



Academic Expectations Among Teachers and Parents of Children with Special Educational Needs

Joanne Banks (ESRI), Delma Byrne (NUIM) and Selina McCoy (ESRI)



Why Expectations

- **Why Academic Expectations of Teachers and Parents?**
 - Individual Socialisation Processes
 - Conflict theories
 - School Organisation and Process
 - Wider societal constructions of certain groups in society
 - Blanket assumptions
 - models of disability/inclusiveness
 - pervasiveness of group stereo-types
- **Why Teachers *and* Parents?**
 - Expectations of both impact on educational outcomes
 - Home as ‘site of social solidarity’
 - Existing literature on expectations of teachers and parents



Aims

- **Examine teacher and parent expectations of children with special educational needs relative to whole cohort**
- **Examine the extent to which parents and teachers under-estimate the maths and reading achievement of children with special educational needs**
- **Explore the mechanisms through which school and family processes may affect students' educational outcomes.**

Measures of Expectations

Parent

Based on your knowledge of the Study Child's schoolwork, including his/her report cards, how well in general do you think he/she is doing in mathematics/reading relative to other children of his/her age.

Do you think he/she is:

- Poor
- Below Average
- Average
- Above Average
- Excellent

Teacher

How would you rate the Study Child's academic performance (Reading, Mathematics) in the following areas relative to children of his/her age group.

- Below Average
- Average
- Above Average



Independent Variables

Factors influencing expectations for children with SEN

- **Child**

- Gender, SEN, attitudes toward Maths and Reading, academic self-perception and participation in homework club

- **Family**

- Socio-economic indicators (class, income), parental Involvement in schooling, family structure, books in the home, parent expectations

- **School**

- DEIS Status, gender mix, teacher expectations



Analytic Strategy

- **Multiple Regression with Binary Dependent Variable and Child, Family and School Characteristics that may influence expectations**
 - Determinants of teachers and parents expectations of child in Maths and Reading
 - Plot predicted probabilities of high expectations across the achievement spectrum, compare pupils with SEN versus those without SEN

Maths achievement and expectations

Maths Achievement

SEN Group	Mean	SD	N
SEN	-1.0942	.984	2354
No SEN	-.6247	.879	6063

Parent and Teacher Expectation of Maths Achievement

	SEN		No SEN	
	Mean	%	Mean	%
<i>Parent</i>				
Poor/Below Average	-1.761	19.3	-1.319	4.3
Average	-1.264	41.8	-.9420	39.1
Above Average	-.6975	22.8	-.4440	32.2
Excellent	-.4708	16.0	-.2321	24.5
<i>Teacher</i>				
Below Average	-1.729	34.2	-1.380	9.6
Average	-1.026	46.0	-.8075	52.9
Above Average	-.2205	19.8	-.189	37.5

Reading achievement and expectations

Parent and Teacher Expectation of Reading Achievement

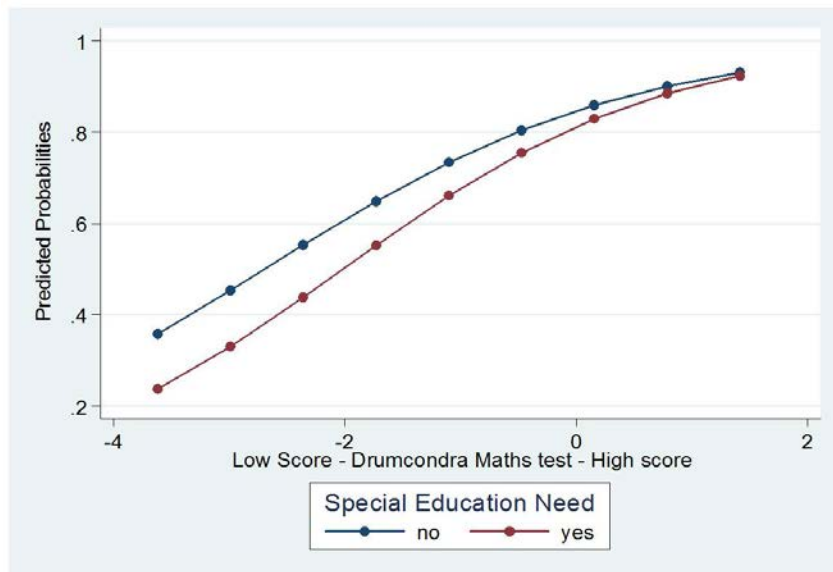
Reading Achievement

SEN Group	Mean	SD	N
SEN	-.4147	1.05	2322
No SEN	.1818	.929	6018

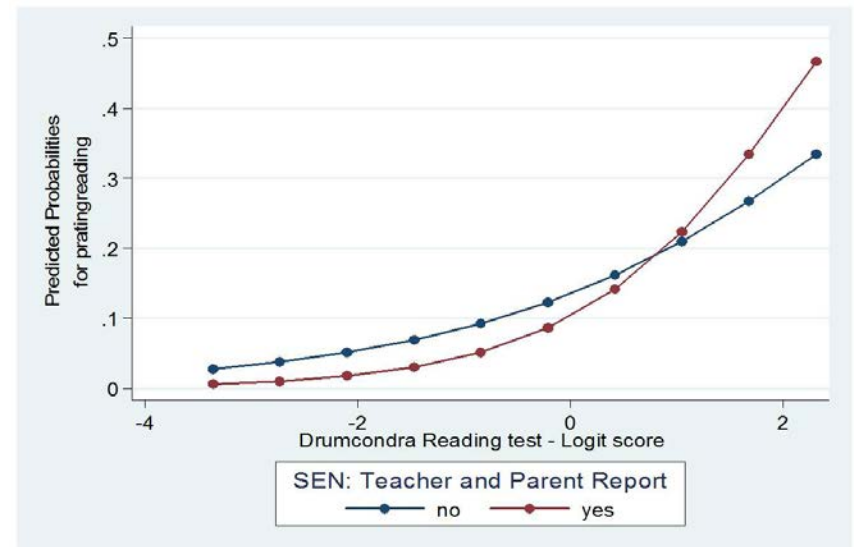
	SEN		No SEN	
	Mean	%	Mean	%
<i>Parent</i>				
Poor/Below Average	-1.133	23.6	-.7011	3.7
Average	-.7227	35.4	-.2670	30.5
Above Average	.0489	22.0	.3102	32.4
Excellent	.4384	19.0	.5666	33.5
<i>Teacher</i>				
Below Average	-1.187	39.5	-.794	8.5
Average	-.223	38.5	-.107	46.3
Above Average	.5717	21.9	.654	45.1

Findings

Parental Expectations for Maths

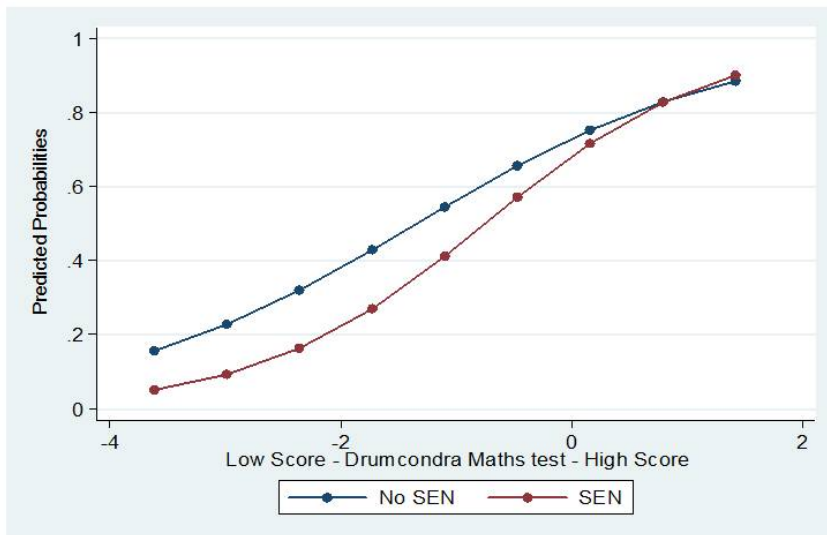


Parental Expectations for Reading

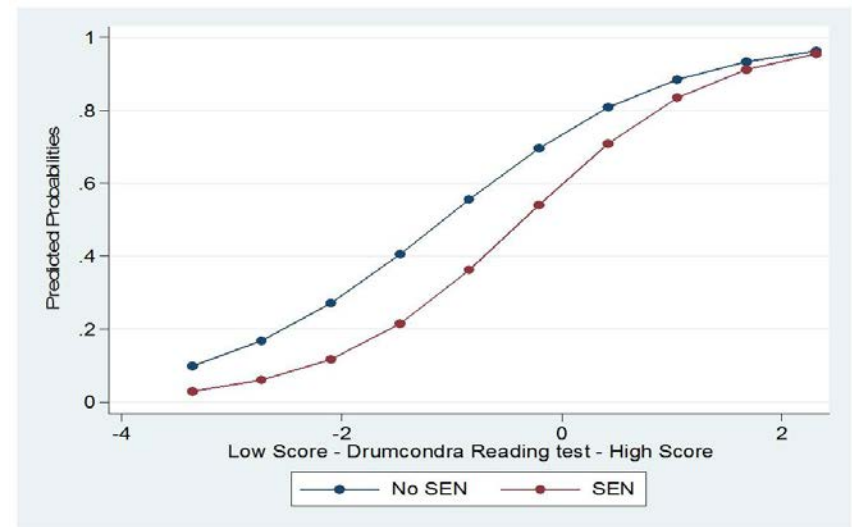


Findings

Teacher Expectations for Maths



Teacher Expectations for Reading





Expectations and Achievement

	Maths			Reading		
	Coef.	Std. Err.	P>t	Coef.	Std. Err.	P>t
SEN	-0.335	0.024	0.000	-.401	0.262	0.000
Parents high expectations	0.367	0.196	0.000	0.291	0.022	0.000
Teacher high expectations	0.440	0.020	0.000	0.555	0.216	0.000
Parent Expectation*SEN	0.224	0.046	0.000	0.248	0.052	0.000
Teacher Expectation*SEN	0.278	0.451	0.000	0.232	0.049	0.000
Constant	-1.736	0.096	0.000	-1.208	0.101	0.000



Summary

- **Expectations and academic achievement are both determinants and outcomes**
 - Parental and Teacher Expectations are key explanatory variables of Math and Reading Achievement at age 9, along with actual achievement in these subjects
 - Math and Reading Achievement are key explanatory variables of Parental and Teacher Expectations, and teacher expectations inform parent expectations and vice versa



Summary

- **Evidence to suggest that even at comparable levels of achievement in Maths and Reading, parents and teachers differentiate between children with and without an SEN**
 - However, this is less evident among high achieving pupils in Maths and Reading
 - Pattern is similar among teachers and parents, but parents may draw on more child specific information to form basis of expectation