

## “Disability? No. .... Dis(Ease)Ability” When an Innovative Pedagogical Theory Is the Difference

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### Abstract

After a long process of application analysis on the use of various technologies and their peculiarities instrumental in the complex field of education, to facilitate the process of learning competent aimed at achieving the maximum possible autonomy of the students, pathologically deficient compared to the same time of the companions, I have come to grasp the objective fact of blocking or at times, slowing the action of the teachers in these school situations. It showed the lack of a theoretical reference line that was primarily pedagogical about the true identity of educational action with which to understand the Media Education not only in the “school for all” but, above all, in the “education for all”. I have gained so convinced of the need for a pedagogy of action that would change the veil obscured by “formae mentis” anchored to a school, “therapist and / or therapeutic” with a school that was, however, instructive and useful to the cognitive styles of all its users, although complex. Draw up a theoretical path that would put out all the positivity that the action of “educate” has, if properly calibrated and adjusted to the particularities of each, it was my first goal; subsequently, through the analysis of all my experiments with application of various technologies pupils from clinical diagnoses most varied and complex, and the successes each time, I modeled a methodology and didactics of reference, so that the action of the teacher was not limited only to a pragmatism abstract. In fact, I am convinced, that is not the technology but those who lack the “how” and “what” to make the teacher! ..... But, this journey is just beginning .....

**Key words:** Disability<sup>1</sup>; New educational theory<sup>2</sup>;  
New technologies<sup>3</sup>

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### 1. REALITY ‘PRESENT

It has long been discussed in pedagogical environments, in particular in the context of “media education”, as the most obvious consequence of the media revolution has generated has been, from the beginning, to circulate information more quickly thus characterizing, the condition of temporal processes from different spatial dimensions without borders and multiplicity of new relationships in quality and quantity; disorientation and uncertainty make it necessary to reflect on the current world of knowledge and the dissemination of knowledge that, in the past, it was mainly aimed at ensuring the continuity of adaptation to life through the passage for generations of the wealth of knowledge acquired over time, questioning the role that it has assumed or “should” take in a society in a continuous motion. But, at the very time when our society demands and calls us to develop this ability to “self-understanding,” just the world of training and education seems to be far from the contemporary society; the school refuses, or rather, with suspicion to the new while recognizing the positivity of which it is the bearer, through use sterile and not always appropriate in terms of new innovative dall’alone vaguely or, at worst, as a fashion pandering short lifespan. And ‘necessary to bring the educational institution in the context of today’s society to create new forms of citizenship without clear boundaries, while undermining the original thesis aims only to create languages consistent with the culture that is as fluid identity, border area where differences emerge when they can and should be valuable exchanges. Diversity and intrisecità of the

other, no longer tied to the physical or pathological, should allow a wider and global harmonization of skills, knowledge and knowledge, diverse and synergistic made on the technology, understood as the operation of the multilayered solution communicative, should cancel the dreaded “gap” bio-technology. Collaborative learning, mediated by new technologies, allows infinite possibilities of communication and sharing of experiences and yet total, the school tends not to recognize the positive values of new educational and methodological implications as applicability of new scents pedagogical culture rejecting, or at least warring, the real appeal to it, relegating sterile paths “applicativo”, those who already are recognized and referred to as “digital natives.” Seek viable solutions means, therefore, also use the knowledge of the same pupils who, adequate to promote learning, become skills to enhance their autonomy, but we are also a paradox because the difficulty encountered is objectively true and right in the role of information and education to technological awareness that, instead of forming conscious use also in view of current technologies smart, multifunctional integrated systems for everyday life, it demonizes their use and presence; yet, technologically advanced objects are not a status symbol to be shown as a reference of their economic status, but an expression of the modern evolution of the technology itself at the service of full autonomy communicational man.

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## 2. BY DISABILITY

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Disability is not a choice: it is a trauma that no one would ever want to live, because this appearance disrupts the individual deep in his subjectivity transforming relationships. The deficit imposes so, predominantly, redefining the paradigm communicational with others: this is not to deny the disability which effectively limits the functions and actions, but to overcome, if not eliminate, the outcome of prejudices, cultures social relationships and unable to see beyond the disability individuals in the full sense. Considering now that has changed not only the media world but especially the way in which subjects learn to use communication media, understood as interaction to confront reality, innovation and “technology race”, while it allow a cultural democratization, for increasing opportunities of access to the “competence” of communication, on the other mark inevitably new gaps socio-cultural. In this field, the contribution that new technologies have come into being, has overcome many limitations favoring the expression of the “self” in many dimensions, where the endless panoply they allow, especially in the media, slowly begins to turn our gaze to the field of inter-functional communicative learning. But, just when the “global society” invites you to develop the ability to “self-understanding” technology, it is the world of training and education that moves away from the

contemporary social, looking askance at the new while recognizing their positivity of which is the bearer, through use sterile and not always appropriate, very anchored to the past or, at worst, pandering as a short-lived fad. In everyday school situations emerge simultaneously problems associated with learning disabilities, inclusion and integration while in contrast, is floundering in trying the solution in pathways mediating between teachers’ knowledge and skills of experts in the field, almost always seen as the only real resources . In this field, so closely the education and training you need to meet the challenges that learning difficulties and psicodisabilità typically highlight; indeed, convinced advocates that “educates through what is said, more through what is,” the disability in itself gives rise to the need to develop a shared reflection on the problems and the awareness of it according to a reinterpretation holistic: Point to the different ways and styles of learning as a resource for the clinical pathology, resulting in some way a further nuance of diversity, must become the guideline to observe and keep as a reference point to calibrate and adjust the method and teaching , designed to facilitate the process of teaching and learning. The term I coined “Disagiabilità” redefining what are the real obstacles that children, students and disabled people generally live and/or meet: not so much the different approach proficient with the surrounding reality, ie “use “the newspaper in a different way, as the anxieties, the anguish and the inability to approach that they trigger in those around them, which highlight the one hand the difficulties related to the deficit and, on the other hand, the attitudes of fear and I ‘ambivalence environment that interact with the potential degree of autonomy reached, despite the disadvantage: “... preserve the skills different from the discomfort that usually goes wild in the other.” This term I focus more clearly the focus on observation of the situation of difficulty of the subject with several peculiarities habilitation, to “see” the problem and possible solutions more autonomy in their entirety, in order to deal with the best, creating a space, also virtual, where experience and professionalism can find the right expression in respect of roles and responsibilities. The strong point of reference in the review of this new term, the “Dis(ease) Ability” in fact, is to intervene on the false interpretations of behavior of those who, despite himself, approaches the relationship with human realities habilitation different conditions; in fact, in a disabled subject, the severity of his diagnosis deficit, delayed more or less severe, must not prevent the respect and development of residual potential largely its functional part for a correct normal life: in other words, because of its mental or physical deficiency that is, should not be identified as “the one who is unable to understand or to live” according to the common standards of normality. The positive side of this term, which is proposed as a new reading about

theoretical and pedagogical refunctionalization application of new technologies on the possibility that these have in facilitating the process of teaching/learning of fully capture of personal autonomy, is given by “synergy “that is, the optimal integration of multiple elements to pursue a common purpose, in order to produce an overall effect more satisfying than it would obtain separately: Open the disabilita technologies, designed as a resource for everyone including cultural differences and/or social, must be understood as an element of wealth in human ethics and reconsider to approach each other. The basic problem is not to consider that people with disabilities and / or other people with different difficulty habilitation can learn like everyone else, that’s obvious, but consider that lacks culture and preparation on the part of all learning “disabled” and diversity of culture, thought and approach of which they are the real bearers, which is fundamental to learn, that is reviewing the individual in its broadest and intrinsic singularity and non-specificity. E ‘in a new transaction, the era in which it protected the physical freedom to that of giving up one’s privacy to be more and more autonomous, monitored and controlled, but this, it is the greatest form of globalism technology which we must prepare.

### 3. THE “DIS(EASE)ABILITY”

“According to some authoritative texts of aviation technique, the bumblebee can not fly because of the shape and weight of their bodies, in relation to the wing surface. But the bumblebee does not know this and therefore continues to fly “(I. Sikorsky). E ‘in its examination of these lines of Igor Sikorsky the key to the application of the “Dis(ease)Ability”, that is the importance of the belief that guides our steps, the logic levels in which we move where: identity, beliefs, skills, behaviors and environments, if reversed from limiting beliefs, reversing the route allow to achieve common goals for all and in full awareness of success. In this regard it is useful to consider how the practice has delegated to the figures welfare roles and not limiting stimulants towards disability and their contexts, where the person involved is pathologically locked into a stereotype which can not get out and where, in his own protests are analyzed and treated as clinical reactions of the disease and not as requests for help the person to live his normal. And the case, for example, what happens in the schools with the figure of the specialist teaching - vetustamente still considered “support” — which, to paraphrase a scene from a famous film (Colonel Trautman, “So I see that he did not understand. I’m not here to save Rambo from you. I’m here to save you from him (Film Rambo (First Blood) 1982 directed by Ted Kotcheff, from the novel by David Morrell), you yearn more and more the presence in the courtroom so free teachers curricular “Rambo”, while its

fundamental role, and so special, is precisely to support, assist and coordinate the training action, educational and instructive of the teachers themselves in order to work “with Rambo,” functionalizing primarily on him all the methodologies to ensure flowing disciplinary teaching, extrapolating from mechanistic artifices which often holed up, so that its flexibility allows all the full participation and educational success. in fact, according to the modern pedagogical interpretation, the teacher should transmitting not only knowledge but also enthusiasm to bring out the best from his students, where for a long time the education of disabled people has been considered a part of the educational system to be implemented separately and with specific methods, while a real special education should be understood as a process by which you must help develop the “normalization”, to promote integration and equal opportunities, to guarantee the full exercise of their rights with a view to improving their quality of life. Hence the technology and the wise use of it facilitates the optimal arginabilita contexts inconvenient approach within classes, like any other environment where you produce communication and learning for the acquisition of skills in order to solve the long standing problem dynamic: everyone can communicate and learn if you put in a position to communicate both, according to the personal mechanisms that sometimes distorts the disability, but that being decoded, this is the missing link: The interpretation decoded according to their own codes of reading for anyone who receives the message itself. The special education does not walk on roads other than “normal”, although this educational intervention relies on the support of diagnosis with systematic actions, deliberate, prolonged, specifications and where the design becomes an essential task for his writing; the study of disability and that of the person, even if they belong to different areas of knowledge and action, require additions professionally valid within those who, by choice or necessity, has to deal concretely of the disabled person, by giving precedence to appropriate interventions in relation to the emerging needs of the subjects in their anthropological, existential, clinical, teaching methods, psychiatric and educational. The inherent risk is that the conflict between the various people involved and the issues that disability active, put the person in the background with his needs, his needs and his sufferings. Having the opportunity to give voice to their inner world, to be understood and to understand the messages of others is the fundamental condition to promote the psychological well-being and growth of every individual intellectual and rational; in particular, the person in difficulty or rather, the subject with its peculiarities of diversified approach causes difficulties for the normal, he needs to have effective communication tools to meet their own needs, use the skills that gradually acquire, integrate in society and prepare for an adult life independently. Find the best solutions to help build these

skills is a challenging task and not easy, which raises many doubts and problems to be addressed because each student presents peculiarities and difficulties that make it unique and different from others, and it is for this reason that the teacher best is to be able to cut their work around the specific characteristics of each. Often the refusal for the school, for knowledge, for knowledge and difficulties in learning, the desire not perceive them as an adventure to find their matrices significant in a school organization that does not offer the excitement of knowing and curiosity as a situation of being constant and thus facilitating the learning, good communication and simplification of access of the same help to better support valid ways of acceptance and integration where, however, such action can not be exhausted in sterile technological performance: it is necessary to assess the history of the people, overcoming various barriers, the relationships and cultural distances over different approaches to the same disability that change the expectations and behavior of family members.

#### 4. EXPERIENCES FROM THE RESULTS OF SUCCESS

My research work was the result of a trial that started with innovative ideas about the use of certain technologies used as strategic tools solution in communication with certain serious disabling diseases, led me later, animated and protected by my specific skills in Teaching Special Education and Media, to locate in making our daily theoretical line of reference, the results obtained later, as successful in the field of education for everyone, other were not that testing of the validity of the application itself, on how to use technology to everyone, so even for disabling diseases. The idea was to propose and disseminate original models of didactic use not only of the most common technological tools (computer stations and connected systems), but also and above all, an instrument in particular - the phone or mobile system - putting ourselves in his solution approach of communication and information diffusion (learning functional competence), according to the directives of our inspirational educational theory titled: "Dis(ease)Ability". In fact, there is talk everywhere, and very broad spectrum, about the use of technologies that flood the rooms and the deposits of the schools, without taking into account that what is really missing:

- The natural predisposition to Pedagogy as identity of philosophical reference.
- Mastery and TEACHING METHODOLOGY in order to direct the process of teaching problem solving communication with everyone, to facilitate learning by generating skills, critically reinterpreted by the students, they can become new in spendable daily for personal autonomy.

- Mastery of spendable peculiar intrinsic—as conceivable solution and appreciated not only for the disabled but easily accessible “even” from them — of all the potential that technology tools have, first of all the cell, whose consumption skills lies primarily in being able to manage the functional synthesis of the enormous panorama of communicative / virtual which is a carrier.
- The teacher intentionality, meaning directed learning through awareness training in consumption of the potential technological tools for communication possess, to promote the autonomy of life and approach to it all.
- The need for marginalizing those who still do “audience” of their technological incompetence demonizing educational use, strategically valid instead to support the methodology that everyday, activating plans appropriate sharing formative social, favors the possibility of new creative ideas.
- The need to reverse the trend ministerial one hand floods of computerization and instrumentation schools and, secondly, he delegates the use limiting it only to a select few, without considering that “new” does not mean “throw” but “evolve” especially in the way of thinking about the conceptual context of the term “school”.

My starting point was the different reality inside of my classes (disabling diseases, different ethnic groups with presence of disability, difficulty of generalized learning, empathic communication difficulties) where the presence of children with normal learning styles were only the limiting case study pathways to activate “normal”. The problem to solve was to put everyone in the same condition to store, edit and re communicate cultural data using instruments peculiarly usable by all. I looked around and rummaged among all that was in my and their disposal, and I pulled out beyond the PC, all phones in the possession of students comparing different models and finding common paths instrumental offered by smart tech to the current Apps. I succeeded in this because I was firmly upstream aware of my role to be intentional teacher, understood as absolute and undisputed directed learning, through awareness training in consumption of technological potential, which possess the tools for communication to promote the autonomy living and approach to it for everyone. In an education system that is screwed into a double contradiction: on the one hand it is impossible to contain the failure of a school mass, creating contexts incorrect integration and dispersion, produces only inadequate results compared to the needs of society on the other, inadequate in responding with his work to the real training needs of the person (mental flexibility, initiative, creativity, autonomy of action to learn, understand, communicate and manage the complexity), deal with the analysis of the real difficulties within our classes where reality, the presence of pupils suffering



from conditions more or less serious approach to the livability of life were normal commonly the limiting case to solve, we first analyzed the residual functions disabled and personal communication mode to find successively:

a) Their “operation” is understood as an approach to the dynamics of communication for personal autonomy.

b) Their personal attitudes because everyone has them and be identified, cultivated and enhanced.

c) The degree of stress that the presence of the deficit unleashed not only in the classroom, in relationships with peers, but also among the teachers of the class—state of “ana-empathy” understood as a hindrance in capturing still a person, capable of understanding with different communication methods in its entirety—that barrier activating psychological/behavioral leading to label the individual with various terms such as “handicap, disability .... etc..”

d) The general objectives of educational/instructive that the school had planned to pursue.

e) The instruments available, available, those actually working and always accessible and those in our possession.

f) Thought so methodologically sound in terms of teaching in order to arrange communication pathways that new content, designed with the group class as new process for “Learning to Learn”, was technically valid but, above all, accessible to all and not only by those who had seen the difficulties stem from

g) After the preconceptions related to the use and consumption of mobile technology Testing of those paths, designed scientifically, has provided a functional organization to the expected results, understood as:

- Hygiene defined as professional team of research/action: Maybe lines pedagogical, didactic and methodological reference to where the view of the Media Education it appeared devoid beyond a simple sociological analysis of reference (McLhuan) about the impact of spillover 'use technologies that would in time; after all, everyone speaks assuming a shared writing, the advent of a future media education, without grasping that served a pedagogy that would change the communicative approach with everyone, thus promoting the new way of strategic technology according solution.
- Experience the successes for recalibration function of continuous evolution, adapting to the evolution of the technology itself .
- Organize, according to statistics, the results obtained, the material built and ideas achievable.
- Believing firmly in the soundness of theoretical lines outlined and shared in a team, in order to compare, constructively and share ability, in contexts of academic research to the disclosure thereof.

Do not just create great technology if we lack the pedagogical theory, with its teaching methodology and application of reference, in order to manage that

field instructive; in fact, with “Dis(ease)Ability”, point to change the communicative approach with all favoring the new strategic way of understanding the technology according solution assuming that: “They are not” disabled “that need to communicate with us uniquely and standardized but we interpret, through the many ways that the various types clinical and pathological disabling put in place what they want to tell us or tell us. New technologies offer significant resources to making a significant contribution to the successful reconfiguration of teaching but, for this to happen, it is necessary that these are “located” and supplemented with special conditions, without which, their mere introduction, is destined to wither. In the first instance I wondered:

- How the media with their technological support could actually penetrate in our daily teaching and if,
- Between Media Education and educational work, could onset an organic and lasting relationship in favor of better and real quality of learning.

Through my research/action I tried to find, thanks to the support of my theoretical lines pedagogical reference - the Dis(ease)Ability - the points of synergy that normally remain obscured by the rhetoric technology and a lack of objectivity of the educational documentation that often accompanies innovation. I started by considering the extent to which I had to resort to the technologies and how to rediscover them, compared to the more traditional ones, to promote learning mostly based on manual and corporeality. The problem was not just because spaces were reconfigured and new styles of thought, likely in time to joints and cultural consolidations; I resorted, therefore, the “intentionality” of my role “to be” teachers, via crucial to select appropriate technologies that promote creative forms, knowingly filling the new space with cognitive commitments.

I have established criteria to be able to make choices as to which:

- Role giving the media .
- What purposes and contexts employ.
- Functional purposes such as finding solutions to cognitive problems and learning that the school project we put in place.

The AIMS ‘of the trial has been defined by the philosophical analysis of my pedagogical theory (cultural setting, goals, objectives) as the path to follow guidelines including criteria for the identification of classes, the spatial features of the catchment area and those otherwise involved in an attempt to investigate, even indirectly, as the same teaching, activated with similar criteria, could vary in different socio-culturally. I functionalized my operational forecasting of different workgroups by school, in order to decline the same training/education to different age learning, defining appropriate paths with the individualization of a shared methodology in a laboratory

network. Entering the specific field of learning, I realized that the true effects of the fallout of the use of technology has had an impact on my teaching; Therefore, I focused in the pipeline, thanks to their functional evolution:

- a) What technologies use.
- b) What environments explore or rebuild.
- c) What languages recode to develop logical skills in order to promote the learning of specific content or to overcome certain communication difficulties associated with clinical disease or disabling deficits.

PRINCIPLES:

- Experiment: The use of verbal and nonverbal codes surpassing the use of media products and exclusive as mere teaching aids.
- Involve: In continuity, various school levels, starting from the situation of involvement with links macro experiments in contexts classes between the two segments of our educational relevance (secondary grade I and II).
- Promote and outline: Through specific educational courses, learning the culture and media languages with macro objective of formation of the person.
- Activate: A comparison operation, through our previous experience and/or present in school contexts of reference, of new design applications with dynamic application network.

RELAPSE OPERATIONAL on OUR TRAINING

- Promotion: Research/action in the thematic areas of application.
- Solicitation active: In experiencing a new teaching methodology and its fallout in the classroom.
- Mutual support: Collaboration/exchange network.
- Promotion: An attitude of viewing/listening aimed at promoting the effectiveness of educational interventions activated, the free expression of professional and creative reworking of pupils.

SHARING of:

- Professional skills specific (specialization Special Education and Media Educator, Computer Engineering and Data Transmission Systems).
- Articulation refers to the specific segment of the methodological school selected.
- Activation of cognitive strategies and design of specific educational courses in the various educational levels.
- Adapting the methods of self evaluation and verification feedback.
- Forecast of the directions of development of the educational activity in the classes identified and involvement in subsequent classes involved.

The GENERAL PURPOSE of my work has revolved around:

- Aware of importance of a cultural shared systemically.
- Implement a Teaching Methodology and a new school in all.

- Promotion, in a renewed way of “knowing and knowing how” methodological and didactic so that was functional to the formation of new skills and awareness with respect to the use of the most varied forms of communication and expression audio and visual.

With AIMS to meet FUNCTIONAL to pedagogical theory of reference, such as:

- Stimulating: The self and aware of the relationship with the sphere of autonomy, information and communication.
- Contribute: To cultivate the potential imaginative, expressive and creative, raising the aesthetic taste of the students involved.
- To promote the recognition of the specificity of the language used and their operational approach, what vision culturally determined and linguistically structured.
- Support: Hiring an analytic attitude and systemic enabling further generalizations, insights and contextualization.
- Solicit: The approach to the new languages according to the role they assume in the way of students to face, understand and interpret reality.

Within a framework defined for EDUCATIONAL PURPOSES:

- Training to learn and to prepare the design of specific activities related to the Media Education in schools.
- Allow the availability, monitoring and evaluation of individual actions.

In this interaction, between the educational process and spectacle communicative, I found in the media the key to a development application interesting formula, defined within our pedagogical theory of reference, has enabled the final transition to a new concept of use technologies in educational processes classics. My pedagogical model, evolving towards an integrated use of the means of mass communication in schooling, I was able to remodel according to different types of needs (cognitive difficulties, psycho/physical access, socio-cultural) service also the resulting methodology, alliance strong and at the same time necessary for the survival of all the actors involved in the process of training and education. My challenge, in research and application of a teaching methodology of educational, that places itself in a manner constructivist downtown, such obsolete plants mannerist of cognitivism and behaviorism, has been to combine the rigorous training needs of schools with that of typical entertainment media in all their expressions, in order to connect instrumental complexity and their use in educational/communicative. To cases that have enabled me to experience success with the outcome of my application theoretical lines (Mental retardation in a subject with tuberous sclerosis and epilepsy, mental retardation and heart disease in a subject with chromosomally abnormal

(Syndrome monosemy 18q (q18-) associated with stridor; Severe cognitive retardation, language and psychomotor autistic; cognitive delay with failure sphincter control and emotions; Grave delay in person with Down Syndrome; Profound behavioral disorder and relational person with Asperger’s syndrome), I proposed a ‘broader idea of learning as a process of cognitive and affective growth as each story had its history, its dynamics, its potential and genius of action where the limits were just us, finalizing a process of knowledge built on the plan of life; helping to give them a picture of the school that was less cramped and less derogatory than often happens, becoming for them not just a reference point but the availability of the meeting space. The use of new technologies promotes significant changes in the educational context because, while it increases the motivation of the students, on the other hand it increases self-esteem by promoting a capacity of involvement and a greater level of participation, facilitating all the processes of relationship. Aware that just within the teaching (teaching practice) and methodology (path for the creation of an educational purpose) had to identify holdings operational dynamics, new compared to standardized processes, although higher abstraction, we reflected on the function that the technologies had to be to encourage learning processes, considering how the primary need to enhance the student not only as an actor but also as a protagonist of the path of knowledge and learning evolutionary co-constructed. I deduced that the methodology was to adapt the teaching to identify the personal characteristics of the students — at their own pace and learning styles, their abilities linguistic/communicative and their cognitive prerequisites —, to achieve individual learning objectives common to the rest of the class; Indeed, if the dynamics of the process of teaching-learning poses no content in the middle school but brings them back to their rightful role in stimulating perceptible and usable by all, for the pupil in difficulty this becomes an opportunity to rethink education as a tool of educational success for all. But, as a teaching model to take to implement this new vision of the methodology? In this regard, the patterns were different from that for concepts that for integrating background, from that of teaching to that for short targets until teaching model for problems, each containing a good potential for integration even if, for the objectives remained the model most suitable and most used, certainly for its positive implications with respect to the processes of individualization: the scanning of the objectives, the topics, the respect of the times and the characteristics of the subject, the concern about the verifiability of results. If in everyday life we participate in a multitude of situations, while not having special skills in them, not for this we disclaim from participating cultural atmosphere, and so derive stress important on a personal level; then, the band “emotional” (personal level of interest with respect to an event) is a lever that greatly amplifies the

ability to learn, and it is for this reason that the teaching methodology identified must aim first to understand and then to use the specific interests to orient the student to learn effective alternative to those traditional teaching methods not only fails but becomes further bankruptcy. To accomplish this, I thought detached from standardized teaching based solely on the disciplines to orient toward the operation of teaching centered on people who learn, regardless overcoming all barriers dynamic/operational, social/cultural, clinical/pathological also disabling type of communicative interaction in which we operated.

Outlined a strategy TEACHING innovative, it was new for analysis and setting, oriented in three main areas:

- Motivational: food creative skills and communication helping to overcome anxieties and inhibitions related to the communication of knowledge;
- Perceptual/Cognitive: develop perceptual-motor skills and specific cognitive and metacognitive;
- Disciplinary/Cultural: expand segments learning disciplinary/inter-disciplinary, encouraging multicultural experiences while undermining learning;

through the presentation of issues at various angles and interpretations promoting

METHODOLOGICAL-EDUCATIONAL PURPOSES holistic:

- Acquiring the ability to define specific learning objectives related to work plans pertaining to the Media Education;
- Provide feedback final results expected from the experimental program designed by analyzing the territorial school of reference;
- Functionalize the methodology to real educational needs of the students, organized in a concrete situation workshop to: facilitate the acquisition of specific skills also transverse and increase self-esteem.

In practice, starting from my pedagogical theory “The Dis(ease)Ability” — innovative lines of reinterpreting the approach with the difficulties dates from diseases— have identified the guidelines of a valid teaching according to the reinterpretation of Media Education— which technological approach intentionality and lecturer on the developments in interactive directed learning and qualitative skills of learners—to point to a methodology that was a valid a priori tabulation of all the information you need for the teacher to implement and adapt the educational and technological tools to the peculiarities of each student, so that the content and their choice were the most appropriate to the objectives to be achieved standardized. I started work to create a technological tool innovative, dynamically structured, open for all and not just isolated cases, to be provided to teachers to give learners the ability to “speak” to present who they really are, how they operate and process information,

what tools they use and how they would like to express themselves thus giving them the chance to design the technology of the future, but building it together. This tool is embodied in an App, technologically set to mobile devices, we are making to give everyone, not just students with different abilities, the opportunity to communicate in an alternative way their skills and interests. With this App teacher acquires the details that apply to all areas of study and interest as well as media, thus allowing him to understand the functional diversity of use of various skills against its interaction with the outside world, in order to calibrate the instrumentality better suited to increase the autonomy process; according to this, you can decide the most appropriate educational intervention strategy focusing on the skills and interests highlighted, motivating the most of the learner. Significant in this regard is the experience with David (Asperger's Syndrome), with apparent suffering against the traditionally taught Mathematics: David had a strong interest, like all those of his generation, towards tablets and their use, as well as in general for information technology; after having identified the needs and motivations with a teaching strategy targeted, I thought to convey his programming skills, to create programs/software that not only solved the problems but also the dynamics of problematic approach with Mathematics. The expected results, monitored by involving interested student, have shown a certain effectiveness in communication and the achievement of the objectives sudden minimal learning of the discipline as well as better control of the relapse of the stress caused by the deficit.

## CONCLUSION

If the disease makes man different in his relationship with the world, the "normal" - that is, the healthy - make it difficult, then "disabilmente handicapped" and full of obstacles, the wonderful relationship with the world of others. The idea that animated the spirit of this work of research and experimentation, innovative and unique in its kind, has been to focus attention on what the new technological applications allow, if you use the field solution needs of autonomy people, without proposing a panacea but ultimately cues to orient the strong need that the school and all its operators feel the re-interpretation of the different daily reality. If you relate to peers and successful participation in the learning process is essential not to be discriminated against, find the best solutions to build these skills is a challenging task and not easy, which raises many questions and problems to deal with, since each pupil or person it presents difficulties and peculiarities that make it unique and different from others. The Dis(ease)Ability points to "cure" the normal to grasp the beauty of the variety of technological person. The school and we all have a moral and social training good consumers of technology

in favor of full autonomy communicational of all, without exception, and perhaps because of this, Apple USA, with a personal email, she must specify, for protect themselves, that what I realized was not only valid but not supported by any sponsorship. What will stop me then? Paraphrasing the words of Steve Jobs to the graduates of Stanford University in 2005: "... If you can not find what's right for you, keep looking, do not stop ..." or dall'aforisma Marshall McLuhan: "If you do not like my idea, it does not matter, we have in mind many other ... "I think you realize what for many was just a" crazy dream! "... for me now is just a beginning ...!"

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