

CHILDREN WITH CHRONIC CONDITIONS IN THE SCHOOL CONTEXT: TRENDS IN BRAZILIAN SCIENTIFIC PRODUCTION

CRIANÇAS COM CONDIÇÕES CRÔNICAS NO CONTEXTO ESCOLAR: TENDÊNCIAS DA PRODUÇÃO CIENTÍFICA BRASILEIRA

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ABSTRACT

Objective: to identify and characterize trends in Brazilian scientific production in postgraduate programs regarding children with chronic conditions in the school context. Method: this is a narrative review of the literature in the Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel, conducted between June and July 2022, using the combination of two strategies: children AND “chronic diseases” AND school* with 157 records, and children AND school* AND “special needs” with 170 records. National theses or dissertations concerning children with chronic conditions in the school context were included, regardless of the line of research or area of knowledge. The selected studies were subjected to thematic content analysis. Results: 35 studies were included and the evidence was organized into three categories: limitations in the experience of children with chronic conditions in the school context, possibilities, and strategies. Conclusion: the trend in Brazilian scientific production regarding children with chronic conditions in the school context is recent. Emerging issues include difficulties in social interaction, school performance, and absence from school and possibilities such as the creation of bonds, implementation of teaching programs for child development, and strategies for improving professional training, government actions, and coordination between schools and health services.

Keywords: children; chronic diseases; schools; school health.

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RESUMO

Objetivo: identificar e caracterizar as tendências da produção científica brasileira em programas de Pós-Graduação acerca de crianças com condições crônicas no contexto escolar. Método: trata-se de uma revisão narrativa da literatura no Catálogo de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, entre os meses de junho e julho de 2022, por meio da combinação de duas estratégias: crianças AND “doenças crônicas” AND escola com 157 registro, e crianças AND escola* AND “necessidades especiais” com 170 registros. Foram incluídos teses ou dissertações nacionais acerca de crianças com condições crônicas no contexto escolar, independentemente da linha de pesquisa ou área de conhecimento. Os estudos selecionados foram submetidos à análise temática de conteúdo. Resultados: foram incluídos 35 estudos e as evidências foram organizadas em três categorias: limites na vivência de crianças com condições crônicas no contexto escolar, possibilidades e estratégias. Conclusão: A tendência da produção científica brasileira acerca de crianças com condições crônicas no contexto escolar é recente e emergiram dificuldades de interação social, desempenho escolar e afastamento escolar e possibilidades como a criação de vínculos, implementação de programas de ensino para o desenvolvimento das crianças e estratégias de melhorias na formação dos profissionais, ações governamentais e articulação das escolas com os serviços de saúde.*

Palavras-chave: *crianças; doenças crônicas; escolas; saúde do escolar.*

INTRODUCTION

In Brazil, the health care system has made significant advances in child health (Roman, 2023). The implementation of actions, programs, and policies has reduced the Infant Mortality Rate (IMR) from 47.1 per 1,000 live births in 1990 to 13.3 per 1,000 live births in 2019 (LB) (Brazil, 2021). As a result, there has been a shift in the morbidity and mortality profile of the population, with important factors influencing the epidemiological transition in childhood, such as technological advancements and health care improvements, which have contributed to the survival of newborns and children (NEVES *et al.*, 2022). However, the number of children with chronic conditions is significant and has been increasing globally (NASN, 2020), as a consequence of these changes and advancements in health (NEVES *et al.*, 2022).

In this context, a group of children with a diverse profile emerges, requiring special health care, exhibiting clinical fragility, and relying on health services (BARREIROS; GOMES; MENDES, 2020). These children with chronic conditions are those who have one or more types of functional limitations, which can be permanent or temporary, and are caused by congenital or acquired reasons. Chronic conditions involve biological, psychological, or cognitive aspects that are persistent or may persist for more than a year. These conditions can trigger changes in daily life and require multidisciplinary care beyond the usual compared to children of the same age (STEIN *et al.*, 1993).

In the United States (US) in 2019-2020, it was estimated that nearly one in five children (19.4%) had some Special Health Care Need (SHCN) (AMCHP, 2022). In Brazil, a study conducted in three Brazilian municipalities identified that one in four children (25.3%) had a SHCN (ARRUÉ

et al., 2022). These children navigate various social spaces, such as family, society, health services, and education services. Therefore, their inclusion in the school context is important, as educational support can improve school engagement (BARNETT *et al.*, 2023). The World Health Organization (WHO) emphasizes the importance of these children having access to education and safe and supportive school environments, which contributes to better health outcomes and is associated with lower dropout rates and better educational performance (WHO, 2021).

A documentary survey highlighted the lack of research in Brazil regarding the tracking and support of children with chronic conditions and/or SHCN in the school environment (NEVES *et al.*, 2022). Given this, it is relevant to analyze the scientific scenery of knowledge production about children with chronic conditions in the school context to identify gaps, prompting the development of new scientific investigations. Thus, the objective of this study is to identify and characterize the trends in Brazilian scientific production in Graduate Programs regarding children with chronic conditions in the school context.

METHODOLOGY

This study is a narrative literature review, based on the analysis of productions indexed in the Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel (CAPES) developed with children with chronic conditions in the school context. This type of study serves as a quick and updated reference source for specific areas of interest to readers (BASHEER, 2022).

The research was developed based on the review question: What are the trends in national scientific productions about children with chronic conditions in the school context? Its objective is to identify and characterize the trends in Brazilian scientific production in Graduate Programs regarding children with chronic conditions in the school context. The bibliographic survey took place between June and July 2022 and was conducted by a team of two people.

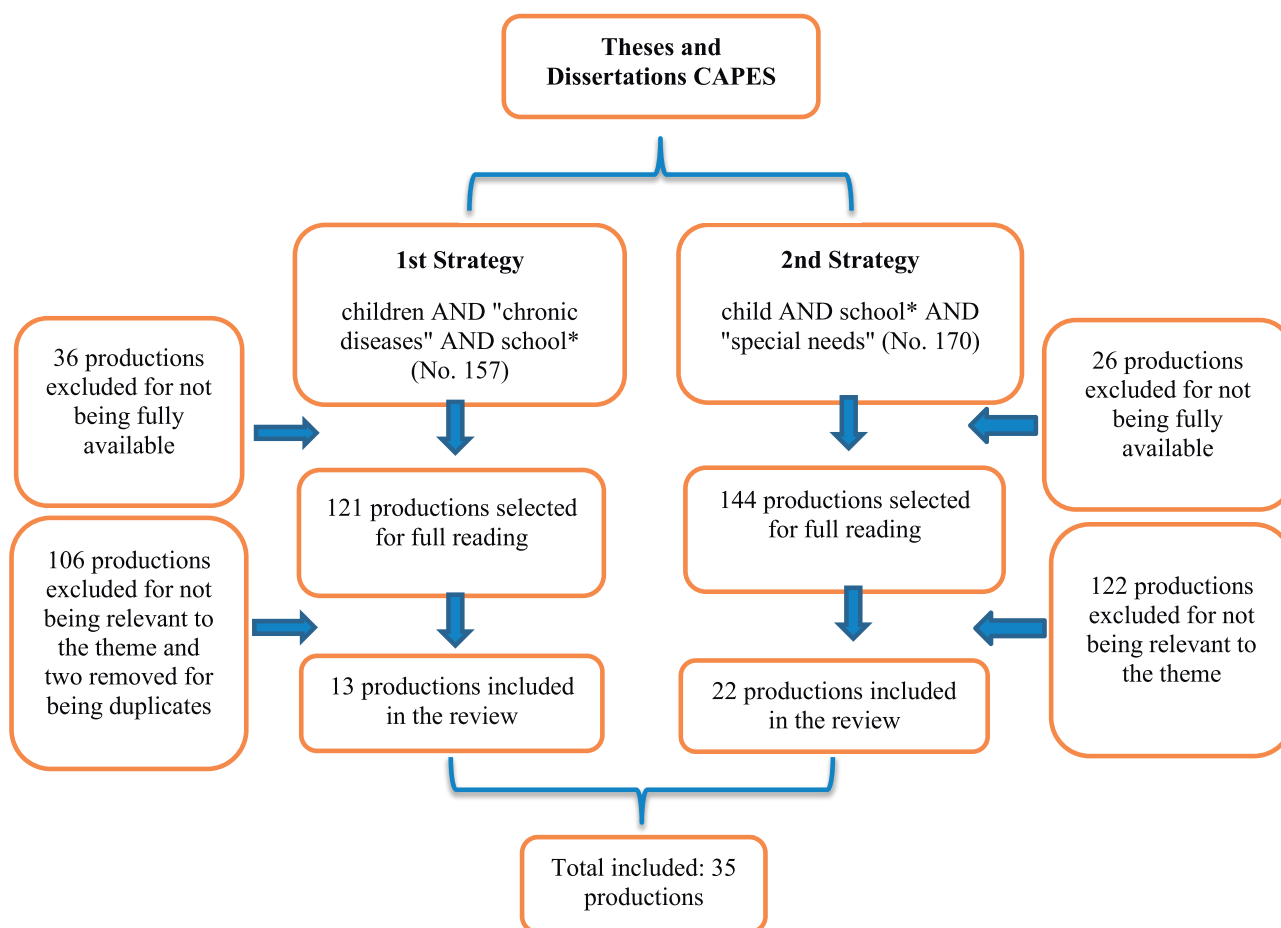
To guide the research, a combination of two strategies was used: the first with the terms children AND “chronic diseases” AND school*, and the second children AND school* AND “special needs”. In the course of this study, the term “chronic condition” will be used, but for the searches, the terms “chronic diseases” were utilized as it is considered a descriptor in health science.

The studies were selected based on the following inclusion criteria: national theses or dissertations concerning children with chronic conditions in the school context, regardless of the research line or area of knowledge. The exclusion criteria were: studies with incomplete or unavailable abstracts and those inaccessible through other sources on the internet or the online repository of the accredited institution for verification. No time frame was established for this selection.

It is noteworthy that all selected studies were reviewed by the team’s advisor to ensure consistency and reliability in the selection process.

Thus, as established by the search, 157 studies were identified in the first strategy and 170 studies in the second strategy. As presented in the flowchart of figure 1.

Figure 1 - Flowchart representing the selection of theses and dissertations in the CAPES Thesis and Dissertation Catalogs. Brazil, 2023



Source: Author’s Construction.

Subsequently, individual readings of the abstracts of each production and a critical analysis of the investigations were conducted. The results were presented descriptively, demonstrated through tables for better reader comprehension, and interpreted through inferences in light of the literature.

As a tool for organizing and subsequently analyzing the information, the data were stored and organized in a spreadsheet using Excel for Windows (OFFICE, 2011). The data included identification of each production, title, author, year, keywords, academic degree, area of concentration, affiliated educational institution, program, type of study, objectives, main results, and conclusions, as shown in Table 1.

For the analysis of the data extracted from the productions, a table and an analytical synoptic framework were created. These were subjected to thematic content analysis (KIGER; VARPIO, 2020), which followed these steps: familiarization with the data, generation of initial codes, search for themes, review of themes, definition and naming of themes, and production of the report.

RESULTS AND DISCUSSION

A total of 327 studies were found, and after applying the inclusion and exclusion criteria, 35 studies were selected that met the objective of this review. Regarding the characterization of studies addressing children with chronic conditions in the school context (Table 1), it was identified that of the 35 selected studies, six (17%) were from theses, specifically two studies linked to the Doctoral Program in Education (A11, A28), two Doctorates in Special Education (A23, A29), one Doctorate in Psychology (A13), and another Doctorate in Education and Health in Childhood and Adolescence (A34). The majority (n=29; 83%) of the studies were from dissertations, with 11 linked to the Master's in Special Education (A5, A14, A15, A18, A19, A20, A21, A26, A30, A33, A35), eight to the Master's in Education (A1, A2, A3, A12, A17, A22, A25, A31), two to the Master's in Pediatric Medicine (A6, A10), one to the Master's in Psychology (A4), one to the Master's in Nursing (A7), one to the Master's in Education, Art and History of Culture (A24), one to the Master's in Human Movement Sciences (A16), one to the Master's in Physical Education (A27), one to the Master's in Food and Nutrition (A8), one to the Master's in Community Health (A32), and one to the Interdisciplinary Master's in Health Sciences (A9).

Regarding the production years of the studies, it was found that the productions began in 2001, with the most recent being in 2021. It was observed that there were no productions related to the theme in the years 2012, 2013, 2014, 2015, and 2020. Concerning the concentration area of the authors, there was a predominance of special education (n=12; 34%), followed by education (n=10; 28%), psychology and pediatric medicine (n=2; 6% each), and one production for each of the other areas.

Regarding the methodological approach, there was a predominance of qualitative studies (54%), followed by experimental studies (17%), mixed-method studies (14%), quantitative studies (11%), and intervention studies (3%). In relation to educational institutions, the states of São Paulo stood out (71%), followed by Rio Grande do Sul (8%), Rio Grande do Norte (6%), and the states of Paraná, Minas Gerais, Paraíba, Bahia, and Brasília with one study each.

Therefore, the characterization of the selected Theses and Dissertations in the CAPES Thesis and Dissertation Bank, addressing children with chronic conditions in the school context, is illustrated in Table 1.

Table 1- Characterization of Theses and Dissertations selected from the CAPES Theses and Dissertations Bank, addressing children with chronic conditions in the school context. Santa Maria, 2023

ID	Title	Author/ Year	Academic Degree	Institution	Area	Objective	Method	Main results and conclusions
A1	A inclusão na Educação Infantil em uma escola da Rede de Ensino da Prefeitura de Belo Horizonte vista pelos seus protagonistas “Você sabe o que é Criança Deficiente? - É criança, professora!”	Castro GVM 2011	D	<i>Pontifícia Universidade Católica de Minas Gerais</i>	Education	Understanding how inclusion is established based on government policy ensuring compulsory placement of all people with special educational needs in schools.	Qualitative	Despite the inclusion dilemma remaining complex, we emphasize children’s responses to effectively ensure school guarantee.
A2	A invisibilidade dos hemofílicos nas escolas e na sociedade: o papel da educação social	Santos MA 2018	D	<i>Universidade Estadual de Maringá/PR</i>	Education	Analyzing the narratives of hemophiliacs and their families regarding the exclusion processes experienced by them in schools and society.	Qualitative	The results indicate that hemophiliacs have been treated with invisibility in society and schools. The narratives of hemophiliacs and their families reveal that processes of exclusion and misinformation about the condition have occurred since the individuals’ diagnosis at birth, due to lack of doctor training, absence of guidance for parents, and inadequate knowledge among teachers, especially Physical Education teachers, on how to handle hemophiliacs. However, despite these difficulties, they daily overcome such adverse conditions to change this scenario. Social education can contribute to the formation and advocacy of rights for hemophiliacs

A3	Marcas (in) visíveis na vida escolar da criança e do adolescente com HIV/AIDS: Concepções de professores	Silva MCR 2016	D	<i>Universidade Federal da Bahia</i>	Education	Analyzing the marks that exist in society and in the conceptions of teachers that contribute to the production and reproduction of the (in) visibility of children and adolescents with HIV/AIDS in school.	Qualitative	We can thus indicate that the discourses of teachers/interviewees indicate that the social life of children and adolescents is crossed by processes in which they are constrained by the productions of dyads: normal/pathological, health/illness, success/failure, as categories that distinguish, in the social level, what is prescribed or accepted from what is proscribed or rejected, in the same way that they reproduce the (in) visibility marks of the chronic condition of HIV/AIDS survivor students in school and in other spaces of their coexistence.
A4	<i>Identificação e caracterização dos alunos com deficiência, transtornos globais do desenvolvimento e altas habilidades/superdotação, matriculados nas classes comuns do ensino regular, na rede pública estadual, em município do interior paulista?</i>	Souza PM 2011	D	<i>Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto da USP</i>	Psychology	Identifying and characterize students with disabilities, global developmental disorders, and high abilities/giftedness enrolled in regular classes of public state schools in an inland municipality in São Paulo.	Qualitative	The data analysis indicates that despite the increase in enrollments in regular public education, this number remains insignificant, according to data from the MEC (Ministry of Education), which indicates that 14.5% of the population has some form of disability. Thus, the question arises: where are these children and young people? Finally, it can be affirmed that the state public school network studied, despite promoting access, has not guaranteed the necessary specialized educational services, thereby compromising educational provision and students' continuity in school.

A5	Aprendizagem relacional em crianças com baixo desempenho escolar	Vasconcelos M 2003	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Verifying the consistency of the relationships learned by the participant and identify which relationships were actually learned. The probe was aimed at detecting what controlled the individual's responses.	Experimental	The results from one of the participants suggested low performance in tests measuring equivalence of trained stimulus sets and inconsistency in choosing correct and incorrect comparison stimuli for the model detected in the control probe. On the other hand, the results from another participant in the experiment showed a well-established baseline detected in the control relations probe and the formation of equivalence of the trained stimulus set.
A6	Descrição da aprendizagem escolar da criança com transtorno do espectro autista nas áreas de matemática, leitura e escrita	Thomazini HRT 2021	D	<i>Universidade de São Paulo-USP</i>	Pediatric Medicine	Describing the learning process of a child with Autism Spectrum Disorder Level 1	Quantitative Qualitative	The study indicates increasing difficulty as the level of abstraction increases, requiring greater elaboration and systematization of spelling, text comprehension, and complex mathematical logical reasoning.
A7	Doença crônica na infância e o desafio do processo de escolarização: percepção da família	Holanda ER 2008	D	<i>Universidade Federal da Paraíba</i>	Nursing	Offering pediatric patients opportunities to experience educational and playful experiences during hospitalization, as well as providing Pedagogy and Licentiate students an alternative work option in non-formal education spaces.	Qualitative	The results revealed that most families feel distressed about the child's school absence due to periodic hospitalizations and report that attending school is a desire expressed by them.
A8	Fatores de risco para doenças crônicas em escolares obesos	Balthazar EA 2008	D	<i>Universidade Estadual Paulista</i>	Food and Nutrition	Assessing risk factors for chronic diseases in school-aged children with obesity, comparing them to eutrophic children.	Quantitative	It can be concluded that the development of childhood obesity was influenced by per capita income, number of relatives with obesity, and fiber consumption. Obese schoolchildren showed higher blood pressure changes, TG, and had higher BC and height.

A9	Relação entre o estado nutricional em crianças do segundo ciclo do ensino fundamental com o desenvolvimento motor e cognitivo	Paiva JB 2019	D	<i>Universidade Federal de São Paulo</i>	Interdisciplinary in Health Sciences	Correlating overweight and obesity status with aspects of motor and cognitive development, and emotional issues in children.	Quantitative	According to the data, it was found that obesity impairs the development of some aspects of motor, cognitive, and emotional development in children. Among these, it was evidenced that obese children show lower agility and development of gross motor coordination, as well as poor performance in inhibitory control and short-term memory tests, and a higher propensity for developing anxiety and depression.
A10	Perfil psicomotor de crianças com transtorno de déficit de atenção/hiperatividade do tipo combinado	Goulardins JB 2010	D	<i>Universidade de São Paulo (Ribeirão Preto)</i>	Medicine (Pediatrics)	Outline the psychomotor profile of children with combined type ADHD.	Quantitative Qualitative	Thus, it was possible to verify difficulties in the psychomotor performance of children with combined type ADHD. Understanding the psychomotor profile of these children can assist in defining therapeutic approaches aimed at minimizing impairments in their quality of life.
A11	Ambientes de comunicação alternativos com base na realidade aumentada para crianças com paralisia cerebral: uma proposta de currículo em ação	Garbin TR 2008	T	<i>Pontifícia Universidade Católica de São Paulo</i>	Education	Proposing an alternative communication method for children with cerebral palsy using augmented reality systems based on complexity theory.	Qualitative	We found that the relationships established in alternative communication environments with augmented reality allow for interaction and the construction of action networks, resulting in dynamic and collaborative processes.

A12	O papel das interações no processo de inclusão de crianças com síndrome de down	Silva KSBP 2005	D	<i>Universidade Federal do Rio Grande do Norte -UFRN</i>	Education	The goal was to document the steps of a research conducted in a public school at the early childhood schooling level in Natal, RN, focusing on the interactions between children with Down syndrome and their peers in two regular classes.	Qualitative	These are values that are being constructed and are clearly perceived in the daily life of the school, the research field. Similarly, this interaction fosters the development of emotional and social bonds between children with Down syndrome and their schoolmates, similar to those developed among children in general. However, we also highlight the need for greater encouragement from the school community to establish more meaningful connections.
A13	<i>Crianças com déficit intelectual e processos interacionais com pares na pré-escola: reflexões sobre desenvolvimento'</i>	Ferreira JM 2017	T	<i>Universidade de São Paulo (Ribeirão Preto)</i>	Psychology	Understanding the interactive processes of children with and without intellectual deficits in the school institutional context, analyzing how peer relationships are established and how these relationships facilitate the transformation of potential abilities into real ones in various activities.	Qualitative	From the results, it is argued that peer interactions create Zones of Proximal Development and point to reflection on the role of peers in the learning, development, and inclusion process of children with intellectual deficits in early childhood education school contexts.
A14	A tecnologia assistiva como recurso à inclusão escolar de crianças com paralisia cerebral.	Alves, ACJ 2009	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Identifying the effects of assistive technology use in the context of students with cerebral palsy based on their perception, their teachers', and their tutor's perspectives.	Quantitative Qualitative	The study revealed that the children, teachers, and tutors involved recognized assistive technology resources as helpful tools in enhancing production, participation, and thereby benefiting the educational experience of these students.

A15	Avaliação de um programa informatizado de reconhecimento de fala em indivíduos com deficiência mental e com problemas de linguagem	Carrer HJ 2005	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Evaluation of speech recognition technology along with the <i>MES-TRE</i> software to assess its feasibility for educational purposes.	Quantitative	The results showed that the procedure is effective in speech recognition for adults. For children, it can be effective depending on their age, as older children show higher recognition rates. This can be a valuable tool for educators working with individuals who have special educational needs related to language problems in early school years.
A16	Educação e terapia da criança autista: uma abordagem pela via corporal	Machado MLS 2001	D	<i>Universidade do Rio Grande do Sul - UFRGS</i>	Human Movement Sciences	Investigating the types of learning that autistic children can achieve, considering their real development possibilities and their potential development possibilities.	Qualitative	The study demonstrated that the pedagogical therapeutic intervention resulted in changes in the behavior and development of autistic children.
A17	O desenvolvimento do portador de necessidades especiais de 5 a 7 anos através da metodologia ativa: um estudo de caso rio pardo	Berger SB 2004	D	<i>Universidade Federal de Santa Maria - UFSM</i>	Education	Investigating how active classes help in the development of children with special needs and mental disabilities, by encouraging creativity, challenging initiative, emphasizing problem-solving, and implementing a program of activities, games, play, and toys in active physical education sessions that promote physical, intellectual, and creative development skills.	Qualitative	It was found that the active methodology used significantly contributed to the development of individuals with special needs.

A18	Programação de ensino de leitura e escrita para crianças com deficiência mental	Freitas MC 2008	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	<p><i>a. a.</i> Investigating what conditions are necessary for teaching children with intellectual disabilities using a computerized program for teaching reading and writing skills based on the Stimulus Equivalence paradigm.</p> <p><i>b</i> Adapting, in an attempt to achieve reading and writing skills outcomes compatible with application to children with intellectual disabilities, the computerized version of a documented successful teaching program in reading and writing with students with a history of school failure.</p>	Experimental	As a conclusion of the work, success was achieved in adapting and implementing the educational program, as children with intellectual disabilities obtained reading and writing skills results comparable to those achieved by students with learning difficulties.
A19	<i>Ensino colaborativo para aumento de repertório adequado de crianças com autismo em sala de aula*</i>	Pereira ACS 2017	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	To verify the effects of an individualized teaching program in a regular classroom setting through Behavior Analysis in children with ASD, starting with the identification of complaints about inappropriate behaviors and the development of a behavior modification program conducted by the researcher and teachers in a collaborative teaching format.	Qualitative	The results indicate that both participants acquired new appropriate behavioral repertoires, reduced inappropriate behaviors compared to Stage 1 of this procedure, and enhanced previously learned behaviors. The collaboration between the lead teacher and the researcher progressed as anticipated through the collaboration stages, suggesting that with more collaborative work time, all collaboration criteria could be achieved. It is concluded that Applied Behavior Analysis (ABA) in the school context provides a quality intervention for this PAEE (Specialized Educational Service Plan).

A20	Crianças com dificuldades em resolução de problemas matemáticos: avaliação de um programa de intervenção	Moura GRS 2007	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	A intervention program with 4th-grade elementary school children who had difficulties in understanding and solving mathematical problems aimed at maximizing their cognitive abilities.	Experimental	It was demonstrated with these data that the intervention used was effective, developing the cognitive abilities necessary for the task of solving arithmetic problems, which basically involves understanding the statement, writing it out, and representing it mathematically.
A21	<i>Eficácia de um programa de comunicação alternativa aplicado a grupos de escolares com deficiência intelectual'</i>	Lima CS 2008	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	To plane, apply, and evaluate an intervention program on Augmentative and Alternative Communication in a group setting within a naturalistic approach at a Special Education School.	Qualitative	It was concluded that, by using the Augmentative and Alternative Communication System, there was development of communicative skills such as turn-taking, communicative acts, leading to a significant improvement in the participants' interactions. Therefore, the importance of group speech therapy intervention using an Alternative Communication System became evident.
A22	Construção da leitura/escrita em língua de sinais de crianças surdas em ambientes digitais	Barth G 2008	D	<i>Universidade Federal do Rio Grande do Sul - UFRG</i>	Education	Observe the processes and strategies that deaf children use to construct writing/reading in sign language, analyzing from when they begin to interpret their own writing in sign language, and the benefits that deaf children develop when interacting with their peers in the construction of this writing mediated in digital environments.	Qualitative	The contributions of this research point to the need to change the perspective on pedagogical practices regarding the literacy of deaf children, drawing on theoretical studies on the psychogenesis of written language as it occurs in hearing children. Therefore, we can consider the relevant differences highlighted in these investigations, respecting the relationship between the individual, their natural language, and the process of constructing writing in this language.

A23	<i>Consultoria colaborativa escolar do fisioterapeuta: acessibilidade e participação do aluno com paralisia cerebral em questão*</i>	Alpino AMS 2008	T	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Verify the effects of a collaborative consultation proposal promoted by a physiotherapist with the teachers of five students with CP.	Intervention study	It was possible to conclude that the physiotherapist can contribute to the school inclusion process of students with CP through collaborative consultation: providing specific training to teachers and suggesting/developing adaptations of the physical space/furniture in the school, assistive technology equipment, activities, and materials.
A24	Educação nutricional na educação infantil: o papel da escola na formação de hábitos alimentares das crianças, considerando a problemática da obesidade infantil	Moreira ACM 2006	D	<i>Universidade presbiteriana Mackenzie-SP</i>	Education, art and history of culture	Understanding the performance of an early childhood education school in the city of São Paulo, faced with the challenge of nutritional education, considering the problem of childhood obesity, based on observation of school meals, the school's educational projects and the level of awareness and actions effective efforts of teachers in this sense.	Qualitative	Therefore, it was verified that the topic under discussion also holds undeniable social relevance and demands an immediate response from the participants involved in shaping children's eating habits (family, school, productive sector, media, and others). In this sense, this research is aimed at studying the role of the school within the demonstrated issue and present its findings.
A25	Doenças crônicas na escola: um estudo das necessidades dos alunos	Nonose L.RS 2009	D	<i>Universidade Estadual Paulista-SP</i>	Education	Investigating the prevalence of diseases and/or chronic conditions among schoolchildren in a municipality located in the Northwest of Paraná, their needs, barriers and strategies used to overcome them, as well as suggestions that can contribute to improving the development of schoolchildren	Quantitative Qualitative	The data indicates the need for investments in professional development and in strengthening the school's collaboration with health services to achieve equitable education.

A26	<i>Avaliação das atividades de crianças com paralisia cerebral na escola regular: participação, níveis de auxílio e desempenho'</i>	Silva DBR 2007	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	It investigated the involvement, level of support and activity performance of children with cerebral palsy in the school context through the School Function Assessment (SFA).	Quantitative	It also highlights the importance of special education professionals such as occupational therapists, physiotherapists, in the school environment to collaborate with teachers in enhancing the participation of these students. Additionally, governmental actions are needed to introduce environmental adaptations in schools.
A27	<i>Epilepsia e Atividade Física: Um Estudo em Crianças e Adolescentes Epiléticos.'</i>	Mendes NM 2002	D	<i>Universidade Estadual de Campinas, Faculdade de Educação Física</i>	Physical Education	Investigating the impact of epilepsy on the lives of children and adolescents with epilepsy, through the approach of various factors related to the disorder, beliefs, stigmas, interaction with family, social adjustment, behaviors, emotions, leisure, and school focusing on the quality of interaction of epileptic students with Physical Education.	Qualitative	It is necessary for parents, teachers and epileptics themselves to understand and have a more optimistic view of epilepsy and life, banishing stereotypes and creating attitudes favorable to good adaptation in the family, social and school environment.
A28	Escolarização de crianças com doenças crônicas: "eu presto atenção no que eles dizem, mas eles não dizem nada"	Batista AS 2017	T	<i>Universidade de Brasília</i>	Education	Understanding the reality of these children with their learning processes as a central focus, based on sensitive listening.	Qualitative	Therefore, it is considered urgent to rethink the training of educators who work with children who frequently miss school due to necessary health treatments. Additionally, it is crucial to closely observe these children to understand their needs and address their demands. Finally, it is deemed essential for both the pedagogical and medical teams directly involved with these children to work together in partnership, focusing on the children's best interests.

A29	Escolarização de crianças com fissura lábio palatina	Silva GG 2018	T	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Identifying the educational needs of children with CLP during their schooling period in Early Childhood Education and the initial years of Elementary School and characterize the school experience of these children.	Qualitative	In this study, the goal was to bring the topic into the scope of the National Policy on Special Education and into the context of schools. It is therefore necessary to expand research in the area that addresses this population, in order to fulfill the school's social role of meeting the diversity of students with quality education that caters to the educational needs of all.
A30	O papel de relações de controle de estímulos na aprendizagem relacional de indivíduos com deficiência mental e com desenvolvimento típico	Grisante PC 2007	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Investigating the emergence equivalence classes of abstract visual stimuli and verify if the control relationships involved in teaching conditional discriminations coincide with those planned by the researcher.	Experimental	Stimulus equivalence can be explained by the acquisition of different control relations throughout teaching and also suggests that the type of procedure used in tests to verify control relations can be efficient in identifying the control of these stimuli.
A31	Entre a classe hospitalar e a escola regular o que nos contam crianças com doenças crônicas	Oliveira SBBR 2018	D	<i>Universidade Federal do Rio Grande do Norte</i>	Education	Investigating, based on autobiographical narratives of children undergoing treatment for chronic illnesses, their ways of perceiving the processes of entering and returning to regular school	Qualitative	In conclusion, the children's narratives corroborated the affirmation of the hospital class as an important ally in access to schooling and continuity of studies for sick children, during health treatment, and enable us to think of the regular school as a place of representation of the normality of life. However, they also notably reveal the need to expand the dialogue between the hospital class and the regular school, with a view to mitigating the impacts of entering and returning to regular school.

A32	<i>O processo de interação social na inclusão escolar de crianças com Síndrome de Down em educação infantil'</i>	Anhão PPG 2009	D	<i>Universidade de São Paulo (Ribeirão Preto)</i>	Health in the Community	Verifying and analyze how the social interaction process of children with Down Syndrome and children with typical development occurs in the regular early childhood education network in the city of Ribeirão Preto	Quantitative Qualitative	The study concluded that in the observed behaviors and according to the age group studied, the group of children with Down syndrome did not exhibit social interaction characteristics different from typically developing children. This reinforces the importance of the inclusion process for this population.
A33	<i>Procedimentos para ensinar comportamento textual com base na nomeação de figuras'</i>	Paulino EC 2003	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Investigating the acquisition of textual behavior by transferring stimulus control from the picture to the printed word.	Experimental	However, data from the Control condition, in which the dictated word was paired with the printed word, showed the same levels of performance and therefore rule out this possibility and suggest the need to investigate other variables, including the student's input repertoire.
A34	Tempo, corpo e interações face a face: corporeidades de crianças com doenças crônicas neurológicas. Uma etnografia entre o hospital e a escola.	Marques MP 2019	T	<i>Universidade Federal de São Paulo</i>	Education and health in childhood and adolescence	Investigated the logic that transforms certain singularities of the bodies of children with chronic neurological diseases into vulnerabilities or social suffering	Qualitative	In the end, the research reaffirmed that the logic that produces vulnerabilities and social suffering in children with chronic neurological diseases and in their families, especially female mothers, is binary, practical, linear, dualistic, adult-centric and perpetuates gender inequalities.
A35	Desenvolvimento de manual instrucional para ensinar conceitos de igual e diferente através de matching-to-sample (mts) em crianças público-alvo da educação especial	Lazzarini FS 2018	D	<i>Universidade Federal de São Carlos - UFS-Car</i>	Especial Education	Investigate the functionality and applicability of teaching material based on tasks used by Applied Behavior Analysis to help students with ASD in regular schools where teachers, traditionally, are not trained to work with ABA.	Experimental	The results showed the effectiveness of the adapted task and the teaching procedures used, with the acquisition of the concept of equal and different in a short period of time.

Source: Author's Construction.

From the thematic content analysis of the results, three thematic categories emerged, which will be presented and discussed below.

LIMITS IN THE EXPERIENCE OF CHILDREN WITH CHRONIC CONDITIONS IN THE SCHOOL CONTEXT

Castro (2011), Santos (2018), Silva (2016) and Souza (2011) present the dilemma of inclusion related to social interaction and school development of children with chronic conditions, which can be considered limitations in these children's experiences. Barnett *et al.*, (2023) emphasize that regular attendance at school is crucial for the development of academic and social skills of children, as well as their overall well-being. When children miss school due to chronic conditions, this can impair their engagement and performance, resulting in lower academic outcomes and challenges in socioemotional behavior (BARNETT *et al.*, 2023).

Castro (2011) notes that mainstream schooling has not yet been fully ensured. He emphasizes that the success of inclusion is linked to the bonds established with the family and other institutions that support children with special educational needs. Furthermore, he points out that there is greater concern with socialization and integration into the school routine than with specific activities for developing these children's learning levels. Kizilkava and Kizilkava (2023) highlight that collaboration between family and school significantly contributes to the social and emotional development of the child, increasing their safety and confidence in the school environment.

Santos (2018) observes that children with chronic conditions, such as hemophilia, are often overlooked in society and schools due to silence around the disease, lack of adequate training for teachers and health care professionals, and general disregard for the condition. However, Santos also emphasizes that these children's health conditions can foster social interaction, as it arouses curiosity among their peers. Regarding academic performance, only one of the interviewees reported demotivation that affected their performance. Research by Mantik, Gunawan, and Wowiling (2020) supports these findings that many teachers of hemophilic students in Indonesia lack knowledge about the disease, highlighting the importance of more educational programs for the teaching staff.

Silva (2016) points out that the social life of children and adolescents is shaped by processes that establish dyads such as normal/pathological and health/illness, determining what is socially accepted or rejected. These categories also highlight the chronic condition of students with HIV/AIDS in school and other social contexts. The author emphasizes that the physical, emotional, and intellectual limitations resulting from the disease can cause discomfort for the

child and their family, leading to isolation, which affects their self-confidence and academic performance. Children with HIV may experience school functioning problems due to comorbidities, medication use, and social stigma, impacting academic performance, school attendance, and social relationships (OPSTAL *et al.*, 2021).

Results from Souza's study (2011) indicate that despite an observed increase in enrollment in regular public schools, the numbers are still considered insignificant. In this sense, it can be argued that access promoted by legislation has not guaranteed the necessary specialized educational services.

Studies by Vasconcellos (2003) and Thomazini (2021) address the difficulties and academic performance of children with chronic conditions, emphasizing the need for adapted pedagogical practices. Vasconcellos (2003) observed that their participants showed distinct results: one had low performance and inconsistency in tests, while the other demonstrated a well-established foundation. Thomazini (2021) identified that students with Autism Spectrum Disorder (ASD) face challenges in spelling, text comprehension, and logical reasoning from the third year onwards, emphasizing that school conditions are crucial to improving learning outcomes. Research by Cave *et al.*, (2020) corroborates these findings and emphasizes the importance of increasing mediation services in schools to reduce the negative relationship between high absenteeism and low academic performance in students with chronic conditions.

A child's chronic condition can often result in absenteeism from school activities. According to a study by Holanda (2008), most families feel distressed about this situation due to frequent hospitalizations, expressing the desire for their child to attend school. The author also notes that the lack of intersectoral actions between health and education, challenges faced in school, and limitations imposed by the disease itself were mentioned as factors hindering the child's return to school. According to Hu *et al.*, (2020), hospitalized children with chronic conditions tend to have lower academic performance in all areas of reading and mathematics in each school grade. It is essential to provide health and education support to improve academic outcomes for these children.

Several studies identify risk factors that may contribute to the development of chronic conditions in school-aged children. Balthazar (2008) emphasizes that obesity, elevated triglyceride levels, and high blood pressure increase the risk of cardiovascular diseases. Paiva (2019) notes that obesity can impair motor, cognitive, and emotional development, as well as increase susceptibility to anxiety and depression. Goulardins (2010), in turn, highlights the importance of studying psychomotor difficulties in children with Attention Deficit Hyperactivity Disorder (ADHD), as these studies can help define therapeutic proposals to minimize the impacts on the quality of life of these children.

POSSIBILITIES IN THE EXPERIENCE OF CHILDREN WITH CHRONIC CONDITIONS IN THE SCHOOL CONTEXT

Studies conducted by Garbin (2008), Silva (2005), and Ferreira (2017) highlight the importance of relationships and bonds formed among children with chronic conditions in the school environment. In Garbin's work (2008), a collaborative and cooperative environment was explored that allowed students with cerebral palsy to participate in curricular activities through material adaptations and careful teaching planning. In this context, interactions in alternative communication environments, using augmented reality, favored interaction and the construction of action networks, culminating in a dynamic and collaborative process. Systematic review conducted by Stasolla *et al.* (2021) confirms that assistive technology-based interventions, such as microswitches, computers, augmentative and alternative communication devices, eye tracking, and robots, show positive outcomes in promoting communication skills for children with cerebral palsy.

Silva (2005) emphasizes that cooperation and respect for diversity among children, including those with Down syndrome, result in the building of affective and social bonds. Ferreira (2017) argues that peer interaction develops zones of proximal development, reflecting on the role of peers in the learning, development, and inclusion of children with intellectual deficits in schools. Research by Meulen, Granizo, Barrio (2021) confirms that emotional support interventions among peers in schools for students with special educational needs can promote social interaction, increase self-esteem, and develop empathy, bringing benefits to both the students involved and their peers.

Studies by Alves (2009), Carrer (2005), Machado (2001), Berger (2004), Freitas (2008), Pereira (2017), Moura (2007), Lima (2008), and Barth (2008) have been conducted with an emphasis on meeting the educational needs of children through auxiliary resources. Alves (2009) focused on assistive technology resources, and the study revealed that children, teachers, and tutors recognize this technology as an aid in production, which benefited the school life process of these students. Carrer (2005) used speech recognition technology for children with speech disorders and found its effectiveness in assisting educators in working with individuals who have special educational needs related to language problems in the early grades of schooling.

Machado (2001) conducted a therapeutic and educational intervention with autistic children based on a bodily approach to investigate the types of learning where changes in behavior and development of these children were observed. Berger (2004) emphasizes the use of active methodologies with children with intellectual disabilities and concludes that this methodology significantly contributed to individuals with special needs, specifically in aspects related to gross motor skills, sensory expression, organization of temporal space, memorization, reasoning, imagination, oral expression, cooperation, creativity, and autonomy.

Freitas (2008) in their study used a computerized program for reading and writing skills for children with intellectual disabilities, and found success in adapting and applying the program, as they achieved positive results in reading and writing skills comparable to those obtained with students with learning difficulties. Pereira (2017) also examined the effects of an individualized teaching program in a regular classroom through Behavior Analysis in children with ASD and identified that both participants acquired new appropriate behavioral repertoires, decreased inappropriate behaviors, and improved already learned behaviors.

Moura (2007) developed, applied, and evaluated an intervention program for children who had difficulty understanding and solving mathematical problems, and found that the intervention was effective in developing the cognitive capacities necessary for arithmetic problem-solving tasks, which basically involve understanding the statement, written and presenting it mathematically. Lima (2008) in their study used group speech therapy intervention through the augmented/ and alternative communication system with children diagnosed with intellectual disabilities. It was concluded that after using this system, there was development of communicative skills that significantly improved the participants' interactions.

The findings from Barth's (2008) research indicate that the use of digital environments benefited deaf children. The author emphasizes the need to change the approach to pedagogical practices regarding the literacy of these children.

Therefore, the importance of auxiliary resources to attempt to meet the needs of students is evident. Wade *et al.*, (2023) believe that promoting equity and ensuring access to learning for all children is essential in early childhood education settings. Applying Universal Design for Learning in inclusive environments can ensure that all children, including those with special needs, have fair access to STEAM (Science, Technology, Engineering, Arts, and Mathematics) pedagogy.

STRATEGIES AND SUGGESTIONS FOR THE EXPERIENCE OF CHILDREN WITH CHRONIC CONDITIONS IN THE SCHOOL CONTEXT

Studies by Alpino (2008), Moreira (2006), Nonose (2009), and Santos (2018) highlight the importance of schools collaborating with health services, as well as the need for training spaces involving educational professionals.

Alpino (2008) emphasizes that physical therapists can assist in the school inclusion of students with cerebral palsy through collaborative consultation, providing specific training to teachers to adapt physical spaces, school furniture, assistive technology equipment, activities, and materials. Moreira (2006) suggests having a nutritionist in the school environment to monitor students' nutrition and

recommends holding informative sessions for parents, as well as training courses for teachers, kitchen staff, and other education professionals. Harmon, Hampton, and Ming's study (2021) emphasizes that health care professionals play an essential role in the development and enhancement of community care systems for children with special health needs. They are crucial for meeting these children's needs and ensuring their inclusion in schools.

Silva (2007) stresses that the inclusion of students with special needs is not solely the responsibility of teachers but requires ongoing training and support from a multidisciplinary team. Mendes (2002) suggests that parents, teachers, and students with epilepsy need to adopt an optimistic view of epilepsy, eliminating stereotypes to facilitate adaptation. Santos (2018) highlights the importance of collaboration between education and health in the context of hemophilia, a condition often overlooked. Hathazi (2020) explains that the success of inclusion is directly linked to teachers' professional and personal skills, which should be continuously improved through ongoing training, development, and support in educational environments. It is crucial for teachers to participate in training programs that promote the effective application of their knowledge and practices, enabling them to improve interventions and address different challenges.

Nonose (2009) emphasizes the importance of investing in professional training and integrating school-health services to promote equitable and integrated education. Collaboration between these sectors can guide collective and planned actions that reflect social reality. Batista (2017) highlights the urgency of rethinking the training of educators who deal with children who often miss school due to health treatments, emphasizing the need to understand their specific needs and address their demands in an integrated manner between the pedagogical and health teams. Therefore, effective collaboration among teachers, specialists, and parents is crucial for success in managing and developing children with special needs in regular schools (Skrypyk *et al.*, 2020).

Silva (2007) underscores the importance of government policies that strengthen the inclusion of children with chronic conditions in schools, emphasizing the need for adaptations in the school environment to accommodate the diversity of students and provide appropriate responses to their characteristics and needs. In this regard, Spencer *et al.* (2022) understand that policies should be based on the experiences of individuals with chronic conditions, considering the frequency, achievement, and psychosocial aspects of school life.

FINAL CONSIDERATIONS

The trend of Brazilian scientific production regarding children with chronic conditions in the school context is recent, highlighting challenges such as social interaction difficulties, academic

performance, school absenteeism, and possibilities such as creating bonds, implementing educational programs for children's development, improving professional training strategies, governmental actions, and linking schools with health services.

It was also noted that studies focus more on special educational needs than on health needs. Limitations of this study include theses and dissertations that were not fully available, as well as the inability to access other sources from the internet or online repositories of the accredited institution for verification. This research does not exhaust the debate on the topic, and it is hoped to have contributed to the construction of knowledge about children with chronic conditions in the school context, considering the importance of future studies, public policies, planning, and accessibility for this population.

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