Parents' Educational Expectations of Children With and Without Special Educational Needs (SEN): *In-Depth Analysis of the GUI Child Cohort*

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Background

- **ERC and SPD have conducted analyses on behalf of the NCSE of outcomes of children with and without SEN using the GUI child cohort data**
- **Findings from Wave 1 published this month (Nov 2014)**
- **Follow-up work is commencing using Wave 2 data (due for completion in Autumn 2015)**
- **The present study follows from initial findings regarding parents' expectations for their 9-year-old children's future education**

Literature Review (1)

- **Review is short and selective, due to time constraints and limited information on this issue (Doren, Gau & Lindstrom, 2012) particularly in Ireland (Douglas et al., 2012).**
- **Initial findings from Wave 2 of the child cohort of GUI (ESRI, TCD & DCYA, 2012) showed that, at age 13:**
  - 38% of children with SEN compared to 54% of children without SEN expected to obtain a degree.
  - Maternal educational expectations were a lot higher than those of the children themselves (79% of mothers expected their child to obtain a degree, compared to 51% of children).

Literature Review (2)

- **Masino and Hodapp (1996) examined parental educational expectations of Grade 8 children with disabilities (US National Educational Longitudinal Study, 1988).**
- **The authors noted (p. 522) *'…the population of students with mild disabilities has received little research attention'.***
- **Disabilities were limited to <u>physical and sensory</u> disabilities.**
- **Findings:**
  - Parental expectations were slightly higher for students with (physical and sensory) disabilities than students without these disabilities.
  - School performance, parental education and race were significantly associated with parental expectations in a similar way across children with and without disabilities.
  - They conclude (p. 522): *'Teachers, counsellors and other interested professionals can help eliminate barriers to college attendance met by students with disabilities by taking steps to <u>ensure that these students are not placed into academic tracks unnecessarily</u>, and by working to <u>improve transitional support services</u>. …<u>Early parental involvement</u> is considered a necessary element of a quality transitional program…'.*

Literature Review (3)

- **A more recent study on parental educational expectations (Doren, Gau & Lindstrom, 2012) also drew on longitudinal data (US Longitudinal Transition Study-2)**
- **Examined parents' expectations, demographic characteristics, and adolescents' autonomy and their relationships with actual post-school outcomes (11,000 13- 17-year olds in receipt of special educational services during 2000-2001).**
- **Students were grouped into 12 categories (so the notion of 'disability' or 'special need' is much broader than it was in Masino &Hodapp's study) sub-classified further into 'primary disability' for analysis (*learning*, *intellectual*, *emotional* and *other*).**

Literature Review (4)

- **Findings (Doren et al., 2012):**
  - High school graduation averaged 75%, ranging from 58% (emotional) to 81% (other).
  - Enrolment in post-secondary averaged 35%, ranging from 21% (emotional) to 50% (other).
  - Parent expectations significantly predicted outcomes.
  - Disability type moderated the relationship between parent expectations and outcomes – being non-significant for intellectual disabilities but significant for the other types of disability.
  - Parent expectations were related to student autonomy, which in turn was related to post-school outcomes.
- **The authors concluded (cf. Masino & Hodapp) that improved transitional support services could be beneficial.**
- **They noted that further research on the reasons for differential impact of parental expectations on outcomes of students with different kinds of disabilities is needed.**

Literature Review (5)

- **A third study (Rutchick, Smyth, Lopoo & Dusek, 2009) examined the potentially biasing effect of child behavioural problems on parental expectations.**
- **Behaviour problems were identified on the basis of the *Behaviour Problems Index* which measures both internalising and externalising behaviours (combined into a single scale by the authors).**
- **This study also used longitudinal data from about 900 children (baseline aged 9.75 with follow up after five years; data collected in 1997 and 2002).**
- **Findings:**
  - parental expectations influenced children's own expectations over and above children's achievement scores, parental income and education.
- **They concluded that *'…parents appear to view child behaviour problems as indicative of persistent underlying characteristics, and adjust educational expectations downwards'* (p. 392).**

Aims of the Present Study

- **In Ireland, there is little research of a longitudinal nature that examines**

  (i) differences in parents' educational expectations across children with varying special educational needs,

  (ii) whether these differences hold after taking academic, demographic, social and economic characteristics into account, or

  (iii) how parents' expectations may shape children's own educational expectations over time.
- **The present study examines the first two of these issues, with follow-up on the third issue planned with Wave 2.**
- **Follow-up analysis using Wave 2 will provide a more complete picture of this issue:**
  - Having measures of educational expectations after the transition to post-primary
  - How expectations of students themselves are related to those of their parents
  - How students' progress in school is related to their future expectations
  - How children's social and economic contexts shape expectations over time.

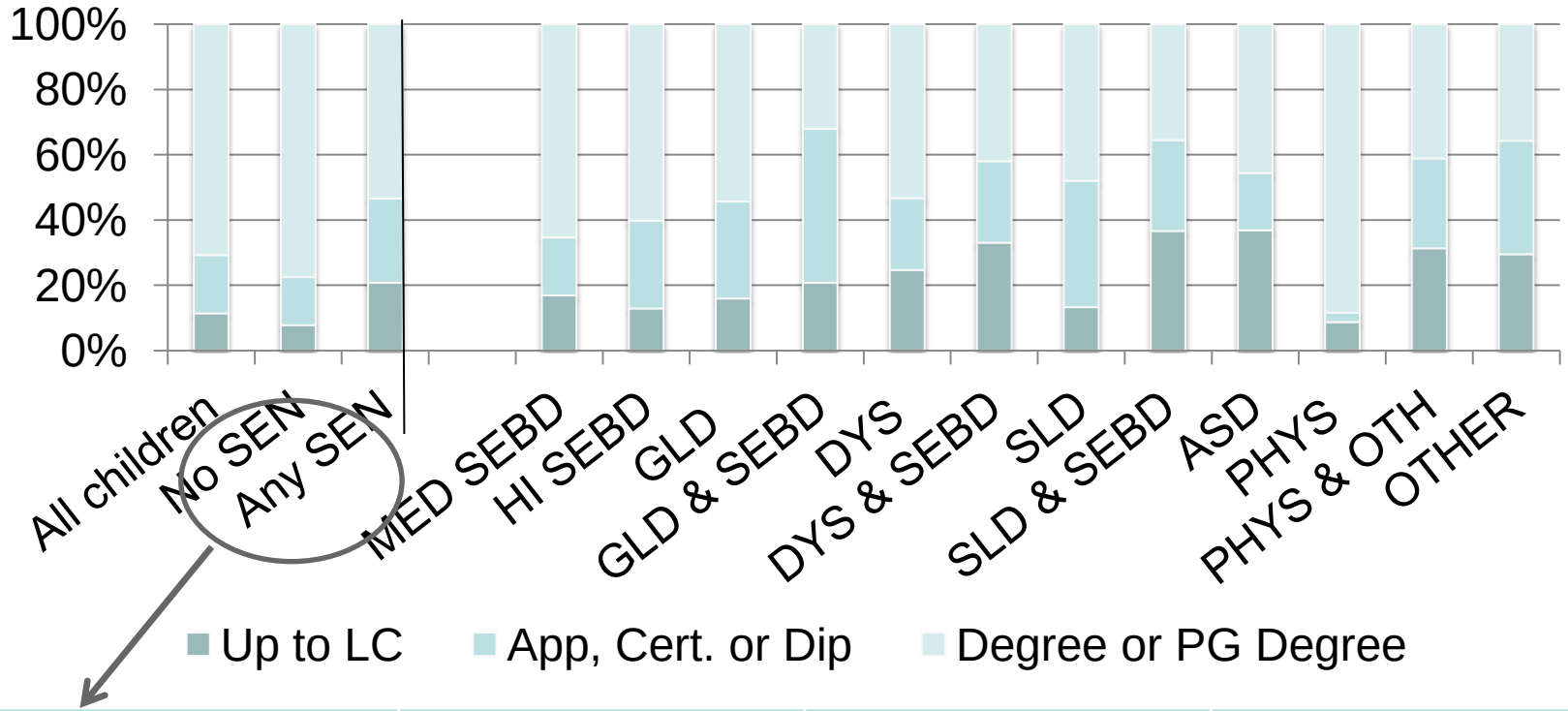
Classification used in the Present Study

Prevalence, at 27.8%, is similar to that found previously (25%; Banks & McCoy, 2011)

An attempt is made to define common combinations of SEN… some issues with some categories…

Category	N	% of all children (N=8568)	% of children with SEN (N=2381)
Medium risk SEBD only	619	7.2	26.0
High risk SEBD only	371	4.3	15.6
GLD	246	2.9	10.3
GLD with medium or high risk SEBD	125	1.5	5.2
Dyslexia (including 15 cases with another specific SEN)	187	2.2	7.9
Dyslexia with medium or high risk SEBD	100	1.2	4.2
Speech and Language disorder (including 24 cases with another specific SEN)	101	1.2	4.2
Speech and language disorder with medium or high risk SEBD	91	1.1	3.8
Autistic spectrum disorder or Asperger's syndrome (66 of these also having another SEN or SENs)	69	0.8	2.9
Physical or sensory disability only	68	0.8	2.9
Physical or sensory disability with medium or high risk SEBD and/or other general or specific SEN(s)	158	1.8	6.6
Other special educational need(s)	246	2.9	10.3
No special educational need(s)	6187	72.2	

Findings that Prompted the Present Study



SEN group	Up to LC	App, Cert. or Dip	Degree or PG Degree
No special educational need(s)	**7.8%**	**14.7%**	**77.6%**
Any special educational need(s)	**20.8%**	**25.8%**	**53.4%**

Analyses (1)

- **Two sets of logistic regressions with adjustments to p-values to take Type II error into account**
- **Models 1: parents expect degree vs. other**
- **Models 2: parents expect apprenticeship or diploma vs. other**
- **Background measures: SEN, gender, SES scores, parental education, home educational environment, reading and maths test scores**
- **Strategy: examine odds ratios and unique and shared variances of seven sets of models**
  - SEN and Gender
  - SEN and Gender and Home Background
  - SEN and Gender and Test Scores
  - SEN and Gender and Home Background and Test Scores
  - Home Background
  - Test Scores
  - Home Background and Test Scores

Analyses (2)

- **Expectations for Models 1:**
  - differences between children without SEN and children with physical or sensory disabilities will indicate slightly favourable results for the latter
  - other things being equal, children with SEN plus SEBD will have lower parental expectations
  - lowered parental expectations for children with SEN will remain after account is taken of home background and test scores.
- **Expectations for Models 2:**
  - not so clear cut as most of the research focuses on obtaining a degree
  - however, it is expected that parental educational expectations will differ after account is taken of home background and test scores.

Findings: Expectations of Degree (1)

Background Measure	SEN and Gender	SEN and Gender and Home Background and Test Scores
SEBD Med Risk (0=no, 1=yes)	.553	.693
SEBD High Risk (0=no, 1=yes)	.469	*.738*
GLD (0=no, 1=yes)	.348	.848
GLD and SEBD (0=no, 1=yes)	.140	.260
Dyslexia (0=no, 1=yes)	.333	.463
Dyslexia and SEBD (0=no, 1=yes)	.217	.292
SLD (0=no, 1=yes)	.284	.356
SLD and SEBD (0=no, 1=yes)	.169	.358
ASD (0=no, 1=yes)	.282	.452
Phy/Sens Disability (0=no, 1=yes)	2.244	*2.390*
Phy/Sens Disability and other SEN (0=no, 1=yes)	.218	.424
Other SEN(s) (0=no, 1=yes)	.161	.371
(Reference: No SEN)		
Child's Gender (0=female, 1=male)	.692	.566
SES score (M=50, SD=10)		1.018
Parent Ed - Upper secondary		1.304
Parent Ed - Dip or Cert		1.775
Parent Ed - Primary degree		3.691
Parent Ed - Postgrad degree		7.653
(Reference: Parent Ed - primary)		
Exp Financial Stress (0=no, 1=yes)		1.470
TV in child's bedroom (0=no, 1=yes)		.707
More than 30 children's books at home (0=no, 1=yes)		1.434
Reading score (M=50, SD=10)		1.029
Maths score (M=50, SD=10)		1.022
Nagelkerke R^2	0.109	0.280

Component	% variance
SEN and Gender (unique)	0.040
Home background (unique)	0.090
Test scores (unique)	0.044
Shared Variance	0.106
Total	0.280

- Full model explains 28% of variation (pseudo R^2)
- Strong effects of parental education are evident
- Some covariance; note the similar amounts of unique variance associated with SEN and gender, and test scores
- Gender difference is worth noting

Findings: Expectations of Degree (2)

- **Expectations**
  - Differences between children without SEN and children with physical or sensory disabilities will indicate slightly favourable results for the latter: **Confirmed** – these children 2.4 times more likely to have parents with degree expectations ($p < .05$; medium effect size)
  - Other things being equal, children with SEN plus SEBD will have lower parental expectations: **Partially confirmed –** GLD and Dyslexia, but not SLD.
  - Lowered parental expectations will remain after account is taken of home background and test scores: **Largely confirmed** – even after adjusting for SES, parent education, financial stress, indicators of educational climate, and reading and maths test scores, a majority of children with SEN are significantly less likely to have parents to expect them to obtain a degree. *Exceptions:* Children with GLD, and a physical or sensory disability.

Findings: Expectation of Dip. or App. (1)

Background Measure	SEN and Gender	SEN and Gender and Home Background and Test Scores
SEBD Med Risk (0=no, 1=yes)	1.217	1.096
SEBD High Risk (0=no, 1=yes)	**1.910**	**1.605**
GLD (0=no, 1=yes)	**2.435**	1.205
GLD and SEBD (0=no, 1=yes)	**5.138**	**3.125**
Dyslexia (0=no, 1=yes)	**1.596**	1.081
Dyslexia and SEBD (0=no, 1=yes)	*1.809*	1.443
SLD (0=no, 1=yes)	**3.340**	**2.778**
SLD and SEBD (0=no, 1=yes)	**2.093**	1.446
ASD (0=no, 1=yes)	.986	.592
Phy/Sens Disability (0=no, 1=yes)	*.138*	*.134*
Phy/Sens Disability and other SEN (0=no, 1=yes)	**1.956**	1.359
Other SEN(s) (0=no, 1=yes)	**3.064**	**1.660**
(Reference: No SEN)		
Child's Gender (0=female, 1=male)	**1.893**	**2.126**
SES score (M=50, SD=10)		*.990*
Parent Ed - Upper secondary		.977
Parent Ed - Dip or Cert		.876
Parent Ed - Primary degree		**.407**
Parent Ed - Postgrad degree		**.175**
(Reference: Parent Ed - primary)		
Exp Financial Stress (0=no, 1=yes)		**.657**
TV in child's bedroom (0=no, 1=yes)		*1.180*
More than 30 children's books at home (0=no, 1=yes)		**.827**
Reading score (M=50, SD=10)		**.979**
Maths score (M=50, SD=10)		**.985**
Nagelkerke R^2	**0.067**	**0.159**

Component	% variance
SEN and Gender (unique)	**0.043**
Home background (unique)	**0.057**
Test scores (unique)	**0.019**
Shared Variance	**0.040**
Total	**0.159**

- Full model explains 16% of variation (pseudo R^2)
- Effects of parental education are evident only at degree level
- Some covariance; note that while SEN has similar unique explained variance as with Models 1, test scores are more weakly related to this level of parental educational expectation
- Gender difference is again worth noting

Findings: Expectation of Dip. or App. (2)

- **Expectations**
  - parental educational expectations will differ after account is taken of home background and test scores. **Partially confirmed** – four groups of children with SEN remain more likely to have parents expecting them to study a diploma or apprenticeship (GLD and SEBD, SLD, high risk SEBD, and other SEN(s))
  - Findings from Models 2 help to fill some of the gaps found in Models 1, and suggest that some children thought of as 'non-academic' or 'problematic' have parental educational expectations that *may* shape their future educational pathways

Conclusions

- **Conclusions from this part of the analysis (Wave 1 only) are somewhat limited, but:**
  - expectations, based on previous research, are largely confirmed
  - Findings point to fairly strong, consistent differences between parents of children with varying SEN even at age 9
- **Should be viewed as part of the jigsaw, with follow-up work on Wave 2 providing more insights**

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