

MAKING THE ARTS ACCESSIBLE: ADAPTATIONS & MODIFICATIONS

Social Engagement

- Presume competence. Ask participants if they need assistance. Some students may require one on one support.
- Maintain eye contact.
- When possible, provide choices. *Which instrument do you want to play? Which chair would you like to sit in?*
- Promote participation through demonstration. Actively model appropriate engagement.
- Use encouraging words with specifics. *That was a great pirouette!*
- Ask questions. *Tell me about your creation? What is your favorite part of dance class? Which instrument/sound do you like the best?*
- Be proactive. Re-direct when necessary. Check for understanding. Break things down into short, concrete steps.

Art Studio

- Tape paper down to the table to give the user more control and helps with focus.
- Tape paper, poster board, or canvas to the wall for the participant to engage with while in a standing position.
- Possibly use an easel or drawing board for individuals in wheelchairs.
- If fine motor skills are a challenge, employ the hand-over-hand technique.
- Or employ different tools that require only gross motor skills; i.e. thick paintbrushes, wide crayons, finger paints, stamps, stencils, sponges, etc.
- Play copycat – draw a wavy line or shape for the participant to imitate. Take turns.
- Due to sensory processing challenges, some participants may shy away from certain textures. Offer gloves. While others may like to get their hands right in mediums and materials to explore.

Music Studio

- Encourage participants to tap their legs or feet if a song requires foot stomping or kicking.
- Encourage participants to move their bodies to the music.
- Participants can take a brief sensory break if the variety of sounds in music overstimulate them.
- If a participant has limited mobility to play a hand-held instrument offer wrist bells or a drum to tap on.
- Prompt a participant when it's his/her turn to play an instrument, sing a selection, etc. This could be done verbally or with a gesture, like a hand signal.

Acting Studio

- Prompt/cue participant when it's his/her turn to recite their "line".
- Incorporate body language to help share a story, convey an idea.
- Be a reader. Help read lines/scripts to those who are unable to.
- Rehearse together. Help participants "hit their mark".
- Employ large cue cards or an augmented communication device or app for non-verbal participants.

Dance Studio

- Some participants are visual learners. Demonstrate by doing the movements.
- Offer support for complex choreography to support balance; i.e. turns, leaps, etc.
- To support a participant, either stand behind them or next to them.
- Partner work to practice movements and mirror each other.
- Actively engage participants in wheelchairs - move them to mimic the choreography.