



14th International Lab Meeting
15th Edition of the International Summer School

European Ph.D. on
Social Representations and Communication
At the Multimedia LAB & Research Center, Rome-Italy

Social Representations in Action and Construction
in Media and Society



"Cultural and cross-cultural
approaches to social representations:
The implications of the globalised/localised cultural scenario"

24th - 29th August 2009

http://www.europhd.eu/html/_onda02/07/16.00.00.00.shtml

Participants Presentations

European Ph.D

on Social Representations and Communication

International Lab Meeting Series 2009

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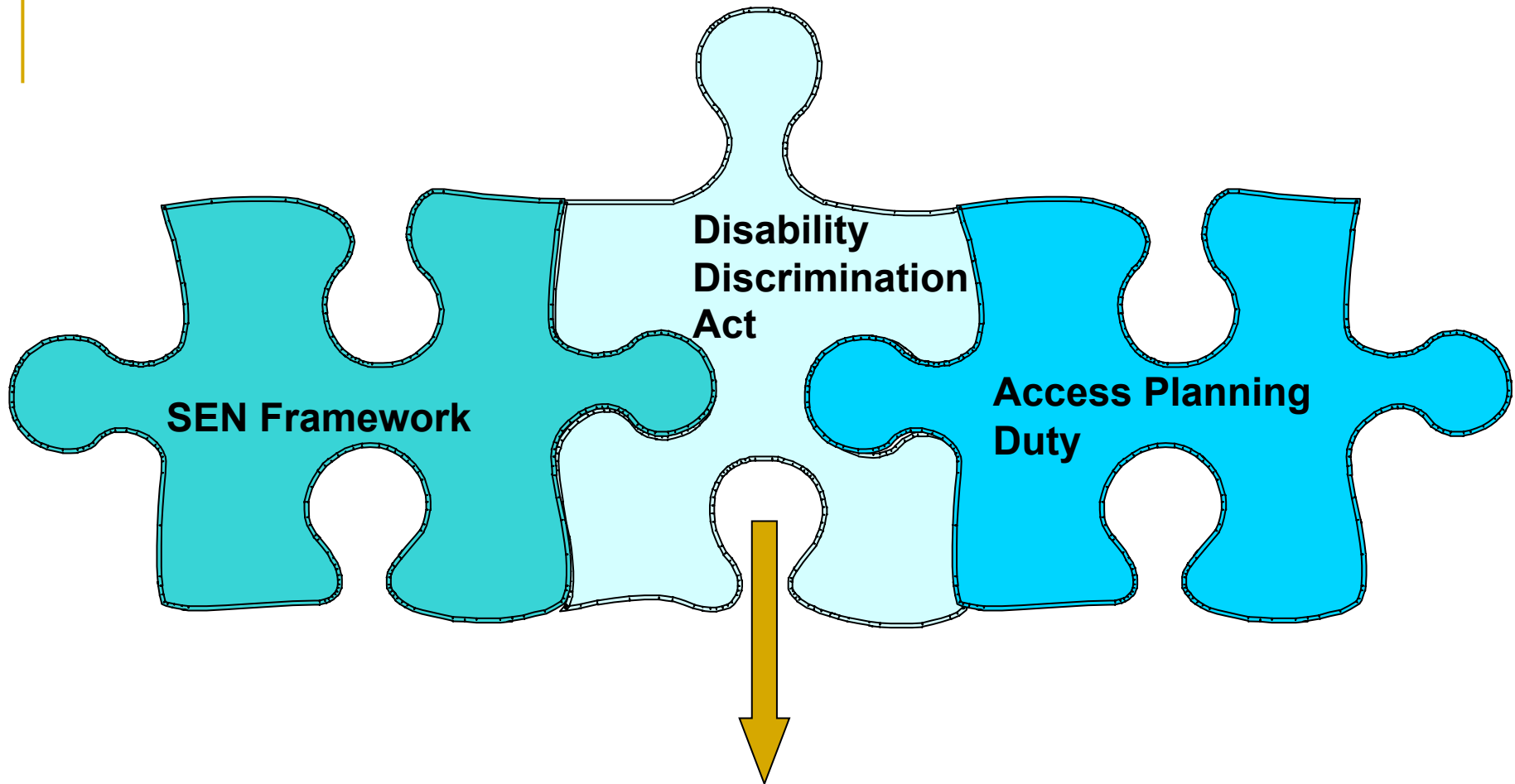
INCLUSIVE EDUCATION



INCLUSIVE SOCIETY

- Pampa de Infierno- Corzuela Chaco





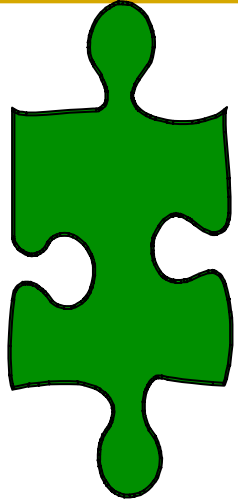
The reasonable adjustments duty

TOGETHER TOWARD AN INCLUSIVE EDUCATION

- “The children that study together learn how to live together”







Definition of disability in DDA:

A physical or mental impairment with an adverse effect on the person's ability to carry out day-to-day activities. Effect must be:

- substantial
 - long-term
-

To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Manual dexterity
- Physical co-ordination
- Ability to lift, carry or otherwise move everyday objects
- Continence
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger.
- For the purposes of definition, ignore the effects of medical or other treatments or aids and appliances.

Substantial means ‘not trivial.’

Definition From December 2005

Some progressive conditions covered from the point where the person knows they have a condition:

Cancer

HIV

Multiple Sclerosis

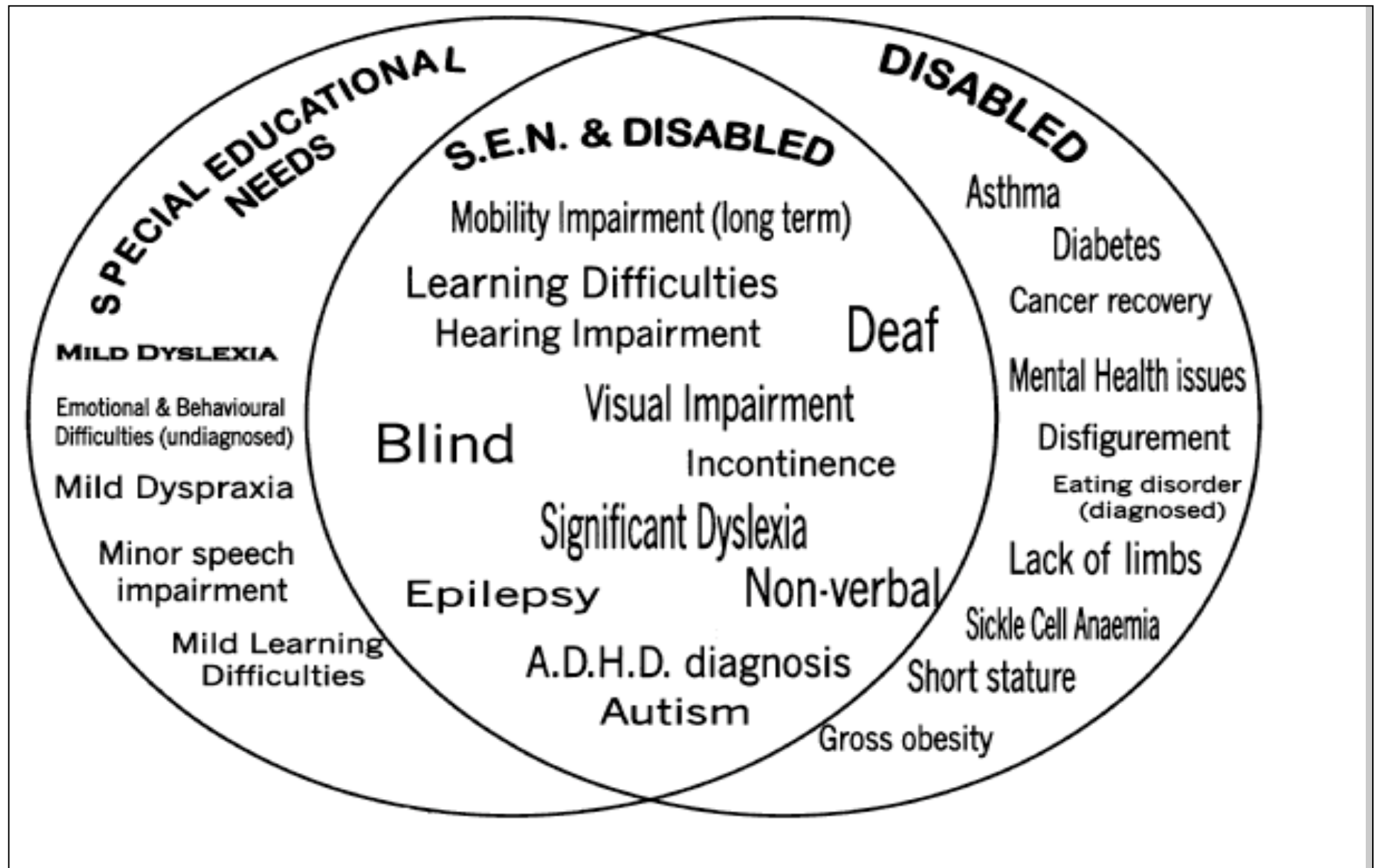
Mental Impairment

~~“clinically well recognised criteria is removed.~~

What percentage of children may count as disabled?

- a) 5%**
 - b) 7%**
 - c) 10%**
 - d) 18%**
 - e) 30%**
-

Possible overlap of SEN and DDA disability definition for children and young people.



What are reasonable adjustments?

- Reasonable adjustments are the steps schools must take to enable disabled pupils to participate in the life of the school
-

The reasonable adjustment duty

- The responsible body for a school:
 - must take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage
 - discriminates against a disabled pupil if it fails to take these reasonable steps to the detriment of the pupil and without justification
-

What is substantial disadvantage?

Need to consider:

- time and effort
 - inconvenience
 - indignity or discomfort
 - loss of opportunity or
 - diminished progress for a disabled pupil
-

Factors that may be taken into account in deciding what adjustments to make

- need to maintain standards
 - financial resources available
 - cost of a particular step
 - practicability
 - health and safety
 - interests of other pupils
-

Admissions, exclusions and 'education and associated services.' This includes:

the curriculum

teaching and learning

classroom organisation

breaks and lunchtimes

school policies

school clubs and activities

homework

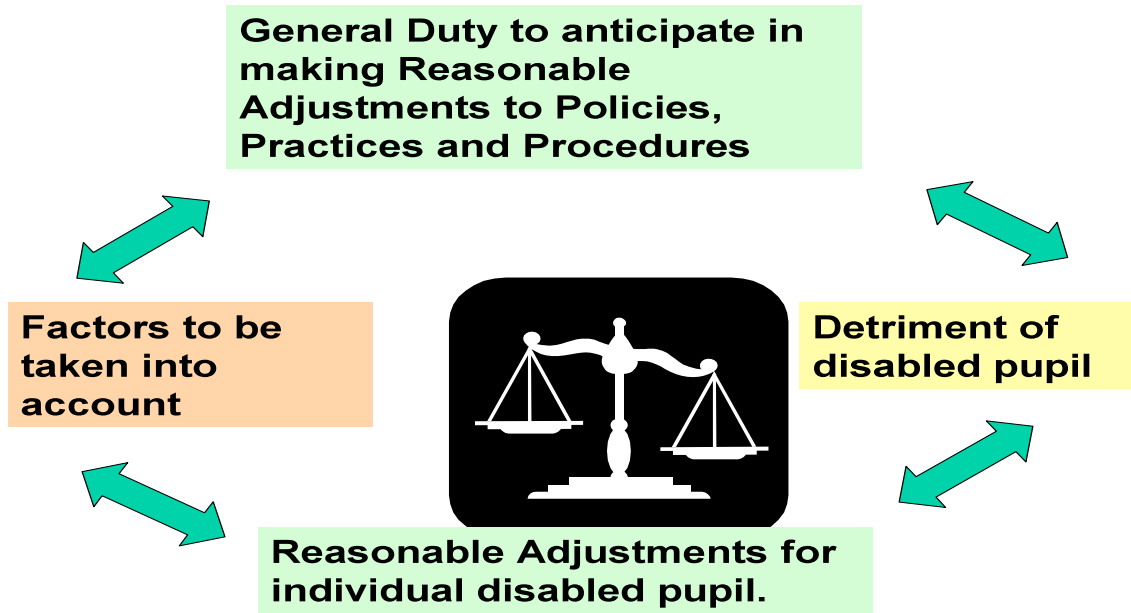
assessment and exam arrangements

timetabling

school trips

exclusion procedures

... the whole life of the school



Disability Discrimination claims upheld so far....some issues

- **assumptions about disabled pupils**
 - **risk assessments**
 - **administration of medicines**
 - **school trips**
 - **behaviour related to disability**
 - **bullying and isolation from peers**
 - **access to the curriculum**
 - **the social works or pre-pagas that don't complete the law**
-

Essential Viewing: Activity

On the pro-forma provided identify:

- the reasonable adjustments
 - the barriers they are designed to overcome
-



Reasonable adjustments in the classroom-checklist

- Pre Planning Information
 - What preparations have you made?
 - Are lesson planned to support all learners?
 - Are you using different teaching styles?
 - Are prepared materials accessible?
 - Have you thought about self presentation?
 - How will you use support staff?
 - How have you organised the classroom?
 - How will you group pupils in the lesson?
 - How will you deal with unexpected incidents?
 - How will you ensure all pupils feel equally valued?
 - How will you assess outcomes for all learners?
-



The national educational politicians, plead for the transformation of the schools in spaces where all the children and girls can learn together, guaranteeing the development of the essential capacities that you/they promote the participation AND THE INTEGRATION.

Law 26.206. Chapter 2 of the Law of Education of the Republic Argentina

PURPOSE OF THE EVALUATION OF EDUCATIONAL NECESSITIES

- The purpose of the evaluation of educational necessities is to serve as rule for the
 - elaboration, pursuit and evaluation of the curricular proposal that it is
 - necessary to carry out to respond appropriately to the necessities that it presents
 - the student.
-

INFORMATION THAT SHOULD GIVE THE EVALUATION

- " Information on the student that is outstanding for the educational intervention.
 - " Information on the family and school environment in which is unwrapped, standing out the aspects of the context that can favor or to hinder the process of teaching learning
 - " Determination of the curricular situation in the one that the student or coed is
-

TALENT





- www.escuela-inclusiva.com.ar
- **Thank you and it will continue**