Summary of Cawthon et al., "Effects of Parent Expectations and Parent Involvement on Postschool Outcomes for Individuals Who are Deaf or Hard of Hearing"¹

Why was this work done?

• Parents play a critical role in their child’s development through high school and the transition to postsecondary school and work settings.
• How parents communicate their expectations to their children also plays an important role in long-term outcomes for students.
• Few studies look at how parental role and expectations affect transition for deaf students.

"[Deaf] individuals often exceed their parents’ expectations of positive postsecondary outcomes."

How was this work done?

• Researchers used data from the National Longitudinal Transition Study 2 (NLTS2).
• Statistical analyses assessed whether parent involvement in school and expectations for their child’s future predicted outcomes in life, employment, and education. Specific outcomes included the following:
  • Life – Living independently and having self-beliefs
  • Employment – Having a job, earning an hourly wage, and enjoying job satisfaction
  • Education – Enrolling in and completing any postsecondary program

What did researchers find?

Parental expectations emerged as an important contributor to long-term outcomes, but parental involvement did not.

• A parent’s expectation of their child to live independently increased the likelihood that their child would get a job and live independently after high school.
• A parent’s expectation of their child to be employed increased the likelihood that their child would enroll in college.
• A parent’s expectation of their child to attend college increased the likelihood that their child would complete college.

What are important next steps?

• How do parents effectively communicate their expectations to their deaf children?
• How do schools help deaf individuals build on their parent’s expectations and reach even higher levels of success?
