

SUCCESS ON THE SPECTRUM

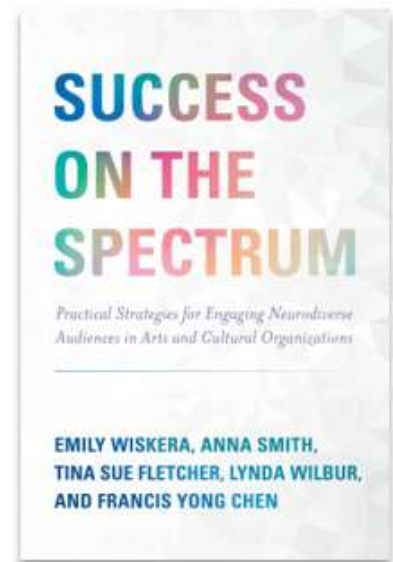
Practical Strategies for Engaging Neurodiverse Audiences in Arts and Cultural Organizations

“*Success on the Spectrum* is full of wisdom, experience, and heart. This book will inspire you to ‘start your own band,’ one that champions the idea that what is good for some benefits all.”

— **Laura Evans**, PhD; Distinguished Teaching Professor;
Director of Art Museum Education Certificate;
University of North Texas

The role of arts and cultural institutions is changing. Once viewed as stewards of objects, institutions are increasingly upheld as stewards of people—spaces where the diversity of human experience is asserted, explored, and celebrated. As such, they function as public resources and should be equally accessible to all community members, which include a growing number of individuals with autism spectrum disorder and other forms of neurodiversity.

In this book, museum educators, an arts administrator, an occupational therapist, and a school psychologist—authors with different perspectives and areas of expertise on the value of cultural arts experiences for neurodiverse visitors—offer advice based on what has worked for their audiences and share the sometimes-difficult lessons learned along the way. With this advice comes the understanding that there is no one-size-fits-all solution. To be truly successful, arts and cultural institutions must respond to their unique communities and work within their resources and limitations.



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Emily Wiskera has worked in museum education at the Dallas Museum of Art since 2011, with a focus on accessibility.

Anna Smith has nearly twenty years of experience in museum education and arts administration and is Curator of Education at Nasher Sculpture Center.

Tina Fletcher is a professor emeritus at Texas Woman's University and has worked extensively as a special education therapist in public schools throughout the U.S.

Lynda Wilbur launched access programming at Nasher Sculpture Center and has developed programs for museum audiences for over two decades.

Francis Yong Chen has been a professional in the field of school psychology since 1999.

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