

# All Access Digital Arts Camp Report



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## Introduction

The All Access Digital Arts Camp (8<sup>th</sup>-19<sup>th</sup> August 2011) was a two week summer camp for 19 teens with intellectual and cognitive disabilities held at the Smithsonian Institution and co-funded by the Pearson Foundation.

The Camp came out of a number of strands of work at the Smithsonian Institution. Over the past twelve months – through a partnership between the Smithsonian Center for Education and Museum Studies (SCEMS) and the Smithsonian Accessibility Program – the Smithsonian has been focused on developing greater understanding of how their museums might welcome and support people with intellectual and cognitive disabilities. This has included a strong research component through two projects, ‘Museums for Us: Exploring Museums with People with Intellectual Disabilities’ (November 2010-January 2011) – which I conducted as a SCEMS Museum Practice Fellow – and Smithsonian’s Autism Community Advisory Committee are currently working on a research partnership with the University of Maryland.

In parallel, the Smithsonian has been working on a three year program with the New Learning Institute at the Pearson Foundation (began 2010) to develop innovative learning experiences for both teens and teachers through using mobile learning in museums.

All Access Digital Arts Camp was developed at the intersection of these strands of work and drew on the possibilities of digital and mobile learning for teens with intellectual and cognitive disabilities.

The Camp was developed through a team made up of Smithsonian staff from the Accessibility Program and the Smithsonian Center for Education and Museum Studies and staff commissioned by Pearson. The teaching team was led by Kristen Arnold and supported throughout by Ben Lewis and Ashley Connell. The camp was also supported by a number of volunteers drawn from Smithsonian staff and teachers recruited externally.

My role in the All Access team was to feed in insights from the Museums for Us project and to research the All Access Camp using interviews with

students and parents and using techniques of 'participant observation', which means joining in and reflecting on all of the activities.

The purpose of this report is both to draw together feedback gathered from the teens and their parents about the Camp, and to highlight some 'key questions' for further discussion and debate by all those involved in the Camp.

A word-based report is offered here for the staff team, for parents, and for some of the teens involved in the camp.

For all the teens involved in the camp a short film has been made – using film and visual slides – to explore the key points and 'key questions'.

## **Overview of the program**

The 'All Access Digital Arts Camp' was an opportunity for teens in the Washington, DC metropolitan area to create a short film about an exhibit of their choice.

In the first week of the Camp, an emphasis was placed on developing social skills and on exploration; with teens working together to visit the Smithsonian's museums and choose a topic for their films. The chosen topics ranged from civil rights inspired by displays and live interpretation programs at the National Museum of American History, to the mammals and dinosaurs at the Museum of Natural History. The students then completed the filming for their films.

In the second week, the films were finished, which included using Apple Mac iMovie software to develop a coherent film and choosing music to compliment their topic. The social aspect of the Camp was developed further through the use of social media – specifically Facebook – to share their films and connect with other students. The Camp came to a close with a moving film premier at the Ring Auditorium at the Hirshhorn Museum and Sculpture Garden, where families and friends were able to celebrate each student's success.

## Section 1: What did the teens think of the Camp?

Overall, when asked about the camp – and what they would tell people they liked about the camp – the teens expressed overwhelming enthusiasm:

Way cool!

I'd show them the book about National Museum of Natural History.

Get your bottom down to the Camp!

All of it!

Making a movie, putting it together, how to select music.

When the students were asked about their favourite part of the camp, everyone mentioned at least one of the following:

1. Exploring my interests and passions through the museums
2. Using computers – making films, using the internet, e-mail, twitter and Facebook
3. Making friends – spending time with people at the Camp
4. Being independent – doing it on my own with help

### **1. *Exploring my interests and passions through the museums***

Many of the teens had strong interests and passions:

My favorite exhibition...dinosaur bones – T-Rex.

I liked the art. Drawing...

The mammals exhibit – at the National Museum for Natural History – the elephant.

Animals – skeleton exhibit – fish, whale, giant whale, skeleton, primates, chimpanzees, orangutan...frogs, turtles, snakes, zebras, ostrich, any kind of bird.

Technology – transportation technology – old cameras, old train.

Dress, dresses, I don't know how they did it...

The First Ladies' dresses

When asked what would make them come back, one young man commented: 'I've been the Natural History Museum thousands of times – I can never get tired of it'. A number of the teens emphasised again their passions, but some also mentioned other things they'd like to see. One student mentioned that he would like to go and see the dinosaurs even though his film was about the art at the Sackler Gallery of Art, suggesting that he'd been inspired by the other students' enthusiasm.

For one young woman, exploring her passions through the museum didn't work out as well. She had hoped to make her film about cats but wasn't able to, and she did mention this as a disappointment. However, when asked what she'd tell her friends about the camp when she got back to school, she immediately said (as quoted above) 'get your bottom down to the Camp!' – so it was clear that it hadn't stopped her enjoying other aspects of the program.

### ***Using Computers: Making the films and using e-mail, Facebook, twitter***

Almost all the students asked about their favorite part of Camp mentioned using the computers.

For some it was about learning how to use computers from scratch – setting up an e-mail account, setting by a Facebook account, learning how to find clips they liked on You Tube. For others it was about building on skills they already had.

It was awesome – it was good being here, we learnt everything, Gmail how to go on twitter.

Making a movie, putting it together, how to select music.

Doing the filming and get to work on my own project all by myself, did some filming with some help. Yeah, it was cool.

### ***Making friends***

A smaller number of the teens mentioned the importance of the people at the Camp, especially the staff. For one young man, this was absolutely central to the experience of the Camp and specifically thanked key members of staff who had organised the Camp.

***Being independent: Doing it on my own – with help***

A small number of students talked about the importance of doing it 'by myself':

Doing the filming and get to work on my own project all by myself, did some filming with some help. Yeah, it was cool.

It's nice, on my project. I did it on my project.

Two students also said they had 'done a lot'. This was also expressed through teens mentioning specific things they had made decisions about, whether that was changing the music on the film or looking forward to doing more with their film in the future.

An interesting theme which emerged from this was a sense of keeping things secret so that they could surprise their family:

Today I was like, 'Guess what? I've changed the music to my video'. 'To what?' 'I'm not going to tell you'. 'Why?' 'It's going to be a surprise. Wait till you see'. So I didn't tell my older sister. She doesn't know. Keeping a secret from her.

This sense of secretiveness also came out in the interviews with parents (discussed below).

The reference to secretiveness suggests that the Camp enabled a sense of autonomy – control over their film – which was clearly valued. This was also expressed through the word 'pride':

They are going to see a lot from us. My grandmother introduced me to this stuff and I'm like 'wow'. And I'm like 'wow, I'm going to be a candidate for this'. Parents being here on Friday, they going to see what they've never seen before, it's going to be a celebration, proud of us, refreshments... and not to mention, they can see our movies and they can talk about this movie and how

they felt about it. I feel moved about this one and that one and I'm like thank you. Thank you [to staff] for all you've done.

What was especially interesting is that while a feeling of independence was noted – 'my own film' – also commented on was the importance of 'help':

Last two week for me? For me? It's been a great day. It's been great for me. Because I wanted to come here and learn everything about Facebook, to twitter and putting things on computer and on camera. Staff and my friends, had some help. I wish I could come back here again.

This quotation – along with the other mention of help above – suggest that the kind of help offered at the Camp was the 'right kind of help'. Rather than creating a sense of reliance on staff and volunteers, the kind of help the Camp offered clearly did enable and support a growing sense of control and decision-making.

### **Which of these was the most important?**

A question I explored was which of these four aspects – exploring interests and passions through the museums; using computers and media; making friends; and doing it on my own with help – was the most important. The most mentioned of the four were people's specific passions and interests and the technology. However, those most confident in using language to express their ideas, tended to link different aspects together (as in the quotation directly above).

In a group discussion about the camp, I tried to explore these issues by setting up 'museum exhibits, 'computers' or 'friends' as a way of making the students choose which was most important. However I was quickly corrected by two of the students:

Student 1: All of it. All of the above. That's no lie.

Student 2: We've done so much this week – many different people come here and be accepted. It's us. That's all I've to say about this camp. I truly like it.

Student 1: Everyone liked this camp. Done a lot of work this summer.

This discussion points to the combination of elements – of using museums to explore interest and passions, use of technology, the people at the camp and the ‘right kind of help’ – which made the Camp a success. What this might mean for the Smithsonian in developing future approaches is discussed in the final section of this report.

### **What could have been better?**

The students were overwhelmingly positive about the camp. There were only a few criticisms. One criticism related to not being able to make a film about their preferred topic (cats) as discussed above:

I [wanted to see] cats in the museum... cats would have been number one.

Two others suggested that greater access to their favorite objects would make museums even more exciting:

They shouldn't be in glass – you can't touch them, they should be on the floor so you can touch it. You can't even touch it – just the glass.

I can't [wear the dresses]. Behind glass.

### **What next?**

I approached the question of what might come next by asking ‘What would make you come back to the museum?’ For some, it was the exhibits which would make them come back. Others said they wanted to come back and wanted to do more on their films. For one young man, however, it was the camp itself.

Not to the museum, but back here. The camp itself. Not the museum but the camp itself. I think it's very clear here that all of us are standing here because of this Camp. Very thankful.

## **Section 2: What did parents say was the most important part of the camp?**

All the parents were positive about how much their son or daughter had enjoyed the Camp:

Great initiative – fantastic to have this opportunity. Opened up lots of possibilities – to visit museums in a guided way.

She really enjoyed it and she didn't think she would. She was happy to come every day. She liked the councilors and felt very comfortable.

He has been happy to come to camp, [and unlike going to school] good about getting up, ready every morning.

The parents did also mention many of the same aspects highlighted by the teens. However, the parents placed a strong emphasis on the unique learning opportunities offered by the Camp and the importance of the teaching and learning ethos of the Camp. The four key themes were:

1. Exciting learning approaches and person-centered teaching/support
2. Museums – hands on and in depth
3. Computers – opportunities and safety
4. Social opportunities – new friends

### ***1. Exciting learning approaches and person-centered teaching/support***

The teaching and learning ethos of the camp was noted by a number of the parents:

First morning, knew this was going to be fantastic. Kristen gets it and has done it before – [I was] not nervous from that point.

Parents comment of the Camp ethos and saw it as valuing the uniqueness of each individual and seeing possibilities, rather than focusing on limitations:

It's not for society to change them, it's for society to meet them and take what they have. All here for a purpose. The Camp focused on ability not disability, some people think people with disabilities can't learn, not true. We're all learning something all the time.

Not for us to focus on imperfections, I think we all have imperfections. What's so difficult about that? It really is ok. I find good in it.

He loves it. He enjoyed it a lot. Seeing what he does, it's good for his development.

[My son] is a visual person – [I'm] sure you've had a range of people [on the Camp] – you meet them where they are and work with what they have.

The parents saw this ethos both through the way the teachers and volunteers worked with their sons and daughters, but also in the pedagogic approaches of the Camp:

[The Camp] honed into their interests and built from that.

Meeting her goals with assistance, I was glad to see that.

Formula worked – kids being asked questions. What are you interested in? What do you like? This was good.

Technology was seen by one parent as a facet of this teaching and learning ethos. He suggested that the use of filmmaking and Facebook acted as 'tools to express their sensations and feelings'.

Two parents specifically drew attention to the hands on experiential approach to learning offered by the Camp:

If only they had this at school, school is so classroom based. If they could incorporate technology like this, not the everyday learning experience, they would learn so much more. Traditional learning is not a good environment. They loved coming [to the Camp]. It's a struggle at school because they are tactile and visual learners.

Because it happened in the museum, physically seeing it, videoing it, that made a difference for him because it is concrete, not abstract.

She can't look at things abstractly, need to break it down into small pieces – look at every element.

The other crucial contribution of the Camp was that it was not assessed:

[It was important that the Camp was] at a museum, they could explore, no risk, no penalty.

### ***Museums – hands on and in depth***

As above, holding the Camp in the museum was seen as significant by a number of parents, both for exploring the past and because the exhibits were 'hands on':

[the Camp was good anyway]...and if you add on the Smithsonian!

The fact that he'd have the potential to come here to the museum. I can't say I haven't had the time – haven't taken the time, [this is what] happens when you live here – [so] opportunities for him to see more museums was a good thing.

I love the museum concept. I'd like to see more of him understanding the museums. What is the purpose of them and why. It shows us our past. Why is all this stuff here? Why is this old plane here?

We come down here all the time – it's fun. There are no barriers – because it's so visual and hands on that everyone gets something out of it. The more interactive stuff the better it is.

However, the role of the Camp in supporting future engagement with the museum was also mentioned. The Camp created the possibility for greater – more in-depth – engagement:

We've been to museum before, air and space, National Museum of Natural History, National Museum of American History, and also with school. But it will be different for him now because he has a different view of it, paying attention to the details, it will have a deeper meaning for him.

### ***Computers – opportunities and safety***

All the parents mentioned the importance of use of computers as part of the camp.

Introducing him to computers – and something that he could do for himself. Video, Facebook, Twitter.

She had some skills. She had Facebook and e-mail already but they've been reinforced.

One parent also suggested that the types of social media chosen were helpful because of the kind and speed of written communication:

Facebook is brief and quick response.

While the skills to use the internet and Facebook were noted, safety was obviously also an issue and parents were positive about the way safety was covered in the Camp curriculum:

I had questions about Facebook, and the safety issues which go with that glad that they covered safety. Now he will be able to teach me.

She had had some experience of cyber bullying, [so it was] good to talk about safety.

### ***Social opportunities – new friends, new situations***

Most parents also valued the chance for their son or daughter to make new friends and experience new situations.

It is good to get kids who are habitual to have new experiences, new people, new food ... usually it's get up at the same time, lunch at the same time, same kids. [The Camp] forced [my son] to communicate independently, work with others.

Gaining a sense of independence was also mentioned by one parent who noted her daughter had been quite secretive about the Camp. She read this as her daughter asserting a sense of ownership – the Camp was hers and she would share when she was ready.

One parent said that a wonderful unintended consequence of the Camp was that she had made new friends with other parents:

We made friends among the families – that’s an important component.

### **What could be developed further for future camps?**

A number of ideas were suggested for future development, both for the Camp and the Smithsonian more generally.

In terms of the Camp, it was clear that there were some physical access issues which limited possibilities for fully enjoying museum visits:

We live here and the museum is part of her life. Physical access – if you come into the museum and crowded she [as a wheelchair user] sees bums. Some museums are better than others in terms of making exhibits accessible to with disabilities. [But the] Hope Diamond – hard to see easily.

Wheelchair users also needed extra time to get between sites, especially given the difficulty of the gravel on the Mall.

In terms of the teaching and learning approaches of the Camp. There were four issues raised:

- Ensuring people were working on something they were passionate about;
- Extending the students’ potential;
- Communication between the Camp teachers and the parents;
- Length of the Camp.

***Ensuring people were working on something they were passionate about***

One parent really emphasized how important it was to find out what motivated the students. And when that didn't work out – as with the young woman's passion for cats – then it did have an impact on enjoyment and engagement with program. This is an area which could be developed further (see final section below).

### ***Issues of extending the students' potential***

The second issue was raised by two parents and one sister. While emphasizing how great they thought the Camp was, there was a question about how to increase the quality of the films as outputs and increase the expectations made of individual students:

Feedback on the video – [try and] make the film relate better to what they are interested in – it was scripted but could be a more authentic.

Nice job but greater expectations can be made of her. She wouldn't give her all without more encouragements.

She will not push herself she will step back encouraged to produce [better work] work harder, then she [the student] would be even more proud.

As a parent I'm asking 'how can my daughter build on this...?'. How can she build on this in terms of empowerment skills, deepen curiosity.

### ***Communication between the Camp teachers and the parents***

This linked to issues of communication between parents and Camp staff. While it was recognized that selection and preparation had been managed well by the Smithsonian team, one parent wondered if greater communication could have happened between parents and staff. This was felt to be especially important by one parent whose son is not a confident verbal communicator. She suggested a communication book that passes between students and teacher every day.

### ***Length of the Camp***

Finally, one parent suggested that two weeks was absolutely necessary for this group of students and longer would be better because of the social challenges posed by the Camp:

Time was so short to be able to take it all in. Two weeks was good, three weeks would have been better [because of the] social aspects, took until second week for her to feel excited about coming.

### **What next?**

In terms of 'what next?' there was an appetite for more:

Very lovely, good job...like this to continue through the school year...more at the Smithsonian.

One suggestion for how to manage this was through working with other local buddying schemes and support organizations (see final section).

## **Section 3: Looking forward**

### ***Using the museums – making it matter that the Camp was held at the Smithsonian***

On the day of the Camp presentation there was a wonderful exchange between a parent and her son. The mother, celebrating the Camp's 'hands on' teaching and learning approach said that maybe this type of Camp didn't need to take place at the Smithsonian but 'could take place anywhere – with multiple topics'. Then her son responded, 'But they wouldn't have the awesome, cool stuff...'. His mother then said, 'But it could be at an aquarium...'. And he rounded off the exchange by stating definitively, 'I like the Smithsonian better'.

There is no question that it mattered that this Camp was at the Smithsonian. The next question is how might the Camp use the unique resources of the Smithsonian to a greater extent. One suggestion that came out of informal discussion between staff involved in the Camp was whether an extra layer could be provided in terms of meeting and interviewing curators or going and filming behind the scenes in the Museum stores.

There is also the issue of making sure that students really have had the chance to work on a topic they are passionate about. One possibility – again also discussed informally between staff when reflecting on the Camp – would be to build this in the structure of the Camp. So that students ideas were gathered in the first couple of days and then Smithsonian staff could quickly research and identify the best museum for them to visit.

### ***Supporting students to reach their potential***

This was a Camp which included teens with a wide range of different abilities, ways of communicating and levels of social confidence. It was therefore a significant teaching challenge to ensure that every student was both enabled to complete the basic task of making a film, at the same time as being supported to extend the depth of engagement.

The Camp was, however, not only about skill develop, the social component was very important too. A less inclusive group of students might enable more focused skill development or intellectual engagement, but might have reduced the opportunity for social development. Indeed, the lead teacher specifically created opportunities for peer-to-peer support, and this was a really wonderful aspect of the Camp. Reflecting on the Camp, the lead teacher – Kristen Arnold – noted that additional work could be done in this area. However, she did think – in line with parents’ comments – that a longer Camp might be necessary to support the development of friendships.

Looking in detail at the comments by both students and parents, I would suggest that the emphasis did fall on the ‘no risk’, exploratory, hands on and social aspects of learning. An overly teacherly, school-like, or structured approach would have reduced the uniqueness of the other aspects. However, how to better strike such a balance is something any future Camp team might want to consider.

One way of keeping the inclusivity of the student group and extending the learning opportunities for individuals, might be to further equip the volunteers. Alongside the teaching team, the Camp was well supported by an excellent and enthusiastic team of volunteers. The teaching staff made sure volunteers weren’t assigned to specific teens and volunteers were encouraged to move around and engage across the group. This approach has so many benefits in terms of not creating dependencies. However, one of the effects of this was that each volunteer was effectively dropping in and out of each person’s film. So once the basic task of – for example, choosing music – had been achieved then extending that further with each student (Why that piece? What others have you considered? How does that make you feel?) may not always have been fully explored.

One suggestion might be for volunteers to still work across the student group – to avoid dependencies being created – but to work with one to two people to complete a specific task. Or a less structured option might be to have a ten minute debrief at the end of each day between teaching staff and volunteers share thoughts about how each student was progressing that day to help focus support the following day.

### ***Process or Outcome?***

Another tricky balance to strike in a Camp like this is between ‘process’ and ‘outcome’. The Camp did focus on process and this certainly fostered a sense of fun and risk-free exploration. However, a few parents’ comments did, effectively, question how the quality of the films could be improved. My reading of these quotations and of the wider discussions with parent was not that increased quality meant ‘being professional’ but that it did mean a greater ‘authenticity’ – a greater sense that the film came from the unique passions and each student’s unique way of seeing the world.

One possibility would be to use the volunteers more strategically. For example, a one-to-one volunteer to student ratio for the filming activity would have massively improved the quality of the footage produced. In a couple of cases, the same piece of film ended up having to be used by more than one student. While this didn’t seem to diminish the sense of achievement of making the film for the students concerned, obviously something personal to them would have been better.

While training was provided for volunteers in terms of working with teens with intellectual and cognitive disabilities it would also be useful to help volunteers to understand what kind of footage would be usable and look good. There were some basic issues with people being filmed with the sun behind them and background noise of fountains. In some instances there was a lot of talking by the interviewer. Sometimes this worked well, or was simply necessary, but giving volunteers the confidence to leave longer between questions and answers, and being comfortable with pauses would have helped.

One future possibility – suggested by Kristen Arnold – would be to separate out the filming from the interviews. This would mean the teens could take more control over the footage they gathered and, where possible, do the filming themselves. In addition, the interviews could then happen in a less distracting context which might enable students to communicate their thoughts.

I am very aware that these are very picky comments and whether they are relevant to future planning will need to be discussed by the team.

Indeed, there are very clear ethical issues bound up with these questions of 'process' and 'outcome'. Certainly I would not advocate in any way focusing on professionalism over student control and involvement. However, in this case the question of 'process' and 'outcome' need not be put in opposition. I would suggest that being increasingly person-centered in approach – and managing volunteers and volunteer time resources to this end – is one way of enabling both a better, more satisfyingly personal process and therefore increasing the quality and uniqueness of the outcome.

### ***Social networks – not an added extra but core***

The social connections not only between students, but also between parents, was core to the program. Indeed, perhaps this should be seen as an essential part of the Camp with the final presentation and reception lunch being a corner stone in the facilitation of new networks. Recognizing the importance of this could be built into future initiatives such as 'Morning at the Museum', a project which opens the museum early for families with children on the autism spectrum.

### **Progression routes for Camp graduates:**

#### ***Supported use of media lab***

One way of enabling the Camp group to further develop their skills and meet each other over a longer period of time might be to use the resource of Media Lab – but with some kind of specialist and tailored support. This was an idea discussed informally between staff during the Camp. Key here is recognizing that it may take longer than two weeks for people to make friends and having a shared, safe, unpressurised space to allow friendships to develop slowly might be important.

#### ***Camp graduates acting as future volunteers/ teens with disabilities as peers as volunteers***

Camp graduates acting as future volunteers was an idea suggested by three different parents. It is a great idea for building on experiences and creating progression. However, it would need to be thought through and require a certain amount of pre-Camp preparation for the graduates.

- ***Making peer-to-peer resources***

A final option for future work might be for teens to be involved in developing resources for other teens. This could be an introduction to the museum available on the Smithsonian website and/or You Tube or other kinds of resources such as audio guides.

This could be a post-Camp follow-up activity. The resources could then be made widely available, for example on one of the Smithsonian You Tube channels.

### ***Software?***

One question asked by a larger number of the parents on the day of the presentation was 'I've got a PC [not a Mac], what software can we use to build on the Camp's work on iMovie?' I know the teaching staff fielded these questions but obviously the more transferable the skills learned on the Camp the better.

### **From small groups to giving personalized experience to more visitors with disabilities**

One of the big challenges for museum engagement work is how, as SCEMS Director Stephanie Norby puts it, to replicate it at 'scale'. That is, how can the high quality experience offered to the teens on the All Access Camp be broadened out to a greater number of people? How can that experience of interactive and social interaction be integrated into the experience of people who just come the museum as visitors?

- ***Resourcing the basics***

In the Museums for Us project (<http://museumsforus.wordpress.com>), participants placed a big emphasis on making sure that the museums were welcoming to people with intellectual and cognitive disabilities – and one of the recommendations was, therefore, increased resourcing for the training programs already done by the Smithsonian Accessibility Program. During the Camp, there was one incident with a security guard who believed that one of the teens was trying to get through security before his bag was checked – he simply didn't understand what was

expected – and as a result the guard grabbed him. This could have been a damaging experience for the young man, though he coped with it well. This points to the need for the long, hard and slow work of institutional change but is incredibly significant for making museums places for people with intellectual and cognitive disabilities. One option here is involving people with intellectual disabilities in training (see two UK projects Me2 project, <http://www.mencap.org.uk/page.asp?id=14940> / Access to Heritage project <http://www.mencapliverpool.org.uk/accesstoheritage/>).

- ***Use of existing networks and buddying schemes***

Two family members mentioned the possibilities of linking-in with ‘buddying schemes’ run elsewhere. This might be a way of making the museum a resource for existing activity. One suggested example was the Walter Johnson High School Best Buddies Program (Montgomery County) program.

One important step is the Smithsonian developing a really good mailing list both with parents and teens who have come to Camp but also with schools and other organizations. There was a sense of fragility of those connections expressed by a teacher who came to the presentation on the final Friday, ‘Grateful the Smithsonian contacted us ... [but] ‘if we hadn’t got hold of that flier...’.

- ***Independent visitors – but connected in***

One the aspects of Camp that seemed to make it work was the connection between exploration of passions, using tools to actively engage (mobile learning) and social interaction.

One way of encouraging this mix at scale might be for the Smithsonian to actively encourage visitors to take photographs and make films about trips to the museum and then share them via an open Flickr site and You Tube.

## Conclusion

The All Access Camp was a wonderful two weeks which were thoroughly enjoyed by students and appreciated and valued by parents.

The success of the Camp was due to an impressive mix of an experienced and committed teaching team, a good ratio of skilled and enthusiastic volunteers and excellent resourcing in terms of equipment, space and time.

Key to this, parents suggested, was a certain ethos – which emphasized each students' abilities and was keen to 'meet them where they are', in terms of their interests, passions, and skills.

While different students emphasized different aspects of the Camp, there was an overwhelming message that it was the combination of people being able to use the museum to explore their own interests and passions, *plus* using the tools of filming and social media to express their ideas, *plus* the quality of social interaction which made the Camp special. 'All of the above', as one of the students said.

Key areas for development lie in really using the unique resources of the Smithsonian and to enable the development of increasingly person-centered provision. I have suggested that an increasingly personalized approach – through the use of volunteers – would also lead to a higher quality outcome. 'Quality' – following the lead of parents and family members – being defined as films which are more expressive of the unique passions, interests and world view of the individual student.

Future challenges relate to creating progression routes for those who have attended Camp whether via access to supported sessions at Media Lab, via becoming volunteers at future camps or making peer-to-peer resources on topics which interest them (e.g. audio guide to the dinosaurs/cartoon book to introduce the Japanese paintings at the Freer to give two possible examples).

Another challenge relates to reflecting the special mix of passions, technological expression, and social interaction in the experience of being a visitor to the museum. This includes recognizing the ongoing importance of institutional resourcing for the basics of access provision

in museums – such as training front of house staff, and focusing on the visitor experience for wheelchair users. However, it also includes considering ways of people documenting and sharing experiences of museum visits through open Flickr/You Tube sites.