



Cap sur l'école inclusive  
en Europe



## Resource sheet

From special educational needs to inclusive didactics

### Training module /Section D

#### 1. Initial situation

The increasing class heterogeneity has become the rule : in these classes teachers find and meet not only students with disability certification, but also students with other difficulties or special problems. These situations produce special educational needs which require answers and support in the school.

It is necessary an advanced education system in order to work and cope with difficulties and diversity.

#### 2. Demonstration

This module, starting from the definition of “special educational needs”, draws up the characteristics of an inclusive didactics in order to offer support in the most functional manner suited to each pupil’s need.

##### Special Educational Needs

Teachers have been recently observing that different and various difficulties have become more frequent and present in the classes.

Teachers, medical staff, parents and other professional figures such as psychologists and neuropsychiatrists, are increasingly more involved in monitoring the pupil’s education and life than in the past.

It has been observed an objective rise in the number of these conditions along with the growth of diagnostic capability of psychologists and neuropsychiatrists and the ability of teachers to observe and interpret the students.

All the teachers are fully aware that students with special needs are more copious than those 2/3 per cent in possession of medical certification, so that the area of educational disadvantage is far more extended.

In our classes, besides students with disabilities, there is a considerable number of students with learning disabilities: specific learning difficulties, attention disorders, speech and language-related problems.

As well as these students with pathological aspects, there are students with “only” difficult learning problems, poor or slow academic performance. Special needs education is primarily intended as any learning and developing difficulty which, independently of etiology, it is expressed in a problematic performance.

Learning disabilities are often identified in students not with medical or psychological diagnosis, but when they show evident difficulties in learning and development, either familiar, social or cultural disadvantage, that make it harder for them to learn.

Any student may express special educational needs on an ongoing basis or for long periods in respect of which it is necessary that schools use a process of individual and appropriate response to intervention, considering the growing heterogeneity of classes.

In a perspective of inclusive didactics which may fulfill everybody's needs, it is necessary to consider all various parental, social and cultural backgrounds in addition to different learning styles.

### **INCLUSIVE DIDACTICS**

Including students with emotional or behavioral difficulties and then excluding them from the classroom when they cause difficulties, this is not to be considered real inclusion.

In order to face difficulties and diversities, it is necessary to develop the ordinary didactics, to re-organize spaces and modify and adapt educational material.

A quality inclusion requires a quality didactics. Didactics is not a therapy, it is a cure. A quality inclusion needs more quality in everyday situations we face at school and not special therapies.

Dario lanes talks indeed about “special normality”, which means an educational teaching normality enriched with all the necessary large and small details helpful to everyone.

The daily didactics must thus become special, more qualitative.

Interpreting efficiently daily didactics in increasingly difficult classes, it is definitely not a simple matter.

It is necessary to develop the basic level of competences of all the teachers and provide a wider range of specific competences to the largest possible numbers of teachers.

According to lanes, inclusive didactics is grounded upon two principles:

1. Searching, finding, understanding, using, enhancing and highlighting all the individual differences.
- 2.

Diversifying teaching activities: different students make different things at the same time

The purpose of inclusive didactics is “to help all the students achieve the highest possible level of learning and social participation, enhancing the differences present in the class.”

In order to shape an inclusive all needs satisfying didactics, it is necessary to operate a diverse teaching that goes beyond the linearity of the textbook. Inclusive didactics means a multimodal didactics which constantly and simultaneously uses more perceptive channels (visual, auditory and kinesthetic stimuli).

The extraordinary multimedia of the Interactive Whiteboard increases the activating value of the provided stimuli. Films, audios, dynamic images etc... definitely enrich the input stimulating also attention processes.

However, the Interactive whiteboard itself will not be able to improve the level of inclusion of a class without an inclusive basic teaching method. Using a variety of input is insufficient to fulfill an inclusive didactics. The variety of input needs to correspond to a variety of approaches (analytical

approach, global approach) and of tasks assigned (individual activities, pair work, group work and class work).

An inclusive didactics means also constructive didactics. The quality of the active role of the participant is indeed more central in the most recent learning analysis.

The constructive theory considers knowledge to be an entity entirely built by the subject in the learning process and, focusing on the child, it is based on the idea that there is no knowledge regardless of the subject and the meaning given to the experience; on the contrary, only the knowledge built when learning and reflecting on the experiences exists.

Knowledge thus is not simple memorization, but personal reprocessing and linking the learnt contents.

By encouraging the thought process, the understanding and the generalization of the learnt contents, the teacher will ensure the pupils the growth of significant knowledge, which will endure and increase even out of school environment.

Quoting Epicurus, the teacher providing knowledge to learners, has the task of arousing their curiosity and trigger sparks of knowledge. The teacher must not fill their minds with information, but provide the essential information in order to let them free to be motivated and choose the interests to follow up.

The relevant thing in teaching is therefore not the quantity of information provided, but their quality.

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