

**Toolkit on fighting
discrimination of persons with
autism spectrum disorder
within the community**

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Introduction

Toolkit on combating discrimination of persons with ASD within the community was conducted within the project "MASP - Measures to promote non-discrimination and social inclusion in the school, community and employment for people with autism, focusing on Roma communities". The project is implemented with the financial support of the RO10-CORAI programme, financed by SEE Grants 2009-2014 and managed by the Romanian Social Development. The project goal is to reduce inequalities and prevent social exclusion in schools, community and labor market of the children and young people with autistic spectrum disorders (ASD), especially those belonging to the Roma community.

The main activities of the project are supporting directly and punctually the existing gaps of educational and socio-professional integration of persons with ASD and has strong components of research and documentation, creating concrete models for action, piloted including through education and training and not finally, creating national policies and strategies.

Research and documentation were made in the communities of the counties included in the project (Arad, Galati, Bucharest) and implied a study on discrimination and social inequality among people with ASD and in particular Roma persons in schools, community and labor market.

Based on study results, they were designed two toolkits: Toolkit to combat discrimination and social exclusion of people with ASD in employment and Toolkit on combating discrimination of persons with ASD within the community.

The two Toolkit include a theoretical part (information about ASD) and a part on practical interventions to prevent discrimination against people with ASD in the contexts presented. After testing toolkits efficiency in schools and institutions, both toolkits will form the basis of public policy and national strategies projects to improve the integration of people with ASD in future.

This material was developed to be used by professionals involved in community services for people with disabilities. The document is intended as a useful tool in the process of working with persons with disabilities to prepare them for integration and monitoring them after integration in any kind of community service.



Chapter 1. Autism. Acceptance and prejudice towards the persons with ASD within the society

Discrimination of people with ASD is currently a problem encountered in the Romanian society, as manifested in different forms (direct, indirect, multiple, etc.), resulting in different systems inaccessible by this group. We propose that in this toolkit to provide solutions to combat discrimination against people with ASD in their community.

Society is not formed of only some people, but of all of us. Educated or less educated, we are part of the whole and each of us gives identity and specificity to the community that we belong to. The value of a man is given by its uniqueness, by what it represents through its specific characteristics, features, capabilities and skills, and also by the manner in which it is socially integrated, appreciated by the community and the society he belongs to. Each human being has the right to receive support for its social and individual forming and integration. More so, when it comes to children, they are entitled to grow and form as suitable as possible in order to build their uniqueness and to be a part of the social and cultural identity to which they belong. It is natural for society to support them through policies implemented at the beginning at the level of family, then kindergarten, school and workplace.

Barriers created by negative attitudes are a major obstacle in education and socio-professional integration of people with ASD. Attitude of teachers, school administrators, of other children and families affect children with autism integrate into mainstream schools, and later this leads to social and professional exclusion of people with ASD. Some teachers feel that they have an obligation to educate children with autism, others favor those types of disabilities considered to be more easily integrated into mainstream schools. Even in cases where children with autism and their families are encouraged the standards imposed to them are lower, paying little attention to academic performance, others mistrust their ability to learn. People with ASD often become targets of violent acts, including physical or verbal abuse and social isolation. Fear of violence can have major effects on people with ASD and their family, they often prefer to withdraw from community life for fear of stigmatization, labeling.

The opportunities for a better life mean conditions for a better life, those features of the environment that are not only limited to material conditions. Life skills of individuals is how these, through their own resources, can meet the challenges faced. Life results are expressed on the one hand by the life usefulness and on the other hand by way of appreciation of life, ie how people perceive their own lives positively related to happiness, life satisfaction and subjective well-being. (Buzducea, 2010)

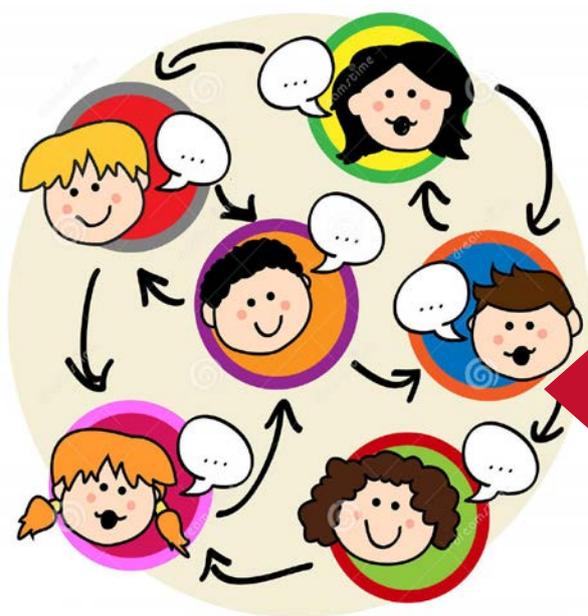
1.1. What is Autism?

Autism is a neurological development disorder with onset in childhood, affecting the normal development of a person, in particular its communication functions and social interaction. Autism is not a disease, it is a state, and therefore a condition can not be cured with medication. The drugs are used only to relieve conditions associated, for example, hyperactivity, anxiety, sleep problems. Autism is a pervasive developmental disorder, a disorder that affects (penetrate) all aspects of life. At the same time we talk about autism spectrum disorders - ASD. This notion has emerged due to the variety of symptoms, for example, at one end of the spectrum there are the autism cases that are severely affected by severe mental retardation and at the other end of the spectrum there are high-functioning people with good verbal but still showing signs that are detectable within the spectrum.

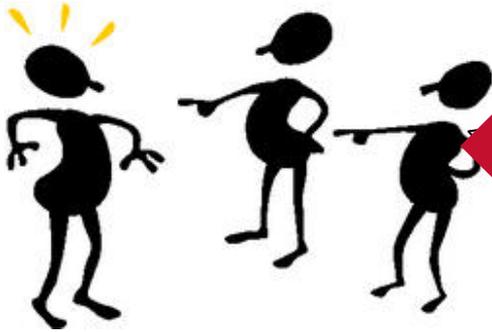
1.2. What causes autism spectrum disorder

The exact cause of this disorder is unknown, but is increasingly questioned the existence of genetic factors. For a long time it was thought that vaccines or environmental factors to which the child has been exposed before, during or after birth may cause autism. These theories have not been scientifically proven, so they were rejected.

Triad of deficiencies created by Lorna Wing systematize common characteristics of people with ASD:



Socialization - people with ASD may have difficulties in establishing relationships with others, may seem indifferent to others, may not accept touching, may behave bizarrely in public.



Verbal and nonverbal communication - many children with ASD have delays in language development or can not communicate verbally at all in this situation the child is not using any other form of metacommunication unless it is very motivated (to reach something, get something). The ones speaking can be seen using strange words, they can fully understand the meaning of expressions and interpret them literally, but do not understand gestures, tone of voice, facial expression



And stereotyped repetitive behaviors - children have difficulties in social game development, attention focused excessively on certain objects and ignoring those who usually other children are interested. They are resistant to change, they insist on routines followed strictly as a ritual, often become anxious when routine is not respected.

1.3. Diagnosis of Autism

A person with ASD will show at least some of the following aspects:

- ✓ Reduced speech and poor language
- ✓ Inadequate games,
- ✓ Difficulties in interacting with others,
- ✓ Reduced visual contact,
- ✓ Could walk on tip toes,

- ✓ Could shake their hands,
- ✓ Tendency to concentrate on few and strange activities,
- ✓ Doesn't ask questions
- ✓ Failure to show objects to others,
- ✓ Failure to orientate when it's called on its name,
- ✓ Failure to engage in a mutual game,
- ✓ Failure to copy others movements,
- ✓ Could resist to social touching, for example hugs.

In general, autistic symptoms change with the development and can greatly improve.

1.4. Disorders at the level of social interactions¹

The difficulties that people with ASD have in social interactions with others is the central issue of this disorder and the main criterion for diagnosis. Some people with ASD can be very socially isolated, others may be passive in social relations or very little interested in others, others can be very actively involved in social relations, but in a strange way, unidirectional or manner intrusive without taking into account the reactions of others. But all these people have in common a reduced ability to empathize, though they are able to be affectionate, but in their own way.

Lorna Wing (1996) defined four subgroups of people with ASD by type of social interaction, being an indicator for the degree of autism:

A. Group of "distant ones"



Group of "distant ones" severe form of ASD, where people do not initiate nor respond to social interaction, although some accept and enjoy some form of physical contact. Some children are physically attached to adults, but are indifferent to their peers.

¹<http://www.autismromania.ro/site/SprijinSfaturiIdei/ceEsteAutismul/>

B. Group of "passive ones"

Group of 'passive ones'
less severe form, in
which persons respond
to social interaction,
but does not initiate
social contacts,

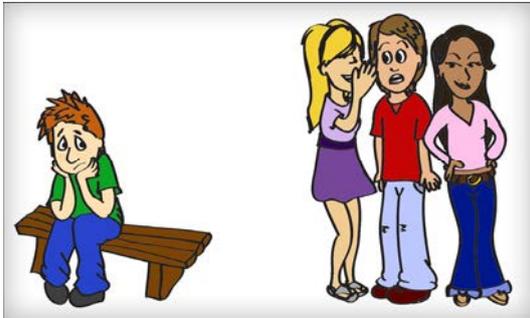


C. Group of "active ones"



The group of "active ones"
but "bizarre" in which
persons initiate social
contact, but in a strange
way, repetitive or lacking
reciprocity. It is often a
unidirectional interaction,
paying little attention or
paying no attention to
the reaction / response of
those they addresses to.

D. Group of "unnatural ones"



The group of "unnatural ones" in which persons initiate and support social contacts, but in a very formal and rigid manner, both with strangers and with family or friends. This type of social interaction occurs in some high-functioning adolescents and adults.



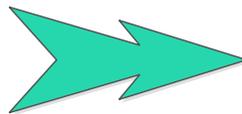
Chapter 2. From understanding to the educational and professional intervention

2.1. Educational intervention

School inclusion as a process, it is difficult to achieve within a rating system based on competition that values only high academic levels. Although apparently children go through the same curriculum, that does not mean they have the same educational experiences and skills as their colleagues or that share the same social experiences as them. Positive interaction between children with autism and their peers do not occur automatically, just by placing children in integrated alleged environments. Inclusion is not about any place where children are placed, or to provide access to learning sets of rules and behaviors, but also requires schools to meet the needs of all children.



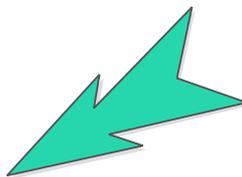
Segregation



Integration



Inclusion



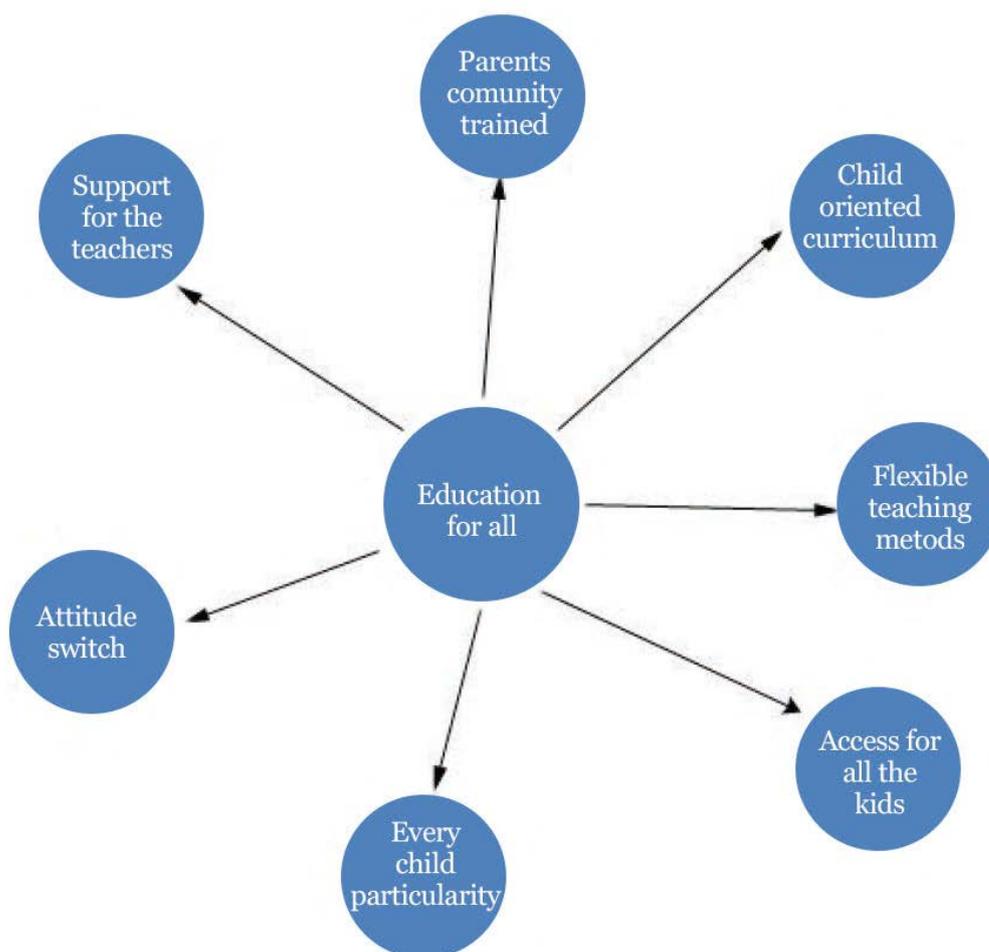
Inclusion is the essence of a comprehensive education system, specific to a society that has as objectives the valuing and promoting of diversity and equal rights. This system is characterized by:

- interpersonal relationships open, positive, based on partnership,
- flexibility of curricula, educational strategies and support services for students with learning difficulties,
- promoting equal rights and responsibilities, and also ensuring access to opportunity,
- partnership with family,
- active involvement within the community in school programs (Ungureanu D., 2000).

Factors of inclusion:

- teachers - Inclusion depends largely on teacher preparation, attitude and how they report to children with special educational needs and as well, on the teaching strategies used,
- colleagues in class, in school - in addition to the teacher's preparation and activity, the colleagues in class and in school play a very important role in the inclusion process where children with disabilities study,
- school environment - inclusive school is the one assessing all available resources to meet the demands and needs of all pupils.





Education for all

Source: Organization for Economic Cooperation and Development. Policies in Education for students at risk and those with disabilities Eastern Europe

2.2. Professional intervention

Supported employment service is a model for the successful integration of disabled people into the labor market. This method was developed in order to assist the employee with a disability for exercising basic rights and living a decent life, it also means a support to its family, transforming a passive and dependent member to an independent person with partial capacity to control its live. By socio-professional integration of the people with disabilities there are two winners: on the one hand, the society obtains a decrease of number of people dependent on social services of this category and on the other hand people with disabilities who can win their autonomy and being assured the growth of their life quality.



Supported employment focuses on abilities and not on disabilities, primarily by providing support to persons according to individual needs and secondly by providing guidance to employers. For these reasons, it is an effective tool for helping people with disabilities to find and retain a job on the open labor market.

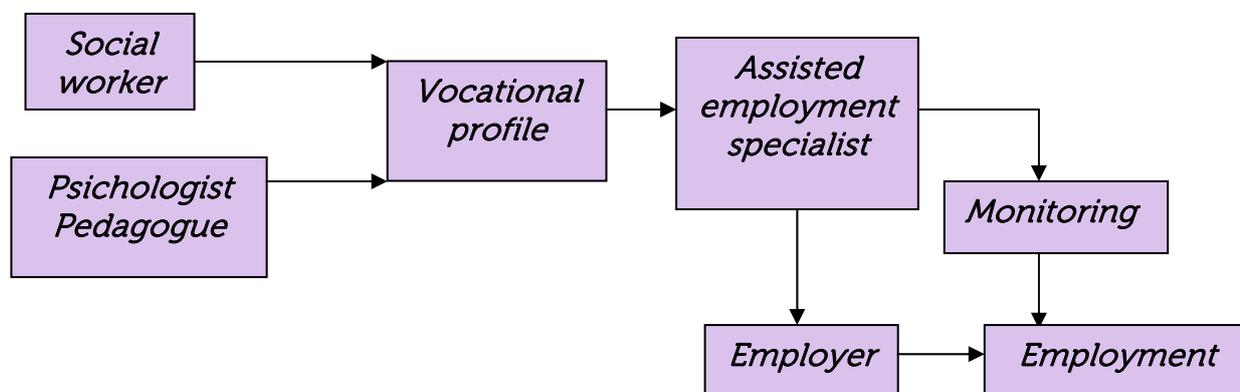
Supported employment has nowadays made paid work possible for people with disabilities who were previously considered incapable to work. This allows them to have an income, to develop their skills and learn to recognize their capabilities. Many people with disabilities have gained dignity and self-confidence in their jobs assisted. They build relationships and participate more actively in their community. They began to make their own choices, to plan the future and to broaden the horizon of life.

Supported employment is based on an approach of "placement - instruction - maintenance" which means an investment in people and not in buildings or equipments. It focuses on individual capacities and needs of a man or a woman with disabilities. Assisting strategy is customized according to personal needs. The person with disabilities is the key player in the process of supported employment. According to this model, the person with disability needs to be actively involved in achieving results at work. This implies a procedural approach for choosing a job consistent with their interests, preferences and abilities.

Supported employment model consists of several different stages:

- Request, information;
- Initial assessment of the needs of people seeking help;
- Psychological, pedagogical and social assesment – vocational profile;
- Differentiated training:
 - a. Development of Independent Life Skills – dayly schedule
 - b. Vocational Education
 - c. Scholarship for profession
 - d. Support group for people with mental disabilities - employment mediation (analysis, adaptation of workplace, training / instruction at workplace);
- Post-employment monitoring and counseling in order to keep the job.
- Socializing and spare time

These activities are carried out by a multidisciplinary team, supported employment specialists: psychologist, social worker, pedagogue. The team engaged in the service of supported employment is empowered to provide support for accessing and engaging of the beneficiary, surveillance of activities performed etc.



Specialists of multidisciplinary team in assisted employment have to observe to the beneficiary:

- Basic functional skills, such as personal care, dressing, feeding, how long the transportation takes and how it uses the transportation,
- Skills related to motility, hearing, vision and language, including the use of arms, hands, ability to sit, transfer, handling effectively wheelchairs, use of communication devices,
- Identify and analyze the interests and expectations of the beneficiary, including the type of work it wants and the type of work that the beneficiary is expected to realize by parent / guardian,
- Will integrate this information with the information obtained from other people who are part of the social network of the beneficiary,
- Identify favorite social situations of beneficiary, typical environment, the people who make up the social circle, and other favorite activities.

For more information we suggest you to visit the website <http://www.dizab-job.ro/>.



Chapter 3. What human rights represent. How can we get involved in the life of community?

Richard Rorty (American philosopher) believes that in today's world marked by pluralism and diversity, human rights should be seen as the primary mean of avoiding suffering and humiliation. They would provide minimum standards of dignity, toleration and coexistence in a globalized world.

Human rights are those guarantees that belong to every human being for the simple fact of being a human. There are different definitions of human rights:

- " guarantees that nobody can deny, limit or refuse, without a fair trial before a judge or an authority with power to judge",
- " prerogatives guaranteed internationally across the state that serve to protect basic human characteristics and human dignity in times of peace and war".

Human rights are rights that people have by virtue of the fact they are human, regardless of gender, race, nationality, etc. Fundamental human rights can not be alienated, withdrawn or restricted. In principle, the idea of human rights and their respect is presented in the relationship individual-state, but began to appear discussions on human rights generated by organizations, companies and even at the level individual - individual. Human dignity is the premise of its rights and freedoms. It can be expressed only through relationships, by the common life of people, compared with something. Human rights are possibilities of human actions in areas determined by law, recognized and guaranteed by the state.

In 1988, UNESCO has developed and launched a new thesis which subsequently led to the directives of action of the World Conference of the Special Needs Education at Salamanca in 1994: "Integrated education and rehabilitation based on the Community resources are complementary approaches that support each other in favor of giving services to people with disabilities" (UNESCO 1988). By this thesis it is shown that rehabilitation in the community of persons with disabilities is part of the development of communities and aim at involving by combined efforts of people with disabilities, their families and members of the

community to which they belong, together with health, educational, professional and social services of the community in which they live (Gherguț, A., 2007). Integration implies broadly placement / transfer of a person from an environment more or less segregated into an ordinary one, aiming to the set of measures that apply to different categories of population and aims to remove segregation in all its forms. Integration narrowly, with strict reference to children with autism and in the context of philosophy normalization refers to their inclusion in ordinary schools or ways of organizing as close as possible to them

The principle of normalization entails taking into account not only how the person with autism adapts to the demands of social life, but at the same time, how the community understands to comply with the needs and possibilities of the person in difficulty. Normalization means creating the possibility for any person with special needs to develop and practice a lifestyle as close as possible to normality parameters.

National Council for Combating Discrimination (NCCD) was established by art. 16 of the Government Ordinance no. 137/2000 on preventing and sanctioning all forms of discrimination. NCCD is the public authority in the field of discrimination guarantor of compliance and enforcement of non-discrimination principle. NCCD may rule on acts of discrimination, regardless of the context in which they occurred, unless a special law provides another penalty mechanism. For example, Law no. 202/2002 on equal opportunities and equal treatment between women and men provides that not NCCD, but Labour Inspection is competent to find and punish offenses related to equality between women and men in labor relations and several forms of discrimination at work.

NCCD can not neither compel the discriminator to pay damages to the injured party nor may decide to restore the previous situation (eg reintegration of the person at work). These means of prejudice reparation can be ordered only by the court before which a favorable decision from the NCCD may prove very useful.

For more information we suggest you to visit the website of National Council for Combating Discrimination: <http://www.cncd.org.ro/>



3.1. The contexts in which the rights of persons with ASD are being breached and in which the discrimination of persons with ASD may occur

3.1.1. Mass-media- may play a role in promoting discrimination and quite often generates devaluation of persons with disabilities and thus constitutes a barrier promoted by society. For example discriminatory information about Roma people that are widely disseminated could affect how members of a society form their opinions, thus perpetuating the image of a minority.

Case Study

An article written by a journalist famous in a local newspaper wrote that Roma people are animals and should be removed by any means and suggested that in the case of Roma women it should be introduced norming reproduction, or even their "sterilization". This article has been commented on extensively by the community, even in social media. The newspaper has not apologized for this article.

Questions

- What is the main cause of this hate speech?
- What are the consequences of hate speech?
- What should be the reaction of society to hate speech?
- Can be banned hateful speech?
What other solutions are there?

3.1.2. Educational discrimination – Despite commitments made by Romania to promote inclusive education, children with ASD continue to face problems, many are placed in segregated institutions and those of mainstream educational institutions often receive inadequate support.

Case Study

Paul is a boy of 4 years, diagnosed with autism. For several years, his parents made major efforts for his development, education in a private center. In 2013 Paul was declared fit for schooling in a kindergarten by specialists and doctors, being a child with a spectacular evolution, from verbal and behavioral point of view. In September 2013, the child's family enrolled him in kindergarten bringing to the staff attention his situation. Parents discussed with the teacher about their child, explaining the major progress he has made and providing support for aspects regarding the behavior of child. But unfortunately from the beginning the teacher's attitude was hostile, telling his mother that the child "has nothing to seek in kindergarten because he has problems ... he does not sit still ... he is not careful, disturbs others". From September 2013 until the beginning of 2014, the teacher continued to constantly express her dissatisfaction with the presence of Paul in class, talking to the rest of the parents about the fact that Paul "has problems" and encouraging other children not to approach him and presenting him continuously as an imminent danger: "Do not come near him because he can hit you." Also, the teacher discussed Paul's case with all staff of the kindergarten, so that nobody else was willing to receive the child. Parents hired a support teacher to accompany Paul in the classroom, who made the following report: "I found that when the child is in the classroom, he is humiliated constantly, and his teacher does not fulfill her pedagogic activities mandatory and Paul is marginalized or not involved in activities conducted in the classroom with other children".

Questions

- What is the main cause of Paul's exclusion from kindergarten?
- What are the consequences of this discriminatory attitude?
- What should be the reaction of the community?
- Such reactions may be prohibited? What other solutions are there?



Exemple:

Denmark – The School for Everybody project, the Society for Everybody (School for each person, society for each person), started in 1976 (Gherguț, A., 2001). The community in three cities has set up a league - Educational League, the goal of the league was to support the transformation of primary and secondary schools in those communities in inclusive schools, with classes in which to integrate a limited number of children, where every child with

special educational needs can receive educational services, assisted by support teachers. Also, the board of school psychology was responsible for ensuring the conditions for special education to children integrated: streamlining and adapting school curricula, active involvement of parents in children's education, initiation and execution of extracurricular educational activities by harnessing resources and services in the community, initiating training courses for teachers on the issue of inclusive education, etc.

3.1.3. Professional discrimination - Professional discrimination refers to unequal or unfair treatment applied in relation to the other members of the community, in our case due to disability. Specific to professional discrimination is that what is being charged is not being addressed to the person who becomes the object of discrimination, but to the specific group to which it belongs.

Mobbing for example relates to actions usually subtle, repetitive, intended to undermine or compromise the professional image of the disabled person. It is a form of coercion against people with disabilities, to remove the danger (imagined) that it represents, the stake is to show that he isn't as competent as it seems.

Case Study

Stefan is a Roma boy diagnosed with Asperger disorder. He works as a computer scientist in a small organization, employed by the Human Resources Director. The head office of employment did not agree with this employment and began bullying him in a disguised, subtle manner. He ignored him, he talked with other colleagues of him whispering and looked at him permanently. When Stefan entered a room where his colleagues were talking to the head office the discussion stopped suddenly, there was silence in the room and everyone looked at him. After a while he began direct bullying by accusing him of lost objects, cursing, withholding important information, submitting complaints against Stefan to management unit.

Questions

- What do you think are the effects felt by Stefan for this masked intimidation?
- What does Stefan believe? That he is a bad person? That he isn't good enough for this job? Who can he turn to for support? What is more important – his word or the word of the head of office? Can he defend his own justice? What are the effects of mobbing on long term?



Important

The answer he receives from the first person to whom he tells the incident will determine whether in the future the victim will require the support of superiors, colleagues, in a situation of mobbing or will try to find other solutions (ex .: he will also respond in a violent manner).

3.1.4. Discrimination within the Community

Case Study

Ionut, a Roma boy with disability had the access refused in a restaurant based on race, because the restaurant owner refused to serve Roma people after priorly, several Roma people destroyed the music device and furniture in the restaurant.

What can we do?

First we make a referral to the General Directorate of Social Assistance and Child Protection, we can also submit a penal complaint at local courts. If the complaint is rejected we can make a complaint to the National Council for Combating Discrimination, to the Ombudsman. State may ask the institutions of civil society to support us in legal proceedings (ie. The Pro Europe League).

Real facts:

"I would like to participate to activities in a neighbourhood kindergarten..."
 "I would like to play with kids in the park – but they run away from me."
 "I would like to travel by train, to see the world around"

"but I'm a child with ASD"

"... I would like my child to have the same education opportunities
 as other children"
 " ... I want my child to also have a group of friends"
 "...I would like my child to have a job that could offer him a decent
 living in case I won't be there for him anymore"

I would like all of these and I am a concerned parent.

We spend most of our free time in the local community. In local community we understand the place of direct human activity, the whole complex of institutions and organizations, the services that it uses. Under local community is the geographically court, district, sector of a city, the entire city. So that the people really feel that they belong to the community, they need a common task to solve some common problems. Helping children and adults with ASD to be active members of a community, means contributing to the development of that community. In a local community, compared with the state institutions, there are far more less restrictions and initiatives can quickly find more help and support. In the community we can get involved in the organizational activities, for example as volunteers. Participation in the work of such organizations allows the community members to be involved in the decisions made on various issues at the local, regional, national and international level. Example of participation in the NGO work and planning may be developing their own project ideas in order to solve a problem of social importance. Through community involvement we can be motivated to generate the changes we want in the society. A true community imposes essential human values: tolerance, solidarity, diversity, assertiveness. Through these values we can create a balance between individuals and society, for it to be healthy in terms of its whole, but from the individual point of view, of each one of us. By involving actively in the community life, we can contribute to the development of a harmonious community and create a better environment for us all.

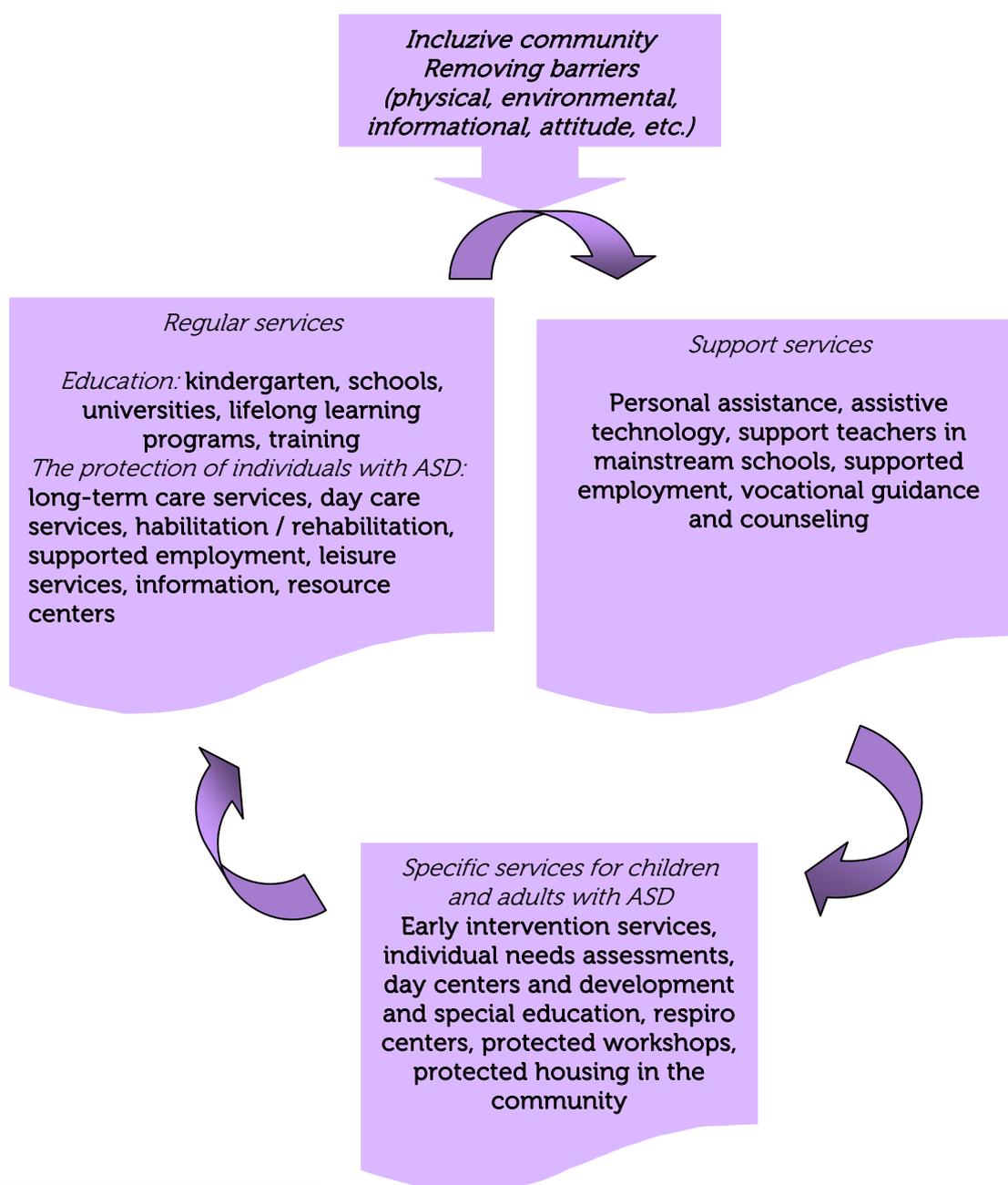
A community center can be a place of socialization that would offer opportunities, both of communication and involvement in the community, where young people can be involved in breafing activities, of nonformal nature: the transfer of accurate informations about the consequences of discrimination, marginalization of vulnerable groups, development of decision-making and problem solving skills, expression of feelings and emotions, communication skills, mitigation of aggressiveness, etc.

Community involvement as a volunteer - any involvement in voluntary activities involves a form of social learning, even if it's often not realized. Involvement in voluntary activities develops a range of skills and social skills, such as for example solidarity, tolerance, trust, citizenship and social responsibility. Community involvement as a volunteer - any involvement in voluntary activities involves a form of social learning, even if it's often not realized. Involvement in voluntary activities develops a range of skills and social skills, such as for example solidarity, tolerance, trust, citizenship and social responsibility. Involvement, dedication, civic spirit and confidence that any man can make a difference in his community, especially when working with other people, is learned through involvement in voluntary activities.



Chapter 4. The value and challenge of an inclusive work

Different types of services should be included in the community²: ordinary and specialized services, support services for active inclusions and participations:



² Informative brochure for representatives of public authorities, Alpha Transilvană Foundation, 2015

4.1. Obstacles limiting labor integration of people with ASD:

- Poor qualification and education: implies lack of social and cognitive skills and the lack of basic skills for work. Compulsory education currently does not provide the basic skills necessary to get a job.
- The wrong attitude: lack of motivation, low self-esteem and foremost, unrealistic expectations (higher inconsistency between their skills and the jobs they desire).
- Difficile family and social context: it is normal to find family overprotection.
- Complete lack of work experience.
- No specific training resource for young people with ASD - eg. training courses adapted to easily understandable format.
- The attitude of employers: feelings such as ignorance, fear and hostility toward people with ASD. Lack of knowledge about specific individuals with ASD; discrimination, employers are not patient with the different stereotypes and prejudices among employers, underestimating their abilities. At work they need to feel safe, it is important that their colleagues understand the situation and work situation must be predictable.
- Environmental Attitude: Negative attitude towards people with ASD, community members prejudice, intolerance, stigma, impossibility of employment due to low skills.

Case Study

Marian is 27 years old and has Asperger's Disorder. Nevertheless, he graduated in History and Philosophy. Currently working in an NGO.

The work that I have at the moment is not a stable one because I work in an NGO where, if the project that I'm working at ends then it also ends the remuneration for me I am forced to search for another job, which it's not an easy thing to do", says Marian.

The first job he had was in an international company, employed by contest, and for the current job he was hired by knowledge.

"If there was discrimination in hiring people with disabilities? Did I feel it personally? Yes I went there myself through this experience. Discrimination often may come from the employer, who thinks that if he had such an employee would hurt the public image of the organization or can come from peers, who often avoid coming into contact with their colleague with disabilities, believing that if he has a sort of deficiency, then it can be contagious disease or incurable", says Marian.

Chapter 5. Specific phenomena of discrimination

5.1.Discrimination³ is the act by which some people are treated differently or deprived of certain rights wrongly based on unfounded grounds. In most democratic countries there are laws against discrimination and equal treatment is generally guaranteed by the Constitution.

In Romania, according to Law no. 324 of 14th of July 2006, discrimination is considered any distinction, exclusion, restriction or preference based on race, nationality, ethnicity, language, religion, social status, belief, sex, sexual orientation, age, disability, non-contagious disease, HIV infection, belonging to a disadvantaged category, as well as any other criteria which has the purpose or effect of restricting, removing the recognition, enjoyment or exercise, on an equal basis, of human rights and fundamental freedoms or rights recognized by law, in political, economic, social, cultural or any other field of public life.



Forms of Discrimination⁴

Direct discrimination - It occurs when a person receives less favorable treatment than another person who was, is or could be in a comparable situation on any of the grounds of discrimination under the laws in force. (In a job advert stated this: "We do not hire women" "We do not hire Roma people" in a public space-bar, restaurant, theater, cinema etc., banned people with HIV).

Examples of direct discrimination⁵

In an employment ad it was stated this: "We do not hire Roma people",
The employer finds out that one of the employees has ASD and dismisses him,
The director of a school does not accept in school children with intellectual disabilities.

³ <https://ro.wikipedia.org/wiki/Discriminare>

⁴ http://www.cncd.org.ro/new/formele_disciminarii/

⁵ <http://www.antidiscriminare.ro>

Indirect discrimination - occurs when a provision, criterion, practice disadvantages certain people based on criteria set by law, unless such provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary. Also, indirect discrimination is any active or passive behavior that, through the effects it generates, favors or disadvantages unjustifiably subjects to an unjust or degrading treatment a person, group of persons or a community in comparison with others who are in similar situation. For example, situation at the workplace, direct discrimination is present when two people having equal work experience and similar jobs are paid differently because one of them belongs to a certain ethnic group. Indirect discrimination occurs when two people are paid differently because they were employed in different positions even though they had the same work experience.

Examples of indirect discrimination.

- In a job interview questions are asked about the marital status and also about family plans
- In a job add there are requirements such as height or other physical characteristics that are not necessary for the conduct of work,
- A job ad mentions as requirement holding of a driving license test which could disadvantage people with disabilities. If the job is for a driver then the criterion is legitimate, if the job does not involve only occasional traveling then it may be found a non-discriminatory alternative.

Multiple discrimination - It occurs when a person or group of persons are treated differently in an equal situation, based on two or more discriminatory criteria cumulatively. For example, when a Roma woman gives birth in a hospital, she can be discriminated not only because she is a woman - not all women face such discrimination, also not only because she is a Roma - not all Roma face with this problem, but because of the combination of the two features.



Exemple of multiple discrimination

Sterilization campanes for Roma women – reproductive rights are breached both based on gender: Roma men are not affected, and based on ethnies: the majority of women are not affected.

Harassment - is any conduct that could create an intimidating, hostile, degrading or offensive environment based on race, nationality, ethnicity, language, religion, social status, beliefs, gender, sexual orientation, belonging to a disadvantaged category, age, disability, refugee or asylum status or any other criterion (a group of high school students in one class can harass a colleague with disability).

Example of harassment

- Head of departments in a company made racist, sexist, homophobic, anti-Semitic jokes;
- A person in superior position of power makes offensive remarks against a Roma person with a disability.

Victimization - is any adverse treatment arisen in response to a complaint or legal action or competent institutions on breach of the principle of equal treatment and non-discrimination.

Children with ASD in Romania are constant victims of society that condemns them to isolation. Although we have legislation that guarantee education of children with disabilities in mainstream schools, principals and teachers do not accept them, lest assume additional responsibilities. Rejected, marginalized, these children end up in special schools and lose the chance to have a normal life, lose their chance to socio-professional integration at adulthood.



5.2. Stereotypes - Stereotypes are sets of traits attributed to members of a social group. Stereotypes are heavily loaded with emotions attached to them. They are our tradition and fortress behind its defense can continue to feel safe in the position they occupy.

Stereotypes can be:

- positive when combined in their structure valued positive social features.

Examples of positive stereotypes

- Italians are a very welcoming people
- Swiss watch is the best in the world

- negative, if they have certain negative characteristics. In general, In general, individuals develop stronger negative stereotypes about other groups than those to which they belong to.

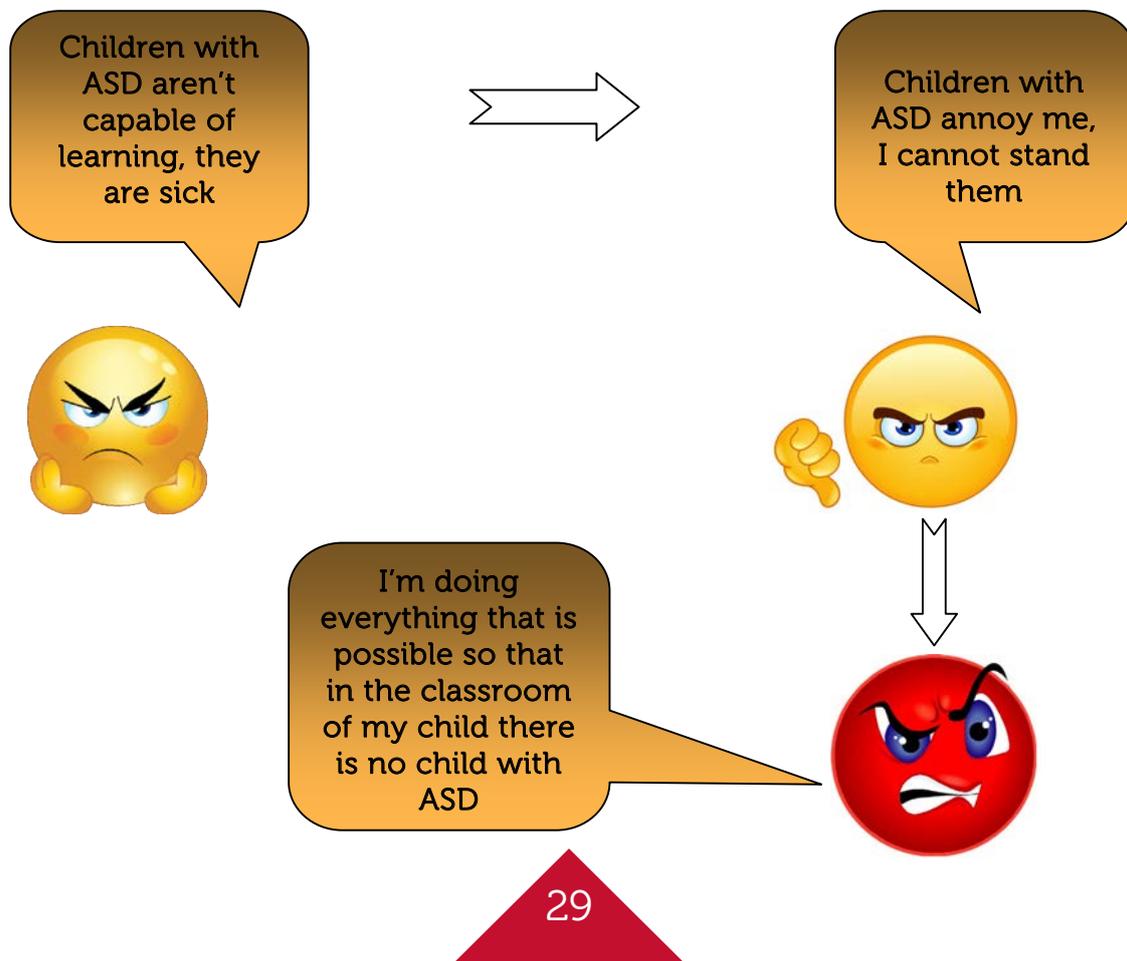
Examples of negative stereotypes

- All women drive badly.
- All blonde women are stupid
- Roma people are criminals.
- Roma people smell bad.
- People with disabilities are helpless.

An important feature of stereotypes is the great stability. Stereotypes are resistant to change, even when reality provides evidence contrary to their contents. Stereotypes are formed unconsciously and individuals have the tools on hand to explain what surrounds them. Most often in such situations, people do not think about the negative effects of thinking restricted, limiting options to analyze and understand in depth the reality, they ignore that in this way not only those on which apply these stereotypes are affected, but they restrict their own freedom and individuals put themselves obstacles in their development.

5.3. Preconception – Prejudice is a negative attitude or a predisposition to adapt to a negative behavior towards members of this group or groups based on a flawed and rigid generalization (Allport). We can talk about many forms of prejudice based on social category covered generalization: racism, nationalism, xenifobia, sexism, exclusion, marginalization, etc. Stereotypes and prejudices are part of society and are introduced at an early age as influence by family, friends or the media. Most often unconsciously adopt them and use them unconscious, which makes this type of behavior change and more difficult to change. (Annex 1)

Stereotypes give birth to prejudices and discrimination



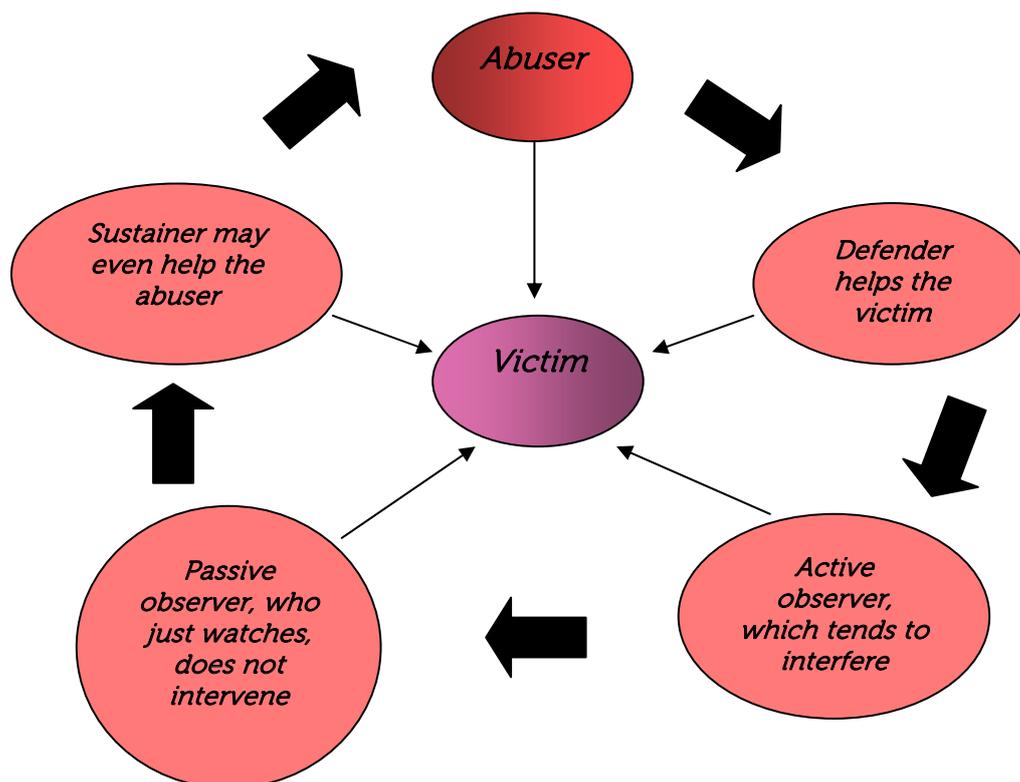
5.4. Bullying, intimidation

Bullying is an aggressive behavior, repetitive, involving physical violence-hitting, pushing; Verbal violence, threats, labeling, mockery; psychological abuse, intimidation, isolation, spreading rumors. Bullying manifests itself in the form of threats, spreading malicious rumors, marginalization, injury, theft or destruction of the victim.

Bullying has the following characteristics:

- there is an imbalance of forces, the person that intimidates chooses the victim which is perceived as vulnerable, weak and can not defend itself,
- it is repeated – same person is intimidated, harassed,
- there is a power difference - the abuser chooses the victim that he perceives as vulnerable, weak and can not defend itself, the target group is believed to belong to a lower social status considered.

Bullying affects everyone: the victim (child, adult), the aggressor (child, adult) but also observers - to school, work, etc. (Annex 3)



5.5. Hate speech

Hate speech - is characterized as a speech for attacking, intimidation, humiliation, discredit or incitement to violence or action that could cause harm against a person or group of persons because of race, ethnicity, nationality, age, religion, sex, social class, sexual orientation, HIV, disability. Hate speech against persons with disabilities is a hate crime perpetrator resulting in hostility towards disability, or perceived disability, of the person attacked.



Freedom of expression is a fundamental right of any democratic society, provided that it be expressed responsibly, respecting human rights, because while everyone has a right to be treated with dignity and respect and be protected from any attack motivated hatred based on race, ethnicity, gender, religion etc..⁶ (Annex 4)

5.6. Social isolation

By definition people are social beings who live, learn and grow together. But some changes in society that favors social isolation can be both physical, mental and emotional and implies absence of social relationships.

People with ASD are regarded as fragile, unable to provide a service that brings profit to the employer. Therefore, their integration into the labor market inclusion of these people into society is often regarded as impossible and unnecessary, although among them, who have demonstrated extraordinary ability in spite of disability they have, their intellectual capacities exceeding sometimes mental capacity of an ordinary man.

Social isolation for people with ASD may take the following forms:

- permanent isolation, when these people living on the margins of society, building specific systems, eg. Roma families.
- gradual isolation created by the dynamics of economic and social forces, leading to a gradual shift from vulnerability to addiction and ultimately to isolation, social exclusion. (Annex 2)

⁶ <http://www.feminism-romania.ro/index.php/component/content/article?id=1174:sterilizarea-femeilor-rome-expresia-urii-sistematice-i-instituionale.html>



Chapter 6.

Methods of combating the discrimination

6.1. Participation

Often it happens that need is confused with request, for example, we say that a person with ASD requires a glass of water, but his need is not a physiological one, but an affiliation one, he feels the need to be in companionship, to be part of a group, be it as small. It is important to consider what a person with ASD can do by itself and then to offer our help. By this method we should ensure the possibility to show their autonomy. Despite the problems faced by a person with ASD, it can perform many actions without anyone's help, it can be mastered in a part of its life, a person can be integral of a group of individuals.

To achieve integration and participation of people with ASD, it is important the change of mentality. It is important to realize that to help a person, that a family to overcome the difficulties, it is necessary the valuing of people with ASD and a true valuation can be done only through and within the community.

As described in Chapter 5, through the proper application of different methods of integration, a partnership of professionals and members of vulnerable groups can be achieved successfully and inclusion, participation of people with disabilities becomes a reality.

Examples of persons with disabilities that participate in cultural life of the Mures County community

Each of us is born into a culture whose elements we need to learn throughout life. Not everyone agrees that persons with disabilities belong to a subculture, but nonetheless there is movement for the rights of persons with disabilities, whose goal is to change the laws, stereotypes, and attitudes.

Within the project "Art for Change", expressing through music, theater, dance, creative art of people with disabilities has become a reality and has as main objective the change society members mindsets about them. Culture is an important factor of social development, a tool that can solve socio-economic problems. In the case of project Art for Change, culture appears as a factor of community development, identity, cohesion and integration.

The specific objective of the project is the organization of the Festival Art for Change, through this project, the Foundation Alpha Transylvania and its partners encourage intercultural dialogue based on mutual respect for diversity and to promote the development of education and development of a methodology for multicultural education through new communication using theater, music and dance.

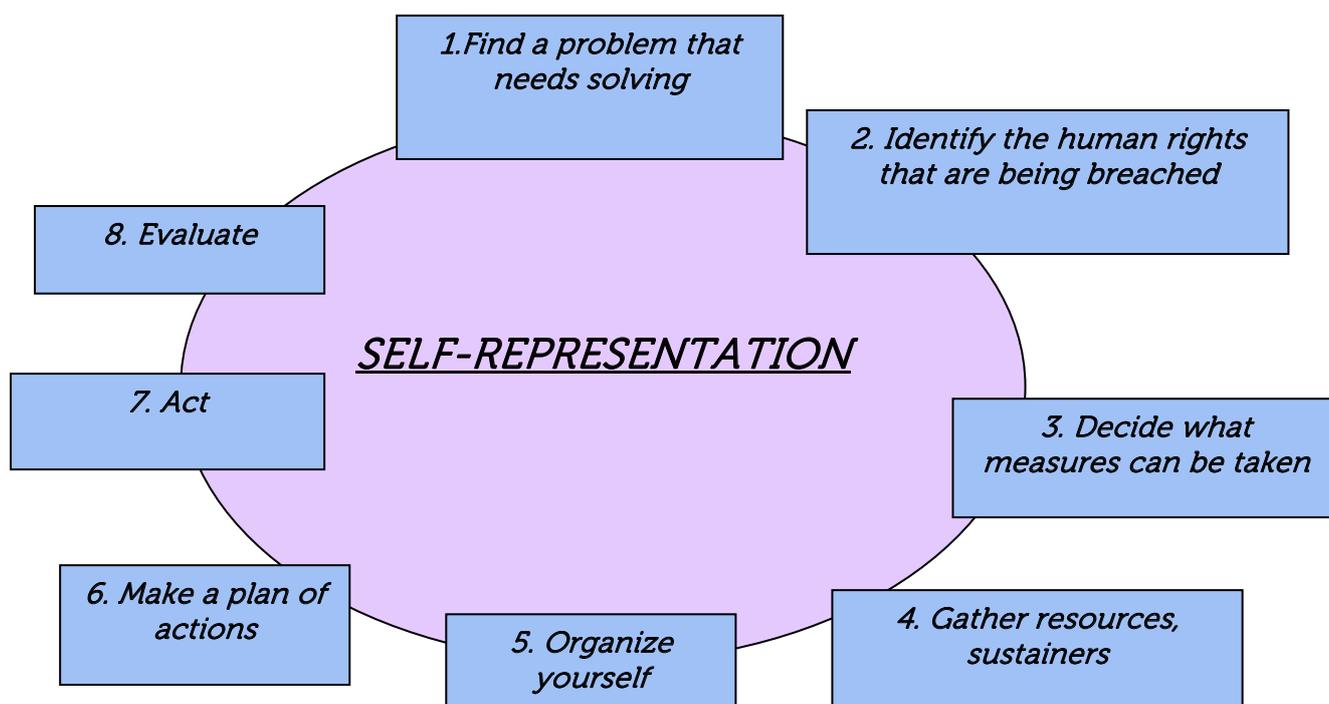
6.2. Self-representation

The term self-representation means expressing personal opinion on something important personal or support a cause or proposal.

The goal of self-representation of people with disabilities is:

- Understanding by members of a community of the fact that even though they are different, they have something to say
- To be treated with respect
- To be able to take their own decisions
- To be able to decide regarding the aspects of their own life
- To live in a secure and accessible environment
- To have a job
- To enjoy their full rights
- To have a full life in their community

Steps for self-representation:



6.3. Diversity

"Being diverse means being different. Diversity means, first of all, the ability to live in harmony with others because essentially we are all different, atypical and this world is a thousand times more beautiful. Diversity means uniqueness and multiplicity, part and whole, balance and spirit of independence. Accepting diversity is understanding. All of us represent diversity"⁷ (Annex 5)

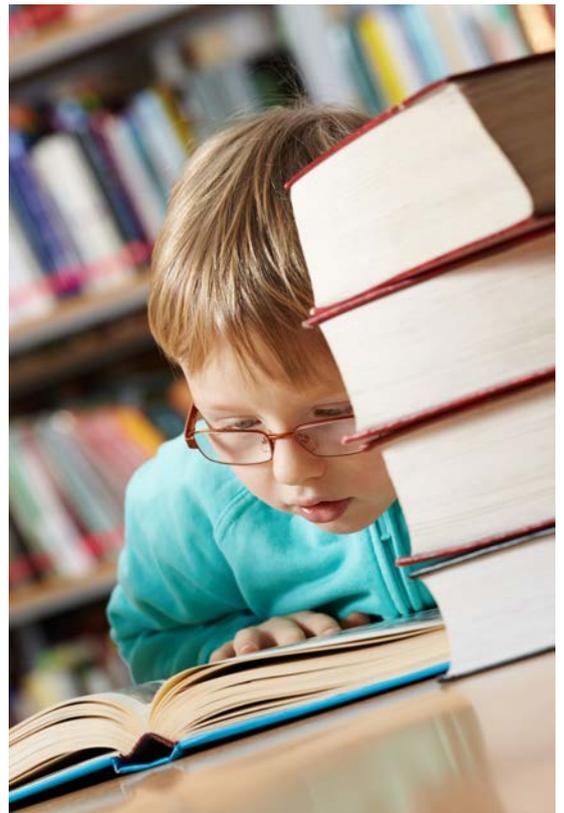
⁷ <http://ccdmures.ro/cmsmadesimple/uploads/file/div.pdf>

6.4. "Easy-to-read" Concept

"Easy-to-read" concept can be defined as a language that: uses simple words, develop one idea in one sentence avoids technical language, avoids references in quotes, and teaches very clearly and logically structured information. It means matching information in an accessible form to people with intellectual disabilities, people with limited reading and writing skills.

Methods to adapt the information in "easy-to-read" format:

- avoiding abstract language;
- content follows a single storyline with a logical continuity;
- content must be direct and simple without a long introduction, without involving too many characters;
- do not use symbolic (metaphoric) language. It can be misunderstood by some readers;
- avoiding listing more actions in one sentence;
- arrangement of words in one sentence, on one line, if possible;
- avoiding difficult words, unusual words should be explained;
- explaining or deciphering complicated relationships in a concrete and logical manner, if events occur in a logical chronological framework;
- illustrations play a more important role, a picture that describes what is actually described in the text improves understanding and clarifies the message;
- use of pictograms, which are a symbol of a concept or an object illustration, "easy-to-read" materials with pictograms help people with intellectual disabilities to understand the content.



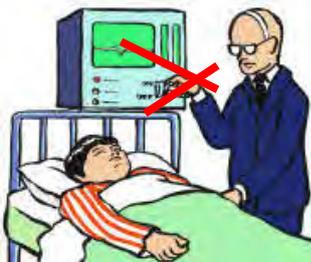
Materials "easy to read" must be easily understood and attractive. High margins and wide and generous spaces on the page make the text more accessible. Materials "easy to read" have an attractive appearance but if targeting adults avoid a childish impression. A book in "easy to read" a looks like "real" book.

It is a democratic right that all the people have access to culture, literature and information - and in "easy to read" form. It is vital that all citizens have access to information regarding to what happens in the society. So that an individual can exercise his democratic rights and control his own life, this person has to be well informed and able to make his own choices.

Examples of text adaptation in easy to read format:

Article 10⁸ - The United Nations Convention on the Rights of Persons with Disabilities The right to live - States Parties reaffirm that every human being has the inherent right to live and shall take all necessary measures to ensure that people with disabilities actually enjoy this right on a equal basis with others.

Right to live



Everyone has the right to live,
including people with disabilities.



Countries should ensure that persons with
disabilities have the same opportunities to live
their lives like everyone else.

Article 11 - United Nations Convention on the Rights of Persons with Disabilities
In situations of risk and humanitarian emergencies, States Parties shall take measures in accordance with the international law obligations, including international humanitarian law and the international law of human rights, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

Emergencies - We must ensure that people with disabilities are adequately protected when there is a risk, for example in case of floods.

⁸ <http://www.crj.ro/userfiles/editor/files/Conventia%20privind%20Drepturile%20Persoanelor%20cu%20Dizabilitati.pdf>



Check-list

Ideas for socio-professional integration of people with ASD:

- More emphasis on the ways of acquiring skills that are transferable to different areas and increase the chances of employment.
- Create tailored job workshops where people can be trained, gaining experience for the transition to the labor market.
- Early involvement of firms in the integration of vocational education program.
- A greater emphasis on inclusion, including civil society, culture and free time.
- Develop educational materials and methods for training young people with ASD. The development of a special program for students who aim to develop their skills, interaction, social adaptation and professional orientation.
- Evaluation of psychosocial and professional skills of people with ASD.
- Information campaigns, community involvement through volunteering.

Reference legislation on the rights of children and adults with disabilities:

- ✓ Convention on the Rights of the Child (1989).
- ✓ Salamanca Statement calls on the international community to endorse this approach of inclusive school by introducing practical and strategical changes. (1994).
- ✓ World Forum of EFA Dakar 2000 - "All children should be included in school, even those that are part of the linguistic, ethnic or cultural minority, children in remote or nomadic groups, street children or working children with disabilities or ... talented children, education systems must be inclusive and actively seek to include children who do not attend school and to respond flexibly to situations and needs of all students."
- ✓ Action plan 2006-2015 for people with disabilities, in the education stipulates, inter alia: "Creating opportunities for people with disabilities to participate in regular schooling is important not only for them but also for people without disabilities, to benefit understanding by the people of human diversity ..."
- ✓ United Nations Convention on the Rights of Persons with Disabilities, 2006 (emphasis on understanding and dignity), ratified in Romania by Law no. 221/2010.
- ✓ European strategy for persons with disabilities 2010-2020: a renewed commitment to a barrier-free Europe: people with disabilities, especially children, must be properly integrated into the mainstream education and receive individual support by complying the interests of the child.
- ✓ Law no.272 / 2004 on the protection and promotion of children's rights.

- ✓ Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities.
- ✓ Law no. 151/2010 regarding specialized services integrated health, education and social services for people with autistic spectrum disorders and mental health disorders associated with - but still there is a methodology to provide guidance on how to access the services specified in this law.
- ✓ Law no.1 / 2011 - National Education Law.
- ✓ Ordinance no. 137/2000 on preventing and sanctioning all forms of discrimination.

Institutions:

- ✓ National Council for Combating Discrimination - <http://www.cncd.org.ro>
- ✓ Legal Resource Center - <http://www.crj.ro/antidiscriminare.php>
- ✓ www.avp.ro/

Websites for European resources:

- ✓ Official website of European Union - <http://europa.eu.int>
- ✓ Website of European Union on fighting against discrimination:
<http://www.stop-discrimination.info>
- ✓ EASPD - European Association of Service Providers for Persons with Disabilities -
<http://www.easpd.eu/>
- ✓ The European Social NGOs - <http://www.socialplatform.org>
- ✓ European Disability Forum - <http://www.edf-feph.org>
- ✓ The EQUAL-Initiative - http://europa.eu.int/comm/employment_social/equal

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***<http://www.impact-clubs.org/ro/game/trenul-european>

***<http://www.antidiscriminare.ro/cncd>

***<http://www.mediafax.ro/social/cedcd-sesizeaza-autoritatile-privind-discriminarea-unui-copil-cu-dizabilitati-la-gradinita-14117288>

***<http://www.monitor.md/attachments/article/264/GHID%20Auto%20reprezentare.pdf>

Annexes

Annex 1



Practical activity

Oludah Equiano⁹- For this activity using extracts from a book by an African (Oludah Equiano) in the 18th century, on his first contact with European culture. The purpose of this activity is to give participants the opportunity to examine their own cultural conceptions.

We write excerpts from the book "The Life of Olaudah Equiano, or Gustavus Vassa, the African," written in 1789, on strips of paper, which later we put on the floor, for can be read by each participant, and they have to imagine the character and to compile a profile. We give time to the participants to reflect on the text and the character.

Excerpts from the book:

- " I was afraid I'd be killed (...) people looked and acted in a wild manner."
- " We would be eaten by these (...) people with appearance (...), horrible faces and hair"
- " I was astonished by the way they ate without washing hands."
- " I was astonished by the way they treated dead people."
- " We were completely unfamiliar (I knew nothing about) with their swearing (vulgar language) and all these words they used abusively."
- " I could not help noticing women suppleness and I thought they were not as modest as our women."
- "I was surprised by the fact that they didn't do any sacrifice and did not bring any kind of offering."

After what the participants have read the excerpts and each of them compiled the character profile, we ask each one to present to the group the profile they compiled. We help them with the following questions: How do you imagine the person ?, What century do you think it is?, Do you think that the writer is European or non-European?

⁹ <http://www.salto-youth.net/download/1050/IDbooklet.pdf>

We include missing excerpts and read them to the participants: "I was afraid to be killed, white people looked and acted, as I believed, in a very wild manner: we would be eaten by white people, they looked terrible, with red faces and disheveled hair. I could not help noticing their flexibility and thought that women were not as innocent as African women".

Finally, we discuss about each participant idea, by asking questions: Were you surprised when you were revealed the identity of the writer? Are you surprised by the way the (west) European cultures were seen? Does this teach us something about stereotypes? Can we use what you have learned from this excerpts in everyday life?

Annex 2



Little Red Riding Hood story from the perspective of the wolf¹⁰

I must tell you right now that a wolf would never eat a little girl. This everyone knows. To my surprise, this silly girl, started running and screaming through the house. I ran after her, trying to calm her down and pulled even grandparents clothes off me. Suddenly a knock at the door and appears the forester, a man of 2 m with an ax in his hand. When I saw him, I realized I was in big trouble. Quickly I jumped out the window and ran.

I lived in the woods. This was my home, which I had always taken care of and tried constantly to keep it clean and tidy.

In a sunny day when was just cleaning the remains of food left by people, I heard footsteps. Looking through the trees, I saw a girl walking down with a basket in her hand. Immediately it became suspicious because she was dressed strangely, only in red, with a kerchief on her head, as if she wanted someone to recognize her.

Although I know that clothes do not characterize a person, she was in my forest and I thought it was appropriate to find out more about her. I asked her who she is, where it comes from and even other things. First, cheeky, she responded that she does not talk to strangers. Me, stranger? I live with my family in the woods, am I a stranger? Then she calmed down a little and told me the story of her grandmother. Her grandmother was sick, so she was bringing her lunch.

The girl seemed really sincere and I thought it would be good to scare her a little, in order to learn that is not so nice to sneak dressed suspect around someone's house. I left her to go, but on a shortcut I rushed to her grandmother's house.

When I saw her grandmother and explained the situation, she agreed with me: her niece should be more tolerant in their behavior with others. I agreed that she could hide under the bed until I will cal, her. When the girl arrived, I invited her into the bedroom, I was dressed in

¹⁰ <http://www.nenasilje.org/publikacije/pdf/eroszakmentesseg.pdf>

her grandmother's clothes. She entered the room with red cheeks, commenting right away, offensive, about my ears. Previously I was offended and tried not to give importance to these things. I simply said I have big ears to hear her better. With these words I wanted to tell her that she is cute and that she should be more careful about what she says. But she responded with humor, making a remark about my eyes. I hope you clearly notice that my feelings for the girl suddenly began to change: from a nice person, she became a very unpleasant human being for me.

Because I had experience in controlling anger, I said that my eyes are big to see her better. But her next insult was too much. I was already complexed about my large teeth and the girl could not do anything more intelligent than to remind me of that. I know I should not react impulsively, but I jumped off the bed and I shouted that my large teeth will be very useful when I eat her.

It would be nice to end my story here, but the grandmother did not tell anyone my story. Very soon the news spread, that I'm a terrible person that no one should trust. I do not know what happened to the little girl, but I can tell you that I stayed until the end of my life very unhappy.

Annex 3



Practical activity

It is important that supported employment specialists, professionals working in the social field to know the difference between bullying and to make critical or innocent jokes work colleagues. In a process of bullying, unlike mobbing (attacking a colleague by rumors, intimidation, humiliation, disparagement, insults, criticism, Verbal and sometimes physical), which is generally specific to co-workers, this is achieved by superiors. One of the biggest fears of the victims of bullying is that they will not be believed.

Further discussions

- How do bullies choose their victims?
- Disabled people can be victims of bullying site?
- Can we meet behaviors of intimidation, harassment in school, in the community?
- Where can we meet with this phenomenon?
- What are the social problems that contribute to harassment of community members?
- Do you think that society promotes bullying? Music videos, movies, TV shows or video games do ever convey attitudes of acceptance of behaviors of harassment, intimidation?
- Do you think people can change? What can we do to change community attitudes towards people with ASD?
- Do you think that members of a community who are bullied may participate in changing the bullying type behaviors?

Annex 4



Practical activity

Labeling

Labels can be harmful even when positive, by the very fact that it generate a process of limiting an individual to a single attribute, discouraging further efforts to discover what is beyond them. By this the chances that both others and people with ASD, carriers of labels internalize the message carried by that word and no longer try to see what other resources, abilities, skills, personal attributes are beyond the label. The label becomes part of personal identity.¹¹

We explain the participants the aim of the activities: awareness of the effects of our behavior on other people and then talks about the effects of stereotypes on people's behavior.

Activity:

Ask for seven volunteers. Take one strip of paper on every volunteer and make sure you can not see what is written on it. On each strip will appear a label, for example: lazy, inquisitive, smart, stupid, funny, chatterbox, quarrelsome. Ask volunteers to sit on chairs in a circle, in the middle of the room, where they can be observed by the rest of the group. Other participants sit on chairs and watch what is happening to volunteers.

Give volunteers a task as to discuss the elimination of discrimination. Explain that during the activity they must treat each other according to the label. Let them work around 10 minutes on the task, depending on the interest and the energy they have.

Finally ask the volunteers:

- What happened?
- How did they feel?
- Was it difficult to treat other according to the labels they were wearing?

Involve the other participants and ask:

- Did someone start to behave according to the label? For example: one who was "joker" immediately began to tell jokes?
- What kind of labels do we put people in real life? How it affects them?
- Cum afectează eticheta ceea ce credem noi despre ei?
- How does the label affect what we think about them?
- What labels do we apply to people with disabilities?
- What labels do we apply to Roma people?
- How do you think this affects self-image, behavior and performance of people with disabilities?

¹¹ <http://www.psychologies.ro/anchete-si-dosar/etichetele-pot-fi-nocive-chiar-si-atunci-cand-sunt-pozitive-2137917>

Questions and reflections:

1. Name three situations where a person is labeled as abnormal.
2. Disability can manifest itself in various forms: actual maladjustment, marginalization, inequality, segregation, exclusion. Identify the concrete situations of life in which these people find themselves.
3. Present the benefits of integrating people with ASD in the community to which they belong.
4. What are the consequences of treating disability as deviant phenomenon as deviation from what the community appreciates as being normal?
5. Present three measures of social policy in favor of people with ASD.
6. Evaluate the rights of persons with ASD, from a human rights perspective.
7. Identify difficulties in social integration of people with ASD.
8. Identify difficulties in social integration of Roma people.

Annex 5



Practical activity

Train of diversity

Give the following indications to the participants:

You will travel by train across Europe for a week from Bucharest to London. You have a ticket into a compartment and must share the place with three other people. Choose three passengers you would prefer to travel with. Choose three passengers that you definitely wouldn't want to travel with.

1. A currency exchange agent
2. A saleswoman
3. A young man with a criminal record
4. A mother of a 2-3 years old child
5. A football fan who goes to a football match
6. A young prostitute
7. A male farmer who goes to children and has a basket with cheese
8. A priest
9. A business woman
10. A teenager with traumatic experiences of violence
11. A constructor going to work
12. A teacher that is going to her children
13. A young artist with a guitar
14. A rebellious girl with antisocial behavior

In the first part of the activity, the participants work individually. Finally each participant motivates its choice. In the second part of the activity, the participants are grouped, 5 participants in each group and choose three passengers who they would want to travel with and three passengers who definitely would not want to travel with.

Questions and reflections:

- What prompted you to make the choice?
- What prompted you to categorically exclude certain people?
- The group have reached consensus or a compromise?
- It was difficult to convince others?

Annex 6



Practical activity

Adapt excerpt below in easy to read format:

Article 16 – United Nations Convention on the Rights of Persons with Disabilities

No one can be subjected to exploitation, violence and abuse

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities both in the family and beyond, against all forms of exploitation, violence and abuse, including based on their gender criteria.
2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, among other things, certain forms of suitable assistance and support for people with disabilities, their families and caregivers, based on gender and age, including providing information and education about how you can avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are responsive to age, gender and disabilities.
3. To prevent all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programs designed to serve persons with disabilities are effectively monitored by independent authorities.

4. States Parties shall take all appropriate measures to support physical, cognitive and psychological rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. The recovery and reintegration shall take place in an environment which fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender and age specific needs.
5. States Parties shall implement effective legislation and policies, including laws and policies on the issue of women and children to ensure, where appropriate, identifying, investigating and prosecuting cases of exploitation, violence and abuse against people with disabilities.”

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