



Dr
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For a child, school is often the first opportunity to socialize with adults and peers. For a child with hemophilia such a moment has a capital importance, because it is the first time that he will find himself without the protection of a familiar nucleus with restricted contacts with the external world.

For optimal psycho-physical development, it is important that hemophilic children fit in at school. Many parents feel anxious about leaving their hemophilic children with school teachers, who often have poor knowledge of the disease and might not know the correct procedures in an emergency situation.

The task of the Hemophilia Center is to cooperate with academic institutions and offer training courses for teachers.

Through these training courses teachers acquire 1. specific skills so that they can help hemophilic children in their integration with classmates 2. the ability to follow needs and experiences of hemophilic children in their

I go to school

school life.

This aim can be attained if teachers acquire not only technical information relative to the disease, but also the awareness of educational and behavioral indications that might well protect children from unnecessary risks.

The training course is aimed at promoting a concept of care that extends beyond the medical-sanitary connotation, in order to deal effectively with areas dedicated to the educational, behavioral and affective activity of the children.

The course title "I go to School" emphasizes that school for a child should be considered not just a duty but first of all an opportunity that should be provided in the best possible conditions, leaving to adults the responsibility of creating these conditions.

The course will be divided in two parts:

- The first part, held by doctors and parents, will deal with medical aspects of the pathology of hemophilia and what to do in an emergency situation
- The second part, held by a psychologist, will deal with the psychological aspects of hemophilia, such as the most common difficulties of hemophilic children, the attitudes and prejudices of adults and peers, how to increase self-esteem and self-efficacy, etc.

After such an exhaustive informative process, teachers will be able to provide more adapted educational intervention to children with hemophilia.

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School is an opportunity for children to realize themselves, even for children with hemophilia

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