What Does it Mean to Have Learning Disabilities in Canada?

YOUNG ADULTS 16 TO 21

The Research Committee decided to divide the adult population into three groups: 16 to 21; 22 to 29; and 30 to 44. This profile focuses on young adults aged 16 to 21. People in this group are making decisions about their futures — college, university, the workplace — that will have an impact on the rest of their lives. They are also making the sometimes difficult social transitions from being teenagers to becoming adults.

The data in this section were taken from the 2001 Participation and Activity Limitation Survey (PALS). PALS was a cross-sectional survey that was focused on disability. The PALS sample was selected from those people who answered "yes" to one or more of the disability questions on the 2001 Census of Population long questionnaire.

HOW MANY PEOPLE HAVE LEARNING DISABILITIES?

Of those people aged 16 to 21, slightly more than one person in 100 (1.1%) aged 16 to 21 said that they had a learning disability on the 2001 Participation and Activity Limitation Survey (PALS). Among males aged 16 to 21, the rate was 1.2%; it was lower for females at 0.9%.

Among those young adults who said that they had a learning disability, just over half of them were males (57.7%).

WHAT TYPES OF FAMILIES DO THEY LIVE IN?

Most of the males and females aged 16 to 21 with learning disabilities reported that they lived with at least one parent. The figures were 86.2% for males and 74.5% for females. This was consistent with what was reported by those aged 16 to 21 in the total population. Amongst that population, the figures were 86.1% for males and 80.0% for females.

WHAT IS THE IMPACT AT SCHOOL?

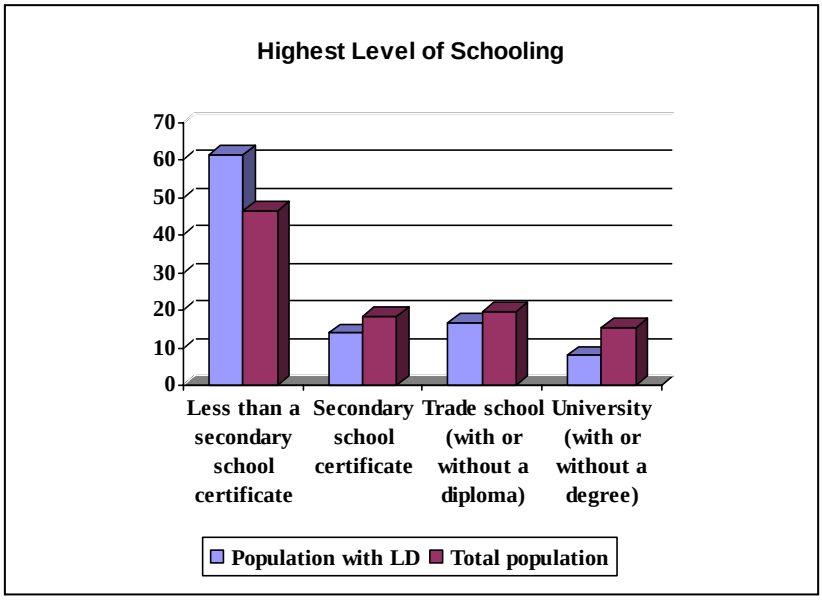
Thoughts from the Focus Groups

Luck got me through the school system; the school system didn't get me through the school system. I was in the right place at the right time for things to happen.

I got good grades, but inside I knew that I had a problem with reading. At the time, they didn't understand what a learning disability was. Today, people are more able to recognize what a learning disability is.

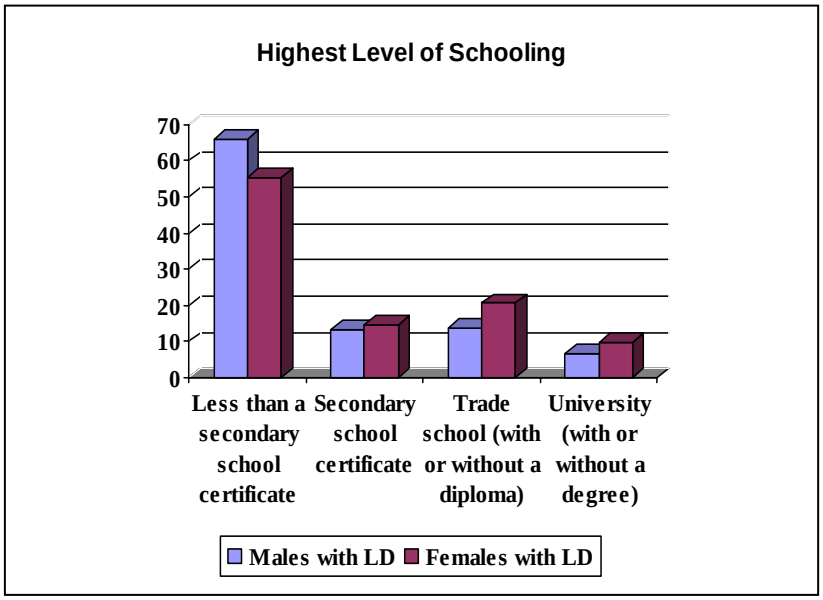
What the Data Tell Us

Almost two-thirds of males and females aged 16 to 21 who said that they had a learning disability (61.4%) reported less than a secondary school certificate as their highest level of schooling. 13.9% said that they had a secondary school certificate, 16.7% reported attending trade school (with or without a diploma) and 8.0% reported attending university (with or without a degree). The story was slightly different among the total population of Canada aged 16 to 21. For this population, 46.5% reported less than a secondary school certificate as their highest level of school, 18.5% said they had a secondary school certificate, 19.6% said they had attended trade school (with or without a diploma) and 15.4% reported attending university (with or without a degree).



There were slight differences reported by males and females with learning disabilities aged 16 to 21 in terms of their highest level of schooling. Females were more likely than males to report either trade school (with or without diploma) or university (with or without degree) as their highest level of schooling.

45.7% of males with learning disabilities aged 16 to 21 reported that it took them longer to reach their present level of education because of their learning disabilities; this rate was 37.2% amongst the female population 16 to 21 with learning disabilities.



WHAT IS THE IMPACT AT WORK?

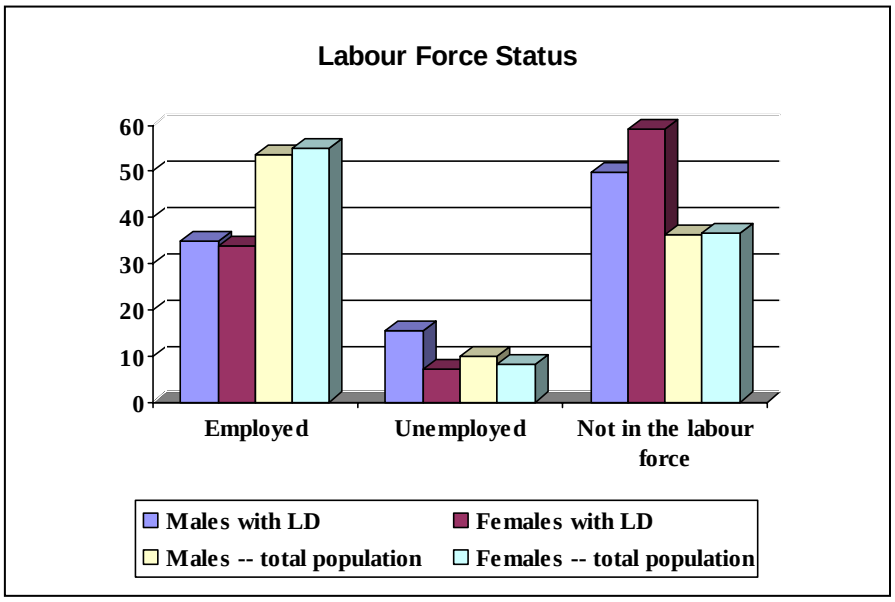
Thoughts from the Focus Groups

I have a tough time filling out applications and my resumé isn't up to par. I can understand why an employer would dismiss my application if there are misspelled words. They are looking for who they think will be the best person for the job.

There's not enough information about learning disabilities in the work force. Employers don't have the information they need. They often see people with learning disabilities as too much of a risk to their businesses.

What the Data Tell Us

Males with learning disabilities aged 16 to 21 were a little more likely than their female counterparts to have said that they were employed in the week prior to the 2001 Census. The figures were 34.8% and 33.7%, respectively. Amongst the total population, 53.7% of males and 55.1% of females aged 16 to 21 said that they were employed in the week prior to the 2001 Census.



More than twice as many males with learning disabilities aged 16 to 21 than females said that they were unemployed in the week prior to the 2001 Census. The figures were 15.6% for males and 7.2% for females. When you look at the total population aged 16 to 21, 10.0% of males and 8.2% of females said that they were unemployed.

When asked if they had worked in the year 2000, 57.3% of those aged 16 to 21 with learning disabilities — both sexes — said that they had. This figure was 75.7% for the total population aged 16 to 21.

A Brief Introduction to the 2001 National Occupational Classification for Statistics (NOC-S)

The 2001 Census of Population and the 2001 PALS both used this occupation classification system. The NOC-S contains 10 broad occupational categories that are divided into 140 minor groups. There are 520 occupation unit groups. These occupation unit groups are formed according to the education, training or skill level needed to enter the job as well as the kind of work performed (the tasks, duties and responsibilities of the occupation).

The NOC-S also includes a four-tier skill level classification (A through D). This classification is based on the training required to work in an occupation. It also reflects the experience required to enter into the occupation and the complexities of the responsibilities involved with the work done. Typically, the four levels are as follows:

- A – occupations usually require a university education
- B – occupations usually require a college education or apprenticeship training
- C – occupations usually require secondary school and/or occupation-specific training
- D – on-the-job training is usually provided for these occupations

For more information, the *2001 Census Dictionary* is available on the Statistics Canada website at http://www12.statcan.ca/english/census01/Products/Reference/dict/appendices/92-378-XIE02002.pdf
Additional information is available on the Human Resources and Skills Development Canada website at http://www23.hrdc-drhc.gc.ca/2001/e/tutorial/sklevel.shtml

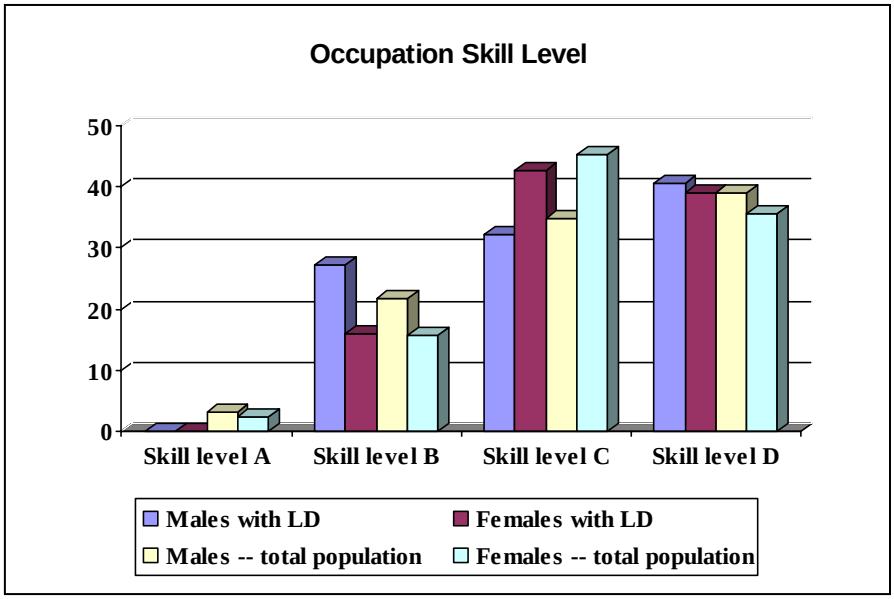
Among the population with learning disabilities aged 16 to 21 who worked in 2000, 22.8% worked at a job with a skill level B, 36.3% worked at a job with a skill level C, and 40.0% worked at a job with a skill level D. These figures were 18.8%, 39.8% and 37.3%, respectively, for the total population aged 16 to 21 who worked in 2000.

There were few differences between males with learning disabilities and the total male population when it came to the skill level of their jobs. The same was true for females.

There were also few differences between those young adults with learning disabilities and the total population when you look at the types of occupations where they work. The top four occupations for males with learning disabilities aged 16 to 21 who said they worked in 2000 were as follows:

- Sales and service (43.5%)
- Trades, transport and equipment operators and related occupations (19.9%)
- Business, finance and administration (12.2%)
- Occupations unique to processing, manufacturing and utilities (8.0%)

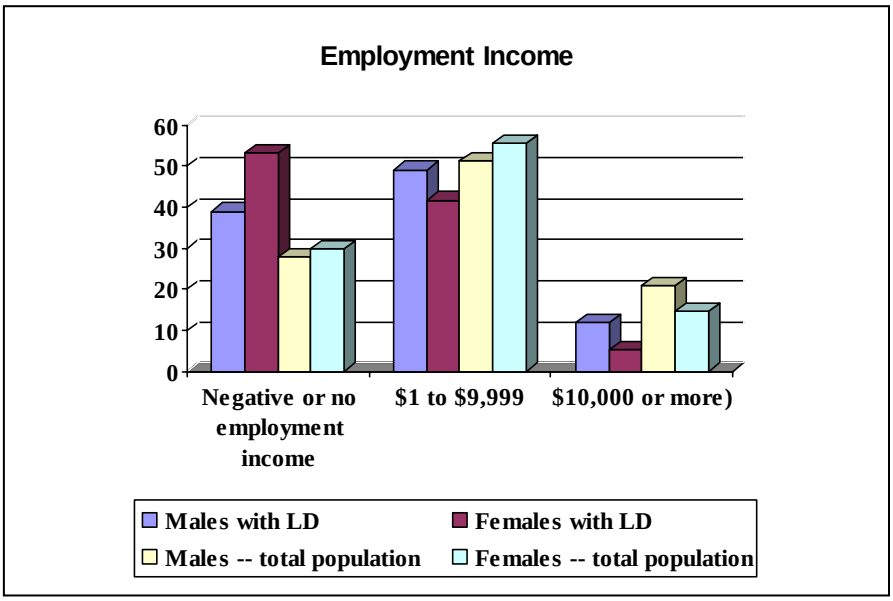
For the total population of males aged 16 to 21 who said they worked in 2000, the top four occupations were as follows:



- Sales and service (46.0%)
- Trades, transport and equipment operators and related occupations (17.3%)
- Occupations unique to primary industry (9.9%)
- Occupations unique to processing, manufacturing and utilities (9.7%)

Amongst females aged 16 to 21 with learning disabilities who said they worked in 2000, the top two occupations were sales and service (61.9%) and business, finance and administration (16.6%). For females aged 16 to 21 in the total population who said they worked in 2000, the top two occupations were also sales and service (65.8%) and business, finance and administration (14.9%).

WHAT IS THE IMPACT ON INCOME?



Having a learning disability did have an impact on the amount of income earned by young adults with learning disabilities. Young adults aged 16 to 21 with learning disabilities — both sexes — earned less than the young adults in the total population. 45.1% of those with learning disabilities reported that they had earned either a negative or no income in 2000; this figure was 28.8% among the total population aged 16 to 21. 46.0% of young adults with learning disabilities said that they had earned between $1 and $9,999 in 2000 and 9.0% said that they had earned $10,000 or more. These figures were 53.5% and 17.9%, respectively, for the total population aged 16 to 21.

Essentially the same pattern holds true when you compare both males and females with learning disabilities aged 16 to 21 with the total population. The only significant difference is amongst those who said that they had earned either a negative or no income in 2000. For males aged 16 to 21 the figures were closer, with 39.0% of males with learning disabilities reporting negative or no income and 27.9% of males in the total population reporting the same. The difference was more marked amongst the females. 53.3% of females with learning disabilities aged 16 to 21 reported either a negative or no income; the figure was 29.7% amongst females in this age group in the total population.

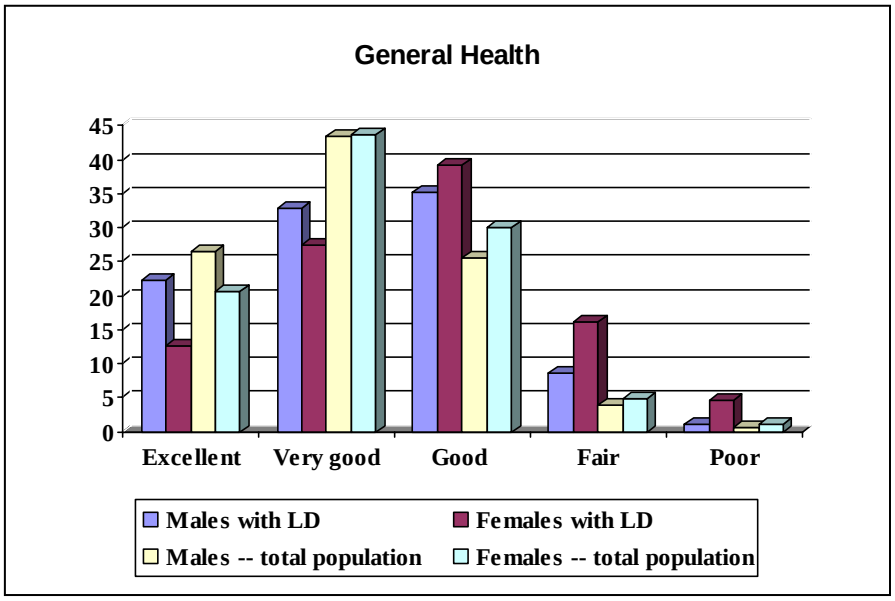
According to the *2001 Census Dictionary*, the **low-income cut-off** is defined as the income level at which families or unattached individuals spend 20% more than the average on necessities (i.e., food, shelter and clothing).

More than two-thirds (69.2%) of young adults aged 16 to 21 with learning disabilities — both sexes — were not members of low-income families (as calculated using data from the 2001 Census). This figure was 80.1% for the total population aged 16 to 21. While the percentages of males and females aged 16 to 21 in the total population who were not members of low-income families were consistent (81.5% and 81.7%, respectively), there were differences between males and females with learning disabilities. More than three-quarters of males aged 16 to 21 with learning disabilities were not members of low-income families; this figure was 59.7% among females aged 16 to 21 with learning disabilities.

The data in this section were taken from the 2000 and 2002 Canadian Community Health Survey (CCHS), Cycle 1.2 – Mental Health and Well-being. The CCHS was a cross-sectional survey (it was only done once) that focused, in this cycle, on mental health and well-being. The sample for this survey was selected from the Canadian Labour Force Survey.

WHAT IS THE IMPACT ON HEALTH?

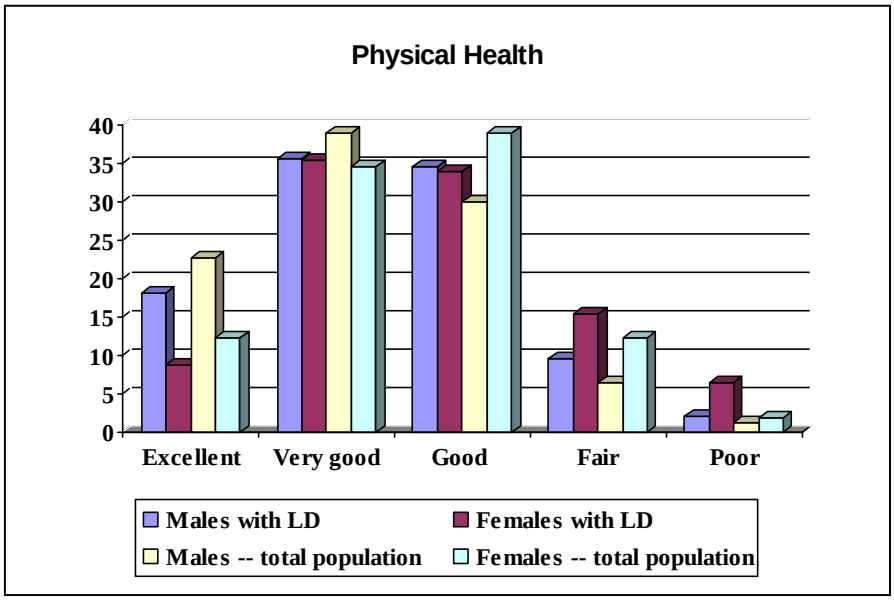
Almost half (49.8%) of the survey respondents aged 16 to 21 with learning disabilities — both sexes — reported that they thought their health in general was either excellent or very good. This figure was higher (67.4%) among the total survey population aged 16 to 21. On the other hand, 13.5% of those aged 16 to 21 with learning disabilities said that their health in general was either fair or poor, as compared to 5.1% of the total population aged 16 to 21.



A larger percentage of females with learning disabilities aged 16 to 21 reported that their health in general was fair or poor (20.7%), as compared to males with learning disabilities (9.7%). This difference between the genders was not reported amongst the total population aged 16 to 21.

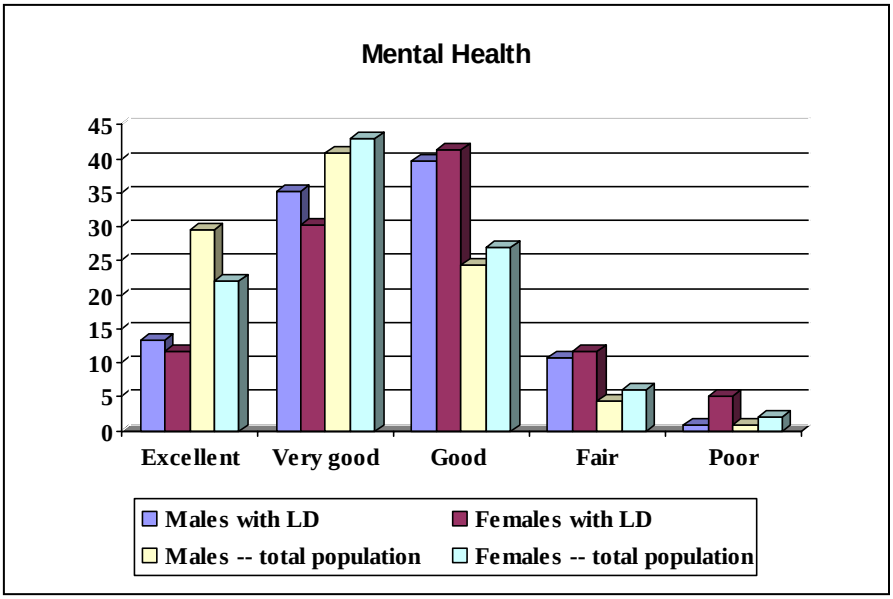
When asked about their physical health, more than half of both the population aged 16 to 21 with learning disabilities and the total population — both sexes — rated their physical health as either excellent or very good. The figure was 50.5% for the population with learning disabilities and 55.2% for the total population.

A similar pattern to what was seen when respondents were asked about their general health emerged for physical health. Again, a larger percentage of females with learning disabilities aged 16 to 21 reported that their physical health was either fair or poor (21.7%), as compared with males with learning disabilities (11.6%). It is interesting to note, however, that the same difference between the genders does exist when you look at the total population aged 16 to 21. In this case, 14.0% of females reported that their physical health was either fair or poor, while the figure was 7.5% amongst males.



Survey respondents were also asked about their mental health. Amongst the population aged 16 to 21 with learning disabilities — both sexes — 46.3% said their mental health was either excellent or very good. This figure was higher at 68.0% for the total population aged 16 to 21. A similar difference can be noted when you look at the percentage of people who report that their mental health is either fair or poor. 13.3% of the population aged 16 to 21 with learning disabilities — both sexes — said their mental health was either fair or poor. This figure was 6.5% among the total population aged 16 to 21.

More marked differences can be noted when you look at what the male and female populations said about their mental health. Almost half (48.6%) of males with learning disabilities aged 16 to 21 reported that



their mental health was either excellent or very good. The figure was higher at 68.0% among the total male population aged 16 to 21. Among females aged 16 to 21 with learning disabilities, 41.9% reported that their mental health was either excellent or very good.

The figure was higher at 65.2% among the total female population aged 16 to 21. Similarly, higher percentages of both males and females aged 16 to 21 with learning disabilities (11.6% and 16.7% respectively) reported that their mental health was either fair or poor, as compared to the males and females in the total population (5.3% and 8.0% respectively).

The CCHS also asked respondents about their ability to handle the unexpected problems that can arise. Among both males and females aged 16 to 21 with learning disabilities, 39.7% said that they thought their ability to handle unexpected problems was either excellent or very good. The figure was higher at 52.9% among the general population aged 16 to 21.

There were some slight differences amongst the population with learning disabilities and the total population when you look at the percentage of males and females who reported that their ability to handle unexpected problems was either fair or poor. 16.4% of males and 25.1% of females aged 16 to 21 with learning disabilities said that their ability to handle unexpected problems was either fair or poor. The figures were 9.6% for males and 15.2% for females aged 16 to 21 in the total population.

When asked about their ability to handle unexpected demands, 59.0% of people with learning disabilities aged 16 to 21 — both sexes — said their ability was either excellent or very good. This figure was 65.6% among the total population aged 16 to 21.

The CCHS also asked respondents if they have asthma — a condition that some think can be related to learning disabilities. 10.9% of males and 32.0% of females with learning disabilities aged 16 to 21 said that they had asthma. The figures were 12.0% and 14.2%, respectively, for the total population of males and females aged 16 to 21.

The data in this section were taken from the 1994 International Adult Literacy Survey (IALS). IALS was a cross-sectional survey (a survey that was only done once) that was focused on literacy. Along with Canada, this survey was conducted in seven other industrialized countries. The IALS sample was selected using two methods: the 1991 Census file was used to select the sample of Francophones from the province of Ontario and the Labour Force Survey sample file was used to select all other respondents.

WHAT IS THE IMPACT ON READING, WRITING AND MATH SKILLS?

A Brief Introduction to the Scales Used in the IALS to Define and Measure Literacy Performance

The IALS reported on three scales: prose, document and quantitative. Each scale ranges from 0 to 500. These scale scores have also been grouped into five literacy levels. Each of these levels implies an ability to cope with a particular subset of reading tasks. Individuals were assigned a literacy level based on the estimation that they will perform tasks at that point on the scale with an 80% probability of a correct answer.

Prose Literacy: measured the ability of the respondent to understand and use information contained in various kinds of text. Each prose selection was accompanied by one or more questions asking the reader to find information in the text based on conditions or features specified in the question.

Document Literacy: measured the ability of the respondent to process the information contained in documents such as schedules, charts, graphs, tables, maps and forms at home, at work or when traveling in their communities.

Quantitative Literacy: measured the ability of the respondent to perform the arithmetic operations that are required in everyday life.

Information from the *IALS Microdata User's Guide*, Statistics Canada.

Prose Literacy

The following outlines the five levels used to rate the respondents' prose literacy. For the purposes of this profile, Levels 4 and 5 were combined (as Level 4).

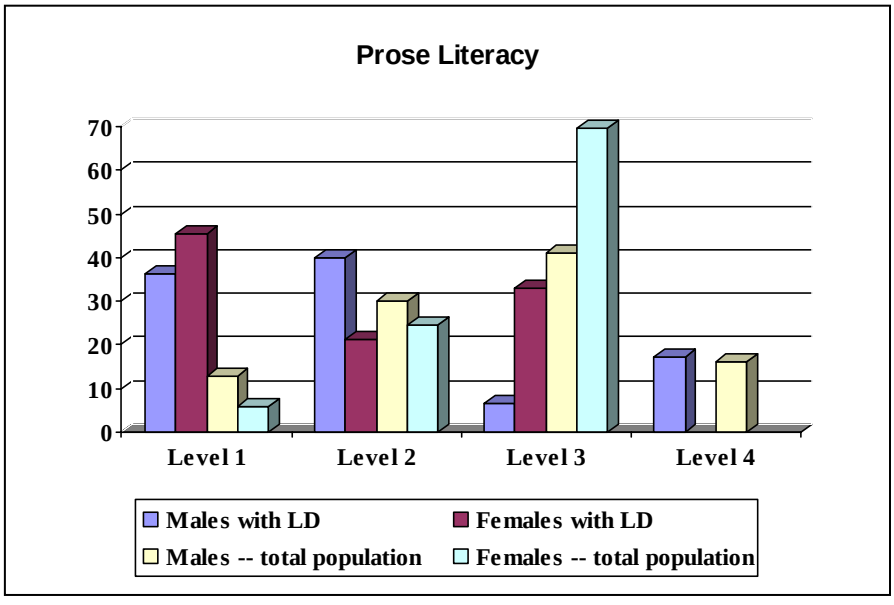
- Level 1 – Most of the tasks at this level require the reader to locate one piece of information in the text that is identical to or synonymous with the information given in the directive.
- Level 2 – Tasks at this level generally require the reader to locate one or more pieces of information in the text, but several distractors may be present or low-level inferences may be required. Tasks at this level

also begin to ask readers to integrate two or more pieces of information or to compare and contrast information.

- Level 3 – Tasks at this level generally direct readers to locate information that requires low-level inferences or that meets specified conditions. Sometimes the reader is required to identify several pieces of information that are located in different sentences or paragraphs rather than in a single sentence. Readers may also be asked to integrate or to compare and contrast information across paragraphs or sections of text.
- Level 4 – These tasks require readers to perform multiple-feature matching or to provide several responses where the requested information must be identified through text-based inferences. Tasks at this level may also require the reader to integrate or contrast pieces of information, sometimes presented in relatively lengthy texts. Typically, these texts contain more distracting information and the information requested is more abstract.
- Level 5 – Tasks at this level typically require the reader to search for information in dense text that contains a number of plausible distractors. Some require the readers to make high-level inferences or to use specialized knowledge.

There were significant differences in the scores that resulted from the prose literacy tests included in the IALS. Almost three-quarters (71.6%) of young adults aged 16 to 21 with learning disabilities — both sexes — scored in either Levels 1 or 2; this figure was 36.9% among the total population aged 16 to 21. Conversely, 9.1% of the respondents aged 16 to 21 with learning disabilities scored in Level 4 as compared to 20.9% of the total population aged 16 to 21.

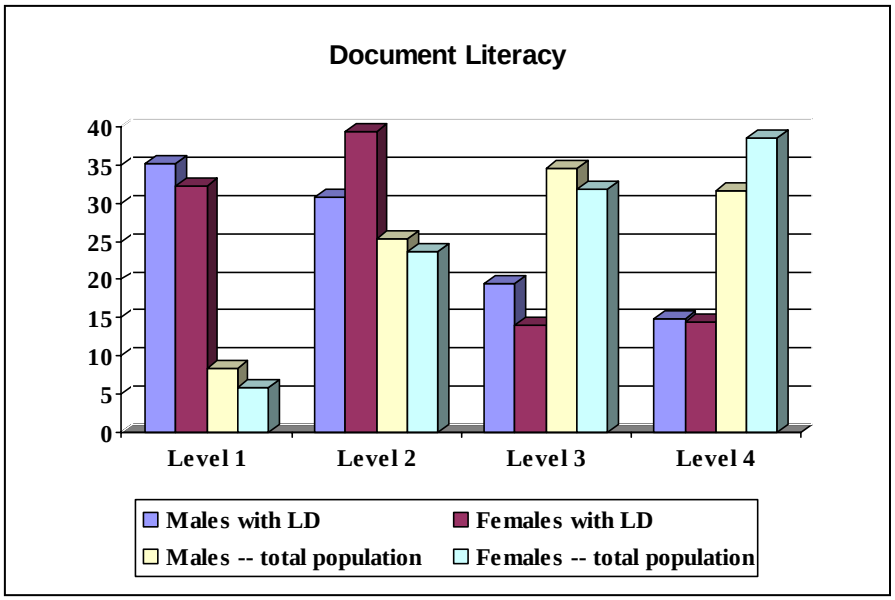
Similar differences are apparent when you look at males and females with learning disabilities, although there is a larger difference in the scores reported by females. For females aged 16 to 21 with learning disabilities, 66.7% scored in either Levels 1 or 2; this figure was 30.4% among the total population of females aged 16 to 21. For males, these figures were 76.1% and 42.8% respectively. Please note that Levels 3, 4 and 5 were combined for females (indicated as Level 3 in the graph).



Document Literacy

The following outlines the five levels used to rate the respondents' document literacy. For the purposes of this profile, Levels 4 and 5 were combined (as Level 4).

- Level 1 – Most of the tasks at this level require the reader to locate a single piece of information based on a literal match. Distracting information, if present, is typically located away from the correct answer. Some tasks may direct the reader to enter personal information onto a form.
- Level 2 – Document tasks at this level are a bit more varied. While some still require the reader to match a single feature, more distracting information may be present or the match may require a low-level inference. Some tasks at this level may require the reader to enter information onto a form or to cycle through information in a document.
- Level 3 – Tasks at this level are varied. Some require the reader to make literal or synonymous matches, but usually the reader must take conditional information into account or match on the basis of multiple features of information. Some require the reader to integrate information from one or more displays of information. Others ask the reader to cycle through a document to provide multiple responses.
- Level 4 – Tasks at this level, like those at the previous levels, ask the reader to match on the basis of multiple features of information, to cycle through documents, and to integrate information; frequently, however, these tasks require the reader to make higher-order inferences to arrive at the correct answer. Sometimes the document contains conditional information that must be taken into account by the reader.
- Level 5 – Tasks at this level require the reader to search through complex displays of information that contain multiple distractors, to make high-level inferences, process conditional information or uses specialized knowledge.



More than twice as many (68.6%) respondents aged 16 to 21 with learning disabilities — both sexes — scored in either Levels 1 or 2 than did the total population aged 16 to 21 (31.9%). There was a similar difference when you look at the people who scored in Level 4. The figures were 14.6% for the young adults with learning disabilities and 34.9% for the total population of young adults. Similar patterns were evident when you look at the male and female populations.

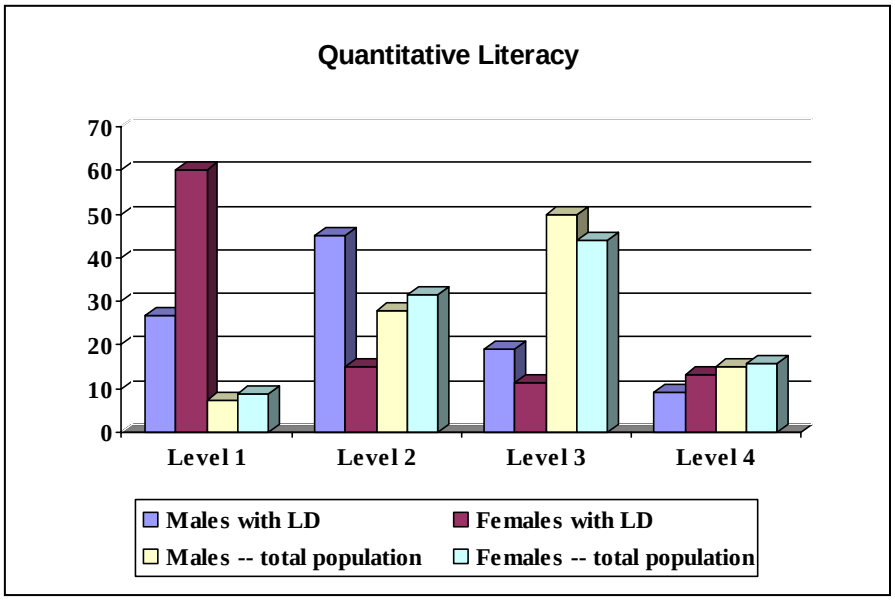
Quantitative Literacy

The following outlines the five levels used to rate the respondents' quantitative literacy. For the purposes of this profile, Levels 4 and 5 were combined (as Level 4).

- Level 1 – Tasks at this level require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are clearly noted in the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to find the numbers.
- Level 2 – Tasks at this level typically require readers to perform a single arithmetic operation (frequently addition or subtraction), using numbers that are easily located in the text or document. The operation to be performed may be easily inferred from the wording or the question or the format of the material (e.g., a bank deposit or order form).
- Level 3 – Tasks at this level typically require the reader to perform a single operation. However, the operations become more varied — some multiplication and division tasks are included. Sometimes the reader needs to identify two or more numbers from various places in the document, and the numbers are frequently embedded in complex displays. While semantic relation terms such as "how many" or "calculate the difference" are often used, some of the tasks require the reader to make higher-order inferences to determine the appropriate operation.
- Level 4 – With one exception, the tasks that this level require the reader to perform a single arithmetic operation where typically either the quantities or the operation are not easily determined.

That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as “how many” or “calculate the difference” to help the reader.

- Level 5 – These tasks require readers to perform multiple operations sequentially, and they must locate features of the problem embedded in the material or rely on background knowledge to determine the quantities or operations needed.

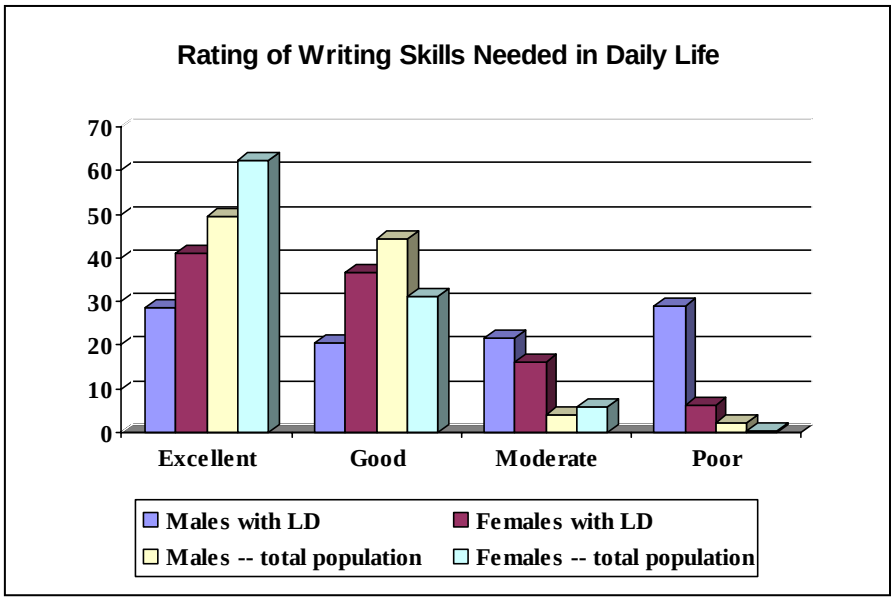


The differences between the males and females aged 16 to 21 in the total population and those with learning disabilities were even more pronounced when you look at the quantitative literacy scores. 73.5% of those aged 16 to 21 with learning disabilities — both sexes — scored either Levels 1 or 2; this figure was 37.6% among males and females aged 16 to 21 in the total population. Interestingly, there was only a slight difference in the percentages of young adults who scored at Level 4. The figures were 11.1% among people aged 16 to 21 with learning disabilities and 15.4% among the total population aged 16 to 21.

A relatively similar pattern is evident when you look at the scores received by males and females. A higher percentage of females than males aged 16 to 21 with learning disabilities scored at either Levels 1 or 2 (75.3% and 71.8%); the figures were 40.3% and 35.1% among the total population of females and males aged 16 to 21. The percentages of females who scored a Level 4 were similar among the population with learning disabilities and the total population (13.3% and 15.6%); there was a more pronounced difference between the two male populations (9.1% for the males aged 16 to 21 with learning disabilities and 15.2% for the total male population aged 16 to 21).

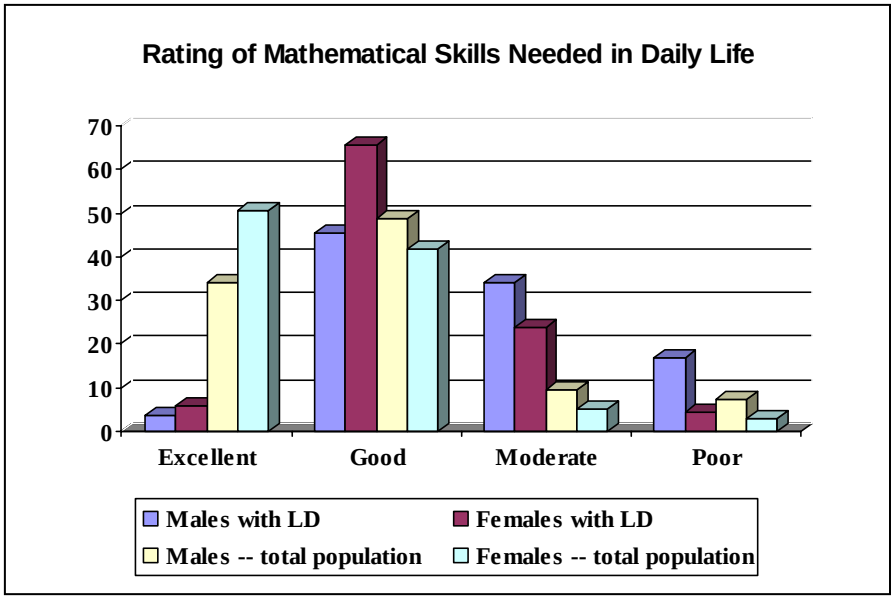
Additional IALS Data

When asked to rate the writing skills that they need in their daily life, 34.4% of people aged 16 to 21 with learning disabilities — both sexes — said their skills were excellent. This figure was 55.6% among the total population aged 16 to 21. As well, 18.1% of the population aged 16 to 21 with learning disabilities rated their writing skills as poor, as compared to 1.5% of the total population aged 16 to 21.



More males than females aged 16 to 21 with learning disabilities rated the writing skills they need in their daily lives as either moderate (21.8% for males and 16.1% for females) or poor (29.1% for males and 6.2% or females). Among the total population aged 16 to 21, 4.0% of males rated their skills as moderate and 2.2% rated their skills as poor. Among females in the total population aged 16 to 21, 6.0% rated their skills as moderate and 0.5% rated their skills as poor.

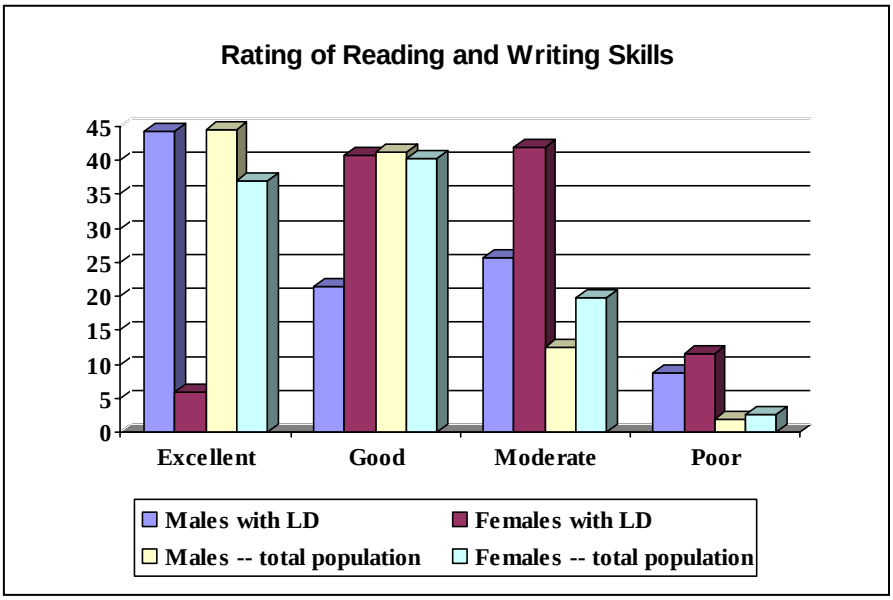
A similar question was asked about the respondent's rating of the mathematical skills that he/she need in their daily life. There were marked differences in the responses received from those aged 16 to 21 with learning disabilities and those in the total population. 4.8% of those aged 16 to 21 with learning disabilities — both sexes — rated the mathematical skills that they need in their daily life as excellent. This figure was 42.0% among the total population aged 16 to 21. Conversely, 40.2% of those people aged 16 to 21 with learning disabilities rated the mathematical skills that they need in their daily lives as either moderate or poor. This figure was 12.7% for the total population aged 16 to 21.



There was a similar pattern of responses when you look at males and females separately. 3.8% of males aged 16 to 21 with learning disabilities rated the mathematical skills that they need in their daily life as excellent, as compared to 34.2% of the total male population aged 16 to 21. For

females with learning disabilities, 6.0% rated their skills as excellent; this figure was 50.5% among females in the total population. On the other hand, 16.9% of males with learning disabilities aged 16 to 21 rated the mathematical skills they need in their daily lives as poor, as compared to 7.5% of males in that age group in the total population. There was not such a marked difference for females. 4.5% of females with learning disabilities aged 16 to 21 rated the mathematical skills they need in their daily lives as poor, as compared to 2.8% of females in that age group in the total population.

When asked to rate their reading and writing skills, 25.7% of people aged 16 to 21 with learning disabilities — both sexes — rated their skills as excellent. This can be compared to 40.9% of the total population aged 16 to 21. Conversely, 10.1% of people aged 16 to 21 with learning disabilities rated their skills as poor. This figure was 2.4% among this age group in the total population.



There was not a marked difference among the percentages of males aged 16 to 21 with learning disabilities and those in the total population who rated their reading and writing skills as excellent (44.2% and 44.5% respectively). However, there was a difference when you look at the data for females. 5.6% of females aged 16 to 21 with learning disabilities rated their reading and writing skills as excellent, as compared to 37.1% of females in that age group in the total population.

WHAT IS THE IMPACT AT SCHOOL?

Thoughts from the Focus Groups

I quit school in grade 9. I can't read or spell.

I quit school in grade 7. I went back, but it was hard. I quit again in grade 10 and only went back to school recently.

What the Data Tell Us

Respondents who had not completed secondary school were asked why they had left school before completing their education. Among the respondents aged 16 to 21 with learning disabilities — both sexes — 69.2% were asked this question. 41.2% of those people said that they were still in school. Of the others, 27.8% said that they had left school because they did not like school, did not do well in school or were bored. 2.6% said they left because they had to work or for other financial reasons. Among the total population aged 16 to 21, 42.6% of the respondents were asked this question. Of those, 70.9% said they were still in school. Among the remaining respondents, 6.9% said they had left school because they did not like school, did not do well in school or were bored, while 3.5% said they had left because they had to work or for other financial reasons.

When you look at the males and females who were asked to respond to this question, 38.3% of females with learning disabilities aged 16 to 21 said they had left school because they did not like school, did not do well in school or were bored. This figure was 15.8% for the males with learning disabilities aged 16 to 21. Among the total population aged 16 to 21 who were asked to respond to this question, 11.5% of females and 2.9% of males said they left school because they did not like it, did not do well in school or were bored.

WHAT IS THE IMPACT AT WORK?

Thoughts from the Focus Groups

You can have managers who understand and who want to accommodate you, but with the vast majority, it's just the opposite.

You have to manage your managers at work. You have to say to them, "This is what I can do for you, and this is what I can't do for you." Computers really help in the work place.

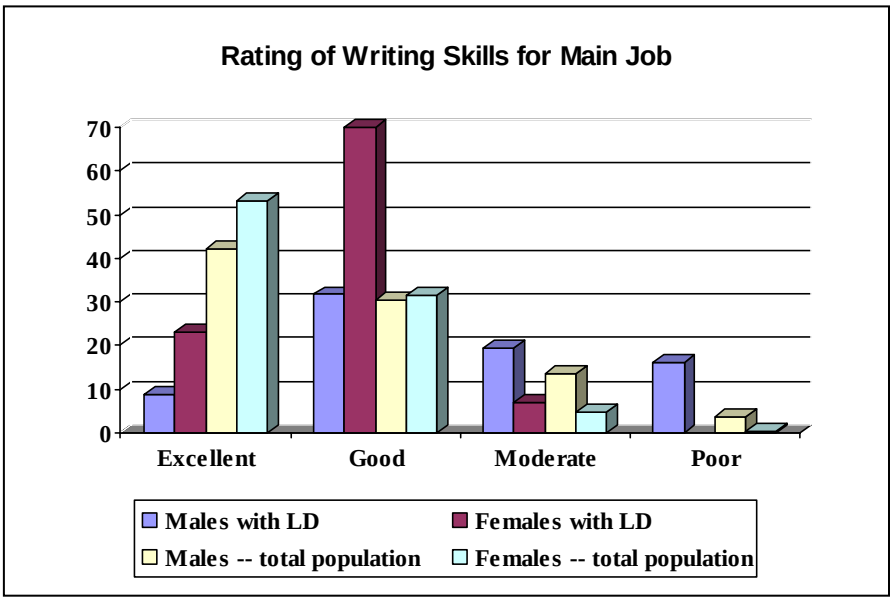
What the Data Tell Us

When respondents who were working or looking for work were asked to rate their reading skills for their main job, the majority (71.6%) of those people aged 16 to 21 with learning disabilities rated their skills as either excellent or good. This figure was 87.5% among the total population aged 16 to 21.

When you look at males and females separately, the main difference is seen between the percentage of males aged 16 to 21 with learning disabilities who rate their reading skills for their main job as either excellent or good (53.8%) and the total population of males aged 16 to 21 who do the same (85.1%). 20.5% of males aged 16 to 21 with learning disabilities rated their reading skills for their main job as moderate; this figure was 3.7% among males in the total population. These types of differences were not apparent among the female population.

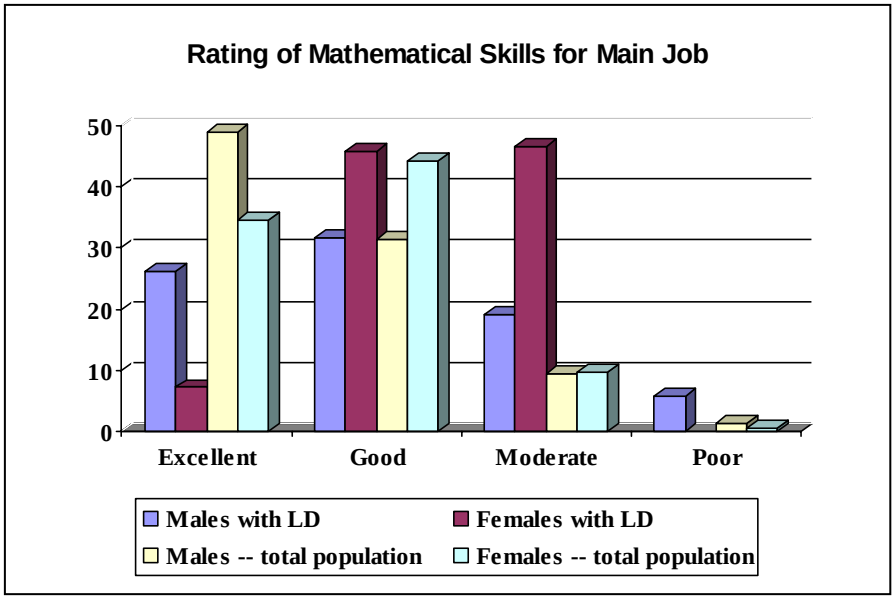
When respondents (only those individuals who were working or looking for work) were asked to rate their writing skills for their main job, 60.8% of the population aged 16 to 21 with learning disabilities — both sexes — rated their skills as either excellent or good. This figure was 78.7% among the total population aged 16 to 21.

Some differences were apparent when you look at the male and female populations. 8.9% of males aged 16 to 21 with learning disabilities rated their writing skills for their main job as excellent; this figure was 42.0% among the total population of males in this age group. More females (23.1%) aged 16 to 21 with learning disabilities rated their writing skills for their main job as excellent. However, this figure was lower than the percentage of women aged 16 to 21 in the total population who said the same (53.1%).



The respondents who were working or looking for work were also asked to rate their mathematical skills for their main job. Among the population aged 16 to 21 with learning disabilities — both sexes — 56.1% rated their skills as either excellent or good. This figure was 79.6% among the total population aged 16 to 21.

A larger percentage of males aged 16 to 21 with learning disabilities rated their mathematical skills for their main job as excellent (26.3%) as did the same female population (7.2%). Conversely, almost half (46.7%) of females aged 16 to 21 with learning disabilities rated



their mathematical skills for their main job as moderate, as compared to 19.1% of males with learning disabilities aged 16 to 21.

When respondents who were working or looking for work were asked how many different employers they had had in the past 12 months, 24.3% of those aged 16 to 21 with learning disabilities — both sexes — said that they had had three or more employers. This rate was 14.3% among the total population aged 16 to 21.

When you look at males and females separately, the main differences are apparent amongst the females. Almost half (46.7%) of the females aged 16 to 21 with learning disabilities said that they had had three or more employers in the past 12 months; this figure was 10.6% among the total female population aged 16 to 21. For males, the figures were 10.2% for those individuals with learning disabilities and 18.3% among the total population.