

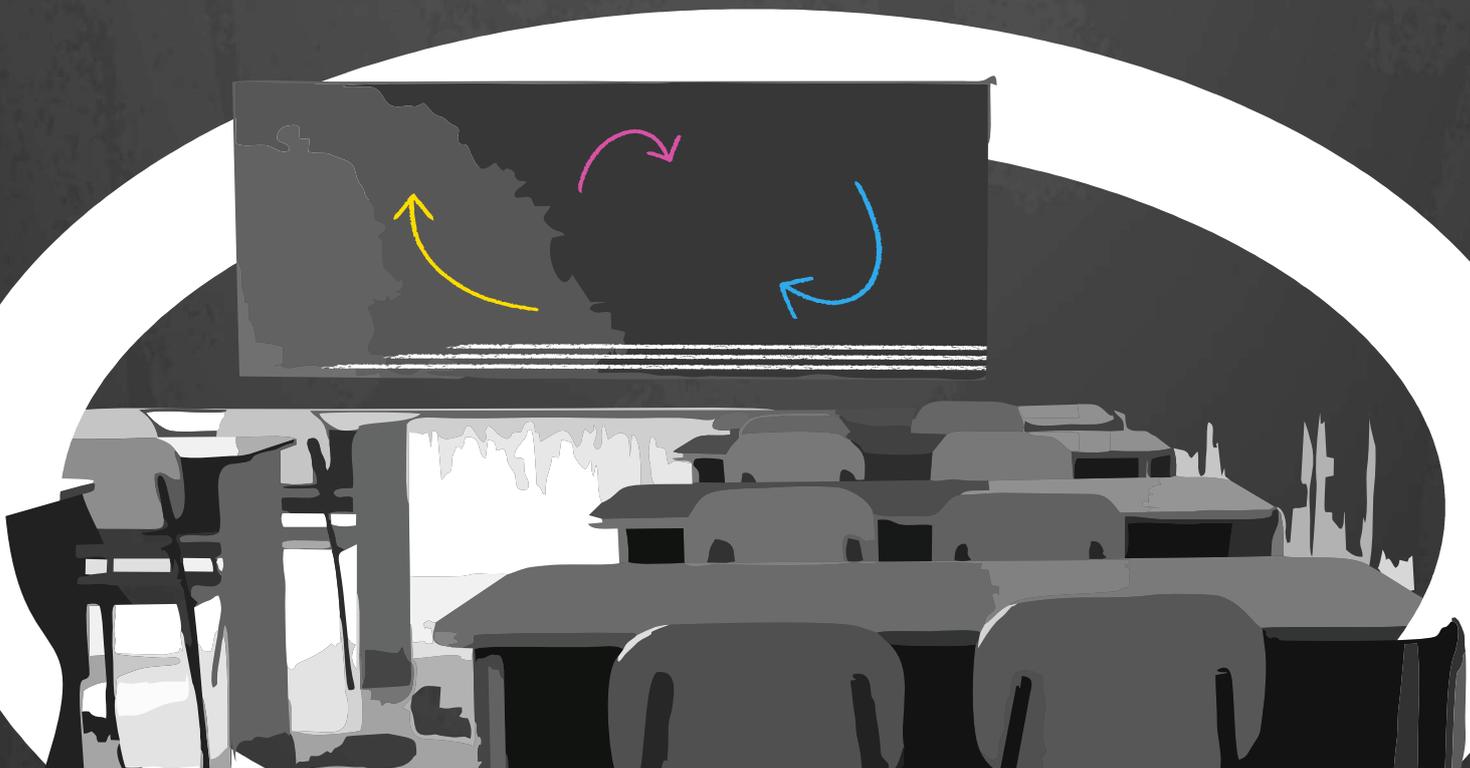


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SURVEY AND TEACHING GUIDELINES AGAINST DISABLISM

KITS AGAINST DISCRIMINATION
OPEN EDUCATIONAL RESOURCES FOR TEACHERS



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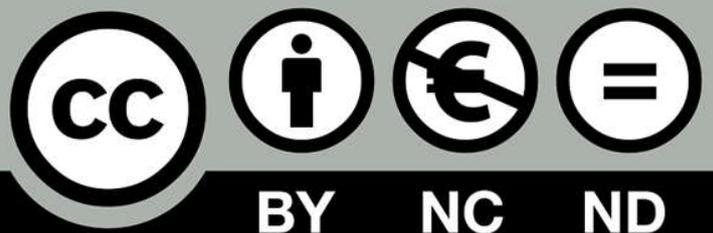
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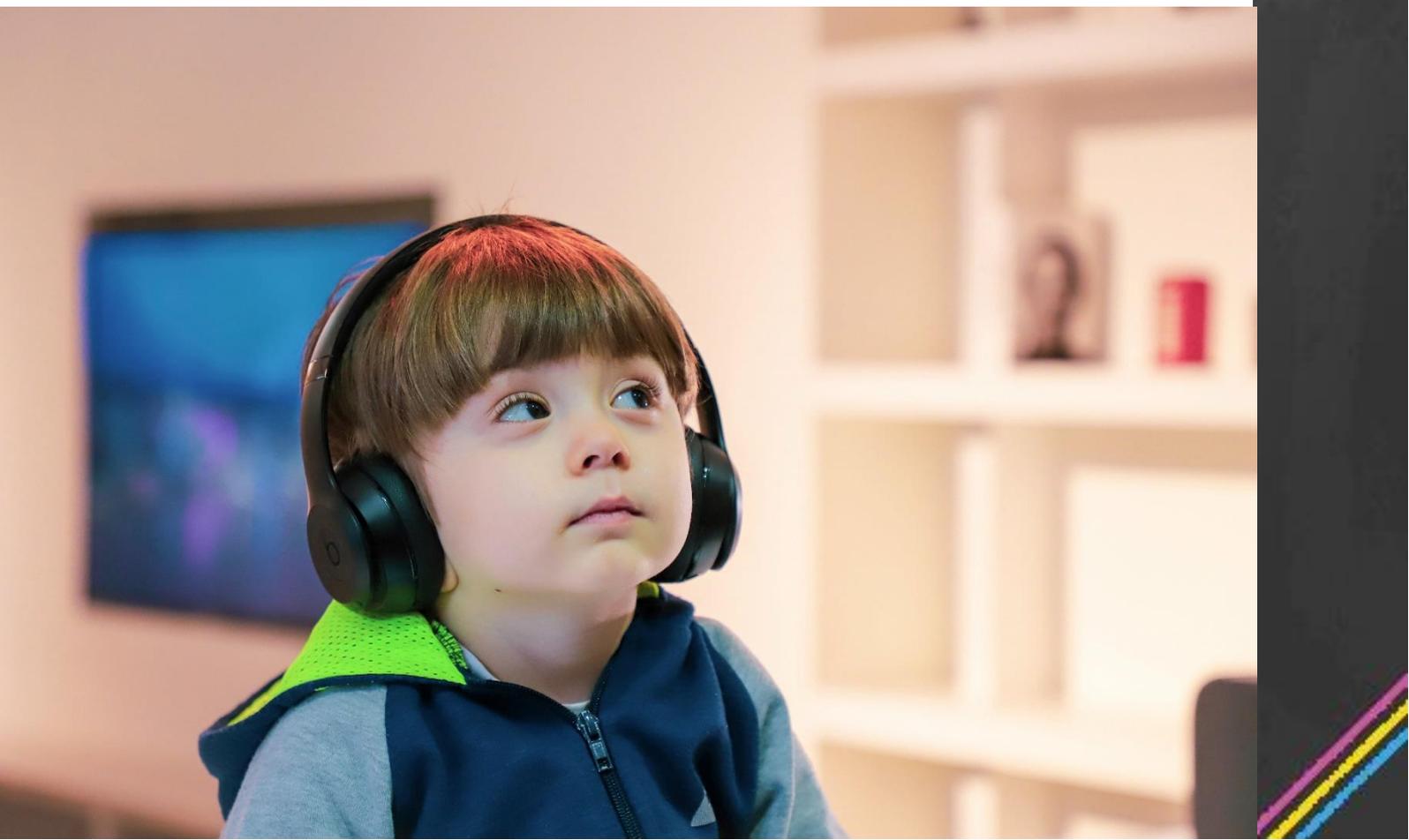
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BRIEF THEORETICAL INTRODUCTION TO SURVEY 1

What is disablism/ableism?

It can be defined as the hatred, rejection, or fear towards people with functional diversity just because of their condition, with intense feelings that sometimes turn into physical aggression towards this group.

Many of the false myths that surround people with functional diversity persist in the collective imagination, and help us understand -never justify- the disadvantaged situation this group has nowadays.¹

Discriminating attitudes towards people with functional diversity are characterized by a certain negative meaning, false stereotypes, and are loaded with social prejudices generated around them, which lead to an erroneous belief that they are inferior beings, incompetent, and ineffective in dealing with society, using these stereotypes and prejudices to justify the persistence of certain attitudes towards people with functional diversity.²

What kinds of disablism can happen in the classroom?

In a classroom, as in any other space, disablism can come from the students, but even from the teaching staff. In the case of students, it can be shaped as bullying or harassment of the students with functional diversity for the mere fact of being like that, but also as any type of discrimination against that person due to them having some type of limitation. Things that would also be disablism are: not interacting with that student, marginalizing them, always choosing them as the last member for sports teams, not wanting to be in work groups with these students, etc.

¹ Antonio Idáñez Domínguez, 2010.

² Soto y Vasco, 2008.

What is the first step towards preventing or stopping disablism?

This type of discrimination, like so many others, comes from ignorance, stereotypes, and prejudices about people with disabilities/ special needs/ functional diversity. Therefore, the first step is to understand and raise awareness about the situation these people are experiencing, and teach what disablism is. It is also very important to develop values like empathy, tolerance, and peaceful coexistence in the classroom to prevent any type of discrimination. To do this, we recommend to work on the Didactic Unit for inclusion, including the Kit for Inclusion (OER).

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RECOMMENDATIONS FOR THE TEACHER

SURVEY 1

How can you detect disablism or bullying towards students with functional diversity?

1. The first step is to detect if there are students with functional diversity in the classroom, and monitor them to find out if there is any conflict with the rest of the students.
2. Know how to differentiate between an isolated incident or a case of disablism or bullying for these reasons. For this, it is usually considered that an abuse or harassment repeated three times or more has become bullying. There must also be intentionality and an imbalance of power, which is evident in case of bullying of people with functional diversity, because these students are especially vulnerable.
3. Be careful to notice less obvious cases of harassment or discrimination; physical aggression is usually the most obvious, but most bullying is psychological or verbal. Also, pay special attention to cyberbullying, as it is an increasingly frequent and especially serious phenomenon, because vulnerable

students can be harassed 24/7, both inside and outside the classroom.

4. In addition to detecting harassment or discrimination, pay attention to other aspects or situations that are a symptom that something is not going well:
 - a) Changes in behavior or habits: it is necessary to notice if the student with functional diversity drops their average grades, loses interest in certain activities, has a changing mood, changes their friendships, etc.
 - b) If you notice that the student with functional diversity becomes isolated and their classmates avoid being with him/her, this is considered a relational aggression: exclusion from the group.
 - c) Outbursts of anger, problems with authority, and problems regulating emotions are a symptom that bullying may be taking place, and both harassers and the harassed may have these attitudes.
 - d) Leaders and privileges: in a classroom there are usually students who assume the role of leaders, and who usually have

other students who follow them; these situations must be watched carefully before the leadership becomes negative, using this situation to harass vulnerable students or to encourage “followers” to harass them.

What can you do with a situation of disablism in the classroom?

1. The best option is always prevention, which is why it is key to educate the students in values like dialogue, empathy, tolerance, and the peaceful resolution of conflicts, especially at younger ages.
2. In cases where prevention is no longer an option (when harassment is already happening), the first step is to investigate and gather information, speaking with the parties involved.
3. Once you have all the necessary information, a sanction is required for harassers, adjusted to the seriousness of their actions, but it is essential that this sanction has an educational and not a punitive nature, meaning that it is necessary to work with the harasser’s empathy and solidarity, and make them understand how their actions can impact other people, especially the harassed person.
4. In the case of the victim, it is advisable to create and maintain a climate of communication, trust, and show support, but also working on assertiveness, on learning to say no, and to set limits, always without resorting to violence. If they have any feelings of guilt, make it clear to them that the aggressors are to blame, never him/her. Lastly, show them that a boost in self-confidence and a change in attitude can also improve things.
5. Regarding witnesses, explain to them that not opposing an unfair situation makes them accomplices, that many times harassers seek their applause, the benefits of being dominant, so if they react with rejection towards a bullying situation, it is much more likely to stop.
6. Lastly, one of the most useful prevention tools is to assign the figure of two or three student observers who identify and report situations of bullying (peer prevention).

SURVEY 1: DISABLISM IN THE CLASSROOM

Do you know what disablism is?

1. Discrimination, rejection, or fear towards people with functional diversity or special needs.
2. Discrimination, rejection, or fear towards people in a situation of poverty.
3. Discrimination, rejection, or fear towards non-binary people.

Would you choose a classmate with functional diversity to play on your team?

1. No, he/she will make us lose the game for sure.
2. It depends on the game we are playing.
3. Yes, I would have no problem with it.

Which of these situations is disablism?

1. Consider that people with special needs cannot fend for themselves.
2. Isolating people with special needs from society.
3. Offering training to teachers to promote the inclusion of people with special needs / functional diversity.
4. Options 1 and 2 are correct.

How would you act if you witness an incident of disablism?

1. I would report the incident to the police.
2. If there has been an aggression, I would call 112.
3. I would assist by providing information as a witness.
4. All of the above.

If you were an employer, would you hire a person with functional diversity?

1. No, it would surely mean a very high cost for the company.
2. It depends on which job he/she would have to carry out.
1. Yes, why wouldn't I?



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