

***THE PROCESS OF EDUCATION OF
STUDENTS WITH SPECIAL
EDUCATIONAL NEEDS: FEATURES,
RESOURCES AND OPERATIONAL
STRATEGIES.***

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LEGISLATIVE FRAMEWORK

- ✗ **Law N. 517 4/08/1977**
- ✗ **Law N. 104 5/02/1992:** Framework Law for the assistance, social integration and rights of disabled people.
- ✗ **D.P.R. 24/02/1994** Policy and coordination related to the tasks of the local health authorities on disability
- ✗ **2006** Convention on the Rights of Persons with Disabilities, drawn up by the UN, which was ratified by the Italian Parliament with Law 18/2009
- ✗ **August 2009** Guidelines for the education of students with disabilities
- ✗ **LAW October 8 - 2010, n. 170** New rules of specific learning disorders in school.

ESSENTIAL ELEMENTS

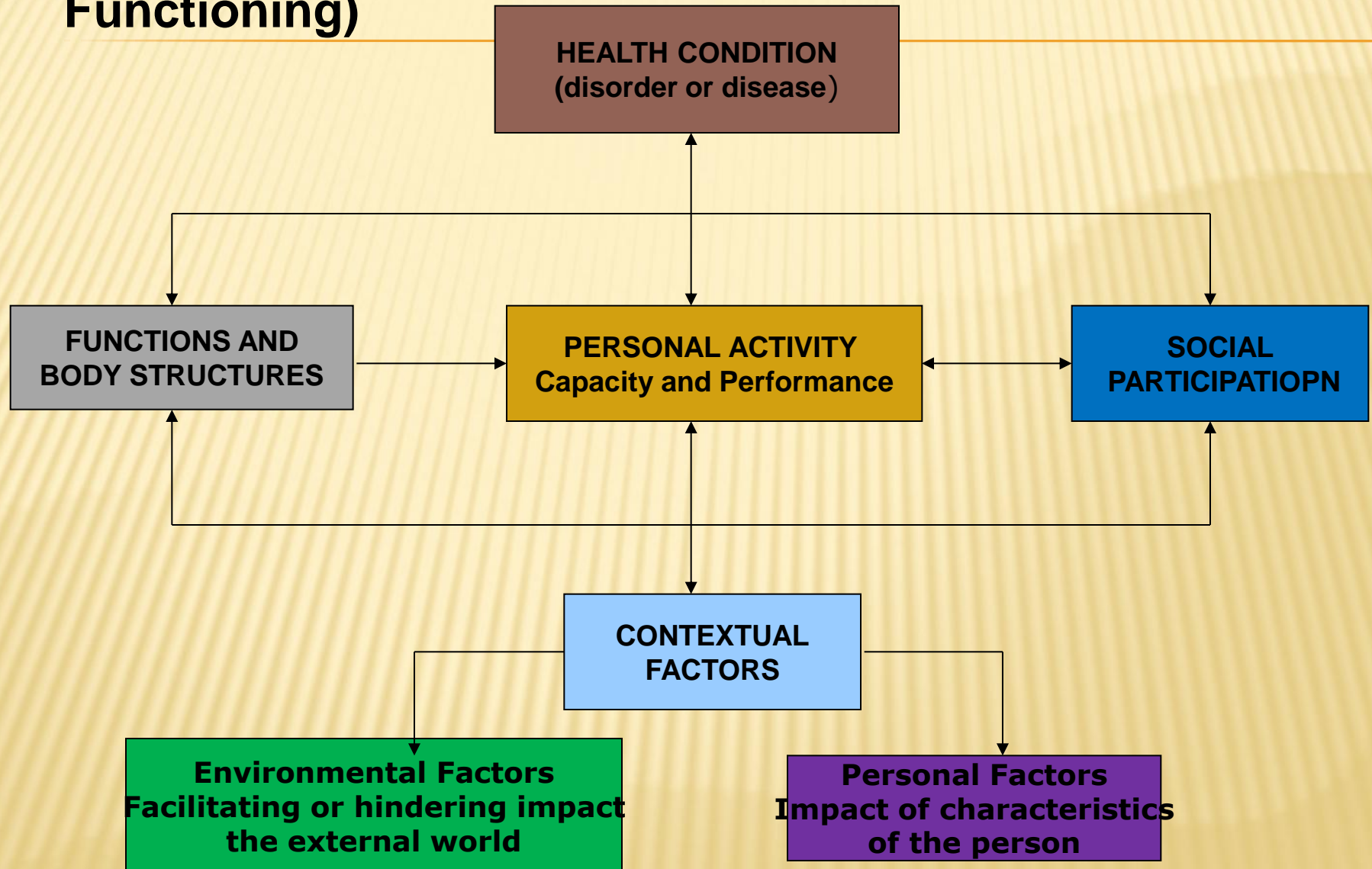
- ✖ Teacher support
- ✖ Functional diagnosis
- ✖ Individualized Education Plan
- ✖ Functional Dynamic Profile
- ✖ Personalized Learning Plan
- ✖ Working groups for inclusive education (GLIP, GLH)

The SPECIAL EDUCATIONAL NEEDS is any difficulty evolutionary, in the educational and / or's learning, which manifests itself in an operation (resulting from the interactions of the various fields of health according to the model ICF) also problematic for the subject, in terms of damage , obstacle or social stigma, regardless of etiology, and that requires a special education (lanes 2005)

The proposal of the World Health ICF (International Classification of Functioning)(OMS 1997-2001)

- *What is ICF?*
- The ICF belongs to the family of international classifications developed by the World Health Organization (WHO). In it are classified functioning and disability associated with health conditions.
- The ICF isn't a classification of people: is a classification of the characteristics of people's health within the context of their individual life situations and environmental impacts

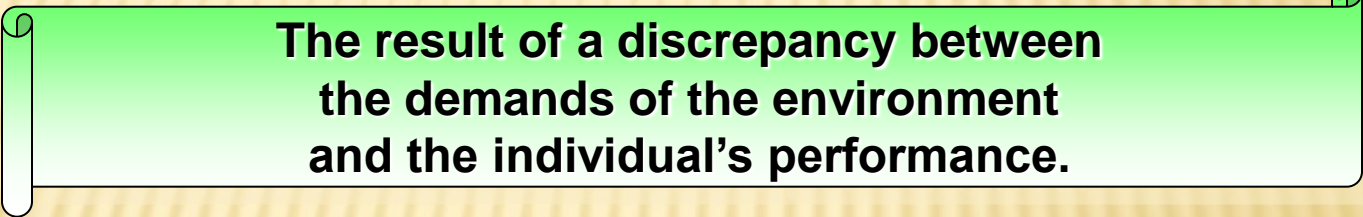
COMPONENTS ICF (International Classification of Functioning)



The main elements of ICF's innovations

The ICF repealing the construct of **disability** and including it in turns to **disability**.

In the new concept **DISABILITY** is now defined as:



**The result of a discrepancy between
the demands of the environment
and the individual's performance.**

In this way one acquires the ability to intervene on disability, reducing them. Identifying all the factors that can make less and less necessary to use a particular function and acting on them we have an effective reduction of disability.

The main elements of ICF's innovations

The **ICF** becomes a biopsychosocial model where the determinants of well-being or the so-called "quality of life" are the result of complex systems that can not be separated.

Finally we have a classification that may be used by professions very different from each, thus favoring a true sharing of analysis processes and assumptions and decisions in a dimension of complexity.

THE PROCESS OF INCLUSION PROVIDES:

- ✗ **Skills (Know how)**
- ✗ Systematic observation of the student and the class
- ✗ Costruzione di moduli didattico-educativi integrati
- ✗ Programming of school curricula on the child's potential:possibility of specific individualized intervention through operational strategies.
- ✗ DF's reading and organization of the PDF and the PEI
- ✗ Gathering of documents

THE PROCESS OF INCLUSION PROVIDES:

× **Knowledge (Knowing)**

Programmazione e verifica degli interventi educativi;

1. Knowledge of the development, of learning processes, of relational dynamic
2. Knowledge of Learning Disabilities
3. Teaching methodologies
4. Interactive processes in institutional (schools, services, territory)
5. Interdisciplinary Operating methods

THE PROCESS OF INCLUSION PROVIDES:

- ✗ **Attitudes (Ability to be)**
- ✗ Interpersonal skills within the school in relation to individual student / whole class; colleagues and head teacher;
- ✗ Interaction skills with families, operators, other figures of reference

FACILITATING FACTORS AND FACTORS DETERMINING THE EFFECTIVENESS OF THE PROCESS

- **The educational offer and the inclusion path must include:**
 1. General Awareness
 2. Flexibility of school's Organization
 3. Involvement of the School Director
 4. Using a maximum of available resources (material and non)
 5. Cooperation between teachers and educators
 6. Co-operation and collaboration between school and family
 7. Use of good practice and effective integration tools
 8. Teaching and Educational courses specific (individual and group)
 9. Aids and special materials (Lim, Computer, Special Education)
 10. Alliances for extracurricular interventions network (health and social services authorities)
 11. Training and upgrading

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- ✘ Inside the boarding school: Collaboration teachers and educators
 - ✘ Operational Strategies
 - ✘ VABS's Research

PROTAGONISTS OF THE SCHOOL SYSTEM

