

**PEDAGOGICAL SUPERVISION FROM EDUCATIONAL SERVICES TO DIDACTIC CONTEXTS:
AN INNOVATIVE CONTRIBUTION TO INSTITUTIONAL PEDAGOGY**
**SUPERVISIONE PEDAGOGICA DAI SERVIZI EDUCATIVI AI CONTESTI DIDATTICI:
UN APPORTO INNOVATIVO ALLA PEDAGOGIA ISTITUZIONALE**
TITOLO IN ITALIANO

Stefania Morsanuto
Pegaso University, Rome
stefania.morsanuto@unipegaso.it



Elèna Cipollone
Niccolò Cusano University, Rome
elena.cipollone@unicusano.it



Francesco Peluso Cassese
Pegaso University, Rome
Francesco.pelusocassese@unipegaso.it



Double Blind Peer Review

Citazione

Morsanuto S., Cipollone E., Peluso F.C., (2023)
Pedagogical supervision from educational services to didactic context: an innovative contribution to institutional pedagogy; *Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva - Italian Journal of Health Education, Sports and Inclusive Didactics*. Anno 7, V 2. Supplemento Edizioni Universitarie Romane

Doi:

<https://doi.org/10.32043/gsd.v7i2.973>

Copyright notice:

© 2023 this is an open access, peer-reviewed article published by Open Journal System and distributed under the terms of the Creative Commons Attribution 4.0 International, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

gsdjournal.it

ISSN: 2532-3296

ISBN: 978-88-6022-479-8

ABSTRACT

Institutional pedagogy pays particular attention to the context and its role within teaching action. Teaching action cannot be limited to disciplinary content alone, but must include the influence of the family, the peer group and the child's representational world. This action-research demonstrates the effectiveness of a training proposal based on the combination of training and pedagogical supervision, on the basis of Educational Neuroscience. The positive outcome of the data analysis confirms the initial hypothesis, highlighting how the synergy between training and supervision improves the flexibility of thinking and benefits the entry into play of the personal component

La pedagogia istituzionale pone particolare attenzione al contesto e al suo ruolo all'interno dell'azione didattica. L'agire didattico non può circoscriversi solo ai contenuti disciplinari, ma deve contemplare l'influenza della famiglia, del gruppo dei pari e del mondo rappresentazionale del bambino. Questo lavoro di ricerca-azione dimostra l'efficacia di una proposta formativa basata sul connubio tra formazione e supervisione pedagogica, sulla base delle Neuroscienze Educative. L'esito positivo dell'analisi dei dati conferma l'ipotesi iniziale, evidenziando come la sinergia tra formazione e supervisione migliori la flessibilità del pensiero e giovi all'entrata in gioco della componente personale.

KEYWORDS

educational action, didactic action, pedagogical supervision, institutional pedagogy, data analysis
Agire educativo, agire didattico, supervisione pedagogica, pedagogia istituzionale, analisi dei dati

Received 18/09/2023

Accepted 26/09/2023

Published 26/09/2023

Introduction¹

In the last decade, pedagogy has been undergoing significant reflection on the context and the role of the context within which educational and didactic actions take place. The term "context" here refers not only to what surrounds the individual but also to the organizational-institutional, socio-relational, and communicative components. The central element, therefore, becomes the relationships that come into play because it is these relationships that give meaning to individual elements, individuals, and actions.

Therefore, in order to fully understand, design, and consciously manage educational and didactic actions, it is essential to see them as deeply integrated with the surrounding environment, contextualizing them in a backdrop filled with meanings, which provides us with a representation of sense, composed of gestures, words, and facts. From this perspective, the context consists of the sum of relationships, actions, and norms that guide its functioning, providing expression and understanding of the actions and communicative actions that take place within it.

It has been two decades since Carugati's reflection in 2001, in which he emphasized that "teachers and students do not produce simple behaviors of mutual reaction, nor simple material activities, but develop behaviors that take on meaning for those who produce them and for those to whom they are directed; the relationships between them and their respective meanings materialize in places and times characterized in terms of the cultural system of the school institution."

Dewey (1948) had already demonstrated how learning takes place where there is an essential connection between school and the social context because learning necessarily takes place within a group, a relational context, and a school system that is called upon not only to transmit disciplinary content but also to convey the values of the society from which it receives its educational mandate.

Lewin (1951) then highlighted, with his field theory, that it is possible to implement the results of the educational process by acting on the context in which the individual is inserted, thus creating structures and elements that are consistent with teaching and learning interventions. This process is influenced by the experiential world, the subject's previous learning, as well as the ways in which the

¹ Stefania Morsanuto: author of paragraphs 1, 2, 4, 5, 6, 7

Elèna Cipollone: author of introduction, paragraph 3 and conclusion

Francesco Peluso Cassese: Research project coordinator

subject integrates new stimuli from the elaborated and internalized world. Goffman (1974) continued by emphasizing how the organization of institutional systems defines the roles, actions, and relationships of the individuals involved, providing a metacommunicative meaning to gestures, words, actions, and ultimately behaviors. In this perspective, every individual within a system is both an actor and an observer because, on the one hand, they capture information from the external world and, based on this information, generate their own interpretation and representation. On the other hand, they "perform" their roles and act according to the norms and rules of the observed system.

From this viewpoint, Bronfenbrenner (1994) identifies the ecology of development, stating that the development of the individual is not only a purely biological and innate process, nor is it solely the deterministic outcome of specific educational interventions. Instead, this development will be determined by the relationship with the cultural, relational, institutional, and symbolic reference system. Specifically, a child's development is linked to the continuous connection between the different systems within which they are placed: the microsystem (family, school, peers, and all the elements the individual comes into direct contact with), the exosystem (contexts involving parents, such as work), the macrosystem (culture and its cultural interpretation), and the mesosystem (relationships between subsystems, such as the relationship between family and school).

Based on this ecological and highly contextual approach, didactic action cannot be limited solely to disciplinary content. For balanced development, it is essential for the teacher/educator to consider the influence of the family, peer group, and the "representational and symbolic world through which the child filters and interprets the knowledge offered, negotiating educational strategies with the family" (Nigris, 2015).

Clearly, these systemic connections do not manifest solely as defined, linear, and causal processes; they also involve a random component, unexpected events, those "anticipated surprises" (Perticari, 1996) that become the foundation of educational and didactic actions, as they are intrinsic to every human act.

This ongoing mediation between the teacher's predictions and theoretical settings on one hand, and the random events in the classroom on the other hand, becomes the characteristic weave of every didactic and educational action. In light of this, teachers are called upon to set up articulated, varied, and flexible organizational, social, and spatiotemporal contexts that can enhance the resources of individuals as well as groups and thus cope with any obstacles and unexpected situations.

With this perspective, we enter the field of institutional pedagogy, which "aims to replace the permanent action and direct intervention of the teacher with a system of diverse activities, mediations, and institutions that ensure the continuous obligation of reciprocity and exchanges within and outside the group" (Santarelli, 2020). Thus, from this standpoint, the ultimate goal of didactic action and educational action is for every individual to become the protagonist of their own educational process; therefore, having a full awareness of the context and the role of the context ensures the respect for individual uniqueness.

Emanuela Cocover (1993) encourages us to engage in significant reflection, starting from three fundamental questions:

- What function does the group serve within educational action?
- What factors, both individual and collective, internal and external, determine the functioning of educational action?
- What are the strategies and methods that promote the adaptation of didactic action to established and shared purposes?

Starting from these points, it becomes clear that within educational and didactic action, we must take into account and consciously manipulate spaces, times, the role of actors, the role of relationships, the role of the group, as well as the selection and sharing of norms.

In this perspective, the focus on the context, typical of institutional pedagogy, completely transforms the logic of transmissive didactics, which is centered on the teacher and on factual content, as well as the naive activism, which is centered on the student, action, and spontaneity. This leads us to the "problematic and critical" didactics proposed by Frabboni (1999), which is centered on the complex network of connections and relationships that are inherent to a specific school context.

In light of this, the goal has been to enhance an indispensable tool for building educational professionalism, an integral part of the lifelong learning process of professional educators, namely pedagogical supervision, as an empowerment approach for the professionalism of teachers. In this research-action work, the effectiveness of a training proposal that combines training and pedagogical supervision is demonstrated. The research plan involves a fusion of training and supervision sessions. The project objectives have been structured at different levels: the first level involved implementing a specific training program structured in five monthly sessions of three hours each, mainly based on educational

neuroscience (as extensively discussed in the first part of this work). The second level involved the pedagogical supervision process, which started with the role of the Professional Educator and being primarily a "person" (Morsanuto & Cardinali, 2020). The sessions were held from January 2022 to July 2022 on a monthly basis for two hours each.

1. The Importance of the Educator's Identity

Mounier defines a person as the "total volume of a human being in which there is a constant tension between Vocation, Incarnation, and Communion." His extensive and intricate thought indicates how a person is embodied in a body immersed in a specific history, thus emphasizing their social nature. The person is, in fact, an "inside" that requires an "outside" because it depends on environmental recognition (Mounier, 1955). It is precisely in social exchange that individuals claim recognition for themselves as the original holders of the gratification processes that take place in social relationships and define values. Therefore, the context plays a fundamental role in the recognition of each person: every individual exists because there is a totality that includes them. Similarly, the totality is the result of the plurality of individuals. In the social context, it is acknowledged that change is a must (no longer just an option), and this implies the constant presence of situations that shape personal identity. As a result, everyone must possess:

- Individuality concerning what and who surrounds them.
- Indivisibility within themselves, as they are complete in various dimensions.
- Culture that determines them.
- Desire-transcendence that makes them a "person."

Despite being composed of all these elements, a person is simultaneously a unique and complex reality. Their integrity doesn't come from the simple sum of different dimensions but rather from their composite coexistence (Friso & Ciani, 2020).

In light of these considerations, there are several questions underlying this work:

1. How much does the personality of the Professional Educator, their culture, and their ideas influence the educational intervention? How negatively can the need to fulfill a role affect their relationship with the users?
2. Does the Professional Educator take into account the possibility that users with disabilities can self-determine? Or do they tend to offer ready and immediate responses that do not open up to an educational development aimed at the

autonomy of the individual and improving their quality of life, keeping them in an eternal present?

3. In day centers that accommodate disabled adults, is real work done on projects? Is the educator in a position to plan and develop personalized paths? Planning opens up to the future, nurtures aspirations for gradual self-improvement, and expectations of a goal to achieve, motivating individual existence (Pavone, 2014).

In this regard, there are multiple areas of intervention, not only in working with individuals with disabilities but also in dealing with all the professional resources involved. For effective educational action, the complementarity and interchangeability of the roles of educators, their reciprocal function, and the complementarity and integration of tasks and interventions should also be considered, taking into account the bio-psychosocial aspect of the educator (Morsanuto & Mariani, 2021).

Very few studies analyze the teaching styles of educators. A study by Miragoli & Caravita (2007) correlates teaching style with sensitivity. In fact, teachers with a flexible teaching style tend to be more empathetic and sensitive, while demographic variables are not correlated. This result aligns well with the concept of vicariance by Alain Berthoz (2013), which suggests the substitution of one mental and pragmatic process (thought and action) with another that can lead to the same result. Applied to the educational context, the idea of vicariance raises interesting reflections on teachers' adaptation methods, defining the teaching experience as a "space of interindividual action in which intra-individual variables intertwine" (Sibilio, 2016). Therefore, teachers not only need to investigate their students' learning styles but also gain mastery over their own cognitive systems and predispositions to act (Aiello et al., 2016). To realize the idea of truly inclusive education, it is necessary to delve into the topic of individual differences among teachers, with particular attention to cognitive strategies (Di Gennaro et al., 2018).

2. The Importance of Pedagogic Supervision

In the various educational services involved in this study, it has emerged that collaboration is necessary in the phases of organization, planning, implementation, evaluation, and documentation of interventions aimed at achieving personalized objectives. An interesting point is the decalogue of the Montobbio and Navone alliance (2003) as a tool for reflection on the importance of renewing commitment daily through a constructive dynamic: (1) The alliance is not invented but built day by day; (2) The alliance is born and develops in a non-evaluative climate of recognition of merits; (3) The alliance is the result of good relationships; (4) The

alliance is a pact based on sharing and sometimes complicity; (5) The alliance is cultivated; (6) The alliance can never be taken for granted; (7) The alliance must be renewed; (8) The alliance is rooted not only in intelligence and motivations but above all in the emotional component of the relationship; (9) The alliance must be verified through constant feedback; (10) The alliance is based on trust. It is clear that by alliance, it is not only meant the relationship between educational/school services and users but also within the same working groups.

In light of this, the role of Pedagogical Supervision should emerge as a tool to maintain a strong alliance within the educational team, as well as a periodic and privileged space for discussion. Pedagogical Supervision is a form of support for educators by pedagogues who recognize the connections between organizational cultures, educational cultures, and personal aspects, and seek to promote teams in the context of research and learning about educational practices and pedagogical knowledge. Supervision encourages narrative strategies and practices to support reflective and re-elaborative processes and promotes the use of tools capable of enhancing pedagogical work (Morsanuto, Cardinali, 2020).

The theme of sexuality, touched on marginally in this reflection, has been experienced in most educational contexts as a problematic issue not only for the situation itself but also for the personal experiences of the educator who is called upon to find effective solutions. Colaïanni (Colaïanni, 2015) describes it as the competence to act in problematic situations: "the competence to act in difficult situations, more than the art of applying one's knowledge here and now, or repeating choices that have been successful so far, is the ability, in the face of unexpected challenges, to use subjective resources and the possibilities offered by the environment through a kind of "invention" in which elements already present on the scene come together in a new way but organized according to logics that are now powerless in facing problems." The author highlights how the intervention of welfare operators should be "generative of action, positively affecting people's competence to act, maintaining openness to the indeterminacy of the case, rather than risking, through a clinical or expert definition, solutions that are as useless as they are often authoritarian" (Colaïanni, 2015).

Therefore, the educator, when designing the intervention for the user, must take into account their history and value it. As analyzed in the first part of this work, it is essential to examine the situation starting from the individual themselves, without focusing solely on solving the problem. Educator and user, teacher and learner are part of a common construction of meaning through action. In a relationship-based

work, such as that of an educator, the focus must be on the "well-being" of the individual, i.e., the individual's capacity to live up to their potential.

3. The Importance of Educational Action

"In the conception of the educator, not only as a professional figure but as an individual who enters, with their entirety, into the educational context, it becomes necessary to rethink the educational action carried out by the educator in the educational context. Educational action is understood as an intentional intervention aimed at promoting the holistic, integral development of the learner. Therefore, educational action arises from personal inner experiences, which enter into a relationship with others, groups, and the community (Ferrante, 2016).

On deeper analysis, educational action becomes an intersection of actions, understood in two senses: in a broader sense, as activities in general, and in a more specific sense, as conscious and free acts. This intersection of actions involves the participation of both the actions of educators (such as parents, teachers, leaders, and the educating team) and those of the learners (i.e., children, students, group members), and finally, those of all those who, in various capacities, both directly and indirectly, are involved or intervene in the educational action. In this perspective, each of these individuals intervenes with their individuality, intentions, listening modes, bringing their experiences and culture (Anello, 2020) into the process. It becomes evident that these essential elements must be taken into account when considering educational action, especially when thinking about educational action in teaching (Nosari, 2020).

The purpose of educational action is the formation of individuals, understood not as means, but rather as ends. Moreover, educational action aims to make the learner aware of who they are at that moment, who they have been, and who they could and should become. Therefore, it materializes as a means to foster the growth of the learner in their authenticity (Mancini, 2022).

In this perspective, conceiving educational action as the result of interaction and work between educator and learner, it assumes a structure no longer binary (centered around the figure of educator-learner) but ternary. In fact, in this new conception, a third element is introduced, namely the educational method, which is closely linked to the object of educational work, which in turn is closely related to the individual (Perla, Riva, 2016).

Therefore, the educator and the student are two entities that interact actively and constantly, leading to a continuous exchange, continuous learning, and thus continuous mutual change. This outlines a highly dynamic framework centered on the co-evolution of the elements involved, leading to constant redefinition and interconnection between identity and freedom (Perla, Riva, 2016).

Clearly, these singularities meet, generating the educational relationship, in multiple places, not only as external contexts but also as internal dimensions, specific to each element of the relationship, understood as spaces that each creates within themselves to connect with the other. Since this element is central in the educational relationship and educational action, it is essential for the educator to take care of their inner dimension while considering it. The educator carries out their educational action by establishing, maintaining, and taking extreme care of the educational relationship. The educational relationship must necessarily be flexible, as it contributes to the development of educational projects capable of capturing changes, learning, and evolutions, as well as phases of stagnation, to which one is exposed daily (Mancini, 2022). In light of this perspective, the educational process is "engaged in the achievement of an identity to be defined; it is a process to be initiated and in transformation" (Perla, Riva, 2016).

When the educator carries out their educational action, it operates in a specific context, more or less structured, characterized by specific objectives and purposes. This action materializes in a welfare system, bound by specific purposes, priorities, and logics, influenced by socioeconomic conditions and cultural elements specific to the historical period in which education is taking place. "It's as if educational action is expressed within nested boxes that mutually influence each other" (Perla, Riva, 2016).

In addition, the way humans act is profoundly influenced by everything they have learned and experienced previously. When a professional acts, they do so based on their own background, family education, and the sociocultural context in which they are situated. In this way, each educator constructs their worldview, their self-image, and finally their view of others, in the sense that reality is not something univocally determined but is always the product of the relationship between who we are and the external world. In light of this clarification, educational action is not realized as a private act, detached from everything outside the educational context but becomes a social, personal, and cultural act.

Based on the nature of educational contexts, the educational processes carried out in schools should necessarily include both training in factual knowledge and

broader personal training, focusing on the development of one's identity, sense of self, ethics, morals, socialization, the acquisition of civilization and culture, as well as the value and dignity of every human being.

Tendency is to differentiate didactic action from educational action, understanding the former as an action focused only on school contexts and contents, and the latter as related to a broader sphere of personal development, where growth goes beyond mere factual information, promoting deep and complex personal maturation (Cerri, 2007).

On deeper analysis, didactic action is primarily an educational and cultural process (Gola, 2010), in which action is the fundamental element of didactics (Zuccoli, 2016). In this perspective, didactic action is a specific approach, both conceptually and practically, whose primary object may seem to be only knowledge. But since didactics is an action, being based on action, it cannot do without conveying information that goes beyond factual training. This action becomes the place where the trajectories of teaching and learning intersect, come into contact, and together produce change. This action, therefore, involves the strong engagement of the educator and the learner, who together, actively and collectively, mature and change. What emerges from this is highly dependent on the individual elements involved, as well as their interaction and action. It is clear that this action, this complex action, involves the actors in their entirety, mind, and body, and is nourished by their motivations, emotions, and intentions (Rivoltella, Rossi, 2012).

It becomes clear how the actors of didactic action enter with their singularity but also with their totality into teaching, and therefore it is impossible not to speak of educational action in teaching. The training that teachers provide in schools necessarily includes personal training, indicating that these two elements are highly inseparable. When a teacher faces a lesson, they instruct the student on certain topics but simultaneously provide transversal training to the student on other, diverse topics. Factual knowledge and personal development must be continuously stimulated by the teacher/educator, as they progress hand in hand and together contribute to the development of a complete and aware adult. Therefore, the task of the teacher/educator becomes that of being aware of the educational action that occurs in the educational context, becoming not only a conveyor of concepts but also a conveyor of life.

In light of the above evidence, it is clear that it is no longer feasible to differentiate educational action from didactic action, as the teacher/educator, within the realm of didactics, is necessarily required to carry out educational action as well, as it

becomes the only way to provide comprehensive, 360-degree education to the student in the school context."

4. Research Project and sample

The current research project, 'Sexuality in Disability,' has been partially funded through a territorial grant promoted by the Metropolitan City of Milan. The Disability Zonal Unit aims to facilitate the structuring and development of the territorial network of services for people with disabilities. In the face of an already well-articulated overall service offering, the Zonal Unit acts as a facilitator of relationships among the various stakeholders in the territory (families, schools, social cooperatives, etc.). The 'THIRD TIME' grant was created to support inclusive and generative projects in the Milan area and is part of an active training and research program on the 'Third Time - People Who Generate Social Value' territory.

Specifically, the grant called for an educational intervention related to the topic of sexuality in cognitive disability, assisting educators in designing effective educational interventions. The proposal was developed into five training sessions, each lasting three hours, based on educational neuroscience, with the aim of understanding and interpreting behaviors exhibited in conditions of neurodiversity. These training sessions were alternated with five pedagogical supervision meetings, each lasting two hours, in which support was provided for reflection and evaluation of professional actions in relation to the cases and professional activities carried out by the operators of educational interventions. Reflection in pedagogical supervision and the evaluation of the project structure were carried out through the administration of questionnaires (pre and post-intervention).

The activity took place from October 2021 to July 2022. The group of educators consisted of 74 statistical units and 10 educational teams. The total group was divided into a control group of 20 statistical units, which did not receive the training, and a sample of 54 statistical units.

4.1 Research hypotheses

The research hypothesis aims to investigate the relationships that arise between the (cultural) identity of an educator and their educational actions, as well as between a proposal for professional and personal empowerment and the participants' abilities to adapt and cultivate flexible thinking.

4.2 Instruments

Sexuality is an integral part of adult life. However, until recently, it has been relatively inaccessible for adults with intellectual disabilities (ID) due to barriers such as a lack of privacy in institutional living situations or because they have been kept in the dark (Servais, 2006). The attitudes of parents and caregivers are clearly fundamental to the quantity and type of information made available to people with ID, and these attitudes, in turn, will be influenced by the community's general attitudes towards these issues. An important indicator of a community's inclusivity is, therefore, its attitude towards the sexual rights of adults with ID.

Cuskelly and Bryde (2004) developed a questionnaire to measure attitudes towards the sexual expression of people with ID, called the Attitudes to Sexuality Questionnaire (ASQ). This questionnaire contains items that reflect eight themes related to sexual expression: sexual feelings, sex education, masturbation, personal relationships, sexual relationships, sterilization, marriage, and parenthood.

The authors suggested an examination of the factorial structure of their scale to determine whether attitudes towards the sexual expression of adults with ID were unidimensional or whether a more complex structure was evident. They also suggested that attitudes towards the sexual expression of men and women with ID should be examined separately. This latter suggestion is important because attitudes towards the sexual expression of men and women traditionally differ.

The scale consists of 28 items to which a truthfulness score is assigned on a 6-point Likert scale, with higher scores indicating more positive or accepting attitudes. The questionnaire's demographic section has been expanded, and items have been included to determine the cultural background of the educator. This tool is based on assessment proposals for further research and clinical work provided by the APA. These tools are designed for administration during the initial interview and for monitoring treatment progress. They can also be used in research, and the DSM-5 provides additional information that clarifies the context.

The updated version of the Cultural Formulation Interview involves the systematic evaluation of the following categories: (1) Individual cultural identity (racial, ethnic, or cultural reference groups; language skills, preferences, and habits; religious affiliation; socioeconomic background; personal and family places of birth and upbringing; sexual orientation). (2) Cultural conceptualization of distress (cultural constructs that influence how the individual experiences, understands, and communicates with others; assessment of coping). (3) Psychosocial stressors and cultural features of vulnerability and resilience (not only identifying potential stressors but also the supports present within the individual's social environment:

the role of religion, family, and other social networks, such as friends, neighbors, colleagues, in providing emotional, instrumental, and informational support).

This study was designed to:

- Examine attitudes towards sexuality separately for men and women with ID.
- Provide educators with a tool for reflecting on their attitudes towards sexuality in the context of disability, as well as in relation to gender.
- Co-construct individualized plans with educational teams.
- Analyze educators' reflections in Pedagogical Supervision.

4.3 Data Analysis

The group of educators consists of 72 statistical units (Table 1).

Statistiche		
Campione/Gruppo di controllo		
N	Valido	74
	Mancante	0

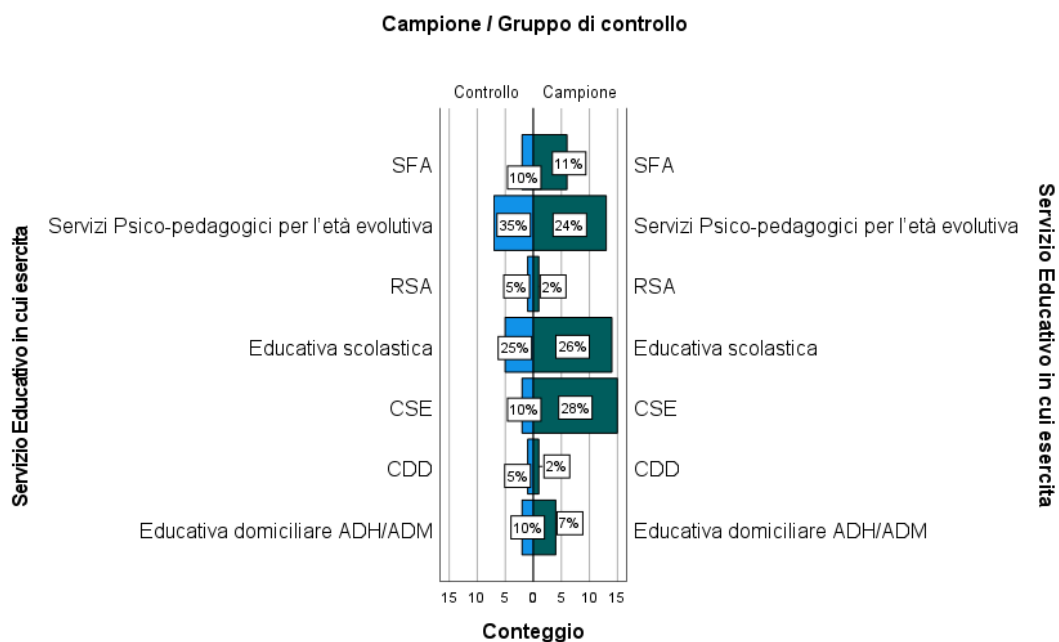
Table 1 Educators

The total group was divided into a control group of 20 statistical units, which was not given training, and a sample of 54 statistical units, which instead took part in a training of 5 meetings lasting 2 hours each, and a supervision of 5 meetings for each of the 10 teams of 2 hours each (tot. 100 hours) on aspects related to educational neuroscience.

Campione/Gruppo di controllo					
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	Controllo	20	27,0	27,0	27,0
	Campione	54	73,0	73,0	100,0
	Totale	74	100,0	100,0	

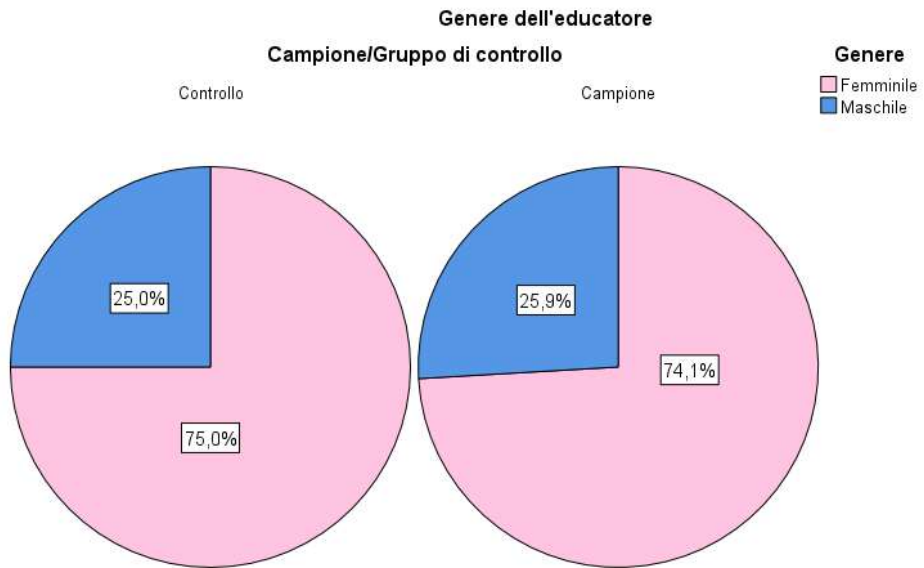
Table 2 Sample and Control Group

The Sample and the control group are homogeneously distributed among the various types of educational service in which it is exercised.



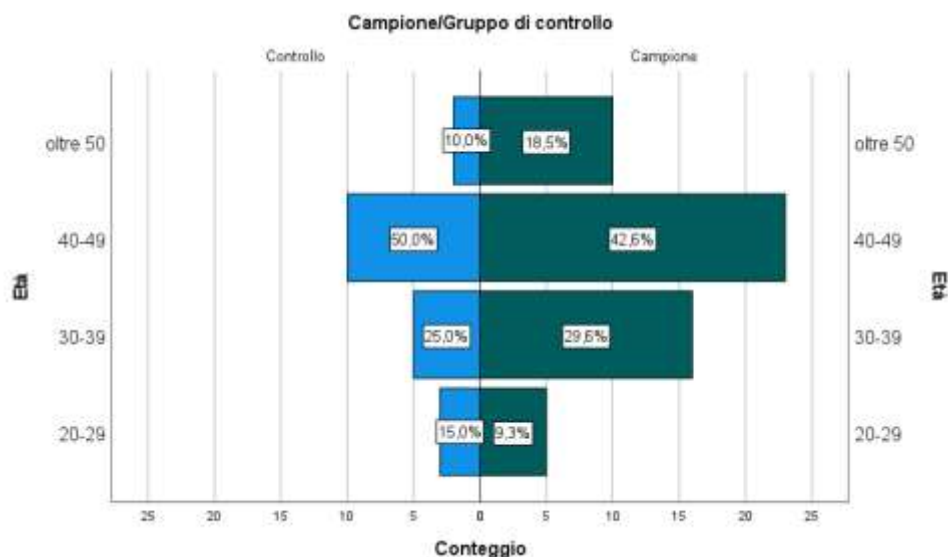
Graph. 1 Educational Service for Sample and Control Group

The sample and the control group are homogeneous with regard to the gender of the educator. The female gender is represented by about 75% in both groups, while the remaining 25% is represented by the male gender.



Graph. 2 Gender of the educator

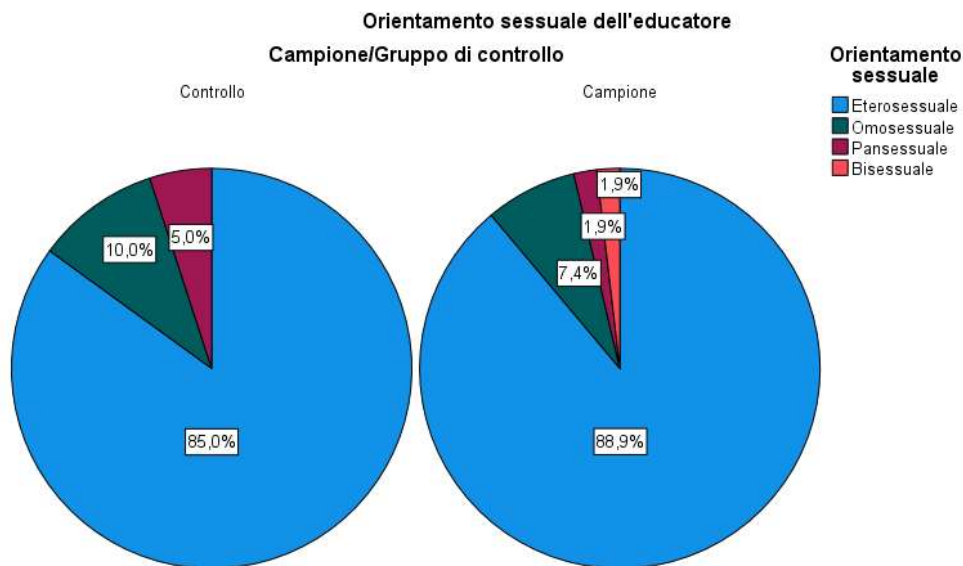
The age distribution of the educator relative to the sample and the control group shows that the largest number of statistical units is under the age of 55, although in the sample the number of statistical units decreases with increasing age, while in the control group we have a reverse behavior.



Graph. 3 Educator age distribution by group

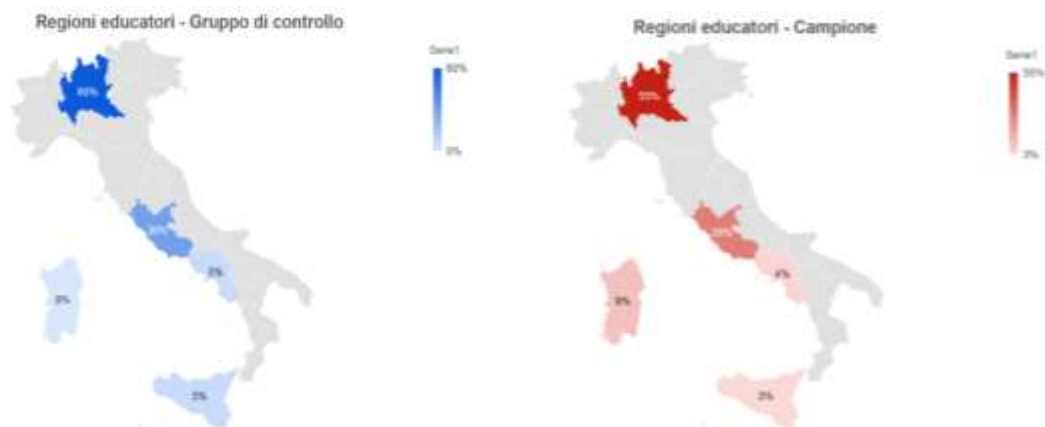
Analyzing how the marital status is distributed between the control group and the sample, it is noted that even in this case the data are quite homogeneous. For both groups, the age group between 40 and 49 years is the most represented, followed by the group between 30 and 39 years. Instead, the extreme bands are reversed. The control group is in third place for the 20-29 age group (15%), while the over 50 age group (10%) is in last place. For the sample, on the other hand, the two bands have inverted percentages (9.3% and 18.5% respectively).

Sexual orientation is also fairly evenly distributed between sample and control group. About 85-89% of operators are heterosexual. The remaining 15-11% is distributed among the different orientations. Note that the bisexual category is not present in the control group.



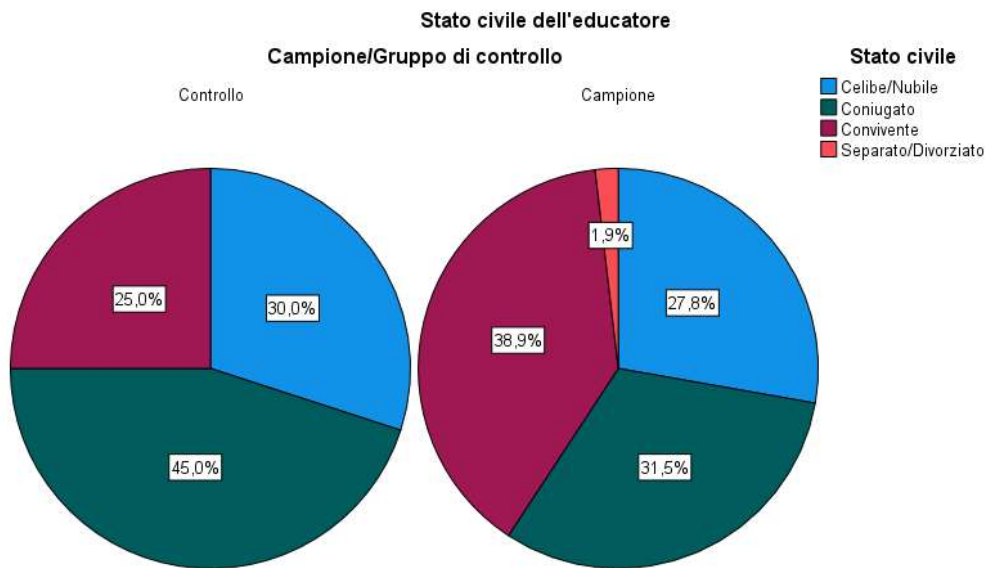
Graph. 4 Sexual orientation of the educator

In the distribution relative to the origin of educators, there is the prevalence of the Lombardy region (66%-control group and 55%-sample), followed by Lazio (30% and 28% respectively). The sample then has a 9% presence from the Sardinia region, while this region is not represented in the control group. There are lower percentages for Campania and Sicily for both groups.



Graph. 5 - Graph control group. 6 Sample

The graph of marital status shows some divergences between Sample and Control Group. In particular, the most representative status for the Control Group is the Conjugated (45%), while for the Sample the Cohabitant (38.9%). In second place is the category Celibate/Nubile for the Control Group (30%), while the Married category for the Sample (31.5%). In third place the category Cohabitant for the Control Group (25%) and Celibate / Single for the Sample (27.8%). Overall, however, the three categories are fairly evenly distributed in the two groups. The Control lacks the category Separated / Divorced, which is instead present in the Sample (1.9%).



Graph. 7 Civil status of the educator

The analysis of the number of children shows that the Control Group and the sample are practically mirrored, with the categories No children and 2 children in first and second place. The range is from 0 to 4 children for both groups.

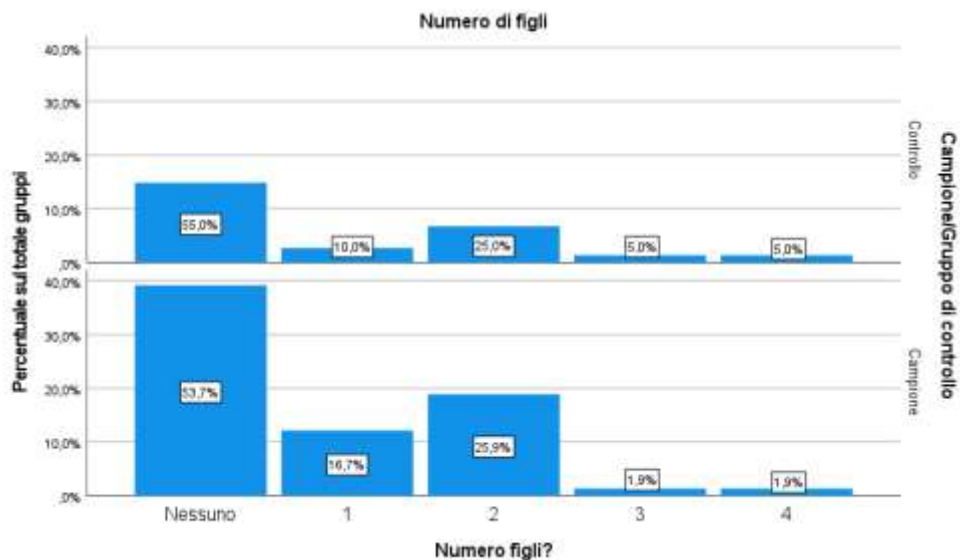
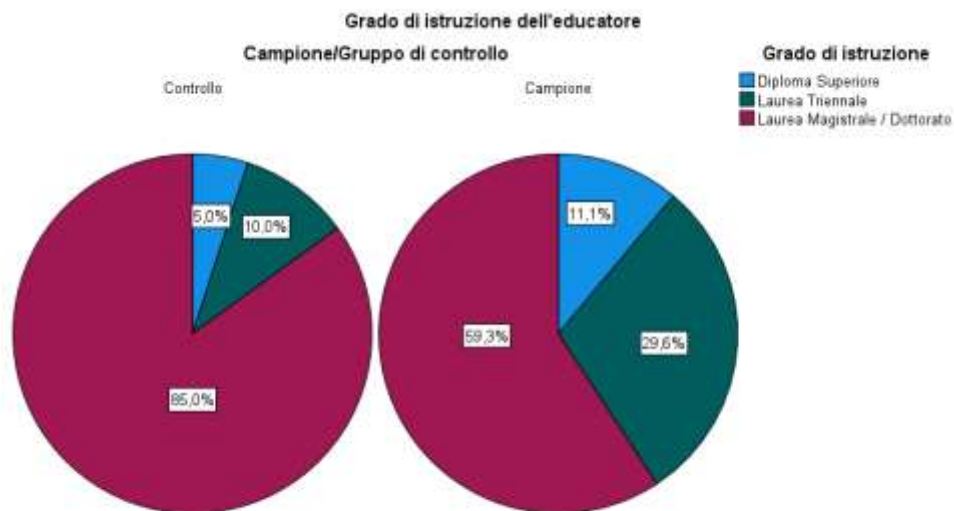


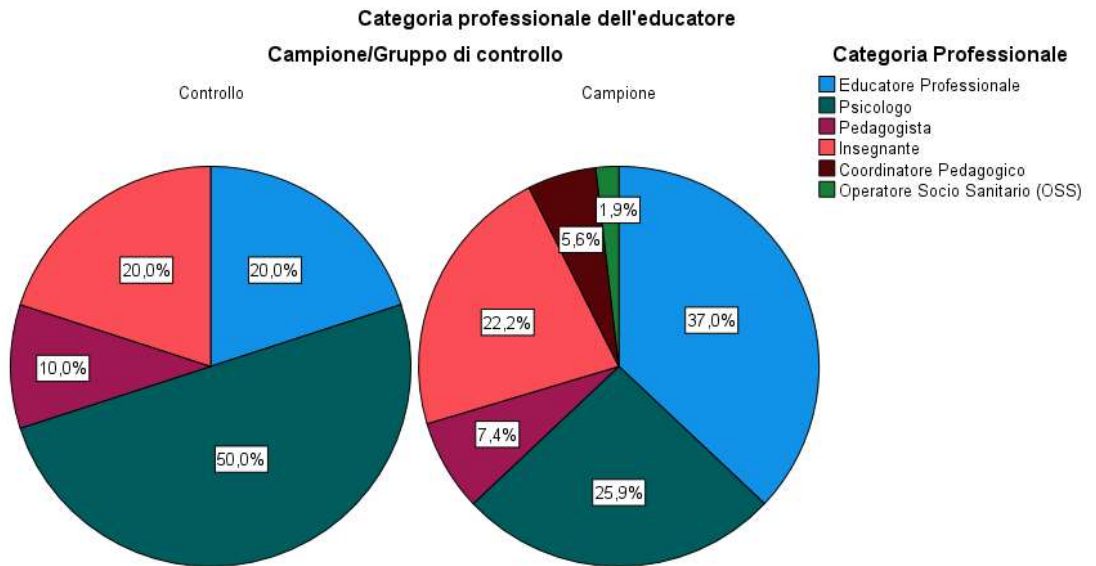
Table 3 Number of children of the educator

From the graph of the level of education we see a mirror situation between control group and sample even if with different percentages. The predominant category is Master's degree/PhD (85% for the Control Group and 60% for the Sample). This is followed by the Bachelor's Degree (10% and 30% respectively) and the High School Diploma (5% and 11% respectively).



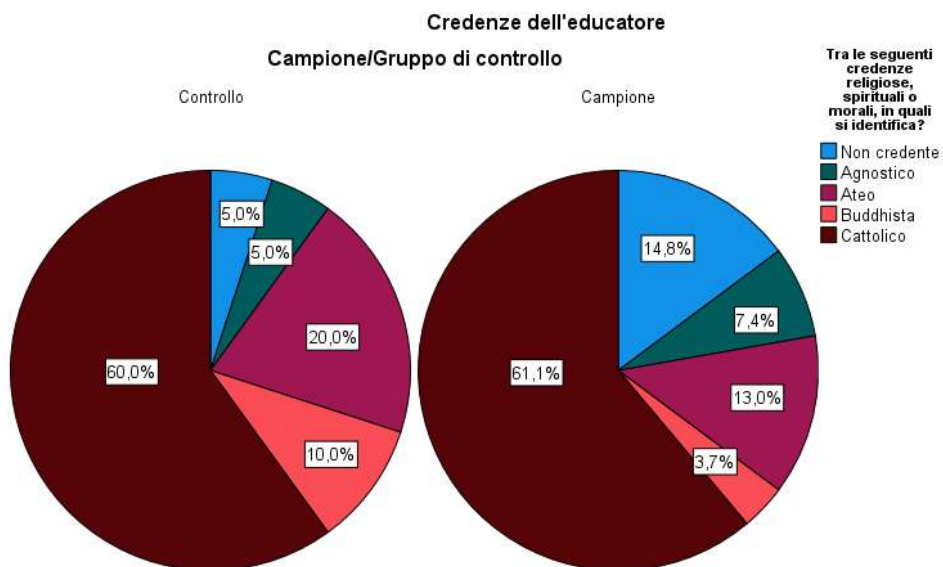
Graph. 8 Level of education of the educator

The occupational categories, on the other hand, are slightly different between the two groups. In the Control Group the Social-Health Operator prevails, while in the Sample the Professional Educator. In any case, these two categories represent 70% and 62% respectively for the two groups.



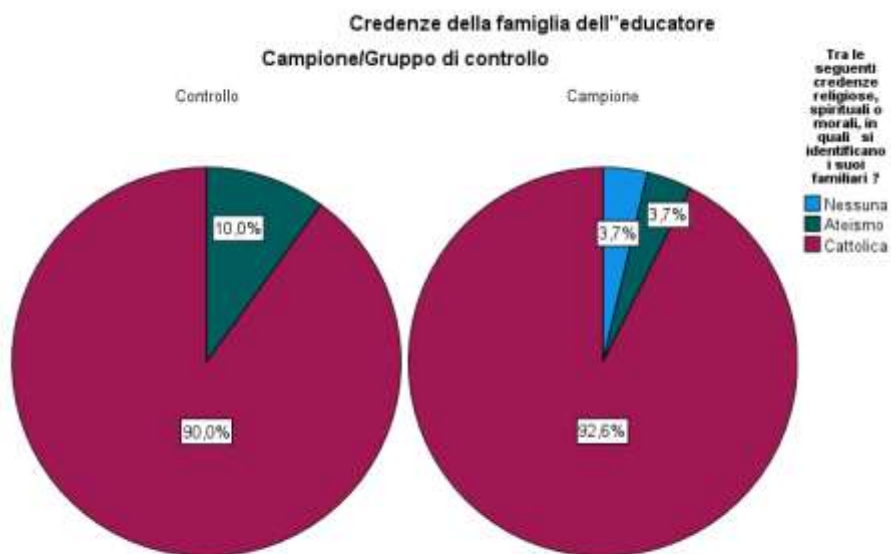
Graph. 9 Professional categories of the educator

The analysis of the educator's beliefs shows that for both control groups the Catholic category is the one with the highest percentage (about 60%). Indicatively, the two groups are however homogeneously divided.



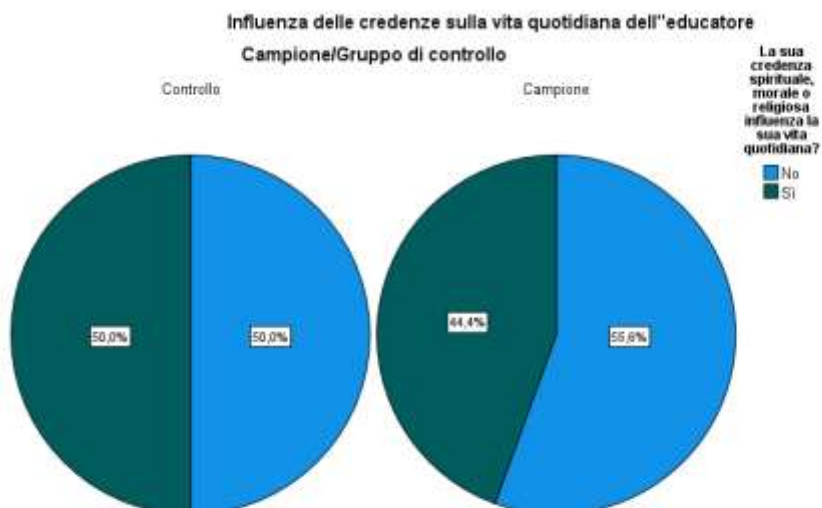
Graph. 10 Educator's beliefs

The families of educators, on the other hand, show a predominance of the Catholic religion (about 90%) and a lower variety of religions embraced, indicating that with the generational change the type of bond and religious/spiritual tradition has also changed. The two groups show homogeneity of values.



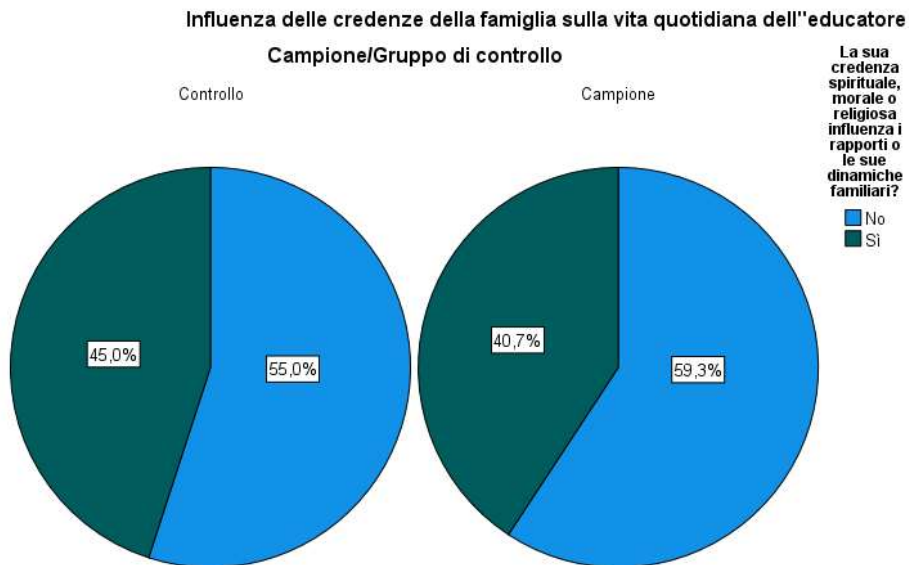
Graph. 11 Beliefs of the educator's family

Equally distributed within the groups, and also at the percentage level, is the influence of the educator's religious/spiritual beliefs on his daily life. 50% say they are affected.



Graph. 62 Influence of beliefs on the daily life of the educator

The influence on the life of the educator of family beliefs is once again distributed equally among groups and at the level of percentage, although in this case with a slight predominance of the value relative to non-influence.



Graph. 13 Influence of family beliefs on the daily life of the educator

The subjects were then given two tests, to frame two aspects of the educator, related to religious / spiritual influence and social problems.

For each statement the educator had to associate an answer, identified in the Likert scale with 5 levels of score:

strongly agree	5	
all right	4	
Neither agreement nor disagreement	3	
Disagree	2	
strongly disagree	1	

The statements for the two tests are given below:

Religious/spiritual influence

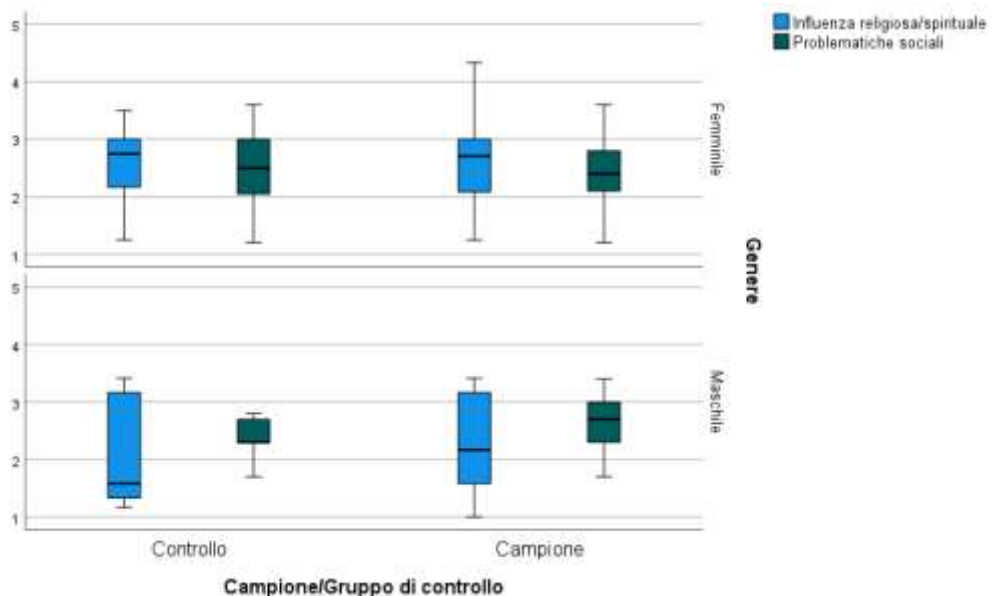
1. I belong to some congregation or community.

2. My family members belong to some congregation or community.
3. I practice activities related to spiritual, religious or moral traditions (prayers, meditation, dietary rules, etc.).
4. I follow them periodically.
5. Such activities are important and useful in my life.
6. My spiritual, moral or religious belief has helped me in the approach related to the sexuality of the disabled user.
7. I confront members of my spiritual, moral or religious community about my perception of sexuality in disability.
8. I talk to a contact person, a teacher or work colleagues about my perception of sexuality in disabled users.
9. It has helped me to read or study books of my spiritual, moral or religious belief (e.g., Bible, Qur'an).
10. It has helped me to follow programs related to my spiritual moral or religious belief on the radio, on TV, on the internet or using other media.
11. I have never had personal doubts about my spiritual moral or religious identity or its practices.
12. I have experienced discrimination or conflicts related to my spiritual, moral or religious belief, or its practices.

Social issues

1. My perception of sexuality with respect to disability influences my ability to work.
2. My perception of sexuality in disabled users influences my ability to take part in social and community activities.
3. My gender influences my perception of sexuality with respect to disability.
4. My sexual orientation influences my perception of sexuality with respect to disability.
5. In my country of origin I have had important problems with society in relation to my way of being.
6. Persons suffer or have suffered discrimination, adversity, persecution or even violence before leaving their country of origin.
7. There are important personal ties in my country of origin.
8. My migratory experience or my current condition in this country has changed my perception of sexuality with respect to disability.
9. Because of my personal experiences I have been subject to discrimination, stereotypes or misunderstandings.
10. My personal experiences and my experience have influenced, in general, the perception of sexuality with respect to disability.

With a box plot graph, we tried to summarize the results of the two tests, dividing them by Sample and Control Group and Gender of the educator. It stands out that for both genders and for both groups the median always falls below the average value of the Likert scale. Analyzing in particular the sample, with regard to the test of religious / spiritual influence, it can be noted that for the male gender the IQR, which contains 50% of cases around the median, is much more extensive, than for the female gender, but while the male gender does not have a higher extreme that does not reach the score of 3.5, the female gender exceeds the value 4 (therefore with a greater dispersion of scores between the min and the first quartile and over third quartile). The box plots related to Social issues are very similar, although in this case, the "mustache" of the female gender graph is more elongated, denoting even greater dispersion of scores.



Graph. 14 Religious/spiritual influence and social issues

1.Summary of statistical test results on Attitudes towards sexuality (individuals with intellectual disabilities) for Educators' data

6.1 independent-samples t-test

Verification of the first three hypotheses that refer to the choice of study design:

- [I-ST 1] Presence of a dependent variable that is measured continuously. Always verified for our data.

- [I-ST 2] Presence of an independent variable composed of two categories and independent groups. Always verified for our data.

- [I-ST 3] Independence from observations. Each statistical unit represents a different person. The condition applies to our data.

For the assumption that refers to how the data fit the model relating to the homogeneity of variances [I-ST 6], please refer to the execution of the test, verifying the result of the Levine test.

6.2 Paired-samples t-test

Verification of the first two hypotheses that refer to the choice of study design:

- [P-ST 1] Presence of a dependent variable that is measured continuously. Always verified for our data.

- [P-ST 2] Presence of an independent variable that consists of two related categories, groups or matched pairs. Always verified for our data.

6.3 One-way anova

Verification of the first three hypotheses that refer to the choice of the study project:

- [O-WA 1] Presence of a dependent variable that is measured continuously. Always verified for our data.

- [O-WA 2] Presence of an independent variable composed of two or more independent and categorical groups.

- [O-WA 3] Independence from observations. Each statistical unit represents a different person. The condition applies to our data.

For the assumption that refers to how the data fit the model relating to the homogeneity of variances [O-WA 6], refer to the execution of the test, verifying the result of the Levine test.

6.4 Pearson's product-moment correlation

Verification of the first two hypotheses that refer to the choice of study design:

- [PC 1] the two variables should be measured on a continuous scale. Always verified for our data.

- [PC 2] your two continuous variables should be coupled. Always verified for our data.

Dati	Test	Obiettivo	Tempi	Anni	Categorie	Alleanza	Risultati	Considerazioni generali
Alleanza	Alleanza verso la sessualità (individuali con disabilità intellettive)	Verifica che Compagno e Sottosviluppo (sotto compagno)	T0	Tutte	Tutte	A - Verifica che Compagno e Sottosviluppo siano correlati	Il gruppo di controllo ed il compagno risultano allineati	L'interazione formativa e di supervisione ha permesso un miglioramento nei test Alleanza verso la sessualità (individuali con disabilità intellettive)
		Verifica variabili fra T0 e T1 nel gruppo di controllo	T0 vs T1	Tutte	Tutte	B1 - Verifica variabili fra T0 e T1 - Compagno	La differenza fra le medie, con un miglioramento dei risultati al tempo T1, non dopo l'intervento formativo e di supervisione, dimostra quindi che il compagno è significativo. Per il genere femminile degli individui, le dimensioni dell'effetto possono rimanere piccole (0,2). Per il genere maschile degli individui, invece, la area di controllo e il compagno sono non riproducibili insieme una piccola dimensione dell'effetto, anche se tutti i valori sono superiori alla 0,2, mentre il loro trend alla sessualità e all'autocontrollo le mostra una dimensione dell'effetto medio.	
		Verifica variabili fra T0 e T1 nel gruppo di controllo	T0 vs T1	Tutte	Tutte	B2 - Verifica variabili fra T0 e T1 - Gruppo di controllo	La differenza fra le medie delle variabili non sono statisticamente significative. Solo la area di controllo e di controllo alla sessualità (0,000000 e 0,000000) che presentano interazioni statisticamente significative, non imputabili alla sessualità.	Il gruppo di controllo ha subito variazioni legate alla sessualità nei termini di "Se considero quanti che la formazione e la supervisione degli educatori per il mio Alleanza verso la sessualità (individuali con disabilità intellettive) però dei miglioramenti statisticamente significativi"
		Verifica variabili medie per categorie T0 e T1	T0 vs T1	Tutte	Genere degli educatori	C2 - Verifica variabili medie per genere degli educatori T0 e T1 per il Compagno	T0 T1 T2 T3 T4 T5 T6 T7 T8 T9 T10 T11 T12 T13 T14 T15 T16 T17 T18 T19 T20 T21 T22 T23 T24 T25 T26 T27 T28 T29 T30 T31 T32 T33 T34 T35 T36 T37 T38 T39 T40 T41 T42 T43 T44 T45 T46 T47 T48 T49 T50 T51 T52 T53 T54 T55 T56 T57 T58 T59 T60 T61 T62 T63 T64 T65 T66 T67 T68 T69 T70 T71 T72 T73 T74 T75 T76 T77 T78 T79 T80 T81 T82 T83 T84 T85 T86 T87 T88 T89 T90 T91 T92 T93 T94 T95 T96 T97 T98 T99 T100 T101 T102 T103 T104 T105 T106 T107 T108 T109 T110 T111 T112 T113 T114 T115 T116 T117 T118 T119 T120 T121 T122 T123 T124 T125 T126 T127 T128 T129 T130 T131 T132 T133 T134 T135 T136 T137 T138 T139 T140 T141 T142 T143 T144 T145 T146 T147 T148 T149 T150 T151 T152 T153 T154 T155 T156 T157 T158 T159 T160 T161 T162 T163 T164 T165 T166 T167 T168 T169 T170 T171 T172 T173 T174 T175 T176 T177 T178 T179 T180 T181 T182 T183 T184 T185 T186 T187 T188 T189 T190 T191 T192 T193 T194 T195 T196 T197 T198 T199 T200 T201 T202 T203 T204 T205 T206 T207 T208 T209 T210 T211 T212 T213 T214 T215 T216 T217 T218 T219 T220 T221 T222 T223 T224 T225 T226 T227 T228 T229 T230 T231 T232 T233 T234 T235 T236 T237 T238 T239 T240 T241 T242 T243 T244 T245 T246 T247 T248 T249 T250 T251 T252 T253 T254 T255 T256 T257 T258 T259 T260 T261 T262 T263 T264 T265 T266 T267 T268 T269 T270 T271 T272 T273 T274 T275 T276 T277 T278 T279 T280 T281 T282 T283 T284 T285 T286 T287 T288 T289 T290 T291 T292 T293 T294 T295 T296 T297 T298 T299 T300 T301 T302 T303 T304 T305 T306 T307 T308 T309 T310 T311 T312 T313 T314 T315 T316 T317 T318 T319 T320 T321 T322 T323 T324 T325 T326 T327 T328 T329 T330 T331 T332 T333 T334 T335 T336 T337 T338 T339 T340 T341 T342 T343 T344 T345 T346 T347 T348 T349 T350 T351 T352 T353 T354 T355 T356 T357 T358 T359 T360 T361 T362 T363 T364 T365 T366 T367 T368 T369 T370 T371 T372 T373 T374 T375 T376 T377 T378 T379 T380 T381 T382 T383 T384 T385 T386 T387 T388 T389 T390 T391 T392 T393 T394 T395 T396 T397 T398 T399 T400 T401 T402 T403 T404 T405 T406 T407 T408 T409 T410 T411 T412 T413 T414 T415 T416 T417 T418 T419 T420 T421 T422 T423 T424 T425 T426 T427 T428 T429 T430 T431 T432 T433 T434 T435 T436 T437 T438 T439 T440 T441 T442 T443 T444 T445 T446 T447 T448 T449 T450 T451 T452 T453 T454 T455 T456 T457 T458 T459 T460 T461 T462 T463 T464 T465 T466 T467 T468 T469 T470 T471 T472 T473 T474 T475 T476 T477 T478 T479 T480 T481 T482 T483 T484 T485 T486 T487 T488 T489 T490 T491 T492 T493 T494 T495 T496 T497 T498 T499 T500 T501 T502 T503 T504 T505 T506 T507 T508 T509 T510 T511 T512 T513 T514 T515 T516 T517 T518 T519 T520 T521 T522 T523 T524 T525 T526 T527 T528 T529 T530 T531 T532 T533 T534 T535 T536 T537 T538 T539 T540 T541 T542 T543 T544 T545 T546 T547 T548 T549 T550 T551 T552 T553 T554 T555 T556 T557 T558 T559 T560 T561 T562 T563 T564 T565 T566 T567 T568 T569 T570 T571 T572 T573 T574 T575 T576 T577 T578 T579 T580 T581 T582 T583 T584 T585 T586 T587 T588 T589 T590 T591 T592 T593 T594 T595 T596 T597 T598 T599 T600 T601 T602 T603 T604 T605 T606 T607 T608 T609 T610 T611 T612 T613 T614 T615 T616 T617 T618 T619 T620 T621 T622 T623 T624 T625 T626 T627 T628 T629 T630 T631 T632 T633 T634 T635 T636 T637 T638 T639 T640 T641 T642 T643 T644 T645 T646 T647 T648 T649 T650 T651 T652 T653 T654 T655 T656 T657 T658 T659 T660 T661 T662 T663 T664 T665 T666 T667 T668 T669 T670 T671 T672 T673 T674 T675 T676 T677 T678 T679 T680 T681 T682 T683 T684 T685 T686 T687 T688 T689 T690 T691 T692 T693 T694 T695 T696 T697 T698 T699 T700 T701 T702 T703 T704 T705 T706 T707 T708 T709 T710 T711 T712 T713 T714 T715 T716 T717 T718 T719 T720 T721 T722 T723 T724 T725 T726 T727 T728 T729 T730 T731 T732 T733 T734 T735 T736 T737 T738 T739 T740 T741 T742 T743 T744 T745 T746 T747 T748 T749 T750 T751 T752 T753 T754 T755 T756 T757 T758 T759 T760 T761 T762 T763 T764 T765 T766 T767 T768 T769 T770 T771 T772 T773 T774 T775 T776 T777 T778 T779 T780 T781 T782 T783 T784 T785 T786 T787 T788 T789 T790 T791 T792 T793 T794 T795 T796 T797 T798 T799 T800 T801 T802 T803 T804 T805 T806 T807 T808 T809 T810 T811 T812 T813 T814 T815 T816 T817 T818 T819 T820 T821 T822 T823 T824 T825 T826 T827 T828 T829 T830 T831 T832 T833 T834 T835 T836 T837 T838 T839 T840 T841 T842 T843 T844 T845 T846 T847 T848 T849 T850 T851 T852 T853 T854 T855 T856 T857 T858 T859 T860 T861 T862 T863 T864 T865 T866 T867 T868 T869 T870 T871 T872 T873 T874 T875 T876 T877 T878 T879 T880 T881 T882 T883 T884 T885 T886 T887 T888 T889 T890 T891 T892 T893 T894 T895 T896 T897 T898 T899 T900 T901 T902 T903 T904 T905 T906 T907 T908 T909 T910 T911 T912 T913 T914 T915 T916 T917 T918 T919 T920 T921 T922 T923 T924 T925 T926 T927 T928 T929 T930 T931 T932 T933 T934 T935 T936 T937 T938 T939 T940 T941 T942 T943 T944 T945 T946 T947 T948 T949 T950 T951 T952 T953 T954 T955 T956 T957 T958 T959 T960 T961 T962 T963 T964 T965 T966 T967 T968 T969 T970 T971 T972 T973 T974 T975 T976 T977 T978 T979 T980 T981 T982 T983 T984 T985 T986 T987 T988 T989 T990 T991 T992 T993 T994 T995 T996 T997 T998 T999 T1000 T1001 T1002 T1003 T1004 T1005 T1006 T1007 T1008 T1009 T1010 T1011 T1012 T1013 T1014 T1015 T1016 T1017 T1018 T1019 T1020 T1021 T1022 T1023 T1024 T1025 T1026 T1027 T1028 T1029 T1030 T1031 T1032 T1033 T1034 T1035 T1036 T1037 T1038 T1039 T1040 T1041 T1042 T1043 T1044 T1045 T1046 T1047 T1048 T1049 T1050 T1051 T1052 T1053 T1054 T1055 T1056 T1057 T1058 T1059 T1060 T1061 T1062 T1063 T1064 T1065 T1066 T1067 T1068 T1069 T1070 T1071 T1072 T1073 T1074 T1075 T1076 T1077 T1078 T1079 T1080 T1081 T1082 T1083 T1084 T1085 T1086 T1087 T1088 T1089 T1090 T1091 T1092 T1093 T1094 T1095 T1096 T1097 T1098 T1099 T1100 T1101 T1102 T1103 T1104 T1105 T1106 T1107 T1108 T1109 T1110 T1111 T1112 T1113 T1114 T1115 T1116 T1117 T1118 T1119 T1120 T1121 T1122 T1123 T1124 T1125 T1126 T1127 T1128 T1129 T1130 T1131 T1132 T1133 T1134 T1135 T1136 T1137 T1138 T1139 T1140 T1141 T1142 T1143 T1144 T1145 T1146 T1147 T1148 T1149 T1150 T1151 T1152 T1153 T1154 T1155 T1156 T1157 T1158 T1159 T1160 T1161 T1162 T1163 T1164 T1165 T1166 T1167 T1168 T1169 T1170 T1171 T1172 T1173 T1174 T1175 T1176 T1177 T1178 T1179 T1180 T1181 T1182 T1183 T1184 T1185 T1186 T1187 T1188 T1189 T1190 T1191 T1192 T1193 T1194 T1195 T1196 T1197 T1198 T1199 T1200 T1201 T1202 T1203 T1204 T1205 T1206 T1207 T1208 T1209 T1210 T1211 T1212 T1213 T1214 T1215 T1216 T1217 T1218 T1219 T1220 T1221 T1222 T1223 T1224 T1225 T1226 T1227 T1228 T1229 T1230 T1231 T1232 T1233 T1234 T1235 T1236 T1237 T1238 T1239 T1240 T1241 T1242 T1243 T1244 T1245 T1246 T1247 T1248 T1249 T1250 T1251 T1252 T1253 T1254 T1255 T1256 T1257 T1258 T1259 T1260 T1261 T1262 T1263 T1264 T1265 T1266 T1267 T1268 T1269 T1270 T1271 T1272 T1273 T1274 T1275 T1276 T1277 T1278 T1279 T1280 T1281 T1282 T1283 T1284 T1285 T1286 T1287 T1288 T1289 T1290 T1291 T1292 T1293 T1294 T1295 T1296 T1297 T1298 T1299 T1300 T1301 T1302 T1303 T1304 T1305 T1306 T1307 T1308 T1309 T1310 T1311 T1312 T1313 T1314 T1315 T1316 T1317 T1318 T1319 T1320 T1321 T1322 T1323 T1324 T1325 T1326 T1327 T1328 T1329 T1330 T1331 T1332 T1333 T1334 T1335 T1336 T1337 T1338 T1339 T1340 T1341 T1342 T1343 T1344 T1345 T1346 T1347 T1348 T1349 T1350 T1351 T1352 T1353 T1354 T1355 T1356 T1357 T1358 T1359 T1360 T1361 T1362 T1363 T1364 T1365 T1366 T1367 T1368 T1369 T1370 T1371 T1372 T1373 T1374 T1375 T1376 T1377 T1378 T1379 T1380 T1381 T1382 T1383 T1384 T1385 T1386 T1387 T1388 T1389 T1390 T1391 T1392 T1393 T1394 T1395 T1396 T1397 T1398 T1399 T1400 T1401 T1402 T1403 T1404 T1405 T1406 T1407 T1408 T1409 T1410 T1411 T1412 T1413 T1414 T1415 T1416 T1417 T1418 T1419 T1420 T1421 T1422 T1423 T1424 T1425 T1426 T1427 T1428 T1429 T1430 T1431 T1432 T1433 T1434 T1435 T1436 T1437 T1438 T1439 T1440 T1441 T1442 T1443 T1444 T1445 T1446 T1447 T1448 T1449 T1450 T1451 T1452 T1453 T1454 T1455 T1456 T1457 T1458 T1459 T1460 T1461 T1462 T1463 T1464 T1465 T1466 T1467 T1468 T1469 T1470 T1471 T1472 T1473 T1474 T1475 T1476 T1477 T1478 T1479 T1480 T1481 T1482 T1483 T1484 T1485 T1486 T1487 T1488 T1489 T1490 T1491 T1492 T1493 T1494 T1495 T1496 T1497 T1498 T1499 T1500 T1501 T1502 T1503 T1504 T1505 T1506 T1507 T1508 T1509 T1510 T1511 T1512 T1513 T1514 T1515 T1516 T1517 T1518 T1519 T1520 T1521 T1522 T1523 T1524 T1525 T1526 T1527 T1528 T1529 T1530 T1531 T1532 T1533 T1534 T1535 T1536 T1537 T1538 T1539 T1540 T1541 T1542 T1543 T1544 T1545 T1546 T1547 T1548 T1549 T1550 T1551 T1552 T1553 T1554 T1555 T1556 T1557 T1558 T1559 T1560 T1561 T1562 T1563 T1564 T1565 T1566 T1567 T1568 T1569 T1570 T1571 T1572 T1573 T1574 T1575 T1576 T1577 T1578 T1579 T1580 T1581 T1582 T1583 T1584 T1585 T1586 T1587 T1588 T1589 T1590 T1591 T1592 T1593 T1594 T1595 T1596 T1597 T1598 T1599 T1600 T1601 T1602 T1603 T1604 T1605 T1606 T1607 T1608 T1609 T1610 T1611 T1612 T1613 T1614 T1615 T1616 T1617 T1618 T1619 T1620 T1621 T1622 T1623 T1624 T1625 T1626 T1627 T1628 T1629 T1630 T1631 T1632 T1633 T1634 T1635 T1636 T1637 T1638 T1639 T1640 T1641 T1642 T1643 T1644 T1645 T1646 T1647 T1648 T1649 T1650 T1651 T1652 T1653 T1654 T1655 T1656 T1657 T1658 T1659 T1660 T1661 T1662 T1663 T1664 T1665 T1666 T1667 T1668 T1669 T1670 T1671 T1672 T1673 T1674 T1675 T1676 T1677 T1678 T1679 T1680 T1681 T1682 T1683 T1684 T1685 T1686 T1687 T1688 T1689 T1690 T1691 T1692 T1693 T1694 T1695 T1696 T1697 T1698 T1699 T1700 T1701 T1702 T1703 T1704 T1705 T1706 T1707 T1708 T1709 T1710 T1711 T1712 T1713 T1714 T1715 T1716 T1717 T1718 T1719 T1720 T1721 T1722 T1723 T1724 T1725 T1726 T1727 T1728 T1729 T1730 T1731 T1732 T1733 T1734 T1735 T1736 T1737 T1738 T1739 T1740 T1741 T1742 T1743 T1744 T1745 T1746 T1747 T1748 T1749 T1750 T1751 T1752 T1753 T1754 T1755 T1756 T1757 T1758 T1759 T1760 T1761 T1762 T1763 T1764 T1765 T1766 T1767 T1768 T1769 T1770 T1771 T1772 T1773 T1774 T1775 T1776 T1777 T1778 T1779 T1780 T1781 T1782 T1783 T1784 T1785 T1786 T1787 T1788 T1789 T1790 T1791 T	

male gender of individuals, however, the areas Parenting and Non-reproductive sexual behaviors show a small size of the effect, even if all values are above 0.2, while the areas Rights to sexuality and Self-control show a size of the average effect. The training and supervision intervention allowed an improvement in the Attitudes towards sexuality test (individuals with intellectual disabilities). Let's now go into the details of the individual categories. At time T0, there is a difference in the mean between the male and female gender of the educator in the area of male self-control. In particular, the area in question has a statistically significant higher average value for the male gender (-0.47). The effect can be considered large (0,8). At time T1, there is a difference in the mean between the male and female gender of the educator in the area of male self-control. In particular, the area in question has a statistically significant higher average value for the male gender (-0.54). The effect can be considered large (0.82). Between the T0 period and the T1 period for the gender of educators the medians moved approximately 0.5 points upwards, to a qualitative analysis. Always qualitatively speaking, at the time T0, regardless of age groups, Parenting and Self-control obtained low score values, between 1 and 3. Rights to sexuality obtained intermediate values (around 4), while non-reproductive sexual behaviors of high values (between 5 and 6). At time T1 the graphic figures are repeated, with a slight increase in scores compared to time T0. At time T0, for the area Rights to sexuality (F) the difference between the averages is statistically significant (+0.25 in favor of the homosexual category), while at time T1 there are no statistically significant differences for the different sexual orientations. The training and supervision allowed not only to increase the values of the tests, but also to make heterosexuals recover the gap they had towards homosexuals in the area of Sexuality Rights (F). At time T0 for the Parenting area (M) there are statistically significant differences between Lombardy and Campania (-0.93) and Lazio and Campania (-0.85). At time T1 for the Self-control area (F) there are statistically significant differences between Lombardy and Sardinia (-0.41). In addition, the regions with statistically significant average differences for the Parenting area (F) are Lombardy and Lazio (-0.49) and Lombardy and Sardinia (-0.56). At time T0 there are no statistically significant differences for the Number of children, but at time T1, in the area Rights to sexuality (F) we have a statistically significant difference in the averages between those who do not have children and those who have only 1 (+0.49) and between those who have 1 and those who have 2 (-0.67).

At time T0, the correlation matrix between the different areas of analysis shows that there is a positive correlation between the areas, in most cases this correlation is strongly positive. Only Parenting (M) has no correlation with the Self-Control areas (M and F). At time T1, the correlation matrix between the different areas of analysis shows that the many correlations have weakened or disappeared in the transition from T0 to T1. At time T0, Religious/Spiritual influence is strongly

negatively correlated with attitudes toward sexuality (individuals with Intellectual Disabilities F and M). This correlation is maintained even at time T1. Pedagogical supervision should be an indispensable space in educational practice as well as a privileged place to take care of the "intellectual tools necessary for daily work". It is an irreplaceable work of comparison, production of meaning, reading and resignification of educational work. Group dynamics are elaborated and pedagogical choices are monitored. It is also a form of prevention and support with respect to the possible tensions of the group. Roussillion et al. (2016) dealt specifically with the dynamics of services responsible for the care and education of individuals. At the base of his thought he places the inevitability that every process of symbolization of lived experience leaves a remnant, a non-symbolized residue, which in itself asks to enter into dialectic with personal and everyday reality. When taking into consideration the professional action of a group entity, it is necessary to identify and describe the different phenomena that manifest themselves in everyday life, allowing educators involved in the service to process them. The educational supervision of the team favors the emergence of the tensions of the group, which otherwise are not considered and elaborated. Denying change and the need to relate to it is a defensive tendency proper to every human being and can be unconsciously placed at the basis of the social contract of an organization. The care of the team falls positively on the work with the users as if it were an enlargement of the pedagogical field.

Conclusions

In the light of the results obtained, the proposed work has stimulated pedagogical reflection with respect to the action, the attitude of the operators in the educational relationship and their "social mandate". Supervision has been able to produce and consolidate pedagogical knowledge, stimulating educational reflection, observation and action, facilitating reflective processes that produce personal and professional changes. Therefore, the present work has enhanced pedagogical supervision as a meta-reflective tool, through which the professional educator has been able to analyze educational practices from the point of view of intentionality and planning. The in-depth cognitive analysis of the educators, in fact, has made it possible to reflect on the variables that guide educational action.

In fact, the SP has presided over a space for reflection not only on the personal aspect of the educator, but also on professionalism, allowing an ongoing evaluation of the work, and activating a learning process from the experience for the educator. Moreover, through this space for discussion on singularity and professional action, the transmission of a professional culture aimed at strengthening the skills of the individual and the group has materialized. So, in this case, the supervisor becomes the expert in reflective processes and as such should promote a higher order

reflection and training in the teacher, leading him to wonder if he is actually working in a proactive mode.

In this perspective of reflection, an element that the supervisor and the teacher must contemplate is the entry into play of their totality in didactic and educational action. Therefore, the formation that teachers put in place at school necessarily also includes personal formation, leading them to be not only formators of concepts, but also formators of life. The teacher / educator, within the teaching, is necessarily called to implement also and above all an educational action, since this becomes the only way to provide a complete training, at 360 degrees, to the student, in the school context.

Therefore, from this perspective, the ultimate goal of didactic and educational action is that each individual becomes the protagonist of his own formation process; Therefore, if the teacher/educator is fully aware of his individuality, of the individuality of the student, of the context and of the network of relationships that live there, he guarantees respect for the singularity of each element. In fact, learning necessarily takes place within a group, a relational context and a school system, and the latter, also understood in the figure of the teacher / educator, is called not only to transmit disciplinary content, but also to convey values of the society from which it receives the educational mandate.

This highlights the need to acquire this practice as a structural element of educational work, granting it a permanent space that, beyond contingency and emergency, contributes to strengthening a culture of pedagogical supervision. It will thus be possible to consolidate the professional identity and, at the same time, responsibly support the reflective and procedural project underlying the educational and didactic interventions, assuming it in all its complexity.

References

Aiello P., Sharma U., Dimitrov DM, Di Gennaro DC, Pace EM, Zollo I. e Sibilio M. (2016), Indagine sulle percezioni del livello di efficacia dei docenti e sui loro benefici verso l'inclusione, *L' integrazione scolastica e sociale*, vol. 15, n. 1, pp. 64-87 DOI: 10.7346/sipes-02-2019-21

Anello F., (2020), Insegnanti consapevoli e critici dell'azione didattica attraverso l'analisi SWOT. Ricerche di Pedagogia E Didattica, *Journal of Theories and Research in Education*, 15(1), 137–153. <https://doi.org/10.6092/issn.1970-2221/9458>

Bronfenbrenner U., (1994), *Ecologia dello sviluppo umano*, Bologna, Il Mulino

Carugati F., Selleri P., (2001), *Psicologia dell'educazione*, Mulino, Bologna, pp. 51-52

Castoldi M., (2016), *Didattica Generale*, Milano, Mondadori Università

Castoldi M., Chiosso G., (2017), *Quale futuro per l'istruzione. Pedagogia e didattica per la scuola*, Milano, Mondadori Università

Cerri R., (2007), *L'evento didattico*, Roma, Carocci

Cocever E., (1993), "Analisi istituzionale", in A. Canevaro, (1984), *Handicap e scuola*, NIS, Roma, pp. 57-62

Damiano E., (1993), *L'azione didattica*, Roma, Armando

Di Gennaro D. C., Aiello P., Zollo I., Sibilio M., (2018). *Agire didattico inclusivo: una domanda di stile? Azione didattica inclusiva: una questione di stile? Pedagogia più Didattica*. Volume 4, Numero 1. Erikson

Ferrante Alessandro, (2016), *Materialità e azione educativa*, FrancoAngeli

Frabboni F., (1999), *Didattica generale. Una nuova scienza dell'educazione*, Mondadori

Goffman E., (1974), *Asylum*, Bologna, Il Mulino

Gola G., (2010), *La didattica nascosta. Prospettive di ricerca sulle conoscenze degli insegnanti*, Padova, Cleup

Lewin K., (1951), *Teoria e sperimentazione in psicologia sociale*, Bologna, Il Mulino

Mancini R., (2022), *Soluzioni metodologiche nell'azione educativa*, COM Publishing

Mead G.H, (1966), *Mente, sé e società*, Firenze, Editrice universitaria

Miragoli S., Caravita S., (2007). *Stile educativo degli insegnanti e percezione del maltrattamento psicologico a scuola*, in *Maltrattamento e abuso dell'infanzia*. Milano. Franco Angeli. <http://digital.casalini.it/10.1400/70070>

Nigris E., (1988), Stereotypical images of schooling: teacher socialization and teacher education, *Teacher educational quarterly*, XV, n. 2, 1988, pp. 4-19, <http://www.jstor.org/stable/23474663>

Nigris E., (2015), *Pedagogia e didattica interculturale*, Milano, Pearson

Nosari S., (2020), *Fare educazione. Strutture, azioni, significati*, Mondadori Università

Perla L., Riva M.G., (2016), *L'agire educativo. Manuale per educatori e operatori socioassistenziali*, Brescia, La Scuola

Perticari P., (1996), *Attesi imprevisti*, Bollati Boringhieri

Rivoltella P.C., Rossi P.G., (2012), *L'agire didattico. Manuale per l'insegnante*, Brescia, La Scuola

Santarelli G., (2020), *Pedagogia istituzionale. Dalle origini all'attualità*, Bononia University Press, Bologna

Sibilio M. (2016), Dimensioni vicarianti delle corporeità didattiche. In M. Sibilio (a cura di), *Vicarianza e didattica. Corpo, cognizione e insegnamento*, Brescia, La Scuola.