

## 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 – High School Accomplished MCA

## **HS Accomplished**

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

#### **Title: Visual/Aural Composition of Design Concept**

- Provide examples of different design concepts that have been done. Those examples should be in written form – and spoken as well as read - as well as visual examples of the same (photos, video, tactile models, fabrics to touch).
- Adaptations may be needed to be made for those who are totally blind in terms of visual design elements of set, lighting, make-up and costume. A variety of materials on hand, a set model, etc.
- Pairing students in heterogeneous groups will help.