

## List of Tables

### Chapter 1

### Chapter 2

### Chapter 3

Table 3.1	Student participants in first primary school.....	54
Table 3.2	Student participants in second primary school.....	55
Table 3.3	Student participants in senior school.....	56
Table 3.4	Measures for students used on January 2006.....	56
Table 3.5	Measures for students used on February 2006.....	56
Table 3.6	Measures for students used on March 2006.....	57
Table 3.7	Measures for students used on April 2006.....	57
Table 3.8	Measures for students used on May 2006.....	58
Table 3.9	Measures for students used on June 2006.....	58
Table 3.10	Measures for students used on October 2006.....	59
Table 3.11	Measures for students used on November 2006.....	59
Table 3.12	Measures for students used on December 2006.....	59
Table 3.13	Measures for parents/ practitioners used on February 2006.....	60
Table 3.14	Measures for parents/ practitioners used on March 2006.....	60

Table 3.15	Measures for parents/ practitioners used on May 2006.....	60
Table 3.16	Measures for parents/ practitioners on June 2006.....	61
Table 3.17	Measures for parents/ practitioners on November 2006.....	61
Table 3.18	Table of measures for parents/ practitioners on December 2006.....	62
Table 3.19	Activities and materials in 2 introductory sessions (Primary Autumn Term).....	68
Table 3.20	Activities and materials in 2 sessions about secondary school building (exterior) (Primary Spring Term).....	68
Table 3.21	Activities and materials in 2 sessions about peer relationships (Primary Spring Term).....	69
Table 3.22	Spence Test (Primary Spring Term).....	69
Table 3.23	Activities and materials in 2 sessions about new uniform (Primary Spring Term).....	69
Table 3.24	Activities and materials in 2 sessions about new teachers (Primary Spring Term).....	70
Table 3.25	Record of attendances in SAG sessions (Primary Spring Term).....	71
Table 3.26	Activities and materials in 2 sessions about lunch time (Primary Summer Term).....	72
Table 3.27	Spence Test (Primary Summer Term).....	72
Table 3.28	Activities and materials in 2 sessions about lunch time (Primary Summer Term).....	73
Table 3.29	Activities and materials in 2 sessions about new building (interior) (Primary Summer Term).....	73
Table 3.30	Activities and materials in the final session of Primary Summer Term.....	74
Table 3.31	Record of attendances in SAG sessions (Primary Summer Term)..	74
Table 3.32	Activities and materials in the 3 sessions of secondary school.....	76

Table 3.33	Record of attendances in SAG sessions (secondary school).....	77
<b>Chapter 4</b>		
Table 4.1	Overall data about students' answers to the following question: "Which are the areas where you feel that you have difficulty coping with changes?".....	96
Table 4.2	Overall data about students' answers to the following question: "Which are your concerns about your move from primary to secondary school?".....	98
Table 4.3	Parents' answer to the following question: "To what extent does your child usually find changes easy or difficult?".....	100
Table 4.4	Parents' answer to the following question: "Which are the areas where your child seems to have the greatest difficulty coping with changes?".....	102
Table 4.5	Practitioners' answer to the following question: "To what extent does your pupil usually find changes easy or difficult?".....	113
Table 4.6	Practitioners' answer to the following question: "Which are the areas where your pupil seems to have the greatest difficulty coping with changes? .....	115
<b>Chapter 5</b>		
Table 5.1	Scale 1 (with words): "Please choose one word or phrase".....	126
Table 5.2	Scale 2 (with numbers): "Please choose one number".....	126
Table 5.3	Primary Spring Term of SAG: Record of attendances.....	127
Table 5.4	Primary Summer Term: Record of Attendances.....	128
Table 5.5	Secondary School Meetings: Record of attendances.....	129
Table 5.6	Answers of students with C.D. about secondary school building (exterior).....	130
Table 5.7	Answers of mainstream students about secondary school building (exterior).....	130
Table 5.8	Answers of students with C.D. about relationship with peers.....	131
Table 5.9	Answers of mainstream students about relationship with peers.....	132

Table 5.10	Answers of students with C.D. about the new uniform.....	132
Table 5.11	Answers of mainstream students about the new uniform.....	133
Table 5.12	Answers of students with C.D. about the new teachers.....	134
Table 5.13	Answers of mainstream students about the new teachers.....	134
Table 5.14	Answers of students with C.D. about lunchtime.....	135
Table 5.15	Answers of mainstream students about lunchtime.....	136
Table 5.16	Answers of students with C.D. about subjects.....	137
Table 5.17	Answers of mainstream students about subjects.....	137
Table 5.18	Answers of students with C.D. about secondary school building (interior).....	138
Table 5.19	Answers of mainstream students about secondary school building (interior).....	139

## **Chapter 6**

Table 6.1	Students' choices in the statement "I would choose to play/not to play with these children" in the beginning of SAG sessions in spring term (primary school).....	164
Table 6.2	Students' choices in the statement "I would choose to work/not to work with these children" in the beginning of SAG sessions in spring term (primary school).....	168
Table 6.3	Students' choices in the statement "I would choose to play/not to play with these children" in the final SAG meeting in summer term (primary school).....	173
Table 6.4	Students' choices in the statement "I would choose to work/not to work with these children" in the final SAG meeting in summer term (primary school).....	177
Table 6.5	Students' choices in question 7: "Who are your favourite friends in secondary school?" .....	182
Table 6.6	Students' choices in question 9: "Who are your favourite friends	

	among children of the SAG?".....	185
Table 6.7	Participants' interactions in primary spring term, according to video-recording of sessions (first group of mainstream students).	211
Table 6.8	Numerical data regarding participants' interactions in primary spring term, according to video-recording of sessions (first group of mainstream students).....	212
Table 6.9	Participants' interactions in primary spring term, according to video-recording of sessions (second group of mainstream students).....	213
Table 6.10	Numerical data regarding participants' interactions in primary spring term, according to video-recording of sessions (second group of mainstream students).....	214
Table 6.11	Participants' interactions in primary summer term, according to video-recording of sessions.....	215
Table 6.12	Numerical data regarding participants' interactions in primary summer term, according to video-recording of sessions.....	216
Table 6.13	Participants' interactions in secondary school, according to video-recording of sessions.....	217
Table 6.14	Numerical data regarding participants' interactions in secondary school, according to video-recording of sessions.....	218
Table 6.15	Choices of students with C.D. regarding peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.....	219
Table 6.16a	Choices of mainstream students regarding peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.....	220
Table 6.16b	Choices of mainstream students regarding peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school.....	221
Table 6.17	Numerical data which derive from students' choices regarding their peer relationships, according to peer nomination forms in primary school and the questionnaire about peer relationships in secondary school. ....	222

## Chapter 7

Table 7.1	Psychologist's answers to the following questions: "Do you have the opportunity to watch the child's peer relationships in any circumstances? If yes, in what?" .....	227
Table 7.2	Psychologist's answers to the following questions: "Are there any children who seem to be closer friends of this child or more often seen to be with him/her? If there is any, who are they?" .....	228
Table 7.3	Psychologist's answers to the following question: "Did you have the chance to speak with the child about his/her friendships in Secondary School?" .....	228
Table 7.4	Psychologist's answers to the following question: "Does the child have any friendships in secondary school?" .....	229
Table 7.5	Psychologist's answers to the following questions: "Did you have the chance to speak with the child about difficulties with his/her peers in Secondary School? If yes, are there any?" .....	229
Table 7.6	Psychologist's answers to the following questions: "Do you know if the child keeps contact with any other children by the SAG in Secondary School? If yes, what kind of contact?" .....	230
Table 7.7	Parents' answers to the following question: "Who seems to be the child's friends in the new school?" .....	232
Table 7.8	Parents' answers to the following questions: "Who seems to be the favourite friend of your child in the secondary school? Please elaborate your answer." .....	233
Table 7.9	Parents' answers to the following question: "Do you know if your child keeps contact with other children from the SAG? If yes, who are these children? " .....	233
Table 7.10	Parents' answers to the following questions: "Which are the things that are helpful? And why?" .....	234
Table 7.11	Parents' answers to the following questions: "Do you know if your child keeps contact with the other children from the SAG? If yes, who are these children?" .....	235
Table 7.12	Parents' answers to the following question: "Does he/she meet them outside the school?" .....	235
Table 7.13	Parents' answers to the following question: "Do you think that this programme is helpful during his/her transition from primary	

	to secondary school?" .....	236
Table 7.14	Parents' answers to the following questions: "Which are the things that are helpful? And why?" .....	236
Table 7.15	Scale 1 (with words) "Please choose one word or phrase" .....	237
Table 7.16	Scale 2 (with numbers) "Please choose one number" .....	238
Table 7.17	Students' answers in the following question: "Do you keep contact with the other children from the SAG?" .....	240
Table 7.18	Students' answers to the following question: "Who are your favourite friends among these children from the SAG?" .....	241
Table 7.19	Students' answers to the following question: "What activities do you share with these children in the new school?" .....	242
Table 7.20	Students' answers to the following question: "How often are you with them in the new school?" .....	243
Table 7.21	Students' answers to the following question: "Do you see these children outside the school?" .....	244
Table 7.22	Students' answers to the following question: "How do you feel when you are with them?" .....	245
Table 7.23	Students' answers to the following question: "Do you keep contact with the other children from the SAG?" .....	248
Table 7.24	Students' answers to the following question: "Who are your favourite friends among children from the SAG?" .....	249
Table 7.25	Students' answers to the following question: "Do you see your favourite friends from the SAG outside the school?" .....	251
Table 7.26	Students' answers to the following question: "How do you feel when you are with your favourite friends from the SAG?" .....	252
Table 7.27	Students' answers to the following questions: "If you think that SAG will help you during your transfer to secondary school, in which things will SAG help you? And why?" .....	254
Table 7.28	Students' answers to the following questions: "What are the things in the programme that have helped you? And why?" .....	257

Table 7.29	Students' answers to the following question: "Do you believe that you could help children of this group, if they had a problem, such as homework or finding a room?".....	259
Table 7.30	Students' answers to the following question: "Do you believe that you could help children of this group, if they were bullied?".....	260
Table 7.31	Students' answers to the following question: "Would it be easier to help a child from the SAG than any child in your school?".....	261
Table 7.32	Students' answers to the following question: "Was being part of this group made it easier for you to feel that you can seek help from other children?".....	262
Table 7.33	Students' answers to the following question: "In what ways has the SAG encouraged you to feel that you can seek help from other children?".....	263
Table 7.34	Students' answers to the following question: "Would it make any difference for your transition to secondary school if you haven't been part of the SAG?".....	265
Table 7.35	Students' answers to the following question: "What best piece of advice you could give to another child, if they were preparing to make that transition from primary to secondary school?".....	266
 <b>Chapter 8</b>		
Table 8.1	Scale used in question 6- questionnaire 3b ("Have you enjoyed your participation in the research project?").....	269
Table 8.2	Students' answers to the following question: "Did you like your participation in the research project?".....	272
Table 8.3	Answer of the deputy head teacher in the first primary school to question "Did you find challenging the participation of the school in this research project? If yes, please explain.".....	275
Table 8.4	Answer of the deputy head teacher in the first primary school to question "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?"...	276
Table 8.5	Answer given by principle teacher of pupil support (in secondary school) to question "Did you find challenging the participation of the school in this research project? If yes, please explain.".....	278



**Chapter 9**

**Chapter 10**