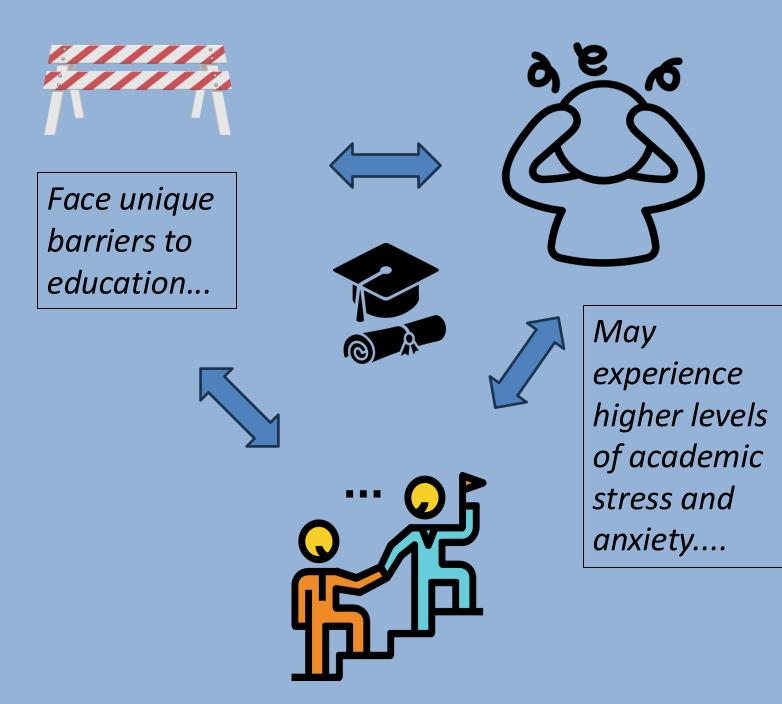
Predictors of Academic Success Among Minority-Identifying Children During COVID-19

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BACKGROUND

In general, children with disability...



Often require specialized educational support and resources...



Currently, there is a <u>severe</u> lack of research on the academic experiences of minority students living with disability.

Crowdsourcing: Impacts of COVID-19 on Canadians' Parenting During the

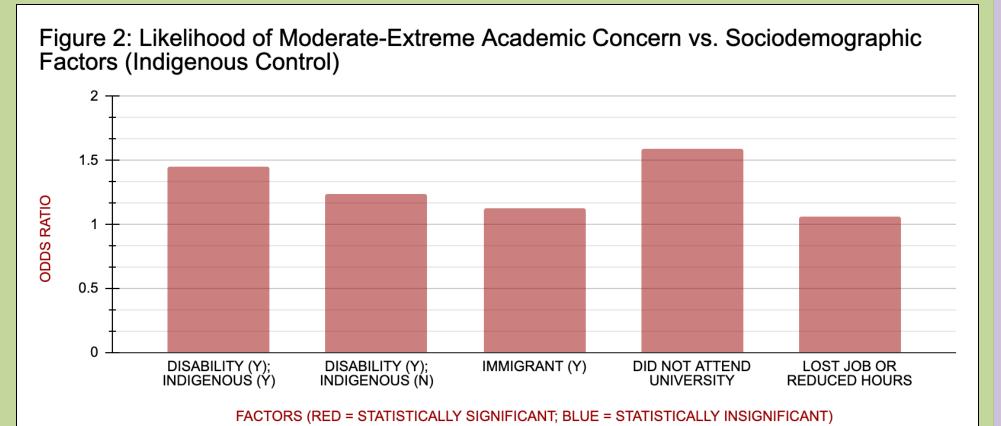
Pandemic

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Minority-Identifying and
Indigenous
Families with Disabled
Children Aged 0-14
Experienced Increased Concerns
About Their Children's
Academic Success During the
COVID-19 Pandemic



Figure 1: Likelihood of Moderate-Extreme Academic Concern vs. Sociodemographic Factors (Minority Control) Jisability (Y); Disability (N); Disability (N); IMMIGRANT (Y) DID NOT ATTEND LOST JOB OR MINORITY (N) MINORITY (N) MINORITY (Y) UNIVERSITY REDUCED HOURS FACTORS (RED = STATISTICALLY SIGNIFICANT; BLUE = STATISTICALLY INSIGNIFICANT)



CONCLUSION

Minority and Indigenous families may experience greater challenges and pressures regarding academic outcomes for their children living with disability.

METHODS

Statistical analysis of survey conducted by StatCan during June 2020

- 32000 parents surveyed about experiences during the pandemic
- Binomial logistic
 regression utilized to determine
 significant factors
 influencing academic outcomes
 of minority children w/
 disability



Analysis controlled
 for minority identity, Indigenous
 identity, province of residence,
 employement status, education
 level, and immigration status

RESULTS



"Minority status", "immigrant status" and "Indigenous identity" were significant predictors of moderate-extreme parental concern regarding academic success (odds ratio = 2.902, p < 0.001; odds ratio = 1.455, p < 0.001), respectively).

Minority status and immigrant status **significantly** predicted higher frequencies

predicted <u>higher frequencies</u>
of structured academic activities (odds
ratio = 2.404, p < 0.001; odds ratio =
1.137, p = 0.047), while minority status
significantly predicted <u>more parental</u>
time spent helping their children
with adacemics (odds
ratio = 1.255, p < 0.001)

REVELANCE TO BLOORVIEW

Adresses the large gap in literature regarding the topic; informs and implores further targeted research to adequately support at-risk children and families

QUESTION:

Is there a relationship between race, childhood disability and academic outcomes?

Holland Bloorview
Kids Rehabilitation Hospital

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