**This project has been funded with support from the European Commission.**

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**Special educational needs**  
The special education teacher is still regarded as the most important one in Italy. the number of these teachers is constantly decreasing, but the number of students with desabilities is growing. With the new school reform there have been financial cuts.  
There are five areas where effective inclusion strategies may work better, and they are: 1. the class curriculum; 2. classmates and schoolmates involvement; 3. educational relationship; 4.metacognitive teaching and learning; 5. information communication technology.  
The model is used by many teachers working with students, and this constitutes an important part of process in a cooperative and constructive sense.  
Adaptation means diversifying materials in relation to different levels of abilities and cogniitive styles.  
  
FIRST level of adaptation: input and output codes (e.g. listening and reading a text)  
  
SECOND level of adaptation: teaching and learning contexts  
  
THIRD level of adaptation: simplification (e.g. short text or using calculator in mathematical problem)  
  
FOURTH level of adaptation: identifying basics (e.g. in history class, association historical events with personal life)  
  
FIFTH level of adaptation: participating to the task culture (classroom activities).  
  
There are two major issues of general observation and consensus in Italy: the first concerns the knowledge and assessment of students with disability and the second refers to school inclusion strategies that work better. In the first there is an attention on two needs: 1. making an accurate assessment of the disabled and building an education plan; 2 recognizing and supporting the children  
Today functional diagnosis is confused with the diagnostic certificate identifying the child as belonging to the group of students with disabilities who are entitled to having a support teacher.  
The positive change is mainly due to the introduction of World Health Organization's ICF, the International Classification of Functioning, Disability and Health, occurred in 2002.  
According to this, Italian school designs its inclusion and individualized education programs considering three main focuses of attention: 1. the child's basic need to develop basic competences; 2. the need to design individualized objectives (this point aims at identifying curricular goals); 3. the need of wide and far-sighted perspective on the students’ life project.  
There are current significant changes which are making the debate urgentand lively. Which will the good practicies be in the future?

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