

PARTICIPATION IN REMOTE SERVICES

HOW VIRTUAL SERVICES BENEFIT CLIENTS OF ALL ABILITIES

Presented by Shir Dyer
Programs Administrator
Able ARTS Work



YouTube:
tinyurl.com/aawlearning

Social Media:
[@AbleARTSWork](https://www.instagram.com/AbleARTSWork)

MENTAL HEALTH IN ADULTS WITH DISABILITIES

During this crisis the world has seen an increase in depression, anxiety, and fear.

For our clients, this is heightened with other challenges: They may not understand why they are being isolated, why they aren't seeing family and friends.

Lack of social contact, isolation within the home, change in routine, as well as processing personal crisis (family and friend deaths). These can lead to:

- Depression
- Anxiety
- Fear
- Heighten behavior

Mental Health Benefits in Participating in Virtual Services

- Ease anxiety and fear
- Lessen depression and loneliness
- Decrease behaviors
- Increase self-esteem
- Socialization with friends and staff: proven to increase mood
- Have the support therapeutically to process personal challenges
- Identified a common connect that they didn't know they had (can relate to staff)
- Validation of feelings
 - Isolation
 - Anxiety
 - Fear
 - Sadness
 - Missing personal connection
 - Feeling trapped/cabin fever
 - Development of self-confidence
 - Frustrated by what's happening

ABLE ARTS WORK VIRTUAL SERVICES

Each of the 4 day programs are offering:

3 Daily Large Group Zoom Sessions

Three consistent, daily classes are offered to all clients Monday-Friday

- Music Therapy
- Art Instruction
- Wellness/Social Skills

Small Group Zoom Sessions

Some clients find the large zoom classes overwhelming, and opt for alternative classes consisting of 2-3 clients. These classes are offered daily as a substitute to large group zoom classes.

- Music Therapy
- Art Instruction

Daily One on One Zoom Sessions

Some clients have opted to add 1:1 sessions in addition to their course load from 1-5 times per week.

- Music Therapy
- Art Instruction

Daily Phone Sessions

Some clients have opted to add 1:1 phone calls in addition to **or** in place of their classes 1-5 times per week. *For those opting to receive phone calls instead of attend class is due to lack of technology.*

- Music Therapy
- Socialization/Check Ins

YouTube Supplemental Videos

Staff create music, art, and wellness videos as supplements to class for clients to view at their leisure.

YouTube videos have also benefited clients without access to the zoom classes due to home's schedule.

Community Outings

- Clients take virtual tours of museums, national parks, etc. with professional guides leading outing.
- Guest speakers are brought in for guest lectures, such as chefs, musicians and artists.

Support Groups for Caregivers

Biweekly meditation/music therapy offered to caregivers

ACCESS TO SUPPLIES AND MATERIALS

Able ARTS Work is providing the following materials (consumable and non-consumable) to all clients participating in virtual services in order to provide a similar level of education and services:

- Drawing Pad
- Watercolor Pad
- Clipboard
- Place Mat
- Markers
- Colored
- Pencils
- Water Colors
- Paint Brushes
- Water Cup
- Pastels
- Scissors/Adaptive Scissors
- Various Glue
- Tape
- Pencils
- Erasers
- Pencil Sharpener
- Maraca
- Wrist bell
- drum
- Technology was lent to any homes who have shown interest in participating that could not obtain any form of technology/Wi-Fi



COMMUNITY OUTINGS AND PARTNERSHIPS

Able ARTS Work is still very active in the community! Here are some 'outings' we have taken virtually in addition to partnerships we have created during this time:

LA Opera Connects - Music To Remember Series

Weekly concerts performed by LA Opera singers via Zoom to Able ARTS Work clients and homes (**Top Photo**)

Art + Practice Gallery

Tour provided to all Able ARTS Work clients by gallery representative and curators. (**Bottom Photo**)

The Uke Buddies Performance

SoCal Ukulele troupe leads biweekly sing a longs for Able ARTS Work clients.

Cooking Classes

Professional Chefs guest lecture during Able ARTS Work classes to demonstrate how to make easy home-cooked meals!



Examples of Virtual Tours Via Zoom:

MoMA, NY

Getty Museum, CA

Georgia O'Keefe Museum, Santa Fe

The Metropolitan Museum of Art, NY

Museo Frida Kahlo, Mexico City

Guggenheim Museum, NY

La Galleria Nazionale, Rome

Tate Britain, London

The Louvre, Paris

Smithsonian, D.C.

NASA, Virginia (Langley)

San Diego Zoo, San Diego

National Aquarium, Baltimore

Hawai'i Volcanoes National Park, Hawaii

Bryce Canyon National Park, Utah

BENEFITS OF ATTENDING VIRTUAL SERVICES

- **Building/Continuing Relationships**
 - Clients in group sessions have the opportunity to connect with peers and staff and maintain friendships, student/therapist relationships, social skills amongst peers.
- **Learn New Skills**
 - Through participating in the virtual environment, clients are learning skills of operating technology, increasing communication skills and learning directionality. Since instructors are not able to offer hand over hand support – clients are practicing more verbal participation in projects. Learning left/right/up/down through indicating to instructor where to place marks or color on a paper/canvas. Clients are increasing their use of descriptive language. Clients receive verbal cues and prompts to create art projects and participate in music daily.
- **Access to Mental Health Services**
 - Clients have access to music and art therapy and have the opportunity to process their feelings about isolation and the pandemic appropriately and effectively. Clients have access to clinical counseling via telehealth services.
- **Re-Establish Routine in a Different Setting**
 - Providing stability for clients so their daily routines are uninterrupted as best as possible. This will maintain quality of life and make the transition of re-entry to physical program easier.
- **Community Integration/Engagement**
 - Programs provide access to virtual community outings to keep clients engaged and excited about 'outings.'
- **Vocational Opportunities**
 - Clients are receiving supplies from program to create sellable goods so they can continue to earn an income.
- **Goals and Objectives Remain a Focus**
 - In order to achieve continued success, ISP goals & objectives need to be maintained. If there is a pause in services, clients are likely to regress. To maintain gross motor, perceptual, sensory integration, language and cognitive skills, it is imperative clients are being held accountable daily to achieve goals.
 - Homes are learning how to prompt clients to meet their goals outside of classes. Clients are now able to practice their goals with their caregivers all the time!

BENEFITS FOR CLIENTS WHO NEED ADDITIONAL SUPPORT

- **Blind Clients**

- Auditory experience from music classes and conversational interaction in other classes greatly benefit blind clients (same as if they were attending physical program.)
 - Ex) Clients enjoy music zoom class and phone calls with singing. It is evident on the zoom screen by their facial affect and we hear directly from the homes that the clients enjoy the music in class. Home care staff is able to assist them to play an instrument, or the client enjoys passive listening.
 - Ex) In art class and on some calls the students participate with the help from home staff. This gives an experience that mimics physical program. Teachers seek Input from clients using their preferred communication methods and engage them sonically and visually, regardless of class subject matter. Instructors are able to direct the caregiver the client's preferred method of communication.

- **Deaf/Hard of Hearing Clients**

- We take visual tours and give demos on what we are doing in each class. Instructors make sure projects are easy to follow visually.
 - Ex) Deaf students can still move their body in our exercise class.
 - Ex) Class topics and activities are clearly demonstrated and modeled in class for people to follow along easily. Adaptations are regularly provided.

BENEFITS FOR CLIENTS WHO NEED ADDITIONAL SUPPORT

- **Clients With Limited Physical Ability**

- Instructors are adept at adapting class activities to the abilities of each student and offering alternatives. A client with any limit on range of motion, ability to move, or a person who does not have an appendage can still participate. Instructors guide caregivers on how each particular client is normally assisted so that they can participate to the best of their ability.
 - Ex) To participate in music class, caregiver can provide client adaptive instrument and assist them to hold it if necessary. Passive listening, vocalizing, and facial affect are also easy to prompt by instructor via screen.
 - Ex) To participate in art class, caregiver can assist client with adaptive writing utensil or brush to participate. Client is also able to make choices when prompted by instructor if caregiver is unavailable to assist.

- **Clients With Interruptive Behaviors**

- Some clients have behaviors that could affect their presence in class including swiping at the iPad and wandering, or not being focused in class. Technology can still be placed out of arms reach but close enough for students to hear and see instructors and peers. Students who have lapses in attention can still benefit from maintaining familiarity with program during the times they are engaged. This provides the further benefit of mitigating behaviors that would arise from the transition back to program.

ACHIEVING GOALS AND OBJECTIVES

HOW DO WE FACILITATE ISP GOALS AND OBJECTIVES VIRTUALLY?

In accordance with the Order of Learning Preference Guide, clients are expected to continue working on the following skills when attending classes:

Gross Motor Skills, Perceptual Motor Skills, Sensory Motor Integration, Social Skills, Conceptual Skills, Language Skills, and Cognitive Skills. Within these main categories, clients work on the following to achieve their targeted ISP goals.

- Classification
- Attention Span
- Directionality
- Peer relations
- Affect discrimination
- Reaction Speed Dexterity
- Visual Coordination and Pursuit
- Social Span
- Auditory decoding
- Auditory vocal association
- Auditory sequencing
- Vocabulary
- Fluency and Encoding
- Number concepts
- Comprehension
- Patience and turn taking

Most homes have been very helpful in assisting clients achieve their daily goals. We often find they are pleasantly surprised by how much a client can do with guided assistance! Caregivers are learning new ways to help clients achieve goals outside of program hours by working with program staff to prompt and guide clients based on how they are assisted at program.

Examples

- Clients are able to interact and communicate with their peers and instructors utilizing their verbal skills (speaking, vocalization), gross/fine motor skills (moving hand to press their answer buttons or grab to lift their visual aids for answers), social skills (waiting for their turn to speak, listening to others), and receptive communication skills (listening for verbal directions and following them).
- Caregivers help facilitate clients to achieve their goals just like instructors do at program. A person with a passing goal is prompted by the instructor virtually, then someone present can help the client by receiving the pass or offering encouragement.
- Some student goals have been modified to adapt to the new learning environment. A goal to “stay seated with the class 75% of class time” may be changed to “stay in front of the screen for zoom class for 75% of the class time.”
- At the beginning and end of each class, staff review goals with each client and the expectations for class, just like they would at program.

MUSIC PARTICIPATION IN ZOOM!

On one of the first days of zoom classes, our music staff demonstrated how to create DIY percussion instruments using materials you can easily find at home! Clients had so much fun making their own shakers and now bring them to class every day!



ART CREATED DURING ZOOM CLASS!



In order to create collaborative art pieces, the class decides on a topic, creates a background together in class, and then each client is prompted to create a drawing. Some clients receive assistance to draw from a caregiver, whereas others can draw more independently. Then, clients/caregivers take photos of their artwork and email it to the art instructor. The art instructor then adds the photo of the client's artwork to the collaborative background by asking clients where they would like the layers to go. Clients make choices in order to create the final product!

EXAMPLES OF PARTICIPATION FROM CLIENTS THAT NEED ADDITIONAL SUPPORT

- *“In one class, we were using the screen share feature of zoom to create a collaborative digital artwork. I was passing control of my screen around to each client to have them contribute to the artwork. Client A was in class, but did not have a family member nearby to help him control the screen. In order for him to participate, I offered him choices of color and types of marks to add. I monitored his expression as I pulled up different colors on the screen and when he smiled at the color blue, I took that as his choice. I then asked him where on the screen I should put the mark. I indicated different areas of the screen, and when he tapped his hand on the table when I said “top,” I took that as his choice. Even though Client A is nonverbal and did not have support from home to participate, we were able to offer him equal participation in the project.”*
- *“Client B is a client who is blind. His family was not sure if he would enjoy virtual classes, but he loves music and loves to socialize so they tried it. Client B was overwhelmed and frustrated because he found it difficult to orient himself in such a large class. However, staff and him agreed to do only individual music sessions, which was great improvement for him. He now works with staff to record his own music and write his own songs. He has been really struggling with feeling isolated and has found his music therapy sessions to be very beneficial. He has been able to process his feelings and identify ways to positively cope. Since working with the music therapist, he has rejoined the large group sessions and practices the skills he has learned in his individual sessions.”*
- *“In art class, were working on a drawing on Whiteboard, and it was E’s turn to contribute. However, she is not able to operate the iPad on her own and her caregivers were not able to offer assistance. So, Angel had her choose a color by listing options and asking her to vocalize when she heard one she liked, which she did. He then asked her to move her head around to indicate what she would like her marks to look like, and he would follow her head movements with his hand to create the marks on the screen. At first, she was just doing her typical side-side head movements. However, once she saw the marks appearing on the screen she began to move her head in different directions- up and down, around in circles, while keeping her eyes trained on the screen and watching the marks she was making.”*

CHALLENGES OF WORKING WITH HOMES

What we are hearing from homes who are not participating:

- Limitations due to lack of support whether it is a staff or family member present at home to assist with the client.
- Lack of technology or outdated technology, no internet in the home
- Lack of daily structure where clients are sleeping during and/or throughout the day
- Seeing peers and staff through a screen may cause behaviors in clients as they are unable to understand why they cannot attend day program.
- Clients are already receiving some programming or services at home that is more convenient for home staff
- Homes believe that clients who are visually or hearing impaired would not benefit from services.
- Clients prefer to be left alone and seemed to be okay with not doing anything.
- Setting up virtual classes “stress out” caregivers and clients
- Personal or work responsibilities and schedules do not align with client’s class schedule
- Caregivers won’t take time to learn the new set up and prefer to ‘wait it out’ rather than learn the new system
- Client does not like to watch TV, therefore won’t like zoom classes.
- They have tried similar services with *other* clients who don’t like it, therefore no one in the home will like it.
- Dispelling myths about the abilities of our clients. They are not giving clients benefit of doubt that they are able to succeed.
- Caregivers are making choices on behalf of client. Clients are not being given the choice to participate.

SUCCESSSES FROM CLIENTS PARTICIPATING IN PHONE SESSIONS

“D is a social butterfly and enjoys engaging with staff when at program. When we first transitioned to virtual services, his family was very resistant because they stated D does not do well with anything on a screen. Staff offered to call him everyday and have a individual social session. The family was hesitant because they felt like he would not benefit, but let staff try. Staff calls D everyday to talk to him (family assist since D vocalizes for communication) and sing with him his favorite songs. Now the family reports that the daily phone calls are D’s highlight to his day. He will ask every day about when staff will call him, even on weekends. Staff reports that he is vocal, singing, and laughing when on the phone with them.”

“B is a student who loves to come to program and family were very concerned about how she would react when program had to close. When we offered zoom classes B’s family said they would give them a try, but wasn’t sure how she would take to them. After trying each class, they found that B had a difficult time relating that the screen was in real time. Frustrated, the family decided to take B out of classes. After talking to the family, we informed them of the virtual YouTube channel that B could attend instead, that way she can see and hear familiar voices, which might help her transition into virtual classes. Although she still attends virtual YouTube classes, she does join some of the community classes and has been more active in them. She seems to connect now with staff and peers “on the screen”, she will wave when prompted and claps to music when prompted. Family is grateful and are excited about getting materials for her at home to try to connect more with the classes.”

“R is a client who is blind, non-verbal, and lives with his elderly parents. His parents did not feel comfortable with technology and wanted to try daily phone calls to see how R would respond. Family assist the client with the phone call. When staff call family puts them on speaker phone. In the beginning family stated that R would always stand by the door to leave for “School” and seemed upset when he did not get to go. When staff call him family reports that he smiles and will hummm. Staff sings his favorite song to him and family reports that he smiles and hums to the song. After a few weeks R now waits for his phone calls and mom reports that he will stand by the phone during the time that staff calls, waiting for their phone call.”

“A loves coming to program and whenever he has to miss program he gets very upset. He is non verbal, but vocalizes to communicate. When program had to close A became upset. Staff reported that every day when the time his bus would usually come he would yell due to being upset about not going to program. A signed up for daily phone calls, which staff assist with by holding up the phone and letting staff know how A would react. They always reported that he was smiling when staff would call. Staff also reported that he continued to yell when his bus was suppose to come, but that staff would remind him of his phone call with staff and he would stop yelling and smile. Now he has started doing daily facetime sessions with staff and he has become more involved. When using facetime, he will vocalize to staff and point at staff on the phone. He also vocalizes while staff sing. A gets to pick a song everyday to sing with staff. Home staff report that he smiles when he hears the phone ring because he knows its time for program.”

SUCCESSSES OF CLIENTS ATTENDING ZOOM CLASSES

“A has been a regular attendee since we started virtual services. His mom shared that before services started, he just wanted to lay on the floor and had no motivation to do anything. Since he has been attending our zoom sessions, his mom says that he is excited every morning to get dressed and go to “computer school.” We are noticing him use his voice more and more and participate more fully in music and art projects in the virtual space.”

“At first, when R began joining the live zoom sessions, he seemed confused. He could hear us and see us, but kept looking back to his mom when we spoke to him. It was like he didn’t realize that it was interactive and that we could hear and see him as well. A couple weeks into the virtual sessions, we noticed that R’s mood was dropping. His mom said that he was not wanting to go to the computer in the mornings, but was wanting to get his shoes and go to program. He didn’t understand why he was unable to go. We started offering him daily 1:1 sessions to help him process these feelings and get some extra attention. Within a week, we saw a boost in his mood and noticed that he was responding to us on the screen more readily.”

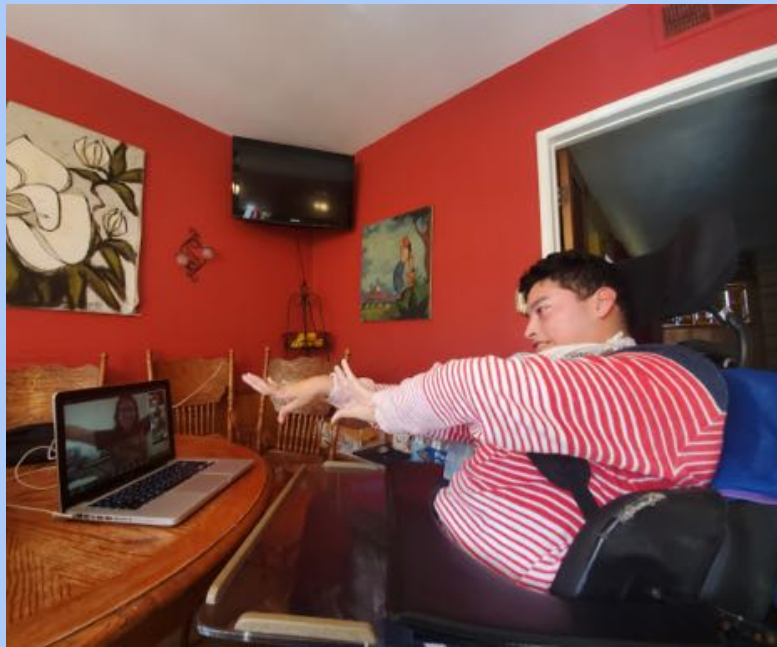
“N has had a lot of struggles with attendance at program. She has a lot of anxiety around transportation and around leaving her mother. She immediately enjoyed participating in the zoom sessions because she got to “attend program” without having to leave her house. She requested to have her POS updated from part time to full time, and is now participating in classes every single day.”

HOW ZOOM CLASSES AFFECT CLIENT'S QUALITY OF LIFE

"J used to be grouchy and did not want to get out of bed when the closure first began. However, once virtual services were offered, J's mood changed where he was excited to wake up in the morning. Virtual classes have become his motivation to go to sleep early and wake up in time for classes. He also has been actively participating in all three classes Monday through Friday, weekly as well as actively engaging in all class activities. He often talks about the projects he has been working on with his peers and other staff as well. When classes are not happening, J frequents the Able ARTS Work's YouTube Channel and watches videos daily."

"J has been looking forward to getting on Zoom every day as he often sees his family members on Zoom to socialize. J's mom has expressed that J feels he is important and belongs somewhere as he is needed on Zoom for virtual classes. Usually when J has a rough night not being able to sleep, he will skip his classes the next day. However, since virtual classes has been offered, he comes to class even if he hasn't gotten the best sleep the night before. Over Zoom, J has been vocalizing more frequently than he has when he attended program. J gets so excited about his classes that he makes sure that every person knows it!"

"M has been excited to get on Zoom to see her peers from program and also her instructors. M also has been wanting to show everyone her piano skills which she is able to do over Zoom. She has been coming to class ready to explore different activities and share her ideas about class projects. Her family also reported that she enjoys watching the YouTube videos at night or on the weekends."



MOBILE ARTS PROGRAM

The Mobile Arts Program has been a big part of Able ARTS Work for many years. It is a home-based program that provides creative arts therapy services to individuals with developmental disabilities who cannot attend a day program due to medical, behavior, and/or physical limitations. Our team of professional art and music therapists provide sessions developed through a curriculum of adaptive, self-care and education skills development through the arts. Individuals otherwise homebound benefit from further physical and emotional decline by participating in a community-based program, where the opportunity for transition and inclusion are available.

Like our four day programs, our Mobile Arts Program has transitioned to providing virtual services during the pandemic.

Effects of COVID-19

- At the start of the pandemic families expressed concern about how quarantine would affect their loved one and reached out to SC's for additional weekly sessions for support.
- General feedback from families was that they were grateful for the continuation of services for their loved one; as it eased the anxiety and stress the family was experiencing due to significant changes in routine.
- Clients were offered teleservices via the following methods, Zoom , facetime, and phone. Having options for service delivery enabled the client and family support to choose the method that best supported the client.
- Phone sessions work well for clients that are verbal and do not have technology/internet for zoom.
- Some families found that Zoom sessions were easy to support outside of their home.

MOBILE ARTS PROGRAM

Benefits for teleservices:

- Zoom sessions work well for clients that need more support. The ability to see their therapist/instructor would often cheer clients up. Families reported a positive change in clients mood and affect at the start of sessions.
- MAP Therapists and Instructors are flexible to the changing schedules of clients due the quarantine's effects on the general household schedule.
- For clients needing the support of a caregiver during the session, MAP staff provided prompts to the caregiver to assist in the session when necessary. As a result families and caregivers learned new methods and ways of supporting their client while assisting clients during sessions.
- Virtual Services bring a sense of rhythm, routine and consistency for quality of life.

MOBILE ARTS PROGRAM

“I have this client who I have one on one sessions with for MAP. She's fairly active, and verbal, she likes N'Sync and Justin Bieber as well as other pop stars. Our sessions typically revolve around sing a longs of those songs, playing along to other types of music and writing songs together, with her making choices about the lyrics, melody, and tempo of a song.

Two weeks ago, I was about to send a zoom link to her mom, so that we could have another session. The client is prone to seizures, and she apparently had a big one that day. Mom said that she could put me on the zoom call because she knows her daughter enjoys the sessions, but she mentioned that she would be very slow to respond as seizures usually make her super tired for the rest of the day. I agreed to come on and at the beginning of the session, I just sang some soft music that I knew - Beatles songs, softer versions of Justin Bieber songs, that sort of thing. She lying down on the camera, just softly blinking in the first part of the video. Over the course of the session, as she showed more responsiveness, I asked her to participate more and more. She clapped her hands for one song, she remembered the call and response section for another, and as we approached the last five minutes of the session, she was smiling and laughing, clapping along to music when prompted.” – MAP staff

FAMILY TESTIMONIALS

"As a parent the impact was having to have a schedule on top of my schedule, having to figure out how to manage my business, creating how to manifest this change, feeling overwhelmed. The on-line classes started hard for G to want to do the computer time, and getting the set up for his art and music material, and figuring out the set up at home to be functional, took some creativity. The first couple of weeks G required many prompts and cues on when to answer or to stay on topic and focus, but with the amazing program that has been set up by Able ARTS Work and making it natural and organic, it kept G engaged. They all have embraced G and his peers to seamlessly continue this program. They have continued to immerse them in art and music and making it so much fun, and natural, G looks forward to everyday, Thank you for making Stay at Home memorable!!!" – Roxy F.

"As the parent and caregiver of D, the impact of Virtual Learning has had an enormously positive impact on me and D. This experience has brought a level of normality to our lives. D had a regular routine and relationship with his peers and staff which came abruptly to an end with this pandemic. He didn't understand why he couldn't go to program and became sad, angry, and somewhat depressed. He missed riding on the bus with Cheryl and Angel. He missed seeing Ann Marie and the other aides that rode with him. Now he has something everyday to look forward to and I don't have to watch wrestling every day all day. Smile... I get to participate in music, art, fitness, and sports class. I love seeing the other students and their families. I've learned so much. I see first hand how much work goes into the planning and executing of the projects because I'm the one this time helping make the musical instruments and the cool art work we've been doing everyday. Each class is so diverse. We dance, workout, make music, learn about all kinds of sports and everyone contributes according to his or her ability. We go on virtual field trips all over the world and experience great finds in our own backyard. James surprises us with special treats like Fancy Friday dress up, LA Opera sing along, and show your cool zoom background day. My hat goes off to Randy, Maria, Troy, Charity, Laura, and Dezjon. I thank you for caring for our children. I thank you for creating an avenue that I and the other parents can participate in creating new memories and experiences with our children. Love you all to life." – Peggy J.

FAMILY TESTIMONIALS

“We are amazed at how quickly this has come together. It shows how innovative and clever Able Arts is, but more importantly, how much you care. We appreciate all you do to instruct E in music, art, and sports, and are excited to be partners in the virtual classroom. E enjoys learning alongside his friends with his family nearby to help him out. We are grateful to be a part of the Able Arts Work Family.” - Margarita L.

“Dear Helen, I want to thank you for your support and employment of one fantastic, committed, talented, patient, staff of teachers at TAP II (others probably, but my experience is mostly with TAPII) My son A was flinging himself on the floor, unengaged, pretty much sad with his lot in the covid 19 life until the invite to watch virtual Zoom classes was offered. he sprang to life, is motivated to get dressed and ready for "computer school." Sadly he can't ride the bus now, but he is eager to see his friends on the screen and work through the lessons brought forward by the Lauren and her band of merry men and women :). he is using his vocabulary and building on it, making decisions, and engaged with the lessons. And, on the caregiver/parent side, we have been blessed with getting to know the staff and teachers better. I now understand what "Garage Band" really is, and the u-tube lessons Grant talked about. We rarely get to interact with the staff and they have truly been a Godsend. I know more about how they work with my son (and other clients) and their degree of patience and expertise with clients and now parents with technology (i.e. editing , transitions, use of the screens they use.) Thank you for supporting them and I hope you let them know how much I appreciate their participation in the daily activities for my A and the others. I will know the teachers and be able to support them even better when we get back to some sense of normalcy, by the relationships we have created during this different learning environment. I look forward to supporting TAPII and Able ARTS Work in any way we can. Again thank you so much :)” – Beth M.

QUESTIONS?



All programs currently have availability for virtual service enrollment. If you have clients that would like to enroll in services, they may take a 'virtual tour' of a class prior to enrolling.



Contact Information:

Helen Dolas, MS, MT-BC, Founder and CEO | hdolas@ableartswork.org

Shir Dyer, Programs Administrator | sdyer@ableartswork.org

Encouraging Personal Independence (EPI) Center, Hawthorne

James Brooks, Program and Community Inclusion Manager | jbrooks@ableartswork.org

Therapeutic Arts Program (TAP) II, Gardena

Lauren Sparrow, Program and Community Inclusion Manager | lsparrow@ableartswork.org

The Cultural Education Center for the Arts (CECA), Hawthorne

Christina Ebersole, MT-BC, Program and Community Inclusion Manager | ceberson@ableartswork.org

Achieving Results Together (ART) Center, Long Beach

Katie Prodanovich, ATR-BC, LPCC 7087, Program and Community Inclusion Manager | kprodanovich@ableartswork.org

Mobile Arts Program (MAP)

Kristy Glass, Director of Community Advancement | kglass@ableartswork.org

YouTube:
tinyurl.com/aawlearning

Social Media:
[@AbleARTSWork](#)