



AGAINST
BUBBLE



Needs Analysis National Report Poland

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1. Introduction

1.1. Desk research

Autism and Asperger's Syndrome are disorders of a child's development that occur more and more often, and the number of children diagnosed with Autism Spectrum Disorder (ASD) grows every year. Autism looks a bit different for everyone. People on the autism spectrum may have minor difficulties, but it may also be that symptoms of autism have a profound impact on all spheres of life. Autism is a development disorder which means a different way of seeing the world and thinking. In design studies, we adopted the following statement as the definition of autism: *in simple terms, autism occurs when a child has difficulty communicating and understanding what other people think and feel. This makes it difficult for children with autism to respond adequately to gestures, facial expressions, touch and even speech.*¹

Statistical data regarding the number of people diagnosed with an autism spectrum disorder differ depending on the latitude, adopted criteria and are constantly updated. "Statistics from the American Centers for Disease Control and Prevention (CDC) show that 1 in 68 children in America are diagnosed with the autism spectrum. Data from the United Nations show 1 in 150 children in Europe. In Great Britain, data from The National Autistic Society indicate a prevalence in children of 1.1% (approximately 700,000 people in the entire UK population). There is no precise information on the prevalence of autism in Poland. It is taken as representative survey data from other European countries"². (Data from 2015)

The right to education

In Poland, the right to education is guaranteed by the Constitution of the Republic of Poland (Article 70), which takes into account all Poland's obligations in the field of human rights resulting from UN documents.

The right to education is defined by the Act of 7 September 1991 on the education system (Journal of Laws of 1996, No. 67, item 329 and No. 106, item 496; of 1997, No. 28, item 153 and No. 141, item 943 and of 1998, No. 117, item 759).

Children and adolescents with disabilities can study in generally accessible and integrated schools and special classes (Article 22 (2) (9) of the Act on the Education System of 1991).

Integration education should enable these students to acquire knowledge and skills to the best of their ability in kindergartens and mainstream schools.

To quote **Joanna Grochowska** (psychologist, therapist and vice-president of the SYNAPSIS Foundation - which deals with children with autism), *"In Poland, all children are obliged to attend*

¹ www.autismmag.org

² <https://polskiautyzm.pl/rozpowszechnienie-autyzmu/>

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school, regardless of whether they are healthy or suffer from developmental disorders. Therefore, education should cover all children with autism spectrum disorders. However, in practice, only a few children with ASD is involved in pre-school education. Most children fulfil compulsory education in primary schools. At each subsequent stage of education, the number of children with autism decreases. Despite of compulsory education, these children drop out of the system. There are not many of them in secondary schools, despite the fact that, according to the regulations, they can continue their education until the age of 24. " (Interview from 2012, updated in 2018)

Parents of school-age children very often have a strong belief that children with disorders are aggressive and provoke violence. Ms Joanna Grochowska, mentioned in this chapter, says: *"The vast majority of students with autism spectrum disorders are not aggressive. They are usually calm, though quite strange behaviour students. As with other students, there are times when a child with ASD is aggressive. (...) Often children with autism are judged by their peers as weaker and become scapegoats. They are provoked by them in a way that the teacher cannot always see. (...) a child with ASD has too little understanding of the social rules governing such behaviour and reacts directly, to the frequent delight of other students."*³

What traits predispose children with autism to be victims?

- ❖ Gullibility and failure to read hidden meanings such as irony or malice,
- ❖ Loneliness,
- ❖ Social awkwardness,
- ❖ Lack of knowledge about the ability to defend one's own borders (including bodily inviolability),
- ❖ Lack of knowledge about the possibilities of help from other people,
- ❖ Thinking that you are not the entity and that you cannot change anything in a given situation,
- ❖ Low self-esteem, taking the blame.

(after: M. Szubrycht „Czy Przemoc Jest Przemocą?”)

In 2016, the report **"The National Autism Census"** was prepared, edited by Mateusz Płatos. It was created to fill the gap in knowledge about the situation of adolescents and adults with autism in Poland. Particular emphasis was placed on understanding the needs of highly functioning people with autism (including people with Asperger's syndrome). The report covers a number of areas of life for

³ „Autyzm z klasą – uczeń z autyzmem w systemie edukacji”
<https://www.medonet.pl/magazyny/autyzm,autyzm-z-klasa---uczen-z-autyzmem-w-systemie-edukacji,artykul,1668394.html>

people with autism spectrum disorders, however, for the purposes of our research analysis, we will focus only on education and school violence.

The most important facts in the field of education ⁴

- The respondents represented all levels of education - from primary schools to universities. More than 3/4 of them completed education, of which nearly half had higher education.
- Almost 3/4 of the students said that they liked contact with teachers at school, and about half of the students were satisfied with the contacts with their friends. Students with autism assessed contacts with their friends and physical education lessons worse than their peers from the control group.
- **90% of students with autism have experienced at least one form of bullying by classmates in the last year, compared to 66% of students in the control group. Most often it was making fun of and calling out or avoiding contact. More than 1/4 of autistic students were victims of physical abuse.**
- Less than half of the respondents (42%) aged 18 to 24 studied at a university.
- Autistic students gave the best results to contact with lecturers (58% of positive evaluation), and the worst to contact with other students, participation in student events and physical education lessons.

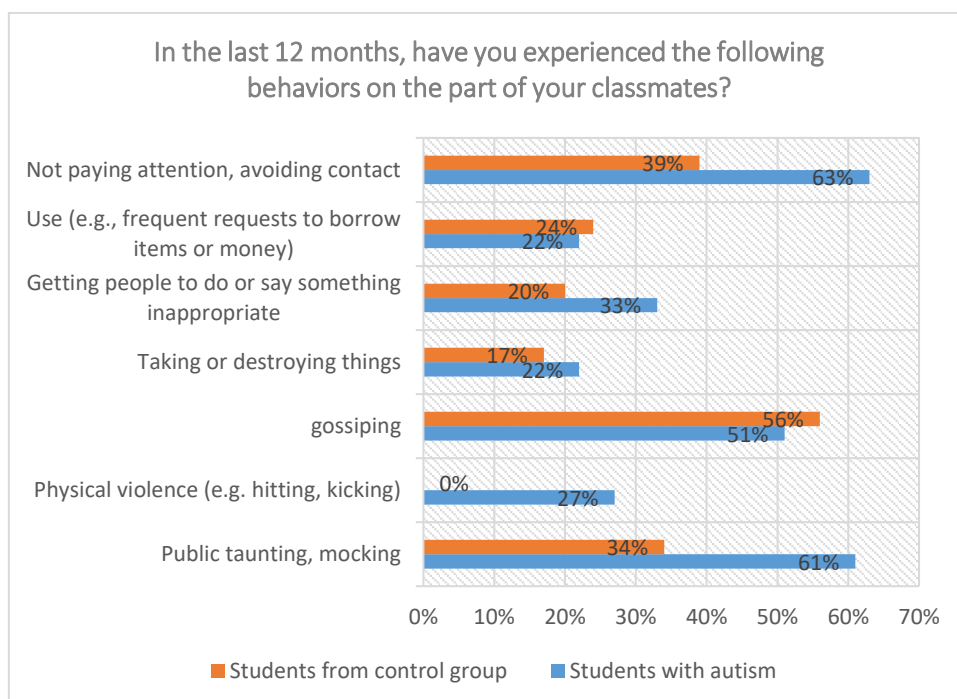


Chart: from the report of the National Autism Census, Warsaw, 2016

⁴ Raport: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

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Overall, as many as **90% of students with autism experienced at least one form of bullying in the last year, compared to 66% of students in the control group**. As many as **64% of autistic students were victims of at least three different forms of bullying**. 34% of the students from the control group had similar experiences. Both by considering the results for the individual forms of bullying and the summary results, it can be concluded that **students with autism are 1.5 to 2 times more likely to be bullied at school than their peers**. The results concerning **physical aggression experienced by over a quarter of the surveyed students with autism** are particularly alarming.⁵

Contacts with other people ⁶

- People with autism declare having colleagues, friends and colleagues less often than their peers.
 - ✓ 34% of high-functioning autistic people say they don't have friends.
 - ✓ According to parents, as many as 76% of people with autism and co-occurring intellectual disability do not have friends.
 - ✓ 51% of high-functioning people with autism would like to have more friends than they currently do.
- Relationships with friends of high-functioning autistic people are in most respects similar to those of typically developing people.
 - ✓ 57% of highly functioning people with autism declare that they have the best friend or colleague.

What guides the aggressors towards autism spectrum children? Luke Jackson writes about violence against people like him: *"Bullying very often comes from fear of the different or the unknown, so people with ASD can be the main target. People usually do not trust something, which they do not understand, therefore the greatest threat and preventive measure to a somewhat shallow culture of this type of violence is knowledge. Bullying fades with empathy"*.⁷

⁵ Raport: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

⁶ Raport: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

⁷ za: <https://kobieta.interia.pl/raporty/raport-autyzm-bliski-daleki-swiat/artykuly/news-czy-przemoc-jest-przemoca,nld,4356544,nPack,2>

2. Questionnaires studies

2.1. General information about studies:

2.1.1. Short information about tested respondents

In the survey took part in total 201 respondents, including 90 students age 10-14 years old, 52 parents, 39 teachers, 20 other school staff (secretarial staff, cleaning staff, security staff, kitchen staff).

2.1.2. The realization of the survey

The aim of the research is to analyse the phenomenon of violence in schools in partner countries and to analyse the needs of various target groups in order to have the most updated data on the phenomenon of violence against children and adolescents with autism spectrum disorders at the international level. Another research goal is to deeply understand the point of view of the various people involved in this phenomenon, so as to create a personalized, targeted and effective intervention.

The study was conducted in accordance with a specific methodology.

The study was an on-line survey. The survey forms for each group were posted on the Google Forms platform:

- 1) Students - <https://forms.gle/SKbN2Bav6SdefTC3A>
- 2) Teachers - <https://forms.gle/4N5hDUPJMuVTxSHA7>
- 3) Parents - <https://forms.gle/CnBZMNUtUVECTnhG9>
- 4) Other school Staff (all school staff except teachers) - <https://forms.gle/cGgNFLDMZu1PPaFr9>

In order to reach the appropriate group of respondents, we launched several channels of disseminating information about the project and research. The survey was mainly carried out among students, parents, teachers and other school staff of the Primary School in Szczawin. In line with the research idea and the assumptions of the project, it is a public school attended by children with autism spectrum disorders (including Asperger's syndrome). In order to achieve the required number of respondents, especially in the groups of teachers and other school staff, the questionnaire was additionally disseminated within the Pedagogical Circles in Zgierz.

The study was conducted in the national language (Polish). All respondents received a link to the survey and completed an on-line survey. The survey was anonymous.

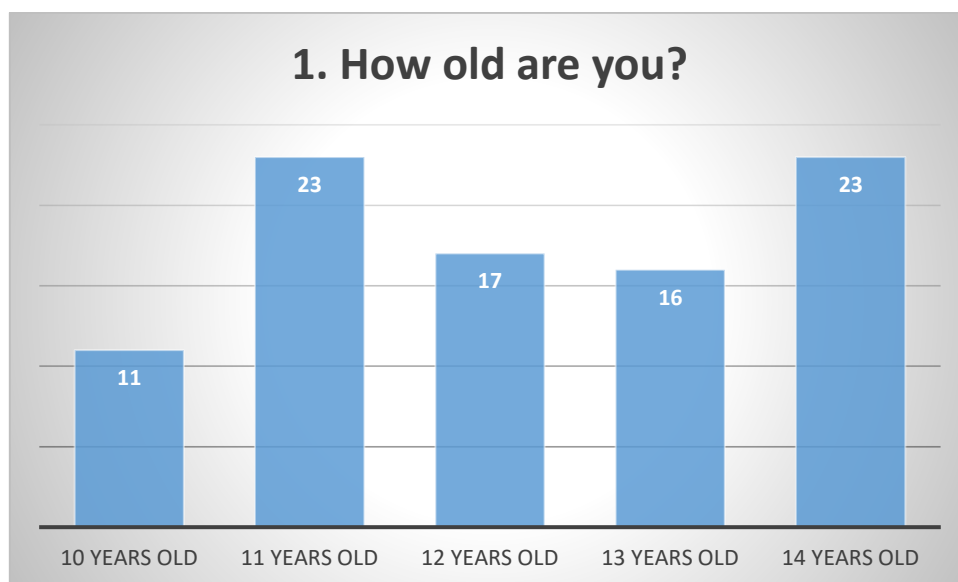
100% of respondents from three research groups (teachers, parents, other school staff) answered the question positively: *I understand the purpose of the research. I know that my personal data will remain confidential and I give my consent to participate in the survey*, which gave consent to participate in the survey. The students completed the questionnaire as part of the consent granted by the schools.

2.2. Statistical data

2.2.1. Students (90 respondents)

1. How old are you? (90 respondents)

| | |
|--------------|-------------------|
| 10 years old | 11 (12,2%) |
| 11 years old | 23 (25,6%) |
| 12 years old | 17 (18,9%) |
| 13 years old | 16 (17,8%) |
| 14 years old | 23 (25,6%) |

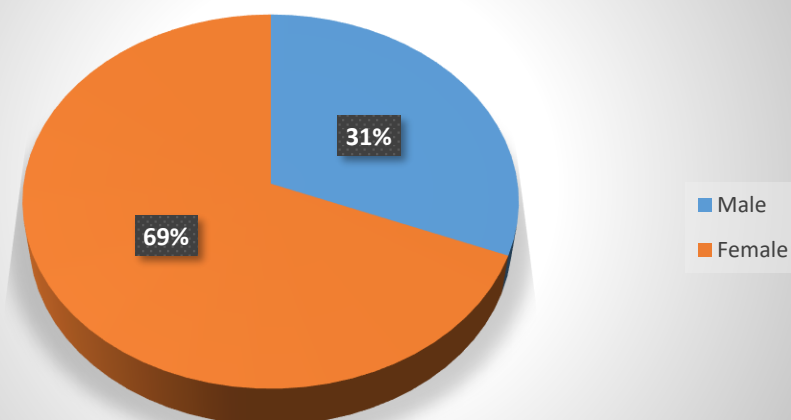


The surveyed students include representatives of each age group. Students aged 11 and 14 constitute respectively 25.6% of the research group. 18.9% are students aged 12 and 17.8% are students aged 13. The smallest group are students aged 10 - 12.2% of the research group.

2. Gender (90 respondents)

| | |
|--------|-----------------|
| Male | 28 (31%) |
| Female | 62 (69%) |

2. Gender

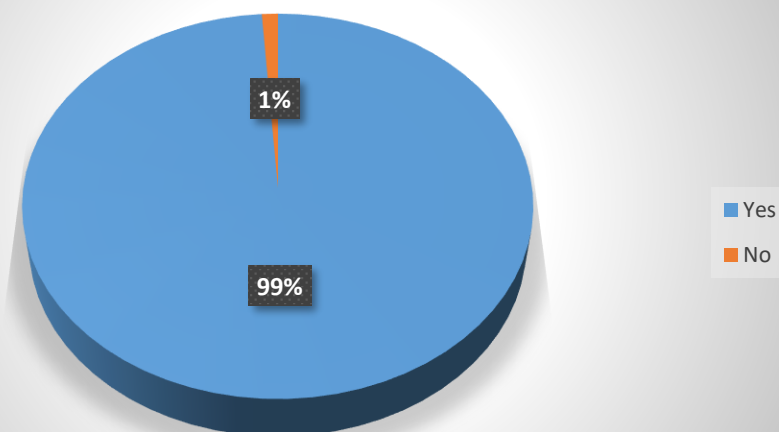


69% of the studied group of students are girls, and 31% boys.

3. Do you know what is bullying? (90 respondents)

| | |
|-----|----------|
| Yes | 89 (99%) |
| No | 1 (1%) |

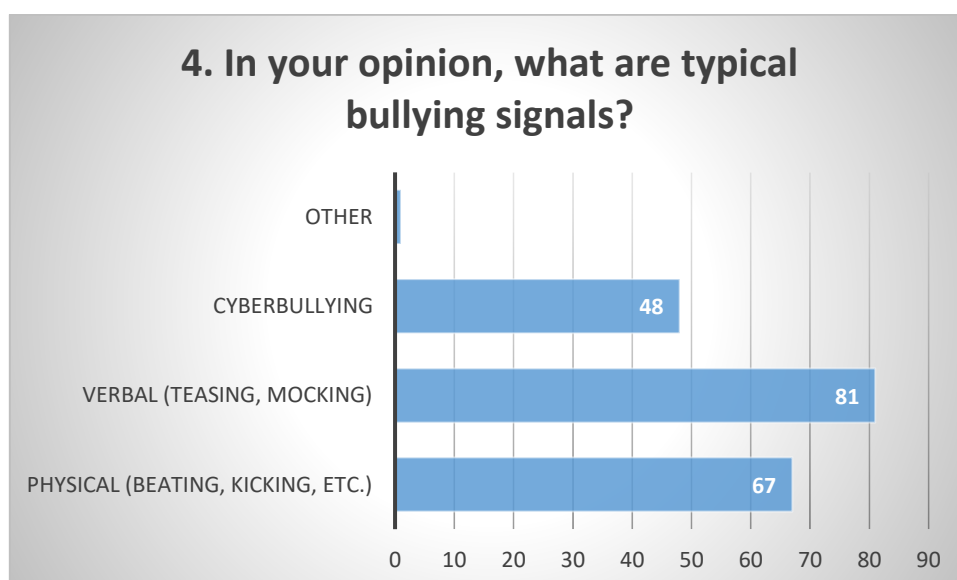
3. Do you know what is bullying?



99% of the research group knows what bullying is. Only one respondent (1%) indicated that he/she did not know what this phenomenon was.

4. In your opinion, what are typical bullying signals? (90 respondents)

| | |
|-----------------------------------|-------------------|
| Physical (beating, kicking, etc.) | 67 (74,4%) |
| Verbal (teasing, mocking) | 81 (90%) |
| Cyberbullying | 48 (53,3%) |
| Other: Victimization – 1 (1,1%) | |

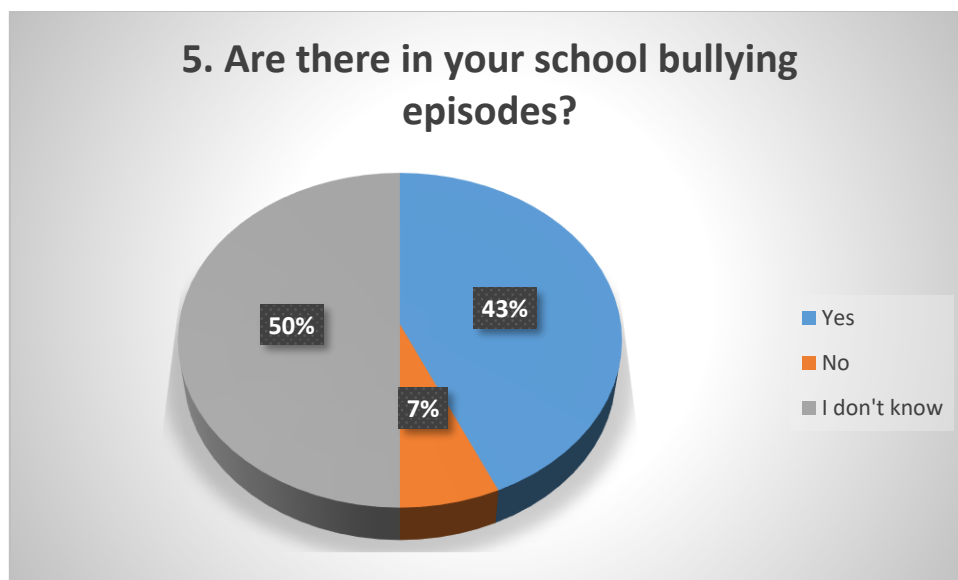


According to the largest number of surveyed students (90%), typical signals of bullying are verbal symptoms such as teasing, mocking etc. But also the other two answers were selected by a large group of respondents: physical symptoms such as beating, kicking were chosen by 74.4% of students, and Cyberbullying by as much as 53.3% of students. As can be seen from the results obtained, all three signals are frequent. One respondent gave an additional answer - as an example "Victimization".

5. Are there in your school bullying episodes?

(90 respondents)

| | |
|--------------|-----------------|
| Yes | 39 (43%) |
| No | 6 (7%) |
| I don't know | 45 (50%) |

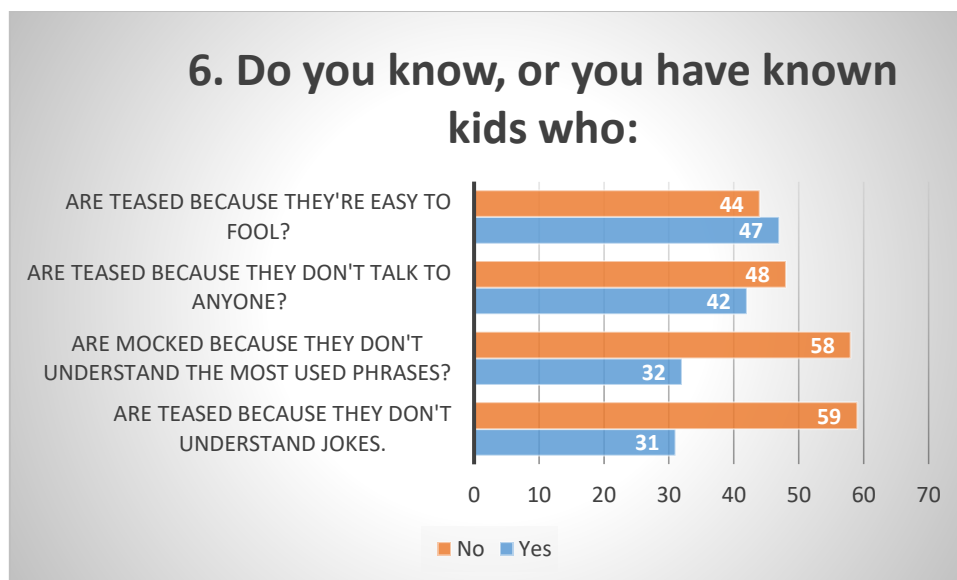


50% of the surveyed students do not know whether there are situations of bullying, violence / peer harassment in their school. This may indicate that this part of the studied group is not a party to violent situations. Only 7% of students clearly declared that such situations do not take place in their school. But as many as 43% of the surveyed students confirm the existence of situations of bullying, violence or peer harassment in their schools.

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

(90 respondents)

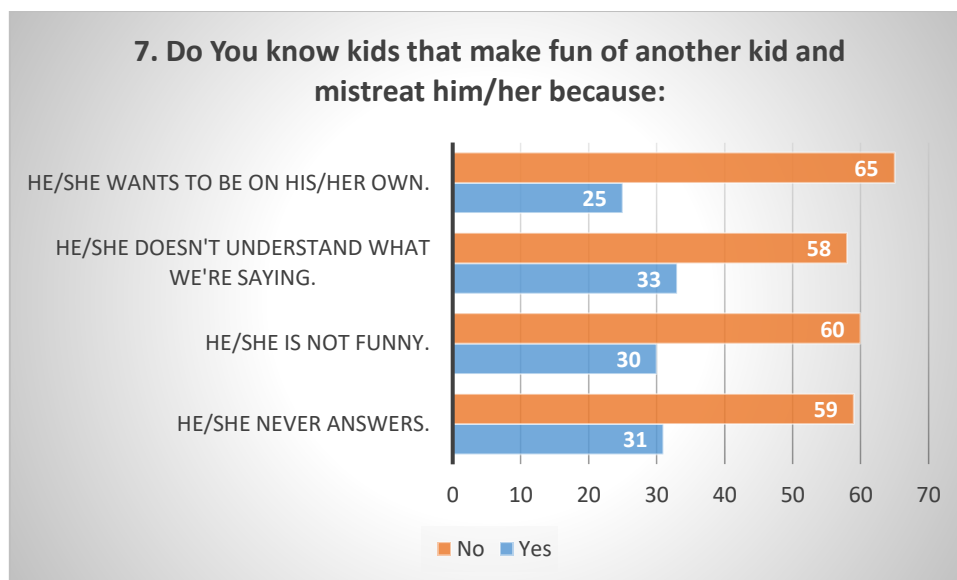
| | Yes | No |
|---|-----|----|
| are teased because they don't understand jokes. | 31 | 59 |
| are mocked because they don't understand the most used phrases? | 32 | 58 |
| are teased because they don't talk to anyone? | 42 | 48 |
| are teased because they're easy to fool? | 47 | 44 |



Approximately 50% of the surveyed students indicated the existence of two of the following situations: they are teased because they are easy to fool (47 respondents) and they are teased because they do not talk to anyone (42 respondents). In the other two situations: they are teased because they do not understand jokes and are mocked because they do not understand frequently used phrases or expressions, the vast majority of students chose the negative answer (about 2/3 of the research group).

7. Do You know kids that make fun of another kid and mistreat him/her because: (90 respondents)

| | Yes | No |
|--|-----|----|
| He/She never answers. | 31 | 59 |
| He/She is not funny. | 30 | 60 |
| He/She doesn't understand what we're saying. | 33 | 58 |
| He/She wants to be on his/her own. | 25 | 65 |

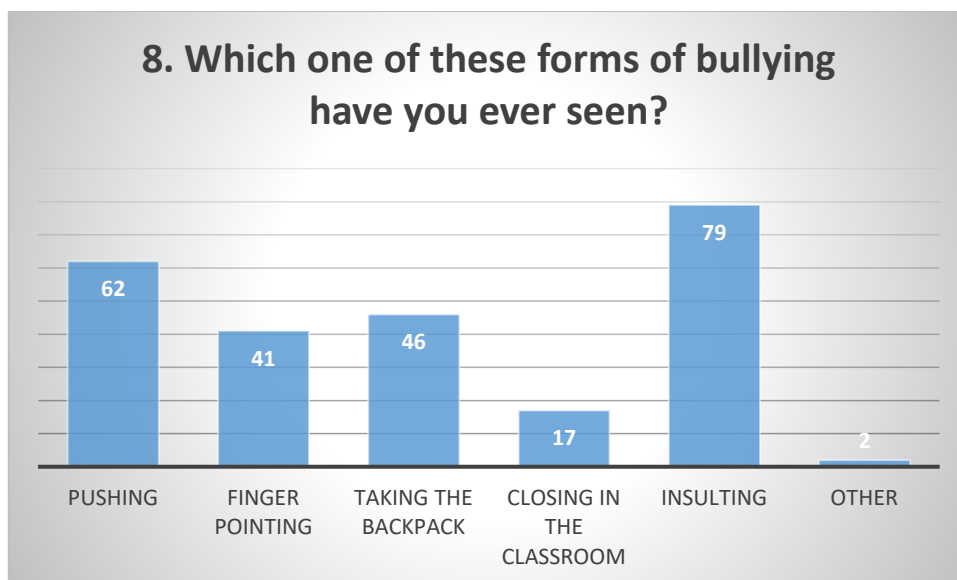


In each of the situations presented, around 1/3 students declare that they know children who make fun of or abuse other children for the reasons mentioned. The least positive answers were given to the statement “he / she wants to be on his/her own” (25 students answered yes).

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

(90 respondents)

| | |
|--|------------|
| Pushing | 62 (68,9%) |
| Finger pointing | 41 (45,6%) |
| Taking the backpack | 46 (51,1%) |
| Closing in the classroom | 17 (18,9%) |
| Insulting | 79 (87,8%) |
| Other: 2 answers (2,2%) | |
| <ul style="list-style-type: none"> Ignoring Making fun of family, origin | |



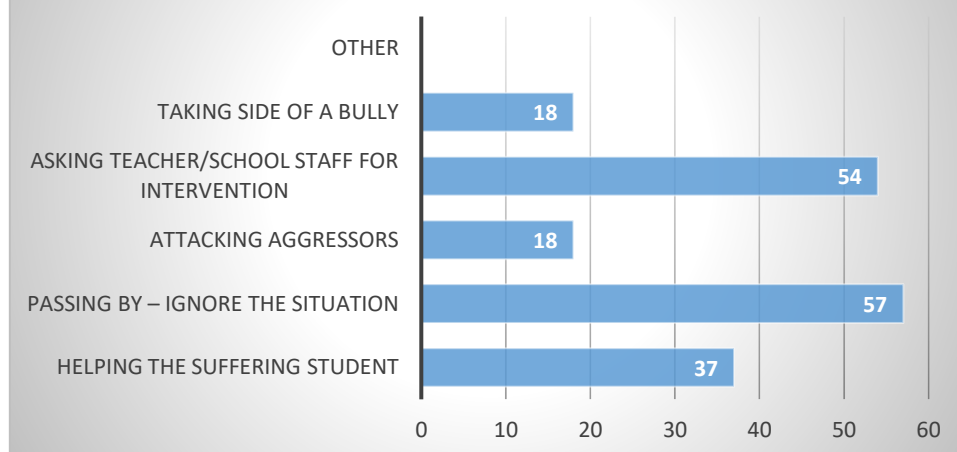
Among the most frequently observed forms of bullying, "insulting" (87.8%) definitely dominates. Many students also indicated pushing (68.9%), taking a backpack (51.5%) and finger pointing (45.6%). Two students also gave additional answers such as: ignoring and making fun of family, origin.

9. What is the reaction of rest of the students when they see such a bullying episode against students? (90 respondents)

| | |
|--|-------------------|
| Helping the suffering student | 37 (41,1%) |
| Passing by – ignore the situation | 57 (63,3%) |
| Attacking aggressors | 18 (20%) |
| Asking teacher/school staff for intervention | 54 (60%) |
| Taking side of a bully | 18 (20%) |
| Other: | |
| - | |



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

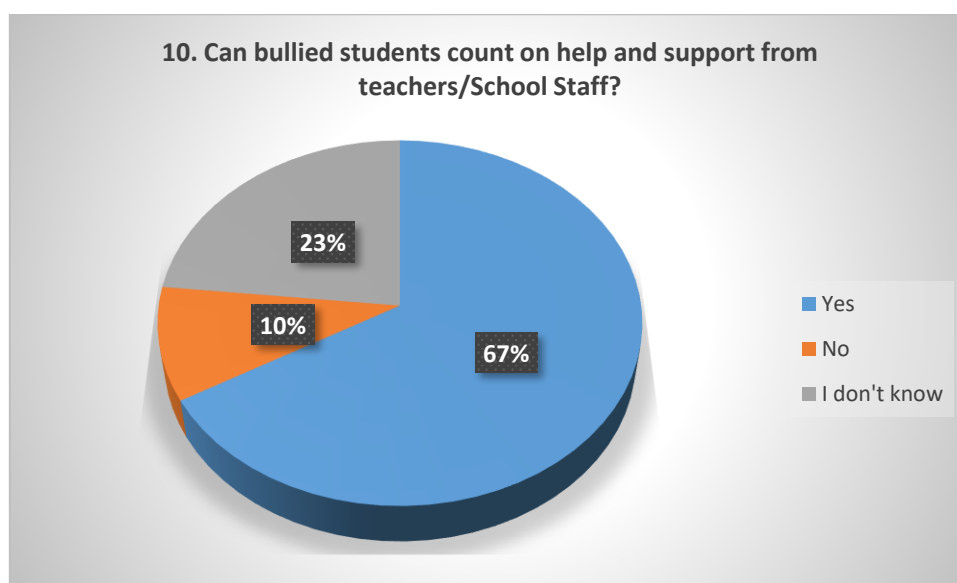


In a situation of bullying of other students, students who "observe" the situation most often ignore the situation, walk by (63.3%) or ask for help from the teacher or school staff (60%). However, as many as 41.1% of students help the persecuted student. And, respectively, 20% of students attack the aggressors or take the side of the aggressor.

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

(90 respondents)

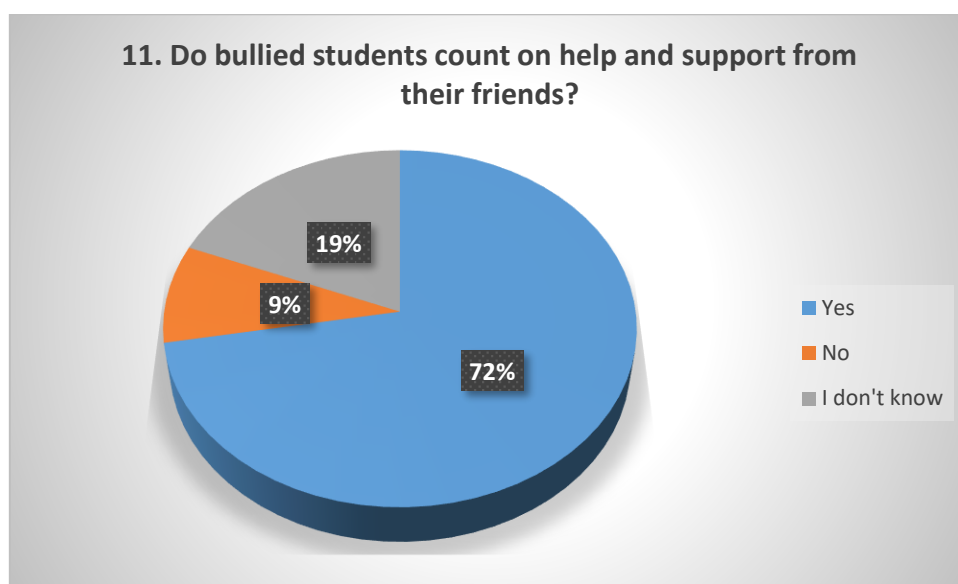
| | |
|--------------|----------|
| Yes | 60 (67%) |
| No | 9 (10%) |
| I don't know | 21 (23%) |



As many as 67% of the surveyed students declare that students suffering from bullying can count on the help and support of teachers and school staff. However, a large group of students - as many as 23% answered "I don't know". 10% of 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? (90 respondents)

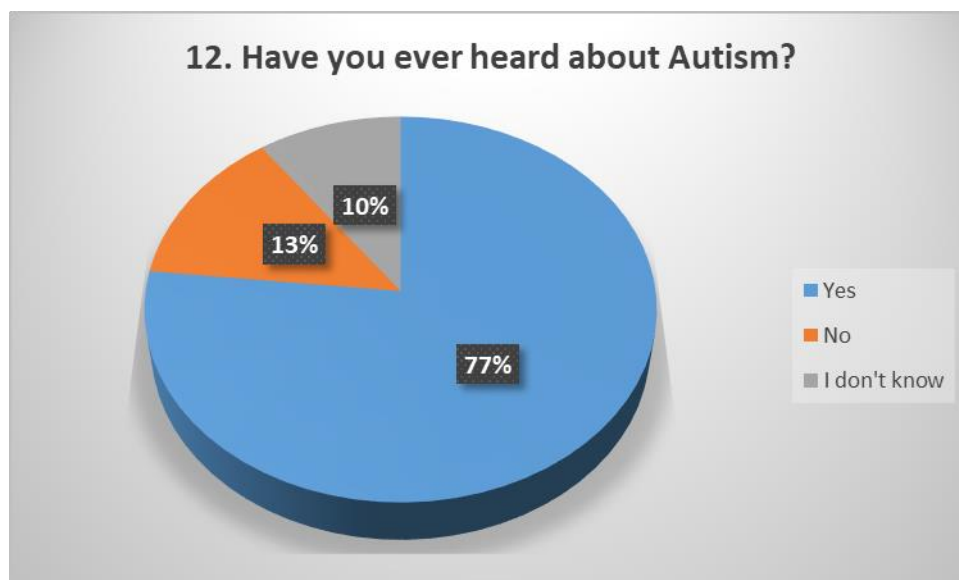
| | |
|--------------|-----------------|
| Yes | 65 (72%) |
| No | 8 (9%) |
| I don't know | 17 (19%) |



As many as 72% of the surveyed students declare that students suffering from bullying can count on the help and support of their friends. However, a large group of students - as many as 19% answered "I don't know". 9% of students say that students who are victims of violence cannot count on help from their friends.

12. Have you ever heard about Autism? (90 respondents)

| | |
|--------------|-----------------|
| Yes | 69 (77%) |
| No | 12 (13%) |
| I don't know | 9 (10%) |



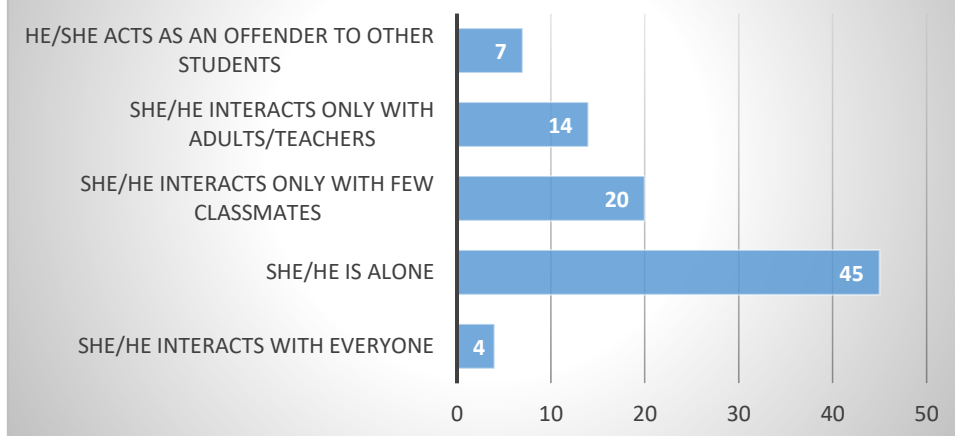
77% of the surveyed students know what autism is. However, as many as 13% have not heard about this disorder and 10% gave answer: don't know.

13. In your opinion (choose one picture), what is the typical situation of a student with Autism? (90 respondents)

| | |
|--|------------|
| She/He interacts with everyone | 4 (4,4%) |
| She/he is alone | 45 (50%) |
| She/He interacts only with few classmates | 20 (22,2%) |
| She/He interacts only with adults/teachers | 14 (15,6%) |
| He/she acts as an offender to other students | 7 (7,8%) |

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

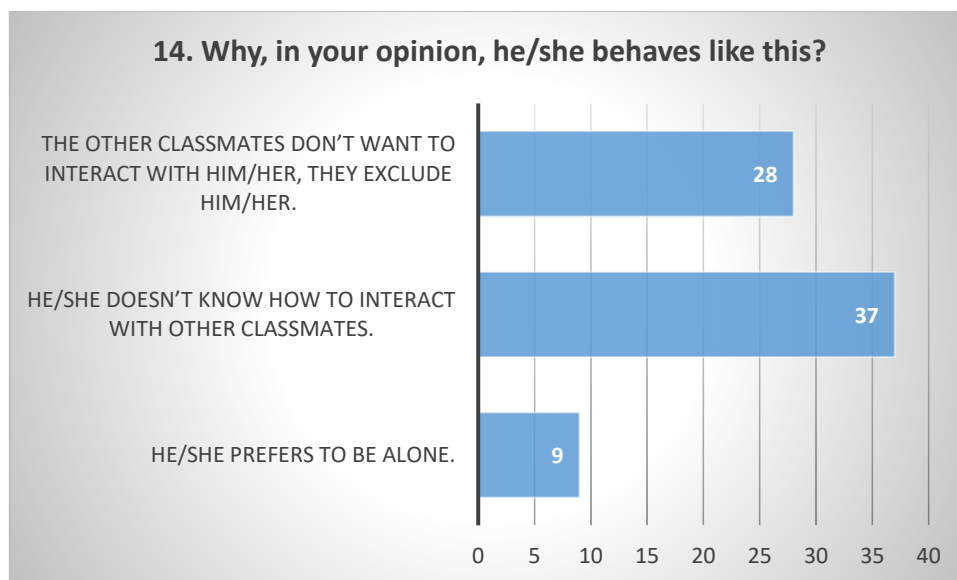
13. In your opinion (choose one picture), what is the typical situation of a student with Autism?



According to 50% of the surveyed students, a typical situation for a student with autism is one in which he / she is alone. The second most frequently given answer (22.2%) was the answer: only interacts (cooperates) with a few classmates. The smallest number of students (4.4%) indicated the answer: interacts, cooperates with everyone.

14. Why, in your opinion, he/she behaves like this? (74 respondents)

| | |
|---|------------|
| He/She prefers to be alone. | 9 (12,2%) |
| He/She doesn't know how to interact with other classmates. | 37 (50%) |
| The other classmates don't want to interact with him/her, they exclude him/her. | 28 (37,8%) |

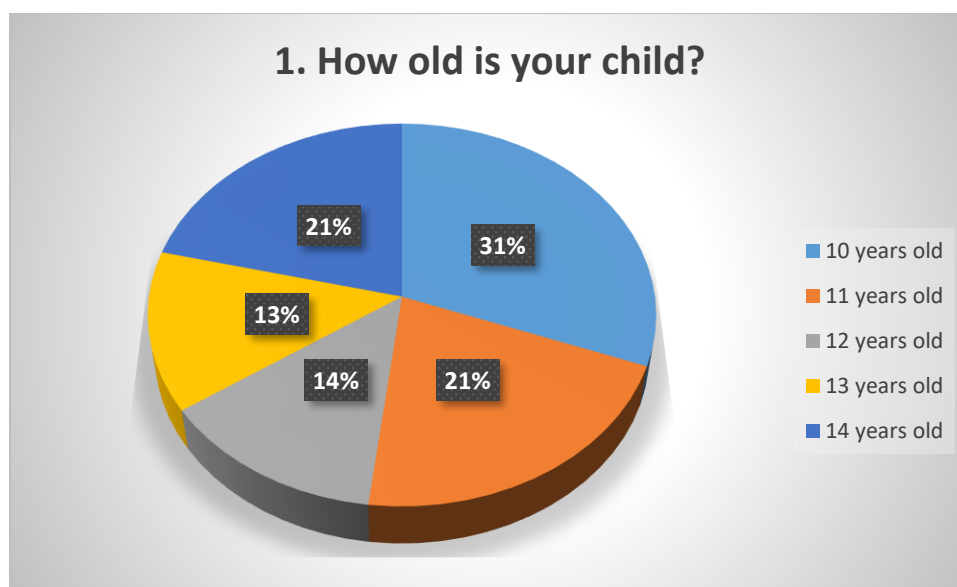


74 students answered this question. According to the vast majority of them (50%), autistic students behave in this way because they do not know how to interact or how to cooperate with other students. As the second reason for the situations mentioned in the previous question, the students mentioned the lack of willingness to cooperate with a student with autism on the part of classmates (according to 37.8% of students). Only 12.2% 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)* (52 respondents)

| | |
|--------------|------------------|
| 10 years old | 16 (31%) |
| 11 years old | 11 (21%) |
| 12 years old | 7 (13,5%) |
| 13 years old | 7 (13,5%) |
| 14 years old | 11 (21%) |

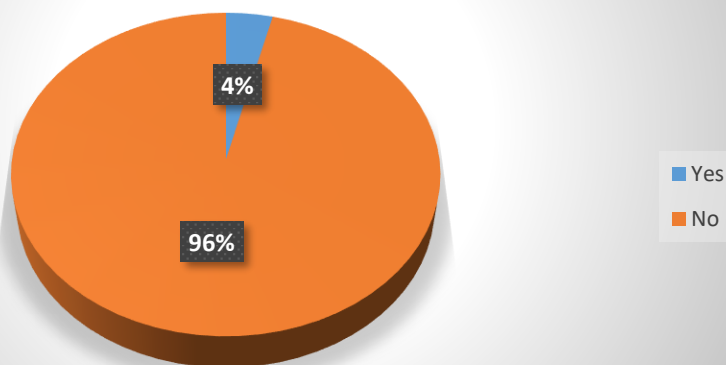


Among the respondents, the largest group are parents of children aged 10 (31%), two other groups (21% each) are parents of children aged 11 and 14. Parents of children aged 12 and 13 are respectively 13.5% of the research group.

2. Are you a parent of a student with Autism Spectrum Disorder? (52 respondents)

| | |
|-----|-----------------|
| Yes | 2 (4%) |
| No | 50 (96%) |

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

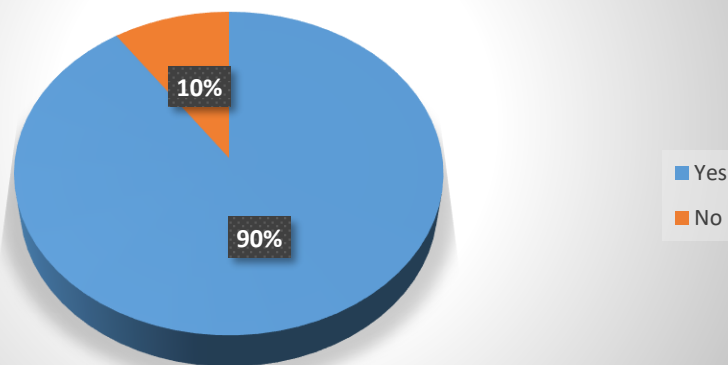


Among the respondents there are two parents of students with autism spectrum disorders (4%).

3. Do you know what is Autism Spectrum Disorder? (52 respondents)

| | |
|-----|----------|
| Yes | 47 (90%) |
| No | 5 (10%) |

3. Do you know what is Autism Spectrum Disorder?

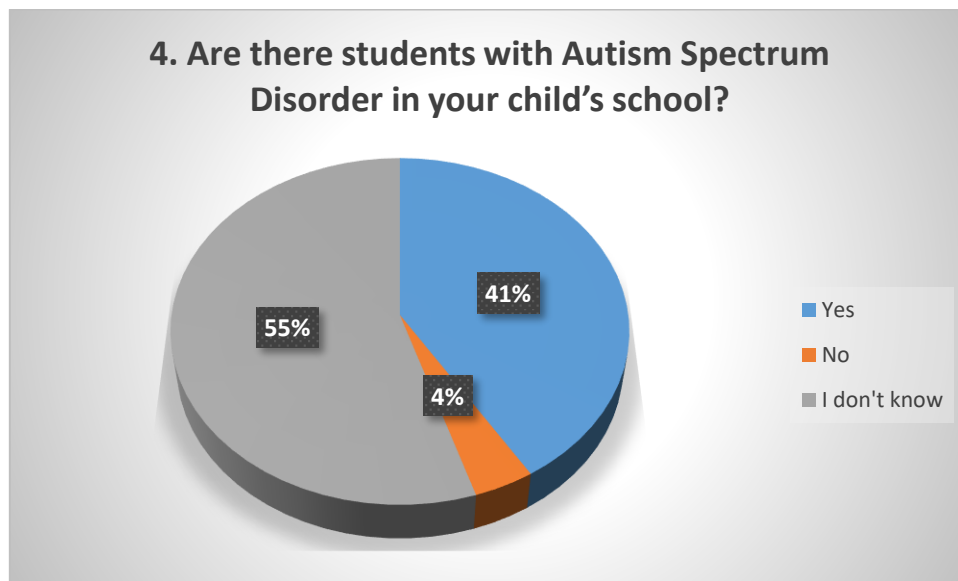


As many as 90% of the surveyed parents claim that they know what an autism spectrum disorder is.



4. Are there students with Autism Spectrum Disorder in your child's school? (51 respondents)

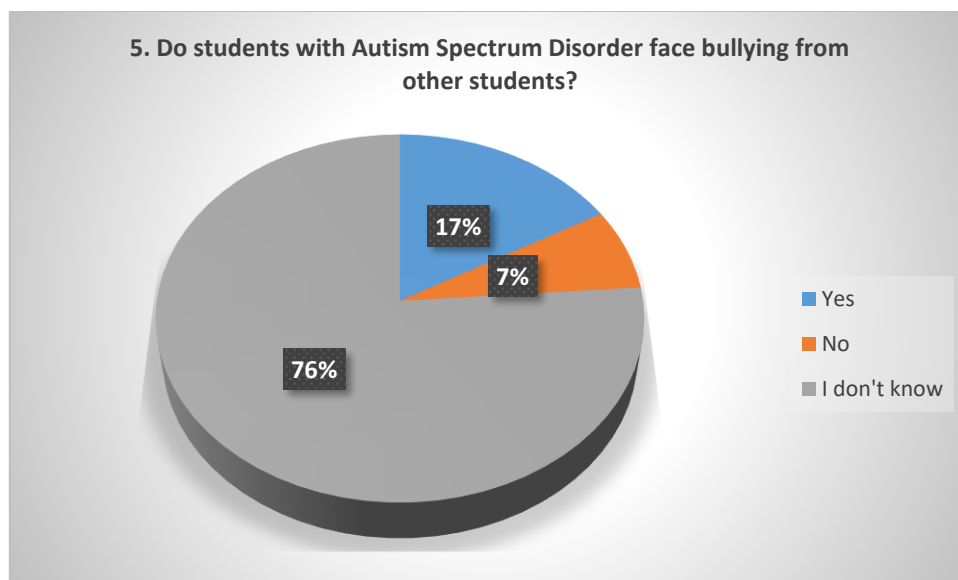
| | |
|--------------|-----------------|
| Yes | 21 (41%) |
| No | 2 (4%) |
| I don't know | 28 (55%) |



According to 41% of respondents, children with autism spectrum disorders also study at the school attended by their child. 4% of parents say no. And as many as 55% of parents do not know it.

5. Do students with Autism Spectrum Disorder face bullying from other students? (42 respondents)

| | |
|--------------|-----------------|
| Yes | 7 (17%) |
| No | 3 (7%) |
| I don't know | 32 (76%) |



Among the respondents, 17% say that students with autism spectrum disorders experience bullying / violence from other students. Only 7% of the respondents gave a negative answer, and as many as 76% of the respondents did not know if such situations occur.

5.1. If you answer “Yes” - What form of bullying they face? (Choose maximum 3 answers) (7 respondents)

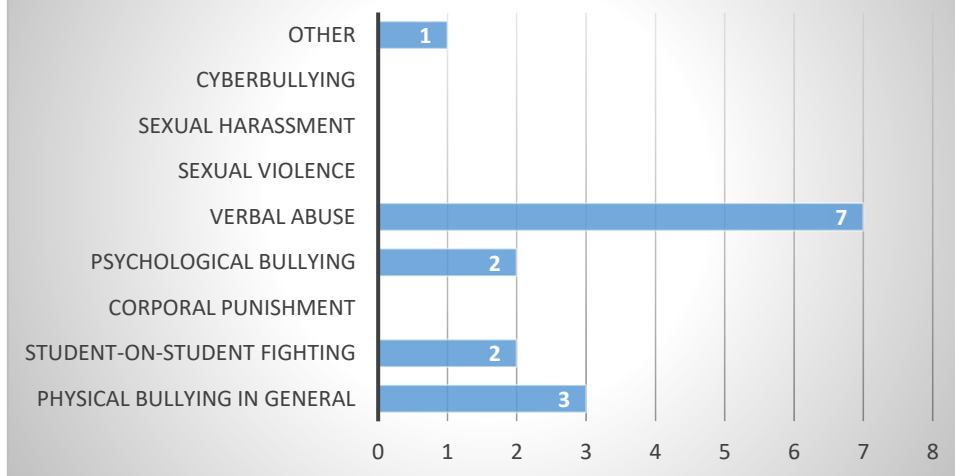
| | |
|------------------------------|------------------|
| Physical bullying in general | 3 (42,9%) |
| Student-on-student fighting | 2 (28,6%) |
| Corporal punishment | - |
| Psychological bullying | 2 (28,6%) |
| Verbal abuse | 7 (100%) |
| Sexual violence | - |
| Sexual harassment | - |
| Cyberbullying | - |

Other ... (please describe)

Mocking – 1 respondent (14,3%)



5.1. What form of bullying they face?



This question was answered by 7 respondents. All of them believe that most often students with autism spectrum disorders experience bullying in the form of verbal abuse. As many as 3 of them also indicated general physical violence. Two people chose the answers: psychological bullying and the student – on – student fighting. An additional answer is "Mocking" (which coincides with verbal abuse).

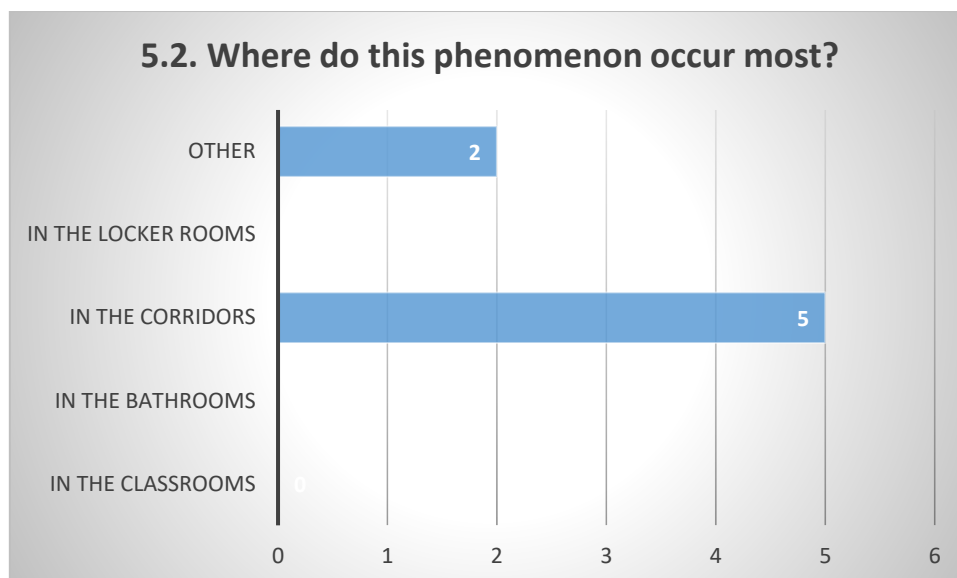
5.2. If you answer "Yes" – Where do this phenomenon occur most? (7 respondents)

| | |
|---------------------|------------------|
| In the classrooms | - |
| In the bathrooms | - |
| In the corridors | 5 (71,4%) |
| In the locker rooms | - |

Other ... (please describe)

In the locker rooms of the gym – 1 respondent (14,3%)

Entrance / Exit of the school – 1 respondent (14,3%)



The respondents indicated school corridors as the most common place of violent behaviour towards students with autism (71.4% of responses). Parents also indicated two additional places in the school where violence takes place: locker rooms of the gym and at the entrance / exit from the school.

5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur? (7 respondents)

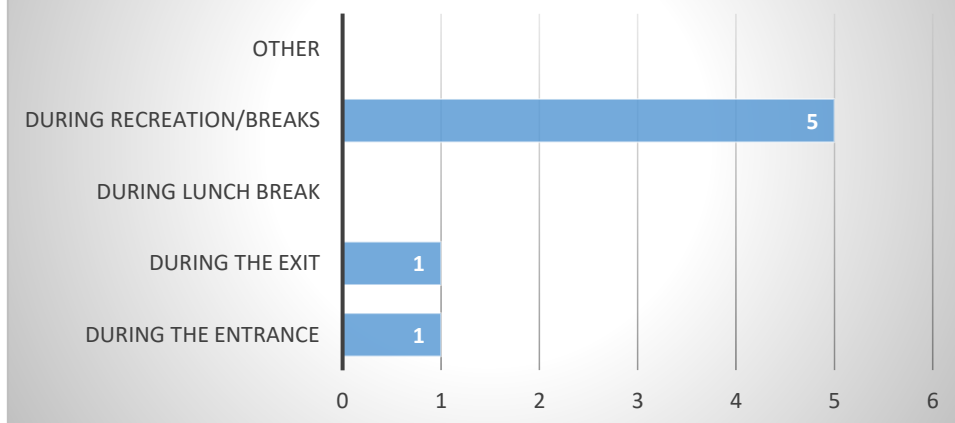
| | |
|--------------------------|------------------|
| During the entrance | 1 (14,3%) |
| During the exit | 1 (14,3%) |
| During lunch break | - |
| During recreation/breaks | 5 (71,4%) |

Other ... (please describe)

-



5.3. At what time of the school day do this phenomenon mainly occur?



According to the surveyed parents, situations of violence against students with autism spectrum disorders most often take place during breaks (71.4% of respondents gave such an answer). Other times of the day indicated are: exit the school (14.3%) and entering school (14.3%).

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? (38 respondents)

| | |
|----------------|----------|
| Yes | 14 (37%) |
| No | 7 (18%) |
| Not applicable | 17 (45%) |



As many as 37% of the surveyed parents believe that they have the resources to cope with a violent situation in which a child with autism spectrum disorder is involved and to help this child, as well as to help their child behave appropriately. However, as many as 45% of parents indicated that this situation did not concern them. 18% of respondents admitted that they do not have such resources.

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

(14 respondents)

| | |
|--|-------------------|
| Knowledge about mechanisms of bullying, aggressive / violent behaviour | 5 (35,7%) |
| Knowledge about Autism Spectrum Disorder | 10 (71,4%) |
| Ability to recognize aggression, bullying and violence | 10 (71,4%) |
| Ability to strengthen students' positive attitudes and desired behaviours | 6 (42,9%) |
| Knowledge of methods and techniques to counteract aggression and peer bullying | 2 (14,3%) |
| Skills to work with aggressors and victims of bullying | 2 (14,3%) |

Other ... (please describe)

-



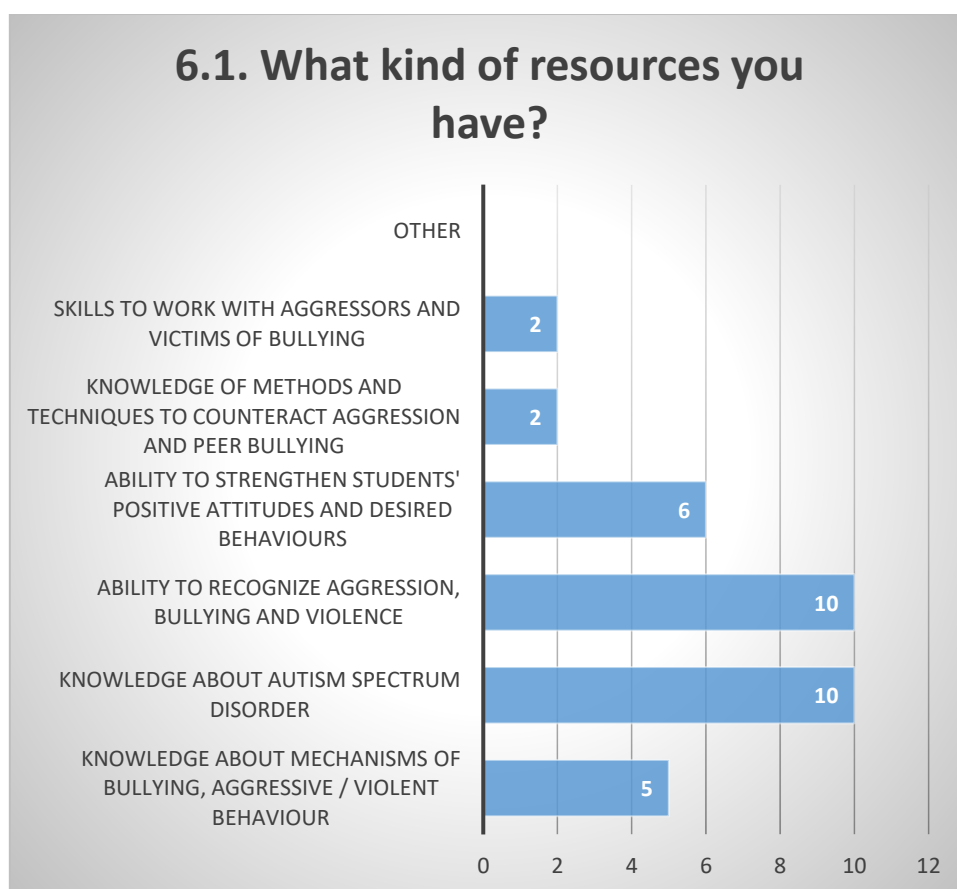
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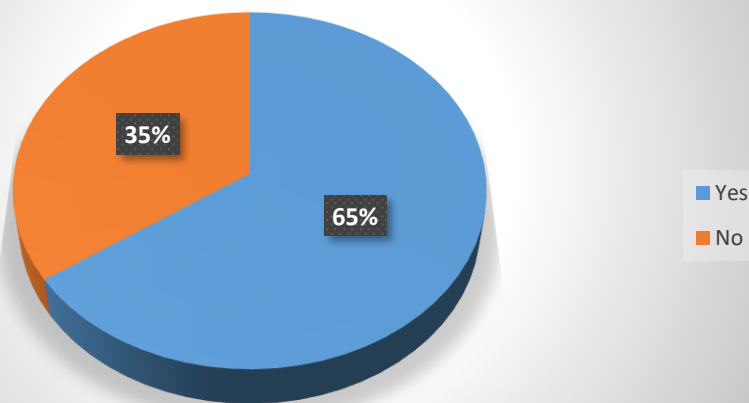
Accordingly, 71.4% of the respondents mention among their resources: knowledge about autism spectrum disorders and the ability to recognize aggression, bullying and violence. Almost 43% chose the answer: the ability to strengthen positive attitudes and desired behaviours of students. The smallest number of respondents (14.3% each) mentions: knowledge of methods and techniques of counteracting aggression and bullying by peers and the ability to work with aggressors and victims of bullying / violence.

7. Do you as parent have knowledge and skills about counteraction bullying among students? (52 respondents)

| | |
|-----|-----------------|
| Yes | 34 (65%) |
| No | 18 (35%) |



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



65% of the surveyed parents say they have adequate knowledge and skills to prevent violence / bullying among students. But as many as 35% do not have them.

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? (52 respondents)

- The ability to deal with the student in difficult situations.
- In my opinion, it does not apply.
- Knowledge about violence.
- Needed knowledge of legal consequences for aggressors.
- The ability to cope with difficult situations. Each case is different or the circumstances of the situation are different. Theory may be different from practice.
- I would like to know how to deal with a child in difficult situations, e.g. when a child is persecuted, sown by peers.
- Ability to deal with difficult situations.
- The ability to deal with the student in difficult situations.
- Skills in combating violence.
- Knowledge about autism, knowledge about violence, ability to deal with a student in difficult situations.
- I do not know.
- How to deal with a student in difficult situations.
- I think I know enough.
- I have no such needs.
- Dealing with a child with difficult behaviour.



- Ability to deal with conflict situations.
- Knowledge about violence, ability to deal with a student in difficult situations.
- Knowledge about Autism.
- More knowledge about autistic behavior.
- Ability to deal with situations where students use violence towards a child with a disorder.
- Knowledge on how to deal with the student in difficult situations.
- Knowledge about autism.
- The ability to deal with the child in difficult situations.
- Knowledge about violence to take countermeasures.
- Ability to deal with the person with the disorder.
- The ability to deal with a student who has problems with emotions.
- First of all, I do not know that children with autism spectrum disorders are present in our school. I think the school should make us (parents) aware that there are such children, so that we can teach our children how to behave towards them.
- Knowledge about violence.
- I have such knowledge.
- Abilities to deal with a student with autism.
- Knowledge of how to deal with difficult situations.
- Not applicable.
- I need knowledge about violence and the skills how to deal with a student in difficult situations, how to act exactly, what to say.
- The ability to talk to a child experiencing violence.
- I have no questions or doubts about this.
- Needs knowledge of how to react in such situations.
- Dealing with the student in difficult situations.
- What help should be offered to the child and his immediate environment.
- Knowledge about help, ability to work with aggressors, techniques to counteract violence.
- A specific form of school violence is bullying as the term for the systematic, long-term harassment, humiliation or exclusion of one person from a group by a group of students who consciously use their advantage to this end.
- Crisis coping skills.
- The ability to deal with the student in difficult situations.
- Knowledge about activities to support sustaining peer relations, preventing malice, provocation, discrimination or aggression towards students with autism.
- Conversation skills with a "passive" observer of events.
- Too broadly asked question and in a vague context. My child does not have autism and the autistic colleague is very well liked in class and school and from my point of view he is provided with specialist care in every aspect. Nevertheless, I believe that the



education system in Poland is not prepared to deal with problems. There are no classes aimed at making people, parents and teachers aware of any otherness.

- Child-impact skills and competences that will allow me to target children who are aggressors.
- Needs knowledge and skills to deal with situations of violence.
- The ability to deal with the student in difficult situations.
- How to translate / teach other students to react / cooperate with children with autism.

The above-mentioned answers to what else the parents of students need can be divided into three general groups: issues related to violence, issues related to autism and issues related to working with a student in a difficult situation.

17 parents drew attention to the issues related to violence. The issues mentioned by parents in this area include: general knowledge about violence, knowledge about the legal consequences for aggressors, skills related to combating violence - how to react in such situations, techniques for counteracting violence - how to effectively work with aggressors, skills of dealing with conflict situations, skills in dealing with violence of students towards a child with disorders, knowledge about remedial measures, how to talk to a child experiencing violence, how to help the child and its environment.

Also, 17 parents pointed out that they need knowledge on how to work with a student in difficult situations, which in the context of the study can be understood as situations related to violence and harassment.

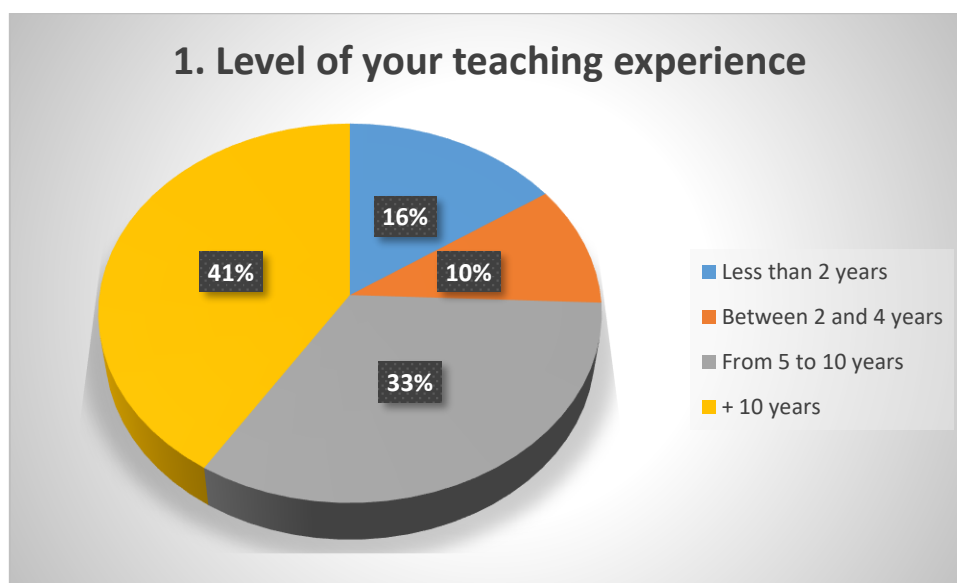
11 parents need to increase their knowledge about working with autistic pupils, in particular in the following areas: knowledge of what autism is; what are autistic behaviours; how to deal with a child with autism or child with emotional problems; how to teach children how to behave towards children with autism; how to maintain peer relationships, prevent violence towards autistic students. One of the parents pointed out that in Poland there are no activities aimed at sensitizing children, parents and teachers to any otherness.

7 parents do not need to increase their knowledge and skills in the above-mentioned subject.

2.2.3. Teachers

1. Level of your teaching experience (39 respondents)

| | |
|-----------------------|-----------------|
| Less than 2 years | 6 (16%) |
| Between 2 and 4 years | 4 (10%) |
| From 5 to 10 years | 13 (33%) |
| + 10 years | 16 (41%) |



As many as 41% of the surveyed teachers have more than 10 years of experience in working at school, and 33% have been working there for 5 to 10 years. Only 26% of the respondents have less than 4 years of teaching experience.

2. What subject(s) do you teach ? (39 respondents)

Early school education - 11 respondents

Edb - 1 respondent

Nature, biology, chemistry - 1 respondent

Polish - 3 respondents

Foreign language - 6 respondents

Mathematics (+1 teacher also chemistry, +1 teacher also geography) - 4 respondents

Supporting teacher - 3 respondents

Religion - 2 respondents

Physical Education - 1 respondent

Geography - 1 respondent

Music, IT - 1 respondent

School pedagogue - 2 respondents

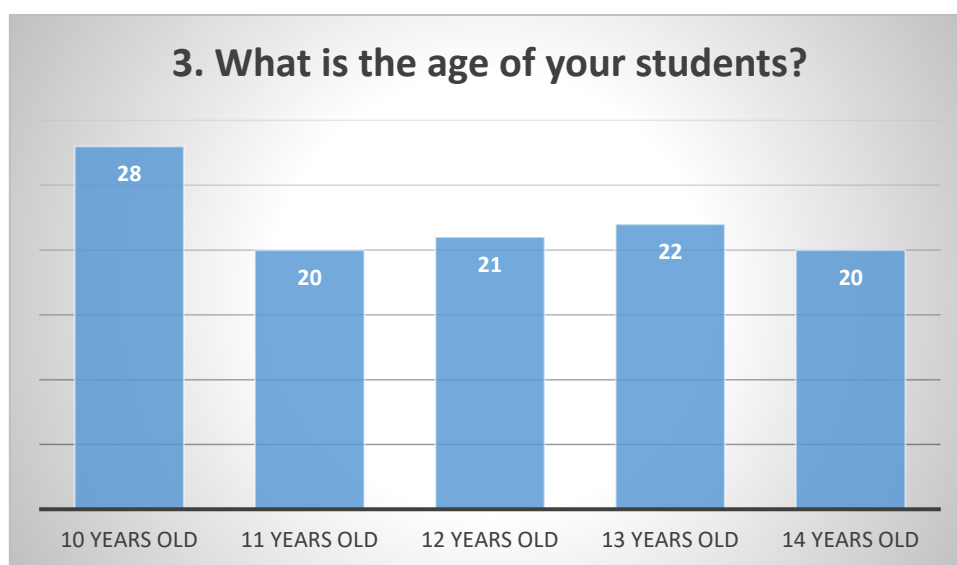
School psychologist - 2 respondents

Day care teacher - 1 respondent

As can be seen from the answers provided, teachers who teach a wide variety of school subjects, as well as psychologists, pedagogues, support teachers, teachers working in early childhood education and day care teachers took part in the study.

3. What is the age of your students? (You can choose more than one option) (39 respondents)

| | |
|--------------|-------------------|
| 10 years old | 28 (71,8%) |
| 11 years old | 20 (51,3%) |
| 12 years old | 21 (53,8%) |
| 13 years old | 22 (56,4%) |
| 14 years old | 20 (51,3%) |

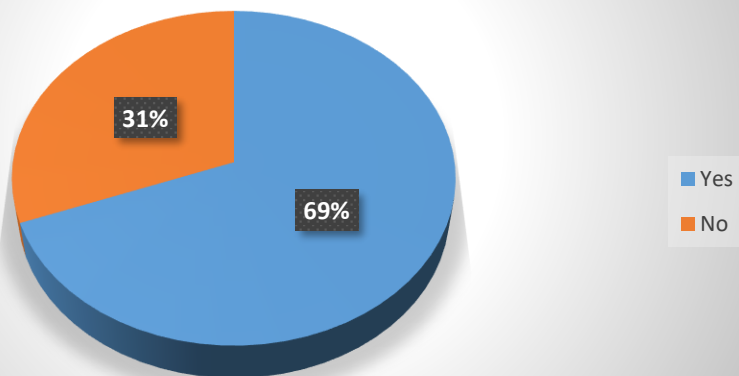


Teachers participating in the study work with students of different age groups. Over 50% of the respondents work with each age group. The largest group of teachers teach students aged 10 (71.8% of the respondents).

4. Have you ever taught students with Autism Spectrum Disorder? (39 respondents)

| | |
|-----|-----------------|
| Yes | 27 (69%) |
| No | 12 (31%) |

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

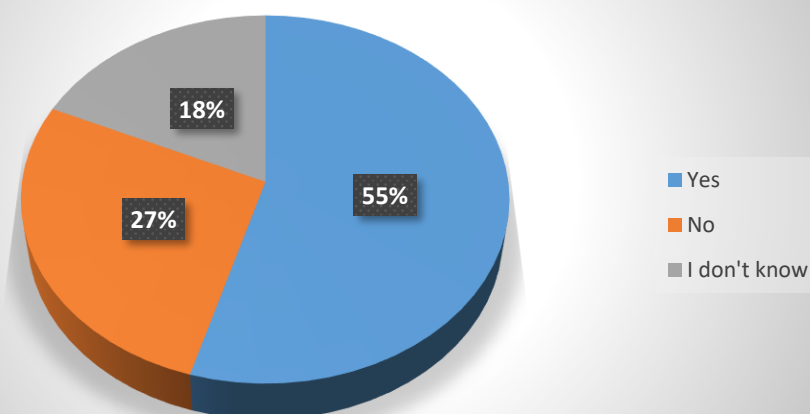


69% of the surveyed teachers in their teaching career taught students with autism spectrum disorders.

5. Do students with Autism Spectrum Disorder face bullying from other students? (33 respondents)

| | |
|--------------|----------|
| Yes | 18 (55%) |
| No | 9 (27%) |
| I don't know | 6 (18%) |

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



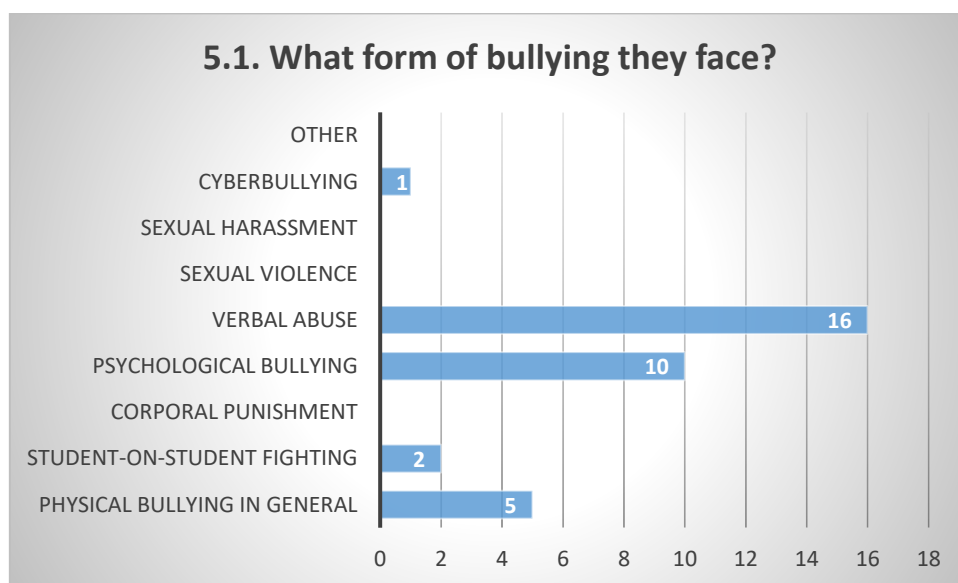
According to 55% of respondents, students with the autism spectrum disorder experience bullying/violence from other students. 18% of teachers said they did not know what the situation was like. And according to 27% of respondents, such situations of violence do not take place.

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

| | |
|------------------------------|-------------------|
| Physical bullying in general | 5 (27,8%) |
| Student-on-student fighting | 2 (11,1%) |
| Corporal punishment | - |
| Psychological bullying | 10 (55,5%) |
| Verbal abuse | 16 (88,9%) |
| Sexual violence | - |
| Sexual harassment | - |
| Cyberbullying | 1 (5,5%) |

Other ... (please describe)

-



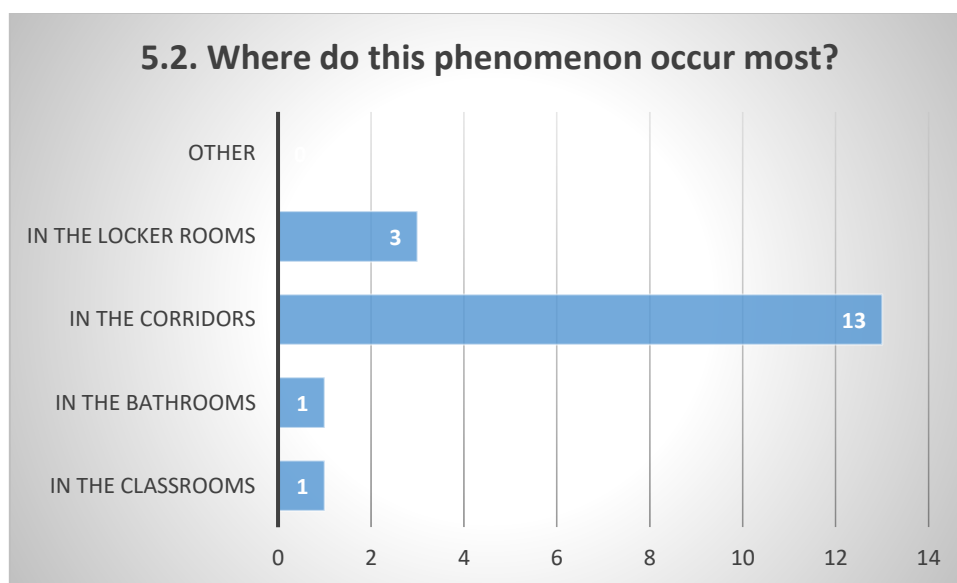
This question was answered by 18 respondents. According to 88.9% of them, students with autism spectrum disorders most often experience violence in the form of verbal abuse, and 55.5% say they experience psychological violence. General physical violence also obtained a fairly high score - 27.8%.

5.2. If you answer “Yes” – Where do this phenomenon occur most? (18 respondents)

| | |
|---------------------|-------------------|
| In the classrooms | 1 (5,5%) |
| In the bathrooms | 1 (5,5%) |
| In the corridors | 13 (72,2%) |
| In the locker rooms | 3 (16,7%) |

Other ... (please describe)

-



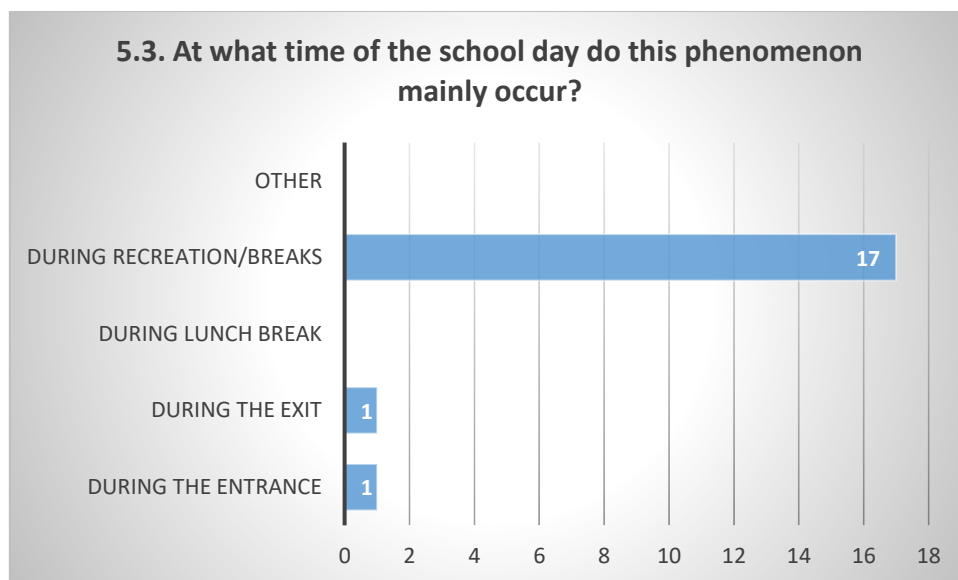
72.2% of the respondents believe that school corridors are the most common place of violence against students with autism spectrum disorders. However, as many as 16.7% of respondents indicated school locker rooms.

5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur? (19 respondents)

| | |
|--------------------------|-------------------|
| During the entrance | 1 (5,3%) |
| During the exit | 1 (5,3%) |
| During lunch break | - |
| During recreation/breaks | 17 (89,5%) |

Other ... (please describe)

-



The vast majority of respondents (almost 90%) believe that this phenomenon occurs most often during breaks. Only 5.3% of the respondents chose the following answers: when entering school and when leaving school.

6. Do you have resources to deal with such situation? (29 respondents)

| | |
|-----|----------|
| Yes | 23 (79%) |
| No | 6 (21%) |

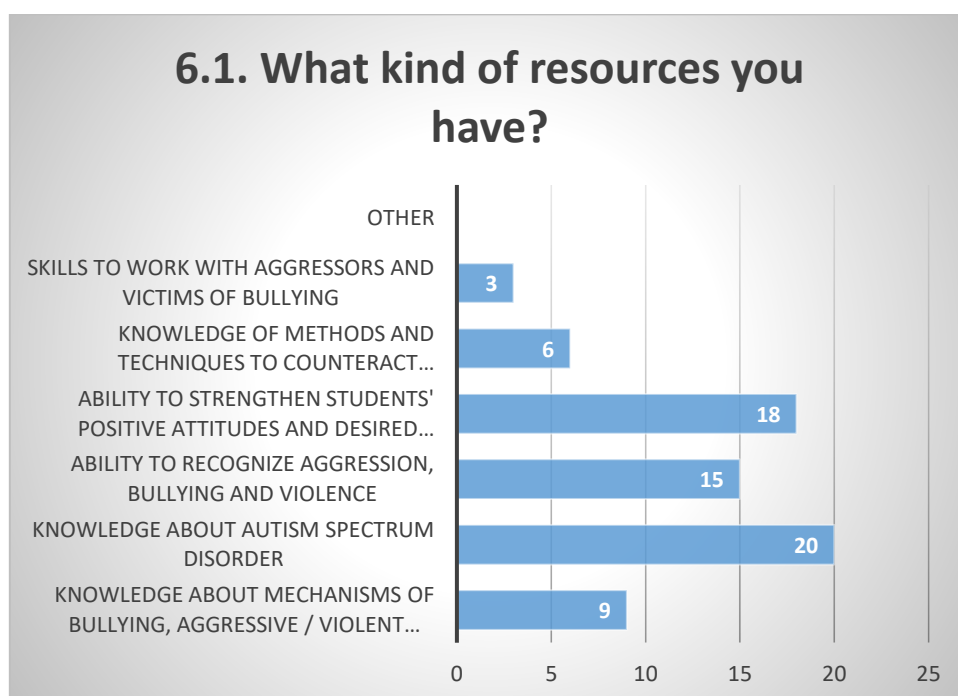


79% of the surveyed teachers have resources to deal with situations of violence against students with autism spectrum disorders, but as many as 21% of them declare that they do not have adequate resources.

6.1. If you answer “Yes” - What kind of resources you have? (You can choose more than one answer) (27 respondents)

| | |
|--|-------------------|
| Knowledge about mechanisms of bullying, aggressive / violent behaviour | 9 (33,3%) |
| Knowledge about Autism Spectrum Disorder | 20 (74,1%) |
| Ability to recognize aggression, bullying and violence | 15 (55,6%) |
| Ability to strengthen students' positive attitudes and desired behaviours | 18 (66,7%) |
| Knowledge of methods and techniques to counteract aggression and peer bullying | 6 (22,2%) |
| Skills to work with aggressors and victims of bullying | 3 (11,1%) |

| |
|-----------------------------|
| Other ... (please describe) |
| - |

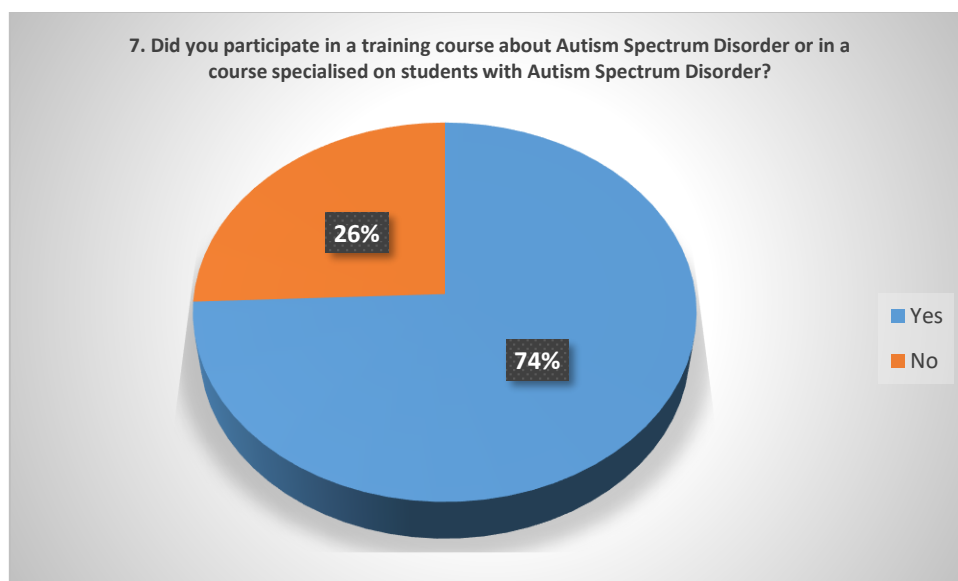


The resources available to teachers include: Knowledge about autism spectrum disorders (74.1%), Ability to strengthen positive attitudes and desired behaviours of students (66.7%) and Ability to recognize aggression, bullying and violence (55, 6%).



7. Did you participate in a training course about Autism Spectrum Disorder or in a course specialised on students with Autism Spectrum Disorder? (39 respondents)

| | |
|-----|-----------------|
| Yes | 29 (74%) |
| No | 10 (26%) |



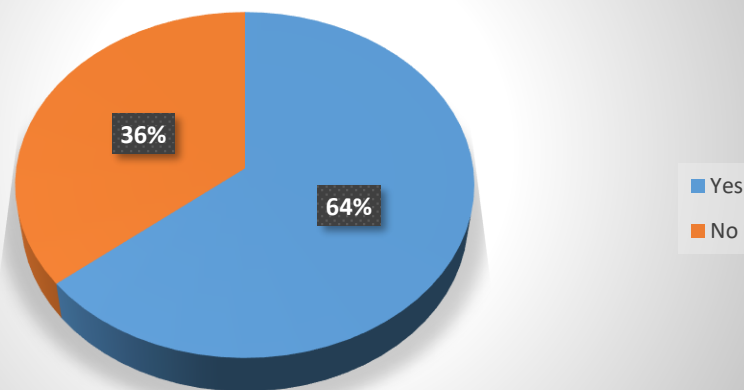
74% of the surveyed teachers participated in training related to autism spectrum disorders or working with a student with such disorders. But 26% of the respondents did not participate in such training.

8. Did you participate in a training course about bullying among students? (39 respondents)

| | |
|-----|-----------------|
| Yes | 25 (64%) |
| No | 14 (36%) |



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

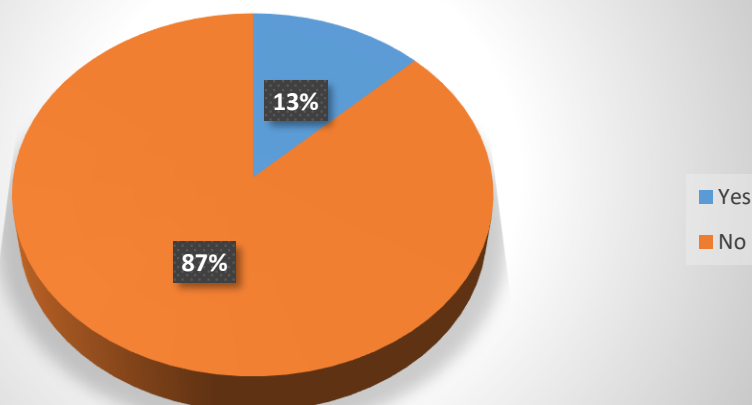


As many as 36% of the surveyed teachers did not participate in any training on violence or bullying among students. 64% of them took part in training on such topics.

9. Did you participate in a training course about bullying of students with Autism Spectrum Disorder? (39 respondents)

| | |
|-----|----------|
| Yes | 5 (13%) |
| No | 34 (87%) |

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





As many as 87% of the surveyed teachers did not participate in any training on violence or bullying among students with autism spectrum disorders. Only 13% 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? (39 respondents)

- To cope with difficult situations with the student.
- How to defend ourselves when a child attacks us?
- Knowledge of methods and techniques of counteracting aggression as well as mechanisms of bullying and work with aggressors.
- How to agree on a formula for dealing with a difficult situation that is accepted by teachers and parents.
- The ability to deal with the student in difficult situations.
- Ability to cope with difficult situations, knowledge about Autism.
- Knowledge about Autism.
- The ability to deal with difficult situations, knowledge about autism.
- Support in difficult situations.
- I would like to learn about practical methods of dealing with a student in difficult situations.
- I should know how to deal with a difficult situation and have a procedure.
- Knowledge on how to act in the event of violence among students, how to deal with the student in difficult situations.
- All the possibilities mentioned.
- Knowledge about violence, ability to deal with a student in difficult situations.
- How does the child function.
- Knowledge about violence, its prevention and dealing with the student in difficult situations.
- Although I was on the course, I have no experience in working with such children, I miss practical classes where I would get to know specific situations and learn effective activities to support such children.
- All information about the behaviour, education of a child with autism and the functioning of an autistic child in the school environment.
- Improving the ability to deal with difficult situations.
- Knowledge about violence and the ability to deal with a student in a difficult situation.
- Dealing with a student in difficult situations, recognizing behaviours appropriate for students with autism.
- Methods and techniques of counteracting aggression and bullying by peers, the ability to recognize aggression, bullying and violence, knowledge of methods and techniques

of counteracting aggression and bullying by peers, ability to work with aggressors and victims of bullying / violence.

- The ability to deal with the student in difficult situations.
- Knowledge about Autism.
- No comments.
- Coping with difficult situations.
- How to recognize a threat, how to deal with it, methods, tools, psychological support.
- The ability to cope, help each side.
- More knowledge on how to prevent aggression and more knowledge on how to deal with difficult situations.
- Knowledge about Autism.
- There is a need for support and practical training in the ability to deal with a student in difficult situations.
- Knowledge about Autism.
- Helping a student who has experienced violence.
- First of all, knowledge of how to work with a child from the autism spectrum, what to pay attention to, how to behave and properly perform duties.

The vast majority of the surveyed teachers (as many as 24 respondents) answered that they need knowledge and skills in working with a student in difficult situations, in situations of violence, primarily in the field of: the ability to recognize aggression, bullying and violence, how to recognize a threat, knowledge of methods and techniques counteracting aggression and bullying by peers, skills in working with aggressors and victims of bullying / violence, procedures for dealing with a difficult situation (in a situation of violence) accepted by teachers and parents.

Many teachers emphasized the importance of practical solutions and practical activities in this area that they could implement in their work. They would be eager to get to know specific situations and learn effective actions to support children who are victims of violence, especially children with developmental deficits, e.g. with autism.

In addition, 9 teachers expressed a desire to deepen their knowledge about autism itself, how to work with a child with autism spectrum disorders, information about the guiding and teaching of a child with autism, the functioning of an autistic child in the school environment, and recognizing the behaviour appropriate for students with autism.

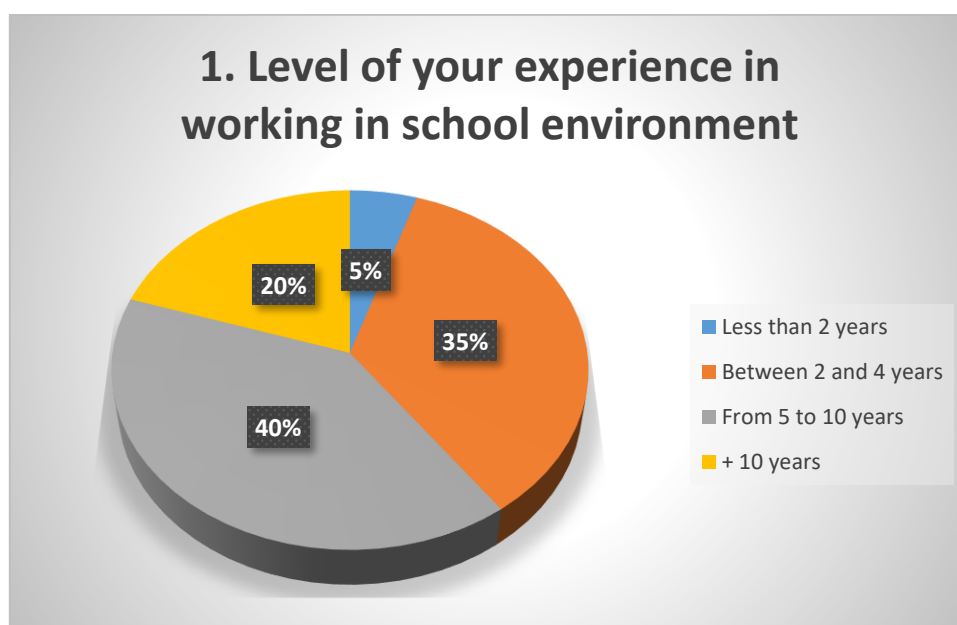
Among the other answers, three are particularly noteworthy: how the teacher can defend himself/herself when he/she is attacked by a child; how does the child function; psychological support. One of the teachers replied that he/she needed knowledge of all the answers mentioned in the previous question.

2.2.4. Other school staff

1. Level of your experience in working in school environment

(20 respondents)

| | |
|-----------------------|---------|
| Less than 2 years | 1 (5%) |
| Between 2 and 4 years | 7 (35%) |
| From 5 to 10 years | 8 (40%) |
| + 10 years | 4 (20%) |



As many as 20% of the surveyed other school staff have more than 10 years of experience in working at school, and 40% have been working there for 5 to 10 years. 40% of the respondents have less than 4 years of experience in working at school.

2. What is Your position in school ?

(20 respondents)

Cleaning person- 11 respondents

Secretary – 4 respondents

Security guard, doorman – 4 respondents

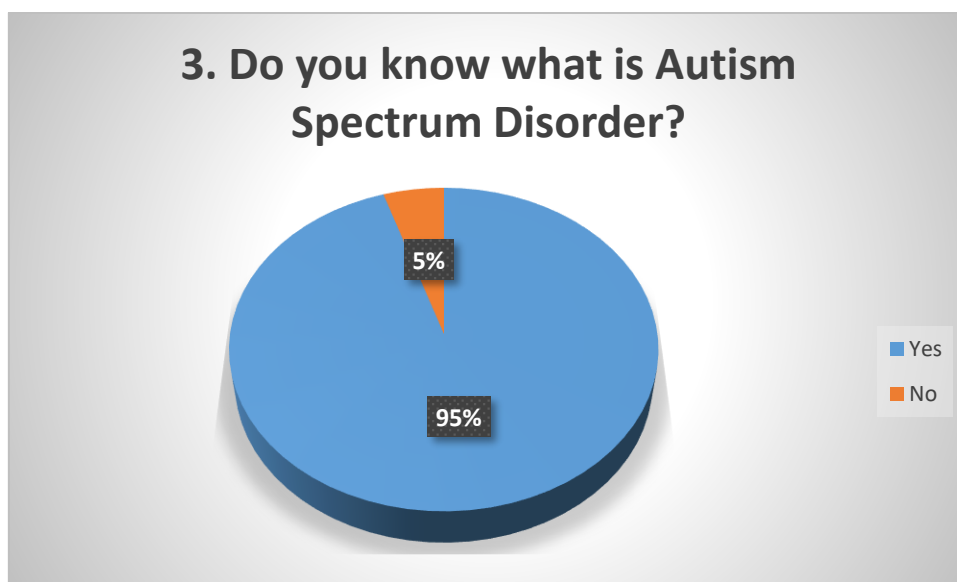
Authorizing officer – 1 respondent

We have defined four main groups of respondents regarding their position in school. The biggest group are the cleaning staff – 11 respondents. Two other groups are: secretaries and security guards (doorman) – 4 respondents in each group. 1 respondent is an authorizing officer.

3. Do you know what is Autism Spectrum Disorder?

(20 respondents)

| | |
|-----|-----------------|
| Yes | 19 (95%) |
| No | 1 (5%) |



Almost all respondents know what ASD is – this was declared by 95% of them. Only 5% of respondents – 1 person said he/she didn't know what ASD is.

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

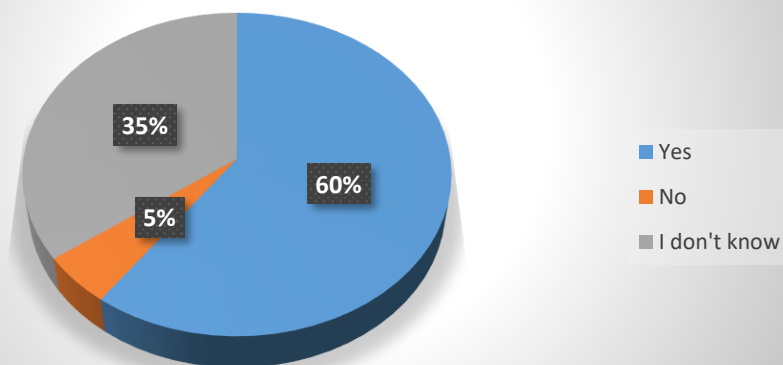
(20 respondents)

| | |
|--------------|-----------------|
| Yes | 12 (60%) |
| No | 1 (5%) |
| I don't know | 7 (35%) |

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



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



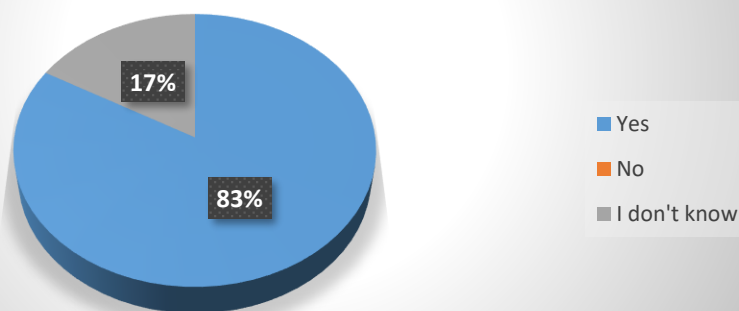
60% of respondents said, that in their schools definitely are students with ASD. But on the other hand 35% doesn't have such knowledge and 1 person said that there is no student with ASD in his/her school.

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

(12 respondents)

| | |
|--------------|------------|
| Yes | 10 (83,3%) |
| No | - |
| I don't know | 2 (16,7%) |

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



According to the other school staff students with autism face bullying from other students – 83% of respondents said it. And about 17% of respondents don't have such knowledge.

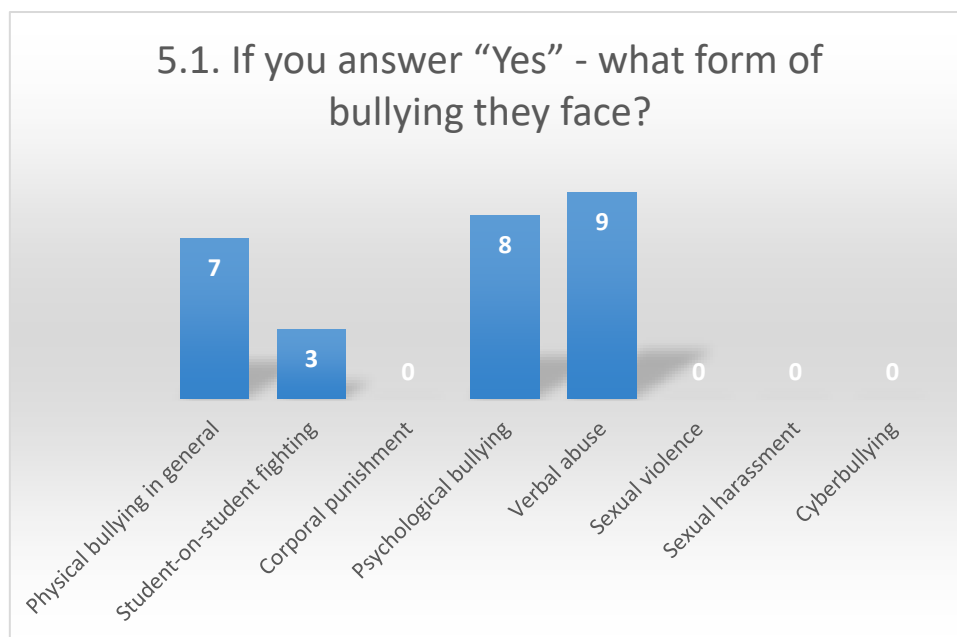
5.1. If you answer “Yes” - what form of bullying they face? *(Choose maximum 3 answers)*

(10 respondents)

| | |
|------------------------------|----------------|
| Physical bullying in general | 7 (70%) |
| Student-on-student fighting | 3 (30%) |
| Corporal punishment | - |
| Psychological bullying | 8 (80%) |
| Verbal abuse | 9 (90%) |
| Sexual violence | - |
| Sexual harassment | - |
| Cyberbullying | - |

Other ... (please describe)

-



As we can see, the other school staff defined four main forms of bullying: verbal abuse (90% of answers), Psychological bullying (80% of answers), physical bullying in general (70% of answers) and fight between students (30% of answers). The other answers were not chosen by any respondent.

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

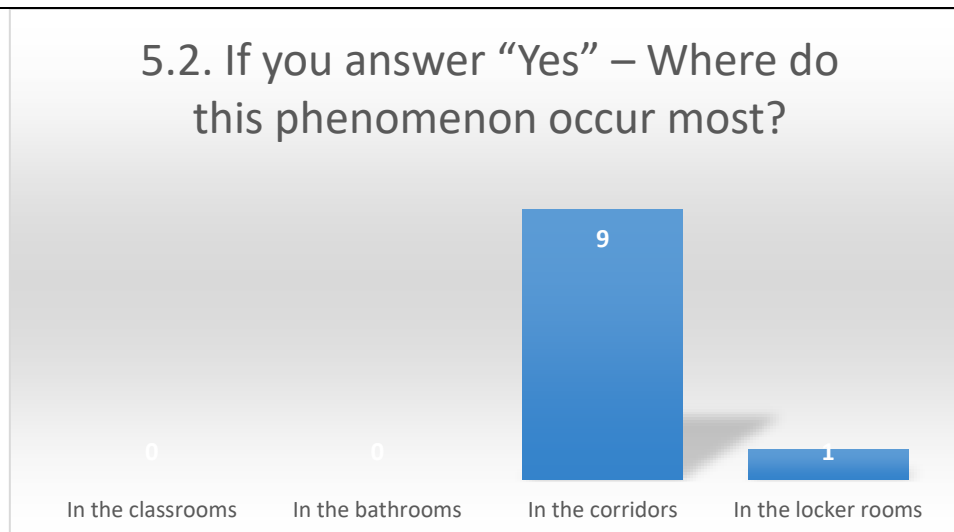
(10 respondents)

| | |
|---------------------|----------------|
| In the classrooms | - |
| In the bathrooms | - |
| In the corridors | 9 (90%) |
| In the locker rooms | 1 (10%) |

Other ... (explain)

In the back yard – 2 respondents

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



As we can see from the above answers, according to the school staff the bullying usually take place in the corridors (90% of answers). Only 1 respondent chose locker rooms. Two other respondents also mentioned school’s backyard.

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

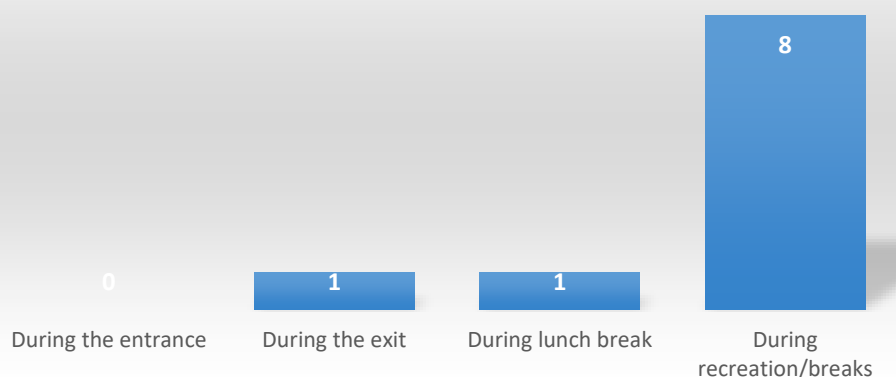
(10 respondents)

| | |
|--------------------------|----------------|
| During the entrance | |
| During the exit | 1 (10%) |
| During lunch break | 1 (10%) |
| During recreation/breaks | 8 (80%) |

Other ... (please describe)

-

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



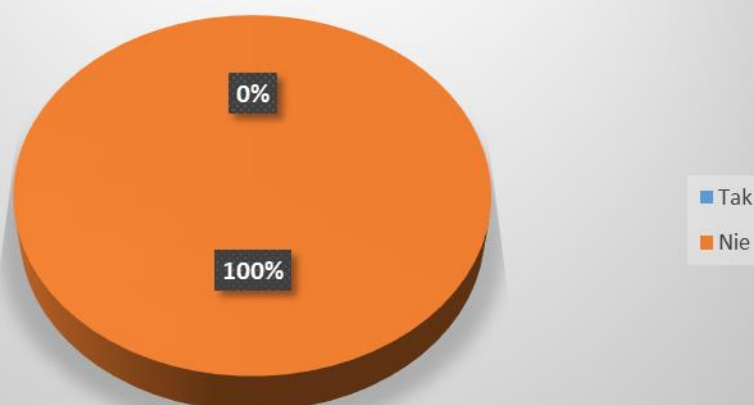
Usually bullying of students with autism, according to the other school staff, take place during recreation/breaks (80% of answers).

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

(11 respondents)

| | |
|-----|-----------|
| Yes | - |
| No | 11 (100%) |

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



100% of the respondents do not have resources to deal with such situation.

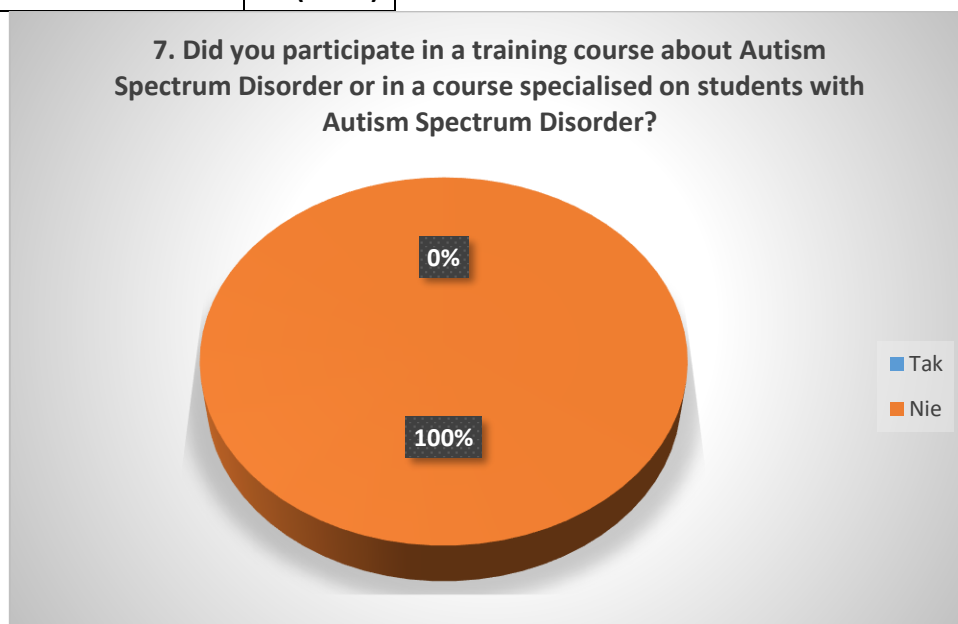
If you answer “Yes” - what kind of resources you have? (You can choose more than one answer) (0 respondent)

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

| |
|-----------------------------|
| Other ... (please describe) |
| - |

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

| | |
|-----|------------------|
| Yes | - |
| No | 20 (100%) |



None of respondents took 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?
 (20 respondents)

| | |
|-----|---|
| Yes | - |
|-----|---|



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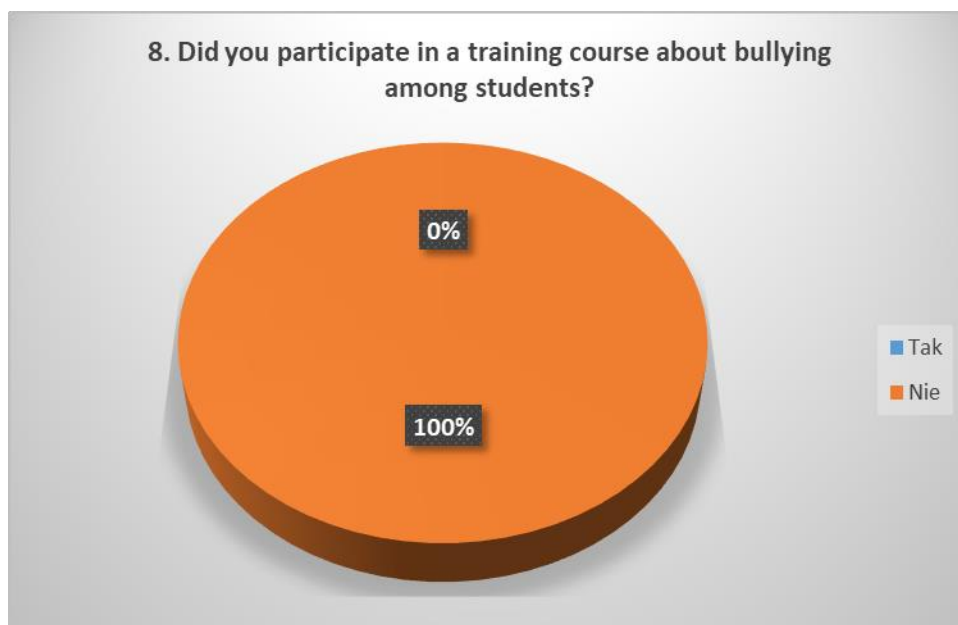


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| | |
|----|-----------|
| No | 20 (100%) |
|----|-----------|

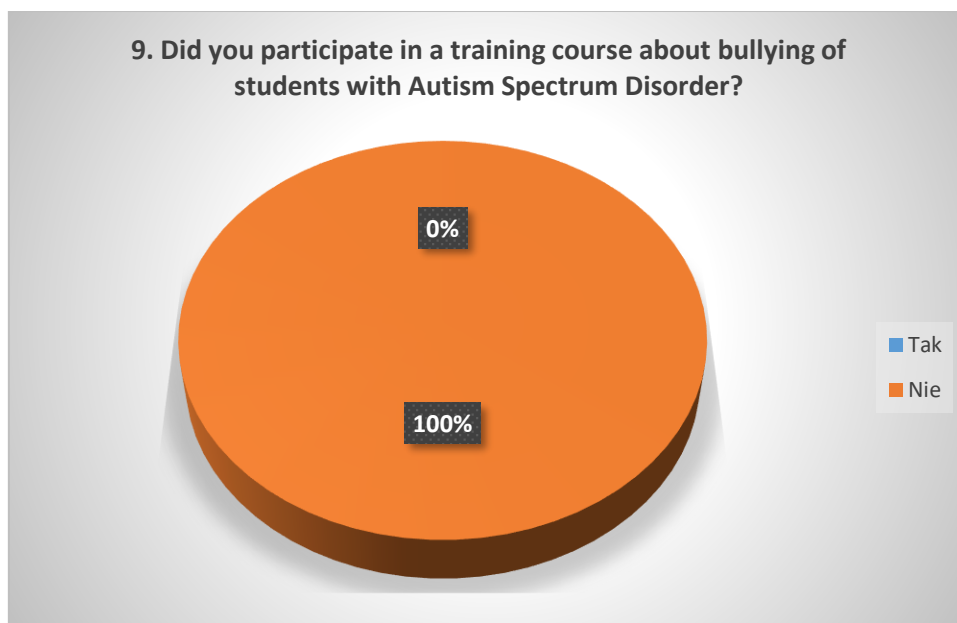


None of respondents took part in a training course about bullying among students.

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

(20 respondents)

| | |
|-----|-----------|
| Yes | - |
| No | 20 (100%) |



None of respondents 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?

(13 respondents)

- How to proceed in a given situation
- How to deal with such situations
- For the purposes of my tasks, I do not need to have specialist knowledge of the above-mentioned areas, however, I would like to take part in a training course on autism and violence.
- How to deal with this situation
- what to do, how to react
- How to react in such a situation? What am I allowed to do? What Actions Can I Take?
- Coping skills
- How to deal with a child's aggressive attack
- Everything from question 6.
- I need knowledge about autism, violence, and the ability to recognize aggression and intimidation, and to be able to respond to situations when I witness violence.
- What to do in a situation of violence
- How to cope
- How to deal with students who are aggressive

The vast majority of the other school staff respondents said, that the need information how to react in situation of violence, what they can do, how to deal with such situation. Many of them need also information about autism and how to proceed with students with autism.