

# Phenomenological Study Of Disabled Students Exiting High School: Experiences, Challenges, and Aspirations



## Differently Abled: A Phenomenological Study of Disabled Students Exiting High School by Ashley McLeo

★★★★★ 5 out of 5

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## Abstract

This study explores the experiences, challenges, and aspirations of disabled students exiting high school. The study draws on in-depth interviews with 10 disabled students who recently graduated from high school. The findings provide insights into the unique challenges and opportunities faced by these students as they transition to adulthood and higher education.

The transition from high school to adulthood can be a challenging time for all students. However, for disabled students, this transition can be especially difficult. Disabled students often face additional challenges

related to their disability, such as discrimination, lack of access to resources, and social isolation. These challenges can make it difficult for disabled students to succeed in higher education and the workforce.

This study sought to explore the experiences, challenges, and aspirations of disabled students exiting high school. The study aimed to identify the unique challenges faced by these students as they transition to adulthood and higher education. The study also aimed to identify the factors that contribute to the success of disabled students in higher education and the workforce.

## **Methods**

The study used a phenomenological approach to explore the experiences of disabled students exiting high school. Phenomenology is a qualitative research method that seeks to understand the lived experiences of individuals. The study used in-depth interviews to collect data from 10 disabled students who recently graduated from high school. The interviews were audio-recorded and transcribed. The data were analyzed using a thematic analysis approach.

## **Results**

The study found that disabled students exiting high school face a number of unique challenges. These challenges include:

- **Discrimination:** Disabled students often face discrimination from peers, teachers, and administrators. This discrimination can take many forms, such as being excluded from social activities, being treated unfairly in class, or being denied access to resources.

- **Lack of access to resources:** Disabled students often lack access to the resources they need to succeed in school. These resources include assistive technology, accessible housing, and transportation.
- **Social isolation:** Disabled students often experience social isolation. This isolation can be caused by a number of factors, such as being excluded from social activities, being treated differently by peers, or having difficulty communicating with others.

Despite these challenges, the study also found that disabled students exiting high school have a number of aspirations. These aspirations include:

- **Attending college:** Many disabled students aspire to attend college. However, they often face challenges in getting into college and succeeding in their studies.
- **Getting a job:** Many disabled students aspire to get a job. However, they often face challenges in finding a job and keeping a job.
- **Living independently:** Many disabled students aspire to live independently. However, they often face challenges in finding accessible housing and getting around.

## **Discussion**

The findings of this study provide insights into the unique challenges and opportunities faced by disabled students exiting high school. The study found that disabled students face a number of challenges, including discrimination, lack of access to resources, and social isolation. However,

the study also found that disabled students have a number of aspirations, including attending college, getting a job, and living independently.

The findings of this study have implications for educators, policymakers, and service providers. Educators need to be aware of the unique challenges faced by disabled students and work to create inclusive environments where all students can succeed. Policymakers need to develop policies that support disabled students in higher education and the workforce. Service providers need to provide disabled students with the resources they need to succeed in school and in life.

This study provides a valuable contribution to the literature on the experiences of disabled students exiting high school. The study's findings provide insights into the unique challenges and opportunities faced by these students as they transition to adulthood and higher education. The study's findings also have implications for educators, policymakers, and service providers who work with disabled students.



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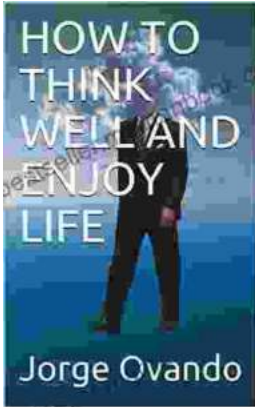
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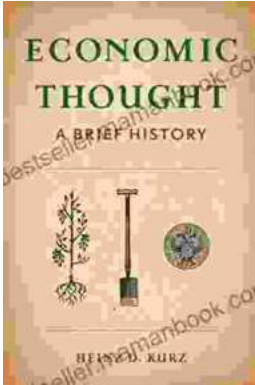
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