




2000 12

진주혜의 석사 학위논문을 인준함

심사위원 유 일영 

심사위원 김 선아 

심사위원 유 전규 

연세대학교 대학원

2000년 12월 일

20

가 ,
가

가 가 ,

가 가

- , 가

, 가

가 , 가
가 , 가
가 .

.....
.....

•	.....	1
A.	.....	1
B.	.....	4
C.	.....	5
•	.....	6
A.	.....	6
B.	.....	8
1.	.....	9
2.	.....	10
3.	.....	12
4.	.....	13
•	.....	15
A.	.....	15
B.	.....	16
C.	.....	18
D.	.....	19
E.	.....	20

•	.....	21
A.	.....	21
B.	.....	23
1.	.....	23
2.	.....	34
3.	.....	51
4.	.....	63
•	.....	69
A.	.....	69
B.	.....	70
C.	.....	71
D.	.....	72
E.	.....	74
1.	.....	74
2.	.....	75
	.....	76
A.	.....	76
B.	.....	77
	.....	78
	.....	86
	.....	100

< 1>	.....	22
< 2>	.....	24
< 3>	.....	35
< 4>	.....	53
< 5>	.....	63
< 6>	.....	68

가

가 .

가

가

2000 10 1 11 30 Y

5 6 6 , 4 ,
21 가

Yin(1994) (pattern matching)

1.

2.

가

가

3. , 가 .
/ , , ,
가 가 .
4. 가 .

: , , ,

•

A.

2

(, 1995). 30

,

,

1948 2 ~ 3

60 ~ 75%가 5

(Bleyer, 1990; Sposto & Hammond, 1985).

1993 1997

5

6

159

4983

,

5

62%

(, 1998). Bleyer(1997) Robison(1993)

가 2000

16

44

900

1

, 2010

250

1

가

,

가

.

,

(, 1998).

가

(late effect)

,

가

(Katz, Dolgin, & Varni,

1990; Kazak, Barakat, Meeske, Christakis, Meadows, Casey, Penati, & Stuber,

1997; Konsler & Jones, 1993; Meister, & Meadows, 1993; Schwartz, 1995; Varni,

& Katz, 1987).

,

가

가

, Brown, Madan-Swain, Walco, Cherrick, Ievers, Conte, Vega, Bell
Lauer(1998) 30%

가가
(Baskin, Saylor,
Furey, Finch, & Carek, 1983; Chekryn, Deegan, & Reid, 1986; Chesler &
Barbarin, 1987). 가

가, 가

가
(, 1988),

(1997)

가
(, 1995; , 1995; , 1999; , 1992; , 1992;
, 1993; , 1993). 5

5

가

(Rynard, Chambers, Klinck & Gray, 1998).

,
,
(Perrin, Stein & Drotar, 1991).
가
가
가
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가
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가
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,
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가
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B.

- 가
- 1) , , 가
- 2) , , 가
- 3) , , 가
- 4) , , 가

C.

(survivor)

가

(victim)

(National Cancer Institute, 2000),

, , , , , 18

(, 1998).

4, 5, 6

(complete remission)

,

(follow-up)

.

(1981)

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가

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,

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A.

가
가
1997 5 6 159 1993
4983 5 62% ,
90% 가
83%, 68%, 61%, 62%,
62% , 가 (
, 1998).

가 가 가
(Greenberg, Kazak, & Meadows, 1989; Lansky, List, & Ritter-sterr, 1986).

가
(Haase & Rostad, 1994).

(Eiser, 1998). Michael Copeland(1987)

가 , ,

5

. Loescher, Clark, Atwood, Leigh Lamb(1990) 2

5

. Mulhern Friedman(1989)

2

4 - 16

가

B.

(sense of self)
가
(Deasy-Spinetta, 1997).
가
(1993) 가 가
,
가
, , 가 (significant others)
(Mead, 1957),
, 가 ,
가 (, 1990).
,
가
Cairns, Klopovich, Hearne Lansky(1982) 가 가
,
,
가
,

가

(Davis, 1989).

1.

가

가

가 (1989)

가

(1984)

가

가

(Blakeney, 1995).

Checkryn, Deegan Reid(1987)

가

가

(McCarthy, Williams & Plumer, 1998;
Stevens, Kaye, Kenwood & Mann, 1988).

Johnson, Lubker & Fowler(1988)

가

2.

가

가

(,

, 1991).

(Weitzman, 1984).

가 (, 1992).

(, 1982). Margetts(1997)

가 가
가 가
가 가

(Benner & Marlow, 1991;

Treiber, Schram & Mabe, 1986).

가 (Sach, 1980).

10 12

가

가 (Weitzman, 1984),

가

가 ,

(McCarthy , 1998; McCormick, 1986).

, 가

가 (Chekryn , 1986).

3.

(Peckham, Meadows, Bartel & Marrero, 1988).

Mulhern(1994)

(Raymond- Speden, Tripp, Lawrence & Holdaway, 2000; Twaddle, Britton, Kernahan & Craft, 1986).

Madan-Swain(1993) , Brown 가

ADHD(Attention Deficit Hyperactivity Disorder)

가 (Brown , 1998; Haupt, Fears, Robinson - Mills, Nicholson, Zelter, Meadow & Byrne, 1994; Kazak, Christakis, Alderfer & Coiro, 1994; Mulhern & Friedman, 1989).

Charlton, Pearson Morris-Jones(1986) 2

가 .
,
,
,
(Armstrong, & Horn, 1995; Henning, & Fritz, 1983; Rynard
, 1998).

가 가 ,

4.

, 가
,
(, 1993).
가 ,
, ,
, ,
(Peckham ,
1988; Rubenstein, Varni & katz, 1990; Rynard , 1998).

(Lansky, Cairns & Zw atjes, 1983;

McCarthy, Williams & Eidahl, 1996). Cairns (1982)
가 , , 가 ,
,
가 , 가
(Charlton, Larcombe, Meller, Morris-Jones, Mott, Potton,
Tranmer & Walker, 1991).

가 .
가
가 ,

•

A.

가 , , 가 (semi-structured) (descriptive multiple case study) .

가 가

가 “ ” “ ”

,

(Yin, 1994). Yin(1994)

5가 (study question) ,

가 (study propositions) , (unit

of analysis) , 가 (linking data to

propositions), (criteria for interpreting the findings)

. Yin(1994) 가

가 가 .

Yin(1994) 가

5가 .

1.

가?

2.

, , , (unit) 4 .
(descriptive case study)

(multiple case study)

3. 가

(pattern-matching)

,

가

4

4.

가 , , ,

,

B.

Y

4, 5, 6 (complete remission)

,

가 1 , 4 가
가 . 4, 5, 6

가

가 (Ellenberg, McComb, Siegel &
Stowe, 1987) 가 .

가

가

. Y

600

80

가

10

. 10

4

, 6

, 4 , 21

6 ,

6 ,

4 ,

5 ,

6

4

2

가

가

가

, 1

가 , 1

4

C.

1.

가

2.

(1993)

Larcombe, Walker, Charlton, Meller, Morris Jones Mott(1990)가

가 ,

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D.

2000 10 1 11 30 2
 Y
 1
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 가
 가 가
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 가 1
 40 2 가 1
 2 가 1
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 , ,
 가
 가

가 , 가
가 .

가

E.

Yin(1994)

(pattern-matching)

, , , , 가 (theme)

•

A.

< 1 > .
 가 3 , 가 3 , 10 12 .
 가 4 , 가 2 , 4 가
 , 1 , 1 .
 14 32 , 5
 20 . 1
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 3 가 2 ,
 가 1 . 2 가
 . 1 5
 , 1 4 .
 가 4 , 가
 가
 . 4 255 .
 4 , 43 .

< 1>

	1	2	3	4	5	6
()	11 (5)	11 (5)	10 (4)	11 (5)	11 (5)	12 (6)
	()					
	NHL*	NHL	RMS**	NHL	ALL***	NHL
	22	18	27	32	25	14
	5	10	11	20	19	1
	,					
	,		,	,		
	,		,	,		
	3	4	2	3	3	5
()	411	-	360	74	-	173
()	40()	42()	35()	40()	53()	48()

* NHL : Non-Hodgkin's Lymphoma

** RMS : Rhabdomyosarcoma

*** ALL : Acute Lymphocytic Leukemia

B.

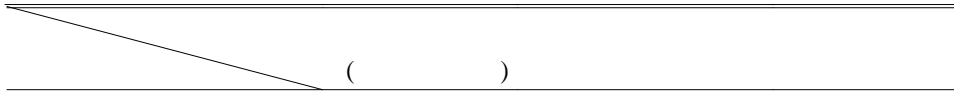
1.

가
(overservicing) 가 (prepared teacher)
가 (overprotection) 가

가

< 2>

< 2>



Glasson (1995)

Johnson (1988)

McCarthy (1998)

Stevens (1988)

Weitzman (1984)

1) ()

(1)

6

가

가

가 ' ' .

' ' .

.

(#1, 11)

. (#3, 10)

(#2, 11 ; #3, 10)

, 가

.(#2, 11)

, 가

... , ...
... . (#1, 11 ; #4, 11)

(2)

가

가

가

3

가

4

40

가

가

. (#1, 11)

가 .

? (#3, 10)

가

11)

. (#2,

가

...

가

가

. (#2, 11)

. (#2, 11

; #3, 10 ; #5, 11)

3

가

,

.

가

... (#3, 10)

? (#6, 12)

...

. (#4, 11)

(3)

3

‘ ‘

(#1, 11 ; #3, 10)

. (#4, 11)

(4)

‘ ‘ ‘ ‘

가 ?
(#1, 11 ; #2, 11 ; #3, 10 ; #5, 11 ; #6, 12)

가 , ** 가 가
. (#2, 11)

**
(#3, 10)

... (#5, 11)

2)

(1)

4

가

"
?" 가 . (#3, 10)

...

(#2, 11 ; #5, 11)

. (#3, 10 ; #5, 11)

. (# 2, 11 ; #6 12)

가 . 가

. (#2, 11)

(2)

가

가

,

가

. (#3, 10)

**

...

. (#1, 11 ; #4, 11)

(3)

3

, 가
가 .

... 가

. (#1, 11 ; #2, 11 ; #3, 10)

() ...

가 .

가 . (#1, 11)

(4)

4

.

. (#2, 11 ; #3, 10 ; #5, 11 ; #6, 12)

가 .

가 가 가 가?
... (#2, 11)

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**

,
... (#3, 10)

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3)

(1)

4

가

가

. 2

가

가

가

가

...

...

...

(#2, 11)

가 가

.(#2, 11 ; #3,

10 ; #4, 11 ; #6, 12)

(2)

3

가

가

가

. (#2, 11)

가

?

. (#3, 10 ; #6, 12)

가

가

가

가

. (#2, 11)

가

. (#6, 12 ; #2,

11)

(3)

5

가

가

가

가

가

가
 (#2, 11)

(#5, 11)

가
 (#3, 10)

가
 (#2, 11)

(#6, 12)

2.

가 가 가
. ,
가 가
. ,
가 가
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< 3> .

Benner & Marlow (1991)

Checkryn (1986)

Lozowski (1993)

McCarthy (1998)

McCormick (1986)

Sach (1980)

Treiber (1986)

가

가

가

가

가

가

1)

(1)

가

가

가

.(#2, 11 ; #3, 10 ; #4,

11 ; #5, 11 ; #6, 12)

... (#5, 11)

가

가

20

...

.(#6, 12)

가

.()

...(#1, 11 ; #4, 11

)

가 , ...
() 가 () . (#3, 10 ;
#4, 11)

가 ,
. (#3, 10 ; #4, 11)

가 가 가
. (#5, 11)

가 , 가
. (#6, 12)

, .
(#1, 11 ; #2, 11 ; #3 10)

(2)

가 가
가 ,
가 .

가 가 ,
가 .
... 가 .(#2, 11)
, 가
. (#3, 10)
가 .
가 . (#4, 11)
,
가 가 , . (#1, 11)
가 , ,
가 , 가
. (#6, 12)

(3)

3 가

4

가
. 가

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.

** 가 , ()
. ** () ... 가
, . (#1, 11)

**가 . 가
. (#4, 11)

... ... 가 .(#1,
11 ; #2, 11 ; #3, 10)

가 **가 . .
**가 , 가 .(#1, 11)

(4)

,

.

. (#2, 11 ; #3, 10)

가 .

(#1, 11 ; #3, 10 ; #6, 12)

가 가 **가 ,
. (#2, 11)

, ,

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2)

(1)

4

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.

가

... (#2, 11 , #3, 10 , #6, 12)

,

가 . (#3,

10)

. (#2, 11 ; #4, 11)

... (#2, 11 ; #3, 10 ;

#6, 12)

(2)

가

가

가

(#5, 11)

가

가

(#1, 11 ; #2, 11 ; #3, 10 ; #4, 11 ; #6,

12)

가

**

(#2,

11)

가

(#6, 12)

가

가

(#4, 11)

가

가

(#5, 11

)

가 , 가 , . (#3, 10 ;

#4, 11)

2

(#2, 11

), 가

가

가

, 가

가

가 , 가 가

?

가 "

가 ?" 가

... (#2, 11)

가 가

. (#5, 11)

,

가

가 . (#2, 11 ; #3, 10 ; #6 12)

" **

. (#2, 11)

. (#4, 11)

(3)

3

... **

... (#1, 11 ; #2, 11 ; #3, 10)

가 가 가 가

. (#4, 11)

가

3)

(1)

가
... (#1, 11 ; #3, 10 ; #5, 11)

가
가 (#3, 10)

(2)

가

가
가
... (#1, 11 ; #6,

12)

가

. (#5, 11)

(3)

4

가

. (#1, 11 ; #2, 11 ; #3, 10 ; #4,

11)

. (#2, 11 ; #3, 10)

. **가

. (#2, 11 ; #3, 10)

가

4)

(1)

3

. (#1, 11 ; #4, 11 ; #6, 12)

?

. (#5, 11)

. (#2, 11)

가

. (#3, 10)

...() 가 ...

... (#4, 11)

(2)

TV

가

TV

. (#2, 11)

가

가

...

. (#4, 11)

가

, 3

1

가

. (#1, 11 #2, 11 ; #6, 12)

3

가

.

가
가

... ,
...
... (#3, 11)

, , 가
... (#4, 11 ; #5, 11)

(3)

3 ,

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... (#1, 11 ; #2,
11 ; #3, 11)

**가 , ...
... (#1, 11)

...(#1,

11)

... . ** . (#1, 11)
**가 . **
.(#2, 11)

5)

(1)

가 가 . 가
가 , ...
.(#4, 11 ; #5, 11)
가 가

가 . (#2, 11 ; #3, 10 ; #5, 11)

가 ?
. (#3, 10 ; #6, 12)

(2)

가 가 **
. (#1, 11 ; #4, 11)

가 가
. (#4, 11)

. (#2, 11)

6) 가

가 가

가 . (#1, 11)

. 25 ..

... (#3, 10)

... (#6, 12)

7)

, 가

()

가

가

가

... (#1, 11 ; #4, 11)

가

가

3.

(IQ)

가

< 4 >



Armstrong &
Horn (1995)

Brown (1998)

Brown & Madan-
Swain (1993)

Charlton (1986)

Haupt (1994)

Henning & Fritz
(1983)

Kazak (1994)

Mulhern (1994)

Mulhern &
Friedman (1989)

Peckham (1988)

Raymond-Speden
(2000)

Rynard (1998)

Twaddle (1986)

1)

(1)

가

가 가 가 (#1, 11)

()

(#3, 10)

(2)

2

가

가

(#2, 11)

**가

가

...

... (#1, 11)

가

가

. (#2,

11)

2)

/

(1)

가

가

가

4

. (#1, 11)

가

. (#2, 11)

가

. (#2, 11)

가 . (#3, 11)

?

. ... (#3, 11)

. (#2, 11 ; #4, 11)

. (#2, 11)

. (#6, 12)

(2)

가

가

. ... (#4, 11)

가 **

.(#3, 10)

... 가

. (#2, 11)

. (#5, 11 ; #6, 12)

(3)

... (#1, 11 ; # 2, 11 ; #3, 10)

** ?

... (#1, 11)

(4)

2 ,

. (#2, 11 ; #3, 10 ; #5, 11)

가 , 가 . (#3, 10)

가 . (#5, 11)

... (# 2, 11 ; #3, 10) , 가

3)

(#3, 10)

(#1, 11 ; #6, 12)

(#4, 11 ; #5, 11)

4)

(1)

가

가

, 가 ,
가

가 ,
 . (#1, 11)

가 . 가 .
 . (#2, 11 ; #6, 12)

가 .
 , . (#2, 11 ; #4, 11)

,
 . (#4, 11)

가 ... (#3, 11)

8 30 가 , 9 20 1 가 .
 . (#6, 12)

6 .
 . (#2, 11 ; #3, 10)

(2)

가 . 가 .

(#4, 11)

. (#2, 11)

가 , 가 . (#2, 11 ; #4, 11)

(3)

가 , 가
가

가 , ... 가
. (#3, 10)

가 .
가 . (#5, 11)

5) /

(1)

가

3

, 가

. (#3, 10
; #4, 11)

가 . (#3, 10)

. (#2, 11)

(2)

가

...(#3, 10)

6)

(#4, 11)

. 가 (#4, 11)

7)

가 가 가

,

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가 (#2, 11)

. (#4, 11)

. (#3, 10)

. (#3, 10)

가 ‘ ‘ ‘ ‘

4.

가

가

가

< 5>

< 5>

Cairns (1982)

Charlton (1991)

Holmes & Holmes (1975)

Lansky (1983)

McCarthy (1996)

Peckham (1988)

Rynard (1998)

1)

(1)

가 255 , 가 1
2 - 3

가 . 가 .
... 가 ... (#3, 10)

가
(#2, 11 ; #6, 12)

(2)

가

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. 5 가 가 . (#2, 11)
1 3 .
, 가 (#3,
11 ; #6, 12)

(3)

**)가 . (#2, 11)
)

가 , 가 . (#4, 11)

(4)

, 2

, , 가 가
가 ... (#2, 11)

, 가
(#5, 11)

2)

(1)

TV , ,

가 . (#2, 11)

, (#6, 12)

가 . 가 . (#3, 10)

...
... (#1, 11)

(2)

가

가 ... **가 ... (#4, 11)

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가

가

(Davis, 1989).

6

가

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Glasson(1995)

가

가

가

A.

가

(Glasson, 1995; Weitzman, 1984).

,

가

,

(1989)

가

(Glasson, 1995; Weitzman, 1984),

가

가

Fryer, Sayler, Finch Smith(1989)

(halo-effect)가

가

B.

가 (, 1988).

(1999)

가

가

Furman(1982)

가

(1999)

가

가

가 가

C.

가

. Ekert(1989)

가 ,

가

D.

가

가

가 ,

가

가

가

(normalization) (Rabin, 1994),
가 (Katz ,
1990).

가 .

,
(school reentry program)
, (Benner & Marlow, 1991; McCarthy ,
1998; Rabin, 1994; Riley-Lawless, 1989).

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가 ,

가 .

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E.

1.

가 ,

screening , (follow-up)

2.

가
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가
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가

10

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가

가

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A.

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가 , , 가

workshop ,

network

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B.

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triangulation .

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가 ,

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1

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(1997). _____, 6(2). 67-89.

(1995). _____가_____.

(1995). _____.

(1999). _____가_____

—:

(1999). _____:_____.

(1982). _____:_____.

(1999). _____:_____4_____2_____

_____.

.가

(1992). 가_____

—:

(1988). _____:_____.

(1993). _____:_____.

(1981). _____.

, (1991). _____:_____.

(1984). _____.

(1992). _____1_____.

(1993). _____.

, _____, 가 (1989). _____ : _____.

(1990). _____.

(1992). _____.

(1993). _____.

(1998). _____ : _____.

(1998). _____ 가 _____.

(1995). _____ : _____.

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- Abstract -

**School reentry experience of
childhood cancer early survival children**

Jin, Ju Hye
College of Nursing
The Graduate School
Yonsei University

(Directed by professor Yoo, Il Young, Ph D)

Successful school reentry is one of the most important factor for the psycho-social reintegration of childhood cancer early survival children. However, there are very few studies on the school reentry experience of childhood cancer early survival children.

The main purpose of this descriptive multiple case study was to describe experiences of childhood cancer early survival children when they return to school after the successful treatment to identify factors associated with positive and negative school experiences of these children.

The subjects of this study were; 1) six school age children who are in complete remission of childhood cancer registered in one university affiliated medical center, 2) their mothers, 3) their close-friends in the class and 4) their homeroom teachers. The semi-structured interview with tape-recording was used to collect the data from October 1 to November 30, 2000. Transcribed data was analyzed following the pattern-matching logic method for a case

study developed by Yin (1994).

First, the patterns of theoretical themes were identified through extensive literature review. In this study, school reentry experience was divided into four criteria; relationship with the homeroom teacher, relationship with the friends, the academic works, and overall activities and interactions in the class. Second, the meaningful patterns of theme in this study were matched and compared with the ones from the previous studies reviewed.

The results of this study were as follows ;

1. In the relationship with the homeroom teacher, teacher's character and personality, teacher's efforts to create a harmonious relationship among children and teacher's knowledge about the child's illness were identified as meaningful themes in this study which were reported in the previous research.

2. In the relationship with the friends, the playing with the friends, feeling different from friends, sharing school experiences, and friend's knowledge about the child's illness were identified as meaningful themes as reported in the previous research. The new themes found in this study were children's own efforts and initiatives to make or keep up with friends, seeking the approval or recognition of self-worth from friends, and the influence of friend's mother in establishment of friendship.

3. In child's academic works, the decreased intelligence after the radiation therapy, poor achievement on mathematics, need of special education programs, fatigue and weakness, poor attention span and aggressive behaviors were identified as meaningful themes in this study which were also found in the previous research. The new themes found in this study were children's competency in composition and the lower emphasis on academic achievement.

4. In the overall activities in the class, frequent absence and partial participation in class activities were identified as meaningful themes which is

similar to the previous research.

In conclusion, the relationships with the homeroom teacher and friends were the most significant variables related to the school reentry experience of childhood cancer early survival children. Therefore, the school reentry program including the friends and teachers is imperative nursing intervention for the childhood cancer survival children.

Key word : childhood cancer, early survival children, school reentry experience,
case study