

READING OF SPECIAL EDUCATIONAL NEEDS

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Review paper

Abstract

Making an inclusive education system means to transform the educational system in an effective and suitable organization to take charge of the various special educational needs that any student can manifest at any time in their school career as a result of difficulties temporary or permanent. The inclusion implies the presence, participation and educational success of all students; for presence refers to the context in which children are educated, and how they effectively and punctually attend; participation is linked to the quality of their experiences, while the educational success concerns the consequences of learning. The ICF model is an effective tool for reading the various difficult situations in which you can find pupils.

Keywords: inclusion, education system, learning, difficulties, ICF model

Introduction

Making an inclusive education system means to transform the educational system in an effective and suitable organization to take charge of the various special educational needs that any student can manifest at any time in their school career as a result of difficulties temporary or permanent. The presence of these special needs in the school system requires special attention and specific answers, without which it would reduce the right to education (Altavilla, 2013). According to Booth and Ainscow in "Index for Inclusion" an educational system to be valid, it must pursue the removal of barriers to learning and participation, which represent the difficulties that the school system needs to address, because they prevent or restrict participation and then the inclusion.

Discussion

The inclusion operates prior to the context, and then on the subject. An educational system to be inclusive can not limit its action to take charge of the welfare of the weaker person type, as in the transformation of the contexts and processes of teaching / learning, in order to offer the same opportunities for development for people living situations difficulty. In the absence of specific responses to such situations of need are transformed into limitations in activities and restrictions in social participation. The inclusion, therefore, is a process aimed at finding the best ways to respond to the diversity and covers how to learn to live with difference and the difference. It also has to do with the detection and removal of barriers, or assess psycho-pedagogically wide range of educational needs in order to design an improvement in policies and practices. The inclusion implies the presence, participation and educational success of all students; for presence refers to the context in which children are educated, and how they effectively and punctually attend; participation is linked to the quality of their experiences, while the educational success concerns the consequences of learning. Teaching pupils with different types of needs is a matter of knowing how to teach.

What we need are some good educational practices, tools that, in the words of Maria Montessori, "can become adapted to the capabilities of each." So you need to know many educational tools, many methods, many ways of working and organizing the class... In this way we can in turn transform them, bend them and change them to "make them suitable to the capabilities of each one." Pupils with Special Educational Needs are to live a particular situation, which hinders them in learning, development and participation; this negative condition may occur in organic, biological, familial, social and environmental, or as a result of a combination. Such situations cause directly or indirectly (see human functioning ICF), difficulties, obstacles or delays in learning processes that should take place in different contexts. These difficulties may be general or specific (eg dyslexia), sectoral (eg, language disorders); mild or severe, temporary or permanent (eg, physiological discomfort). The Special Educational Needs are therefore many and varied, a school that wants to be truly inclusive should be able to read them all, and on this basis to generate adequate resources are provided to give you the answers you need. However, there is need for an organized and competent to guide this strong reading, able to capture the true dimension of needs (ordinary difficulties, severe learning difficulties and disorders), which may not be recognized with full dignity.

ICF model

The state of health of a person is always the result of the mutual influences between the following factors: physical and contextual represented in the figure 1. The biological endowment on the one hand and on the other the environment in which you live, where next to external factors (relationships, cultures, environments, etc.). Meet personal contextual factors, the psychological dimensions that form the backdrop to our internal actions (self-esteem, identity, motivation, etc.). Between these two blocks of forces (biological and contextual) is within the body, which acts with its own capabilities and performance (personal business) and integrates socially through the social participation.

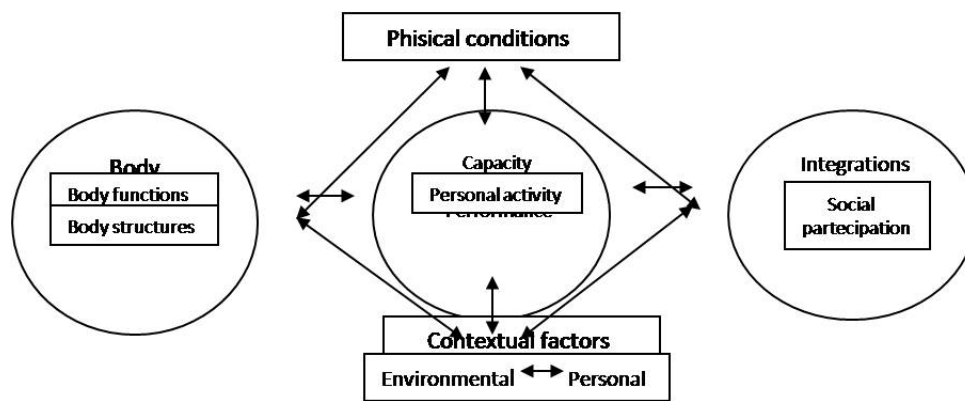


Figure 1. ICF (International Classification of Functioning, Disability and Health, WHO 2002)

When all this works well means that you are in a state of "well-being", otherwise you may be sick, disabled, with special educational needs, or excluded, etc ... The ICF model, therefore, is well suited as an effective tool for reading the various difficult situations in which you may find the students, some of them will be characterized by biological, bodily and capacity; other contextual problems from environmental, capacity and participation; other difficulties of social participation due to adverse environmental factors.

Conclusions

The pedagogy of inclusion is to be understood as a right to well-being, as a process in which you have to take charge of situations and destabilizing

problem also suffering. Share each day with their classmates different ways to learn, and not just the subject content; see the variety and quality of different skills present not only in a group but each person is irreplaceable opportunity to learn in a personal, lasting and transferable outside of the school context.

The construction of an inclusive education system can take place only if there will be part of the leading actors of the educational process, the passion, expertise and resources to achieve these changes, especially in terms of organization and management, without which we risk losing the challenge posed by the new educational needs (Altavilla et al., 2013).

References

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SAGLEDAVANJE POSEBNIH EDUKACIJSKIH POTREBA

Sažetak

Izgradnja inkluzivnog edukacijskog sustava znači transformaciju edukacije u efikasnu i pogodnu organizaciju koja može preuzeti odgovornost za različite posebne edukacijske potrebe koje bilo koji učenik može iskazati u bilo koje vrijeme u svojoj školskoj karijeri kao rezultat privremenog ili trajnog edukacijskog uspjeha. Inkluzija podrazumijeva nazočnost, sudjelovanje i edukacijski uspjeh svih polaznika; nazočnost se referira u kontekstu u kojemu se djeca educiraju, ali i kao efikasna pravovremena aktivna uloga; sudjelovanje se povezuje sa kvalitetom njihovog iskustva, dok se edukacijski uspjeh brine o posljedicama učenja. ICF model je efikasan alat za sagledavanje različitih teških situacija u kojima se djeca mogu zateći.

Ključne riječi: inkluzija, edukacijski sustav, učenje, teškoće, ICF model

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