

Influence of Regular Visual Thinking Strategies Activities on Sustained Attention Abilities of Quebec Primary School Students: A Developmental Perspective

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Abstract

Background: Visual Thinking Strategies (VTS) is an art appreciation method known to improve students' quality of attention and sense of observation. Although great importance is attached to attentional skills, few studies attempt to measure and verify interventions that improve development of attentional processes in school aged children. **Objective:** Using a small-scale quantitative approach, verify the potential development of sustained attention of Quebec (Canada) primary school students following VTS practice spread over one school year. **Participants:** 125 primary school students (fourth and fifth graders/7 to 9 years old). **Intervention:** Experiments were conducted in five classrooms at two primary schools including control groups. **Measurements:** Kids Test for Attentional Performance (KiTAP) was used repeatedly throughout the school year on two sub-groups of 49 randomly selected participants. **Results:** KiTAP results showed statistically significant differences for sustained attention development of pretest/post-test participants having received VTS lessons. **Conclusion:** Regular VTS practice favours the maturation of sustained attention in primary school students.

Keywords: Art appreciation, KiTAP, Maturation, Primary school, Sustained attention, Visual Thinking Strategies