

# Prova SOSTEGNO

## Sostegno - scuola primaria

### Domande a risposta aperta

**Quesito 1** - La progettazione del Piano Educativo Individualizzato parte dall'analisi della Diagnosi funzionale fino ad arrivare alla individuazione degli interventi educativi da attivare durante l'anno scolastico. Il candidato, identificandosi con l'insegnante di sostegno assegnato alla classe della scuola primaria in cui è inserito un alunno disabile, individui:

- I diversi passaggi di carattere progettuale e organizzativo che entrano nella costruzione del P.E.I.
- i soggetti coinvolti ai diversi livelli per il contributo delle loro specificità
- la relazione tra i bisogni dell'alunno disabile e le scelte metodologiche e didattiche effettuate nel rispetto delle sue effettive potenzialità

**Quesito 2** - Un concetto chiave che ha accompagnato, in questi anni, il percorso dell'integrazione scolastica degli alunni e delle alunne disabili è quello della "speciale normalità" che fa riferimento sia alla specialità dei bisogni educativi in particolari condizioni di funzionamento della persona sia alla necessaria ed efficace specialità di alcuni interventi educativi. Anche utilizzando esemplificazioni e tenendo conto delle peculiarità organizzative e curricolari che appartengono alla scuola primaria, il candidato provi a far emergere le implicazioni del concetto della "speciale normalità" in relazione a:

- interazione tra progettazione di classe e percorsi individualizzati
- ruolo dei docenti curricolari e dei docenti di sostegno
- utilizzo di metodologie in classe e nel rapporto individuale.

**Quesito 3** - Il modello bio-psico-sociale dell'ICF assunto anche dalle Linee Guida del MIUR, apre prospettive nuove nella considerazione della persona disabile non più vista in relazione ad una patologia ma nel rapporto dinamico ed interattivo con il proprio ambiente di vita. Questa visione può apportare cambiamenti anche nella costruzione delle risposte da dare ai bisogni degli alunni e delle alunne disabili in età scolare.

Il candidato provi a spiegare come l'utilizzo di alcune parti dell'ICF possa essere funzionale a:

- la definizione del Profilo Dinamico Funzionale dell'alunno/a
- la progettazione del P.E.I e degli interventi individualizzati
- il coinvolgimento del contesto di vita della persona disabile.

**Quesito 4** - Il gruppo-classe è una risorsa fondamentale per la promozione di atteggiamenti di accettazione e di valorizzazione delle diversità delle alunne e degli alunni.

Il gruppo-classe è quindi uno strumento potente sul quale si può agire per promuovere il benessere relazionale e cognitivo degli studenti disabili.

Il candidato, anche facendo riferimento al curricolo relativo alla scuola primaria, provi a progettare alcune modalità di organizzazione della classe, alcuni possibili approcci metodologici capaci di promuovere un clima di collaborazione reciproca e di reciproco sostegno.

**Quesito 5** - Alcune disabilità fanno riferimento a compromissioni funzionali che richiedono anche strumenti e metodologie specifiche di intervento per l'acquisizione delle strumentalità di base riferite ai primi anni della scuola primaria.

Il candidato, attraverso esemplificazioni, provi a individuare alcune situazioni specifiche anche contestualizzate e a rapportarle alle metodologie utilizzabili per percorsi di sostegno agli apprendimenti scolastici. In particolare provi a evidenziare le possibilità di raccordo tra il Piano Educativo Individualizzato dell'alunno o dell'alunna disabile e la programmazione della classe.

**Quesito 6** - La Circolare Ministeriale n.8 del marzo 2013 richiama l'attenzione su quell'area dei Bisogni Educativi Speciali che interessa lo svantaggio socioeconomico, linguistico e culturale . In particolare essa sottolinea la necessità di predisporre risposte adeguate per gli alunni di origine straniera di recente immigrazione e, in specie, per coloro che sono entrati nel nostro sistema scolastico nell'ultimo anno .

Proiettandosi all'interno di una classe della scuola primaria in cui è stato recentemente inserito un alunno con cittadinanza non italiana che presenta difficoltà linguistiche e culturali il candidato provi a individuare:

- alcune attività di classe capaci di coinvolgerlo in una situazione di benessere relazionale
- le prime azioni didattiche da predisporre per metterlo nella condizione di comunicare a un livello essenziale con i pari e con il contesto.

## **Domande a risposta multipla - EN**

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

Managing linguistic diversity at school

Traditionally, the extent to which migrants' home languages play a role in their education has depended on three factors: the concentration of speakers of particular languages in particular schools, the availability of qualified teachers who are proficient speakers of those languages, and the general readiness of the educational system to accommodate initiatives designed to exploit and further develop migrant pupils' home language skills. In some countries immigrant communities are concentrated in particular areas and have a major impact on the ethnic, social and linguistic composition of school populations. In such circumstances it is in principle possible to design and implement bilingual programmes, delivering part of the curriculum in the home language and part in a/the language of the host country. The effective delivery of such programmes is likely to depend on recruiting and training teachers from the migrant communities in question.

An alternative approach involves using teaching assistants from migrant communities in order to exploit pupils' home language skills in group work that is embedded in classes conducted in the main language of schooling. Arrangements of this kind cannot be put in place when immigrant communities are dispersed or schools are educating children/adolescents from a large number of different language backgrounds. But in these circumstances schools need to find ways of responding to multilingualism that go far beyond putting a few posters on the classroom wall.

The importance of the internet as an educational resource will grow as educational systems become more intent on developing learners' multimodal literacies, which will achieve full effectiveness only when they embrace learners' plurilingual repertoires.

It is also possible, and in keeping with the principles of plurilingual and intercultural education, to encourage migrant pupils and students to use their home language when performing collaborative tasks, even when the teacher does not know that language.

-Excerpted from "The linguistic and educational integration of children and adolescents from migrant backgrounds"

Document prepared for the Policy Forum 'The right of learners to quality and equity in education – The role of linguistic and intercultural competences' Geneva, Switzerland, 2-4 November 2010, Language Policy Division Directorate of Education and Languages, DGIV Council of Europe, Strasbourg.

Home languages play a role in the migrants' education depending on three factors:

- a) The number of immigrants at school, the immigrants' teachers and a specific educational system for immigrants
- b) The number of speakers of particular languages at school, availability of teachers of those languages and the readiness of the educational system
- c) The number of foreign language teachers, the number of citizens and monolingual school systems

- d) The number of speakers of particular languages

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

#### Managing linguistic diversity at school

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Sometimes immigrant communities have a major impact on the ethnic, social and linguistic composition of school populations because of

- a) the massive concentration of immigrants in particular areas
- b) the relationship with the native population
- c) the radicated local culture
- d) the migrant pupils' home language skills

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

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The use of teaching assistants from migrant communities can be put in place when

- a) pupils come from a variety of language backgrounds
- b) pupils come from the same language backgrounds
- c) immigrant communities are dispersed
- d) schooling is multilingual

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

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The use of the internet will become more effective when

- a) students perform collaborative tasks
- b) the educational system becomes effective
- c) the educational system develops multimodal literacies
- d) teachers apply plurilingual repertoires

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

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Even when the teacher does not know the learner's language, it is possible to

- a) perform a face-to-face didactic approach
- b) use the Internet
- c) stimulate migrant pupils to communicate in the teacher's language
- d) stimulate the migrant pupils to use their home language during collaborative tasks

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

Language and integration.

Language is a medium of communication and plays a central role in the migrant integration process. Education as a core element of integration happens largely through the medium of language. Language is not only a precondition for participating successfully in core societal institutions of the receiving society, but also for developing private relations with members of the native population. In that sense it is a valuable resource for those who have acquired the national language of the immigration country and a handicap for those who do not know it or only to a small degree. At the same time language is a marker of ethnic belonging and ethnic difference.

Migration usually leads to linguistic pluralism in societies. In most societies this is one language which is defined and practised as lingua franca or as the national language. Competence in the lingua franca or national language is thus a precondition for integration and educational attainment.

Language issues and language policies in multilingual populations are closely related to judgements about prospects and concepts of future developments of minority groups and their relations to the majority.

Modern nation states with national minorities of a different ethnicity and multiethnic states are defined in such a way that multi-ethnicity and the preservation of ethnicities and ethnic languages are central elements of their constitution. Cultural autonomy is the concept used to describe the preservation of a separate ethnic identity with language as a central marker of ethnic difference and ethnic boundaries.

The consequence for education and schools is that the ethnic language is also the language of instruction in school. A range of strategies are mobilised to ensure that the minority or ethnic group acquire in addition the competence in the respective national language which is needed for state wide communication.

-Excerpted from EDUCATION AND MIGRATION

strategies for integrating migrant children in European schools and societies

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Language and Education play both an important role in

- a) developing relationships between the native population and the migrants
- b) developing relationships among members of the native communities
- c) developing private relations at school
- d) developing relationships between the local institutions and the foreign governments

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

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In most countries, lingua franca is considered as

- a) the minority language
- b) a form of pluralism of languages
- c) a precondition for integration and educational attainment
- d) the international language

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

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Many modern States consider a different ethnicity as

- a) one of the multiethnic aspects of a society
- b) a culture of minority importance
- c) a separate element of their constitution
- d) a resource to be preserved

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

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Separate ethnic identity of a minority is preserved when

- a) cultural autonomy is limited
- b) ethnic differences and ethnic boundaries are banned
- c) its cultural autonomy is maintained
- d) its culture and language are contaminated

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

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A variety of approaches have been used to guarantee

- a) the correct use of the national language in the foreign country
- b) the competence in the ethnic language in the host country
- c) the competence in the national language of the host country and in the native language
- d) the communication in the minority language in the host country