



IO1 TRANSNATIONAL REPORT



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Introduction

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

The prepared report was an opportunity for the partners to gather information on the situation of a student with ASD in the school environment, with particular emphasis on the bullying and violence aspects to which these students are particularly exposed. Our goal was to look at the situation from different perspectives: students, their teachers, parents or other school employees, but also to identify their training needs.

The analysis developed in the frame of AGAINST BUBBLE project, in the topic of bullying students with ASD in the school environment, consist of two main parts:

- desk research;
- statistical data collected through the survey (questionnaires) among four main target groups: students (10-14 years old), teachers, parents and other school staff.

¹ www.autismmag.org

Desk research

Please find below the main findings collected during the desk research about the actual national situation in partner countries: Greece, Italy, Poland, Portugal and Spain.

Greece

Numerous research studies from all over the world show that a significant number of students (between 10% and 30%), both at the primary and at the secondary school levels, are victims of bullying in their schools².

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening³.

In Greece, academic research was largely neglected until relatively recently, when many serious incidents of bullying came to light resulting in homicides or suicides of young students. The mass media and public interest on the subject triggered a wide amount of researchers to study the phenomenon and provoked the involvement of many scientific specialties such as psychologists, social workers, school educators etc.

The alarming phenomenon of bullying in schools has been in focus of many campaigns and conferences till today, some of which have been organized by Greek non-profit voluntary Organization “The Smile of the Child” under the auspices of the Greek Presidency of EU Council.

According to the survey results following a research in six European countries, among which Greece as well, 1 out of 3 pupils have been experiencing some kind of school bullying and 1 out of 2 have witnessed such incident. Greece is ranked fourth in school bullying ratings with a percentage of 31,98%, following Lithuania, Estonia and Bulgaria. Nearly 500 cases of school bullying are being reported each year at “The Smile of the Child” in Greece, the latest years.

For this reasons, the Greek department of education are highly committed to making sure that all of young people grow up free of fear, violence, and bullying. Bullying not only threatens a student’s physical and emotional safety at school, but fosters a climate of fear

² Smith, P. K., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R., & Slee, P. (Eds.). (1999). The nature of school bullying: A cross- national perspective. London: Routledge.

³ <https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/>

and disrespect, creating conditions that negatively impact learning—undermining students’ ability to achieve to their full potential⁴.

Research shows⁵ that bullying can negatively impact a child’s access to education and lead to school avoidance and higher rates of absenteeism, lower grades, inability to concentrate, loss of interest in academic achievement and increase in dropout rates.

Unfortunately, it is known that children with disabilities are disproportionately affected by bullying as they do not always have the ability to communicate certain thoughts and feelings.

According to the *Centers for disease control and prevention (CDC)* “Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges”⁶. In simple terms, autism occurs when a child has trouble communicating and understanding what people think and feel. This makes it very difficult for autistic children to respond to gestures, facial expressions, touch and even language.⁷

While bullying is not uncommon, even for kids not diagnosed with ASD, there are certain characteristics of autistic kids that make them an easier target for bullying. Kids diagnosed with ASD may have some or all of these characteristics:

- Show limited control over what is happening around them and situations
- Have feelings of inadequacy and poor self-esteem
- Difficulty understanding facial expressions, tone of voice and body language of others
- Socially cut off from their peers
- Labeled as “inadequate” by their peers or teachers
- Appear depressed or self-destructive

Due to the fact that many kids with ASD find it hard to understand other kids’ tone of voice or body language, they may not even know when they are being bullied. Additionally, since they cannot accurately communicate certain thoughts and feelings, they may accidentally offend a peer or classmate and set themselves up for bullying. Autistic kids often cannot verbally defend themselves, cannot problem solve and may not be able to relate bullying

⁴ https://blog.ed.gov/2013/08/keeping-students-with-disabilities-safe-from-bullying/?utm_medium=email&utm_source=govdelivery

⁵ <https://www.pacer.org/bullying/resources/students-with-disabilities/>

⁶ <https://www.cdc.gov/ncbddd/autism/facts.html>

⁷ www.autismmag.org

episodes in words. Bystanders like parents, teachers and peers have great power to stop bullying. More than 50 percent of bullying situations stop when someone intervenes⁸.

Based on the current institutional framework, in Greece, at the level of Directorates of Education, there are a number of bodies responsible for school violence and bullying, such as the offices of Health Education and Youth Counseling Centers, while at a broader institutional level there are the Greek Ombudsman, Educational institutions as well as Non-Governmental Organizations, such as "The Smile of the Child", the "Care Center for the Family and the Child", etc.

The Greek Ministry of Foreign Affairs, in line with existing relevant regulations, formulated a national central policy for the prevention and treatment of school violence and bullying under the Scientific Guidance of the Prevention and Treatment of Bullying and School Violence phenomena Network (KEE) defined in the context of the implementation of the Act "Development and Operation of a Network for the Prevention and Response to School Violence and Bullying". The creation of the Observatory for the Prevention of School Violence and Bullying in Greece, primary aims at the planning of specific actions through the operation of this network, in order to prevent and deal in a timely and effective manner with the incidents of bullying⁹.

However, in the Greek context there is no specific written policies defining responsibilities, recording, managing procedures, monitoring and evaluating results for the prevention of bullying incidents. There seems to be also lack of specific knowledge that the involved bodies should have regarding this phenomenon, communication gaps and lack of effective cooperation among them. In addition, studies show that in many cases there is indifference and non-cooperation among the involved parents and combining this fact with the absence of mental specialists and with various environmental factors such as the large number of students and building problems, it even more difficult to deal with bullying.

Additionally, as stated by many school teachers there is need to add courses that will include lectures and meetings with victims, perpetrators and students that have witnessed such incidents, promotional actions for the prevention of bullying events and achieve higher level of cooperation with students' parents.

⁸ <https://www.chla.org/blog/rn-remedies/bullying-and-autism-spectrum-disorder-asd-how-help-your-child>

⁹ (ΕΣΠΑ 2007-2013) (<http://dipe.ser.sch.gr/web/index.php/paratiritprolipsissxolikbias>).

Italy

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

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

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

The most recent national data on the number of children with autism spectrum disorders is reported in the ISTAT Report "Integration of pupils with disabilities in primary and secondary schools - School Year 2016-2017".¹⁰

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

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

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

¹⁰(<https://www.istat.it/it/files/2018/03/alunni-con-disabilit%C3%A0-as2016-2017.pdf?title=Integrazione+degli+alunni+con+disabilit%C3%A0+-+16%2Fmar%2F2018+-+Testo+integrale+e+nota+metodologica.pdf>)

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

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

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

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

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

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

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

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

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

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

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

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

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

Poland

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)

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 Centres 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 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"¹¹. (Data from 2015)

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 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

¹¹ <https://polskiautyzm.pl/rozpowszechnienie-autyzmu/>

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*

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,

the social rules governing such behaviour and reacts directly, to the frequent delight of other students.”¹²

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 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 ¹³

- 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.

¹² „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>

¹³ Raport: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

- 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.

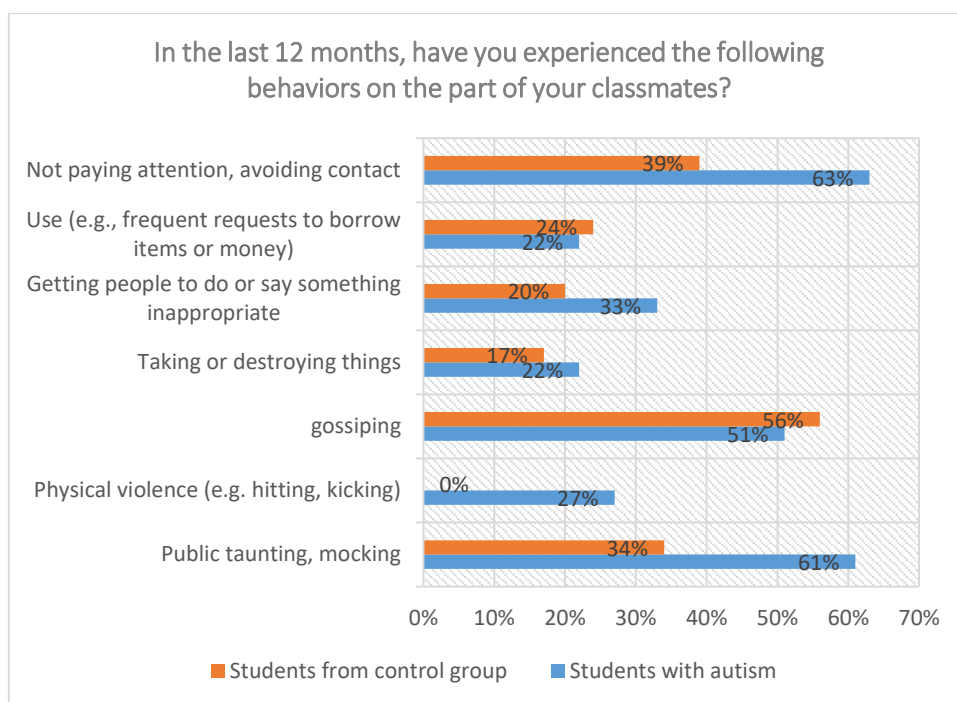


Chart: from the report of the National Autism Census, Warsaw, 2016

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.¹⁴

Contacts with other people ¹⁵

- 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"*.¹⁶

¹⁴ Raport: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

¹⁵ Raport: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

¹⁶ za: <https://kobieta.interia.pl/raporty/raport-autyzm-bliski-daleki-swiat/artykuly/news-czy-przemoc-jest-przemoca,nld,4356544,nPack,2>

Portugal

In Portugal, as in other countries, the educational care of students with Special Educational Needs (SEN) has evolved over time, reflecting the diverse cultural and political contexts of each era. Significant changes have taken place since the 1970s, giving rise to more humanistic and inclusive educational practices.

The Salamanca conference in 1994 redefined the concept of Special Educational Needs and the attendance in school environment of students with constraints in terms of acquisitions, communication and relationships. The declaration, ratified by the various countries that participated, promotes a dynamic and welcoming inclusive school for all students, since all have the "fundamental right to education and must have the opportunity to achieve and maintain an acceptable level of learning" (Salamanca Declaration). Thus, a truly inclusive school will have to adapt itself to the new reality, opening itself to a philosophy of respect for difference. It seems clear and very explicit in the Salamanca Declaration (UNESCO, 1994) that it is necessary for the school to have or arrange resources, techniques and materials so that it can intervene in an effective and specialised way when children/young people need it.

However, the regulation of these aspects only came about with the Decree-Law nº35/90, which defines compulsory schooling for all children and young people, including the disabled, and with the publication of the Decree-Law nº319/91, which makes the regular school directly responsible for the education of all and regulates special education. Decree-Law 3/2008, which replaced the previous law, defines specialized support in school and aims to "create conditions for the adaptation of the educational process to the special educational needs of students with significant limitations at various levels of permanent character". The implementation of Decree-Law No. 54/2018 of July 6 is based on the commitment to "a school in which all students have the opportunity to make meaningful learning and in which everyone is respected and valued, a school that corrects asymmetries and develops to the maximum the potential of each student". (João Costa State Secretary of Education) and assumes a national inclusive school model. All students attend inclusive school regardless of their physical, cognitive and social characteristics. Although children with special needs in inclusion contexts benefit from increased interactions with typical developing children, it appears that they are still at risk of being isolated within the classroom and subsequently bullied (Carvalhosa).

Aggressiveness and violence among young people in a school setting has been taking a prominent place in our society due to its large-scale increase. It is currently a subject of discussion within the research community, as it has become a worrying problem in a school that wants to be inclusive. In the current sense, bullying refers to aggressive behaviour, of a continuous and prolonged nature over time, which has a physical, psychological or social

dimension; it occurs in a dynamic relational context that is established among young people (Sá, 2012). The term thus includes all aggressive, repeated and intentional attitudes, which occur without evident motivation, by one or more students against another or others within an unequal power relationship between the aggressor and his target.

While there is no consensus on the prevalence of bullying in academia throughout history, some authors argue that bullying is as old a phenomenon as the existence of educational institutions. According to Sá (2012), violence in schools in Portugal has been increasingly visible in recent years. This problem was further investigated in 1993 by researchers Beatriz Pereira, Ana Almeida and Lucília Valente of the Instituto de Estudos da Criança da Universidade do Minho, in collaboration with a team from the University of Sheffield and coordinated by Peter Smith because it is gaining quite worrying contours. Several other international studies followed, showing that 5% to 35% of students are involved in this phenomenon (Carvalhosa cit in Eiras 2011). Studies in Portugal showed that one in five Portuguese students (22%) between the ages of 6 and 16 was already a victim of Bullying (Rebelo cit in Eiras 2011).

Therefore, including students with SEN requires an educational intervention that enables their progress in school, which, depending on the problem, implies changes in curriculum, strategies and resources, which are sometimes not easy to achieve if the classroom remains traditional.

For Carvalhosa, there is a group of students more likely to suffer from bullying that due to their socio-cognitive nature, have difficulties in social understanding and are perceived as different from their peers. They are children or young people whose established friendships are characterized by less acceptance and reciprocity. Pereira (2008). Bullies perceive students with these characteristics as easy targets since their social skills do not allow them to make an adequate assessment of situations, being exposed to ridicule or manipulation. Young people with mild autism are often led to behave in a way that humiliates them in the hope of being accepted by their peer group (Harber & Glatzer, 2007 quoted by Carvalhosa).

Unfortunately, most studies dedicated to bullying and children with autism are limited to small clinical specimens with restricted age ranges, diagnostic types, and geographic areas. Most studies focus exclusively on children/youths diagnosed with Asperger's disorder or high functioning autism, thus neglecting a substantial part of the autism spectrum. (Barros, 2017).

Susana Fonseca, a researcher and teacher at ISCTE, who represents this institute in the Stop Disabuse project, revealed that surveys have shown that among the population with special educational needs or disabilities the incidence is even higher and affects one in four of these people. Susana Fonseca makes it clear in this regard that "any fact that may place a person

in a situation of vulnerability, before others, may be a potential trigger for a case of bullying".

According to Barros (2017), the most functioning children are at greater risk of victimization, as are children who spend more time in an inclusive educational environment. It raises the hypothesis that children with more comorbid conditions and a high number of autistic characteristics would be at additional risk. Children with AEDs who are most at risk for involvement in bullying have important implications for clinicians, teachers, and parents interested in preventing bullying and promoting effective coping strategies among children who are bullied.

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Spain

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. This staff is 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.

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Questionnaires studies

General information about studies:

In the frame of Against Bubble project we realized in the first step the data analysis of the actual state and needs of four target groups: students (10-14 years old), teachers, parents and other school staff in the topic of bullying students with ASD in the school environment.

In the survey took part:

1063 respondents			
STUDENTS (10-14 YEARS OLD)	TEACHERS	PARENTS	OTHER SCHOOL STAFF
412	235	271	145



Greece: 206 respondents in total

Students (10-14 years old): 90

Teachers: 41

Other school staff: 21

Parents: 54



Italy: 238 respondents in total

Students (10-14 years old): 52

Teachers: 70

Other school staff: 64

Parents: 57



Poland: 201 respondents in total

Students (10-14 years old): 90

Teachers: 39

Other school staff: 20

Parents: 52



Portugal: 200 respondents in total

Students (10-14 years old): 90

Teachers: 40

Other school staff: 20

Parents: 50



Spain: 213 respondents in total

Students (10-14 years old): 90

Teachers: 45

Other school staff: 20

Parents: 58

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 in 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.

Greece: The selection of the sample per school and per target group was made randomly by the school administrations. The time of questionnaire completion was estimated at 10 minutes. The students completed the questionnaire within the school timetable in the presence of the teaching staff of the school and during the last period of the teaching hour in order not to disturb the lesson's process.

Due to the random selection of the sample and because of the possibility that students with intellectual or other disabilities could be asked to complete the questionnaire, the cooperation of the teaching staff or the special teaching staff of each school unit was ensured in advance. To ensure the anonymity of research participants and to protect their sensitive personal data, it was ensured that research data were kept strictly confidential throughout the research process (collection, processing and publication).

Members of the research team went to each school to facilitate the distribution, completion and collection of the questionnaires. The research was conducted within the school classroom environment.

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

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

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

Poland: 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.

Portugal: During the survey, four sets of questionnaires were distributed to students, parents, teachers and other school staff, used in order to collect the information needed.

Spain: The questionnaires 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.

General information: The study was conducted in the national languages (Greek, Italian, Polish, Portugal, Spanish). The survey was anonymous.

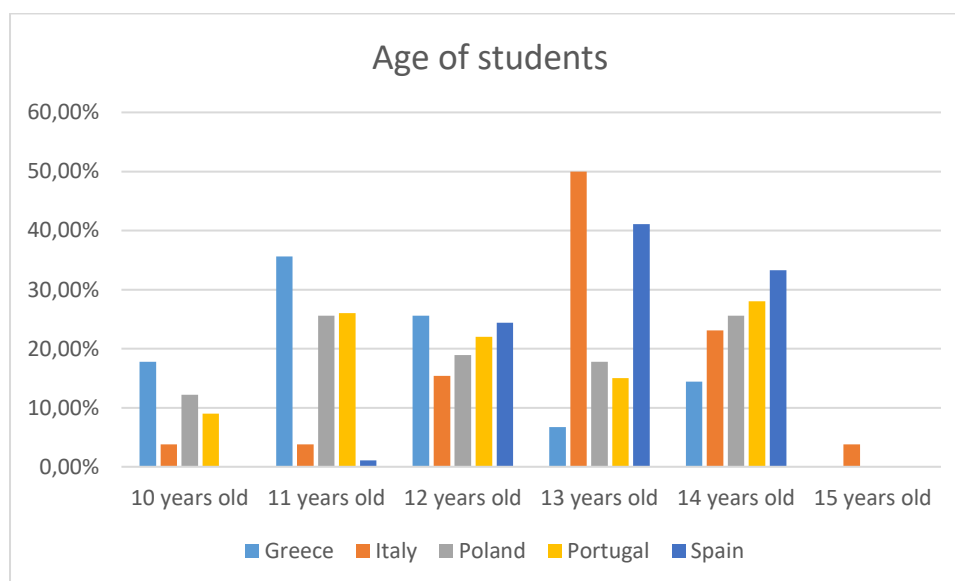
100% of respondents from three research groups (teachers, parents, other school staff) answered the question positively: *I understand the purpose of the research. I know that my personal data will remain confidential and I give my consent to participate in the survey*, which gave consent to participate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

3.2. International statistical data

Students (412 respondents)

1. How old are you?

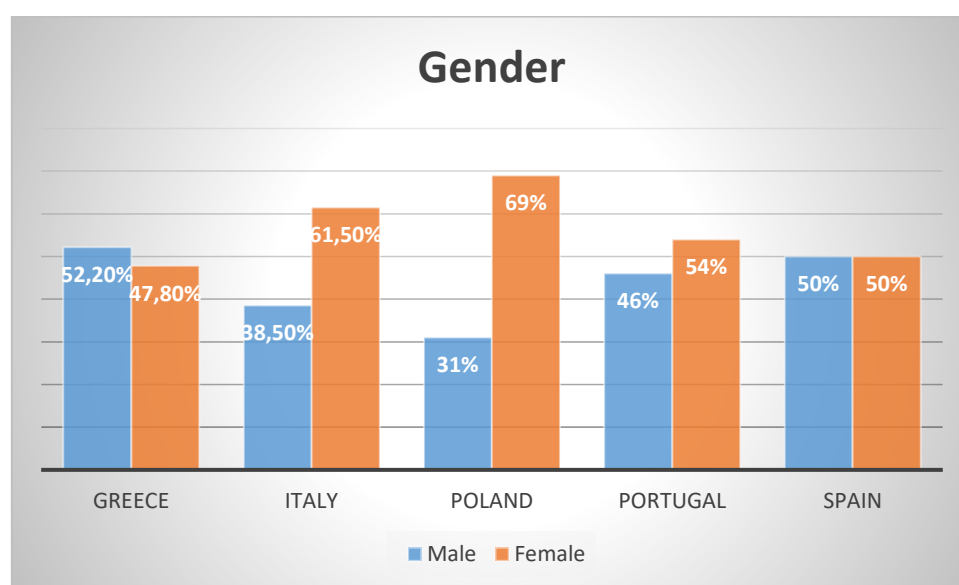
	Greece	Italy	Poland	Portugal	Spain
10 years old	16 (17,8%)	2 (3,8%)	11 (12,2%)	8 (9%)	-
11 years old	32 (35,6%)	2 (3,8%)	23 (25,6%)	23 (26%)	1 (1,1%)
12 years old	23 (25,6%)	8 (15,4%)	17 (18,9%)	20 (22%)	22 (24,4%)
13 years old	6 (6,7%)	26 (50,00%)	16 (17,8%)	14 (15%)	37 (41,1%)
14 years old	13 (14,4%)	12 (23,1%)	23 (25,6%)	25 (28%)	30 (33,3%)
15 years old	-	2 (3,8%)	-	-	-
Total number of respondents	90	52	90	90	90



In the survey took part students with different age. Almost in every country every age defined in the research was achieved. Additional in Italy the questionnaire was filled in by two 15 years old students.

2. Gender

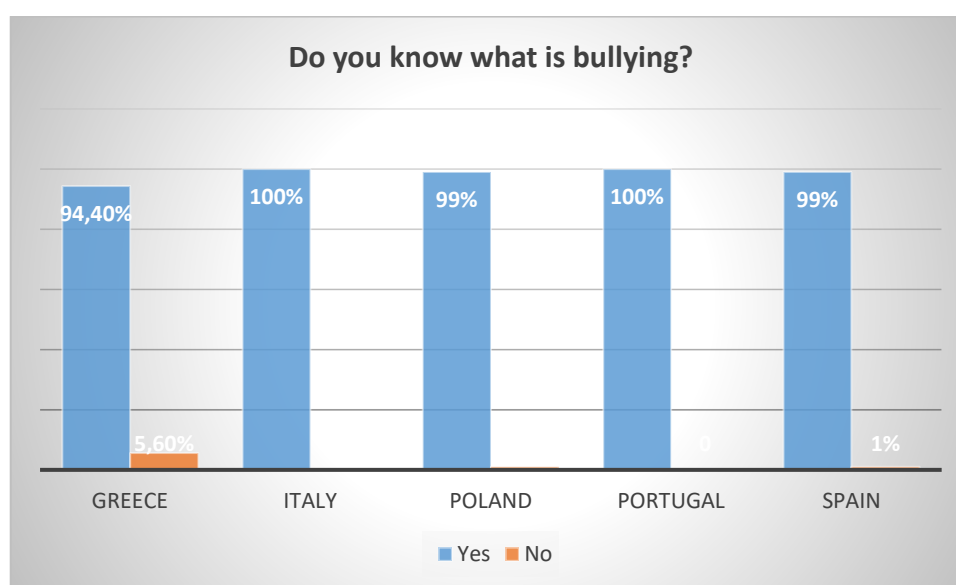
	Greece	Italy	Poland	Portugal	Spain
Male	47 (52,2%)	20 (38,5%)	28 (31%)	41 (46%)	45 (50%)
Female	43 (47,8%)	32 (61,5%)	62 (69%)	49 (54%)	45 (50%)
Total number of respondents	90	52	90	90	90



As we can see in the above graphs in every country in the survey took part women and men. The division of groups by the gender seems to be rather equal. Only in Italy and Poland more women (respectively 61,5% and 69%) took part in the survey.

3. Do you know what is bullying?

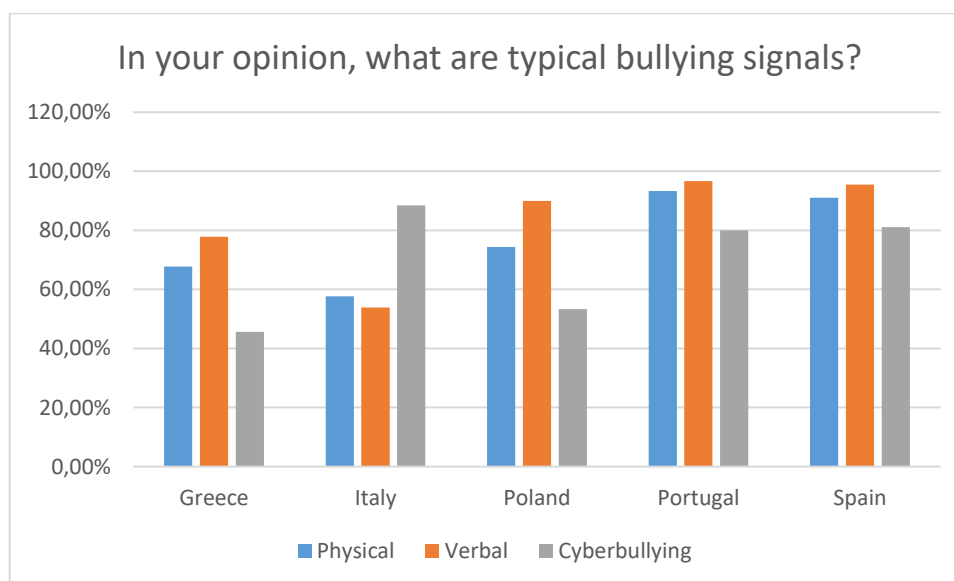
	Greece	Italy	Poland	Portugal	Spain
Yes	85 (94,4%)	52 (100%)	89 (99%)	90 (100%)	89 (99%)
No	5 (5,6%)	-	1 (1%)	-	1 (1%)
Total number of respondents	90	52	90	90	90



Definitely students know what bullying is. In Italy and Portugal 100% of respondents answered “yes” to this question, while in Poland and Spain 99%. Also in Greece the rate is high – 94,4%.

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

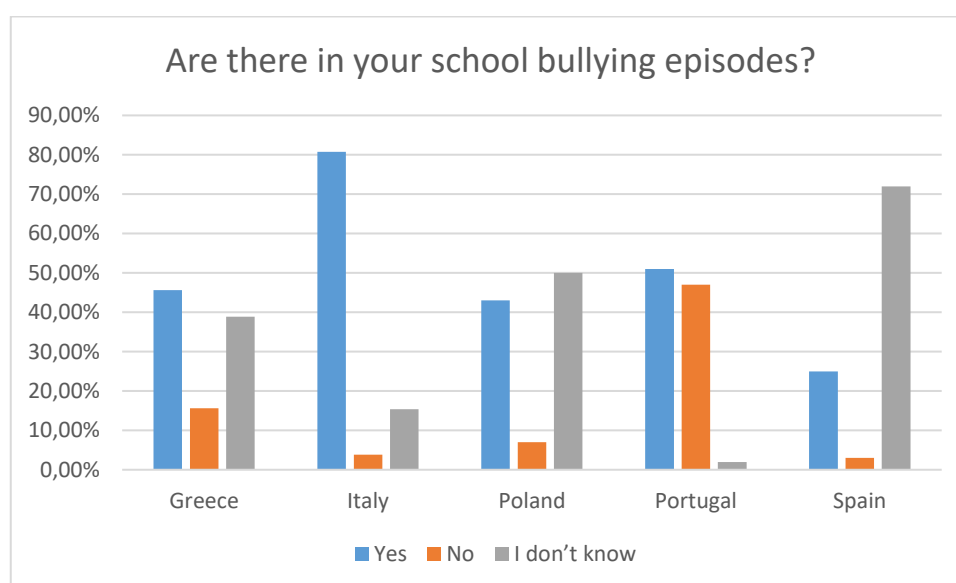
	Greece	Italy	Poland	Portugal	Spain
Physical (beating, kicking, etc.)	61 (67,8%)	15 (57,69%)	67 (74,4%)	84 (93,33%)	82 (91,1%)
Verbal (teasing, mocking)	70 (77,8%)	14 (53,85%)	81 (90%)	87 (96,66%)	86 (95,5%)
Cyberbullying	41 (45,6%)	23 (88,46%)	48 (53,3%)	72 (80%)	73 (81,1%)
<i>Other:</i> (PL) Victimization – 1 (1,1%); (ES) Exclusion and rejection – 5 (2%), Psychological – 2 (1%);					
Total number of respondents	90	52	90	90	90



According to students all three categories are bullying signals, but definitely verbal signals (teasing, mocking) have high rate in Greece (77,8%), Poland (90%), Portugal (96,66%) and Spain (95,5%). Also physical signals (beating, kicking etc.) were chosen by many students: 93,3% of students in Portugal, 91,1% in Spain, 74,4% in Poland, 67,8% in Italy and over 57% in Italy. Cyber bullying was chosen not so frequently, but also many students chose this answer – over 80% in Italy, Portugal and Spain.

5. Are there in your school bullying episodes?

	Greece	Italy	Poland	Portugal	Spain
Yes	41 (45,6%)	42 (80,77%)	39 (43%)	46 (51%)	22 (25%)
No	14 (15,6%)	2 (3,85%)	6 (7%)	42 (47%)	3 (3%)
I don't know	35 (38,9%)	8 (15,38%)	45 (50%)	2 (2%)	65 (72%)
Total number of respondents	90	52	90	90	90

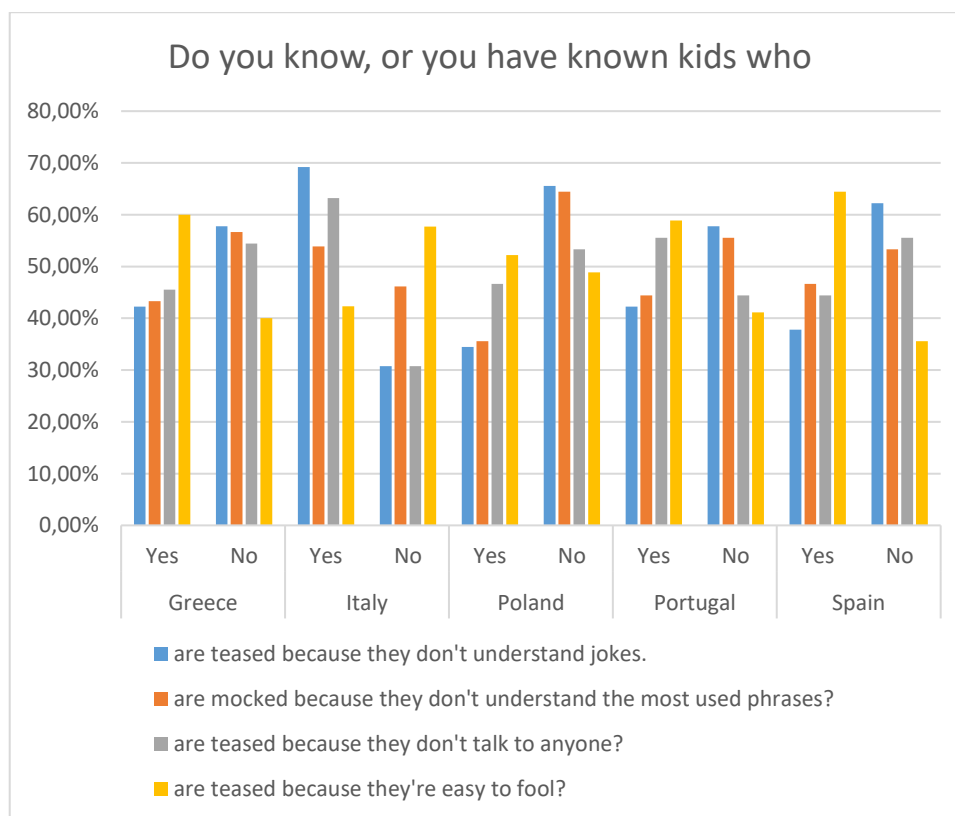


Usually students declare that bullying episodes happen in their schools: Greece (45,6%), Italy (80,77%), Poland (43%), Portugal (51%), Spain (25%). Only in two countries also a big group of students (Poland – 50% and Spain – 72%) don't know if bullying is present in their school. And a high rate of students in Portugal – 47% declare that bullying has no place in their schools, in other countries this answer was with the lowest number of answers (3% - 15%).

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

	Greece		Italy		Poland		Portugal		Spain	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
are teased because they don't understand jokes.	38 (42,22%)	52 (57,77%)	36 (69,23%)	16 (30,77%)	31 (34,44%)	59 (65,55%)	38 (42,22%)	52 (57,77%)	34 (37,77%)	56 (62,22%)
are mocked because they don't understand the most used phrases?	39 (43,33%)	51 (56,66%)	28 (53,85%)	24 (46,15%)	32 (35,55%)	58 (64,44%)	40 (44,44%)	50 (55,55%)	42 (46,66%)	48 (53,33%)
are teased because they don't talk to anyone?	41 (45,55%)	49 (54,44%)	36 (63,23%)	16 (30,77%)	42 (46,66%)	48 (53,33%)	50 (55,55%)	40 (44,44%)	40 (44,44%)	50 (55,55%)
are teased because they're easy to fool?	54 (60%)	36 (40%)	22 (42,31%)	30 (57,69%)	47 (52,22%)	44 (48,88%)	53 (58,88%)	37 (41,11%)	58 (64,44%)	32 (35,55%)
Total number of respondents	90		52		90		90		90	

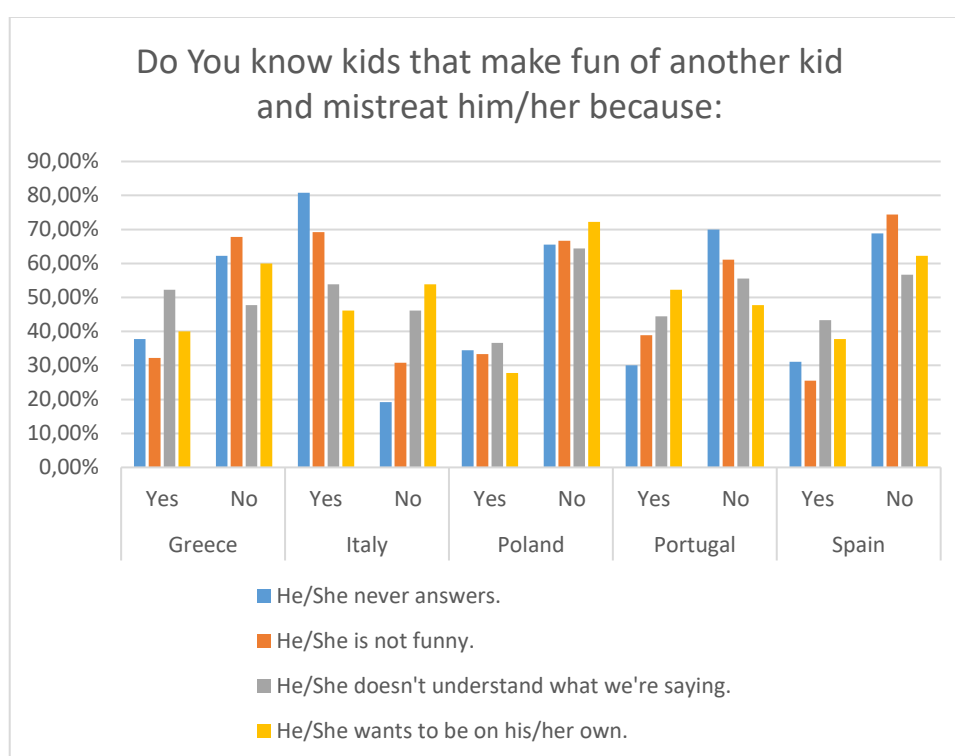
Students from Greece, Poland, Portugal and Spain mainly don't know other children who are teased because they don't understand the jokes. The similar situation has place in the second phrase – they rather don't know children who are mocked because they don't understand the most used phrases. But in those countries respondents said that they rather know kids who are teased because they're easy to fool. In Italy and Portugal students rather know other kids who are teased because they don't talk to anyone. It's important to notice that all three first phases (answers) have high rates in Italy. Another thing worth to highlight is the balance between answers “yes” and “no” in every answer in each country. Usually there is a balance between around 40% - 60%, so we can assume that there is a big group of students who know kids who are teased or mocked for different reasons as mentioned above.



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

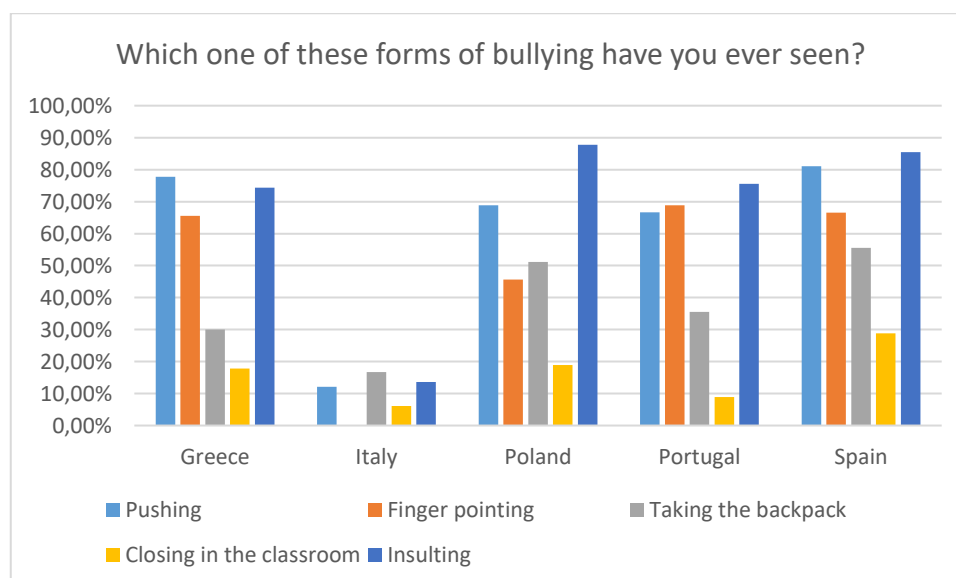
	Greece		Italy		Poland		Portugal		Spain	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
He/She never answers.	34 (37,77%)	56 (62,22%)	42 (80,77%)	10 (19,23%)	31 (34,44%)	59 (65,55%)	27 (30%)	63 (70%)	28 (31,11%)	62 (68,88%)
He/She is not funny.	29 (32,22%)	61 (67,77%)	36 (69,23%)	16 (30,77%)	30 (33,33%)	60 (66,66%)	35 (38,88%)	55 (61,11%)	23 (25,55%)	67 (74,44%)
He/She doesn't understand what we're saying.	47 (52,22%)	43 (47,77%)	28 (53,85%)	24 (46,15%)	33 (36,66%)	58 (64,44%)	40 (44,44%)	50 (55,55%)	39 (43,33%)	51 (56,66%)
He/She wants to be on his/her own.	36 (40%)	54 (60%)	24 (46,15%)	28 (53,85%)	25 (27,77%)	65 (72,22%)	47 (52,22%)	43 (47,77%)	34 (37,77%)	56 (62,22%)
Total number of respondents	90		52		90		90		90	

Students in Italy rather know other kids who make fun of others because the other never answer, are not funny or don't understand what's saying. With this last category agree many of students from Greece. In Portugal many students know students who mistreat others because the other wants to be on their own. On the other hand students in Poland and Spain rather don't know children making fun of others in the mentioned areas. But as it was in the previous question the balance between answers "yes" and "no" is very important. It is still between 30%-70%. We can conclude that even a group of 30% respondents is quite substantial rate in the topic of making fun of another children or mistreating them from the reason mentioned in the answers.



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

	Greece	Italy	Poland	Portugal	Spain
Pushing	70 (77,8%)	16 (12,12%)	62 (68,9%)	60 (66,66%)	73 (81,1%)
Finger pointing	59 (65,6%)	-	41 (45,6%)	62 (68,88%)	60 (66,6%)
Taking the backpack	27 (30%)	22 (16,67%)	46 (51,1%)	32 (35,55%)	50 (55,5%)
Closing in the classroom	16 (17,8%)	8 (6,06%)	17 (18,9%)	8 (8,88%)	26 (28,8%)
Insulting	67 (74,4%)	18 (13,64%)	79 (87,8%)	68 (75,55%)	77 (85,5%)
<p><i>Other:</i></p> <p><i>(GR) 4 answers: Hitting the students – 2 respondents, abuse – 1 respondent, gestures – 1 respondents.</i></p> <p><i>(PL) 2 answers (2,2%): Ignoring, Making fun of family, origin.</i></p> <p><i>(ES) 5 answers (2%): put them against the wall, laugh at them, demand them to do something, put gum on their head and use them to hurt/bother others.</i></p> <p><i>(IT) Tugging (14 - 10,61%), Social offensive messages (2 - 1,52%), Mocking on social (2 - 1,52%), Mocking (34 - 25,76%), Teasing (14 - 10,61%), Yanking (2 - 1,52%)</i></p>					
Total number of respondents	90	52	90	90	90

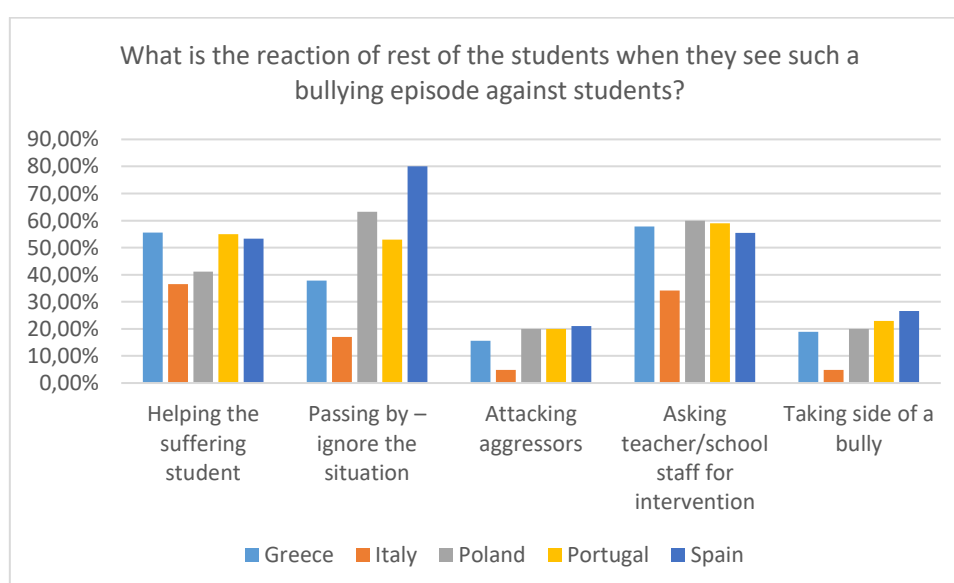


Insulting is the most often seen form of bullying, it has very high result in every country. The second form of bullying very often chosen by students in all countries is pushing, and the third is finger pointing. Also “taking backpack” received a high rate. The lowest rate is for Closing in the classroom.

Special attention should be paid to the additional answers given by students. Especially students from Italy gave a lot of other answers, in which the most often forms of bullying are mocking, teasing, tugging.

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

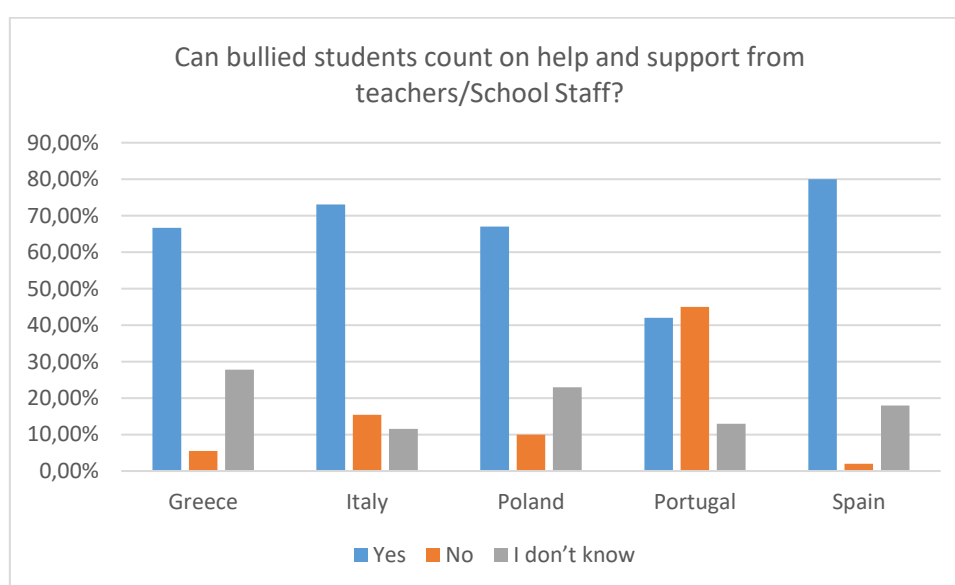
	Greece	Italy	Poland	Portugal	Spain
Helping the suffering student	50 (55,6%)	30 (36,59%)	37 (41,1%)	50 (55%)	48 (53,3%)
Passing by – ignore the situation	34 (37,8%)	14 (17,07%)	57 (63,3%)	48 (53%)	72 (80%)
Attacking aggressors	14 (15,6%)	4 (4,88%)	18 (20%)	18 (20%)	19 (21,1%)
Asking teacher/school staff for intervention	52 (57,8%)	28 (34,15%)	54 (60%)	53 (59%)	50 (55,5%)
Taking side of a bully	17 (18,95)	4 (4,88%)	18 (20%)	21 (23%)	24 (26,6%)
Other: <i>(ES) being a mediator in the episode - 1, stare at the situation – 1 (1%)</i> <i>(PT) watch and laugh – 1,</i> <i>(IT) answer the bully and defend the victim – 2 (2,44%)</i>					
Total number of respondents	90	52	90	90	90



Students when they see a bullying episode usually at first ask teacher (or other school staff person) for intervention or help the suffering student. But on the other hand many of students from Spain, Poland, Portugal and also Greece ignore the bullying situation and just pass by. That might be the area to future work – some of students may don't know how to react in that situation.

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

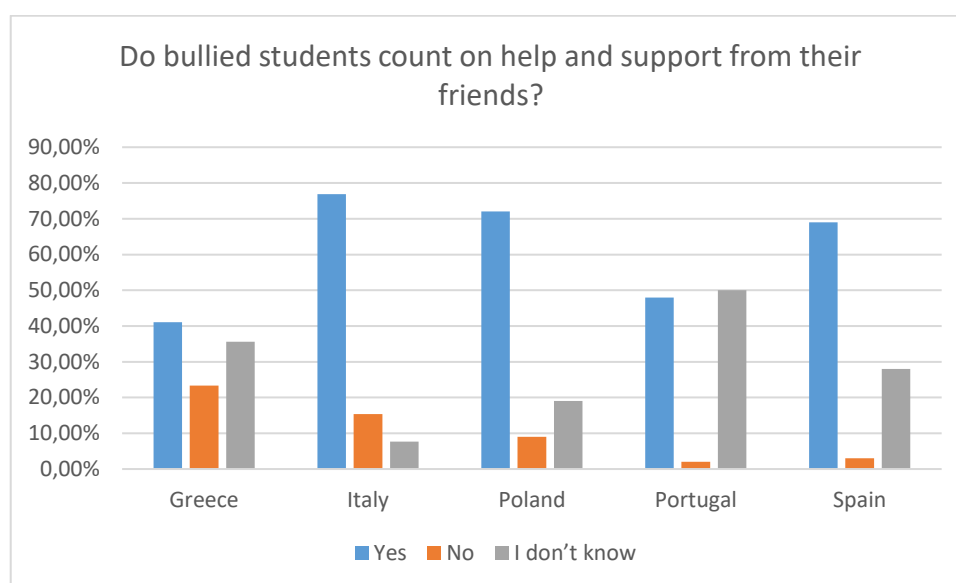
	Greece	Italy	Poland	Portugal	Spain
Yes	60 (66,7%)	38 (73,08%)	60 (67%)	38 (42%)	72 (80%)
No	5 (5,5%)	8 (15,38%)	9 (10%)	40 (45%)	2 (2%)
I don't know	25 (27,8%)	6 (11,54%)	21 (23%)	12 (13%)	16 (18%)
Total number of respondents	90	52	90	90	90



Definitely bullied students in all countries may count on help and support from teachers or school staff persons. But in Portugal 45% of students answered “no” to this question.

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

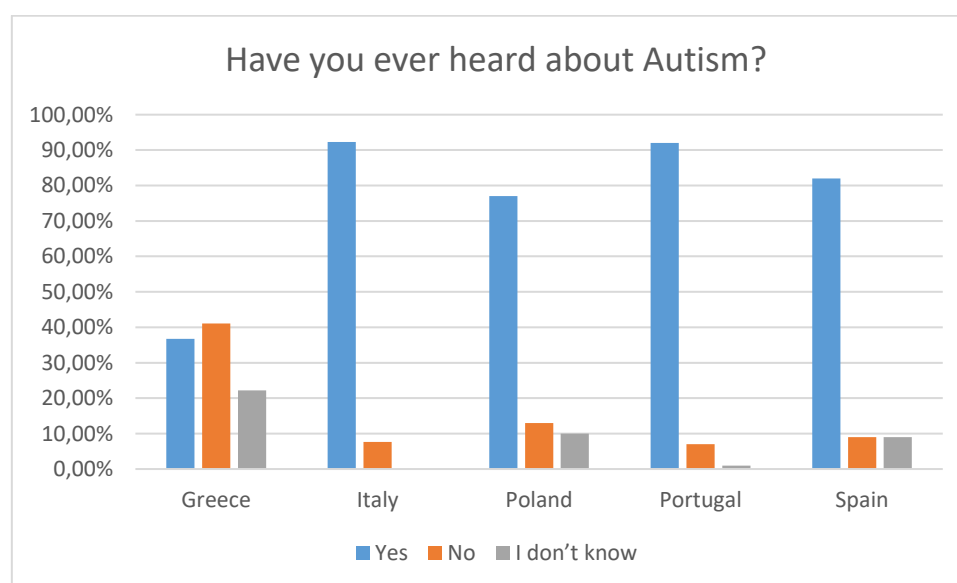
	Greece	Italy	Poland	Portugal	Spain
Yes	37 (41,1%)	40 (76,92%)	65 (72%)	43 (48%)	62 (69%)
No	21 (23,3%)	8 (15,38%)	8 (9%)	2 (2%)	3 (3%)
I don't know	32 (35,6%)	4 (7,69%)	17 (19%)	45 (50%)	25 (28%)
Total number of respondents	90	52	90	90	90



Definitely bullied students in all countries may count on help and support from friends. But in Portugal 50% of students answered “I don't know” to this question.

12. Have you ever heard about Autism?

	Greece	Italy	Poland	Portugal	Spain
Yes	33 (36,7%)	48 (92,31%)	69 (77%)	83 (92%)	74 (82%)
No	37 (41,1%)	4 (7,69%)	12 (13%)	6 (7%)	8 (9%)
I don't know	20 (22,2%)	-	9 (10%)	1 (1%)	8 (9%)
Total number of respondents	90	52	90	90	90

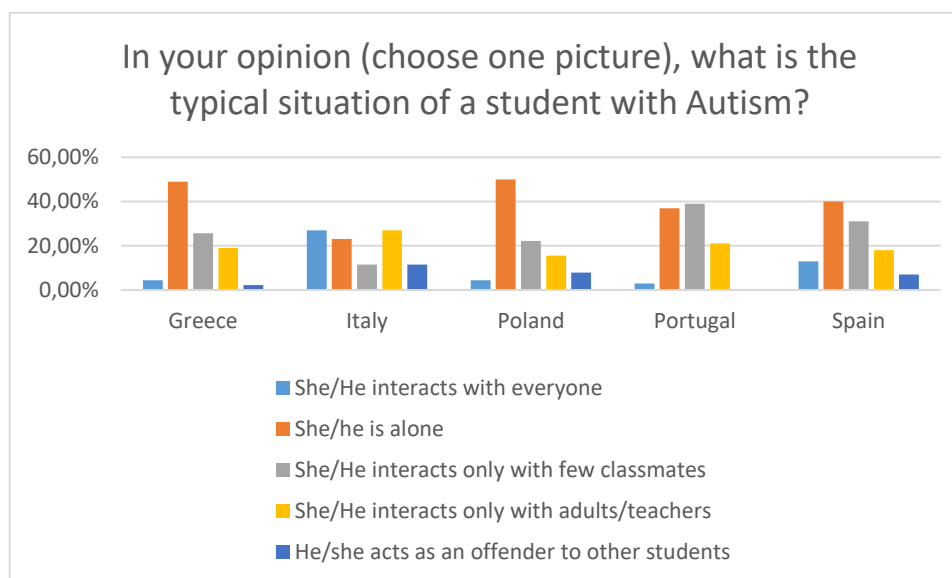


Many of students heard about Autism (around 80% - 90% of students). Only in Greece 41,1% haven't heard about it.

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

	Greece	Italy	Poland	Portugal	Spain
She/He interacts with everyone	4 (4,4%)	14 (26,92%)	4 (4,4%)	3 (3%)	11 (...)
She/he is alone	44 (48,9%)	12 (23,08%)	45 (50%)	33 (37%)	60 (40%)
She/He interacts only with few classmates	23 (25,6%)	6 (11,54%)	20 (22,2%)	35 (39%)	47 (31%)
She/He interacts only with adults/teachers	17 (18,9%)	14 (26,92%)	14 (15,6%)	19 (21%)	27 (18%)
He/she acts as an offender to other students	2 (2,2%)	6 (11,54%)	7 (7,8%)	0	6 (7%)
Total number of respondents	90	52	90	90	90

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



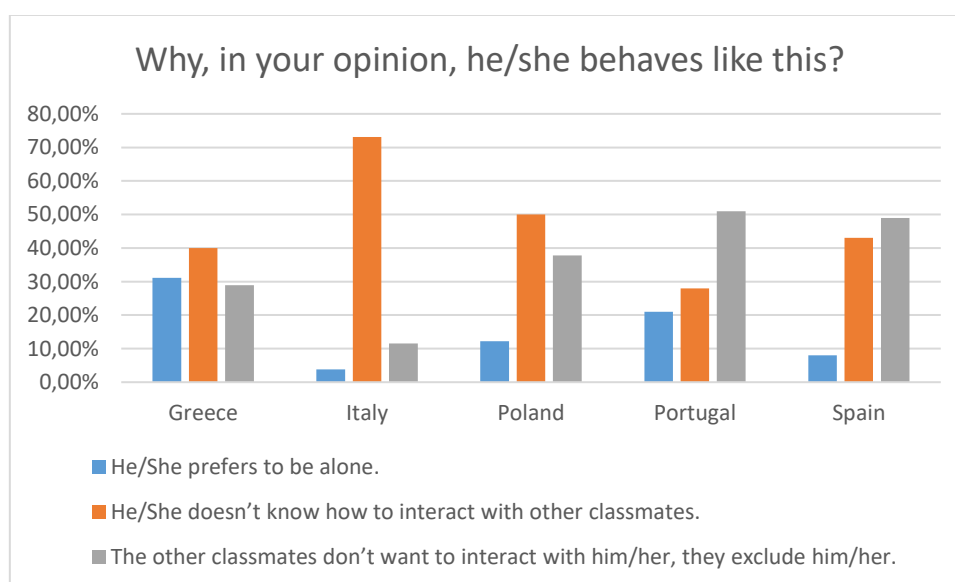
The most common situation for students with ASD according to survey students in every country is situation when the student with autism is alone, which confirms the

understanding of definition of autism. Students from Portugal, Spain and Poland also noticed that another typical situation is a situation when student with autism interacts only with few classmates.

Students from Italy also noticed that another typical situation is a situation when students with ASD interact only with adults/teachers. But on the other hand a big group of students indicated situation when student with autism interacts with everyone.

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

	Greece	Italy	Poland	Portugal	Spain
He/She prefers to be alone.	28 (31,1%)	2 (3,85%)	9 (12,2%)	19 (21%)	6 (8%)
He/She doesn't know how to interact with other classmates.	36 (40%)	38 (73,08%)	37 (50%)	25 (28%)	33 (43%)
The other classmates don't want to interact with him/her, they exclude him/her.	26 (28,9%)	6 (11,54%)	28 (37,8%)	46 (51%)	37 (49%)
Total number of respondents	90	46 (No answer: 6 (11,54%))	74	90	76



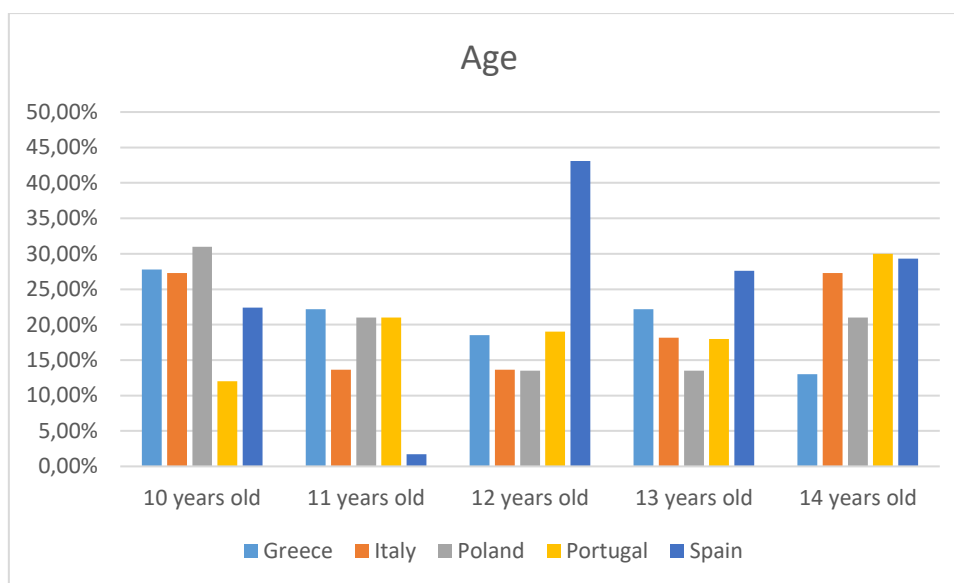
According to respondents students with autism behave like this because they don't know how to interact with other classmates (with highest rate) and because the other classmates don't want to interact with them, they are excluded. Also a big

group of students from Greece said that students with ASD behave like this because they prefer to be alone.

3.2.1. Parents (271 respondents)

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

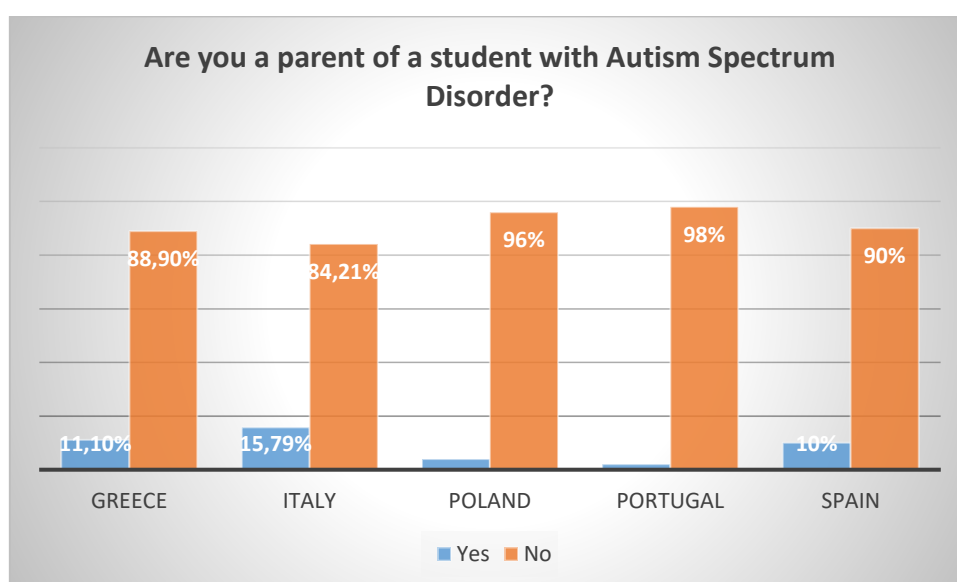
	Greece	Italy	Poland	Portugal	Spain
10 years old	15 (27,8%)	18 (27,27%)	16 (31%)	7 (12%)	13 (22,41%)
11 years old	12 (22,2%)	9 (13,64%)	11 (21%)	12 (21%)	1 (1,72%)
12 years old	10 (18,5%)	9 (13,64%)	7 (13,5%)	11 (19%)	25 (43,10%)
13 years old	12 (22,2%)	12 (18,18%)	7 (13,5%)	10 (18%)	16 (27,58%)
14 years old	7 (13%)	18 (27,27%)	11 (21%)	17 (30%)	17 (29,31%)
Total number of respondents	54	57	52	50	58



In the survey took part parents of students in age 10-14. In every country every group is represented.

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

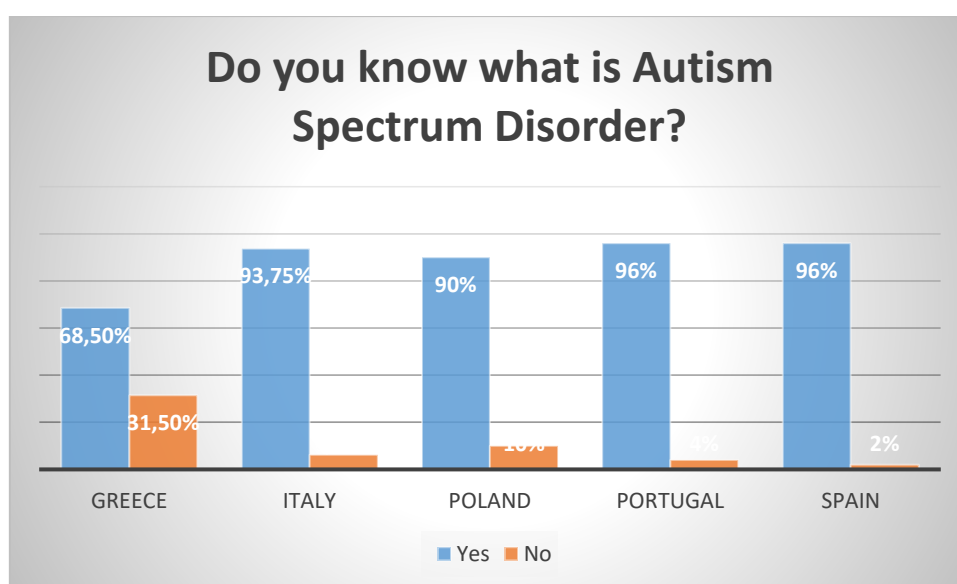
	Greece	Italy	Poland	Portugal	Spain
Yes	6 (11,1%)	9 (15,79%)	2 (4%)	2%	6 (10%)
No	48 (88,9%)	48 (84,21%)	50 (96%)	98%	52 (90%)
Total number of respondents	54	57	52	50	58



Definitely the most of parents taking part in the survey is not a parent of a child with ASD, but in every country there is at least a small percentage of parents of child with ASD. The biggest group is in Italy.

3. Do you know what is Autism Spectrum Disorder?

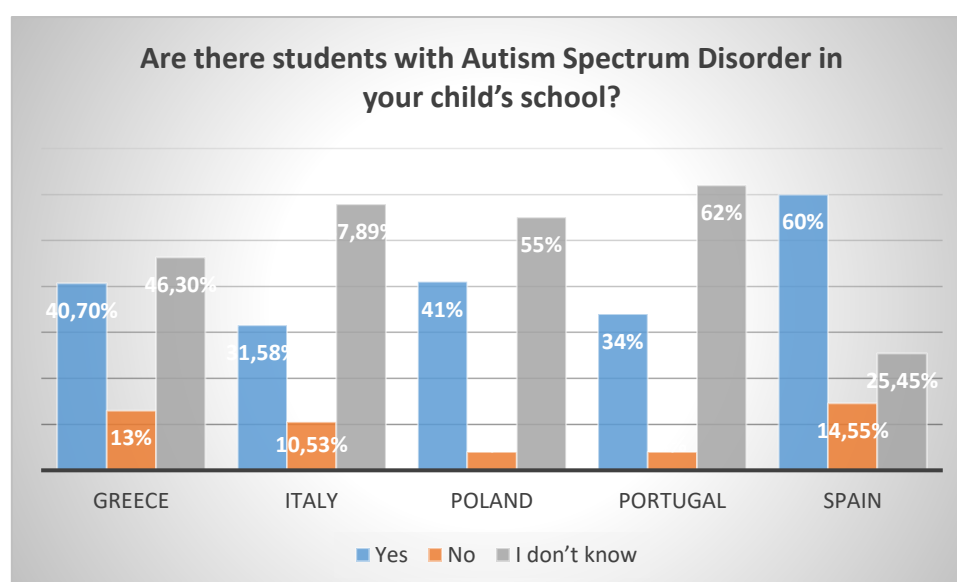
	Greece	Italy	Poland	Portugal	Spain
Yes	37 (68,5%)	45 (93,75%)	47 (90%)	48 (96%)	50 (96%)
No	17 (31,5%)	3 (6,25%)	5 (10%)	2 (4%)	2 (2%)
Total number of respondents	54	48	52	50	52



Definitely parents know what Autism Spectrum Disorder is. In Italy, Poland, Portugal and Spain more than 90% of respondents said that they know this disorder. But in Greece 31,5% of parents don't know what is it.

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

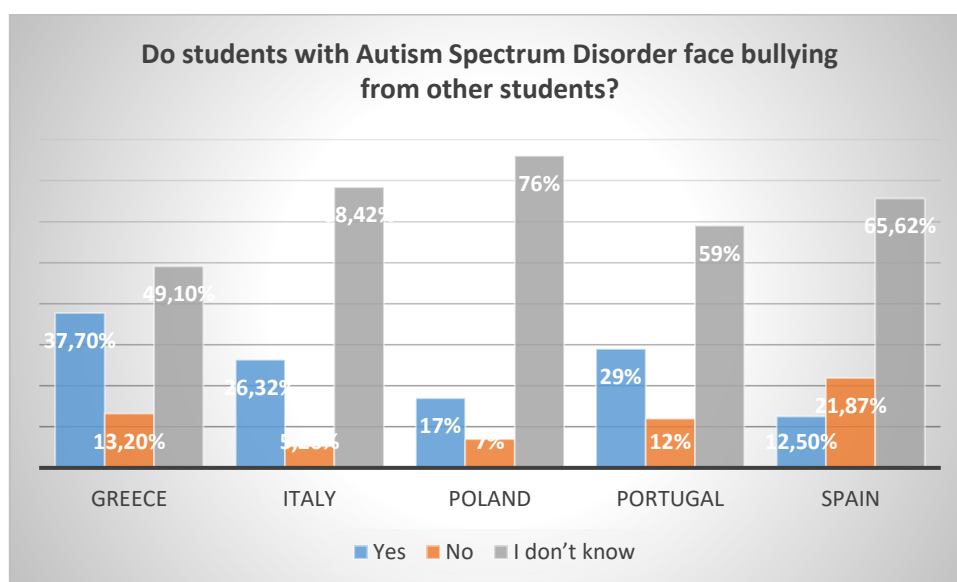
	Greece	Italy	Poland	Portugal	Spain
Yes	22 (40,7%)	18 (31,58%)	21(41%)	17 (34%)	33 (60%)
No	7 (13%)	6 (10,53%)	2 (4%)	2 (4%)	8 (14,55%)
I don't know	25 (46,3%)	33 (57,89%)	28 (55%)	31 (62%)	14 (25,45%)
Total number of respondents	54	57	51	50	55



Many of parents don't know if there are students with ASD in their child's school. In Italy, Poland and Portugal it is more than 55%. But also many of parents confirmed that there are students with ASD in their child's schools: the biggest group in Spain – 60%, and then in Poland – 41%, Greece – 40,7%, Portugal – 34% and Italy – 31,6%.

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

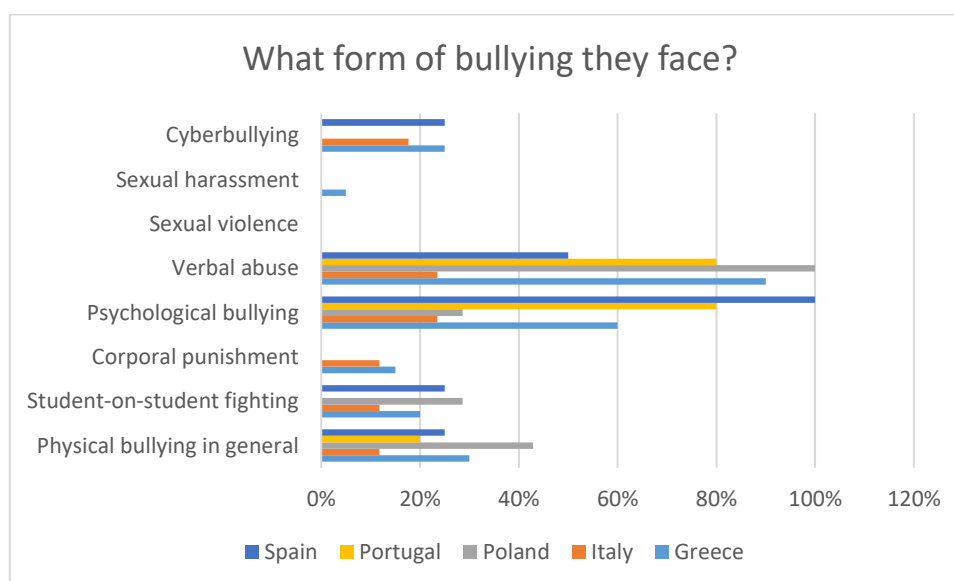
	Greece	Italy	Poland	Portugal	Spain
Yes	20 (37,7%)	15 (26,32%)	7 (17%)	5 (29%)	4 (12,5%)
No	7 (13,2%)	3 (5,26%)	3 (7%)	2 (12%)	7 (21,87%)
I don't know	26 (49,1%)	39 (68,42%)	32 (76%)	10 (59%)	21 (65,62%)
Total number of respondents	53	57	42	17	32



Mainly parents said that they don't know if students with ASD face bullying from other students. But on the other hand 37,7% of respondents in Greece, 29% in Portugal, 26,3% in Italy, 17% in Poland and 12,5% in Spain answered "yes" to this question so it might suggest the problem.

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

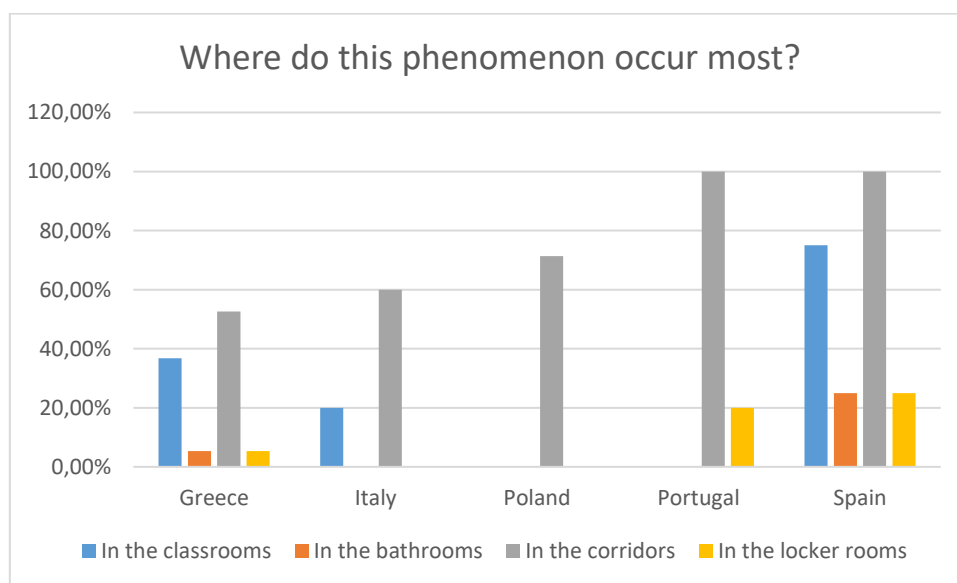
	Greece	Italy	Poland	Portugal	Spain
Physical bullying in general	6 (30%)	6 (11,76%)	3 (42,9%)	1 (20%)	1 (25%)
Student-on-student fighting	4 (20%)	6 (11,76%)	2 (28,6%)	-	1 (25%)
Corporal punishment	3 (15%)	6 (11,76%)	-	-	-
Psychological bullying	12 (60%)	12 (23,53%)	2 (28,6%)	4 (80%)	4 (100%)
Verbal abuse	18 (90%)	12 (23,53%)	7 (100%)	4 (80%)	2 (50%)
Sexual violence	-	-	-	-	-
Sexual harassment	1 (5%)	-	-	-	-
Cyberbullying	5 (25%)	9 (17,65%)	-	-	1 (25%)
Other:					
(PL) Mocking – 1 respondent (14,3%)					
(ES) Rejection – 2 respondents					
Total number of respondents	20	15	7	5	4



As we can see on the graphs Verbal abuse and Psychological bullying are two most often forms of bullying noticed by parents. But we should pay attention also to three chosen by less respondents but suggesting the problem that might be taking into account: physical bullying in general, Student – on – student fighting and cyberbullying.

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

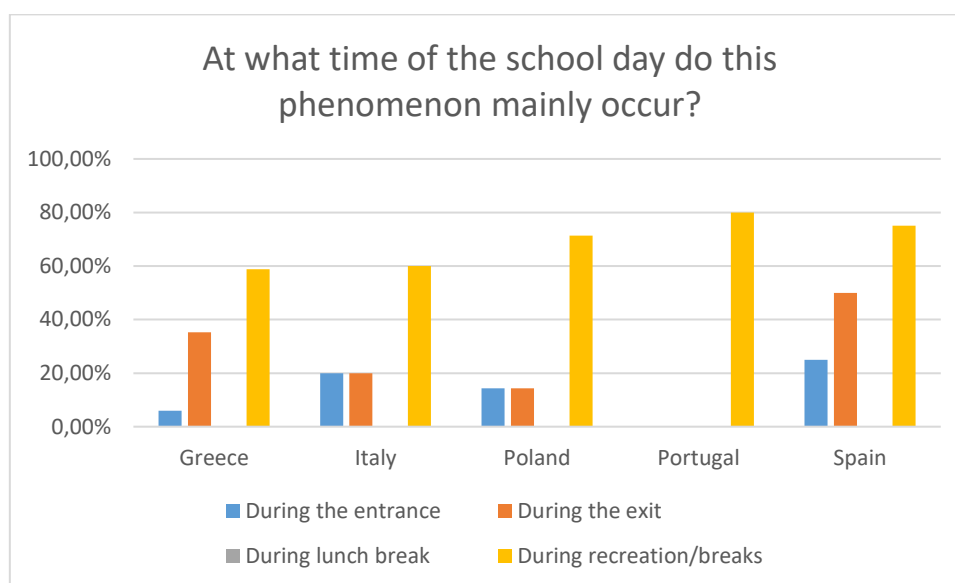
	Greece	Italy	Poland	Portugal	Spain
In the classrooms	7 (36,8%)	3 (20%)	-	-	3 (75%)
In the bathrooms	1 (5,3%)	-	-	-	1 (25%)
In the corridors	10 (52,6%)	9 (60%)	5 (71,4%)	4 (100%)	4 (100%)
In the locker rooms	1 (5,3%)	-	-	1 (20%)	1 (25%)
<i>Other:</i> (PL) In the locker rooms of the gym – 1 respondent (14,3%), Entrance / Exit of the school – 1 respondent (14,3%); (ES) School playground – 1 respondent, Entrance of the school – 1 respondent; (IT) Outside the school – 3 respondents (20%)					
Total number of respondents	19	15	7	5	4



According to parents the most often bullying episodes happen in the corridors, on the second place classrooms are mentioned.

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

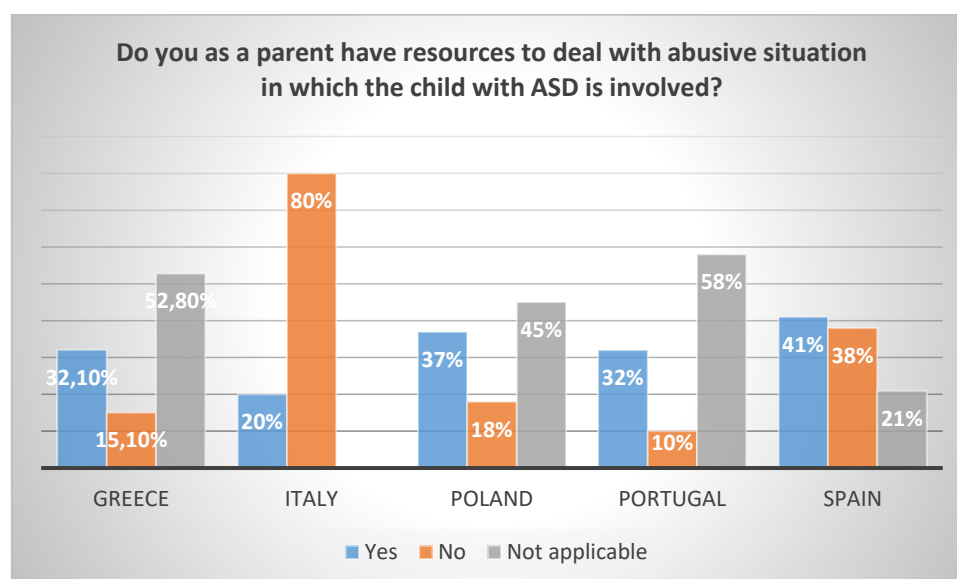
	Greece	Italy	Poland	Portugal	Spain
During the entrance	1 (5,9%)	3 (20%)	1 (14,3%)	-	1 (25%)
During the exit	6 (35,3%)	3 (20%)	1 (14,3%)	-	2 (50%)
During lunch break	-	-	-	-	
During recreation/breaks	10 (58,8%)	9 (60%)	5 (71,4%)	4 (80%)	3 (75%)
Other: (PT) during all					
Total number of respondents	17	15	7	5	4



According to parents the most often bullying episodes happen during recreations/break, on the second place we can see that this situation takes place during exit the school.

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?

	Greece	Italy	Poland	Portugal	Spain
Yes	17 (32,1%)	3 (20%)	14 (37%)	16 (32%)	24 (41%)
No	8 (15,1%)	12 (80%)	7 (18%)	5 (10%)	22 (38%)
Not applicable	28 (52,8%)	-	17 (45%)	29 (58%)	12 (21%)
Total number of respondents	53	15	38	50	58

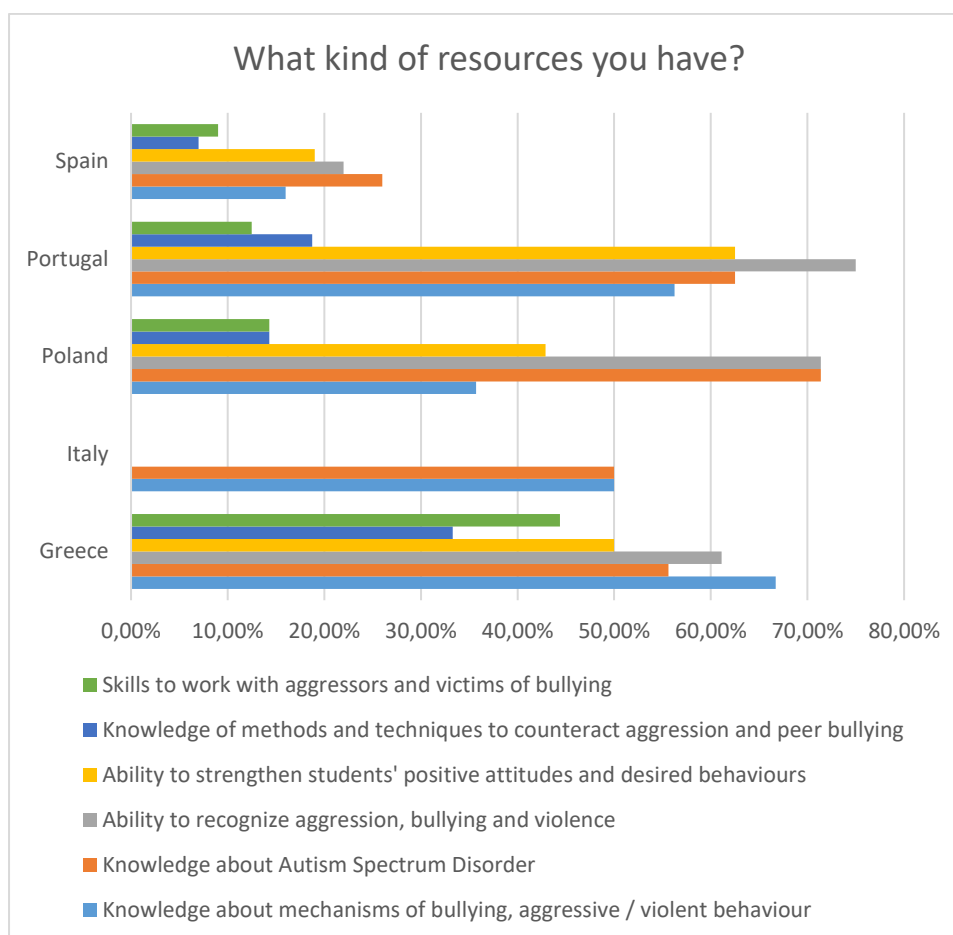


Parents mainly don't have (or said it's not applicable for them) resources to deal with abusive situation, especially in those ones in which the child with ASD is involved. In Italy 80% of parents don't have such resources, in Spain 38%. On the other hand we see that for 58% of parents in Portugal, 52,8% in Greece and 45% in Poland this is not applicable – we can conclude that these parents are not interested in the topic, and see such a need.

Also many parents have the resources to deal with abusive situation. Answer "yes" was chosen by 41% of parents in Spain, 37% in Poland, 32% in Greece and Portugal and 20% in Italy.

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

	Greece	Italy	Poland	Portugal	Spain
Knowledge about mechanisms of bullying, aggressive / violent behaviour	12 (66,7%)	3 (50%)	5 (35,7%)	9 (56,25%)	11 (16%)
Knowledge about Autism Spectrum Disorder	10 (55,6%)	3 (50%)	10 (71,4%)	10 (62,5%)	18 (26%)
Ability to recognize aggression, bullying and violence	11 (61,1%)	-	10 (71,4%)	12 (75%)	15 (22%)
Ability to strengthen students' positive attitudes and desired behaviours	9 (50%)	-	6 (42,9%)	10 (62,5%)	13 (19%)
Knowledge of methods and techniques to counteract aggression and peer bullying	6 (33,3%)	-	2 (14,3%)	3 (18,75%)	5 (7%)
Skills to work with aggressors and victims of bullying	8 (44,4%)	-	2 (14,3%)	2 (12,5%)	6 (9%)
<i>Other:</i> (ES) Emotional education training – 1 respondent (1%)					
Total number of respondents	18	6	14	16	58

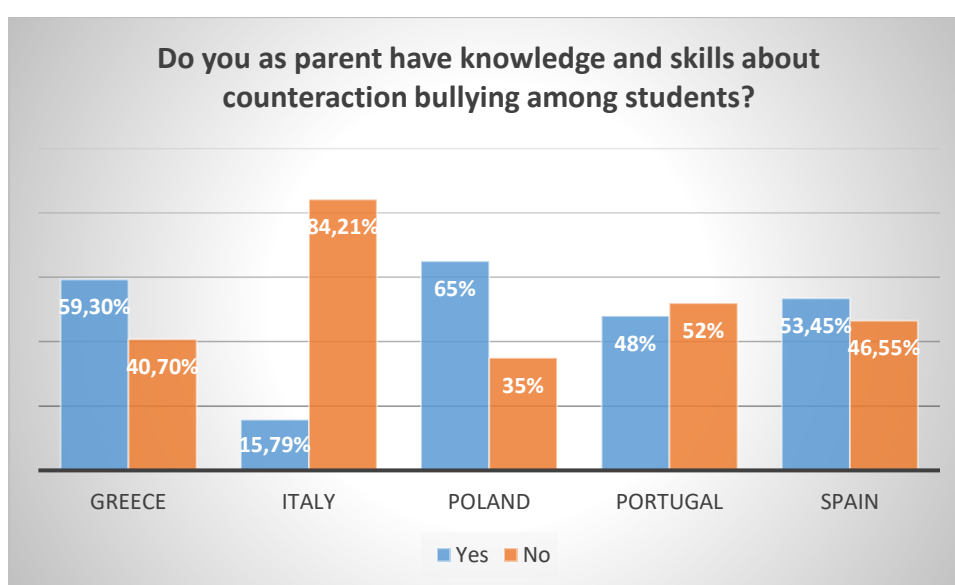


Among parents saying that they have resources to deal with abusive situation the most often resources they have are: Knowledge about mechanisms of bullying, aggressive / violent behaviour, Knowledge about Autism Spectrum Disorder, Ability to recognize aggression, bullying and violence, Ability to strengthen students' positive attitudes and desired behaviours, Skills to work with aggressors and victims of bullying.

Definitely in all countries the Knowledge of methods and techniques to counteract aggression and peer bullying need to be strength, as this is the answer with the lowest rate.

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

	Greece	Italy	Poland	Portugal	Spain
Yes	32 (59,3%)	9 (15,79%)	34 (65%)	24 (48%)	31 (53,45%)
No	22 (40,7%)	48 (84,21%)	18 (35%)	26 (52%)	27 (46,55%)
Total number of respondents	54	57	52	50	58



Regarding having knowledge and skills about counteraction bullying among students we can find differences between parents' answers in particular countries. For example 65% parents in Poland, 59,3% in Greece and 53,4% in Spain answered "yes" to this question. But on the other hand 84,2% of parents in Italy and 52% in Portugal answered "no".

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?

(GR) When parents were asked to state what they need to know in the topic of counteracting bullying incidents involving students with Autism Spectrum Disorder and what kind of skills and knowledge do they need to have, most of them answered that they need to have knowledge about mechanisms of bullying, aggressive / violent behaviour.

They also admit that there is need to take part in education courses, training and seminars for parents that they will help them to deal more effectively with the this situation in schools.

In addition many of them report that communication skills are very important in order to talk with the parents of other students and the students themselves, both with the aggressors and the victims of bullying.

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

(PL) The 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.

(PT) When parents were asked to state what they need to know in the topic of counteracting bullying incidents involving students with Autism Spectrum Disorder and what kind of skills and knowledge do they need to have, 22% didn't answer, and also 22% refer they need to know everything about bullying and ASD, while 14% of the parents answered that they need nothing. The fact that 14% of the parents answered that they need training about how to work with their children to help avoid bullying of other students shows how significant they think this issue is.

(ES) 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.

Summing up the parents needs in the topic of counteracting bullying incidents involving students with Autism Spectrum Disorder and what kind of skills and knowledge do they need to have, most of them in all countries answered:

- issues related to bullying/violence:
 - general knowledge about bullying/violence;
 - knowledge about mechanisms of bullying, aggressive / violent behaviour;

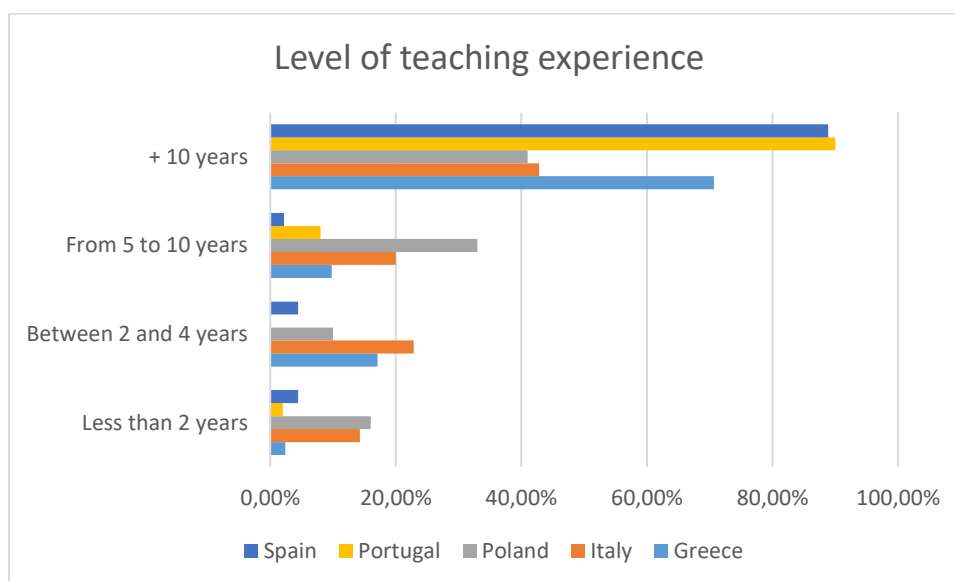
- the means and the right knowledge to deal with the situations of bullying;
- knowledge about the legal consequences for aggressors;
- skills related to combating violence - how to react in such situations, techniques for counteracting violence - how to effectively work with aggressors;
- skills in dealing with violence of students towards a child with disorders, how to talk to a child experiencing violence, how to help the child and its environment;
- issues related to autism:
 - 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 communicate with students with ASD;
 - prevent violence towards autistic students;
- issues related to working with a student in a difficult situation:
 - communication skills: how to talk with the parents of other students and the students themselves, both with the aggressors and the victims of bullying;
 - skills of dealing with conflict situations;
 - emotional support;
 - crisis management;
 - mediation;
 - how to maintain peer relationships;
 - how to work with their children to help avoid bullying of other students.

The important aspect of these answers is admitting that there is a need to take part in education workshops, courses, training and seminars for parents that they will help them to deal more effectively with this situation in schools. This confirms the need of workshops for parents in the Against Bubble project.

Teachers (235 respondents)

1. Level of your teaching experience

	Greece	Italy	Poland	Portugal	Spain
Less than 2 years	1 (2,4%)	10 (14,29%)	6 (16%)	1 (2%)	2 (4,44%)
Between 2 and 4 years	7 (17,1%)	16 (22,86%)	4 (10%)	-	2 (4,44%)
From 5 to 10 years	4 (9,8%)	14 (20%)	13 (33%)	3 (8%)	1 (2,22%)
+ 10 years	29 (70,7%)	30 (42,86%)	16 (41%)	36 (90%)	40 (88,88%)
Total number of respondents	41	70	39	40	45



Most of teachers taking part in the survey (in every country) have more than 10 years of experience in teaching. This is an important factor in the survey, as we included in the analysis the most experienced target group to share their opinion and experiences.

2. What subject(s) do you teach ?

(GR) Most of the teachers participated in the study (12,1%) teach all subjects, while the most common subjects for teaching are ICT (7,3%), literature (4,9%) and physics (4,9%)

(IT) Most of teachers participated in the study was supportive teachers (34,29%), teachers of Italian (14,29%), Mathematics (8,57%) and English (5,71%). Other teachers are teachers of different subjects like: Scientific disciplines, religion, physical education, geography, history and art. Many of teachers teach more than one subject.

(PL) 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.

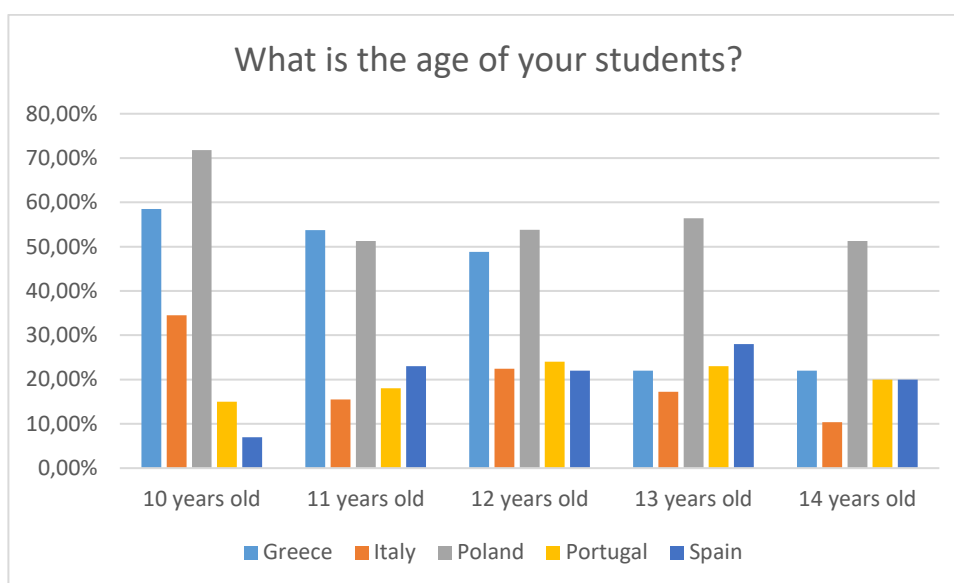
(PT) Portuguese, Physical Education and Expressions are the subjects taught by 55% of the teachers. The other subjects are: Mathematics, Natural Sciences, English – about 10% of answers in each category. Geography and History and Geography – about 8% of answers in each category.

(ES) 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 are 1 teacher of Biology and Geology, Esthetician Training, Latin and Greek, Assistant teacher, Arts and Psychology.

As we can see in the answers above from all countries we have among respondents teachers of very different subjects starting from national and foreign languages, maths and scientific subject to the art teachers or physical activities teachers.

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

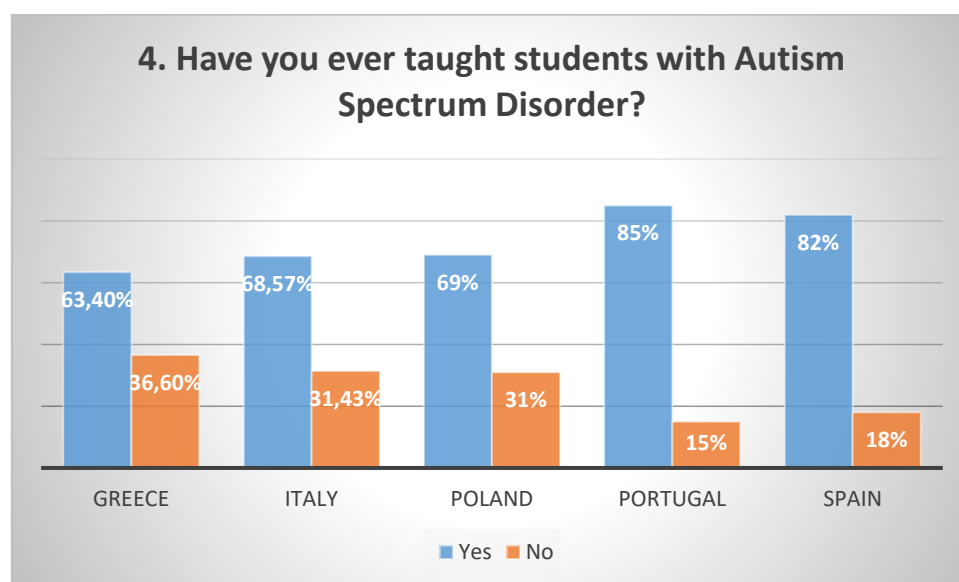
	Greece	Italy	Poland	Portugal	Spain
10 years old	24 (58,5%)	40 (34,48%)	28 (71,8%)	17 (15%)	7 (7%)
11 years old	22 (53,7%)	18 (15,52%)	20 (51,3%)	21 (18%)	24 (23%)
12 years old	20 (48,8%)	26 (22,41%)	21 (53,8%)	28 (24%)	23 (22%)
13 years old	9 (22%)	20 (17,24%)	22 (56,4%)	27 (23%)	30 (28%)
14 years old	9 (22%)	12 (10,34%)	20 (51,3%)	24 (20%)	21 (20%)
Total number of respondents	41	70	39	40	45



Also the age of students that the teachers are working with is very diverse in every country. We taking into account teachers of students in every defined in the project age. What should be stressed is the fact that many teachers teach students in different age, not only one.

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

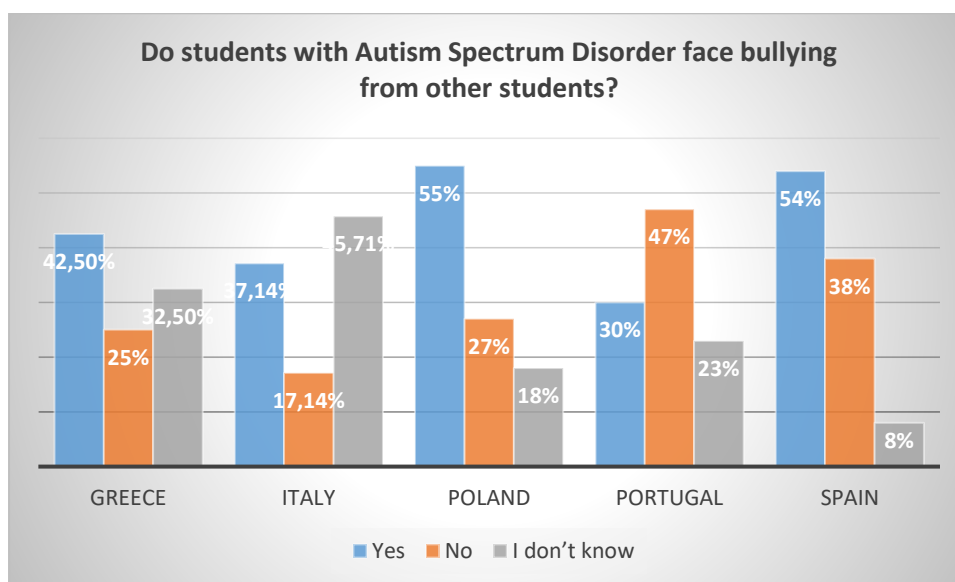
	Greece	Italy	Poland	Portugal	Spain
Yes	26 (63,4%)	48 (68,57%)	27 (69%)	34 (85%)	37 (82%)
No	15 (36,6%)	22 (31,43%)	12 (31%)	6 (15%)	8 (18%)
Total number of respondents	41	70	39	40	45



Definitely the most of teachers taking part in the survey have taught students with ASD. In Portugal it is 85% of respondents, in Spain 82%, in Poland 69%, in Italy 68,6% and in Greece 63,4%.

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

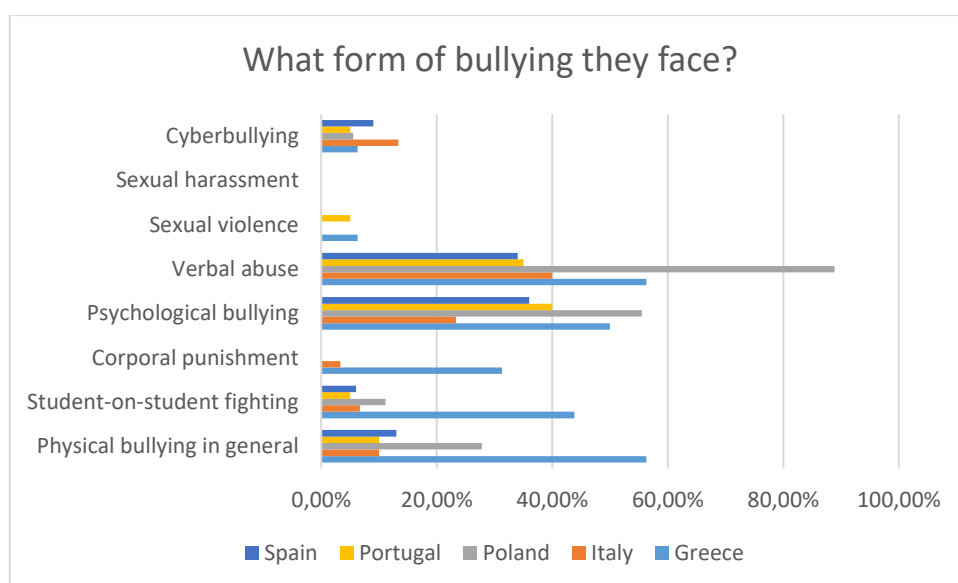
	Greece	Italy	Poland	Portugal	Spain
Yes	17 (42,5%)	26 (37,14%)	18 (55%)	12 (30%)	20 (54%)
No	10 (25%)	12 (17,14%)	9 (27%)	19 (47%)	14 (38%)
I don't know	13 (32,5%)	32 (45,71%)	6 (18%)	9 (23%)	3 (8%)
Total number of respondents	40	70	33	40	37



55% of teachers in Poland, 54% in Spain, 42,5% in Greece, 37,1% in Italy and 30% in Portugal says that students with autism face bullying from the other students. These numbers are high and definitely draw attention to the problem situation. We can clearly see that teachers identify the problems of bullying / violence towards students with autism.

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

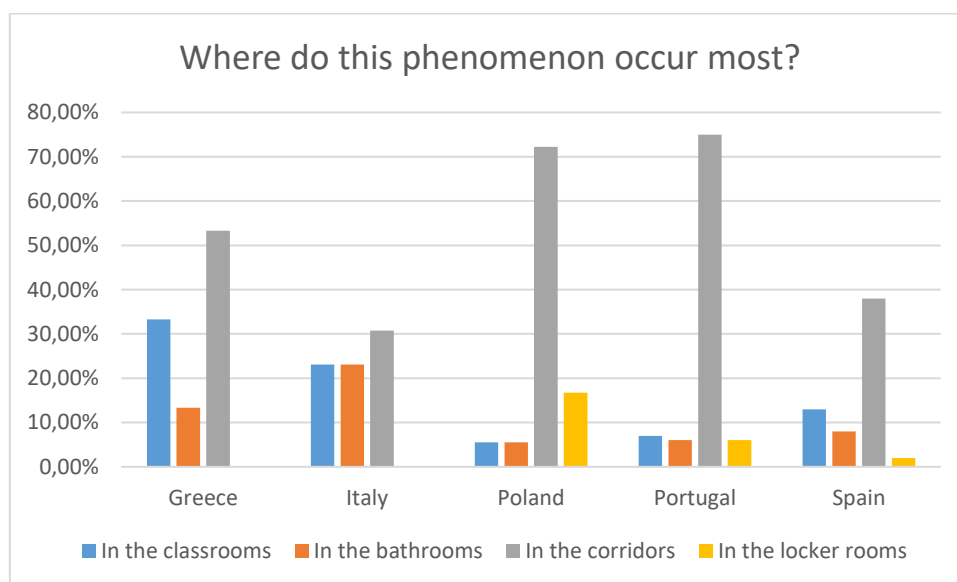
	Greece	Italy	Poland	Portugal	Spain
Physical bullying in general	9 (56,3%)	6 (10%)	5 (27,8%)	2 (10%)	6 (13%)
Student-on-student fighting	7 (43,8%)	4 (6,67%)	2 (11,1%)	1 (5%)	3 (6%)
Corporal punishment	5 (31,3%)	2 (3,33%)	-	-	-
Psychological bullying	8 (50%)	14 (23,33%)	10 (55,5%)	8 (40%)	17 (36%)
Verbal abuse	9 (56,3%)	24 (40%)	16 (88,9%)	7 (35%)	16 (34%)
Sexual violence	1 (6,3%)	-	-	1 (5%)	-
Sexual harassment	-	-	-	-	-
Cyberbullying	1 (6,3%)	8 (13,33%)	1 (5,5%)	1 (5%)	4 (9%)
Other:					
(ES) Exclusion – 1 respondent (2%)					
(IT) I have never seen bullying (3,33%)					
Total number of respondents	16	60	18	16	-----



According to teachers the most often form of bullying are: verbal abuse and psychological bullying. But three more were also mentioned by them: Physical bullying in general, Student-on-student fighting and Cyberbullying.

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

	Greece	Italy	Poland	Portugal	Spain
In the classrooms	5 (33,3%)	6 (23,08%)	1 (5,5%)	1 (7%)	7 (13%)
In the bathrooms	2 (13,3%)	6 (23,08%)	1 (5,5%)	1 (6%)	4 (8%)
In the corridors	8 (53,3%)	8 (30,77%)	13 (72,2%)	12 (75%)	20 (38%)
In the locker rooms	-	-	3 (16,7%)	1 (6%)	1 (2%)
<i>Other:</i> (ES) School playground – 16 respondents (31%), Entrance of the school – 4 respondents (8%); (PT) Don't know – 1 respondents (6%) (IT) Outside the school – 6 respondents (23,08%)					
Total number of respondents	15	26	18	16	-----



Definitely according to teachers from all countries this bullying situations occur mainly in the corridors.

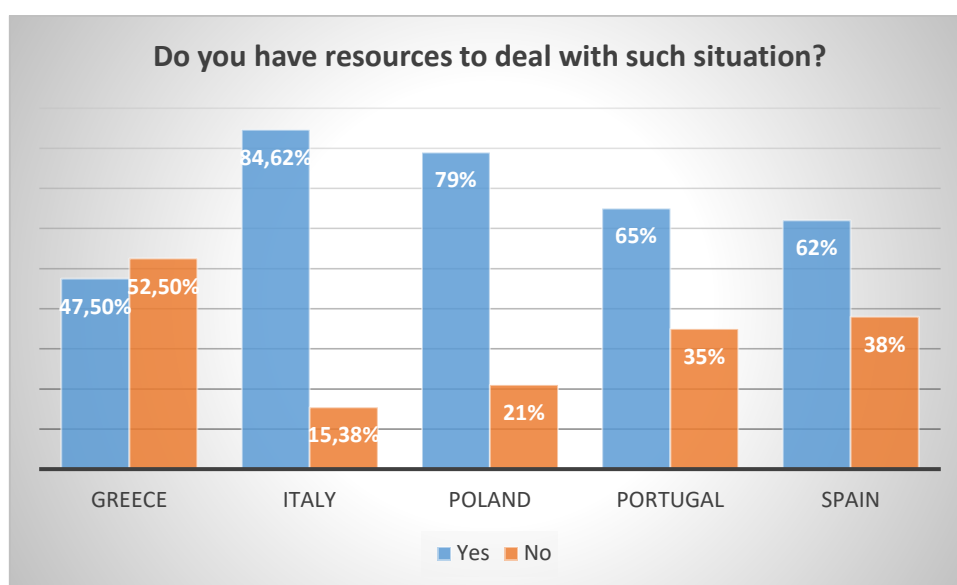
5.3. If you answer “Yes” – At what time of the school day do this phenomenon mainly occur?

	Greece	Italy	Poland	Portugal	Spain
During the entrance	-	-	1 (5,3%)	-	5
During the exit	2 (15,4%)	10 (38,46%)	1 (5,3%)	-	11
During lunch break	-	-	-	-	3
During recreation/breaks	11 (84,6%)	12 (46,15%)	17 (89,5%)	15 (94%)	17
<i>Other:</i> (ES) Inside the classroom – 1 respondent, Online – 1 respondent, Between classes – 2 respondents; (PT) Classroom – 1 respondent (6%) (IT) During the lesson - 2 respondents (7,69%), After leaving – 2 respondents (7,69%)					
Total number of respondents	13	26	19	16	-----

Definitely according to teachers from all countries these bullying situations occur mainly during recreations/breaks.

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

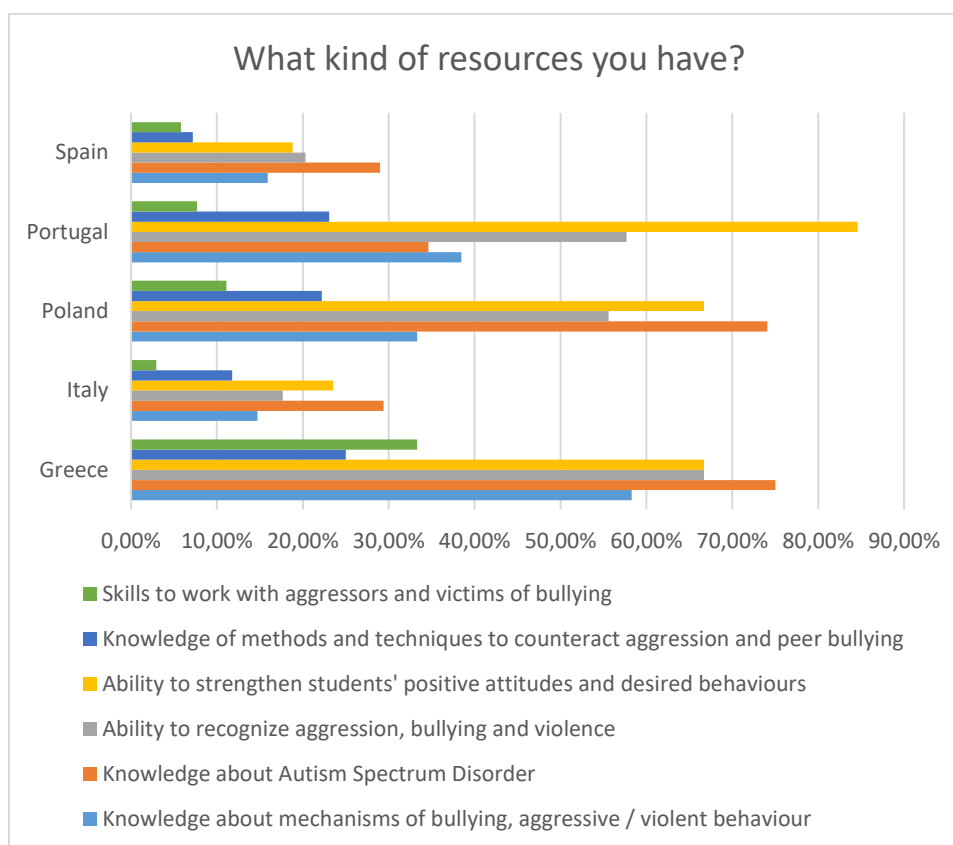
	Greece	Italy	Poland	Portugal	Spain
Yes	19 (47,5%)	22 (84,62%)	23 (79%)	26 (65%)	28 (62%)
No	21 (52,5%)	4 (15,38%)	6 (21%)	14 (35%)	17 (38%)
Total number of respondents	40	26	29	40	45



Most of the teachers has resources to deal with bullying episodes among students. But on the other hand the 52,5% of teachers in Greece, 38% in Spain, 35% in Portugal, 21% in Poland and 13,5% in Italy answered, that they don't have such resources.

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

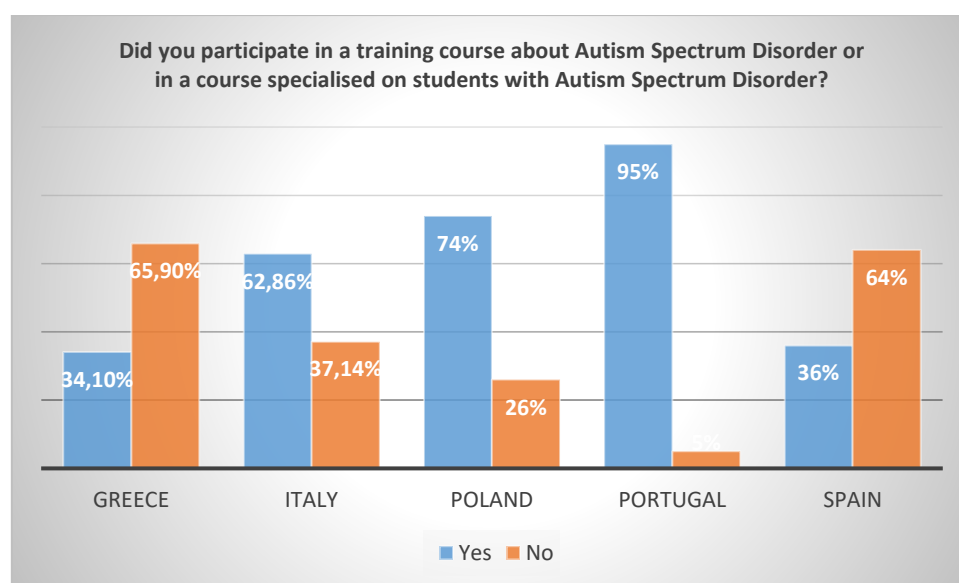
	Greece	Italy	Poland	Portugal	Spain
Knowledge about mechanisms of bullying, aggressive / violent behaviour	7 (58,3%)	10 (14,71%)	9 (33,3%)	10 (38,46%)	11 (15,9%)
Knowledge about Autism Spectrum Disorder	9 (75%)	20 (29,41%)	20 (74,1%)	9 (34,61%)	20 (29%)
Ability to recognize aggression, bullying and violence	8 (66,7%)	12 (17,65%)	15 (55,6%)	15 (57,69%)	14 (20,3%)
Ability to strengthen students' positive attitudes and desired behaviours	8 (66,7%)	16 (23,53%)	18 (66,7%)	22 (84,61%)	13 (18,8%)
Knowledge of methods and techniques to counteract aggression and peer bullying	3 (25%)	8 (11,76%)	6 (22,2%)	6 (23,08%)	5 (7,2%)
Skills to work with aggressors and victims of bullying	4 (33,3%)	2 (2,94%)	3 (11,1%)	2 (7,69%)	4 (5,8%)
<i>Other:</i> (ES) Storytelling – 1 respondent (1,4%), Mediation program – 1 respondent (1,4%)					
Total number of respondents	12	68	27	26	-----



Among resources they have teachers from all countries chose mainly: Knowledge about Autism Spectrum Disorder, Ability to recognize aggression, bullying and violence and Ability to strengthen students' positive attitudes and desired behaviours. The other areas were chosen less often by teachers and it might be a suggestion for future work.

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

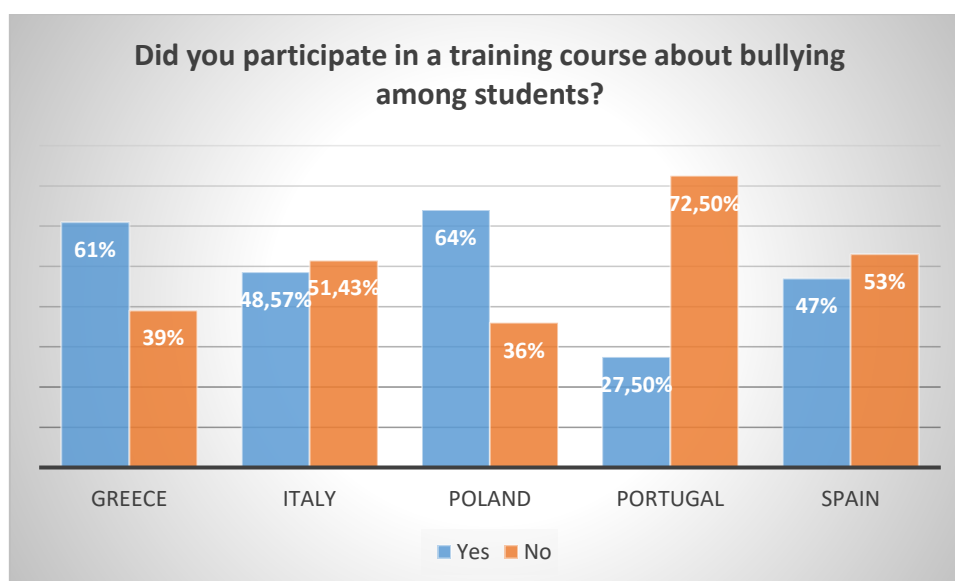
	Greece	Italy	Poland	Portugal	Spain
Yes	14 (34,1%)	44 (62,86%)	29 (74%)	38 (95%)	16 (36%)
No	27 (65,9%)	26 (37,14%)	10 (26%)	2 (5%)	29 (64%)
Total number of respondents	41	70	39	40	45



Most of teachers from Portugal (95%), Poland (74%) and Italy (62,9%) participated in the training course about ASD. But 65,9% of teachers from Greece and 64% of teachers from Spain didn't participate in such a training.

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

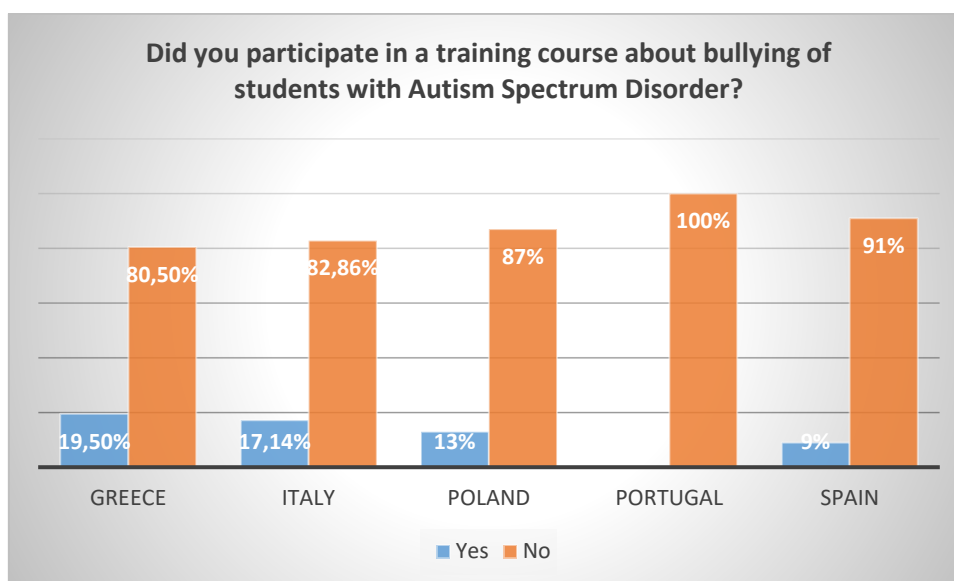
	Greece	Italy	Poland	Portugal	Spain
Yes	25 (61%)	34 (48,57%)	25 (64%)	11 (27,5%)	21 (47%)
No	16 (39%)	36 (51,43%)	14 (36%)	29 (72,5%)	24 (53%)
Total number of respondents	41	70	39	40	45



Many of teachers have already participated in training course about bullying among students: 64% of teachers from Poland and 61% of teachers from Greece. But on the other hand in other countries major of teachers didn't take part in such a training: 72,5% of teachers in Portugal, 53% of teachers in Spain and 51,43% of teachers in Italy. This might suggest the need of developing the training in this area.

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

	Greece	Italy	Poland	Portugal	Spain
Yes	8 (19,5%)	12 (17,14%)	5 (13%)	-	4 (9%)
No	33 (80,5%)	58 (82,86%)	34 (87%)	40 (100%)	41 (91%)
Total number of respondents	41	70	39	40	45



Definitely significant number of teachers hasn't taken part in training course about bullying of students with ASD. It is more than 80% of respondents in every country and in Portugal even 100% of teachers.

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?

(GR) When the participants were asked to state what they need to know in the topic of counteraction bullying of students with Autism Spectrum Disorder and what kind of skills and knowledge do they need, most of them answered that firstly they need to have a full scaled knowledge upon the ASD phenomenon.

Secondly, they answered that they need to know how to deal with such incidents by finding methods and techniques to prevent bullying in schools. They believe that provision of information regarding bullying and knowledge of pedagogical psychology is essential.

From these answers someone can infer that most teachers in the Greek schools recognise bullying as a serious problem with negative consequences, and admit that they need to receive training on how to deal with it effectively.

Some participants also stated that the skills that someone needs to have in order to deal with this problem is general social abilities, patience, understanding, love and proper handling of the students that are involved in the incident.

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

(PL) 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.

(PT) Most of the teachers (62,5%) answered to this last question and 44% state for training as the most needed. Other needed skills and knowledge are: intervention with the bullying victim, sensibilization of the school community, knowledge of techniques to intervene, more knowledge about ASD.

(ES) 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%).

Summing up the above answers we may formulate the following needs of teacher:

- a full scaled knowledge upon the ASD phenome-non (e.g. knowledge on levels of the spectrum and how to act in each case, information about the guiding and teaching of a child with autism, the functioning of an autistic child in the school environment, how to manage crisis moments by students with ASD, self-esteem and socialization, and recognizing the behaviour appropriate for students with autism, communication with students with ASD);
- how to deal with such incidents by finding methods and techniques to prevent bullying in schools (provision of information regarding bullying and knowledge of pedagogical psychology is essential, knowledge about the oppressor and how to prevent it)
- knowledge about ASD & bullying
- knowledge of techniques to intervene - practical ways/practical solutions of dealing with situations and particular cases/practical activities/intervention both to help students in difficulty (specific situations and learn effective actions to support children who are victims of violence, especially children with developmental deficits, e.g. with autism) and how to deal with young people who bully their classmates
- 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, how to intervene in a situation of bullying as, for example, how to act with the victim and, right after)

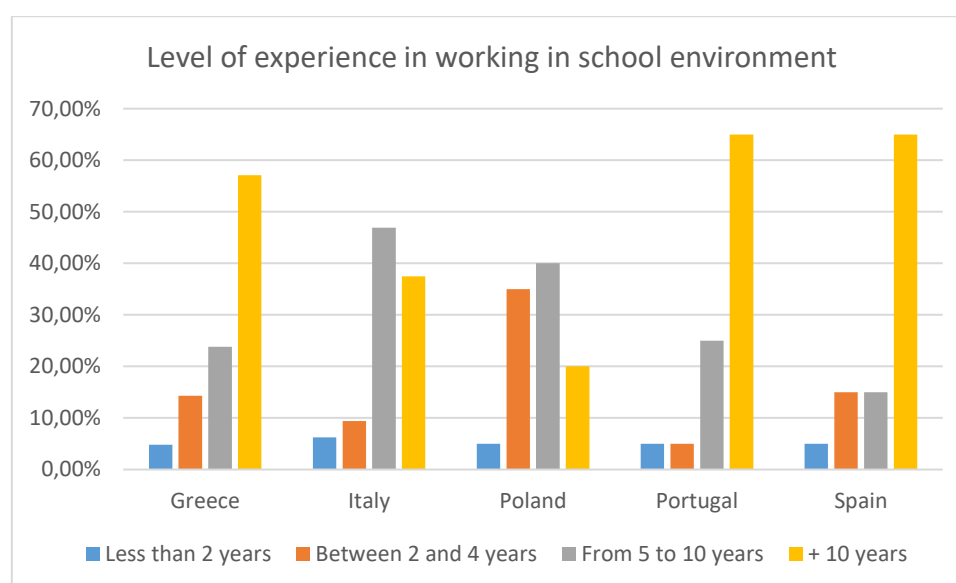
- Other: how the teacher can defend himself/herself when he/she is attacked by a child; how does the child function; psychological support;
- problem solving / conflict management;
- integration in class;
- formal documents;
- work through emotions;
- sensibilization of the school community;

From these answers someone can conclude that many teachers recognise bullying as a serious problem with negative consequences, and admit that they need to receive training on how to deal with it effectively.

Other school staff (145 respondents)

1. Level of your experience in working in school environment

	Greece	Italy	Poland	Portugal	Spain
Less than 2 years	1 (4,8%)	4 (6,25%)	1 (5%)	1 (5%)	1 (5%)
Between 2 and 4 years	3 (14,3%)	6 (9,38%)	7 (35%)	1 (5%)	3 (15%)
From 5 to 10 years	5 (23,8%)	30 (46,88%)	8 (40%)	5 (25%)	3 (15%)
+ 10 years	12 (57,1%)	24 (37,50%)	4 (20%)	13 (65%)	13 (65%)
Total number of respondents	21	64	20	20	20



Other school staff employees work in school mainly more than 10 years or between 5 and 10 years.

2. What is Your position in school ?

(GR) Most of the supporting school staff (19%) work as general support without specialization, while the rest of the staff are quite equally distributed among speech therapists, psychologists and literature/ computer science support staff (4,8%).

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

(PL) 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.

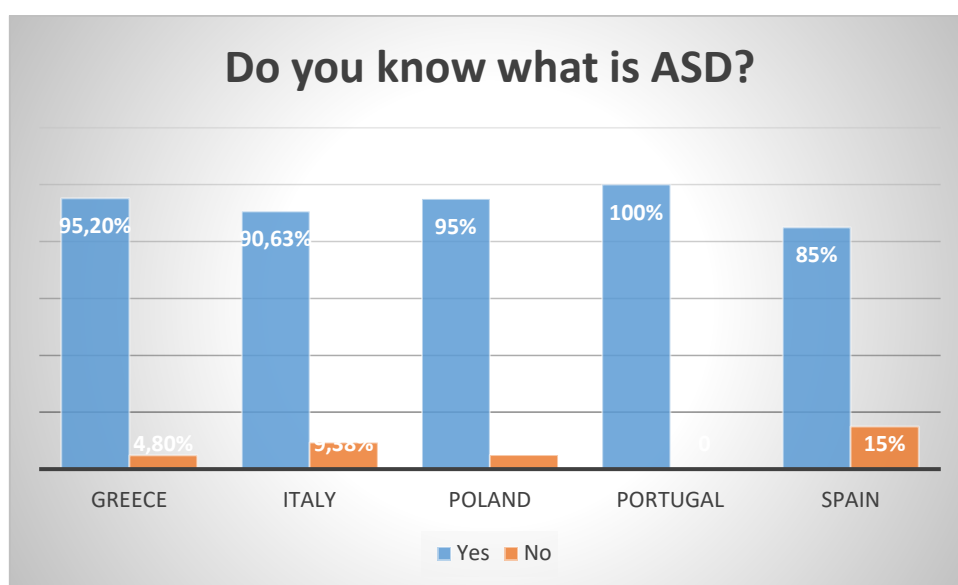
(PT) . As we expected, operational assistants are the majority, with 55%, and technical assistant (administrative) are the second major group, with 27,5%. Other respondents are: psychologist, social worker, cultural animator.

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

As we can see from the answers above in the survey took wide range of people employed in the schools as “other school staff”. Among them we can find: psychologists, social workers, cultural animators, educational supportive staff, speech therapists, technical and administrative assistants, auxiliary staff, directors, secretaries, cleaning staff etc.

3. Do you know what is Autism Spectrum Disorder?

	Greece	Italy	Poland	Portugal	Spain
Yes	20 (95,2%)	58 (90,63%)	19 (95%)	20 (100%)	17 (85%)
No	1 (4,8%)	6 (9,38%)	1 (5%)	-	3 (15%)
Total number of respondents	21	64	20	20	20

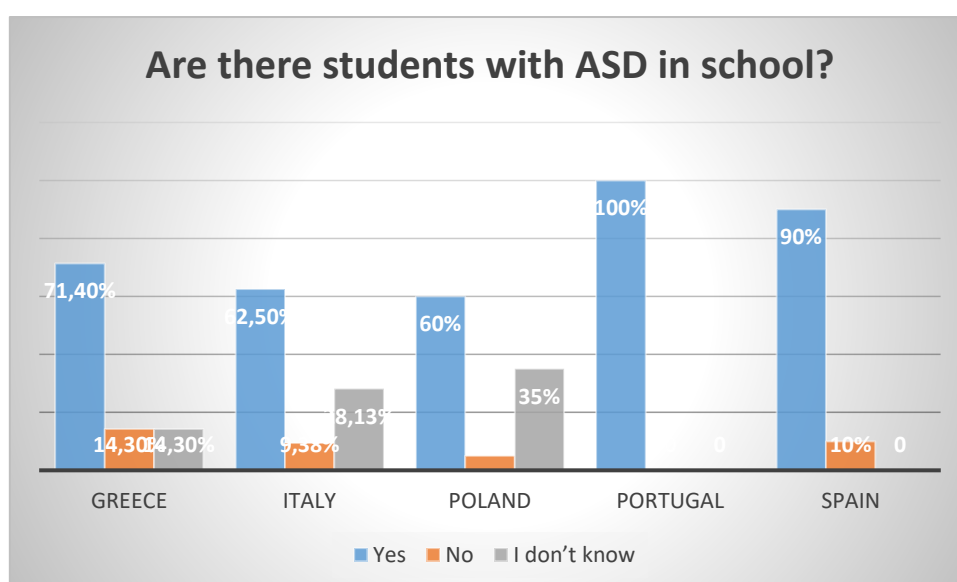


The other schools employees mainly know what ASD is. In Portugal it is 100%, in Poland and Greece 95%, in Italy 90% and in Spain 85% of respondents.

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

	Greece	Italy	Poland	Portugal	Spain
Yes	15 (71,4%)	40 (62,5%)	12 (60%)	20 (100%)	18 (90%)
No	3 (14,3%)	6 (9,38%)	1 (5%)	-	2 (10%)
I don't know	3 (14,3%)	18 (28,13%)	7 (35%)	-	---
Total number of respondents	21	64	20	20	20

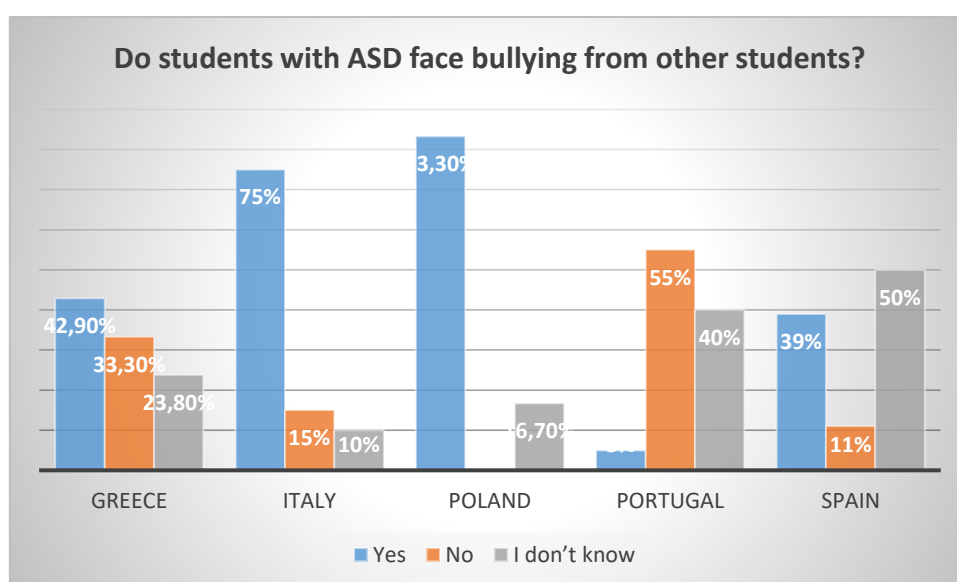
If they answer “No” or “I don’t know” they go to question no. 7.



The other school staff employee is rather aware if there are students with ASD in their schools. In Portugal 100% of respondents answered yes, in Spain – 90%, in Greece 71%, in Italy 62,5% and in Poland 60%. The important is the number of respondents that don't know if there are students with ASD in their schools: in Poland it is 35%, in Italy 28% and in Greece 14%. There were no such answers in Spain or Portugal.

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

	Greece	Italy	Poland	Portugal	Spain
Yes	9 (42,9%)	30 (75%)	10 (83,3%)	1 (5%)	7 (39%)
No	7 (33,3%)	6 (15%)	-	11 (55%)	2 (11%)
I don't know	5 (23,8%)	4 (10%)	2 (16,7%)	8 (40%)	9 (50%)
Total number of respondents	21	40	12	20	18

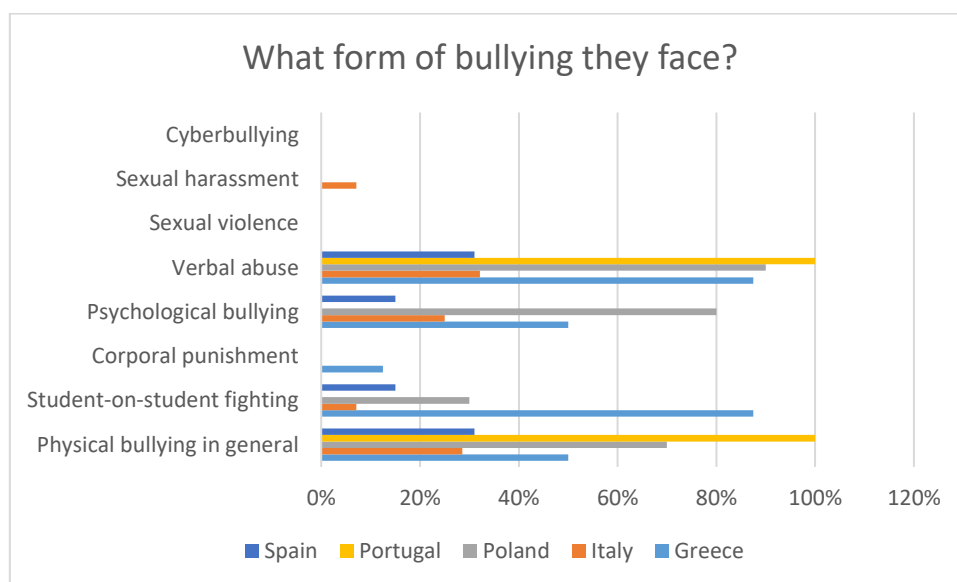


According the other school staff students with ASD are bullied by the other students. 83% of respondents in Poland agree with it, 75% in Italy, 43% in Greece and 39% in Spain. Important information is that 50% of respondents in Spain and 40% in Portugal don't know if the students with ASD are bullied by the other students.

Only in Portugal only 5% of respondents agree with statement that students with ASD are bullied by their classmates.

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

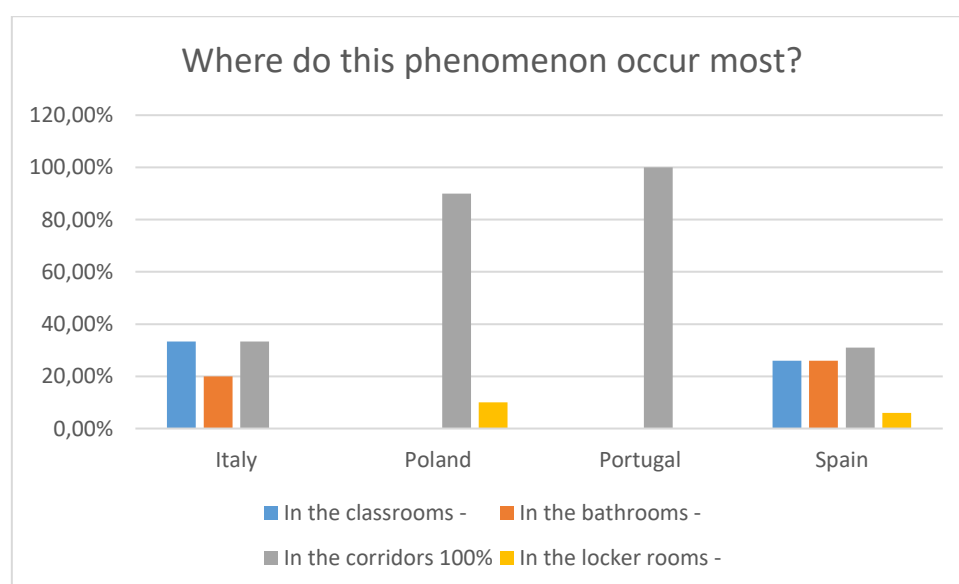
	Greece	Italy	Poland	Portugal	Spain
Physical bullying in general	4 (50%)	16 (28,57%)	7 (70%)	1 (100%)	4 (31%)
Student-on-student fighting	7 (87,5%)	4 (7,14%)	3 (30%)	-	2 (15%)
Corporal punishment	1 (12,5%)	-	-	-	-
Psychological bullying	4 (50%)	14 (25%)	8 (80%)	-	2 (15%)
Verbal abuse	7 (87,5%)	18 (32,14%)	9 (90%)	1 (100%)	4 (31%)
Sexual violence	-	-	-	-	-
Sexual harassment	-	4 (7,14%)	-	-	-
Cyberbullying	-	-	-	-	-
<i>Other:</i>					
<i>(ES) Exclusion and rejection – 1 respondent (8%);</i>					
Total number of respondents	8	56	10	1	13



In the form of bullying the most often by the other school staff was mentioned: physical bullying in general, verbal abuse and also Student-on-students fighting.

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

	Greece	Italy	Poland	Portugal	Spain
In the classrooms	-	10 (33,33%)	-	-	2 (26%)
In the bathrooms	-	6 (20%)	-	-	2 (26%)
In the corridors	7 (100%)	10 (33,33%)	9 (90%)	1 (100%)	5 (31%)
In the locker rooms	-	-	1 (10%)	-	1 (6%)
<i>Other:</i> (PL) In the schoolyard – 2 respondents (ES) in the school playground – 5 respondents (31%); Entrance of the school – 1 respondent (6%) (IT) Outside the school – 2 respondents (6,67%), In the schoolyard – 2 respondents (6,67%)					
Total number of respondents	7	30	10	1	7

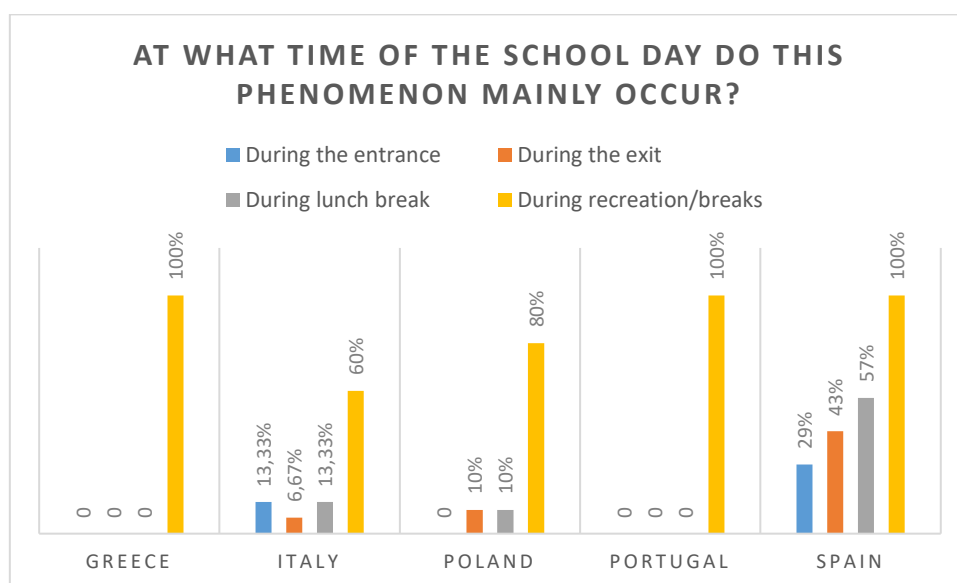


The bullying episodes according to the other school staff usually happen in the corridors, but respondents from Italy and Spain also choose classrooms.

In additional answers we should pay attention to the schoolyard – where according to the respondents bullying episodes also take place.

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

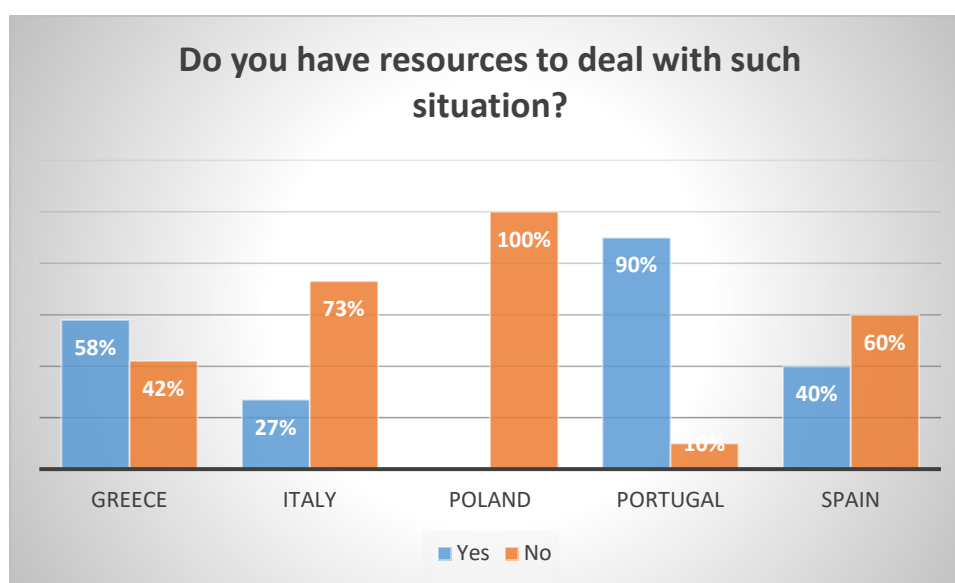
	Greece	Italy	Poland	Portugal	Spain
During the entrance	-	4 (13,33%)	-	-	2 (29%)
During the exit	-	2 (6,67%)	1 (10%)	-	3 (43%)
During lunch break	-	4 (13,33%)	1 (10%)	-	4 (57%)
During recreation/breaks	7 (100%)	18 (60%)	8 (80%)	1 (100%)	7 (100%)
Other:					
<i>(IT) Non-school hours – 2 respondents (6,67%)</i>					
Total number of respondents	7	30	10	1	7



The other schools staff (in every country) defined recreations/breaks as the main time of school day when usually bullying episodes take place.

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

	Greece	Italy	Poland	Portugal	Spain
Yes	11 (58%)	8 (27%)	-	18 (90%)	8 (40%)
No	8 (42%)	22 (73%)	11 (100%)	2 (10%)	12 (60%)
Total number of respondents	19	30	11	20	20

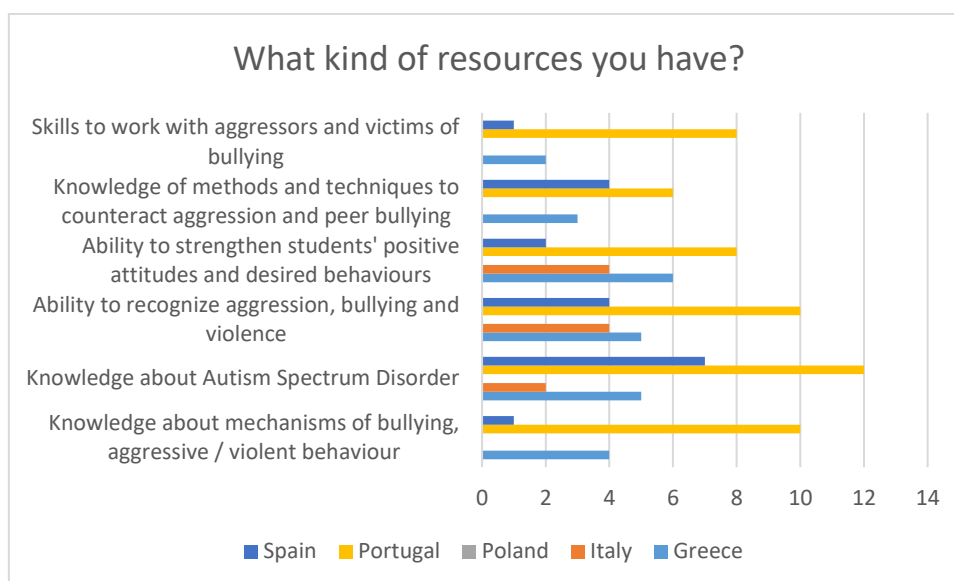


According to the answers we can say, that other school staff from Poland, Italy and Spain mainly declare that they don't have resources to deal with bullying episodes among students with ASD and other students.

But 90% of respondents from Portugal and 58% from Greece declare that they have such resources.

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

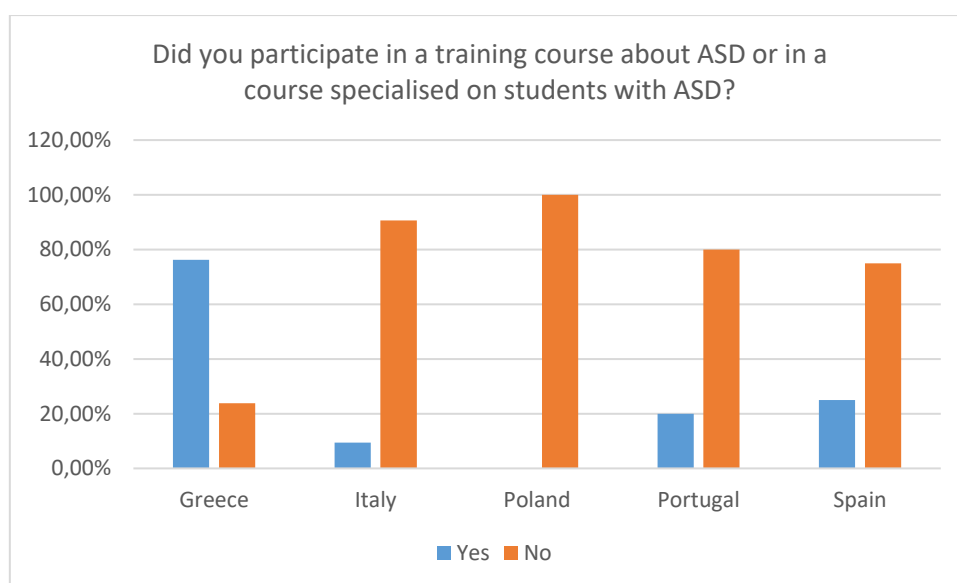
	Greece	Italy	Poland	Portugal	Spain
Knowledge about mechanisms of bullying, aggressive / violent behaviour	4 (50%)	-	-	10 (50%)	1
Knowledge about Autism Spectrum Disorder	5 (62,5%)	2 (20%)	-	12 (60%)	7
Ability to recognize aggression, bullying and violence	5 (62,5%)	4 (40%)	-	10 (50%)	4
Ability to strengthen students' positive attitudes and desired behaviours	6 (75%)	4 (40%)	-	8 (40%)	2
Knowledge of methods and techniques to counteract aggression and peer bullying	3 (37%)	-	-	6 (30%)	4
Skills to work with aggressors and victims of bullying	2 (25%)	-	-	8 (40%)	1
<i>Other:....</i>					
Total number of respondents	8	10	0	20	---



Among other school staff declaring that they have resources to deal with bullying situations in which are involved students with ASD the most often resources are the following: Knowledge about Autism Spectrum Disorder, ability to recognize aggression, bullying and violence and ability to strengthen students' positive attitudes and desired behaviours.

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

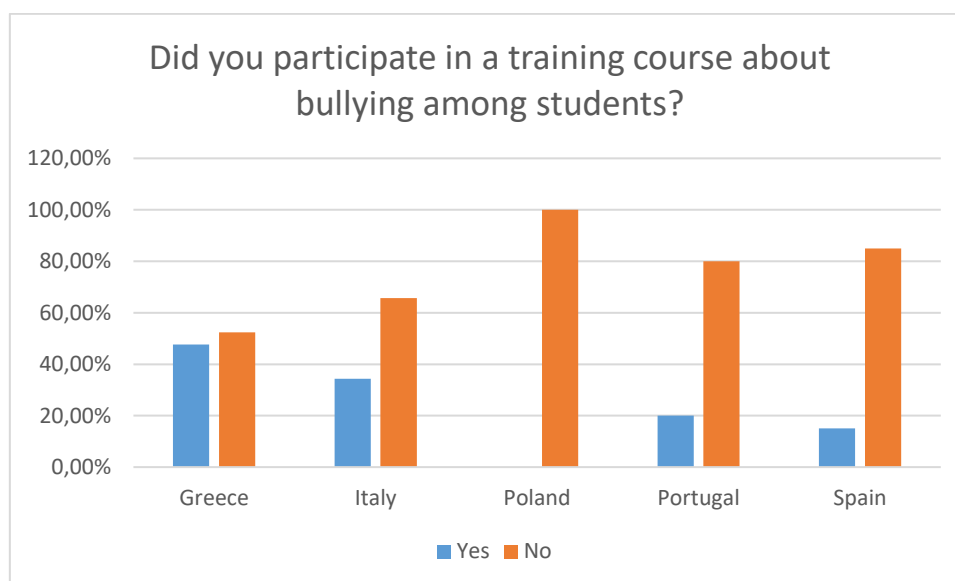
	Greece	Italy	Poland	Portugal	Spain
Yes	16 (76,2%)	6 (9,38%)	-	4 (20%)	5 (25%)
No	5 (23,8%)	58 (90,63%)	20 (100%)	16 (80%)	15 (75%)
Total number of respondents	21	64	20	20	20



The other school staff from Poland (100%), Italy (91%), Portugal (80%) and Spain (75%) hasn't participated in the training course about Autism Spectrum Disorder or in a course specialised on students with Autism Spectrum Disorder. But 76% of respondents from Greece attended such course.

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

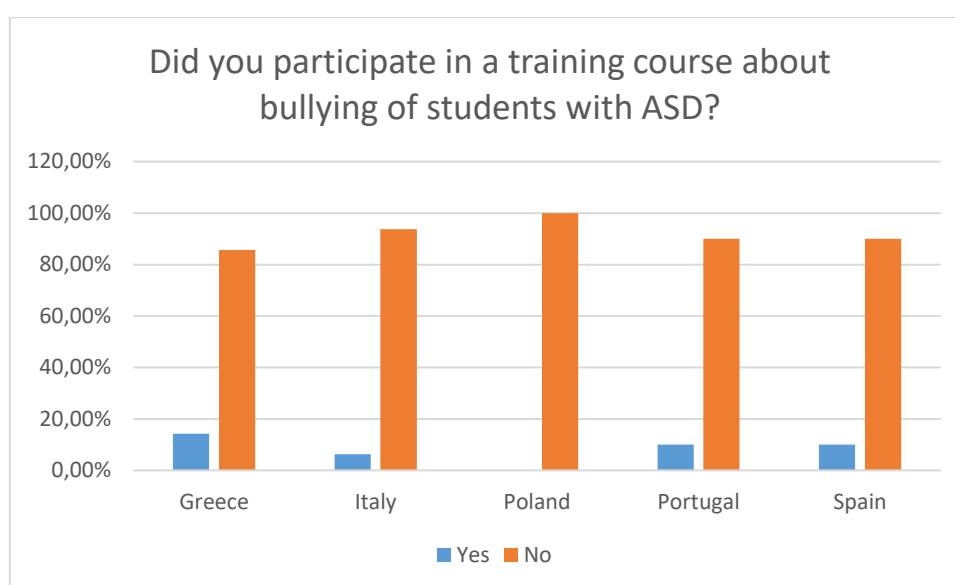
	Greece	Italy	Poland	Portugal	Spain
Yes	10 (47,6%)	22 (34,38%)	-	4 (20%)	3 (15%)
No	11 (52,4%)	42 (65,63%)	20 (100%)	16 (80%)	17 (85%)
Total number of respondents	21	64	20	20	20



Similar as in the question before the other school staff haven't participated in the training course about bullying among students. In Poland 100% of respondents didn't take part in the course in this topic, 85% in Spain, 80% in Portugal, 66% in Italy and 52% in Greece.

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

	Greece	Italy	Poland	Portugal	Spain
Yes	3 (14,3%)	4 (6,25%)	-	2 (10%)	2 (10%)
No	18 (85,7%)	60 (93,75%)	20 (100%)	18 (90%)	18 (90%)
Total number of respondents	21	64	20	20	20



In these questions the results are even more similar between countries. 100% of the other school staff from Poland, 94% from Italy, 90% from Portugal and Spain and 86% from Greece haven't take part in a training course about bullying of students with Autism Spectrum Disorder.

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?

(GR) The school support staff has also stated that for counteracting bullying involving students with Autism Spectrum Disorder and the skills that are important to have in

order to deal with the phenomenon, the vast majority answered that they need more information about the bullying phenomenon and the Autism Spectrum Disorder as well.

Though some specialized seminars they believe that they can learn methods and techniques for the prevention and treatment of the bullying phenomenon. They also report that through special education courses they can learn specific strategies for psychological support both to students with ASD and the bullies.

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

(PL) 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.

(PT) In this final question, training is what the school staff refers most. Other answers include: sensitivity skills, how to teach social competences to students with ASD, bullying, training on bullying of students with ASD, training on autism.

(ES) 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 a total of 19 suggestions. 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.

Among the above answers of the other school staff respondents about what they need to know in the topic of counteraction bullying of students with Autism Spectrum Disorder we can find mainly the following aspects:

- information about the bullying phenomenon: information how to react in situation of violence, what they can do, how to deal with such situation,

methods and techniques for the prevention and treatment of the bullying phenomenon;

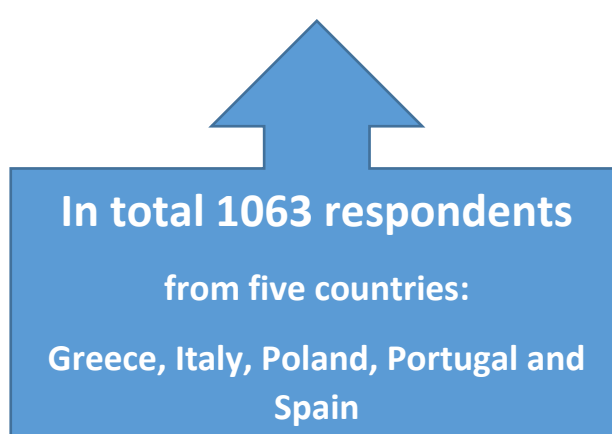
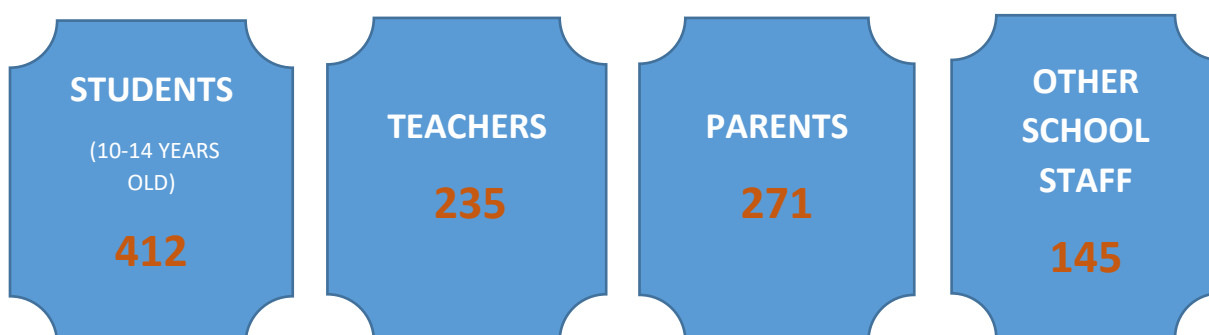
- Autism Spectrum Disorder: information about autism and how to proceed with students with autism;
- counteracting bullying involving students with Autism Spectrum Disorder and the skills that are important to have in order to deal with the phenomenon, specific strategies for psychological support both to students with ASD and the bullies;
- sensitivity skills;
- mediation, conflict prevention and resolution;
- how to teach social competences to students with ASD;
- dialogue, tolerance and respect among students;
- formal documentation, as indicators, protocols and norms.

Main conclusions

Autism spectrum disorders (ASD) are currently the most common developmental problems. It is estimated that they occur in more than one in a hundred people, and the number of such diagnoses continues to grow.¹⁷ This poses special challenges to contemporary education, which must develop effective support systems for students with ASD and their families as soon as possible.

In the frame of Against Bubble project we realized in the first step the data analysis of the actual state and needs of four target groups: students (10-14 years old), teachers, parents and other school staff in the topic of bullying students with ASD in the school environment.

In the survey took part:



Main conclusions:

¹⁷ Report: Ogólnopolski Spis Autyzmu, red. M. Płatos, Warszawa, 2016

Students' perspective:

- **Bullying**

Definitely students know what bullying is. In every country between 90%-100% answered that they understand the term and know what it is. Usually students declare that bullying episodes happen in their schools. Only in two countries (Poland and Spain) a big group of students don't know if bullying is present in their school. And a high rate (47%) of students in Portugal declares that bullying has no place in their schools. According to students all three categories are bullying signals, but definitely verbal signals (teasing, mocking) have the highest rate, also physical signals (beating, kicking etc.) were chosen by many students. Cyberbullying was chosen not so often, but still it is considered by many students as a bullying signal. The most frequent form of bullying is insulting and the second form of bullying very often chosen by students in all countries is pushing, the third is finger pointing. Also "taking backpack" received a high rate.

- **Reaction on bullying**

Students when they see a bullying episode usually at first ask teacher (or other school staff person) for intervention or providing help to the suffering student. But on the other hand many students from Spain, Poland, Portugal and also Greece ignore the bullying situation and just pass it by. That might be the area for future study – some of students may don't know how to react in that situation.

Definitely bullied students in all countries may count on help and support from teachers or school staff persons. The same situation we have regarding help and support from friends.

- **Knowing the topic of Autism**

Many of students heard about Autism (around 80% - 90% of students). Only in Greece 41,1% haven't heard about it. According to students the most common situation for students with in every country is situation when the student with autism is alone. Another typical situation is a situation when student with ASD interacts only with few classmates. Some students also noticed that another typical situation is a situation when students with ASD interact only with adults/teachers. According to respondents students with autism behave like this because they don't know how to interact with other classmates and because the other classmates don't want to interact with them, they are excluded.

Taking into account the above results we might say that integration and building relation, sensitization and tolerance, mutual understanding is another areas in which the work with students is needed.

Teachers, parents and other school staff – main findings:

- **Autism Spectrum Disorder understanding**

Parents and other school staff declare that they understand and know what Autism Spectrum Disorder is.

- **Bullying of students with Autism Spectrum Disorder**

Teachers see the problems of bullying / violence towards students with autism. 55% of teachers in Poland, 54% in Spain, 42,5% in Greece, 37,1% in Italy and 30% in Portugal says that students with autism face bullying from the other students. Parents mainly said that they don't know if students with ASD face bullying from other students. But on the other hand between 37% and 12% of respondents in every country answered "yes", so this percentage declares the existence of the problem. According to the other school staff students with ASD are bullied by the other students. Between 83% and 39% of respondents in every country think that way. The exception is Portugal where only 5% of respondents said that students with ASD are bullied by their classmates.

Verbal abuse and Psychological bullying are two most often forms of bullying noticed by teachers, parents and other school staff. But we should also take into consideration the third less answered choice : physical bullying in general, Student – on – student fighting and cyberbullying.

According to respondents from all three groups the most often bullying episodes happen in the corridors, on the second place classrooms are mentioned. In additional answers we should pay attention to the schoolyard – where according to the respondents (especially from the other school staff group) bullying episodes also take place.

According to teachers, parents and other school staff the most often bullying episodes happen during recreations/breaks. Some parents also noticed that these situations take place also during the exit of the school.

- **Resources to deal with abusive situation in which the child with ASD is involved**

Most of the teachers have resources to deal with bullying episodes among students. Parents mainly don't have (or said it's not applicable for them) resources to deal with abusive situation, especially in those ones in which the child with ASD is involved.

The other school staff from Poland, Italy and Spain mainly declares that they don't have resources to deal with bullying episodes among students with ASD and other students.

Among teachers, parents and other school staff saying that they have resources to deal with abusive situation the most frequent resources they have are: Knowledge about Autism Spectrum Disorder, Ability to recognize aggression, bullying and violence, Ability to strengthen students' positive attitudes and desired behaviours.

The other areas were chosen less often by teachers and it might be a suggestion for future work.

- **Training needs**

All groups need workshop, training in the topic of counteracting bullying among students with ASD. In the answers of particular groups we may see, that especially teachers have already participated in the trainings about bullying or autism, also some parents and other school staff have participated in it. But all three groups definitely have no experience in the training in the topic of bullying or violence of students with ASD, so taking into account the increasing number of students with ASD in schools there is definitely a need of such trainings.

Summing up the needs in the topic of counteracting bullying incidents involving students with Autism Spectrum Disorder and what kind of skills and knowledge do they need to have, we can divide the answers from respondents in all three groups in four main topics:

- issues related to bullying/violence - how to deal with such incidents by finding methods and techniques to prevent bullying in schools,
- issues related to autism - full scaled knowledge upon the ASD phenomenon,
- issues related to bullying of students with autism,
- issues related to working with a student in a difficult situation.

Of course these areas are wide and a lot of information and competences can be included in it. Teachers, parents and other school staff have mentioned more detailed needs which are described in the report in each section. What is important is that in every group appeared the need of training in the skills of mediation, conflict resolution or communication.

The important aspect of answers is admitting that there is a need to take part in education workshops, courses, training and seminars that they will help them to deal more effectively with the this situation in schools.