

**Profiles of coping styles and relationship with academic performance
of university students with disability** (pp. 727-742)

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This study aims to identify the existence of profiles of coping styles based on the most used coping strategies in a group of students with disability, according to sex, age, type and stage in which the disability is acquired. Likewise, it is examined whether the average scores in academic performance vary according to the coping profiles obtained. The Brief COPE Inventory was administered to a sample of 153 university students from 18- to 26-years old ($M= 24.69$, $SD= 5.02$), with different types of disability (visual, hearing, motor and cognitive). The results reflect a higher percentage of students with avoidant and social support-based coping styles, finding this profile to a greater extent among students with auditory and cognitive functional diversity, who have acquired this disability throughout life. Regarding academic performance, a positive relationship was expressed with the active coping style. The results emphasize the need to promote active coping skills to enhance the academic success of students with disability.