

# Prova SOSTEGNO\_SUP

## Sostegno - scuola primaria

### Domande a risposta aperta

**Quesito 1** - Il Piano Educativo Individualizzato, delineato all'inizio dell'anno scolastico, deve essere poi tradotto in proposte operative e interventi didattici finalizzati alla promozione degli apprendimenti e allo sviluppo personale dell'alunno.

Simulando di operare all'interno di un gruppo docente di una classe della scuola primaria, il candidato indichi alcune proposte operative da predisporre, a conclusione dell'anno scolastico per valutare l'efficacia degli interventi formativi realizzati e l'evoluzione dei processi attivati.

**Quesito 2** - Una buona scuola primaria si costituisce come un contesto capace di accogliere tutti gli alunni e di strutturarsi, sul piano pedagogico ed organizzativo, per garantire a ciascuno il massimo sviluppo delle proprie potenzialità. Questo richiede un uso flessibile degli spazi e la disponibilità di ambienti di apprendimento che facilitino approcci operativi ai saperi.

A maggior ragione, in funzione dell'inclusione di alunni con disturbo dello spettro autistico, l'istituto scolastico deve prevedere l'offerta rigorosa di contesti educativi capaci di sostenere un intervento educativo programmato che non lascia nulla al caso e all'improvvisazione.

Il candidato quindi individui quali accorgimenti organizzativi e strutturali il sistema scolastico può prevedere al fine di rispondere alle peculiari difficoltà degli alunni con autismo in modo da incentivare al massimo gli apprendimenti e le autonomie.

**Quesito 3** - Le tecnologie informatiche costituiscono, anche nella scuola primaria, strumenti potenti, rivolti a tutti gli alunni e assunti dalla didattica per la promozione dei saperi attraverso l'uso di metodologie attive e motivanti. Per gli alunni disabili l'uso degli ausili informatici e delle strumentazioni tecnologiche può costituire veicolo di facilitazione degli apprendimenti, momento di raccordo con l'attività del gruppo-classe, strumento per il lavoro personale.

Il candidato, a partire da un ausilio specifico utilizzato da un alunno disabile, esemplifichi l'utilizzo di tali dispositivi per promuovere percorsi di didattica inclusiva rivolti alla classe.

**Quesito 4** - Il passaggio di un alunno disabile dalla scuola primaria alla scuola secondaria costituisce per la scuola un momento di progettazione che deve tener conto di aspetti diversi capaci di assicurare sia la continuità tra gli adulti di riferimento che si occupano dell'alunno, sia l'accompagnamento in continuità dei suoi bisogni apprenditivi e relazionali.

Il candidato delinei alcune proposte per un progetto che evidenzino:

- i soggetti anche istituzionali coinvolti nel passaggio;
- i diversi aspetti operativi ed organizzativi;
- le attenzioni educative e relazionali, che coinvolgono anche il gruppo dei pari, capaci di accompagnare l'alunno nell'ordine di scuola successivo.

**Quesito 5** - Una delle prime operazioni per la definizione del Piano Educativo Individualizzato riguarda la stesura del profilo dell'alunno che costituisce il riferimento di base per la strutturazione della programmazione didattico-educativa individualizzata. La stesura del profilo è preceduta dall'analisi della documentazione e delle osservazioni raccolte.

Il candidato, quale componente del gruppo operativo che si occupa della stesura del profilo dell'alunno disabile, individui:

- quale documentazione è necessario prendere in considerazione;

- a quali contesti estendere le osservazioni capaci di approfondire la conoscenza dell'alunno;
- quali strumenti potrebbero essere utilizzati per un'osservazione finalizzata alla rilevazione di aspetti significativi del profilo dell'alunno.

**Quesito 6** - Spesso gli insegnanti si trovano oggi a gestire classi in cui sono inseriti alunni di cittadinanza non italiana i quali presentano situazioni di svantaggio dovute all'uso di una lingua madre diversa da quella italiana e ai riferimenti propri della cultura di provenienza. Solitamente tali alunni vengono inseriti nella classe che corrisponde all'età cronologica ma sono previsti per loro percorsi diversificati per rispondere ai loro bisogni speciali di apprendimento.

Ipotizzando la presenza in classe di più alunni di recente immigrazione che presentano evidenti difficoltà sul piano linguistico, il candidato delinei alcune metodologie di lavoro, possibili strategie organizzative ed eventuali raggruppamenti, anche in interazione con altre classi, per permettere agli alunni di attivarsi nell'apprendimento delle strutture linguistiche sufficienti per dar loro il modo di avvicinarsi gradualmente allo studio delle discipline previste dal curriculum.

## Domande a risposta multipla - EN

**Quesito 7 Domanda A** - -Choose the answer which fits best according to the text.

### Impact of Early School Leaving

The impact of early school leaving can be very disruptive to a young person's development and it can have a detrimental effect on their socio-economic standing in the future. The stage at which a young person decides to leave school is of utmost importance, the earlier a young person leaves, the more problematic this can be in their future. Those who fail to obtain five or more passes in their Junior Certificate will experience greater trouble in finding employment than those with a full Junior Certificate. In addition to this, many employers or training courses require completion of the Leaving Certificate at a minimum.

The attainment of the Leaving Certificate provides a formal qualification and, although necessary to demonstrate educational achievement, it does not convey the social and personal attributes that are gained by completing the secondary school experience. Leaving school early or being habitually absent from school due to truancy can be detrimental to social and personal development as well as affecting academic development and attainment.

Leaving school early may prevent the development of specific skills that will allow a person to 'function within certain environments'. In school we not only receive academic tuition but we are taught important social skills such as, how to work and function within a group environment, and how to behave within pre-existing social and institutional boundaries. The school environment also exposes us to people of many different ethnicities, personalities and to many different points of view. Therefore, there is a risk that a person who leaves school early will be deficient of the skill-set needed to participate in society to their full potential.

For many, leaving school early will lead to narrower employment opportunities and an increased likelihood of poverty and unemployment. Early school leaving can also lead to an increased chance of teenage pregnancy, criminal activity and psychological issues such as depression and anxiety.

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### Early school leaving

- a) is not as problematic as many people may think
- b) has very little effect on a young person's future life
- c) can negatively influence a young person's future life

- d) facilitates finding a job

**Quesito 7 Domanda B** - -Choose the answer which fits best according to the text.

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#### Academic development is

- a) a formal qualification
- b) likely to be detrimental to individual progress
- c) enhanced by truancy
- d) likely to be affected by poor attendance

**Quesito 7 Domanda C** - -Choose the answer which fits best according to the text.

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In school, students

- a) work mostly in solitary environments
- b) can acquire both academic and social skills
- c) hardly receive any academic teaching, not to mention social skills
- d) are taught only social skills

**Quesito 7 Domanda D** - -Choose the answer which fits best according to the text.

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Early school leavers run the risk of

- a) learning to be open to different views
- b) becoming more multicultural
- c) being exposed to different ethnicities
- d) not acquiring the necessary life skills

**Quesito 7 Domanda E** - -Choose the answer which fits best according to the text.

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According to many, early school leaving

- a) leads to a wealthy life
- b) provides more opportunities for employment
- c) is one of the causes of unemployment
- d) acts against depression and anxiety

**Quesito 8 Domanda A** - -Choose the answer which fits best according to the text.

#### Work experience and related activities

The traditional one-to-two week work experience placement has become commonplace across British education

and is remarkably widely regarded by teaching staff and pupils. Teachers feel that, compared with a wide range of alternative activities, placements deliver the broadest range of outcomes for the widest range of pupils both pre- and post-16.

Pupils commonly come back from placements more mature and with greater confidence – with those young people who have most to gain prior to placement typically gaining most from it. Equally widespread is the view that most young people will gain valuable information about future careers from their placements.

While some teachers feel that placements can enhance learning through offering useful contextualisation, by far the most important academic benefit of work experience is the way in which it is routinely felt to change pupil attitudes about the value of education in general and of qualifications in particular. Pupils attest, and their teachers agree, that they commonly come back from placements far more motivated to work hard in school. It is borderline pupils and those with low levels of attainment who are most likely to gain from this motivation bounce (or boost).

For lower achievers and pupils disengaged from education, extended work experience (commonly a day or two a week over the school year) is widely regarded by teachers, but also by academic commentators, as a highly effective means of re-engaging learners, especially when integrated into a coherent learning programme and using real-world learning materials. Such learners are particularly well placed to benefit from relevant work experience at Key Stage 4, especially where it is timed to allow increases in motivation to be nurtured over a significant period of teaching time.

For higher achievers, who are commonly well motivated already and are less in need of such a 'wake-up call', the greatest value of work experience is often found in helping them to access university courses of choice.

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The one-to-two week work experience placement

- a) offers limited benefits in terms of educational objectives and future perspectives
- b) is restricted to very few students
- c) is now a typical component of the British education system
- d) has lost value among teachers and students

**Quesito 8 Domanda B** - -Choose the answer which fits best according to the text.

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Most pupils in placement programmes

- a) are less informed about future career options
- b) gain only marginal benefits from them
- c) acquire can-do attitudes
- d) perceive them as being useless for their future choices

**Quesito 8 Domanda C** - -Choose the answer which fits best according to the text.

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#### Placements programmes

- a) discourage borderline students who are experiencing study difficulties
- b) have a positive impact on students' overall performance in school
- c) are not related to motivational drive
- d) are viewed differently by teachers and pupils

**Quesito 8 Domanda D** - -Choose the answer which fits best according to the text.

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#### Extended work experiences

- a) amount to two weeks over the school year
- b) motivate low achieving students to stay in school
- c) decrease motivation among pupils disengaged from education
- d) motivate high-achieving students to be engaged in school activities

**Quesito 8 Domanda E** - -Choose the answer which fits best according to the text.



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### Placement for higher-achieving students

- a) is offered only at post-university level
- b) facilitates their selection of the suitable university degree
- c) is not considered to be a valuable experience
- d) is more necessary than for lower achievers