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Needs Analysis National Report **Italy**



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1. Introduction

In recent years, in Italy, a significant increase in the prevalence of autism spectrum disorders has been reported, so evident that there has been talk of a kind of 'autism epidemic'. Only a few registers of Autism Spectrum Disorders are currently active in the world and there are only a limited number of epidemiological studies that can be used for a good evaluation and appropriate planning.

In Italy, Autism appears to be progressively increasing due to the intertwining of different elements: the increased awareness of the population, the change in diagnostic criteria, the introduction of screening and early detection strategies that allow the diagnosis of even mild disorders that were not detected in the past.

As far as Italy is concerned, the only statistical estimates available to date come from the Emilia-Romagna and Piedmont regions, and are respectively 1:357 and 1:238 in the primary school age group (6-10 years). These prevalences are likely to be underestimated, as they are based on the detection of only cases treated by the National Health System with a diagnosis of Developmental Disorders, and do not include patients treated in private centers.

The most recent national data on the number of children with autism spectrum disorders is reported in the ISTAT Report "Integration of pupils with disabilities in primary and secondary schools - School Year 2016-2017".¹

The ISTAT Report states: "The generalized developmental disorder is characterized by a serious and widespread impairment in different areas of development: ability to interact socially with each other, communication skills, or presence of stereotyped behaviors, interests and activities. The category includes: autistic disorder; Rett's disorder; disintegrative disorder of childhood; Asperger's disorder; generalized developmental disorder not otherwise specified (including atypical autism)".

It should be noted that the ISTAT survey **includes only those** who, according to the certification of **Italian Law 104/92, receive help** and that most cases of Asperger's syndrome do not receive any help. Moreover, the two ISTAT classifications of "attention and behavioral" and "affective-relational" disorders, which are very present among the cases of disability, could attract cases for which we try to avoid the diagnosis of developmental disorders, to be identified with autism.

All this premise, in 2016-2017 this disability concerned:

23,000 cases, or 25.6% of the 90,000 pupils with disabilities in primary schools and 15,000 cases, 21.7% of the 69,000 pupils with disabilities in secondary schools. A total of **38,000 pupils**, representing **0.84%** of the total number of students, a slight increase compared to the previous year.

¹(<https://www.istat.it/it/files/2018/03/alunni-con-disabilit%C3%A0-as2016-2017.pdf?title=Integrazione+degli+alunni+con+disabilit%C3%A0+-+16%2Fmar%2F2018+-+Testo+integrale+e+nota+metodologica.pdf>)



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It can therefore be expected that it will soon reach 1% of the total number of pupils, as identified in a recent research on autism cases between 7 and 9 years of age, conducted in the Province of Pisa within the European project ASDEU (Autism Spectrum Disorder in European Union).

The pedagogy expert of the University of Rome TRE, Giovanna Pini, as well as President of the National Center against bullying Bulli-Stop, says that people with Asperger can present many symptoms: they are sensitive to noise, do not like crowded places, do not understand metaphors, do not like to go to school, have many hands. It is not easy to recognize an Aspie because the diagnosis often comes late in life. The school could do a lot for those who have this syndrome; however, the lack of training prevents teachers to understand the problem and help. Not infrequently 'Aspies' are bullied. Their being clumsy and obsessed with something makes them victims of bullies.

In fact, about half (46%) of children with autism are bullied, a percentage that grows exponentially for Asperger's boys, who in 94% of cases are simply "teased" by their classmates for their unusual behavior, but in 70% suffer physical violence. A systemic problem, to combat which it is not enough to intervene on the bully or the single act and that requires in parents, teachers and people who have to deal with them, the ability to recognize the signs (often not obvious) that indicate the presence of bullying.

Bullying affects all Autism forms, but bullying towards mild forms is more frequent. There are no comparative studies but we know that about half of the people in the Spectrum are bullied, but narrowing it down to Asperger's and simple "teasing", we get to 94%. There are two main reasons for this: the first is that the difficulties of the person with mild autism (Asperger's) are less visible. Secondly, Asperger's can have not only eccentric but also "moralistic" behaviors, such as taking back the classmates who go against the school rules, but without taking care not to be seen; they can try to socialize by meddling and monopolizing the speeches, and more generally they can go against a whole series of unwritten social norms that make bullies say "he deserves it".

Bullying also exists in the last year of maternity and in adults it turns into bullying. 80% of social exclusion and the most extreme phenomena occurs from pre-adolescence age. The period of junior secondary school is particularly important because the physical growth and turbulent emotions of this age group are not accompanied by an equally rapid development of self-control and "social wisdom" skills.

It often happens that autistic people are taken advantage of because of their ingenuity and difficulties in emotional regulation. So they are frequently "provoked until they are blown up" to get them into trouble, or they are humiliated (stripped in class, sent to confess to a girl, or they are made to commit something illegal) by leveraging their difficulty in understanding social situations.

Usually it manifests itself in school, but unfortunately it is increasingly common for it to happen on social networks such as Facebook or YouTube. Unfortunately, this is very serious because many kids (without intellectual disabilities) perceive this public humiliation in a very strong way and there is a strong risk of self-harm, even suicide.



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In conclusion, we can say that bullying is a systemic problem. It is not enough to intervene on the bully or the single act. It is necessary to create safe and controlled spaces that are "bull free", educating people to report bullying and with diversity education. It is also important to teach appropriate behaviors, social skills and emotional regulation skills to all target groups that are involved in the lives of children with Asperger's syndrome, from parents to teachers and classmates.

Source: <http://www.oltrelabirinto.it/news.aspx?idC=1478> Oltre Il Labirinto – Fondazione Onlus per l'Autismo

Existing documents in the Italian legislation related to people with autism:

Linee Guida Nazionali sull'Autismo, ottobre 2015 – Ministero della Salute

http://www.salute.gov.it/imgs/C_17_pubblicazioni_1908_allegato.pdf (Guidelines for the promotion and improvement of quality and appropriateness of care interventions in Pervasive Developmental Disorders (PDA), with particular reference to autism spectrum disorders)

1. Questionnaires studies

General information about studies:

1.1.1. Short information about tested respondents

The online survey was realised with the participation of n. 238 respondents, composed of n. 52 students age 10-14 years old, n. 57 parents, n. 70 teachers, n. 64 other school staff (secretarial staff, cleaning staff, security staff, kitchen staff).

As indicated in the project, the aim of the survey is to carry out a need's analysis study based on an online survey and/or paper questionnaires involving no. 238 teaching staff (teachers and administrative, technical and auxiliary staff), parents and students aged between 10 and 14 years of the schools involved in Italy.

This study aims to represent not only the basis for the future activities of the project, but also a contribution to anyone who wants to make an analysis and deepen their knowledge of the topic, in order to stimulate further reflection and intervention.

The objective of this part of the project is to develop a survey on bullying rates in schools in the partner countries and the analysis of the needs of different target groups in order to have more and more recent data on the phenomenon of bullying against preadolescents with high functioning autism spectrum disorders (e.g. Asperger's syndrome) at transnational level, as well as to fully understand the point of view of the different actors involved in this phenomenon in order to build a targeted / personalised and effective intervention.

In order to carry out this analysis, specific questionnaires have been carried out for each "subject" involved, i.e. for students, parents, teachers, other school operators, common to all partner countries project.

The questionnaires were provided in Italian and absolutely anonymously; at the end the answers were analysed and this analysis study was carried out.



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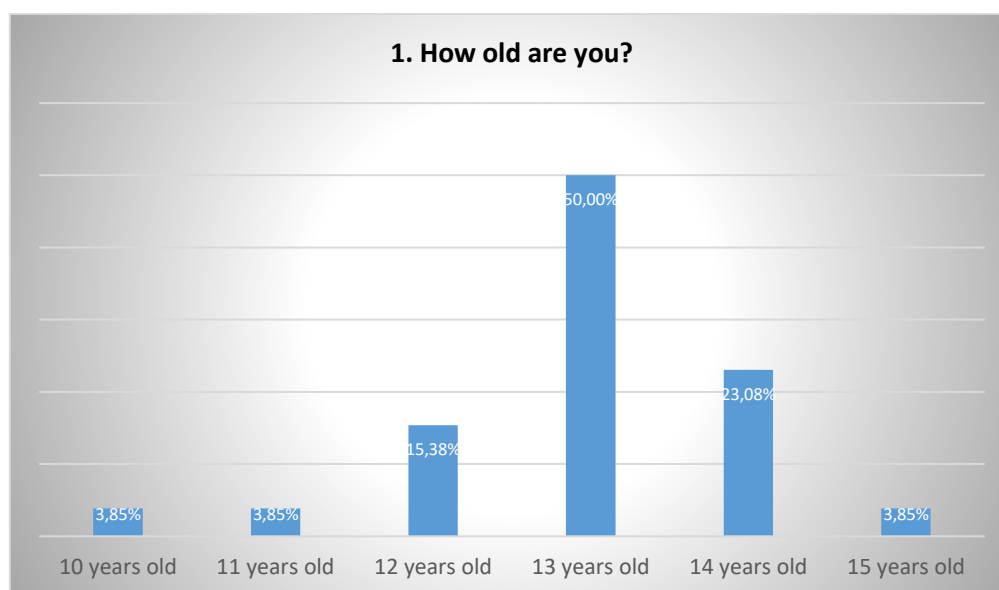


1.2. Statistical data

1.2.1. Students

1. How old are you?

| | | |
|--------------|----|--------|
| 10 years old | 2 | 3,85% |
| 11 years old | 2 | 3,85% |
| 12 years old | 8 | 15,38% |
| 13 years old | 26 | 50,00% |
| 14 years old | 12 | 23,08% |
| 15 years old | 2 | 3,85% |



The surveyed students include representatives of each age group. Students aged 10, 11 and 15 constitute respectively 3,85% of the research group. 23,08% are students aged 14, 15,38% are students aged 12 and 50,00% are students aged 13. The smallest group are students aged 13 and 14 – 65,08% of the research group.

2. Gender

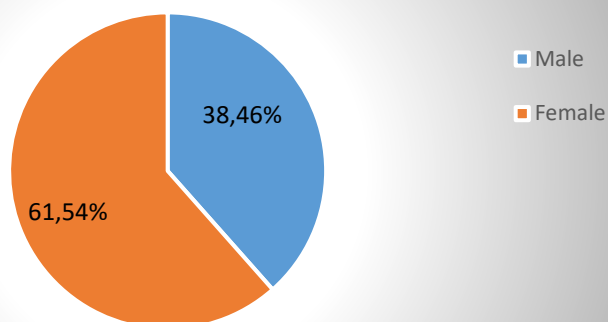
| | | |
|--------|----|--------|
| Male | 20 | 38,46% |
| Female | 32 | 61,54% |



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2. Gender

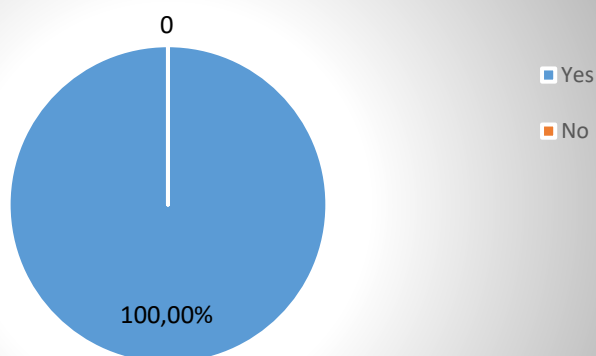


61,54% of the group of students are girls, and 38,46% boys.

3. Do you know what is bullying?

| | | |
|-----|----|-------|
| Yes | 52 | 100% |
| No | 0 | 0,00% |

3. Do you know what is bullying?



The totally of the students know what bullying is. Nobody (0%) indicated that he/she did not know what this phenomenon was.

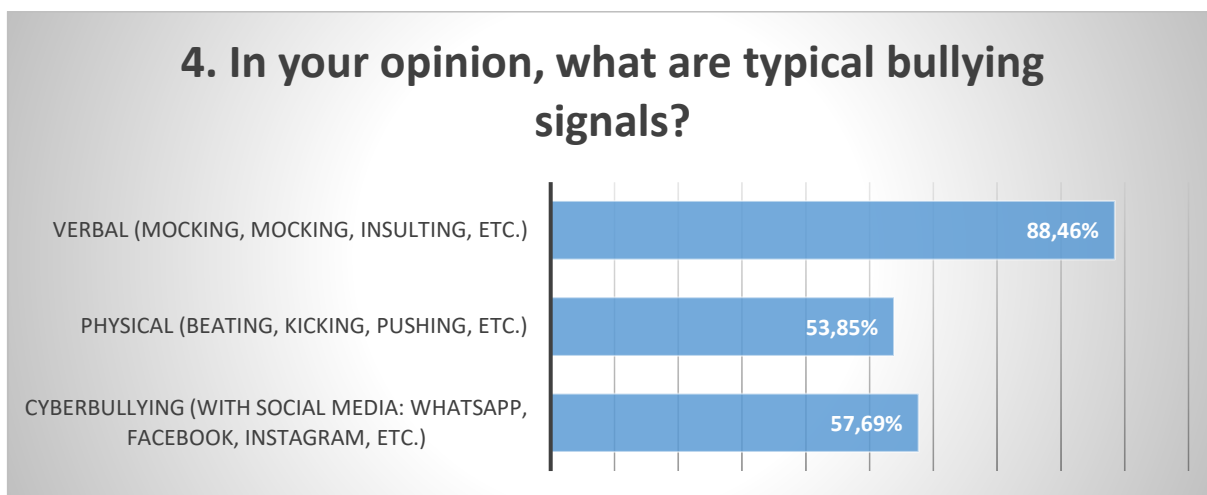


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4. In your opinion, what are typical bullying signals?

| | | |
|---|----|--------|
| Physical (beating, kicking, pushing, etc.) | 15 | 57,69% |
| Verbal (mocking, mocking, insulting, etc.) | 14 | 53,85% |
| Cyberbullying (with socials: WhatsApp, Facebook, Instagram, etc.) | 23 | 88,46% |



According to the largest number of surveyed students (88,46%), typical signals of bullying are verbal symptoms such as teasing, mocking etc. The second one is Cyberbullying chosen by 57,69% of the answered students.

5. Are there in your school bullying episodes?

| | | |
|--------------|----|---------------|
| Yes | 42 | 80,77% |
| No | 2 | 3,85% |
| I don't know | 8 | 15,38% |



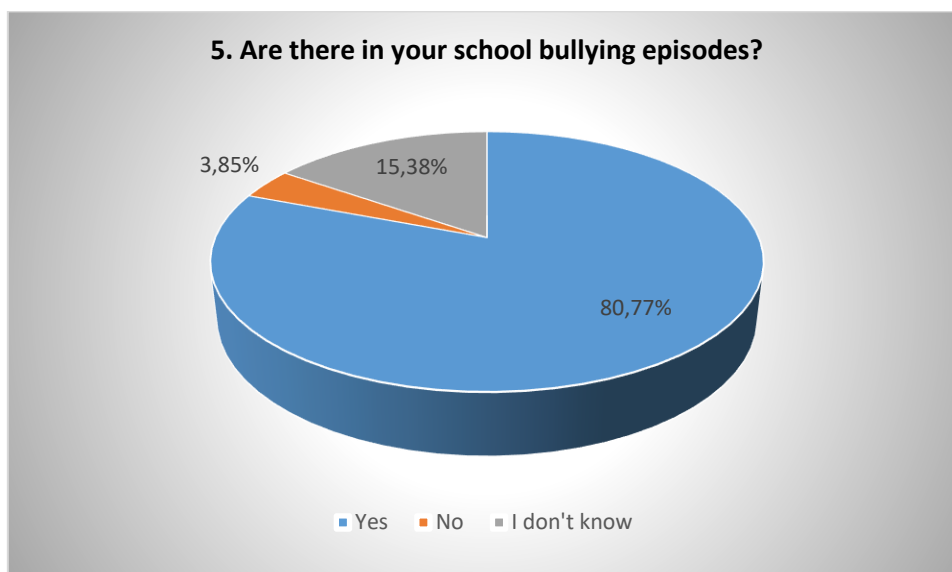
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80% of the surveyed students do not know whether there are situations of bullying, violence / peer harassment in their school. This may indicate that this part of the studied group is not a party to violent situations. Only 3,85% of students clearly declared that such situations do not take place in their school.

6. Do you know, or you have known kids who:

| | Yes | No | Yes | No |
|---|-----|----|---------------|---------------|
| are teased because they don't understand jokes. | 36 | 16 | 69,23% | 30,77% |
| are mocked because they don't understand the most used phrases? | 28 | 24 | 53,85% | 46,15% |
| are teased because they don't talk to anyone? | 36 | 16 | 63,23% | 30,77% |
| are teased because they're easy to fool? | 22 | 30 | 42,31% | 57,69% |



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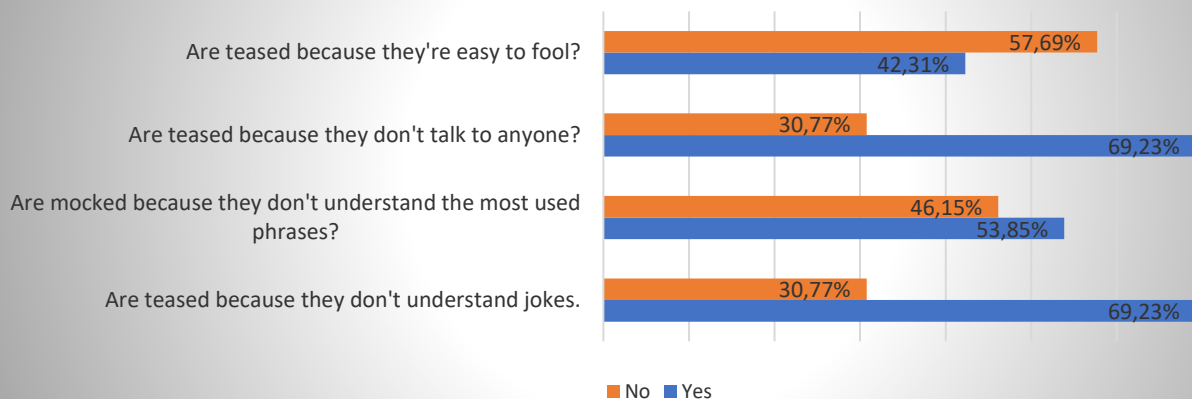


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6. Do you know, or you have known kids who



About the 30% of the students told that are teased because they don't understand jokes., or are teased because they don't talk to anyone. After the students answered that are teased because they're easy to fool and mocked because they don't understand the most used phrases

7. Do You know kids that make fun of another kid and mistreat him/her because:

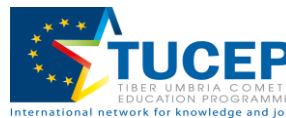
| | Yes | No | Yes | No |
|--|-----|----|--------|--------|
| He/She never answers. | 42 | 10 | 80,77% | 19,23% |
| He/She is not funny. | 36 | 16 | 69,23% | 30,77% |
| He/She doesn't understand what we're saying. | 28 | 24 | 53,85% | 46,15% |
| He/She wants to be on his/her own. | 24 | 28 | 46,15% | 53,85% |



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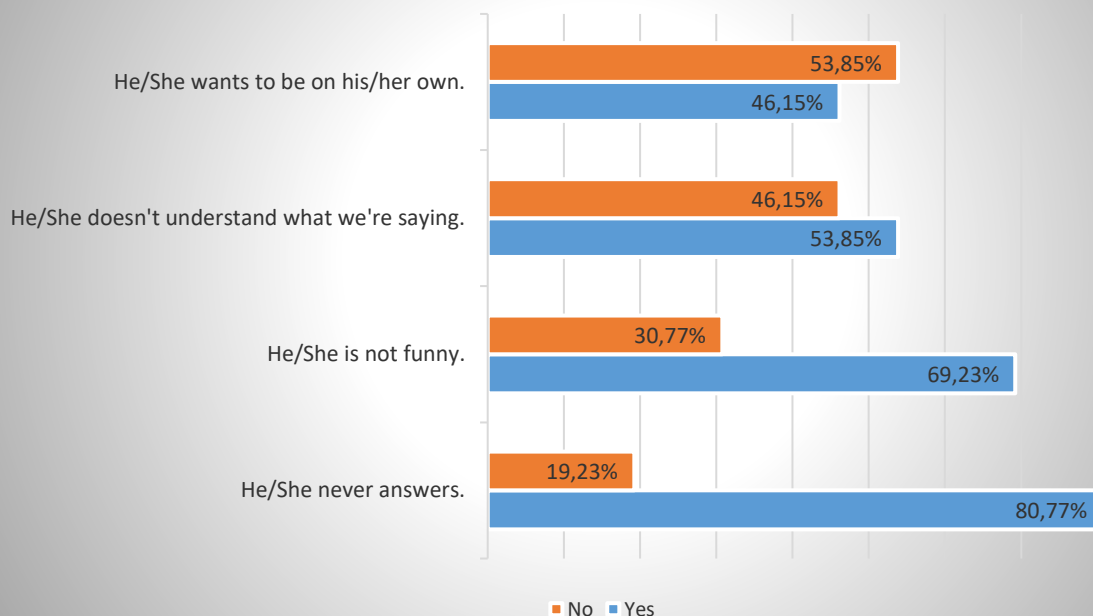


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7. Do You know kids that make fun of another kid and mistreat him/her because:



The least positive answers were given to the statement “he / she wants to be on his/her own” and “He/She is not funny”; for the other two questions the answers are almost equal.

8. Which one of these forms of bullying have you ever seen?

| | | |
|---|----|--------|
| Pushing | 16 | 12,12% |
| Tugging | 14 | 10,61% |
| Social offensive messages | 2 | 1,52% |
| Taking other people's things | 22 | 16,67% |
| Mocking on social | 2 | 1,52% |
| Insulting | 18 | 13,64% |
| Mocking | 34 | 25,76% |
| teasing | 14 | 10,61% |
| Locking a mate in a room (class, bathroom...) | 8 | 6,06% |
| yanking | 2 | 1,52% |



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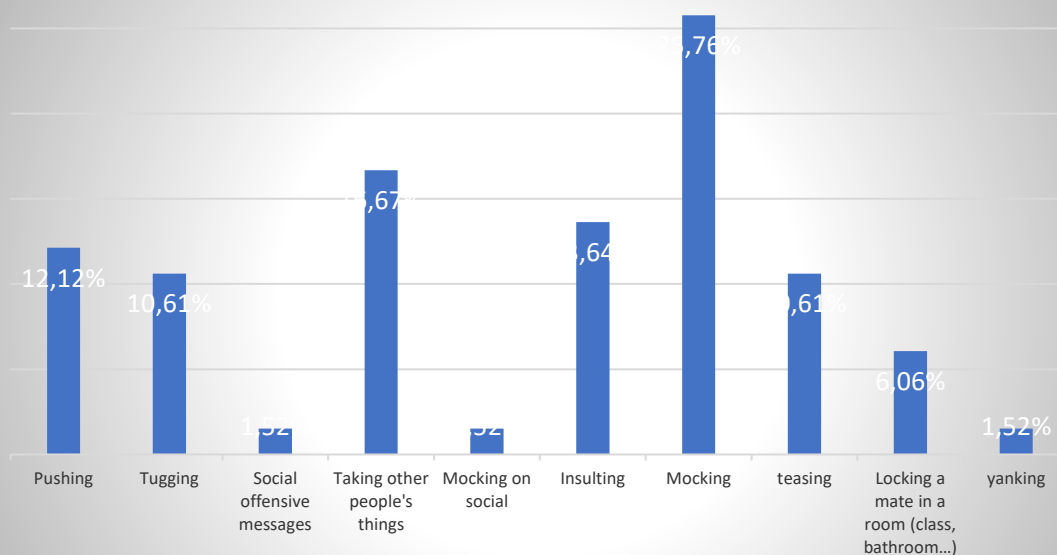


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8. Which one of these forms of bullying have you ever seen?



Most students have noticed that the most common forms of bullying are "mocking", "taking other people's things", "insulting", "pushing", "pulling", "teasing.

9. What is the reaction of rest of the students when they see such a bullying episode against students?

| | | |
|--|----|--------|
| Helping those who are bullied | 30 | 36,59% |
| Asking teacher/school staff for intervention | 28 | 34,15% |
| Passing by – ignore the situation | 14 | 17,07% |
| Answer the bully and defend the victim | 2 | 2,44% |
| Taking side of a bully | 4 | 4,88% |
| Attacking aggressors | 4 | 4,88% |



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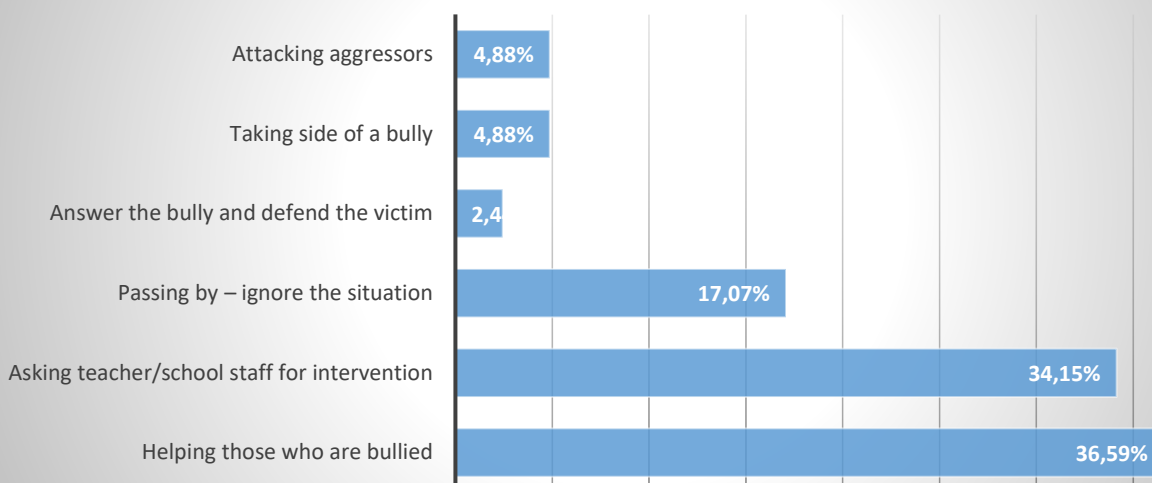


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9. What is the reaction of rest of the students when they see such a bullying episode against students?

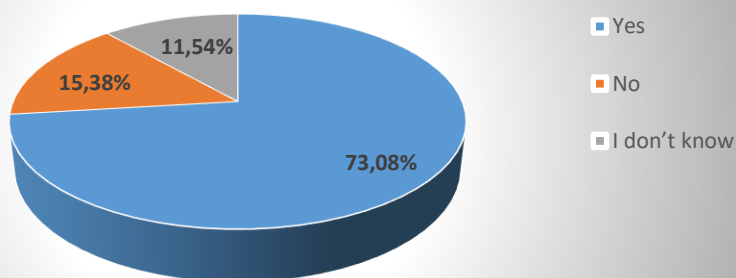


In a situation of bullying of other students, students who "observe" the situation most often ignore the situation, walk by (17,07%) or ask for help from the teacher or school staff (34,15%). However, as many as 41.1% of students help the persecuted student. And, respectively, 36,59% of students attack the aggressors or take the side of the aggressor.

10. Can bullied students count on help and support from teachers/School Staff?

| | | |
|--------------|----|-----|
| Yes | 38 | 67% |
| No | 8 | 10% |
| I don't know | 6 | 23% |

10. Can bullied students count on help and support from teachers/School Staff?





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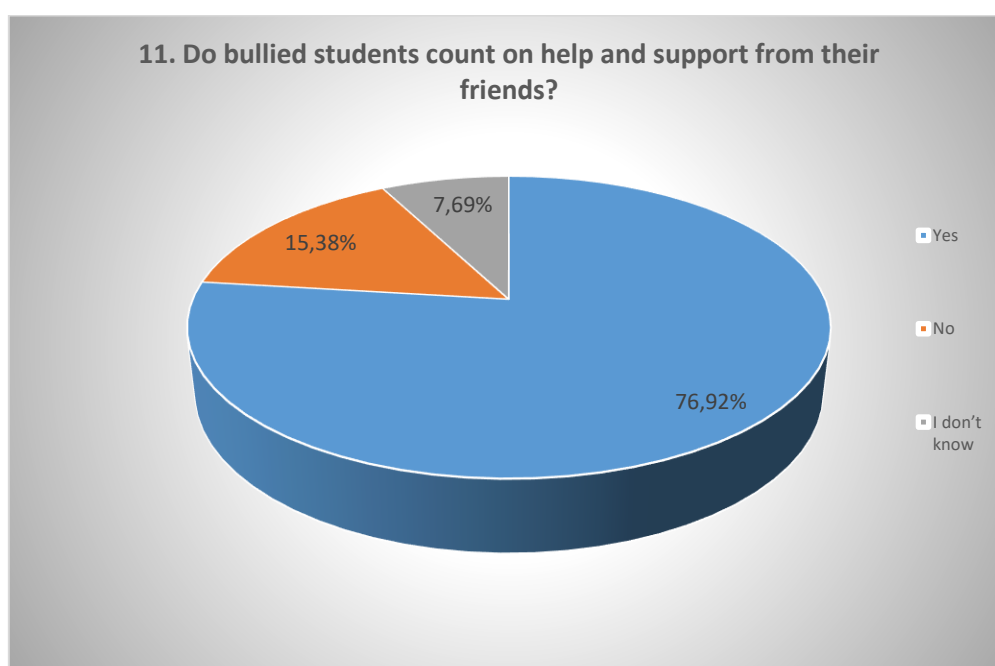


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As many as more than 73,08% of the surveyed students declare that students suffering from bullying can count on the help and support of teachers and school staff. However, the group of students - as many as 11,54% answered "I don't know" and the 15,38% students say that students who are victims of violence cannot count on help from teachers or school staff.

11. Do bullied students count on help and support from their friends?

| | | |
|--------------|----|--------|
| Yes | 40 | 76,92% |
| No | 8 | 15,38% |
| I don't know | 4 | 7,69% |



The majority of students - well over 76% answered "I don't know" and about 15% of the students interviewed say that students who are bullied can count on the help and support of their friends. There is a 7% of students say that students who are victims of violence cannot count on the help of their friends.

12. Have you ever heard about Autism?

| | | |
|-----|----|--------|
| Yes | 48 | 92,31% |
| No | 4 | 7,69% |



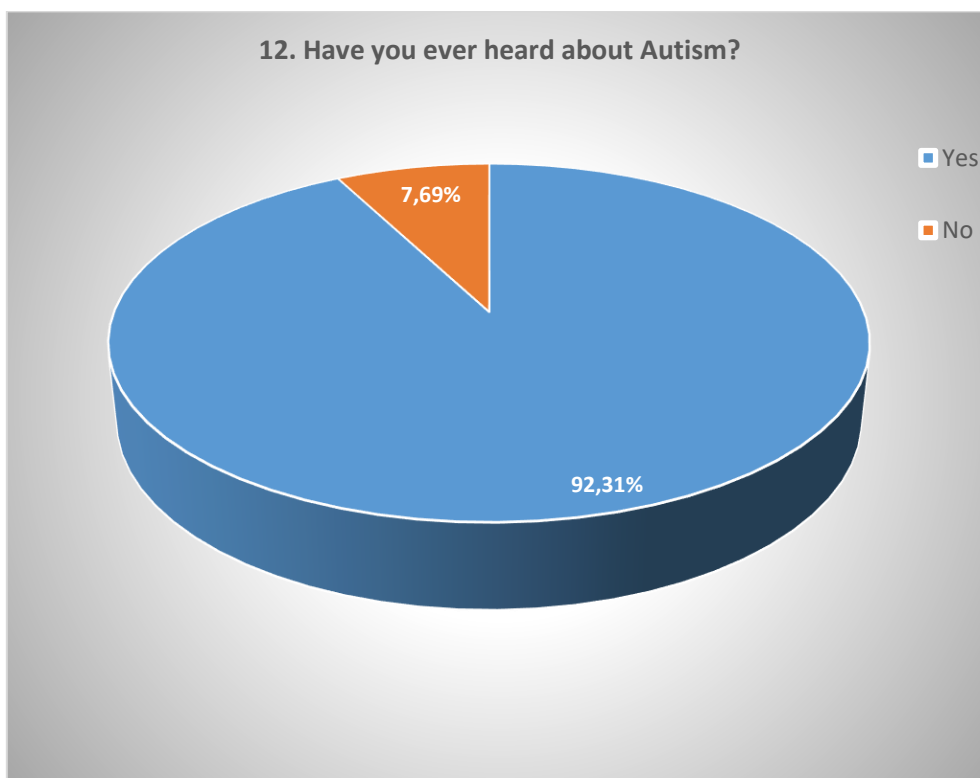
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92,31% of the surveyed students know what autism is. However, as many as 7,69% have not heard about this disorder.

13. In your opinion (choose one picture), what is the typical situation of a student with Autism?

| | | |
|--|----|--------|
| She/He interacts only with adults/teachers | 14 | 26,92% |
| She/he is alone | 12 | 23,08% |
| He/she acts as an offender to other students | 6 | 11,54% |
| She/He interacts only with few classmates | 14 | 26,92% |
| She/He interacts with everyone | 6 | 11,54% |

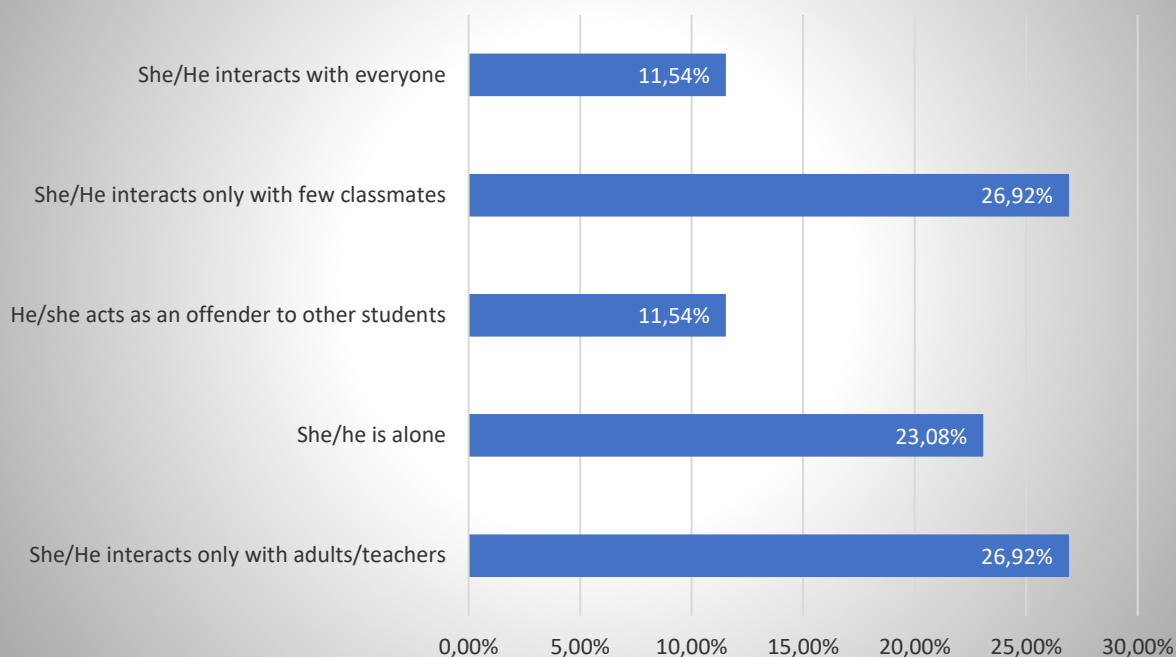
If they choose all the answers but "She/He interacts with everyone", they go to 14.



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13. In your opinion (choose one picture), what is the typical situation of a student with Autism?



Most students state that they only interact (collaborate) with a few classmates and only with adults/teachers; the third most frequently given answer was that a student with autism is alone.

14. Why, in your opinion, he/she behaves like this?

| | | |
|---|----|--------|
| He/She prefers to be alone. | 2 | 3,85% |
| He/She doesn't know how to interact with other classmates. | 38 | 73,08% |
| The other classmates don't want to interact with him/her, they exclude him/her. | 6 | 11,54% |
| no answer | 6 | 11,54% |



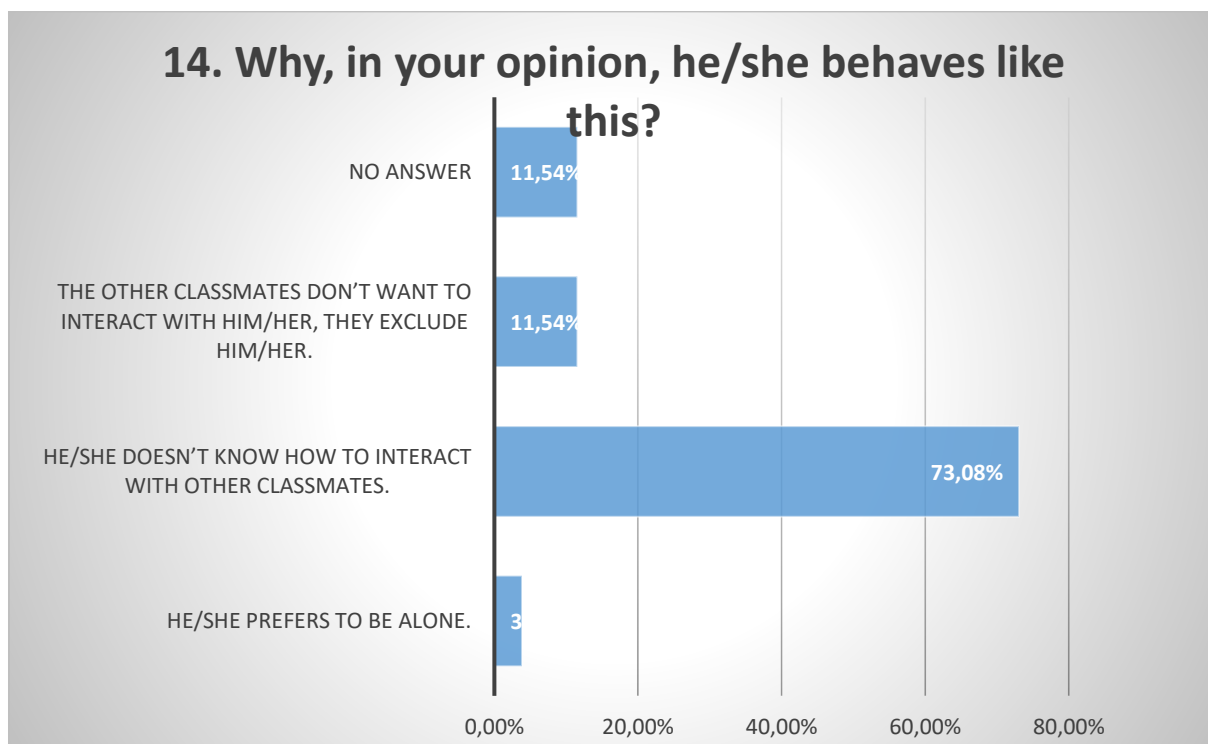
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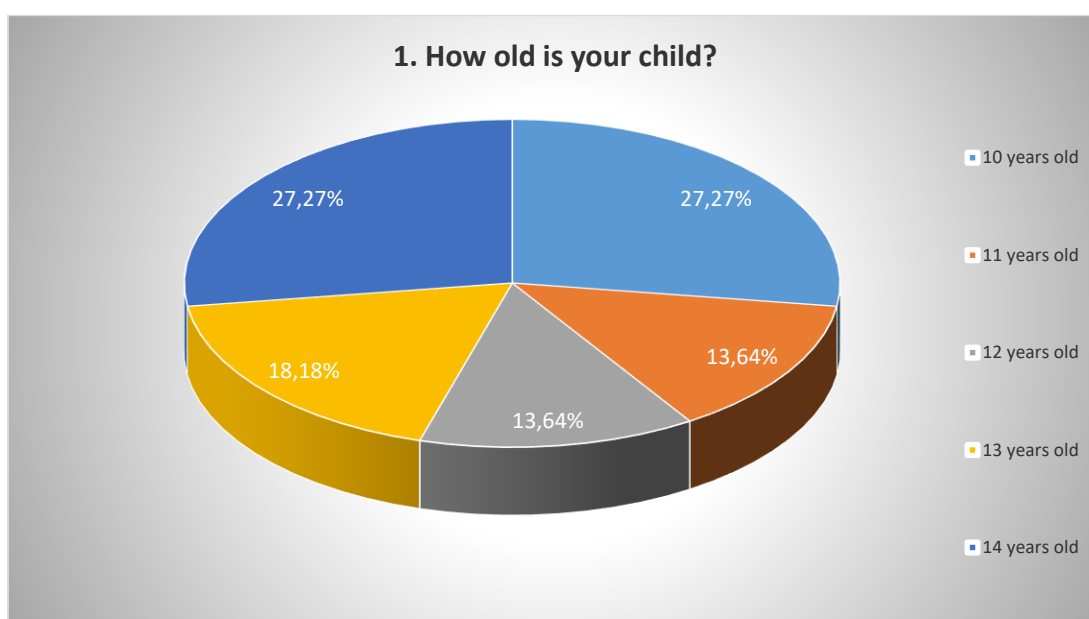
According to the most majority of students (73.08%), autistic students behave in this way because they do not know how to interact or cooperate with other students. They also mentioned the lack of willingness of classmates to cooperate with a student with autism (according to 11% of students). Only 3.85% of students indicated that a student with autism prefers to be alone.



4.2.2. Parents

1. How old is your child? *(If you have more than one child, choose more than one option)*

| | | |
|--------------|----|--------|
| 10 years old | 18 | 27,27% |
| 11 years old | 9 | 13,64% |
| 12 years old | 9 | 13,64% |
| 13 years old | 12 | 18,18% |
| 14 years old | 18 | 27,27% |



Among the respondents, the largest group are parents of children aged 10 and 14 (27,27% each), two other groups (18,18% each) are parents of children aged 12 and 13. Parents of children aged 11 are 13.64% of the research group.

2. Are you a parent of a student with Autism Spectrum Disorder?

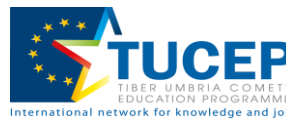
| | | |
|-----|----|--------|
| Yes | 9 | 15,79% |
| No | 48 | 84,21% |



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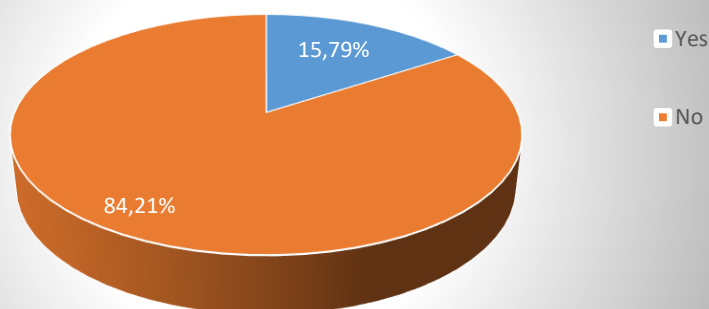


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2. Are you a parent of a student with Autism Spectrum Disorder?

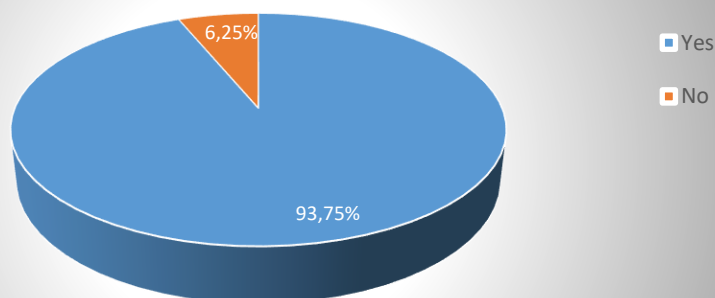


Among the respondents there are three parents of students with autism spectrum disorders (15,79%).

3. Do you know what is Autism Spectrum Disorder?

| | | |
|-----|----|--------|
| Yes | 45 | 93,75% |
| No | 3 | 6,25% |

3. Do you know what is Autism Spectrum Disorder?



As many as than 90% of the surveyed parents claim that they know what an autism spectrum disorder is.

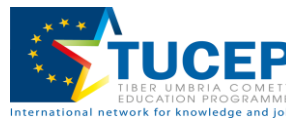
4. Are there students with Autism Spectrum Disorder in your child's school?



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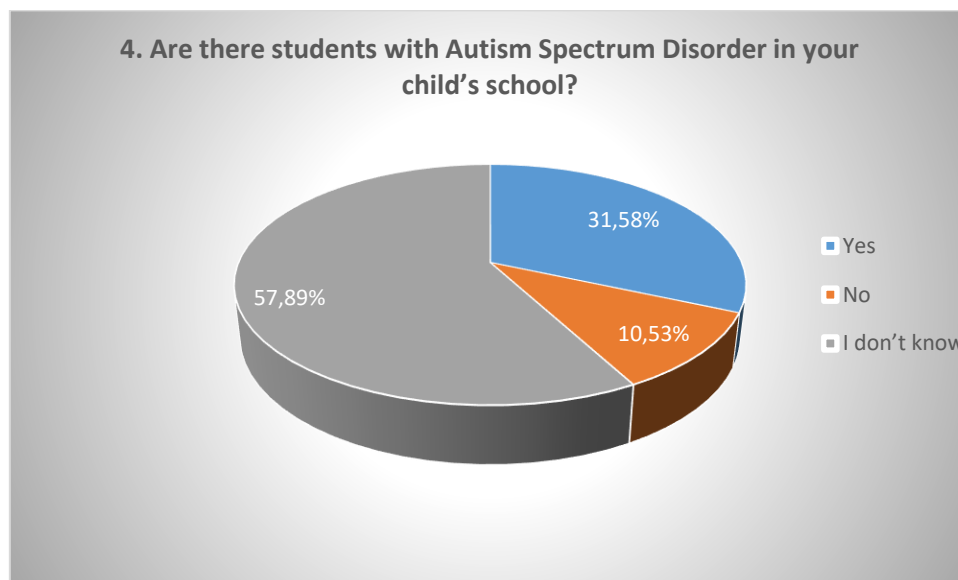


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| | | |
|--------------|-----------|---------------|
| Yes | 18 | 31,58% |
| No | 6 | 10,53% |
| I don't know | 33 | 57,89% |



According to 31% of respondents, children with autism spectrum disorders also study at the school attended by their child. 10% of parents say no and the 55% of parents do not know it.

5. Do students with Autism Spectrum Disorder face bullying from other students?

| | | |
|--------------|-----------|---------------|
| Yes | 15 | 26,32% |
| No | 3 | 5,26% |
| I don't know | 39 | 68,42% |



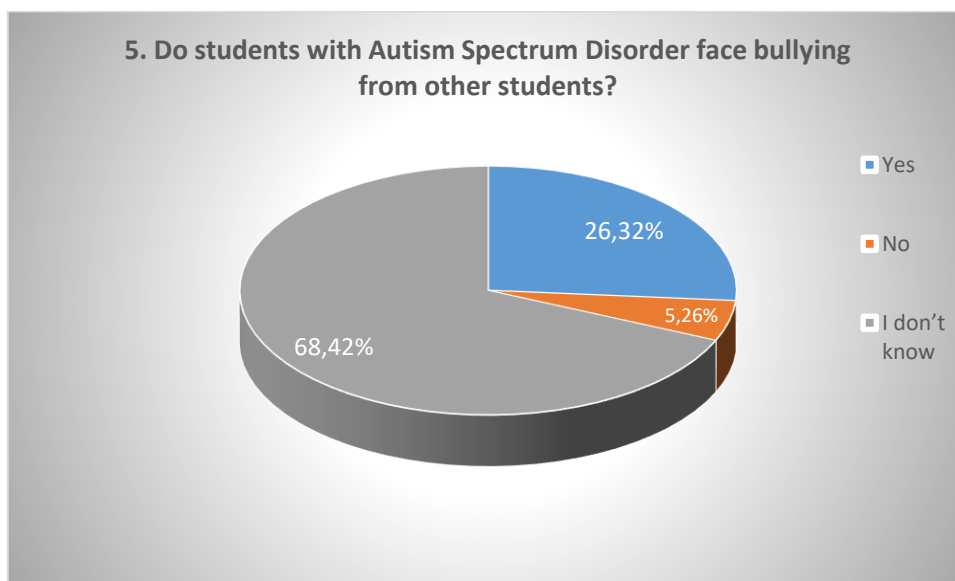
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Among the respondents, 76% of the respondents did not know if such situations occur with autism spectrum disorders experience bullying / violence from other students; 26,32% say that students with autism spectrum disorders experience bullying / violence from other students. 5% of the respondents gave a negative answer.

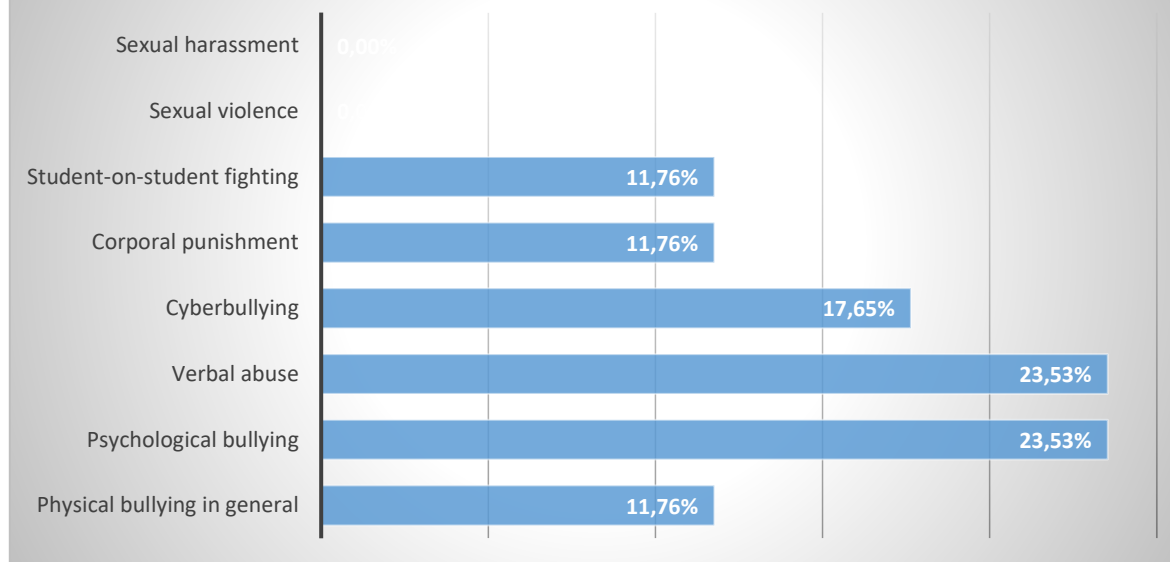
5.1. If you answer "Yes" - What form of bullying they face? (Choose maximum 3 answers)

[u1]

| | | |
|------------------------------|----|--------|
| Physical bullying in general | 6 | 11,76% |
| Psychological bullying | 12 | 23,53% |
| Verbal abuse | 12 | 23,53% |
| Cyberbullying | 9 | 17,65% |
| Corporal punishment | 6 | 11,76% |
| Student-on-student fighting | 6 | 11,76% |
| Sexual violence | 0 | - |
| Sexual harassment | 0 | - |



5.1. If you answer "Yes" - What form of bullying they face?



All of them believe that most often students with autism spectrum disorders experience bullying in the form of verbal abuse and psychological bullying (23,53% each). Following Cyberbullying (17,65%) and with the same data "student – on – student fighting", corporal punishment and physical bullying in general.

5.2. If you answer "Yes" – Where do this phenomenon occur most? ^[u2]

| | | |
|---------------------|---|--------|
| In the classrooms | 3 | 20,00% |
| In the bathrooms | 0 | 0,00% |
| In the corridors | 9 | 60,00% |
| In the locker rooms | 0 | 0,00% |
| Outside the school | 3 | 20,00% |



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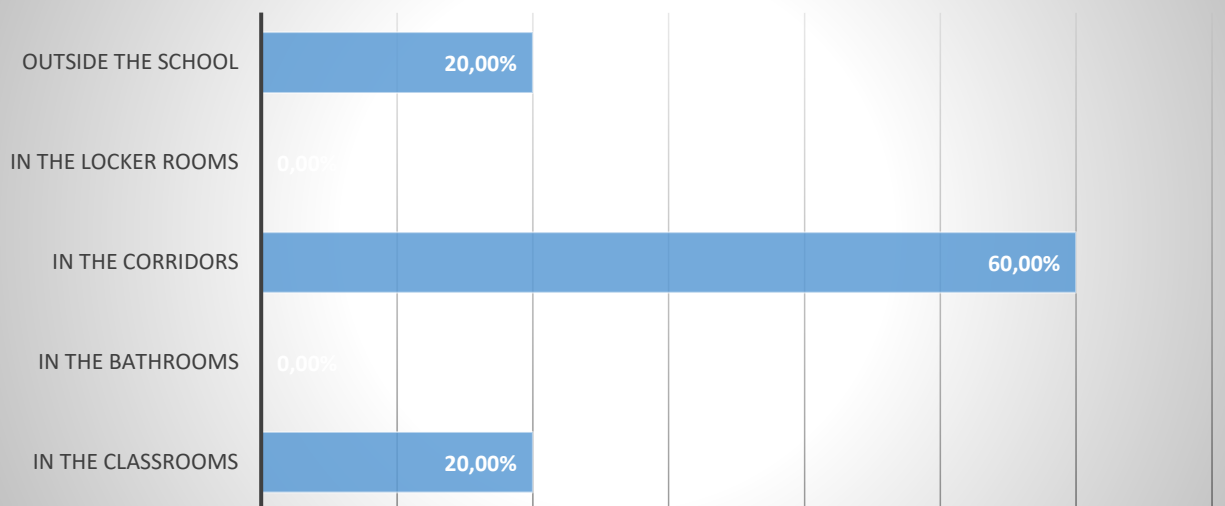


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5.2. If you answer "Yes" – Where do this phenomenon occur most?



The respondents indicated school corridors as the most common place of violent behaviour towards students with autism (60% of responses). Parents also indicated two additional places in the school where violence takes place: in the classrooms and outside the school.

5.3. If you answer "Yes" – At what time of the school day do this phenomenon mainly occur? [u3]

| | | |
|--------------------------|---|--------|
| During the entrance | 3 | 20,00% |
| During the exit | 3 | 20,00% |
| During lunch break | 0 | 0,00% |
| During recreation/breaks | 9 | 60,00% |



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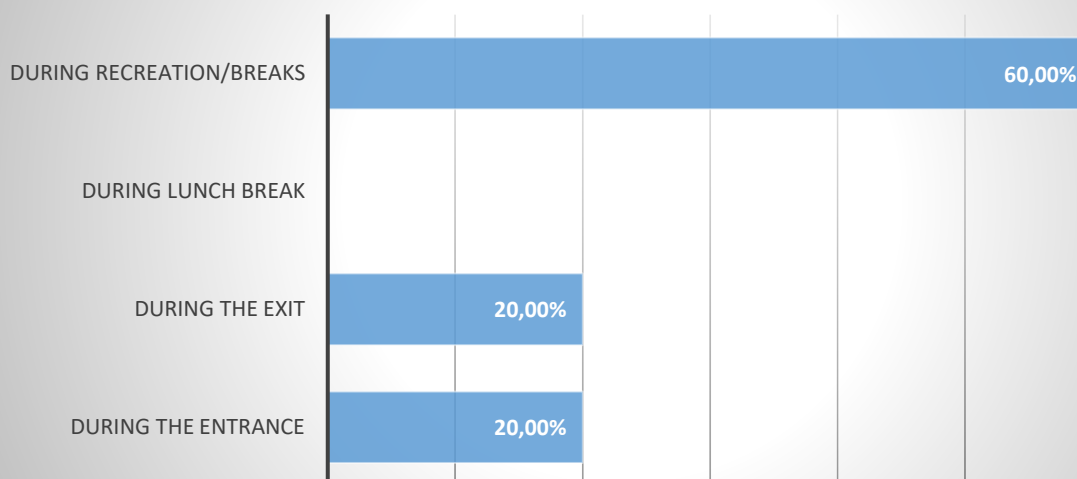


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5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur?



The situations of violence against students with autism spectrum disorders most often take place during breaks (60%). Other times of the day indicated are: exit the school (20%) and entering school (20%).

6. Do you as a parent have resources to deal with abusive situation in which the child with Autism Spectrum Disorder is involved and help this child, and also to help to your child to react properly? [u4]

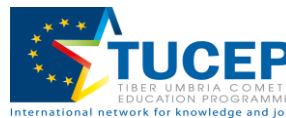
| | | |
|-----|----|--------|
| Yes | 3 | 20,00% |
| No | 12 | 80,00% |



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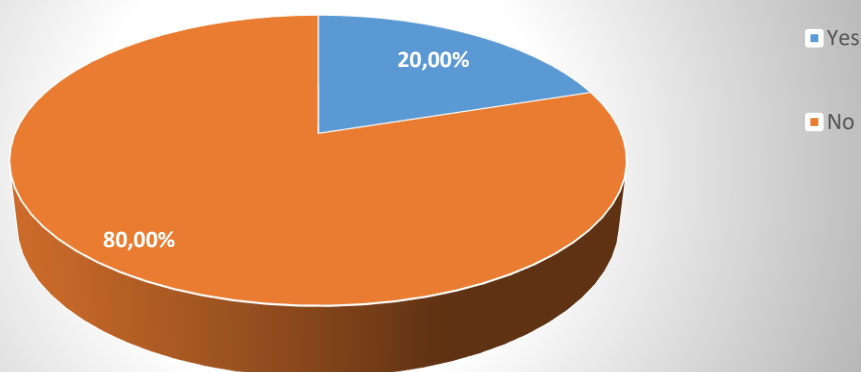


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6. Do you as a parent have resources to deal with abusive situation in which the child with Autism Spectrum Disorder is involved and help this child, and also to help to your child to react properly?



80% of respondents admitted that they do not have such resources to cope with a violent situation in which a child with autism spectrum disorder is involved and to help this child and only 20% of the parents believe that they have the resources.

6.1. If you answer “Yes” - What kind of resources you have? (You can choose more than one answer)_[u5]

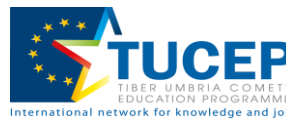
| | | |
|--|---|-----|
| Knowledge about mechanisms of bullying, aggressive / violent behaviour | 3 | 50% |
| Knowledge about Autism Spectrum Disorder | 3 | 50% |
| Ability to recognize aggression, bullying and violence | 0 | - |
| Ability to strengthen students' positive attitudes and desired behaviours | 0 | - |
| Knowledge of methods and techniques to counteract aggression and peer bullying | 0 | - |
| Skills to work with aggressors and victims of bullying | 0 | - |



Erasmus+

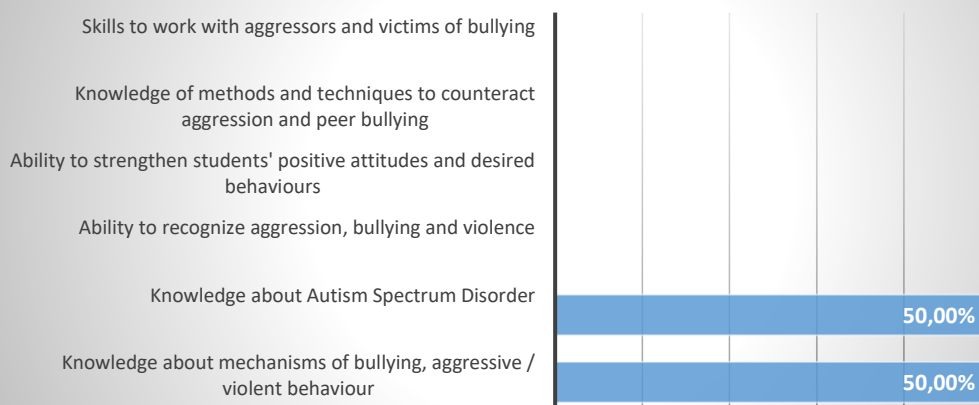


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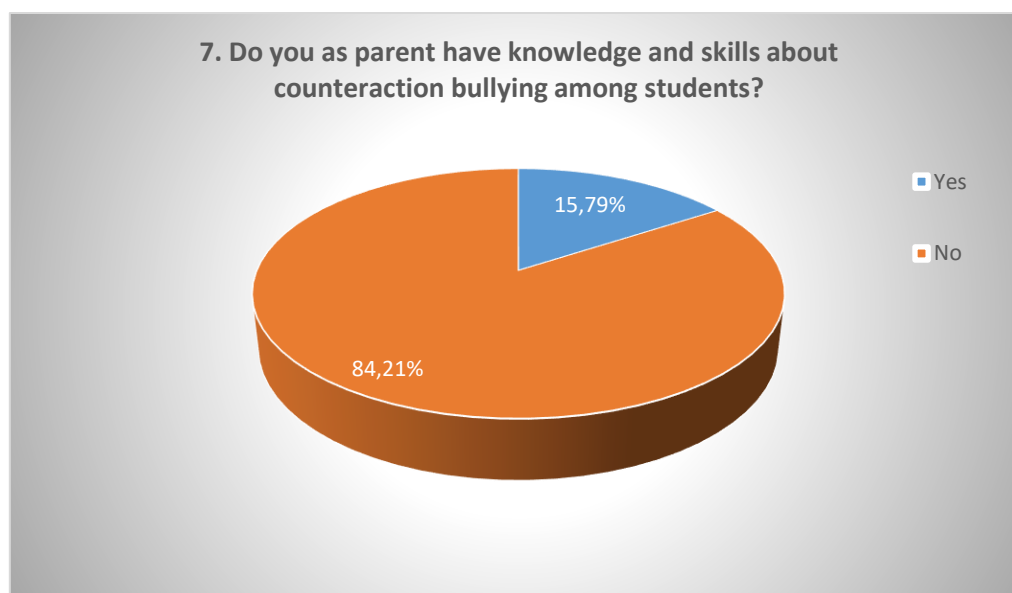
6.1. If you answer "Yes" - What kind of resources you have?



50% of the respondents mention among their resources: knowledge about mechanisms of bullying, aggressive / violent behaviour and Knowledge about Autism Spectrum Disorder

7. Do you as parent have knowledge and skills about counteraction bullying among students? ^[u6]

| | | |
|-----|----|--------|
| Yes | 9 | 15,79% |
| No | 48 | 84,21% |





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84% of the parents say they have not adequate knowledge and skills to prevent violence / bullying among students. Only 15% of parents respond that they have adequate knowledge and skills.

8. What do you need to know in the topic of counteraction bullying against students with Autism Spectrum Disorder? What kind of skills and knowledge do you need?

- Students with autism are often victims and assailants
- Know how to deal with certain issues with awareness
- Empathy
- I don't know
- How to help those who are bullied
- Modalities for educational prevention/intervention
- Knowing what kind of skills are needed to prevent and combat the phenomenon
- The knowledge to recognise the phenomenon and combat it
- The techniques to prevent it
- Improve listening and communication skills to better recognise if my child is bullied
- Going deeper into the subject to help my children
- What are the forms of bullying these young people so that they can be prevented and fought against?
- How to inform other students
- How to help my child socialise
- To know in greater depth the characteristics of the autistic spectrum; to know the dynamics that lead to bullying; to know educational strategies aimed at making young people aware of diversity and welcoming others.
- Communication and empathy

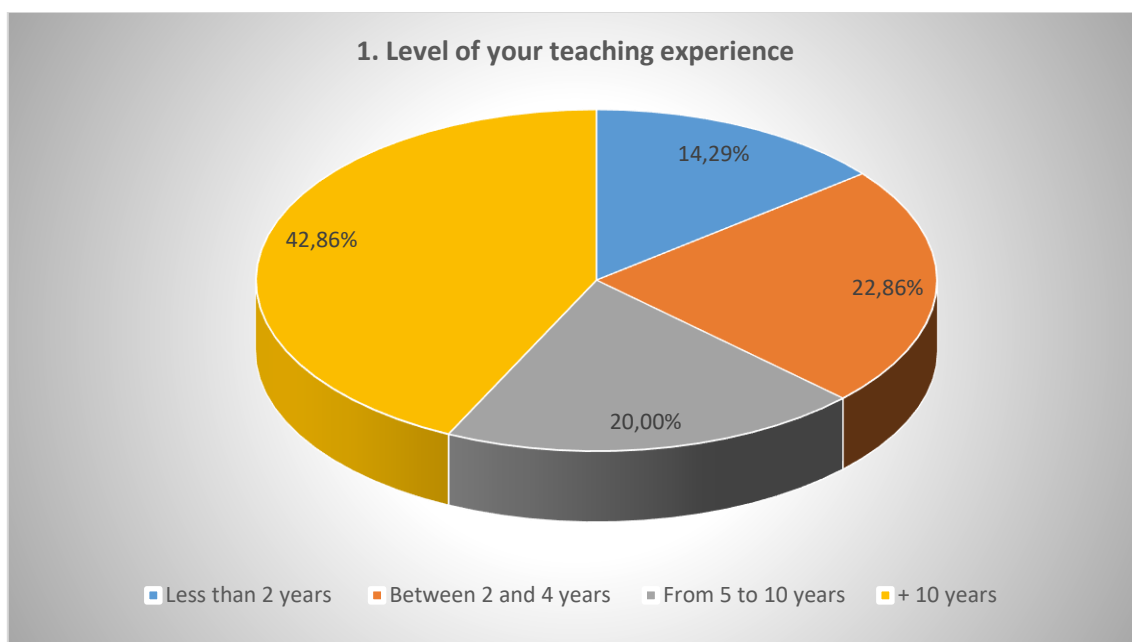
Parents' questionnaires show that although they know about the problem of bullying, they would like to know more about it and also have the means and the right knowledge to deal with the situations that can be created.



1.2.2. Teachers

1. Level of your teaching experience

| | | |
|-----------------------|----|--------|
| Less than 2 years | 10 | 14,29% |
| Between 2 and 4 years | 16 | 22,86% |
| From 5 to 10 years | 14 | 20,00% |
| + 10 years | 30 | 42,86% |



About 43% of the surveyed teachers have more than 10 years of experience in working at school, and 20% have been working there for 5 to 10 years; about 34% of the respondents have less than 4 years of teaching experience.

2. What subject(s) do you teach?

| | | |
|-------------------------|----|--------|
| English | 4 | 5,71% |
| Mathematics | 6 | 8,57% |
| Support | 24 | 34,29% |
| Italian | 10 | 14,29% |
| Letters | 2 | 2,86% |
| Italian-Support | 2 | 2,86% |
| All disciplines | 2 | 2,86% |
| Scientific scope | 2 | 2,86% |
| Religion | 2 | 2,86% |
| Science and Mathematics | 2 | 2,86% |
| Physical education | 2 | 2,86% |



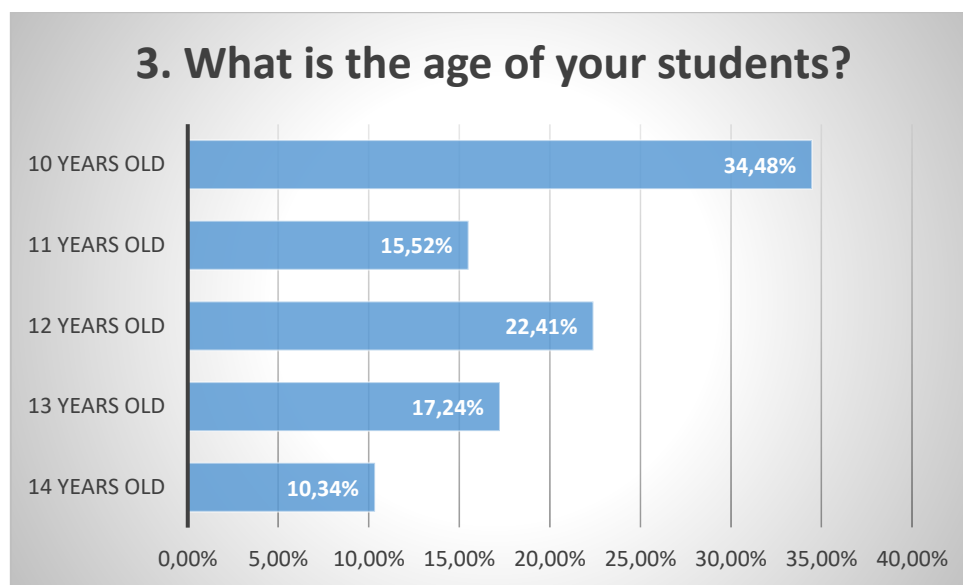
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| | | |
|--|---|-------|
| Geography, science, English | 2 | 2,86% |
| Italian History Geography | 2 | 2,86% |
| Mathematics and science | 2 | 2,86% |
| Art | 2 | 2,86% |
| History and geography | 2 | 2,86% |
| Mathematics, science, English, geography | 2 | 2,86% |

3. What is the age of your students? (You can choose more than one option)

| | | |
|--------------|----|--------|
| 14 years old | 12 | 10,34% |
| 13 years old | 20 | 17,24% |
| 12 years old | 26 | 22,41% |
| 11 years old | 18 | 15,52% |
| 10 years old | 40 | 34,48% |



The largest group of teachers teach students aged 10 (34%). Following teachers that teach to 12 aged, 13 aged and 11 aged students.

4. Have you ever taught students with Autism Spectrum Disorder?

| | | |
|-----|----|--------|
| Yes | 48 | 68,57% |
| No | 22 | 31,43% |



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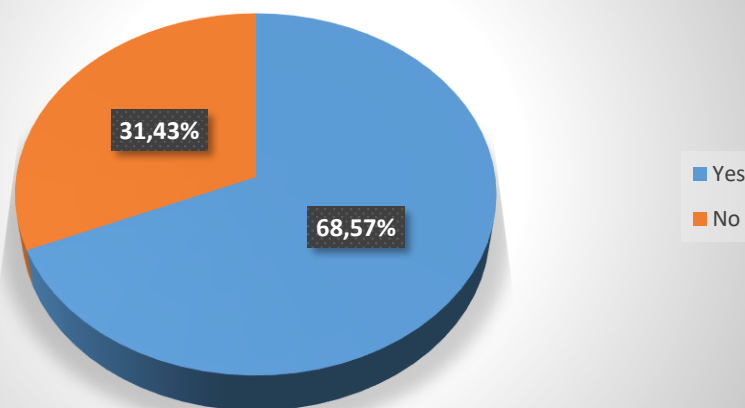


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4. Have you ever taught students with Autism Spectrum Disorder?

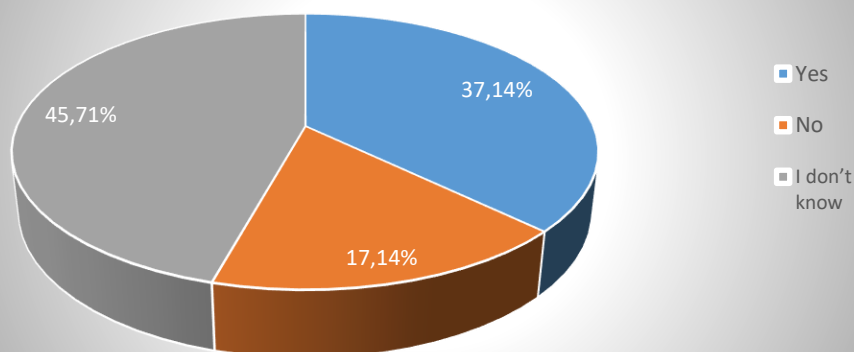


68,57% of the surveyed teachers in their teaching career taught students with autism spectrum disorders.

5. Do students with Autism Spectrum Disorder face bullying from other students?

| | | |
|--------------|----|--------|
| Yes | 26 | 37,14% |
| No | 12 | 17,14% |
| I don't know | 32 | 45,71% |

5. Do students with Autism Spectrum Disorder face bullying from other students?





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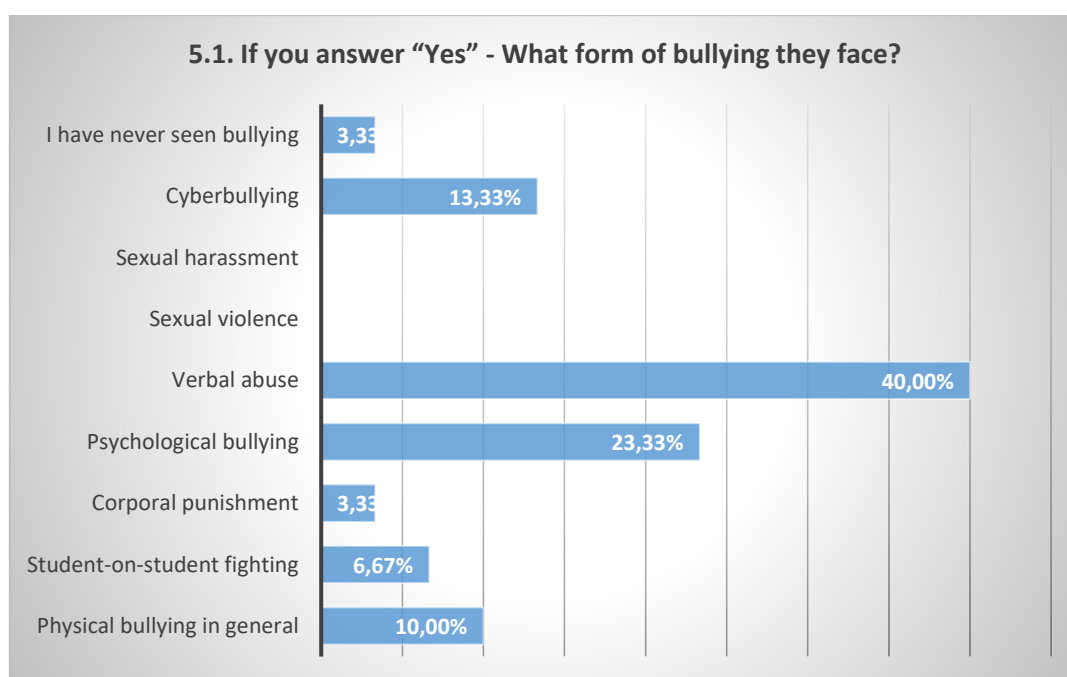
Students with the autism spectrum disorder experience bullying/violence from other students are 37%; and 45% of teachers said they did not know what the situation was like. And according to 17% of respondents, such situations of violence do not take place.

5.1. If you answer “Yes” - What form of bullying they face? ^[u7] (Choose maximum 3 answers)

| | | |
|------------------------------|----|--------|
| Physical bullying in general | 6 | 10,00% |
| Student-on-student fighting | 4 | 6,67% |
| Corporal punishment | 2 | 3,33% |
| Psychological bullying | 14 | 23,33% |
| Verbal abuse | 24 | 40,00% |
| Sexual violence | 0 | - |
| Sexual harassment | 0 | - |
| Cyberbullying | 8 | 13,33% |

Other ... (please describe)

- I have never seen bullying (2)(3,33%)



According to 40,00% of them, students with autism spectrum disorders most often experience violence in the form of verbal abuse, and 23% say they experience psychological bullying.

5.2. If you answer “Yes” – Where do this phenomenon occur most? ^[u8]



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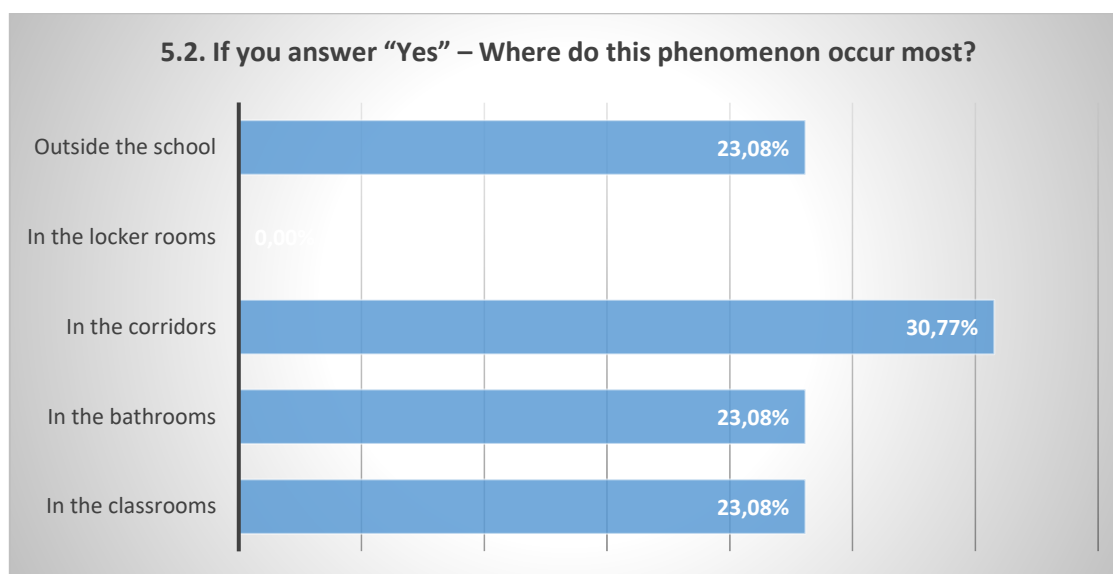


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| | | |
|---------------------|---|--------|
| In the classrooms | 6 | 23,08% |
| In the bathrooms | 6 | 23,08% |
| In the corridors | 8 | 30,77% |
| In the locker rooms | 0 | 0,00% |

Other ... (please describe)

-Outside the school – (6) 23,08%



30% of the respondents believe that school corridors are the most common place of violence against students with autism spectrum disorders. 23,08% of each at the same number in the classrooms, the bathrooms and outside the school.

5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur?

| | | |
|--------------------------|----|--------|
| During the entrance | 0 | 00,00% |
| During the exit | 10 | 38,46% |
| During lunch break | 0 | 00,00% |
| During recreation/breaks | 12 | 46,15% |

Other ... (please describe)

- During the lesson (2) - 7,69%

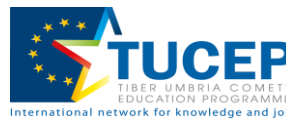
- After leaving (2) - 7,69%



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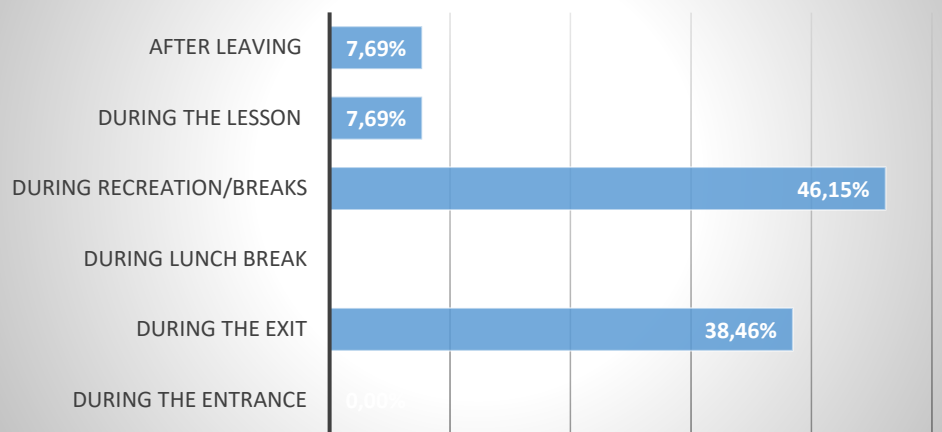


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5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur?

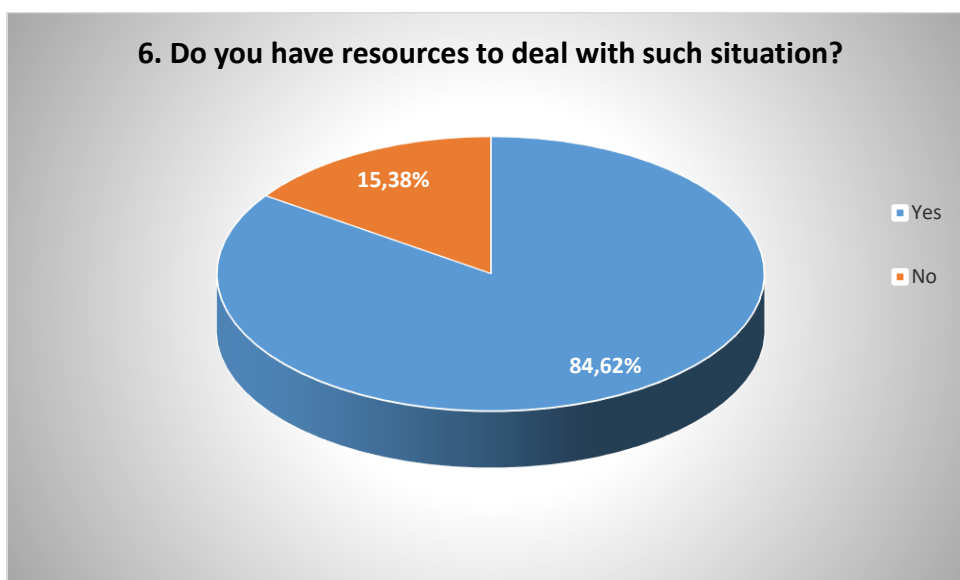


The most of respondents (about 46%) believe that this phenomenon occurs most often during breaks and during the exit (38,46%); the remanent during the lesson and after leaving school.

6. Do you have resources to deal with such situation?

| | | |
|-----|----|--------|
| Yes | 22 | 84,62% |
| No | 4 | 15,38% |

6. Do you have resources to deal with such situation?





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67% of the surveyed teachers have not adequate resources to deal with situations of violence against students with autism spectrum disorders, but 32% of them declare that they do not have adequate resources.

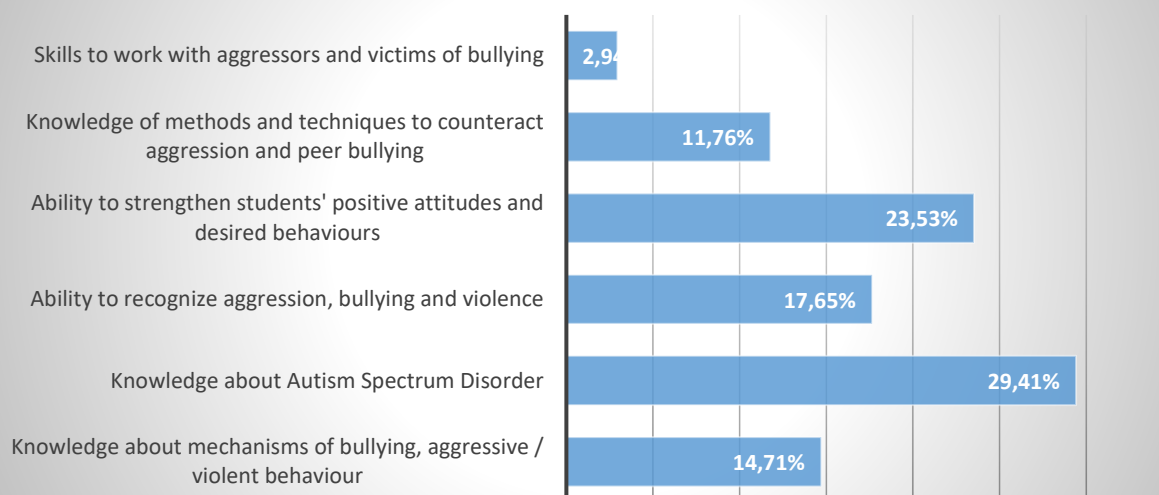
6.1. If you answer “Yes” - What kind of resources you have? (You can choose more than one answer)

| | | |
|--|-----------|--------|
| Knowledge about mechanisms of bullying, aggressive / violent behaviour | 10 | 14,71% |
| Knowledge about Autism Spectrum Disorder | 20 | 29,41% |
| Ability to recognize aggression, bullying and violence | 12 | 17,65 |
| Ability to strengthen students' positive attitudes and desired behaviours | 16 | 23,53% |
| Knowledge of methods and techniques to counteract aggression and peer bullying | 8 | 11,76% |
| Skills to work with aggressors and victims of bullying | 2 | 2,94% |

Other ... (please describe)

-

6.1. If you answer “Yes” - What kind of resources you have?



The resources available to teachers include: Knowledge about autism spectrum disorders (29,41%), Ability to strengthen positive attitudes and desired behaviours of students (23,41%) and Ability to recognize aggression, bullying and violence (17,65%).

7. Did you participate in a training course about Autism Spectrum Disorder or in a course specialised on students with Autism Spectrum Disorder?

| | | |
|-----|-----------|--------|
| Yes | 44 | 62,86% |
|-----|-----------|--------|



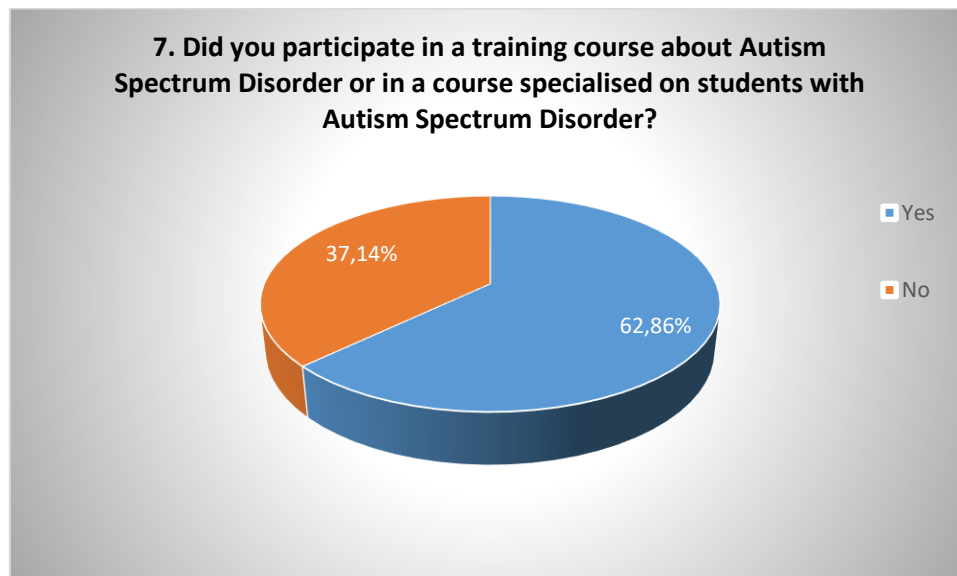
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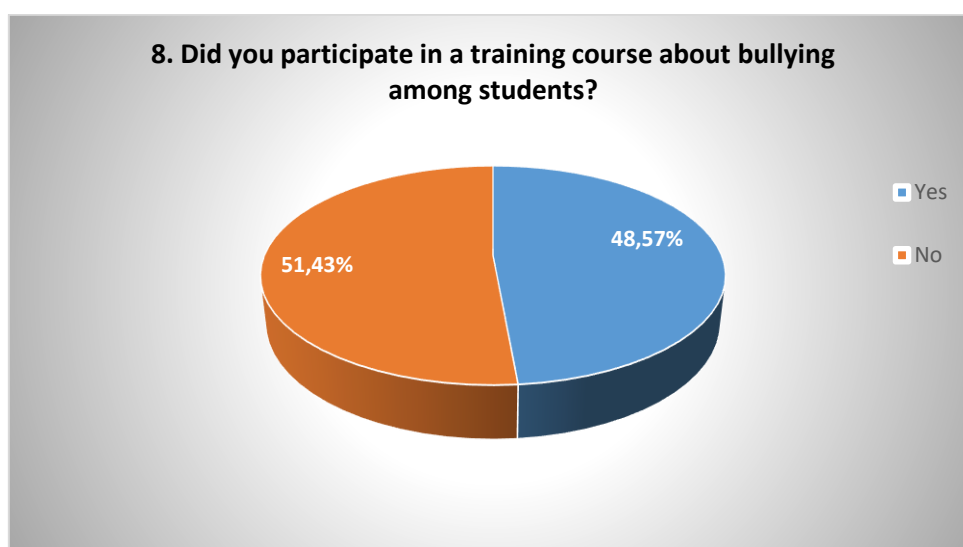
| | | |
|----|----|--------|
| No | 26 | 37,14% |
|----|----|--------|



62,86% of the surveyed teachers participated in training related to autism spectrum disorders or working with a student with such disorders, instead 37,14% of the respondents did not participate in such training.

8. Did you participate in a training course about bullying among students?

| | | |
|-----|----|-------|
| Yes | 34 | 48,57 |
| No | 36 | 51,43 |





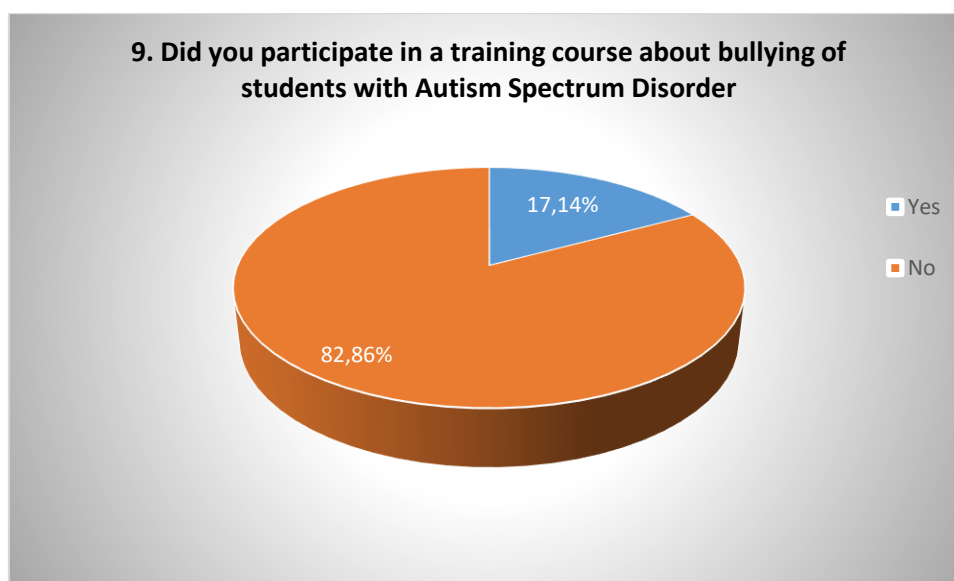
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51,43% of the surveyed teachers did not participate in any training on violence or bullying among students. 48,57% of them took part in training on such topics.

9. Did you participate in a training course about bullying of students with Autism Spectrum Disorder?

| | | |
|-----|-----------|---------------|
| Yes | 12 | 17,14% |
| No | 58 | 82,86% |



As many as 82,86% of the surveyed teachers did not participate in any training on violence or bullying among students with autism spectrum disorders, instead 17,14% of them participated in the training on such topics.

10. What do you need to know in the topic of counteraction bullying of students with Autism Spectrum Disorder? What kind of skills and knowledge do you need?

- Containment strategies
- Autistic student management in class
- Preventing the phenomenon
- Understanding the psychology of the autistic boy
- Management skills, reflection skills
- How to interact with the student
- More training on prosociality and bullying (prevention etc.)
- Knowledge of the phenomenon of bullying and its effects and how to manage the topic at an organisational, emotional and educational level
- Strategies and methodologies for observation, prevention and intervention



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- Everything
- How to deal with it
- Type of intervention to be implemented to prevent/intervene
- How to face the problem of bullying, starting with class activities, games, moments, experiences to be lived together with young people; if there are digital resources to appeal to in order to be able to make a greater impact among young people.
- A bit of everything
- In the primary sector this problem is rare
- Contrast and prevention methods and techniques
- Knowledge
- Know how to interact with them
- Learning and behaviour
- How to help them in their relationship with others
- To know in more depth the autistic spectrum in all its facets; how certain types of attitudes towards children with autistic spectrum are triggered; how to intervene at class level and with the children themselves to raise awareness of their partner's condition and to interrupt these mechanisms.
- Knowing strategies to improve relations between students
- How to strengthen positive behaviours
- How to help students relate to cases of autism
- How to communicate ... especially emotions
- How to intervene on specific cases
- How it manifests itself and what to do
- How to proceed in identifying an act of bullying
- Update
- How to deal with challenging and overwhelming attitudes
- Alternative inclusion methods
- Knowledge about autism and how to promote integration
- Comparison with other teachers
- I need to know, beyond my experience, how to fight against bullying these students.

Analysing the professors' questionnaires, it is clear that they would like to have more knowledge for practical ways of dealing with situations and particular cases both to help students in difficulty and how to deal with young people who bully their classmates.



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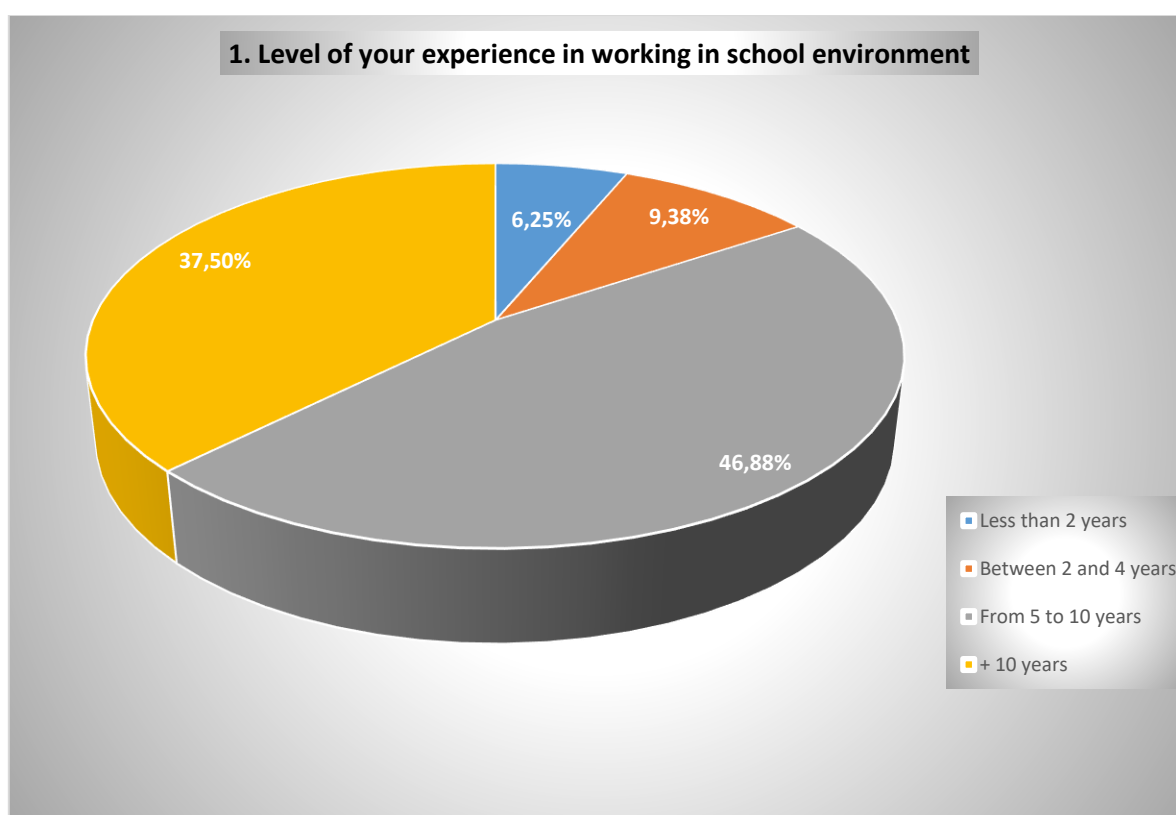


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1.2.3. Other school staff

1. Level of your experience in working in school environment

| | | |
|-----------------------|----|--------|
| Less than 2 years | 4 | 6,25% |
| Between 2 and 4 years | 6 | 9,38% |
| From 5 to 10 years | 30 | 46,88% |
| + 10 years | 24 | 37,50% |



37,50% of the surveyed other school staff have more than 10 years of experience in working at school, and 46,88% have been working there for 5 to 10 years. About 15% of the respondents have less than 4 years of experience in working at school.

2. What is Your position in school ?

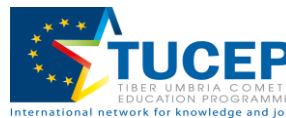
| | |
|---|----|
| Administrative, technical and auxiliary staff | 28 |
| Janitor | 4 |



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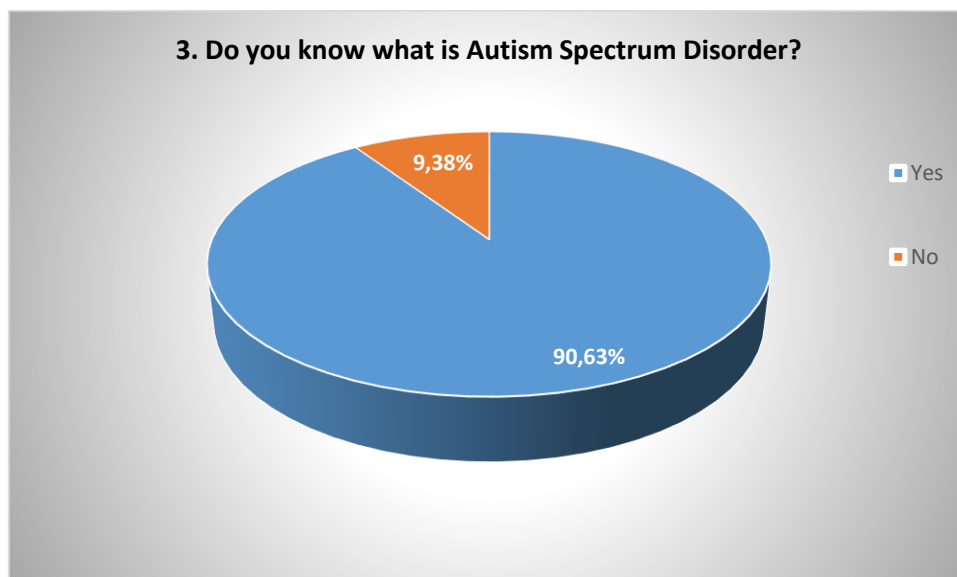


| | |
|---|----|
| School employee | 22 |
| External teacher support consultant | 2 |
| Director of General and Administrative Services | 8 |

The majority of the respondents are ATA - Administrative, technical and auxiliary and after directors of ATA.

3. Do you know what is Autism Spectrum Disorder?

| | | |
|-----|----|-------|
| Yes | 58 | 90,63 |
| No | 6 | 9,38 |



Almost all respondents know what ASD is – this was declared by 90% of them. The 10% of respondents said he/she didn't know what ASD is.

4. Are there students with Autism Spectrum Disorder in Your school? [u11]

| | | |
|--------------|----|--------|
| Yes | 40 | 62,50% |
| No | 6 | 9,38% |
| I don't know | 18 | 28,13% |

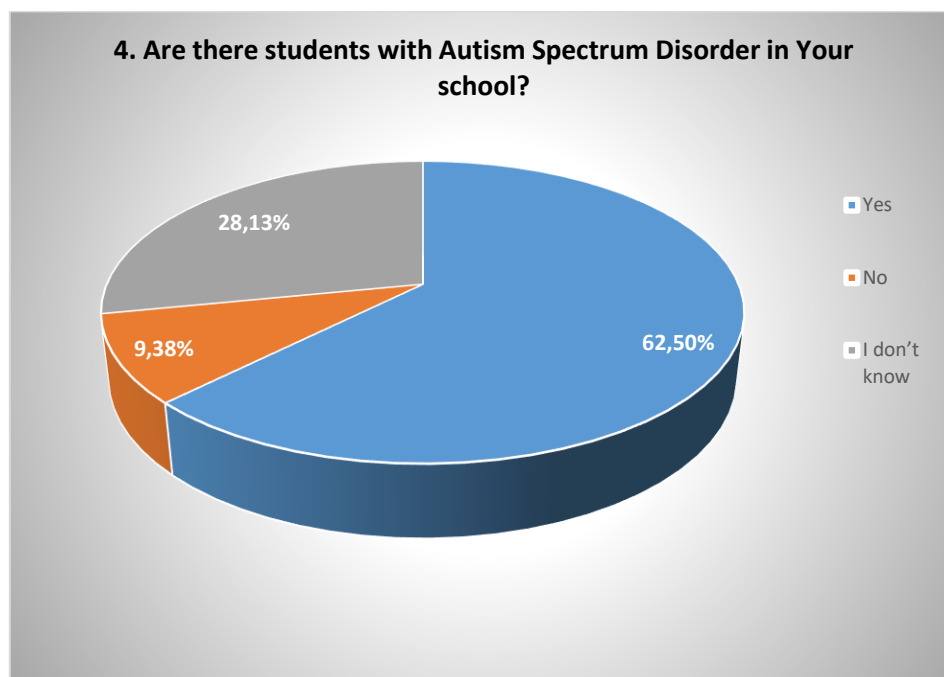
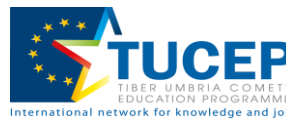
If you answer "No" or "I don't know" go to question no. 7.



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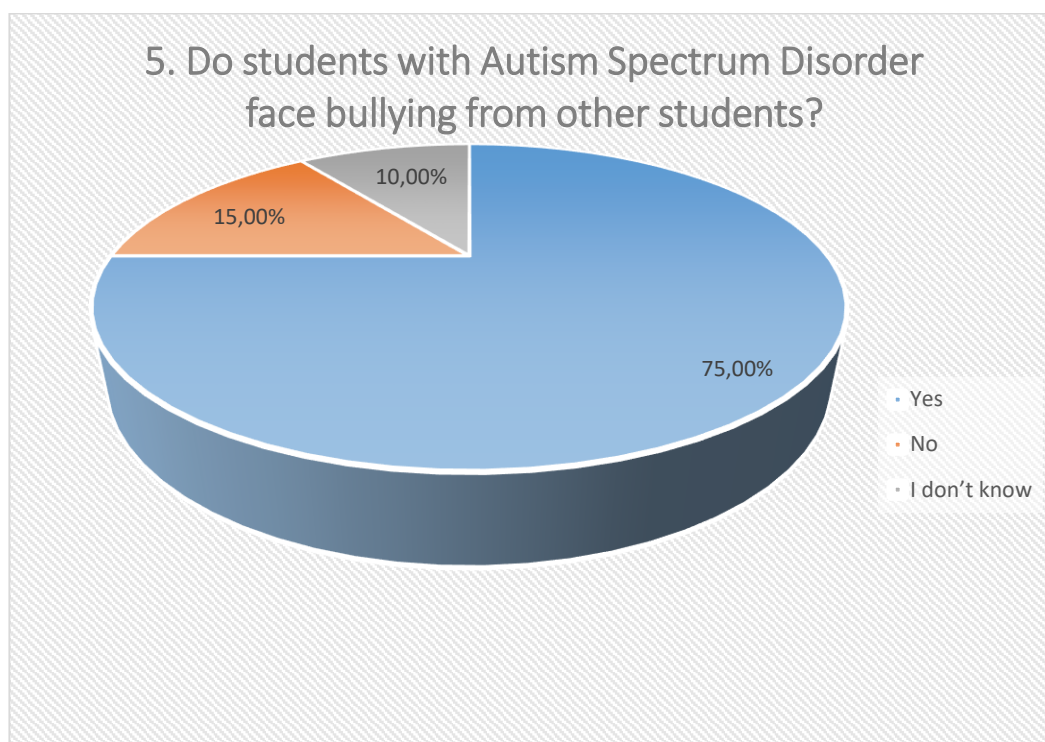
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Over 60% of respondents said, that in their schools definitely are students with ASD. But on the other hand about 28% doesn't have such knowledge and 9 % said that there is no student with ASD in his/her school.

5. Do students with Autism Spectrum Disorder face bullying from other students? ^[u12]

| | | |
|--------------|----|--------|
| Yes | 30 | 75,00% |
| No | 6 | 15,00% |
| I don't know | 4 | 10,00% |



According to the other school staff students with autism face bullying from other students – 75% of respondents said it. And about 10% of respondents don't have such knowledge.

5.1. If you answer “Yes” - what form of bullying they face? (Choose maximum 3 answers)^[u13]

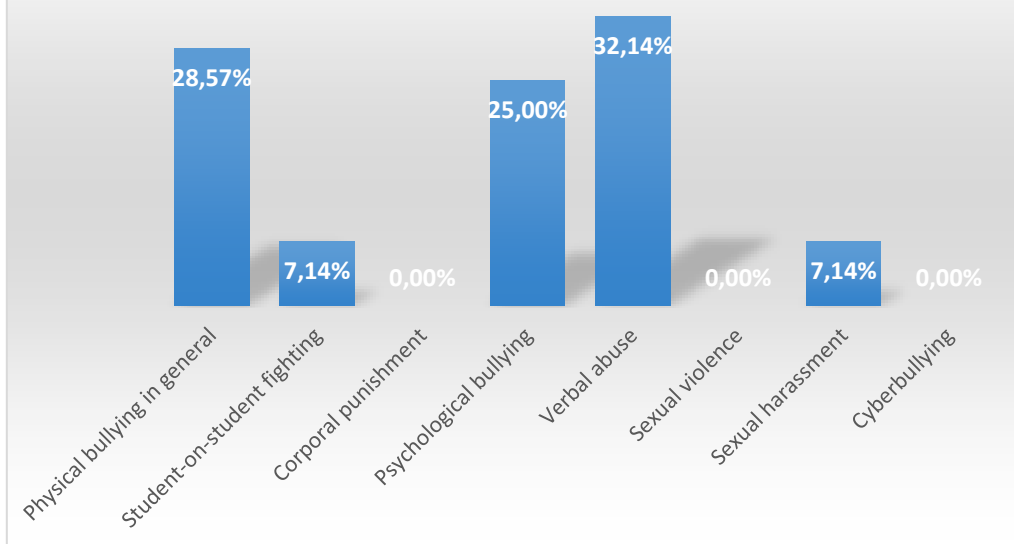
| | | |
|------------------------------|----|--------|
| Physical bullying in general | 16 | 28,57% |
| Student-on-student fighting | 4 | 7,14% |
| Corporal punishment | 0 | 0,00% |
| Psychological bullying | 14 | 25,00% |
| Verbal abuse | 18 | 32,14% |
| Sexual violence | 0 | 0,00% |
| Sexual harassment | 4 | 7,14% |
| Cyberbullying | 0 | 0,00% |

Other ... (please describe)

-



5.1. If you answer “Yes” - what form of bullying they face?



The other school staff defined the following main forms of bullying: verbal abuse (32% of answers), Psychological bullying in general (28% of answers), physical bullying (25% of answers) and fight between students (7% of answers) with sexual harassment with the same %.

5.2. If you answer “Yes” – Where do this phenomenon occur most? ^[u14]

| | | |
|---------------------|-----------|--------|
| In the classrooms | 10 | 33,33% |
| In the bathrooms | 6 | 20,00% |
| In the corridors | 10 | 33,33% |
| In the locker rooms | 0 | 0,00% |

Other ... (explain)

Outside the school – (2) 6,67%

In the schoolyard -- (2) 6,67%



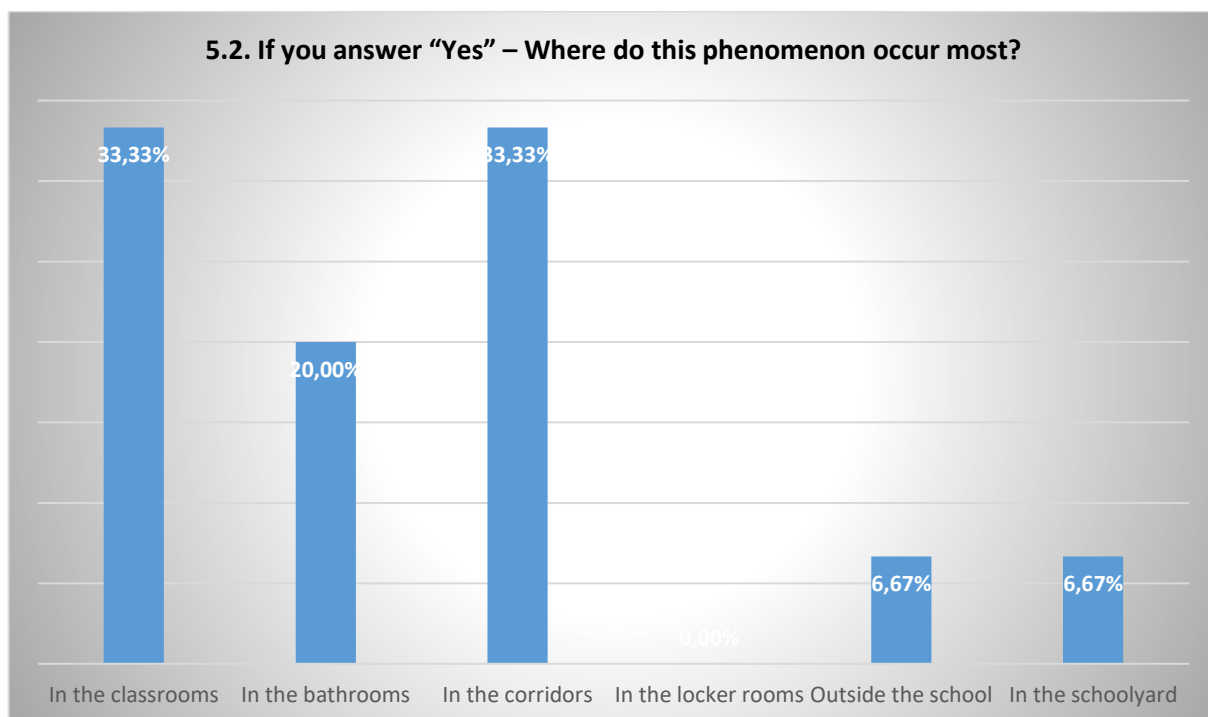
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As we can see from the above answers, according to the school staff the bullying usually take place in the corridors and in the classrooms (33% each). After in the bathroom (20,00%).

5.3. If you answer "Yes" – At what time of the school day do this phenomenon mainly occur?^[u15]

| | | |
|--------------------------|----|--------|
| During the entrance | 4 | 13,33% |
| During the exit | 2 | 6,67% |
| During lunch break | 2 | 13,33% |
| During recreation/breaks | 18 | 60,00% |

Other ... (please describe)

- Non-school hours – (2) 6,67%



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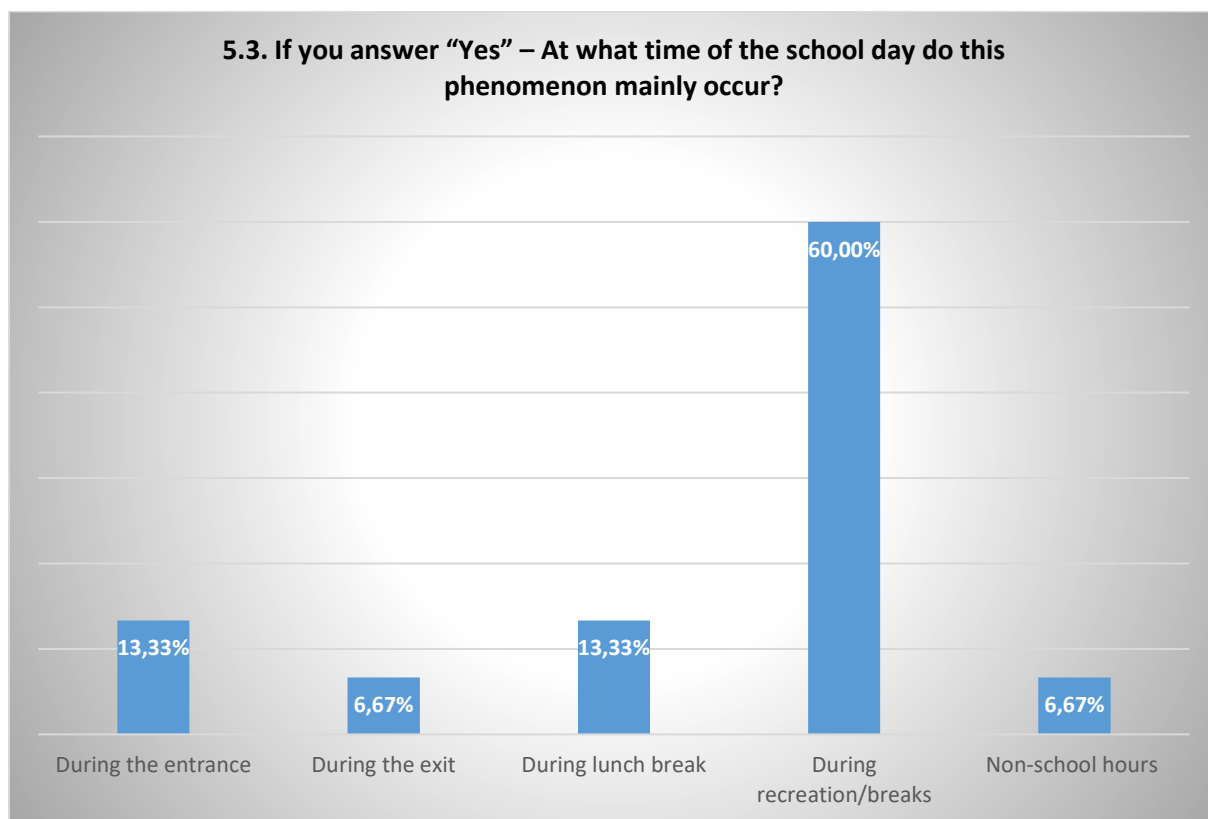


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5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur?



Bullying of students with autism, according to the other school staff, take place during recreation/breaks (60% of answers).

6. Do you have resources to deal with such situation?

| | | |
|-----|----|--------|
| Yes | 8 | 26,67% |
| No | 22 | 73,33% |



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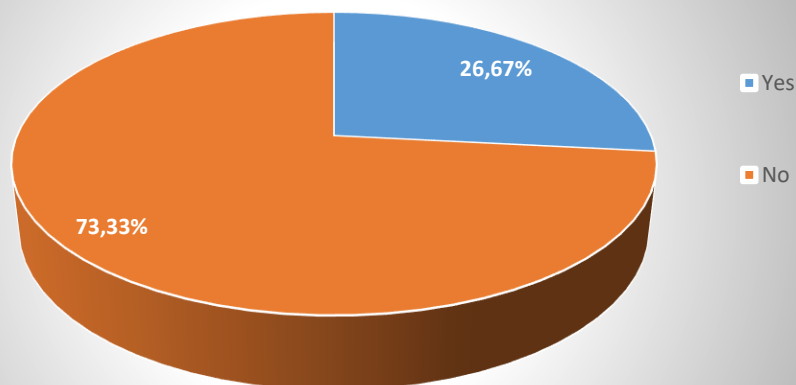


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6. Do you have resources to deal with such situation?



About 73% of the respondents do not have resources to deal with such situation, instead about 26% of the respondents do have resources to deal with such situation

If you answer "Yes" - what kind of resources you have? (You can choose more than one answer)^[u16]

| | | |
|--|---|---------------|
| Knowledge about mechanisms of bullying, aggressive / violent behaviour | 0 | - |
| Knowledge about Autism Spectrum Disorder | 2 | 20,00% |
| Ability to recognize aggression, bullying and violence | 4 | 40,00% |
| Ability to strengthen students' positive attitudes and desired behaviours | 4 | 40,00% |
| Knowledge of methods and techniques to counteract aggression and peer bullying | 0 | - |
| Skills to work with aggressors and victims of bullying | 0 | - |

Other ... (please describe)

-



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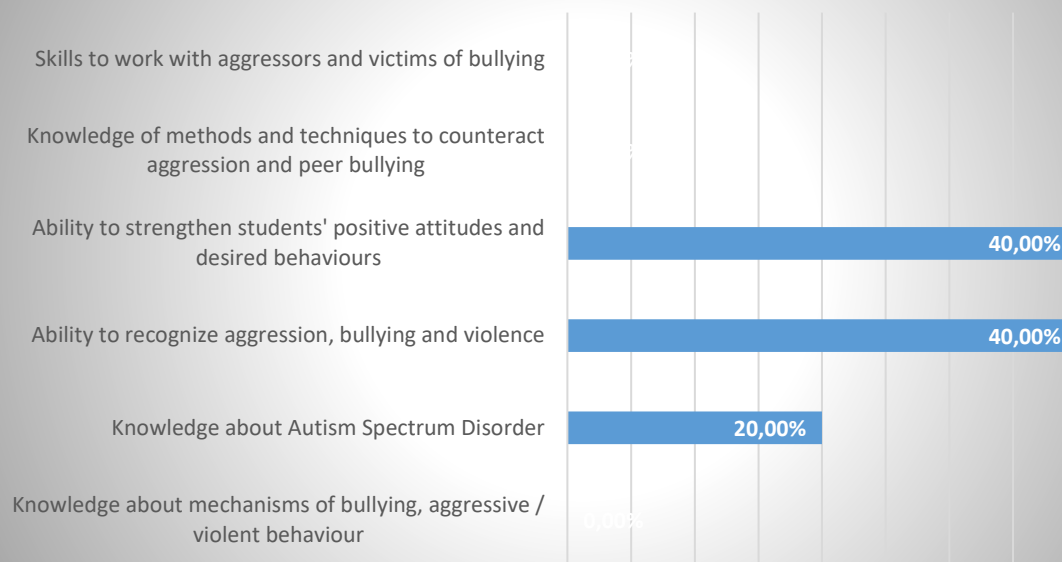


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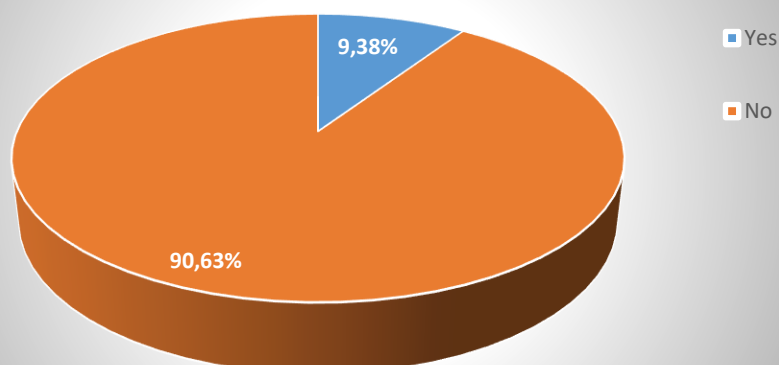
If you answer "Yes" - what kind of resources you have?



7. Did you participate in a training course about Autism Spectrum Disorder or in a course specialised on students with Autism Spectrum Disorder?

| | | |
|-----|----|--------|
| Yes | 6 | 9,38% |
| No | 58 | 90,63% |

7. Did you participate in a training course about Autism Spectrum Disorder or in a course specialised on students with Autism Spectrum Disorder?

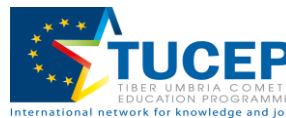




Erasmus+



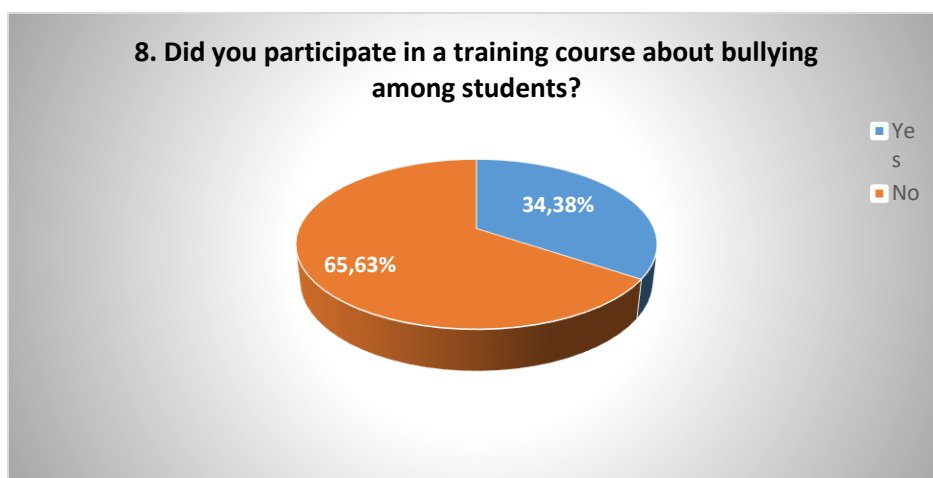
AGAINST
BUBBLE



The 90% of answered have not taken part in a training course about ASD or in a course specialised on students with ASD.

8. Did you participate in a training course about bullying among students?

| | | |
|-----|----|--------|
| Yes | 22 | 34,38% |
| No | 42 | 65,63% |



65% have not take part in a training course about bullying among students.

9. Did you participate in a training course about bullying of students with Autism Spectrum Disorder?

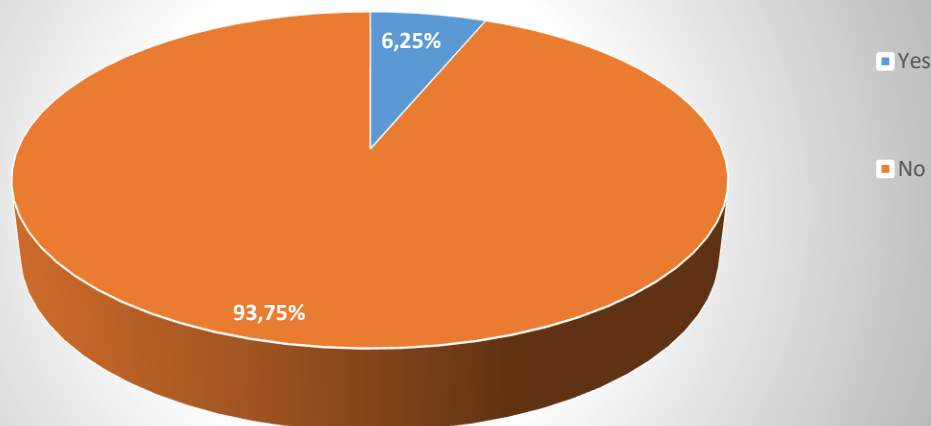
| | | |
|-----|----|--------|
| Yes | 4 | 6,25 |
| No | 60 | 93,75% |



Erasmus+



9. Did you participate in a training course about bullying of students with Autism Spectrum Disorder?



93,75% of the answered do not took part in a training course about bullying of students with ASD.

10. What do you need to know in the topic of counteraction bullying of students with Autism Spectrum Disorder? What kind of skills and knowledge do you need?

- I don't know
- Cognitive affective education is essential for autistic children, knowing how the autistic brain works, what are the limits of social interaction for an Asperger's, concrete examples to bring to the classroom for children. Find in the peer group models to imitate for neurotypical children.
- Specific training on the topic
- Knowing how to behave in the face of bullying
- Communication skills
- I don't know but I'm curious about it
- To have the tools to help a student in difficulty if I find myself there
- How to prevent and recognise bullying
- Preventing bullying and supporting pupils with autism to defend themselves against bullying
- Know how to communicate with autistic children
- Improving listening skills to better understand these children
- Know how to communicate and listen
- I don't know but I would like to do a course
- Prevent bullying at school



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BUBBLE



- How to fight bullying
- How to help children defend themselves against bullying
- To know better the characteristics of children with autism in order to help them better
- I don't know but I would like to know more about this topic
- How to prevent this phenomenon
- how to prevent the problem
- the communicative skills to be able to interact with these pupils
- Know how to handle a bullying situation when it occurs in my presence
- How to help them
- Regulations to protect students with autism
- Positive strategies to deploy
- Training of the teaching staff
- How to behave towards autistic students and how other students should behave towards them
- Know more about the problem
- How to deal with students with autism

In conclusion, as far as the other school support staff are concerned, most do not feel able to deal with and resolve situations involving students with autism and bullying in general. They would like to have more precise knowledge and to carry out targeted training.