

Promotion Of School Inclusion For Students With Disabilities

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Abstract—In Italy, the history of inclusion has gone through several phases, including exclusion, separation, insertion, integration and inclusion. The first phase, which lasted until the 1920s, was characterized by the exclusion of disabled people, who were considered uneducated. During this period, there was no legislative provision providing for the inclusion of pupils with disabilities in the Italian school system. As a result, these students were simply ignored. The Casati Law of 1859, which represents the birth of the Italian school as a state school, replacing and supporting the Church which until then had the monopoly of education, establishes the free and compulsory nature of elementary education and the equality of two sexes regarding the need for education, but does not recognize the right to education for people with disabilities. This period represents one of the darkest periods of Italian education. The second phase, however, dates back to the 1923 Reform, during which it was established that the education of the blind and deaf was compulsory, but only within special educational institutions. The Gentile Reform of 1928 introduced compulsory schooling up to the 14th year of age for all children, including blind and deaf-mute children, provided there were no other pathologies that prevented their participation. However, their education had to take place in special schools. Law no. 1859 of 31 December 1962 established the single middle school and provided for the establishment of refresher classes for pupils who needed special care to successfully attend the first middle school class. Furthermore, differential classes were created, which welcomed students with scholastic difficulties. In fact, the Consolidated Law on elementary education and the related approved regulations reiterate the compulsory education for the blind and deaf to be taught in special schools. Furthermore, the institution of differential classes was established where students who demonstrated acts of indiscipline could also be accommodated, the causes of which could derive from psychological anomalies. Article 415 of the Royal Decree of 26 April 1928, n. 1297, provided that, when the acts of indiscipline were such as to leave doubt that they could derive from psychological abnormalities, the teacher could, upon the opinion of the health officer, propose the definitive removal of the student to the government or municipal educational director. The latter would then have taken care of the

assignment of the pupil to the differential classes established in the Municipality or, in agreement with the family, would have initiated appropriate procedures for admission to institutions for the education of corrigends. This is the separation phase and lasts until the end of the 1960s. The third phase of school inclusion formally begins with Law no. 118/1971, which imposes compulsory education for all, including those with handicap, within the normal classes of public schools. In this way, we try to overcome the idea of special schools and differential classes. Law no. 118 of 03/30/1971 represents, in fact, an important step forward for the inclusion of disabled people in the Italian school system. This legislative provision establishes that compulsory education must take place in normal classes of public schools, except in cases where the subjects are affected by serious intellectual deficiencies or physical impairments that prevent them from attending class. In other words, the law states that disabled people have the right to attend regular public school classes and that any impediment to their inclusion must be assessed on a case-by-case basis based on the severity of their disability. The fourth phase of school inclusion is introduced by the Falcucci law of 1975. This represents an important step in the field of special education, as it recognizes the need to overcome the marginalization of people with disabilities through a school reform. In particular, the Commission argues that it is necessary to adopt an inclusive approach, which values the differences and diversity of each individual, thus promoting their learning. Furthermore, the importance of teacher training and the involvement of families and the community in the educational process is emphasized. The Falcucci Commission therefore contributed significantly to the promotion of inclusive education in Italy. Subsequently, to support the integration phase, there is law no. 517/1977 and then consolidated with law no. 104/1992. These laws represent they represent an important step forward towards school integration, as they provide concrete measures for the removal of obstacles that prevent disabled people from accessing and participating in education and school life. Educational support services and specialist assistance for pupils with disabilities are established, in order to guarantee their effective participation in school activities. Law 3 March 2009, n. 18, represents a fundamental step for Italy regarding the rights of people with

disabilities. In fact, with this law, Parliament authorized the ratification of the United Nations Convention on the Rights of Persons with Disabilities and the related optional protocol, signed by Italy on 30 March 2007. The Convention, approved by the United Nations General Assembly on 13 December 2006, state that people with disabilities have the same rights as other people and that every state must take measures to ensure equal treatment and social inclusion of people with disabilities. Furthermore, the Convention promotes accessibility, active participation and full inclusion of people with disabilities in society. The transition process from the integration phase to the inclusion phase was supported by the drafting of the 2009 Guidelines for the educational integration of pupils with disabilities, which promote the ICF as a reference model for the classification of disability, taking into account all the contextual factors of the educational process. Law 170/2010 also introduced "New rules regarding specific learning disabilities (DSA) in schools", such as dyslexia, dysgraphia, dysorthography, dyscalculia, which create learning difficulties. The law provides that students with DSA have the right to benefit from adequate care by the school, through specific and personalized support interventions. Furthermore, the law provides that schools must adopt inclusive teaching strategies and methodologies, in order to guarantee access to education and active participation of pupils with DSA. The compensatory tools (computer, tablet, automatic corrector, calculator, audiobooks, concept maps, vocal synthesizers, etc.) and dispensatory measures (exemption from reading aloud, exemption from copying a text, exemption from a fixed oral test written, etc.) are provided for students with DSA, but not the support teacher. The 2012 Ministerial Directive "Intervention tools for pupils with Special Educational Needs (BES) and territorial organization for school inclusion" and the subsequent 2013 Ministerial Circular "Operational indications for the implementation of the Directive" have extended the benefits to pupils with Special Educational Needs (SEN) also to those who have cultural, environmental or emotional-relational disadvantages, including foreigners. This has led to a cultural revolution in education by promoting a culture of inclusion. Law 107/2015 "Good school" placed the inclusion of pupils with disabilities as one of the main objectives of the educational reform, providing for the obligation for schools to welcome all pupils without discrimination and guaranteeing them adequate scholastic integration. The law also promoted the adoption of an inclusive approach throughout the Italian education system, through the valorization of diversity and the elimination of all forms of discrimination. Legislative decree 66/2017, amended by legislative decree 96/2019, known as the Inclusion Decree, and the 2019

Guidelines provide operational indications to ensure the inclusion of students with disabilities and special educational needs, focusing on the adoption of an centered on the student and on the personalization of teaching strategies. Collaboration between teachers and operators involved and the involvement of families are considered important. Territorial Inclusion Groups and operational working groups for inclusion have been established. Interministerial decree 182/2020 adopted the national model of Individualized Educational Plan (PEI) and the related Guidelines, together with the criteria for attributing support measures to students with disabilities. The evolution of inclusion in Italy has been complex, slow and not always linear, determined by infinite variables, such as territorial factors and school micro-contexts. The inclusion path is a set of phases that contribute to achieving the final goal of inclusive and quality education for students with disabilities. The inclusive school is characterized by its ability to welcome and enhance diversity, offering each student the opportunities and tools you need to achieve your goals. It promotes an educational approach centered on the individual and their needs, with particular attention to differences of all kinds (cultural, ethnic, gender, ability, etc.). From this perspective, inclusive schools work to overcome the barriers that prevent access to education and to guarantee the educational success of all students. This implies the implementation of personalized pedagogical strategies, the training of teachers, the promotion of a climate of respect and hospitality, collaboration with families and other social institutions. In this way, the inclusive school becomes a space for growth and mutual enrichment, where diversity is not seen as a limit, but as a resource for all. The final objective is to train aware citizens, open to the world and capable of contributing actively and positively to society.

Keywords—*inclusion, disability, physical activities, school*

Introduction

The school hypothesis should be a welcoming and functional structure, designed to meet the needs of students and teachers. The school should be a safe and protected place, equipped with green spaces and adequate equipment for sports and recreational activities. The structure of the school should be organized in a flexible way, in order to allow the creation of innovative and personalized teaching activities. Classrooms should be equipped with cutting-edge technologies, capable of supporting students in learning and encouraging collaboration between teachers and students. The school we would like should also include spaces dedicated to teacher training, in order to encourage their professional growth and the sharing of good practices. Finally, the

school should be open to the community, with spaces that can also be used outside school hours for cultural, recreational and social activities. In this way, the school becomes a point of reference for the community and contributes to the social and cultural growth of the area. The school we would like would be a place where every student feels accepted and valued, regardless of their social, ethnic or cultural origin. A school where teachers are highly qualified and motivated, and have the opportunity to constantly train to improve their teaching practice. I would like a school where teaching is centered on student learning, and not just on the transmission of notions. A school where students are actively involved in their education, through research, design and experimentation activities. I would like a school where inclusion is a priority, and every student has the right to be supported in a way that is appropriate to their needs. A school where students with disabilities are welcomed with respect and personalized teaching strategies are adopted, which take into account their specific difficulties.

Materials and methods

A school where education for active citizenship, democratic participation and solidarity is promoted, where students learn to become responsible and aware citizens.

Finally, I would like a school where technology is used in an intelligent and critical way, at the service of children's learning and education, without replacing the human relationship between teachers and students. The school I would like reminds me of the Finnish one which presents some particular characteristics in the structure of the learning environments. In general, the classrooms are spacious and well lit, with simple and functional furniture. Usually, each class has a room of approximately 60 square meters, equipped with an electronic blackboard, a workstation for the teacher and desks for the students. The school also includes the use of laboratories and specific teaching spaces, such as music classrooms, art classrooms and science classrooms. The laboratories are equipped with specific tools and materials for carrying out experiments and research activities. The gymnasium is another important part of the Finnish school structure. Each school has its own gym, equipped with tools and materials for physical activity. Sporting activity is in fact a fundamental aspect of Finnish education, as it is believed to be important for the physical and mental development of students. Furthermore, many Finnish schools have outdoor spaces dedicated to physical activity, such as football, volleyball or basketball courts, or playgrounds. In general, the structure of the school is designed to offer students a welcoming and functional environment, where it is possible to learn in an effective and stimulating way. Here is an example of a typical school structure: The school consists of three floors, a modern and spacious building, located in a green area close to a public park. On the ground floor

there is the entrance hall, the secretary's office and the school canteen, with kitchen and toilets for students. On the first floor there are the classrooms for lessons, spacious and well-lit, each measuring around 60 square metres, equipped with interactive whiteboards, projectors, workstations for the teacher and desks for the students. On the second floor there are laboratories, equipped for different subjects, including chemistry, physics, biology and computer science. Each laboratory is equipped with tools and materials necessary for carrying out practical activities, as well as tables and chairs for students. The gym is located on the third floor, equipped with equipment for artistic gymnastics, fitness and basketball. The gym is also equipped with changing rooms, showers and toilets. Outside the school there is a synthetic grass sports field for football and a play area for the little ones. The school also has an outdoor garden, where students can spend time outdoors and study immersed in nature. In general, the structure of the school is designed to offer a welcoming and functional environment, where students can learn in an effective and stimulating way, both within the classrooms and in the laboratories and gym. A relaxing and tailor-made environment that stimulates everyone's learning and growth. Small fields for sporting activities that can be carried out outdoors, but also large indoor spaces that can be used when the outdoor spaces are unusable. Therefore stimulate motor activities, but also laboratory ones. Laboratories not only for scientific subjects, but for every discipline that allows practical application in the field. The presence of a sensorial classroom to encourage the inclusion and development of emotional components as well as linked to the 5 senses. Inside the school there is a library with a space for consulting and reading books, furnished for carrying out individual and group activities (reading, listening to tapes, records, etc.) equipped with shelves easily accessible by students. The presence of an auditorium equipped with structures and equipment that allow its use and a space is provided for educational activities on a large group scale, shows and assemblies.

ACTIVITIES: RESEARCH ORIENTEERING

Orienteering was born in the Nordic countries at the beginning of the 20th century and precisely in 1919 the first national federation was born in Sweden, followed by the other Scandinavian nations and the rest of Europe and the United States. The great interest in this sporting discipline led to the foundation of the International Orienteering Federation in 1961. In Italy, orienteering made its appearance in 1974 and in 1979 the Italian Orienteering Committee was established and is recognized by CONI as a discipline associated with the Italian Athletics Federation, organized by

F.I.S.O. (Italian Sports Orientation Federation).

Orienteering is officially recognized by the Ministry of Education, University and Research with various

ministerial circulars including that of 12 November 1998 (prot.4015/A1). School objectives can be Educational or Didactic.

Orienteering is a motor activity that allows you to consciously explore the territory, therefore it mainly takes place outdoors, in contact with nature and therefore greenery, woods and terrain of any type, sometimes even difficult. It is therefore a valid educational proposal because it promotes respect for the environment, stimulates the spirit of independence, resourcefulness and the recreational use of the woods, in short, a real green gym, so much so that it is called "the Sport of the woods". The orienteering race is a time trial that takes place on terrain varied, where the competitor, in possession of a compass and a topographic map on which the route to follow is traced, marked in red, must reach the finish line through a series of control points. The start is indicated by a triangle, the finish by two concentric circles. The competitor must reach the finish line by passing through a series of progressively numbered checkpoints, called lanterns (three-sided prism-shaped object). Each lantern, which is characterized by its own code, has a punch with which he must punch the race card (which was given to him at the start) in the box corresponding to that control point.

THE INSTRUMENTS:

THE MAPS

The map is a graphic representation, which shows the terrain in detail. It is achieved precisely using graphic symbols (conventional signs), which represent each object or particular shape of the land corresponds as much as possible to reality. The actual orientation maps are created starting from an aerial photo taken at a suitable height.

The orientation cards are designed using the symbols established by the International Orientation Federation, thus making the cards appear with identical reading characteristics everywhere in the world. Symbols that are immediately assimilable and memorized were chosen, drawn in different colors. Each color is associated with the characteristics of the objects represented.

COLORS

- brown: this color represents everything that belongs to the ground (for example: contour lines, holes, dry channels, ditches,..) except rocks and stones which are indicated in black;
- black: all constructions and human works in general are indicated in black;
- blue: everything that belongs to water;
- green: three shades of green are found on the CO maps, which we generally indicate as green 1, 2 or 3 (from lightest to darkest) which indicate the degree of vegetation coverage and therefore the difficulty or otherwise of the race in this area ;

- white: indicates clean woods where running is not hindered;

- yellow: indicates all open terrain where visibility is good;

- red: this color indicates the race route, the start is indicated with a triangle, the lanterns with a circle centered on the precise point where it was positioned, the finish is indicated with a double circle.

COMPASS

The compass is a very useful auxiliary means for orientation and it is good to master its use without forgetting the importance of reading the map.

The simplest compasses consist not only of the magnetic needle placed in a case filled with a liquid which naturally orients itself with the earth's NORTH/SOUTH axis, but also of a rotating case in which the degrees, meridians and fork are indicated. north or orienting arrow, and a fixed directional arrow printed on the base. The compass should be held horizontally, with the directional arrow pointing forward and away from metal objects or power lines that would affect its magnetism.

The compass helps you point yourself and the map in the right direction relative to the ground. To orient the map, simply place the compass on the map, ensuring that the paper and compass are in a horizontal position, then rotate the map and the compass together until the magnetic needle is parallel to the geographic North indicated on the map or to the reference lines.

It must be remembered that Geographic North corresponds to a fixed direction which is the North Pole. The compass instead indicates Magnetic North which is close to Geographic North. Magnetic North varies from place to place and from period to period. The angle formed by the direction of Magnetic North with the direction of Geographic North is called magnetic declination. Generally this is indicated on the most precise maps but since this angle is neither large nor greatly variable it is often sufficient to use a fixed direction which in most compasses is indicated with a dash placed near the North.

PAPER ORIENTATION WITHOUT A COMPASS

Orientation of the map without a compass is done by observing objects on the ground that are drawn on the map. Two conductive lines that may correspond can be identified on the map and on the ground,

for example, to a path, a forest cut, a canal, . The paper is laid out flat and rotated so that the conductive lines are parallel and in the same direction. For greater safety you can check the position of other points marked on the map and which we can identify on the ground

THE RACE

Before the race the competitors are grouped in a pre-start area to be called one at a time with at least a

minute gap. At the start, the stopwatch will be activated and each participant will head towards the containers located at a certain distance, bearing the acronym of the category they belong to, to take their map. As soon as the competitor has the map, he must carry out all the operations described above, orient the compass if he has it, orient the map, interpreting what is represented in the shortest time possible, in such a way as to choose the shortest route, but at the same time safer for your safety and performance performance. During the race it is forbidden to use mobile phones, binoculars and consult with other competitors who may meet even if with different starts. Once you reach the lantern you must be careful to punch inside the corresponding box and avoid that the marks left by the punching machine overlap with those of the next box, thus avoiding any misunderstanding and therefore the risk of having an accident. got the point. The competitor who has punched all the boxes in the required order in the shortest time wins, under penalty of disqualification even if only one of them is missing.

ORIENTEERING AT SCHOOL

In school, Orienteering is proposed as a training practice, through which the student gradually learns to know himself, to deal with his own limits and potential, getting used to evaluating, choosing and experimenting with the effects of his own choices. . Last but not least, getting the teacher and the children used to moving in an interdisciplinary context.

The proposed sporting activity involves a second class of lower secondary school made up of 16 students, including one student with special educational needs (visual sensory disability, peripheral low vision).

The activity involves the structuring of different environments: classrooms and green spaces surrounding the school.

Activity design:

- In phase 1 the activity to be carried out is illustrated, outlining the main points;
- In phase 2 the students will be divided into 4 groups of 4 and will use the maps to study orientation.
- In phase 3 the activity starts by activating the timer.

INSTRUMENTS

- Simplified maps with reference points, simplified color legend.
- The starting, control and arrival points are defined by voice support.
- Cap with sensors that detects obstacles in height.

GOALS

- Recognize the basic techniques of orienteering;
- Master basic motor skills in different situations;

- Recognize the main characteristics of the environment
- Orient yourself in space by reading a map;
- Identify the path to be implemented to achieve the objective;
- Use game strategies
- Respect the surrounding environment (artificial and/or natural);
- Ask for help if in difficulty;
- Respect the rules of the game;
- Help those in need

EVALUATION

Observation of the performance of the activity
Ability to read topographic maps and cartographic symbols.

DESCRIPTION OF THE ACTIVITY

The activity takes place in the green space of the school, the students participate in the race in groups in order to encourage cooperation and the success of the activity.

Once each group has reached the control point, with the help of the map and the tools made available, they must punch the race card (which was given to them at the start) in the box corresponding to that control point.

The group that reaches the finishing point in the shortest time wins the race.

STRENGTHS AND WEAKNESSES OF THE PLANNED ACTIVITY

Orientation

It is a sport in which participants must find the fastest route through a natural environment using a map and compass.

Orienteering literally means 'orientation', or 'finding the position'.

Appreciated in many nations, including Italy, by virtue of its close correlation with environmental sustainability.

RESULTS AND CONCLUSIONS

Strengths:

- Practicing this sport does not involve the use of particular equipment and is not at all expensive (all you need, in fact, is a good pair of running shoes, a topographical map of the area and a compass).

- The main benefit deriving from orienteering is linked to the possibility of playing sports in nature. This also means observing the rules, first of all respect for the environment and the beauty that makes each ecosystem unique. Hence the great educational value of this sport: practicing it means rediscovering this beauty and cultivating an intimate and direct relationship with nature.

- learn about natural elements, biodiversity, its importance for our planet and virtuous practices to protect it.

- Orienteering is to all intents and purposes a sport, and as a story, it is also very useful for psycho-physical well-being. (By mainly running, the parts of the body most stressed are certainly the legs and buttocks. Even at low speeds, at least 15% of body fat is burned and physical resistance is increased between uphill, downhill and obstacles along the route).

- Mental well-being: stimulates cognitive capacity and individual skills as it requires concentration and creativity. It is an activity that releases stress and anxiety,

promotes serenity and strengthens self-esteem. And since it can also be practiced in a team, it is an excellent exercise for training sociability and group spirit.

- the value of orienteering is also educational and cognitive (for this reason the discipline is increasingly present in the educational programs of schools of all levels.

- The reading of the topographic map, the representations of the territory in scale, the cartographic symbols, the use of the compass, presuppose the acquisition of a large number of notions and teachings. Math atics, geography, science, technical, artistic and physical education.

- Suitable for all ages: orienteering is a sport that can be practiced by all ages, both alone and in a team.

Points of weakness:

- Dependence on weather conditions: Adverse weather conditions can make orienteering more difficult, especially in the presence of rain, fog or strong winds.

- greater commitment on the part of the teaching staff in supervision activities not only for the little ones, but for the edutainment activities carried out in the parks equipped for the study of physics and in nature excursions, especially those in snowy or volcanic environments, also for older children

- Initial Difficulty: For those unfamiliar with a map and compass, orienteering may seem difficult at first.

- Possible Risks: Orienteering may involve some risks, such as the possibility of getting lost or tripping over rough terrain.

“For every individual, sport is a possible source of internal improvement.”

Pierre de Coubertin

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