

A DYNAMIC AND FUNCTIONAL APPROACH AS A BASIS FOR INDIVIDUAL EDUCATIONAL PLANNING IN INCLUSIVE CONTEXTS

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Foreword

School attendance for students with disabilities takes place according to a number of institutional procedures defined by Law 104, issued in 1992, which provides the general framework for the rights of handicapped people. In particular, these procedures, as specifically outlined in the Act enforced on February 24th 1994 by Presidential Decree, involve referral of the case, a **functional diagnosis** worked out by the Local Health Services, the assignment of a specialized support teacher and, when deemed appropriate, other professionals in the field of educational support or personal assistance, a **dynamic functional profile**, an **individualized or personalized educational plan**, with the relevant **progress reviews and evaluation**.

The first step concerns the **referral of the case**: the child with disability may access school having already a specific clinical diagnosis, in which case coordination among the different institutions involved has already been implemented; or it is the school that detects the disability during the teaching and learning process and refers the case to the specialist, provided parents give their consent, which leads to implementation of the subsequent steps in the process.

The statement of disability (**diagnosis**) permits the assignment of a specialized support teacher and the required aids and supports, but it does not per se provide the elements needed to get acquainted with the child; the clinical diagnosis becomes **functional diagnosis** (Art. 21 Subsection 5 L. 104/92 and Art. 3 Presidential Decree 2004) when it includes a specific outline of the pathology whereby disabilities, skills,

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