

Research results

16.02.2021

AGAINST BUBBLE ON – LINE TRAINING

2019-1-IT02-KA201-063428

Introduction

In the 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.** (www.autismag.org)

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

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

Desk research - Greece



According to the results following a research in six European countries, among which Greece was 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.

Desk research - Italy

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**.

Desk research - Poland

"The National Autism Census"

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.** 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.**

Students with autism are 1.5 to 2 times more likely to be bullied at school than their peers.



Desk research - Portugal

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).

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.



Desk research - 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.

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. Apart from this, it is lacking social awareness about ASDs on different professional sectors.

Questionnaires studies

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



Greece: 206 respondents in total
Students (10-14 years old): 90
Teachers: 41
Other school staff: 21
Parents: 54



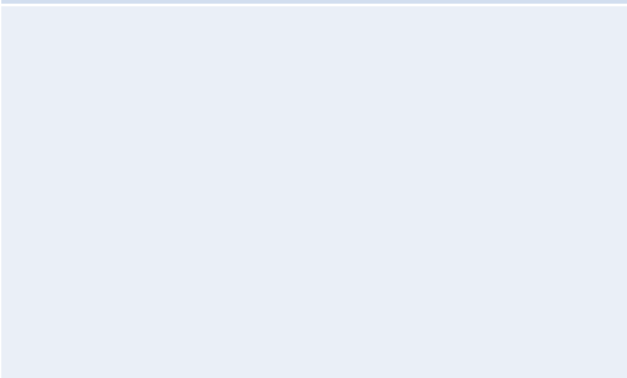
Portugal: 200 respondents in total
Students (10-14 years old): 90
Teachers: 40
Other school staff: 20
Parents: 50



Italy: 238 respondents in total
Students (10-14 years old): 52
Teachers: 70
Other school staff: 64
Parents: 57



Spain: 213 respondents in total
Students (10-14 years old): 90
Teachers: 45
Other school staff: 20
Parents: 58



Poland: 201 respondents in total
Students (10-14 years old): 90
Teachers: 39
Other school staff: 20
Parents: 52

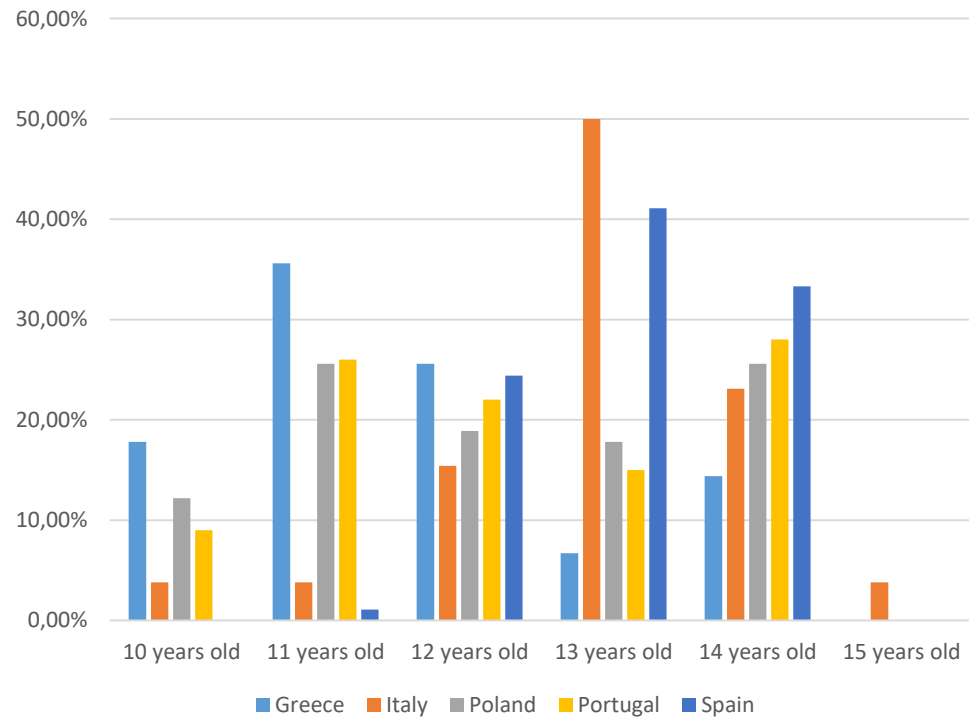
Questionnaires studies - AIM

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.

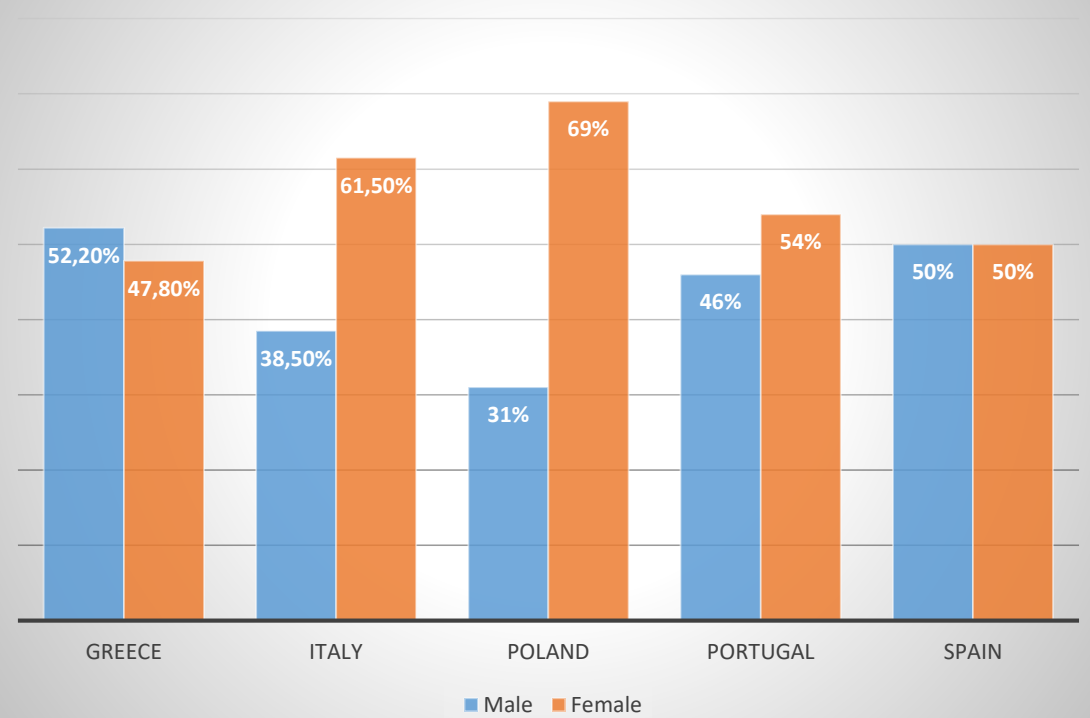
Another research goal is to understand the point of view of the various people involved in this phenomenon, so as **to create a personalized, targeted and effective intervention.**

STUDENTS (412 respondents)

Age of students

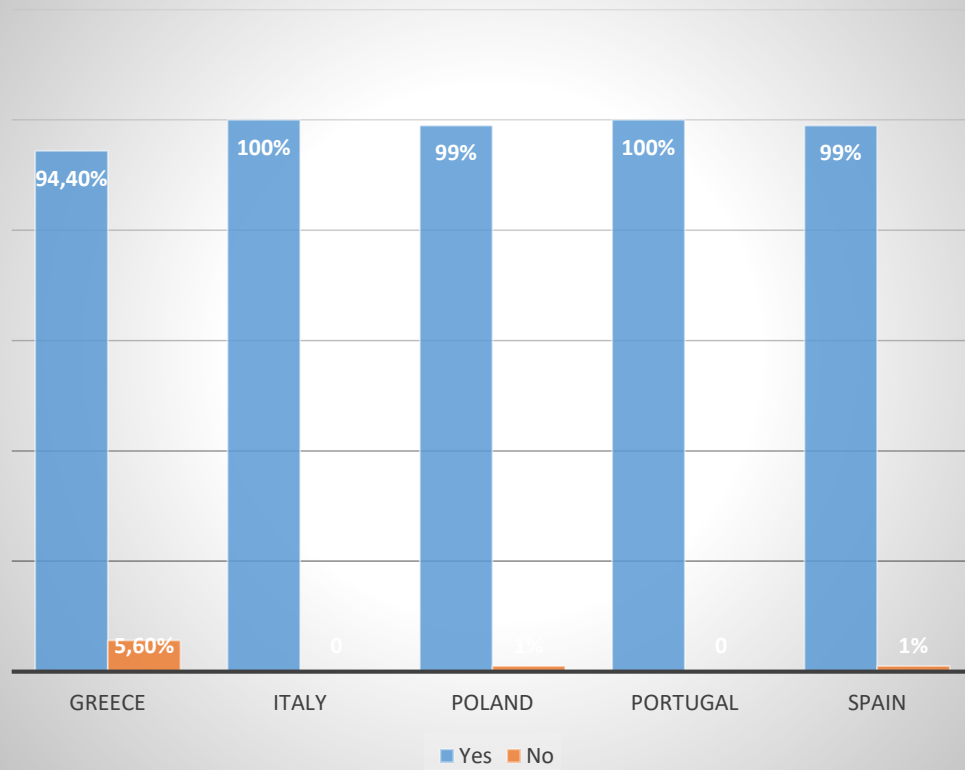


Gender

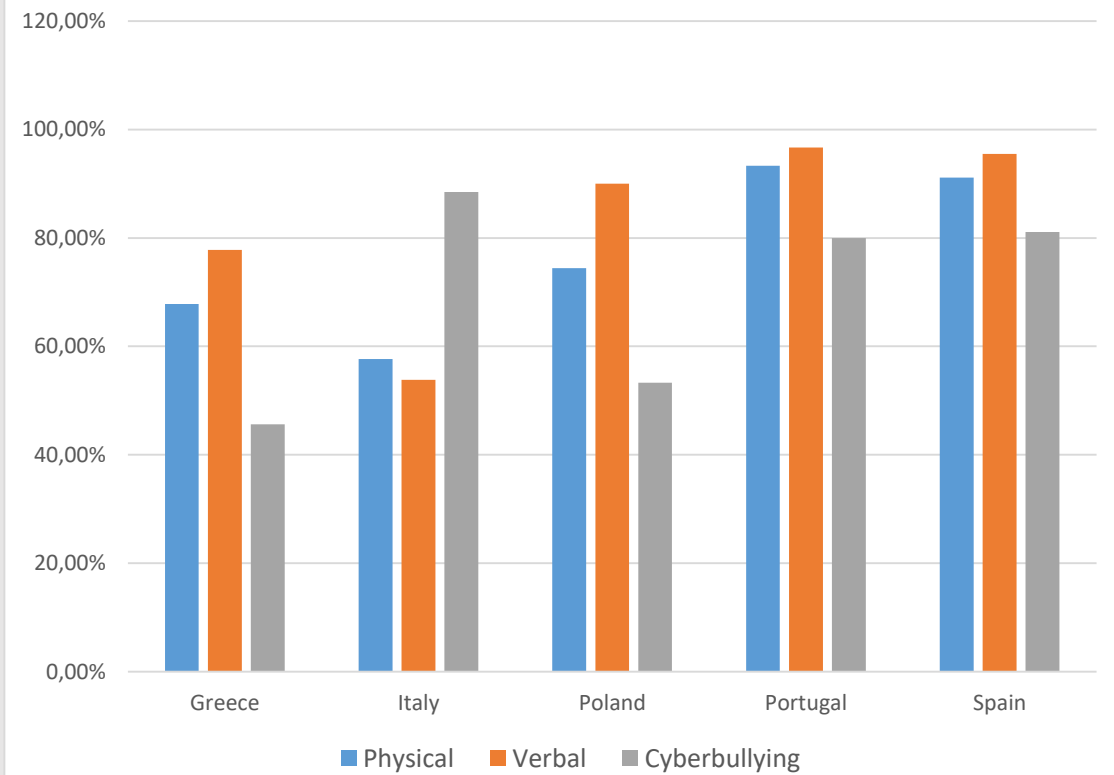


Students

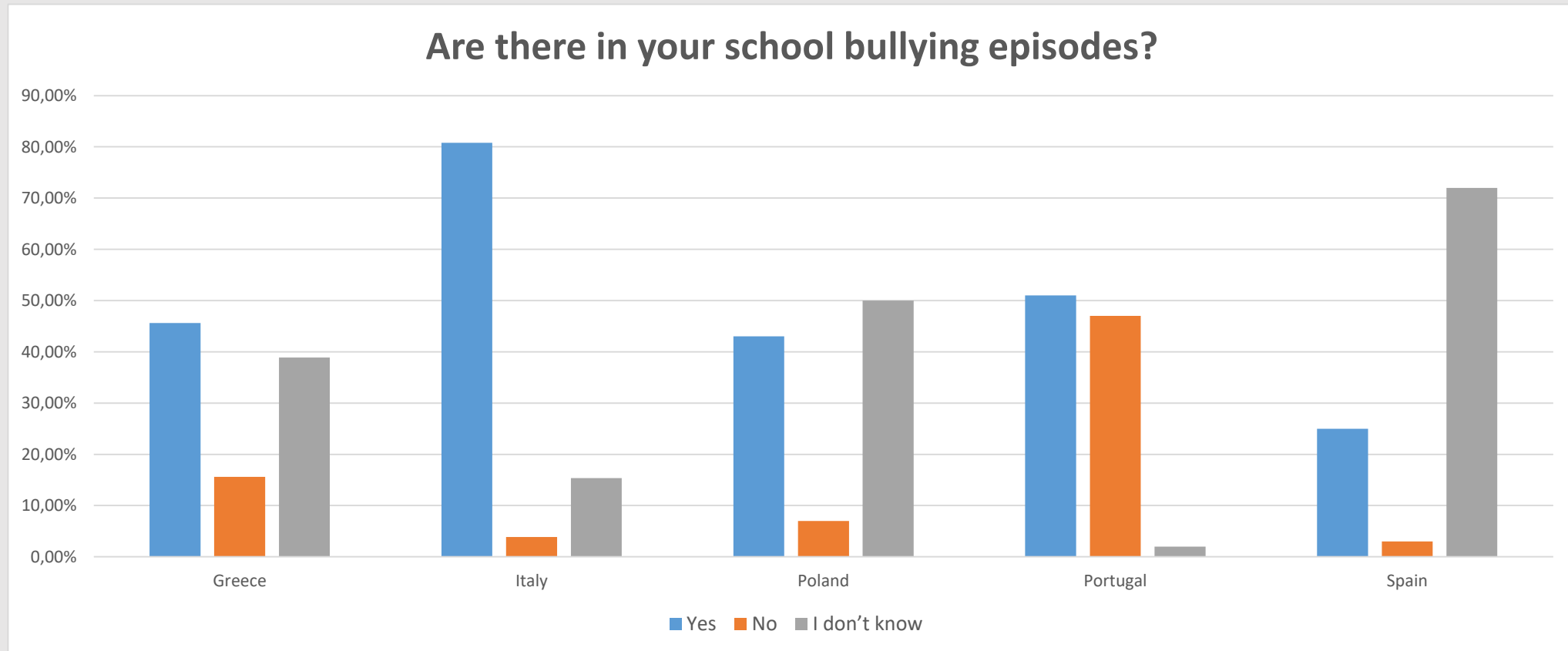
Do you know what is bullying?



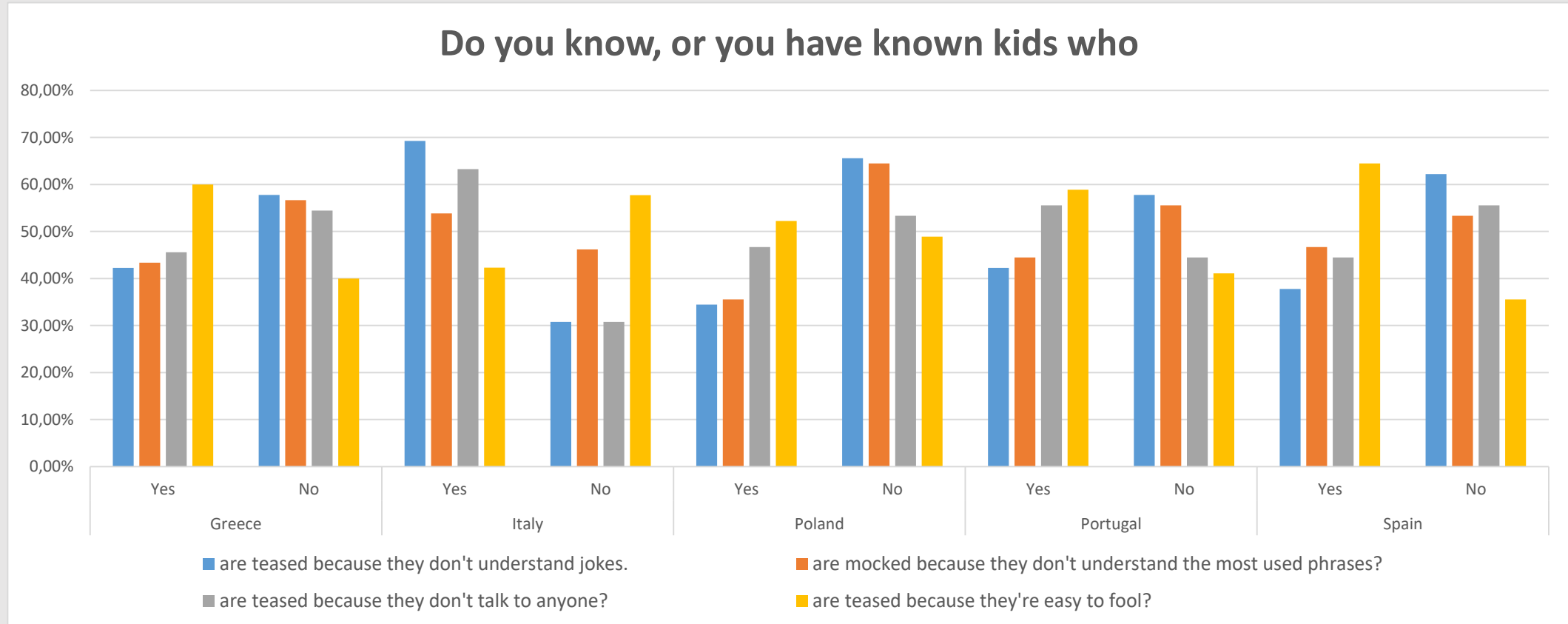
In your opinion, what are typical bullying signals?



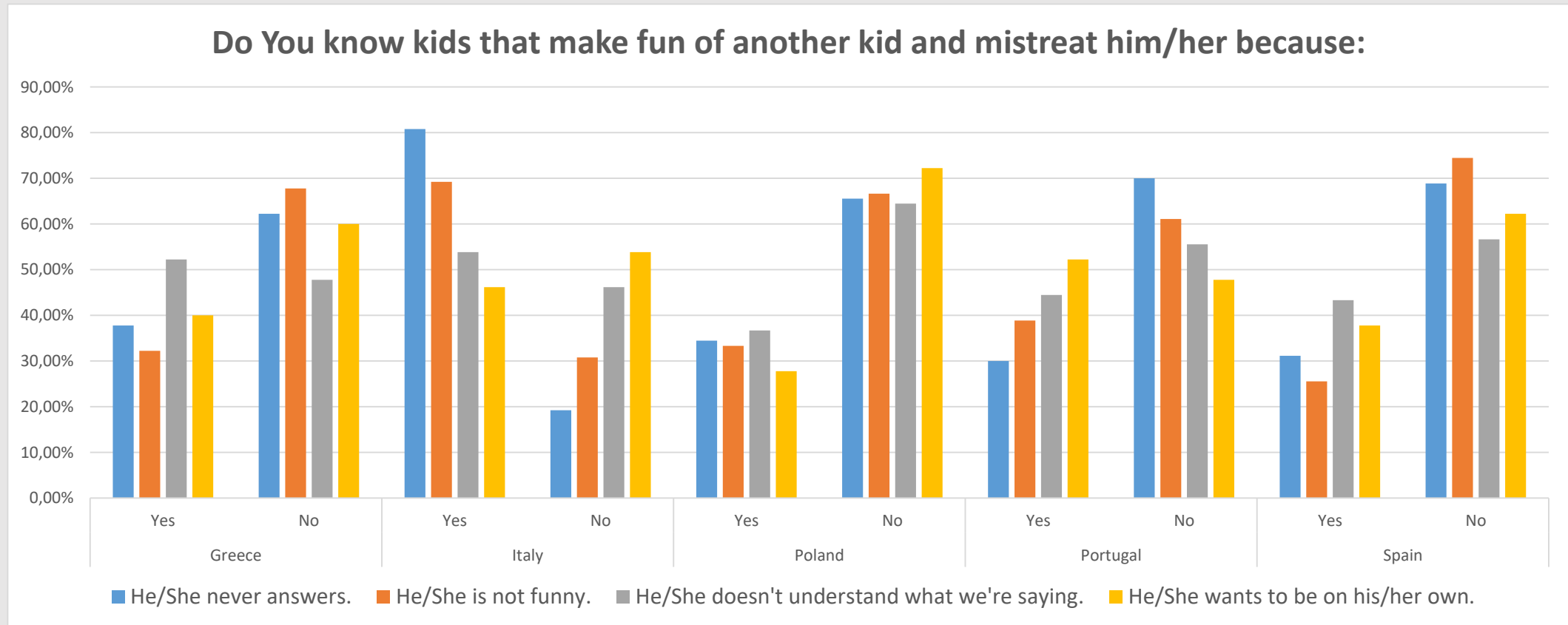
Students



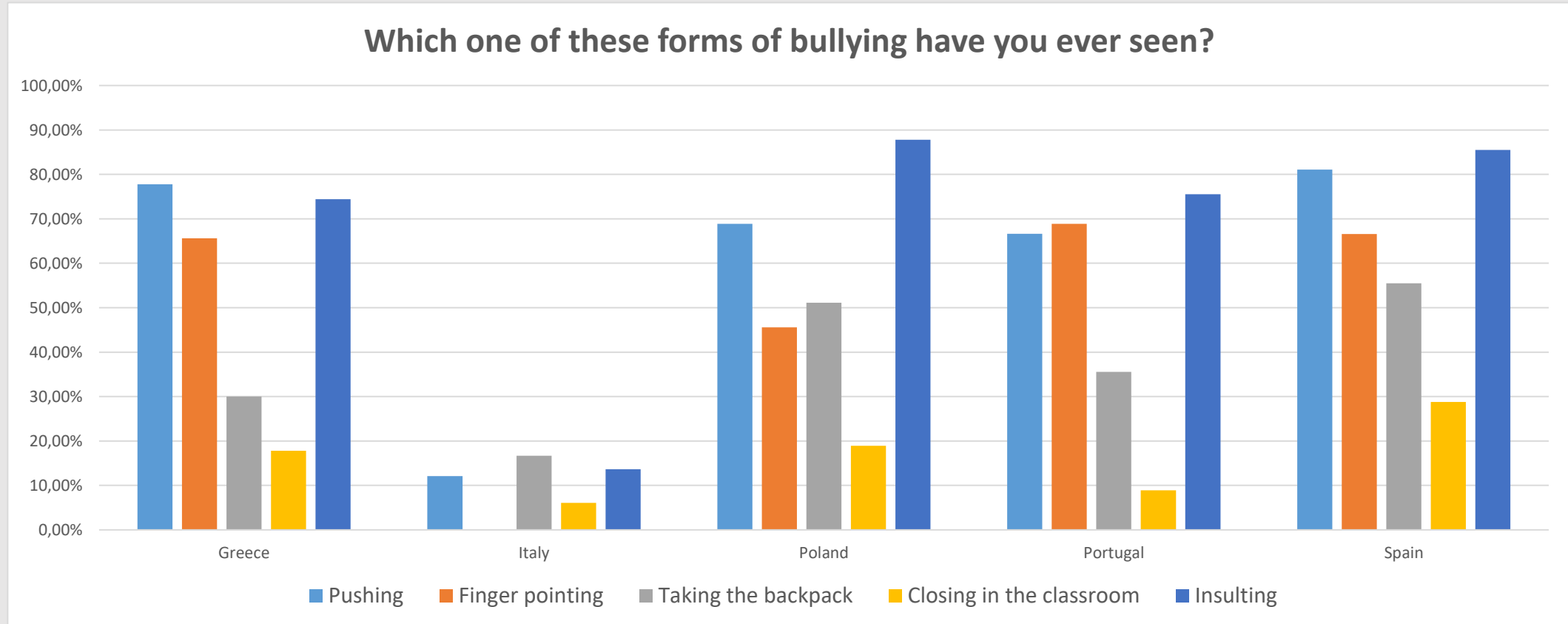
Students



Students

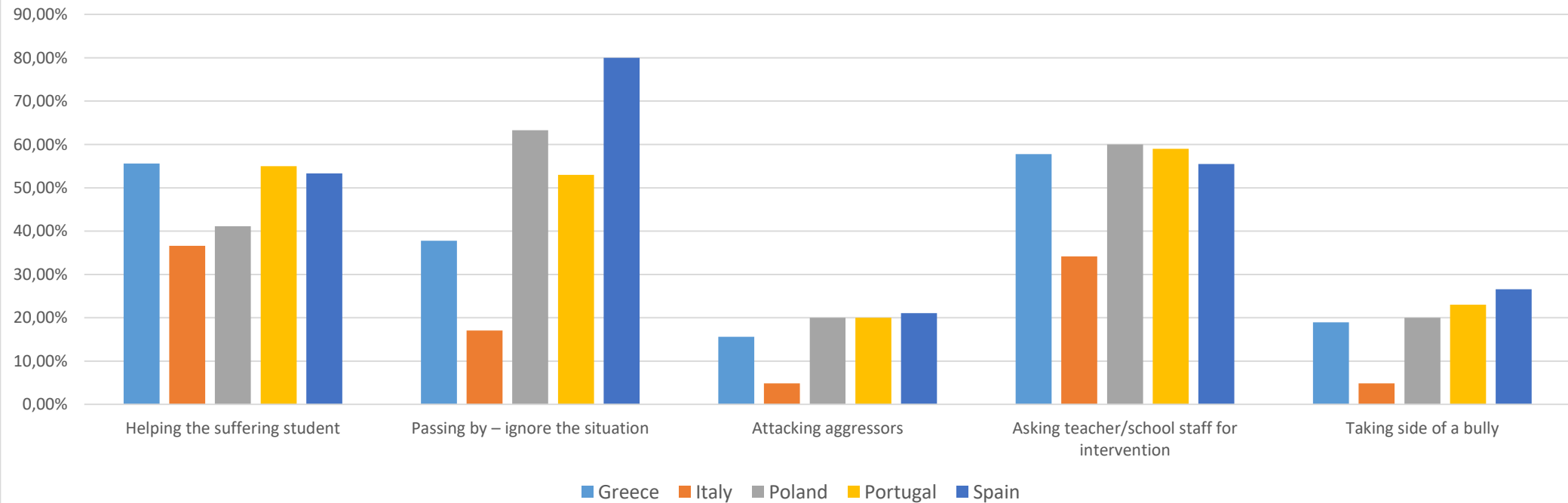


Students



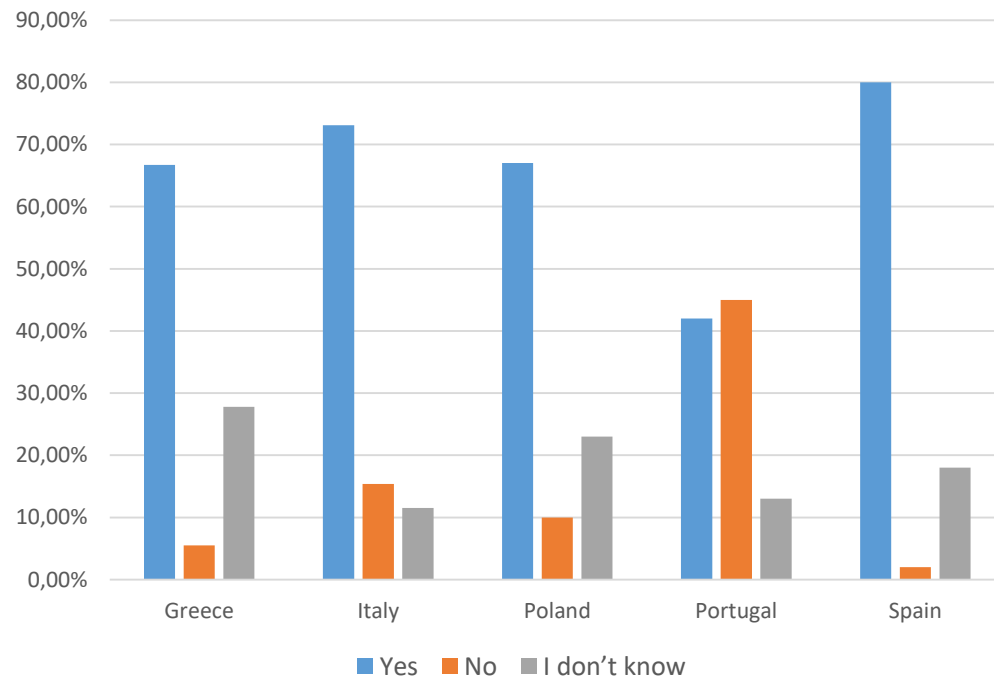
Students

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

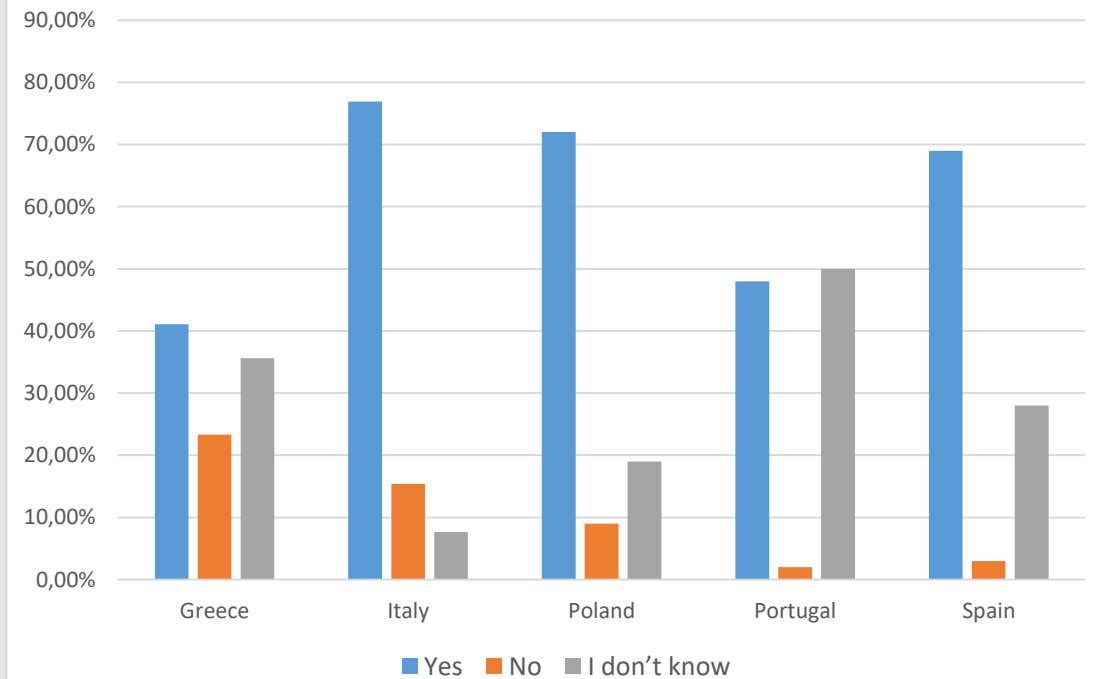


Students

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

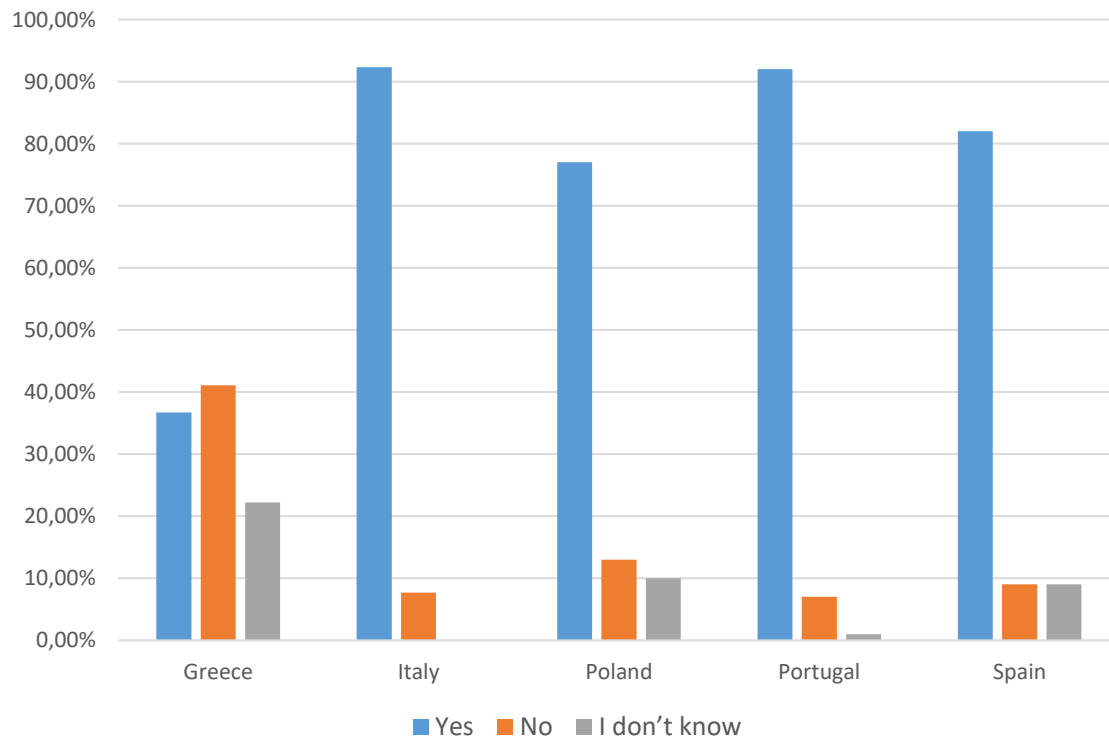


Do bullied students count on help and support from their friends?

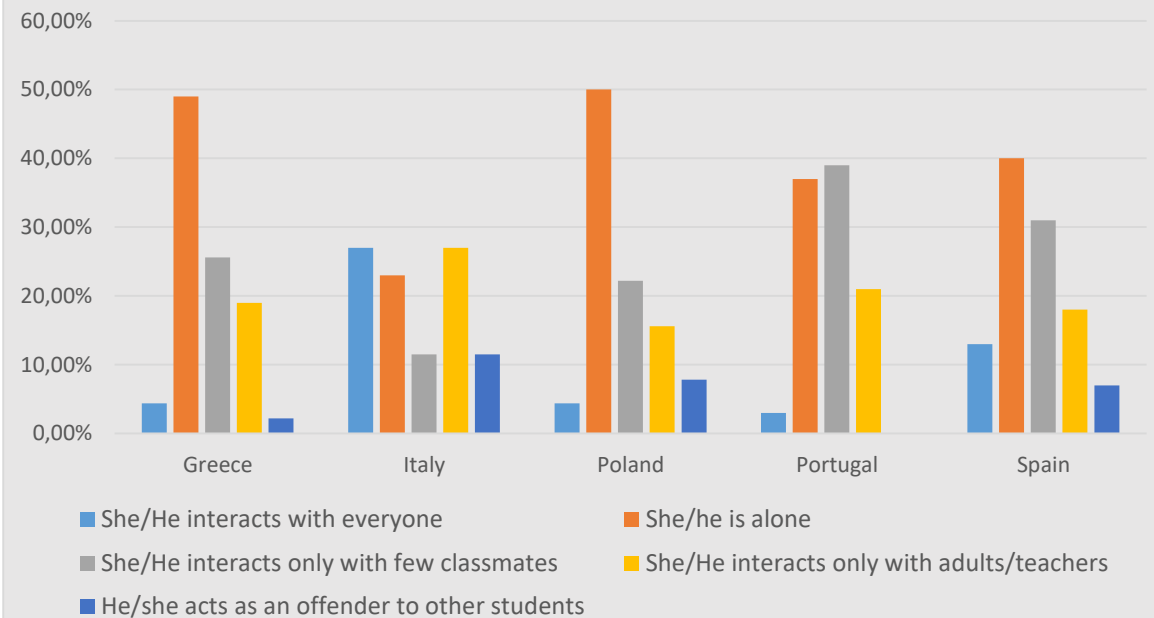


Students

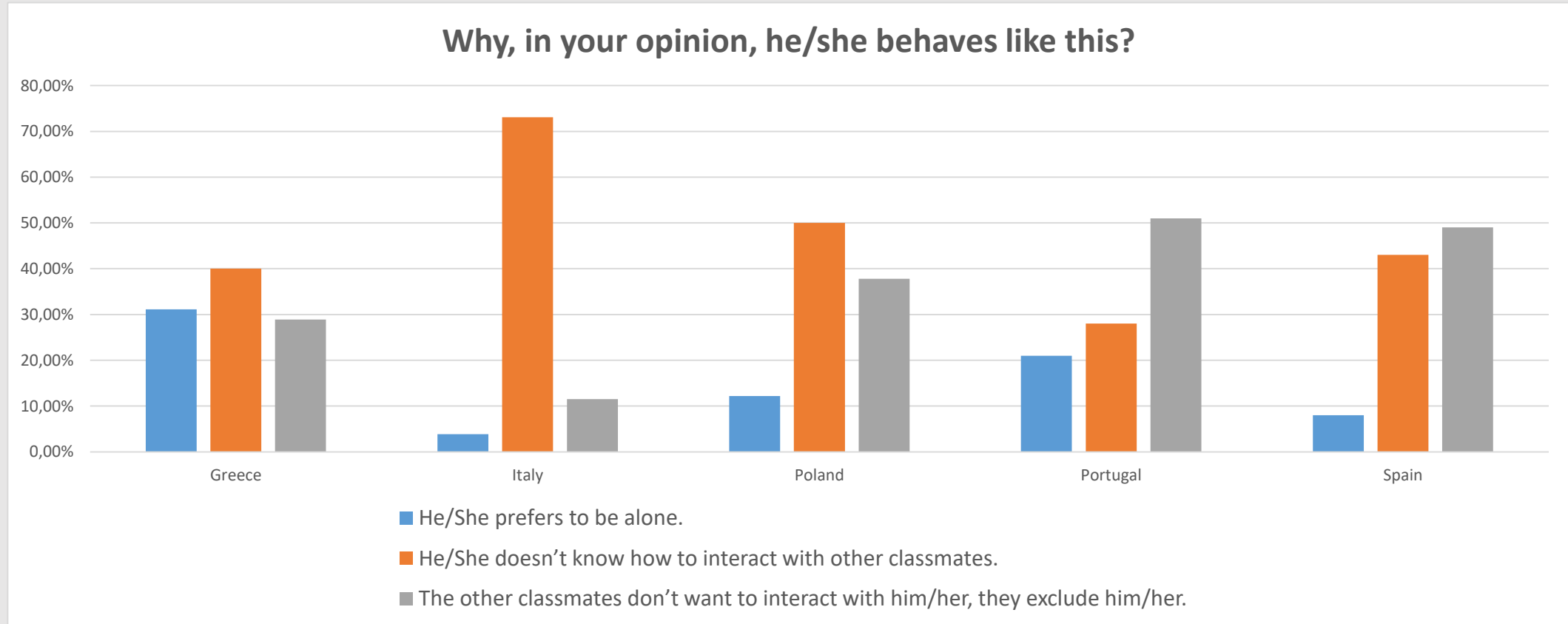
Have you ever heard about Autism?



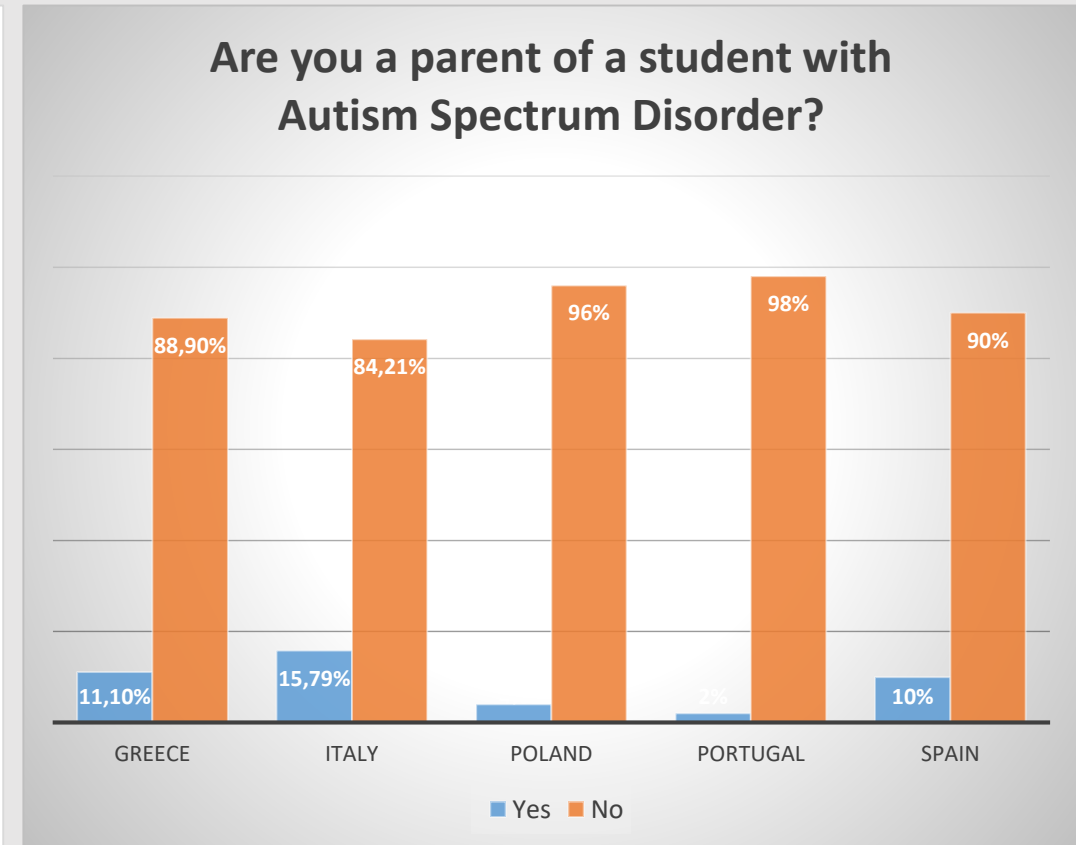
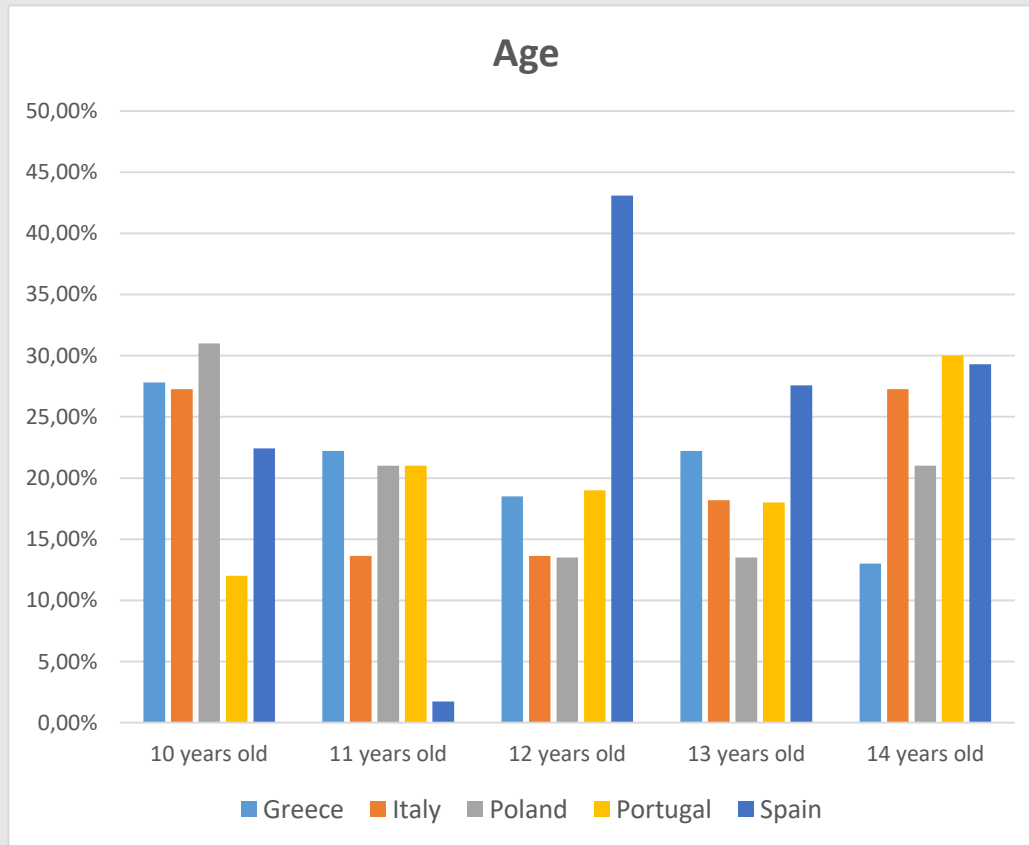
In your opinion (choose one picture), what is the typical situation of a student with Autism?



Students

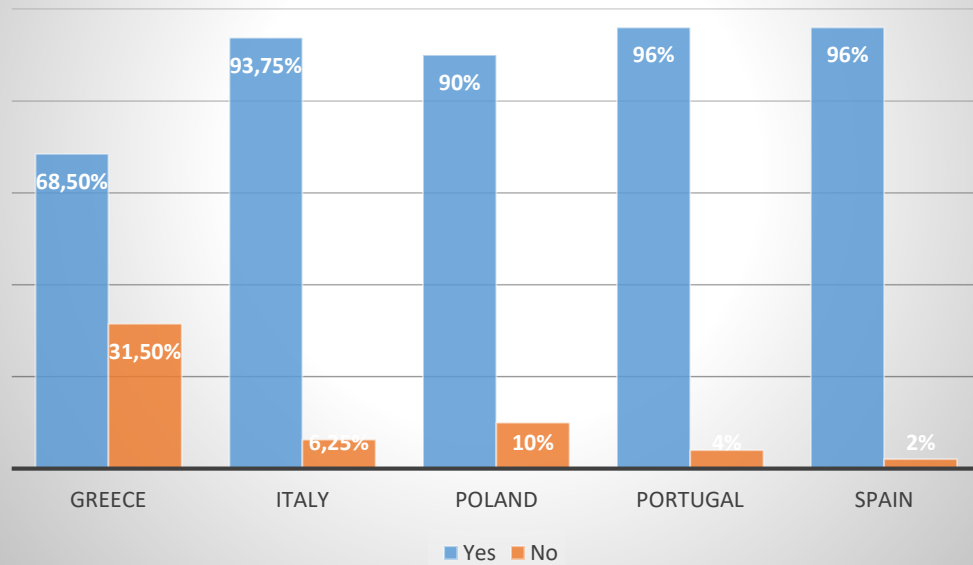


PARENTS (271 respondents)

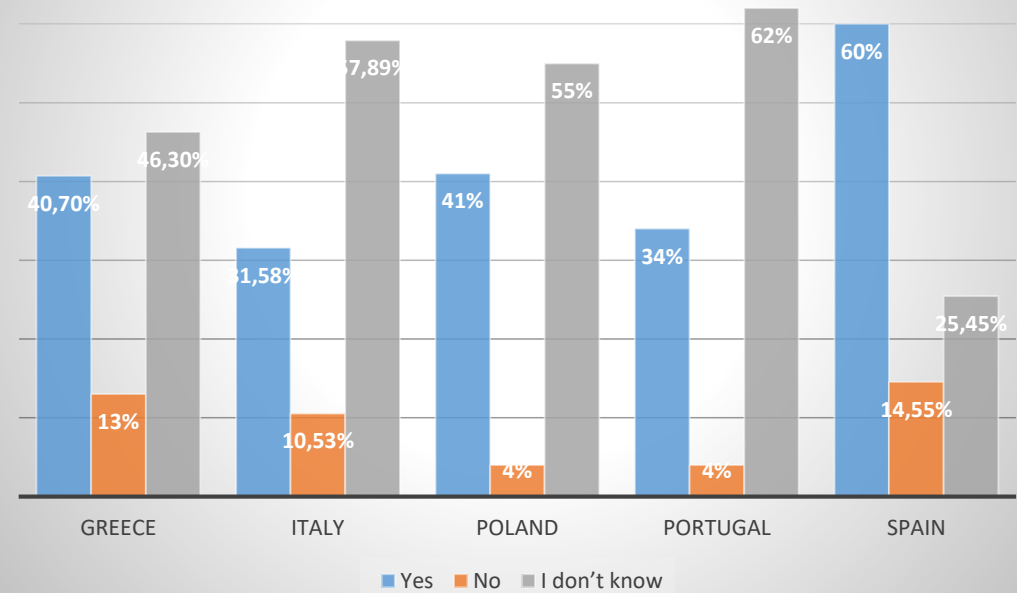


Parents

Do you know what is Autism Spectrum Disorder?

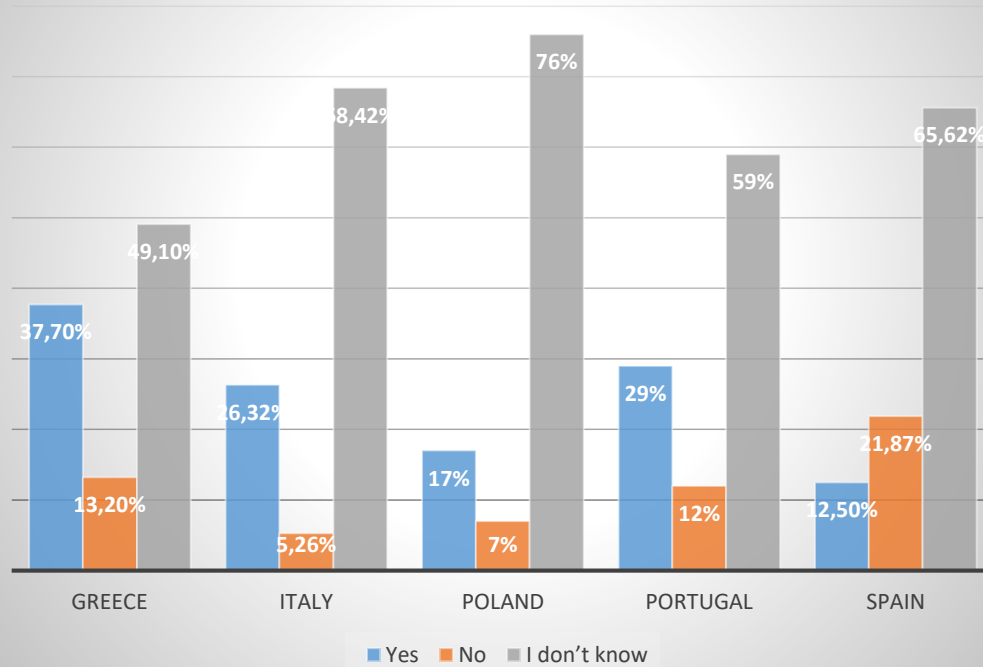


Are there students with Autism Spectrum Disorder in your child's school?

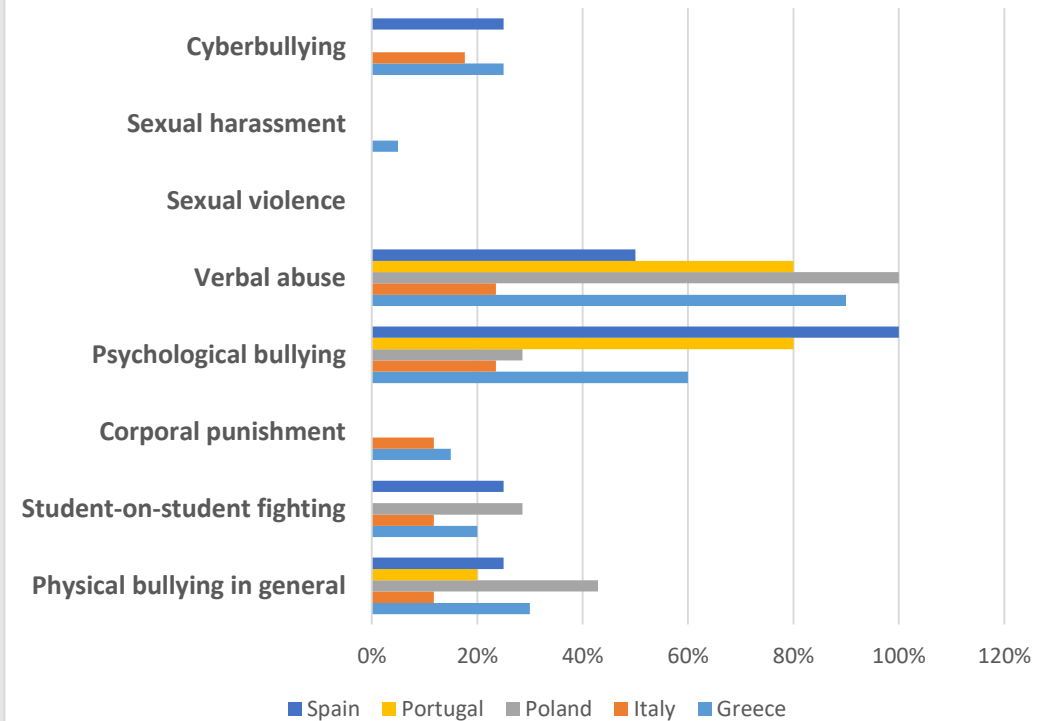


Parents

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

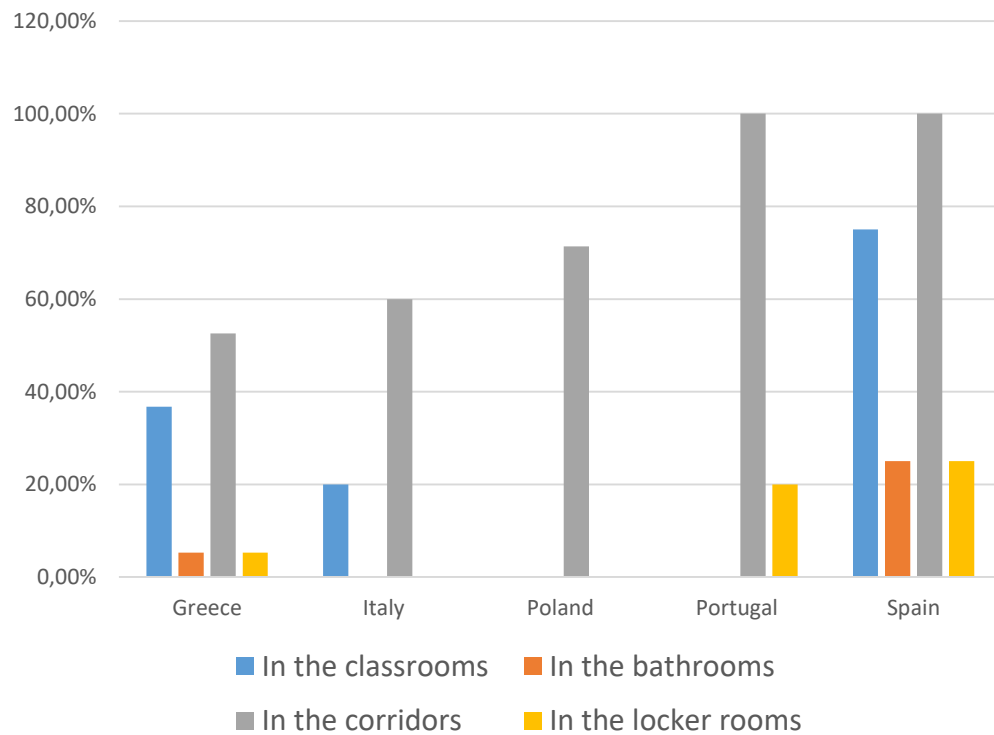


What form of bullying they face?

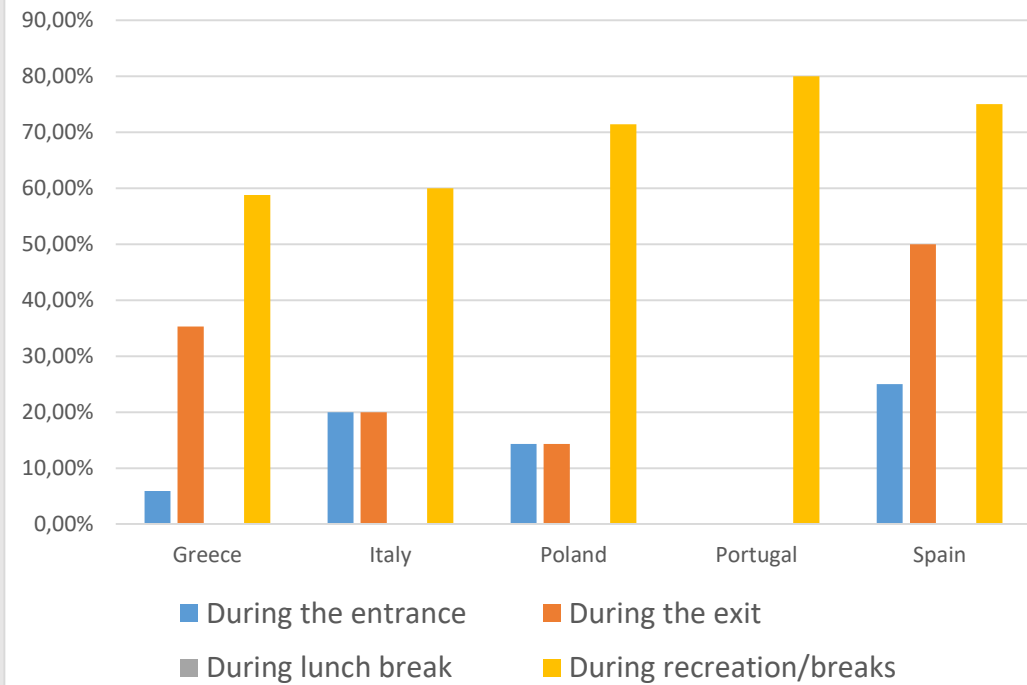


Parents

Where do this phenomenon occur most?

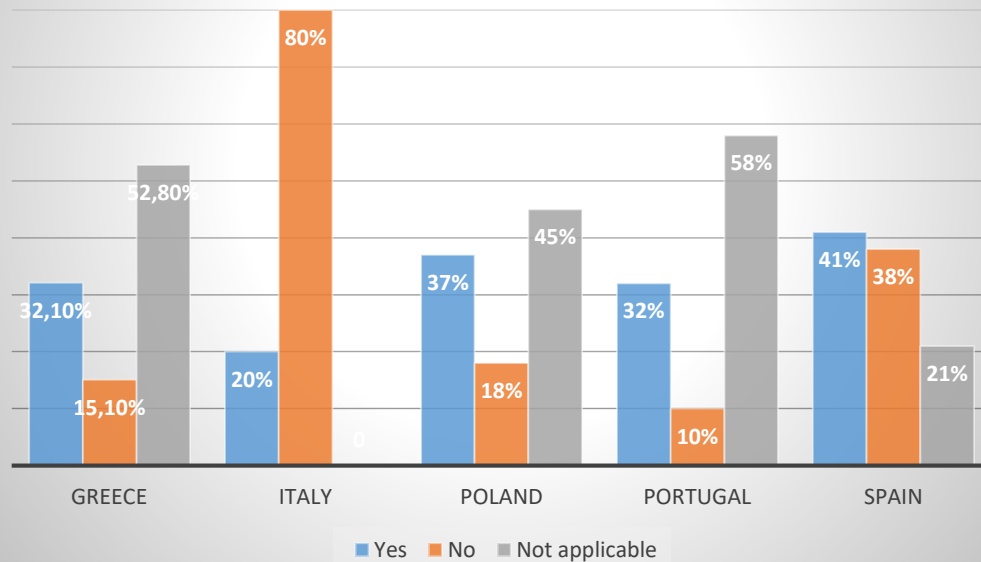


At what time of the school day do this phenomenon mainly occur?

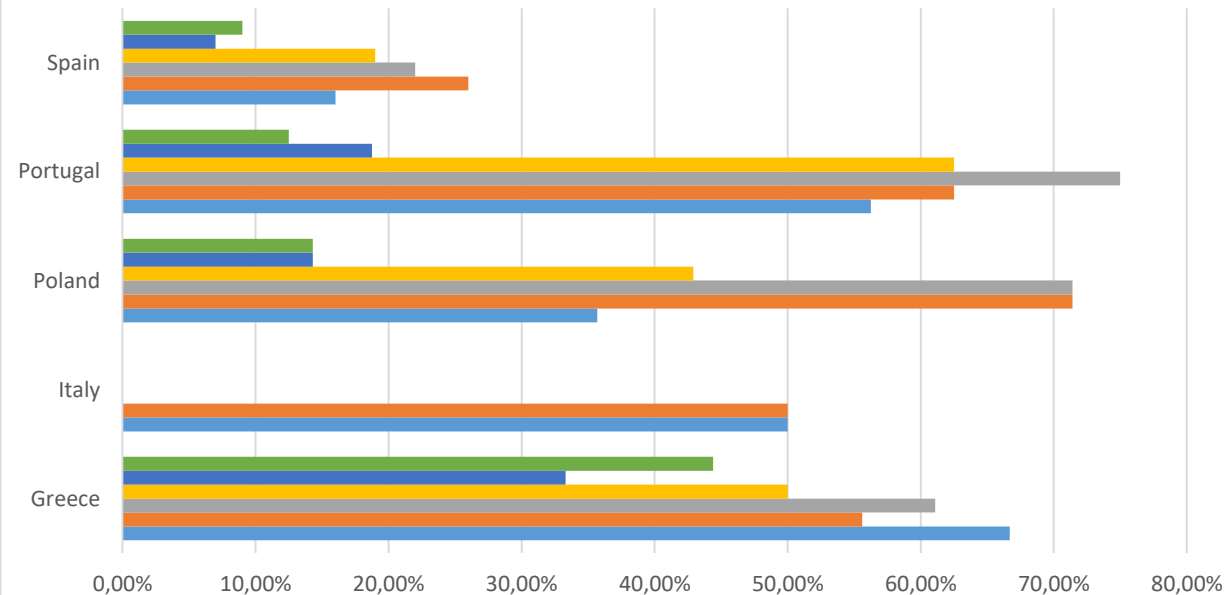


Parents

Do you as a parent have resources to deal with abusive situation in which the child with ASD is involved?



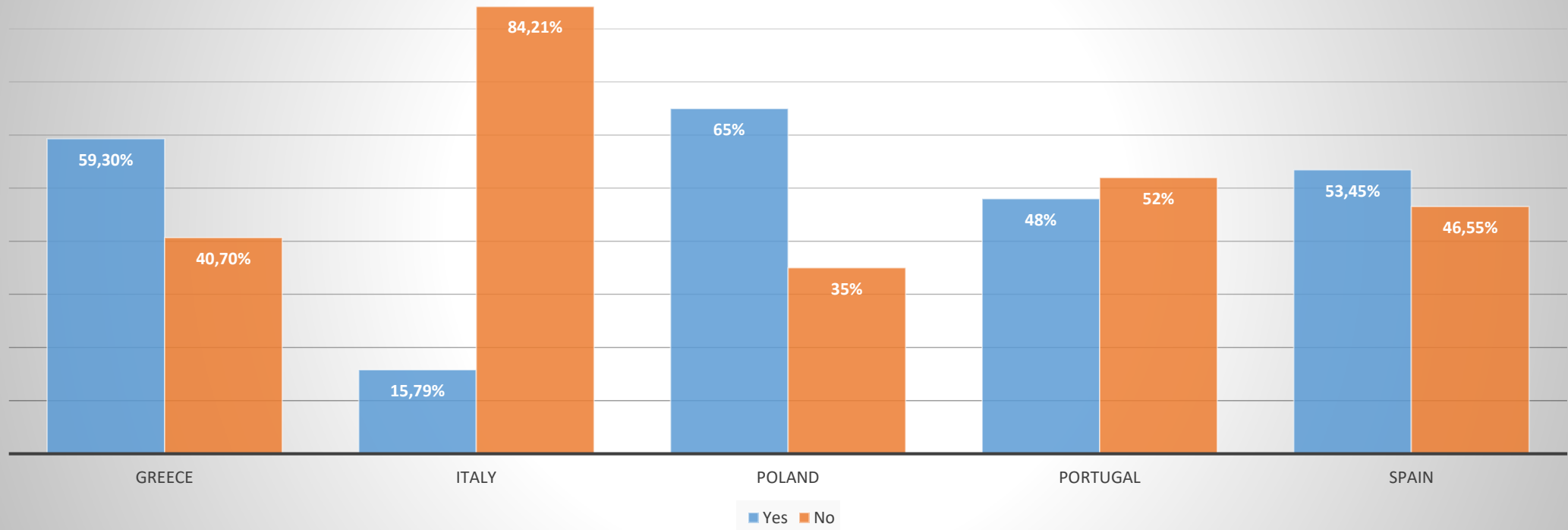
What kind of resources you have?



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

Parents

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



Parents

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?

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;

Parents

**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?**

issues related to autism:

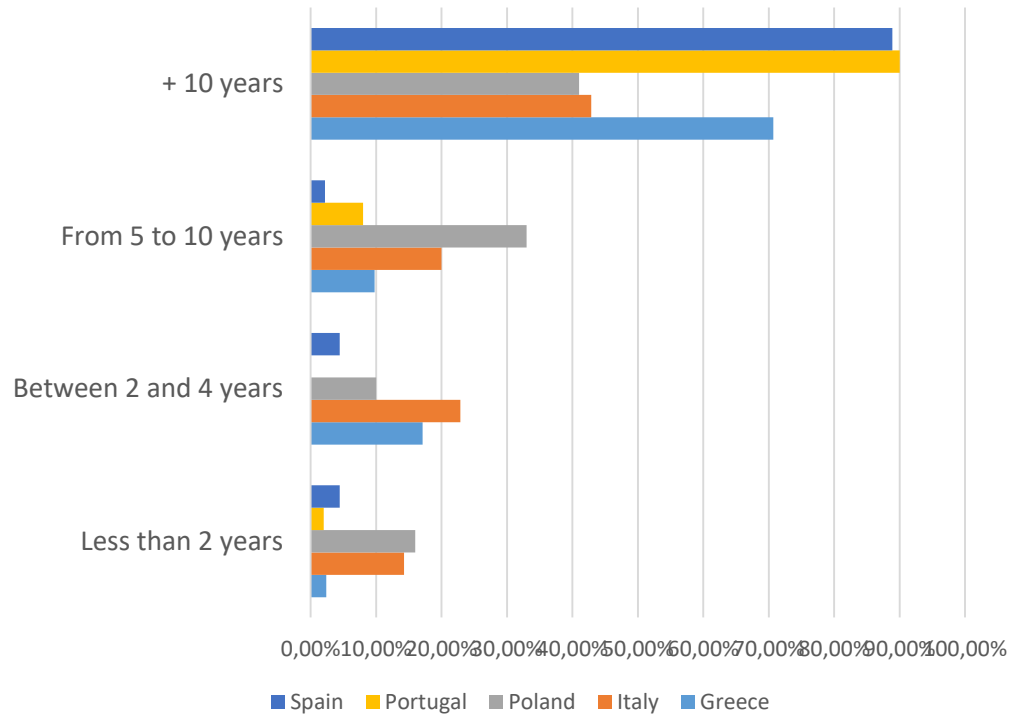
- knowledge of what autism is; what are autistic behaviours;
- how to deal with a child with autism or child with emotional problems;
- how to teach children how to behave towards children with autism;
- how to communicate with students with ASD;
- prevent violence towards autistic students;

issues related to working with a student in a difficult situation:

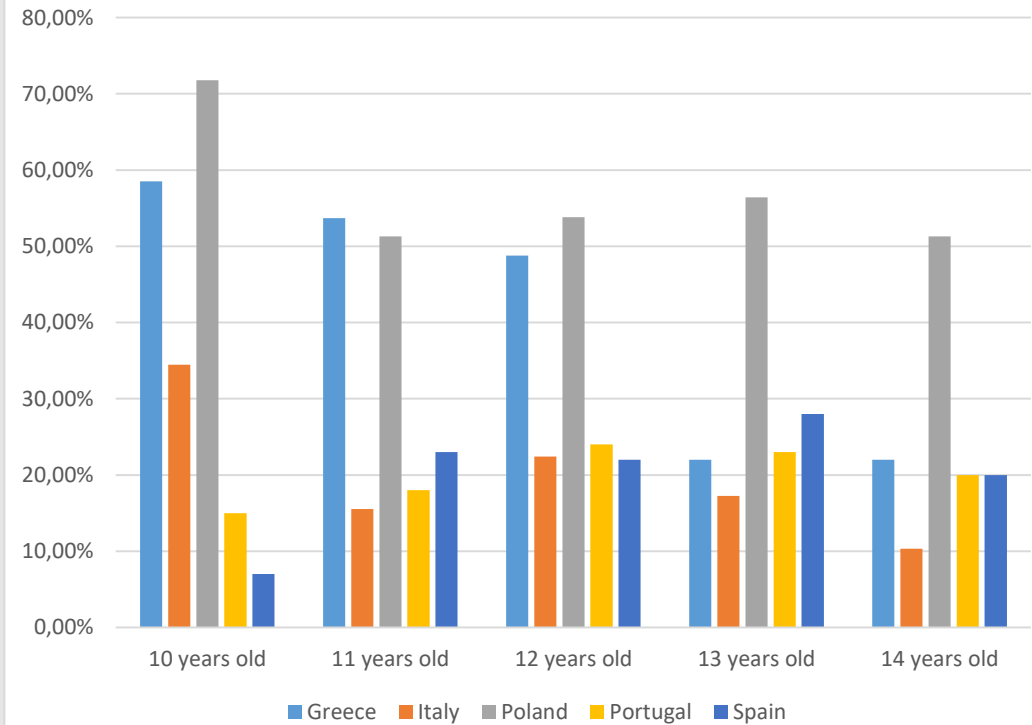
- communication skills: how to talk with the parents of other students and the students themselves, both with the aggressors and the victims of bullying;
- skills of dealing with conflict situations;
- emotional support;
- crisis management;
- mediation;
- how to maintain peer relationships;
- how to work with their children to help avoid bullying of other students.

TEACHERS (235 respondents)

Level of teaching experience

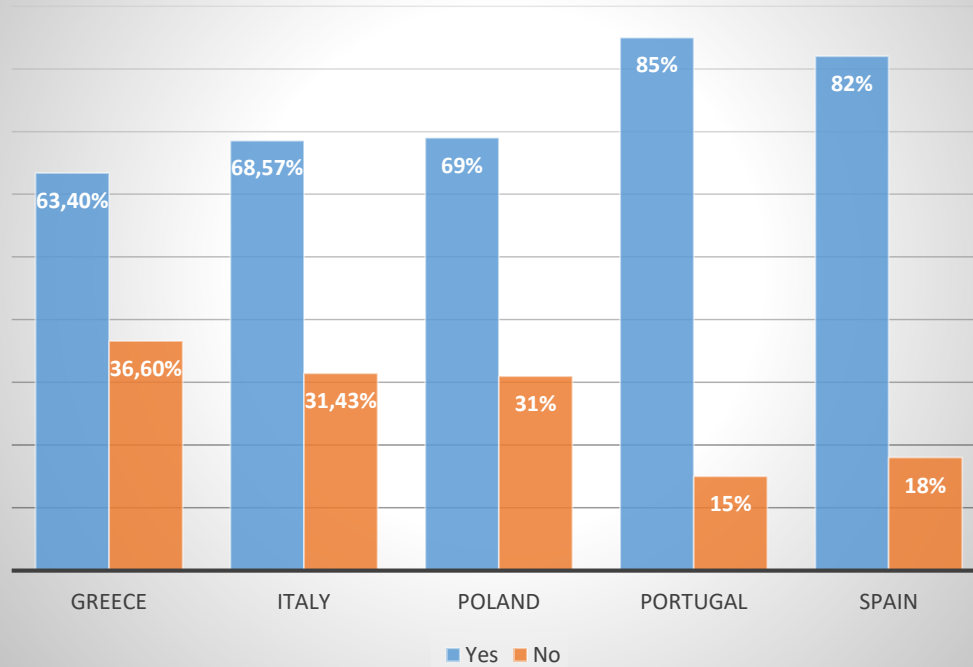


What is the age of your students?

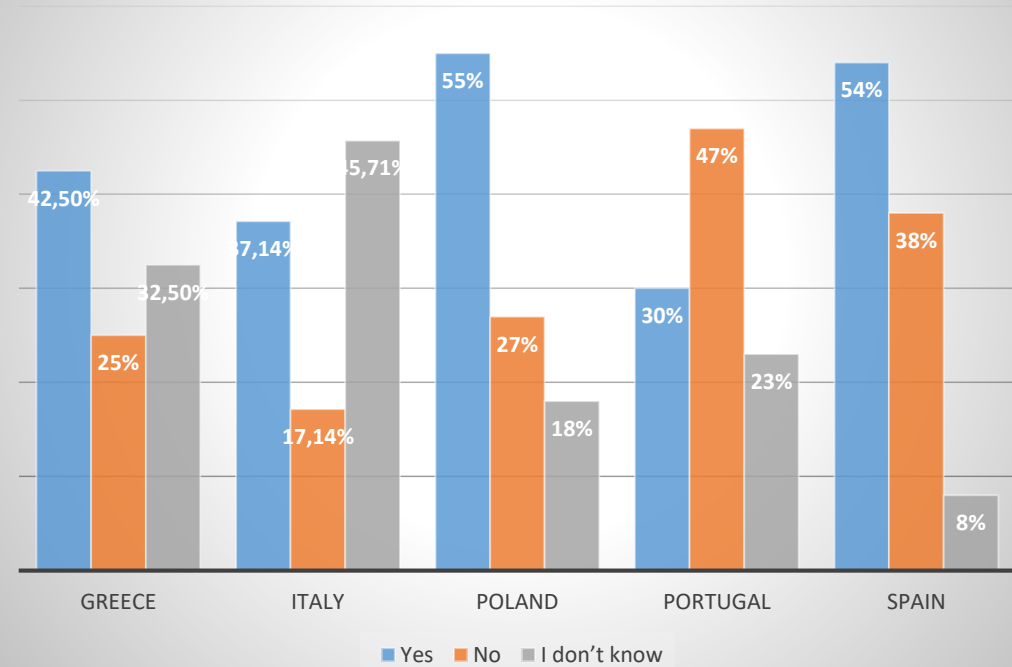


Teachers

Have you ever taught students with Autism Spectrum Disorder?

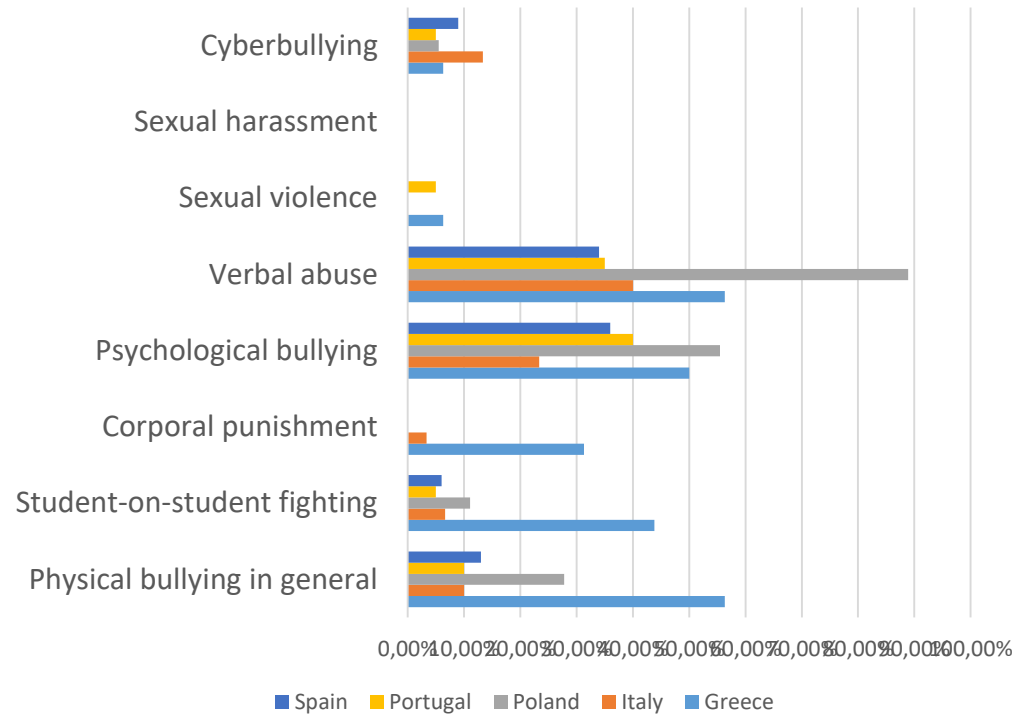


Do students with Autism Spectrum Disorder face bullying from other students?

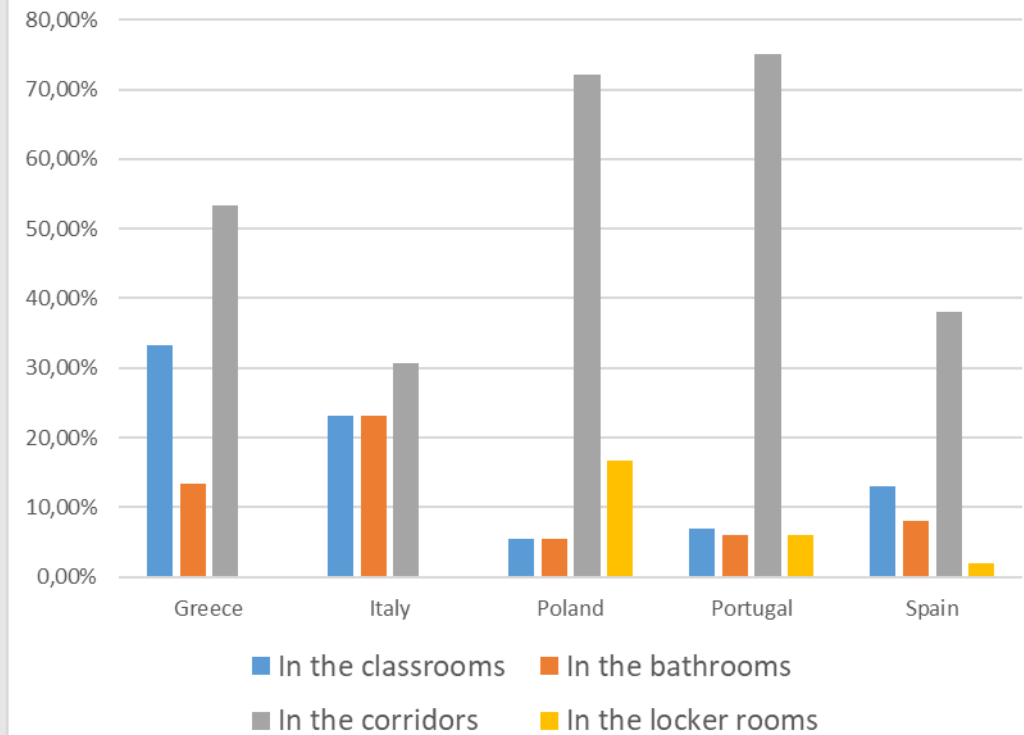


Teachers

What form of bullying they face?

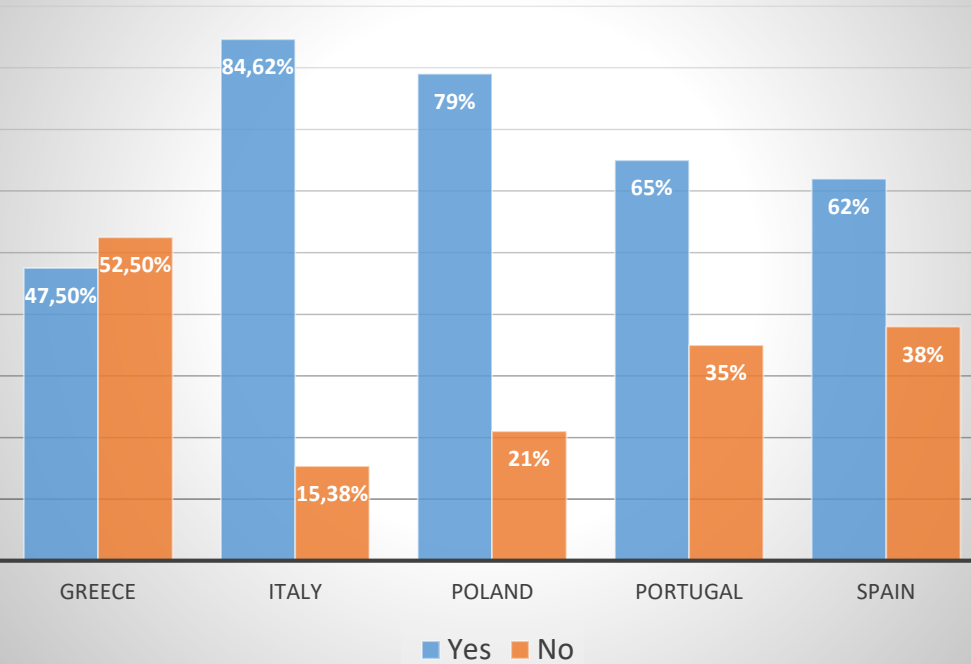


Where do this phenomenon occur most?

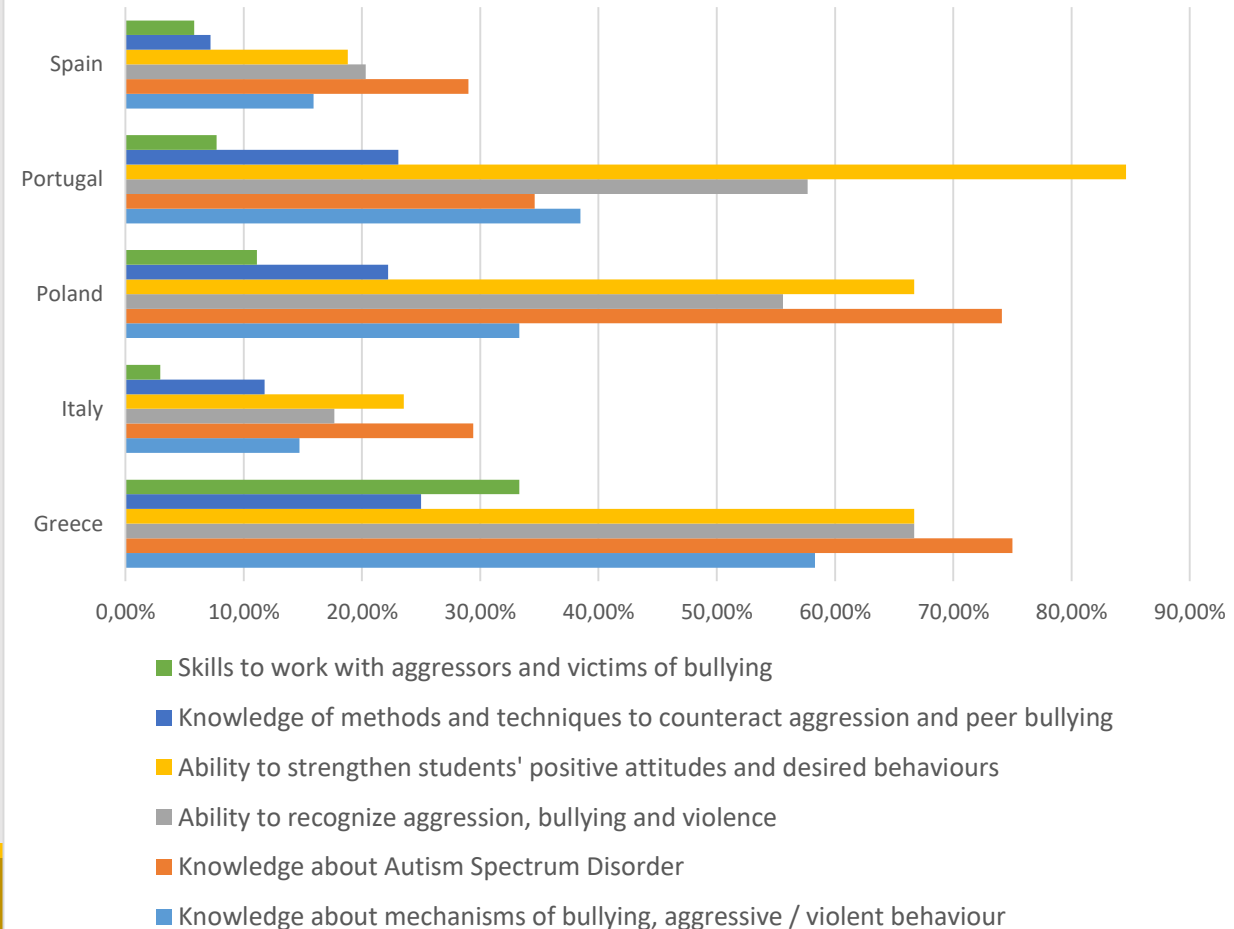


Teachers

Do you have resources to deal with such situation?

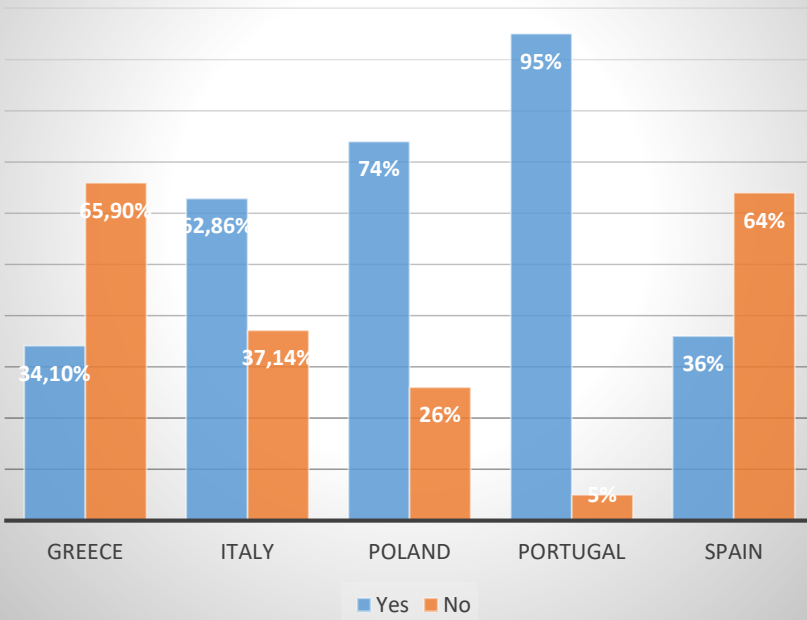


What kind of resources you have?

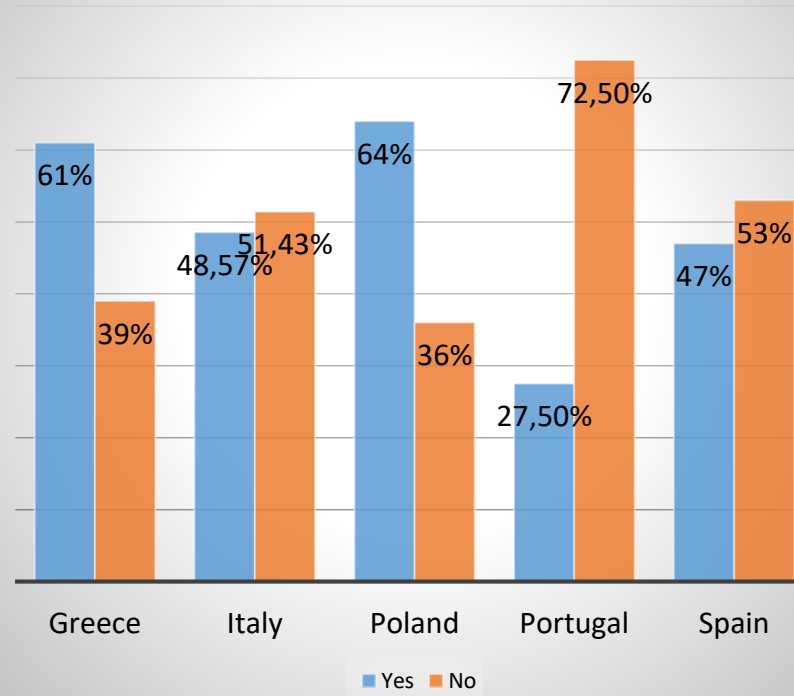


Teachers

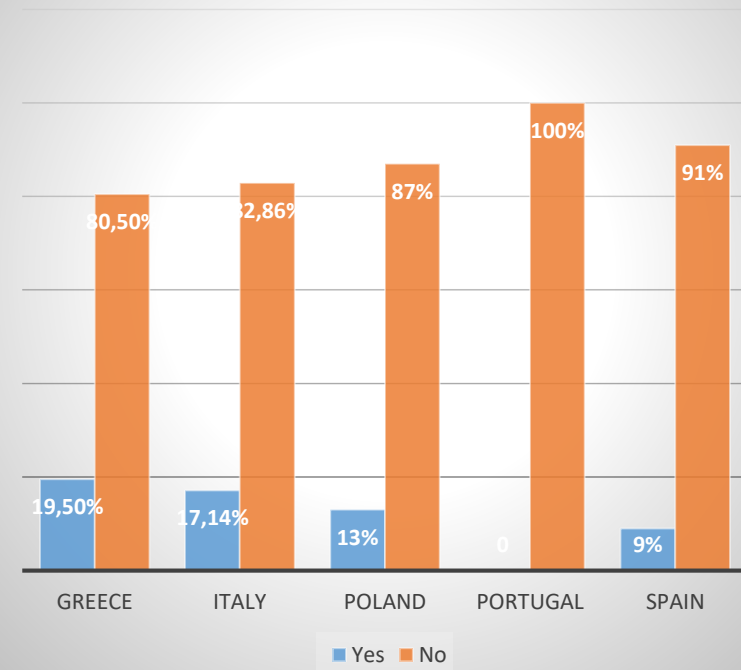
Did you participate in a training course about Autism Spectrum Disorder or in a course specialised on students with Autism Spectrum Disorder?



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



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



Teachers

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?

- a full scaled knowledge upon the ASD phenome-non;
- how to deal with such incidents by finding methods and techniques to prevent bullying in schools;
- 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 and how to deal with young people who bully their classmates

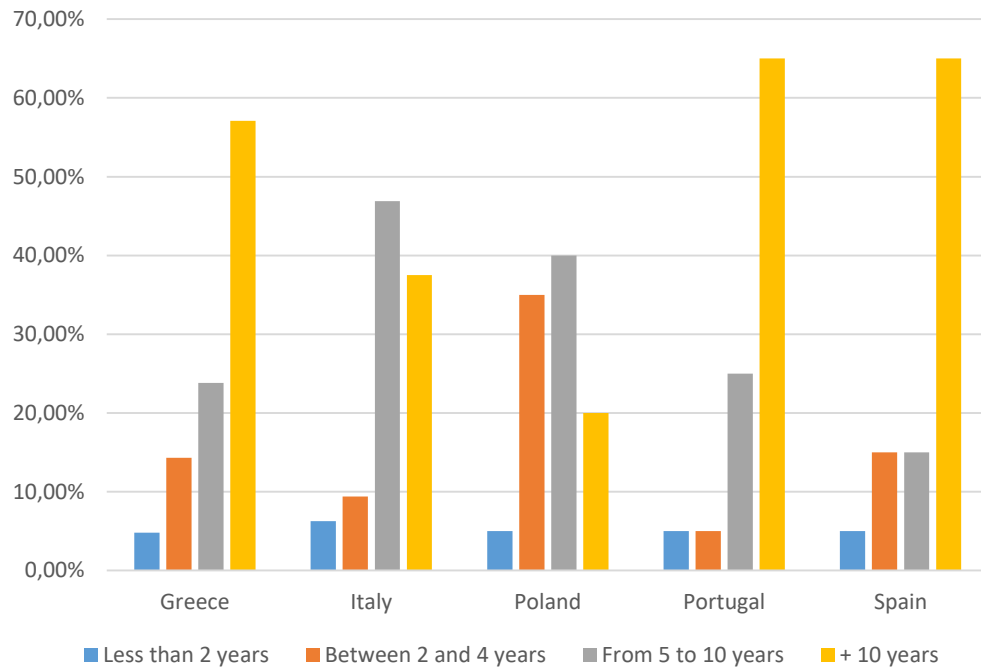
Teachers

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?

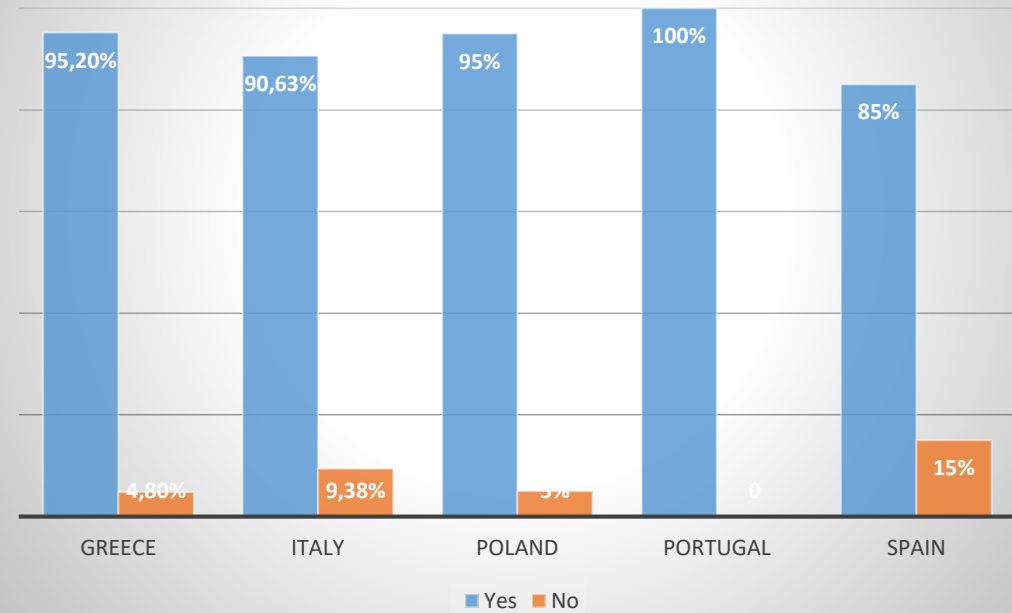
- knowledge and skills in working with a student in difficult situations, in situations of violence
- Other: how the teacher can defend himself/herself when he/she is attacked by a child; how does the child function; psychological support;
- problem solving / conflict management;
- integration in class;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

OTHER SCHOOL STAFF (145 respondents)

Level of experience in working in school environment

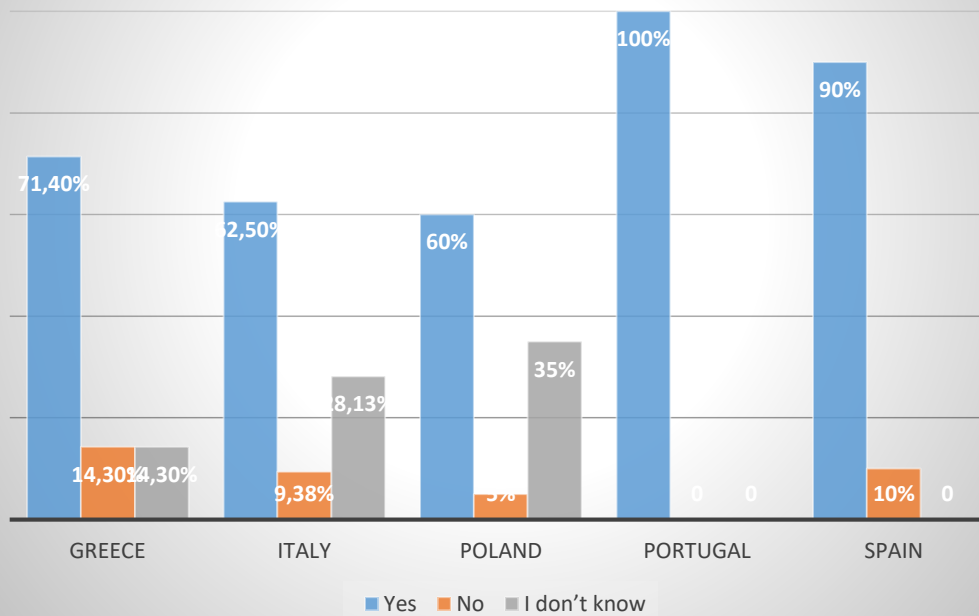


Do you know what is ASD?

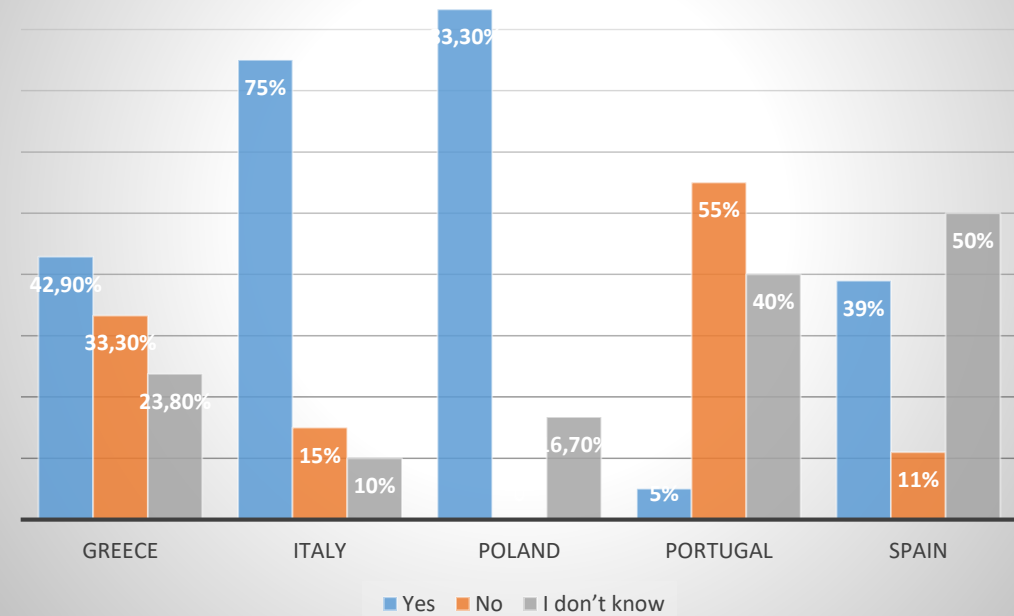


Other School Staff

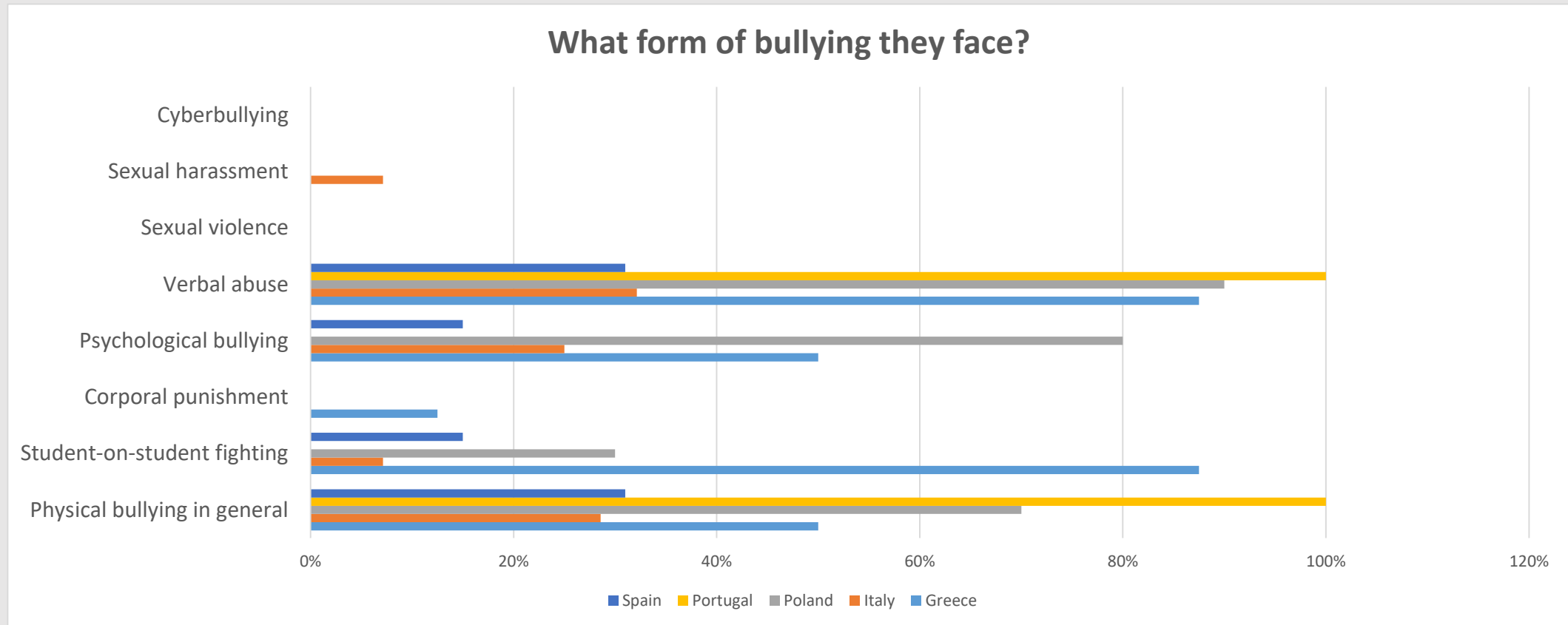
Are there students with ASD in school?



Do students with ASD face bullying from other students?

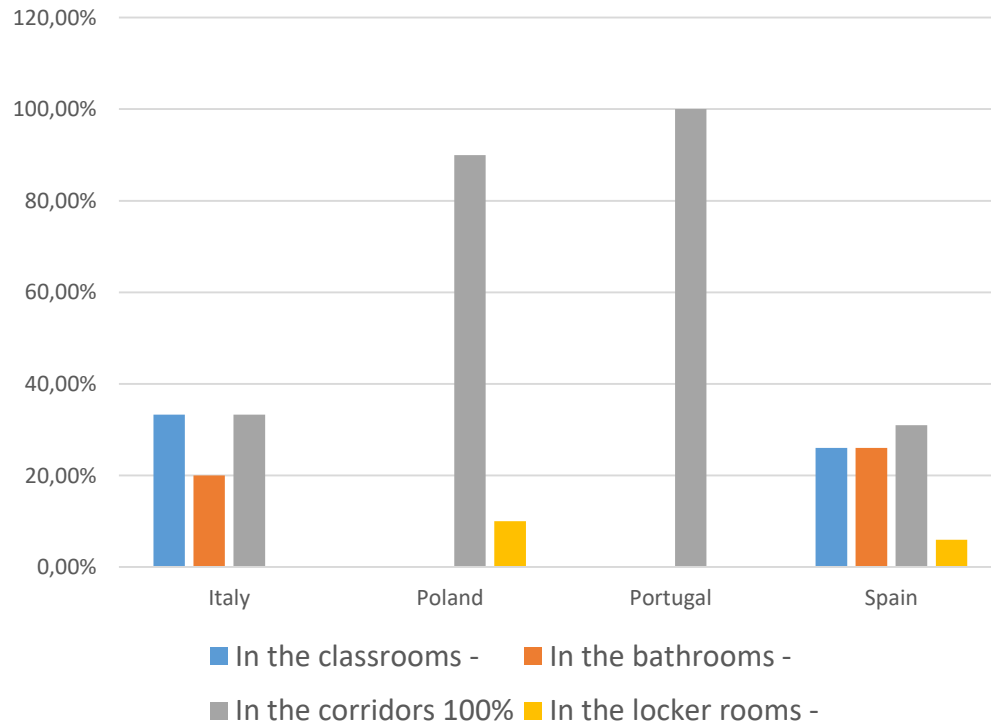


Other School Staff

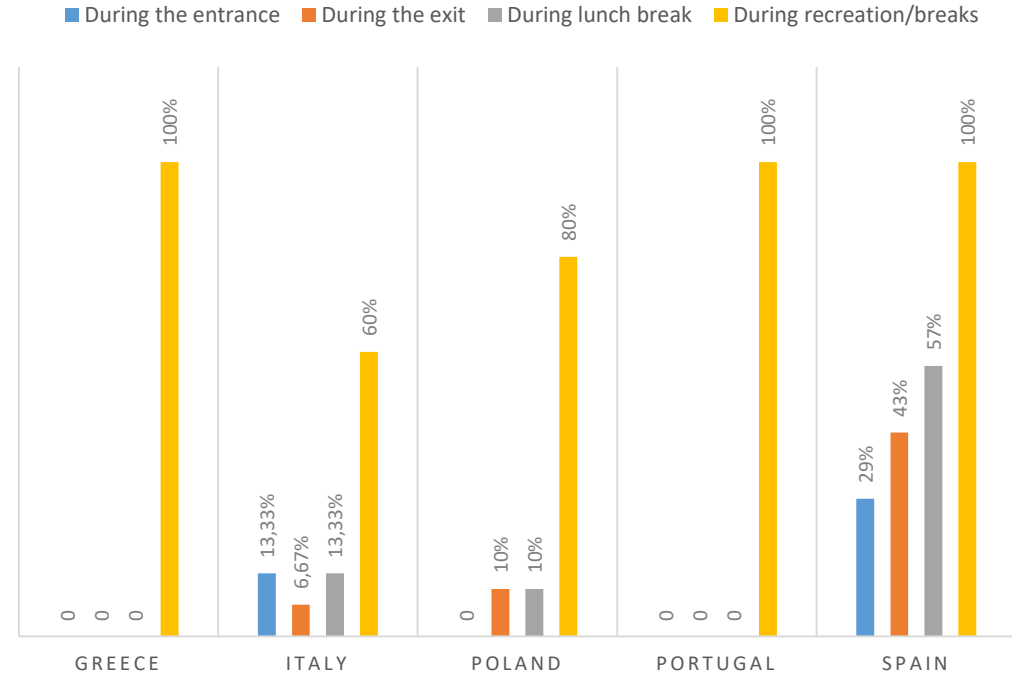


Other School Staff

Where do this phenomenon occur most?

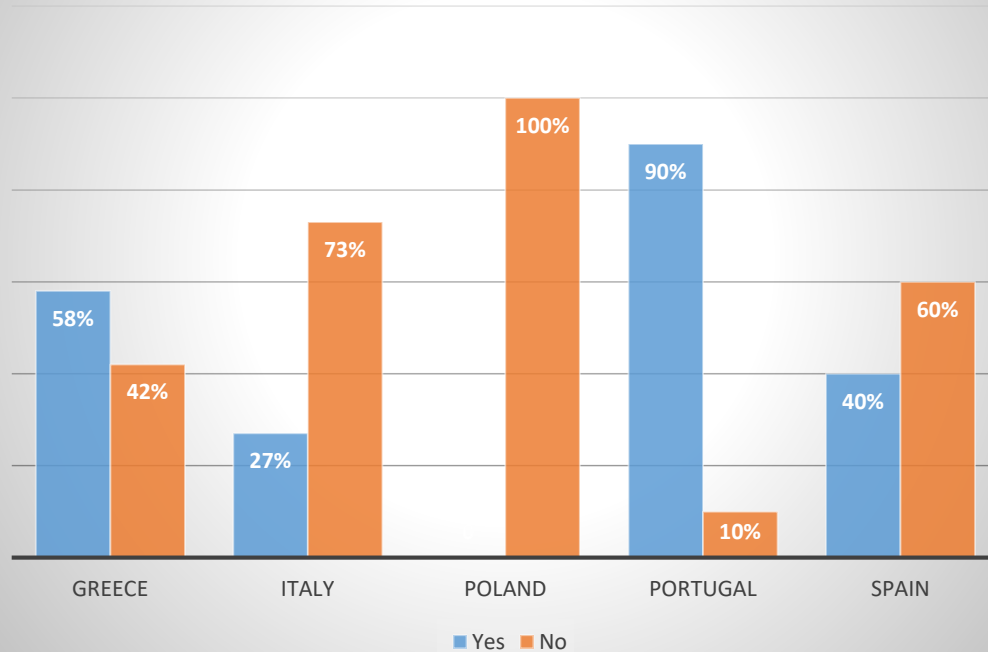


At what time of the school day do this phenomenon mainly occur?

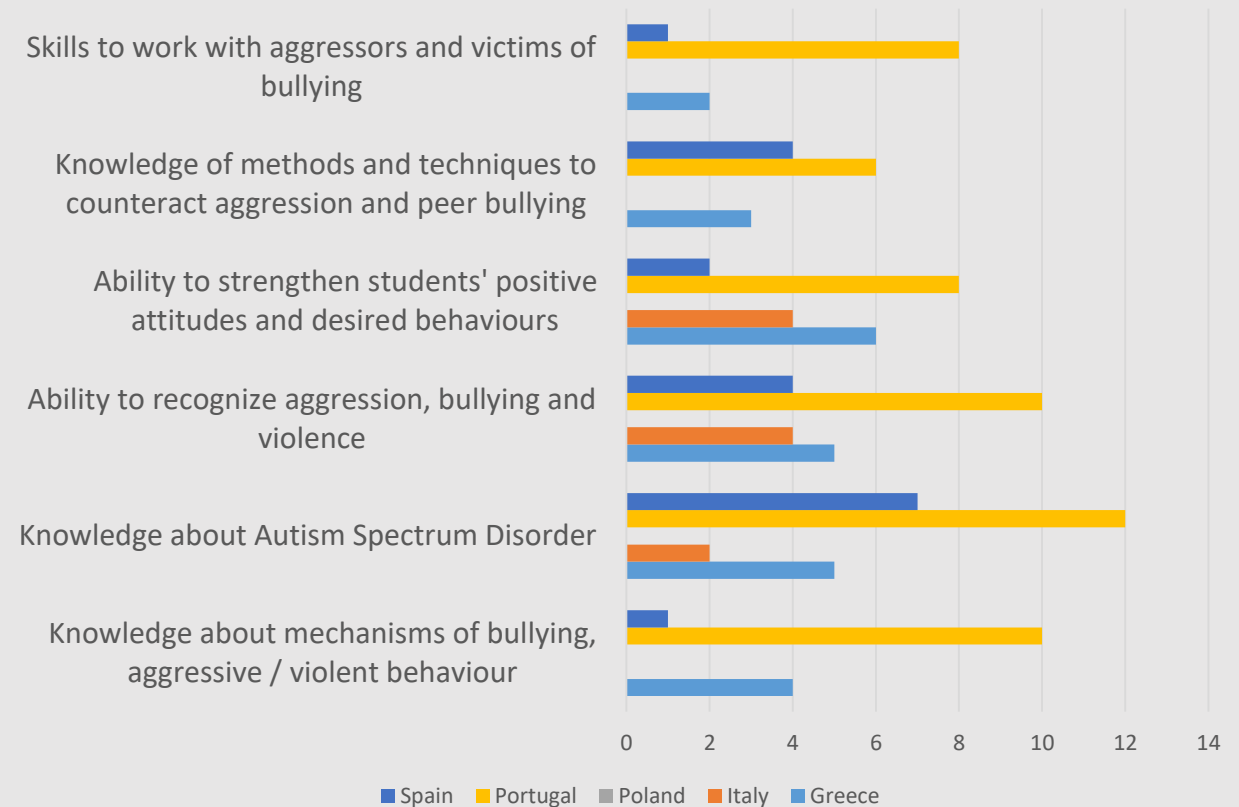


Other School Staff

Do you have resources to deal with such situation?

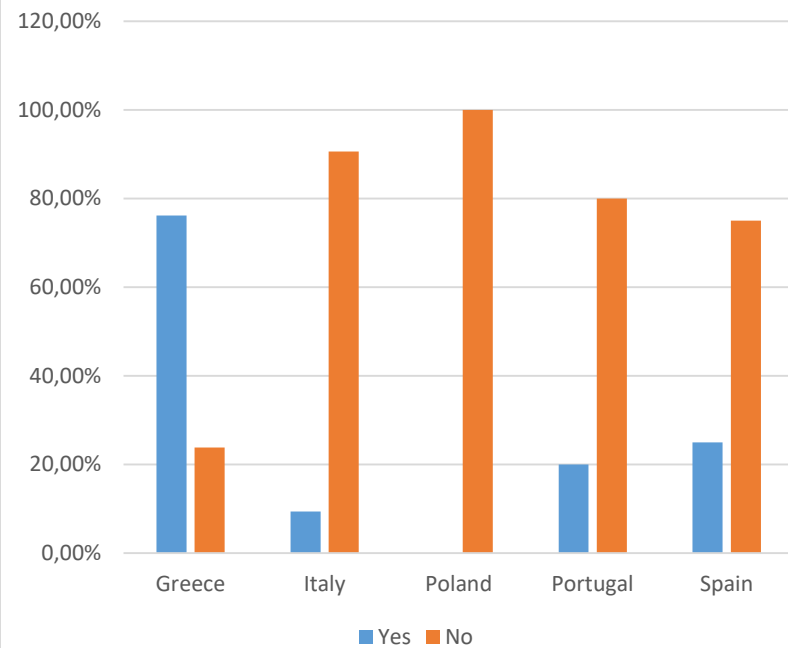


What kind of resources you have?

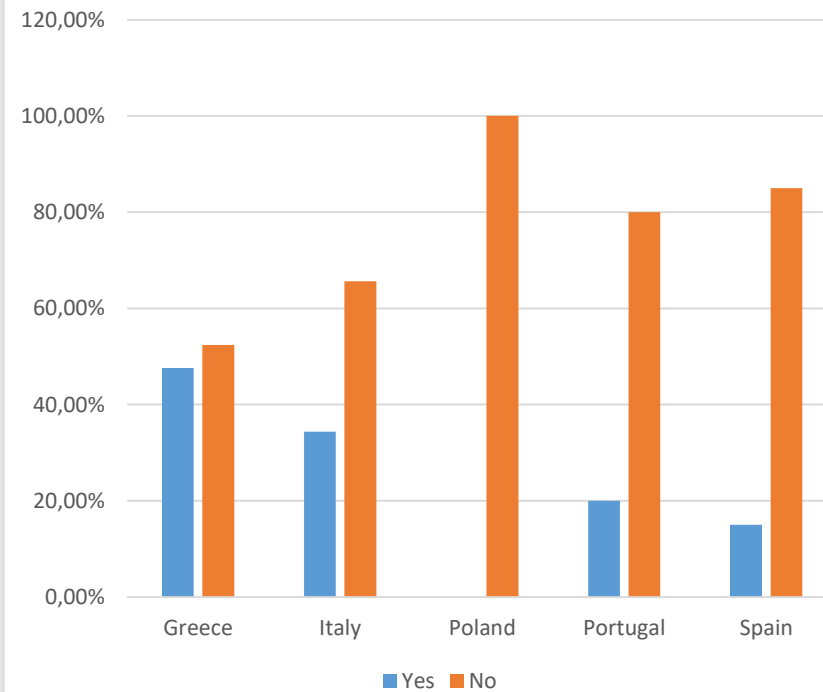


Other School Staff

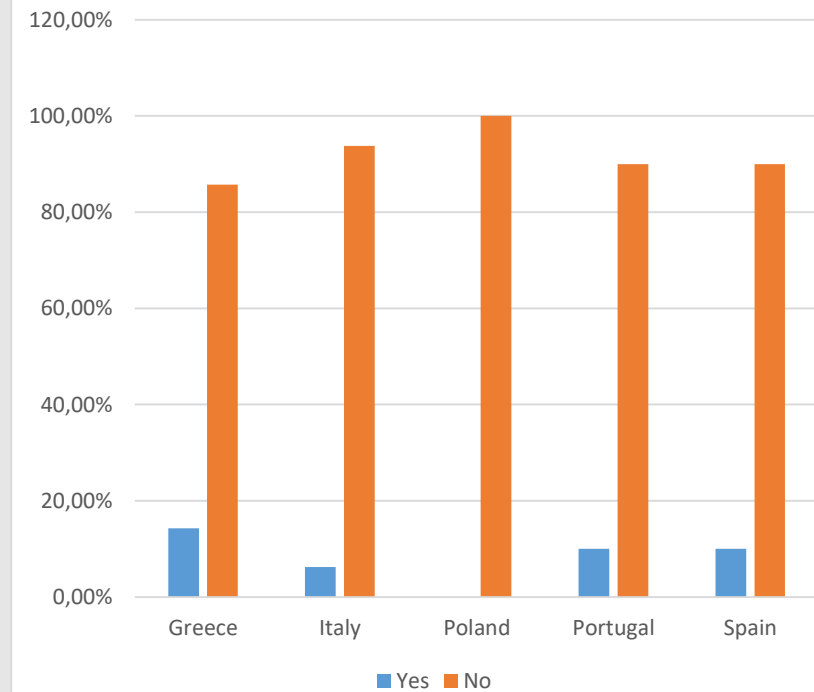
Did you participate in a training course about ASD or in a course specialised on students with ASD?



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



Did you participate in a training course about bullying of students with ASD?



Other School Staff

**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?**

- 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.

CONCLUSIONS - 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.

CONCLUSIONS - Students' perspective

- **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.

CONCLUSIONS - Students' perspective

- **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 ASD 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.

CONCLUSIONS

Teachers, parents and other school staff – main findings

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

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. But we should also take into consideration the third less answered choice : physical bullying in general, Student – on – student fighting and cyberbullying.

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.

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.

CONCLUSIONS

Teachers, parents and other school staff – main findings

- **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.**

CONCLUSIONS

Teachers, parents and other school staff – main findings

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