Original Article

A possible value in terms of education with action inclusive

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Abstract:

Today in the Italian school there is an increasingly widespread presence of pupils with special educational needs (BES). According to the OECD pupils with Special Educational Needs are: students DISABLED (ex L.104/92), pupils with DIFFICULTY (emotional, behavioral, learning, DSA, etc.), pupils with DISADVANTAGE (cultural, socio-economic, socio-linguistic, etc.).

The special educational needs may arise from poor physical condition (chronic diseases, allergies, etc.) in the structures and bodily functions (sensory impairment, motor, cognitive, etc.). From personal activities (deficits in learning, communication, language, autonomy, interaction, etc.), social participation (difficulty playing the role of student and follow the curriculum and class activities, difficulty of tracking the opportunities for social participation of the classroom, such as field trips or other informal occasions), by contextual factors and environmental factors (barriers, prejudices, overprotective family, deviant social contexts, etc.); personal contextual factors (low self-esteem, poor motivation, behavior problems, etc.). We speak not only then deficits or pathologies, but situations of need which, if neglected, can cause school failure and exclusion from the educational process. The tendency of the current guidelines in the field of European integration will propose the aims to welcome in the school environment for pupils with difficulties. However, integration between the system and that there are considerable differences inclusive, whose depth can be useful in order to better understand the phenomenon.

Key words: special educational needs, special needs education, the size of school inclusion, fundamental elements of the ICF, educational processes / training.

Introduction

Today in the Italian school there is an increasingly widespread presence of pupils with special educational needs (BES). According to the OECD pupils with Special Educational Needs are:

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The Italian system of inclusive education reveals some critical issues in relation to the organization and management in order to cope with professionalism and passion the onerous educational challenges that invest today the Italian school.

Referring to the Salamanca Statement of 1994 and the UN Convention on the Rights of Persons with Disabilities of 2006, it could be argued that all citizens have the right / duty to create an inclusive society. In this perspective, the school system must adapt to the heterogeneity of the pupils, in which diversity becomes the natural condition of coexistence, ie, the application of an inclusive education system requires the development of a pedagogy centered on the individual child, responding flexibly to needs of each. This type of innovative pedagogical intervention is based on the idea according to which the differences are to be considered as a

resource for education, but whose value requiring skills and expertise on the part of all those involved in the educational system, in order to respond adapted to the different educational needs of the pupils. Achieving an inclusive system does not consist in assigning a place in the classroom to the one who is the bearer of some diversity, but to transform the educational system in an appropriate organization and effective to take charge of the various special needs that all students can demonstrate in their schooling as a result of temporary or permanent difficulties, the presence of which requires from the school system special attention and specific resources, without which it would lose its right to education, which the state is obliged to guarantee every citizen, providing effective responses to the difficulties that impede or limit their participation and therefore inclusion.

Method

We emphasize, in the light of the above, the substantial differences between the system of inclusive education and the inclusion-school.

The fundamental resource on which rests the system integration is the figure of the teacher support. Although the law stipulates that it is a resource aimed at promoting differentiated integration processes aimed at the class, even today this professional is considered and lived as "the teacher pupil H". With a view inclusive, on the contrary, it provides assurance that all teachers are well trained and feel able to take responsibility of all students, whatever their personal needs.

The legislation provides for the integration of resource teacher support is made available to the school only in cases in which it is present in at least one pupil with a class "Certification of disability." In an inclusive school, the resource specialist teacher is conceived as a system resource, and there is therefore the need for support should not be centered only on the student as it requires to be addressed to teachers' curricular activities with the aim of helping them to improve the treatment and management of special educational needs present in the classroom.

The methods and the certification process refer to a system of assessment of the pupil distressed by a specialist medical training and health care. In other words, certification of disability is derived from assessments that belong to processes of categorization and classification of the disorder, and this highlights the need to move from a valuation deficit (mainly medical type) to an educational method or interactively.

The distinction between disciplinary teachers (without special training on the issues of inclusion) and specialist teachers (with specialist title for the support) has generated, in the context of class, an unconscious division between students 'normal' and students 'special'. But in fact, the reality is very complex and we always reserve a double reading, in fact, it turns out that the students also have special needs as normal and normal pupils may have special educational needs. An inclusive model relevant requires to overcome the idea of a dual-track school, that is in the same class in which coexist without mutual interactions regulate programming class and the Individualized Education Plan for the student in difficulty (fig. 1). An education system can not be content to be inclusive and should not deplete its action only in the implementation of a system of taking charge of welfare of the weaker type, as in the modification and change of contexts and processes of teaching / learning in order to generate the same development opportunities for those who live in particular situations of difficulty, which are conducted in a state of special educational need. In the absence of specific answers, in fact, such situations need to turn into limitations in activities and restrictions in social participation.

Fig. 1 - The size of school inclusion

The system of inclusive education is not suited to dealing with the problems with which the school today is measured, in particular the steady increase within the classes of pupils, even without certification of disability, have difficulties that depend on a variety of special educational needs. The phenomenon requires a new operational approach, starting with a change in the assessment system and taking care of the educational needs from the perspective of how the model ICF (International Classification of Functioning, Disability and Health).

This document is set up as an innovative and indispensable resource for an inclusive school. The basic elements of the ICF are the following:

- Is a descriptive model of human functioning, not only of disability;
- Is a universal model, is not aimed at minorities;
- Connects different approaches (bio-psycho-social) based on a logical interactive;
- Defines the factors that combine to form the framework of human functioning according to perspective of equivalence;
- Looks at the person in relation to the context, enhancing the cultural dimensions.

Before the ICF was seen how the disability referred to a model interpretation of medical and health care, for which the disability depended on conditions of health (disease-impairment-disability-handicap) in the ICF, however, the paradigm with which you look at the "phenomenon disability" is radically changed. In fact, the interpretation model used classifies the phenomenon of disability through the examination biopsico-social functioning human, that disability is considered in relation to a system of interpretation multidirectional and multidimensional.

Results

From this point of view, the assumption on which depends a condition of disability depends on the action and the characteristics of the environmental and personal factors on the overall functioning of the subject in the context of his life. Where it appears to be malfunctioning, you are experiencing capacity limitations and restriction in social participation (fig. 2).

Fig 2 - ICF as a tool for identification, description and comprehension skills.

Currently, the ICF is emerging as cultural and scientific reference for fundamental rethink system of school integration, the prospect of an inclusive school; also allows to reconsider the process of integration in entirely new ways, namely by focusing on factors and conditions that contribute to poor performance of the pupils.

Discussion

The investigation and interpretation of the limitations to the operation, carried out by means of verification procedures related to quality indicators, is a prerequisite for the realization of a truly inclusive school.

The creation of an inclusive education system also requires a transformation of the function of the teacher also specialized, in addition to the specific relationship with the student in need special education, its function should take place according to the following addresses:

1. Finding aids professional and technical services deemed necessary for the educational process.
2. Locate and determine the resources to be used in the classroom and in the school, working with the DS, figures of the system, teachers and pupils.
3. Organization and activation of resources deemed useful for the educational process.
4. Attribution of the role of mediation, to promote collaboration among those involved in the case and participate or stimulate research groups at the institutional level and Inter-Institutional.

Conclusions

This article has focused on the theme of inclusive practice and what could teachers do to meet the diverse educational needs. In practice, things that teachers can do and that give meaning to the concept of inclusion, regardless, by the structures of schooling often restrictive and binding nature of approaches of educational outcomes.

The construction of an inclusive education system could be brought about only if there is on the part of the leading actors of the educational process, the passion, expertise and resources to bring about the changes, especially in terms of organization and management, without which we risk losing the challenge posed by the new educational needs.

In the final analysis, the central nodes of this transformation must absolutely include:

- the redesign of training programs aimed at all teachers and school personnel with qualified training initiatives that relate to the meaning and methods of realization of an inclusive school;
- the allocation to schools of human and material resources commensurate with the needs of students;
- the set up of a system for measuring the quality of schools based on shared indicators at the national level, in order to stimulate and promote the skills and management skills and educational activities;
- the construction of real and effective networks of collaboration between public institutions, with the purpose of preparing and circulating human and professional resources for the management of this while ensuring the maintenance of the educational opportunities that require looks and long-term prospects;

Future research trends in the field of inclusion should be focused on good practices, ie the status of operation and management of educational processes / training, because you know but especially knowing what to do when students exhibit learning difficulties.

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