



Rebecca Covey Research & Creative Activity

Freeing & Developing the actor through
craft, culture, and neuro-inclusive
pedagogy.



Current Artistic Activity & Research



1. Professional Voice and Dialect Coach
2. Empowering Neuro diverse artists



Creative Activity & Research - Dialect Direction

What Does a Dialect Coach/Director do?

Designs vocal elements of a production

Coaches performers on clarity, audibility and intelligibility

Provides Textual analysis, Pronunciations, Cultural and Language research

Researches and teaches Accents & Dialects

Provides Dialect resources to performers

Helps performers with Vocal Health & Stamina

Attends rehearsals, takes notes, and works one on one with performers

Mlima's Tale - Zoetic Stage

ACCENTS & DIALECTS

Kenyan

Arabic

South African

Mandarin

Vietnamese



Sweeney Todd

Cockney & Standard British

Dracula

Romanian, Northern England, Standard British



One Night in Miami

Louisville (Mohamed Ali)



Stripped

Russian



The Caretaker

Standard British & Cockney



The Good Father

Dublin Irish



TONAL PLACEMENT: lots of room in mouth - spot of focus out in front of lips

RHYTHM & INFLECTION: Wider pitch variety than American- though less in Dublin. Elongated vowels on stressed words, upward lilt (esp. In the North), smooth melodic and lyrical. Tempo is quicker, intensity increases at the ends of sentences (very different from Miami down-speak!)

SOUND SAMPLES: Watch movies: *The Commitments* and *The Snapper* both take place in Dublin.

Also watch travel shows ie. Rick Steves on PBS

<http://www.dialectsarchive.com/ireland-2>

<http://www.dialectsarchive.com/ireland-7>

<http://www.dialectsarchive.com/ireland-11>

You can stream Dublin radio stations!

<https://www.rte.ie/radio/radio1/clips/22172679/>

<http://www.rte.ie/radio1/arena/>

SPECIAL PRONUNCIATIONS:

Possessive “my” can turn to “me” in unstressed position in phrase.

Film pronounced “fillum”

Sure pronounced “sher” [ʃɜ̃]

SAMPLE PHRASES:

Jesus, Mary and Joseph! Ya look just like your dad, me boy!

I was born here in Ireland, doncha know, but I’ve done all I can: Ya can’t be takin’ that away from me, no matter how hard ya try.

So what did you do, Sean, before ya came to me house?



Neuro-Inclusive Pedagogy

Empowering Neuro-diverse artists to
reach their full potential

Awareness , Strategies and Supports



Neurodiversity

Describes the normal variations in the way the human brain works

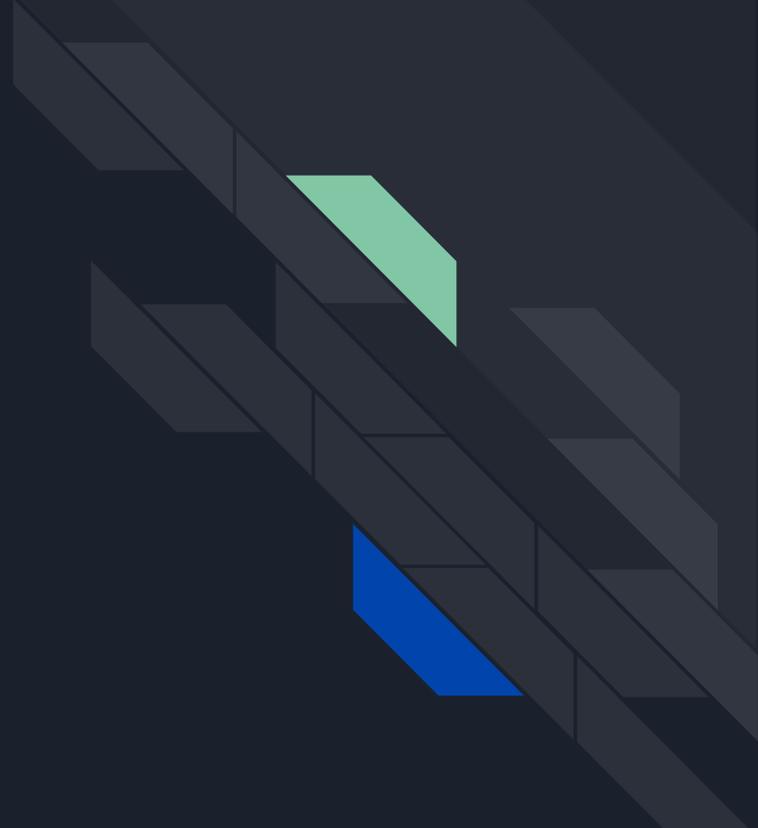
Includes Autism Spectrum Disorder, ADHD, Dyslexia and other learning differences.

Neurodiverse people can experience the world in unique ways and may learn differently.

These differences are not considered deficits. Neurodiverse individuals have a multitude of strengths as well as challenges.

11-30% of university students are neurodiverse

Arts educators need to think outside the box, to help address the unique learning needs of our neurodiverse students.



Challenges Neurodiverse students may face in the Performance studio

Social Challenges

Emotional Regulation Challenges

Vocal/ Verbal Challenges

Physical Challenges

Executive Function Challenges

Challenges performance professors may face*

*quotes from colleagues from ATHE panel
presentation

“She announced on the first day of Voice class that she could not be touched”

“He kept describing how his pubic hairs were stuck in his zipper!”

“He seemed like he was zoning out but then asked the most intelligent questions and I realized that he had digested everything I said”

“He’s really funny but doesn’t get the hints when his peers want to get back to work”

“He was acting a scene and completely covered his partners mouth and nose so he couldn’t breath!”



Examples of Challenges & Strategies

Difficulty

Receiving Constructive Critique

Touching

Getting stuck on one topic

Understanding figurative language

Sensorially overwhelmed

Prosody - monotone or robotic voice

Dyslexia & trouble memorizing

Strategy to Try

Try a “Critique Sandwich”

Demonstrate unambiguous “No Fly” zones

Ask for one detail, write the rest.

Translate into literal language

Chill space - bean bag, darkened, blanket

Singing lines - copying recorded lines

Drawing pictograms for lines



Navigating the Performance Classroom

[Navigating the Performance Classroom](#)

“Thank you so much for sharing this! It is very professional and well done. Is this something we can share if the need arises?”

Deborah J Chin, M.A.
Manager, The Daniel Jordan Fiddle
Foundation Transition & Adult Programs

“I just finished watching the video and it is wonderful! The messages were clear and it was visually interesting to watch...I particularly liked the summary of the key points at the end.

“This video would be nice to have on hand to use on our consultation work with clients and/or professionals as many of the messages and rationale provided are applicable to other settings outside the performance classroom...”

Congratulations on an impressive - important - piece of work.”

Dr. Meaghan Parlade, UM Center for Autism and Related Disabilities

What's Next?

Goal: Identify Executive Function Support Strategies tailored to both neuro divergent and neurotypical Theatre Artists

Executive Function applies to the parts of the brain that work together to plan, manage and organize our life. Imagine an efficient administrative assistant who can juggle time management, planning and organization to get stuff done!

Neurodivergent people's executive functions work differently, presenting challenges in daily life.

Performers are training to run their own business. They need these skills to develop their full potential.

