Pedagogical Sheet

The inclusive strategies within the common teaching according to Dario Ianes

Section of the training module/ E

A pedagogical sheet is the description of a learning sequence.
It aims to mobilize and acquire skills (knowledge, knowing how to be and how to do).
It can be built with reference to current and innovative pedagogues.

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Title : The inclusive strategies within the common teaching according to Dario Ianes.

General definition / Brief description of the content

In this form we report what was illustrated by Dario Ianes in his book: *Special Educational Needs and Inclusion - Evaluating the real needs and activating all resources* - 2005 Edizioni Erickson

Use/Area of application

How to make learning possible and meaningful and to activate participation in a task for a pupil in difficulty of learning according to Dario Ianes.

Principles and theoretical foundations

"The growing awareness of the heterogeneity of the classes, in their normal composition, makes an inclusive education necessary that satisfies everyone's needs. An evolution of ordinary teaching is necessary to respond adequately to differences and difficulties. An inclusion of quality needs quality teaching, more quality in the normal situations that we all meet at school (in teaching), Dario Ianes speaks of "special normality" or of an educational-didactic normality made richer ; continually enriched with those little big details necessary for someone, but useful to everyone. The objective of inclusive education is: "to make all pupils reach the highest possible level of learning and social participation, enhancing the differences present in the class group". [...] (see fiche ressource: FROM SPECIAL EDUCATIONAL NEEDS TO AN INCLUSIVE DIDACTICS).

Presentation of the methodology

"There is now a substantial experimental literature that shows how the various models of cooperative learning are more effective not only for cognitive learning but also for the inclusion of pupils in difficulty to provide each of them with adequate roles and opportunities for participation in learning. In order to make learning possible and meaningful and to activate participation in a task for a pupil in difficulty, very often we have to "adapt" the objectives, that is to change something in the couple of elements that constitutes the essence of any objective :
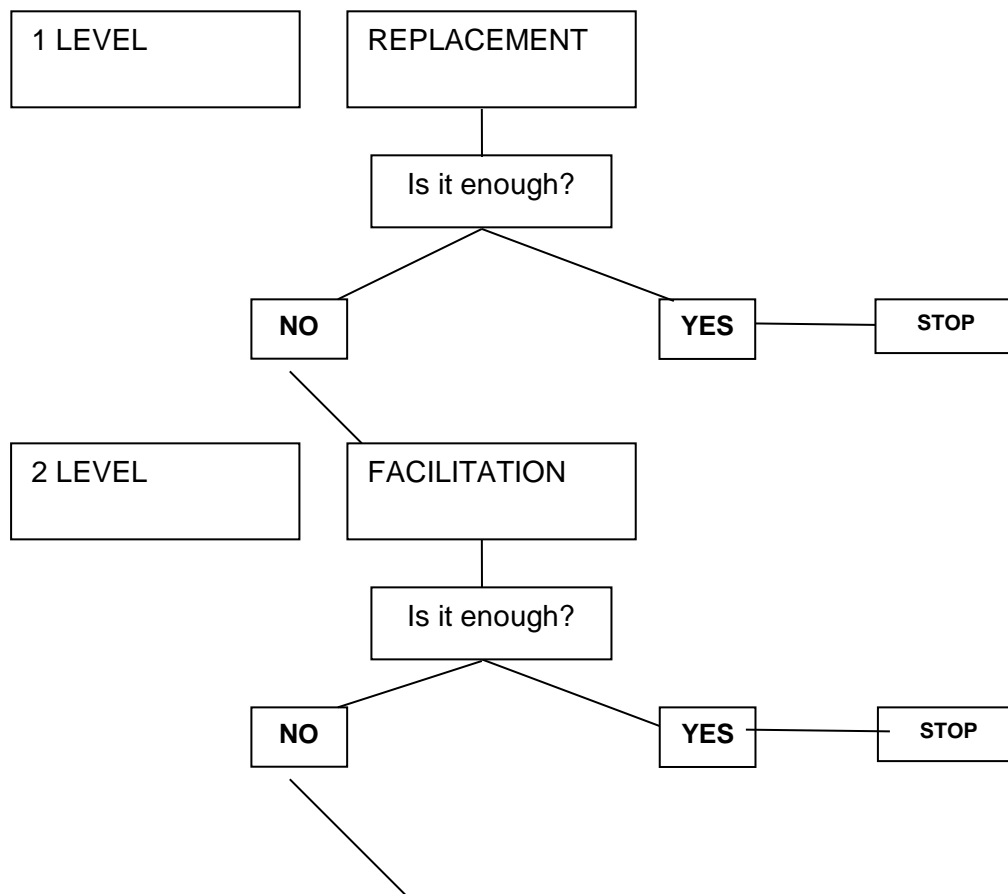
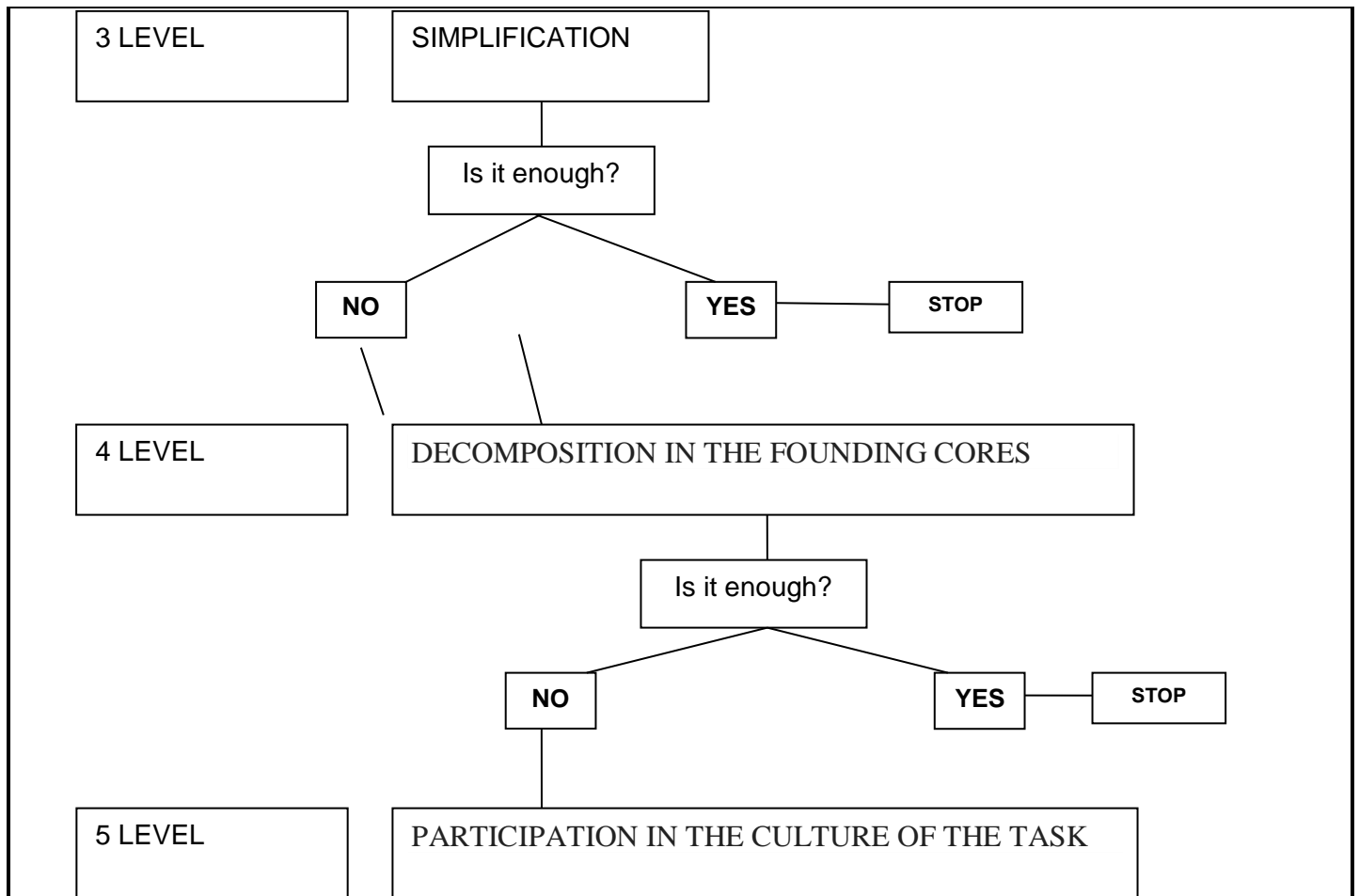| INPUT	ACTION
Input	Comprehension Processing Output

In every phase of the work of adapting the objectives, we should take into account these three components of the action we ask the pupil.
In dealing with the various possibilities of adaptation of the curriculum objectives we must take into account a principle of parsimony and normality: the less it fits the better.
But we must also deal with the principle of effectiveness: adaptation must really be decisive for the pupil's facilitation.
In the diagram below we see the various possibilities of adaptation.

3 LEVEL	SIMPLIFICATION

Is it enough?

NO   YES —— STOP

4 LEVEL	DECOMPOSITION IN THE FOUNDING CORES

Is it enough?

NO   YES —— STOP

5 LEVEL	PARTICIPATION IN THE CULTURE OF THE TASK

The operations of the "replacement" phase are mainly necessary in cases of sensory and / or motor difficulties. This is a "translation" of the input into another code / language and / or the use of other modes of output. It is not simplified from any point of view but only accessibility is taken care of; for example a text translated into Braille (input) or the use of a computer instead of a pencil (output).

The "facilitation" phases are particularly appropriate when the difficulties are not too strong and are specific and sectorial. In this case we proceed to a "recontextualization" of the objective: the latter is proposed in real environments (calculate the rest at the supermarket rather than in class), in highly interactive didactic contexts (cooperative learning, tutoring, etc) or in contexts highly operational didactics (laboratories, simulations, exits).

When the comprehension, processing and output deficits become more significant, the "simplification" phase must be used, therefore the objective must be simplified in one or more of its action components: comprehension, processing and response output.

For example, you can change the lexicon, reduce conceptual complexity, simplify the criteria for correct execution, etc.

In cases of even greater difficulty, of the pupil or of the discipline, one must resort to the phase of "decomposition into fundamental nuclei". It is necessary, therefore, to find in the curriculum path the founding cores that are more easily translatable into accessible and meaningful objectives. For example, in geography the distinction between natural changes and changes made by man can be significantly tackled by creating a series of photographs of natural environments and artefacts and classifying them in a billboard; or in history the concept of cause and effect can be tackled by making a book of one's own personal story (the change of home is caused by the arrival of a brother, the legacy of his grandfather or the desire to live in the countryside).

In this way we approach the founding cores of a disciplinary knowledge, being more attentive to the cognitive processes typical of that knowledge rather than to the products, that is to the notions.

In cases of serious gravity, in which after trying each of these forms of adaptation, we still can not create a significant set of connection objectives, we can resort to "participation in the culture of the task" or find the opportunities to get involved the pupil to significant moments of elaboration or use of curricular skills, so that he experiments, even if only as a spectator, the "culture of the task", that is the emotional climate, the cognitive tension, the elaborated products, etc. ".

Alongside the work of adapting the curriculum objectives, adapt the material you are working on: the textbook and the instruction sheets.

Bibliography

Dario IANES, *Special Educational Needs and Inclusion - Evaluating the real needs and activating all resources* - 2005 Edizioni Erickson