



Cap sur l'école inclusive
en Europe



Best practice Dance –with Special Educational Needs Students (SENS)

Section of the module/ R

Contact :

OMNES PRO UNO

1 /Context

A very efficient way of working dance with SENS is to involve them in a recreational and educational way, following the bio-psychosocial model, being an excellent approach to establish the psychopathological health, physical fitness, self-confidence, emotional balance and social integration, among other benefits. It is a method that is not concerned about technique but which proposes that children and adolescents adapt the exercises to their daily life, their environment, providing freedom of movements.

2 /Objectives.

- promote socialization, respect, the right to individuality, the limits, among other aspects that are explored.
- Develop interests and potentials “strangled” by any type of educational needs or not.

3/ Development of the good practice

in this technique of educational and psychosocial intervention, the teacher is the enhancer of the action that awakes and guides the students for movement, setting him free to develop the correct gesture, express his feeling as a child/adolescent and his perception of the capacities and limitations of his body.

Those who practise dance develop diverse stimuli at the level of synaesthesia:

Tactile – feeling the movements and their benefits for the body.

Visual – seeing the movements and transforming them into acts.

Auditory – listening to the music and dominating its rhythm

Emotional – transferring to the choreography emotions and feelings.

Motor – corporal scheme.

4/Evaluation of the Activity

the evaluation is measured once it :

- Can analyse the psychomotor, cognitive and emotional growth and development, as for example, the discovery of his own movements, the joy and motivation promoting the harmonious development of the interpersonal relationships through the filling in of a direct observation grid which registers the evolution in time.