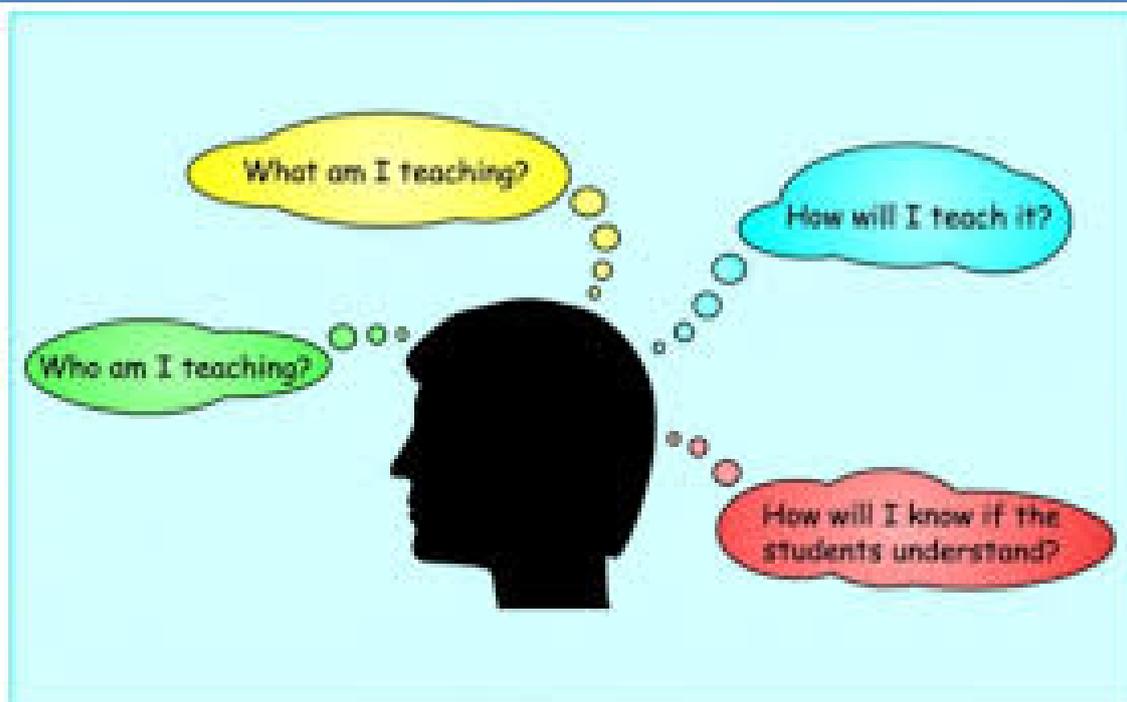


# PEDAGOGY

# &

# SCHOOL

**Prof. Massimiliano Badiali**



# THE MAIN THEORY OF PSYCHOLOGY OF DEVELOPMENT p. 213-265

Developmental psychology looks at **how thinking, feeling, and behaviour change throughout a person's life**. A significant proportion of theories within this discipline focus upon development during childhood, as this is the period during an individual's lifespan when the most change occurs.

## Ability

**Ability** is an innate quality that one 'does' or 'does not' possess

## Skill

A **skill** is something learned through experience.

## Knowledge

**Knowledge** is the level of education, experience or training that an individual must have at a minimum to be considered qualified for a role.

## Competence

**Competencies** are described in ways that are observable, measurable and based on performance.

## BEHAVIOURISM

Behaviourism or the behavioral learning theory is a popular concept that focuses on how students learn. Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner. Behaviorism emphasizes the role of environmental factors in influencing behavior, to the near exclusion of innate or inherited factors. This amounts essentially to a focus on learning. Behaviorism is opposed to internal events like thinking and emotion: There is little difference between the learning that takes place in humans and that in other animals: Pavlov studied stimuli in dogs. Psychology should be seen as a science, to be studied in a scientific manner. Behaviorism is primarily concerned with observable behavior, as opposed to internal events like thinking. Behavior is the result of stimulus–response (i.e., all behavior, no matter how complex, can be reduced to a simple stimulus – response features). Behavior is determined by the environment. **Skinner** affirms that information is transferred from teachers to learners from a response to the right stimulus. Students are a passive participant in behavioral learning—teachers are giving them the information as an element of stimulus-response. Teachers use behaviorism to show students how they should react and respond to certain stimuli.

## COGNITIVISM

Cognitivism is a **learning theory that focusses on how information is received, organized, stored and retrieved by the mind**. It uses the mind as an information processor, like a computer. Therefore, cognitivism looks beyond observable behaviour, viewing learning as internal mental processes. Behaviorists rejected the idea of studying the mind because internal mental processes cannot be observed and objectively measured.

Input processes are concerned with the analysis of the stimuli.

The information processing approach is based on a number of assumptions, including:

Information made available from the environment is processed by a series of processing systems (e.g., attention, perception, short-term memory);

These processing systems transform, or alter the information in systematic ways;

The aim of research is to specify the processes and structures that underlie cognitive performance;

Information processing in humans resembles that in computers.

Cognitive processing can often be affected by [schemas](#) (a mental framework of beliefs and expectations developed from experience). As you get older, these become more detailed and sophisticated. A schema is a “packet of information” or cognitive framework that helps us organise and interpret information.

## ORGANICISM-CONSTRUCTIVISM

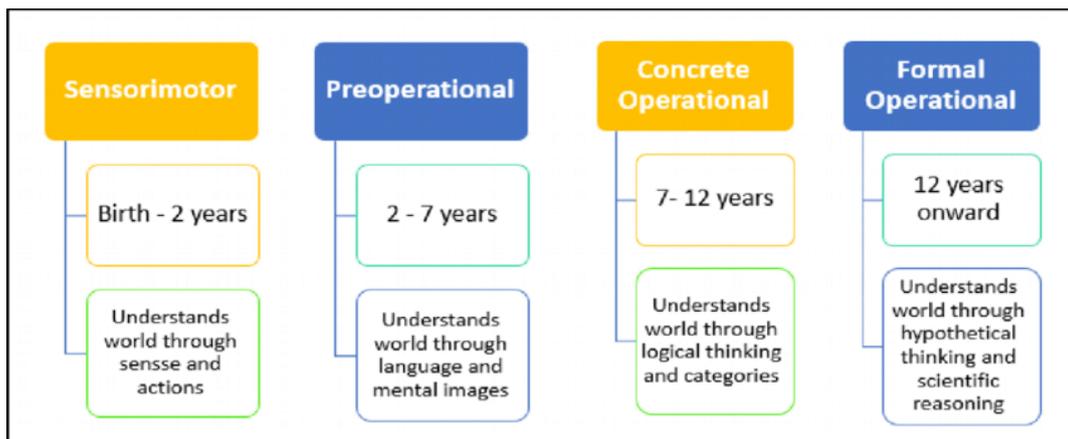
For **organicism**, the subject is an active being oriented to education and knowledge. Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So everyone's individual experiences make their learning unique to them.

## PIAGET

**Jean Piaget's theory of cognitive development** described and explained the changes in logical thinking of children and adolescents. Piaget proposed that children proceed through four stages based on maturation and experience.

Piaget's theory is guided by assumptions of how learners interact with their environment and how they integrate new knowledge and information into existing knowledge. Briefly, he proposed that:

1. children are active learners who construct knowledge from their environments
2. they learn through assimilation and accommodation, and complex cognitive development occurs through equilibration
3. the interaction with physical and social environments is key for cognitive development
4. development occurs in stages



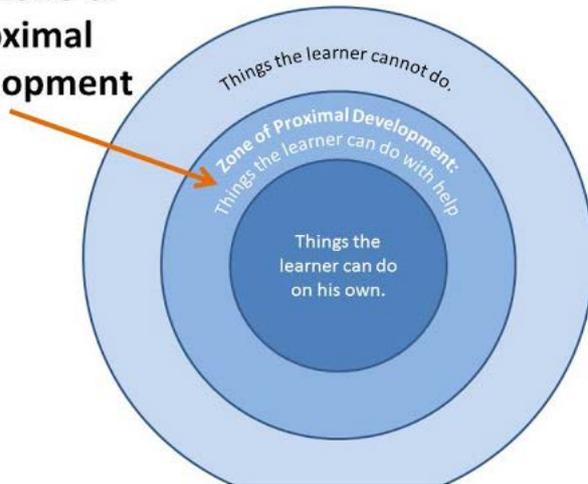
## VYGOTSKY

**Lev Vygotsky's theory of cognitive development**, referred to as his **cultural-historical theory**, focused on the role of **culture and social interactions**. Vygotsky maintained that speech is a major psychological tool in the child's development of thinking. As children age and develop, their basic speech becomes more complex.

Vygotsky's theory is guided by six major assumptions:

1. children develop through informal and formal conversations with adults
2. the first few years of life are critical for development, as this is where thought and language become increasingly independent
3. complex mental activities begin as basic social activities
4. children can perform more difficult tasks with the help of a more advanced individual
5. tasks that are challenging promote cognitive development growth
6. play is important and allows children to stretch themselves cognitively

## The Zone of Proximal Development



## BRUNER

**Jerome Bruner** (1915-2016) regarded the aim of education as being the creation of autonomous learners who had 'learned how to learn'.

His research on children's cognitive development proposed three 'modes of representation':

### Enactive (0 – 1 years)

This mode involves encoding action-based information for storage in our memory – e. g. an infant recalls shaking a rattle by developing a 'muscular memory' of the task.

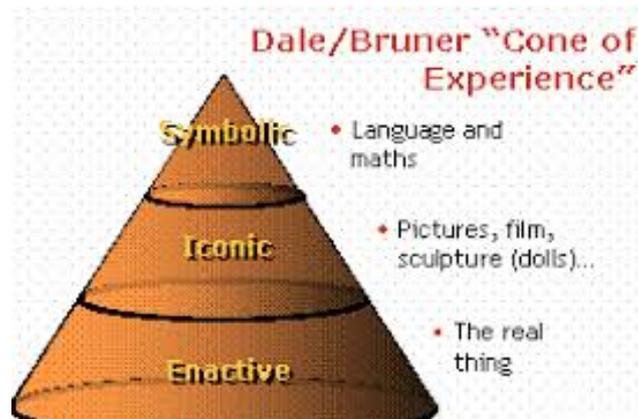
### Iconic (1 – 6 years)

This is the ability to store a mental picture 'in the mind's eye'. When learning a new topic, it can be helpful to use pictures and diagrams to support verbal explanations.

### Symbolic (7 years and above)

Such symbols can be manipulated, sorted, classified etc., so the learner is not restricted to using only actions or images. Data storage is accomplished via words, mathematical signs and/or other symbol systems.

Bruner believed in the **SPIRAL CURRICULUM** – structuring information to first teach complex ideas in a simplified form, and then later re-visiting them in a more complex form. All subjects would therefore be taught at gradually increasing levels of difficulty.



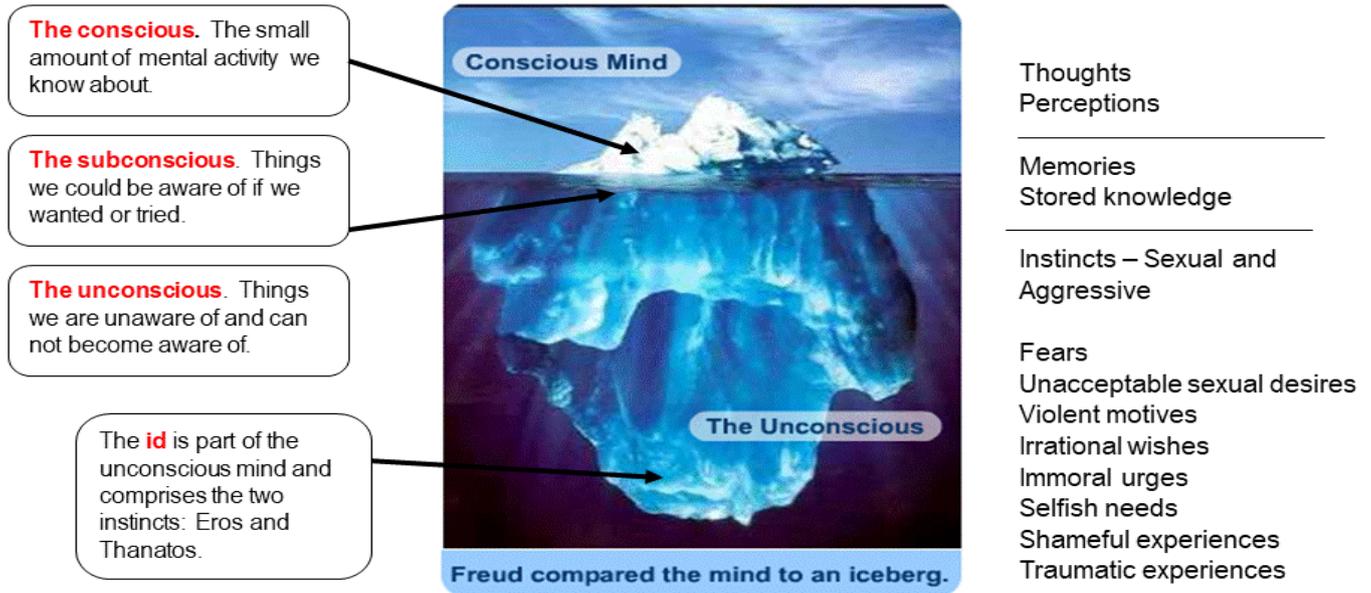
## PSYCHOANALITIC

The individual is influenced by instinct

## FREUD

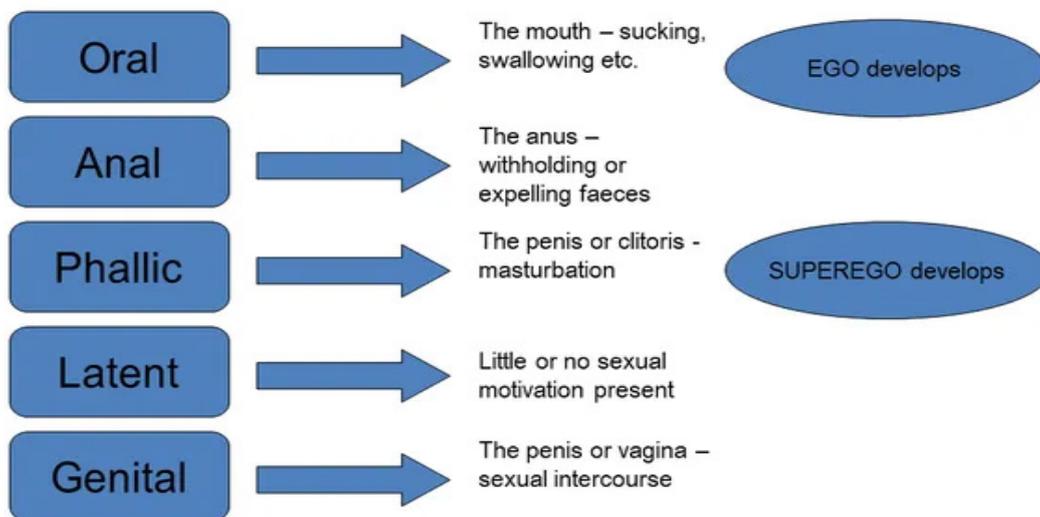
Freud developed a more structural model of the mind comprising the entities id, ego, and superego (what Freud called "the psychic apparatus").

# The Unconscious Mind



Freud believed that children are born with a libido – a sexual (pleasure) urge. There are a number of stages of childhood, during which the child seeks pleasure from a different ‘object.’

## Psychosexual Stages



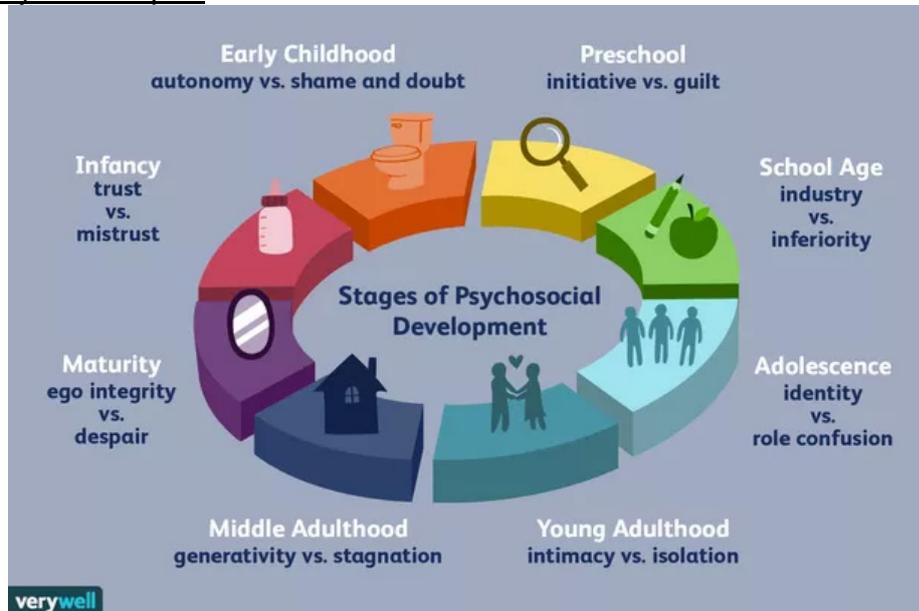
### ANNA FREUD

Anna Freud emphasised the importance of establishing a strong **therapeutic alliance** with child patients. A fundamental principle of Anna Freud’s work is that every child should be recognised as a person in his or her own right. She was interested in creating a therapeutic alliance in accordance with each child’s specific needs.

### ERIKSON

Erik Erikson maintained that **personality develops in a predetermined order through eight stages of psychosocial development**, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. The stages that make up his theory are as follows:

- **Stage 1:** Trust vs. Mistrust
- **Stage 2:** Autonomy vs. Shame and Doubt
- **Stage 3:** Initiative vs. Guilt
- **Stage 4:** Industry vs. Inferiority
- **Stage 5:** Identity vs. Confusion
- **Stage 6:** Intimacy vs. Isolation
- **Stage 7:** Generativity vs. Stagnation
- **Stage 8:** Integrity vs. Despair



## KLEIN

Melanie Klein was an influential psychoanalyst, inspired by the work of Sigmund Freud. She developed the **object relations theory**, which explores how we develop our psyche in relation to important objects around us. Klein's theory emphasized the idea of objects, which are related to human contact during infancy. Klein believed that all children are born with an unconscious fantasy life, not as blank slates. **Fantasies** are constructions of reality that allow infants to make sense of the world. Klein believed that infants categorize the objects they see as good or bad. The **paranoid-schizoid position** results from the child getting mad at an object. In this moment, the child sees the object as bad, and when this happens, he or she will fantasize about killing it. This results in the **depressive position**, where the infant is sad that he or she killed the object during the fantasy episode.

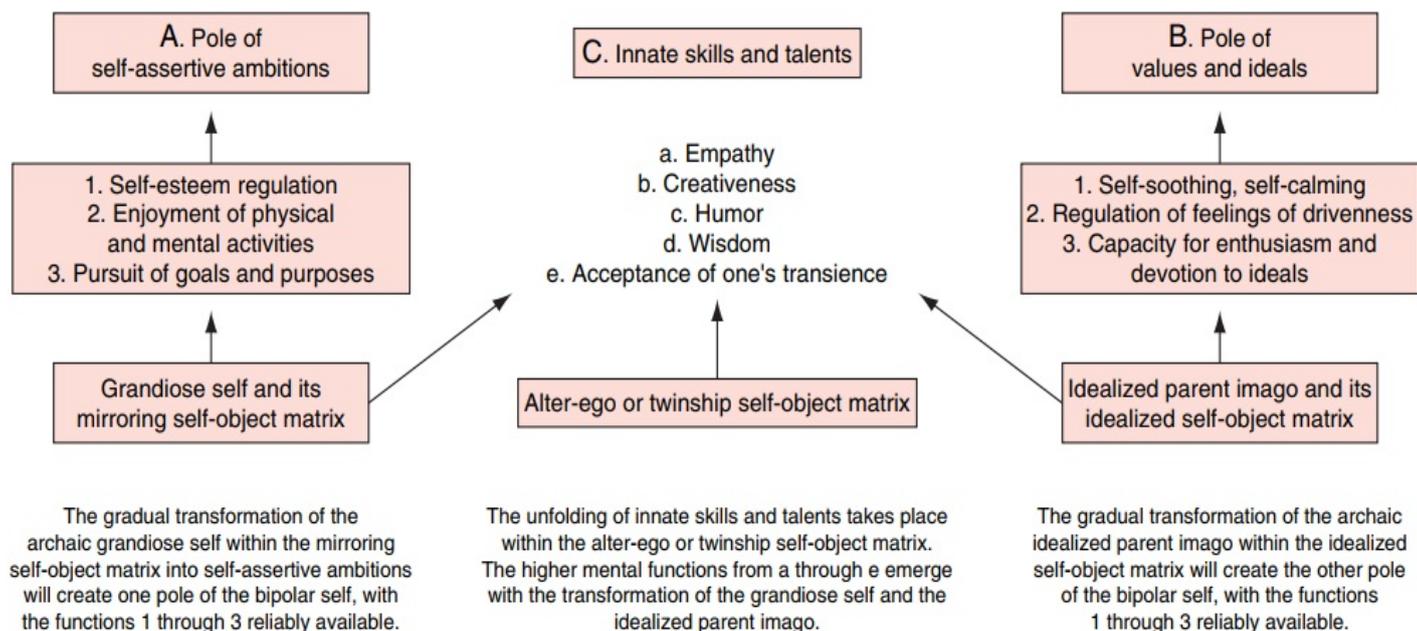
## WINNICOTT

Winnicott's **conception of the true and false selves** are connected to his views on play. Winnicott recognised that 'the ordinary devoted mother' was not perfect and would, therefore, inevitably make mistakes in the care of her infant. What she would then do, however, was to make repairs and readjustments in her interaction with the infant. This idea of the 'good-enough mother' has offered solace to parents ever since Winnicott coined the expression. The 'Transitional Object' is Winnicott's best known idea is his explanation of the child's habit of becoming very attached to a favourite blanket or toy. Interaction with this material object tends to lessen anxiety and also help the child adapt to change

## KOHUT

Kohut believed when **parents failed to provide empathic responses**, a child would not develop a healthy sense of **self-esteem** and would therefore look to other sources to gain a **sense of worth and value**. Kohut's theory of self psychology, centered on the concept of narcissism, has vastly influenced the way **narcissism** is perceived in the psychoanalytic community. Kohut **defines empathy** as a method of psychoanalytic investigation, and then explores the ways in which empathy itself can be a therapeutic response. He describes how empathy's role has been misinterpreted and misunderstood,

and he describes the various forms in which empathic understanding may be communicated to the patient.



## BOWLBY

Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. A child has an innate (i.e. inborn) need to attach to one main attachment figure. This is called monotropy. This concept of monotropy suggests that there is one relationship which is more important than all the rest. If the attachment figure is broken or disrupted during the critical two year period, the child will suffer irreversible long-term consequences of this maternal deprivation. This risk continues until the age of five. Bowlby used the term maternal deprivation to refer to the separation or loss of the mother as well as failure to develop an attachment. Bowlby originally believed the effects to be permanent and irreversible.

- delinquency,
- reduced intelligence,
- increased aggression,
- depression,
- affectionless psychopathy

They found three progressive stages of distress:

- **Protest:** The child cries, screams and protests angrily when the parent leaves. They will try to cling on to the parent to stop them leaving.
- **Despair:** The child's protesting begins to stop, and they appear to be calmer although still upset. The child refuses others' attempts for comfort and often seems withdrawn and uninterested in anything.
- **Detachment:** If separation continues the child will start to engage with other people again. They will reject the caregiver on their return and show strong signs of anger.

# Stages of Attachment



**Pre-attachment: Birth to 6 Weeks**  
Baby shows no particular attachment to specific caregiver



**Indiscriminate: 6 Weeks to 7 Months**  
Infant begins to show preference for primary and secondary caregivers



**Discriminate: 7+ Months**  
Infant shows strong attachment to one specific caregiver

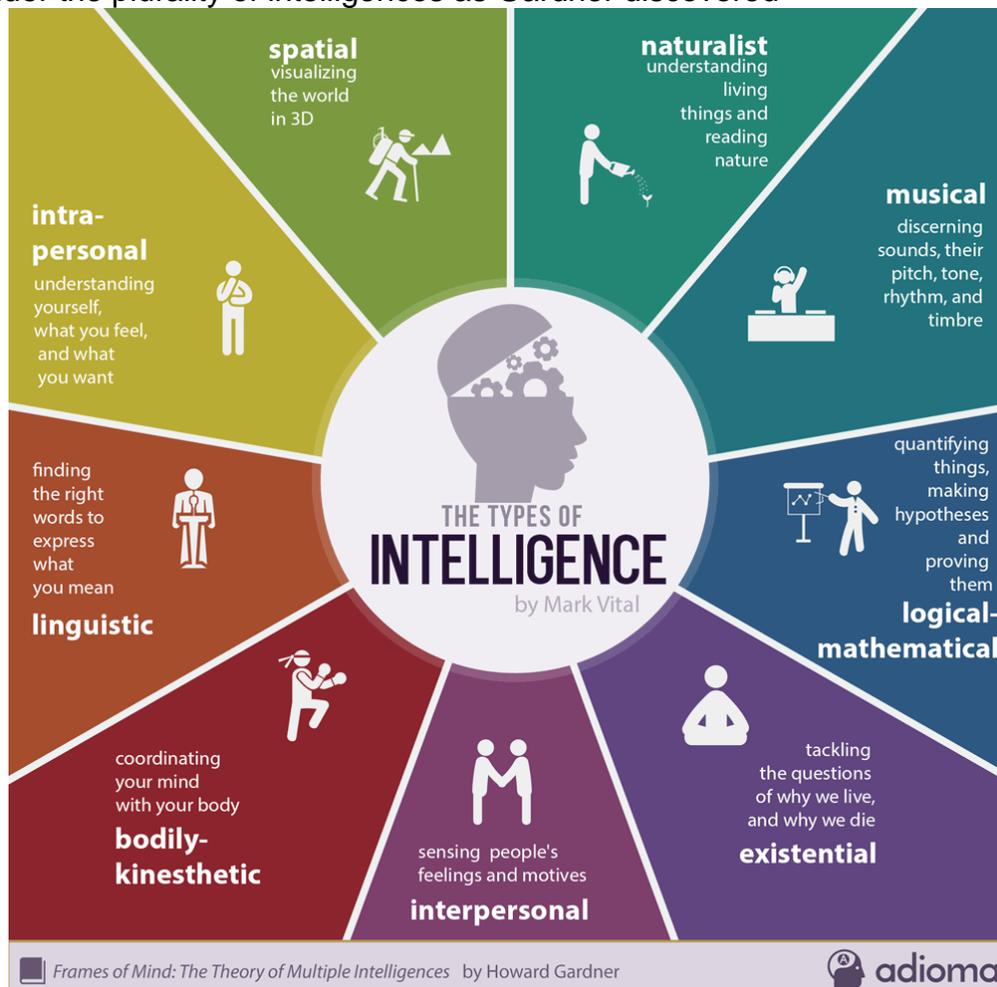


**Multiple: 10+ Months**  
Growing bonds with other caregivers

verywell

## LEARNING TODAY

Today we consider the plurality of intelligences as Gardner discovered



Nowadays there is the pedagogical value of technology

-use proprietary technologies for communication and information (ICT)

- search information

- communicate, collaborate

Teacher transmits information to learner or facilitates learning

In the past there was TRASMISSION today FACILITATION

Learning environments centered on the teacher and the learner (Sandholtz et al., 1997)

	Teacher-centered learning environment	Learning environment centered on the learner
Class activities	Focused on the teacher, teaching	Focused on the learner, interactive
Role of the teacher	Storyteller, he is always seen as the expert	Collaborator, sometimes learns
Emphasis of the learning process	Memorization of facts	Processing, Reports, Investigation, Discovery
Knowledge concept	Accumulation of facts, quantity	Transformation of facts
Demonstration of the success of the educational process	Reference to the standard	Quality of understanding
Rating	Multiple choice questions	Performance
Use of technology	Training and practice	Communication, access, collaboration, expression

**Changes in the role of the teacher:**

From...	...to
Knowledge transmitter, primary source of information, expert, source of all answers	Learning facilitator, collaborator, instructor, navigator of knowledge, learner together with students
One who controls and directs all aspects of learning	One who offers students more options and responsibilities in their own learning

**Changes in the role of the student:**

From...	...to
Passive recipient of information	Active participant in the learning process
The one who brings back knowledge	One who produces and shares knowledge, participating sometimes as an expert
Learning as a solitary activity	Learning as an activity carried out in collaboration with others

The function of teacher changes for

-Pedagogy influence

-Collaboration and networking

-Social networks

***Empathy is*** a psychological mechanism of understanding, being aware of, being sensitive to the feelings, thoughts, and experience of another of a student. Empathy is important **because it helps us understand how others are feeling so we can respond appropriately to the situation.** Entropathy is the perception of students as a part of a teacher. Students can be blocked by teachers:

- 1) **In a inner dialogue**
- 2) **In no reactivity**
- 3) **Difficulty in communication**
- 4) **Prevailing on the others with bullying**

**7 GENNAIO 1 ora**

**10 GENNAIO 2 ore (appunti)**

**10 GENNAIO 1 ora**

# INTELLIGENCE

pag 266-327

- Intelligence is **the ability to think, to learn from experience**, to solve problems, and to adapt to new situations. Intelligence is important because it has an impact on many human behaviours.
- Psychologists believe that there is a construct, known as general intelligence (g), that accounts for the overall differences in intelligence among people.
- There is also evidence for specific intelligences (s), which are measures of specific skills in narrow domains, including creativity and practical intelligence.
- The intelligence quotient (IQ) is a measure of intelligence that is adjusted for age. The Wechsler Adult Intelligence Scale (WAIS) is the most widely used IQ test for adults.

One such conception is the theory of multiple intelligences proposed by Harvard psychologist Howard Gardner.



## **Musical-rhythmic and harmonic**

This area of intelligence with sensitivity to the sounds, rhythms, and tones of music.

## **Visual-spatial**

This area deals with spatial judgment and the ability to visualize with the mind's eye.

### **Linguistic-verbal**

People with high verbal-linguistic intelligence display a facility with words and languages.

### **Logical-mathematical**

This area has to do with logic, abstractions, reasoning, numbers and critical thinking.

### **Bodily-kinesthetic**

The core elements of the bodily-kinesthetic intelligence and a physical action.

### **Interpersonal**

In theory, individuals who have high interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments, motivations, and their ability to cooperate to work as part of a group.

### **Intrapersonal**

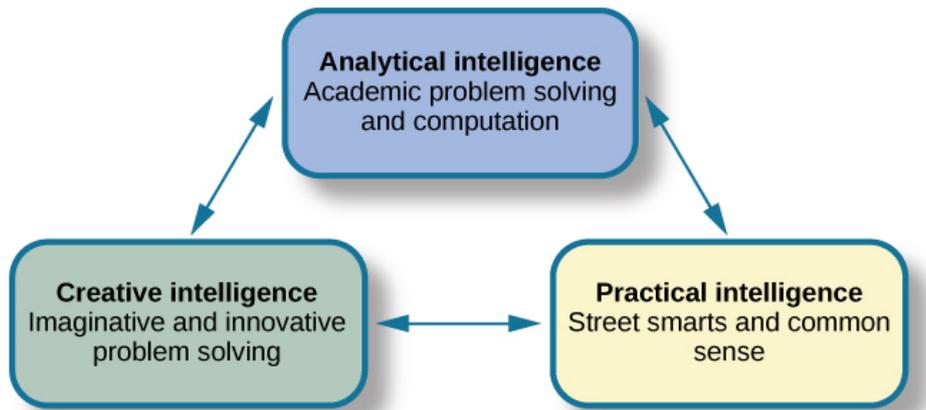
This area has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self;.

### **Naturalistic**

It seems to me that the individual who is readily able to recognize flora and fauna, to make other consequential distinctions in the natural world.

## **CREATIVITY**

The relationship between intelligence and creativity is that both of them are functions of the brain that process information to determine a solution or an answer to a problem. Intelligence and creativity are different abilities that contribute to the other. **Raymond Cattell** proposed a theory of intelligence that divided general intelligence into two components: crystallized intelligence and fluid intelligence (Cattell, 1963). **Crystallized intelligence** is characterized as acquired knowledge. You use crystallized intelligence all the time in your coursework by demonstrating that you have mastered the information covered in the course. **Fluid intelligence** encompasses the ability to see complex relationships and solve problems. Robert Sternberg developed another theory of intelligence, which he titled the **triarchic theory of intelligence** because it sees intelligence as comprised of three parts (Sternberg, 1988): practical, creative, and analytical intelligence (Figure 1).



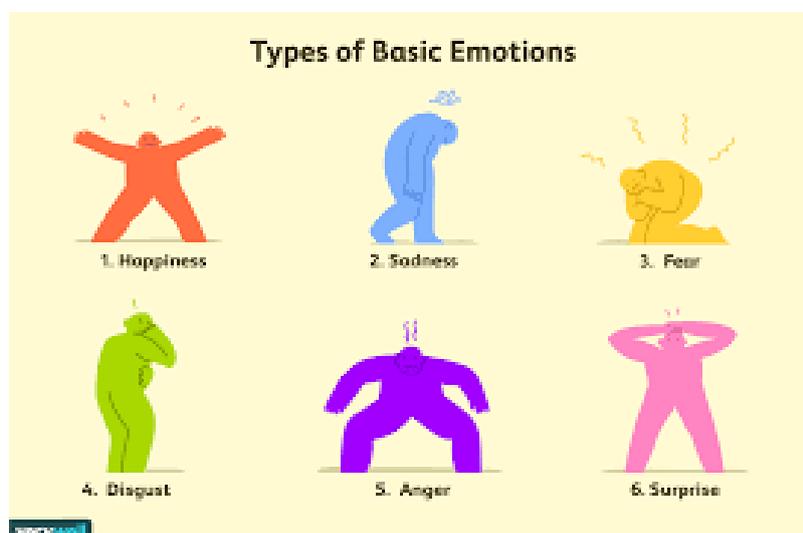
Creative intelligence is marked by inventing or imagining a solution to a problem or situation.

## EMOTIONAL COMPETENCE

Emotional competence describes the ability a person has to express his or her own emotions with complete freedom, and it is derived from emotional intelligence, which is the ability to identify emotions. Competence is the level of skill with which someone interacts constructively with other people.

## BASIC EMOTIONS

During the 1970s, psychologist **Paul Eckman** identified six basic emotions that he suggested were universally experienced in all human cultures. The emotions he identified were happiness, sadness, disgust, fear, surprise, and anger. He later expanded his list of basic emotions to include such things as pride, shame, embarrassment, and excitement.



# Happiness

Happiness is often defined as a pleasant emotional state that is characterized by feelings of contentment, joy, gratification, satisfaction, and well-being.

- **Facial expressions:** such as smiling
- **Body language:** such as a relaxed stance
- **Tone of voice:** an upbeat, pleasant way of speaking

# Sadness

Sadness is another type of emotion often defined as a transient emotional state characterized by feelings of disappointment, grief, hopelessness, disinterest, and dampened mood.

- Crying
- Dampened mood
- Lethargy
- Quietness
- Withdrawal from others

# Fear

Fear is a powerful emotion that can also play an important role in some sort of danger and experience fear.

- **Facial expressions:** such as widening the eyes and pulling back the chin
- **Body language:** attempts to hide or flee from the threat
- **Physiological reactions:** such as rapid breathing and heartbeat

# Disgust

Disgust can be displayed in a number of ways including:

- **Body language:** turning away from the object of disgust
- **Physical reactions:** such as vomiting or retching
- **Facial expressions:** such as wrinkling the nose and curling the upper lip

# Anger

Anger can be a particularly powerful emotion characterized by feelings of hostility, agitation, frustration, and antagonism towards others. Like fear, anger can play a part in your body's fight or flight response.

- **Facial expressions:** such as frowning or glaring
- **Body language:** such as taking a strong stance or turning away

- **Tone of voice:** such as speaking gruffly or yelling
- **Physiological responses:** such as sweating or turning red
- **Aggressive behaviors:** such as hitting, kicking, or throwing objects

## Surprise

Surprise is another one of the six basic types of human emotions originally described by Eckman. Surprise is usually quite brief and is characterized by a physiological startle response following something unexpected.

- **Facial expressions:** such as raising the brows, widening the eyes, and opening the mouth
- **Physical responses:** such as jumping back
- **Verbal reactions:** such as yelling, screaming, or gasping

## PERCEPTION

Perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli.

Perception includes the five senses:

- Vision
- Touch
- Sound
- Taste
- Smell

The perceptual process is a sequence of steps that begins with the environment and leads to our perception of a stimulus and action in response to the stimulus. In order to see **the impact of perception**, it can be helpful to look at how the process works. This varies somewhat for every sense. In the case of visual perception:

1. **The environmental stimulus:** The world is full of stimuli that can attract attention through various senses.
2. **The attended stimulus:** The attended stimulus is the specific object in the environment on which attention is focused.
3. **The image on the retina:** This involves light actually passing through the cornea and pupil and onto the lens of the eye.
4. **Transduction:** The image on the retina is then transformed into electrical signals in a process known as transduction. This allows the visual messages to be transmitted to the brain to be interpreted.
5. **Neural processing:** The electrical signals then undergo neural processing. The path followed by a particular signal depends on what type of signal it is (i.e. an auditory signal or a visual signal).

6. **Perception:** In this step of the process, you perceive the stimulus object in the environment. It is at this point that you become consciously aware of the stimulus.
7. **Recognition:** Perception doesn't just involve becoming consciously aware of the stimuli. It is also necessary for the brain to categorize and interpret what you are sensing. The ability to interpret and give meaning to the object is the next step, known as recognition.
8. **Action:** The action phase of perception involves some type of motor activity that occurs in response to the perceived and recognized stimulus. This might involve a major action, like running toward a person in distress, or something as subtle as blinking your eyes in response to a puff of dust blowing through the air.

## **ATTENTION**

Attention is the ability to actively process specific information in the environment while tuning out other details. Attention is limited in terms of both capacity and duration, so it is important to have ways to effectively manage the attentional resources we have available in order to make sense of the world. In his 1890 book "The Principles of Psychology," psychologist and philosopher **William James** wrote that attention "is the taking possession by the mind, in clear and vivid form, of one out of what may seem several simultaneously possible objects or trains of thought...It implies withdrawal from some things in order to deal effectively with others."<sup>1</sup>

There are many different types of attention that people may use. Some of these include:

### **Sustained Attention**

This form of attention, also known as **concentration**, is the ability to focus on one thing for a continuous period. During this time, people keep their focus on the task at hand and continue to engage in a behavior until the task is complete or a certain period of time has elapsed.

### **Alternating Attention**

This type of attention involves attention between two or more things with different cognitive demands.<sup>3</sup> It's not about focusing on more than one thing at the same time, but about stopping attending to one thing and then switching to the next task.

### **Selective Attention**

Selective attention involves being able to choose and selectively attend to certain stimuli in the environment while at the same time tuning other things out.<sup>4</sup>

### **Focused Attention**

This type of attention involves being able to be suddenly drawn to a specific visual, auditory, or tactile stimuli such as a loud noise or a flash of light.

## Limited Attention

Limited attention, or divided attention, is a form of attention that also involves multitasking. In this case, however, attention is divided between multiple tasks. Rather than shifting focus, people attend to these stimuli at the same time and may respond simultaneously to multiple demands.

# MEMORY

Memory refers to the processes that are used to acquire, store, retain, and later retrieve information. There are three major processes involved in memory: encoding, storage, and retrieval.

Human memory involves the ability to both preserve and recover information we have learned or experienced.

Some memories are very brief, just seconds long, and allow us to take in sensory information about the world around us.

Finally, some memories are capable of enduring much longer, lasting days, weeks, months, or even decades. Most of these long-term memories lie outside of our immediate awareness, but we can draw them into consciousness when they are needed.

## Sensory Memory

Sensory memory is the earliest stage of memory. During this stage, sensory information from the environment is stored for a very brief period of time, generally for no longer than a half-second for visual information and 3 or 4 seconds for auditory information.

## Short-Term Memory

Short-term memory, also known as active memory, is the information we are currently aware of or thinking about. In Freudian psychology, this memory would be referred to as the conscious mind. Paying attention to sensory memories generates information in short-term memory.

## Long-Term Memory

Long-term memory refers to the continuing storage of information. In Freudian psychology, long-term memory would be called the preconscious and unconscious. This information is largely outside of our awareness but can be called into working memory to be used when needed. Some of this information is fairly easy to recall, while other memories are much more difficult to access.

# LINGUISTIC DEVELOPMENT

Linguist **Noam Chomsky**, however, thinks language is **innate**.

For Chomsky, who formulated the concept of **universal grammar**, language has a genetic component to it.

A child comes to the world with the prerequisites for language learning. Namely, a built-in tool Chomsky calls the **Language Acquisition Device (LAD)**.

**B.F. Skinner** developed the behaviorist theory of language acquisition.

This theory suggests that learning a language is much like learning any new skill through observation, imitation, repetition, errors, rewards, and punishments. A language would develop as responses to stimuli from the environment. Hugging the baby for his or her first word is a reward that pushes them further on the learning curve.

The **social interactionist theory** is based on the work of Soviet psychologist **Lev Vygotsky**.

This concept suggests that the child, from birth, is continually engaging in **social interactions**, which allows him to develop higher cognitive functions, namely language, and thought.

For **Jean Piaget**, a Swiss psychologist, language is not only due to genetic predisposition or imitation Piaget's **constructivist theory** argues that language is constructed by following cognitive development.

He defines **four stages** that cognitive development goes through:

- *Sensorimotor stage: birth to 2 years*
- Preoperational stage: 2 to 7 years
- Concrete operational stage: 7 to 11 years
- Formal operational stage: 12 and up

Here are just a few of the important things your child might achieve in language development between three months and eight years.

### **3-12 months**

At three months, your baby will most likely coo, smile and laugh. As they grow, your baby will begin to play with sounds and communicate with gestures like waving and pointing.

### **12-18 months**

At this age, children often say their first words with meaning. For example, when your child says 'Dada', your child is actually calling for dad. In the next few months, your child's vocabulary will grow. Your child can understand more than they can say. They can also follow simple instructions like 'Sit down'.

### **18 months to 2 years**

Most children will start to put two words together into short 'sentences'. Your child will understand much of what you say, and you can understand most of what your child says to you. Unfamiliar people will understand about half of what your child says.

### **2-3 years**

Your child most likely speaks in sentences of 3-4 words and is getting better at saying words correctly. Your child might play and talk at the same time. Strangers can probably understand about three-quarters of what your child says by the time your child is three.

### **3-5 years**

You can expect longer, more complex conversations about your child's thoughts and feelings. Your child might also ask about things, people and places that aren't in front of them. For example, 'Is it raining at grandma's house, too?'

### **5-8 years**

During the early school years, your child will learn more words and start to understand how the sounds within language work together. Your child will also become a better storyteller, as they learn to put words together in different ways and build different types of sentences. These skills also let your child share ideas and opinions. By eight years, your child will be able to have adult-like conversations.

## **NO VERBAL COMMUNICATION**

A substantial portion of our communication is nonverbal. Experts have found that every day we respond to thousands of nonverbal behaviors including postures, facial expressions, eye gaze, gestures, and tone of voice.

### **Facial Expressions**

Facial expressions are responsible for a huge proportion of nonverbal communication.

### **Gestures**

Deliberate movements and signals are an important way to communicate meaning without words.

### **Paralinguistics**

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch.

### **Body Language and Posture**

Posture and movement can also convey a great deal of information. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

### **Proxemics**

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity.

### **Eye Gaze**

The eyes play an important role in nonverbal communication and can indicate a range of emotions including hostility, interest, and attraction.

### **Haptics**

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood.

### **Appearance**

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations.

**Kinesic communication is the technical term for body language**, i.e., communicating by body movement. **We call the study of kinesic communication kinesics.** Kinesic communication is a non-verbal form of communication. However, it is not the only non-verbal way of communicating with other people.

## **COGNITIVE STYLES**

Cognitive learning styles are the information processing habits of an individual. Unlike individual differences in abilities, cognition describes a person's typical mode of thinking, perceiving, remembering, or problem solving. Cognitive style is usually described as a personality dimension which influences attitudes, values, and social interaction.

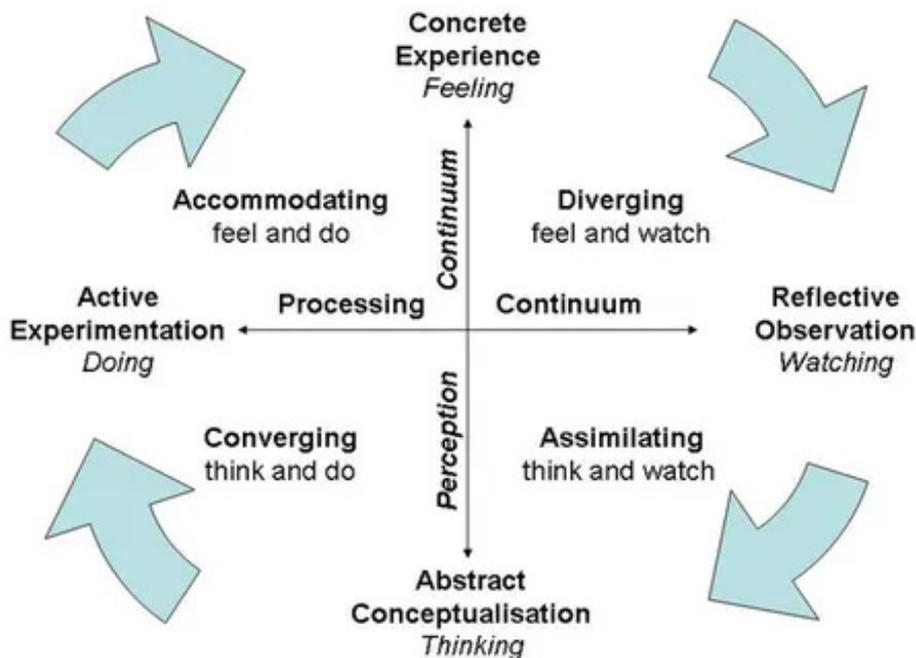
# KOLB

Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences.

"Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':

- 1. Concrete Experience** - a new experience or situation is encountered, or a reinterpretation of existing experience.
- 2. Reflective Observation of the New Experience** - of particular importance are any inconsistencies between experience and understanding.
- 3. Abstract Conceptualization** reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
- 4. Active Experimentation** - the learner applies their idea(s) to the world around them to see what happens.



Kolb believed that we cannot perform both variables on a single axis at the same time (e.g., think and feel). Our learning style is a product of these two choice decisions.

The matrix also highlights Kolb's terminology for the four learning styles; diverging, assimilating, and converging, accommodating:

	<b>Active Experimentation (Doing)</b>	<b>Reflective Observation (Watching)</b>
<b>Concrete Experience (Feeling)</b>	Accommodating (CE/AE)	Diverging (CE/RO)
<b>Abstract Conceptualization (Thinking)</b>	Converging (AC/AE)	Assimilating (AC/RO)

### **Diverging** (feeling and watching - CE/RO)

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems

### **Assimilating** (watching and thinking - AC/RO)

The assimilating learning preference involves a concise, logical approach. Ideas and concepts are more important than people.

These people require good clear explanation rather than a practical opportunity.

### **Converging** (doing and thinking - AC/AE)

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects.

### **Accommodating** (doing and feeling - CE/AE)

The Accommodating learning style is 'hands-on,' and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.

## **GREGORG**

Gregorc distinguishes the **perceptual quality in**

- **Concrete:** This quality enables you to register information directly through your five senses: sight, smell, touch, taste, and hearing. When you are using your concrete ability, you are dealing with the obvious, the "here and now."

You are not looking for hidden meanings, or making relationships between ideas or concepts. **"It is what it is."**

- **Abstract:** This quality allows you to visualize, to conceive ideas, to understand or believe that which you cannot actually see. When you are using your abstract quality, you are using your intuition, your imagination, and you are looking beyond "what is" to the more subtle implications. **"It is not always what it seems."**

The person whose natural strength in the **concrete**, for example, may communicate in a direct, literal, no-nonsense manner. The person whose natural strength is the **abstract** may use more subtle ways to get a point across.

### Ordering Ability

- **Sequential:** Allows your mind to organize information in a **linear**, step-by-step manner. When using your sequential ability, you are following a logical train of thought, a traditional approach to dealing with information. You may also prefer to have a plan and to follow it, rather than relying on impulse.
- **Random:** Lets your mind organize information by **chunks**, and in no particular order. When you are using your random ability, you may often be able to skip steps in a procedure and still produce the desired result. You may even start in the middle, or at the end, and work backwards. You may also prefer your life to be more impulsive, or spur of the moment, than planned.

There are four combinations of the strongest perceptual and ordering ability in each individual:

1. Concrete Sequential (CS)
2. Abstract Random (AR)
3. Abstract Sequential (AS)
4. Concrete Random (CR)

No one is a "pure" style. Each of us have a unique combination of natural strengths and abilities

CONCRETE SEQUENTIAL	ABSTRACT SEQUENTIAL
<p><b>This learner likes:</b></p> <ul style="list-style-type: none"> <li>§ order</li> <li>§ logical sequence</li> <li>§ following directions, predictability</li> <li>§ getting facts</li> </ul> <p><b>They learn best when:</b></p> <ul style="list-style-type: none"> <li>§ they have a structured environment</li> <li>§ they can rely on others to complete this task</li> <li>§ are faced with predictable situations</li> <li>§ can apply ideas in pragmatic ways</li> </ul> <p><b>What's hard for them?</b></p> <ul style="list-style-type: none"> <li>§ Working in groups</li> <li>§ Discussions that seem to have no specific point</li> <li>§ Working in an unorganized environment</li> <li>§ Following incomplete or unclear directions</li> </ul>	<p><b>This learner likes:</b></p> <ul style="list-style-type: none"> <li>§ his/her point to be heard</li> <li>§ analyzing situations before making a decision or acting</li> <li>§ applying logic in solving or finding solutions to problems</li> </ul> <p><b>They learn best when:</b></p> <ul style="list-style-type: none"> <li>§ they have access to experts or references</li> <li>§ placed in stimulating environments</li> <li>§ able to work alone</li> </ul> <p><b>What's hard for them?</b></p> <ul style="list-style-type: none"> <li>§ Being forced to work with those of differing views</li> <li>§ Too little time to deal with a subject thoroughly</li> <li>§ Repeating the same tasks over and over</li> <li>§ Lots of specific rules and regulations</li> <li>§ "sentimental" thinking</li> </ul>

<ul style="list-style-type: none"> <li>§ Working with unpredictable people</li> <li>§ Dealing with abstract ideas</li> <li>§ Demands to "use your imagination"</li> <li>§ Questions with no right or wrong answers</li> </ul>	<ul style="list-style-type: none"> <li>§ Expressing their emotions</li> <li>§ Being diplomatic when convincing others</li> <li>§ Not monopolizing a conversation</li> </ul>
<b>CONCRETE RANDOM</b>	<b>ABSTRACT RANDOM</b>
<p><b>This learner likes:</b></p> <ul style="list-style-type: none"> <li>§ experimenting to find answers</li> <li>§ take risks</li> <li>§ use their intuition</li> <li>§ solving problems independently</li> </ul> <p><b>They learn best when:</b></p> <ul style="list-style-type: none"> <li>§ they are able to use trial-and-error approaches</li> <li>§ able to compete with others</li> <li>§ given the opportunity to work through the problems by themselves.</li> </ul> <p><b>What's hard for them?</b></p> <ul style="list-style-type: none"> <li>§ Restrictions and limitations</li> <li>§ Formal reports</li> <li>§ Routines</li> <li>§ Re-doing anything once it's done</li> <li>§ Keeping detailed records</li> <li>§ Showing how they got an answer</li> <li>§ Choosing only one answer</li> <li>§ Having no options</li> </ul>	<p><b>This learner likes:</b></p> <ul style="list-style-type: none"> <li>§ to listen to others</li> <li>§ bringing harmony to group situations</li> <li>§ establishing healthy relationships with others</li> <li>§ focusing on the issues at hand</li> </ul> <p><b>They learn best when:</b></p> <ul style="list-style-type: none"> <li>§ in a personalized environment</li> <li>§ given broad or general guidelines</li> <li>§ able to maintain friendly relationships</li> <li>§ able to participate in group activities</li> </ul> <p><b>What's hard for them?</b></p> <ul style="list-style-type: none"> <li>§ Having to explain or justify feelings</li> <li>§ Competition</li> <li>§ Working with dictatorial/authoritarian personalities</li> <li>§ Working in a restrictive environment</li> <li>§ Working with people who don't seem friendly</li> <li>§ Concentrating on one thing at a time</li> <li>§ Giving exact details</li> <li>§ Accepting even positive criticism</li> </ul>



### **ANALYTICAL STYLE**

They analyze one element at a time and solve problems sequentially and logically. Analytics tend: to focus on small steps, following a progression, to analyze the components, but they are less able to reconcile everything. They learn sequentially by following linear reasoning processes in solving problems; they are effective in analysis and convergent thinking. They learn best when the material is presented in a constant progression of complexity and difficulty.

### **GLOBAL STYLE**

In front of a text or an image, they will tend to initially capture the global aspect. They tend: to easily conceptualize a problem; to try to understand the principles and develop more hypotheses .. When they approach a topic they immediately try to understand the general picture even if sometimes they have difficulty in grasping the distinction between the different elements. They do not learn in a linear manner, but in "leaps" and may fail to explain how they arrived at the solution or understanding. They are effective in synthesis and divergent thinking. They are the synthesizers, those who see the connections that no one else sees.

### **SYSTEMATIC STYLE**

They proceed gradually taking into consideration all the variables individually. They prefer to work with data and facts; solves problems with standard procedures. They capture the details well. They need precise, clear and complete deliveries and directions. Their path turns out to be slower but internalized.

### **INTUITIVE STYLE**

They prefer to work with principles and theories, they hate repetitiveness. They proceed by hypothesis which they try to confirm; interpret a delivery and do not need detailed directions. The reasoning appears faster but hardly communicable in words.

### **VISUAL STYLE**

They learn best with images, maps, video schemes, drawings and tables. Visual memory is more pronounced than verbal memory. They find difficulties in listening for a long time to process information by mental images. In communication they are very attentive to facial and body expressions.

### **VERBAL STYLE**

They learn better by listening and studying the written texts, they remember better the words heard or read. They prefer verbal or written instructions. Information processing proceeds better with words than with images. In communication, they pay attention to what is said and to the tone of voice.

### **IMPULSIVE STYLE**

They tend to make decisions in a hurried, fast, without thinking. They answer questions before they are completed, or written answers without fully reading the question. They start implementing a project without knowing all the phases.

### **REFLECTIVE STYLE**

They reason before giving an answer. They want to know all the details of a problem first before starting to solve it. The processing is slower than the impulsive ones, but more precise. They are theorists and like to work alone.

### DEPENDENT STYLE

They tend to undergo the context rather than exercise active control over it. In carrying out a task that requires the use of some instrument they are lacking in, they are awkward and do not explore to find what they need. They are sensitive to social aspects and are interested in what others say and do; they are attracted to people and love being with others. They prefer to work in groups, they require extrinsic motivation and more structured reinforcement by teachers. They may have difficulty generalizing a problem solving procedure in different contexts.

### INDEPENDENT STYLE

They are able to perceive and perceive themselves as an element more or less separated from the surrounding field: They have more possibilities to internalize the organization of space and to modify it. They are analytical and interested in the abstract and in the theories; they are more independent as they are not influenced by peers, teachers or authority figures; they are not sensitive to social currents .. They prefer individual work and tend to be intrinsically motivated.

### INDUCTIVE STYLE

It is based on observation. They prefer to start from the phenomenon and come to formulate the theory; from the specific fact they go back to the general thesis, learning "by discovery". It is a more natural and more widespread mode of learning than the deductive one. From experience, thought is formed: determinant for the formation of "percepts", "concepts" and "rules". They need motivation. They do not trust advice or pressure.

### DEDUCTIVE STYLE

It starts from the theory to arrive at the phenomenon, from the general to the specific: from the laws, the rules, following a logical path, it arrives to hypothesize a phenomenon. Deductive education runs the risk of creating in students a sense of incapacity towards the teacher. Deductive teaching works well with highly motivated students. However, it has many weaknesses: it is abstract; little attention is given to the concrete meaning.

## BES

p.328-339

### TYPOLOGIES OF KIDS WITH B.E.S. (SPECIAL EDUCATIONAL NEEDS)

We can define 3 types of students **with special educational needs** :

- 1) **Situations of disability, Law 104/92.** (The law that defines the caring, social integration and rights of handicapped people);
- 2) **Specific learning troubles( dyslexic DSA ), law 170/10;**
- 3) **Other learning trouble's situations,** introduced by the ministerial directive (17/12/2012) about SEN (Social Educative Needs):
  - Foreigners
  - Socio-cultural disadvantage

# The full inclusion system: the long-standing Italian tradition



1977

## Disability

Main laws: 517/1977; 104/1992

No. of **primary** school students  
86,985 (3.1% of p.s. population)

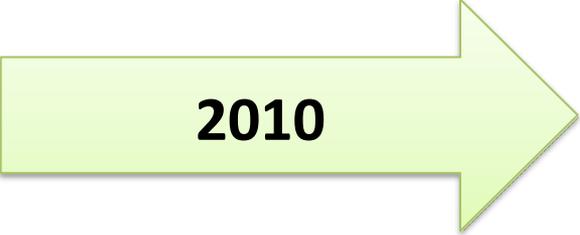
No. of **junior high** school students  
66,863 (3.8% of j.h.s. population)

Total no. of **support teachers**  
79,462 (amounting to +6.8% for School Year 2013 vs. 2014)

**Individualized Learning Plan**

# The full inclusion system: the long-standing Italian tradition

2010



Learning disorders

Main law: **170/2010**

No. of **primary school** students 44,792  
(24% of p.s. student population)

No. of **junior high school**  
73,502 (39.3% of j.h.s. student population)

Increase in certifications: from 0.7% (2010/2011) to **2.1%**

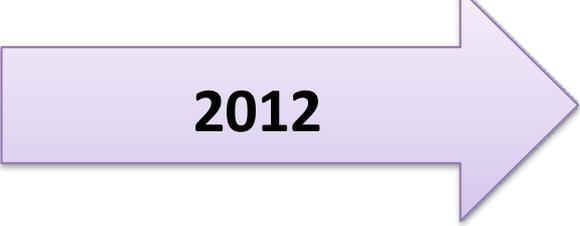
**Personalized Learning Plan**

**Inclusive education and support measures**

(Source: Data related to the school year 2014/2015; Italian Ministry of Education)

# The full inclusion system: the long-standing Italian tradition

## Special Educational Needs



2012

Students with **Specific Developmental Disorders**  
(27% of the total school population of primary and junior high school)

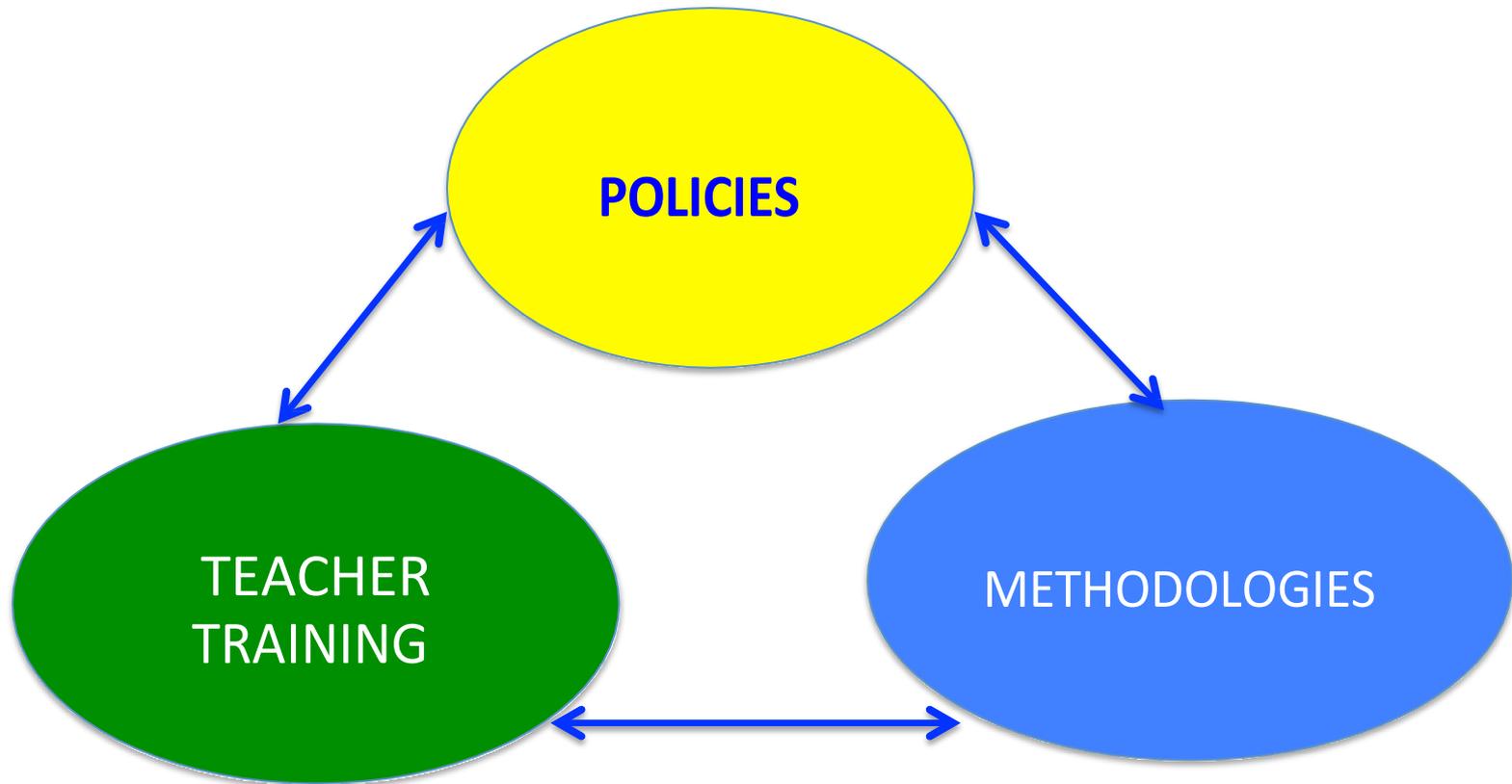
**Foreign Students**  
(68.4% of the total primary school student population;  
43.8% of the total junior high school population)

**ROM, Sinti and Caminanti**  
(51.8% of the total primary school student population; 28.7% of  
the total junior high school population)

**Personalized Learning Plan**

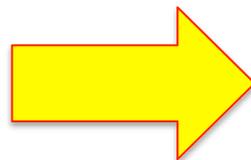
**Inclusive education and support measures**

# The 'Algorithm' for Inclusion: 3 tiers of action



# THE ITALIAN POLICIES ON INCLUSION

- ✓✓ Legge n.170 del 8.11.2010 *“Nuove norme in materia di disturbi specifici di apprendimento in ambito scolastico”*
- ✓✓ D.M. 5669 del 12.07. 2011 *“Diritto allo studio degli alunni e degli studenti con DSA”*
- ✓✓ Direttiva Ministeriale 27.12.2012 *“Strumenti d’intervento per alunni con BES e organizzazione territoriale per l’inclusione scolastica”*
- ✓✓ C.M. n.8 del 6.03.2013 *“Strumenti d’intervento per alunni con BES e organizzazione territoriale per l’inclusione scolastica – Indicazioni operative”*
- ✓✓ Prot. 2563 del 22.11.2013 *Strumenti di intervento per alunni con Bisogni Educativi Speciali. A.S. 2013/2014. Chiarimenti.*



## KEY STRATEGIES FOR IMPROVING INCLUSION

*Personalized Learning Plan*

*Annual Inclusiveness Plan*

*Workgroups*

# TEACHER TRAINING ON INCLUSION

(Initial and in-service)

## STRENGTHS

Courses for professional upgrading and Masters on teaching and psycho-pedagogy, autism, ADHD, intellectual disabilities, psychomotricity and sensory disabilities

Kindergarten and primary school

Law 107/2015

## WEAKNESSES

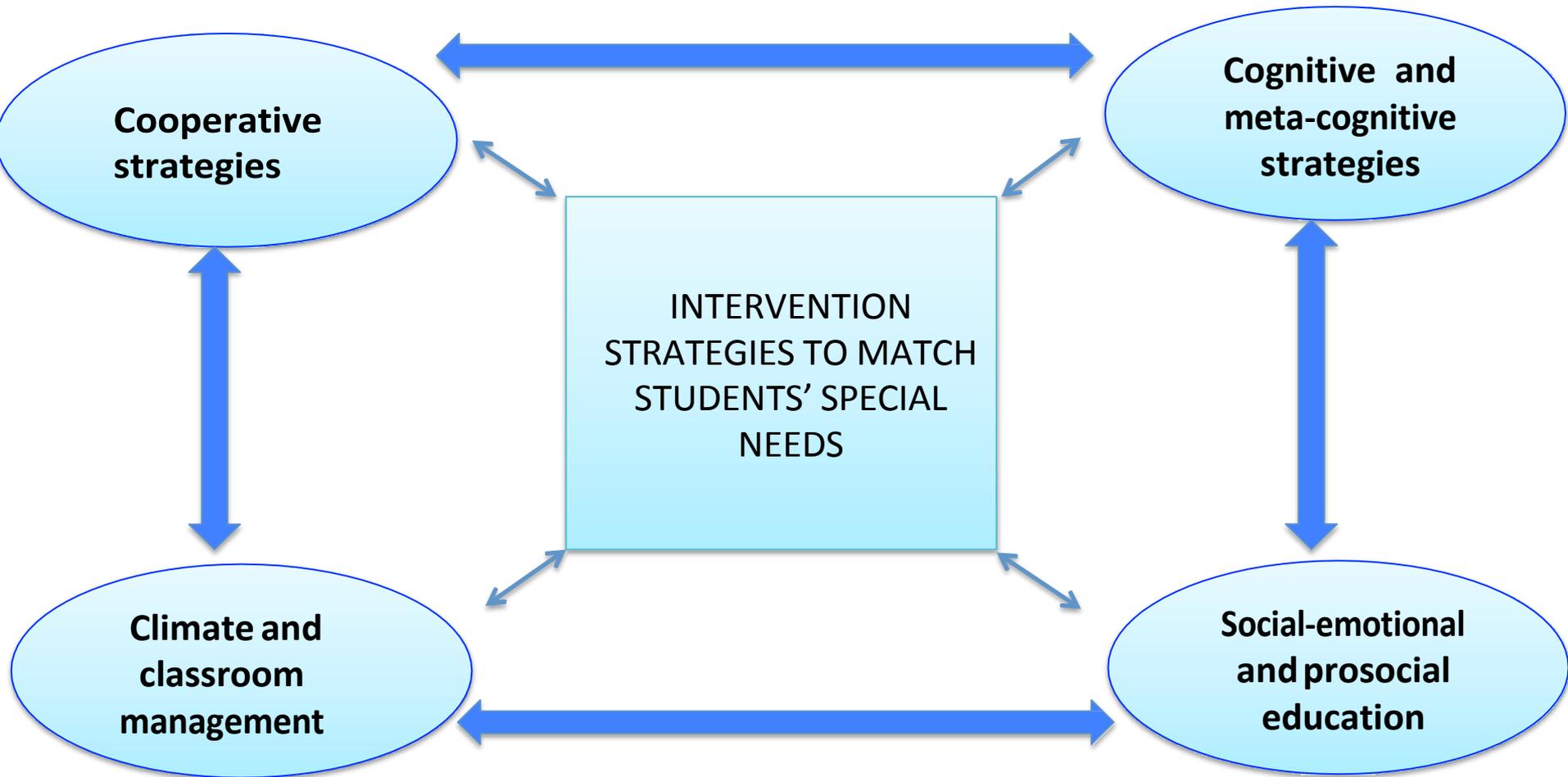
High School

No evidence about the efficacy



**MASTER ON "INCLUSIVE EDUCATION"**

# METHODOLOGICAL TIER



**7 GENNAIO 1 ora**

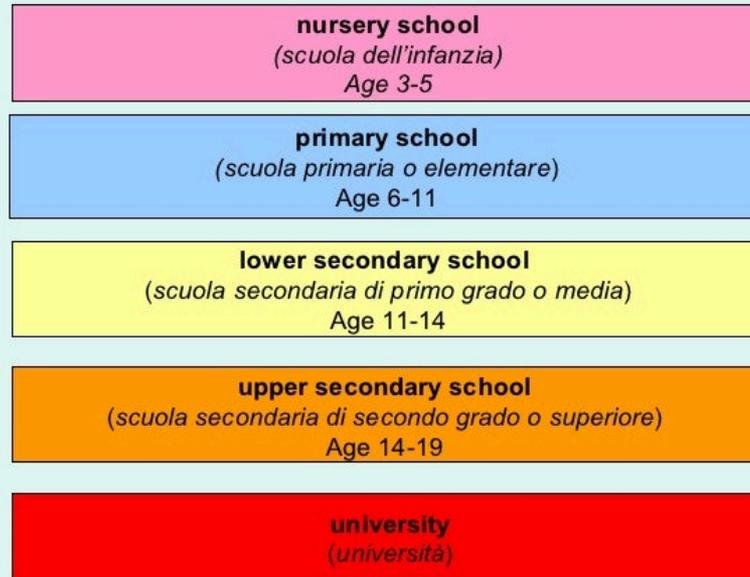
**10 GENNAIO 2 ore (appunti)**

**10 GENNAIO 1 ora**

**17 GENNAIO 2 ore (appunti)**

**17 GENNAIO 1 ora**

# ITALIAN SCHOOL STRUCTURE



## SCHOOL INTEGRATION of DISABLED STUDENTS

p. 329-411

### LAW 118/71 AND LAW 517/77

The integration of students with disabilities in Italian general education classrooms started 42 years ago with the law 118/1971

At the time, disabled children only had the right to attend regular schools (primary and secondary), without any kind of help.

### LAW 517/77: DIVERSITY AS THE STUDENT'S

GENERAL STATUTE

Fifteen years after the introduction of comprehensive school , the problem of integration reached full

awareness and ripening with the law 517, of August 4, 1977.

We can say that, with law 517, the Italian school (elementary and secondary) becomes the school of integration.

Schools must be flexible to meet the needs of each student, and they must provide individualized assistance.

With law 517, diversity becomes the child/teenager's general statute.

### **Law 517/77: One law and One article for all diversities**

Being conceived as the integration school and following the ideals of a society and civilization aimed to integration, the Italian school didn't introduce the integration of disabled students with a special law wrote for them and neither with a law's article reserved to them. On the contrary, in just one law, Italy declared the rights of all children and teenagers (including the ones with disabilities) to satisfy all their diverse needs of learning.

### **TYOLOGIES OF KIDS WITH B.E.S. (SPECIAL EDUCATIONAL NEEDS)**

We can define 3 types of students with special educational needs :

1) Situations of disability, Law 104/92. (The law that defines the caring, social integration and rights of handicapped people);

2) Specific learning troubles( dyslexic ), law 170/10;

3) Other learning trouble's situations, introduced by the ministerial directive (17/12/2012) about SEN (BES) :

Policy tools for students with special educational needs and territorial planning for school integration.

It is of a much lower rank, compared to a law, but still of a great significance.

### **INTELLECTUAL DISABILITY**

Intellectual disability means a **significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence)**. This results in a reduced ability to cope independently (impaired social functioning), and begins before adulthood, with a lasting effect on development.

## **NON VERBAL LEARNING DISORDER**

Nonverbal learning disorder (NVLD) is **a learning disability that causes difficulty with motor, visual-spatial, and social skills**. Children with NVLD are often well-spoken and can write well, but struggle with subtle social cues and comprehension of abstract concepts. The main factors identified in the population were **family history, intercurrents during pregnancy, prematurity, low birth weight, prolonged hospitalizations**, being an only child, male gender, and deleterious oral habits.

## **ATTENTION DEFICIT AND HYPERACTIVITY DISORDERS**

Attention-deficit/hyperactivity disorder (ADHD) is a **chronic condition** that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.

## **AUTISM SPECTRUM DISORDER**

Autism spectrum disorder is a **condition related to brain development** that impacts how a person perceives and socializes with others, causing problems in social interaction and communication. The disorder also includes limited and repetitive patterns of behavior.

## **CONDUCT DISORDER**

Conduct disorder is a serious behavioral and emotional disorder that can occur in children and teens. In general, symptoms of conduct disorder fall into four general categories:

- **Aggressive behavior:** These are behaviors that threaten or cause physical harm and may include fighting, bullying, being cruel to others or animals, using weapons, and forcing another into sexual activity.
- **Destructive behavior:** This involves intentional destruction of property such as arson (deliberate fire-setting) and vandalism (harming another person's property).
- **Deceitful behavior:** This may include repeated lying, shoplifting, or breaking into homes or cars in order to steal.

- **Violation of rules:** This involves going against accepted rules of society or engaging in behavior that is not appropriate for the person's age. These behaviors may include running away, skipping school, playing pranks, or being sexually active at a very young age.

## **LSD (DSA)**

What are the LSD? LSD (in italian DSA) are the specific Learning Disorders. They are a **set of heterogeneous disorders that may impair the ability to read, write, calculate, listening and verbal expression**. Include: dyslexia, dysgraphia, dyscalculia, dysorthography.

## **DYSLEXIA**

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, dyslexia affects areas of the brain that process language. People with dyslexia have normal intelligence and usually have normal vision. Dyslexia signs and symptoms may become more apparent, including:

- Reading well below the expected level for age
- Problems processing and understanding what he or she hears
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
- Inability to sound out the pronunciation of an unfamiliar word
- Difficulty spelling
- Spending an unusually long time completing tasks that involve reading or writing
- Avoiding activities that involve reading

## DYSCALCULIA

Dyscalculia is a learning disability in math. People with dyscalculia have trouble with math at many levels. And they can have a hard time doing basic math problems and more abstract math. It's not as well known or as understood as dyslexia. But some experts believe it's just as common. That means an estimated 5 to 10 percent of people might have dyscalculia. There are different terms for dyscalculia. People with dyscalculia can have trouble with math in different ways. Common signs of dyscalculia include trouble:

- Grasping the meaning of quantities or concepts like biggest vs. smallest
- Remembering math facts in school, like times tables
- Counting money or making change
- Estimating time
- Understanding the logic behind math
- Holding numbers in their head while solving problems

Socio-economic, linguistic and cultural disadvantage

Pupils with special educational needs deriving from proven socio-economic, linguistic and cultural disadvantage (e.g., reported by social services) can follow personalized teaching, through a personalized teaching plan, and can adopt compensative tools as well as been exempted from some activities. For example, immigrant pupils can be exempted from reading aloud, or from dictation. In such cases, the efficacy of intervention is monitored in order to apply support measures only for the time necessary. In fact, contrary to certified disabilities, support measures in cases of disadvantage are temporary.

- Foreign minors have the right to education and must attend compulsory education. The legislation in force on the right to education, on the access to educative services and on the participation in school life apply also to foreign minors.

## **INDIVIDUALIZATION AND CUSTOMIZATION OF LEARNING**

Individualization refers to **instruction that is paced to the learning needs of different learners**. ... Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners.

## **SPECIAL ED. TEACHER AND REDUCED CLASS**

In coherence with the inspiring law 517, which declares that it is the school that must individualize its actions to reach the differences, some elements of effective help were introduced : the special education teacher and the reduced class with a maximum number of pupils.

That way, law 118/71, which followed only an approach of mere inclusion, was finally outdated Constitutional Court Sentence n. 215/87

The integration of disabled students, was defined as “a brave step for the italian school”, but it initially involved only preschool, primary and secondary school . It reached full maturity 10 years later when the Constitutional Court’s sentence n. 215/7 declared that all disabled students have full and unconditional right to attend all schools of all types and levels.

## **THE MINISTRY’S REGULATIONS PROCESSING**

After law 517 and for the following years, the Ministry of Education conceived a support regulatory framework that, in coherence with the spirit of integration, establishes and regulates:

The role of the special education teachers and their training

The criteria for certification, education planning and documentary research

The connection between different authorities (local, medical, etc).

## **THE INTEGRATIVE DIDACTIC ACTION**

didactic actions will be more effective and successful If teachers consider all students that have special needs (derivated from disability or other causes) as one single group,. A school aimed at integrating SEN students, can

develop good strategies, which make the school suitable and appropriate for all students (the capable ones, the ones with disability and the ones with serious difficulties).

Each student must satisfy his/her needs of learning and social interaction with schoolmates and teachers.

## **INCLUSION**

Although SEN students types 2 and 3 do not require the presence of a special education teacher or the introduction of smaller classes, what we report in the next slides (the importance of proceeding by trial and error in the respect of each diversity, the need to introduce personalized learning paths, the need to respect each student learning velocity ...) is important for all children with special educational needs and bring benefits to all learners, in fact we can say that helps all children (Council of the European Union, 2010, p. 5).

## **PERSONALIZED LEARNING AND INDIVIDUALIZED LEARNING**

What is the difference between personalized learning and individualized learning? The term personalization and individualization are often used synonymously for differentiating instruction.

**Differentiation:** Differentiation has been a common fixture in classrooms for decades and is designed to address the needs of all students, who may be at varying levels, within a single classroom. In a differentiated learning environment, students are organized into groups based on proficiency on a particular topic – for example, an elementary school classroom might be divided into an advanced reading group, an intermediate reading group and a developmental reading group.

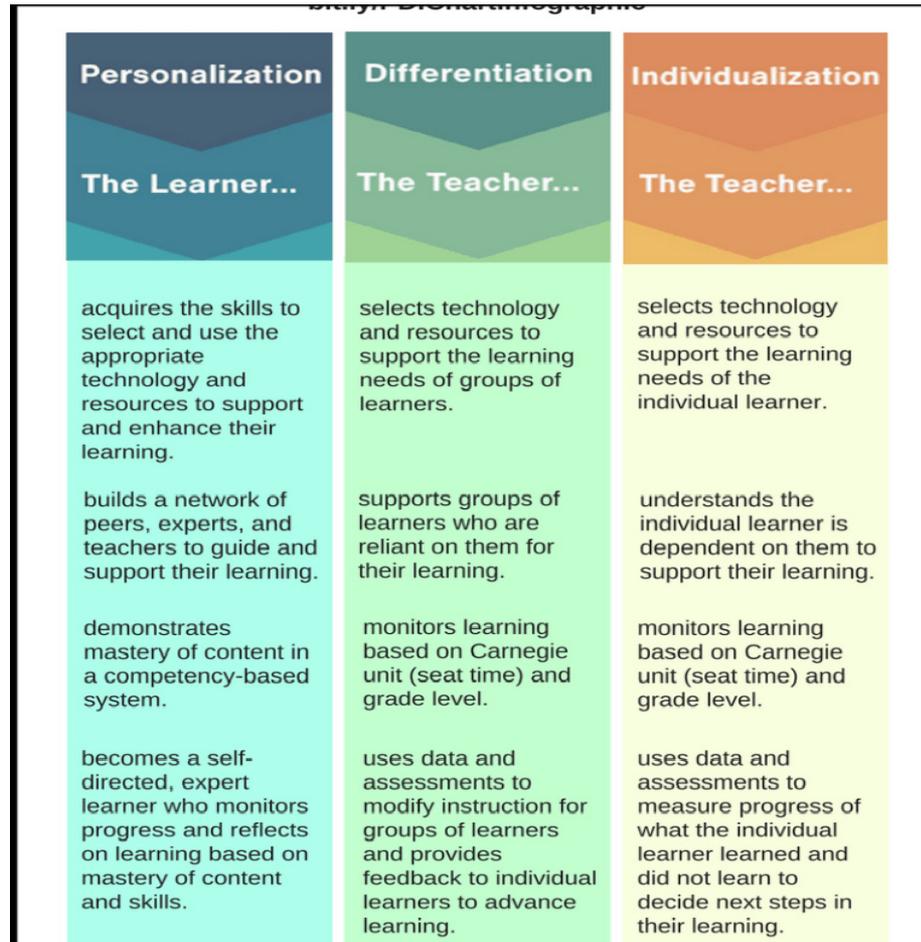
**Individualization:** In an individualized learning for the particular needs for an *individual* learner, rather than a group.

Perhaps the best-known examples of individualization are the Individualized Education Programs (PEI) that many schools use to address the needs of special education students.

**Personalization:** A personalized learning environment is much like an individualized learning where *each learner now collaborates with the teacher to drive his or her learning*. Personalization is an incredibly powerful model because it creates a continual feedback loop between the teacher and student and empowers students to take charge of their education. Schools implementing new technology initiatives need to be proactive not only about driving change for their students, but they also have to be focused on supporting their teachers.

**Personalization vs. Differentiation vs. Individualization (PDI) Chart (v3)**  
[bit.ly/PDIChartInfographic](http://bit.ly/PDIChartInfographic)

<b>Personalization</b>  <b>The Learner...</b>	<b>Differentiation</b>  <b>The Teacher...</b>	<b>Individualization</b>  <b>The Teacher...</b>
<p>drives their own learning.</p>	<p>provides instruction to groups of learners.</p>	<p>provides instruction to an individual learner.</p>
<p>connects learning with interests, talents, passions, and aspirations.</p>	<p>adjusts learning needs for groups of learners,</p>	<p>accommodates learning needs for the individual learner.</p>
<p>actively participates in the design of their learning.</p>	<p>designs instruction based on the learning needs of different groups of learners.</p>	<p>customizes instruction based on the learning needs of the individual learner.</p>
<p>owns and is responsible for their learning that includes their voice and choice on how and what they learn.</p>	<p>is responsible for a variety of instruction for different groups of learners.</p>	<p>is responsible for modifying instruction based on the needs of the individual learner.</p>
<p>identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.</p>	<p>identifies the same objectives for different groups of learners as they do for the whole class.</p>	<p>identifies the same objectives for all learners with specific objectives for individuals who receive one-to-one support.</p>



## SUPPORT TEACHER

Sometimes, the problem of school integration involves the support teacher too. Not all teachers fully accept that the support teacher has co-leadership about didactic actions and that he or she is in charge of the whole classroom's integration, and not only of the disabled student's integration

This is the base of the inseparable collaboration between class teacher and support teacher. A good support teacher :

- has spirit of initiative

- has an active attitude,
- is able to organize strategies,
- is in charge of the coordination of all actions towards the disabled student;
- He/she is competent.
- He/she has good communication and social skills: can maintain a positive relationship with colleagues, can handle the difficulties created by the ones that can't deal with integration in the right way .

The establishment of the support teacher group is another important aspect. The school group of support teachers ( e.g. special education teachers) should meet regularly and discuss all problems and tasks related to their job. They should involve in the discussions the class teachers and possibly the schoolmaster.

It is the support teacher group that should elaborate the framework of criteria and actions towards integration that should be shared between class teacher and support teacher. Essential Criteria and actions should be written in a protocol of understanding that every teacher should know and pass on to the new ones as soon as they arrive.

### **CLASS AND SUPPORT TEACHER**

Here is an example of a protocol, divided into : 1) Sharing elements 2) Criteria and procedures 3) behaviour and communication style

Class teacher and support teacher share the same role.

The support teacher 's integration measures the integration of the disabled student.

The presence of a disabled student in the class offers an extraordinary educational advantage for all.

The support teacher is the coordinator of all activities addressed to the disabled student.

The disabled student's integration is focused on two aspects:

Current integration: the student must attend to class as much as possible,

Future integration: It might be necessary that the student get temporarily separated from the class to achieve some specific competence.

### **THE ROLES**

The support teacher exercises a role with the whole class too. He/she encourages a friendly relationship

between the disabled kid and his/her schoolmates. The support teacher creates groups of students in need of help that include the disabled kid.

Exchanges of roles between the teacher and the support teacher are encouraged and expected.

The support teacher shares his/her attention and has a relationship with all the students.

The class teacher plays a role for the disabled kid too. (check the works, with a note or a signature or a co-signature).

### *FUNCTIONAL DYNAMIC PROFILE*

FIRST PART						SECOND PART	
Categories	Student description			functioning		Development possibility	Development priority goals with reference to contests of life
	Disability service	school	parents	Positive	Problematic		
<b>1) Cognitive and learning area</b>							
<b>a) Purposeful sensory experiences</b>							
<b>d110 watching</b>							
<b>d115 listening</b>							
<b>d120 other purposeful sensing</b>							
<b>b) basic learning</b>							
<b>d130 copying</b>							
<b>d1313 learning through symbolic play</b>							
<b>d135 rehearsing</b>							
<b>d140 learning to read</b>							
<b>d145 learning to write</b>							

## **ATTITUDES**

The class teacher should never hurry the support teacher or the disabled student when starting class (some arrangements can be made, separately, to help speed up the operations if needed). Instead the teacher should pay attention and get involved or he/she should know when to wait acting busy while getting ready.

## **COMMUNICATION STYLE**

The public conversations between teacher and support teacher must always reflect a respectful relationship that includes the disabled student. Conversations should never show disagreement or lack of respect. Never say, for example “I have his test results, can you take HIM to the support classroom?”

## **STEPS FOR HELPING DISABLED**

Observation as a technical activity requires the distinction between to see and to watch. And ultimately, as a third dimension: to know.

To see what is really interesting to us, we must know how to watch, and to know how to watch we must have had some previous knowledge of the phenomenon, its structure, its basic aspects. So we forcibly have TO KNOW.

Not only. The way to observe varies according to what is the purpose of the observation.

What we are aiming for, is to promote the maximum social integration, present and future, of the disabled student. Moreover, we must understand the functioning of the multiple aspects involved (comprehension, affection, etc), the specific aspects related to the deficit and the ones related to the student’s disability .

Knowledge allows us to understand what is interesting to us and in which perspective. Therefore two operations are very important:

1) First of all we must acquire an essential knowledge of the student’s deficit to understand: cognitive, personal, communication, social related aspects and what are the aspects to focus and work on and what is the real expectation of improvement we can aim for. To this end it’s important to organize an interview with the medical doctor. Also reading the ICI-10 or DSM IV can help. And, ultimately, exploring the net.

2) then, we must get information on how the deficit is expressed in this specific case and how the student reacts to it: the limits, the present capacities and the potential ones in the future, short and long term. (See The Functional Diagnosis).