



FURTHER A TUSCAN MODEL FOR PROMOTING SENSE OF SCHOOL BELONGING (SOSB) AND SCHOOL REINTEGRATION IN STUDENTS WITH CHRONIC OR COMPLEX DISEASE

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INTRODUCTION

Literature has shown how to feel the school as a supporting and as a participatory context favors a greater level of wellbeing and greater school results (Gowing, 2016). Numerous authors showed how to feel part of the school context (and therefore possess a good sense of school belonging, called SoSB) correlates with lower psychological, behavioral and social disorders (Gowing, 2016; Libbey, 2004). Few studies focused on the role of SOSB in the school experience of pupils with a chronic condition, hospitalized for long recoveries (Tomberli & Ciucci, 2021).

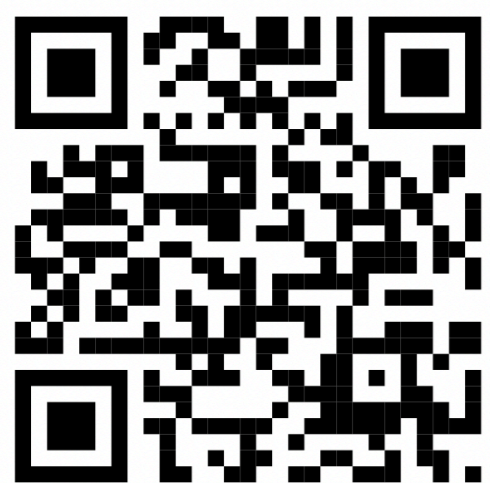
AIMS

General aim of the study is to understand how the pupil-school connection is made.

Specific aims of the study are:

- Understand if the connection is made or not and if there are differences between before-Covid 19 and the current state;
 - Understand how the connection is carried out in Tuscany;
 - Understand the limitations and resources of this connection.

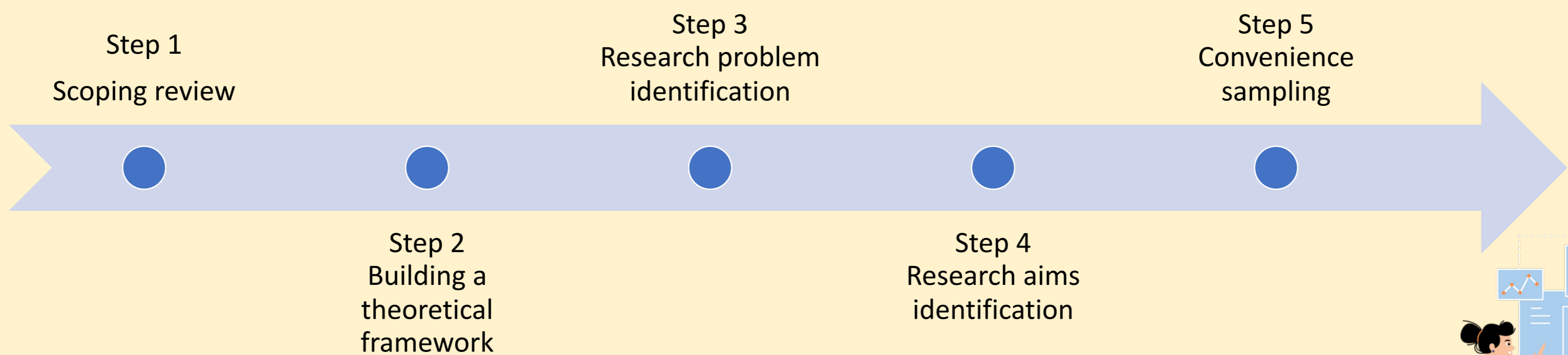
To deepen
scoping review's
results



RESEARCH METHOD & DESIGN

Before designing the structure of this study, a **scoping review** was conducted on the subject, to understand the possible directions and methodology to deepen SoSB topic in the school and relational experience of students with chronic illness, starting from the gaps in the current research. Also, an **overview of reviews** about reintegration programs has been conducted.

The research was conducted using Merriam's (1998, in Yazan, 2015) research design.



INSTRUMENTS & ANALYSIS

Qualitative tools have been used in this work; specifically: drawing and interviews. Thematic analysis were conducted (Strauss & Corbin, 1990).

Target

- Hospitalized students;
- Parents;
- Hospital teachers;
- Teachers of the belonging school;
- Association(s);

Time design

- Before Covid-19 (2019/2020)
- After Covid – 19 (2020/2022)

The present study has been approved by AOU Meyer's Ethical Committee & University of Florence Ethical Committee.

RESULTS

The study made it possible to highlight numerous interesting aspects in areas such as: training, professional updating, sense of school belonging, teacher attachment, school-hospital connection. More detailed results will be described in dedicated scientific articles.

To meet the need for training, a volume was created containing **good practices aimed at teachers to maintain contact with the hospitalized student** (Tomberli & Ciucci, 2022).



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