

Appendix 52: Questionnaire 1b
Questionnaire about Coping with Changes and Transition from
Primary to Secondary School

Participant's Name:

Sex:

Date:

1. Changes in routine can be disruptive, to what extent does your child usually find changes easy or difficult? (Show by choosing one of the following numbers)

Easy					Difficult
1	2	3	4	5	

2. Which are the areas where your child seems to have the greatest difficulty coping with changes?

(Show by choosing a number about the extent of difficulty, where 1: Less Difficulty, 5: More difficulty)

a) Sensory stimuli

1 2 3 4 5

Examples:

b) Daily programme:

1 2 3 4 5

Examples:

c) Change of people:

1 2 3 4 5

Examples:

d) Change of objects

1 2 3 4 5

Examples:

e) Change of places:

1 2 3 4 5

Examples:

f) Transitional school periods (e.g. school holidays):

1 2 3 4 5

Examples:

g) Other areas of concern:

3a. Which are the changes that your child seems to wait with excitement, enthusiasm?

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3b. And if this is the case, why do you believe that your child shows this kind of attitude in relation to these specific changes?

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.....

**4a. Do you feel positive about your child's transition to secondary school?
YES/NO**

4b. Could you describe any personal positive expectations about your child's transition to secondary school?

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5a. Do you have any concerns about your child's transition to secondary school?
YES?NO

5b. If you have concerns, what are they?

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6a. Does your child seem to have any feelings about going to secondary school?
YES/NO

6b. If these are positive, what seem to be?

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6c. And how would you explain the child's positive attitude?

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7a. Does your child seem to have any negative feelings about going to secondary school?

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7b. If yes, do you believe that these negative feelings are well grounded?

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Appendix 53: Questionnaire 1c
Questionnaire about Coping with Changes and Transition from
Primary to Secondary School

Participant's Name:

Pupil's Name:

Date:

1. Changes in routine can be disruptive, to what extent does your pupil usually find changes easy or difficult? (Show by choosing one of the following numbers)

Easy					Difficult
1	2	3	4	5	

2. Which are the areas where your pupil seems to have the greatest difficulty coping with changes?

(Show by choosing a number about the extent of difficulty, where 1: Less Difficulty, 5: More difficulty)

a) Sensory stimuli

1 2 3 4 5

Examples:

b) Daily programme:

1 2 3 4 5

Examples:

c) Change of people:

1 2 3 4 5

Examples:

d) Change of objects				
1	2	3	4	5
Examples:				
e) Change of places:				
1	2	3	4	5
Examples:				
f) Transitional school periods (e.g. school holidays):				
1	2	3	4	5
Examples:				
g) Other areas of concern:				

3a. Which are the changes that your pupil seems to wait with excitement, enthusiasm?

.....

3b. And if this is the case, why do you believe that your pupil shows this kind of attitude in relation to these specific changes?

.....

4a. Do you feel positive about your pupil's transition to secondary school?
 YES/NO

4b. Could you describe any personal positive expectations about your pupil's transition to secondary school?

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.....

**5a. Do you have any concerns about your pupil's transition to secondary school?
YES?NO**

5b. If you have concerns, what are they?

.....
.....
.....
.....
.....

**6a. Does your pupil seem to have any feelings about going to secondary school?
YES/NO**

6b. If these are positive, what seem to be?

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6c. And how would you explain your pupil's positive attitude?

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7a. Does your pupil seem to have any negative feelings about going to secondary school?

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7b. If yes, do you believe that these negative feelings are well grounded?

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Appendix 54

SPRING TERM EVALUATION

Practitioner's name:

Date:

- 1) How would you judge the issues under discussion which were selected to prepare children for their transition from primary to secondary school (lunch time, new subjects, new building-interior)?

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.....

- 2) How would you judge the structure of sessions (circle of friends and art activities)?

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.....
.....
.....

- 3) Do you believe that there is anything that should be changed?

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I am sincerely grateful for your help!

Appendix 55

SUMMER TERM EVALUATION

Practitioner's name:

Date:

1) How would you judge the issues under discussion which were selected to prepare children for their transition from primary to secondary school (lunch time, new subjects, new building-interior)?

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2) How would you judge the structure of sessions (circle of friends and art activities)?

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3) Do you believe that there is anything that should be changed?

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4) Do you believe that changes in form filling facilitated children? Please, explain your answer.

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I am sincerely grateful for your help!

Appendix 56: Questionnaire 3b

Transition from Primary to Secondary School

Name:

Child's name:

Date:

1) What seemed to be the positive things in your child's first months in the senior school, according to your opinion?

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2) Did your child have any kind of difficulties in his/her first months in the senior school concerning the things below? Circle your answer.

- | | | |
|--------------------|-----|----|
| • New building | Yes | No |
| • Subjects | Yes | No |
| • School programme | Yes | No |
| • Teachers | Yes | No |
| • Others students | Yes | No |
| • Free/play time | Yes | No |
| • Food/lunch time | Yes | No |
| • Noise | Yes | No |

Any others:.....

If yes, please explain:.....

.....
.....
.....

3) Did your child have any kind of help during his/her first months in the senior school?

If yes, please explain:.....

If yes, was this really helpful, according to your opinion?.....

.....
.....

4) Would you like anything to have been different for your child?.....

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.....

5) Would you like your child to have had any other kind of help?.....

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.....

Appendix 57: Questionnaire 3c

Transition from Primary to Secondary School

Name:

Student's name:

Date:

1) What seemed to be the positive things in your student's first months in the senior school, according to your opinion?

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2) Did your student seem to have any kind of difficulties in his/her first months in the senior school concerning the things below? Circle your answer.

- | | | |
|--------------------|-----|----|
| • New building | Yes | No |
| • Subjects | Yes | No |
| • School programme | Yes | No |
| • Teachers | Yes | No |
| • Others students | Yes | No |
| • Free/play time | Yes | No |
| • Food/lunch time | Yes | No |
| • Noise | Yes | No |

Any others:.....

If yes, please explain:.....

.....
.....
.....

3) Did your student have any kind of help during his/her first months in the senior school?

If yes, please explain:.....

If yes, was this really helpful, according to your opinion?.....

.....
.....

4) Would you like anything to have been different for your student?.....

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.....

5) Would you like your student to have had any other kind of help?.....

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.....
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Appendix 58: Questionnaire 8

Questionnaire based on “The Pragmatics Profile of Everyday Communication Skills in Children” (Dewart & Summers, 1995)

Participant’s Name:

Student’s Name:

Date:

As communication skills develop over the years, we would like to develop more insight into the communication patterns of children participating in social art group.

1. Is your child able to communicate clearly when he/she needs to ask for your help with something he/she is doing?

Yes

No

If no, please explain:.....

2. Is your child able to communicate clearly when he/she needs to ask for information about something?

Yes

No

If no, please explain:.....

3. Is your child able to communicate clearly when he/she gives information to you or to his/her teachers?

Yes

No

If no, please explain:.....

4. Is your child able to communicate clearly when he/she gives instructions to you about how to play a game or how to make something?

Yes

No

If no, please explain:.....

5. Is your child able to communicate clearly when he/she is telling about something that happened or telling a story?

Yes

No

If no, please explain:.....

6. Has your child any kind of difficulty when he/she tries to tell or to understand a joke?

Yes

No

If yes, what?.....

7. Is your child able to communicate clearly in expressing feelings of joy or sadness?

Yes

No

If no, please explain:.....

8. Is your child able to understand easily when you use an idiom, such as ‘keep your hair on’ or ‘pull your socks up’?

Yes

No

If no, please explain:.....

9. Is your child able to understand easily that someone is being sarcastic?

Yes

No

If no, please explain:.....

10. Is your child readily able to negotiate with other children when they want something different?

Yes

No

If no, please explain:.....

11. If you and your child are talking together and you can’t understand something he/she says, is your child able to explain it easily to you?

Yes

No

If no, please explain:.....

12. Is your child readily able to interact with other children in a group?

Yes

No

If no, please explain:.....

13. Is your child readily able to join into a conversation that other people are having?

Yes

No

If no, please explain:.....

14. Are there people that your child likes to be with or to talk to more than others?

Yes

No

If yes, who?.....

15. Are there any situations in which your child is more communicative than others?

Yes

No

If yes, which?.....

16. Is your child readily able to understand social conventions to do with talking, such as needing to be polite?

Yes

No

If yes, what?.....

17. To what extent you think your child is an effective communicator in general?

1 2 3 4 5 6 7 8 9 10

18. Do you think that your child is quiet or outgoing in communication in general?

Appendix 59: Interview Schedule 1

Questions for the Deputy Head Teacher (C.U.)*

1. Did you find it challenging the participation of the school in this research project?

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.....
.....

2. If yes, please explain.

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.....

3. Would you be willing to arrange something similar in the future, for example setting up a club during the preparation of children for their transition from primary to secondary school/ during the first months of children's transition from primary to secondary school?

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.....

4. If yes, would you change anything?

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.....

* Of the Communication Unit. It was also used in the interview with the pupil support principle in the Secondary School.

Appendix 60: Interview Schedule 2

Questions for the Deputy Head Teacher (Main Primary School)

1. Did you find the participation of the school in this research project challenging?

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2. If yes, please explain.

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3. Would you be willing to arrange something similar in the future, for example setting up a club during the preparation of children for their transition from primary to secondary school?

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4. If yes, would you change anything?

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.....

5. How would you select mainstream peers for such kind of programmes?

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.....

Appendix 61: Interview Schedule 3

Questions for the Educational Psychologist

A) Questions about her experience of attending one session of the social art group

1. Judging by your personal experience of attending the Social Art Group, is there anything you would like to modify?

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2. How would you describe the climate of that session?

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.....

3. How would you select mainstream peers for such kind of programmes?

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.....

B) Questions about peer relationships in Secondary school for each child separately

1. Do you have the opportunity to watch the child's peer relationships in any circumstances? If yes, in what?

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.....

2. Are there any children who seem to be closer friends of this child or more often seen to be with him/her?

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3. If there is any, who are they?

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4. Did you have the chance to speak with the child about his/her friendships in Secondary School? If yes, are there any?

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5. Did you have the chance to speak with the child about difficulties with his/her peers in Secondary School? If yes, are there any?

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6. Do you know if the child keeps contact with any other children by the Social Art Group in Secondary School?

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7. If yes, what kind of contact?

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Appendix 62: Questionnaire 9

Practitioner's Questionnaire

Practitioner's Name:

Student's Name:

Date:

1. How would you describe on the whole your participation in this research project?

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2. Which part of the research did you find most challenging? Please, explain.

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3. Were there any parts of the research that you found enjoyable? If yes, please explain.

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(Halloween sticker)

Appendix 63: Questionnaire 6b

Questionnaire in Secondary School

Parent's Name:

Date:

1. Who seems to be the child's friends in the new school, do you know anything about this? If yes, please explain how you got to know about this.

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2. Who seems to be the favourite friend of your child in the secondary school? Please elaborate your answer.

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3. Do you know if your child keeps contact with the other children from the Social Art Group?

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4. Does he/she meet them outside the school?

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5. Do you believe that your child enjoyed his/her participation in this programme?

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.....

6. Which part of the programme do you think that he/she liked more? Why?

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7. Which part of the programme do you think that he/she liked less of or didn't like at all? Why?

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.....

8. Do you think that this programme is helpful during his/her transition from primary to secondary school?

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.....

9. If yes, which are the things that are helpful? And why?

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Appendix 64: Questionnaire 7b

Questionnaire in Secondary School

1. Do you believe that your child enjoyed his/her participation in this programme?

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2. What is it in the programme do you think that he/she liked more? Why?

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3. What is it in the programme do you think that he/she liked less or didn't like at all? Why?

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4. Do you think that this programme is helpful during his/her transition from primary to secondary school?

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5. If yes, which are the things that are helpful? And why?

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Appendix 65: Questionnaire 7c

Transition from primary to secondary school

Name:

Age:

Sex:

Date:

1) What seemed to be the positive things in your child's first months in the senior school, according to your opinion?

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2) Did your child seem to have any kind of difficulties in his/her first months in the senior school concerning the things below? Circle your answer.

- | | | |
|--------------------|-----|----|
| • New building | Yes | No |
| • Subjects | Yes | No |
| • School programme | Yes | No |
| • Teachers | Yes | No |
| • Others students | Yes | No |
| • Free/play time | Yes | No |
| • Food/lunch time | Yes | No |
| • Noise | Yes | No |

Any others:.....

If yes, please explain:.....

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.....
.....

3) Did your child have any kind of help during his/her first months in the senior school?. If yes, was this really helpful?

If yes, please explain:.....

If yes, was this really helpful, according to your opinion?.....

.....

4) Would you like anything to have been different for your child?.....

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.....

5) Would you like your child to have had any other kind of help?.....

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.....

Appendix 66: Questionnaire 7d

Transition from primary to secondary school

Name:

Age:

Sex:

Date:

1) What seemed to be the positive things in your student's first months in the senior school, according to your opinion?

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2) Did your student seem to have any kind of difficulties in his/her first months in the senior school concerning the things below? Circle your answer.

- | | | |
|--------------------|-----|----|
| • New building | Yes | No |
| • Subjects | Yes | No |
| • School programme | Yes | No |
| • Teachers | Yes | No |
| • Others students | Yes | No |
| • Free/play time | Yes | No |
| • Food/lunch time | Yes | No |
| • Noise | Yes | No |

Any others:.....

If yes, please explain:.....

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.....
.....

3) Did your student have any kind of help during his/her first months in the senior school?. If yes, was this really helpful?

If yes, please explain:.....

If yes, was this really helpful, according to your opinion?.....

.....

4) Would you like anything to have been different for your student?.....

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5) Would you like your student to have had any other kind of help?.....

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