



# *Arts For ME!*

Training thoughts for Peer Models, Educational Assistants & Teachers

- Leave your expectations and ideas of what success looks like at the door. For some students success might mean moving their arm, for others it may mean drawing a likeness of the world around them.
- Remember it is all about the student creating and expressing their voice and choices.

- Read the student's body language in order to adjust your volume level, and proximity. One adult per student is all that is needed in most cases, otherwise students may become overwhelmed. Often a student may only need a periodic check in from an adult. Some students will shut down if too many people are trying to interact at once with them. Think of how you may feel in those instances.
- Be careful not to suggest things. Such as, "How about put some blue here?", or "What about drawing a heart?" Suggesting such things creates an expectation and a situation where the student will try to please the adult. Slow down, breathe, listen, and wait for students to make choices.
- Do not "fix their work". This immediately devalues their work and self-esteem. Each student will express their ideas in their own way. Parents want to see what their student's can do, not what the adults in the room can do.
- Demonstrating on a nearby material is often helpful

- Hand over hand should be only as needed. Such as helping to apply glue, or other technical applications. It is important to keep the integrity of the student's work as they see it.
- Listen carefully to the Art Instructor for cues and instructions. Please do not work ahead or assume what we are expecting. Lessons often change and evolve as we learn what works and what does not.
- Be flexible and ready to change direction at a moments notice. Things may move very quickly at times to adjust to each student's needs. Be prepared for quick instructional changes from time to time. We are all in this together and doing the best for each student. Assume positive intentions at all times.
- Strive to build meaningful relationships with each student and treat each student with dignity and respect. Do not patronize or talk down to students.

- Be actively engaged with the student or students you are assisting. Move with them, avoid stationary positions for long periods of time; be attentive. Sitting next to the student for an extended period of time can create a stagnant environment.
- Cell phones should be put away unless needed to contact a teacher or in an emergency.



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