



Best Practice

Observing and being attentive

Section of the module / Reassurance

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1. Context

Primary school or junior high school

2. Goals

This fact sheet aims at showing, through a practical also said clinical case, how the teacher choosing to adopt an empathic position in the relationship with the child with SEN¹ manages to find a place to him/her among the group. By relying on the resources shown by the child, taking into account his/her uniqueness, the teacher supports him/her in order to help him/her find a place among the group and encourages him/her in the necessary establishing a relationship.

3. "Best practice" conduct

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

E.L is a 10-year-old boy. E.L stays alone during recess, he is not establishing a relationship or playing with other children, he circles around and stays next to the adult with movements of fingers and hands. His eyes are very expressive, one can immerse in them, live a lot of emotions in them, but one comes out with few answers, but should one look for answers? At the beginning of my arrival in the integrated class, E.L is a free electron, he is the opposite of the group then gradually gets integrated, finds his place and brings to the class group what he is.

☞ *First practical situation: "The ritual of the conductor"!*

Very sensitive to the musical universe, E.L is the source of the "ritual of the conductor". When listening to music, I notice that E.L makes very small movements with his fingers and his hands in rhythm with the music, and with extreme delicacy. I talk to him about what I just observed and ask him if he would agree to show it to his classmates by taking my place in front of the group. E.L settles down and makes us share a magical, simple, sweet, authentic moment that moves us and embraces us all. Since then, every morning a pupil plays the "conductor", they love it.

☞ *Second practical situation: « Talking, talking »!*

¹ Special Educational Needs

Among the class, a climate of trust and listening is installed, we take the time to listen to each one's words and to give everyone our support, our help if he/she is asking for it. It is the same for E.L. When he makes long speeches everybody (pupils and teachers) is lending an ear to catch any message. We rephrase with our words, but I couldn't say whether it annoys E.L. that we can't understand him. He goes on with his speech, fueled by mimicry but no anger, no impatience. One day, at "quiet time", E.L. picks me up and says:

- « *Talking, talking* ». That's what I understand. I nod and we both take place on the carpet, lying on our backs. E.L. speaks to me for 10 minutes, I listen, I approve, I repeat sounds that ring a bell with me. Magic moment, I loved this moment of communication without code. Since then, E.L. often comes to get me; "*Talking, talking*" but taking the time to access his request is not always easy.

4. Activity evaluation

In this experiment with E.L., two good practices can be identified: observation and listening. In the first situation, the teacher detects the discrete gesture of the child through the sensible, because an empathic disposition makes her able to perceive what might seem trivial. The child expresses his singularity through the aesthetics of his gesture and the teacher, by paying attention to it, uses this singularity to recognize him and to offer him a place among the group. The child becomes the initiator of a ritual that will in turn feed and encourage a group dynamic.

On the second situation, it is the practice of listening that is at stake. As for observation, listening involves an extreme sensitivity on the part of the teacher who is able to recognize the demand for the child and his singularity. This listening even goes beyond what the child gives to hear because the teacher believes to recognize "*Talking, talking*" in the stammering language of the child. This practice is known as "*anticipatory attitude*". The caregiver sometimes comes to hallucinating the child's request to enter a symbolic order of language and stimulate his relationship to the Other.

5. Limitations

We can see that the empathic attitude is a disposition by which one enters through the experienced sensation in the other's experienced sensation in order to try to decode, to highlight the resources, the points of support that he has and which are the basis of an educational and educational work with him. However, the attention it requires is time-consuming and energy-consuming at a time.

6. Prospects

Even if favourable to the empathic attitude, when one arrives by listening and observation to identify the situations where the resources and / or the requests of the pupil with SEN are expressed, it is necessary to be able to count on the assistance of an accompanying person (a school life auxiliary for example) who can support an inclusion of the singularity of the child.