



# LIFE SKILLS & CHRONIC ILLNESS

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Oral presenter

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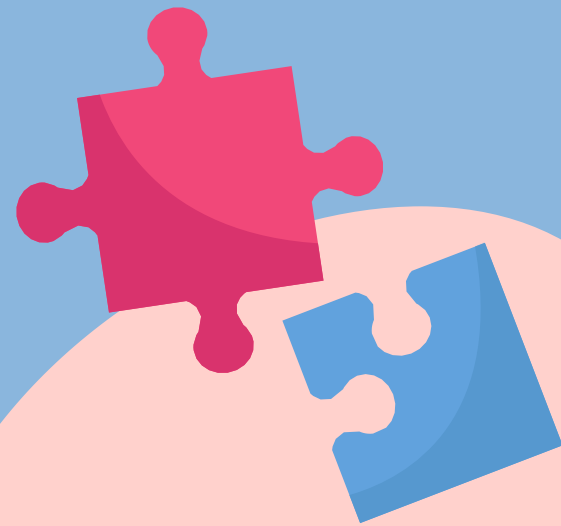
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“MeTA-Es – Methods and Techniques for  
Analyzing the Experiences of illness”

# INTRODUCTION



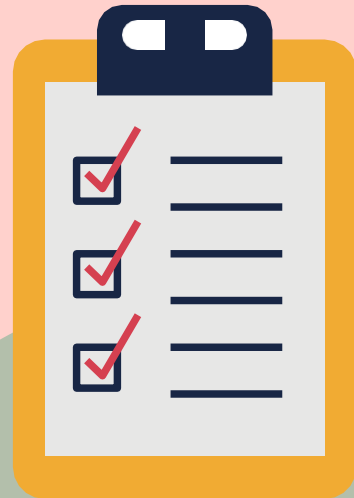
Life skills essential to make pupils feel ready to cope with what they may encounter in life.



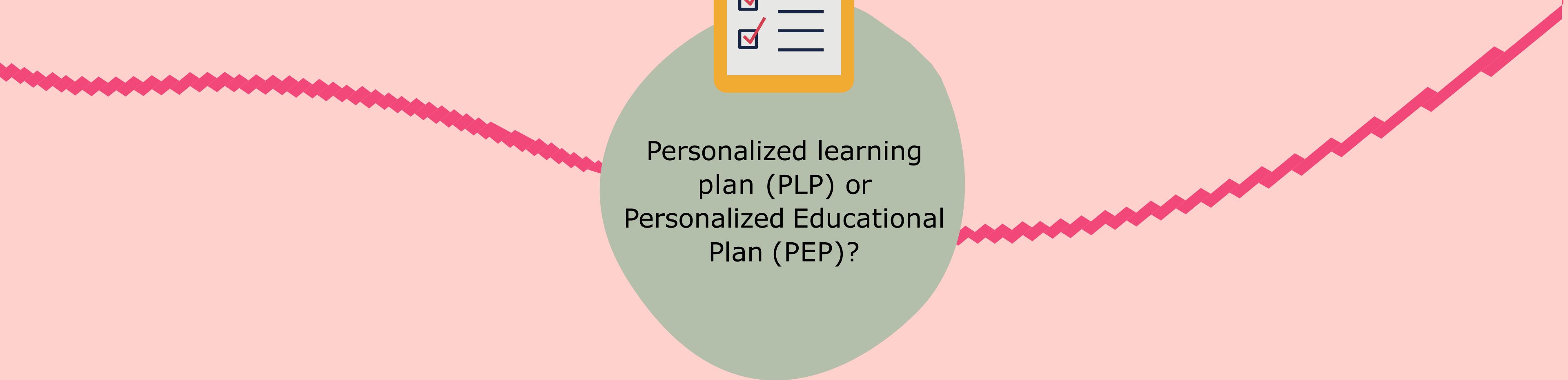
Need of a personalized learning plan (PLP)



Didactical and relational needs.



Personalized learning  
plan (PLP) or  
Personalized Educational  
Plan (PEP)?



# METHODS



## AIMS

- Personalized Educational Project (PEP) drafting and programming
- Hospital teachers' opinions about promoting life skills in hospitalized children;
- Assessment of school knowledge and life skills thorough the Personalized Learning Project.

## INSTRUMENT & ANALYSIS

- 17 open questions semi-structured interview (QCAmap)

## SAMPLE

- 3 primary school teachers



# RESULTS (1)



Personalized Educational Project (PEP) need many **information about life skills of the child**



Focus on **education** instead of teaching/learning



# RESULTS (2)

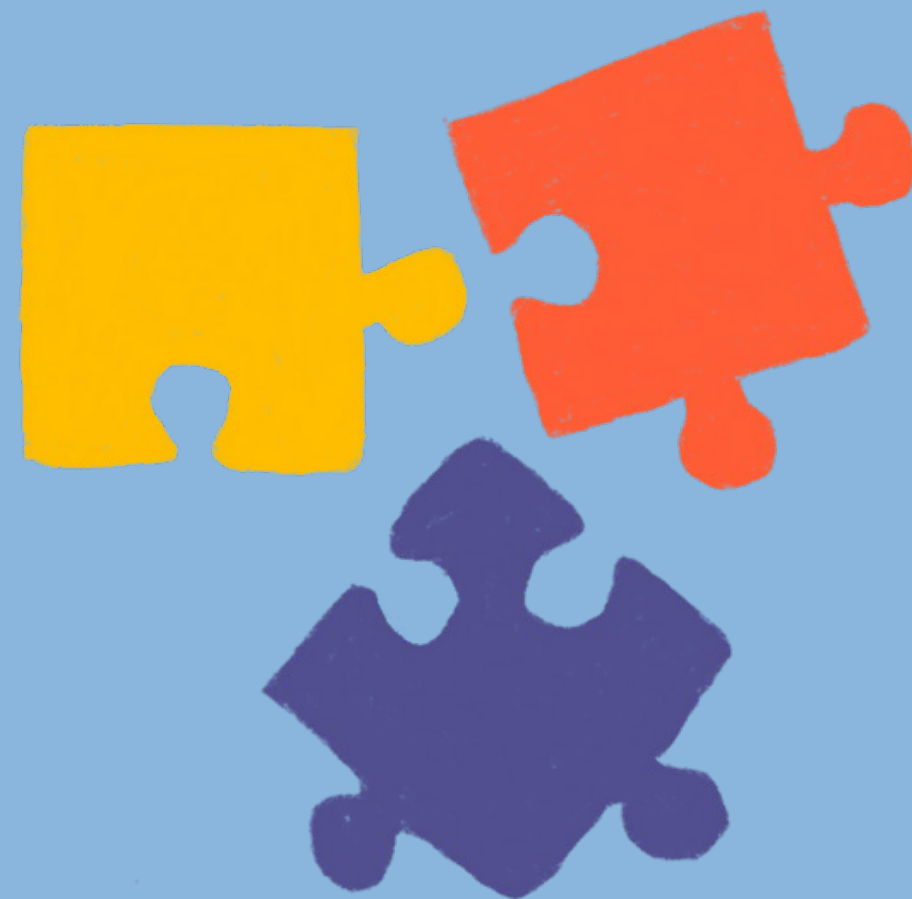


Hospital based school and  
mainstream school should write  
together the PEP

# RESULTS (3)



## PEP & its dimensions



- Cognitive level
- emotional level
- motivational level
- relational level
- educational level
- didactic level



# RESULTS (4)



Life skills are useful to promote in children skills to cope with life events in & out the hospital



Mainstream school are not interested in life skills such as in the hospital



Lack of standardized measures to investigate life skills





# RESULTS (5)



Measure school achievements is difficult



Mainstream school don't like observational measurements.

# LIMITS



Number of participants



Verify PLP structure

# FUTURE PROSPECTIVES



Integrate interviews with observations and questionnaires;



Evaluate PEP structure.

THANK  
YOU

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