Elements of teaching and special education

Prof. Ilaria Folci, Roberta Sala & Equipe CEDISMA

OVERVIEW

Area: Sociology and Education
Dates: July 6 - 17
Campus: Milan
Term: Summer 2020
Credits: 6 ECTS

COURSE DESCRIPTION

The course is aimed at exploring various questions within special education, in relation to specific forms of disability and disorders, seeking to focus attention on how personal and environmental factors can be related with inclusive school programs

Main topics

- Special education: definition and key issues
- The history of inclusion in Italy
- Learning environments and educational class management
- Inclusive perspective and methodological approaches (Self-regulated learning, Tutoring, Cooperative Learning ...)
- Forms of disabilities (special focus on autism) and inclusive strategies
- The role of supportive teacher and team teaching
- Community of Practice

PREREQUISITES

None

METHOD OF TEACHING

Lecture, in-class discussion, group work, training activities, visits in some educational institutions
LEARNING OUTCOMES

By the end of the course students are expected to be able to

- identify the main inclusive issues;
- recognize strengths and weaknesses of different models and methodological inclusive approaches
- recognize different ways to manage class group in inclusive perspective
- make a basic inclusive project

COURSE REQUIREMENTS

Students are expected to comply with the following requirements:

- Regularly attend classes and actively participate to the discussions and debates
- Regularly attend educational institution visit
- Actively participation in group class working
- Study in advance the assigned course reading
- Take a final written exam (test)

EVALUATION

Class participation 30% of final grade
Final written exam 70 % of final grade

READINGS

Articles and working materials; lesson's slide

SCHEDULE

Lesson 1: Special education and disability
- Presentations
- Basic issues on Special Education
- Historical background related to integration and inclusion
- Special Educational Needs: definition and classification
- From medical model to bio-psycho-social perspective in I.C.F: the evolution of disability definition and consequences in Special Education
- The role of functioning profile
- Educational plan: structural and functional aspects

Lesson 2: Inclusive strategies related to Sensory Disabilities
- Features of heariness disability and visual impairments
- Educational need in sensory disability
- Strategies of inclusion addressed to sensorial impairments pupils
Lesson 3: Educational Institution (1)
- Guided visit to "Dialogo nel Buio": a sensorial experience in Blind Institute or to L'Abilità Association for autistic children.
- Tutor interview and debate

Lesson 4: Inclusive strategies related to Autism and Educational Institution Visit
- Autism Spectrum Disorder: definition, classification, and characteristics
- Strategies to improve cognitive, communicative and emotional competence
- Inclusive strategies for autistic students
- Autistic people panel
- "Visti da Vicino" exhibition
- Privileged witnesses on autism

Lesson 5: Mid Term exam: case study and class presentation

Lesson 6: Inclusive strategies related to Intellectual Disability and Rare Syndromes
- Intellectual Disability: definition, classification, and characteristics
- From Functioning Profile to Educational Plan: Strategies to improve learning in students with intellectual disability
- Inclusive strategies for students with intellectual disability
- Definition of Rare Syndromes
- Rare Syndromes: features and functioning
- Inclusive strategies for students with Rare Syndromes

Lesson 7: Inclusive strategies related to Learning difficulties and disorders
- Difference between Learning Disorders and learning difficulties
- Compensatory skills and compensatory strategies to improve learning
- Inclusive strategies to students with learning difficulties and disorders

Lesson 8: Inclusive strategies related to ADHD and behavioral problems
- ADHD and behavioral problems: definition, classification, and characteristics
- Teaching strategies and attentional deficit
- Educational strategies and behavioral problems
- Inclusive strategies for students with ADHD and behavioral problems

Lesson 9: Methods and strategies in Special Education (1)
- Differentiation in education: conceptual framework and methodological issues
- Metacognitive teaching
- Peer education, Tutoring and Cooperative Learning
- Narrative approach

Lesson 10: Methods and strategies in Special Education (2)
- Learning setting in an inclusive context: special focus on goals, method and strategies detection
- Study case and shared final elaboration
- Role of ICT for children with Special Educational Needs
- Applicative examples

Lesson 11: The role of supportive teacher and team teaching
- The meaning of tutorial relationship and mediation
- Proximal Developmental Zone analysis and potential learning
- The role of supportive teacher and inclusive strategies
- The importance of collaboration with family and specialists
- The supportive teacher in educational community of practice

12. FINAL WRITTEN EXAM
Multiple choice test

RULES OF CONDUCT
Attendance: Attendance is mandatory and no absence/s will be excused. Unexcused absences will prevent students from being admitted to the final exam. In case of health issues, students will need to inform both UCSC International Office (at international.advisor@unicatt.it) and the professor and provide a medical certificate.

Exam Date: The exam date cannot be re-scheduled. Unexcused absences will result in a failing grade. In cases of unforeseeable circumstances such as illness or injury on the day of the exams, the student must submit a medical certificate and communicate his/her absence to the Professor and UCSC International Office via email prior to the exam. If the student does not justify his/her absence through sufficient documentation and with adequate notice before the final test, the student will receive an automatic Failed.

BIO OF INSTRUCTOR
ROBERTA SALA. Graduate in Pedagogy/Education at Catholic University of the Sacred Heart of Milan, she obtained licences in psychological practice. She has been university professor in Catholic University of the Sacred Heart of Piacenza in "Developmental and Educational Psychology" and "Helping Relationship Psychology" courses and in the Catholic University of the Sacred Heart of Brescia in "Methods and Techniques in Psychological Assessment" course. Now she is teaching "Special Education" in Catholic University of the Sacred Heart of Piacenza and Milan.

Her main research areas lie in the social and scholastic inclusion of children with autism and ADHD, using multimedia and Web 2.0 tools, cooperative learning environments and self-regulated learning. She collaborates with the Service of Educational Psychology (Psychology Department, Catholic University) and with the Research Centre for Disability and Marginality (CeDisMa). She is involved in numerous inclusion projects in the school as well as parent training interventions. In particular, on behalf of the Cooperative Zorba of which she is vice president, she provides advice in schools for the preparation of inclusive education projects in favor of children with autism and ADHD deals specifically with social inclusion projects and support for parenting and parent training. She is active in Monza & Brianza province and she is responsible of supporting networks coordination for children with disabilities and their families. In 2013 she was involved in Comenius Regio project on scholastic inclusion of students with disabilities based on ICF model (elaboration of survey tools to evaluate inclusive capabilities in Italian and Romanian schools) and in 2016 she participated in Transform Autism Education project (Erasmus plus), collaborating on setting training format addressed to primary school teachers, in order to promote autistic students inclusionFrom
2015 coordinates and conducts the exhibition-action "Up close", a path of knowledge of autism based on simulation and empathy.


Email: Roberta.sala@unicatt.it

ILARIA FOLCI. PhD in Pedagogy, she teaches Special Inclusion in Catholic University of Sacred Heart of Brescia. She is a researcher of the Research Centre for Disability and Marginality (CeDisMa) and she is involved in a lots of research projects about inclusion, special needs, inclusive education and innovative methods of teaching. In 2006-2011 she was a pedagogical consultant of Servizio Integrazione Studenti con disabilità e Dislessia of UCSC of Milan and Piacenza, a pedagogical service for students with disabilities in University. In 2016 she partecipated in Transform Autism Education project (Erasmus plus), collaborating on setting training format addressed to primary school teachers, in order to promote autistic students inclusion. In 2018-2019 she monitored an innovative project of Ministry of Education, to improve wellbeing and learning for students in primary school.

She works as trainer and educationalist in a lot of schools of each level.

Main scientific contributions are:


I. FOLCI, "Differenziazione didattica e valutazione del comportamento", in "Essere A Scuola", Morcelliana, Brescia, 2018; (8): pp. 85-87


I. FOLCI, "La conoscenza delle scuole speciali e degli allievi", in L. d'Alonzo (a cura di), Le scuole speciali in Lombardia, Vita e Pensiero, Milano, 2012, pp. 9-46.


I. FOLCI, G. ZAMPIERI, "Adolescenza ed educazione" in L. D'ALONZO (a cura di), Peer education e adolescenti a rischio, Quaderni CREADA n.3, Ed Insieme, Terlizzi (Ba) 2009, pp.25-38

I. FOLCI, "Gli stili educativi genitoriali in adolescenza" in M.L. DE NATALE (a cura di), I luoghi dell'educare, Quaderni CREADA n.2, Ed Insieme, Terlizzi (Ba) 2008, pp.187-194

I. FOLCI, "Il conflitto genitori-figli adolescenti: significati e prospettive pedagogiche" in M.L. DE NATALE (a cura di), I luoghi dell'educare, Quaderni CREADA n.2, Ed Insieme, Terlizzi (Ba) 2008, pp.217-222


M.CORCELLA, I. FOLCI, "I luoghi dell'educazione in dialogo: incontri di riflessione educativa per genitori. Bisogni educativi e possibili risposte pedagogiche", in M.L. DE NATALE (a cura di), I luoghi dell'educare, Quaderni CREADA n.2, Ed Insieme, Terlizzi (Ba) 2008, pp.167-186

Email: Ilaria.folci@unicatt.it