



Pieces of the Puzzle

Presents

No Strings on Me

Arts and crafts for children and youth with autism

"To build knowledge, skills and abilities throughout the program."

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Agency Description

The Pieces of the Puzzles is a non-profit organization that is dedicated in providing different types of programs to people with autism – allowing them to experience perceived freedom, and pushing for them to self-express their self through their own intrinsic motivations.

Mission

Our mission is to provide programs for people of all ages with autism that will help promote their emotional and mental growth through “the arts.” Also, to help improve self-efficacy through the process of creating and show casing their own personal knowledge, skills, and abilities.

Vision

Our vision is to reduce stigma, prejudice, and discrimination that society portrays on those with autism such as role entrapment, lowered expectations, unnecessary dependence, and stereotyping. Instead of experiencing stigma, they would be acknowledged for their knowledge, skills, and abilities.

Values

People with autism are not much different than people without disabilities, and should be treated as such. Their skills can contribute to society in a highly beneficial manner. We have three core values:

Self-Expression

One thing we most certainly value is allowing one to feel free and express their emotions in a manner that’s most comfortable to them. This will allow us to help people with autism connect with their inner feeling through art making.

Diversity

Inclusion is very important to us and with that being said, diversity plays a very important role with promoting it appropriately. Within our agency, we want to help individuals see their natural born skills through the variety of programs we have to offer. Due to stigma being extremely high towards people with disabilities. With that being said, having programs that allow people with disabilities to connect with their community will promote inclusion.

Confidence

Confidence is a stain you can’t wipe off. It is the one thing that encourages most individuals to do things they haven’t done or things they never thought they would do. Building confidence and promoting self-sufficiency for people with disabilities is something this agency takes into deep consideration.

Program Description

There’s a story and a reason for why certain things happen, for why certain things are made, and why it must be brought to existence. So, here’s their story. Back in history, those with autism were known as “idiot savants” – “idiot” meaning unlearned and “savant” meaning skill. Why? Well, they

showed a side of exceptional skills that most others did not exhibit, could not bring forth, or plainly lacked the “ability”. After the movie “Rain Man” was made, individuals started referring to some of those with autism as a “autistic savants” since it was used so freely within the movie. These “extraordinary abilities” sit on a spectrum ranging from the most common sprinter skills to the rare form prodigious meaning an individual can remember every detail flaw, nook and cranny, sound, whatever defined a certain person, place, or thing. However, the title “autistic savant” only accounts for some individuals with autism as well as other developmental disabilities. This shines very little light on those that are noticed while leaving the rest in the dark. Everyone is uniquely different and should be acknowledged for their own knowledge, skills, and abilities without them being placed in a category. This is when “No Strings On Me” comes to life. This program will not only allow these individuals to express their self freely, but it will also detach the strings society tries to tie to them. No Strings On Me summer program will meet and work with the needs of children and young adults with autism, ages 5 to 21, through art making. It will teach them how to create different kinds of artwork depending on the age and skill level of the participant. In addition, it will provide them with a new medium to express their ideas and emotions through art making and promote confidence in their own abilities. After creating their artwork, they will be able to present their exquisite handiwork during the final showcase for their friends and family. All-in-all, in the famous words of Pinocchio, “I've got no strings to hold me down, to make me fret, or make me frown, I had strings but now I'm free, there are no strings on me!”

Target Audience

This program hopes to attract people locally from all over the Hampton roads area (all seven cities) and possibly reach a more broader scope of individuals outside the local such as Williamsburg, Franklin. etc. The minimum number of participants for our program is 10 and our maximum number of participants for our program is 30. Ideally, the program could function with about 15-20 participants.

Demographically, the participants we are targeting are specific, yet broad. Specifically, this program is reaching out to children and young adults with autism spectrum disorder ranging from ages 5-21. Moreover, the target market audience can be instructors, medical specialist, parents/legal guardians, and friends. However, in a broader aspect, we are encouraging all socioeconomic classes, ethnicities, and those from different cultural backgrounds to attend.

Due to the targeted audience ages ranging from young children to young adults, it is important to keep a higher ratio of qualified staff members for the participants between the ages 5-11. As for the participants that fall between the ages 12-21, they will require less staff compared to those that fall under the age 12. However, the program is specifically targeted to those with autism spectrum disorder, therefore it is important to market toward a specific range of individuals such as allied health professionals that are specialized in developmental disabilities. Moreover, to ensure safety for our participants, every staff member will be qualified and must have the knowledge, skills, and abilities to work with these participants. Additionally, a thorough background check will be conducted on all staff members and professionals.

In addition, two other factors that will be taken into consideration while planning and implementing this program is gender and diversity. When working with boys and girls, you must look at socioemotional, physical, and social developments. Boys may require more architectural type of arts & crafts to keep or spike interest vs. girls who may want to paint on canvases. Therefore, modifying the activities that will be conducted that week and so on will benefit both genders without limiting them from their freedom, self-expression, and therapy. When looking at diversity, it is important to take individuals ethnicities into consideration. Inclusion is one of the main components in our program. We can't allow ourselves to overlook important aspects of an individual while assisting them because that will lead to false treatment. Therefore, training and education of diversity for the staff and professionals within the program will be necessary. One being culturally aware, knowledgeable, and skilled will be able to assess the audience appropriately.

In conclusion, when implementing this program, proper modifications will be conducted for all our participants. The staff members and professionals that will be working in this program must have knowledge of the group they're serving and be able to facilitate creative instruction through positive engagement.

Program Plan

No Strings On Me Pert Chart



Program Assignments

- Program Development and Planning
- Environment Analysis

Needs Assessment/Asset Map

Needs Assessment

See Reference 1

This Pieces of the Puzzle needs assessment was initiated to gather data from Hampton Roads residents living with Autism Spectrum Disorder (ASD). The report is organized to provide comprehensive data analysis at the regional level. In order to gather information as extensively as possible from all stakeholders with an interest in an ASD art program, a needs assessment survey was developed. Caregivers of school age children, adults, as well as self advocates, will be surveyed to provide perspectives on existing services, including barriers to participants, and a need for new services. Professionals working in the ASD sector provide a unique perspective on the needs of individuals with ASD and their families. Upon launch of the online survey an ambitious target of 5,000 respondents was set. See reference 1 in the back of the packet for the sample survey that will be sent to our target audience.

Asset Map

See Reference 2

As shown in reference 2, the available assets in the community of Norfolk, Virginia, primarily focused on areas around Downtown, Ghent, and Old Dominion University, were depicted. In this area, many studios and galleries can be seen. Social capital and cultural resources such as the Ghent Neighborhood League, Chesapeake Bay Art Association, and Larchmont Edgewater Civic League could not be mapped due to a lack of physical space, but still remain assets to the community. Other associations like the Tidewater Arts Outreach, Rutter Family Art Association, and Eastern Virginia Medical School Art Therapy students, staff and Alumni all can be seen on the asset map in reference 2. These organizations can bring funding, community support, and networking opportunities for our program. Each one of these organizations have been well established, respected, and have shown interest in either art or helping people with disabilities. Many enterprising interests and personal information assets are seen on the map. Physical spaces such as Color Me Mine, Harbor Gallery, Chrysler Glassblowing Studio, and Old Dominion University Art Gallery show potential for partnerships and at the very least, opportunities for business relationships. These relationships could include physical trips to studios, personal information and instruction from experts on staff, experienced programmers who could provide resources or instructions to assist the program, and possible unique materials for our program classroom. Places such as Children's Hospital of the King's Daughters and Sentara Hospital are on the map for cases of emergency, when such assets would be needed. Physical places such as Stockley Gardens and Chrysler Hall have been included

because of various showcases, and networking opportunities for artists and small businesses. Constituents such as Old Dominion University art students and professional artists were consulted about possible assets that could be useful to our program. External inventory, primarily comparative inventory, social values, and environmental resources were assessed. Internal inventory such as philosophy, mission, vision, past programs, recent programs, and facilities were also considered in assessment of the community for our asset map.

Program Area and Program Format

Arts & Craft/Self-Expression/Self-Improvement

Our program area is through “the arts”, more specifically focusing on the realm of arts and crafts. This program area will allow the children and young adults with autism to focus on self-express and perceive freedom in a creative way. This will help them gain internal traits such as self-confidence, self-esteem self-respect, and self-concept. It will also help with social development skills such as the ability to interact with peers and instructors and help channel their behavior in an imaginative approach. Art is another form of how one may communicate, so it allows their voices to be heard without expressing it verbally. In addition, arts and crafts can help with sensory processing disorders (SPD) giving the ability to cope with their sensitivity to smells, textures, taste, sounds, and visuals in an artistic realm.

Instructional

Our program format is instructional. It is instructional because we will be teaching children/young adults with autism how to channel their inner most thoughts, targeting their sensory needs and behavior in an inventive way.

This program format is the best to use because we will be helping children/young adults to find their inner talents through the arts despite their disability as well as form pleasurable memories and create spectacular handiwork they can carry for a lifetime. Also, this program format will help us meet our participants’ needs and wants individually and it will help promote unnecessary dependence within our programs

Our program will be held annually during the summer season – taking place in July. We will offer our program Monday – Friday from 9 a.m. – 12 p.m. for four weeks. Every week we will focus on different artistic techniques and innovative strategies that will help counteract and bring attention to our participants’ skills and abilities. We chose this schedule because it fits better in parents/parental guardians schedule as well as our future participants. Due to this program being offered only four weeks annually during the summer, we want children to be able to take the confidence they gained then reflect it on other programs offered within the agency and/or programs outside the agency as well as daily activities they have throughout the seasons.

Facilities, Equipment, and Supplies

Facility:

- Art Studio (Main Location)

Equipment:

- Interactive Sensory Equipment (Warm Lights,
- Six Large Tables
- 40 Chairs
- One 50" Inch Radio
- Two Flat Screen TV's
- Fifty Assorted Paint Brushes
- Easels
- Forty Aprons
- Twelve Pairs of Scissors
- One Popcorn Machine
-

Supplies:

- Assorted Types of Cool Whip Paint
- Fifty Canvas
- One Hundred and Fifty Sheets of Assorted Wafer Paper
- One Hundred Sheets of Assorted Paper
- Three Packs of Water Cups (200 Count)
- Ceramic Cravings
- Six Bags of Edible Clay
- Twenty Packs of String
- Two Bags of Assorted Beads
- Eight Containers of Assorted Glitter
- Eight Tubes of Elmer's Glue
- Borax Free Slime
- 5 Boxes of WeCanToo Natural Crayons
- 7 Bags of WeCanToo Veggie Dough

Our physical environment will be conducted in the art studio within the Pieces to the Puzzle agency located in Norfolk, Virginia. This building meets ADA standards providing accessibility to every participant that engages within our programs through the agency. In addition, within our agencies building, we have multiple sensory rooms to cater to individuals with different Sensory Processing Disorders. These sensory rooms will provide a mindfulness environment with adaptive equipment. This equipment includes twinkling string lights, bubble walls, LED bubble tube, sensa traks, etc. Within our art studio, we will have very comfortable dim lighting to counteract anxiety and soothing music to improve their emotional state.

Staffing/Volunteers and Roles

This program is anticipating 30 participants maximum. There will be 10-15 qualified staff members on site. The hands on staff to participant ratio will be 1:4 (accommodations will be made based on request).

Specific qualifications and/or qualities our staff members and volunteers must have are:

- Staff must have experience working with people with developmental disabilities, specifically individuals with autism
- Art Therapy Degree is required for Art Instructor/Therapist
- Therapeutic Recreation Degree is required for classroom aids
- Must have experience with instructing a group
- Must be good with time management and scheduling
- Must be able to evaluate a participant's knowledge, skills, and abilities
- Must have organizational skills
- Must be First Aid and CPR certified

The roles each staff member and volunteer will have when implementing this program are:

- PRTS Interns: TR assistant, delegated TR tasks, always supervised
- Recreational Therapist: Documentation of participant's progress, assessing participant, creating program plan, responsible for activity schedule
- Art Therapist: Instruction, art activity planning, assessment of art abilities, delegating tasks to volunteers
- Custodial staff: Cleaning duties and minimal maintenance
- Volunteers: Craft set up and Art Therapist assistant

Program Goals and Objectives

1. To increase the interpersonal skills of participants.
 - a. The participants will be able to have conversations about their project with each other and the participants by the end of the program for five minutes.
 - b. the participants will learn basic terms and how to describe their artwork by the end of each week of that program focus.
2. To have participants improve their fine motor skills.
 - a. By improving their ability with brushes and drawing tool the participants will improve their ability to express themselves through artwork by the end of the program.
 - b. through the pottery portion of the program the participants will learn how to mold pottery to improve their motor skills by the end of that week of activities.
3. To develop an increase in creative self-expression.
 - a. By the end of each week the participants will be able to design their own pieces of artwork in a way that will be an increase in their expression of themselves.
 - b. By using different forms of art media the participants will have by the end of the program the participants will be able to show off their creative talents.
4. To display artworks at the end of the process in a way that removes stigma towards

people with autism in the community.

- a. At the end of the program we will have a display of all the artwork as a way of removing the stigma towards people with autism.
 - b. throughout the program we will be taking pictures to create a brochure to show the benefits of our program to the people with autism in the community.
5. To help participants with sensory processing disorder by targeting their sensory needs through the five senses.
- a. By incorporating different textures into the program the participants will improve their sensory needs relating to touch by the end of the program.
 - b. By having different avenues to express their sensory needs the participants will have a better understanding of their sensory needs and ways to help accommodate them by the end of the program.

Policies, Procedures and Rules

Program Policies

These policies are put into action to assure safe, enjoyment and equal opportunity among each participant.

Registration Policy:

Advanced registration is strongly recommended due to the limited availability and first come first served-paid basis our programs offer. Registration will continue to be opened until the week prior of the programs starting date, or until the class is full. Individuals may register the following ways:

Program location- Pieces of the Puzzle 1234 Monarch Way, Norfolk Virginia 23505

Mail-in Method- Pieces of the Puzzle 1234 Monarch Way, Norfolk Virginia 23505

Phone/ fax - Phone: 757-222-3343 Fax: 757-222-3333

Online- www.piecesofthepuzzle.org

Cancellation Policy:

Participants may cancel at any time but we ask individuals to try and give the agency as much notice as possible. Please note that all fees are **non**-refundable. If a situation occurs that is an uncontrollable circumstance, please contact the agency to talk about gaining your money back.

Payment Policy:

Full payment is due a week prior to the session date. We accept all forms of payment such as; Credit Cards, Checks and Cash. Please note that the agency is **not** responsible for lost money in the mail systems.

Pick-Up/ Drop-off Policy:

Children must be picked up by a parent or family member. If someone else will be picking up your child that day, a note shall be written by the parent and given to a staff member the morning of you dropping off your child. The note should include; who the person is and what time they will be picking your child up. ID's will be checked to confirm the name matches with the note given by the parent. We do this to insure your childrens safety.

Adolescents that are driving themselves to and from class are strongly recommended to go home right after the class has finished. The Pieces of the Puzzle Agency is not responsible for your children's whereabouts after he or she has left the agency.

Food and Drink Policy:

Due to the amount of food allergies, we ask for participants to keep their food out of the classroom and in a contained lunchbox or container. If your child has food allergies please notify the agency immediately so we know to notify the correct staff members. Only water bottles will be allowed in the art classrooms. The participants lunch must be brought, due to no cafeteria located in the agencies building. The agency will hold a lunch break during the program for the participants.

Procedures and Rules to Ensure Quality Performance in the Art Room

Procedures:

Participants of the Pieces of the Puzzle Agency must follow the guidelines given to ensure a safe outcome experience of all of the programs our agency has to offer.

Beginning of Class

Participants Must:

- Come in quietly and set up station
- Sit patiently and wait to be told to what to do

During Class

Participants Must:

- Work at seat assigned by teacher
- Participate effectively
- Ask questions when needed
- Listen to directions
- HAVE FUN!

After Class

Participants Must:

- Clean-up your area
- Push in your chairs
- Wait patiently until further directions are given

Rules:

- Treat others the way you want to be treated
- No bullying
- Keep your hands and feet to yourself
- No yelling, kicking, screaming or pushing
- Listen to adults at all time

Possible Risks

| Risks | Risk Prevention |
|-------------------------------|---|
| Use of tools as weapons | Special procedure for using tools. Heavy supervision when using dangerous tools. |
| Losing a client | Participants are to be supervised always. |
| Allergies | Ask questions about allergies before the program start and keep child away from allergen. |
| Bullying or unwanted behavior | Have a special procedure for dealing with problematic behavior. Staff members able to redirect or modify unwanted behavior. |
| Theft | Clean and count supplies at the end of all sessions. |

Marketing Strategy

Three promotional tools and techniques we will use to get the best results are:

- Internet:
 - Registration and program description will be available on our agency’s website and Facebook page. Our program location, hours of operation, news about special events, contact information, and volunteer opportunities are available online.
- Broadcast Media:
 - We would contact the local news station and/or the Hampton Roads Show for a press release. They would tour our agency and provide the community information about our program and its benefits. We would provide each media outlet information about our program, such as our program’s target audience, the significance of our program, what our program is about, when and where it will be. They could put out our website and FaceBook page. Information about

how to register and our schedule of events will be put out as well.

- Word of Mouth/Promotional Fliers:

We would create an exhibit with a variety of media to ensure equal access to all. Our recreational therapist will be available for a meet and greet to answer questions. Our exhibit will be available at the Pieces of the Puzzle agency, at different times prior to our program. We will contact the SouthEast Virginia May Center for Autism Spectrum Disorder and Children's Hospital of the King's Daughters (CHKD) in hopes they will allow us to disseminate information at their facility. We would ask if we could put up our exhibit in their facility and leave brochures in their waiting rooms.

Pieces of the Puzzle

Presents
No Strings on Me

**Arts and Crafts program for children and young adults
with autism**

To build knowledge, skills and abilities throughout the program



Ages: 5-21

Date: July 3-28th

Time: 9am-12 am

Cost: \$125 for 4 weeks per child

*Children will be able to express their talents, thoughts and
feelings through art work*

How to Register?

Online: www.piecesofthepuzzle.org

At the agency: Pieces of the Puzzle 1234 Monarch Way, Norfolk
VA, 23505

Mail: 1234 Monarch Way, Norfolk VA, 23505

Phone: 757-222-3343

Budget and Cost Analysis

| Expenses | 4- Week Program | Quantity | Total Cost |
|---------------------------|----------------------|--------------------|------------|
| Facility | \$25 for Three Hours | 20 Days | \$500 |
| Craft Supplies | \$250 | 14 Different Items | \$3,500 |
| Equipment | \$200 | 10 Equipment Items | \$2,000 |
| Training | | | \$150 |
| Salaries - Staff | \$10/hr. | Per Staff | \$10/hr. |
| Health Care Professionals | \$20/hr | Per Professional | \$20/hr |
| | | Total: | 6,180 |
| | | | |
| | | | |
| Registration: | \$125 per applicant | <i>*see below</i> | |
| Donations: | \$1,650 | | |
| Sponsorships: | \$5,000 | | |
| Grant: | \$10,000 | | |
| Total: | \$16,775 | | |
| | | | |
| Revenue Made: | \$16,775 | \$6,180 | \$10,595 |

**There will a be \$125 registration fee this will include transportation (if needed) and snacks.*

Pre-Experience, Participation, Post-Experience

a. Pre-experience strategies

- a. The agency has a detailed registration form. There are several ways to fill out the application
 - i. **Program location**- Pieces of the Puzzle 1234 Monarch Way, Norfolk Virginia 23505
 - ii. **Mail-in Method**- Pieces of the Puzzle 1234 Monarch Way, Norfolk Virginia 23505
 - iii. **Phone/ fax** - Phone: 757-222-3343 Fax: 757-222-3333
 - iv. **Online**- www.piecesofthepuzzle.org
- b. If there are any questions or concerns about the application process or the program itself please feel free to contact the agency.
 - i. Phone: (757)222-3343
 - ii. Email: piecesofthepuzzle@gmail.com
- c. Participants will be sent an informational packet. The packet will include a welcome letter from the agency, a detailed schedule of the times and activities of the program, a survey to bring filled out to the first day of the program asking participants what their art interests are, the programs policies and procedures, a photo release form, a general recap of the agency's vision and mission and a welcome souvenir keychain.
 - i. welcome letter
 - ii. schedule
 - iii. policies and procedures
 - iv. agency information
 - v. Interest survey
 - vi. photo release form
- d. On the survey given with the information packet, participants are asked to fill out what art interests they have and what type of crafts and activities they would like to work on during the program. This survey will help the staff generalize the interests and needs of the participants.
- e. A walk-through will be done a day prior to the program start date to ensure safety of the program and space the individuals will be participating in. We also do this to make sure certain accommodations have been accounted for.

b. Participation strategies

- a. All rooms will be wiped down and cleaned every night after the program has ended for the day. The agency ensures the use of “green” chemicals when cleaning the classrooms.
- b. Our staff is properly trained on how to correctly use the art tools and when to assist with the participants.
- c. The program will have different modifications to meet participants skill levels. We will ensure that the modifications have been noted to the correct staff members prior to the program start date.
- d. Document the participant's basic skill levels at the beginning of the program to

compare to the end skill level and measure the growth:

- i. Psychomotor
 - ii. cognitive
 - iii. affective
 - iv. social interaction
- e. Staff members are to be specially trained:
- i. Trained in working with individuals with autism
 - ii. Trained in working with children
 - iii. Staff is to follow policies, procedures and rules
 - iv. Participants are to be supervised at all times
- c. *Post Experience Strategies*
- a. After the program is over, the agency will send out a survey to the homes of the participants for them to fill out and send back to the agency. The survey will ask multiple questions on the participants experiences during the program. Also, there will be a Likert scale to rate the overall experiences from 1-10 (frowny face to happy face)
 - b. Photos will be taken throughout the program to reflect the participants memories and growth throughout the art class. Participants will be given a photo album made by the agency to take home with them after the program has been done.
 - c. Participants will be able to take their artwork home at the end of the program to reflect on their successes within the art room.
 - d. The agency will send home a newsletter informing families of other programs held within the agency.

Program Evaluation

- a. Create a one page survey you will give to participants to evaluate the program.
- c. Discuss other techniques you will use to evaluate the program. Identify the techniques, and explain how you will execute them.