

Disability-related supports needed for Postsecondary Education: Young Adults With Disabilities – Fact Sheet

From *Inclusive Postsecondary Education and Decent Work:
Effective Links for Young Adults with Disabilities*

At a Glance

This fact sheet provides an overview of young adults with disabilities who are substantially more and less likely to need various disability-related supports for postsecondary education (PSE). These include needs for accessible building features, accessible curriculum and procedures, suitable learning materials, disability-specific technologies and human support, and other supports for attending classes with a disability. The table on the next page provides a summary. The snapshot focuses on young adults who attended school (mainly PSE) at some point in the past five years and who were 18 to 34 years old when attending. Data are from the *Canadian Survey on Disability* (2017), which is Statistics Canada's "flagship" survey on disability. Wherever possible, this project provides details on "Indigenous" and "racialized" young adults, who are defined as distinct from one another. Together they form the diverse "BIPOC" group (Black, Indigenous, and People of Colour).

Compared with the averages in the top row of the table below:

- Young adults with cognitive disabilities and those whose disabilities present a severe or very severe level of complexity are in comparatively high need of all six categories of support reflected in the table.
- Young BIPOC adults with disabilities and those with hearing disabilities are in more need in four out of six of these areas.
- Young adults with seeing disabilities and those living on low incomes are substantially more likely on average to need support for PSE in three areas.
- Young adults with disabilities of moderate complexity have substantially greater-than-average needs for support in two areas: modified curriculum and procedures and suitable technologies for learning.
- While only 8.6% of young adults with disabilities presently or recently attending school need suitable materials for learning with a disability, and only 14.2% need human support, those who are substantially more likely than others to have needs in both areas are young adults with cognitive, seeing and hearing disabilities, and those with disabilities of severe and very severe complexity.
- While not many young adults with disabilities presently or recently attending school need accessible built environments for learning (7.4%), BIPOC individuals, those with cognitive, physical, seeing, and hearing disabilities, and those with severe and very severe complexity of disability are more likely to need this support.
- Those most likely to experience a substantially lower-than-average level of need for any support are young adults with disabilities of mild complexity.
- Those likely to have roughly average levels of need for support are those with psychosocial disabilities, non-BIPOC students, and those living above the poverty line.

Young adults with disabilities (18 to 34 years old) presently or recently attending school who are substantially more [or less] likely than others to have needs for disability-related supports for PSE (Source: Canadian Survey on Disability, 2017)[†]

Characteristics	Substantially more widespread needs for support than typical					
	Built environmental	Curriculum and procedures	Materials	Technologies	Human support	Other support
Total (average)	7.4%	32.6%	8.6%	19.0%	14.2%	4.9%
Male						
Female						
BIPOC	9.2%		11.6%		17.3%	[2.4%*]
Not BIPOC						
Cognitive	11.8%	58.4%	18.4%	39.1%	30.9%	7.8%
Physical	11.8%					
Psychosocial						
Sensorial	9.7%		11.2%	23.5%	19.5%	*
Vision	10.6%		11.6%		17.1%	*
Hearing	10.1%*		13.4%*	31.5%	27.8%	*
Mild complexity	[3.4%*]	[21.4%]	[3.7%]	[10.2%]	[6.3%]	[3.5%]
Moderate complexity		40.8%		23.8%		*
Severe complexity	10.7%	47.6%	20.5%	31.5%	29.0%	6.3%*
Very severe complexity	26.8%	61.4%	22.7%	44.3%	39.7%	10.7%*
Not low income						[3.9%]
Low income	*	39.7%	*	23.4%		7.7%*

[†] Blank cells represent individuals whose needs and experiences are within ± 0.2 times the averages in the top row.

* Low counts. Use data (or infer approximate averages in otherwise blank cells) with caution.

References

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