

NR 4/2016

NOTAT

Jon Olav Myklebust, Finn Ove Båtevik,
Rune Kvalsund, Irene Velsvik Bele

**FROM ADOLESCENCE TO ADULT LIFE
LONGITUDINAL RESEARCH ON VULNERABLE
PEOPLE CONDUCTED AT VOLDA UNIVERSITY
COLLEGE AND MØRE RESEARCH:
A METHODS REPORT**

Forfattarar	Jon Olav Myklebust, Finn Ove Båtevik, Rune Kvalsund, Irene Velsvik Bele
Ansvarleg utgjevar	Høgskulen i Volda
ISSN	1891-5973
Sats	Forfattarar
Distribusjon	http://www.hivolda.no/notat

From Adolescence to Adult life.
Longitudinal Research on Vulnerable People Conducted at Volda University College
and Møre Research: A Methods Report.

© Forfattar/Høgskulen i Volda

Føresegnene i åndsverklova gjeld for materialet i denne publikasjonen. Materialet er publisert for at du skal kunne lese det på skjermen eller framstille eksemplar til privat bruk. Utan særskild avtale med forfattar/Høgskulen i Volda er all anna eksemplarframstilling og tilgjengeleggjering berre tillate så langt det har heimel i lov eller avtale med Kopinor, interesseorgan for rettshavarar til åndsverk.

Om notatserien

Ulike slag publikasjonar av mindre omfang, t.d. forprosjektnotat, papers, artikkelutkast o.a. Eit hovudføremål med serien er å stimulere til publisering og fagleg debatt i miljøet. Kvar forfattar er ansvarleg for sitt arbeid, og dekan skal vere orientert om utgjevinga på førehand. Manusset må vere gjennomarbeidd med omsyn til språk og struktur.

Preface

The note provides a descriptive overview of the longitudinal data concerning youth with special needs in upper secondary school that have been collected for many years at Volda University College and Møre Research. Through four closely linked projects, the same individuals have been followed over a period of 20 years, in most cases, from the age of 16 to 36 years. The four projects are titled as follows:

- *Reform 94 – Specially Adapted Education* (financed by the Ministry of Education and Research [KUF], 1995–2000)
- *Adult Life on Special Terms? The Way Into Society for Students With Special Needs in Upper Secondary School* (financed by the Research Council of Norway [NFR], 2000–2004)
- *Young Adults* (financed by Volda University College and Møre Research, 2007)
- *Adult Life in the Mid-thirties* (financed by Volda University College and Møre Research, 2012 and 2015)

This research has been documented in a series of articles, book chapters, reports and presentations, most of which are listed in an appendix to this paper.

The note is a revised and updated version of an earlier publication: *Longitudinal Research on Vulnerable Young People Conducted at Volda University College and Møre Research: A Methods Report*.

Volda, November 2016

Jon Olav Myklebust
Rune Kvalsund

Finn Ove Båtevik
Irene Velsvik Bele

Contents

Preface	3
List of tables	6
Four Projects: A Longitudinal Study	7
Total Data Set, Basic Data Set and Samples	8
The 2007 Survey	9
Data Collection in 2012.....	11
Data collection in 2015.....	11
Representativity.....	11
Other data collected within the project.....	16
Network data. Data collection, identification and interpretation	18
Network data 2007	18
Network data 2012	20
Network data 2015	21
Concluding Remarks.....	21
References	22
Selected publications and presentations 1996–2016.....	23

List of tables

Table 1. Overview of the Data 8
Table 2. Overview of interview data from the surveys in 2002, 2007 2012 and 2015. 9
Table 3. Status After Completion of the 2007 Interview Survey. 10
Table 4. Status After Completion of the 2012 Survey. 11
Table 5. Status After Completion of the 2015 Survey. 11
Table 6. Gender Distribution..... 12
Table 7. Type of Class, Spring 1996. 12
Table 8. Branch of Studies, Spring 1996. 13
Table 9. Home County, Spring 1996 13
Table 10. Language Background..... 14
Table 11. Functional Status, Spring 1996. 14
Table 12. Individual Adaptation, Spring 1996. 15
Table 13. Progression in Upper Secondary School..... 15
Table 14. Overview of the collection of extensive quantitative data and intensive qualitative data. 17

Four Projects: A Longitudinal Study

This note presents a longitudinal study in which we have followed youths with disabilities over a period of 20 years. The study is based on four different projects; the first of which, *Reform 94 – Specially Adapted Education*, was part of an evaluation of the reform programme in upper secondary education that was conducted in the mid-1990s.¹ At that time, the main focus of the project was the provision of adapted teaching in upper secondary school for the group known then as *students with special educational needs*; that is, students who are in a situation in which conditions in school and apprenticeship companies can represent obstacles to their education.² Even in this early project, huge amounts of longitudinal data were collected based on information from the professionals involved in the education process at the upper secondary level (Kvalsund & Myklebust, 1998).³ In the spring of 2002, this initial project was followed up by a study of the same youths, titled *Adult Life on Special Terms? The Way Into Society for Students With Special Needs in Upper Secondary School*.⁴ In general, the informants were the youths themselves, and the topic of the study was based on the strategies and adaptations that characterised their early adult lives. Key themes were education, work and leisure. A separate report (Båtevik, 2002) presents the work involved in collecting the data for this project and explains why parents or other close friends were interviewed rather than the individuals themselves in certain cases. In the spring of 2007, the same individuals were followed up yet again in the project titled *Young Adults*.⁵ Even though this project had the same focus as the project conducted in 2002, it was more limited in scope than the initial one. By and large, the data collection in 2007 was performed along the same lines as in the first project 5 years earlier (Båtevik, 2002). In the spring of 2012 as well as in the spring of 2015, follow-up studies were carried out as part of the project now titled *Adult Life in the Mid-thirties*. This note offers a brief summary of the work involved in collecting the data in 2007, 2012 and 2015, as well as a combined overview of the quantitative data on which the whole longitudinal study is based.

In this study, we have followed young individuals from the start of their upper secondary education in the mid-1990s to their adult lives in 2015. Even though the material also includes certain individuals who were adults when they started their upper secondary education, the vast majority are now in their mid-thirties in 2015. Special needs students from a total of six counties were involved in the first data collection. In the spring of 1996, schools in three of these counties (Møre og Romsdal, Nord-Trøndelag and Hedmark) provided data about youths who had commenced upper secondary school in individually adapted teaching programmes in 1994 and 1995. From the other three counties (Finnmark, Rogaland and Oslo), we received information concerning those youths who started in 1995. This information is what we refer to as the base material for the study, and it represents a total of 760 students, among whom we find those who have been followed up continually until the year 2015. During the early years, the schools supplied data once or twice a year (cf. Kvalsund & Myklebust, 1998). In the spring of 2000 the parents delivered information. In the spring of 2002, 2007, 2012 and 2015, the youths themselves were interviewed by telephone or they themselves filled in questionnaires. (In a few cases parents delivered information on those who were unable to answer themselves.) All in all, data have been collected in 12 waves, of which those collected at the start of upper secondary school level were the most comprehensive. New information about the youths was gathered about every 6 months during their upper secondary education. The majority of the data collected in this longitudinal study is quantitative. Figure 1 illustrates the various steps in this process.

¹ Financed by the Ministry for Education, Research and Church Affairs.

² The term *students with special educational needs* is recommended instead of *special needs students*.

³ Many interviews were conducted with pupils in upper secondary school during the project *Reform 94 – Specially Adapted Education*. These youths were not the same ones who participated in the longitudinal part of the study because of the terms of the licence issued by the Data Inspectorate in Norway.

⁴ Financed by the Welfare Programme of the Research Council of Norway.

⁵ Financed by Volda University College and Møre Research Foundation, Volda.

Reform 94 – Specially Adapted Education

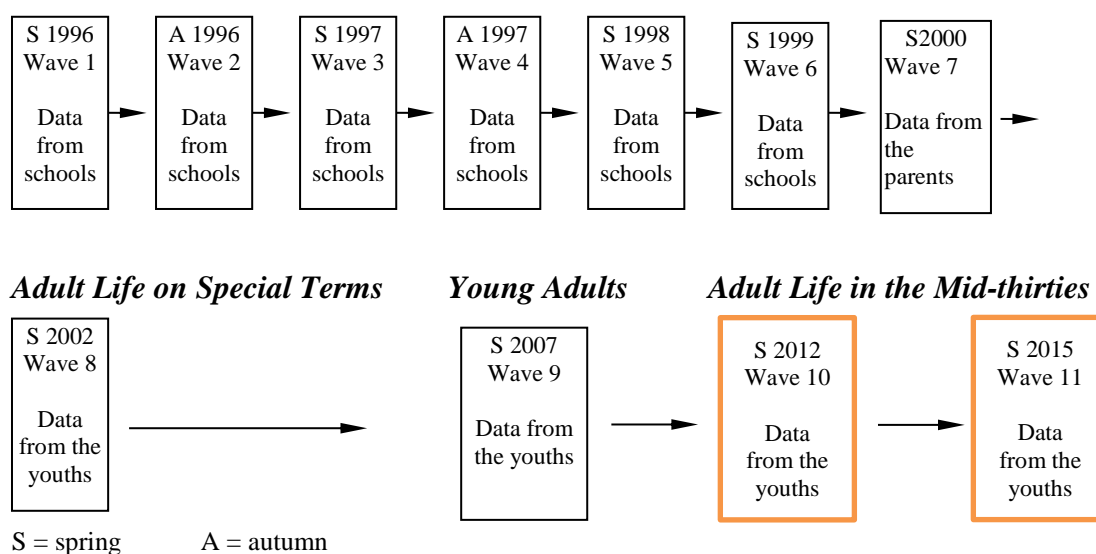


Figure 1. Schematic overview of collection of longitudinal data in the four projects.

Total Data Set, Basic Data Set and Samples

At the commencement of their upper secondary school education in 1994 and 1995, 2025 students with special educational needs were registered for school in the six counties involved in the project. These students were first registered for this study in the spring of 1996, by which time 172 students had dropped out of school. Certain key variables were recorded for the 1853 students with special educational needs from the two cohorts who were still engaged in education on a full-time basis. The information collected from these two cohorts comprises what we later in this note refer to as the *total data set*. Of these 1853 students with special educational needs, 760 youths participated in the project. We collected the most comprehensive information about these 760 youths in the spring of 1996. This information comprises the *basic data set* for the longitudinal study (see Table 1). While conducting this study, we were able to follow the progress of these 760 youths through the education system until they fully or partially completed their upper secondary education.

Table 1. Overview of the Data

Type of data	Description	No. of students
Initial data	Commencement of upper secondary education in 1994 and in 1995	2025
Total data set ^a	In school on a full-time basis, spring 1996	1853
Basic data set ^b	Basis for the longitudinal study on upper secondary education	760

^aThe total data set comprises students with special educational needs from six Norwegian counties who commenced their upper secondary education in 1994 and 1995. ^bThe basic data set comprises students with special needs from the same cohorts who were involved in the longitudinal study.

As long as the students were engaged in upper secondary education on a full-time basis, the schools were in possession of the lists of names of the students and apprentices and were responsible for keeping track of the information they had about students (e.g., reporting transfers between schools) and for establishing routines for following up this information. To facilitate the implementation of the follow-up project, *Adult Life on Special Terms*, the lists of names from the schools were handed over to those responsible for the research project. During this process, it proved impossible for the schools

to identify 118 of the youths who had participated in the project from the outset for several reasons, including the failure by some schools to keep these lists on file. This situation is discussed in greater detail by Båtevik (2002, pp. 9–10). As a consequence, we were left with the names of 642 individuals whom we could contact for the surveys carried out in 2002 and 2007. This number was further reduced because of the deaths of 2 of these youths by 2002; an additional 7 individuals were registered as deceased by 2007. In 2002, a total of 494 youths were interviewed, which represents a response rate of 77.2% if we take into account those who had died by this time.⁶ In 2007, a total of 373 young adults were interviewed, representing a response rate of 58.9%.

In 2012, the Data Inspectorate allowed interviews to be conducted with only those 373 individuals who had stated in the 2007 survey that they would agree to remain participants in this longitudinal study. We were also allowed to contact these 373 individuals for one last data collection in 2015.

A summary of the interview data for the 2002, 2007, 2012 and 2015 surveys is presented in Table 2.

Table 2. Overview of interview data from the surveys in 2002, 2007 2012 and 2015.

	No. of youths
Those from basic data who could be identified in 2002	642
Deceased before interviews in 2002	2
Interviews completed in 2002	494
Response rate, %, of the 2002 survey (494 of 640)	77.2
Deceased between 2002 and 2007	7
Interviews completed in 2007	373
Response rate, %, of the 2007 survey (373 of 633)	58.9
Deceased between 2007 and 2012	2
Interviews and questionnaires completed in 2012	216
Response rate, %, of the 2012 survey (216 of 371)	58.2
Deceased between 2012 and 2015	2
Interviews and questionnaires completed in 2015	253
Response rate, %, of the 2015 survey (253 of 369)	68.6

Of the 373 individuals who responded to the 2007 survey, 298 also participated in the 2002 survey, which means that 75 new individuals from the basic data set were included in this wave of interviews.

The 2007 Survey

The 2007 survey was conducted as a combined postal and telephone survey, whereas the whole data collection process for the 2002 survey was carried out solely with telephone interviews. Both surveys were based on a structured questionnaire; the vast majority of cases involved closed response alternatives. The questionnaire from 2007 was shorter and simpler than the form used in 2002, thus making it more suited to a postal survey. Moreover, an effort was made to draw up a questionnaire that provided the best possible basis for comparison of data over a period of time, which is essential in a longitudinal study.

The first step in the process of gathering data was to update the earlier address lists with the help of the extensive Directory Enquiries database, which is provided by Telenor, Norway's largest telecommunications operator. In February 2007, all those individuals with sufficient postal information were sent a questionnaire and detailed information about the project itself. When

⁶ A report by Båtevik (2002) stated that 497 interviews were conducted. However, a closer examination of the data file later revealed that the wrong person had been interviewed in three cases; these data were then discarded.

questionnaires were returned because of “address unknown” or inadequate postal address details, a search was performed in the National Registry to find updated information. The first reminder was sent by post in March. All those who did not reply by post were contacted by telephone during the period between 27 March and 4 July. Another reminder was sent by post in June 2007.

A number of measures were taken to obtain responses from as many participants as possible. In general, these measures followed the same pattern as in the earlier interview survey in 2002 (Båtevik, 2002, pp. 15–19) and can be summarised briefly as follows:

- A simple questionnaire with concrete questions that are easy to understand and quick to answer was used.
- A telephone interview was conducted to contact those who, for a variety of reasons, did not wish to fill out the questionnaire themselves.
- Close relatives or friends were allowed to provide assistance to those individuals who were not able to answer the questions on their own. The vast majority, however, answered the questions without the help of such individuals.
- A course of instruction was provided to those carrying out the telephone interviews.
- The collection of data was conducted over a fairly long period of time (February–July) to ensure that as many individuals as possible were contacted.
- Using various sources (e.g., the Telenor database, the National Registry, the Internet), the researchers made an effort to locate the correct individual and find the correct address. In addition to performing a collective search (e.g., in the National Registry), each interviewer carried out individual searches during the process and phoned at various times of the day and week to offer the best possible chance of finding individuals at home. The interviewers kept a detailed logbook of their own phone calls.
- Those who responded were offered an extra incentive in the form of a prize draw, with gifts awarded to 25 of those who participated.

Table 3. Status After Completion of the 2007 Interview Survey.

Status	No. of young adults	%
Completed interviews	373	58.9
Refusals	113	17.9
Not identified or wrong person	22	3.5
No contact established	125	19.7
Potential candidates for interview in 2007	633	100.0
Deceased	7	
Basis for interview survey	640	

As revealed in Table 3, there are several reasons why fewer interviews were carried out in 2007 than in 2002. One reason is that a higher number of interview candidates refused to participate in the 2007 round of interviews than in 2002. Nearly 18% of those who were potential candidates for interviews in the spring of 2007 did not wish to be interviewed. In addition, it was impossible to identify candidates or establish contact with approximately 23% of the potential respondents.

There are many reasons for the interviewers’ inability to establish contact with some of the individuals whose names were on the original list that formed the basis for the interview survey. Because these individuals are young and are in the midst of trying to establish a foothold in life as adults, their situation sometimes makes it difficult to contact them. For instance, some change their names, and many move once or even several times. In some cases, it may be helpful that many of these people have mobile phones, assuming that they still have the same phone number after they have moved. However, it is not unusual for individuals to change their phone number, thus making it difficult to contact potential interview candidates. We also cannot ignore the possibility that lack of contact is a form of implicit refusal. When conducting the 2002 survey, we noticed that some individuals whom

we had contacted by phone to set up a subsequent interview time neglected to answer their phone at the mutually agreed upon time. With the adoption of telephone services such as calling number identification, individuals are now aware of who is calling and can choose whether or not they wish to answer the phone. By not answering the phone, individuals are refusing to participate and can do so without having to communicate their response directly.

Data Collection in 2012

The survey in the spring of 2012 followed the same procedure used for data collection conducted 5 years earlier; that is; a combination of telephone interviews (based on a questionnaire set up in QuestBack) and postal surveys were carried out. As previously mentioned, the Data Inspectorate allowed interviews only with those who in 2007 had agreed to participate in future waves of this longitudinal study.

A comparison of the response rates for the 2007 and 2012 surveys reveals similar results (58.9% vs. 58.2%, respectively), with about 58% of the potential respondents participating in both surveys (see Table 4). There were fewer refusals in the 2012 survey but greater difficulties in establishing contact than 5 years earlier.

Table 4. Status After Completion of the 2012 Survey.

Status	No. of young adults	%
Completed interviews	216	58.2
Refusals	43	11.6
Not identified or wrong person	18	4.9
No contact established	94	25.3
Potential candidates for interview in 2012	371	100.0
Deceased	2	
Basis for survey	373	

Data collection in 2015

The data collection in the spring of 2015 were carried out as a combination of telephone interviews and postal surveys, as well. However, this time the postal surveys marked the start of the data collection. Later on, those who did not respond were contacted by telephone for interviews. The interviews were based on the same questionnaire as used in the postal survey. As in 2012, only those who in 2007 had agreed to participate in future waves of this longitudinal study were contacted.

Table 5. Status After Completion of the 2015 Survey.

Status	No. of young adults	%
Completed interviews	253	68,6
Refusals	33	8,9
Not identified or wrong person	18	4,9
No contact established	65	17,6
Potential candidates for interview in 2015	369	100.0
Deceased	4	
Basis for survey	373	

Representativity

With each new wave of data collection, the number of respondents has decreased. A declining response rate poses a problem because it can mean that the net sample, which comprises those who do reply, becomes systematically dissimilar to the gross sample, which comprises those individuals whom we interviewed at the beginning of the project. However, in longitudinal studies, there exists an

advantage of being able to compare data at different points in time across a series of variables, which allows the identification of biases in the data. The tables 6 to 13 provide such an insight. The total data set is the basis for the comparisons in the first five tables.⁷

Table 6. Gender Distribution.

	Total data set in education spring 1996	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Girls	37.6	38.7	38.5	37.5	39.5	39.8	36.4	37.9
Boys	62.4	61.3	61.5	62.5	60.5	60.2	63.6	62.1
Total	100	100.	100	100	100	100	100	100
<i>N</i>	1844	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A 2012 contains only answers from former special needs students themselves. ^bSample B 2012 also includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

As shown in Table 6, a slight bias exists in the gender distribution. Girls are slightly over-represented in the basic data set from 1996 and in the interview sample from 2002, but the gender distribution is almost identical in the sample from 2007 and in the total data set. There was an increased female over-representation in 2012. However, the gender distribution is almost identical in the sample from 2015 and in the total data set.

Table 7 shows the percentage of students in each type of class in the spring of 1996. Here, students who attended mainstream classes (full- or part-time basis) are distinguished from those who were placed in different types of special classes.

Table 7. Type of Class, Spring 1996.

	Total data set in school spring 1996	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Mainstream class	60.6	51.3	51.8	52.8	58.5	55.6	55.8	53.4
Non-mainstream class	39.4	48.7	48.2	47.2	41.5	44.4	44.2	46.6
Total	100	100	100	100	100	100	100	100
<i>N</i>	1844	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A 2012 contains only answers from the former special needs students themselves. ^bSample B 2012 also includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

As shown in Table 7, the students from mainstream classes are under-represented in both the basic data set from 1996 and the interview samples from 2002 and 2007. The reason for this bias appears to be that during the data collection process in 1996, the form teachers in the special classes were more conscientious in providing data than their counterparts in the mainstream classes. In 2012, the bias was somewhat less, especially in sample A. Then, in 2015, the bias once again increased. However, the changes are quite moderate from one data collection to the other.

⁷ However, because we lack information about certain variables, this number varies somewhat in the tables below.

Table 8. Branch of Studies, Spring 1996.

	Total data set in education spring 1996	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Academic specialisation	13.7	12.1	9.7	8.8	10.2	10.2	9.5	9.1
Vocational programmes	78.9	76.1	78.1	78.3	82.0	77.8	81.8	78.6
Unspecified	7.4	11.8	12.1	12.9	7.8	12.0	8.7	12.3
Total	100	100	99.9	100	100	100	100	100
<i>N</i>	1828	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A 2012 contains only answers from the former special needs students themselves. ^bSample B 2012 includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

Table 8 provides information about what type of programme the students studied in the spring of 1996. The vast majority (almost 4 of 5) at that time attended vocational education programmes. By contrast, less than one seventh attended academic specialisation programmes. The rest (most of whom with relatively severe functional difficulties) attended unspecified programmes.

As indicated in Table 8, students in academic specialisation programmes are under-represented in both the basic data set and in the interview samples to an increasing degree until 2007. However, this bias decreased in the following 5 years, and then slightly increased in the most recent period. Students in unspecified programmes are correspondingly over-represented; with the exception of sample A in 2012 and 2015, which excludes those individuals who needed help from their parents to answer the survey questions. The bias is rather small in the case of students with special needs who attended vocational education programmes in the spring of 1996, with the exception of sample A in 2012 and sample A in 2015.

As mentioned previously, the students participating in this longitudinal study represent six Norwegian counties.

Table 9. Home County, Spring 1996.

	Total data set in education spring 1996	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Rogaland	25.6	33.0	36.8	30.3	31.2	32.4	30.6	31.2
Hedmark	19.4	9.6	9.3	10.2	10.2	10.2	9.1	9.9
Oslo	8.2	12.2	9.3	11.3	10.2	9.7	11.6	11.1
Møre og Romsdal	21.1	22.0	23.7	26.8	27.8	28.2	28.5	28.1
Nord-Trøndelag	16.9	15.5	13.4	14.5	13.7	13.0	14.9	12.2
Finnmark	8.8	7.6	7.5	7.0	6.8	6.5	5.4	5.5
Total	100.0	99.9	100.0	100.1	99.9	100.0	100.1	100.0
<i>N</i>	1853	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A contains only answers from the former special needs students themselves. ^bSample B includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

A general pattern is apparent: In comparison to the total data set, Rogaland in particular is strongly over-represented, and Hedmark strongly under-represented, in the basic data set from 1996. A similar pattern is also revealed when the sample from 2002 is compared with the total data set. When comparing the interview samples from 2007, 2012 and 2015 with the basic data set, we find the bias regarding Rogaland is relatively small, Møre og Romsdal is clearly over-represented in 2007, 2012 and 2015, while Hedmark remains under-represented relative to the total data of 1996. In the other

three counties, the bias is not particularly large, neither for the basic data set from 1996 nor for the samples (2002, 2007, 2012 and 2015).

A distinct feature of the four tables 6 to 9 is that the greatest bias exists during the collection of data in 1996. It appears that the efforts of the form teachers influenced, to varying degrees, the composition of what we here refer to as the basic data set from 1996. Differences between the basic data set and the three interview samples in 2002, 2007, 2012 and 2015 exist because of a slightly different response rate among the various categories of students with special educational needs; however, these differences have not created a particularly large bias. The subsequent tables (tables 10 to 13) consist only of basic data from 1996 and the interview samples from 2002 and 2007. The total data set did not include the types of data that are shown here.

Table 10. Language Background.

	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Foreign language speakers	5.4	3.4	3.2	2.0	1.9	3.3	3.2
Norwegian speakers	94.6	96.6	96.8	98.0	98.1	96.7	96.8
Total	100	100	100	100	100	100	100
<i>N</i>	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A contains only answers from the former special needs students themselves. ^bSample B includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

As shown in Table 10, the percentage of students with special educational needs with a foreign language background in the basic data set was low. This percentage has decreased still further during subsequent until the data collection of 2012. In the 2015, the proportion of foreign language speakers is equivalent to the data of 2002 and 2007.

Table 11. Functional Status, Spring 1996.

	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Normal eyesight	97.0	96.6	96.0	94.6	94.0	95.5	94.9
Normal hearing	96.4	95.5	96.2	94.6	94.9	95.9	96.0
Normal freedom of movement	94.5	94.5	93.3	95.1	92.6	94.6	93.7
No motor difficulties	86.3	85.2	84.5	89.3	86.1	86.0	84.2
No language or communication problems	77.9	78.5	79.9	88.3	83.8	84.7	82.2
Normal speech & articulation	86.6	86.8	87.7	91.7	88.4	90.5	88.1
Normal reading & writing skills	41.6	40.1	39.9	40.0	38.9	41.7	41.5
Normal numeracy skills	53.2	54.3	54.4	61.0	59.3	58.7	56.9
Normal intellectual ability	52.0	55.1	53.4	64.4	61.1	60.7	58.5
No psycho-social problems	66.4	69.0	66.8	73.7	70.8	72.7	71.5
Normal concentration ability	62.2	62.3	62.2	68.3	65.3	67.4	66.4
No medical problems	82.5	80.8	83.1	82.5	81.5	84.3	84.6
No psycho-social stress	80.4	81.4	79.4	82.9	82.4	81.8	81.4
Average functional level ^e	4.5	4.5	4.5	3.7	4.3	3.8	4.2
<i>N</i>	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A contains only answers from the former special needs students themselves. ^bSample B includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents. ^eArithmetic average of the 13 indicators of functional difficulties listed in the table; the lower the number, the higher the functional level.

During the collection of data in 1996, the students' possible functional difficulties were registered. As revealed in Table 11, the basic data set from 1996 and the samples from 2002, 2007, 2012 and 2015 in general are very similar in terms of functional difficulties and functional levels.

Table 11 reveals that compared to the other samples, sample A from 2012 and 2015 has a higher functional level and fewer specific problems of a somatic, psychological and social nature.

In the spring of 1996, a detailed report was obtained of what types of specially adapted teaching the students were offered in school. Table 12 shows the percentages of students who received all their individually adapted teaching within the framework of a mainstream class and of those who were offered at least one remedial measure.

Table 12. Individual Adaptation, Spring 1996.

	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
Exclusively in mainstream class	43.3	43.3	44.5	50.2	47.7	47.9	45.8
At least one intensive remedial measure	57.6	57.3	60.3	58.5	60.6	57.9	59.3
<i>N</i>	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A contains only answers from the former special needs students themselves. ^bSample B includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

Fairly tiny differences exist among the basic data set and the two samples from 2002 and 2007 in terms of the percentage of students who are offered all their remedial measures in a mainstream class. However, mainstream students are somewhat over-represented in the samples from 2012 and 2015. The sample from 2007 and sample B from 2012 have somewhat higher percentages of students with more than one remedial measure than do the basic data set and the interview sample from 2002.

Finally, we compare the progression of students—that is, whether they are on schedule—in the basic data set and the samples. As shown in Table 13, higher percentages of students with normal progression exist in the samples, especially in the samples from 2012 and 2015, than in the basic data set.

Table 13. Progression in Upper Secondary School.

	Basic data set 1996	Sample 2002	Sample 2007	Sample A ^a 2012	Sample B ^b 2012	Sample A ^c 2015	Sample B ^d 2015
On schedule, autumn 1996	34.3	38.1	38.9	48.8	46.3	43.4	42.3
On schedule, spring 1997	31.2	35.6	35.1	45.4	43.1	40.5	39.5
Qualified for admission to higher education or vocation, spring 1999	13.9	16.4	15.3	19.5	18.5	19.0	18.1
<i>N</i>	760	494	373	205	216	242	253

Note. Values are percentages unless otherwise indicated.

^aSample A contains only answers from the former special needs students themselves. ^bSample B includes 11 answers from parents. ^cSample A 2015 contains only answers from former special needs students themselves. ^dSample B 2015 also includes 11 answers from parents.

Table 13 also reveals an over-representation, especially in the samples from 2012 and 2015, of students who had succeeded in obtaining vocational qualifications or had qualified for admission to colleges and universities by the spring of 1999 than in the basic data set.

Other data collected within the project

During the project data have been collected as a supplement to the extensive quantitative prospective data set. This includes qualitative as well as quantitative data. Network data is a part of this, and will be described in more details later on.

Due to restrictions by The Norwegian Data Protection Authority, the supplementary data collected in 1997 and 1998 did not have any information about the respondents in the extensive quantitative data set (Kvalsund & Myklebust, 1998). The supplementary data collected in this period includes interviews with selected student, teachers, school counsellors, administrators and headmasters, partly in the same schools as those represented in the extensive quantitative data set, partly in other schools. Interviews conducted with 60 parents of adolescents with special educational needs in two urban areas in Western and Southern Norway, were collected in 1998. All of the adolescents were schooled in special classes. In addition to this, 3400 students from 13 upper secondary schools in the counties of Nordland, Hordaland and Aust-Agder filled in questionnaires (quantitative) about their school adaptation. About 5% of these students had special educational needs. The response rate was 67,4%. None of the information collected in this part of the project refers, due to the restrictions mentioned, directly to the longitudinal data.

However, qualitative data based on the result of the quantitative data set has been collected later on. During the first project I, *Reform 94 – Special educational needs*, the terms set by The Norwegian Data Protection Authority were changed. These changes made it possible to do qualitative follow-up studies involving the respondents of the extensive quantitative data collection. The following qualitative data were collected based on information involving the youths represented in the extensive quantitative data set:

- At the end of 1999 the instructors of 16 youths who were given training at a work place as apprentices were interviewed by telephone. In some cases, supplement information from the youth and their parents were collected as well.
- Interviews with six young mothers living in a county in Southern Norway were conducted in 2002. Two of them became mothers when they were 19, three when they were 20 and one at the age of 22.
- Face to face interviews with nine young people who early in their twenties received public financial assistance, but who five years later, in 2007, were gainfully employed.
- Qualitative interviews with 21 adults who were categorized with learning difficulties or psychosocial difficulties in upper secondary school were carried out in 2015. Prospective and retrospective qualitative interview data on Face-to-face relations and Internet mediated relations, were collected for the same respondents.
- Six men and seven women receiving support measures from NAV in 2012, were interviewed qualitatively in 2015. Prospective and retrospective qualitative interview data on Face-to-face relations and Internet mediated relations, were collected for the same 13 respondents.

Table 14. Overview of the collection of extensive quantitative data and intensive qualitative data.

Data collection design – longitudinal data	Extensive quantitative prospective data		Year	Intensive qualitative prospective and retrospective data
		Autumn		
Project I: Reform 94 – Special educational needs. Funded by the Norwegian Ministry of Education and Science Wave 1–7		Cohort I: Start in upper secondary education	1994	
		Cohort II: Start in upper secondary education	1995	
	1. Data from the schools (760 SEN-students) ¹	2a. Data from schools. Abbreviated questionnaire (1265) 2b. Data from the schools (760). (Sum 2025, Population)	1996	
	3. Data from the schools (760)	4. Data from the schools (760)	1997	Taped interviews in twenty schools with 162 selected students (boys, girls, vocational, general study, ethnic and bilingual Norwegian) 110 teachers, school counsellors, administrators and headmasters. 272 taped interviews of 45 minutes each. Interviews conducted with 60 parents ⁸
	5. Data from the schools (760)		1998	
	6. Data from the schools (760)	7. Telephone interviews with parents (489)	1999	16 interviews with the instructors of apprentices
Project II: Adult life on special terms? Funded by the Norwegian Research Council Wave 8			2000	
			2001	
	8. Telephone interview with 494 formerly SEN- students	9. Telephone interview with 494 formerly SEN- students	2002 2003	
			2004	6 qualitative interviews with young mothers
Project III Young adults Funded by the Norwegian Research Council, Volda University College and Møre Research, Volda Wave 9	10. Telephone interview with 373 formerly SEN- students ²⁹		2007	
Project IV Adult life in the 30ies Funded by Volda University College Wave 10–11	11. Telephone interview with 216 vulnerable young adults		2012	9 qualitative interviews with young people – with public financial assistance early in the twenties - gainfully employed five years later
	12. Telephone interview with 253 vulnerable young adults		2015	21 interviews with adults who were categorized with learning difficulties or psychosocial difficulties. Qualitative interviews with six men and seven women receiving support measures from NAV. 34 prospective and retrospective interview data on Face-to-face relations.

⁸ Data on background variables, disabilities and special educational provision.

⁹ Data on ego-networks during spare time, work, independent life.

Network data. Data collection, identification and interpretation

Network data 2007

In most projects, there are different types of data often collected alongside one another as integral aspects of the research process. e.g. data about the attributes of units of research inviting the researcher to do variable analysis or data about the relations between units – relational data inviting to do network analysis. Both categories of data can be generated by either applying interviews, survey, observation or text. In the present project, we have used telephone interview. The basic logic behind our questions about relations and networks in the questionnaire form is to identify with whom the EGO-person *usually* is together with in different settings during the day. Research indicates that the respondent is able to recall and give reliable answer to this question.

1. *We have **two sets of ring binders** – the primary ones containing original completed questionnaires – and two ring binders Network Data I and Network Data II, containing original network data transferred to separate forms (Form for review of network data 2007. Project: Adult life on special conditions)*
2. ***Review of network data** have been undertaken in 2010 by Irene Bele and Rune Kvalsund during a separate series of meetings. The answers to network questions archived in ring binder Network Data I, were reviewed in detail for form number 1–94 in order to identify the kinds of errors and in this way have a basis for further control.*
3. *Reviewing network data information, the results have been written into a **separate network data form**. Based on data in the original ring binders we have calculated figures for network size and network density. Combining low and high values of these two variables into a typology making it possible for us to compare vulnerable youth patterns of adaptation in the spare time arena. The separate Network form is attached to the present report.*
4. ***Corrections.** The review of network data is a consequence of indications of error caused by external research assistants not having followed the written rules developed for the data collection. Because of disease, this review work had to be postponed for two years.*
5. ***The number of forms and their location.** The ring binder I of original completed questionnaires contains **185** forms, ring binder II: **133** forms and ring binder III: **54** forms added up to a sum of 372 original completed forms. Of these 4 forms were discarded because network data were missing or were incomplete and therefore unusable.*
6. ***Form numbers.** 18 forms do not have numbers in the upper left corner of the front page. A misunderstanding occurred about these numbers – they were considered to be the number for case identification – however they do not have this function. On the top of the front page of each form are two numbers – one in the top left corner and one number in the top right corner of the front page of the original questionnaire. The number in the right corner identifies the cases in the data matrix. All original questionnaire forms have this identification number in the upper right corner with digits identifying county, municipality, school and person.*
7. *A small number of questionnaire forms is completed and signed by the respondent. This was an option for respondents that preferred this way of answering as an alternative to telephone interview.*
8. *We developed detailed instructions and rules guiding the interviewer in filling in information into the questionnaire form. Despite this, some of the answers to question 11 either are not precisely enough recorded as to the size of the ego-network and who of these are having*

relations to each other. We developed a set of extended scoring rules based on the review of data referred to in point 2 above. We have followed these rules consistently in the critical review of the complete material of social network data. The results of our interpretations following these rules are filled in to the separate form Cf separate attachment) archived in the two ring binders Network Data I and Network Data II. Network data material collected in 2007 is made available for analysis by August 1st, 2011.

9. The ring binders of draft forms (forms containing support information filled in during the telephone interview, information filled into the completed questionnaire form immediately after the interview.) are examined to control how many questionnaire forms that are lacking the network data. Some answers to question 11 unclear and raises doubt about what exactly has been answered to. This concerns the form number 112023, 114003, 122007, 122013, 122030, 123002, 123005, 123009, 131008, 131011, 131012, 131013, 133006, 133014, 133020, 133024, 133028, 133037, 135001, 136003, 136013, 412003, 412004, 412005, 413002, 426030, 426042, 428001, 416033, 437004, 501002, 502029, 601014, 506005, 515012, 613002. In these cases, we have made rules of interpretation which treats equal cases at the same way. In those cases, where the actual rule was not clarifying, the form was rejected. Of the forms mentioned above this were the forms 423008, 426045, 51501, and 502029. Before the next data collection, we have to go through question 11 and possibly make this clearer. Insufficient following up by the persons who made the interview has given some uncertain answers. We have handled this aspect by formulating some systematic rules of interpretation, and consequently treated all similar cases in the same way. We have done this by formulating rules of interpretation:
10. **Rule of interpretation 1:** When there are two network groups – one consisting of close family and neighbours and a group of close friends – we consider the relations as if this was an integrated group of family/neighbours/friends in those cases where the respondent is an adult parent in a core family. The value of the network density is then set to 1, which means that all persons have relationships to each other. (However, this is not applied to interpret the network situation for single young persons).
11. **Rule of interpretation 2:** In the forms, network relations are mentioned, being unspecified as if they were in a kind informal interplay with some persons for some hours during the evening. Such network relations are too imprecise and are excluded from the data analyses.
12. **Rule of interpretation 3a:** when spouse and children are ticked off in the questions 6 and 7, but only one or nobody is ticked off in the first column (close family) in question 11, this is considered as an imprecise registration and we then add markings and relations for these in the first column of question 11.
13. **Rule of interpretation 3b:** When sufficiently many persons are ticked off in the first column (close family) in question 11, which may contain the members of, close family under the questions 6 and 7, we are considering these to be included in the network form, the first column of question 11.
14. **Rule of interpretation 4:** When there is a sign of a bow between the first and the last person in question 11, column 1(close family), this is interpreted as relationships between all these persons. Persons and relationships are marked with red print in the form.
15. **Rule of interpretation 5a:** When a group of persons is mentioned as a clique who is together, we make the interpretation that all relations are realized: that the number of real and possible relationships are the same – i.e. network density 1.
16. **Rule of interpretation 5b:** Where rule no. 5 is irrelevant and where no network bows are marked in the table (in the form) for question 11, we set the network density to 0.

17. *The network types are coded in 6 categories. One of these are mixed networks. Mostly the persons have family networks – small or larger. In addition, the majority has friends. In some cases, the family relations are dominating in combination with only one friend. In these cases, we consider it as misleading categorizing the network as mixed. It is more correct to categorize this as a family network. Equivalently, when the mate group is dominating we call it a network of friends.*
18. *When the network concerns **public assistants** we categorize the network as **public network** even if it also includes friends, neighbours, and family members.*
19. *During the inserting of data into SPSS we observe that the values of the network density (a number between 0 and 1) are being changed into an equivalent number higher than 1. For example, 0,3 is being transformed into 3,00. We have not managed to find out how to change this by changing the adjustments. Instead, we have chosen to multiply the values with 100. Still, 0 becomes 0. However, 0,1 becomes 10,00, 0,2 becomes 20, 0,3 becomes 30, etc., 0,9 becomes 90, and 1 becomes 100. This transformation or recoding does not change the relation between the values.*

The rules of interpretation above are used in consideration with a summing up of many other questions (among others housing situation, family situation, work and income, subjective health information). Taken together this information gives a background to evaluate whether the picture of the network appear reasonable due to the answers given in question 11. It is an evaluation of validity at face sheet level reducing possible errors of interpretation of the network data.

Network data 2012

Network data about Face-to-face (FTF-) relations as well as Internet-mediated (IM-) relations were gathered. Different survey-forms for data collection were developed. Data from Form 1, Adult life in the 30ies, contained questions 16 through 22 about social networks and who had contact with each other within the network - or more precisely – data about ego-networks. Data collection was performed by means of a help-sheet for each person interviewed to fill in who within the network having contact with each other. Based on this information we could construct variables on network size as well as on network density. We refer to pages 4-5 in the survey-form. Data from Form 2, Adult life in the 30ies – reminding form and self-report, from September 29th, 2012 is gathered by asking questions 7 – 12. This form is a short-version of the original survey-form and is simplified compared to Form 1. Information about network relation is accordingly judged by the respondent on group level rather than on individual level. This was necessary to avoid further attrition. Data from Form 3, Adult life in the 30ies – parent form, also give us information so as to construct the variables on network size and network density at group level. C.f. page 3-4 in the parent survey form. However, this form gave information about the social network situation for 11 persons or cases who were not capable of giving independent answers to the questions asked about social relations networks.

Completing the survey form has in some separate cases lead to minor deviances by the fact that information from question 17 about with whom the respondent actually is interacting during spare time, is not seen separated from the information on question 19 on whether these persons comprise a gang or an interconnected group. These problems have been sorted out by researcher judgement. In a few other cases answers to question 17 – (Who do you usually have contact with during the day?) and answers to question 19 (whether they are a gang) in addition would show whether the respondent have a partner or children of his own family. The resulting network pattern is therefore judged by the researchers also by controlling and cross analysing the information from other relevant questions, a procedure in some cases resulting a larger network and in other cases a smaller network than reported directly.

When sending duns or written reminders we have chosen to simplify the survey form and the written guide for telephone interviews accepting network data on group level. This was the situation for 53

respondents about whom we have entered data into the data matrix manually rather than by the Quest Back program. This means that data about network size (Question 8, Q8), basis for network density (Q9), type of network (Q10), IM-relations (Q11), the relative proportion of FTF-relations compared with IM-relation is manually entered into the data file of November 20th 2013. Also for these simplified forms the information is judged by the researchers by controlling and cross analysing the information from other relevant questions for example to establish valid information on network size and network category (family network, network of friends and peers, compensating strategic network or combinations of these three – i.e. mixed networks. We have data on spontaneous self-initiated networks (Q7) as well).

Analysing network data from 2007 we changed the criterion (number of reported members) of what was meant by a small network compared to a larger network. The criterion of 3 (used in analysis of 2003 data) members (ego not counted) was changed to 5 persons in order to describe the network as large. This means that a small social ego-network had 4 (<5) persons as members and a large network has 5 (>=) members. This is also the situation for 2012-data.

Answers to question 9 in the 2012 survey form on network density not conceptually consistent because of an unexplainable variation in answer categories in several survey forms. We therefore had to discard the information given to this question of 2012-data.

Using Quest Back produced special problems with handling the variables and interpreting the reported numbers about the social networks in the data matrix. In order to control the information on important variables systematically we therefor made a helping data matrix with seven columns: I. Form number, II. Network size (Q19), III. Network type (Q18), IV. Gang size, (Q19) (File version 20. November. 2013) V. Gang size, (Q19) (File version 2012 data, 205 respondents, 4.2. 2013), VI. Additional information on networks from answers to other questions of the survey form and VII. Network size overall judged. In this way have systematically controlled data from 205 informants (151 answers from the Quest Back form and 53 cases entered manually into the SPSS file) resulting in an overview over missing data and the consequences for analysing the 2012 material.

We can therefore analyse by the same independent and dependent (except network density) variables as before, but have to make the reservation that they are not grounded as specifically as for the datasets from 2002 and 2007. Data about network size are on group level. On the other side a somewhat less complicated procedure of collecting network data might lead to a higher response rate. We might lose something at the same time as we might win something – a well-known experience when handling dilemmas in the research process.

Network data 2015

This set of network data is collected by respondents answering 8 questions on FTF- and IM-relations i.e. questions of social contact use of Facebook and Twitter included and what is obtained or experienced through these two kinds of social networks. Respondents had alternative ways of giving their answers – i.e. telephone interview, and written answers to an ordinary mailed or e-mailed survey form. Two written reminders were sent. 253 respondents answered the questions giving a rather high response rate than 2012 data. Questions more specific are about size of ego-network, spontaneous and strategic networks, composition of networks (growing up family, own family and children, friends and peers, helpers from the community services).

Concluding Remarks

In longitudinal research, respondent attrition occurs at each wave of data collection. Thus, the samples may be biased, which is a serious problem that may threaten the external and internal validity of the research. This limitation may, however, be somewhat diminished if it is known in what respect the sample is distorted. Such information was acquired by comparing the population and samples in terms of strategic variables. The results of these comparisons are presented in this research note and may help readers assess the representativeness of the different samples established through several waves of data collection.

References

- Båtevik, F. O. (2002). *Å gjete kongens harar. Utfordingar i ein oppfølgingsstudie av ungdom*. Arbeidsrapport nr. 129. Volda: Høgskulen i Volda og Møreforskning Volda.
- Kvalsund, R., & Myklebust, J. O. (1998). *Om forskning i motstraum? Om forskingsprosessen i prosjektet Reform 94 – særskilt tilrettelagd opplæring*. Forskingsrapport nr. 37. Volda: Høgskulen i Volda og Møreforskning Volda.

Selected publications and presentations 1996–2016

- Bele, I. V. & Kvalsund, R. (2015). On your own within a network? Vulnerable youths' social networks in transition from school to adult life. *Scandinavian Journal of Disability Research* 2015, Vol. 17. (3), 195–220.
- Bele, I. V. & Kvalsund, R. (2016). A longitudinal study of social relationships and networks in the transition to and within adulthood for vulnerable young adults at ages 24, 29 and 34 years: compensation, reinforcement or cumulative disadvantages? *European Journal of Special Needs Education*, Vol. 31(3), 314–329.
- Båtevik, F. O. (1998). Kanalisering mot yrkesfag? Om særvilkårselevar i vidaregåande opplæring. I: Kvalsund, R. m. fl. *Lærande fellesskap*. Volda: Høgskulen i Volda og Møreforskning Volda.
- Båtevik, F. O. (1998). *Særvilkårselevar på yrkesfag*. Arbeidsrapport nr. 64. Høgskulen i Volda og Møreforskning Volda.
- Båtevik, F. O. (1998). *Tilbudsstruktur og særvilkår. Vidaregåande opplæring på særskilt grunnlag i seks fylke. 1994–1996*. Arbeidsrapport nr. 23. Høgskulen i Volda og Møreforskning Volda.
- Båtevik, F. O. (2000). *Frå særvilkår til fagbrev? Om tidlegare særvilkårselevar på lærekontrakt*. Arbeidsrapport nr. 86. Volda: Høgskulen i Volda og Møreforskning Volda.
- Båtevik, F. O. (2002). *Å gjete kongens harar. Utfordingar i ein oppfølgingsstudie av ungdom*. Arbeidsrapport nr. 129. Volda: Høgskulen i Volda og Møreforskning Volda.
- Båtevik, F. O. (2004). Særvilkårselevar på arbeidsmarknaden: Sårbar ungdom med demografisk flaks? *Spesialpedagogikk* 2: 8–10.
- Båtevik, F. O. (2004). Veggen til arbeidsmarknaden for tidlegare særvilkårselevar. *Spesialpedagogikk* 2: 11–13.
- Båtevik, F. O. & Myklebust, J. O. (2006). The road to work for former students with special educational needs. Different paths for young men and young women? *Scandinavian Journal of Disability Research*. Vol. 8. No.1: 38–52.
- Båtevik, F. O., Kvalsund, R. & Myklebust, J. O. (1997). *På særvilkår. Om gråsoner, overgangar og kanalisering i vidaregåande opplæring*. Forskningsrapport nr. 23. Høgskulen i Volda og Møreforskning Volda.
- Hagen, T. (1996). *Søknings og opptak. Særskilt tilrettelagt i vidaregåande opplæring 1994 og 1995*. Arbeidsrapport nr. 22. Høgskulen i Volda og Møreforskning Volda.
- Jones, L.Ø. (2003). *Særvilkårselever i høgere utdanning – hva kjennetegner dem? En kvalitativ studie av tidlegare særvilkårselever som har klart overgangen til høgere utdanning*. Hovedfagsoppgave i pedagogikk ved Norsk Lærerakademi, Bergen.
- Jones, L.Ø. og Krumsvik, R. (2008). Special needs student in higher education. *US-China Educational Review*, 3(5): 58–67.
- Kvalsund, R. (1998). *Innestengde i undervisningsrom – utestengde frå læring? Om opplæringskonteksten for særvilkårselevar under Reform 94*. Førelsesing på den nasjonale konferansen: En læringskultur i utvikling – vidaregåande opplæring ved et veiskille? Høgskulen i Lillehammer, Lillehammer, 28.–29. april 1998.
- Kvalsund, R. (1999). Inkludering–eller ekskludering. I: Kvalsund, R., Deichman-Sørensen, T. og Aamodt, P. O. *Vidaregåande opplæring–ved en skilleveg?* Oslo: Tano Aschehoug.
- Kvalsund, R. (2000). I gråsona: tilrettelegging, differensiering eller "en viss hensynstagen"? *Spesialpedagogikk* 2: 19–27.
- Kvalsund, R. (2000). Særskilt tilrettelagd opplæring – for kven? Reform 94 og "timeplankulturen". *Spesialpedagogikk* 8: 3–16.
- Kvalsund, R. (2000). Særskilt tilrettelagd opplæring under Reform 94 : elevbilette, reformføresetnader og tolkingsrammer? *Spesialpedagogikk* 7: 20–30.
- Kvalsund, R. (2001). *Ekskluderande inkludering? Om tolkingsrammer, avvik og normalitet med utgangspunkt i særskilt tilrettelagd opplæring under Reform 94*. Normalitet og avvik. Fagdag for PP-tjenesten i Oslo kommune. Røde Kors konferansesenter, Oslo 12. desember 2000.

- Kvalsund, R. (2001). *Pupils with special needs – transitions to adult life. Agency on special terms? NRC-seminar on agency perspectives in welfare and marginalisation research*. NFR programseminar for Velferdsprogrammet. Voksenåsen, Oslo, October 30–31, 2001.
- Kvalsund, R. (2002). *Innordning, tilpassing – eller motstand mot ekskludering? Einspråklege og tospråklege særtilkårslevar om skuledelen av særskilt tilrettelagd opplæring under Reform 94 – ei samanlikning*. Arbeidsrapport nr. 109. Volda: Møreforskning.
- Kvalsund, R. (2002). *The transition of pupils with special educational needs within upper secondary school—a process of inclusion? Research from the national evaluation of the Reform 94 of upper secondary education in Norway*. European Conference of Educational Research, (ECER), 2002. Network 14: Communities and their schools.
- Kvalsund, R. (2002). Utdanningsavbrot—ein kvalitet ved vidaregåande opplæring? *Spesialpedagogikk* 5: 29–46.
- Kvalsund, R. (2004). Inclusion – in disabling schools. Research from the national evaluation of the 1994 reform of upper secondary education in Norway. *Scandinavian Journal of Disability Research* 6: 151–181.
- Kvalsund, R. (2005). *Following ‘special needs students’ from school to adult life – a marginalizing transition? The relationship between earlier school experiences and spare time social networks at the beginning of adult life*. Forskningsrapport nr. 61. Volda: Høgskulen i Volda og Møreforskning Volda.
- Kvalsund, R. (2005). *What happens when young people with special educational needs leave school and begin their adult lives? A longitudinal study of adolescent’s social relationships across this transition in Norway*. Invited lecture as Visiting Academician, University of Cambridge, Faculty of Education, 13. april, 2005.
- Kvalsund, R. (2013). *Sosial læring – funksjonshemma unge eller funksjonshemmande skular? Spesialpedagogikk* 5: 24–29
- Kvalsund, R. & Bele, I. V. (2013). Kvalifisering til sosialt liv i vaksen alder – ein longitudinell studie. *Spesialpedagogikk* 5: 36–42.
- Kvalsund, R. & Bele, I. V. (2010a). Adaptive Situations and Social Marginalisation in Early Adult Life: Students with Special Educational Needs. *Scandinavian Journal of Disability Research*; 12_(1): 59–76.
- Kvalsund, R. & Bele, I. V. (2010b). Students with Special Educational Needs – Social Inclusion or Marginalisation? Factors of Risk and Resilience in the Transition Between School and Early Adult Life. *Scandinavian Journal of Educational Research*; 54(1): 15–35.
- Kvalsund, R., Deichmann-Sørensen, T. & Aamodt, P. O. (1999) (red). *Videregående opplæring – ved en skilleveg? Forskning fra den nasjonale evalueringen av Reform 94*. Oslo: Tano Aschehoug.
- Kvalsund, R. & Hargreaves, Linda (2014). Theory as the source of ‘research footprint’ in rural settings. I: White, Simone & Corbett, Michael (Eds.) *Doing educational research in rural settings: Methodological issues, international perspectives and practical solutions*. Routledge 2014 ISBN 978-0-415-82351-7. s. 41–57.
- Kvalsund, R. & Myklebust, J. O. (1996). Nedst ved bordet? Videregående opplæring på særskilte vilkår under Reform 94. I: Blichfeldt, J.F. (red.): *Utdanning for alle? Evaluering av Reform 94*. Oslo: Tano Aschehoug.
- Kvalsund, R. & Myklebust, J. O. (1997). *Research on Pupils with Special Needs. Conditions and Transitions in Different Contexts*. ECER symposium Frankfurt 1997. Notat nr. 18. Volda: Høgskulen i Volda og Møreforskning Volda.
- Kvalsund, R. & Myklebust, J. O. (1998). *Om forskning i motstrøm? Om forskingsprosessen i prosjektet Reform 94 – særskilt tilrettelagd opplæring*. Forskningsrapport nr 37. Volda: Høgskulen i Volda og Møreforskning Volda.
- Kvalsund, R. & Myklebust, J. O. (2013). Brillene vi ser med – teoretiske perspektiv og sentrale omgrep. *Spesialpedagogikk* 5: 20–23.
- Kvalsund, R. & Myklebust, J. O. (2013). Eit longitudinelt forskingsprosjekt: Sårbar menneske – frå ungdomstid til vaksenliv. *Spesialpedagogikk* 5: 18–19.
- Langøy, E., Kvalsund, R. & Myklebust, J. O. (2016). Avhengighet – eller sjølstendig liv? Livsløpsovergangar hos kvinner og menn som hadde særskilt tilrettelagt undervisning i

- videregående skole. *Tidsskrift for velferdsforskning*. (in press)
- Myklebust, J. O. (1997). Overgang på særtilkår. Oppflytting og utdanningsavbrot i vidaregåande opplæring. I: Lødding, B., Tornes, K.(red.). *Idealer og paradokser. Aspekter ved gjennomføringen av Reform 94*. Oslo: Tano Aschehoug.
- Myklebust, J. O. (1999). Særtilkårslevar i vidaregåande-vegar og vegval. I: Kvalsund, R., Deichman-Sørensen, T. & Aamodt, P.O. (red.). *Videregående opplæring – ved en skilleveg?* Oslo: Tano Aschehoug.
- Myklebust, J. O. (2000). Foreldra som bakkemannskap. *Spesialpedagogikk* 4: 3–9.
- Myklebust, J. O. (2000). På særtilkår gjennom vidaregåande opplæring. *Spesialpedagogikk* 2: 3–8.
- Myklebust, J. O. (2000). Resources and Results. Students with different forms of Specially Adapted Teaching in Upper Secondary Education. I: Ainscow, M. & Mittler, P. (eds.). *Proceedings of 5th International Special Education Congress: Including the Excluded*. University of Manchester, 24.7–28.7.2000. Utgitt som CD. ISBN: 1-903618-13-4.
- Myklebust, J. O. (2000). Skuledistansering. Om intendert avbrot blant elevar i vidaregåande opplæring. *Spesialpedagogikk* 6: 3–8.
- Myklebust, J. O. (2002). Inclusion or Exclusion? Transitions among Special Needs Students in Upper Secondary Education in Norway. *European Journal of Special Needs Education*. Vol. 17, No. 3: 251–263.
- Myklebust, J. O. (2002). *Independent living? The transition to adulthood among special needs students in Norway*. 21st Nordic Sociological Conference, Reykjavik.
- Myklebust, J. O. (2002). Inkludering i vidaregåande opplæring. *Spesialpedagogikk*. 4: 20–25.
- Myklebust, J. O. (2003). *A Longitudinal Study of Adolescents with Special Needs in Upper Secondary Education. Marginalization and Social Exclusion*. International conference in Ålesund 21.– 23. mai 2003.
- Myklebust, J. O. (2003). Gender and special educational needs. Competence attainment among special needs students in Norway. The 6th Conference of the European Sociological Association, Murcia: Aging Societies, New Sociology: Book of the Abstracts.
- Myklebust, J. O. (2003). *Intragenerational mobility and special educational needs – A Life Course perspective*. A symposium in honour of Professor Tore Lindbekk, NTNU.
- Myklebust, J. O. (2003). Jóvenes con discapacidad en Noruega: Discapacidad, género y logro de competencia. *SigloCero*, Vol. 34, Número 208:34–47.
- Myklebust, J. O. (2003). Konferanse om forskning og funksjonshemming i Salamanca. *Spesialpedagogikk* 7: 37–39.
- Myklebust, J. O. (2003). Oppfølgingsstudiar av risikoutsett ungdom. Ei litteraturodrøfting. *Tidsskrift for velferdsforskning*. Vol 6. Nr. 1: 43–55.
- Myklebust, J. O. (2003). Special Needs Students in Vocational Education and Training in Norway—A Longitudinal Study. *European Journal Vocational Training*. 30: 32–44. (Artikkelen finst også i den tyske, franske og spanske utgåva av dette tidsskriftnummeret.)
- Myklebust, J. O. (2004). Elevar med særskild tilrettelegging: Ordinærklasse eller spesialklasse? *Spesialpedagogikk* 2: 4–6.
- Myklebust, J. O. (2004). *From School to Adult Life. Transitional Processes among Adolescents with Special Educational Needs*. Forskningsrapport nr. 155. Volda: Høgskulen i Volda og Møreforskning Volda.
- Myklebust, J. O. (2006). Class placement and competence attainment among students with special educational needs. *British Journal of Special Education*. Vol. 33, No. 2:76–81.
- Myklebust, J. O. (2007). Divergent Paths: Competence attainment among students with special educational needs. *International Journal of Inclusive Education*. Vol. 11, No 2: 215 – 231.
- Myklebust, J. O. (2010). Evaluación de la inclusión en Bachillerato y sus efectos. Experiencias sobre la Investigación Longitudinal Noruega. *Revista educación inclusiva*. Vol. 3, No. 1:11 – 22. (Engelsk: side 23 – 32)
- Myklebust, J. O. (2012). The transition to adulthood for vulnerable youth. *Scandinavian Journal of Disability Research*. No.1:1 – 17.

- Myklebust, J. O. (2013): Disability and adult life: dependence on social security among former students with special educational needs in their late twenties. *British Journal of Special Education*. Vol. 40. No. 1:4–12.
- Myklebust, J. O. (2014). How Physical Disabilities Influence Social Security Receipt among Vulnerable People in their Late Twenties. *Journal of Developmental and Physical Disabilities*. Vol. 27.(1) s. 1–14.
- Myklebust, J. O. (2014). Livsløp i utakt: trygderisiko blant menneske som har hatt særskild tilrettelegging i vedaregåande opplæring. *Spesialpedagogikk* 3: 47–57
- Myklebust, J. O. (2015). How disability and school-related variables influence social security dependence among vulnerable young people in their late twenties. *Emotional and Behavioural Difficulties*. Vol. 20. (3) s. 252–264.
- Myklebust, J. O., Båtevik, F. O. & Røys, E. F. (2013). Arbeid eller trygd. *Spesialpedagogikk* 5: 5–13.
- Myklebust, J. O. & Båtevik, F. O. (2005). Economic Independence for Adolescents with Special Educational Needs. *European Journal of Special Needs Education*. Vol. 20, No. 3, August 2005, pp. 271–286.
- Myklebust, J. O. & Båtevik, F.O. (2009). Earning a living for former students with special educational needs. Does class placement matter? *European Journal of Special Needs Education*. Vol 24. No. 2: 203 – 212.
- Myklebust, J. O. & Båtevik, F.O. (2014). Economic independence among former students with special educational needs: changes and continuities from their late twenties to their mid-thirties. *European Journal of Special Needs Education*. Vol. 29. (3) s. 387–401.
- Myklebust, J. O., Kvalsund, R. & Båtevik, F. O. (2000). *Adult life on special terms? The way into society for pupils with special needs in upper secondary school*. Notat. Volda: Møreforskning Volda.
- Myklebust, V.K. & Myklebust, J.O. Mental health among former students with special educational needs who are now in their mid-thirties. Accepted for publication in *British Journal of Special Education*.
- Myklebust, J. O. & Solvang, B. (2005). Young Mothers with Special Educational Needs. *Young. Nordic Journal of Youth Research*. Vol 13 (1): 73–87.
- Myklebust, J. O. og Kvalsund, R. (2000). *Særvilkårselevar med fysiske funksjonsvanskar opplæringsvilkår under Reform 94*. Volda: Møreforskning Volda.
- Remøy, A.-K. (2003). *Avvikskapande prosessar i overgangen mellom skule og vaksenliv. Minoritetsspråklege særvilkårselevar har ordet*. Hovedfagsoppgave i Flerkulturell og utviklingsrettet utdanning. Vårsemesteret 2003. Høgskolen i Oslo.
- Røys, E. F. (2012). Ungdom med særskilte behov – frå trygd til arbeid. *Spesialpedagogikk* 5: 33–41.
- Røys, E. F. (2015). Arbeid til unge som starta vidaregåande med særskilt opplæring – om foreldreforventningar og tilpassingsprosessar. *Fontene forskning* 15 (1): 48–59.
- Røys, E. F., Myklebust, J. O. (2014). «Trygd og sosialhjelp blant sårbar ungdom». *Tidsskrift for velferdsforskning*. 14 (2): 47–62.
- Skjong, G. & Myklebust, J.O. (2016). Men in limbo: former students with special educational needs caught between economic independence and social security dependence. *European Journal of Special Needs Education*, Vol. 31(3), 302–313.
- Solvang, B. (2004). Særvilkårselev og ung mor. *Spesialpedagogikk* 2: 14–21.