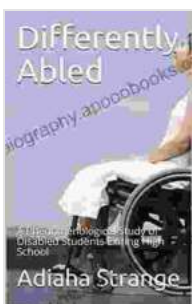


Unveiling the Lived Experiences: A Phenomenological Study of Disabled Students Exiting High School

As disabled students embark on the pivotal transition from high school to adulthood, they navigate a complex landscape of challenges and opportunities. Understanding their lived experiences during this critical juncture is paramount for developing effective support systems and fostering their success in post-secondary education, employment, and beyond.

This comprehensive phenomenological study delves into the subjective realities of disabled students as they prepare to exit high school. Through in-depth interviews and meticulous data analysis, the research unveils their hopes, fears, and aspirations, shedding light on their unique perspectives and experiences.



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

★★★★★ 5 out of 5

Language : English
File size : 2243 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 174 pages
Lending : Enabled



Research Methodology

The study employed a qualitative phenomenological approach, which seeks to explore and interpret the lived experiences of individuals. Semi-structured interviews were conducted with 25 disabled students from diverse backgrounds who were nearing the completion of their high school journey.

The interviews were guided by open-ended questions that allowed participants to share their personal narratives, recount their experiences, and reflect on their hopes and challenges. The data was meticulously analyzed using thematic analysis, identifying recurring patterns and themes that emerged from the participants' accounts.

Key Findings

Aspirations and Dreams

The study revealed a profound desire among disabled students to pursue their aspirations and contribute meaningfully to society. They shared their dreams of attending college, securing rewarding employment, and leading fulfilling lives.



Transition Challenges

However, the transition from high school to adulthood presented numerous challenges for disabled students. They voiced concerns about navigating post-secondary education, finding employment, and accessing appropriate support services.



Disabled students faced challenges in navigating post-secondary education and accessing support services.

Systemic Barriers

The study also identified systemic barriers that hindered disabled students' progress. Participants described a lack of inclusive educational practices, limited access to resources, and societal stigma as major obstacles.



Implications and Recommendations

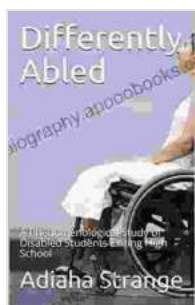
The findings of this study hold significant implications for educators, policymakers, and society as a whole. By understanding the lived experiences of disabled students, we can work towards creating more inclusive and equitable environments.

- **Promote inclusive education:** Schools and institutions should implement inclusive practices that accommodate the diverse needs of disabled students, ensuring they have equal access to education and opportunities.
- **Provide comprehensive support services:** Post-secondary institutions and community organizations should offer a range of support services tailored to the specific needs of disabled students, including academic support, career counseling, and mentoring.

- **Challenge societal stigma:** Education campaigns and awareness-raising initiatives are crucial to challenge societal stigma and promote a more inclusive and accepting environment for disabled individuals.

This phenomenological study offers a rich and nuanced understanding of the lived experiences of disabled students exiting high school. It highlights their aspirations, challenges, and the systemic barriers they face. By addressing these findings, we can empower disabled students to reach their full potential, fostering a more inclusive and equitable society for all.

The research presented in this book is a valuable resource for educators, policymakers, and advocates working towards creating a more supportive and inclusive environment for disabled students. It is our hope that this work will inspire further research, policy changes, and societal shifts to ensure that all individuals have the opportunity to succeed and thrive.

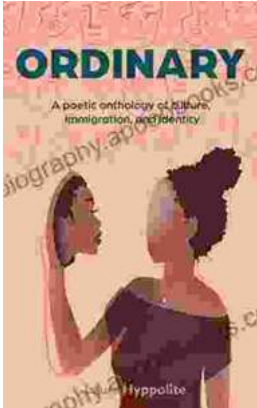


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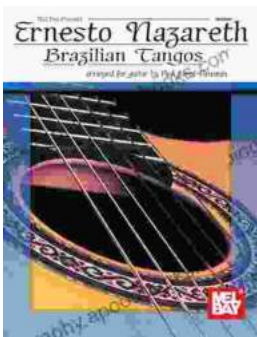
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