# Special Education (with Workshop) (Yearly Course)

## Prof. Mariateresa Cairo

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide students with basic notions on the main learning, communication and development problems/disorders, and the possible compensations, support, and recovery strategies at school and in the local area. The course will try to provide knowledge and understanding of situations defined as special educational needs (SEN) and disability.

At the end of the course, students will be able to think about the educational function of the school in an integrated system of services and actors, and to understand, examine and share an Individualised Educational Program (IEP) and a Personalised Didactic Plan, to observe, listen to and support children with special educational needs and/or with disabilities.

***COURSE CONTENT***

1. (first module)
* Notes on the history of special pedagogy.
* The bio - psycho - social model of health (ICF). International Classification on Functioning and Health (ICF).
* Quality of life and disability: explanation of the construct and reference theories.
* School: from the individualised educational program to the life project.
* The integrated territorial education system: the support system.
* The quality of school integration and social inclusion.
* Universal Design for All and Universal Design for learning (UDL) and educational differentiation.
* Family and disability.
* Italian legislation on the integration and school inclusion of children with special educational needs and with disabilities (Law 104/1992). The personalised and individualized education plan.
* Salamanca declaration (UNESCO1994)
* The UN Convention on the Rights of Persons with Disabilities.
* The UN Convention on the Rights of the Child and Adolescent.
* The UN Convention on Human Rights (of humanity)
1. (second module)
* Students with special educational needs: children with disabilities and with specific learning disorders.
* Inclusive teaching and classroom management in the presence of pupils with disabilities and SEN.
* Cognitive-behavioural teaching and metacognitive teaching.
* Intelligence or multiple intelligences? Didactic mediation as an educational criterion.
* Students with special educational needs: disadvantaged and gifted children from migrant backgrounds.
* School-family educational co-responsibility and school support.
* Learn a study method that integrates knowledge, skills, and competences.
* Cooperative learning, educational relationship.
* Law 170/2010 and the Guidelines for the right to study of children with SLD. The personalised didactic plan.

The course is supplemented by didactic-workshop activities entrusted to expert conductors, and characterised by specific themes and methodologies agreed upon with the course teacher. Each workshop edition will be aimed at the production of a project/artefact, the assessment of which will be entrusted to the above-indicated conductor/s on the basis of parameters shares with the course teacher, and based on criteria of: completeness, coherence, originality, didactic value.

***READING LIST***

* Cairo M., Marrone M. – edited by -, *Qualità della vita, narrazione e disabilità. Esperienze e proposte*, Vita e Pensiero, Milan, 2017 (cap. 1, 2, 3, 6, 7);
* Cottini L., *Didattica speciale e inclusione scolastica*, Carocci, Roma, 2017
* Cairo M. – edited by -, *Bambini e adolescenti in cerca di aiuto: competenze pedagogiche al servizio della famiglia e della scuola*, Vita e Pensiero, Milano, in press;

A textbook to choose from:

* Cairo M., Milani L., (edited by) *Green Care e Interventi assistiti con gli animali*, Educatt, Milan, 2021;
* Carruba M.C., *Tecnologia e disabilità*, PensaMultimedia, Brescia – Lecce, 2014 - Martinazzoli C., *Due volte speciali. Quando gli alunni con disabilità provengono da contesti migratori,* Franco Angeli, Milan, 2012;
* Terenghi E., *Approccio cuorporeomentale alla didattica multisensoriale*, Franco Angeli, Milano, 2014; Zanetti A. A. – edited by -, *Bambini e ragazzi ad alto potenziale*, Carocci, Roma, 2017;
* Materials on Blackboard specified at the beginning of the course

***TEACHING METHOD***

Lectures, reading of documents and watching videos. Participation in the workshop.

***ASSESSMENT METHOD AND CRITERIA***

The exam is divided into three parts:

* attendance (compulsory) of the Special Pedagogy Workshop;
* a written test with closed-ended questions (optional partial test), at the end of the first module.
* an oral exam in which the following will be assessed: knowledge of the topics covered during the course, interest in the topics explored during personal study, clarity of presentation and terminological relevance, ability to connect theory and practice, reflective and critical ability regarding concepts expressed and information studied.

Positive evaluation in the examination is conditional on passing the Lab.

***NOTES AND PREREQUISITES***

Students who are unfamiliar with Special Pedagogy are advised to consult the following textbooks to complete the preparation:

* D’Alonzo L. (edited by)*, Ontologia*. Special Education, PensaMultimedia, Brescia, Lecce, 2014
* D’Alonzo L., (edited by), *Dizionario di pedagogia speciale*, Morcelliana, Brescia, 2019
* Roncalli K., (edited by), Bisogni educativi “specialmente normali”, Cittadella Editrice, Assisi, 2021.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.