



Cap sur l'école inclusive  
en Europe



## Best practice

### Visual Arts and Special Educational Needs, SEN

#### Section of the module/ R

Contact :

OMNES PRO UNO

#### 1 /Context

Several studies have been made about the role of the subject of visual arts, concerning the process of inclusion of students with special educational needs.

More than accepting the presence of the students with special educational needs (SEN), it is necessary to provide them a plurality of answers for their full development.

Students with emotional problems or associated behaviours that influence, in a negative way, their school performance, may have to face school failure. These children reveal insecurity characteristics, cannot overcome sadness, anguish, and cannot face more complex situations. According to the neurological advances and studies made by neuroscientists, it is convenient to know a little more about the way the human brain works in order to better intervene.

In the scope of special education, the benefits of visual arts become evident, and the teacher of the area should adopt a reflexive attitude creating learning conditions and strategies that allow to increase success and the preparation for life in society.

#### 2 /Objectives.

- Promote the full development of the students
- Create learning conditions that increase success and the preparation for the active life.
- Stand out the importance of the elements of visual language.
- Favour the full inclusion of the SEN students.

#### 3/ Development of the Good Practice.

The teacher should always pay attention to the student's/group's needs, so that that pedagogical attitude may meet a way to overcome the presented difficulties, through strategies which suit the individual characteristics of each student. In the scope of special education, understanding through images may be agreeable and constructive, even for students who have specific difficulties. When the sensations are aroused they promote the imaginary field and the fantasy as well as the reality of the personal experiences. Working this area is by itself a training to creation. The adapted stimulation of the child's creative ability can safeguard emotional or mental disorders associated to the lack of self-confidence, in order to better understand the child's world.

The teacher should guide the student to make projective works in the scope of visual arts, as for example, drawing a tree, the human figure and the family. These works will allow, with the collaboration of specialised technicians, like for example psychologists, a psychological evaluation that shows the personality traits of the student, as well his socio-emotional experiences.

#### 4/Evaluation of the Activity

the evaluation is measured once it :

- promotes the artistic creativity of the students through the visual arts allowing a projection of the student to further evaluation of his psychopathological traits. This way, it will be possible to assess, within the group/class, the group's psychopathological symptomology.