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# Three strategies for improving school inclusion

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# **1. INDIVIDUALIZED EDUCATIONAL PLAN (IEP) PERSONALIZED DIDACTIC PLAN (PDP)**

**founded on three approaches:**

**Equity instead of Equality approach**

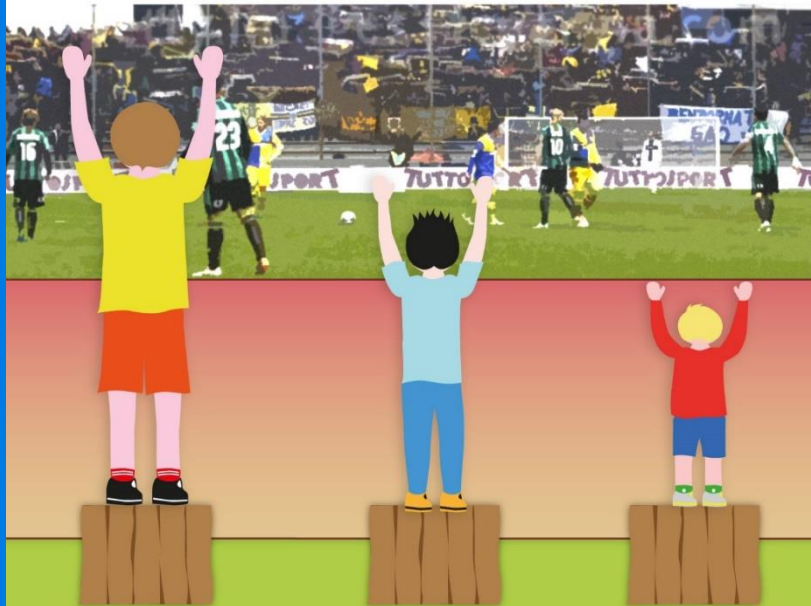
**The WHO's ICF approach**

**Compensatory approach**



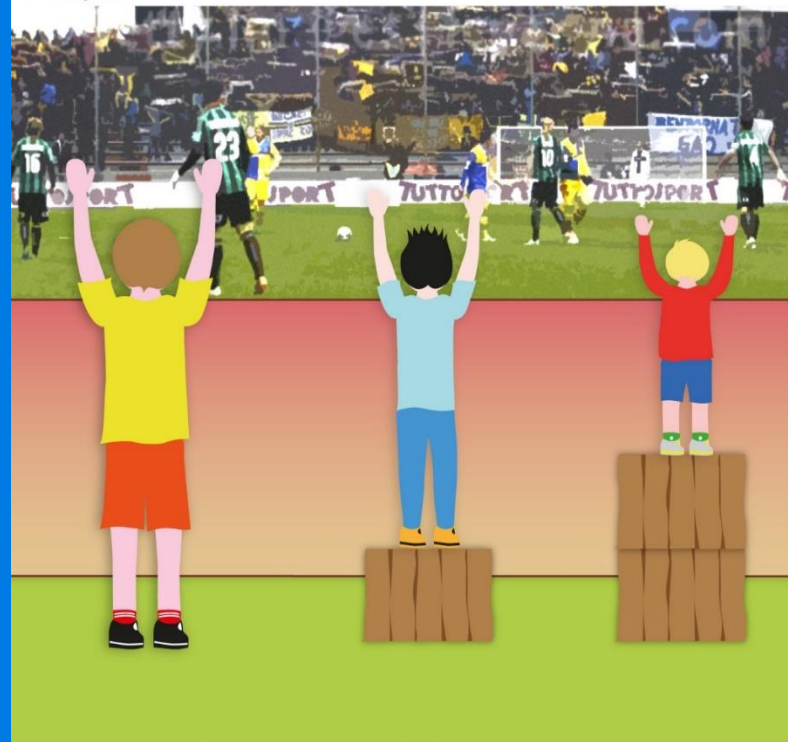
# Equality and Equity

## UGUAGLIANZA

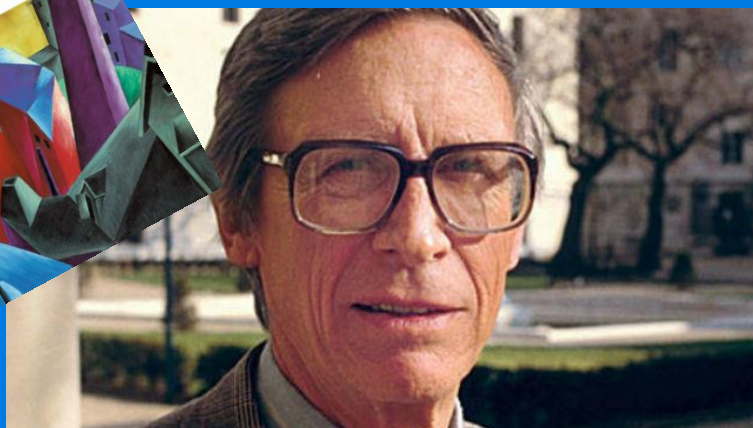


Risorse distribuite in parti uguali

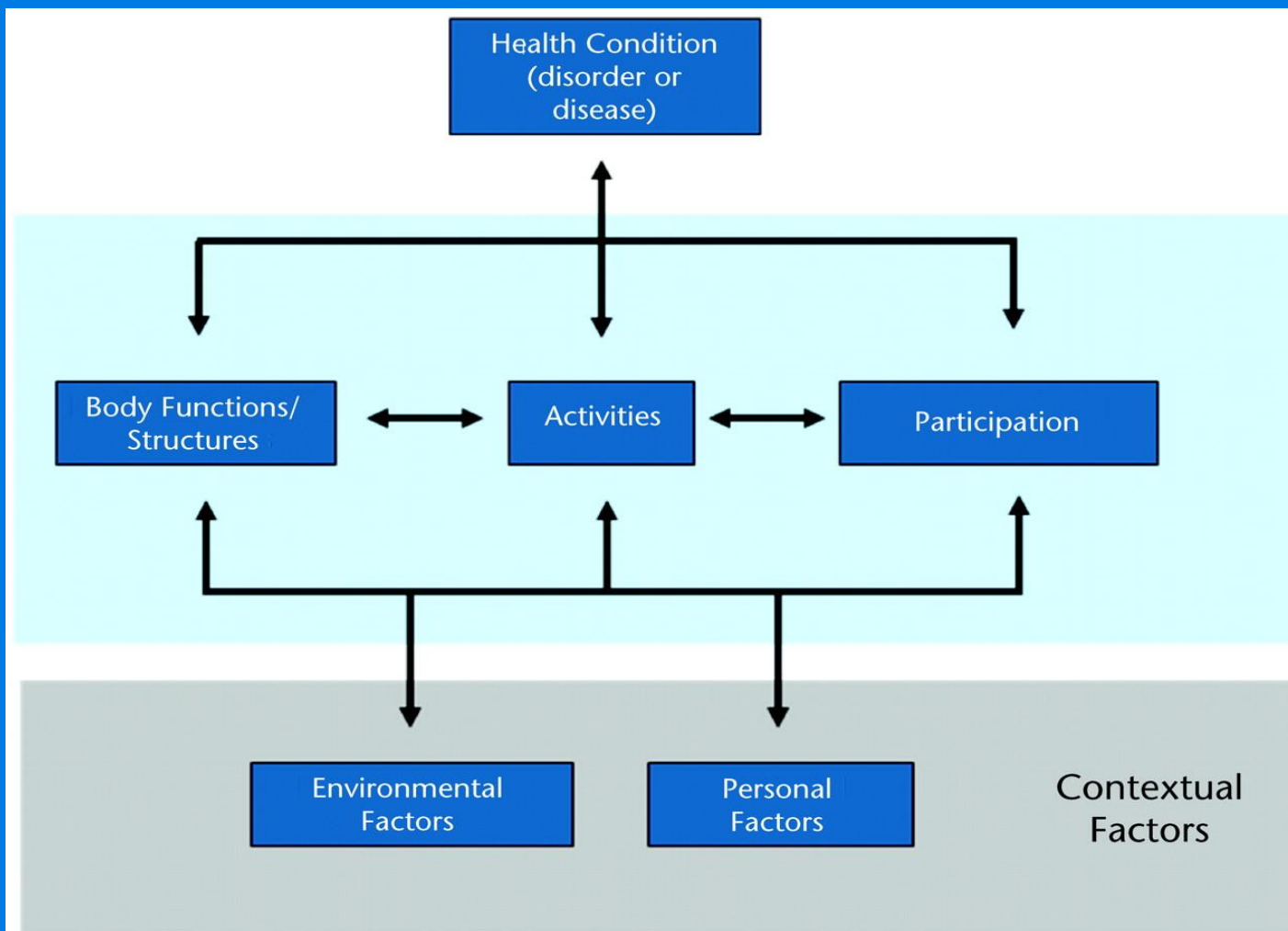
## EQUITÀ



Risorse distribuite in modo differente



# ICF anthropology and related IEP goals



# ICF anthropology and related IEP goals for a comprehensive educational programme

**1. Goals in Mental functions: attention, memory, etc.**

**2. Goals in Personal Activities: learning skills, use of knowledge, mobility and motor skills, communication and languages, self-help skills, social interactions, domestic skills, etc.**



**3. Goals in roles of social participation:  
student at school (academic goals and social  
goals), consumer, citizen, etc.**

**4. Goals in personal factors: self-esteem,  
motivation, emotional control, behavioral  
problems, identity, etc.**





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**IEP goals can be very different from the overall class goals and can also be well below the basic achievement levels set by the teachers for the class in various academic subjects (History, grammar, etc.) .**





## **Compensatory approach: different assistance for learning and achieving the same goals as the rest of the class**

**Compensatory help is provided according to the State Law 170, 2010 for the students with a formal diagnosis of Learning Disabilities and it can be technological (PC with speech synthesis, Software for organizing knowledge, like Ipermappe, etc.), traditional (calculator or many other memory tools) or the provision of additional time to complete the task and the tests.**



**In a Personalized Didactic Plan goals range from the top to basic achievement levels, with compensatory help provided as needed. The evaluation forms are personalized.**

**TOP LEVEL**

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**BASIC LEVEL**

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.



**Personalized Didactic Plan  
(Degree with the same legal value)**

**Individualized Educational Plan  
(Certificate/attestation of the acquired competencies)**



## 2. INCLUSIVE TEACHING STRATEGIES

**In the UDL (Universal Design for Learning) general instructional framework, planning starts with thinking about the students' different levels and functionings.**

- **Multiple means of representation**
- **Multiple means of action and expression**
- **Multiple means of engagement**



## **Multiple means of representation**

(perceptions, language, symbols, concepts and means for comprehension, etc.)

## **Multiple means of action and expression**

(physical actions, multiple media for communication, multiple learning products and outcomes, etc.)

## **Multiple means of engagement**

(different interests and values, motivations, self-regulation strategies, etc.)



# **1. Co-teaching with support teacher**

# **2. Peer-mediated teaching/learning strategies (cooperative learning and tutoring)**

# **3. Textbook adaptation (digital textbooks)**

# **4. Levels of adapted goals**

- a. only different languages: Braille, sign language;**
- b. facilitation with additional inputs;**
- c. simplification with shorter content and simpler concepts;**
- d. work only on topic`s basic concepts;**
- e. participation in emotional and social atmosphere in the task only**



**5. Metacognitive self-regulation strategies  
(self-monitoring, study skills, etc.)**

**6. Project/Problem-based learning**

**7. 'Special normality approach' ( Ianes,  
2006) with special techniques included in the  
normal school life (AAC, ABA- positive  
reinforcement systems, etc.)**



### 3. WHOLE SCHOOL INCLUSIVE APPROACH

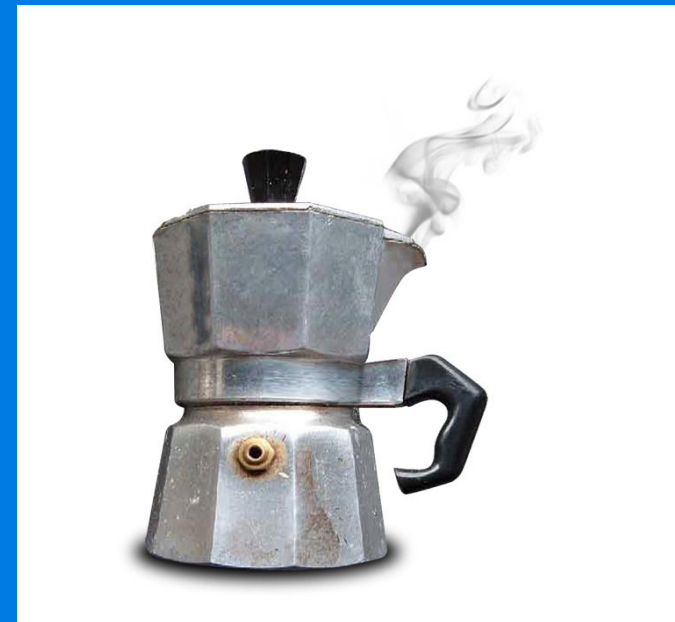
Beginning in 2014, schools must do the **Annual Plan for Inclusivity** (e.x. defining a flexible use of teaching personnel, both curricular and support) and the **Self –Evaluation Report** also with regard to inclusion processes

Self-analysis and self-development with the **Index for Inclusion** (Booth and Ainscow, 2001/2003)



## Now we want to:

- **Improve** the praxis at class and school levels (teachers' competencies, EBI, etc.) knowing that we are on the right – but difficult – track



- **Evolve** some structural dimensions that have negative effects (special roles for support teachers that are provided only on medical diagnosis, support classrooms specially for SEN students, etc.)







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# **Evolving the support teacher`s role in a fully inclusive schooling: a Two-Year Study on Students` Learning and Social Results**



# The Italian way to integration is under scrutiny.

A milestone: the critical report  
by Trelle, Caritas & Agnelli  
Foundation  
2011



# The difficult role of support teachers

The Report shows that there are various types of problems with the way in which integration is managed day-to-day 'on the ground' and that it is not in fact being carried out in a uniform way (Ianes, Demo and Zambotti, 2013).

- The Italian traditional integration system is organized with a classroom teacher supported by a special needs teacher who assists the disabled student.

-In reality, the support teacher and the pupil with a disability often work together outside the classroom (Ianes and Demo, 2013; Ianes, Demo and Zambotti, 2013), with many negative effects: delegation, micro-exclusions in the form of pull and push out trends, and poor learning and social results for pupils with disabilities.



# **A radical proposal: no more traditional support teachers (now 125 000).**

Instead, 125 000 organized as follows: (1) 100 000 classroom teachers in co-teaching; (2) 25 000 employed as expert consultants for specific networks of schools



# The three main reactions:

1. No changes, but strenghtening the existing role
2. Mixed role: support teacher does 50% hours in regular subject teaching + 50% hours in SEN support
3. Early differentiation in University training and distinct professional role for ST (parallel to regular classroom teachers)



# Testing the radical proposal in the field: two scholastic years (2012/2014)

Is it possible to implement fully inclusive teaching with the new role of support teachers?

If yes, what would be the impacts on learning and social achievement of disabled pupils and their peers?



## Participants

17 experimental classes (13 primary and 4 middle schools) with 120 teachers

16 control classes (12 primary and 4 middle school) with comparable characteristics tested through two questionnaires

Total: 672 pupils with 11-14% of them with intellectual disability (mild) and other SEN



# Independent variable 1: classroom teacher training

- Intensive summer school on inclusive strategies for the teaching teams responsible for the experimental classes (30 h)





# **Independent variable 2: ongoing methodological support by two expert teachers**

a monthly planning meeting and two  
periods of co-working per month per  
class



# **Independent variable 3: Inclusive activities by all teachers with support teacher always present as co-teacher**

learning spaces  
project based learning  
cooperative learning  
metacognitive strategies  
emotional and social training  
inclusive technologies



# Results 1 (students without disability):

learning achievements in reading/text comprehension and maths through standardized tests

*No significant positive effects*



## Results 2 (students without disability):

Metacognitive dimensions: self concept, study strategies through one standardized test

*Significant positive effects in students "theory of intelligence": more flexible and optimistic about self-directed improvement*



## Results 3 (students without disability):

Interpersonal relationships through sociometric evaluations

*Significant positive effects on selection of SEN students as learning partners, on density of network of reciprocal positive choices, and on speed of evolving patterns of interactions*



# **Results 4 (Students with intellectual disability): Adaptive behaviour through Vineland Scales**

*Significant positive effects on the  
social behaviour subscale*



# Results 5

## Qualitative analysis through focus group and tutors' reports

*Positive outcomes reported in:*

- *Real application of inclusive strategies*
- *Cooperation and co-planning among teachers*
  - *Usefulness of experts' interventions*
- *Attitudes of support teachers toward the new role*
  - *Active role of Principals*
  - *Flexibility in resource use*
- *Usefulness of team training over individual training*



# Limitations and future directions:

- other tests & measurement instruments
  - other school levels (secondary)
- other Italian regions (different context for implementation)







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