kindergarten):** It is a 45-minute program that immerses them in exciting hands-on music, movement and counting activities. The performers connect with students and help them learn with exciting books and visuals about counting and addition.
- **Why Ecosystems Rock! (Grade 3-5):** “This program will engage students who are visual, aural, and/or kinesthetic learners through fun and novel music and improvised theater collaborations. Students will work in groups to create original scenes and songs about relevant information related to their chosen topic”.
- **Wally + The Water Cycle! (Pre-k - 5th grade):** “participators will watch Wally’s story through the teaching artists who jump back and forth among the roles of storyteller, character, and musician while explaining scientific concepts through song, text and demonstrations that the audience can participate in While grand in scope”.
- **The Sun, The EARTH, the Moon: Revolution and Rotation (Grade 5):** “It is a theatre and music workshop that explores the different physical characteristics of the sun, the earth, and the moon. Students will participate in rap battles, improv comedy, timed-theater challenges and original songwriting”.

Contact: info@turtledancemusic.com
(973) 493 2326
<http://turtledancemusic.com>

Stages Theatre Company (STC), 1984, Minneapolis

CEO: Sandy Boren-Barrett

Mission: Stages Theatre Company is committed to the enrichment and education of children and youth in a professional theatre environment that stimulates artistic excellence and personal growth.

Workshops for autistic children:

- **Acting Conservatory** (ages 6-17): It is an actor-training program for youth performers who want to master the art of stage performance.
- **CAST Program (ages 7-11/ ages 12-17):** This program stands for creative(C), accepting(A), sensory-friendly(S), theatre(T), is an education program dedicated to creating a safe and comfortable environment for children affected by autism.

Location: 1111 Mainstreet, Hopkins, MN 55343

Contact: Administration- (952) 979 1123

Box Office: (952) 979 1111, option 4

info@stagetheatre.org

www.stagetheatre.org/

4th Wall Theatre Company, Michigan

Founder: Annie Klark, Katie Mann

Mission: To provide a fun, creative, and therapeutic activity for children and adults of all abilities. Through rehearsal and performance process, students will experience personal affirmation, empowerment, and will build important life skills.

Program for autistic children:

- **4th Wall Theatre Programs (all ages and all abilities):** It is a workshop of singing, dancing, and acting, curriculum designed for those with special needs. The company holds their workshops in different locations and holds different themed showcases often, which performed by their learners.

Location: Ingram St, Livonia, MI 48152

Contact: (313) 212 8864

info@4thwallkids.com

<https://4thwallkids.com>

Chicago Children's Theatre, 2005, Illinois

Founder: Jacqueline Russell

Mission: Chicago Children's Theatre aspires to enrich our community through diverse and significant theatrical and educational programming that engages and inspires the child in all of us.

Workshops for autistic children:

- **Red Kite Project:** It creates theatrical adventures and dynamic learning experiences for children on the autism spectrum.

- **Camp Red Kite (ages 8-14, ages 15-22):** It is a summer arts half-day camp for children on the autism spectrum.
- **Red Kite Treasure Adventures:** It offers multi-sensory theatrical experiences that incorporate into each performance the desires, needs, and whims unique to each child who attends.
- **Drama Time:** Red Kite also offers classroom “Drama Time” residencies, along with Teacher Development and Artist-Training Workshops.

Location: 100 South Racine Ave, Chicago, IL 60607

Contact: (312) 374 8835

Fax-773.227.3446

<http://chicagochildrenstheatre.org>

Des Moines Community Playhouse, 1919, Iowa

Founder: members of the Iowa Press and Authors Club

Mission: to partner with volunteers to create and deliver extraordinary theatre and education programs for communities in Central Iowa through high-quality entertainment with special emphasis on issues of social significance.

Workshop for autistic children:

- **Spectrum Stories (ages 6-18):** “Spectrum Stories is specifically designed to provide drama experiences that best support the development of pretend play, social interaction, and non-verbal communication for students on the autism spectrum and others who may benefit from this experience”. It uses story, music, and art to bring imagination to life.

Location: 831 42nd Street, Des Moines, IA 50312

Contact: (515) 277 6261

<https://www.dmplayhouse.com>

First Stage, 1987, Milwaukee, Wisconsin

Founder: Rob Goodman

Mission: First Stage touches hearts, engages minds, and transforms lives by creating extraordinary theater experiences for young people and families

Program for Autistic children:

- **Classes for students with autism:** This class focus on “teaching acting, include explore character, relationships, action and text while developing overall acting skills and confidence. It also offers musical theatre activities which help to increase versatility and work on new vocal and dance techniques while exploring the art of telling a story through words, music and movement”.

Contact: 325 W. Walnut St, Milwaukee, WI 53212

(414) 267 2929

www.firststage.org/.

Gold Coast Theatre Conservatory, 1994, California, Gold Coast Performing Arts Association, not-for-profit organization

Founder: Stephanie (Angelini) Wilson

Mission: help children to learn theatre skills

Program for Autism:

- **Gold Coast Autism Academy**

Contact: Class Location-1414 East Thousand Oaks Blvd, Thousand Oaks, CA91362
Mailing address-1772-J E. Avenida de los Arboles#307, Thousand Oaks, CA 91362
Phone-(805) 427-5314
<https://www.goldcoasttheatreconservatory.com>

KindTree-Autism Rocks, 1997, Oregon, 501(c)(3) non-profit organization

Founder: Brian Rands

Mission: to provide support, services, and information to empower and improve the quality of life for individuals and families living with autism, and the professionals who serve them.

Workshop for autistic children:

- **Youth Theatre and Improv (ages 11-18):** It introduces students to the arts, drama, creative exploration, and group dynamics. Students will have fun, build assets, and learn key life skills.

Contact: PO Box 40847, Eugene, OR 97404

Tax ID- 93-1232245

(541) 780 6950

autism@kindtree.org

<https://kindtree.org>

Sturgis Youth Theatre, 1999, Iowa

Founder: Gretta Berghammer

Mission: to provide opportunities to all young people to explore and experience all facets of theatre production and performance within an environment that is safe, supportive and educational.

Program for autistic children:

- **Sturgis Youth Theatre program:** It is a program of the University of Northern Iowa Department of Theatre, “it offers classes for young people in many areas of theatre production and performance. It gives opportunity to explore and experience all facets of theatre production and performance within an environment that is safe, supportive and educational”.
- **Spectrum Theatre:** “This program is specifically designed to provide drama experiences that best support the development of pretend play, social interaction and non-verbal communication. Each session is carefully designed to enhance creative expression of spectrum youth while supporting the profile marker needs of each participant”.

Location: University of Northern Iowa, 257 CAC, Cedar Falls, IA 50614-0371

Contact: (313) 273 6381

strayer-wood@uni.edu

<https://theatre.uni.edu/theatre-uni/sturgis-youth-theatre/about>

4.2.2 Eastern United States

Action Play, New York, 501(c)(3) organization

Founder: Aaron Feinstein

Mission: Action Play dedicated to providing children, teens, and adults on the autism spectrum and related conditions equal access to education, arts, and culture.

Workshops:

- **Self-Advocacy Workshop (young adult):** It's a workshop for participator to find a voice to tell their own stories in an effective way, participators will be guided towards a public speaking version of their story. Exchanging that information appropriately will be improvised and discussed.
- **The Actionplay Chorus:** The chorus is Made up of a group of young performers on the autism spectrum, the Actionplay Chorus performs their own original music in professional settings.
- **Film Acting/Improvisation Based Workshop (ages 15 and up):** It is for young adult with autism spectrum disorder work to help develop their social skills in a communal group setting. It is a 15-weeks program meets Wednesday nights in Brooklyn, NY. This program is free of charge for those who qualify.

Location: 417 Myrtle Ave. Ste. #39 Brooklyn, NY 11205.

Contact: (844) 228 7529

<http://actionplay.org/>

Autism Community Theatre (ACT), New York, not-for-profit organization

Founder: Gina DeMetruis

Mission: provides a creative and accepting community where young people of diverse abilities can form friendships, work on communication and social skills and extend their thinking about the world through theatre activities.

Program:

- **ACT Workshop:** The workshop offers traditional innovative theatre activities including: theatre games, improvisation, song, dance, playmaking and a separate 6-session playwriting group. It begins with circle games, song and movement. The players then participate in theatre games, improvisation, character and scene study and break out for more focused work.

Contact: <http://www.actworkshop.org>

Bluelaces Theater Company, 2014, NYC, not-for-profit organization

Founder: Melanie Gertzman, Alison Mahoney, Lindsay Amer, Anna Marr, and Claire Huntington (original TSWA-Theatre Stand with Autism founders)

Mission: Bluelaces creates immersive, multi-sensory theatrical experiences for people of all ages with autism and other developmental differences.

Programs:

- **Creative Drama Workshop:** "Through drama techniques and multi-sensory exploration, our workshops encourage creativity and imagination while allowing participants to build relationships with each other and the Bluelaces ensemble".
- **Camp BlueLAB (ages 9-13):** Camp BlueLAB is open to any camper who identifies with having a developmental disability, this camp experience will give participants an opportunity to explore the fundamentals of theater.

Contact: bluelacestc@gmail.com

Phone: (646) 883 2583

www.bluelacestc.com/.

Theatre Horizon, 2005, Pennsylvania, non-profit organization

Founder: Erin Reilly and Matthew Decker

Mission: Through theatre, we create a community of artists, students and audiences in which each member is encouraged to grow.

Workshop for autistic children:

- **Youth Autism Drama Program (ages 10-16):** Through improv games and creative play, students learn flexible thinking and valuable social skills in an environment that celebrates their unique talents.

Location: 401 DeKalb Street, Norristown, PA 19401

Contact: (610) 283 2230

info@theatrehorizon.org

www.theatrehorizon.org/index.php

The Center for Puppetry Arts, 1978, Georgia, non-profit organization

Mission: The Center for Puppetry Arts' mission is to inspire imagination, education and community through the global art of puppetry.

Workshop for autistic children:

- **Create-A-Puppet Workshop (ages 2 and up):** In the workshop, “children become puppet makers and puppeteers as they each create a puppet to take home and put that puppet into performance on the classroom stage. Ages 2 and 3 are welcome if accompanied by adult puppet builder. Learning activities in the instructor-led sessions and the puppet design correlate with the current Family Series performance theme”.
- **Sensory-friendly Program:** This program is new to occur in its 2018-19 season, designed for children with autism to participate and watch a puppet performance with families, it is accompanied with Create-A-Puppet Workshop.

Location: 1404 Spring St. NW at 18th Atlanta, GA 30309-2820

Contact: (404) 873 3089

info@puppet.org

<http://www.puppet.org>

New York City Children’s Theater (NYCCT), 1996, New York, 501(c)(3) non-profit organization

Mission: to promote children’s literacy and social development through professional theater productions and arts-in-education programs.

Workshop for autistic children:

- **Literature at Play residency for students with special needs:** “Students work with professional teaching artists as they explore a class-chosen book through multi-disciplinary activities, such as creative movement, theater, and songwriting activities”.

Location: 340 E. 46th St, New York, NY 10017

Contact: (212) 573 8791

Fax-(646) 998 8041

<https://nycchildrenstheater.org>

Open Hand Theater, 1980, New York, 501c3 non-profit organization

Founder: Geoff Navias

Mission: to celebrate the human experience through puppetry, masks and theater traditions from around the world.

Workshop for autistic children:

- **Autism Inclusion Program (ages 8-14):** It is a 2-week circus camp program, campers will participate in dance, comedy, art, and balancing activities. There will be a performance at the end of the program.

Location: Shopping Town Mall, 3649 Erie Blvd. E. Suite 3, Syracuse, NY 13214

Contact: (315) 476 0466
info@openhandtheater.org

www.openhandtheater.org.

4.2.3 Southern United States

Sense Theatre, Nashville, 501(c)(3) non-profit organization

Founder: Blythe Corbett

Mission: SENSE Theatre is a unique theatrical intervention research program designed to improve the social and emotional functioning of children with autism and related neurodevelopmental disorders.

Workshop:

- **The Sense Theatre Project:** “The core autism-specific skills that are targeted in SENSE Theatre include reciprocal social interaction, to-and-fro communication, empathic responding, nonverbal communication, coordinated movement, as well as spontaneous, flexible thought and behavior”.

Location: Vanderbilt University

Contact: (615) 513 9562
info@sensetheatre.com

<http://sensetheatre.com>

The Hideout Theatre, Texas

Mission: They make up all their comedies and plays in different form and style, part of their main job is to teach different level of improv class to children, teens and adult.

Programs for autistic children:

- **Special Needs Improv:** “This program is for a wide range of youth and adults, including: neurodivergent students, at-risk youth, homeless youth and adults, youth and adults with trauma histories/attachment challenges, and youth and adults with mental health issues. Having adapted programming allows the Hideout to customize class settings and instruction to specific groups, which maximizes accessibility, fun, and therapeutic benefit for all involved”.
- **Classes for Autistic Youth and Young Adults:** These classes take place in a safe and fun setting where students can explore and challenge themselves. “A very low teacher/student ratio will ensure that each student gets the attention they need. Classes focus on having fun, improving social skills, increasing self-awareness, increasing self-expression, and gaining confidence”.

Contact: 617 Congress Ave, Austin, TX 78701
Phone-(512) 443 3688
www.hideouttheatre.com/.

4.2.4 Great Britain

Imagining Autism Project, 2011, England

Founder: Arts and Humanities Research Council. Project is led by the Principal Investigators Professor Nicola Shaughnessy and Dr Melissa Trimmingham.

Mission: a collaboration between the disciplines of drama and psychology that seeks to remediate the difficulties that autistic children have with communication, social interaction and imagination.

Project:

- **Imagining Autism:** It is a “multi-sensory ‘pod’ with immersive scenic environments. Autistic children creatively engage in played based activities using puppetry, objects and responsive media”.

Contact: info@imaginingautism.org

T: 01227 823560/827516

Imagining Autism, School of Arts, Jarman Building, University of Kent, Canterbury, CT2 7UG
www.imaginingautism.org/

Bamboozle Theatre Company, 1994, England, charity organization

Founder: Christopher Davies and Sue Pyecroft

Mission: To create possibilities for disabled children.

Workshops for autistic children:

- **Captivating, Interactive Theatre for All:** It delivers interactive multi-sensory theatre experiences for children and young people with learning disabilities, it creates a safe and sensory-friendly environment for children to engage and participate.

Location: Unit 10 St Mary’s Works, 115 Burnmoor Street, Leicester LE2 7JL

Contact: 0116 255 2065

info@bamboozletheatre.co.uk

<http://www.bamboozletheatre.co.uk>

Head 2 Head Theatre, 2006, England, charity organization

Mission: To offer flexible products that are based on interactive, sensory fun & stimulation through puppetry, rhyme, rhythm & repetition.

Workshops for autistic children:

- **Multi-Sensory, Immersive Programs**
 - Curriculum-Based Drama:** according to each play, to build themed and detailed environment and create costumes to restore the curriculum.
 - Story-Based Drama:** It focus on the characters and the stories.
- **Mask Workshops**
 - Character Mask Workshop:** It is a workshop to demonstrate the versatility of character mask, to 'Clocking' the audience, and to teach how to create internal dramatic monologues. It helps to explore and expanding on characters.

- Commedia dell' Arte Mask Workshop:** “An introduction to Commedia dell'Arte teaches walks, gestures & traits of the stock characters, it helps to explore the use of mask in performance, develops and expands on the master-servant relationships”.
- Themed Mask Workshop:** Using a range of masks, the sessions will include some physical character work, it provides opportunities for children to pick and create mask and perform within it.

Location: 15 Ralliwood Road, Ashted, KT21 1DD

Contact: 01372 278021

office@head2headtheatre.co.uk

<http://www.head2headtheatre.co.uk>

DIY Theatre Company, 1994, Lancashire

Founder: Angela Chadwick, David Austin

Mission: To challenge preconceptions and barriers experienced by people with learning disabilities through high quality performance, education projects and research.

Workshops for autistic children:

- **DIY workshops with children and young people with learning disabilities (ages 11-25):** It delivers a fun discovering and exploring experience to help children and young people to gain creative skills, improve communication skills and decision-making.

Location: The Angel Centre, 1 St. Philips Place, Chapel Street, Salford, Lancashire M3 6FA

Contact: 0161 212 4984

diytheatre@gmail.com

<https://www.diytheatre.org.uk>

Freewheelers Theatre and Media Company, charity organization

Mission: To help with disabled and non-disabled artists using theatre, dance, film, music and animation.

Workshop for autistic children:

- **Youth Theatre Workshop:** Youth Theatre Groups are for young people with and without disabilities giving them the chance to work with professional artists. Sessions run during term time and we regularly hold performances and share for family and friends.

Location: The Bridge Centre, Leatherhead, Surrey KT22 7RB

Contact: 01932 860 950

info@freewheelerstheatre.co.uk

<http://www.freewheelerstheatre.co.uk>

Funsense Theatre Company, London

Founder: Jenny Lockyer

Mission: To widen the provision of creative experiences accessible to and inclusive of disabled children and adults. It is also to offer sessions that disabled and non-disabled people can enjoy together.

Workshops for autistic children:

- **Storyplay:** It is emphasis on play and on helping children see that their work and ideas have real value, this workshop mix storytelling and art activities. A key part of the sessions is weaving whatever art and creative ideas the children have, into the stories that they tell together.

- **Hand and Shadow Puppetry:** It teaches children puppetry making and encourage children to engage in the puppetry performance. It uses puppets to encourage interaction and help with the development of speech and language skills, team working skills and co-ordination.
- **Karim’s Island:** It is an interactive performance, they guide participants during the interactive performance full of exciting visual imagery, light, sound, music and puppetry. Participators can
- can operate in their puppets during the session and take on roles within their performance.

Location: Croydon, UK, CRO 4LR

Contact: 07796 225 934

<http://funsensetheatre.wixsite.com/funsense>

Fuse County Youth Theatre, North Yorkshire, non-profit organization

Mission: To deliver a high quality inclusive theatre experience, widen participation for young and to provide a safe and accessible space to work and build positive relationships.

Project for autistic children:

- **Fuse Theatre Project:** “Fuse is a high quality inclusive youth theatre project, bringing together young people with special educational needs and disabilities with their non SEND peers, delivered by Connecting Youth Culture in partnership with Children and Families Service – Prevention”.

Contact: 07813844489

john.rose@northyorks.gov.uk

<http://www.fusetheatre.org.uk>

4.2.5 Canada

Ottawa Children’s Theatre, 2013, Canada

Founder: Amanda West Lewis

Mission: The Ottawa Children’s Theatre is dedicated to theatre that is by, for and about youth.

Classes for autistic children:

- **Drama for Children with Autism: Drama Wavers (ages 5-7/ ages 8-12):** It focus on exploring the world of the imagination, to help students to develop self-confidence in an empathetic environment. Course content explores creativity and storytelling skills, while balancing individual expression and collaboration.

Location: Dominion Chalmers United Church, 355 Cooper Street, ON K2P 0G8, Canada

Contact: (613) 292 7544

info@ottawachildrenstheatre.net

www.ottawachildrenstheatre.net/

4.3 Books

Book Title: Creativity and Community among Autism-Spectrum Youth: Creating Positive Social Updrafts through Play and Performance

Smagorinsky, Peter. *Creativity and Community among Autism-Spectrum Youth: Creating Positive Social Updrafts through Play and Performance*. 2016.

Searched from: CSUN library

Introduction: “This edited volume explores the roles of socially-channeled play and performance in the developmental trajectories of young people who fall on the autism spectrum. The contributors offer possibilities for channels of activity through which youth on the autism spectrum may find acceptance, affirmation, and kinship with others.”

Book Title: Dramatherapy and Autism

Haythorne, Deborah, and Anna Seymour. *Dramatherapy and Autism*. 2017.

Searched from: Google Book

Introduction: This book is part of the Dramatherapy: approaches, relationships, critical ideas series, it brings in cutting-edge research and practice on dramatherapy, the book “aims to contribute to developing the theory and practice of creative arts therapies interventions with clients with autism”.

Book Title: Drama Therapy and Storymaking in Special Education

Crimmens, Paula. *Drama Therapy and Storymaking in Special Education*. Jessica Kingsley Publishers, 2006.

Searched from: Google Book

Introduction: “Paula Crimmens places therapeutic storymaking within the context of drama therapy and offers practical advice on how to structure and set up sessions to be compatible with special needs learning environments. She shows how story sessions can address issues of self-esteem and self-mastery, and how their use in groups is invaluable for building social and communication skills”.

Book Title: Engaging Mirror Neurons to Inspire Connection and Social Emotional Development in Children and Teens on the Autism Spectrum: Theory into Practice through Drama Therapy

Chasen, Lee R. *Engaging Mirror Neurons to Inspire Connection and Social Emotional Development in Children and Teens on the Autism Spectrum: Theory into Practice through Drama Therapy*. Jessica Kingsley Publishers, 2014.

Searched from: Google Book

Introduction: “This book provides an accessible explanation of the approach's grounding in neuroscience, followed by a thirty-session program involving creative tools such as guided play, sociometry, puppetry, role-play, video modeling and improvisation. It provides useful insights into both the practicalities and positive results of this unique approach”.

Book Title: Now I see the Moon: A Mother, a son, a Miracle

Hall, Elaine, and Neal Hall. *Now I See the Moon: a Mother, a Son, a Miracle*. HarperCollins, 2011.

Searched from *The Miracle Project* website

Introduction: It's a book that written by a mum whose son was diagnosed with autism, she is also a former Hollywood acting coach and the founder of *The Miracle Project*. In the book that she tells the story about how she used her resources to guide her son toward an increasingly independent life and how she founded *The Miracle Project*.

Book Title: Play-based Interventions for Children and Adolescents with Autism Spectrum Disorders

Gallo-Lopez, Loretta., and Lawrence C. Rubin. *Play-Based Interventions for Children and Adolescents with Autism Spectrum Disorders*. Routledge, 2012.

Searched from: CSUN library

Introduction: "The book explores the most recognized, researched, and practical methods for using play therapy with the increasing number of children diagnosed with Autism Spectrum Disorders (ASD), and shows clinicians how to integrate these methods into their practices".

Book Title: Seven Keys to Unlock Autism: Making Miracles in the Classroom

Hall, Elaine, and Isaacs, Diane. *Seven Keys to Unlock Autism: Making Miracles in the Classroom*. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Boulevard, Indianapolis, IN 46256. Tel: 877-762-2974; Fax: 800-597-3299; e-Mail: Consumers@Wiley.com; Web Site: [Http://Www.josseybass.com](http://www.josseybass.com), 2011.

Searched from: CSUN library

Introduction: "This book outlines seven integrated keys for educators and parents to make meaningful connections with children on the autism spectrum. The book is based on the unique approach used by Elaine Hall and Diane Isaacs of *The Miracle Project*, which integrates traditional and creative therapies in an interactive, social dynamic. The book shows how to apply these effective strategies at school and at home to nurture kids' self-expression and social skills".

Book Title: Story Drama in the Special Needs Classroom: Step-by-Step Lesson Plans for Teaching through Dramatic Play

Carleton, Jessica Perich. *Story Drama in the Special Needs Classroom: Step-by-Step Lesson Plans for Teaching through Dramatic Play*. Jessica Kingsley Publishers, 2012.

Searched from: Google Book

Introduction: "This practical handbook offers teachers an array of simple and easy-to-implement theatrical techniques that will enhance students' learning and encourage artistic expression. The author demonstrates how dramatic play doesn't have to be restricted to drama lessons and can be applied to a diverse range of school subjects and recreational settings".

Book Title: Shakespeare's Heartbeat: Drama games for children with autism

Hunter, Kelly. *Shakespeares Heartbeat: Drama Games for Children with Autism*. Routledge, Taylor & Francis Group, 2015.

Searched from Kelly Hunter's website

Introduction: The book shares the *Shakespeares Heartbeat Method* that created by Kelly Hunter who has worked with children on the spectrum for over ten years, the book shares the experiences that working with autistic children and teaches how to teach Shakespeare to them.

Book Title: The Puppet Connection: A play Therapy Approach for Children with Autism
Totire, Natalie. *The Puppet Connection: A play Therapy Approach for Children with Autism*. Createspace Independent Pub, 2014

Searched from: Google Book

Introduction: This is a resource guide in helping parents, teachers, and therapists integrate puppets into autistic childrens' life through many how tos and guided puppet scripts.

Book Title: Teaching Social Skills Through Sketch Comedy and Improv Games: A Social Theatre™ Approach for Kids and Tennes including those with ASD, ADHD, and Anxiety
Amador, Shawn. *Teaching Social Skills Through Sketch Comedy and Improv Games: A Social Theatre™ Approach for Kids and Tennes including those with ASD, ADHD, and Anxiety*. Jessica Kingsley Publishers, 2018.

Searched from: Google Book

Introduction: This book introduces *Social Theatre* approach, “provides guidance on how to deliver fun and transformative activities to develop social skills in teenagers and children. It draws on ideas from Social Thinking®, mindfulness and assertiveness training this book develops games, skits and short plays which can be adapted to suit children and teenagers including those who are gifted, typical, and those with mild to moderate cognitive abilities”.

Book Title: Using Drama with Children on the Autism Spectrum

Conn, Carmel. *Using Drama with Children on the Autism Spectrum*. Routledge, 2017

Searched from: Google Book

Introduction: This book shares more than 150 activities for use with children who are aged 5-11 years old with autism spectrum. “The book shows how using drama with children across the autism spectrum can help to develop: social skills; playfulness and pretence; verbal and non-verbal communication; and, self-awareness and self-esteem”.

Book Title: Wings to Fly: Bringing Theatre Arts to Students with Special Needs

Bailey, Sally D. *Wings to Fly: Bringing Theatre Arts to Students with Special Needs*. Woodbine House, 1993.

Searched from: Google Book

Introduction: This book outlines the “therapeutic and education benefits students with disabilities gain from involvement in drama”.

4.4 Articles

Admin. "It Takes A Child – 'There Is a Myth That Children with Autism Don't Have Empathy' Elaine Hall." *The Art of Autism*, 13 June 2016, the-art-of-autism.com/it-takes-a-child-elaine-hall/.

Ariel, Cindy N., and Robert A. Naseef. *Voices from the Spectrum: Parents, Grandparents, Siblings, People with Autism, and Professionals Share Their Wisdom*. Jessica Kingsley Publishers, 2006. Chapter 15 Stump the Cook Lauren Goldman Marshall P.73-77

Beadle-Brown, Julie, et al. "Imagining Autism: Feasibility of a Drama-Based Intervention on the Social, Communicative and Imaginative Behaviour of Children with Autism." *Autism: the International Journal of Research and Practice*, 2017, p. 1362361317710797.

Bennett, Rosemary. "Shakespeare Calms Children with Autism." *The Sunday Times*, The Sunday Times, 24 Oct. 2016, www.thetimes.co.uk/article/shakespeare-calms-children-with-autism-dfh8fk66t.

Corbett, Blythe A., et al. "Changes in Anxiety Following a Randomized Control Trial of a Theatre-Based Intervention for Youth with Autism Spectrum Disorder." *Autism: The International Journal of Research and Practice*, vol. 21, no. 3, 2017, pp. 333–343.

Corbett, Blythe, et al. "Brief Report: Theatre as Therapy for Children with Autism Spectrum Disorder." *Journal of Autism and Developmental Disorders*, vol. 41, no. 4, 2011, pp. 505–511.

Corbett, B., Swain, D., Coke, C., Simon, D., Newsom, C., Houchins-Juarez, N., Jenson, A., Wang, L., & Song, Y. (2013). Improvement in social deficits in autism spectrum disorders using a theatre-based, peer-mediated intervention. *Autism Research*, 7(1), 4-16.

Csunshinetoday.csun.edu. (2018). *CSUN to Explore the 'Theatre of Possibility' for Those with Autism / CSUN Today*. [online] Available at: <http://csunshinetoday.csun.edu/arts-and-culture/csun-to-explore-the-theatre-of-possibility-for-those-with-autism/>

Kim, Ah Jeong, et al. "Neurodiversity on the Stage: The Effects of Inclusive Theatre on Youth with Autism." *International Journal of Education and Social Science*, vol. 2, no. 9, Sept. 2015.

MacLellan, Lila. "Autistic Kids Are Thriving in 'Shakespearean Therapy.'" *Quartz*, Quartz, 18 Oct. 2016, qz.com/809771/autistic-kids-are-thriving-in-shakespearean-therapy-designed-by-a-british-actress-for-the-royal-shakespeare-company/.

Marshall, Lauren Goldman. *My Beautiful Bow: an Adoption Story*. Dog Ear Publishing, 2010.
Marshall, Lauren Goldman, et al. *Whadda 'Bout My Legal Rights?: A Musical Play about the Law*. Samuel French, 1990.

Milner, Conan. "Using Shakespeare to TREAT AUTISM." *The Epoch Times*, 2016, pp. B1–B2.

Murfin, Cheryl. "The Theater of Possibility." *Seattle's Child*, www.seattleschild.com/Theater-of-Possibility/.

Chapter 5: Visual Art Workshops for Children and Youth with Autism

5.1 Approaches of practice

Picture Exchange Communication System (PECS)

“PECS is a specialized augmentative/alternative communication system designed to teach children and adults with severe communication deficits, such as autism, to learn how to initiate communication. It was developed in 1985 by Andy Bondy, a clinical psychologist, and Lori Frost, a speech-language therapist, as part of a comprehensive educational program that incorporates elements of applied behavior analysis, called the Pyramid Approach to Education. The logic behind this program is that most individuals with autism prefer to learn through visual media, so the use of pictures to teach communication makes sense. Key to the program is identifying what types of reinforcers will be particularly motivating to the individual child, and then creating a picture card of the items.”

PECS is used by Emirates Autism Center (EAC), Abu Dhabi

5.2 Visual Art Workshop/Program/project

5.2.1 Western United States

Art Access, 1984, Utah

Mission: builds an inclusive and diverse arts community in Utah through creative opportunities for people with disabilities and other marginalized communities, and through public engagement in the arts.

Workshops for autistic children:

- **Workshops for Children (ages 5-11/ ages 11-16/ ages 17 and up):** “Art Access' children's workshops offer young participants with and without disabilities an opportunity to engage creatively in a variety of visual arts projects in an inclusive environment”.

Location: 230 South 500 West #125, Salt Lake City, UT 84101

Contact: (801) 328 0703

VP: 385 290 4725

Fax: (801) 328 9868

<https://www.accessart.org>

ArtSeed, 2000, California, 501(C)(3) non-profit organization

Founder: Josefa Vaughan

Mission: to connect diverse communities and cultures through professional artists who interact with them in fine arts studio projects and long-term apprenticeships.

Workshop for autistic children:

- **ArtSeed Fine Arts Summer Intensive**

Location: 1007 General Kennedy Ave. Suite 206, San Francisco, CA 94129

Contact: (415) 409 1761

<http://www.artseed.org>

Des Moines Art Center, Iowa, non-profit organization

Mission: The Des Moines Art Center engages diverse local and international audiences with the art of today through its museum and school, adding to the cultural record through collections and programs.

Program for autistic children:

Art Spectrum Program: “Art Spectrums students are introduced to the unique environments of the museum and art studio. Participants look at artwork and discuss observations. Museum artwork serves as the inspiration for a related activity in the studio.”

Location: 4700 Grand Avenue, Des Moines, Iowa 50312

Contact: (515) 277 4405

<https://www.desmoinesartcenter.org>

Harambee Arts, 2007, Kenya

Founder: Gloria Simoneaux

Mission: to provide an expressive arts program for children and women struggling with trauma, in Kenya and Nepal, aims to transform and improve the lives of women and children who have suffered the devastating effects of trauma caused by violence, illness, poverty, trafficking and other crises.

Workshop for autistic children and youth:

- **Mathare Special Training Centre:** It provides art programs for autistic children, those with Down Syndrome and others with other mental health challenges. The staffes draw shapes and the children, with help to fill them in. Within the help of offering beautiful and abundant brilliant colors, clean brushes and good paper, the special children there get the chance to paint and develop their own styles.
- **Harambee Arts in Kenya:** “The Kibera KIDS4PEACE group in Kibera was born as a partnership with young local artists who reside in the slum. Every Saturday they bring large tins of paint and 60 + local children and children with special needs to paint murals along a whitewashed wall in Kibera”.

Contact: Founder Gloria Simoneaux, PO Box 150156, San Rafael, CA 94915-0156

(415) 726-0422

<http://harambeearts.org/new/>

Islands of Brilliance (IOB), 2012, Wisconsin, 501(c)(3) non-profit organization

Founder: Mark and Margaret Fairbanks

Mission: IOB is a learning experience developed specifically for children and young adults on the autism spectrum. IOB create a space for students to explore creativity through the use of technology, during which they learn technical skills and grow confidence in critical social and peer-to-peer interactions.

Workshops:

- **Design Workshop@ Islands of Brilliance (ages 10-18 and up):** In this IOB design workshop, “students are matched one-to-one with mentors-design field professionals, which not only changes public perception of this disability, it also paves the way for

future higher education and employment opportunities. During a typical design workshop, their “creative teams” work on a project, from initial sketches through building it using Adobe Photoshop and Illustrator, that results in a colorful 18” x 24” poster each student takes home”.

Location: 415 E Menomonee St, Milwaukee, WI 53202

Contact: (651) 236 0474

mark@islandsofbrilliance.org

<http://islandsofbrilliance.org>

5.2.2 International

Emirates Autism Center (EAC), 2007, Abu Dhabi

Founder: Amal Galal Sabry

Mission: Emirates Autism Center empowers individuals with autism to fully participate in successful inclusion programs.

Programs for autistic children and youth:

- **T.E.A.C.C.H-Treatment and Education of Autistic and Related Communication Handicapped Children:** This program is established in the early 1970s, “it is a complete program that takes into consideration the special learning patterns of autistic children based on knowledge of ways of thinking and their behavior such as selective attention, visual learning, spatial memory and concrete cognition”.
- **P.E.C.S Program:** “Its philosophy lies in initiation of communication with others through the exchange of pictures”. PECS training begins with identifying what a child is most motivated by and teaching him to exchange a picture card of the item for the item itself.

Location: Villa 27, Emirates Autism Center, Al Falah St, Abu Dhabi, UAE

Contact: (971) 2 6427557

info@emiratesautism.ae

<http://emiratesautism.ae>

5.3 Books

Book Title: Autism, Art, and Children: The Stories We Draw

Kellman, Julia. *Autism, Art, and Children: the Stories We Draw*. Bergin & Garvey, 2001.
Searched from: Google Book

Introduction: The book shares many creative paintings which are drawn by young artists with autism, “book describes how these young artists create narrative meaning through visual means, which challenges current thinking on their images and suggests the importance of art for other children as well”.

Book Title: A Picture’s Worth: PECS and Other Visual Communication Strategies in Autism

Bondy, Andy, and Lori Frost. *A Pictures Worth: PECS and Other Visual Communication Strategies in Autism*. Woodbine House, 2011.

Searched from: Google Book

Introduction: This is a user-friendly guide to introduces Picture Exchange Communication System (PECS), a simple and empowering communication tool in which partners exchange cards with photos or line drawings representing objects, attributes, and actions. “A Picture's Worth examines verbal communication development and how autism affects these skills, and shows how a child's poor communication skills can lead to problem behaviors”.

Book Title: Climbing Art Obstacles in Autism: Teaching Visual-motor Skills Through Visually Structured Art Activities

Talmage, Karen Loden., and Vickie Dobrofsky. *Climbing Art Obstacles in Autism: Teaching Visual-Motor Skills through Visually Structured Art Activities*. Tasks Galore Publishing Inc., 2007.

Searched from: Google Book

Introduction: “Climbing Art Obstacles in Autism offers innovative ideas for teaching visual-motor skills to children with ASD and other developmental disorders through visually structured art activities, containing step-by-step color photographs for approximately 50 art projects”.

Book Title: Making Sense of Art: Sensory-Based Art Activities for Children with Autism, Asperger Syndrome and Other Pervasive Developmental Disorders

Davalos, Sandra R. *Making Sense of Art: Sensory-Based Art Activities for Children with Autism, Asperger Syndrome and Other Pervasive Developmental Disorders*. Autism Asperger Pub. Co., 1999.

Searched from: CSUN library

Introduction: It’s a guide book that offers visual art activities developed specifically for children with autism, Asperger Syndrome and other pervasive developmental disorders who are served in a variety of settings.

Book Title: Reaching the Child with Autism Through Art

Flowers, Toni. *Reaching the Child with Autism through Art: Practical, Fun Activities to Enhance Motor Skills and Improve Tactile and Concept Awareness*. Future Education, 1992.

Introduction: The book provides dozens of artistic activities (called "experiences") that will delight children with autism, including sections like "painting experience", "play experience", "sculpture experience", etc.

Book Title: The Picture Exchange Communication System Training Manual

Frost, Lori. *The Picture Exchange Communication System Training Manual*. 2nd ed., Pyramid Educational Products, 2002.

Searched from: Google Book

Introduction: This book presents a clear overview of *The Picture Exchange Communication System*. "This approach, The Pyramid Approach to Education, embraces the principals of broad-spectrum applied behavior analysis and emphasizes the development of functional communication skills, independent of communication modality".

5.4 Articles

Chaabane, Delia B. Ben, et al. "THE EFFECTS OF PARENT-IMPLEMENTED PECS TRAINING ON IMPROVISATION OF MANDS BY CHILDREN WITH AUTISM." *Journal of Applied Behavior Analysis*, vol. 42, no. 3, 2009, pp. 671–677.

Chezan, Laura, and Erik Drasgow. "Treatment Package Produces Acquisition, Generalization, and Maintenance of PECS Use in Four Young Children with Autism." *Evidence Based Communication Assessment and Intervention*, vol. 6, no. 3, 2012, pp. 129–134.

Ganz, Jennifer B., et al. "Impacts of a PECS Instructional Coaching Intervention on Practitioners and Children with Autism." *Augmentative and Alternative Communication*, 2013, Vol.29(3), P.210-221, vol. 29, no. 3, 2013, pp. 210–221.

Lerna, Anna, et al. "Long-Term Effects of PECS on Social–Communicative Skills of Children with Autism Spectrum Disorders: a Follow-up Study." *International Journal of Language & Communication Disorders*, vol. 49, no. 4, 2014, pp. 478–485.

Hellendoorn, A., et al. "The Relationship between Atypical Visual Processing and Social Skills in Young Children with Autism." *Research in Developmental Disabilities*, vol. 35, 2014, pp. 423–428.

Howlin, Patricia, et al. "The Effectiveness of Picture Exchange Communication System (PECS) Training for Teachers of Children with Autism: A Pragmatic, Group Randomised Controlled Trial." *Journal of Child Psychology and Psychiatry*, vol. 48, no. 5, 2007, pp. 473–481.

Pasco, Greg, and Christina Tohill. "Predicting Progress in Picture Exchange Communication System (PECS) Use by Children with Autism." *International Journal of Language & Communication Disorders*, vol. 46, no. 1, 2011, pp. 120–5.

Travis, Julia, and Martha Geiger. "The Effectiveness of the Picture Exchange Communication System (PECS) for Children with Autism Spectrum Disorder (ASD): A South African Pilot Study." *Child Language Teaching and Therapy*, vol. 26, no. 1, 2010, pp. 39–59.

Chapter 6: Arts Workshop for Children and Youth with Autism

6.1 Arts Workshop/Program/project

6.1.1 Western United States

Able Arts Work, 1982, California

Founder: Helen Dolas

Mission: “Love Before Learning. Learn for Life.”

Workshops for autistic children:

- **Accessible Arts Workshops (AAW):** “Accessible Arts Workshops deliver standards-based Visual Art and Music Education workshops to children and adults in schools and community centers throughout Los Angeles and Orange Counties. AAW promotes inclusion by encouraging engagement between individuals with and without disabilities”.
- **Creative Health & Wellness Clinic (CHWC):** The CHWC implements their distinctive approach of, “Creative Arts IN Therapy & Creative Arts AS Therapy, which employs creative arts therapies to reach and teach individuals with disabilities, working with them through play and music to enjoy creative experiences while achieving their non-musical goals”.
- **Community Arts Program Enrichment (CAPE):** It provides art and music experiences to children and adults of all abilities in community organizations.

Location: 3626 E. Pacific Coast Highway, Long Beach, CA 90804

Contact: (562) 982 0247

Fax- (562) 982-0254

info@ableartswork.org

Tax ID 95-3658291

<http://www.ableartswork.org/index.html>

Beyond Words. Music & Dance Center, Ohio

Mission: Beyond Words Center aims to create accessible and innovative programming through the arts to enrich the lives of those they serve.

Workshops for autistic children:

- **Adapted Music Lesson:** The purpose is to provide additional support to increase musical skills until traditional music lessons can be successful.
- **Music Therapy Workshop:** The purpose of music therapy is to provide the individual with an initial assist using melodic and rhythmic strategies, followed by fading of musical cues to aid in generalization and transfer to other environments.
- **Adapted Dance Program:** “The goal of this adaptive dance program is to mainstream their dancers into a traditional dance class. Skills taught in these classes are the same as a typical dance class, but are tailored to each dancer’s unique needs and abilities in order to provide the most successful learning environment”.

Location: 6048 Royalton Road, North Royalton, OH 44149

Contact: (440) 230 6100

info@beyondwordscenter.org

<http://www.beyondwordscenter.org>

Els for Autism Foundation, 2009, Florida

Founder: Liezl Els, Ernie Els

Mission: Els for Autism Foundation is committed to better understanding the aspirations of people with autism spectrum disorder and helping them to fulfill their potential to lead positive, productive and rewarding lives.

Workshops for autistic children:

Music, Dance and Art Therapy

- Reach & Tech through the Arts – Music Therapy (age 5-10/ age 11-17/ age 18 and up)
- Reach & Tech through the Arts – Dance/Movement Therapy (age 5-14)
- Reach & Tech through the Arts – Art Classes (age 11-17/ age 18 and up)

Contact: USA- The Els Center of Excellence, 18370 Limestone Creek Road, Jupiter, FL 33458

Phone-(561) 598 6200

info@elsforautism.org

<http://www.elsforautism.org>

Canada- Els for Autism Canada, 65 Robinhood Drive Dundas, ON L9H 4G2

South Africa- Ernie Els Centre for Autism c/o Empire Rd & Joubert St Ext, Braamfontein 2001

Phone- (011) 484 7254

www.ernieelscentre4autism.co.za

<http://thelearningcenter.org>

Institute for Therapy through the Arts (ITA), 1975, Illinois

Mission: To empower and energize individuals, families and communities to grow and heal by inspiring change and wellness in individuals and families through Creative Arts Therapy.

Workshops:

- **Kids Can Be Heroes (ages 10-13, male):** “This workshop is designed for pre-teen boys with or without disabilities, it provides opportunities for boys to be their favorite characters through the world of comic books, superheroes and fantasy literature, it helps to explore self-identity, build self-esteem and develop social skills”.
- **Beats-Building Expression with Autism through Song (ages 3-5):** “Increase attention and task-oriented behavior necessary for social and school environments through movement to music, instrument play, and singing”.
- **Individual, Family, and Group Therapy:** These Therapy workshops contains multiple creative arts therapy sessions, including music therapy, dance and movement therapy, drama therapy and arts therapy.

Location: 2130 Green Bay Rd, Evanston, IL 60201

600 S Michigan Ave, Chicago, IL 60605

40 E Old Mill Rd, Lake Forest, IL 60045

Contact: (847) 425 9708

info@itachicago.org

<https://itachicago.org>

Jewish Service for Developmentally Disabled (JSDD), 1984, New Jersey

Mission: to provide a safe, secure, high quality environment for those who are developmentally disabled, physically challenged or those with mental health concerns.

Programs for autistic children:

- **WAE (Wellness, Arts, Enrichment) Center Program:** It provides variety arts studios include painting, drawing, digital artwork, photography, sculpture, workshops, construction, jewelry design. The purpose of this program is to find the path to best assist members in discovering what they wish to learn and explore.
- **WAE World Arts Program:** It focuses on the discovery of artistic potential in each participant and fosters basic academic skills.
- **Jewish Learning Community (ages 16 and up):** This program offers a safe and inclusive learning community using music, movement, and visual arts to explore students' understanding of Judaism and develop connection to community.

Location: 270 Pleasant Valley Way, West Orange NJ 07052

Contact: (973) 272 7148

Fax- (973) 325 2980

<https://www.jsddmetrowest.org>

Kindling Studio (A project of Reid's Gift. Inc), California

Program Director: Kristina Ebsen

Mission: aims to ensure that participants receive high quality services using best practices from a variety of fields.

Programs for autistic children:

- **Kindling Studio Program (age 14 and up):** It is a day-long weekly session to hone artistic and entrepreneurial skills. Expert instruction includes sewing, painting, jewelry-making, cake decorating, ceramics, quilting, drawing, felting, crocheting, knitting, fabric dyeing, photography, graphic design, and entrepreneurial skills.
- **Individual Art Therapy** (Available in Camarillo, Newbury Park, and Woodland Hills)
- **Evening Arts Workshop (ages 12 and up):** It focus on fine art techniques including drawing, painting and photography.

Location: 2222 E. Ventura Blvd, Camarillo, CA 93010

Contact: (310) 853 0794

art@reidsgift.org

<http://www.kindlingstudios.org>

Reid's Gift. Inc. <https://www.reidsgift.org>

Music Works, 2002, Pennsylvania, 501(c)(3) non-profit corporation with small group session locations in Havertown, Swarthmore, and Media.

Founder: Jerry O'Leary

Mission: MusicWorks provides music therapy services to restore, improve and maintain the quality of life of all individuals throughout the Delaware Valley who face hardships every day.

Workshop for autistic children:

- **MusicWorks for Children:** It is a typical small group session for children with or without disabilities, it contains dance and movement activities, singing, percussion improvisation and musical improvisation piece with client-friendly instruments.

Location: 2050 West Chester Pike, Suite 115, Havertown, PA 19083-2742

Contact: (610) 449 9669

Fax- (610) 449 5566

lori.oleary@musicworkswonders.org

<http://musicworkswonders.org>

My Chals Learning Place, California

Founder: Ed Lynch

Mission: Mychal's Learning Place believes that children and adults with developmental disabilities deserve to be challenged with opportunities that build self-esteem and independence, creating long term success for life.

Program for autistic children:

- **After School Program (ages 8-22):** "This program focus on teaching life skills, is offered for youth and young adults with developmental disabilities. Activities include cooking, cleaning, computers, shopping, laundry, safety, personal hygiene, fitness and nutrition, gardening, karate, bowling, homework assistance, art, music, dance, photography, drama and more".

Location: 4901 W. Rosecrans Ave, Hawthorne, CA 90250

Contact: (310) 297 9333

Fax-(310) 297 9343

<http://www.mychals.org>

Paint a Miracle Art Studio, 2002, Michigan

Founder: Dr. Dale Propson

Mission: to provide a place of independence, artistic freedom and inspiration - a place where one can enjoy the creative process amongst friends.

Workshop for autistic youth:

- **Youth Artist Studio:** "Classes combine instructional and experimental studio time. Demonstrations are brief and frequent. Young artists are exposed to a variety of art concepts and may choose to try something new each week or continue working on one piece for an extended period".

Location: 400 Water St, LL4, Rochester, MI 48307

Contact: (248) 652 2702

Fax-(248) 652 3346

<http://www.paintamiracle.org>

The Art of Elysium, 1997, California, 501(c)(3) non-profit organization

Founder: Jennifer Howell

Mission: to provide an emotionally and physically safe space for the mutual exchange between artist and individuals in need.

Workshops for autistic children:

- **Visual Arts Workshop (ages 6-17):** Self-portraits, with emphasis on creativity and expression of whole self and emotions. Photography and family shields, wood working sculptures.
- **Theatre and Film Workshop (ages 6-17):** Role Play and improv with volunteer actors for social skills and learning the differences between being passive, aggressive and assertive.
- **Music and Movement Workshop (ages 6-17):** Martial Arts for self-defense. Drum Circles.

- **Northpoint (ages 13-19):** Northpoint is an art therapy support group for teenagers. The group is designed to present multiple creative arts activities to cultivate positive coping mechanisms, enhance communication skills, confidence and self-expression.

Location: 3278 Wilshire Blvd, Los Angeles, CA 90010

Contact: (213) 389 3201

info@theartofelysium.org

<http://www.theartofelysium.org>

The Prism Project, 2009, Indiana

Founder: Michael Daehn, Ryan Hourigan, Amy Hourigan

Mission: to provide a performing arts program for Children with exceptionalities, to offer a training ground for Ball State students who wish to work with children who have exceptionalities.

Workshops for autistic children:

- **The Prism Project (ages 6-14):** “The Prism Project provides students with opportunities to learn appropriate social skills through performing arts and direct engagement with their peers. Children learn the performing arts include dance, music and theatre as a medium to explore and develop these social skills”.

Location: Hargreaves Music Building (MU) 203, Ball State University, Muncie, IN 47306

Contact: (765) 285 5400

music@bsu.edu

<https://www.prismprojectbsu.org>

UNI Spectrum Project, Iowa

UNI Spectrum Project is a continuation of Sturgis Youth Theatre ‘s Spectrum Theatre, founded by UNI Theatre Professor Gretta Berghammer in 2012.

Mission: The Spectrum Project combines music, movement, drama and art for children with differing abilities.

Workshops:

- **UNI Spectrum Project (ages 6-18):** The project combines music, drama, movement and art for children with differing abilities, productions are created by children with direction from UNI students.

Location: Russell Hall 069, UNI School of Music, Cedar Falls, IA 50614-0246

Contact: (319) 273 3073

Kevin.droe@uni.edu

<https://www.spectrumproject.org>

6.1.2 Eastern United States

Spectrum Creative Arts, 2013, New York

Founder: Megan Resig, Noa Ferguson, Wade Richards

Mission: to inspire and empower our students through active participation in the creative arts.

Workshops:

- **Music Workshop** (Private Lessons/Group Lessons/Ensembles/Groove 2 Grow/Advanced): Spectrum Creative Arts offers a thriving music program with many opportunities for musicians of all ages and ability levels to engage in the experience of learning to play an instrument, include piano, voice, guitar, drums, flute, cello, violin, etc.
- **Art Workshop** (Private Lessons/Group Lessons): Spectrum art instructors merge traditional and contemporary art styles and practices into instruction, including Manga Illustration, digital photography, and textile art.
- **Theater & Dance (Private Lessons/Group Lessons):** It encourages participators to learn and enjoy theatre, through dance, students will learn to unlock physical barriers and identify goals, explore new forms of movement, and challenge themselves to take a step outside of their comfort zones in a safe, creative environment.
- **The SHINE Program:** It offers person-centered and strength-based creative arts classes that focus on developing social, vocational, and creative skills in an accessible and supportive environment. Students who attend classes have the opportunity to engage in a variety of unique creative offerings, including music ensembles, creative movement, fine art classes, social group, and community outings.

Location: 3300 Monroe Avenue, Rochester, NY 14618

Contact: (585) 383 1999

office@spectrumcreativearts.org

<http://www.spectrumcreativearts.org>

Zylofone Studio, New York, 501(c)3 non-profit organization

Founder: Debbie Major

Mission: to encourage creativity through the arts while enhancing social skills, confidence and independence.

Workshop for autistic children:

After School/Weekend Workshops

- Music & Movement (age 4-12): simple music and dance
- Sketch & Song (all ages): painting
- TRAP (all ages): drumming
- Z-BOP (age 4-12): singing and dancing
- Zenosry (all ages): sensory exploration

Private Workshops: These workshops offer instrumentation, vocal coaching, music and art.

Location: 3020 Route 207, Campbell Hall, NY 10916

Contact: (845) 476 8257

<https://zylofonestudios.wordpress.com>

6.1.3 Great Britain

Epic Arts, Cambodia, charity organization

Mission: Epic Arts aims to promote the message that every person counts through our inclusive education, community and social enterprise programs

Programs for autistic children:

Special Education Programs:

- **Peace Class:** It offers a tailored education to young children with special needs and to provide a safe and fun place for them to move, to explore, develop and learn.
- **Independent Class (ages 14-25):** This class is designed for young people with learning disabilities, it helps them to learn life and independent skills including gardening, cooking, arts, dance and handicrafts.

Contact: PO Box 737, Kampot, Cambodia
+855 033 555 5201
info@epicarts.org.uk

<http://epicarts.org.uk>

Life with Art, 2010, Bristol, UK

Mission: helping young and disabled people throughout the UK through education in the arts.

Workshops for autistic children:

- **Art Workshop/ Music Workshop/ Drama Workshop/ Photography Workshop**

Contact: PO Box 3264, Bristol, BS1 9JF
+44 117 920 0105
info@lifewithart.co.uk

<http://www.lifewithart.co.uk>

Prism Arts, 1987, Cumbria

Mission: Prism Arts' mission is to create opportunities for people and artists facing barriers to engagement in the arts because of health, age or disability; to release their full creative potential through active participation in, and exploration of, the arts.

Program for autistic children:

- **Studio Theatre West Coast (STW):** a theatre group of young people with learning disabilities and autism working alongside experienced artists and theatre practitioners.
- **Youth Theatre Workshop (ages 10-19):** The Youth Theatre week is run by our experienced theatre practitioners and artists. Participants will get the opportunity to develop their drama and puppetry skills as well as creating music with local musician.
- **Letters from the Edge:** "The project was with 10/11 years old students from Distington Community School and Creative Arts and Conversations, a visual arts group for stroke survivors and older adults ran by Prism Arts. Two groups swapped illustrated letters, sharing their childhood memories and experiences with one another." the children will devise a performance inspired by the stories in the letters they received.

Location: Carlisle Business Interaction Centre, 4-5 Paternoster Row, Carlisle, Cumbria
CA3 8TT

Contact: 01228 587691
office@prismarts.org.uk

<http://www.prismarts.org.uk>

Project Ability, 1894, Glasgow, charity organization

Mission: To create opportunities for people with disabilities and people with lived experience of mental ill-health, aged 5 years to 80 plus, to express themselves and achieve their artistic potential.

Program for autistic children:

- **Create Program (ages 5-28):** The Create program engages with children and young people with disabilities in a wide range of creative activities including visual arts, film and new media. The program includes evening and weekend workshops, one-off projects, events, film screenings and exhibitions.

Location: 103 Trongate, Glasgow, G1 5HD

Contact: 0141 552 2822

info@project-ability.co.uk

<http://www.project-ability.co.uk>

6.1.4 International

Prasanna Autism Centre, India

Founder: Padmaja Godbole

Mission: Padmpurush Foundation is set up to bring special education one step closer to children who suffer from “Autism Spectrum Disorder”.

Workshops for autistic children:

- **Drum Circle Therapy (ages 3-13/ ages 14-17):** Drum therapy is an ancient approach that uses rhythm to help autistic children improve self-expression through the drum beat and music.
- **Music, Tabla, Dance & Therapy (ages 3-13/ ages 14-17):** This workshop starts with learning how to play a musical instrument, as he or she gets intimidated by human contact. Slowly, the therapy moves on to include singing and even dancing, it gives children an emotional outlet as well as a sense of fulfillment.

Location: 895, Shivaji Nagar, Deccan Gymkhana, Pune – 411004

Contact: +91 93260 13744/ 020-25652246

hello@prasannaautismcentre.com

<http://www.prasannaautismcentre.com>

Tanay Foundation, India

Founder: Mrs. Meenakshi

Mission: to help kids and their families deal with autism in a more direct and determined way.

Workshop for autistic children:

- **Art & Culture Workshop:** It is a workshop that help autistic children to engage in art & craft activities that facilitate their creativity levels. The workshop conducts music & dance activities and holds different stage performances, also organizes festival celebrations to help participators understand the significance of different festivals.

Location: Bungalow no 3, Shardul Apartments, Opp. Parekhs Hospital, Near Shyamal Cross Roads, Satellite, Ahmedabad -380015, Gujarat

Contact: +91-9712850173

info@tanayfoundation.org

<http://www.tanayfoundation.org>

V-Excel, India, non-profit organization

Founder: Vasudha Prakash

Mission: to help families understand and accept their life situation and make the best of it and to overcome obstacles to social access and employment for persons with special needs.

Workshops for autistic children:

- **Short-term Programs:** “These are knowledge-based classes that are backed with intensive practical work so that prospective teachers get an opportunity to not just learn, but to directly apply their skills for training special children with degrees of disability ranging between mild and moderate. These courses feature a variety of instructional methods such as lectures, seminars, workshops, and discussion groups, and experiential methods such as group-work, simulation, drama, art and yoga”.
- **KLC Kindergarten program:** Kaleidoscope Learning Centre (KLC) is a special school dedicated to serving the needs of the growing number of children with developmental disabilities. This program creates beautiful and protective environment for the children, Play, fantasy and movement characterize each day in the kindergarten. The young children learn purely by the actions, words and the inner state of the adults through imitation.
- **KLC Grade School program (grades 1-8):** to help children to deal with all the problems may be facing due to their hyper or hyposensitivity to the stimuli around which characterize their condition, the curative curriculum in the grade school is accompanied by teaching through repetition, rhythm, rehearsal in movement and speech exercises.

Location: 10/23 Thiruvengadam Street, R.A. Puram, Chennai 600 028, India

Contact: (044) 2495 6373

info@v-excel.org

<http://www.v-excel.org/home/index.php>

6.2 Books

Book Title: Art as an Early Intervention Tool for Children with Autism

Martin, Nicole. *Art as an Early Intervention Tool for Children with Autism*. Jessica Kingsley Publishers, 2009.

Searched from: CSUN library

Introduction: “This book is packed with tips and suggestions for how to provide art therapy for children with autism, covering topics such as the basic materials required, safety issues, how to set up a workspace, and ideas for managing difficult behavior”.

Book Title: Art Therapy with Children on the Autistic Spectrum: Beyond Words (Arts Therapies Series)

Evans, Kathy, and Janek. Dubowski. *Art Therapy with Children on the Autistic Spectrum: beyond Words*. Jessica Kingsley Pub., 2001.

Searched from: CSUN library

Introduction: “This book presents a new model of practice, which primarily focuses on communication difficulties. It analyzes the current developmental deficit and covers topics like imaginative play creativity; drawing development and symbols signs theory of mind autism, etc”.

Book Title: Art Therapy with Children on the Autistic Spectrum

Evans, Kathy, and Janek. Dubowski. *Art Therapy with Children on the Autistic Spectrum: beyond Words*. Jessica Kingsley Pub., 2001.

Searched from: CSUN library

Introduction: This book “presents a new model of intervention, which focuses primarily on the communication and imagination difficulties experienced by many children with autism. The authors describe how negative behaviours and subsequent tension may be alleviated when the autistic child is involved in interactive art making with the therapist. They challenge existing methods within art therapy and explore the most appropriate approaches to treating autistic children”.

Book Title: Arts Therapies in School: Research and Practice

Karkou, Vicky, and Karkou, Vassiliki. *Arts Therapies in Schools: Research and Practice*. Jessica Kingsley Publishers, 2009.

Searched from: CSUN library

Introduction: The book outlines a wide range of innovative applications of arts therapies across a range of settings, including mainstream classrooms, special schools and student support units. “Examples of subjects covered include solution-focused brief drama therapy group work in mainstream education, art therapy for children with specific learning difficulties who have experienced trauma and music therapy in special education”.

Book Title: Art Works Level 1: A Process Art Program for Children with Autism Or Developmental Delays

Amy, Linda S. *Art Works Level 1: a Process Art Program for Children with Autism or Developmental Delays*. Linda S. Amy, 2016.

Searched from: Google Book

Introduction: This book is an 8 session Process Art Program for children with Autism or Developmental Delays.

Book Title: Creative Arts Therapies Manual: A Guide to the History, Theoretical Approaches, Assessment, and Work with Special Populations of Art, Play, Dance, Music, Drama, and Poetry Therapies

Brooke, Stephanie L. *Creative Arts Therapies Manual: a Guide to the History, Theoretical Approaches, Assessment, and Work with Special Populations of Art, Play, Dance, Music, Drama, and Poetry Therapies*. Charles C Thomas Publishers, 2006.

Searched from: Google Book

Introduction: A Guide to the History, Theoretical Approaches, Assessment, and Work with Special Populations of Art, Play, Dance, Music, Drama, and Poetry Therapies. “It covers art, play, dance/movement, music, drama, and poetry therapies. Specifically, each of these creative disciplines is broken down into the following categories: history of the field, theoretical approaches, assessments, and work with special populations”.

Book Title: Peer Play and the Autism Spectrum: The Art of Guiding Children’s Socialization and Imagination

Wolfberg, Pamela J. *Peer Play and the Autism Spectrum: the Art of Guiding Children's Socialization and Imagination: Integrated Play Groups Field Manual*. Autism Asperger Pub. Co., 2003.

Searched from: Google Book

Introduction: “The book offers an introduction to the basic principles, tools and techniques that comprise the Integrated Play Groups model, designed to support children of diverse ages and abilities on the autism spectrum (novice players) in mutual play experiences with typical peers and siblings (expert players)”.

Book Title: Understanding Students with Autism Through Art

Gerber, Beverly Levett, and Julia Kellman. *Understanding Students with Autism through Art*. 2010.

Searched from: Google Book

Introduction: This book builds further on the experiences and examples shared in the book *Autism, Art, and Children: The Stories We Draw* (2001), and Gerber and Guay's *Reaching and Teaching Students With Special Needs Through Art* (2006). “The book shares expertise of professionals from the fields of art education, special education, art therapy, museum education, and medical research. It highlights teachers' stories, avoids excessive professional jargon, and provides proven examples of successful lessons and teaching/learning strategies in the classroom”.

Book Title: Understanding Controversial Therapies for Children with Autism, Attention Deficit Disorder, and Other Learning Disabilities: A Guide to Complementary and Alternative Medicine

Kurtz, Lisa A. *Understanding Controversial Therapies for Children with Autism, Attention Deficit Disorder, and Other Learning Disabilities: a Guide to Complementary and Alternative Medicine*. Jessica Kingsley Publishers, 2008.

Searched from: CSUN library

Introduction: The book offers an overview of complementary and alternative therapies. “It is a useful guide for parents of children with autism, ADD or other learning disabilities. Covers a wide variety of mind-body interventions and manipulative techniques, provides detailed description of what the treatment involves, which professionals will work with the child, and an explanation of the rationale behind the therapy.”
(P49- Art Therapy; P60- Dance Movement Therapy; P70- Drama Therapy)

Book Title: Creative Therapy for Children with Autism, ADD, and Asperger’s

Tubbs, Janet. *Creative Therapy for Children with Autism, ADD, and Aspergers*: Square One Pub., 2008.

Introduction: The book shares Janet Tubbs’ stories, experiences and approaches, who has been using art, music and movement to help children with low self-esteem and behavioral problems over thirty years. “Author has put together a powerful tool in the book to help parents, therapists, and teachers work with children with autism, ADD/ ADHD”.

Book Title: The Art and Science of Motivation: A Therapist’s Guide to Working with Children

Ziviani, Jenny., et al. *The Art and Science of Motivation: a Therapist's Guide to Working with Children*. Jessica Kingsley Publishers, 2012.

Searched from: Google Book

Introduction: This book presents “an evidence-based model for working with children, including those with physical disabilities, learning disabilities and emotional and behavioral difficulties”. “Drawing on Self-Determination Theory (SDT), the authors describe this innovative paradigm - the model of Synthesis of Child, Occupational Performance and Environment - in Time (SCOPE-IT) - and explain how it can be used to sustain the child's motivation and active involvement in the therapeutic process”.

Book Title: Teaching Children with Autism and Related Spectrum Disorders: an Art and a Science

Magnusen, et al. *Teaching Children with Autism and Related Spectrum Disorders: an Art and a Science*. Jessica Kingsley Publishers, 2005.

Searched from: Google Book

Introduction: “The book is designed around the theme of teaching children with autism as an art and a science. It provides a theoretical overview for the various instructional strategies that have proved useful over the past several decades, and offers the reader a contextual framework for knowing when and with whom to use them”.

Conclusion

This archival project of contemporary arts workshops for ASD will hopefully inform future scholarship and research activities in the emerging field of applied arts. According to some interview articles and videos that I've collected, from the feedback from many autistic children, youth and their families who have attended these arts workshops, both as participants and audience, children and youth with autism grow and improve through the help of arts. It shows that arts workshops for ASD have considerable effect in improving the lives of autistic children and youth. The director of the SENSE Lab Blythe Corbett once said in an interview, "All forms of art have the potential to nurture talent, reduce stigma, and enable others to witness the abilities of a person with a disability." (Swift). This documentation project has categorized together the arts workshops for children and youth with autism in contemporary U.S, Great Britain and few other countries.

This project offers a categorized and simplified overview for readers to easily research this field without searching countless online sources. Although the project covers a small representative sample of what artists and scholars have done and what are they working on in this field currently, it provides a clear outline for readers to reference and a much easier point to start with as a basic step for further research. By looking into the books and the approaches listed under different categories, readers may notice some similarities and among these arts-related disciplines. This is also a good way for professionals in these disciplines to know what other artists are working on. They may find inspirations; there may be great potential for them to create more opportunities for collaborations. I believe this project will not only benefit artists and scholars, but also the families with autistic children and youth too. The lists of workshops can be

used as a guide for these families to seek professional help by looking at the locations and description for each workshop. At the same time, while they go through the book section, they can find many books that offer them solutions for family treatment. Many of these books are very encouraging, such as *Now I see the Moon: A Mother, a Son, a Miracle*, written by Elaine Hall, a mother of an autistic boy. She is a former Hollywood acting coach and the founder of *The Miracle Project*, recognized as the first systematic, evidence-based program to introduce theatre and performing arts with goals of enhancing the quality of life, relationships and changing negative societal stereotypes about disabilities. In this book, she shares how she used her resources to help her autistic son to live an increasingly independent life and the process for how she started and built *The Miracle Project*. By going through the lists in my project, readers will find in the common point that many of these projects/workshops are founded by parents of autistic children. For example, *A Chance to Dance* company, which is founded by a dance teacher Kim Smith because of her autistic daughter, some of these founders are artistic workers, but some were not until they decided to start an arts workshop for their own autistic children and children with other disabilities. I believe this will encourage more readers to get involved in this field; to know and to learn. With more people's help, this field can grow and developed more widely and effectively.

I think this project has the potential to expand into a website, like the public service network *Autism Speaks*, but this one will specifically focus on arts, children and youth with autism. By following a similar structure as this project, the website could have four or five main categories and under each category, beside the section of workshops, books and approaches of practice, there could add a section of categorized articles, include interviews, case-study reports and

scholars' papers. With further development in this field, the workshops could be sorted not only by age, but also by the severity levels of autism. In addition, a forum could be established with this website as a platform. It can provide a friendly space for artistic workers to exchange and discuss ideas, for families to share experiences and for autistic children and youth to make friends. It could have a section for autistic children and youth to share their artistic works, such as paintings or cartoons. For example, *Picture Exchange Communication System (PECS)* specializes an augmentative/alternative communication system designed to teach children and adults with severe communication deficits, such as autism, to learn how to initiate communication. Then this website could become a much bigger platform for sharing and communicating. The website could also have a video section. Many workshops hold concerts and performances periodically, perhaps they will record the performances and upload to this website, the videos could be archived and at the same time it might be encouraging for autistic children who are afraid to participate in these kinds of activities. A section for related news and events could also be set up. Many institutions and organizations are offering environment-friendly, sensory-friendly performances and activities at the present time. That information could be organized by different regions and themes. I believe a website like this has great potential to make further progress of this field. At the same time, this website itself will be the perfect tool to do the archival work and to record the progress of its development.

At last, I hope this project will help people who are willing to create similar workshops in the countries where the seriousness of autism is growing rapidly among children and youth who haven't had enough attention. In some countries, an awareness of this problem is very low and systems are not fully developed, not even to mentioned using arts as an auxiliary therapeutic

treatment. Hopefully, in the future, with more study, this problem will have more attention and more organizations could be founded.

Although this documentation only covers a small part of the works that many artists and scholars are doing in this field, this project is ongoing as similar efforts will continue into the future. A list like this one will keep expanding. Since more and more artists are joining in this field, more research will come out and different methods may be created. By gathering and presenting information in a systematized structure, the information I have collected in this project is limited, but I hope this project will benefit those who are interested in this topic.

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