

Editorial

Beyond the borders: Processes and products of social and academically inclusive practices

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The title of our editorial no. 1/2019 “Beyond the borders” wants to shed light beyond the space and time of the school and tries to weave processes and practices that see young people with disabilities projected into a feasible future: that of adult life, that of Men and Women.

However, taking a stand on this conceptual and existential terrain leads to photographing a reality that is sometimes still too nuanced and far from the purpose we have entrusted to this issue “Disability and Quality of Life”, or that of the creation of paths that can promote the most significant areas of life for all of us: a family, a friendship network, affections, home, University, work, free time, the possibility of self-determination and choice.

There are, indeed, multiple pedagogical emergencies that arise at the end of the school journey for young people with disabilities and their families. There are different fears and feelings of disorientation and a weak network to self redefinition after school.

Upon this awareness, the contributions of this issue seek to show, with scientific pertinence and real and innovative practices, perspectives and life projects with an inclusive key in university contexts, in residential centres and in the contexts of leisure, without forgetting inescapable reflections concerning family support and operator training.

The framework of this issue is expressed by what Grazia Romanazzi defines in *Alia* as the ethics of responsibility as the indispensable dimension for a solid inclusive network, which removes mere prospects of assistance and institutionalization. Therefore, the keywords democracy, active citizenship and co-responsibility open the doors of this rich issue, where the authors outline important inclusive trajectories.

The paper “From segregation to protagonism. The great lesson of young blind people in Italy” by Roberta Caldin leads us into the historical, socio-cultural pathway of segregation (institutionalization), the inclusion in society of people with a visual disability, with a particular focus on the age of adolescence, showing the role played by people with disabilities for the

conquest of civil rights in Italy and by the scientific community of Special Education.

The contribution by Toby M. Long “Moving Beyond Inclusion to Participation: Essential Elements” outlines both the elements necessary for the construction of contexts of active participation, and the specific evidence-based strategies for promoting inclusion.

Paola Damiani, Cristiana D’Anna, Filippo Gomez Paloma their article “ICF and SEN: a National project for identification toward quality of life model” lead us with within a research perspective capable of creating new alliances between all the protagonists of the school (school managers, teachers, students, parents). Starting from the ICF paradigm, the authors provide observations and intervention keys, identifying in Physical Education a possible bridge for the construction of personalized projects oriented towards the dimension of the Quality of Life.

To reiterate the value of movement and the body for the well-being of young people with disabilities is the contribution by Carmen Palumbo and Ambretti Antinea “Body, movement and wellness: the inclusive potential of motor-sport activity for young people”. The structuring of learning paths based on corporeality and movement is one of the possible ways to remove any form of obstacle, promoting the inclusion and integration of young people (Gardner, 2005).

Noemi Del Bianco and Francesca Accorsi instead go straight into the Quality of Life paradigm and into the possible tools capable of detecting the perceived level of Quality of Life of young people and adults with intellectual disabilities. Specifically, the implementation of the POS Scale is presented in a case study.

After this first axis of theoretical and epistemological study, the reader will be able to get to the heart of tailor-made inclusive experiences that see the realization of life projects within different educational contexts for young people and adults with disabilities.

The application of survey tools in the paradigm of Quality of Life in contexts of international cooperation, is deepened by Arianna Taddei. This contribution sheds light on potential prospects for social development, combining and balancing elements of social protection with educational and employment opportunities through empowerment processes designed for women with disabilities. The case study presented relates to a path of empowerment of women with disabilities living in the difficult context of the Gaza Strip.

Also starting from an international overview, Alessia Cinotti presents us with the main phases of the MUSE Project in order to highlight the progress and challenges of a process that is still in progress which aims to improve

access, guarantee quality conditions for young adults and develop rich learning opportunities for students with disabilities at university.

In the same direction, Demetriou Cynthia, Miller Gabrielle, Mason Laurel G., Salvesen Christine introduce the Center for Alternative Strategic Learning Techniques (SALT) and the various training courses to support university students with attention and learning disorders.

Catia Giacconi, Simone Aparecida Capellini, Giorgio Trentin, Maria Beatriz Rodrigues, Ilaria D'Angelo, Federica Angelelli, Sofia Cestola, Chiara Marresi lead us through innovative university research and teaching courses in the Chinese language, presenting an unprecedented study of the Chinese language learning by Italian university students with dyslexia. In addition to the different results, the research shows an interesting comparison table of the errors in learning the Chinese language of Italian students with dyslexia and without dyslexia.

Given our nature of scholars in educational training and care-giving relations, specific in-depth focuses on the subject could not be missing in this issue.

Bellacicco Rosa in her paper highlights how essential it is to develop inclusive competences in future support teachers so that they do not become only experts in interventions aimed at students with disabilities but also prepared to face the wide challenges posed by the school of diversity. A study is therefore presented aimed at evaluating the effectiveness of the specialization course on support activities, activated by the University of Turin (a.a. 2016/2017), on the increase of inclusive skills and knowledge of the students. It was also examined which teaching strategies are most associated with this process and the transferability of the skills acquired in the classroom.

The organized forms of the didactic action are furthermore examined by Chiara Laici, Maila Pentucci through a comparison between the practices of expert teachers and those of university students in pre-service training.

Instead, Laura Agrati is facing the study of the attitudes of service operators of the orientation and social inclusion service. The study confirms, in general, the “linguistic variability” as well as the “inter-intra-individual variability” of the QdV construct and invites to continue researching more advanced methods of an interdisciplinary nature.

The complex management of families with children with disabilities or difficulty in behaving is dealt with by Gianluca Amatori, who examines the situation of families with children with behavioral disorders regarding aspects relating to family relationships and couple dynamics. Survey data confirm that parents of children with behavioral disorders report lower levels of marital satisfaction and are more likely to divorce. Of great interest is the analysis of

the different parent-training procedures as an opportunity to promote a high quality of interpersonal and resilient relationships in the family.

A further in-depth study of the delicate functions of the family is faced by Grazia Romanazzi who questions the motivations and consequences of the widespread discredit of adult society among the new generations. The reasons seem to be the ethical-moral disorientation and the value void in which the nowadays youth often grow. Young people who need certainty, rules, boundaries that allow them to orient and regulate themselves in a fast world, without more impassable frontiers. Adults have abdicated their educational functions and responsibilities, in favour of an elusive friendship figure (the parent-friend, the teacher-friend) that has nothing to do with the healthy and physiological asymmetry that allows the child/adolescent to oppose to the adult, to differentiate themselves from them, therefore to grow. Taking note of this emergency, the author proposes methodological suggestions and operational tools, such as guidance, counseling and writing care, in order to promote the prevention of deviance and education to legality.

The number closes with two important contributions that place art at the centre as a cornerstone of training courses for people with disabilities.

Chiara Sani, Marinella Muscarà in the paper called “Accessibility to Cultural Heritage, some project outcomes” analyze the state of the art of accessibility to cultural heritage in Europe and, more specifically, in Italy. Some projects, activities and initiatives aimed at reducing, if not eliminating, physical, sensory and intellectual barriers are briefly presented in order to provide an overview of the efforts already made in this direction and to enhance important inclusive design lines.

Noemi Del Bianco, Sacha Grocholewska-Iwanejko, finally, analyze the other side of the coin and, therefore, go on to analyze inclusive practices centered on art, as a means of developing educational potential for people with disabilities.

We believe that this issue of the journal is a real human and cultural capital capable of launching new and profitable prospects for young people with disabilities who have the right, like all of us, to become adults and, above all, happy adults.