

Legislative framework in Italy

«*full inclusion system*»



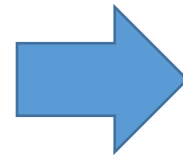
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What is INCLUSION? (Bondy, 1996)

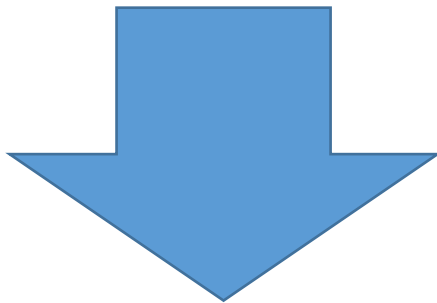
According to Bondy, «*inclusion involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students)*».



Addresses and responds to the diversity of needs of ALL learners

Increases participation in learning, cultures and communities

Requires a transformation in HOW to think about education and its role in society



Law 118/1971

Students with disabilities (6-15) have the right to attend general education classes in public schools, except for those with severe mental or physical impairments.



Ministerial circulars 227/1975 and 235/1975

Radical abolition of traditional special education.



Law 517/1977 (wild integration)

Special schools and special classes closed. All students with sensory, physical and intellectual disabilities should attend general education schools/classrooms.



Law 270/1982

Provides allocation of support teachers to preschool education.

After with the new Supreme Court judgement

215/1987 inclusion was extended to post-compulsory upper secondary and higher education.

This led to the

Law 104/1992

Formalizes the term *integrazione scolastica* and in practice takes the meaning of the term **Full inclusion**. States the inclusion of 14-19 in higher education.

MIUR Ordinance of **December, 27 2012**: intervention tools for pupils with **Special Educational Needs** and territorial organization for scholastic inclusion.

The MIUR Ordinance provides organizational recommendations on the inclusion also of students who are not certified either with disabilities, or with DSA, but who have learning difficulties due to ***personal, family and socio-environmental disadvantage (SEN)***.

Students with disabilities, for the recognition of which is required to submit a special certification

Students with social, cultural and linguistic disadvantage.

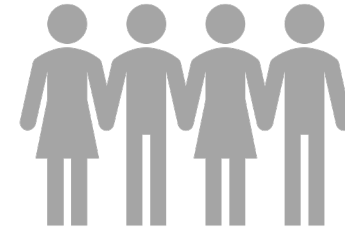


Pupils with specific developmental disorders including: Specific Learning Disorders (for which it is necessary to present a diagnosis of DSA), language deficit, non-verbal deficit, motor deficit, attention deficit and hyperactivity (ADHD).

MIUR Ordinance n. 8 March 6 2013: Operative instruction for students with BES



The circular offers schools an important operational tool, completing the framework for the enlargement of the legislation on school inclusion that began in the 70s of the last century, expanded with Law No. 170/10 and completed with the Directive of 27 December 2012;



Redefines and completes the traditional approach to scholastic integration, based on the certification of disability, extending the field of intervention and responsibility of the whole educating community to the “big cauldron” of Special Educational Needs (BES); **extends to all students in difficulty the right to personalize learning**, expressly referring to the principles enunciated by Law 53/2003.

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Evaluation of BES and DSA students and students: how to concretely apply the new criteria introduced by Legislative Decree 62/17?



It introduces specific rules for the administration of standardized tests, the use of compensatory tools and dispensative measures and the procedures for carrying out state examinations.

School

Family

Services

Early identification of suspected cases



Targeted recovery instructional activities



Persistent difficulties



Communications FROM the school TO the family



Request of ATTENTION (assessment)



Diagnosis: diagnostic certification document



Communication FROM the family TO the school



Compensatory tools and dispensary measures - Teaching and personalized assessment (ILPs - PDP)



PDP: Ministerial Decree of 27 December 2012 and Ministerial Circular no. 8 of 6 March 2013

**An iterative cycle of
Planning, Doing,
Recording, Reviewing
and Evaluating**

Allow teachers to identify the students with Special Educational Needs (BES) within a class, and to draw up a **Personalized Teaching Plan** (PDP) for these.

The PDP is a structured and supported process not limited to a list of compensatory and dispensative measures. It is a mean to specify:

- the alternative and additional strategies to be introduced
- The type of *changes made to the ordinary curriculum* in order to evaluate the progress of the pupils concerned.

The PDP (IEP) plays an important role in the teaching of integration. In some cases, the document can also assume the value of a **'contract'** between the different 'actors' involved: parents, teachers and other professionals.

BUT ...

- *What can happen when there is a sudden systemic change without sufficient support in place?*
 - 1971-1990 → increase the number of private schools for students with intellectual and physical disabilities ... *it may represent the tendency to search for special rehabilitation, not assured by most public schools.*
- Follow a long transitional period until 2010-2011 where, *virtually*, all students (99.975% of those with disabilities) were served in inclusive general education classes.
- PARADOXICAL Italy enriches the highest percentage of students included in comparison to the other European countries BUT ...

There is no evidence that ITALY'S FULL INCLUSION SYSTEM has expanded the rights of persons with disabilities or the right to quality and appropriate education.

Italy: the role and status of support teachers

- The support is the task of the specialist teacher member of the school staff of the ordinary schools. He acts as a class teacher, supporting the pupil in ordinary school after obtaining parental permission.
- Support teachers are co-responsible with the classroom teacher of the teaching activity of all pupils. One of the main tasks is the drafting of an Individual Educational Plan. They work with the pupils inside the class: pupils with special needs are taken to the outside only if strictly necessary.
- ***BUT ...***

- ... frequently they have to take responsibility for physical and/or behavioural assistance, due to the lack of SUPPORT PERSONNEL different from teachers (e.g. personal assistants).
- This CONFUSION OF ROLES lowers the quality of overall support!!!
- So ...
 - Recent qualitative study confirmed that support teachers share feelings of marginalization, isolation and personal dissatisfaction, as well as ‘feeling of being treated as second-class members of the staff, devoid of status and power to bring about effective support for inclusion’ (Devecchi et al. 2012).

The implications for many students with disabilities are clear!!

In conclusion ...

- The Italian system requires that teachers learn to work cooperatively. Co-teaching is essential in inclusive education.
- Focus attention, with the support of a detailed **funcional analysis**, on the problems with appropriate educational plans, regardless of labels and classifications.
- It is urgent a clarification of the STRATEGIES directed to one and/or the other, or to *all* on the basis of ***evidence-based practices***.

BUT few school staff in Italy are specially trained for this ...