

General Guidelines— 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

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Strategies for Inclusion – 5th Grade MCA

5th Grade

Artistic Processes: Creating, Performing, Responding

Title: Adapting a character from literature or a folk story into an improvised scene

- While it is expected that no actual props should be used for this, but pantomime is allowed, it is assumed the students have already completed lessons in pantomime. If not, this can set up some students with cognitive, learning or sensory disabilities for failure. Another option is to allow only limited and specific props to be used in the improvisation that might help ground the students who need such.
- Have the text large and visible as the teacher reads the passage students are to improvise.

Theatre Inclusion Strategies: Grade 5 Model Cornerstone Assessment
VSA/Accessibility
The John F. Kennedy Center for the Performing Arts
Lisa Dennett, Sally Bailey

- If the text is from a book that has illustrations, have that available and set to the passage used.
- Be sure to make it clear that not all students have to speak during an improvisation but can still be an integral part of a group improvisation.
- Since there is an expectation of vocal and facial characteristics, provide examples via photo or video.