**SURVEY FOR FAMILIES**

**1. PERCEPTION ABOUT SCHOOL …**

|  |  |  |  |
| --- | --- | --- | --- |
| Your degree of satisfaction with the school is: | High | Medium | Low |

I would recommend this school to other families YES/NO

|  |  |
| --- | --- |
| What do you like the most about school? |  |
| What do you LIKE least about school? |  |
| What would have to happen to make you more comfortable with your child's school? | 1. |
| 2. |

Regarding your child's learning at school, it seems more important to you:

|  |  |  |
| --- | --- | --- |
| The academic learning of mathematics, language, ... | The personal and social development of your child | Both issues |

**ABOUT DIVERSITY:**

The diversity of the students

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

The teacher tries

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

Teachers take special care of the most vulnerable students: YES / NO

It seems good to you that differentiated treatment with those who need it most: YES / NO

Events are organized in the center to sensitize the students and families about rare diseases: YES / NO. These events are necessary: YES / NO

There is an obstacle for students with rare diseases to participate in outings, excursions, sports events, ... YES / NO. Which? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ABOUT COEXISTENCE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NO | Little | Quite | Yes |
| At school, there is intervention so that there are good relationships among boys and girls |  |  |  |  |
| In the school the good relations between teachers and students are taken care of |  |  |  |  |
| All teachers are sensitive to problems of coexistence |  |  |  |  |
| Time is spent in classes for peacefully resolving conflicts and students learn from these |  |  |  |  |
| It is intervened adequately in the problems of coexistence |  |  |  |  |
| It is intervened appropriately according to teachers |  |  |  |  |
| It would be necessary to work more in the classes the subject of the coexistence |  |  |  |  |

On the subject of coexistence, what do you think is of special concern to the teaching team of this group?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. MISTREATMENT IS …**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NO, NOTHING | LITTLE | QUITE | YES, A LOT |
| Insulting him/her |  |  |  |  |
| Putting nicknames or speaking badly about that person |  |  |  |  |
| Yell |  |  |  |  |
| Threatening him/her |  |  |  |  |
| Hitting or scratching |  |  |  |  |
| Pushing him/her |  |  |  |  |
| Stealing, hiding or breaking things to that person |  |  |  |  |
| Laughing or making fun of that person |  |  |  |  |
| Ignoring him/her or not letting him/her play in the group |  |  |  |  |

If a child says that someone does not treat him or her well, you think ...

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

**3. I AM A MOTHER/FATHER/FAMILY RESPONSABLE who…**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NO | Little | Quite | YES |
| I am sensitive to the problems of coexistence of boys and girls in school |  |  |  |  |
| I fight because the rights of boys and girls in school are satisfied |  |  |  |  |
| I position myself next to those who are most vulnerable |  |  |  |  |
| I try to relate to all the families in the class |  |  |  |  |
| I try to take into account the needs of other families |  |  |  |  |

**4. YOUR SON/DAUGHTER AND THEIR RELATIONSHIPS WITH OTHER PEERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NO, nothing | LITTLE | QUITE | YES, a lot |
| He/she's happy to come school |  |  |  |  |
| He/she has friends in class |  |  |  |  |
| He/she has good relations with his/her CLASS classmates |  |  |  |  |
| He/she has good relations with his/her colleagues at COLE |  |  |  |  |
| He/she communicates situations of abuse between peers who live in the school |  |  |  |  |
| I know or suspect that he/she is usually treated badly by a partner |  |  |  |  |
| I know or suspect that he/she usually treats a partner badly |  |  |  |  |
| I know or suspect that he/she has not treated well the child with rare diseases |  |  |  |  |

**5. THE RELATIONSHIPS BETWEEN PEERS IN THE CLASSROOM AND IN THE CENTER**

How do you think are the relationships among equals in your child's classroom?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RELATIONS of the students among themselves ...** | NO, nothing | LITTLE | QUITE | YES, a lot |
| They respect each other |  |  |  |  |
| They accept their differences |  |  |  |  |
| They are friendly with each other |  |  |  |  |
| They help each other |  |  |  |  |
| They defend each other |  |  |  |  |
| They apologize when they hurt themselves |  |  |  |  |
| They try to solve conflicts without violence |  |  |  |  |
| They treat themselves badly (they stick, they push, they insult, they steal or they break things, they mock, they exclude some child, ...) |  |  |  |  |

If the students are treated badly, do you know where it usually happens?

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

Why do you think they are mistreated?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

How do you think the relationships between the child with rare diseases and the rest of the CLASS are?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NO, nothing | LITTLE | QUITE | YES, a lot |
| They play with the child with rare diseases |  |  |  |  |
| They respect and care for the child with rare diseases |  |  |  |  |
| They are friends of the child with rare diseases |  |  |  |  |

Do you think that the children of the school get along with the child with rare diseases? YES/NO. How would you say your child contributes to the class?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you say the child with rare diseases contributes to the class?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. PERCEPTIONS OF THE STUDENT IN THEIR RELATIONSHIPS BETWEEN THE TEACHERS AND THE INTERVENTIONS OF THE TEACHER**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BOYS AND GIRLS IN THE CLASSROOM | I do not think so | Few times | Nearly always | I think so | IT IS WORKED IN THE CLASSROOM | YES | NO | I do not know |
| They are aware that we are all different |  |  |  |  | It is worked in the classroom |  |  |  |
| Are aware that diversity is a wealth |  |  |  |  | It is worked in the classroom |  |  |  |
| They think that the child with rare disease is weird |  |  |  |  | It is worked in the classroom |  |  |  |
| Understand and accept different treatment of the child with rare disease |  |  |  |  | It is worked in the classroom |  |  |  |
| Identify when abuse occurs (physical, verbal, psychological, social) |  |  |  |  | It is worked in the classroom |  |  |  |
| They are aware of the damage caused by abuse |  |  |  |  | It is worked in the classroom |  |  |  |
| They think that to tell about abuse is to be a sneak |  |  |  |  | It is worked in the classroom |  |  |  |
| They know they are accomplices to the abuse when they know him and do not report him |  |  |  |  | It is worked in the classroom |  |  |  |
| They know how to communicate in a non-violent way |  |  |  |  | It is worked in the classroom |  |  |  |
| They know how to ask for help |  |  |  |  | It is worked in the classroom |  |  |  |
| They know how to have patience |  |  |  |  | It is worked in the classroom |  |  |  |
| They know how to apologize and repair the damage caused |  |  |  |  | It is worked in the classroom |  |  |  |

The teacher intervenes by encouraging the children to play with the child with EPF, to respect and care for them and to be friends. YES/ NO

How would you say it is the teacher's relationship with the students?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. THE INTERVENTIONS OF THE TEACHER when a boy or girl treats another child well**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | I Do not think so | Few times | Nearly always | I think so | I do not know |
| The teachers do nothing |  |  |  |  |  |
| They tell them that this is very good and they show their joy for the good treatment |  |  |  |  |  |
| They take advantage of the occasion and go deeper into it to teach them to treat other children well |  |  |  |  |  |

**8. THE INTERVENTIONS OF THE TEACHER when a boy or girl mistreats another child**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **I do not think so** | **Sometimes** | **A lot of times** | **I thin so** | **I do not know** |
| They are things of children, they let them solve them |  |  |  |  |  |
| They tell the victim to try to avoid the aggressor |  |  |  |  |  |
| They help the aggressor and the victim to find a solution to the problem |  |  |  |  |  |
| They talk with the aggressor to make it clear that they will not tolerate their behavior anymore |  |  |  |  |  |
| They let it go if it's not a very serious problem |  |  |  |  |  |
| They tell the victim that they have to defend themselves and face the aggressor |  |  |  |  |  |
| They talk with the aggressor about the victim's feelings, trying to put them in their place, so that they stop doing so. |  |  |  |  |  |
| They take the aggressor to the address or disciplinary commission to impose the punishment he deserves |  |  |  |  |  |
| It is not up to you to solve it, it is not your job |  |  |  |  |  |
| They tell the victim that he exaggerates, which is not so much |  |  |  |  |  |
| It is not a matter of two, they talk to all the students about what is happening and try to propose solutions among all of them |  |  |  |  |  |
| They talk to the aggressor's family to get his/her behavior immediately stopped |  |  |  |  |  |

**9. THE INTERVENTIONS OF THE TEACHERS WITH THE FAMILIES OF THE PUPILS and RELATIONSHIPS BETWEEN FAMILIES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **I do not think so** | **Sometimes** | **A lot of times** | **I think so** | **I do not know** |
| The relationship of the teaching staff with your family is good |  |  |  |  |  |
| The communication with your family is fluid |  |  |  |  |  |
| They listen to your demands in relation to diversity and coexistence |  |  |  |  |  |
| They welcome your proposals to favor the inclusion of all children, and especially those of the child with EPF |  |  |  |  |  |
| You respect the professional decisions of the teaching staff |  |  |  |  |  |
| Teachers spend more time with families who need it |  |  |  |  |  |
| When a child mistreats another, the teacher talks to the family of the child who is attacking |  |  |  |  |  |
| When a child is mistreated by another, the teacher speaks with the family of the child who is being attacked. |  |  |  |  |  |
| You worry about the relationships of your daughters/sons |  |  |  |  |  |
| You intervene appropriately when your children attack other children |  |  |  |  |  |
| They intervene properly when your children are attacked by others |  |  |  |  |  |

When your child is attacked by another child, what do you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you talk to the other child's family? YES/ NO

How is that communication with the other family?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When your child is the one who assaults another child, what do you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you talk to the other child's family? YES/NO

How is that communication with the other family?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In relation to coexistence, what do you miss in the intervention of teachers?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In relation to diversity,what do you miss in the intervention of the teaching staff?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_