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Children with Cancer: Mainstreaming and Reintegration

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Probably no two topics have generated more workshops, con ferences, and lectures in medicine and education than the chron ically ill child and the mandate of Public Law 94-142. In spite of the numerous examinations of these topics there has never been a serious dialogue between medical professionals and educators with the child as the focus. These proceedings represent such a unique event. The paradigm of the medically exceptional child is the child with cancer, a child with a life-threatening illness, but also a child with a high probability of being cured of this acute disease. Such a cure is purchased at a cost of late sequelae of disease and treat ment alike. There is prejudice against this child. There is overt physical exceptionality. Therefore, the Fifth Annual Mental Health Conference of The University of Texas System Cancer Center, Department of Pediatrics, was a stimulus to generate this dialogue. When two nationally recognized giants in their respective fields, The University of Texas System Cancer Center and the Houston Independent School District, address a problem, the result transcends local concern. This conference goes far beyond the problem of the child with cancer to deal with all medically exceptional children. The focus on the needs and expectations for the child makes this workshop universal in application.

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