Innovative methods and Artificial intelligence in MOOC for special needs teacher Education

Development of guidelines for teachers and practitioners in the school sector for implementing ICT tools for SEN students

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The IA-ME project

IA-ME - Innovative Methods and Artificial Intelligence in MOOC for special needs teacher Education is an Erasmus+ project which aims to support teachers in the assessment, monitoring, and planning of tailored educational plans for SEN students, using an innovative AI-based tool.

The IA-ME project has three concrete and essential objectives. Firstly, it aims to raise awareness among school institutions about the most inclusive technologies available for use in inclusive education. By doing so, IA-ME seeks to encourage the adoption of these technologies, fostering a more inclusive and equitable learning environment for all students. Secondly, the project endeavors to equip teachers with advanced digital tools that can automate and standardize the teaching process specifically tailored to meet the needs of students with special educational needs (SEN). Lastly, IA-ME is committed to enhancing teachers' professional skills in effectively teaching and accommodating students with SEN. After all, the project aims to empower teachers with the knowledge and expertise they need to create a positive and nurturing learning experience for every SEN student they encounter.

IA-ME has planned a comprehensive set of activities to achieve its goals. First, it will create clear guidelines for teachers on effectively implementing inclusive technologies in education, enabling them to harness the power of ICTs to support an inclusive learning environment. IA-ME will design and develop an innovative AI-based tool that empowers teachers in fostering inclusive education for students with special needs. It will be the creation of a web tool based on the AI system that will guide teachers in draw-up individualized educational plans for SEN pupils. Second, the project will establish a MOOC (Massive Open Online Course) specifically tailored for teachers, focusing on the application of cutting-edge technology in teaching students with special needs. This course will equip teachers with the necessary knowledge and skills to deliver effective instruction and support to SEN students. Lastly, IA-ME will contribute to the development of EU guidelines for personalizing teaching paths for students with special educational needs, ensuring a standardized and evidence-based approach to cater to each student's unique requirements across Europe.

The main results of IA-ME project will be a manual containing guidelines for teachers in implementing ICTs in inclusive education, an innovative multilingual AI-based web app, able to automatically assess each pupil’s needs, define tailored educational objectives, and suggest inclusive technology to reach them, a MOOC for the continuous professional development of teachers dealing with SEN pupils and finally a handbook, containing EU guidelines for the personalization of teaching path with SEN students.

The IA-ME consortium

NeapoliSanit	NeapoliSanit
Magyar Digitális Oktatásért Egyesület	ASSOCIATION FOR HUNGARIAN DIGITAL EDUCATION
Surekli Egitim, Arastirma ve Danisma Dernegi	SEADDER
SMARTED SRL	
Odyssea	odyssea
CreaTIC Academy S.L.	CREATIC
Istituto Comprensivo Statale San Giovanni I	

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1. Introduction

1.1 Purpose of document

The purpose of the present document deals with the design of the pedagogical framework, underpinning the structure of our AI-based technological tool. More specifically, the document is the result of the partners' work in collecting information on inclusive education policy, practice and tools in their countries, as well as the use of inclusive technology applied in education. In addition, a general literature review has been carried out on the most current psycho-pedagogical models, reworking in light of the inclusion of technological demands. Finally, a list of commercial and open-source products and technologies, as well as educational procedures used in education has been provided at the end of the document.

1.2 Structure of document

This document collects and presents the outcomes of the work carried out for the second work package of the project IA-ME.
The first phase of the project, is contained in chapters one to four of this document and refers to the legal and pedagogical framework of SEN in the member countries of the IA-ME partnership. More specifically, each of the project partners conducted a desk research in order to clarify Special Education Needs in their country according to the law or curriculum, the concept of inclusion and inclusion criteria, the structure of individualised learning programmes and the areas of educational intervention.
The second phase is contained chapter in chapter five, which contains the results of the focus groups conducted by each of the member countries of the partnership. The aim of the focus groups was to explore and analyse teachers' perceptions, views and needs in relation to inclusive education methods, as well as the educational technologies that they themselves incorporate in their teaching. Further, an attempt was made to describe the advantages and disadvantages of integrating digital tools as well as students' reactions. Finally, the way in which the decision making stages are determined and the way in which the skill profiles on which teachers usually build the structure of customized instructional designs are identified were explored.
The third phase of the project included the creation of an introduction to artificial intelligence and its use in education and the development of guidelines for teachers and examples of good

practices and tips that teachers could follow in order to incorporate those practices in the educational procedure.

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2. Definition of Special Educational Needs

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2.1 Legal Framework

In order to ensure that all students with disabilities and other special needs will have equal opportunities and access to education in an inclusive way, the countries established specific legal frameworks, which include specific legislation, acts, or regulations that govern the rights, provisions, and support for students with special educational needs (SEN).

More specifically, in Hungary, the legal framework for special education is governed by the "2011 CXC Law on National Public Education". This law ensures the realization of the right to education for all students, including those with special needs. It also includes the Definition of Special Educational Needs (SEN), which defines as "children/students with special educational needs" those who require special treatment due to disabilities or perceptual, intellectual deficiency, speech disorders, autism spectrum disorder, or other psychological disorders. It also refers to Identification and Assessment, which involves the establishment of an expert panel responsible for determining a child's eligibility for special educational needs based on expert opinions. This committee evaluates the child's inclusion, learning, behavior, social relationships, and other relevant factors. The law also supports the right to Special Education as well as the need for an inclusive education that uses inclusive practices and promotes the inclusion of students with special needs in general education settings, providing individualized education plans and support as needed.

In addition, in Greece, special education and training is governed by "Law 3699/2008 on the Rights of Persons with Disabilities and their Integration into Society". This law recognizes the right to co-education for all persons with SEN while at the same time highlighting the mandatory nature of SEN as an integral part of compulsory and free public education in Greece. The state is obliged to publicly provide free special education and training to people of all ages and educational levels with disabilities and recognized special educational needs. It also refers to Support Services and Diagnostics. The law provides for differential diagnosis, assessment, and mapping of special educational needs through the "Center for Interdisciplinary Assessment, Counseling & Support" (KEDASY). Through Special Education School Units and KEDASY, specialized support services, treatment, and educational programs are offered. Additionally, students with SEN have individualized education programs and interventions tailored to their specific disabilities and needs. Finally, the law states that Greece follows an inclusive education model, aiming to integrate students with SEN into regular classes while providing appropriate support and accommodations.

In Spain, the legal framework for Special Educational Needs (SEN) is primarily governed by the "Organic Law 2/2006 on Education" (LOE), and the "Organic Law Amending the Organic Law of Education 3/2020" (LOMLOE), which lay the foundations and specifications for an inclusive

and equitable education system. These laws are complemented by additional regional laws and regulations that further enhance support for students with diverse learning needs. One of the key pillars of the LOE, which was deepen in LOMLOE, is the promotion of inclusive education, ensuring that students with disabilities and SEN are integrated into mainstream educational settings. To achieve this goal, schools in Spain are required to provide appropriate support services, resources, and accommodations for students with SEN. These services are tailored to meet the diverse needs of individual students, allowing them to access education in a way that suits their unique learning needs. Central to the legal framework is the provision of Individualized Education Plans (IEPs) for students with SEN. For students with severe disabilities or complex needs, Spain has established special education centers.

In Italy, the legal framework for integration and inclusion is regulated by "Law 104/1992" and subsequent regulations. This law emphasizes inclusive practices, aiming to integrate students with disabilities and Special Educational Needs into regular classrooms for equal educational opportunities. The introduction of SEN through the "Directive of 27/12/2012 (and CM 8/2013)" ensures tailored support measures for students with diverse requirements. The legal framework also prioritizes individualized and personalized educational paths, recognizing the unique needs of each student with SEN. Overall, Italy's commitment to integration and inclusion fosters an equitable education system where every student can thrive and succeed.

In Turkey, special education is regulated by various laws and regulations, including the "Special Education Regulation" and "Law No. 5378 on Disabled People and Social Services." These laws are pivotal in ensuring that students with special needs receive the support and services they need to access quality education. This framework includes a strong emphasis on inclusive practices, where special education services are integrated into mainstream educational settings. It also outlines clear procedures for identifying students with special needs and provides a range of appropriate support and accommodations to cater to their diverse requirements. Individual Education Plans (IEPs) ensure that each student with special needs receives a personalized educational roadmap to address their specific challenges and strengths. To enable the successful implementation of these measures, Turkey allocates essential resources, funding support services, establishing special education centers, and providing specialized equipment to facilitate the learning process for students with special needs.

2.2 Identification and Classification

Identification and classification of students with special educational needs (SEN) play a crucial role in providing appropriate support and tailored interventions for their unique needs. In order to identify and classify students with special educational needs, the countries established several criteria and procedures and they also included various categories, such as disabilities, specific learning disorders, developmental disorders, and linguistic-cultural disadvantages.

In Hungary, the process of identifying and classifying students with SEN is overseen by a committee of experts. This committee conducts a thorough evaluation of the child's inclusion, learning abilities, behavior, social relationships, and other relevant factors to determine his or her suitability for special education support. The CXC Act 2011 on National Public Education outlines various categories of SEN, which include children/students with disabilities, perceptual or intellectual disabilities, speech disorders, autism spectrum disorder and other psychological disorders. For the classification process, the expert panel, consisting of professionals such as psychologists and special educators, provides their expertise. Based on their assessment, children/students are categorized according to their particular needs, ensuring that they receive the appropriate and personalized support required for their most efficient and quality education.

In Greece, the identification and classification of students with SEN are carried out through specialized "Centers for Interdisciplinary Assessment, Counseling & Support" (KEDASY). These centers play a vital role in conducting a comprehensive differential diagnosis, evaluation, and mapping of each student's specific special educational needs. Based on the results of these assessments, students with SEN receive individualized educational curricula and interventions that are specifically tailored to address their unique disabilities and requirements. Greece is committed to an inclusive education model, striving to integrate students with SEN into regular classrooms whenever possible. To achieve this, the support and accommodations provided by KEDASY and educational institutions are carefully adapted to meet the individual needs of each student. The support and accommodations provided are adapted to meet individual requirements.

In Spain, the identification and classification of students with SEN correspond to the Educational Administrations. The educational authorities, through specialized professionals, are in charge of observing, assess, and evaluate the students.. Through these actions, students' individual learning needs and challenges are carefully identified to provide them with the necessary support. A cornerstone of the Spanish education system is the provision

of Programs of Curricular Diversification, which propose the strategies aimed at meeting the needs of students who require a more personalized and adapted pedagogical approach.

In Italy, the process of identifying and classifying students with SEN involves a comprehensive assessment to address their unique challenges and requirements. SEN encompasses a range of conditions necessitating tailored support measures, including individualization, personalization, compensatory tools, dispensatory measures, and resource utilization. Specifically, SEN represents a large macro-category which includes the following conditions:

a) Disabilities (regulated by Law 104/1992)

b) Specific Learning Disorders (regulated by Law 170/2010), including dyslexia (specific reading disorder), dysgraphia (specific writing disorder in praxis aspects), dysorthography (specific writing disorder in its phonological, meta-phonological, and orthographic elements), and dyscalculia (specific arithmetic skills disorder).

c) Specific Developmental Disorders, including language deficits, non-verbal skills deficits, motor coordination deficits, attention deficit and hyperactivity disorders, borderline intellectual functioning, mild autism spectrum disorder.

d) Linguistic-Cultural Disadvantage, Socioeconomic Disadvantage: difficulties arising from objective elements (social services referral) or well-founded psycho-pedagogical and didactic considerations. Difficulties arising from the lack of knowledge of Italian culture and language due to belonging to different cultures, or socioeconomic difficulties that hinder the educational process.

Italy strongly advocates for inclusive practices, aiming to integrate students with disabilities and SEN into mainstream classrooms, providing them with the necessary support to thrive alongside their peers.

In Turkey, the identification and classification of students with special needs are facilitated through diverse assessments and evaluations conducted by experts and professionals. These processes help determine the specific support required for each student. Individual Education Plans (IEPs) are then developed, customizing educational strategies and accommodations to address the unique needs of students with special needs.

In conclusion, the identification and classification of students with special educational needs (SEN) are critical processes in ensuring that each student receives the appropriate support and interventions tailored to their unique requirements. Across different countries like Hungary, Greece, Spain, Italy, and Turkey, these processes involve comprehensive assessments carried out by expert committees or specialized centers. The implementation of Individual Education Plans (IEPs) and inclusive practices further underscores the commitment to providing personalized education and integrating students with SEN into mainstream classrooms whenever possible.

2.3 Individualized Education

Individualized Education, also known as Individualized Education Plans (IEPs) or Personalized Education Plans (PEPs), is a critical aspect of supporting students with special educational needs (SEN). It involves tailoring educational programs and services to meet the unique learning needs of each student. The countries recognize their importance in order for them to support students with special needs.

In Hungary, students with special educational needs are entitled to receive personalized education through specifically tailored Individualized Education Plans (IEPs). These IEPs are carefully developed based on the expert opinion of a committee of experts, who conduct thorough assessments to understand the student's specific needs and challenges. The IEPs outline clear and personalized goals, strategies, and accommodations that are essential in supporting the student's learning and overall development. Additionally, the plans specify the type of special education services and resources required to facilitate the student's progress effectively.

In Greece, students with SEN benefit from individualized education plans crafted by the "Center for Interdisciplinary Assessment, Counseling & Support" (KEDASY). These personalized plans are carefully tailored to address each student's unique challenges, strengths, and learning requirements. They encompass specific goals, instructional approaches, support services, and accommodations, ensuring the student's needs are effectively met. Greece places strong emphasis on integrating students with SEN into regular classrooms, and the individualized education plans play a crucial role in facilitating their inclusion in the mainstream educational environment, fostering a supportive and inclusive learning experience for all students.

In Spain, personalized education plans for students with special needs are highly valued and prioritized. While the current Spanish Educational Law (LOMLOE) defines the Programs of Curricular Diversification, each autonomous community adapts and propose specific curricular adaptations in order to guarantee the individualized education. These Individualized Education Plans (IEPs) play a vital role in outlining the specific adaptations, accommodations, and support services required to meet the needs of students with SEN.

In Italy, students with SEN benefit from individualized education plans that take into account their unique challenges and learning abilities. These personalized plans prioritize providing tailored support and accommodations to help students succeed both academically and socially. Italy's approach to individualized education is firmly grounded in promoting inclusivity and fostering the integration of students with SEN into mainstream educational settings. The

implementation of individualized education plans in Italy involves utilizing compensatory tools, differentiated learning paths, and individualized objectives.

In Turkey, students with special needs benefit from Individual Education Plans (IEPs) carefully crafted to meet their unique requirements. These IEPs outline specific goals, strategies, and necessary support services, providing a comprehensive approach to address the individual challenges faced by each student. Turkey demonstrates its commitment to individualized education by allocating resources and offering special education centers and specialized equipment to support the effective implementation of these personalized plans.

In conclusion, Individualized Education Plans (IEPs) or Personalized Education Plans (PEPs) are indispensable tools in providing essential support to students with special educational needs (SEN). Across various countries, the recognition of the importance of individualized education underscores their commitment to inclusivity and equitable access to education for all students. The implementation of tailored education plans, as seen in Hungary, Greece, Spain, Italy, and Turkey, showcases a holistic approach to understanding and addressing the unique challenges and strengths of each student. By conducting thorough assessments and involving specialized professionals, these countries strive to create comprehensive and personalized strategies that foster the academic, social, and overall development of students with SEN.

2.4 Inclusive Education

Inclusive education is an approach to education that aims to provide equal opportunities and access to quality education for all students, regardless of their abilities, disabilities, or other characteristics. It seeks to create learning environments that embrace diversity, promote equity, and accommodate the individual learning needs of every student. The SEN systems in Italy, Turkey, Greece, Hungary, and Spain emphasize the concept of inclusive education, aiming to integrate students with special needs into mainstream educational settings whenever possible.

In Hungary, inclusive education for students with special educational needs (SEN) has been prioritized through significant measures. The nation's legal framework is dedicated to the integration of students with SEN into mainstream classrooms and schools. To achieve this goal, Hungary offers comprehensive support services, including specialized teachers, therapists, and psychologists, to facilitate inclusive practices effectively. Individualized Education Plans (IEPs) are crafted to address the specific learning requirements of each student, ensuring their complete engagement in the educational process. The overarching objective is to cultivate an inclusive and supportive learning environment that fosters the

academic and social development of all students, emphasizing the principles of diversity, equity, and equal opportunities.

In Greece, inclusive education takes precedence as the country endeavors to integrate students with SEN into mainstream educational environments. This inclusive approach involves providing education and support services to students with disabilities or other special needs within regular classrooms. To facilitate this process, Greece offers support services through the "Center for Interdisciplinary Assessment, Counseling & Support" (KEDASY), enabling students with SEN to access the curriculum and actively participate in classroom activities. Individualized support plans, such as Individualized Education Plans (IEPs), are carefully tailored to address the diverse needs of students, promoting an inclusive learning environment.

In Spain, inclusive education stands as a fundamental principle to guarantee equitable access to education for all students, including those with SEN. To achieve this, the country provides an array of support services, such as specialized teachers, therapists, and educational psychologists, to facilitate inclusive practices effectively. Personalized education plans (PEPs) are developed by the student´s tutor who is responsible of the coordination and the preparation, when necessary, of the plan by the teaching team, in collaboration with special education teachers in primary education level, or the educational guidance specialist in secondary education. Tutors also must act as the primary connection between the students, the family and the educational servicies.

In Italy, inclusive education is a central tenet of the educational system, as the country is dedicated to providing an inclusive learning environment for students with diverse learning needs. The legal framework in Italy upholds the rights of individuals with disabilities and special educational needs, affirming their access to mainstream education. To achieve inclusivity, Italy employs personalized education plans (PEPs) that offer tailored support and accommodations for students with SEN, ensuring their individual needs are met effectively. Support services, including specialized teachers, therapists, and educational assistants, play a pivotal role in implementing inclusive practices and fostering an inclusive and welcoming atmosphere within schools. Italy's overarching goal is to create a nurturing learning environment that embraces diversity, celebrates individuality, and paves the way for the success and flourishing of all students, irrespective of their learning requirements.

In Turkey, inclusive education is a priority, with a strong emphasis on providing equal educational opportunities for students with SEN. The country has taken significant steps to promote inclusivity and offers comprehensive support services, encompassing speech therapy, occupational therapy, and counseling, to facilitate inclusive practices effectively. Special education centers and specialized teachers collaborate to integrate students with SEN into regular classrooms, ensuring they receive the appropriate support they need.

Turkey's approach to inclusive education centers around individualized education plans and personalized interventions, guaranteeing that each student's unique learning needs are addressed.
Overall, all five countries are working towards building inclusive education systems that prioritize the needs of every student and create environments where diversity is celebrated and barriers to learning are removed. Inclusive education is seen as a fundamental right, and these countries are taking steps to ensure that all students have equal access to quality education and opportunities for success.

2.5 Professional Development

Teachers and educational professionals receive training and professional development opportunities to enhance their knowledge and skills in inclusive practices, differentiated instruction, and meeting diverse learning needs.
In Hungary, continuous professional development for teachers and educational staff is highly prioritized to enhance the quality of education. The country offers a diverse range of training programs, workshops, and seminars aimed at improving teaching skills and fostering a deeper understanding of inclusive practices. Teachers receive specialized training on developing and effectively implementing Individualized Education Plans (IEPs) for students with special educational needs (SEN). These professional development opportunities encompass a wide array of subjects, including differentiated instruction, behavior management techniques, and the integration of assistive technologies in the classroom. The collaborative efforts of Hungary's Ministry of Education and other educational institutions ensure the organization and implementation of these valuable professional development initiatives, ultimately equipping educators with the knowledge and tools necessary to create inclusive, supportive, and effective learning environments for all students.
In Greece, professional development holds considerable importance for educators and support staff as the country strives to advance inclusive education practices. Greece offers comprehensive training programs that concentrate on comprehending diverse learning needs and devising individualized support plans. Teachers and support professionals undergo training in specialized teaching methods and curriculum adaptation to effectively cater to students with SEN. Workshops focused on creating inclusive classroom environments and cultivating positive learning experiences for all students are also integrated into the professional development curriculum. In this endeavor, KEDASY (Center for Interdisciplinary Assessment, Counseling & Support) plays a pivotal role, providing

essential professional development opportunities for educational professionals, ultimately equipping them with the necessary skills and knowledge to foster an inclusive educational landscape that supports the success and well-being of every learner.

In Spain, teacher professional development is prioritized to foster inclusive education practices. The country provides a range of training programs and courses designed to enhance teachers' comprehension of diverse learning needs and differentiated instruction methods. Teachers undergo training on collaborative teaching approaches, enabling effective partnerships with support professionals, and developing personalized education plans (PEPs) tailored to individual student requirements. Professional development initiatives also encompass essential topics like Universal Design for Learning (UDL), classroom management techniques, and the creation of accessible learning materials. Spain's Ministry of Education and regional educational authorities work collaboratively to organize and promote these valuable professional development opportunities, equipping educators with the necessary tools and strategies to create an inclusive and supportive learning environment that benefits all students, regardless of their unique needs and abilities.

Italy places a significant emphasis on continuous professional development for teachers and educators in the realm of inclusive education. The country offers a variety of training programs and workshops to help teachers develop effective strategies to cater to the needs of students with diverse abilities. These professional development opportunities cover crucial topics such as differentiated instruction, creating inclusive classroom environments, and utilizing assistive technologies to enhance learning experiences. Teachers also receive training on designing and implementing personalized education plans for students with SEN. Italy's Ministry of Education and other educational institutions work collaboratively to organize and promote these valuable professional development initiatives, equipping educators with the necessary skills and knowledge to foster an inclusive and supportive educational environment that empowers all learners.

In Turkey, professional development is highly regarded as a means to enhance the skills and knowledge of teachers and educational professionals. The country offers diverse training programs and workshops that focus on inclusive education, differentiated instruction, and meeting the unique needs of students with SEN. Teachers undergo training on developing individualized education plans and utilizing various instructional approaches to support and accommodate diverse learners effectively. Professional development in Turkey also encompasses courses on integrating technology in the classroom, managing student behavior, and fostering collaborative work with support staff. The Ministry of National Education and other educational institutions collaborate to organize and provide these professional development opportunities, ensuring that educators are equipped with the

necessary tools and strategies to create inclusive and effective learning environments that cater to the diverse needs of all students.

Overall, professional development in all five countries focuses on equipping educators and support professionals with the necessary tools and knowledge to create inclusive and supportive learning environments. These initiatives aim to enhance teaching practices, improve student outcomes, and ensure that every student has equal access to quality education.

2.6 Multidisciplinary Approach

A multidisciplinary approach, also known as an interdisciplinary or collaborative approach, involves professionals from different disciplines working together to address the diverse needs of individuals, particularly those with SEN. This approach is designed to provide comprehensive and holistic support by combining the expertise and perspectives of professionals from various fields, such as educators, therapists, psychologists, and medical experts.

In Hungary, this approach is integral to assessing and supporting students with special educational needs. The identification and classification process includes collaboration among psychologists, special educators, therapists, medical doctors, and social workers to conduct comprehensive evaluations. Through this multidisciplinary teamwork, the specific needs of the students are determined, and appropriate IEPs are developed. Special education centers in Hungary further embrace the multidisciplinary approach, offering a range of services like occupational therapy, speech therapy, and other targeted interventions to ensure personalized support for students with SEN.

Similarly, Greece places significant emphasis on the multidisciplinary approach to meet the diverse needs of students with disabilities and special educational needs. The Center for Interdisciplinary Assessment, Counseling & Support (KEDASY) plays a crucial role in this process. Professionals from different fields, including psychologists, special educators, therapists, and medical experts, work collaboratively within KEDASY to assess and diagnose students' needs accurately. Based on this comprehensive assessment, a detailed IEP is crafted, and appropriate interventions and support services are provided to address each student's specific requirements. In both special education centers and mainstream schools in Greece, professionals from diverse disciplines collaborate to ensure that students with SEN receive the necessary educational and therapeutic support, embracing the multidisciplinary approach to foster their overall development.

Spain also recognizes the value of the multidisciplinary approach in supporting students with special educational needs. The identification and assessment process involves professionals from various disciplines, including psychologists, educators, therapists, and medical specialists. The insights and expertise of this multidisciplinary team contribute to the development of Individualized Education Plans (IEPs), ensuring that each student's strengths, challenges, and learning styles are comprehensively understood and addressed. Schools and educational institutions in Spain actively promote collaboration among professionals to ensure effective support and interventions for students with SEN, creating a personalized and inclusive learning environment.

In Italy, the multidisciplinary approach is an essential component of addressing the needs of students with disabilities and special educational needs. The assessment and evaluation process involves professionals from diverse fields, such as psychologists, special educators, therapists, and medical experts. The collaboration within this multidisciplinary team results in the development of Individualized Education Plans (IEPs) that are tailored to the unique requirements of each student. Special education centers and schools in Italy prioritize this collaborative approach to provide comprehensive and inclusive educational and therapeutic services, creating a cohesive support system that enhances students' learning experiences and overall development.

Turkey similarly recognizes the importance of the multidisciplinary approach in providing comprehensive support to students with SEN. The identification and assessment process involve professionals from different disciplines, including psychologists, special educators, therapists, and medical experts. This multidisciplinary team works collectively to develop IEPsthat address the specific needs and strengths of each student. Special education centers and schools in Turkey actively promote collaboration among professionals, adopting a cohesive and integrated approach to support students with SEN.

In conclusion, in five countries—Hungary, Greece, Spain, Italy, and Turkey—the multidisciplinary approach stands as a cornerstone in assessing and addressing the diverse needs of students with SEN, ensuring personalized and comprehensive support through the collaboration of professionals from various disciplines.

2.7 Summary

The five countries of Hungary, Greece, Spain, Italy, and Turkey share a strong commitment to focusing on rights and inclusion for individuals with disabilities. Each country has ratified

international conventions and established legal frameworks that recognize the rights of individuals with disabilities to access inclusive and quality education. They all emphasize the importance of providing appropriate support and accommodations to enable students with disabilities to fully participate in regular educational settings. These countries aim to foster a culture of inclusion, challenge stereotypes, and promote positive attitudes toward individuals with disabilities to create supportive and welcoming learning environments.

Inclusive education is a key aspect of their focus on rights and inclusion. They promote the principle of integrating students with disabilities into mainstream schools and providing individualized education plans (IEPs) to ensure personalized support. These countries strive to remove physical, attitudinal, and communication barriers to create an accessible learning environment for all students. They also offer support services such as therapy, counseling, and specialized teaching personnel to meet the diverse needs of students with disabilities.

To achieve their goals of inclusive education, these countries emphasize professional development for teachers and educational professionals to enhance their knowledge and skills in inclusive teaching methods and differentiated instruction. They also encourage parental involvement, recognizing parents' right to be involved in decision-making about their children's education. Moreover, they adopt a multidisciplinary approach by involving various professionals, including psychologists, therapists, and special educators, to assess and support students with disabilities. Resource allocation is directed toward providing the necessary infrastructure, equipment, and resources to ensure the success of inclusive education programs. Overall, these countries strive to create an inclusive society that values diversity, empowers individuals with disabilities, and enables them to fully participate and contribute to society.

3. Individualized Learning Programmes

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3.1 Individualized Education Plan or Personalized Educational Plan

Individualized Education Plan (IEP) or Personalized Educational Plan (PDP) for students with SEN are designed to address the unique requirements of each student, set personalized goals, and outline the strategies and accommodations needed to support their learning. In the five countries EIP and PDP plays an important role in the special education process.

In Turkey, the IEP is a crucial part of the special education system. It is prepared for individuals with SEN and is based on their developmental features, educational needs, and performance. The IEP outlines the educational objectives and supportive educational services required to meet the unique needs of the student. The IEP can be applied in two ways, full-time mainstreaming, where students attend regular classes with their peers, and part-time application in special education classes through mainstreaming, where students attend some courses and social activities with peers in mainstream classes. The program aims to foster positive behaviors and awareness of diversity among students without disabilities. Key elements of the IEP in Turkey include individualized goals and objectives, necessary arrangements in the educational environment, Supportive Education Rooms, Special Education Classes, and Special Education Schools and Institutions.

In Spain, the IEP is known as "Programas de diversificación curricular" (Programs of Curricular Diversification). These programs are designed to cater to students who require a more personalized and adapted pedagogical approach based on their characteristics and learning pace. The curricular diversification programs are typically implemented in the final cycle of primary and compulsory secondary education. Key elements of the IEP in Spain include individualized and adapted pedagogical approaches, flexibilization of content and teaching methods, specific support, and varied assessment strategies to track student progress.

In Hungary, the structure of the individualized learning program for students with special educational needs is defined by the regulations governing the areas of educational intervention and the minimum necessary/sufficient conditions and activities to provide quality service. Key elements of the individualized learning program in Hungary include ten specialized Pedagogical Assistance Services, involvement of special pedagogical services supporting educational institutions, Act CXC of 2011 on National Public Education, and collaboration and coordination among teachers, educational services, and special education specialists.

In Italy, there are two types of educational plan, one for students with disabilities defined as Individualized Education Plan (“Piano Educativo Individualizzato” or PEI) and one for all other SEN students, which is called Personalized Educational Plan (“Piano Didattico Personalizzato” or PDP).

As for interventions for students with certified disabilities, the individualized learning program is documented through various components, including Law 104 certification, functional diagnosis, Profile of Functionality (PDF), and the Individualized Education Plan (the Italian PEI). Key elements of the PEI in Italy include student's personal information and medical documentation, development sheet for each school year, information from parents or legal guardians and the functioning profile, interventions for the student, interventions in the context, and collaboration with the GLO (Operational Working Group for Inclusion) and other specialists. Regarding interventions for all other SEN students, in Italy, the educational planning is referred to as the PDP. There is no unique ministerial model for the PDP; it can vary depending on the specific needs, such as for a student with Specific Learning Disorders (SLD) or identified as SEN due to limited knowledge of the Italian language or socio-economic disadvantage. However, the basic structure is defined as follows: student's personal information, with the indication of the authority that identifies the SEN condition (social and medical services, class council); observation grid: identification of difficulties and the starting situation; subject-specific programming; identification of cross-curricular objectives; methodologies; dispensatory measures, compensatory tools, especially in the case of students with SLD, assessment and evaluation methods.

In Greece, the structure of an individualized SEN learning program may vary depending on the specific needs and requirements of the student. Key elements of the individualized learning program in Greece include the development of an Individualized Education Plan (IEP) based on assessment results, promotion of inclusive education, collaboration among teachers, parents, and specialists, provision of specialized support services and therapeutic interventions, and regular evaluation and review of the IEP to monitor progress and make necessary adjustments.

Overall, the individualized learning programs in these five countries aim to provide personalized support and accommodations to meet the unique needs of students with diverse educational requirements. They prioritize collaboration, inclusion, and regular assessment to ensure the best possible educational outcomes for all students.

3.2 Assessment and Identification

Assessment and identification are critical processes in the education systems of various countries, particularly when it comes to determining a student's special educational needs. These processes involve evaluating a student's strengths, weaknesses, abilities, and

challenges to identify any learning difficulties or disabilities that may require additional support or accommodations. Each country employs a process for assessing and identifying students with special educational needs. This assessment is carried out by a team of specialists and educators to understand the strengths, weaknesses, and specific needs of the student.

In Turkey, the assessment and identification process for students with special educational needs involves a comprehensive evaluation by a team of specialists, educators, and other relevant professionals. The team aims to understand the student's developmental features, educational needs, and performance to determine the most suitable support and interventions. The assessment includes various methods, such as observations and interviews with the student and their parents or guardians, review of medical documentation and relevant reports, including Law 104 certification, academic assessments to gauge the student's educational performance and progress, and psychological assessments to evaluate cognitive abilities, behavior, and emotional well-being. The identification process in Turkey helps in developing the Individualized Educational Program (IEP) for each student, outlining the specific goals and supportive educational services required.

In Spain, the assessment and identification process involves evaluating students who may require a more personalized and adapted pedagogical approach based on their characteristics and learning pace. The assessment methods in Spain depend on the zone team counselors who are responsible for the curricular adaptation. Both tutors and counselors work based on student reports and dossiers that establish guidelines for action. The assessment must identify the areas of difficulty focusing on certain subjects such as mathematics and language. The goal of assessment and identification in Spain is to determine if the student can benefit from the curricular diversification programs and to set appropriate learning objectives and interventions

In Hungary, the assessment and identification process for SEN involves a systematic evaluation carried out by a team of specialists, educators, and other professionals. The team assesses the student's abilities, skills, and learning challenges to determine the appropriate support and interventions needed. Assessment methods in Hungary may include educational assessments to understand the student's academic performance and progress, psychological assessments to evaluate cognitive abilities, learning styles, and emotional well-being, and observations and interviews with the student, parents, and teachers to gather relevant information. The identification process in Hungary helps in determining the specific areas of educational intervention required to support the student's learning and development.

In Italy, the assessment and identification process involves various components to understand a student's special educational needs and design the appropriate support. This

process includes Law 104 certification, which acknowledges the student's condition and their right to receive special educational support, functional diagnosis conducted by professionals to understand the student's functional abilities and challenges, and the Profile of Functioning (PDF), a document that outlines the student's functional abilities, strengths, and limitations in different areas. The assessment and identification process in Italy helps in developing the Individualized Education Plan (IEP) or Personalized Educational Plan (PDP), which sets the educational goals and supportive measures for each student.

In Greece, the assessment and identification process involve evaluating a student's special educational needs to design an individualized learning program. This process includes assessment by a team of specialists, educators, and professionals to understand the student's strengths, weaknesses, and specific needs, identification of learning difficulties, disabilities, or socio-economic disadvantages that may impact the student's education, and in the case of students with Specific Learning Disorders (SLD), specialists who follow the student can also contribute to the assessment process. The assessment and identification process in Greece helps in developing the Individualized Education Plan (IEP), which outlines personalized goals, strategies, and accommodations to support the student's learning.

Overall, the assessment and identification processes in these five countries are critical for understanding the individual needs of students and providing appropriate educational support and accommodations to ensure their success in the learning environment. The goal is to create a personalized approach that meets the unique requirements of each student and fosters their overall development and well-being.

3.3 Collaborative Approach

Collaboration is emphasized among schools, families, social services operators, and other relevant professionals to ensure that the educational support is comprehensive and meets the individual needs of the students.

In Turkey, the educational system emphasizes a collaborative approach when creating Individualized Educational Programs (IEPs) for students with special needs. This means that various stakeholders, such as teachers, special education specialists, psychologists, parents or legal guardians, social and health services operators, and local entities, all actively participate in the process. They form IEP Development Teams consisting of educators, specialists, psychologists, and other professionals involved in the student's education. Together, they work collaboratively to understand the student's specific needs, strengths, and challenges and then establish appropriate goals and interventions. Parents or legal

guardians play a crucial role in this collaborative approach. They provide essential information about the student's abilities, preferences, and family context, contributing to the development of a comprehensive IEP. Inclusive decision-making is a fundamental aspect, ensuring that all members of the IEP team discuss and agree on the most suitable interventions and support services to meet the student's unique requirements.

The collaborative efforts extend beyond the school setting as they also coordinate support services from social and health agencies, creating a comprehensive and coordinated network of support for the student. In Spain, collaboration is pivotal in the context of curricular diversification programs aimed at meeting the individualized needs of students who require a more personalized and adapted approach to learning. Counselors, tutors and the teaching team have different roles in order to make up these programs. They analyze the student's learning profile and determine the appropriate interventions guided by the counselors. Throughout the program's implementation, regular monitoring and evaluation are carried out to assess the student's progress, making necessary adjustments when required.

In Hungary, a collaborative approach is fundamental in providing specialized pedagogical assistance services to students with special needs. Interdisciplinary teams, comprising educators, specialists, psychologists, and other professionals, work together to assess and understand the student's needs and plan appropriate interventions. Cooperation between special pedagogical services and educational institutions is fostered, allowing specialists to work closely with teachers to implement the necessary support and interventions.

In Italy, collaboration is central to the development and implementation of Individualized Education Plans (IEPs or PEIs) or Personalized Educational Plans (PDPs) for students with special needs. Teachers, support staff, parents or legal guardians, and specialists actively participate in the process, with each member contributing their expertise to design a comprehensive and personalized plan for the student. The IEP/PDP is collaboratively developed by the GLOI (Operational Working Group for Inclusion), including all teachers of the class, with the support teacher acting as a mediator between all parties involved in the student's integration process.

In Greece, a collaborative approach is emphasized when developing the Individualized Education Plan (IEP) for students with special needs. A team of specialists, educators, and professionals collaborates to assess the student's needs and design the individualized learning program. Parents or legal guardians are actively involved in the decision-making process, providing valuable input and participating in the development and implementation of the IEP. Effective communication and coordination among team members ensure that the student's needs are met comprehensively, with regular meetings and updates contributing to the success of the collaborative approach.

Overall, the collaborative approach in these five countries involves active participation from educators, specialists, parents or legal guardians, and other stakeholders to ensure that students with special needs receive the best possible educational support tailored to their individual requirements.

3.4 Specialized Support Services

In addition to inclusive settings, specialized support services are provided outside the regular classroom environment for students who require more intensive interventions. These services may include resource rooms, special education centers, or therapeutic interventions.

In Turkey, specialized support services are dedicated to ensuring the successful inclusion of students with special educational needs in mainstream classrooms. These services are tailored to address the unique learning requirements and challenges faced by individual students. Central to this approach are IEPs, which outline specific goals, interventions, and accommodations to cater to each student's educational needs. Supportive educational services are also offered, considering the developmental features and performances of students with special needs. Collaboration and coordination among educators, specialists, parents, social and health services operators, and local entities are key to ensuring a comprehensive and effective support system.

In Spain, specialized support services are integral to curricular diversification programs and other personalized educational plans for students with special needs. The aim is to provide diversified curricula and teaching methods that cater to the specific needs of students in these programs. Specialized support services are incorporated into the PDPs for students who require additional assistance, such as those with specific learning disorders or socio-economic disadvantages. In some cases, collaboration with specialists, such as speech therapists, occupational therapists, or educational guidance specialists, is involved to provide targeted interventions.

In Hungary, specialized pedagogical assistance services are designed to support the educational progress of students with special needs. Interdisciplinary teams comprising educators, specialists, psychologists, and other professionals collaborate to assess and understand each student's needs, ultimately planning appropriate interventions. Collaboration between special pedagogical services and educational institutions is essential to ensure that students receive the necessary assistance. Individualized learning programs

are developed to outline personalized goals and strategies, tailored to support each student's unique educational journey.

In Italy, specialized support services are an integral part of the IEPs (or PEIs) and PDPs for students with special educational needs. These services are specifically tailored to address the individual requirements of students facing learning disorders or socio-economic disadvantages. A crucial aspect of specialized support services is the concept of co-responsibility interventions, involving the entire school community in meeting identified educational needs. Additionally, the PEI and PDP may include provisions for accessing specialized support from professionals in the health and socio-health fields, such as speech therapists or occupational therapists.

In Greece, specialized support services are an essential component of the IEPs for students with special educational needs. The IEPs are developed to outline personalized goals and interventions that support each student's unique educational journey. Collaboration and involvement of stakeholders, including educators, specialists, parents, and other key individuals, are critical to providing comprehensive support for the students. Furthermore, the IEP may include provisions for accessing specialized therapeutic interventions, such as speech therapy or occupational therapy, to address specific needs of the student.

Overall, specialized support services in these five countries are designed to provide personalized and targeted interventions for students with special educational needs. These services involve collaboration among educators, specialists, parents, and other stakeholders to create a supportive and inclusive learning environment for all students.

3.5 Evaluation and Progress Monitoring

The individualized plans are considered flexible documents that undergo periodic evaluations and reviews to monitor the student's progress and make necessary adjustments to the program.

In Turkey, evaluation and progress monitoring play vital roles in the IEP and the inclusive education process. The IEP is a comprehensive plan that outlines specific educational goals, objectives, and interventions tailored to meet the unique needs of each student with special educational needs. Evaluation and progress monitoring are seamlessly integrated into the IEP to assess the student's development continually. Interim and final evaluations are conducted regularly throughout the school year to monitor the student's progress and determine the effectiveness of the interventions and strategies outlined in the IEP. This process is a collaborative effort involving educators, specialists, parents, and support services, with

regular meetings to discuss the student's progress and make necessary adjustments to the IEP for ongoing improvement.

In Spain, evaluation and progress monitoring hold significant importance for students benefiting from curricular diversification programs or Personalized Educational Plans (PDPs). Students participating in curricular diversification programs have their progress continuously assessed to track their development and ensure that the curriculum and teaching methods are appropriately adjusted to support their learning journey. Similarly, students with PDPs undergo ongoing evaluation and progress monitoring, ensuring that the interventions are tailored to meet their specific learning needs effectively. This process involves collaboration and open communication between teachers, specialists, and parents to evaluate the student's progress and discuss the effectiveness of the interventions outlined in the PDP.

In Hungary, evaluation and progress monitoring are integral components of the individualized learning program for students with special educational needs. The individualized learning program includes personalized goals and strategies designed to support each student's unique needs. Regular evaluation and progress monitoring help assess the student's development and academic progress. This process involves interdisciplinary teams comprising educators, specialists, psychologists, and other professionals who collaboratively ensure a comprehensive assessment of the student's progress. The evaluation and progress monitoring are continuous, allowing for timely adjustments to the individualized learning program to support the student's learning journey best.

In Italy, evaluation and progress monitoring are key to the success of the PEI and PDP for students with diverse learning needs. The PDP includes specific goals, interventions, and evaluation methods to track the student's progress carefully. Teachers and specialists involved in the PDP meet regularly to evaluate the student's development and make informed decisions about the effectiveness of the interventions. At the end of the school year, a final evaluation is conducted to assess the student's progress and propose appropriate actions for the following year, ensuring continuous improvement and support.

In Greece, evaluation and progress monitoring are fundamental aspects of the Individualized Education Plan (IEP). The IEP outlines personalized goals and strategies for students with special needs, and regular evaluation is conducted to assess the student's progress toward these goals. Collaboration and involvement of stakeholders, including educators, specialists, parents, and other key individuals, are essential to ensure a comprehensive evaluation of the student's development. Progress tracking is continuous, allowing for timely identification of areas requiring improvement and adjustments to the interventions as needed, fostering a supportive and dynamic learning environment for the student.

Overall, evaluation and progress monitoring in these five countries are designed to ensure that students with special educational needs receive appropriate support and interventions

to achieve their educational goals. The collaborative approach involving educators, specialists, parents, and support services plays a crucial role in monitoring and supporting the progress of these students.

3.6 Parental Involvement

Parental involvement in education refers to the active participation of parents or guardians in their children's learning and educational journey. It is widely recognized as a crucial factor in promoting academic success, positive behavior, and overall well-being of students. Parental involvement is encouraged in the education of students with special needs in all five countries. Schools maintain open communication channels with parents to collaborate on individualized support plans and address concerns. Parents or legal guardians play an active role in the individualized learning process, providing input and collaborating with educators to develop the best support for their child**.** Parental involvement is a crucial aspect of education in all five countries, as it plays a significant role in supporting students' academic and overall development.

Hungary acknowledges the significance of parental involvement in the education of children, including those with SEN. Parents have the right to be actively involved in decision-making regarding their child's education, particularly in the case of students with SENand they play an active role in advocating for their child's needs and ensuring that they receive appropriate support and resources. Schools in Hungary maintain open communication channels with parents to foster collaboration and cooperation. Parents are encouraged to participate in parent-teacher meetings, where they can discuss their child's progress and any specific needs. Schools also provide information to parents about available support services and resources for students with SEN. Parental involvement is seen as a critical component of creating a supportive and inclusive learning environment.

Greece recognizes the importance of parental involvement in the education of children with disabilities and special educational needs. Parents or guardians of students with SEN have the right to be actively engaged in decision-making processes related to their child's education. Parental involvement is seen as a significant factor in supporting students with special educational needs and also in the implementation of the Individualized Education Plan (IEP). Parents are provided with information about available support services, therapies, and resources to support their child's learning and development. Greece promotes open communication between schools and parents to foster a collaborative approach in addressing the child's needs.

Spain places significant emphasis on parental involvement in the education of all students, including those with SEN. Parents are considered important partners in the educational process, and their active participation is encouraged. Schools in Spain communicate decisions related to their child's education, support services, and accommodations to parents. Parents are also actively notified about the planning and development of curricular diversification programs and PDPs for their child.

Italy values parental involvement and views parents as essential partners in the education of their children. Parents or guardians of students with special educational needs (SEN) are encouraged to participate in educational planning and decision-making processes actively. Schools in Italy promote regular communication with parents, including parent-teacher meetings and updates on their child's progress and teachers value parents' insights and perspectives, which help in making informed decisions about the PDP. Parents are provided with information about available support services, inclusive education practices, and resources to support their child's learning.

Turkey recognizes also the crucial role of parents in supporting their children's education, including those with SEN. Parents or guardians are encouraged to actively participate in their child's educational journey and decision-making processes. Parent-teacher meetings are organized regularly to discuss the child's progress, strengths, and areas for improvement. Schools in Turkey provide parents with information about available support services, special education programs, and resources. Parents are considered essential members of the collaborative team involved in developing and implementing the Individualized Educational Program (IEP) for their child with special needs.

Conclusively, parental involvement is valued in all five countries as a key factor in promoting the academic success and well-being of students, including those with special educational needs. Schools and educational institutions actively encourage parents to be engaged in their child's education and collaborate with them to create a supportive and inclusive learning environment.

3.7 Collaborative Planning and Decision-Making

Collaborative planning and decision-making involve the active involvement of multiple stakeholders, including educators, specialists, parents, and sometimes students, working together to develop and implement educational plans and make decisions that best support the student's needs. In all five countries, the development and implementation of

individualized learning programs involve collaborative planning and decision-making among teachers, specialists, and educational teams.

In Turkey, collaborative planning is a cornerstone of the educational process, involving teachers, specialists, parents, and sometimes the student themselves. This collaborative team comes together to create the Individualized Educational Program (IEP) for students with special needs. During the planning phase, the team discusses the student's strengths, weaknesses, and specific needs to design personalized educational goals and interventions. The collective input from all team members ensures that the IEP is comprehensive and tailored to meet the student's unique requirements. Parents play a particularly crucial role in the decision-making process, as their perspectives and insights are considered essential in shaping the educational plan that best supports their child's growth and development.

In Spain, collaborative planning holds significant importance in the context of curricular diversification programs and Personalized Educational Plans (PDPs). Teachers, specialists, and parents come together as a collaborative team to implement individualized learning plans that cater to the specific needs of each student. The team's collective efforts ensure that appropriate support strategies are identified to foster the student's academic progress and overall development. Throughout the decision-making process, the perspectives and preferences of parents are valued, recognizing them as vital partners in the student's educational journey.

In Hungary, collaborative planning takes the form of interdisciplinary teams comprising educators, specialists, psychologists, and other professionals. Together, they assess the student's needs and collaboratively develop the individualized learning program. This team-based approach ensures a holistic understanding of the student's requirements and allows for a comprehensive educational plan to be designed. During the decision-making process, the collaborative team considers various aspects, including the student's learning goals, teaching strategies, and support services. Active involvement and input from parents are highly encouraged, ensuring that the plan aligns with the student's needs and is supported by their family.

In Italy, collaborative planning is a fundamental aspect of the educational process, involving teachers, specialists, parents, and sometimes external experts. This collaborative team works together to create the Personalized Educational Plan (PDP) for students with diverse learning needs. Throughout the planning phase, the team collectively makes decisions about the content and strategies outlined in the PDP. The active involvement and input of parents are highly valued, as their perspective is essential in shaping a comprehensive and effective educational plan tailored to the student's unique needs and circumstances.

In Greece, collaborative planning plays a pivotal role in the development of the Individualized Education Plan (IEP) for students with special needs. Educators, specialists, parents, and

sometimes the student themselves work together as a collaborative team to develop the IEP. This team approach ensures that the student's personalized learning goals, interventions, and support services are carefully considered and aligned with their specific needs. Throughout the decision-making process, the team relies on the active involvement and input of parents, recognizing them as key stakeholders in the educational journey. The collaborative planning process ensures that the IEP is comprehensive and tailored to provide the necessary support for the student's academic and overall development.

In all five countries, collaborative planning and decision-making ensure that educational plans are comprehensive, holistic, and tailored to meet the unique needs of each student with special educational needs. The involvement of various stakeholders helps create a supportive and inclusive learning environment where the focus is on the student's strengths, abilities, and potential for growth. Regular communication and collaboration among the team members ensure ongoing progress monitoring and continuous adjustments to the educational plan as needed.

3.8 Specific Dimensions and Objectives

Specific dimensions and objectives in the context of special education refer to the areas of focus and targeted goals outlined in the IEP, PDP, or other individualized learning programs for students with special educational needs. These dimensions and objectives vary depending on the individual needs of each student and are designed to address their unique challenges and facilitate their learning and development. The individualized plans address various dimensions of support, such as socialization, communication, autonomy, and cognitive skills. They set specific objectives and interventions tailored to the unique needs of each student.

In Turkey, the IEP is designed to address specific dimensions of the student's growth and learning. These dimensions may include socialization, communication, autonomy, and cognitive development, among others. Each dimension encompasses various aspects of the student's development, ensuring a comprehensive and personalized approach to their education. The IEP's objectives are individualized and measurable goals set for the student, aiming to support their progress in these dimensions. For instance, a specific objective under the dimension of communication might be to improve the student's expressive language skills by using augmentative and alternative communication tools, thereby fostering effective communication and expression.

In Spain, PDPs focus on specific dimensions related to the student's growth and development. These dimensions may include social and emotional development, language and

communication skills, academic competencies, and autonomy, among others. The PDP's objectives are tailored to address the student's specific needs within these dimensions. It should be mentioned that adaptation is both curricular and methodological focusing on subjects such as mathematics nas language.

In Hungary, the individualized learning program encompasses specific dimensions aimed at supporting the student's growth and learning. These dimensions may cover academic skills, social skills, emotional development, and motor skills, among others. The objectives in the individualized learning program are based on the student's evaluation results and are designed to support their progress in these various dimensions. For instance, an objective under the dimension of motor skills might be to improve the student's fine motor coordination, enhancing their abilities to perform everyday tasks and activities.

In Italy, the PEI addresses specific dimensions of the student's growth and development, namely, relationships, interaction, and socialization, communication and language, autonomy and orientation, cognitive, neuropsychological, and learning. For each of the four dimensions proposed by the PEI, objectives, expected outcomes, and teaching interventions (activities) and methodologies (strategies and tools) are defined. As for the PDP, there is no unique ministerial model, but the objectives are tailored to the student's learning needs and focus on areas such as improving writing and reading abilities, enhancing social interactions, or fostering independent decision-making skills, and may include a set of dispensatory measures, compensatory tools and other educational strategies to improve inclusion of the student. In anycase, each objective is designed to support the student's development in these dimensions, promoting their overall growth and success.

In Greece, the IEP considers specific dimensions related to the student's growth and learning. These dimensions may encompass cognitive development, language and communication, social skills, and motor skills, among others. The objectives in the IEP are personalized to address the student's unique needs within these dimensions. For example, an objective under the dimension of social skills might be to increase the student's ability to initiate and maintain positive interactions with peers, fostering their socialization and relationship-building abilities. The IEP's comprehensive approach ensures that the student receives the necessary support and interventions across various aspects of their development.

Overall, specific dimensions and objectives in special education programs are carefully crafted to meet the unique needs of each student and provide targeted support for their academic, social, emotional, and physical development. The collaborative team, including educators, specialists, parents, and sometimes the student, work together to set realistic and measurable goals that support the student's progress and ensure their success in the learning environment.

While there may be some variations in the details and terminology used in the individualized learning programs of these five countries, these common elements demonstrate their commitment to providing personalized and inclusive educational support for students with diverse needs.

3.9 Summary

In the context of special education in five countries, individualized learning programs play a vital role in providing personalized support to students with diverse needs. Collaborative planning and decision-making involve the active involvement of educators, specialists, parents, and sometimes students, working together to create IEPs or PDPs. These plans outline specific dimensions and objectives tailored to address the student's unique challenges and foster their academic and overall development. The collaborative approach ensures that all stakeholders contribute to the decision-making process and actively participate in supporting the student's progress.

Inclusive education is a shared focus among these countries, aiming to integrate students with special educational needs into mainstream classrooms alongside their peers. The use of resources is strategically managed to provide specialized support services, assistive technology, and accommodations tailored to each student's needs. Regular evaluation and progress monitoring enable educators and specialists to track the student's growth, making adjustments to the learning plan as necessary.

Parental involvement is highly encouraged in all five countries, recognizing parents as key partners in their child's educational journey. Parental input is valued during collaborative planning and decision-making, ensuring the plan aligns with the student's unique needs and the family's preferences. Ultimately, the focus remains on empowering students with special educational needs through individualized support and fostering an inclusive learning environment where every student can thrive.

4. Inclusion and inclusion criteria in the educational field

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4.1 Definition of inclusive education

In all five countries, inclusive education refers to the design of schools and learning environments that cater to the diverse needs of all students, including those with physical, cognitive, and social backgrounds. It emphasizes equity in access and participation in the learning experience and promotes the unique learning needs and profiles of all students.

In Spain, inclusive education has undergone significant changes over the years. The transition from the concept of "integration" to "inclusion" signifies a fundamental shift in the educational system's approach. The focus is now on addressing the specific needs of educational support for all students. Inclusive education goes beyond mere access to education; it aims to provide equal rights and opportunities for all learners. Personalized attention and the facilitation of learning, participation, and coexistence are central to this approach. Schools are encouraged to implement flexible mechanisms and alternative methodologies to prevent learning difficulties and cater to the diverse needs of their students.

In Hungary, inclusive education follows European Union practices and emphasizes integrated educational content within mainstream schools. The goal is to provide early childhood development and support for learners with special educational needs or difficulties in integration, learning, or behavior. The priorities for inclusive education include strengthening its implementation in mainstream institutions, improving support for students with severe disabilities, and developing pedagogical assistance services. The overarching objective is to ensure that all students, including those with disabilities, receive education in regular classrooms with appropriate support and adaptations to meet their individual needs.

In Italy, inclusive education is a broad and comprehensive concept that focuses on designing schools and learning environments to accommodate students with various backgrounds, abilities, and needs. It revolves around the principles of equity, valuing diversity, and ensuring participation in the learning process for all students. Italian school institutions have adopted the Index for Inclusion as a support tool to promote inclusive education in schools and communities. The index for inclusion moves away from the focus on student's difficulty to centered its actions on barriers to learning and participation for all in the classroom and gives to the school the responsibility of facilitating the learning and inclusion process of all students. It defines inclusion dimensions with specific indicators and questions that help the school to detect areas of improvement to ensure a more inclusive educational environment for all students.

In Greece, the concept of inclusive education extends beyond just catering to children with special educational needs. It is viewed as a broader philosophical approach that embraces the diversity of all individuals within the educational system. Inclusive education seeks to address

the unique needs and challenges faced by students by rethinking educational values and goals. The focus is on promoting equal opportunities and acceptance of diversity. Efforts are made to ensure that the educational system itself evolves to accommodate the special needs of some children rather than treating them as separate difficulties. The goal is to create a model that values inclusion and equal opportunities for all.

In Turkey, inclusive education is centered around supporting individuals with disabilities and different abilities. Various categories of special education needs are recognized, and the education policy aims to integrate these students into regular schools with appropriate support and services. Individualized support plans, such as Personalized Education Programs, are developed to cater to each student's specific needs. The objective is to provide equal opportunities and ensure that students with special educational needs have access to regular classrooms and receive the necessary support to thrive in their educational journey.

In summary, each of the five countries has its own understanding and approach to inclusive education. While there are common principles, such as equity, personalized support, and collaboration, the specific implementation and strategies vary based on their unique educational contexts and policy frameworks.

4.2 Shift from integration to inclusion

In all five countries, there has been a shift from the concept of integration to that of inclusion, where the focus is on providing equal rights and opportunities to all students and creating educational settings that accommodate their diverse needs.

In Spain, the shift from integration to inclusion occurred over time through legislative changes and the adoption of new educational principles. Integration was the earlier concept, which was introduced with the Organic Law of General Organization of the Educational System (LOGSE, 1990). It focused on placing students with special educational needs (SEN) in general education classrooms but didn't necessarily address the wider needs of all students. The concept of "integration" started to be replaced by "inclusion" with the introduction of the Organic Law of Education (LOE, 2006). Inclusion emphasizes a more comprehensive approach to education, focusing not only on students with SEN but also on meeting the diverse needs of all students. Inclusion shifted the focus from merely placing students with disabilities in mainstream classrooms to providing equal rights and opportunities for all students, regardless of their backgrounds and abilities. With the subsequent Law on Organic Modification of the Organic Law on Education (LOMLOE, 2020), inclusive education became a fundamental principle in the educational system. The focus on specific needs of educational

support replaced the term "special educational needs," reflecting a broader understanding of inclusion and the commitment to provide appropriate support for all students to facilitate their learning and participation.

In Hungary, the concept of inclusion aligns with European Union practices. Initially, the educational system included a diversified special education institution system, with separate schools for learners with different disabilities. While this was considered a form of integration, it was not fully inclusive, as learners with disabilities were often taught separately. The shift towards inclusion gained momentum in the 1980s, influenced by international trends in inclusive education. Currently, 72% of learners with disabilities in Hungary participate in the public and vocational education system through inclusive methodologies. This shift involves moving away from the segregated model of education and providing opportunities for students with disabilities to learn alongside their peers in mainstream educational settings. Inclusive education in Hungary aims to provide support for learners with varying levels of disabilities, and it promotes the idea that all students can learn and achieve success with appropriate accommodations and support.

In Italy, the concept of inclusion has evolved over time to reflect a broader understanding of diversity and the importance of accommodating the needs of all students. While there might not be a specific shift from integration to inclusion in the legislative sense, the term "inclusive education" now encompasses a wider range of students with different backgrounds and abilities. However, the concept of school inclusion is relatively recent and is the result of a gradual and complex process, originally associated with the education of students with disabilities. Specifically, due to the medical approach in force until the 1970s, the education of people with disabilities took place in separate facilities, the so-called "special institutions" or differential classes. Subsequently, a phase of "insertion" took place, with students with disabilities now inserted in common classes. Thanks to the Law 104 of 1992, Italian school institutions moved from the insertion to the integration phase, establishing the full integration of students with disabilities in all educational institutions of all grades and levels and in university institutions. The last phase of this process has made it possible to move to an inclusive teaching whose center there is no longer the student with disabilities but the idea of the educational context that embraces diversity as wealth and that is modelled on it. This shift reflects a commitment to meeting the diverse needs of all students and creating learning environments that value diversity and promote equal opportunities.

In Greece, the concept of inclusion has undergone a shift from the misconception that it only applies to children with special educational needs (SEN). Initially, the term "inclusive education" was equated with "special education," leading to a limited understanding of its scope. The shift towards a broader understanding of inclusion began to recognize that inclusive education involves accepting and capitalizing on the diversity of all individuals in the

educational system. This means addressing the needs of all students, not just those with disabilities, and rethinking the values and goals of education. Inclusive education in Greece now emphasizes the management of differences between students and the idea that effective solutions should focus on adapting the organization of schools to meet the needs of all students. It involves moving away from ineffective integration practices and striving towards a model of equal opportunities and acceptance of diversity.

In Turkey, the concept of inclusive education aims to address the special educational needs of individuals with disabilities and different abilities. Historically, there was a focus on segregated education, with separate special education schools catering to students with disabilities. The shift towards inclusion in Turkey involves integrating students with disabilities into regular schools and classrooms, providing appropriate support and services to meet their individual needs. It emphasizes equal opportunities and ensuring that students with special educational needs can access and participate in regular educational settings. The shift towards inclusion also involves recognizing the importance of personalized education plans and individualized support to address the unique needs of each student. This approach aims to create more inclusive learning environments that promote the success and development of all students.

In summary, all five countries have experienced a shift from integration to inclusion, moving from a focus on placing students with disabilities in separate settings to providing equal rights and opportunities for all students. Inclusive education now emphasizes meeting the diverse needs of all learners and creating learning environments that value diversity and promote equitable access to education.

4.3 Non-discrimination and equity

Non-discrimination and equity are fundamental principles in the context of inclusive education in the five countries. These principles are fundamental values in the educational projects of all five countries. They strive to ensure that all students have equal access to quality education.

In Spain, the Organic Law of Education (LOE) and subsequent laws prioritize non-discrimination and educational inclusion as fundamental values. The focus is on providing equal rights and opportunities to all students, regardless of their characteristics. Inclusion in Spain means more than just access to education; it involves facilitating learning for all students by addressing their diverse needs and promoting meaningful participation in the learning process. In Catalonia (Spain), the Pact against school segregation reflects the commitment to create an inclusive and integrating school environment, considering the

diversity and social complexity of students. Measures under the Pact aim to increase co-responsibility among schools for balanced schooling and allocate resources to meet specific educational support needs.

In Hungary, non-discrimination and equity are essential principles in the education system. The country follows European Union practices to ensure equal opportunities and access to education for individuals with diverse needs. Hungary emphasizes providing appropriate support and services to students with disabilities and special educational needs, promoting equal opportunities for learning, participation, and social inclusion.

Similarly, in Italy, inclusive education is grounded by these principles. Non-discrimination and equity at school are guaranteed through a series of laws, regulations and educational policies aimed at promoting equal opportunities for all students.

In Greece, inclusive education focuses on the idea that special educational needs should not be isolated difficulties of individual students but rather challenges that concern the entire school system. The emphasis is on removing prejudices, accepting diversity, and rethinking educational values and goals. Inclusive education in Greece aims to move away from ineffective integration practices towards a model of equal opportunities, adapting school organization and practices to meet the diverse needs of all students, ensuring equitable access to quality education.

In Turkey, the principle of non-discrimination guides inclusive education for individuals with special education needs. The country defines different levels of special educational needs and designs personalized support programs to address specific disabilities and challenges faced by each individual. Turkey's education system strives to provide equitable access to education for individuals with disabilities and special educational needs, ensuring they receive appropriate support and accommodations to facilitate their learning and development.

Overall, in all five countries, non-discrimination and equity are guiding principles that shape inclusive education policies and practices, striving to create an educational environment where every student is valued and has the opportunity to thrive and succeed.

4.4 Emphasis on removing barriers

In all five countries, inclusive education aims to eliminate barriers, prejudices, and stereotypes and foster acceptance of diversity. This ensures that all students can engage effectively in the learning process. Emphasis on removing barriers is a fundamental aspect of inclusive education in the five countries mentioned (Spain, Hungary, Italy, Greece, and Turkey).

In Spain, the emphasis on removing barriers is evident in the shift from integration to inclusion in the educational system. The adoption of inclusive education as a fundamental principle signifies a commitment to providing equal rights and opportunities for all students, regardless of their individual characteristics or backgrounds. Removing barriers in Spain's educational system involves implementing personalized attention and support mechanisms to address the diverse learning needs of students. This may include offering alternative methodologies, flexibility in teaching approaches, and preventive measures to tackle learning difficulties early on. By focusing on removing barriers, the educational system aims to create an inclusive and equitable learning environment where every student can access quality education.

In Hungary, the focus on removing barriers is seen in the efforts to implement Universal Design for Learning (UDL) principles. UDL aims to design curricula and learning environments that are flexible and inclusive, eliminating barriers that may hinder students' access to education. The Hungarian approach to removing barriers involves providing multiple means of engagement, representation, and action and expression in teaching and learning processes. By offering various ways for students to engage with the content, access information, and express their understanding, barriers related to diverse learning styles and abilities are reduced.

In Italy, the emphasis on removing barriers is evident in the implementation of the Index for Inclusion. The core idea of the index is to minimize barriers to learning and participation. In addition, the PEIs and PDPs allow early identification of specific conditions that may hinder learning and participation of students and highlight possible strategies and educational tools to address them.

In Greece, the focus on removing barriers is essential to achieve inclusive education. The country recognizes that special educational needs should not be treated as separate difficulties of individual students but as challenges that concern the overall functioning of the school system. The Greek approach to removing barriers involves moving away from ineffective integration practices and adopting strategies that provide equal opportunities and support for all students. This includes rethinking the values and goals of education, training teachers to adapt their practices, and designing new curricula that embrace diversity. By doing so, barriers to learning and participation are eliminated, creating an inclusive and supportive learning environment for all students.

In Turkey, the emphasis on removing barriers is evident in the legal frameworks, such as the Individuals with Disabilities Act and the Act on Education of Individuals with Special Educational Needs. These legal instruments aim to provide appropriate support and accommodations to individuals with disabilities and special educational needs, removing barriers to their access to education. The Turkish approach to removing barriers involves developing individualized education plans (IEPs) for students with diverse needs. These plans

are tailored to address specific barriers and challenges that may hinder students' learning and participation. By providing individualized support, barriers related to disabilities and special needs are effectively addressed, ensuring that all students can access and benefit from education.

Overall, the emphasis on removing barriers is a crucial aspect of inclusive education in these countries. By focusing on creating accessible and inclusive learning environments, these countries strive to provide equal educational opportunities and support for all students, regardless of their individual characteristics or needs.

4.5 Universal Design for Learning and Technology

The concept of UDL and the use of Information and Communication Technologies (ICTs) to support inclusion are recognized in multiple countries as valuable approaches to enhance the learning experience for all students.

The Center for Applied Special Technology (CAST) established a pedagogical framework called Universal Design for Learning (UDL) focused on the development of flexible curricula to provide alternatives for students with differing abilities and therefore boost inclusion in education (CAST, 2018). UDL applies principles of Universal Design (UD) to teaching and learning materials and activities to make the learning goals achievable by all students. UDL pursues its mission through three key principles, each leveraging specific networks involved in learning. First, it provides multiple means of engagement, tapping into the "why of learning" network by offering tasks and approaches that deeply motivate each student. Second, UDL focuses on providing multiple means of representation, engaging the "what of learning" network, and recognizing that students perceive and understand information differently. Lastly, UDL ensures multiple means of action and expression involving the "how of learning" network, granting all students equal opportunities to interact with learning content and share their knowledge.

The results of a recent meta-analysis have shown that UDL is an effective teaching methodology for improving the learning experience for all students (Capp, 2017).

Information and Communication Technologies (ICTs) have the potential to apply the principles of UDL. Indeed, ICTs can support inclusion by providing different ways of representing information, expressing knowledge, and engaging in learning. This involves both general learning technologies and assistive technologies designed specifically for disabled people. The Web Content Accessibility Guidelines (WCAG) have outlined four guiding

principles to implement universal design for building and testing digital content for accessibility. Specifically, ICTs components should be:

- Perceivable, ensuring that all users can perceive the content of the tool;
- Operable, unable all users to operate the tool
- Understandable in the content and interface by all users
- Robust in the coding systems ensuring that the digital content is accurately and meaningfully interpreted by devices, browsers, and assistive technologies.

A wider approach that integrates UDL principles along with principles of UD and those of WCAG is the Universal Design of Instruction (UDI) developed by the AccessCollege project of the Do-IT center (Burgstahler, 2017). The UDI framework provides 7 indicator categories that can be applied to all aspects of instruction, including physical spaces, pedagogy, and ICTs. UDI ensures that students have multiple ways to learn, engage and demonstrate what they have learned and that educational practices are accessible, usable, and inclusive.

In the following table, UDI principles and subprinciples are summarized. For each of them, there are outlined guiding questions and tips to support teachers in correctly applying them in their daily work.

UDI principles	**UDI subprinciples**	**Guiding questions**	**Tips**
Inclusiveness	*Welcome everyone*	Do all students feel welcome and included in the classroom, including those with different abilities and preferences and from different socio-cultural backgrounds?	Ensure that each student feels understood and supported by their classmates and/or teachers. Build meaningful relationships with all students. Allow students to share their perspectives, ideas, and comments. Encourage the participation of all, respecting and celebrating the different cultural, linguistic, religious, and socio-economic perspectives present in the classroom. Establish an open and continuous dialogue with the families of the students, actively involving them in the educational process.

	Avoiding stereotyping	Do class climate, teaching methods, and materials respect each student's different skills, preferences, and cultures?	Support the idea that diversity is a value that positively contributes to school life. Celebrate local and different cultures. Promote awareness and mutual respect among students. Organize discussions on the different skills, socio-cultural backgrounds, and interests present in the classroom, encouraging understanding, acceptance, and empathy for differences. Encourage the use of terms that are respectful of the different skills, preferences, and cultures of each student.
	Be approachable and available	Does the teacher have an inclusive, welcoming, and accessible approach?	Create meaningful relationships with all students and make yourself available to interact with them. Ensure that each student has the opportunity to share their ideas, comments, and perspectives and respond patiently.
	Motivate all students	Are teaching methods and materials relevant to students with diverse characteristics, such as age, gender, culture, interests, and abilities?	Use teaching methods and materials that are motivating to students with diverse characteristics, such as age, gender, culture, and interests. Provide teaching materials and tasks that allow for the active participation of all students in all school activities, including students with different abilities, preferences, and from different socio-cultural backgrounds. Allow students to select and choose activities based on their abilities and/or preferences.
	Address individual needs in an inclusive manner.	Are there multiple ways to assess students' needs in an inclusive manner?	Gather information from different sources to get a complete view of students, including classroom observations, formal and informal assessments, and interviews with students, families, and other professionals involved in their education. Be sensitive to the needs of students, paying attention to the cultural, linguistic, emotional, and social context.

			Discuss with students the best way to meet their needs using an inclusive approach.
	Avoid segregating or stigmatizing any student	Are all students valued equally?	Treat all students equally, avoiding undue attention to a difference. Ensure that all students equally exercise their rights. Make sure that everyone has access to the same educational opportunities, regardless of their background, abilities, gender identity, sexual orientation, race, religion or other personal characteristics. Use a fair assessment approach, which takes into account the different learning skills and styles of the students, by involving different assessment tools, such as projects, presentations, and written or oral tests, so that students can demonstrate their skills in different ways.
Interaction	*Offer multiple options for communication and collaboration*	Are interactions between students and teachers regular and effective?	Speak clearly with straightforward language. Maintain eye contact when interacting with students. Use multiple ways to interact, for instance, providing visual and verbal stimuli for discussions, presentations, and communications, taking into account the wide range of abilities, backgrounds, experiences, and learning strategies. Make interactions accessible to all participants, including those with disabilities, considering also the use of electronic communication methods.
	Require inclusive, cooperative learning	Do students have the opportunity to learn together in a cooperative way?	Employ interactive teaching techniques, providing different ways for students to interact with each other, for instance, through in-class discussion, group work, and internet-based communication, valorizing the uniqueness of each student. Encourage inclusive cooperative learning, ensuring that students are supportive, empathic with each

			other, and actively participate in school activities.
Physical Access/Physical environments and products	*Ensure physical access to facilities*	Is physical access to school services and facilities is guaranteed for all students, including those with different abilities and learning styles?	Ensure that activities, materials, and equipment are physically accessible to and usable by students with a wide range of physical abilities (e.g., including the installation of wheelchair ramps, wide doors, accessible bathrooms, height adjustable chairs, and tables).
	Arrange instructional spaces to maximize inclusion and comfort	Do instructional spaces maximize inclusion and comfort for all students, considering the wide range of abilities, ethnicities, socioeconomic status, learning preferences and styles?	Customize spaces, allowing all students to feel comfortable and move freely without obstacles, to retreat in quiet and relaxing spaces when they need a break or a moment of calm, or to express their identities (e.g., by adding images, posters, or objects that represent their interests or cultures).
	Ensure that everyone can use equipment and materials	Are equipment and teaching materials available, usable, and accessible to all students, including those with different abilities, learning preferences, and backgrounds?	Optimize access to equipment and materials by providing multiple options and instructions for operations. Minimize physical effort when appropriate.

	Ensure safety	Are there any protocols and procedures to ensure the safety of all students, including those with different abilities, e.g., students that are blind, deaf, or in wheelchairs?	Consider potential issues for people with specific disabilities in emergencies. Develop safety procedures, providing simple, readable, viewable label safety equipment.
Delivery Methods	*Make the content relevant*	Are the school contents relevant to all students, taking into account sociocultural issues, learning preferences, interests, and abilities?	Make didactic content relevant to individuals with diverse characteristics such as age, ability, gender, ethnicity, race, socioeconomic status, and interests. For instance, allow students to choose research projects or activities that are relevant to their interests and backgrounds; stimulate their interest using real examples and personal cases; and materials that reflect and valorize diversity and are meaningful to students with different backgrounds.
	Select flexible curriculum	Are the curricula and teaching methods flexible to ensure the full participation of all students and the meeting of their needs?	Prepare lessons and materials that are appropriate for the learning of all students. Select materials by taking into account different learning styles, socio-cultural backgrounds, and other psychological, cognitive, and physical characteristics of students. Consider the use of technological tools that organize contents, and provide feedback and information presented in different ways according to the unique learning profile of each student.
	Provide cognitive support	Is cognitive support to learning materials provided?	Offer outlines, summaries, graphic organizers, key points, options for gaining and highlighting information, vocabulary, relevant examples, and feedback, in both printed and text-based electronic formats.

	Provide multiple ways to learn	Are the teaching contents delivered in multiple ways so that all students can learn, understand the assignment, and actively participate in the lessons?	Consider the different learning styles and needs of each student. Some students may prefer visual learning, while others may learn better through listening or practical interaction. Try to offer different presentation modes and provide additional support for students with specific needs. For instance, deliver didactic content through reading, lectures, collaborative learning, small group discussions, hands-on activities, internet simulations, fieldwork, etc. Consider the use of technological tools, such as assistive technologies, that provide tactile and visual support. For example, some devices allow students to hear the printed text as braille or display information via touch screens.
	Deliver instructions clearly and in multiple ways.	Are the instructions clear for all the students and adaptable to students with different backgrounds, learning preferences, and abilities?	Deliver instructions clearly both orally and in printed formats. Ensure that all students have understood assignments through questions, examples, and summaries.
	Use large visual and tactile aids.	Are the contents delivered also through visual and tactile aids?	Provide manipulative materials allowing students to better understand concepts and explore materials. Use illustrations, images, drawings, diagrams, and visual schemes to represent complex concepts and relationships. These visual elements can help students make visual connections and better understand information. Visual and tactile aids are helpful to enrich learning processes and maximize the accessibility of all students, including those with different abilities and learning styles.

	Make each teaching method accessible to all students	Are teaching methods planned and implemented in such a way as to take account of students' different skills, learning styles, and socio-cultural backgrounds?	Consider a wide range of abilities, interests, learning styles, and experiences when implementing teaching methods to ensure the participation and inclusion of all students in the learning process. For instance, promote cooperative learning where students work together to achieve a common goal to promote peer learning and take into account students' different skills; offer differentiated options and activities to allow students to work at a level of difficulty appropriate to their abilities; propose learning activities that involve projects, practical tasks that meet the interest of all students; use multimedia resources, such as video, audio, interactive presentations or virtual simulations, assistive technologies, to meet different learning styles and offer alternative approaches to acquiring knowledge; use a variety of assessment tools and methods to enable students to demonstrate their knowledge and skills in different ways, such as group work, creative projects, oral presentations, videos, etc.
Information Resources and Technology	*Select materials early*	Are materials selected in advance to ensure that students have the opportunity to work on assignments before the lesson?	Choose materials and prepare the syllabus early, providing alternative and flexible formats and devices and allowing students more time to work on assignments.

	Provide content in accessible, universally designed formats	Are contents provided in accessible formats that are universally designed for all students, considering their different abilities, psychological characteristics, sociocultural backgrounds, and learning preferences?	Select or create materials that are universally designed. Use websites, digital resources, educational games, and assistive technologies that can arrange content according to the need of each student. For instance, select materials that can arrange colors, and text size to improve readability, the clear structuring of information with the use of headers and subtitles, and the proper labeling of links and images; use technological annotation and organizer that students can use to take notes, highlight important information, and organize study material; use feedback and evaluation tools that allow students to respond using different means (written text, audio recordings, video) and provide clear and customized correction tools and feedback.
	Accommodate a variety of reading and technology skills	Do information resources and technology accommodate different reading levels and language skills?	Create and select materials in simple, intuitive formats. Use tools that are easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. For example: use translation tools, videos or multimedia resources with subtitles in different languages to allow students with limited language skills to understand the content in a language they know best; provide speech synthesis software that converts written text into audio so that students with reading difficulties or visual impairments can listen to the text instead of reading it; employ platforms that can adapt the content according to individual needs, offering exercises, readings and activities customized to the abilities of each student.

	Ensure the availability of appropriate assistive technology	Are assistive technologies available for all students?	Ensure that assistive technology for students with disabilities is available or can be readily acquired. Create a database of assistive technologies that can be used to support educational goals. Select technologies based on an accurate assessment of each student's needs. Provide training and support to teachers and school staff, and students themselves on the conscious use of assistive technologies. Customize assistive technologies to meet the individual needs of students.
Feedback and Assessment	*Set clear expectations*	Are academic standards clearly defined?	Provide clear statements of expectations, individual assignment descriptions, deadlines, and assessment methods.
	Test in the same manner in which you teach	Is there consistency between what the student has learned and how you test his learning?	Ensure that assessment methods and tools test what students have learned. Evaluation criteria should be aligned with the specific learning objectives established, taking into account the skills and knowledge taught.
	Minimize time constraints when appropriate	Is there flexibility in the time for assignments and complete tasks to meet the different educational needs of students, especially those with disabilities, behavioral disorders, or other special needs?	Allow longer test times, when appropriate, to allow to address specific contingencies. Minimizing time constraints can allow people with disabilities, learning difficulties, and emotional, attention, and behaviour disorders to cope with activities more effectively and to demonstrate their learning without feeling pressed. Students with different linguistic or cultural needs may also need more time to allow them to process information and express themselves in a manner appropriate to their linguistic and cultural competence.
	Offer regular feedback and corrective opportunities	Are feedback and error correction opportunities	Provide constructive, encouraging, and targeted feedback to your learning goals. Discuss progress, and challenges with students, and provide personalized feedback and suggestions to improve their

		provided regularly to all students?	competencies. Allow students the opportunity to correct errors in assignments and exams.
	Provide multiple ways for students to demonstrate what they have learned	Do students have multiple options to demonstrate what they have learned, considering the different needs of students who come from different ethnic backgrounds and students who have different abilities and learning preferences?	Vary the methods for response and demonstrating knowledge, for instance, using traditional tests with a variety of item types (e.g., multiple choice, essay, short answer), group work, demonstrations, portfolios, term papers, presentations, assistive and information, and communication technologies when appropriate etc. Allow students to choose the assessment method and tool that make him feel more comfortable.
	Monitor and adjust	Are feedback and assessment methods regularly monitored and adjusted according to students' needs?	Provide both formal and informal formats to assess students' knowledge and skills. Adjust assessment criteria, objectives, and tools according to the needs of each student.
	Provide sample test questions, exemplary work, and study guides	Do students have clear guidelines and examples to work on assignments?	Provide examples, study guides, and sample test questions with answers. Engage students in discussion on how to study and reach educational objectives, taking into account multiple ways to learn.
Accommodations	*Know how to arrange for accommodations*	Are there any plans to customize content and teaching practices?	Learn how to apply protocols and best practices to arrange content and teaching methods for students who need more assistance, such as students who come from different socioeconomic backgrounds and have different psychological and motor skills, learning needs and preferences

	Share accommodation information	Are accommodation plans shared in the syllabus and with other teachers and school professionals?	Communicate with other school professionals strategies to arrange for accommodations for students with special needs, and insert them into the syllabus.

4.6 Summary

In the pursuit of inclusive education, Spain, Hungary, Italy, Greece, and Turkey have undergone a shift from integration to inclusion, with a strong focus on providing personalized attention and support to meet the diverse needs of all students. Non-discrimination and equity are core principles embedded in their educational policies, aiming to create inclusive learning environments for students with disabilities and special educational needs. Collaboration and co-responsibility have been key strategies in fostering inclusive education, and promoting teamwork between schools, educators, and the broader community to ensure the success of every student.

To facilitate inclusive education, these countries have implemented legal frameworks that outline mandates and guidelines, setting clear expectations for inclusive practices within their educational systems. Individualized support plans play a pivotal role in providing targeted assistance to students with special needs, tailoring education programs and interventions to address their unique requirements.

Furthermore, teacher training has emerged as a significant priority to promote inclusive education, equipping educators with the knowledge and skills needed to effectively support diverse learners. By emphasizing the removal of barriers to learning, these countries are committed to creating inclusive educational environments where every student can thrive.

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- Act LXXXIV of 1998 on Family Support allows increased family allowance to families whose children need permanent or increased care and/or supervision because of a long-term illness or severe disability, as defined in a separate decree (Decree 5/2003. (II. 19.) of the Minister of Health, Social and Family Affairs on illnesses and disabilities giving entitlement to an increased family allowance).
- Act of CXXV of 2003 on Equal Opportunities, the parents of learners with SEN have the right to be involved in decision-making about where their children are placed.
- National Disability Programme 2015-2025,
- Human Resources Development Operational Programme 2021-2027
- Public Education Development Strategy 2021-2027.

Italy

Regulatory references:

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- CM No. 8 of 06/03/2013

- Note Prot. No. 0002563 of 22/11/2013 (Intervention tools for students with Special Educational Needs. School year 2013/2014. Clarifications.)
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- Legislative Decree No. 96 of 7/8/2019 - School inclusion
- Guidelines DM 182/20 - PEI Model
- Interministerial Decree No. 182 of 2020
- Ministerial Note No. 40 of 13/1/2021 - PEI Model
- Ministerial Note No. 2044 of 17/9/21 - TAR ruling and indications for PEI drafting
- TAR ruling No. 2858 on the new PEI
- Council of State ruling on the new PEI
- Ministerial Note 3330 of October 13, 2022
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5. Focus group results

Resourse: https://www.pexels.com/

5.1 Focus group

Focus groups are organized group discussions centered on a topic and monitored and potentially guided by a researcher (Bloor et al., 2001). According to (Krueger's, 1994) criteria, a proper focus group has six main characteristics: It involves people, it occurs in a series, it has homogeneous participants, it consists of a focused discussion, it has qualitative data, and the data are collected. So a focus group is a qualitative research method in which a small, diverse group of participants is gathered to engage in open and structured discussions on a specific topic or set of topics. Typically facilitated by a moderator, focus groups aim to explore participants' attitudes, perceptions, and experiences related to the subject matter. This method allows researchers to gather in-depth insights, opinions, and reactions in a group setting, promoting interaction and the exchange of ideas among participants. The information collected from focus groups is often used to understand public opinion, assess product or service feedback, and gain a deeper understanding of the target audience's perspectives.

Focus groups have historically been employed across a multitude of disciplines to research and solve a variety of challenges, including generating hypotheses, exploring opinions and attributes, and developing new product ideas (Fern, 1982).

Focus Groups serve as a valuable tool for identifying the needs of educators and enhancing educational programs. Bringing together a group of educators in a Focus Group environment allows for an open exchange of opinions, experiences, and concerns related to the educational process. Participants can express their perspectives, pinpointing challenges and needs they encounter in their daily classrooms. Collecting this information provides educational program designers and educators with significant insights into how teaching practices can be adapted and improved, offering more effective support in education and addressing the real needs of educators.

5.2 Methodology

The project partners received clear instructions prior to the organisation and conduct of the focus groups in order to ensure that all focus groups were conducted following the same methodology. The stages followed by each partner are as follows:

1. **Recruitment:** Partners carefully selected the participants to ensure a diverse representation of stakeholders. Teachers who participated in the focus groups were either teachers or SEN teachers.

2. **Preparatory Phase:** Before the focus group session, participants are provided with a questionnaire about their background. Some of the partners translated it into their own language. Partners asked participants to fill in the Assessment of Digital Skills for Teachers https://mydigiskills.eu/test/ and also collected all the following demographic data:

a. Demographic information: age, gender, education level
b. Experience of teaching in years
c. What type of special needs do you work with (e.g. autism spectrum disorder, ADHD, intellectual disabilities, physical disabilities, language disability).
d. What age group do you work with?
e. What is the student-teacher ratio in your classroom (how many students for a teacher)?
f. What type of training or certification do you have in special education?
g. What type of educational setting do you work in (e.g. public, private school or special education centre)?
h. Years of experience with SEN?
i. What resources are available to you to support your teaching?
j. What type of support or collaboration do you have with other professionals (speech therapist, occupation therapist) in creating and implementing individualized learning plans? Is it useful?
k. How do you assess and evaluate the effectiveness of the individualized learning plans you create for your students?
l. What challenges do you have in implementing individualized learning plans for your students?

3. **Session Facilitation:** A trained facilitator guided the focus group session, ensuring that it remained within the topic, inclusive, and respectful. The facilitator created a safe environment where participants felt comfortable sharing their thoughts and experiences. The session lasted about 2 hours.

4. **Introduction:** The facilitator introduced themselves and the project, outlined the purpose of the focus group, and established ground rules for respectful communication. During all the focus groups the IA-ME project was presented.

5. **Guided Discussion:** The facilitator presented a series of questions. The questions were as follows:

a) *the analysis of teachers' perceptions, opinions, and needs on inclusive educational methods, as well as on in-use educational technologies, describing their strengths and weaknesses as well as students' reactions and learning outcomes*

1. What is and what is not inclusive teaching?
2. Which kind of obstacles and/or facilitators have you met in your daily work?
3. There are different technologies to respond to special educational needs that refer to three main categories: disability, learning disabilities, and socio-cultural disadvantages. Have you ever used technology in education? If so, tell us about your experiences in terms of usability, student's reactions and learning outcomes. Please, ask about each educational technology used
4. What would you like educational technology to offer you? What needs should it address?
5. Is there an appropriate infrastructure to implement it?
6. How flexible is your teaching schedule to include new technologies?
7. List 5 EdTech applications you could use effectively in inclusive education

b) *the setting up of decision-making steps and characteristics of the skill profile on which teachers usually build the structure of tailored educational plans:*

1. Have you ever drawn up an individualized educational plan? / How do you currency track and analyze student progress and identify areas where they need extra support?
2. How do you choose educational goals within the individualized educational plans?

3. What barriers/challenges and facilitators do you encounter in your school context?
4. Have you ever used a technology that helped you draw up an individualized learning programme? If so, which kind of technologies? If not, which kind of technologies do you think could be useful to you in drawing up an individualized educational plan? What should a technology do for you?
5. Do you involve parents or guardians in the creation and implementation of individualized learning plans for their children?
6. How do you collaborate with other educators or specialists when creating a learning plan for a student with special needs?
7. What are the various areas of the individualized educational plan? Would it be helpful to add other areas to explore?

Participants are encouraged to share their perspectives, experiences, challenges, successes, and suggestions.

6. **Note-Taking and Documentation:** The facilitator or an assigned note-taker recorded key points, notable quotes, and significant themes emerging from the discussion. This documentation served as a valuable resource for analysis and reporting.

7. **After the completion of focus group discussions:** The facilitators created the transcript in the language of the focus groups, then translated and analysed it.

5.3 Lessons Learned

5.3.1 Italian Focus Group

Participants

Two focus groups were conducted in Italy, one by Neapolisanit (NEA) and one by Smarted (SM).

The Focus group organized by the NEA was carried out on the 5 of September in Roccarainola, in Istituto Comprensivo Statale San Giovanni 1, and involved 8 participants, 2 moderators and 2 observers. Participants were recruited on a voluntary basis, after a formal request of participation by the school manager. The group was composed of 4 General teachers and 4 Support teachers and lasted two hours.

The focus group organized by SM was held on the 2nd October 2023, on the Microsoft Teams online platform. Participants were recruited on a voluntary basis through network sampling methodology. Originally there were 8 teachers recruited, equally divided between general teachers and support teachers. With the retirement of one of the teachers, the definitive sample was composed as follows: 3 support teachers and 4 general teachers

The focus group lasted 1 hour and 15 minutes.

The number of participants in the focus group, and the timing required to conduct the focus group, are in accordance with the guidelines on optimally conducting a focus group.

Prior to participating to the focus group each of the participants was asked to provide their consent to data processing and to record the focus group, this to be able to make a transcript of the content that emerged from the discussion.

Demographics and general information Focus Group

Table 1 summarizes the demographic characteristics of the sample.

Seven out of eight teachers worked with primary school children (age range= 6-10 years), while only one with middle school children (age range=11-14 years).

The majority of teachers reported that they had attended several specialization courses, except for one teacher who did not report specific training in special education. The special educational needs that they used to face concern the following diseases: autism spectrum disorder, ADHD, intellectual, physical and language disabilities, specific learning disorders, oppositional defiant disorder. The technological resources teachers reported using in support of their teaching were: computers, interactive blackboards, tablets and smartphones. Most teachers judged the collaboration with other professionals to be positive in the drafting of individualized educational plans. The evaluation strategy of the individualized learning plans was mainly based on periodic checks and observations. Finally, among the main challenges in special programming, all teachers highlighted the importance of collaboration with both other colleagues and students' parents.

Demographics and general information Focus Group 2 ITA [SM]

All docents in the sample are college graduates, specifically: 2 with bachelor's degrees and 5 with master's degrees.

The entire sample works with high school students (age range 15-20) within public schools. Three of the seven teachers reported that they had not taken any course in special education, three reported that they had taken the TFA (active educational traineeship for teaching) course and one teacher reported that he had taken two Training Workshops on special education. (Table 1. summarizes the demographic characteristics of the sample.)

With reference to the special educational needs they interface with, during their work as teachers, the reported educational needs are as the following: autism spectrum disorder, specific learning disorders, socio-economic disadvantage, intellectual and language disabilities. The technological resources reported using in support of their teaching were: interactive whiteboards, electronic whiteboards, subject-specific labs, PCs, tablets, digital audio-video devices, interactive games, technological resources as concept maps and researches.

Regarding support and collaboration from other professionals in the creation and implementation of individualized learning plans, opinions were mixed. Although they all considered necessary a collaboration between teachers and professionals in the creation and implementation of individualized learning plans, the majority of the teachers pointed out that this collaboration is often lacking. According to the teachers' reports, the relationship with specialists is almost always mediated by third parties, such as the pupil's family, or is based on the reading of written documents, there is a lack of direct collaboration.

This point is also present in the list of challenges encountered in the implementation of individualized learning plans. In addition to the lack of collaboration with other professionals, among the challenges encountered there are:

- lack of cooperation with families who often do not accept their child's difficulties;
- the lack of guidelines and in the indication of goals to be achieved in the long-term;
- difficulties in identifying dispensatory and compensatory measures on the basis of the diagnosis;
- the constant changes in the way individualized education plan documents must be compiled.

Demographics	**1st Focus Group [NEA]**	**2st Focus Group [SM]**
Participants Gender	*Female: n= 7* *Male: n= 1*	*Female: n=6* *Male: n=1*
Age	*Range: 43-62 years*	*Range: 26-52 years*
Years of experience	*Range: 23-37 years*	*Range: 2-25 years*

Education level	Diploma: n=6 Degree: n=2	Degree: n=7

Demographic characteristics of the participants of both focus groups

"Inclusive Education: Unveiling Teachers' Perspectives, Educational Technologies, and Student Outcomes"

In the exploration of inclusive teaching practices, two focus groups were conducted with Italian teachers, revealing insights into their perspectives on inclusive education, the challenges and facilitators they encounter, their use of technology, and expectations from educational technology.

Inclusive teaching, as per Focus Group 1 (ITA [NEA]), involves adapting and personalizing education, focusing on individual needs, fostering a common educational project, adopting an inclusive mindset, and tailoring programming to meet specific needs. Participants associated inclusive education with individualized learning, active participation, and a sense of belonging. Conversely, non-inclusive education was characterized by a lack of tailored approaches, resulting in students feeling excluded or falling behind. Focus Group 2 (ITA [SM]) emphasized that inclusive teaching should cater to all subjects, consider individuals holistically, and aim for optimal learning while also developing soft skills. Non-inclusive teaching, as per their definition, was limited, lacked innovation, and ignored socioeconomic differences.

The obstacles and facilitators in implementing inclusive education were explored in both focus groups. Facilitators included collaboration between teachers, suitable methodologies, and family support. Barriers ranged from the absence of collaboration with students' families to a shortage of appropriate spaces for students with severe disabilities. In terms of technology use, both groups acknowledged its positive impact on participation, engagement, and learning outcomes. Challenges included issues with internet connectivity, lack of dedicated classrooms, and high costs.

When discussing the ideal features of educational technology, both groups highlighted inclusivity, teacher support, customization of content, and engaging presentations. However, concerns were raised about potential drawbacks, such as oversimplification of content and the need for vigilant teacher oversight. While Focus Group 1 reported a lack of dedicated classrooms for educational technology in primary schools, Focus Group 2 mentioned the availability of such classrooms.

Despite challenges, both groups expressed flexibility and openness in adapting their teaching schedules to incorporate new technologies. They identified various EdTech applications they found effective, including Wordwall, Google, YouTube, Kahoot, speech synthesis applications, and others.

In summary, the focus groups shed light on the complexities of inclusive teaching, the role of technology, and the educators' openness to embracing innovative practices. The insights offer valuable considerations for policymakers and educators striving to enhance inclusive education through thoughtful integration of technology.

"Building Individualized Education Plans: Key Steps and Skill Profile Traits"

The results from two focus groups of Italian teachers (ITA [NEA] and ITA [SM]) were analyzed regarding their experiences in drawing up individualized educational plans (IEPs) and tracking student progress. In ITA [NEA], 62% of participants had prior experience with IEPs, with "observation" being the most common strategy, followed by a focus on students' strengths and collaboration with families and professionals. In ITA [SM], three teachers emphasized the importance of direct observation for progress assessment and highlighted the role of specialist diagnosis in guiding observations. Collaboration with support teachers was deemed crucial in monitoring students' reactions to different educational suggestions.

Both focus groups outlined their approaches to choosing educational goals within IEPs. ITA [NEA] teachers emphasized observation of students' abilities, considering certified diagnoses if available, and using observation checklists. In ITA [SM], two teachers mentioned choosing goals from a predetermined list, while others advocated for individualized assessments based on students' characteristics, needs, and agreements with the class council.

Barriers and facilitators in school contexts were discussed. ITA [NEA] identified challenges related to the lack of collaboration with professionals, difficulties in defining objectives, the importance of dialogue with families, and the shortage of suitable spaces. ITA [SM] highlighted barriers like disagreements between curriculum and support teachers, resistance to compensatory measures, issues with family relationships, and the lack of a documented history of the pupil's situation. Having a history of documents certifying difficulties was seen as a facilitator.

Both focus groups addressed the use of technology in drawing up IEPs. ITA [NEA] participants had not used technology for this purpose, but they expressed interest in technologies that create pre-filled IEP templates, customize IEPs based on student needs, act as teaching

support, provide a comprehensive view, and complement rather than replace teachers. ITA [SM] teachers shared experiences with platforms like Erickson and "COSMI," emphasizing the need for technology to suggest measures and tools and guide the IEP creation process.

Both groups agreed on the essential role of parents in creating IEPs. In ITA [SM], experiences with parents varied, with some having good relationships and others facing challenges, especially with "borderline cases" where parents might downplay their child's difficulties.

Both groups highlighted the necessity of collaboration with other educators or specialists, with ITA [SM] expressing a desire for more concrete collaboration extending beyond IEP compilation.

Both groups discussed the various areas of the IEP. ITA [NEA] participants found the IEP structure comprehensive, covering cognitive, educational, psychological, relational, learning, and behavioral aspects. ITA [SM] teachers had diverse opinions, with some suggesting simplification and fixed procedures, and others proposing an additional section for the student's perspective.

Concluding remarks

The following paragraphs contain some final reflections and the results of the focus group quality evaluation questionnaires administered to the participants at the end of the activity.

Concluding remarks ITA [NEA]

The discussion in the focus group was very intense, and the teachers interviewed reported their interest and enjoyment of being involved in the discussion and in the entire European project.

Furthermore, from the analysis of the satisfaction questionnaire, it appears that teachers have particularly appreciated the entire discussion, both for the interesting topics addressed and for the completely open and productive dialogue created with other colleagues. Finally, they have provided some suggestions, including participating in more meetings and the opportunity to share the results of the focus group with other colleagues from the same institution.

Concluding remarks ITA [SM]

The whole focus group activity was very participative and required minimal prompting by the moderator.

Considering the entire focus group activity, the participants were highly engaged in discussions and required minimal prompting by the moderator. Similar to the focus group

organized by NEA, a questionnaire was provided to assess participant enjoyment after the activity. Figure 7 displays the resultant data.

Furthermore, from the analysis of the satisfaction questionnaire, in accord with the other Italian focus group, it appears that teachers have particularly appreciated the entire discussion, both for the topics covered and for the sharing of professional experiences with colleagues. Some participants highlighted that focus groups are an effective approach for gathering information.

5.3.2 Hungarian Focus Group

Participants

Ten participants were a part of the focus group interview, all of them were females. Their age ranged from 24 to 58 years of age. Four of them have a bachelor's degree and six of them have a master's degree. Six of them are specialised in developmental education and four of them do not possess any specialised educational degree as of date of the interview. One teacher has two years of experience both in normal and SEN teaching, three of them have above five years of normal teaching from which one of them has above 5 years of SEN teaching. The other two have one and one and a half years of experience in teaching SEN students. One participant has fifteen years of experience in both in SEN and normal teaching. The remaining five teachers have 20+ years of experience in teaching four of which have 20+ years of SEN teaching experience and one of them has seven.

"Inclusive Education: Unveiling Teachers' Perspectives, Educational Technologies, and Student Outcomes"

In response to the question of what is and what is not inclusive teaching, participants highlighted that inclusive teaching involves evaluating each student's performance based on their individual progress compared to their prior performance. The emphasis is on providing quality education that accommodates diverse learning styles and needs, with adaptable content, teaching methods, and resources. Inclusive teaching, as perceived by the participants, also involves giving students opportunities to study in the most effective way possible, utilizing digital or analog approaches based on individual needs. Flexibility in pacing and learning objectives is considered crucial, and additional support, such as one-on-one assistance, should be available for students who need it.

Regarding obstacles and facilitators in their daily work, participants unanimously expressed challenges related to time constraints for lesson preparation, learning new EdTech applications, and modifying exercises for special needs students. Fulfilling obligations both during work and personal time was noted as physically and emotionally draining. In terms of technology use in education, all participants reported positive experiences, emphasizing that technology enhances engagement, concentration, and learning outcomes for students. They noted that technology is especially beneficial for students with special needs, addressing issues like impaired fine motor skills or muscular dystrophy.

When discussing their preferences for educational technology, participants stressed the importance of ease and time efficiency for both students and teachers. Customizability was a key factor, including adjustable letter sizes, compatibility across platforms, user-friendly interfaces, and the ability to freely edit exercises without the need for external programs. They also expressed a desire for a variety of exercise types on specific topics and the need for a solid, customizable framework. The participants acknowledged the importance of technology in education but underscored the need for user-friendly, customizable tools that enhance teaching efficiency.

The study participants reported that both schools were well-equipped with digital infrastructure, including tablets, smartboards, and laptops. School B had additional tools like 3D printers and robots, with a strong focus on collaboration with technology-supporting institutions. However, the participants acknowledged that these schools were exceptional and cautioned against making generalized assumptions about the state of infrastructure in inclusive schools across Hungary based on these examples. Participants generally expressed limited time for exploring new technologies but acknowledged making time when specific needs arise.

In listing effective EdTech applications for inclusive education, participants mentioned Redmenta, Kahoot, Learning apps, Teams, OneNote, Quizziz, Ego4u, Easy Kids, Hot Potatoes, Oksodoboz, Wordwall, Smart Notebook, Genially, Geomatek/GeoGebra, Mentimeter, Varázslatos Matematika, Plickers, Lesson Up, Educaplay, Sutory, Matific, TED and TedKids, digital escape rooms, bluebot/beebot.

"Building Individualized Education Plans: Key Steps and Skill Profile Traits"

In school B, every student has a personalized educational plan managed through the Redmenta online platform, collaboratively edited by teachers and professionals. Regular

updates are made based on observations recorded during lessons. In contrast, school A adopts individualized education plans as needed, focusing on customizing lessons and exercises for optimal student adaptation.

Both schools outline that educational goals within individualized plans are determined collectively through ongoing observations, allowing for adjustments as needed.

Additional barriers and challenges were noted, including limited customizability in some EdTech applications for special needs children. Issues such as navigation challenges for visually impaired students were highlighted, alongside the varying and specific needs of SEN students, posing difficulties in lesson preparation due to their quicker exhaustion.

In school B, parents are involved in the creation and implementation of individualized learning plans, with discussions and voluntary assistance sought. Challenges arise when parents have similar disabilities, limiting their ability to participate.

School B emphasizes collaboration among educators through regular meetings, sharing experiences, and best practices. Cognitive tests and teachers' personal experiences contribute to the learning plans. In school A, teachers attend regular meetings and lessons to enhance their knowledge of digital technologies.

Participants from school B reported using Redmenta to store individualized learning goals, while school A does not use such applications.

School B participants outlined areas for adjusting individualized plans, including exercise difficulty, task amount, delivery method, and specific adaptations for students facing disabilities. The emphasis is on tailoring plans to students' unique needs.

Concluding remarks

From the focus group interview it is clear that the teachers of the two schools who took apart in the interview are very innovative and care a lot about their students. Again, it is important to add that these two schools are leading in terms of digital technology and EdTech use in Hungary, so the results may have been different, if other SNI schools were asked. It is also evident that they do not shy away from the use of either EdTech applications or the use of technology during their classes, which is made possible by the exceptional technical equipment available in both schools. Although there are some challenges that all of the participants face on a daily basis, they seem to be able to somewhat overcome them, but it would be beneficial if somehow these challenges could be mitigated or made easier for the teachers. For example, the time constraint or the exploration of new EdTech applications.

5.3.3 Turkish Focus Group

Participants

The SEADDER-organized focus group, conducted on September 27 in Ankara, comprised 11 voluntary participants and 2 moderators. The group included 6 special education needs (SEN) teachers and 5 teachers, and the session lasted for two hours.

"Inclusive Education: Unveiling Teachers' Perspectives, Educational Technologies, and Student Outcomes"

Inclusive teaching, as outlined by educators, is a holistic approach that involves educating students with special educational needs (SEN) alongside their typically developing peers. The emphasis is not solely on placing students arbitrarily in a standard classroom but on creating a supportive learning environment tailored to individual needs. The overarching theme is the elimination of discrimination based on various factors such as disabilities, language, religion, age, or gender. Collaboration between special education and classroom teachers is highlighted as essential for developing educational programs that cater effectively to the unique needs of students with SEN.

Teachers identify a range of obstacles and facilitators in their daily work within inclusive education. Negative family attitudes and challenges related to classroom environments are commonly cited obstacles, while supportive factors include technological advancements, availability of educational materials, and collaborative efforts. The responses reflect a complex landscape of attitudinal barriers, practical challenges, and positive elements within the realm of special education.

Regarding technology in education, teachers' experiences vary. Some express dissatisfaction with platforms like Zoom and EBA, while others acknowledge their benefits, particularly in maintaining continuity and interaction during the pandemic. The use of technology in education, such as the Okulistik application, is highlighted for its positive impact, with teachers recognizing both challenges and advantages in enhancing student engagement and learning outcomes

Teachers express clear preferences for educational technology, emphasizing its role in addressing diverse learning needs. They seek user-friendly, enjoyable platforms that offer various types of materials and difficulty levels. Accessibility, immediate feedback, and support for professional development are identified as crucial features. Teachers acknowledge the existing infrastructure for implementing educational technology, with most expressing confidence in its suitability, but one teacher mentions a more experimental approach. Overall, teachers convey an adaptable attitude toward integrating new

technologies into their teaching schedules, demonstrating a willingness to consider students' needs and levels of readiness. They suggest various EdTech applications that cater to inclusive education, emphasizing the importance of these tools in supporting diverse learning needs in the classroom.

"Building Individualized Education Plans: Key Steps and Skill Profile Traits"

Teachers collectively affirm their involvement in the creation of Individualized Educational Plans (IEPs), focusing on understanding each student's strengths, weaknesses, learning needs, and goals. The process involves utilizing various methods such as checklists, direct observation, and assessment scales to monitor and analyze student progress comprehensively. A holistic approach is evident as teachers consider not only academic but also social and life skills in tailoring educational experiences for students with special needs. Communication with parents is emphasized, employing both rough and detailed assessments to inform the development of IEPs, ensuring a well-rounded understanding of each student's academic, social, and emotional development.

In determining educational goals within IEPs, teachers underscore the significance of conducting a rough assessment, considering diverse aspects such as academic, social, and emotional needs, as well as developmental levels. The selection of goals is based on the results of this assessment, with an emphasis on measurability and alignment with the specific needs of each student. Collaborative decision-making is evident, incorporating input from parents and considering behavioral challenges. Teachers stress the need for a comprehensive and individualized approach in setting educational goals within the framework of IEPs, aiming to address the unique requirements of each student.

Teachers encounter a mixed array of barriers, challenges, and facilitators in their school context. Some report no barriers, while others cite challenges such as unsuitable classroom environments, excessive parental expectations, and varying academic levels among students. Positive factors include openness to cooperation, ease of accessing materials, and a generally facilitatory school environment. This nuanced perspective highlights the complexity of implementing inclusive education and the need for a tailored approach to address specific challenges within each school context.

Regarding the use of technology in drawing up individualized learning programs, teachers exhibit varied experiences. Some have not utilized technology for this purpose, while others praise the efficiency of IEP preparation software and specific applications in streamlining the process, saving time, and enhancing the overall effectiveness of individualized learning plans. Teachers recognize the potential of technology to support the creation of tailored

educational plans and highlight the need for user-friendly solutions that align with the dynamic and individualized nature of IEPs.

Concluding remarks

Teachers exhibit a comprehensive understanding of inclusive education, emphasizing the creation of a supportive environment for all students, irrespective of differences. They stress collaboration between special education and classroom teachers as crucial, despite challenges such as negative family attitudes. Teachers express a positive attitude toward technology, recognizing its potential benefits and varied applications in education, aligning with a desire for diverse and user-friendly platforms that cater to different learning needs.

In terms of technology, teachers acknowledge both positive and negative aspects, expressing satisfaction and dissatisfaction with certain platforms. They highlight technology's role in maintaining continuity and fostering student engagement during the pandemic, emphasizing the need for accessible platforms. The majority of teachers affirm the existence of suitable infrastructure, adapting flexibly to new technologies, although individual challenges are acknowledged. The suggested EdTech applications reflect a recognition of the necessity for tools catering to diverse educational needs in inclusive classrooms. Teachers uniformly commit to creating and implementing Individualized Education Programs (IEPs) for students with special needs, incorporating a holistic approach that considers social and life skills. Despite challenges, teachers appreciate technology for IEP preparation, recognizing its efficiency. Active parental involvement and collaborative partnerships with families are emphasized, along with a collaborative approach to IEP development involving open communication and coordination with various stakeholders. In summary, teachers exhibit a positive and adaptive stance towards inclusive education, utilizing technology and collaboration to address diverse student needs, with a focus on creating an inclusive and supportive learning environment.

5.3.4 Spanish Focus Group

Participants

For Spain two Focus Groups were organized by CreaTIC Academy with a total of 10 participants. The first focus group took place in Tenerife on August 28th, 2023, with three teachers and one moderator. The second one was organized on October 31st in Barcelona

with 7 teachers and two moderators. The participants in focus groups were from three types of schools - public, charter, and private ones. The first focus group lasted for two hours and 15 minutes, while the second one lasted 1.5 hr.

Focus group in Spain

"Inclusive Education: Unveiling Teachers' Perspectives, Educational Technologies, and Student Outcomes"

In response to the question about inclusive teaching, participants emphasized the importance of creating a classroom environment where students with diverse needs, including physical, cognitive, and neurodivergent conditions, can coexist and learn optimally. Examples of inclusive teaching practices were shared, such as spatial arrangements tailored to students with specific needs. The discussion expanded to include cases of immigrant children, late entrants to the education system, and the consensus that inclusive education should prioritize social integration and emotional stability over academic outcomes in such cases.

Regarding obstacles and facilitators in daily work, differences between public and private schools were highlighted. Public schools faced challenges with methodological stability and access to information about students' academic history due to frequent changes in school management and teaching staff. In contrast, private schools exhibited more stability, enabling smoother transmission of student information. All participants agreed on the facilitative role of access to training courses in overcoming challenges.

On the topic of technology in education, participants discussed using technology for administrative tasks and class preparation. While Excel was widely used for administrative purposes, the prevailing opinion was that technology should serve as a tool to support learning when needed. Specific software solutions supporting inclusion, such as Google Classroom, MindMaps, and Google Translate, were mentioned. Participants highlighted the

need for flexible adaptation of digital tools based on individual student characteristics and needs.

Participants expressed a desire for educational technology, including Artificial Intelligence, to assist in generating ideas for teaching activities, creating tailored content, preparing adapted materials for students with special needs, and identifying new applications/tools for class. Despite recognizing the importance of technology, participants emphasized that methodological selection played a crucial role in achieving inclusive education, with mentions of Universal Design for Learning and Learning Landscapes as potential methodologies.

In terms of infrastructure, participants noted that both public and private schools had adequate technological infrastructure, with an excess of technology after the COVID crisis. However, the challenge lies in ensuring teachers are trained and ready to incorporate technology effectively into their teaching. While participants felt they had sufficient freedom to include new technologies in their teaching, a lack of knowledge about appropriate tools and their relevance to teaching topics often hindered greater incorporation.

Finally, the list of five EdTech applications deemed effective in inclusive education included Google Translator, Mindomo, FabLab, Google Classroom, and One to One (Apple), showcasing a range of tools supporting various aspects of inclusive teaching.

"Building Individualized Education Plans: Key Steps and Skill Profile Traits"

Participants shared diverse perspectives on individualized educational plans (IEPs). While the private school mentioned minor adaptations, the rest worked extensively on IEPs, considering curricular and methodological dimensions. Criteria for IEPs included students being two years behind, with the process initiated by teachers or tutors. In charter schools, the tutor played a significant role in IEPs, while in public schools, the teacher's role was limited. The new competency-focused education law is expected to facilitate adaptations based on individual needs.

Choosing educational goals in IEPs involves curricular and methodological adaptations, especially for subjects like math and languages. Severe cases may have goals defined by pedagogical counselors. Barriers in the school context include separate classrooms for students with difficulties, challenging curricular adaptations, and specific student profiles like severe psychiatric conditions. Late assessment of needs in secondary education and teacher attitudes also pose challenges. Facilitators include adaptive curricular strategies, early diagnosis, and involvement of teachers in the IEP process.

Technology for IEPs involves standard office tools and sharing mechanisms. Participants expressed interest in Artificial Intelligence but raised concerns about ethics, security, and

result quality. Involvement of parents in IEP creation is a policy across all schools, but participation varies. Collaboration with educators and specialists is crucial, with charter schools emphasizing strong collaboration between all teachers involved with each student. Areas covered in IEPs are curricular and methodological, focusing on subjects like math and languages, with no specified need for exploring additional areas.

Concluding remarks

The CreaTIC Academy study conducted in Spain involved two Focus Groups with 10 participants, representing diverse schools and teaching experiences. Inclusive education was defined as a setting where students with various needs coexist, ranging from physical and cognitive disabilities to neurodivergent conditions and language barriers. The study highlighted the challenges of current inclusion approaches, such as special classrooms and curricular adaptations, particularly for students with profiles significantly different from their peers. The success of inclusion was seen as dependent on fostering social and emotional skills in the classroom, making it a complex task.

The participants expressed a collective vision for enhancing education through inclusive methodologies and technology integration, emphasizing that technology can be a facilitator for inclusion. However, there was a cautious attitude, recognizing that technology's effectiveness depends on its application to specific subjects and the digital skills of both students and teachers. Concerns were raised about potential loss of student interest over time and the need for technology to empower students as active participants rather than passive consumers. The study underscored the importance of teacher training, collaboration, and ongoing support to effectively implement inclusive education strategies, emphasizing the need for further discussion on implementing inclusion for students facing extreme difficulties and the role of technology in achieving educational objectives in such cases.

5.3.5 Greek Focus Group

Participants

The group of teachers consisted of 2 men and 4 women. Their age ranged from 26-55 years and they had teaching experience from 4-26 years, while their experience in special education ranged from 2 to 12 years. 5 of the 6 held a master's degree, while 3 of these 5 held

a master's degree in special education. 1 of the 6 held a bachelor's degree in elementary education.

"Inclusive Education: Unveiling Teachers' Perspectives, Educational Technologies, and Student Outcomes"

Teachers emphasize that inclusive education involves integrating children into formal classrooms and addressing their difficulties collaboratively with the child and other students. They highlight the importance of avoiding isolating children, as Inclusive education should not involve segregating a child from their class. Teachers believe that inclusive classrooms, where children with special learning needs are seamlessly integrated, serve as a positive example.

Obstacles in daily work include shortages of computers, interactive whiteboards, and materials, with some integration departments lacking dedicated rooms. Teachers often contribute personal resources to cover these shortages. Regarding technology use, teachers find that computers and tablets engage students, using tools like projectors, interactive whiteboards, and educational software to enhance learning. However, they stress the importance of moderation, as excessive technology use can diminish student interest.

Teachers express needs from educational technology, emphasizing its potential to meet learning, social, and psychosocial needs. They believe technology can facilitate interaction among students, boost self-esteem, and enhance self-expression. However, there are infrastructure challenges in many schools. Flexibility in integrating new technologies varies, with more flexibility in special schools and lower classes. Curriculum coordinators ensure curriculum completion, but higher classes may have less flexibility.

Regarding EdTech applications for inclusive education, teachers use educational software from the Pedagogical Institute, e-class exercises, YouTube for educational songs, PhET Colorado for science, Class Dojo for behavioral control, Mind Domo for history, and software from Prosvasimo and Photodentro for educational content.

"Building Individualized Education Plans: Key Steps and Skill Profile Traits"

Teachers collaborate with the Interdisciplinary Support Committee, psychologists, and social workers to create individualized educational plans (IEPs) for students with special needs. The

process involves assessment, intervention planning, and goal setting, with ongoing evaluations. Choosing educational goals is a collaborative effort, informed by general class teachers' input and informal assessments. Barriers include the lack of specific evaluation tools from education authorities. Teachers have used technology for IEPs but express uncertainty about its effectiveness. They desire personalized tools offering insights into students' difficulties.

In involving parents, teachers conduct discussions, social history assessments, and questionnaires to create IEPs. However, convincing parents of the benefits of the inclusion class can be challenging, especially in mainstream schools where concerns about stigma arise. Collaboration with other educators and specialists involves frequent communication with general class teachers, monitoring student behavior, reviewing notebooks, and contacting external therapists. Challenges arise due to a lack of inclusive mindset and culture in the educational context.

The areas covered in IEPs include educational, psycho-emotional, and social objectives, with a focus on integration into the whole. Teachers emphasize the importance of addressing psycho-emotional and social aspects, acknowledging the need for a holistic approach.

Concluding remarks

In conclusion, the insights provided by the teachers highlight the complex landscape of inclusive education. They view it as a collaborative effort to integrate students with special learning needs into mainstream classrooms, emphasizing the importance of avoiding isolation and fostering an environment of diversity acceptance. However, they face significant challenges related to infrastructure and resources, with shortages of essential tools like computers and interactive whiteboards. Despite these obstacles, teachers demonstrate a commendable dedication by using their personal resources to bridge the gaps.

Technology plays a pivotal role in their approach, with teachers leveraging computers, tablets, and educational software to engage students. They recognize technology's potential in enhancing motivation and interest, yet underscore the need for a balanced and moderated integration. Their wish list for educational technology focuses on addressing learning, social, and psychosocial needs, reflecting a holistic approach to education.

Additionally, the teachers' dedication to involving parents in the creation and implementation of individualized educational plans is evident. However, they encounter resistance from parents who may fear stigmatization in inclusion classes. This highlights the need for broader societal and educational shifts towards a more inclusive mindset. Overall, these teachers exemplify the commitment and resourcefulness required to navigate the complexities of

inclusive education, ultimately striving to create environments where every student can thrive.

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6. Practical Guidelines for Teachers

Resource: https://pixabay.com/

6.1 Selection of inclusive technologies for primary and middle school teachers

This section is dedicated to the collection of inclusive educational technologies and tools. The table at the end of the section contains a list of educational technologies useful for teaching during primary and middle school.
This paragraph explains how the table has been constructed and how to read it, so that it can serve as a useful tool to guide teachers in their choice of inclusive technologies and tools.
The selection of technologies present in the table moved on several fronts:

- Experience of the partners involved in the project;
- Teachers' experience gathered during the focus group activities envisaged by this project (see section 5);
- consultation of databases dedicated to the collection of educational tools;
- Network sampling: once one technology was identified, others were identified on the basis of elements that emerged during the search for information on the latter.

The original number of technologies was greater, but some were excluded due to insufficient information for each of the elements under consideration.
For each one of the technology/tool presents in the table, are present the following information:
In the first column is present:

- The name of the technology;
- The link to the website where is possible to found additional information;
- An icon that indicates if the technology is free or not as shown in the Figure below

	The green icon indicates that the technology/tool is free to download/access and that all of its features and content can be accessed without payment.
	The yellow icon indicates that the technology/tool is free to download/access, but not in its full functionality and content. Full access requires payment.
	The red icon indicates that access to the technology/tool requires payment.

In the second column is present:

- A brief description of the tools/technology
- The type: if is a low, mid or high technology.
- An icon that indicates if the technology is recommended for individual or collaborative activities/ settings.

- An icon representing the languages in which the tool is available (if the number of the languages is less than ten, is present the flag of the languages available. If the languages are more than ten, is present an icon indicating the number of languages available.)

The identification of languages is closely linked to the need to identify technologies that consider the linguistic diversity present in modern educational contexts. As underlined in the previous paragraphs, between the special educational needs are also present needs linked to the linguistic barriers.
Advice on technology for community or personal activities is only advice. Some of the technologies recommended as 'individual technologies' could also be used in collaborative activities, depending on the teacher's creativity and the situation.
The third column indicates the grade level for which the technology is appropriate. Although primarily intended for primary and secondary school teachers, the table indicates whether the technology is also suitable for other school levels. This information is useful for teachers to choose a technology that offers continuity of application across different school levels.
The fourth column is dedicated to the UDL (Universal Design for Learning) principles. UDL is a psycho-pedagogical model that proposes personalized education through a flexible and inclusive approach. This model has already been discussed in previous sections of this document.
The decision to consider the UDL model instead of the UDI model was due to the lack of accessibility to the information needed to make a UDI-based assessment for each of the instruments. The UDI model turns out to be complete and more specific, it contains the UDL model. The UDI model analyses very specific elements of teaching practice based on 7 domains and 32 sub-domains. It is precisely this complexity, and the lack of information useful for responding correctly and accurately to this complexity, that has led to the decision to refer to a less complex but equally internationally recognized model such as the UDL.
Therefore, starting from the UDL model, for each of the technologies shown in the table, it was reported how many, and which, UDL principles are respected.
The three principles are summarized below:

- Principle 1: Provide multiple means of engagement.
- Principle 2: Provide multiple means of representation.
- Principle 3: Provide multiple means of expression.

The dedicated column shows which principles are respected by the technology through numerical icons.

The fifth column indicates the learning barriers/difficulties the technology proposes/expects to overcome and the educational objectives that the technology in question contributes to

achieving. With regard to objectives, four domains were considered in the examination of this element:

- Cognitive, neuropsychological and learning dimensions;
- Communicative and linguistic skills;
- Orientation and autonomy dimension;
- Relationship, integration and socialization dimension.

Finally, the sixth and last column, shows the inclusiveness score obtained by each technology. The score obtained is based on the information collected in the table. A score was assigned to each of the relevant elements emerge, the final column of the table shows the final score obtained.
The following table shows the scoring criteria.

ACCESS	*for a fee* *free with additional functions for a fee* *free*	0 PT 1,5 PT 3 PT
INDIVIDUAL OR INGROUP SETTING	*possibility of being used for group activities*	3 PT
LANGUAGES	*available only in one language* *2-10 available languages* *10+ available languages* *20+ available languages* *30+ available languages* *40+ available languages* *50+ available languages*	0 PT 0,5 PT 1 PT 1,5 PT 2 PT 2,5 PT 3 PT
UDL PRINCIPLES	*Principle 1* *Principle 2* *Principle 3*	3 PT 3 PT 3 PT
OBJECTIVES	*Cognitive, neuropsychological and learning dimensions* *Communicative and linguistic skills* *Orientation and autonomy dimension*	3 PT 3 PT 3 PT

	Relationship, integration and socialization dimension	3 PT

As can be seen, a maximum value of three points was assigned to each of the elements considered in the evaluation (each of the UDL principles and each of the objectives were considered as individual elements). As there are a total of 10 elements to be considered, the maximum score achievable is 30.

The purpose of this table and the work done is to provide a guide for the selection of technologies in the educational field, based on elements such as objectives and barriers, be they related to disabilities, disorders or different linguistic backgrounds. It is important to emphasize that this is a limited collection, intended as a starting point for teachers to explore the vast and varied world of inclusive learning technologies and tools.

Technology	**Short description**	**Grade of school**	**Principles UDL**	**Learning barrier, educational needs and objective**	**Inclusion score**
I'm in tales https://www.imintalesproject.eu/pr2/	I'm in tales is a platform developed within the European project of the same name. Its objective is to enhance storytelling through the creation of multisensory stories. This tool is based on the tangible user interface paradigm, which allows tangible objects to dialogue with computer systems. **Type:** Mid	Pre-school and primary school	1 3	Suitable for everyone, especially students with sensory disabilities. The use of multisensory enables a multiplicity of channels to be activated, limiting the difficulties associated with the dysfunctional sensory channel. **Objective:** - Communicative and linguistic skills -Cognitive, neuropsychological and learning dimensions.	18,5

Astras https://www.astras.it	ASTRAS is a game-based tool for improving executive functions such as: attention, working memory, inhibition, cognitive flexibility and planning. **Type:** High	From primary to middle school	1 3	Students with ADHD, autism spectrum disorders, specific learning disorders, or any other condition that affects executive functions. **Objective:** -Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension	15
LI-AR https://www.garage94.com/liar	LI-AR is a dynamic communicator that provides message exchange through the selection of pictograms that are transformed into words or sentences through speech synthesis. The tool performs best when used as early as kindergarten. It proved efficacy in improved communication abilities especially with students with autism spectrum disorder of all ages. **Type:** High	From preschool to high school	1 2 3	Students with speech and/or communication disorders due to congenital conditions, acquired conditions, developmental neurological conditions. **Objective:** -Communicative and linguistic skills -Orientation and autonomy dimension -Relationship, integration and socialization dimension	18

Google Jamboard https://workspace.google.com/products/jamboard/	Jamboard is a visual board hardware that can be used also in the interactive whiteboard. Is a whiteboard-style tool, a kind of 'interactive canvas', on a mobile device or directly from a web browser. It allows shared creation in real time. Enable students and teachers to collaborate in real-time, share documents, and engage in group projects, fostering communication and collaboration. **Type:** High 	From primary school to high school	1 2 3	A useful tool for everyone, it enables the teacher and pupils to collaborate and customize content on the board. Interaction and customization help keep attention high. **Objective:** -Communicative and linguistic skills -Relationship, integration and socialization dimension	18
Kurzwelledu https://www.kurzweiledu.com/products/k3000.html	Kurzwelledu is a software for individuals that struggle with literacy. Help learners overcome challenges of all kinds on any device. It helps learners overcome all kinds of challenges on any device. It helps with understanding written texts by offering various note-taking functions. It offers other functions such as text highlighting, voice reading, vocabulary, translation and test creation.	From the third year of primary school up to high school	1 2 3	Helpful for individuals that struggle with literacy, from those learning English as a second language, to those living with dyslexia or a visual impairment, to anyone struggling to achieve proficiency. **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills.	16

	Type: Mid				
Ginger https://www.gingersoftware.com	Ginger is an AI-powered grammar and spell checker focusing on the English language. **Type:** High	From primary school to high school	2 3	Ginger's artificial intelligence-based assistant helps neurodiverse and dyslexic students to write faster and more accurately. The speech synthesis function allows visually impaired students to use the tool to improve their writing. **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills.	12
Ghotit https://www.ghotit.com	Ghotit is an advanced Desktop and Mobile Apps that helps people who, on a daily basis, need to overcome reading and writing problems. It supports people challenged with reading English text such as a website page or document. It offer different functions: Screenshot Reader, Word Prediction, Spelling & Grammar Checker, Re-	From the third year of primary school to high school	2 3	Helpful for student with Dyslexia and Dysgraphia **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills.	12

	Wording and Reading Assistance **Type:**Mid 				
Domino cards (for math) https://www.twinkl.com.au/resource/t-a-196-printable-dominoes	Printable cards that help to learn multiplication and increase numeracy skill. **Type:** Low 	From the second year of primary school up to middle school	1	It helps pupils with dyscalculia or other learning difficulties to learn how to do mathematical operations. **Objective:** -Cognitive, neuropsychological and learning dimensions	7,5
Story Jumper www.storyjumper.com	Story Jumper is a digital story building tool supporting production of written text, reading and planning skills. The tool can be useful to reinforce verbal proficiency, support creativity, encourage cooperation between students, enhance listening skills and increase feelings and thoughts communication. **Type:** High 	From primary school to high school	1 2 3	Helps students with reading and writing disabilities in text production, supports language learners and culturally diverse students. **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills	21,5

Blue Arrow editor tool https://www.bluearrowproject.eu/wp	Blue Arrow is a multisensory stories authoring tool supporting the creation of a mixed reality ambient for storytelling with NFC technology. Interaction with real life objects makes the digital storytelling more inclusive for all the students, potentially involving all five senses. The fruition of Multinsensory stories highly customized can be useful to renforce verbal proficiency, enhance listening skills and support object manipulation. **Type:** High 	Primary school	1 2 3	Particularly suitable for students with visual and motor disabilities. **Objective:** -Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension, -Communicative and linguistic skills	24,5
Anki https://apps.ankiweb.net	Anki is software for designing and creating flashcards. Anki is a programme that makes it easy to remember things, can greatly reduce the time spent studying or greatly increase the amount of	From primary school to high school	1 2	Flashcards offer an opportunity to integrate multiple learning styles, making associations accessible to any learner. **Objective:**	21,5

	learning. Anyone who needs to remember things in their daily life can benefit from Anki because it is content-independent and supports images, audio, video and scientific markup. It can be useful for a variety of purposes such as learning a language, revising for a test, memorizing people's names and faces, memorizing long poems or practicing an instrument. **Type:** Mid 			-Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension, - Communicative and linguistic skills -Relationship, integration and socialization dimension	
GECO https://www.anastasis.it/catalogo-generale/geco 	GECO is a programme that helps children with DSA and other Special Educational Needs to study, learn and do homework with different and combinable tools: words, pictures, maps and sounds. GECO has four work environments, Notebooks, Books, Maps and Web, and useful tools such as the picture binder and calculator with history and speech synthesis. The environments	Primary school		Designed primarily for students with Specific Learning Disorders and other Special Educational Needs such as students with autism. **Objective:** -Cognitive, neuropsychological and learning dimensions	15,5

	ommunicate with each other or can be used individually, to accommodate each student's unique way of learning. GECO is also used in the classroom with the interactive whiteboard to stimulate cooperative learning and inclusive teaching. **Type:** High 				
SuperMappeX https://www.anastasis.it/supermappex 	SupeMappe is a Graphic Editing Software for creating concept maps by combining figures, text and speech. The use of maps created with SuperMappe promotes: text comprehension, organization of information, acquisition of new knowledge, memorization and retrieval of information, and metacognitive thinking. **Type:** Mid 	From primary school to high school	1 2 3	Some special features of SuperMappe make it particularly suitable for people with reading-writing difficulties, difficulties in understanding written text, and the hearing impaired. **Objective:** -Cognitive, neuropsychological and learning dimension	15

Tools For Autism https://play.google.com/store/apps/details?id=it.csp.t4a.toolsforautism	Tools For Autism (TFA) is an application that provides the user with a set of tools to support people with autism or other pervasive developmental disorders. It is a free educational application that allows teaching a customized sequence of tasks through visual tasks combined with synthetic text and speech syntheses. It support people with autism to work on emotional and social skills, increase communication and recognition of feelings, thoughts and needs. It can be used to teach patients social stories or sequences of tasks. **Type:** High	From primary school to middle school	1 2	Specific tool for people with autism. **Objective:** -Communicative and linguistic skills -Relationship, integration and socialization dimension -Orientation and autonomy dimension	18

Kahoot https://kahoot.com 	Kahoot is a game-based learning platform used for educational purposes. Its learning games, 'Kahoots', are multiple-choice quizzes that can be written by users and are accessible via a Web Browser or through the Kahoot App. **Type:** High 	From primary school - no age limit	1 2 3	Is an instrument suitable for everyone. Because of its attractiveness it is very useful for keeping attention and support cooperation. **Objective:** -Cognitive, neuropsychological and learning dimensions -Relationship, integration and socialization dimension	20
Mindomo https://www.mindomo.com/it/ 	Mindomo is a collaborative software for creating mind maps with the help of artificial intelligence. **Type:** High 	From primary school to high school	1 2	Particularly useful for students with learning difficulties in organizing and personalizing study materials, it promotes creativity. **Objective:** -Cognitive, neuropsychological and learning dimensions	13
PowerPoint https://support.microsoft.com/it-it/office/creare-una-presentazione-in-powerpoint-422250f8-5721-4cea-92cc-202fa7b89617 	PowerPoint is an app enabling content presentation through audio-video content. **Type:** Mid 	From primary school to high school	1 2 3	Particularly useful for students with learning difficulties in organizing and personalizing study materials, promotes creativity. **Objective:** -Cognitive, neuropsychological	21

				and learning dimensions	
Canva https://www.canva.com	Canva is an app enabling content presentation through audio-video content. **Type:** Mid	From primary school to high school	1 2 3	Particularly useful for students with learning difficulties in organizing and personalizing study materials, promotes creativity. **Objective:** -Cognitive, neuropsychological and learning dimensions	19,5
Symrider https://www.auxilia.it/it-it/prodotto/software-widgit-symwriter-2	SymWriter is a programme that allows you to write texts by immediately matching symbols to words. Useful for creating symbolised texts, to encourage pupils to write and use their literacy skills with the support of symbolisation. **Type:** Mid	From primary school to high school	2 3	Particularly useful for pupils with dyslexia and difficulties in producing and reading texts. Useful for activities of texts production and comprehension. **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills	14
Wordwall https://wordwall.net/it	Wordwall is a platform for creating educational activities, exercises and online games to be played mainly in the classroom at the interactive whiteboard. The application contains a multitude of ready-	From primary school to high school	1 2 3	The number of activities is infinite. This makes it useful for all students. **Objective:** -Orientation and autonomy dimension, -Communicative and linguistic skills,	29,5

	made templates that can be customized and adapted to the specific needs of each teacher: crosswords, quizzes, word games, mazes, wheels, true or false, scrambles, diagrams and much more in all disciplines. **Type:** High 			cognitive, neuropsychological and learning dimensions -Relationship, integration and socialization dimension.	
Google Translate https://chromewebstore.google.com/detail/google-traduttore/aapbdbdomjkkjkaonfhkkikfgjllcleb?hl=it 	Google Translator is a multilingual machine translation service. It allows the translation of written texts also from images and is able to reproduce the translated text vocally. Useful for activities of texts production and comprehension at school and at home. **Type:** Mid 	From primary school to high school		Particularly useful for facilitating communication with foreign students and helping those with specific learning disorders or learning difficulties to learn a new language. **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills	18

Io parlo https://www.genitorieautismo.org/le-iniziative/116-ioparlo-il-nostro-qcomunicatoreq-gratuito	IoParlo is an assisted communication programme. Thanks to the speech synthesis capabilities of the MBROLA library and SymbolStix's PECS symbol library, it is possible to write sentences, listen to them with the synthesised voice and display the corresponding graphic symbols. In PCS (Picture Communication System) mode, it is also possible to construct simple sentences by choosing from a few choices displayed graphically at each step. **Type:** Mid	From primary school to high school	2	Useful for autistic, non-verbal or communication-disabled individuals. **Objective:** -Communicative and linguistic skills -Relationship, integration and socialisation dimension -Orientation and autonomy dimension.	15
Mentimeter https://www.mentimeter.com/	Mentimeter is an online presentation-building tool that facilitates audience engagement. The tool allows presenters to include polls, multiple-choice and open-ended questions, quizzes, and scales that audience members can interact with live.	From primary school to high school	1 2 3	Particularly useful for students with learning difficulties in organizing and personalizing study materials, promotes creativity. **Objective:** -Cognitive, neuropsychological and learning dimensions	20

	Type: Mid				
Quizziz https://quizizz.com/?lng=it	Quizizz is a learning platform that uses ludicisation to make content immersive and engaging. Participants can engage in live and asynchronous learning in person or remotely, using any device. Teachers and trainers get instant data and feedback, while learners engage with ludicisation features in fun and competitive quizzes and interactive presentations. **Type:** High	From primary school to high school		is an instrument suitable for everyone. Because of its attractiveness it is very useful for keeping attention. **Objective:** -Cognitive, neuropsychological and learning dimensions	18

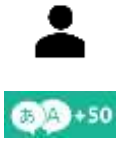
TextFromToSpeech https://www.textfromtospeech.com/it/voice-to-text/	TextFromToSpeech is an application for dictating text: it allows you to speak into the microphone and view the transformation of your voice into text in real time (recognises multiple languages). The features present allow the use of voice commands for punctuation and text organization. This application also has a text-to-voice function that allows you to listen to a written text being read aloud. **Type:** Mid	From primary school to high school	2	Suitable for individuals with learning difficulties related to disorders or other frailties, particularly in cases of motor disabilities, hearing disabilities, dyslexia and dysgraphia. **Objective:** -Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension	12,5

Desmos https://www.desmos.com/?lang=it 	Desmos is a web platform with calculators, activities and mathematics lessons with accessibility features. The tools offered by Desmos are: Graphical calculator, Scientific calculator, Simple calculator, Matrix calculator, Practice for exams, Geometry. Desmos supports screen reading and is compatible with Braille keyboards and printers, graphs can be explored through audio tracks and printed in relief. **Type:** Mid 	From middle school to high school		Tool suitable for individuals with visual impairments, motor disabilities, hearing disabilities, non-specific or specific learning disability. **Objective:** -Cognitive, neuropsychological and learning dimensions	18

Simon and Friends https://play.google.com/store/apps/details?id=com.taptaptales.simon&hl=en_US&gl=US 	Simon and Friends is an application that presents 3 environments containing 27 games. In particular, the games focus on memory and visual-spatial skills of shape discrimination, recognizing and learning numbers, sorting and cataloguing shapes and objects, and solving puzzles and mazes. There is also a section devoted to graphic and musical activities to help children develop attentional skills but also fine motor skills, calculation skills and letter and word recognition. **Type:** Mid 	Pre-school and primary school		Useful for everyone, especially its ability to act on the mechanisms regulating attention makes it suitable for people with ADHD. **Objective:** -Cognitive, neuropsychological and learning dimensions	11

Daily tasks https://play.google.com/store/apps/details?id=com.bluewindsolution.android.app_bw_autistic_daily_tasks&hl=en_US	Daily tasks is an application designed to improve the visual-motor skills and increase concentration time of children on the autism spectrum but can be used by everyone. It consists of 3 simple games: Brush teeth, wash body, wash hair. The application automatically records the data and shows on the summary screen the number of actions, the best time and the time of the last game session. **Type:** Mid	Pre-school and primary school	1 3	Designed for people with autism but suitable for everyone. **Objective:** -Orientation and autonomy dimension	15

Microsoft Math Solver https://math.microsoft.com/it	Microsoft Math Solver is an Artificial Intelligence programme capable of calculating and finding the solution to mathematical questions related to the following topics: Pre-Algebra, Algebra, Trigonometry, Calculus. Its functionalities include the ability to visualize the steps of the solution, to display a graph and to delve deeper into the topic through related lessons. Math Solver is perfectly integrated with Immersive Reader, which allows speech synthesis (TTS). **Type:** High	From primary school to high school	1 2 3	Due to its features, this application is useful for individuals with dyscalculia or visual impairments, thanks to the speech synthesis option. **Objective:** -Cognitive, neuropsychological and learning dimensions	18
Dexteria http://www.dexteria.net/	Dexteria is an app aimed at improving fine motor skills and writing skills. It contains 3 short exercises: Write it: teaches how to trace letters and numbers in the direction of the strokes, Pinch it: develops pinch grip, Tap it: improves independence of finger movements. **Type:** Mid	From primary school to high school	1	Useful for training fine-motor skills and writing skills, this makes it particularly useful for subjects with prehension and writing difficulties, dysgraphic subjects. **Objective:** -Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension	15

					
Spread the sign https://www.signlanguage.eu/about-spreadthesign/	Spread the sign (web) is a video dictionary that collects signs of numerous sign languages from all over the world, containing over 300,000 signs. The page dedicated to alphabets, allows you to see the translation of the individual letters of the alphabet of the chosen language. The page dedicated to words, allows you to consult a list of words, and see the respective video translation in signs in two different languages in comparison. **Type:** Mid 	From pre-school to high school	2 3	This application is particularly useful in the case of hearing disabilities and for dialoguing with foreigners with hearing impairments. **Objective:** -Communicative and linguistic skills	12,5

ABA flash cards and games emotions http://www.alligatorapps.com/	This application, based on the ABA method, contains a database of 200 flash cards with images of facial expressions and postures that evoke specific emotions. The activity consists of linking the pictures to sounds and written words through 8 different ways of playing and presenting the stimuli. The app also allows users to make new flash cards containing their own pictures and a recorded audio message, which can be inserted into the programme to overcome the language problem (the app is English) or to add stimuli with familiar characters, animals or animated subjects according to the user's abilities and preferences. **Type:** Mid	Primary school and middle school	2 3	The app is specially designed for children with neurodevelopmental disorders and, in particular, autism spectrum disorder. Particularly useful for individuals with autism spectrum disorder when used in every life context: at school, at home, during therapy. **Objective:** -Communicative and linguistic skills -Relationship, integration and socialisation dimension -Orientation and autonomy dimension	18

Asterics https://grid.asterics.eu/#welcome	Asterics grid is a dynamic cross-platform communicator. It can use images, pictograms, and orthographic signs to facilitate everyone's participation. It allows the creation of customisable grids by inserting letters, images and AAC symbols (Alterative Augmentative Communication). In the Asterics Grid portal, ready-made grids are available, subdivided by topics (e.g. food, clothes, environments, colours, animals) and by functionalities (e.g. listening to music). **Type:** Mid	From primary school to high school	2 3	Particularly suitable for pupils with communication disorders, autism spectrum disorder, specific learning disorders. **Objective:** -Cognitive, neuropsychological and learning dimensions	12,5

Redmenta https://redmenta.com/en 	Redmenta is an AI-powered content creator for active learning, covering project work to assessments. Using a combination of storytelling blocks and interactive widgets, Redmenta blurs the line between lesson play and activity. Redmenta has an AI content generator that is capable of generating various materials tailored to different learning goals. Whether you require a quick quiz or interactive learning materials, Redmenta can generate them based on a simple picture of a chapter from your textbook. **Type:** High 	From primary school to high school		Useful for everyone on the basis of the chosen activity/content. **Objective:** -Cognitive, neuropsychological and learning dimensions	19

Learning apps https://learningapps.org/createApp.php 	Learning app is a web application that supports teaching activities through small interactive game modules such as crosswords, hangman's puzzle, memory pair puzzles, timeline, etc. It contains a very large archive of modules already realized on the different disciplines and for the different school orders that can serve as examples or directly be used. **Type:** 	Primary school and middle school	1 2 3	Useful for everyone on the basis of the chosen activity/content. **Objective:** -Cognitive, neuropsychological and learning dimensions	19,5
Teams https://www.microsoft.com/it-it/microsoft-teams/free?market=it 	Microsoft Teams is a unified communication and collaboration platform that combines persistent work chat, teleconferencing and content sharing. Its strength lies in the ability to combine several tools through a single platform. **Type:** High 	From primary school to high school	1 2 3	Useful for everyone on the basis of the chosen activity/content. **Objective:** -Communicative and linguistic skills -Cognitive, neuropsychological and learning dimensions -Relationship, integration and socialization dimension	24

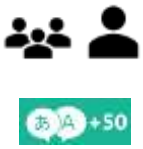
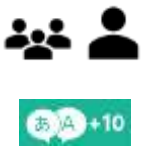
One notes https://support.microsoft.com/it-it/office/video-che-cos-%C3%A8-onenote-be6cc6cc-3ca7-4f46-8876-5000f013c563	OneNote is a personal digital notepad. With OneNote you can: type and organize your notes, record audio on your laptop, add an image from your phone, switch devices and pick up exactly where you left off, share your notebooks with others so everyone can view and edit them at the same time. **Type:** High	From primary school to high school	2	Useful for everyone, especially for those who have difficulty organizing content, the voice reading option makes it particularly useful for dyslexic pupils or those with reading difficulties. **Objective:** -Communicative and linguistic skills -Cognitive, neuropsychological and learning dimensions	18
Ego4u https://www.ego4u.com/	Ego4u is a platform of exercises, explanations, games, teaching materials and a lot of information on English language and culture. It offers an extensive catalogue of activities to choose from according to educational objectives. **Type:** High	From primary school to high school	1 2 3	Useful for pupils with difficulties in the study of the English language. **Objective** -Communicative and linguistic skills -Cognitive, neuropsychological and learning dimensions	21

Easy kids https://play.google.com/store/apps/details?id=com.tulsidaskids&hl=it&gl=US	Easy kids is an App that will enable child to learn their ABC (and other basic things) in more interactive way with smooth graphical interaction and lots of fun. The App includes learning of, per example: ABC, Colors, Animals and their sounds, Fruits, Numbers Learning and other basic things. Useful for learning and revision at home. **Type:** Mid	Primary school	1 2 3	Useful for learning basic vocabulary for speakers of English as a first language, also for those with cognitive deficits useful for learning the basics of English as a foreign language. **Objective:** -Communicative and linguistic skills -Cognitive, neuropsychological and learning dimensions	21

Hot potatoes https://sd2.itd.cnr.it/?r=site/scheda&id=4849	Hot potatoes is a suite that brings together six applications, each dedicated to the production of a different type of material for the assessment of learning in any subject area: multiple-choice, riddles, matching, crosswords, concordances, completion. Widely used in the production of tests to assess learning in foreign languages, Hotpotatoes is however also used and usable for other disciplines. The programme was created and is proposed as a specific tool for the Web, so all the materials produced are publishable and usable via the Web. Useful for learning and revision (Is distributed in English, but offers interfaces in several languages) **Type:** Mid	Middle school and high school	1 2 3	Useful for everyone on the basis of the chosen activity/content. **Objective:** -Communicative and linguistic skills -Cognitive, neuropsychological and learning dimensions	19,5

Oksodoboz (HU) https://www.okosdoboz.hu/	Oksodoboz is a site that contains almost 15,000 graphic tasks related to the Hungarian National Basic Curriculum, 35 games that develop cognitive skills and 200 educational animations. The activities on offer allow you to acquire the necessary knowledge through practice by solving playful tasks. Oksodoboz is a website that contains almost 15,000 graphic tasks related to the Hungarian National Basic Curriculum, 35 games that develop cognitive skills and 200 educational animations. The activities are divided according to subject, topic and class. **Type:** High	From primary school to high school	1 2 3	Useful for everyone thanks to the possibility of personification of the didactic activity. **Objective:** -Cognitive, neuropsychological and learning dimensions -Communicative and linguistic skills	21

Genially https://genial.ly/education/for-schools/	Genially is an online platform for creating presentations and interactive games of various kinds. The special feature of the programme is the possibility of inserting links, text and images to each individual slide which, in effect, transforms a presentation into an interactive experience somewhere between book-game and hypertext. **Type:** High	From primary school to high school	1 2 3	Useful for everyone on the basis of the chosen activity/content. **Objective:** -Cognitive, neuropsychological and learning dimensions	17
GeoGebra	GeoGebra is a mathematics app that allows users to draw graphs, study geometry and algebra as well as solid figures in 3D. The great advantage of this app is the fact that it can be adapted to various levels of difficulty/school grades. It offers different types of content **Type:** Mid	From primary school to high school	1 2 3	Particularly useful for students with learning difficulties in math or dyscalculia. **Objective:** -Cognitive, neuropsychological and learning dimensions	21

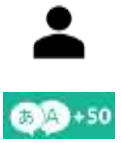
					
Plickers https://help.plickers.com/hc/en-us/articles/360009395854-What-is-Plickers-	Plickers is an App that allows tests, quizzes and other surveys to be taken and data to be collected in real time, without the need for a device. The teacher only needs a smartphone or tablet connected to the internet to create a digital classroom. Very practical in the case of primary school students who often do not yet have their own personal device, useful for knowledge verification. **Type:** High 	From primary school to high school		Useful for everyone on the basis of the chosen activity/content. **Objective:** -Cognitive, neuropsychological and learning dimensions	19

Educaplay https://www.educaplay.com/	Educaplay is a user-friendly educational game creator. Choose from a wide array of game templates such as crosswords, memory games, quizzes and riddles. You can create your own games using the templates provided or pick one of the many ready-to-use activities on the website. **Type:** High 	From primary school to high school	1 2 3	It exploits learning through play. This makes it particularly suitable for students with attention problems. Proposes potentially attractive and interactive activities. **Objective:** **-C**ognitive, neuropsychological and learning dimensions	19,5
Matific https://www.matific.com/it/it/home/matific-play/	Matific is a multi-award-winning, digital learning-based mathematics platform for schools that develops problem-solving skills and conceptual understanding in the early years of mathematics study. Matific provides access to more than 2000 mathematical activities, worksheets and lesson plans in line with the curriculum. **Type:** Mid 	From pre-school to middle school	1 2 3	Particularly useful for students with learning difficulties as dyscalculia. **Objective:** -Cognitive, neuropsychological and learning dimensions	20,5

bluebot/beebot https://blog.teaching.com.au/introduction-to-the-bee-bot-and-blue-bot-in-the-classroom/	Bee-bot is a bee-shaped robot that can memorize a set of basic commands and move along a path according to the recorded commands. Bee-Bot is ideal for teaching coding, lateralization, spatial - Orientation and programming. **Type:** High	Primary schools	1	Useful for everyone in particular for pupils with problems in spatial orientation. **Objective:** -Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension	15
Google Classroom https://sites.google.com/view/classroom-workspace/login_5	Google Classroom is a free web service developed by Google, for schools and universities, aiming to simplify the creation and distribution of teaching materials, assignment and assessment of tasks online. **Type:** Mid	From primary school to high school	3	useful for everyone. **Objective:** -Cognitive, neuropsychological and learning dimensions -Relationship, integration and socialization dimension	18

YouTube https://www.youtube.com/?gl=IT&hl=it	YouTube is a web 2.0 platform that allows multimedia content to be shared and viewed online: on the site, it is possible to see video clips, trailers, short films, news, live streaming, shorts and slideshows and other content such as video blogs. Allows wide access to a wealth of video content that can be used both at school and at home **Type:** Mid	From primary school to high school	2	Useful for everyone on the basis of their chosen content. **Objective:** -Cognitive, neuropsychological and learning dimensions	15
PhEt Colorado/Phet Interactive Simulations https://phet.colorado.edu/	Phet Interactive Simulations is a collection of over 150 interactive experiments ranging from mathematics to science. In addition to simulations, some 3,000 teaching units and guides are available, and some of the environments are designed with accessibility requirements in mind to allow participation by all. **Type:** Mid	From primary school to high school	1 2 3	Useful for everyone, considered suitable for individuals with visual impairments or hearing disabilities. **Objective:** -Cognitive, neuropsychological and learning dimensions -Orientation and autonomy dimension	19,5

Moto-tiles https://www.moto-tiles.com/	Moto-Tiles is a play tool that engages physical movement and cognitive processes with effective, fun, and motivating exercises. Each tile (10) has a pressure-sensitive area in the center and 8 lights that can light up in various colors, which allows a wide variety of games. Since the tiles are controlled by the tablet wirelessly, they can be placed in the space combined or separately, allowing for a wide variability of setting configuration and difficulty levels. **Type:** Mid	From primary school to high school	1 2 3	Useful for everyone, on the basis of the chosen game and tiles set-up. It's suitable for individuals with visual impairments, with motor or hearing disabilities. **Objective:** -Cognitive, neuropsychological and motor dimensions -Communicative and linguistic skills -Relationship, integration and socialization dimension	18,5
EDUard https://www.metalab.neapolisanit.com/prototipi-progtti/	EDUard is a bundle that offers a series of applications for training and assessment, through teaching cards, of school subjects (such as history, art, geography, and others). It also includes exercises for strengthening instrumental skills (such	Primary schools	1 3	Useful for students with typical and atypical development, in particular for students with ADHD and specific learning disorders. **Objective:** -Cognitive, neuropsychological	15

	as reading, writing, metacognition and executive functions, and others), which are essential for academic success in children with typical and atypical development. **Type:** High 			and learning dimensions -Orientation and autonomy dimension -Communicative and linguistic skills	
Paint https://apps.microsoft.com/detail/9pcfs5b6t72h?hl=it-IT&gl=IT 	Paint is a flexible and easy-to-use graphics editing tool on Windows that allows you to create, edit, and manipulate images and drawings. It's perfect for straightforward tasks like cropping and resizing images, as well as drawing and adding simple shapes and text. **Type:** High 	From pre-school to high school		Useful for students with typical and atypical development, helping them to organize and customize study materials while fostering creativity. **Objective:** -Cognitive, neuropsychological and learning dimensions	13,5

Type of technology: 1) *Low*: aids that do not need electricity, for instance, graphic organizer, visual schedules, adapted pencil (weighted, fat, skinny, triangular, golf etc.), adaptive paper (graph, special spacing or texture, HWT, etc.), slant board, post-it, squishy ball or sensory input (fidgets), tactile ruler, velcro, page protector or colored transparency, binder clip (for grip for turning pages), jumbo anything (text, materials, paper, etc). 2) *Mid*: electronic communication devices that do not require connection to a computer, for instance, VOCA, screen magnifier, audiobook, adapted cd player/music player, voice amplification, braille translation software, switch

adapted games or toys, adapted keyboard, calculator, electronic speller or dictionary. 3) *High*: resolutions that employ and integrate computers with multimedia interfaces, acquisition from external sources and speech synthesis, for instance, electric wheelchair, portable word processor, word prediction software, text to speech, speech to text, AAC Device, smart board, alerting device.

6.2 Guidelines for teachers on the implementation of technologies in the classroom - Good practices

TOOL TITLE	**Educational Robotics Kit**
Short description of the tools	Educational robotics kits, such as LEGO Education Spike Essential/Prime, mBOT, Edison, etc, allows students to build and program robots using building bricks, electronical parts (such as motors and sensors) and a programmable environment. They are designed to engage students in hands-on learning experiences that foster creativity, problem-solving, and collaboration.
Main features	Each kit comes with a range of building parts, instructions and challenges, allowing for customization and adaptation to different skill levels. The kits usually include a variety of sensors (e.g., touch, color, infrared) and motors that students can use to create robots with different functionalities. The accompanying software provides a visual programming environment, making it accessible for students with varying levels of coding experience. The software often offers the possibility to switch programming from visual to scripting, which helps smooth transition to higher difficulty levels.
Pedagogical challenge solved by the tool	Multiple Learning Styles: Educational robotics provides a hands-on, interactive learning experience that caters to different learning styles. Students can engage with the material through physical manipulation of the robots, making it suitable for kinesthetic learners. Customizable Challenges: Teachers can design robotics activities with varying levels of complexity, allowing for differentiation based on individual abilities. Students can work on tasks that match their skill levels, promoting a competence-based approach. Collaborative Learning: Robotics projects often involve teamwork and collaboration. Students with diverse abilities can contribute to a group project, fostering a sense of inclusivity and promoting social skills development.

	Problem-Solving and Critical Thinking: Robotics activities encourage problem-solving and critical thinking skills, which are essential for all students, including those with special needs. The hands-on nature of working with robots can enhance cognitive development. Inclusive Programming Languages: Many educational robotics platforms offer programming languages with varying levels of complexity (from visual block-base to scripting). Students can engage with coding and programming at their own pace, making it accessible for a wide range of abilities.
Types of special needs supported	Students with Cognitive Disadvantages: The visual and hands-on nature of the kit accommodates various learning styles and helps students with cognitive disadvantages grasp abstract concepts through concrete, tangible experiences. Gifted students: Gifted students can take advantage of the open-ended nature of the robotics projects to pursue independent explorations, diving deeper into robotics concepts and pushing their intellectual boundaries. Students with Motor Skill Challenges: Educational robotics kits provides a physical and interactive learning environment that can be adapted to support students with motor skill challenges. The groupwork in educational robotics allows students to collaborate and support each other and foster a positive and inclusive classroom culture where all contributions are valued.
Targets (students ages)	Primary school (6-11), secondary school (12-16)
Pedagogical benefit	Robotics kits offer a hands-on, tangible learning experience that accommodates various learning styles. Building and programming robots encourage diverse problem-solving approaches, fostering critical thinking skills. This inclusive environment supports students with different cognitive styles in developing analytical and logical reasoning abilities. Robotics projects integrate multiple disciplinesincluding science, technology, engineering, and mathematics (STEM), creating an inclusive learning space where students with varied interests and strengths can contribute. This multidisciplinary approach promotes a comprehensive understanding of interconnected concepts. Robotics projects emphasize collaboration and teamwork, encouraging effective communication and cooperation

	among students with diverse abilities and backgrounds. This inclusive setting values the contributions of all team members.
Classroom management	● Divide students into small groups for collaborative work on robotics projects. ● Establish clear expectations for teamwork, communication, and the use of the robotics kit. ● Rotate roles within groups to ensure that all students have opportunities to engage with different aspects of the project. ● At each moment give each group a challenge to solve
Educational Teaching methods	● Project-Based Learning: Design robotics projects that align with curriculum objectives, allowing students to apply their knowledge and skills in a real-world context. ● Differentiated Instruction: Provide a range of building and programming challenges to accommodate diverse skill levels and learning preferences. ● Reflection and Documentation: Encourage students to document their design and programming processes, fostering metacognition and self-assessment.
Case Study with tips	Scenario: Creating a Robot for Environmental Cleanup Objective: Build a robot capable of collecting and sorting waste In this case study, LEGO WeDo 2.0 educational robotics kits are used to support inclusive education by engaging students in a collaborative, hands-on learning experience. It addresses pedagogical challenges related to engagement, problem-solving, and critical thinking, making it an effective tool for fostering competencies in an inclusive classroom.

Tips for Implementation:

- Group Formation: Form diverse groups with a mix of abilities, fostering collaboration and peer support. Encourage a culture of peer support and collaboration. Assign roles within the group that allow students with special needs to contribute their strengths, fostering a sense of belonging.
- Adaptation: Provide alternative building instructions or simplified programming options for students with different needs. Ensure that all learning materials, including instructions and resources, are accessible. This may involve providing materials in multiple formats or using tools like text-to-speech for students with reading challenges.
- Encourage gifted students to conduct research on existing environmental cleanup technologies and robotics used in similar applications. This preliminary exploration can inspire innovative ideas for their own robot designs.
- Reflection: After the project, facilitate a reflection session where students discuss the challenges they faced, solutions they found, and the environmental impact of their robots.
- Implement flexible assessment strategies that accommodate different ways of demonstrating understanding. This may include alternative forms of assessment, such as project portfolios or presentations. Conduct regular check-ins with students to understand their comfort levels, challenges, and preferences.

TOOL TITLE/NAME	Digital games creation and coding
Short description of the tools	Currently there are many digital tools/software that allow students to design and develop digital games. Tools, such as Scratch / ScratchJR, Kodu Game Lab, MakeCode Arcade, Roblox Studio, Godot, etc. (apropriate for ages as early as 5 years old) provide a hands-on approach to learning, promoting a dynamic environment where students apply STEM concepts, coding, and artistic skills to construct interactive and educational gaming experiences. The creation of digital game with coding in education enhances student engagement and fosters creativity. Students learn critical thinking, problem-solving, and collaboration while designing and developing games.
Main features	Game creation tools for kids typically have user-friendly interfaces and a common feature is the use of block-based visual programming languages.These tools typically are an intuitive and engaging environment for learning with drag-and-drop functionality, making coding accessible to young learners. Digital game creation tools like those mentioned above, typically consist of several key components: ● Stage/Area Design - features for designing the game environment or stage. Users can set backgrounds, create landscapes, and define the visual context for their games. These features are usually very flexible and allow students to express creatively designing the scenes and worlds at their imagination. ● A component for creating and manipulating game sprites, characters, and objects that populate the game world. Users can design and customize these elements. Multimedia integration, including support for graphics, sound, and animations, enhances the creative possibilities empowering young creators to express their creativity through game design. Such features might allow flexible integration of students with learning difficulties. ● A coding interface: typically, game development tools for kids contain a user-friendly, block-based or visual programming interface that allows users to drag and drop code blocks to create scripts without traditional coding syntax. Some tools also have a code editor for users who want to transition to text-based coding. It enables more advanced users to write and edit code directly in languages like

	JavaScript or Python. Notably, these tools often offer the flexibility to transition between block-based and JavaScript programming, catering to different skill levels. ● Online Community: Such platforms often promote collaboration through vast online communities, facilitating sharing and teamwork. Students can share their creations, collaborate with others, and access additional resources and tutorials. ● Tutorials and Documentation: educational resources, tutorials, and documentation are often designed by the tool developer to support users (such as teachers) in the preparation of the classes or to help students in learning how to use the tool effectively and improve their game design skills. Often these tutorials for students provide step by step short learning units, which facilitates students in learning autonomously and at their own pace.
Pedagogical challenge solved by the tool	Diverse Learning Styles The tools for game creation for kids offer visual and auditory elements, accommodating diverse preferences and felicitating the personalisation of the educational experience. Range of Learning Levels Game design and development platforms allow gradual skill progression, allowing kids to learn at their own pace and advance as they master concepts. Problem-Solving and Critical Thinking Game challenges foster problem-solving and critical thinking skills as kids devise solutions and strategize within the creative context. Individualized Instruction Tailored learning paths and adjustable difficulty levels are easily achieved by provide individualized tasks and challenges to students, addressing the unique needs and progress of each child. Parent Involvement Most tools for game creation for kids offer the possibility to share the outcome to a community through public repositories. This allows to easily share the kids creations with a wider community, including the rest of the school and the parents.

Types of special needs supported	Gifted students: Gifted students can take advantage of the coding and digital game creation projects to pursue independent explorations, diving deeper into coding concepts and pushing their intellectual boundaries. Attention Deficit Dynamic, interactive activities such as game design often help maintain the focus and cater to diverse attention spans, making learning more engaging and accommodating for children with attention difficulties. Deaf students Game design tools often support multimedia elements such as graphics and animations, allowing deaf students to express creatively. Students can substitute sounds with visual elements, such as speech bubbles in their projects. Autism Spectrum Disorder (ASD) Students: Coding and digital game creation improve the social and communication skills needed to be bolstered in this population. These digital tools are well-designed to enhance their social commitment during the development of projects.
Targets (students ages)	Primary school (6-11), secondary school (12-16)
Pedagogical benefit	Games inherently captivate students' interest. By creating their own games, students become intrinsically motivated to learn coding, leading to increased engagement and a positive learning experience. Game creation involves breaking down complex problems into smaller, manageable parts. This cultivates computational thinking, fostering problem-solving skills applicable across various disciplines. Designing and coding games require logical reasoning and problem-solving. Students learn to identify issues, debug errors, and develop strategies, enhancing critical thinking skills. Game creation allows for creativity in designing characters, storylines, and gameplay. Students learn to think innovatively and express their ideas through interactive and visually appealing games. Game development projects are inherently project-based, encouraging hands-on learning. This approach promotes

	engagement, collaboration, and a deeper understanding of coding concepts. Game creation often involves mathematical concepts such as coordinates, angles, and physics. Students apply and reinforce mathematical skills in a practical context, making connections between coding and math. Game creation incorporates elements of art, design, storytelling, and music. This multidisciplinary approach provides a holistic learning experience, fostering diverse skills beyond coding. Coding inevitably involves overcoming challenges and errors. Students develop adaptability and resilience as they iterate on their projects, learning from mistakes and improving their code. Game creation allows for diverse narratives and characters, promoting inclusivity. Students can express and appreciate various perspectives, fostering a sense of empathy and cultural understanding.
Classroom management	● Start with clear instructions and expectations for the project. Outline language learning goals, coding tasks, and behavioral expectations to set a positive tone. ● Create a positive environment that maximizes the language learning potential of the interactive storytelling project using Scratch ● Organize students into small groups to facilitate peer collaboration. Clearly define roles within the groups/peers and establish guidelines for effective teamwork. Rotate roles within the groups, allowing each student to contribute to different aspects of the project. This ensures equal participation and a shared sense of responsibility. ● Be flexible with groupings, allowing students to collaborate with different peers. This fosters a sense of community and helps students learn from each other.
Educational Teaching methods	Project-Based Learning (PBL): Digital game creation and interactive storytelling are usually structured as project-based learning experiences. Students actively engage in hands-on activities, fostering a deeper understanding of language concepts and coding. Collaborative Learning:

	Utilizing small group dynamics encourages collaborative learning. Students work together to brainstorm ideas, plan their stories, and solve language and coding challenges collectively. Flipped Classroom Approach: Game design and creation might be very motivating and some aspects of learning may be introduced outside the classroom, such as basic Scratch tutorials. Classroom time is then dedicated to hands-on application, collaboration, and guidance.
Case Study with tips	Scenario: Creating interactive stories using Scratch Objective: Invent a story which evolved differently based on the interaction of the viewer. Use block-based programming language Scratch to create the interaction. In this case study, the teacher proposes to the class to create a story giving to the listener/viewer the possibility to make choices. The story will develop differently based on the choices made. The activity is cross-curriculum suitable for stimulating: - language skills: Writing interactive stories requires constructing sentences and forming coherent narratives. This helps reinforce proper sentence structure and grammar. - Cultural context: stories can be designed to include cultural elements, exposing students to language in context and helping them understand cultural nuances in a fun and interactive way. - Mathematics skills: Integrate math concepts by incorporating decision-making scenarios that involve mathematical problem-solving.

	- Art and Design: Students can create and customize characters, backgrounds, and visual assets for their interactive stories. - etc. Tips for Implementation: Peer Collaboration: Promote collaboration by allowing students to work in pairs or small groups. This fosters teamwork, idea exchange, and mutual support in problem-solving. Stimulate each students' active participation both in the design and the programming phases. Storyboard: Scaffold the design process with the help of storyboard sheets which will help students understand and follow the story construction needed in a text. The storyboard also helps them plan the different paths the story can take based on user choices. Coding Introduction and as needed Conduct a coding introduction session focusing on most commonly needed blocks for creating branching narratives. Address common challenges and provide coding tips during these sessions. Testing and Iteration: Emphasize the importance of testing the interactive stories iteratively. Students should playtest their creations, identify bugs, and refine the narratives based on feedback. Final presentation / gameplay: Plan a showcase session where students present their interactive stories to the class. Allow the students to play the interactive story of their classmates. Stimulate them to provide constructive feedback and suggestions for improvement. Follow the play session with a group reflection, allowing students to discuss challenges, successes, and lessons learned. Parent Involvement: Share with parents the final projects by inviting them to experience the interactive stories. This can strengthen the connection between classroom activities and home learning.

TOOL TITLE	Flip (Flipgrid)
Short description of the tools	Flip (Flipgrid) is a free app from Microsoft where educators create safe, online groups for students to express their ideas asynchronously in short video, text, and audio messages.
Main features	Flipgrid elevates text-based discussion forums with teacher and student constructed videos. Teachers and students can create a grid about a specific topic and encourage peers and even people from around the world to record a short video about the topic. Flipgrid allows learners of all ages to find their voices, share their voices, and respect the diverse voices of others. Flipgrid students build and strengthen social learning communities as they discuss their ideas and experiences with their peers. Flipgrid amplifies student voice and supports student development of global empathy as they immerse themselves in each other's learning processes and perspectives.

Pedagogical challenge solved by the tool	Diverse Learning Styles: Challenge: Accommodating diverse learning styles within one classroom, including visual, auditory, and kinesthetic learners. Flipgrid Solution: Flipgrid allows students to express themselves through video, accommodating visual and auditory learners. It provides a multimodal approach that caters to different preferences. Engagement and Participation: Challenge: Encouraging active participation, especially for students who may be shy, reserved, or face challenges in expressing themselves. Flipgrid Solution: Flipgrid's video format provides a more comfortable medium for expression. Students can record video responses at their own pace, fostering increased engagement and participation. Individualized Instruction: Challenge: Providing individualized instruction to address the unique learning needs of SEN students. Flipgrid Solution: Teachers can use Flipgrid to deliver personalized feedback and support. The platform allows for tailored assignments and differentiated instruction based on each student's abilities. Communication and Social Interaction: Challenge: Facilitating effective communication and social interaction, particularly for students with communication or social interaction difficulties. Flipgrid Solution: Flipgrid promotes asynchronous communication, reducing the pressure of real-time interactions. Students can engage in discussions at their own pace, fostering a more inclusive social environment. Accessibility: Challenge: Ensuring that learning materials and interactions are accessible to all students, including those with diverse abilities. Flipgrid Solution: Flipgrid's user-friendly interface and the option to use video responses offer accessibility. Teachers can also provide alternative means for participation, such as voice recordings or written responses. Assessment and Feedback: Challenge: Providing meaningful assessments and feedback to both SEN and neurotypical students. Flipgrid Solution: Flipgrid facilitates formative assessments through video responses. Teachers can assess

	understanding, provide constructive feedback, and adapt instruction based on individual needs. Building a Supportive Community: Challenge: Creating a supportive and inclusive learning community where all students feel valued and accepted. Flipgrid Solution: Flipgrid promotes a sense of community through collaborative video discussions. It allows students to share perspectives, fostering mutual understanding and acceptance. Parent Involvement: Challenge: Involving parents in the learning process, especially for SEN students who may require additional support at home. Flipgrid Solution: Teachers can use Flipgrid to share updates, instructions, and insights with parents. Parents can also engage in discussions, creating a collaborative learning environment.

Types of special needs supported	Students with Speech and Language Impairments: Flipgrid allows students to express themselves through video, providing an alternative to written or spoken communication. This is particularly beneficial for students with speech and language impairments who may find it challenging to communicate verbally. Students with Learning Disabilities: For students with learning disabilities that affect their ability to convey ideas in writing, Flipgrid offers a more accessible way to express thoughts and demonstrate understanding through video responses. Autism Spectrum Disorder (ASD) Students: Flipgrid can be a useful tool for students with ASD by providing a visual and structured platform for communication. The video format may appeal to students with ASD who prefer visual and auditory stimuli. Students with Physical Disabilities: For students with physical disabilities that may impact their ability to write or type, Flipgrid's video responses offer a more accessible way for them to contribute to class discussions and assignments. Students with Cognitive Disabilities: Flipgrid's straightforward and user-friendly interface can be beneficial for students with cognitive disabilities. The platform allows for simplified communication and interaction. Students with Attention Deficit Hyperactivity Disorder (ADHD): Flipgrid's interactive and engaging nature can help capture and maintain the attention of students with ADHD. The platform's multimedia features may enhance their focus and participation.
Targets (students ages)	Primary school (6-10), secondary school (11-16)

Pedagogical benefit	Flipgrid provides an alternative mode of communication for students who may face challenges in traditional written or verbal expression. It accommodates various learning styles and allows SEN students to convey their thoughts through video, making communication more accessible. It enhances communication skills by incorporating multimedia elements and encouraging creativity. Flipgrid's video format can be particularly engaging for SEN students, capturing their attention through visual and auditory stimuli. The interactive nature of the platform encourages active participation and reduces potential barriers to engagement. Flipgrid's user-friendly interface and the novelty of video responses can boost engagement among students. It provides an opportunity for students to showcase their creativity and express themselves in a more personalized manner. Flipgrid allows teachers to provide individualized instruction and support to students. Teachers can tailor assignments, offer personalized feedback, and address specific learning needs through asynchronous video interactions. Flipgrid promotes social interaction in a less intimidating environment. Students can engage in discussions at their own pace, reducing the pressure of real-time interactions. This can support the development of social skills. Flipgrid allows for alternative forms of assessment, accommodating the diverse needs of students. Video responses can serve as a more accessible and expressive way for students to demonstrate their understanding.

Classroom management	● Establish clear guidelines and expectations for using Flipgrid. ● Provide an orientation or training session to familiarize students with Flipgrid. ● Emphasize digital citizenship principles, including respectful and responsible online behavior. ● Discuss privacy considerations and permissions with students, especially if they are creating video content. ● Depending on the age group, it may be necessary to review and approve video responses before they are shared with the class. ● Set clear deadlines for video submissions and encourage time management. Flipgrid can be asynchronous, allowing students to contribute at their own pace, but it's essential to establish timelines for assignments and discussions. ● Provide constructive feedback on students' video responses. ● Ensure that Flipgrid is accessible to all students, including those with disabilities. Consider providing alternative options for students who may face challenges with video creation and be mindful of accessibility features within the platform. ● Encourage collaboration and participation by creating opportunities for students to respond to each other's videos. Foster a sense of community by promoting active engagement in discussions and group activities. ● Anticipate technical issues and have a plan in place to provide troubleshooting support.

Educational Teaching methods	● Flipped Classroom: Use Flipgrid to create pre-recorded instructional videos or content for students to watch outside of class. This allows class time to be used for interactive discussions, activities, and application of concepts. ● Collaborative Discussions: Foster collaborative learning by setting up group discussions or debates on Flipgrid. Students can respond to each other's videos, providing feedback, sharing perspectives, and engaging in meaningful dialogue. ● Project-Based Learning: Integrate Flipgrid into project-based learning activities. Students can use the platform to document their project progress, share findings, and present their final projects through video submissions. ● Role-Playing: Incorporate interview-style assignments or role-playing scenarios using Flipgrid. Students can take on specific roles, respond to prompts, and engage in conversations that enhance their understanding of various perspectives. ● Peer Review and Feedback: Facilitate peer review processes using Flipgrid. Students can share their work, and peers can provide constructive feedback through video responses. This encourages a culture of peer support and collaboration.
Case Study with tips	Scenario: Creating a Virtual Campaign for Environmental Awareness Objective: Develop a virtual campaign using Flipgrid to raise awareness about environmental issues and encourage sustainable practices. In this case study, Flipgrid is utilized to support inclusive education by engaging students in collaborative, multimedia-based projects. The goal is to address pedagogical challenges related to communication, creativity, and critical thinking in an inclusive classroom. Tips for Implementation: Group Formation: Form diverse groups with a mix of abilities, fostering collaboration and peer support. Assign roles within the group that allow students with special needs to contribute their strengths. Encourage a culture of mutual support and inclusion. Adaptation:

	Provide alternative project guidelines or simplified instructions for students with different needs. Ensure that all learning materials, including instructions and resources, are accessible. Use tools like closed captions and transcripts to support students with hearing challenges. Introduction to Environmental Issues: Begin the project by introducing students to various environmental issues, such as pollution, deforestation, or climate change. Use Flipgrid to share introductory videos or host guest speakers virtually to provide insights. Research and Innovation: Encourage students, including those who are gifted, to conduct virtual research on existing environmental campaigns and innovative approaches to raising awareness. Flipgrid can be used for sharing findings and collaborating on ideas. Reflection: After the project, facilitate a reflection session using Flipgrid. Students can discuss the challenges they faced, solutions they found, and the potential impact of their virtual campaign. This promotes self-awareness and critical thinking. Flexible Assessment: Implement flexible assessment strategies using Flipgrid. Allow students to showcase their understanding through video presentations, reflections, or creative expressions. Provide alternative assessment formats that accommodate different learning styles. Inclusive Discussion: Use Flipgrid as a platform for inclusive online discussions. Students can respond to each other's video posts, providing feedback and fostering a sense of community and shared learning. Regular Check-ins: Conduct regular check-ins with students through Flipgrid to understand their comfort levels, challenges, and preferences. This provides an opportunity to address individual needs and ensure a positive learning experience.

TOOL TITLE	Matific
Short description of the tools	Matific is a collection of interactive math games and activities (on the website, tablet, or Chrome app) for grades K-6 aimed at helping kids build a conceptual understanding of various foundational skills.
Main features	Matific offers a wide range of interactive and gamified math activities that cover various mathematical concepts. These activities are designed to engage students in a fun and interactive way while reinforcing key mathematical skills. The platform may incorporate adaptive learning features, adjusting the difficulty of activities based on the student's performance. This personalized learning approach allows students to progress at their own pace, with the system adapting to their skill level. Matific often provides options for differentiated instruction, allowing teachers to tailor the learning experience for individual students. This feature is particularly beneficial for addressing the diverse needs and learning styles of students in a classroom.

Pedagogical challenge solved by the tool	Differentiated Instruction: One of the primary challenges in inclusive classrooms is accommodating diverse learning needs. Matific's adaptive learning features allow for differentiated instruction, enabling teachers to tailor math activities to the individual needs and abilities of both SEN and neurotypical students. Individualized Learning Paths: SEN students may require individualized learning paths to address specific learning challenges. Matific's customizable learning paths allow teachers to select activities that align with each student's abilities, ensuring that the content is appropriate and supportive of their unique needs. Engagement for All Students: Maintaining engagement is crucial in a mixed-ability classroom. Matific's gamified and interactive approach can capture the interest of both neurotypical and SEN students, making math learning more enjoyable and accessible for everyone. Visual and Interactive Learning: Many SEN students benefit from visual and interactive learning experiences. Matific's use of visuals, interactive elements, and gamification can cater to diverse learning styles, providing a more inclusive approach to math education. Progress Monitoring and Intervention: Tracking the progress of all students, including those with SEN, is essential for effective teaching. Matific's teacher dashboard and analytics tools offer insights into individual student performance, facilitating timely interventions and support where needed. Real-Time Feedback: Constructive feedback is crucial for student learning. Matific often provides real-time feedback during activities, allowing students, including those with SEN, to receive immediate guidance and reinforcement, promoting a deeper understanding of mathematical concepts. Promoting Collaboration: Matific can be used as a collaborative tool, encouraging neurotypical and SEN students to work together on math activities. This promotes a supportive and inclusive classroom culture where students can learn from each other. Parental Involvement: For both neurotypical and SEN students, involving parents in the learning process is essential. Matific's features that allow parents to monitor their child's progress and engage in their math education can foster collaboration between home and school.

	Accessibility: Matific's digital format provides accessibility for all students, including those with diverse learning needs. The platform can be adapted to accommodate different accessibility requirements, promoting an inclusive learning environment.

Types of special needs supported	Students with Learning Disabilities (e.g., Dyslexia, Dyscalculia): Matific's interactive and visual approach to teaching mathematics can be helpful for students with learning disabilities. The platform's activities and games provide alternative ways of presenting mathematical concepts, potentially catering to the specific needs of students with dyslexia or dyscalculia. Students with Attention-Deficit/Hyperactivity Disorder (ADHD): The gamified nature of Matific's activities may help engage students with ADHD by providing a dynamic and interactive learning environment. The platform's design can support students in maintaining focus and attention during math lessons. Students with Autism Spectrum Disorder (ASD): Matific's structured and visual activities can be beneficial for students with ASD. The platform provides clear instructions and visual cues, supporting the learning preferences of some students on the autism spectrum. Students with Speech and Language Impairments: Matific's focus on visual and interactive elements can benefit students with speech and language impairments by providing alternative means of learning and expressing mathematical concepts. Students with Motor Skill Challenges: For students with motor skill challenges, Matific's digital format eliminates the need for extensive handwriting or fine motor skills. This can be particularly beneficial for students who may struggle with traditional pen-and-paper tasks. Students with Working Memory Challenges: Matific's adaptive learning features and interactive feedback can provide additional support for students with working memory challenges. The platform's reinforcement of concepts through various activities can help these students solidify their understanding over time.
Targets (students ages)	Preschool (4-5), primary school (6-10), secondary school (11-12)

Pedagogical benefit	Matific helps create an inclusive classroom where students with diverse learning needs can engage in the same educational activities. Students can progress at their own pace based on individual abilities and learning needs. Teachers can tailor instruction to address the varying needs and abilities of students. The platform's visual and interactive elements appeal to different learning styles, benefiting students. Matific promotes collaboration among students, fostering a sense of teamwork and mutual support. Immediate feedback helps reinforce learning for students, aiding in understanding and retention. Matific's gamified approach contributes to a positive attitude towards math for students. Parents of students can be actively involved in monitoring their child's progress. Matific's interactive and gamified activities enhance engagement and motivation. Teachers can monitor the progress of all students, identify areas of strength and improvement, and provide targeted support.

Classroom management	● Provide clear instructions and orientation for students to ensure they understand how to use Matific. Offer additional support or demonstrations as needed. ● Clearly communicate expectations for behavior and participation when using Matific. Emphasize the importance of collaborative learning, mutual respect, and responsible use of technology. ● Consider grouping students based on their learning needs and abilities when using Matific collaboratively. Grouping can be based on mixed-ability pairs or small groups to encourage peer support. ● Regularly monitor students' progress on Matific to ensure they are on task and engaged. Provide support and guidance as needed, especially for SEN students who may require additional assistance. ● Arrange the classroom to facilitate both independent and collaborative work on Matific. Consider creating flexible learning spaces that accommodate different learning styles and preferences. ● Encourage students to reflect on their progress and learning experiences with Matific. Provide constructive feedback to guide further engagement and improvement. ● Use Matific's assessment tools and analytics to inform instructional decisions. Utilize data to identify areas of strength and improvement, allowing for targeted support.

Educational Teaching methods	● Traditional Direct Instruction: Use Matific as a supplement to traditional direct instruction. Assign specific activities to reinforce concepts taught in class. ● Flipped Classroom Approach: Assign Matific activities as homework to introduce new concepts. Use class time for discussions, problem-solving, and addressing questions. ● Guided Discovery: Allow students to explore Matific independently to discover and reinforce mathematical concepts. Facilitate discussions afterward to deepen understanding. ● Problem-Based Learning: Use Matific to present real-world problems or scenarios. Encourage students to solve problems collaboratively using the platform. ● Cooperative Learning: Assign Matific activities to small groups, fostering collaboration and peer support. Encourage students to discuss and explain their reasoning to each other. ● Differentiated Instruction: Customize Matific activities based on students' individual needs and learning levels. Provide varied tasks to cater to diverse abilities. ● Project-Based Learning (PBL): Integrate Matific into math projects where students apply concepts to real-world situations. Use the platform for skill reinforcement within project activities. ● Game-Based Learning: Leverage Matific's gamified elements to make learning more engaging. Turn math practice into a friendly competition to enhance motivation. Flipped Classroom: Use Flipgrid to create pre-recorded instructional videos or content for students to watch outside of class. This allows class time to be used for interactive discussions, activities, and application of concepts. ● Peer Teaching: Encourage students to teach each other using Matific. Pair students with different skill levels, allowing them to share knowledge and support one another. ● Inquiry-Based Learning: How: Pose open-ended questions related to Matific activities. Encourage students to explore, investigate, and draw conclusions through inquiry.

Case Study with tips	Scenario: Exploring Geometry with Matific in Secondary School Objective: Enhance understanding of geometry concepts in secondary students through interactive and collaborative activities on the Matific platform. In this case study, Matific is utilized as a digital tool to support inclusive education by engaging students in collaborative, hands-on learning experiences centered around geometry. It addresses pedagogical challenges related to engagement, problem-solving, and critical thinking in secondary school mathematics classrooms. Tips for Implementation: Group Formation: Form diverse groups with a mix of geometry proficiency levels, fostering collaboration and peer support. Encourage a culture of teamwork by assigning specific roles within the group that allow students with different strengths to contribute effectively. Adaptation and Accessibility: Provide alternative learning paths within Matific for students with different geometry learning needs. Ensure that all digital materials, including instructions and resources within Matific, are accessible. This may involve providing materials in multiple formats or using assistive technologies. Exploration and Investigation: Encourage students to explore Matific's interactive geometry modules independently or in groups. Assign investigation tasks related to specific geometry concepts, promoting critical thinking and problem-solving skills. Research and Innovation: Challenge gifted students to conduct research on advanced geometry topics or historical mathematical figures using Matific as a resource. Encourage them to explore how geometry is applied in real-world scenarios, inspiring innovative ideas for their own geometry projects. Reflection and Discussion: After completing Matific activities, facilitate reflection sessions where students discuss the challenges they faced, the strategies they used, and their insights into geometric

	concepts. Use Matific's discussion features to encourage online conversations, allowing students to share their experiences and learn from one another. Flexible Assessment Strategies: Implement flexible assessment strategies within Matific that accommodate different ways of demonstrating understanding in geometry. Consider alternative forms of assessment, such as project portfolios or interactive presentations within Matific. Regular Check-ins and Support: Conduct regular check-ins with students to gauge their comfort levels with Matific and address any geometry-related challenges they may encounter. Provide additional support, if necessary, by using Matific's interactive features for one-on-one discussions.

TOOL TITLE/NAME	Okulistik
Short description of the tools	Okulistik is an education and learning platform accessed online. Okulistik offers educational content for Turkish, mathematics, natural sciences, life skills, social studies, and English lessons
Main features	The content related to lessons is managed with software that can be adapted to the topic trees of textbooks distributed to all schools in Turkey. Interactive and animated topic explanations, reinforcement worksheets, solution videos, topic tests, educational games suitable for learning areas, and electronic books are some of the educational content available on Okulistik. These educational materials are prepared in accordance with the Ministry of National Education's achievements and the constructivist teaching model, and they are continuously updated. Okulistik has evolving and enriching assessment systems where development and success can be tracked at the topic and competency levels."
Pedagogical challenge solved by the tool	Some of the educational content available on Okulistik.; - Interactive and animated topic explanations, - reinforcement worksheets, - solution videos, - topic tests, - educational games suitable for learning areas, - electronic books

Types of special needs supported	- Students with Learning Disabilities, - Students with Attention-Deficit/Hyperactivity Disorder, - Students with Autism Spectrum Disorder (ASD) - Students with Speech and Language Impairments
Targets (students ages)	All students from 1st to 4th(6-10 ages) grade in primary school, and from 5th to 8th(10-14 ages) grade in secondary school, as well as their families, teachers, and education administrators in primary and middle schools, can benefit from Okulistik.

Pedagogical benefit	Okulistik provides an effective communication channel between students and educators. Unlike traditional educational approaches, the child takes center stage in the system. In contrast to learning everything during class, one of the advantages of the online education system is that your child can follow the lessons independently of time or place, thanks to e-learning. Examining teaching techniques within the fundamental elements of education at the e-learning level reveals many advantages. For instance, the presence of sample video solutions for complex problems and questions in the e-learning system highlights how crucial e-learning is for your child's success and future. Okulistik enables your child to learn the relationship between theory and practice more quickly with question-solving videos, allowing what is learned to be implemented into life more rapidly. This advantage alone holds significant importance for your child's success. The e-learning system includes various visual and auditory content alongside traditional educational materials. For example, Okulistik enhances education with rich visual and auditory content, making it more engaging, enjoyable, and understandable, thereby increasing your child's learning level. The e-learning system also invites parents into the education process. In this way, parents can continue to guide their child's education. Parents can receive detailed reports about the child's education status and provide guidance in this regard.

Classroom management	- Establish clear guidelines and expectations for using Okulistik - Provide an orientation or training session to familiarise students and families with Okulistik. - Clearly communicate expectations for behaviour and participation when using Okulistik - Emphasise digital citizenship principles, including respectful and responsible online behaviour. - Encourage students to reflect on their progress and learning experiences with Okulistik. Provide constructive feedback to guide further engagement and improvement. - Discuss privacy considerations and permissions with students, especially if they are creating video content. - Use Okulistik's assessment tools and analytics to inform instructional decisions. Utilize data to identify areas of strength and improvement, allowing for targeted support.
Educational Teaching methods	- Game-Based Learning: Leverage Okulistik's gamified elements to make learning more engaging. Turn math practice into a friendly competition to enhance motivation. - Peer Teaching: Encourage students to teach each other using Okulistik. Pair students with different skill levels, allowing them to share knowledge and support one another. - Project-Based Learning: Design robotics projects that align with curriculum objectives, allowing students to apply their knowledge and skills in a real-world context. - Differentiated Instruction: Provide a range of building and programming challenges to accommodate diverse skill levels and learning preferences.

TOOL TITLE/NAME	Okuyorum
Short description of the tools	Okuyorum was created to facilitate 1st Grade reading and writing activities. Also there is 1st grade Mathematics in the "Okuyorum" application.
Main features	With the "Okuyorum" Application, students can learn to read and write in a short time. There are activities for each letter. Sound recognition and association, Writing uppercase letters, Writing lowercase letters in the activity, Forming and reading syllables from letters and words from syllables in the activity, Reading sentences in the activity, Speed reading exercises thanks to the "Car Game" in the activity, "Apple Picking Game" to speed up reading in the activity, dictation (writing by heart), dictation in the activity (Truck Game), text reading activity in the activity
Pedagogical challenge solved by the tool	Voice Recognition Recognition activity is available for each voice. By associating the sound with any object, animal or situation, it is ensured that the sound is remembered. For example, the "s" sound is likened to the sound made by a snake. Writing In the writing activity, the writing of the sound is shown with animation. If desired, you can write on the screen by touching the pen icon. The purpose of this activity is to help the student learn how to write the sound. Forming Syllable-Word In this activity, syllables are formed from sounds and words are formed from syllables. Sounds and syllables can be listened to aloud. The sound can be turned off if desired. It can be listened to automatically or by touching syllables or words manually. Additionally, the automatic switching speed can be increased or decreased as desired. Syllables or words can be listened to without spelling. All options are available within the event. Syllable Table Syllables can be memorised with this activity. Slow and fast options can be adjusted according to student speed. You can listen to what the syllable is by touching the syllables. mathematics 1st grade rhythmic counting, addition and operations are taught in a fun way in a short time with activities and games.
Types of special needs supported	Used for Students with learning disabilities and those who have difficulty reading and writing. With this application,

	they have the opportunity to repeat it many times under the control of teachers and parents.
Targets (students ages)	primary school (6-10)
Pedagogical benefit	● With the "Okuyorum" Application, students with learning disabilities and those who have difficulty lerarn read and write. ● Okuyorum helps create an inclusive classroom where students with diverse learning needs can engage in the same educational activities. ● Students can progress at their own pace based on individual abilities and learning needs. ● They have the opportunity to repeat it many times under the control of teachers and parents. ● Okuyorum's gamified approach contributes to a positive attitude towards "read and write" for students. ● Parents of students can be actively involved in monitoring their child's progress. ● Okuyorum's interactive and gamified activities enhance engagement and motivation
Classroom management	In the "Okuyorum" application, students work individually. Every student's learning pace is different. Some students can learn at school. Some students need to revise at home with their parents. Provide support and guidance as needed, especially for SEN students who may require additional assistance.
Educational Teaching methods	- Traditional Direct Instruction: Use Okuyorum as a supplement to traditional direct instruction. - Game-Based Learning: Leverage Okuyorum's gamified elements to make learning more engaging. Competition This game is played with two people. If desired, it can also be played against the computer or phone. Car game This game is intended for speed reading. The game is played by touching the syllables or words spoken within 1 minute. The faster the student touches, the more accurate points he gets. In order to touch quickly, he must read quickly. The aim here is to help students read quickly with excitement and to make reading activities enjoyable. Apple Picking Game

	This game aims to read quickly. The student again reads the spoken syllable or word and drags the basket under that word. The game continues in this way. Truck Game The spoken syllable or word is written by dragging and dropping. It will especially contribute to memorization studies.
Case Study with tips	Dictation (Writing by heart) In this activity, to write the spoken word, you hold down the letters and drop them into the relevant boxes. After writing what is said, click on the confirmation button. Reading Text The purpose of this activity is to help with reading. The text is read many times. Then, click on the start button to start reading. When the reading is finished, click on the stop button and you can see how many seconds it took to read. The purpose is to help speed reading.

7. Customized Resources for Educational Achievement and Tailored Experiences- Promoting Learning through Universal Support - Create+ Questionnaire

Resource: https://www.pexels.com/

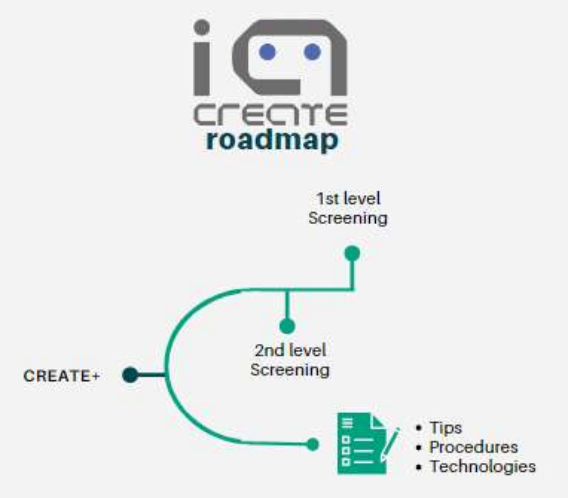
7.1 Key concept and general overview

Educating students with SEN demands a specialized approach that goes beyond the confines of standard ministerial curricula and focuses on detailed, individualized assessments. In this process, teachers often find themselves navigating these complex waters with limited guidance. IA-ME project stems from the awareness of this challenge, to forge a navigational tool for teachers, facilitating their crucial role in promoting the academic success and inclusion of students with SEN.

At the heart of IA-ME project lies the Customized Resources for Educational Achievement and Tailored Experiences - Promoting Learning through Universal Support (CREATE+) questionnaire. This instrument stands for a central component of our innovative AI-based tool, which will be meticulously crafted to evaluate students' strengths and difficulties, thereby shaping the formulation of educational goals and suggesting procedures and inclusive technologies to reach them.

CREATE+ offers a comprehensive, criterion-based evaluation across four key educational domains essential for academic achievement and inclusive education. This approach ensures a thorough understanding of each student's educational requirements, forming the foundation for an effective, personalized educational plan. The questionnaire, utilizing a multiple-choice format, enables a detailed assessment of a student's strengths and difficulties, thereby shaping the formulation of educational goals. It empowers teachers to proactively manage the educational trajectories of SEN students, enhancing their ability to guide and adapt educational programming according to each student's needs.

In the subsequent sections, we delve deeper into the genesis and intricate structure of the CREATE+ questionnaire, illustrating its critical role in transforming special education practices. It is worth pointing out that the entire chapter not only delves into the construction of the CREATE+ questionnaire but also paves the way for the final deliverable of our project: the integration of the CREATE+ questionnaire within IA-CREATE (Innovative Application - Customized Resources for Educational Achievement and Tailored Experiences), a new web-app that will leverage Artificial Intelligence paradigm to automatically generate individualized educational plans for SEN students and suggests



appropriate educational procedures and ICT tools empowering students' inclusion and effective learning (Figure 1).

7.2 Crafting CREATE+: Collaborative Development Process

The construction of the CREATE+ questionnaire represents a model of interdisciplinary collaboration and resource integration, embodying a holistic approach to special education needs assessment. This section unveils the multifaceted process and the diverse resources consulted in shaping this innovative tool.

At the forefront of this challenge was the development of a pedagogical framework, a task accomplished through the collective efforts of our partnership. The framework acted as a compass, guiding the design of the questionnaire by integrating educational principles, methodologies and technologies from different European countries, as well as an extensive review of academic literature and international research on innovative educational technologies and teaching methods to foster inclusion. This global perspective ensured that the information collected was derived from various educational contexts.

The insights gained from focus groups across multiple countries, including Greece, Spain, Hungary, Italy, and Turkey, were pivotal in grounding the questionnaire in real-world educational settings. These sessions brought together teachers's first-hand experiences, offering invaluable insights into the practical aspects of teaching students with SEN. This exploration into teachers' perceptions, opinions, and needs regarding inclusive educational methods and technologies enriched the questionnaire with practical wisdom, ensuring its relevance and applicability.

A crucial aspect of our research involved consulting the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5, American Psychiatric Association, 2013). This resource was instrumental in providing clear definitions and classifications of specific needs, thus informing the structure of the screening mechanism behind our questionnaire. Additionally, we delved into the International Classification of Functioning for Children and Youth (ICF-CY, World Health Organization, 2007). This global standard offered a universal language for describing domains and subdomains, facilitating consistent data collection regarding students' skills and abilities. The ICF-CY framework provided a comprehensive view of health components and specifically for children and adolescents, such as mental functions, activities and participation, etc. Also, through the ICF-CY we could get a deep look

into possible barriers and facilitators in the school environment, laying the ground for a debate on how to address them in the final output of our project.
Further shaping the core of the questionnaire, we turned to additional crucial resources:

- The Valutazione Criteriale delle Abilità (Q-VCA, Guazzo, 2013), a questionnaire for the global skill assessment about a defined criterion, useful to facilitate the understanding of the behaviors that people with disabilities often adopt;
- The VB-MAPP (Sundberg, 2008), an assessment tool for language development and social skills in children with autism or developmental disorders, provided a comprehensive view of a child's verbal skills and a framework for individualized educational plans;
- The Vineland Adaptive Behavior Scales (VABS, Sparrow, 2011) evaluated adaptive behavior and autonomy, focusing on communication, everyday life skills, socialization, and motor skills through a semi-structured interview;
- The Assessment of Basic Language and Learning Skills-Revised (ABLLS-R, Rispoli, 2013) guided language teaching and learning in children with autism and other disabilities, identifying obstacles in skill acquisition.
- The Denver checklist (Rogers & Dawson, 2010) assessed early childhood developmental skills, allowing for the definition of teaching objectives and ongoing monitoring.

Binding together these diverse elements, our questionnaire emerges not as a mere set of questions, but as a dynamic instrument finely tuned to capture the essence of each student's unique journey, with the mission of empowering educators to guide them towards academic success.

7.3 Inside CREATE+: Structural Framework

The CREATE+ questionnaire stands as a comprehensive and finely-tuned instrument, meticulously crafted to assess student's skills and needs holistically. This tool equips teachers with essential insights, enabling them to construct a detailed learning profile for each student, which is critical for tailoring effective educational programs. To achieve this, the structural framework of the questionnaire has been thoughtfully designed, ensuring it is both exhaustive in its ability to delve into the individual needs of students and highly feasible and user-friendly for educators. The roadmap of CREATE+, once integrated with IA-CREATE,

will begin with two distinct levels of screening, setting the stage for a detailed and criterial assessment.

The first level of screening relies on the specific educational needs, encompassing: disabilities, temporary disorders, and socio-cultural-linguistic disadvantages. This level efficiently filters out questions that are not pertinent to the specific areas of need, ensuring a focused and relevant assessment process.

The second level of screening delves deeper, utilizing a skill-based questionnaire that explores a range of general abilities including motor skills, and expressive and receptive language, among others. This level ensures the questionnaire aligns closely with each student's unique needs, streamlining the process for teachers.

Following the screening stages, teachers engage with the core of the CREATE+ questionnaire, which comprises 386 items across four educational dimensions:

1) Cognitive, Neuropsychological, and Learning, addressing cognitive functioning, knowledge and learning abilities
2) Communicative and Language, evaluating language and other communicative functions
3) Autonomy and Orientation, assessing independence, real-like, motor and orientation skills
4) Relationship, Interaction, and Socialization, focuses on emotional and social interactions.

Each dimension is further divided into specific subdomains, allowing for a detailed and nuanced analysis of the student's abilities and challenges (see next paragraph).

7.4 CREATE+ in Action: A Glimpse into Questionnaire Implementation

The CREATE+ questionnaire is more than just a tool for assessment: it is a gateway to understanding and addressing the unique educational needs of each student. The following table shows the questionnaire in its structured format, made of seven columns, each serving a distinct purpose in the evaluation process (see Table 1)

DOMAINS	SUBDOMAINS	REQUESTS	LIKERT 0	LIKERT 1	LIKERT 2
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to handle and solve simple problems or engage in activities that require thinking about a solution (simple problem-solving exercises) independently, without needing help or making mistakes. For example, the student can select the appropriate materials for a specific activity or correctly fit shapes into their corresponding slots	The student struggles with completing simple tasks that require problem-solving	The student has limited easy problem solving skills, often requires help or guidance to reach a solution	The student shows a good ability to solve simple problems independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to carry out the instructions of a known task	The student is unable to carry out the instructions of a known task	The student is unable to carry out the instructions of an unknown task	The student is able to carry out at least 3 instructions of a known task
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to carry out the instructions of an unknown task	The student is unable to carry out the instructions of an unknown task	The student is able to carry out an instruction of an unknown task	The student is able to carry out at least 3 instructions of an unknown task
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to perform two tasks in succession without needing help or making mistakes	Having to perform two tasks in succession, the student is unable to carry out none of them	Having to perform two tasks in succession, the student is able to carry out only one of them	The student is able to perform two tasks in succession without needing help or making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to perform two tasks at the same time (e.g. they write under dictation) without needing help or making mistakes	The student is unable to perform two tasks at the same time	Sometimes the student makes mistakes performing two tasks at the same time	The student is able to perform two tasks at the same time without difficulties

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student easily switches to a new task even if the first one is not completed (without needing help or making mistakes) doing 5 steps between the two tasks	The student seems rigid when they interrupt a task	The student finds it difficult to interrupt some tasks to do other ones	The student moves on to a new task, interrupting the previous one, in 5 steps between two tasks without help or resistance
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to understand and perform tasks that need complex instructions or sequential actions to be carried out	The student is unable to understand and perform tasks that need complex instructions or sequential actions to be carried out	The student partially understands complex instructions, but makes mistakes or needs help to carry out the given task	The student is able to understand complex instructions correctly and performs them autonomously
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student writes single letters or numbers under dictation in a fluid way without needing help or making mistakes (including Braille or other writing aid tools)	The student is not able to write correctly numbers and letters under dictation	Sometimes the student makes mistakes writing numbers and letters under dictation	The student is able to write numbers and letters under dictation
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student writes 2 or more digit numbers under dictation in a fluid way (double task, focus on several instructions at the same time) (including Braille or other writing aid tools)	The student is unable to write a 2 digit number	Sometimes the student makes mistakes writing 2 digit numbers under dictation (especially if they are long)	The student is able to write a 2 digit number without difficulties and in a time appropriate to their age
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student writes 3 or more digit numbers under dictation in a fluid way (double task, focus on several instructions at the same time) ((including Braille or other writing aid tools)oo	The student is unable to write 3 digit number	Sometimes the student makes mistakes writing 3 digit numbers under dictation (especially if they are long)	The student is able to write 3 digit numbers without difficulties and in a time appropriate to their age
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student writes 4 or more digit numbers under dictation in a fluid way (double task,	The student is not able to write the numbers	Sometimes the student makes mistakes writing 4 digit numbers numbers under	The student is able to write a 4 digit number in a time appropriate to their age without any difficulty

		focus on several instructions at the same time)		dictation (especially if they are long)	
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to do a puzzle	The student is unable to do a puzzle	The student is able to identify the pieces on the table and to fit them correctly, but he/she is slow, clumsy and not very accurate	The student is able to do a puzzle fitting together all pieces correctly, he/she is able to identify them on the table: pieces will be correctly fitted according to their shape and colour.
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student answers to different questions with different answers (at least 5 questions)	The student shows strong rigidity in their answers	Sometimes the student gives the same answer to different questions	The student, without needing help, gives different answers to different questions, for 5 different questions
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student answers to different questions with different answers (at least 10 questions)	The student shows strong rigidity in their answers	Sometimes the student gives the same answer to different questions	The student, without needing help, gives different answers to different questions, for 10 different questions
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student shows adequate planning in solving a task (they follow different steps consistently)	The student is unable to plan steps to solve a task	The student skips some steps when they have to solve a task	The student is able to follow different sub-goals to reach a final goal
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student shows good cognitive flexibility (if they are unable to solve a problem, they change strategy, they are able to adapt to a specific task, they can find alternative solutions)	The student is unable to find alternative solutions if they cannot answer a question (low flexibility)	The student, when faced with a problem, often gets nervous/has difficulty before finding alternative solutions/ they remain anchored in inappropriate strategies	The student shows a good approach to the problem, searching for effective solutions and, when it is needed, for new ones according to the difficulties they find
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	If the student does not know something, they look for the answer on the internet or in books	The student is unable to use multimedia tools to search for the information they need	The student takes their time before starting a research with appropriate tools if they don't know something	The student is able to search for the information they need using specific multimedia tools or books

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student focuses on the strategy used to solve a conflict	The student is unable to focus on the actions performed to solve a conflict	The student is only partially able to focus on actions performed to solve a conflict	The students able to focus on the actions performed to solve a conflict
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student does not make the same mistakes once they solve a problem	The student is unable to generalize learned solutions	The student is not always able to generalize solutions obtained from a problem solution	The student learns from mistakes, they don't repeat them in the future
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Flexibility and planning	The student is able to choose independently between different options and is able to make thoughtful decisions	The student shows considerable difficulty in making autonomous decisions, frequently requiring other people's help in order to make choices, even in everyday situations	Sometimes the student is able to make simple decisions, but needs additional assistance or support in situations which require complex options or a thorough assessment of consequences	The student is able to choose independently between different options, showing good ability in assessing situations, understanding decisions' consequences, and making thoughtful choices
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognitio	The student matches items and images (including Braille) without needing help or making mistakes	The student does not have the item-image pairing, and vice versa, in their repertoire of skills	The student is not always able to pair images with items, and vice versa, or pairs a limited number of them	The student is able to pair all the items with images (and vice versa) presented in an array of 3 items without difficulty
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student groups a set of 15 identical items or images (including Braille)without needing help or making mistakes	The student is unable to group elements	The student is able to group some sets of identical elements (items, images, tools).	The student is able to group a set of 15 identical elements (items, images, tools).
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student groups a set of 15 items or images according to their color without needing help or making mistakes	The student does not distinguish colors and is unable to group by color	The student is able to group elements only for some color categories	The student is able to group elements according to their color without difficulty

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student recognizes a seen or read (including Braille) item or an image as belonging to a specific category without needing help or making mistakes	The student is unable to distinguish and categorize elements of the environment as belonging to different categories	The student recognizes some elements in the environment (animal/fruit/cutlery etc.) as belonging to a specific category	The student easily recognizes an element (animal/fruit/cutlery etc.) as belonging to a specific category (e.g. What is the apple? Where does the apple go?)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student can match two items or images according to a functional relationship between them without needing help or making mistakes	The student is unable to match two images or two items and to find a functional relationship between them	The student is able to relate two or more items according to their function, but is able to relate few items and often needs help	The student is able to easily associate two or more items according to their function (e.g. to associate a horse with a carriage, a shoe with a foot, etc.)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student groups two or more seen or read (including Braille) items/images belonging to the same category without needing help or making mistakes	The student is unable to group items in different categories	The student groups some elements (animal/fruit/cutlery etc.) which are formally different but belong to the same category for at least 4 different categories	The student easily groups elements (animal/fruit/cutlery etc.) which are formally different but belong to the same category for at least 8 different categories
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to recognize a seen or read (including Braille) image/item after its previous presentation in a set of 15 images/items	The student is unable to recognize the previously presented item/image in a set of at least 15 elements	The student is able to recognize a previously presented item/image only in a set of less than 15 elements	The student is able to recognize without difficulties an item/image in a set of at least 15 elements
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student recognizes different flat geometric figures and the differences between them without needing help or making mistakes	The student does not recognize or is unable to name flat geometric figures	The student recognizes some flat geometric figures and is able to define some of their characteristics	The student recognizes different flat geometric figures without difficulty and is able to list their basic characteristics
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student recognizes different solid geometric figures and the differences between them without needing help or making mistakes	The student does not recognize or is unable to name solid geometric figures	The student recognizes some solid geometric figures and is able to define some of their characteristics	The student recognizes different solid geometric figures without difficulty and is able to list their basic characteristics

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student recognizes a pattern and is able to reproduce it in sequence without needing help or making mistakes	The student is unable to reproduce a pattern	The student needs partial help to complete a pattern	In different tests, the student is able to independently remember a previously presented pattern composed by at least 6 items (example: reproduce six cubes in a row, one of which is red, one blue, one green, one red, one blue, one green)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to keep in mind and actively use information to perform tasks or solve problems without needing help or making mistakes	The student has difficulties in keeping several information in mind at the same time and in using it to carry out tasks, for example, fails to follow a series of three simple consecutive instructions	The student is able to remember and recall at least 3 information, but forgets other information (they perform only one task on two / they remember some information and forget other information) The student is able to keep some information in mind, but has difficulty in manipulating or using it effectively, for example, he can remember and perform two simple instructions, but he gets confused or forgets the third step	The student is able to effectively maintain and manipulate different information in memory to perform even complex tasks, for example he follows without difficulty a series of multiple instructions and can adapt them to different situations
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to recall sequences (numbers, words, images, gestures, etc.) in the same order of presentation without needing help or making mistakes	The student is unable to recall sequences in the same order of presentation	The student is only able to recall partially the previous presented sequences	The student is able to recall sequences in the same order of presentation
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student remembers several elements and is able to manipulate them without taking into account irrelevant information and without needing help or making mistakes	The student has difficulties remembering information and recalling it after a short time, and often gets distracted	The student is able to remember and recall some information (they perform only one task on two / they remember some information and forget other information) but often gets distracted by irrelevant stimuli	The student is able to remember several elements without difficulty (e.g. to describe the characteristics of a toy car, a puzzle, a sofa after their listing/ to perform a double task such as "jump and count", to use a mathematical formula

					after its explanation) and they are able to don't get distracted/to inhibit their impulses
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to summarize a story, which has been listened/read/told in sign language in a proper way (main characters, plot) without needing help or making mistakes	The student cannot recall a story they have read/listened to or that has been told in sign language	The student gets confused when they have to recall a story (incomplete plot, confusion between characters...)	The student correctly recalls the main contents of a story
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to accurately remember concepts they learned the previous days (e.g. readings/multiplication tables/formulas) without needing help or making mistakes	The student is unable to remember concepts they learned the previous days without needing help or making mistakes	The student partially remembers and recalls with difficulty concepts they learned the previous days	The student is able to correctly recall concepts they learned the previous days without needing help or making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to remember important information while carrying out tasks or solving problems	The student is unable to remember important information	The student is able to remember only some information, but they forget other information (incomplete information or occasional mistakes)	The student is able to correctly recall concepts they learned the previous days without needing help or making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to accurately recall information, images, procedures, or past events	The student is unable (or shows significant difficulty) to recall information, images, procedures or past events	Sometimes the student is able to remember information, images, procedures or past events, but often shows difficulties in retaining and recalling significant details or experiences	The student is able to remember information, images, procedures and/or past events and to recall significant details accurately
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Memory and matching recognition	The student is able to relate new information explained by a	The student is unable to relate new information to their previous knowledge	The student is partially able to relate new information to their previous knowledge	The student is able to correctly and quickly relate new information to their previous knowledge

		teacher to their previous knowledge			
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student keeps their attention on a task for at least a minute	The student is unable to keep their attention on a task for at least a minute	The student is not always able to keep their attention on a task for at least a minute	The student is able to keep their attention on a task for at least a minute or more
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student is able to keep attention to task delivery without touching anything or moving frantically for at least 3 minutes	The student moves and does not pay attention for at least 3 minutes while the teacher is giving instructions	The student stands still paying attention to the teacher's instructions, which last at least a minute, for a maximum of a minute	The student looks at the teacher and stands still paying attention to task's instructions, which last at least 3 minutes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student is able to keep their attention on a task despite distracting external or internal stimuli	The student is easily and continuously distracted by external or internal stimuli (example his thoughts) even of slight intensity	Sometimes the student is able to keep their attention on a task, but often they get distracted by external or internal stimuli	The student is able to keep attention on a task and to be accurate carrying out a task despite distractions
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student follows the interlocutor's instructions in order to begin a task (which are based on their abilities)	The student finds it very difficult to follow and carry out even the most basic instructions	The student sometimes carries out the instruction, other times does not encode the message	The student listens to instructions and carries them out without difficulty
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student shows joint attention (they share their focus on an item/person/environmental item without needing help or making mistakes)	The student has total difficulty in sharing attention on something with an interlocutor	The student has difficulty in focusing on something (an item, a task...) together with an interlocutor	The student is able to share attention on something with an interlocutor (an item, a book, an animal...)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	Even if they are focused on a task, the student follows the interlocutor's instructions in order to change tasks, without needing help	The student is unable to move from one task to another	The student has some difficulty in changing tasks/activities (NB: the reason is not related to the fact that the activity is particularly enjoyable)	The student moves easily from one task to another under interlocutor's request

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student keeps their attention on simple and/or short tasks until they complete them without needing help	The student shows significant difficulty keeping attention on the task, gets often distracted by external stimuli, and frequently needs the help of the teacher or of other people to complete the task	The student is often distracted and takes longer than expected to complete the task	The student pays attention to the task for as long as needed to complete it
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student keeps their attention on simple and/or short tasks until he/she completes them without needing help	The student shows significant difficulty keeping attention on the task, gets often distracted by external stimuli, and frequently needs the help of the teacher or of other people to complete the task	The student is often distracted and takes longer than expected to complete the task	The student pays attention to the task for as long as needed to complete it
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student is able to focus on two tasks at once (they answer a question while drawing) without needing help or making mistakes	The student is unable to pay attention to two tasks at the same time	The student often has difficulty in carrying out two tasks at the same time	The student pays attention to two activities, carrying out both, without difficulty (listening to instructions and writing, drawing and answering questions, etc.)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Attention and inhibition	The student is able to keep their attention in the classroom constantly and they stay focused for all the lesson time	The student shows significant difficulty keeping attention during the lesson, gets often distracted by external stimuli and frequently needs the help of the teacher or of other people to stay focused	Sometimes the student gets distracted, but they are able to recover attention after short time	The student stays focused throughout the lesson without getting distracted
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	If called, the student goes to the interlocutor in a time adequate to their motor skills without needing help	The student, despite several callings, does not go to the interlocutor	The student goes to the interlocutor needing more time than necessary and sometimes needs repeated verbal and/or physical assistance	If called, the student goes to the interlocutor in a time adequate to their motor skills without needing help

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student generalizes acquired skills (they conduct a behavior learned in the setting in at least two different environments without needing help)	The student does not generalize anything outside the learning setting	The student is only able to generalize some skills in natural contexts and often requires external help	The student generalizes a newly learned skill (e.g. when they enter a room they say hello, when they get the table dirty they clean it) in at least two contexts in addition to the learning setting (classroom, center, etc.) without needing help
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student knows that an item with the same function could have different shapes (they recognize at least 10 different items)	The student is unable to generalize remaining bound to a single acquired item	The student easily generalizes the function of all the items which have different shapes but the same function for at least 5 different items	The student easily generalizes the function of all the items which have different shapes but the same function for at least 10 different items
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to understand the main topic and the essential information of listened or told in sign language explanations and text narrations	The student is unable to understand the main topic and the essential information of a 10 line long narrative story	The student is able to understand the main topic and at least 2 essential information of a 10/20 line long narrative story (characters, place)	The student is able to understand the main topic and the essential information of a 20/30 line long narrative story (characters, place, time, antagonists, story ending)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to understand teachers' or classmates' explanations or conversations, they are able to repeat the speech's main topic (including sign language)	The student is unable to describe the highlights of a scene they have seen	The student is able, thanks to the teacher's help, to repeat an explanation's main topic (including sign language)	The student is able to repeat an explanation's main topic (including sign language)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to describe people, places and items	The student is unable to describe the highlights of a scene they have seen	The student is able to describe what they see and enriche the description only with the help of the teacher's questions	The student is able to provide a rich and accurate description
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to talk about or say using sign language their experiences respecting the	The student is unable to talk about or say using sign language their experiences respecting the	The student is able to talk about or say using sign language their experiences respecting the temporal order of events only with the	The student is able to talk bout their experiences independently respecting the

		temporal order of events	temporal order of events	help of images, schemes and questions	temporal order of events
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student uses the same item for different uses (a bottle to drink, as a paperweight, as a stick to play) without needing help	The student is unable to generalize the use of items	The student generalizes the use of only some items but is strict about the use of others	The student is able to choose different items in the environment appropriate for a specific occasion and uses them in a functional way, adapting them to the needs (for example, matches as a bookmark, glass as a paperweight, etc.)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student gives different answers to at least 10 different questions using at least 3 different answers for each question (e.g. How are you? Good/ so-so/ pretty well, etc.)	The student is unable to provide differentiated and adequate answers to questions	The student often answers automatically and with little differentiated answers to the questions posed to them	The student provides adequate and differentiated answers to at least 10 different questions and uses at least 3 different answers for each question
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is aware of the concepts of today, tomorrow, yesterday, date, month and year	The student does not have temporal awareness, they are not able to recognize and distinguish the concepts of today, yesterday, tomorrow, etc.	The student has only a basic awareness of time, they have difficulty with more complex and detailed concepts	The student has adequate temporal awareness, they accurately recognize the concepts of today, tomorrow, yesterday, etc
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to measure and notice the passing of time	The student is unable to understand the concepts of past, present, and future, they may have difficulty distinguishing past from present, or future events, and may show confusion with a timeline	The student has difficulty in correctly reading a clock, or using a calendar, even if they show a basic understanding of time units	The student is able to measure and notice time, read a clock, use a calendar, and effectively understand time units

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student matches events to periods, days, months or years (breakfast-morning, dinner-evening, and so on)	The student does not associate activities with specific parts of the day/year	The student often finds it difficult to relate the events to the part of the day	The student is able to relate parts of the day/year to specific activities to be carried out
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to recognize where he/she is, i.e. in which state, city, and immediate surroundings	The student does not have adequate spatial awareness (for example,he/she is unable to recognize where they are)	The student has basic spatial awareness, he/she has difficulty with more complex and detailed spatial concepts	The student has adequate spatial awareness, he/she adequately recognize where they are, i.e. in which city, state, and surroundings
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to make predictions, plan activities to be carried out in the near future, and anticipate the consequences of their actions	The student is unable to anticipate or plan short-term future activities (for example, they may not be able to organize the next day's homework or predict what will happen during a lesson)	The student shows short-term future planning skills, but they are not yet strong or generalized, or the student needs help to plan something (for example, they may be able to plan some activities, such as packing a backpack for the next day, but may have difficulty with more complex or unexpected planning)	The student is able to plan future short-term activities independently (for example, they are able to independently organize activities for the next day, anticipate events, and imagine how they will feel during the planned activities)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to predict several possibilities, anticipate the consequences of their choices, and imagine situations and events in order to adequately calibrate their behaviors and emotional states	The student shows significant difficulty in imagining several possibilities and anticipating the consequences of their choices in the medium and long term (for example they may not be able to consider distant future scenarios and the implications of their actions over time)	The student shows some ability to predict several possibilities and to anticipate medium- and long-term consequences, but this ability is not yet strong or generalized (for example, they may be not always able to predict some future reactions or outcomes, or need help to do it)	The student shows a good ability to imagine future scenarios in the medium and short term, to anticipate the consequences of their choices, and to adjust their behavior according to them

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student has good abstraction and conceptual thinking skills, is able to understand concepts that are not concretely observable and is able to think in general terms	The student shows significant difficulty in understanding and processing abstract concepts, e.g., he struggles to understand concepts such as freedom or justice, or has difficulty identifying the main theme of a story rather than focusing only on specific details	The student shows ability in understanding and processing abstract concepts, but this ability is not yet well consolidated or generalized	The student shows abstraction and conceptual thinking skills (e.g., they are able to understand and apply abstract concepts appropriately, to create general ideas, qualities or characteristics starting from, and distinct from, concrete realities, specific items or real cases)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to develop ideas, concepts, or images making assumptions based on incomplete information	The student shows significant difficulty in developing ideas, concepts, or images making assumptions based on incomplete information, even with the help of the teacher	The student is able to develop ideas, concepts, or images making assumptions based on incomplete information only with the help of the teacher	The student shows an excellent ability to develop ideas, concepts or images making assumptions based on incomplete information
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to differentiate and evaluate different options when forming an opinion	The student shows very impaired judgment (e.g. they are unable to form an opinion)	The student shows adequate judgment for concrete elements but shows difficulties with abstract concepts	The student shows good judgment for both concrete elements and abstract concepts
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Integrated use of different skills and generalization	The student is able to objectively judge a situation, item or action, taking into account different perspectives and factors	The student shows significant difficulty in objectively judging a situation, an item or their own behaviors	Sometimes the student is able to judge objectively, taking into account different perspectives or external factors during the evaluation, but sometimes they could be influenced by emotions or prejudices	The student is able to evaluate situations, items or their own and other people's actions objectively, effectively considering different perspectives and external factors, without being excessively influenced by their personal emotions.
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student using a pen/crayon/pencil scribbles something on the paper paying attention to what they do	The student does not understand the contingency between graphic trace and movement	The student does not look at the paper and drops the pen/crayon/pencil after few seconds	The student using a pen/crayon/pencil is able to easily scribble something on the paper paying attention to what they do

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to color within the lines without needing help or making mistakes	The student is absolutely unable to color within the lines	The student often colors outside the lines	The student colors within the lines of the figure, without going out of them
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to draw a line on a piece of paper (by imitation) without needing help or making mistakes.	The student is unable to draw a line on the paper	The student draws a line, but the topography is far from the model	The student, even with an imperfect grip, is able to draw a line on a sheet of paper, taking a visual feedback
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to connect two dots without needing help or making mistakes	The student is unable to connect two dots on a piece of paper	The student is able to connect two dots, but only if they are close, and/or the segment is not linear, and/or needs even partial help	The student is able to easily draw a segment (more or less linear) that connects two dots
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to connect multiple dots according to a very precise sequence (to make a letter, a number) without needing help or making mistakes.	The student is unable to connect dots	The student needs even partial help to connect dots	The student understands that connecting the sequence of dots leads to a result (letter, number, geometric figure) and draws the lines without difficulty
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student follows the shape of a letter or a number with a pen or a pencil without needing help or making mistakes.	The student is unable to follow the shape of a letter or a number	The student is able to follow the shape of a letter or a number on a piece of paper, requiring even partial help	The student is able to follow the shape of a letter or a number on a piece of paper independently without making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to write applying the right pressure on the paper	The student writes applying too little or too much pressure on the paper	The student is not always able to apply the right pressure on the paper	The student writes applying the right pressure on the paper
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes similar graphemes (e.g. p, b) without getting confused	The student makes different mistakes writing similar graphemes	The student sometimes confuses similar graphemes when writing them	The student, without making mistakes and with a good rhythm, writes words containing similar graphemes without needing help

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes letters or words (in block letters) copying them without needing help or making mistakes	The student is unable to copy letters and words	The student is able to copy single letters but has difficulty copying words	The student is able to copy single letters and/or words independently and without making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes single letters (in block letters) under dictation without needing help or making mistakes.	The student is unable to write the letters of the alphabet	The student does not write all the letters correctly under dictation and/or copying them	The student is able to write all the letters of the alphabet in block letters both copying them or under dictation; the student can use a pen to draw, for example, the sign "A", "D", "X"
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes bisyllabic words (in block letters) under dictation without needing help or making mistakes for at least 25 words.	The student is unable to write simple bisyllabic words	The student has difficulty in writing some bisyllabic words under dictation (less than 25)	The student writes bisyllabic words in block letters, placing letters in the correct order and using the correct sign for each letter without needing help or making mistakes for at least 25 words; for example, to write moun-tain they will write MOUNTAIN
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes their name (in block letters) under dictation without needing help or making mistakes.	The student is unable to write their name	The student needs partial help in writing their name	The student is able to write their own name in block letters. If their name is Mattia, they will be able to write MATTIA (with all the letters in the correct order and with clear signs for each letter) without needing help or making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to write using the 4 types of writing (uppercase block, lowercase block, uppercase italic, lowercase italic)	The student is unable to write using the 4 types of writing (e.g. they use only block letters)	The student has some difficulties using the 4 types of writing, they prefer to use block letters when possible	The student is able to write using the 4 types of writing

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes both in block letters and italics under dictation without needing help or making mistakes for 25 different words.	The student has difficulties in both types of writing	The student is able to write only in block letters or only in italics	The student distinguishes two ways of writing: BLOCK LETTERS and italics. They write both ways. If someone tells them "Write <house> in block letters" they will write "HOUSE"; If someone tells them to write <house> in italics, they will write "house" independently and without making mistakes for 25 different words
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes complex words (with double letters) under dictation without needing help or making mistakes.	The student frequently writes wrong words with double letters	The student makes mistakes writing words with double letters	The student is able to correctly write complex words with double letters (hello, letter, support, soccer)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes complex words containing digraphs or trigraphs under dictation without needing help or making mistakes	The student frequently writes wrong words containing trigraphs	The student makes some mistakes writing words with complex digraphs	The student is able to write complex words containing digraphs or trigraphs
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to write on the line	The student is unable to respect the size of the line and writes in a disorderly way	The student partially respects the size of the line	The student respects the size of the line and writes in an orderly way
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	The student is able to write in a clear and readable way	The student has totally unreadable writing	The student writes in a not very clear and readable way	The student writes in a clear and readable way
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student copies single sentences (including Braille or other writing support tools)	The student is unable to copy sentences	The student has difficulty in copying more complex sentences and/or is very slow in copying	The student copies individual sentences independently without making mistakes

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes 5 non-words in a row under dictation without needing help or making mistakes (including Braille or other writing support tools)	The student has very immature handwriting, makes spelling errors and is very slow in copying	The student copies single sentences but makes mistakes and with below-average speed	The student is able to write non-words independently without making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes sentences under dictation without needing help or making mistakes (including Braille or other writing support tools)	The student is unable to write sentences under dictation	The student writes sentences under dictation but requires some assistance and/or makes different grammatical errors	The student writes entire sentences under dictation independently, such as "Giulio bought a new book online"; "Martina is my favorite cousin and we always play together" without making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: graphic skills	Under dictation or copying, the student shows adequate grapho-motor skills, respecting the rhythm of the task (including Braille or other writing support tools)	The student writes very slowly under dictation and/or when copying, failing to complete the assignment	The student writes very slowly under dictation and/or when copying, they need more time than necessary to complete a task	The student writes with adequate speed following the rhythm of the dictation and/or copy
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes 5 sentences without punctuation mistakes, without needing help or making mistakes (including Braille or other writing support tools)	The student does not know punctuation	The student knows punctuation but makes several mistakes during a written assignment	The student is able to use punctuation: for example, they distinguish that commas are used for short pauses, periods for long ones, the question marks for questions. For example, they are able to write "Hi! How are you?" and don't get confused, for example with "Hello? How are you!", or even"Yesterday I bought: some apples (comma), some pears (comma), some oranges and vegetables. (period)

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student is able to write a text without making phonological mistakes (e.g. omissions, substitutions, additions, inversions, exchange of graphemes b-p, b-d, f-v, r-l, q-p, a-e) (including Braille or other writing support tools)	The student always makes phonological mistakes while writing	Sometimes the student makes specific phonological mistakes while writing	The student is able to write without making phonological mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student is able to write a text without making non-phonological mistakes (e.g. illegal mergers and separations, exchanging homophone non-homograph graphemes, use of the h and use of the apostrophe) (including Braille or other writing support tools)	The student always makes non-phonological mistakes while writing	Sometimes the student makes specific non-phonological mistakes while writing	The student is able to write without making non-phonological mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student is able to write without making mistakes of accent and/or double letters (including Braille or other writing support tools)	The student always makes mistakes of accent and/or double letters while writing	Sometimes the student makes specific mistakes of accent and/or double letters while writing	The student is able to write without making mistakes of accent and/or double letters
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student is able to write respecting morphosyntactic rules (including Braille or other writing support tools)	The student has significant difficulties in using morphosyntactic rules when writing, producing incoherent sentences and with several grammatical mistakes	The student is able to use punctuation: for example, they distinguish that comma is used for short pauses, period for long ones, the question marks for questions. For example, they are able to write "Hi! How are you?" and don't get confused, for example with "Hello? How are you!", or even "Yesterday I bought: some apples (comma), some pears (comma), some	The student is able to use morphosyntactic rules adequately, rarely making grammatical and syntactic mistakes

				oranges and vegetables (period).	
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student is able to produce written texts reporting information, concepts, and knowledge in a correct and coherent way (including Braille or other writing support tools)	The student has difficulties writing texts using words appropriately, leading to an incomprehensible presentation of information, concepts, and knowledge	Sometimes the student has difficulties writing texts using words appropriately, leading to a confusing and ambiguous presentation of information, concepts, and knowledge	The student produces understandable, coherent and clear texts without semantic mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student is able to copy from the blackboard without needing help or making mistakes (including Braille or other writing support tools)	The student is unable to copy from the blackboard	The student needs some help and/or makes some grammatical mistakes copying from the blackboard	The student is able to write adequately while copying from the blackboard
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student writes reports, compositions, essays, etc. with a pen or on the computer without needing help or making mistakes (including Braille or other writing support tools)	The student is not able to write texts	The student writes texts of different genres, but only in a structured context and when it is requested by the teacher	The student is able to write texts of different kinds independently using both digital and paper tools in a fluid way (without making mistakes and with the right timing)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Writing: spelling skills	The student also writes in other non-transparent languages (French, etc.) without needing help or making mistakes (including Braille or other writing support tools)	The student is unable to write in other languages	The student, under dictation, writes correctly in other languages that are in their study program, but they make several grammatical errors and/or they take more time to do it than expected from their level of education	Under dictation, the student independently writes correctly in other languages that are in their study program, without making mistakes

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading and comprehension	The student recognizes and reads (including Braille) all the letters of the alphabet from A to Z without needing help or making mistakes.	The student knows only a few or no letters	The student doesn't know all the letters of the alphabet	The student is able to attribute the correct corresponding sound to the letters of the alphabet: when, for example, it is asked them to read "A" they will say "A" instead of "O"
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading and comprehension	The student recognizes and reads (including Braille) their own name written in block letters without needing help or making mistakes within 5 seconds.	The student makes various phonemic substitutions while reading	The student reads their name but needs the teacher's aid and/or exceeds 5 seconds of latency after the request	The student correctly reads their name without making mistakes and needing help, within 5 seconds
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading and comprehension	The student recognizes and reads (including Braille) at least 25 syllables (Ba, Ca, etc.) without needing help or making mistakes.	The student recognizes and reads only a few syllables or none of them	The student recognizes and reads some syllables, but has difficulty with other ones (less than 20)	The student recognizes and reads all the syllables, both simple and complex (ba, ca, ga, sci, chew, gn) for at least 25 syllables
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading and comprehension	The student has good fluency in reading a text (including Braille)	The student reads very slowly and cumbersomely	The student reads sentences in a text, but is slow and makes mistakes	The student reads accurately and with the right pauses and intonations, without making mistakes. Example: "What a beautiful sunny day!" is read fluently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading and comprehension	The student distinguishes similar-sounding phonemes (e.g. "f" "v")	The student makes various phonemic substitutions while reading	The student sometimes confuses similar phonemes when reading them	The student recognizes and reads two similar phonemes ("f", "v") without making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading and comprehension	The student reads (including Braille) fluently according to their age and class, excluding other diagnoses.	The student has a reading ability significantly below normal (use specific tests)	The student has a reading ability significantly below normal (use specific tests)	The student has normal reading ability (use specific tests)

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: speed	The student has adequate reading speed skills according to their class and age	The student reads very slowly and with difficulty, they are unable to complete the reading (for example, they have syllabic or bisyllabic reading)	The student takes more time than necessary while reading, having difficulty finishing the reading itself	The student reads fluently according to their age, presenting a clear and fluid reading
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student recognizes and reads (including Braille) at least 25 bisyllabic words without needing help or making mistakes.	The student recognizes two/three bisyllabic words or none of them and they need constant external help	The student recognizes and reads less than 15 bisyllabic words and/or needs teacher assistance	The student is able to read at least 25 words such as "base-ball", "plan-et", "la-goon", "gi-raffe", "pan-ther" without needing help or making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student recognizes and reads (including Braille) at least 25 flat trisyllabic words without needing help or making mistakes.	The student recognizes and reads two/three flat trisyllabic words or none of them at all and requires constant external help	The student recognizes and reads less than 25 flat trisyllabic words without needing help or making mistakes	The student is able to read at least 25 words such as "banana, memories, adventure" without needing help or making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student reads (including Braille) 10 complex words or words with double letters without needing help or making mistakes.	The reading of individual words is seriously compromised	The student has difficulty in reading words, often making mistakes or reading very slowly	The student correctly and fluently reads 10 single complex words or words with double letters (respecting the criteria of correctness and speed)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student reads (including Braille) words with different accents correctly (at least 15 in a row) without needing help or making mistakes	The ability to read words with different accents is seriously compromised	The student sometimes makes mistakes and/or is slow in reading words with different accents	The student reads 15 words with different accents correctly and quickly
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student reads independently or with reading support tools and understands both block letters and italics without needing help or making mistakes.	The student has difficulty in reading block letters and is unable to read italics	The student reads block letters but not italics	The student has no difficulty in reading block letters or cursive

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student reads (including Braille) in succession 10 words containing digraphs or trigraphs without needing help or making mistakes	The student is unable to accurately read words containing digraphs or trigraphs	The student reads 10 words containing digraphs or trigraphs but makes mistakes and/or needs the teacher's help	The student independently and without making mistakes reads 10 words containing digraphs or trigraphs
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student reads (including Braille) a sentence (consisting of subject, complement, and verb) within 5 seconds after the teacher's request and understands its meaning without needing help or making mistakes.	The student is unable to read full sentences	The student reads sentences, but sometimes requires partial help to do it and/or exceeds 5 seconds of latency after the request	The student reads sentences without difficulty within 5 seconds after the teacher's request and understands the meaning (without needing help or making mistakes)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student reads (including Braille) 10 non-words in a row (Claudio, canapés, etc.) without needing help or making mistakes.	The student is unable to read non-words accurately	The student reads 10 non-words in a row, but makes mistakes and/or needs teacher's help	The student independently and without making mistakes reads 10 non-words in a row

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: correctness	The student is able to read words, sentences and texts correctly (including Braille)	The student always makes mistakes while reading (e.g. phonological and non-phonological mistakes, mistakes of accent/double letters)	Sometimes the student makes mistakes while reading (e.g. phonological and non-phonological mistakes, mistakes of accent/double letters)	The student is able to read correctly without making mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: prosody	The student is able to read (including Braille) texts using appropriate prosody and intonation	The student reads texts and passages monotonously and without expressiveness	The student shows some deficiencies in prosody while reading a text/passage	The student reads with good prosody and is able to vary intonation based on the type of text/passage
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: comprehension	The student is able to associate a word to the right image or item	The student is unable to associate a word with the right image or item	The student is able to associate a word with the right image or item only with the help of the teacher	The student is able to associate a word with the right image or item independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: comprehension	The student is able to associate a sentence with the right image	The student is unable to associate a sentence with the right image	The student is able to associate a word with the right sentence only helped by the teacher	The student is able to associate a sentence with the right image independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: comprehension	The student understands and is able to summarize a text consisting of at least 20 lines without needing help or making mistakes. The student answers at least 5 comprehension questions without needing help or making mistakes	Student's reading fluency and comprehension are compromised	The student reads the passage but its understanding is not optimal (for example, they don't answer 5 questions about the text)	The student reads a small text of 20 lines without difficulty and is able to summarize it (answers 5 specific questions about the text)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: comprehension	The student reads (including Braille), understands, and is able to infer semantic relationships between characters and scenes they read about, without needing help or making mistakes.	Student's reading fluency and comprehension are compromised	The student reads a text but has difficulties with reading fluency and/or comprehension	The student reads fluently and is able to make inferences about what they have read about

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: comprehension	The student reads (including Braille), understands and summarizes entire texts, and answers at least 5 comprehension questions without needing help or making mistakes.	The student is unable to read complex texts	The student has some difficulty in reading and understanding long and complex texts	The student reads even complex texts without difficulty and is able to understand their meaning
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Reading: comprehension	The student is able to understand and rearrange 8 images of a story they heard or read following the right sequence	The student is unable to understand and rearrange 8 images of a story they heard or read following the right sequence	The student has difficulties understanding and rearranging 8 images of a story they heard or read following the right sequence, but they succeed in doing so with the teacher's help	The student is able to understand and rearrange 8 images of a story they heard or read following the right sequence correctly and independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student knows the meaning of "-" "+" without needing help or making mistakes	The student does not know the arithmetic signs (+) (-)	The student sometimes does not recognize the arithmetic signs (+) (-)	The student is able to recognize and understand the meaning of addition (+) and subtraction (-)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student does simple additions (two numbers) without needing help or making mistakes	The student is unable to do simple additions	The student is not fluent (slow or incorrect) in doing addition	The student is able to fluently (correctly and in a time appropriate to their age and class) do a simple addition with two numbers
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student does simple subtractions (two numbers) without needing help or making mistakes	The student is unable to do simple subtractions	The student is able to do a simple subtraction with two numbers	The student is able to do (correctly and in a time appropriate to their age and class) a simple subtraction with two numbers

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student does 2 digit numbers additions without needing help or making mistakes	The student is unable to do written 2 digit numbers addition	The student requires partial assistance in doing written 2 digit numbers additions	The student is able to carry out written 2 digit numbers additions independently and without making mistakes. First of all, they are able to distinguish tens and ones in two-number numbers; they know for example that 39 is made up of three tens and nine ones and that 15 is made up of one ten and five ones; to carry out the addition 39+15 they know that they must first add the ones with the ones (9+5) and then the tens with the tens (3+1); when they adds the units, if they obtain a two-number number, as in this case, (9+5= 14) they know that they must report the ten to add it to the remaining addends (in this case the ten 1 of 14 will be reported and added to the addends 3 of 39 and 1 of 15).
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student is able to do multi-digit numbers additions without needing help or making mistakes	The student is unable to do multi-digit numbers addition	The student is able to do addition but often makes procedural errors	The student knows that a 3 digit number is made up of hundreds, tens, and ones; for additions, add units with units, tens with tens, and hundreds with hundreds taking into account any carrying;

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student does 2 digit numbers subtractions without needing help or making mistakes	The student is unable to do written 2 digit numbers subtractions	The student requires partial assistance in doing written 2 digit numbers subtractions	The student is able to carry out written 2 digit numbers subtractions independently and without making mistakes. First of all, they are able to distinguish tens and ones in two-digit numbers; they know for example that 39 is made up of three tens and nine ones and that 15 is made up of one ten and five ones; they also know the rules of putting numbers in column, borrowing and carrying to carry out the subtraction 27 - 15, they know that they must first subtract the ones with the ones (7-5) and then the tens with the tens (2-1).
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student is able to do multi-digit numbers subtractions without needing help or making mistakes	The student is unable to do multi-digit numbers subtraction	The student is able to do subtractions, but often makes procedural errors	The student knows that a three-digit number is made up of hundreds, tens, and ones; in the case of subtractions, they will subtract ones from ones, tens from tens, and hundreds from hundreds.
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student knows the meaning of "x" ":" without needing help or making mistakes	The student does not know the meaning of the arithmetic signs (X) (:)	The student sometimes has difficulty in understanding the meaning of arithmetic signs (X) (:)	The student is able to recognize and understand the meaning of multiplication (x) and division (:)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student is able to do 2 digit numbers multiplications without needing help or making mistakes.	The student does not know the procedure or makes several processing errors	The student generally knows the procedure but makes several mistakes doing 2 digit numbers multiplications	The student correctly applies the 2 digit numbers multiplication procedure (in column, carrying, remainder) in a fluid way

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student is able to do 2 digit numbers divisions without needing help or making mistakes	The student does not know the procedure or makes several processing mistakes	The student generally knows the procedure but makes several mistakes doing 2 digit numbers divisions	The student correctly do the 2 digit numbers division procedure without difficulty (in column, carrying, remainder)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student is able to do multi-digit numbers multiplications without needing help or making mistakes	The student does not know the procedure or makes several processing mistakes	The student generally knows the procedure, but makes several mistakes doing multi-digit numbers multiplications	The student correctly applies the multi-digit numbers multiplication procedure (in column, carrying, remainder) in a fluid way
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student is able to do multi-digit numbers division without needing help or making mistakes	The student does not know the procedure or makes several processing mistakes	The student generally knows the procedure but makes several mistakes doing multi-digit numbers divisions	The student correctly applies the multi-digit numbers division procedure without difficulty (in column, carrying, remainder)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student has adequate written calculation skills according to their class and age	The student has serious difficulties in identifying and using the correct written calculation procedures even when helped (e.g. they make mistakes such as wrong signs, wrong mathematical rules)	The student has slight difficulties in identifying and using the correct written calculation procedures (e.g. they make mistakes such as wrong signs, wrong mathematical rules), but they finish the task when helped	The student has good abilities in identifying and using the correct written calculation procedures independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: written calculation	The student has adequate mental calculation skills according to their class and age	The student has serious difficulties with their mental calculation skills even when helped	The student has slight difficulties with their mental calculation skills, but they finish their tasks when helped	The student has good mental calculation skills and is able to complete tasks independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: syntactic component	The student has adequate skills in numbers' syntax	The student has serious difficulties in coding every single number and in establishing positional relations between them (units, tens, hundreds, thousands, etc.) even when helped	The student has slight difficulties in coding every single number and in establishing positional relations between them (units, tens, hundreds, thousands, etc.), but they finish their task when helped	The student has good skills in coding every single number and in establishing positional relations between them (units, tens, hundreds, thousands, etc.) independently

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: syntactic component	The student writes three-digit numbers under dictation without needing help or making mistakes.	The student is unable to write three-digit numbers	The student sometimes writes numbers in the wrong order	The student is able to write three-digit numbers. If someone asks them to write "one hundred and fifty" they write "150", putting numbers in the correct order (they do not make mistakes like writing for example "051")
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: syntactic component	The student is able to column numbers well for operations on paper (subtractions, additions, divisions, multiplications) without needing help or making mistakes.	The student is unable to column numbers	The student often gets confused when has to column numbers to carry out one of the 4 arithmetic operations.	The student is able, without difficulty, to column numbers when they have to carry out one of the 4 arithmetic operations
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: syntactic component	The student has adequate skills in numbers' semantics	The student has serious difficulties in recognizing the quantity represented by a number and in identifying the position a number assumes within a number line, even when helped	The student has slight difficulties in recognizing the quantity represented by a number and in identifying the position a number assumes within a number line, but they finish their task when helped	The student has good skills in recognizing the quantity represented by a number and in identifying the position a number assumes within a number line independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: semantic component	The student sequences numbers (from the biggest to the smallest) without needing help or making mistakes	The student is unable to order the numbers sequentially	The student sequences numbers in ascending order but has difficulty in descending order (or vice versa)	The student is able to associate the right quantity with numbers and is, therefore, able to put numbers in decreasing order, starting with the one indicating the biggest quantity and concluding with the one indicating the smallest quantity. If the sequence to order is 3,7,2,9 they will write 9,7,3,2. Numbers can also be represented, for example, on playing cards

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: semantic component	The student associates numbers with quantities without needing help or making mistakes.	The student is unable to associate a quantity with a number	The student has no difficulty with small quantities but is confused with bigger numbers/needs partial help to give the correct answer	The student has no difficulty in associating the numerical figure with a certain quantity (e.g. counting up to 12 and choosing 12 apples, reading the Arabic number 4 and counting up to four and then choosing 4 items)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: semantic component	The student is able to recognize, between two sets, the one that contains the most items without needing help or making mistakes.	The student does not possess the concept of quantity and quantity discrimination	The student is able to distinguish two different quantities, but only if they are significantly different (e.g. a set of 10 items from a set of 3)	The student is able to distinguish two different quantities without difficulty and errors. For example, they distinguish between a plate containing 6 dried beans and a plate containing 10 of them; if someone asks them "Which dish has the most beans?" they will be able to indicate the dish with 10 dried beans.
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: lexical component	The student has adequate skills in numbers' lexicon	The student has serious difficulties naming numbers, even when helped	The student has slight difficulties naming numbers, but they finish the task when helped	The student has good skills in naming numbers independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: lexical component	The student recognizes single numbers from 1 to 100 (receptively or by naming) without needing help or making mistakes	The student is not yet able to differentiate and name Arabic numbers	The student visually discriminates and names some numbers but not other ones	The student is able to distinguish and name numbers without difficulty and errors from the number 1 to the number 100 (e.g. the Arabic number "10" is shown and the student will say "ten" / someone asks them in an array of various numbers " give me the number "8", and they will deliver the correct one)

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: lexical component	The student counts to 10 without needing help or making mistakes.	The student does not count to 10 and has difficulties ordering numbers in ascending order	The student counts to 10, but is slow and still needs partial external help (for example, the teacher could say the first letter or syllable of the number when the student has difficulties)	The student is able to count from one to ten independently and without making mistakes (1,2,3,4,5,6,7,8,9,10)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: lexical component	The student counts forwards and backward without needing help or making mistakes	The student counts forward but has serious difficulties	The student only counts forward	The student is able to count both forward and backward without difficulty
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: lexical component	The student counts to 100 without needing help or making mistakes	The student does not count to 100 and has difficulty in ordering numbers in ascending order	The student counts to 100, but is slow and still requires partial external help (for example, the teacher could say the first letter or syllable of the number when the student has difficulties)	The student is able to count from zero to one hundred, in order and without making mistakes (1,2,3,4,5,6,7,8,9,...100)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: lexical component	The student writes numbers in both digits and letters (4 numbers up) without needing help or making mistakes for 25 different trials.	The student is unable to write numbers, neither in digits nor in letters	The student is able to write four-digit numbers in both digits and letters, but requires partial help from the teacher	The student is able to write four-digit numbers independently and without making mistakes in both digits and letters. They will write the number 1089 in digits correctly placing 1,0,8,9 in succession; they will be able to write it in letters "one thousand eighty-nine" for 25 different trials
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: solving mathematical problems	The student has adequate skills in solving mathematical problems	The student has serious difficulties in identifying the relevant data in a mathematical problem and in defining and solving a mathematical problem, even when helped	The student has slight difficulties in identifying the relevant data in a mathematical problem and in defining and solving a mathematical problem, but they are able to solve it when helped	The student is able to correctly solve mathematical problems independently, identifying the relevant data and choosing the correct mathematical strategies

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: solving mathematical problems	The student is able to use mathematical formulas to solve problems without needing help or making mistakes.	The student does not know or is unable to apply mathematical formulas	The student knows mathematical formulas but has some difficulties applying them	The student is able to use independently mathematical formulas according to the class program
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Mathematics: solving mathematical problems	The student is able to solve complex mathematical problems without needing help or making mistakes	The student is unable to solve mathematical/geometric problems as scheduled	The student shows some difficulty in adequately carrying out a mathematical problem according to their school program	The student is able to carry out independently mathematical and/or geometric problems presented by the teacher according to their class program.
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Calculation	The student knows numbers and has the conception of sequences and quantities	The student is unable to understand numbers in quantitative terms and also has significant difficulties in comparing numbers (for example, they are unable to decide which of two numbers is the largest)	The student is able to distinguish, even if with difficulty, two quantities when they are evidently different from a quantitative point of view, or to recognize which of the two Arabic numbers (Ex. 5 and 12) is bigger	The student is able to easily distinguish two quantities when they are evidently different from a quantitative point of view or recognize which of the two Arabic numbers (Ex. 5 and 12) is bigger
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Calculation	The student knows the multiplication tables without needing help or making mistakes	The student is unable to work with multiplication tables even if they should have learned them according to their age and class	The student knows the multiplication tables, but the automaticity (answering within 5 seconds, not needing inadequate aids such as fingers or marks on the paper) of the numerical process does not occur (they take more than 5 seconds) or they only know the multiplication tables of some numbers and not of other ones.	The student works independently and without making mistakes on the multiplication tables and the process occurs automatically
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Calculation	The student knows the rules of carrying and borrowing without needing help or making mistakes	The student does not yet know or master the carrying and borrowing processes	The student has some difficulty in correctly implementing the carrying and borrowing sequences and understanding	The student knows the concept of carrying and borrowing, without difficulty, and uses them appropriately

				the semantics of the concept	with the different operations in column
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Foreign languages: oral comprehension	The student is able to correctly understand 10 to 50 words heard in a foreign language	The student has serious difficulties in understanding 10 to 50 words heard in a foreign language	The student is able to understand 10 to 50 words heard in a foreign language only when helped by the teacher	The student is able to understand 10 to 50 words heard in a foreign language independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Foreign languages: oral comprehension	The student is able to correctly understand information and instructions heard in a foreign language	The student has serious difficulties in understanding information and instructions heard in a foreign language	The student is able to understand information and instructions heard in a foreign language only when helped by the teacher	The student is able to understand information and instructions heard in a foreign language independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Foreign languages: written comprehension	The student is able to correctly understand 10 to 50 words written in a foreign language	The student has serious difficulties in understanding 10 to 50 words written in a foreign language	The student is able to understand 10 to 50 words written in a foreign language only when helped by the teacher	The student is able to understand 10 to 50 words written in a foreign language independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Foreign languages: written comprehension	The student is able to correctly understand texts written in a foreign language	The student has serious difficulties in understanding texts written in a foreign language	The student is able to understand texts written in a foreign language only when helped by the teacher	The student is able to understand texts written in a foreign language independently
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Foreign languages: speaking	The student is able to orally express thoughts, information, and knowledge in a foreign language without making mistakes and in an organized and coherent way	The student has serious difficulties in orally expressing thoughts, information and knowledge in a foreign language, making grammatical mistakes that compromise the text's understanding	The student is able to orally express thoughts, information, and knowledge in a foreign language, but they have a limited vocabulary, present some inaccuracies, and make some mistakes	The student is able to orally express thoughts, information, and knowledge in a foreign language in a coherent way, they have good fluency and a rich and precise vocabulary

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Foreign languages: speaking	The student is able to write texts in a foreign language in a correct, coherent, and organized way according to their age and class	The student has serious difficulties in writing texts in a foreign language, making grammatical and semantic mistakes that compromise the text's understanding	The student has slight difficulties in writing texts in a foreign language, making occasional grammatical and semantic mistakes and presenting a limited vocabulary	The student is able to write texts in a foreign language in a well organized and detailed way without making significant mistakes
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student recognizes a geometric shape without needing help or making mistakes.	The student is unable to identify the correct geometric figure even after several trials	The student sometimes makes mistakes in identifying the correct geometric shape	Among various geometric figures, the student identifies the correct one as requested by the teacher
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student traces the required figure (geometric one, item, animal) within a series placed on a sheet without needing help or making mistakes.	The student traces the margins of a path, scribbles on the paper or does not carry out any activity that involves the use of a pencil	The student follows a path with the pencil but in some places goes beyond the margins	The student draws a line within a path, without leaving its margins (for example, draws a line with a pencil in a labyrinth)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student follows a path with the pencil within the margins/ imitates a graphic line without needing help or making mistakes.	The student traces the margins of a path, scribbles on the paper, or does not carry out any activity that involves the use of a pencil	The student follows a path with the pencil, but in some places goes beyond the margins	The student draws a line within a path, without leaving its margins (for example, draws a line with a pencil in a labyrinth)
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student connects several numbered dots on the sheet without needing help or making mistakes.	The student is unable to connect numbered dots on the paper	The student is able to follow numbered dots, but makes some mistakes or has difficulty starting the task	The student, without difficulty, is able to join numbered dots on a sheet of paper: the student is able to take a pencil or a color to draw a segment from dot number one to dot number two; continues tracing a segment from dot number 3 to dot number 4 and so on

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student is able to connect two distant dots on a sheet of paper drawing a sufficiently straight line without needing help or making mistakes.	The student is unable to use a ruler	The student requires partial help to use a ruler	The student is able to take a ruler, to position it in order to make it adhere to the sheet; the student is able to keep it still on the sheet of paper with the fingers of a hand; with the other hand, they grab a pencil, hold it correctly, place the tip of the pencil near the edge of the ruler. The student is able to move the pencil on the paper and draw a line dragging the pencil along the edge of the ruler
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student is able to copy a simple geometric figure without needing help or making mistakes.	The student's copy is very far from the original	The copy reproduces the topographical characteristics but has several inaccuracies	The student is able to reproduce a square correctly drawing the four equal sides; the student is able to reproduce a circumference copying a circle
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student respects the space between lines and, when writing, is able to adjust to the space available on the paper without needing help or making mistakes.	The student is unable to respect the space between lines and is unable to use the space on the paper	The student has difficulty respecting the space between lines and is unable to use the space on the paper well	The student respects the space between lines independently and without difficulty, and, when writing, makes the best use of the space on the paper
COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student identifies a simple figure within a complex figure	The student is unable to differentiate a simple figure on requests	The student has difficulty recognizing a simple figure within a complex figure	On an image with one or more complex figures, the student is able to identify a simple figure on request ("e.g. a triangle") without needing help or making mistakes

COGNITIVE, NEUROPSYCHOLOGICAL AND LEARNING DIMENSIONS	Visuospatial skills	The student is able to copy a figure made up of different components without needing help or making mistakes.	The student's copy is very far from the original	The copy reproduces the topographical characteristics but has several inaccuracies	The student is able to copy a complex figure from a model. For example, if the teacher draws a tree with apples, the student is able to reproduce the trunk, the foliage, and the apples in the exact order and with the right proportions (for example, apples are not bigger than the foliage; the trunk is not too thin)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student has good symbolic play skills	The student doesn't have symbolic play skills	The student shows limited and repetitive symbolic play skills	The student shows excellent symbolic play skills
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student is able to keep themselves busy with intentional and sustained engagement by doing activities that include items, toys, materials, or games	The student is unable to keep themselves busy with intentional and sustained engagement doing play activities	The student is able to keep themselves busy doing gaming activities only for a limited time	The student is able to keep themselves busy with intentional and sustained engagement by doing play activities
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	When a teacher/classmate asks them for a toy, the student gives it to them without needing help or making mistakes	The student does not give the toy to the interlocutor on request	Sometimes the student gives the toy, other times they have problematic behaviors or avoid doing that	The student gives the toy(s) to another person if they ask for it while the student is using it/them (e.g. if a person asks for a toy car while the student is using it, they give it to the interlocutor without resistance).
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student plays with several classmates sharing the activity without needing help or making mistakes	The student is unable to do/uninterested in group play	The student sometimes prefers to play alone, but tolerates group play or at least tries if encouraged	The student, without conflict, is able to share a game activity with two or more classmates (for example, they are able to organize themselves together with other classmates to place the skittles and take turns throwing the ball to make them fall).

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student spontaneously shares a game activity with others (they ask to play... together...) without external suggestions.	The student is unable to take the initiative to share a game/undertake an activity with other people	The student sometimes takes the initiative proposing to a group of classmates to play together coming closer and saying they want to share an activity but in a not very clear way	The student takes initiative proposing in a functional way to a group of classmates to play together, for example saying: "do you want to play football?"
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student respects their turn in games (in turn-taking games, in conversations during the game) without needing help or making mistakes.	The student does not respect their turn	The student respects their turn only with the help of the teacher	The student respects the turn taking during game activities and is able to wait their turn in conversations, without interrupting the interlocutor
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student respects and adapts to games' rules (hide and seek, steal the flag, etc.) without needing help or making mistakes	The student doesn't know and doesn't respect the rules of the group.	The student needs help to understand and respect the rules of a game.	The student understands and respects the rules of a game. For example, if the game is hide and seek and their role is to look for their companions who are hiding, they know how to count, they do so without seeing in the meantime where their mates are hiding; they know that they will have to look for their companions only once they have finished counting and so on.
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Playing skills	The student is able to prepare, start, and establish time and space to start a game with other peers	The student is unable to organize the setting for the shared play	The student is not always able to manage a game, showing difficulty in organizing the more complex components	The student shows adequate skills in managing shared play, they are able to establish the appropriate space and times
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student shows interest in peers and adults (e.g. following them with their gaze, listening to them)	The student does not show interest in other people (peers and adults)	The student does not always show interest in other people (peers and adults)	The student shows interest in other people (peers and adults)

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student searches for another person without needing help or making mistakes	The student is never motivated to look for other people	The student must be encouraged to become interested in the research of other people	The student is motivated to look for other people whether to get help or to carry out an activity together
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student pays attention to the interlocutor.	The student never pays attention to the interlocutor	The student sometimes pays attention to the interlocutor and sometimes they don't do that for all the conversation time	The student pays attention to the interlocutor when a conversation begins.
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student pays attention to other people's specific characteristics (face, touch, voice)	The student intentionally doesn't pay attention to other people's specific characteristics	Only under request, the student pays attention to other people's specific characteristics	The student intentionally pay attention to other people's specific characteristics
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student responds promptly to moments of divided attention without needing help or making mistakes	The student does not respond to moments of divided attention	The student will sometimes direct their attention to another person/group/activity with interest, sometimes they will not pay attention preferring their solitary activity	The student can readily pay attention to something when asked by the interlocutor (for example, "Look, the soap bubbles!")
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student makes spontaneous requests to relate to peers/adults etc. without external help.	The student does not make spontaneous requests	The student makes few spontaneous requests (usually needs to be motivated by another person)	The student spontaneously addresses another person to ask for information (what is that?), to be reassured, to obtain something (give me.... pass me...) etc.
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	When the student is unable to solve a problem or doesn't know something they ask for help	The student is unable to ask for help in case of difficulty	The student not always is able to understand when they need help	The student, in difficulty, asks for the teacher's help or whoever is close to them for help
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student responds with appropriate actions to simple requests made by adults or peers (e.g. "turn the page", "give me the	The student does not have an adequate understanding of requests made by other people	The student sometimes has difficulty in responding to simple requests in a natural or structured context	The student is able to interact with other people appropriately, their responses are based on what is asked them. (For example, they turn

		notebook, please") without needing help or making mistakes			the page if told "Turn the page, please")
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student responds with appropriate actions to complex requests made by adults or peers (e.g. "draw a line using a ruler", "order all the books in alphabetic order") without needing help or making mistakes	The student does not have an adequate understanding of requests made by other people	The student sometimes has difficulty in responding to complex requests in a natural or structured context	The student is able to interact with other people appropriately, their responses are based on what is asked them. (For example, they draw a line using a ruler if they are told "Draw a line using the ruler, please")
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student provides verbal and/or gestural feedback as a sign of assent or dissent without needing help or making mistakes	The student often exhibits problematic behaviors or is unable to adequately express assent or dissent, often resulting frustrated	The student does not always express assent or dissent adequately, adopting problematic behaviors due to a lack of tolerance	The student expresses adequate feedback of assent or dissent both verbally (says "yes", "no") and with gestures (says "yes" with their head, says "no" with their index finger)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student spontaneously starts a conversation without needing help.	The student never starts a conversation spontaneously	The student approaches another person and starts a conversation sporadically and only when very motivated	The student voluntarily talks to a person to start a conversation
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The conversation with other people is about topics of mutual interest	The student always diverts the conversation towards topics in which they are competent or responds with things that do not concern the topic of the ongoing conversation as it is not of their interest	The student also converses on topics that are not of interest but will try to divert the conversation to those they prefer, or in any case will interact a little	The student recognizes and engages in conversation topics that may also be of interest to their interlocutor

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student respects the timing of the conversation without needing help and without interrupting the other person.	The student does not respect the timing of the conversation (does not wait for the other to finish speaking, there is a lot of latency between answers, etc.)	The student has some difficulty in respecting the timing of the conversation (does not always wait for the other person to finish speaking, sometimes does not give time to answer, etc.)	The student knows that during a conversation everyone speaks when another interlocutor has stopped and is silent; the student waits their turn; they answer questions if asked something; they wait for a response if they have asked a question
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student is able to follow the teacher's instructions and accept and respect the rules	The student actively resists the rules, showing frequent and intense challenging or provocative behavior	The student respects some rules, but shows resistance to accepting other ones, occasionally displaying challenging or provocative behaviors, even if these behaviors are of low intensity and manageable	The student follows the teacher's instructions and accepts the rules without significant violations
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student is able to create positive and constructive relationships with their classmates	The student has relevant difficulties in social interaction or shows problematic behaviors towards classmates (e.g. they isolate themselves during group activities, they are aggressive towards classmates, etc.)	The student shows limited involvement in social interaction with their classmates or sometimes shows problematic behaviors (e.g. they interrupt other people during arguments, they are disrespectful, etc.)	The student shows positive and constructive social interaction with their classmates, they are respectful, empathetic, and are able to cooperate effectively
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student is able to create positive and constructive relationships with adults	The student shows a negative or problematic interaction with adults in the classroom, e.g. they show oppositional or disrespectful behaviors toward teachers	The student has limited interaction with adults in the classroom, or, sometimes, shows problematic behaviors, e.g. disobedience, disrespect, or defiance of rules	The student is nice and respectful with adults in the classroom, e.g. they listen to the rules, actively cooperate, and talk clearly with teachers and other adults

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student is able to adapt (they are not nervous, start a conversation) to social situations with people they meet at school	The student has serious deficits in environmental adaptation and adapting to other people	The student is unable to adapt adequately to all contexts and remains limited to some people	The student, during different situations and with different people, generalizes the social skills already acquired and adapts well to the environment
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student doesn't have embarrassing behaviors (picking nose, etc.) in the presence of other people without needing indications.	The student needs continuous reminders to adopt behaviors appropriate to the context	The student sometimes needs a reminder to prevent embarrassing behaviors (not appropriate to the context)	The student does not have embarrassing behaviors with others (e.g., does not pick nose or ears, does not drop pants, does not undress)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student shares with other people future projects without needing instructions.	The student has difficulty sharing future plans in a constructive way	The student doesn't share future plans with other people in a constructive way	The student is able to imagine what they will do in the future and share it with other people (for example, they are able to tell a classmate: "Next year I will start high school", "This summer I will go on holiday to Greece")
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student uses non-verbal language exhaustively to communicate something to the interlocutor (they raise eyebrows to make it clear that someone is listening, etc.) without needing help or making mistakes.	Non-verbal language is absolutely not suited to the context	Non-verbal language is not always adequate or in any case not suitable for the context	The student uses non-verbal language (for example facial expressions or gestures) to communicate their emotions to another person (they open their mouth wide when they are surprised; they use expressive gestures such as saying "ok" with the thumb up to communicate that everything is fine; they move their index finger from right to left to say "no")

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student maintains a conversation for the right amount of time without needing external indications or help on 5 different occasions.	Most of the time the student is unable to maintain a conversation, or they are able to do so on few occasions (maximum 3)	Most of the time the student needs help to keep a conversation for its entire duration	The student is able to keep a conversation for its entire duration, without going on too long or without abandoning it while it is still in progress on at least 5 different occasions
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student maintains the right distance from the interlocutor without needing help or making mistakes	The student is unable to maintain the right distance from the interlocutor	The student needs partial help to maintain the right distance from the interlocutor	The student maintains an appropriate distance from the interlocutor, avoiding being too close or too far from the people with whom they intend to speak
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Social interaction and social rules	The student is able to communicate and express themselves easily in all contexts, and even with different people	The student shows important signs of selective mutism in the school context, which is a significant difficulty in speaking in specific school situations or with some teachers and classmates, with significant effects on active participation in lessons, group activities, or interactions with other students	Sometimes the student may show hesitation or reluctance while speaking in some school situations or with specific people within the school	The student is able to communicate and express themselves openly and easily in all school contexts and even with different people
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION (cultural and linguistic disadvantage)	School integration	The student is able to adapt effectively to the social-cultural and educational system of the host country	The student requires significant initial support to successfully deal with the new Italian school system	The student shows some initial difficulties in adapting to the new school environment and needs moderate support with the transition	The student has an excellent mastery of the language and integrates easily into the school system

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION (cultural and linguistic disadvantage)	School integration	The student is able to acquire language skills that allow them to participate effectively in school activities	The student needs significant support to reach a level of linguistic competence that allows them to successfully deal with study subjects	The student is still learning the Italian language and needs moderate support to fully integrate into the school system	The student has a good mastery of the Italian language and they have all the necessary skills needed to study different school subjects
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION (cultural and linguistic disadvantage)	School integration	The student is able to integrate effectively within the class group and in the school system	The student shows significant difficulties speaking Italian and requires intensive support to fill their linguistic gaps	The student shows some difficulties speaking Italian and requires moderate support to improve their language skills	The student has an excellent mastery of the Italian language and has no particular difficulties studying in this language
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to appropriately adequate their behavior to a specific context and to effectively manage impulses	The student has difficulty with self-control and may show inappropriate behavior in several contexts (for example, they may have impulsive behavior and difficulty in respecting the classroom's rules)	In some situations, the student is able to adapt to environmental changes and to behave in an almost appropriate way according to the context (for example, they may be able to manage emotions in some situations, but may have difficulties in other ones)	The student is able to adapt their behavior even if the environment changes unexpectedly, having appropriate behavior in different situations and managing impulses
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to understand their own emotional state	The student shows significant difficulties in understanding their own emotional state	The student is able to name only some of the emotions they feel, or they need interlocutor's help to do it (for example they may have difficulty in recognizing complex or nuanced emotions)	The student shows a consolidated ability to correctly identify their emotional state in different situations and to recognize a diverse range of emotions
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to understand other people's emotional state	The student has significant difficulty in recognizing other people's emotions (for example, they may not be able to understand facial expressions, body language, or other emotional signals)	Sometimes the student is able to identify other people's emotions, but this ability may be sporadic or partial (e.g. they may have difficulty in identifying complex or nuanced emotions in other people)	The student shows a consolidated ability to correctly recognize other people's emotions and to successfully understand facial expressions, body language, and other emotional signals

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student recognizes the emotions of other people and adapts their behaviors to them without needing help or making mistakes.	The student does not grasp any emotional nuances and is impassive or does not recognize another person's emotions	The student often has difficulty recognizing the emotions of other people and is unable to get on the same emotional level	The student understands another person's state of mind and behaves according to it (for example, they are able to recognize the sadness of a classmate and stay close to them, or they are able to recognize that a classmate is happy and they rejoice together)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to correctly identify the relationship between an event, the context, and their own emotional state	The student is unable to understand their own emotional state (for example they may show significant difficulties in relating daily experiences to their emotions)	The student is only occasionally able to understand why they feel specific emotions or to relate events to their own emotional state	The student shows a consolidated ability to correctly identify the relationship between events, thoughts, and emotional state and to understand how specific situations influence their emotions
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to adequately express their emotions	The student is unable to adequately express their emotions (for example, they may show inconsistent or inappropriate behaviors that make it difficult for other people to understand what they are feeling)	The student is able to express emotions assertively only in situations in which these emotions are not very intense (for example, they may be able to clearly communicate that they are satisfied, but they may have difficulty expressing more complex or intense emotions in a socially appropriate way)	The student is able to express what they feel in an assertive and functional way (for example, they use verbal and non-verbal language clearly and appropriately to communicate emotions of different intensity, to assertively express anger without being aggressive, and to communicate sadness in an understandable way)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to manage their emotions in a constructive way using effective emotional regulation strategies	The student has significant difficulties in regulating their emotions, showing intense emotional reactions, and difficulty in stabilizing their emotional state according to situations	The student shows some emotional regulation skills but with obvious limitations, such as difficulty managing stressful or frustrating situations	The student shows effective emotional regulation skills, managing emotions in a constructive way and adopting appropriate strategies to deal with emotional situations, such as deep breathing, attentional reorientation

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is empathetic and is able to put themselves in someone else's shoes and accurately understand other people's desires, beliefs, and moods	The student shows a limited ability to empathize with other people and understand other people's emotional states	The student is able to recognize some emotions in other people, but they have difficulty in doing it; they are able to create detailed representations of the other people's mental states (desires, beliefs, intentions, perceptions, and feelings)	The student is able to empathize with other people and to form accurate representations of other people's mental states, including desires, beliefs, intentions, and feelings
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to effectively control states of social anxiety, when present	The student shows high levels of social anxiety which significantly compromise participation and communication with other people	The student shows some manifestations of social anxiety but with some evident limitations, such as discomfort in social interactions or avoidance of social situations	The student is generally comfortable in social interactions, and when experiencing a certain degree of social anxiety is able to effectively and constructively manage it
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student is able to effectively manage states of agitation while carrying out a task	The student shows high levels of anxiety or worry while carrying out a task, these states significantly compromise the student's performance on tests or exams	The student shows anxiety and worry while carrying out some tasks, but is able to complete other ones without emotional or behavioral distress	The student is generally comfortable while carrying out a task, and when they experience a certain degree of anxiety or concern about their performance they are able to effectively and constructively manage them
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Emotional adjustment	The student shows respectful and peaceful behavior in class and with classmates, dealing adequately with situations of frustration and conflict	The student frequently shows aggressive behaviors, physical or verbal, which significantly interfere with the classroom climate	The student shows occasional aggressive behavior towards classmates but with limited frequency	The student shows collaborative and respectful behavior toward classmates, and adequate constructive conflict resolution skills
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Self-esteem and self-efficacy	The student is satisfied with their ability to establish interpersonal relationships	The student shows low interpersonal self-esteem and difficulty in establishing satisfying relationships (for example, they may perceive themselves negatively in social contexts and have	Sometimes the student is able to establish relationships but their self-esteem is still fluctuating or they need to be constantly reassured	The student has adequate interpersonal self-esteem and is able to establish and preserve satisfying relationships (for example, they perceive themselves positively in social contexts and are able to establish

			difficulty in establishing meaningful relationships)		meaningful relationships with other people)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Self-esteem and self-efficacy	The student is satisfied with their ability to control and modify the environment	The student shows little confidence in their ability to change their environment (for example, they may avoid asking for a comfortable chair even if they have back pain)	The student is able to recognize some environmental needs, but they sporadically act on the environment, or they require continuous support or reassurance to do it (for example, they may ask for a chair only when back pain becomes unbearable)	The student recognizes their needs and they feel comfortable while taking effective steps to ensure appropriate adjustments in their environment (e.g. they feel comfortable asking for a comfortable chair if it improves their well-being in the classroom)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Self-esteem and self-efficacy	The student is satisfied with their ability to recognize, understand, express, and manage their emotions	The student shows little emotional self-esteem or they think to be not able to recognise, understand or express their emotions	Sometimes the student is satisfied with their emotional ability, but their ability is not stable and they don't generalize it to different contexts and situations or they need to be reassured	The student is satisfied with their ability to recognize, understand, express, and manage emotions, they demonstrate general emotional stability and a positive approach to their emotional management
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Self-esteem and self-efficacy	The student is satisfied with their body shape, appearance and physical performance	The student is dissatisfied with their appearance, body shape, and physical performance and they experience significant insecurities about their body image and the perception of their physical abilities.	Sometimes the student is satisfied with their appearance but experiences moments of insecurity or doubts about their body and its abilities or they need continuous reassurance	The student is satisfied with and aware of their appearance and shows stability and positivity in the perception of their body and physical performance

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Self-esteem and self-efficacy	The student is satisfied with their ability to carry out most of school activities and they believe they have adequate skills to carry out school tasks	The student shows little self-esteem, a lack of self-confidence in their own abilities, and a tendency to self-devaluation in many school activities	The student has good self-esteem while carrying out some school tasks, but may feel insecure while carrying out other ones	The student shows an adequate level of self-esteem, demonstrating confidence in themselves and in their ability to face challenges in a positive way.
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Self-esteem and self-efficacy	The student demonstrates confidence in their own abilities, showing dedication and resilience even in tasks that are perceived as complex and challenging	The student immediately gives up when faces tasks they perceive as challenging tasks, without trying to deal with them	The student generally avoids tasks that they perceive as challenging, but if motivated they may occasionally deal with them	The student faces tasks with courage and determination, even when they perceive them as challenging and they strive to overcome difficulties
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student is sensitive (smile, approach, etc.) to affective and flattering expressions without needing external indications or help.	The student is not interested in compliments from other people (peers or adults)	The student is not always interested (smiles or approaches) in another person after an interaction in which they pay compliments to the student	The student recognizes flattery and affective expressions towards them and reacts positively, both with a physical attitude (smiling, approaching, caressing, squeezing, hugging...) and verbally ("I love you", "how pretty you are "..)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student knows the differences that occur between males and females (recognition occurs without needing external indications or help)	The student does not know the distinction between sexes	Sometimes the student gets confused when they have to indicate a person's gender	The student distinguishes sexual characteristics of gender (for example, knows that females have breasts while males do not)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student asks for approval (verbally or otherwise) about their appearance without needing external guidance or help.	The student is not interested and does not have the manners to ask for opinions on their appearance	Sometimes (often not spontaneously, but only directed) the student approaches another person to ask for their opinion on their appearance	The student asks for approval about their physical appearance using non-verbal methods (such as a nod with their eyes to be looked at) or verbal expressions such as: "How does this new shirt fit?" "It's nice, isn't it, my new haircut?"

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student shows interest in improving their appearance without needing indications or external help.	The student is not interested in taking care of their physical appearance	Sometimes (often not spontaneously but only guided) the student takes care of their appearance	The student takes care of their physical appearance (for example: cutting nails, brushing teeth, having neat clothing)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student distinguishes different kinds of affection (filial, maternal, friendly, etc.) on at least 20 different occasions	The student does not distinguish the specificity of an emotional bond	The student sometimes has difficulty differentiating the degree of affection with different people	The student distinguishes the specificity of each emotional bond, they know that loving a friend and respecting their parents are two different dimensions, on at least 20 different occasions
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student distinguishes between pleasant ways of touching (crunching, tickling, etc.) and unpleasant ones	The student does not distinguish different types of physical contact	The student has some difficulty in differentiating contacts of different topography	The student is able to distinguish pleasant physical contact (hugs, caresses, tickling) from unpleasant contact (hits and punches)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student shows jealousy towards a person (cries, gets upset, etc.)	The student does not show jealousy towards another person	The student shows jealous attitudes towards a very small number of people (less than 5)	The student shows jealousy of another person by crying, for example, because a sibling receives more attention from the mother
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Affective and sexual skills	The student has a protective attitude in interpersonal relationships	The student does not understand/know the behaviors that concern the field of "taking care of others"	The student sometimes shows difficulty in understanding caring behaviors	The student is able to happily satisfy the needs of another person, adopting protective attitudes and saying for example "I did this for you!"
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student is able to act with adequately sustained engagement to complete activities and tasks	The student is unable to persist in the execution of a task, they immediately abandon its execution	The student shows limited perseverance in carrying out a task, abandoning it if not encouraged to continue	The student shows adequate perseverance in carrying out a task, always completing it

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student is able to manage the sense of frustration and face challenges with determination, commitment, and resilience	The student shows significant difficulty in pursuing a goal when they have to face challenges or frustrations	The student may persist in pursuing a goal only in situations in which the sense of frustration is limited or not very intense, or they show a tendency to choose easy tasks to avoid frustration and failure	The student shows the desire to pursue a goal despite frustration, facing challenges with determination, commitment, and resilience
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student shows initiative in studying and deepening their knowledge	The student shows limited initiative in studying and in deepening their knowledge (for example, they only perform mandatory tasks without demonstrating an intrinsic interest in learning)	The student shows initiative in studying only in a limited or sporadic way (for example, they perform unsolicited tasks only on some occasions or occasionally ask in-depth questions)	The student carries out also unsolicited tasks, actively asks in-depth questions, shows an intrinsic interest in learning which goes beyond school obligations, and engages in activities because they find them challenging and rewarding.
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student approaches changes in a positive way	The student shows resistance and significant discomfort when facing new experiences, they manifest anxiety, shyness, and open refusal to participate	The student approaches new experiences positively only in some circumstances	The student shows a generally positive and adaptable approach to new experiences, a sense of confidence, curiosity, and willingness to learn in different situations
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student shows a keen interest in what they do and they actively participate in school activities	The student shows total disinterest and poor participation in school activities (e.g. they seem distant, distracted, or passive)	The student shows partial interest and occasional or selective participation in some school activities	The student shows constant interest and actively participates in school activities
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student is motivated/excited to do new activities (they are interested in at least 3 new activities when alternative activities are proposed to them) for more than a minute	The student is disinterested in undertaking new activities and has limited interest.	The student shows few preferences for activities to be carried out (explores 1 or 2)	The student happily explores 3 new activities (coloring, hide and seek, board games, puzzles, videos on the phone, etc.) for more than a minute

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Interest, participation and motivation	The student does not ask for a reward or do not get up until they have finished an assignment or a task, they do so independently, without needing the teacher's instructions	The student has difficulty in finding external motivations that engage them in different activities, or they are unable to complete a task independently before having reinforcement	Only in some situations, the student is influenced by rewards or punishments and often needs external help to stay focused on the task until they finish it	The student completes and engages in activities in order to achieve external goals, such as rewards, prizes, or good grades (e.g. they always voluntarily complete a task before having a reinforcement)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Regularity and rhythm of behavior	The student shows regularity and rhythm of their own behavior during school activities	The student shows erratic, unpredictable, and inconsistent behavior, with significant variations in the way they participate in school activities	Sometimes the student shows signs of regularity and rhythm of their behavior	The student shows regularity and rhythm of their behavior, i.e. their actions and reactions during school activities are predictable and follow a certain rhythm
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Awareness	The student is aware of their own difficulties and faces challenges constructively	The student is not aware of their own difficulties and shows a tendency towards denial or minimization	The student recognizes some of their own difficulties, but they may respond positively and constructively only sporadically, or they may need support to do so	The student is able to openly recognize areas in which they may have difficulty, and actively they try to find solutions and strategies to overcome obstacles
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Awareness	The student is aware of their own strengths	The student is not aware of their own strengths, does not recognize their special abilities, and does not try to apply them during their daily activities	In some cases, the student is aware of some of their own skills, but they are not completely sure about how to apply them in different situations	The student is aware of their own strengths and uses them regularly and constructively, both in school activities and in daily life
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Awareness	The student has an adequate self-awareness and understanding of their own identity, which includes comprehension of their own characteristics,	The student has a poor awareness of their own identity and self, with difficulty in recognizing their own characteristics, interests, and abilities	The student shows limited abilities of self-awareness and of understanding of their own identity, e.g., they may identify some personal interests or abilities, but may not have a complete or	The student possesses adequate self-awareness, e.g., they can confidently describe their interests, recognize abilities and strengths, and have a clear notion of what

		interests, and abilities		consistent view of themselves	characterizes them as an individual
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Awareness	The student has an adequate awareness of other people's identities	The student has a poor awareness of other people's identities, e.g., they have difficulty identifying characteristics, interests, and abilities of other people	The student shows limited abilities to perceive and understand interests and abilities of other people, e.g., they recognize some obvious or general characteristics but are unable to have a complete and coherent view of the person	The student possesses adequate awareness of the identity of other individuals, e.g., they can identify specific skills or preferences of significant other people
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Awareness	The student is able to understand the constructive meaning of the teacher's evaluation	The student shows considerable difficulty in constructively understanding the teacher's evaluation, they manifest resistance, frustration, or inability to accept feedback, even when it is presented in a constructive way	The student is able to understand the importance of the teacher's evaluation, but they show negative reactions, resistance, and frustration even for constructive feedback	The student understands the importance of the teacher's evaluation, accepts feedback in an open and constructive way, desires to improve themselves, and is able to follow suggestions to improve their skills and knowledge
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Reactivity	The student has good psychomotor control	The student shows stereotyped and repetitive behaviors in a clear and constant way which interfere with daily activities	Sometimes the student shows repetitive and/or stereotyped movements, for example when they are stressed, but these are not always present during the daily routine	The student shows adequate psychomotor control (for example, they participate in activities without showing repetitive behaviors which could disturb their involvement)

RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Reactivity	The student shows an adequate level of motor reactivity according to the stimulation they receive	The student shows motor reactivity with a very low (for example, they might respond promptly even to minimal or delicate stimuli, such as small changes in the environment, slight sounds, or light movements) or very high (for example, they might show little reaction if someone asks them to move, or to changes in their surroundings) stimulation threshold	The student requires a stimulation threshold that is moderately low (e.g. they may react to stimuli of moderate intensity such as distinct sounds or changes in the brightness of the environment) or moderately high (e.g. they may react less in an evident way to new stimuli in the environment) to show a motor reaction	The student shows a level of motor reactivity adequate to the stimulation received, with a proportionate and well-calibrated motor response according to the stimuli present in the environment (for example, they could respond to significant stimuli as required by everyday situations, while keeping adequate self-control)
RELATIONSHIP, INTERACTION AND SOCIALIZATION DIMENSION	Reactivity	The student is able to self-control their behavior, participating in school activities appropriately	The student shows high levels of hyperactivity, they are constantly moving, they have difficulty remaining seated adequately, they bother other people, compromising participation in school activities	The student shows signs of hyperactivity sporadically, such as agitation or difficulty sitting still, but it is not consistently or severely	The student shows self-control and the ability to participate in class activities appropriately
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to lift or pick a small item with their hands and fingers, for example, pick a pencil	The student is unable to lift or pick a small item	The student is able to lift or pick a small item, but they need help	The student is able to lift or pick a small item independently
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student grasps or holds and keeps something with their hands and fingers, for example, they grasp a tool	The student is unable to grasp an item functionally	The student is able to grasp an item, but they need partial help	The student is able to grasp and hold items in a functional and autonomous way

ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student holds the pencil like an adult (in a tripod way)	The student presents a grasp with a fist closure	The student holds the pencil and, even if they are able to use it, holds it between their fingers in an awkward way (for example they squeeze it with all the fingers of the hand); the student needs someone's help to support the movement of their hand around the pencil to hold it	The student is able to well hold a pencil doing tasks that require its use (for example, they hold a pencil to make a drawing); to grasp it, they use the opposable thumb, index, and middle fingers
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to tear a sheet/tape/card without needing help or making mistakes	The student is unable to tear	The student needs partial (physical) help to tear an item	On request/imitation, the student is able without difficulty to tear an item (e.g. pecs from Velcro, a tear-off strap)
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to perform tasks which require hand-eye coordination	The student has significant difficulties coordinating hand and eye movements	Sometimes the student has difficulties performing tasks that require hand-eye coordination	The student is able to perform tasks that require hand-eye coordination
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student opens doors using handles without needing help or making mistakes	The student is unable to open doors using the handles	The student touches the handle to open the door but is unable to open it immediately because they try other movements first (for example, they try to raise it instead of lowering it; they pull the handle towards themselves)	The student grabs the handle and turns it down to open a door independently
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to make balls with dido or similar without needing help or making mistakes	The student is unable to make balls	The student is able to use a soft putty such as Didò, but even though they try to make some balls, they only partially succeed (for example, they make small pieces but less than spherical with the rotary movements of their hands)	The student is able to use a soft putty, such as dido, to make balls

ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to screw and unscrew a cap without needing help or making mistakes	The student is unable to screw or unscrew	The student needs partial help to screw or unscrew	The student is able to screw a cap by rotating clockwise and is able to unscrew a cap by rotating counterclockwise (for example, they screw and unscrew the cap of a water bottle)
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to produce symbolic gestures (ok, good gesture etc.) without needing help or making mistakes for at least 15 different topographies.	The student is unable to produce symbolic gestures for more than 5 different topographies	The student produces independently symbolic gestures for at least 10 different topographies	The student produces symbolic gestures independently for at least 15 different topographies
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to use scissors (they follow a line on a sheet of at least 15 cm) without needing help or making mistakes	The student is unable to cut along a straight line	The student cuts along the line but is not very precise	The student cuts following a line of at least 15 centimeters independently with precision
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student uses scissors following a broken line without needing help or making mistakes	The student is unable to cut along a broken line	The student follows a broken line with the scissors but may not complete the cut or move toward other parts of the paper	The student holds the scissors with the thumb and forefinger of the hand they usually use, and makes a cut following a broken line (for example, cuts an image following a hatch)
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to glue small figures onto specific perimeters without needing help or making mistakes for at least 15 items of different sizes.	The student is unable to glue the figures in the perimeter	The student needs physical or partial help to correctly glue figures in a given space	The student is able to glue figures in a designated space (for example, in an album of stickers) for at least 15 items of different sizes
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to cut food with a knife adequately without needing help or making mistakes	The student is unable to use a knife	The student still needs help to use the knife correctly or in any case their grip is still immature	The student uses a knife for foods that require its use, appropriately placing the serrated blade toward the food

ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student has good drawing skills (they respect proportions, shapes, etc.) according to their age and class	The student does not have drawing skills appropriate for their age and class	The student draws but still has difficulty respecting proportions and the graphic trait has imperfections	The student draws respecting the shapes and proportions of the elements represented (for example, they draw a human body respecting the anatomical proportions, a tree by appropriately arranging the foliage and trunk)
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to perform tasks that require graphic skills, such as technical drawing	The student has graphic skills limited to tasks such as technical drawing	Sometimes the student has difficulties with specific graphic skills	The student has good graphic skills and is able to perform tasks that require this kind of skills
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student uses the computer keyboard (including Braille or eye control) or touch screen perfectly to complete entire texts (at least 10 lines) without needing help or making mistakes	The student has fine motor skills and is able to use the keyboard to write a text of maximum 3 lines	The student has fine motor skills and is able to use the keyboard to write a text of maximum 5 lines	The student recognizes letters on a keyboard and is able to type them, even on a touchscreen device, in order to compose words and entire texts (at least 10 lines)
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to tie their shoes (with laces) tying a knot without needing help or making mistakes	The student is unable to tie their shoes	The student is able to tighten the laces and braid them but still has difficulty tying a knot	The student grabs the ends of the laces to make a knot/bow, in this way, the shoes are secure on the feet
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to carry out small jobs with fine movements (e.g. sewing) without needing help or making mistakes	The student does not have manual skills to do complex fine-motor tasks	The student has the skills to perform complex fine motor tasks but lacks practice	The student easily performs operations that involve finger movements, such as sewing
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to use their fingers, hands, and arms to lift an item and throw it in the air with a certain force	The student is unable to throw an item, such as a ball, needing total help to do so	The student is able to throw an item, such as a ball, but they need partial help to do it	The student is able to throw an item, such as a ball, independently
ORIENTATION AND AUTONOMY DIMENSION	Fine motor skills	The student is able to kick an item with their feet and legs and to throw it away with a certain force	The student is unable to kick an item, such as a ball, needing total help to do it	The student is able to kick an item, such as a ball, but they need partial help to do it	The student is able to kick an item, such as a ball, independently

ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student performs postural transitions from sitting to standing (they sit and stand) without needing help or making mistakes	The student needs total help to change positions	The student requires partial assistance and/or has difficulty moving from a sitting position to a standing position	The student independently and without assistance moves from a sitting position to a standing position
ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student is able to stay in a standing position for all the required time	The student is unable to stay in a standing position or needs total assistance to do it	The student has difficulty in staying in a standing position, they can do it for a limited time or need partial help to do it	The student is able to stay in a standing position independently for all the required time, they don't need any kind of assistance to do it
ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student is able to move from a sitting position on one seat to a sitting position on another seat that has the same or different height	The student is unable to move from a sitting position on a seat to the same position on another one or needs total assistance to do it	The student has difficulty moving from a sitting position on a seat to a sitting position on another one, they need partial help to do it	The student is able to move from a sitting position on a seat to the same position on another seat independently
ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student walks appropriately for their age	The student is never able to walk in a coordinated way, even when supported	The student walks with an unharmonious gait, the movements of trunk, pelvis, and limbs are not coordinated (for example: the student walks, but is not able to alternate their legs well while walking; the student drags one leg over the other; the student does not swing their arms simultaneously, often losing their balance or stumbling after few steps). The student is not completely independent and may need help to be able to walk (for example, being held by the hand)	The student walks harmoniously, coordinating the movements of the trunk, pelvis, and limbs: the student walks alternating their legs while walking and simultaneously swinging their arms. They do not require any support while walking.

ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student runs in a coordinated way without needing help or making mistakes	The student is in no way able to correctly alternate the movements of their trunk and limbs for a fast run	The student runs in a poorly harmonious way and with a poorly coordinated gait; the student tries to run but often loses their balance or stumbles; they need help (for example, being held by the hand to move forward)	The student runs and quickly alternates their lower limbs while walking, with simultaneous coordinated oscillations of the upper limbs
ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student is able to rise from the ground by bending and extending their legs, for example, they are able to jump on one foot, hop, leap	The student is unable to jump or hop	The student is able to jump or hop but their movements are not harmonious and coordinated	The student is able to jump and hop without needing help or making mistakes
ORIENTATION AND AUTONOMY DIMENSION	Gross motor skills	The student is able to understand and adequately manage their own motor pattern	The student has difficulties coordinating their own body movements and performing motor tasks effectively	Sometimes the student has difficulties coordinating complex and precise movements	The student is able to perform motor tasks with precision and agility, they master adequately their own motor pattern
ORIENTATION AND AUTONOMY DIMENSION	Motor imitation	The student is able to cut out with scissors the shape they see to be cutted out by another person without needing help or making mistakes	The student is unable to cut out shapes on imitation	The student is able to cut out any shape on imitation but needs help with some shapes, such as more angular ones	The student is able to cut out any shape on imitation, such as the shape of a heart, a star, a circle
ORIENTATION AND AUTONOMY DIMENSION	Motor imitation	The student is able to imitate a motor behavior or a sequence of actions without needing help or making mistakes	The student is unable to imitate actions	The student is able to imitate a single action but not the whole action sequence	The student is able to imitate the whole action sequence
ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats vowels in echoic without needing help or making mistakes	The student produces only one vowel or none	The student does not produce all the vowels or does not reproduce them all the time	The student reproduces all the vowels in imitation of the interlocutor

ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats syllables without needing help or making mistakes	The student is unable to repeat	The student has a limited repertoire of bisyllabic words and/or does not repeat syllables in a row	The student is able to repeat the first syllable of the words pronounced by the interlocutor (If the interlocutor says "bottle", the student repeats "bot"; if the interlocutor says "uncle", the student repeats "un")
ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats at least consonant groups (gngngn, crcrcr) without needing help or making mistakes	The student is unable to reproduce consonants	The student repeats only some groups of consonants	The student is able to repeat groups of consonants such as "grgrgr", "gngngn" when the interlocutor asks to do it
ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats at least 10 bisyllabic words without needing help or making mistakes	The student reproduces only 2/3 bisyllabic words or none of them	The student reproduces only some bisyllabic words (less than 10) and has difficulty with other ones	The student repeats simple bisyllabic words that belong to their repertoire (for example uncle, nephew, water, giraffe, etc.) independently for at least 10 words
ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats 50 words on request ("hello" "notebook" etc.) without needing help or making mistakes	The student repeats 3/4 words (correctly) or none of them	The student repeats only a few non-bisyllabic words (at least 20 correctly), but has difficulty with more complex ones	The student is able to repeat 50 words, even complex ones, as requested by the interlocutor
ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats 20 groups of at least two words ("mom poop", "grandma boo") without needing help or making mistakes	The student repeats few or none of the word pairs they are used to hear or none of them	The student repeats some pairs of words (at least 10), but not other ones	The student is able to repeat groups of two words: if the interlocutor says "mom meal" the student repeats "mom meal"; if the interlocutor says "aunt biscuit" the student repeats "aunt biscuit"
ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats several sentences (at least 15) without needing help or making mistakes	The student repeats 7/8 sentences if the interlocutor insists/with difficulty or none of them	The student repeats 7/8 sentences (that they are used to hear) without difficulty	The student repeats at least 15 sentences without difficulty

ORIENTATION AND AUTONOMY DIMENSION	Vocal or visual-gestural imitation (echoic)	The student repeats a nursery rhyme, adjusting the tone according to the situation without needing help or making mistakes.	The student is unable to repeat a nursery rhyme	The student repeats the nursery rhyme, but the tone is flat or monotonous	The student is able to repeat an entire nursery rhyme, for example: "Kites, kites, flying high, they seem to reach the sky, red and blue, and big ones too, pretty kites, I like flying you."
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student stays seated in their seat for all the lesson time independently, without the teacher's indications	The student is always unable to stay seated in their seat, even for a short time	The student must be constantly motivated to stay seated in their seat, or they do so only in part	At school, the student stays seated in their seat for all the lesson time
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student respects the queue with their classmates without needing help or having dysfunctional behavior (moving, leaving the queue, shouting, throwing themselves on the ground, etc...).	The student never respects the queue (must be guided)	The student is not always able to respect the queue	In different circumstances (queuing to enter/exit class, queuing during school trips, etc.) the student adequately respects the queue without becoming exasperated
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student tolerates waiting in line without needing help or making mistakes	The student never tolerates waiting in line and needs constant monitoring	The student often does not tolerate waiting in line and must be monitored	The student tolerates waiting in line with their classmates without needing constant reminders or physical help
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student raises their hand, or in any case functionally asks permission to ask a question (go to the bathroom, ask for explanations, etc.) without needing help or making mistakes	The student does not yet have the ability to raise their hand (skill deficit) or does not do so (performance deficit)	The student sometimes raises their hand, other times they try to exit independently (or must be helped vocally to raise their hand)	The student raises their hand to make requests at the appropriate time. For example, they raise their hand to ask the teacher to leave the room when they feel the need to go to the bathroom; they raise their hand to ask a question about the lesson

ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student independently places school supplies on the table when requested (teacher, the bell rings, other people put it)	The student never places school supplies on the table independently	The student often needs help to organize school supplies on the table	The student distinguishes the different moments of work and during the lessons takes the appropriate material (they take the technical education books for the technical education hour, they take the squared notebook and the calculator for the mathematics hour, they take the lined notebook for grammar class...); they also follow teachers' instructions or emulate their classmates in preparing the material
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student adequately accepts an activity change (change of subject, change of material, change of time) independently without needing the teacher's indications	During every activity change or lesson change the student has problematic behaviors	Sometimes the student gets nervous (complains, screams, resists physically) when there is a switch from one pleasant activity to another less pleasant one, or they struggle to get up at lesson change without respecting the rules	The student is flexible in switching from a study activity to a recess activity and vice versa; for example, they are able to interrupt eating when the lesson has to start again and vice versa
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student works alone on the proposed activities independently without needing the teacher's indications	The student never starts an activity spontaneously	Sometimes the student needs help to start tasks and finish them	The student carries out tasks independently (making a drawing, carrying out a calculation, writing an essay)
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student puts school materials away after their use without needing help or making mistakes	The student never tidies up used school materials	Sometimes the student puts away school materials but often needs external help/guidance	The student is able to put away school materials they used to carry out activities independently (for example, they put away markers taken from the locker after their use; they put pens in the pencil case when they no longer need them; they put books in the backpack before leaving school)

ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student understands and accepts independently that the timetable changes day by day without the teacher's indications	Routine changes always generate behavioral imbalances in the student	Sometimes routine changes are not accepted by the student (emission of problem behaviors)	The student recognizes and accepts that each school day has its own specific time and its own schedule, which could sometimes change
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student stays calm in the gym and in all extramural activities without needing help or making mistakes.	The student has different maladaptive behaviors in the gym or in other contexts outside the classroom	The student does not always have appropriate behaviors in the gym or in extramural contexts	The student is able to stay calm in the gym and in other external environments, adapting to the activities to carry out with classmates, following the physical education teacher's instructions
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student does homework independently and without constant reminders for 3 sessions in a row	The student needs constant reminders to start homework	The student is able to carry out the assigned tasks on their own but does not always start them independently	The student is independent in doing homework (e.g. completing exercises, memorizing a poem, learning a history/geography topic, etc.) for three sessions in a row
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student is able to use the calendar to organize their activities without needing help.	The function of the calendar is not clear to the student and they are unable to organize activities based on it	The function of the calendar is clear to the student, but they do not always use it appropriately	The student is able to organize homework based on the school timetable and based on the time they have at home to do them, also considering other tasks such as carrying out a sport activity
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student attends school constantly	The student has very poor or no school attendance, with frequent unjustified absences	The student has irregular school attendance, with frequent absences that are not always justified	The student has regular school attendance, participating in lessons constantly and without unjustified absences
ORIENTATION AND AUTONOMY DIMENSION	Class routine	The student is able to carefully manage and organize school supplies	The student has a significant lack of essential school supplies	The student has some school supplies but has difficulties in their care and organization (e.g. loses books, or	The student has all the essential school supplies and takes care of them properly

				notebooks, does not bring them to class)	
ORIENTATION AND AUTONOMY DIMENSION	Dressing skills	The student raises and drops their trousers independently without needing help or making mistakes	The student requires full physical assistance to raise and drop their trousers	The student needs partial assistance or verbal guidance to raise or drop their trousers	The student puts on the trousers one leg at a time and then pulls them from the bottom up; they are able to drop them to remove them one leg at a time; (for example, they are able to drop them when they go to the bathroom to pee and they are able to raise them again when they have finished)
ORIENTATION AND AUTONOMY DIMENSION	Dressing skills	The student puts on and takes off a jacket without needing help or making mistakes	The student needs full physical assistance to take off or put on their jacket	The student needs partial help or verbal guidance to take off or put on their jacket	To put on a jacket, the student puts their right arm into the right sleeve and their left arm into the left sleeve; the student is able to slide their arms out to remove it
ORIENTATION AND AUTONOMY DIMENSION	Dressing skills	The student ties and unties their shoes (with tearing) without needing help or making mistakes	The student is unable to wear self-fastening shoes, they require full physical help	The student needs partial help (physical or vocal) to tie and untie their self-fastening shoes	To put on a shoe, the student lowers the buckle that adheres to the Velcro. To remove the shoe, the student is able to strip away the buckle from the Velcro
ORIENTATION AND AUTONOMY DIMENSION	Dressing skills	The student is able to raise and lower the zipper without needing help or making mistakes	The student is unable to pull the zipper up or down	The student requires partial physical help (or vocal) with the zipper	The student grasps the zip with their fingers, pulling it up to close it and pulling it down to open it
ORIENTATION AND AUTONOMY DIMENSION	Dressing skills	The student ties and unties their shoes with laces without needing help or making mistakes	The student is unable to tie shoe laces	The student is able to tie the shoe laces but still needs some (partial) help with some steps	The student uses shoe laces to tie them; the student is able to untie laces to untie shoes

ORIENTATION AND AUTONOMY DIMENSION	Dressing skills	The student buttons and unbuttons without needing help or making mistakes.	The student is unable to button and unbutton	The student has some difficulty in buttoning and unbuttoning and still requires partial physical help (or vocal)	The student grabs a button with their fingers to insert it into the corresponding buttonhole; the student is able to use their fingers to pull the button out of the buttonhole and then unbutton
ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student asks to use the bathroom when needed without needing external help.	The student does not ask other people to go to the bathroom	The student asks to go to the bathroom, but with a communication method that is not suitable for their age (e.g. instrumental use of other people)	The student is able to say they have to poop or pee when they feel the need, asking to use the bathroom
ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student pees in the right way (completing all steps) without needing help or making mistakes.	The student is unable to pee on their own or has great difficulty in completing all the necessary steps	The student pees on their own but is not yet able to complete all steps correctly and needs help	The student recognizes the urge to pee and performs all the steps necessary to go to the bathroom: asks to use the bathroom, lowers clothing correctly (first unbuttons pants/zips down; pulls down underwear), sits on the toilet, completes urination, uses paper, gets up from the toilet, pulls up their underwear, pulls up their trousers and buttons/zips them, uses the toilet, washes their hands, dries their hands...)

ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student poops in the right way (completing all steps) without needing help or making mistakes.	The student is unable to poop on their own or has great difficulty completing all the necessary steps	The student poops on their own, but is not yet able to complete all the steps correctly and needs help	The student recognizes the urge to poop and performs all the steps necessary to go to the bathroom: asks to use the bathroom, lowers their clothing correctly (first unbuttons their trousers/unzips their zip; pulls down their underwear), sits on the toilet, takes a poop, uses paper, gets up from the toilet, pulls up their underwear, pulls up their trousers and buttons/zips them, uses the toilet, washes their hands, dries their hands...)
ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student washes their hands correctly (completing all steps) without needing help or making mistakes	The student is unable to wash their hands on their own	The student washes their hands independently but still needs help to complete all the steps	The student is able to wash their hands correctly: opens the tap, puts their hands under running water, takes some soap, rubs their hands, rinses their hands, closes the tap, dries their hands
ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student washes and dries their face (completing all the steps) without needing help or making mistakes	The student is unable to wash their face on their own	The student washes and dries independently, but still needs help to complete all the steps	The student is able to carry out all the steps to wash and dry the face: opens the tap, collects running water with their hands, brings their hands full of water to their face to wash it, closes the tap, uses a towel
ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student shows adequate personal hygiene and self-care	The student shows very poor or no personal hygiene, with evident problems with cleanliness and personal care	The student shows limited personal hygiene, with some apparent deficiencies in self-care	The student shows good personal hygiene, maintaining an adequate level of cleanliness and personal care

ORIENTATION AND AUTONOMY DIMENSION	Autonomy in hygiene and personal care	The student is able to take care of themselves, making sure that their body is well	The student is unable to take care of themselves independently	The student is able to take care of themselves but this kind of skill is not consolidated, and/or they need assistance to do it	The student is able to take care of themselves (for example, they spontaneously wear clothes appropriate to the season, express if it is too hot/cold, maintain a posture suitable for physical well-being, turn on the light when it is dark)
ORIENTATION AND AUTONOMY DIMENSION	Social integration autonomy	The student is able to read the clock (including tactile watch) with hands without needing help or making mistakes	The student cannot read the clock with hands	The student needs some interlocutor's assistance to read the clock with hands adequately	The student is able to tell what time it is from a clock with hands (for example, if during the day the small hand is at 2 and the large hand is at 3, they will be able to tell that it is 2.15 pm)
ORIENTATION AND AUTONOMY DIMENSION	Social integration autonomy	The student associates a time with a specific activity of the daily routine (9:00 breakfast / 13:00 lunch) without needing help or making mistakes.	The student is unable to associate the events of the day with the different times or is unable to infer relationships between them	The student correctly associates certain times of the day with the habits of their routine (for example, they know that 8.00 corresponds to breakfast/13.00 to lunch/20.00 to dinner) but requires partial help	The student correctly associates all the times of the day with the habits of their routine (for example, they know that 8.00 am corresponds to breakfast/1.00 pm to lunch/8.00 pm to dinner) without needing help.
ORIENTATION AND AUTONOMY DIMENSION	Social integration autonomy	The student is able to meet school commitments and deadlines	The student shows constant difficulty in being precise with commitments (for example, they regularly miss homework deadlines, and are constantly late for lessons)	Sometimes the student is able to respect commitments and meet school deadlines, but this ability is not consolidated or they need assistance to do it	The student is aware of the importance of completing commitments made and respects them, and they are able to participate in activities in a timely way (for example, they are always precise in doing their homework and arrive on time for lessons)

ORIENTATION AND AUTONOMY DIMENSION	Social integration autonomy	The student is able to avoid potentially risky situations that could cause them injuries or physical harm (e.g. incorrect use of scissors)	The student is unable to recognize dangerous situations and does not avoid them	The student is not fully able to recognize dangerous situations and does not always avoid them	The student is fully able to recognize dangerous situations and promptly avoids them
ORIENTATION AND AUTONOMY DIMENSION	Social integration autonomy	The student is able to use technological tools to communicate or carry out school activities	The student is unable to use technological tools to communicate or carry out school activities	The student is able to use technological tools only for leisure activities	The student is totally able to use technological tools both for leisure activities and to carry out school activities
ORIENTATION AND AUTONOMY DIMENSION	Working autonomy	The student is able to do required tasks independently, without asking for supervision or significant assistance	The student has difficulties working autonomously, needing constant guidance (e.g. they show little initiative, require detailed instructions, require constant help from the teacher)	The student shows partial autonomy while working, but still requires some supervision and assistance (e.g. often requires confirmation or clarification)	The student works independently, without needing supervision or significant assistance (e.g. they show initiative in working independently, they are able to organize their work independently)
ORIENTATION AND AUTONOMY DIMENSION	Working autonomy	The student is able to manage their time effectively, completing tasks within the times indicated by the teacher	The student shows serious difficulties in time management, compromising the completion of school activities	The student has slight difficulties in time management (e.g. it takes longer than necessary to complete the task)	The student manages time appropriately and effectively, completing the activity within the times indicated by the teacher
ORIENTATION AND AUTONOMY DIMENSION	Family support	Student's family gives them adequate support and help	The student receives little or no family support, and they may be disadvantaged because of severe family dysfunction or lack of resources	The student receives limited and unusual family support, and occasional resources and support	The student receives strong and constant family support, and reliable resources and support
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student is able to understand the meaning of body gestures (facial expressions, hand movements or signs, body postures, and other kinds of body language)	The student doesn't know the meaning of body gestures	The student has difficulty understanding all the meanings of body gestures	The student is able to understand and distinguish the meanings of body gestures

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student looks up to the interlocutor when they want something without needing help or making mistakes	The student never or rarely looks up to another person to obtain something	The student does not always look up to another person even if motivated or does it with less than 5 people	The student, to communicate a need, addresses the interlocutor by looking them in the eyes; for example, if the item the student wants is on a shelf too high for them, the student, to make the request, looks into the eyes of the person who can help them in several contexts and with at least 5 different people
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student indicates when they want something without needing help	Pointing is not present	Pointing is present, but not always adequate (the student does not extend the finger well, only extends the arm, the finger/arm is not always well directed, sometimes pointing is not present) or limited to a few contexts (less than 10)	The student uses their index finger to point it towards the item/person they want; the student indicates, for example, a pack of biscuits placed on a shelf, in more than 10 different contexts for 3 consecutive trials
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student makes at least 10 different vocalizations	The student does not make vocalizations	The student makes few vocalizations and must be encouraged to do them	The student makes spontaneous vocalizations (at least 10)
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with a single word when the item/person etc. is present in their surroundings without needing help or making mistakes	Individual words are barely intelligible and rarely used	The word is not always understandable and sometimes alternates speaking with other forms of communication (instrumental use of other people, pointing): the request is not always independent, it often must be motivated by another person	The student is able to use at least one word to indicate an item/person they want and that is present in their surroundings. For example, if the student wants their mother who is present in the room, they at least say "mom"; in the presence of the grandmother they say "grandmother"; if they want an item in the room, such as a pen, they at least say "pen"

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with a single sign when the item/person etc. is present in their surroundings without needing help or making mistakes	The individual signs are poorly intelligible and rarely used	The sign is not always understandable and sometimes alternates the sign with other forms of communication (instrumental use of other people, pointing): the request is not always independent, it often must be motivated by another person	The student is able to use at least one sign to indicate an item/person they want and that is present in their surroundings. For example, if the student wants their mother/a bottle of water that is in the room, they point to her/it with their index finger.
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with a single image when the item/person etc. is present in their surroundings without needing help or making mistakes	The use of PECS or of the communicator is still rudimentary	Picture delivery (PECS) or the use of an AAC communicator is not fluent (the student does not always deliver pictures/drag pictures, gets confused with pictures), and sometimes the student alternates AAC with other forms of communication (instrumental use of another person, pointing): the request is not always independent, it often must be motivated by another person	The student is able to use an image to indicate an item/person they want and that is present in their surroundings. For example, if the student wants their mother who is in the room, they use a picture of her; they use the image of a water bottle to ask for water; if the student wants an item that is in the room, such as a pen, they use the image of a pen
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with just one word when the item/person etc is not present in their surroundings without needing help or making mistakes	When the item is not in the student's surroundings they don't ask for it	The word is not always comprehensible and sometimes alternates speaking with other forms of communication (instrumental use of another person, pointing): the request is not always independent, it often must be motivated by another person	The student is able to use at least one word to indicate an item/person they want but that is not present in their surroundings. For example, if the student wants their mother who is not present in the room, they at least say "mother"; if they want an item that is not present in the room, such as a pen, they at least say "pen"

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with a single sign when the item/person, etc. is not present in their surroundings without needing help or making mistakes	When the item is not present the student does not ask for it	The sign is not always understandable and sometimes alternates the sign with other forms of communication (instrumental use of other people, pointing): the request is not always independent, it often must be motivated by another person	The student is able to use at least one sign to indicate an item/person they want but that is not present in their surroundings. For example, if the student wants their mother/a bottle of water that is not present in the room, they make the sign corresponding to the request
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with a single image when the item/person etc is not present in their surroundings without needing help or making mistakes	When the item the student wants is not present in their surroundings, they do not ask for it	Picture delivery (PECS) or use of an AAC communicator is not fluent (the student does not always deliver pictures/drag pictures, gets confused with pictures), and sometimes the student alternates AAC with other forms of communication (instrumental use of other people, pointing): the request is not always independent, it often must be motivated by another person	The student is able to use an image to indicate an item/person they want but that is not present in their surroundings. For example, if the student wants their mother who is not in the room, they use a picture of their mother; they use the image of a small bottle of water to ask for water
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with 2/3 words when the item/person, etc. is present in their surroundings without needing help or making mistakes	No (or few) words are intelligible	The student is able to use at least 2/3 words to indicate an item/person they want and that is present in their surroundings. One of these words is a verb. For example, if the student wants their mother who is present in the room, they at least say "I want mom"; in the presence of the grandmother they say "I want grandmother"; if they want an item present in the room, such as a pen, they say "I want that pen"	The student is able to use at least 2/3 words to indicate an item/person they want and that is present in their surroundings. One of these words is a verb. For example, if the student wants their mother who is present in the room, they at least say "I want mom"; in the presence of the grandmother they say "I want grandmother"; if they want an item present in the room, such as a pen, they say "I want that pen"

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with 2/3 signs when the item/person, etc. is present in their surroundings without needing help or making mistakes	The student has few signs in their repertoire and use just one sign to communicate what they want	The student uses less than 2/3 signs: the request is not always independent, it often must be motivated by another person	The student is able to use at least 2/3 signs to indicate an item/person they want and that is present in their surroundings.
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with 2/3 images when the item/person, etc. is present in their surroundings without needing help or making mistakes	The student uses a single image	The student is able to use 2/3 images to indicate an item/person they want and that is present in their surroundings. One of the images represents a verb or an action	The student is able to use 2/3 images to indicate an item/person they want and that is present in their surroundings. One of the images represents a verb or an action
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with 2/3 words when the item/person, etc. is not present in their surroundings without needing help or making mistakes	The student uses just one word	The student uses only one word correctly for making requests. The student hardly uses a verb	The student is able to use at least 2/3 words to indicate an item/person they want but that is not present in their surroundings.
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with 2/3 signs when the item/person, etc. is not present in their surroundings without needing help or making mistakes	The student uses only one sign	The student only uses one sign correctly for making requests. They rarely use a sign that represents a verb	The student is able to use at least 2/3 signs to indicate an item/person they want but that is not present in their surroundings.
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with 2/3 images when the item/person, etc. is not present in their surroundings without needing help or making mistakes	The student uses a single image	The student only uses one image correctly for making requests. The student hardly uses a verb	The student is able to use 2/3 images to indicate an item/person they want that is not present in their surroundings. One of the images represents a verb or an action

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student makes requests using at least 10 different adjectives (e.g. I want the big ball/ I want the fast car etc.) without needing help or making mistakes	The student does not use adjectives when making requests and/or knows a maximum of 3/4 of them	The student makes several requests using less than 6 different adjectives (fast, big, beautiful, etc.)	The student makes several requests using different adjectives (at least 10)
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want with an entire sentence (with the vowel, with signs, or with AAC) when the item/person, etc. is present in their surroundings without needing help and making mistakes using at least 50 different sentences.	The student is unable to make requests using sentences	The student is able to use a complete sentence to ask for an item (for example, if they want a pen they say "I want to get the pen"); the student is able to ask for a person present in the room, using a complete sentence, such as: "I want to go to my friend". They will make the request based on the expressive method most suited to them, requiring partial help using less than 50 different sentences	The student is able to use a complete sentence to ask for a present item (for example, if they want a pen they say "I want to take the pen"); the student is able to ask for a person present in the room, using a complete sentence, such as: "I want to go on mum's lap". They will make the request based on the expressive method most suited to them using at least 50 different phrases
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student spontaneously communicates what they want using a whole sentence (with the vowel, with the signs, or with AAC) when the item/person, etc is not present without needing help or making mistakes.	The student does not make requests about anything not present in their field of vision	The student is able to request what they want only if the item is present, but needs partial help to request something that is not present in the room	The student is able to request what they want even if the item is not present in the room at that moment; the student will do this using a complete sentence, for example: "I would really like to eat some chips", the student will express that they want to see their mother, even though she is not present in the room, using a complete sentence such as: "I want to leave the room to go to my mom"
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student communicates with a sentence or a written text without needing help or making mistakes	The student is unable to make requests using sentences and/or a written text	The student is able to make requests using sentences and/or a written text if helped	The student is able to make requests using sentences or a written text without needing help or making mistakes

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student makes several complex spontaneous requests (using courtesy formulas) without needing help or making mistakes	The student is unable to make complex spontaneous requests	The student makes several complex spontaneous requests (please, could you give me the marker?, I would like a candy) only if helped and in only one educational context	The student makes several complex spontaneous requests (Please, could you give me the marker?, I would like a candy) in different educational contexts
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student has a vocabulary of at least 50 words/signs/images	The student is able to communicate using a repertoire of less than 10 words/signs/images	The student is able to communicate using a repertoire of less than 50 words/signs/images	The student is able to communicate independently using a repertoire of at least 50 words/signs/images
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student has a vocabulary appropriate to their age	The student has a limited vocabulary and uses mainly basic words, demonstrating their difficulty expressing complex concepts	The student has a moderately developed vocabulary but has difficulty with specialized language	The student has a large vocabulary that allows them to express complex concepts clearly and accurately
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	When talking about something, the student is able to organize the speech in an appropriate way without needing help or making mistakes	The student has difficulty organizing a speech in a logical and clear way, sometimes making it difficult to understand it	Sometimes the student is unable to organize a speech following a logical and clear scheme, needing the interlocutor's help	The student is absolutely able to organize a speech in a clear and engaging way
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student is able to use different kinds of sentences correctly	During the natural speech, the student is unable to use the different kinds of sentences (affirmative, negative, interrogative, exclamatory)	During the natural speech, the student is able to use only certain typologies of sentences correctly (only affirmative)	During the natural speech, the student is able to correctly use all kinds of sentences (affirmative, negative, interrogative, exclamatory)

COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student is able to organize a complete spontaneous speech (for example a speech enriched with opinions and metaphors that recall the meaning of the event) without needing help or making mistakes on different occasions.	The student is unable to argue spontaneously	The student can argue a complex discussion about something they have observed/heard/experienced only in a structured context	The student can argue a complex discussion about something they have observed/heard/experienced on different occasions.
COMMUNICATION AND LANGUAGE DIMENSION	Expressive communication	The student is able to understand and appropriately use topological references in communication	The student is unable to recognize and correctly use topological and temporal references (above-below, inside-outside, before-after, beginning-end, etc.)	The student understands and sometimes correctly uses topological and temporal references (above-below, inside-outside, before-after, beginning-end, etc.) but they don't generalize this skill	The student understands and uses topological and temporal references (above-below, inside-outside, before-after, beginning-end, etc.) and this skill is generalized
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student is able to understand and name signs or symbols for public use (for example, traffic signs, danger symbols, musical or scientific notation and symbols, icons)	The student does not know symbolic signs for public use	The student knows and distinguishes only some symbolic signs for public use	The student knows and distinguishes all the symbolic signs for public use
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names what they like (reinforcements) without needing help or making mistakes for at least 10 items/activities. (vocally, with a sign, with an image)	The student is unable to name the reinforcers	The student needs external help to name reinforcers or is able to name fewer than 10 of them	The student easily names at least 10 reinforcers independently. Score 2 points even if sometimes requires an interlocutor who asks "What is it?/Who is it?"
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student recognizes an item, animal, fruit, and is able to name it/give a corresponding sign/deliver the corresponding image without needing help or making mistakes for at least 50 different items.	The student is unable to name any items or names a maximum of 20 items	The student names only a few items in the environment (less than 50) and not in a spontaneous way	The student is able to name an item; the student is able to name an item/animal/flower etc. if it is shown by a picture; if the student sees a picture of a plane they will say "plane!"; if the student sees a dog they will

					say "dog!" or they use the corresponding signs when they know the item for at least 50 different items
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names body parts or body characteristics without needing help or making mistakes.	The student is not able to name any part of the body or at most one.	The student is able to differentiate the parts of the body or the characteristics of an item, but only in some questions (it depends on specific questions, therefore on the discriminative stimulus) and does not have a large repertoire	The student is able to name the main body parts (head, nose, mouth, hands, arms, etc.)
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names at least 50 images about actions (the child plays) without needing help or making mistakes.	The student is unable to define more than 25 actions represented on two-dimensional images	The student is able to distinguish between less than 50 actions represented on a two-dimensional image and/or needs help	The student is able to define an action represented in at least 50 images without needing help or making mistakes
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names an item according to its characteristics (colors and shapes) without needing help or making mistakes for at least 50 items.	The student is unable to name more than 25 items according to their shape and color	The student has a repertoire of less than 50 items per shape and color and/or will need help to give the correct answer	The student is able to name at least 50 items according to their color and shape without needing help or making mistakes
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names a sound without needing help or making mistakes for at least 15 environmental stimuli.	The student is unable to name a sound	The student is able to name less than 15 stimuli	The student is able to name a sound ("the dog makes woof") spontaneously or under discriminating questions ("How the dog do?" Did the bell ring?") for at least 15 environmental stimuli
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names an item according to its category of belonging without needing help or making mistakes for at least 50 items.	The student is unable to name more than 25 items according to their category of belonging	The student is able to differentiate an item naming it according to its category of belonging, but only for some questions (it depends on specific questions, therefore on the discriminative stimulus) and does not have a large	The student is able to name the category of belonging of at least 50 items without needing help, spontaneously or under discriminating questions (with an image in front of them or with the item in front of them, the

				repertoire (less than 50 items)	student has to answer questions like "Is x a?" "What is "x"? What category does "X" belong to? What does "x" belong to?)
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names an item according to its function, characteristics, and category of belonging without needing help or making mistakes for at least 50 items.	The student is not able to name more than 25 items according to their function, category of belonging, or characteristics	The student is able to name function, category of belonging, and characteristics of an item for less than 50 items and/or does not have all three classes of a specific item	The student is able to name function, category of belonging, and characteristics of an item for at least 50 items independently (e.g. they will know that a spoon is used to eat, belongs to cutlery, and is made of steel)
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student uses words or signs that remind a position (down, up, under) without needing help or making mistakes.	The student does not understand the question "where is the…?"	The student identifies and names the position of an item but only when partially helped by the interlocutor	The student is able to name the position of any item that is in their visual field using "up", "down" answering questions like "Where is x?" "Where is x located?"
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names at least 6 prepositions of location or adverbs of location without needing help or making mistakes.	The student is unable to name adverbs or prepositions of location	The student is able to name the position of an item in relation to other items using less than 6 adverbs/prepositions (e.g. where is the pencil? = In the cup. Where is the cat? Next to the door, etc.) and /or with partial help from the interlocutor	The student is able to spontaneously name the position of an item in relation to other items using at least 6 adverbs/prepositions (e.g. where is the pencil? = In the cup. Where is the cat? Next to the door etc.)
COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student is able to name items using at least 15 different adjectives without needing help or making mistakes.	The student is unable to associate the names of the items with more than 5 adjectives	The student is able to spontaneously associate the names of the items which already are in their repertoire with at least 10 adjectives	The student is able to spontaneously associate the names of the items that already are in their repertoire with at least 15 different adjectives

COMMUNICATION AND LANGUAGE DIMENSION	Naming	The student names 25 moments of daily life spontaneously without needing help or making mistakes.	The student is unable to name daily life events	The student is able to name less than 25 moments of daily life "I go shopping, I play with my friend, etc" and requires partial help	The student is able to name at least 25 moments of daily life "I go shopping, I play with my friend, etc." without needing help
COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student responds adequately to environmental stimuli	The student does not respond to any environmental stimulation (e.g. they don't turn if called by name)	The student has very few receptive abilities (for example they turn when they hear a sound o when someone is talking), but not always they are able to respond to other people's requests	The student responds in an adequate way to environmental stimulation. The student always turns when someone calls them, when they hear the intercom, they turn to the interlocutor if they say for example "Come, lunch is ready!"
COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student pays attention when called by name by a peer or an adult without needing help or making mistakes	The student doesn't pay attention when called by name	The student is not always able to pay attention in an adequate and functional way (e.g. sometimes they raise their head but do not meet the interlocutor's gaze, sometimes they do not turn)	The student, when called by name, pays attention to the interlocutor ready for interaction
COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student responds to a simple instruction in a context without needing help or making mistakes.	The student does not execute any simple instructions	The student responds correctly to a simple instruction (for example: "stand up", "sit down", "come", "stop" "open")	The student responds correctly to a simple instruction (for example: "stand up", "sit down", "come", "stop" "open")

COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student understands and executes instructions requiring an action (give me the...) in a set with more than 3 items/images without needing help or making mistakes	The student, with multiple items in front of them, is not able to differentiate them correctly	The student, with more than 3 items in front of them, is able to choose the requested one even if sometimes they get confused (or don't pay attention and take the item without waiting for it to be delivered/always deliver the one on the preferred side, right or left)	The student, with multiple items in front of them, is able to choose the requested one without making mistakes and acquires those not in their repertoire quickly
COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student touches body parts and clothing on request without needing help or making mistakes (at least 10).	The student does not distinguish more than 5 parts of the body or clothes and does not understand the interlocutor's request	The student distinguishes some parts of the body and some clothes and/or requires partial help from the interlocutor	The student distinguishes and indicates parts of the body (head, feet, hands...) and also 10 not very complex clothes (shirt, hat, shoes) on request of the interlocutor
COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student responds to requests understanding the function of pronouns "mine, your, his" without needing help or making mistakes independently for at least 4 pronouns.	The student does not understand requests involving possessive pronouns	The student finds some difficulty in responding to the listener requests which include possessive pronouns, requiring partial help from the interlocutor	The student knows the meaning of possessive pronouns and can perform an action (point, give, take) following a request including a possessive pronoun (mine, your, his) independently for at least 4 pronouns
COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student recognizes and reproduces a symbolic action with or without an item on request (e.g. "how do you drink?" "how do you say hello? "how do you dance?") without needing help or making mistakes. They have at least 25 symbolic actions.	The student is unable to reproduce more than 10 symbolic actions with and without an item	The student is able to reproduce a maximum of 20 symbolic actions (with or without items) and/or requires partial help	The student is able to simulate actions with or without items. For example, if asked "Can you show me how to drink?" with their hand they grab a glass and even if it is empty they bring it to their mouth, pretending to sip; the student can do it even without a glass, simulating the gesture only with their hand. Score 2 if the student has at least 25 symbolic actions

COMMUNICATION AND LANGUAGE DIMENSION	Receptive communication	The student selects and recognizes, among multiple images, an emotion when someone asks them to indicate one of them without needing help or making mistakes for at least 25 images.	The student does not differentiate between scenes concerning emotional states and scenes of sociality.	The student is able to distinguish emotions presented to them, but has a limited repertoire (less than 25 representations) and often needs partial help	The student is able to distinguish, in a set with more than 3 images, the different emotions (for example a child laughing/crying) for at least 25 images.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers at conditional questions ("yes" "no") without needing help or making mistakes	The student is unable to answer conditional questions	The student needs partial help to answer yes/no to conditional questions	The student answers direct questions, yes and no, about an event in progress which includes an agent, an action, and a place (simple event): "e.g. Is it your mother? "Is it in the garden?")
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student says their name when someone asks "what's your name"? without needing help or making mistakes.	The student is unable to answer with their name when someone asks for it (they do not have the intraverbal of the answer about their name)	The student says their name but with inadequate latency times and sometimes does not respond	The student responds with their name when someone asks for it. For example, "What's your name?" "My name is Lucia"
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student completes songs started by another person without needing help or making mistakes	The student does not complete songs started by a teacher	The student completes songs only if very motivated	The student can continue a song when it is sung to them, for example: "Old MacDonald had a farm", the student will continue with "ia ia ooo"
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student completes simple associations (how does the dog do? how does the cat do?) without needing help or making mistakes	The student does not have the completion of associations in their repertoire	The student knows few associations or becomes confused	The student responds correctly to numerous simple associations (e.g., the dog goes "bau", the car goes "brum")

COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student provides the missing part of a sentence with the "function" of the item without needing help or making mistakes.	The student is unable to answer questions about the function of an item	The student has a small repertoire of answers per function (between 5 and 10) / needs help (even partial) from the interlocutor to answer correctly / often does not answer the question promptly and correctly	The student recognizes items' functions and, when asked to do it, completes a sentence with the function of the item they know. For example, if someone asks "This spoon is used for..." they can answer "eat"
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions about basic personal information adequately without needing help or making mistakes for at least 8 questions.	The student is unable to answer questions about personal information (only to their name)	The student answers adequately at least 3 personal questions	The student answers questions about basic personal information, such as "how old are you?, what is your mother's name?, etc" for at least 8 questions
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions about present events that include volitional verbs with "yes" "no" without needing help or making mistakes	The student is unable to answer questions that include volitional verbs	The student is not always ready to answer questions that include volitional verbs, and/or answers few questions (maximum 10)	The student answers questions that include volitional verbs with "yes" and "no" (do you want an ice cream? Do you want to write these little words? Do you want to go to the bathroom?) etc.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student completes a sentence adding the characteristics of an item without needing help or making mistakes.	The student does not know the characteristics of an item and/or cannot complete a sentence with the characteristics of an item	The student has a small repertoire of answers (between 5 and 10) / needs help (even partial) from the interlocutor to answer correctly / often does not answer the question promptly and correctly	The student recognizes the characteristics of items and when someone asks to complete a sentence with a characteristic of an item they are able to do it. For example, if it is asked "Does the cup have a..." they can complete with the word "handle"
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers "what" questions with one or two words without needing help or making mistakes.	The student is unable to answer "what" questions and to interact	The student has a small repertoire of answers/needs help (even partial) from the interlocutor to answer correctly/ often does not answer the question promptly and correctly	The student is able to answer with one or two words to the question "What is this?" whether it is a present image or item. For example, if there is a picture of a kitten and someone asks "What is this?"

					they reply "kitten/it's a kitten/this is a kitten"
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers "Where" questions with one or two words without needing help or making mistakes.	The student is unable to answer "Where" questions and to interact	The student has a small repertoire of answers/needs help (even partial) from the interlocutor to answer correctly/ often does not answer the question promptly and correctly	The student is able to answer questions about the positioning of an item/person etc... in the environment. For example, the student is able to answer the question "Where is the sun?" saying "in the sky"; "Where's mum?" "in the garden"
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers "whose" questions with one or two words without needing help or making mistakes.	The student is unable to answer "who/whose" questions and to interact	The student has a small repertoire of answers/ needs help (even partial) from the interlocutor to answer correctly/ often does not answer the question promptly and correctly	The student can answer "who/whose" questions without needing help and with a good repertoire of answers according to their age and class. For example, they promptly answer questions like "who is this person?" "whose phone is this?" etc.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers "When" questions with one or two words without needing help or making mistakes.	The student is unable to answer "When" questions and to interact	The student has a small repertoire of answers/ needs help (even partial) from the interlocutor to answer correctly/ often does not answer the question promptly and correctly	The student can answer "When" questions without needing help and with a good repertoire of answers according to their age and class. For example, they promptly answer questions like "when did you arrive?" "When will you have breakfast?" etc.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers "How" questions with one or two words without needing help or making mistakes	The student is unable to answer "How" questions and to interact	The student has a small repertoire of answers/ needs help (even partial) from the interlocutor to answer correctly/ often does not answer the question promptly and correctly	The student can answer "How" questions without needing help and with a good repertoire of answers according to their age and class. For example, they promptly answer questions like "what's

					your mother's name?" "What's her name?" etc.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers "Why" questions with one or two words without needing help or making mistakes	The student is unable to answer "why" questions and to interact	The student has a small repertoire of answers (maximum 10) / needs help (even partial) from the interlocutor to answer correctly / often does not answer the question promptly and correctly	The student is able to indicate which actions have to be taken outside the setting. For example, they can answer to questions like "Why do they cut their nails? Why have birds wings?". They have a good repertoire of answers (at least 20)
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	When talking about something, the student is able to recognize the class the speech belongs to without needing help or making mistakes	The student does not recognize and answer questions about the category of an item	The student has a small repertoire of answers per category (maximum 15) / needs help (even partial) from the interlocutor to answer correctly / often does not answer the question promptly and correctly	The student indicates the category an item belongs to appropriately. For example, they know that pizza is food, they know that a knife is cutlery, they know that a tulip is a flower
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions about an item by perfectly identifying its functions, characteristics, and category of belonging without needing help or making mistakes with a repertoire of a minimum of 100 words.	The student is unable to name items according to their functions, characteristics, and category of belonging	The student has a limited repertoire (maximum 20 items) / needs interlocutor's help (even partial) to answer correctly / often does not answer the question promptly and correctly	To the question "name a big animal that eats grass" the student will say "elephant" etc. Answers will be fluent and with a repertoire of a minimum of 100 words
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions about an item by perfectly identifying its functions, characteristics, and category of belonging without needing help or making mistakes with a repertoire of a minimum of 300 words.	The student is unable to name more than 100 items according to their functions, characteristics, and category of belonging	The student has a limited repertoire (maximum 200 items) / needs interlocutor's help (even partial) to answer correctly / often does not answer the question promptly and correctly	To the question "name a big animal that eats grass" the student will say "elephant" etc. Answers will be fluent and with a repertoire of a minimum of 300 words

COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions that include volitional verbs about past or future events (simple answer "yes" "no") without needing help or making mistakes.	The student is unable to answer questions with volitional verbs about past or future actions	The student is not always ready to answer questions with volitional verbs and/or answers to few questions (maximum 10)	The student answers questions with volitional verbs with "yes" and "no" (do you want to go shopping this afternoon? Do you want to go out tomorrow?) etc.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions that include volitional verbs about past or future events (multiple answers) without needing help or making mistakes.	The student is unable to answer questions with volitional verbs about past or future actions	The student is not always ready to answer questions with volitional verbs and/or answers to few questions (maximum 10)	The student answers questions with volitional verbs arguing the answer (do you want to go shopping this afternoon? Do you want to go out tomorrow?) etc.
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	When someone asks them to describe a situation/task/story the student is able to respond appropriately (complex multiple responses) without needing help or making mistakes	The student is unable to tell an event or a story	The student is not always able to adequately tell a story/ topics are limited/ they need partial help	The student tells a story or describes a situation well in a fluent way
COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student answers questions (even more than one in sequence) with multiple answers without needing help or making mistakes	The student is unable to answer questions with multiple answers or shows great rigidity in the arguments (no ability to generalize)	The student answers the questions asked to them, but shows a certain rigidity in their arguments (diverts discussions towards their preferences, often repeats the same things, shows little ability to generalize)	The student is able to adequately argue their answers, showing good discursive skills (varies topics, connects them in a functional way)

COMMUNICATION AND LANGUAGE DIMENSION	Intraverbal	The student is able to provide information and respond to different implicit or explicit opinions and/or disagreements in a socially appropriate way	The student shows significant difficulty in managing divergent opinions or disagreements (for example, they may react in an overly emotional or aggressive way when they disagree with other people)	The student is able to deal with disagreements, but sometimes they feel frustrated and may respond with irritation	The student is able to respond to different opinions or disagreements in a socially appropriate way (for example, they are able to listen to different opinions and respond in a respectful and appropriate way, they are open to discuss with other people and are able to manage disagreements with empathy, looking for solutions or agreements when possible)

The first column delineates the primary educational domains or dimensions, which include Cognitive, Neuropsychological, and Learning; Communicative and Language; Autonomy and Orientation; and Relationship, Interaction, and Socialization. Following this, the second column provides a detailed breakdown into subdomains for each dimension, allowing for a more nuanced exploration of the student's abilities. The third column, labelled “Question”, represents the core of the questionnaire which is the items themselves, framed in a general format. The next three columns are dedicated to the response options for each question, aligning with the straightforward 3-point Likert scale that has been implemented for ease of use. These options range from 0 to 2, with the scoring system designed as follows:

- 0: Skills not possessed
- 1: Skills just mentioned and/or requiring substantial assistance
- 2: Well-mastered or autonomous skills

This scoring system is pivotal in the implementation of an individualized educational plan. A score of 1 on any item automatically highlights it as an educational objective to be addressed in the short term. This serves as an indicator for teachers, pointing them towards the areas that necessitate focused attention and intervention to facilitate student growth and learning.

Figure 2 offers a practical example, illustrating how the CREATE+ works in a real-world setting. It demonstrates the seamless process of navigating through the questionnaire, from identifying the educational domains and subdomains to be improved, to the scoring of responses and the detection of objectives for immediate educational intervention.

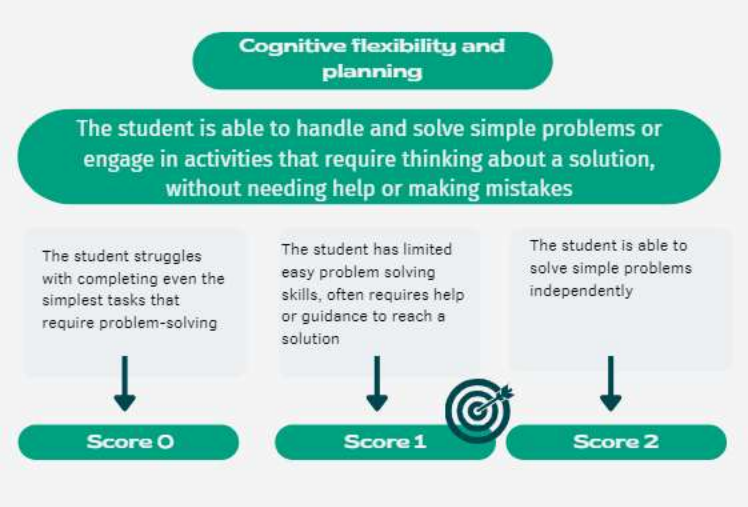


Figure 2. A simplifying glimpse of how the questionnaire works.

7.5 Conclusion

In conclusion, thanks to its robust pedagogical framework and the intuitive screening and scoring mechanisms, the CREATE+ questionnaire stands as a cornerstone in the realm of special education, offering a multifaceted approach helping teachers to understand and address the diverse needs of students. The future integration of CREATE+ within our AI-based tool will further enhance its effectiveness, allowing for the automatic generation of individualized learning paths and specific teaching toolkits. Bridging the gap between assessment and action, IA-CREATE lays the ground for a future where each student's strengths and needs are recognized and well-treated, and where teachers are equipped with the best tools to guide their students towards academic success and inclusion.

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Conclusion Remarks

In completing this document, which is the result of partners' work to gather information on inclusive education policy, practice and tools in their countries, as well as the use of inclusive technology in education, we come to a number of reflections and conclusions.

More specifically, the attempts documented in Spain, Hungary, Italy, Greece, Italy, Greece and Turkey for individualised support, collaborative planning and a multidisciplinary approach highlight the countries' efforts for a paradigm shift and their orientation towards an education that is equitable and inclusive for all. The countries in the IA-ME consortium appear to have strategically aligned their education policies with the principles of non-discrimination and equity.

Furthermore, teachers' knowledge reveals a complex landscape where dedication and resourcefulness seem to prevail despite challenges related to infrastructure and resource constraints. The integration of technology appears to be an integral part of the educational process and an important tool to enhance student motivation and interest.

This document is the first step for the implementation of the next stages of the project as it will lead to the design of the pedagogical framework of the tool, as well as the collection of information through the analysis of current models in inclusive education. Above all, it aspires to be an assistant, guide and companion for teachers involved in special education.