

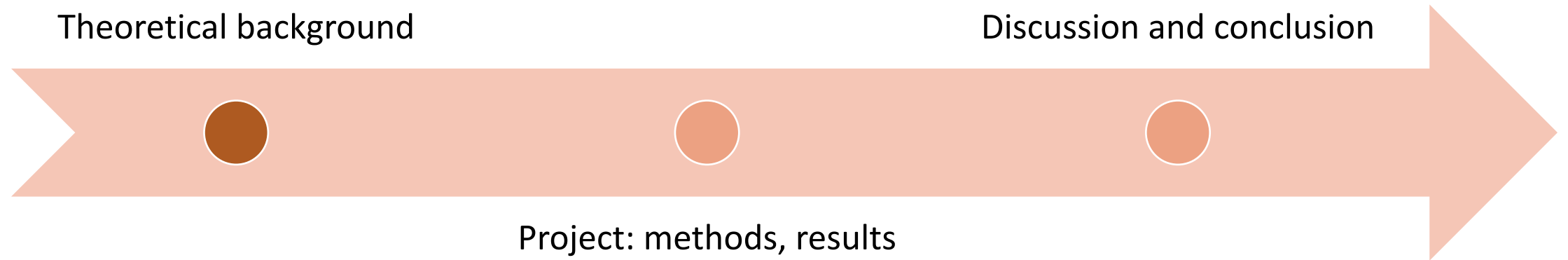
It is all a matter of perspective

**The challenge of chronic illnesses for schools
seen from different points of view**

Nicola Sommer

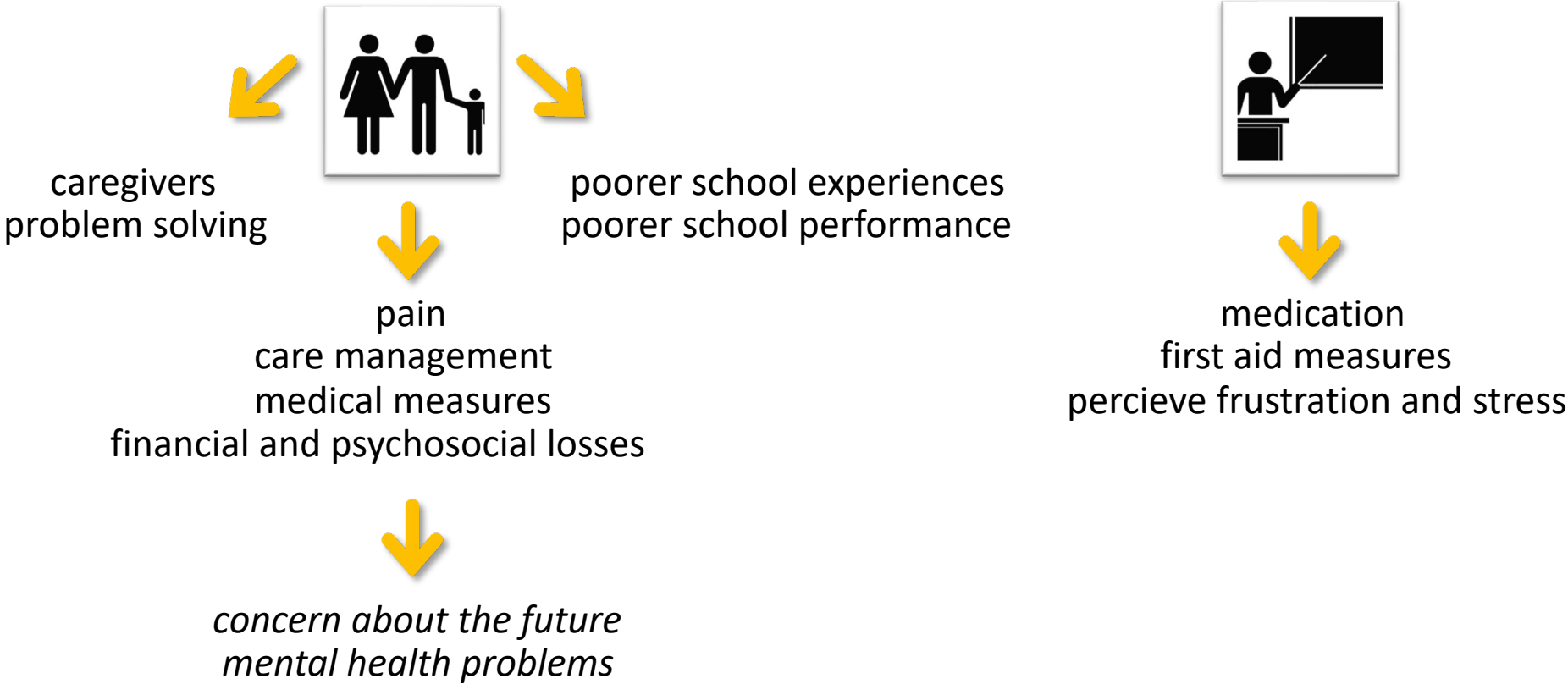
Index

Krankheit
& Schule



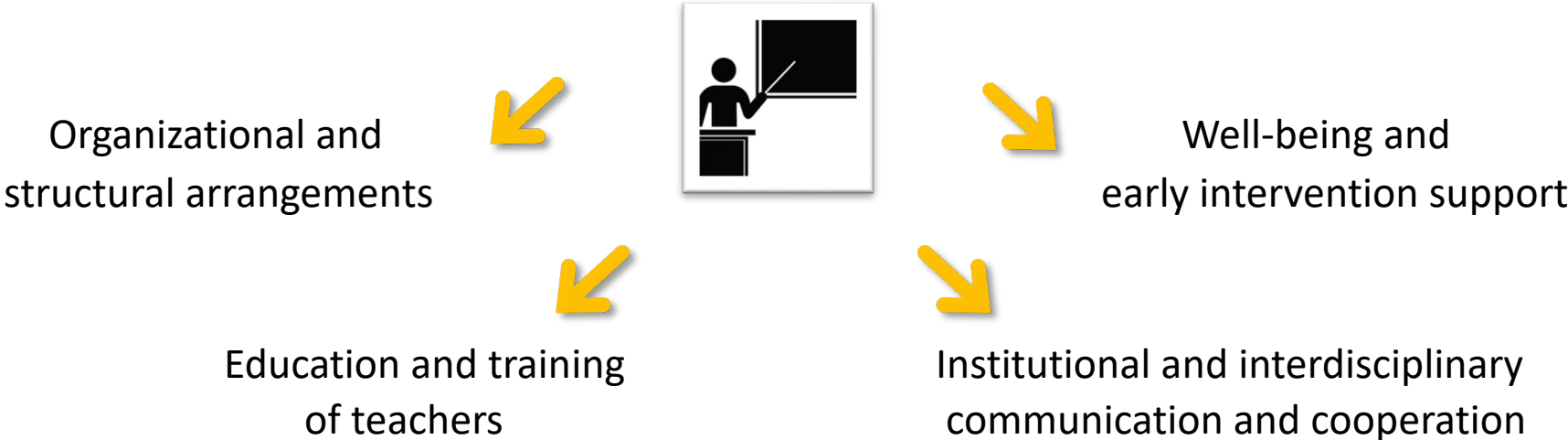
Theoretical background

Challenges related to chronic diseases



Theoretical background

Successful, inclusive and educationally supportive environment



Methods

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How do different participants in school describe challenges related to chronic disease?

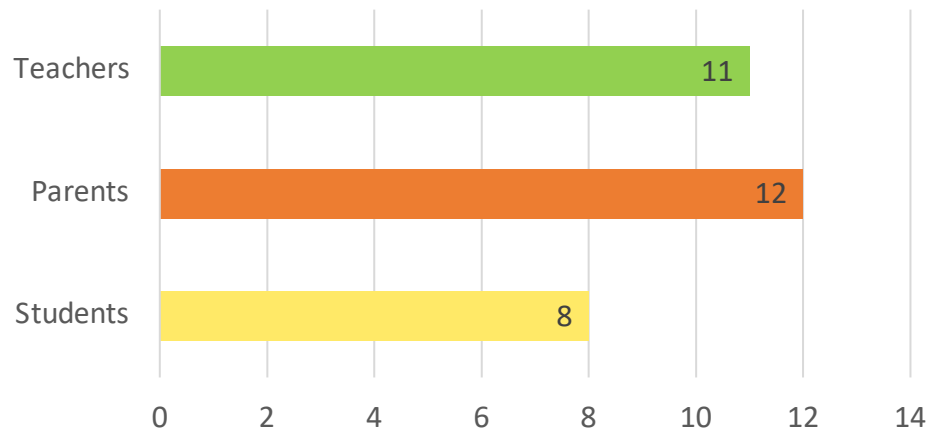
What can be derived from this for a successful, inclusive and educationally supportive environment?

Methods

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& Schule

PROCEDURE

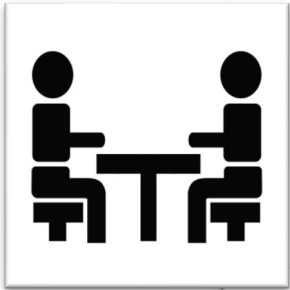
Participants



Methods

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& Schule

PROCEDURE



1. Everyday life

(Sarvey, 2008; Cockett, 2012; van Oers, 2014; Landolt, 2008; Nieto-Eugenio, 2020)

2. Knowledge about diseases

(Sommer & Klug, 2021; Hedderich & Tscheke, 2013; Olson, 2004)

3. School day

(Lum, 2019; Selekman, 2016; Hoffmann, 2018; Bray, 2015; Damm, 2015)

4. Guidelines for School

(Damm, 2015; Vidulano, 2003; Sommer & Klug, 2021, Hedderich & Tscheke, 2013; Olson, 2004; Nehring, 2015; Lum, 2017; Lum, 2019)

5. Special situations at school

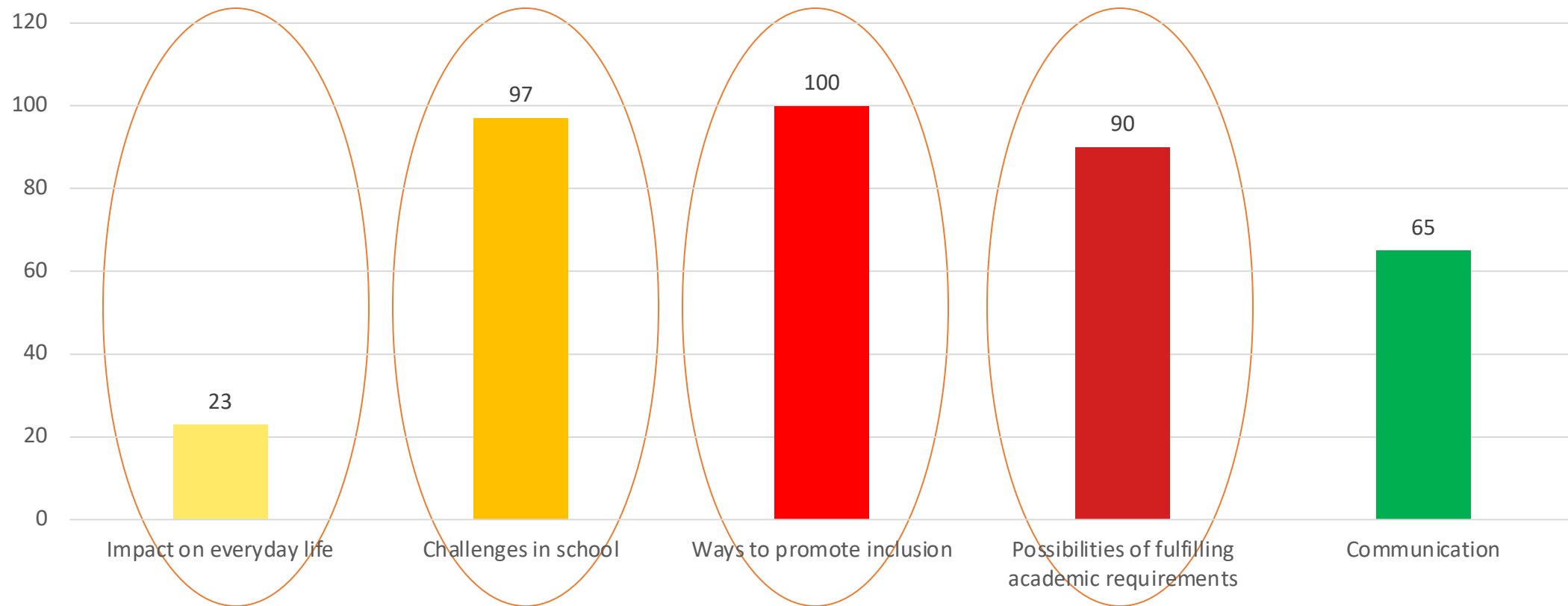
(Damm, 2015)

6. Absenteeism

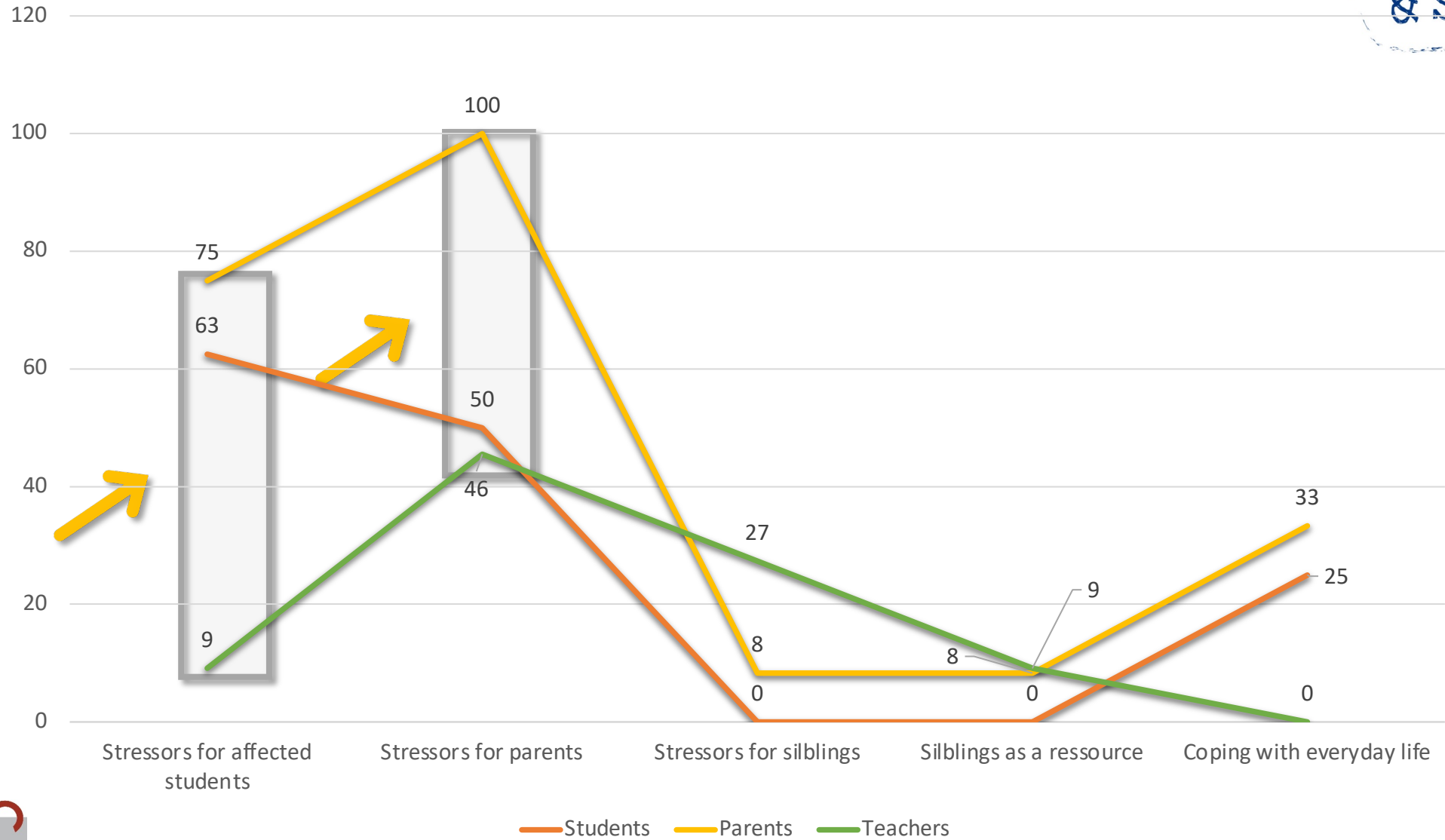
(Damm, 2015; Lum, 2019)

Results Code Frequencies

Code frequencies

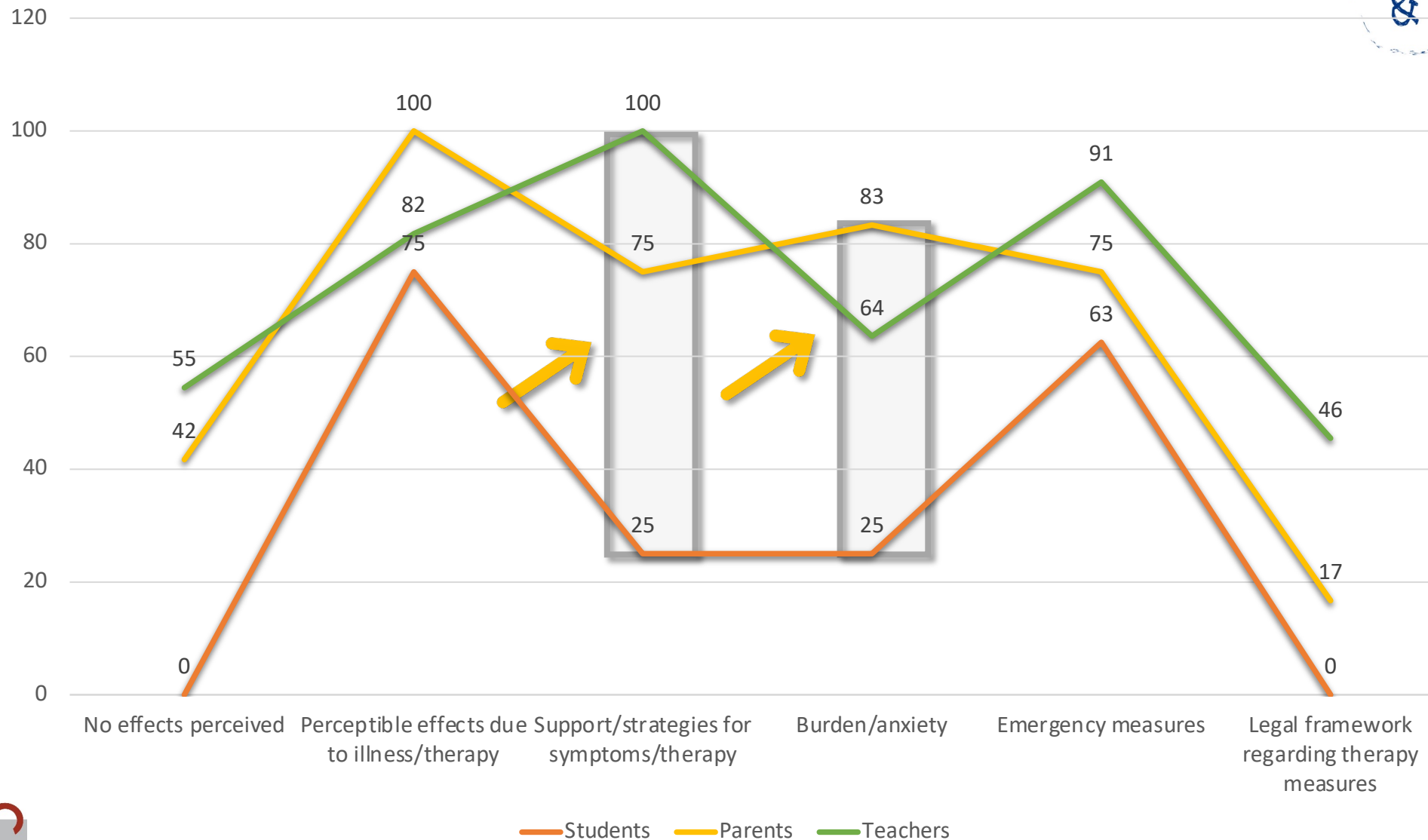


Impact on everyday life

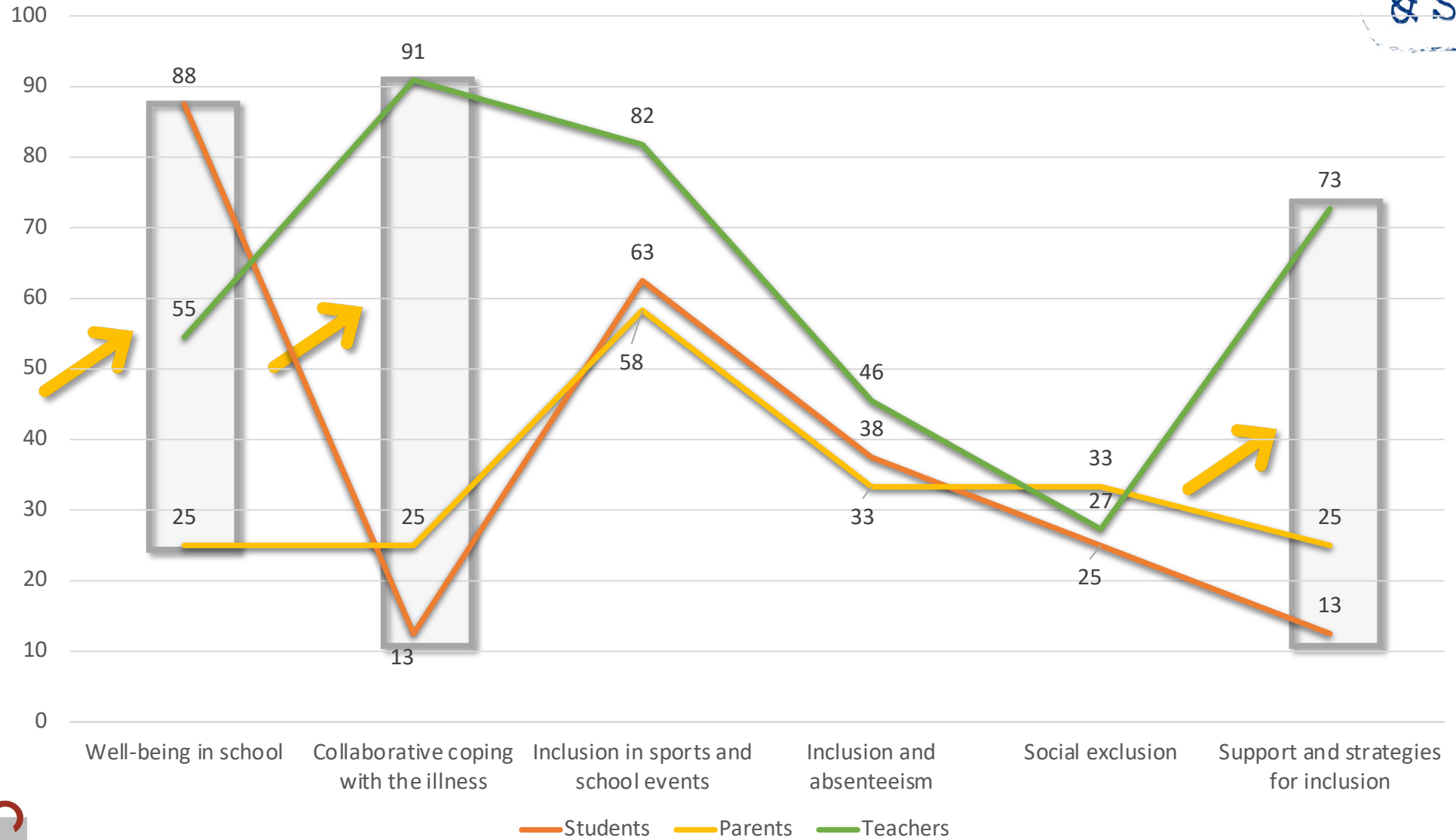


Challenges at school

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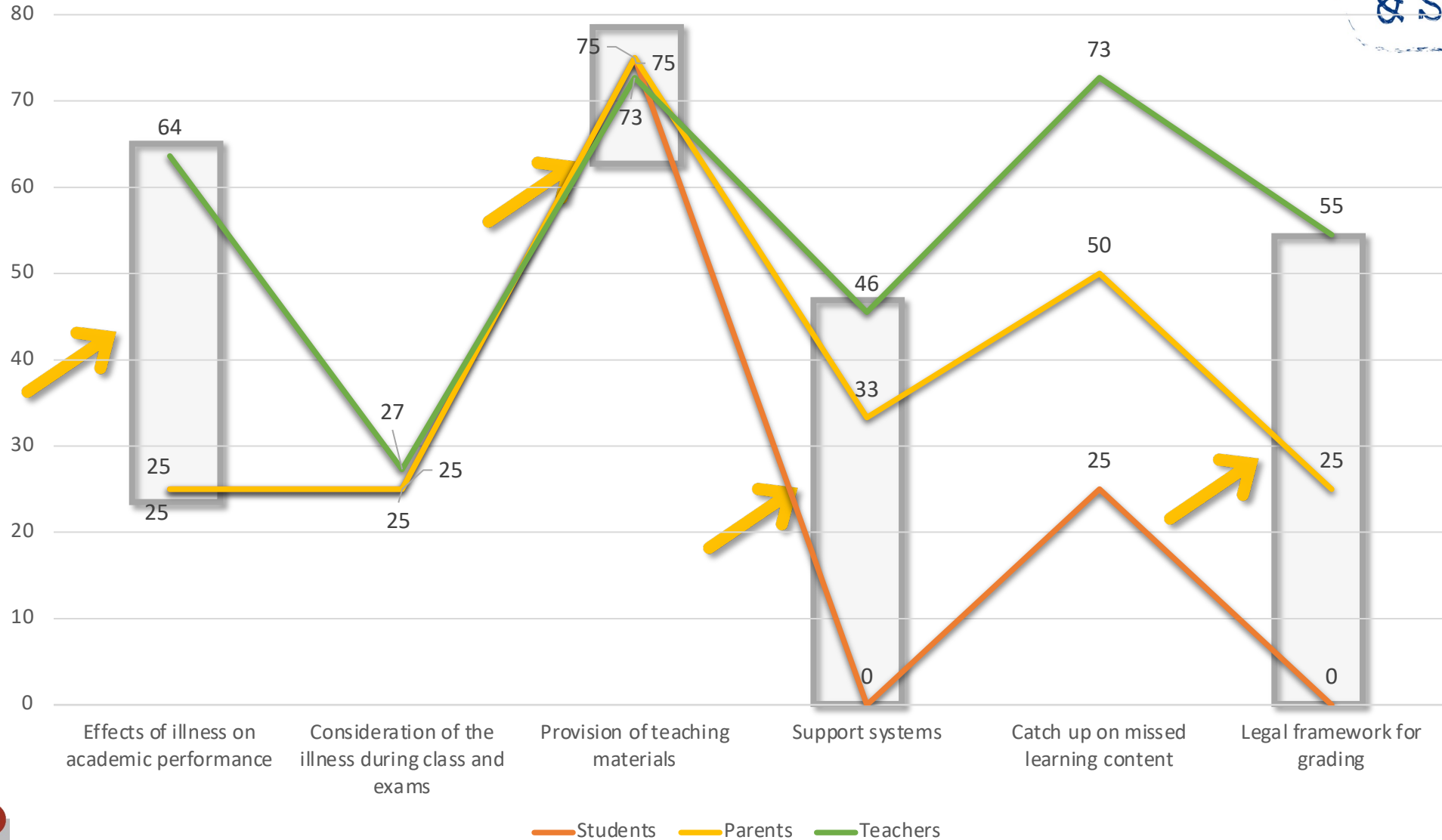


Ways to promote inclusion



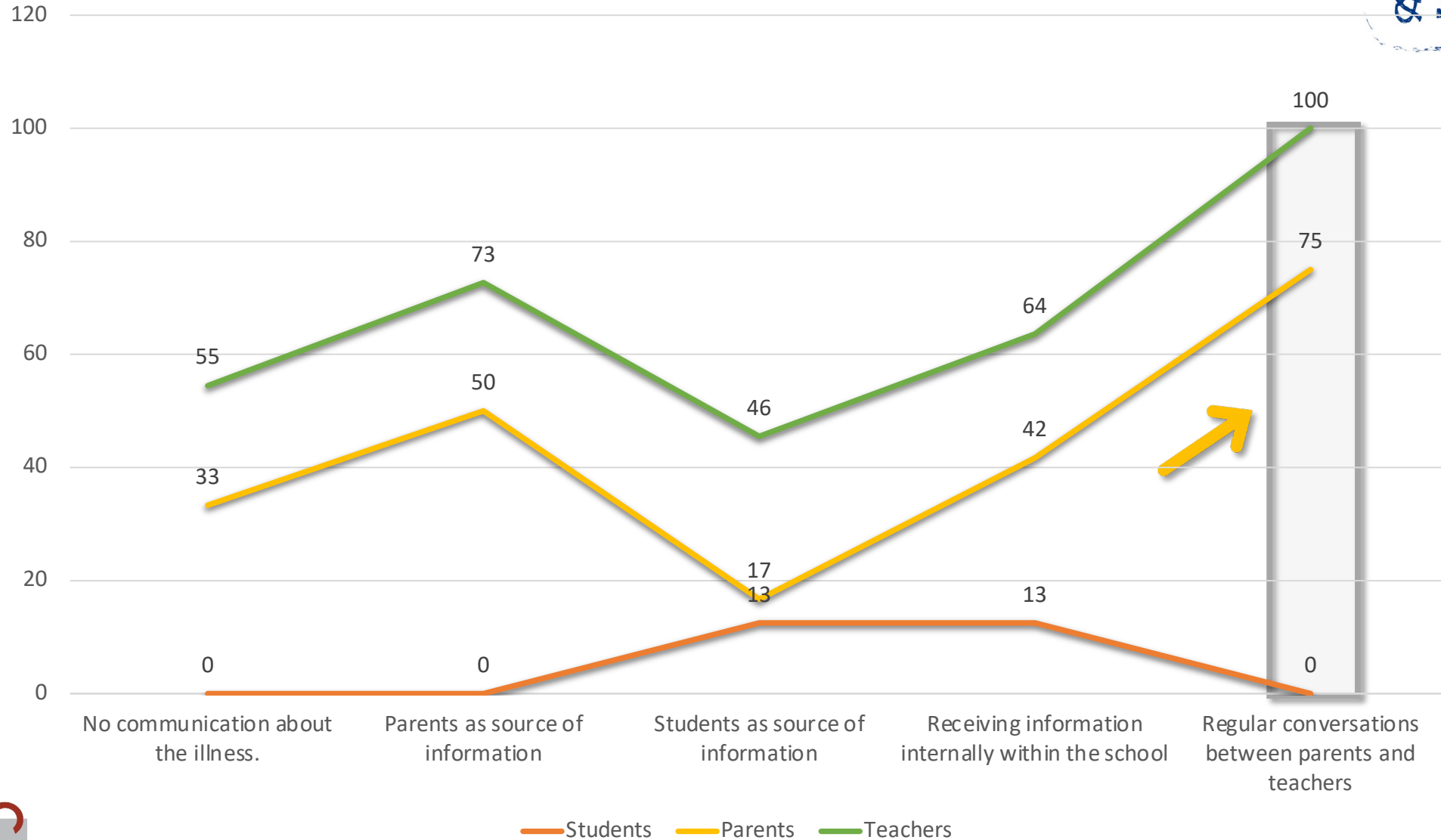
Possibilities of fulfilling academic requirements

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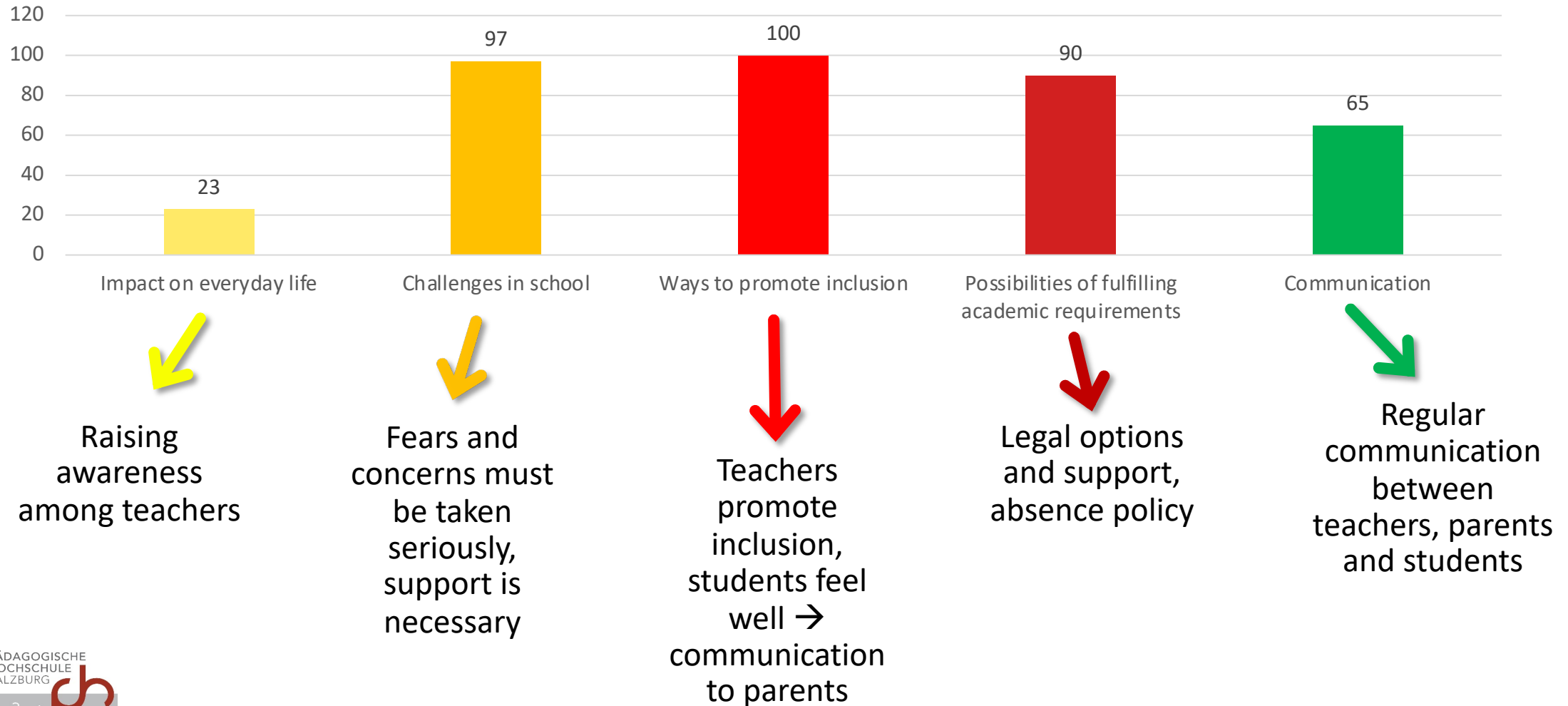


Communication

Krankheit & Schule



Conclusions



Limitations and Outlook

- 12 different life worlds
- Self-assessment of the participants



- Larger sample size
- Broader spectrum of diseases
- Follow-up

Overall, creating an inclusive and supportive educational environment requires a comprehensive and collaborative approach, with a focus on the needs of all students. By prioritizing the well-being and education of all students, schools can create a successful and supportive environment that benefits everyone.

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