# 2015 MSAB LEARNING ARTS GRANT, MONKEY MIND PIRATES PROGRAMS, REPORT OF EVALUATION FINDINGS, SEPTEMBER 2015

Prepared for the Autism Society of Minnesota by Blue Scarf Consulting

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#### **I**NTRODUCTION

With the generous support of a Minnesota State Arts Board Arts Learning Grant, the Autism Society of Minnesota (AuSM) engaged Blue Scarf Consulting, LLC (Blue Scarf) to conduct evaluation efforts for a series of *Monkey Mind Pirates (MMP)* workshops, camps, and performances provided by Z Puppets Rosenschnoz (Z Puppets). The purpose of the evaluation was to provide evidence in support of stated project outcomes:

<u>Outcome 1</u>: Over 80 youth with autism spectrum disorders in three cities will participate in Z Puppets' sensory-friendly performances and workshops.

<u>Outcome 2:</u> At least 85% of workshop participants will create and perform puppetry and music and demonstrate an understanding of creative tools to address stress.

Specific evaluation guestions explored related to Outcome 2 included:

- How and to what extent do the MMP workshops/camps help participants deal with day-today stress?
- How do the *MMP* workshops/camps help participants achieve or begin to achieve six specific Habits of Mind that address life skills which are challenging for families living with autism?
- How can Z Puppets refine, revise, or otherwise improve *MMP* workshop/camp activities and materials?

In consultation with AuSM, Blue Scarf situated evaluation efforts within the philosophy of *Habits of Mind*, a set of "dispositions" that when regularly practiced become "a habitual way of working toward more thoughtful, intelligent action." Six *Habits of Mind* align particularly well with the challenges that families living with autism face and the tools, techniques, and activities of *MMP*. Therefore all evaluation efforts were keyed to the following practices:

- *Persisting*. Persevering in task thought to completion; remaining focused. Looking for ways to reach your goal when stuck.
- Managing impulsivity. Thinking before acting; remaining calm, thoughtful and deliberative.
- Listening with understanding and empathy. Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotion.
- Thinking flexibly. Being able to change perspectives, generate alternatives, consider options.
- Applying past knowledge to new situations. Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
- Gather data through all senses. Pay attention to the world around you through taste, touch, smell, hearing, and sight.

<sup>&</sup>lt;sup>1</sup> Assessing & Reporting on Habits of Mind. Arthur L. Costa and Bena Kallick, editors. Association for Supervision and Curriculum Development: Alexandria, VA. 2000.

To ensure alignment between *MMP* program components and the six *Habits of Mind* practices, Blue Scarf developed a detailed table of program components, intended outcomes, and identified *Habits of Mind* (Appendix A) and expanded upon it to develop and organize evaluation methods and develop specific questions (Appendix B).

#### **M**ETHODS

Evaluation efforts will consist of four methods for collecting data: a pre and post test, video observations, paper-and-pencil audience survey, and telephone interviews (Table 1). A detailed description of all methods can be found in Appendix C.

TABLE 1: METHODS AND SAMPLE OVERVIEW FOR AUSM/MMP 2015 PROGRAM.

Метнор	MINNEAPOLIS WORKSHOPS	DULUTH SPRING BREAK	ROCHESTER SUMMER
	& PERFORMANCE	CAMP & PERFORMANCE	CAMP & PERFORMANCE
Pre/Post Youth	Saturday Sailors, N= 6	N/A*	N=8
HOM Test	Sunday Sailors, N= 9		
Parent Interviews	Saturday Sailors, N=3	N/A**	N=10
	Sunday Sailors, N=3		
	Rochester Sailors, N=4		
Video Observation	90% of workshops	Full 5 days	Full 5 days
Audience Survey	March 22 Performance	April 11 Performance,	August 1
Booklet***	N= 22	N=8	Performance, N=15

<sup>\*</sup>Only one of the five youth participants was diagnosed with Autism and because of the small sample, Blue Scarf decided that singling out that participant for the pre/post HOM test was not effective given the data it might produce.

#### **FINDINGS**

Evidence for Outcome 1 can be seen throughout the video data presented in this report. AuSM will provide the hard numbers from workshop and camp registrations separately as part of the final report to MSAB.

Outcome 2: At least 85% of workshop participants will create and perform puppetry and music and demonstrate an understanding of creative tools to address stress. Evaluation efforts will also provide Z Puppets with feedback to refine program activities.

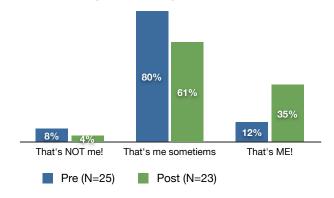
#### Habits of Mind

The data from pre and post program responses to six *Habits of Mind* statements show positive shifts in *MMP* workshop and camp participants' perspective of themselves. A positive shift is defined here by the percent of responses that moved from "That's NOT me!" or "That's me sometimes" to "That's ME!" Figures 1 through show positive shifts for five of the six *Habits of Mind* dispositions associated with *MMP* programming.

<sup>\*\*</sup>Despite multiple attempts, an interview was not accomplished with the Duluth parent of the single participant diagnosed with Autism.

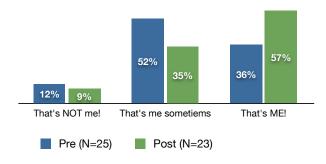
Figures 1 and 2 show a breakdown of the percent of response for the two highest shifts: *Managing impulsivity* – thinking before acting; remaining calm, thoughtful and deliberative and *Listening with understanding and empathy* – devoting mental energy to another person's thoughts and ideas, make an effort to perceive another's point of view and emotion. The former had a 23% increase pre to post

Figures 1 and 2 show a breakdown of Figure 1: Pre and Post percent of response for MANAGING IMPULSIVITY.



for the response "That's ME," and the latter had a 21% for the same category.

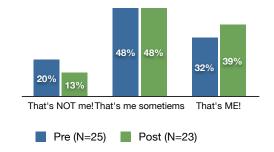
Figure 2: Pre and Post percent of response for LISTENING WITH UNDERSTANDING/EMPATHY.



The increase for these to categories reflects important aspects of the *MMP* program, specifically around the introduction and use of calming tools and language (*managing impulsivity*) and working as a "crew" to write or learn and perform songs and moves as part of a public performance.

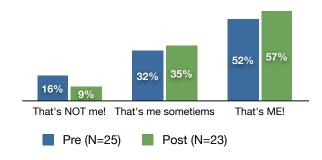
Figures 3 and 4 show the breakdown of the percent of response for the Habits of Mind statements with the second highest shifts: Thinking flexibly — being able to change perspectives, generate alternatives, consider options — and Gather data through all senses —paying attention to the world around you through

Figure 3: Pre and Post percent of response for THINKING FLEXIBLY.



taste, touch, smell, hearing, and sight. The former had a 7% increase pre to post for the response "That's ME," and the latter had a 5% for the same category.

Figure 4: Pre and Post percent of response for GATHERING DATA THROUGH ALL SENSES.



These findings are reflective of the both group activities, which required participants to try new things and be open to incremental changes, and the creative process of making puppets and/or songwriting. It is also shows the tension of adapting to the unfamiliar environment of a theater stage, specifically, backstage and all that goes into putting on a performance.

Figures 5 and 6 show the breakdown of the percent of response for the *Habits of Mind* statements with the least shifts: *Persisting* –persevering in task though to completion,

remaining focused, looking for ways to reach your goal when stuck – and *Applying past knowledge to new situations* – accessing prior knowledge, transferring knowledge beyond the situation in which it was learned. The former had a 4% increase pre to post for the response "That's ME," and the latter had a 1% decrease for the same category.

Figure 5: Pre and Post percent of response for PERSISTING.

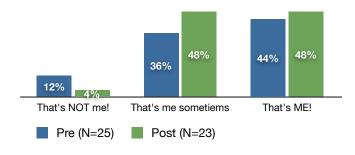
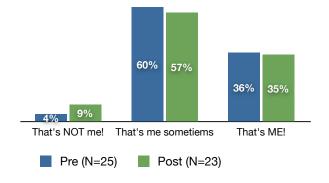


Figure 6: Pre and Post percent of response for APPLYING PAST KNOWLEDGE.



While the shift for *Persisting* was small for "That's ME!", there was a 12% pre to post shift for the "That's me sometimes" response, which suggests that the *Monkey Mind Pirate* experience influenced some participants to complete their puppets or work at yoga or getting to calm. That

little or no change occurred for *Applying past knowledge*, suggests that the *Monkey Mind Pirate* program was really very new and different for participants and they did not see an opportunity to draw upon past experience.

Data from parent interviews also support the of *Habits of Mind* outcomes. In particular, parents observed *persisting, applying past knowledge to knew situations, managing impulsivity,* and *thinking flexibly* outcomes reflected in the children's behavior during or after a *MMP* session. For example:

[The workshop] opened a whole new understanding of how to have fun, how to talk to each other, how to play, and they both, you know, they're very excited about going to theater just to visit another [autism] friendly performance just this weekend. My kids just loved every bit of it, and I think now they kind of see it from a different prism. Like they wonder how this was built, like how this set was built. "Oh, is that the machine working?" Like they're already trying to imagine it from another side, you know? They're not just passive viewers. They can now appreciate, "Oh, look. He's dancing and he's singing. That's hard, you know?" You know? Before it was just show for them, and they never thought in [those] terms. (Minneapolis Sunday Sailor Parent)

It brought the discussion about how it's important that everybody on the team has some say...because there was one particular instance where one of them wanted to – like, she had come up with the idea or something. She had said that she had originally suggested it, but then one of the other children got to make the art associated with it, and she was upset by that...it made for a really good discussion about how this was all a team project, and sometimes we do, as team members, bounce ideas off and then maybe someone else will carry that out, and that's really common on a team. (Minneapolis Saturday Seasoned Sailor Parent)

And then it's also kind of taught me that when I've said, "Nick, you need to do the laundry," and he'll say, "Oh, I can't do that." You know previously I kind of had gotten the message of he didn't want to do it but I think it was more, as I've learned with some of [sic] the puppet making is that it's not necessarily that he doesn't want to do it. It's that he's so fearful of not doing it right. And so it's just giving him that self-talk that it's okay, you can do this. And I guess I didn't realize that his confidence was so low. (Rochester Summer Camp Parent)

Probably the thing that surprised me most was the creativity that Jacob came up with and also Dan, just the creativity they had with sometimes a little more prompting and sometimes just on their own. Dan just stuck to it to the end. He worked hard. I think both puppets took him the whole time that we worked on them. [Jacob] came up with this [turtle] idea and we helped him, you know, and guided him, but he really stuck with it even though he said – the whole time, one of his phrases is, "Are we done yet?" or "Can we be done?" ...he really seemed to want to keep going and finish the sea turtle. And once we got the shadow puppet done, I loved how he got so excited about putting it in the shadow, putting it on the screen, seeing what it looked like. [Rochester Summer Camp Parent]

But he loved the acting out parts and things like that and just being spontaneous with the group. He loved meeting the other kids. I think just fitting in with them and just being able to be who he is and things like that. [Rochester Summer Camp Parent]

#### Sailor's Welcome

At the beginning of each workshop or camp day, Z Puppets reviewed the timetable and activities for the day. This was followed by a number of physical and cognitive warm-up activities and games such as Boom Chi Boom, Name Game, and the Wave of Calm (Videos 1-3). These three activities focused the group using rhythm and repetition and provided a baseline of emotional feeling. The intended participant outcomes for the Sailor's Welcome activities included: 1) participants do warm up activities to the best of their ability; 2) show some level of improvement for following along, keeping rhyme, and movement coordination from week to week; and 3) pay attention to the group and their own actions. The data shows clear evidence of achievement for all three of these outcomes.



Video 1: BoomChiBoom-All Groups http://www.screencast.com/t/z5F13UHr



Video 2: Name Game-All Groups http://www.screencast.com/t/yw2bKMD5hh



Video 3: Wave of Calm-All Groups http://www.screencast.com/t/XU368zyHNOTy

In addition to the three activities mentioned above, Duluth and Rochester camp participants also engaged in three games (Videos 4-6) that further focused their attention to emotion and strengthened their individual coordination for group work. The Ball of Breath exercise (Video 4) served as a tool for participants to gauge internally their emotional state, visually express that state using the ball, and for others to identify/recognize emotions using the 1-5 Wave of Calm scale as a measure. The ball toss (Video 5) and other games (Video 6) that were part of the Rochester camp focused on attention, coordination, communication, and kindness – all implicit in the actions participants were instructed to do. An exception is the "Vroom" activity, which includes tiered actions that promote tools and solutions for overcoming hurdles and giving/getting encouragement. These ideas may not be implicit to youth and observations did not reveal the connection between the game's purpose and everyday life.



Video 4: Ball of Breath, Duluth Camp http://www.screencast.com/t/shyDKIWoUwL



Video 5: Ball Toss, Rochester Camp http://www.screencast.com/t/syLEZbZeQ4ZA



Video 6: Vroom, Numbers, Gift Games, Rochester Camp http://www.screencast.com/t/cnNB2EDeR

Parent interview data supported the informative and fun nature of the Sailor's Welcome activities. Being aware of expectations and events is central to a productive learning framework for families living with autism. All the parents indicated that the daily review of activities kept them and their children aware of the upcoming agenda and that they looked forward to each

session. While some children didn't enjoy all of the activities at first, with repetition and challenges each week/day they became more comfortable and tolerant.

Parents also shared how the activities helped with their children's awareness of their own actions and the actions of the group; coordination and keeping rhythm. For example:

I think that [Boom Chi Boom is] a way to build whole-body coordination to a rhythm. I do think that game really helped, yeah. [T]he name game and the warm-up, I think that really helped them cue into who was all a participant, which was really cool. I think they have to be visually cueing into the other people to see how to do the action, those imitation skills...week by week in what to expect, so the anxiety level goes down for kids, and it promotes success in that way, and then, also, it's a way to have to cue into people's names to be playing the [name] game each week. Whereas, otherwise, if it's just a – if it's a less structured activity, oftentimes, my kids may not cue into people's names. I don't think a lot of activities that we've been to, they've been as aware of people's names. (Saturday Seasoned Sailor Parent)

I think it helped Taiyo get a sense of structure and then also...he could be creative within that structure, which I think is rare for him to have the opportunity to have to create within structure, because too often structure is just one direction. [He] enjoyed seeing other people do things and then he would have to focus and pay attention to be able to focus and mimic what they did. I definitely think that helped him connect with other people. [I]n his own way he tried to stay up with the group, like it starts slow, it speeds up and then it goes back to slow. So I think it did help him become more aware of the variations he could use...he wants to participate, but it does take him repetition to be able too, so it provided him time and space to learn it. (Saturday Seasoned Sailor Parent)

I was impressed that they could remember everything. Yeah, just you know lots of different things like that, memory and getting to know the names of other people and routine and all kinds of different things so it was good. Focus is a big thing, yes. We're actually going through diagnosis for that to get medication right now, so yep. He really struggles [with rhythm... so I hadn't really thought of that or put that together but yeah, that actually was probably a really good thing. He can always use help with [coordination]...sports are definitely not his thing because of coordination so any extra boost definitely helps. (Rochester Summer Camp Parent)

I never really know what to expect about how Henry will respond, so I was pleased with his level of participation. I think he was able to participate probably more than I might have guessed. I think he tried and tried to match the effort of the other kids there, too. I think the setting was good. He's always curious going somewhere new. This was a new setting for him, but I don't think it felt scary at all, and I think the size was good...the fact that everybody participated, adults and children, made it fun. (Rochester Summer Camp Parent)

Two parents from the Sunday Sailor workshops said the Sailor's Welcome activities did not have the intended effect with their children, although the first parent could see the point of the activities.

I remember that he didn't really enjoy this particular activity after a couple of times. I think what he felt a little bit anxious is that he had to come up with something all of the sudden. You know, like

when they would say, "Now you can pretend like," and this was fun when this was kind of simple in the beginning, but then they kind of started making it a little bit more complex, I guess to develop certain skills. I think that kind of threw him a little bit off. I think it was also kind of a good challenge for him, because he had to overcome it and kind of learn that it's okay if you don't come up with a great idea, you know? You would not be judged any way and everybody would support you, you know? You just have to be more playful and easy about it. (Sunday Sailor Parent)

I think the kids with autism didn't get it. I felt like they were kind of on a short timeline, because they had so many things to get through and they had a really definite schedule. So if somebody didn't get it, they just kind of skipped over them. Participation was really more what Aiden had to work on, because he never got to the point where he was participating enough to, until later on. So it was tough to tell if he would have had an improvement if he had been participating the whole time. It was really abrupt come in, join the circle...now we're going to play this really up game with all these rules that we're going to explain to you. You know, it just didn't work. (Sunday Sailor Parent)

The latter parent admitted that part of the "abrupt" feeling was due to the fact that the family was always late for the workshop and not having a chance to settle in.

# Captain's Corner (exploration of the MMP story, characters and music)

The data shows clear evidence of achievement for all of three intended outcomes. Data from the pre/post youth survey showed that, as expected, the Saturday Seasoned Sailors were familiar with and could easily identify with *MMP* characters. The Sunday Sailors and Rochester Camp participants (N=17) were somewhat familiar with the *MMP* characters and the Island of Calm (n=7, 41% each) although very few (n=3, 18%) said they had ever been to the Island of Calm. Post program, Ansel was the monkey most participants' (n=6, 35%) said steered them off course, followed by Lady Bronte and The Ferret (n=4, 24% each), and Winston (n=2, 12%).

Video 7 data provides ample evidence of all participants sharing ideas about ways to calm monkeys, for example, erasing your list of worries (Lady Bronte), a secret handshake with a friend (Winston) and turning down the volume (The Ferret). Videos 8 through 10 show evidence of participants learning *MMP* songs, and moves.



Video 7: MMP Puppets, All Groups http://www.screencast.com/t/Jw24LVR8



Video 8: Arrgh, Mateys, All Groups http://www.screencast.com/t/JNWBO88OQB9l



Video 9: Legend of Calm, All Groups http://www.screencast.com/t/yEUml1TOeOp1



Video 10: Om, Mateys, All Groups http://www.screencast.com/t/eNBlub8mC

Parents shared what they found most useful about the Captain's Corner components.

Mainly, we used the vocabulary a lot, finding your island of calm and the whole concept of the monkey mind. [S]ometimes I might point out when I would notice one of the monkeys kind of tacking over... to kind of give that example, "Oh, I got a little worried about that. I think Lady Bronte came to visit." (Saturday Seasoned Sailor Parent)

The idea that you are on the way of calm to quantify with the 5-point scale, which is already something we use with Autism Talks. So you're at a 5, you know, we need to be at a 2 or a 3. We don't use the 5-point scale every day, but that was something that we really utilized, the Wave of Calm. (Sunday Sailor Parent)

I think the most helpful tool for us and our kids is even to just put the face to each problem, you know, to each monkey, let's say, has a name. That's what stops your ship, you know? There [are] things to do about it. [B]efore the kids would not say, "Mom, I'm anxious," or, "Mom, I'm not sure, you know, that I can make it." [They could not] really identify. They just lose it and have a tantrum or have a, you know, hard time and you don't know why. But the fact that now they can name the monkey, it helps me to help them and we talk about – like we could even use the name of the monkey when we talk about our feelings. Definitely we refer to them [and] the songs, a lot. (Sunday Sailor Parent)

Probably that everybody has problems, you know, sometimes, and we all need to just kind of -1 don't know - they would never use these words but, we all need to re-center and focus and just calm down. [W]e've definitely talked about that, those words a lot, you know, and those things after we left Monkey Mind Pirates. Remember what we did when we were there. [Rochester Camp Parent)

#### Adventure to Calm (yoga, chime, treasures)

Video and parent interview data provide ample evidence of achievement for the intended outcomes of this component, which included that participants will 1) do yoga to the best of their ability; 2) be intentional, deliberate about doing yoga; and 3) show improvement with yoga, finding their island of calm and sharing the treasure they find there. Video 11 shows the variety of yoga poses and instruction (verbal and visual) provided by Z Puppets; Video 12 gives several examples of the verbal guided visualization participants had for finding and exploring their Islands of Calm; and Video 13 provides examples of the treasure found on the Island of Calm as well as thoughtful sharing of treasure with other.



Video 11: Yoga, All Groups http://www.screencast.com/t/qfi35P9fZ



Video 12: Exploring Island of Calm, All Groups http://www.screencast.com/t/RJ0mjxipQe



Video 13: Treasure from the Island of Calm, All Groups http://www.screencast.com/t/q7uJeRe171VA

Parents who found the Adventure to Calm activities useful talked primarily about the visualization for getting to the Island of Calm and the relaxing nature of yoga. For example:

They've already been introduced to yoga; they haven't shown a lot of interest, and so I think if it would've had too much yoga, it wouldn't have been something that they enjoyed as much. But this, at least, is a way for them to be thinking about, "Oh yeah, yoga's a way to find my island of calm." I think it's [treasure box] a really good piece, kind of, to promote that visual imagery if kids are at that spot, but I kinda wondered if that was almost deterring the kids from really trying to — or really promoting serenity or calm...it became almost a distraction. [A] little dialogue around what types of treasures might be calming...not that one is right or wrong, but just certain things are fun, and they might get our wave of calm up to a 4 or 5, whereas other things can be [calming]...so maybe just having a conversation about it (Saturday Seasoned Sailor Parent)

[T]he yoga piece about stretching, trying to work out some of that inner tension, trying to find calm using the breathing to slow things down. That's a good way to prepare for something, prepare for sleep, to try to relax at the end of the day. And I know that that can be one of our challenges at home is just a lot of emotion built up that's looking for that outlet. So what really resonated is that the breathing, the slowing things down, that finding that calm within you, slowing down your breath, taking deep breath. I think that was probably one of our most effective tools. I really liked was the imagery and how they made it that image of finding calm and you could picture it as like an island. You could kind of see it in your mind. You were able to – you know, each person is going to look a little bit different, but taking each person through that kind of visualization that first there might be the storm and you might lose your way and you might have these different demons on your back, and universalizing it that it's something, you know, that's not just unique to certain people or someone with a disability but that's something that can benefit everyone. (Rochester Camp Parent)

Some parents shared that while their children participated in the calming activities, they had difficulty following along or may not have really understood the concepts presented. For example:

I was surprised that Aiden actually started participating in the yoga. I mean the first week it went so fast there was no way that he could follow. And I asked them, "Could you please have somebody else repeat the moves after you do it, because he can't just like go along with you?" And she didn't do that, but he somehow caught on. (Sunday Sailor Parent)

I haven't really talked to Nick about it because I don't know that he has the understanding of enough of it to get into conversations. I don't know if he totally understood that piece of the puzzle. I think for him it might have been a little – it's very difficult for him to think that abstractly. But I think the fact that we talked about...the things we like, the things that make us peaceful that [he may have understood]... it was successful so maybe he understood more of it than I thought. (Rochester Camp Parent)

# Monkey Fun (designing, creating puppet scenes; songwriting<sup>2</sup>)

Video and parent data clearly indicate the achievement of all intended outcomes, which including that participants will 1) finish a puppet; 2) explore different ways to create their puppet; 3) show thoughtfulness; 4) use *MMP* tools and techniques to find calm; 5) pay attention and respond to music and movements; 6) participate in songwriting; 7) relate prior

<sup>&</sup>lt;sup>2</sup> With the exception of Minnepolis Sunday Sailors and Rochester Camp participants. Autism Society of Minnesota *MSAB 2015 Arts Learning Grant, Monkey Mind Pirates* Evaluation Report of Findings, September 2015

knowledge or experience in songwriting; and; 8) give and receive constructive feedback. While all groups created puppets, only the Saturday Seasoned Sailors and Duluth Spring Break Campers wrote song lyrics. This was primarily due to program focus, group size, and dynamic. For example, the *MMP* story, characters, songs, and language were completely new to the majority of Minneapolis Sunday Sailors and Rochester Summer Camp participants, so the focus of those groups was on learning those components as well as all the moves and navigating a public performance. Conversely, the Saturday Seasoned Sailors were returning for a second *MMP* experience, the first time Z Puppets has offered such an opportunity.

## Saturday Seasoned Sailors Puppet Theater

Since the Saturday Seasoned Sailors were returning participants, Z Puppets designed a "next level" calm-centered puppet theater experience, which consisted of creating a storyline, developing characters, making puppets; providing in-put and assisting with video recording decisions. Videos 14 through 16 show the collaborative nature of these activities supported by all of the calming activities and Z Puppet's expertise and straightforward instruction.



Video 14: Island of Calm Story Development, Saturday Seasoned Sailors http://www.screencast.com/t/4kONHXkH



Video 15: Puppet Theater Planning, Saturday Seasoned Sailors http://www.screencast.com/t/xN3uNYy80Pr



Video 16: Puppet Theater Creating, Saturday Seasoned Sailors http://www.screencast.com/t/4NfpnlFhGFfD

Parent interview data revealed that the puppet theater project provided participants with activities and process that supported their emotional and creative selves through the small group size, structure, and consideration of every idea as valid and worth discussing.

I'm surprised that Patrick became as involved as he did. Patrick takes a really long time to warm to his environment in general, so he did a lot better the second year 'cause he felt more comfortable, but he's always very apprehensive about trying new things and do. He's such a perfectionist. If he's not doing it well, he can't – it's hard for him to deal with that. So it was nice to see that he had a small group this year, and he became so comfortable and involved. He was pretty involved in most of the things. (Saturday Seasoned Sailor Parent)

I think the smaller setting allowed him to decide his own quirky way that you know, he just throws it out "fire alarm" and so from there we build it into something that can fit [in on the Island of Calm]. I think he was very excited to have his input integrated in something rather than it just being dismissed...it wasn't a necessarily a clear logical fit, but that's the whole point; how his mind works is not typical...and it showcased his skills in drawing perspective and detail. (Saturday Seasoned Sailor Parent)

Lucinda, in particular, I can't believe how excited she was and how she wasn't – she's very reserved and shy, to the point of being kind of elective mute at times, will not talk... and by the end, she seemed like a different child, to the point where, "Okay, let other people talk." ... I think part of it's

gotta be the predictability of it, that she knew, each time. [T]here was a way to be creative, which she is such a creative person, but yet, in a very structured way so that she knew what to expect when you first come in and the steps of what you're gonna work on each time. I think that must've been...kind of an anxiety reducer for her. And then I think this last time, it was different than the first time we did it because it was such a small group of people, and I think for her, that was really important, 'cause she was a lot less shy this time than the last time. I felt like we all got to know – 'cause it was just a few families, and so we all got to know each other, and I felt more comfortable by the end than the first round, too. (Saturday Seasoned Sailor Parent)

# MMP Shadow and Glow Puppets

Minneapolis Sunday Sailors, Duluth and Rochester camp participants made shadow puppets and glow puppets for the *MMP* shows in which they performed. For each puppet creation, Z Puppets provided detailed, step-by-step instruction and demonstration prior to participants' starting on their own creations (Video 17). During the puppet design phase, Z Puppets staff helped those who needed assistance by brainstorming ideas, making suggestions, and sharing expertise for things like puppet size, character, and movement (Videos 18 and 19). These conversations, especially those during the first day of a workshop or camp when shadow puppets were started, helped to build trust between Z Puppets and participants, and nurtured friendships among participants.



Video 17: Shadow Puppet Intro, All Groups http://www.screencast.com/t/cmNei5Hu



Video 18: Creating Shadow Puppets, All Groups http://www.screencast.com/t/pgMfPBHRNqJK



Video 19: Glow Puppets, All Groups http://www.screencast.com/t/tNDfyVbMbr

Parents shared several instances of pleasure and surprise at their children's ability to create puppets as well as what the children enjoyed. For example:

I think also it was surprising that my kids' imagination and daring and how they were just so brave to get to such a complex puppet that I would never think would be possible to make so quickly and they did it. (Sunday Sailor Parent)

You know, we were supposed to make sea creators and they were going to go kind of up and down and left and right and then all of a sudden Everett's had like a body and then like a two foot long tail thing and so this tail thing could kind of wave back and forth. I just kind of thought he would make a little sculpture and put it on a stick and wave it around like a popsicle, and his was more like a dragon puppet, you know, really long, so it was a little bit more complicated than I expected. He needed to have two wooden dowels so it could move two different ways and it could kind of wave and I was really surprised. I thought that was a great innovation. (Sunday Sailor Parent)

It was the sea turtle one. Jacob came up with this idea and we helped him, you know, and guided him, but he really stuck with it even though he said the whole time one of his phrases is are we done yet or can we be done. He says that a lot, but even when he was saying that during the making of

that puppet, he didn't seem to mean it. He really seemed to want to keep going and finish the sea turtle. (Rochester Camp Parent)

Well I think going in I had very low expectation about Henry's abilities to create a puppet. In the past art and things like that, crafts have not been something he's been really motivated by or shown a lot of interest in and hard to kind of stay focused toward completion of something. So I was actually really pleased with the end product that he came up with and I think it helped breaking it down into different sets so you know first step is looking at the ideas and trying to map it out and draw a sketch. I know at one point his picking up the marker and drawing, you know, the shape of the puppets whole head. You know we talked about using the whole paper and that's what he did. And again, I wouldn't, you know, have been able to say yeah, could he have done that or not, but he kind of hung with it. And he understood what was being asked of him. And he did pick it up and drew almost a perfect oval on the paper, so yeah, I thought that was really cool to pull that out of him. (Rochester Camp Parent)

#### Songwriting

Video observations and parent interviews provide evidence of participants relating prior knowledge or experience in songwriting and giving and receiving constructive feedback. In addition, video data shows how Z Puppets connects calm content to everyday life. For example, at the end of Video 20, participants are asked to identify the musical styles they just discussed with the 1-5 levels of the Wave of Calm. Likewise, in Video 21, participants images of what calm tastes, feels, sounds, smells, and looks like are used to develop song lyrics.



Video 20: SHMRL, Saturday Seasoned Sailors http://www.screencast.com/t/ujCdbzcSPav



Video 21: Songwriting, Calm and the Five Senses, Duluth Camp http://www.screencast.com/t/SpS9oZE2rz

Data from parent interviews with the Saturday Seasoned Sailors provides insights into how and to what extent the experience made a mark on their children. For example, parents shared that one-on-one attention, creating something of interest to a pre-teen, and being in the midst of creativity and creative people where all beneficial for their children.

One of the things I noticed that James really enjoyed working with Dave, and I thought it was cool that — sometimes James has so much energy and he's so excited, and sometimes people are like, "Well, I'm done now." And I think that it was really a big deal for James ... to grab his [Dave's] full attention. [I]t meant a lot that someone was willing to go, "Yeah, well, come over here and we'll do that song," Instead of thinking that you're pesky, [he's] glad that you have all this energy, glad that you're passionate. I think it was good for them [the boys] to go through the process and — they haven't — they wouldn't be able to do that in another arena to that intensity, so just going through the project and seeing all the things that went into it and the result was pretty [positive] (Saturday Seasoned Sailor Parent)

I was surprised that he was willing to give words that rhymed. He actually really enjoys rhyme and rhyming words and looking for words that rhyme... He memorizes lyrics and he's watching the videos and he goes on celebrities to follow his pop star, so I think that the song writing, was really like, oh people do this for a living, he's really connecting that now. [W]hat does singer songwriter mean, he asks me that a lot. When he asks questions it means he wants to talk about a particular topic and he might know the answer, but he just likes to hear it. So he's been asking me a lot, what does rapper mean, what does singer songwriter mean...and so I tie it back to, you were a songwriter. You helped write the song for the Monkey Mind Pirates video and he's like yeah, song writing. And I'm [asked] do you think you want to be a songwriter? And he's, like, yeah. (Saturday Seasoned Sailor Parent)

I also think equally important was that artistic process of writing a song, the — I think that was so cute, how he had the SHMRL [for the] parts of the song because I would not have thought to teach the girls all that. So that artistic process, for us, I think, was equally important and interesting [as the calming tools], and it was really something they looked forward to. Both of my girls are very creative and...a lot of the other extracurricular things we've done, maybe, are more sports-geared or maybe don't have as much of an artistic element to it. [S]o I think that was a benefit, that they could see this creativity that they have is a gift, and it's something that other people share out in the world, and so I think it made them want to continue to create things. (Saturday Seasoned Sailor Parent)

#### Performance

Video and parent interview data indicate that the intended outcomes for this component – participants will 1) participate in rehearsal; 2) participate in performance; and 3) feel a sense of accomplishment or pride in having been part of a public performance – were achieved. Videos 22-24 show the staging, rehearsal, and shooting of the Seasoned Sailor's video. In each, it is clear that participants were fully engaged and focused on their tasks.

#### Saturday Seasoned Sailors Video



Video 22: Song Rehearsal, Saturday Seasoned Sailors http://www.screencast.com/t/ggcfoXeqwOqQ



Video 23: Video Rehearsal, Saturday Seasoned Sailors http://www.screencast.com/t/40PikGn0vqZ



Video 24: Video Shoot, Saturday Seasoned Sailors http://www.screencast.com/t/ZUafj3wbq

Data from interviews with parents provide evidence of participants' sense of accomplishment and pride as well as parents own pleasure in their children's achievements.

The directing, yeah, I was actually really thrilled that he, you know he was getting a little directory or dictator like, but I mean, I thought he was fully dedicated to getting the work done and almost I kind of said to my friends and family, like he was like an assistant director eager to take the helm, like if only given the chance he could be running it. (Saturday Seasoned Sailor Parent)

Nora – coordination is hard for her, and so there's this scene where she got to blow the leaves, and I remember her having to kinda work to blow them the right direction, and in the video, it looked like it was very successful, so I felt good to see that she had figured out how to do that. (Saturday Seasoned Sailor Parent)

Going through the puppetry thing, too, I think, was a – they probably wouldn't have considered that their contribution was that great until they saw how neat it [the video] was when it turned out. They showed it to their friends. They were pretty excited about that too, so we sent the video – James had it in an email, and so the third-graders that come to his room watched it, so they were pretty excited. (Saturday Seasoned Sailor Parent)

#### MMP Public Performances

In addition to practicing songs, moves, and puppet performance, rehearsals were used to give participants a feel for the sequence of events, parts of the show that they would not be involved in; the theater environment (size, set up, lack of light); and front and backstage etiquette (Videos 25 and 26). The Saturday Seasoned Sailors' video was shown at the *MMP* performance featuring the Sunday Sailors with Saturday Sailors (Video 27).



Video 25: Instruction and *MMP* Performance Rehearsal, Songs, All Groups http://www.screencast.com/t/mOTAJx7E3QYa



Video 26: MMP Performance Rehearsal, Puppets, All Groups http://www.screencast.com/t/cVenpLWFhwui



Video 27: Saturday Seasoned Sailor's Video Premier http://www.screencast.com/t/lzF0h8S5pLH



Video 28: Duluth and Rochester MMP Performance Highlights http://www.screencast.com/t/e2CDXKqJQ

Audience members who completed a post performance survey rate their enjoyment of the experience a 4.73 on scale of 1 to 5, where 1 was "Didn't enjoy" and 5 was "Loved it!" When asked to describe the show, most said it was fun. More specific responses included:

Entertaining, educational, child-centered. (Minneapolis Audience Survey)

Great music, great message, great price. (Minneapolis Audience Survey) *Innovative, amazing, memorable.* (Minneapolis Audience Survey)

Professional, funny, enlightening. (Minneapolis Audience Survey)

A calm experience with active players. (Duluth Audience Survey)

*Creative, entertaining, applicable.* (Duluth Audience Survey)

Great way to visualize, control, and maintain mind monkeys. (Rochester Audience Survey)

Great performance, advice we can all use. (Rochester Audience Survey)

Additional comments that audience members shared were mostly very positive. Some noted technical and content related difficulties. For example:

Hard to hear at times (the female puppeteer). Love the songs. The main pirate is excellent. (Duluth Audience Survey)

Hard for my kids to understand the metaphors. Kids really liked the storm part when he fell overboard...the blacklight. (Duluth Audience Survey)

Love the way the students in the cast learned all through the process and were really involved and engaged in each aspect of the show. The lessons taught are all the things we practice as school. Thanks! (Rochester Audience Survey)

I liked how they showed three major problems that come with everyday life and how to solve them. (Rochester Audience Survey)

It was difficult to follow. Captain's song too long for children. Not geared to kids, boring for adults. Venue difficult to find, not marked well at all. Why not have [it] in a school so there would be easy parking for free? (Rochester Audience Survey)

With such a tall set [it] would have been great to see people/puppets up high. More visual "gimmicks" and interesting puppetry would have been great. Like the glow-in-the-dark and shadow puppets a lot! (Rochester Audience Survey)

#### Sailor's Farewell (closure)

Data from parent interviews indicate that the closure session a week after the performance was a welcome and appropriate conclusion to the *MMP* experience. Participants enjoyed the opportunity to reconnect, talk about their experience on stage, and watch a video of their performance.

#### **CONCLUSION**

Based on the data collected for evaluation purposes, the AuSM *Monkey Mind Pirates* workshops and camps for families living with autism where successful in reaching their intended Outcome 2, "at least 85% of workshop participants will create and perform puppetry and music and demonstrate an understanding of creative tools to address stress." Video data clearly shows this and parent interview data confirms and connects that the experience made a difference in participants' day-to-day lives.

Program Component	Habits of Mind Outcome – what you hope to have happen	Indicator – evidence that outcome has been achieved
Pre Workshop	Participants will:  • Managing impulsivity  • Thinking flexibly  • Applying past knowledge to new situations	Participants will:  • Look forward to coming to the workshops. (Interview/Online Survey)  • Be aware of what will go on during the workshops. (Interview/Online Survey)  • Participate in workshops to the best of their ability. (Observation)  • Show improvement for following along, being involved, and sharing experiences from week to week. (Observation, Pre/Post HOM stmnts)
Sailor's Welcome (warm ups)  • Boom Chi Boom  • Name Game  • Ball of Breath  • Shake down	Participants will:  • Show Persistence  • Managing impulsivity  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:  • Do warm up activities to the best of their ability. (Observation)  • Be intentional, deliberate about doing warm up activities. (Observation)  • Show improvement for following along, keeping rhyme, and movement coordination from week to week. (Observation, Interview/Online Survey)  • Pay attention to the group and their own actions. (Observation, Interview/Online Survey)
Captain's Corner (exploration of the <i>Monkey Mind Pirates</i> story, characters and music) • Story • Characters • Music	Participants will:  • Listen with understanding and empathy  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:  • Identify with MMP characters. (Observation, Interview/Online Survey)  • Share ideas with others about ways to calm monkeys. (Observation, Interview/Online Survey)  • Learn the MMP story and music. (Observation, Interview/Online Survey)  • Learn the words and moves to MMP songs. (Observation, Interview/Online Survey)
Adventure to Calm (yoga and mindfulness) • Yoga • Chime • Treasures	Participants will:  • Show Persistence  • Managing impulsivity  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:  • Do yoga to the best of their ability. (Observation)  • Be intentional, deliberate about doing yoga. (Observation, Interview/Online Survey)  • Show improvement with yoga, finding their island of calm and sharing the treasure they find there. (Observation, Interview/Online Survey)  • Use sensory language to describe their island of calm and/or the treasure they find there. (Observation, Interview/Online Survey)

Dec. 17, 2014 DRAFT Updated 01/09/15

AuSM Monkey Mind Pirates Outcomes and Indicators and EVALUATION METHODS

Monkey Fun (designing, creating and rehearsing puppet scenes)  • Creating puppets  • Songwriting  • Moves  • Practice/Rehearsal	Participants will:  • Show Persistence  • Managing impulsivity  • Listen with understanding and empathy  • Think flexibly  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:     • Finish a puppet. (Observation)     • Explore different ways to create their puppet. (Observation)     • Show thoughtfulness. (Observation, Interview/Online Survey)     • Use MMP tools and techniques to find calm.
		<ul> <li>(Observation, Interview/Online Survey)</li> <li>Pay attention and respond to music and movements.</li> <li>(Observation)</li> <li>Participate in songwriting. (Observation)</li> <li>Relate prior knowledge or experience in songwriting.</li> <li>(Observation)</li> <li>Give (and take) constructive feedback. (Observation)</li> </ul>
Sailor's Farewell (closure) •	Participants will:	Participants will:
Performance •	Participants will:  • Show Persistence  • Managing impulsivity  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:  • Participate in rehearsal. (Observation, Interview/Online Survey)  • Participate in performance. (Observation, Interview/Online Survey)  • Feel a sense of accomplishment or pride in having been part of a public performance. (Observation, Interview/Online Survey)

Dec. 17, 2014 DRAFT Updated 01/09/15

Program Component	Habits of Mind Outcome – what you hope to have happen	Indicator – evidence that outcome has been achieved	Interview Questions
Pre Workshop  • Before You Go Guide  • Orientation Session  • CDs and Workbooks	Participants will:  • Managing impulsivity  • Thinking flexibly  • Applying past knowledge to new situations	Participants will:  • Look forward to coming to the workshops. (Interview/Online Survey)  • Be aware of what will go on during the workshops. (Interview/Online Survey)  • Participate in workshops to the best of their ability. (Observation)  • Show improvement for following along, being involved, and sharing experiences from week to week. (Observation, Pre/Post HOM stmnts)	On a scale of 1 to 5, where 1 is "Not looking forward" and 5 is "Really looking forward" to the workshop.  Did you feel that you were adequately aware of what was going to happen during each workshop? Yes/No -If no, what would you have preferred?
Sailor's Welcome (warm ups)  • Boom Chi Boom  • Name Game  • Ball of Breath  • Shake down	Participants will:  Show Persistence  Managing impulsivity  Applying past knowledge to new situations  Gather data through all senses	Participants will:  • Do warm up activities to the best of their ability. (Observation)  • Be intentional, deliberate about doing warm up activities. (Observation)  • Show improvement for following along, keeping rhythm, and movement coordination from week to week. (Observation, Interview/Online Survey)  • Pay attention to the group and their own actions. (Observation, Interview/Online Survey)	In what ways did the Sailor's Welcome activities help or improve your or your children's: 1) pay attention to their own actions; 2) to the group actions; 3) follow along with the group; 4) keeping rhythm; 5) movement coordination from week to week?
Captain's Corner (exploration of the <i>Monkey Mind Pirates</i> story, characters and music) • Story • Characters • Music	Participants will:  • Listen with understanding and empathy  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:  • Identify with MMP characters. (Observation, Interview/Online Survey)  • Share ideas with others about ways to calm monkeys. (Observation, Interview/Online Survey)  • Learn the MMP story and music. (Observation, Interview/Online Survey)  • Learn the words and moves to MMP songs. (Observation, Interview/Online Survey)	Which of the MMP characters do you and your children identify with?  What are some of the MMP tools or techniques do you share with friends or family members about how to calm their "monkeys"?  What are the most useful things you and your children learned from the MMP story and music? (Sunday)  What are the most useful things you and your children learned from song writing, creating the puppet theater, and video?
Adventure to Calm (yoga and mindfulness)	Participants will:  • Show Persistence  • Managing impulsivity  • Applying past knowledge to new situations  • Gather data through all senses	Participants will:  • Do yoga to the best of their ability. (Observation)  • Be intentional, deliberate about doing yoga. (Observation, Interview/Online Survey)  • Show improvement with yoga, finding their island of calm and sharing the treasure they find there. (Observation, Interview/Online Survey)  • Use sensory language to describe their island of calm and/or the treasure they find there. (Observation, Interview/Online Survey)	

03/20/15

# AuSM *Monkey Mind Pirates* Outcomes and Indicators and EVALUATION QUESTIONS

Monkey Fun (designing, creating	Participants will:	Participants will:	What surprised you about creating a puppet?
and rehearsing puppet scenes)	Show Persistence	<ul> <li>Finish a puppet. (Observation)</li> </ul>	
<ul><li>Creating puppets</li><li>Songwriting</li></ul>	Managing impulsivity     Listen with understanding and empathy	<ul> <li>Explore different ways to create their puppet.</li> <li>(Observation)</li> </ul>	Was there anything that you saw your child do in the course of making their puppet that surprised you?
Moves     Practice/Rehearsal	<ul> <li>Think flexibly</li> <li>Applying past knowledge to new situations</li> <li>Gather data through all senses</li> </ul>	Show thoughtfulness. (Observation, Interview/Online Survey)  Use MMP tools and techniques to find calm. (Observation, Interview/Online Survey)  Pay attention and respond to music and movements. (Observation)  Participate in songwriting. (Observation)  Relate prior knowledge or experience in	How do you see the process of creating a puppet will influence your family's day-to-day lives?
		songwriting. (Observation)  • Give (and take) constructive feedback. (Observation)	
Sailor's Farewell (closure) • NEED	Participants will:	Participants will: • (NEED)	Was it useful to have the closure session? Why or why not?
Performance • NEED	Participants will:	Participants will:  • Participate in rehearsal. (Observation, Interview/Online Survey)  • Participate in performance. (Observation, Interview/Online Survey)	How do you see the process of rehearsing and performing influencing your family's day-to-day lives?  Did performing provide a sense of accomplishment for you and your child/children?
	- Garrier data till Ough all Selises	Feel a sense of accomplishment or pride in having been part of a public performance. (Observation, Interview/Online Survey)	Were there other times during the workshop where you and your child/children felt a sense of accomplishment? If yes, when was that?

03/20/15

#### **M**ETHODS

#### Pre and Post Test

To measure how the *MMP* program shifts thinking related to the six *Habits of Mind* above, all participants<sup>3</sup> were asked to respond to six *Habits of Mind* statements. Response options include "That's not ME!" "That's me SOMETIMES," and ""That's ME!" Analysis of the pre and post responses was calculated as cumulative percentage of response for each statement to show group changes versus individual shifts. The test was implemented:

- Twin Cities Workshops: attendees will do the pre test during the orientation session (January 10 and February 1) and the post test at the final session (March 29).
- Duluth<sup>4</sup> and Rochester Camps: attendees will do the pre test as one of the first activities on the first day of camp and the post test as the concluding activity on the last day of camp.

## <u>Video Observations</u>

Video observations were conducted at nearly every workshop and each day of the Duluth and Rochester camps. While it was difficult to be completely unobtrusive, participants offered no objections to being recorded. Video clips were organized, labeled, edited into example clips, and posted to screencast.com by Blue Scarf. All original video data will be maintained by Blue Scarf for three years; posted videos will remain accessible to AuSM, Z Puppets, and the Minnesota State Arts Board for one year at which time it will be removed from screencast.com (for space concerns) and made available by request.

## <u>Audience Survey</u>

The Z Puppets/MMP audience survey booklet used for previous performances was revised and distributed to all adult audience members at the March 22, April 11, and August 1 performances. The booklet consists of five multiple choice and short answer questions aimed at gathering immediate feedback from the performance experience.

#### Telephone Interviews and/or Online Follow-up Survey

To gain deeper insights into the influence that the *MMP* program has on participants Blue Scarf conducted telephone interviews with parents from the Minneapolis workshops and Rochester camp. Telephone interviews consisted of open-ended questions related to the activities, tools, and techniques presented during the program and how the concepts, language, and experience was or could be applied in participants' day-to-day lives. Interviews were conducted within 10 days of the closure session, recorded with permission of the interviewee, and transcribed for analysis by verbalink.com, a Los Angeles-based paid service that Blue Scarf has a long history of using. Jeremy Foutz, MA, a contractor with whom Blue Scarf has worked successfully with on many projects including other Z Puppets and Minnesota State Arts Board projects conducted analysis and summary of the parent interview data.

<sup>&</sup>lt;sup>3</sup> All participants responded to the best of their abilities. The Twin Cities workshops acted as a pilot of this instrument and was revised for Duluth and Rochester.

<sup>&</sup>lt;sup>4</sup> The two participants, a mother and daughter, living with autism arrived late on the first day and did not do the test.