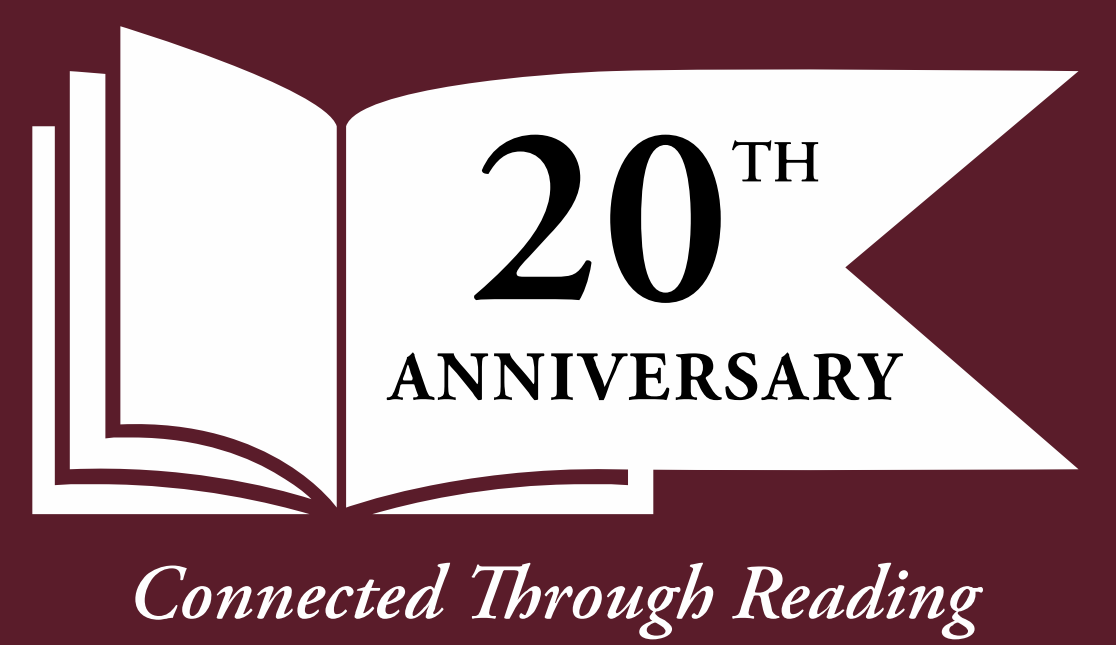




The Parental Expectations and Socioeconomic Status of Florida Students with Learning Disabilities and Low Reading Performance

Chloe Bontoux, Sarah Reed, & Rachelle M. Johnson

Department of Psychology, College of Arts & Sciences, Florida State University



INTRODUCTION

- Parental expectations are lower for children with a learning disability (LD) diagnosis (Taylor et al., 2010).
- Regarding homework expectations, teachers and parents have been more likely to hold these expectations lower for students with an LD diagnosis. (Shifrer, 2013).
- Educational attainment has been found to have significant differences between young adults with and without disabilities. Particularly, parents are more likely to reduce their expectations when a diagnosis is made (Shandra & Hogan, 2009).
- Studies show mixed findings on if students of high SES are diagnosed more with LDs than lower socioeconomic status (SES) students (Kealy & McLeod, 1976).

Present Study

- We compared the parental expectations and socioeconomic status (SES) of low readers with and without diagnosed learning disabilities (LD), as well as typical readers.

Hypotheses

- We hypothesized that parent expectations will be lowest in students with an LD diagnosis in comparison to low and typical readers. We also expect to find that SES is lowest in low readers without an LD diagnosis.

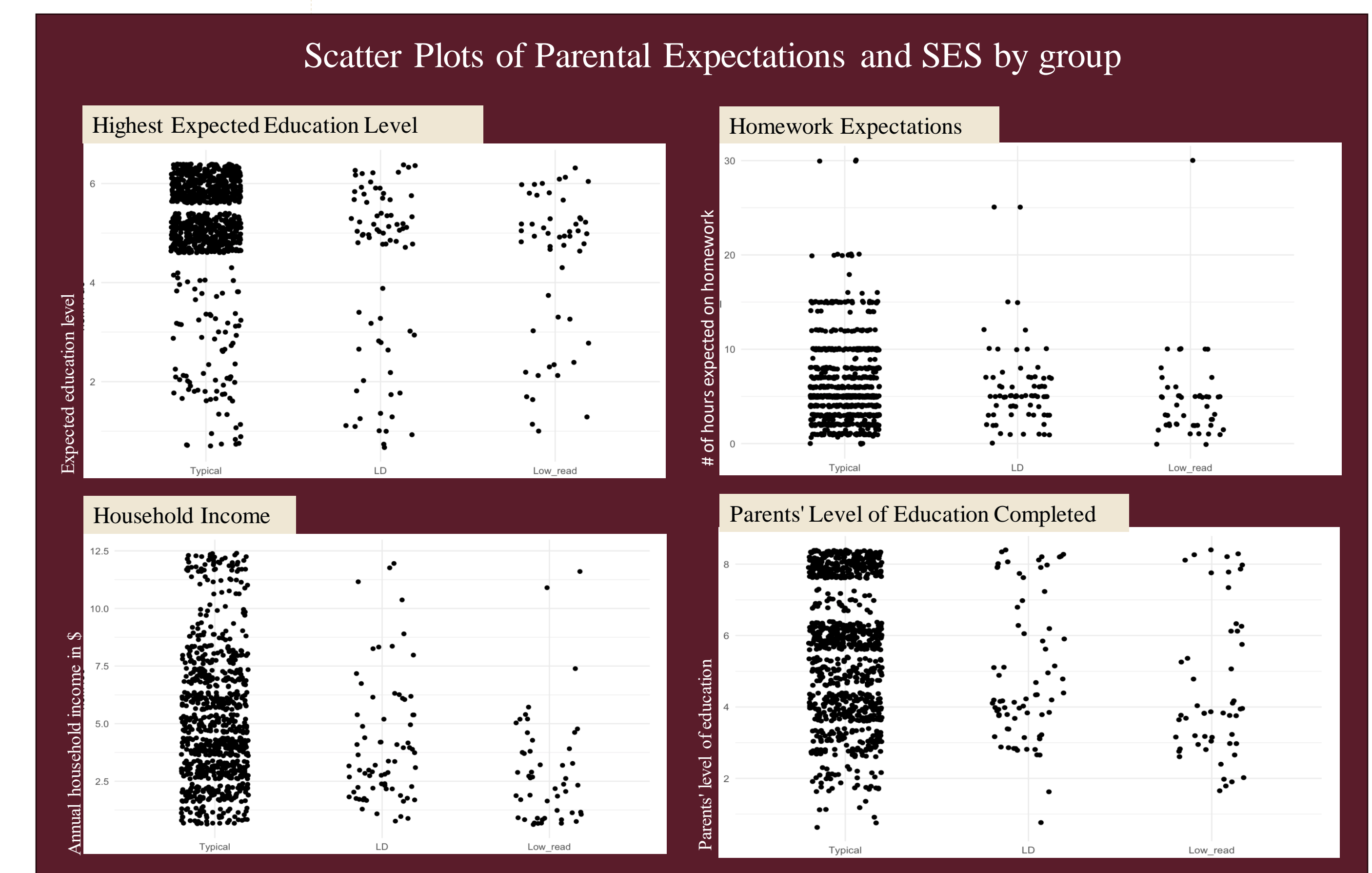
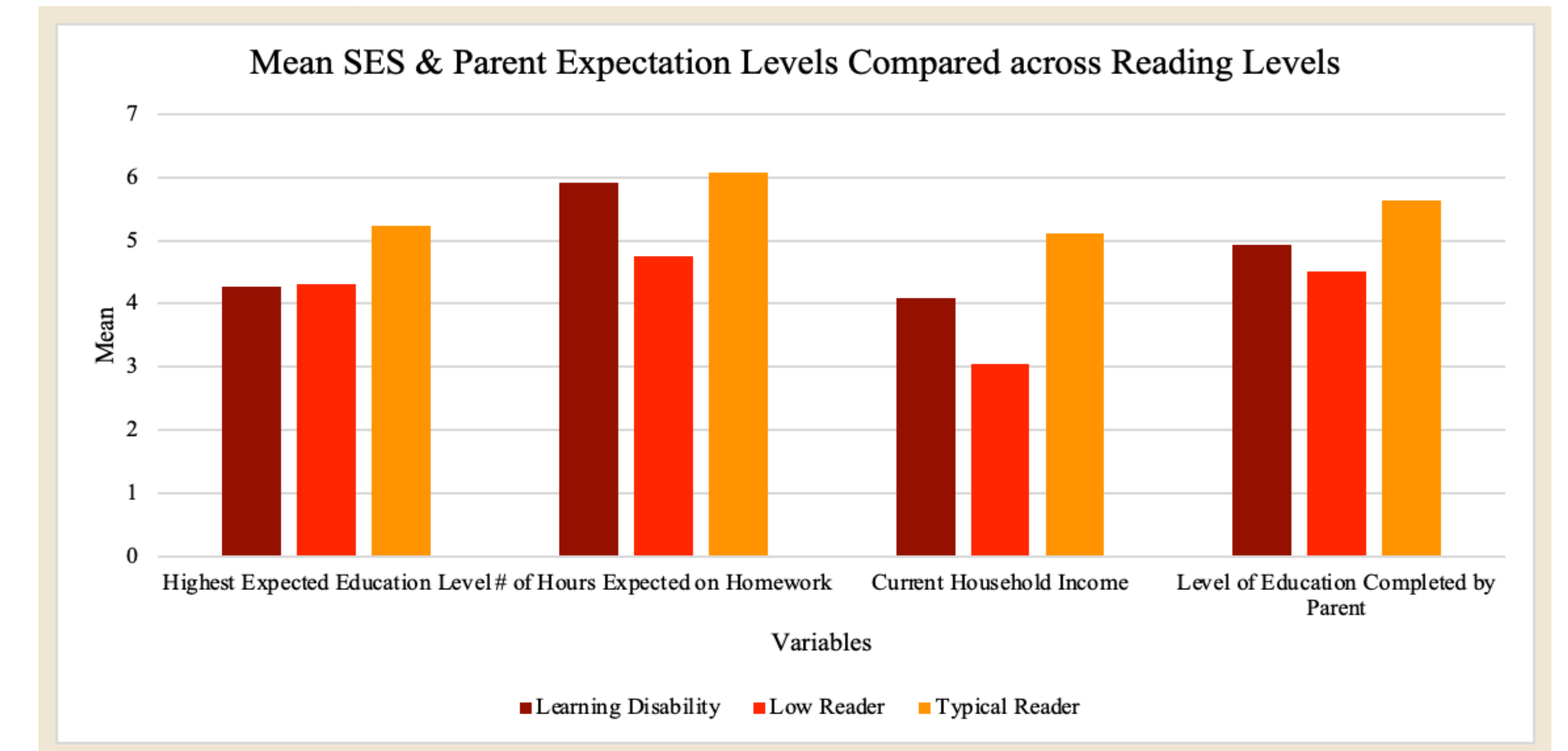
RESULTS

Multiple group comparisons for parent expectations and SES.

Variables	Reading Achievement Level	Means	Reading Achievement Level	Means	P-Value
What is the highest level of education you expect your child to receive?	LD	4.27	Typical Reader	5.24	< 0.001
	Low Reader	4.31	Typical Reader	5.24	0.885
How many hours per week do you expect your child to spend on homework?	LD	5.92	Typical Reader	6.08	0.763
	Low Reader	4.75	Typical Reader	6.08	0.115
What is the current household income for the twins?	LD	4.1	Typical Reader	5.12	0.002
	Low Reader	3.04	Typical Reader	5.12	0.022
Highest level of education completed by parent.	LD	4.93	Typical Reader	5.64	0.002
	Low Reader	4.51	Typical Reader	5.64	< 0.001

ANOVA results of overall group differences

- Highest Expected Education Level- $F(2,83.194) = 18.948$, $p\text{-value} < 0.001$
- Number of Hours Expected on Homework- $F(2, 1024) = 2.5552$, $p\text{-value} = 0.078$
- Current Household Income- $F(2,90.111) = 21.182$, $p\text{-value} < 0.001$
- Level of Education Completed by Parent- $F(2,1038) = 12.791$, $p\text{-value} < 0.001$



DISCUSSION

- This study suggests that parents' expectations on their children's expected education level are highest for typical readers and lowest for those with an LD diagnosis.
- Findings also suggest that household income is lowest in low readers without an LD diagnosis.
- Low readers without a diagnosis had lower parental education than students without a LD diagnosis, however, both groups were lower than typical readers.
- When it came to homework expectations, there was no significant difference between how long parents expected their child to work on homework when comparing the three groups.
- Parents generally have high hopes for their children, but these expectations are often influenced by the family's socioeconomic status (SES). Higher SES families may have higher expectations for their kids' success in school. (Stull, 2013).
- Parental expectations play a crucial role in shaping children's attitudes, behaviors, and academic outcomes. By expressing high expectations and providing support and encouragement, parents can positively influence their children's achievement and performance in school. (Davis-Kean, 2005).
- This study highlights how parental expectations and socioeconomic status differs by children's reading ability, showing how they both shape the educational environments and outcomes for children.

ACKNOWLEDGEMENTS: Chloe Bontoux and Sarah Reed were supported by Dr. Hart and graduate students in the IDCD Lab: Rachelle Johnson and Stephanie Estrera

METHODS

Participants

- The twins were part of the Florida Twin Project (Taylor et al., 2019) and data was accessed via LDbase.org data repository.
- N = 1052 children

Readers with an LD diagnosis	Low Readers without an LD Diagnosis	Typical Readers
74	53	926

- Mean age = 11.22
 - The age range of readers is between 5-16 years old.
- In this study, there were 55% male and 45% female readers.
- Regarding race and ethnicity, people identified themselves as follows, 49% White, 19% African American, 24% Hispanic, and 8% mixed or other (Taylor et al., 2019).
- Wave 1 of the Florida Twin Project to measure parental expectations and SES.
- Students determined to be low readers were identified by scoring under the 30th percentile in reading.
- One-way ANOVA to compare across groups on each of the 4 measures.

Specific Measures

- What is the highest level of education you expect your child to receive?
- How many hours per week do you expect your child to spend on homework?
- What is the current household income for the twins?
- Highest level of education completed by parent.

