BurnEd: Parental, Psychological and Social Factors Influencing a Burn-Injured Child’s Return to Education

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Abstract
Childhood burn injuries are painful and traumatic and impact the child and their family. For the child, part of the returning to wellness process involves successfully returning to school, a process in which parents play a vital role. This qualitative research aimed to examine how influential parental and other factors were in the return to school process. Data was collected through semi-structured interviews and was analysed using a social-constructivist Grounded Theory approach. The analysis revealed that parental confidence - in themselves, their children and their children’s schools; role adaptation, skill acquisition and flexibility; and school receptivity, were pivotal in the return to school process.