

DIDATTICA INCLUSIVA

INCLUSIVE DIDACTICS

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In order to include students with disabilities, it is indispensable to remember that the fundamental objective of Law n. 104/92, art. 12, par. 3, is the development of learning through communication, socialization and interpersonal relationship. In this respect, the Law in question states that: “School integration aims to develop the potential of a handicapped person in learning, communication, relationships and socialization”; paragraph n. 4 further states that “the exercise of the right to education cannot be impeded by learning difficulties or other difficulties arising from handicap-related disabilities”. Therefore, the educational design for students with disabilities must be developed by keeping this priority in mind. The centrality of the individualized educational design which, on the basis of the concrete case and its needs, will have to identify balanced interventions between learning and socialization, preferring in principle that learning takes place within the classroom and in the context of the program implemented therein. An educational design arising from the principle of the right to study and development, also in the logics of building a life project allowing a student to “have a future”, can only be defined within working groups which, by law, have this purpose. The establishment of such groups in every school is compulsory; it does not depend on the discretion of the functional autonomy. For this reason, the School Manager is required to take any initiative necessary to set up the groups in question, identifying also compatible hours for the presence of all the components invited to take part in it (Canevaro, 1999, 2007). The Disabled is integrated / included in a context when he experiences and learns with others, when he shares work goals and strategies and not when he just lives, works, sits next to others. And such integration, if it is material and not only formal, cannot be left to chance, or to the initiative of teachers for support activities, operating as separate organs from the overall context of the classroom and of the educating community. Instead, it needs to act in accordance with the provisions involving the entire teaching, curricular and support activities staff, as indicated in the Ministerial Note with prot. nr. 4798 of July 25, 2005, reaffirming the need for concrete and full implementation. In order not to disregard the goals of learning and sharing, it is essential that the task of programming activities is carried out by all curricular teachers who, together with the supporting activities teachers, define its learning objectives for students with disabilities in correlation with those expected for the entire class. Given the purpose of the joint programming between curricular and supporting activities teachers for defining the educational plan of the student with disabilities, purposes that see in the joint programming a guarantee of protecting the right to education, it should be noted that cooperation and joint responsibility of the teaching staff are essential for an inclusive school. The organizational and educational flexibility provided for by the functional autonomy of the educational institutions allows articulating the teaching activity according to the most appropriate ways for all students to be successful, the ultimate aim of the whole national education service, without prejudice to the principles related to the current legislation. So, for example, the teacher for supporting activities cannot be employed to perform other functions than those strictly related to the project of integration, where such different use reduce also partly the effectiveness of such a project (Canevaro & Malaguti, 2015). The opportunities offered by the

organizational flexibility to achieve the right to education of disabled students are manifold. As to the transition from the first to the second cycle of education or in the intermediate steps, it is appropriate that the school managers involved include forms of mandatory counseling required between the teachers of the class attended by the disabled student and the reference figures for the integration of the schools involved, in order to allow continuity and better application of experience already gained in the didactic-educational relationship and in the integration practices with the disabled students. School managers involved in this transition can also initiate experimental projects which, on the basis of the agreements between educational institutions and in accordance with local regulations, also allow that the teacher of the already-attended school grade participates in the stages of acceptance and integration into the following grade. Moreover, it needs to carefully consider if the principle of the constitutionally protected right to study and interpreted by law n. 59/97 as a right to educational success for all students can be realized, notwithstanding the derogations provided for by current law, through the permanence in the education and training system until adulthood (21 years) or through excessive delays at certain school grades. The educational system, in fact, responds to the training and educational needs of the youth and the citizens, becoming eventually necessary, including through the full implementation of rules guaranteeing the right to work of subjects with disabilities. For this purpose, to the extent applicable to the national education system, it is essential to have a timely organization of the transition to the world of work and of the implementation of the life project.