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A STUDY OF CHARACTERISTICS IN LEARNING DISABLED
DROPOUTS WHO HAVE RETURNED TO ADULT
EDUCATION PROGRAMS

By
Deborah A. Ciapanna

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
of Rowan College in Learning Disabilities
March 27, 1995

Approved by _____
Professor

Date Approved April 10, 1995

ABSTRACT

Deborah A. Ciapanna
A Study of Learning Disabled
Dropouts who have Returned
to Adult Basic Education
1995
Dr. Stanley Urban
Learning Disabilities

The first purpose of this study is to identify common characteristics in a sample population of learning disabled dropouts who have returned to an adult basic education program. The second purpose is identify characteristics of this same population which are attributed to their success in an adult education program. If we examine the information as reported by those learning disabled individuals who have been unsuccessful in completing their education, warning signals may be identified for other potential dropouts. Intervention strategies could also be created to encourage learning disabled students to stay in school. In addition, strategies may be developed for the recruitment of learning disabled dropouts who would benefit from an adult education program.

The sample population of this study consists of 15 adults, 5 men and 10 women, who have identified themselves as having a learning disability. All members of the sample dropped out of school prior to receiving their high school diploma and subsequently returned to an adult education program. Instrumentation included a survey and self-report identifying learning problems, perceptions of early school experiences, and characteristics of adult learning.

Results of the survey were consistent with other results related to this field and

documented in this research. The majority of participants indicated that their early experience in school was characterized by high frustration, significant learning difficulties, poor social relations, low self-esteem, and decreased motivation as attributed to unsuccessful efforts in education. After the same population was enrolled in adult basic education, the majority indicated that the experience has improved their self-esteem, social relations, and level of motivation. There are many intrinsic qualities which cannot be formally studied, and the learning disabled student has the ability to harness the most important resource -- self.

MINI ABSTRACT

Deborah A. Ciapanna
A Study of Learning Disabled
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1995
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This study examines the increasing number of learning disabled students who are dropping out of school. It identifies characteristics of the learning disabled dropout which appear to be consistent with his/her early experience in education, as well as with his/her return to an adult education program.

Results of this study indicate that the sample shares common negative perceptions of their early education. The sample also shares attributes such as increased motivation and self-esteem, upon their return to an adult education program.

CHAPTER ONE: THE PROBLEM

NEED

Many learning disabled students have been unsuccessful in public education. Research indicates that the national dropout rate is significantly higher in learning disabled students than in non-learning disabled students (Thompson-Hoffman & Hayward, 1990). These students eventually contribute to a larger population of learning disabled adults. Therefore, these adults are not only learning disabled, but also are facing the additional handicap realized through the constraints of an inadequate education.

Currently, each of the fifty states is servicing the dropout population through state and federally funded programs entitled Adult Basic Education (ABE) and Graduate Equivalency Diploma (GED) programs (Rose, 1992). These programs are free to the general public with few enrollment restrictions. They are designed to meet the needs of the adult learner, with or without disabilities. Many individuals with learning disabilities who have dropped out of school, successfully return to continue their education in one of these programs (Rose, 1992).

If we examine the information as reported by learning disabled individuals who have been unsuccessful in completing their education, we may be able to identify potential dropouts and create intervention strategies which encourage these students to complete their high school degree. In addition, strategies may also be developed for the recruitment and retention of learning disabled students who have already dropped out of school and would benefit from participation in an adult education program.

PURPOSE

There are two purposes for this study. The first purpose is to identify common characteristics in a sample population of learning disabled students who have dropped out of school. The second purpose is to identify characteristics of this same population which correlate with their return to an adult education program.

RESEARCH QUESTION

There are many common characteristics associated with the learning disabled student who has separated from school. I propose that the most common characteristic, as identified in this study, will be the perception of school as a negative social experience. Through a self-reported survey, the sample population will identify commonalities including a high level of frustration, poor social relationships and low self-esteem.

Furthermore, I propose that the sample population will identify an additional set of common characteristics correlated with their active participation and success in an adult education program. Through a self-reported survey, individuals will indicate an increased motivation, an improved self-esteem, a greater ability to function socially, and a greater accommodation for their learning disability.

IDENTIFICATION OF TERMS

Learning Disabled Adult - For the purposes of this paper, a learning disabled adult will be recognized as an individual who is seventeen years or older, and has identified himself/herself with a significant learning problem.

Dropout - A dropout will indicate any individual who separated from school, for any reason, prior to receiving a high school diploma.

Success - Although a subjective construct, success will be determined, for the purposes of this paper, to correlate with increased motivation, self-esteem, improved social functioning and academic achievement.

LIMITATIONS OF THE STUDY

As this study is based upon the survey and self-report of a small sample, reliability and validity are considered limited. The sample was identified through the selection of two adult basic education programs, located in South Jersey, which agreed to participate. Surveys (Appendix B) were distributed at each program. This survey is a subjective questionnaire which allows for expository response.

Students who participated in the survey were not formally tested to verify a significant learning disability. Due to the confidential nature of student records,

information could not be corroborated. Participants were able to classify themselves as having a significant learning problem, based on self-identification/perception, which allows for a margin of error.

CHAPTER TWO: REVIEW OF THE LITERATURE

A major challenge facing education is the need to accommodate and service the diverse needs of our students. The number one population which is rapidly contributing to such diversity are those students with learning disabilities (Wilczenski & Silver, 1992). The Office of Special Education and Rehabilitative Services (1989) reports that more than 1.9 million students with learning disabilities are being serviced in special education programs (Faigel, 1992). It is important to note that this number does not include those students who were not yet identified; nor does it include those who have learning problems, but fall short of the standardized measure which is required for placement in special services.

In order to remediate and effect the curriculum, educators strive to understand the changing needs of the students. If we are unable to successfully attain this goal, we will continue to perpetuate the increased number of students who fail to complete their high school education and drop out of school.

The widespread concern over the national dropout rate has stimulated much attention and research. The most commonly quoted annual dropout rate, released by the National Longitudinal Transition Study (NLTS, 1989) is cited as 25 % for the total school population (Butler-Nalin & Padilla, 1989). This rate was so alarming that President Bush and the nation's governors (1990), met and articulated six national goals for the improvement of education. One goal specifically addressed this problem, "By the year

2000, we will increase the percentage of students graduating from high school to at least 90%" (Thompson-Hoffman et al.1990).

Further research on the national dropout problem was aimed at identifying specific characteristics of the dropout population. It was determined that learning disabled students were dropping out of school at a higher rate than non-learning disabled students. The NLTS (1989) reports a rate of 26% to 36% for learning disabled students (Butler-Nalin et al. 1989). Studies show that dropping out of school is twice as likely among handicapped students than among their non-handicapped peers. "In terms of numbers, most students who drop out (of school) are learning disabled" (Thompson-Hoffman et al.1990).

According to the aforementioned statistics, we can maintain that there is a serious number of learning disabled adults in our society without the advantage of at least a marginal education. As the field of learning disabilities focuses more and more attention on adults, the more implicit the notion that learning disabilities are a lifelong problem. In 1984, the Association for Children and Adults with Learning Disabilities passed a resolution recognizing that learning disabilities did not disappear when a student left school. "No longer is it appropriate to heed the opinion that he/she will outgrow it. In addition, there is a reported correlation between the severity of learning disabilities and difficulties with adult adjustment" (Gerber, Schneiders, Paradise, Reiff, Ginsberg & Popp, 1990).

There are many studies which support the theory that dropouts, learning disabled and non-learning disabled, have a higher incidence of adult maladjustment. "The major

consequences of dropping out of school for handicapped students (as well as non-handicapped) include poor employment potential, fewer opportunities for further education, and lower earnings for those employed. There are also implications for income and lost governmental revenues, increased demands for social services, increased crime, and reduced constructive social and political participation" (Thompson-Hoffman et al. 1990). Most evidence supports that dropping out also has negative personal and social consequences as well. Although these maladies are not the focus of this study, one must bear in mind that the concern for the learning disabled dropout is based upon the premise that completing a high school education is beneficial to the individual and his/her society.

Despite the astounding number of statistics supporting dysfunction, many learning disabled students who have dropped out of school, lead productive and successful lives. Many of these dropouts have found an avenue for success through an educational opportunity which is federally funded and free to the general public. This is Adult Basic Education (ABE).

Adult Education was established in 1966 with a piece of landmark legislation passed by President Lyndon B. Johnson. This legislation was an amendment to the Elementary and Secondary Education Act of 1965 (ESEA), and was named the Adult Education Act of 1966 (AEA). This Act established the first involvement of the federal government in the process of adult education, other than vocational training programs (Rose, 1992).

The Adult Education Act of 1966 states a purpose "to encourage and expand basic

educational programs for adults to enable them to overcome language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens" (Rose, 1992). Today, more than three million adults nationwide, are enrolled in Adult Basic Education programs (ABE), including Graduate Equivalency Diploma (GED) opportunities. Every state and U.S. Territory has established an adult basic education program, leading to a massive growth in the number of adults being served (Rose, 1992).

With the growing number of adults returning to education, there is a challenge to meet the various and changing needs of the adult learner. Some amendments to the Adult Education Act of 1966 have included changing the age of participation from 18 to age 16, or aligned with the legal dropout age in each state. This would allow minors to re-enter educational programs with the written consent of a parent or guardian. Another change includes a shift from adult grade levels to a criteria based curriculum. This allows educators to meet the individual needs and learning styles of adults (Rose, 1992). In many adult programs, recruitment strategies specifically target the learning disabled dropout. Federal funding is providing increased training to assist adult educators in the assessment and instruction of the learning disabled adult who is returning to school. According to the Kansas State Department of Education in Adult Studies (1988), it is estimated that 80% of ABE students are learning disabled. This indicates that many individuals are attempting to break the current patterns in their lives and are setting goals for success.

It is important to emphasize that success is a subjective construct. Literature on

the vocational success of adults with learning disabilities is sparse. However, there are many exemplars of success in adults with learning disabilities in the workplace (Gerber & Reiff, 1992). There are also many accounts of notable individuals throughout history, suspected to have learning disabilities, including Charles Darwin, Winston Churchill, Hans Christian Anderson, and Carl Jung, to name a few (Gerber & Ginsberg et al. 1992).

Roger and Hartman (1976) are noted for their work on a follow-up study of the "Cove School" students who have gone on to successful careers. In the study conducted by Gerber and Reiff (1992), a qualitatively different vocational, personal, and daily living approach in adulthood is facilitated by those learning disabled adults supported as highly successful (Gerber & Ginsberg et al. 1992).

In education, there is a continued search for effective techniques in the instruction of adults with learning disabilities. In studies where learning disabled dropouts return to education, one resource which remains largely untapped are the adults, themselves. Adults with learning disabilities have often found astounding coping mechanisms and utilize amazing learning strategies to accommodate for their disability (Ross, 1987). Despite tremendous hurdles and pain which is faced during the lives of the learning disabled, success is attainable (Gerber & Ginsberg et al. 1990).

Consistent with the previous identification of terms in this paper, success is determined through variables such as levels of motivation, self-esteem, increased social functioning and accommodation, which are correlated with involvement in an adult education program. Two studies chosen for further review demonstrate similar findings.

The first study examines strategies which learning disabled adults use to attain success in Adult Basic Education programs. The second study examines alterable patterns of success in highly successful, learning disabled adults.

The first study is based on final report which was written at the culmination of a project supported by the United States Office of Education and the Pennsylvania Department of Education (1987). This research was designed to identify learning and coping strategies significant in learning disabled adults in ABE programs.

Letters aimed at identifying eligible participants were sent to all administrators of ABE in 135 programs statewide (PA) as determined by those receiving federal funding. Also targeted were 63 literacy councils. This mailing elicited responses from 27 programs. Further profile screening narrowed the sample to fifteen participants (12 men and 3 women) who demonstrated evidence of an information-based learning disability.

Instrumentation consisted of a face-to-face interview. Interview questions focused on the motives which propelled adults to return to ABE or literacy programs, self-perceptions of learning strengths and weaknesses, basic strategies utilized for reading and writing, and identification of a recent self-planned learning project (Ross, 1987).

Findings in this project were significant. Learning disabled adults who returned to educational programs cited similar reasons for motivation: a strong desire to enhance personal development, increased feelings of self-esteem and self-confidence, setting goals for improvement in work situations and improved performance of family roles and

responsibilities. Learning strategies common to this sample included: using contextual clues for better comprehension, using pictorial clues in reading, phonetic spelling, and over reliance on family or friends when tasks are too difficult. Each participant in the sample expressed that their learning domain preference was both visual and tactile. All participants reported maximum benefit from seeing a task performed and also performing it themselves (Ross, 1987).

The goal of this project was to provide ABE instructors with a list of learning strategies used most frequently by learning disabled adults who are successfully progressing in adult education. Strategies for coping and accommodation were outlined to assist other students who are identified in the future (Ross, 1987).

The second study was conducted through a grant funded by the United States Department of Education and Rehabilitative Services (1990). The main objective of this research was to seek an answer to the question of how many adults with learning disabilities become highly successful in their fields.

Nominations for participants were elicited from the National Network of Learning Disabled Adults, the National Institute of Dyslexia, The Orton Dyslexia Society, the Association for Children with Learning Disabilities (now the Learning Disabilities Association of America) and a number of related organizations. A lengthy screening of 241 potential participants was completed by phone and screening data placed eligible participants in high and moderate success groups. Success, as defined by this study, was

operationalized in terms of five constructs including income, education, job satisfaction, job classification, and eminence in one's field. The final sample included 71 adults from 24 states and Canada, who represent variable levels of disability, gender, race, age, and socio-economic status of self and parents (Gerber & Ginsberg, 1990).

Findings of this study revealed a key theme which characterized success. Each of the 71 participants discussed behaviors characteristic of the theme. The high-success adults with learning disabilities were more advanced or exceptional than their moderate counterparts in relation to the theme.

The primary overriding theme for success in this study is "control" (Gerber & Ginsberg, 1990). Direct efforts toward success were shown to be part of a quest to gain control over one's life. The theme of control encompasses many essentials: making conscious decisions, maintaining the intrinsic desire to be successful, being goal-oriented, "reframing" the experience of being disabled into a more productive experience, accommodation and adaptability, refined coping mechanisms, persistence, and a balance of social ecologies (ie. surrounding self with supportive others).

Conclusions of this research indicate that even with tremendous obstacles, learning disabled adults are successful. The data collected through this study implies that success is predicted through the interaction of the individual and his/her environment (Gerber & Ginsberg, 1990).

SUMMARY

The Office of Special Education and Rehabilitative Services (1989) reports that more than 1.9 million students with learning disabilities are receiving special services in our public schools. Educators, however, may not be effectively meeting the diverse needs of these students as the dropout rate for learning disabled students is nearly 10% higher than the rate of their non-learning disabled peers (Butler-Nalin et al.1989).

Learning disabilities are disorders that continue into adulthood. They do not disappear when a student leaves school (Gerber et al. 1990). Many studies support that learning disabled dropouts have a higher incidence of adult maladjustment, as well. These individuals are not only learning disabled but also face the additional constraints of an inadequate education.

Despite the odds, many learning disabled dropouts adults return to school as an adult to successfully complete a basic education and work on areas of personal self-improvement. The Kansas State Department of Education in Adult Studies (1988) estimates that 80% of ABE students are learning disabled.

Review of research indicates that there may be significant patterns of success in the lives of learning disabled adults. Ross (1987) finds patterns of strong motivation, self-esteem, and vocational/family goals, in those individuals who dropped out of school but returned to ABE and are successfully completing the requirements. Gerber and Reiff (1992) report a qualitatively different vocational, personal, and daily living approach in

successful adults with learning disabilities.

In conclusion, there appears to be many intrinsic qualities which propel the learning disabled dropout toward success. Although he/she may have to overcome many obstacles, success appears attainable. The most valuable resource which the learning disabled dropout could harness -- is self.

CHAPTER THREE: DESIGN OF THE STUDY

SAMPLE

This study is designed to survey a sample population of learning disabled students who dropped out of school and subsequently returned to an adult education program. Two ABE programs in South Jersey were contacted and agreed to participate. One program is located in Millville and the other is located in Upper Township. Surveys were distributed to the ABE Administrators/Instructors with a letter of intent (Appendix A).

Responses were completed by 22 students in the Millville ABE program (10 males and 12 females). From these 22 responses, 8 students identified themselves with learning disabilities (2 males and 6 females). Responses were completed by 11 students in the Upper Township ABE program (7 males and 4 females). From these 11 responses, 7 students identified themselves with learning disabilities (3 males and 4 females). Through this process, a sample of 15 learning disabled dropouts, who returned to adult education, were identified (5 males and 10 females).

MEASURES

The method of instrumentation for this study is survey (Appendix B). This survey allows for the subjective and expository response of the sample population. Due to the voluntary nature of this survey, predicted reliability is moderate. Although participants were able to self-report the indication of learning disabilities, it is projected that these participants are the best judge of their academic failure/success. They are also able to clearly assess their perception of school/self at the time of dropping out and at the point of return to an adult education program.

RESEARCH QUESTION

There are many characteristics which are common in learning disabled students who have dropped out of school. I propose that the most common characteristic found in this study, will be the perception of school as a negative social experience. Through a voluntary, self-reported survey, the sample population will identify similar commonalities including a high level of frustration, poor social relationships, and low self-esteem, at the time of dropout.

Furthermore, I propose that this same sample will manifest an additional set of common characteristics correlated with their active participation and success in an adult education program. Through a self-reported survey, the sample will indicate an increased motivation, improved self-esteem, a greater ability to function socially, and a

greater accommodation for their learning disability.

SUMMARY

Fifteen students, 5 male and 10 female, were chosen from two adult basic education programs in South Jersey, to participate in this study. These students voluntarily answered a subjective and expository survey in which they identified themselves as having a significant learning disability. Each student additionally identified perceptions of their earlier education experience and later, successful involvement in an ABE program. Reliability of this study should be considered moderate.

CHAPTER FOUR: ANALYSIS OF RESULTS

The sample population in this study consists of 15 adults, 5 men and 10 women. Each individual dropped out of school and is currently re-enrolled in an adult education program.

In reviewing the background information, two of the females are hispanic, while the remainder of men/women are caucasians. The age of the sample ranges from 17 to 53 years of age. Nine of the individuals are currently employed, while six are not. Only three of the individuals recalled being classified students in school. One was emotionally disturbed, another was perceptually impaired, and the third was communication handicapped. However, the remaining 12 adults indicated significant learning problems, including processing and memory difficulties, as well as difficulties in content areas such as reading and math.

Out of the 15 participants, each one indicated that their experience in school was high in frustration. Thirteen out of fifteen, indicated that their school experience was characterized by poor social interaction, poor relationships, and poor self-esteem (1 male and 1 female did not). Nine of the fifteen, indicated that the presence of a teacher/administrator who showed concern, may have altered their decision to separate from school.

This same population indicated characteristics which they attribute to their involvement in adult education. Each of the 15 participants noted an improved self-esteem and improved social functioning. Each has also indicated that they feel more motivated due to the success in their educational endeavors. Three individuals specifically stated that returning to school as an adult has given them a chance to learn to cope with their problems (accommodation).

The final survey question was open-ended and allowed each student to offer words of advice for those who may consider dropping out of school. Each individual took time to uniquely answer this question, each strongly advising against dropping out of school.

SUMMARY

According to the self-report and survey of those individuals in the sample population of this study, the majority indicated that their experience in school was characterized by high frustration, significant learning difficulties, poor social relations and self-esteem, and decreased motivation due to their lack of success.

After the same individuals were enrolled in an adult education program, the majority indicated that the experience has improved their self-esteem and social relationships, and increased their level of motivation. Some individuals noted that time has allowed for greater accommodation and adaptation for their learning disability.

Results of this study are consistent with the results which have been reviewed in similar research efforts related to this topic.

CHAPTER FIVE: SUMMARY AND CONCLUSIONS

The Office of Special Education and Rehabilitative Services (1989) reports that more than 1.9 million students with learning disabilities receive special services in our public schools. Educators, however, may not be effectively meeting the diverse needs of these students as the dropout rate is nearly 10% higher for learning disabled students.

Learning disabilities do not disappear when a student leaves school and are proven to last into adulthood. Many studies support that learning disabled dropouts also have higher incidences of adult maladjustment due to poor employment potential, lower earnings, and negative social or personal consequences. Learning disabled dropouts not only face the trials of their disability but also face the additional constraints realized through an inadequate education.

Despite the obstacles, many learning disabled dropouts return to complete an adult basic education program. The Kansas State Department of Education in Adult Studies (1988) estimates 80% of all ABE students are learning disabled. These statistics are evidence that many learning disabled students who have dropped out, are seeking opportunities to be successful as adults. Further research indicates significant patterns of success in the lives of learning disabled adults.

Results of this thesis study indicate that learning disabled students may drop out of school for similar reasons. They are highly frustrated with their learning difficulties, they have poor social relationships and self-esteem, and they lack the presence of a significant teacher/administrator who could help them to realize productive alternatives.

Further implications of this study indicate that adults with learning disabilities who return to adult education, identify similar characteristics attributed to their success in education. These common characteristics include improved social functioning and self-esteem, increased motivation, and greater accommodation for their disability.

Overall, the one natural resource that a learning disabled individual can harness is self.

RECOMMENDATIONS

If we examine the information as reported by learning disabled individuals who have been unsuccessful in completing their education, one may be able to identify other learning disabled students who are at-risk for dropping out. Intervention strategies could be targeted to reduce the rising number of dropouts. Intervention strategies could include a mentor program which would help the learning disabled student identify with a key teacher/administrator. If the student is accountable to another, it may reduce the feelings of frustration and isolation which often accompany a learning disability.

Furthermore, through survey of the experiences of learning disabled dropouts who have returned to adult basic education, one may be able to develop recruitment strategies for those who could benefit from a formal program. In addition, retention strategies could be implemented to ensure that the learning disabled adult is encouraged to complete his/her basic education, if already enrolled. Practice tests should be given for graduate equivalency to allow the adult learner to feel successful and prepare for the formal GED Examination. As adults complete their basic education requirements, vocational

workshops could be organized to assist the individual with job placement.

In conclusion, throughout this study, success has been associated with feelings of self-esteem, value, motivation and increased social functioning. Our goal as educators is to help each student, no matter what their disability, to be self-confident, valuable and contributing members of our society.

APPENDIX A

Dear Adult Basic Education Administrators/Instructors:

You are invited to participate in an important educational project!

I am currently conducting research on learning disabled dropouts attending ABE programs. This research is for my thesis project at Rowan College of NJ.

I ask for your assistance in distributing the following surveys. Your participation is voluntary. However, I would appreciate your response. If your students require help with the reading and or interpretation of this survey, you may assist them.

The target beneficiaries of this research may be other learning disabled adults who are not yet enrolled in educational programs. Also, this has been developed for the instructors who are trying to meet the diverse needs of the adult learner.

Thanking you in advance for your participation. I would appreciate your response on or before March 20, 1995.

Sincerely yours,

Deborah A. Ciapanna

APPENDIX B

Dear Student:

Thank you for participating in this survey. Your full and honest answers will assist in the research and development of strategies related to helping those with learning difficulties.

Please print your response as you answer each question to the best of your ability.

BACKGROUND INFORMATION

NAME (Optional)

AGE

GENDER

RACE

CURRENTLY EMPLOYED

OCCUPATION

LAST YEAR IN SCHOOL (DATE)

LAST GRADE COMPLETED

REASON FOR DISCONTINUING

DID YOU LEAVE DUE TO HIGH FRUSTRATION, POOR RELATIONSHIPS OR LEARNING DIFFICULTIES? (circle any/all that apply)

IF YOUR ANSWER IS YES, PLEASE CONTINUE THE SURVEY. IF NO, THANK YOU FOR YOUR COMPLETED EFFORTS!

DID YOU RECEIVE ANY BASIC SKILLS, SMALL CLASS INSTRUCTION OR SPECIAL EDUCATION SERVICES? IF SO, PLEASE EXPLAIN...

DO YOU KNOW IF YOU WERE A CLASSIFIED STUDENT AND IF SO, WHAT WAS YOUR HANDICAP?

IF YES, WERE YOU IN A SELF-CONTAINED CLASS? HOW DID YOU FEEL ABOUT IT?

IF YOU WERE NOT RECEIVING SPECIAL CLASSES, DO YOU FEEL THAT YOU WERE HAVING SIGNIFICANT LEARNING PROBLEMS? WHAT KIND?

WHAT SUBJECTS WERE/ARE YOUR MOST DIFFICULT?

HOW ARE YOU ABLE TO DO BETTER IN THOSE SUBJECTS NOW?

DO YOU FEEL THAT THE SYSTEM WAS INADEQUATE IN SOME WAY OR DID NOT MEET YOUR EDUCATIONAL NEEDS? PLEASE EXPLAIN...

DO YOU FEEL THAT YOU HAD A LOW SELF-ESTEEM DUE TO YOUR LEARNING DIFFICULTIES?

HAS YOUR SELF-IMAGE CHANGED NOW THAT YOU HAVE RETURNED TO SCHOOL? PLEASE EXPLAIN...

DID ANY OF THE STAFF IN YOUR SCHOOL KNOW THAT YOU WERE ABOUT TO DROP OUT? WHO? DID THEY ENCOURAGE YOU TO STAY IN SCHOOL OR OFFER HELP IN ANY WAY?

IF SOMEONE WOULD HAVE OFFERED, DO YOU FEEL THAT IT WOULD HAVE MADE A DIFFERENCE?

WHAT ELSE COULD HAVE HELPED YOU DECIDE TO STAY IN SCHOOL?

WHAT IS YOUR GOAL IN THIS ADULT EDUCATION PROGRAM?

ARE YOU CLOSE TO COMPLETING IT? WHEN?

WHAT MOTIVATED YOU TO RETURN TO SCHOOL? HAS YOUR LEVEL OF MOTIVATION CHANGED?

IS THERE ANYTHING THAT YOU WOULD TELL ANOTHER STUDENT WHO IS ABOUT TO DROP OUT OF SCHOOL?

THANK YOU VERY MUCH FOR YOUR TIME AND ENERGY IN COMPLETING THIS SURVEY! WISHING YOU CONTINUED SUCCESS IN YOUR EDUCATION!

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