



GUIDEBOOK

IO2 Training Tools



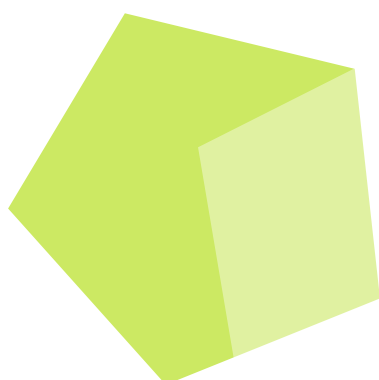
Erasmus + KA2 Strategic Partnership

School Education

Hey, Techers! Don't leave the kids alone

Guidebook

IO2 Training Tools



Erasmus+

Project N° 2016-1-IT02-KA201-024342

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

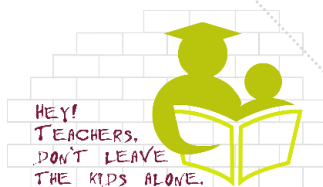
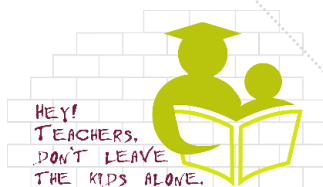


Table of Contents

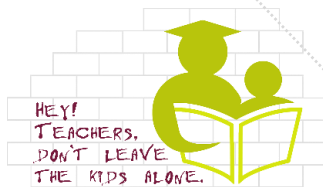
Introduction	5
The research group.....	7
Guidebook Map.....	9
PART 1 Theoretical framework	10
The inclusive education.....	11
The words: a shared glossary.....	15
Working for an inclusive school.....	19
Values and skills of the inclusive teachers.....	22
PART 2 Tools Boards	27
The tools for inclusion	28
Area: Inclusive Cultural Promotion.....	30
Inclusive Cultural Promotion Map	31
Tool: The role-play.....	32
Tool: People in class.....	35
Tool: Biographies - People's stories	37
Area: School-family Alliance	40
School-Family Alliance Map	40
Tool: Picture Game.....	42
Tool: Discussion Game.....	45
Tool: The Communication Box.....	48
Tool: Tea Time.....	51
Tool: Primary School Education Contract	54
Area: Inclusive Didactics	57





Inclusive Didactics Map	58
Tool: Table organization	59
Tool: “Agorà” Space.....	62
Tool: Annual Planning to community school	65
Tool: Responsibility/Task Board	67
Tool: Goal Setting	71
Tool: Mutual tutoring	73
Tool: Chess in the Educational Process	76
Tool: Educational Robotics	78
Tool: Monograph.....	83
Tool: Individualized education plan	93
Bibliography	106
Appendix	108
QUALITY OF SCHOOL INCLUSION	108
Dimension A: The Inclusive Organization	109
Dimension B: Inclusive Didactics	111
School without a backpack.....	113





Introduction

This manual is the product of a joint work between the members of the European countries of Cyprus, Lithuania, Poland, Slovenia and Italy, carried out within the Erasmus project plus "Hey teachers, don't leave the kids alone".

The aim of project is to accompany the teachers of pupils between 9 and 11 years in adapting training approaches in relation to the major trends of social change in act, with special attention both to the development of stronger relationships with different types of families and to realize inclusive education.

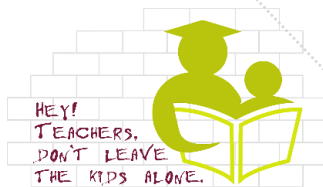
"Inequalities persist in European education systems. Pupils from poor socio-economic backgrounds perform worse at school than their peers in all EU countries. Children from immigrant backgrounds, the disabled, and Roma children are among the most vulnerable groups affected. At the same time, there are large differences between countries in the extent to which family background influences learning outcomes".

(Source: EU Commission).

The school is, in this context, one of the main pillars against the progressive social molecularization underway but, to act effectively, teachers need to be able to engage with different interlocutors compared to those of the past, different among themselves for needs, expectations, values, training models.

The typical methodology of inclusive perspective requires: a strong collaboration between teachers and school managers; students that build their skills and actively develop their knowledge; a strong frame of solidarity relations between companions; a didactic approach that allows different levels of information processing and the expression of emotions and motives, but in a way that positively exploits the resources of each pupil to develop the potential of all; the involvement of the family; the construction of a plan of individualized education integrated with the programming of the class.

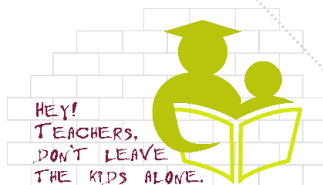




This guidebook reports the work done in the first phase of the project, and especially the results of the research/training course held in Department of Science education of University of Bologna (Italy) with twelve primary school teachers (two per partner). It proposes a methodology and innovative tools useful for addressing, in a systematic and global way, the teaching challenges from the point of view of inclusion, taking into consideration the particular contextual influences, according to the approach of the International Classification of Functioning, Disability and Health (WHO, 2000), and enhancing the role of the family and the continuous and permanent training of teachers.

The scholastic inclusion can be possible only if the whole educating community is sensitized, it shares the presuppositions of the inclusion and it is active to achieve it intentionally.

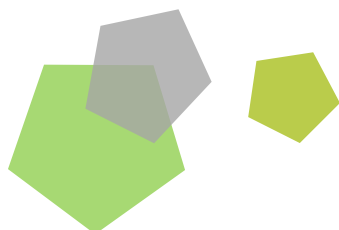


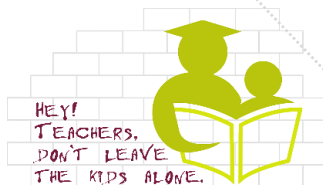


The research group

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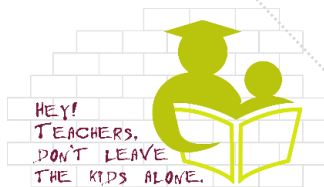




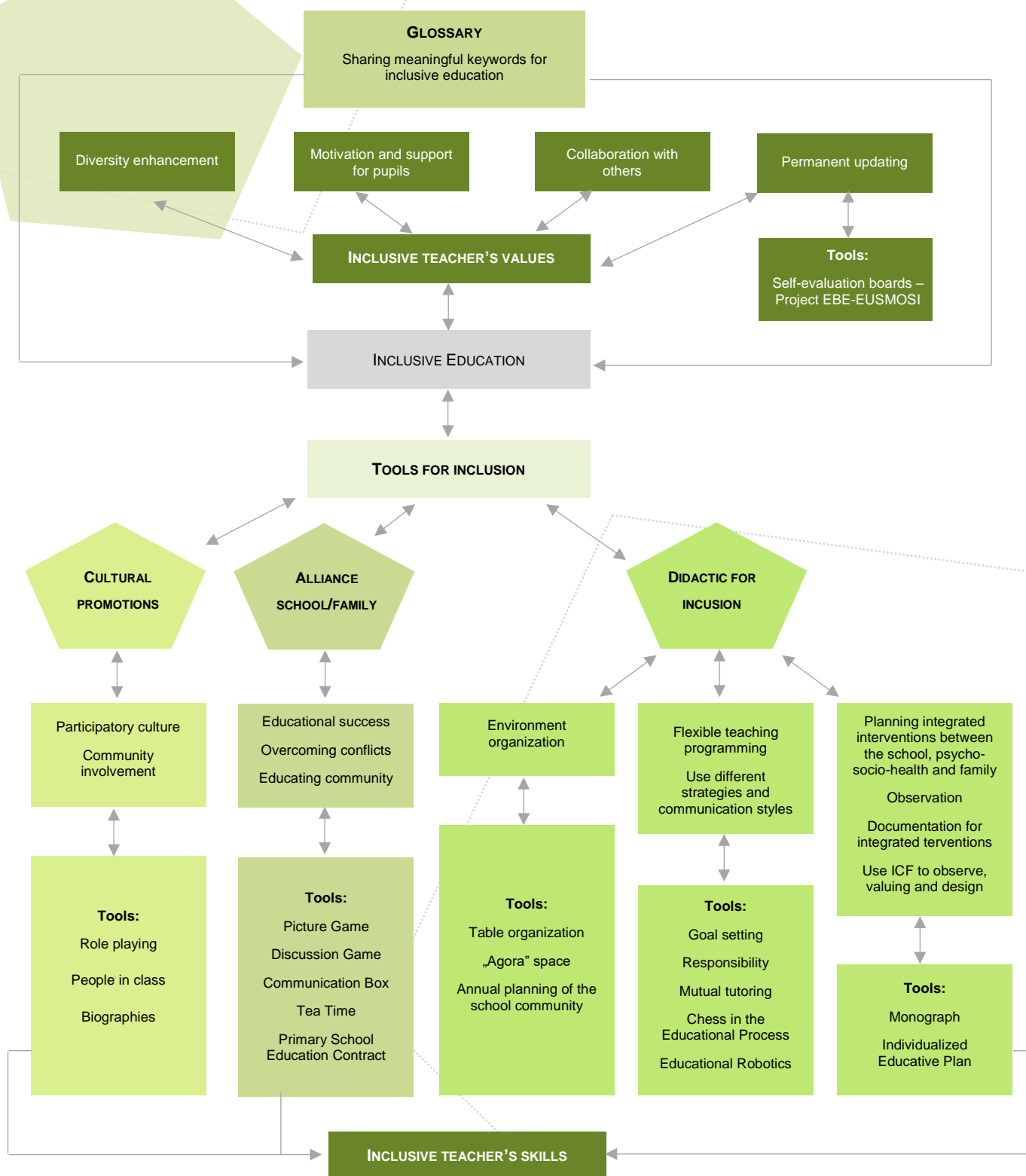
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Guidebook Map





PART 1

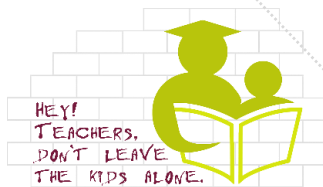
Theoretical framework



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The inclusive education

The European Union, within the strategic framework of Europe 2020, has placed the objectives of education and social inclusion among the five objectives to be achieved by 2020. In particular, with respect to education and training, the aim is to improve the national systems in order to guarantee all citizens the acquisition of basic skills and the conditions to fully realize one's learning potential in a lifelong learning perspective, in a context of increased employability and sustainable economic growth. Within this framework, the inclusive education represents a fundamental instrument to overcome situations of disability, disadvantage and marginalisation, ensures fairness and promotes democratic principles of social cohesion, active citizenship and intercultural dialogue (2009, Council conclusion, p.3).

The objective related to the implementation and strengthening of an inclusive school context needs to be achieved, to produce improvements for all students and an overall growth in the quality of the whole school system: the evolution of education styles and its repercussions on the quality of the relationships between school and family show an increase of complexity, also with respect to the inclusion of children so-called „with typical development”, which do not fall within the sphere of disability and social hardship.

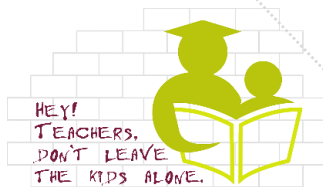
The opportunity to develop a culture of inclusion valid for all the subjects of the scholastic context and not only for those who fall into certain categories of need categorization, therefore emerges as more and more widespread.

As already stated in the report of the International Conference on Education *The inclusive school: The Way of the future* (ICE, 2008), the commitment to inclusion necessarily involves the implementation of a number of ideas and values that relate to the type of society to build (and hence also the type of school).



To have societies more inclusive, more serene and respectful of differences, it is essential that the students have the opportunity to experience these values during their education, both scholastic and informal.





The inclusion is a principle that involves the implementation of an educational and didactic approach based on the respect of diversity and the rights of equality and participation. To ensure that this process is carried out in the school, the principles possessed by each teacher are decisive, since they are at the base of the development of his professionalism.

Adequate paths of initial or in-service training that foster the development of the necessary reflexive skills are therefore necessary. Obviously these skills require the ability to deconstruct their pedagogical imagination of departure and the representations to it linked as well as to read and interpret the context schooling and training (Canevaro, D'Alonzo, Caldin, Ianes, 2011).

The school can be seen, according to the systemic-relational approach, as a context that is in relation with other contexts, families in the first place. Families do not constitute a homogeneous system, but they bear different cultural, identity and gender representations that also convey different conceptions of experience. It is therefore possible to understand how the inclusive logic is valid for all the subjects involved and not only for those depositary of special needs, more easily categorized (Bronfenbrenner, 1979).

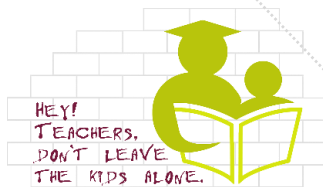
The school-family alliance is configured as a medium-long term objective, which requires the crossing of phases, of varying length, of mutual knowledge and conflict management.

Researches carried out over the last ten years highlighted the emergence of increasingly frequent perceptive discards between parents and teachers regarding the personality and skills of children (Contini, Manini, 2007; Fabbri, 2008; Contini, 2011). Sometimes, these differences are the consequence of processes of positive idealization, which reflect, according to teachers, the tendency of parents to overestimate the real potential of the child; or negative idealization, which reflect, according to the parents, the tendency of teachers to underestimate them. In other cases, that conflict does not rest on processes of idealization, but on the fact that the children manifest, in doing the same activity, greater difficulties in the school context, compared to those they meet in the family context.

The proposed tools in this guide have as their characteristic that of facilitating communication between schools and families, among colleagues, between teachers and pupils, so as to prevent situations of misunderstanding and mutual closure to the resolution of problems.

Unfortunately, teachers do not always recognize to families the right to intervene on their child's problems and comment on the substance, discussing the assessments that the teachers have





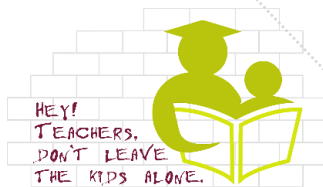
expressed: they often require an attitude of trust and delegation to the school. It is then more necessary than ever, in this historical moment, to extend to the management of the whole class that participatory culture of inclusion that has been realized, in some territories, in relation to students with an impairment or in situations of social disadvantage.

This conception of inclusion has its roots in a path that comes from far away, which is not completely realized and that, while continuing to progress and evolve, cannot find full implementation, since the goal of Inclusion is effective only if acts as a meta able to impose new steps in the process of inclusion itself, by raising the objectives and the corresponding forms of experience. In some respects it can be conceived as a regulatory instance of utopian value that owes its effectiveness to the fact of always being perfectible and generating further experiences. It is therefore a long term process that passes through differently characterized phases, in which sometimes we limit ourselves to working for the insertion of a vulnerable subject, with a deficit or with socio-cultural disadvantage, in a context already given and not easily modifiable.

The limit of these experiences consist in not exploiting completely the right of citizenship of the subjects involved and the full recognition of their dignity as persons: in order to realize that ideal of inclusion in more advanced and innovative forms, it is necessary a participatory culture of inclusion that also involves the community of reference.

Only 2,4 % of parents involved in the survey seems to be in line with the design more innovative of inclusive education, considering that the inclusion involves "adapting the learning process to each child in terms of their individual abilities".

From this point of view, the reading of the data collected from the questionnaires, submitted in the various countries participating in this project, confirms how we are still far from the full implementation of these objectives and that they are putting down roots in the territory, even if still partially and selectively.



Most parents seem to be poorly oriented on the meanings of the inclusion and on practices necessary to activate. There are indeed basic behaviors, such as, for example, the availability for the reception of pupils with special educational needs (in particular with intellectual or psychic impairment) in the school context and in the community, that still cannot be taken for granted on the basis of the answers that these parents have supplied.

The 30% declares to be favorable in any case to the presence in the regular classes of children with special educational needs, confirming a change taking place that needs to be supported also thanks to the exchange of good practices between different countries. At the other extreme, a percentage of 58% simply states: "I don't know".

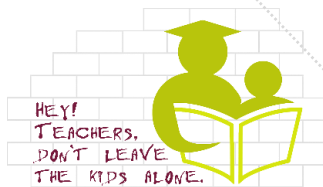
Parents are more oriented on the complexity of the phenomenon when they are called to comment on psychological and pedagogical help to students in difficulty: the percentage of those who do not know fall to 32%; 41% considers the current interventions tendentially positive and the remaining 27% believes that we should be able to do much more.

The families of children with special educational needs have spoken favorably on cooperation between school/family in a very high percentage of 75%, even if this datum is mainly due to the specificity of the Italian school context. Moreover 66% of parents think there is an evolution process taking place that can favour the overcoming of the ancient barriers between people. They say, quote: "The society is, or has become, a good place to live in for all people".

It is confirmed the need of parents of forms of assistance and support to parenthood from the school. The parents of SEN children are not the only ones to have this need, in fact it emerges from other research (Contini, Manini, 2007), that it is shared with most families.

The 68% of teachers in this respect believe to be a point of reference and the 74% perform this function by providing their instructions in case of difficulties in performing the tasks.

To confirm a trend tendentially positive, but not generalized, it is interesting to cross the data relating to the answers of children, 51% of whom say to go to school willingly, with that concerning the perceptions of the teachers, 82% of which considers that pupils SEN feel different from their classmates. Although 66% of teachers are satisfied with working for the inclusion of SEN children,



88% believe that they perform an important function for society and 89% consider collaboration with parents to be useful, 58% is not satisfied with the level of psycho-pedagogical support offered.

The quality of the work aimed at inclusion is instead provided by a shared project management of the training process, by a shared responsibility of all the actors involved, necessarily implying the overcoming of the "individualism" of both teachers and families. The awareness that the system-school is more effective the more it becomes able to correspond to all the emerging training needs within it, requires the ability to renounce to self-referential attitudes, entirely focused on their learner or on their son.

Overcoming the medical model means being able to grasp the value that every experience of inclusion has for the whole class context and, in a broader sense, for the whole scholastic context. It means working to turn it into a resource for everyone rather than an element to be stigmatized as problematic. An attitude still frequent among teachers is instead to perceive the integration of a person with SEN as a problem and not as a resource for the context.

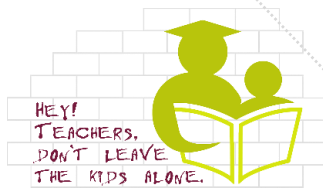
The words: a shared glossary

Recognizing oneself in the common horizon of inclusive education cannot be taken for granted. Many of the energies and commitment of the project partners were, above all in the initial phases, dedicated to the clarification of the terms used and the interpretation of their meaning in the respective contexts of belonging. This comparison continued throughout the fruitful and demanding work of mutual exchange that characterized the progress of the project and led to the creation of a shared glossary. Keywords that become tools to recognize oneself in the common objective of concretely orientating the work of teachers.

The terminological and conceptual clarity is considered by the teachers themselves as a fundamental aspect to recognize good practices within a horizon of inclusive education

(from Output 1 p. 37).





Disability

There are several models of disability that can be referred to (Biggeri, 2010):

the medical model

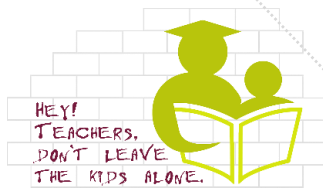
understands the concept of disability as a divergence from a normality. In this perspective, disability is a biological condition intrinsic to the individual that reduces his quality of life and his participation in society, compared to a human functioning "in the norm" (Pfeiffer, 2001; Amundson, 2000). The adoption of this model leads the teacher to focus on the deficit, on the aspects that "do not work" of the child, to the detriment of a global vision of the contextual aspects that can contribute to create a situation of disability

proposed by the movements of people with disabilities (Convention on the Rights of Persons with Disabilities, UN, 2006), focuses on the barriers, on the obstacles that are present in the social context and prevent a person with a deficit from expressing all his potentialities, its functioning. A teacher who adheres to this model believes that it is the school's responsibility to equip itself appropriately to accommodate the different characteristics of the pupils and to prevent the deficits from turning into disabilities

the social model

the bio-psycho-social model of the International Classification of Functioning, Disability and Health (ICF) (WHO, 2001)

is based on the assumption that every individual, in a continuum of health conditions, in the succession of the various ages of life, can present some deficiencies in its functioning. Disability from this point of view is the result of a combination of at least two factors: environmental factors (related to the physical and social environment and the influence of people's behavior) and personal factors (related to the personality and characteristics of individual). A teacher who adheres to this model in the analysis of situations, will try to identify the factors that act as an obstacle and those that facilitate the learning and the wellbeing of each student. The working group shared the vision of the bio-psycho-social model of the ICF.



Special Educational Need

In a broad and general sense, the word **Need** can mean an internal feeling of deficiency, which activates perception, thinking and acting to transform the existing state perceived by an individual(s) as unsatisfactory in a specific sphere of functioning of a human being: biopsychical, social or cultural.

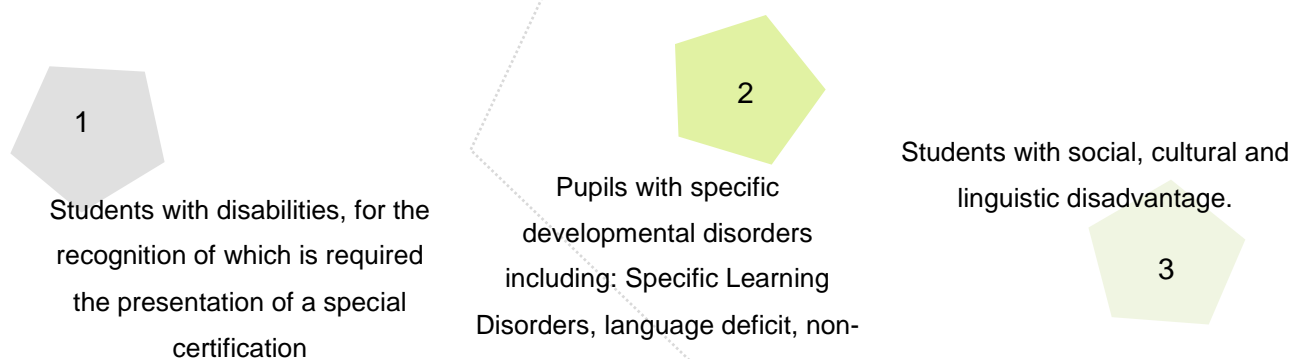
The concept of **Special Educational Need** extends beyond those that are included in the categories of disability, to cover those students who go wrong at school (failing) for a variety of other reasons that prevent them from progressing optimally (UNESCO, 1997). Already in 1997, UNESCO sought to define the Special Educational Need with a more extensive concept than the one was traditionally included in the categories of disability.

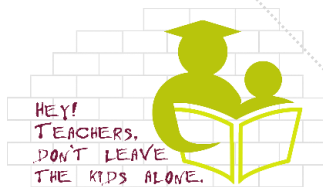
The Special Educational Need is any evolutionary difficulty, in the educational and/or learning field, which consists in a problematic functioning resulting from the mutual interrelationship between the seven areas of health, according to the ICF model of the World Health Organization. Functioning is problematic for the pupil in terms of harm, obstacle or social stigma, regardless of etiology, and needs special individualized education/teaching.

Child with special educational needs

A child with a spectrum of symptoms that make it difficult or impossible to function in terms of motor, sensory, cognitive, communication, emotional and social and/or mental skills, having an impact on the quality of life and on the performance of social roles today and/or in the future.

Within the macro category students with "Special Educational Needs" we can identify:





verbal deficit, attention deficit
hyperactivity disorder (ADHD);

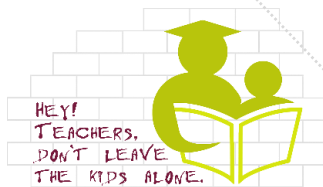
In the current evolution of the debate in a European perspective the concept of Special Education Need (SEN) is changing toward a possibility open, dynamic and even temporary, to include all problematic functioning situations for the person, who is hampered by such hardship in obtaining satisfactory answers to his/her needs. The concept of SEN thus moves away from a purely clinical perspective, to encompass the demand for equity in recognition, by the side of the school and the welfare systems, of the various functioning situations that must be "enriched" of special interventions, of individualization and personalisation.

Social exclusion

A situation that makes impossible or difficult for an individual or a group to legally perform their social roles, use the public goods and social infrastructure, to gather resources and earn a living in a dignified manner. This situation is the result of stigmatization, of the labeling of certain categories of people and of the imposition of a certain perspective on their own way of perceiving themselves and their life.

Socially disadvantaged children

May be defined in terms of the social group characteristics of their families. There is a strong statistical correlation between low socioeconomic status of a group and social disadvantages of children belonging to such a group, including failure at school. Roma in Lithuania and Slovenia are an example.



Working for an inclusive school

The inclusion requires first of all to wonder about what kind of school one intends to engage with awareness and responsibility. In this sense, it is essential that each teacher acquires skills of analysis of the system of which he/she is part, awareness of his/her own beliefs and attitudes, abilities to monitor the evolution of the process of integration/inclusion and to contribute to its fulfilment, producing the necessary changes.

Teachers should reflect on their beliefs about, for example, the influence of the seriousness of the deficit on the possibility of inclusion of the student, the effectiveness of educational and teaching interventions to produce a cognitive modifiability (Vygotsky, 1924; Feurstein, Rand, Rynders, 1988), the opportunity represented by the presence in the classroom of the student with special educational needs in terms of renewal of the teaching methods and promotion of cultural, scientific and relational enrichment for the benefit of all, since these beliefs have a significant influence on their own educational activity (Sandri, 2014a).

The ongoing project has started a process of mutual knowledge and circulation of practices among the different countries involved in the project, that has a strong innovative potential. The innovative use of training tools through to prevent forms of exclusion and school drop by the most

vulnerable students for different reasons (social or economic, or for cognitive, motor, sensory, psychic deficits) is aimed to create a school more inclusive, in which everyone can feel belonging, valued in its potential and bring its own contribution to the common good.

The need for training is supported by the response data to the question posed to teachers in the first phase of transnational research concerning the perception of adequacy in their own preparation.

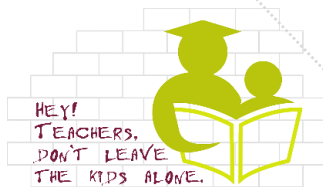
Only 43%, not even half of the teachers involved, replied that they felt prepared for the teaching of students with special educational needs

(from: Output 1 page 44).

According to many international experiences, the methods, teaching strategies used in class by competent curricular teachers, can be useful for the majority of students with special educational needs and vice versa, many strategies used for subjects with special educational needs can be effectively extended to all the students.

(Florian, 2009, 2012; Jordan, Schwartz, McGhie-Richmond, 2009)





It is also for this reason that it is important to provide a training that enhances the educational and teaching skills already possessed by the teachers in service in order to prevent teachers feeling inadequate to respond to the different individual learning characteristics of the students, and asking specialized interventions which risk to stigmatize diversity instead of promoting "unity in diversity" of the human, as Morin states (2001).

Historically, individual differences among students have been associated with impairments or specific learning disabilities and compensative education was thought to be sufficient to enhance the underlying skills.

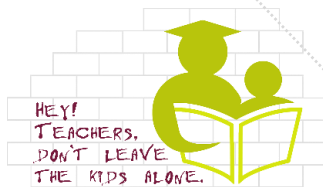
From our point of view, we must instead shift the focus of attention from the attempt to "remedy" the cognitive functions deficient in the subject, to the analysis of the strategies necessary to guarantee learning.

The change of perspective involves accepting the differences of the students as ordinary aspects of human functioning and to better understand the answers that each one gives to the proposed activities (Sandri, 2014a).

Central is the relationship that the teacher establishes with each student and the attention to accompany the latter towards scholastic and educational success. First of all, it is a question of recognizing him/her as a person, as a child, and not as a "deficit bearer" or of a "special need bearer", included in a clinical category. It is important to note its strengths, its "I can do it alone" and its "I can do, if helped", to understand the nature of difficulties, difficulties not determined exclusively by its physical or personal characteristics, but also by the interactions present in the contexts of belonging (family and school firstly).

Knowing how to manage the class and guide it to become a learning community, inclusive and supportive, requires the teacher to master multiple skills, including those of taking care, in the pedagogical sense of the term, of the relational dynamics that develop between the teacher and pupils and among the students. It is also about activating each student to become more and more responsible and autonomous in their his/her learning, an "active" subject, able to reflect on his/her cognitive, emotional, motivational processes, to self-evaluate and to compare with others.





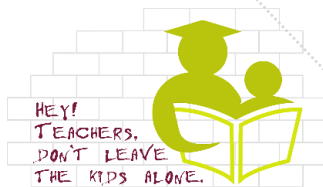
The *individualization and personalization of teaching/learning processes*, fundamental to promote inclusion, requires the teacher to have ability of organizational flexibility of instructional design differentiated, for adapting materials, evaluation.

The teacher needs to be motivated by a constant search for equity and by a look that goes beyond the deficit of the child, that goes beyond the specialist techniques viewed as an end in themselves, to imagine the adult, the citizen that the student can be in the future, if accompanied by teachers/educators intentionally aimed at enhancing the humanity of each one.

The professionalism of the inclusive teacher implies a willingness to put oneself in an action-research perspective, to work in collaboration between colleagues, with family members and professionals of the socio-educational-health fields, to continuously reflect on his/her own convictions, on his/her own language and on his/her own educational and didactic practices.

This path can be perceived as laborious and not supported within one's own scholastic reality. The school culture, which includes, among other aspects, the organizational structure and the same terminology used to refer to diversity, exercises an influence on teachers' beliefs and actions and particularly at the beginning of their career (Stanovich, Jordan 2002). For this reason, the group of teachers taking part in the training course organized at the University of Bologna decided to use a self-assessment tool of the quality of inclusion in the school and in the classroom to promote inclusive structural processes, detectable thanks to specific indicators, shared internationally.

This is a tool, set out in the Appendix to this manual, drawn up on the occasion of a three-year research project financed within the ERASMUS Program+, KA2 Strategic Partnership for Schools, entitled Evidence Based Education: European Strategic Model for School Inclusion (EBE-EUSMOSI) Ref. No 2014-1-EN02-KA201-003578. The project has seen the participation of Italian University of Perugia (Coordinator) and Udine, together with the Open University of the Netherlands (NL), the Autonomous University of Barcelona (ES), the University of Zagreb (HR) and the University of Ljubljana (SL). It can be considered as an innovative instrument integrative and related to the subsequent tools proposed.



Values and skills of the inclusive teachers

The "Profile of inclusive teachers", developed by the European Agency for Development of Education for Disabled Students in 2012, should be kept as a reference point for the training of each teacher. It identifies four essential values of the teaching profession on the basis of the observation of work in the classroom: enhancing the diversity of the students; support pupils; work with others; development and professional development. We take back every value, commenting it synthetically.

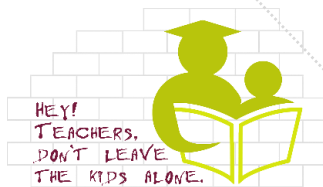
1. Valuing the diversity of pupils - the difference is to be considered a resource and a wealth.

Education should be aimed to understanding our situation in the world and «making sure that the idea of unity in the human species does not cancel the idea of diversity and that the idea of its diversity does not cancel the idea of its unity. [...] Understanding human beings means understanding their unity in diversity, their diversity in unity». With these words Edgar Morin (2001, p. 56) warns us of the importance of meeting with „the other” and confirms the need to promote a culture of integration and inclusion.

„It is about recognizing „the other” in everyday life as having a dignity, that cannot live as a person, if not in his relationship with others. It is in this sense that the notion of inclusion emerges in all its meaning and scope. The future must be thought of as the time of taking on the infinite complexity of the human real in all fields of society, accepting that it cannot be measured or framed in categories. It is the first condition so that we can open the era of full recognition of the constructive value of dissonance, of an education devoted to otherness and relationship, of the actual consideration of desires, needs and vulnerabilities that unite and diversify us, of the passage from a vision that considers the disabled person as an object, to a vision that recognizes her as a subject, of the refusal to alienate an individual because of his diversity and the fight against all forms of contempt.”

(Gardou, 2006, p. 50).

In a social and cultural context increasingly characterized by the presence of multiple instances, arising from immigration phenomena, from different ways of family organization, from gender differences and individual characteristics, from vulnerabilities related to the deficit, to socio-cultural and linguistic disadvantage, accepting this challenge requires first of all a conscious choice of values that are typical of an ethic of reciprocity and solidarity. It also involves adherence to a model that assumes the possibility of education, learning, cognitive modifiability, despite the



presence of impairments, learning disabilities or possible conditions of discomfort or disadvantage, postulating a school attentive to training needs, development and characteristics of individual students, in order to ensure everyone full mastery of skills deemed necessary to participate constructively in social life. Fundamental is the professional contribution of teachers in the construction of a school, a class in which there is respect for everyone, regardless of physical, psychological, gender, cultural characteristics.

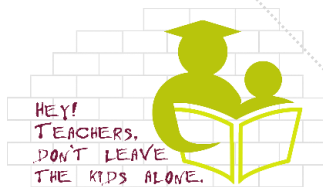
2. Supporting pupils - cultivating high expectations on pupils' academic success, adopting effective teaching approaches to promote disciplinary, but also social and emotional learning, in a heterogeneous class.

The label of the diagnosis is likely to be more harmful than useful in the educational field for many reasons, among which the fact that leads to focus on the impairment or disorders of the student, to the detriment of the analysis of others, often more significant factors, such as contextual influences. The "centering" on clinical diagnosis can also lead to lower expectations regarding the subject's future. It is difficult, in fact, that a student, especially if with intellectual deficit, may feel "supported" if the teacher believes, more or less explicitly, that scholastic and educational success depends deterministically on the subject's innate cognitive endowments, or that attention for his learning in the classroom involves a waste of time, a risk of trivializing learning for his classmates or that a simplified or differentiated programming is necessary a priori.

Supporting pupils in the learning process involves „looking beyond” their eventual impairment, their disorder, their difficulty, and identifying their resources, their strengths, in the perspective of their future „adulthood”. It means paying attention to the emotional and motivational aspects, to the classroom climate, being aware of how the interactions and the parents', teachers' and classmates' „glances” can influence the processes of identifying

If the representation of oneself, perceived in others, constantly refers the image of one who „is not capable”, this judgment is likely to turn into a self-fulfilling prophecy. Every student, even if in a situation of disability, is the author of his intellectual, civil, moral growth and because it develops positively, he needs to live in contexts that promote his self-esteem and his sense of self-efficacy.





For this reason, educational projects should provide both a careful training evaluation of each student, without precluding the achievement of optimal levels, and the care of other contextual factors. In particular, it is essential to „manage the class” by promoting the inclusion and respect of differences through a meta-cognitive and inclusive learning/teaching that solicits in students a reflection on the learning processes, on the behaviors acted, own and of the companions, and on the different types of collaboration activated.

3. Working with others - collaboration with parents and families, with colleagues and other educational professionals group and “network” work are essential for achieving integration/inclusion.

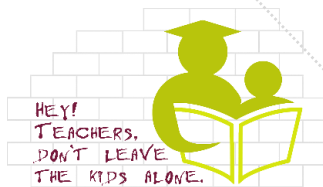
The protagonists of the training process, in addition to teachers and professionals of education in general, are students and families and it is therefore necessary that they are involved above all in the case of detection of “special educational needs”.

Taking care of the development and well-being of each student should always involve a dialogue with the student and his family, so as to understand the subjective perceptions about the situations that are being experienced and, in case of difficulty, reflect together on the possible strategies of overcoming.

This „alliance” cannot always be easily implemented for many reasons, but its realization, in light of the ICF indications, requires, in any case, teachers to be aware of the need to overcome an interpretation of the difficulties that refer exclusively to cognitive, emotional or motivational aspects inherent in the student or to influences of the family context, to also open oneself to the analysis of the factors of the school context that can „facilitate” or „hinder” the student's growth conditions, taking into consideration the methods of teaching, the relationship established with the student, the reciprocal expectations, more or less aware and explicit, the climate of the class, etc.

For the purposes of effective integration/inclusion, it is also essential that teachers, in particular the curricular teacher and the teacher specialized in support activities, share the objectives to be pursued and the modalities of intervention to be activated. Only through this formative co-responsibility between teachers is it possible to make "special" the daily operations, paying attention and care to the training needs of every student, with or without a impairment, and to the construction of an inclusive community of practices.





More precisely, thanks to this collaboration, it is possible to elaborate a single educational and didactic program addressed to all the students of the class, with or without special educational needs, declined in individualized and personalized learning paths, and directly involve each student in the pursuit of skills to be achieved, accompanying him in a metacognitive reflection towards the awareness of one's own perceptions of effectiveness in the study of a given subject, of one's own attributions regarding the cause of his difficulties, of his own style of learning, etc. The individualization and the personalization of the training paths should be in fact laid at the foundation of the didactic work for all the students, not only for those who present Special Educational Needs.

4. The development and professional updating: teaching is in fact a learning activity and teachers are responsible for their own lifelong learning.

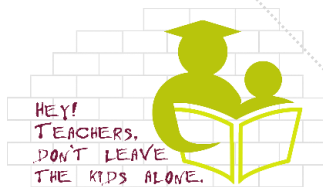
The inclusive teacher is called to constantly reflect on his / her role and work, with a view to lifelong learning.

These values find expression in the modalities of use of the tools presented in this guidebook, described in part 2. Their use requires from teachers mastering of the following abilities:

Communicative-relational skills

- Knowing how to be empathetic
- Being able implement an empathic and non-formal communication
- Knowing how to establish a pleasant and cordial atmosphere, inspiring trust and not detachment
- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to perform active listening
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining,
- Knowing how to open up to new opinions
- Knowing how to motivate, engage, encourage
- Being able supporting children and giving a motivational feedback
- knowing how to promote respect for the rules
- Knowing how to manage and overcome conflicts
- Being able to be attentive to the relational aspects in setting up the tables to encourage learning
- Being able to collaborate and to work in groups
- Being able to share information and skills with the teaching group.



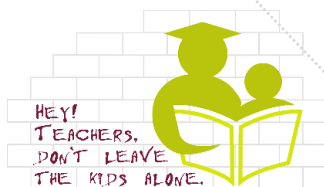


Transversal methodological and teaching skills

- Being able to produce targeted and integrated observations
- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to observe children's behaviors to enhance their learning
- Knowing how to observe and document behaviors
- knowing how to activate a self-evaluation process of one's inclusive behaviors
- Knowing how to promote the student's ability to self-evaluate their learning
- Knowing how to lead groups
- Knowing how to interpret group dynamics
- Being available and able to coordinate class activities with large groups, small groups, individual work
- Being able increase the level of responsibility of the students
- Being able to play an inclusive educational directing role
- Being able programming and evaluate a training inclusive action
- Being able to design capabilities according to the International Classification of Functioning, Disability and Health approach (WHO, 2000)
- Being able setting clear and measurable inclusive goals
- Being able facilitating the learning of all children
- Knowing how to activate implicit knowledge
- Knowing how to transfer disciplinary knowledge in inclusive way
- Knowing how to monitor compliance with the school education contract
- Knowing Inclusive Information Technologies
- Being able promoting reflections on the path of inclusive activities carried out during the year.

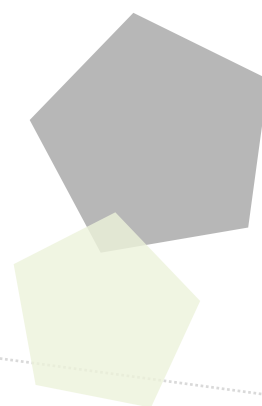
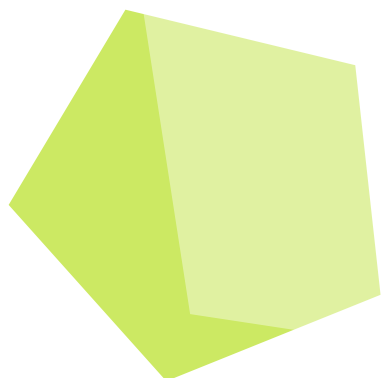
Organizational skills

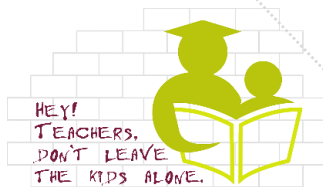
- Knowing how to prepare spaces and organize times for inclusive class activities
- Knowing how to plan activities in an integrated way with the class programming
- Knowing how to coordinate class activities in an integrated way with the annual school planning
- Knowing how to organize inclusive training actions
- Knowing how to assign roles and tasks, distributing them to everyone in rotation
- Being able increase the level of responsibility of the students
- Knowing how to organize the resources of the territory (contacts with associations that deal with social problems, with libraries) to promote inclusive culture
- Knowing how to plan meetings
- Knowing how to find effective forms of information and publicizing meetings
- Knowing how to organize an "Archive of Memory", where the documentation of "inclusive best practices" is collected.



PART 2

Tools Boards





The tools for inclusion

Compared to the tools developed by the research/training group to promote inclusive education, a premise on the relativity of the concept of *innovation* is essential: the countries involved in the project have different stories and experiences regarding inclusion, and what is innovative about some territories can correspond to practices consolidated in others.

The tools presented in this manual are the result of a common work between the scientific representatives and the teacher-trainers (two for each country) participating in the project, based both on what is already known and experimented, because connecting to the roots allows to proceed with greater security, and on what is considered possible to be implemented in the different realities. The innovative data of an instrument must in fact be contextualized within the various countries and it is good that they are in continuity with what is already part of the teacher's experience.

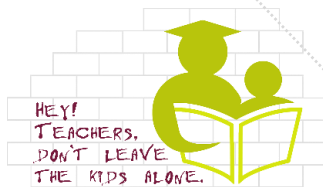
A known tool can be used with different objectives and methods and this can have a higher or lower innovative effect. To implement processes of inclusion, as the international literature states (Florian, 2009) there is not only or mainly need of specialized tools, extraordinary, but above all there is need that teachers have professionalism, attention, care, intentionality of "don't leave the kids alone" and willingness to include everyone. In fact, it is not just the instrument, but mainly the ways in which it is used, to be meaningful for inclusion.

We worked together to understand which tools could be shared and truly made operational. Some identified tools are already present in some schools, such as the Italian ones that for over 40 years guarantees an inclusion "for all", but or are not used with a full and conscious inclusiveness or only in a few schools are used to internal of a clear methodology; other instruments, on the other hand, are either not known or are scarcely present in all the realities of the countries involved in the project.

Innovative is our whole project which, as foreseen by the ICF, takes care of the context in which people live. In our approach, teachers, children and especially families are involved because it is in the interaction that the process of developing each person's potential can find a barrier or be facilitated. In particular, emphasis has been put on the need for integrated, systematic and continuous training of the teachers that allows them to take care of the whole context of the child's life.

Innovation, from our point of view, consists above all in helping to structure a thought and an educational and didactic action that can facilitate a transformation and a social reorganization in which inclusion is fully realized.





The analysis of the questionnaires addressed to the teachers has highlighted useful elements for the identification of the areas of work on which to develop the operational proposals. Most teachers believe that to strengthen an "inclusive education curriculum" there are very effective actions like: promulgating the ideas of inclusion, respect and tolerance; individualization of the education process; diversification of classroom work; engaging parents in different activities; regularly informing parents (from Output 1 p.42). Consistent with these indications, we agreed on the choice of instruments that intervene on three reference areas:

Inclusive Cultural promotion area, School-family alliance area, Didactics for inclusion area.

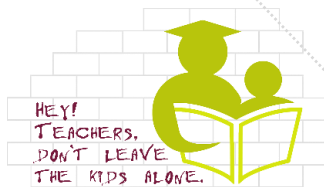
In the experimentation phase in all the countries, some tools were used relating to the areas indicated. It is therefore useful to return here the clear indications, emerged from the data of the Evaluation Tool of National Pilot Courses (Output 2), of how the identified tools have been able to impact on attitudes by modifying them in the sense expected by the project. Impacts mentioned most often are:

- Increased positive attitude towards inclusion
- Increased empathy
- Attitude towards children with SEN became more positive and tolerant
- Encouraged friendship among children.

In this second part of manual, the tools elaborated are described in such a way as to provide clearer guidance to the teachers. They are not proposed in a prescriptive order.

Each teacher can decide in which order to use them, based on the knowledge and analysis of the characteristics of the context to which they belong.

Another useful information to better understand the use of the tools concerns the recipients. In general, the proposed tools are aimed at all students, including those with special educational needs. The monograph and Individualized Educational Plan are used nevertheless, especially in the Italian experience, when in the school context there is a student with impairment.



Area: Inclusive Cultural Promotion

It is important to sensitize the school context to respect differences and promote an inclusive culture.

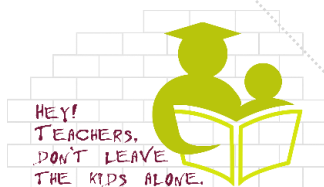
Our research has shown that teachers felt that inclusive education is important and beneficial for the whole society: 88% of them agreed with this idea.

Therefore, promoting inclusive culture seems to be important to the developmental process of the school environment (Output 1). For this aim the following tools have been developed on the base of teachers' experience:

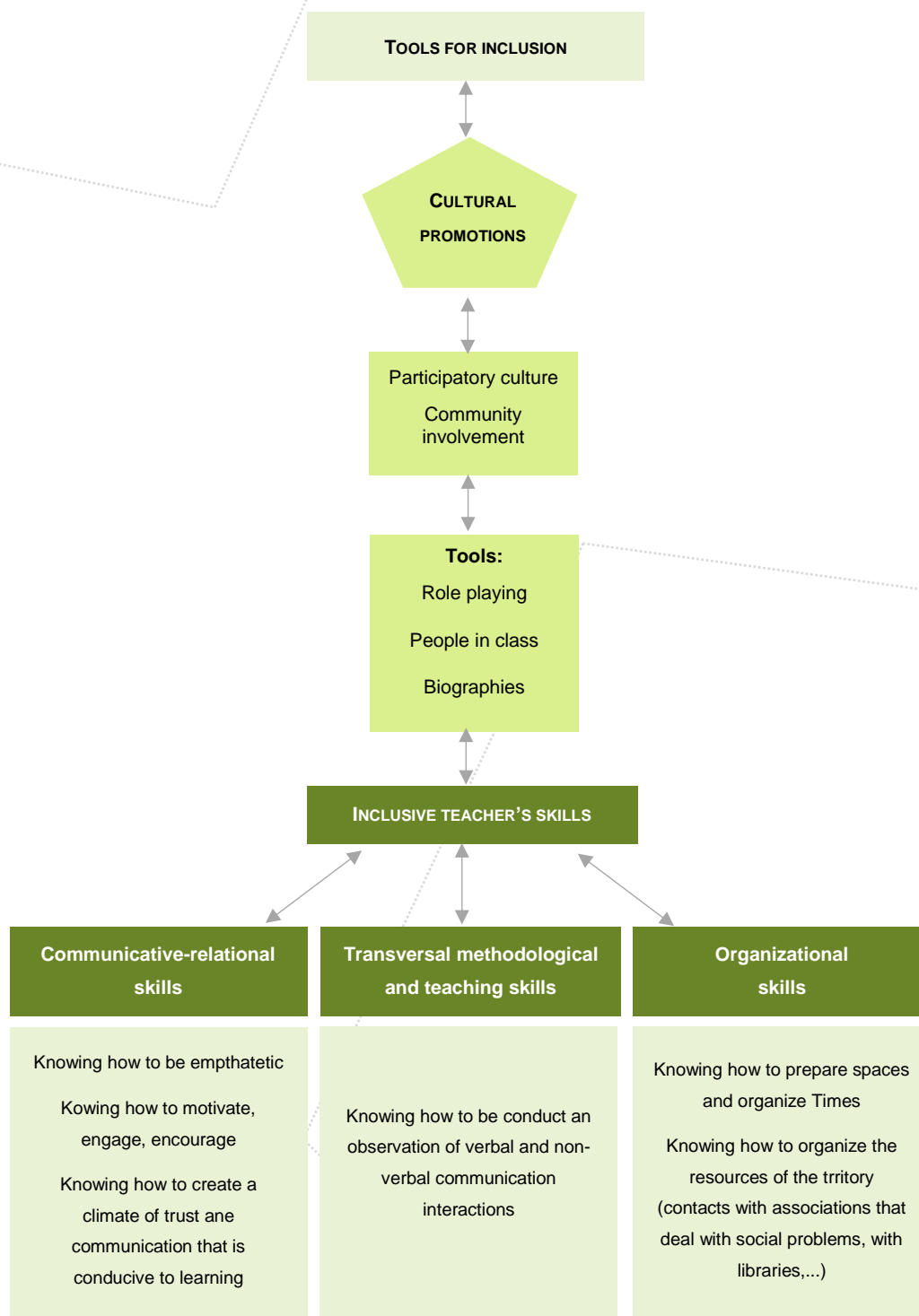
Tools

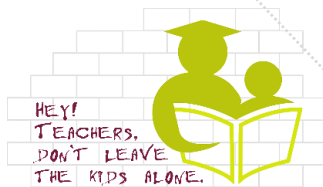
The Role-play
The People in class
The Biographies
- Stories of people





Inclusive Cultural Promotion Map





Tool: The role-play

The **role-play tool** is innovative compared to the usual training practices in the various countries involved in the project, and very significant, as emerges from the reading of the results of the questionnaire submitted after experimentation (Output 2) to promote inclusive culture in children, teachers and parents themselves, through the active, creative, emotional and bodily involvement of the participants and the solicitation of their “relational intelligence” as well as “cognitive”.

„Demolishing stereotypes, promoting empathy, growing tolerance and trust in others”. (Lithuania); „The best tool was the Role-play and Responsibility. Children could build their confidence and develop their social skills. What's more they could feel that they are important part of the class and they could be needed” (Output2, Poland).

The tool is aimed at contributing to the awareness of one's own identity by children and adults - teachers and parents - through the comparison with “other”. The proposal aims to stimulate the development of a critical identity through dialogue and encounter.

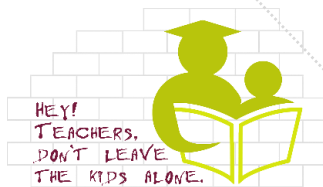
Particularly the role play allows to experience firsthand what are the mechanisms in place in the encounter and in the interpersonal relationship with the person who has special educational and communicative needs. Moreover, in an engaging and playful way allows to explore the creative ways to overcome the limits of communication and relationship.

Description

Two participants are chosen within a group. The rest of the group is an active observer of the game. One of the two players comes out of the room to not hear the indications that the game manager gives to the other player, who is placed in a chair in the middle of the room.

The sitting player will have to comply with the indications provided that are equivalent to the performance of a impairment: for example, he/she cannot speak, he/she can only move the right foot. Despite these limitations/ rules of the game the sitting player must communicate one or two needs to the other player: for example, open the window, switch off the light, bring an object in the space, etc.





The two players will have to create a communication alternative to the one that is usually used. The standing player, with the “able-bodied” one will have to ask questions to stimulate the other player with the one performing a deficit to give him directions using the remaining abilities.

The game ends when the goal defined by the game manager has been achieved.

Following are examples of other indications that the game manager can provide:

- You have arms and legs dangling
- You have a dangling head
- You can only grumble
- You can move the left little finger.

Attention: It is important to stress that all that has not been expressly indicated it is forbidden.

Goals

- Experiencing the direct encounter and the relationship with the difference
- Experimenting with non-verbal communication methods
- Putting children in the shoes of a person with limitations of communication and movement
- Increasing pupil's self-awareness, especially of one's own convictions and feelings
- Developing empathy
- Training functional and socially accepted behavior
- Breaking down stereotypes.

Recipients

Children, teachers and parents.

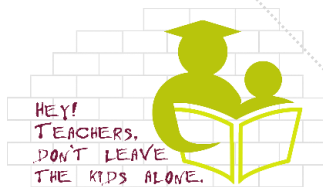
Age and Number of children involved

Role-play can be played with children from nine years upwards. It is proposed within the class group, the number of children involved therefore varies between 20 and 25.

Duration

The role-play has a duration between 1.30 h and 2 h. in which the couples involved alternate. Time also includes the final reflection on the most important aspects that the role-play game has brought out.





Materials

Role-play does not require specific materials because it is focused on the ways that people put in place the comportments and the communications.

Spaces

A space suitable for arranging the chairs in a circle for the participants and for accommodating the couple of players inside.

Teacher's skills

Communicative-relational skills:

- Knowing how to be empathetic
- Knowing how to motivate, engage, encourage

Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions

Organizational skills

- Knowing how to prepare spaces and organize times.

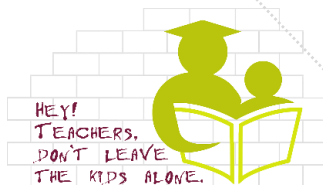
Points of attention

Pay attention to the formation of the couple of players so that it is balanced from the point of view of skills.

Observe the dynamics and the mode of non-verbal communication between the players.

Facilitate the final discussion in order to allow the involvement of all the participants and the expression of the considerations of each individual student.





Tool: People in class



This tool is based on the experience of teachers about life witness of Claudio Imprudente¹, and aimed at getting students in contact directly with people with impairments or with disadvantage in the classroom, to overcome any prejudices and fears. This highly innovative tool allows to work on the concepts of diversity, equality, normality, difference, intelligence, ... and to build didactic paths that, through the comparison and reflection

on one's own and other' strategies of communication and learning, promote in the students greater awareness about "the unity, in the diversity", of human beings.

Description

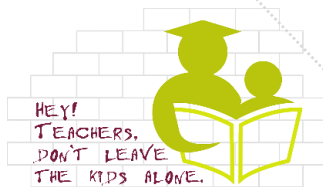
You can ask a person who has the will to be with children for a while in their class. He/she can talk to the children or teach them something like sign language or make a craft with them or play a game with them.

Visitors in class can give a real lesson to children who may have not the chance to be near with people with impairment or with disadvantage, and the only sense they have of them is that they are different and feel sorry for them.

Goals

- Meeting people with disability or from a minority
- Communicating with people with disability or from a minority
- Finding ways to communicate in real circumstances
- Understanding that their disability (physical, social, etc.) is not an obstacle for their wellbeing but social context can be an obstacle
- Promoting an inclusive culture.

¹ First person with a severe disability to obtain an honorary degree from the University of Bologna (18 May 2011), Claudio Imprudente is a writer, journalist and trainer. His story is a long battle against discrimination and stereotypes, always using the weapons of self-irony and self-critique. To communicate he indicates with the look the alphabetical letters printed on a blackboard in plexiglass to an educator who composes the word and the sentence.



Recipients

Children.

Age and Number of children involved

This Tool can be played with children from nine years upwards. The “People in class” is proposed within the class group, the number of children involved therefore varies between 20 and 25.

Duration

Between 40-80 minutes.

Materials

People in class does not require specific materials because it is focused on the meeting and listen between people.

Spaces

Classroom.

Teacher's skills

Communicative-relational skills:

- Knowing how to be empathetic
- Knowing how to motivate, engage, encourage

Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions

Organizational skills

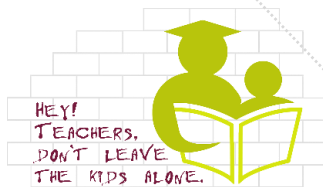
- Knowing how to prepare spaces and organize times.
- Knowing how to organize the resources of the territory (contacts with associations that deal with social problems, with libraries, ...) to promote inclusive culture

Points of attention

Pay attention to the way you invite the person and you introduce him in the class.

Pay attention to facilitate communication between the visitor and the class.





Tool: Biographies - People's stories



This tool is linked to the previous instrument. The reading of biographies of children or people with disabilities or disadvantages can provide multiple reflections and solicit the students' pro-sociality. Many references in written or filmic form can be found in every country such as Nic Vujicic' story.

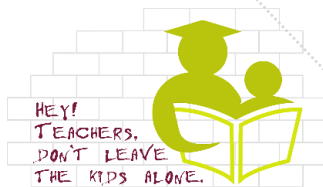
Description

There are many biographies of disabled or disadvantaged people that can be used to sensitize and empower children of overcoming obstacles and the same time contribute with their behavior and actions to help other people overcome obstacles and support people in their social context.

- Stories of famous worldwide people who succeed in their life in their domain such as athletes, scientists, writers, so on.
- Stories of extreme disability, of people who empower others.
- Stories of people in our country, town, city.

The story can be the way of a discussion, a written essay, a search for more about disadvantaged people and their problems, an investigation of environmental obstacles, social obstacles or other for disability people living in their context. It also a way of sensitize them about others problem.

True Stories are inspiring and provide important background knowledge and a way of thinking differently and understanding an issue as a matter of obstacles that society creates or doesn't solve in order to have a well –being. People's stories, disabled, immigrants, refugees and other become challenging and inspire kids to face their own obstacles and at the same time desire to make better world for the people around them.



Goals

- Learning from real life stories
- Understanding limitations for a good living of disabled or other minority people
- Underlining the will and desire of these people overcoming obstacles and succeed in their lives
- Pointing out the importance of social support and other support to these people to succeed in their lives
- Promoting an inclusive culture.

Recipients

Children, Teachers and School staff.

Age and Number of children involved

This tool can be played with children from nine years upwards. The “People in class” is proposed within the class group, the number of children involved therefore varies between 20 and 25.

Duration

Between 40-80 minutes.

Materials

Videos, articles, overhead projector, computer.

Spaces

Classroom.

Teacher's skills

Communicative-relational skills:

- Knowing how to be empathetic
- Knowing how to motivate, engage, encourage

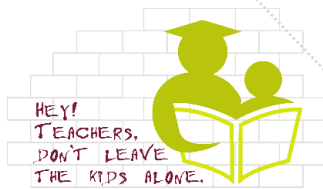
Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions

Organizational skills

- Knowing how to prepare spaces and organize times.





Points of attention

Pay attention to the selected story. It is appropriate to avoid stories that seem the same as someone in the classroom.

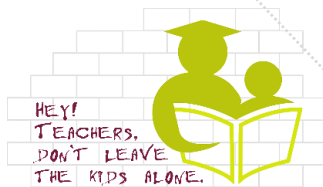
Facilitate the whole work in the class during activity time.

Teacher is free to organized his class and work with children in the way he feels comfortable and competent.

! Dealing at the beginning of the lesson with a painting, a poem, a story, an article, a video that leads to someone's biography.

■ Knowing people's work can also know people's thoughts and believes of their life and the obstacles they faced and the way they overcome them.





Area: School-family Alliance

This area requires special attention, also because the analysis of the answers of the Output 1 questionnaires addressed to families on the themes of mutual collaboration highlight the need for a work to be strengthened. Although this collaboration is very diversified in partner countries, there is still a 25% of parents (1 in 4) that does not show satisfaction with the trend of relationships (Output 1 page 15).

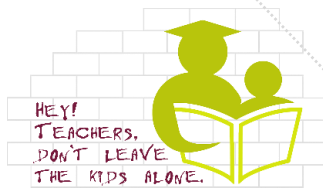
The teachers report that among the main difficulties in the collaboration with the family there are the problems of communication, the planning of meetings, the fear of parents being judged negatively or otherwise in a stereotypical way (Output 1 page 50).

The tools, shared by the group of teachers and characterized by a strong innovation, have been reworked on the basis of the recognition of these needs for meeting, comparison and mutual growth, aspects considered fundamental for the children and for a positive evolution of learning paths.

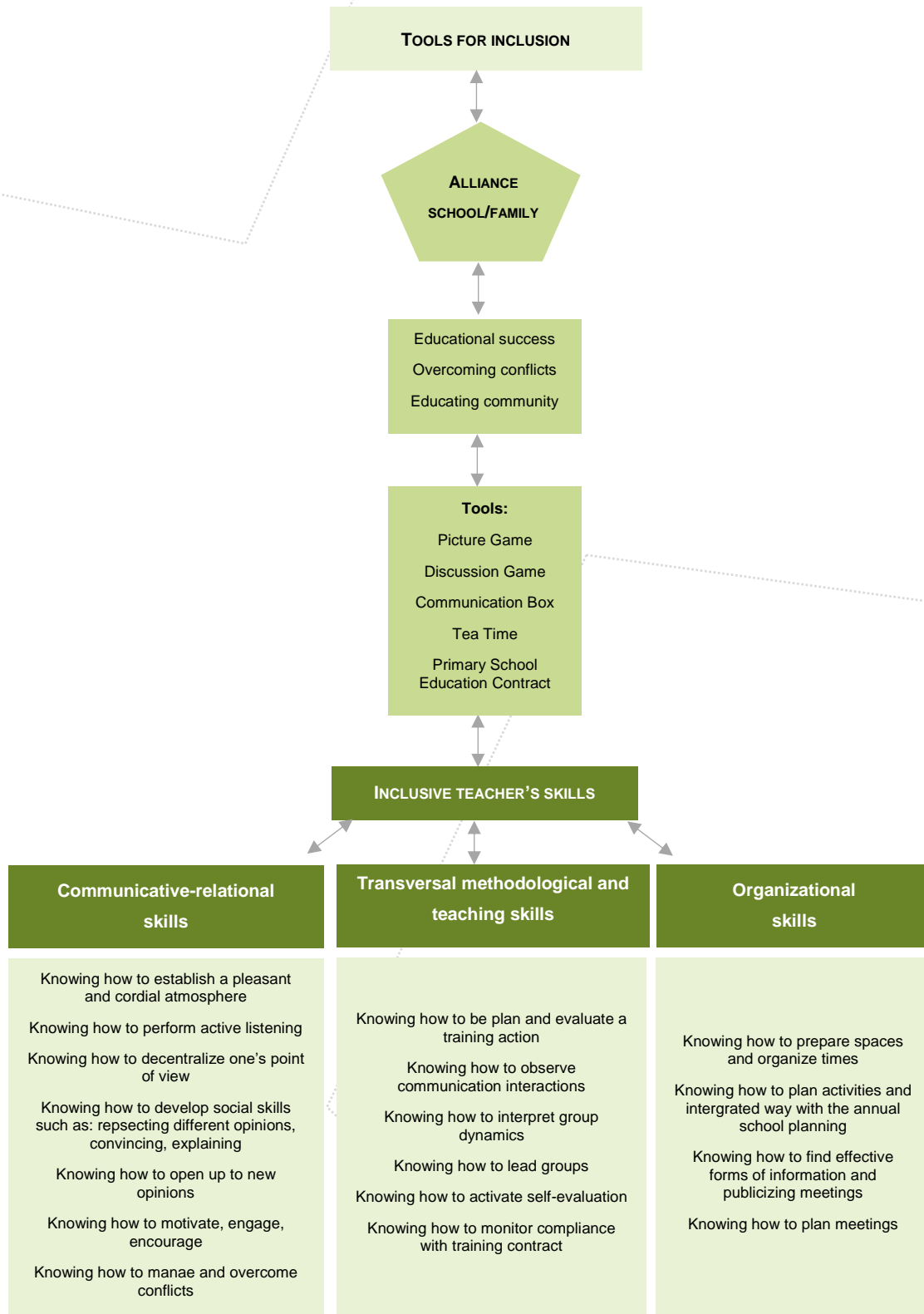
For this aim the following tools have been developed:

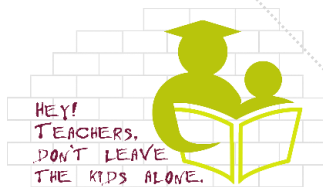
Tools

The Picture Game
The Discussion Game
The Communication Box
The Tea Time
The Primary School Education Contract



School-Family Alliance Map





Tool: Picture Game

This tool, together with *Discussion Game* and *The Communication Box* ones, has, as theoretical reference point, above all the researches and studies of Gregory Bateson (1972) and Paul Watzlawick with Janet Helmick Beavin and Don D. Jackson (1967), exponents of the School of Palo Alto, even if the instrument has been declined and rethought in a pedagogical key by the teachers (Contini, 1980, Fabbri, 1996, 2012, Gigli, 2004).

Description

The picture game helps teachers and parents to become aware of the difficulty of knowing the child's personality, without charging it with their own expectations and interferences, positive or negative: in the face of the emergence of different perceptions on the same subject, one can nevertheless choose whether to limit oneself to reaffirming the legitimacy of one's own gaze or whether to listen to the point of view of others.

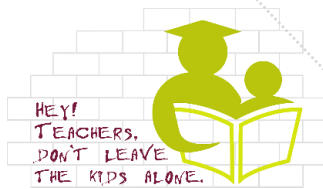
The tool consists in showing, to two or more players/observers, the photograph of a person and of an environment in which it appears inserted, tendentially blurred and not immediately decipherable, such as to impose on the observers an effort of description and interpretation. Each player describes what he sees in the image. It is essential that each observer does not hear the descriptions of others, so as not to be affected.

Depending on the contexts in which it is proposed, the interpretation of the image that is proposed has different effects: in some situations, the homogeneity of the interpretations prevails, despite the ambiguity of the image; in others, observers perceive very different realities.

Goals

- Demonstrating how each of us, when he intervenes on situations of which he does not have sufficient elements of knowledge, tends to fill that void with information, representations, experiences and emotions, linked to his personal story that speak of the observer, rather than of the subject who must observe
- Understanding that people's perceptions differ for the same issue due to their knowledge, experiences, etc.
- Sensitizing to different points of view and enhancing communication skills
- Pointing out the connection between one's life story and experience and his/her way of perceiving the situation
- Increasing awareness of individuals values hierarchy, needs, emotions etc.





Recipients

Teachers and parents.

Number of teachers and parents involved

The number of participants, directly involved in the interpretation of the image, varies according to the time available for the activity.

The number of parents and teachers watching and discussing should enable active participation for all.

Duration

It varies according to the number of participants directly involved: with three people, at most half an hour, forty minutes.

Materials

Chosen image.

Spaces

A classroom whose dimensions vary according to the number of observers.

Teacher's skills

Communicative-relational skills:

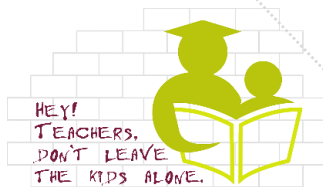
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining
- Knowing how to open themselves up to new opinions
- Knowing how to manage and overcome conflicts

Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to activate a self-evaluation process of one's behaviors

Organizational skills

- Knowing how to prepare spaces and organize times
- Knowing how to plan meetings
- Knowing how to find effective forms of information and publicizing meetings.



Points of attention

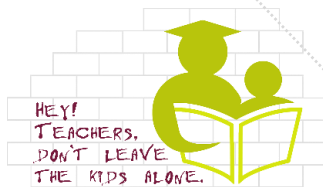
When, in spite of the ambiguity of the photo, similar representations emerge, it becomes important that the participants and the audience reflect on the role that the context assumes in guiding the observer's glance.

Example

Depending on the contexts in which the game is proposed, the interpretation of the image has different effects: in some situations, the homogeneity of the interpretations prevails, despite the ambiguity of the image; in others, observers perceive very different realities.

For example, during a training experience for nursery school teachers (with a shared membership of the Catholic faith) three out of three teachers saw a girl lighting a candle. More often, the looks are diversified, and observers perceive a 10 years-old child surprised while eating the jam in secret, rather than a young woman of about twenty years on a balcony, rather than a 15-years-old girl who experiments in a chemistry lab. Obviously, the gaze is also conditioned by the atmosphere that is breathed within the group, in relation to tasks, relationships, training objectives.





Tool: Discussion Game

The Discussion Game shows how differences and conflicts of opinion are managed in terms of polarization and extremism of their respective points of view, rather than mutual listening: to overcome this phase, it is useful to ask all the actors in game of engaging in the management of a concrete operational situation, in which it is useful to listen to all the points of view that emerged during the discussion, even when they seem irreducibly opposed.

The instrument allows you to test your listening and decentralizing skills towards the other's point of view. It is expected that two groups of people will be confronted with particularly complex and ethical issues, themes that threaten the identity of the people involved, their existential values, their sense of belonging, the points of view consolidated. Topics covered range from disadvantage, to the opportunity to enroll children with disabilities in regular schools, to the opportunity to allow children with impairment to attend activities planned for all children.

In the Evaluation Tool of National Pilot Courses (Output 2), the utility of this tool is highlighted to increase and expand communicative skills both in parents and teachers: “Debate, role-playing in the discussion; it was very fascinating to change positions during the debate”. (Output2, Lithuania); “Parents yes. They were surprised, when they had to argue for beliefs that are not their own. They said that that was very difficult. However, the more they thought about other views, the less they believed that their view is the only possible or correct.” (Output2, Slovenia);” A more effective, active and above all attentive communication to the other” (Output2, Italy).

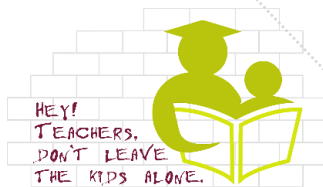
Description

The game envisages that the two groups of people discuss in a first stage to argue their points of view. Then they will be asked to share the roles and then to mix in two heterogeneous groups to work together to build an operational project that takes into account the opposite views discussed there.

The game includes various phases:

1. The group of participants is divided into two subgroups; a theme of discussion is established, and each subgroup is given a point of view that is confronted with that of the other.
2. The participants, after they have discussed animatedly, are called to exchange roles.
3. Subsequently, the participants are called to mingle into two heterogeneous groups, to work together to construct an operational project that takes into account the opposing points of view, previously discussed.





Goals

- Training listening skills and decentralization towards the point of view of the other
- Highlighting the difficulties encountered in getting in tune with different realities from our own: difficulties that often hinder the relationship between school and family, between teachers and students, but also between children and parents
- Developing social skills such as: respecting each other's opinions, convincing, explaining.

Recipients

Teachers and parents.

Number of teachers and parents involved

- The number of participants involved in the discussion, for each group, can vary from 6 to 10.
- The number of parents and teachers listening and discussing should enable active participation for all.

Duration

Each of the three phases must have a significant amount of time, in such a way that the game has a total of about two hours available. It is also not excluded that it can be resumed even later to verify if the passage of time has favored a process of emotional processing and reduction of initial distances. In fact, fast conducting prevents participants from delving deeply into the part and favors their tendentially superficial interpretation.

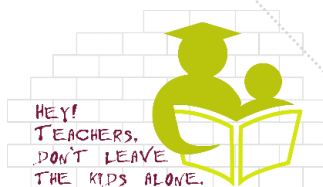
Materials

The Discussion Game does not require specific materials because it is focused on the meeting and listen between people.

Spaces

Classroom of variable size depending on the number of people that make up the group. When the number is very high, in addition to the discussion group, it is necessary to foresee the presence of an audience, which attends the performance of the game in all its phases.





Teacher's skills

Communicative-relational skills:

- Knowing how to perform active listening
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining, ...
- Knowing how to manage and overcome conflicts
- Knowing how to open themselves up to new opinions

Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to observe behaviors, to interpret group dynamics and to lead groups
- knowing how to activate a self-evaluation process of one's emotions and behaviors

Organizational skills

- Knowing how to prepare spaces and organize times
- Knowing how to plan meetings
- Knowing how to find effective forms of information and publicizing meetings.

Points of attention

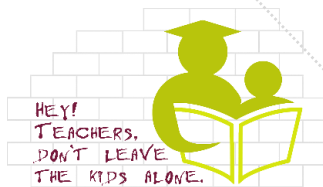
Attention to time: If it is carried out in contracted time, the participants risk not activating an appropriate level of involvement in the change and remaining firm on their positions.

Second phase: it is necessary to induce the participants to overcome the attitude of ironic imitation to arrive at a capacity for acting and convincing interpretation that favors the assumption of the point of view of the other.

Third phase: it is necessary to verify that all the points of view that emerged during the discussion are useful for defining the operative project of reception and inclusion: often, the participants tend to find quick settlement solutions, which do not take care of all the phases necessary for the process inclusion.

Examples

The tool of the discussion can be used to solicit the comparison on problems related to the evolution of thought, customs and collective mentality. Topics may range from inclusion of children with intellectual disabilities to homosexuality, lesbian, gay, bisexual and transgender (LGBT) parenting, the relationship between welcoming cultural diversity and maintaining one's own educational and religious customs.



Tool: The Communication Box

This tool is based on the direct experiences of teachers regarding the difficult relationships between parents and teachers.

Fears are reciprocal and consist, for teachers, in the fear to face a conflict, to be affected in their self-esteem, in their independence in choosing the didactic work to be implemented, etc. The parents generally fear to express their disagreement with respect to what is planned by the teachers due to possible retaliation on their children, they are afraid of feeling inadequate, unjustly accused, that their child is not understood.

This tool, never used previously, allows you to create the conditions for a progressive gradual establishment of a constructive contact.

Description

The tool provides for a box to be made available to parents in which to insert their written messages within a certain time (for example, one day, at most one week).

The written messages may concern problems encountered in the context, difficulty in relating to individual teachers or with the whole operating group, anxieties related to the relationship with the child, degree of satisfaction with the service ... The feed backs must be anonymous, in order to facilitate the spontaneous expression of one's emotions.

After having read them, teachers have time to reflect together and individually on these messages, to discuss the type of response and return to be given to parents during a meeting/assembly that is organized with this objective.

Goals

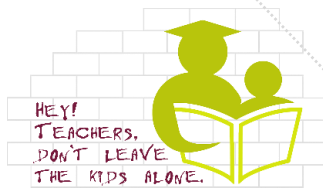
Parents:

- Suggesting some implementations or amendments.

Teachers:

- Getting acquainted with the opinion of others and seeing their point of view
- Changing the attitude towards parents.





Recipients

Teachers and parents.

Number of teachers and parents involved

Parents of children in the class.

Duration

The duration of the meeting may have a running time which, depending on the extent of the problems, varies from a minimum of 1 hour to a maximum of 3 hours.

Materials

Box that it is good to be personalized by the teacher even with the involvement of the class group.

Spaces

Local scheduled for the holding of the assembly: it would be preferable that it had characteristics such as to allow a circular arrangement, rather than frontal.

Teacher's skills

Communicative-relational skills:

- Knowing how to perform active listening
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining, ...
- Knowing how to manage and overcome conflicts
- Knowing how to open themselves up to new opinions

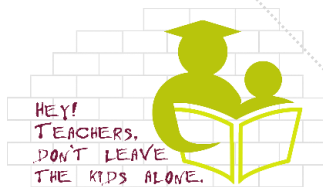
Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to observe behaviors, to interpret group dynamics and to lead groups
- knowing how to activate a self-evaluation process of one's behaviors

Organizational skills

- Knowing how to prepare spaces and organize times
- Knowing how to plan meetings
- Knowing how to find effective forms of information and publicizing meetings..





Points of attention

Good time management: time varies according to the number of participants and the number of feed backs received and the complexity of the problems that emerged

Create a communication context that helps to break down communication barriers. This allows to create relationships of trust even if not all the declared problems find immediate solution.

Example

The tool can be used to bring out the positive or negative leadership roles existing within the groups; to promote attitudes of greater authenticity in interpersonal relationships; to highlight the major or minor agreement on tasks and objectives.

For example, within a group made up of primary school teachers and their school manager, emotional problems and ambivalences may emerge, which if constructively interpreted can help the manager to modify some basic attitudes and to move towards a more participated management of the school context.

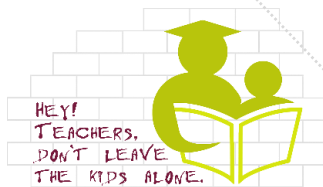
About inclusion, it allows parents to express their concerns about the entrance of the students to be included, consenting them to present themselves and make themselves known for what they really think.

The Communication box is preparatory to the "Tea Time" tool, especially if you want to get to lead focus groups with parents and teachers together. Because if the parent has not already had the opportunity to express anonymously their discomforts and their own conflicts in the relationship with the school, the presence of the teacher within the focus group continues to be an element of inhibition.

The focus groups between teachers and parents together must be the last stage of a journey that includes:

1. Before the game of feed-back by parents
2. Then the focus with the teachers only
3. So the focus with the parents only
4. Finally, the shared focus.





Tool: Tea Time

The use of the **Tea Time** instrument in the scholastic environment is particularly interesting. It is a technique, connected to the focus group experience and to the indications provided by American sociologists in 1940, K. Levin and R.K. Merton, for the detection of opinions, attitudes and judgments, based on the discussion between a small homogeneous group of people, invited by a moderator to express themselves on a specific issue with few points in discussion.

Description

A small group of people, the management of the teacher, a well-identified topic are aspects that can help parents to express themselves in the freest way possible and to feel considered and respected.

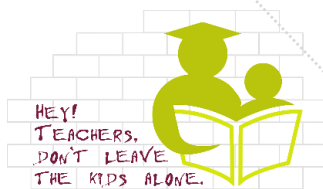
In the realization of a Tea Time must be kept in mind:

- Definition of the objectives of the TEA TIME and delimitation of the topic
- Choice of participants
- Construction of the conduction track
- Method of managing the TEA TIME and the role of the tenant
- Methods of analyzing the "data" that emerged
- Return of the main aspects emerging from the Tea Time, trying to find solutions when possible.

Goals

- Privileging the analysis in depth rather than the extensive type
- Collecting within a limited time a range of points of view on the same topic
- Ensuring that the group, to the greatest extent possible, compares itself in the most autonomous way on the topic of investigation
- Exchanging opinions
- Motivating the target groups to work more effectively
- Promoting inclusion within the target groups
- Increasing social cohesion of families and educators in their scholastic experience.





Recipients

Parents and Teachers.

Numbers of participants

8- 10 people.

Duration

- Duration of a Tea Time is 1h 30 m about.
- Usually the Tea Time realizes in the afternoon or anyway after times of school.
- The Tea Time is very challenging and tiring activity for the recipients, so is better to use when there is very necessity, maximum two or three times for year.

Materials

White sheets to take notes on. Short written texts can be used in which different points of view are expressed in relation to the problem to be discussed.

Spaces

A room suitable to welcome participants possibly around a table.

Teacher's skills

Communicative-relational skills:

- Knowing how to perform active listening
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining, ...
- Knowing how to manage and overcome conflicts
- Knowing how to open themselves up to new opinions
- Knowing how to establish a pleasant and cordial atmosphere, inspiring trust and not detachment.

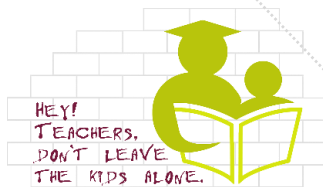
Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to observe behaviors, to interpret group dynamics and to lead groups
- Knowing how to activate a self-evaluation process of one's behaviors

Organizational skills

- Knowing how to prepare spaces and organize times
- Knowing how to plan meetings
- Knowing how to find effective forms of information and publicizing meetings.





Points of attention

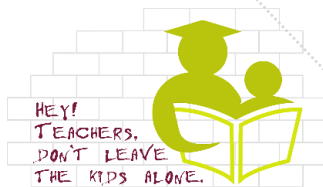
The Tea Time it is especially useful when you want to deepen what the participants think of a theme or a situation-problem. The teacher can decide if opportune to use this tool.

Before starting a Tea Time involving parents it is important to give some indications:

- Having a preparation on group dynamics that allows them to identify the presence of relationships of leadership, subjection or complicity among the participants and to conduct the interview in order to overcome them
- There must not necessarily be unanimity. Each participant can have and express their opinion. Every statement is important and precious
- Questions can be asked both to the tenant and to the other participants
- It is important to speak one at a time because the whole meeting is recorded. The recordings are necessary because it is not possible to remember or write everything that is said during the meeting
- Directing a TEA TIME does not mean "recall" immediately those who go off the road, but bring them back to the topics of discussion after having left them a bit 'of space
- Audio recordings and other materials on participants will not be publicized
- The opinions expressed will be reported in a final report in an aggregate way so it will not be possible to recognize who said what so that we can speak freely and honestly.

In these years of marked increase in tensions between school and family (tensions that often hinder the process of inclusion), the TEA TIME instrument can allow teachers to leave their isolation and start communicating on socially widespread situations, of which one should not be ashamed, since they express a need for ample and consolidated transformation, which calls them into action in the first person.





Tool: Primary School Education Contract

This tool is re-elaborated on the basis of the social knowledge theory. It is a well-known, but poorly used tool, while its use, from the point of view of inclusive teaching, is useful for helping to form an educating community.

The Educational Co-responsibility Pact is aimed to highlight the roles that the individual elements (pupils-children, parents, teachers) play within the school and the rules (and therefore the responsibilities) that define the identities of each role. It is born as tool to give the possibility to realize an educational alliance between families, students, school operators and territory. Each member takes on commitments and responsibilities respecting his own identity and his own role to share educational paths and rules with the other roles, for the human and civil growth of the students.

To build an inclusive school it is important that the teacher convene the parents and present them at the beginning of the school year the formative contract, enhancing their active participation and stimulating the concrete expression of their talents, their abilities for empowerment of the educating community.

Description

The Educational Co-responsibility Pact between school and family is a set of rules of behavior for teachers, pupils and families, as well as the formalization of the evaluation criteria for pupils, with the aim of guaranteeing the best possible right to education obligation.

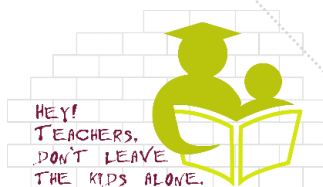
In short, the Educational Co-responsibility Pact is the shared definition of principles, behaviors, rights, duties, resources that the school, the family and the pupils share and undertake to respect.

The pact is written in a document, customizable by each school, signed by the school and by the family.

Goals

- Fostering the educational alliance between school and family
- Sharing values and rules
- Increasing the level of involvement and responsibility of students, teachers, families
- Increasing the sense of belonging to the school community.





Recipients

Children, Teachers and Parents.

Number of participants

Teachers, parents and children of one class.

Duration

The educative agreement is shared at the beginning of the year or in individual meetings during the scholastic year.

Materials

Printed forms of the agreement.

Spaces

- assembly room
- reception room.

Teacher's skills

Communicative-relational skills:

- Being able implement an empathic and non-formal communication
- Being able encourage real involvement

Transversal methodological and teaching skills:

- Knowing how to plan, organize and evaluate a training action
- Knowing how to monitor compliance with the primary school education contract
- Knowing how to promote the student's ability to self-evaluate

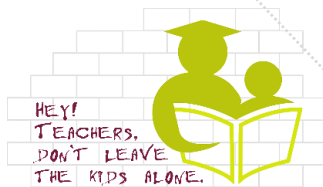
Organizational skills

- Knowing how to find effective forms of information and publicizing meetings
- Knowing how to plan meetings.

Points of attention

- Presence of achievable goals; it is necessary not to include unrealistic expectations
- Active involvement of all parties in the construction of the pact
- Verification of the progress of the amount subscribed.





Example of contract

PRIMARY SCHOOL EDUCATION CONTRACT

School year Classes

Dear Parents,

We kindly ask your cooperation to write the education contract that we mentioned during the meeting held at the beginning of the school year.

We invite you to write down below the undertakings you feel you can assume and the desires you would like to express in the current school year:

Commitments:

.....
.....
.....
.....

Desires (expectations and waits):

.....
.....
.....
.....

We also ask you to report any work skills and / or abilities you may need to set up the database of the class.

The data collected through this survey that we will receive from this survey will be tabulated and presented to you at the meeting of the day at the (hours) in our primary school (where).

Name Surname

I can do:

.....
.....
.....
.....

Phone number

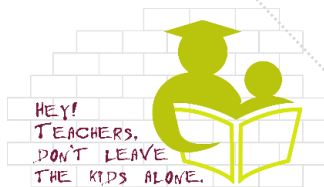
Thank you for your cooperation.
Sincerely,
The teachers



Erasmus+

Project N° 2016-1-IT02-KA201-024342

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



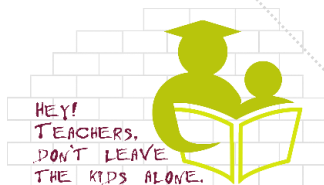
Area: Inclusive Didactics

As for the tools for inclusive teaching, they have been elaborated on the basis of the reference literature of special didactic for inclusion and on teachers' experience. T particular:

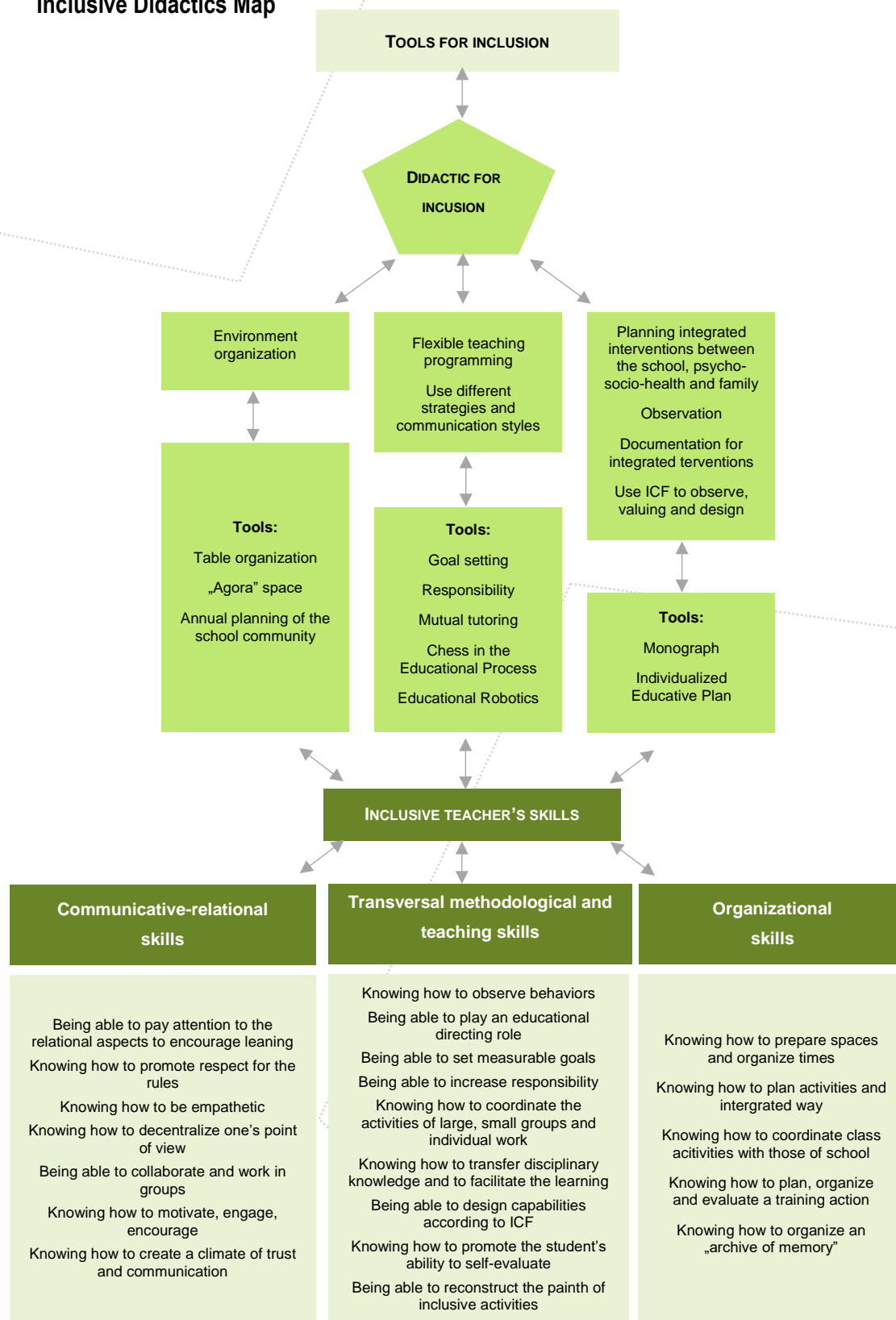
Tools

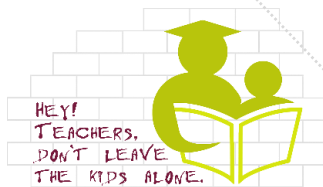
Table organization
"Agorà" space
Annual planning to community school
Responsibility
Goal setting
Mutual tutoring
Chess in the Educational Process
Educational Robotics
Monograph
Individualized Educative Plan





Inclusive Didactics Map





Tool: Table organization



- The organization of the spaces is one of the fundamental footsteps in the construction of an inclusive school.
- The configuration of the environment is direct expression of the founding values the inclusive education: community, hospitality, responsibility.

In the report from IO1 it was written that teachers claim that “the schools are underfunded and cannot acquire new specialists, or buy new, necessary equipment”. This critics topic can be exceeded also with this tool² that non-need expensive materials or sophisticated object.

Description

In the classroom the tables area is used for small group work, in pairs or individually.

The individual desks, arranged in cinemas for lectures of the frontal type, are abandoned in favor of large square tables, arranged in islands, in which the students can collaborate with each other equally. In the absence of large tables of six, it is possible to join four individual desks. Different activities take place in the various tables: while the teacher explains a lesson at a table, the next one does some exercises, the third one draws or reads.



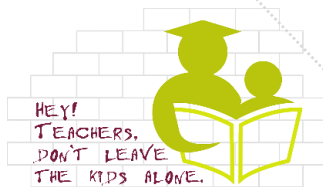
Signals are made that, placed on the various tables, indicate to the children that if the activity that is taking place is to be done in a quiet voice or in silence.



When students must work on their own and they must be quiet the teacher puts the fish on the desk.

² This tool, together with the instruments: “Agorà” space, *Annual planning of the school community* and *Responsibility*, has been elaborated by teachers who work according to the indications of the project “School without backpack” (Orsi, 2016). In order to have a detailed example, please refer to the Appendix.





The snake is used when students work in pair or in group. They must speak with a low voice.

The table reserved for the teacher is a supportive place because the teacher, in his role as director of the class space, moves inside the classroom most of the time. For this reason, the teacher's desk is replaced with a small table.

Each table has a student who, in turn, holds the role of table manager.

Goals

- Fostering in the students the most autonomous and responsible management of the learning situations
- Increasing group ties
- Building a sense of belonging and community in the class group.

Recipients

Children and Teachers.

Age and Number of children involved

Table organization is a tool that can be proposed from 6 years onwards. It involves all the students of a class group.

Duration

This proposal permanently structures the organization of work in the classroom.

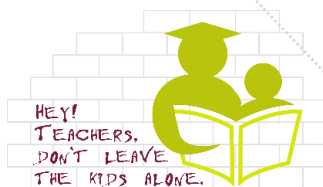
Materials

The common stationery material is offered in small trays placed in the middle of the table: in this way children are prevented from transporting their own materials, promoting the use of objects of common property and inviting a sense of responsibility towards the school space.



The individual material of the pupils is contained in special vertical holes or in drawers. If there is not the possibility of having shelving for the little holes, you could use bags of cloth, quite large and marked with the name of each student, to be placed on hangers.





Spaces

Classroom space.

Teacher's skills

Communicative-relational skills:

- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage
- Being able pay attention to the relational aspects in setting up the tables to encourage learning

Transversal methodological and teaching skills:

- Being able to increase the level of responsibility of the students
- Knowing how to promote the student's ability to self-evaluate
- Knowing how to coordinate the activities of large, small groups and individual work
- Knowing how to observe children's behaviors to enhance their learning
- Being able to play an educational directing role
- Knowing how to activate implicit knowledge
- Knowing how to transfer disciplinary knowledge

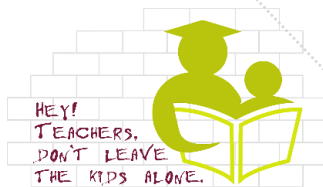
Organizational skills

- Being able to carefully prepare the space and manage working time.

Points of attention

- Each child must have a fixed place throughout the year marked by the tag of his name, at least one drawer where to store his own material (to avoid the personal material being placed in the closets)
- Each table is a working group and should therefore be marked with a logo chosen by the children
- The material on the table must be kept in order
- The chairs must always be placed, and the table cleaned.





Tool: “Agorà” Space



- The proposal of the "Agorà" tool is based on the need to strengthen the sense of belonging to a community and the ability to exercise responsibility on the part of the students.
- Setting up a physical space specifically dedicated to the "Agorà" transmits to the students the importance of this objective. Dedicating part of the school time to self-managed activities or to discussions regulated by the teacher in the space of the Agora you train to a future of active and aware citizen.

Description

In the class an Agora area is set up: a space where, in a large group, regulated and scheduled activities can be carried out:

- Reading stories
- Guided discussion
- Decision-making and illustration of the activity calendars
- Teacher explanations and demonstrations

It is a circumscribed space, generally delimited by a corner between two walls and shelves arranged as a divider.

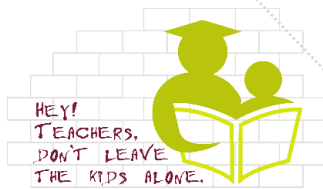
The teacher's explanations are preordained over time to allow children to know the hour when a lesson will take place in the agora. They have the responsibility to interrupt the work and enter at the appointed time: this already sets them to concentration, making the call to the attention of the teacher superfluous.

In addition to the moments dedicated to collective decisions regarding the activities of the day or week, the agora is used for stories and songs, for the ritualization of entry / exit moments and as a reading space inside the classroom.

Goals

- Developing listening skills
- Developing skills in responsible social relations
- Increasing the level of well-being through communication in a comfortable and adequate space.





Recipients

Children and Teachers.

Age and Number of children involved:

The Agora is a tool that can be proposed from 6 years onwards. It involves all the students of a class group.

Duration

Vary depending on the type of activity that takes place.

Materials

Benches, carpets, cushions.

Spaces

Corner of the class equipped with wooden benches, soft seats and hypoallergenic carpets.

Teacher's skills

Communicative-relational skills:

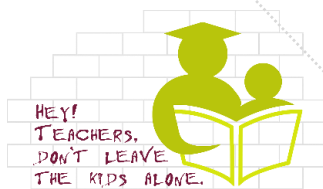
- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage
- Knowing how to perform active listening
- Knowing how to be empathetic
- Knowing how to decentralize one's point of view
- Knowing how to open themselves up to new opinions
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining

Transversal methodological and teaching skills:

- Being able to increase the level of responsibility of the students
- Knowing how to coordinate the activities of large, small groups and individual work
- Knowing how to observe children's behaviors to enhance their learning
- Being able to play an educational directing role
- Knowing how to transfer disciplinary knowledge

Organizational skills

- Being able to carefully prepare the space and manage working time
- Knowing how to organize activities in an integrated way with didactic planning.

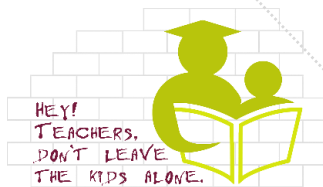


Points of attention

Care of space and furnishings.

The furnishings provide fundamental indications for the use of space: the barrier arrangement of the dividers, for example, creates an entrance that reminds the children - in the act of entering - that this is a special place where there are also rules to be respected. Thanks to the carpets and the footrests the mode of frontal relationship between teacher and pupils is expressed by bringing into play the whole body. The children can listen to explanations while remaining crouched in a position of recollection. Matching the posture to the task reinforces the moment of listening, increases concentration and makes communication much more effective.





Tool: Annual Planning to community school

The community dimension makes the school more effective. It allows to improve the learning of each student as it solicits the exchange of good practices among teachers, allows interaction between pupils, both peers and between large and small, encourages the participation of parents. It is about sharing problems and resources, difficulties and opportunities from a school perspective.

The Annual Planning to community school is a tool that fits into this field of work, building an overall picture of the educational offer of the school in which the activities of individual class groups are coordinated.

Description

The calendar annual activity plan is a fundamental tool for managing the activity. Needs to:

- be shared with the students
- be put on a poster
- be displayed on a panel so that it is visible and serves as a daily and monthly guide.



What should contain:

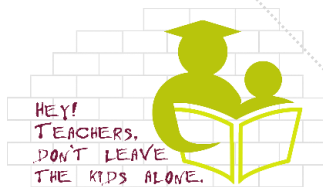
FRONT activities: teaching activities (of the classes, in common, groupings, open classes, workshops ...), intermediate activities (entry, exit, canteen, after-dinner), extraordinary activities (trips, outings, parties, special days).

BACK activities: school meetings (team, intersection / class, assemblies), teacher training for and for communities, exchange between teachers and peer review, articulation of school hours.

Goals

- organizing the life of the school well by calibrating the commitments
- making the school readable to everyone: students, teachers, managers, parents and externals (the idea is that schools must become transparent, make themselves known and appreciated)
- to immediately view the life and initiatives of the school and of the class-sections
- reconstructing the history of the school year and re-read it at the end the year
- for evaluating and reflecting.





Recipients

Teachers, students, parents.

Duration

At the beginning of the year we proceed with the realization of the Planning base. We can hire people (teachers and students) for any updates during the year. At mid-year and at the end of the year checks can be made to reconstruct the history, the path of a year and review it together (pupils, teachers, parents, managers, school collaborators).

Materials

Poster, colored markers, glue, cards

Spaces

Planning annual must be placed in a school space where it is clearly visible.

Teacher's skills

Communicative-relational skills:

- Being able to share information and skills with the teaching group
- Being able supporting children and giving a motivational feedback

Transversal methodological and teaching skills:

- Being able to reconstruct the path of inclusive activities carried out during the year and promoting reflections on it, together with students, teachers, parents

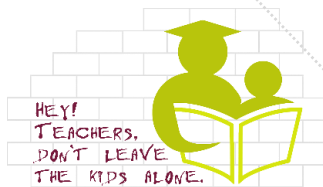
Organizational skills

- Knowing how to prepare spaces and organize times to coordinate class activities with those of school.

Points of attention

In the construction of the Planning it is important to involve all the teachers, the students, the scholastic collaborators, the parents. Higher is the level of partnership more is reinvigorated the scholastic community.

To use an immediate language, not technical and to take care of the aspects of aesthetical pleasantness.



Tool: Responsibility/Task Board

This tool promotes the creation of a context that is careful not to exclude anyone, where each pupil has duties of responsibility towards others and an individualized program is implemented so that each one learns according to his cognitive and emotional characteristics.

In particular, the experimentation of the Responsibility tool of National Pilot Courses Output 2 has resulted in a change in attitude: „Raised responsibility, friendship and collaboration among the children. (Lithuania) and an increase in the level of cooperation in group work: “Educating students' sensibilities, developing a human being, making positive changes in it; education of specific social behaviors; awareness of one's individuality while respecting the separateness of others; developing fantasy, stimulating to activity, discovering new things” (Poland); “Each pupil has a role and each one depends on each other. Have a common goal to reach.” (Cyprus); “This tool stimulates group comparison because they must be administrated and monitored carefully.” (Italy).

Description

The tool consists in the attribution of a role of responsibility performed by the students on indications received from the teacher.

The student is called by the teacher to receive instructions and indications on the activities that take place at the work table. In particular:

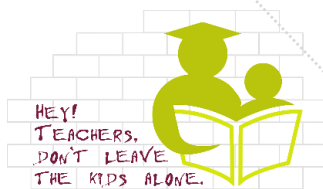
- lends help to the classmates also on the instructor's recommendation
- is called for consultations by the teacher together with all the other managers
- helps and urges classmates to respect the rules.
- In addition, the managers of the table once a week make a meeting to highlight positive aspects and critical issues, draw up a summary report and put forward proposals to correct the negative aspects; the report is presented and discussed with the whole class.



Goals

- Encouraging students to be autonomous in managing moments of work in the classroom
- Increasing the ability to take care of other companions, space and materials
- Increasing personal responsibility.





Recipients

Children.

Age and Number of children involved

The Responsibility/Task Board is a tool that can be proposed from 6 years forward. In turn involves all the students of a class group.

Duration

Table manager is in charge at least 2 months the table manager is in charge at least 2 months.

Materials

A billboard where to mark the tasks and the names of the students who play them. The billboard can be customized with drawings and photos.

Spaces

In the classroom.

Teacher's skills

Communicative-relational skills:

- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining, ...
- Knowing how to promote respect for the rules

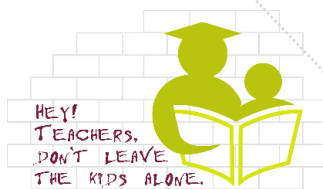
Transversal methodological and teaching skills:

- Being able increase the level of responsibility of the students
- Knowing how to promote the student's ability to self-evaluate
- Knowing how to coordinate the activities of large, small groups and individual work
- Knowing how to observe children's behaviors to enhance their learning
- Being able to play an educational directing role

Organizational skills

- Knowing how to assign roles and tasks, distributing them to everyone in rotation.





Points of attention

It is necessary:

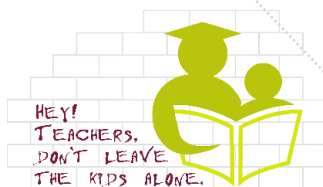
- Strengthen and support the positive motivation of the students emphasizing the growth of skills and results
- Early detection of the presence of any difficulties in performing assigned tasks or problematic behaviors.

Examples

The table manager – tasks and roles

1. He/she is called by teacher to receive the instructions and indications on activities that it is conducting in the table
2. He/she helps the classmates of your table also listening to the teacher
3. He/she is called by the teacher to give advices, jointly with all the other table managers
4. He/she helps and solicits the classmates to respect the rules
5. The table manager is nominated by teacher and he/she is appointed at least for two months
6. The table managers meet once a week they to highlight positive aspects and criticalities, they write the minutes of each meeting and they make proposals to recovery negative aspects; the minutes is presented and discussed in a plenary session involving all the children of the class.





Other responsibilities

Tasks and roles

Materials managers
(book, various tools, notebook, etc)

They are worried to distribute and take the table's materials, they check that wardrobe and shelving are in order

Presence managers

They register the presences in the morning and the absences on the basis of tools and procedure established

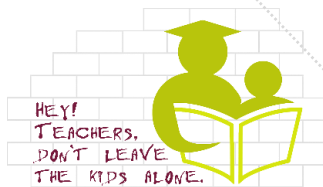
Stationery managers

They distribute and check the table's stationery

Order and cleaning managers

They take care to clean the table during hours established: before break (in the morning) and before the lunch; at the end of lessons.





Tool: Goal Setting

This tool has been elaborated according to the constructivist theories of teaching and to the awareness of how essential it is to make every student protagonist of his/her learning.

In particular, involving the student in the identification of the objectives that he/she must pursue himself, makes him/her responsible and motivates him to commit and improve.

Description

Teacher deal rights and responsibilities with his class. At the end they all draw a list with three columns rights - responsibilities – actions in both ways. They all draw the importance of rights and responsibilities in promoting respect of all regardless their sex, religion, disability, minority, etc. After, teacher in person discuss with a child and guide child to set a goal. The goal refers to a clear and measurable behavior/action.

The teacher set time of the day that they assess the goal in a simple way. Goal change every two weeks.

Accomplishment of a goal can be a puzzle piece or a green. Goal setting makes children to be responsible for their actions. When goal setting is done by them for them then is more meaningful and make more effort to get improved.

Goals

- Setting personal goals (behavioral, social, emotional)
- Assessing personal goals according to given criteria
- Developing responsibility

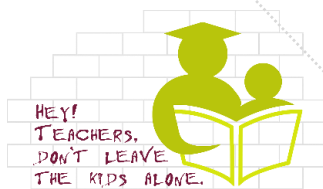
Recipients

Children and Teachers.

Age and Number of children involved

This Tool can be played with children from nine years upwards. The “People in class” is proposed within the class group, the number of children involved therefore varies between 20 and 25.





Duration

Between 40 - 80 minutes.

Materials

Goal Setting and Assessment Personal Card.

Spaces

Each student has in his desk his personal goal to remind them his actions.

Teachers skills

Communicative-relational skills:

- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage

Transversal methodological and teaching skills:

- Being able setting clear and measurable goals
- Being available and able to coordinate class activities with large groups, small groups, individual work

Organizational skills

- being able to carefully prepare the space and manage working time.

Points of attention

Teacher can also set a goal for him. In that way becomes an example for his class.

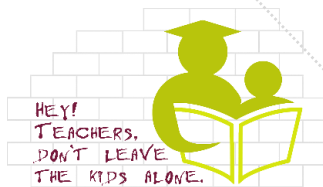
Reward not to be materials/toys or favorite things.

Rewards can be cards with meaning relating to rights, responsibilities.



This activity can follow lessons about rights and responsibilities and how they are interpreted in actions in a clear and measurable way.





Tool: Mutual tutoring

This practice has its origins in the organization of the teaching promoted by the two English philosophers and educationalists, Andrew Bell and Joseph Lancaster between the end of the 18th and the beginning of the 19th century.

Vygotsky and Piaget represent two important theoretical references for mutual learning. For both scholars, in this process of mutual support children learn a series of relationship skills (knowing how to listen, accept the other, know how to wait, be able to appreciate the efforts of the partner, ...), develop their cognitive abilities and acquire new knowledge.

Description

Mutual tutoring is a method based on a cooperative approach to learning that involves work in pairs or small peer groups where one student assumes the role of teacher TUTOR and the other (the others) that of the student.

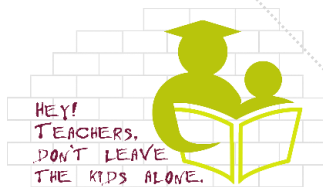
There is talk of mutual aid role among students because the role of tutor is played alternately.

There are many possibilities for structuring the use of the "mutual aid" tool:

- a pupil who acts as "master" to another
- a pupil who acts as "master" to a group
- a pupil who performs teaching in the classroom with the entire school
- a pupil who coordinates a group for an activity
- a student with a certain type of difficulty that helps a partner with a impairment.

Goals

- Encouraging individualized learning
- Increasing the socio-affectional ties
- Promoting social inclusion within small groups of pupils



For the child-tutor:

- Enhancing his learning
- Improving self-esteem
- Increasing motivation towards the school
- Promoting compliance with the rules

For the child-student (tuttee):

- Enhancing his learning
- Improving relational skills.

Recipients

Children.

Age and Number of children involved

It can be used with children from 8 years onwards. It can involve all the students of a class group.

Duration

Mutual help meetings are usually weekly or biweekly with a duration for meetings of 30 to 45 minutes. It is preferable to always keep the same time.

Materials

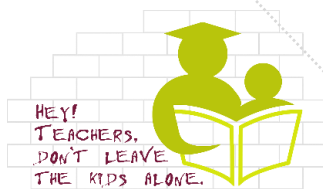
Writing a diary completed by the tutor at the end of each meeting and a diary completed by the teacher who coordinates the work is very useful.

Materials adapted to the objectives and diversified from those normally used in the classroom.

Spaces

Possibly outside the classroom, in an undisturbed space and conveying the idea that work is serious and important.





Teacher's skills

Communicative-relational skills:

- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage
- Knowing how to perform active listening
- Knowing how to be empathetic
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining, ...

Transversal methodological and teaching skills:

- Being able facilitating the learning
- Being able to activate the implicit knowledge of the pupils
- Being able programming and evaluate a training action

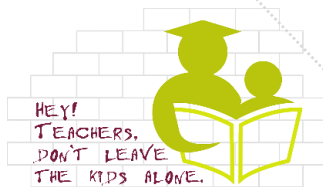
Organizational skills

- Knowing how to organize times and training action.

Points of attention

- A phase is necessary to prepare the students for the role of tutor and to establish the mutual commitments with the pupils involved, also in the form of a written contract.
- Take care of the choice of objectives that must be adapted to the realistic potential of the students.
- Defining carefully the pairing between the students, it is necessary to avoid that there is excessive distance between the participants, that is not to choose one too good and one too in difficulty.
- Do not directly interfere with the role of the tutor but recall the tutor to his responsibilities.
- Give appropriate feedback, intervene in times of crisis, take a step back when the couple works.





Tool: Chess in the Educational Process



Chess is an activity that has often been used in educational contexts for educational purposes but can be used in the innovative perspective coherent with the project's objectives.

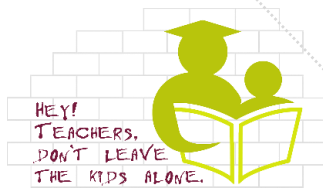
Description

With the rapid growth of the flow of new information, with the advancement of technology, students are faced with the challenge of choosing the right information from a huge amount of information, evaluating, arguing the suitability and reliability of the information they accumulated, and learning how to use it in new situations. One of the most important educational goals of the 21st century is to develop the ability of critical thinking, solving problems, creativity, and concentration.

Practitioners are convinced that one of the ways to achieve these goals is to bring chess into the educational process, because chess encourages children to solve problems, to look for alternatives and not to give up until all the possible options are exhausted. Chess is a great way to develop patience and learning to focus on certain things, learning how to think and act on your own for a long time. Chess is free from deception. This is a particularly honest game that educates to think about the consequences of your actions and to take responsibility.

With the emergence of digital devices, one can play both against the computer and online with one or several players. You can contact the chess player anywhere in the world. This game becomes a way of communication, expands the circle of acquaintances, helps to involve children in common activities, and can also be used as an inclusive educational tool.

The chess game in fact allows the development of cognitive, social, affective-relational skills, but, at the same time, this game, if used according to a specific modality involving teachers, parents, children according to heterogeneous pairs of games (parents-children, children-teachers, teachers-parents ...), can certainly contribute to build a "community" empathetic, attentive, available to listening to the needs of the



Goals

- Encouraging individualized learning
- Increasing and expanding social ties

Recipients

Students with special educational needs, other students, teachers, parents.

Duration

Time depends on where the chess is used: from 5 to 10 minutes if integrated during the lesson as a learning tool. 60 minutes if there is a chess tournament between classes.

Materials

Chess board. Two chess teams - white and black.

Digital chess game on a digital device or on the Internet.

Spaces

Can be used by students in the classroom or outside the school.

Teacher's skills

Communicative-relational skills:

- Knowing how to motivate, engage, encourage
- Knowing how to create a climate of trust and communication that is conducive to learning

Transversal methodological and teaching skills:

- Being available and able to coordinate class activities with large groups, small groups, individual work

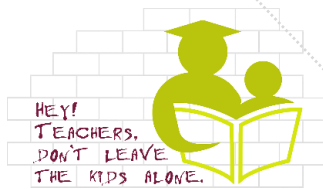
Organizational skills

- Being available and able to coordinate class activities with large groups, small groups, individual work

Points of attention

Teachers do not need to play chess well, but to know the main figures of the chessboard.

The teacher must be familiar with educational aspects of the use of chess.



Tool: Educational Robotics

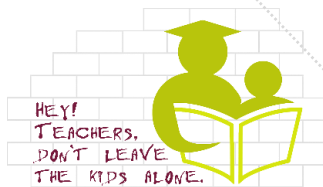
The use of robotics has great potential in education of children with developmental disabilities. The tool allows you to flexibly differentiate and adapt learning materials to the individual needs of children in a group.

Description

Robotics is the science of robots and intelligent techniques, that are rapidly developing in today's world. As robotics combines many branches of science, robots are applied in many areas: entertainment, heavy industry, light industry and war industries, medicine, agriculture and, of course, in various fields of research. Robotics is also becoming an integral part of education. As today at home we have computers, in the same way tomorrow we will have robots, so familiarity with this technology is beneficial for everybody, and it is very attractive for students. The use of robotics has great potential in education of children with developmental disabilities. The tool allows to flexibly differentiate and adapt learning materials according to individual needs of children in a group.

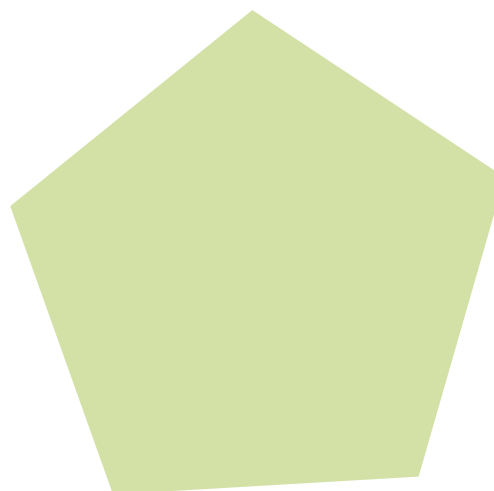


The use of robotics in educational process demands creation of training scenarios in which robots are used for the development of students' skills with SEN. The scenarios must be designed to meet the needs of teachers and students, and to use the content of the subjects taught in the framework of the curriculum. The main emphasis in the development of basic skills and social skills is on the situations in which these skills can be practiced. They should be close to real-life situations and encourage the learning experience to be adapted to a living environment.



The process of using robotics includes:

- Teacher(s) create a team (s)
- Robot Collection
- Formulation of the task
- Robot programming
- Software testing, repair
- Presentation of results
- Race between the groups



The training should be organized in the following order:

- Explain what will be taught. It will be much easier for group members to learn to learn, if they understand what they should learn and why - i.e. will see the purpose and the meaning.
- Provide assistance. Group members will be more likely to learn and trust in themselves if they have a lasting positive relationship with the manager.
- Encourage learning. Group members will be more likely to continue learning if they believe that the skills they learn will be useful to them in the future.
- Make opportunities for practice. Group participants will be more likely to learn if they have the possibility to practice the skills they have acquired in real situations or in situations similar to those that took place during classes. Applying the skills learned in practice should be part of the program.

With the help of complex measures, the technology itself can become an obstacle to its use. The LEGO Mindstorm EV3 robots will choose the optimal robots for the project activity, taking into account the price, the children's profile and the teaching methods that will be used.

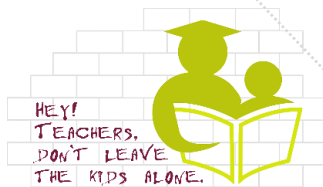
Goals

- Encouraging students with SEN to monitor the general competences and social competences in other students, later in themselves
- Applying the general skills and social competences in the didactic and gaming environment and transfer the skills into a real context

Recipients

Students with SEN, other students, teachers, parents.





Duration

The recommended duration of one session is up to 90 minutes. The entire program should consist of 8-10 sessions and can last from a few weeks to 1-2 months. A much more intense form of courses may also be used.

Materials

Edurob Robot Controller; EV3 - files: part 1 - Geometric Shapes.

Spaces

Classroom.

Teacher's skills

Communicative-relational skills:

- Knowing how to create a atmosphere of trust and communication that is conducive to learning

Transversal methodological and teaching skills:

- Knowing Technologies
- Being available and able to coordinate class activities with large groups, small groups, individual work

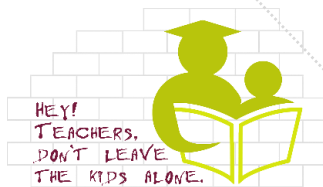
Organizational skills

- Being able to carefully prepare the space and manage working time.

Points of attention

It is recommended to organize classes in small groups: the groups should be based on the quantity of robotic kits available, guiding that the optimal number for one design kit is between 2 and 4 participants. The total number of participants in one activity should not exceed 8-12 children. This will ensure optimal participation in discussions as well as the ability to work in pairs.





Example:

LESSON SCENARIO

Lesson Scenario Name:

Geometric Shapes: and Recognizing Figures with Robot Assistance.

Description: Develop cognitive abilities - Know what is the angle of 30, 90 degrees; Develop geometric shapes - square, rectangle, triangle and circle - perception.

Lesson script type. Instructive (the teacher tells what to do); Problem solving.

Pupil profile. Standard abilities.

Teaching area. Cause and effect; Problem solving; Communication

Teaching goals. Solve tasks that require the calculation and use of geometric shapes.

Resources. Edurob Robot Controller; EV3 - files: part 1 - Geometric Shapes

Differentiation. The robot can perform a number of actions from the options provided; You can create a sequence of your actions by using commands to the robot to achieve the desired goal.

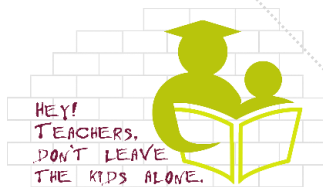
Description of the activity Robot preparation. Verify that the scheduled program is loaded on the robot. The robot will perform pre-programmed actions. The robot (EV3) can also perform specific movements (e.g., move forward 1 or 2 segments, rotate 90 degrees to the right or left, rotate 120 degrees to the right or left) to allow students to create their own shapes.

Step 1

Students must recognize the geometric shapes and show them to the robot by showing the corresponding card. The teacher (or the robot) asks the student to find a particular form. The student presents information by showing a card to the robot. The teacher or robot, depending on the setting, evaluates the student's response. When showing the correct shape, greetings are initiated (using a color sensor - by displaying a dedicated card). The robot drives the trajectory according to the form shown and emits the sound.

Step 2





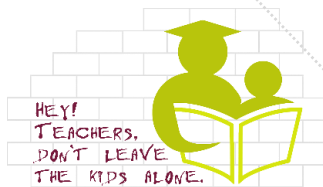
The pupil must instruct the robot to traverse the trajectory of the required shape. The teacher describes to the student the shape that the robot has to cover. The pupil must show the appropriate commands for the robot to travel the required trajectory - indicating the corresponding number, how many steps to move forward or how necessary to rotate. Complexity can be changed by changing the number of card choices and the complexity of geometric shapes. The result is appreciated by the teacher. The ultimate goal is to select the correct card and drive the robot with the correct geometric figure.

Role of the robot. The robot will move according to the shape shown by the student; Robot will act as: Demonstrator; Callback / Promoter.

Teacher's role. Prepare a robot program - associate running segments with corresponding numbers; prepare commands in which the robot drives a complete geometric figure - a rectangle and a triangle. Encourage, comment on shapes drawn by pupils controlled by robots.

Evaluation Criteria. Correctly selected cards with geometric figures; correctly "drawn" geometric shapes.

Feedback methods. Having a fair geometric figure - the robot emits the sound of welcome.



Tool: Monograph

The tool is placed in a perspective of Institutional Pedagogy, founded by Fernand Oury and Aïda Vasquez and practiced in France and Belgium since the 1960 by many teachers in those countries and in Italy. The Monograph is a tool for ongoing formation as it has the purpose of continuously verifying one's own skills and resources and the way in which these are realized and adapted to the situation that one is facing.

Consequently, the monograph is an instrument in continuous construction: it is based on the analysis of interpersonal relationships established with the pupil and between the caregivers and the influence that these have on the institutional situation. To do so, it tries to give one or more meanings to events to understand or foresee possible developments in education.

Description

The Monograph is an articulated tool that involves a group of professionals more or less enlarged (teachers, educators, technicians of rehabilitation ...) in a work of building an overall picture of the history and situation of the child which we are taking care (with disabilities, in situations of social difficulty, of fragility, etc.).

The monograph is presented as a kind of collective writing, composed by the contributions of the individual participants who periodically produce short written works made from the observations of the child at school, from the collection of information provided by parents or other figures that may be significant in the life of that child or girl. The group of participants in the Monograph is compared later about the most salient aspects.

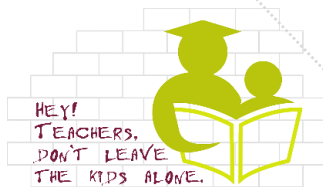
With the monograph we move from the idea of "case" to the idea of "history", from the exclusive idea of "diagnosis" to the idea of "path".

In particular, the use of observation in a systematic way facilitates this passage.

Each participant in the Monograph observes and annotates, periodically, the behaviors, attitudes, the way of carrying out the activities on the part of the child.

From all the observations, in turn, the ones that are considered most significant are presented to the group.





Collectively we try to make sense of the events. From the observations, from the criticisms, from the free associations, hypotheses are born that are formulated and corrected. Through criticism, observations and questions all the participants express themselves and expose themselves.

At the end of the discussion we move on to a planning moment. A final time is devoted to evaluating what has been said and collecting proposals for the future.

The monograph as a story, as a reconstruction of an "educational history" can become a complex tool to guide educators in a research perspective within a broad, network and non-linear path; it is a technical tool for work, documentation but also useful to address the problem from all sides and to seek access. Building a monograph means creating an interpretive process. It becomes an instrument to investigate the traces, a sort of moving gear that moves the others.

Goals

- Integrating the different sources of knowledge with respect to a child's path
- Reflecting on what happens in the educational relationship through the contribution of the participants to the group
- Creating a shared memory of the work phases that is the basis for new projects
- Reconstructing a story as comprehensive as possible of the child in the educational and scholastic context
- Working with a view to producing educational documentation that transcends personal memory
- Equipping yourself with a professional self-training tool.

Recipients

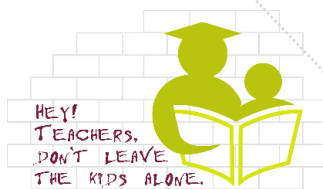
Teachers, Parents, Children.

Duration

Written productions (observations or other) are recorded according to the needs. They can be weekly or even daily observations if the situation requires it.

Monographic group meetings usually take place on a monthly basis.





Materials

Personal diary: each participant has a notebook/diary on which he records his observations, marking the date on which he made them.

Minutes book: from each discussion meeting a report is produced on the most significant aspects that have been discussed and on the decisions taken.

Spaces

Normally the working group on Monograph meets in a school space (teacher's classroom, classroom, training course, ...) after school hours.

Teacher's skills

Communicative-relational skills:

- Knowing how to create a climate of trust and communication that is conducive to learning
- Knowing how to motivate, engage, encourage
- Knowing how to perform active listening
- Knowing how to be empathetic
- Knowing how to manage and overcome conflicts
- Knowing how to decentralize one's point of view
- Knowing how to develop social skills such as: respecting different opinions, convincing, explaining, ...

Transversal methodological and teaching skills:

- Knowing how to conduct an observation of verbal and non-verbal communication interactions
- Knowing how to observe behaviors, to interpret group dynamics and to lead groups
- Knowing how to activate a self-evaluation process of one's behaviors

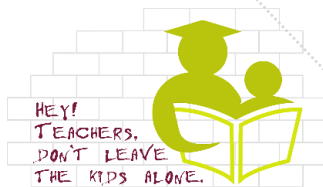
Organizational skills

- Knowing how to prepare spaces and organize times
- Knowing how to plan activities in an integrated way with the class programming
- Knowing how to plan meetings
- Knowing how to organize an "archive of memory", where the documentation of "inclusive best practices" is collected.
- .

Points of attention

The presence of a person outside the group of teachers/educators is strongly recommended to be able to carry out the role of conductor of the discussion group.





Example

The monograph is a tool of investigation that collects clues and signals useful to the "progressive clarification of an enigma" (Canevaro, 1988, p. 115): an enigma that can be manifested when you are unable to establish effective communication with the pupil with impairment. Especially if he has a serious intellectual deficit, when the teacher does not know how to go away in learning the child and to cancel situations of disability.

It can describe the evolution of an educational relationship with a child with severe impairment within primary school. Class teachers have noted in their notebooks what happened day by day, their interventions, the answers of the child. The collected material allowed, in the monthly verification meetings, to trace the educational and scholastic path in its development progress, on the basis of detailed written documentation, elaborated by the various professionals with respect to their relationships also with the family members.

In the last year of primary school attendance, teachers began working to prepare for the transition to secondary school. In this year, therefore, the monograph had as its objective the clear transmission of the educational/didactic intervention carried out at primary school to the teachers who would take care of the child in the next school.

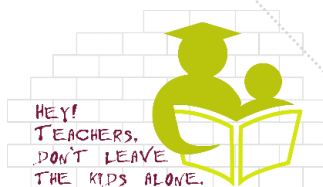
Track to process a Monograph

To develop an integration project it is necessary to try to understand as much as possible the situation experienced by the pupil with impairment. For this reason, it is necessary to ask questions to the people revolving around the child: the teachers curricular and specialized in the support, the classmates, the parents, ... The interviews can be done first of all to the parents, real experts of the growth of their children, enhancing their pedagogical action. Parents should tell "vision" of the situation of their child as if he were speaking himself, they should speak for him.

The questions for the "in first person" description are:

- Who am I?
- Which are the things I like?
- What are the things that I find difficult?
- What are the ways in which I can communicate with you?
- What are the ways you can help me?



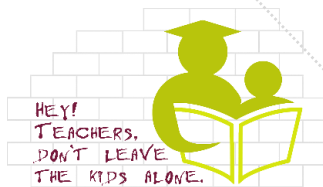


Here is the description of Francesca, suffering from Angelman's syndrome, made by her mother³:

Who I am	<p>Hello. I'm Francesca</p> <p>I am an eight-year-old girl. I'm a daughter. I'm a sister. I'm a niece and a cousin. But I can also be a friend. I can be a partner (I never reveal the secrets).</p>
Things that I like	<p>Walking. Toys to hug. Soft objects. Eating (especially apples). The music. Drinking. Swimming. Looking at people. Going to the city. Going to coffee. Playing on the beach. Riding horses. Exploring new spaces. Going on the tricycle.</p>
Things that I find difficult	<p>Understanding language. Following the instructions. Perceiving the danger. Dressing me alone. Feeding myself. Using the services. Checking for epilepsy attacks. Focusing on what I do not care. Sleeping in new environments. Walking when my balance is unstable. Understanding the feelings of others. Learning new skills.</p>
Ways by which I can communicate with you	<p>Say my name and watch me when you speak. I will take your hand to show you what I want. Speak clearly. Sometimes I show what I want with my eyes.</p>
Ways by which you can help me	<p>Give me a share of everything. Allow me to move freely in a safe place. Encourage me to meet other children. Do not overprotect me. Show me new activities. Help me to do the things I like (like swimming, riding, walking). Help me to have new friends. Be creative! Create new opportunities for me.</p>
What you need to know me	<p>I have epilepsy: please learn what is needed in case of an attack. I have a gluten-free and dairy-free diet: please ask what I can eat. When I have little balance, you have to use my "bridle" because I do not get hurt. When I walk I have to wear my helmet. Sometimes I'm a little bit agitated but I cannot say why.</p>
Things I want you to know me	<p>I'm very good at keeping secrets. I love to hear fairy tales. If you want I can take you for a ride in my garden. And if you put my arm around your neck I can also give you a hug.</p>

³ The description is taken from the brochure: „With our eyes. The educational skills of parents as a resource for school and social integration”, Progetto So.le, Torino, 2003, implemented within the European Socrates program.





A good integration of the students with impairment foresees a co-evolutionary process: it is not only the subject that has to evolve, but there must also be a positive evolution of the context in which he lives. By context we mean both the inhabited area (the school, the house) and the relationships with the people (the teachers, the educators, the psycho-socio-health professionals,

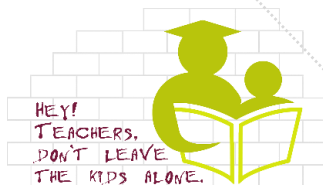
the family and the companions). For this reason, interviewees should be asked to reflect on how much the relationship with the child with impairment has been a wealth for them, on how much it has influenced them personally and professionally, on how much and in what way the spaces of the environment (school, home) have been modified, on how the situation of the student with impairment helped to create an "inclusive network" between school, family and territory.

"The classmates" resources represent a major potential to facilitate a process of real integration of the child with disabilities not only in the school environment, but more generally in the community. The relationships of exchange and the network of friendships tend to generalize also to extra-curricular contexts often, determining the conditions for a profitable and satisfying social life. The activation of this resource requires, however, a preparation work by the teacher, who must take into account both the context and the social skills of the students." (Cottini, 2004, p. 105)

.Some questions that can be made to the child's classmates with serious impairment, to understand how the process of integration is proceeding, are the following:

- If you were to describe someone to your relationship with ... (name of the companion with impairment), what would you say?
- Do you feel comfortable when you're with him?
- When you talk to him, in your opinion, does he see you and hear you?
- Have you ever played with him?
- When he cries what do you think?
- When he laughs what do you think?
- When he screams, are you afraid? What do you think?





For example, a student named Agata responds like this:

"My classmate Henry is a sweet, beautiful child and a good child. When he smiles, I think he's happy because we're quiet. When he cries, I think it's because we're making confusion, or he is crying because something hurts him a lot. I am amused to play with him modeling plasticine. Henry has moved his hands, when he does so, it is because he likes something. When he screams, I do not scare. When I talk to him, he is seeing me, but I do not know if he can hear me."

Questions similar to those made to parents can be made to teachers, asking them to put themselves in the role of the child with a impairment. Below is an interview with a curricular teacher:

Question: Can you describe Henry as if you were him, so talking in first person?

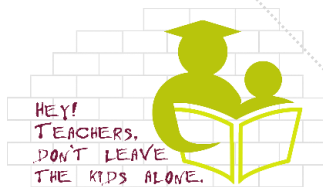
Answer: I am Henry, a child older than my friends, but as small as a baby and so I do not talk yet, I do not walk, I still peed and pooped on. Despite this, I like being in the world, being with other children, I really like the music and all the curiosity that there may be in a context of life such as home, family, school and I like to take the bus. In fact, I remember when we went on a farm trip, I was six years old. All my teachers had negative expectations, but I sat on my buggy, as I looked at the view out the window. There then I had fun because it was an educational farm. The contact with the animals, with the grass ... the children and the teachers helped me a lot.

Q: What are the things you find difficult?

A.: Doing all things for me is difficult, because I'm small. I would like to do as my friends do. I would, but I cannot even if I work hard. Sometimes I get angry for this. Recently I also give myself the punches in the head, before I did it. I hope this thing passes. I have recently learned to stand up like my friends do. They run, they jump ... When I was little I liked to play the game of sliding backwards and I played a lot with my feet. This year I tried to walk a little, with the help of my parents and teachers. When I was younger I could not even crawl. Recently I can do it instead and this will help me in future ambulation, which is my dream.

Q: What are the ways you communicate with others?

A: I started the lallation this year. I communicate my needs with gestures or crying or getting angry. When I am angry, irritated, or I have trouble I cannot communicate, I twist on the walker and I act. I'm starting to communicate to others when something is wrong.



Q: What should we know about you?

A: I really like being washed, massaged, perfumed and eating. In fact I grew a lot. Although at school I still have to eat the things of small children because I struggle to chew, my parents at home cook for me the “tagliatelle” with meat sauce and with their help I can eat something more solid, with a more elaborate taste of that of homogenized foods that I eat at school and that have just got me tired.

Q: How can we help you?

A: You can help me by trying to predict what I would like to do. I need an extension of my hand to do what I cannot do. So if I have to do a path with the walker, I would need someone to open the door. I really like playing with tools, keys and gears, I really like irons and equipment. When I grow up I would like to do this job, like that of my dad. Some time ago I threw everything away because nothing intrigued me. Now instead I focus more than before, and I like to manipulate the plasticine to make balls or “pizza” with my friends.

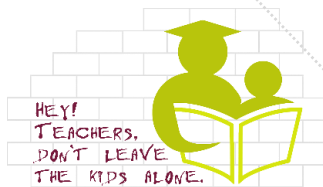
The relationship with the child helps to change knowledge and skills related to school integration. The teacher can monitor his/her process of change through questions such as the following:

Q: Has the relationship with Henry helped to change your knowledge and skills related to the integration of disabled children? If so, how?

A: Yes. I'll tell you the truth, at the beginning I was very afraid of this child and I did not want to enter this school that I thought was not suitable for him. When the educators came and I saw the baby, I immediately became attached. I did not know his syndrome and I had to foresee the possibility that he had epileptic seizures. I am an anxious person. In my opinion it could not work. I was scared for the other children. To the parents I said that the school was not suitable for the many architectural barriers and I immediately asked the pedagogist for advice. I wanted to try to create the most suitable environment for all children. The pedagogist advised that he should immediately go to school, but at first he did not frequent much.

The classmates accepted Henry as one of them, even though they initially did not understand why he did not do things the way they did them, but then they understood and formed a small group of friends. There was a great collaboration to create a climate of well-being for everyone, both for children and for parents. The first year was very complex. Henry had the educator three days a week. There had been the passage of information from the previous school, but reality is always different. The first year there was no co-presence among the teachers. The wheelchair arrived in the second year. I did not agree. In our opinion it was too early: Henry had to be stimulated to practice again to be able to walk. The doctors told us, however, that Henry had





to sit up to prevent falling bone fractures. The heart cries to see the baby in the wheelchair, because he has so much will and energy. However he has already understood what are the movements to do to move in a wheelchair.

As far as integration is concerned, we have always tried to include it, sometimes with great difficulty, because he changes mood quickly and agitates. The organization of spaces and activities has been modified: it was fundamental for Henry to create a soft corner. Over the years, various teaching strategies and small group activities have been applied. Henry has made a lot of progress, for example he knows by heart the path to go to the bathroom or in the creative workshop. In routine activities we have always tried to include it with songs. Music is Henry's privileged communication channel.

Q: In your opinion, what benefit did the classmates have thanks to the relationship with Enrico? And what benefit did Henry have from his relationship with his companions?

A: For Henry it was useful both to work in a small group with the companions in the soft corner and the activities in the large group with the music. We developed musical teaching activities at different levels of depth and complexity.

It was good for the classmates to meet Henry, because he put them in touch with a very visible difference. Perhaps as adults they will be more attentive to those who are different from them. To avoid indifference, children must be educated since they are young. In the classroom we teach that we are all equal but different. We try to create a small form of democracy. We try to train European citizens. We try. I really believe in integration. Children with disabilities should not be relegated to a separate classroom.

You can be the most prepared teacher in the world with many degrees and many masters, but the truth is that the child learns more from his schoolmate. The opportunities given at school must be the same for all children. When we went on a school trip for the first time, someone told me that he did not want Henry to come with us. I told him that if Henry had not come with us I would not have gone on a trip either. What message would we have given to the children?

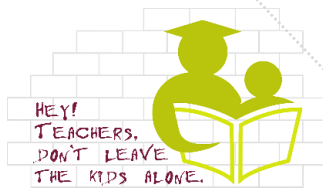
Q: Did Henry's presence help change your teaching style? If so, how?

A: Yes, he changed me. I have an instinctive temperament and sometimes I raise my voice. We must instead have a Montessori style with him, but in reality this is profitable with all children in general. Henry becomes more restless in the confusion, so we are used to keeping a low tone of voice.

Q: How do you imagine Henry in the future? What do you dream for him?

A: I can imagine Henry's future until the end of primary school. I do not know if he can ever even eat alone. I would already be very happy for him if he had this basic autonomy.

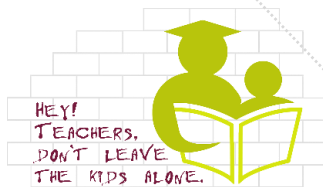




Q: What did you learn from the relationship with Henry's family?

A: The relationship with parents has taught me that I have to readjust my way of relating to every situation. A more cared reception of children with disabilities and their parents should be done at the beginning of the year. The families of these children are involved in many institutionalized meetings, but more informal, more intimate moments would be necessary, because, in my opinion, they feel very uncomfortable under the spotlight of everyone. I learned to be patient and it is important to work on the network together with the Associations and Local Authorities.

The progressive "knowledge of the enigma" (Canevaro, 1988) allows an increasingly effective elaboration and re-elaboration of the Individualized Educational Plan.



Tool: Individualized education plan

It is a complex tool but considered fundamental by the members of the research group. It is the result of an inter-professional work of all those who represent a significant reference point for the student (head teacher, teachers, educators, family members, socio-health experts, rehabilitation technicians), and allows organizing the relative cognitive data both to the needs and to the potentials of the subject with Special Educational Needs and to direct the educational and didactic activity, avoiding a fragmentation and inconsistency between all the interventions. It requires constant documentation of observations and activities in order to evaluate the effectiveness of what has been planned.

The Individualized Educational Plan is an instrument, if well formulated, useful for understanding both the needs, dreams, potentials, difficulties of the child in a situation of disability, and the school and extracurricular resources to accompany him to realize his life project.

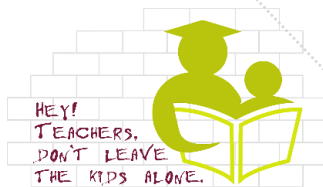
Description

The Individualized Educational Plan annually describes the educational and didactic interventions for the pupil, defining objectives, methods and evaluation criteria. It is an integral part of the class educational and teaching program and contains:

- educational goals and objectives and in particular educational objectives, socialization goals, and learning objectives related to the different areas, which can be pursued during the year also in relation to class planning
- work itineraries (specific activities)
- the methods, materials, subsidies and technologies with which to organize the proposal, including the organization of resources (timetables and organization of activities)
- evaluation criteria and methods
- the forms of integration between school and extra-school.

Since the assessment of pupils with disabilities is referred to the Individualized Educational Plan, both as regards objectives and methods and criteria of verification, this document must clearly contain all the elements that will then actually allow to evaluate the outcomes of the educational action.





The Individualized Educational Plan is drawn up at the beginning of each school year and is subject to verification. It is drawn up jointly by the school, the Services (Psycho-Social-Health Team) and school educator of the Municipality, with the collaboration of the Family.

The Individualized Educational Plan it is the "fundamental instrument" that must distinguish each school Institution that wants to be truly inclusive and whose main objective is to favor the educational success of the students, each according to their own strengths and weaknesses, according to their own times and styles of learning.

Goals

- Drawing a hypothesis of a training project that will accompany, support and enhance the student;
- Integrating observations and the skills of the different professional figures involved in order to construct a picture as comprehensive as possible of the pupil's strengths and weaknesses and context resources;
- Declining the objectives related to the various learning areas in terms of observable behaviors and therefore evaluable.

Recipients

Children, Teachers, school educator, Parents and Psycho-Sociosanitary Team.

Duration

The Individualized Educational Plan is drawn up annually, must be drawn up within the first two months of the start of the school year.

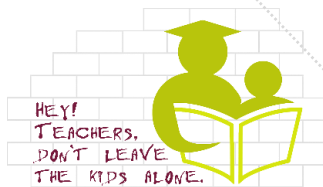
Materials

Observation documents, check lists, ...

Spaces

The scholastic and extracurricular context in which the child lives.





Teacher's skills

Communicative-relational skills:

- Being able to collaborate and work in groups
- Being able to encourage real involvement

Transversal methodological and teaching skills:

- Being able to produce targeted and integrated observations
- Being able to design capabilities according to the International Classification of Functioning, Disability and Health approach (WHO, 2000)
- Knowing how to plan, organize and evaluate a training action

Organizational skills

- Knowing how to prepare spaces and organize times
- Knowing how to organize activities in an integrated way with class programming.

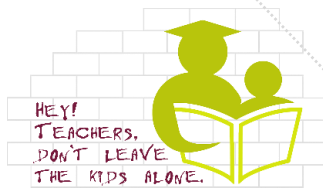
Points of attention

The elaboration of the Individualized Educational Plan must be shared among all those who accompany the child in his/her growth process, in order to take care of the different aspects, each according to their own knowledge and skills.

It is right to highlight that the drafting of Individuals Educational Plan it must not be entrusted only to the specialized support teacher, as if he were the only "custodial" of the disabled pupil. A problematic aspect inherent in the instrument is constituted by the fact that it could be used in a rigid and deterministic way, identifying a direct "causal" relationship between the diagnostic moment of the student, and the prognostic one, for the implementation of didactic interventions. As if from the diagnosis, from the knowledge of certain characteristics, one could deduce the certainties about who the student is and who he/she will be in the future and what educational and didactic process to set up. The risk is to formulate judgments that "close" the pupil's possibilities rather than "open" them to future existential planning and to use the tool in a bureaucratic and standardized way.

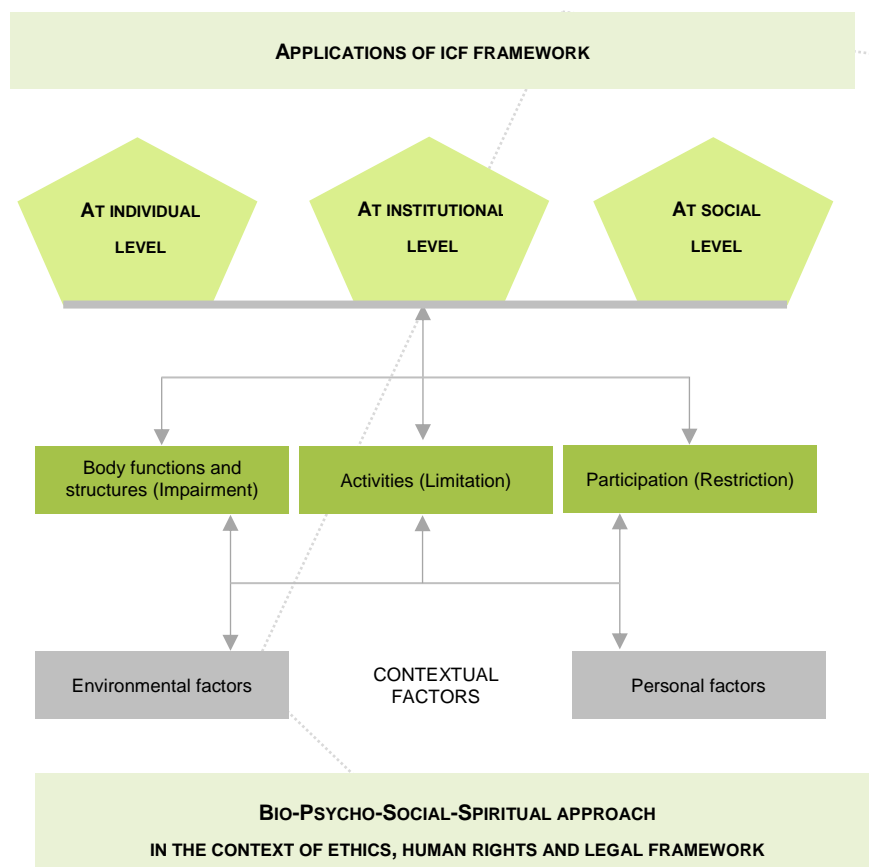
WHAT IS THE ICF?

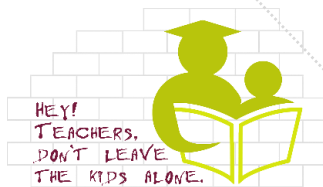
With ICF (International Classification of Functioning, Disability and Health) we refer to an instrument developed by the World Health Organization (WHO) in 2001 to obtain a systematic classification that describes the changes in the state of health of a person.



Unlike previous classifications (ICD and ICIDH), where ample space was given to the description of the individual's illnesses, using mainly terms with a negative meaning such as: impairment, deficit, handicap. In this classification, the WHO refers to terms that analyze the health of the individual in a positive key (functioning and health). In particular, the ICF aims to provide a broad analysis of the health status of individuals by placing the correlation between health and the environment. Disability is considered a condition determined by the negative interaction between the person and the environment, and which hinders both "activity", that is the execution of tasks or actions, and "participation", i.e. the involvement of the subject in the social life. The ICF does not want to describe people but wants to describe their everyday life situations in relation to their environmental context. The tool describes such situations by adopting a standard and unified language, trying to avoid semantic misunderstandings and facilitating communication among the various users all over the world.

The description is made by identifying the aspects shown below:





Example of analysis using ICF indicators in the case of a student with dyscalculia

At the base of the disturbances that interfere with the normal process of acquisition of reading, writing and calculation there are neurobiological dysfunctions.

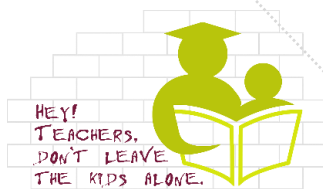
But neurobiological factors intertwine with environmental factors, represented by:

- contextual factors (related to the family environment, to the school, to the community)
- personal factors (psychological, emotional, behavioral, styles of attribution, self-efficacy, self-esteem, emotionality, motivation)

and help to determine the disturbance phenotype and a minor or greater adaptation.

Code	Denomination	
D 150	Calculation	Develop the ability to perform simple and complex mathematical operations, such as: use symbols for addition and subtraction and apply the correct operation to a problem.
Level code	Entry level of competence	
2	<p>Medium difficulty</p> <p>The difficulties of automation, determined by the specific learning disorder, make extremely problematic:</p> <p>The mnemonic acquisition of some tables (for example: 6×7; 6×9, ...)</p> <p>The execution of multiplication with one or more digits.</p> <p>These difficulties affect the correctness of the answers provided in simple problems.</p>	

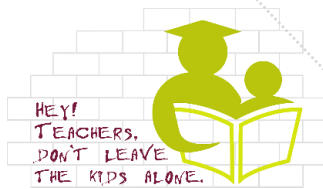




Environmental factors

Facilitators	Obstacles
Respect for individual differences in the class	Teacher's beliefs on the concept of intelligence, on the possibility of change through education and teaching, etc. Stigmatization of the pupil by the teacher
Didactics addressed to create the conditions of training success of each student, through: The involvement of the student himself in learning The solicitation to actively pursue the planned objectives Consider any error as a source of analysis to look for strategies to overcome it	Poor teaching skills
Use of multiplicative tables	Tasks with many exercises and/or with little time
Use of software programs	
Family Dyslexia Association	Lack of knowledge on the part of the society of the problem of specific learning disorders



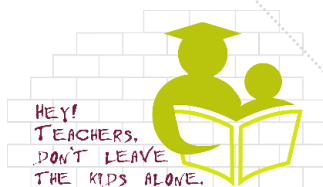


Personal factors

Students who have difficulty in school are likely to attend:

- low self-esteem
- fear of failure
- anxiety in carrying out the tasks
- poor motivation

For the training success of the student it is necessary to formulate a didactic proposal able to: satisfy the need for success; develop an empathic, emotional relationship; solicit an intrinsic motivation.



Example of Individualized Educational Plan

School

Individualized Educational Plan

School Year

Student

SCHOOL DATA

Student:

School:

Classroom

Born in:

Address:

Kind of disability:

Specialized teacher:

Number of hours per week:

Other educational figures for inclusion:

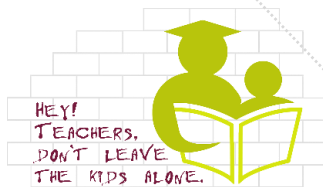
Number of hours per week:



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PRESENTATION OF THE CLASS

CLASS TIME (indicate the disciplines)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						
9						

STUDENTS SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						
9						

LEGEND:

Specialist teacher attendance: S - Educator presence: E - and attendance: C

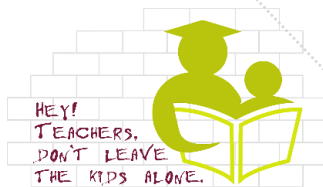
Context: O activity in class; Ø small group and / or individualized work in the TEACCH (at the need)



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ACTIVITY OF SUPPORT

NOTE: Compile only the parts related to the subject of individual work with the pupil. See Annex "Indicators for defining IEP goals for pupils with different abilities" to set individual goals in the various axes. By the support teacher in collaboration with curriculum teachers and educational staff

Teacher

1. RELATIONAL ASPECTS

Observations	
Individualized goals	

2. AUTONOMY

Observations	
Individualized goals	

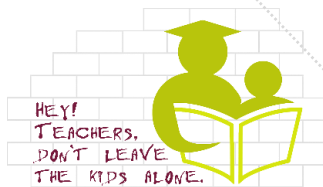
3. COMMUNICATION- LANGUAGE

Observations	
Individualized goals	

4. SENSORY

Observations	
Individualized goals	





5. MOTRICITY

Observations

Individualized goals

6. NEUROPSYCHOLOGICAL AREA

Observations

Individualized goals

7. COGNITIVE AXIS

Observations

Individualized goals

8. LEARNING

Observations

Area or discipline: Linguistic area

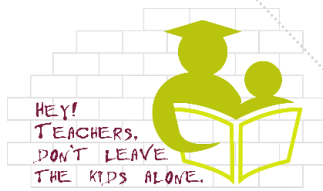
Individualized goals

Observations

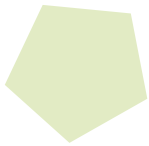
Area or discipline: Math-logic Area

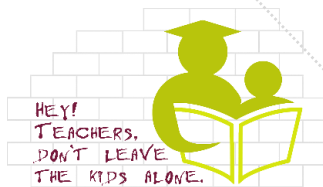
Individualized goals





Team	Signature
Principal	
Curricular Teacher	
Specialized teacher	
Educator	
Parents	
Neuropsychiatrist	
Speech Therapist	
.....	





SPECIFIC EDUCATIONAL PROJECT

NOTE: Fill in if specific Educational Project is present. Update any specific project draft presented the previous year. Elaborated by the educator in collaboration with the specialized and curricular teachers.

School

Project Card

School Year

Student

Title of the project:

.....

New achievement

Period:

Continuing a multi-year project

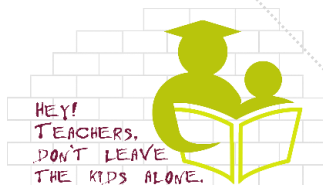
Purpose of the project:



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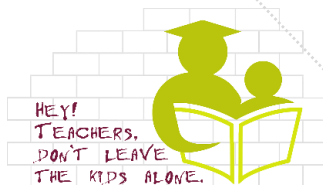
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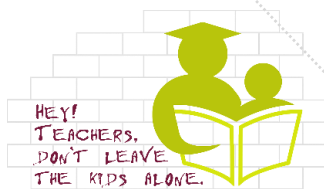
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Appendix

Evidence Based Education. European Strategic Model for School Inclusion
(EBE-EUSMOSI) - 2014-1-IT02-KA201-003578

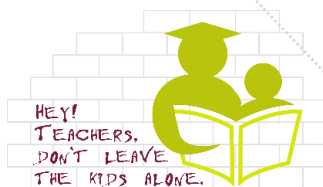
QUALITY OF SCHOOL INCLUSION TEACHING STAFF SELF- ASSESSMENT



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Evidence Based Education. European Strategic Model for School Inclusion
(EBE-EUSMOSI) - 2014-1-IT02-KA201-003578

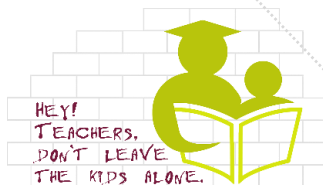
Dimension A:

The Inclusive Organization

Self Assessment relating to the school (or to the school complex).

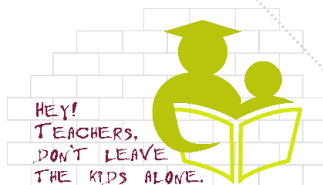
The teaching staff of the school must agree on the answer to give.

Indicators	Score (1-4)
1. All teachers interact and collaborate between them in a respectful manner functional for the achievement of the inclusive objectives, independently from the conditions and characteristics of each one (gender, social condition, political beliefs, etc.).	1 2 3 4
2. Collegial activities (teachers meetings, etc.) are believed to be useful, and not simple routine meetings, by everyone for the school project.	1 2 3 4
3. All teachers (regular teachers and support teachers) are involved in the curriculum planning, and in its evaluation, for each pupil (i.e.: learning support activities are not planned, carried out and assessed only by the support teacher, etc.).	1 2 3 4
4. The school knows the external plans and projects aimed at promoting inclusion.	1 2 3 4
5. The school promotes debates with the community on the topic of inclusion.	1 2 3 4
6. The school staff shares the inclusive objectives and identifies with the school project (school activities are showed everywhere in a good light by everyone).	1 2 3 4
7. The ideas and proposals of all are taken into account in the determination of the project of the school and all take responsibility in making the school more inclusive.	1 2 3 4
8. The planning of the individualized education programme for each pupil with disability is shared between regular and support teachers, with the aim of turning it also into an occasion to enhance the learning of all pupils.	1 2 3 4



9. Regular and support teachers identify together the communal objectives, both those in the regular curriculum and in the individualized education programme, that can be brought closer, so to foster the participation of the pupil with disability in the communal activities.	1	2	3	4
10. Besides the teachers, also other professional figures (educational and communication assistants, supporting staff, etc.) take part in the planning of the supporting activities with full dignity.	1	2	3	4
11. Refreshing activities and courses about inclusive topics are programmed in collaboration with or, anyway, involving the specialized institutions and professional figures that, in various capacities, take care of children with difficulties.	1	2	3	4
12. School staff, families and pupils have built a shared point of view on what is bullying.	1	2	3	4
13. School staff is regularly trained in the topics of inclusive education.	1	2	3	4
14. Refreshing activities and courses for teachers help enhancing their ability to work cooperatively in the classroom.	1	2	3	4
15. Teachers refer their colleagues about what they have achieved through attending training and refreshing courses and together they assess the implementation prospects.	1	2	3	4
16. The assets offered by the area (by families, associations, etc.) are used as resources for the improvement of the teaching practices and of the inclusive prospects of the school.	1	2	3	4
17. Information about the school are available and comprehensible for all (i.e.: they are translated into more languages, are available in Braille, are recorded, are showed through images, etc.).	1	2	3	4
18. Initiatives involving the families and aimed at making the inclusive dimension appreciated (i.e.: conferences and training courses on inclusion, meetings between families, awareness of cultural differences, etc) are carried out.	1	2	3	4
19. The school has arranged and carries out a project aimed at welcoming new pupils and taking into consideration the social, cultural and linguistic differences.	1	2	3	4
20. The needs of pupils with certified specific learning disorders or with other kinds of special needs are addressed by all teachers of the classes and in every subject.	1	2	3	4





Dimension B:

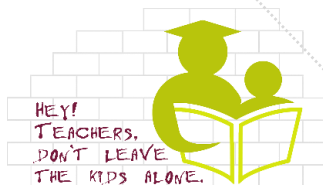
Inclusive Didactics

Self Assessment relating to the class.

The teaching staff of the school must agree on the answer to give.

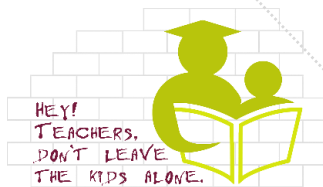
Indicators	Scores (1-4)
1. Pupils are involved in assessment and are used to forms of self-assessment.	1 2 3 4
2. The assessment feedback given to pupils makes clear to them what they have learned and how they can further enhance their learning.	1 2 3 4
3. Forms of cooperative assessment of group works are promoted.	1 2 3 4
4. All pupils are involved in finding solutions for difficult situations in the classroom.	1 2 3 4
5. The pupils are involved in making the rules for the management of the class.	1 2 3 4
6. The pupils are encouraged to be responsible for their own learning.	1 2 3 4
7. The teachers explain the aims of the proposed educational activity.	1 2 3 4
8. The pupils are directed into building a study method.	1 2 3 4
9. The pupils have the chance of choosing their activities (or at least some of them).	1 2 3 4
10. The interests, knowledge and skills autonomously achieved by the pupils are valued and used during the lesson.	1 2 3 4
11. Homework has always the clear aim of strengthening learning.	1 2 3 4
12. Homework is always assigned taking into account skills and knowledge of all pupils.	1 2 3 4
13. The teachers invite pupils to collaborate in doing homework.	1 2 3 4





14. The pupils have the chance to make some choices for what concerns homework, so to link it to the development of their knowledge and interests.	1	2	3	4
15. The organization of educational activities foresees many group activities aimed at promoting forms of cooperative learning.	1	2	3	4
16. To support those pupils that show difficulties of different kind, forms of peer tutoring from more skilled classmates are organized.	1	2	3	4
17. Educational activities aimed at making the pupils aware of their and others' emotions and at developing social and emotional skills are proposed.	1	2	3	4
18. The learning activities value the characteristics of each individual, promoting an understanding of social, cultural, linguistic, gender, ability, religious, etc. differences.	1	2	3	4
19. Situations of disabilities and the other forms of special needs are topics of reflection and discussion during educational activities.	1	2	3	4
20. Different styles of teaching are implemented to better answer the different styles of learning of the pupils (i.e.: not only verbal explanations, but also forms of visualization, hand-on activities, etc. are promoted).	1	2	3	4





School without a backpack

Our journey...

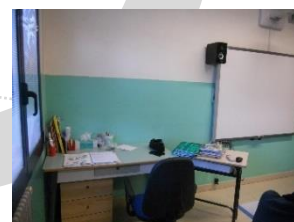
(J.F. Kennedy school of Vado-Monzuno - classes: Monzuno's V class; Vado's IV A and IVB classes)

We started reusing the furniture we already had but changing the setting

We removed the doors to the lockers and we organized the Agora space, made with carpeted floorboards



The teacher's desk has been set in a corner and we put tables. They were square tables, but we only had these....

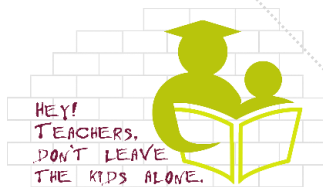


Then we prepared the class environment



In some classes there's a L.I.M. and a pc with a printer where students can work in group...





The blackboard too. In some classes there are two, on different walls.



The English corner

Under the chairs there are tennis balls...
they soften the noise!



A very good mummy and a teacher, using old pairs of jeans, packed some beautiful bags that replaced the traditional backpack.



Jeans were scratched by the kids themselves during a sewing workshop

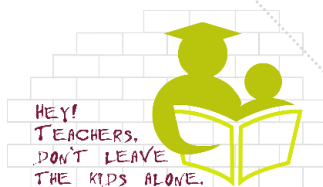
Then we prepared some management materials



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Do you eat at school today?



The reader

Paperboard reader for the exercise sheets or books



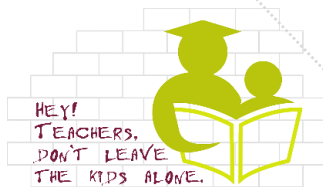
Each child has built their own reader during a special assembly workshop.



Placemat paper plated, colored and drawn by each child in a personalized way and with a name

When the child has to make a question put the rider horizontally without raising his hand and waits for the teacher to interrogate him.





THE TRAFFIC LIGHTS

Children turn it red when they go out of the classroom if they need to go to the toilet (one at a time) when they come back they turn it green.



Our day at school

We have established some routine activities

Starting the day: the welcome fairy tale.

At the beginning of the school day, pupils indicate their presence in the canteen board then enter the classroom. One of them checks the board because it's important that there aren't mistakes (the assignment is done in turn).

Children settle in the Agorà and listen to the teacher who reads a fairy tale.



IL TIME TABLE

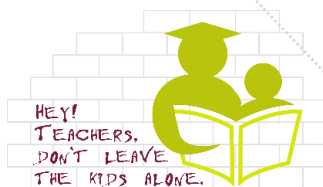
At the end of the "Goodbye Fairy" reading, the teacher invites the pupils to see the activities of the day he has previously arranged in the daily schedule exhibitor.

Then students sit at the tables and the lesson starts.



THE PANEL OF ASSIGNMENTS





You can see the composition of the tables and
the turn order in the activities

THE TURN RULE



**We continued with the lab activities,
working methods already in use in the school**

COOKING LAB.

The “Castagnaccio”



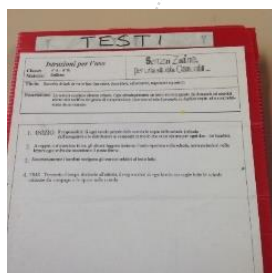
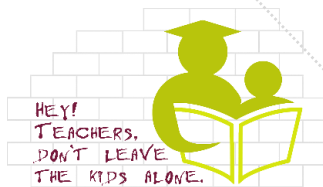
SEWING LAB



Finally, we made some study materials

To learn English





History and Geography

Italian ...

... to invent stories



for math lesson



Cards to play and learn multiplication tables

We play!



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