



Cap sur l'école inclusive
en Europe



Best practice

Theatre with children with special educational needs (SEN), trisomy 21 Section of the module/ R

Contact :

OMNES PRO UNO

1 /Context

A way of working with children with SEN, trisomy 21, is to involve them in practices of artistic representation, according to the bio-psychosocial model, which is a good approach to establish the psychopathological balance, physical fitness, emotional balance and social integration, among others assets. It is an artistic method, with some technique, that proposes children and adolescents with this syndrome to develop socio-affective skills.

2 /Objectives

- Develop creative skills.
- Practice techniques of theatrical improvisation.
- Discover affective and aesthetic experiences.

3/ Development of the Good Practice

A technical team should be formed with the following professionals:

- A socio-cultural entertainer
- A psychologist
- A plastic arts technician.
- A technician of education and communitarian intervention
- A multimedia technician.

The story is created; the characters, the roles and the plot are defined.

The students with trisomy 21 will take the roles they are motivated to having in mind their abilities and limitations. They can also participate in the creation of scenarios and costumes.

The rehearsals will be in a containing and secure atmosphere so that the handicapped may feel fully acquainted.

4/Evaluation of the Activity

The evaluation is measure once:

- All the intervenients fill in a satisfaction questionnaire, which will translate the success of the activity through the Likert scale.