Experiential Design – Rethinking relations between people, objects and environments

ADDED AUTHOR AND PRESENTER

- **Paper / Proposal Title:**

  Arts Practice and Well-being a Virtual Exchange for Hospital/Homebound Students

- **Author(s) Name:**

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- **University or Company Affiliation:**

  University of Florida
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- **Abstract (300 words):**

  This presentation describes how an alternative/restorative/wellness center for students utilizing online curriculum via a Florida public school was conceived, incorporating wellness support through arts practice utilizing Virtual Exchange and site based integration. Hospital/Homebound (H/H) referrals received in public schools for students with mental health diagnoses is on the rise at a rapid pace. Because students who receive H/H services are in one of the most restrictive settings, those with mental health diagnoses (i.e., anxiety, depression, social phobia) are challenged with developing the skills necessary to successfully transition back into their school building, while simultaneously maintaining the pace of instruction for successful learning outcomes. Because H/H is designed to be a temporary placement, students with mental health diagnoses often benefit from the opportunity to participate in an environment conducive to develop the skills necessary to cope via an alternative day.
program (i.e., alternative, restorative, wellness center) through arts practice. This presentation describes the processes, skills, and Virtual Exchange platforms for developing a national framework for transitional wellness from isolated, to local, to educational, to community environments.

- Author(s) Biography (200 words each):

Dr. Powell is the Director of Graduate Studies for the Art Education Program Online at the University of Florida in the College of the Arts, and Affiliate Faculty for the Center for Latin American Studies. She currently explores global initiatives in arts practice and pedagogy. She has held past faculty positions in Texas, Arkansas, Washington, and served as Special Appointed Faculty and Visiting Scholar at the University of Texas Medical Branch at Galveston researching and teaching in Arts and Medicine.

Powell conducts the majority of her research in Guatemala, and has served as an NAEA delegate to Cuba, an invited artist-scholar to the Freies Atelierhaus Schaumbad, faculty exchange fellow at Uni-Graz (Karl-Franzens Universität Graz, a Fulbright Scholar at the Iceland Academy for the Arts-Listáhaskóli Íslands, and a National Endowment for the Humanities Fellow to Alaska and British Columbia. She exhibits nationally and internationally-recently (2018) in Wyoming, and Guatemala. As an artist and scholar of Native American (Lenni Lenape) and Norwegian descent, her more recent scholarly research emphasizes Narrative Inquiry and Experienced-Based research methods, addressing memory pedagogy in arts education, medicine and arts integration, indigenous identities, and art cultures, exploring the theoretical and practical ideas of how the arts reframe pre-conceived notions in learning environments.

Avery Greene is an enthusiastic educator with over two decades of experience in exceptional student education across various U.S. school systems ranging from Virginia to Hawaii. She currently serves as an Exceptional Student Education Program Specialist in St. Johns County School District and the emphasis of her work includes improving results for children and youths with disabilities and their families. Avery received her M.Ed. in Special Education from The College of William and Mary and her M.S. in Education Administration from Shenandoah University; both of which have afforded her the opportunity to assist in providing leadership, planning, articulation, improvement and evaluation of statewide special education programs. In addition, Avery has guided and mentored special education teachers and related service providers on research-based instructional strategies, interventions and essential skills to nurture connections with exceptional students and their families. Her practices in education foster an appreciation aimed at the union of arts education and special education, as Avery emphatically values the knowledge and skill development gained through the arts and the crucial role the arts can play in the overall success of students with disabilities.