

The purpose of this study is to examine the model of school adjustment of students with learning disabilities and general students in senior and/or vocational high schools. Questionnaires are used in this study, which includes 234 students with learning disabilities and 234 general students in senior and/or vocational high schools. The data was analyzed using t-test, two-way ANOVA, and structural equation model. The results of the study are described as follows: 1. The school adjustment of students with learning disabilities is inferior to that of general students in senior and/or vocational high schools. The subscales of school adjustment for peer relationship, teacher-student relationship, learning method, learning attitude, and learning habit of students with learning disabilities are also inferior to that of general students. 2. Significant differences exist in each subscale of school adjustment between students with learning disabilities and general students in senior and/or vocational high schools. 3. Gender, grades, SES and departments affected no difference in the school adjustment of students with learning disabilities in senior and/or vocational schools. 4. Evaluating the basic goodness-of-fit indices, and the internal and external quality of structure, the model of school adjustment was empirically indicated. According to the results of this study, several suggestions for teaching counseling and future studies are proposed.