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IO2 Against Bubble Curriculum



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1. Introduction

This document is intended as a brief introductory guide for the Against Bubble learning pathway, aimed at teachers, parents and non-teaching staff and designed to impart knowledge and tools for understanding the phenomenon of bullying with a particular focus on neurodiverse adolescents, to recognise this phenomenon, counter it and prevent it.

Most of the violence in schools consists of acts of bullying, often minor but repeated, to which the educating community is called upon to respond through meaningful educational actions aimed at countering and preventing the occurrence of such episodes from a broader perspective, aimed at improving the educational space as a whole, through the promotion of a positive and inclusive school climate.

A calm school climate is an essential condition for ensuring good working conditions, well-being and personal development of pupils.

Improving school climate has become a major theme in European and national education policies. School climate reflects the judgement of parents, educators and students on their experience of living and working in the school and thus relates to the quality of life in the school. It concerns the norms, goals, values, interpersonal relationships, teaching, learning and management practices and organisational structure that are embedded in school life.

The elements that characterise the school climate are, among others:

- relationships between people (respect, sharing, support, collaboration, mutual help), both within the school, (between students, between professionals, between students and professionals), and between professionals and families.
- teaching (high expectations, differentiation, help, encouragement, etc.) and learning (subject content, cross-curricular content, including social, emotional, ethical, etc.)
- security: consider physical security, crisis management skills, but also emotional security, conflict resolution, etc.
- the physical environment: cleanliness, adaptation and amenity of spaces and materials, etc.

- sense of belonging: feeling connected to the school community and people, commitment, enthusiasm of teachers and students
- the significant participation of students and professionals
- the reaction to risky behaviour: the reaction of pupils to the risky behaviour of their peers, the consideration of this risky behaviour by various professionals, etc.
- school's focus on family life: pupils feel that the school respects their environment and family culture

The school climate is considered a necessary condition for improving the performance of the education system and, therefore, creating the conditions for a more inclusive and protective school climate requires a strong commitment at all levels of the school institution and the education community, with all its complexity. Scientific research, and in particular the OECD's international programme (Pisa), shows that a calm school climate has an influence on students' academic success, helps to reduce school drop-out factors, has a positive impact on the perceived safety of the school environment and helps to reduce risky behaviour, including bullying and cyberbullying. School climate is an open concept, involving collaboration with parents and educators working in the school ecosystem, in the context of a constructive or rather co-constructive co-education aimed at promoting the success and well-being of pupils. The pedagogical and educational relationship established by teachers and operators contributes to the quality of the school climate. The clarity of the communication, its respectful nature, the attention paid individually and collectively to the pupils, the empathy, are elements often found in schools with a good school climate.

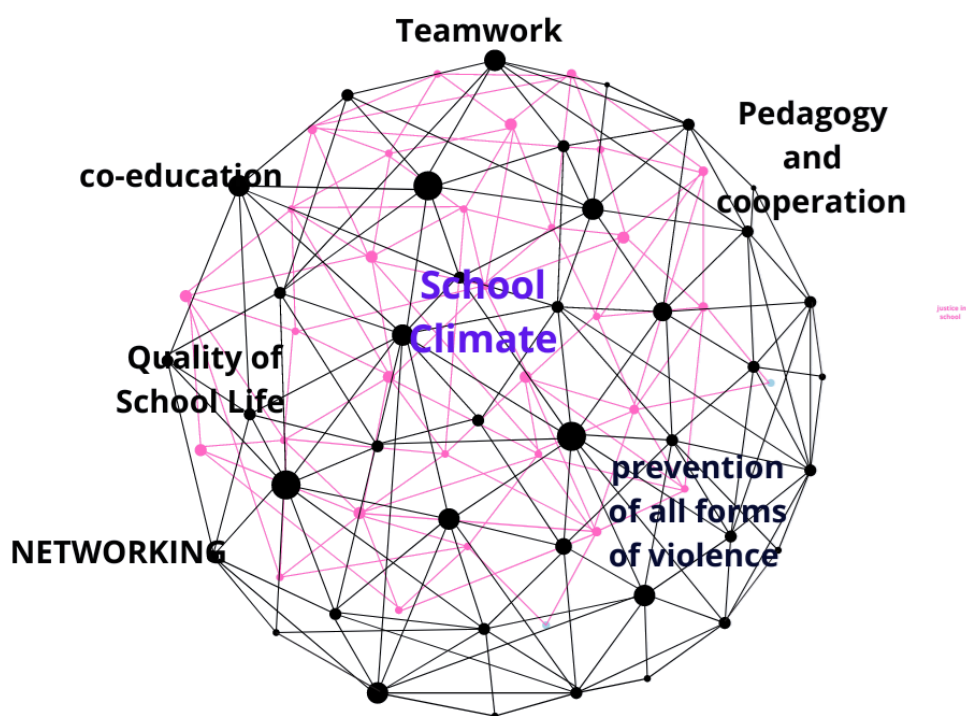


Fig 1 . School climate and its interactions

The project Against Bubble, co-funded by the Erasmus+ Programme of the European Union, aims at fighting and preventing the phenomenon of Bullying against students with high functioning autistic spectrum disorder (and the Asperger Syndrome), but not only, involving all the figures that are part of the student's life context and that they play the role of main actors in this phenomenon.

Our goal is to create a good practice that can then be adopted by other European countries not participating in the project and that can be adapted and revised also to combat different types of discrimination, which are victims of the most varied subjects.

After having conducted a needs analysis based on desk survey and in field questionnaires involving teachers and Administrative, Technical and Auxiliary staff, parents of guys with high functioning autistic spectrum disorder (and the Asperger Syndrome) and

students between 10 and 14 years old from partner countries' schools (Intellectual Output 1), the partners of the project structured training courses aimed at teachers, parents and Administrative, Technical and Auxiliary staff (Intellectual Output 2), being conducted by qualified personnel who were trained during the Training Course, as well as a Toolkit (Intellectual Output 3) in three different customized versions for the different profiles involved (teachers, parents and Administrative, Technical and Auxiliary staff).

2. The Against Bubble training course

The learning experience designed within the Against Bubble project is part of a general framework at European level which, despite the legislative diversity of individual countries, provides for the implementation of intervention policies to prevent and combat bullying/cyberbullying and ensure the protection of minors.

The Against Bubble learning pathway, aimed at parents, teachers and non-teaching staff, is designed to promote understanding of the bullying/cyberbullying phenomenon with a particular focus on students with specific fragility and educational needs, also due to neurodiversity conditions (autism, Asperger's) on which it is intended to promote greater knowledge and understanding. The course combines frontal and active/task-based methodologies and cooperative and participative learning. A learning environment is made up of the learner and the 'place' where he or she acts, uses tools, collects and interprets information, interacts with other people; a place where people can work together and support each other while using a variety of tools and information resources in their task of achieving learning goals and solving problems". (Wilson, 1996).

It is important that in a school, where the concept of inclusion is truly shared, feeling part of a group is not just something to talk about, but a 'special normal'. Feeling welcomed, recognised, respected, esteemed is an intrinsic need of everyone, no one excluded, and specialness is confused with normality and vice versa.

(The special normality. Strategies of integration and inclusion for disabilities and Special Educational Needs. DARIO IANES, Erikson, 2006).

2. 1. Bullying and cyberbullying

Bullying is defined as an aggressive act, repeated over time, with the intention of hurting and damaging, physically and/or emotionally, one or more persons, in socialising contexts that can be formal and informal.

The phenomenon is characterised by the fact that there is a relationship of power and domination between one or more learners and one or more victims.

In addition:

- there is repetition: different forms of aggression are repeated regularly over a long period of time;
- Isolation/abandonment: the victim is isolated and ostracised from the group. In other cases, the victim closes in on him/herself and cannot find adequate responses to deal with the situation.

Cyberbullying is the online manifestation of bullying, which is therefore a broader phenomenon, characterised by violent and intimidating actions exercised by a bully, or a group of bullies, on a victim. "The actions may involve verbal harassment, physical aggression, persecution, generally carried out in a school environment.

Today, technology allows bullies to infiltrate victims' homes, to materialise in every moment of their lives, stalking them with messages, pictures, offensive videos sent via smartphones or posted on websites via the Internet. Bullying then becomes cyberbullying. Cyberbullying defines a set of aggressive and intentional actions, by a single person or a group, carried out by means of electronic tools (sms, mms, photos, videos, e-mails, chat rooms, instant messaging, websites, phone calls), the aim of which is to cause harm to a peer who is unable to defend him/herself'. (source: Ministry of Education. <https://www.miur.gov.it/bullismo-e-cyberbullismo>).

"Cyberbullying is therefore a real problem for today's teenagers, for whom it is difficult to understand the mechanism of which they become victims. Those targeted, for the most part, remain attached to social networks and chats from which they are excluded and bullied,

unable to recognise and report the situation even to close adults, such as parents and teachers, who in turn can see the boy's discomfort, but find it hard to associate it with the phenomenon of cyberbullying. "(G. Lavenia, Le dipendenze tecnologiche, Valutazione, Diagnosi e Cura. Giunti Psychometrics S.r.l, 2018).

The consequences of bullying and cyberbullying for the well-being and mental health of young victims are numerous:

- school dropouts or even drop-outs
- de-socialisation, anxiety, depression
- somatisation (headaches, stomachache, illnesses);
- self-destructive or even suicidal behaviour.
- The primary objective is the early detection of harassment situations, which prevents them from becoming long-lasting and promotes a rapid resolution

2.2 Pupils with vulnerabilities and special needs: focus on Asperger's and Autism

Autism is a neurodevelopmental condition. This means that the person does not suffer from a disease but has a different brain function. Since it is not a disease, there is no cure. The person will live with this condition for the rest of his or her life. Why do we talk about the autistic spectrum? First of all, the term 'spectrum' indicates that the phenomenal scale of autism is broad: some people with autism are non-verbal, others are verbal, some have a mental deficit while others do not. Some will have the ability to develop special talents, higher abilities, be gifted, while others will have classical abilities.

Asperger's syndrome' is included in the Autistic Spectrum Disorder and its peculiarities are specified through 'specifications'. Asperger's syndrome is a form of autism without intellectual disability or language delay. As with any other condition on the autism spectrum, its characteristics may vary. However, there are some common features that enable diagnosis and management.

Men are affected in the same way as women by Autism but may have different characteristics. The Asperger's condition in women is still little known, although recently brought to the

public's attention by the fact that Greta Thunberg, a famous environmental activist, is a member. It is likely that a woman with Asperger's takes longer than a man to get a correct diagnosis, which often leads to misdiagnoses.

Children diagnosed with neurodevelopmental disorders, such as autism, experience various types of challenges at school. This might be due to communication, and also relationships with other children. Accumulating evidence indicates autistic children are more likely to be bullied.

2.3 The complexity of social interaction .

Making connections and building long-term relationships can be difficult for a person with ASD. Our difficulties in interpreting and understanding different social codes (facial expressions, body language, change in tone of voice, etc.) can greatly affect our ability to develop friendships and relationships.

Difficulty reading between the lines, understanding humour and sarcasm, and sometimes even making and maintaining eye contact, can also complicate social relationships and generate a lot of fatigue during social contacts. Moreover, the difficulty in communicating thoughts, expressing what we feel and sometimes the difficulty in keeping others' attention and listening can be a challenge in developing a relationship.

Here are some of the things that simple social interactions can quickly generate: stress, difficulty interpreting (facial expressions/terms used), fatigue, sweating, tiring eye contact, multiple inner questions, difficulty understanding the intention behind actions. It should be noted that informal and unprepared social interactions can be a source of anxiety and questions, generating a lot of fatigue. For example, a coffee break between colleagues, an exchange between neighbours, a discussion on the phone.

2.4 Fatigue in general.

Up to 70 per cent of people with autism have sleep problems This may be due, among other things, to sensory peculiarities. In addition, tiredness is also generated by a daily routine that requires much more effort than for a person without autism. A typical day, which includes socialising, outdoor activities, concentration, noise, unexpected events, imperatives, etc., is a

very demanding one. The autistic person therefore needs to go slowly, to respect his or her own rhythm, to sleep more than others, to have different rest periods, breaks, snacks, a great need to isolate oneself, to be quiet. If we wanted to translate this into an image, we could imagine a non-autistic person going out in the morning with an internal battery that is 100 per cent charged.



For us, the battery will never be 100 per cent . So we cannot keep up with you at the same speed and productivity. Also, our internal battery discharges very quickly, so we have to recharge it several times during the day.

2.5 Sensory hypersensitivity and hyposensitivity

Hypersensitivity is defined as the feeling of being 'stronger' and hyposensitivity as the feeling of being 'less or not strong enough'. People with autism perceive, feel and see the world differently. *Most of us deal with different sensory characteristics at different levels, to a greater or lesser extent.*

For non-autistic persons, it is necessary to be vigilant in knowing and understanding our peculiarities, to be able to adapt and to be able to protect ourselves in order to avoid the fatigue and anxiety attacks that these hypersensitivities provoke.



Every day we have difficulty processing sensory information. We are therefore likely to become stressed or anxious and may even experience physical pain when faced with external stimuli that are too demanding. A great help for noise overload is to wear earplugs or noise-canceling headphones, sunglasses even at home for bright lights or excessive brightness. It is important to know that all senses are affected, whether sight, hearing, smell, taste or touch, but also the proprioceptive sense (sense of movement) and the vestibular sense (body position in space). In the case of hypersensoriality, we might, for example, have difficulty or pain in the presence of too bright a light, too loud or excessive noise, not be able to stand being touched or hugged, or have difficulty with too strong a smell. In the case of hyposensoriality, we may not be able to perceive pain, cold, heat, satiety or thirst.

2.6. Limited interests

One of the characteristics of autism spectrum disorder is the presence of limited interests, also called special interests. People are often extremely knowledgeable about certain topics. These interests vary greatly between male and female persons with autism. They can range from cars, computers, music or art, animals, colours, astronomy, plants, psychology, playmobil, to name but a few.



This mastery of a particular field can be extremely enjoyable and very beneficial to us, but it can also present significant challenges. Challenges in the sense that the presence of very specific interests can generate difficulties in entering or maintaining social relationships. Indeed, a topic that is close to our hearts and that we can talk about for hours can quickly exhaust the interlocutor. This is very advantageous in the sense that having specific interests is an essential element for provisioning. They allow us to find ourselves in something known, something mastered, something pleasant to do, something familiar. These activities allow us to immerse ourselves completely in them, allowing us to free our minds from anything that might lead to external overstimulation. In a way, a protective refuge, our resource, our 'superpower.'

2.8. Specific, repetitive and stereotyped gestures (also called self-stimulation)

Self-stimulation is naturally present in all human beings. It takes different forms, such as nail biting, repeated finger snapping, leg swinging, etc. However, the person with autism usually does it to a much greater extent, more intrusive and sometimes less socially appropriate. Due to their difficulty in understanding or integrating social codes, the person will therefore do it in their own way, without taking the environment into account and without knowing whether it is socially appropriate and well-regarded.

Self-stimulation can occur out of joy, fear, pain, anxiety or simply for the pleasure of sensory seeking. Self-stimulation helps us to control our emotions better, to focus on a task, to prevent emotional breakdowns due to sensory overload and to feel better.

For anxiety or concentration, some people use gadgets, stress relievers or fidgets, to focus on using them, spinning them, moving them, snapping them, playing with them or simply looking at them. Fixation on these objects allows us to release the anxiety stagnating in our limbs and focus our attention on something that takes us out of the distressing context.

2.9. Emotional hypersensitivity (or hyper-emotionality)

Many people with autism often have difficulty recognising, interpreting, verbalising and controlling their emotions. They usually share their emotions in peculiar or inappropriate ways.



In essence, we can be awkward, too direct or, on the contrary, withdrawn, which can

cause rejection by others and suffering. With our often heightened emotionality, we are also very often anxious and particularly sensitive . This is why hyperemotionality is often equated with hypersensitivity. We feel emotions intensely. This leads us to react with joy, anger or sadness in exaggerated proportion to the triggering event The feeling of these emotions is also reflected in physical manifestations (blushing, crying, sweating, sweaty palms, stomach ache, anxiety, panic and anger attacks).

The main 'symptoms' of emotional hypersensitivity are characterised by :

- Difficulties in managing emotions
- Fear of abandonment
- Disorders such as mood swings or irritability
- Difficulties in handling frustrations and conflicts

- Relational difficulties (often due to excessive shyness)

Certain situations of hyper-emotionality that get out of control can lead to an inner storm, a temporary but extremely intense crisis called **meltdown or shutdown**.

1.3.8. Need for security and repetition, difficulty in flexibility: (Routines and rituals)

One of the first signs of autism may be attachment to certain routines and rituals. The term 'control' may not be appropriate, but it is a word that is unfortunately often heard. We must remember that autistic people sometimes experience great anxiety in certain situations. What reassures them the most and protects them from these anxieties are routines and rituals. The opposite of these routines is change, the unexpected, surprise.



If our routine or ritual breaks down, anxieties arise that can lead us to be disorganized, unfocused, anxious.

This 'control' of the environment and the specific layout of the space allows one to be reassured about the certainty of constancy in habits that will not change. This provides important reference points and avoids the surprise effect, thus reducing the need to improvise. Precise planning and preparation of what will happen reduces anxiety. For example, for a simple appointment, we need to know exactly where the place is, how to get there, by what means, sometimes to see a picture of the place, who will be there, why, and to plan how long it will take to get there, how long the appointment will last... An unforeseen event, which can be an underground delay, a traffic jam, a sudden change in the weather, etc., can be a source of anxiety and sometimes lead us to cancel or go back.

Although most of these rituals are harmless, others can cause significant discomfort and sometimes complicate the lives of parents, relatives, colleagues, etc. For many people with autism, the world can seem an unpredictable and frightening place. This is why we try to plan in advance everything that can be 'predictable'. In this way, situations that may cause anxiety are limited.

2.10 Controlled' or specific diet.

Eating rigidity has nothing to do with tantrums or being a 'picky' person. It is a very real and complex problem that can have multiple causes. Some autistic people are hypersensitive and do not feel full. They can fill their stomach to the brim, until there is no more room. Others have hypersensitivity problems and this complicates the sensations of taste, smell and even the sight of food. In this case, they can be very selective and prefer food with a rather neutral taste, with a natural and pleasant texture. Visually, they may select foods for their specific colour or, conversely, reject certain colours of food.

It should also be noted that the need for routine and rituals is very much present in the area of nutrition. We dislike dietary changes, novelties, we are reassured to stick with products that we have 'tried and validated to. That is why all these food specificities are sometimes wrongly identified as anorexia nervosa, orthorexia, or bulimia.

The important thing to remember is that in all cases it is useless and unsuccessful to try to force the person or to get angry. It is preferable to proceed slowly and respect the person's pace if it is necessary to introduce a food.

Meals should remain enjoyable, a time of sharing and pleasure that should not be spoiled by dietary rigidity.

2.11 Autistic crisis or meltdown (meltdown, shutdown)

Shutdown can be translated as 'closure', **Meltdown** as 'collapse'. Both indicate sensory overload.



We autistics, with our sensory peculiarities, can be subjected to various sensory

overloads in our daily lives: multiple auditory and visual stimuli, touch, but also too much sensory information relating to taste and smell, etc. These stimuli cause an influx that is too varied, too powerful or too long, making this information difficult to process, which can quickly become insurmountable. We are also extremely sensitive to all forms of emotional reactions, conflicts, frustrations, changes, anxiety and unexpected events. These are all situations that, when experienced as overloads, give us a real sense of inner shock and can therefore cause these kinds of 'crises' or breakdowns.

Sometimes, brain overload leads to arrest . The arrest is a defence of the organism against sensory aggression. From the outside, the person seems unable to communicate, seeks silent isolation, withdraws, may resort to stereotypes and sometimes becomes mute, unable to speak even if he or she wanted to.

From within we feel an immense explosion, an inner tsunami that invades us but which we have not invited , a physical and mental pain that oppresses us and which we are unable to drive away. At that point, defence mechanisms such as crying, rocking, blocking our ears, closing our eyes, curling up, etc. are put into action. Communicating and speaking is at this point a mental torture, a superhuman effort and, if pushed to communicate, we can be aggressive, edgy or even have a breakdown.

Meltdown is a form of inability to hold back an emotional overload.



Again, we feel an inner explosion, but we are unable to hold it back, to contain it. The

external manifestations are quite disturbing and sometimes violent to see or experience from the outside. From uncontrolled 'crying fits' to 'anger fits', we can literally explode. This can take the form of screaming, anger or even violence against ourselves and, in some extreme cases, against others. Inside, the feeling of frustration and incomprehension is at its highest, the brain is in overdrive and cannot 'come down'. If we are alone, the notion of danger can be elevated due to self-aggressive gestures. If there is someone with us, they may want to calm us down and this may even worsen the crisis. The best thing to do is therefore to stay by our side, but without 'aggravating' the situation, e.g. by shouting at us, scolding us, insisting on critical points, or trying to hug or run away from us. Each of us has different reactions to crises. But in general, time is our best ally. We always 'come down', but we need the right environment to do so.

2.11 Associated disorders or co-morbidities

As already mentioned, all autistic people are different and therefore all have a different form of autism. But most suffer from so-called comorbidities, i.e. additional symptoms or disorders associated with autism.

Most commonly found are: severe or generalised anxiety, a lot of stress, eating disorders, somatisation and chronic pain, sleep problems, sometimes OCD (obsessive-compulsive disorder), concentration difficulties (sometimes also caused by an attention disorder 'ADD or ADHD', associated with ASD).

More severe and pervasive symptoms may also appear. They are often the result of a lack of medical or psychological care, poor knowledge of autism, rejection by family and friends, or poor drug treatment. Isolation, depression, extreme fatigue, gloomy or suicidal thoughts and sometimes drug use, self-mutilation and aggression are common.

2.13. Destigmatising and disambiguating

There are some concepts it is absolutely necessary to disambiguate or otherwise interpret in the right way, in order to fully understand the feeling and behaviour of an autistic person beyond the clichés or the media, which often convey these distorted images.

The following is a summary:

- Beware of making an immediate connection with the notion of 'super-intelligence', gifts, extraordinary abilities, memory, confusion with high potential or talent
- Autism is not a disease, it is a neurological condition with which we grow and evolve, a form of diversity.
- It cannot be cured. For some, drugs are only justified to combat the associated ailments in order to reduce or alleviate them.

Finally... the positive sides of Asperger's syndrome

- - Honesty, faithfulness, reliability and loyalty, kindness.
- - Sense of values and little prejudice
- -Originality, creativity, often artistic, passion and high expertise in specific interests, industriousness.
- -The ability to perceive and remember details, a great sense of observation

1.3.13. Diagnostic wandering

Diagnosis in autism is often complex because it can be confused with many disorders including

- Generalised Anxiety Disorder (GAD)
- Social anxiety disorder or social phobia (SAD)
- Attention deficit hyperactivity disorder (ADHD) and DYS disorders (dyspraxia, dyslexia, etc.)
- Obsessive compulsive disorder (OCD) and obsessive-compulsive personality (POC)

- Bipolar disorder (formerly known as manic-depressive disorder)
- Borderline personality disorder (BPD)
- Major depressive disorder (MDD)
- Tourette Syndrome (TS)
- Eating disorder
- Post-traumatic stress disorder

3.1 AGAINST BUBBLE Training course

The Bubble training course aims to provide a set of knowledge and skills to the key actors of the educating community and train them as attentive observers of the signs of distress of young students, with particular attention to “blue pupils” that is those with specific vulnerabilities such as the condition of neurodiversity.

The pathway also intends to capacitate all the actors involved with regard to the possibility of designing and implementing a useful intervention to reduce the phenomenon of bullying and cyberbullying, with particular attention to vulnerable individuals. During the course, interdisciplinary and mixed-role working groups will be built, which have shared objectives to deal with individual situations.

The training curriculum aims to promote the development, among the target groups, of

- knowledge, skills, abilities and tools regarding the creation of a positive school climate and some specific and functional educational methods for it and the prevention of bullying and cyberbullying behaviour
- knowledge of specific needs of pupils, including those arising from neurodiversity conditions, such as autism and Asperger's syndrome;
- transversal skills and especially those related to the sphere of communication and emotional intelligence

2.2. Target Groups

The training course is aimed at the following target groups:

- Parents
- Teachers
- Non-teaching staff (Administrative and Auxiliary Staff)

The training includes specific objectives regarding intervention strategies and observation tools enabling them to develop, inter alia:

Skills for an assertive communication

Empathy

Adaptation to an unexpected situation

Trust and group cohesion

Skills for cooperation

Conflict management skills

To generate:

- A relaxed atmosphere in the group
- Reflection and constructive criticism on personal change

To improve:

- Their non-verbal communication skills
- Their ability to make decisions in important situations
- Their coordination

The following diagram exemplifies the structure of the proposal: it consists of a common module (Module 1) which is presented to all beneficiaries together in the same form and content, followed by a subsequent module (Module 2X) which is designed and developed in a customised form and manner based on the expected competences for each of the project targets.

2.2.1 Competences' list

Knowledge:

- Participants have developed their knowledge about the concept and definition of emotional education as well as its benefits to prevent bullying.
- Participants have known about the power of music and its influence on pupils emotions.
- Participants have received and discussed information and theoretical contents about different technics and methods that are useful in order to prevent bullying and support students under autism spectrum.
- Participants have explored what means inner talent as a concept and different techniques to deepen it with their pupils in school.
- Participants have acquired more knowledge on different art therapy methods that can be used in their classroom.

Skills:

- Participants have understood what is behind bullying.
- Participants have developed the ability to accurately perceive emotions, understand the signals that emotions send about relationships and to successfully manage them.
- Participants have practiced their abilities in terms of conflicts management with pupils.
- Participants have developed their ability to set clear and healthy limits for pupils.
- Participants have increased their inner sense of a culture of non-violent contact at physical level among pupils.
- Participants have expanded their ability to support pupils in developing their active listening skills.
- Participants have developed their capacity to support pupils in exploring their inner motivations and talents.

Attitudes:

- Participants have increased their emotional self-awareness.
- Participants have developed their self-confidence in managing pupils' emotions.
- Participants have expanded their sensibility and flexibility regarding the group of pupils' needs and preferences.
- Participants have become more open minded and tolerant.
- Participants have developed a more empathic communication with pupils.



3. Methodology

Teachers engaged in this training will adopt teaching methods capable of

- actively involve participants (appropriate group management)
- promote (critical) reflection on one's own way of thinking about and relating to people with high-functioning autism spectrum disorders
- promote their motivation and empowerment, respecting the role of each individual and their possibility of concrete action (sharing and cooperative learning).

The content of each module is structured according to:

- Type of target
- Learning objectives
- Fostering competences for shared responsibility in educational practice
- Transferring the skills learnt into daily practice.

A particular element of the training is the access and subsequent use of the **web-app** developed in the project for the collection of information useful for tracking the well-being and participation of the student with special needs.

This tool (which has a paper version anyway) is in prototype form and therefore suitable for an initial validation of use. Adhesion to this proposal must in any case be on a voluntary basis, starting with the parents and then seeing the other targets involved. On the basis of adhesions, access credentials will be issued by the project consortium partners.

2.4. Modules of the Against Bubble learning pathway

MODULE 1 - The concept of bullying and cyberbullying, bullying and cyberbullying in relation to vulnerable and neurodiverse students in particular; social and communication skills, skills for a positive school climate

Target group: Parents, Teachers School staff

Duration: 2 meetings of 2 hours

General Objectives

- Sharing knowledge on bullying and cyberbullying (prevalence of the phenomenon and context, risk factors, responsibility and legal consequences)
- Interventions and prevention strategies (home, school, school policy)

Knowledge about autism (including Asperger's)

- Sharing knowledge on autism Asperger's Syndrome
- Sharing a representation of the autistic condition
- Co - construction of shared meanings and use of a common language to describe the condition of neurodiversity (with reference to direct experience)

Social interaction and communication skills

- Knowing how to observe a situation and analysing it in all its aspects, identifying the appropriate communication methods to respond to it
- Knowing how to share one's own ideas and collaborate with others to construct an intervention involving the shared analysis of the situation, the planning of the

concrete actions to be carried out, the carrying out of the concrete actions, and the verification of the work done

- Refining emotional competence and empathy (active listening)
- Feeling part of a shared educational responsibility characterised by a feel-good and positive climate
- Knowing how to define a protocol in an emergency situation (team definition, case analysis, actions to be promoted in different contexts).

1. Tab. 2. Outline of the Module 1

MODULE	Knowledge	Skills
Module 1 Parents Teachers School Staff	<ul style="list-style-type: none"> - Sharing knowledge about autism Asperger's syndrome - Sharing a representation of the autistic condition - - Co - construction of shared meanings and use of a common language to describe the "real" autistic condition (with reference to direct experience) 	<ul style="list-style-type: none"> - Knowing how to observe a situation and analyse it - To be able to convey thoughts with appropriate communication methods - Being able to share one's own ideas and collaborate with others in order to construct an intervention that involves the shared analysis of the situation, the planning of concrete actions to be carried out, the carrying out of concrete actions, the verification of the work done ▪ -Refining emotional competence and empathy (active listening) - Feeling oneself within a shared educational responsibility - Knowing how to define a protocol in an emergency situation (team definition, case analysis, actions to be promoted in different contexts)
SUGGESTED ACTIVITIES		
Presentation of topics through slides and other teaching materials; Brainstorming; Analysis and discussion of cases.		

Video materials:

- (Youtube - ITA - No subtitles) Excerpt from 'Adam' - <https://www.youtube.com/watch?v=EXHaq5V6jz8>
- (Youtube - ENG - With subtitles) Temple Grandin - TED - <https://www.youtube.com/watch?v=SKGlqK4zQdw>
- (Youtube - ITA - With subtitles) Una donna straordinaria - <https://www.youtube.com/watch?v=YBi7iexGzL0>

- (Youtube - ENG - With subtitles) Early Signs of Autism Video Tutorial | Kennedy Krieger Institute - Understanding social aspects - <https://www.youtube.com/watch?v=YtvP5A5OHpU>
- (Youtube - ENG - No subtitles) - Sensory Overload - <https://www.youtube.com/watch?v=K2P4Ed6G3gw>
- (Youtube - ENG - No subtitles) - Asperger's / Autism Children - Preventing Meltdowns & Bullying Prevention
 - <https://www.youtube.com/watch?v=7Ue5Nme2y5I>



MODULE 2a - Educational strategies for inclusion, the creation of a positive school climate, the prevention of bullying and cyberbullying, with special attention to children with special educational needs with a focus on neurodiversity

Target group: Parents

Duration: 3 meetings 2h

General Objectives

- Promoting the exchange of information between parents
- Sharing educational strategies
- Offering a tool for observing the child's behaviour to detect changes

Expected competences

- Knowing how to observe your child's behaviour
- Being able to describe your child's situation
- Building a map of the boy's world
- Picking up on your child's distress signals and behaviour and activating a network intervention

Access and use the observation tool (Diary and Questionnaires) developed in the Against Bubble project.

MODULE	OBJECTIVES	COMPETENCES
Module 2a Parents	Promoting the exchange of information between parents Sharing educational strategies Offering an observation tool	Knowing how to observe your child's behaviour Being able to describe one's own child's situation Building a map of the child's world Picking up on the child's distress signals and behaviour and activating a network intervention

MODULE	OBJECTIVES	COMPETENCES
		Knowing how to access and use the Against Bubble observation tool
SUGGESTED ACTIVITIES		
<p>It is suggested that the presenter adopt a circle time scheme</p> <p>Introduce yourself and present your child by defining what your child's strengths and weaknesses are</p> <p>Explain current concerns</p> <p>Building a map of your child's world</p> <p>Building a safe place</p> <p>Building a baseline of your child's behaviour</p> <p>Tools for observing abnormal or at risk behaviour</p>		

Explanatory videos are suggested

- Temple Grandin - TED - <https://www.youtube.com/watch?v=SKGlqK4zQdw>
- An extraordinary woman - <https://www.youtube.com/watch?v=YBi7iexGzLO>

1.1 MODULE 2b - Educational strategies to foster inclusive processes

Target group: Primary and secondary school teachers 1. and 2.

Duration: 15 meetings of 2h

General Objectives

- Promoting acceptance and respect for diversity
- Fostering collaboration and cooperation
- Offer a tool for observing the behaviour of high-functioning autistic or Asperger's Syndrome pupils
- Acting on group strategies to break down loneliness in the classroom
- Acting on pedagogical strategies favourable to pupil involvement and motivation

Expected competences

- Knowing how to create a positive classroom climate
- To be able to promote pupils' social-emotional skills, particularly those related to the intrapersonal dimension, through shared reflection on the dynamics observed and read.
- Picking up signs and behaviour of distress and activating a network intervention
- Access and use the observation tool (Diary and Questionnaires) developed in the Against Bubble project
- Understand the use of the data collected to supplement other observations and news about the well-being of the pupil's class in particular

The following table schematises the module.

MODULE	OBJECTIVES	COMPETENCES
Module 2b Teachers	Promoting the exchange of information between parents Sharing educational strategies Offering an observation tool Acting on group strategies to break down loneliness in the classroom Acting on pedagogical strategies favorable to pupil involvement and motivation	Knowing how to create a positive classroom climate Being able to promote pupils' social-emotional skills, particularly those linked to the intrapersonal dimension, through shared reflection on the dynamics observed and read Understanding the use of the data collected to supplement other observations and news about the well-being of the class of the pupil with special educational needs with a focus on neurodiversity

SUGGESTED ACTIVITIES

Presentation slides relatively to the contents below:

Teaching in cooperative groups

Peer tutoring and the role of peers

Teaching social skills to the whole class

Building a flexible didactics that uses multiple means of representation, action and expression

Building positive peer pressure and appointing a peer (in turn) as peer tutor

Specific education for children with special educational needs with a focus on neurodiversity

Cartoon conversation

Social stories

How to build a safe place in the school

Presentation of the Behavioural Observation Tool

Access and test the Against Bubble tool through your smart phone

PC access to the results collected by the observation tool

It is suggested that activities be proposed in small groups to construct teaching activities that respond to training and teaching needs

Video - Temple Grandin - TED TALK <https://www.youtube.com/watch?v=SKGlqK4zQdw>

Module 2c - Educational strategies to foster inclusion

Target group: school staff

General Objectives

- Knowing how to observe the behavior of the child with autism spectrum (high-functioning autism, Asperger's syndrome) in the specific social context
- Offering an observation tool for the child with autism spectrum (high-functioning autism, Asperger's syndrome)

Expected competences

- Feeling part of a shared educational responsibility
- Know who to turn to if problematic behaviour or situations are observed
- Knowing how to use the observation tool.
- Access and use the observation tool (Diary and Questionnaires) developed in the Against Bubble project

The following table schematises the module.

MODULE	OBJECTIVES	SKILLS
Module 2c ATA staff	Knowing how to observe the behaviour of high-functioning autistic and Asperger's syndrome children in natural contexts	Feeling within a shared educational responsibility Know who to turn to if problematic behaviour or situations are observed Knowing how to access and use the Against Bubble observation tool
SUGGESTED ACTIVITIES		
Presentation slides relatively Observation tool for the autistic child Accessing and testing the Against Bubble tool via your smartphone		

4. Bibliographic resources and sites

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SILBERMAN S., *NeuroTribe. The talents of autism and the future of neurodiversity*, LSWR Ed. 2016. Original title "NeuroTribes. The Legacy of Autism and the Future of Neurodiversity" AVERY, New York 2015

WILLIAMS D. *Nobody anywhere. The extraordinary autobiography of an autistic girl*, Armando Ed., 2002. Original title 'Nobody Nowhere. The Remarkable. Autobiography of an Autistic Girl, Jessica Kingsley Publishers Ltd., London and Philadelphia 1999

Videos

- Temple Grandin - TED <https://www.youtube.com/watch?v=SKGlqK4zQdw> - Selection of scenes from the film 'An Extraordinary Woman' by Temple Grandin