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PERCORSI 0-6 ANNI: OSSERVAZIONE E PROGETTAZIONE. L'IMPORTANZA DELLA REALIZZAZIONE DI UNO STRUMENTO INTEGRATO

COURSES 0-6 YEARS: OBSERVATION AND PLANNING. THE IMPORTANCE OF THE REALIZATION OF AN INTEGRATED INSTRUMENT

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Abstract [1] [2]

This work constitutes the presentation of a tool to support educators and teachers, of the educational path 0-6, by building an in-depth knowledge of their students through observation, which allows to detect useful data so that teaching practices can be improved and so that they create functional and inclusive, high-class programs that take into account the specificities of individual children. The tool was born as a response to the guidelines drawn up in a global way by the institutions. The creation of the integrated system of education and instruction 0-6 years has brought back to the centre of national attention the issue of the right to education of children (UN Convention on the rights of the child of 1989, ratified in Italy with the law 27/05 / 1991, n. 176; growing EU interest in Early childhood education and care with the "forty quality objectives" of childcare services -1996-, with studies to analyse the contribution of childcare services to cognitive development and socio-emotional nature of children, with a European framework for the quality of educational and care services for children -2012-).

Il presente lavoro intende presentare uno strumento per supportare educatori ed insegnanti, del del sistema formativo 0-6, mediante la costruzione di una conoscenza approfondita dei propri bambini/allievi attraverso un' l'osservazione esperta, che permetta di rilevare dati utili per migliorare le pratiche didattiche e realizzare programmazioni funzionali ed inclusive, di classe, in grado di valorizzare le specificità dei singoli bambini. Lo strumento nasce come risposta alle linee guida tracciate in modo globale dalle Istituzioni. La creazione del sistema integrato di educazione e istruzione 0-6 anni ha riportato al centro dell'attenzione nazionale e internazionale il tema del diritto all'educazione dei bambini (convenzione ONU sui diritti del fanciullo del 1989, ratificata in Italia con la legge 27/05/1991, n. 176; crescente interesse dell'UE verso l'Early childhood education and care con i "quaranta obiettivi di qualità" dei servizi per l'infanzia del 1996; studi scientifici, promossi dall'UE, per l'analisi del contributo dei servizi per l'infanzia allo sviluppo cognitivo e socio-emotivo dei bambini, con l'ottenimento di un quadro europeo per la qualità dei servizi educativi e di cura per l'infanzia del 2012).

Keywords

Educational paths; 0-6 years; Observation; Programming; ICF

Sistema integrato 0-6 anni; Osservazione; Programmazione; ICF

1 Author of Introduction; paragraphs 1; 2; 3; 4
2 Author of paragraphs 5; 6; conclusions

Introduction

"Development is the dynamics of a process of change that begins with conception and continues throughout life" (Santrock, 2013). Development can therefore be described as the result of three key processes, namely: (1) Biological processes: physical changes of the individual; (2) Cognitive processes: changes in thought, intelligence, individual language; (3) Socio-emotional processes: changes in relationships with other people, emotions and personality. These processes are mutually interconnected (Diamond, 2009; Diamond, Casey, Munakata, 2010). As Dumbar argued in 1998, adults are instinctively inclined to take care of a newborn child who is ready from birth to come into contact with others. Legerstee (2005) defines neonatal imitation as a social behaviour that favours the very first forms of relationship and learning between people. The ability to actively respond to social stimuli, therefore, is highlighted in specific forms of brain activity and in the very behaviour of children. This has led researchers to talk about "social brain" (Cozolino, 2008; Oliverio, 2009), and the management of interpersonal relationships has become increasingly dependent on domains of social reasoning.

Moreover, the context has undergone profound changes, transforming childcare facilities from care to education. Scientific evidence points to the importance of the environment for the bio-psycho-social development of the child (Tortella, Tessaro, Fumagalli, 2012), but despite this, the authors themselves show that the physical environment and socio-relational context are not considered so important in professional practices. In fact, the activities declared and carried out by the educators, who are active parts of the research, seem to respond to criteria of "care-taking" rather than promoting the development of each child. The educational sense of the educators is still very weak, despite the fact that they take care of children from 0 to 3 years of age, which is a fundamental period for development. In the majority of professionals there is a prevailing concept of development of the mature type, which does not consider the spiral evolutionary interweaving of personal experience, social relations and physical environment (Tortella, Tessaro, Fumagalli, 2012). Even in schools there is sometimes a lack of awareness on the part of teachers about evolutionary processes and the consequences of the educational impact on the development, learning and participation of their pupils.

1. Description of the context

Starting from the centrality of a quality early education and the awareness of the need to develop updated and adequate knowledge and skills in educators and teachers, in line with the recent scientific, cultural and regulatory guidelines at transnational level, a study and research path has been launched for the development of an "integrated" observation and planning tool, by the authors. The tool was presented on an experimental basis to 15 0-6 structures, for a total of 200 pupils, 40 teachers, including 2 English specialists and 5 health professionals (including psychomotricists, psychologists and child neuropsychiatry). In order to observe normotypical development, all pupils were involved, trying to detect not only the possible difficulties, but also the skills to be developed and the excellence, i.e. those particular skills, in which the child is very good.

The model has been prototyped in several schools in Piedmont and Lombardy, both in metropolitan and peripheral areas. Both large state-owned institutions and medium-sized and large private facilities were involved. Precisely because the tool is designed with an ecological perspective, it has been tested in different economic, social and cultural contexts.

2. Description of the activity / project

Starting from the centrality of a quality early education and the awareness of the need to develop updated and adequate knowledge and skills in educators and teachers, in line with the

recent scientific, cultural and regulatory guidelines at transnational level, a study and research path has been launched for the development of an "integrated" observation and planning tool, by the authors. The tool was presented on an experimental basis to 15 0-6 structures, for a total of 200 pupils, 40 teachers, including 2 English specialists and 5 health professionals (including psychomotricists, psychologists and child neuropsychiatry). In order to observe normotypical development, all pupils were involved, trying to detect not only the possible difficulties, but also the skills to be developed and the excellence, i.e. those particular skills, in which the child is very good.

The model has been prototyped in several schools in Piedmont and Lombardy, both in metropolitan and peripheral areas. The project's hypothesis is that this tool can help teachers and educators to improve everyone's learning processes. In particular, by favouring the recognition of early or latent signals, the tool allows the detection of excellence or difficulties (both of which can be described through the pedagogical category of Special Educational Needs - Italian acronym BES, currently in use in schools), allowing a targeted, synergistic and integrated (inter-professional) intervention on the context.

The rationale of the tool refers to the inter- and transdisciplinary dialogue that finally seems to characterize our current context, in an attempt to concretize the relationship between scientific observation, which allows us to describe behaviours, with the subjective one, which allows us to interpret them in depth, enhancing potentials and guarding the drifts of both approaches considered separately. The observation/evaluation model assumed is placed within this perspective and allows to define the didactic process in its globality and circularity, grafting the third fundamental step, that of planning.

The instrument is made up of two parts, relating to the 0-3-year-old range and the 3-6-year-old range. Each of them is in turn divided into two areas: one relating to observation, the other to planning and programming.

In order to make the outcome of the observation result as reliable as possible, the *repeatability* and *reproducibility* of the administration are evaluated. The first is the agreement between the results of measurements carried out under homogeneous conditions (same instrument, educator/teacher, experimental situations and subject in a short period of time). The second is agreement between the results of measurements carried out under different conditions.

Until now, training has been carried out for educators and teachers involved in the use of the prototype. It has been completed the first observation (T0), through which it has been possible to carry out a "classroom" programming that has taken into account the specificities of the individual children. The second evaluation (T1), which was delayed due to the health emergency, is currently underway. Through data analysis it will be possible to ascertain whether the programming was effective or will need to be recalibrated. Any changes to the educational intervention will be considered with further observation (T2) and analysis.

3. Purposes of the activity/project

After the prototypical phase, the aim of the project is to make the model available at a national level, in order to support pre-school services and schools in the realisation of an inclusive educational path, providing them with a tool that facilitates the observation and understanding of the learning and participation processes of the children and, consequently, the educational and didactic planning and evaluation "targeted and adequate", in order to valorise the potential of each one, also through the realisation of initial and *in itinere* research and training paths. Specifically, the use of the tool is aimed at achieving the following objectives: (1) increase knowledge and promote awareness among teachers and educators so that they understand that the development of the child is given by the interconnection of biological, cognitive, socio-emotional processes (Diamond, 2009; Diamond, Casey, Munakata, 2010). (2) to improve their analytical observation skills, in order to detect the correct development of competences

in children and to identify their critical points and strengths. (3) Promote a methodology that from systemic and ecological observation leads to the development of effective and functional programming for both individual children and the class group. (4) To support and enhance the relationship between special or individual educational needs and ICF (biopsychosocial model ICF-CY, WHO, 2007) in the inclusive direction, which is not in opposition to the more mature meaning of inclusion.

4. The importance of knowing how to observe

The etymology of the word "*observe*" highlights its cognitive and intentional essence. As a matter of fact, it derives from the Latin *observare,* composed by the prefix *ob*, which indicates both a *direction* – towards – and a *purpose* – to –, and from the verb *servare* which we could translate with *guard* (preserve, cure, be careful to). The importance of the observational action, therefore, is well explained by its semantic value.

Observation is a modality of detection aimed at understanding a certain manifestation. It results in a precise and complete description of the peculiarities of a behaviour and the conditions in which it occurs. Observation is therefore a typical attitude of attention to a particular situation. It is an intentional, targeted, active and specific look (Mantovani, 1995, p. 84). One of the critical points of observation is that it tends to focus on what the educator considers most relevant and significant in relation to his motivations and the reasons that promoted the survey.

The development of observation skills in educators and teachers is the main factor of change, which is demonstrated through the extension of the fields of didactics in a perspective of lifelong education. Observation, therefore, (1) promotes distinct educational contexts through the heterogeneity of spaces and times (both real and virtual) to detect the peculiar characteristics of the child's development; (2) diversifies the roles (educators, teachers and specialists assume different functions); enhances pupils' knowledge through access to a multiplicity of resources that define different ways of building knowledge itself (Bonaiuti, Calvani & Ranieri, 2016). (3) It stimulates the shift of focus from seeing to observing, transforming educational spaces into workshops for the acquisition of knowledge in progress, with a view to the total involvement of the child through the specific programming of objectives.

The educational approach of childcare services is prone to dealing with an area of extraordinary complexity. The staged conception of children's motor, cognitive, emotional and social development elaborated by Piaget (1991) is, to date, a primary reference in developmental psychology, in order to schematically allign the typical resources of each age group, the organisation of the educational setting and the educational proposals. The theoretical contributions that followed to the genetic epistemology of Piacenza have emphasized the peculiarity of children's growth rhythms and the consequent pedagogical perspective that favours a personalized approach for each of them (Zanon, 2012). It may happen, however, that the elements of regularity rooted in the mindset of educators and teachers may limit the capacity for analytical breakdown of the developmental variables of the individual child.

According to the socio-constructivist paradigm, knowledge is an active process of construction of meanings in which the educator and the teacher should be able to support a renewed formation of knowledge through open and applicative methods, capable of activating processes of cognitive reconstruction.

The educational method can be defined as the complex of theories and practices related to the educational relationship in children's services, which include constitutive components such as a provider, who usually owns and manages a large part of the knowledge, an acquiring subject and a transposition/negotiation activity, which most often takes place within a closed setting, (Calvani, 2000; Iori, 1998; Panciroli, 2016) in the light of the skills acquired through observation needs reformulation.

It can be deduced that observation is not only an immediate and spontaneous act, but rather

a decisional and selective process, which calls into question the intellectual function called by Dewey (1961) "*reflexive thinking*", that is, in the face of the perception of a doubt, an attitude of research proceeds according to a circumstantial and hypothetical paradigm. It is necessary to make a precise identification of the facts, in order to clearly define the problem and to identify possible solutions.

The areas highlighted in the observation are eight and relatively related to: Large Motricity Area; Fine Motricity Area; Adaptive Area; Cognitive Area; Language Area; Social Area; Social Communication Area and a specific crying analysis table (infants). Each Area is divided into different Items that guide the operator in the observation. Each of them is followed by a practical example of a child's action or behaviour.

A.	Reach grab and release		
AREA	**ID**	**ITEM**	**EXEMPLE**
MF	A.1.0	Make a direct beat and / or slide of movements with each hand	Beat and move objects with your left and right hands. You can lose the object. The hand should not be held in a fist.

Figure 1 Extract of an Item and its example

The evaluation has been designed through the ICF international classification. The value attributed to each Item starts from "0" i.e. *no problem* up to "4" *complete problem*, however taking into account the excellence (in performance) "10". It is also possible to interpret each assessment through the "Notes", specifying whether it was necessary to provide assistance to the child or administer a direct test. It is also possible to indicate whether the observation has been affected by interference or whether the Item needed to be modified. Finally, the quality of performance and the relationship between educator-teacher and child is significant. As already mentioned, the evaluation must meet the criteria of Repeatability and Reproducibility.

	SCALA VALORI QUALIFICATORI						NOTE					
Detection	**0**	**1**	**2**	**3**	**4**	**10**	**A**	**B**	**D**	**M**	**Q**	**R**
	NO problem	**MILD problem**	**MEDIUM problem**	**SERIOUS problem**	**TOTAL problem**	**STRENGTH**	**Assistance provided**	**Interfered behavior**	**Direct test**	**Modification / adaptation of the item**	**Quality of skills performance**	**Relationship teacher: learners**
1ª												
2ª												
1ª												
2ª												

Figure 2 Evaluation system of the observation

At the end of each sheet it is possible to calculate the partial result of the evaluation of the observed competences:

RESULTS		
Detection	1ª	2ª
Raw Result		
N° tot. Item		
Score %		

Figure 3 Partial scoring

The communication area provides a supplementary evaluation model that allows the educator to pay attention to the intentionality of verbal, non-verbal and paraverbal communication.

U.		Transizione alle parole (Gruppo B)								
AREA	ID	ITEM	Communicative signal			Communicative function				
			Interpretable	Partially Interpretable	Non Interpretable	Winning attention	"Answer to the questions"	"Refers to objects and / or people"	To greet	"Protest, refuses"
SC	U.1.0	Gesture								
SC	U.2.0	Vocalization								
SC	U.3.0	Vocalization/Gesture								

Figure 4 Extract from the evaluation related to the observation on communication

In addition to the partial evaluations, at the end of the groups of sheets it is possible to "add" the same, in order to have an overall picture of the child's development, taking into consideration strengths and critical points, which are unequivocally useful for programming (Fig. 7).

5. The integrated observation-design-evaluation process in 0-6 year services: the ICF-based design and planning sheets

In order to talk about design, we must first of all underline the importance of observation and description/evaluation of phenomena and processes and clarify the reciprocal interconnections. Observation, planning and evaluation are essential and complementary aspects of any educational and rehabilitation project. As Galanti points out (Galanti and Sales, 2017), for many years these aspects have been the patrimony of a professional action proper to medical and biological sciences; much more recently (since the end of the last century or so) also in the educational field attention to the observation and evaluation processes has developed and institutionalized also in the educational path.

Various theoretical models and application proposals have followed one another in recent years, although they have not always been conveyed in an organic and "monitored" way and have not always effectively become the common heritage of educators and teachers.

In line with the prospects for transdisciplinary dialogue currently underway, we consider it a priority that education and teaching professionals possess knowledge and tools that are useful to foster an "adequate" understanding of the phenomena observed, a sine qua non for effective and inclusive educational and didactic planning. As we have already pointed out, the pooling of models based on scientific observation, which, with models based on subjective observation, make it possible to interpret in depth, exploiting potentials and monitoring the drifts of both approaches considered separately (ib), is a central step for the improvement of professional culture and practices. The observation/evaluation model presented in the previous paragraph fits well into that perspective and makes it possible to define the didactic process in its entirety and circularity, grafting the third fundamental step, that of educational and didactic planning. Didactics and evaluation, observation and planning are parts of the same complex action and as such must be operationalized by all educators and teachers. At this point it is necessary to highlight some critical points and difficulties that can constitute an obstacle to the effective implementation of these processes in the daily life of schools and services: (1) The intrinsic complexity of each of the above mentioned didactic actions (observation, evaluation, planning); (2) The further complexity resulting from the attempt to build and maintain their interdependence as specific actions of a common process, according to a longitudinal perspective. In both cases, specific competences (knowledge, skills and attitudes) are required from the professionals involved. Just as an appropriate pedagogical observational and evaluative competence needs to be developed and enhanced, a coherent design competence needs to be developed and enhanced. It is also necessary to acquire and maintain an integrative vision that enables the close interconnection between processes to be grasped and enhanced, also operationally. An excellent observation of the child is of no use if it is not functional to the understanding and evaluation of its overall functioning, with reference to the context in which the observation takes place, and if it is not aimed at "an excellent" (or, better, as Winnicott would say, *sufficiently good*) design of coherent actions, which in turn will trigger behaviours that will be the subject of new observation and redesign. This means concretely dedicating training spaces and times, of comparison and exchange between educators, teachers and trainer-researchers, to guarantee the assumption - conscious and intentional - of a common conceptual and methodological background, able to support and enhance this interdependence.

There is also a further element of complexity arising from the duty to assume and oversee the inclusive management of this framework. This means being able to promote, intentionally and effectively, an integrated process of wise, effective and inclusively oriented observation-evaluation-design, capable of embodying coherent professional choices and daily teaching practices. It is therefore essential to refer to an interdisciplinary summit that makes it possible to draw on scientifically-based knowledge and at the same time promotes an inclusive pedagogical orientation.

By tightening the focus on design, the essential principle is that of differentiation; design by differentiation is a prerequisite for inclusion (Galanti, 2020). In order for didactics to be truly inclusive, it is necessary to make differences between pupils; educators and teachers must consider the differences between children as a central element, a resource, to orient didactic educational planning and not limit themselves to recognizing it only when they represent a problem (d'Alonzo, 2016). It is therefore necessary to be "ready to accept diversity. The classes that work well on this level are guided by teachers who are open to individual differences, ready to recognise the personal needs of individuals, capable of correctly interpreting verbal and non-verbal languages, attitudes and potential of the pupils, of all pupils. To accept diversity means to be willing, at any time, to modify the previously planned didactic plan, in order to curve it on the needs of individuals, recognizing the person as the founding value of one's educational action [...]". (D'Alonzo, 2016, p. 50) (Ib.).

An element of risk, which corresponds to one of the most frequently encountered criticalities in educational and school contexts, concerns the transition from the declarative plan to the operational plan. We are well aware of how careful all schools are in declaring in their PTOF (Three-Year Plan of the Educational Offer) the "*inclusive vis*" and the attention to the differences of all pupils as principles underlying the schools themselves, but we also know how sometimes these remain only "declarations of principles on paper". In fact, guaranteeing a circularity of quality "observation - evaluation - planning" with reference to the multiple differences of the pupils and the neurodiverse profiles is even more complex and challenging. The devices and tools used, as is well known since a long time (Bruner, 1966; 1983; Illich, 1971), orient cultures and practices and it is precisely on this level that professionals in the 0-6 range feel most "discovered". In particular, as Cottini and Morgani (2015) point out, a basic conceptual aspect when using instruments at the section-school level for all children concerns keeping in mind the extreme individual variability that inevitably determines the impossibility of observing and detecting everything, for everyone. In the 0-6 group, some children are even more "elusive", both because we have reduced the age of observation and also because of the presence of children with profiles of intellectual disability and neurodevelopmental disorders characterised by strong heterochrony of development. In this sense, the use of an evaluation tool capable of indicating in detail the strengths and weaknesses of children and pupils in relation to their developmental potential is even more important (Ib. p. 251). According to the authors, the time variable, which is essential for typical development and more generally for all human evolutionary processes, is even more fundamental in the case of disabilities and difficulties and, for these reasons, must be considered and monitored at the level of design and evaluation tools.

As we have already pointed out, the various observations have a strong impact on the quality of the didactic action; in the perspective of *Evidence Based Education*, an evaluation tool can also be significant to detect the effectiveness of educational approaches as it allows to obtain reliable information on the procedures promoted (*efficacy*), with a strong expendability in the concrete context (*effectiveness*) and their possibility to be carried out (*implementation*) (ib).

Therefore, the use of an integrated tool - longitudinal (from 0 to 6 years old) and horizontal (focusing on essential and transversal skills) - of observation-evaluation-educational and didactic design, seems indispensable to try to enhance what is reported in the literature and, consequently, to favour the improvement of practices and processes of inclusion of all children. Our tool does not propose structured evidence, but is consistent with the essential aspects noted by the above mentioned authors: (1) Valorisation of the time variable; (2) Detection of strengths and weaknesses; (3) Reference to development potential and not to prerequisites (4) Evaluation of the effectiveness of educational approaches; (5) Expendability and contextuality: observation and planning and implementation of actions in concrete community contexts (services, classroom, ...).

A. Self and other				
AREA	ID	FIELDS OF EXPERIENCE		
		Behaviors, knowledge, skills and attitudes		
		ITEM	AREA	EXEMPLE
LI	A.1.0	SELF AND THE OTHER	Emotional-relational area	Eye contact with the interlocutor; relationship with adults and / or peers; interest in activities; self-esteem; adaptation and flexibility
LI	A.1.1		Awareness / metacognition area	It recognizes the limits of its actions in the context in which it operates; easily adapts to new situations; is aware of his own actions; accept and respect the rules.

Figure 5 Extract from the fields of experience

The structure of the design/programming section has been divided into two macro-areas: the first is dedicated to inclusive educational and didactic planning, aimed at all children (collective), but with sections for differentiation in relation to the specificity and timing of each one, while the second is dedicated to individualised and personalised planning, where necessary (a sort of Personalised Didactic Plan that is not "bureaucratic"). The two parts are based on the biopsychosocial descriptive model (consistently with the section dedicated to observations) and, from time to time, they shift the focus from the collective to the individual and vice versa, aiming at outlining a hermeneutics - and a design dynamic - for which each child is related to the context and all are part of the context. It is important to point out that also this second part is independent from the presence or absence of health diagnoses or certifications, but strictly correlated to what emerged from the complex and dynamic process of observation; the activation of the educational taking charge is primarily a pedagogical issue (Damiani, Gomez Paloma, Tafuri, 2018, p. 460). In this sense, it is possible to use the individualised project sheet also for the valorisation of talents and for the management of situations of needs other than the BES recognised by the Ministerial Directive of 2012, also "extemporaneous", which would risk "escaping from planning and common actions" such as, for example, those linked to situations of illness and hospitalisation (and, in the present historical period, pandemic emergencies).

DETECTION	"ACTIVITIES' EDUCATIONAL AND DIDACTICS "	ENVIRONMENT
	Indicate the main activities during which the observation takes place	**Spaces, times, materiality; conduction and climate mode**
1[a]		
2[a]		

Figure 6 Identification of educational activities and related settings

AREAS OF STRENGTH	Only consider scores 0 and 10	MAIN ENVIRONMENTAL FACTORS (FACILITATORS)
	X 0/0 oR 0/10 – 10/10	**Positive behavior observed mainly during group, recreational and motor activities. Ex: The teacher provides verbal instructions and instructions ... etc ...**
Self and other		
The body and the movement		
The speeches and the world		
Knowlwdge of the world		
Images, sound, colors		
Transversal		
AREAS OF CRITICALITY	**Only consider scores 1-2-3-4**	**MAIN ENVIRONMENTAL FACTORS (BARRIERS)**
	X 3/2 or 1/3 ecc...	**activity - climate - people**
Self and other		
The body and the movement		
The speeches and the world		
Knowlwdge of the world		
Images, sound, colors		
Transversal		

Figure 7 Extract from the partial assessment identifying criticality and strengths

6. Results achieved/final assessment

Training for teachers has made it possible to present the tool, explain its aims and assimilate its logic, making them autonomous in the use of the model.

The teachers then made a first observation (T0), applying the theoretical bases acquired. The activity allowed them to learn new skills, from the point of view of observation, reading the collected data, planning an educational intervention and its programming. During all these activities a continuous monitoring allowed them to solve doubts and support them in their difficulties, continuing to expand their competences.

The second observation (T1), currently in progress, will allow to measure the deviations and to recalibrate the interventions, in that it aims to be a virtuous process of continuous improvement.

Conclusions

The path towards real change in culture and educational and school practices, in a current and inclusive direction, is now underway and, in some ways, unstoppable and irreversible, even if the outcome cannot be taken for granted and the risks and drifts are always present (just think of the many "falsely inclusive" school policies and practices that do not support and do not enhance the learning and participation processes of all children). The challenges posed by the complexity and recent emergencies (economic, cultural, health...) accelerate this process of change, but make even more evident the need to dedicate time, space and resources to accompany, monitor and rethink cultures and professional practices in order to make them adequate, effective and sustainable. In particular, educators and teachers, as training and care professionals, need a wise and specific attention, which cannot be taken for granted in current training and work contexts. Among them, childcare service educators and kindergarten teachers play a priority role - still underestimated - which amplifies these professional needs, in terms of great resources and as many great risks. Children's development and learning, well-being and participation, disabilities and skills are significantly influenced by the context and teaching action, by the choice of devices and materiality, as context factors (besides, obviously, the person of the teacher/educator, the first contextual factor...); therefore, an "intelligent" tool, able to direct teachers' and educators' looks, thoughts, actions and reflections, based on scientifically valid and inclusively oriented paradigms and models, can represent an effective "facilitating factor". Its use, but even before that, its deep knowledge and understanding, are not simple, as they require the activation of the willingness to change, self-analysis and redesign by professionals. However, during the initial experimentation the responses of most of the educators and teachers involved were passionate and tenacious: the desire to put themselves to the test and experiment new tools and new practices was supported by the sharing among colleagues and the strengthening of self-esteem deriving from an increased awareness of playing an essential role in the life of their children/pupils and the perception of self-efficacy deriving from being able to use a "dedicated tool".

This work will be followed by the presentation of the data, currently being collected, in order to demonstrate the integrated observation/design working method.

The perspective of the work is to disseminate the tool in the integrated services 0-6, possibly through the creation of a digital platform, so as to be able to monitor its use by teachers and educators, updating the software according to the needs collected in a perspective of long life learning.

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