A ESCOLARIZAÇÃO DE CRIANÇAS E ADOLESCENTES HOSPITALIZADOS: UMA REVISÃO INTEGRATIVA

THE SCHOOLING OF HOSPITALIZED CHILDREN AND ADOLESCENTS: AN INTEGRATIVE REVIEW

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Resumo

A condição de hospitalização em razão de enfermidade produz, na criança e no adolescente que vivenciam essa condição, uma experiência carregada de sentidos negativos, atribuídos ao afastamento de sua rotina social e escolar. Para garantir que não tenham prejuízos cognitivos e emocionais, o atendimento escolar hospitalar realiza atividades pautadas no desenvolvimento desses educandos, respeitando sempre seu estado clínico e emocional. Portanto, levantar a produção de conhecimento sobre o tema, tem como objetivo traçar um panorama a respeito do que se tem de publicação, e como essa questão tem sido tratada pelos pesquisadores, além de apontar para a concentração de regiões, campos do saber e programas de pós-graduação em que estão imersos pesquisas e pesquisadores sobre a temática da escolarização de crianças e adolescentes hospitalizados. A metodologia utilizada foi à revisão integrativa da literatura, através do levantamento de artigos em banco de dados indexados, como Scielo e CAPES Periódicos. Os resultados apontaram para 13 artigos, onde foram discutidos aspectos como metodologia, instrumentos de coleta de dados, eixos temáticos, local e revistas de publicação, bem como o campo do conhecimento, filiação acadêmica dos autores e concentração regional. Os resultados indicaram uma concentração de pesquisadores e periódicos nas regiões Sul e Sudeste, originados de universidades públicas, que publicaram a respeito dos benefícios do atendimento escolar hospitalar e da atuação e formação do professor inserido nesse contexto.

Palavras-chave: Escola hospitalar. Pedagogia hospitalar. Educação e Saúde.

Abstract

The condition of hospitalization due to illness produces, in the child and adolescent who experience this condition, an experience full of negative meanings attributed to the withdrawal from their social and school routine. To guarantee that they do not have cognitive and emotional damages, the hospital attendance performs activities based on the development of these students, always respecting their clinical and emotional state. Therefore, raising the production of knowledge on the subject, aims to outline what is being published, and how this issue has been addressed by researchers, in addition to pointing to the concentration of regions, fields of knowledge and programs of postgraduate studies in which are immersed researches and researchers on the thematic of the schooling of hospitalized children and adolescents. The methodology used was to the integrative review of the literature, through the survey of articles in indexed databases, such as Scielo and CAPES Periodicals. The results pointed to 13 articles, where aspects such as methodology, data collection instruments, thematic axes, local and publication journals, as well as the field of knowledge, authors' academic affiliation and regional concentration were discussed. The results indicated a concentration of researchers and journals in the South and Southeast regions, originating from public universities, who published about the benefits of hospital attendance and the performance and training of the teacher inserted in that context.

Key-words: Hospital school. Hospital pedagogy. Education and Health.

INTRODUCTION

When we think on education, emerges the idea of school as the place where there is the presence of teachers, students, systematically organized furniture and contents presented from a curriculum structured by the division of knowledge, simultaneity, and homogeneity (FREITAS, 2013). The institutionalization of the classroom as the teaching and learning space gains another characteristic and meaning when we refer to hospitalized children and adolescents since it implies not only a change of place but also the way of doing.

On schooling, Covic and Oliveira (2011) tell us that it is "any action that makes school educational, not only content systematized socio-historically by science, but also relations with knowledge, time and space" (p.46). Therefore, its context is not restricted only to the school space, being possible in other spaces where there is the demand for the continuity of the educational development. From then on, the hospital presents itself as a new place of learning, in which times and actions become differentiated for the hospitalized student.

The child and adolescent who experience a situation of illness have their daily life significantly altered by the illness and hospitalization processes, being removed from all activities that were previously part of their routine (MATTOS, MUGIATTI, 2012). One of these activities concerns the schooling process since the demand for treatment and the implications of the disease make the student with the illness have to leave school for long and constant periods, causing impairments in their cognitive development and, in some cases, demotivation by learning and dropping out of school. (VIEIRA, LIMA, 2002).

In Brazil, the situation of school children and adolescents in the hospital has been treated by the MEC (Ministry of Education) through the Special Education Secretariat (SEE). This is due to the fact that hospitalized students have a transient profile of "[...] temporary special education students who must have a preventive assistance against school failure, disapproval and evasion" (ORTIZ; FREITAS, 2005, p. .46), that is, they will be considered special education while they are away from school performing the necessary treatment to control their illness and restore their health, or when the sequelae of the disease cause the acquisition of some

disability, such as, a physical disability - reduction of mobility -, or intellectual - interfering in cognitive or emotional processes.

Making this adjustment of the *locus* for hospitalized children and adolescents within the public policies of education was a complex process that had to be built within the policies of special education so that these children could be guaranteed specialized and flexible educational service. Still, within the Special Education, the students in a hospital environment are within another particular universe of educational service: the Hospital Classes.

In addition to educational guarantees, the school in the hospital is an alternative to minimize the traumatic effects of hospitalization and illness, making the link between the hospital reality and the outside world - the school - thus stimulating the interest of the child and the adolescent by cognitive activities, that will help him to face this awkward moment of the hospitalization. (SIDOTI et al., 2005).

The Netherlands and Collet (2012) state that the hospital class is a teaching modality within Special Education, with specific legislation and regulations, aiming to guarantee the pedagogical service for children in situations of illness and disease. With this, we can understand that the attendance of the hospital classes constitutes a bridge between the school and the medical universe, guaranteeing the child the right to continue studying, as established by the Federal Constitution of 1988 and later by other public policies, such as the Statute of the Child and Adolescent in 1990 and the Law on the Guidelines and Bases of National Education in 1996.

We can also cite another public policy that gave great visibility to hospital school attendance and that boosted other subsequent publications, Resolution number 41/95 of the National Council for the Rights of Children and Adolescents (CANADA), which agreed on the right to a pedagogical accompaniment during the hospital stay (1995). Next, the National Policy of Special Education recognizes the hospital class as a *modality of educational care for hospitalized children* (Fonseca, 1999). Later, in 2002, the SEE publishes the document *Hospital Class and Pedagogical Home Care: Strategies and Guidelines*, with the objective of officially regulating school attendance in hospitals.

Starting from the idea of hospital school attendance as a unique education aspect, which had an expressive movement of public policies and expansion in its attendance in Brazil, the following question arose: in the current scenario, who has published, and what, about the schooling of hospitalized children and adolescents in national journals?

There is growing interest on the part of researchers on the subject of hospital schooling of children and adolescents, since it has been perceived about the importance of this type of educational service outside the school context, which motivates the curiosity to investigate a space of educational practices differentiated, with multidisciplinary characteristics, such as the hospital. (BARROS et al., 2017). Regarding this, Covic and Oliveira (2011) points us to the growing participation of public universities with an expressive movement of publications in the South and Southeast regions.

However, Teixeira et al. (2017) indicates that this number, although significant, is still reduced in comparison to the need for knowledge on the subject, and that the presence of school attendance in the hospital setting - even if it is a guaranteed right - is still the number of children and adolescents who remain hospitalized.

Therefore, raising the production of knowledge on the subject, aims to outline a panorama about what is being published in national journals, and how researchers have addressed this issue, in addition, point to the concentration of regions, fields of knowledge and postgraduate programs in which are immersed researches and researchers on the thematic of the schooling of hospitalized children and adolescents.

METHOD

In order to carry out this research, a survey was first made on the indexing bases of national journals, in the areas of education and teaching, with the objective of obtaining results of articles that deal with the topic of schooling of hospitalized children and young people. The searches were done on the CAPES Periodicals (Coordination for Improvement of Higher Level Personnel) and Scielo (Scientific Electronic Library Online), through the search tool by subject, in both sites, located on the main page.

The following descriptors were used to guide the searches: Hospital Class, Hospital Pedagogy, Hospital Schooling, Hospital School, Hospital Pedagogical Service, and Hospital School Attendance. The choice of such descriptors was because they are the most used terms in education when referring to students in school activities within the hospital institution.

Then, the systematization of the articles on the schooling of children and adolescents in hospitals was carried out, through the analysis of abstracts and selection of articles. In the reading of the abstracts, only those that privileged the defined descriptors were selected, excluding, therefore, the articles that did not contain any of the keywords or relation with the theme.

In the next step, the choice of articles that presented complete texts was considered, since, in order to carry out the analysis based on the established criteria, it would be necessary to evaluate all the parts of the text development, such as methodology, data collection instrument, and results. Through an exploratory reading, it was possible to evaluate and select texts that dealt only with the theme of hospital schooling.

As an initial criterion, it was defined that the selected articles should be only Brazilian productions, in the Portuguese language. However, one of the articles found was published in Spanish, and because of its relevance within the theme, it was decided to add it to the study.

The search pointed to a total of 84 articles, published between the years of 1999 and 2017. From the presented volume, the criterion of the temporal cut was established, in which only the articles published in the last five years (2014 to 2018) were selected, with the aim of obtaining the most recent publications on the subject. When applying the criterion of temporal cut, a new number was revealed, totalizing 26 articles. Since then, the selection excluded articles that were not related to the subject and the final sample analyzed was composed of 13 articles from scientific journals published between the years 2014 to 2018. It should be emphasized that even though it is defined as a criterion the current year (2018) no articles were found with this date, being the most recent ones belonging to the year 2017. The table below shows the results of the surveys conducted in the indexed databases of the CAPES and SciELO website. In the CAPES database, three of the articles presented appear in more than one descriptive category, while one of the articles appeared replicated in the two databases:

Table 1. Results of searches in CAPES and Scielo journals.

CAPES JOURNALS					SCIELO JOURNALS			
	Year	Total Finding	Time Clipping (2014-	Within the Theme	Year	Total Finding	Time Clipping (2014-2018)	Within the Theme

			2018)					
Hospital Class	1999-2017	24	9	6	1999-2015	16	3	3
Hospital Pedagogy	2007-2017	13	7	4	2005-2017	9	2	1
Hospital Schooling	-	0	0	0	2007-2015	8	1	1
Hospital School	1994-2009	2	0	0	2007	1	0	0
HospitalSchool	2013-2015	2	0	0	2005-2015	5	1	1
Pedagogical Hospital Attendance	2017	1	1	1	1999-2013	3	0	0

Source: Research Data

From the selected sample, several aspects of the productions, such as the type of methodology applied, the instruments used for data collection, thematic axes, local and publication journals, and the field of knowledge, academic affiliation of authors and regional concentration.

Finally, we carried out the verification of the quality of journals when submitted to the evaluation of the CAPES Qualis index. In order to do so, the journals were consulted on the Sucupira Platform of the CAPES website, a system that classifies the scientific production of the postgraduate programs, where it was possible to see the qualification of each journal according to its area of evaluation, through the ISSN number of the journal in the search field.

RESULTS AND DISCUSSION

The analysis composed by 13 articles published in periodicals from 2014 to 2018 revealed that: the period in which the greatest number of publications was concentrated in the years 2015 and 2017, also totaling the number of 5 articles published per year. A brief analysis of hospital attendance shows that the organization of this practice began in the 1990s, based on the Statute of the Child and Adolescent (ECA), of Resolution n. 41, dated October 1995, of the National Council on the Rights of the Child and Adolescent, and later regulated through the National Guidelines for Special Education in Basic Education, in Resolution n. 02 of 11 of September of 2001, and in 2002 in the MEC through the document Hospital Classes. (ZARDO; FREITAS, 2007).

From this movement carried out in public policies, with the objective of legitimizing the right to education of hospitalized children and youngsters, researchers found a new field of knowledge to be explored and expanded, in which the researches developed became important tools for organize the service and recognize the need to offer this multidisciplinary modality of education. (COVIC and OLIVEIRA, 2011).

Given this, we consider it essential in this study to point out the scientific journals that carry research on the topic of hospital schooling within the fixed period. Table 2 below shows the titles of journals, year of publication and volume of articles published by each journal.

Table 2. Periodicals and volume of publications.

Magazine	Year	Number of articles
Education & Reality	2014/2015	2
Pedagogical Events Magazine	2014	1
Labor, Education, and Health	2015	1
Journal of Special Education	2015	1
Colloquium Humanarum	2015	1
Psychology Studies (Campinas)	2015	1
Journal Latino Americana de Ciencias Sociales, Niñez y Juventud	2016	1
Research, Society, and Development	2017	2
Doxa: Brazilian Journal of Psychology and Education	2017	1
Brazilian Journal of Policy and Administration	2017	1
Brazilian Multidisciplinary Journal– ReBram	2017	1
Total		13

Source: Research Data.

The journals selected for the publication of articles refer to those who assign their editorials to studies publications in the areas of education. However, we can observe that two of the articles were published in the area of psychology and administration, but focused on education studies. About the year of publication, one journal published two articles in the same year (2017), while another published two articles respectively in 2014 and 2015. This was probably due to the fact that the journals had a good acceptance of studies about level schooling of special education - as is the case of hospital schooling -, a theme that has involved a significant academic mobilization, mainly with a focus on highlighting the area in the fields of education and health, to legitimize the practice of hospital attendance.

According to Assis (2009), the service of hospital classes established a greater concentration in the Southeast region, due to the State of São Paulo is one of the pioneers in the implantation of the teaching in the hospitals, through the Hospital Class of Santa Casa de Misericórdia, in the middle of the years followed by the Pemphigus Foliacea Guarulhos Hospital in 1969, AC Camargo Hospital in 1987, Hospital das Clínicas in São Paulo in 1989, Hospital

Darcy Vargas in 1995 and Hospital das Clínicas in Ribeirão Preto in 1997. The same author also pointed out that in the last 30 years, there was an evolution of the pedagogical service in hospitals in the State of São Paulo from 1978 to 2008, as we can observe in Figure 1.

Figure 1. Evolution of the hospital pedagogical service in São Paulo.

Source: (ASSIS, 2009, p 51)

Considering the academic program and the fields of the source of knowledge of the authors of the articles, it was realized that most researchers derived from graduate programs linked to education. However, two of the articles analyzed had authors related to Programs of the field of Health, such as Collective Health, Nursing, Psychology and Medical Sciences. The other undergraduate and graduate programs, which were linked by their authors, were divided among other sub-areas of Education.

Table 3. Academic Program and Fields of knowledge of the authors of the articles.

Academic Program	Field of Knowledge
Post-Graduate in Collective Health	Health
Post-Graduate in Collective Nursing	Health
Post-Graduate in Linguistics	Educação
Graduate in Pedagogia	Educação
Post-Graduate in Hospital Education	Educação
Post-Graduate in Medical Sciences	Health
Post-Graduate in Mathematics	Educação
Post-Graduate in Psychology	Health
Post-Graduate in Education	Educação

Source: Research Data

Although the MEC (2002) affirms that the pedagogical care developed within the hospital environment should be exercised in an integrated action between education and health, it was observed in this survey the little interest on the part of health researchers in researching and publishing about schooling hospital Education, on the other hand, has shown itself to be very interested in the issue and, therefore, has a relevant volume of publications. Although the hospital environment has long been directed almost exclusively to health professionals, we note that in recent years, especially after the changes in public education policies implemented since the year 1996, for their promotion in various spaces, the hospital scenario changes characteristic, through the presence of multi professionals, among them the teacher. (MATOS, 2009).

This result, showing the evolution in the interest of the Education area in research on the subject, is in opposition to the research by Santos and Mohr (2005), where 27 articles on hospital schooling originated from Health and 17 from Education were found in 1971 to 2004, evidencing that from then on there was a change of predominance of knowledge field.

Table 4. Synthesis of articles, from the Thematic Axis: Perceptions of children and adolescents about their schooling in a hospital environment.

Authors	Objective	Method	Results
Ferreira et al. 2015	To identify the proposals of schooling in the hospital environment, its implementation directed at children and adolescents chronically ill and understand their perception about their schooling in this environment.	Exploratory Research	The sadness emanated during the hospitalization of children and adolescents, associated to the nostalgia and withdrawal from school, the restrictions imposed in the routines established by the institution and the clinical condition generated immense suffering in these people.
Hostert et al. 2015	To describe the coping strategies of children with cancer to deal with hospitalization, analyzing the importance of the Hospital Class.	Exploratory Research	The coping pattern revealed behaviors and strategies favorable to coping with hospitalization during the period in the Hospital Class.
Ruiz et al. 2016	To analyze the benefits of Hospital Pedagogy in Mental Health Units that treat long-term patients at school.	Empirical Study	Students believe that they will complete their academic year, they value personalized teaching by teachers at the hospital's school.
Zimmermann et al. 2017	To elucidate the importance of Hospital Pedagogy as a means of maintaining the child's sense of inclusion in school even in a hospital environment.	Bibliographic research	The hospital pedagogical service maintains the school bond, during the period of hospitalization, accompanying the educational activities proposed by the school institution of which it is part, stimulating the child in the continuity of his emotional, psychological and social development.
Menzani et al.	The benefits of care were evidenced of the	Bibliographic	To present, through a review of the

2017	hospital class, by promoting learning of school contents, propitiating the students' cognitive and emotional development.	research	literature, the contribution of the Hospital Class (CH) on the recurrent difficulties of hospitalization of school-age children, considering the emotional, physical and cognitive aspects involved in this context.
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Regarding the methods used in the articles analyzed, 53% used Documentary Research through bibliographic review tools, while the others were divided between Exploratory Research, Action Research, and Case Study, in which the data collection instrument used were open and closed questionnaires and semi-structured interviews.

We continue with the analysis, at that moment discussing the thematic categorization of the articles, since the studies included in the review have the objective of showing what has been published regarding the schooling of children and adolescents in a hospital environment, understanding the aspects of this care, such as pedagogical performance in a hospital environment, teacher training and student perception about their health status and their schooling process.

Two categories of grouping were chosen to discuss the articles, in order to obtain a better understanding of the content synthesized in the research. The first category is related to the perception of children and adolescents about the processes of hospital schooling and the second one about the processes of teacher training and their pedagogical performance in a hospital environment.

Table 5. Synthesis of the articles, from the Thematic Axis Teaching and Training of the teacher in a hospital environment.

Authors	Objective	Method	Results
Ortiz et al., 2014	Knowing the curriculum of the pioneering Hospital Class in the Rio Grande do Sul	Phenomenological-hermeneutic	The pedagogical support program teaching bets the critical curricular option, associated with a student conception, beyond the instituted patient
Silva et al., 2014	Analyze what is the professional needs of the pedagogue in the hospital environment	Qualitative research with the use of open and closed questionnaires	Health professionals had little knowledge of the topic addressed and understood that the subject matter is of great importance for the day-to-day of the hospitalized child and that the children do not have pedagogical assistance during the period are hospitalized
Carvalho et al., 2015	Describe the process of building the relationship with the school knowledge by children of four and five years, patients of the IOP / GRAACC / UNIFESP	Research Action	There was constant adaptation, transformation and learning of the teachers during the classes with the students, through a Individualized look for children, in the construction of a specific curriculum that takes into account the curricular guidelines for Early Childhood Education, the contact with the schools of origin and with the

			families and the hospital routine of each student.
Vasconcelos, 2015	Rescuing the history of the hospital class and the training of teachers working in a special environment, also contribute knowledge about the topic that is still incipient in Brazil	Documentary Research	The work of the hospital-class teacher mobilizes student learning, as it reveals that school contact happens in the meeting between the teacher and his student, not just in a walled area. The fact that this practice of school is applied in the hospital does not imply that the activities neglect criterion and systematization. We conceive the individual in constant learning and therefore needing to be continuously reinserted in his or her environment so as not to become a stranger.
de Melo et al., 2015	To reflect on the teacher's challenges and develop a qualified teacher action in the hospital pedagogy, mainly in the formal education in hospital classes.	Documentary and Bibliographic Research	In the results of the research we verified the importance of the teacher in the education of hospitalized children and also in the care of their relatives about the knowledge of the hospital environment, the new living conditions for the internet, the laws that ensure the right to education in the hospital, and especially continuity in the process of teaching-learning.
Teixeira et al., 2017	To present a theoretical, methodological and documentary framework of the scientific productions about Hospital Classes in Brazil	Bibliographical Research, with Systematic Review	Presents the predominance of the qualitative research as study methodology; the origin of publications linked to federal educational institutions; recurrence of studies focused on teacher training activities and survey on the perception of companions regarding pedagogical consultations carried out in the hospital environment
Otero et al., 2017	Present the pedagogical assistance modalities existing in hospital environments	Bibliographic Review	The adequate training of this pedagogue allows him to act coherently within of the existing modalities in the hospital scope, in which three of them stand out: care in the bed, hospital class and toy library. The role that the educator has for children and adolescents who are hospitalized contributes to the continuous process of learning and favors a better adaptation of these subjects to the hospital.
Ferreira et al., 2017	The general objective of this study was to increase knowledge about Hospital Pedagogy as an acting field for the teacher	Bibliographic Review	The teaching activities in nonformal environments contribute to the improvement of the student hospitalized quality of life as well as assists in the relationship they have with the outside world and with himself.

Perception of children and adolescents about schooling in a hospital environment.

In this thematic axis, the works that deal with the perception of the child and the adolescent, when they are, at some point in their lives, removed from the school due to a health problem that caused a hospital admission will be discussed. For the child, the hospitalization event arouses many negative feelings, in which the discomfort of the pains and the interferences of the illness, associated to the fear of change and the withdrawal from the routine, gives rise to the perception that his state of health causes mismatches and insecurity this new condition. (Ortiz and Freitas, 2005).

The study by Ferreira et al. (2015) pointed to the feelings, perceptions, and needs of hospitalized children and adolescents about their illness and their schooling process. The sadness of the children, due to the absence of the school, family and friends caused a rupture in their routine, which was soon somewhat relieved by the reception of pedagogical service in hospital environment through play activities. However, these activities do not offer pedagogical support based on a formal education curriculum, which renders care insufficient to fill the educational gaps these students will have when leaving school.

Lack of freedom to perform activities such as playing and getting around, sleeping properly, in addition to the hospital routine and the removal of family and friends, were pointed as stressors for children and young people during their hospitalization. Therefore, these children had the perception that, in-hospital teaching became a form of distraction, in which it was possible to change the negative focus of the disease to something that could regulate their emotional state, besides promoting the protection of their educational development. (HOSTERT et al., 2015).

Menzani et al. (2017) presented in his study that prolonged hospitalization can cause social and emotional losses to children and adolescents, since the hospitalization condition deprives them of concrete life experiences, such as failing to live with relatives and friends, and loss of contact with important activities for their development and learning. In the study, some of the negative effects caused by hospitalization are mentioned, such as revolt, denial of illness, loneliness, frustration, anxiety, depression, and routine rupture. The fear of the unknown and the feeling of inferiority was also mentioned as aggravating during the hospitalization process, causing psychological impact so intense that ends up generating the low self-esteem. (RUIZ et al., 2016).

In this study, the results of the study showed that there was a significant reduction in the negative effects of hospitalization (MENZANI et al., 2017; ZIMMERMANN et al., 2017; RUIZ et al., 2016) as well as to attend to the school lags resulting from the withdrawal from school.

The study by Zimmermann et al. (2017) indicated that in the literature on hospital schooling, mention is made of the pedagogical intervention favoring the hospitalized child, by providing a sense of belonging to the school group, maintaining I live their social and cognitive ties. In another review (MENZANI et al., 2017), it is also discussed the positive aspects of hospital pedagogy, being able to rescue the subjectivity of the child and enable him to expand his circle of coexistence, effective exchanges with his peers, teachers, and hospital staff, making the hospitalization process less painful.

The studies (RUIZ et al, 2016; ZIMMERMANN et al, 2017) include Hospital Pedagogy as the care that is not restricted to serving only the student, but includes family and school in the process, understanding as a broader form of care, in which besides the school continuity, there is also the pedagogical presence in the humanized sense. With this, the child and the adolescent have the dimension on their health condition and their cognitive development in a positive and significant way, surpassing, therefore, the negative effects of the hospitalization. Despite supporting the above studies, other authors (MENZANI et al., 2017; FERREIRA et al.,

2015; HOSTERT et al., 2015) use the term Hospital Class, understanding the emphasis of hospital pedagogical attention in curricular activities.

Teachers' performance and training in a hospital environment

The studies listed in this categorization addressed aspects of the pedagogical training and performance in a hospital setting since according to Ortiz and Freitas (2005) it is a singular practice, where it is necessary to integrate the pedagogical and clinical doing, overcoming the idea of an education based on fragmented school practices. Subsequently, the same authors published a study (ORTIZ, FREITAS, 2014), which presented the Hospital Class curriculum in the Rio Grande do Sul, indicating the teaching practice based on a broad and individualized dimension, focused both on activities developed by school of origin of the student, and in the activities proposed by the Hospital Class.

The article by Carvalho et al. (2015) presented action research on the pedagogical practice developed in a pediatric oncology hospital with children's education students. In this study, the pedagogical service is developed based on a specific planning and individualized curricular construction, always taking into consideration the clinical state of the student, who counts on the support of the family and the school of origin, when there is the institutional link.

Considering the fragility of hospitalized children and adolescents, Vasconcelos (2015) considers that the school practice, although flexible, should not occur without criteria and systematization, but should, as in the study by Carvalho et al. (2015), follow a specific and individualized education plan for each student.

In this context, the role of the family appears as a key element in the integration of the teacher's work, since the relation of the child's learning does not occur in isolation, but in the interaction with their mediators, making their schooling process meaningful. (Melo, Lima, 2015). The importance of family participation during hospital school attendance was also presented in another study (SILVA, IOCCA, 2014), a finding obtained through interviews with health professionals, who make up the multidisciplinary team, which also includes the pedagogue.

From the studies mentioned here, three (Carvalho et al, 2015, Otero et al, 2017; FERREIRA et al, 2017) consider that in the teacher's work in a hospital environment, the glance must be sensitive to the student's health status, developing a work that respects their possibilities of learning and the physical disposition of the child to carry out the activities proposed in the Hospital Class.

For Ferreira et al. (2017) and Oteiro et al. (2017), the performance of the pedagogue in a hospital context has three types of care, divided into three types: care in the bed, in the Hospital and Toy Room. Faced with these possibilities of action, the pedagogue should develop a work that involves flexibility and planning, with the objective of promoting the necessary knowledge to the continuation of the learning to return to the school of origin.

As in the present study, the study by Teixeira et al. (2017) identified eight studies that deal with training and teaching performance in the hospital class, including the productions with the objective of announcing tools and mechanisms that contribute to the pedagogical service in hospitals.

Finally, in relation to the training of the Hospital Class teacher, studies by Silva and Iocca (2014), Melo e Lima (2015), Oteiro et al. (2017) and Ferreira et al. (2017) agree that despite the guidelines of the Pedagogy courses indicate that the training of the pedagogue should not be restricted to the school spaces, this training is insufficient, since it is not a training focused on multidisciplinary, which requires the context of hospital education.

CONCLUSION

The review concerning the schooling of children and adolescents in a hospital environment made it possible to highlight what is the most recent scientific publication on the subject and to draw a profile of the researchers and academic journals that have published about it.

It was noticed that, about the places of publication, the North and Northeast regions were absent in this research, presenting a predominance of the South and Southeast regions in the publication of articles. Although the Northeast region presented 17% of researchers publishing on the subject, there was a greater interest of the Southeast institutions, especially in São Paulo, on the theme of special education.

Despite presenting a significantly low number of articles published in recent years, the research revealed that the moments in which this volume was most intense was in the years of 2015 and 2017, indicating that possibly many of these studies were based on researchers and studies of Master's programs.

The theme of hospital schooling is still very present among researchers and journals in the area of education, revealing that, although education in a hospital environment, due to its specificities, is an interdisciplinary theme, when it transits between the areas of education and health, apparently has not been of interest to researchers and health professionals.

The findings indicated that most of the articles are about documentary and bibliographic research, demonstrating the need for other types of investigative approach, such as field research, observation research and action research, in which the possibility of knowledge and exploration of the subject becomes higher by promoting direct contact with the subjects and the context of the research, since there is already a significant volume of literature review research.

From the articles analyzed in this study, it was possible to undertake knowledge about how pedagogical practices have been carried out in a hospital setting, offering the students', teachers' and family members' perceptions about the benefits that care can provide, notably, to minimize the negative effects of hospitalization processes.

The students' perception of the benefits of school attendance at the hospital made evident the importance of this service, since the hospital environment is a place of constant tensions and negative feelings producer, especially in children and adolescents who are in some way, being removed from routine for the disease and taken to the condition of hospitalization. When receiving the pedagogical service, the child and the adolescent positively re-signify their existence and have the guarantee of their right to education assured.

This review also enables us to identify other gaps in hospital schooling processes, such as teacher training, not to privilege attendance in a multidisciplinary dimension, due to the current training privileging the performance of teachers in school contexts.

We can interpret this data as a signaling in the structuring of teacher training courses in undergraduate courses, so that specific courses on teaching work in different environments of the school are included in this training, thus enabling the teacher to expand his / her knowledge base academic and didactic on the subject, and have more options of spaces of action. In this way, the hospitalized student can count on the presence of professionals duly qualified to attend to their cognitive and affective needs.

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