

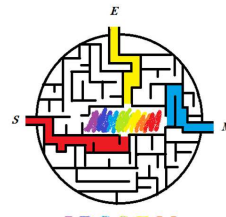


Education and Culture DG

Lifelong Learning Programme



I.I.S. De' Medici



I.P.S.S.E.M

Integrative pathways for students with social, educational and motivational needs

I.I.S. De Medici – School Year 2016-2017

Integrative Pathways for students with social, educational and motivational needs

ERASMUS + 2016-1-IT02-KA201-024447

DIDACTIC PERSONALIZED PLAN

(FOR STUDENTS WITH EDUCATIONAL, MOTIVATIONAL AND SOCIAL NEEDS)

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(FOR STUDENTS WITH EDUCATIONAL, MOTIVATIONAL AND SOCIAL NEEDS)

STUDENT'S NAME.....

CLASS.....

PLACE OF BIRTH.....

DATE OF BIRTH.....

MOTHER TONGUE.....

CLASS COORDINATOR.....

1) IDENTIFICATION OF EDUCATIONAL, MOTIVATIONAL AND SOCIAL NEEDS BY THE CLASS COUNCIL/TEACHERS TEAM

•GENERAL INFORMATION GIVEN BY THE FAMILY

•DOCUMENTS

Report by the class council

SECTION A

DESCRIPTION OF SKILLS AND ABILITIES OBSERVED BY THE SCHOOL TEACHERS

Instructions to fill the grid

Put in the checkbox “Observations by teachers” one of the following mark:

0: the indicator doesn't highlight particular difficulties

1: the indicator highlights mild or occasional problems

2: the indicator highlights relevant and reiterated difficulties

3: the indicator doesn't represent a difficulty but it represents a point of strength for the intervention.

OBSERVATION GRID	TEACHERS'OBSERVATIONS
HE/SHE SHOWS DIFFICULTIES IN READING WRITING	
HE/SHE SHOWS DIFFICULTIES IN ORAL SKILLS	
HE/SHE SHOWS LOGICAL/ MATEMATICAL DIFFICULTIES	
HE /SHE SHOWS DIFFICULTIES IN RESPECTING RULES	
HE/SHE SHOWS DIFFICULTIES IN KEEPING ATTENTION DURING LESSONS	
HE/SHE DOESN'T DO REGULARLY HOMEWORK	
HE/SHE DOESN'T PERFORM THE GIVEN ACTIVITIES	
HE/SHE SHOWS DIFFICULTIES IN COMPREHENSION OF THE GIVEN ACTIVITIES	
HE/SHE ASKS NOT RELEVANT QUESTIONS TO TEACHER/EDUCATOR	
HE/SHE DESTURBS THE PERFORMANCE OF THE LESSON (DISTRACTING SCHOOLMATES)	
HE/SHE DOESN'T PAY ATTENTION TO THE TEACHER/ EDUCATOR LURES	
HE/SHE SHOWS DIFFICULTIES TO SIT IN HIS/HER PLACE	
HE/SHE IS DISTRACTED BY HIS/HER FELLOWS	
HE/SHE SHOWS HIS/HER SHYDNESS	
HE/SHE IS EXCLUDED BY HIS/HER SCHOOLMATES FROM SCHOOL ACTIVITIES	
HE/SHE IS EXCLUDED BY HIS/HER SCHOOLMATES FROM PLAYING ACTIVITIES	
HE/SHE TENDS TO SELF-EXCLUDE FROM SCHOOL ACTIVITIES	
HE/SHE TEND TO SELF-EXCLUDE FROM PLYING/RECREATIVE ACTIVITIES	
HE/SHE DOESN'T TAKE WITH HIM/HER THE NECESSARY OBJECTS FOR THE SCHOOL ACTIVITIES	
HE/SHE TAKES A LITTLE CARE OF HIS/HER OBJECTS FOR HIS/HER SCHOOL ACTIVITIES	
HE/SHE SHOWS A LITTLE TRUST IN HIS/HER SKILLS	

SECTION B

B. 1 OBSERVATION OF MORE SIGNIFICANT ASPECTS

MOTIVATION				
Participation to the educational dialogue	Very adequate	Adequate	Poorly adequate	Not adequate at all
Awareness of his/her own difficulties	Very adequate	Adequate	Poorly adequate	Not adequate at all
Awareness of his/her points of strenghtness	Very adequate	Adequate	Poorly adequate	Not adequate at all
Self-confidence	Very adequate	Adequate	Poorly adequate	Not adequate at all
ATTITUDES AND BEHAVIOURS PERFORMED AT SCHOOL				
Regular school attendance	Very adequate	Adequate	Poorly adequate	Not adequate at all
Acceptance of rules	Very adequate	Adequate	Poorly adequate	Not adequate at all
Respect of commitments	Very adequate	Adequate	Poorly adequate	Not adequate at all
Conscious acceptance of compensatory instruments and dispensatory measures	Very adequate	Adequate	Poorly adequate	Not adequate at all
Autonomy in working	Very adequate	Adequate	Poorly adequate	Not adequate at all
Strategies used by the student in learning				
He/she underlines , identifies key words	Effective		To be strenghtned	
He/she builds patterns, maps or diagrams	Effective		To be strenghtned	
He/she uses computer tools	Effective		To be strenghtned	
He/she uses memorising strategies (imagines, colours	Effective		To be strenghtned	
Others				

FOREIGN LANGUAGES LEARNING
-Difficulties in pronunciation
-Difficulties in aquiring the basic grammar structures
-Difficulties in writing
-Wide differences in comprehension of both oral and written text
-Wide difficulties in both written and oral production
Others.....
.....

B. 2 EDUCATIONAL AGREEMENT

ARRANGING WITH FAMILY AND STUDENT

Student in school activities:

-is supervised by a tutor in the following subjects.....

- daily

- twice a week

- weekly

- fortnightly

-is supervised by parents

-is helped by schoolmates

-uses compensative instruments

-Others

Tools to be used in homeworking

IT tools (pc, word processing with spell checker)

Speech technology

Note written on pc

Digital recording

Multimedial materials (videos, simulations)

Simplified or shorter texts

Photocopies

Patterns and diagrams

Others

INDIVIDUALIZED PLANNED SCHOOL ACTIVITIES

Recovery activities

Activities of strenghtning and consolidation

Workshop activities

Open classrooms activities (with small groups)hool

Curricular activities outside school

Cultural, training sicialising activities

Others

SECTION C: EDUCATIONAL AND DIDACTIC INTERVENTIONS

C.1: INDIVIDUALISED/ PERSONALISED STRATEGIES

TABLE- DISPENSATIVE MEASURES, COMPENSATIVE INSTRUMENTS DIDACTIC STRATEGIES

(SEE SUMMARIZING TABLE – SECTION D)

SUBJECTS OR SUBJECTS AREA	DISPENSATIVE MEASURES	COMPENSATIVE INSTRUMENTS	DIDACTIC STRATEGIES FOR INCLUSION	DISCIPLINARY PERSONALISED OBJECTIVES
SUBJECT				
SUBJECT				
SUBJECT				
SUBJECT				

SUBJECT				
SUBJECT				
SUBJECT				
SUBJECT				

TO FILL "DISPENSATIVE MEASURES" AND "COMPENSATIVE INSTRUMENTS" BOXES
USE CODES ON TABLE IN SECTION D

SECTION D: FRAMEWORK OF THE COMPENSATIVE INSTRUMENTS AND DISPENSATIVE MEASURES- PARAMETRES AND CRITERIA TO VERIFY AND EVALUATE

	DISPENSATIVE MEASURES (LAW N. 170/10 AND GUIDE LINES 12/07/11) AND INDIVIDUALISED INTERVENTIONS
D1	Dispense in reading at loud voice in front of the class
D2	Dispense in using the four writing characters at the beginning of learning
D3	Dispense in using of italics and the tiny printed
D4	Dispense in writing notes and texts under dictation
D5	Dispense in copying texts and mathematical expressions from the blackboard
D6	Dispense in studying multiplication tables, verbs and poems by heart
D7	Dispense in using standard times
D8	Reduction of school activities without modifying the objectives
D9	Dispense by excessive load of tasks with redeployment and reduction of pages to be studied, without modifying the objectives
D10	Dispense in overlapping written and oral tests in different subjects
D11	Partial dispense in studying foreign languages in written form. Its evaluation will get a less percentage compared to the oral test don't considering orthographic errors and spelling
D12	Integration of textbooks with notes of recorded media, scanned or printed paper, speech synthesis, maps, diagrams and forms
D13	Agreement on times and modes of written tests using multimedial supports
D 14	Agreement on times and modes of oral tests
D 15	Reduction and adaptation in the number of exercises without modifying the objectives in written tests
D 16	Multiple choice (with the possibility to complete and/or reach with oral discussion) in written tests; reducing the number of open questions and answers to the minimum
D 17	Reading the delivery of the exercises and /or giving, during the written tests, tasks on scanned media readable from the vocal synthesis
D 18	Partial substitution or completion of written tests with oral tests giving the possibility to use re-adjusted patterns and /or maps during the oral tests
D 19	Teachers must check the management of the school diary
D 20	Evaluation of procedures and calculation in solving problem
D 21	Evaluation of contents and orthographic errors
D 22	Other...

	COMPENSATIVE INSTRUMENTS (LAW 170/10 AND GUIDELINES 12/07/2011)
C 1	Use of computers and tablets (possibly with a printer)
C 2	Use of video-writing programs with orthographic correction (possibly vocal) and with technology of vocal synthesis (also foreign languages)
C 3	Use of audio resources (digital audio files, audio books)
C 4	Use of digital recorder or of other instrument for recording for personal use
C 5	Use of aids for calculation (pitagoric tabel, number lines) and eventually of the calculator with calculator sheet
C 6	Use of patterns table, flow charts, as aid during written tests
C 7	Use of forms and patterns and/or maps in different scientific subjects during written tests
C 8	Use of maps and patterns during the oral tests, eventually on scanned media (multimedia presentation), to facilitate the recovery of information
C9	Use of digital dictionary (CD rom, on line resources)
C10	Use of didactic and compensative softwares (commercial or free)
C11	Others

	INCLUSIVE DIDACTIC STRATEGIES
E1	Cooperative group teaching
E2	Peer tutoring
E3	Collaborative teaching
E4	Parent involvement
E5	School-wide positive behaviour support
E6	Indoor environmental quality
E7	Classroom climate
E8	Self-regulated learning
E9	Mnemonics and other memory strategies
E10	Reciprocal teaching
E11	Teaching laboratory
E12	Modeling
E13	Cooperative learning
E14	Survey and question
E15	Augmentative and alternative communication
E16	Other

GENERAL INFORMATION ABOUT VERIFICATION AND EVALUATION

Evaluate to form (orienting the teaching-learning process)
Increase the value of the students' learning process and don't evaluate just the product/result
Prepare graduate tests
Planning and agreeing tests with the student
Provide oral tests to compensate the written ones (especially for foreign languages) where necessary
Use didactic instruments and devices in written and oral tests
Foster a quite and serene atmosphere in the classroom, also from the point of physical environment (noises, lights...)
Reassuring on the consequences of the evaluation

WRITTEN TESTS

Prepare accessible short wellstructured graduate written tests
Facilitate the comprehension of school tasks and of the text
Evaluate looking mostly to the contents instead of the form
Introduce computerized tests
Plan longer times for the execution of the tests

ORAL TESTS

Time management in oral tests
Valorizing the contents in oral tests also in consideration of some speaking difficulties

The involved parts agree to respect everything agreed and shared, in the present document for the students' successful education

FIRMA DEI DOCENTI

COGNOME E NOME	DISCIPLINA	FIRMA

FIRMA DEI GENITORI

Date _____, place _____