

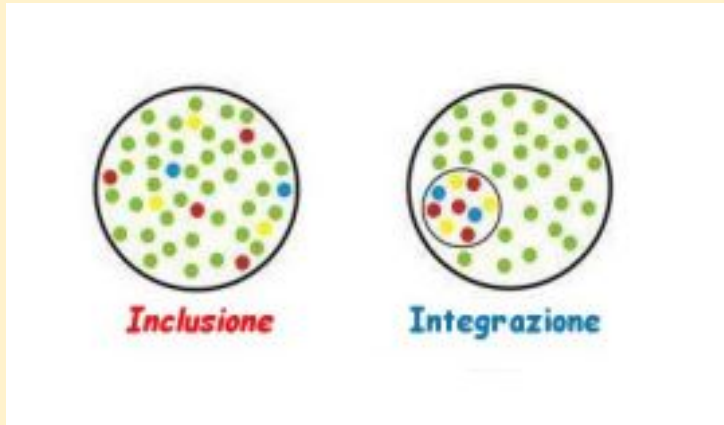
# INCLUSION IN THE SCHOOL ENVIRONMENT



It can be defined as the attempt to meet the needs or requirements of all, planning and by organizing learning environments and activities, so as to allow each student to participate in class life and learning, in the most active, autonomous and useful as possible.

# FROM THE INTEGRATION TO THE INCLUSION

Inclusion goes beyond the concept of integration because it bypasses the concept related to the adaptation of the disabled, seen therefore as a problem of minority, and also the concept related to standardization that aims to exclude those who's able to demonstrate their abilities. Instead, inclusion places itself in the condition to evaluate if there is the condition that allow students with special educational needs to be welcomed and understood also with their personal characteristic.





“Everyone is a genius, but if you judge a fish by its ability to climb trees, he’ll spend his whole life thinking he’s stupid”  
-Albert Einstein

I chose the famous phrase of Albert Einstein, to mean that if a child or a adolescent, with special educational needs or with specific learning disorders, we do not put it in the condition of being able to know, to be able to do and to be, it is as if we asked him to travel underwater, without giving him a respirator with the oxygen tank, so he would have the perception of failure, of not knowing how to live in that environment and not to learn the teachings, like all his friends.

From this it emerges that the goal of the school community and professionals who, each one with their own specificities, cooperate with it must, necessarily, be to create a climate where every student feels included and not excluded, regardless of what his skills or initial prerequisites he has, so as to put him in a position to be able to learn, even with different times and methods

