

## **Inclusion in Visual Arts Education**

The National Core Arts Standards for Visual Art and their accompanying Model Cornerstone Assessment (MCA) allow the structured flexibility for meeting the needs of a diverse student audience. This agile approach to the MCA is necessary for including those experiencing a range of (dis)abilities, from gifted-and-talented to moderate and severe disabilities, within the visual art classroom. Regardless of (dis)ability, most students will be able to achieve the goals set forth in the National Core Arts Standards for Visual Art, as long as art educators are working collaboratively with them, their special educators, their parents, and paraeducators toward implementing inclusion strategies to meet special educational needs. The Guiding Principles included on this website for arts teachers for teaching and assessing students experiencing disabilities include:

- Maintain high expectations
- Promote communicative competence
- Use the principles of Universal Design for Learning
- Know how to select and use appropriate accommodations for individual learners
- Make use of evidence-based practices
- Target instruction and use formative indicators of student performance. Explanations for each guideline will be provided

It is important that the inclusive art educator (a) knows and understands the student's individualized education program (IEP) and (b) works alongside the special educator in devising inclusion and assessment strategies toward educating students in the least restrictive environment. The principles for Universal Design in Learning (UDL) are helpful to art teachers in envisioning educational strategies and assessments that include all learners. UDL principles include:

- Representing information in multiple formats and media
- Providing multiple pathways for students' actions and expressions
- Providing multiple ways to engage students' interests and motivation
- 

Art teachers who are respectful of differences and who seek to provide a fully inclusive educational community may choose to view their classrooms as sites of participatory action research. In this way, they continually document, evaluate, and interpret their teaching approaches, and student learning, reflecting upon ways to modify educational practices toward the inclusion of all. Included in the Model Cornerstone Assessments are some inclusion and assessment strategies that are in keeping with principles for UDL.

## **Visual Arts Resources for Inclusion**

- Benin, D., & Cartwright, L. (2006). Shame, empathy and looking practices: Lessons from a disability studies classroom. *Journal of Visual Culture*, 5(2), 155–171.
- Boyd, J. E. (2011). *A multicultural and social reconstructionist approach to art education: A framework for social justice through art curriculum* (Doctoral dissertation, The Ohio State University). Retrieved from <http://etd.ohiolink.edu/view.cgi/Boyd%20Joni%20Etta.pdf?osu1304434369>
- Burch, S., & Kafer, A. (Eds.). (2010). *Deaf and disabilities studies: Interdisciplinary perspectives*. Washington, DC: Gallaudet University Press.
- Cipani, E. C., & Spooner, F. (1994). *Curricular and instructional approaches for persons with severe disabilities*. Needham Heights, MA: Allyn & Bacon.
- Council for Exceptional Children (2005). *Universal Design for Learning: A guide for teachers and education professionals*. Arlington, VA: Council for Exceptional Children.
- Davis, J., & Watson, N. (2002). Countering stereotypes of disability: Disabled children and resistance. In M. Corker & T. Shakespeare (Eds.), *Disability/postmodernity: Embodying disability theory* (pp. 159-174). New York, NY: Continuum.
- Disabled World. (n.d.). Computer assistive technology demonstration. Retrieved from <http://videos.disabled-world.com/video/185/computer-assistive-technology-demonstration>
- Downing, J. E. (2008a). Are they making progress? Assessing the skills of students with severe and multiple disabilities in general education classrooms. In J. E. Downing (Ed.), *Including students with severe and multiple disabilities in typical classrooms* (3rd ed., pp. 261-286). Baltimore, MD: Paul H. Brookes.
- Downing, J. E. (2008b). *Including students with severe and multiple disabilities in typical classrooms*. (3rd. ed.). Baltimore, MD: Paul H. Brooks.
- Duncum, P. (2010). Seven principles for visual culture education. *Art Education*, 63(1), 6-10.
- Eisenhauer, J. (2007). Just looking and staring back: Challenging ableism through disability performance art. *Studies in Art Education*, 49(1), 7–22.
- Ely, S. (2000). *What is assistive technology? A basic guide for individuals with disabilities and their families*. Bloomington, IN: Indiana Institute on

## Disability and Community.

- Eraclides, G. (2000). Teachers' needs in supporting students with a disability in the classroom: A research report. Introductory paper presented to the Box Hill Institute, Melbourne, Australia. (ERIC Document Reproduction Service No. ED 456 273)
- Ewing, L. (2000). Art in the dark: A nonvisual learners' curriculum. In D. E. Fehr, K. Fehr & K. Keifer-Boyd (Eds.), *Real-world readings in art education: Things your professors never told you* (pp. 83-89). New York, NY: Falmer Press.
- Friend, M., & Cook, L. (2006). *Interactions: Collaboration skills for school professionals* (5th ed.). Boston, MA: Allyn & Bacon.
- Gartin, B. C., & Murdick, N. L. (2008). Individualized education program. In E. L. Grigorenko (Ed.), *Educating individuals with disabilities: IDEIA 2004 and beyond* (pp. 337-359). New York, NY: Springer.
- Gerber, B. L. (2006). Troubleshooting the art lesson. In B. L. Gerber & D. M. Guay (Eds.), *Reaching and teaching students with special needs through art* (pp. 27-39). Reston, VA: National Art Education Association.
- Gerber, B. L., & Guay, D. M. (Eds.) (2006) *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.
- Gerber, B. L., & Kellman, J. (Eds.) (2010). *Understanding students with autism through art*. Reston, VA: National Art Education Association.
- Gerber, S. A., & Fedorenko, J. (2006). Building collaborative partnerships. In B. L. Gerber & D. M. Guay (Eds.), *Reaching and teaching students with special needs through art* (pp. 161- 176). Reston, VA: National Art Education Association
- Grigal, M. (1998). The time-space continuum: Using natural supports in inclusive classrooms. *Teaching Exceptional Children*, 30(6), 44-51.
- Grigorenko, E. L. (Ed.). (2008). *Educating individuals with disabilities: IDEIA 2004 and beyond*. New York, NY: Springer.
- Guay, D. (1999). A way in: Strategies for art instruction for students with special needs. In A. L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 17-33). Reston, VA: National Art Education Association.

- Guay, D. M. (with Gerlach, K.). (2006b). Clarifying roles for paraeducators in the art room. In B. L. Gerber & D. M. Guay (Eds.), *Reaching and teaching students with special needs through art* (pp. 189-206). Reston, VA: National Art Education Association.
- Heise, D., & MacGillivray, L. (2014). Fostering resilience in an intergenerational art and literacy program for homeless families: An analysis of curriculum. In S. M. Malley (Ed.), *2013 VSA intersections: Arts and special education exemplary programs and approaches* (pp. 103-126). Washington, DC: John F. Kennedy Center for the Performing Arts. Retrieved from [http://www.kennedy-center.org/education/vsa/resources/edu\\_parents.cfm](http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm)
- Horoschak, L., Gavin, K., & Hicks, V. (2014). Reflections on Moore College of Art and Design's Master's Degree Program in Art Education with an Emphasis on Special Populations. In S. M. Malley (Ed.), *2013 VSA intersections: Arts and special education exemplary programs and approaches* (pp. 127-146). Washington, DC: John F. Kennedy Center for the Performing Arts. Retrieved from [http://www.kennedy-center.org/education/vsa/resources/edu\\_parents.cfm](http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm)
- Johnson, S. L. (2014). Emotional intelligence through art: Strategies for children with emotional behavioral disturbances. In S. M. Malley (Ed.), *2013 VSA intersections: Arts and special education exemplary programs and approaches* (pp. 87-102). Washington, DC: John F. Kennedy Center for the Performing Arts. Retrieved from [http://www.kennedy-center.org/education/vsa/resources/edu\\_parents.cfm](http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm)
- Karten, T. J. (2005). *Inclusion strategies that work: Research-based methods for the classroom*. Thousand Oaks, CA: Corwin Press.
- Karten, T. J. (2008). *Embracing disabilities in the classroom: Strategies to maximize students' assets*. Thousand Oaks, CA: Corwin Press.
- Keifer-Boyd, K., & Kraft, L. M. (2014). IDEA Empowerment through difference Find card strategies: Communitarian approaches to empowerment. In S. M. Malley (Ed.), *2013 VSA intersections: Arts and special education exemplary programs and approaches* (pp. 147-158). Washington, DC: John F. Kennedy Center for the Performing Arts. Retrieved from [http://www.kennedy-center.org/education/vsa/resources/edu\\_parents.cfm](http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm)
- Keifer-Boyd, K., & Kraft, L. M. (November 2003). Inclusion policy in practice. *Art Education: The Journal of the National Art Education Association*, 56(6),

46-53.

Kraft, M., & Keifer-Boyd, K. (2013). *Including difference: A communitarian approach to art education in the least restrictive environment*. Reston, VA: National Art Education Association.

Lewis, R. (1993). *Special education technology: Classroom applications*. Pacific Grove, CA: Brooks/Cole.

Loesl, S. (1999). Art education for students with disabilities: Practical strategies for successful inclusion. In A. L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 55-62). Reston, VA: National Art Education Association.

Loesl, S. D. (2012). The adaptive art specialist: An integral part of a student's access to art. In S. M. Malley (Ed.), *The intersection of arts education and special education: Exemplary programs and approaches* (pp. 47-68). Washington, DC: The John F. Kennedy Center for the Performing Arts.

Malley, S. M. (Ed.). (2012). *The intersection of arts education and special education: Exemplary programs and approaches*. Washington, DC: The John F. Kennedy Center for the Performing Arts. Retrieved from [http://www.kennedy-center.org/education/vsa/resources/edu\\_parents.cfm](http://www.kennedy-center.org/education/vsa/resources/edu_parents.cfm)

National Center for Accessible Media (NCAM). (2009). Retrieved from [http://ncam.wgbh.org/invent\\_build/web\\_multimedia/tools-guidelines](http://ncam.wgbh.org/invent_build/web_multimedia/tools-guidelines)

National Council on Disability. (2004). Design for inclusion: Creating a new marketplace. Retrieved from [www.ncd.gov](http://www.ncd.gov)

National Council on Disability. (2011). Retrieved from [www.ncd.gov](http://www.ncd.gov)

National Institute of Art and Disabilities (NIAD). (2011). NIAD art center: Empowering artists with disabilities. Retrieved from <http://niadart.org/>

Orr, D. (2005). Minding the soul in education: Conceptualizing and teaching the whole person. In J. P. Miller, S. Karsten, D. Denton, D. Orr and I. Kates (Eds.), *Holistic learning and spirituality in education* (pp. 87-100). Albany, NY: State University of New York Press.

Ripley, S. (1997, July). *Collaboration between general and special education*

- teachers* (Report No. EDO-SP-96-5). Washington, D. C.: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED 409 317)
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the Digital Age: Universal design for learning*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Simpson, C. G., McBride, R., Spencer, V. G., Lowdermilk, J., & Lynch, S. (2009). Assistive technology: Supporting learners in inclusive classrooms. *Kappa Delta Pi Record*, 45(4), 172-175.
- Skylar, A. A., Higgins, K., & Boone, R. (2007). Strategies for adapting WebQuests for students with learning disabilities. *Intervention in School and Clinic*, 43(1), 20-28.
- Snell, M. E. (2002). Using dynamic assessment with learners who communicate non-symbolically. *Augmentative and Alternative Communication*, 18, 163-176.
- Wexler, A. (2009). *Art and disability: The social and political struggles facing education*. New York, NY: Palgrave.

## **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 Pepler, Assistant Professor, Learning Sciences, Indiana University
- Ms. Meryl Alper, PhD Candidate, University of Southern California