

Students` with disabilities need of individual adjustments in high school



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Background

- Many students, with and without diagnosis struggle to graduate from high school (Gustafsson, Katz & Österberg, 2016).



- Lack of support often results in poor self-confidence and decreased motivation to attend school, and is an important reason for dropping out (Dooley & Schreckhise, 2016; Trampush, Miller, Newcorn, & Halperin, 2009).
- A higher proportion of boys receive special educational support and assistive technology devices than girls (Pijl, Frostad, & Mjaavatn, 2014).

AIM

To investigate the need of adjustments for boys and girls with disabilities, with and without diagnoses in regular high school.



Method

A descriptive cohort study design

Participants

514 students with special educational needs with low attendance in school, not achieving pass grades or students who were temporarily or permanently experiencing difficulties in the regular high school setting.

The 303 boys and 211 girls were between 16 and 20 years of age

- 53 % with no diagnoses
- 47 % with diagnoses
 - 23 % neuropsychiatric diagnoses
 - 20 % dyslexia/speech impairment
 - 5 % others.

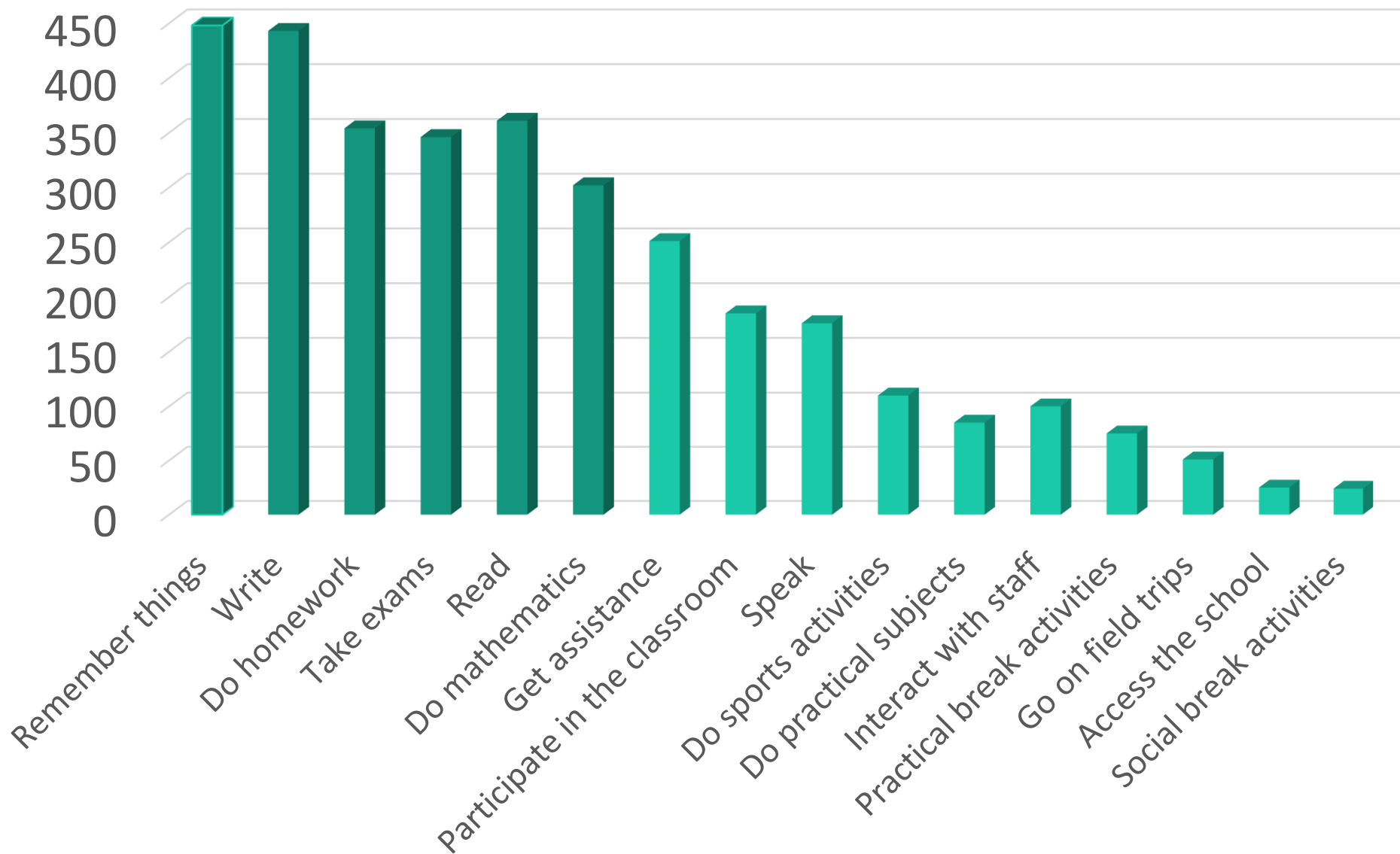
Data collection of the student-environment-fit

School Setting Interview (SSI) (Helena Hemmingsson., Snaefridur Egilson., Helene Lidström., and Gary Kielhofner, 2014).

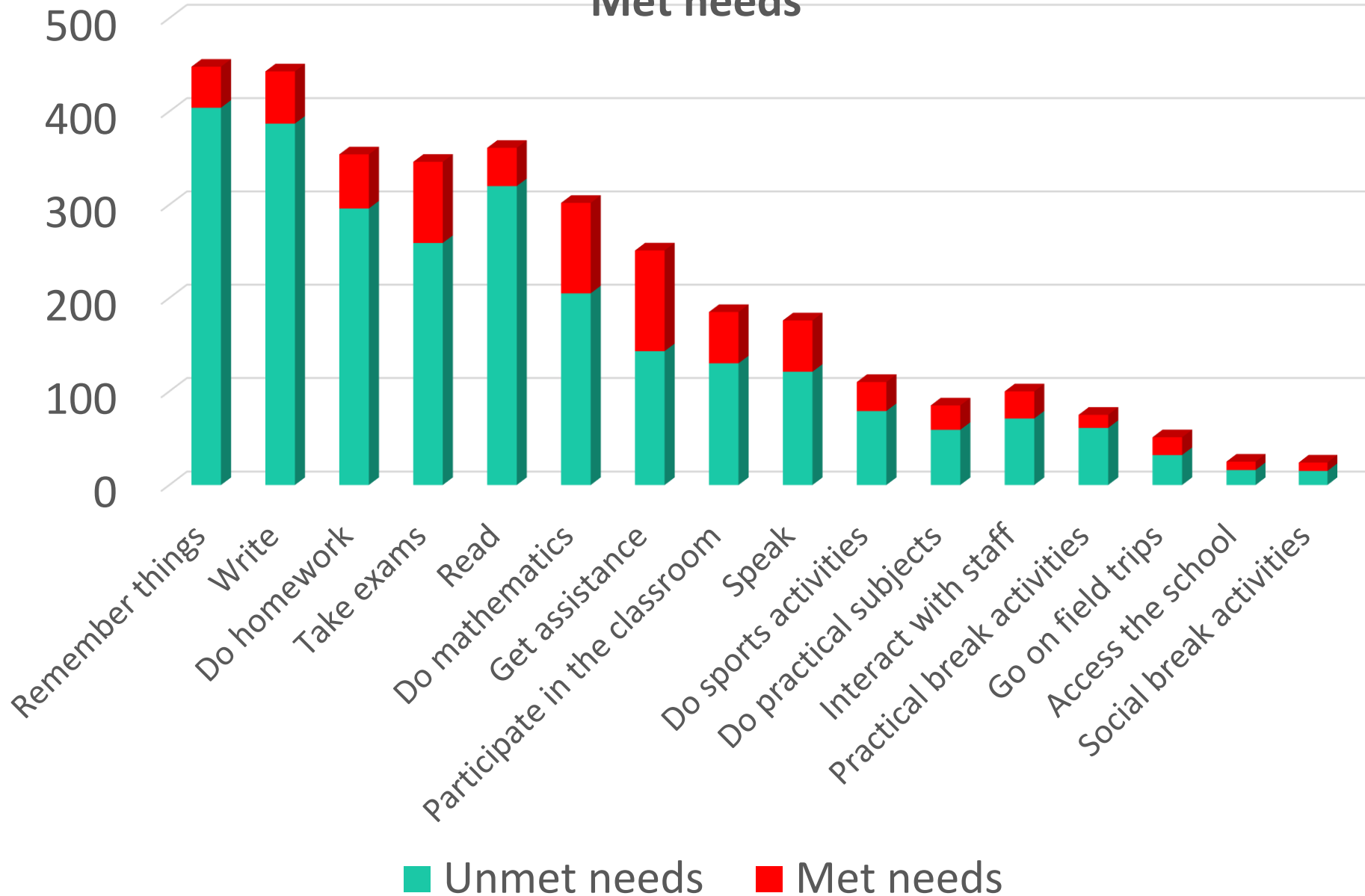
Rating

- **No needs** imply a ***Perfect fit***, i.e. when the student perceives that the school-environment fit is ideal
- **Met needs** imply a ***Good fit***, i.e. when the student perceives that the school environment had been adapted the student has received needed adjustments and is satisfied with adjustments made.
- **Partly met needs** imply a ***Partial fit*** i.e. when the student has already received some adjustments. The students need some additional adjustments.
- **Unmet needs** imply an ***Unfit*** i.e. when the student perceives that the school environment needs to be modified and he or she has not received any adjustments at all.

Students total perceived needs of adjustments



Percieved needs divided in Unmet /Partly met needs and Met needs



Comparison in students needs of adjustments

Boys

- Remembering things

Girls

- Participate in sport activities
- Participate in practical activities during breaks
- Participate in practical subjects
- Participate in social activities during breaks
- Get assistance
- Interact with staff
- Do mathematics

Diagnoses

Students with neuropsychiatric diagnosis showed a significant Higher level of adjustment needs in seven items compared to the non-diagnosed group.

Implications for practice

- Importance of recognizing the students, with and without diagnosis, individual need for adjustments.
- Schools need to be extra attentive to meet adjustments needs for girls and for students with neuropsychiatric disorders.
- More research is needed to investigate whether individual adjustments and support promote opportunities for work and further education after school for students with disabilities.



Student graduating cap
in Sweden)

Thank You!

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