



Cap sur l'école inclusive
en Europe



Best Practice

Time organization and landmarks

Section of the module /R

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1. Context

The context envisioned may be a primary school or a junior high school

2. Goals

This fact sheet aims at indicating practices that take into account the organization of time and its development in relation to a pupil with special educational needs (SEN). The pupil's availability, his ability to concentrate and to keep his attention in a learning situation is not linear. Considering this situation, the learning time must be able to be modulated and sequenced appropriately.

3. « Best practice » conduct

We are in an ordinary class where many pupils have attention and behavioral disorders. Given their limited availability, it is a matter of thinking and organizing a sequencing of time that breaks with the usual linear time course. This sequencing can be envisaged on two articulated levels:

- At the level of the organization of a half-day educational course. It is a question of alternating sequences of classical learning with sequences of learning through play or by practical activities. For example, for three quarters of an hour a learning time of reading is held in a rather conventional mode. At the end of these 45 minutes, the whole class moves into another space, already equipped with for example a giant Goose game whose boxes are identified by words to read or by sentences. This kind of game can be multiplied if you benefit from a sufficiently large space such as a gym that could be reserved for this particular class time.
- This type of half-day could be adequately programmed in the week planning in order to break its linearity, felt as too restrictive for the child with attention and behavior disorders. For example, starting

a week with this sequencing would represent for the pupil with SEN a threshold meant to cushion his entry into the constraining space of school learning. Avoid positioning a Sports and Physical Education (SPE) sequence after or before this type of half-day.

In order to further take the time parameter into account in the child's learning, one can also consider appropriate schedules with for example several sessions of Sports and Physical Education (SPE), artistic or manual activities ... in the week.

Recovery times can also be envisioned after a strong solicitation of the child due to the transmission of contents that are demanding in terms of attention and concentration. In an appropriate space, he can be accompanied by a reference adult to allow him to spend personal time, to indulge into daydreaming, playing, and to have aside exchanges with other children in his situation, with the adult about the moment of work that he has just lived.

4. Activity evaluation

- Check the child's well-being in the collective and in learning situation. Does he/she manage to participate in class time and in other activities? Is he/she not introverted? Does he/she feel well in the exchange with the group of children or with some in particular? Does he/she feel well in the exchange with the adults around him? Is the number of overflows or "crises" down?
- Provide expression spaces with the group of children, teachers, accompanying persons and possibly the family to collect what the child feels, what he/she can say about the place that one tries to make for him/her in the school. Does he/she feel well installed at the place one is trying to make for him/her?

5. Limitations

Managing this can be cumbersome in terms of organization and of provision of resources and time. Evaluation of inputs can be time-consuming and requires the intervention of specialist professionals. The challenge here will be to take into account each child's singularity and needs.

6. Prospects

The implementation of this accompaniment into taking landmarks in temporal dimensions can serve as support for different educational activities, allowing to work new skills. This dimension of accompaniment to taking landmarks in time can be completed by a work of accompaniment to positioning and orientation in space.