**6. PERCEPTIONS OF THE STUDENTS 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?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_