



International Conference: Evidence in Global Disability and Health

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ABSTRACT

Title: Scholastic inclusion of students with disability in Italy

Abstract text (limited to 300 words, should include background, methods, results and conclusions):

Background

Inclusion is an important concept especially for students with disability. The obstacles to scholastic inclusion could be of different type: environmental, health related and familiar. These obstacles could have a negative impact not only on the social participation but also in the didactic organization. In Italy disabled students attend mainstream classes and also for these reasons it is important for the school to elaborate customized didactic and educational activities in order to promote a real inclusion of this students.

Methods

Istat conducts a survey on integration of students with disability in all primary and lower secondary schools (public and private). The survey is carried out annually and collect information also in a sample of disabled students (3 thousand schools and about 10 thousand of students). The sample survey on students observes the socio-demographic and epidemiologic characteristics of students to whom educational offer is addressed and describes the participation restriction (ICF domains).

Results

During SY 2014-2015, about 154 thousand disabled students were enrolled in compulsory education. The widespread characteristic of disabled students are: intellectual disability, language disorders and learning and attention-deficit problems. The technologies - that could be a facilitator for the customized didactic - are not widely used and they are territorially not homogeneous. The scholastic environment remained fairly inaccessible and the number of schools equipped to overcome architectural barriers appeared to be too low. The study shows a limited participation of student with disability to all scholastic activities.

Conclusions

Nevertheless the students with disability in Italy attended mainstream classes the aim of a complete inclusion is not achieved. To customize didactic and educational activities, to share the process with all the actors involved seems to be aims hard to realize homogeneously at regional level.

Deadline for abstract submission: November 30, 2015

Please submit your abstract to: disabilitycentre@lshtm.ac.uk

Restricted to one first author abstract per participant.

If you have any questions, please write to:

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