

# **Access and Barriers to Educational Services for Canadian Children with Disabilities**

Dafna Kohen, Sharanjit Uppal, Saeeda Khan, & Laura Visentin,  
Health Analysis and Measurement Group,  
Statistics Canada

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## **Summary of Findings**

### **Type of School**

- In Canada and the provinces, the majority of children with disabilities attend regular school (64%), with one quarter attending a regular school that offers special education classes (26%), and only a small minority (6%) attending special education schools.
  - There is much variability in provincial rates of school participation.
  - New Brunswick (84%), Nova Scotia (80%), and Prince Edward Island (87%), have higher attendance rates for regular school than the national average.
  - Quebec has the largest proportion of children with disabilities attending special education schools (22%) and the smallest proportion of children attending regular schools (51%).
  - Ontario and Newfoundland have the highest percentage of children with disabilities in regular schools that also offer special education classes (31%)
  - It is unclear if these differences reflect provincial differences in policies such as increased inclusion or an emphasis on mainstreaming children with disabilities or whether it is a reflection of limited special education services available.

### **Special Education Services**

- Learning disabilities are the most frequently reported condition for which special education services are required (81%). Provincial rates vary from 69% to 89% with British Columbia reporting a significantly lower rate than the national rate.
  - Nearly one third (31%) of disabled children in Canada experience difficulty in receiving special education services. The provinces follow the same pattern with reported rates of difficulty ranging from 23% in New Brunswick and Saskatchewan to a high of 35% in Ontario.
  - The most common reason reported for difficulty in receiving special education services was insufficient level of staffing or services (75%), followed by difficulty in having the child assessed (47%), communication problems with the school (44%), and services not being locally available (39%).
  - The length of time to achieve the present level of education is the most frequently reported impact of the child's conditions (43%).

- Of those who report using assistive aids/devices/services, the most common service used is tutors and teachers aids (57%) and the main reason for assistive aids/devices/services not being available is a lack of school funding and cutbacks.
- Overall parent participation in the child's schooling is very high. This would be expected based on instructional education planning and other communications required. Almost all parents report corresponding with the child's teacher (96%), a majority attend school events (78%), and participate in fund raising activities (65%).
- The most frequently cited method of transportation is by school bus (34%) with children in the Atlantic Provinces and Quebec reporting higher school bus usage than the national average and children in British Columbia reporting less frequent bus usage.
- Professionals such as psychologists or psychiatrists most frequently complete children's assessments (63%) with Newfoundland, PEI, and New Brunswick reporting lower rates of assessment by psychologists and psychiatrists than the national average, and Quebec reporting higher than national average rates for assessments by speech or language therapists.

### **Urban-Rural Differences**

- Attendance in regular schools and the use of bus transportation is higher for those living in rural areas as compared to those living in urban areas.
- Respondents living in rural areas also have a higher rate of reporting that difficulties in obtaining special education services are due to local unavailability as compared to those living in urban areas.
- Parents in rural areas have higher participation rates in school events, volunteering in the classroom, and fundraising as compared to parents in urban areas.
- For both urban and rural areas, regular school attendance rates are higher for preschool aged children (4-5) as compared to the oldest age group (11-14) but the rate of regular and special education school attendance increased for the oldest children in urban areas.
- No differences were found between the number of disabling conditions or complexity of conditions between urban and rural areas.

### **Urban Size**

- Small urban areas have a high rate of regular school attendance compared to large urban areas.

- Lack of funding is reported most frequently as the primary reason for services not being available, regardless of size. The smallest urban areas report the highest rates of funding cuts as a reason for service unavailability.

- Small urban areas report lower rates of emotional/psychological/behavioral conditions as being the main condition for special education services as compared to mid-sized urban areas.

- Small areas have lower rates of psychologists and psychiatrists completing assessments as compared to large urban areas.

### **Summary from Regression Results**

- Findings from the regression models suggest that type of disability, as well as the complexity of the child's disability, are both important for access of school services.

- Children with physical disabilities only or chronic conditions only are more likely to attend regular classes and less likely to experience difficulties in accessing special education services, as compared to children who have a developmental/ learning/ psychological disabilities. These children are also less likely to have had to leave their community as a result of their condition but more likely to have taken fewer courses or of having their schooling interrupted as a result of their condition, as compared to children who have a developmental/learning/ psychological disability.

- Children with multiple conditions have lower odds of attending regular classes only, higher odds of attending special education classes only, and more difficulty in accessing special education services as compared to children who reported a single condition. Moreover, children with multiple conditions have higher odds in having their schooling interrupted, having to leave their community for schooling, and taking longer to achieve their present level of education.

- The province and the size of the city or residence play an important role in educational services.

- Children with disabilities who live in small urban areas have significantly higher odds of attending regular classes and lower odds of attending special education classes as well as lower odds of not accessing assistive aids/devices/services because the school did not think the child needed them, as compared to children who live in larger urban areas. In addition, children who live in small urban areas have the lowest odds of having to leave their community as a result of their condition and also have lower odds of having their schooling interrupted as a result of their condition.

- Children with disabilities in Newfoundland have significantly lower odds of attending regular classes as compared to children who live in Ontario. Those who live in New Brunswick or Prince Edward Island have significantly higher odds of attending regular classes only as compared to children in Ontario.

- Children with disabilities who live in the province of Québec have marginally significant higher odds but those living in Manitoba or Saskatchewan have lower odds of attending special education classes only as compared to children who live in Ontario.

- Children with disabilities who live in Prince Edward Island, New Brunswick, Manitoba, Saskatchewan, and Alberta all have significantly lower odds of experiencing difficulty in accessing special education services compared to children who live in Ontario

- Children with disabilities who live in Quebec have significantly higher odds of having to leave their community as a result of their condition compared to children who live in Ontario. Whereas, those who live in British Columbia have significantly lower odds of having to leave their community as a result of their condition compared to children who live in Ontario.

## **Introduction**

There have been a number of educational reforms for children and youth with disabilities since the early 1980's. In this report we start by describing changes in American as well as Canadian policy (national and provincial) to set up the context for an examination of the issues related to access and barriers to educational services for Canadian children. We then proceed to describe trends for a nationally representative sample of children with disabilities using data from the 2001 Child component of the Participation and Activity Limitation Survey (PALS; Ministry of Industry, 2003). Our analytic strategy consists of two parts. The first is a descriptive analysis examining national and provincial trends and examining if the location of residence makes a difference for access to educational services for children with disabilities. We examine national and provincial patterns as well as urban, rural, and a comparison of residence in different sized urban areas. The second part of the empirical study uses regression analyses to examine the associations of a) the type of condition and b) the "complexity" of the conditions, a marker for severity, on educational access and barriers. In these analyses we control for a host of factors including family socio-demographic factors and province of residence to examine these relationships.

## **PART I**

### **United States Policy**

In 1975, legislation known as the Education for All Handicapped Children Act (P.L.94-142) was passed in order to ensure that children with disabilities were not excluded from public schools (Altshuler & Kopels, 2003). This act mandated:

- Free and appropriate public education (FAPE) provided in the least restrictive environment (i.e. learning in regular classrooms with non-disabled children to the greatest extent possible)
- Protection from inappropriate and overly restrictive placements and discriminatory assessments through the requirements of parental informed consent and a multidisciplinary assessment team
- An Individualized Education Plan (IEP), reviewed and re-written annually

The act was reauthorized in 1990 as the Individuals with Disabilities Education Act (IDEA, P.L. 101-4). The IDEA allowed authorization for federal funds to cover some of the associated costs of special services. However, since IDEA was implemented by individual states it was also subject to interpretation by the state. Therefore, the compliance rates and implementation methods were highly variable between US states (Ahearn, 2003).

In 1997 amendments were made to IDEA which became effective in October 1999 (Altshuler & Kopels, 2003). The major revisions included:

- The expansion of child disability categories to include Attention Deficit/Hyperactivity Disorder (ADHD)
- Increased access to educational services for mobile, homeless, and culturally diverse populations
- The inclusion of regular education teachers and strengthened roles of parents and non-parent guardians in IEP planning
- An allowance for payment of a private school placement if public services are not available or adequate
- A review of disciplinary procedures for children with disabilities in order to balance appropriate discipline with adequate educational services

A central intent of the IDEA was to ensure free appropriate public education for all children with disabilities. This would be accomplished by supporting states and localities so that

they could improve child outcomes by protecting the rights and meeting the individual needs of all children and youth with disabilities and their families.

Early and accurate identification of children with disabilities was seen as critical to ensuring they received services essential to their success. The 1997 reauthorization of IDEA modified the focus of the law from providing access to services to improving results and accountability. Still paramount to achieving improved results was early and accurate identification. The issue of identification and diagnosis is still prominent in current discussions.

In 2000, IDEA covered 11% of school children, and its goal of moving from segregated education to public education integration had largely been met (Kober, 2002). Benefits that have been described include more children being identified and provided with intervention at a younger age (Kober, 2002). While children with disabilities were not necessarily spending 100% of their time in a regular education classroom, inclusion was much more prevalent. Using a variety of data sources, mainly from the US Department of Education, in particular the Office of Special Education Programs, the American Youth Policy Forum/Center on Educational policy reported that 96% of children with disabilities learned in regular school, up from 20% thirty years ago, in the 1970's. Moreover, three-quarters of disabled students spent at least 40% of their day, and almost half spent at least 80% of their day, in a regular education classroom. In addition, high school graduation rates, college enrollment rates, and employment rates have also increased for the disabled, but have not reached an optimal high level. Finally, there has been an increase in the special education teaching force, and more parental involvement in the schools (Kober, 2002).

Currently the focus in the US is shifting from ensuring access to the improvement of educational quality and knowledge and skills outcomes. Areas recommended for future work have included academic support for both students and special education teachers to ensure that students can attain optimal performance levels, as well as increased federal funding to the states. Barriers that still remain include a shortage in special education teachers, inadequate teacher training, and barriers to assistive technologies (Kober, 2002).

In 2004, IDEA was reauthorized with a minor name change. Though still referred to as IDEA, it was called the Individuals with Disabilities Education *Improvement* Act and was built upon provisions set out in the No Child Left Behind Act, an educational reform to improve schools for all children. The new law had several goals :

- Ensuring high standards for special education teachers
- Increasing funding
- Reducing over-identification of Learning Disability by changing eligibility for classification
- Changing suspension and expulsion requirements for children with disabilities
- Decrease the burden of paperwork for teachers
- Streamlining the IEP creation and modification process

### **Canadian Policy**

Prior to the 1970s, disability was largely defined as a diagnostic, biomedical category in which medical professionals diagnosed conditions and oversaw ongoing care. Since the 1970s, however, definitions have changed with a focus on the rights of disabled individuals as equal citizens along with the argument that disability is *socially constructed*.

In 1982, the *Canadian Charter of Rights and Freedoms* guaranteed equality for persons with mental and physical disabilities and prohibited discrimination based on handicapping conditions. In addition, as specified in the Charter, Canadian provinces have education laws which ensure that all students receive free and appropriate education. However, the definitions of “appropriate education” vary by province and clear definitions do not exist.

Children with disabilities, especially school-aged children, have not been a primary focus for policy (Valentine, 2001). For example, in the 1990’s disability policy focused on labour market attachment. For working-age persons with disabilities (those aged 18 to 64), these efforts resulted in new policy frameworks such as bilateral agreements for Employment Assistance for Persons with Disabilities, and the creation of programs such as the Opportunities Fund. Unlike the case of working-age persons with disabilities, however, governments have devoted little attention to the particular needs of children with disabilities and their families, especially for school-aged children. (Valentine, 2001)

Generally, the commitment among governments has been to de-institutionalize children with intellectual disabilities and to integrate them into community settings. However, in 1997, the Supreme Court of Canada overturned a decision by the Ontario Supreme Court in the highly controversial Eaton vs. Brant County Board of Education case, which had ruled in favour of regular class placement for a 12-year old girl with severe disabilities. The Supreme Court of Canada ruled that the placement decisions should take into account “the child’s best interest and special needs”. The aim of the ruling was to ensure that provinces and territories offer a full

continuum of services to meet the needs of students with special needs. This ruling also established that there is no inherent basis for the belief that a regular education class placement is always the best solution. Regardless, inclusive settings are often viewed as the preferred placement for a child with disabilities (Dworet & Bennett, 2002).

The National Children's Agenda (NCA) drafted by the federal, provincial/territorial social service ministers in 1999 in response to the September 23, 1997, Speech from the Throne which emphasized the need for "a comprehensive strategy to improve the well-being of Canada's children". Originally, the NCA did not consider children with disabilities. As a result, several disability organizations responded to the federal government (e.g. the Canadian Association for Community Living (CACL), the lead disability organization on issues relating to children with disabilities, responded with *Don't Exclude Our Children: Include All Canada's Children in the National Children's Agenda; A National Strategy for Persons with Disabilities: The Community Definition*) and as a result, the federal government amended the NCA statement to make it more inclusive of children with disabilities and their families.

Around the same time as the establishment of the NCA, many independent social policy initiatives have been developed which address disability:

- *In Unison* (1998) was signed by the federal and provincial/territorial governments (except for Québec) and provided a "blueprint" for policy development in the area of disability. It made a commitment to "full citizenship" for people with disabilities and identified three "building blocks" to guide policy development, i. disability supports; ii. income supports; and, iii. employment supports.
- The *Social Union Framework Agreement* (1999) laid the ground rules for how the federal and provincial/territorial governments will work to establish a social policy framework; targeting, among other social issues, both children and disability.
- The *Federal Disability Strategy* (1999) aimed to enhance the capacity of the disability community to participate in policy development and to address existing barriers to citizenship and inclusion for the disabled community.
- *Working Together* (1999) was a framework for collaboration between government and the voluntary sector, acknowledging the role of the voluntary sector in providing a vehicle for public policy dialogue, delivering services, engaging citizens and building links across diverse communities. Among other things, *Working Together* focused on building the capacity of the

disability community, improving access, and removing barriers to disability supports and income, addressing the acute needs of Aboriginal people with disabilities, and enhancing the employability of persons with disabilities.

- The *Agreement on Early Childhood Development Initiatives* (ECDI; 2000) was signed by the federal government and provincial/territorial governments (except Québec) acknowledging the need for all levels of government to work together to support families and local communities. It committed the federal government to invest \$2.2 billion over five years, starting in 2001-02. The ECDI has been criticized by some voluntary sector organizations who argue that the funding is insufficient, that the areas of investment are vague, and that it is difficult for Canadians to monitor how provincial governments will allocate funds.

While governments have made progress in policies related to disability and children, presently there is a lack of integration of children in the broader disability agenda, and the needs of children with disabilities and their families are often overlooked in the broader children's agenda. A contributing factor to this is a lack of reliable, comprehensive statistical data about children with disabilities.

### **Provincial Policies**

There exists much variability between Canadian provinces and even within provincial regions, in terms of eligibility criteria, funding sources, and the funds and services available for children with disabilities and their families. Responsibilities for service allocation lie within multiple ministries. British Columbia is one exception, offering a comprehensive service delivery system provided under one ministry. Fragmented service provision by multiple ministries makes it difficult for families to access information and required services, although many provinces do offer diverse services such as respite care. Services are often condition specific and not comprehensive; and in some provinces, eligibility criteria is something other than the child's condition, for example, family's household income (e.g. Ontario; but not Quebec where children are eligible regardless of income status). In terms of educational services, it appears that policies have been implemented when dealing with physical disabilities such as vision and hearing but there has been less emphasis on developmental, cognitive, and emotional conditions. Educational policy, like disability policy in general, is variable, not only between provinces, but within provinces and between school districts, schools, and administrators. Some provinces support

inclusive educational policies such as mainstreaming (e.g. New Brunswick) and other provinces support specialized services in special education schools (e.g. Quebec).

Detailed provincial summaries are provided below and were obtained from the Canadian Policy Research Network in the form of a comprehensive inclusion policy report by Fraser Valentine (2001) and a more recent policy inventory (2005). In the provincial policy descriptions we cover the following areas: policy background, ministries responsible for disability, provincial disability financing, available services and funds available to parents of children with disabilities, and educational services and policies.

### ***British Columbia***

British Columbia has taken some major steps in developing and implementing inclusive policy frameworks for children with disabilities and their families. BC is the only province to have implemented a single service delivery model providing a province-wide, standardized, and coordinated service delivery system placing the onus on the community, rather than on the family, to mobilize and meet family needs. Moreover, BC uses a “family centered” approach to determine the type and level of support required by the child and family, prioritizing family and child needs over solely therapeutic and medical needs, recognizing the importance of the family and the community for supporting the child.

In September of 1996 the provincial government created the Ministry of Children and Families, drawing together programs and services from various separate ministries including Social Services, Health, Education, Women’s Equality, and the Attorney General.

In 2000, the BC Ministry of Education supported a review of special education policies and programs (In addition to BC, 4 other provinces did the same: Alberta, Saskatchewan, Manitoba, and Prince Edward Island) and concluded that while there was strong support for the policy of inclusion, the policy was not uniformly understood or implemented by school boards or districts within the province (Siegel & Ladyman, 2000).

Support programs and services are in effect in BC to specifically target children with disabilities. These include:

- The *Children with Special Needs* program focuses on early intervention in order to improve social, language, motor, and academic skills

- Specialized support services, provided by qualified professionals, are offered through the *Support Services for Children with Special Needs* program (Homemaker/Home Support Worker Program). This includes assessment, training, counseling, and planning.
- The *Associate Family Program* provides children with multiple disabilities, who were formerly residents of pediatric extended care hospitals or institutions, with opportunities to experience typical family and community life.
- *Nursing Support Services* are available for any child with special needs, for information and consultation, assessment, planning and evaluation of community care, training and monitoring of the child's care, and other similar services.
- BC has a special initiative directed at assisting families with an Autistic child or a child with Autistic-like tendencies.
- BC possesses an extended parental leave for parents caring for a child with a physical, psychological, or emotional conditions as well as flexible family leaves.
- Integrated educational supports for schools are available through *Special Education Services*, such as adaptations to make the learning environment more accessible. *School-Aged Therapy Services* offer services to children, including occupational therapy, physical therapy, and speech and audiology.
- There is no specific program to address the needs of children with disabilities in rural areas.
- The *At Home Program* is intended to provide financial support to assist parents with some of the extraordinary costs of caring for a child with severe disabilities at home. Medical and respite benefits for families of children with severe disabilities who are cared for at home, who are geographically isolated, have severe disabilities and complex medical needs, are available.
- Monthly financial grants are available to assist in financing additional supports for integration in child care or day care, through the *Supported Child Care Program*.

### ***Alberta***

The policy framework in Alberta supports the inclusion and integration of children with special needs in regular classrooms. From the outset, the government has had an inclusive approach, and recently created unique legislation, the Family Support for Children with Disabilities Act, to directly benefit children with disabilities and their families. The Ministry of Learning's special education policy framework supports inclusion; however, school authorities

use assessments done by school principals to determine individual children's inclusion in regular or segregated classrooms. Together with funding constraints and the lack of support available in educational settings, children with disabilities are not likely to be included in regular classrooms.

In 1999, the Ministry of Children's Services was created with the responsibility for key policy frameworks affecting children with disabilities and their families (excluding educational supports). The ministry does not deliver supports or services but is responsible and accountable for various branches, including the Office of the Children's Advocate, regional Child and Family Services Authorities, Family and Community Support Services, Youth Secretariat, Department of Children's Services as well as other ministries, school boards, and Regional Health Authorities.

Alberta has a decentralized service delivery model that is designed to respond to community needs and priorities. Since regional authorities determine which and at what level services will be offered, variability exists and not all services are available in all regions of the province. In terms of support programs and services:

- The *Family Support for Children with Disabilities Program* administers many of the family support services and child-focused services in Alberta. These include information, referral and advocacy supports, counseling, extraordinary clothing and travel costs, respite services, meals and accommodation costs for medical appointments, and housekeeping services.
- For children with 'complex' needs, who, due to the severity of their impairment(s), require services from more than one ministry, the *Children and Youth with Special and Complex Needs* program coordinates their service delivery.
- Alberta has a special initiative directed at assisting families with an Autistic child or a child with Autistic-like tendencies.
- Alberta Learning's *Kindergarten to Grade 12 – Special Needs* program offers special education programs for students, focusing on specialized learning programs, and offering screening, referrals, individualized planning, coordinated services, and health-related support services.
- There is no specific program to address the needs of children with disabilities in rural areas.
- To ensure effective inclusion, the *Inclusive Child Care Program* provides funding to approved child care settings. This includes funding for professional development of child care staff, consultation on programming, resource and referral information and/or funding for additional staff.

- The *Developmental Aide and Child Care* program offers funding to cover the costs of child care in a day care setting and for an aide to assist the child.

### ***Saskatchewan***

Saskatchewan has an inclusive cross-departmental policy framework for children and families, achieved through a coordinated interdepartmental Cabinet committee of nine departments, rather than a children's ministry with Cabinet representation as in other provinces. The committee coordinates the development and implementation of the Saskatchewan Action Plan for Children, a long-term policy framework which concentrates on prevention, collaboration and community-based approaches to providing services to children. A central principle of the Action Plan is an inclusive approach, which ensures that children with disabilities and their families are included in the government's overall policy framework for children. Since its inception in 1993, the committee has secured close to \$70 million in funding for child-centered initiatives, and has raised the profile of issues affecting children with disabilities and their families in the province.

No single ministry is responsible for children with disabilities and their families, and like all other provinces, there is no single piece of legislation that governs the care of children with disabilities. Moreover, policies are elaborated through separate legislation such as the *Saskatchewan Child and Family Services Act*, the *School Act*, and the *Health Act*, forcing parents to coordinate and access needed services from various departments, ministry offices, regional health authorities, hospitals and community organizations.

The result is a fragmented service delivery system that places the burden on parents to acquire the resources and services they require for their children and families. There are, however, a number of services and financial supports available to parents:

- *Family Support Services* offer respite services and early childhood intervention programs to parents with disabled children from 0 to 5 years by way of support within the community, as well as a range of community-based services including parent support, parent skills training, counseling, and life skills for families with children who have severe or complex disabilities.
- The *Mental Health Services – Child and Youth Services* provide mental health supports at the local level based on community need, including assessment, treatment, parenting, education, and

family therapy. Various community-based organizations also receive support to provide mental health services for children.

- *Special Education Unit Supports* offer services such as policy development and support to school divisions, teacher resources, funding, consultation, and responses to individual student needs.
- *A Designated Disabled Pupil Program* offers individual funding recognition, provided by Saskatchewan Learning, for students requiring intensive education programs and support.
- Four percent of Saskatchewan's *Home Care* program serves children with disabilities, and provides a variety of services including occupational therapy, physiotherapy, meals, and homemaking.
- *Services for Persons with Disabilities* offer family support services, including funding to assist with care of a child with intellectual disabilities.
- *Saskatchewan Aids to Independent Living* provides financial support for families toward the purchase of assistive devices for children with permanent disabilities and grants to families with children who have complex medical conditions for rehabilitation equipment, and home and vehicle modification.
- Saskatchewan's *Inclusion Program* offers support grants to licensed centres and child care homes that provide child care services for a child with diverse needs, to assist with the additional cost of supervising a child, up to \$300 per month. Other grants are available when one-to-one care is necessary, to purchase adapted equipment, or to provide training and resources to caregivers.
- The *Community Solutions* program offers funding to community agencies that develop initiatives to promote and support the inclusion of children with special needs, and that meet the needs of rural areas.

### ***Manitoba***

Manitoba uses a “family-centred” approach for determining the appropriate type and level of support required by the child and family. Nevertheless, there is no single entry point for parents to gain access to services for their disabled children in Manitoba. The government is able to offer limited services and program coordination by locating a range of supports targeted to children with various disabilities in a single ministry branch. It is then easier for parents to access

multiple services for children because they are offered through the same funding and policy envelope.

Recent developments have put Manitoba on the verge of creating a truly inclusive policy framework. The NDP government launched ‘Healthy Child Manitoba,’ which is a province-wide initiative focusing attention on supporting children and parents in the community. A new Cabinet Committee, chaired by the Minister of Family Services and Housing and comprised of ministers from several other departments, coordinated the initiative. However, the committee was not charged with developing an inclusive, coordinated, and integrated policy framework, and did not have children with disabilities and their families as a priority area.

Services and supports for children with various disabilities are the responsibility of three ministries – Manitoba Family Services and Housing, Manitoba Health, and Manitoba Education, Training, and Youth. In 2000, the government designated the Minister of Family Services and Housing as the Minister Responsible for Persons with Disabilities. Responsibilities included improving communication with disability community to identify issues affecting persons with disabilities, coordinating policies across government departments to reduce barriers and create more accessible programs and services, promoting positive attitudes, and raising awareness of disability issues. In May 2001, the Minister Responsible for Persons with Disabilities released a White Paper proposing a new province-wide disability strategy that calls for more inclusion and announced plans to improve support for children with disabilities. The document set out an Action Plan that has as its goal the full citizenship of Manitobans with disabilities, with proposed mechanisms to measure progress.

A number of services and financial supports are available to disabled children in Manitoba, including:

- *Children’s Special Services* provide funding assistance to families for some out of the ordinary costs of raising a child with disabilities; especially respite care, equipment and supplies, home modifications, and transportation. They provide families with a qualified respite care worker to give short-term relief, or provide financing to hire a private worker. This service also provides counseling, information and referral, child development, therapy sessions, and training.
- *Manitoba Respite Care* offers respite care services to provide short-term, regular relief for parents caring for a child with disabilities.

- The *Children's Special Services* provide children from birth to five years or school entrance with a range of supplies and equipment, transportation, and home modifications. Also provided are community-based supports including counseling, information or referral, child development, therapy services for families with children who have severe or complex disabilities. Children may also receive 20 hours of home care per week from the *Home Care* program. Additional home care is provided by *Handicapped Children's Services*.
- For mental health problems, the *Child and Adolescent Mental Health Program* provides supports, including assessment, treatment, consultation, and professional and public education.
- There are several programs in place to support schools to accommodate children with disabilities; each covers children with special needs from school entry to exit. The *Special Needs and At-Risk Students* program provides in-services support, special curriculum programs, referrals, consultation, and resources for families.
- The *Blind/Visually Impaired Education Program* provides supports required for blind/visually impaired students to participate in educational programs along with their sighted peers. Services include consultation, materials, and a vision screening program.
- The *Services Related to Deaf and Hard of Hearing Students* offers consultants who provide support for school teams working with deaf/hard of hearing students, and in the use of American Sign Language.
- The *Provincial Outreach Therapy for Children* provides funding to community agencies to provide occupational therapy, physiotherapy, and speech therapy services delivered in the home, child care setting, or school, to children with disabilities who require individual health and rehabilitation services.
- This service also offers a *Transportation* program to assist with extra-ordinary costs associated with transportation to medical appointments, primarily for residents of rural and northern Manitoba.
- There are several programs in place to assist families toward the purchase of assistive devices for children with disabilities. The *Handicapped Children's Services* serves children with a physical or mental disability with a range of community-based supports including assistive devices.

- *Manitoba Health Services Insurance Plan* provides financial support for prosthetic and orthotic devices for people with a long-term physical disability and hearing aids for children under 18.

### ***Ontario***

Since 1995, the government of Ontario has undertaken a number of reforms in health, social services, education, and municipal government policy. The force for policy change in the province was deficit control, which drove the simultaneous restructuring of policies in health, and education (Bezanson & Valentine, 1998).

While the Ontario government has implemented measures to coordinate service delivery supports for children with developmental disabilities, an inclusive policy framework does not exist. The overall system of care for children with disabilities is non-specific, forcing parents to independently navigate the complexity of the system to secure the necessary supports and services for their children.

The Education Act and its accompanying regulations do not demand the inclusion of children with disabilities in regular classroom settings forcing students into specialized, segregated settings. Additionally, overall funding reductions have affected special education programs: in September 1999, the Ontario government told parents of children with disabilities to keep their children at home until the necessary teaching assistants were hired (Canadian Institutes of Child Health, 2000); moreover, the parent advocacy organization, People For Education has reported that there are some 39,700 children on waiting lists for special education services in Ontario elementary schools (People for Education, 2002). In response to criticisms of inadequate and declining financial support, the Ontario government responded with announcement of increased funding for children with special needs, beginning in 1999, and several initiatives for improved quality and accountability in special education, such as Individual Education Plans.

The key policy frameworks are found within the Ministries of Community and Social Services, Health and Long Term Care, and Education and Training. In addition, however, regional and municipal governments, regional health authorities, Community Care Access Centres (CCACs), hospitals, specialty clinics, community agencies, and non-profit and for-profit organizations are all involved in the policy sphere.

Cross-ministerial coordination has also been a goal of the Ontario government. The Office of Integrated Services for Children was established in January 2000 by the Deputy Ministers of

the Ministry of Community and Social Services and the Ministry of Health and Long-Term Care, and charged with the responsibility of integrating children's services across four ministries: Health and Long Term Care; Community and Social Services; Education and Training; and Citizenship, Culture and Recreation. Through a structure of six branches, the Office's role is to ensure integrated policy development, service delivery and accountability mechanisms. Its priority focus, however, is on families with children at risk, from the prenatal stage to 8 years of age. Policies affecting school-aged children with disabilities and their families are not a priority in the Office's mandate.

- The *Services for Children with Developmental Disabilities* program provides in-home respite, out-of-home respite, specialized community support to assist children with developmental disabilities, and community living supports and residential services.
- The *Preschool Speech and Language Program* supports the development of language skills for children from birth to the beginning of senior kindergarten.
- Families of children with multiple special needs can receive up to seven days of respite care per year, provided in a location other than their own home, through *Out-of-Home Respite Services*.
- Ontario has a special initiative directed at assisting families with an Autistic child or a child with Autistic-like tendencies.
- Ontario Ministry of Education's *Special Education* program provides direction to school boards, delivery of special education programs and services, policy and resource documents, district office staff with expertise, and schools for deaf and/or blind students, or those who have severe learning disabilities. Funding for special education programs in Ontario requires each school board to submit an Intensive Support Amount to the ministry for each child with a disability. These applications are then used to determine the level of support provided to the school board.
- For children in rural, northern areas, the *Integrated Services for Northern Children Program* provides an integrated network of physical, mental health, and special education services.
- Financial assistance ranging from \$25 to \$375 per month is available through the *Assistance for Children with Severe Developmental Disabilities* program. The money is intended to help with extraordinary costs, including travel, clothing, parental relief, equipment and basic dental care, drugs, eyeglasses and hearing aids.

- Moreover, the *Assistive Devices Program* funding covers 75% of the cost of most equipment and devices.
- *Enhanced Respite Funding* provides funding as an enhancement to other programs, up to \$3,500 per child, per year.
- Ontario's *Child Care Programs for Children with Special Needs* provides funding for staff, equipment, supplies, services and administration to meet the special needs of children with disabilities who are in licensed child care programs.

### ***Quebec***

Quebec's approach to disability policy has remained constant since 1984 when it developed "A part égale/On Equal Terms" released when the provincial social service ministers released "In Unison" to emphasize that Quebec has its own distinct disability policy.

La Ministère de la famille et de l'enfance (Ministry of Child and Family Welfare) has built an inclusive and integrated approach to disability issues. Quebec has also integrated children's issues within its special office for disability issues, responsible for coordinating and integrating all programs and services for people with disabilities. In Quebec, Centres Locales de Services Communautaires (CLSC) are responsible for health and social supports including early intervention services and supports for school aged children.

- Quebec provides a *Direct Allowance* through CLSC for home-care service, household help and family support services, and transportation and lodging services. Respite care, relief services, caretaking services, and parental role assistance are also available through this program. Also, the allowance covers transportation for persons who cannot receive the care required for their condition within their own region (rural areas).
- Additionally, the *Allowance for Handicapped Children* is \$119.22 per month.
- The *Technical Aids and Medical Technology Program* covers the cost of purchasing and replacing equipment and supplies.
- For day care centres and home child care services, Quebec's *Child Care Integration Grant* offers grants for each disabled child per day of occupancy to a yearly maximum of \$5,131.26, to cover the additional costs relating to receiving a disabled child.

- Quebec's Ministry of Education *Special Education* provides a range of supports for schools, including funding for the integration of students with disabilities into regular classes and funding the equipment, adaptation and additional professional services required.

### ***New Brunswick***

New Brunswick has the strongest inclusive special education program in the country. It is required, by law, that all children with disabilities be included into regular classroom settings. A cross-departmental Early Childhood Development policy framework has been implemented, but there is no evidence of an inclusive cross-departmental policy framework targeting school-aged children with disabilities and their families.

In 1994, the government created the Minister of State for the Family, along with a separate Family Policy Secretariat; which, in 1995, developed a broad family policy framework, *Foundations for the Future: A Proposed Family Policy in New Brunswick*. This work focused on economic security and balancing work and family responsibilities but did not include the needs of children with various disabilities and their families. In 1999, the policy framework was integrated into the Ministry of Family and Community Services.

In New Brunswick, eligibility for certain aspects of in-home disability support programs is determined through income tests. There are a number of services and financial supports available, including:

- In-home support is available through *Community Based Services for Children with Special Needs*, which provides a variety of supports to assist children living in the community (e.g. family support). Depending on the child's needs, extra-ordinary services or items may be purchased to assist the parents in providing the care and support the child requires, such as medical and rehabilitation equipment, and medical transportation. Additionally, this service also provides families with respite care.
- The *Child and Adolescent Community Mental Health Services* provide individualized mental health assessment, treatment, and evaluation to the child, and consultation and educational supports to the family.
- *Specialized Education Services* provide services to children with delayed educational functioning, including a special education plan, accommodations, and individualized considerations.

- The *Atlantic Provinces Special Education Authority* (APSEA) is an inter-provincial co-operative agency which provides service for children and youth who are deaf/hard of hearing or blind/visually impaired, and reside in Atlantic Canada. APSEA services and programs support the philosophy of inclusion and are designed to assist school districts in the provision of adaptations and appropriate education programs to meet students' individual needs.
- For children requiring individual health and rehabilitation services, New Brunswick's *Rehabilitation Services* provide institutional and community-based supports including audiology, occupational therapy, physiotherapy, and speech therapy.
- There also exists a special initiative for children with Autism or Autistic-like tendencies.
- New Brunswick is one of the provinces that offer the most flexible family leaves, permitting family members to use them for a wide variety of purposes.
- The *Health Services Program* provides full coverage of equipment for families without private health insurance, through a health card. This program may also assist families with private health coverage for items not covered by their plan.

### ***Nova Scotia***

Policies affecting children with disabilities and their families have not figured prominently. The National Child Benefit and the *Agreement on Early Childhood Development Initiatives* have resulted in some focused attention on developing a coordinated policy and service delivery framework for children from birth to 6 years of age but a policy framework that integrates the needs of school-aged children with disabilities does not exist.

The Child and Youth Action Committee (CAYAC) was established in 1996 by the Ministers of Justice, Health, Education, Community Services, and the Youth Secretariat. The work of this committee did not focus on policy development or coordination, but on service delivery. In particular, the committee was given the responsibility to integrate regional services delivery for services to children with special needs. The committee focused on developing strategies to provide equitable levels of service across the province because of the significant disparity between services for children and youth in urban vs. rural areas, especially for those with disabilities.

In Nova Scotia, as in New Brunswick, eligibility for certain aspects of in-home disability support programs is determined through income tests.

- In Nova Scotia, the *Services for Physically and Developmentally Challenged Children* provide families with financial support towards the purchase of assistive devices from authorized dealers. These services also enhance community support programs for families with children with developmental disabilities who care for their children at home, through in-home supports and respite care. Some respite care supports are subject to income tests; and there is no targeted program for families in rural areas.
- Mental health supports and services are offered by *Mental Health Clinics* in the form of assessment and intervention, provided at the regional level. The particular services; therefore, vary from region to region.
- The *Atlantic Provinces Special Education Authority (APSEA)* is an inter-provincial co-operative agency which provides service for children and youth who are deaf or hard of hearing, blind or visually impaired, and reside in Atlantic Canada. APSEA services and programs support the philosophy of inclusion and are designed to assist school districts in the provision of adaptations and appropriate education programs to meet students' individual needs.
- Nova Scotia's *Student Services – Special Education* program offers grants to schools in order to make buildings accessible, develop safety procedures, implement programs and services, fund special equipment and materials, or for transportation of special staff or students with special needs. Support can also cover the cost of extra personnel, including persons to direct special education, special education/resource teachers, school psychologists, speech-language pathologists, teacher assistants, and others.
- For children with disabilities who require individual health and rehabilitation, *Rehabilitation Services* provides institutional and community-based supports, including audiology, occupational therapy, physiotherapy, and speech therapy.
- Nova Scotia's *Early Intervention Services* provides grants to support programs, develop policies, standards and procedures, and assist community groups implement local programs.

### ***Prince Edward Island***

On PEI there is no comprehensive, system-wide process aimed at developing an inclusive, integrated, and coordinated policy framework for children with disabilities and their families. Prince Edward Island's government has begun to move forward on increasing the coordination of supports and services for school-aged children with disabilities and their parents. A key

challenge in Prince Edward Island is the lack of health care specialists. The province must pay for children and families to travel to Halifax or Montreal to access services, which places a heavy burden on the provincial government. The Healthy Child Development Strategy is a policy framework and five-year strategy to support children from birth to the early school years.

In July 2000, a Coordinator of Disability Supports and Services was appointed within the Ministry of Health and Social Services. Most supports and services affecting school-aged children with disabilities are accessed through the Family Support Program, which is located in the Child, Family, and Community Services Division of the Ministry of Health and Social Services.

Services and financial support available include:

- The *Children's Mental Health* program provides mental health assessment and therapeutic intervention, and has invested \$250,000 to establish multi-sectoral, provincial Children's Mental Health Coalition and to hire regional mental health clinicians to initiate a comprehensive approach to address children's mental health issues.
- The *Atlantic Provinces Special Education Authority* (APSEA) is an inter-provincial co-operative agency which provides service for children and youth who are deaf/hard of hearing or blind/visually impaired, and reside in Atlantic Canada. APSEA services and programs support the philosophy of inclusion and are designed to assist school districts in the provision of adaptations and appropriate education programs to meet students' individual needs.
- *Special Education* programming or services are designed to accommodate students whose educational needs require interventions different from, or in addition to, those which are needed by most students. Programs and services may involve the use of adapted or modified curriculum, materials and facilities and/or alternative methodologies, and/or additional assistance from student support staff.
- Prince Edward Island has a special initiative directed at assisting families with an Autistic child or a child with Autistic-like tendencies.
- The *Disability Support Program – Child Disability Supports* provide families with supports to assist in meeting costs determined to be above the costs of rearing a non-disabled child and which relate directly to the child's disability. These costs include community living supports, community participation supports, specialized supports, technical aids and assistive devices, home modifications, and Intensive Behavioural Intervention.

- Respite care to relieve the primary caregiver for a specific period is also covered by this program. There is a ceiling on the maximum amount of funding available based on the individual's level of functioning.
- In order to support child care providers to offer integrated child care for children with disabilities, the *Children with Exceptional Needs* program has funding to adapt and modify programming, increase resources, ensure that support for children is available, funding for training staff, and implementation of professional standards and assessment tools.

### ***Newfoundland and Labrador***

A number of barriers to access do exist in Newfoundland and Labrador. No single entry point into the system exists, but the service delivery framework model assists families in coordinating the necessary network of support providers. Despite some progress, service availability is still uneven across the province, particularly between urban and rural areas. There is no single legislative or policy framework mandating the provision of supports and services; rather, a number of statutes, which are the responsibility of various ministries.

In 1995, Newfoundland began developing and implementing a cross-departmental Model for the Co-ordination of Services to Children and Youth involving the Ministries of Education; Health and Community Services; Human Resources and Employment; and Justice. The aim was to develop an integrated service delivery framework to provide appropriate assessment and early identification in supporting a child's full participation in family, school, and community life.

There are several programs designed to assist children with disabilities and their families:

- *Early Intervention Services – Direct Home Services Program* provides home-based early intervention services, facilitated by a Child Management Specialist, and aims to assist families identify and obtain information and support to promote child well-being.
- There is no specific program to provide respite care nor do supports exist for child mental health. Child mental health supports are only available through hospitals.
- For school-aged children with disabilities, the *Special Education* program provides a variety of supports in educational settings through two interrelated models which guide the development and delivery of supports and services to children with special needs.
- The *Model for Coordination of Services to Children and Youth with Special Needs* brings child and parents together with all service providers; and *Pathways to Programming and*

*Graduation* enables teachers to tailor curriculum to meet the individualized strengths and needs of all students.

- *Resources to Support Students with Special Needs* provide school districts with a full range of personnel to support children with special needs. School districts also have itinerant teachers, educational psychologists, and speech/language pathologists available to support the students and teachers.
- The *Special Child Welfare Allowance Program* provides extra income support in the form of monthly entitlement to enable the family to purchase items and/or services which are necessary due to the child's disability.
- The *Special Assistance Program* provides financial supports towards the purchase of equipment/assistive devices from authorized dealers.
- The *Child Care Fee Subsidy Program*, which provides funding to families to help offset the costs of child care, is the only program that supports integrated child care for children with disabilities.

## **PART II**

### **Summary Study 1**

The first study described the provincial, urban/rural, and urban size trends in access and barriers to educational services.

We specifically address the following questions:

- 1) what were the patterns of school and class attendance (regular, special education, mixed)
- 2) what was the main condition for which special education services were required and what was the impact of the condition on educational outcomes
- 3) what percentage of respondents experienced difficulties and what type of difficulty did they experience in receiving special education services
- 4) what types of assistive devices or aids were being used and what were the barriers to their availability
- 5) what was the level of parental participation in the child's school
- 6) what was the method of transportation used to get to school
- 7) if child was assessed, who completed the assessment

### **Summary Study 2**

The second study examined the associations of a) type of disability and b) "complexity" of disability with access and barriers to educational services. In our models we controlled for a number of child and family socio-demographic factors.

## **Methods**

### ***Survey***

Data for the present study was obtained from the Physical and Activity Limitation Survey conducted by Statistics Canada in 2001 (PALS; Ministry of Industry, 2002). The PALS was a national survey designed to collect information on adults and children who have a disability, that is, whose everyday activities are limited because of a condition or a health problem. PALS was a post-censal survey that used the 2001 Census as a sampling frame to identify its population. The sample size for children under 15 years of age was 4,561 representing 181,000 individuals in the Canadian population. The interviews were conducted with the parent or guardian of the child.

The survey collected information on characteristics of the disabling condition such as type and number of conditions; access and barriers to education; leisure and recreational activities; information about transportation; current use of respite care and reported respite care unmet needs; as well as socio-demographic and socio-economic characteristics of the child and family.

### ***Analytic Strategy***

For Study 1, descriptive analyses were conducted to provide a) national as well as provincial estimates, b) urban and rural comparisons, and c) comparisons by urban size. For Study 2, logistic regression analyses were conducted to examine the associations between a) type of disability conditions and b) “complexity” or number of disabling conditions with various education related outcomes. Socio-demographic factors were controlled in all analyses.

### **Predictors and covariates in the regression models**

Our regression models considered the type of disability in one set of models and the “complexity” of the child’s disability, as measured by the number of disability conditions experienced, in a second set of models.

*Type of disability:* Given that the majority of the individuals had more than one type of disability, an examination of disability type was not straightforward. We could have examined all possible combinations of disabling conditions. The problem with this technique is that given the large number of combinations, small sample sizes would have been problematic. Another possibility would have been to include all disability types in the model, with the reference category for any single type, being all individuals who do not have that type of disability. Another option, the one used in the present analysis, was to include all individuals who have more than one type of disability into a “multiple” disability category. This resulted in the following categories: (a) physical only (mobility, dexterity, hearing, seeing, speaking); (b) mental only (psychological; learning/developmental); (c) chronic only; and (d) unknown only (e) multiple conditions. We selected the psychological/learning/developmental category as the reference category even though the “multiple” category consisted of the largest group of children. The “multiple” group would not yield meaningful comparisons since each disability type is contained within it.

*Complexity of the disability:* Complexity was assessed based on the number of disability conditions the child experienced. Having a single condition was the reference category.

*Socio-demographic factors:* Additional factors that were considered in the regression models included child sex (male was the reference category), child age and age squared to test for non-linear relationships; living arrangements, two-parent married (reference), single parent, or other (including opposite-sex common-law couples, same-sex common law couples, non-relatives, and relatives); urban size/ rural residence (small urban areas < 100,000 residents such as Brantford, Granby, or Kamloops (reference); medium sized urban areas 100,000 to 999,999 residents such as Guelph or Kelowna; or large urban areas  $\geq$  1 million residents such as Toronto, Montreal, Vancouver); ethnic group (white (reference), visible minority (Chinese, South Asian, Black, Filipino, Latin American, South East Asian, Arab, West Asian, Korean, Japanese), self-reporting Aboriginal), household income (< \$20,000 reference), and province of residence (Ontario reference).

### ***Sample***

The current analysis was limited to school aged children (5 to 14 years of age,  $n = 4,040$ ). The average child age was around 10 years and 63% of the children with disabilities were male. Although the majority of children were white (83%), approximately 10 percent belonged to a visible minority group, and 7% were self-reporting Aboriginal. The majority of children (59%) lived in households with married couples, 27% lived with a lone parent (23% with a female lone parent and 4% with a male lone parent). The remaining children lived in “other” arrangements. The majority of children lived in urban areas (82%) with 23% living in large urban areas, 32% in medium sized areas, and 24% in small urban areas. Eighteen percent of the children lived in rural areas. The average annual household income was approximately \$63,000, with 14% of children living in households with incomes less than \$20,000, 21% living in households with incomes between \$20,000 and \$40,000, 22% living in households with incomes between \$40,000 and \$60,000, 18% in households with incomes between \$60,000 and \$80,000, and 26% with incomes above \$80,000.

A majority of the children (70%) had more than one disability and 30% of the sample had four or more conditions. Learning/ developmental disability was the most prevalent, with 68% children suffering from this condition. This was followed by speech (43%), psychological (32%), dexterity (20%), mobility (14%), hearing (13%) and seeing (9%) conditions.

## Results Study 1

### *Canada and the Provinces*

The following summaries correspond to data provided in Figures 1 through 12, and Tables 1 through 12. In each figure we provided a national rate as well as provincial rates. Where provincial rates were not explicitly compared to the Canadian rate in the text, it is assumed that no significant difference was found. Significance was determined based on non-overlapping confidence intervals (see enclosed Tables for details). Small cells were not reported ( $n < 10$ ) nor were estimates with coefficients of variation  $> 33.3$ .

#### **Figure 1: Type of school**

##### *Canada*

- In Canada, the majority of disabled students attended regular school (64%).
- More than a quarter of disabled students attended a regular school that offered special education classes (26%).
- Only a small portion of disabled students (6%) attended special education schools.
  
- The provinces followed this general pattern with the majority of students attending regular school (ranging provincially from 51% to 87%). Quebec stood out because it had the smallest proportion of children attending regular schools (51%) and was the only province with a large enough sample for reportable data on special education school attendance (22%).

##### *BC*

- 68% of all disabled students in British Columbia attended regular school without any special education class.
- 23% of disabled students attended regular school with special education class.

##### *AB*

- 67% of all disabled students in Alberta attended regular school.
- 21% of disabled students attended regular school with special education classes.

##### *SK*

- 68% of all disabled students in Saskatchewan attended regular school.
- 26% of disabled students attended regular school with special education classes.

##### *MB*

- 72% of all disabled students in Manitoba attended regular school.
- 21% of disabled students attended regular school with special education classes.

***ON***

- 63% of all disabled students in Ontario attended regular school.
- 31% of disabled students attended a regular school with special education classes, the highest proportion for this category for all of Canada.

***QC***

- Only 51% of disabled students in Quebec attended regular school, the lowest proportion of all the provinces, as well as the only province with a significantly lower proportion than the Canadian rate.
- 21% of disabled students attended a regular school with special education class.
- 22% of disabled students in Quebec attended special education schools, significantly higher than the national rate. It should be noted, Quebec was the only province with reportable data for this category.

***NB***

- 84% of all disabled students in New Brunswick attended regular school, one of three provinces with a significantly higher proportion than the national average (NB, NS, and PEI).

***NS***

- 80% of all disabled students in Nova Scotia attended regular school, one of three provinces with a significantly higher proportion than the national average.
- 15% of disabled students attended a regular school with special education classes.

***PEI***

- 87% of all disabled students in Prince Edward Island attended regular school, the highest proportion for all provinces, as well as one of three provinces with a significantly higher proportion than the national average.

***NL***

- 65% of all disabled students in Newfoundland and Labrador attended regular school.
- 31% of disabled students attended a regular school with special education classes.

**Figure 2: Type of class**

***Canada***

- The majority of disabled students in Canada attended only regular classes (61%).
- 28% attended some regular classes and some special education classes.
- A small portion (8%) attended only special education classes.
  
- The provinces followed this general pattern with the majority of students attending regular classes only (ranging provincially from 55% to 79%); however, none of the provinces had large enough sample sizes to report on data on attendance of special education classes only.

***BC***

- 55% of all disabled students in British Columbia attended regular classes only, without any special education class, the lowest rate of all provinces.
- 34% of disabled students attended some regular classes and some special education class.

***AB***

- 64% of all disabled students in Alberta attended regular classes only.
- 24% of disabled students attended some regular classes and some special education classes.

***SK***

- 60% of all disabled students in Saskatchewan attended regular classes only.
- 35% of disabled students attended some regular classes and some special education classes.

***MB***

- 65% of all disabled students in Manitoba attended regular classes only.
- 29% of disabled students attended some regular classes and some special education classes.

***ON***

- 59% of all disabled students in Ontario attended regular classes only.
- 31% of disabled students attended some regular classes and some special education classes.

***QC***

- 65% of disabled students in Quebec attended regular classes only.
- 18% of disabled students attended some regular classes and some special education class.

***NB***

- 76% of all disabled students in New Brunswick attended regular classes only, one of three provinces with a significantly higher proportion than the national average (NB, NS, and PEI).
- 19% of disabled students attended some regular classes and some special education class.

***NS***

- 71% of all disabled students in Nova Scotia attended regular classes only, one of three provinces with a significantly higher proportion than the national average.
- 24% of disabled students attended some regular classes and some special education classes.

***PEI***

- 79% of all disabled students in Prince Edward Island attended regular classes only, the highest proportion for all provinces as well as one of three provinces with a significantly higher proportion than the national average.

***NL***

- 56% of all disabled students in Newfoundland and Labrador attended regular classes only.
- 39% of disabled students attended some regular classes and some special education classes, the highest rate of all provinces.

**Figure 3: Main condition due to which special education services are required**

***Canada***

- Learning disabilities were the most frequently reported conditions for which special education services were required (81%).
- Speech/language difficulties (50%), developmental disabilities/disorders (46%), and emotional/psychological/behavioural conditions (41%) were in the second set of most common conditions reported for which special education services were required.
- Physical difficulties, such as hearing (12%), walking/moving around (11%), and vision problems (9%) were the least prevalent conditions due to which special education services are required.
  
- The provinces followed the same general pattern, with learning disabilities being the most commonly reported condition due to which special education services were required (ranging provincially from 69% to 89%) . It is notable that, due to small sample sizes, none of the provinces had reportable data on physical difficulties, i.e., hearing, walking/moving around and vision problems. Individual provinces varied in their ranking of speech/language difficulties, developmental disability/disorder and emotional/psychological/behavioural conditions, and only British Columbia had a significantly lower proportion of children whose main condition was a learning disability.

***BC***

- 69% of disabled children required special education services for a learning disability, a significantly lower rate than for Canada.
- 41% required services due to speech/language difficulties.
- 38% required services because of a developmental disability or disorder.
- 43% required special education services because of an emotional, psychological or behavioural condition.

***AB***

- 72% of disabled children required special education services for a learning disability.

- 55% required services due to speech/language difficulties.
- 46% required services because of a developmental disability or disorder.
- 40% required special education services because of an emotional, psychological or behavioural condition.

***SK***

- 75% of disabled children required special education services for a learning disability.
- 54% required services due to speech/language difficulties.
- 49% required services because of a developmental disability or disorder.
- 38% required special education services because of an emotional, psychological or behavioural condition.

***MB***

- 81% of disabled children required special education services for a learning disability.
- 44% required services due to speech/language difficulties.
- 50% required services because of a developmental disability or disorder.
- 38% required special education services because of an emotional, psychological or behavioural condition.

***ON***

- 87% of disabled children required special education services for a learning disability.
- 47% required services due to speech/language difficulties.
- 43% required services because of a developmental disability or disorder.
- 40% required special education services because of an emotional, psychological or behavioural condition.

***QC***

- 82% of disabled children required special education services for a learning disability.
- 61% required services due to speech/language difficulties.
- 60% required services because of a developmental disability or disorder.

- 49% required special education services because of an emotional, psychological or behavioural condition.

***NB***

- 85% of disabled children required special education services for a learning disability.
- 49% required services due to speech/language difficulties.
- 50% required services because of a developmental disability or disorder.
- 37% required special education services because of an emotional, psychological or behavioural condition.

***NS***

- 77% of disabled children required special education services for a learning disability.
- 46% required services due to speech/language difficulties.
- 35% required services because of a developmental disability or disorder.
- 32% required special education services because of an emotional, psychological or behavioural condition.

***PEI***

- 89% of disabled children required special education services for a learning disability.
- 56% required services due to speech/language difficulties.
- 62% required services because of a developmental disability or disorder.
- 48% required special education services because of an emotional, psychological or behavioural condition.

***NL***

- 73% of disabled children required special education services for a learning disability.
- 49% required services due to speech/language difficulties.
- 49% required services because of a developmental disability or disorder.
- 35% required special education services because of an emotional, psychological or behavioural condition.

**Figure 4: Experienced difficulty in receiving special education services**

***Canada***

- 31% of disabled children in Canada reported experiencing difficulty in receiving special education services.
- The provinces followed the same pattern with reported rates of difficulty ranging from 23% in New Brunswick and Saskatchewan to a high of 35% in Ontario.

***BC***

- 29% of disabled children in British Columbia reported experiencing difficulty in receiving special education services.

***AB***

- 25% of disabled children in Alberta reported experiencing difficulty in receiving special education services.

***SK***

- 23% of disabled children in Saskatchewan reported experiencing difficulty in receiving special education services.

***MB***

- 27% of disabled children in Manitoba reported experiencing difficulty in receiving special education services.

***ON***

- 35% of disabled children in Ontario reported experiencing difficulty in receiving special education services.

***QC***

- 30% of disabled children in Quebec reported experiencing difficulty in receiving special education services.

***NB***

- 23% of disabled children in New Brunswick reported experiencing difficulty in receiving special education services.

***NS***

- 30% of disabled children in Nova Scotia reported experiencing difficulty in receiving special education services.

***NL***

- 26% of disabled children in Newfoundland and Labrador reported experiencing difficulty in receiving special education services.

**Figure 5: Kind of difficulty experienced in receiving special education services**

***Canada***

- Of the 31% of disabled children experiencing difficulty in receiving special education services, the most common reason reported was insufficient level of staffing or services (75%).
  - 47% reported experiencing difficulty in having their child tested and assessed for special education needs.
  - 44% perceived communication problems with the school.
  - 39% reported they could not access special education services because they were not available locally.
- 
- The provinces followed the same general national pattern, with insufficient levels of staffing or services being the primary perceived difficulty in obtaining special education services by province. However, no province reported statistically significantly different rates from the national average. Both Quebec and PEI had unreportable data on “communication problems with school”. PEI was the only province for which data was unreportable for “difficulty to have child tested for special education services” and “not available locally”.

***BC***

- Of the 29% of disabled children experiencing difficulty in receiving special education services, 71% felt there were insufficient levels of staffing or services.
- 51% experienced difficulty in having their child tested and assessed for special education needs.
- 38% experienced communication problems with the school.
- 35% of disabled children could not access special education services because they were not available locally.

***AB***

- Of the 25% of disabled children experiencing difficulty in receiving special education services, 72% felt there were insufficient levels of staffing or services, significantly lower than the Canadian rate.

- 38% experienced difficulty in having their child tested and assessed for special education needs, significantly lower than the Canadian rate.
- 41% experienced communication problems with the school.
- 27% of disabled children could not access special education services because they were not available locally, significantly lower than the Canadian rate.

***SK***

- Of the 23% of disabled children experiencing difficulty in receiving special education services, 74% felt there were insufficient levels of staffing or services.
- 44% experienced difficulty in having their child tested for special education services.
- 41% reported communication problems with the school.
- 36% stated that services were not available locally.

***MB***

- Of the 27% of disabled children experiencing difficulty in receiving special education services, 69% felt there were insufficient levels of staffing or services.
- 36% experienced difficulty in having their child tested for special education services.
- 31% reported communication problems with the school.
- 41% stated that services were not available locally.

***ON***

- Of the 35% of disabled children experiencing difficulty in receiving special education services, 79% felt there were insufficient levels of staffing or services, significantly higher than the Canadian rate.
- 52% experienced difficulty in having their child tested and assessed for special education needs.
- 53% experienced communication problems with the school, significantly higher than the Canadian rate.
- 40% of disabled children could not access special education services because they were not available locally.

***QC***

- Of the 30% of disabled children experiencing difficulty in receiving special education services, 67% felt there were insufficient levels of staffing or services.
- 38% experienced difficulty in having their child tested and assessed for special education needs.
- 48% of disabled children could not access special education services because they were not available locally.

***NB***

- Of the 23% of disabled children experiencing difficulty in receiving special education services, 79% felt there were insufficient levels of staffing or services.
- 46% experienced difficulty in having their child tested for special education services.
- 46% reported communication problems with the school.
- 42% stated that services were not available locally.

***NS***

- Of the 30% of disabled children experiencing difficulty in receiving special education services, 77% felt there were insufficient levels of staffing or services.
- 44% experienced difficulty in having their child tested for special education services.
- 45% reported communication problems with the school.
- 40% stated that services were not available locally.

***PEI***

- Of the 16% of disabled children experiencing difficulty in receiving special education services, 72% felt there were insufficient levels of staffing or services.

***NL***

- Of the 26% of disabled children experiencing difficulty in receiving special education services, 80% felt there were insufficient levels of staffing or services.
- 39% experienced difficulty in having their child tested for special education services.
- 36% reported communication problems with the school.
- 30% stated that services were not available locally.

## **Figure 6: Impact of condition or health problem on educational outcomes**

### ***Canada***

- 43% of respondents reported that the health condition or problem contributed to taking longer to achieve present level of education.
- 24% of disabled students had to take a lighter course load, i.e., fewer courses or academic subjects, as a result of their condition or health problem.
- 15% of disabled students had their schooling interrupted for long periods of time as a result of their condition or health problem.
- 14% of disabled children had to leave their community in order to attend school as a result of their condition or health problem.
  
- All provinces reported length of time to achieve the present level of education as the number one impact of a disabled student's condition or health problem; however, no province had a statistically significant different rate from the national average. PEI was the only province with unreportable data on “took fewer courses or academic subjects” as a result of condition or health problem. British Columbia, Saskatchewan and PEI all had unreportable data on “schooling interrupted for long periods of time” as a result of condition or health problem. Quebec was the only province to have reportable data on students having to “leave the community to attend school” and at 31% the rate was significantly higher than the national average.

### ***BC***

- 39% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 22% of disabled students had to take a lighter course load, i.e., fewer academic subjects.

### ***AB***

- 35% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 20% of disabled students had to take a lighter course load, i.e., fewer academic subjects.

- 14% of disabled students had their schooling interrupted for long periods of time as a result of their condition or health problem.

***SK***

- 41% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 25% of disabled students had to take a lighter course load, i.e., fewer academic subjects.

***MB***

- 40% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 20% of disabled students had to take a lighter course load, i.e., fewer academic subjects.
- 15% of disabled students had their schooling interrupted for long periods of time as a result of their condition or health problem.

***ON***

- 47% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 26% of disabled students had to take a lighter course load, i.e., fewer academic subjects.
- 16% of disabled students had their schooling interrupted for long periods of time as a result of their condition or health problem.

***QC***

- 48% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 29% of disabled students had to take a lighter course load, i.e., fewer academic subjects.
- 31% of disabled children had to leave their community in order to attend school, a rate significantly higher than the Canadian rate.

***NB***

- 35% of disabled students took longer to achieve their present level of education due to their condition or health problem.

- 19% of disabled students had to take a lighter course load, i.e., fewer academic subjects.
- 17% of disabled students had their schooling interrupted for long periods of time as a result of their condition or health problem.

***NS***

- 35% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 18% of disabled students had to take a lighter course load, i.e., fewer academic subjects.
- 16% of disabled students had their schooling interrupted for long periods of time as a result of their condition or health problem.

***PEI***

- 32% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- Small sample size ( $n < 10$ ) and/or large coefficient of variation (c.v.  $> 33.3$ ) do not allow for reporting of other categories.

***NL***

- 34% of disabled students took longer to achieve their present level of education due to their condition or health problem.
- 24% of disabled students had to take a lighter course load, i.e., fewer academic subjects.

**Figure 7: Assistive aids/devices/services used**

***Canada***

- Of those who reported using assistive aids/devices/services, the most common service used was tutors and teachers aids (57%)
- Note takers and readers were used by 16%, while attendant care services were used by a significantly smaller portion of respondents (7%).
- Material aids, such as recording equipment (5%) and talking books (5%), also accounted for a significantly smaller portion of aids/devices/services used compared to tutors/teachers aids and note takers/readers.
- Often students used more than one assistive/aid/device/service.
  
- Most provinces followed the same general pattern with tutors/teachers aids being the most commonly reported service used (ranging provincially from 51% to 62%); however, no province had rates that were significantly different from the national average. Note takers/readers were the second most common service reported (ranging provincially from 15% to 20%), but once again, no province had rates that were significantly different from the national average. In fact, PEI, New Brunswick and Quebec all did not have reportable data on use of note takers/readers. Unfortunately, no provinces had reportable data for attendant care services, recording equipment and talking books due to small sample size ( $n < 10$ ) and/or large coefficient of variation ( $c.v. > 33.3$ ).

***BC***

- Of those who reported using assistive aids/devices/services, 57% used tutors/teachers aids.
- 16% used note takers and readers.

***AB***

- Of those who reported using assistive aids/devices/services, 52% used tutors/teachers aids.
- 16% used note takers and readers.

***SK***

- Of those who reported using assistive aids/devices/services, 57% used tutors/teachers aids.
- 15% used note takers and readers.

***MB***

- Of those who reported using assistive aids/devices/services, 55% used tutors/teachers aids.
- 17% used note takers and readers.

***ON***

- Of those who reported using assistive aids/devices/services, 60% used tutors/teachers aids.
- 18% used note takers and readers.

***QC***

- Of those who reported using assistive aids/devices/services, 57% used tutors/teachers aids.

***NB***

- Of those who reported using assistive aids/devices/services, 62% used tutors/teachers aids.

***NS***

- Of those who reported using assistive aids/devices/services, 52% used tutors/teachers aids.
- 17% used note takers and readers.

***PEI***

- Of those who reported using assistive aids/devices/services, 56% used tutors/teachers aids.

***NL***

- Of those who reported using assistive aids/devices/services, 51% used tutors/teachers aids.
- 20% used note takers and readers.

**Figure 8: Assistive aids/devices/services needed but not available**

***Canada***

- Of those reporting the need for assistive aids/devices/services which were unavailable, 42% identified insufficient tutors/teachers aids. Unfortunately, data on other aids/devices/services, such as computer with Braille/speech access, recording equipment, and note takers/readers, were not reportable due to small sample size ( $n < 10$ ) and/or large coefficient of variation ( $c.v. > 33.3$ ).
  
- A similar pattern was found at the provincial level, with reportable data only available for respondents who identified an unmet need for tutors/teachers aids (ranging provincially from 35% to 53%); however, no province reported rates that were significantly different from the national average. It should be noted that both PEI and Quebec did not have any reportable data on their unmet need for assistive aids/devices/services.

***BC***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 35% required tutors/teachers aids.

***AB***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 39% required tutors/teachers aids.

***SK***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 46% required tutors/teachers aids.

***MB***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 48% required tutors/teachers aids.

***ON***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 47% required tutors/teachers aids.

***NB***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 52% required tutors/teachers aids.

***NS***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 41% required tutors/teachers aids.

***NL***

- Of those who reported the need for assistive aids/devices/services which were unavailable, 44% required tutors/teachers aids.

**Figure 9: Why were assistive aids/devices/services not available**

***Canada***

- Of those reporting the need for assistive aids/devices/services which were unavailable, the most common reason cited was lack of school funding/cutbacks (70%).
- 23% of individuals attributed the reason for unavailability to a lack of acknowledgement by the school of the child's need for assistive aids/devices/services.
  
- At the provincial level, lack of school funding/cutbacks were identified as the primary reason for unavailability of required assistive aids/devices/services (ranging provincially from 64% to 79%); however, no province had rates that were significantly different from the national average. Only Ontario had reportable data identifying lack of acknowledgement by the school of the child's need for assistive aids/devices/services as a barrier; however, its rate was not significantly different from the Canadian average.

***BC***

- Of those who reported the need for unavailable assistive aids/devices/services, 69% cited lack of school funding/cutbacks.

***AB***

- Of those who reported the need for unavailable assistive aids/devices/services, 68% cited lack of school funding/cutbacks.

***SK***

- Of those who reported the need for unavailable assistive aids/devices/services, 66% cited lack of school funding/cutbacks.

***MB***

- Of those who reported the need for unavailable assistive aids/devices/services, 64% cited lack of school funding/cutbacks.

***ON***

- Of those who reported the need for unavailable assistive aids/devices/services, 72% cited lack of school funding/cutbacks.

- 28% attributed the reason for unavailability to a lack of acknowledgement by the school of the child's need for assistive aids/devices/services.

***QC***

- Of those who reported the need for unavailable assistive aids/devices/services, 67% cited lack of school funding/cutbacks.

***NB***

- Of those who reported the need for unavailable assistive aids/devices/services, 78% cited lack of school funding/cutbacks.

***NS***

- Of those who reported the need for unavailable assistive aids/devices/services, 76% cited lack of school funding/cutbacks.

***PEI***

- Of those who reported the need for unavailable assistive aids/devices/services, 79% cited lack of school funding/cutbacks.

***NL***

- Of those who reported the need for unavailable assistive aids/devices/services, 77% cited lack of school funding/cutbacks.

**Figure 10: Parent participation in child's school**

*Canada*

- In general, parents reported high levels of participation in the child's school. Of those parents who reported participating in their child's school, 96% reported corresponding with the child's teacher.
  - 78% of parents reported attending a school event in which child participated.
  - 65% helped in fundraising for the school.
  - Less than half the parents reported attending parent-school association, parent advisory committee or parent council meeting (48%).
  - Less than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (48%).
  - Less than a quarter reported helping out elsewhere, such as the library/computer room (23%).
- 
- In general, the provinces followed the same pattern, with the exceptions being that compared to the national average, Saskatchewan, Alberta, Manitoba and Newfoundland all reported significantly higher rates of parents attending a school event in which child participated. Also, Saskatchewan, Manitoba and Newfoundland all reported significantly higher rates of parents fundraising for school, compared to the national average. New Brunswick and Newfoundland both reported significantly higher rates of parents attending parent-school association, parent advisory committee or parent council meeting, compared to the Canadian average. Saskatchewan and British Columbia also reported significantly higher rates of parents volunteering in their child's class/class trip, compared to the national average. Quebec was unique in that it was the only province to report significantly lower rates than the national average of parents attending a school event in which their child participated, fundraising, and volunteering in their child's class/class trip.

*BC*

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (94%).

- 81% of parents reported attending a school event in which their child participated.
- 61% helped in fundraising for the school, significantly lower than the national rate.
- Less than half the parents reported attending parent-school association, parent advisory committee or parent council meeting (47%).
- More than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (56%), significantly higher than the national rate.
- Less than a quarter reported helping out elsewhere, such as the library/computer room (31%).

***AB***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (94%).
- 85% of parents reported attending a school event in which their child participated, significantly higher than the national rate.
- 62% helped in fundraising for the school.
- Less than half the parents reported attending parent-school association, parent advisory committee or parent council meeting (45%).
- 55% of parents actively participated in their child's educational experience through volunteering in the child's class/class trip.
- 32% reported helping out elsewhere, such as the library/computer room.

***SK***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (96%).
- 87% of parents reported attending a school event in which their child participated, significantly higher than the national rate.
- 74% helped in fundraising for the school, significantly higher than the national rate.
- Less than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (42%).

- More than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (59%), significantly higher than the national rate.
- Less than a quarter reported helping out elsewhere, such as the library/computer room (24%).

***MB***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (96%).
- 85% of parents reported attending a school event in which their child participated, significantly higher than the national rate.
- 74% helped in fundraising for the school, significantly higher than the national rate.
- Less than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (42%).
- Less than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (46%).
- A quarter of the parents reported helping out elsewhere, such as the library/computer room (25%).

***ON***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (99%), significantly higher than the national rate.
- 78% of parents reported attending a school event in which their child participated.
- 69% helped in fundraising for the school.
- Less than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (47%).
- Less than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (47%).
- Less than a quarter reported helping out elsewhere, such as the library/computer room (22%).

***QC***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were high (93%).
- 67% of parents reported attending a school event in which their child participated, significantly lower than the national rate.
- 55% helped in fundraising for the school, significantly lower than the national rate.
- More than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (55%).
- Less than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (34%), significantly lower than the national rate.
- Less than a quarter reported helping out elsewhere, such as the library/computer room (14%).

***NB***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (97%).
- 73% of parents reported attending a school event in which their child participated.
- 60% helped in fundraising for the school.
- More than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (61%), significantly higher than the national rate.
- Less than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (41%).
- Less than a quarter reported helping out elsewhere, such as the library/computer room (17%).

***NS***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (94%).
- 82% of parents reported attending a school event in which their child participated.
- 72% helped in fundraising for the school.

- More than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (54%).
- More than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (51%).
- More than a quarter reported helping out elsewhere, such as the library/computer room (27%).

***PEI***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (97%).
- 84% of parents reported attending a school event in which their child participated.
- 65% helped in fundraising for the school.
- More than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (51%).
- Less than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (46%).

***NL***

- Of those parents who reported participating in their child's school, reports of correspondence with the child's teacher were very high (98%).
- 87% of parents reported attending a school event in which their child participated, significantly higher than the national rate.
- 76% helped in fundraising for the school, significantly higher than the national rate.
- More than half the parents reported attending parent-school association, parent advisory committee or parent council meetings (60%), significantly higher than the national rate.
- More than half the parents actively participated in their child's educational experience through volunteering in the child's class/class trip (51%).
- Less than a quarter reported helping out elsewhere, such as the library/computer room (24%).

**Figure 11: Method of transportation most often used to get to school**

***Canada***

- The most frequent form of transportation reported was the use of a school bus (34%).
- 25% of disabled students were driven to school by family.
- 25% of disabled students walked or biked to school.
- 7% of disabled students commuted to school on a special bus for persons with disabilities.
  
- The trends varied across provinces, with respondents in British Columbia reporting lower rates of school bus use and respondents in Newfoundland, PEI, Nova Scotia, New Brunswick, and Quebec all reporting significantly higher rates of school bus use than the national average.

***BC***

- In British Columbia, 22% of disabled students commuted to school on a school bus, significantly lower than the Canadian average.
- 35% of disabled students were driven to school by family.
- 33% of disabled students walked or biked to school.

***AB***

- In Alberta, 26% of disabled students commuted to school on a school bus.
- 31% of disabled students were driven to school by family.
- 28% of disabled students walked or biked to school.

***SK***

- In Saskatchewan, 25% of disabled students commuted to school on a school bus.
- 20% of disabled students were driven to school by family.
- 37% of disabled students walked or biked to school, significantly higher than the Canadian average.

***MB***

- In Manitoba, 35% of disabled students commuted to school on a school bus.

- 26% of disabled students were driven to school by family.
- 29% of disabled students walked or biked to school.

***ON***

- In Ontario, 34% of disabled students commuted to school on a school bus.
- 26% of disabled students were driven to school by family.
- 25% of disabled students walked or biked to school.

***QC***

- In Quebec, 47% of disabled students commuted to school on a school bus, significantly higher than the Canadian average.
- 18% of disabled students walked or biked to school.

***NB***

- In New Brunswick, 56% of disabled students commuted to school on a school bus, significantly higher than the Canadian average.
- 17% of disabled students were driven to school by family.
- 17% of disabled students walked or biked to school.

***NS***

- In Nova Scotia, 48% of disabled students commuted to school on a school bus, significantly higher than the Canadian average.
- 21% of disabled students were driven to school by family.
- 18% of disabled students walked or biked to school.

***PEI***

- In Prince Edward Island, 53% of disabled students commuted to school on a school bus, significantly higher than the Canadian average.

***NL***

- In Newfoundland, 46% of disabled students commuted to school on a school bus, significantly higher than the Canadian average.
- 30% of disabled students were driven to school by family.

**Figure 12: Who completed assessment**

***Canada***

- Of those who responded to the item reporting on who completed their child's assessment, 63% reported their child's assessment was done by a psychologist/psychiatrist.
- 58% reported their child's assessment was done by a special education consultant.
- 42% of the assessments were done by speech/language therapists.
- 21% were completed by social workers.
  
- Provincially, there was some variability in who completed the assessment, with respondents from Newfoundland, PEI and New Brunswick reporting significantly lower rates of assessment by a psychologist/psychiatrist than the Canadian average. Respondents from Quebec reported a significantly higher rate of assessment by a speech/language therapist than the national average.

***BC***

- Of those who reported on who completed their child's assessment, 55% reported their child's assessment was done by a psychologist/psychiatrist.
- 54% reported their child's assessment was done by a special education consultant.
- 33% of the assessments were done by speech/language therapists.

***AB***

- Of those who reported on who completed their child's assessment, 58% reported their child's assessment was done by a psychologist/psychiatrist.
- 57% reported their child's assessment was done by a special education consultant.
- 41% of the assessments were done by speech/language therapists.
- 16% were completed by social workers.

***SK***

- Of those who reported on who completed their child's assessment, 58% reported their child's assessment was done by a psychologist/psychiatrist.
- 61% reported their child's assessment was done by a special education consultant.
- 48% of the assessments were done by speech/language therapists.
- 20% were completed by social workers.

***MB***

- Of those who reported on who completed their child's assessment, 60% reported their child's assessment was done by a psychologist/psychiatrist.
- 61% reported their child's assessment was done by a special education consultant.
- 46% of the assessments were done by speech/language therapists.
- 30% were completed by social workers.

***ON***

- Of those who reported on who completed their child's assessment, 62% reported their child's assessment was done by a psychologist/psychiatrist.
- 63% reported their child's assessment was done by a special education consultant.
- 42% of the assessments were done by speech/language therapists.
- 21% were completed by social workers.

***QC***

- Of those who reported on who completed their child's assessment, 72% reported their child's assessment was done by a psychologist/psychiatrist.
- 48% reported their child's assessment was done by a special education consultant.
- 59% of the assessments were done by speech/language therapists, significantly higher than the national rate.
- 27% were completed by social workers.

***NB***

- Of those who reported on who completed their child's assessment, 43% reported their child's assessment was done by a psychologist/psychiatrist, significantly lower than the national rate.
- 49% reported their child's assessment was done by a special education consultant.
- 37% of the assessments were done by speech/language therapists.

***NS***

- Of those who reported on who completed their child's assessment, 60% reported their child's assessment was done by a psychologist/psychiatrist.
- 51% reported their child's assessment was done by a special education consultant.
- 36% of the assessments were done by speech/language therapists.

***PEI***

- Of those who reported on who completed their child's assessment, 34% reported their child's assessment was done by a psychologist/psychiatrist, significantly lower than the national rate.
- 58% reported their child's assessment was done by a special education consultant.

***NL***

- Of those who reported on who completed their child's assessment, 48% reported their child's assessment was done by a psychologist/psychiatrist, significantly lower than the national rate.
- 65% reported their child's assessment was done by a special education consultant.
- 43% of the assessments were done by speech/language therapists.

### *Urban-Rural Comparisons*

The following summaries correspond to data provided in Figures 13 through 28, and Tables 13 through 28. Small cells were not reported ( $n < 10$ ) nor were estimates with coefficients of variation  $> 33.3$ .

When comparing the educational access outcomes between urban and rural environments, we found few significant differences.

- Disabled children in rural areas had a higher rate of regular school attendance (71%) than those in urban areas (63%) (Figure 13).
- Disabled children in rural environments had significantly higher rates of experiencing difficulties in receiving special education services due to services not being available locally (52%) than those urban environments (36%) (Figure 17).
- Parents in rural areas (83%) had a significantly higher rate of attending a school event in which their child participated compared to those in urban areas (78%) (Figure 22).
- Parents in rural areas (53%) had a significantly higher rate of volunteering in their child's class compared to those in urban areas (46%) (Figure 22).
- Parents in rural areas (72%) also had a significantly higher rate of fundraising for their school compared to those in urban areas (65%) (Figure 22).
- Disabled children in rural environments had a significantly higher rate of taking a school bus (64%) to get to school than those in urban environments (28%) (Figure 23).
- Additional analyses were conducted to examine trends in school attendance for different age groups of children in urban and rural environments (Figures 25-26). Regular school attendance was higher in rural as compared to urban areas, for each age group.
- Disabled children aged 4-5 living in urban environments had a significantly lower rate of attending regular school (66%) than those in rural environments (81%) (Figure 25).

- Disabled children aged 6-10 living in urban environments had a significantly lower rate of attending regular school (67%) than those in rural environments (75%) (Figure 25).
- Disabled children aged 11-14 living in urban environments had a significantly lower rate of attending regular school (57%) than those in rural environments (66%) (Figure 25).
- In both urban and rural areas, regular school attendance was significantly higher for the youngest age group (4-5 years) as compared to the oldest (11-14 years) age group (Figure 25).
- Attendance in regular schools with special education increased with child age and was significantly greater for the oldest children (11-14 years) as compared to the youngest children (4-5 years) living in urban areas (Figure 25).
- In terms of class type, attendance in regular classes (only) followed the same pattern for children living in urban and rural areas, that is, it decreased with age (Figure 26).
- Attendance in regular classes (only) decreased with child age, with attendance by 4-5 year olds (73%) significantly higher than that of 6-10 year olds (62%), which in turn was significantly higher than that of 11-14 year olds (55%), in urban areas (Figure 26).
- Attendance in regular classes (only) was significantly higher for 4-5 year olds (77%) than 11-14 year olds (61%), in rural areas (Figure 26).
- Attendance in regular and special education classes increased with child age in urban environments. In urban areas, the oldest group of children (11-14 years) had significantly higher rates of regular and special education class attendance than the youngest group of children (4-5 years) in urban areas (32 % vs. 15%; Figure 26).
- With regards to the complexity of the disabling condition, there was no significant difference in the reporting of multiple disabilities (Figure 27) or in the number of disabilities (Figure 28) for children living in urban and rural environments.

### *Urban Size Comparisons*

The following summaries correspond to data provided in Figures 29 through 40, and Tables 29 through 40. Small cells were not reported ( $n < 10$ ) nor were estimates with coefficients of variation  $> 33.3$ .

In general, there were few significant differences between the smallest urban category ( $n < 100,000$ ) and the mid-sized urban category ( $100,000 \leq n \leq 999,999$ ). Most differences were primarily observed between the largest urban category ( $n \geq 1,000,000$ ) and one or both of the two smaller urban areas.

- Disabled children in small urban environments reported a significantly higher rate of regular school attendance (69%) than those in the large urban category (55%) (Figure 29).
- Disabled children in small urban environments reported significantly lower rates of emotional, psychological, or behavioural conditions (32%) than those in mid-sized urban environments (47%) (Figure 31).
- With respect to the reasons for why assistive aids/devices/services were not available, lack of school funding/cutbacks were the number one reasons for all areas, regardless of size (Figure 37).
- Disabled children in small urban environments reported a significantly higher rate (82%) of identifying lack of funding/cutbacks as a reason for the unavailability of assistive aids/devices/services compared to those in mid-sized urban environments (61%) (Figure 37).
- Disabled children from small urban areas had significantly lower rates (56%) of psychologists/psychiatrists completing their assessment as compared to those in large urban environments (70%) (Figure 40).

## Results Study 2

### *Regression Models*

#### **Regression Model 1a: The association of type of disability with participation in regular classes only (Table 41)**

- In this model, type of disability was a significant predictor of participation in regular classes only; as were child age, type of disability, parents' marital status, and province of residence. Residence in an urban-rural environment was marginally significant.
- Children who reported physical disabilities only, chronic conditions only, or an unknown condition only all had significantly higher odds (O.R. = 3.2, C.I. = 1.9 - 5.6, O.R. = 13.0, C.I. = 6.7 – 25.2, and O.R. = 6.0, C.I. = 3.1 -11.5, respectively) of attending regular classes as compared to children who had a developmental/learning/psychological disability.
- Child age was significant; having an inverted U-shaped relationship with the maximum at 8.4 years, indicating that the likelihood of only attending a regular class increases until the age of 8.4 years and decreases after that.
- Children with disabilities who live in “other” living arrangements had marginally significant lower odds (O.R. = 0.7, C.I. = 0.5 – 1.0) of only attending regular classes compared to children whose parents are married.
- Children with disabilities who live in Newfoundland had significantly lower odds (O.R. = 0.6, C.I. = 0.4 - 1.0) of attending regular classes only, compared to children who live in Ontario. Those who live in New Brunswick had significantly higher odds (O.R. = 1.7, C.I. = 1.1 – 2.5) of only attending regular classes. Disabled children who live in Prince Edward Island had marginally higher odds (O.R. = 1.7, C.I. = 0.9 – 3.0) of only attending regular classes than those in Ontario.

#### **Regression Model 1b: The association of “complexity” with participation in regular classes only (Table 42)**

- In this model, the number of conditions or “complexity” was associated with participation in regular classes only; as were child age, number of conditions,

- rural-urban environment, and province of residence. Parents' marital status was marginally significant.
- Children who reported multiple conditions, that is, either two conditions, three conditions, or four or more conditions all had significantly lower odds (O.R. = 0.4, C.I. = 0.3 – 0.6, O.R. = 0.3, C.I. = 0.2 – 0.5, and O.R. = 0.2, C.I. = 0.1 – 0.2, respectively) of only attending regular classes compared to children who have only one condition.
  - Child age had a significant inverted U-shaped relationship with the maximum at 7.9 years, indicating that the likelihood of only attending a regular class increases until the age of 7.9 years and decreases after that.
  - Children with disabilities who live in “other” living arrangements had marginally significant lower odds (O.R. = 0.7, C.I. = 0.5 – 1.0) of only attending regular classes compared to children whose parents are married.
  - Children with disabilities who live in a large urban environment had significantly lower odds of only attending regular classes compared to children who live in small urban environments.
  - Children with disabilities who live in Prince Edward Island or New Brunswick both had significantly higher odds (O.R. = 1.8, C.I. = 1.0 – 3.2, and O.R. = 1.6, C.I. = 1.1 – 2.4, respectively) of only attending regular classes compared to children who live in Ontario.

**Regression Model 2a: The association of type of disability participation in special education classes only (Table 43)**

- In this model, the type of disability was not a significant predictor of participation in special education classes only but having multiple conditions was; in addition, child age, parents' marital status, rural-urban environment, minority status, and province of residence were also significant predictors. Income was a marginally significant predictor of participation in special education classes only.
- Children with multiple disabilities had significantly higher odds (O.R. = 3.9, C.I. = 1.5 - 9.9) of only attending special education classes as compared to children who have a developmental/learning/psychological disability.
- Child age had a significant U-shaped relationship with participation in special education classes with the minimum at 8.6 years, indicating that the likelihood of only attending a special education class decreases until the age of 8.6 years and increases after that age.
- Children with disabilities who live in "other" living arrangements had significantly higher odds (O.R. = 2.0, C.I. = 1.2 - 3.5) of only attending special education classes compared to children in two parent married families.
- Children with disabilities who live in a mid-sized urban environment had significantly higher odds (O.R. = 2.6, C.I. = 1.3 – 5.0) of only attending special education classes compared to children who live in small urban environments (N < 100,000).
- Children with disabilities who are visible minorities had significantly higher odds (O.R. = 2.4, C.I. = 1.2 – 4.8) of only attending special education classes compared to children who are not visible minorities.
- Children with disabilities whose family income is between \$20,000 and \$40,000 had marginally significant lower odds (O.R. = 0.5, C.I. = 0.2 – 1.1) of only attending special education classes as compared to those whose family income is less than \$20,000.
- Children with disabilities who live in the province of Québec had marginally significant higher odds (O.R. = 1.8, C.I. = 1.0 – 3.3) of only attending special education classes compared to children who live in Ontario. Those who live in

Manitoba and Saskatchewan had significantly lower odds (O.R. = 0.4, C.I. = 0.1 – 0.8, and O.R. = 0.3, C.I. = 0.2 – 0.8, respectively) of attending special education classes compared to children who live in Ontario.

**Regression Model 2b: The association of “complexity” with participation in special education classes only (Table 44)**

- In this second model, small sample sizes did not allow for an examination of number of conditions with participation in special education classes. Similar factors to the previous model were significant predictors of participation in special education classes only; namely, parents’ marital status, rural-urban environment, minority status, child age and province of residence. Income was a marginally significant predictor of participation in special education classes only.

**Regression Model 3a: The association of type of disability with difficulty in accessing special education services (Table 45)**

- In this model, 3 factors were significant predictors of experiencing difficulty in accessing special education services; namely, type of disability, income and province of residence. Child age was marginally significant.
- Children who reported either physical disabilities only or chronic conditions only both had significantly lower odds (O.R. = 0.3, C.I. = 0.1 – 0.6, and O.R. = 0.0, C.I. = 0.0 – 0.1, respectively) of experiencing difficulty in accessing special education services as compared to children who had a developmental/learning/psychological disability. Those who reported multiple conditions had significantly higher odds (O.R. = 1.8, C.I. = 1.2 – 2.6) of experiencing difficulty in accessing special education services.
- Child age was marginally significant; having an inverted U-shaped relationship with the maximum at 10.6 years, indicating that the likelihood of experiencing difficulty in accessing special education services increases until the age of 10.6 years and decreases after that.
- Children with disabilities whose family income is greater than \$80,000 had significantly higher odds (O.R. = 1.7, C.I. = 1.0 – 2.8) of experiencing difficulty in accessing special education services as compared to those whose family income is less than \$20,000.
- Children with disabilities who live in Prince Edward Island, New Brunswick, Manitoba, Saskatchewan and Alberta all had significantly lower odds (O.R. = 0.4, C.I. = 0.2 – 0.8, O.R. = 0.6, C.I. = 0.4 – 0.9, O.R. = 0.6, C.I. = 0.4 – 0.9, O.R. = 0.6, C.I. = 0.4 – 0.8, and O.R. = 0.6, C.I. = 0.4 – 0.9) of experiencing difficulty in accessing special education services compared to children who live in Ontario.

**Regression Model 3b: The association of “complexity” with difficulty in accessing special education services (Table 46)**

- In this model, 3 factors were significant predictors of experiencing difficulty in accessing special education services; namely, the number of conditions, income, and province of residence. Parents’ marital status and age came out marginally significant.
- Children who reported 2, 3, 4 or more conditions had significantly higher odds (O.R. = 3.6, C.I. = 2.3 – 5.7, O.R. = 6.1, C.I. = 3.9 - 9.6, and O.R. = 9.6, C.I. = 6.4 – 14.4, respectively) of experiencing difficulty in accessing special education services as compared to children who only have one condition.
- Relationships of the other factors were similar to the previous model.
- In this model, child age had marginally significant linear relationship with the likelihood of experiencing difficulty in accessing special education services, increasing as a child gets older.
- Children with disabilities who live with a single parent had marginally significant higher odds (O.R. = 1.4, C.I. = 1.0 – 2.0) of experiencing difficulty in accessing special education services compared to children whose parents are married.
- Children with disabilities whose family income is greater than \$80,000 had marginally significant higher odds (O.R. = 1.7, C.I. = 1.0 – 2.8) of experiencing difficulty in accessing special education services as compared to those whose family income is less than \$20,000.
- Children with disabilities who live in Prince Edward Island, New Brunswick, Manitoba, Saskatchewan and Alberta all had significantly lower odds (O.R. = 0.4, C.I. = 0.2 – 0.7, O.R. = 0.6, C.I. = 0.4 – 0.9, O.R. = 0.6, C.I. = 0.4 – 0.9, O.R. = 0.5, C.I. = 0.4 – 0.8, and O.R. = 0.6, C.I. = 0.4 – 0.8) of experiencing difficulty in accessing special education services compared to children who live in Ontario. Those living in Newfoundland had marginally lower odds (O.R. = 0.7, C.I. = 0.4 – 1.0) of experiencing difficulty in accessing special education services compared to children who live in Ontario.

**Regression Model 4a: The association of type of disability with child’s school not believing child needed assistive aids/devices/services (Table 47)**

- In this model, there were no significant predictors, only rural-urban environment showed up as having a marginally significant relationship.
- Children with disabilities who live in a mid-sized urban environment had marginally significant higher odds (O.R.= 2.5, C.I. = 0.9 – 6.5) of not accessing assistive aids/devices/services because the school did not think the child needed them, as compared to children who live in small urban environments.

**Regression Model 4b: The association of “complexity” with school not believing child needed assistive aids/devices/services (Table 48)**

- In this model, there were no significant predictors, only rural-urban environment and province of residence showed up as marginally significant.
- Children with disabilities who live in a mid-sized urban environment had marginally significant higher odds (O.R.= 2.4, C.I. = 0.9 – 6.1) of not accessing assistive aids/devices/services because the school did not think the child needed them, as compared to children who live in small urban environments.
- Children with disabilities who live in Alberta had marginally significant lower odds (O.R. = 0.4, C.I. = 0.2 - 1.1) of not accessing assistive aids/devices/services because the school did not think the child needed them, as compared to children who live in Ontario.

**Regression Model 5a: The association of type of disability with impact of condition – had to leave community for schooling (Table 49)**

- In this model, four factors were significant predictors of whether a child had to leave their community for schooling as a result of their condition; namely, type of disability, rural-urban environment, minority status, and province of residence.
- Children who reported either physical disabilities only or chronic conditions only both had significantly lower odds (O.R. = 0.3, C.I. = 0.1- 0.8, and O.R. = 0.0, C.I. = 0.0 – 0.9, respectively) of having to leave their community as a result of their condition, as compared to children with a developmental/learning/ psychological disability.
- Children who live in small urban environments had the lowest odds of having to leave their community as a result of their condition. Those who live in rural, mid-sized urban and large urban environments all had significantly higher odds (O.R. = 2.3, C.I. = 1.1 – 4.8, O.R. = 2.8, C.I. = 1.5 – 5.1, and O.R. = 4.0, C.I. = 2.0 – 8.1, respectively) of having to leave their community as a result of their condition than those in small urban environments.
- Children with disabilities who are visible minorities had significantly higher odds (O.R. = 2.4, C.I. = 1.3 – 4.4) of having to leave their community as a result of their condition compared to children who are not visible minorities.
- Children with disabilities who live in Quebec had significantly higher odds (O.R. = 3.8, C.I. = 2.3 – 6.1) of having to leave their community as a result of their condition, compared to children who live in Ontario. Whereas, those who live in British Columbia had significantly lower odds (O.R. = 0.5, C.I. = 0.3 – 1.0) of having to leave their community as a result of their condition compared to children who live in Ontario.

**Regression Model 5b: The association of “complexity” with impact of condition – had to leave community for schooling (Table 50)**

- In this model, four factors were significant predictors of whether a child had to leave their community for schooling as a result of their condition; namely, number of conditions, rural-urban environment, minority status, and province of residence.

- The odds of a disabled child having to leave their community for schooling as a result of their condition increases linearly with the number of conditions they have. Children who reported either two conditions, three conditions, or four or more conditions all had significantly higher odds (O.R. = 2.2, C.I. = 1.0 – 4.6, O.R. = 3.2, C.I. = 1.7 – 6.0, and O.R. = 4.6, C.I. = 2.5 – 8.2, respectively) of having to leave their community as a result of their condition, compared to children who have one condition.
- Children who live in small urban environments had the lowest odds of having to leave their community as a result of their condition. Those who live in rural, mid-sized urban and large urban environments all had significantly higher odds (O.R. = 2.4, C.I. = 1.2 – 5.0, O.R. = 2.8, C.I. = 1.5 – 5.1, and O.R. = 4.2, C.I. = 2.1 – 8.2, respectively) of having to leave their community as a result of their condition than those in small urban environments.
- Children with disabilities who are visible minorities had significantly higher odds (O.R. = 2.4, C.I. = 1.3 – 4.6) of having to leave their community as a result of their condition, compared to children who are not visible minorities.
- Children with disabilities who live in Quebec had significantly higher odds (O.R. = 3.5, C.I. = 2.2 – 5.6) of having to leave their community as a result of their condition compared to children who live in Ontario. Whereas, those who live in British Columbia had significantly lower odds (O.R. = 0.5, C.I. = 0.3 – 0.9) of having to leave their community as a result of their condition compared to children who live in Ontario.

**Regression Model 6a: The association of type of disability with impact of condition – had schooling interrupted (Table 51)**

- In this model, two factors were significant predictors of whether a child had their schooling interrupted as a result of their condition; namely, type of disability, and child age.
- Children who reported either chronic conditions only or multiple disabilities both had significantly higher odds (O.R. = 4.7, C.I. = 2.1 – 10.3, and O.R. = 3.6, C.I. = 1.8 – 7.0, respectively) of having their schooling interrupted as a result of their condition, as compared to children who have a developmental/learning/psychological disability.
- Child age was a significant predictor; having a U-shaped relationship with the minimum at 9.1 years, indicating that the likelihood of having schooling interrupted decreased until the age of 9.1 years and increases after that.

**Regression Model 6b: The association of “complexity” with impact of condition – had schooling interrupted (Table 52)**

- In this model, two factors were significant predictors of whether a child had their schooling interrupted as a result of their condition; namely, number of conditions and child age. Rural-urban environment was marginally significant.
- Children who reported either three conditions, or four or more conditions both had significantly higher odds (O.R. = 1.9, C.I. = 1.3 – 3.0, and O.R. = 1.7, C.I. = 1.1 – 2.6, respectively) of having their schooling interrupted as a result of their condition compared to children who only have one condition.
- Child age was significant; having a U-shaped curve with the minimum at 9.1 years, indicating that the likelihood of a child having their schooling interrupted as a result of their condition decreased until the age of 9.1 years and increases after that.
- Children with disabilities who live in a mid-sized urban environment had marginally significant higher odds (O.R.= 1.6, C.I. = 1.0 – 2.7) of having a child have their schooling interrupted as a result of their condition compared to children who live in small urban environments.

**Regression Model 7a: The association of type of disability with impact of condition – took fewer courses (Table 53)**

- In this model, only the type of disability was a significant predictor of whether a child took fewer courses as a result of their condition. Children who reported either physical conditions only or chronic conditions only both had significantly lower odds (O.R. = 0.2, C.I. = 0.1 – 0.6, and O.R. = 0.0, C.I. = 0.0 – 0.3, respectively) of taking fewer courses as a result of their condition compared to children who have a developmental/learning/ psychological disability.

**Regression Model 7b: The association of “complexity” with impact of condition – took fewer courses (Table 54)**

- In this model, only the number of conditions was a significant predictor of whether a child took fewer courses as a result of their condition. As the number of conditions increased, the odds of a child having to take fewer courses as a result of their condition also increased. Children who reported either two conditions, three conditions, or four or more conditions all had significantly higher odds (O.R. = 2.0, C.I. = 1.2 – 3.3, O.R. = 3.1, C.I. = 2.0 – 4.9, and O.R. = 6.5, C.I. = 4.2 – 10.0, respectively) of taking fewer courses as a result of their condition compared to children who have a developmental/learning/ psychological disability.

**Regression Model 8a: The association of type of disability with impact of condition – took longer to achieve present level of education (Table 55)**

- In this model, three factors were significant predictors of whether a child took longer to achieve their present level of education as a result of their condition; namely, type of disability, urban-rural environment, and province of residence.
- Children who reported either physical disabilities only or chronic conditions only both had significantly lower odds (O.R. = 0.2, C.I. = 0.1 -0.3 and O.R. = 0.1, C.I. = 0.0 – 0.2, respectively) of taking longer to achieve their present level of education as a result of their condition compared to children who had a developmental/learning/psychological disability. Those who report multiple conditions had marginally higher odds of taking longer to achieve their present level of education as a result of their condition, compared to children who have a developmental/learning/psychological disability.
- Children with disabilities who live in a large-sized urban environment had significantly lower odds (O.R.= 0.6, C.I. = 0.4 – 0.9) of taking longer to achieve their present level of education as a result of their condition, compared to children who live in small urban environments. Those who live in a mid-sized urban environment had marginally significant lower odds (O.R.= 0.7, C.I. = 0.5 – 1.0) of taking longer to achieve their present level of education as a result of their condition, compared to children who live in small urban environments.
- Children with disabilities living in the Atlantic Provinces reported significantly lower odds of taking longer to achieve their present level of education as a result of their condition, compared to children who live in Ontario. Odds for these provinces were as follows: Newfoundland (O.R. = 0.6, C.I. = 0.4 – 0.8), Prince Edward Island (O.R. = 0.5, C.I. = 0.3 – 0.9), New Brunswick (O.R. = 0.5, C.I. = 0.3 – 0.8) and Nova Scotia (O.R. = 0.5, C.I. = 0.3- 0.8). Disabled children who live in Alberta had marginally lower odds (O.R. = 0.7, C.I. = 0.5 – 1.0) of taking longer to achieve their present level of education as a result of their condition than those in Ontario.

**Regression Model 8b: The association of “complexity” with impact of condition – took longer to achieve present level of education (Table 56)**

- In this model, there were two significant predictors of whether a child took longer to achieve their present level of education as a result of their condition; namely, number of conditions and province of residence. Rural-urban environment was marginally significant.
- The odds of taking longer to achieve their present level of education as a result of their condition increased with the number of conditions. Children who reported either two conditions, three conditions, or four or more conditions all had significantly higher odds (O.R. = 2.3, C.I. = 1.7 – 3.3, O.R. = 4.8, C.I. = 3.4 – 6.8 and O.R. = 9.4, C.I. = 6.7 – 13.2, respectively) of taking longer to achieve their present level of education as a result of their condition compared to children who report one condition.
- Children with disabilities who live in mid-sized or large-sized urban environments both had marginally significant lower odds (O.R. = 0.7, C.I. = 0.5 – 1.0 and O.R. = 0.7, C.I. = 0.4 – 1.1, respectively) of taking longer to achieve their present level of education as a result of their condition compared to children who live in small urban environments.
- Children with disabilities living in the Atlantic Provinces and Alberta and British Columbia all reported significantly lower odds of taking longer to achieve their present level of education as a result of their condition compared to children who live in Ontario. Odds for these provinces were as follows: Newfoundland (O.R. = 0.5, C.I. = 0.3 – 0.7), Prince Edward Island (O.R. = 0.4, C.I. = 0.2 – 0.8), New Brunswick (O.R. = 0.5, C.I. = 0.4 – 0.8), Nova Scotia (O.R. = 0.5, C.I. = 0.3 – 0.7), Alberta (O.R. = 0.6, C.I. = 0.4 – 0.9) and British Columbia (O.R. = 0.7, C.I. = 0.5 – 1.0).

## **Limitations**

Certain limitations of this study need to be noted. Although the Participation and Activity Limitation Survey is the largest Canadian disability survey collecting information on children with disabling conditions, small sample sizes did not allow for many geographic comparisons, in some cases provincial rates could not be calculated. Another issue was that demographic information was not available on the data set so associations with socio-demographic factors were limited. This is particularly important in our examination of urban rural differences and differences between urban areas of different sizes. Another issue that we feel could not be adequately addressed was a careful examination of the impact of type of disability. Since many respondents reported multiple disabilities it was difficult to examine the impact of separate and distinct disabilities. Moreover, all data was based on parent reports and the validity of the responses (e.g. type of disability, diagnosed conditions) could not be ascertained. No information was collected on school performance or school achievement, so the impact of different educational experiences such as type of school or type of classes or the impact of special education services and assistive devices could not be determined. Since the study was cross-sectional, no long term effects could be studied. Since some of the questions for the children's survey were derived from the adult Health Activity and Limitations Survey they were not appropriate for children (for example, types of assistive devices).

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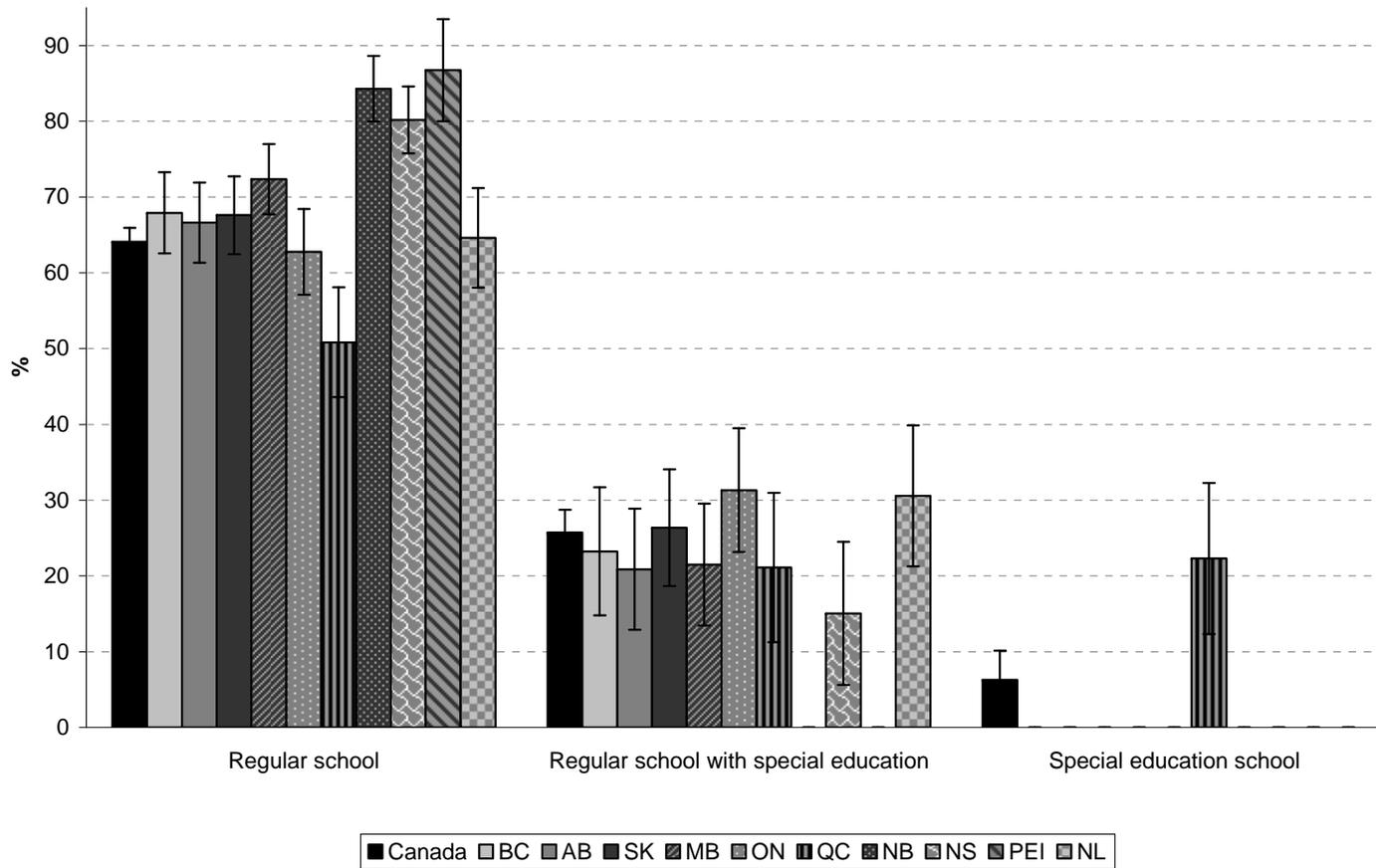
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Appendix A: Figures

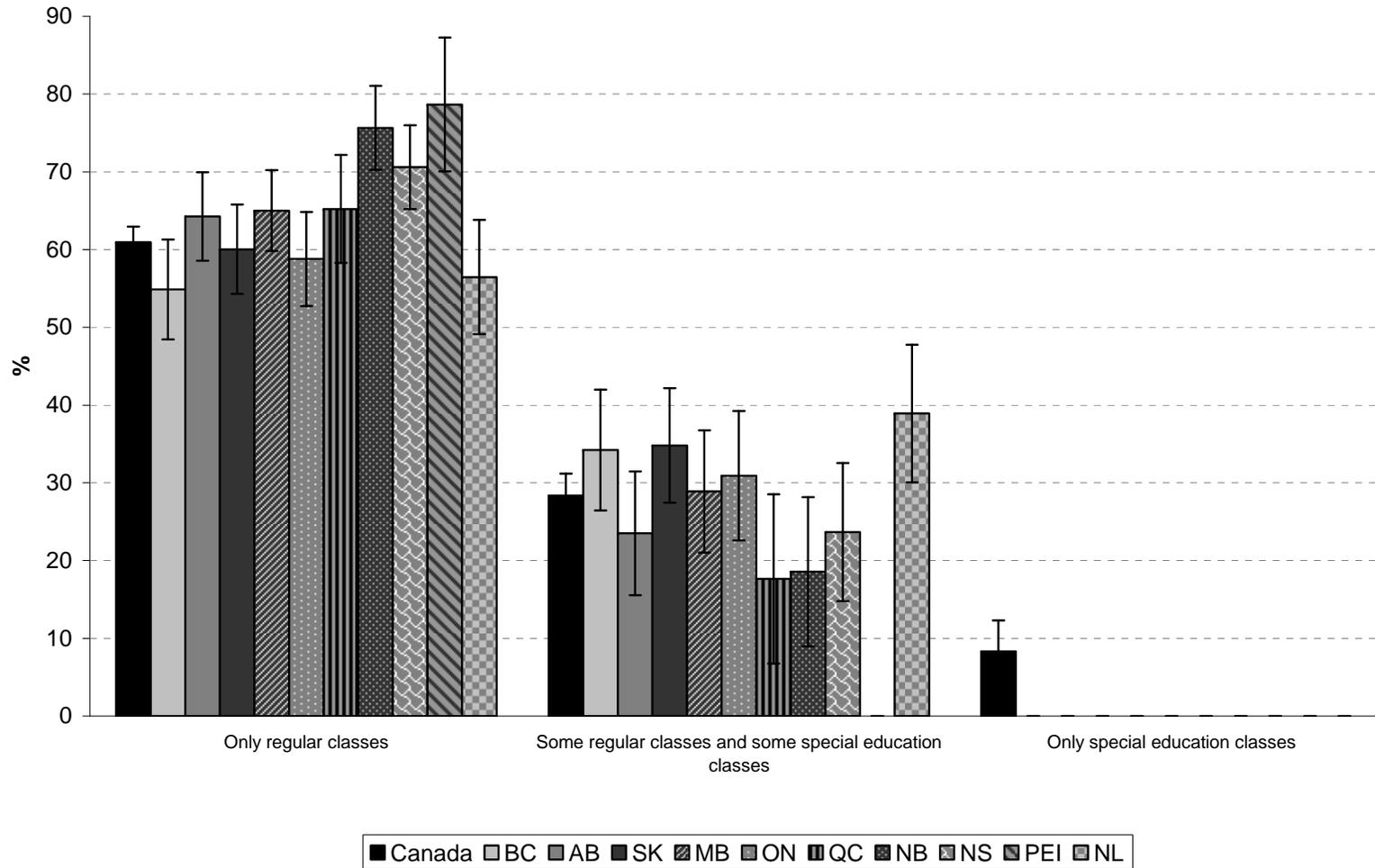
Figure 1: Type of school attended by province

Data Source: PALS 2001



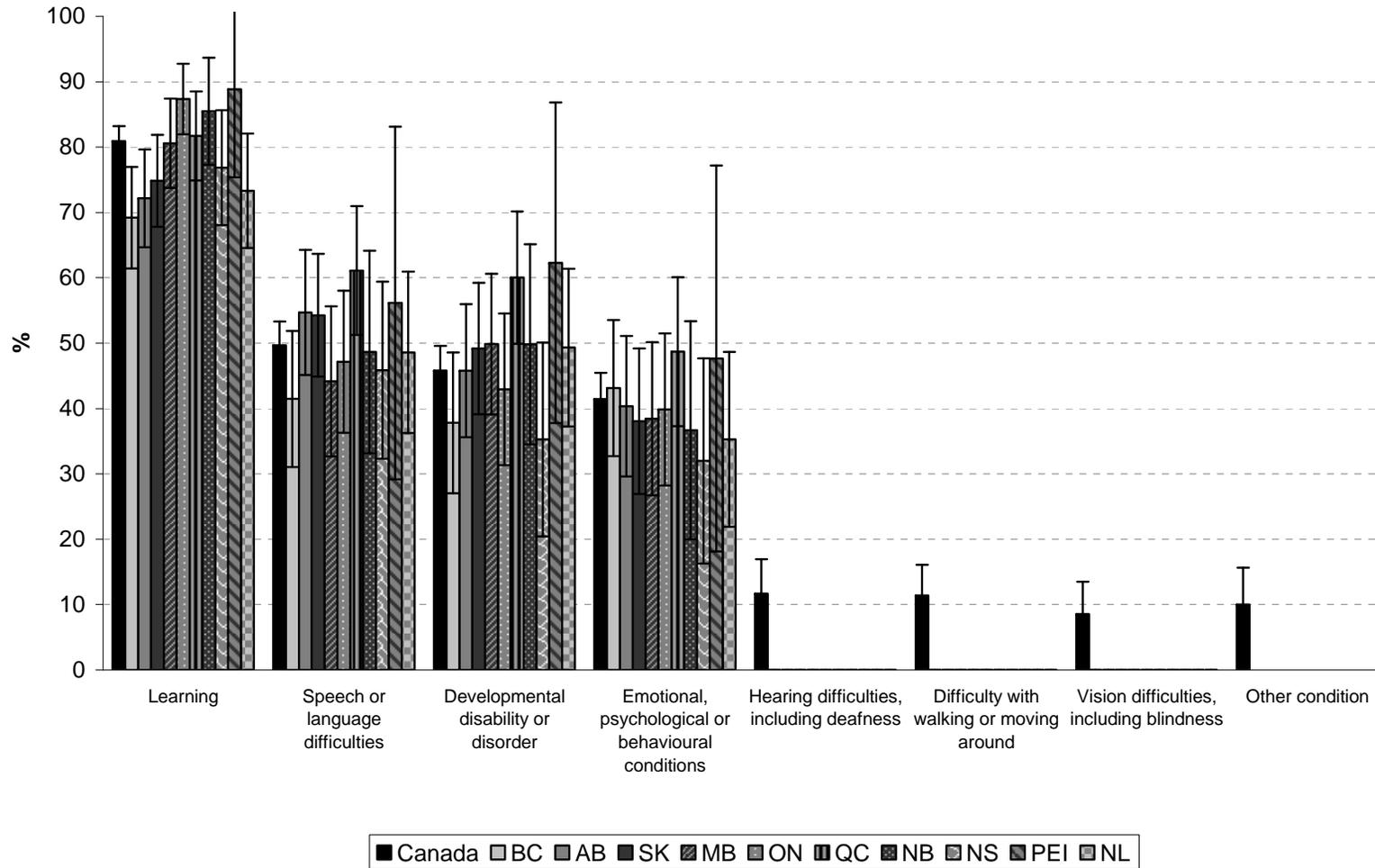
**Figure 2: Type of class attended by province**

Data Source: PALS 2001



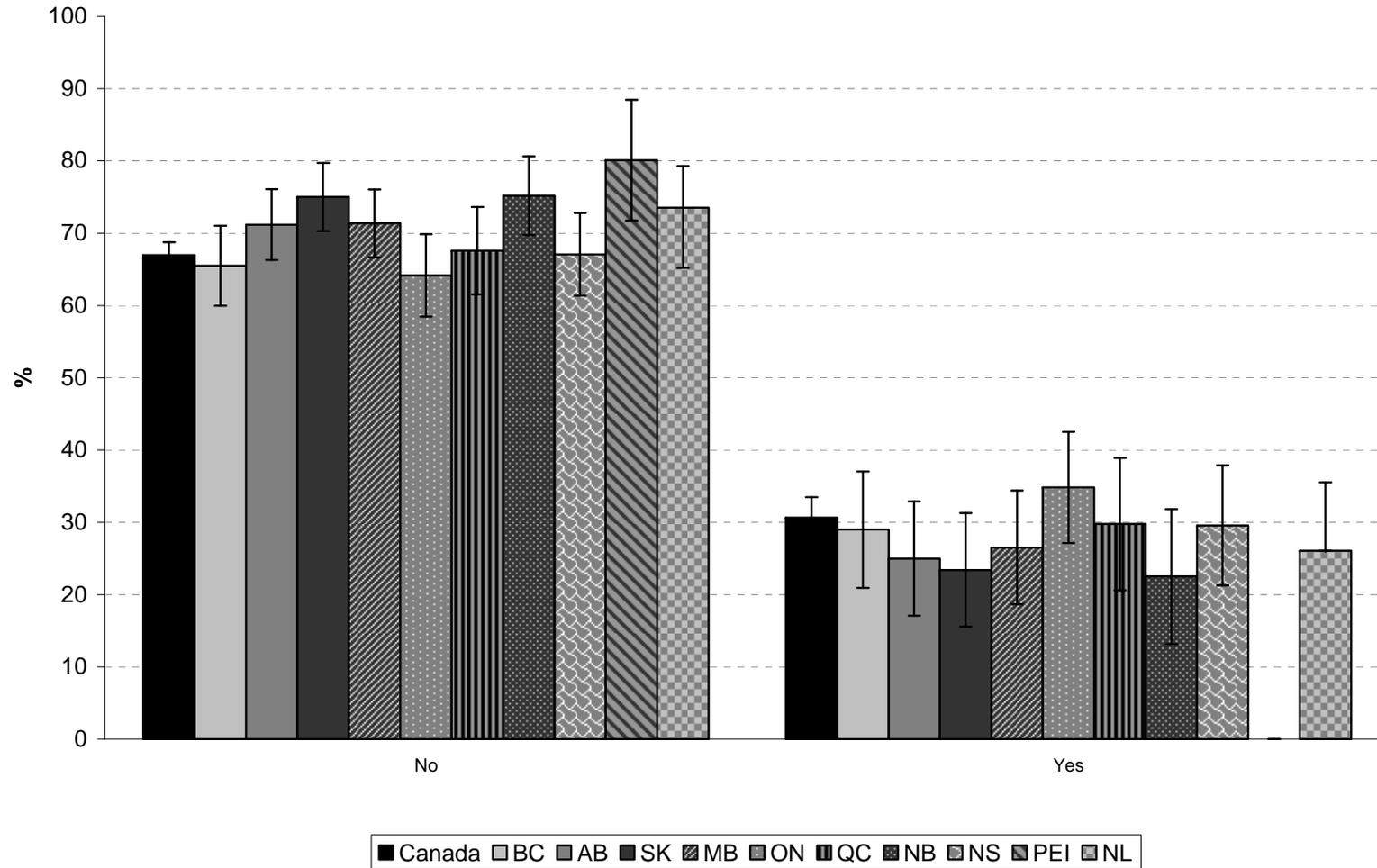
**Figure 3: Main condition for which special education services required, by province**

Data Source: PALS 2001



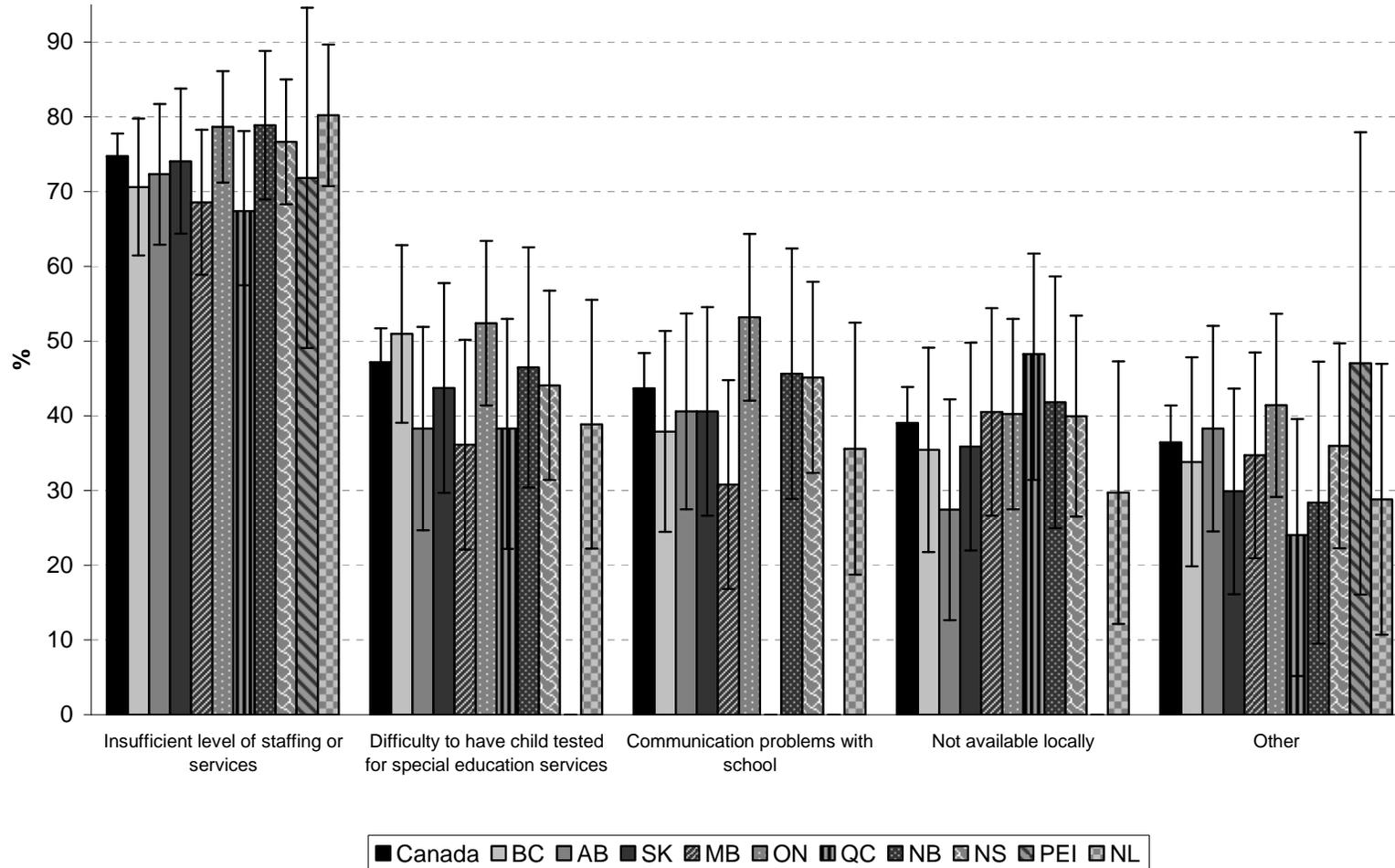
**Figure 4: Experienced difficulty in receiving special education services by province**

Data Source: PALS 2001



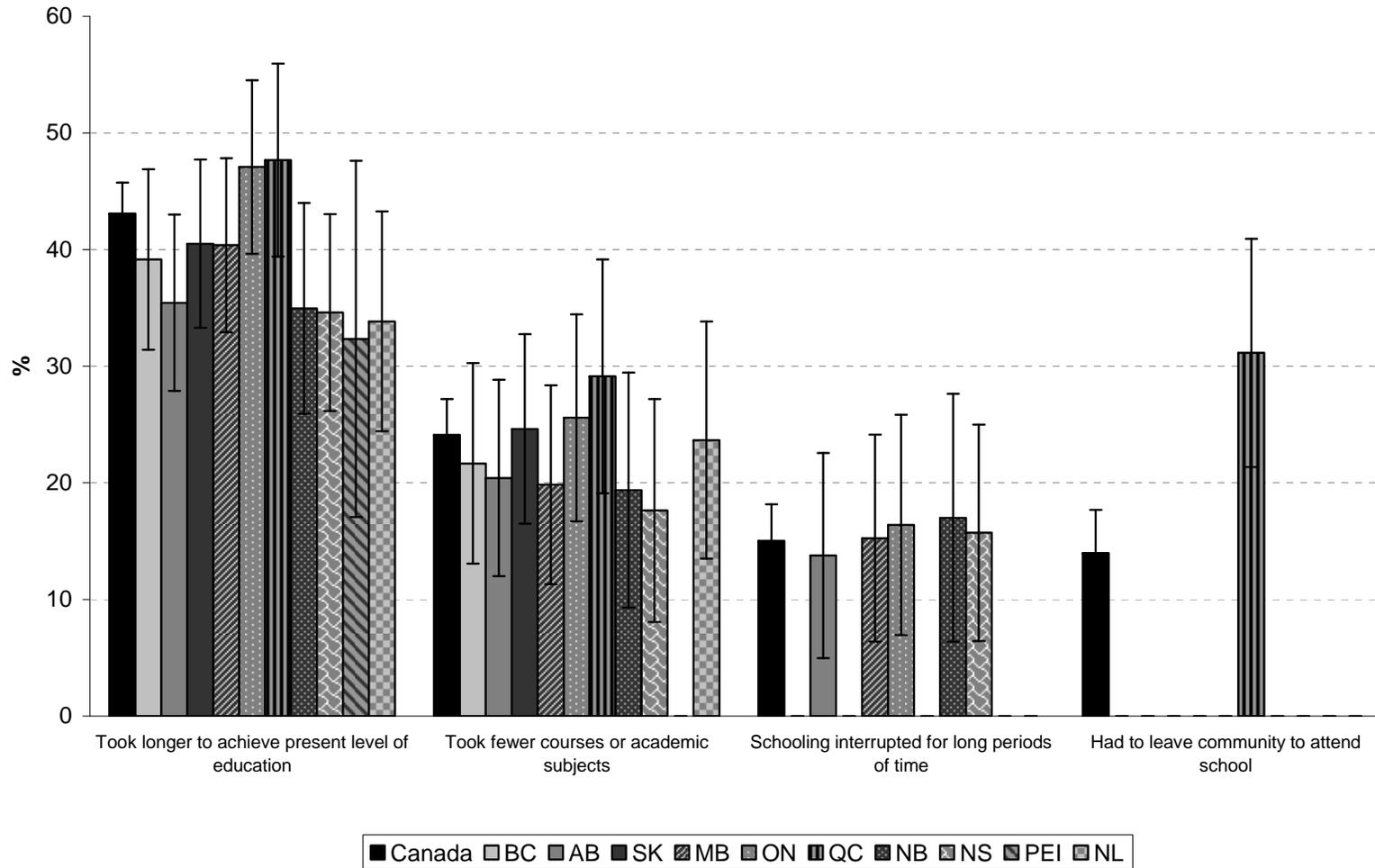
**Figure 5: Type of difficulty experienced in receiving special education services, by province**

Data Source: PALS 2001



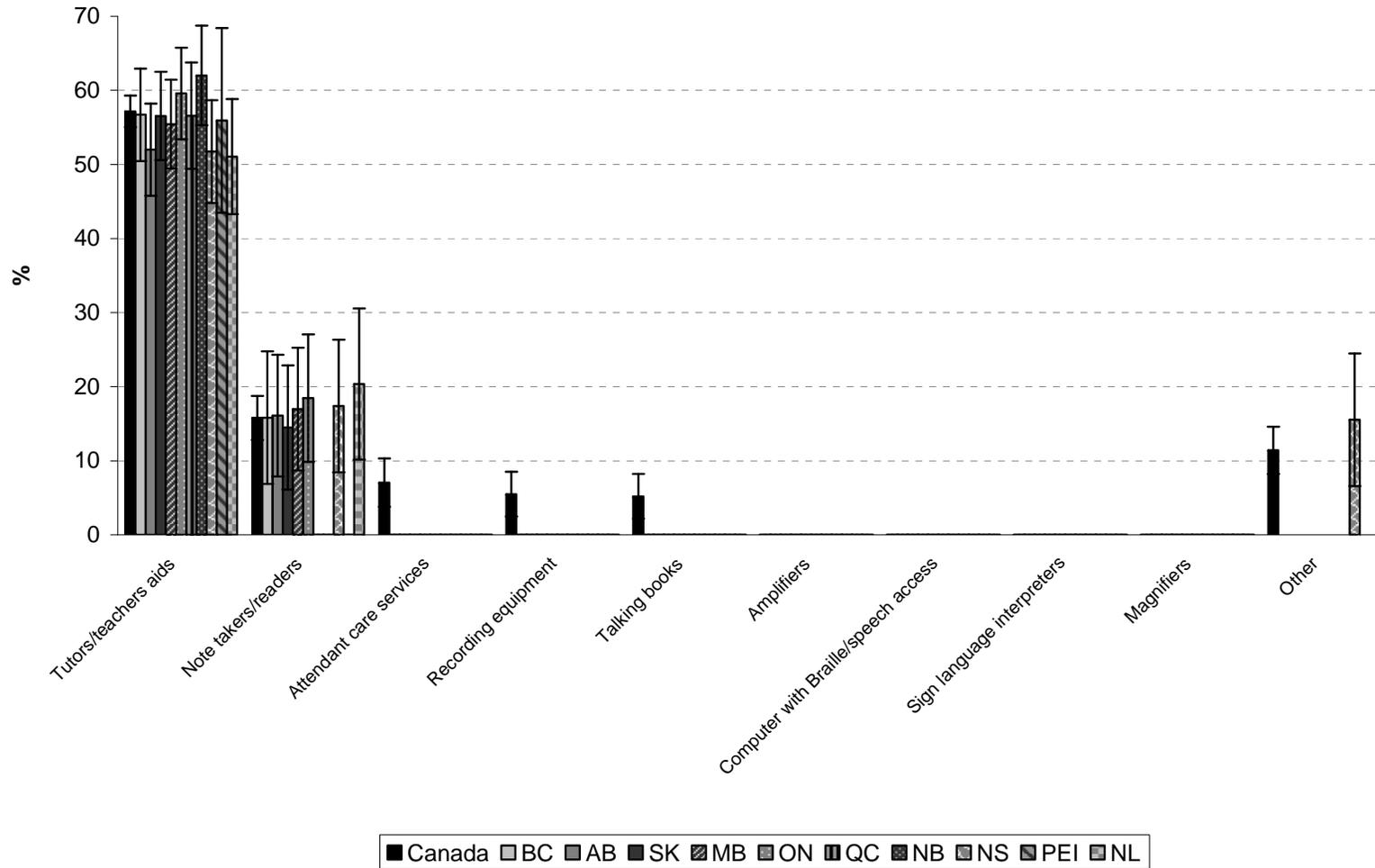
**Figure 6: Impact of condition or health problem on educational outcomes by province**

Data Source: PALS 2001



**Figure 7: Assistive aids / devices / services used, by province**

Data Source: PALS 2001



**Figure 8: Assistive aids / devices / services needed but not available, by province**

Data Source: PALS 2001

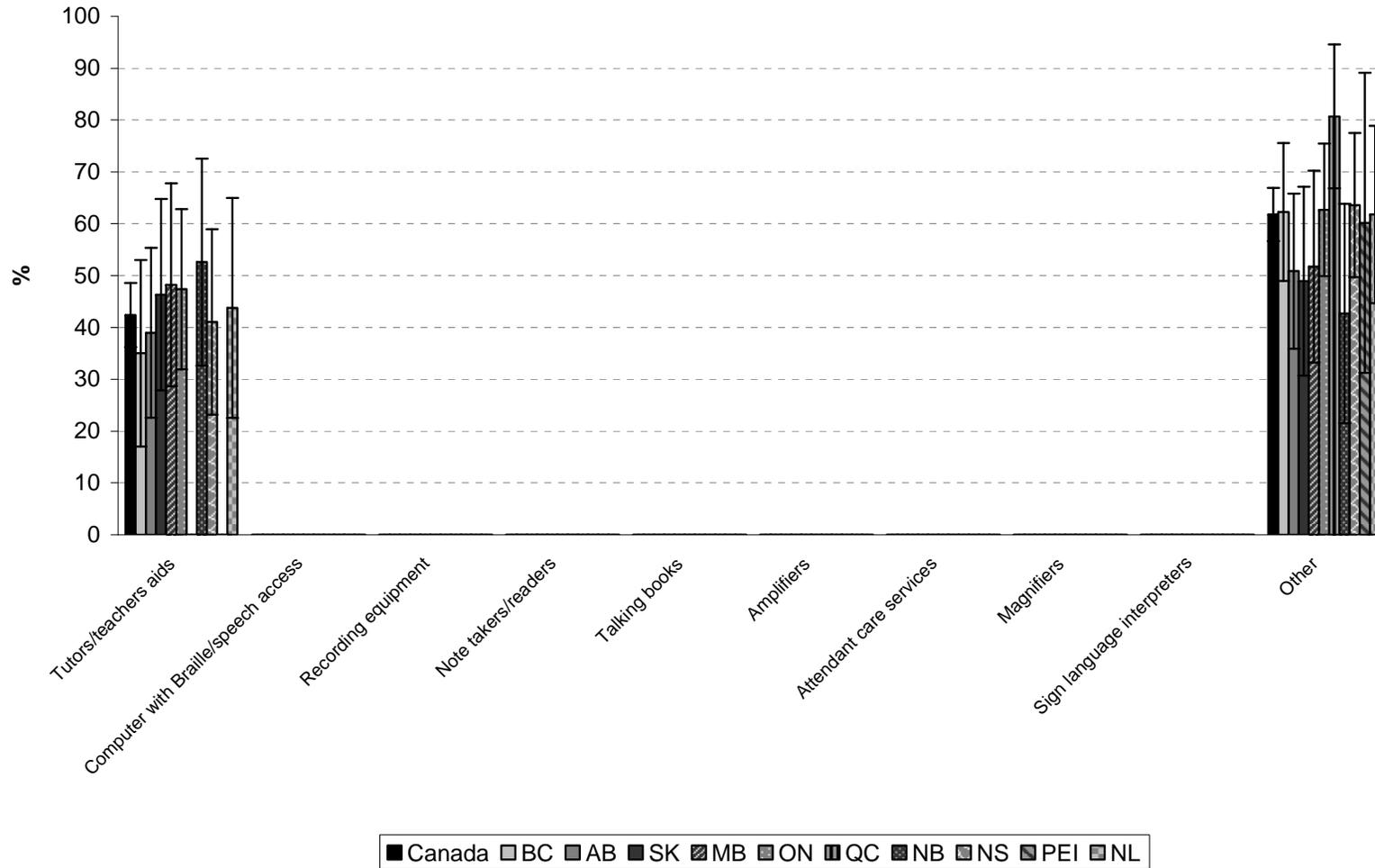
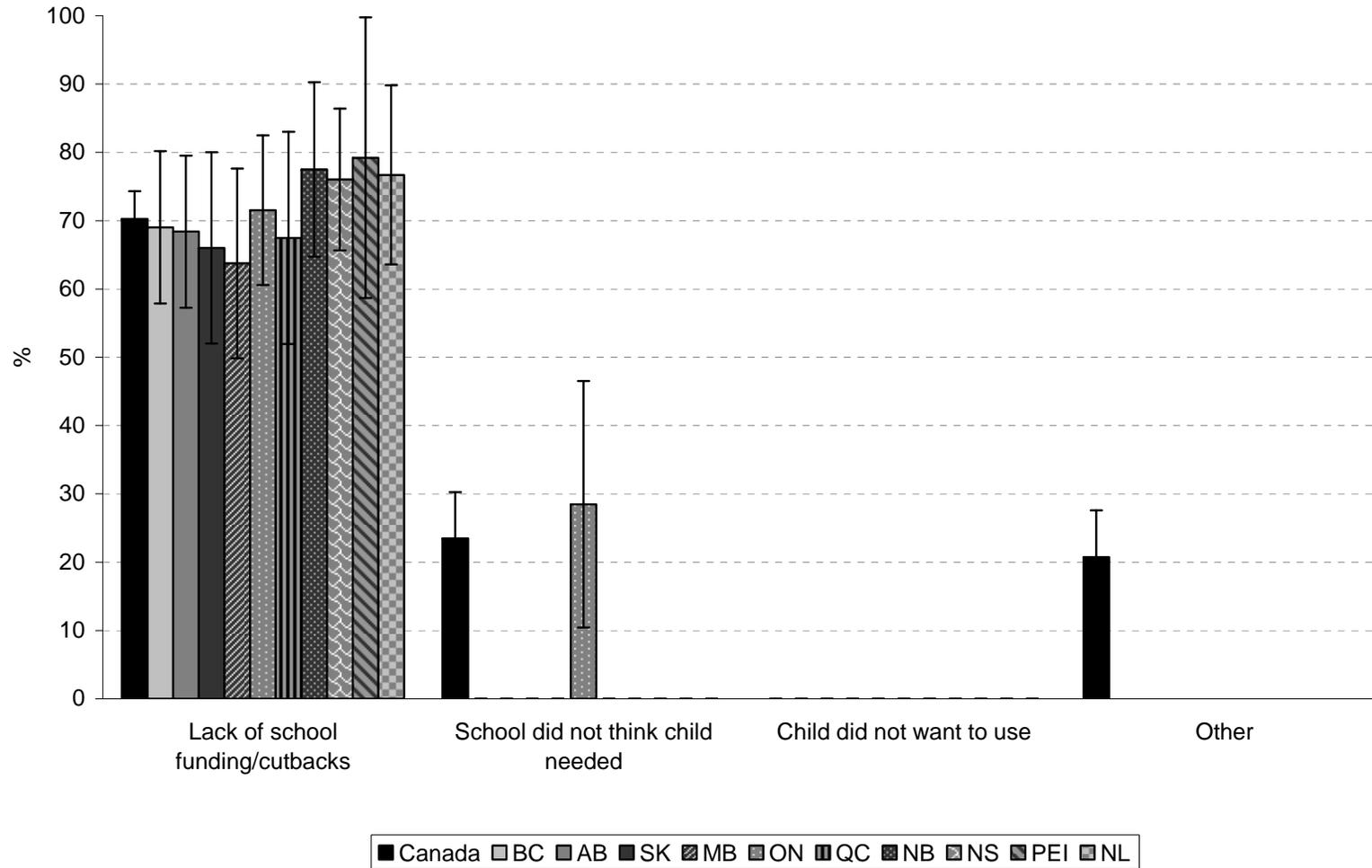
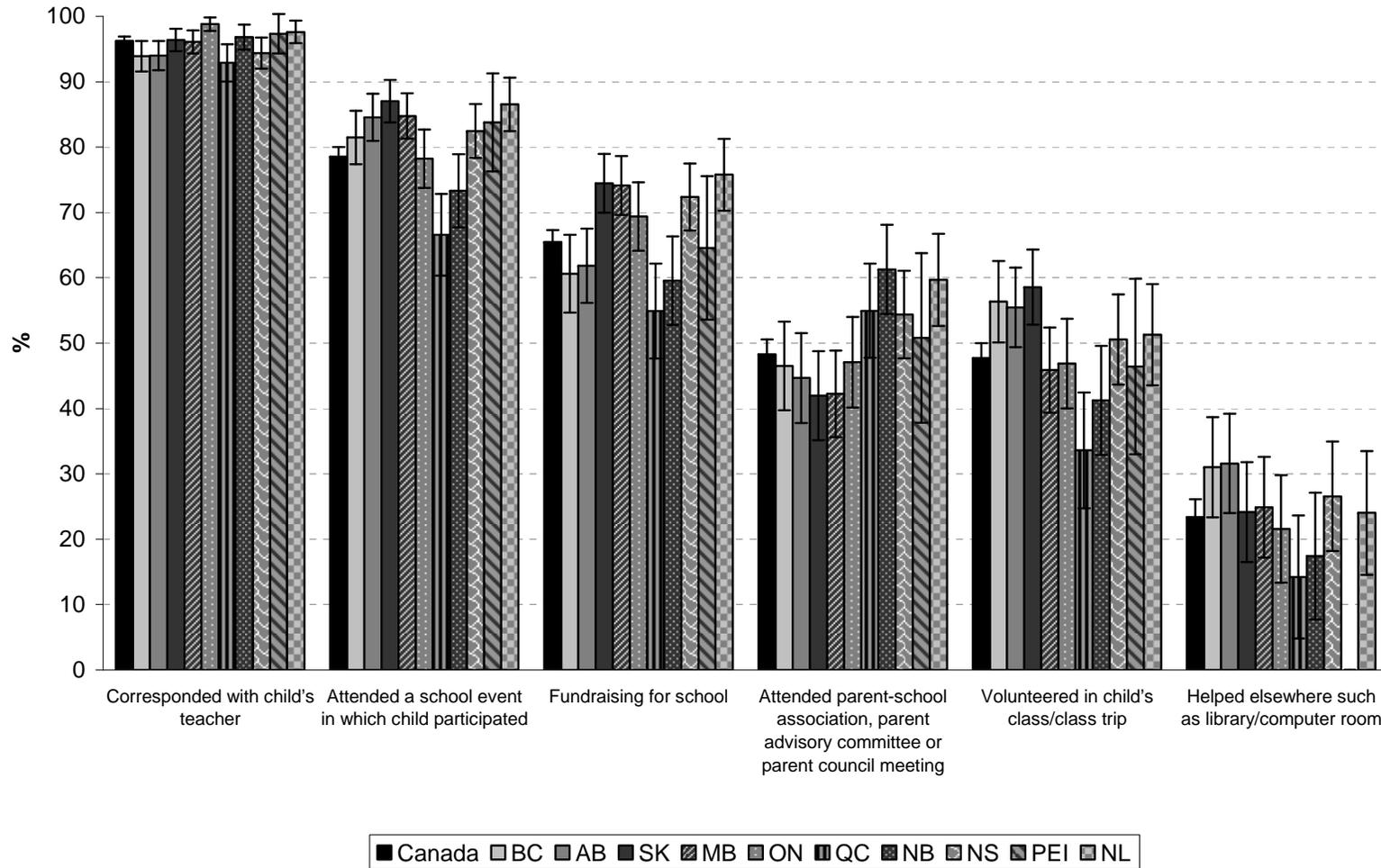


Figure 9: Why were assistive aids / devices / services not available, by province  
 Data Source: PALS 2001



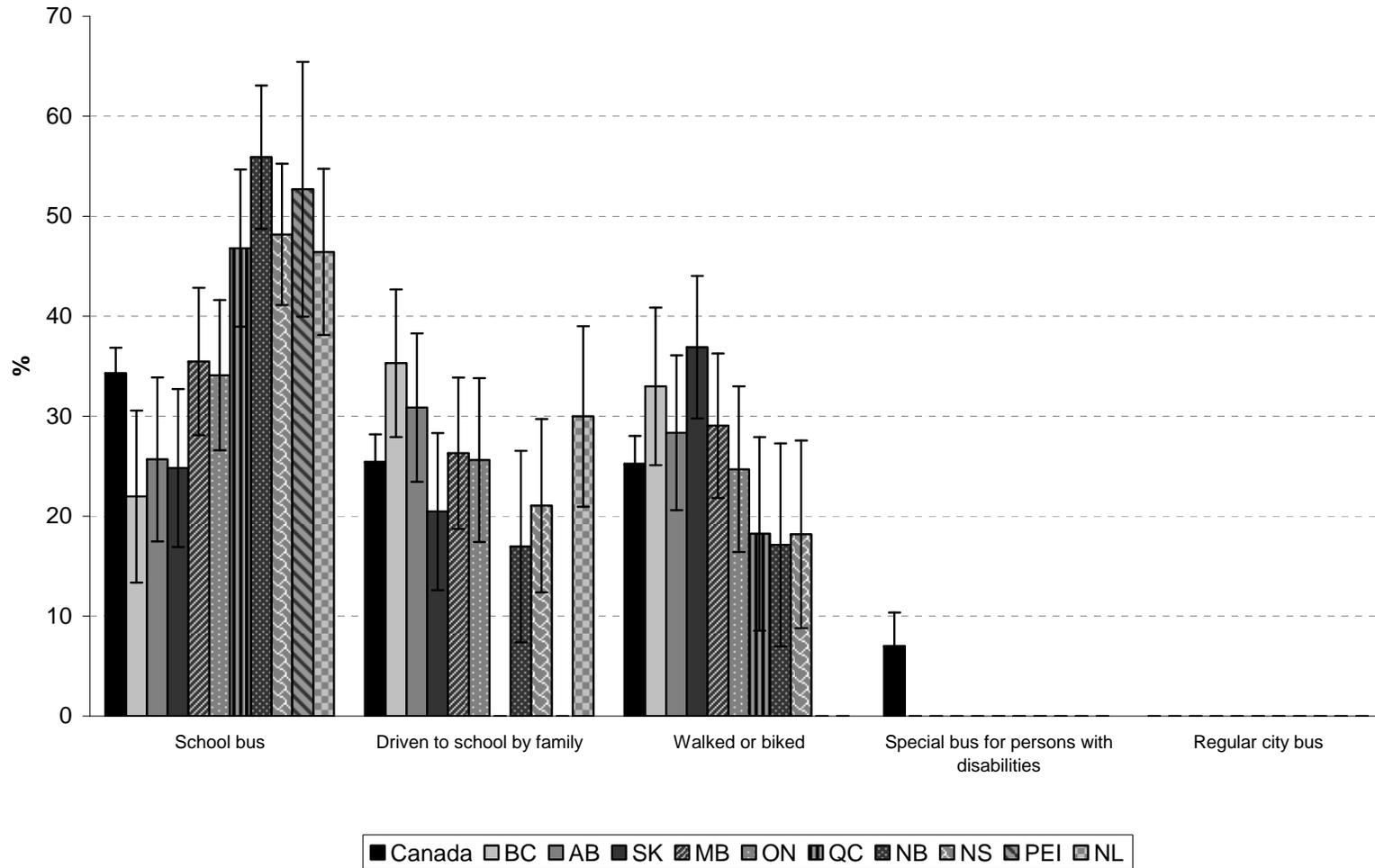
**Figure 10: Parent participation in child's school by province**

Data Source: PALS 2001



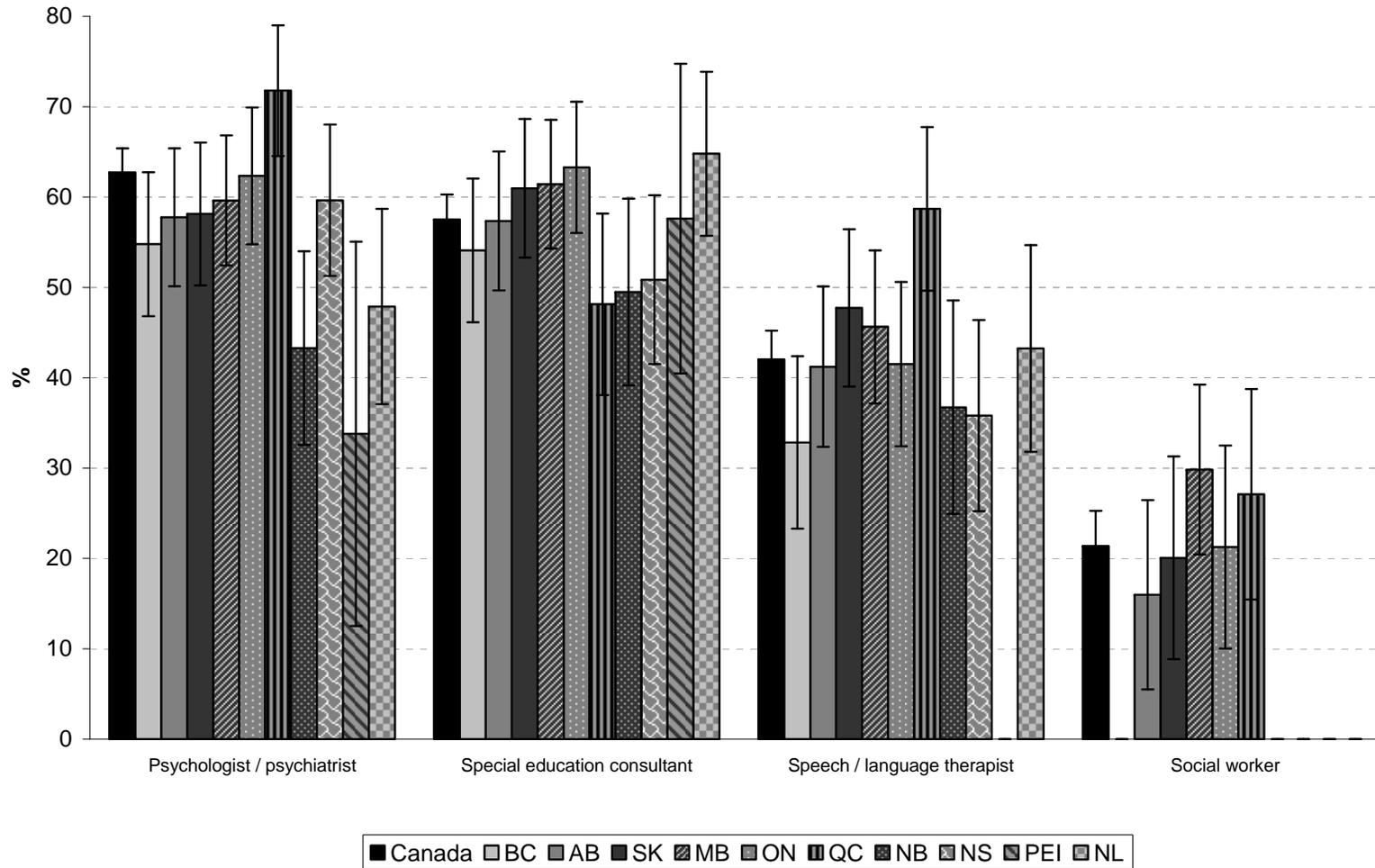
**Figure 11: Method of transportation most often used to get to school, by province**

Data Source: PALS 2001



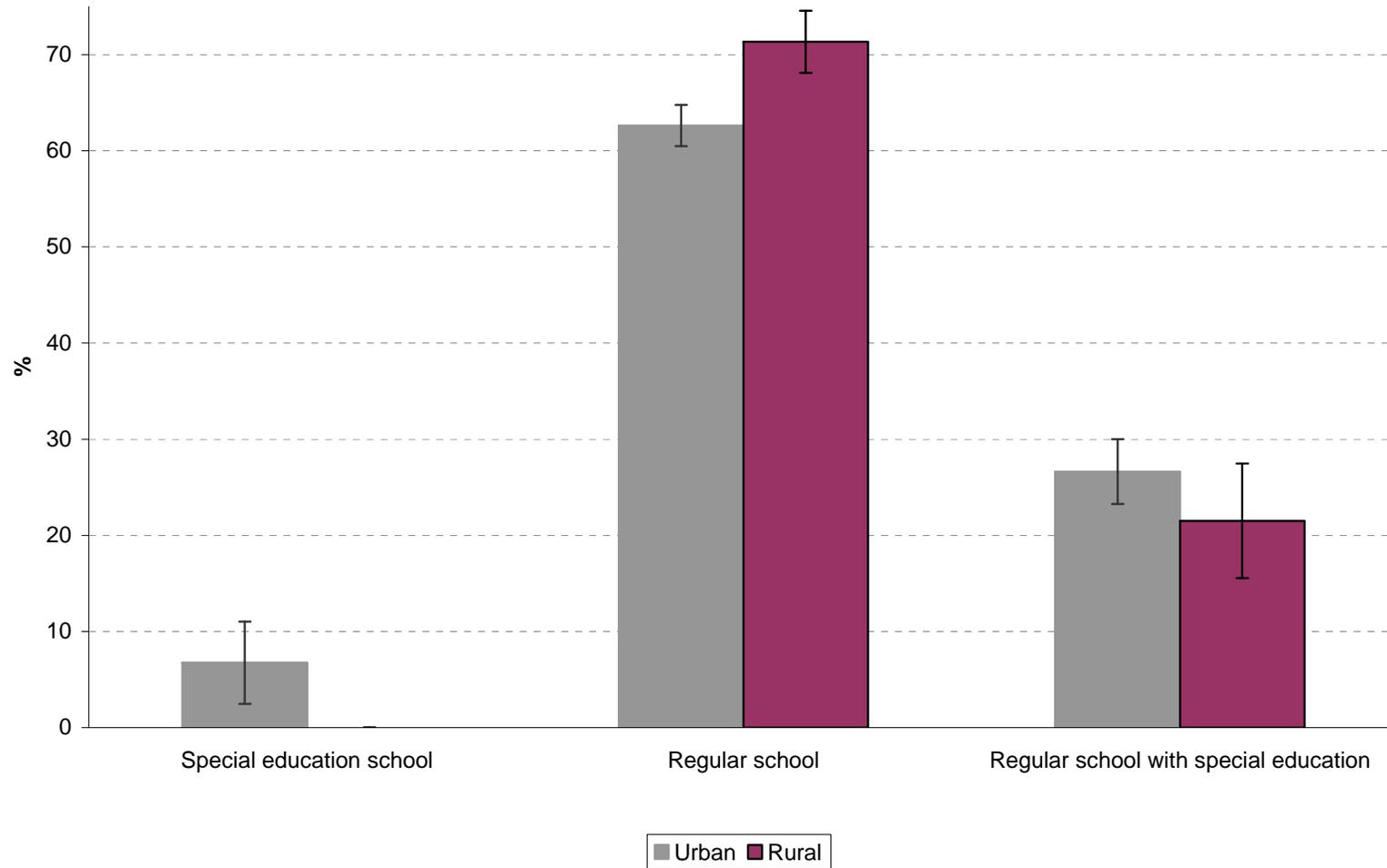
**Figure 12: Who completed assessment on child, by province**

Data Source: PALS 2001



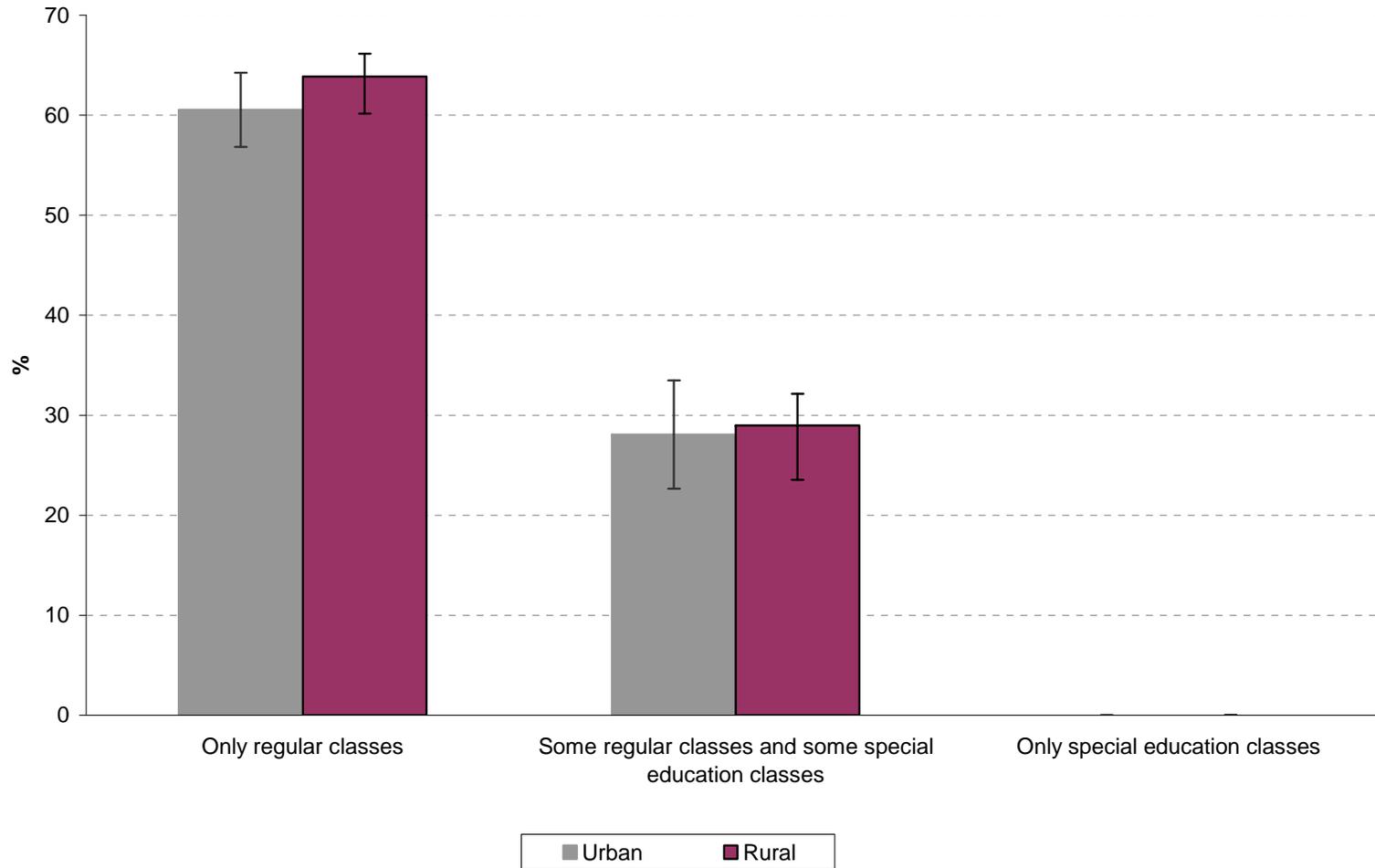
**Figure 13: Type of school attended, urban vs. rural**

Data Source: PALS 2001



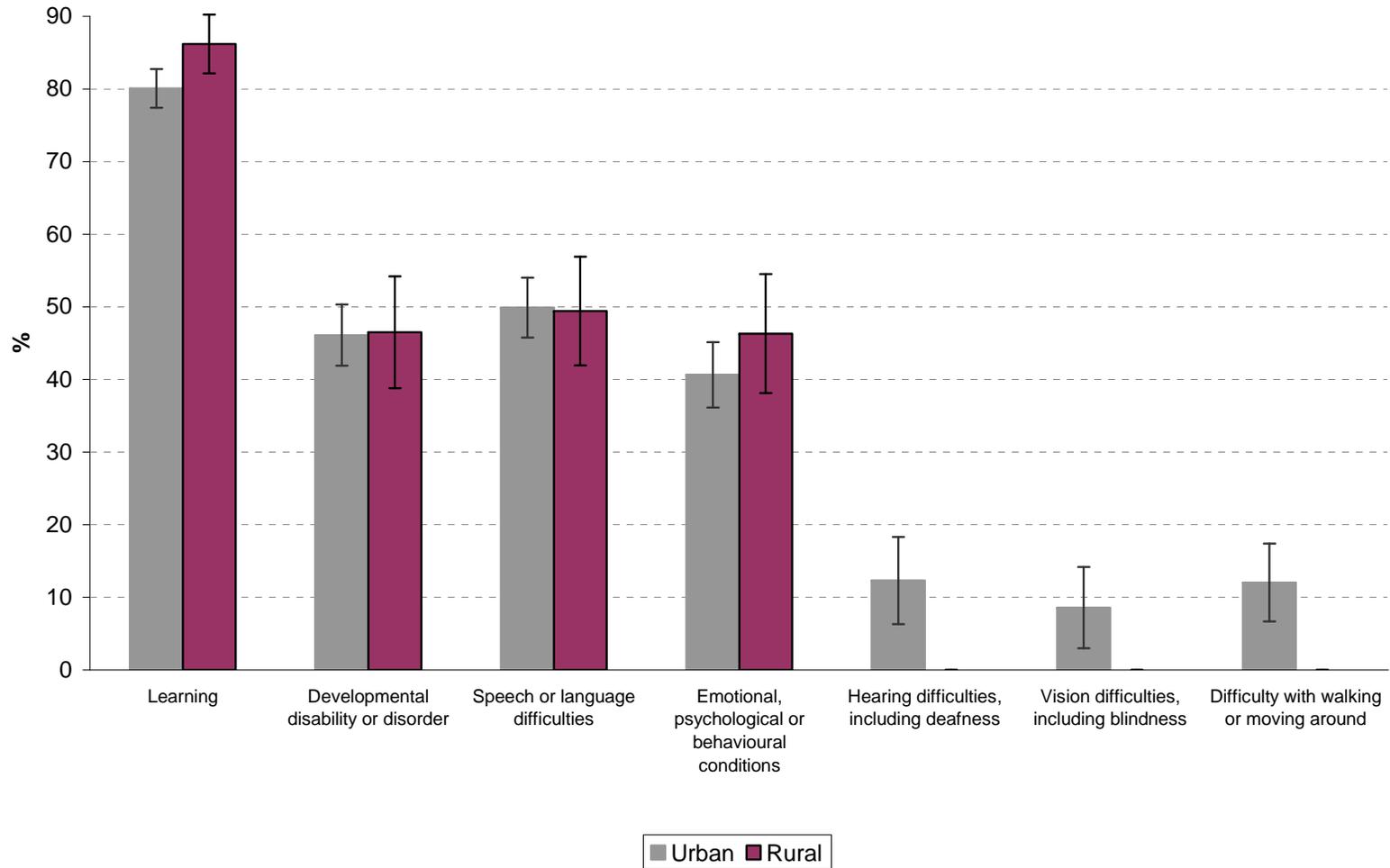
**Figure 14: Type of classes attended, urban vs. rural**

Data Source: PALS 2001



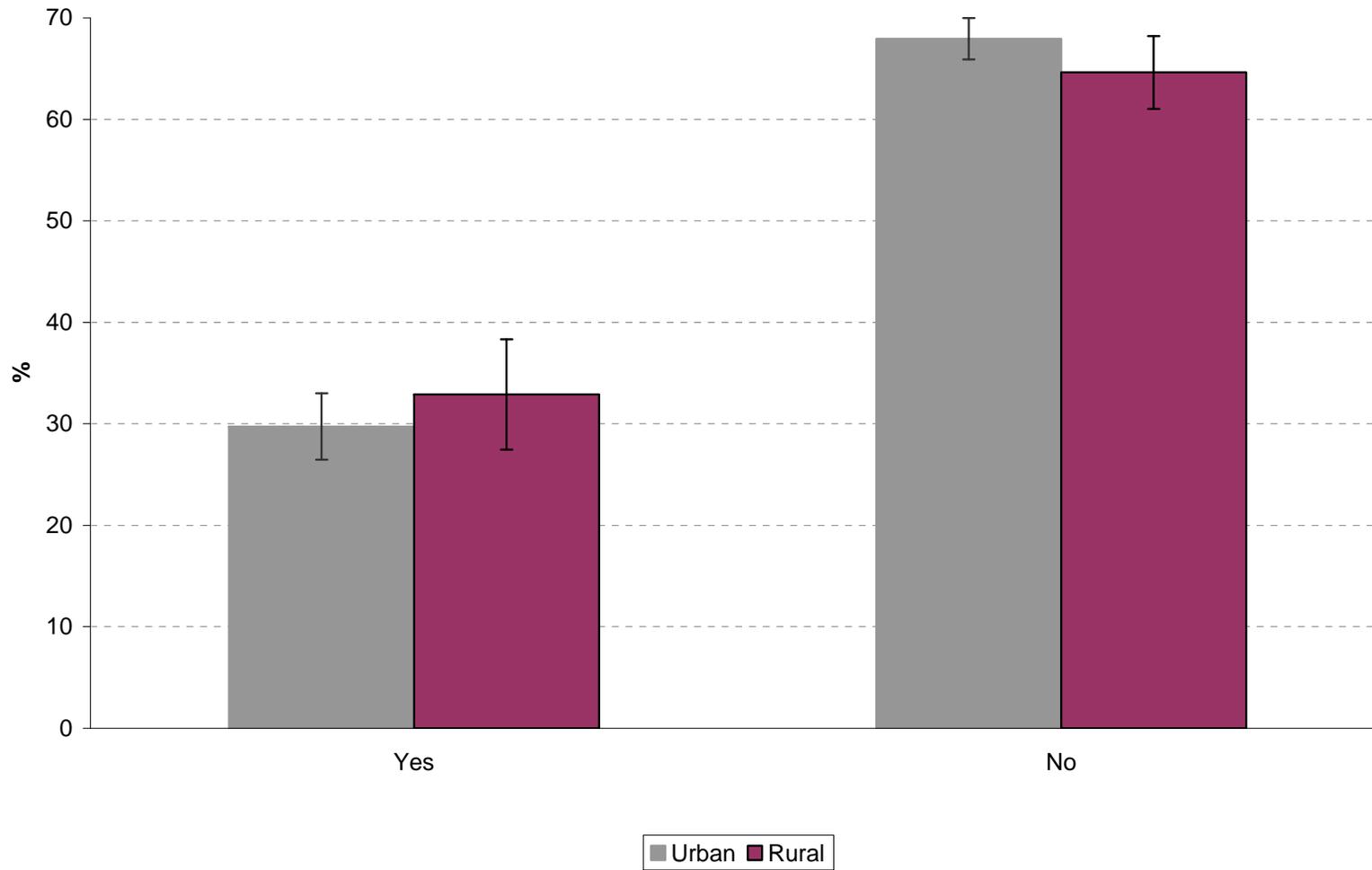
**Figure 15: Main condition for which special education services required, urban vs. rural**

Data Source: PALS 2001



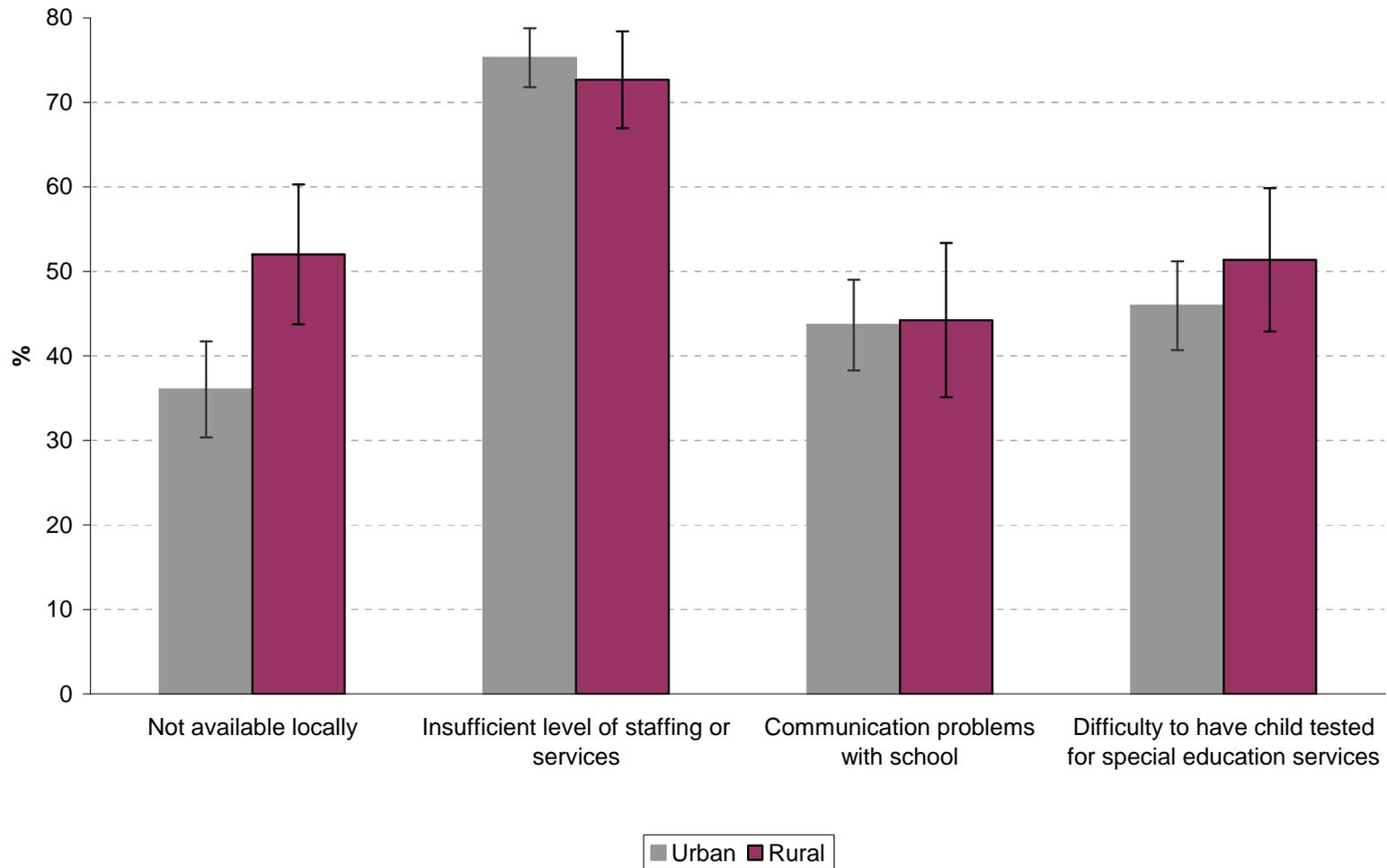
**Figure 16: Experienced difficulty in receiving special education services, urban vs. rural**

Data Source: PALS 2001



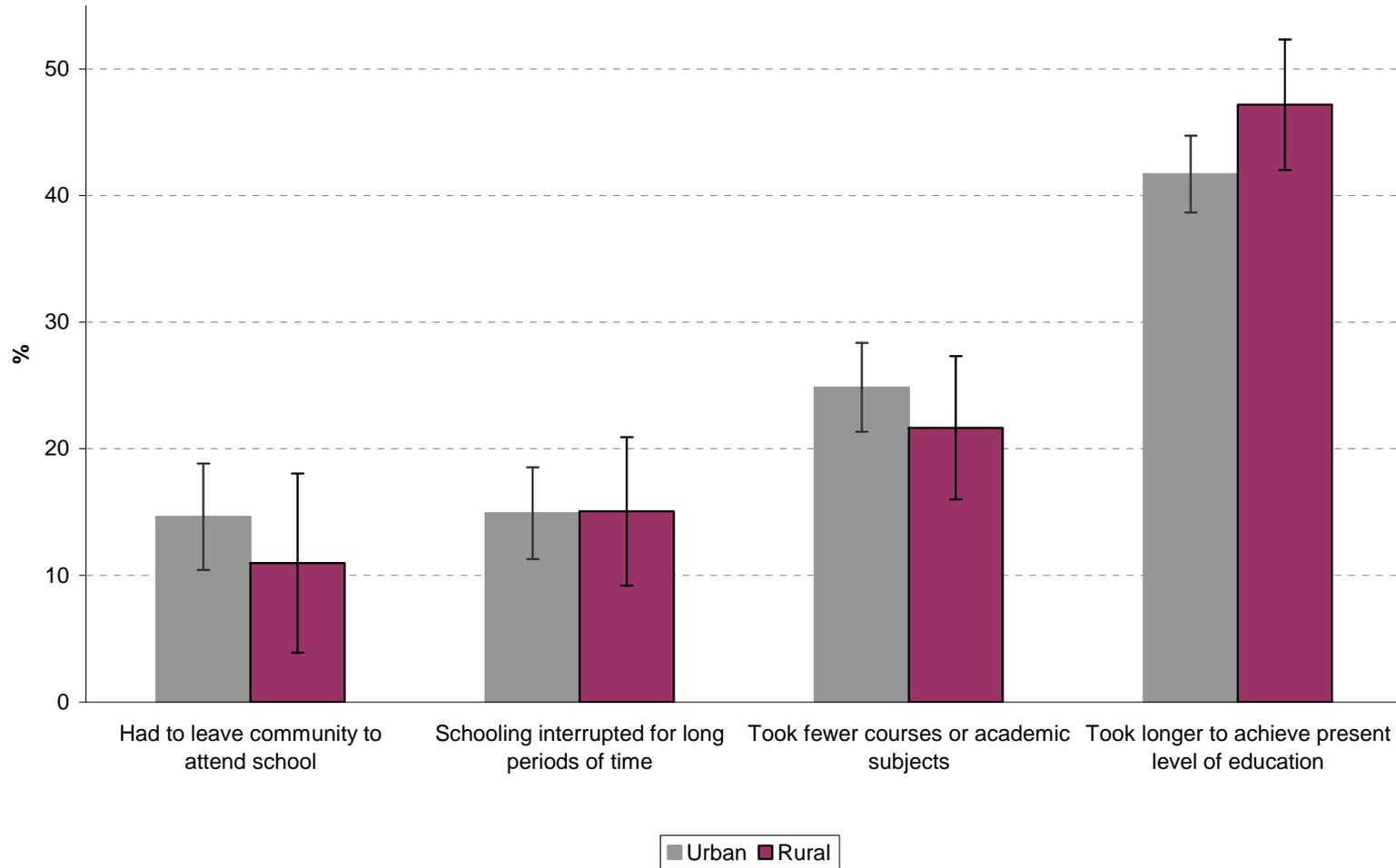
**Figure 17: Type of difficulty experienced in receiving special education services, urban vs. rural**

Data Source: PALS 2001



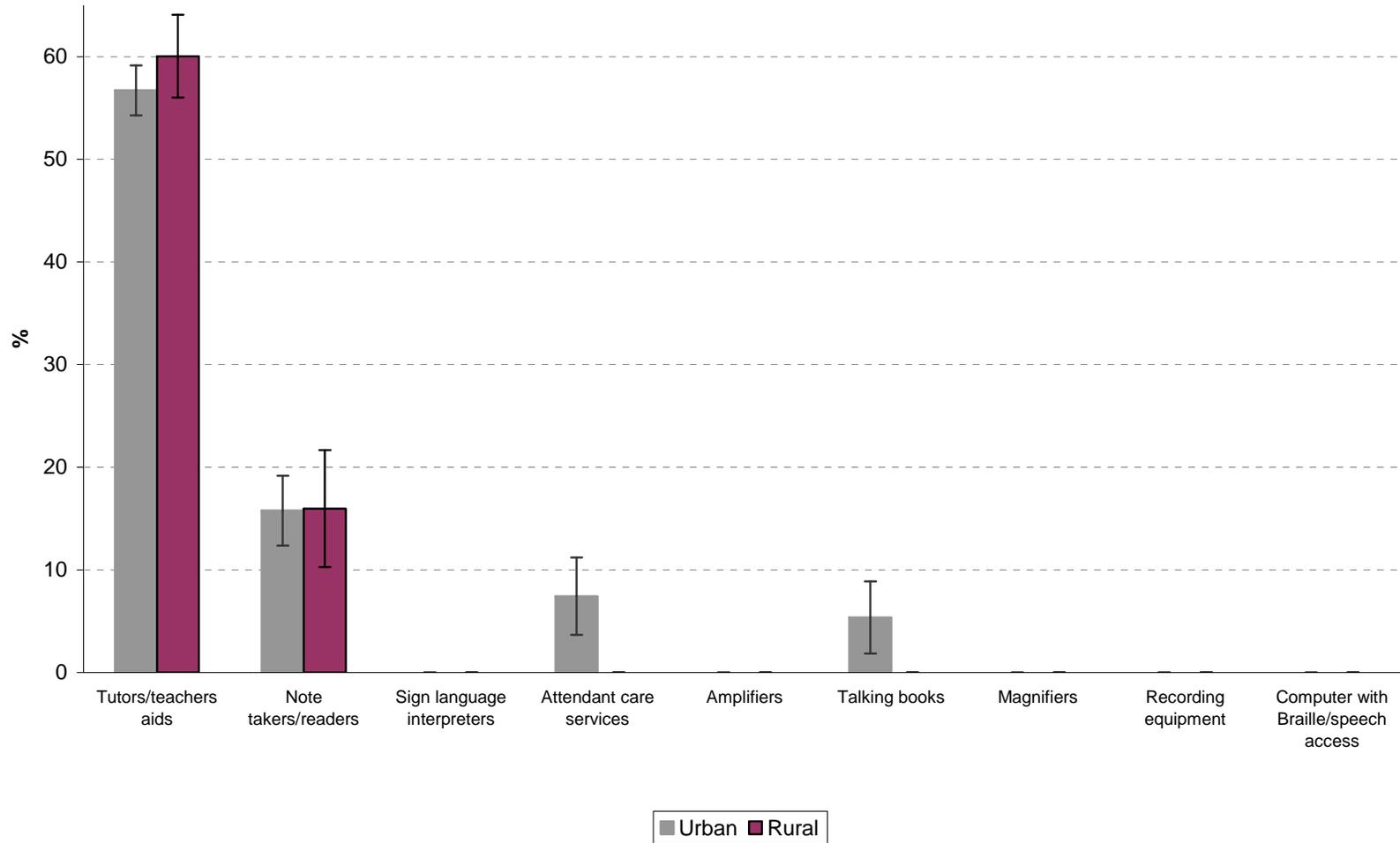
**Figure 18: Impact of condition or health problem on educational outcomes, urban vs. rural**

Data Source: PALS 2001



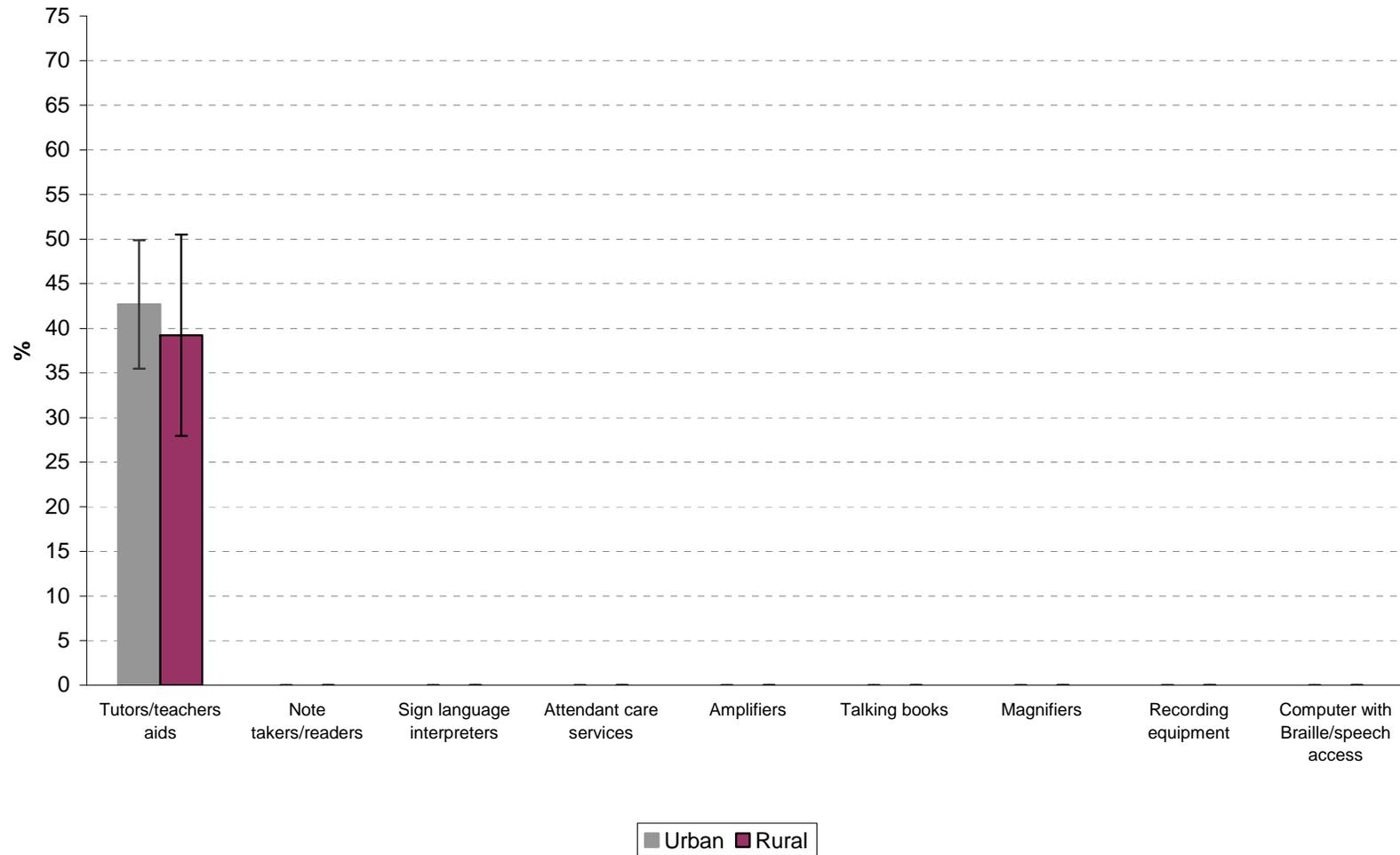
**Figure 19: Assistive aids / devices / services used, urban vs. rural**

Data Source: PALS 2001



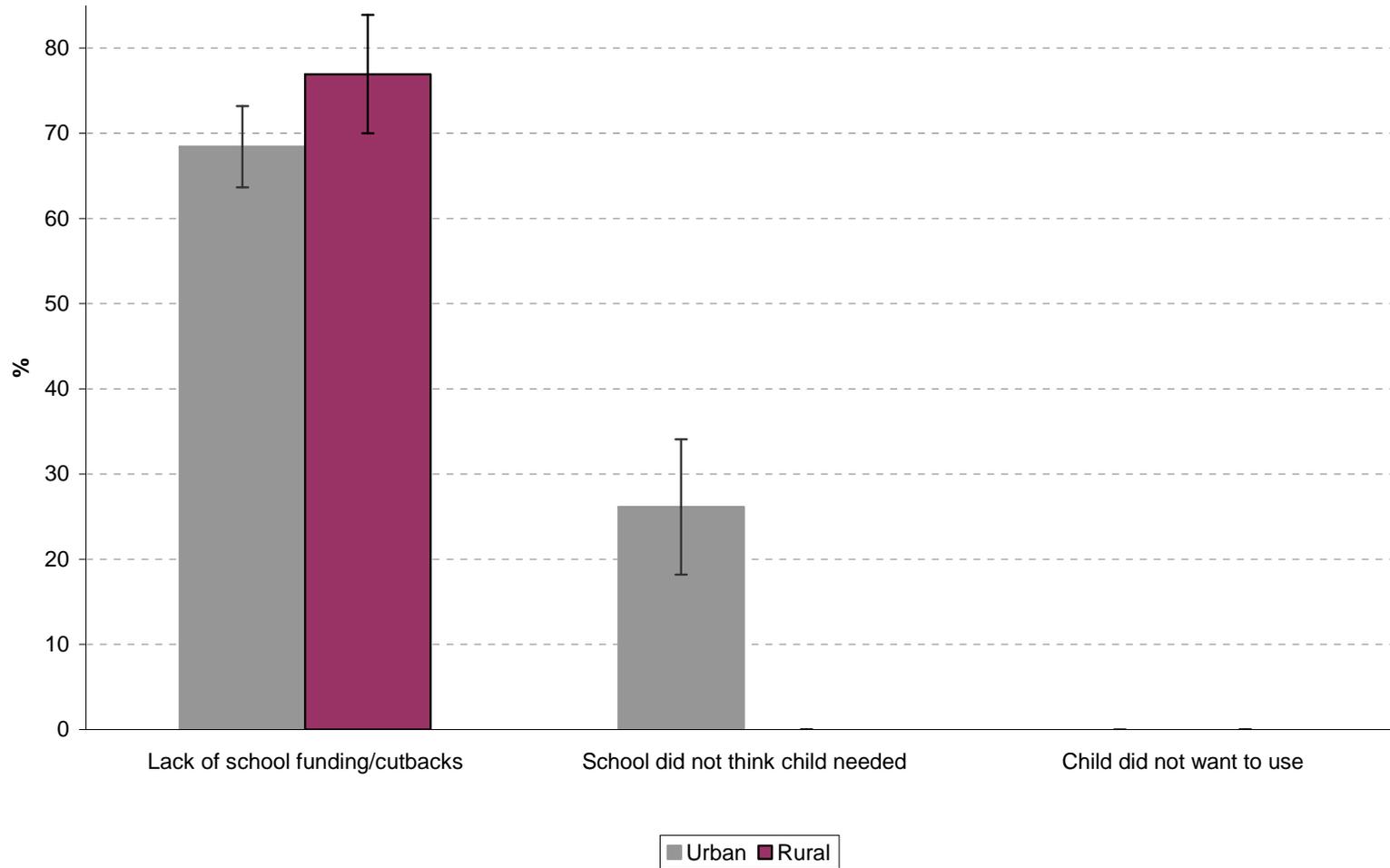
**Figure 20: Assistive aids / devices / services needed but not available, urban vs. rural**

Data Source: PALS 2001



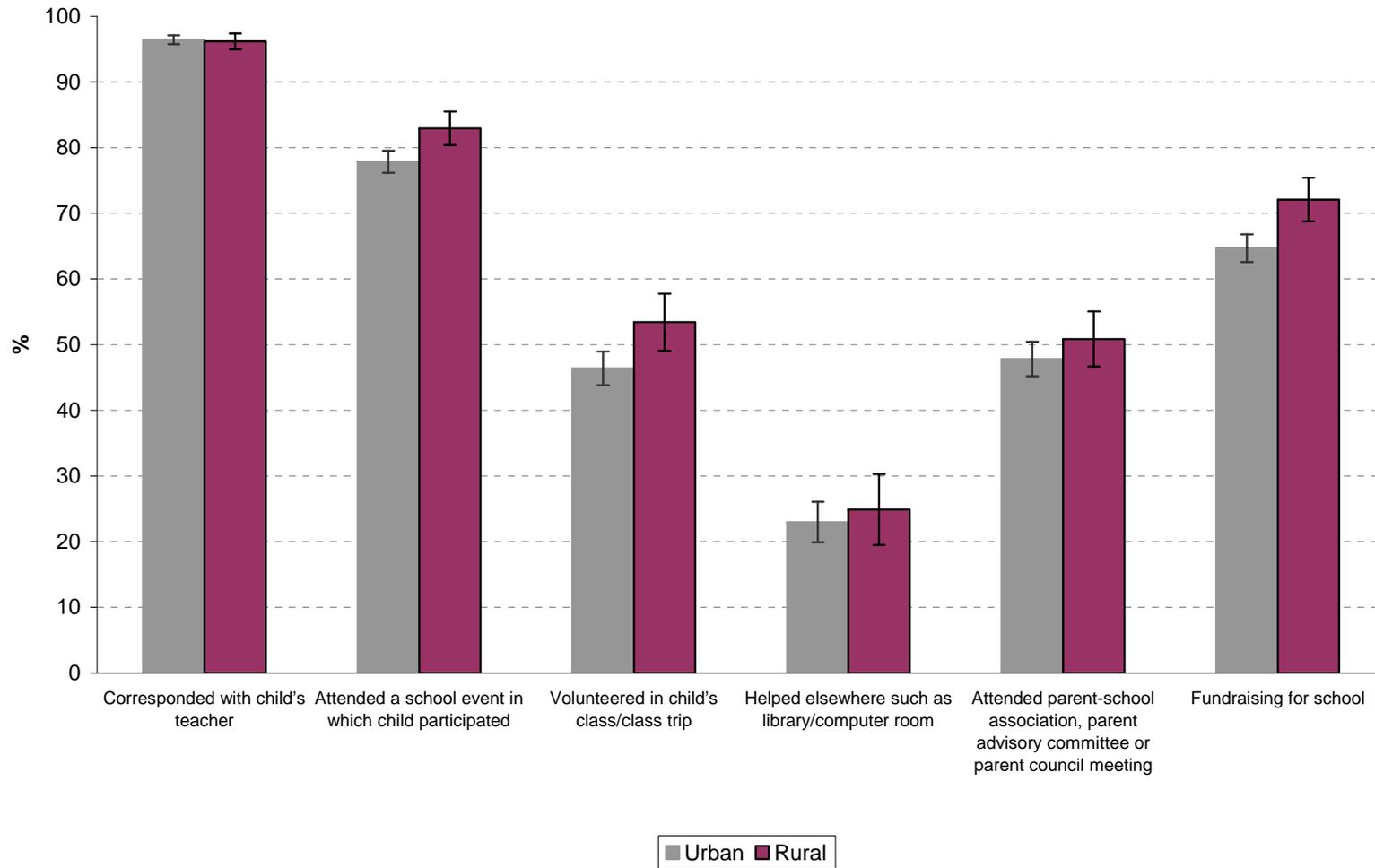
**Figure 21: Why assistive aids / devices / services were not available, urban vs. rural**

Data Source: PALS 2001



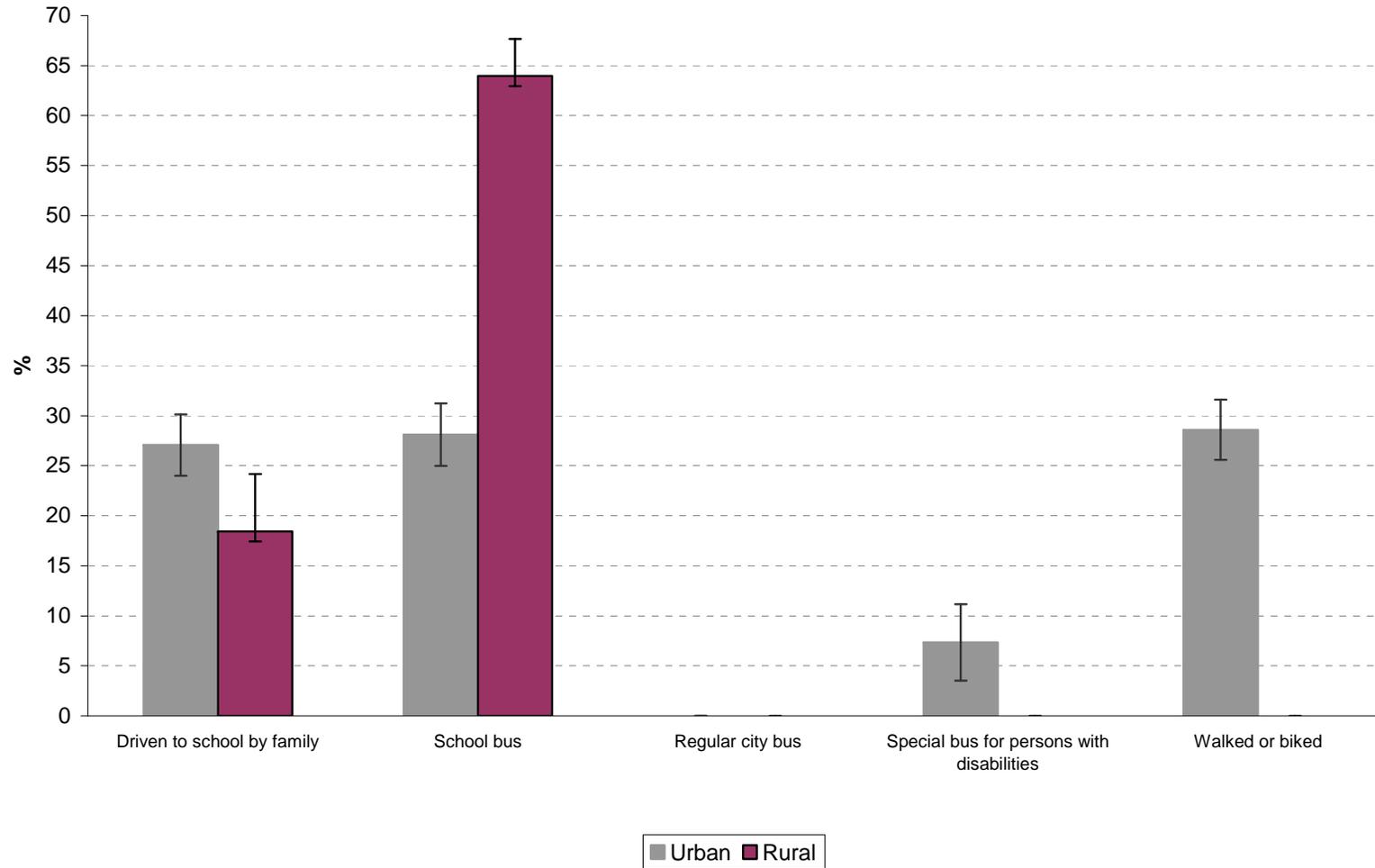
**Figure 22: Parent participation in child's school, urban vs. rural**

Data Source: PALS 2001



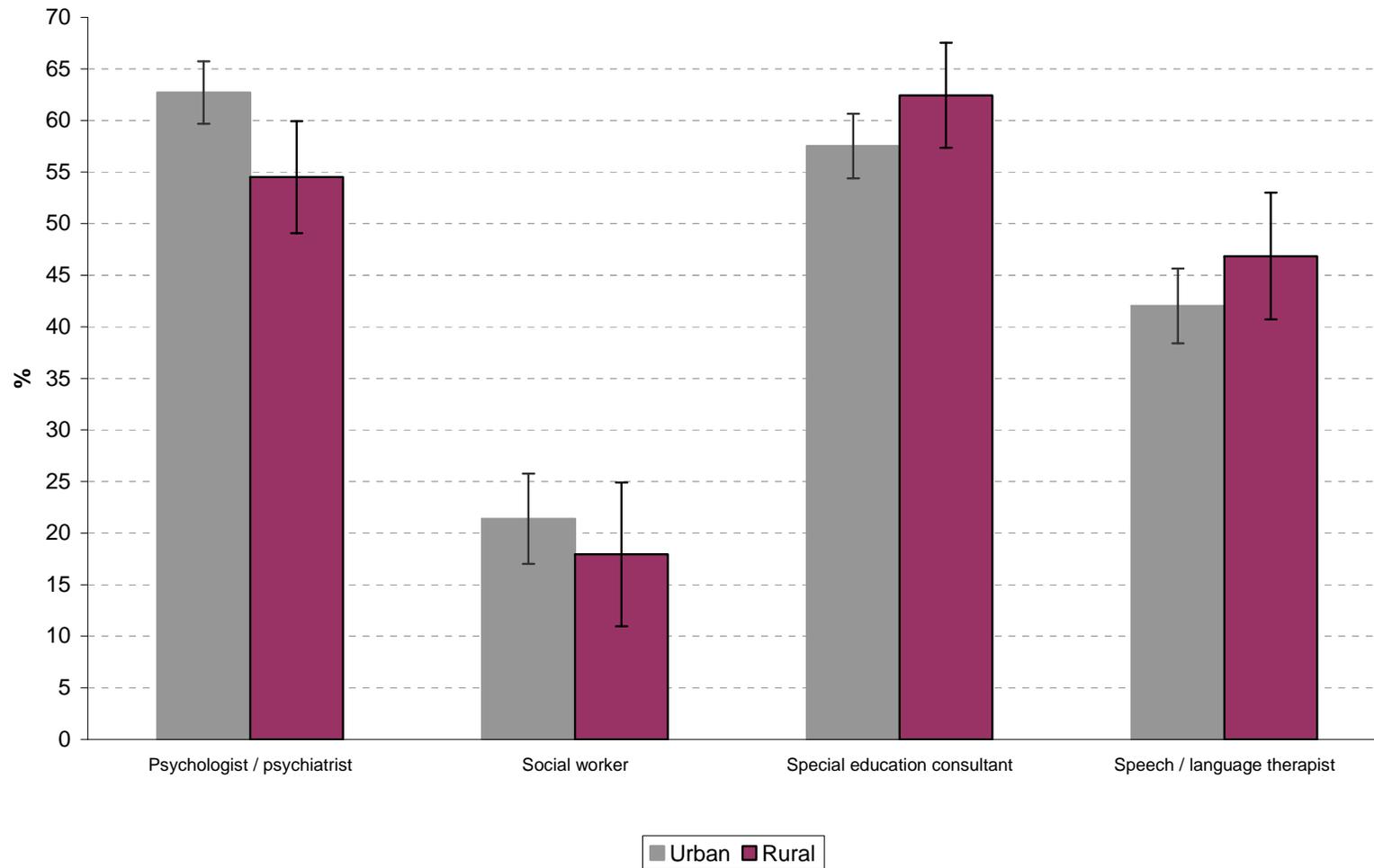
**Figure 23: Method of transportation most often used to get to school, urban vs. rural**

Data Source: PALS 2001



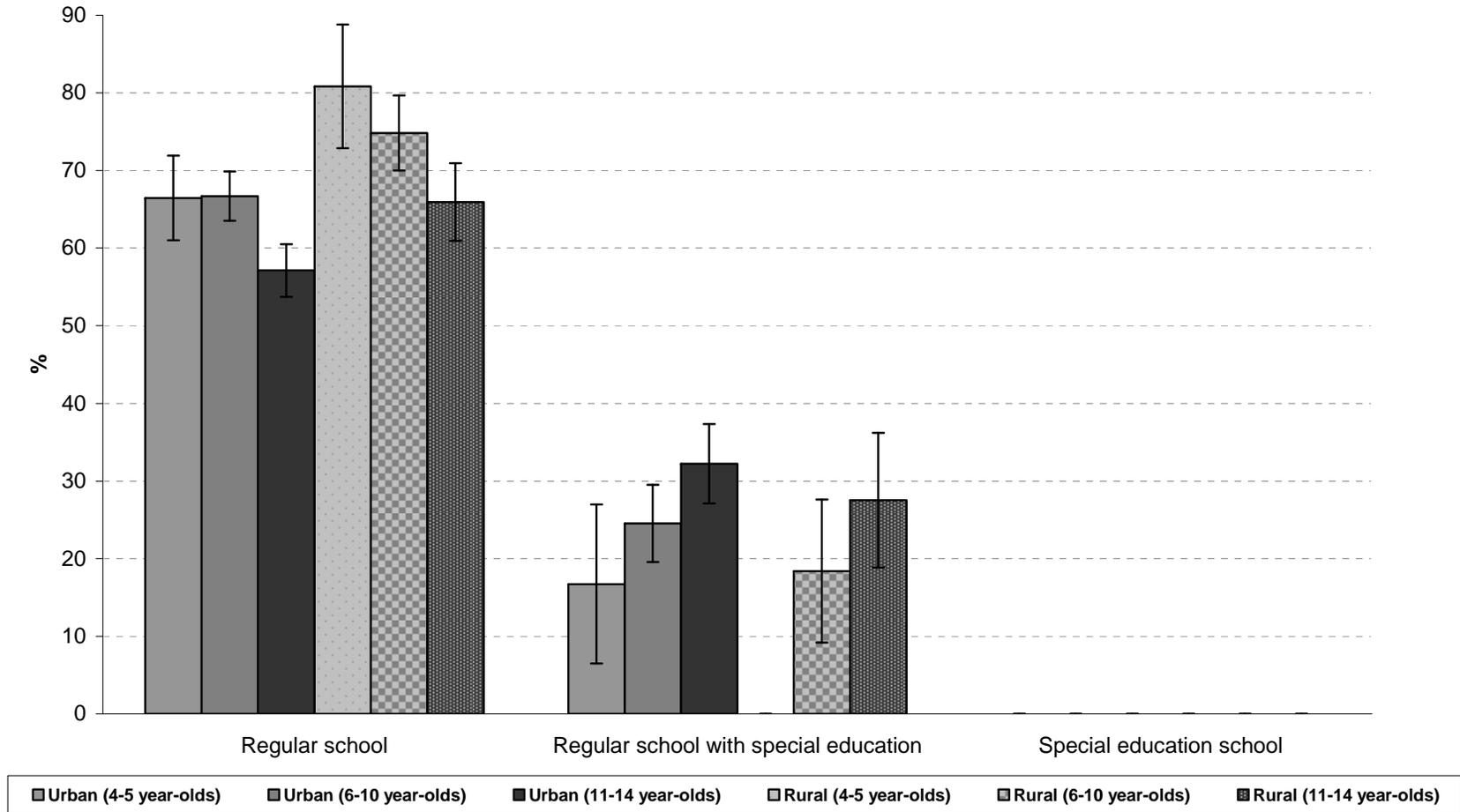
**Figure 24: Who completed assessment of child, urban vs. rural**

Data Source: PALS 2001



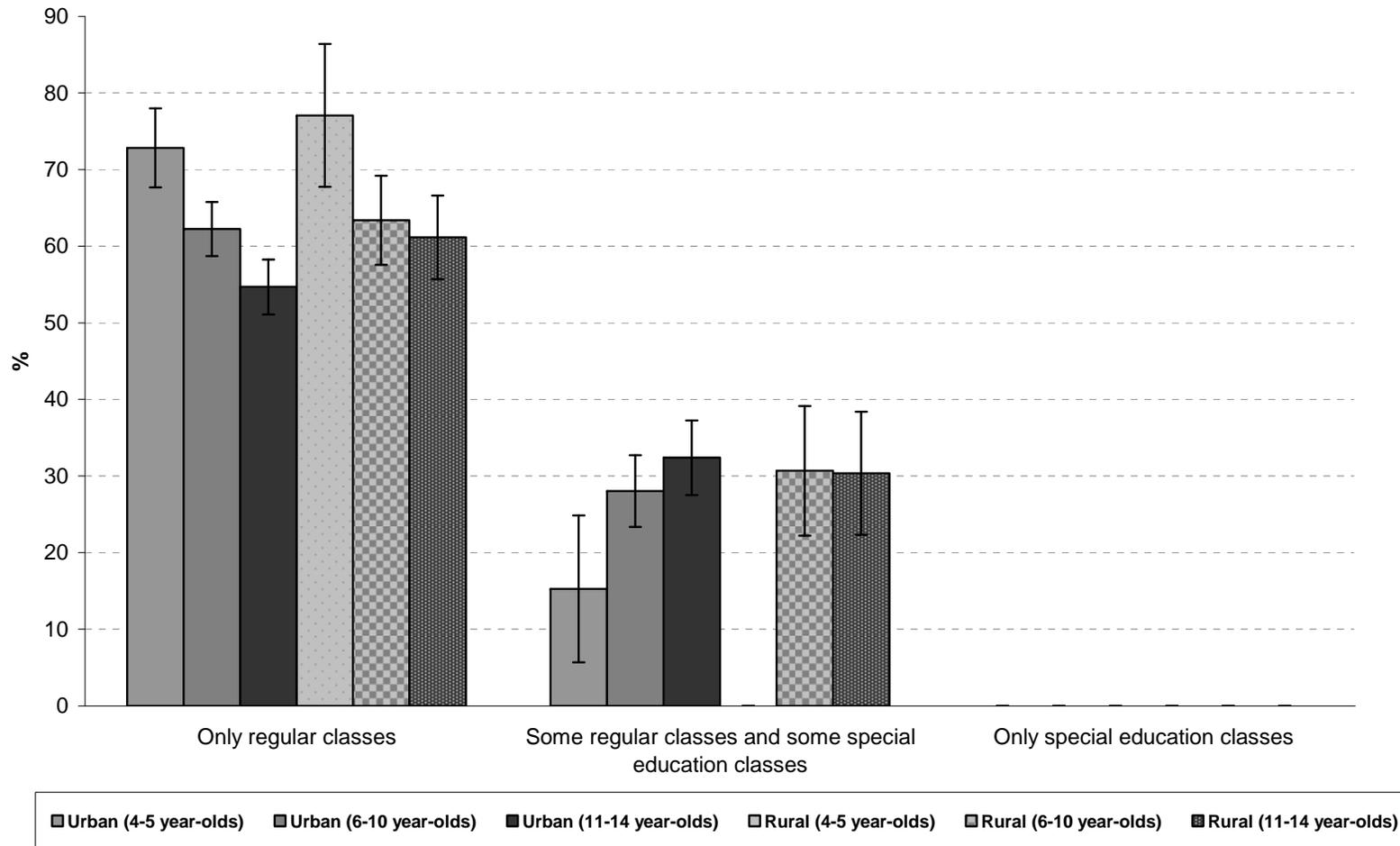
**Figure 25: Type of School by Age Group, urban vs. rural**

Data Source: PALS 2001



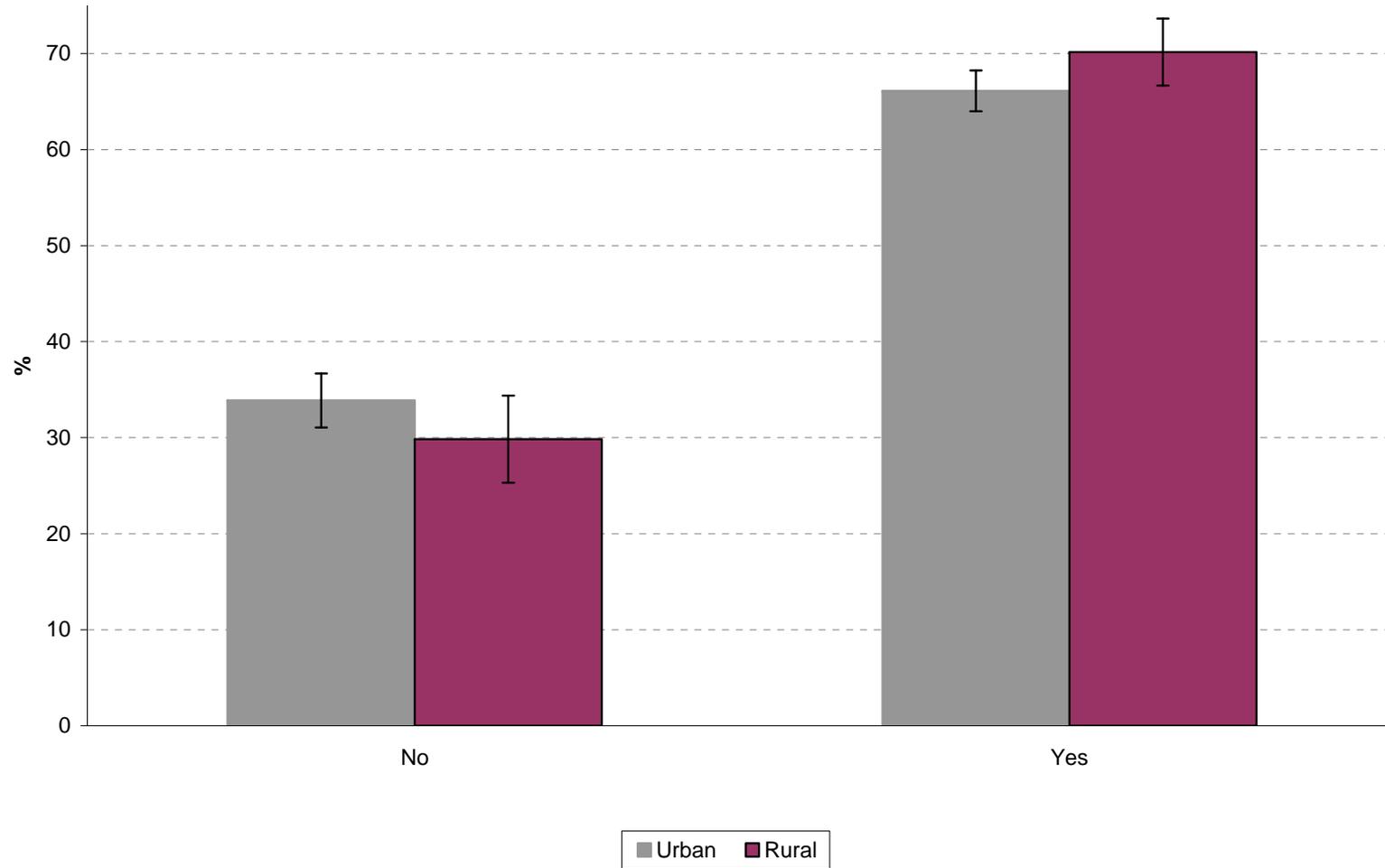
**Figure 26: Type of Classes by Age Group, urban vs. rural**

Data Source: PALS 2001



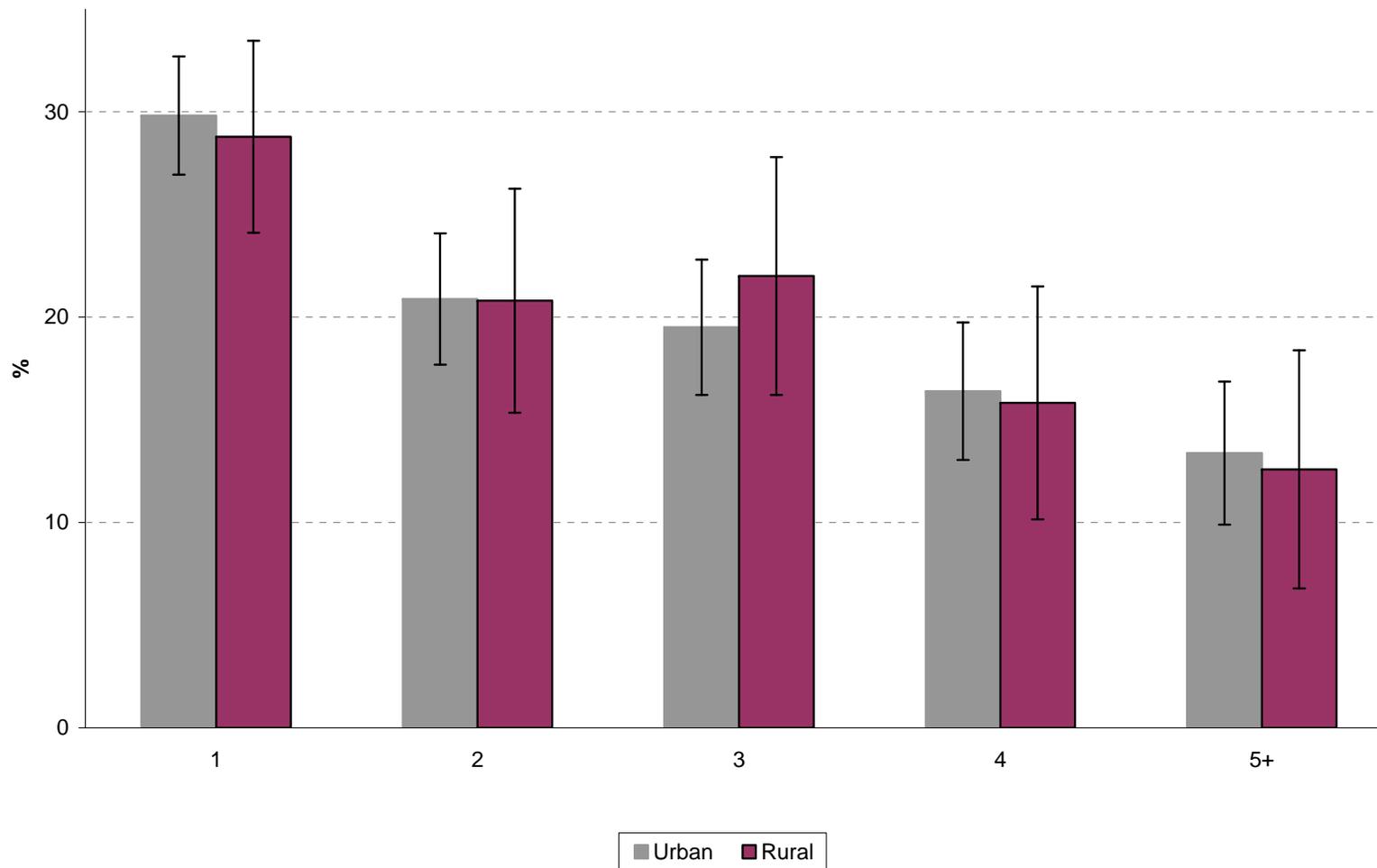
**Figure 27: Presence of multiple disabilities, urban vs. rural**

Data Source: PALS 2001



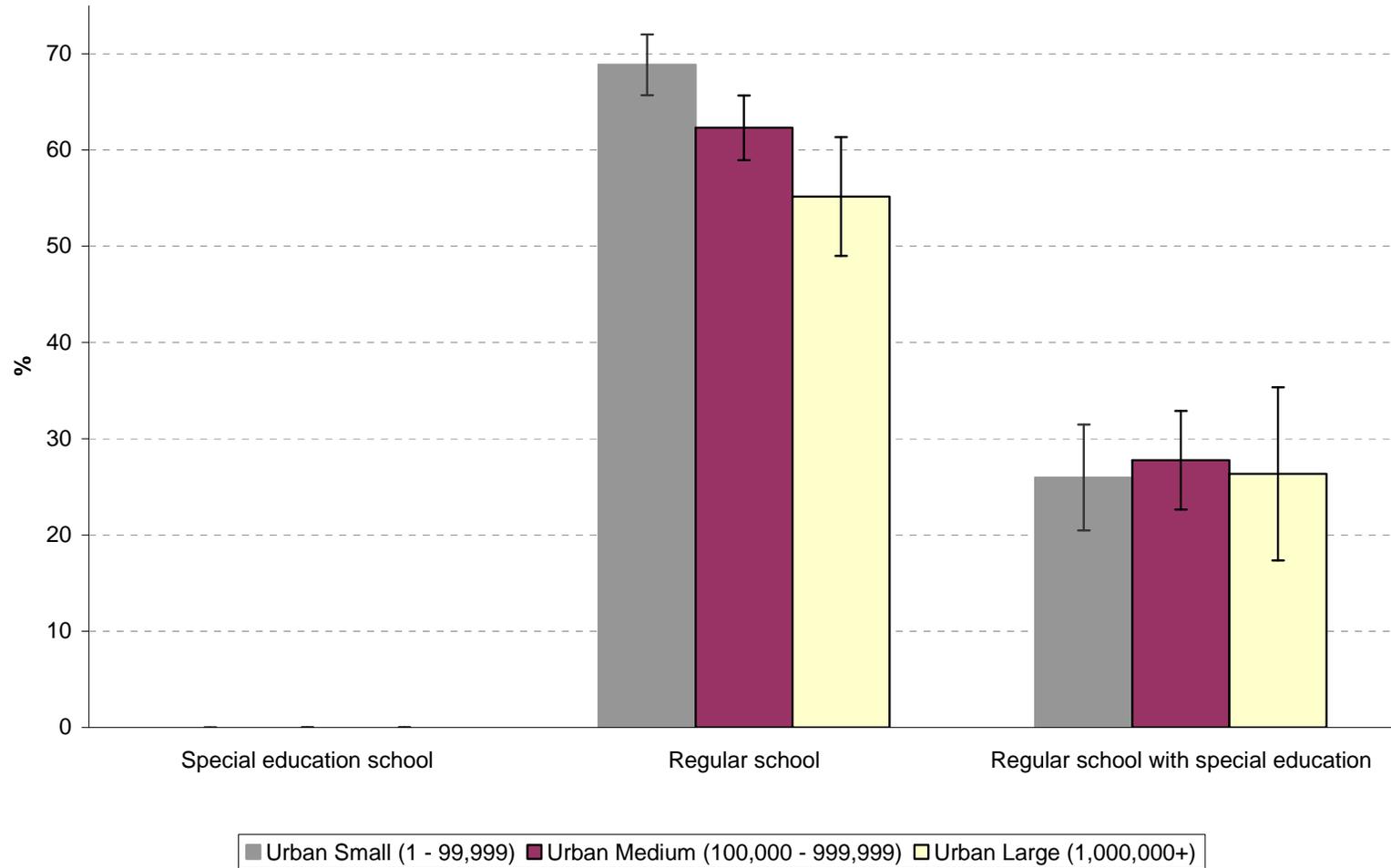
**Figure 28: Number of disabilities, urban vs. rural**

Data Source: PALS 2001



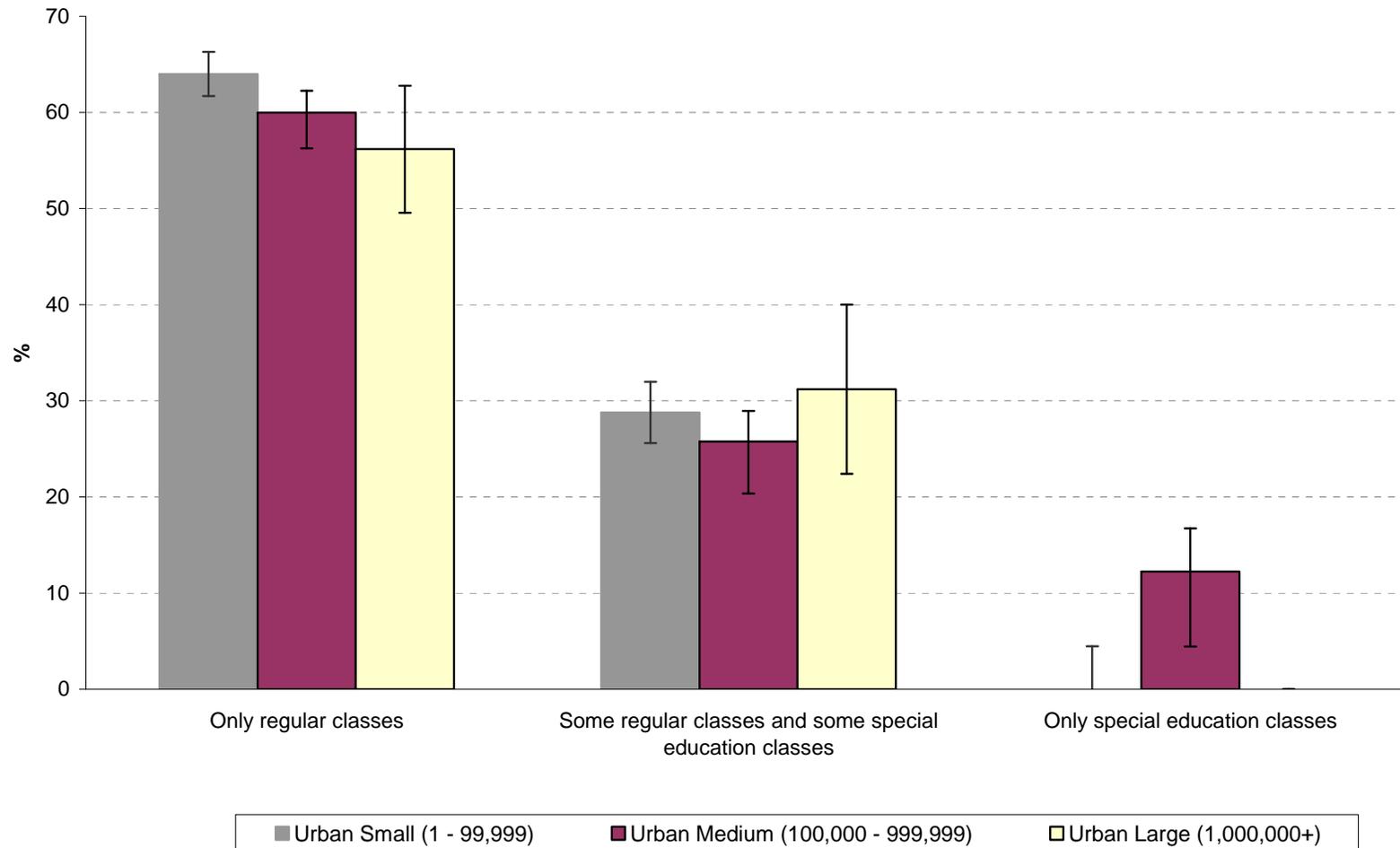
**Figure 29: Type of school attended by urban group**

Data Source: PALS 2001



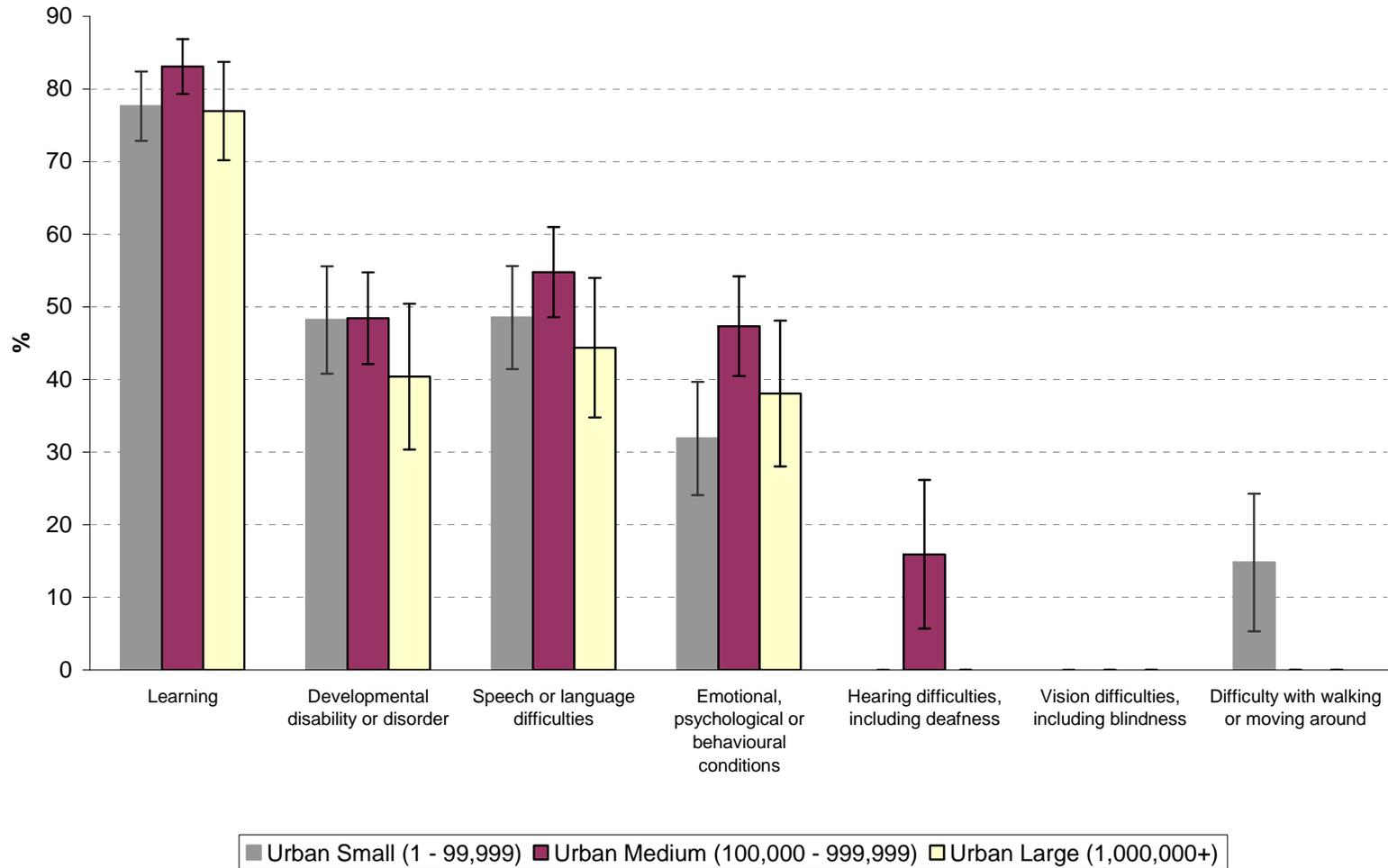
**Figure 30: Type of classes attended by urban group**

Data Source: PALS 2001



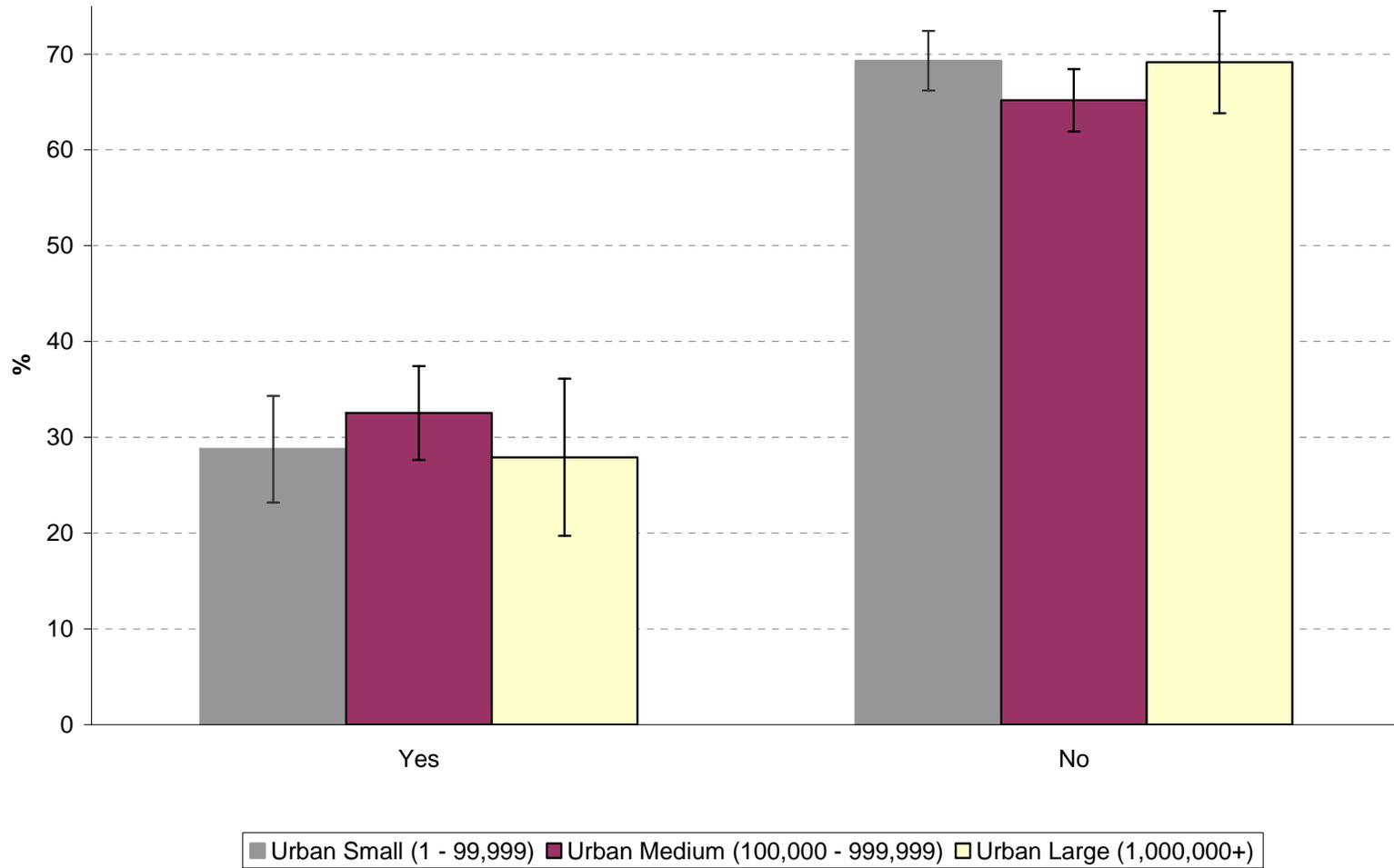
**Figure 31: Main condition for which special education services required by urban group**

Data Source: PALS 2001



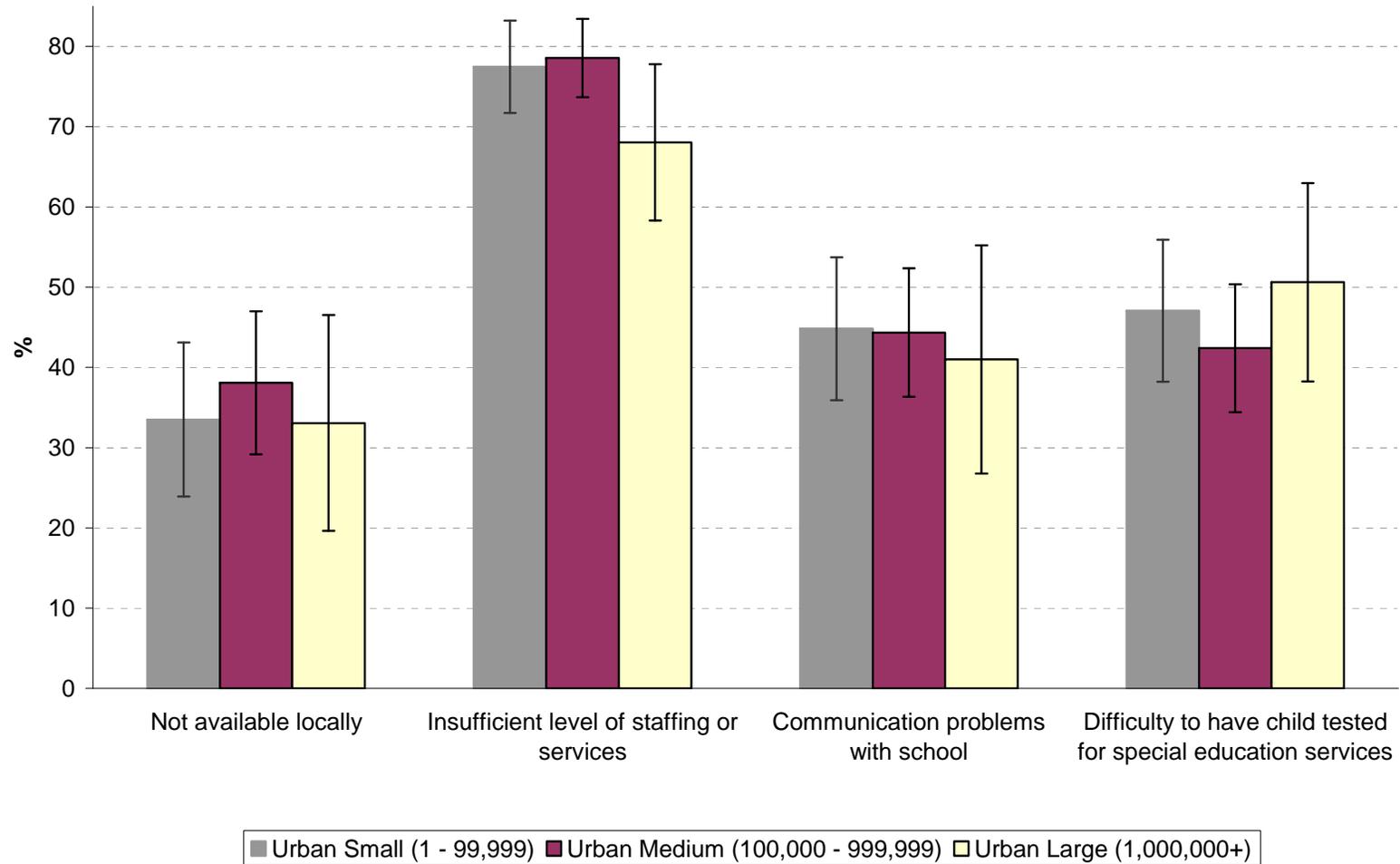
**Figure 32: Experienced difficulty in receiving special education services by urban group**

Data Source: PALS 2001



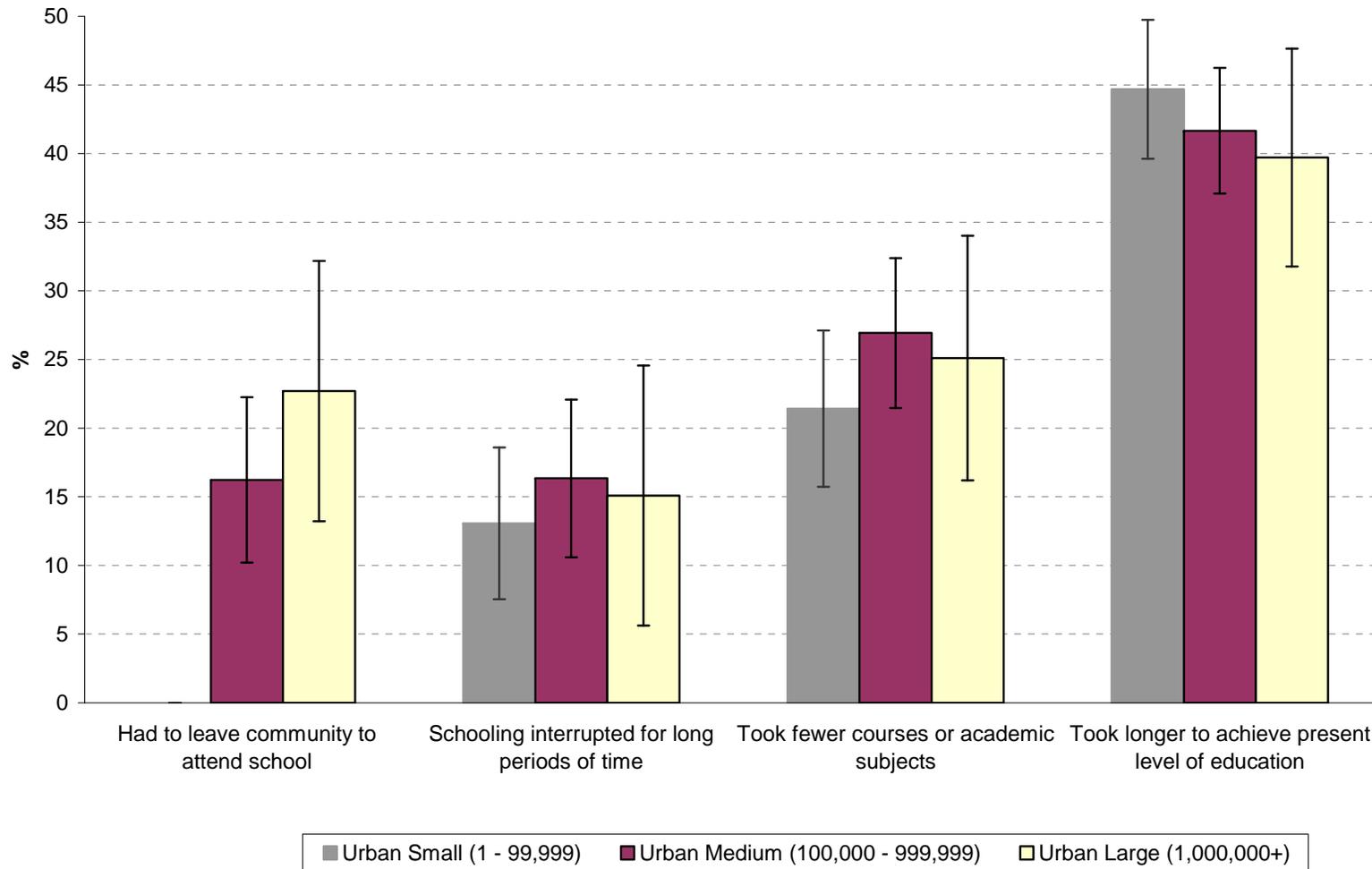
**Figure 33: Type of difficulty experienced in receiving special education services by urban group**

Data Source: PALS 2001



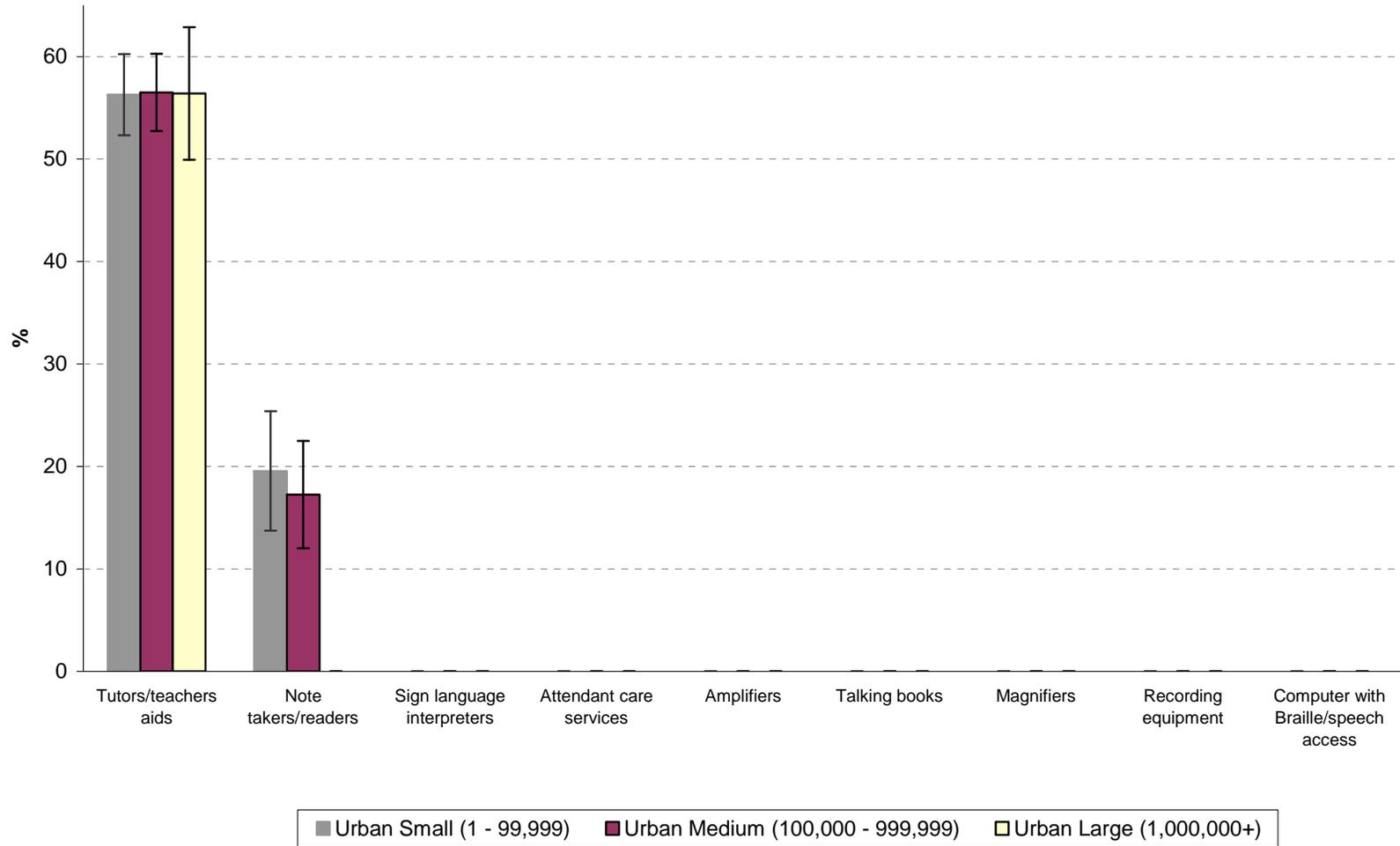
**Figure 34: Impact of condition or health problem on educational outcomes by urban group**

Data Source: PALS 2001



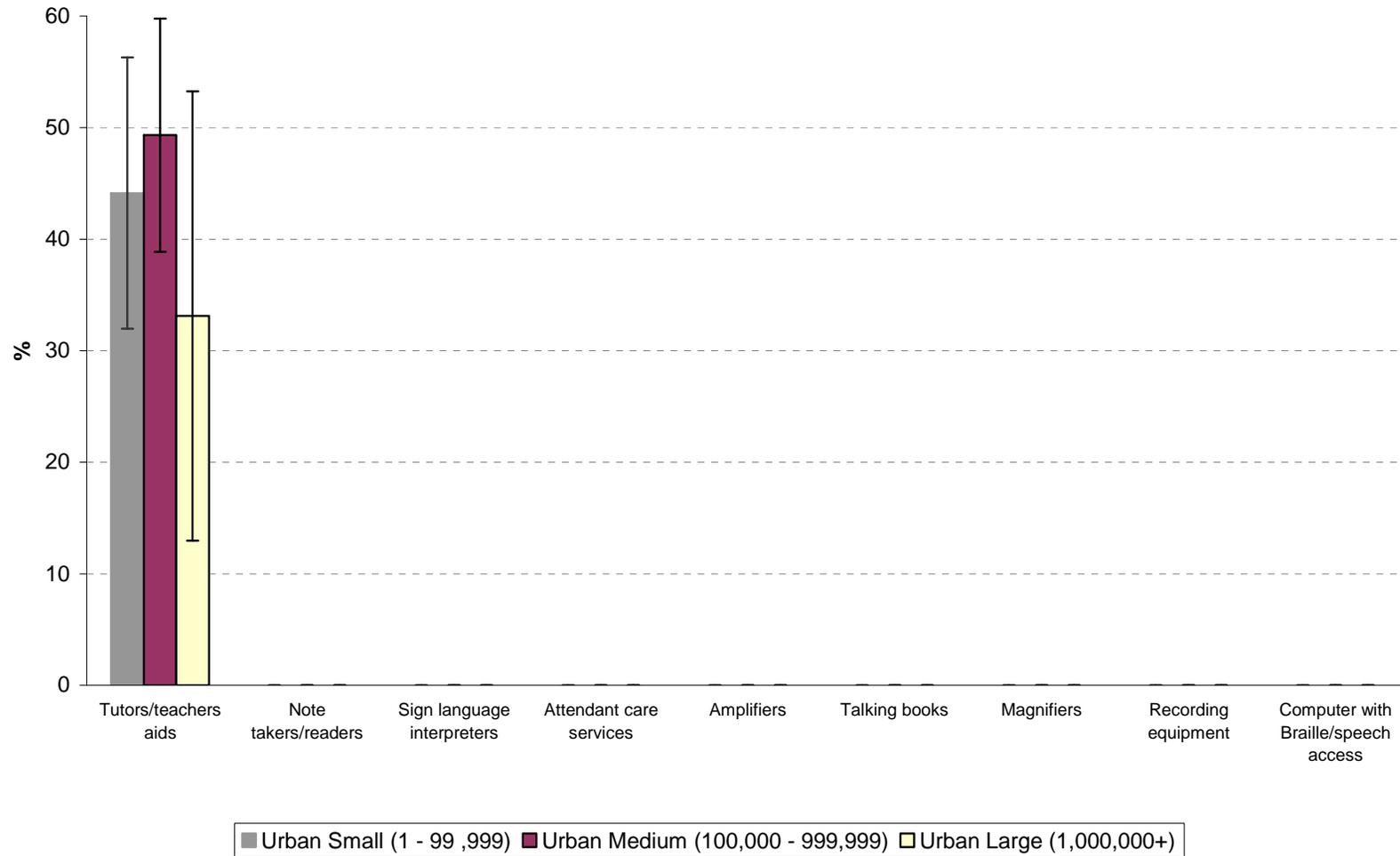
**Figure 35: Assistive aids / devices / services used by urban group**

Data Source: PALS 2001



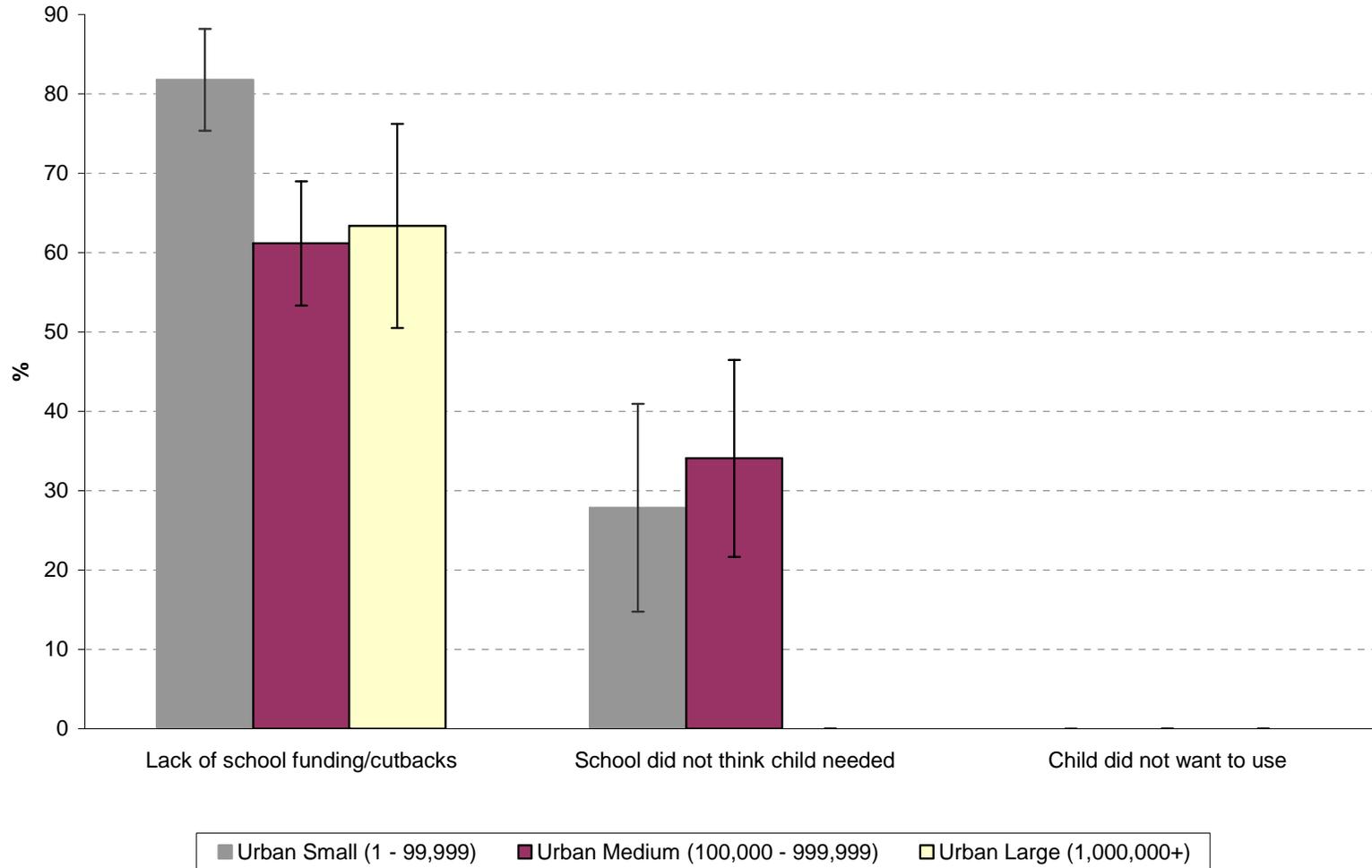
**Figure 36: Assistive aids / devices / services needed but not available by urban group**

Data Source: PALS 2001



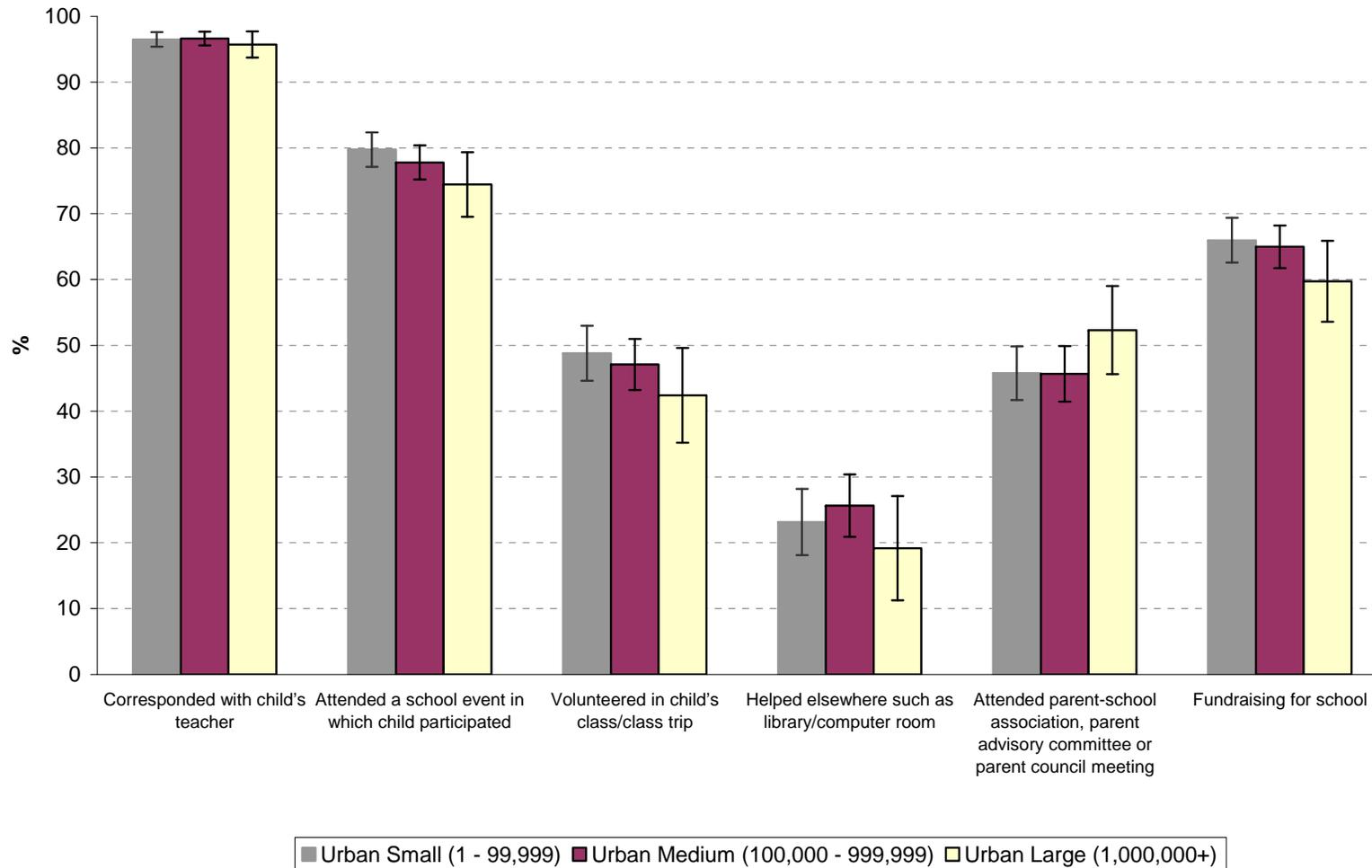
**Figure 37: Why assistive aids / devices / services were not available, by urban group**

Data Source: PALS 2001



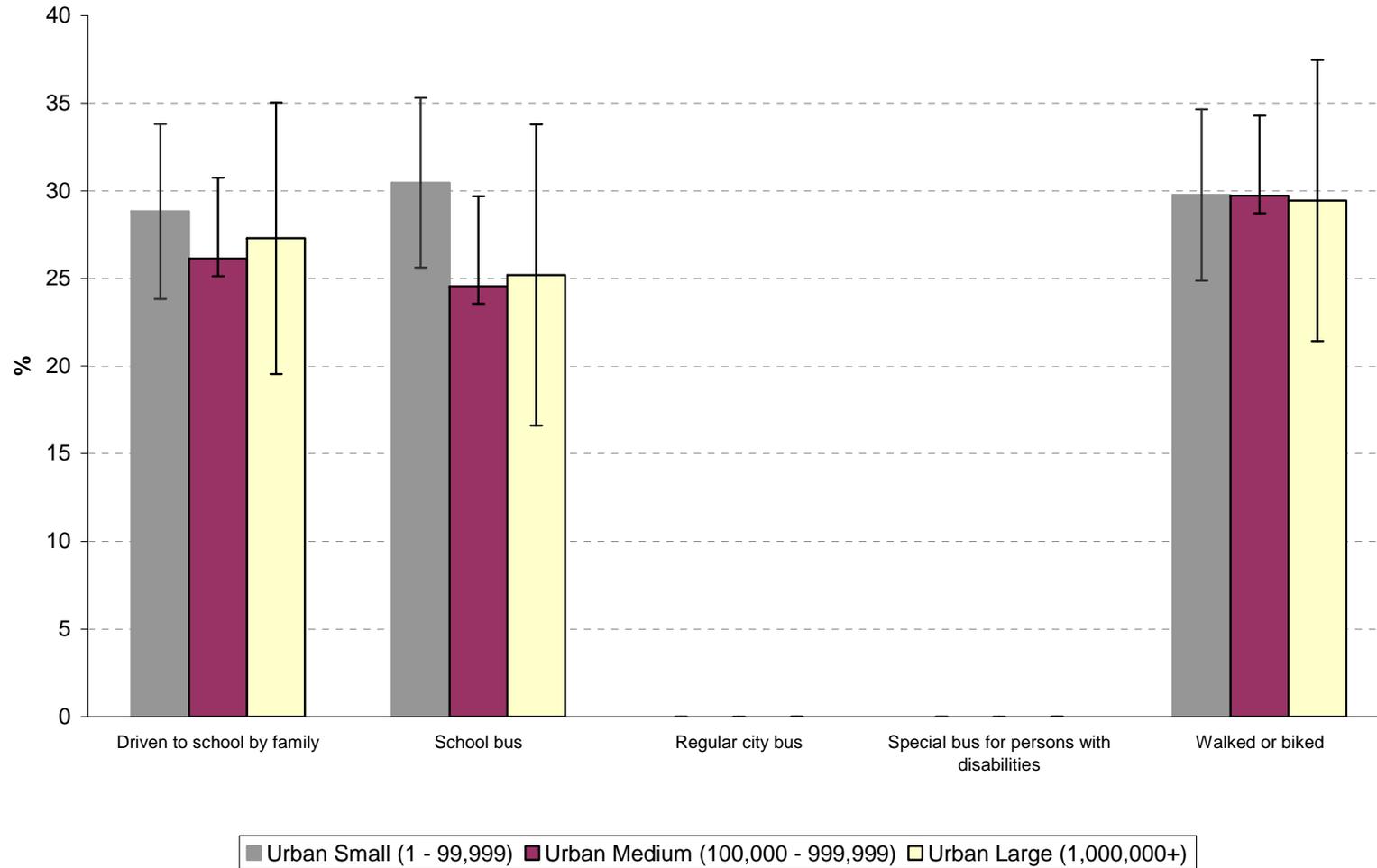
**Figure 38: Parent participation in child's school, by urban group**

Data Source: PALS 2001



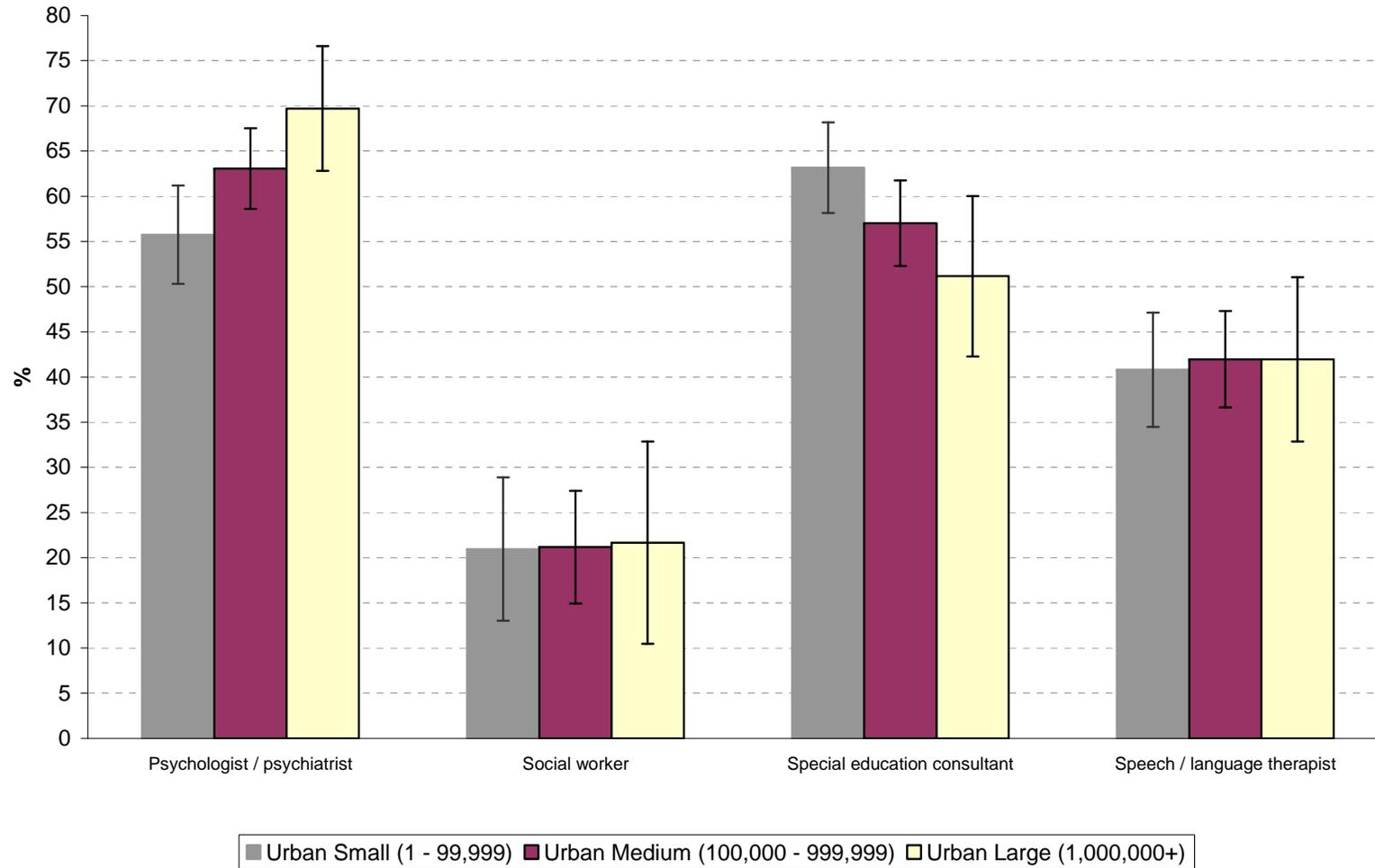
**Figure 39: Method of transportation most often used to get to school, by urban group**

Data Source: PALS 2001

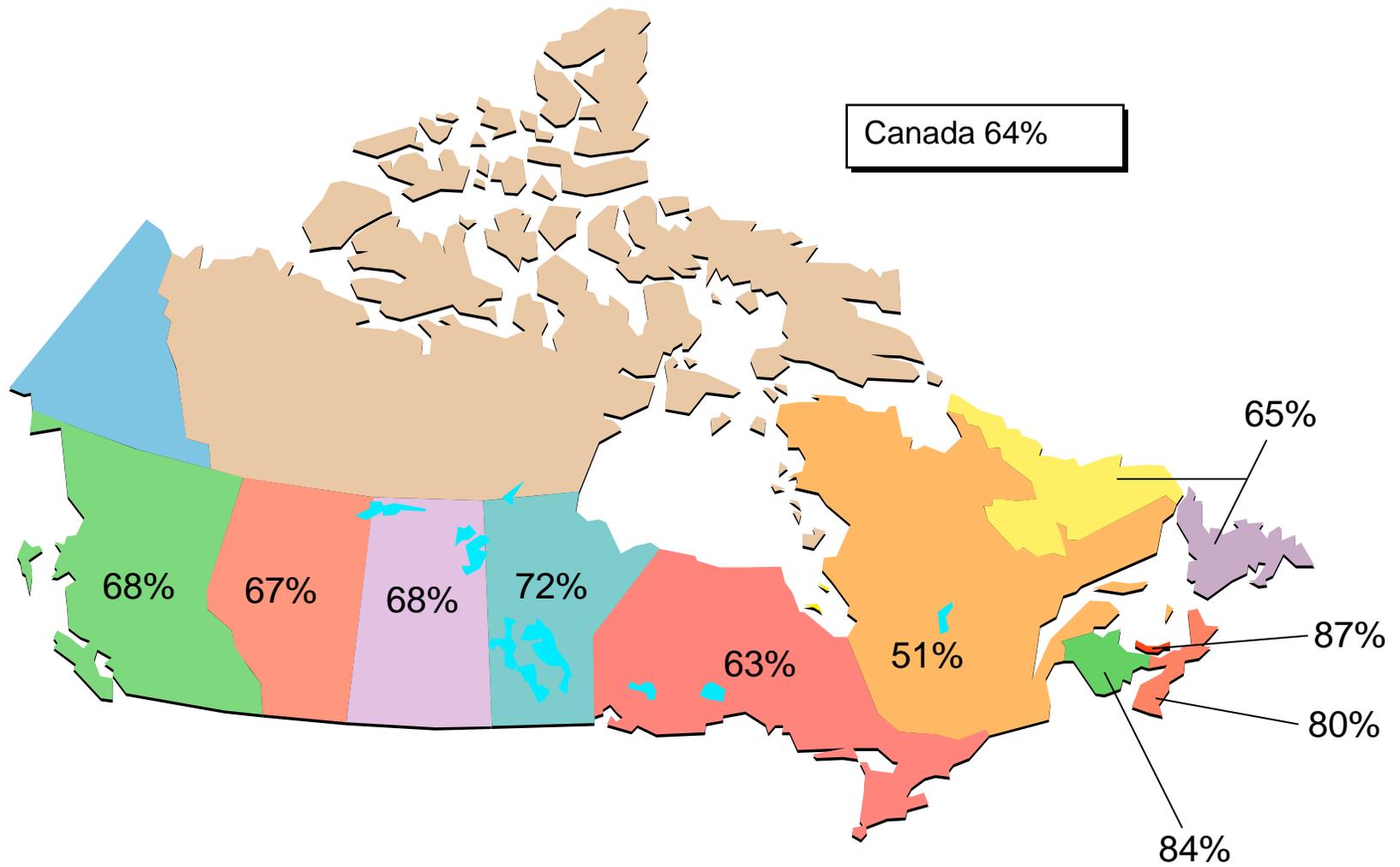


**Figure 40: Who completed assessment of child, by urban group**

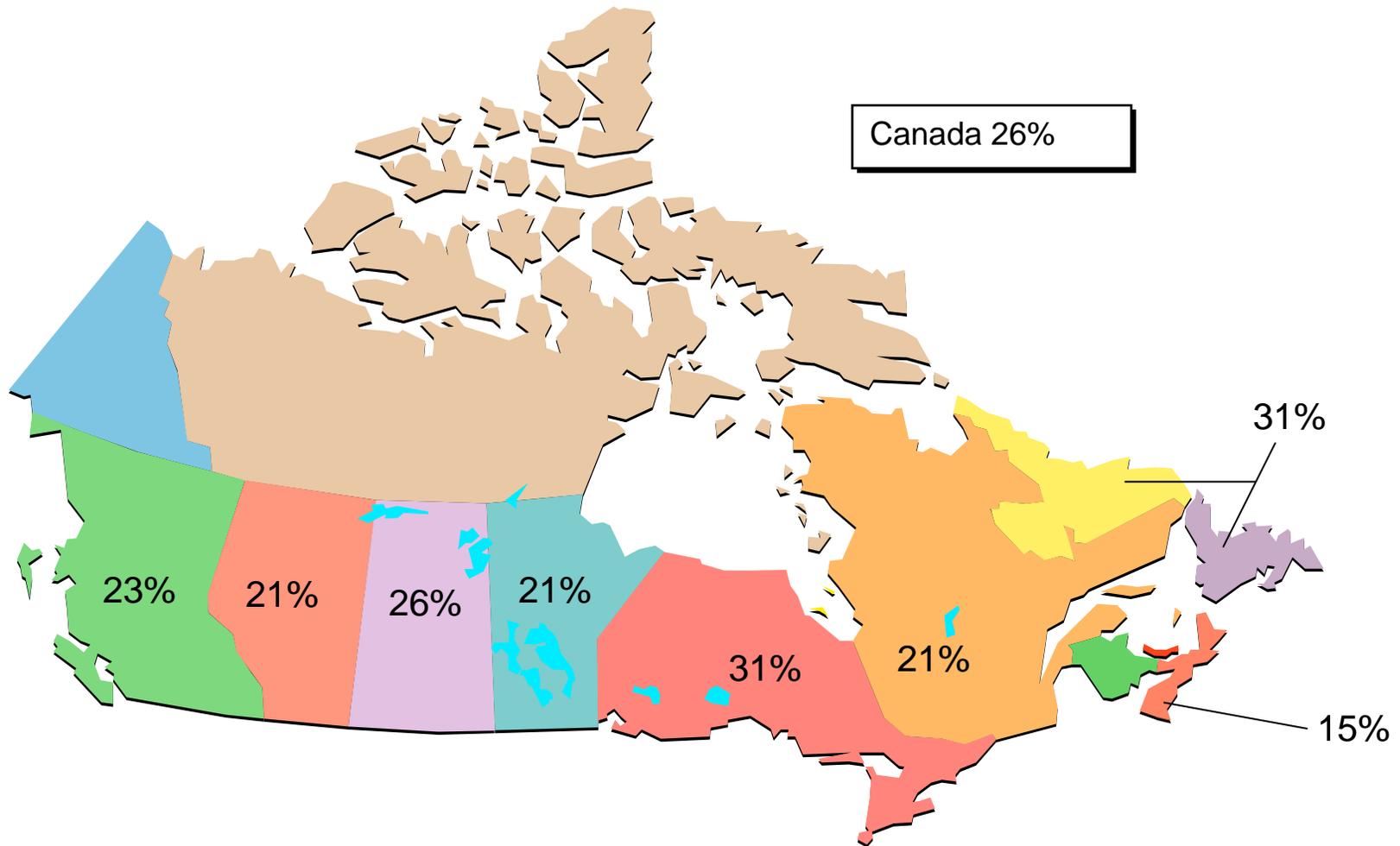
Data Source: PALS 2001



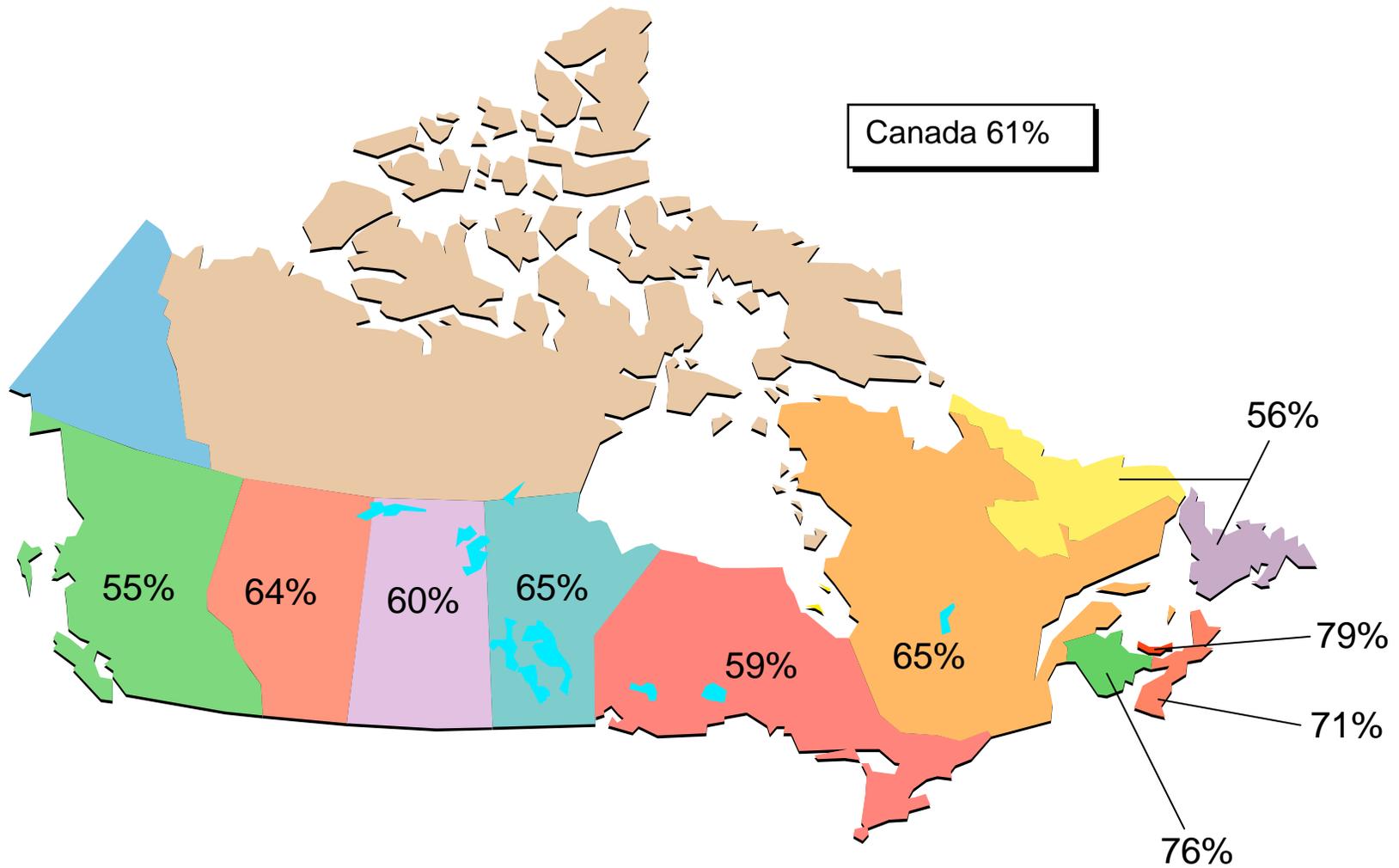
**Figure 41: Percentage attending regular school only**



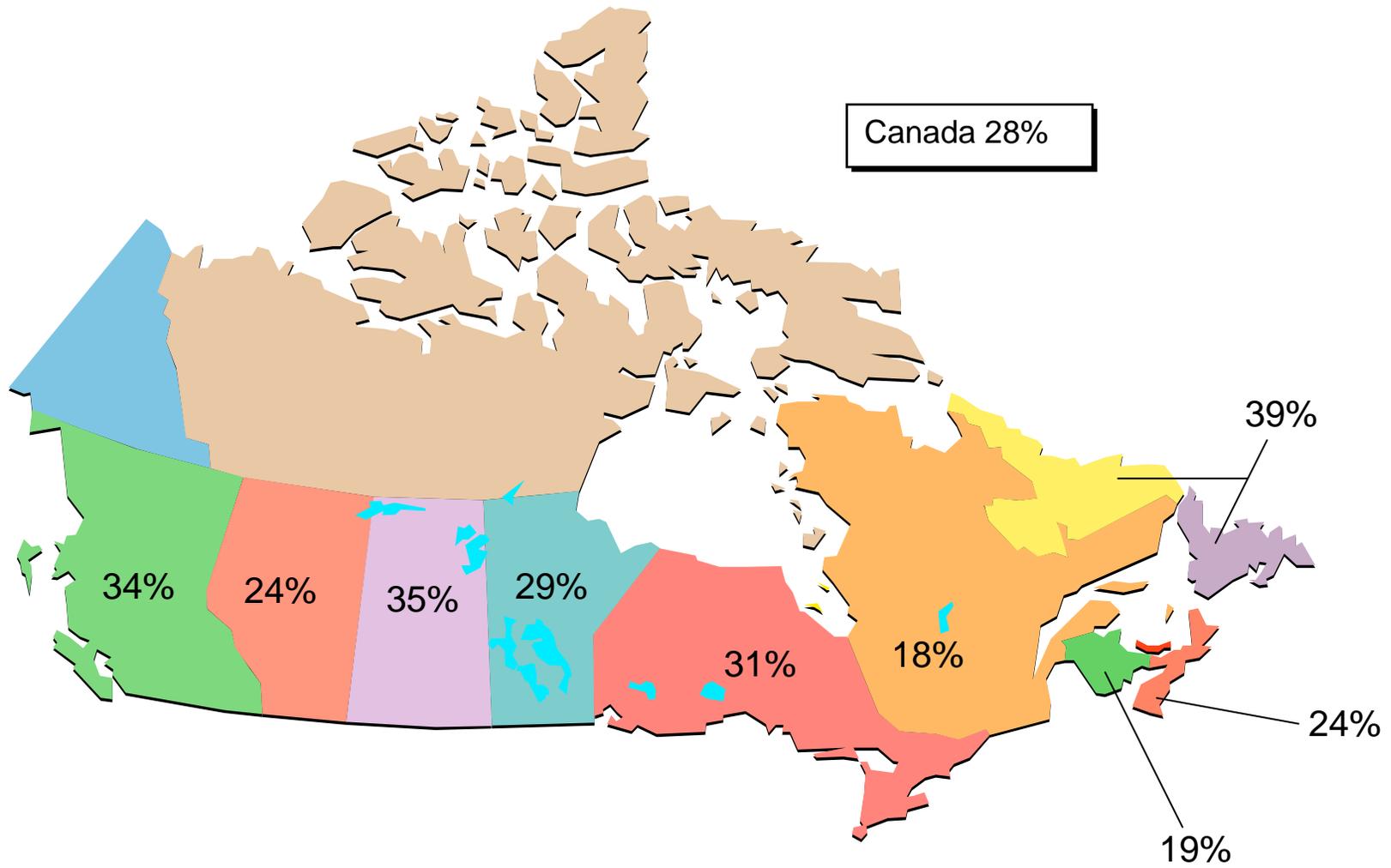
**Figure 42: Percentage attending regular school with special education classes**



**Figure 43: Percentage attending regular classes only**



**Figure 44: Percentage attending regular and special education classes**



**Figure 45: Main condition for which special education services are required**

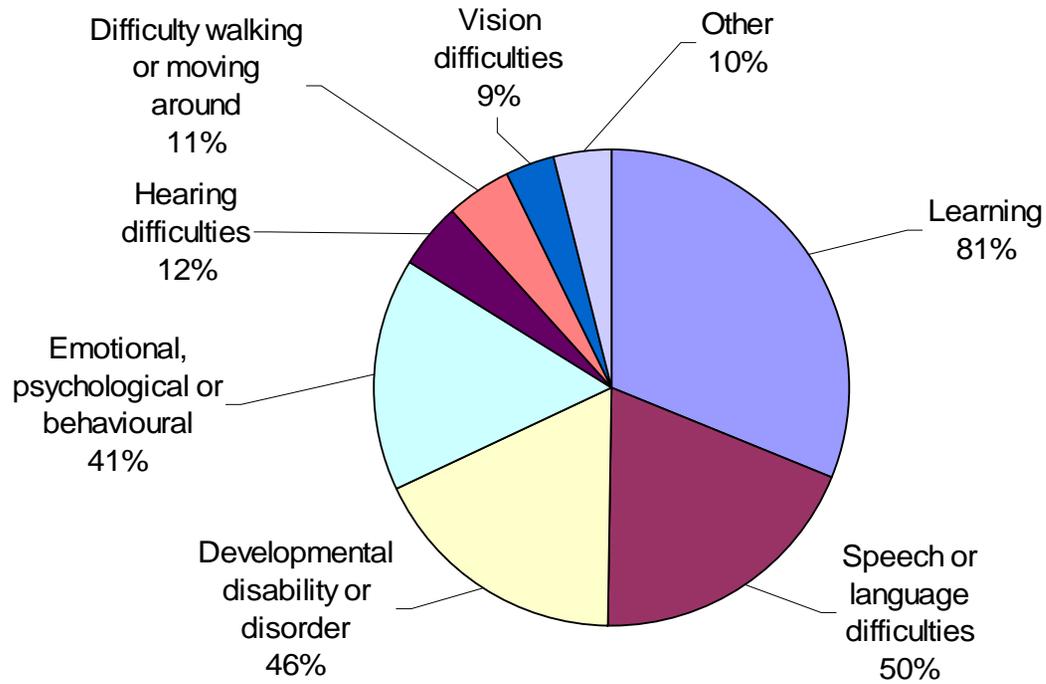


Figure 46: Percentage experienced difficulty receiving special education services

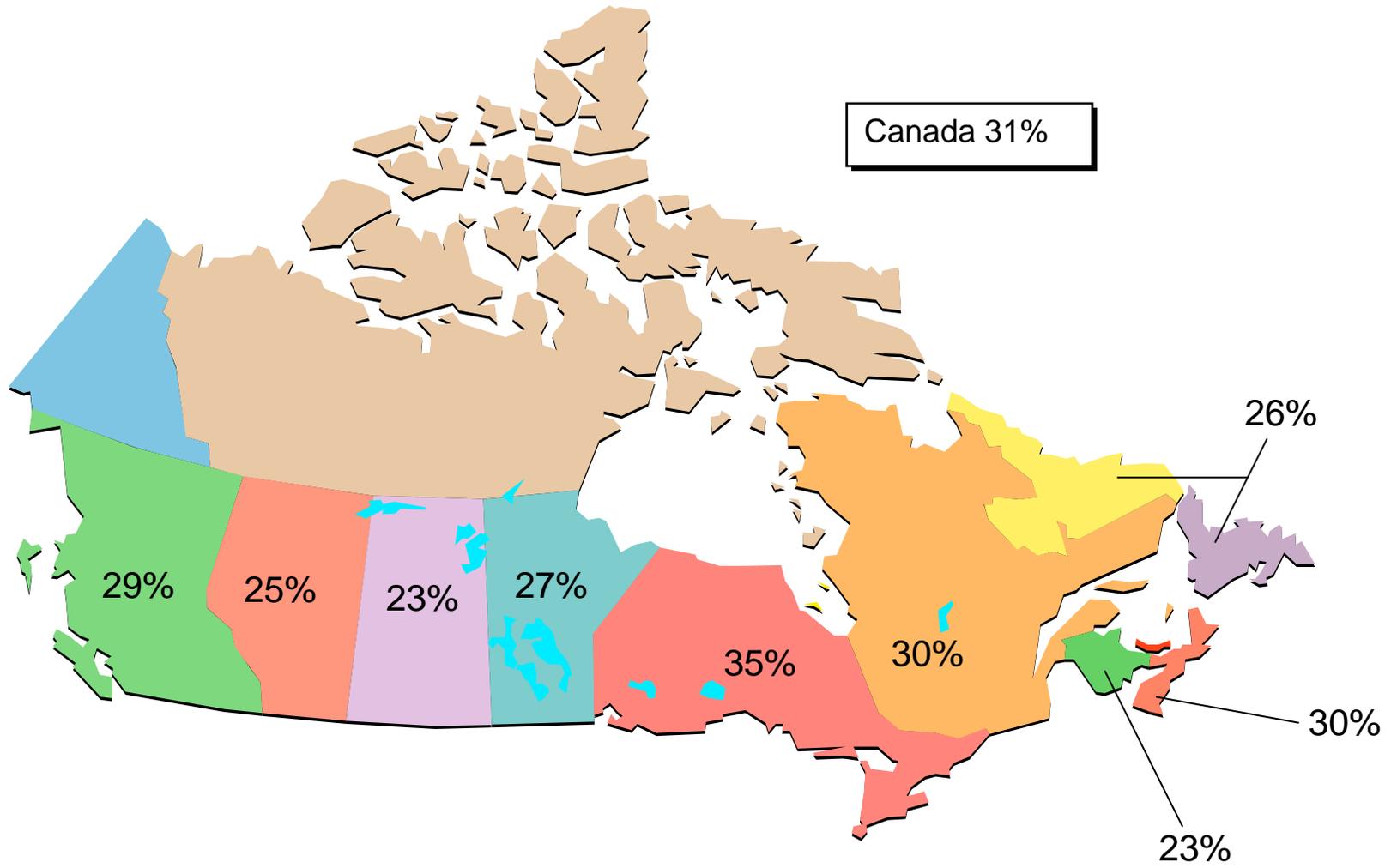
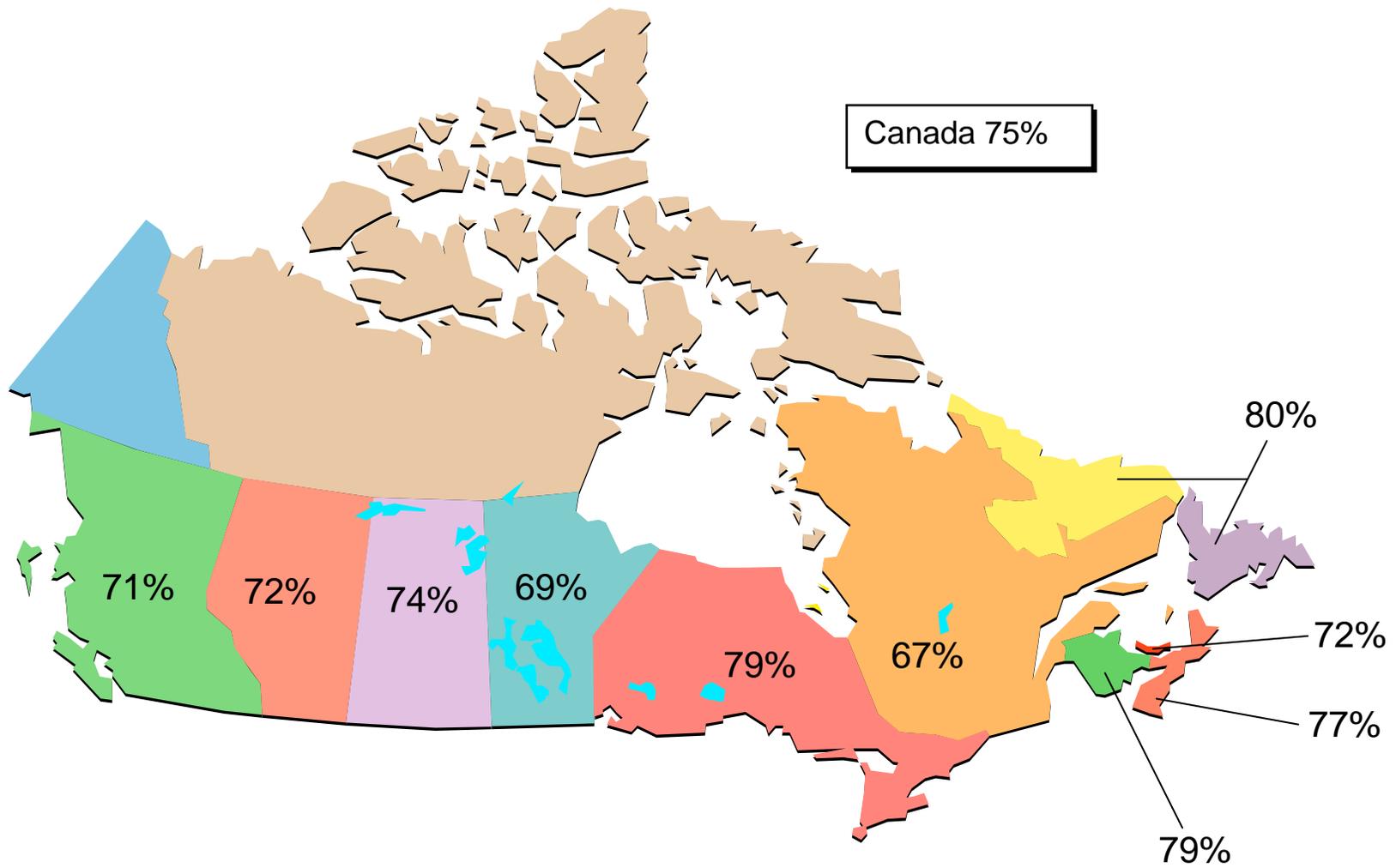
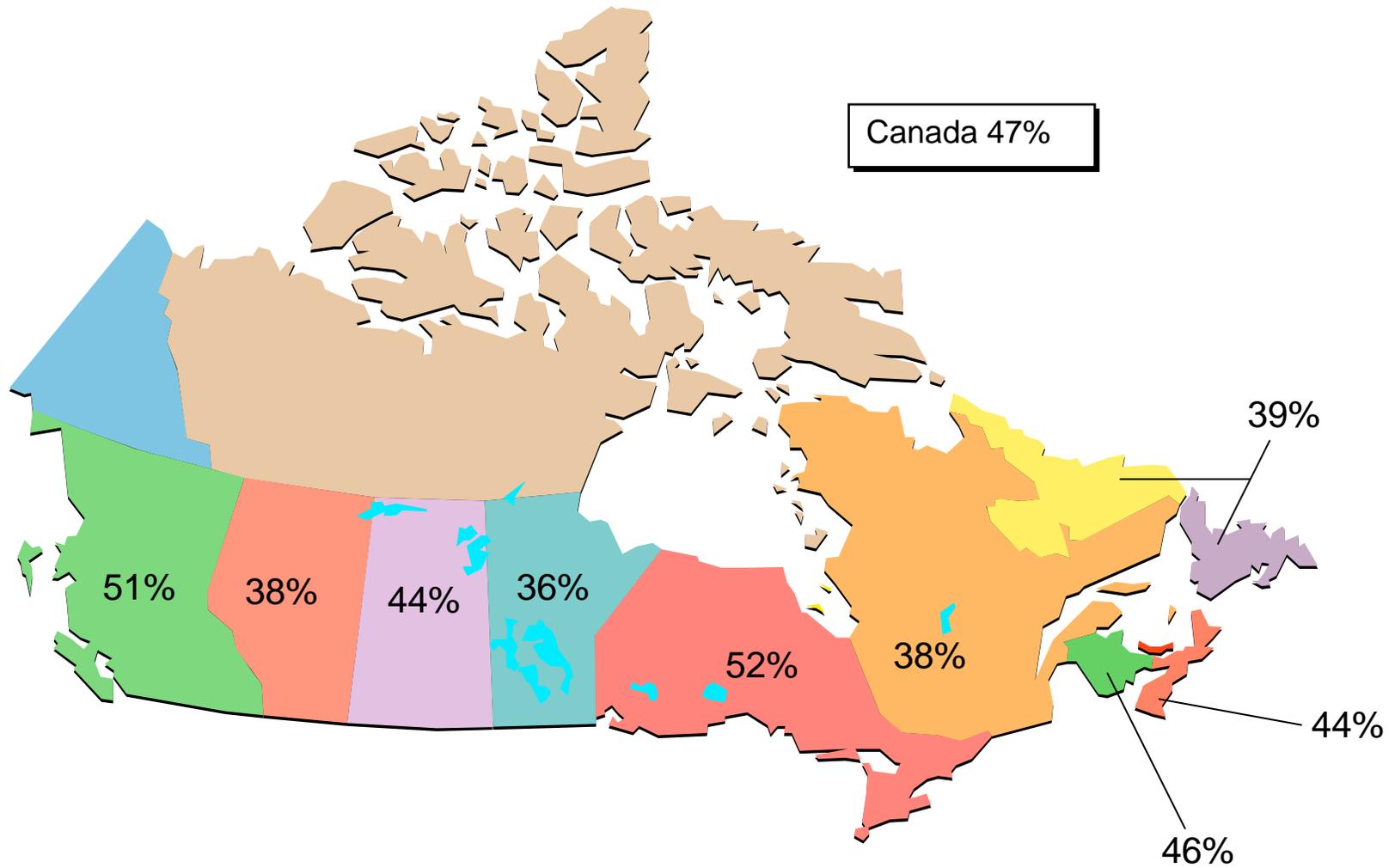


Figure 47: Nature of difficulty in receiving special education services “Insufficient level of staffing or services”



**Figure 48: Nature of difficulty in receiving special education services “Difficulty to have child tested for special education services”**



**Figure 49: Nature of difficulty in receiving special education services “Communication problems with school”**

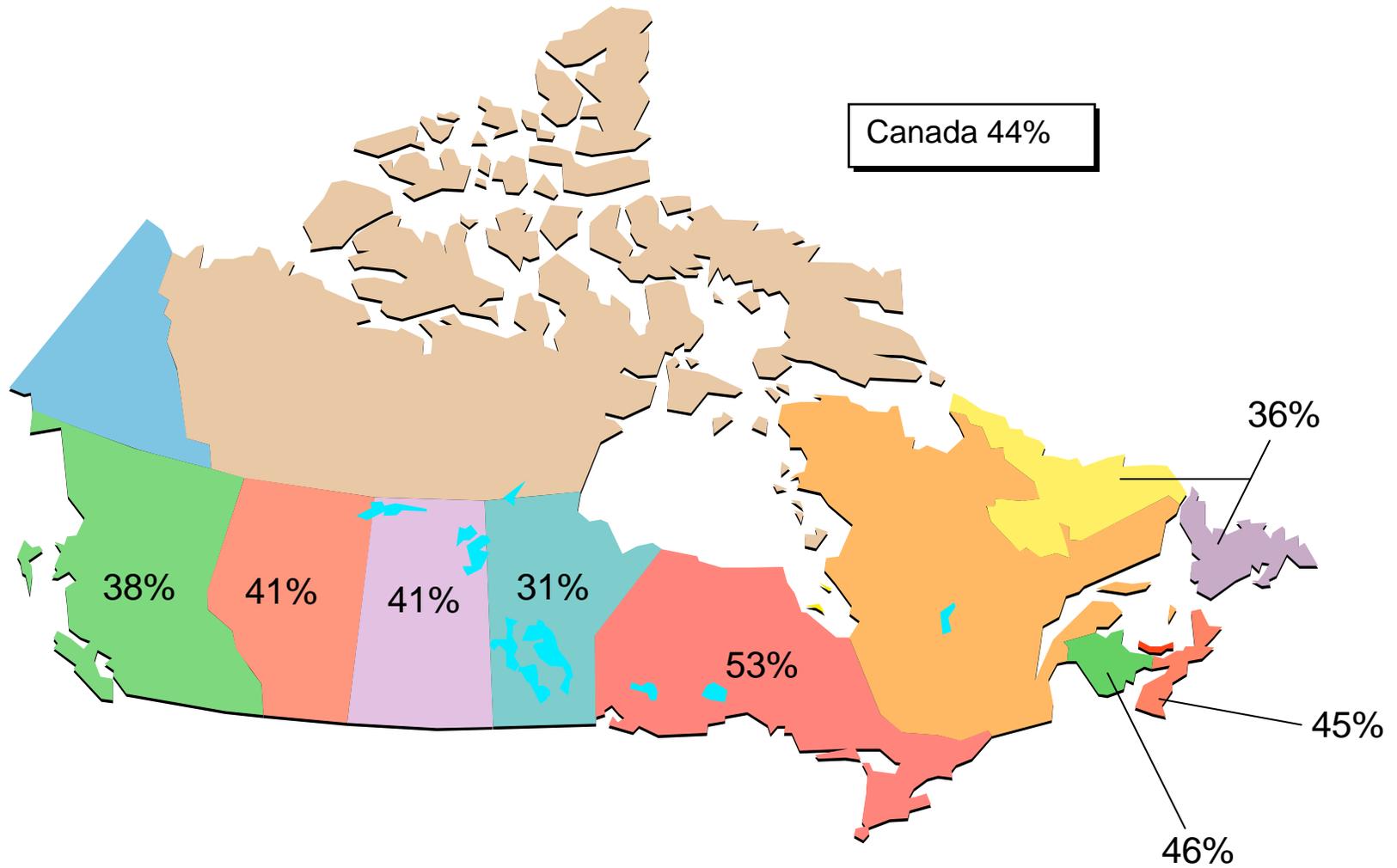
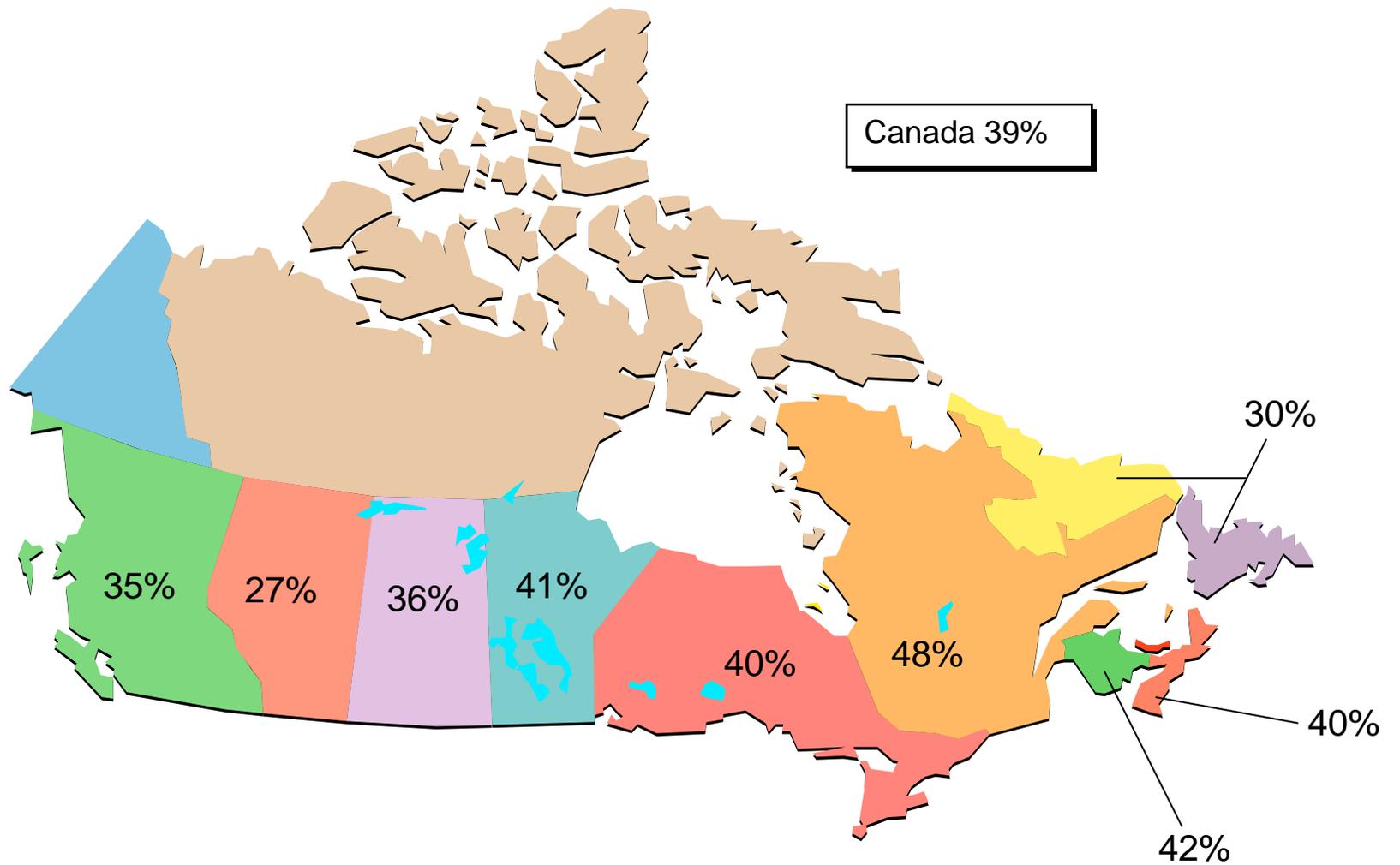


Figure 50: Nature of difficulty receiving special education “Services not available locally”



**Appendix B: Tables**

N.B. Estimates should be interpreted with caution in cases with high sampling variability is present (c.v. between 16.6 - 33.3); "--" indicate that the numbers can not be reported because the sample size is too small ( $n < 10$ ) or the coefficient of variation is too large (c.v.  $> 33.3$ )

<b>Table 1: Type of School</b>					
	%	n	95CIL	95CIU	CV <sup>1</sup>
<b>CANADA</b>					
Regular school	64.10	2625	62.2649	65.9351	1.4315
Regular school with special education	25.71	812	22.7040	28.7160	5.8460
Special education school	6.29	154	2.4555	10.1245	30.4813
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NL</b>	%	n	95CIL	95CIU	CV
Regular school	64.61	204	58.0481	71.1719	5.0781
Regular school with special education	30.55	94	21.2382	39.8618	15.2403
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>PEI</b>	%	n	95CIL	95CIU	CV
Regular school	86.75	97	80.0030	93.4970	3.8888
Regular school with special education	--	--	--	--	--
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NS</b>	%	n	95CIL	95CIU	CV
Regular school	80.19	314	75.7815	84.5985	2.7488
Regular school with special education	15.05	55	5.6002	24.4998	31.3948
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NB (PROV=13)</b>	%	n	95CIL	95CIU	CV
Regular school	84.28	273	79.9622	88.5978	2.5616
Regular school with special education	--	--	--	--	--
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>QC</b>	%	n	95CIL	95CIU	CV
Regular school	50.83	182	43.5668	58.0932	7.1446

<sup>1</sup> Coefficient of Variation

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Regular school with special education	21.10	66	11.2562	30.9438	23.3266
Special education school	22.30	67	12.3326	32.2674	22.3484
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
ON	%	n	95CIL	95CIU	CV
Regular school	62.77	279	57.0975	68.4425	4.5185
Regular school with special education	31.31	124	23.1473	39.4727	13.0353
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
MB	%	n	95CIL	95CIU	CV
Regular school	72.36	359	67.7338	76.9862	3.1967
Regular school with special education	21.49	100	13.4392	29.5408	18.7314
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Regular school	67.61	319	62.4746	72.7454	3.7978
Regular school with special education	26.36	126	18.6669	34.0531	14.5923
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Regular school	66.64	305	61.3484	71.9316	3.9703
Regular school with special education	20.87	99	12.8648	28.8752	19.1786
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Regular school	67.91	293	62.5647	73.2553	3.9356
Regular school with special education	23.23	96	14.7823	31.6777	18.1828
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 2: Type of Class</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	60.97	2318	58.9841	62.9559	1.6286
Some regular classes and some special education classes	28.38	995	25.5786	31.1814	4.9354
Only special education classes	8.31	183	4.3106	12.3094	24.0636
Don't know/refusal	--	--	--	--	--
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	56.47	175	49.1242	63.8158	6.5042
Some regular classes and some special education classes	38.92	117	30.0852	47.7548	11.3500
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	78.66	87	70.0506	87.2694	5.4725
Some regular classes and some special education classes	--	--	--	--	--
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	70.60	274	65.2054	75.9946	3.8205
Some regular classes and some special education classes	23.67	88	14.7890	32.5510	18.7600
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	75.66	243	70.2643	81.0557	3.5657
Some regular classes and some special education classes	18.57	63	8.9675	28.1725	25.8549
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>QC</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	65.23	181	58.2919	72.1681	5.3182
Some regular classes and some special education classes	17.65	47	6.7504	28.5496	30.8771
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>ON</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	58.80	254	52.7469	64.8531	5.1472
Some regular classes and some special education classes	30.92	119	22.6162	39.2238	13.4279
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>MB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Only regular classes	65.02	323	59.8190	70.2210	3.9996
Some regular classes and some special education classes	28.90	128	21.0470	36.7530	13.5865

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Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Only regular classes	60.05	279	54.3026	65.7974	4.7855
Some regular classes and some special education classes	34.80	161	27.4421	42.1579	10.5718
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Only regular classes	64.26	271	58.5542	69.9658	4.4396
Some regular classes and some special education classes	23.51	109	15.5489	31.4711	16.9312
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Only regular classes	54.87	231	48.4527	61.2873	5.8477
Some regular classes and some special education classes	34.22	143	26.4437	41.9963	11.3623
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 3: Main Condition for which special education services required</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Learning	80.88	1097	78.5529	83.2071	1.4386
Speech or language difficulties	49.66	713	45.9900	53.3300	3.6952
Developmental disability or disorder	45.84	670	42.0671	49.6129	4.1153
Emotional, psychological or behavioural conditions	41.44	574	37.4099	45.4701	4.8625
Hearing difficulties, including deafness	11.66	142	6.3811	16.9389	22.6366
Difficulty with walking or moving around	11.40	177	6.7179	16.0821	20.5354
Vision difficulties, including blindness	8.56	124	3.6356	13.4844	28.7638
Other condition	10.00	108	4.3420	15.6580	28.2902
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Learning	73.30	98	64.5411	82.0589	5.9747
Speech or language difficulties	48.59	63	36.2481	60.9319	12.7001
Developmental disability or disorder	49.34	66	37.2781	61.4019	12.2233
Emotional, psychological or behavioural conditions	35.27	49	21.8913	48.6487	18.9661
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Learning	88.85	21	75.3879	102.3121	7.5757
Speech or language difficulties	56.15	13	29.1761	83.1239	24.0195
Developmental disability or disorder	62.30	15	37.7741	86.8259	19.6837
Emotional, psychological or behavioural conditions	47.64	11	18.1248	77.1552	30.9773
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Learning	76.84	88	68.0259	85.6541	5.7354
Speech or language difficulties	45.86	52	32.3165	59.4035	14.7661
Developmental disability or disorder	35.26	40	20.4535	50.0665	20.9962
Emotional, psychological or behavioural conditions	32.00	34	16.3200	47.6800	24.5000
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Learning	85.49	71	77.2975	93.6825	4.7915
Speech or language difficulties	48.68	40	33.1902	64.1698	15.9098
Developmental disability or disorder	49.82	41	34.5151	65.1249	15.3602
Emotional, psychological or behavioural conditions	36.68	32	19.9819	53.3781	22.7618

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Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
QC	%	n	95CIL	95CIU	CV
Learning	81.70	124	74.8942	88.5058	4.1651
Speech or language difficulties	61.11	94	51.2548	70.9652	8.0635
Developmental disability or disorder	60.04	90	49.9203	70.1597	8.4275
Emotional, psychological or behavioural conditions	48.70	74	37.3116	60.0884	11.6924
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
ON	%	n	95CIL	95CIU	CV
Learning	87.36	146	81.9697	92.7503	3.0851
Speech or language difficulties	47.15	81	36.2788	58.0212	11.5283
Developmental disability or disorder	42.95	70	31.3538	54.5462	13.4997
Emotional, psychological or behavioural conditions	39.87	68	28.2322	51.5078	14.5947
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
MB	%	n	95CIL	95CIU	CV
Learning	80.59	129	73.7648	87.4152	4.2345
Speech or language difficulties	44.15	72	32.6799	55.6201	12.9899
Developmental disability or disorder	49.86	83	39.1031	60.6169	10.7871
Emotional, psychological or behavioural conditions	38.44	66	26.7039	50.1761	15.2655
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Learning	74.84	146	67.8011	81.8789	4.7026
Speech or language difficulties	54.27	108	44.8744	63.6656	8.6564
Developmental disability or disorder	49.18	95	39.1268	59.2332	10.2209
Emotional, psychological or behavioural conditions	38.07	73	26.9312	49.2088	14.6293
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Learning	72.17	138	64.6926	79.6474	5.1804
Speech or language difficulties	54.71	104	45.1430	64.2770	8.7433

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Developmental disability or disorder	45.78	92	35.5992	55.9608	11.1192
Emotional, psychological or behavioural conditions	40.35	80	29.5993	51.1007	13.3218
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Learning	69.21	136	61.4515	76.9685	5.6050
Speech or language difficulties	41.47	86	31.0573	51.8827	12.5545
Developmental disability or disorder	37.82	78	27.0580	48.5820	14.2280
Emotional, psychological or behavioural conditions	43.14	87	32.7327	53.5473	12.0623
Hearing difficulties, including deafness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Other condition	--	--	--	--	--

<b>Table 4: Ever had difficulty to get special education services</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	66.96	2640	65.1658	68.7542	1.3398
Yes	30.65	1007	27.8024	33.4976	4.6454
Don't know/refusal	--	--	--	--	--
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	73.54	226	67.7888	79.2912	3.9103
Yes	26.09	83	16.6427	35.5373	18.1051
Don't know/refusal	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	80.09	88	71.7467	88.4333	5.2087
Yes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	67.07	259	61.3464	72.7936	4.2669
Yes	29.56	116	21.2560	37.8640	14.0461
Don't know/refusal	--	--	--	--	--
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	75.19	242	69.7482	80.6318	3.6187
Yes	22.50	77	13.1728	31.8272	20.7272
Don't know/refusal	--	--	--	--	--
<b>QC</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	67.58	229	61.5175	73.6425	4.4854
Yes	29.77	96	20.6232	38.9168	15.3625
Don't know/refusal	--	--	--	--	--
<b>ON</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	64.16	272	58.4611	69.8589	4.4411
Yes	34.82	148	27.1447	42.4953	11.0214
Don't know/refusal	--	--	--	--	--
<b>MB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	71.35	356	66.6533	76.0467	3.2913
Yes	26.53	121	18.6634	34.3966	14.8259
Don't know/refusal	--	--	--	--	--
<b>SK</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
No	75.01	357	70.5188	79.5012	2.9937
Yes	23.40	110	15.4881	31.3119	16.9058
Don't know/refusal	--	--	--	--	--

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AB	%	n	95CIL	95CIU	CV
No	71.19	328	66.2888	76.0912	3.4423
Yes	24.99	115	17.0768	32.9032	15.8326
Don't know/refusal	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
No	65.48	283	59.9407	71.0193	4.2297
Yes	28.99	122	20.9388	37.0412	13.8861
Don't know/refusal	--	--	--	--	--

<b>Table 5: Kind of difficulty obtaining special education services</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	74.73	793	71.7054	77.7546	2.0237
Difficulty to have child tested for special education services	47.18	466	42.6475	51.7125	4.8035
Communication problems with school	43.70	428	39.0007	48.3993	5.3767
Not available locally	39.06	394	34.2425	43.8775	6.1668
Other	36.47	368	31.5520	41.3880	6.7425
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	80.20	68	70.7284	89.6716	5.9050
Difficulty to have child tested for special education services	38.88	33	22.2476	55.5124	21.3894
Communication problems with school	35.60	31	18.7444	52.4556	23.6735
Not available locally	29.73	26	12.1608	47.2992	29.5479
Other	28.83	24	10.7074	46.9526	31.4302
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	71.84	15	49.0780	94.6020	15.8421
Difficulty to have child tested for special education services	--	--	--	--	--
Communication problems with school	--	--	--	--	--
Not available locally	--	--	--	--	--
Other	47.02	10	16.0848	77.9552	32.8958
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	76.65	99	68.3163	84.9837	5.4362
Difficulty to have child tested for special education services	44.08	59	31.4112	56.7488	14.3702
Communication problems with school	45.14	58	32.3329	57.9471	14.1860
Not available locally	39.95	51	26.5073	53.3927	16.8244
Other	35.99	47	22.2679	49.7121	19.0638
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	78.87	65	68.9456	88.7944	6.2916
Difficulty to have child tested for special education services	46.48	37	30.4089	62.5511	17.2882
Communication problems with school	45.64	34	28.8972	62.3828	18.3423
Not available locally	41.82	33	24.9902	58.6498	20.1217
Other	28.39	22	9.5486	47.2314	33.1832
<b>QC</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	67.41	74	56.7307	78.0893	7.9212
Difficulty to have child tested for special education services	38.28	42	23.5796	52.9804	19.2012
Communication problems with school	--	--	--	--	--
Not available locally	48.25	53	34.7969	61.7031	13.9410
Other	24.04	29	8.4869	39.5931	32.3484
<b>ON</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Insufficient level of staffing or services	78.67	116	71.2154	86.1246	4.7379
Difficulty to have child tested for special education services	52.41	79	41.3970	63.4230	10.5066

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Communication problems with school	53.19	77	42.0446	64.3354	10.4770
Not available locally	40.23	57	27.4998	52.9602	15.8218
Other	41.41	62	29.1490	53.6710	14.8044
MB	%	n	95CIL	95CIU	CV
Insufficient level of staffing or services	68.56	88	58.8596	78.2604	7.0744
Difficulty to have child tested for special education services	36.14	45	22.1035	50.1765	19.4196
Communication problems with school	30.80	42	16.8376	44.7624	22.6662
Not available locally	40.51	48	26.6220	54.3980	17.1414
Other	34.71	46	20.9529	48.4671	19.8172
SK	%	n	95CIL	95CIU	CV
Insufficient level of staffing or services	74.07	86	64.8075	83.3325	6.2525
Difficulty to have child tested for special education services	43.73	50	29.9801	57.4799	15.7213
Communication problems with school	40.58	49	26.8307	54.3293	16.9410
Not available locally	35.89	42	21.3829	50.3971	20.2105
Other	29.89	36	14.9360	44.8440	25.0151
AB	%	n	95CIL	95CIU	CV
Insufficient level of staffing or services	72.32	87	62.9183	81.7217	6.5001
Difficulty to have child tested for special education services	38.29	49	24.6794	51.9006	17.7731
Communication problems with school	40.59	54	27.4922	53.6878	16.1343
Not available locally	27.44	35	12.6570	42.2230	26.9370
Other	38.28	48	24.5290	52.0310	17.9611
BC	%	n	95CIL	95CIU	CV
Insufficient level of staffing or services	70.62	95	61.4602	79.7798	6.4852
Difficulty to have child tested for special education services	50.95	68	39.0679	62.8321	11.6605
Communication problems with school	37.90	50	24.4527	51.3473	17.7406
Not available locally	35.45	47	21.7739	49.1261	19.2893
Other	33.83	44	19.8499	47.8101	20.6623

<b>Table 6: Because of condition or health problem</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	43.09	1326	40.4246	45.7554	3.0929
Took fewer courses or academic subjects	24.12	749	21.0562	27.1838	6.3513
Schooling interrupted for long periods of time	15.02	500	11.8884	18.1516	10.4247
Had to leave community to attend school	13.97	335	10.2576	17.6824	13.2871
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	33.85	97	24.4330	43.2670	13.9100
Took fewer courses or academic subjects	23.67	67	13.4919	33.8481	21.4999
Schooling interrupted for long periods of time	--	--	--	--	--
Had to leave community to attend school	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	32.34	36	17.0594	47.6206	23.6249
Took fewer courses or academic subjects	--	--	--	--	--
Schooling interrupted for long periods of time	--	--	--	--	--
Had to leave community to attend school	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	34.61	122	26.1682	43.0518	12.1955
Took fewer courses or academic subjects	17.63	61	8.0668	27.1932	27.1219
Schooling interrupted for long periods of time	15.72	59	6.4321	25.0079	29.5417
Had to leave community to attend school	--	--	--	--	--
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	34.96	107	25.9248	43.9952	12.9223
Took fewer courses or academic subjects	19.37	59	9.2858	29.4542	26.0306
Schooling interrupted for long periods of time	17.01	48	6.3808	27.6392	31.2440
Had to leave community to attend school	--	--	--	--	--
<b>QC</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	47.69	140	39.4163	55.9637	8.6744
Took fewer courses or academic subjects	29.14	79	19.1195	39.1605	17.1937
Schooling interrupted for long periods of time	--	--	--	--	--
Had to leave community to attend school	31.15	86	21.3621	40.9379	15.7109
<b>ON</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	47.08	173	39.6419	54.5181	7.8994
Took fewer courses or academic subjects	25.58	93	16.7123	34.4477	17.3332
Schooling interrupted for long periods of time	16.39	59	6.9440	25.8360	28.8164
Had to leave community to attend school	--	--	--	--	--
<b>MB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Took longer to achieve present level of education	40.38	166	32.9158	47.8442	9.2424
Took fewer courses or academic subjects	19.84	84	11.3116	28.3684	21.4929

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Schooling interrupted for long periods of time	15.26	63	6.3801	24.1399	29.0953
Had to leave community to attend school	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Took longer to achieve present level of education	40.51	178	33.2981	47.7219	8.9014
Took fewer courses or academic subjects	24.62	108	16.4951	32.7449	16.5005
Schooling interrupted for long periods of time	--	--	--	--	--
Had to leave community to attend school	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Took longer to achieve present level of education	35.44	154	27.8852	42.9948	10.6586
Took fewer courses or academic subjects	20.41	88	11.9890	28.8310	20.6297
Schooling interrupted for long periods of time	13.78	59	4.9845	22.5755	31.9139
Had to leave community to attend school	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Took longer to achieve present level of education	39.15	153	31.4160	46.8840	9.8774
Took fewer courses or academic subjects	21.67	88	13.0619	30.2781	19.8618
Schooling interrupted for long periods of time	--	--	--	--	--
Had to leave community to attend school	--	--	--	--	--

<b>Table 7: Because of condition used assistive aids/devices/services</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	57.17	2063	55.0347	59.3053	1.8675
Note takers/readers	15.79	577	12.8146	18.7654	9.4217
Attendant care services	7.05	237	3.7909	10.3091	23.1144
Recording equipment	5.49	216	2.4522	8.5278	27.6664
Talking books	5.20	208	2.1826	8.2174	29.0133
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	11.41	384	8.2300	14.5900	13.9351
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	51.08	159	43.3099	58.8501	7.6058
Note takers/readers	20.36	60	10.1709	30.5491	25.0223
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	55.95	61	43.4915	68.4085	11.1336
Note takers/readers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	51.74	199	44.7972	58.6828	6.7093
Note takers/readers	17.41	69	8.4626	26.3574	25.6960
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--

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Magnifiers	--	--	--	--	--
Other	15.54	63	6.5938	24.4862	28.7843
NB	%	n	95CIL	95CIU	CV
Tutors/teachers aids	62.01	200	55.2832	68.7368	5.4239
Note takers/readers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
QC	%	n	95CIL	95CIU	CV
Tutors/teachers aids	56.59	183	49.4088	63.7712	6.3449
Note takers/readers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
ON	%	n	95CIL	95CIU	CV
Tutors/teachers aids	59.58	241	53.3842	65.7758	5.1995
Note takers/readers	18.45	78	9.8417	27.0583	23.3288
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
MB	%	n	95CIL	95CIU	CV
Tutors/teachers aids	55.45	265	49.4658	61.4342	5.3961
Note takers/readers	16.98	79	8.7005	25.2595	24.3801
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--

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Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Tutors/teachers aids	56.56	266	50.6032	62.5168	5.2659
Note takers/readers	14.50	68	6.1311	22.8689	28.8583
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Tutors/teachers aids	52.01	247	45.7794	58.2406	5.9898
Note takers/readers	16.09	77	7.8828	24.2972	25.5041
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Tutors/teachers aids	56.72	242	50.4775	62.9625	5.5029
Note takers/readers	15.83	64	6.8870	24.7730	28.2471
Attendant care services	--	--	--	--	--
Recording equipment	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Magnifiers	--	--	--	--	--
Other	--	--	--	--	--

<b>Table 8: Assistive aids/devices/services needed but not available</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	42.36	245	36.1725	48.5475	7.3034
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	61.79	346	56.6701	66.9099	4.1430
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	43.78	21	22.5608	64.9992	24.2339
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	61.80	31	44.6959	78.9041	13.8383
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	60.16	11	31.2283	89.0917	24.0456
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Tutors/teachers aids	41.05	29	23.1458	58.9542	21.8078
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--

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Sign language interpreters	--	--	--	--	--
Other	63.60	46	49.6955	77.5045	10.9312
NB	%	n	95CIL	95CIU	CV
Tutors/teachers aids	52.59	24	32.6127	72.5673	18.9934
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	42.70	21	21.5438	63.8562	24.7731
QC	%	n	95CIL	95CIU	CV
Tutors/teachers aids	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	80.70	31	66.8072	94.5928	8.6077
ON	%	n	95CIL	95CIU	CV
Tutors/teachers aids	47.38	40	31.9061	62.8539	16.3295
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	62.70	55	49.9191	75.4809	10.1921
MB	%	n	95CIL	95CIU	CV
Tutors/teachers aids	48.22	25	28.6324	67.8076	20.3106
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--

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Sign language interpreters	--	--	--	--	--
Other	51.75	28	33.2411	70.2589	17.8830
SK	%	n	95CIL	95CIU	CV
Tutors/teachers aids	46.31	28	27.8402	64.7798	19.9414
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	48.94	29	30.7459	67.1341	18.5881
AB	%	n	95CIL	95CIU	CV
Tutors/teachers aids	38.97	34	22.5772	55.3628	21.0326
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	50.85	43	35.9073	65.7927	14.6929
BC	%	n	95CIL	95CIU	CV
Tutors/teachers aids	35.00	27	17.0086	52.9914	25.7020
Computer with Braille/speech access	--	--	--	--	--
Recording equipment	--	--	--	--	--
Note takers/readers	--	--	--	--	--
Talking books	--	--	--	--	--
Amplifiers	--	--	--	--	--
Attendant care services	--	--	--	--	--
Magnifiers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Other	62.28	51	48.9776	75.5824	10.6795

<b>Table 9: Why were these assistive aids/devices/services not available</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	70.25	484	66.1771	74.3229	2.8988
School did not think child needed	23.46	149	16.6559	30.2641	14.5015
Child did not want to use	--	--	--	--	--
Other	20.71	134	13.8488	27.5712	16.5651
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	76.70	40	63.5991	89.8009	8.5404
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	79.22	15	58.6871	99.7529	12.9594
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	76.03	65	65.6517	86.4083	6.8251
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	77.50	41	64.7178	90.2822	8.2466
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
<b>QC</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	67.46	35	51.9378	82.9822	11.5048
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
<b>ON</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	71.53	65	60.5592	82.5008	7.6687
School did not think child needed	28.46	24	10.4073	46.5127	31.7159
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
<b>MB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Lack of school funding/cutbacks	63.73	46	49.8361	77.6239	10.9006
School did not think child needed	--	--	--	--	--

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Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Lack of school funding/cutbacks	66.01	44	52.0138	80.0062	10.6016
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Lack of school funding/cutbacks	68.38	67	57.2457	79.5143	8.1415
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Lack of school funding/cutbacks	69.03	66	57.8749	80.1851	8.0799
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--

<b>Table 10: Parent participation - done the following</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	96.28	3592	95.6611	96.8989	0.3214
Attended a school event in which child participated	78.54	3036	77.0796	80.0004	0.9297
Fundraising for school	65.48	2539	63.6307	67.3293	1.4121
Attended parent-school association, parent advisory committee or parent council meeting	48.29	1859	46.0184	50.5616	2.3520
Volunteered in child's class/class trip	47.73	1869	45.4655	49.9945	2.3722
Helped elsewhere such as library/computer room	23.40	939	20.6920	26.1080	5.7863
Other	8.49	368	5.6421	11.3379	16.7719
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	97.62	303	95.9037	99.3363	0.8791
Attended a school event in which child participated	86.53	267	82.4349	90.6251	2.3663
Fundraising for school	75.78	233	70.2790	81.2810	3.6296
Attended parent-school association, parent advisory committee or parent council meeting	59.70	186	52.6508	66.7492	5.9038
Volunteered in child's class/class trip	51.30	160	43.5550	59.0450	7.5487
Helped elsewhere such as library/computer room	24.03	78	14.5479	33.5121	19.7298
Other	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	97.34	108	94.3052	100.3748	1.5589
Attended a school event in which child participated	83.78	93	76.2878	91.2722	4.4714
Fundraising for school	64.57	73	53.5978	75.5422	8.4964
Attended parent-school association, parent advisory committee or parent council meeting	50.81	57	37.8313	63.7887	12.7718
Volunteered in child's class/class trip	46.43	53	33.0030	59.8570	14.4594
Helped elsewhere such as library/computer room	--	--	--	--	--
Other	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	94.38	367	92.0237	96.7363	1.2483
Attended a school event in which child participated	82.45	328	78.3333	86.5667	2.4965
Fundraising for school	72.37	291	67.2322	77.5078	3.5497
Attended parent-school association, parent advisory committee or parent council meeting	54.37	213	47.6808	61.0592	6.1515
Volunteered in child's class/class trip	50.56	202	43.6652	57.4548	6.8185
Helped elsewhere such as library/computer room	26.57	107	18.2006	34.9394	15.7498
Other	13.91	57	4.9262	22.8938	32.2925
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	96.82	316	94.8853	98.7547	0.9991
Attended a school event in which child participated	73.31	241	67.7253	78.8947	3.8090
Fundraising for school	59.57	201	52.7854	66.3546	5.6946
Attended parent-school association, parent advisory committee or parent council meeting	61.28	195	54.4430	68.1170	5.5785

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Volunteered in child's class/class trip	41.24	134	32.9050	49.5750	10.1054
Helped elsewhere such as library/computer room	17.45	59	7.7653	27.1347	27.7499
Other	--	--	--	--	--
QC	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	92.90	310	90.0410	95.7590	1.5387
Attended a school event in which child participated	66.58	219	60.3325	72.8275	4.6918
Fundraising for school	54.90	180	47.6307	62.1693	6.6205
Attended parent-school association, parent advisory committee or parent council meeting	54.96	184	47.7710	62.1490	6.5402
Volunteered in child's class/class trip	33.60	109	24.7326	42.4674	13.1955
Helped elsewhere such as library/computer room	14.23	53	4.8244	23.6356	33.0486
Other	--	--	--	--	--
ON	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	98.82	419	97.7860	99.8540	0.5232
Attended a school event in which child participated	78.23	327	73.7570	82.7030	2.8589
Fundraising for school	69.39	299	64.1660	74.6140	3.7642
Attended parent-school association, parent advisory committee or parent council meeting	47.09	199	40.1547	54.0253	7.3638
Volunteered in child's class/class trip	46.87	204	40.0221	53.7179	7.3052
Helped elsewhere such as library/computer room	21.58	96	13.3508	29.8092	19.0668
Other	--	--	--	--	--
MB	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	96.09	469	94.3357	97.8443	0.9128
Attended a school event in which child participated	84.77	414	81.3088	88.2312	2.0415
Fundraising for school	74.13	361	69.6125	78.6475	3.0470
Attended parent-school association, parent advisory committee or parent council meeting	42.25	213	35.6163	48.8837	7.8505
Volunteered in child's class/class trip	45.89	225	39.3788	52.4012	7.0944
Helped elsewhere such as library/computer room	24.90	121	17.1948	32.6052	15.4723
Other	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	96.39	459	94.6834	98.0966	0.8852
Attended a school event in which child participated	87.01	413	83.7676	90.2524	1.8632
Fundraising for school	74.46	360	69.9552	78.9648	3.0250
Attended parent-school association, parent advisory committee or parent council meeting	41.98	202	35.1740	48.7860	8.1062
Volunteered in child's class/class trip	58.57	282	52.8205	64.3195	4.9082
Helped elsewhere such as library/computer room	24.15	120	16.4922	31.8078	15.8546
Other	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	94.01	437	91.7851	96.2349	1.1833
Attended a school event in which child participated	84.55	387	80.9490	88.1510	2.1295
Fundraising for school	61.83	282	56.1599	67.5001	4.5852
Attended parent-school association, parent advisory committee or parent council meeting	44.67	202	37.8140	51.5260	7.6740

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Volunteered in child's class/class trip	55.47	256	49.3818	61.5582	5.4879
Helped elsewhere such as library/computer room	31.60	144	24.0064	39.1936	12.0152
Other	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	93.90	404	91.5662	96.2338	1.2427
Attended a school event in which child participated	81.47	347	77.3818	85.5582	2.5090
Fundraising for school	60.62	259	54.6695	66.5705	4.9080
Attended parent-school association, parent advisory committee or parent council meeting	46.51	208	39.7315	53.2885	7.2871
Volunteered in child's class/class trip	56.36	244	50.1372	62.5828	5.5206
Helped elsewhere such as library/computer room	31.02	140	23.3574	38.6826	12.3510
Other	--	--	--	--	--

<b>Table 11: Method of transportation most often used</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
School bus	34.32	1356	31.7929	36.8471	3.6816
Driven to school by family	25.43	965	22.6824	28.1776	5.4022
Walked or biked	25.23	935	22.4460	28.0140	5.5173
Special bus for persons with disabilities	7.03	225	3.6895	10.3705	23.7590
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
School bus	46.44	138	38.1189	54.7611	8.9590
Driven to school by family	29.98	99	20.9546	39.0054	15.0523
Walked or biked	--	--	--	--	--
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
School bus	52.70	59	39.9601	65.4399	12.0872
Driven to school by family	--	--	--	--	--
Walked or biked	--	--	--	--	--
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
School bus	48.18	192	41.1121	55.2479	7.3348
Driven to school by family	21.05	85	12.3834	29.7166	20.5857
Walked or biked	18.19	65	8.8118	27.5682	25.7784
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
School bus	55.91	184	48.7360	63.0840	6.4157
Driven to school by family	16.97	59	7.3917	26.5483	28.2213
Walked or biked	17.13	53	6.9863	27.2737	29.6079
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

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QC	%	n	95CIL	95CIU	CV
School bus	46.81	155	38.9545	54.6655	8.3908
Driven to school by family	--	--	--	--	--
Walked or biked	18.23	61	8.5409	27.9191	26.5745
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
ON	%	n	95CIL	95CIU	CV
School bus	34.11	153	26.5979	41.6221	11.0116
Driven to school by family	25.61	109	17.4158	33.8042	15.9980
Walked or biked	24.69	104	16.4024	32.9776	16.7832
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
MB	%	n	95CIL	95CIU	CV
School bus	35.48	162	28.1122	42.8478	10.3830
Driven to school by family	26.30	130	18.7317	33.8683	14.3883
Walked or biked	29.05	152	21.8326	36.2674	12.4225
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
SK	%	n	95CIL	95CIU	CV
School bus	24.82	115	16.9249	32.7151	15.9048
Driven to school by family	20.46	101	12.5924	28.3276	19.2267
Walked or biked	36.90	176	29.7710	44.0290	9.6599
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
AB	%	n	95CIL	95CIU	CV
School bus	25.68	109	17.4785	33.8815	15.9686
Driven to school by family	30.87	149	23.4524	38.2876	12.0143
Walked or biked	28.34	130	20.5932	36.0868	13.6676
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
BC	%	n	95CIL	95CIU	CV
School bus	21.98	89	13.3764	30.5836	19.5713
Driven to school by family	35.31	161	27.9274	42.6926	10.4540

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Walked or biked	32.98	137	25.1073	40.8527	11.9356
Special bus for persons with disabilities	--	--	--	--	--
Regular city bus	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 12: Who completed assessment</b>					
<b>CANADA</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	62.71	1261	60.0409	65.3791	2.1281
Special education consultant	57.53	1246	54.7854	60.2746	2.3854
Speech / language therapist	42.03	929	38.8558	45.2042	3.7761
Social worker	21.39	434	17.5321	25.2479	9.0181
Other	31.77	698	28.3160	35.2240	5.4360
<b>NL</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	47.89	82	37.0774	58.7026	11.2890
Special education consultant	64.79	106	55.6974	73.8826	7.0170
Speech / language therapist	43.25	72	31.8063	54.6937	13.2297
Social worker	--	--	--	--	--
Other	46.49	77	35.3494	57.6306	11.9817
<b>PEI</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	33.79	19	12.5216	55.0584	31.4715
Special education consultant	57.62	32	40.4982	74.7418	14.8575
Speech / language therapist	--	--	--	--	--
Social worker	--	--	--	--	--
Other	43.27	24	23.4479	63.0921	22.9052
<b>NS</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	59.65	132	51.2806	68.0194	7.0155
Special education consultant	50.85	110	41.5074	60.1926	9.1864
Speech / language therapist	35.81	79	25.2375	46.3825	14.7620
Social worker	--	--	--	--	--
Other	29.99	64	18.7638	41.2162	18.7166
<b>NB</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	43.28	82	32.5559	54.0041	12.3892
Special education consultant	49.48	90	39.1505	59.8095	10.4381
Speech / language therapist	36.74	64	24.9286	48.5514	16.0743
Social worker	--	--	--	--	--
Other	34.49	58	22.2567	46.7233	17.7345
<b>QC</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	71.78	149	64.5532	79.0068	5.0340
Special education consultant	48.13	95	38.0824	58.1776	10.4379
Speech / language therapist	58.69	114	49.6511	67.7289	7.7005
Social worker	27.11	56	15.4671	38.7529	21.4734
Other	37.22	77	26.4228	48.0172	14.5045
<b>ON</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Psychologist / psychiatrist	62.34	158	54.7847	69.8953	6.0597
Special education consultant	63.29	169	56.0227	70.5573	5.7413

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Speech / language therapist	41.51	113	32.4248	50.5952	10.9434
Social worker	21.27	51	10.0388	32.5012	26.4014
Other	31.95	81	21.7954	42.1046	15.8914
MB	%	n	95CIL	95CIU	CV
Psychologist / psychiatrist	59.62	178	52.4118	66.8282	6.0451
Special education consultant	61.42	179	54.2888	68.5512	5.8053
Speech / language therapist	45.64	133	37.1747	54.1053	9.2740
Social worker	29.84	91	20.4389	39.2411	15.7525
Other	31.67	93	22.2154	41.1246	14.9268
SK	%	n	95CIL	95CIU	CV
Psychologist / psychiatrist	58.13	150	50.2348	66.0252	6.7910
Special education consultant	60.97	155	53.2902	68.6498	6.2980
Speech / language therapist	47.73	126	39.0085	56.4515	9.1363
Social worker	20.08	49	8.8632	31.2968	27.9302
Other	25.74	65	15.1113	36.3687	20.6463
AB	%	n	95CIL	95CIU	CV
Psychologist / psychiatrist	57.76	161	50.1301	65.3899	6.6048
Special education consultant	57.36	159	49.6728	65.0472	6.7009
Speech / language therapist	41.23	118	32.3482	50.1118	10.7710
Social worker	15.98	47	5.5042	26.4558	32.7778
Other	32.46	91	22.8397	42.0803	14.8188
BC	%	n	95CIL	95CIU	CV
Psychologist / psychiatrist	54.80	150	46.8353	62.7647	7.2671
Special education consultant	54.09	151	46.1416	62.0384	7.3474
Speech / language therapist	32.84	93	23.2951	42.3849	14.5324
Social worker	--	--	--	--	--
Other	23.61	68	13.5159	33.7041	21.3768

<b>Table 13: Type of School</b>					
Urban	%	n	95CIL	95CIU	CV
Special education school	6.76	132	2.4770	11.0429	31.6786
Regular school	62.63	1961	60.48874	64.7713	1.7095
Regular school with special education	26.63	660	23.2577	30.0023	6.3318
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural	%	n	95CIL	95CIU	CV
Special education school	--	--	--	--	--
Regular school	71.36	750	68.1245	74.5955	2.2670
Regular school with special education	21.51	183	15.5567	27.4633	13.8385
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 14: Type of Classes</b>					
Urban	%	n	95CIL	95CIU	CV
Only regular classes	60.54	1749	58.2494	62.8307	1.8919
Some regular classes and some special education classes	28.06	764	24.8741	31.2459	5.6770
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural	%	n	95CIL	95CIU	CV
Only regular classes	63.86	647	60.1582	67.5618	2.8984
Some regular classes and some special education classes	28.96	269	23.5396	34.3804	9.3584
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table: 15 Main Condition due to special education services required</b>					
Urban	%	n	95CIL	95CIU	CV
Learning	80.07	860	77.4001	82.7399	1.6672
Developmental disability or disorder	46.11	536	41.8899	50.3301	4.5761
Speech or language difficulties	49.9	567	45.7844	54.0156	4.1239
Emotional, psychological or behavioural conditions	40.65	457	36.1466	45.1534	5.5392
Hearing difficulties, including deafness	12.32	115	6.3129	18.3271	24.3793
Vision difficulties, including blindness	8.59	96	2.9845	14.1955	32.6280
Difficulty with walking or moving around	12.04	142	6.6874	17.3926	22.2286
Other condition	10.16	86	3.7746	16.5454	31.4242
Rural	%	n	95CIL	95CIU	CV
Learning	86.2	278	82.1456	90.2544	2.3517
Developmental disability or disorder	46.51	161	38.8054	54.2146	8.2827
Speech or language difficulties	49.41	172	41.9381	56.8819	7.5611
Emotional, psychological or behavioural conditions	46.33	142	38.1282	54.5318	8.8515
Hearing difficulties, including deafness	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Other condition	--	--	--	--	--

<b>Table 16: Ever had difficulty to get special education services</b>					
Urban	%	n	95CIL	95CIU	CV
Yes	29.73	753	26.4653	32.9947	5.4906
No	67.94	2046	65.9177	69.9623	1.4883
Don't know/refusal	--	--	--	--	--
Rural	%	n	95CIL	95CIU	CV
Yes	32.89	287	27.4545	38.3255	8.2632
No	64.62	685	61.0392	68.2007	2.7706
Don't know/refusal	--	--	--	--	--

<b>Table 17: Kind of difficulty to get special education services</b>					
<b>Urban</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Not available locally	36.03	274	30.3453	41.7146	7.8887
Insufficient level of staffing or services	75.28	588	71.7932	78.7668	2.3159
Communication problems with school	43.66	328	38.2925	49.0275	6.1469
Difficulty to have child tested for special education services	45.95	346	40.6988	51.2012	5.7140
Other	36.03	273	30.3350	41.7250	7.9032
<b>Rural</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Not available locally	52.01	140	43.7341	60.2858	7.9560
Insufficient level of staffing or services	72.68	232	66.9460	78.4140	3.9447
Communication problems with school	44.24	114	35.1226	53.3574	10.3045
Difficulty to have child tested for special education services	51.36	133	42.8655	59.8545	8.2696
Other	37.67	106	28.4453	46.8946	12.2440

<b>Table 18: Because of condition or health problem</b>					
Urban	%	n	95CIL	95CIU	CV
Had to leave community to attend school	14.62	272	10.421217	18.818783	14.359721
Schooling interrupted for long periods of time	14.92	372	11.299382	18.540618	12.13344
Took fewer courses or academic subjects	24.85	582	21.339069	28.360931	7.0642471
Took longer to achieve present level of education	41.69	1016	38.658227	44.721773	3.6360914
Rural	%	n	95CIL	95CIU	CV
Had to leave community to attend school	10.97	75	3.8971094	18.042891	32.237423
Schooling interrupted for long periods of time	15.06	143	9.1978535	20.922146	19.462638
Took fewer courses or academic subjects	21.66	204	16.007221	27.312779	13.048889
Took longer to achieve present level of education	47.18	361	42.030315	52.329685	5.4574869

<b>Table 19: Because of condition used assistive aids/devices/services</b>					
Urban	%	n	95CIL	95CIU	CV
Tutors/teachers aids	56.72	1573	54.271481	59.168519	2.1584263
Note takers/readers	15.77	440	12.364515	19.175485	10.797353
Sign language interpreters	--	--	--	--	--
Attendant care services	7.44	186	3.6686422	11.211358	25.345147
Amplifiers	--	--	--	--	--
Talking books	5.37	158	1.8549696	8.8850304	32.728403
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	11.33	288	7.6693085	14.990692	16.154861
Rural	%	n	95CIL	95CIU	CV
Tutors/teachers aids	60.05	567	56.018381	64.081619	3.3568848
Note takers/readers	15.97	159	10.275873	21.664127	17.827574
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	13.5	112	7.1711909	19.828809	23.440034

<b>Table 20: Because of condition used assistive aids/devices/services</b>					
	%	n	95CIL	95CIU	CV
Urban					
Tutors/teachers aids	42.68	181	35.474202	49.885798	8.4416565
Note takers/readers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	61	263	55.105114	66.894886	4.8318739
Rural					
Tutors/teachers aids	39.23	72	27.951701	50.508299	14.374584
Note takers/readers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	65.94	102	56.74286	75.13714	6.9738699

<b>Table 21: Why were these assistive aids/devices/services not available</b>					
	%	n	95CIL	95CIU	CV
Urban					
Lack of school funding/cutbacks	68.43	364	63.655082	73.204918	3.4889071
School did not think child needed	26.14	118	18.211838	34.068162	15.164809
Child did not want to use	--	--	--	--	--
Other	19.44	92	11.353324	27.526676	20.799063
Rural					
Lack of school funding/cutbacks	76.94	141	69.98732	83.89268	4.5182482
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	25.19	48	12.909124	37.470876	24.376492

<b>Table 22: Parent Participation - done the following</b>					
<b>Urban</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	96.43	2759	95.74	97.12	0.36
Attended a school event in which child participated	77.85	2312	76.16	79.54	1.09
Volunteered in child's class/class trip	46.39	1432	43.81	48.97	2.78
Helped elsewhere such as library/computer room	22.97	726	19.91	26.03	6.66
Attended parent-school association, parent advisory committee or parent council meeting	47.8	1392	45.18	50.42	2.74
Fundraising for school	64.69	1935	62.56	66.82	1.65
Other	8.47	273	5.17	11.77	19.50
<b>Rural</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
Corresponded with child's teacher	96.18	956	94.96	97.40	0.63
Attended a school event in which child participated	82.93	832	80.37	85.49	1.54
Volunteered in child's class/class trip	53.41	505	49.06	57.76	4.07
Helped elsewhere such as library/computer room	24.88	248	19.50	30.26	10.81
Attended parent-school association, parent advisory committee or parent council meeting	50.85	543	46.65	55.05	4.13
Fundraising for school	72.08	703	68.76	75.40	2.30
Other	8.68	108	3.37	13.99	30.59

<b>Table 23: Method of transportation most often used</b>					
Urban	%	n	95CIL	95CIU	CV
Driven to school by family	27.07	810	24.01	30.13	5.65
School bus	28.11	794	24.98	31.24	5.56
Regular city bus	--	--	--	--	--
Special bus for persons with disabilities	7.34	179	3.52	11.16	26.03
Walked or biked	28.6	862	25.58	31.62	5.27
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural	%	n	95CIL	95CIU	CV
Driven to school by family	18.43	175	12.69	24.17	15.59
School bus	63.95	641	60.23	67.67	2.91
Regular city bus	--	--	--	--	--
Special bus for persons with disabilities	--	--	--	--	--
Walked or biked	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

**Table 24: Who completed assessment**

<b>Table 24: Who completed assessment</b>					
Urban	%	n	95CIL	95CIU	CV
Psychologist / psychiatrist	62.71	985	59.69	65.73	2.41
Social worker	21.39	338	17.02	25.76	10.22
Special education consultant	57.53	953	54.39	60.67	2.73
Speech / language therapist	42.03	714	38.41	45.65	4.31
Other	31.77	540	27.84	35.70	6.18
Rural	%	n	95CIL	95CIU	CV
Psychologist / psychiatrist	54.51	323	49.08	59.94	4.98
Social worker	17.93	116	10.95	24.91	19.47
Special education consultant	62.44	348	57.35	67.53	4.07
Speech / language therapist	46.85	253	40.70	53.00	6.56
Other	30.57	185	23.93	37.21	10.86

<b>Table 25: Type of School by Age Group</b>					
Urban (Age group = 4-5)	%	n	95CIL	95CIU	CV
Regular school	66.47	288	61.02	71.92	4.10
Regular school with special education	16.73	51	6.49	26.97	30.62
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban (Age group = 6-10)	%	n	95CIL	95CIU	CV
Regular school	66.7	852	63.54	69.86	2.37
Regular school with special education	24.54	287	19.56	29.52	10.14
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban (Age group = 11-14)	%	n	95CIL	95CIU	CV
Regular school	57.12	821	53.73	60.51	2.96
Regular school with special education	32.23	322	27.13	37.33	7.92
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural (Age group = 4-5)	%	n	95CIL	95CIU	CV
Regular school	80.85	94	72.90	88.80	4.92
Regular school with special education	--	--	--	--	--
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural (Age group = 6-10)	%	n	95CIL	95CIU	CV
Regular school	74.83	311	70.01	79.65	3.22
Regular school with special education	18.4	68	9.19	27.61	25.03
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural (Age group = 11-14)	%	n	95CIL	95CIU	CV
Regular school	65.94	345	60.94	70.94	3.79
Regular school with special education	27.53	102	18.86	36.20	15.74
Special education school	--	--	--	--	--
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 26: Type of Classes by Age Group</b>					
Urban (Age group = 4-5)	%	n	95CIL	95CIU	CV
Only regular classes	72.83	284	67.66	78.00	3.55
Some regular classes and some special education classes	15.26	54	5.67	24.85	31.43
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban (Age group = 6-10)	%	n	95CIL	95CIU	CV
Only regular classes	62.23	727	58.71	65.75	2.83
Some regular classes and some special education classes	28.04	353	23.35	32.73	8.36
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban (Age group = 11-14)	%	n	95CIL	95CIU	CV
Only regular classes	54.68	738	51.09	58.27	3.28
Some regular classes and some special education classes	32.39	357	27.54	37.24	7.49
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural (Age group = 4-5)	%	n	95CIL	95CIU	CV
Only regular classes	77.06	78	67.73	86.39	6.05
Some regular classes and some special education classes	--	--	--	--	--
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural (Age group = 6-10)	%	n	95CIL	95CIU	CV
Only regular classes	63.39	263	57.57	69.21	4.59
Some regular classes and some special education classes	30.7	114	22.23	39.17	13.79
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Rural (Age group = 11-14)	%	n	95CIL	95CIU	CV
Only regular classes	61.15	306	55.69	66.61	4.47
Some regular classes and some special education classes	30.36	126	22.33	38.39	13.22
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 27: Presence of multiple conditions</b>					
Urban	%	n	95CIL	95CIU	CV
No	33.88	1095	31.08	36.68	4.14
Yes	66.12	1890	63.99	68.25	1.61
Rural	%	n	95CIL	95CIU	CV
No	29.85	391	25.31	34.39	7.60
Yes	70.15	664	66.67	73.63	2.48

<b>Table 28: Number of Disabilities</b>					
<b>Urban</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
1	29.82	970	26.94	32.70	4.83
2	20.88	621	17.68	24.08	7.66
3	19.51	557	16.22	22.80	8.43
4	16.4	470	13.05	19.75	10.21
5+	13.38	367	9.90	16.86	13.02
<b>Rural</b>	<b>%</b>	<b>n</b>	<b>95CIL</b>	<b>95CIU</b>	<b>CV</b>
1	28.78	360	24.10	33.46	8.13
2	20.8	213	15.35	26.25	13.10
3	22	197	16.22	27.78	13.15
4	15.83	159	10.16	21.50	17.92
5+	12.59	126	6.80	18.38	23.00

<b>Table 29: Type of school by urban group</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Special education school	--	--	--	--	--
Regular school	68.86	824	65.70	72.02	2.30
Regular school with special education	25.97	244	20.47	31.47	10.59
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban med (100,000 - 999,999)	%	n	95CIL	95CIU	CV
Special education school	--	--	--	--	--
Regular school	62.31	801	58.95	65.67	2.69
Regular school with special education	27.77	293	22.64	32.90	9.23
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban large (1,000,000+)	%	n	95CIL	95CIU	CV
Special education school	--	--	--	--	--
Regular school	55.17	250	49.01	61.33	5.59
Regular school with special education	26.35	92	17.35	35.35	17.08
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 30: Type of classes by urban group</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Only regular classes	63.99	737	60.52	67.46	2.71
Some regular classes and some special education classes	28.8	304	23.71	33.89	8.84
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban med (100,000 - 999,999)					
Only regular classes	59.96	718	56.38	63.54	2.99
Some regular classes and some special education classes	25.78	315	20.95	30.61	9.37
Only special education classes	12.26	79	5.03	19.49	29.50
Don't know/refusal	--	--	--	--	--
Urban large (1,000,000+)					
Only regular classes	56.17	216	49.55	62.79	5.89
Some regular classes and some special education classes	31.21	107	22.43	39.99	14.07
Only special education classes	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 31: Main Condition for which special education services required by urban group</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Learning	77.63	291	72.84	82.42	3.08
Developmental disability or disorder	48.2	176	40.82	55.58	7.66
Speech or language difficulties	48.53	190	41.42	55.64	7.32
Emotional, psychological or behavioural conditions	31.88	138	24.10	39.66	12.19
Hearing difficulties, including deafness	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Difficulty with walking or moving around	14.8	54	5.33	24.27	32.00
Other condition	--	--	--	--	--
Urban med (100,000 - 999,999)					
Learning	83.09	379	79.32	86.86	2.27
Developmental disability or disorder	48.42	241	42.11	54.73	6.52
Speech or language difficulties	54.78	248	48.59	60.97	5.65
Emotional, psychological or behavioural conditions	47.33	204	40.48	54.18	7.24
Hearing difficulties, including deafness	15.92	49	5.68	26.16	32.17
Vision difficulties, including blindness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Other condition	--	--	--	--	--
Urban large (1,000,000+)					
Learning	76.96	149	70.20	83.72	4.39
Developmental disability or disorder	40.41	92	30.38	50.44	12.41
Speech or language difficulties	44.39	103	34.79	53.99	10.81
Emotional, psychological or behavioural conditions	38.06	90	28.03	48.09	13.18
Hearing difficulties, including deafness	--	--	--	--	--
Vision difficulties, including blindness	--	--	--	--	--
Difficulty with walking or moving around	--	--	--	--	--
Other condition	--	--	--	--	--

<b>Table 32: Experienced difficulty obtaining special education services by urban group</b>					
	%	n	95CIL	95CIU	CV
Urban small(1 - 99,999)					
Yes	28.76	254	23.19	34.33	9.68
No	69.31	846	66.20	72.42	2.24
Don't know/refusal	--	--	--	--	--
Urban med (100,000 - 999,999)					
Yes	32.53	351	27.63	37.43	7.53
No	65.19	822	61.93	68.45	2.50
Don't know/refusal	--	--	--	--	--
Urban large (1,000,000+)					
Yes	27.91	115	19.71	36.11	14.69
No	69.16	287	63.82	74.50	3.86
Don't know/refusal	--	--	--	--	--

<b>Table 33: Kind of difficulty to get special education services</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Not available locally	33.5	93	23.907146	43.092854	14.317692
Insufficient level of staffing or services	77.44	203	71.6901	83.1899	3.7124869
Communication problems with school	44.82	120	35.922004	53.717996	9.9263681
Difficulty to have child tested for special education services	47.06	122	38.202848	55.917152	9.4104885
Other	39.9	92	29.893416	49.906584	12.539579
Urban med (100,000 - 999,999)					
Not available locally	38.09	114	29.175653	47.004347	11.701689
Insufficient level of staffing or services	78.55	270	73.65378	83.44622	3.1166264
Communication problems with school	44.34	148	36.336229	52.343771	9.0254523
Difficulty to have child tested for special education services	42.39	148	34.428299	50.351701	9.3910131
Other	37.92	131	29.61135	46.22865	10.955498
Urban large (1,000,000+)					
Not available locally	33.06	47	19.610646	46.509354	20.340826
Insufficient level of staffing or services	68.03	88	58.286022	77.773978	7.1615301
Communication problems with school	41	46	26.786695	55.213305	17.333299
Difficulty to have child tested for special education services	50.6	63	38.25405	62.94595	12.199556
Other	29.43	39	15.12694	43.73306	24.300136

<b>Table 34: Because of condition or health problem</b>					
Urban small (1 - 99,999)	%	n	95CIL	95CIU	CV
Had to leave community to attend school	--	--	--	--	--
Schooling interrupted for long periods of time	13.06	143	7.54	18.58	21.14
Took fewer courses or academic subjects	21.42	200	15.73	27.11	13.27
Took longer to achieve present level of education	44.68	372	39.63	49.73	5.65
Urban med (100,000 - 999,999)	%	n	95CIL	95CIU	CV
Had to leave community to attend school	16.24	144	10.22	22.26	18.55
Schooling interrupted for long periods of time	16.34	159	10.59	22.09	17.59
Took fewer courses or academic subjects	26.93	254	21.47	32.39	10.13
Took longer to achieve present level of education	41.66	447	37.09	46.23	5.49
Urban large (1,000,000+)	%	n	95CIL	95CIU	CV
Had to leave community to attend school	22.7	75	13.22	32.18	20.88
Schooling interrupted for long periods of time	15.09	55	5.63	24.55	31.35
Took fewer courses or academic subjects	25.1	91	16.19	34.01	17.75
Took longer to achieve present level of education	39.71	146	31.77	47.65	9.99

<b>Table 35: Assistive aids/devices/services used because of condition</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Tutors/teachers aids	56.29	604	52.33	60.25	3.51
Note takers/readers	19.56	178	13.73	25.39	14.90
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	13.51	121	7.42	19.60	22.54
Urban med (100,000 - 999,999)					
Tutors/teachers aids	56.5	667	52.74	60.26	3.33
Note takers/readers	17.25	200	12.01	22.49	15.18
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	10.01	109	4.38	15.64	28.14
Urban large (1,000,000+)					
Tutors/teachers aids	56.4	225	49.92	62.88	5.74
Note takers/readers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	--	--	--	--	--

<b>Table 36: Assistive aids/devices/services needed but unavailable</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Tutors/teachers aids	44.13	64	31.96	56.30	13.78
Note takers/readers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	57.71	96	47.83	67.59	8.56
Urban med (100,000 - 999,999)					
Tutors/teachers aids	49.32	88	38.87	59.77	10.59
Note takers/readers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	58.17	102	48.60	67.74	8.23
Urban large (1,000,000+)					
Tutors/teachers aids	33.11	21	12.98	53.24	30.40
Note takers/readers	--	--	--	--	--
Sign language interpreters	--	--	--	--	--
Attendant care services	--	--	--	--	--
Amplifiers	--	--	--	--	--
Talking books	--	--	--	--	--
Magnifiers	--	--	--	--	--
Recording equipment	--	--	--	--	--
Computer with Braille/speech access	--	--	--	--	--
Other	67.43	46	53.89	80.97	10.04

<b>Table 37: Why were these assistive aids/devices/services not available</b>					
Urban small (1 - 99,999)	%	n	95CIL	95CIU	CV
Lack of school funding/cutbacks	81.76	140	75.36	88.16	3.91
School did not think child needed	27.83	45	14.74	40.92	23.53
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--
Urban med (100,000 - 999,999)	%	n	95CIL	95CIU	CV
Lack of school funding/cutbacks	61.15	149	53.32	68.98	6.40
School did not think child needed	34.08	56	21.67	46.49	18.21
Child did not want to use	--	--	--	--	--
Other	20.46	40	7.96	32.96	30.55
Urban large (1,000,000+)	%	n	95CIL	95CIU	CV
Lack of school funding/cutbacks	63.36	54	50.51	76.21	10.14
School did not think child needed	--	--	--	--	--
Child did not want to use	--	--	--	--	--
Other	--	--	--	--	--

<b>Table 38: Parent Participation - done the following</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Corresponded with child's teacher	96.47	1080	95.37	97.57	0.57
Attended a school event in which child participated	79.73	913	77.12	82.34	1.64
Volunteered in child's class/class trip	48.78	550	44.60	52.96	4.28
Helped elsewhere such as library/computer room	23.15	270	18.12	28.18	10.87
Attended parent-school association, parent advisory committee or parent council meeting	45.76	568	41.66	49.86	4.48
Fundraising for school	65.97	750	62.58	69.36	2.57
Other	9.73	110	4.19	15.27	28.46
Urban med (100,000 - 999,999)	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	96.62	1161	95.58	97.66	0.54
Attended a school event in which child participated	77.78	987	75.19	80.37	1.67
Volunteered in child's class/class trip	47.09	632	43.20	50.98	4.13
Helped elsewhere such as library/computer room	25.63	326	20.89	30.37	9.25
Attended parent-school association, parent advisory committee or parent council meeting	45.65	534	41.43	49.87	4.63
Fundraising for school	64.98	841	61.76	68.20	2.48
Other	7.88	111	2.87	12.89	31.80
Urban large (1,000,000+)	%	n	95CIL	95CIU	CV
Corresponded with child's teacher	95.71	395	93.71	97.71	1.04
Attended a school event in which child participated	74.44	304	69.54	79.34	3.29
Volunteered in child's class/class trip	42.4	182	35.22	49.58	8.47
Helped elsewhere such as library/computer room	19.17	95	11.25	27.09	20.65
Attended parent-school association, parent advisory committee or parent council meeting	52.3	214	45.61	58.99	6.40
Fundraising for school	59.72	245	53.58	65.86	5.14
Other	--	--	--	--	--

<b>Table 39: Method of transportation most often used</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Driven to school by family	28.82	316	23.83	33.81	8.66
School bus	30.46	346	25.61	35.31	7.96
Regular city bus	--	--	--	--	--
Special bus for persons with disabilities	--	--	--	--	--
Walked or biked	29.77	336	24.88	34.66	8.21
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban med (100,000 - 999,999)	%	n	95CIL	95CIU	CV
Driven to school by family	26.13	347	21.51	30.75	8.85
School bus	24.56	271	19.44	29.68	10.43
Regular city bus	--	--	--	--	--
Special bus for persons with disabilities	--	--	--	--	--
Walked or biked	29.72	385	25.15	34.29	7.68
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--
Urban large (1,000,000+)	%	n	95CIL	95CIU	CV
Driven to school by family	27.29	127	19.54	35.04	14.19
School bus	25.2	98	16.60	33.80	17.06
Regular city bus	--	--	--	--	--
Special bus for persons with disabilities	--	--	--	--	--
Walked or biked	29.45	124	21.43	37.47	13.62
Other	--	--	--	--	--
Don't know/refusal	--	--	--	--	--

<b>Table 40: Who completed assessment of child</b>					
	%	n	95CIL	95CIU	CV
Urban small (1 - 99,999)					
Psychologist / psychiatrist	55.75	320	50.31	61.19	4.88
Social worker	20.95	101	13.01	28.89	18.94
Special education consultant	63.17	355	58.15	68.19	3.97
Speech / language therapist	40.8	232	34.48	47.12	7.75
Other	29.2	204	22.96	35.44	10.68
Urban med (100,000 - 999,999)					
Psychologist / psychiatrist	63.07	448	58.60	67.54	3.54
Social worker	21.18	165	14.95	27.41	14.72
Special education consultant	57.02	421	52.29	61.75	4.15
Speech / language therapist	41.96	331	36.64	47.28	6.34
Other	35.21	235	29.10	41.32	8.67
Urban large (1,000,000+)					
Psychologist / psychiatrist	69.71	170	62.80	76.62	4.95
Social worker	21.66	52	10.46	32.86	25.85
Special education consultant	51.15	122	42.28	60.02	8.67
Speech / language therapist	41.96	113	32.86	51.06	10.84
Other	29.89	74	19.46	40.32	17.45

<b>Table 41: The association of type of disability with participation in regular classes only; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.4064	0.29069	0.07649	2.1594
Psychological/learning/developmental	Reference			
Physical disability only	3.2381	0.00002	1.87507	5.5919
Chronic disability only	13.0459	0.00000	6.74926	25.2171
Unknown disability	5.9836	0.00000	3.11353	11.4992
Multiple disabilities	0.7849	0.17960	0.55101	1.1180
Two-parent family	Reference			
Single parent family	0.8592	0.37144	0.61599	1.1984
Other living arrangement	0.7110	0.05068	0.50504	1.0010
Urban – small	Reference			
Rural	0.9950	0.97844	0.68922	1.4363
Urban – medium	0.8607	0.42765	0.59406	1.2469
Urban – large	0.6856	0.08905	0.44378	1.0593
White	Reference			
Visible minority	0.7380	0.16242	0.48185	1.1303
Aboriginal	0.8354	0.40439	0.54742	1.2749
Male	Reference			
Female	0.9676	0.76503	0.77942	1.2011
Age	1.4235	0.03751	1.02060	1.9856
Age squared	0.9792	0.01505	0.96267	0.9959
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	1.0367	0.84841	0.71610	1.5010
Income \$40,000 – \$60,000	0.9304	0.72468	0.62275	1.3900
Income \$40,000 – \$60,000	0.9139	0.69048	0.58679	1.4234
Income > \$80,000	1.2783	0.27107	0.82552	1.9795
Ontario	Reference			
Newfoundland	0.6420	0.03048	0.42978	0.9591
Prince Edward Island	1.6593	0.09001	0.92399	2.9797
New Brunswick	1.6543	0.01452	1.10485	2.4769
Nova Scotia	1.3039	0.19355	0.87399	1.9454
Quebec	0.8266	0.29997	0.57666	1.1849
Manitoba	0.9801	0.91383	0.68087	1.4108
Saskatchewan	0.8581	0.38337	0.60828	1.2105
Alberta	0.9314	0.69351	0.65420	1.3261
British Columbia	0.7446	0.10588	0.52077	1.0646

<b>Table 42: The association of “complexity” with participation in regular classes only; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	1.49153	0.61819	0.30963	7.18491
One condition	Reference			
Two conditions	0.43137	0.00000	0.30667	0.60678
Three conditions	0.32756	0.00000	0.23835	0.45017
Four or more conditions	0.15188	0.00000	0.11095	0.20791
Two-parent family	Reference			
Single parent family	0.83021	0.26351	0.59914	1.15039
Other living arrangement	0.73231	0.08945	0.51114	1.04918
Urban – small	Reference			
Rural	0.90309	0.58633	0.62559	1.30370
Urban – medium	0.86754	0.43532	0.60708	1.23975
Urban – large	0.62682	0.03073	0.41031	0.95757
White	Reference			
Visible minority	0.75384	0.19181	0.49318	1.15228
Aboriginal	0.80049	0.34282	0.50544	1.26777
Male	Reference			
Female	0.95452	0.67897	0.76569	1.18992
Age	1.41795	0.03126	1.03191	1.94840
Age squared	0.97802	0.00808	0.96207	0.99424
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	1.04255	0.82825	0.71547	1.51915
Income group \$40,000 – \$60,000	1.01745	0.93578	0.66793	1.54987
Income group \$40,000 – \$60,000	0.93078	0.75761	0.59020	1.46790
Income group > \$80,000	1.29497	0.25532	0.82953	2.02157
Ontario	Reference			
Newfoundland	0.72166	0.10597	0.48593	1.07176
Prince Edward Island	1.81540	0.04305	1.01882	3.23479
New Brunswick	1.62368	0.01952	1.08103	2.43875
Nova Scotia	1.33902	0.13725	0.91111	1.96792
Quebec	0.83666	0.31318	0.59161	1.18321
Manitoba	1.03038	0.86608	0.72764	1.45909
Saskatchewan	0.90760	0.56730	0.65107	1.26521
Alberta	0.97821	0.90091	0.69148	1.38382
British Columbia	0.81861	0.25273	0.58091	1.15355

<b>Table 43: The association of type of disability with participation in special education classes only; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.43413	0.62832	0.01481	12.730
Psychological/learning/developmental	Reference			
Physical disability only	0.98470	0.99603	0.00228	425.089
Chronic disability only	0.00000	0.00000	0.00000	0.000
Unknown disability	0.00000	0.00000	0.00000	0.000
Multiple disabilities	3.89481	0.00429	1.53214	9.901
Two-parent family	Reference			
Single parent family	1.16502	0.65377	0.59767	2.271
Other living arrangement	2.04959	0.00800	1.20592	3.484
Urban – small	Reference			
Rural	1.02392	0.95087	0.48268	2.172
Urban – medium	2.55414	0.00551	1.31719	4.953
Urban – large	1.43076	0.34145	0.68399	2.993
White	Reference			
Visible minority	2.39836	0.01384	1.19506	4.813
Aboriginal	-	-	-	-
Male	Reference			
Female	0.96502	0.88366	0.59897	1.555
Age	0.47443	0.03591	0.23639	0.952
Age squared	1.04412	0.01399	1.00878	1.081
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	0.50482	0.09392	0.22687	1.123
Income \$40,000 – \$60,000	0.74759	0.46050	0.34526	1.619
Income \$40,000 – \$60,000	0.74926	0.51807	0.31222	1.798
Income > \$80,000	0.49109	0.14627	0.18815	1.282
Ontario	Reference			
Newfoundland	-	-	-	-
Prince Edward Island	-	-	-	-
New Brunswick	0.59309	0.23377	0.25099	1.401
Nova Scotia	-	-	-	-
Quebec	1.81760	0.05492	0.98747	3.346
Manitoba	0.35245	0.01747	0.14914	0.833
Saskatchewan	0.34691	0.00997	0.15505	0.776
Alberta	0.93389	0.84387	0.47280	1.845
British Columbia	0.87771	0.67582	0.47626	1.618

**Table 44: The association of “complexity” with participation in special education classes only; variance estimation using 500 bootstraps for logistic regressions**

<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.1855	0.37219	0.00458	7.5065
One condition	Reference			
Two conditions	-	-	-	-
Three conditions	-	-	-	-
Four or more conditions	-	-	-	-
Two-parent family	Reference			
Single parent family	1.2160	0.58778	0.59960	2.4659
Other living arrangement	1.9529	0.01560	1.13523	3.3595
Urban – small	Reference			
Rural	1.1333	0.74784	0.52841	2.4307
Urban – medium	2.6843	0.00413	1.36695	5.2712
Urban – large	1.5638	0.24354	0.73759	3.3157
White	Reference			
Visible minority	2.5658	0.01028	1.24939	5.2694
Aboriginal	-	-	-	-
Male	Reference			
Female	0.9722	0.90901	0.59949	1.5766
Age	0.4328	0.01997	0.21373	0.8763
Age squared	1.0498	0.00654	1.01366	1.0872
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	0.4741	0.07161	0.21050	1.0678
Income group \$40,000 – \$60,000	0.7134	0.41035	0.31930	1.5940
Income group \$40,000 – \$60,000	0.7119	0.46325	0.28710	1.7652
Income group > \$80,000	0.4612	0.11775	0.17488	1.2163
Ontario	Reference			
Newfoundland	-	-	-	-
Prince Edward Island	-	-	-	-
New Brunswick	0.6050	0.25543	0.25451	1.4384
Nova Scotia	-	-	-	-
Quebec	1.9296	0.03560	1.04523	3.5624
Manitoba	0.3424	0.01523	0.14407	0.8137
Saskatchewan	0.3298	0.00773	0.14579	0.7460
Alberta	0.9392	0.85700	0.47492	1.8575
British Columbia	0.8481	0.60227	0.45626	1.5763

**Table 45: The association of type of disability with difficulty in accessing special education services; variance estimation using 500 bootstraps for logistic regressions**

<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.05626	0.00282	0.00851	0.37184
Psychological/learning/developmental	Reference			
Physical disability only	0.27726	0.00053	0.13427	0.57252
Chronic disability only	0.02438	0.00000	0.00506	0.11742
Unknown disability	-	-	-	-
Multiple disabilities	1.75110	0.00688	1.16641	2.62885
Two-parent family	Reference			
Single parent family	1.31404	0.14207	0.91256	1.89216
Other living arrangement	1.28945	0.21467	0.86300	1.92664
Urban – small	Reference			
Rural	1.18033	0.33415	0.84310	1.65246
Urban – medium	1.10701	0.53122	0.80527	1.52182
Urban – large	0.82280	0.34027	0.55107	1.22853
White	Reference			
Visible minority	0.93240	0.76025	0.59477	1.46168
Aboriginal	1.21737	0.43489	0.74303	1.99455
Male	Reference			
Female	0.90628	0.45736	0.69912	1.17483
Age	1.44271	0.04902	1.00157	2.07815
Age squared	0.98283	0.06745	0.96476	1.00124
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	0.98993	0.96664	0.61597	1.59091
Income \$40,000 – \$60,000	1.11380	0.66340	0.68550	1.80971
Income \$40,000 – \$60,000	1.52525	0.10213	0.91940	2.53035
Income > \$80,000	1.69865	0.03556	1.03642	2.78402
Ontario	Reference			
Newfoundland	0.74426	0.17028	0.48796	1.13518
Prince Edward Island	0.39948	0.00661	0.20602	0.77459
New Brunswick	0.60757	0.01429	0.40782	0.90515
Nova Scotia	0.80151	0.20455	0.56945	1.12813
Quebec	0.75350	0.16452	0.50556	1.12305
Manitoba	0.64460	0.01835	0.44751	0.92850
Saskatchewan	0.55924	0.00159	0.38984	0.80224
Alberta	0.61552	0.00771	0.43075	0.87957
British Columbia	0.83503	0.32956	0.58117	1.19978

<b>Table 46: The association of “complexity” with difficulty in accessing special education services; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.01450	0.00001	0.00229	0.0920
One condition	Reference			
Two conditions	3.62625	0.00000	2.31768	5.6737
Three conditions	6.10463	0.00000	3.88883	9.5830
Four or more conditions	9.60648	0.00000	6.42650	14.3600
Two-parent family	Reference			
Single parent family	1.37932	0.07592	0.96701	1.9674
Other living arrangement	1.28656	0.22323	0.85770	1.9299
Urban – small	Reference			
Rural	1.33546	0.11375	0.93312	1.9113
Urban – medium	1.11287	0.51312	0.80771	1.5333
Urban – large	0.91123	0.65810	0.60372	1.3754
White	Reference			
Visible minority	0.96207	0.86307	0.61995	1.4930
Aboriginal	1.30008	0.32361	0.77208	2.1892
Male	Reference			
Female	0.93519	0.61802	0.71866	1.2170
Age	1.41442	0.06331	0.98096	2.0394
Age squared	0.98496	0.10932	0.96685	1.0034
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	0.95537	0.85946	0.57636	1.5836
Income group \$40,000 – \$60,000	1.02624	0.91948	0.62106	1.6958
Income group \$40,000 – \$60,000	1.52115	0.12213	0.89371	2.5891
Income group > \$80,000	1.68321	0.05043	0.99902	2.8359
Ontario	Reference			
Newfoundland	0.67455	0.07072	0.44012	1.0338
Prince Edward Island	0.36719	0.00396	0.18576	0.7258
New Brunswick	0.61905	0.02188	0.41082	0.9328
Nova Scotia	0.77232	0.16207	0.53766	1.1094
Quebec	0.71746	0.12114	0.47146	1.0918
Manitoba	0.61414	0.01030	0.42316	0.8913
Saskatchewan	0.52186	0.00071	0.35821	0.7603
Alberta	0.57814	0.00431	0.39686	0.8422
British Columbia	0.77301	0.18708	0.52731	1.1332

<b>Table 47: The association of type of disability with child’s school not believing child needed assistive aids/devices/services; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds Ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.12973	0.44635	0.00068	24.883
Psychological/learning/developmental	Reference			
Physical disability only	-	-	-	-
Chronic disability only	0.78296	0.93665	0.00188	326.780
Unknown disability	-	-	-	-
Multiple disabilities	0.94109	0.93217	0.23250	3.809
Two-parent family	Reference			
Single parent family	1.21449	0.74750	0.37205	3.965
Other living arrangement	-	-	-	-
Urban – small	Reference			
Rural	0.53523	0.27210	0.17542	1.633
Urban – medium	2.48894	0.06400	0.94831	6.532
Urban – large	0.48104	0.18243	0.16405	1.411
White	Reference			
Visible minority	-	-	-	-
Aboriginal	-	-	-	-
Male	Reference			
Female	1.16367	0.65619	0.59704	2.268
Age	1.61538	0.39482	0.53521	4.876
Age squared	0.97072	0.30724	0.91690	1.028
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	0.81530	0.73784	0.24662	2.695
Income \$40,000 – \$60,000	0.44067	0.33001	0.08473	2.292
Income \$40,000 – \$60,000	0.31680	0.20042	0.05452	1.841
Income > \$80,000	0.49126	0.41321	0.08951	2.696
Ontario	Reference			
Newfoundland	-	-	-	-
Prince Edward Island	-	-	-	-
New Brunswick	2.03033	0.27782	0.56504	7.296
Nova Scotia	0.62062	0.39761	0.20549	1.874
Quebec	-	-	-	-
Manitoba	1.07008	0.92251	0.27330	4.190
Saskatchewan	0.71283	0.56806	0.22298	2.279
Alberta	0.46618	0.10846	0.18359	1.184
British Columbia	1.45487	0.46274	0.53485	3.957

<b>Table 48: The association of “complexity” with school not believing child needed assistive aids/devices/services; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds Ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.11415	0.38615	0.00084	15.4576
One condition	Reference			
Two conditions	-	-	-	-
Three conditions	-	-	-	-
Four or more conditions	-	-	-	-
Two-parent family	Reference			
Single parent family	1.13092	0.83845	0.34653	3.6909
Other living arrangement	-	-	-	-
Urban – small	Reference			
Rural	0.47862	0.20428	0.15343	1.4931
Urban – medium	2.36983	0.07592	0.91393	6.1450
Urban – large	0.47415	0.15881	0.16793	1.3388
White	Reference			
Visible minority	-	-	-	-
Aboriginal	-	-	-	-
Male	Reference			
Female	1.13111	0.71566	0.58293	2.1948
Age	1.58401	0.39698	0.54642	4.5919
Age squared	0.97134	0.30082	0.91929	1.0263
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	0.93303	0.90842	0.28635	3.0401
Income group \$40,000 – \$60,000	0.48410	0.37586	0.09719	2.4114
Income group \$40,000 – \$60,000	0.35327	0.24136	0.06196	2.0141
Income group > \$80,000	0.58326	0.52481	0.11073	3.0724
Ontario	Reference			
Newfoundland	-	-	-	-
Prince Edward Island	-	-	-	-
New Brunswick	1.94435	0.28796	0.57032	6.6287
Nova Scotia	0.63588	0.40282	0.22014	1.8367
Quebec	-	-	-	-
Manitoba	1.12474	0.86961	0.27636	4.5775
Saskatchewan	0.77723	0.66973	0.24412	2.4746
Alberta	0.43844	0.08602	0.17104	1.1239
British Columbia	1.35311	0.54421	0.50919	3.5957

<b>Table 49: The association of type of disability with impact of condition – had to leave community for schooling; variance estimation using 500 bootstraps for logistic regression</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.04473	0.04305	0.00220	0.90752
Psychological/learning/developmental	Reference			
Physical disability only	0.26752	0.02411	0.08505	0.84143
Chronic disability only	0.03355	0.04359	0.00124	0.90705
Unknown disability	-	-	-	-
Multiple disabilities	0.96724	0.90994	0.54307	1.72271
Two-parent family	Reference			
Single parent family	1.29577	0.41441	0.69550	2.41412
Other living arrangement	1.23220	0.42872	0.73467	2.06669
Urban – small	Reference			
Rural	2.26497	0.03171	1.07420	4.77570
Urban – medium	2.79258	0.00096	1.51757	5.13880
Urban – large	4.03886	0.00008	2.02320	8.06269
White	Reference			
Visible minority	2.37963	0.00653	1.27404	4.44463
Aboriginal	1.56044	0.21889	0.76767	3.17190
Male	Reference			
Female	0.89155	0.59344	0.58495	1.35887
Age	0.89924	0.73484	0.48638	1.66258
Age squared	1.01105	0.47393	0.98109	1.04192
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	0.80927	0.51370	0.42881	1.52728
Income \$40,000 – \$60,000	1.06148	0.87393	0.50794	2.21826
Income \$40,000 – \$60,000	1.38965	0.41956	0.62503	3.08965
Income > \$80,000	0.96082	0.92076	0.43717	2.11171
Ontario	Reference			
Newfoundland	-	-	-	-
Prince Edward Island	-	-	-	-
New Brunswick	-	-	-	-
Nova Scotia	0.65916	0.23189	0.33283	1.30543
Quebec	3.76853	0.00000	2.33463	6.08311
Manitoba	0.83849	0.57834	0.45052	1.56055
Saskatchewan	0.96144	0.89394	0.53934	1.71388
Alberta	1.56577	0.09667	0.92253	2.65752
British Columbia	0.51639	0.04542	0.27027	0.98662

<b>Table 50: The association of “complexity” with impact of condition – had to leave community for schooling; variance estimation using 500 bootstraps for logistic regression</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.01533	0.00658	0.00075	0.31213
One condition	Reference			
Two conditions	2.16074	0.04462	1.01868	4.58319
Three conditions	3.18689	0.00033	1.69264	6.00027
Four or more conditions	4.56735	0.00000	2.54150	8.20802
Two-parent family	Reference			
Single parent family	1.41940	0.26539	0.76635	2.62898
Other living arrangement	1.20263	0.48093	0.71993	2.00899
Urban – small	Reference			
Rural	2.40715	0.01843	1.15940	4.99777
Urban – medium	2.76532	0.00098	1.51024	5.06342
Urban – large	4.16097	0.00004	2.10705	8.21701
White	Reference			
Visible minority	2.41611	0.00662	1.27809	4.56743
Aboriginal	1.58402	0.20970	0.77203	3.25003
Male	Reference			
Female	0.91785	0.69987	0.59359	1.41923
Age	0.85154	0.60998	0.45921	1.57903
Age squared	1.01455	0.35258	0.98412	1.04592
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	0.80143	0.49066	0.42706	1.50397
Income group \$40,000 – \$60,000	1.02407	0.94761	0.50371	2.08200
Income group \$40,000 – \$60,000	1.40380	0.41163	0.62467	3.15471
Income group > \$80,000	0.99213	0.98423	0.45310	2.17242
Ontario	Reference			
Newfoundland	-	-	-	-
Prince Edward Island	-	-	-	-
New Brunswick	-	-	-	-
Nova Scotia	0.61651	0.16734	0.31029	1.22494
Quebec	3.53686	0.00000	2.22369	5.62549
Manitoba	0.79003	0.44639	0.43069	1.44916
Saskatchewan	0.90993	0.73980	0.52129	1.58830
Alberta	1.42310	0.16734	0.86242	2.34829
British Columbia	0.48316	0.02677	0.25383	0.91970

<b>Table 51: The association of type of disability with impact of condition – had schooling interrupted; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.55734	0.66711	0.03884	7.9985
Psychological/learning/developmental	Reference			
Physical disability only	1.24393	0.70334	0.40447	3.8256
Chronic disability only	4.68100	0.00012	2.12866	10.2937
Unknown disability	-	-	-	-
Multiple disabilities	3.56722	0.00025	1.80697	7.0422
Two-parent family	Reference			
Single parent family	1.06600	0.76847	0.69655	1.6314
Other living arrangement	1.44261	0.12827	0.89962	2.3133
Urban – small	Reference			
Rural	1.18815	0.47264	0.74223	1.9020
Urban – medium	1.18609	0.38952	0.80407	1.7496
Urban – large	1.53328	0.11338	0.90328	2.6027
White	Reference			
Visible minority	0.62328	0.15747	0.32360	1.2005
Aboriginal	1.27819	0.39657	0.72469	2.2544
Male	Reference			
Female	0.97482	0.88520	0.68958	1.3781
Age	0.57641	0.03704	0.34344	0.9674
Age squared	1.03059	0.01885	1.00500	1.0568
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	1.28539	0.37750	0.73600	2.2449
Income \$40,000 – \$60,000	0.80533	0.42860	0.47116	1.3765
Income \$40,000 – \$60,000	0.70083	0.27704	0.36917	1.3304
Income > \$80,000	0.72811	0.31252	0.39333	1.3478
Ontario	Reference			
Newfoundland	0.76856	0.36097	0.43692	1.3519
Prince Edward Island	0.95369	0.89451	0.47320	1.9221
New Brunswick	1.11357	0.67272	0.67601	1.8343
Nova Scotia	1.03939	0.87617	0.63936	1.6897
Quebec	0.73108	0.24743	0.42997	1.2431
Manitoba	0.92792	0.72978	0.60694	1.4186
Saskatchewan	0.80828	0.34173	0.52118	1.2535
Alberta	0.92644	0.73350	0.59677	1.4382
British Columbia	0.74752	0.19499	0.48138	1.1608

<b>Table 52: The association of “complexity” with impact of condition – schooling interrupted; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	1.09566	0.94477	0.08261	14.5318
One condition	Reference			
Two conditions	0.82158	0.37940	0.53008	1.2734
Three conditions	1.94838	0.00283	1.25759	3.0186
Four or more conditions	1.71117	0.01041	1.13453	2.5809
Two-parent family	Reference			
Single parent family	1.05556	0.80427	0.68827	1.6189
Other living arrangement	1.40018	0.16191	0.87364	2.2441
Urban – small	Reference			
Rural	1.23517	0.39014	0.76299	1.9996
Urban – medium	1.22443	0.29449	0.83855	1.7879
Urban – large	1.60966	0.07305	0.95650	2.7088
White	Reference			
Visible minority	0.64980	0.18950	0.34127	1.2373
Aboriginal	1.21686	0.49374	0.69361	2.1348
Male	Reference			
Female	0.98078	0.91157	0.69631	1.3815
Age	0.59411	0.04847	0.35421	0.9965
Age squared	1.02909	0.02569	1.00349	1.0554
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	1.22395	0.48647	0.69277	2.1624
Income group \$40,000 – \$60,000	0.80156	0.41892	0.46881	1.3705
Income group \$40,000 – \$60,000	0.73177	0.34064	0.38496	1.3910
Income group > \$80,000	0.70547	0.26758	0.38072	1.3072
Ontario	Reference			
Newfoundland	0.80298	0.44789	0.45562	1.4152
Prince Edward Island	0.99454	0.98762	0.49808	1.9858
New Brunswick	1.19945	0.47188	0.73080	1.9686
Nova Scotia	1.12578	0.63804	0.68720	1.8443
Quebec	0.72063	0.21989	0.42697	1.2163
Manitoba	0.95850	0.84704	0.62310	1.4744
Saskatchewan	0.84684	0.47249	0.53807	1.3328
Alberta	0.96599	0.88064	0.61497	1.5174
British Columbia	0.74910	0.19363	0.48459	1.1580

<b>Table 53: The association of type of disability with impact of condition – took fewer courses; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.10367	0.11667	0.00611	1.75946
Psychological/learning/developmental	Reference			
Physical disability only	0.19455	0.00370	0.06441	0.58763
Chronic disability only	0.02713	0.00236	0.00265	0.27735
Unknown disability	-	-	-	-
Multiple disabilities	1.39873	0.15897	0.87689	2.23111
Two-parent family	Reference			
Single parent family	0.96708	0.87596	0.63518	1.47241
Other living arrangement	1.37693	0.17315	0.86902	2.18168
Urban – small	Reference			
Rural	0.81405	0.34065	0.53318	1.24289
Urban – medium	1.19307	0.36740	0.81275	1.75136
Urban – large	1.09635	0.70684	0.67884	1.77063
White	Reference			
Visible minority	1.42554	0.18569	0.84321	2.41002
Aboriginal	1.22932	0.53984	0.63532	2.37869
Male	Reference			
Female	0.98856	0.93850	0.73800	1.32419
Age	1.06346	0.82285	0.62055	1.82250
Age squared	1.00215	0.87085	0.97649	1.02849
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	0.90447	0.69744	0.54518	1.50052
Income \$40,000 – \$60,000	1.27140	0.37179	0.75064	2.15347
Income \$40,000 – \$60,000	1.39515	0.25200	0.78917	2.46645
Income > \$80,000	0.97783	0.93883	0.55152	1.73366
Ontario	Reference			
Newfoundland	1.39860	0.11239	0.92431	2.11626
Prince Edward Island	1.10390	0.74828	0.60358	2.01896
New Brunswick	1.00723	0.97588	0.63142	1.60670
Nova Scotia	0.85175	0.43282	0.57038	1.27190
Quebec	1.36548	0.13414	0.90840	2.05254
Manitoba	0.82599	0.37921	0.53942	1.26482
Saskatchewan	1.11667	0.58604	0.75065	1.66115
Alberta	0.90305	0.60708	0.61221	1.33205
British Columbia	0.99517	0.98011	0.68024	1.45591

**Table 54: The association of “complexity” with impact of condition – took fewer courses; variance estimation using 500 bootstraps for logistic regressions**

<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.03836	0.03294	0.00192	0.76779
One condition	Reference			
Two conditions	2.01241	0.00575	1.22510	3.30571
Three conditions	3.13585	0.00000	1.99959	4.91781
Four or more conditions	6.48094	0.00000	4.21193	9.97229
Two-parent family	Reference			
Single parent family	1.03426	0.88070	0.66617	1.60572
Other living arrangement	1.31256	0.25183	0.82430	2.09002
Urban – small	Reference			
Rural	0.90863	0.65908	0.59364	1.39076
Urban – medium	1.19300	0.38494	0.80121	1.77638
Urban – large	1.22475	0.41288	0.75386	1.98977
White	Reference			
Visible minority	1.40830	0.22405	0.81094	2.44571
Aboriginal	1.29236	0.49493	0.61874	2.69936
Male	Reference			
Female	1.01715	0.91164	0.75326	1.37350
Age	1.01708	0.95353	0.57534	1.79798
Age squared	1.00553	0.69514	0.97816	1.03367
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	0.88395	0.65285	0.51642	1.51306
Income group \$40,000 – \$60,000	1.17896	0.56584	0.67210	2.06808
Income group \$40,000 – \$60,000	1.43113	0.25461	0.77240	2.65166
Income group > \$80,000	0.97479	0.93286	0.53823	1.76547
Ontario	Reference			
Newfoundland	1.24767	0.29240	0.82642	1.88363
Prince Edward Island	1.01568	0.95856	0.56466	1.82696
New Brunswick	1.02654	0.91377	0.63897	1.64919
Nova Scotia	0.82126	0.33478	0.55042	1.22536
Quebec	1.31799	0.19419	0.86873	1.99959
Manitoba	0.77246	0.25163	0.49680	1.20108
Saskatchewan	1.03256	0.87871	0.68422	1.55825
Alberta	0.85494	0.43891	0.57488	1.27142
British Columbia	0.92202	0.69079	0.61802	1.37556

<b>Table 55: The association of type of disability with impact of condition – took longer to achieve present level of education; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.23565	0.21095	0.02447	2.26883
Psychological/learning/developmental	Reference			
Physical disability only	0.15217	0.00000	0.07654	0.30250
Chronic disability only	0.09730	0.00000	0.04348	0.21776
Unknown disability	-	-	-	-
Multiple disabilities	1.43410	0.06557	0.97704	2.10498
Two-parent family	Reference			
Single parent family	1.00528	0.97744	0.69798	1.44788
Other living arrangement	1.34887	0.15108	0.89648	2.02954
Urban – small	Reference			
Rural	1.09459	0.63626	0.75263	1.59191
Urban – medium	0.70055	0.06343	0.48110	1.02010
Urban – large	0.57448	0.01905	0.36144	0.91308
White	Reference			
Visible minority	1.16880	0.56750	0.68473	1.99506
Aboriginal	1.20452	0.45698	0.73767	1.96683
Male	Reference			
Female	1.13737	0.34371	0.87134	1.48463
Age	1.38095	0.15669	0.88345	2.15861
Age squared	0.98584	0.20273	0.96443	1.00771
Income < \$20,000	Reference			
Income \$20,000 – \$40,000	0.78191	0.28015	0.50033	1.22197
Income \$40,000 – \$60,000	0.81360	0.42627	0.48944	1.35245
Income \$60,000 – \$80,000	0.97693	0.92766	0.59031	1.61677
Income > \$80,000	0.71300	0.19559	0.42717	1.19008
Ontario	Reference			
Newfoundland	0.55011	0.00691	0.35655	0.84877
Prince Edward Island	0.47007	0.01476	0.25623	0.86237
New Brunswick	0.52186	0.00250	0.34232	0.79556
Nova Scotia	0.51136	0.00072	0.34669	0.75426
Quebec	1.15364	0.50342	0.75903	1.75340
Manitoba	0.78442	0.20488	0.53891	1.14177
Saskatchewan	0.89670	0.57815	0.61058	1.31689
Alberta	0.68329	0.06516	0.45584	1.02422
British Columbia	0.77405	0.16660	0.53847	1.11271

<b>Table 56: The association of “complexity” with impact of condition – took longer to achieve present level of education; variance estimation using 500 bootstraps for logistic regressions</b>				
<b>beta</b>	<b>Odds ratio</b>	<b>p-value</b>	<b>Lower 95% CI</b>	<b>Upper 95% CI</b>
Intercept	0.06624	0.02193	0.00650	0.6751
One condition	Reference			
Two conditions	2.33346	0.00000	1.66135	3.2775
Three conditions	4.78942	0.00000	3.38050	6.7856
Four or more conditions	9.39027	0.00000	6.66405	13.2318
Two-parent family	Reference			
Single parent family	1.11370	0.55731	0.77726	1.5958
Other living arrangement	1.35662	0.12090	0.92273	1.9945
Urban – small	Reference			
Rural	1.27672	0.18352	0.89073	1.8300
Urban – medium	0.71948	0.08077	0.49720	1.0411
Urban – large	0.66005	0.08189	0.41335	1.0540
White	Reference			
Visible minority	1.19208	0.51810	0.69966	2.0311
Aboriginal	1.32732	0.29036	0.78526	2.2435
Male	Reference			
Female	1.16403	0.27215	0.88762	1.5265
Age	1.32343	0.23820	0.83075	2.1083
Age squared	0.98928	0.35862	0.96677	1.0123
Income group < \$20,000	Reference			
Income group \$20,000 – \$40,000	0.74403	0.19732	0.47465	1.1663
Income group \$40,000 – \$60,000	0.72925	0.22394	0.43841	1.2130
Income group \$40,000 – \$60,000	1.02034	0.93343	0.63618	1.6365
Income group > \$80,000	0.70359	0.17445	0.42360	1.1686
Ontario	Reference			
Newfoundland	0.46875	0.00058	0.30447	0.7217
Prince Edward Island	0.42573	0.00542	0.23321	0.7772
New Brunswick	0.54812	0.00590	0.35727	0.8409
Nova Scotia	0.49065	0.00034	0.33222	0.7246
Quebec	1.08589	0.69923	0.71490	1.6494
Manitoba	0.72136	0.10397	0.48659	1.0694
Saskatchewan	0.81763	0.30627	0.55594	1.2025
Alberta	0.61448	0.01586	0.41367	0.9127
British Columbia	0.69335	0.05290	0.47853	1.0046