Inclusion in Theatre Education

Most students, regardless of physical, cognitive, or emotional disability, have the capacity to accomplish the tasks outlined in each Model Cornerstone Assessment, provided that the teacher follows inclusion guidelines during preparation and throughout the assignment of tasks. This includes the theatre teacher consulting with special education teachers and becoming familiar with individual students’ IEPs so that abilities and disabilities of each student are known and appropriate goals and accommodations are applied. Success for both the theatre teacher and the student relies on creativity, high expectations based on individual ability and the application of the three guiding principles of UDL:

1. Represent information in multiple formats and media
2. Provide multiple pathways for students’ actions and expressions.
3. Provide multiple ways to engage students’ interests and motivation.

Because each student’s learning capability is different, even within a category of disability, instruction must accommodate a broad range of communication and learning styles. Suggestions for how the Model Cornerstone Assessments may be adopted for students with varied abilities are described within each MCA.

Theatre Education Resources for Inclusion


Bailey, S. (1997). Drama: A powerful tool for social skill development, Disability Solutions, (2)1,1-5.


Davies, A. & McAfee, J. (2004). Teaching Asperger’s students social skills through acting: All their world is a stage. Arlington, TX: Future Horizons.


McAfee, J. (2002). *Navigating the social world: A curriculum for individuals with Asperger’s syndrome, high functioning autism, and related disorders*. 
Arlington, TX: Future Horizons.


Zuver, D.J. (2007). Acting for advocacy. In A. Blatner & D. J. Wiener (Eds.).

Credits

The John F. Kennedy Center for the Performing Arts
Special Education Review Team
Dr. Jean Crockett, Professor and Director of School of Special Education, Psychology, and Early Childhood Studies, University of Florida
Dr. Jenny Seham, Director of Teacher Training, National Dance Institute, New York City
Ms. Pamela VanGilder, Movement and Dance Specialist, Madonna Learning Center
Dr. Mary Adamek, Director of Music Therapy and Education, University of Iowa
Dr. Alice-Ann Darrow, Irvin Cooper Professor of Music Therapy and Music Education, Florida State University
Dr. Karen Keifer-Boyd, Professor of Art Education, Pennsylvania State University
Dr. Michelle Kraft, Professor of Art Education, Lubbock (Texas) Christian University
Ms. Sally Bailey, Professor of Theatre and Director of Drama Therapy, Kansas State University
Ms. Lisa Dennett, Director, I.D.E.A.S., Brooklyn, New York
Dr. Kylie Peppler, Assistant Professor, Learning Sciences, Indiana University
Ms. Meryl Alper, PhD Candidate, University of Southern California