

Author (date)	Title	Country the study is based in	Relevant participant details	Data collection method	Key findings
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 Identity 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

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

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

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

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

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