

CREATING ACCESSIBLE
THEATER FOR ALL

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Hello!



**We are
Mary Stone
& Katie
Cummings**



With
Pink Umbrella Theater Company

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AGENDA

Let's talk about what we are doing today!

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Agenda

- ▷ WELCOME & INTRODUCTIONS
- ▷ DEFINITIONS
- ▷ STORYTELLING
- ▷ INTERSECTIONS
- ▷ Q & A




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DEFINITIONS

Let's get on the same page!

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Definitions

Body The use of movement, in whatever capacity we are able, to share thoughts, ideas and to create character.	Voice The use of pre-verbal, verbal, non-verbal and augmentive devices to share thoughts, ideas and character creation.	Imagination This is the key to character creation and storytelling.
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Definitions


Disability A disability is any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions). CDC	Self (Emotional) Regulation Self (Emotional)-Regulation skills enable us to monitor and determine what emotions we experience, act upon, and display. For some individuals with a disability self regulation can be challenging. Self (Emotional) Regulation strategies can be taught and learning these skills can increase an individual's well-being, positive emotions, and ability to choose responding over reacting.
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STORYTELLING
Let's bring the story to life!

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The Big Umbrella
By Amy June Bates Cowritten with Juniper Bates

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First things first...

Create a space that is just for this activity.

Take a breath

Read the story together!



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Bring the story to life!

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Craft Station


These activities can happen before or after you read the story.

For The Big Umbrella book we...

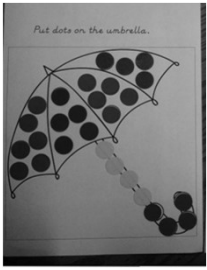
- ▷ Tore up different shades of blue construction paper and sorted them in tin buckets
- ▷ Used dots to 'color in' a big umbrella outline

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Put dots on the umbrella.



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Engage the Body

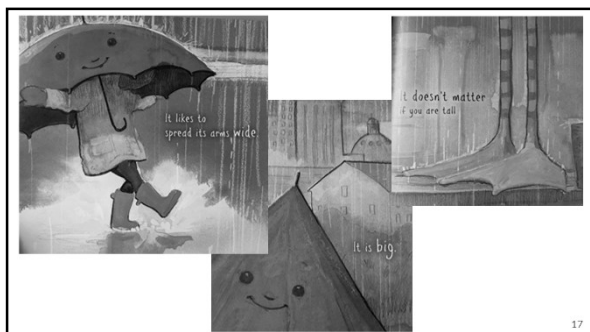
Warming up is something we do in every class or rehearsal.

For The Big Umbrella book we...

- ▷ Warmed up to a mix of songs with 'rain' in the title
- ▷ Stretched using words in the book ie: tall vs short, big vs small, wide vs narrow

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Engage the Voice

Voice comes in all shapes and sizes.


For The Big Umbrella book we...

- ▷ Sang 'Itsy Bitsy Spider'
- ▷ Created a soundscape of a rainstorm with our voices and our bodies

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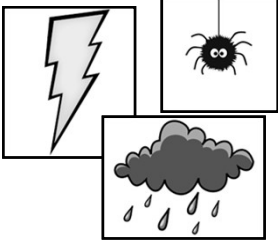
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Itsy Bitsy Spider



The itsy bitsy spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
So the itsy bitsy spider
Climbed up the spout again!

Rainstorm Sound Scape



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Engage the Imagination

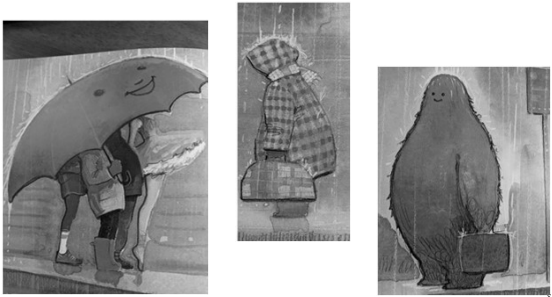
We've been utilizing our imagination all along,
but here is where we become the characters.

For The Big Umbrella book we...

- ▷ Created a frozen picture of the characters
 - ▷ Basketball player, ballerina, duck, hairy monster, plaid, etc.
 - ▷ Huddled together under an 'umbrella'

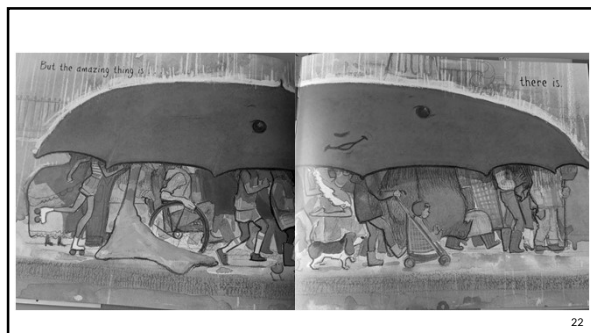
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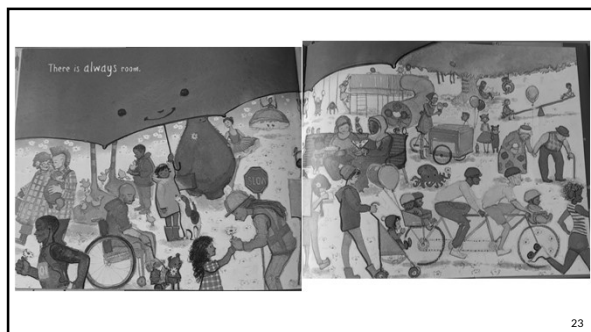


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INTERSECTIONS
Where Theater and Special Ed Meet!

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Text

<p>Theater</p> <p>The text is where we start. The joy of theater is bringing life to the words on the page with the people in the room.</p>	<p>Special Ed</p> <p>Research shows that for students with learning disabilities, instruction can improve students' strategic processing of text. Students learn that letters put together form words. Words have meaning. Pictures can be matched with words to help with understanding. These are foundational pre-reading skills that all of us must learn to read and comprehend text.</p>
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Yes, And

<p>Theater</p> <p>Theater has no rules other than to say "Yes, And." Incorporating this philosophy builds confidence and connection in the classroom and on the stage.</p>	<p>Special Ed</p> <p>Special Education has laws and rules that we must abide by when working with individuals with a disability (IDEA, ADA). Many parents report hearing "no" in a system that may not have the staffing and funding available to truly meet the individual educational and social needs of every student they work with who identifies with a disability.</p>
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Sensory Immersion

Theater

Theater should be experienced by all of the senses. By adding sight, sound, taste, smell and touch the experience is locked into our long-term memories.

Special Ed

Sensory Integration is the neurological process that explains the relationship between the brain and behavior and explains why individuals respond in a certain way to sensory input and how it affects behavior.

The senses are:

Touch, Sound, Sight, Taste, Smell, Vestibular and Proprioception.

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In Summary

- ▷ All stories can be brought to life
- ▷ By integrating theater and special ed techniques, theater becomes stronger
- ▷ Engaging your imagination is fun!



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Q & A
The floor is yours!

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Questions?



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"I wish for a world that views disability, mental or physical, not as a hindrance but as unique attributes that can be seen as powerful assets if given the right opportunities."
- Oliver Sacks



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Thank you for joining us today!
Need anything? Don't hesitate to contact us.
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Special thanks to all the people who made and released these awesome resources for free: Presentation template by [SlidesCarnival](#). Photographs by [Unsplash](#)

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