**SURVEY FOR TEACHERS**

**3.2.1. Teacher role assessment**

1. What is your favorite thing about your teaching work?

2. What is what you like LESS about your teaching job?

3. What would have to happen to make you more comfortable in your school? 2 things.

4. Regarding the learning to be promoted in the students, priority is given primarily to:

|  |  |  |
| --- | --- | --- |
| To the academic learning (mathematics, language, ...) | To the personal and social development of the students | To both issues |

**3.2.2. Perception and action regarding diversity**

5. What children are different in your class?

6. What is your difference?

7. The diversity of students

|  |  |  |
| --- | --- | --- |
| It is a problem | It is a challenge | It is a wealth |

8.You try to:

|  |  |
| --- | --- |
| Treat all students equally | Attend to the particular needs of each child |

9. Do you take special care of the most vulnerable students? **YES / NO**

10. Do you think it is OK a differentiated treatment for who needs it most? **YES / NO**

11. Who would you say is the most vulnerable student? Why?

12. Do you find it difficult to meet the academic needs of children with Rare diseases? **YES / NO**

13. Do you have time to adapt the teaching to students with specific educational needs? **YES / NO**

14. Do you have enough training to attend the diversity in the classroom? **YES / NO**

15. What would you need to know?

16. Do you ask hep to other teachers for working on these issues in the classroom? **YES / NO**

17. Are events organized in the center to raise awareness on rare disease? **YES / NO** Which?

18. These events are necessary: ​​**YES / NO**

19. Is there an obstacle for students with Rare diseases to participate in outdoor activities, excursions, ...? **YES / NO** Which?

20. Do you allow these rare disease affected students to participate in these activities? **YES / NO**

21. What worries the teaching team of this group on the subject of diversity?

22. Does the management team consider attention to diversity a priority issue, in particular, that of students with Rare diseases? **YES / NO**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2**  | **3** | **4** |
| 23.In the school, there is intervention so that there are good relations between boys and girls |  |  |  |  |
| 24. In the school, good relations between teachers and students are taken care of |  |  |  |  |
| 25. All teachers are sensitive to problems of coexistence |  |  |  |  |
| 26. Time is spent in classes for resolving conflicts peacefully so that students learn from these |  |  |  |  |
| 27.It is appropriate to intervene in the problems of coexistence |  |  |  |  |

30. Do you have enough training to face the conflicts of coexistence in the classroom? **YES / NO** What would you need to know?

31. Do you ask other teachers to work on these issues in the classroom? **YES / NO**

32. What worries the teaching team of this group on the subject of coexistence?

33.Do the management team consider that it is a priority issue to take care of the students' relationships with each other and, in particular, with the students with rare diseases? **YES / NO**

**3.2.3. Self-concept**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| 34. I am sensitive to the needs of students with rare diseases |  |  |  |  |
| 35. I am sensitive to the problems of coexistence |  |  |  |  |
| 36. I fight for the rights of the students with rare diseases in the school been satisfied |  |  |  |  |
| 37. I position myself next to the most vulnerable |  |  |  |  |
| 38. I find it difficult to have a personal relationship with students with rare diseases (due to their appearance, ...) |  |  |  |  |

**3.2.4. Mistreatment perception**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| 39. Insulting |  |  |  |  |
| 40. Putting a nickname or speaking badly about that person |  |  |  |  |
| 41. Shouting |  |  |  |  |
| 42. Threatening |  |  |  |  |
| 43. Hitting or scratching him/her |  |  |  |  |
| 44. Push him/her |  |  |  |  |
| 45. Stealing, hiding or breaking things to that person |  |  |  |  |
| 46. Laughing or laughing at that person |  |  |  |  |
| 47. Ignoring him/her or not letting him/her play in the group |  |  |  |  |

48. If a child tells you that someone does not treat him/her well, you think ...

|  |  |
| --- | --- |
| It is a sneak | He/she is brave |
| It is better to shut up | It is better to tell  |

**3.2.5. Perception of coexistence among students**

49. How are the relationships among equals of the students of your CLASS?

50. How are the relationships between the child with rare diseases and the rest of the CLASS?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| 51. The children in the classroom play with the child with EPF |  |  |  |  |
| 52. The child with rare diseases has friends in class |  |  |  |  |

53. Does the child with rare diseases bring something positive to the class? **YES/ NO**. What does it provide?

54. Do the children of the school get along well with the child with rare diseases? **YES/ NO**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RELATIONS of the students among themselves …**  | **1** | **2** | **3** | **4** | **RELATIONSHIPS OF THE STUDENTS WITH THE CHILD with RARE DISEASES** | **1** | **2** | **3** | **4** |
| 55. They smile among themselves |  |  |  |  | They smile at him/her |  |  |  |  |
| 56. They are valued |  |  |  |  | They value him/her |  |  |  |  |
| 57. Respect their rights |  |  |  |  | Respect his/her rights |  |  |  |  |
| 58. Accept their differences |  |  |  |  | They accept his/her differences |  |  |  |  |
| 59. They are heard |  |  |  |  | They listen to him/her |  |  |  |  |
| 60. They think about how they feel and what other children need |  |  |  |  | They think about what they feel and what they need |  |  |  |  |
| 61. They are kind to each other |  |  |  |  | They are kind to him / her |  |  |  |  |
| 62. They help to each other |  |  |  |  | They help him/her |  |  |  |  |
| 63. Thanks are given when they are helped |  |  |  |  | They thank him when he / she helps them |  |  |  |  |
| 64.They take care |  |  |  |  | They take care of him/her |  |  |  |  |
| 65. They protect themselves and defend themselves when someone treats someone badly |  |  |  |  | They protect and defend him/her when someone treats him/her badly |  |  |  |  |
| 66. They apologize when they hurt themselves |  |  |  |  | They apologize when they hurt him/her |  |  |  |  |
| 67. They try to solve conflicts without violence |  |  |  |  | They try to solve conflicts without violence |  |  |  |  |
| 68. They insult |  |  |  |  | They insult him/her |  |  |  |  |
| 69. They put nicknames |  |  |  |  | They put nicknames to him/her |  |  |  |  |
| 70. They speak badly of each other |  |  |  |  | They speak badly of him / her |  |  |  |  |
| 71. They shout |  |  |  |  | They shout at him/her |  |  |  |  |
| 72. They threaten |  |  |  |  | They threaten him/her |  |  |  |  |
| 73. They stick or scratch |  |  |  |  | They hit him/her or scratch |  |  |  |  |
| 74.They push |  |  |  |  | They push him/her |  |  |  |  |
| 75. Things are stolen, hidden or broken |  |  |  |  | They steal, hide or break things |  |  |  |  |
| 76. They laugh or make fun of each other |  |  |  |  | They laugh or make fun of him / her |  |  |  |  |
| 77. They ignore or do not let other children play with them stop playing a child |  |  |  |  | They ignore him/her or do not let him/her play |  |  |  |  |

78. If the students are treated badly, where does it usually happen?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| In the classroom | In the hallway | In the bathroom | In the recess | In the dinning room | At the entrance or exit |

79. Why do you think they are mistreated?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **BOYS AND GIRLS in the classroom …** | **1** | **2** | **3** | **4** | **I work this in the classroom** | **Yes** | **No** |
| 80. Children are aware that we are all different |  |  |  |  | I work this in the classroom |  |  |
| 81. They are aware that diversity is a wealth |  |  |  |  | I work this in the classroom |  |  |
| 82.They think that the child with rare diseases is rare |  |  |  |  | I work this in the classroom |  |  |
| 83.They understand and accept a different treatment of the child with rare diseases |  |  |  |  | I work this in the classroom |  |  |
| 84. They know to identify in which occasions abuse occurs (physical, verbal, psychological, social) |  |  |  |  | I work this in the classroom |  |  |
| 85. They are aware of the harm caused by abuse |  |  |  |  | I work this in the classroom |  |  |
| 86. They communicate situations of abuse between peers who live in the school |  |  |  |  | I work this in the classroom |  |  |
| 87. They think that to tell about abuse is to be a sneak |  |  |  |  | I work this in the classroom |  |  |
| 88. They know that when they know abuse and do not report it, they are complicit in the abuse |  |  |  |  | I work this in the classroom |  |  |
| 89. They know how to communicate non-violently |  |  |  |  | I work this in the classroom |  |  |
| 90.-They know how to ask for help |  |  |  |  | I work this in the classroom |  |  |
| 91. They know how to be patient |  |  |  |  | I work this in the classroom |  |  |
| 92. They know how to apologize and repair the damage caused |  |  |  |  | I work this in the classroom |  |  |

**3.2.6. Performances of the teaching staff with the students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MY INTERVENTIONS when a boy or girl treats another child well** | **1** | **2** | **3** | **4** |
| 95. You do nothing |  |  |  |  |
| 96. You tell them that is very good and you show your joy for the good treatment |  |  |  |  |
| 97. You take advantage of the occasion and go deeper into it to teach them to treat other children well |  |  |  |  |
| **MY INTERVENTIONS when some child mistreats another child** | **1** | **2** | **3** | **4** |
| 98. They are kid things, I let them solve it among them |  |  |  |  |
| 99.I tell the victim to try to avoid the aggressor |  |  |  |  |
| 100.I help the aggressor and the victim to find a solution to the problem |  |  |  |  |
| 101. I talk to the aggressor to make it clear that we will not tolerate his behavior anymore |  |  |  |  |
| 102. I let it go if it's not a very serious problem |  |  |  |  |
| 103.I tell the victim that he has to defend himself and face the aggressor |  |  |  |  |
| 104. I talk to the aggressor about the feelings of the victim, trying to put him in his place, so that he stops doing it. |  |  |  |  |
| 105. I take the aggressor to the principal of the school or to a disciplinary commission so that they can impose the punishment he/she deserves |  |  |  |  |
| 106. It's not my job to solve it |  |  |  |  |
| 107. I tell the victim that he/she exaggerates that is not that much |  |  |  |  |
| 108. It is not a question of two, I speak with all the students about what is happening and I try to propose solutions among all of them |  |  |  |  |
| 109. I talk to the aggressor's family to get his/her behavior immediately stopped |  |  |  |  |

**3.2.7. Teacher actions with families**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MY INTERVENTIONS WITH THE PUPILS’ FAMILIES** | **1** | **2** | **3** | **4** |
| 110. My relationship with families is good |  |  |  |  |
| 111. Communication with families is fluid |  |  |  |  |
| 112. I listen to the demands of families in relation to diversity and coexistence |  |  |  |  |
| 113. I make proposals for families with rare diseases to favor the inclusion of their child |  |  |  |  |
| 114. Families respect my professional decision spaces |  |  |  |  |
| 115.I give more time to families who need it |  |  |  |  |
| 116. When a child mistreats another, I talk to the family of the child who is attacking |  |  |  |  |
| 117.When a child is abused by another, I talk to the family of the child who is being attacked. |  |  |  |  |
| 118. Families are concerned about their children's relations of coexistence |  |  |  |  |
| 119. Families intervene appropriately when their children attack other children |  |  |  |  |
| 120. Families intervene adequately when their children are assaulted by others |  |  |  |  |

121. What do you think some families may miss about coexistence and diversity?

**3.2.8. Individualized cases of good treatment/mistreatment**

|  |  |
| --- | --- |
| **Who makes what** | Indicate the name or number of the child |
| 122. Who usually treats their partners well? |  |
| 123. Who usually insults, hits, ... or mistreats another child? |  |
| 124.Who is usually insulted? |  |
| 125. Who do you usually stick to? |  |
| 126. Who is rejected? |  |
| 127. Who do they take things without their permission, break them or spoil them? |  |
| 128. Who has fun when other children treat a partner badly? |  |
| 129. Who usually stops the fights and defend who is mistreated? |  |
| 130. Who usually plays with the boy or girl who always remains alone? |  |