

| Author (date) | Title | Country the study is based in | Relevant participant details | Data collection method | Key findings |
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| An and Lee (2019) | Difficulty in returning to school among adolescent leukaemia survivors: A qualitative descriptive study | South Korea | 14 participants 14-22 y.o. Leukaemia | Semi-structured interviews Thematic analysis | Feelings of alienation from friends Difficulty in studying Stuck being different from others Apologetic feelings for family Feelings of having an uncertain future |
| Bessel (2001) | Children surviving cancer: Psychosocial adjustment, quality of life, and school experiences | US | 51 participants 8-17 y.o. Cancer survivors | Divided into 2 groups (8-12 y.o. and 13-17 y.o.). Mixed methods Interviews Open coding category-generating process. | Helpfulness and understanding of teachers Academic performance Peer interaction and acceptance Homebound instruction Importance of attending school |
| Cameron (2019) | The psychosocial interactions of Adolescent and Young Adult (AYA) cancer survivors and the possible relationship with their development | New Zealand | 4 participants 16-19 y.o. + 6 participants 20-25 y.o. Cancer survivors | Face-to-face interviews + one-year follow up interview. Thematic analysis. | Personal privacy and sharing of information Independence Identify formation Positivity Acknowledgement v being treated normally Support instead of supporting others |
| Choquette, Rennick & Lee (2015) | Back to School After Cancer Treatment: Making Sense of the Adolescent Experience | Canada | 11 participants 13-17 y.o. Cancer survivors | Face-to-face interviews. Photo-elicitation. Line-by-line, open and axial coding. Meaning-making theoretical model integrated as a guide. | Being on the right track to recovery Bridging the two worlds Establishing a new life at school |
| Christian, B. J.; D'Auria, J. P. (1997) | The child's eye: memories of growing up with cystic fibrosis | US | 20 adolescents 12-18 y.o. Cystic Fibrosis | Retrospective interviews Life event line used. Field notes also taken. Open coding, axial coding. | Keeping secrets Hiding visible differences Discovering a new baseline |
| Cotter (2016) | The journey through school for children with cystic fibrosis : an interpretive phenomenological analysis | Ireland | 4 participants 11-16 y.o. Cystic Fibrosis | In-depth interview IPA | Disruption to school life Being in control Reducing embarrassment Friends supporting Uncertainty Goals and the future |
| D'Auria, Christian, Henderson & Haynes (2000) | The company they keep: the influence of peer relationships on adjustment to cystic fibrosis during adolescence | US | 15 participants 17-22 y.o. Cystic Fibrosis | Third study in a series of 3 qualitative studies. Interviews. Constant comparative method Thematising and coding | Losing ground Being out the loop Finding a new company of friends Fighting a never-ending battle |

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| Dockett (2004) | "Everyone was really happy to see me!" The importance of friendships in the return to school of children with chronic illness | Australia | 10 young people 5-16 y.o. Unspecified chronic conditions | Face-to-face interviews. Transcripts coded by 2 researchers. | Positive and negative aspects of friendships Feeling excited Feeling nervous Disclosure Difficulties in maintaining friendships |
| Ferguson & Walker (2014) | Getting on with life': resilience and normalcy in adolescents living with chronic illness | Australia | 31 participants 10-18 y.o. Unspecified chronic conditions | Longitudinal case studies Informed by interviews of participants in 3 'waves' over 3 years (first one photo-elicitation) Thematic coding Both transcripts and materials (photos) analysed | Managing lives by focussing on opportunities Influences, optimism and the future Resistance to being seen as different The role of school and peers The interrelationship between normalcy and resilience |
| Fleischman K., Smothers, M.K, Christianson, H. F. & Carter, L. (2011) | Experiences of Adolescents with Type 1 Diabetes as They Transition from Middle School to High School | US | 6 participants 14-15 y.o. Type 1 Diabetes | Interviews, structured Themes, then core ideas/ summaries, then cross-analysis. | Transition Identity Support Friends and peers Disclosure Self-care |
| Forgeron, Evans, McGrath, Stevens & Finlay (2013) | Living with difference: Challenges to friendships for adolescents with pain | Canada | 16 participants 14-18y.o., Chronic pain | Interviews IPA | Rethinking the self with pain' Integrating pain into the self Understanding and sharing about chronic pain: 'Rethinking friendships' Distancing the self Needing a different quality in close friendships |
| Fottland (2000) | Childhood Cancer and the Interplay between Illness, Self-evaluation and Academic Experiences | Norway | 8 school children 11-19 y.o. Cancer survivors | Semi-structured interview Young people interviewed individually and then parents introduced together and, lastly, hospital staff interviewed in groups. Thematic | Attainment Attendance Lack of confidence Peers Catching up on social, physical and recreational activities a challenge |
| Gabe, Bury & Ramsay (2002) | Living with asthma: The experiences of young people at home and at school | UK | 55 participants 11-16 y.o. Asthma | Interviews Thematic analysis | Experiencing asthma Explaining asthma Management of asthma |
| Gathercole (2017) | The educational experiences of children with cystic fibrosis | UK | 5 participants 9-17 y.o. Cystic Fibrosis | Online semi-structured interviews Option for photovoice Mixed analytical methods (thematic) | Being me first Balancing treatments and school activities Staying well at school Knowing about CF CF impacting learning Educational support Negotiating CF alongside adolescence |

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| Glasson (1995) | A descriptive and exploratory pilot study into school re-entrance for adolescents who have received treatment for cancer | UK | 5 adolescents 12-16 y.o. Cancer | Semi-structured interviews. Grounded theory, exploratory and descriptive. Analysed emerging conceptual categories. | Disruption Behind in school work Normality |
| Holley, Walker, Knibb, Latter, Liossi, Mitchell, Radley, Roberts (2018) | Barriers and facilitators to self-management of asthma in adolescents: An interview study to inform development of a novel intervention | UK | 28 participants 12-18 y.o. Asthma | Focus groups and interviews Inductive thematic analysis | Forgetting treatment Managing medication Knowledge Difficulty concentrating School staff, understanding and support at school |
| Holmstrom & Soderberg (2021) | The lived experiences of young people living with type 1 diabetes: A hermeneutic study | Sweden | 10 participants 13-18 y.o. Type 1 Diabetes | In-depth, open-ended, qualitative interviews. Thematic analysis. | Living a transformed and re-organised everyday life Feeling new emotions in the body Living a governed everyday life Being affected as a person Being met with understanding and support Informing about diabetes is important School can be problematic |
| Kime (2014) | 'Join us on our journey': exploring the experiences of children and young people with type 1 diabetes and their parents | England | 116 participants 6-25 y.o. Type 1 Diabetes | 3 year multisite study. Nine acute trusts across Yorkshire and the Humber region. Talking groups (term coined by the young people) separated by age (6-11, 12-14, 15-17, 18-25). Thematic analysis. | Diabetes care Education Communication and support School Transition |
| Kuntz, Anazodo, Bowden, Sender & Morgan (2019) | Paediatric Cancer Patients' Treatment Journey: Child, Adolescent, and Young Adult Cancer Narratives | US | 30 participants 10-25 y.o. Leukaemia, Solid Tumours | Semi-structured interviews. Transcripts analysed in detail by each member of team. Thematic analysis. Peer evaluations. | Activity challenges Disconnection from school: Importance of storytelling Communication challenges The value of altruism towards patients in the future |
| Kyngas (2004) | Support network of adolescents with chronic disease: adolescents' perspective | Finland | 40 participants 13-17 y.o. Asthma, Epilepsy, Juvenile Rheumatoid Arthritis, Type 1 Diabetes | Interviews dealt with 2 topics: everyday life with a chronic disease and informant's support network. Content analysis. | Peers: Fellow sufferers Friends without chronic condition School: Sometimes used condition as an excuse Comfort in nurse knowing Acceptance from peers v. teasing and causing trouble |

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| Lakeman (2021) | The school experiences of young people with a chronic health condition : an interpretative phenomenological analysis | UK | 5 participants 13-16 y.o. Type 1 Diabetes, Epilepsy, Cerebral Palsy, Mitochondrial Genetic disease | Semi-structured interviews, creative task to prepare. IPA. | Autonomy Relationships and belonging Navigating the School Day Emotional Wellbeing at School Planning for the Future |
| Li, Lopez, Chung, Ho & Chiu (2013) | The impact of cancer on the physical, psychological and social well-being of childhood cancer survivors | China | 15 participants 8-16 y.o. Leukaemia, Lymphoma, Brain Tumour, Osteosarcomas, Kidney Tumour, Germ-cell Tumour | Semi-structured interview Content analysis Peer debriefing | For most, some impact on academic performance and pay extra efforts to keep up |
| Lightfoot, Wright & Sloper (1999) | Supporting pupils in mainstream school with an illness or disability: young people's views | UK | 33 participants 11-16 y.o. Unspecified chronic condition, physical disability | Semi-structured interviews Framework analysis | Absence Exclusion Relationships with teachers Relationships with peers |
| MacMillan, Kirk, Mutrie, Moola & Robertson (2015) | Supporting Participation in Physical Education at School in Youth with Type 1 Diabetes: Perceptions of Teachers, Youth with Type 1 Diabetes, Parents and Diabetes Professionals | Scotland, UK | 16 participants 7-14 y.o. Type 1 Diabetes | Interviews for young people (also focus groups with teachers, FG and int with health care professionals). Constructivist thematic analysis. | Differences between primary and secondary schools Areas requiring address in all schools What teachers can do to help accommodate youth with type 1 diabetes What schools can do to help accommodate youth with type1 diabetes |
| Newbould, Francis & Smith (2007) | Young people's experiences of managing asthma and diabetes at school | UK | 69 participants 8-15 y.o. Asthma and Diabetes | Interviews with young people (and separate interviews with parents). . . Coding and thematising | Access to medication whilst at school Use of medication at school Impact on regimen Role of teachers and 'informed friends' Exercise School trips Being different |
| Pini, Gardner & Hugh-Jones (2019) | How and Why School Is Important to Teenagers with Cancer: Outcomes from a Photo-Elicitation Study | UK | 12 participants 13-16 y.o. Leukaemia, Lymphoma, Soft Tissue Sarcoma or Bone Tumor | Photo-elicitation interviews 2, 6, and 9 months post-diagnosis. IPA. 9 participants completed 3 interviews, 3 completed 1. | Falling behind Controlling the story Conflicting priorities Maintaining educational pace A paused life? Finding a way to be the same but changed Legacy of missed schooling |

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| Pini, Gardner, Hugh-Jones (2016) | How teenagers continue school after a diagnosis of cancer: experiences of young people and recommendations for practice | UK | 12 participants 13-16 y.o. Leukaemia, Lymphoma, Soft Tissue Sarcoma, Bone Tumour | Longitudinal, photo-elicitation study with interviews over three time points. 1 interview in first 2 months of diagnosis, one approx 6 months post diagnosis, one at approx 9 months post diagnosis. IPA | Regulation and calibration Regulatory importance of exams and grading Belonging to the school community Damaging effect of miscommunications Changing peer dynamics and norms Adapting to altered appearances Special consideration v normality |
| Pini, Hugh-Jones, Shearsmith, Gardner (2019) | What are you crying for? I don't even know you' - The experiences of teenagers communicating with their peers when returning to school | UK | 12 participants 13-16 y.o. Lymphoma, Hodgkin's Lymphoma, Osteosarcoma, A-plastic Anaemia or Acute Lymphoblastic Leukaemia | Photo-elicitation, interviews conducted at 3 time points during the year. Following diagnosis of lymphoma, Hodgkin's lymphoma, osteosarcoma, A-plastic anaemia, or acute lymphoblastic leukaemia. IPA. | Approaches to telling Lives becoming public property Owning the story |
| Ragni Cappelletti, De Stasio, Tondo, Specchio, Vigeveno & Gentile (2020) | The impact of epilepsy on adolescence: a quali-quantitative investigation using focus group | Italy | 8 participants 15-20 y.o. Epilepsy | Mixed methods: qualitative, focus groups quantitative, self-report questionnaire Thematic coding | Peer relationships and acceptance Autonomy School as bad place to have a seizure Lack of staff skills Concern over academic achievement Future |
| Secor-Turner, Scal, Garwick, Horvath & Kellerman Wells (2011) | Living With Juvenile Arthritis: Adolescents' Challenges and Experiences | US | 7 participants 14-21 y.o. Juvenile Arthritis | 2 Focus groups, semi-structured interview protocol. 1 x 14-21 y.o. and 1x 22-29 y.o. Descriptive content analysis | Challenges included playing sports/ participating, doing schoolwork and talking to teachers Pain impeded ability to complete some work Management of pain and exercising |
| Vera et al. (2015) | The lived experience of pain in adolescents diagnosed with cystic fibrosis | US | 5 participants 13-19 y.o. Cystic Fibrosis | Exploratory descriptive design. Interviews exploring pain experiences within 5 domains: pain characteristics, activities, relationships, work/school life and healthcare team Content analysis with team-based constant comparisons. | Negative impact of restrictions in daily life Social life and emotional toll - missing school functions, social activities and sports Disclosure to teachers |
| Wakefield, Puhl, Litt & Zempsky (2020) | "If it ever really hurts, I try not to let them know:" The use of concealment as a coping strategy among adolescents with Chronic Pain | Canada | 18 participants 12-17 y.o. Chronic Pain | 5 focus groups of 3-5 adolescents. Directed content analysis, inductive content analysis. | Avoidance of judgement Avoidance of being a social burden Desire to be treated normally Social isolation Cognitive burden |

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| Wilkie (2012) | "Absence Makes the Heart Grow Fonder": Students with Chronic Illness Seeking Academic Continuity through Interaction with Their Teachers at School | Australia | 11 participants Year 10-12 Cancer, Anorexia Nervosa, Conversion Disorder, Renal Failure, Multiple Sclerosis and Cochlear implant complications | A qualitative collective case study of students and their teachers, involving observations, interview and questionnaire. | Teachers finding out Teacher concern Ambiguity of school and teacher responsibility |
| Winger et al (2013) | Sometimes it feels as if the world goes on without me': adolescents' experiences of living with chronic fatigue syndrome | Norway | 18 participants 12-18 y.o. Chronic Fatigue Syndrome | In-depth interviews | Being forgotten by friends, school teachers and family members Teaching staff not understanding Reduced school attendance Feeling left behind by peers Some positive aspects |
| Zhu & Van Winkel (2015) | Using an ICT tool as a solution for the educational and social needs of long-term sick adolescents | Belgium | 8 participants 12-19 y.o. Fibromyalgia, CVS, CRPS, Vascular problems, Hodgkin's, Operation leg extension, Depressive symptoms, Auto-immune disease | Online survey (young people) and interviews (young people and parents separately) | maintaining connection with school Peers and social contact School community |