



*Parental expectations of
children with a disability:
impact on educational
outcomes at age 13*

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Outline

- **Background, data and measures**
- **Academic outcomes at 9**
- **Parental expectations**
- **Academic outcomes progress at 13**
- **Conclusions and implications**



Background

- Parental expectations boost/depress child's motivation and expectations (Rosenthal, 1974). Very little research on impact for children with different types of Special Educational Need
- National Disability Agency funded project to examine this.
- This presentation focuses on parental expectations at age 9 in academic attainment at age 13
 - Full report also considers social outcomes



Data and Measures

- **GUI cohort of children born in 1998**
 - 7,423 families responded in both waves (age 9 & age 13).
- **Parental expectation at 9**
 - “Taking everything into account, how far do you expect *[name]* will go in his/her education or training?”
- **Academic performance at 9 & 13**
 - Drumcondra Maths & Reading standardised tests age 9
 - Drumcondra Verbal Reasoning Test & Numerical Ability age 13



Disability Categories

1. Teacher Report

1. **Physical /visual /hearing**
2. **Speech impairment**
3. **Learning disability**
4. **Emotional or behavioural problem**

2. PCG Report

1. **Dyslexia**
2. **ADHD**
3. **Autism**
4. **Asperger's**
5. **Speech & language Difficulty**
6. **Dyspraxia**
7. **Slow progress**
8. **Other**

3. Teacher Report on SDQ

1. **High SDQ**

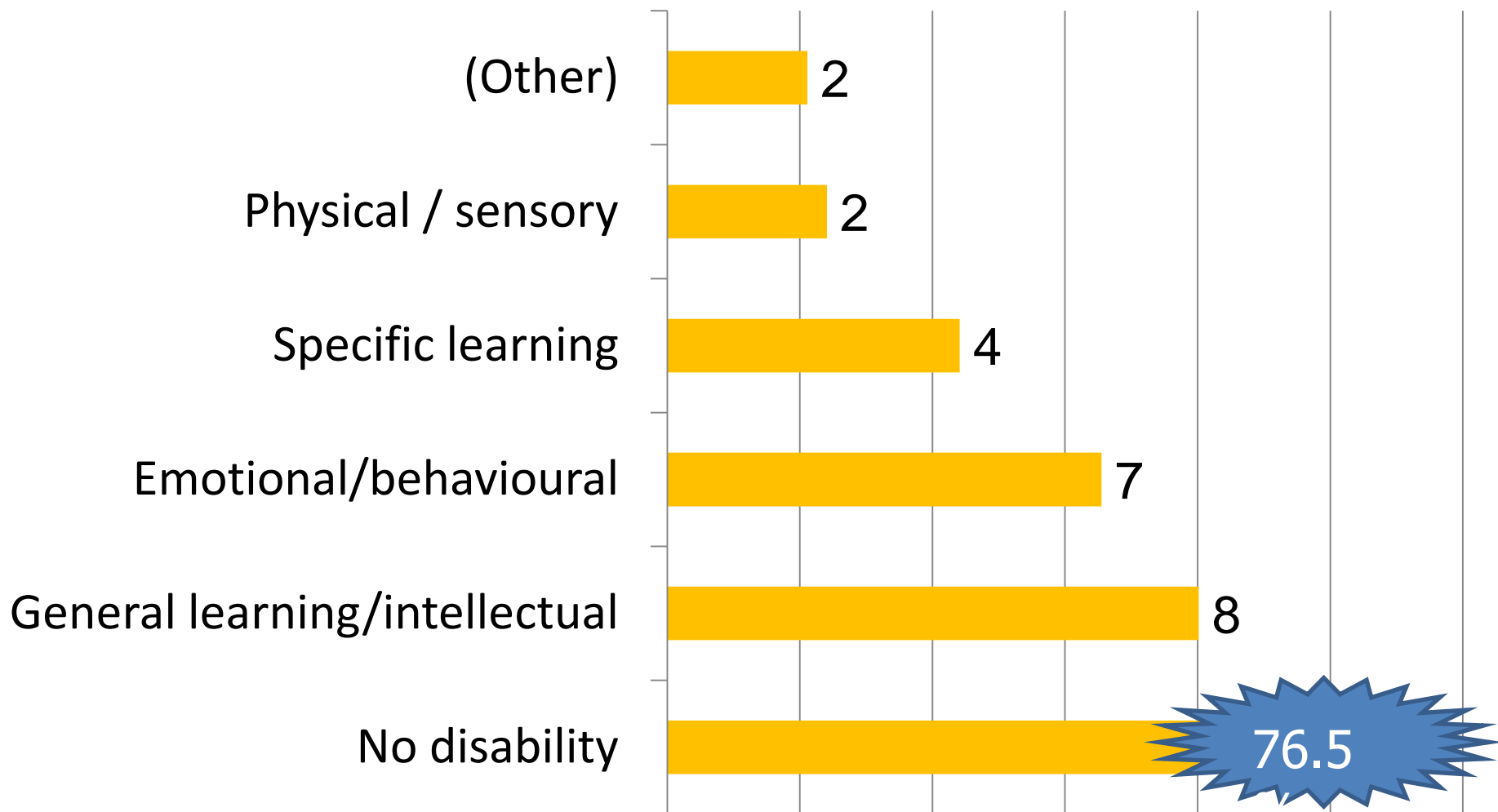
Type of Disability

1. **General learning/ intellectual**
2. **Specific Learning**
3. **Emotional/ behavioural**
4. **Physical/visual/speech**

5. **Other**

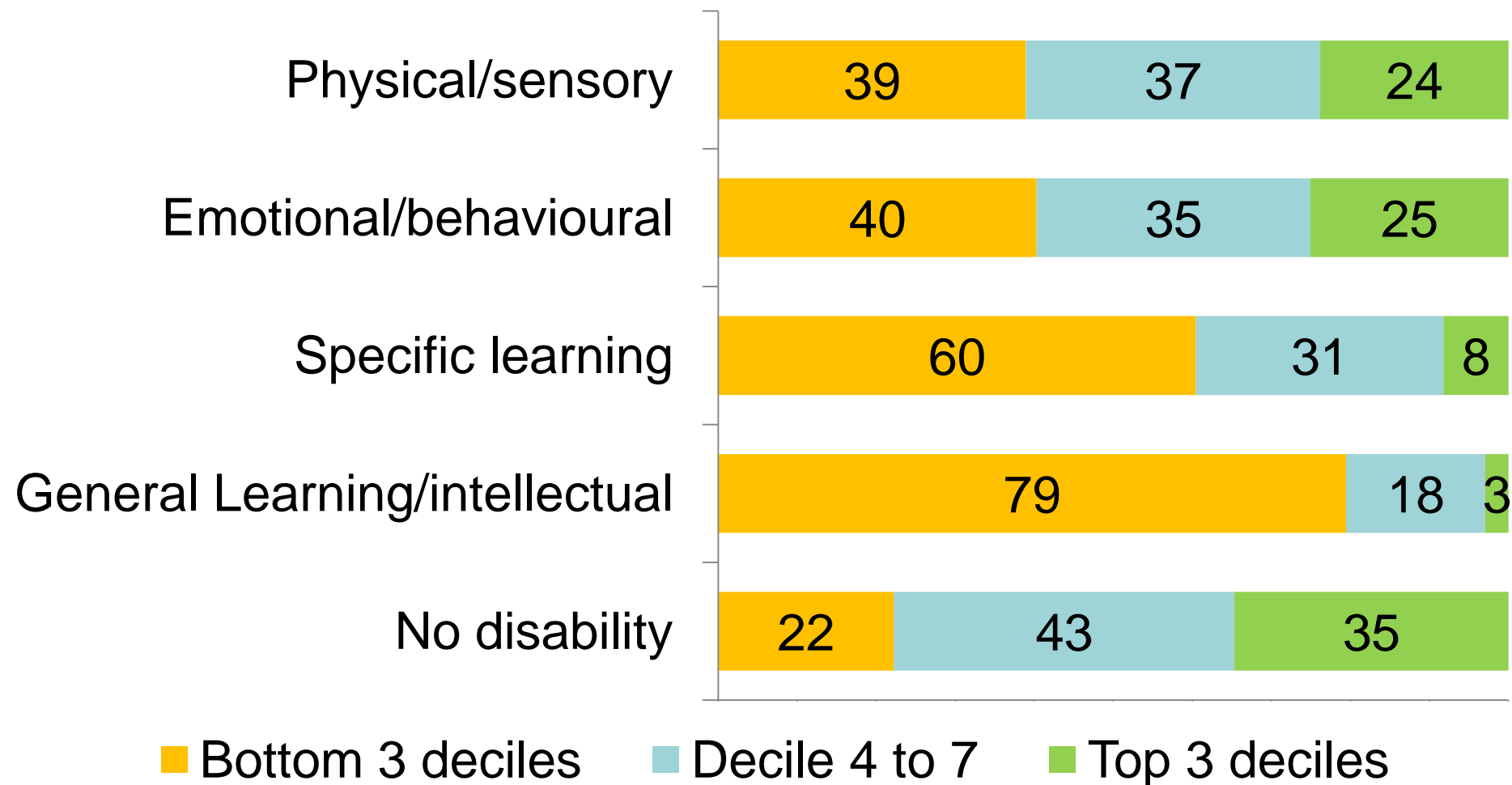


Type of Disability at Age 9 (% of Children)



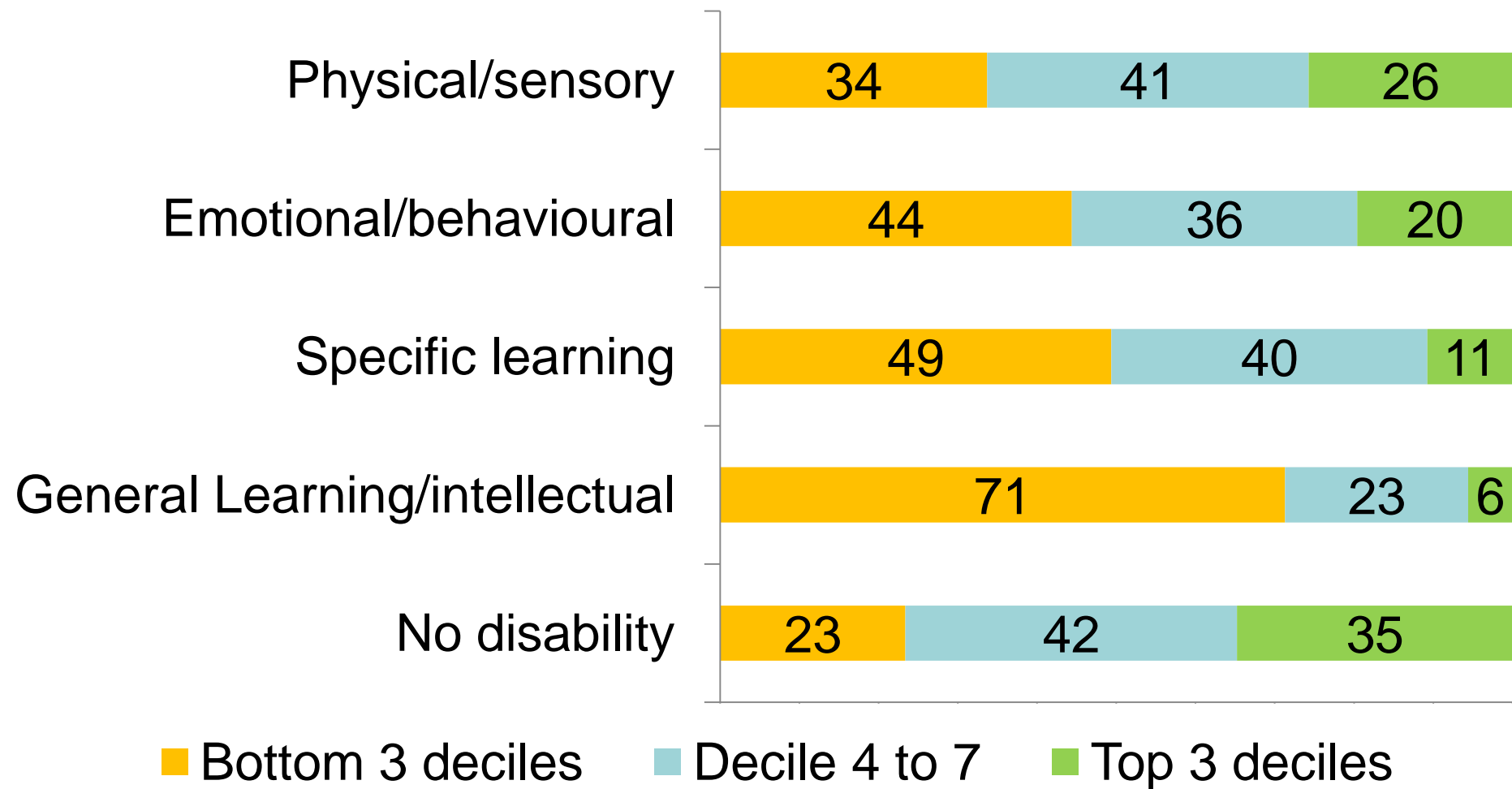


Drumcondra Reading Scores at Age 9 (%)





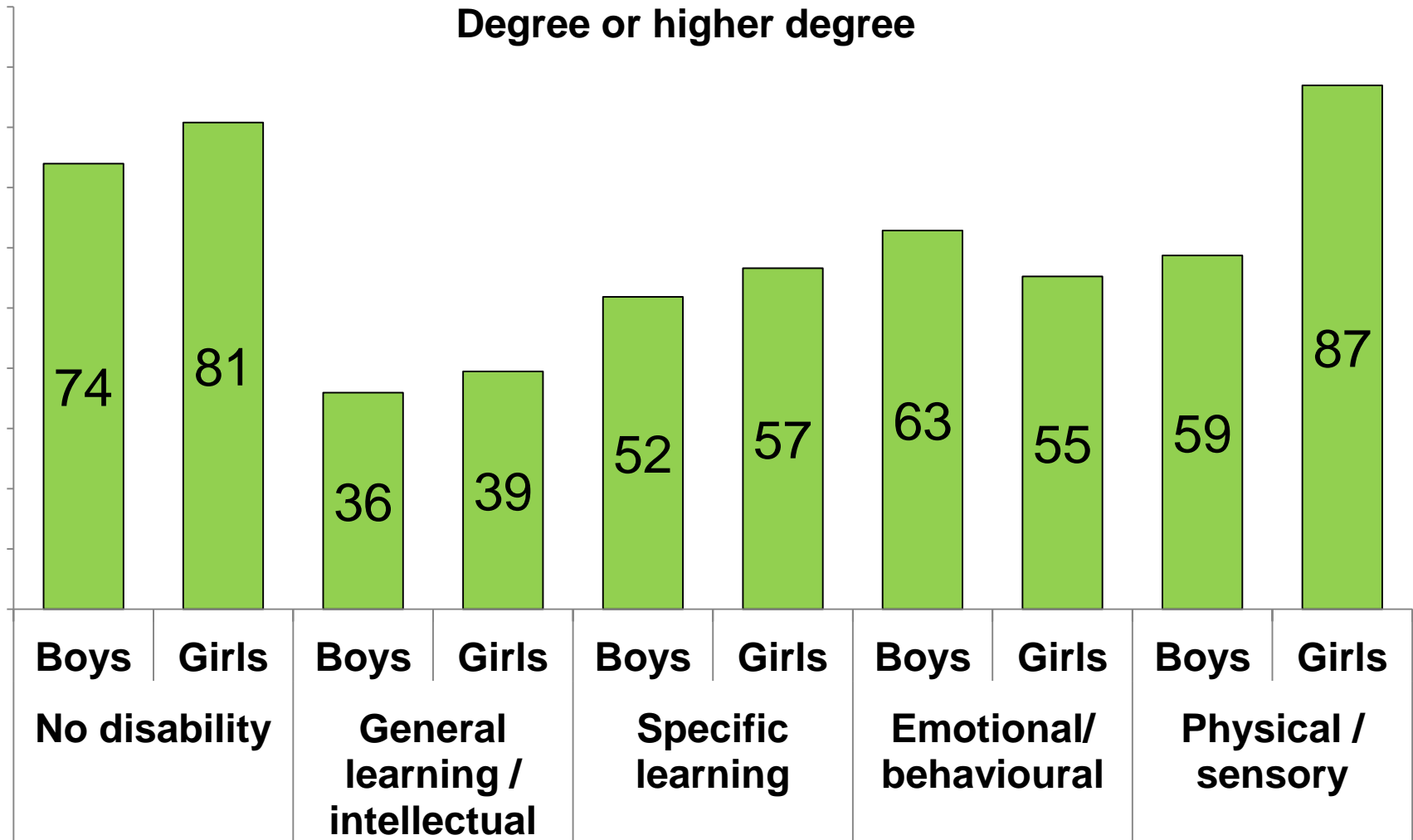
Drumcondra Maths Scores at Age 9 (%)





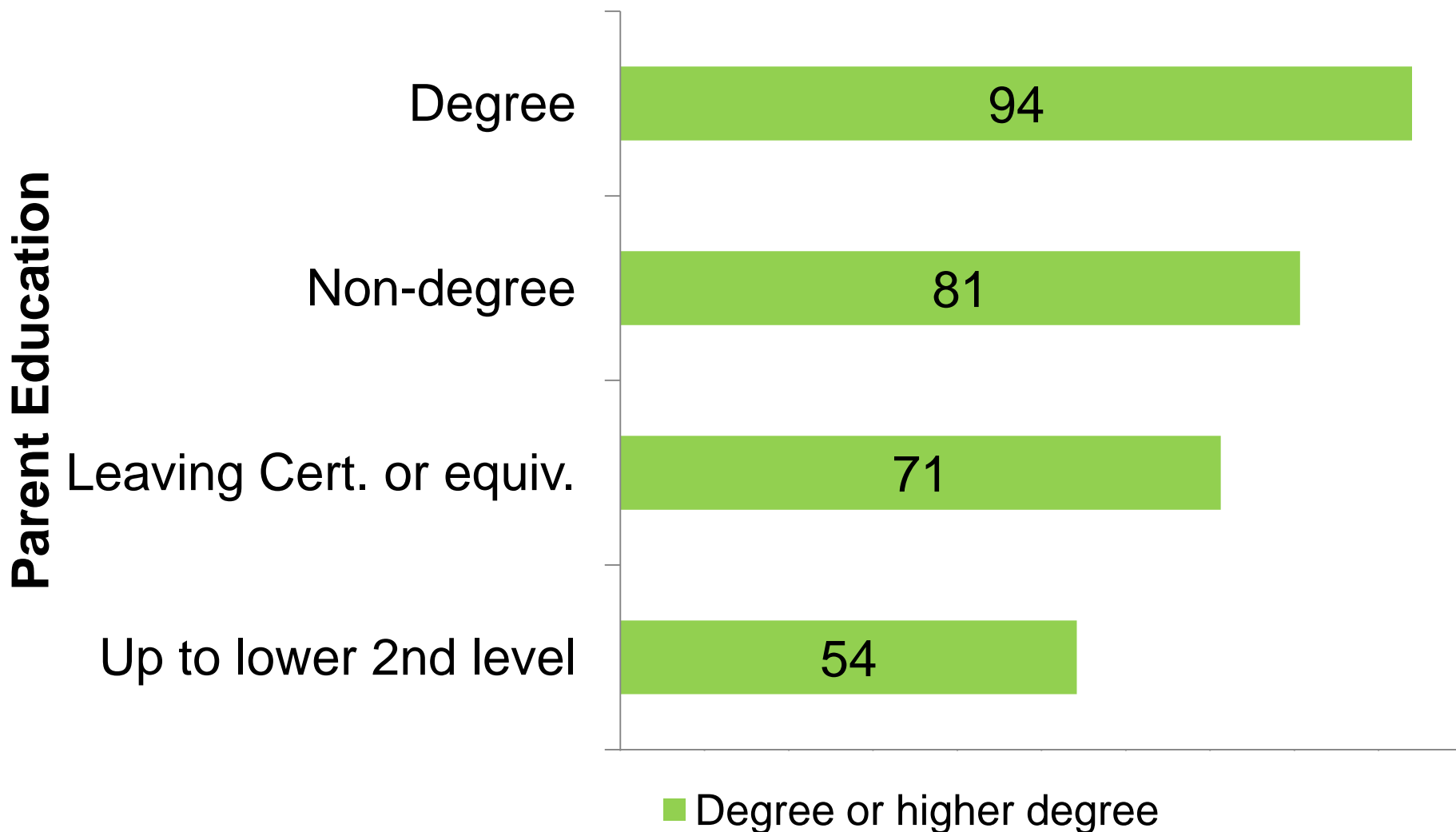
Parental Educational Expectations at Age 9 by Gender & Disability Type (%)

Degree or higher degree



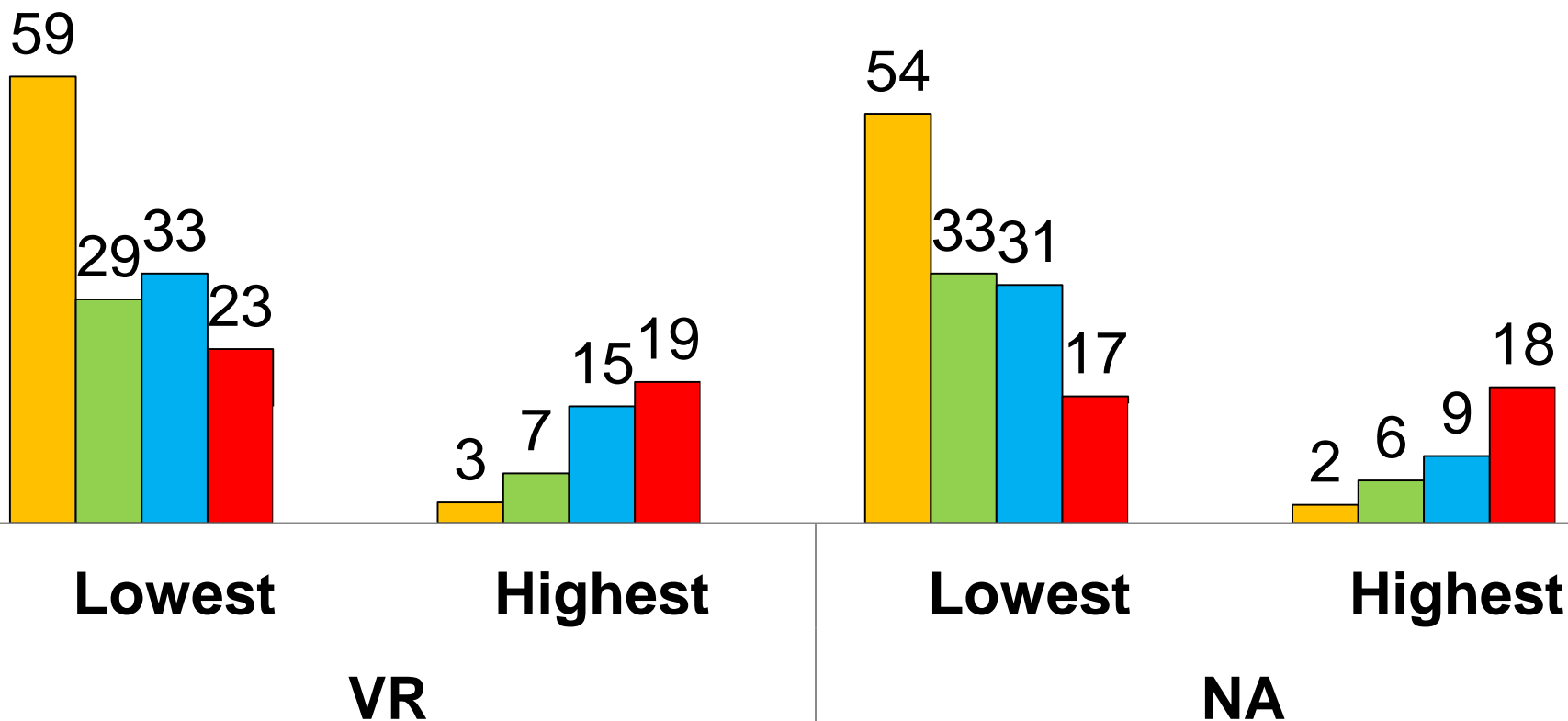


Parental Educational Expectations by Parents Own Level of Education(%)





Performance at Age 13 on Aptitude Tests (% in lowest & highest quintiles) in Verbal Reasoning & Numeric Ability



■ General learning/ intellectual

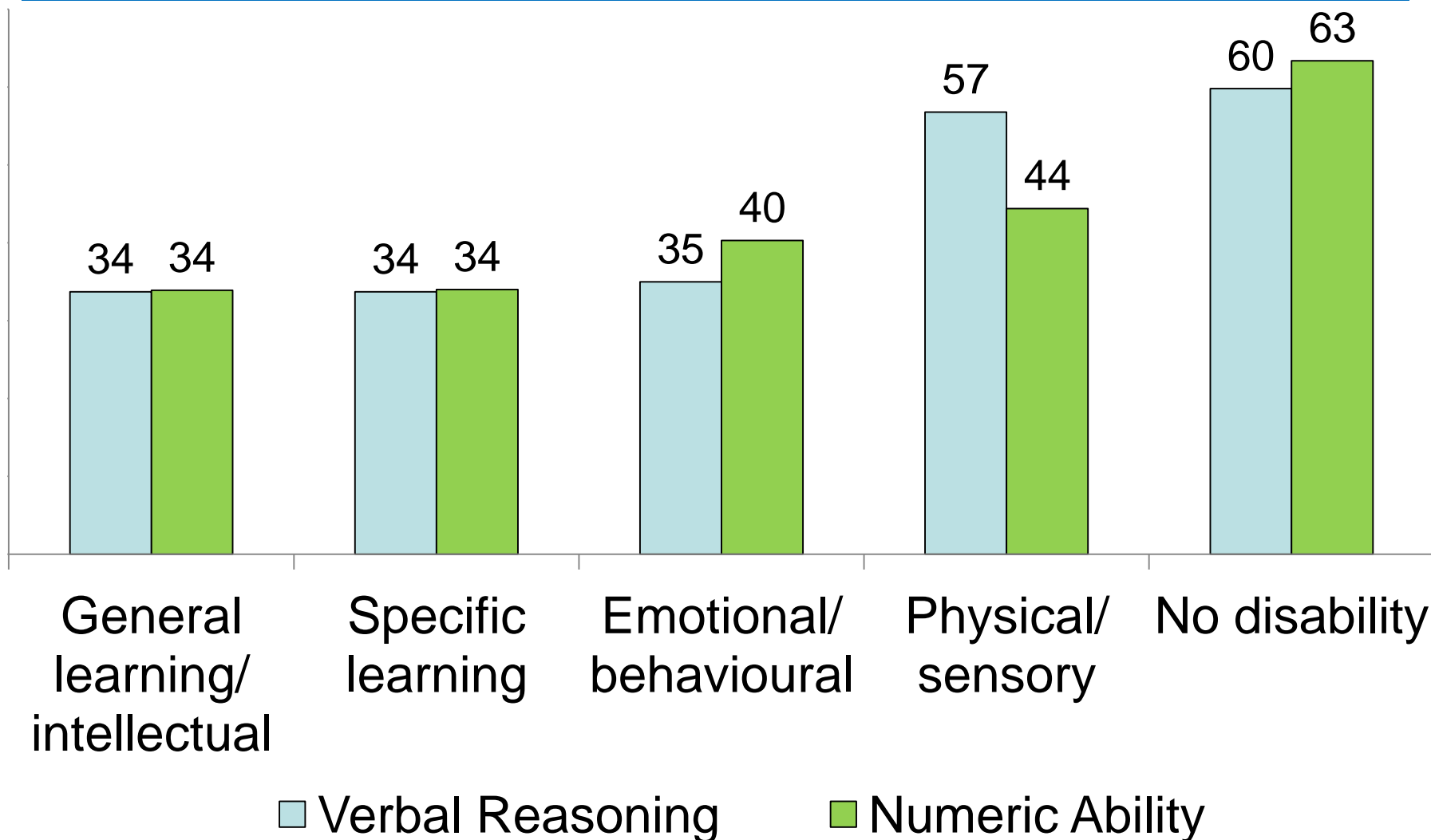
■ Emotional/ behavioural

■ Specific learning

■ Physical/ sensory



Of Those in the Lowest Quintiles at Age 13, % Expected by Parents to Achieve a Degree by Presence of a Disability





Multivariate Models

- Statistical Model, dependent variable = academic outcomes at 13
- Focus on verbal reasoning – being in bottom quintile at age 13
- **Control variables:**
 - Disability type, child gender, mother's education, household economic vulnerability, family type – lone parent/couple family whether parent has a disability Parent-child relationship Maths and reading scores age 9 School social mix (DEIS status)
- **Parent expectations for educational attainment**



How Much More Likely are Children with a Disability to Perform in the Lowest Verbal Reasoning Quintile? (odds ratios)

	Model 1 (no controls)	Model 2 Add (individ & family characteristics & PCG expect)	Model 3 (add reading score at 9)	Model 4 (add school DEIS status)
No disability	Ref	Ref	Ref	Ref
General learn./ intellectual	7.9	5.8	2.7	2.8
Specific learning	2.4	2.3	n.s.	n.s.
Emotional/behavioural	2.7	2.3	2.4	2.2
Physical/sensory	1.7	1.8	n.s.	n.s.
Parent expects ... Degree		Ref	Ref	Ref
... Leaving Cert. or less		2.7	2.0	2.0
... Certificate/diploma		2.5	1.8	1.8



Summary

- Parental expectations at age 9 differ by
 - parental education and by
 - type of disability
- Parental expectations at age 9 matter for academic achievement at age 13
 - Even controlling for academic achievement at 9
- Other analyses show parental expectations at age 9 also matter for social outcomes at age 13 – particularly self-concept
- Intellectual and emotional/behavioural disability groups faring less well



Policy Implications

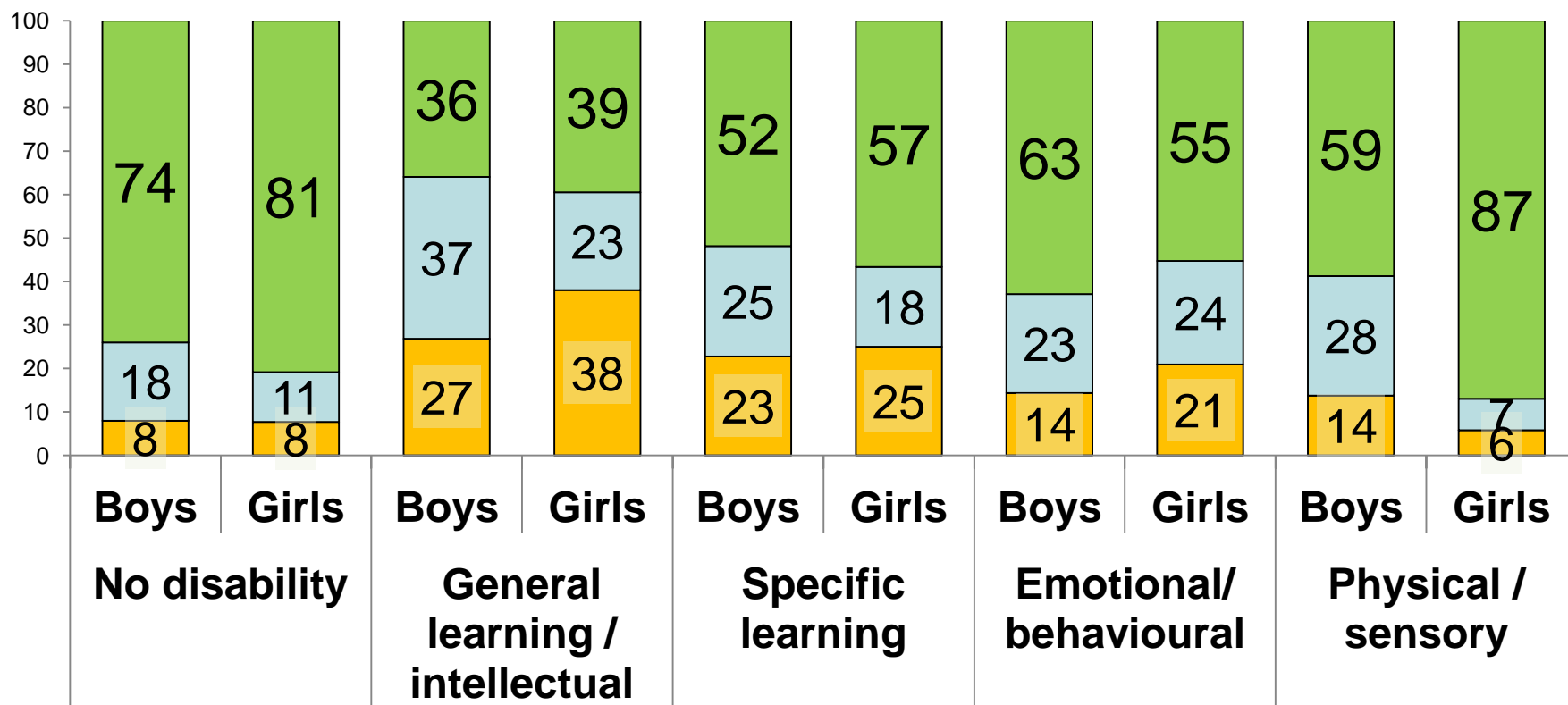
- Parental expectations differ by parent educational level – need to promote equality of educational opportunity
- Parental expectations can inhibit young people from maximising their potential – parents and young people need to be informed about opportunities need to challenge assumptions about what is possible?
- Parental expectations affect self-concept and academic outcomes. For children whose capacity to achieve in a competitive educational setting is limited, are there sufficient other opportunities for achievement?
- Children with intellectual disability and emotional/behavioural disability – are there other supports that can be provided?



Thank You.



Parental Educational Expectations at Age 9 by Gender & Disability Type (%)



- Up to Leaving Cert
- Certificate or Diploma (including plc., apprenticeship)
- Degree or higher degree



Parental Educational Expectations by Parents Own Level of Education(%)

Parent Education

