

Blue session: Audiovisual and inclusion in basic education



<https://doi.org/10.56238/chaandieducasc-013>

Luciane Benites Hersing

Master's degree in Cultural Diversity and Social Inclusion from Feevale University/RS. She has a degree in Theater from the Federal University of Rio Grande do Sul and a Specialist in Computer Science for Basic Education from the Federal University of Rio Grande do Sul. Teacher of Visual Arts, Theater and Yoga in the Municipal Education Network of São Leopoldo/RS.

E-mail: bhersing@gmail.com

ORCID: <https://orcid.org/0000-0001-8196-7421>

Tatiana de Souza Mello

Master's degree in Cultural Diversity and Social Inclusion from Feevale University/RS. Pedagogue from FEEVALE University/RS and Specialist from CENSUPEG/RS. Teacher at the Pedagogical Support Center (NAP/SMED) of the Municipal Education Network of Novo Hamburgo/RS.

E-mail: tatiana_smello@hotmail.com

ORCID: <https://orcid.org/0000-0003-4666-6919>

Débora Nice Ferrari Barbosa

Doctor and MSc in Computer Science from the Federal University of Rio Grande do Sul. Bachelor's degree in Systems Analysis from the Catholic University of Pelotas. Postdoctoral fellow at the University of California Irvine, USA. Scholarship of Productivity in Technological Development and Innovative Extension - DT-1D CNPq. Professor and Researcher in the PPG in Cultural Diversity and Social Inclusion at Feevale University.

ABSTRACT

The article presents the description of a Blue Session practice carried out with a 1st grade class of a municipal school of Basic Education of the

Municipal Education Network of Novo Hamburgo/RS. A Blue Session is a movie session with lower sound and with the light on, where it is allowed to move, talk and interact, characterizing itself as an audiovisual proposal adapted for children with sensory disorders. The proposal, involving all students in the class, was directed to students with Autism Spectrum Disorder (ASD) in the class and also had the participation of two more students with autism from the same school who attend Age Group IV and the 2nd year. The objective was to hold a Blue Session at the school exhibiting three short films for the children, adapting the room according to the particularities of students with ASD. Also the stimulus to reflection, emotional catharsis and the elaboration of writing hypotheses by the students for the words related to the short films watched, as well as the socialization among the students and the realization of collective activities as principles of citizenship. The study is focused on a qualitative perspective, of an applied nature with an exploratory objective, in order to collect more information about the field investigated, in this case the perceptions of students with ASD from the visualization of audiovisuais and different ways of expressiveness. The analyses were carried out with the theoretical scope of studies on Digital and Audiovisual Literacy from an inclusive perspective. As a result, contributions were made to the reception of the different manifestations of students with ASD, the encouragement of expressiveness and reflections from the visualization of audiovisuais, expanding the children's repertoire.

Keywords: Audiovisual, Inclusion, TEA.

1 INTRODUCTION

According to the DSM - 5 (Diagnostic and Statistical Manual) published by the American Psychiatric Association (APA), Autism Spectrum Disorder - ASD is a condition that affects brain development and people's behavior in a triad of symptoms: limitations/challenges in communication, difficulties in social interaction and restricted and/or repetitive behaviors. These symptoms are



commonly manifested in early childhood, causing impairments throughout the development of these individuals. Since the beginning of the twentieth century, studies have been carried out with the purpose of elucidating the causes of ASD, as well as inclusive actions and effective treatments have been developed in order to provide quality of life for people diagnosed with the disorder.

Bernier, Dawson, and Nigg (2021) warn that genes do not act in isolation, interacting with other genes and the environment, through maternal and paternal experiences from the period before pregnancy, during gestation, and after birth, throughout development. Thus, it is no longer possible to think of unified approaches for individuals with ASD, given the complexity and uniqueness of the disorder, as well as characteristics that make each person a unique being in the world.

Since children with ASD usually have limitations in social relationships, it is increasingly necessary to think about actions within the school that stimulate interactions in the group - based on playful and easy-to-understand proposals for all, promoting an honest and generous inclusive education, in addition to encompassing the integrality of individuals. With this in mind, the audiovisual becomes a powerful resource to instigate and welcome diversity within the school, in addition to being an attractive element and propeller of other strategies that can contemplate the interests of children with ASD.

This study presents the report of a teaching practice anchored in Digital Literacy (Elicker and Barbosa, 2021) based on the proposition and realization of a Blue Session for students of a 1st grade class of a Basic Education school of the Municipal Education Network of the Vale do Rio dos Sinos Region/RS. In this session, three students from the aforementioned institution who have ASD participated: a 1st year student, a 2nd year student and a student from Age Group 4 of Early Childhood Education. Here, we will name them A1, A2 and A3, with student A1 being part of the 1st year class and students A2 and A3 being from different classes, 2nd year and FE4, respectively.

The Blue Session¹ is a project conceived in the city of São Paulo/SP by two psychologists and a project manager specialized around ASD. The project arose from the need to offer entertainment options for families with children who have the disorder in a sensitive way and who could feel welcomed in its manifestations. It is a cinema session with dubbed films, lower sound, milder ambient temperature and with the light on, where it is allowed to come and go as you want, move, talk and interact, characterizing itself as an audiovisual proposal adapted for children with sensory disorders, in the company of their families. The main objective of the Blue Session is to be an extension of the work carried out in the classroom, as well as a therapeutic dynamic with the child, qualifying the interaction with parents and other colleagues. Figure 1 represents the Blue Session project.

¹ <https://www.sessaoazul.com.br/>



Figure 1 - Image of the project on a social network



Source: Image taken from the internet

Currently, the project is carried out in the main cities and capitals of the country, including: Rio de Janeiro, Nova Iguaçu (Rio de Janeiro), São Paulo, Campinas, São José dos Campos (São Paulo), Curitiba and Foz do Iguaçu (Paraná), Belém (Pará) and Brasília (Federal District). In Porto Alegre (Rio Grande do Sul), the Blue Session project has not yet been carried out in a systematic way, taking place only in one cinema² of the city as an activity alluding to World Autism Awareness Day (Blue Day).

In addition to the introduction, in section 2 the methodology is described, in section 3 we find the development of the practice carried out with the students - using the digital screen and audiovisuals. In section 4, analysis of the practice developed and results from the reported experiences. Finally, section 5 presents considerations and reflections on the benefits of the Blue Session at school.

2 METHODOLOGY

The study is focused on a qualitative perspective, of an applied nature with an exploratory objective, to collect more information about the investigated field - in this case, the perceptions of students with ASD regarding the visualization of audiovisuals and different forms of expressiveness. The analyses were carried out with the theoretical scope of studies on Digital and Audiovisual Literacy from an inclusive perspective. According to Prodanov (2013), in an exploratory study, planning follows a more flexible line, in which it is possible to study and deepen the theme from different angles, shaping the trajectory of the research and formulating hypotheses.

The Blue Session was conceived and inspired by the practice of Digital Literacy, seeking to provide contact with the audiovisual language represented here by Pixar's animated shorts, providing an opportunity for contact with the art of cinema. Cinema originates from the initial experiments with

² <https://iguatemi.com.br/praiadebelas/blog/blue-day>



the cinematograph in the nineteenth century, first with the French inventor Léon Bouly (1892), it was patented by the Lumière brothers (1895).

In its early days, cinema allowed the recording of frames that, when shown in sequence, created an illusion of movement. This movement of still images (photographs) generated a phenomenon called "persistence of vision". This phenomenon causes an illusion in the human eye, as the visualized object remains on the retina for a fraction of a second after its absorption. In this way, the images are associated on the retina without being interrupted, providing a sensation of continuous movement.

The effect of the persistence of vision is seen in the first cartoons that were produced for television. However, with the evolution of 3D (proximity and depth), 4D (chair movement) and 5D (aromas, temperature, smoke and lighting) cinemas, the quality of audiovisual productions has been growing.

In learning, the application of activities that involve image and sound presents several aspects that contribute to cognitive development. The audiovisual has its inspiration based on reflection, appreciation and emotional catharsis, and can be associated with content explored in the classroom in the daily school life, thus being a resource for literacy and literacy in Basic Education. Language practices: orality, reading/listening, production and writing, should be developed in different formats, as highlighted by the BNCC's Reading Axis:

The Reading Axis comprises the language practices that result from the active interaction of the reader/listener/spectator with written, oral and multisemiotic texts and their interpretation, examples being readings for: aesthetic enjoyment of texts and literary works; research and support of school and academic work; performing procedures; knowledge, discussion and debate on relevant social issues; sustain the claim of something in the context of public life; have more knowledge that allows the development of personal projects, among other possibilities. Reading in the context of the BNCC is taken in a broader sense, referring not only to the written text, but also to static images (photo, painting, drawing, scheme, graphic, diagram) or in motion (films, videos, etc.) and to sound (music), which accompanies and co-signifies in many digital genres (BNCC, 2017, p.73).

The study is justified by the importance of providing opportunities for contact with audiovisual language, as another powerful resource for literacy and literacy, in addition to valuing and welcoming the various forms of expression, fostering inclusion within school spaces.

3 DEVELOPMENT

The authors, in partnership with the head teacher of the 1st grade class, organized a practice in the context of the Blue Session. The school's computer lab was used, equipped with an interactive screen connected to the internet. The laboratory was organized with carpet and cushions, windows with open curtains, half of the ambient lights on providing the atmosphere of the Blue Session: partial lighting and low sound. There was a free space for the movement of students during the session.



The selected films were two Pixar animated shorts: La Luna (2011) with a duration of 7 minutes and Day and Night (2010) - 6 minutes, in addition to the audiovisual "The Butterfly Girl" by Roberto Caldas, with a duration of 3:25, all in figure 2.

Figure 2 - Images of the short films used for the Blue Session



Source: Google Images

The first short film, "La Luna" (2011), tells the story of a boy who starts working with his father and grandfather and gets to know his family's work: taking care of and maintaining the faces of the moon. The second short film, "Day and Night" (2010), features two characters, one representing the Day - and the other, the Night. They get to know each other and discover their differences, from their qualities to their needs, and with that, their lives gain a new perspective. The third and final short, "The Butterfly Girl" (2013) presents its narrative with images of a girl who tries to plant a flower and continues to face some difficulties to keep her flower growing. With persistence, a garden is developed and always has the company of butterflies.



The students participated in the activity in the afternoon, before the break time and were accompanied by the full professor and the intern (inclusion support). The participation of students totaled 22, including the three students diagnosed with ASD - already mentioned above.

For the session, mats, cushions and chairs were made available, and it was at the discretion of the students to accommodate them, in addition to the offer of popcorn as a snack. After the screening of the short films, an activity was planned with words printed on cards (3mm weight sheets) related to each of the stories. To conclude, actions were developed to sensitize students in the organization and cleaning of the space used.

In the planning of the Blue Session, there was also a fourth short film, called "Toca" (2021). However, the same did not play due to technical issues in the settings of the interactive display and the Disney Plus app.

During the session, it was noticed that the students appreciated the proposal, interacting with each other and making comments pertinent to the films, as shown in figure 3. From this perspective, children construct knowledge from the interactions they establish with others and with the environment in which they live. Learning is not a copy of reality, but rather the result of an intense work of creation, signification and resignification.

Figure 3 - Blue Session Log



Source: Images recorded by the authors

Of the three students with autism present, A2 and A3 were able to devote attention and concentration to the films they were viewing. Student A1 remained calm only at the beginning of the proposal, with the help of the supporter, but later felt the need to walk around the room, sometimes verbalizing some words related to the session ("picoca"), sometimes emitting sounds and pointing to



the screen at the same time. He also manifested expressions of discomfort, and there was a need to calm him down with swivelling movements of the chair, as shown in figure 4.

Figure 4 - Student A1 being calmed down by the teacher during the Blue Session



Source: Images recorded by the authors

After the appreciation of the short films, the teachers guided the students to the later dynamics - using words from the films. The children separated the words in the circle organized according to the themes of the short films, selecting which ones were part of the stories. Following the activity, each student was invited to read one of the words, with the help of the teachers according to the literacy process of each child and also with the help of their own colleagues, who encouraged them with the sound of syllables and reading of words, as shown in figure 5.

Figure 5 - Conversation with students and reading of words by them



Source: Images recorded by the authors

Student A2, when reading the word DREAM, verbalized the two different definitions of the word: "He has the dream of dreaming and the dream of eating!", and his opinion was accepted by the



other colleagues and contextualized to the group's food preferences. Meanwhile, both A1 and A3 did not participate directly in the proposal, but remained observing the group and handling some words exposed on the carpet. At the end of the activity, the students were instructed to assist in the organization of the space by collecting pillows and popcorn waste, which was a task well received by all participating students.

4 ANALYSIS AND RESULTS

It was noticed that, during all the planned dynamics, the group of students lived the experience in a calm and interactive way, without caring about possible changes in the behavior of their classmates with ASD. The children's receptivity and initiative in helping their peers who still show insecurity in the literacy process were also highlighted, as can be seen in figure 6.

Figure 6 - Students helping their classmate to read words



Source: Images recorded by the authors

These are genuine manifestations that exemplify the benefits provided by inclusive practices, in addition to each child's journey through their learning process. For student A3, the session was an opportunity to be with other children different from his nucleus, contributing to his socialization and perception that the school he attends has other spaces and other people who are also part of this environment. For student A2, the session provided the sharing of his knowledge, sharing with the other students his impressions of the words that were explored, in addition to contributing to his self-esteem, as he can already read sentences. For student A1, participating in the session may have been complex at times, but his weaknesses were embraced by the group, qualifying his understanding of space.

According to Orrú, "Inclusion makes a greater connection with the learning possibilities of all people, taking into account their singularities" (2017, p. 47). Thus, during the Blue Session, all manifestations were valued, perceived and welcomed by all, contributing to the strengthening of



relationships between peers and the sense of collectivity, which is also one of the propositions of Digital Literacy.

Digital Literacy can and should be developed from the beginning of the schooling process, even before the child knows how to read and write, to develop technical skills and competencies, since digital technologies are embedded in several components of everyday languages (Elicker and Barbosa. 2021, p. 47)

Developing Digital Literacy in Basic Education, according to Elicker and Barbosa (2020), provides the involvement of the subject in the teaching and learning process. The proposed activities, with the exhibition of films in the format of a short animation on the interactive screen, materialize the idea of an application involving digital literacy. The children got involved in the proposal and reflected on the messages that the shorts brought. This movement is important so that the child can learn to interact with the audiovisual in a more reflective way, and can also develop cognitively.

However, the proposal provided a space for inclusion, where all children, together, participated in a relaxed moment, involving learning, respect, harmony and construction of knowledge. For children with ASD, the proposal brought the possibility of a joint construction.

All these elements are part of a digital literacy process, and experience has shown that the development of digital literacy also involves respect for differences. According to Mitchel Resnick (2010), it is necessary to provide opportunities for technological fluency, exploring in schools multiplicities of texts, ideas and interactions with technology. These are means to contribute significantly to the development of children, inserting them in a qualified and active way in society, aiming at the formation of citizenship.

5 FINAL THOUGHTS

Basic Education seeks to effect inclusion with educational practices that contemplate the biopsychosocial diversity of students through collaborative actions between peers: teachers, families and the school community. By including children and adolescents with ASD, we do not seek a "cure" or the adaptation of the student to the school and social environment. Inclusion allows the school community to review, rethink and recreate strategies for everyone and in all spaces, working to promote practices that welcome skills and differences, helping to improve, but also challenging and unaccommodating the teaching class.

The importance of the school as a space to enhance this diversity of stimuli in favor of the development of individuals with ASD is reiterated. The availability of resources, sensitivity to particularities and the exercise of empathy are means that bring us closer to an increasingly significant path to reduce distances and strengthen communication between people diagnosed with the disorder.



The Blue Session respects and welcomes students with ASD and challenges classmates and teachers, teaching that each one has their own needs and particularities. This playful approach contributes to the awareness and importance of respecting and welcoming the potential of each individual, without expecting an ideal model to which everyone needs to be fitted, as can be seen in the practice described and in the way in which the students showed solidarity with the episodes of decompensation manifested by their autistic classmate. These are necessary actions within schools to enable the increase of the repertoire and enable a more autonomous and meaningful life for all children, in addition to fostering the development of a more inclusive society.



REFERENCES

BARBOSA, Débora. ELICKER, Ana. Literacia Digital. Porto Alegre, CirKula, 2021.

BERNIER, Raphael A, DAWSON, Geraldine e NIGG, Joel T. O que a ciência nos diz sobre o Transtorno do Espectro Autista. Ed. Artmed, Porto Alegre/RS, 2021.

BNCC - Base Nacional Curricular Disponível em <http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf> Acesso em 20 de julho de 2022.

CALDAS, Roberto. A menina das borboletas. São Paulo: Paulus Editora; 1ª edição (1990).

Manual diagnóstico e estatístico de transtornos mentais: DSM-5. 5 ed. Porto Alegre: Artmed, 2014.

ORRÚ, Sílvia Ester. O re-inventar da inclusão: os desafios da diferença no processo de ensinar e aprender. Ed. Vozes, Petrópolis/RJ, 2017.

PRODANOV, Cléber Cristiano; FREITAS, Ernani Cesar de. Metodologia do trabalho científico: métodos e técnicas da pesquisa e do trabalho acadêmico. Novo Hamburgo: Feevale, 2013.

RESNICK, Mitchel. Jardim da Infância para toda a vida. 1ª edição. Porto Alegre: Penso, 2020.

SABADIN, Celso. A história do cinema para quem tem pressa: Dos Irmãos Lumière ao Século 21 em 200 Páginas! (Série Para quem Tem Pressa). Rio de Janeiro, Editora Valentina; 1ª edição (2018).

Sessão Azul disponível em: <https://www.sessaoazul.com.br/sobre> Acesso em 26/07/2022.

Curtas de animação Pixar/Disney:

Dia e Noite - disponível em: <https://www.youtube.com/watch?v=ZxFIN-yHES0&t=69s> Acesso em 19/07/2022.

La Luna - disponível em: <https://www.youtube.com/watch?v=z73dtVAp53s> Acesso em 19/07/2022.

Curta de animação Canal Juliandra Alencar:

A menina das Borboletas - disponível em <https://www.youtube.com/watch?v=1fkkd0fk4Bs> Acesso em 19/07/2022.