



# AGAINST BUBBLE



## Needs Analysis National Report Spain

## **CONTENTS:**

### **1. Introduction**

It is believed that in Spain there are around 450 000 people with autism spectrum disorders (ASD). At this point, there are no population data on this matter, and it is only possible to estimate how many are under the spectrum, since not all of them are correctly identified and diagnosed. Although, the number of people affected by the impact of the disorder are much more, especially if we have in consideration the family system where the individual with ASD grows and lives.

On November 18, 2014, the Spanish Government, together with the support of all parliamentary parties, approved the urged to study the current situation of people with ASD and their rights. Consequently, a National Autism Strategy was put into writing with all the specify and heterogeneity of ASD's individuals needs at a social, educational, personal level, among others. The complexity associated with managing education visible throughout the Spanish Constitution should not hinder establishing minimums that assume respect and application throughout the national territory.

Concerning the development of specialized services, they're still quite scarce and not uniformed throughout the territory, with significant inequalities in public and private coverage between the different autonomous communities. People who deal with such disorder, direct or indirectly, has few resources to turn to, since most groups working with ASD are overwhelmed with the already existing demand, either in education, health, social services, etc. There are also different levels of financing to these services, according with the community. Apart from this, it is lacking social awareness about ASDs on different professional sectors.

In the Good Practice Guide for the treatment of Autism Spectrum Disorders (Grupo de Estudio de los Trastornos del Espectro Autista del Instituto de Salud Carlos III, Spain), they affirm that trained, specialized education and community support are the most efficient and effective means of intervention to promote the development of people with ASD.

In the Spanish case, efforts must be made regarding the incorporation of qualified professionals in the education of students with ASD and their inclusion in school, as a visible presence in school environments and their participation in them and promoting their individual abilities.

People who work directly with these groups in school alert that the previous mentioned barriers start on the educational context, but are not limited by it, occurring in several spheres of ASD students' lives. Despite that, school is not an inclusive context ready to fight these obstacles and presents numerous limitations to serve and give opportunities to these students. This happens heavily especially during primary education, once there is a lack of knowledge and training of the educational community, enough and trained

resources, flexibility of modalities and evaluation criteria; surveillance and intervention against bullying at school, etc.

At the same time, a high dropout rate should be mentioned, caused by the vulnerability of this group.

In order to achieve the effective exercise of the rights of the collective as a whole in Spain, it is suggested the creation of groups or platforms by people with such disorder, so they participate in voicing their own needs and experiences and to find support in their peers.

On the other hand, both families and professionals should be part of processes of collaboration and cooperation between themselves, so they provide mutual advice that favours a shared knowledge of both environments in which people in the spectrum move in. These intervenient should be joined by the community and other services provided by other public services.

In Spain, there are social organizations as FESPAU, APNA and the Foundation Autismo Diario where not only parents and people within the spectrum can find support, but also teachers. By using these kinds of resources, teacher may find a way of being trained and help in the learning process of their students. By knowing and recognizing behaviours of ASD, it allows the teacher to anticipate the situation and, thus, be able to exercise an adapted and optimal education for that specific student.

Another suggestion by the Spanish Strategy regarding ASD (2015) is the existence of support staff in the classroom which helps the role of the teacher and, consequently, the teaching process in such context. These staff are also trained on ASD and can help with establishing learning strategies and guidelines. In addition, as a team facilitates the creation of a personalized educational training within the classrooms for these students.

Finally, the main objectives for the next years in Spain, regarding ASD in education are, among others, the following: (1) to promote knowledge about the situation and needs of students with ASD in different educational stages; (2) to promote quality education, advancing in the development of educational legislation; (3) to turn flexible and innovative the existing educational offer; (4) to encourage the participation in all aspects of the educational environment (including non-school periods: dining, extracurricular activities, etc.); (5) to promote the development of an individualized educational flow that considers the specific needs of each student with ASD; (6) to promote networks aimed at educational innovation, the development, evaluation and implementation of good practices based on evidence, and the dissemination of teaching methodologies and systems that have demonstrated greater effectiveness in educational intervention aimed at students with TORCH; (7) to favour the development of measures that promote adequate educational

attention in the stages prior to compulsory schooling (nursery schools, early childhood education, ...); (8) to promote and potentiate programs and projects to prevent situations of abuse and harassment, paying special attention to these situations in educational centres, especially in Secondary Education and Vocational Training; (9) to favour the development of a varied, sufficient and specialized network of educational centres in all territories (professional profiles, ratios, resources, etc.); (10) to favour the transition between the different cycles, stages and / or educational modalities, increasing the alternatives and available resources and the continuity of supports in all of them, promoting training throughout life; (11) finally, to promote the continuity of services dedicated to advice and guidance on educational alternatives and opportunities and socio-labor participation at the end of the ordinary educational stage.

## References

Estrategia Española en Trastornos del Espectro del Autismo. (2015). Ministerio de Sanidad, Servicios Sociales e Igualdad.

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## **2. Questionnaire Studies**

### **2.1. General information about studies:**

The test respondents were students, teachers, fathers/mothers and non-teaching staff.

In relation to students, they are middle school's students, between 12 and 14 years old from IES Eduardo Linares Lumeras. Due to the State of Emergency, to complete the questionnaires missing six questionnaires, we requested students from other schools, through parents and social media, from the same Municipality to collaborate to complete the needed number of surveys.

The surveys were sent to teachers from the project partners' school and from other close schools to the Spanish partner school to help complete the questionnaires. They were also shared on WhatsApp groups of teachers from the same school year as the students.

Concerning the distribution of questionnaires to parents, the partner contacted the association of parents of the educational centre IES Eduardo Linares Lumeras to collaborate in this task and contacted directly other parents to fill out the questionnaire. Due to the low participation, another association of parents of another secondary school (IES Cañada de las Eras) in the same municipality was contacted.

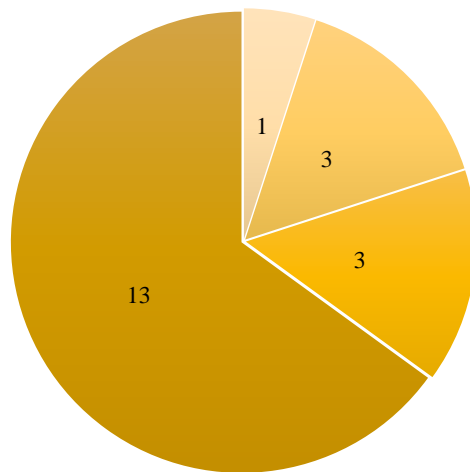
Due to the low number of non-teaching staff in the centres, in the partner school - there are only 5 people from the personnel -, it was requested the collaboration of one centre in the city of Murcia that are specialized in the work with ASD unofficially, and another one in the municipality of Molina de Segura: IES Cañada de las Eras. It was also made direct contact with this group. These requests have been managed through their management team and contacts through the Guidance department.

Therefore, institutions that have participated have been one secondary school in Molina de Segura: IES Cañada de las Eras and the partner school of this project. The selection has been made according to the age in the case of the students and in the rest of the cases, depending on the role within the educational community. Some questionnaires were filled out by specific occasional collaboration by some people from the different groups, being replied on an individual title and not as part of an institution.

## NON-TEACHING STAFF

### Years of Experience

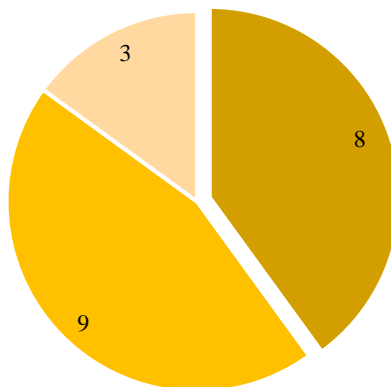
More than half of the respondents has more than 10 years of experience on working in the school environment, with only one with less than 2 years of experience. Between 2 and 4 years and 5 and 10 years, of the 20 respondents, 6 fit in these categories, 3 in each one.



■ Less than 2 years ■ Between 2 and 4 years ■ From 5 to 10 years ■ +10 years

### Position in School

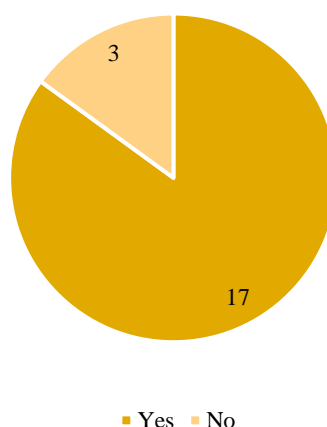
Regarding the position they occupy in school, 9 are part of the Educational Technical Assistants, 8 are ground keepers and 3 are Administrative Assistants.



■ Grounds keeper ■ Educational Technical Assistant ■ Administrative Assistant

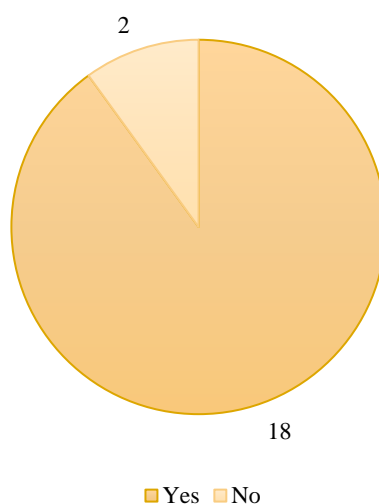
## Knowledge about Autism Spectrum Disorder (ASD)

To the question “Do you know what Autism Spectrum Disorder is?”, 17 of the respondents from the personnel answered yes and the other three do not know about the disorder. In general, the questioned group is well informed.

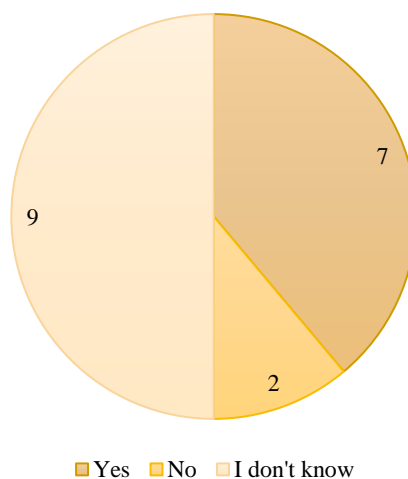


## Students with ASD in school

The 20 questioned personnel from the NUMBER schools where the surveys were distributed, 2 of them do not know any student with ASD in their school and 18 know about students in the spectrum that are part of the school they work for.

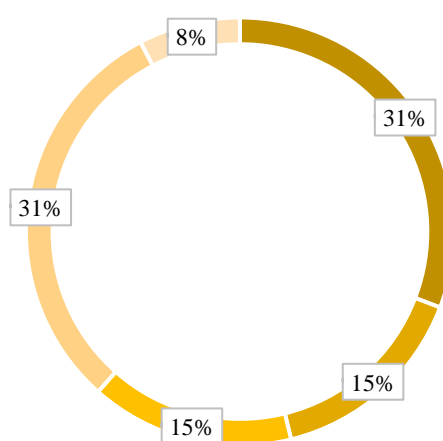


## Bullying against Autism Spectrum Disorder



When asked if students with Autism Spectrum Disorder face bullying from other students the 18 respondents - since this question was only applied to the ones who replied yes in the last question – divided their answers in yes, no, and I don't know, with 7, 2 and 9 answers, respectively.

## Form of Bullying



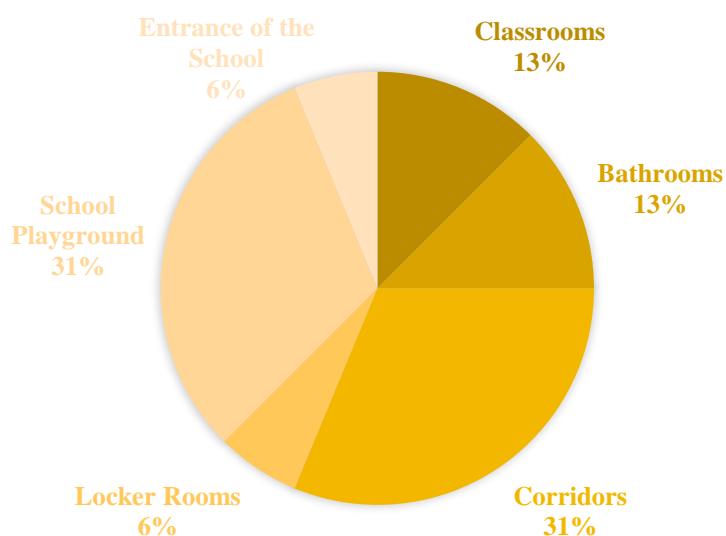
- Physical bullying in general
- Student-on-student fighting
- Psychological bullying
- Verbal abuse
- Exclusion and rejection



In relation to the form of bullying they face, the participants of the questionnaire who answered yes to the previous question mentioned physical bullying in general (31%), including student-on-student fighting (15%). With the same percentage of student-on-student fighting, there is psychological bullying (15%). Finally, also with 31% of answers, there is verbal abuse and mentioned by one participant (8%) exclusion and rejection.

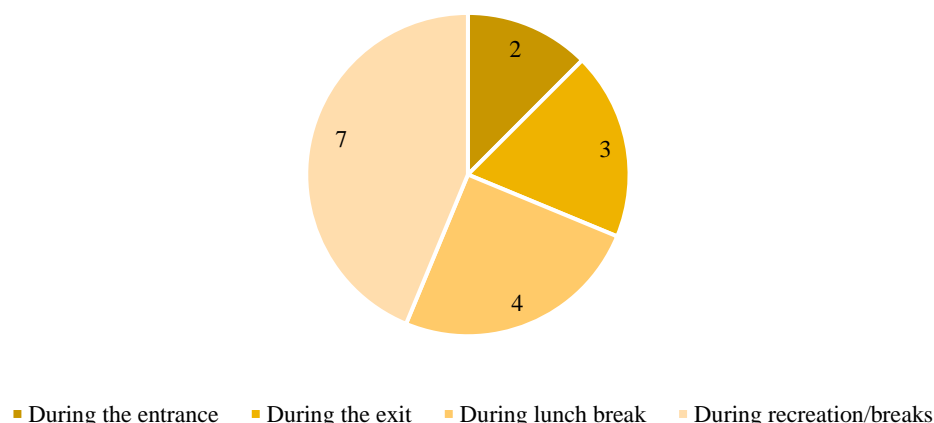
### Where bullying happens in school

To the question “Where do this phenomenon occur most?” the focus was mainly on the school playground (31%), during breaks, and corridors with the same percentage as playgrounds. Bathrooms and classrooms make up 26% of the answers of the 7 respondents of this question, 13% in each one of the places. Finally, the entrance of the school and locker rooms took 6% of the answers, each one of them.



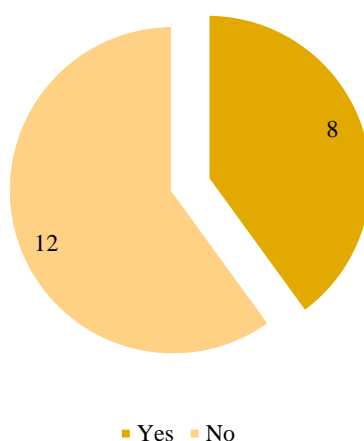
### Why does it happen

As there are places where bullying towards students with ASD happens more, there is also times of the day where this phenomenon is most likely to happen. The most stated was during recreation breaks, with seven mentions. It also tends to happen during lunch break and while entering and leaving school, with exactly 3, 2 and 3 answers, respectively.



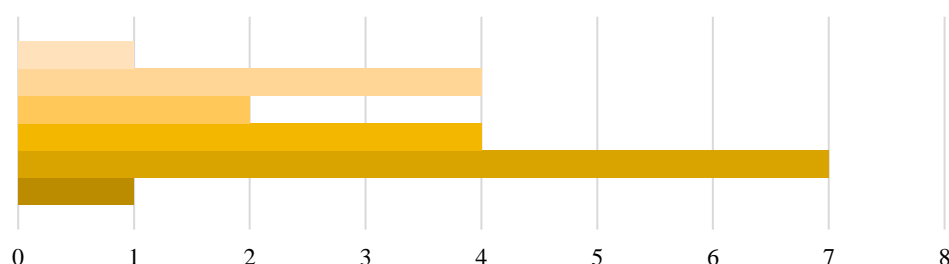
### Resources to deal with situations such as bullying towards students with ASD

Only 8 of the respondents have resources to deal with such situations, with the other 12 responding they don't know how to act in cases where a student with ASD is being bullied.



## Types of resources owned

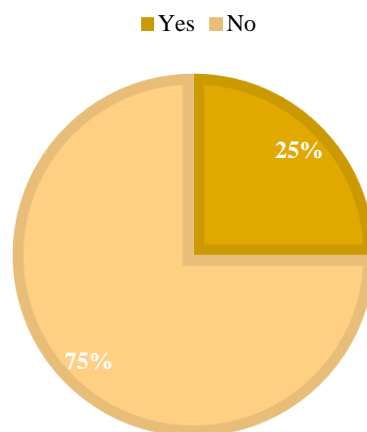
From the options given to the question “What kind of resources you have?”, knowledge about Autism Spectrum Disorder got 7 answers, both knowledge of methods and techniques to counteract aggression and peer bullying and ability to recognize aggression, bullying and violence got 4 answers and ability to strengthen students’ positive attitudes and desired behaviours has two answers. Finally, with less answers - only one answer each one of them – are skills to work with aggressors and victims of bullying and knowledge about mechanism of bullying, aggressive/violent behaviour.



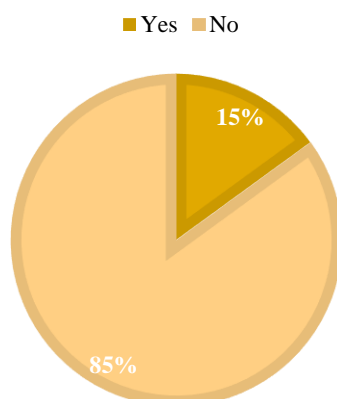
- Skills to work with aggressors and victims of bullying
- Knowledge of methods and techniques to counteract aggression and peer bullying
- Ability to strengthen students' positive attitudes and desired behaviours
- Ability to recognize aggression, bullying and violence
- Knowledge about Autism Spectrum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

## Training about ASD or on students with ASD

From the questioned school personnel, 75% never had a training about Autism Spectrum Disorder or on students with Autism Spectrum Disorder. 5 of the 20 respondents them already experienced training on these topics.

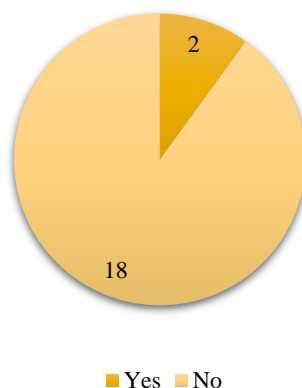


### Training about bullying



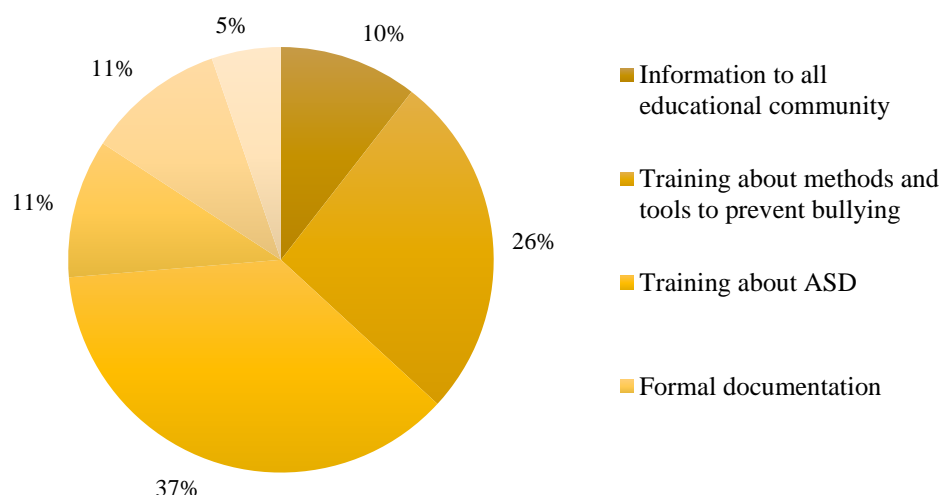
Following the same pattern, non-teaching staff lacks in training about bullying, with only 15%, i.e., 3 positive answers. 85% of the answers fell under the No answer.

### Training about bullying against students with ASD



Still related to training, but this time about bullying against students with ASD, 18 of the personnel questioned answered no and 2 of them replied yes, showing again the lack of training within this group.

#### Group's needs

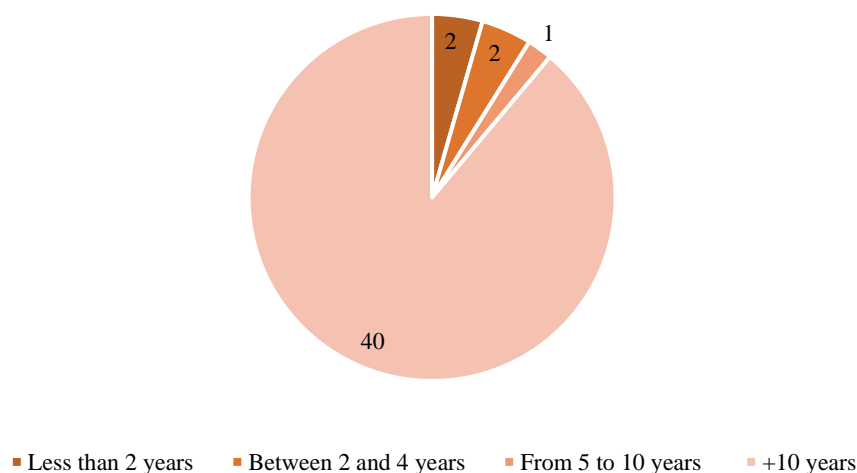


The last question of the questionnaire is “What do you need to know in the topic of counteraction bullying of students with Autism Spectrum Disorder? What kind of skills and knowledge do you need?”. With 1 and 5% answers there is the promotion of dialogue, tolerance and respect among students and with 10% of the answers there is the need of information about the topic to all educational community.

Formal documentation, as indicators, protocols and norms, and training directed to students both has 11% of answers. With a higher percentage (26%), there is training about methods and tools to prevent bullying, namely mediation with the rest of the students and conflict prevention and resolution. Finally, training about ASD (37%), that can include the recognition of the disorder, for example, is the biggest need of this group.

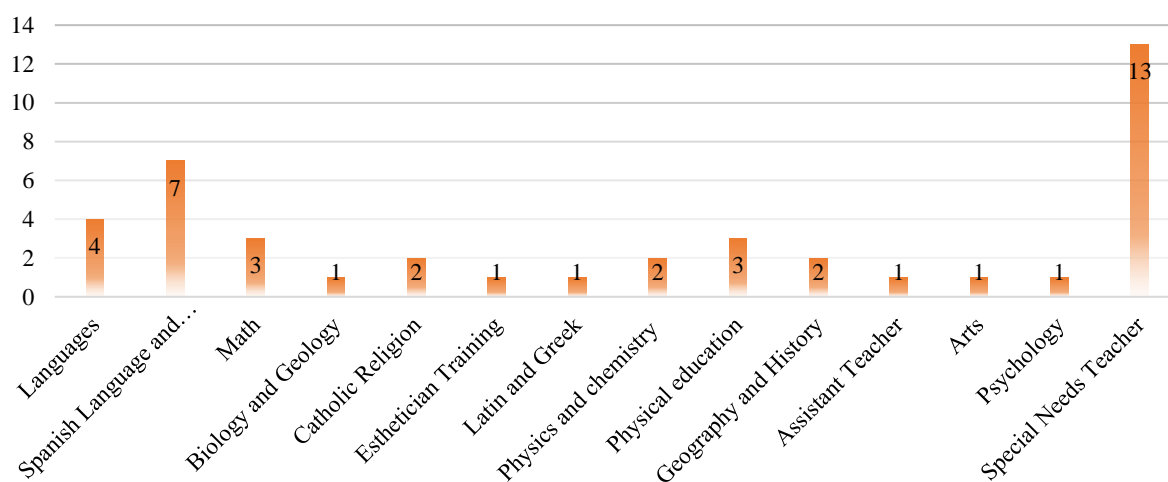
## TEACHERS

### Years of Experience



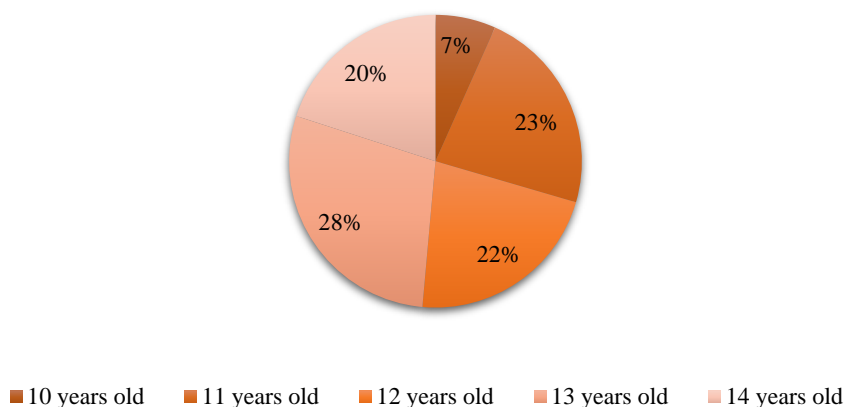
40 of the 45 of the questioned teachers have more than 10 years of experience. 4 has less than 4 years and 1 has between 5 and 10 years of experience as teacher.

### Subject



Teacher who took part on the survey are Special Needs teacher (13 answers) – special education, therapeutic pedagogies, speech and language - and Spanish Language and Literature (7 answers). 4 teachers are Language teachers, either English or French. Mathematics and Physical Education have 3 answers. With 2 answers, there are subjects as Catholic religion, Physics and Chemistry and Geography and History. Finally, in this questionnaire there 1 teacher of Biology and Geology, Esthetician Training, Latin and Greek, Assistant teacher, Arts and Psychology.

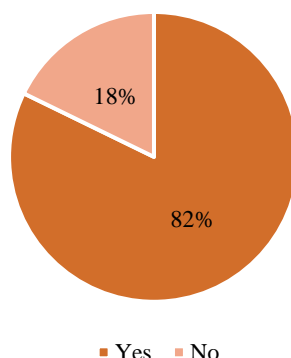
### Students' age



Accordingly, with the teachers, there are 28% that work with students with 13 years old, 23% teaches 11 years old's and 22% teaches 12 years old students. The respondents also teach 14 years old (20%) and 10 years old (7%).

### Students with ASD

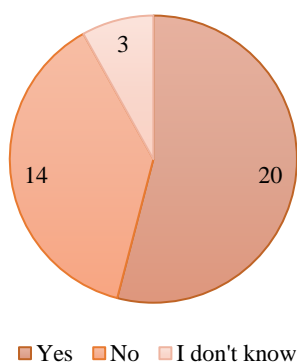




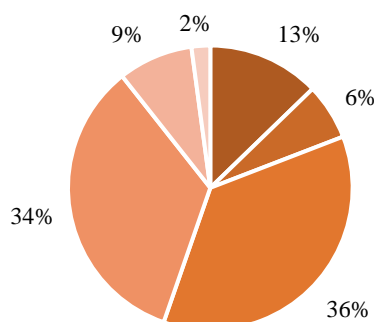
82% of the teachers have taught students with Autism Spectrum Disorder against 18% that never have done it.

### Bullying towards ASD

To the question “Do students with Autism Spectrum Disorder face bullying from other students?”, from the 37 respondents who replied yes to the previous question, 20 replied yes, 14 answered and 3 don’t know if this situation occurs.



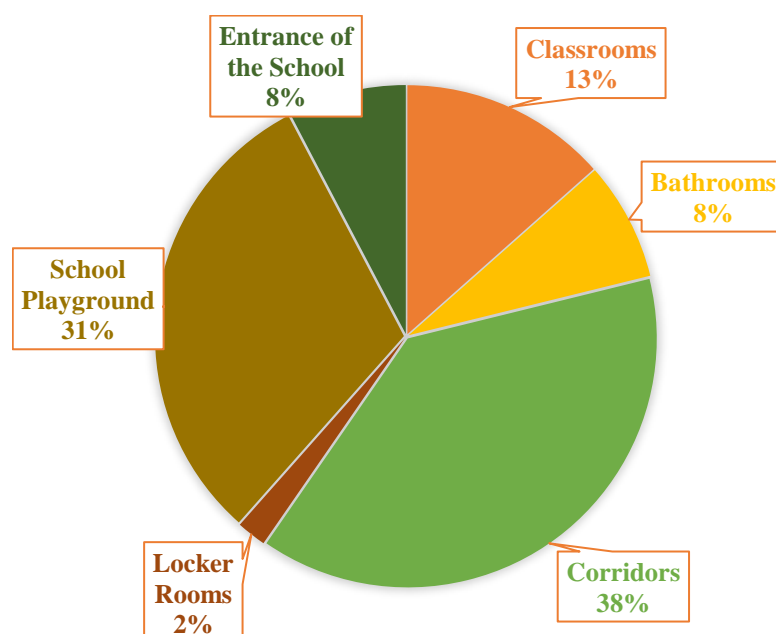
### Types of bullying



- Physical bullying in general
- Student-on-student fighting
- Psychological bullying
- Verbal abuse
- Cyberbullying
- Exclusion

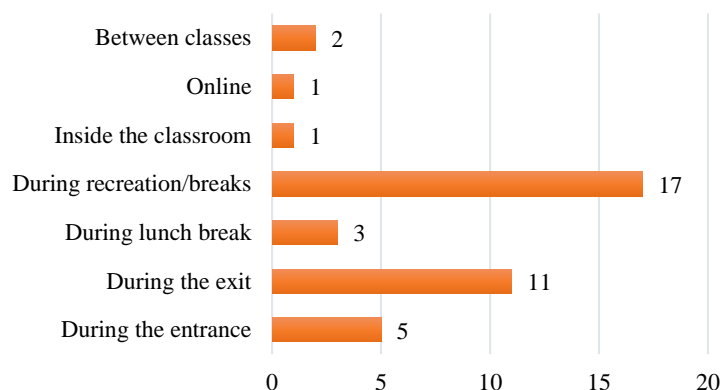
Regarding the form of the bullying students with Autism Spectrum Disorder face there are two types that stand out from the rest: psychological bullying (36%) and verbal abuse (34%). After those, there are physical bullying in general (13%), cyberbullying (9%), student-on-student fighting (6%). With 2%, there is exclusion processes.

### Where bullying happens



According to the teachers questioned, most of the moments where bullying towards students with ASD happens are on the corridors (38%) and school playground (31%). Also occurs in classrooms (13%) and bathrooms and entrance of the school, both with 8%. Locker rooms got 2% of answers, with only one answer.

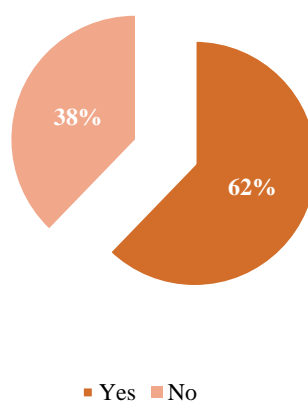
## Period when it happens



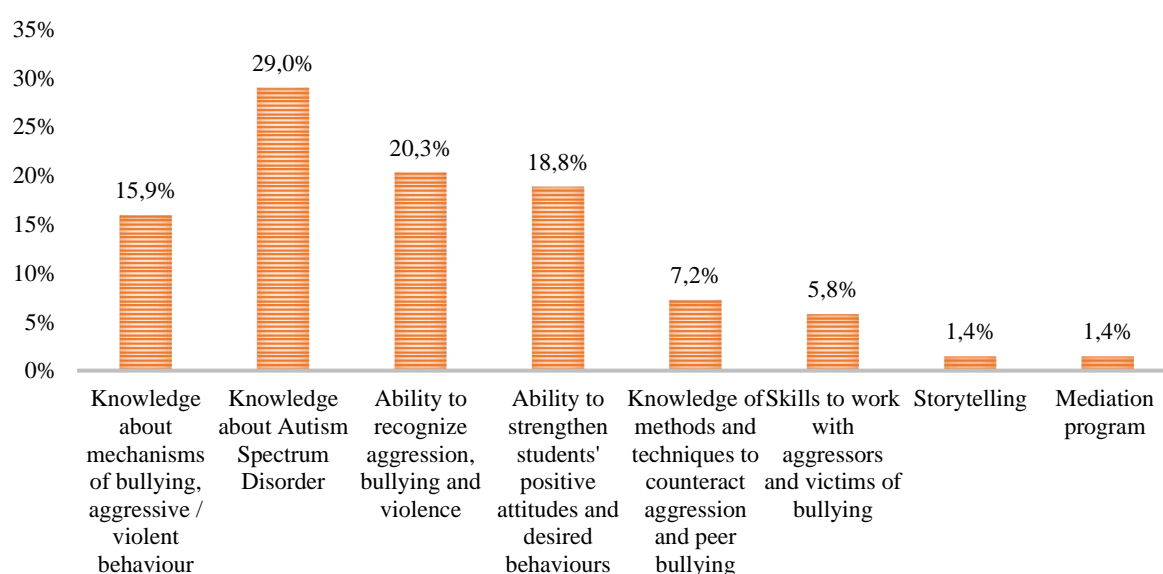
For teachers, the main places where bullying against students with ASD happens is during recreation/breaks (17 answers), during the exit of the school, with 11 answers. For them, these situations also take place during the entrance (5 answers), during lunch break (3 answers) and between classes (2 classes). Finally, with 1 answer each, there are online bullying and inside the classroom.

## Resources to deal with the situation

Within this group, there is also lack of resources to deal with this situation, as in the personnel. Although, there is an improvement within teachers, with more than half (62%) of the respondents answering yes to “Do you have resources to deal with such situation?”. 38% of the teacher that answered the questionnaire don’t have resources.

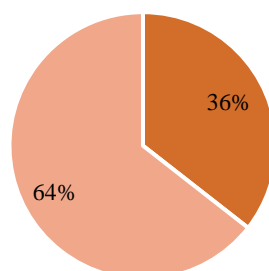


## Resources used



Regarding to resources they own; most answers fell on the knowledge about Autism Spectrum Disorder (29%) and ability to recognize aggression, bullying and violence (20,3%). After those, teachers feel resourceful in the ability to strengthen students' positive attitudes and desired behaviours (18,8%) and knowledge about mechanisms of bullying, aggressive/violent behaviour (15,9%). With less than 10%, teachers' resources lack in the knowledge of methods and techniques to counteract aggression and peer bullying (7,2%) and skills to work with aggressors and victims of bullying (5,8%). Finally, there were 2 teachers capable of using storytelling (1,4%) and mediation (1,4%) to deal with the topic.

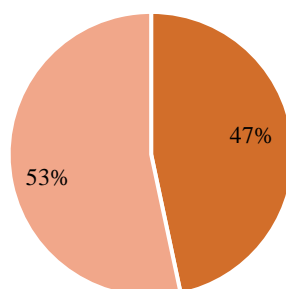
## Participation in a training about ASD



■ Yes ■ No

More than half of the teachers didn't participate in training about Autism Spectrum Disorder (64%). 36% did have the opportunity to take part in a training related with the ASD.

#### Participation in a training about bullying

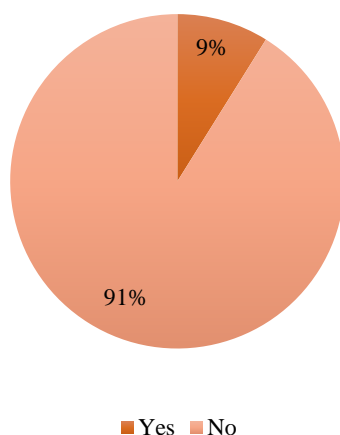


■ Yes ■ No

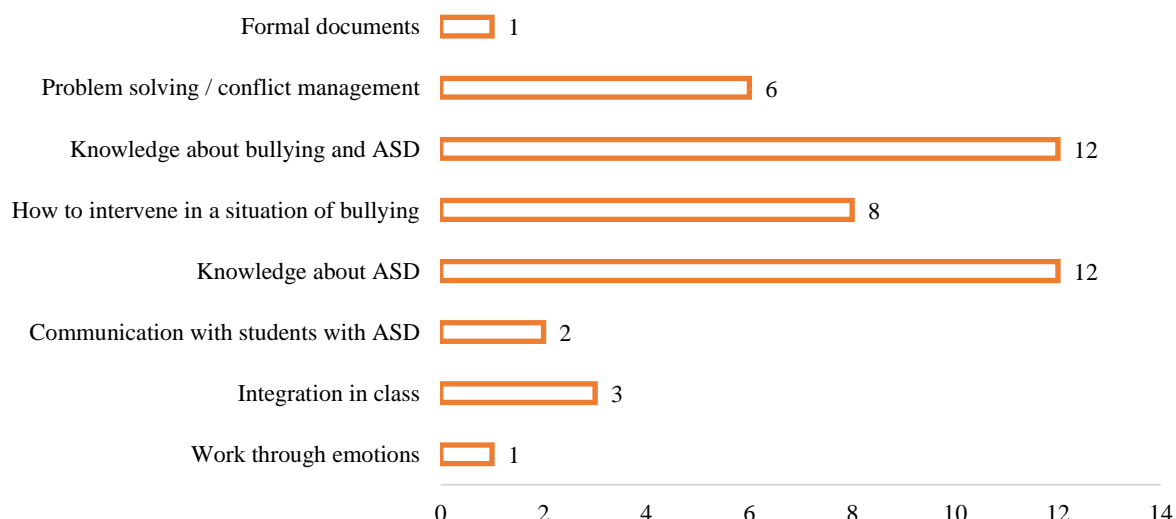
Teachers had more training about bullying among students than ASD. Despite that, still more than half (53%) was not trained on the topic, against 47% that did so.

#### Participation in a training about bullying of students with ASD

When asked if they participated in a training course about bullying of students with Autism Spectrum Disorder, only 9% of the respondents replied they attended such a training against 91% that did not participate.



### Teachers' needs



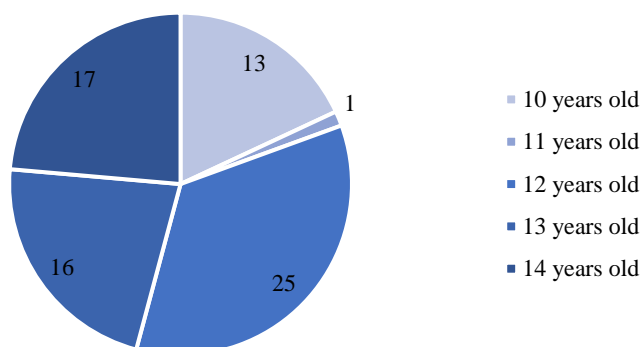
The main needs shown when asked “What do you need to know in the topic of counteraction bullying of students with Autism Spectrum Disorder? What kind of skills and knowledge do you need?” were both with 26,7% knowledge about ASD and knowledge about ASD & bullying, especially in topics as knowledge on levels of the spectrum and how to act in each case, self-esteem and socialisation, how to manage crisis moments by students with ASD, knowledge about the oppressor and how to prevent it. With 8 responses (17,8%), teachers would like to know about how to intervene in a situation of bullying as, for example, how to act with the victim and, right after, problem solving / conflict management (13,3%). It’s also mentioned integration in class (6,7%), communication with students with ASD (4,4%), formal documents (2,2%) and work through emotions (2,2%).





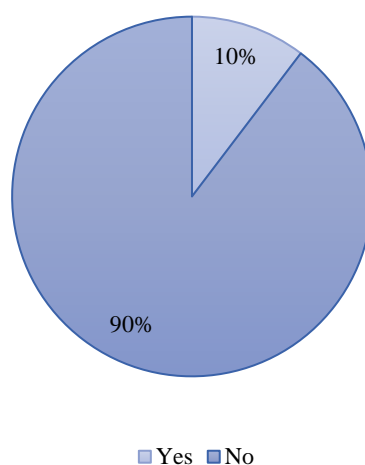
## PARENTS

### Age of their sons/daughters



From the 58 respondents, 25 parents have son/daughters with 12 years old, 17 have youngsters with 14 years old, 16 with 13 years old. 13 has children with 10 years old and only one has a 11 years old son/daughter. Some of them have more than one son/daughter among these ages.

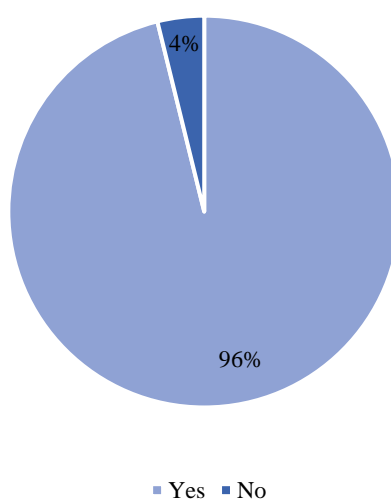
### Offspring with ASD



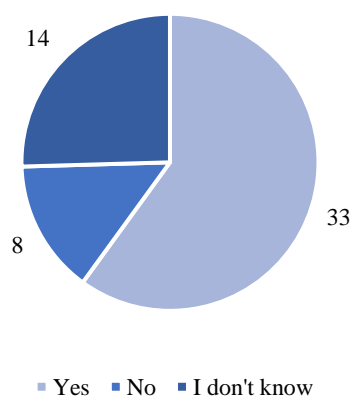
10% of the parents who filled out this survey have a son/daughter with ASD against 90% who don't.

## Knowledge about ASD

From the 52 parents that don't have a son/daughter with ASD, 96% of the respondents know what Autism Spectrum Disorder is, while 2% of parents don't know about the disorder.

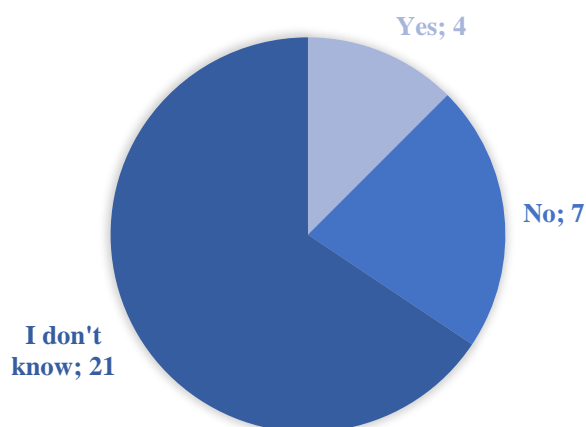


## Students with ASD in the school



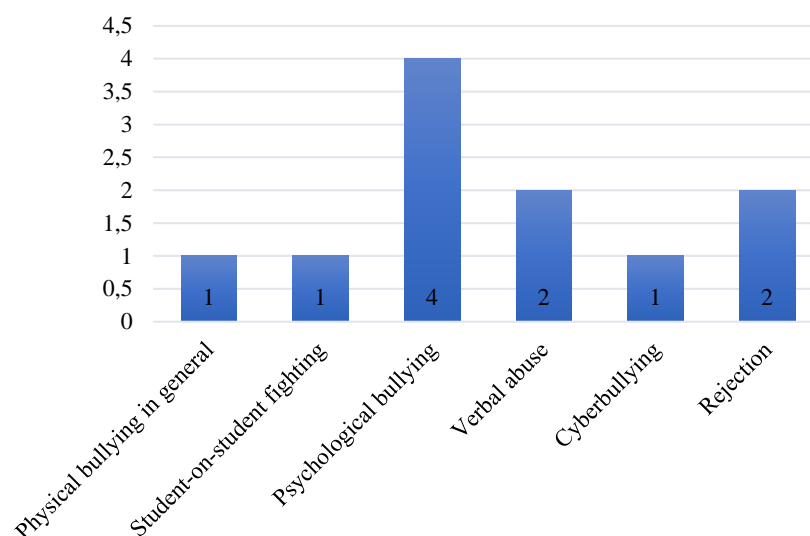
33 respondents replied yes to the question “Are there students with Autism Spectrum Disorder in your child’s school?”, while 8 consider there is none and 14 don’t know if there are students with ASD or not in their child’s school.

### Bullying against students with ASD



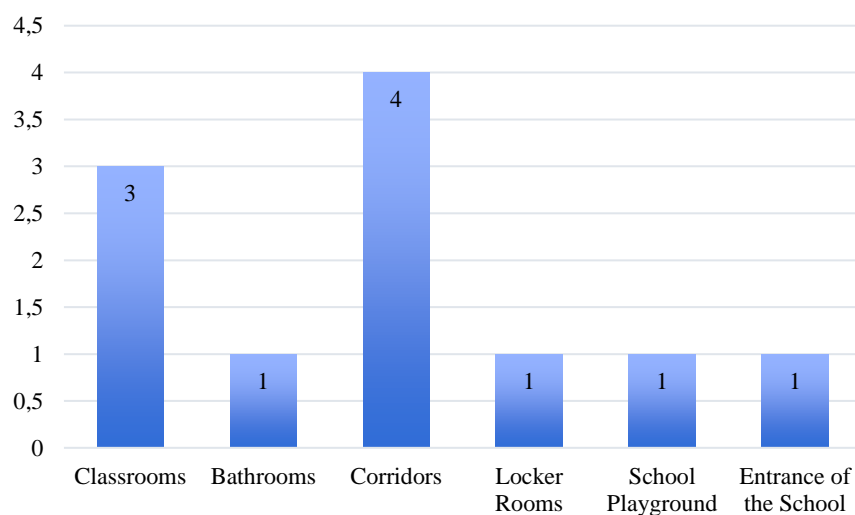
When asked “Do students with Autism Spectrum Disorder face bullying from other students?”, more than half, with 21 answers, don’t know if there is or isn’t bullying from other students towards students with ASD, while 7 believe don’t exist bullying and 4 recognize this issue in the school attended by their children.

### Types of bullying



From the 4 parents that replied yes, the most recognized form of bullying is psychological bullying with 4 answers and verbal abuse and rejection with 2. With one answer there are physical bullying, student-on-student fighting and cyberbullying.

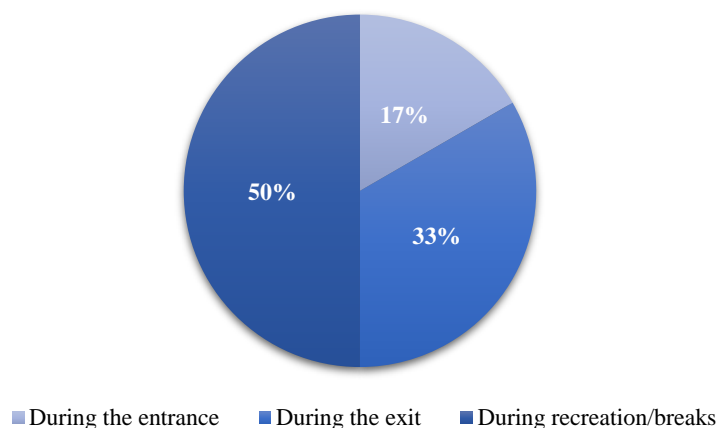
### Where it happens



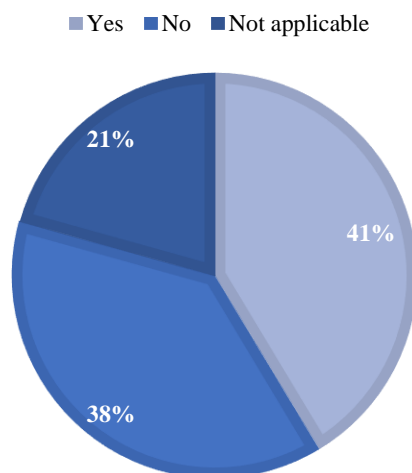
Taking into consideration the number of parents who replied yes to the question “Do students with Autism Spectrum Disorder face bullying from other students?” (4), the most given answer to where these situations of bullying happen is in the corridors of the school (4), followed by classrooms (3) and bathrooms, locker rooms, school playground, entrance of the school, each one with one answer.

### Time of the school day

Parents to the question “At what time of the school day do this phenomenon mainly occur?” replied during recreation/breaks (50%), during the exit (33%) and during the entrance (17%).

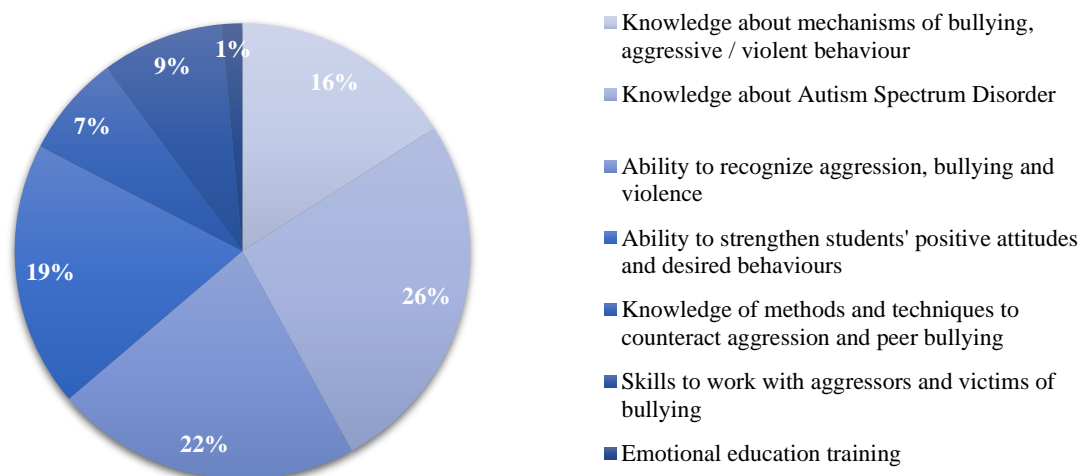


### Resources to deal with an abusive situation



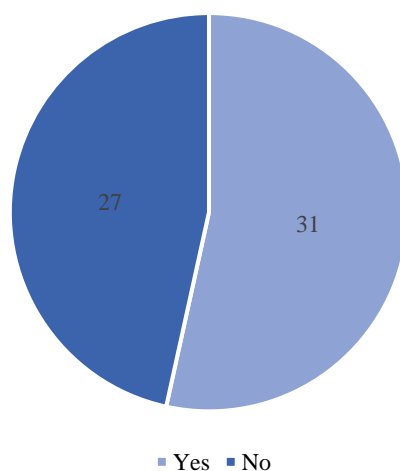
The question “Do you as a parent have resources to deal with abusive situation in which the child with Autism Spectrum Disorder is involved and help this child, and also to help to your child to react properly?” collected 21% of answers not applicable. 38% of the respondents replied they don’t own resources to deal with the student with ASD and with their child in this kind of situation and 41% think they have the resources necessary to manage it.

#### Kind of resources



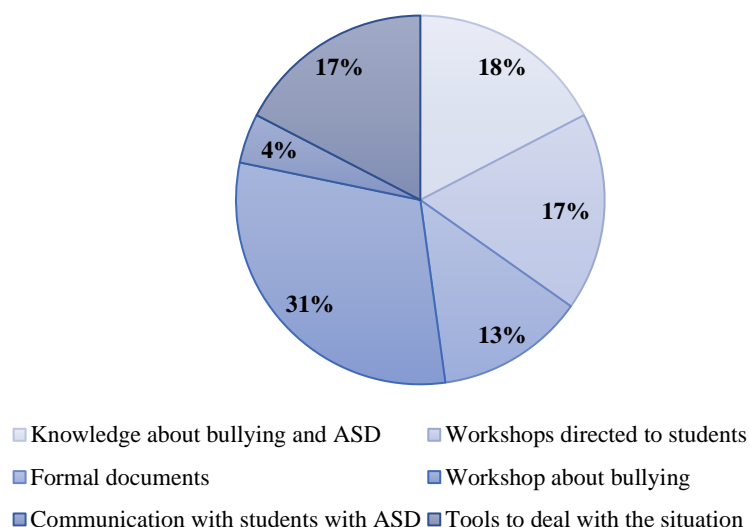
Parents have mainly knowledge about Autism Spectrum Disorder (26%) and the ability to recognize aggression, bullying and bullying (22%). Right after, there are the ability to strengthen student's positive attitudes and desired behaviours (19%) and knowledge about mechanisms of bullying, aggressive/violent behaviour (16%). With less than 10 per cent of answers, there are skills to work with aggressors and victims of bullying (9%), skills to work with aggressors and victims of bullying (7%) and, finally, emotional education training (1%) in order to deal with abusive situations in which the child with Autism Spectrum Disorder is involved and help this child, and also to help their child to react properly.

### Knowledge and skills about counteracting bullying



31 of parents think they have knowledge and skills about counteraction bullying among students, against 27 parents that don't think they have knowledge and skills to deal with bullying among youngsters.

### Group's Needs

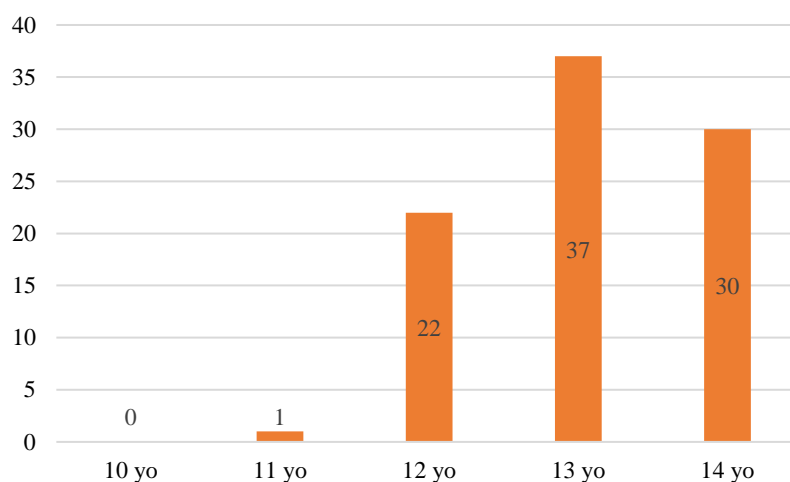


The biggest amount of answers to the question “what do you need to know in the topic of counteraction bullying against students with Autism Spectrum Disorder? What kind of skills and knowledge do you need?” fell under the need of workshops about bullying (31%). With almost the same percentage, there are knowledge about bullying and ASD (18%), workshop directed to students (17%) to improve integration in class, for example, and tools to deal with situations of bullying against students with ASD (22%), as crisis management, emotional support, mediation and conflict resolution. With 13%, it is necessary formal documents about the topic and, lastly, how to communicate with students with ASD, with 4% of answers.



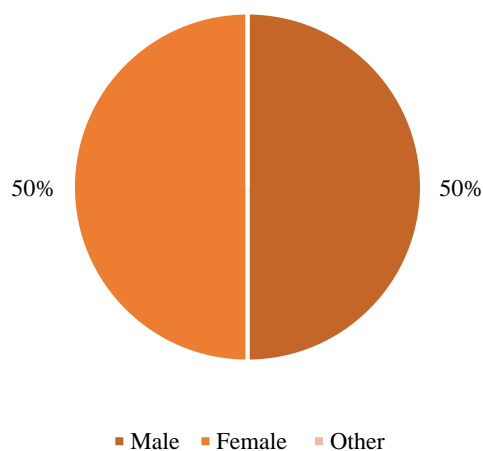
## STUDENTS

### Age



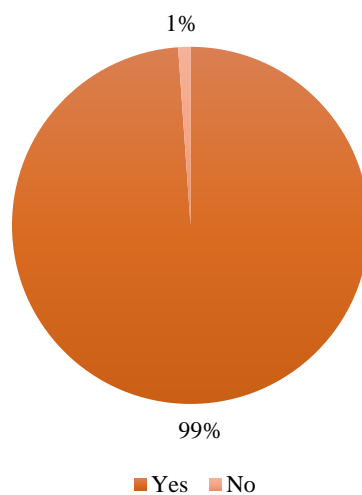
Of the 90 respondents, there are 37 students with 13 years old, 30 youngsters 13 years old and 22 questioned students with 12 years old. There is only a questionnaire from a student with 11 years old and no answers of younger respondents.

### Gender



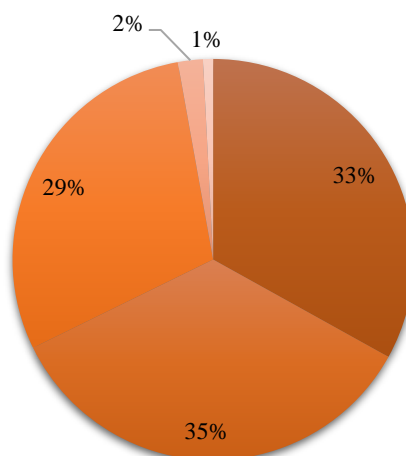
The responses divided themselves exactly in the same number of respondents. There are 50% of girls and 50% of boys.

### Knowledge about bullying



99% of students know what is bullying, against 1% that doesn't know what it is.

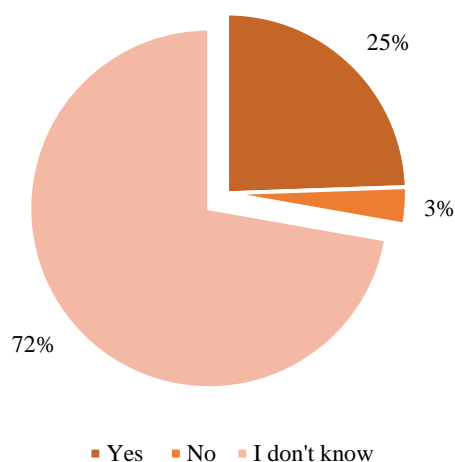
### Typical bullying signs



■ Physical ■ Verbal ■ Cyberbullying ■ Exclusion and rejection ■ Psychological

To the question “In your opinion, what are typical bullying signals?”, students think the most visible ones are verbal (35%), physical (33%) and cyberbullying (29%). In the last case, it is possible to observe based on the answers from the other groups questioned that the perception of existence of cyberbullying is completely different among them. They mention, for example, messing with others on social media, threatening with photos. With 2% and 1%, respectively, exclusion and rejection and psychological were mentioned.

### Bullying episodes in school

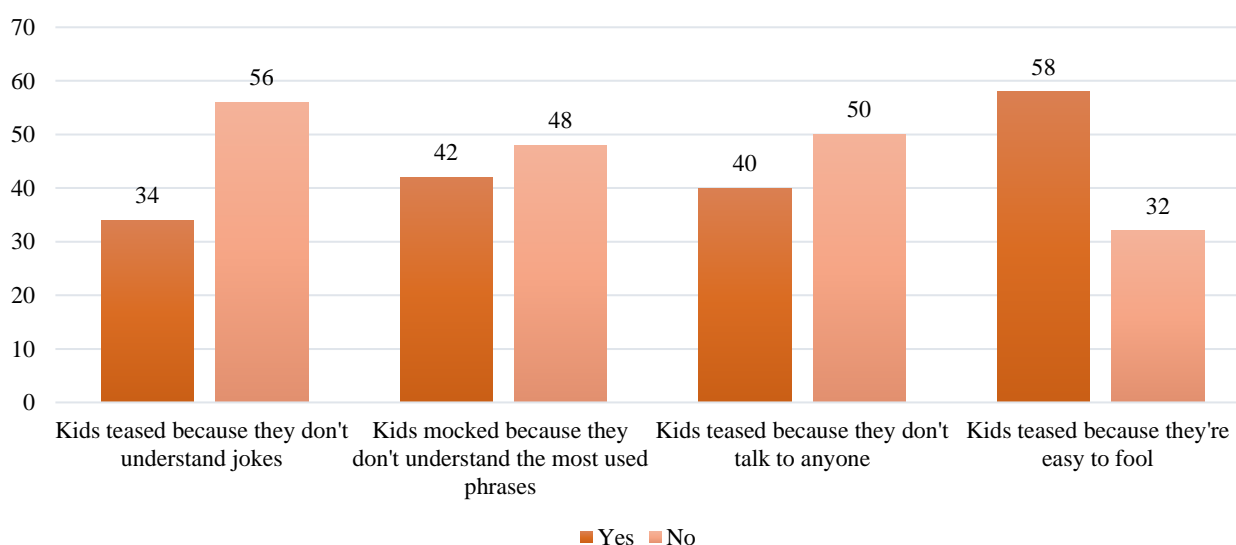


■ Yes ■ No ■ I don't know

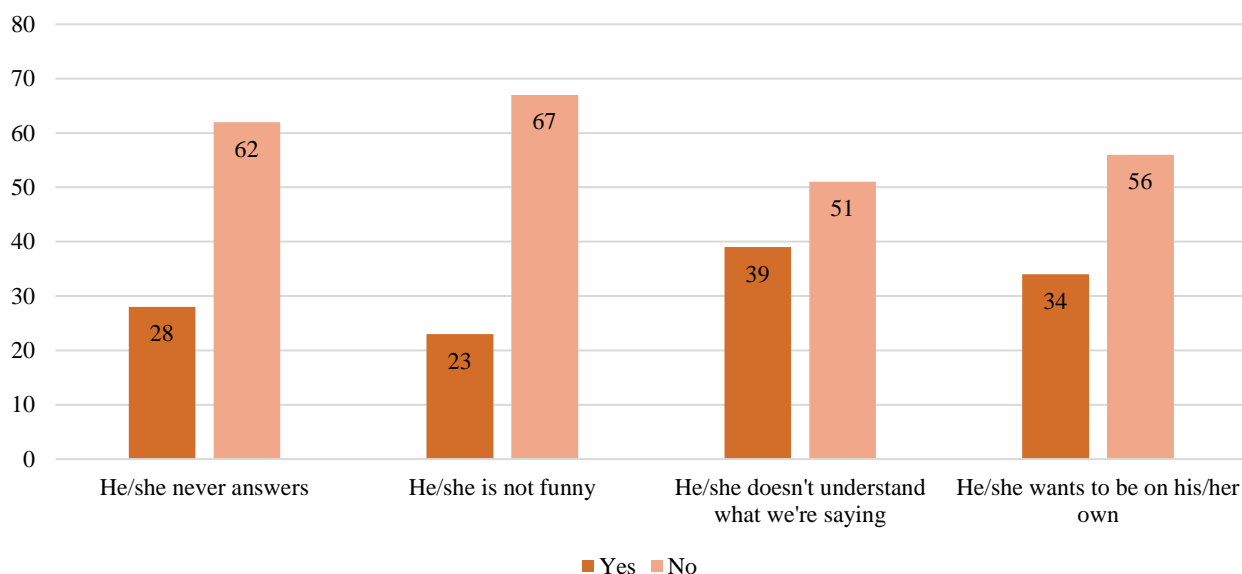
When asked “Are there in your school bullying episodes?” 72% don’t know if there are episodes of bullying, 25% agree they exist in the school environment and 3% stated that doesn’t exist.

## Kids with ASD

The four hypotheses to the question “Do you know, or you have known kids who:” were quite uniform among the students and most of them gathered more answers No. The one that got more answers yes was “kids teased because they’re easy to fool” with 64,4% against 35,6% who doesn’t know such situation. 37,8% of students know kids who are teased because they don’t understand jokes and 46,7% know or have known kids who are mocked because they don’t understand the most used phrases. Kids that know other students that are teased because they don’t talk to anyone are 44,4%.



### Make fun or mistreat other students

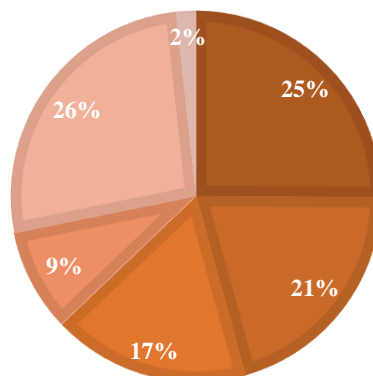


To the question “do you know kids that make fun of another kid and mistreat him/her because:” there were the following options: he/she never answers, he/she is not funny, he/she doesn’t understand what we’re saying, he/she wants to be on his/her own. In all the options, there were more answers from the respondents on the no than on the yes.

68,9% of students think kids don’t make fun of another kid because he/she never answers, against 31,1% that think so. About the second option, 74,4% of the respondents agree no one mistreat others because they are not funny, while 25,6% think it happens based on each other’s sense of humour. The question that gathered most consensus was the “he/she doesn’t understand what we’re saying”, with 56,7% of no’s and 43,3% of yes. Finally, 37,8% of kids agree that other kids are made fun and mistreated because he/she wants to be on his/her own, while 62,2% have the opposite opinion.

## Forms of bullying

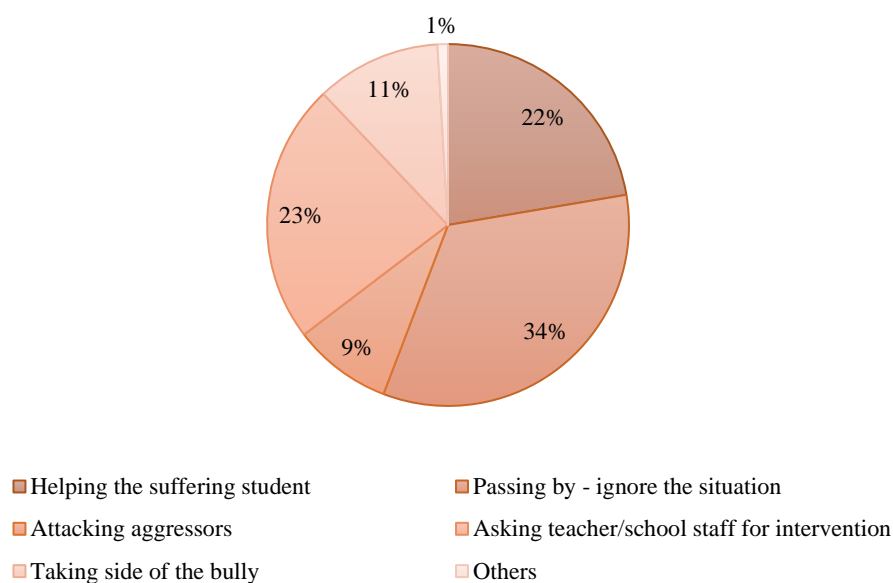
■ Pushing ■ Finger pointing ■ Taking the backpack ■ Closing in the classroom ■ Insulting ■ Others



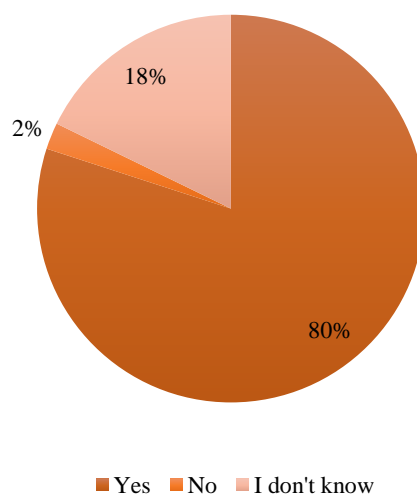
Students revealed what forms of bullying they have ever seen, pointing, mainly, insulting (26%), pushing (25%) and finger pointing (21%). 17% of the questioned youngsters chose taking the backpack and 9% closing the bullied kid in the classroom. Finally, they mentioned other situations (2%), as (1) put them against the wall, (2) laugh at them, (3) demand them to do something, (4) put gum on their head and (5) use them to hurt/bother others.

## Reaction to a bullying episode

The question “What is the reaction of rest of the students when they see such a bullying episode against students?” got more answers on the option passing by – ignore the situation with 34%. 23% consider asking teacher/school staff for intervention is the running reaction to a bullying episode in school and 22% help the suffering student. Taking side of the bully and attacking aggressors got 11% and 9%, respectively. By others (1%), students mentioned being a mediator in the episode and stare at the situation.

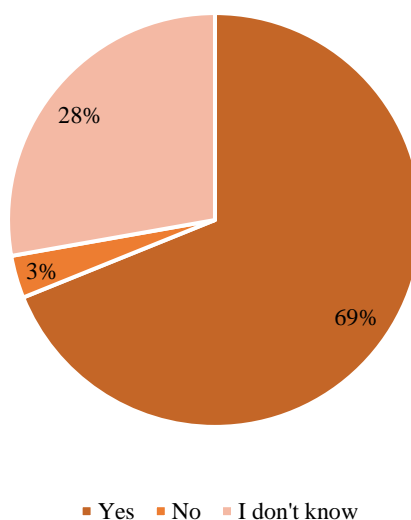


### Support to bullied students by teachers/school staff



Concerning the support given to bullied students by teachers/school staff only 2% of students say they don't get any, while 18% doesn't know if this help is offered. 80% agree that there is support by teachers/school staff on their educational centre.

### Support to bullied students by friends

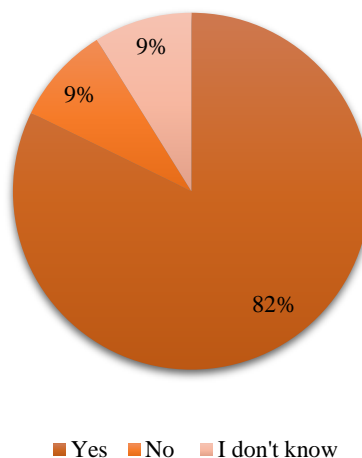


On the other side, 69% of the respondents consider bullied students are supported by friends, while 3% think otherwise. 28% don't know if they're supported or not by their friends.

### Knowledge about ASD

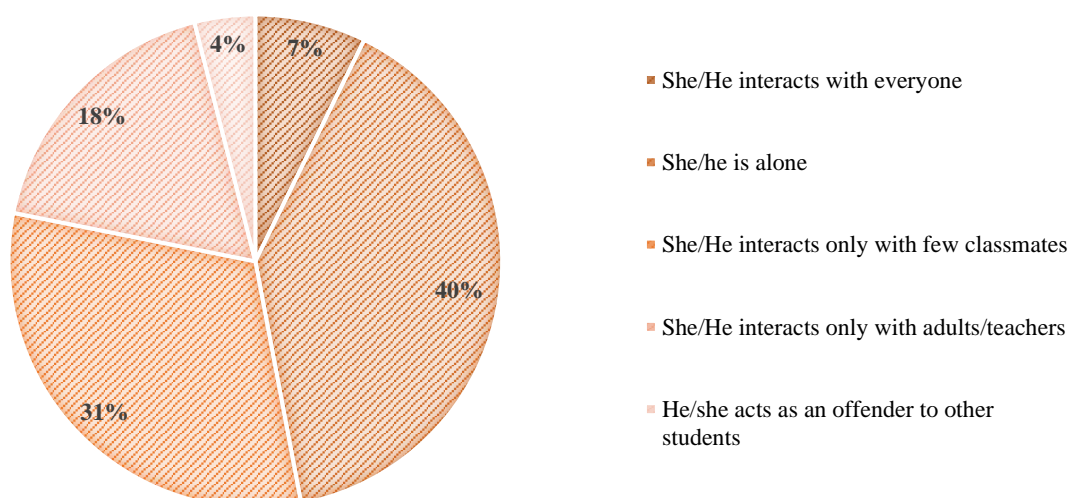
Most of the students has heard about Autism Syndrome Disorder (82%). The percentage of students that don't know if they had any contact with information about ASD and never heard about it are 9% and represents 18% of respondents.



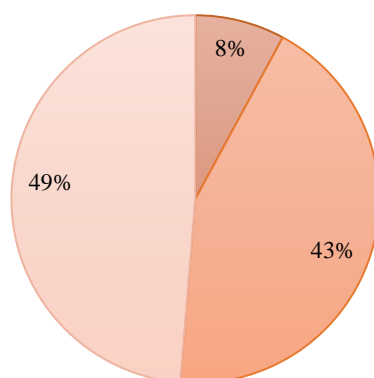


### Typical situation of a student with ASD

Most of the students that answer the questionnaire replied that the typical situation of a student with ASD is the she/he is alone (40%) and she/he interacts with only few classmates (31%), agreeing that students with ASD have some trouble in keeping relationships with their peers in the school context. This is also corroborated by 18% of students that mention that the student only interacts with adults/teachers. Finally, youngsters also recognize that a student with ASD also acts as an offender to other students (7%). Once again, the lack of interaction with the school intervenient is quite clear with only 4% of answers.



## Behaviour of a student with ASD



- He/She prefers to be alone
- He/She doesn't know how to interact with other classmates
- The other classmates don't want to interact with him/her, they exclude him/her

If the students questioned chose a different answer from “She/He interacts with everyone”, they were asked why, in their opinion, he/she behaves like this. Therefore, 49% of students replied that happens because the other classmates don't want to interact with him/her, excluding him/her, 43% replied that students with ASD don't know how to interact with other classmates and, lastly, with 8% think they prefer to be alone.