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Abstract

This research paper aimed to understand how students with learning disabilities made sense of their experiences in post-secondary education. Six post-secondary students with learning disabilities who

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were in line to graduate were recruited to contribute to this study. Findings indicated that participants faced two key challenges while at university: They had to cope with parental separation and learn to become more independent as they adapted to the university life; and they had to come to grips with their learning disabilities and deal with preconceptions of parents, peers, and faculty as well as their own in order to succeed in higher education. In terms of success, four themes emerged from the research findings: the influence of family and school personnel motivated the students to enroll in a post-secondary institution; support from faculty, who reduced barriers and made learning more accessible, facilitated the students' positive achievements; strong support through an office of disability services was key in the students' success; and, most importantly, the value of the participants' own determination and desire to succeed was indispensable in their academic journeys.

(HRK / Abstract übernommen)

Signature

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