



***Let's care***

BUILDING SAFE AND CARING SCHOOLS  
TO FOSTER EDUCATIONAL INCLUSION  
AND SCHOOL ACHIEVEMENT

### **WP3. Data collection and analysis**

#### **T3.3. In-depth interviews with families**

#### **Qualitative and collaborative data collection with families**

#### **DOSSIER B in-depth interviews**

Based on the European Union Agency for Fundamental Rights  
recommendations

## FAMILY INTERVIEW REPORTING TEMPLATE (filled in by the interviewer)

### Safe Education

Identification code for Interview Country/In/No. (i.e. '1' or '2'):

ES/IN/1

#### Instructions:

Follow these steps to fill in the family interview report templates.

- 1) Conduct the interview and then make notes in each thematic section of the interview report template. The notes should reflect the content of the families' speech as well as any salient observations on non-verbal behaviour.
- 2) Listen to the audio recordings of each interview and transcribe them.
- 3) Fill in this template based on the transcripts and integrate the notes you took into the interview report template after the interview took place.

When filling in the report templates, please:

- **Identify the key themes** and summarise the content of the speech in each section.
- **Provide (at the end of each section) common quotes from participants** to illustrate the results of each section, bearing in mind that:
  - All quotations should be **preceded by an introduction**, and should be an exemplary illustration of a research finding/statement.
  - Some **quotations** should also be included **that are useful** to reach an understanding of the research objectives: for example, to identify the factors that facilitate and hinder the development of safe teaching, what difficulties teachers have in establishing links with their students....
  - Each citation must be in both the **original language and in English**.
  - Direct quotes from informants are often not analysed grammatically, or not taken completely out of context. It is up to the researcher to **edit them for clarity**.
  - Please clarify **who is the author of each quote** (in case more than one person speaks during the interview).
- Please note the research objectives of:

- 1) Identify factors that promote and facilitate safe learning.

2) Identify barriers and difficulties to safe learning.

- In this regard, be sure to reflect these issues in the templates.
- Indicate whether the answers are mainly based on participants' direct experience (i.e. their own experience), indirect experience (stories/situations they know) or whether their answers are mainly opinions (not based on their own experiences or the experiences of others).
- Use as much space as you need to give a comprehensive response; do not limit yourself to the space provided in the template.

**1. Introduction and life history**

Comment on any issues that have arisen that you think are relevant to this part.

Destructured family, with divorced mother and father. Pregnancy fine, but she was informed that the child has down syndrome 5 days after the birth. Everything she was told would happen because of this handicap was not fulfilled, as she says she treated her daughter the same as in the first 5 days after her birth. Breastfeeding was fine, and the child had heart surgery -protocol for children with Down's syndrome- when she was two years old.

**2. Safe relationships in the close circle**

1- Summarise the main emotional or attachment needs that families have expressed regarding their children

The child is a strong and very obstinate person. She likes music and moves with a large circle of people close to her. She is also very attached to her mother. She feels that the child always feels protected.  
She likes to be alone, and finds it difficult to change environment and activity.

2- Describe the main actions and/or behaviours that children have when seeking help and self-regulating emotionally.

The child's reference points are her safe and close circle. She goes to the psychologist, who helps her in her daily life. At school, those who make her different, help her loneliness.

**T3.3. In-depth interviews with families : Qualitative and collaborative data collection with families**

3 - Describe the child's level of participation and autonomy, as well as his or her forms of participation in the immediate social environment.

She is self-sufficient and normally participates in all kinds of activities and gatherings. She likes to play instruments.

4 - Describe the expectations in relation to children's academic future

Not good expectations. Doesn't see much real listening at the school. Reports and operational tests misleading. Why does she need a carer at school? Repeated 3rd year of kindergarten at mother's criteria, not school's.

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English)  
Si mi hija ha sido perfecta en los primeros 5 días de vida, ¿Por qué iba a cambiar algo por el syndrome de down?

Why would I change anything because of Down's syndrome if my daughter has been perfect in the first 5 days of her life?

**3. Centre level, actions that promote or hinder safe learning**

5 – Describe the child's level of satisfaction with his or her school, and the reasons the family gives for it

The child goes to school, but due to communication problems she feels lonely. There is no continuity of teachers from year to year, so the teachers do not get to know her well enough to treat her in a motivating way.

6- Describe the teacher's actions that promote safety or try to resolve conflict situations.

- Explain the main situations in which the child feels insecure, and their protection strategies

- State the main ideas that exemplify the climate that the interviewees recognise in the school

Problems of coordination between the teacher and the family. Because there is so much change of teacher, they don't get to know which methods work best with the

T3.3. In-depth interviews with families : Qualitative and collaborative data collection with families

child. The child is very obstinate and if she refuses to do something, there is usually no way to get her to do it. You have to know what strategies work with her.

7 - Describe the relationship between the teacher and the child

- State the main ideas about the degree of satisfaction with the school (both parents and children)

The lack of continuity of teachers is a problem, so that the girl can trust and have adapted tools, far from the condescension and misused kindness that disability generates.

8 - Explain how the child receives possible changes in learning methodologies

It would be perfect if the educational centres had a network of collaboration with entities, experts in handicap and Down syndrome in this case. This way they could make an adaptation including for the child.

9- State the main results, in terms of academic performance in reading, mathematics and science.

- Describe the strategies deployed by the family in cases of underachievement

Good relationship with school support staff, but the mother struggles to ensure that this support does not cause the child to leave the class - usually this is done in order not to stop the pace of the class, or because of the teacher's lack of resources.

10 - Describe the extent of the child's absenteeism

No absenteeism.

11- Describe the child's relationship with peers at school and the child's behavioural problem (*for early childhood education*)

The girl prefers to come in before or after school start time. Has communication problems. She benefits from being in a very diverse group, so the difference does not cause her to separate from the group.

T3.3. In-depth interviews with families : Qualitative and collaborative data collection with families

12- Describe the extent of the child's interest in classroom activities and new learning  
(for early childhood education)

She needs challenges and rewards to be motivated, but not all teachers have the tools to follow this method.

13 - Describe the activities that the family carries out with the school and the family's feelings about these activities.

- Describe ideas for improving the relationship between families and the school.

Listening and coordination.

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English).

#### 4. Closing

Summarise any additional comments by participants.

Muy importante construir y fomentar redes de familias, para compartir conocimiento  
**Is very important to build and promote families networks to share knowledge about education.**

#### Facilitator's observations and general assessments of interview

Briefly highlight what you consider the major key points brought up in the interview and the 3-4 recurring themes, if any.

What a learning experience with this steps!!

### T3.3. In-depth interviews with families : Qualitative and collaborative data collection with families

#### **Information about interviewer and participants**

At the end of the interview, the interviewer should comment on his/her impressions and notes and provisionally fill in the interview report template and each thematic section (the following will be part of the report template, i.e. there is a separate template for this).

Information about interview facilitator and setting
Please fill in the information about the interviewer. Tick all boxes that apply.
Date: 16th August 2023
Country: Spain
City/area: Cáceres, Extremadura
Location of interview (School name): Online meeting
On-site or online? Online
number of participants and family status: One (mother)
Language of interview: Spanish
Interview recorded? No
Name of interviewer: Miguel Méndez- Juan Francisco Fuella
Organisation: Junta de Extremadura
<p><b>Comments on the interview</b>, taking into account atmosphere, level of trust and openness, interruptions, etc.:</p> <p>The interview has been carried out completely normally, with confidence and relaxed atmosphere.</p>

### T3.3. In-depth interviews with families : Qualitative and collaborative data collection with families

#### Socio-demographic information of the persons interviewed

Fill in as much information as possible about the persons interviewed. Reproduce this template in case there is more than one person, including children. You can print several copies of this template and give it to each participant together with the consent form for them to fill in.

You must send CIDALIA the summary tables with the information of all participants.

Interviewee 1		
Age of the interviewee	48	
Number of children and their ages	One daughter 10 years old	
Source	Mother	
Vulnerability circumstances	Handicap/Differents capacities	
Gender of participant	Male	
	Female	X
	Not reported	
	Other	
Educational level of children	Pre-school	
	Primary	X
	Secondary (general)	
	Secondary (vocational)	