

## Handicap and school learnings: Conditions and contexts

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### Résumé des articles

#### ■ VIRGINIE ROLAND & MARIE-CLAIRE HAELEWYCK

*Development of self-regulatory strategies through a cognitive remediation program: individual approach for children with moderate intellectual disability of genetic origin (Down syndrome) or not*

This article concerns the results of a research conducted within the service of "Clinical Orthopedagogy" at the University of Mons and focuses on the development of self-regulatory strategies among children with moderate intellectual disabilities. Research shows the impact of an intervention on the development of self-regulatory capacity for people with intellectual disabilities, regardless of the time of life considered. Our research also follows this framework. The aim is to test a cognitive remediation program. The approach is about mental management, focusing on the concepts of perception and evocation. The recommended approach focalizes on problem solving strategies through an individual side. It concerns children aged between 10 and 12.7 years with a genetic syndrome (Down syndrome) or else. The implementation of the program took place during six months, one session per week with each child. The comparison of results obtained from the execution of tests in pre-test and post-test showed effects on the ability to perceive a situation as a whole one, on the improvement of attentional abilities as well as other strategies of self-regulation.

#### ■ CAMELIA-MIHAELA DASCALU & PHILIPPE GARNIER

*The challenge of new technologies in education of students with autism: between cognitive needs of students and teaching approaches of teachers*

The learning difficulties facing students with autism not only require an adaptation of the learning environment, (strategies and tools) but also require a personalized adaptation taking into account the specific skills and needs of students with autism. This personalized adaptation will be inserted into the collective learning of the class. If many studies have shown the interest of using information and communication technologies (ICT) in education for students with autism, these refer to making digital tools compatible with the teacher's adapted pedagogical approach, in order for them to be fully employed into school practice. As a matter of fact, far from being a homogenous category, students with autism each have their own particularities, hence the need for information technology tools that are adapted to each pupil's profile, whilst being in tune with the teacher's pedagogical style. This article presents a collaborative research between a special teacher and a few researchers, concerning the introduction of a very personalized information technology tool. The grounded theory approach makes the process of inserting the information technology tools into a special teaching for students with autism, more intelligible.

■ **EDYTA TOMINSKA**

*Conditions promoting learning of deaf pupils during Interactive Reading in a bilingual classroom*

This article's objective is to show the progress of young deaf learners in literacy knowledge construction in an Interactive Reading situation proposed in a bilingual specialized class for deaf children. Our analysis of the didactic interactions shows the joint construction of a Zone of Common Meaning (ZCM) inside which we observe shared understandings about the storybook components negotiated and constructed by the different partners. The interactional analysis in a classroom situation focuses on conditions that promote learning of deaf pupils. These conditions are connected to the complex didactic situation implying several literacy knowledge components, but also in the use of two languages, that allow a wide linguistic development. This bilingual situation points out the resources, needed for the observed children to understand their partners and to be understood.

■ **CELINE SALLES & FLORENCE SAVOURNIN**

*A study of the relation to knowledge of children enrolled in IME as part of an artistic journey*

Teaching in a Medical Educational Institute demands that the teacher takes into account the special educational needs of each pupil. The Learning process and more specifically the language is affected by the limited symbolique capacities in children with intellectual disability. These children can manifest typical behaviour such as incapability, refusal, retreat or docility when faced with educational demands. Setting up an artistic and cultural based 'Learning journey', adapted to their needs, allows observation and analysis of the adjustments needed in the relation to knowledge of three young children.

■ **SYLVIE CÈBE & FLORENCE LÉVITE**

*The progress in understanding of stories from pupils with disorders of intellectual development*

In 2005, the French government passed two laws which are going to radically change the missions assigned to the school system. The first, the law for the equality of rights and chances for disabled people, recognizes the right for every child with a handicap to be enrolled in an ordinary school. The second, the law of orientation and program for the future of schools, commits the teachers to guarantee to these pupils the mastery of the skills defined by the common base, in which the first priority is given to "the language ability" and particularly to "the capacity to read and to understand varied texts". But is it really possible to reach this goal with pupils presenting significant disorders in intellectual development? To bring an answer to this question, we led an original experiment in an inclusive classroom (CLIS) welcoming pupils, from 7 to 9 years old. It was designed to estimate the effects of the implementation of a device adapted to those pupils' particular needs and to teach them ways to understand a long text, to memorize the main events within, and to retell the story. The results allow us to argue that the proposed adaptations are relevant because they produced positive effects on these three aspects.

■ **ÉDITH PETITFOUR**

*Teaching geometry to pupils with visual spatial dyspraxia included in ordinary class*

Teaching methods of geometry, which are based on the construction with instruments - ruler, square, pair of compasses - and on a sharp perception of figures, lead a pupil with visual spatial dyspraxia to failure. From our observations of ten pupils with visual spatial dyspraxia included in ordinary class during geometry lessons, in grades 5th and 6th, we first present the difficulties and obstacles to which they are confronted, and which hinder them in their school learning. Then, we try to determine whether resorting to a numerical environment should help improve these pupils' learning abilities. Finally, we analyse different types of help brought to these pupils in different schemes of work in a paper-pencil environment, in order to find out those that could be judicious to help them to progress.

■ **GODEFROY LANSADE**

*Between class inclusion and Localized Units for Inclusion in vocational high schools : Followed ethnographic adapted schooling*

This research is based on an ethnographic observation conducted with a group of adults and young teenagers, called mentally handicapped school attending a vocational high school within a ULIS scheme. She questions and analyzes the experiences that these students have this scheme attached to inclusive education. After recalling some of the great moments of inclusive education within secondary education, and considering this new paradigm on three scales -physical, social and epistemic- we'll see how this scheme differs from a class. The study shows that to be attached simultaneously to an inclusive classroom and the scheme may cause unexpected paradoxical situations. Therefore the ULIS appears as inoperative or against-productive scheme under the issues displayed of inclusion.

## Varia

■ **DANIELA DIAS DOS ANJOS**

*Clinic of activity and teacher training: the role of the researcher*

This paper proposes a reflection on the role of the researcher in the clinic of activity when applied to the field of education. After reviewing the principles and procedures of this methodology, it analyzes the results of a research on public school teachers in the state of Sao Paulo (Brazil) who used this theoretical framework. It then examines how the fact that such intervention was rooted in the field of education impacted the researcher's activity and her reflections on her own work.

■ **GUILLAUME DIETSCH, FABIENNE BRIERE-GUENOUN & CHEIKH TIDIANE WANE**

*Type of school practice for soccer in Physical Education, debates of ideas and learnings from a difficult background*

The aim of this article is to analyze the impact of an innovative type of school practice for soccer in Physical Education, inspired by the rules of the futsal game, on the learnings of pupils from a difficult background. To propose this new type of practice for soccer at school, it is also necessary to question tools which can facilitate pupils learnings. The results show the interest in difficult background of a co-construction of knowledges from the use of the "debate of ideas" to lead implication of the pupils in the tasks put in the study and to facilitate so real transformations of their learning activity. The results highlight the interest to confront pupils from difficult background for a specific type of school practice in Physical Education reconciling their relation of knowledge while staying "ambitious" on the learning stakes.

■ **BASMA FRANGIEH & NATHALIE GAVENS**

*Conceptual representations of self-esteem and motivation among special teachers*

This article discusses the support that a training programme based on discussions of key concepts such as self-esteem and motivation can bring to special teacher's practices. The objective of this study is to collect and discuss the conceptual representations that special teachers following a certifying training programme have of these concepts. The research was conducted in three stages: the collection of initial conceptual representations, discussions about these conceptual representations, and finally the educational actions that can be implemented in the classroom to develop feelings of motivation and self-esteem among impaired students. Our findings indicate that enlightening professionals about their representations enables them to be more effective in their educational practice.

■ **CHRISTIANE GOHIER, FRANCE JUTRAS, LUC DESAUTELS & PHILIPPE CHAUBET**

*The conditions favouring the development of ethical reflection in college level teachers*

This article presents the results of a collaborative research on the development process of ethical reflection in college level teachers in which two groups of teachers participated. The case studies of situations involving ethical questions proposed by the participants are the main modus operandi

that they chose in order to generate reflection and discussion on ethical issues. The results presented here come from the analysis of one discussion and of summary sheets filled in by the participants after each meeting and concern the conditions favouring the development of ethical reflection.

■ **CATHERINE PACHE-HEBERT, FRANCE JUTRAS & JEAN-HERMAN GUAY**

*Teachers' expectations about students' capacities to take action at the student council in elementary school*

The student council is integrated in schools to encourage students' participation in school governance and contribute to their education for democratic citizenship. The role of the teacher supervising the student council is complex as he seeks a balance ensuring both the well-functioning of the committee and allowing students to make decisions. Teachers hold diverse understandings of students' capacities to do so and do not necessarily know all the dimensions of their supervision role at the student council. This study aimed to highlight teachers' expectations about students' capacities to take action at the student council. Data were collected through a professional development process offered to 10 elementary teachers supervising the student council of their school. Semi-structured interviews and participant observation were conducted. Content analysis combines qualitative and quantitative methods and includes the following: statement development based on verbatim transcriptions and their quantification, principal component analysis and a validation based on verbatim transcriptions and observation notes. Three profiles were observed among teachers: the confident, the ambivalent, and the reluctant ones. These profiles showed the teachers' diverse expectations about their supervision role, the place given to students in decision making, and the notion of students' ability to exercise their governance. This study highlights the need for teachers supervising student councils to modulate their expectations about students' capacities to take action in the activities of the student council. It also shows that training and coaching is beneficial to the professional development required to supervise the student council.