

ESPERIENZE A CONFRONTO ED ESPERIENZE DI VITA



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/autismeurope.AE

The poster is for a conference titled 'Percorsi per l'autismo: linee di indirizzo e buone prassi per l'età adulta' (Paths for autism: lines of direction and good practices for adulthood), held from April 3-5, 2017. It features a central graphic of a lightbulb with a puzzle piece inside, symbolizing ideas and autism. The event is organized by the University of Bari Aldo Moro and the C.N.I.S. Brindisi. Patrons include the Italian Ministry of Health, the Ministry of Labor and Social Policies, the Ministry of University and Research, and the City of Bari. The poster also mentions the 'GIORNATA MONDIALE PER LA CONSAPEVOLEZZA DELL'AUTISMO' (World Day for Autism Awareness).

con i patrocini

30[°] ANGSA onlus
1985-2015
Associazione Nazionale Genitori Soggetti Autistici

UNIVERSITÀ DEGLI STUDI DI BARI ALDO MORO

C.N.I.S. BRINDISI
Associazione per il Coordinamento Nazionale degli Insegnanti Specializzati e la ricerca sulle situazioni di Handicap

organizzano

convegno
**Percorsi per
l'autismo**
linee di indirizzo
e buone prassi
per l'età adulta
3-4-5 aprile 2017

Aula Aldo Moro
Università di Bari
Dipartimento di Giurisprudenza
P.zza Cesare Battisti 1 - Bari

GIORNATA MONDIALE PER LA CONSAPEVOLEZZA DELL'AUTISMO

Bari, 5 aprile 2017
Aula Aldo Moro, Università di Bari

Affiliazioni



Vicepresidente, auto-rappresentante
Autismo Europa aisbl
comprende 84 associazioni di oltre 30 paesi
AutismEurope.org



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Asperger.it

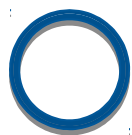


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Gruppo Asperger Lazio onlus
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AspergerLazio.it

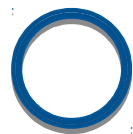


Presidente e capitano
Autistic Football Club asd
Associazione sportiva dilettantistica di calcio
inclusivo di persone dentro e fuori lo spettro
autistico
AutisticFootball.club

What is Autism-Europe?



Autism-Europe is an international association. We aim to **advance the rights of people on the autism spectrum and their families** and to help them **improve their quality of life**.



Autism-Europe brings together over **80 autism associations** and hundreds individual members in more than 30 European countries, as well as **governments** and **European and international** institutions.

What is Autism-Europe?



European Economic and Social Committee
a bridge between Europe and organised civil society

Autism-Europe has established a structured **dialogue** with the **European Institutions** and is also active towards the **World Health Organisation (WHO)**.

Autism-Europe enjoys **NGO participative status** with the **Council of Europe** and, in July 2002, lodged a **collective complaint** with the **European Committee of Social Rights**, becoming the first disability NGO to undertake such action.

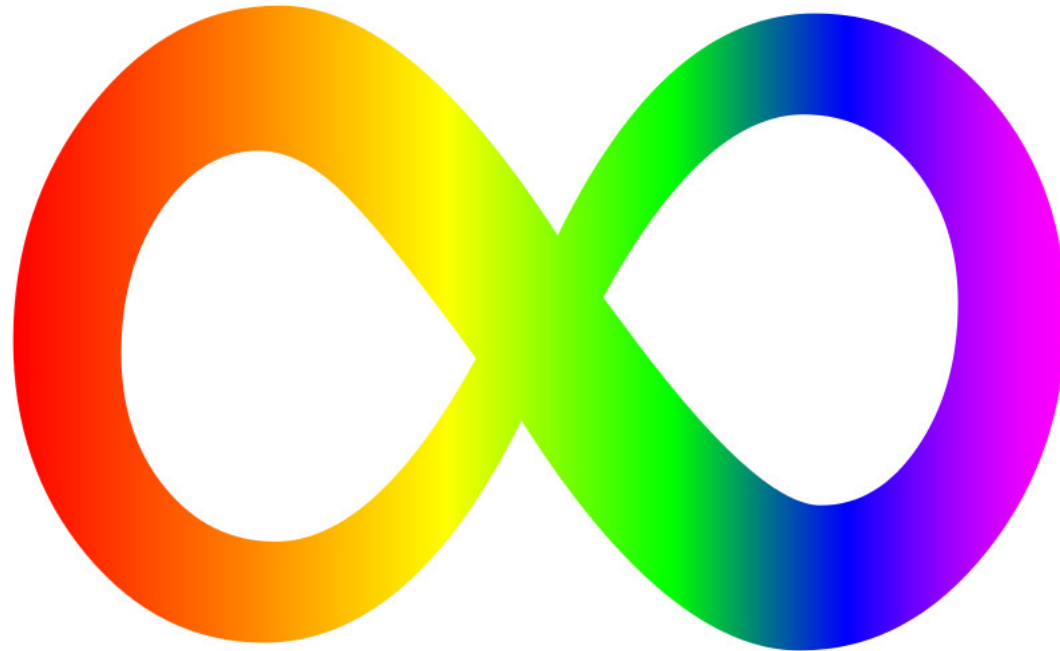
To maximise its impact on European Union policies, Autism-Europe also works in strategic alliances with other relevant organisations. Autism-Europe is a founding member of several international umbrella NGOs active in disability and social protection such as

- the **European Disability Forum (EDF)** of which it holds the Vice-Presidency,
- the **World Autism Organization (WAO)**,
- the **European Coalition for Community Living (ECCL)** and
- the **Platform of European Social NGOs**.



In order to implement its objectives and maximise its impact on EU policies, Autism-Europe has built strategic alliances with **European social partners**.

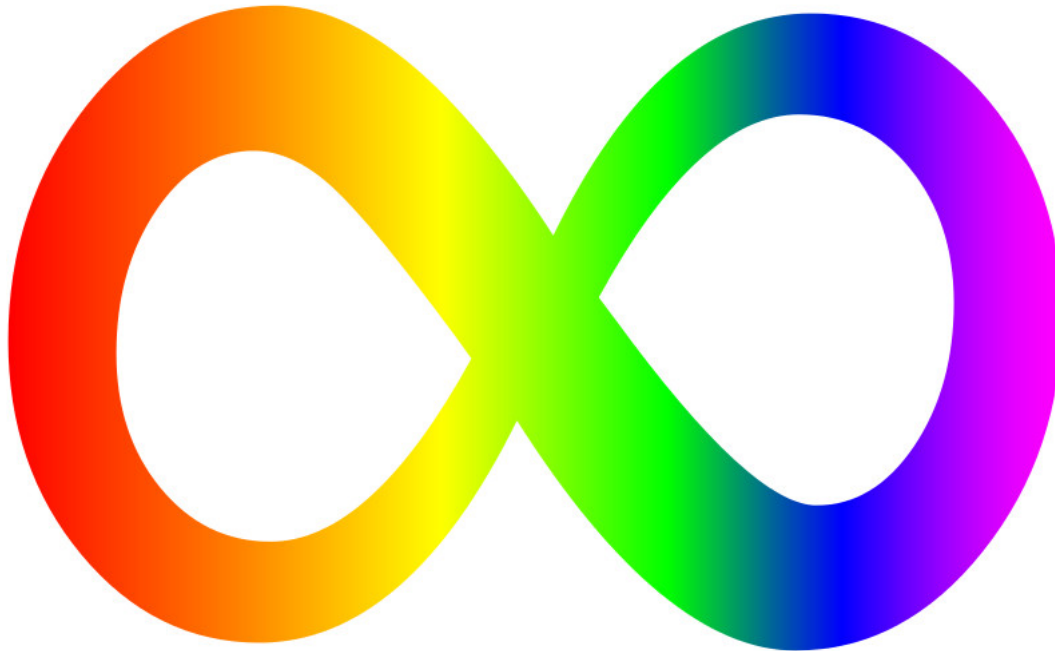
Lo spettro autistico è molto eterogeneo



Il simbolo dell'infinito color arcobaleno rappresenta la diversità dello spettro autistico, nonché il movimento della neurodiversità. Un'alternativa al simbolo dell'autismo con un pezzo di puzzle, che non piace a molti adulti nello spettro (problema da risolvere, pezzo da incastrare...)



Lo spettro autistico è molto eterogeneo



Le condizioni dello spettro autistico possono manifestarsi come differenza, disabilità o abilità, da persona a persona e all'interno della stessa persona, a seconda anche di quale contesto sociale questa persona sia partecipe.

Quando vedete una persona nello spettro autistico, avete visto solo una persona nello spettro autistico.

Un punto di vista diverso



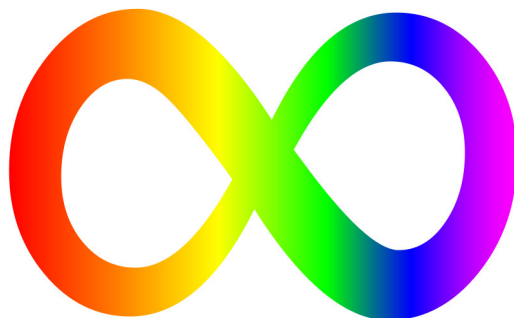
Neurodiversità

La definizione di neurodiversità è stata formulata dall'australiana Judy Singer, pubblicata sul New York Magazine nel 1998.

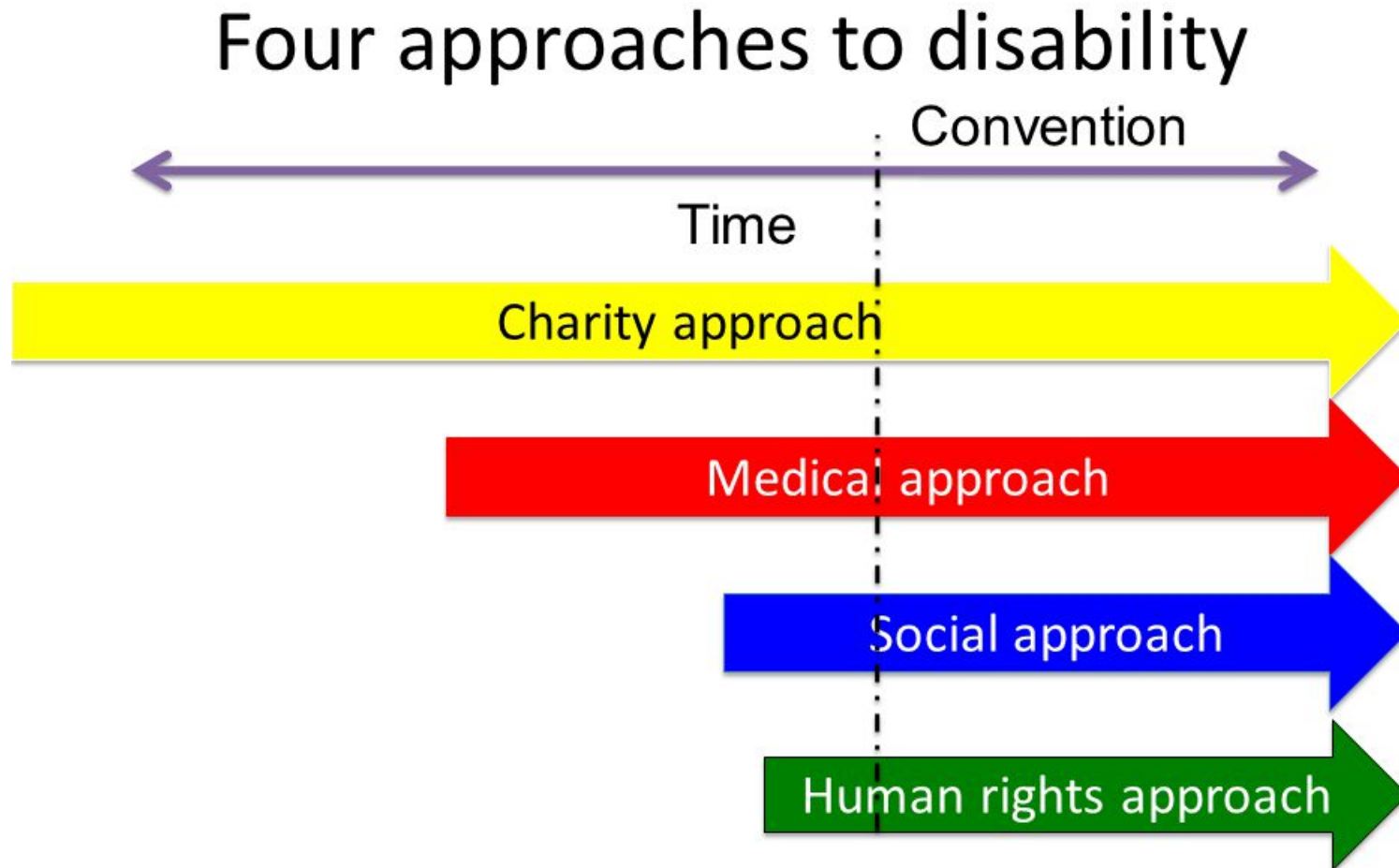
È l'idea che **siamo tutti neurologicamente differenti**, che le persone nello spettro autistico non hanno una malattia, piuttosto un **profilo di sviluppo** con un differente sviluppo cognitivo e un ritardato sviluppo sociale/emotivo, un insieme unico di caratteristiche, che può manifestarsi come differenza, disabilità, o abilità, da persona a persona e all'interno della stessa persona.

Ogni persona ha il **diritto di svilupparsi a modo proprio e al proprio ritmo**, non sulla base di ciò che il mondo esterno considera fasi necessarie di sviluppo, collegate a specifiche età fisiche.

Un **progetto centrato sulla persona** è una delle chiavi per aiutare le persone a credere in sé stesse.



Modelli per la definizione di disabilità



Modelli di disabilità

MODELLO DI DISABILITÀ	CARITATIVO MEDICO	SOCIALE (disabilities studies) DIRITTI UMANI
	Malattia Patologia Pietismo-paura-esclusione (Cura miracolosa)	Interazione persona-società inclusione
disabilità intellettiva	ritardo mentale oligofrenia, frenastenia, ipofrenia, insufficienza mentale, imbecillità	deficit delle funzioni intellettive e del funzionamento adattivo nel periodo dello sviluppo; con livelli di gravità lieve, moderato, grave, estremo
disabilità dello sviluppo	handicappati mentali	
paralisi cerebrale	spastici	
Trisomia 21	mongoloidismo	Sindrome di Down

UN CRPD: definizione di disabilità

Le persone con disabilità includono quanti hanno minorazioni fisiche, mentali, intellettuali o sensoriali a lungo termine che in interazione con varie barriere possono impedire la loro piena ed effettiva partecipazione nella società su una base di eguaglianza con gli altri.

Articolo 1 - Scopo



CRPD10YEARS

disability rights are human rights



CRPD 10
Convention on
the Rights of
Persons with
Disabilities
2006 - 2016

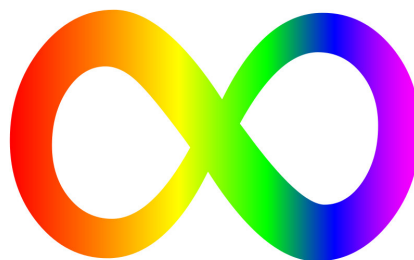
Linguaggio accettabile 1/4

In base al principio del rispetto della diversità, è importante usare un linguaggio con cui le persone sono a proprio agio. Tuttavia, ci sono alcuni termini che possono offendere e che si consiglia di evitare.

Nel 2016 la **National Autistic Society (NAS)**, il Royal College dei medici e l'Istituto UCL dell'Istruzione hanno condotto una **ricerca** nel Regno Unito sulle persone collegate all'autismo, per indagare sulle preferenze nell'uso del linguaggio.

Tra gli adulti britannici, il termine **persona autistica** è stato il termine più comunemente preferito. Il termine più preferito tra gli adulti, le famiglie e professionisti è stato **persone nello spettro autistico**.

<http://www.autismeurope.org/about-autism/acceptable-language/>

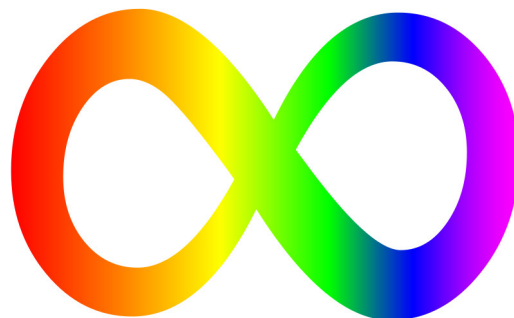


Linguaggio accettabile 2/4

In Autism-Europe, per rispecchiare questo feedback dal Regno Unito, e soddisfare una preferenza tra i nativi di altre lingue europee verso il termine **persona con autismo** e al fine di essere in linea con la Convenzione delle Nazioni Unite sui diritti delle persone con disabilità che utilizza il person-first language, tutti e tre i termini sopra citati sono usati in modo intercambiabile all'interno delle nostre comunicazioni.

Alcune persone si riferiscono a sé stesse e tra di loro come **autistico/autie/aspie**. Mentre è accettabile che tali persone possano far riferimento a sé stessi e tra loro in questo modo, è spesso meno accettabile quando viene utilizzato da una persona **neurotipica**.

<http://www.autismeurope.org/about-autism/acceptable-language/>



Linguaggio accettabile 3/4

Ci sono alcuni termini che possono essere offensivi e che vi invitiamo a evitare:

1. Soffrire di oppure **essere vittima di** autismo: vanno prese in considerazione come alternative le seguenti espressioni:

autistico

nello spettro autistico

con autismo/con un disturbo dello spettro autistico (ASD)/con una condizione dello spettro autistico (ASC) (Nota: il termine ASD è ampiamente usato da molti professionisti, si possono preferire i termini **condizione dello spettro autistico** o **nello spettro autistico** perché evitano le connotazioni negative di **disturbo**.)

2. Autismo di Kanner

3. La Sindrome di Asperger è una forma rara o lieve di Autismo

4. "L'autismo è una malattia": usare invece:

l'autismo è una condizione

l'autismo è una disabilità (quando appropriato)

<http://www.autismeurope.org/about-autism/acceptable-language/>

Linguaggio accettabile 4/4

5. Ritardato, handicappato, deficit/deficitario, anormale, aberrante: questi termini sono sempre considerati dispregiativi e offensivi si raccomanda di usare piuttosto (quando appropriato):

- Persone con disabilità dell'apprendimento

- Persone con disabilità dello sviluppo

- Persone con una disabilità intellettiva

6. Bambini, adolescenti o adulti con uno sviluppo normale: usare piuttosto i seguenti termini:

- Sviluppo tipico

- Sviluppo neurotipico (Nota: termine usato solo all'interno della comunità dell'autismo quindi potrebbe non essere applicabile, ad esempio, nella stampa non specializzata)

<http://www.autismeurope.org/about-autism/acceptable-language/>

International Classification of Functioning, Disability and Health

Il concetto di disabilità cambia e secondo la nuova classificazione (approvata da quasi tutte le nazioni afferenti all'ONU) diventa un termine ombrello che identifica le difficoltà di funzionamento della persona sia a livello personale che nella partecipazione sociale:

- Funzioni corporee
- Strutture corporee
- Fattori ambientali
- Attività e partecipazione

La nuova classificazione è subentrata all'ICIDH il 21 maggio 2001 quale nuovo standard di classificazione dello stato di malattia e di salute.

World Autism Awareness Day (WAAD)



On December 18, 2007, the **United Nations General Assembly** adopted **Resolution 62/139**, tabled by the State of Qatar, which declares **April 2** as **World Autism Awareness Day (WAAD)** in perpetuity.

This United Nations resolution is one of only three official disease-specific United Nations Days and will bring the world's attention to autism spectrum, a condition present in tens of millions. The World Autism Awareness Day resolution **encourages** all **Member States** to take measures **to raise awareness** about autism spectrum throughout society and to encourage **early diagnosis** and **early intervention**. It further expresses deep concern at the **high prevalence** rate of autism spectrum **among children** in all regions of the world and the consequent developmental challenges.

European campaigns

Each year, Autism-Europe works together with our member organisations to conduct campaigns to raise awareness of autism spectrum and the rights of people on the autism spectrum across Europe.

Activities and events in Europe

Autism-Europe members organise a wide range of events and activities across Europe to mark World Autism Awareness Day each year.

<http://www.autismeurope.org/activities/world-autism-awareness-day/>

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World Autism Awareness Day

2 April

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2017 Theme: "Toward Autonomy and Self-Determination"

[The Convention on the Rights of Persons with Disabilities \(CRPD\)](#) recognizes the right of persons with disabilities to independence of person and to individual autonomy ([article 3](#)). Moreover, the CRPD highlights the right of persons with disabilities to "legal capacity on an equal basis with others and in all aspects of life" ([article 12](#)).

Legal capacity is instrumental to the recognition of a person as a human being of full personhood, with the right to take decisions and enter into contracts. However, certain abilities have often been seen as necessary qualifications for full personal autonomy, creating a barrier to full societal inclusion for people with autism.

The [WAAD observance, on 31 March 2017](#), will discuss policies and approaches being implemented with regard to guardianship and the path to self-determination and legal capacity of persons with autism.

The 2017 WAAD observance is organized by the United Nations Department of Public Information and Department of Economic and Social Affairs.

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https://www.un.org/en/events/autismday/background.shtml 110% Cerca

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World Autism Awareness Day

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Background

Autism is a lifelong neurological condition that manifests during early childhood, irrespective of gender, race or socio-economic status. The term Autism Spectrum refers to a range of characteristics. Appropriate support, accommodation and acceptance of this neurological variation allow those on the Spectrum to enjoy equal opportunity, and full and effective participation in society.

Autism is mainly characterized by its unique social interactions, non-standard ways of learning, keen interests in specific subjects, inclination to routines, challenges in typical communications and particular ways of processing sensory information.

The rate of autism in all regions of the world is high and the lack of understanding has a tremendous impact on the individuals, their families and communities.

The stigmatization and discrimination associated with neurological differences remain substantial obstacles to diagnosis and therapies, an issue that must be addressed by both public policy-makers in developing nations, as well as donor countries.

Throughout its history, the United Nations family has celebrated diversity and promoted the rights and well-being of persons with disabilities, including children with learning differences and developmental disabilities. In 2008, the [Convention on the Rights of Persons with Disabilities](#) entered into force, reaffirming the fundamental principle of universal human rights for all. Its purpose is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. It is a solid tool to foster an inclusive and caring society for all and to ensure that all children and adults with autism can lead full and meaningful lives.

The United Nations General Assembly unanimously declared 2 April as World Autism Awareness Day ([A/RES/62/139](#)) to highlight the need to help improve the quality of life of those with autism so they can lead full and meaningful lives as an integral part of society.

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Notare la definizione di autismo

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World Autism Awareness Day

2 April

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Secretary-General's Message for 2017

On this World Autism Awareness Day, let us all play a part in changing attitudes toward persons with autism and in recognizing their rights as citizens, who, like everyone else, are entitled to claim those rights and make decisions for their lives in accordance with their own will and preferences. Let us also renew our promise, engraved in the 2030 Agenda for Sustainable Development, to leave no one behind and ensure that all people can contribute as active members to peaceful and prosperous societies.

As the United Nations Convention on the Rights of Persons with Disabilities points out, legal capacity and equal recognition before the law are inherent rights that persons with autism enjoy on an equal basis with other members of our societies.

In the exercise of those rights and their freedom to make their own choices, let us ensure that we make available the necessary accommodations and support to persons with autism. With access to the support they need and choose, they will be empowered to face the key milestones in every person's life, such as deciding where and with whom to live, whether to get married and establish a family, what type of work to pursue, and how to manage their personal finances.

When they enjoy equal opportunity for self-determination and autonomy, persons with autism will be empowered to make an even stronger positive impact on our shared future.

António Guterres

Report of the Special Rapporteur

Report of the Special Rapporteur on the rights of persons with disabilities (12/01/2016)

"37. The Convention on the Rights of Persons with Disabilities has accelerated the process of establishing **organizations of self-advocates** with intellectual disabilities, **of autistic persons** and of other individuals who may need extensive support to express their positions.

Organizations of parents and relatives of persons requiring support have often played a role in providing such support and one can find organizations that include parents as well as self-advocates. **The role of parents** in such organizations **should increasingly move towards the provision of support, with self-advocates in full control.**

States need to ensure that the will and preferences of persons with disabilities themselves are given **priority**.[...]"

http://ap.ohchr.org/documents/dpage_e.aspx?si=A/HRC/31/62

<http://www.ohchr.org/EN/Issues/Disability/SRDisabilities/Pages/SRDisabilitiesIndex.aspx>

Self-advocacy



Self-advocacy

Self-advocacy is the **defence of their rights in first person** and refers to the civil rights movement of persons with disabilities, born from the larger civil rights movement of the '60s and '70s.

People with disabilities have the right to take control of their lives, talking for themselves, they can always ask for the support of others.

Self-advocacy and UN CRPD

“In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall **closely consult with and actively involve persons with disabilities**, including children with disabilities, through their representative organizations.”

Article 4, paragraph 3 of the Convention on the Rights of Persons with Disabilities

European Strategy for Self-Advocacy

Autism-Europe is open to comprise members from the whole autism spectrum, including **organizations led by self-advocates**.

Informal meetings among AE members and local self-advocates groups are conducted regularly.

In 2015 during an AE board meeting, self-advocates held a workshop "Involving self-advocates" on how to ensure that autism organizations are representative of the whole spectrum

<http://www.autismeurope.org/files/files/conference-bcn-2015/involving-self-advocates-barcelona-03-05-2015.pdf>

In 2016 one self-advocate was elected as the vice-president of AE and one AE full member has chosen to have a self-advocate represent them for all AE meetings and activities.

In some European countries organizations led exclusively by self-advocates already exist for many years but none of them are yet AE members.

Publications, activities, meetings and governing bodies of autism organizations have to be **as accessible as possible by people from whole autism spectrum**, implementing UN CRPD, fulfilling in practice disability movement historical right:

DISCRIMINATION

UN Special Rapporteurs call for an end to discrimination of people on the autism spectrum

Speaking ahead of World Autism Awareness Day in April 2015, United Nations human rights experts highlighted the **need to end discrimination** against people on the autism spectrum, and **celebrate diversity**.

In many countries people on the autism spectrum **lack access to services** which would support, on an equal basis with others, their right to health, **education**, employment, and living in the community.

When available, services are too often far from human rights friendly or evidence-based. Therefore, they asked for more accessible and inclusive services to be made available to people on the autism spectrum with urgency and on a global scale.

<http://www.autismeurope.org/publications/newsletter-subscribe/newsletter-60/un-special-rapporteurs-call-for-an-end-to-discrimination-of-people-with-autism.html>

Rompiamo insieme le barriere per l'Autismo

Costruiamo una società accessibile!

Giornata Mondiale della Consapevolezza
dell'Autismo

2 Aprile

www.autismeurope.org

#AutismDay2017

2.c Tips for a more accessible and autism-friendly society

Part of the aim of this campaign is to better understand what people on the autism spectrum consider to be barriers, and then to work together to think about accommodating measures to enable us to overcome these barriers together.

Autism-Europe also has a list of freely available publications outlining advice and good practices for the inclusion of people on the autism spectrum in different areas of life, such as accessibility of people with autism in the work place.

The National Autistic Society (UK) had also published guides on improving accessibility, including in general advice on the sensory needs of autistic people and guidelines for accessible businesses, amenities and public spaces.



 [Download](#)

**How to make the work
place more accessible for
people with autism**

Source: Autism-Europe



 [Download](#)

**Top tips to help you be
more understanding to-
wards autistic people
and their families**

Source: The National Autistic Society



 [Download](#)

**Guidelines for making bu-
sinesses, amenities and
public spaces accessible
for people with autism**

Source: The National Autistic Society

#AutismDay2017



Respect, Acceptance, Inclusion

Take it, share it,
and spread awareness
of autism for more
acceptance and inclusion!



World Autism Awareness Day | 2 April

www.autismeurope.org #AutismDay2016

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« Respect, Acceptance, Inclusion » Campaign Toolkit

Thank you!

Thank you for your support in previous years, it's your participation that makes the difference!

Let's make it happen together!



World Autism Awareness Day 2017



Uno studio del 2012 di Fondazione Serono e Censis rivela che ben il **90% è senza lavoro, molto più di altre disabilità.**

Solo una parte dei casi di autismo è diagnosticato, il resto rimane sommerso.

L'autismo è una “**disabilità invisibile**”, ignoriamo quali e quante barriere affrontano tali persone per lavorare e vivere ogni giorno e non riusciamo a immaginare come rompere queste **barriere** e rendere la società italiana più **accessibile**.

European Accessibility Act

Published by the **Commission** on **02/12/2015**.

Autism-Europe's position paper highlights the need for the Act to present **clear** and **precise accessibility criteria** for persons with disabilities, including autism spectrum.

Detailed requirements are necessary for the legislation to be properly transposed by the member states and to ensure efficient harmonisation of accessibility of goods and services throughout the EU.

It followed on from **recommendations** given to the EU by the United Nations Committee on the Rights of Persons with Disabilities **to swiftly adopt** the **European Accessibility Act** with the **participation** of **people with disabilities**.

<http://www.autismeurope.org/publications/newsletter-subscribe/newsletter-63-2016/autism-europe-welcomes-the-proposed-european-accessibility-act-and-issues-its-recommendations-3.html>



Web Accessibility

The **World Wide Web Consortium (W3C)** is the main international standards organization for the World Wide Web.



Founded and currently led by **Tim Berners-Lee**, an English computer scientist, best known as the inventor of the World Wide Web.

The **Web Content Accessibility Guidelines (WCAG)** are published by the Web Accessibility Initiative (WAI) of the W3C.

They are a set of guidelines that specify how to make **content accessible, primarily for people with disabilities** — but also for all user agents, including highly limited devices, such as mobile phones.

The current version, WCAG 2.0, was published in December 2008 and became an ISO standard, ISO/IEC 40500:2012 in October 2012.

WCAG 2.1 will be published in 2018 and they will include also web accessibility for people with **cognitive and learning disabilities**



Web Accessibility

People on the autism spectrum and intellectual disability have poor or **no verbal language**, they need **pictures and symbols**.

Augmentative and alternative communication (AAC) is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.

In web accessibility you should avoid “**cognitive overload**” because often online services make cascading demands on cognitive resources, creating an overload that makes extrinsic and intrinsic cognitive processing unnecessarily difficult.

Success criteria:

- Personalization
- Extra symbols



Skip to content Skip to navigation

Convention on the Rights of Persons with Disabilities (CRPD)

Convention

- Ratifications/Accessions: 172
- Signatories*: 160

Optional Protocol

- Ratifications/Accessions: 92
- Signatories*: 92

(* Signatories include countries or regional integration organizations that have signed the Convention and its Optional Protocol)



- **10th Anniversary of the adoption of CRPD: 2006 to 2016**
- **Infographic on the CRPD and the COSP** (prepared October 2016: ([Word](#), [PDF](#)))
- **Status of Ratifications to the CRPD** (prepared May 2016) ([JPG](#), [PDF](#)) (also available at the [UN Enable Facebook page](#))
- **Support Universal ratification of the CRPD**
- **The Convention in Brief**
 - [Guiding Principles of the Convention](#)
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UN CRPD 2006-2016

Celebrating 10 Years of the Convention on the Rights of Persons with Disabilities

The Convention's aim is to “protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.”

The UN Committee on the Rights of Persons with Disabilities **monitors how countries** that have ratified the Convention **are doing** by reviewing them regularly and issuing concrete **recommendations** on how **violations** can be tackled and **rights** upheld.

<http://www.ohchr.org/EN/HRBodies/CRPD/Pages/CRPD10.aspx>



CRPD10YEARS

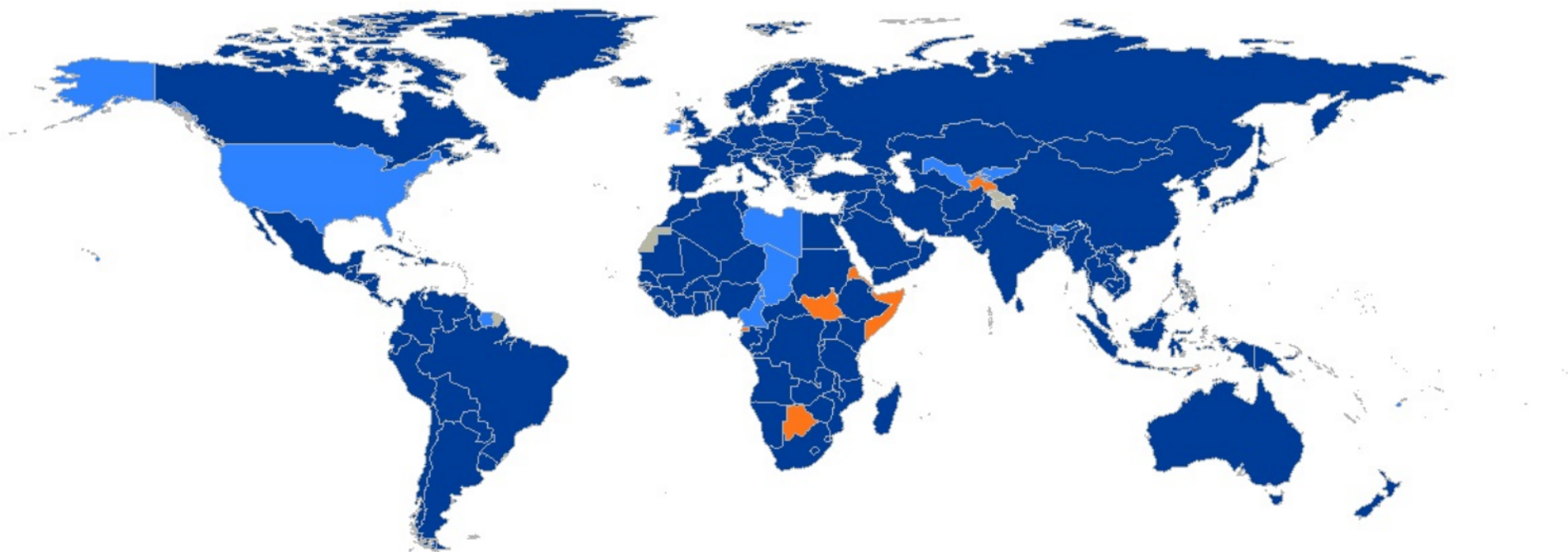
disability rights are human rights



CRPD 10
Convention on
the Rights of
Persons with
Disabilities
2006 - 2016

Convention on the Rights of Persons with Disabilities

Last Updated: 17 Jan 2017



Country Status

State Party (172) Signatory (15) No Action (11)

Definition and meta-data: <http://www.ohchr.org/Documents/Issues/HRIndicators/MetadataRatificationStatus.pdf>

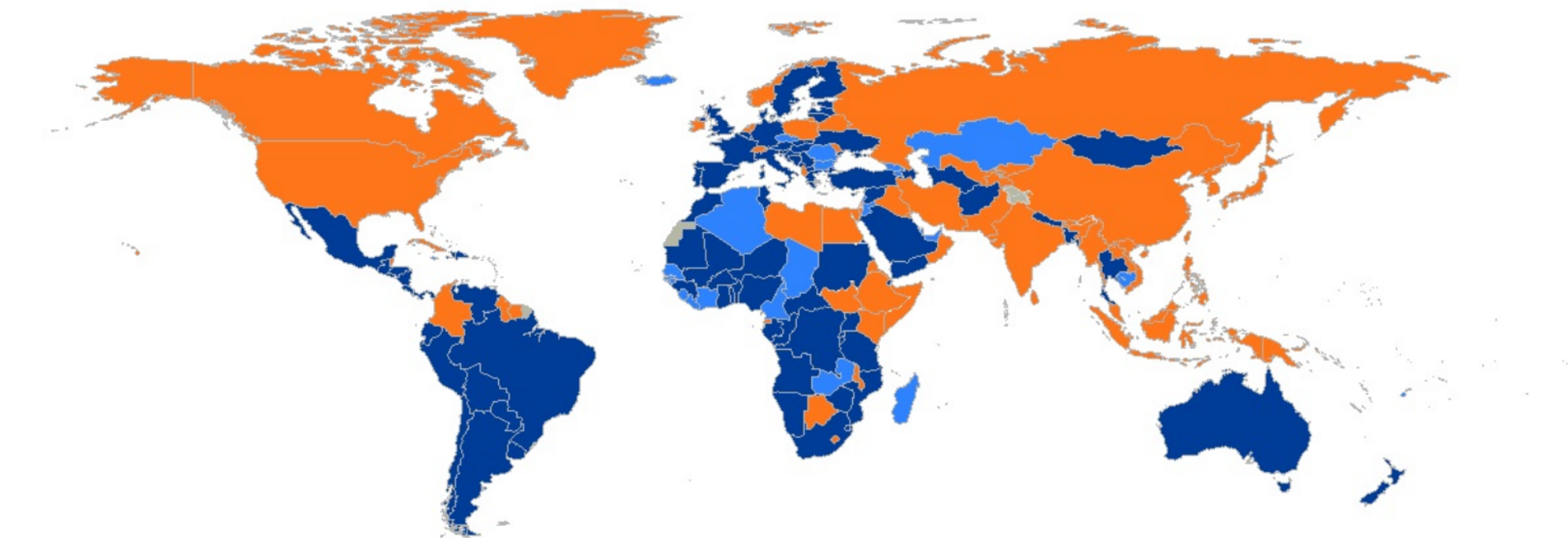
Source: Database of the United Nations Office of Legal Affairs (OLA) <https://treaties.un.org>

For application of treaties to overseas, non-self-governing and other territories, shown here in grey, see <https://treaties.un.org>

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations. Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

Optional Protocol to the Convention on the Rights of Persons with Disabilities

Last Updated: 17 Jan 2017



Country Status

State Party (91) Signatory (28) No Action (79)

Definition and meta-data: <http://www.ohchr.org/Documents/Issues/HRIndicators/MetadataRatificationStatus.pdf>

Source: Database of the United Nations Office of Legal Affairs (OLA) <https://treaties.un.org>

For application of treaties to overseas, non-self-governing and other territories, shown here in grey, see <https://treaties.un.org>

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European Union and UN CRPD

UN Convention on the Rights of Persons with Disabilities was **ratified by the European Union** in **2010**, it is the **first** legally binding core international human rights instrument to which the EU is a party. Also ratified by all EU Member States, but Ireland.

It is the **first treaty** that allows for **continuous national oversight** of the human rights situation, differently from earlier UN human rights instruments.

In order to implement it, the EU adopted the **Disability Strategy** with **8 areas of priority**:

- Accessibility
- Participation
- Equality
- Employment
- education and training
- social protection
- Health
- External action



On 5 June 2014, the **European Union** published its **first report on the implementation of the UN CRPD**.

The report outlines **adopted measures**, but does not include an **assessment** of their actual **implementation** and of the **budget** available to do so. In this sense, it also lacks self-criticism.

The report presents a **too strict view of the competences of the EU** and of the actions in which the EU as a whole or the European Commission have been involved and have had impact on the rights of persons with disabilities.

The report **does not address the diversity** of persons with disabilities.

EU report on implementation

http://ec.europa.eu/justice/discrimination/files/swd_2014_182_en.pdf

EDF Alternative report on implementation

http://www.edf-feeph.org/Page_Generale.asp?DocID=13855&thebloc=34273

Autism-Europe Alternative Report

AE Alternative Report on the CRPD Implementation by the EU

Persons on the autism spectrum are **still discriminated** against in many areas of life, **even among persons with other disabilities**.

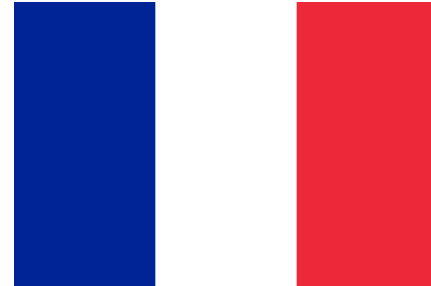
The **austerity measures** that have been adopted by EU Member States (Mss) to deal with the financial and economic crisis, including the shortage of appropriate and adequate services, support and reasonable accommodations to the particular needs of persons on the autism spectrum **have enhanced their discrimination, dependency** from others, **poverty** and **social exclusion**.

<http://www.autismeurope.org/files/files/autisme-europe-alternative-report.pdf>

Autism-Europe vs France, complaint No. 13/2002



VS



Complaint presented to **European Committee of Social Rights** of Council of Europe for not satisfactorily implementing Art. 15§1 and 17§1 of Part II and Article E of Part V (**right to education**) of the **Revised European Social Charter** (1996)

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



European
Social
Charter

Charte
sociale
européenne



France did not provide sufficient education opportunities, facilities and services of an adequate standard or **quality** to children and adults with autism for both **mainstream education** as well as **special education**.

Autism-Europe claimed that the failure to take the necessary steps to ensure the **right to education** of children and adults with autism resulted in **violations** of:

- the **right** of persons with disabilities to **independence, social integration and participation in the life of the community**,
- the **right** of children and young persons to **social, legal and economic protection**
- the **prohibition on discrimination** because children and adults with autism did not enjoy the same level of education as other people

Assessment of the follow-up - Autism-Europe vs France

The **French Government states in 2014 that three autism plans have been implemented** since the Committee's decision: 2005-2007; 2008-2010; 2013-2017.

As to **access to education**, the information gives several sets of **figures** relating to pupils with autism being educated in schools.

In order to assess whether the discrimination has come to an end, Committee asks for the information on the follow-up given to decisions that will be submitted in October **2017**, to state **what proportion of children with autism are educated** in general or specialist schools as compared to the proportion for other children, whether or not disabled.

The Committee finds that the situation has not been brought into conformity with the Charter.

<http://hudoc.esc.coe.int/eng/?i=cc-13-2002-Assessment-en>

UN CRPD art. 24 – AE Alternative report

- promotion of the use of ESF to fund the **training** of **school staff** on teaching and communication strategies for persons with autism;
- **monitor** the access to education of pupils with autism;
- collect comparable, disaggregated by disability, **data and statistic** across EU countries on access to mainstream school, to primary and secondary education, to vocational training and to employment of children and adults with autism;
- establish common **standards on the qualification** of support teachers and assistants for pupils and students with autism.

www.autismeurope.org/files/files/autisme-europe-alternative-report.pdf#21



CRPD10YEARS
disability rights are human rights

General Comments No. 4

General comment No. 4 (2016) on Article 24: Right to inclusive education

“[...] persons with disabilities are now recognised under international law as right-holders, with a claim to the **right to education without discrimination and on the basis of equal opportunities**. [...]

2 [...] Sustainable Development Goal (SDG) 4 also affirms **inclusive quality and equitable education**. [...] **only inclusive education can provide both quality education and social development** for persons with disabilities, and a guarantee of universality and non-discrimination in the right to education.

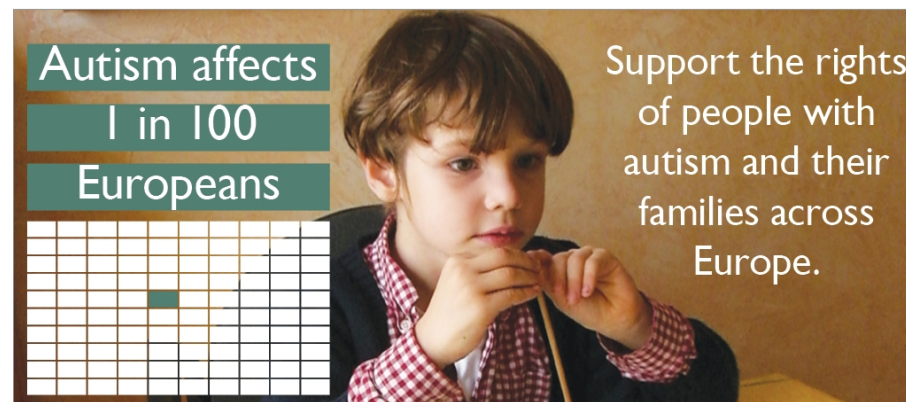
3 [...] **Many millions of persons with disabilities continue to be denied a right to education**, and for many more, education is available only in settings where they are isolated from their peers and receive an inferior quality of provision.”

<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>

EP Written Declaration on Autism

In September **2015**, the European Parliament officially adopted the Written Declaration on Autism, co-signed by **418** Members of the European Parliament (**MEPs**).

The document calls on the European Union and its Member States to adopt a **European strategy for Autism**.



Sign the **WRITTEN DECLARATION ON AUTISM 0018/2015** for a European Strategy on Autism that will:

- Support accurate detection and diagnosis across Europe
- Promote evidence-based treatment and support for all ages
- Foster research and prevalence studies
- Encourage the exchange of best practices

Nicola Caputo (S&D), Enrico Gasbarra (S&D), Miriam Dalli (S&D), Marian-Jean Marinescu (PPE), Ivan Jakovčić (ALDE), Renata Briano (S&D), Peter Niedermüller (S&D), Maite Pagazaurtundua Ruiz (ALDE), Daniel Buda (PPE), Barbara Kappel (NI), Lampros Fountoulis (NI), Milan Zver (PPE), Ivo Vajgl (ALDE), Tibor Szanyi (S&D), Kostas Chrysogonos (GUE/NGL), Rosa Estarás Ferragut (PPE), Biljana Borzan (S&D), Marek Plura (PPE), Jose Blanco Lopez (S&D), Ivan Štefanec (PPE), Dubravka Šuica (PPE), Eleftherios Synadinos (NI), Demetris Papadakis (S&D), Igor Šoltes (Verts/ALE), Eduard Kukan (PPE), Eva Kaili (S&D), Momchil Nekov (S&D), Marlene Mizzi (S&D), Laurentiu Rebega (S&D), Mara Bizzotto (NI), Georgios Epitideios (NI).

The Written Declaration can be signed in Brussels in the office PHS 07C085/87 or in Strasbourg in the office LOW T02024. You can also sign, scan and send the attached form to WritDeclSign@europarl.europa.eu

<http://www.autismeurope.org/activities/world-autism-awareness-day/world-autism-awareness-day-2015-2/the-european-parliament-written-declaration-on-autism-2015/>

Autism Spectrum Disorders in Europe is a new, trans-European programme involving university, charities and expert institutions to increase understanding of autism spectrum.

In ASDEU, Autism-Europe is responsible for:

- **assessing** health, education and existing social policies in Member States to support people on the autism spectrum from all ages, communities and affected families.
- developing a **public health plan** addressing autism.

Common challenges across many countries of the European Union were reflected in the literature review that was conducted, consultation and responses to the survey:

- Late or inadequate diagnosis
- Poor access to interventions
- Lack of proper lifelong education and vocational training opportunities
- Lack of social habilitation
- Lack of access to employment
- Social exclusion
- Lack of awareness

<http://asdeu.eu/>

Currently some Member States have **national autism plan or strategies** and some have **autism-specific legislations**:

- France
- UK
- Hungary
- Denmark
- Italy
- Ireland

Two countries are **developing strategy or legislation**:

- Spain
- Malta

In other countries, autism-recommendations are implemented via more mainstreamed instruments.

Hungary, Belgium



Hungary

After autism national strategic plan 2008-2013 they now have **professional figures** specifically trained about autism spectrum.

But it is still lacking quality of education and there are **still special schools**.

Belgium

Francophone Belgium in 2016 adopts an Autism Plan, a common, proactive **policy to improve the care and living** conditions of all individuals concerned (children, adults, families etc.).

The main objective is to enable **individualised and life-long support** and ensure **inclusion in society** through four common lines of action:

1. An inventory of the lack of solutions for people on the autism spectrum or dependency needs
2. The screening and the diagnosis of disability
3. Information and awareness
4. Training



<http://www.autismeurope.org/publications/newsletter-subscribe/newsletter-64-2016/francophone-belgium-adopts-an-autism-plan.html>



Autism Act 2009 is the first autism-specific legislation to be adopted in Europe

New mental health strategy for England announced for 2016-17

Development of a **“care pathway”** for autism which should help autistic people get a **timely autism diagnosis** and **accessible mental health support**.

Although autism is not a mental illness, many autistic people struggle with mental health problems, such as anxiety or depression, and rely on mental health services for support.

This is in large part in response to the National Autistic Society's diagnosis campaign.

<http://www.autismeurope.org/publications/newsletter-subscribe/newsletter-64-2016/new-mental-health-strategy-for-england-announced.html>

Autism and work together we can

AUTISM AND WORK

Together we can



A report on good practices
in employment for people
with autism from across Europe.

Studies have shown that **between 76% and 90%** of adults with autism are **unemployed**.

This report aims to articulate the issues and difficulties faced by people with autism in relation to employment across Europe. In the context of the United Nations Convention on the Rights of Persons with Disabilities, it outlines various forms of **support** that can be utilised to enable individuals with autism spectrum disorders to participate in employment.

It also provides examples of **good practices** in providing this support which can inspire relevant organisations to create further employment opportunities for people with autism.

<http://www.autismeurope.org/files/files/report-on-autism-and-employment-en-online-updated.pdf>

Autism and work together we can

Valentina Della Fina · Rachele Cera
Editors

Protecting the Rights of People with Autism in the Fields of Education and Employment

International, European
and National Perspectives

 SpringerOpen

This report provides an in-depth analysis of legislation and practices related to **education** and **employment** for people with autism in the EU Member States.

It highlights **good practices** in these fields that are in line with the principles and obligations outlined in the United Nations Convention on the Rights of Persons with Disabilities (Articles 24 and 27).

<http://link.springer.com/book/10.1007%2F978-3-319-13791-9>



Addressing the need for employment and support through national legislation and strategies

The Autism Act 2009 and the Autism Strategy (England)

The Autism Act 2009 is the first ever disability-specific law in England. It was created to address the lack of support for, and understanding of, people with autism among the relevant authorities in the country.



The British Parliament adopted the Autism Act, the first disability-specific law in England, in 2009.

The Act required the Government to produce a strategy to address the needs of adults with autism, as well as statutory guidance for local councils and local healthcare organisations on how to implement the strategy. Thus, in 2010 the 'Fulfilling and Rewarding Lives' strategy was created to ensure that adults with autism receive the support they need, ranging from assistance at home to support to gain employment.

The priorities of the strategy were:

- improved training of frontline professionals in autism;
- improving access to diagnosis and post-diagnostic support;
- development of 'local autism teams' to provide assessment and support;
- better planning and commissioning of services, including involving people with autism and their parents or carers in service development;
- leadership structures at national, regional and local levels for service delivery.

Following a review of the strategy in 2014, a new strategy called 'Think Autism' was created. While the obligations and recommendations from the previous strategy still apply, the new strategy focuses on building communities that are more aware of the needs of people with autism and more accessible to them (including employment support services). It also aims to encourage innovative local ideas, services or projects that can benefit people with autism and to improve coordination among service providers. The Government has also allocated £4.5 million in funding which will be used by the Department of Health to implement the new strategy.

More information: www.autism.org.uk

An individualised approach to finding the right jobs for people with autism



Salva Vita Foundation (Hungary)

Salva Vita Foundation is the first non-profit organisation in Hungary to provide specialised support to facilitate the inclusion of people with autism in the open labour market.

The foundation launched a specific support programme for people with autism in 2011, after realising that their needs were not accommodated suitably by using existing services designed for people with mental or learning disabilities.

The programme offers a flexible approach to assess the needs of support of individuals with autism and match them with adequate jobs. The level of assistance and accommodation required by each person with autism is assessed by a multi-disciplinary team, via a three-phase process:

- Interview phase: general questions about their desires and needs, their medical and educational history and their interests.
- Comprehensive skills assessment: reading, writing, maths skills, but also social interaction, time management and spacial orientation.
- Trial work experience: assessment of the persons' abilities in the work environment, including their communication and interpersonal skills in different work placements, for a maximum of four hours at a time. This can be repeated if needed.

Matching people with autism with the right job also involves confronting prejudice and stigma against people with autism and creating a network of potential employers. The Foundation raises awareness among employers and trains them to provide tailored support for the needs of the person with autism.

Since its creation, the programme has supported the inclusion of 11 people with autism in the labour market and ten of them are still employed.

More information: www.salvavita.hu/en/



Salva Vita Foundation helped a young man whose interests were cleaning and trains to find a job in Budapest cleaning city trams.

Turning life around through education and training



Specialisterne (Iceland)

Participation in specialised vocational education and training is leading adults with autism in Iceland to turn their lives around.

Specialisterne is an organisation that provides vocational education, training and employment for adults with autism in numerous countries around the world.

In Iceland, the organisation has provided training and found jobs for 40 people with autism over the past three years.

Specialisterne's assistance has helped many individuals with autism turn their lives around, not only developing skills for employment, but also for social interaction.

For example, a 35 year-old man who came to Specialisterne for training was socially isolated, had poor personal hygiene habits, and his daily routine consisted of sleeping during the day and staying awake all night, always on his computer.

Specialisterne's comprehensive training prioritises the need for individuals with autism to be able to follow a regular schedule before assisting them to find a job.

The man's participation in the training led him to follow a healthier daily routine, to develop better personal hygiene habits, and enabled him to begin socialising in the cafeteria and the gym, as well as to maintain better relationships with members of his family.

More information: www.specialisterne.is



Specialisterne in Iceland offers vocational training to people with autism in order to help them find employment



Working with an external organisation to integrate people with autism into the company

L'Oréal (Italy)

Since 2011, L'Oréal in Italy has been working on a project to provide training and employment opportunities for people with autism.

The project aims to bring adults with autism, aged 30 to 35 years, into the company for training with the possibility of employment.

L'Oréal is working with Fondazione TEDA (an autism association) to identify people with autism who could participate in the project.

The activities proposed to people with autism include administrative tasks such as working with databases, updating files, data entry and archiving, as well as packaging cosmetics, quality checking, security and other tasks. The company aims to ensure that the activities match the person's interests and abilities, and that the person with autism will be able to complete the tasks according to the company's standards.

As part of the project, the company has created training for employees with autism, managers and other staff, and specific staff members have been designated to act as coaches for trainees and employees with autism. People with autism also receive individual support from external coaches (one external coach is available for every three employees with autism).

In the beginning, people with autism work part time to avoid exhaustion and the level of support they receive is progressively reduced as each person becomes more competent in their job.

Sensory issues in the work environment are also considered according to individual needs, and visual communication methods are used to communicate concepts and procedures clearly to people with autism.

L'Oréal's other employees also receive training and information materials on autism and the project.

L'Oréal has an internal policy to ensure they employ people with disabilities in at least two per cent of positions within the company.

More information: www.loreal.com/diversities/our-main-actions/italy.aspx



Roles for people who need a high level of support

TERLAB (Spain)



Paper recycling at TERLAB.

For adults with autism who are in need of a high level of support, it can be very difficult to find suitable employment. TERLAB is a 'sheltered workshop' near Barcelona in Spain which is creating meaningful roles for these adults through activities such as farming, gardening and recycling paper.

Most adults who come to TERLAB usually arrive with very limited skills. TERLAB staff make detailed assessments of each individual's cognitive abilities and functional skills, then create plans for therapeutic treatment tailored to their needs and work according to their abilities.

There are currently 42 adults who participate in TERLAB. Specialised staff work with each participant to improve their skills in relation to interpersonal relationships, communication, behaviour problems, personal autonomy, work activities, physical activities and community involvement, through both therapy and work.

Staff include professionals in the fields of medicine, psychiatry, psychology, teaching, social work and occupational therapy. The participants benefit from the assistance of approximately one staff member for each four participants.

The TERLAB workshop, agricultural land and greenhouses are located in the centre of La Garriga (near Barcelona) to promote the social inclusion of the participants in the local community.

TERLAB is a non-profit initiative of the organisation, Autisme La Garriga.

More information: www.autisme.com

Progetto Content Management

Progetto di educazione al lavoro “Content Management”

Guidare giovani adulti con autismo alla gestione dei contenuti di siti web

La proposta nasce nel 2016 dall'esigenza del Gruppo Asperger Lazio onlus di delegare la pubblicazione dei contenuti del proprio sito web a persone nello spettro autistico e con potenzialità già individuate nell'ambito del settore informatico.

Cos'è il content management

Aggiornamento dei contenuti (content management) periodico e costante di un sito web, soprattutto delle sezioni dinamiche (articoli, foto e video, documenti per l'area riservata ai soci...)



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Noi in Italia

- Gruppo Asperger onlus nazionale
- Gruppo Asperger Liguria
- Spazio Nautilus onlus (Lombardia)

Chi siamo

Nella consapevolezza che per meglio operare era opportuno, anzi necessario, costituire una associazione regionale indipendente, le attività locali sono state sempre più finalizzate anche a questo scopo, e si è così giunti, nel marzo 2013 alla costituzione dell'associazione di volontariato **Gruppo Asperger Lazio ONLUS**.

Per saperne di più leggi la nostra [brochure informativa](#).

➤ [Leggi tutto: Chi siamo](#)

Prossima Assemblea dei Soci

Associazione

- Chi siamo
- Diventa socio
- Documenti e articoli
- Notizie dalla nostra pagina Facebook
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Barriers in sport

There is inclusion in sport for people on the autism spectrum, there are **Paralympic Games**, Special Olympics, but athletes on the autism spectrum are not easily categorized for competition, for ex. association football is especially for blind people and with cerebral palsy.

THE 2016 PARALYMPIC GAMES



AUTISTIC FOOTBALL CLUB



Associazione sportiva di calcio inclusivo di persone dentro e fuori lo spettro autistico



AUTISTIC FOOTBALL CLUB



youtu.be/2o8XDM5eCD4

www.AutisticFootball.club

AFC wins Solidarity Football Festival tournament in Rome together Simone Perrotta, world champion in 2006 FIFA World Cup, 26 May 2016

THE SCIENTIFIC MONITORING

It is based on a Social Engagement Scale (SES), which unlike the Social Responsiveness Scale does not measure social skills, but the level of integration and inclusion in the social group (in this case the team) regardless of the social skills of the people involved. The SES has been developed by psychologist Orazio Russo of Farm Cooperative G. Garibaldi and Associate Professor Fiorenzo Laghi^[2] of the Department of Development and Socialization Processes of the Faculty of Medicine and Psychology of Sapienza University in Rome.

This observational test, still undergoing standardization, is the result of a study that has lasted five years in Farm Cooperative Garibaldi, to meet the needs of social and work inclusion of people on the autism spectrum needing very intensive support and then it was extended to all members of the social group including carers and professionals.

There is no literature about it even though there are some studies in social psychology that deal with engagement, but without measuring tools and more oriented to the observation of the contexts rather than the inclusion of individuals with characteristics that make them different from the social group^[3], in particular the aspect that concerns the sharing of objectives that is at the heart of the model has never been considered previously in the literature as a condition favouring inclusion.

Other studies using the same concepts relate largely the study of economics and marketing in reference to business strategy.

[2] <http://dip38.psi.uniroma1.it/en/node/6049>

[3] https://en.wikipedia.org/wiki/Social_engagement

SHARING SPACES	SHARING ACTIVITIES	SHARING OBJECTIVES	SOCIAL SHARING	EMOTIONAL SHARING
✓/he/she tolerates other known people to be in the same space ✓/he/she tolerates people in a distance of one meter ✓/he/she tolerates physical contact ✓/he/she tolerates the presence of strangers ✓/he/she tolerates to enter in unknown public places ✓/he/she tolerates to enter in places for together people that create specific difficulties	✓/he/she is able to follow a routine of playing and/or present activities ✓/he/she is able to follow a functional routine ✓/he/she is able to perform small activities within a consolidated routine ✓/he/she tolerates changes to consolidated routines ✓/he/she performs tasks upon instructions	✓/he/she follows the rules ✓/he/she completes a targeted activity in individual autonomy ✓/he/she performs targeted activities in coordination with peers ✓/he/she shows satisfaction in completing goal activities ✓/he/she poses others ✓/he/she creates new strategies for making the group pursue the objectives	✓/he/she makes requests for help to complete a task ✓/he/she asks for attention to the reference person ✓/he/she asks for attention in group ✓/he/she shows his/her interests ✓/he/she shows interest in other conversations ✓/he/she starts conversations of mutual interest	✓/he/she shows response to situations that trigger emotional content ✓/he/she shows appropriate responses to situations that trigger emotional content ✓/he/she expresses obligations, his/her emotional certainty and personal experiences ✓/he/she tends to involve others in group situations ✓/he/she has gathered emotional experiences registered by peers ✓/he/she establishes reciprocal emotional interactions
0 never	1 sometimes	2 half the time	3 often	4 always

[oral poster V6A]

AUTISTIC FOOTBALL CLUB^[1]: INCLUSIVE FOOTBALL SPORT CLUB OF PEOPLE ON AND OUT OF THE AUTISM SPECTRUM

[1] AFC asd is for Autistic Football Club associazione sportiva dilettantistica (community amateur sports club).

BACKGROUND

The idea of setting up a community amateur sport club with the support of Gruppo Asperger Lazio onlus (a volunteer organization of families and people on the autism spectrum), Giulaparla onlus (a cooperative of services) and Cooperativa Garibaldi (a cooperative of workers on the autism spectrum) is born from the football tournament organized in World Autism Awareness Day 2015 in Rome when one mixed team of people on the autism spectrum, voluntary carers and parents played.

MAIN POINTS

Team and community amateur sport club are composed of men and women, on and out of the autism spectrum, carers, family members and also people who don't deal with autism spectrum. Weekly trainings from October till June at SS Romulea, an accredited football centre. Monthly friendly matches, competitive tournaments, recreational activities, members meetings. The project also involves: professional football players and coaches; a team of people on and out of the autism spectrum that manages events communication; associations and cooperatives in the autism spectrum field.

CONCLUSIONS

The project applies UN CRPD article 30 for participation in recreation, leisure and sport and aims to future participation in competitive leagues and to include other persons on and out of the autism spectrum forming an adults team and a kids team.

RATIONALE

Most people of each age is involved because football is very popular, meeting point between carers and people on the autism spectrum. Being a team sport it naturally promotes social skills. Competitive sport fosters competition. A sport club gives a sense of responsibility, makes its members active, facilitating inclusion, self-determination, self-advocacy, autonomy. Inclusion is further enhanced joining FIFA regulations and not disability special ones. Sport promotes psychophysical well-being. Motor skills assessment administered by qualified personnel for explosive strength (standing long jump), elastic explosive strength (triple jump) and speed test (10, 20, 30 meters).



XI Autism-Europe INTERNATIONAL CONGRESS 2016
16 - 18 September 2016 EICC, Edinburgh, UK



AUTISTIC FOOTBALL CLUB



WWW.AUTISTICFOOTBALL.CLUB

info: 0039 349-715-3785



WATCH OUR VIDEO

ETHICS AND PERMISSIONS STATEMENT AND/OR DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST. Author and co-authors pay for participating in the project, they are active in a voluntary manner, the support of associations and cooperatives covers sports materials and some of the costs of sports training.

AUTHORS

PIETRO CIRRICIONE, president and captain of AFC, he is on the autism spectrum; Vice-President of Autism-Europe asbl as self-advocate; Board member of Gruppo Asperger onlus and Gruppo Asperger Lazio onlus; he participates also to a project for including people on the autism spectrum in athletics

MATTEO GIAMMARUGHI, vice-president and player of AFC, Personal Care Assistant in Giulaparla onlus

TOMMASO ARROTTA, board member and coach of AFC, manager of a social trattoria including workers on the autism spectrum; professional football coach and ex professional football player in the second national division of the Italian football league

GIUSEPPE LEVANTO, board member and player of AFC, Personal Care Assistant in Giulaparla onlus

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Operational Headquarters: via Farsalo 21 00183 Roma - Italy
Registered Office: via Alfredo Grandier 27 00134 Roma - Italy / Tax Number 9783020583

Contesto

Una squadra mista di persone nello spettro autistico, operatori volontari, genitori e persone che non si occupano di autismo è nata nel torneo WAAD 2015 con il supporto di:

- **Gruppo Asperger Lazio onlus** (un'associazione di volontariato di famiglie e persone nello spettro)
- **Giuliparla onlus** (una cooperativa di servizi)
- **Cooperativa Garibaldi** (una cooperativa di lavoratori nello spettro dell'autismo)



AUTISTIC FOOTBALL CLUB



Fondamento logico

Il calcio è popolare, promuove le abilità sociali, il benessere psicofisico, la responsabilità, l'inclusione, l'auto-determinazione, la self-advocacy (auto-rappresentanza), l'autonomia.

L'inclusione favorita adottando i regolamenti FIFA e non quelli speciali per la disabilità.

Test di verifica delle capacità motorie da tecnici abilitati.



AUTISTIC FOOTBALL CLUB



Monitoraggio scientifico

- Si basa sulla **Scala di Coinvolgimento Sociale**, che a differenza dell'SRS non misura le abilità sociali, ma il livello dell'inclusione nel gruppo sociale (in questo caso la squadra) a prescindere dalle abilità sociali delle persone coinvolte, con la condivisione degli obiettivi come condizione favorente l'inclusione.
- La scala è stata sviluppata dallo psicologo Orazio Russo della Cooperativa Agricola G. Garibaldi dal prof. Fiorenzo Laghi del Dipartimento dei Processi di Sviluppo e Socializzazione della Facoltà di Medicina e Psicologia dell'Università Sapienza di Roma.

Monitoraggio scientifico

SHARING SPACES	SHARING ACTIVITIES	SHARING OBJECTIVES	SOCIAL SHARING	EMOTIONAL SHARING
a) he/she tolerates other known people to be in the same space	a) he/she is able to follow a routine of reinforcing and/or pleasant activities	a) he/she follows the rules	a) he/she makes requests for help to complete a task	a) he/she shows any reaction to situations that trigger emotional content
b) he/she tolerates people in a distance of one meter	b) he/she is able to follow a functional routine	b) he/she completes a targeted activity in absolute autonomy	b) he/she asks for attention to the reference persons	b) he/she shows appropriate reactions to situations that trigger emotional content
c) he/she tolerates physical contact	c) he/she is able to perform small activities within a consolidated routine	c) he/she performs targeted activities in coordination with peers	c) he/she asks for attention in group	c) he/she expresses adequately his/her emotional contents and personal experiences
d) he/she tolerates the presence of strangers	d) Transition among different activities	d) he/she shows satisfaction in concluding useful activities	d) he/she shares his/her interests	d) he/she tends to involve others in group situations
e) he/she tolerates to stay in unknown public places	e) he/she tolerates changes to consolidated routines	e) he/she praises others	e) he/she shows interest in others' conversations	e) he/she has welcomed emotional experiences expressed by peers
f) he/she tolerates to stay in places (or together people) that create specific difficulties	f) he/she performs tasks upon instructions	f) he/she creates new strategies for making the group pursue the objectives	f) he/she starts conversations of mutual interest	f) he/she establishes reciprocal emotional interactions

0
never

1
sometimes

2
half the time

3
often

4
always



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Punti principali

Allenamenti settimanali presso la SS Romulea, un centro calcistico accreditato.

- Partite amichevoli mensili, tornei agonistici, momenti ludici e ricreativi, riunioni dei soci.



Il progetto coinvolge anche:

- calciatori e allenatori professionisti;
- un team di persone dentro e fuori lo spettro autistico per la comunicazione degli eventi;
- associazioni e cooperative del settore;

Conclusioni



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Il progetto implementa l'art. 30 della Convenzione ONU sui Diritti delle Persone con Disabilità per la partecipazione alla vita ricreativa, il tempo libero e lo sport.

- Stiamo partecipando a un campionato agonistico (FC8), vogliamo includere
- nuove persone e formeremo anche una squadra di bambini (Autistic Football Kids).

