



# I'm ill...

## what consequences and factors do influence my school career?

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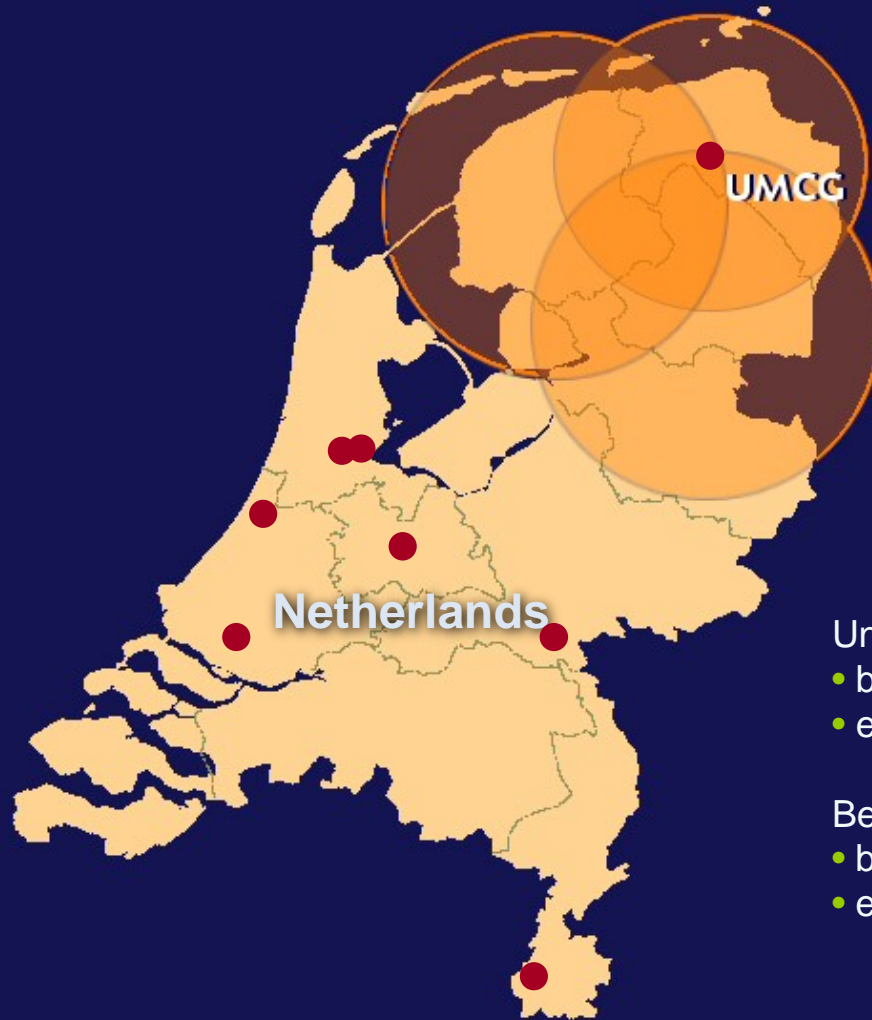


# Content presentation

- Background information
- Trigger for the start
- Some results of the small scale studies
- Current studies and future plans



# University Medical Center Groningen



## University Medical Center Groningen

- beds 1.300
- employees 12.000

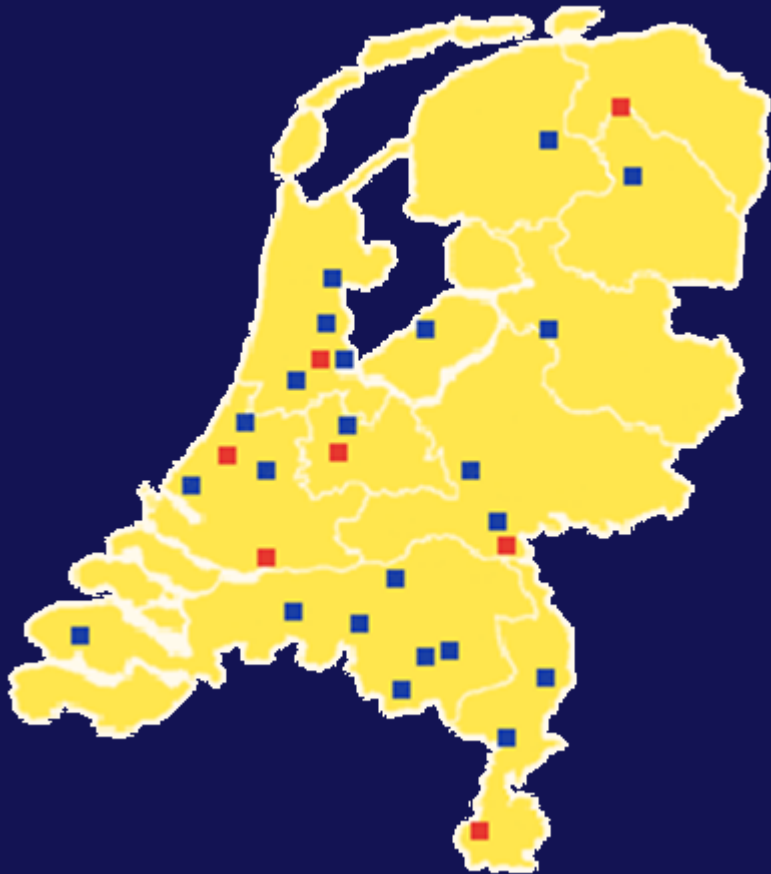
## Beatrix Children's Hospital

- beds 150
- employees 600



# ZIEZON

## national network sick and education



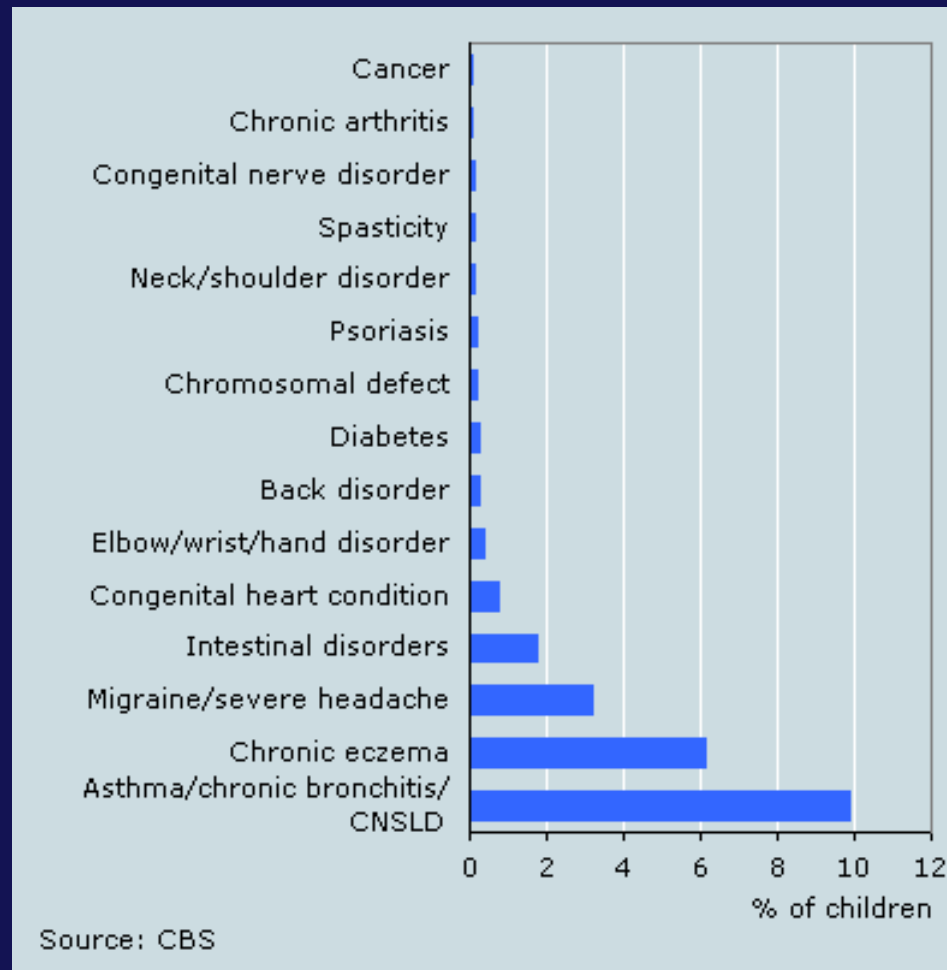
120 Consultants Education Sick Pupils  
Working at:

- University Medical Centres
- Special Needs Support Service





# Number of sick pupils in the Netherlands





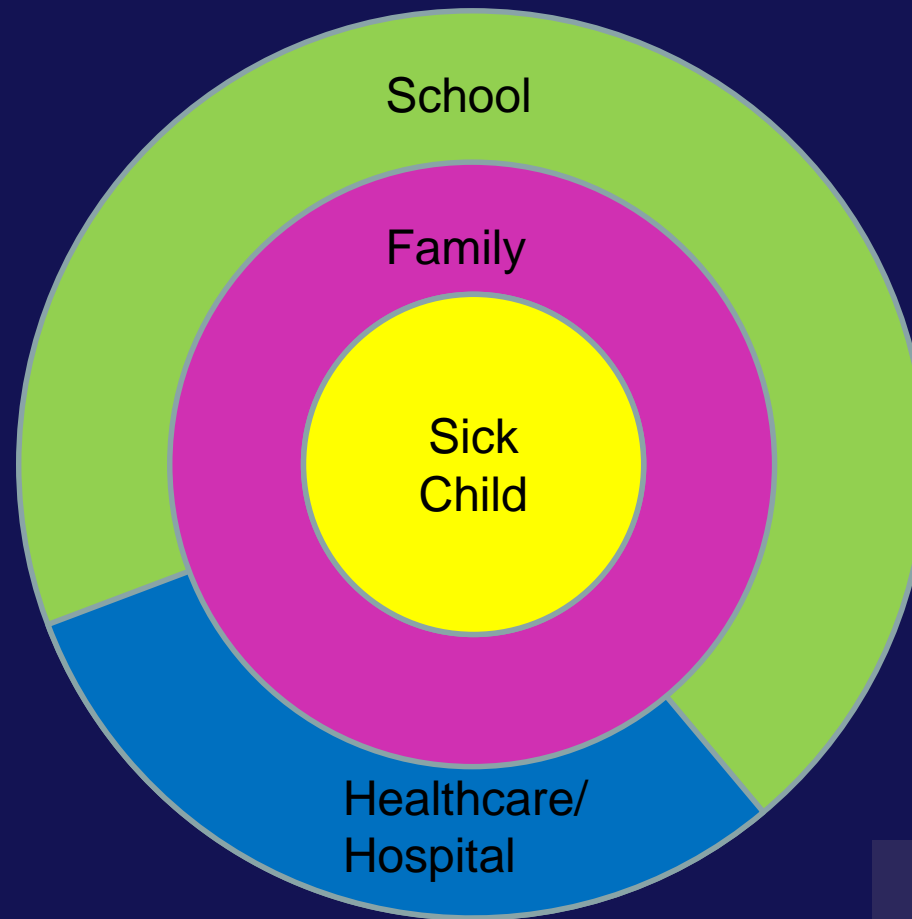
# Trigger for the studies



How do you know?

Where is the evidence?

# Environment of the sick child





# The pupil with a chronic condition

Now it's my turn to speak!

how children with a chronic illness experiences going to school



**Jellina Timmer**

UMCG, Educatieve Voorzieningen  
RUG, Gedrags- en Maatschappijwetenschappen,  
Onderwijskunde

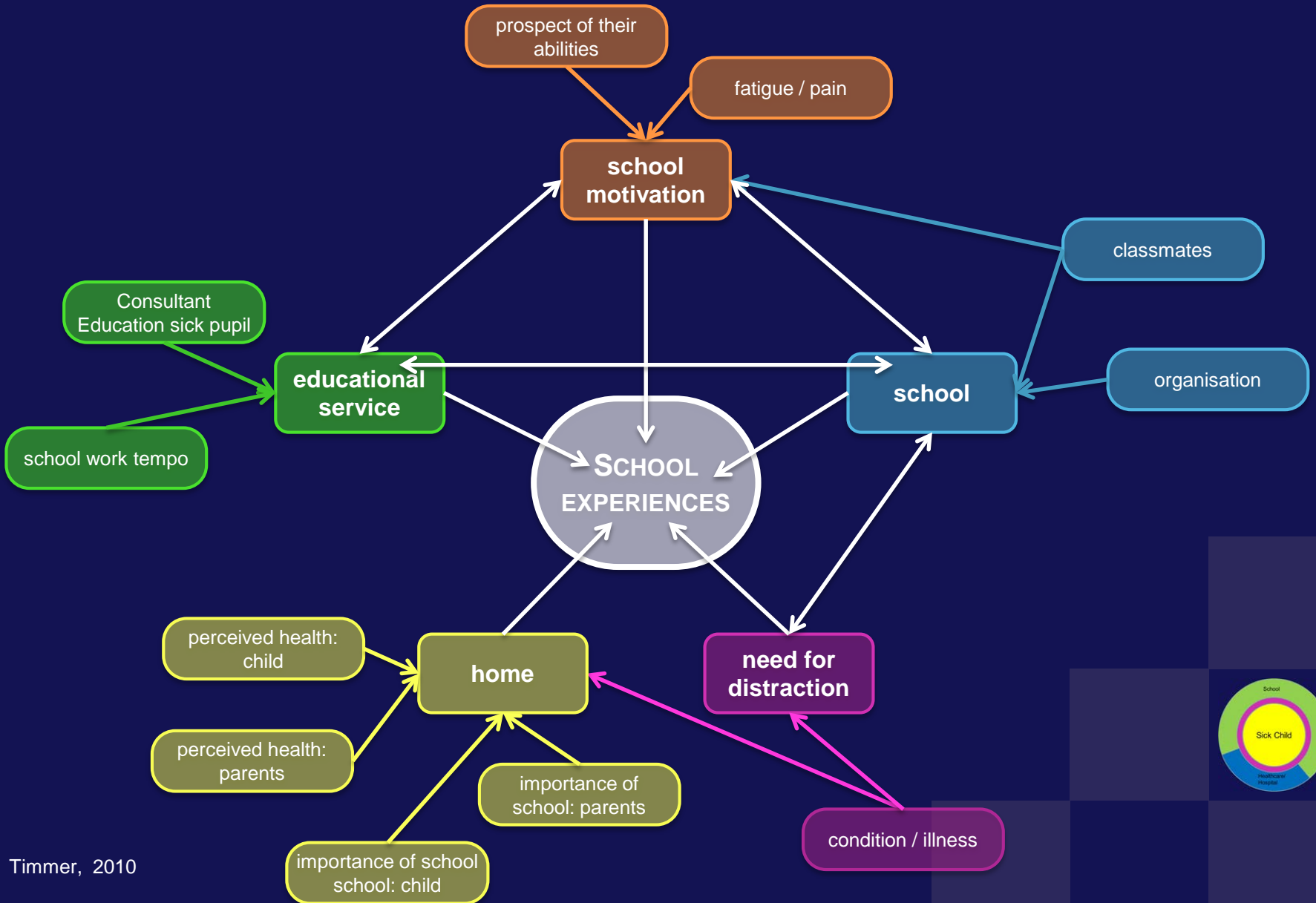


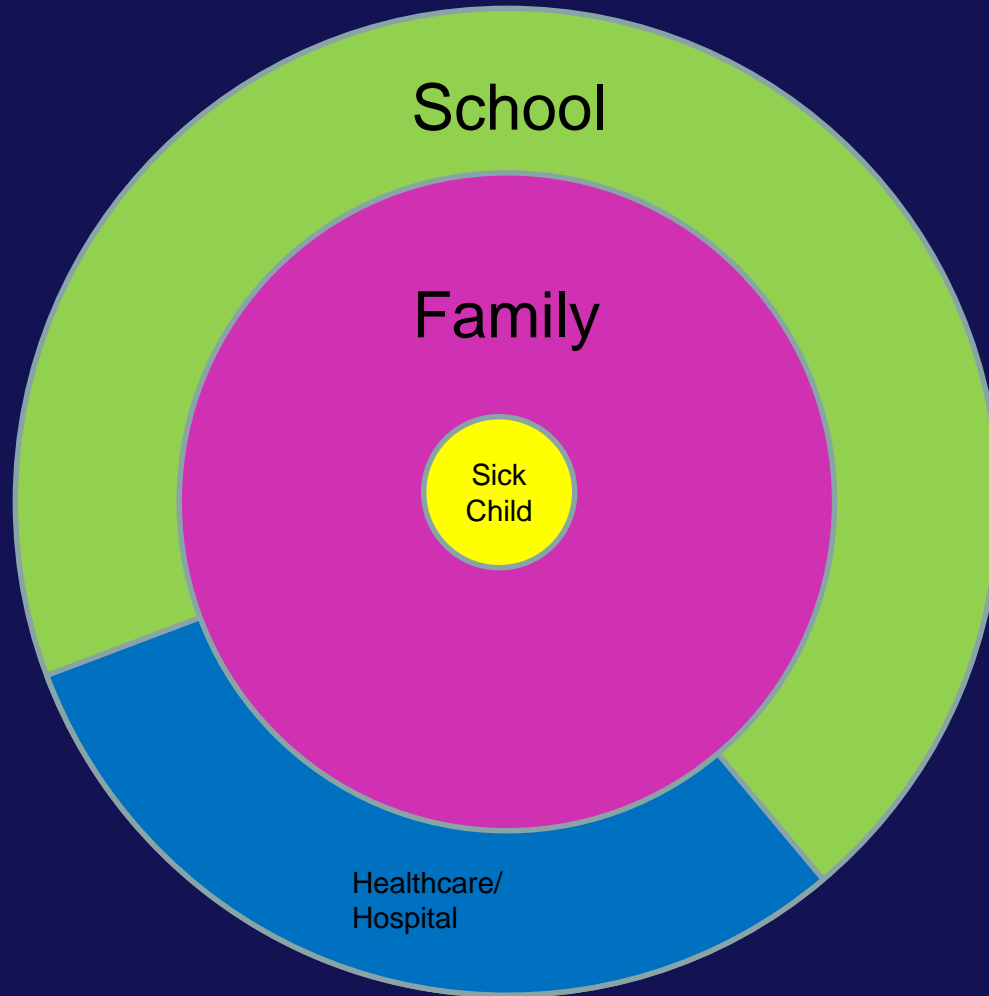
Groningen, 15 juli 2010

**Studentenbureau UMCG** Universitair Medisch Centrum Groningen

Factors influencing school experiences of pupils with a chronic condition







# School and parents

Chronically ill and  
opinions of parents and  
chronically ill children

Hilde van Slochteren

UMCG, Educatieve Voorziening  
Rijksuniversiteit Groningen, Algemeene  
Wetenschappen

Groningen, 27 februari 2009

Studentenbureau UMCG/afstuderen

## Normal (in)visible

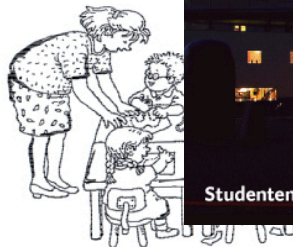
Attitudes in general education towards  
a chronic somatic illness

Marije Kort

UMCG, Wenckebach Instituut, Educatieve Voorziening  
Hanze Hogeschool, Pedagogische Academie

Groningen, 18 april 2010

Studentenbureau UMCG



Universitair Medisch Centrum Groningen

Teachers views on children  
somatic illness in general education

Nicole Noordhof

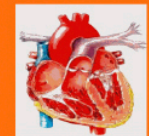
UMCG, Educatieve Voorziening  
RUG, Algemene Pedagogische Wetenschappen

Groningen, januari 2011

Studentenbureau UMCG

Universitair Medisch Centrum Groningen

Academic achievement of children with  
chronic cardiac illness



Marije Kort

UMCG, Educatieve Voorziening  
RUG, Gedrags- en Maatschappijwetenschappen, Onderwijskunde

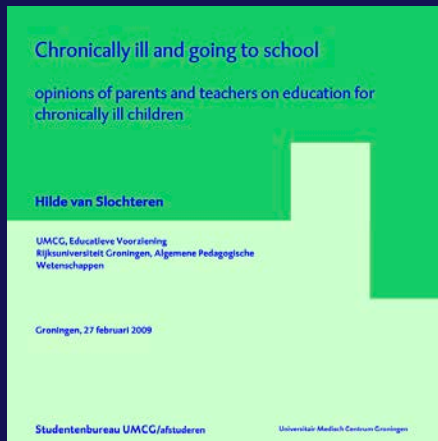
Groningen, juli 2011

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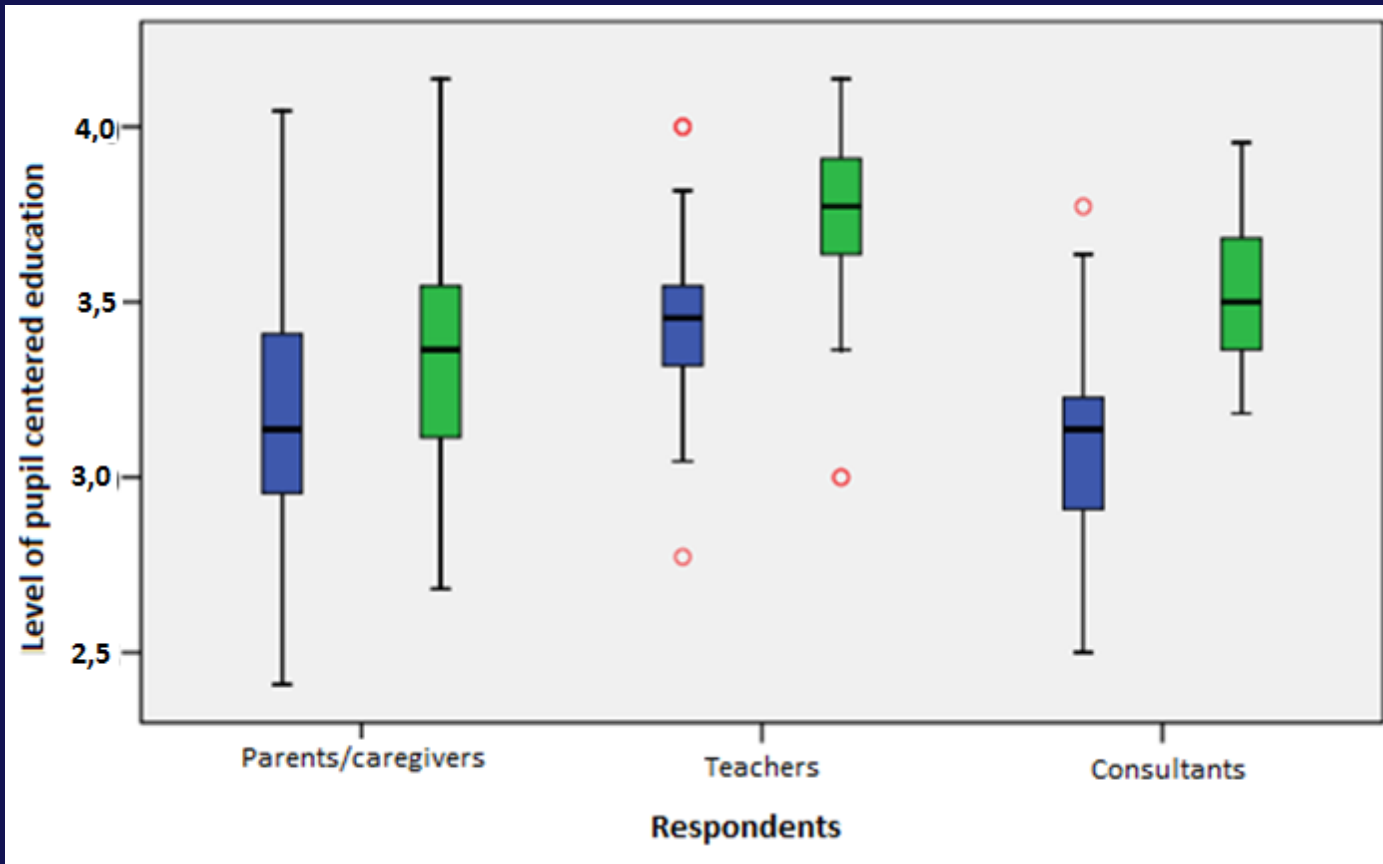


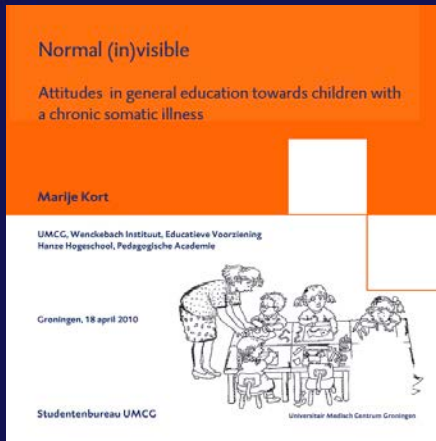
# School and parents

- What educational views about education sick pupils are known in science?
- Are the educational views by parents/ caretakers and teachers about homeschool education curriculum centered or pupil centered?



# Level of pupil centered



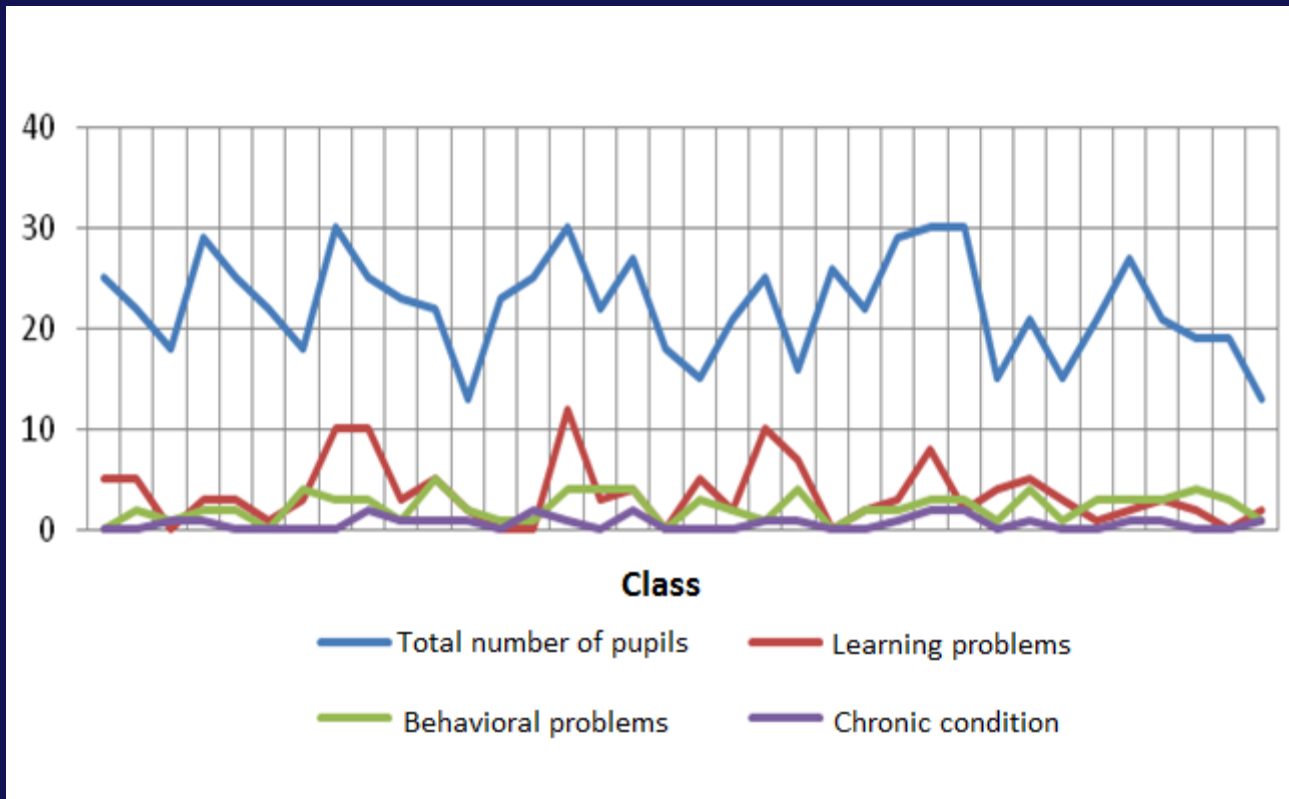


# School and teachers

- How is the teachers attitude in regular education towards children with a chronic condition?
  - Educational views
  - Acting in practice
  - Knowledge of the teacher



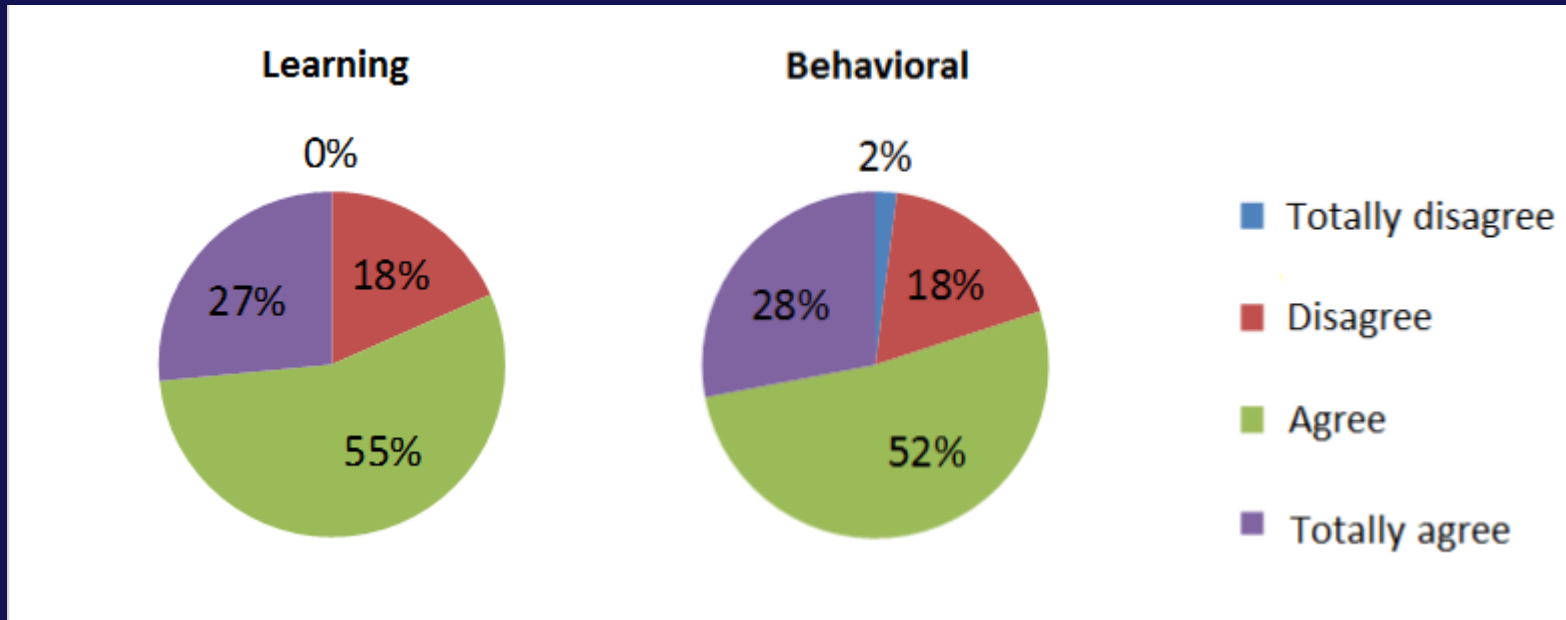
# Number of special needs pupils according to the teachers





# Effect of condition and treatment

according to the teachers

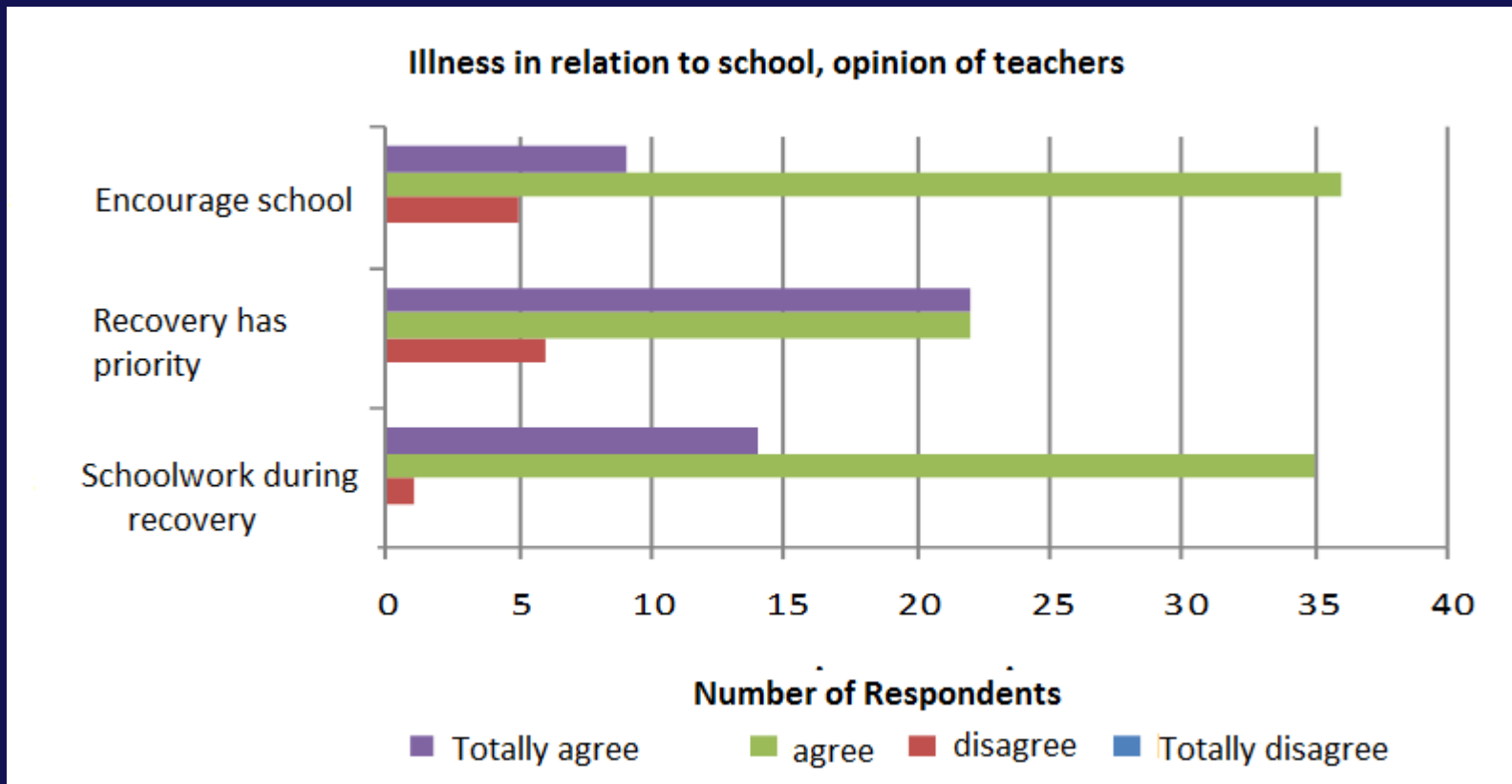






# School during illness

## according to the teachers





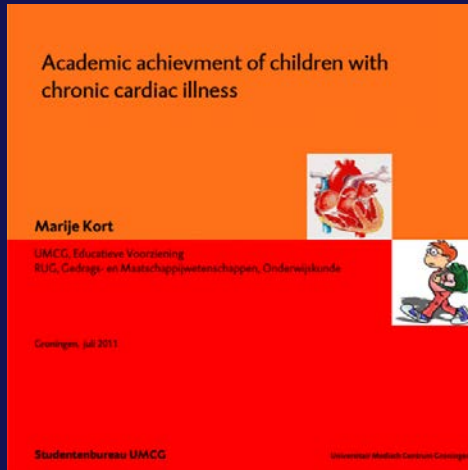
# School and teachers

- What views do teachers have on children with a chronic somatic condition in regular education?
- How do teachers work with these children in practice?



# Looking for support



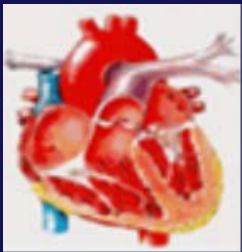


# School achievement

- Are there differences in school achievement when a pupil with a chronic cardiac illness has been compared to healthy classmates?
- Does the seriousness of the condition or gender influence school achievement?



# Pupils with chronic cardiac illness



Differences in subjects

- Language
- arithmetic

No differences in the overall scores

No gender influence



# Physicians views on learning and development of children with a chronic somatic illness and their professional role in this area

**Marleen van der Heijden**



UMCG, Educatieve Voorziening  
RUG, Faculteit Gedrags- en Maatschappijwetenschappen,  
Orthopedagogiek



Groningen, juli 2014

**Studentenbureau UMCG**

Universitair Medisch Centrum Groningen





Personal characteristics

Total well being

- society
- psychological

Parents view

Risk of development delay

Seldom communication with teachers





# Rol of the physician



medical expert  
Counselor  
Coach



Collecting information  
Signaling problems  
Referring to other professional







# Master students

- Restrictions
  - small number of respondents
  - we couldn't use the results for generalization
  - it is not possible to show the significance between the results
- Chances
  - gives food for thought
  - provides opportunities

# Review

**What is known in science about the impact of Chronic Somatic Diseases on cognitive, social and affective learning from age group 4-18?**

- **Disease and treatment**
- **Interventions**
- **Factors**



# Comments, ideas or questions?

- Please contact me:

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