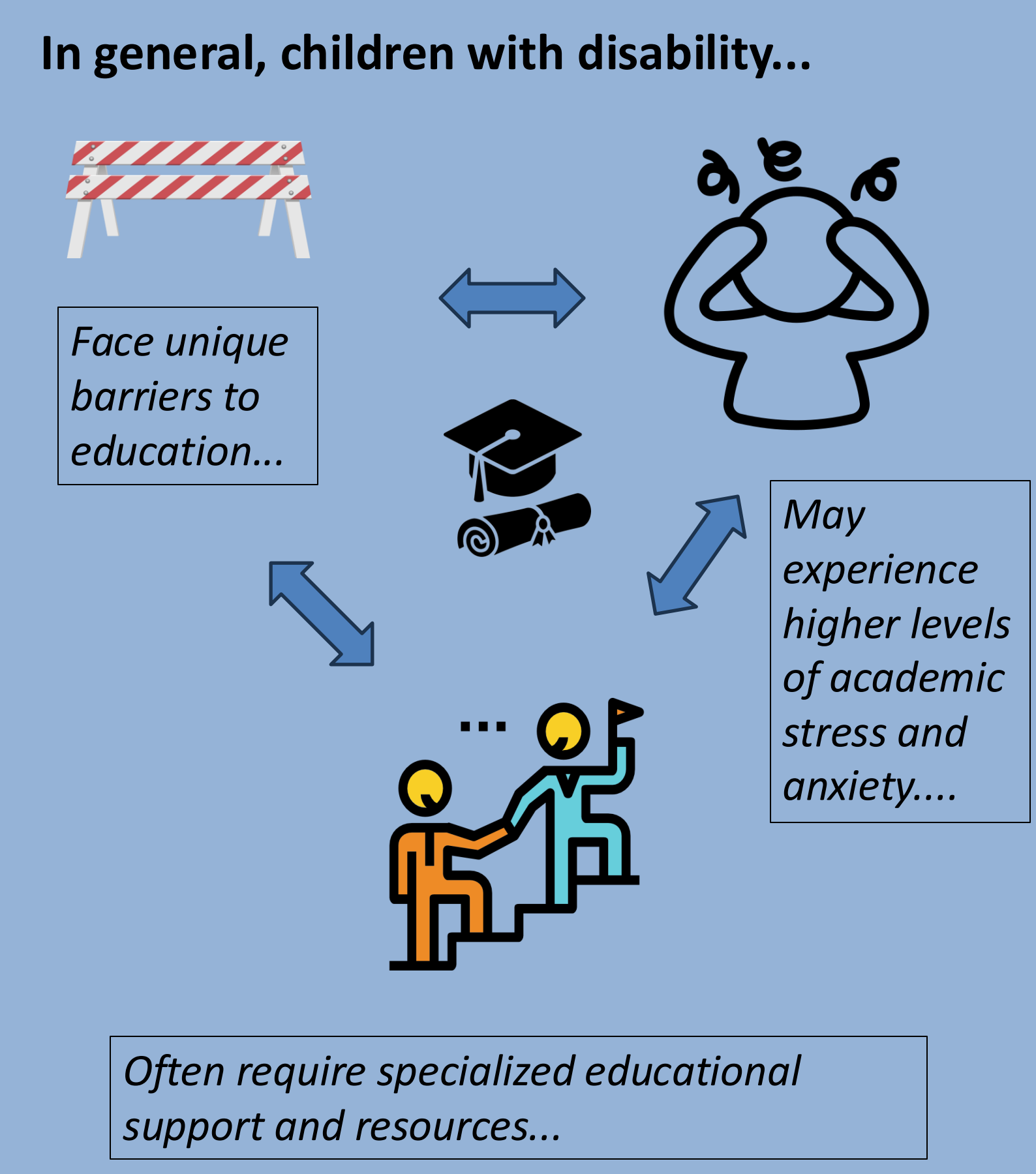


Predictors of Academic Success Among Minority-Identifying Children During COVID-19

Azurunwa, C., Lamptey, D

BACKGROUND



THE GAP?

Currently, there is a **severe lack of research** on the academic experiences of minority students living with disability.

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



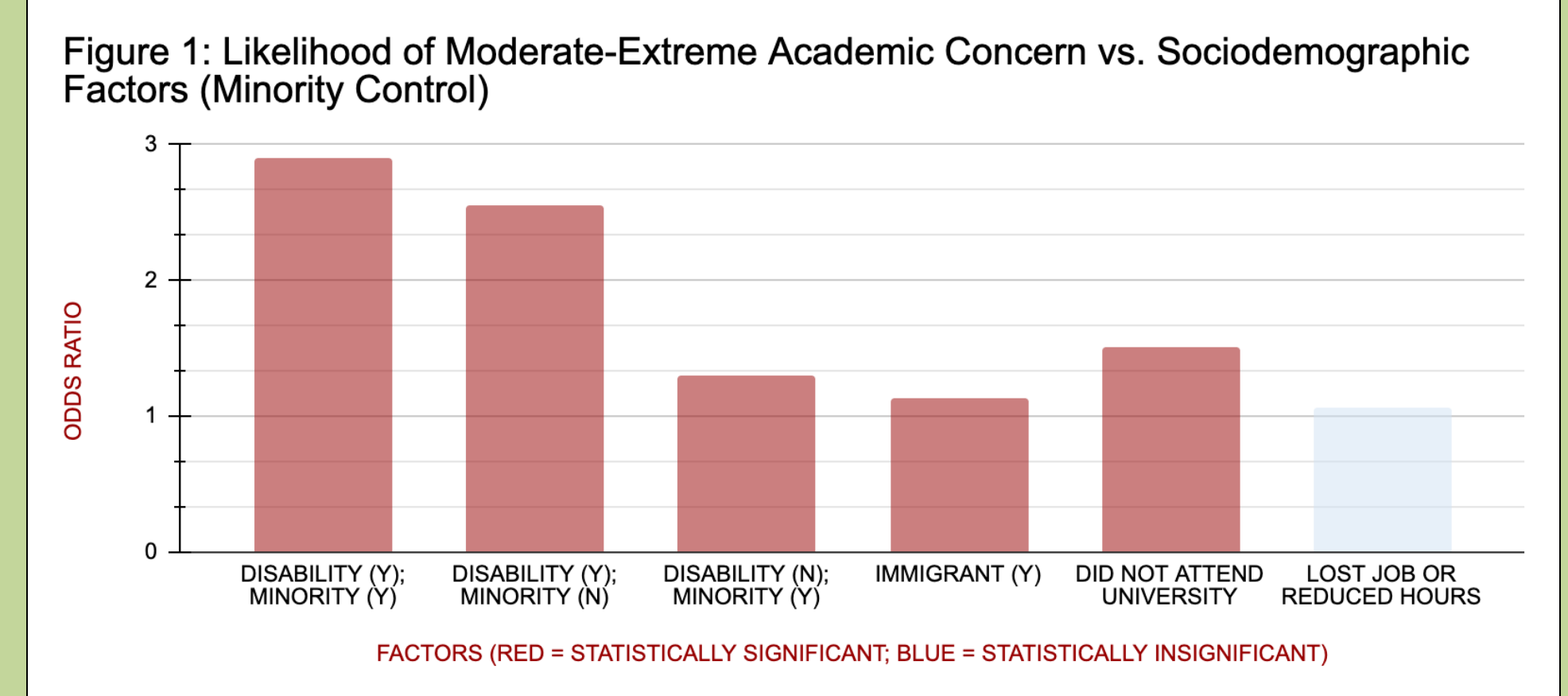
QUESTION:
Is there a relationship between race, childhood disability and academic outcomes?

METHODS

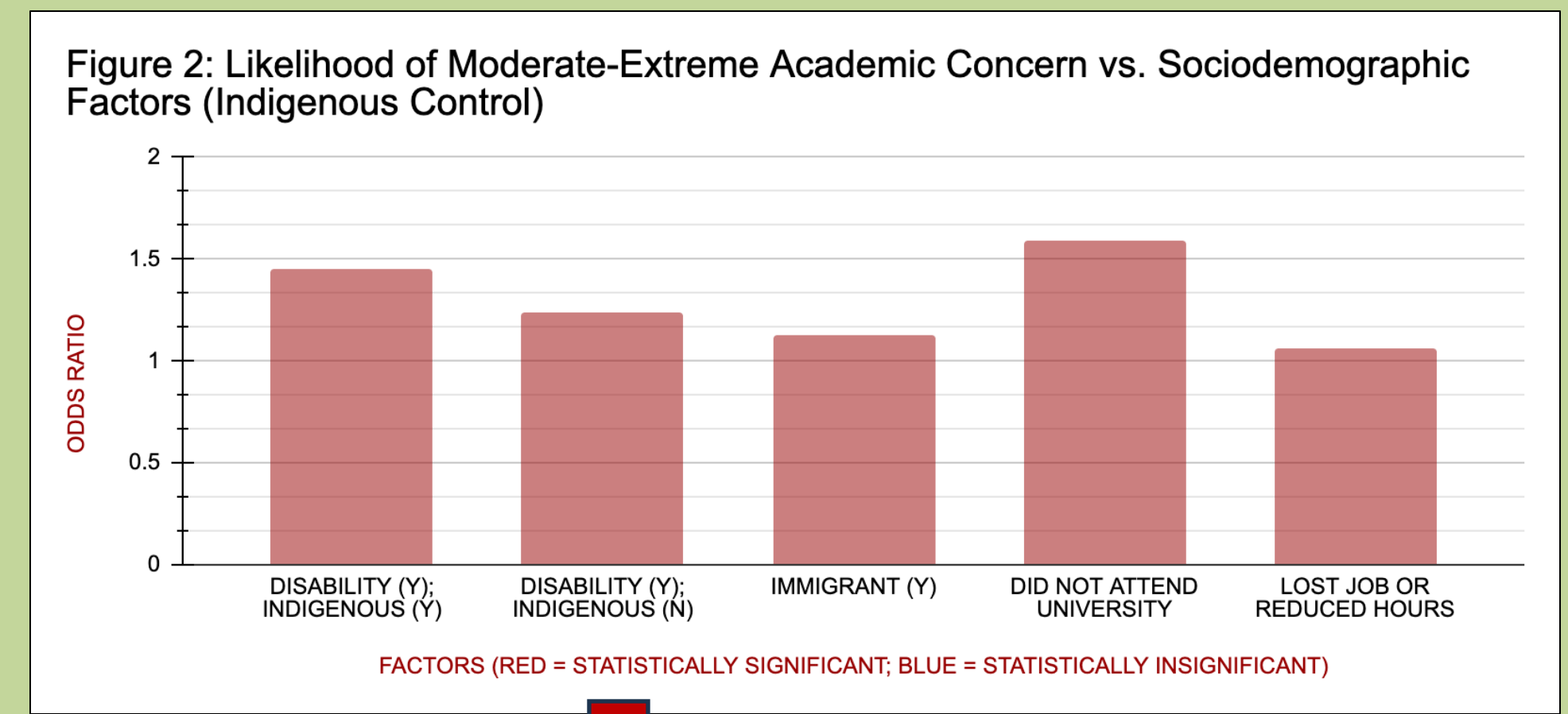
Statistical analysis of survey conducted by StatCan during June 2020

- 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, employment 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 of structured academic activities (odds ratio = 2.404, $p < 0.001$; odds ratio = 1.137, $p = 0.047$), while **minority status significantly** predicted more parental time spent helping their children with academics (odds ratio = 1.255, $p < 0.001$)

CONCLUSION

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

REVELANCE TO BLOORVIEW

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