

Art for Disabled Children

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Abstract

This study's target population comprised students enrolled in a special needs school having severe intellectual and physical disabilities in communicating, or those suffering from profound intellectual and multiple disabilities (PIMD). The aim of this research is to identify the principles of guidance and formative activities for improving these children's quality of life (QOL).

I conducted action research in a third grade classroom in the special needs school. The main target was two students with PIMD and two teachers. The subject was called "bond seal," and I taught it in an art class eight times. The task involved mixing paint with a water-based emulsion bond in a plastic bag, making a small hole in the bag, squeezing out the bond from there, and creating an artwork. The students each used their favorite customized shaping tools and performed their possible individual physical motions.

By understanding "what a student can do" and "a student's favorite material and tools" after considering the formative activities and establishing an educational goal, I was able to improve the children's QOL. By drafting the contents for an individual evaluation and following the educational guidance principles

for each child, I was able to not only improve the children's QOL but also enhance the teacher's understanding through team teaching.

Keywords

Children with disabilities, Art education, Special needs schools.