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# Student academic achievement questionnaire pdf

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When someone is diagnosed with a serious health condition, priorities can change drastically. But being so focused on coping - or in some cases, survive only - does not mean that education must fall on the belt. Fortunately, there are many resources available for students diagnosed with a serious illness to succeed at school and even more information for educators and families trying to support them along the way. Read on to learn about these resources and how to help students at serious diseases achieve their academic goals. In addition to the missing connection for a doctor's visit or to receive medical treatment, serious diseases can have other effects on student learning. Start looking at what constitutes a serious illness and how they can hinder success at school. 20 percent of young adults has a condition of mental health. (Source) every 24 hours, more than 40 children will receive a diagnosis of cancer. (Source) in the United States, about 9 million children have asthma. (source) What are serious diseases? At (source) "serious malassa (source) does not have a common technical definition. The family law and medical leave provides a good starting point as it defines a serious condition of health as any injury, illness, impairment or condition that translates into medical care in pavement or treatment in progress with a health care provider. Basically, a serious illness can be designed as a disease that is not rapid and easily taken care of or a disease that the human body cannot adjust from itself to a fairly short period of time. Examples of disorders are not designed as serious (for most healthy people) include common cold or flu. In categorizing a serious illness, there are different characteristics to consider, such as the probability of death, to compromise the individual and the level of medical care necessary to treat the disease. For example, headache would be considered a serious illness, but could be debilitating migraine. What are the kinds of serious diseases? Due to the various characteristics of a serious illness, there are a large number that students can experiment. Some examples include: AIDS cancer muscular dystrophy asthma cystic cerebral fibrosis palsy heart diseases congenital malformations endometriosis serious mental health problems, such as depression, bipolar disorder and schizophrenia diabetes diabetes renal disease Dementia These diseases commonly have some or all the following features, that the classifies so serious. They require hospital assistance. An individual must receive treatment from a health facility, like a clinic or a residential hospital. They require long-term assistance. A serious illness will probably require years of medical care and follow visits to the doctor. The disease can be incapable. If a disease is serious enough to make someone for someone or work for more than a few days, it means that they are probably in a lot of pain or disease significantly affects their ability to engage in daily activities. It has a high mortality rate. A disease is considered very serious if there is a substantial probability that can also lead to the death of the most healthy of people. An extreme example of a serious illness would be pancreatic cancer. According to the American Cancer Society, pancreatic cancer has a five-year survival rate between 12 and 14 percent for those with 1A phase cancer or 1b. For those with the IV phase cancer, the five-year survival rate is about 1%. Fortunately, pancreas cancer is almost non-existent in children and young adults. What is the difference between chronic conditions and Serious health conditions? Even within the medical community, there is no absolute consensus on what is exactly a serious or chronic health condition. One reason is because a factor in determining the gravity of a disease is if it is chronic or not. However, a common understanding of a disease of (source) "Chronic (source) is a disease that has long lasted; weather; Good general rule is that it lasts more than three months. Other considerations are the speed with which it progresses and if it is treatable or not. A disease to slowly develop that it is incurable is more likely to be considered chronic. A serious disease can have the same characteristics as a chronic disorder, but it can also progress quickly, seriously compromise the capacity of the single for everyday life, cause death in a short period of time and provoke the single significant treatment. Many health disorders overlap the definition of chronic and serious illness. A good example is cancer. Many tumors require years to progress and are incurable, but they can also cause serious insufficiency in the individual, often the result of death and usually require hospital treatment. More information on managing chronic conditions at school here which challenges do students with serious diseases faced at school? Absenteeism. The missing class is common due to the current need for medical treatment. Not only does the missing class time reduce the capacity of a student to receive instructions, but also has other negative effects, such as anxiety increase and less contact with peer. This makes it more difficult for students to do or keep friends, further reducing their opportunities to receive emotional or academic support. Poor motivation. When a student is fighting for their lives, enjoying that party, television or other pleasant activity requires a priority for school. Or maybe they will choose a study academic course that is less challenging because they believe that there is no point in working as hard to earn a degree. Incapacity of focusing or concentrating. This could come as a side effect of medical treatment or drugs. Anxiety also plays a factor. The serious disease can come with financial tension, creating additional concerns and distractions from school. Put yourself in trouble. Students with serious diseases can also suffer from behavioral problems. This can have many causes, such as the disease or the side effects of drugs or treatments that the student is receiving. This not only interrupts the learning of the student, but potentially learning other students. This could lead to further social or academic isolation. Victims of bullying or teasing. Students with serious diseases that are easily identifiable make goals easy to make fun of bullying and social isolation. Sometimes it's the result of cruel or bad students, but it can also be due to ignorance, as when when other classmates believe incorrectly, the student with serious illness is contagious. Lower academic performance. Take all the factors above and add to serious fatigue, pain, difficulty to rest enough, and so much time dedicated to dealing with the disease, and there is no wonder students with a serious illness often turn into a Lower level of school performance. Academic accommodation and adjustments in the school and government society have done a long way in welcoming students with serious diseases. There are numerous laws and regulations designed to protect students who can be disadvantaged due to their medical condition. Read on to learn about the student's rights in college and how to receive academic accommodations. Knowing your rights and reception Accommodations because serious diseases often qualify as a legally protected disabled, numerous legal rights provide accommodations for these students. However, it may not always be clear to teachers and school officials that a student needs accommodation and what kind of accommodation to be provided. The following They provide an overview of how students can get academic housing in which they are legally authorized. Guide to protections and student inactivity plans: Ada, 504, IDEA & IEP College Options and accommodation for students with disabilities examples of academic accommodations The large legal framework in place to help students with serious doctor and e The problems commonly rotate around providing learning accommodations. Some of the most common are discussed below. Test accommodations. Depending on their restrictions, students can get extra time, take the test in a modified format or use special aids, such as optical character recognition or speech on the text. Hospitalized students can receive individually proposed exams. Assignment accommodations. Teachers or professors can provide special assignments to students who cannot complete the project assigned regularly. For example, if students have to participate in an artistic performance, a student who receives medical treatment at the moment and is not able to participate might be able to see an alternative performance on the video. Extended or modified deadlines. Students can receive an additional time to complete the tasks due to absences or time taken for medical care or can be given at the beginning of work so that it can be completed in an easier pace. Physical accommodations. Schools can provide special transport or vehicle services to host the physical needs of a student, such as when a student is in a wheelchair. Academic education out of class. Special teachers can provide instructions in class at home or in the hospital. Remote learning options can help students spend extended time out of the classroom. Use of auxiliary aid. Common examples include tape recorders to help recording lessons and software for voice recognition for students who cannot type or write my hand. Modified participation policy. Schools and professors can give up or modify participation policies for students who cannot attend lesson regularly. Additional or special interruptions. Whether during a regular test or class, students can take predisposed pauses, receive additional breaks, or have an elongated pause to address their personal medical issues, how to take drugs. Seats in preferential class. Teachers can allow students to sit down where it is easier for them, as in the front row to better see the table or near a class output so that they can easily leave the room for frequent interruptions. Extra academic assistance. Students can have access to special instructors, personal assistants or tutors to help them learn complete material and tasks. To disclose and talk about serious illnesses with educators depending on how serious a disease is, students can decide not to say their teachers or school about it. They have no obligation to do so. However, if a student chooses to reveal, here are some points to keep in mind. Decide how many information provides. If formal accommodations are not required, a student may not need to reveal anything, or they could choose to reveal only the foundations for a particular professor. Those who need formal accommodations can choose to provide only the legally requested information needed to receive learning accommodation. Identify what school official talk. Each school will have an individual or a department to contact him regarding the need for a student for special accommodation. Contact the right place is important because it establishes that the student has provided adequate notice to school on their medical condition and the need for accommodation. Carefully follow the required notice policies. There may be specific people to be notified, forms to use and deadlines to meet to guarantee accommodation are provided in a timely manner. Follow each requirement; if it is always necessary to present a The student will have a much stronger topic if they can show that they followed all the required steps. Understanding when telling the teacher or school official. It is better to notify the appropriate school official as soon as possible, especially since some deadlines could exist. For example, the school can request the 60-day notification in advance of the student who arrives on the campus, so that they can make arrangements for accommodation. Learning options for serious serious health students Sitting in a classroom is not the only way to learn. Students with serious health conditions can explore these additional roads. Online learning Online learning is an excellent opportunity for students with serious diseases. Education is often asynchronous, allowing students to (source) "attendare "at a time that is more convenient for them, as in the evening or on weekends. Online learning is usually available wherever student has access to an Internet connection and where (source) is available almost anywhere, providing maximum flexibility. This means that a student does not have to choose between medical treatments and school. There is also the problem of transport; online learning does not It requires a student to reach the campus. What academic resources available online for students with serious diseases? the specific online resources available will depend on the distance program offered by the school. In many cases, distance learning is in itself an accommodation (source) and of itself. However, online students can get additional accommodation, if necessary, as modified assignments, extended maturities or online rate policy ground. for At least, students who take an online class should have access to a teacher or special education through more channels, including e-mail, telephone, video and voice conferencing, bulletin boards, or instant messaging. What online learning options are available to students? The availability of options will depend first if the school has an online learning system in place. Some colleges and universities offer fully online programs at all. And many high schools also offer online courses, even for those who do not receive special accommodations. If a school offers online learning, the courses could be presented in any number of ways, such as online textbooks, both live and recorded video / audio lessons, assignments that can be completed online and the computer test. The standard of accommodation requested by the student will be the second important factor. If a student needs a minimum accommodation, may not have the full range of online services available to them, even if the school could provide it. For more information about which online learning options are possible at each academic level, check the following links. The Homebound Services Support services are designed for those too ill to attend school or those with severe disabilities. The homebound services are not equal to because (source) home school parents or guardians can not bear the cost of providing the instructions (how to pay for materials and textbooks) and is the school that determines what you will learn student, not the parent. As the name suggests, the homebound services usually take place at home. However, each school has its own policies, procedures and requirements, even where services are available at home. For example, some schools do not actually provide special instruction at the student's home, but rather in another public place, like a library. Other advantages include homebound education: the student is not required to attend the school's physical location. The student will learn the same academic subjects than their peers. The homebound services are usually flexible to offer for the short and long-term education. Educational individualized An IEP is an individualized educational plan for a student who needs special instruction. A variety of professionals working together to create and implement the IEP, including teachers, psychologists and counselors. The IEP services are provided free of charge and have the following advantages: the services are tailored to the specific needs of the student. The IEP is designed for students who have To learn, regardless of reason. The goal of the IEP is to offer instructions in the least restrictive environment possible, which often means keeping the student in an environment that is like The more as possible. This provides students with IEP students the opportunity to interact with their peers. Flexible learning plans A flexible learning plan, or an FLP, offers extra academic instructions and supports in certain academic arguments. The final goal of an FLP is improving scores and learning student tests. Additional instruction can take many forms, including the instructions provided by a teacher or a computer program. Other advantages of an FLP include: FLPS do not interfere with normal school. Most FLP sessions will occur when regular classes are not required, as before or after school. FLPS can be self-rhythms, allowing students to take all the time they need to fully understand and understand the academic subject. The FLs are particularly useful to help students at risk, which are often identified through their test scores. The tutoring student can receive further instructions from a tutor. The tutor can be a classmate, private instructor or a teacher. The tutoring can take place anywhere and at any time that the student and school can agree. Most tutoring takes place one-a-one, so the tutor can pay attention to the undivided student. The tutor is usually less formal than class education. This can be particularly advantageous for students who are overwhelmed by many different things that happen around them in a class. The least formal setting can make the student more at ease and allow them to connect or interact personally with the tutor, which can help in the effectiveness of academic education. Other tutoring advantages include: Tutors can immediately focus on areas of academic problems. The tutoring instructions can start and end quickly, on a basis as required. The tutoring has a clear academic efficacy record. Supporting students with serious diseases: a toolkit for parents and teachers is amazing what an individual can realize with the right support. A support teacher could be the single major lawyer than a student can have at school. It is much easier to learn from a teacher who is more than happy to provide a housing of one who does it just because they know that they must under the federal or state law. But sometimes enthusiasm and the will to help a student with a serious illness may not be enough. The following suggestions should help teachers and family members provide the best support to their student and their children. For educators they treat the normal student. A serious illness translates into certain special needs; However, they can still reach their full potential and should be encouraged to do so. Be the understanding of problems. A student who has to do with significant pain may not worry about the degree that performs that great test. Understanding drugs, pain, fatigue and other problems can make it look as if they are not trying their best (source) "but they are probably. Discover the health problem of your student. Showing you know a bit of what your students have been diagnosed with shows that interest you and want to know more about them. Simplify the exam or project instructions. Drugs and treatments can make it difficult to concentrate and concentrate, it may need to break down Instructions more easily to understand. Be the most inclusive possible. Yes, a student with a serious illness is different and needs special attention. But try to include them with anything to do the class. Socialization can extremely beneficial to Student suffering from a serious illness. Being ready to listen to students without a serious illness will sometimes share things with teachers who do not share with their parents. Being a table to play can help eliminate some of the intense stresses that the student is below. For parents take good notes and maintain records. Taking detailed notes and maintaining all clinical folders, government forms and applications can make it much easier and faster to create an accommodation request. Start soon When it comes to government programs or public schools, things usually take a little longer than one might expect. So start early when contacting the appropriate people and departments. Arroglia The help of your child's doctor. The doctor will have the information you need to fully understand the challenges that your child can face, as well as helping to request accommodation for learning. Discover other forms of support. For example, hospitals can have special programs to accommodate patients who are also at school and intend to receive academic instructions in hospital or complete school tasks while receiving treatment. Staying in touch Keeping links is useful when you need information or assistance from a former doctor or teacher. It is also good for your child to stay in touch with their friends, even during prolonged periods away from school. Social media are a wonderful thing in this situation. Sarah Cox: My experience of balancing my experience and a serious disease Sarah (source) Cox is an advertising executive who lives in New York City. You have experience in managing social media accounts as well as traditional public relations and has provided services for customers in Industries, including hospitality, entertainment, travel, food and drinks and health and wellness. D. Tell me some of your health situation at college. How long did it take to be properly diagnosed and treated for endometriosis? A. During my last year at college I started having really heavy periods that led to pain even when I was no menstrate. It took four doctors in two cities before having an adequate diagnosis. Most of the doctors including those of my university brushed my pain as a recurrent, even if my tests for infections returned negative. In the end, I was so much pain that I obtained damage to the nerves due to the constant tension in my pelvic floor muscles. Finally I was diagnosed after about five months, which was also after obtaining D'S and C on all my midmarks that semester. I was brushing the pain as something I could 'force' and that certainly was not the case. Q. What were the largest struggles you faced during your college years concerning endometriosis? A. The largest struggles were definitely in step with my vows and obtaining adequate diagnosis. I went through a time when I was so exhausted and in the pain I was stuck in this place of 'because he won't do it (doctors) help me?" It was also a struggle to let go an attitude of excessive importance. My body was absolutely not listening to my mind and came in terms of what was rough. Q. What kind of support can friends and other students give those with a serious illness? A. Because I was away at school for most of the time I was sick, the support I really wanted was someone to go to the doctor with me. This was particularly important because I felt like the doctors were not listening to me and therefore not by my side ". For friends and other students, just making the effort to be there makes the difference. D. What role has your peers played in helping you through it? A. I had a great roommate at the college that had similar health struggles, so it was a really great source of support for me. We could talk, do a while of restorative yoga together (which really helped) and did the days when I only had to sit at home much more livable. Q. What would you recommend to university students in front of a serious condition? A. Trust your intestines. Know The Your body better than any doctor. If you have been treated and you still feel that something is wrong, returns Doctor and talk. Also, do your search and ask questions. Because of my nervous damage, entering physical therapy was the thing that helped me more, but this didn't happen immediately because it is not a traditional form of treatment. treatment. treatment.

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