

# ARTS AND QUALITY OF LIFE RESEARCH CENTER CONFERENCE

FRIDAY, MARCH 17

**8:30-9:00**

**Registration and Coffee  
Lobby: Rock Hall**

**9:00-9:30**

Auditorium

**Opening Remarks:**

Dr. Ken Soprano

*Vice-President for Research and Graduate Studies*

Dr. Robert Stroker

*Dean, Boyer College of Music and Dance*

Dr. Cheryl Dileo

*Director, Arts and Quality of Life Research Center*

**9:30: 10:15**

Auditorium

**Keynote Address**

Michael Greene

*President and CEO: Artist Tribe*

*Past-President/CEO: National Academy of Recording Arts and Sciences (Grammy's)*

**10:15:11:15**

Auditorium:

***Effects of Music on Medical Patients: Results of a Meta-Analysis  
with an Agenda for Future Research***

Cheryl Dileo, PhD, MT-BC

*Professor of Music Therapy, Temple University*

Joke Bradt, PhD, MT-BC

*Assistant Professor of Music Therapy, Montclair State University; former MMT and PhD student,  
Temple University*

**Abstract:** The presenters will describe the results of a comprehensive meta-analysis of the research literature (184 studies), detailing the effects of music therapy on 36 categories of outcome variables within 11 medical populations, including neonatology, pediatrics, cardiology/intensive care, surgery, rehabilitation, general medicine, oncology/terminal illness, ob/gyn, gerontology and dentistry. Based on this analysis, the authors present an agenda for future research, providing specific suggestions for advancing the knowledge base in the field.

Room 123:

***Russian Traditional Folk Music: Applications for Early Childhood and General Music Education Curriculum in the United States***

Natasha Sigmund

*Master's Student in Music Education, Temple University*

**Abstract:** The purpose of this research was to expand the availability of Russian traditional music for American educators. The problems of this study were: 1) to experience Russian traditional music and culture in a natural setting, 2) to collect traditional Russian songs, games, and dances, 3) to adapt selected materials for use within elementary general music curriculum in the United States. During six weeks in the country of Russia in the summer of 2001, the researcher visited remote Russian villages where she lived and interacted with peasant families and recorded traditional Russian songs, singing games, dances, and instrumental tunes from native carriers of folklore. As a result of this process, researcher compiled a collection of fourteen traditional Russian songs, games, dances, and instrumental tunes. Each song in this collection is accompanied by transliterations, translations, background information, teaching suggestions, and two detailed lesson plans for an early childhood and an elementary school setting. This song collection can serve as a foundation for incorporating traditional Russian music and culture in early childhood and elementary music education in the United States.

**11:15-12:15**

Auditorium:

***Using Arts and Culture Indicators to Assess the Quality of Life in the Region's Communities***

Carolyn Adams, PhD

*Professor of Geography and Urban Studies, Temple University*

Josh Freely

*PhD Candidate, Department of Sociology, Temple University*

**Abstract:** This presentation will demonstrate how a major new database housed at Temple University may be used to examine the role that the arts and cultural activities play in urban and suburban communities in the greater Philadelphia region. The Metropolitan Philadelphia Indicator Project (MPIP) is one of only a small number of social indicator projects in the U.S. that includes indicators of arts and culture – along with housing, education, health and other dimensions of neighborhood life – to measure the quality of life in urban and suburban communities. We will show how the MPIP database –which documents conditions in 353 cities, boroughs and townships of the greater Philadelphia metropolitan area – may be used to investigate how arts and cultural activities and organizations contribute to the quality of life. As illustrations, we will select several research questions frequently asked about the role of arts and culture in communities, and will demonstrate how Temple's information resources can help answer those questions. We expect to focus on questions like the following: 1) How available are arts and culture opportunities to children in the greater Philadelphia region? 2) How do arts and culture contribute to the economies of different communities in the greater Philadelphia region? 3) How does the level of citizen participation and support for the arts differ in different communities around the Philadelphia region? The Metropolitan Philadelphia Indicators Project is funded by the William Penn Foundation and is one of a very few such projects around the U.S. to address and entire metropolitan region (as opposed to central cities alone).

Room 123:

***Singing the Songs of Life: Exploring the Benefits of Choral Singing  
for Elderly Persons with Illness or Disability***

Carol L. Shultis, M.Ed., FAMI, LPC, MT-BC

*PhD Student in Music Therapy, Temple University*

**Abstract:** Songs connect us to our culture, our history and ourselves. Singing in a group has been identified as a positive experience for multiple reasons. Research has explored singing as a means to physiological, psychological and social change. This presentation describes the value of a performing choir in a long-term care nursing and rehabilitation facility in Pittsburgh, Pennsylvania. Members of the choir include persons with physical disabilities, recent corrective surgeries and chronic illnesses. The short and long-term benefits of making music, deep breathing and singing from the heart while working together are outlined from the therapist's perspective as well as viewed through the eyes of the participants. Open-ended interviews provide phenomenological data examining the participant-perceived outcomes of membership in the group. Improved quality of life via singing is the focus, coupled with descriptive information about how the group functions as a choir.

**12:15:1:00** Lunch: Lower Level of Rock Hall

**1:00-2:00**

Auditorium:

***When the Spirit Catches You ..." A Multimedia Composition of  
Music and Art about Epilepsy***

Cynthia Folio, PhD

*Associate Professor of Music Theory, Temple University*

Performance by The Relâche Ensemble

*Bob Butryn (clarinet/sax), Andrea Clearfield (piano), Jon Gaarder (bassoon),*

*Chris Hanning (percussion), Michelle Kelly (flute/piccolo), Douglas Mapp (electric bass),*

*Lloyd Shorter (oboe/English horn), Ruth Frazier (viola)*

**Abstract:** A commission from the Relâche Ensemble to write a "dramatic" composition resulted in a multimedia composition inspired by my daughter's seizure disorder. This piece reflects in music and art the sensations of having a seizure. The visuals in the piece, by four artists with epilepsy, express disorientation, alienation, or violence; all of them are evocative. The text (recordings of my daughter) consists of short phrases from *Brainstorms*. The piece has been performed by Relâche several times and will be recorded and released next year on an Epilepsy CD/DVD by Schachter and distributed to pharmaceutical companies and Epilepsy Foundations nationally. The composition is in three main parts, corresponding to the three parts of most seizures: the "aura" (warning); the seizure; and the post-ictal period (disorientation). Many of the extra-musical references come from the medical interventions in the treatment of seizures: EEG's (with the "spikes" translated into musical contour), MRI's, medications. One of my purposes in this composition was to help raise awareness about epilepsy, which is still commonly misunderstood. But an additional benefit is that people with epilepsy seem to relate to the piece, and several of the artists involved were positively affected—evidence that this project has potential to improve the quality of life for people with seizure disorders.

Room 123:

***Creating Harmony Within: the 'Intra'Disciplinary Approach of Music Therapy***

Susan M. Knechtel, MMT, LPC, MT-BC

*Former MMT Student, Temple University, Director: Music Therapy-Heartfelt Sounds*

Valerie F. Uschock, MT-BC, NMT

*Director: Music Therapy Progressions*

**Abstract:** How do we experience and define quality of life? How do we enhance the quality of life through music? Does the way in which we experience music determine quality of life? It is the belief of the presenters that these questions are both subjective and objective in nature. The purpose of this session is to explore the concept of the quality of life through various music therapy applications that reflect an "intra"disciplinary approach. This session will be both didactic and experiential in nature. The didactic portion will encompass: 1) a discussion of the quality of life; 2) the presenters' philosophies; and 3) the formulation of the concept of an intra-disciplinary approach and its relationship to enhance quality of life. Participants will then be given an opportunity to experience music in different ways and then process the overall meaning of their experience

**2:00: 3:00**

Auditorium:

***Why do Humans Dance? A Bio-Cultural Perspective***

Karen Bond, PhD

*Associate Professor of Dance, Temple University*

**Abstract:** In a world where the verbal mode is dominant in human communication, certain individuals stand out for their isolation amidst the verbal stream. Six nonverbal children with dual impairments of vision and hearing formed one such cluster of humanity in a residential educational setting. These children became participants in an intensive dance program. With the two major distance senses impaired, individuals with dual sensory impairment have significant challenges to learning. Nevertheless, the children studied demonstrated a high level of task and social engagement in the dance context. This paper provides an overview of the research and sets the findings within a bio-cultural perspective of dance, including illumination of an emergent social phenomenon that I term 'aesthetic community'. Over the course of the program, children and their adult partners began to look like a cohesive communicative unit. They demonstrated shared aesthetic values as observed in a high degree of synchronous action and the emergence of a collective style of movement. Group affect in terms of excitement, humor, and playfulness developed into a consistent ethos of celebration. The study provides empirical support for theories arising out of the inter-disciplinary field of bio-aesthetics; specifically, that human beings may be biologically predisposed to dance and aesthetic experience.

Room 123:

***A Prescription for Musical Performance Anxiety***

Joann Marie Kirchner, Ph.D

*Coordinator of Secondary Piano, Boyer College of Music and Dance*

**Abstract:** It has been well documented that close to 80% of all people experience anxiety when they become the center of attention. Many musicians have the experience of not being able to perform up to their expected capacity as a result of an increased anxiety level. While many believe it is important, and even necessary, to experience some performance anxiety in order to play their best, anxiety should not take over and debilitate the performer. Rather than eliminate performance anxiety, the goal for performers should be to discover ways to channel the feelings, cognitions and behavioral responses that accompany performance anxiety. This workshop will begin with an overview of anxiety, discussing exactly how anxiety is created, as well as ways in which anxiety can manifest itself in an individual. The workshop will focus on techniques to assist individuals in dealing with mild musical performance anxiety, as well as strategies that may require professional intervention. An analysis of this phenomenon and having techniques to assist in dealing with musical performance anxiety will provide a valuable contribution to all those involved in performing arts education.

**3:00-4:00**

Auditorium:

***Architecture as a Curative Power***

Brigitte L. Knowles, M. Arch.

*Associate Dean and Professor of Architecture, Tyler School of Art, Temple University*

Jessica Zivkovitch

*Master's Student, Tyler School of Art, Temple University*

**Abstract:** In Vitruvius's universal definition of architecture, architecture has and presumably will always have three major defining principles- commodity, firmness and delight. The first two principles dwell on the functional and structural issues of architecture with the third defining principle open to a magnitude of interpretations and continued debate. In this critical debate, however, the issue of an architecture, which is suggestive of comfort, or an architecture that is spiritually sustaining to the soul is rarely discussed and certainly not pivotal in historical discourses. The focus of this research and ultimate paper is how the materiality of architectural space can create a sense of comfort and thus be a vehicle for curative powers. The presentation will concentrate on a faculty advisor and an architectural thesis student's collective search to create a "home away from home" for families and friends of patients who are terminally ill. The crisis of illness both for the patient who is terminally ill and for the extended family is indeed a crisis – of coming to terms with illness, anger, the fear of death, the loss of the ideal, and most importantly the presence of the unknown. Can architecture in the making of a 'home away from home' be indeed a curative power? That is indeed the question and if so how?

Room 123:

***The Impact of Ballroom Dance Classes on Quality of Life for Older Persons:***

***A Brazilian Experience***

Alba Pedreira Vieira, M.Ed.

*Assistant Professor of Dance, Federal University of Vicosa, Brazil*

*PhD Student in Dance, Temple University*

Maristela Moura Silva Lima, Ed.D.

*Professor of Dance, Federal University of Vicosa, Brazil*

**Abstract:** This paper discusses a dance action-research project that took place from September through December 2002 in Brazil. In this project, the authors taught ballroom dance classes to 60 senior citizens from the community in order to enhance the participants' quality of life, particularly within the social domain. To ensure that the elderly would not experience negative interactions and exclusionary attitudes, several important factors were considered, such as didactic material and interaction with different age groups. Through a questionnaire, qualitative data were obtained to assess the participants' self-rated increase of quality of life and social interactions. Many of the participants' responses described the sensation of 'traveling' to a different world when they were dancing, a world of good thoughts and feelings of joy and happiness. These qualities, according to the participants, allowed them to forget their everyday concerns, which relaxed them and made them feel young again. Moreover, all participants perceived that the classes increased their confidence to dance, and the special sections positively influenced their interactions with people whose ages were different from their own. Researcher's observations and field notes suggested that, through ballroom dancing, teachers may create a culture of inclusion that embraces both understanding and acceptance of senior citizens, which in turn can promote their quality of life.

Room 123:

***The "Let's Dance!" Project  
Embracing the Homeless in Philadelphia***

Ok Hee Jeong

*PhD Student in Dance, Temple University*

**Abstract:** My presentation is about an experimental dance program "Let's Dance!" for homeless people in Philadelphia. I organized this program for the residents of Saint John's Hospice in Philadelphia. The program is 10-week session of once-a-week classes including stretching, Pilates, hip hop, African dance and jazz dance with instructors from the Dance Department at Temple University. During this process, I will observe, interview and make a documentary film concerning what arts and arts professionals can do to understand and to enhance the quality of life of individuals from non-dominant cultures. As a student interested in social issues relating to dance, I first want to understand more about these individuals. I also want to explore the potential effects of dance, as dance is regarded as enhancing the physical, mental, and social conditions of people, especially those experiencing various challenges. My research is based on the theoretical foundation of cultural studies rather than education.

**4:00** Conference Closes

**SATURDAY, MARCH 18**

**8:30-9:00**

**Registration and Coffee  
Lobby: Rock Hall**

**9:00-9:30**

Auditorium

**Welcome**

Dr. Cheryl Dileo

*Director: Arts and Quality of Life Research Center*

***Screening: Circle of Care: The Arts in Medicine***

Willo Carey

*Executive Director: Wider Horizons, WHY*

**Abstract:** The documentary, *Circle of Care*, is a collaboration of Caring Community and WHY, made possible by a grant from Sound Partners for Community Health, a national project of the Benton Foundation, funded by The Robert Wood Johnson Foundation.

**9:30-10:30**

Auditorium:

***The Role of the Arts in Expressing Nonverbal Emotions  
and Monitoring Psychiatric Symptoms in Children***

David Baron, M.D.

*Professor and Chair: Department of Psychiatry and Behavioral Science  
Temple University School of Medicine*

**Abstract:** For many years, it was mistakenly thought that children did not experience intense emotions or suffer from psychiatric illnesses such as depression. We now know this is incorrect. What is correct is that young children do not have the verbal skills to express what they are feeling. When children do get depressed, the symptoms are not identical to the adult form of the disease. Art and play are an excellent way to allow children to express their feelings. It is beneficial in diagnosis and treatment. This presentation will discuss the role of art and the application of this technique in dealing with trauma experienced by preschool children who witnessed a shooting spree at recess in Los Angeles.

Room 123:

***Impacting Quality of Life through Adaptive Rhythm  
Rehabilitation: Clinical Vignettes***

Melanie Kwan, MT-BC, NMT

*Master's Student in Music Therapy, Temple University*

**Abstract.** Based on research concerning the influence of rhythm on the brain, this therapist has adapted standardized rehabilitation techniques to impact motoric function in various individuals with initiation, or termination difficulties, and who may be challenged with continuation or flow during motor activities such as walking or attention. This session seeks to give an overview of the use of rhythm in habilitation or rehabilitation, and a neurological approach to music therapy, through clinical case studies and video excerpts. The impact of how rhythm rehabilitation affects quality of life will also be explored. This presentation may provide an alternative perspective concerning attention, focus, and staying-on-task as motor processes, and hence, may be of special interest to those working with special education and rehabilitation populations.

**10:30:11:30**

Auditorium:

***Effects of the Arts on Social and Academic Development:  
Intrinsic or Instrumental Benefit***

Mark Huxsoll

*Director :Music Preparatory Program, Temple University*

Tamzen Flanders

*Strings for Schools, Bridge to Music, Temple Partnership Schools*

Beth Bolton, PhD.

*Associate Professor and Chair, Department of Music Education and Therapy, Temple University*

Alison Reynolds, PhD

*Assistant Professor of Music Education, Temple University*

**Abstract:** The discussion will focus on recent research abstracts regarding the benefit of the arts in improving academic performance, accelerating cognitive development, and in social development. Panelists will debate the extent that the arts can be linked to such benefits and also whether other benefits may be more or less valid.

Room 123:

***As Only Music Can! Exploring "groove music," in Improvisation to Reach  
Children within Autism***

John Carpente, MA, CMT, NRMT

*PhD Student in Music Therapy, Temple University*

*Director: The Rebecca Center*

**Abstract:** This presentation will explore the clinical use of musical “grooves,” while using interactive musical improvisation to create relatedness, communication, and spontaneous expression with children diagnosed within the Autistic Spectrum. The use of clinical improvisation in music therapy involves the process of co-interactive music-making between the therapist and client. Generally, in this music-centered approach, the therapist creates clinical improvised music to musically engage the client, thereby facilitating a musical dialogue in and through the experience of co-interactive music making. By musically facilitating the client into new interactive musical experiences, clients begin to discover and “tap” into their developmental potentials. Using clinical improvisation to bring clients into musical “grooves” involves a constant musical relationship, exchange, and response to a “here-and-now” musical question between the client and therapist. The musical experience and process involved in musical grooves demands a great deal of social interaction, cueing and spontaneous communication; most children with Autism are unable to accomplish this. Videotaped session excerpts of various children diagnosed within the Autistic Spectrum will illustrate the clinical intent and application of music to enhance the ability to relate.

**11:30-12:30:**

Auditorium:

***The Effects of Singing on Lithuanian Mothers and Infants***

Beth Bolton, PhD

*Associate Professor and Chair, Department of Music Education and Therapy, Temple University*

Sue Steen

Richard Yeager

Joseph Ziegler

*Master's Students in Music Education, Temple University*

**Abstract:** The study was conducted as a part of a Boyer College Dean's-grant funded international examination of the effects of song and chant on mothers and infants of various nationalities and cultures. The purpose of this study was to examine the nature of maternal and infant responses in the presence of live singing. Three questions focused the examination: 1) Do infants respond differently to teacher-performed and mother-performed songs? 2) What is the nature of songs chosen by mothers when singing to their infants? 3) What are the differences in maternal behavior when listening to a song performed by another or when singing to their own infant? Three Lithuanian early childhood music teachers and 40 Lithuanian mother-child pairs participated in the study. Researchers examined the effects of two music conditions on Lithuanian mothers and infants: 1) teacher-performed songs and chants and 2) mother-performed songs. Teachers performed songs prescribed in a research protocol. Mothers performed songs of their own choosing. Teacher-performed songs and chants were performed first without words, and then with words, in the Lithuanian language. Mother-performed songs were sung in the Lithuanian language.

Room 123:

***The Personal Essay Documentary: First-Person Voice in Nonfiction Filmmaking***

Dustin Morrow, MFA

*Assistant Professor, Department of Broadcasting, Technology and Mass Media, Temple University*

**Abstract:** When a documentarian appears in his/her own film, the movie is often categorized in the nonfiction subgenre of "Personal Essay Documentaries." My lecture begins with a look at my own feature film entry in this subgenre. It then examines the literary origins of this approach to documentary filmmaking, and provides a survey of how this subgenre has changed over three decades. The lecture will then cover the therapeutic, testimonial, and privately political approaches used by filmmakers that adopt this framework. The lecture will also examine the current commercial and critical popularity of the subgenre. The lecture will also cover modes of address, politics of representation (both personal and public), and the specific challenges facing a nonfiction filmmaker who plays a prominent onscreen role in his/her movie. This final issue will be approached through a return to the discussion of my own film and the issues I faced in shooting and editing myself, and learning to address myself as a narrative "character." As it pertains to quality of life and the focus of this conference, Personal Essay filmmaking is the easily most important subgenre of the Documentary - people who might otherwise not have a voice in the media are seizing the opportunity to tell their stories, and to share their cultures, backgrounds, and personal experiences with audiences worldwide.

**12:30:1:15** Lunch: Lower Level, Rock Hall

**1:15:2:15:**

Auditorium:

***Trespassing: Community-based Arts, Interdisciplinarity, and  
Criss-Crossing the University-Community Borderline***

Billy Yalowitz, EdD

*Assistant Professor and Director of the Community Arts Program, Tyler School of Art, Temple University*

Pepon Osorio, MA

*Distinguished Lecturer in Art and Art Education, Tyler School of Art, Temple University*

Karen Malandra, M.Ed.

*Coordinator, Community Arts Program and PhD Student, Tyler School of Art, Temple University*

**Abstract:** Community Arts processes and products trespass boundaries: between community and university, professional and vernacular, visual and performative, young and old, people white and of color. As we negotiate these boundaries from the university end, how do we build truly reciprocal community arts programs in which different kinds of knowledge can circulate among the partners? What kinds of social change and community development can these collaborative programs initiate and support? How can questions of decision-making, voice, power, and issues of race & class, implicit in university-community partnerships, be negotiated? What kinds of new art forms and processes are native to community-university work? How do our own identities and backgrounds as university faculty, students, and/or artists enter into working with communities? The Community Arts Program of Tyler School of Art has developed partnerships with community organizations in neighborhoods adjacent to the university. In this workshop, we will highlight the voices of community colleagues and students, in combination with our own voices, to describe our work and to illuminate the above, ongoing questions. Included in this presentation will be images from The North Cycle, as well as images from The Caravan Show. The focus of the presentation will be on our creative process, the development and evolving content of the performances and site-specific installations, and the roles that Temple students and faculty have played relative to the existing and emerging leadership of the community collaborators. Issues of power, race, and class are emphasized in this discussion, as well as implications for university-based Community Arts programs.

Room 123:

***Truly Musical Communication by Subjective Tempo through Clinical Practice  
and Music Therapy Research***

Gabriella Giordanella Perilli, PhD

*Dean and GIM Trainer: School of Psychotherapy and Integrated Music Therapy, Rome*  
**Abstract:** Each human being has a myriad of temporal clocks to organize his/her biological, psychological, and social functions. When these clocks are impaired, disabilities may develop along with difficulties in psychosocial skills and self-empowerment. Through music therapy experiences it seems possible to modify these dysfunctions, helping individuals to develop better self-images and improve their social relationships, so to take greater control over their lives.

**2:15-3:15**

Auditorium:

***Dance and Healing: Integration of the Human Experience***

Luke C. Kahlich, Ed.D

*Professor of Dance, Temple University*

Donna Dragon

*PhD Student in Dance, Temple University*

Brandi Woodard

Saleana Pettaway

*EdM Students in Dance, Temple University*

**Abstract:** Dr. Luke Kahlich will provide an overview of dance's role in the health and well being of humans throughout history. He will also include focus on specific practices and practitioners who have recently developed systems of study and application specifically aimed in improving the lives through dance as the art of movement. Saleana Pettaway will address the current state of the arts in healthcare and the need to serve adults with chronic illnesses with a focus on Adults with Sickle Cell Anemia. Furthermore, she will highlight 6 suggested ways the arts can be used as a holistic approach to benefit this population. Donna Dragon will speak about Somatic Movement Therapies that view human beings as integrated combinations of physical, emotional, and intellectual facets in constant motion. Varied educational and therapeutic techniques promote movement awareness and expression for personal growth, performance enhancement, and optimal functioning to increase quality of life. A primary goal of movement therapists is to empower others to be self-reliant through creating options to sense, to feel and to act in the world. Brandi Woodard will address the magical and transformative powers of dance. Dance can breathe new life into a tired soul; make a spirit soar; unleash locked-away creativity; unite generations and cultures; inspire new romances or rekindle old ones; trigger long-forgotten memories; and turn sadness into joy, if only during the dance. On a more physical level, researchers are learning that regular physical activity in general can help keep the body, including the brain, healthy as one ages, thereby increasing the level of brain chemicals that encourage nerve cells to grow.

Room 123:

***Legacies of Love: Songwriting in Hospice and Palliative Care***

Brooke Carroll, MMT, MT-BC

*Former MMT Student, Temple University; Music Therapist: Samaritan Hospice*

**Abstract:** This presentation will include music therapy case studies of patients at the end of life. Each case involves songwriting as a means of expression, communication, and relationship completion. Clinical processes and outcomes will be presented and discussed.

### **3:15-3:45**

Auditorium:

#### ***Suzuki Talent Education: Enriching the Lives of Elementary School Children***

Alison Reynolds, PhD

*Assistant Professor of Music Education, Temple University*

Matthew Hoy

*Master's Student in Music Education, Temple University*

**Abstract:** Shinichi Suzuki originated his Talent Education Program to actively involve parents in their child's violin lessons. The purpose of this research was to examine lived stories of participants involved with starting a Suzuki Talent Education Program in a public school district. We considered the participants' (individuals involved with the Suzuki program) narratives relative to (1) temporal considerations, (2) desired personal and social transformations, and (3) the location of the town. In this study, we metaphorically compared the cultivation of the Talent Education program in two elementary schools to the cultivation of a garden. Using ethnographic and narrative techniques, we found that the gardeners each had differing ways to view success. Each shared their challenges regarding the current composition of their soil (location and characteristics of the town and school), and nurturing the growth of the Suzuki Talent Education program. The Suzuki teacher in this study (the designated head gardener) shared a problem similar to the one experienced by Suzuki and other Suzuki teachers: convincing others about the merits of the method. The participants used children's successful violin performance as a positive indication of the garden's growth. Altogether, findings suggest that all gardeners need to meet as a group periodically to enhance communication. Doing so might accelerate the growth toward their common goal: enriching the lives of the children.

### **3:45-4:00**

#### ***Final Remarks***

Cheryl Dileo, PhD, MT-BC

**Posters: On display at lunch times  
Friday and Saturday, March 17,18**

#### ***Community Arts Education as Access to Higher Education in an Urban Partnership***

Elizabeth R. Flaherty

*PhD Student in Urban Education, Temple University*

**Abstract:** This study investigated the impact of an urban community art education center on the educational attainment, achievement, and attitudes of community college students and also sought to demonstrate that exposure to and experience with the community art education center prior to college enrollment positively impacts the attainment, achievement and attitudes of students currently enrolled in the partnership program between the community art school and the community college. The study specifically concentrates on two educational institutions located in a small eastern Pennsylvanian city. The main questions addressed in this research are 1) How does pre-college community arts learning influence the college level learner? 2) How does the partnership between the community art education center and community college increase accessibility to students? 3) How does the partnership between the community art education center and community college increase the relevancy of education to students? Qualitative inquiry used included interviews, surveys, field notes, and archival research. Quantitative research methods used included data analysis of student GPA, matriculation status, demographic, and geographic information. The results of this investigation indicated a significant impact of the community arts education on the educational achievement, attainment, and attitudes of community college students. This was particularly true of students whose exposure to community arts education began at an early age (age < 10 y.o.). These findings support previous research that suggests that arts learning impacts children through the K-12 educational system, but additionally indicate a longer term impact as well.

***Perception of Access and Barriers to Arts and Cultural Events for People with Disabilities: An Exploratory Study.***

Ruth S. Farber, MSW, PhD, OTR/L

*Associate Professor of Occupational Therapy, Temple University*

Cindy Reese, OTR-L, MT-BC, OTR/L

Co-sponsored by the Mayor's Commission for People with Disabilities

**Abstract:** For the millions of people living in the community with disabilities, it is often difficult to participate in desired activities and events due to the existence of barriers. However, such participation is important because it is empirically linked with well-being, quality of life and social support (Law, 2002). Having accessibility to attend arts and cultural events in the community is a particular concern because of the many benefits such participation can provide including entertainment, enrichment and socialization. Although the Americans with Disabilities ACT (ADA)(1990) mandate was to improve equal access to community events (such as arts and cultural ones), little is known about the actual experience of people with disabilities. This study explored interest in participation in arts and cultural events for people with disabilities, as well as the barriers they encountered. A survey was developed (incorporating a participatory action research perspective) and mailed to individuals from various disability constituencies (n= 65). A descriptive research design was used to explore both quantitative and qualitative data. While 91% of the sample indicated that they would like to participate in arts and cultural activities more often, 81% of the subjects reported experiencing barriers when attempting to attend such events. These barriers included specific physical, communication, attitudinal and intrinsic barriers. With the help of leaders from disability communities, the qualitative data were further examined. A sequence of barriers was identified, from the time the person attempted to purchase tickets, use transportation, enter the facility, access personal facilities, to the time he or she exited the venue to return home. The findings suggest that while people with disabilities are attending arts and cultural events in the community, there is still a great need for improvement in access (through environmental adaptations or sensitivity training) and further research on this topic.