

DIFFERENZE

DIDATTICHE INCLUSIVE

I

Direttore

Felice CORONA

Università degli Studi di Salerno

Comitato scientifico

Fabio BOCCI

Università degli Studi Roma Tre

Maria Teresa CAIRO

Università Cattolica del Sacro Cuore

Pietro CRISPIANI

Università degli Studi di Macerata

David F. DELACATO

Presidente Delacato International, Philadelphia, U.S.A

Patrizia GASPARI

Università degli Studi di Urbino "Carlo Bo"

Francesco GATTO

Università degli Studi di Messina

Patrizia SANDRI

Alma Mater Studiorum – Università di Bologna

Stephen SHORE

Adelphi University, NY, USA

Dobrinka GEORGIEVA

South-West University "Neofit Rilski", Bulgaria

DIFFERENZE

DIDATTICHE INCLUSIVE



La différence est la légère, l'aérienne, l'affirmative

La collana intende costituire un luogo di incontro tra riflessioni, esperienze e sperimentazioni che rappresentino le diverse declinazioni del concetto di inclusione nella scuola italiana e nel panorama nazionale ed internazionale della ricerca scientifica sulla Didattica Speciale.

Il recente cambio di paradigma dall'integrazione all'inclusione, recepito anche a livello istituzionale, si configura come ulteriore tappa di una storia innovativa della didattica italiana e offre l'opportunità per un ripensamento della Didattica Speciale, a partire dall'idea di differenza come *singularità positiva* cara a Deleuze e dal riconoscimento del processo di insegnamento–apprendimento come sistema complesso adattivo, in grado di cambiare in seguito all'esperienza, composto da un numero elevato di parti interagenti in modo non lineare che danno luogo a comportamenti globali. Da questa prospettiva, la differenza appare non più come una *condizione liminare*, rispetto alla quale esclusione o integrazione si pongono come estremi di un unico *continuum*, ma come sintesi risolutiva della complessità, come complessità accessoria, “semplice” perché relativa alla situazione locale, come luogo di nascita di una singolarità che si stabilizza definitivamente attraverso la variazione.

In questo quadro, il focus della collana sulla dimensione educativa e didattica rappresenta un *trait d'union*, una lente attraverso cui leggere ed interpretare una serie di interventi che, nel tentativo di rendere la complessità del fenomeno osservato, spaziano dall'ambito clinico e terapeutico alla riabilitazione, dall'aspetto politico-istituzionale alla dimensione sociale e antropologica della *differenza* in educazione.

Special Educational Needs

edited by
Felice Corona

preface by
David F. Delacato

contributions by

Garry Burge
Margaret Carter
Diana Tereso Coelho
Paul Cooper
Sheena Couture
Felice Corona
David F. Delacato
Michael Dunn
Nancy Getty
Barbara Jacobs
Mike Johnson
Michael Jones
Lauraine Laudel
Heather Mackenzie
Penina Pearl Rybak
Josie Santomauro
Teeya Scholten
Mitzi Waltz



Copyright © MMXIV
ARACNE editrice S.r.l.

www.aracneeditrice.it
info@aracneeditrice.it

via Raffaele Garofalo, 133/A-B
00173 Roma
(06) 93781065

ISBN 978-88-548-7457-2

*No part of this book may be reproduced
by print, photoprint, microfilm, microfiche, or any other means,
without publisher's authorization.*

I edition: luglio 2014

Contents

- II Foreword
David F. Delacato

Part I **Introduction**

- 15 Special Educational Needs: an international panorama
Felice Corona
- 23 Teacher Education and Special Educational Needs – Lessons
from the UK
Mike Johnson

Part II **Autism Spectrum**

- 35 A Sensory Perceptual View of Autism and its Treatment
David F. Delacato
- 39 Translating Asperger Syndrome (AS): Autism Spectrum.
The voice of an autistic person
Nancy Getty
- 51 Identifying the needs of persons on the Autism Spectrum
within schools and possible solutions
Garry Burge
- 55 Teaching children on the autism spectrum
Mitzi Waltz

- 67 Enhancing the educational engagement and development of children with autism through their Learning Preferences and Strengths
Heather Mackenzie
- 83 Helping Children with Autism Become Self-regulated Learners
Heather Mackenzie
- 95 « He can speak to the plane! ». Designing and operationalising a strategy for interviewing a 7-year-old boy on the autism spectrum, through prompting attribution of animacy
Barbara Jacobs
- 109 The Integration of Toys and Tech in Treatment: An Overview of Best Practices for Improving Social Communication Skills Based On the Socially Speaking™ Social Skills Curriculum © 2010 for Young Children with Autism and Special Needs
Penina Pearl Rybak
- 139 Friendly Facts. Program to Help Children explore the Complexities of Friends and Friendship
Margaret Carter, Josie Santomauro

Part III
Selective mutism

- 153 Children with selective mutism: Collaboration between teachers, parents, child and therapist as the key to making progress towards confident speaking
Michael Jones

Part IV
ADHD

- 183 ADHD in an Educational Context
Paul Cooper

- 195 The Many Faces of ADHD in the Classroom
Teeya Scholten

Part V
Learning disabilities

- 211 Reading, writing and mathematics learning disabilities
Diana Tereso Coelho
- 223 Addressing Barriers to Reading through the Use of Colored Overlays
Teeya Scholten, Sheena Couture, Lauraine Laudel
- 237 Helping struggling writers: Involving school community members as part of intervention programming
Michael Dunn

Part VI
Appendix

- 251 Biographical notes

Foreword

DAVID F. DELACATO

The act of educating has represented for the human being the best strategy to be developed in broad and complex communities, and therefore strong enough, in order to counteract environmental mutations. It is this knowledge that constantly pushes us to research efficient educational approaches, able to include, in different contexts, those subjects with an atypical neurological development.

It's not by chance that, therefore, pedagogy, more than other types of science, counts the highest number of studies and experiments related to autism, attention deficits, learning disabilities and hyperactive behaviors.

The event Special Educational Needs represents a great opportunity to learn and deeply understand these studies, and always open new perspectives on the educational intervention, also in the light of the new information obtained from molecular biology and neuroimaging regarding the processes of learning and memorize.

PART I

INTRODUCTION

Special Educational Needs: an international panorama

FELICE CORONA

Abstract:

The original contribution of this book, then, is an international overview on experience, observations and theoretical elaborations, in order to define a subject of international debate for all those who work at different levels in the field of special educational needs.

This book was born from a concrete need, matured in the field of special education: to provide professionals involved in advanced training courses an overview, albeit not exhaustive, on the current research lines, a contribution which goes beyond the pocket-size compilation of theories that often proved to be inadequate to cope with the complexity of the concrete educational situations.

The contribution of the works collected in this text, is intended to be the opening of a space of comparison that exceeds the mediation of traditional structures and put in directly comparing teachers and professionals with international experience coming from different fields of knowledge, but united by the common denominator of the difference as the driving force of inclusive education.

Complexity, difference, inclusion

The Italian Ministry of Education, University and Research has provided for the establishment in several Italian Universities of Master courses on Special Education Needs, addressed to school teachers of all degrees. The aim is to develop professional skills of school teachers, enabling them to identify signs of specific learning difficulties and to apply in-depth strategies, methodologies and tools that, through flexible, individualized and personalized teaching, can promote the development of the potential for each student, in order to achieve the educational success as indicated by recent legislation.

Training programs already underway include: Masters courses in Education and Educational Psychology for Learning Disabilities, Mas-

ters courses in Education and Educational Psychology for students with autistic disorder, Masters courses in Education and Educational Psychology for the disorder of attention and self-regulation.

This selection of scientific contributions, supplied by academic and professional experts, is aimed at providing to operators involved in these training courses a multicultural view on the latest scientific research.

The original contribution of this book, then, is an international overview on experience, observations and theoretical elaborations, in order to define a subject of international debate for all those who work at different levels in the field of special educational needs. With this in mind, it should be made clear right now that this work has no claim to be exhaustive. The topic of the Special Educational Needs closely resembles the Wittgenstein's *criss-crossed landscape*, forcing us to travel in every direction over a wide field of thought (Wittgenstein, 2009).

This wide field of thought has seen the intersection of paths belonging to different, and sometimes traditionally distant, fields of knowledge. Philosophy, medicine, law, education, anthropology, techno-science, neuroscience, communication theories, sociology, computer science, pedagogy often meet on the ground of the Special Educational Needs, and on this ground they share research guidelines and best practices, theoretical frameworks and empirical evidences, epistemological tools and methodological proposals. In summary, research paths in such a conceptual landscape, naturally become non-linear trajectories. Hence, the need to abandon rigid disciplinary affiliations (and position rents) and to construct epistemologically bonded zones, meeting places between thoughts, experiences and experiments that represent the different aspects, in the international scene, of the scientific research about Special Educational Needs.

If, however, the adoption of a transdisciplinary perspective is a scientifically needed condition, to dive into the "gurgite vasto" of Special Needs without an Ariadne's thread that ties together the *mille plateaux* of analysis would be unrealistic operation, if not an epistemologically unwarranted appropriation.

This book was born from a concrete need, matured in the field of special education: to provide professionals involved in advanced training courses an overview, albeit not exhaustive, on the current research lines, a contribution which goes beyond the pocket-size compilation of theories that often proved to be inadequate to cope

with the complexity of the concrete educational situations.

The compass that this text uses to navigate the ocean of ideas which border areas in between disciplines offer to the pedagogical speculation as to the teaching action, is formed by the combination of difference/inclusion.

In the context of the long and innovative history which characterized the attention of Italian school to the Special Educational Needs, the recent paradigm shift from integration to inclusion offers the opportunity for a rethinking of Special Education, starting from the Deleuze's idea of difference as positive singularity (Deleuze, 1997) and from the recognition of the teaching – learning process as an adaptive complex system, able to change following the experience, composed of a large number of interacting parts that give rise to global behaviors (Sibilio, 2013).

From this perspective, the difference appears not as a liminal condition, compared to which exclusion or integration are presented as extremes of a single *continuum*, but as decisive synthesis of complexity, as an ancillary “simple” (because related to local situation) complexity, as the birthplace of a singularity that is finally stabilized by the variation. To perceive a difference, therefore, means to reduce complexity, resolving it in the action. And we know, with Maturana and Varela, that every action is knowledge and all knowledge is action (Maturana & Varela, 1992).

Perception, action, knowledge, corporeality are the perimeter of the difference as positive singularity:

Perception is not subject to a contemplative view of objective reality. It is designed for the action, motivates and prepares it. [...] There is no perception of the world that does not refer in any way to the body which acts. (Berthoz, 2008)

This, in brief, the framework of this text/experiment, these are the key concepts that do not crystallize in a paradigmatic structure, working as a variable geometry capable of providing a connective tissue to contributions on topics that may seem disparate to those who read through the filigree of knowledge and structures whose primary task, Foucault reminds us, is to draw lines between normality and deviance (Foucault, 1982).

These keywords are emergencies that real actors of teaching–learning process face on a daily basis.

The challenge posed by the inclusion [...] therefore, implies not

simply “make room” to the differences — in the name of an abstract principle of tolerance of diversity — but rather to affirm them, put them at the center of educational activity as generative nucleus of the vital processes that grow right through the perspective gap resulting from differences in culture, ability, gender and sensitivity that cross the school context (Dovigo, 2008).

Inclusive Teacher: an ambitious profile

The guidelines of the Italian Ministry move in the direction of an inclusive education, indeed, as explicitly indicates ministerial documents, of “an inclusive education rather than a special education”¹.

The concept of special education in an international context it is not viewed favorably by proponents of the bio–psycho–social model, as it refers to a biomedical model (which, with Foucault, becomes a political model), a rigid mechanism which subordinates the educational paths to clinical diagnosis, and to the vexed question between “normal” and “special” schools.

In Italy this issue seems outdated since the 70s, with that which is quite rightly considered the milestone of integration in the Italian school, the law 517/77.

Of course, to overcome the biomedical model does not mean ignore the importance of diagnosis in the design of learning paths. Rather, it means to take note of the inability of this structural model to tend to the strategic goal of promoting equity, social cohesion and active citizenship provided by *ET 2020 Strategic Framework for education and training in the coming decade*.

The paradigm shift, then, from integration to inclusion is done in the name of

a significantly educational approach, for which the identification of students with disabilities is not done on the basis of any certification, which certainly keeps utilities for a variety of benefits and guarantees, but at the same time threatens to lock them up in a narrow frame. In this respect, important contribution on a cultural level came from the ICF diagnostic model (International Classification of Functioning) of the WHO, which considers the whole person, in a bio–psycho–social perspective².

1. Direttiva Ministeriale 27 dicembre 2012, “Strumenti d’intervento per alunni con bisogni educativi speciali e organizzazione territoriale per l’inclusione scolastica”

2. Direttiva Ministeriale 27 dicembre 2012, “Strumenti d’intervento per alunni con bisogni

The guidelines of the ICF constitute an explicit attempt by the WHO to reformulate the way we think about disability:

ICF changes our understanding of disability which is presented not as a problem of a minority group, nor just of people with a visible impairment or in a wheelchair. [...] The ICF takes into account the social aspects of disability and provides a mechanism to document the impact of the social and physical environment on a person's functioning (World Health Organisation, 2001).

As Hickey–Moody reported,

The ICF does not solely inscribe the identities of people with intellectual disabilities by connecting each body's identity to a singular trajectory of medical thought. Identities are also produced through association and affiliation, through considering what bodies do and do not do. The WHO ICF offers a model for thinking about intellectual disability which – at a pinch – can be read as a technical translation of Deleuze and Guattari's (Spinozist) suggestion that “[w]e know nothing about a body until we know what it can do” (Deleuze and Guattari, 1987). (Hickey–Moody, 2009)

In this perspective, the term “inclusion” takes on the value of an ongoing challenge, renewed on a daily basis, rather than a predetermined outcome:

Participants in the process of becoming more inclusive need to address issues at different levels of the school system. They need to see how staff and students are organized; resources and support systems are utilized; curriculum is developed, presented and assessed; attitudes of the school communities influence understanding, interactions and opportunities for collaboration; and how change can be initiated and what kind of professional development is needed. All these happen while the school is still undertaking numerous statutory processes concerning the identification and assessment of needs, as well as seeking additional resources to meet a range of diverse needs. Thus the school needs to operate within a framework that for students with special educational needs in many educational systems is orientated towards an individual model of dis/ability and need, and at the same time to transcend this model in the process of becoming inclusive. (Armstrong, Armstrong & Spandagou, 2009).

Who, then, are the teachers of inclusive education? What are the essential skills for a truly inclusive education?

According to the inclusive teacher profile,

educativi speciali e organizzazione territoriale per l'inclusione scolastica”.

the necessary starting point for exploring teachers' competences for inclusive education was therefore agreed to be core values. The four core values regarding teaching and learning for all learners identified within the TE4I project – valuing learner diversity, supporting all learners, working with others and personal professional development – are the foundation for all teachers to acquire knowledge, develop understanding and implement the skills necessary for working in inclusive education (European Agency for Development in Special Needs Education, 2012).

These are the values at the base of the works collected in this text, whose contribution is intended to be the opening of a space of comparison that exceeds the mediation of traditional structures and put in directly comparing teachers and professionals with international experience coming from different fields of knowledge, but united by the common denominator of the difference as the driving force of inclusive education. The hope is urging schools to innovation and experimentation that follows what is presented in national and international contexts, not as an exemplary model applicable without mediation but as best practices to be adjusted with respect to the social and territorial context within which the individual institutions work with the aim of fostering the learning process of all students. The ultimate meaning of this text, in short, is an invitation for teachers, to collaborate, to build networks, to create an integrated system in which the design of teaching is a form of sharing, joint planning and coordination among the various professionals and the various fields of knowledge, and not a downstream end of a bureaucratically established process.

References

- ARMSTRONG A.C., ARMSTRONG D. & SPANDAGOU I., (2009), *Inclusive education: International policy & practice*, Sage.
- BERTHOZ A., (2008), *Neurobiology of "Umwelt": How Living Beings Perceive the World*. Berlin, Springer.
- CORONA F., (2008), *Gli apprendimenti della mente: Lavorare sulle diverse abilità*, Lecce, Pensa.
- DELEUZE G., (1997), *Differenza e ripetizione*, Milano, Raffaello Cortina.
- DOVIGO F., (2008), *L'Index per l'inclusione: una proposta per lo sviluppo inclusivo della scuola*, in B.T. & A.M. (Eds.), *L'Index per l'inclusione*, Trento,