

DISABUSE



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Research Report

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DISABUSE

RESEARCH REPORT

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1. INTRODUCTION

Across Europe, there are several approaches to prevent and to deal with bullying towards people with special education needs/disabilities (SEN/D).

Literature indicates that people with SEN/D are more likely to be a victim of bullying and interventions that addresses this topic are very important and needed. These conclusions were confirmed very recently, using a meta-analysis comparison, which included several different studies. Although little is known about the prevalence of disablist bullying, in students and adults' population, and only a few best practices to intervene in disablist bullying are available.

This Research Report aims to answer the question “What information exists, e.g., publications or practices, regarding disablist bullying, in children, young people or adults, across countries?”. In order to answer this question, a literature review was conducted.

In addition to the academic literature review, also was carried out a review in four different European countries in their specific language: Ireland, Italy, Portugal and Spain. Based on this review, recommendations will be discussed.

2. DISABLIST BULLYING

2.1. Bullying

Bullying is unwanted negative behaviour that happens repeatedly over time. Bullying can be lots of different things. It happens when one person or a group of people are trying to hurt you and make you feel bad and sad about yourself on purpose, day after day and week after week. This is called bullying. Bullying happens face to face or through cyberspace.

Research on bullying has been developed all over the world. Also, there has been an increase interest in the topic from parents, teachers, schools, organizations and authorities. However, this growing available information is not always used in order to adequately prevent the occurrence of this phenomenon.

It is commonly accepted, among researchers, that bullying is characterized by three defining criteria:

- (1) intent to harm,
- (2) carried out repeatedly and over time,
- (3) in an interpersonal relationship characterized by a power imbalance.

On several occasions, some occasional situations of aggression between peers, are mistakenly considered as bullying cases. Consequently, this is sometimes overlooked or given due attention by the trivialization of these types of behavior.

Also, the research in bullying considers different forms of bullying:

- verbal bullying (e.g., name-calling, insulting, and making fun of another person),
- physical bullying (e.g., hitting, kicking, and damage to property),
- relational bullying (e.g., exclusion, ignoring, and spreading rumors), and

- cyberbullying (e.g., hurtful text messaging/emailing/posts).

Regarding cyberbullying, there was a great discussion about the applicability of the three criteria of traditional bullying to cyberbullying.

Cyberbullying is bullying carried out using online technology such as mobile phones, gaming sites and social networking sites. As cyber-bullying uses technology, it does not require face to face contact. Cyberbullying can occur at any time (day or night).

Cyberbullying is when a person or group of people use the internet and mobile phones to threaten, tease or upset someone else on purpose. They do this day after day and week after week.

The literature is extensive and diverse, regarding the negative impact of bullying on both victims and bullies. The negative consequences have been confirmed in several studies.

Now we will focus on a specific type of bullying - disablist bullying.

2.2. State of the art of Disablist Bullying

To our knowledge, it was in 1989 when the first paper was published in The Irish Journal of Psychology considering the subject of bullying in schools and children with special needs education. O'Moore, and Hillery (1989) highlight for the first time the increased exposure to bullying behaviour of children with special needs education and referred that the frequency is twice as high as for the non-SEN children.

Five years later, Thompson, Whitney and Smith (1994) published a paper in Support for Learning reporting the incidence of bullying behaviors among children with special needs in mainstream schools. They conclude that those students with statemented were more likely to be a victim of bullying.

These results have been confirmed since then, with other researchers and studies, in the last 30 years.

More recently, the bullying related to a child's Special Education Need (SEN) is commonly known as 'disablist bullying'. According to NIABF (2010) this type of bullying has been defined as 'hurtful, insulting or intimidating behavior related to a perceived or actual disability'.

Disablist bullying is when people are bullied because they have a Special Educational Need or Disability (SEND). It can be carried out by people both with and without a disability. It includes similar types of bullying such as physical, verbal, gesture, exclusion and extortion bullying.

Disablist bullying happens when one person or a group of people treat you differently or badly just because you have a disability.

Child level

Regarding the target population of children and young people, we will consider the research done in the last decade in the area of disablist bullying. In 2010, Mepham highlighted the high incidence of bullying of children and young people with learning disabilities and argued that more legislation is needed to protect people with disabilities and guarantee that it is effectively implemented.

Sentenac et al. (2011) compared students with a disability or chronic illness (D/CI) with students without D/CI and they concluded that students with D/CI were significantly more likely to report that they have been bullied, both in Ireland and in France. Also, Rose, Espelage, Aragon and Elliott (2011) confirmed that students with disabilities reported higher rates of victimization than students without disabilities.

Purdy and Mc Guckin (2011) explore the knowledge and confidence of student teachers in relation to disablist bullying. In the report they present different case studies and they described that 30,8% of the respondents reported that they did not feel confident in dealing with an incident of disablist bullying.

In the United States, the national prevalence rates of bully victimization among students with disabilities (Blake, Lund, Zhou, Kwok, & Benz, 2012), range from 24.5% in elementary school to 34.1% in middle school. This is one to one and a half times the national average for students without disabilities. The rate of bully victimization was highest for students with emotional disturbance across school levels. Findings from this study also indicated that students with disabilities who were bullied once were at high risk of being bullied repeatedly. Elementary and middle school students with autism and high school students with orthopedic impairments were at the greatest risk of experiencing repeated victimization.

Schrooten, Scholte, and Didden (2017) revealed that students with disabilities and/or autism spectrum disorders (ASD) are particularly vulnerable to be involved in bullying compared to their peers without

ASD. Studies have found that students with ASD are at higher risk to be involved in bullying as a bully, a victim, or bully-victim.

Pinquart (2017) conducted a meta-analysis and he concluded that children and adolescents with chronic physical illness or disability were more likely to be victims of bullying in general (odds ratio [OR] = 1.65), particularly physical bullying (OR = 1.47), relational bullying (OR = 1.47), verbal bullying (OR = 1.67), cyberbullying (OR = 1.39), and illness-specific teasing (OR = 5.29). They were also more likely to be bullies in general (OR = 1.28), as well physical (OR = 1.38) and relational bullies (OR = 1.13).

In the child level, the literature is coherent and confirms the initial results found by Mona O'Moore and B. Hillery – students with SEN/D are in higher risk of being involved in bullying behaviors, compared to those non-SEN/D. More recent studies add to this area of knowledge that (i) it is important to consider different types of SEN/D, specifically ASD; (ii) students with SEN/D are more likely to be involved as a victim or as a bully; (iii) there is a lack of confidence of teachers in dealing with disablist bullying; and (iv) to prevent the disablist bullying more legislation is needed.

Adult level

Very recently, Jenaro, Flores, Vega, Cruz, Pérez and Torres (2018) investigated cyberbullying among adults with intellectual disabilities. They concluded that 15.2% of the participants, aged 18-40 years, have been cyberbullied, that the main reason for that was “being different”, and that verbal aggression was the most common cyberbullying behavior. They proposed more research and the implementation of prevention programs.

In the adult level, the scarce literature indicated that adults with SEN/D are in higher risk of being involved in bullying behaviors, compared to those non-SEN/D. More recent studies add to this area of knowledge that it is important (i) to consider different types of SEN/D, specifically intellectual disabilities (ID); and (ii) to implement prevention/intervention programs.

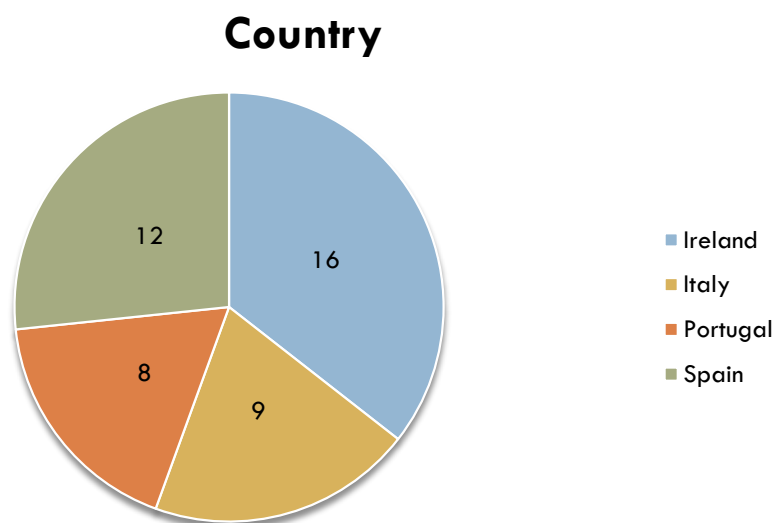
Best practices

Regarding best practices and interventions, the Anti-Bullying Alliance and the World of Inclusion published a guide for teachers (Rieser, 2017). That manual presents some strategies to deal with disablist

bullying in schools. In our view, this manual may be useful to a large audience, which seeks to understand what disablism is and what models can help to explain it. It may also be useful for those who are willing to intervene to reduce disablist bullying.

3. COUNTRY-SPECIFIC REVIEW

Each partner conducted a research in his own language and country, which are presented below according to the four countries in DISABUSE: Ireland, Italy, Portugal and Spain.

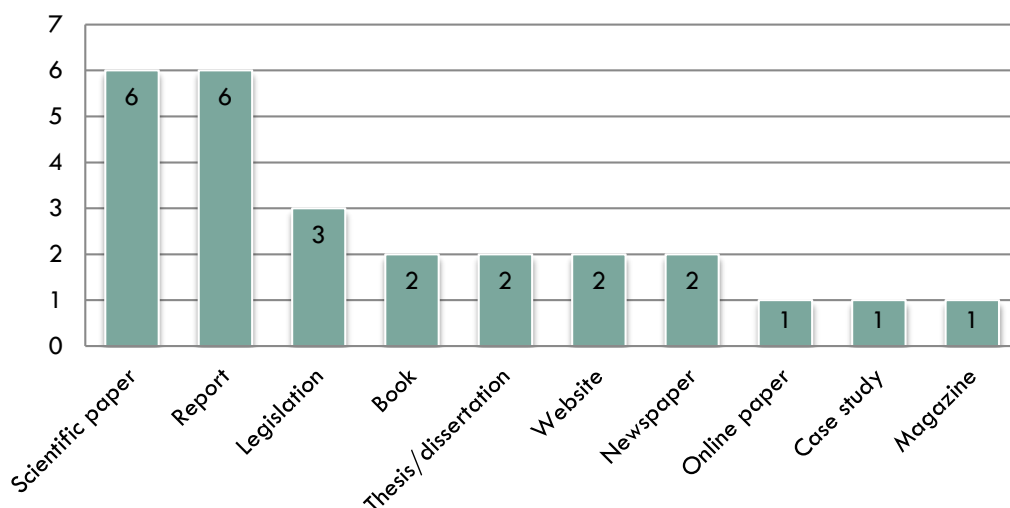


Across countries, by using the search words **“bullying and SEN”** in the most used search engine on the World Wide Web, commonly referred as Google Search, 45 results were found:

- 31 to the Child level (the publication or the best-practice addresses children or young people with SEN/D), and
- 14 to the Adult level (the publication or the best-practice addresses adults with SEN/D).

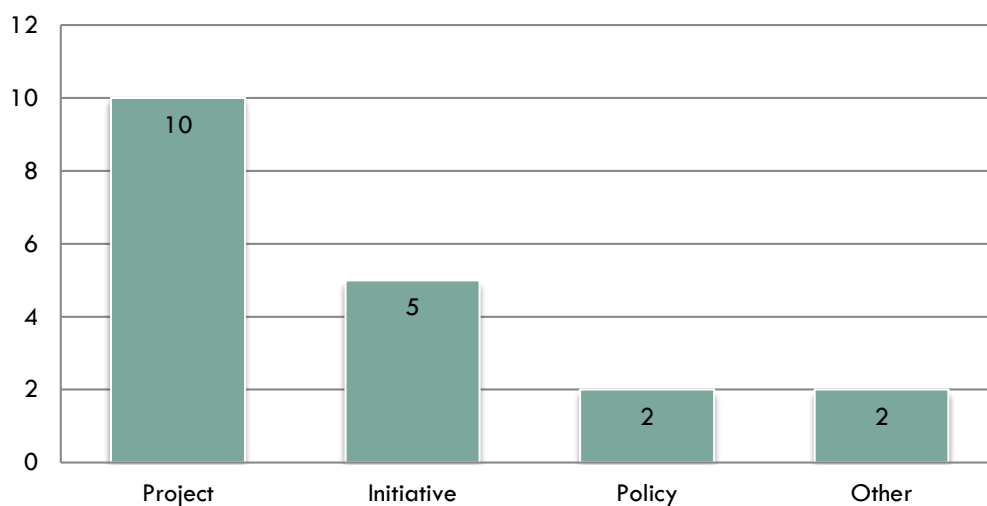
In total, 26 are Publications (e.g., papers, reports, legislation, etc.) and 19 are Best Practices (e.g., projects, initiatives, etc.).

Publications

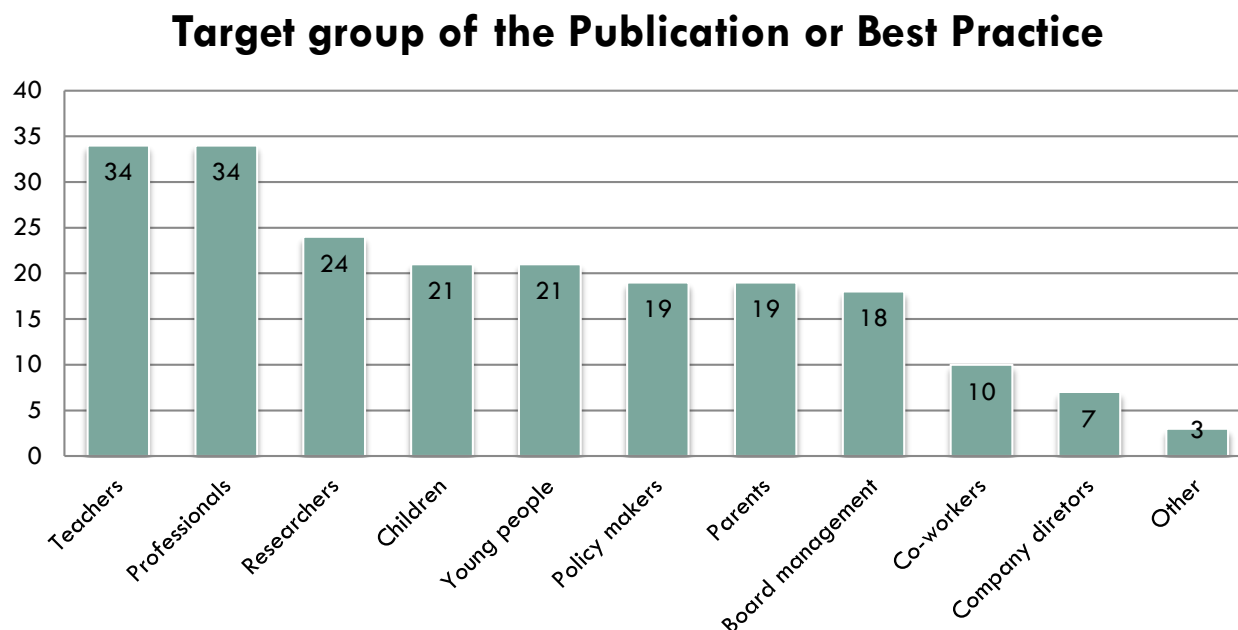


Regarding Publications, as the result of the search done, the partners found six scientific papers, six reports and three legislations. They also found other types of publications, such as books, thesis/dissertations, websites, newspapers, an online paper, a case study and a magazine.

Best Practices



Concerning Best Practices, ten projects were found and five initiatives. The partners also found two policies and two other type of best-practices.



Most of the Publications or Best Practices have as main target group teachers and professionals, followed by researchers, children, young people, policy makers and parents. In the search done, partners also found others target group, such as board management, co-workers, and company directors.

3.1. Ireland

In Ireland, 16 results were found in the search performed, specifically for DISABUSE project: nine publications/best practices were considered to be in the Child level, and seven in the Adult level.

In the table below are presented the results from Ireland. It can be verified that there are more publications available than best-practices. Also, according to the literature, the number of publications or best-practices that addresses the adult level are fewer than those that addresses the child level.

Ireland: Total	Child level		Adult level	
	Publications	Best practices	Publications	Best practices
N=16	N=6 IR #5, #7, #9, #10, #12, #15	N=3 IR #2, #6, #8	N=4 IR #1, #13, #14, #16	N=3 IR #3, #4, #11

To each result was assigned a code, so that it can be consulted in more detail. So, for example, in the child level, we can find the result IR #7, in the Publications category. This result is listed below and corresponds to “O'Moore, A.M. & Hillery, B. (1989) Bullying in Dublin Schools. The Irish Journal of Psychology, 10 (3).”. In the Annex 2 – Country-specific references links you will find the link for IR #7.

Publication/Best practice	
IR #1	Brennan, C., Linehan, C., O'Doherty, S. O'Malley, E. O'Rathaile, C., Roberts, W., Shannon, S., Weldon, F., Wolfe, M. (2011) FINAL REPORT SUBMITTED TO THE NATIONAL DISABILITY AUTHORITY IN RESPECT OF A GRANT AWARDED UNDER THE RESEARCH PROMOTION SCHEME. National Disability Authority.
IR #2	Department of Education & Skills (2013) Report of the Anti-Bullying Working Group to the Minister for Education and Skills, Government Publications Office, www.opw.ie/en/governmentpublications/
IR #3	EU LdV Lifelong Learning Programme (2013) Let Me Be Me. LLP.
IR #4	Linda McGrath, Robert S.P. Jones, Richard P. Hastings (2009) Outcomes of anti-bullying intervention for adults with intellectual disabilities. Research in Developmental Disabilities 31 (2010) 376–380. Elsevier.
IR #5	Mencap (2007) Don't Stick It - Stop it! Bullying wrecks lives: The experiences of children and young people with a learning disability
IR #6	National Disability Authority (2014) Preventing school bullying of children with Special Educational Needs or Disability.
IR #7	O'Moore, A.M. & Hillery, B. (1989) Bullying in Dublin Schools. The Irish Journal of Psychology, 10 (3).

IR #8	O'Moore, M. & Minton, S. (2004) Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals. Sage Publications.
IR #9	O'Moore, M. & Stevens, P. (eds) (2013) Bullying In Education in Ireland. Cork University Press. https://www.corkuniversitypress.com
IR #10	O'Moore, M. (2011) Understanding School Bullying - A Guide for Parents and Teachers. Veritas Publishing.
IR #11	O'Rathaile, C. Linehan, C., O'Doherty, S. Roberts, W., Weldon, F., Wolfe, M. (2012) National Disability Authority.
IR #12	Purdy, N. & McGuckin, C. (2011) Disablist Bullying: An investigation of student teachers' knowledge and confidence. SCOTENS (Standing Conference on Teacher Education North & South)
IR #13	Roberts, B & Hamilton, C. (2010) 'Out of the darkness into the light': a life-story from Ireland'. British Journal of Learning Disabilities. 38: 127–132. Wiley.
IR #14	Schwepe, J., Hayne, A. & Carr, J. (2014) A Life Free From Fear - Legislating for Hate Crime in Ireland: An NGO Perspective. University of Limerick
IR #15	Staff Commission for Education and Library Board (2010) "It's Good To Listen" Experiences of Pupils with Special Educational Needs. Education Authority NI.
IR #16	Vincent, F., Radford, K., Jarman, N., Marynowicz, A. & Railings, M.K. (2009) Hate Crime against People with Disabilities. Institute for Conflict Research, Belfast.

3.2. Italy

In Italy, nine results were found in the search performed in Italian, specifically for DISABUSE project: five publications/best practices were considered to be in the Child level, and four in the Adult level.

In the table below are presented the results from Italy.

Italy: Total		Child level		Adult level	
		Publications	Best practices	Publications	Best practices

N=9	N=3 IT #3, #8, #9	N=2 IT #4, #6	N=1 IT #7	N=3 IT #1, #2, #5
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To each result was assigned a code, so that it can be consulted in more detail. So, for example, in the child level, we can find the result IT #3, in the Publications category. This result is listed below and corresponds to “Elena Buccoliero, 2010, Bullying and disability, 7 pages, Magazine Minorigiustizia n 3-2010, Franco Angeli.”. In the Annex 2 – Country-specific references links you will find the link for IT #3.

Publication/Best practice	
IT #1	Anffas Onlus, SafeSurfing.
IT #2	Association Verba, 2016, Più o meno uguali.
IT #3	Elena Buccoliero, 2010, Bullying and disability, 7 pages, Magazine Minorigiustizia n 3-2010, Franco Angeli.
IT #4	Fish - Federazione Italiana per il Superamento dell'Handicap, SOS BULLI! Coinvolgere i ragazzi è sempre la soluzione migliore.
IT #5	Foundation Il Cireneo, SPEAK UP – System for Protection and Empowerment of Autistic Child as Victim of Abuse or Unintentional Perpetrator.
IT #6	Borgorete Società Cooperativa Sociale, TranSpace: Transitional Spaces for Empowering Disabled Children and Youth to Protect Themselves from Community-Based Violence.
IT #7	Law no. 67 of 1 March 2006, Provisions for judicial protection of persons with disabilities, victims of discrimination.
IT #8	SuperAbile INAIL, 2016, The INVESTIGATION All against one.
IT #9	Viviana Guerriero, Antonio Gnazzo, Giulio Cesare Zavattini, Gaia de Campora, When the relationship doesn't work: Maltreatment of children with Autism Spectrum Disorder. A Literature review. 2015, 29 pages, Magazine Maltrattamento e abuso nell'Infanzia Vol. 17 n. 3

3.3. Portugal

In Portugal, eight results were found in the search conducted in Portuguese, specifically for DISABUSE project: six publications were considered to be in the Child level, and two best practices in the Adult level.

In the table below are presented the results from Portugal. It can be verified that, similarly to Ireland, there are more publications available than best-practices. Also, according to the literature, the number of publications or best-practices that addresses the adult level are fewer than those that addresses the child level.

Portugal: Total		Child level		Adult level	
		Publications	Best practices	Publications	Best practices
N=8		N=6 PT #2, #3, #4, #5, #7, #8			N=3 PT #1, #6

To each result was assigned a code, so that it can be consulted in more detail. So, for example, in the child level, we can find the result PT #2, in the Publications category. This result is listed below and corresponds to “Decree-Law no. 3/2008 - Specialized supports to be provided in pre-school education and in basic and secondary education of the public, private and cooperative sectors”. In the Annex 2 – Country-specific references links you will find the link for PT #2.

Publication/Best practice	
PT #1	Associação de Paralisia Cerebral de Coimbra (2013). Let me be me! Apresentação de um programa de intervenção sobre o bullying laboral em pessoas com deficiência.
PT #2	Decree-Law no. 3/2008 - Specialized supports to be provided in pre-school education and in basic and secondary education of the public, private and cooperative sectors
PT #3	Gomes, C. (2008). Alunos com deficiências são "vítimas preferenciais" de bullying na escola. Jornal Público, 13 de Abril de 2008
PT #4	Madureira, J. & Baptista, N. (2016). Proposta de intervenção num caso de NEE e bullying. Retrieved from www.psicologia.pt
PT #5	Moreira, D., Sousa, H., Pereira, I., Alves, N., Sampaio, P., Pereira, B., & Carvalho, G. (2011). Atividade física e desportiva em crianças com necessidades educativas especiais: inclusão, adaptações e bullying. In B. Pereira & G.S. Carvalho (Coord.) Atas do VII Seminário

	Internacional de Educação Física, Lazer e Saúde: atividade física promotora de saúde e desenvolvimento pessoal e social. CIEC, Instituto de Educação, Universidade do Minho: pp.730-734. [ISBN: 978-989-8537-00-3].
PT #6	Polícia de Segurança Pública (2013). Special Program "Significativo Azul".
PT #7	Santos, T. (nd). Bullying em alunos com NEE (necessidades educativas especiais). Retrieved from www.uptokids.pt
PT #8	Vieira, C. (2013). Inclusão e Bullying: Práticas, prevenção e intervenção dos professores de um agrupamento TEIP (Unpublished master's dissertation). Escola Superior de Educação João de Deus, Lisboa, Portugal.

3.4. Spain

In Spain, 12 results were found in the search conducted in Spanish, specifically for DISABUSE project: six publications were considered to be in the Child level, and two best practices in the Adult level.

In the table below are presented the results from Spain. It can be verified that, similarly to Ireland and Portugal, there are more publications available than best-practices. Also, according to the literature, the number of publications or best-practices that addresses the adult level are fewer than those that addresses the child level.

Spain: Total	Child level		Adult level	
	Publications	Best practices	Publications	Best practices
N=12	N=6 SP #3, #5, #6, #7, #10, #12	N=5 SP #2, #4, #8, #9, #11		N=1 SPT #1

To each result was assigned a code, so that it can be consulted in more detail. So, for example, in the child level, we can find the result SP #3, in the Publications category. This result is listed below and corresponds to "Contreras, A. I. G. (2017). Acoso escolar y necesidades educativas especiales (Doctoral

dissertation, Universidad de Extremadura).”. In the Annex 2 – Country-specific references links you will find the link for SP #3.

Publication/Best practice	
SP #1	Autismo España (2016). Prevención y reducción de conductas disruptivas en niños y jóvenes en el espectro del autismo. http://www.autismo.org.es/sites/default/files/handbook.pdf
SP #2	Comité español de representantes de personas con discapacidad. (2017). Guía para prevenir el acoso escolar por razón de discapacidad.
SP #3	Contreras, A. I. G. (2017). Acoso escolar y necesidades educativas especiales (Doctoral dissertation, Universidad de Extremadura). https://dialnet.unirioja.es/servlet/tesis?codigo=122977
SP #4	de Personas, C. E. D. R. (2018). Guía para prevenir el acoso escolar por razón de discapacidad.
SP #5	Decreto 16/2016. BORM, Murcia, 9 de marzo de 2016.
SP #6	Del Barrio, C. y van der Meulen, K. (2016). Maltrato por abuso de poder entre iguales en el alumnado con discapacidad. Pensamiento Psicológico, 14(1), 103-118. doi: 10.11144/Javerianacali.PPSI14-1.mapi
SP #7	del Barrio, C., & van der Meulen, K. (2016). Maltrato por abuso de poder entre iguales en el alumnado con discapacidad. Pensamiento Psicológico, 14 (1), 103-118.
SP #8	Gil C. y de la Riva, G. (2017). ¡Déjame en paz! Un cuento sobre el acoso. Web de ONG: Save the Children.
SP #9	Grande-López, V. y Pérez García, A. (2016). Personajes de animación con discapacidad, a través de una perspectiva educativa. Creatividad y Sociedad (25) 259-283
SP #10	Martos, A., y del Rey, R. (2013). Implicación del alumnado con necesidades específicas de apoyo educativo en bullying. Apuntes de Psicología, 2013, Vol. 31, número 2, págs. 183-190.
SP #11	Merayo, M. D. (2013). Acoso Escolar: guía para padres y madres. Recuperado de: https://www.ceapa.es/sites/default/files/Documentos/Guia%20acoso%20escolar%20CEAPA.pdf
SP #12	Pacer center. (2017) Pacer center: champions for children with disabilities

4. CONCLUSIONS & RECOMMENDATIONS

The review conducted indicates that the people with Special Educational Needs or Disabilities (SEND) are one of the most potential targets for bullying or cyberbullying. Some literature highlights that the people with SEND are also more likely to engage in bullying behaviours.

Additionally, students with Intellectual Disabilities, Attention Deficit Hyperactivity Disorder or Autism are the most likely to engage in bullying episodes.

Teachers and other professionals and parents need to be aware of this reality. It is crucial to combat the lack of information that is frequently detected.

To prevent disablist bullying, there are not enough good practices and tools available to inform interventions. In particular, the research of disablist bullying among adults with SEND is very modest.

Some specific recommendations to prevent or deal with disablist bullying:

- Policies to address disablist bullying
- Legislation providing protection for people with SEND
- Further studies on adults with SEND
- Implementation of prevention programs

In the prevention programs, it is important to consider the adequacy of the content and the formats to the characteristics of the participants.

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ANNEXES

Annex 1 – Template for country research

Link to the form "DisAbuse - Research (IO1)":

https://forms.office.com/Pages/ResponsePage.aspx?id=Y0gwYsW_IUCmvBBHla3W5n6WZf6PNFBOkY8pN-GNAklUNU1TRENQR1BDNEYxVkk0SEZCRDYyTIBKUC4u

1. Country

- ☐ Ireland
- ☐ Italy
- ☐ Portugal
- ☐ Spain

2. Level

- ☐ Child
- ☐ Adult

3. Typology

- ☐ Publication
- ☐ Best Practice

4. If Publication:

- ☐ Scientific paper
- ☐ Book
- ☐ Report
- ☐ Legislation

- ☐ Website
- ☐ Newspaper
- ☐ Thesis/Dissertation
- ☐ Other

5. If Best Practice, which level:

- ☐ Transnational
- ☐ National
- ☐ Regional
- ☐ Local

6. If Best Practice, it is:

- ☐ Project
- ☐ Initiative
- ☐ Policy
- ☐ Campaign
- ☐ Course
- ☐ Other

7. If Best Practice, it involves:

- ☐ Students with SEN
- ☐ Students with ID
- ☐ Adults with SEN
- ☐ Adults with ID
- ☐ Teachers
- ☐ Professionals

☐ Other

8. The target group of the Publication/Best practice: *(You can choose more than one option)*

☐ Children

☐ Young people

☐ Parents

☐ Teachers

☐ Professionals

☐ Co-workers

☐ Board management

☐ Company directors

☐ Researchers

☐ Policy makers

☐ Other

9. Requirements for Publication/Best practice *(Introduce in the box below the following information: Authors, Date (year), Title, Journal, Pages, Publisher, Website)*

10. Keywords – Content of the Publication/Best practice *(Introduce in the box below 3 keywords)*

11. Abstract/Summary - Content of the Publication/Best practice

12. Main conclusion - Content of the Publication/Best practice

13. Link - Content of the Publication/Best practice

14. Comments - Content of the Publication/Best practice *(Provide any additional comments.)*

Annex 2 – Country-specific references links

Ireland

	Publication/Best practice	Link
IR #1	Brennan, C., Linehan, C., O'Doherty, S. O'Malley, E. O'Rathaile, C., Roberts, W., Shannon, S., Weldon, F., Wolfe, M. (2011) FINAL REPORT SUBMITTED TO THE NATIONAL DISABILITY AUTHORITY IN RESPECT OF A GRANT AWARDED UNDER THE RESEARCH PROMOTION SCHEME. National Disability Authority.	http://nda.ie/File-upload/The-Anti-Bullying-Research-Project-Report1.pdf
IR #2	Department of Education & Skills (2013) Report of the Anti-Bullying Working Group to the Minister for Education and Skills, Government Publications Office, www.opw.ie/en/governmentpublications/	https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf
IR #3	EU LdV Lifelong Learning Programme (2013) Let Me Be Me. LLP.	http://www.letmebeme.eu/pt/toolkit/pt/images/sept13/welcome/welcome.pdf
IR #4	Linda McGrath, Robert S.P. Jones, Richard P. Hastings (2009) Outcomes of anti-bullying intervention for adults with intellectual disabilities. Research in Developmental Disabilities 31 (2010) 376–380. Elsevier.	https://www.sciencedirect.com/science/journal/08914222 https://www.sciencedirect.com/science/article/pii/S0891422209001681?via%3Dihub
IR #5	Mencap (2007) Don't Stick It - Stop it! Bullying wrecks lives: The experiences of children and young people with a learning disability	https://www.mencap.org.uk/sites/default/files/2016-07/Bullying%20wrecks%20lives.pdf
IR #6	National Disability Authority (2014) Preventing school bullying of children with Special Educational Needs or Disability.	http://nda.ie/Publications/Education/Preventing-Bullying/
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IR #8	O'Moore, M. & Minton, S. (2004) Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals. Sage Publications.	https://uk.sagepub.com/en-gb/eur/dealing-with-bullying-in-schools/book227025#contents
IR #9	O'Moore, M. & Stevens, P. (eds) (2013) Bullying In Education in Ireland. Cork University Press. https://www.corkuniversitypress.com	https://www.corkuniversitypress.com/Bullying-in-Irish-Education-p/9781782050438.htm
IR #10	O'Moore, M. (2011) Understanding School Bullying - A Guide for Parents and Teachers. Veritas Publishing.	http://www.veritasbooksonline.com/authors/o/m/mona-o/understanding-school-bullying-ebook.html
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IR #12	Purdy, N. & McGuckin, C. (2011) Disablist Bullying: An investigation of student teachers' knowledge and confidence. SCOTENS (Standing Conference on Teacher Education North & South)	http://scotens.org/docs/2011-disablist-bullying.pdf
IR #13	Roberts, B & Hamilton, C. (2010) 'Out of the darkness into the light': a life-story from Ireland'. British Journal of Learning Disabilities. 38: 127–132. Wiley.	http://onlinelibrary.wiley.com DOI: 10.1111/j.1468-3156.2010.00633
IR #14	Schweppe, J., Hayne, A. & Carr, J. (2014) A Life Free From Fear - Legislating for Hate Crime in Ireland: An NGO Perspective. University of Limerick	https://ulir.ul.ie/handle/10344/4485https://www.ictu.ie/download/pdf/hate_crime.pdf / https://ulir.ul.ie/bitstream/handle/10344/4485/Schweppe_2014_crime.pdf?sequence=1
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IR #16	Vincent, F., Radford, K., Jarman, N., Marynowicz, A. & Railings, M.K. (2009) Hate Crime against People with Disabilities. Institute for Conflict Research, Belfast.	http://conflictresearch.org.uk/reports/hatecrime/hate_crime_against_people_with_disabilities.pdf

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IT #2	Association Verba, 2016, Più o meno uguali.	http://www.comune.torino.it/pass/sensoriali/2017/09/21/s-bulloniamo-la-scuola-prevenzione-e-contrasto-del-bullismo-sulle-disabilita-2/
IT #3	Elena Buccoliero, 2010, Bullying and disability, 7 pages, Magazine Minorigiustizia n 3-2010, Franco Angeli.	https://www.francoangeli.it/riviste/Sc hed a_Rivista.aspx?IDArticolo=41528&i dRivista=29
IT #4	Fish - Federazione Italiana per il Superamento dell'Handicap opera in diverse regioni italiane, 2016, SOS BULLI! Coinvolgere i ragazzi è sempre la soluzione migliore, 12 pages.	http://www.fishonlus.it/attivita/progetti/
IT #5	Foundation for autism 'Il Cireneo, 2015, SPEAK UP – System for Protection and Empowerment of Autistic Child as Victim of Abuse or Unintentional Perpetrator.	http://speakup.progettisociali.it/en
IT #6	Fundación INTRAS, 2014, Transitional Spaces for Empowering Disabled Children and Youth to Protect Themselves from Community-Based Violence.	http://ec.europa.eu/justice/grants/results/daphne-toolkit/en/content/transpace-transitional-spaces-empowering-disable-children-and-youth-protect-themselves

IT #7	Law no. 67 of 1 March 2006, Provisions for judicial protection of persons with disabilities, victims of discrimination.	http://www.ittig.cnr.it/BancheDatiGuide/Disabilita/LawNo67of1March2006.html
IT #8	SuperAbile INAIL, 2016, The INVESTIGATION All against one , 6 pages, SuperAbile INAIL.	http://www.anffas.net/dld/files/Sotto%20la%20legge%20del%20bullo%2C%20SuperAbile_ottobre2016.pdf
IT #9	Viviana Guerriero, Antonio Gnazzo, Giulio Cesare Zavattini, Gaia de Campora, When the relationship doesn't work: Maltreatment of children with Autism Spectrum Disorder. A Literature review. 2015, 29 pages, Magazine Maltrattamento e abuso nell'Infanzia Vol. 17 n. 3	https://www.francoangeli.it/riviste/Sccheda_rivista.aspx?IDArticolo=55509

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PT #2	Decree-Law no. 3/2008 - Specialized supports to be provided in pre-school education and in basic and secondary education of the public, private and cooperative sectors	http://www.inr.pt/bibliopac/diplomas/dl_3_2008.htm
PT #3	Gomes, C. (2008). Alunos com deficiências são "vítimas preferenciais" de bullying na escola. Jornal Público, 13 de Abril de 2008	https://www.publico.pt/2008/04/13/jornal/alunos-com-deficiencias-sao-vitimas--preferenciais-de-bullying-na-escola-256936
PT #4	Madureira, J. & Baptista, N. (2016). Proposta de intervenção num caso de NEE e bullying. Retrieved from www.psicologia.pt	http://www.psicologia.pt/artigos/ver_artigo.php?proposta-de-intervencao-num-caso-de-nee-e-bullying&codigo=A0982
PT #5	Moreira, D., Sousa, H., Pereira, I., Alves, N., Sampaio, P., Pereira, B., & Carvalho, G. (2011). Atividade física e desportiva em crianças com necessidades educativas especiais: inclusão, adaptações e bullying. In B. Pereira & G.S. Carvalho (Coord.) Atas do VII Seminário Internacional de Educação Física, Lazer e Saúde: atividade física promotora de saúde e desenvolvimento pessoal e social. CIEC, Instituto de Educação, Universidade do Minho: pp.730-734. [ISBN: 978-989-8537-00-3].	https://repositorium.sdum.uminho.pt/handle/1822/14385
PT #6	Polícia de Segurança Pública (2013). Special Program "Significativo Azul".	http://www.psp.pt/Pages/Noticias/MostraNoticia.aspx?NoticiasID=1077
PT #7	Santos, T. (nd). Bullying em alunos com NEE (necessidades educativas especiais). Retrieved from www.uptokids.pt	http://uptokids.pt/educacao/bullying-em-alunos-com-nee-necessidades-educativas-especiais/

PT #8	Vieira, C. (2013). Inclusão e Bullying: Práticas, prevenção e intervenção dos professores de um agrupamento TEIP (Unpublished master's dissertation). Escola Superior de Educação João de Deus, Lisboa, Portugal.	https://comum.rcaap.pt/bitstream/10400.26/5277/3/Disserta%C3%A7%C3%A3o%20de%20Mestrado%20Clara%20Vieira.pdf
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SP #2	Comité español de representantes de personas con discapacidad. (2017). Guía para prevenir el acoso escolar por razón de discapacidad.	http://riberdis.cedd.net/handle/11181/5272?show=full&rd=0031808611531385
SP #3	Contreras, A. I. G. (2017). Acoso escolar y necesidades educativas especiales (Doctoral dissertation, Universidad de Extremadura). https://dialnet.unirioja.es/servlet/tesis?codigo=122977	https://dialnet.unirioja.es/servlet/tesis?codigo=122977
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SP #5	Decreto 16/2016. BORM, Murcia, 9 de marzo de 2016.	https://www.carm.es/web/pagina?IDCONTENIDO=4105&RASTRO=c792\$m4001,4531&IDTIPO=100
SP #6	Del Barrio, C. y van der Meulen, K. (2016). Maltrato por abuso de poder entre iguales en el alumnado con discapacidad. Pensamiento Psicológico, 14(1), 103-118. doi: 10.11144/Javerianacali.PPSI14-1.mapi	http://revistas.javerianacali.edu.co/index.php/pensamientopsicologico/article/view/1235
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SP #8	Gil C. y de la Riva, G. (2017). ¡Déjame en paz! Un cuento sobre el acoso. Web de ONG: Save the Children.	https://www.savethechildren.es/actualidad/dejame-en-paz
SP #9	Grande-López, V. y Pérez García, A. (2016). Personajes de animación con discapacidad, a través de una perspectiva educativa. Creatividad y Sociedad (25) 259-283	http://creatividadysociedad.com/articulos/25/10.%20Personajes%20de%20animacion%20con%20discapacidad,%20a%20traves%20de%20una%20perspectiva%20educativa.pdf
SP #10	Martos, A., y del Rey, R. (2013). Implicación del alumnado con necesidades específicas de apoyo educativo en bullying. Apuntes de Psicología, 2013, Vol. 31, número 2, págs. 183-190.	http://www.apuntesdepsicologia.es/index.php/revista/article/view/321/295

SP #11	Merayo, M. D. (2013). Acoso Escolar: guía para padres y madres. Recuperado de: https://www.ceapa.es/sites/default/files/Documentos/Guia%20acoso%20escolar%20CEAPA.pdf	https://www.ceapa.es/sites/default/files/Documentos/Guia%20acoso%20escolar%20CEAPA.pdf
SP #12	Pacer center. (2017) Pacer center: champions for children with disabilities	https://www.pacer.org/publications/bullying.asp