

Inclusion in Media Arts Education

There are a number of tasks outlined in the Model Cornerstone Assessments that may pose challenges to youth with sensory, cognitive, emotional, and intellectual disabilities. However, provided that inclusion guidelines are met by the teacher prior to and throughout the assignment of the tasks, most students have the capacity to complete the assignments. This will likely require the media arts teacher consulting with special education teachers and becoming familiar with individual students' IEPs so that the abilities and disabilities of each student are known, that appropriate goals are targeted, and that the proper accommodations are applied.

Success for both the media arts teacher and the student relies on creativity, an expectation of excellence 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. Some suggestions for how the Model Cornerstone Assessments may be adopted for students with varied abilities are described within each MCA but are not meant to be inclusive of all possibilities.

Media Arts Education Resources for Inclusion

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