



Inclusive Art Education

Definitions

- Inclusion is “the act of including or belonging together from beginning to end”
- Inclusion in education ensures that all learners fully participate and find success in their learning environment and activities.

Principles of Inclusive Arts Ed

- All students benefit from arts ed
- All students can participate and succeed in arts ed
- All students have unique patterns of learning
- Designing inclusive programs is about equity (fairness) not equality (sameness)

Importance of Inclusive Arts Ed

- to reach the widest possible variety of learners
- to create an equitable learning environment for all
- to provide a safe learning environment for all learners
- to help all learners feel successful in arts ed

Multiple Intelligence Theory

- Linguistic/auditory
- Logical/mathematical
- Visual/spatial
- Bodily/kinesthetic
- Musical/rhythmic
- Self/intrapersonal
- Social/interpersonal
- Natural

Common Learning Differences

- Learning ‘disabilities’ (LD)
- English language learners (ELL or ESL)
- Mild intellectual disability (MID)
- Attention deficit disorder (ADD)
- Autism spectrum disorder (ASD)
- Behavioural or emotional disturbance disorders
- Physical disabilities
- Giftedness

Universal Design for Learning (UDL)

Aiming for:

- Simplicity, Flexibility, Safety, Equity

Considerations

- Content
- Pedagogy (teaching strategies and activities)
- Teaching materials (form, level of difficulty)
- Technological tools

Differentiated Instruction

Accommodations

- Diversify your teaching approach
- Modify the physical environment
- Plan for assistive technologies
- Work one on one
- Involve other students

Modifications

- Simplify or change the activity
- Alter the expectations
- Provide alternate materials or tools
- Involve assistants
- Consider instructional groupings

Websites

VSA Arts

<http://www.vsarts.org/>

Arts Organizations that focus on Special Education

<http://www.southernct.edu/~gerber/SEDarts/SEDArtsOrganizations.htm>

CAST – Transforming Education Through Universal Design for Learning

<http://www.cast.org>

Learning Disability Association of Ontario

<http://www.ldao.ca/index.php>

Special Education Resources at University of Toronto

http://snow.utoronto.ca/index.php?option=com_content&task=view&id=249&Itemid=146

The Iris Center

<http://iris.peabody.vanderbilt.edu/resources.html>

Special Education and the Arts

<http://www.southernct.edu/~gerber/SEDarts/SEDArtsOrganizations.htm>

VSA Arts: people with disabilities and the arts

<http://www.vsarts.org/x572.xml>

Kodak Special Ed LPs

<http://www.kodak.com/global/en/consumer/education/lessonPlans/indices/specialEducation.shtml>

Resources

Education for All

<http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>

Many Roots Many Voices: Supporting English language learners in every classroom.

<http://www.edu.gov.on.ca/eng/document/manyroots/>

Inclusive Classroom: A Practical Guide for Educators. SiriNam S. Khalsa; Good Year Books; 2005.

Reaching and Teaching Students with Special Needs Through Art. B. Gerber and D. Guay, Ed.; NAEA; 2006.

Rodriguez, Susan. *The Special Artist's Handbook.* Dale Seymour Publications, 1984.

Henley, David. *Exceptional Children, Exceptional Art: Teaching Art to Special Needs.* Davis Publications.

Collins, Georgia and Renee Sandell, eds. *Gender Issues in Art Education: Content, Contexts and Strategies.* Reston, VA: NAEA. ISBN 0937652857

Cahan, Susan, and Zoya Kocur. *Contemporary Art and Multicultural Education.* New York: Routledge, 1996.

Creating a Positive Learning Environment

- **Positively reinforce students' success** in daily tasks from an early age. A student's early school experiences may have a significant impact on his or her willingness to engage and persist in later learning.
- **Take childrens' ages into consideration**. Self-concept develops on a continuum. Young children have a concrete, physical view of themselves, related mainly to concrete situations. Teachers can help them address these concrete situations effectively. As they grow older, children's self-concept becomes increasingly complex. They tend to become less positive, but more realistic, especially starting at age eight, when they begin to compare themselves with others (L'Écuyer, 1994; Stone & Lemanek, 1990).
- **Provide tasks associated with a moderate degree of success**. Success on moderately difficult or challenging tasks that is attributed to personal effort and ability gives rise to feelings of pride, competence, determination, satisfaction, persistence, and personal control.
- **Use ways to motivate learning**. Self-determined, freely chosen, personally controlled behaviour elicits high task interest, creativity, positive emotion, and persistence. External rewards can be used to initiate student work or reward completion, but should be gradually phased out as the student experiences success.
- **Supply immediate, specific feedback**. Immediate feedback, such as congratulations for the correct answer or response, increases student learning and a sense of competence.
- **Encourage moderate risk taking**. Teachers maximize student performance, persistence, perceived competence, self-knowledge, pride, and satisfaction by creating tasks that will make students willing to face the risk of failure in order to achieve the pleasure of success.
- **Provide an environment tolerant of error making and supportive of error corrections**. Students need to know that attempts to learn are highly valued versus an emphasis on right or wrong responses.
- **Communicate the belief that all students can learn**, and wherever possible, reinforce this belief with frequent and specific encouragement or praise for appropriate behaviour (Abbott et al., 1998; Durlak, 1995; Hawkins, 1997). To this end, watch for praiseworthy behaviours and provide immediate positive feedback. Be specific in exactly what you find worthy of praise. For example, "You were very patient while you waited your turn. I am proud of you."
- **Organize the physical setting to meet student needs**. Student groupings, for instance, can enhance social interactions or address physiological issues that may be affecting behaviour.
- **Clarify routines and expectations**. For example, let students know what is coming next by putting a schedule up on the wall.
- **Make more positive than negative statements**. Positive reinforcements should outweigh negative reinforcements by a ratio of four to one (Gottfredson, 1997; Lipsky, 1996). Rules should be stated in terms of what students will do, rather than what not to do, such as:
 - "use your inside voice"; "do your best"; "use polite words".
- **Actively involve all students in learning tasks** (Perrenoud, 1997). Provide students with high expectations along with support that allows them to reasonably meet those expectations.