



Framework for accessible art and making

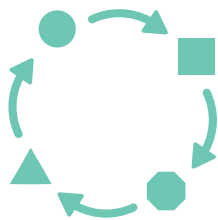
When shifting our thinking from overarching approaches (as described on the previous pages) to the practical, day-to-day aspects of leading art and making activities, we drew on past research about maker education (i.e., Brahm & Werner, 2013; Brahm & Crowley, 2016; Sheridan et al., 2014) as well as the principles of Universal Design for Learning (CAST, 2018) and disability justice (Berne, 2015) to organize our work around five key elements of an art or making experience:

1. **People:** The people who are involved in an art or maker activity (e.g., educators, facilitators, support staff, family members)
2. **Tools:** Devices (e.g., scissors, paint brushes, hammers) that we use to make changes to materials
3. **Materials:** Things that we change or combine during an art or making activity (e.g., canvas, clay, wire)
4. **Processes:** Methods or steps taken to create something (e.g., sculpting, wood carving, programming)
5. **Environment:** The space and surroundings where an activity takes place (e.g., classroom, art studio, makerspace) and the furnishings and amenities in the space and its proximity

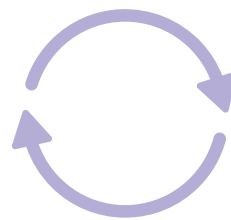
Then, there are three actions that we can use to change the five elements above to make them more accessible:

1. **Adapt:** By changing the tools, materials, processes, and environment, people can make an activity accessible to more learners.
2. **Replace:** Some tools, materials, processes, or environmental features may be incompatible with some people's needs and interests, and they may need to be switched out for more suitable alternatives.
3. **Remove:** In reflecting on the activity, it may become clear that some tools, materials, processes, or environmental features are not necessary for the activity. Eliminating them may enhance the activity for some people.

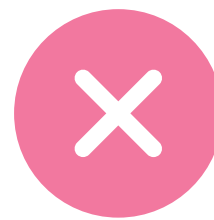
Adapt



Replace



Remove



Tools based on our framework for accessible art and making

We have created three tools that use our framework for accessible art and making to support practical planning and reflection for educators, teaching artists, and facilitators who wish to lead accessible and anti-ableist art and making activities.

- 1. The planning tool:** This tool is designed for practitioners to use when they are planning an art and making activity and want to prioritize accessibility. It offers a structured set of questions that follows our framework for accessible art and making, considering ways of adapting, replacing, and removing tools, materials, processes, and elements of the learning environment.
- 2. The people tool:** Whereas the planning tool focuses on tools, materials, processes, and the environment, the people tool emphasizes the human elements of an art and making activity—including both the learners and the facilitators. This tool is based on the principles of disability justice (Sins Invalid, 2015). Practitioners can use it either before or after an activity.
- 3. The evaluation and reflection tool:** Researchers/evaluators or practitioners can use this tool to gather observation notes during an activity or soon afterwards. It guides users in focusing on observable evidence of the creative genius that neurodivergent and disabled youth bring to their art and making practice, as well as identifying ways the activity can be improved.



These tools can be found at pittsburghkids.org/program/accessible-art-and-making/ or by scanning the QR Code