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| Figure1. Specifics of My Study |
| Participants  2 art teachers, 2 art therapists, and students with classification of autism on Individualized Education Plans (IEPs).  At the elementary level, one child with autism who originally was in the art therapist’s class was mainstreamed in an inclusive art classroom with an art teacher.  At the middle school level, two children with autism in the art therapist’s class were mainstreamed in an inclusion classroom with an art teacher. |
| Setting  2 self-contained art classrooms and 2 inclusion art classrooms. |
| Location  2 urban public schools at elementary and middle school levels of 1 urban district. |
| Data Collection  Written observation notes. Transcribed structured interviews of art professional participants documenting social interactions (physical behaviors and verbal communications). Photographs documenting the students’ art process and art product. Written art lessons provided by art teachers and art therapists. |
| Time Duration  I observed and interviewed each of the 4 art professionals for 3 consecutive times, for a total of 12 times over a period of a few months. |