InterAct

LEARNING PROGRAMME

Creative, Art and Game-Based Methods for Integrating Students with Special Needs

10-DAY COURSE

50 learning hours | Course programme

Creative, Art and Game-Based Methods for Integrating Students with Special Needs – 10-Day Course

Introduction and Description

This is a comprehensive, practice-oriented teacher training programme designed to strengthen participants' capacity to foster inclusive, supportive and engaging learning environments. Grounded in contemporary research on inclusive pedagogy, Universal Design for Learning (UDL), social-emotional development, and multimodal instruction, the course examines a wide range of creative strategies that can reduce barriers to participation and promote meaningful integration of learners with diverse special educational needs.

Over the course of ten days, participants explore evidence-based approaches to identifying risk, protective and environmental factors that influence learners' engagement and inclusion. Through hands-on workshops, they develop competencies in designing and facilitating social, art-based and game-based learning activities that enhance communication, cooperation, self-expression, emotional regulation and peer belonging. The programme emphasises the role of multisensory and creative methods —including visual arts, drama, movement, storytelling, digital tools and adapted games —in supporting learners' cognitive, emotional and social development.

Participants engage in practical project design activities, adapt creative methodologies to a variety of individual needs, and reflect on strategies for ensuring accessibility and participation for all learners. The course culminates with the presentation of individual or group projects demonstrating the implementation of creative and game-based methods in inclusive practice.

Methodology and Assessment

The course uses an experiential, hands-on methodology grounded in inclusive pedagogy and Universal Design for Learning. Participants engage in creative, art-based, drama-based and game-based activities, followed by guided reflection to analyse how these methods can be adapted for learners with diverse special needs. Short theoretical inputs support practical workshops, case studies and collaborative problem-solving. Assessment is continuous and formative, based on active participation, peer feedback, reflective tasks and the design of a small inclusive project that demonstrates the application of course methods in real classroom contexts.

The course concludes with the creation and presentation of a small-scale inclusive project, enabling participants to consolidate their learning and leave with concrete tools and activities ready for implementation in their own educational settings.

Learning Objectives

By the end of the course, participants will be able to:

Knowledge and Understanding

• Demonstrate an advanced understanding of the principles of inclusive education, UDL and strengths-based approaches.
• Identify key risk factors, barriers and protective factors that influence the inclusion and participation of learners with diverse special needs.
• Explain the pedagogical foundations of creative, art-based and game-based methods as tools for supporting cognitive, emotional and social development.

Application of Creative, Art and Game-Based Methods

• Design and facilitate a range of inclusive social activities and cooperative games that promote communication, peer support and classroom belonging.
• Apply visual arts, drama, storytelling, movement and multisensory techniques to support self-expression, engagement and emotional regulation.
• Adapt creative and game-based activities to accommodate sensory, cognitive, behavioural and physical needs across varied age groups and learning profiles.

Use of Tools and Technologies

• Integrate digital tools, apps and accessible platforms to support communication, self-expression and engagement for learners with special needs.
• Modify traditional games and art materials to increase accessibility and participation for all learners.

Planning, Differentiation and Assessment

• Develop inclusive lesson plans and creative learning projects that incorporate UDL principles, differentiation and multisensory pathways.
• Implement strategies for monitoring participation, emotional engagement and progress in creative and game-based activities.
• Create and present an inclusive project (individual or collaborative) suitable for application in participants' own educational contexts.

Reflection, Collaboration and Professional Growth

• Reflect critically on personal teaching practice and identify areas for continued professional development in inclusive pedagogy.
• Collaborate effectively with peers in designing, implementing and evaluating inclusive creative methodologies.
• Demonstrate commitment to creating learning environments that promote equity, participation and meaningful integration for learners with special needs.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Welcome, Orientation & Foundations of Inclusion
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Introduction to core concepts: inclusion, integration, participation, agency
11.15 - 11.30	Break
11.30 - 12.15	Introduction to Universal Design for Learning (UDL) as a framework
12.15 - 13.00	Barriers vs. enablers: shifting from deficit to strengths-based approaches
Day 2	Understanding Risks, Barriers & Protective Factors
09.00 - 09.45	Risk factors in educational exclusion; early signals of disengagement
09.45 - 10.30	Behaviour, motivation, emotional regulation

10.30 - 11.15	Protective/support factors that enhance inclusion
11.15 - 11.30	Break
11.30 - 12.15	Analysing risk and support factors through persona-building
12.15 - 13.00	Introduction to evidence-based tools for identifying barriers
Day 3	Social Skills & Game-Based Integration Strategies
09.00 - 09.45	Why games support inclusion: cognitive, social, emotional dimensions
09.45 - 10.30	Cooperative games to build trust, communication and belonging
10.30 - 11.15	Low-prep games for classroom transitions, behaviour regulation
11.15 - 11.30	Break
11.30 - 12.15	Adaptation workshop: making traditional games accessible
12.15 - 13.00	Design of an inclusive social skills game
Day 4	Creative Drama, Storytelling & Role-Play
09.00 - 09.45	Using drama for communication, self-expression and empathy
09.45 - 10.30	Story-building activities for mixed-ability groups
10.30 - 11.15	Role-play for conflict resolution and emotional regulation
11.15 - 11.30	Break
11.30 - 12.15	Inclusive co-creation tasks
12.15 - 13.00	Sensory-friendly drama strategies
Day 5	Art-Based Methods: Foundations
09.00 - 09.45	Overview of art modalities and how they support inclusion
09.45 - 10.30	Hands-on visual art techniques for mixed-ability groups
10.30 - 11.15	Inclusive art materials & adaptations
11.15 - 11.30	Break
11.30 - 12.15	Art for emotional literacy
12.15 - 13.00	Adapting an art activity for diverse needs
Day 6	Art-Based Projects for Special Needs
09.00 - 09.45	Designing structured art projects for SEN learners
09.45 - 10.30	Project 1: Collaborative mural / group collage promoting cooperation

10.30 - 11.15	Project 2: Symbolic art
11.15 - 11.30	Break
11.30 - 12.15	Project 3: Sensory-enhanced creations
12.15 - 13.00	Reflection and peer review of created projects
Day 7	Digital Games, Apps & Creative Technologies
09.00 - 09.45	Introduction to digital tools supporting inclusion
09.45 - 10.30	Game-based learning platforms
10.30 - 11.15	Simple creative tech tools
11.15 - 11.30	Break
11.30 - 12.15	Accessible storytelling tools for SEN
12.15 - 13.00	Small-group challenge: design a simple digital creative activity for a SEN scenario
Day 8	Integrative Cross-Arts & Multisensory Learning
09.00 - 09.45	Multisensory learning and its importance for SEN, ADHD, ASD, dyslexia
09.45 - 10.30	Combining art + music + movement
10.30 - 11.15	Multisensory stations
11.15 - 11.30	Break
11.30 - 12.15	Crafting calming corners and sensory toolkits in the classroom
12.15 - 13.00	Designing an inclusive multisensory lesson as a team
Day 9	Consolidation, Individual Support & Project Design
09.00 - 09.45	Tailoring methods to participants' own students and contexts
09.45 - 10.30	Designing a mini-project for classroom implementation
10.30 - 11.15	Peer review of project blueprints
11.15 - 11.30	Break
11.30 - 12.15	Preparing the final presentations
12.15 - 13.00	Individual support with visuals, structure, rationale
Day 10	Presentations, Evaluation & Closing
09.00 - 09.45	Participant presentations of inclusive creative/art/game-based projects

09.45 - 10.30	Gallery walk of artefacts, materials and prototypes
10.30 - 11.15	Group discussion: challenges, adaptations, future collaboration
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.