7. TEACHER ACTIONS WITH FAMILIES

**3.2.7. Teacher actions with families**

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| **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?