

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 – 2nd Grade MCA

2nd Grade

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Drama Machine

- Provide actual (tactile) examples of a machine for students to hold and feel the moving parts. Be sure to choose something the student will not get hurt touching. It could be something in the classroom that is unplugged or has the batteries removed but still has movable parts so that students can *feel* movement of different parts, such as a pencil sharpener, printer or clock.
- Provide visual examples of various machines and their parts - photos, symbols, video - to ease the challenge of the abstract discussion and instructions of general “machine”. These should be shown to the entire class, as they will aid everyone, not just those students with cognitive difficulties and other learning disabilities
 - Add visuals to aid in the transition to Character Machine, as this can be a challenging concept. Focus on one character at a time, showing the book the character is from and the illustration of that character.
 - Consider modeling an example of this – choose a character for the students, discuss the character traits, making sure to use photos as well as sounds that depict emotion, and guide students in what is expected of them as an example, then making that character off limits so that they can choose their own characters.

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In this way you have shown them the process, leaving room for them to make their own decisions.