

THE PUPIL CAN ONLY ATTEND SOME DAYS OR CLASSES

Situation

The pupil can only attend a limited number of days or classes due to illness or treatment-related issues, such as feeling exhausted, pain, or lack of energy.

Reflective questions

1. How might the affected pupil feel in this situation? What could be their major concerns? How could you interact with the pupil or their family to find out about the pupil's situation?

2. What are the social, emotional, and academic priorities for the pupil? How can these be aligned with their health and studies? How can you support their priorities effectively?

3. How could you create a plan in collaboration with the pupil and their family to include the pupil on specific days as well as possible, without overwhelming them?

4. In what ways could you, the classmates, or support specialists help the pupil to get as much out of the days or classes as possible?

Possible approaches

1. Caring Communication: Express appreciation for the pupil's presence on the days and in the classes they attend. Make sure that the classmates support them and that they feel included. Try to motivate them to participate but avoid pressuring them – they need to know that their well-being is the most important thing. Maintain open communication about their comfort and preferences regarding remote participation.
2. Tailored Participation Plan and Support: Collaborate with the pupil and their family to identify the most beneficial classes, both socially and academically. Develop a timetable based on this, so they know when these classes take place. Continuously reassess and adapt the plan based on the pupil's evolving needs. You could also engage with the psychological support team to discuss the pupil's physical as well as emotional well-being and challenges. You could consider integrating psychological support strategies into the overall plan for the pupil's attendance.

Approaches according to the eHandbook

Equal access to materials, clear communication, engagement strategies, flexibility in teaching approaches, adjusted lesson planning and diverse assessment methods should be taken into consideration. Paying attention to those aspects can help you to support the pupil. Prioritise collaborative planning, ongoing coordination, and individualised support. There is information in the eHandbook that will guide you through this process.¹

The handbook outlines three fundamental psychological needs: competence, relatedness, and autonomy – these are essential for the pupil's well-being. Collaborate with the psychological support team and classmates to provide comprehensive support in these areas. Additionally, ensure that opportunities are available where you can make them feel competent, promote positive relationships, and empower the pupil to maintain a sense of independence in their learning journey.²

¹ ABILITI Teacher eHandbook, pp. 43-47.

² ABILITI Teacher eHandbook, pp. 9-10.