

## THE ITALIAN MODEL FOR THE INCLUSION AND INTEGRATION OF STUDENTS WITH SPECIAL NEEDS: SOME ISSUES

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**Abstract:** In the metacognitive instruction the teacher's attention is focused on improving the student's awareness of his/her actions, how thinking occurs, how strategies are used, and the effectiveness of one's cognitive processes. This approach has produced very relevant changes – and results – in teaching-learning processes.

In this conceptual framework, a model of cooperative learning, problem-based teaching and role play has been developed, according to the principles of Edgar Morin's thought. This model, based on a series of concrete teaching strategies, has demonstrated a big success for improving the inclusion of children with special needs and learning disabilities and, in general, for the development of metacognitive principles in all students.

The teaching formula is definitely original: a role playing game with four actors (the explorer, the strategist, the critic and the wise man), develops along two lines – cognitive and metacognitive – that constantly interact.

The cognitive line includes two different approaches to problem solving: holistic and intuitive for the explorer, and analytic and systematic for the strategist.

The metacognitive line presents two fundamental aspects of human thinking: the intellectual one, manifested by the critic, and the emotional one, manifested by the wise man.

Because of the difference between these two lines of development, different materials are used for each approach: maps and cards for the cognitive levels, and the "Charts of Morin's principles" for the metacognitive level.

The latter promote the systemic and cybernetic approach to problem solving that is typical of Morin.

The unfolding of the set of activities stimulates the development of the four types of intelligence: cognitive, social, emotional and practical.