



Cap sur l'école inclusive
en Europe



Best Practice

Listening to make learning possible

Section of the module / Reassurance

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1/ Context

An early school year in a CLIS (class for inclusive education) with 12 pupils, a specialized teacher and an AVSCo (Auxiliaire de Vie Scolaire, i.e. school life assistant).

Pupils in this class are those with cognitive function disorders with or without associated disorders (pervasive personality disorders, autistic disorders, behavioural disorders, etc.).

A very disturbed class climate, with incompatibility of temperament between some pupils, where verbal and sometimes physical violence makes learning very complicated. A simple look from one pupil at another is enough to disrupt the entire class and can lead to more or less severe anxiety attacks and prevent them from participating to the proposed learning activity.

2/ Goals

Gradually proposing an individual inclusion to Grégoire which, at the beginning of the year, is impossible. Enjoying a more serene class climate in order to be able to enter the learning process.

3/ « Best practice » conduct

We will talk here about Grégoire, who accepts no school rule in terms of learning but also of living together in the school. No individual inclusion is possible within an ordinary class.

Grégoire can't stand what the handicap of some in the class makes him feel in return, which can trigger in him an uncontrollable verbal and / or physical violence. He can make racist remarks and punch any pupil he finds in his way in the playground.

It is a child whose family didn't set rules in infancy and who doesn't behave appropriately in a group. It is impossible for him to manage his "outbursts" and he can't explain his reactions once the crisis is over. We are in the presence of a child in the omnipotence who doesn't bear any frustration but who shows an intelligence quite ordinary or even above average.

He can't access learning how to read because of his inability to follow any rule and he refuses for over three months any approach whatsoever (manipulations, educational games, computer tool ...).

One week before Christmas holidays, during the morning rituals, Grégoire said aloud, addressing the teacher "I want to learn how to read". Even if this sentence is completely out of work context, I ask the AVS (school life assistant) to take care of the rest of the class while I care for Gregoire's request. I sit next to him because facing someone is unbearable for him and I begin to offer him simple words to decipher. It turns out that when new words are introduced, he can read them almost alone.

The following days, he is still in demand and agrees to participate in reading activities with a small group of pre-readers and the progress is impressive until Christmas holidays.

After holidays, Grégoire arrives during recess with a book in his hands and settles down in order to read it. I walk towards him to see what he reads and to my surprise he is immersed in the first volume of Harry Potter. I ask him to read me a passage, what he does with a real pleasure and a certain pride. Not only is his reading relatively fluent but above all the understanding of his reading is of a good standard. Grégoire allowed himself to enter into learning how to read, which allowed him to break down the barriers of his inability to respect any rule.

4/ Limits

It should be noted that it is a part of emotional feeling that made it possible for him to enter into this learning and especially my availability at the precise moment when Grégoire allowed himself to do so. This availability was paramount and possible in the organization of a CLIS but turns out to be very complicated in an ordinary class (only one adult facing the class).

However, fragility persisted, and his violent behaviour slowed down his schooling.

5/ Prospects

As a result of this, individual inclusions were put in place for him, with the help of the AVS and quickly alone.

6/ Best practice evaluation

During the following school year, Grégoire returned to an ordinary class and he is currently pursuing graduate studies.