

Introduction

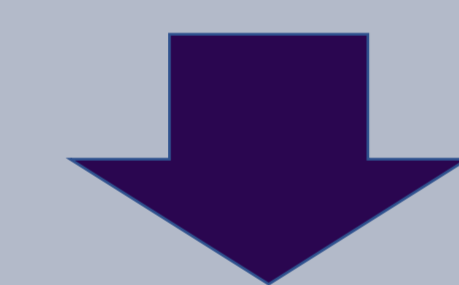
Special education provides children with access to services that can prepare them for further education, employment, and independent living.

Who is placed in special education?
Children with conduct problems, low academic achievement

Does special education placement influence grades and high school completion?

Objectives :

- Patterns of classroom placement longitudinally over the course of compulsory education;
- Correlates of these patterns, and how it varies across (i.e., are moderated by) the sex of the child;
- Risk of school dropout for each pattern of classroom placement.



Methods

Participants :

Children with an individualized education plan who received school-based services for their conduct problems at the beginning of the study (N= 370).

Measures :

Type of classroom setting (mainstream vs alternative) from Year 1 (M age= 8.46, SD= 0.94) to Year 4 (M age= 15.35, SD= 0.93)

Predictors: Child behavior, academic abilities, student-teacher relationship quality, and sociodemographic factors at Y1.

Risk of school dropout at Y10 (M age= 17.37, SD= 0.97).

Results

Figure 1. Patterns of classroom placement during compulsory education among children with conduct problems

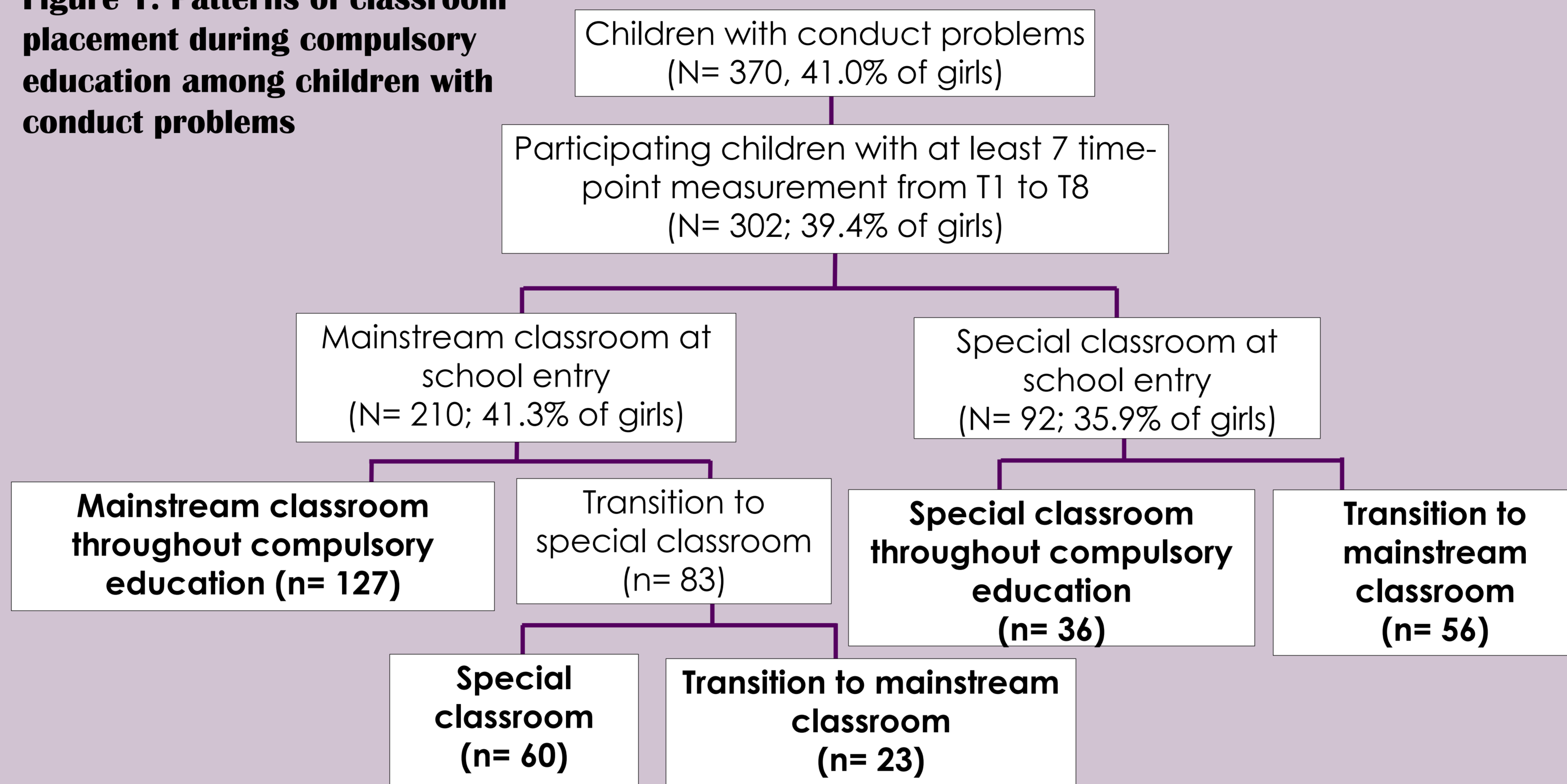
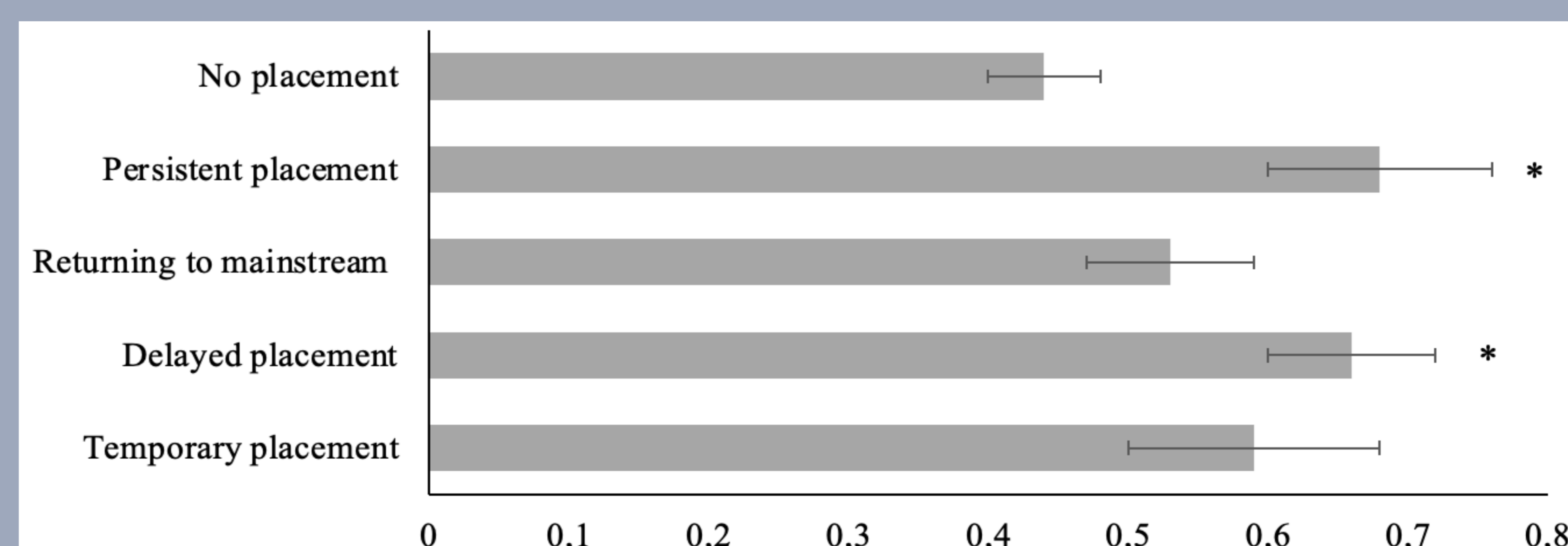
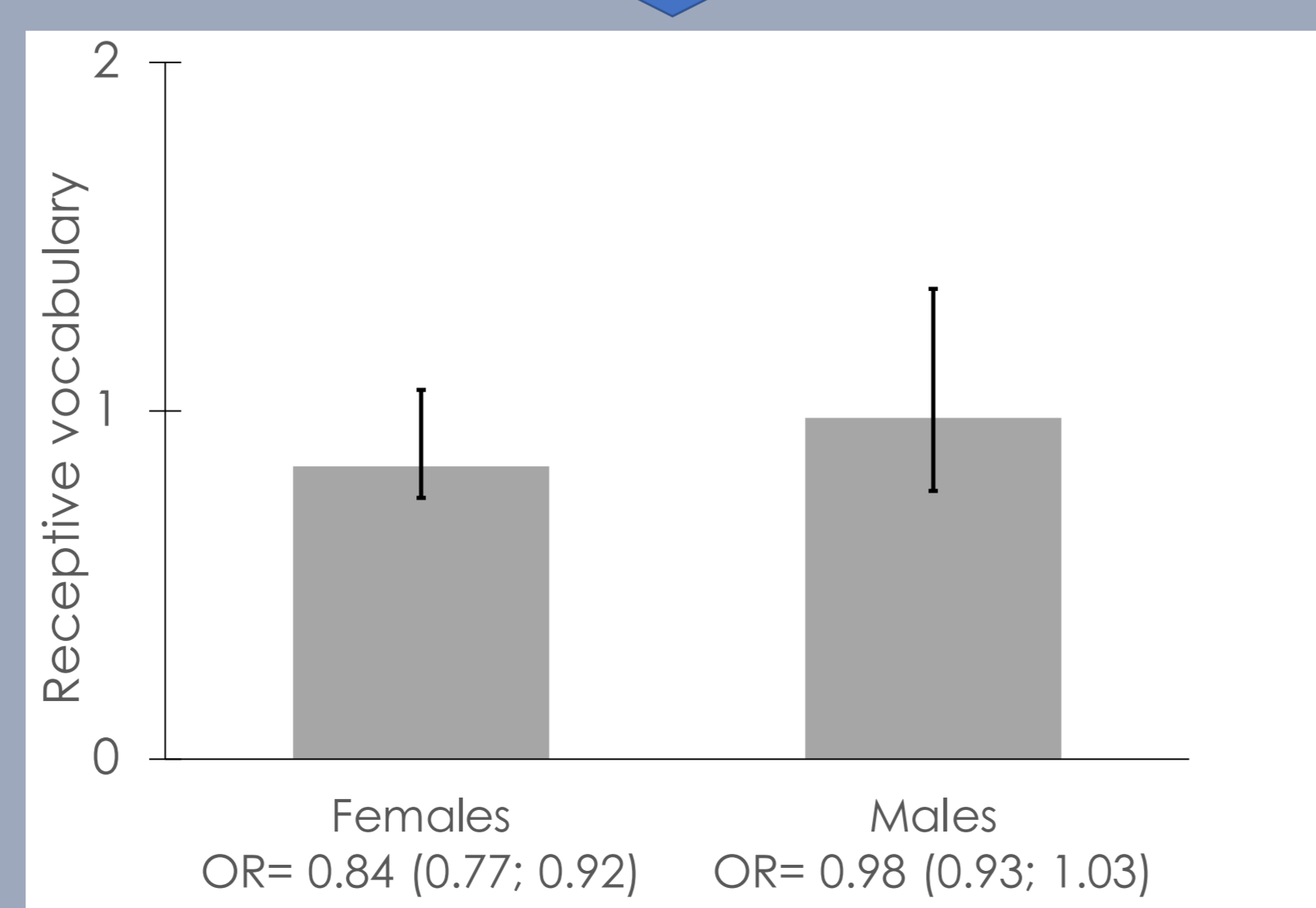


Table 1. Correlates of classroom placement groups during compulsory education in comparison to children with no placement history

	Persistent placement		Returning to mainstream		Delayed placement		Temporary placement	
	OR	95% CI	OR	95% CI	OR	95% CI	OR	95% CI
Mother educational attainment (ref= postsec education)	1.45	0.58; 3.64	1.61	0.80; 3.23	1.72	0.80; 3.72	1.19	0.44; 3.19
Externalizing score (T-score)	1.13	1.03; 1.23	1.04	0.98; 1.10	0.99	0.94; 1.05	1.02	0.95; 1.11
Victimization	1.84	0.95; 3.56	0.86	0.49; 1.50	1.32	0.76; 2.31	1.13	0.53; 2.39
Receptive vocabulary	0.94	0.90; 0.98	0.99	0.96; 1.02	0.95	0.92; 0.98	0.94	0.90; 0.98
Academic performance	0.76	0.58; 0.99	0.79	0.65; 0.96	0.52	0.40; 0.67	0.82	0.62; 1.08
Student-teacher dependency	1.07	0.97; 1.19	1.10	1.01; 1.19	1.07	0.98; 1.17	0.97	0.86; 1.09

Higher receptive vocabulary reduced the likelihood of persistent placement for girls, but not for boys

Children with no placement history were at lower risk of school dropout in comparison to children with persistent placement and delayed placement



Discussion

Summary :

Providing specialized services within the mainstream classroom may enhance participation and academic performance of students with conduct problems

Children placed in special classroom at study entry were not at greater risk of school dropout if they returned in a mainstream classroom afterward.

Futures studies:

- Ability grouping placement within-classroom
- Measuring teaching practices
- Capturing special classroom environment

Limitations:

- No information on comorbid diagnoses
- No information on the specific nature, duration, frequency of psychosocial services
- Child perception of classroom climate?

Implication for policy and conclusion:

Stratification of students in special education classroom may lead to later educational inequality

Strengthening academic abilities should be promoted to limit placement and the risk of school dropout