

Research project: Analysis of the impact of the quality of diagnosis and of IEPs on the quality of inclusive teaching and learning in South Tyrol, with a special focus on the collaboration in multi-professional teams

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Abstract

The recent normative framework (Legislative Decree n. 66/2017, Legislative Decree n. 96/2019) foresees that the Functioning Profile, the Individual Project and the Individualized Educational Plan (IEP) are established on the basis of the International Classification of Functioning, Disability and Health (ICF). However, the current individualized planning is closely connected to medical diagnosis, since the individual right for an IEP is tied to the existence of a diagnosis and its severity determines the amount of available resources. Therefore, the IEP realized for the individual student identifies them as special, which is further emphasized by the presence of a support teacher. This figure should work with the entire class but in effect it is assigned on the basis of the necessary resources for the student. This tension risks to create a series of exclusion practices: the extra personnel are seen as special resources for special children and didactic differentiation is understood in a narrow sense as adaptation of the learning process for the student with an IEP. This ends up in teaching in two groups: "homogeneous" group of "normal" learners taught by regular personnel resources and differentiated group of "special" learners taught by special personnel resources.

The research project is organized on two levels. The first aims to identify resource allocation models that are independent from individual medical diagnosis. For this purpose, a comparative analysis of the literature and of inclusive school systems in Europe is carried out to identify countries with alternative models of

resource distribution. This process allows to create a scientific network at local and international level, involving experts from the respective countries.

The second level intends to further explore the topic of individualized planning. The first step consists in an analysis of IEP models, which are based on the ICF and have already been tested in Italy. The second one is to implement the national IEP in order to contribute to an elaborated concept of inclusive didactics and pedagogy in a broad sense to support the classroom team, understanding the importance of a continuous development of inclusive school/class contexts in terms of environmental facilitators and barriers for the learning of all children. For this purpose, a tool for planning inclusive teaching and learning strategies for the whole group, having in mind needs and potentials of each single children, will be realised. An experimental study in South Tyrol will be conducted, to evaluate the impact of a modified version of the new national IEP, integrating a relational understanding of human functioning based on ICF and implementing the emphasis on contextual factors in an Inclusive Classroom Plan (from IEP to ICP).