



DISABILITY

IN THE
ITALIAN EDUCATION SYSTEM

HISTORY.
LEGISLATIVE
ASPECTS AND
GOOD PRACTICES:
FUNDAMENTAL
ASPECTS

In 1948, the Italian Constitution had already guaranteed equal rights for all citizens together with the right to education for all, but for decades this right was not acknowledged and education was considered a privilege for the few.

Students with disabilities were sent to special schools and differentiated classes which, although with various changes, this state of affairs existed even prior to the unification of Italy.

In 1971, having recognized the battle against all forms of discrimination that had inflamed Europe since the 1960s, Law no. 118 established that disabled students were required to complete compulsory education in public schools, with the exception of the blind and the deaf who would continue to attend special schools, and for those students with serious intellectual and motor skill disorders, for which attendance at a school would have been impossible at the time.

An important turning point came in 1977 with Law no. 517, when for the first time the concept of inclusion was introduced for all disabled students in infants and primary schools, from 6 to 14 years of age, which imposed the obligation of lesson plans by the class teachers, assisted by a specialized support teacher.

At that time, deserving students with disabilities who wanted to continue their studies were still excluded and marginalized: high schools refused entrance claiming they did not have the appropriate facilities for them. However, in 1987 the High Court issued a judgment (No. 215) granting the full and unconditional right for all students with disabilities, even the more severely disabled cases.

School administrations, local authorities and local health units were involved in putting in place the services of their own specific competence to support school integration.

The path to scholastic inclusion for all students was now open and in 1992 with Law no. 104 the principles for school integration were established. The figure of the support teacher (who became to all effects and purposes a teacher of the entire class in which the disabled students belongs) was identified, along with

the process to be followed in defining a person with disabilities.

The principles that govern school inclusion are expressed in Articles 12 -16. Article 12, declares that:

“School inclusion aims at ensuring the development by persons with disabilities of their learning, communication, relational and social potential.

Disability-related problems or learning problems shall not limit the right to education”.

The acquisition of documents, provided for in Law 140/92, which remain fundamental up to the present in implementing school inclusion are:

- Clinical diagnosis which describes the student's impairments drawn up by healthcare operators.

- Functional diagnosis, drawn up by a team of healthcare operators, psychologists and social workers, in which the residual capacities and potential to be activated are described.

- Dynamic-functional profile, drawn up by the same health operators that prepared the functional diagnosis in addition to the teachers and the family. The profile describes how the student manages and use his abilities in the scholastic and social context.

- Individual Educational Plan (PEI), drafted by a neuropsychiatrist, a psychologist, a social worker, educators, teachers and the family. It contains an outline of the scholastic and social plan specially designed for the student, to fulfill his potential and integrate him into society.

- Support teachers are qualified teachers who further their training with two-year specialization courses that cover all forms of disabilities and which are differentiated according to the school level in which they will teach.



WHAT IS
HAPPENING
IN ITALIAN
SCHOOL?

Currently, a particular PEI model is used in schools in the Marche Region (pursuant to Law 104/92, Law Framework 328/2000 and "Intesa Conference" of the Regions of 20.03.2008) which also contains the dynamic functional profile.

This document considers the aspects needed to plan a correct academic path, following a process that includes:

A - Observing the student for a period of one or two months which will lead to a description of :

1. Abilities, skills and knowledge that the student has without the help of the teacher or devices;
2. Abilities, skills and knowledge that the student can express only with the assistance of the teacher or devices;
3. Abilities, skills and knowledge that the student does not currently possess but could develop;
4. The social aspects in relation to the student and how much they help or hinder in his integration;
5. Indications and notes on progress made by the student in order to better understand the student's progress at the beginning of the school year.

B - The preparation of a scholastic project, broken down into a series of analytical points, one for each the "didactic action" that is deemed opportune.

Each "didactic action" is divided into three aspects:

1. Expected outcome. It indicates what is expected from a specific didactic action with respect to the student 's starting point (e.g. grasping the sense of time and space).
2. Educational path: a study of the time period, methodologies, evaluations that are foreseen.
3. Strategical tools: e.g. materials utilized, computers, etc.

C - In this section, the organisational aspects of teaching are described:

- all the organisational aspects of space / time and the devices used by the school in implementing the PEI;
- role and competences of professionals (teachers, educators, assistants), in relation to the organization of time and space;
- relations with the territory (e.g. volunteering, leisure time, relationships established, etc.);

- Methods to evaluate the student's ongoing and final progress;

-Post-scholastic actions should the student be in his last year of the course.

D - A transition plan, drawn up for students in the final three years of secondary school. A final section is added to the educational plan, which concerns relations with the territory and local institutions for transition to adult life.

E - The Pact Plan for social life, drawn up together with social workers.

All social and social assistance actions foreseen for the student are recorded.

F - The Pact Plan regarding clinical-therapeutic aspects, studied by the healthcare operators who take care of the student. All the planned therapeutic actions are recorded.

G - The Professional Co-Responsibility Pact Plan, in which previously envisaged interventions are integrated and collaboration rules are established between the various operators.

H - The family Pact Plan, in which the family can express its point of view on the PEI, register their commitments to the child and the services, sharing expectations and indicating proposals to improve the quality of service.



Our school's students song about disability on Sanremo Music Cotest.

IN OUR
SECONDARY
SCHOOL

Students with disabilities who intend to enroll in high school usually have a clinical and operational profile already drafted, which is then reviewed and updated at the end of the first two years of junior high school. A request for the total number of hours of special-needs classes must be made to the Provincial Education Office at the beginning of the school year by an expressly created group of teachers, on the basis of the students' profiles.

The classes must have only one disabled student and cannot exceed 25 students.

After a period of observation the PEI is drawn up, as detailed above, which is normally in November. During the meeting in which the Educational Plan is drawn up on the basis to the student's possibilities, a decision is made as whether to follow a differentiated teaching program or one based on minimum objectives. The differentiated programme foresees that the student follow a different path from that of the rest of the class, tailored to his specific needs in which a certificate is provided at the end on the basis of skills achieved. A programme based on minimum objectives establishes that the student follows the same teaching programme as the others in the class with some simplifications based on his/her abilities. At the end of the scholastic year he /she will receive the same diploma as the classmates.

In both cases, participation in the same activities as his/her classmates is ensured as much as possible.

In the Institute of Higher Education "Podesti Calzecchi Onesti" in Ancona, there are many students with disabilities and every year come new students enroll. Often the special needs teachers meet in order to share and compare the work done by the disabled students, in order to find new incentives and opportunities for growth.

A great asset of the Institute of Higher Education "Podesti Calzecchi Onesti" are the art, music and cooking Laboratories, in which students can work actively and implement their skills. In these laboratories, disabled students work together with the other students who support and tutor their classmates.



Some moments of our garden project.

PEI MODEL



ISTITUTO DI ISTRUZIONE SUPERIORE "Podesti - Calzecchi Onesti"



SEDE CENTRALE
Strada di Passo Varano, 17 - 60131 Ancona Tel. 071.2905276/416 Fax 071.2863860 - info@iispodestionesti.it

SEZIONE ASSOCIATA
Via Podesti - 60033 Chiaravalle (AN) Tel. 071.94262 Fax 071.94431 - chiaravalle@iispodestionesti.it

C.M. ANIS01300B

C.F. 80013270428

PIANO - PATTO EDUCATIVO INDIVIDUALIZZATO

(ai sensi Legge 104/92, Legge Quadro 328/2000 e Intesa Conferenza Stato regioni 20.03.2008)

COGNOME E NOME DELL'ALUNNO/A

anno nascita

residenza

classe

1	2	3	4	5
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alun/clas.

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anni scuola

anno scolastico

2	0			-	2	0		
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scuola frequentata

DIAGNOSI CLINICA

DISAGNOSI FUNZIONALE

DATI DI PARTENZA UTILI AL PIANO – PATTO

Sintesi valutazione anno precedente utile a motivare le scelte per l'anno scolastico in corso

punti di forza, abilita' possedute adeguatamente

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punti di forza possedute attraverso mediazione contesto

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deficit e inadeguatezze rispetto alle attese

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relazione di influenza e mediazione ambiente e contesto di vita

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altro di utile per ripartire

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IL PIANO - PATTO PER LA SCUOLA

IL CURRICOLO INDIVIDUALIZZATO

esito atteso

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percorso didattico

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strumenti strategie

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esito atteso

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percorso didattico

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IL PIANO - PATTO PER LA SCUOLA

ASPETTI ORGANIZZATIVI DIDATTICI

organizzazione didattica (tempi, spazi, tecnologie)

Articolazione competenze professionali (docenti, educatori, tutor, ecc..)

Assistenza di base: professionalità e risposta ai bisogni

Azioni scuola-territorio in rapporto all'integrazione

Modalità di valutazione

Azioni per la continuità (se alunno/a frequenta scuola per ultimo anno di corso)

IL PIANO PER LA TRANSIZIONE

(se lo studente frequenta la scuola secondaria superiore)

curricolo svolto equivalente differenziato

Motivazioni:

Azioni specifiche intraprese per il passaggio alla vita adulta

a. sull'autonomia personale

esito atteso

percorso didattico

b. sulle competenze cognitive

esito atteso

percorso didattico

c. sulle competenze professionali

esito atteso

percorso didattico

d. sulla vita di relazione

esito atteso

percorso didattico

e. altro

esito atteso

percorso didattico

Rapporti istituzionali con soggetti pubblici e privati che si occupano di disabilità adulta

IL PIANO – PATTO PER LA VITA SOCIALE

Interventi di carattere sociale previsti, e soggetti (pubblici e privati sociali) coinvolti

Principali attività/azioni previste

esito atteso

percorso sociale

soggetto sociale che realizza il percorso

esito atteso

percorso sociale

soggetto sociale che realizza il percorso

esito atteso

percorso sociale

soggetto sociale che realizza il percorso

esito atteso

percorso sociale

soggetto sociale che realizza il percorso

esito atteso

percorso sociale

soggetto sociale che realizza il percorso

IL PIANO – PATTO PER GLI ASPETTI CLINICI-TERAPEUTICI

Notizie generali sulla presa in carico di carattere terapeutico e clinico

Principali attività/azioni previste

esito atteso

terapia

soggetto che realizza la terapia

esito atteso

terapia

soggetto che realizza la terapia

esito atteso

terapia

soggetto che realizza la terapia

esito atteso

terapia

soggetto che realizza la terapia

Eventuali notizie su strumenti speciali, interventi dedicati, organizzazione di servizi di assistenza specialistica necessari

IL PIANO – PATTO DI CORRESPONSABILITA' PROFESSIONALE

Spazio libero per descrivere gli aspetti di relazione tra intervento didattico, sociale e terapeutico, le regole di relazione tra i professionisti, gli aspetti comuni di ricerca, i reciproci impegni deontologici

Firma dei soggetti che hanno predisposto il piano – patto educativo individualizzato

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IL PIANO – PATTO DELLA FAMIGLIA

Osservazioni dei genitori sul Piano-Patto presentato dai professionisti del territorio

Impegni che la famiglia assume per il progetto di vita del figlio/a

Attese della famiglia e proposte ulteriori di possibili iniziative

Firma per accettazione