

Bibliography for the Topic of Education and Students with Disabilities

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Cavanaugh, C., Liu, F., Repetto, J., & Wayer, N. (2010). Virtual high schools: improving outcomes for students with disabilities. *Quarterly Review of Distance Education, 11*(2), 91-104.

The authors introduce virtual high schools, which is an online teaching and learning system. This system is different from traditional schools due to its consideration to students with disabilities. Students with disabilities are more likely to drop out of school because these students' special needs are not being met. Unlike traditional schools, virtual high schools focus on 5Cs, including connect, climate, control, curriculum, and caring community. The individualized online system has been very effective in lowering dropout rate of students with disabilities because students' emotional and academic needs are being met.

Christenson, S. L., Evelo, D. L., Hurley, C. M., & Sinclair, M. F. (1998). Dropout prevention for youth with disabilities: efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7-15.

In this article, the authors introduce a "Check and Connect" strategy. Check refers the different levels of performance including tardiness, skipping classes, absenteeism, behavior referrals, detention, suspensions (both in and out of school), course failures, and the accrual of credits. Connect is consists of two levels: basic and intensive. Regular students obtain basic monthly treatment, and students with risky signs receive intensive treatment. The study suggests Check and Connect procedure is effective in improving school performance and decreasing dropout rate. In addition, the authors suggest that schools should start comprehensive procedure as early as possible with a focus on offering students opportunities to succeed, a supportive environment, discussion regarding strategy improvement, and assistance with personal difficulties.

De Ridder, K. A. A., Pape, K., Cuypers, K., Johnsen, R., Holmen, T. L., Westin, S., & Bjorngaard, J. H. (2013). High school dropout and long-term sickness and disability in young adulthood: a prospective propensity score stratified cohort study (the Young-HUNT study). *BMC Public Health*, 13, 941-949.

The authors note the relationship between school dropout and long term disability in young adults in this article. Norwegian Young-HUNT1 Survey was used for 6612 school aged (13-20 years old) participants in this study during 1995-1997. The finding indicates that adolescents' school dropout is a strong predictor to the failure of their later work integration. This study does not only introduces the importance of remaining students at school, but also analyzes how dropping out of school predates these adolescents' later life well being and related work issues. The implication of this article is that preventing adolescents from dropping out of school is the most important task for public health system.

Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. *Adolescence*, 41(162), 235-250.

This paper discusses three major issues regarding school dropout of students with and without disabilities. The first issue is what methods people use to measure dropout rate; the second one is to analyze reasons of students' dropout; and third one is what preventions are available at school. Researchers use a four-page long survey to acquire information from secondary school principals. The survey is valid and has been evaluated by professionals. Researchers found that 87% of secondary school principals use the event method to measure the dropout rate, which is the most liberal method and can underestimate the true numbers. Also, reasons of school dropout are similar to students with and without disabilities. Students are more likely to drop out from school if they have difficulties in academic challenges or negative experiences with peers and educators. The author noted that extracurricular activities are possible causes for students with disabilities to drop off from schools. In addition, number of days absent is a strong predictor of school dropout for students with and without disabilities.

Mellard, D. F., & Scanlon, D. (2002). Academic and participation profiles of school-age dropouts with and without disabilities. *Exceptional Children*, 68(2), 239-256.

The authors claim that students' disability status and self-perspectives have a great impact on education participation. The authors interviewed 277 young adults, aged 16-21 years, with and without learning disability (LD) or emotional or behavioral disorders (EBD) to find out reasons why students drop out from schools. They are divided into four groups. Three groups of students are identifies with LD or EBD, and the four group is the regular high school students who are currently enrolled in a high school. Findings indicate that students with LD or EBD experience disability based difficulties at school; heir needs are not being effectively addressed at school. The authors point out that their positive self perception is associated with participation in adult education programs due to small class size, close teacher and student interaction, and select goals and materials.