

**PDP BES**

Personalized Learning Plan [Italian PDP] for Special Educational Needs [Italian BES]

**Non-certified students [students without a specialist’s medical certification] - Temporary disadvantage area**

This document includes different types of specific evolutionary disorders (not provided for in Law 104/1992 or Law 170/2010 - for Specific Learning Disorders) as well as situations of socio-economic, cultural and linguistic disadvantages, mentioned by the Departmental Circular of n° 8 of 6th March 2013.

**SCHOOL YEAR : 20\_\_\_ / 20 \_\_\_**

**STUDENT :**  (only the initials of the student’s full name)

**CLASS :**

**STUDY COURSE :**

**CLASS COORDINATOR TEACHER :**

**SCHOOL PREMISES in □ ASOLA □ GAZOLDO D/I**

**1) STUDENT’S PERSONAL DATA**

|  |  |
| --- | --- |
| **FIRST NAME AND SURNAME** |  |
| **CLASS** |  |
| **DATE OF BIRTH** |  |
| **BIRTHPLACE** |  |
| **ADDRESS** |  |

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| --- |
| Fill in only in case of a foreign student  □ New immigrant  Number of schooling years in the home country :  Number of schooling years in Italy :  Schools and classes attended in Italy :  School years repeated :  Mother tongue :  Language spoken within the family :  ORAL COMPREHENSION - of everyday language : □ unsatisfactory □ partially satisfactory □ satisfactory  - of work instructions : □ unsatisfactory □ partially satisfactory □ satisfactory  WRITTEN TEXT COMPREHENSION  - of textbooks : □ unsatisfactory □ partially satisfactory □ satisfactory |

**2) IDENTIFICATION OF THE STUDENT’S SPECIAL EDUCATIONAL NEED BY :**

□ **HEALTHCARE INSTITUTION** □ **OTHER SERVICE**

**Medical documentation :**

Prepared by : .............................................................

Date : ........................................................................

At : ...........................................................................

□ **TEACHERS’ CLASS COMMITTEE**

Student’s special educational need detected through the observation table (see next page) .

Table filled in by the teachers’ class committee on .................... [date] .

DESCRIPTION OF THE STUDENT’S ABILITIES AND BEHAVIOUR OBSERVED BY TEACHERS AT SCHOOL

**It is compulsory to fill in the following observation table**, for **students with socio-economic, linguistic and cultural disadvantage** being without a specialist’s diagnosis.

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| **OBSERVATION TABLE FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS 3rd CATEGORY** | **PRESENT/ MISSING ELEMENT** | **STRONG POINTS ⃰** |
| The student reveals difficulty in □ **reading**  □ **writing** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **the oral expression** | □ yes □ partially □ no | □ yes |
| The student reveals **logical-mathematical difficulties** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **understanding instructions** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **keeping attention** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **memorizing** sequences | □ yes □ partially □ no | □ yes |
| The student is **slow** in school work | □ yes □ partially □ no | □ yes |
| The student is not independent in **work organization** | □ yes □ partially □ no | □ yes |
| The student does not bring his/her **work material** regularly | □ yes □ partially □ no | □ yes |
| The student does not do his/her **homework** regularly | □ yes □ partially □ no | □ yes |
| The student does not participate in the **educational dialogue** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **respecting rules** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **self-control** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **the relationship with classmates** | □ yes □ partially □ no | □ yes |
| The student reveals difficulty in **the relationship with teachers** | □ yes □ partially □ no | □ yes |
| The student reveals □ **excessive shyness**  □ **anxiety** | □ yes □ partially □ no | □ yes |
| The student is **not aware** of his/her difficulties | □ yes □ partially □ no | □ yes |
| The student expresses **lack of trust** in his/her capacities | □ yes □ partially □ no | □ yes |
| The student reveals lack of **motivation** for studying | □ yes □ partially □ no | □ yes |
| OTHER : | □ yes □ partially □ no | □ yes |

**KEY**

Element to be especially strengthened and enhanced during the educational intervention.

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| **SPECIFIC DIFFICULTY IN FOREIGN LANGUAGE LEARNING**  **□ ENGLISH □ FRENCH □ GERMAN □ CHINESE** |
| **□** Difficulty with pronunciation  **□** Difficulty in getting familiar with basic grammatical structures  **□** Writing difficulty  **□** Difficulty in learning new lexis  **□** Significant difference between written and oral text comprehension  **□** Significant difference between written and oral production  **□** Other |
| Any further specific serious difficulty with the following subjects : |

**3) GENERAL INFORMATION PROVIDED BY THE STUDENT HIMSELF/HERSELF, BY THE FAMILY AND/OR DERIVED FROM THE STUDENT’S DOCUMENTATION**

|  |  |
| --- | --- |
| **STRATEGIES AND INSTRUMENTS USED BY THE STUDENT WHILE STUDYING** | |
| **□ 1.** Underlines; identifies keywords.  **□ 2.** Takes notes.  **□ 3.** Summarizes.  **□ 4.** Uses different reading strategies.  **□ 5.** Uses memorization strategies (images,  colours, squares, ...)  **□ 6.** Learns by heart.  **□ 7.** Other : | **□ A.** PC with word processing programs.  **□ B.** Schemes, tables, mind maps.  **□ C.** Multimedia materials.  **□ D.** Calculator.  **□ E.** Dictionary.  **□ F.** Other : | |
| Observations : | Observations : | |
| **Further information about the student’s studying activity**  **□** The student is helped by a professional operator study one or more subjects.  *Observations :*  **□** The students is helped by family members.  *Observations :*  **□** The student asks for the classmates’ help.  *Observations :*  **□** Other : | | |

The teachers will operate in order to enable the student to follow the educational programming of the class, from an inclusive perspective, through sensitive attention to the student’s specific difficulties and the activation of suitable solutions :

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| **4) – [A] INDIVIDUALIZED AND PERSONALIZED TEACHING**  Choose the most suitable activities to the student’s aptitudes and skills |
| 1. **□** Literacy program for foreign students.  2. **□** Use of flashcards; **□** Use of calculators.  3. **□** Use graphic organizers of knowledge such as mind maps, tables, summary tables, schemes.  4. **□** Reduction of the number of pages to study, without modifying the final objectives.  5. **□** Subdivision of the pages to study at home, with a timing indicated by the teacher.  6. **□** Stimulating previous knowledge before starting a new topic.  7. **□** Summarizing key points at the end of each lesson.  8. **□** Promoting strategies for planned speaking in class (oral tests).  9. **□** Using different types of text adaptation (reduction, simplification, enrichment) through intervention on the  readability and comprehensibility of study materials.  10. **□** Guiding the student in identifying key words.  11. **□** Promoting learning through experience and active learning (work group and workshop activities).  12. **□** Promoting integration and links between knowledge and subjects.  13. **□** Creating paths to study method.  14. **□** Focusing on essential contents and key aspects of each subject.  15. **□** Teaching how to use new technologies for reading, writing, calculating and revision processes.  16. **□** Dividing a task into sub-objectives.  17. **□** Promoting cooperative learning (tasks in pairs or small groups).  18. **□** Encouraging a constructive analysis of the mistake.  19. **□** Promoting the student’s self-assessment of his/her learning strategies.  20. **□** Promoting remedial, strengthening and upgrading activities.  10. **□** Other : |
| Oher (in relation to single subjects) : |

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| **4) – [B] FURTHER INTERVENTIONS**  Choose the most suitable interventions to the student’s aptitudes and skills |
| 1. **□** Giving assignments of responsibility within the class, in turn.  2. **□** Explaining suitable and unsuitable acts of behaviour, paying attention to the consequences of the latter,  with specific references to the “Educational Contract”.  3. **□** Identification of a tutor classmate (in charge of checking the student’s exercise books and diary, ...).  4. **□** Suggesting activities to reinforce social abilities (cooperative learning, role-play, ...).  5. **□** Facing situations of conflict through group discussions.  6. **□** Use of positive reinforcement through informational feedback to recognize the student’s dedication as well  as acquired skills and guide him/her towards the final objectives.  7. **□** Promotion of educational, socializing and cultural activities.  8. **□** Encouraging a quiet class climate, also considering the physical environment (noise, light, ...).  9. **□** Reassuring about consequences of evaluations.  10. **□** Other : |
| Oher (in relation to single subjects) : |

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| **5) GENERAL INDICATIONS FOR TESTS AND EVALUATION**  Choose the most suitable indications to the student’s aptitudes and skills |
| 1. **□** Oral tests to compensate for written tests.  2. **□** Planned oral tests.  3. **□** Oral tests in pairs or small groups.  4. **□** Frequent midterm tests.  5. **□** Written tests completed with tables summarizing rules and procedures.  6. **□** Use of mind maps and schemes during the oral tests, also with digital support (e.g. multimedia  presentations), in order to facilitate the recovery of information.  7. **□** Preparation of short, structured and graduated tests.  8. **□** Simplifying the decoding of the test requests.  9. **□** Assessing the content rather than the form.  10. **□** Taking starting points and reached objectives into account.  11. **□** Other : |
| Oher (in relation to single subjects) : |

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| **About foreign language tests □ ENGLISH** **□ FRENCH □ GERMAN** **□ CHINESE**  12. **□** Explanation of test requests in Italian.  13. **□** Use of terms already used during the explanation.  14. **□** Greater weight of oral tests than written tests.  15. **□** Other : |
| Oher (in relation to single subjects) : |

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| --- | --- |
| **COMPENSATORY MEASURES** | **NON-COMPULSORY REQUESTS** |
| 1. **□** Longer times for task completion.  2. **□** Reduction of requests without modifying the final  objectives.  3. **□** Use of selected knowledge organizers during  written tests (mind maps, tables).  4. **□** Planned oral tests.  5. **□** Guided analysis of requests during written tests  (structure of questions, types of exercises, ....)  6. **□** Other : | 1. **□** Immediate answer to question.  2. **□** Unsuitable or predictably fallible exercises.  3. **□** Mnemonic study.  4. **□** Taking notes.  5. **□** Fast writing from dictation.  6. **□** Other : |
| Oher (in relation to single subjects) : | Oher (in relation to single subjects) : |

**TEACHERS’ SIGNATURES (CLASS COMMITTEE )**

|  |  |  |
| --- | --- | --- |
| **FIRST NAME AND SURNAME** | **SUBJECT MATTER** | **SIGNATURE** |
|  | ITALIAN |  |
|  | HISTORY |  |
|  | GEOGRAPHY |  |
|  | MATHS |  |
|  | ENGLISH |  |
|  | SECOND FOREIGN LANGUAGE STUDIED |  |
|  | ... |  |
|  | ... |  |

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| **PARENTS’ SIGNATURES** | **STUDENT’S SIGNATURE** |
|  |  |

**THIS PERSONALIZED LEARNING PLAN WAS AGREED ON AND PREPARED ON ............................. (DATE)**

**LEGISLATION REFERENCE :**

**Ministerial Directive of 27th December 2012 and related Enforcing Departmental Circular n° 8 of 6th March 2013**

**THE SCHOOL PRINCIPAL**

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**ADJUSTMENTS TO THE PERSONALIZED LEARNING PLAN DURING THE SCHOOL YEAR**

Midterm evaluation and adjustments

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| --- | --- | --- |
| Date | Subject Matter | Adjustments shared with the family |
|  |  |  |
|  |  |  |

On .............................. (date), the Plan with the above-mentioned adjustments is shown to the family.

**TEACHERS’ SIGNATURES (CLASS COMMITTEE )**

|  |  |  |
| --- | --- | --- |
| **FIRST NAME AND SURNAME** | **SUBJECT MATTER** | **SIGNATURE** |
|  | ITALIAN |  |
|  | HISTORY |  |
|  | GEOGRAPHY |  |
|  | MATHS |  |
|  | ENGLISH |  |
|  | SECOND FOREIGN LANGUAGE STUDIED |  |
|  | ... |  |
|  | ... |  |

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| --- | --- |
| **PARENTS’ SIGNATURES** | **STUDENT’S SIGNATURE** |
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**THE SCHOOL PRINCIPAL**

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