

WORKING IN A MULTIDISCIPLINARY



**9TH HOPE CONGRESS, BUCHAREST 2014
FOTINICA GLIGA & THE TEAM OF HOSPITAL SCHOOL P.A.V.E.L.
ROMANIA
F.P.E.S. UNIVERSITY OF BUCHAREST**



HOSPITAL SCHOOL IN ROMANIA

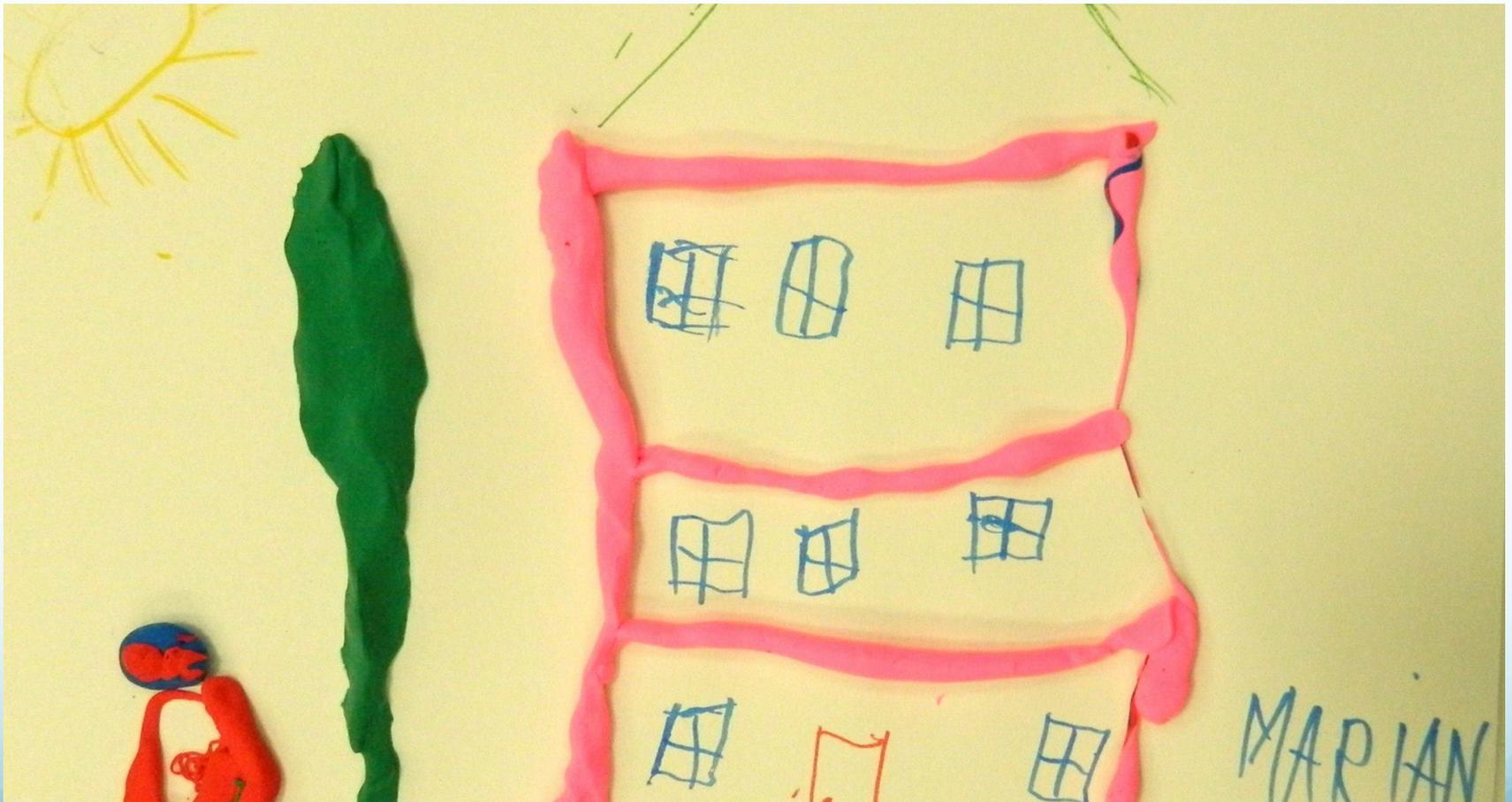
www.scoala-de-spital.ro



pave!

ASOCIAȚIA P.A.V.E.L.
- asociația părinților cu copii bolnavi de cancer -
www.asociatipavel.ro

THIS IS THE SCHOOL



TEACHERS AND MULTIDISCIPLINARY TEAM

Teachers are increasingly important members of the multidisciplinary team, because education can play a critical role in the holistic care of children.

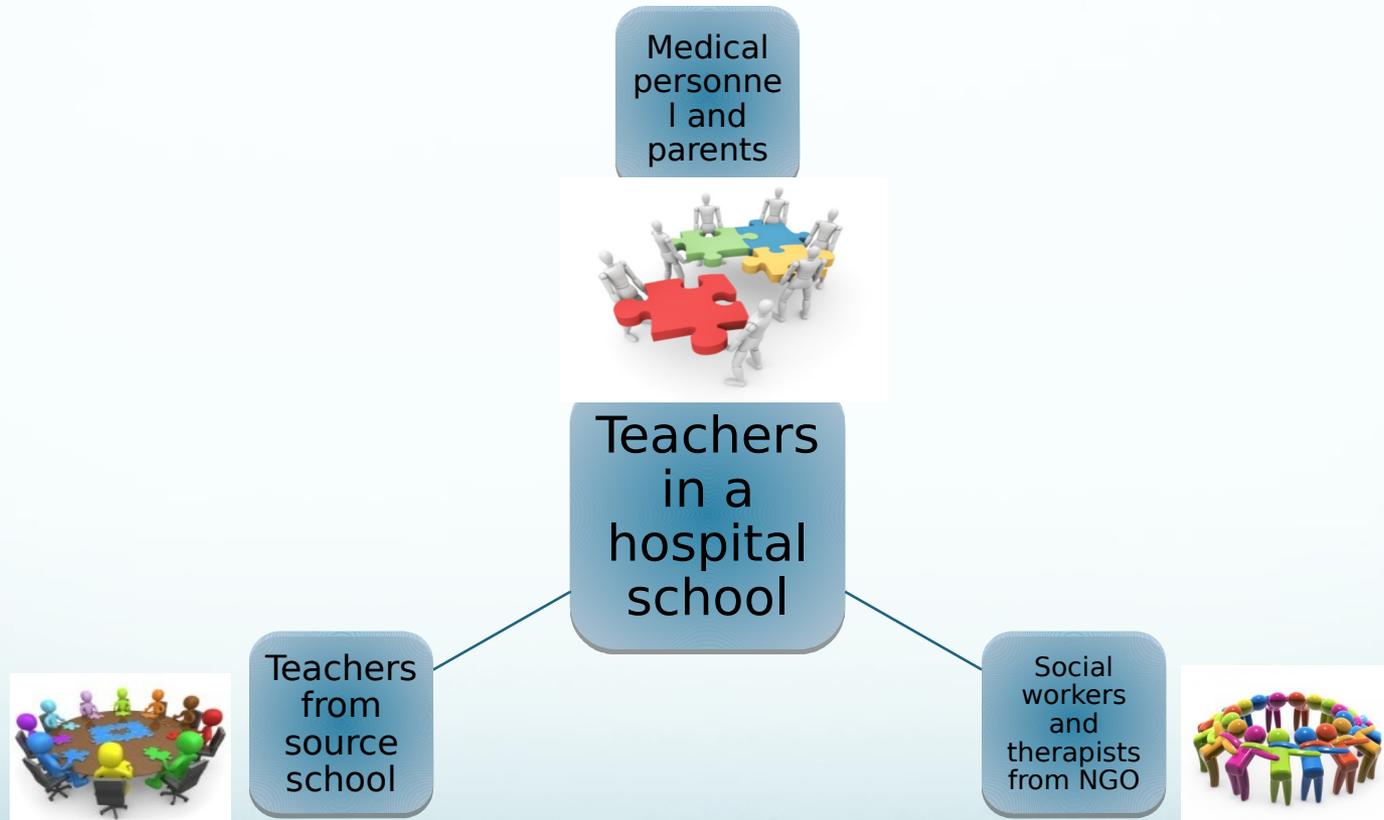


HOW TEACHERS WORK IN A MULTIDISCIPLINARY TEAM

- Different;
- They have to deal with various side effects of treatments;
- As part of a multidisciplinary team of doctors, therapists, social workers and other caregivers (e.g. parents) and teachers from source school;
- They share the same goal with the multidisciplinary team;

THEY WORK TOGETHER TO NORMALIZE AN ABNORMAL SITUATION.

HOSPITAL TEACHERS AS PART OF THREE MULTIDISCIPLINARY TEAMS



PROFILE OF HOSPITAL TEACHER

- good **communication** skills and empathy
- good **management** skills
- they need **specialized and additional qualifications** in order to cope with the vast needs of these learners
- a **very personal relationship** develops between the teacher and the learner

PROFILE OF SICK LEARNERS

CHILDREN WITH SEVERE SOMATIC DISEASE SUCH AS CANCER OR LEUKEMIA

- long periods of chemotherapy or radio-therapy
- isolated for a long time (Perez-Bercoff, 1996)
- immunosuppressed; not allowed to go to ordinary schools (Eiser et al., 2003)
- accelerated life experiences
- poor self-image

They develop psychosocial and academic problems and should therefore **be eco-systemically assessed.**

A HOLISTIC POINT OF VIEW

Eco - systems theory involves looking at the child from a holistic point of view taking all the child's

- ✓ internal barriers
- ✓ external barriers

to learning and development.



BARRIERS TO LEARNING AND DEVELOPMENT

Internal barriers

- Biological, intra-psychic
- Societal, self-image

External barriers

- Socio-economic, lack of human resources
- Inflexible curriculum

WHAT IS A CHRONIC OR A SEVERE SOMATIC DISEASE?

The chronic illness or severe somatic disease is a **medical condition of extended duration** that creates impairment in adaptive behavior and socially defined roles.

18% of children in USA have a chronic disease and 6.5% suffer a severe illness.

In Netherlands one of 10 children has a chronic, somatic or long time disease.

In Romania 500 children (3-16 years old) are diagnosed with cancer every year.

WHAT ARE THE NEEDS OF THESE ILL CHILDREN?

Most of the learners taught in the hospital school are in need of

- ✓ **EDUCATIONAL,**
- ✓ **EMOTIONAL** and
- ✓ **SOCIAL SUPPORT,**

because of chronic/severe somatic illness and absenteeism from schools.

CHILDREN WITH CANCER OR LEUKEMIA

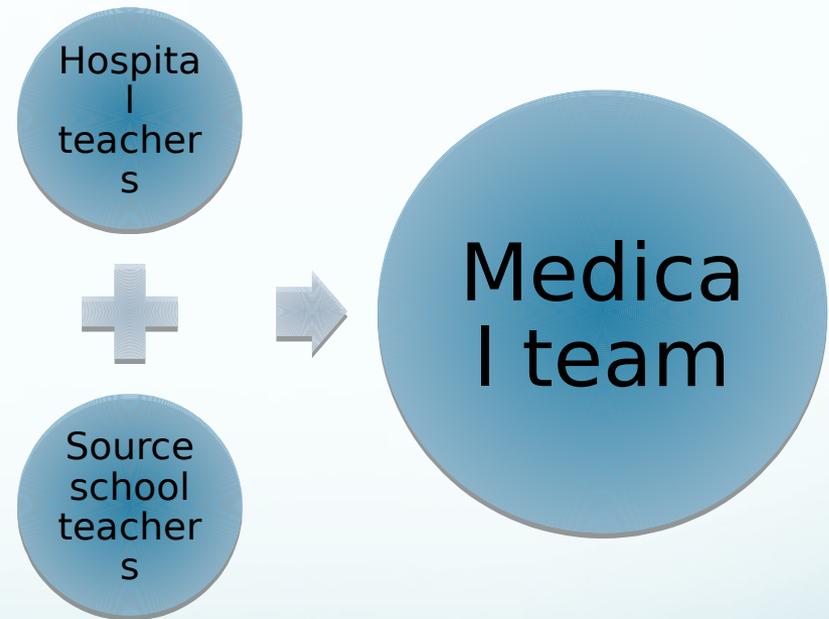
- **Treatment:** chemotherapy, radiation therapy, surgery, bone marrow transplant, medication;
- **Effects of illness** and/or **treatment:** nausea or gastrointestinal problems, fatigue, hair loss, pain, anemia, increased infections, skin irritation, loss of appetite;
- **Average range of school absence:** 80 days per year (the first treatment) in Romania.

EDUCATIONAL NEEDS OF CHILDREN WITH CANCER/LEUKEMIA

- difficulties in **attention, memory, processing speed** (Kretz & McCabe, 2003);
- significant **learning disabilities**: dyslexia, dyscalculia and emotional problems (Upton & Eiser, 2006);
- medication for cancer can have influence on the child's **executive functioning** and **learning**.

EDUCATIONAL NEEDS OF CHILDREN WITH CANCER/LEUKEMIA

All these special educational needs observed by the hospital teachers and the teachers from source school are **reported back** to the medical team for adjusting medication or modifying treatment.



WHAT ARE THE BENEFITS OF ATTENDING HOSPITAL SCHOOL?

- The school becomes a **refuge**;
- Hospital schools give **some normality** to the day's routine (Eiser et al., 2003);
- The school becomes **an aid to recovery**;
- “school is one of the primary psycho-social aspects of cure as it helps the learner **to develop age-appropriate behaviour and emotional responses** as well as **cognitive skills**” (Perez-Bercoff, 1996).

TEACHER IS A MEMBER OF MULTIDISCIPLINARY TEAM

The teaching for the children with severe somatic diseases (cancer, leukemia) is a

MULTIDISCIPLINARY TASK

involving not only pediatricians but also psychiatrists, psychologists, social workers, therapists, parents and **TEACHERS**

The aim of multidisciplinary intervention is the educational and social INCLUSION.

INCLUSION

“Inclusion is a shared value which promotes a single educational system, dedicated to ensure that all learners are empowered to become competent and contributing citizens in an inclusive and diverse society”

(Engelbrecht et al., 1999)

INCLUSIVE EDUCATION

- implies involving the students with all types of special educational needs (SEN) in the mainstream education, along with their peers.
- implies teaching the students with SEN based on individual educational plan and/or modified curriculum.

STUDENT WITH SPECIAL EDUCATIONAL NEEDS

All the children, who are characterized by the following:

- physical and mental development disorders;
- visual and hearing disorders;
- speech, behavior and emotional development disorders;
- **THOSE WHO NEED LONG-TERM TREATMENT/HOSPITALIZATION;**
- those who represent national minorities;
- those who are vulnerable;
- those are threatened by being excluded from the educational process, due to learning disabilities/difficulties.

MULTIDISCIPLINARY TEAM OF INCLUSIVE EDUCATION

Is a team of specialists, which includes:

- **an educational psychologist/psychopedagogue,**
- **one/more special teacher/s (including a speech therapist) and**
- **more general education teachers,**
- **an occupational/play/art therapist.**



MULTIDISCIPLINARY TEAM OF HOSPITAL SCHOOL P.A.V.E.L. IN THE PROJECTS: “LET’S LEARN TOGETHER”

- ✓ Project manager/Team leader
- ✓ The psycho-pedagogue
- ✓ The Romanian language teacher
- ✓ The mathematics teacher
- ✓ The teacher for primary school
- ✓ The play/art-therapists



Mihai-Team leader



Fotinica-Psycho-
pedagogue



Bety-Mathematics
teacher



Camelia - Primary
School teacher



Teo - Play
therapist



Lucia-Romanian
teacher

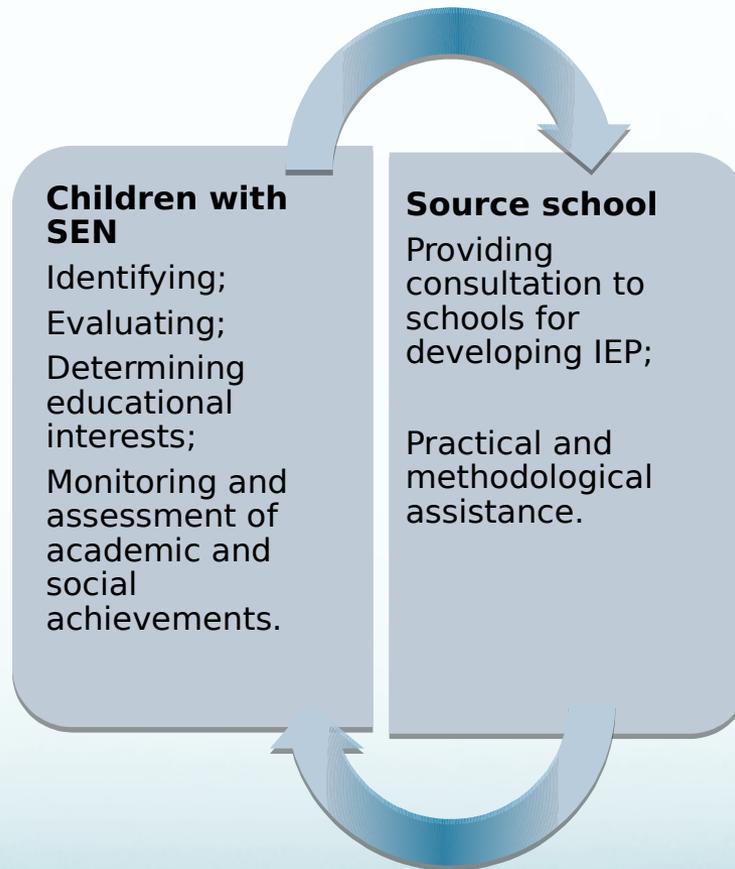


Mihaela - Art
therapist



Simona-Play
therapist

FUNCTIONS OF THE MULTIDISCIPLINARY TEAM OF INCLUSIVE EDUCATION ARE:



INDIVIDUAL EDUCATIONAL PLAN (IEP) AND MODIFIED CURRICULUM (MC)

- **IEP** is based on the national curriculum and takes into account all the educational needs of the student.
- **MC** is a component part of the national curriculum – a different educational plan for the students with special educational needs.

IEP AND MC

PLAN EDUCATIONAL INDIVIDUALIZAT

NUMELE ȘI PRENUMELE: P.A.

CLASA: nescolarizata (a fost in cls a IV-a in invatamantul de masa; in urma imbolnavirii a pierdut

achizițiile școlare; se recupereaza din februarie 2014)

ÎNCADRARE ȘCOALĂ de ȘPITAL: ciclul primar- clasa I/a II-a cu curriculum adaptat si PEI

DIAGNOSTICUL: Medical: tumorare cerebrala- operata si sub tratament; afectare motrica (deplasare cu caruciorul) și grafomotrica

Psihopedagogic: dificultati de motricitate, psihomotricitate și grafomotricitate, dificultati de invatare (discalculie, disgrafie)

ECHIPA DE INTERVENȚIE: Psihopedag și profesor de științe și lb. engleză - Fotinica Gilga; Profesor ciclu primar – Camelia Ionescu; Profesor limba română și limba franceză – Lucia Știrbu; Profesor matematică și informatică – Elisabeta Niță; Coordonator Proiect și Profesor de Științe sociale – Mihai Benchea

OBIECTIVE GENERALE: dezvoltarea motricității și grafomotricității, adaptarea conținuturilor învățării pentru: matematică, limba română; dezvoltare personală prin arteterapie și terapie ocupațională;

DURATA PROGRAMULUI: 12 luni

DOMENIUL / DOMENIILE DE INTERVENȚIE: matematică; limba română și comunicare; abilități practice și artistice; motricitate, psihomotricitate, grafomotricitate)

DATA ELABORĂRII PEI: aprilie 2014

DATA REVIZUIRII PEI: octombrie 2014

DATA REVIZUIRII PEI:

CONȚINUTUL ACTIVITĂȚILOR:

Nr. crt	Obiective operaționale/obiect de studiu	Strategii de învățare, terapie și recuperare	Interval de timp	Evaluarea și aprecierea evoluției
				Indicatori
1	Limba română și comunicare Evaluare inițială 1. Sa citeasca cursiv texte scurte din povesti. 2. Sa reciteze din amintire povesti.	Conversația Lectura selectivă Exercițiul posttextual Explicația Lucrul individual	6 luni	Testarea capacităților la limba și literatura română (evaluare inițială) Citește cu sprijin cuvinte multi silabice și propozitii. Povestește cu sprijin și explica cuvintele din text formand cu el propozitii. Realizeaza acordul subiect-predicat in propozitie.

ADAPTARE CURRICULARĂ

NUMELE ȘI PRENUMELE ELEVULUI: P.A.

AN ȘCOLAR: 2013-2014

LIMBA ROMANA

1. OBIECTIV CADRU:

Dezvoltarea capacitatii de receptare a mesajului oral

Obiective de referință <i>La sfârșitul clasei __ elevul va fi capabil:</i>	Activități de învățare <i>Pe parcursul clasei ___ se recomanda urmatoarele activitati:</i>	Metode și mijloace de realizare	Metode și instrumente de evaluare	Observ
1.1. să sesizeze sensul global al unui mesaj, identificând aspectele principale și de detaliu la care se referă un mesaj oral	-exerciții de formulare de întrebări pentru stabilirea sensului global al mesajului; -exerciții de discriminare a elementelor esențiale de cele de detaliu dintr-un mesaj ascultat;	observația, jocul didactic, exercitiul, demonstrația, fișe de lucru, cartea	Observarea, aprecierea verbală, fișe de evaluare și autoevaluare	



MOVIE-1

SOCIAL AND EMOTIONAL NEEDS OF CHILDREN WITH CANCER/LEUKEMIA

- Social and emotional difficulties are due to their illness and/or extended absence from school;
- Among these difficulties: depression, withdrawal, impulsivity, social rejection, anxiety.

HOW TO REDUCE SOCIAL AND EMOTIONAL DIFFICULTIES

- ✓ Involving children in social situations that highlight their strengths and unique gifts (Shaw & McCabe, 2008);
- ✓ Monitoring their daily activities;
- ✓ Providing home schooling as a transition from hospital to school (Blakeney, 1994);
- ✓ Using technology to increase instructional flexibility (Shaw & Brown, 2006);
- ✓ Developing special empathetic relationships with teachers for emotional support;
- ✓ Developing strong working relationships between schools (e.g. hospital or source school) and health care.

HOW TO REDUCE SOCIAL AND EMOTIONAL DIFFICULTIES

LISTEN TO THE CHILD!

Some children like speaking about their illness and other children want to be treated like everyone else.





MOVIE-2

**OUR MULTIDISCIPLINARY TEAM
THANKS YOU FOR ATTENTION!**
fotinica.gliga@asociatiapavel.ro



sheqinshomey.wordpress.com