5. PERCEPTION OF COEXISTENCE AMONG STUDENTS

**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 |  |  |