



What Does it Mean to Have Learning Disabilities in Canada?

ADULTS 22 TO 29

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 adults aged 22 to 29. People in this age group are typically making decisions about their careers. They are also establishing themselves as independent adults — setting up their own homes, getting married, starting families.

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 22 to 29, one person in 100 (1.0%) 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 1.3%; it was lower for females at 0.8%.

Among those adults who said that they had a learning disability, almost two-thirds of them were males (62.0%).

WHAT TYPES OF FAMILIES DO THEY LIVE IN?

Half of the males (50.5%) aged 22 to 29 with learning disabilities reported that they lived with at least one parent. The figure was lower at 37.9% for females. Both of these figures are higher than what was reported by those aged 22 to 29 in the total population. Amongst that population, the figures were 35.9% for males and 25.1% for females.

WHAT IS THE IMPACT AT SCHOOL?

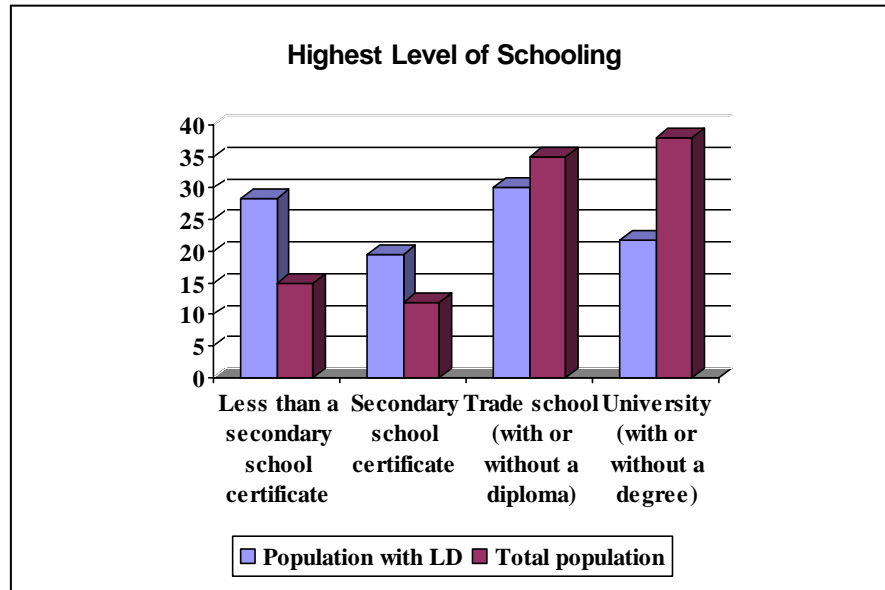
Thoughts from the Focus Groups

I had one teacher who helped me when I was in school; his was the only class that I excelled in. I went to school for three years and I felt like I didn't come out any smarter for it.

Public school was a bad fit for me. I was like the square peg in the round hole.

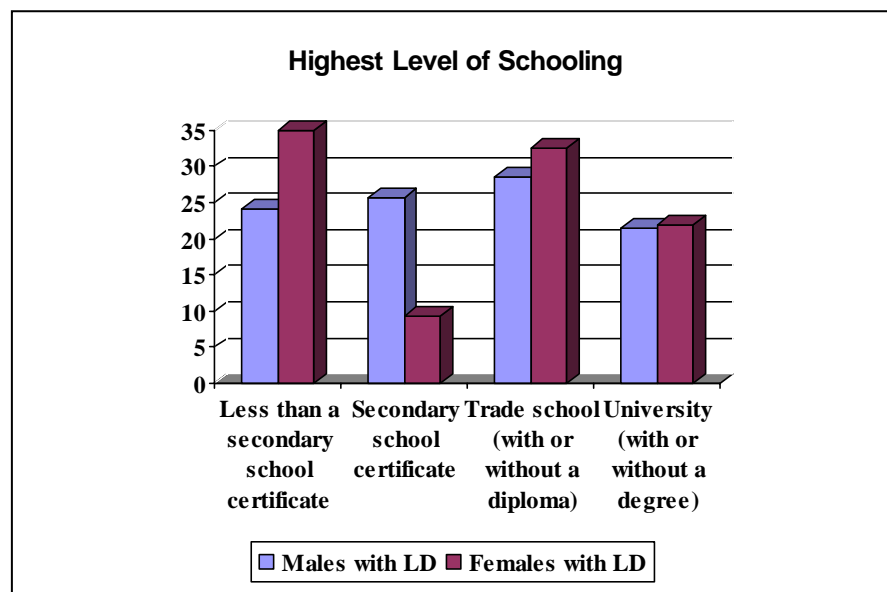
What the Data Tell Us

More than one-quarter of males and females aged 22 to 29 who said that they had a learning disability (28.3%) reported less than a secondary school certificate as their highest level of schooling. 19.5% said that they had a secondary school certificate, 30.1%



reported attending trade school (with or without a diploma) and 21.7% reported attending university (with or without a degree). The story was different among the total population of Canada aged 22 to 29. For this population, 14.9% reported less than a secondary school certificate as their highest level of school, 12.0% said they had a secondary school certificate, 35.0% said they had attended trade school (with or without a diploma) and 38.0% reported attending university (with or without a degree).

There were slight differences reported by males and females with learning disabilities aged 22 to 29 in terms of their highest level of schooling. Females were more likely than males to report trade school (with or without diploma) as their highest level of schooling. However, females were also more likely than males to report less than a secondary school certificate as their highest level of schooling.



39.2% of males with learning disabilities aged 22 to 29 reported that it took them longer to reach their present level of education because of their learning disabilities; this rate was 52.2% amongst the female population 22 to 29 with learning disabilities.

WHAT IS THE IMPACT AT WORK?

Thoughts from the Focus Groups

It takes me a while to adjust to things. My boss wasn't interested in trying to help me adjust. She was only interested in making money, not helping me.

I always question how my employers perceive me. Other people who I came into the organization with are further up the ladder than I am. They all have their weaknesses too. It sometimes makes me doubt myself.

What the Data Tell Us

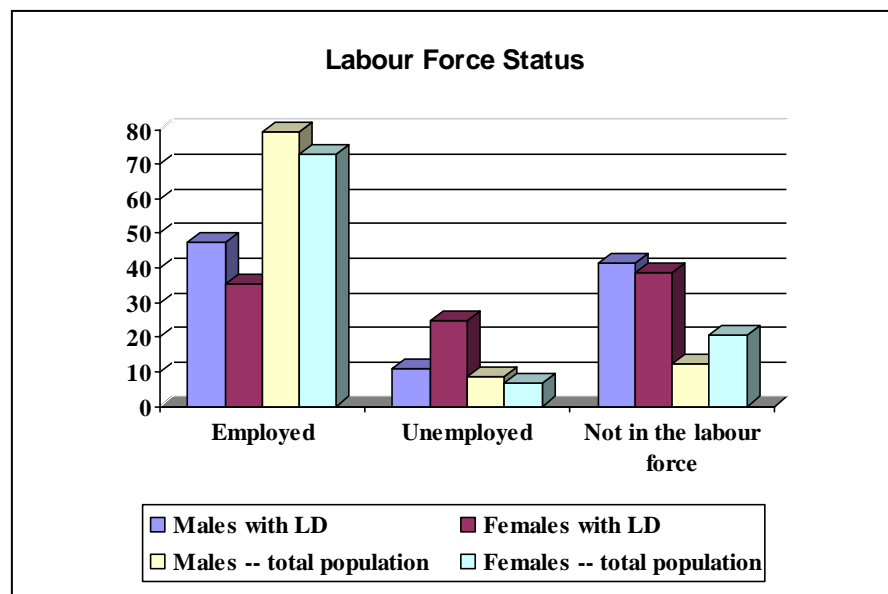
Males with learning disabilities aged 22 to 29 were a little more likely than their female counterparts to have said that they were employed in the week prior to the 2001 Census. The figures were 47.5% and 35.5% respectively.

Amongst the total population, 79.2% of males and 72.8% of females aged 22 to 29 said that they were employed in the week prior to the 2001 Census.

More than twice as many females with learning disabilities aged 22 to 29 than males said that they were

unemployed in the week prior to the 2001 Census. The figures were 24.7% for females and 10.9% for males. When you look at the total population aged 22 to 29, 8.5% of males and 6.8% of females said that they were unemployed.

When asked if they had worked in the year 2000, 61.3% of those aged 22 to 29 with learning disabilities — both sexes — said that they had. This figure was 89.8% for the total population aged 22 to 29.



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

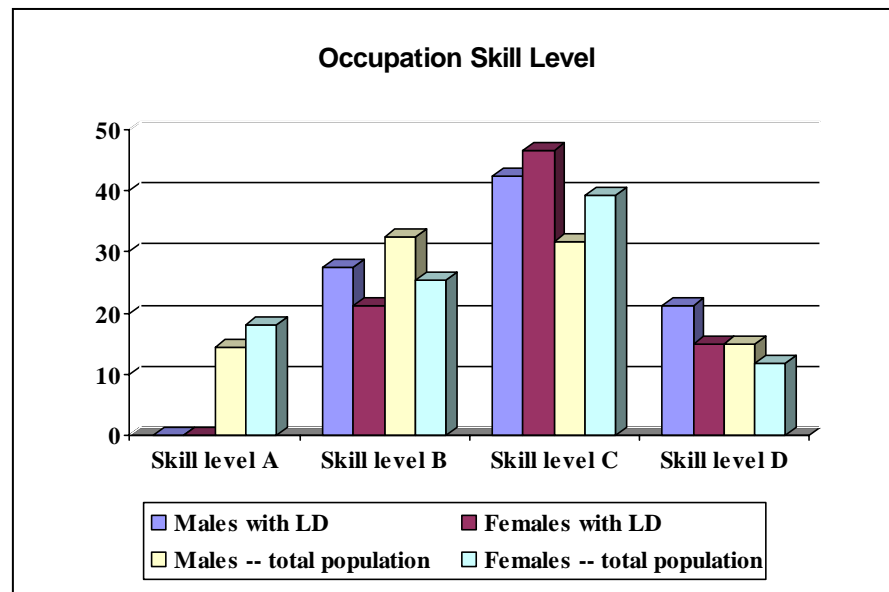
<http://www12.statcan.ca/english/census01/Products/Reference/dict/appendices/92-378-XIE02002.pdf>

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 22 to 29 who worked in 2000, 25.2% worked at a job with a skill level B, 43.8% worked at a job with a skill level C, and 18.9% worked at a job with a skill level D. These figures were 29.0%, 35.4% and 13.4%, respectively, for the total population aged 22 to 29 who worked in 2000.

With the exception of jobs with a skill level A, 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 some differences between those 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 22 to 29 who said they worked in 2000 were as follows:

- Sales and service (33.1%)
- Trades, transport and equipment operators and related occupations (23.5%)
- Business, finance and administration (16.4%)
- Occupations unique to primary industry (7.9%)

For the total population of males aged 22 to 29 who said they worked in 2000, the top four occupations were as follows:

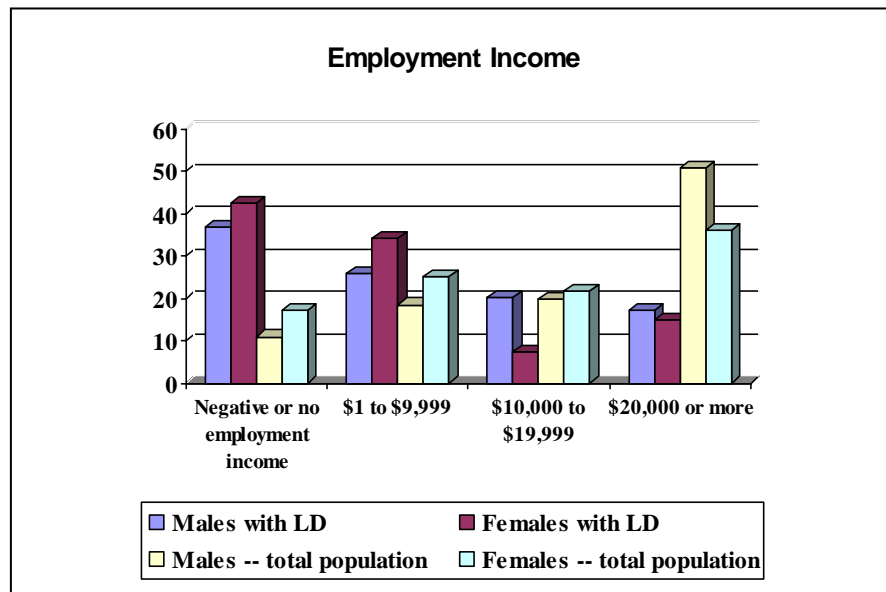
- Trades, transport and equipment operators and related occupations (25.6%)
- Sales and service (23.7%)
- Natural and applied sciences and related occupations (13.0%)
- Business, finance and administration (11.2%)

Amongst females aged 22 to 29 with learning disabilities who said they worked in 2000, the top two occupations were sales and service (49.8%) and business, finance and administration (15.1%). For females aged 22 to 29 in the total population who said they worked in 2000, the top two occupations were also sales and service (35.1%) and business, finance and administration (25.1%).

WHAT IS THE IMPACT ON INCOME?

Having a learning disability did have an impact on the amount of income earned by adults with learning disabilities. Adults aged 22 to 29 with learning disabilities — both sexes — earned less than the young adults in the total population. 39.1% of those with learning disabilities reported that they had earned either a negative or no income in 2000; this figure was 14.1% among the total population aged 22 to 29. 28.9% of adults with learning disabilities said that they had earned between \$1 and \$9,999 in 2000, 15.3% said that they had earned \$10,000 to \$19,999, and 16.3% said they earned \$20,000 or more. These figures were 21.9, 20.7% and 43.4%, respectively, among the total population aged 22 to 29.

Essentially the same pattern holds true when you compare both males and females with learning disabilities aged 22 to 29 with the total population. The only significant difference is that the percentage of males with learning disabilities aged



22 to 29 who said that they had earned \$10,000 to \$19,999 (20.3%) was similar to the percentage of males in the total population in the same age group who reported that income (19.9%). This was not the case amongst the female population. 7.2% of females with learning disabilities aged 22 to 29 said that they had earned \$10,000 to \$19,999; this figure was 21.6% for the total population of females in this age group.

Almost two-thirds (63.4%) of adults aged 22 to 29 with learning disabilities — both sexes — were not members of low-income families (as calculated using data from the 2001 Census). This figure was similar at 64.0% for the total population

aged 22 to 29. The percentages of males and females - both with learning disabilities and in the total population — who were not members of low-income families were consistent. Amongst males, 66.1% of those aged 22 to 29 with learning disabilities were not members of low-income families; this figure was 66.9% among the total population aged 22 to 29. For females, the percentages were 59.0% and 61.1% respectively.

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).

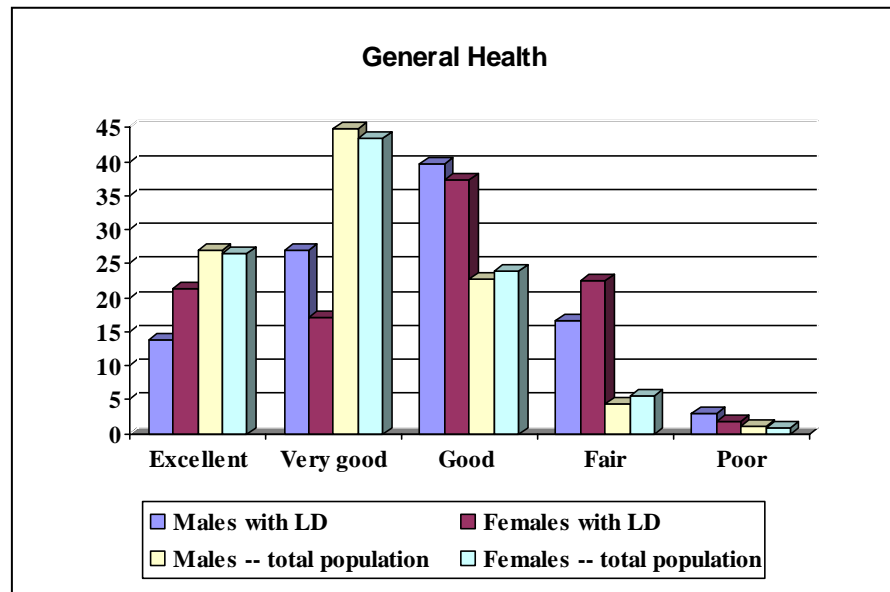
aged 22 to 29. The percentages of males and females - both with learning disabilities and in the total population — who were not members of low-income families were consistent. Amongst males, 66.1% of those aged 22 to 29 with learning disabilities were not members of low-income families; this figure was 66.9% among the total population aged 22 to 29. For females, the percentages were 59.0% and 61.1% respectively.

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?

More than one-third (39.9%) of the survey respondents aged 22 to 29 with learning disabilities — both sexes — reported that they thought their health in general was

either excellent or very good. This figure was higher (70.9%) among the total survey population aged 22 to 29. On the other hand, 21.5% of those aged 22 to 29 with learning disabilities said that their health in general was either fair or poor, as compared to 5.9% of the total population aged 16 to 21.



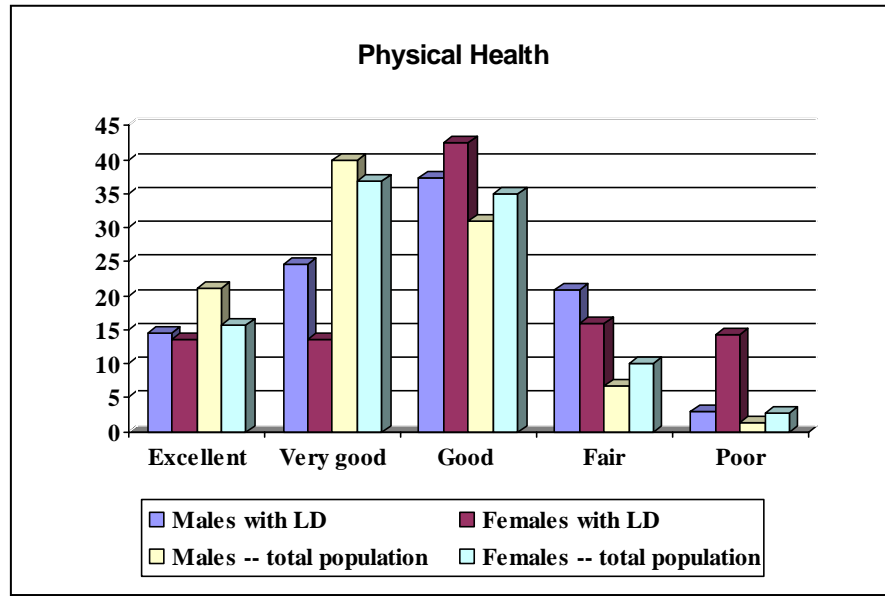
A larger percentage of females with learning disabilities aged 22 to 29 reported that their health in general was fair or poor (24.2%), as compared to males with learning disabilities (19.6%). This difference between the genders was not reported amongst the total population aged 16 to 21.

When asked about their physical health, just over one-third (34.1%) of the population aged 22 to 29 with learning disabilities — both sexes — rated their physical health as either excellent or very good. This figure was higher at 56.7% for the total population aged 22 to 29.

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 22 to 29 reported that their physical health was either fair or poor (30.3%), as compared with males with learning

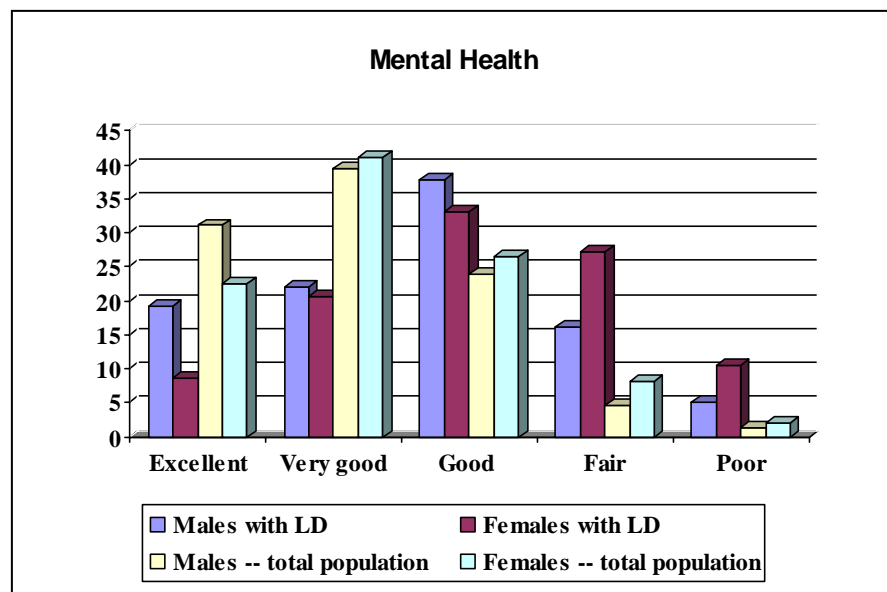
disabilities (23.8%). It is interesting to note, however, that the same difference between the genders does exist when you look at the total population aged 22 to 29. In this case, 12.6% of females reported that their physical health was either fair or poor, while the figure was 8.1% amongst males.



Survey respondents were also asked about their mental health. Amongst the population aged 22 to 29 with learning disabilities — both sexes — 36.3%

said their mental health was either excellent or very good. This figure was higher at 67.1% the total population aged 22 to 29. 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. 27.8% of the population

aged 22 to 29 with learning disabilities — both sexes — said their mental health was either fair or poor. This figure was 8.0% among the total population aged 22 to 29.



More marked differences can be noted when you look at what the male and female populations say about their mental health. More than one-third (41.1%) of males with learning disabilities aged 22 to 29 reported that their mental health was either excellent or very good. The figure was higher at 70.6% among the total male population aged 22 to 29. Among females aged 22 to 29 with learning disabilities, 29.2% reported that their mental health was either excellent or very good. The figure was significantly higher at 63.6% among the total female population aged 22 to 29. Similarly, higher percentages of both males and females aged 22 to 29 with learning disabilities (21.1% and 37.6% respectively) reported that their mental health was either fair or poor, as compared to the males and females in the total population (5.8% and 10.1% respectively).

The CCHS also asked respondents about their ability to handle the unexpected problems that can arise. Among both males and females aged 22 to 29 with learning disabilities, 47.0% said that they thought their ability to handle unexpected problems was either excellent or very good. The figure was higher at 59.1% among the general population aged 22 to 29.

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. 17.1% of males and 23.6% of females aged 22 to 29 with learning disabilities said that their ability to handle unexpected problems was either fair or poor. The figures were 7.3% for males and 10.7% for females aged 22 to 29 in the total population.

When asked about their ability to handle unexpected demands, 55.7% of people with learning disabilities aged 22 to 29 — both sexes — said their ability was either excellent or very good. This figure was 69.1% among the total population aged 22 to 29.

The CCHS also asked respondents if they have asthma — a condition that some think can be related to learning disabilities. 17.8% of males and 28.6% of females with learning disabilities aged 22 to 29 said that they had asthma. The figures were 9.3% and 14.2%, respectively, for the total population of males and females aged 22 to 29.

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

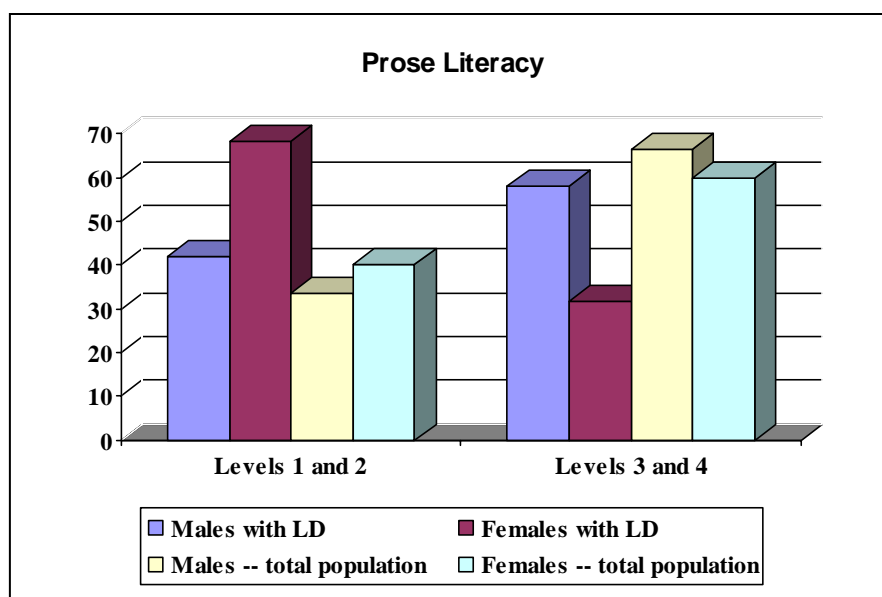
The following outlines the five levels used to rate the respondents' prose literacy. For the purposes of this profile, Levels 4 and 5 were combined (as Level 4).

- 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 some differences in the scores that resulted from the prose literacy tests included in the IALS. Almost half (47.1%) of adults aged 22 to 29 with learning disabilities — both sexes — scored in either Levels 1 or 2; this figure was 36.9% among the total population aged 22 to 29. Conversely, 7.6% of the respondents aged 22 to 29 with learning disabilities scored in Level 4 as compared to 23.2% of the total population aged 22 to 29.

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 22 to 29 with learning disabilities, 68.2% scored in either Levels 1 or 2; this figure was 40.2%



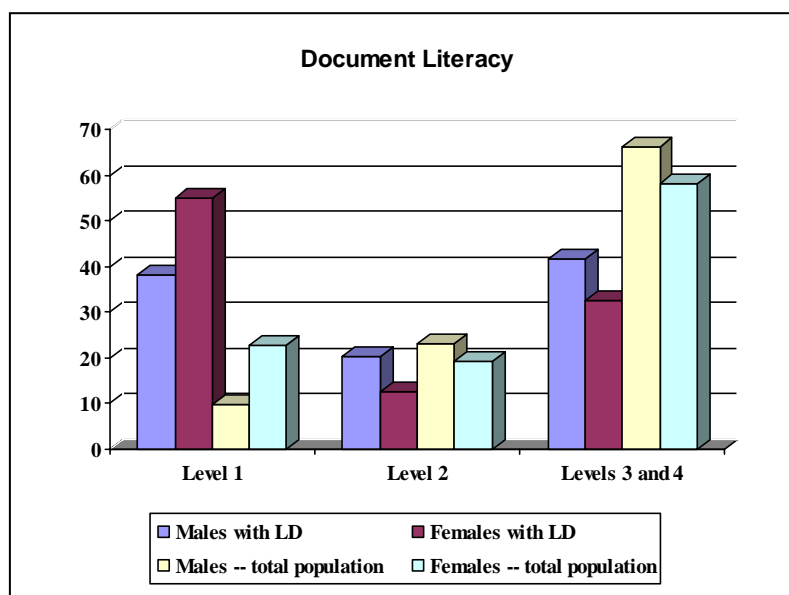
among the total population of females aged 22 to 29. For males, these figures were 41.8% and 33.5% respectively.

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.

Almost two-thirds (60.3%) of respondents aged 22 to 29 with learning disabilities — both sexes — scored in either Levels 1 or 2. The figure for the total population aged 22 to 29 was lower at 38.0%. There was a more pronounced difference when you look at the people who scored in Level 4. The figures were 7.6% for the adults with learning disabilities and 29.3% for the total population aged 22 to 29.



Among males with learning disabilities aged 22 to 29, 38.3% scored in Level 1 for document literacy. This can be compared to the figure of 9.8% for the total population of males aged 22 to 29. The figures were 54.9% for females with learning disabilities aged 22 to 29 and 22.7% for the total population of females aged 22 to 29. Conversely, 41.6% of males aged 22 to 29 with learning disabilities scored in either Levels 3 or 4, as compared to 66.2% of the total male population aged 22 to 29. The figures for females were 32.4% and 58.1% respectively.

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).

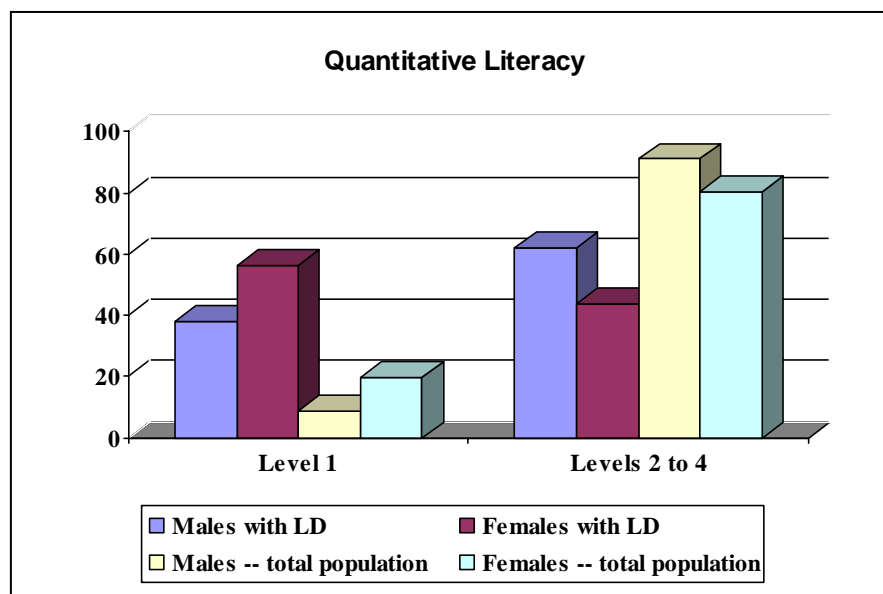
- Level 1 – Tasks at this level require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are clearly noted in the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to find 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 22 to 29 in the total population and those with learning disabilities were similarly pronounced when you look at the quantitative literacy scores. 63.9% of those aged 22 to 29 with learning disabilities — both sexes — scored either Levels 1 or 2; this figure was 40% among males and females aged 22 to 29 in the total population. Among those who scored at Level 4, the figures were 6.6% among people aged 22 to 29 with learning disabilities and 22.7% among the total population aged 22 to 29.

A higher percentage of females than males aged 22 to 29 with learning disabilities scored at Level 1 (56.4% and 37.9%); the figures were 19.6% and 8.9% among the total population of females and

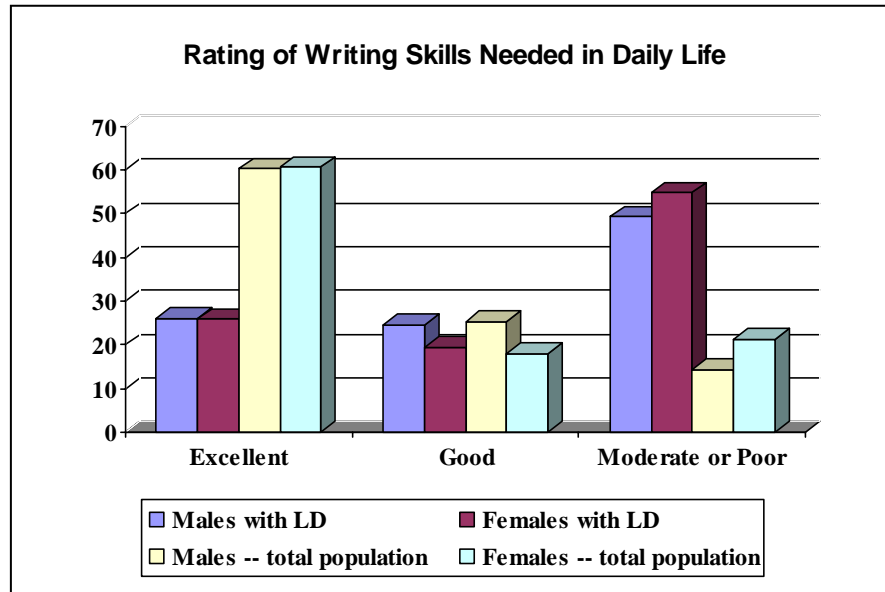


males aged 22 to 29. There were pronounced differences between the percentages of females who scored at Levels 2 to 4 in the population with learning disabilities and the total population (46.7% and 80.4%); there was a slightly less pronounced difference between the two male populations (62.1% for the males aged 22 to 29 with learning disabilities and 91.1% for the total male population aged 22 to 29).

Additional IALS Data

When asked to rate the writing skills that they need in their daily life, 26.1% of people aged 22 to 29 with learning disabilities — both sexes — said their skills were excellent. This figure was 60.3% among the total population aged 22 to 29. As well, 21.7% of the population aged 22 to 29 with learning disabilities rated their writing skills as poor, as compared to 8.6% of the total population aged 22 to 29.

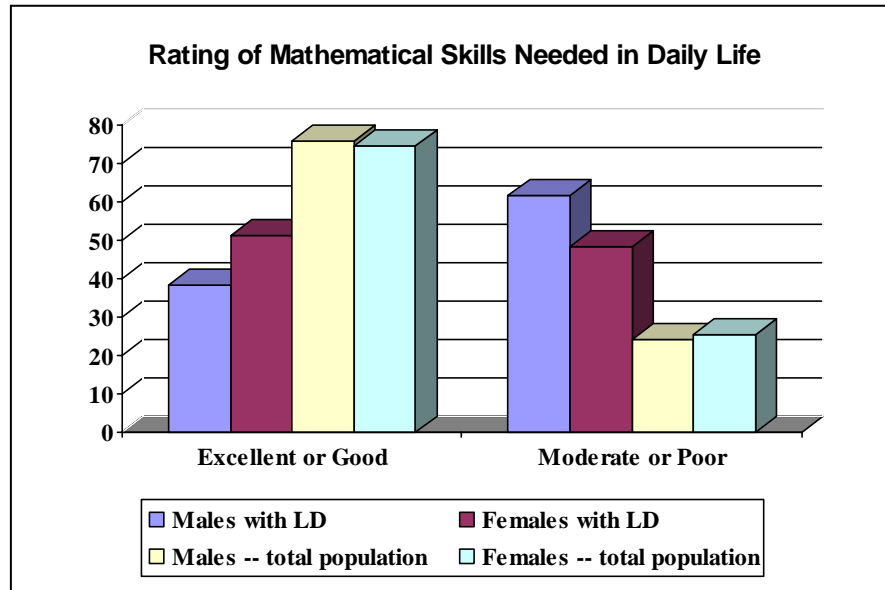
Fewer males than females aged 22 to 29 with learning disabilities rated the writing skills they need in their daily lives as either moderate or poor (49.3% for males and 54.7% for females). Among the total population aged 22 to 29, 14.4% of males rated their skills as moderate or poor. Among



aged 22 to 29, 14.4% of males rated their skills as moderate or poor. Among females in the total population aged 22 to 29, 21.4% rated their skills as moderate or poor.

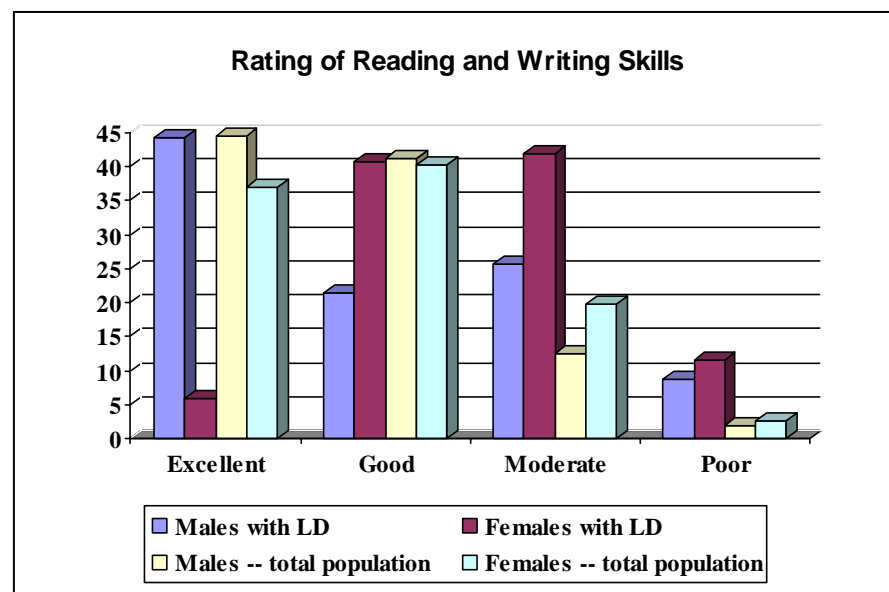
A similar question was asked about the respondent's rating of the mathematical skills that he/she need in their daily life. There were marked differences in the responses received from those aged 22 to 29 with learning disabilities and those in the total population. 16.5% of those aged 22 to 29 with learning disabilities — both sexes — rated the mathematical skills that they need in their daily life as excellent. This figure was 46.5% among the total population aged 22 to 29. Conversely, 58.9% of those people aged 22 to 29 with learning disabilities rated the mathematical skills that they need in their daily lives as either moderate or poor. This figure was 24.8% for the total population aged 22 to 29.

38.4% of males aged 22 to 29 with learning disabilities rated the mathematical skills that they need in their daily life as either excellent or good, as compared to 76.0% of the total male population aged 22 to 29. For females with learning disabilities, 51.5% rated their skills as either excellent or good; this figure was 74.7% among



females in the total population. On the other hand, 61.6% of males with learning disabilities aged 22 to 29 rated the mathematical skills they need in their daily lives as either moderate or poor, as compared to 24.0% of males in that age group in the total population. There was not such a marked difference for females. 48.5% of females with learning disabilities aged 22 to 29 rated the mathematical skills they need in their daily lives as either moderate or poor, as compared to 25.3% of females in that age group in the total population.

When asked to rate their reading and writing skills, 24.7% of people aged 22 to 29 with learning disabilities — both sexes — rated their skills as excellent. This can be compared to 49.7% of the total population aged 22 to 29. Conversely, 34.5% of people aged 22 to 29



with learning disabilities rated their skills as poor. This figure was 6.7% among this age group in the total population.

There was a marked difference among the percentages of males aged 22 to 29 with learning disabilities and those in the total population who rated their reading and writing skills as excellent or good (68.8% and 90.3%

respectively). There was a similar difference when you look at the data for females. 37.0% of females aged 22 to 29 with learning disabilities rated their reading and writing skills as excellent or good, as compared to 80.2% of females in that age group in the total population.

WHAT IS THE IMPACT AT SCHOOL?

Thoughts from the Focus Groups

I failed every grade, but they kept pushing me through. I was in school in the late 1960s, and people just didn't know about learning disabilities. When I got to junior high, I had no idea what was going on, so I left.

My grade three teacher told me that I'd never graduate from high school. That motivated me to prove her wrong.

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 22 to 29 with learning disabilities — both sexes — 45.5% were asked this question. 0.5% of those people said that they were still in school. Of the others, 33.7% said that they had left school because they did not like school, did not do well in school or were bored. 6.4% said they left because they wanted to work, wanted to learn a trade or had had enough education. Among the total population aged 22 to 29, 21.0% of the respondents were asked this question. Of those, 0.7% said they were still in school. Among the remaining respondents, 26.8% said they had left school because they wanted to work, wanted to learn a trade or had had enough education, while 22.5% said they had left because they did not like school, did not do well in school or were bored.

When you look at the males who were asked to respond to this question, 31.3% of those with learning disabilities aged 22 to 29 said they had left school because they did not like school, did not do well in school or were bored.

WHAT IS THE IMPACT AT WORK?

Thoughts from the Focus Groups

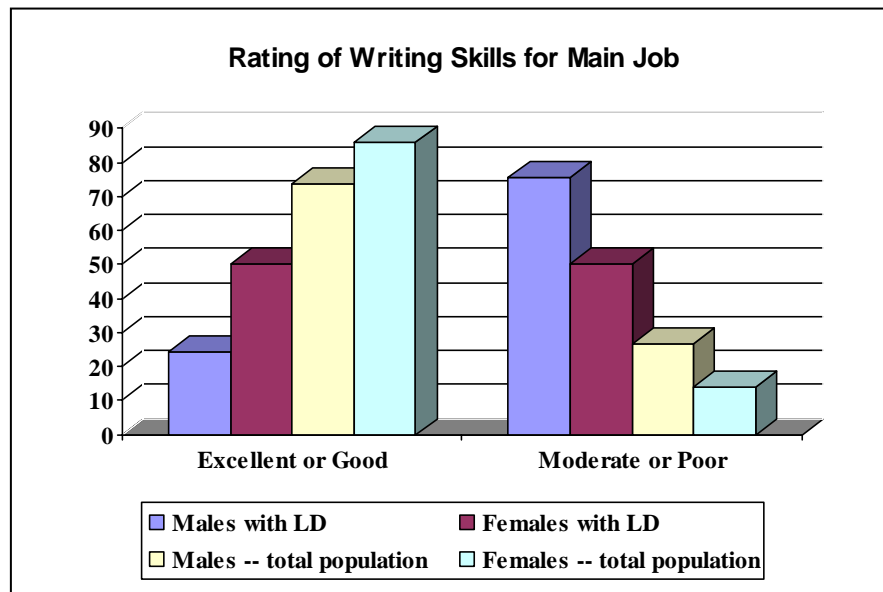
Some employers, if you tell them you have a learning disability, they're not going to hire you. They'll treat you like you're mentally challenged and think that you can only wash dishes.

When I was first diagnosed, I was in a great group and I trusted my boss enough to tell him what was going on. The person who replaced him was not so understanding. I subsequently left that group. It took me a while to build up trust with my current boss to disclose my learning disability to her.

What the Data Tell Us

When respondents (only those who were working or looking for work) were asked to rate their reading skills for their main job, more than half (58.8%) of those people aged 22 to 29 with learning disabilities rated their skills as either excellent or good. This figure was 86.8% among the total population aged 22 to 29.

When you look at males and females separately, the main difference is seen between the percentages of females aged 22 to 29 with learning disabilities who rate their reading skills for their main job as excellent



(42.8%) and the total population of females aged 22 to 29 who do the same (68.4%). Among the male population, 48.3% of individuals with learning disabilities aged 22 to 29 rated their reading skills as good; this figure was 36.2% for the total population of males aged 22 to 29.

When respondents (only those individuals who were working or looking for work) were asked to rate their writing skills for their main job, 29.5% of the population aged 22 to 29 with learning disabilities — both sexes — rated their skills as either excellent or good. This figure was 78.6% among the total population aged 22 to 29.

Some differences were apparent when you look at the male and female populations. 24.5% of males aged 22 to 29 with learning disabilities rated their writing skills for their main job as excellent or good; this figure was 73.6% among the total population of males in this age group. More females (50.0%) aged 22 to 29 with learning disabilities rated their writing skills for their main job as excellent or good. However, this figure was lower than the percentage of women aged 22 to 29 in the total population who said the same (85.9%).

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 22 to 29 with learning disabilities — both sexes — 57.3% rated their skills as either excellent or good. This figure was 86.4% among the total population aged 22 to 29.

A larger percentage of males aged 22 to 29 with learning disabilities rated their mathematical skills for their main job as either excellent or good (60.7%) as did the same female population (43.7%). Amongst the total population aged 22 to 29, 89.7% of males rated their mathematical skills for their main job as either excellent or good; the figure is 82.6% for the total population of females aged 22 to 29. Conversely, slightly more than half (56.3%) of females aged 22 to 29 with learning disabilities rated their mathematical skills for their main job as moderate or poor or they had no opinion, as compared to 39.3% of males with learning disabilities aged 22 to 29.

The figures were similar when respondents who were working or looking for work — both those with learning disabilities and the total population — were asked how many different employers they had had in the past 12 months. 71.7% of those aged 22 to 29 with learning disabilities — both sexes — said that they had had one employer. This rate was 70.9% among the total population aged 22 to 29.

When you look at males and females separately, the same pattern is apparent. More than three-quarters (77.4%) of the females aged 22 to 29 with learning disabilities said that they had had one employer in the past 12 months; this figure was 75.7% among the total female population aged 22 to 29. For males, the figures were 70.3% for those individuals with learning disabilities and 67.8% among the total population.