



Best Practice

Stepping aside and finding the object

Section of the module /Reassurance

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➔ Context

We are in a primary school. The situation that is going to be presented concerns a young child coming from a class of CP (Cours Préparatoire, i.e. 1st grade) where he had difficulties, and who will be welcomed in a ULIS (Unité Locale pour l'Inclusion Scolaire, i.e. Localized unit for school inclusion) and a group class in CE1 (Cours Élémentaire 1, i.e. 2nd grade).

➔ Goals

This fact sheet aims at showing through a practical also said clinical case how the teacher who chooses to adopt an empathic position in the relationship with the child with SEN¹ manages to shift from a conflictual relationship to letting the child find his/her own resources (the transitional object) from his/her symptom's singularity.

➔ " Best practice " conduct

➔ *Short anamnesis on the child's situation:*

L. was a pupil who arrived in CP class (1st grade) at the end of the school year. In the previous school, his situation became complicated, he refused to return to the classroom and exploded early in the day. L. suffers from what is called behavioral disorders. He arrived in May with his AVS (Auxiliaire de Vie Scolaire, i.e. school life attendant) and quickly the situation calmed down. He agrees to enter into the learnings for which, being at the end of repetition of the CP class, he didn't have too many difficulties, but the situation remains fragile. An ULIS orientation is being considered, the objective of the first CE1 period in my class being to observe the relevance of this orientation.

Back to school after holidays, things are going pretty well. L. sits down with the other pupils and quickly makes friends, participates in the oral but monopolizes much of my attention especially when it comes to writing. As I am not always available to satisfy the attention he demands, he then turns to his AVS with which conflicts multiply. In the end, this relationship becomes more and more problematic. Learning difficulties intensify, prompting L.'s refusal and growing crises in the classroom. In mathematics in particular, the passage to the hundred turns out to be an impassable step with L., whatever approach I adopt. The envisaged orientation in ULIS is then confirmed.

¹ Special Educational Needs

➤ *Practical situation: « Finding the transactional object »!*

Potential solutions allowing L. to continue coming to class without too many crises seem to be emerging. Following my advice, he can isolate himself behind a shelf a few minutes to calm down and then return to the group class. A detail that initially seemed trivial but is important; L. is coming every day with an object from home. It may be a marble, a balloon but also a paper clip, an image. At first, I confiscated the object as soon as he entered the classroom, but I quickly realized that it caused disproportionate reactions in him that could go as far as a crisis. So, I decided to do with it, ensuring that it does not provoke outbursts and disturb the class. I note that this object becomes a support for L., he triturates it, sucks it, puts it in his pocket ... often to finally forget it for some time. Two months after the start of the school year, the decision is made; L. is oriented in ULIS in our school and will be included part-time in my class. He won't have a specific AVS dedicated to him.

L. was thus able to benefit from the special attention he needed, sometimes in a very small group at the ULIS, sometimes in a class group. He treated his learning difficulties in the morning at the ULIS and during the afternoon he did not fail to come with "his object of the day", sometimes very visible, sometimes very discreet, but it always arose at some point. Then, one day at the end of the year, he announces in the class; that's it, mistress, I can count until 120! "Little miracles" happen every day ...

➤ Activity evaluation

In this experiment with L., the teacher fumbles in the relationship she tries to manage between him and this object. L.'s behaviour is not trivial, rather disturbing even considering what other children in his group give to see at the same age. But she notes that depriving the child of a relationship to that object inevitably leads to a conflictual relationship. Rather than persisting in a front-end relationship, she **practices** what is known as "A Step Aside" in Special Education. It takes an empathic attitude to take the risk of disturbing the classroom atmosphere with this object, to try to identify what it can mean for the child. And indeed, this **object is transitional** for the child, it allows him to manage a classic problematic, that of **separation**. This is the way he has found to solve his problem. And the experience seems conclusive.

➤ Limitations

As we can see, the empathic attitude is a provision that allows us to stand back, to give the other person time to bring out the resources, the points of support he has and on which one can base an educational and educational work with him. However, the attention it requires is time- and energy-consuming at a time.

➤ Prospects

Even if committed to the empathic attitude, when one manages, by listening and observing, to identify the situations where the resources and / or the demands of the pupil with special educational needs (SEN) are expressed, one must be able to count on assistance from an accompanying person (a school life assistant, for example) who can support an inclusion of the child' singularity.