

## 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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Theatre Inclusion Strategies: HS Proficient Model Cornerstone Assessment  
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Strategies for Inclusion – High School Proficient MCA

## **HS Proficient**

### **Artistic Processes: Creating, Performing, Responding, Connecting**

#### **Title: Character Development**

- Scaffolding leading to this can include modeling so those with concrete cognitive abilities, trouble with imagining, can see clearly a character develop that is different from the person/actor.
- Pairing should be heterogeneous.
- Perhaps just one prop or costume piece may be allowed for any students who rely on visual cues for transition between fantasy (improvisation) and reality (class student).