(Mis)Perceptions About Children

Anastasiia Suvorova

Department of Economics
Western University
November 2023

Key challenge: identifying developmental delays in children

- Family and school investments critical for early child development (ages 0–6)
  (Cunha, Heckman, Lochner, Masterov, 2006, Cunha, Heckman, Schennach, 2010)

- Misperceptions about cognitive delays → suboptimal family investment choices
  (Dizon-Ross, 2019, Kinsler and Pavan, 2021)
  - Inequality in child development | Persistent delays | Resource misallocation

- Teachers' and mothers' perceptions about cognitive skills affected by *reference group bias* (Kinsler and Pavan, 2021, Elder and Zhou, 2021)
  - Overestimation of cognitive skills in schools with low average cognitive skills

This paper: Teachers' perceptions about non-cognitive delays

- Non-cognitive skills are important for labour market outcomes (Deming, 2017), schooling and risky behaviours (Heckman, Stixrud, and Urzua, 2006), marriage stability (Lundberg, 2015), and health (Conti, Heckman, Pinto, 2015)

- Teachers inform families, schools, and governments about non-cognitive delays
  - Potential bias in perceptions of non-cognitive skills (Elder and Zhou, 2021)
  - No standardized tests

This paper:
Use objective measures of non-cognitive skills and rich information about child home and school environments from the Longitudinal Study of Australian Children.

Research questions:

1. Are teachers' perceptions of non-cognitive delays influenced by average neighbourhood child development?

2. Are teachers' perceptions about non-cognitive delays transmitted to mothers?

3. How do teachers/mothers perceptions relate to school/home environment?

3 key findings

1. Quantify the role of average neighbourhood child development in teachers' perceptions of *non-cognitive and cognitive* delays for children ages 4-5

- Use *objective measures of non-cognitive* and cognitive skills in Longitudinal Study of Australian Children (LSAC)

3 key findings

1. Quantify the role of average neighbourhood child development in teachers' perceptions of *non-cognitive and cognitive* delays for children ages 4-5

- Use *objective measures of non-cognitive* and cognitive skills in Longitudinal Study of Australian Children (LSAC)
- Conditional on children's objective development measures
  - ⇓ neighbourhood non-cognitive development → ⇓ reporting of all delays
  - ⇓ neighbourhood cognitive development → ⇓ reporting of cognitive delays (Kinsler and Pavan, 2021, Elder and Zhou, 2021)

3 key findings

1. Quantify the role of average neighbourhood child development in teachers' perceptions of *non-cognitive and cognitive* delays for children ages 4-5

- Use *objective measures of non-cognitive* and cognitive skills in Longitudinal Study of Australian Children (LSAC)
- Conditional on children's objective development measures
  - ⇓ neighbourhood non-cognitive development → ⇓ reporting of all delays
  - ⇓ neighbourhood cognitive development → ⇓ reporting of cognitive delays (Kinsler and Pavan, 2021, Elder and Zhou, 2021)
- Teachers with college degrees are more likely to report delays for children with low objective development measures.

This paper: 3 key findings

2. Document the relationship between teachers' and mothers' perceptions about children's *non-cognitive* skills for children ages 4-5 and 8-9

- Mothers contacted by schools about their children's behaviour update their perceptions about children's non-cognitive delays

This paper: 3 key findings

2. Document the relationship between teachers' and mothers' perceptions about children's *non-cognitive* skills for children ages 4-5 and 8-9

- Mothers contacted by schools about their children's behaviour update their perceptions about children's non-cognitive delays

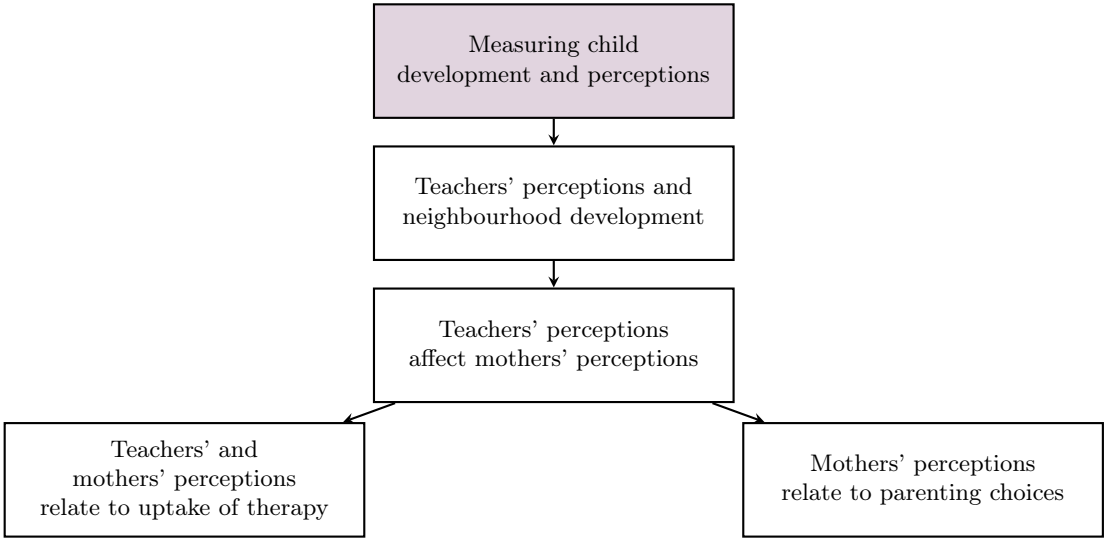
3. Consequences of misperceptions for *child environment*

- Underestimation of non-cognitive and cognitive delays by teachers/mothers → underinvestment in therapy
- Overestimation of non-cognitive delays by mothers →
  lower quality of parent-child interactions and lower educational aspirations

Literature and contribution

- Misperceptions about children's human capital
  (Kinsler and Pavan, 2021, Elder and Zhou, 2021, Dizon-Ross, 2019, Boneva and Rauh , 2018, Attanasio, Cunha, and Jervis, 2019, Kiessling, 2021)
  - Quantify teachers' reference bias for both non-cognitive & cognitive delays
- Impact of early childhood teacher | program qualities on children's outcomes
  (Chetty, Friedman, Hilger, Saez, Schanzenbach, and Yagan, 2011, Heckman, Pinto, and Savelyev, 2013, Manning, Wong, Fleming, and Garvis, 2019)
  - Explore the role of teacher and classroom characteristics in delay recognition
- The role of teachers' for parents' perceptions about children's cognitition
  (Dizon-Ross, 2019, Doss, Fahle, Loeb, and York, 2019, Bergman, 2021)
  - Focus on the transmission of information about non-cognitive skills
- Drivers of inequality in parenting across neighbourhoods/socioeconomic status
  (Attanasio, Cattan , Meghir, 2021, Kautz, Heckman, Diris, Weel, Borghans, 2014, Falk, Kosse, Pinger, Schildberg-Hörisch, Deckers, 2023)
  - Focus on the role of neighbourhood-related information frictions

Roadmap


Measuring child development and perceptions
Teachers' perceptions and neighbourhood development
Teachers' perceptions affect mothers' perceptions
Teachers' and mothers' perceptions relate to uptake of therapy
Mothers' perceptions relate to parenting choices

Data: LSAC - B(aby) and K(indergarten) cohorts

Following 10000 children starting from ages 0-1 and 4-5 in 2004 biennially

- Pool children from both cohorts when they are ages 4-5 and 8-9
- Objective interview measures: children's non-cognitive | cognitive skills
- Teachers' & mothers' perceptions: children's non-cognitive | cognitive delays
- School and home environments of children

Data: LSAC - B(aby) and K(indergarten) cohorts

Following 10000 children starting from ages 0-1 and 4-5 in 2004 biennially

- Pool children from both cohorts when they are ages 4-5 and 8-9
- Objective interview measures: children's non-cognitive | cognitive skills
- Teachers' & mothers' perceptions: children's non-cognitive | cognitive delays
- School and home environments of children
- **Neighbourhood = postcode** (over 3,000 in Australia) map detailed map
  - **Sample** = random draw of 409 postcodes ($\sim$ 37 children per postcode)
  - Example: two postcodes in Sydney

    2006 Merrylands $\sim$ 5,319 families | median weekly household income \$873
    2006 Putney $\sim$ 886 families | median weekly household income \$1,715

Interviewer-evaluated objective measures of child development

- Psychologists trained interviewers to
  - conduct cognitive tests + direct observations of non-cognitive skills
- Assessments of cognitive and non-cognitive skills used objective scales.
  - Non-cognitive skills: count of the number of times and intensity of attitudes (Review of Observational Methods in ADHD diagnosis - Platzman, et al., 1992)
- *"All interviewers received two weeks of intensive training across procedures." "A large part of the training involved practice interviews, with one day devoted to interviews with parents and children."* (LSAC – Data User Guide)

Interviewer-evaluated objective measures of child development

- Psychologists trained interviewers to
  - conduct cognitive tests + direct observations of non-cognitive skills
- Assessments of cognitive and non-cognitive skills used objective scales.
  - Non-cognitive skills: count of the number of times and intensity of attitudes (Review of Observational Methods in ADHD diagnosis - Platzman, et al., 1992)
- *"All interviewers received two weeks of intensive training across procedures." "A large part of the training involved practice interviews, with one day devoted to interviews with parents and children."* (LSAC – Data User Guide)

Advantages of interview measures of development:

- Training + objective scale → designed to limit bias in assessments
- Available for a large, nationally representative sample

Interviewer-evaluated development: non-cognitive | cognitive scores

- **Non-cognitive score** (ages 4-5 and 8-9): first principal component of 3 interview direct observation measures
  (in-person interview lasted 1 - 2.5 hours with and without the parent present)
  1. *Positive:* smiling, laughing, or sounding excited, happy, or pleased
  2. *Negative:* fussing, pouting, whining, crying, vocal/physical expression of anger
  3. *Focus:* To what degree did the child remain focused on the PPVT tasks?
     - Detects children in the left tail of non-cognitive skill distribution (density plot)

Interviewer-evaluated development: non-cognitive | cognitive scores

- **Non-cognitive score** (ages 4-5 and 8-9): first principal component of 3 interview direct observation measures
  (in-person interview lasted 1 - 2.5 hours with and without the parent present)
  1. *Positive:* smiling, laughing, or sounding excited, happy, or pleased
  2. *Negative:* fussing, pouting, whining, crying, vocal/physical expression of anger
  3. *Focus:* To what degree did the child remain focused on the PPVT tasks?
     - Detects children in the left tail of non-cognitive skill distribution (density plot)

- **Cognitive score** (ages 4-9): Peabody Picture Vocabulary Test
  (receptive language)
  - Who Am I test (ages 4-5) used to address measurement error
    (language and numeracy abilities)

Teachers' and mothers' perceptions: non-cognitive | cognitive delays

- Perceptions match developmental dimensions measured in interview
- **Teachers** evaluate children ages 4-5 *compared to children of similar age*
  - Non-cognitive delays - social/emotional development
  - Cognitive delays - receptive language development
- Teacher reports delay = child is much less | less competent than other children

Teachers' and mothers' perceptions: non-cognitive | cognitive delays

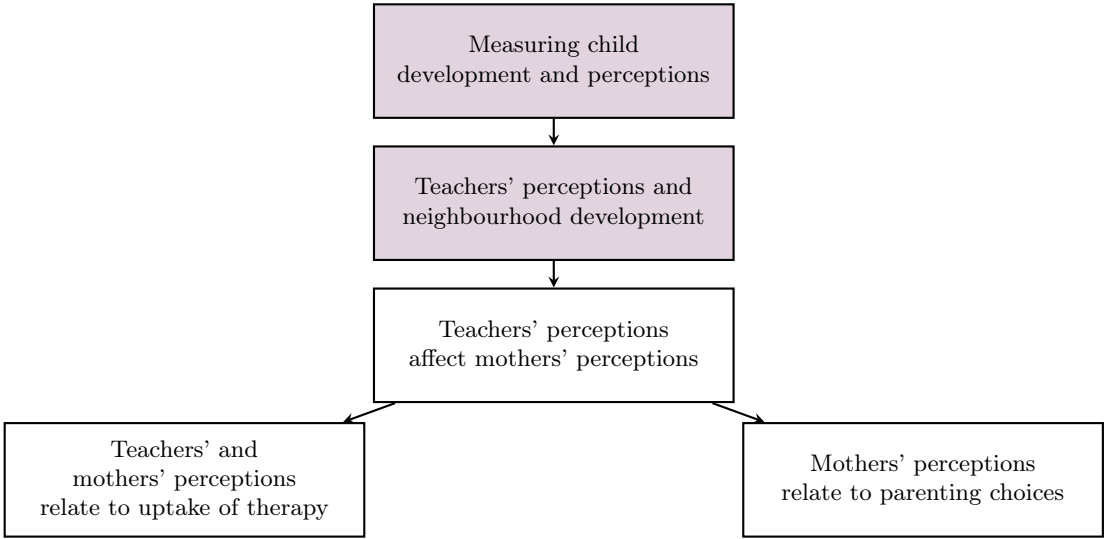
- Perceptions match developmental dimensions measured in interview
- **Teachers** evaluate children ages 4-5 *compared to children of similar age*
  - Non-cognitive delays - social/emotional development
  - Cognitive delays - receptive language development
- Teacher reports delay = child is much less | less competent than other children
- **Mothers** evaluate children ages 0-15 *compared to children of a similar age*
  - Non-cognitive delays:

    Overall, compared to other children of the same age, do you think your child is?
    1 Easier than average; 2 About average; 3 More difficult than average
- Mothers report non-cognitive delays: child is more difficult than average

Average neighbourhood development: Computation

- Construct leave-one-out measure of neighbourhood child development (same age, both cohorts):
  1. De-mean objective interview measures by year and age group
  2. Average neighbourhood child development = the average de-meaned measure for children from the same postcode as child i excluding child i
  3. Standardize within age groups to match the scale of child development scores

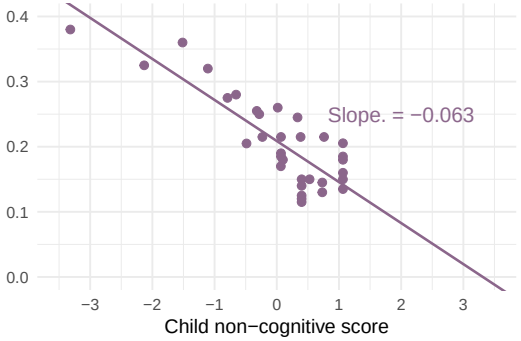
Roadmap: Teachers' perceptions



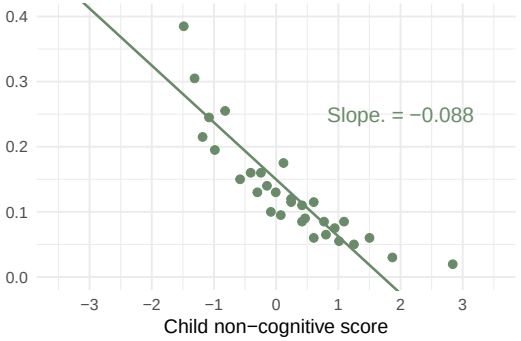
Teachers' and mothers' perceptions are informed by child development

- ⇑ measured development = ⇓ likelihood teachers or mothers indicate delay

(a) Share teachers: non-cognitive delays



(b) Share teachers: cognitive delays



mother

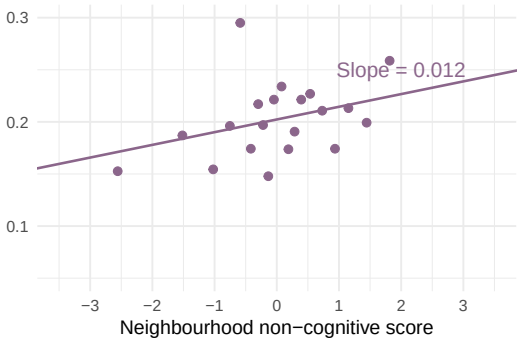
Teachers' and mothers' perceptions are biased by local environment

- $\Uparrow$ neighbourhood development score = $\Uparrow$ child own development score

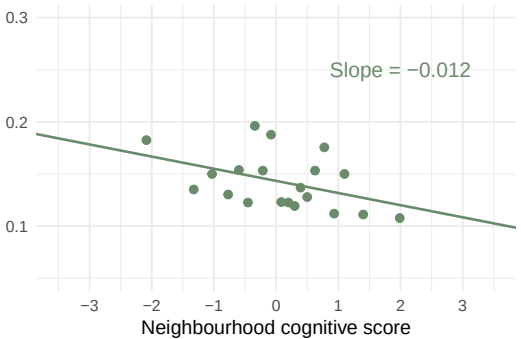
Teachers' and mothers' perceptions are biased by local environment

- ⇑ neighbourhood development score = ⇑ child own development score

(a) Share teachers: non-cognitive delays



(b) Share teachers: cognitive delays



child mother

Estimation: Teacher perceptions and local environment

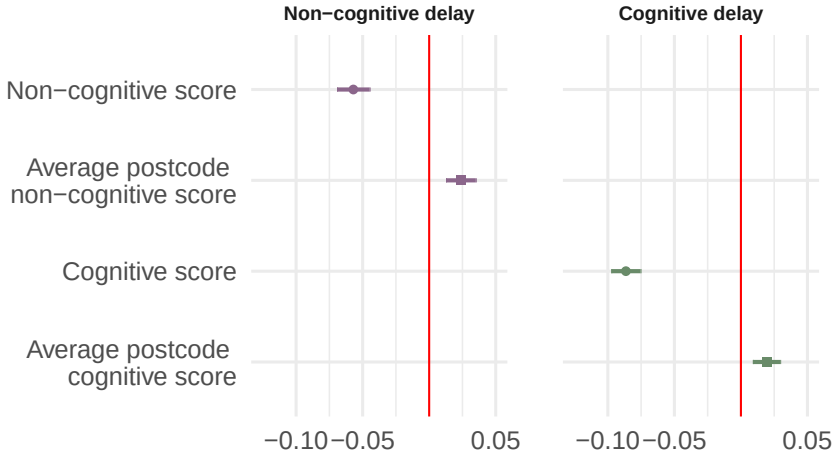
$$T_{it} = \boldsymbol{\beta^{T,N}} \bar{D}^N_{it} + \beta^{T,D} D^I_{it} + \gamma^{T,X}_t X^T_{it}$$

- T_{it} - teacher reports delay for child i at age 4-5
- D^I_{it} - child interview development score
- $\bar{D}^N_{it}$ -neighbourhood average development
- X^T_{it} - **Control variables:**

child's gender child's cohort child's age in months
family socioeconomic status (SES) index

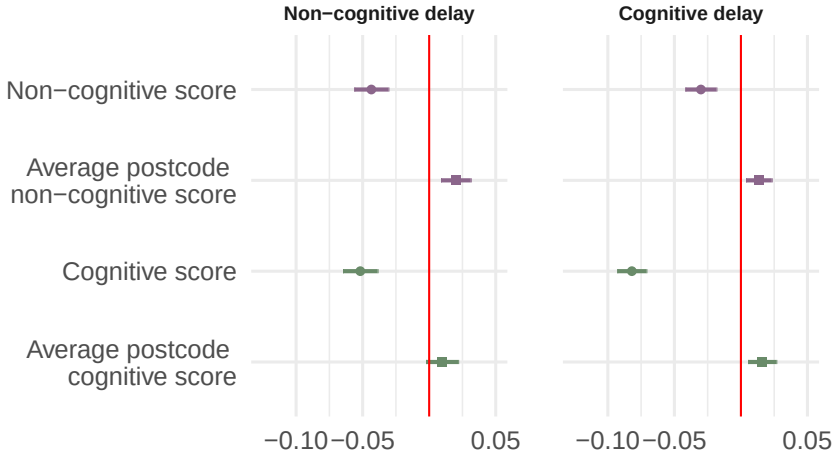
Reference bias: perceptions about non-cognitive and cognitive delays

Estimated regression coefficients $\beta^{T,D}$ and $\boldsymbol{\beta^{T,N}}$ (table)



Reference bias: Cross-influence of developmental dimensions

Estimated regression coefficients table



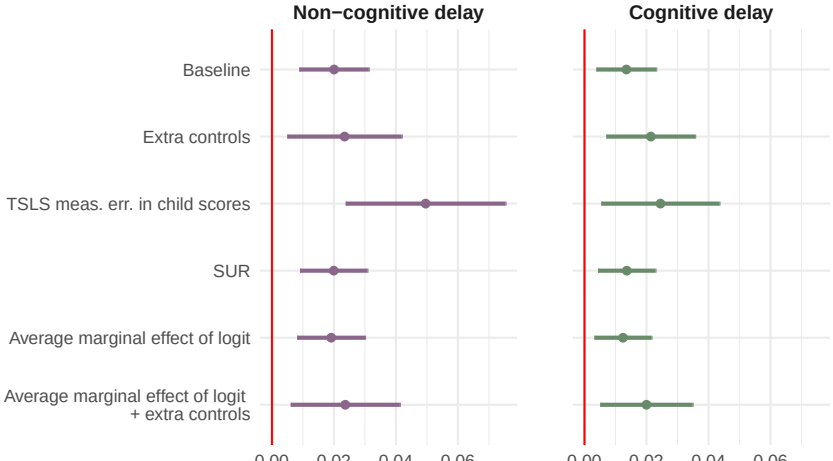
Robustness checks

1. Confounding factors:
   - Interview efforts
     - behaviour of parents and siblings during the interview
     - sleeping problems
     - interview months
   - Selection of teachers
     - teacher and classroom characteristics
2. Measurement error in interview scores → distorts coefficients towards zero
   - TSLS adjustment for measurement error (Agostinelli and Wiswall, 2016)
3. Correlated errors in perceptions: Seemingly unrelated regression specification
4. Sensitivity to functional form
   - Linear probability model vs average marginal effects of the logistic model

Robust table | more about ME | interview score | other measure

Robustness checks: Average neighbourhood non-cognitive score

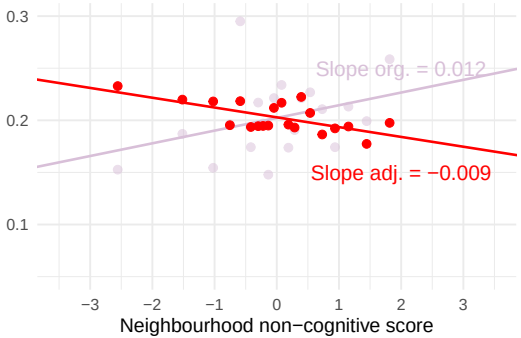
95% CI estimated $\beta^{T,N}$ for average neighbourhood non-cognitive development cognitive



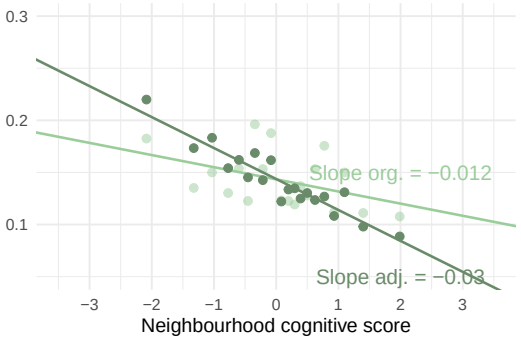
Teachers' perceptions adjusted for bias

- I adjust for reference bias component in perceptions
  - Predict probability of reporting delay at mean neighbourhood development

(a) Adj. share teachers: non-cognitive delays



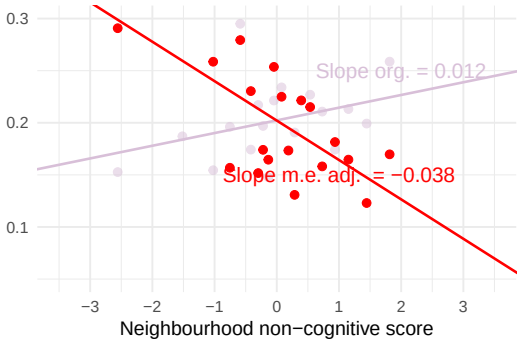
(b) Adj. share teachers: cognitive delays



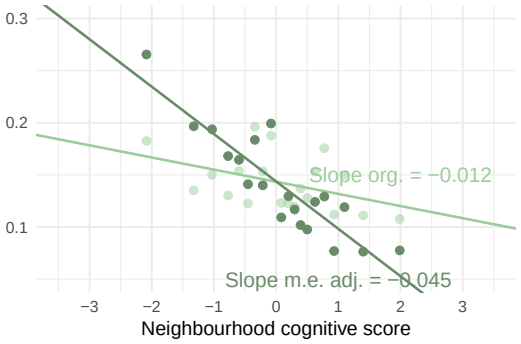
Teachers' and perceptions adjusted for bias

- I adjust for reference bias component in perceptions
  - Predict probability of reporting delay at mean neighbourhood development **using estimates adjusted for measurement error in child scores**

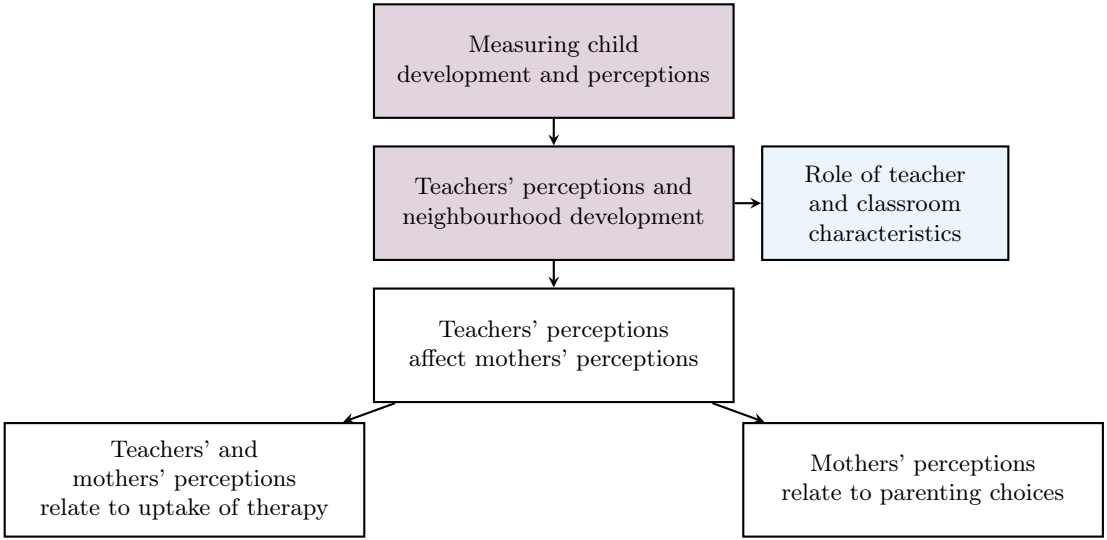
(a) Adj. share teachers: non-cognitive delays



(b) Adj. share teachers: cognitive delays



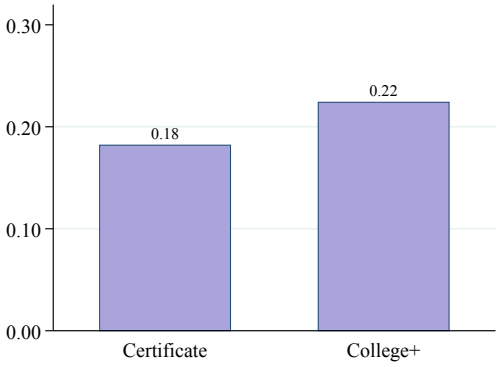
Roadmap: Teacher and classroom characteristics and perceptions



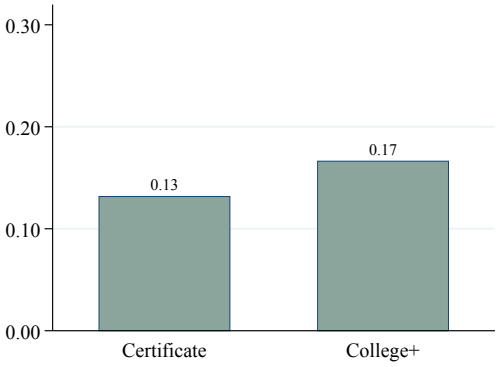
College-educated teachers more likely to report delays

Probability to report delays by teacher's education

(a) Share teachers: non-cognitive delays



(b) Share teachers: cognitive delays

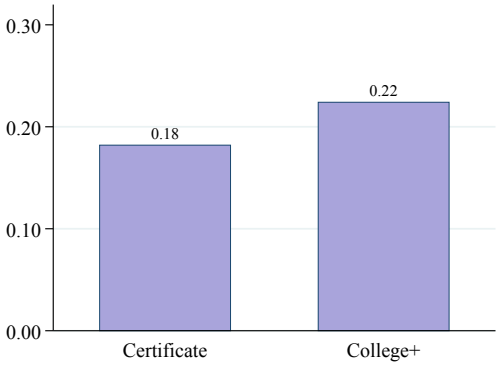


- College-educated teachers report more delays

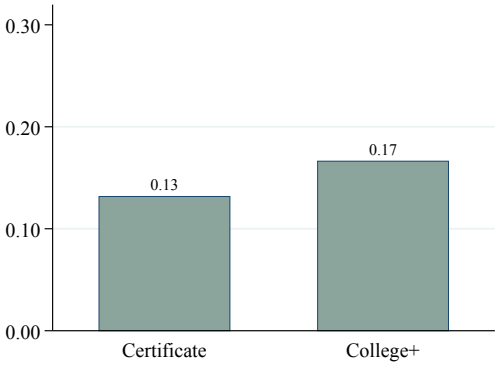
College-educated teachers more likely to report delays

Probability to report delays by teacher's education

(a) Share teachers: non-cognitive delays



(b) Share teachers: cognitive delays



- College-educated teachers report more delays **for the right children?**

Estimation: Teachers' quality and deficit recognition

1. Split children into **high/low measured development** subsamples:
   - Low measured development = interview development measure below median
2. Estimate linear probability regression separately for subsamples $j = \{H, L\}$

$$T_{i,t} = \beta^{j,V} V_{i,t}^{T} + \gamma_t^{j,X} X_{i,t}^{T}$$

   - $V_{i,t}^{T}$ are observed teachers' quality characteristics:
     - level of education (bachelors or postgraduate vs certificate or diploma)
     - experience in the childcare setting (0-5 and 6-10 years vs 11+ years)
     - childcare arrangement (daycare vs pre-school or kindergarten)
     - class size children to qualified staff ratio)
     - age range (age of oldest and youngest in class)

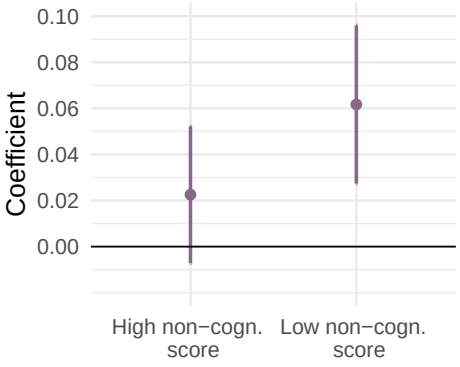
Educated teachers are more likely to report delays in low-skill children

- ⇑ education → ⇑ reports of delays for children with low measured development
  - both for cognitive and non-cognitive skill

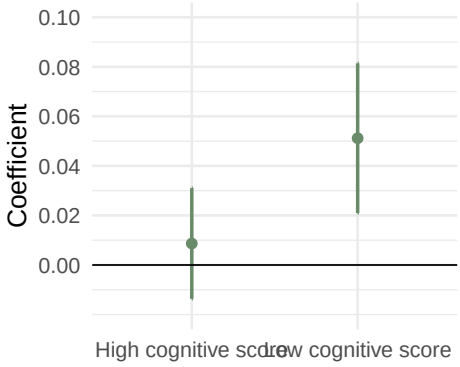
full table | bias by teacher educ

Estimated coefficient for teacher's level of education: College+

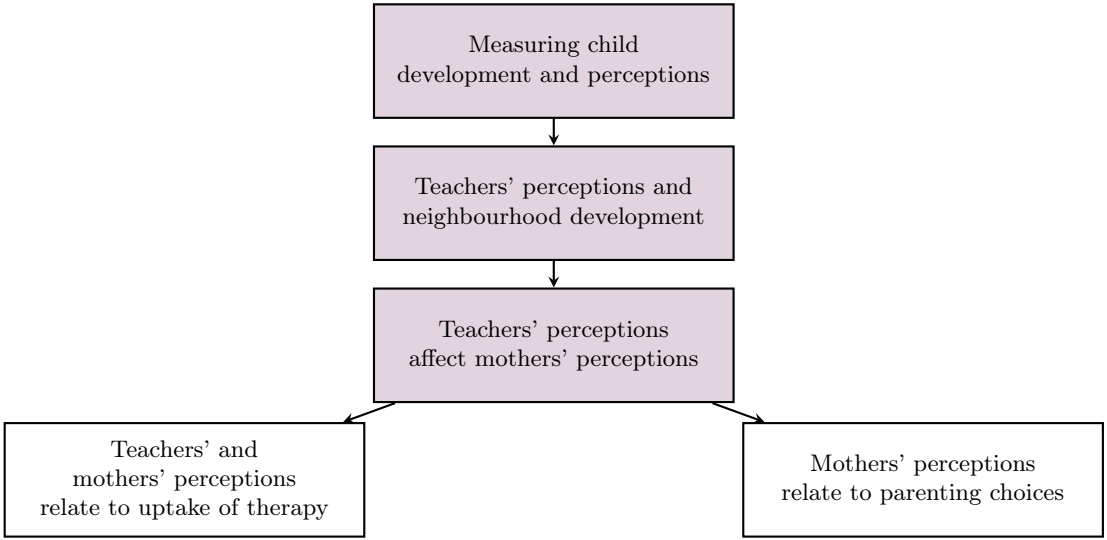
(a) Report of non-cognitive delays



(b) Report of cognitive delays



Roadmap: Mothers' perceptions



Estimation: Mothers' and teachers' perceptions (ages 4-5 and 8-9)

$$\underbrace{M_{it}}_{\substack{\text{mother reports}\\ \text{non-cognitive delay}}} = \alpha^{M,D} D_{it}^{I} + \underbrace{\boldsymbol{\alpha^{M,T}} T_{i,t}}_{\substack{\text{teacher reports}\\ \text{delay}}} + \alpha^{M,X} X_{it}^{M} + \alpha^{M,M'} M_{it-1}$$

$T_{i,t}$ - measures of teachers' perceptions about delays

- Ages 0-4: teacher's reports of non-cognitive and cognitive delays
- **Ages 8-9: Measure of teacher-to-parent communication**
  School has contacted parents about child's behavior within the last 12 months

- $X_{i,t}^{M}$ - **Control variables:**

child's gender	child cohort	age in months
SES index	*mother's depression*	*mother's involvement at school (ages 8-9)*

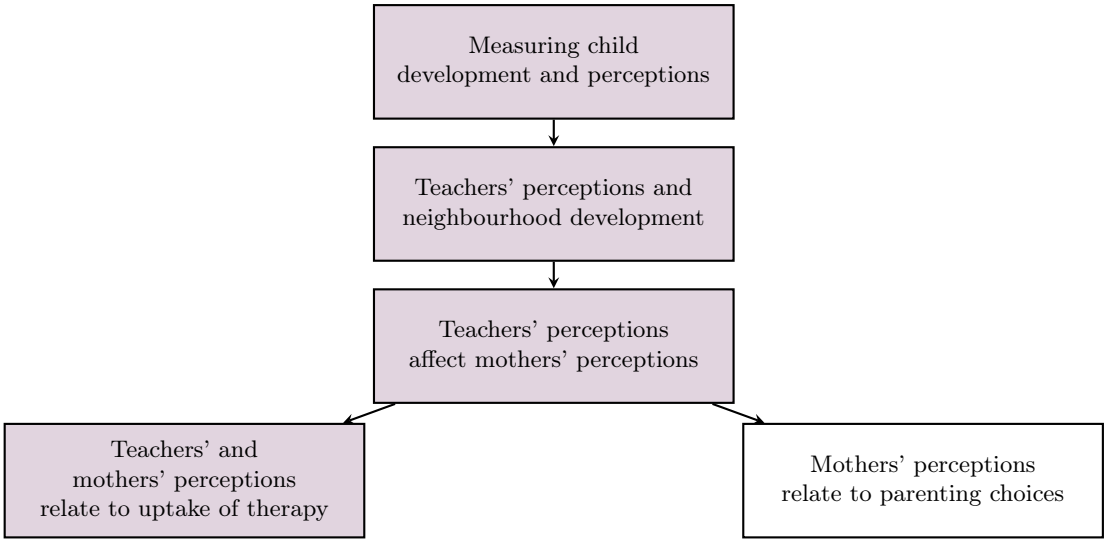
Teacher's perceptions affect mother's perceptions

	Non-cognitive delay perceived by mother	
	Ages 4-5	Ages 8-9
Teacher: Non-cognitive delay	**0.08***	
	(0.02)	
Teacher: Cognitive delay	0.02	
	(0.02)	
School contacted about behavior		**0.11***
		(0.01)
Non-cognitive score	-0.02*	-0.01*
	(0.01)	(0.00)
Cognitive score	0.00	-0.01
	(0.01)	(0.00)
N	2228	5561

* 5% significance level.

ME adj | ME adj and pcode

Roadmap: School environment



Estimation: Perceptions and school environment

- School-based investments - child received therapy $I^S_{i,t}$:
  - directed at *non-cognitive skills:*
    - behavioural therapy
    - psychological evaluation
    - guidance counsellor
    - other psychiatric and behavioural services
  - directed at *cognitive skills:*
    - learning support
    - speech therapy

$$I^S_{i,t} = \boldsymbol{\beta^{S,M}} M_{it} + \boldsymbol{\beta^{S,T}} T_{it} + \beta^{S,X}_t X^S_{it}$$

- X^S_{it} - **Control variables:**

  child's gender | child's cohort | child's age in months
  SES index | *neighbourhood characteristics*

Children with perceived delays more likely to use therapy

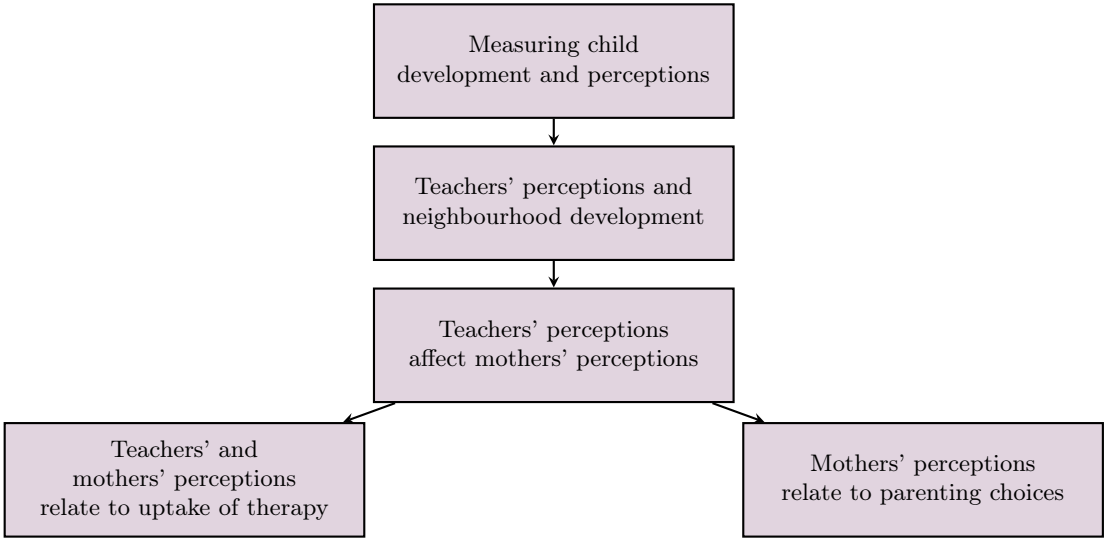
- Perceived non-cognitive delays $\rightarrow \Uparrow$ use of both therapy types
- Perceptions of cognitive delays by teachers $\rightarrow \Uparrow$ use of cognition therapy

	Behavioral or psych therapy	Learning or speech therapy
Teach.: Non-cognitive delay	0.07*	0.07*
	(0.01)	(0.02)
Teach.: Cognitive delay	0.01	0.15*
	(0.01)	(0.02)
Moth.: Non-cognitive delay	0.15*	0.10*
	(0.02)	(0.03)
Moth.: Concern cognitive	0.06*	0.21*
	(0.02)	(0.03)
N	4104	4104

* 5% significance level.

by mom educ

Roadmap: Home environment



Estimation: Perceptions and home environment

- Family-based investments ($I^F_{i,t}$):

$$I^F_{i,t} = \boldsymbol{\beta^{F,M}} M_{it} + \beta^{F,X}_t X^F_{it} + \beta^{F,M'} M_{it-1} + \beta^{F,I} I^F_{i,t-1}$$

  - X^F_{it} - **Control variables:**

child's gender	child's cohort	child's age in months
SES index	neighbourhood characteristics	mothers' depression

  - Control for unobserved heterogeneity
    - Lag of perceptions M_{it-1} $\sim$ idiosyncratic perceptions
    - Lag of investment I_{it-1} $\sim$ idiosyncratic preferences

Mothers reporting delays reach out for professional help

- Mothers who perceive non-cognitive delays
  - hire more tutoring for children ⇑ 0.1 times per week
  - are more likely to use community educational resources:
    - use parenting education courses ⇑ 3 p.p.
    - report needing parenting education courses ⇑ 5 p.p.
    - use parent support groups|helplines ⇑ 4 p.p.
    - use child health|wellbeing information from phone|internet ⇑ 4 p.p.

table | by mom educ

Mothers reporting delays have lower quality of parent-child interactions

- Mothers who perceive non-cognitive delays:
  - engage in more hostile interactions:
    - more likely to tell their child that they are not as good as others ⇑ 9 p.p.
    - more likely to raise voice or shout at the child ⇑ 0.57 SD
    - more likely to lose temper with the child ⇑ 0.57 SD
  - engage in less warm interactions:
    - less likely to often display physical affection with their child ⇓ 5 p.p.
    - less likely to often tell their child how happy he/she makes them ⇓ 7 p.p.
  - have lower educational aspirations for their children:
    - less likely to expect that the child will receive a university degree ⇓ 9.4 p.p.

table | by mom educ

Discussion

- Teachers' perceptions about children's non-cognitive & cognitive delays biased relative to average level of neighbourhood non-cognitive development.
  - Early Childhood Education:
    More educated teachers are more likely to recognize deficits in children with low objective measures of development.
- Teachers' perceptions affect mothers' perceptions.
- Children with perceived delays are more likely to use therapy.
- Mothers who perceive child deficits have a lower quality of parenting but are more likely to reach out for professional help.
- **Policy implication:**
  - Training improves the recognition of children's developmental trajectories.

Mothers reporting delays have lower quality of parent-child interactions

	Phys. affection ind: often +	Tell happy ind: often +	Tell bad ind: > never	Exp. coll+ ind	Lose temper SD	Shout SD
Mother: Non-cognitive delay	-0.05*	-0.07*	0.09*	-0.09*	0.57*	0.57*
	(0.02)	(0.02)	(0.02)	(0.02)	(0.10)	(0.09)
N	6561	6583	6574	6186	2891	2898

* 5% significance level.

TSLS main

Mothers reporting delays have lower quality of parent-child interactions

Effect of perceived non-cognitive delay by mothers' education

	Mother Warmth		Mother Anger		Exp. coll+	
	Coll+	No coll	Coll+	No coll	Coll+	No coll
Mother: non-cognitive delay	-0.12	-0.21*	0.56*	0.61*	-0.07	-0.09*
	(0.07)	(0.07)	(0.07)	(0.08)	(0.04)	(0.03)
N	2381	3117	2380	3116	2299	2929

Control: lag perceptions, lag investment, mother's depression, neighbourhood ch-s, family income, number of children, mother's age, mother's employment, two-parent household, household language - English, child's gender, child's age, child's cohort.
5% significance level.

main

Mothers reporting delays reach out for professional help

	Parent educ. ind: use	Parent educ. ind: need	Support groups|helpline ind: use	Child health info ind: use	Tutor weekly times
Mother: Non-cognitive delay	0.03*	0.05*	0.04*	0.05*	0.10*
	(0.01)	(0.02)	(0.01)	(0.02)	(0.03)
N	6503	3690	6503	3690	3570

* 5% significance level.

main

Mothers reporting delays reach out for professional help

Effect of perceived non-cognitive delays, by mothers' education

	Tutoring		Use educ		Need educ		Use support		Use info	
	Coll+	No coll	Coll+	No coll	Coll+	No coll	Coll+	No coll	Coll+	No coll
Mother: non-cognitive	0.19*	0.04	0.07*	-0.03	0.07	-0.02	0.05*	0.04	0.05	0.04
delay	(0.06)	(0.06)	(0.03)	(0.01)	(0.04)	(0.02)	(0.03)	(0.02)	(0.03)	(0.03)
N	1349	1624	2376	3108	1401	1666	2376	3108	1401	1666

Control: lag perceptions, lag investment, mother's depression, neighbourhood ch-s, family income, number of children, mother's age, mother's employment, two-parent household, household language - English, child's gender, child's age, child's cohort.
5% significance level.

main

Children with perceived delays more likely to use therapy

Effect of perceived delays, by mothers' education main

	Behavioral or psych therapy		Learning or speech therapy	
	Coll+	No coll	Coll+	No coll
Teach.: Non-cognitive delay	0.05*	0.08*	0.07*	0.08*
	(0.02)	(0.01)	(0.03)	(0.02)
Teach.: Cognitive delay	0.05	0.01	0.19*	0.17*
	(0.03)	(0.01)	(0.04)	(0.03)
Moth.: Non-cognitive delay	0.17*	0.16*	0.10*	0.16*
	(0.04)	(0.03)	(0.04)	(0.04)
Moth.: concern Cognitive	0.10*	0.03	0.23*	0.22*
	(0.04)	(0.02)	(0.05)	(0.04)
N	1820	2438	1820	2438

Control: neighbourhood ch-s, family income, number of children, mother's age, mother's employment, two-parent household, household language - English, child's gender, child's age, child's cohort. * 5% significance level.

Reference bias: perceptions about non-cognitive and cognitive delays

	Non-cognitive delay	Cognitive delay
Neighbourhood non-cognitive score	0.02*	
	(0.01)	
Non-cognitive score	-0.06*	
	(0.01)	
Neighbourhood cognitive score		0.02*
		(0.01)
Cognitive score		-0.09*
		(0.01)
N	5520	5270

* 5% significance level.

graph

Reference bias: Cross-influence of developmental dimensions

	Non-cognitive delay	Cognitive delay
Neighbourhood non-cognitive score	0.02*	0.01*
	(0.01)	(0.00)
Non-cognitive score	-0.04*	-0.03*
	(0.01)	(0.01)
Neighbourhood cognitive score	0.01	0.02*
	(0.01)	(0.01)
Cognitive score	-0.05*	-0.08*
	(0.01)	(0.01)
N	5258	5254

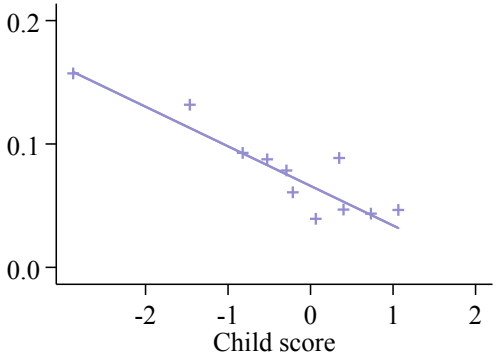
* 5% significance level.

graph

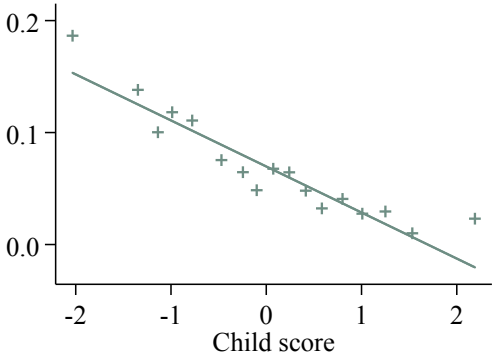
Mothers perceptions are informed by child development

- ↑ measured development = ↓ lower likelihood that mothers indicates delay
  main

(a) Share mothers: socio-emotional delays



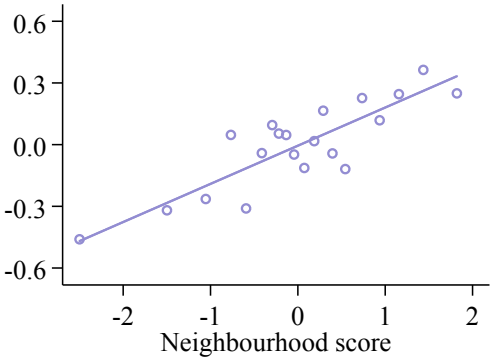
(b) Share mothers: receptive language concerns



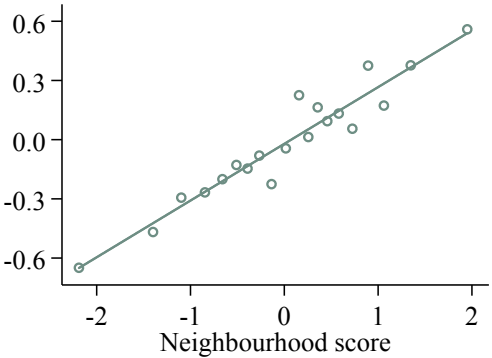
Children in less developed neighbourhoods have lower own development

- ↑ average development of other children in the neighbourhood = ↑ higher average development score (main)

(a) Socio-emotional score



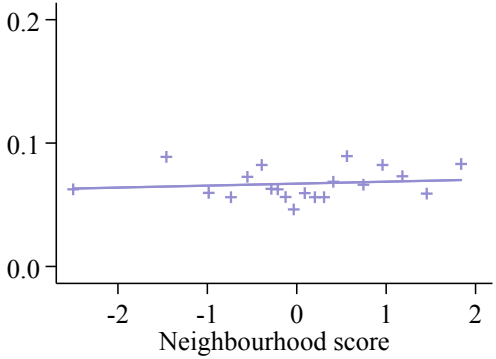
(b) Receptive language score



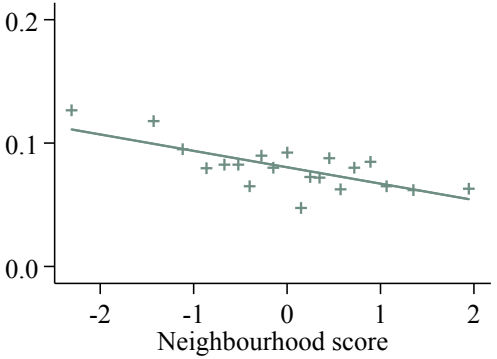
Mothers' perceptions and local environment

main

(a) Share mothers: socio-emotional delays



(b) Share mothers: receptive language concern



Robustness checks

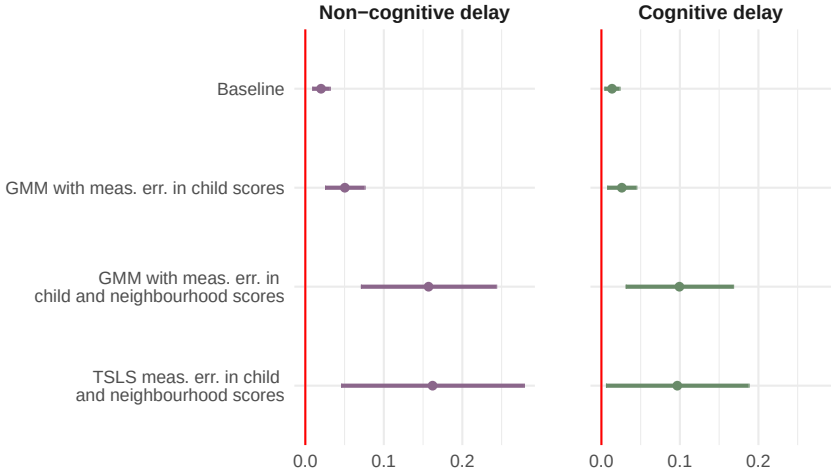
	Non-cognitive delay			Cognitive delay		
	Logit Avg. Marg. Effect	Extra control	Meas. error adj.	Logit Avg. Marg. Effect	Extra control	Meas. error adj.
Neighbourhood non-cognitive score	0.019*	0.023*	0.050*	0.012*	0.021*	0.025*
	(0.006)	(0.009)	(0.013)	(0.005)	(0.007)	(0.010)
Non-cognitive score	-0.037*	-0.033*	-0.386*	-0.023*	-0.030*	-0.161
	(0.006)	(0.011)	(0.112)	(0.005)	(0.010)	(0.087)
Neighbourhood cognitive score	0.010	0.007	0.003	0.017*	0.011	0.030*
	(0.006)	(0.010)	(0.018)	(0.005)	(0.009)	(0.013)
Cognitive score	-0.050*	-0.074*	-0.045	-0.077*	-0.089*	-0.155*
	(0.006)	(0.011)	(0.067)	(0.005)	(0.011)	(0.052)
N	5258	1939	5215	5254	1939	5211

* 5% significance level.

main

Measurement error in child | neighbourhood development

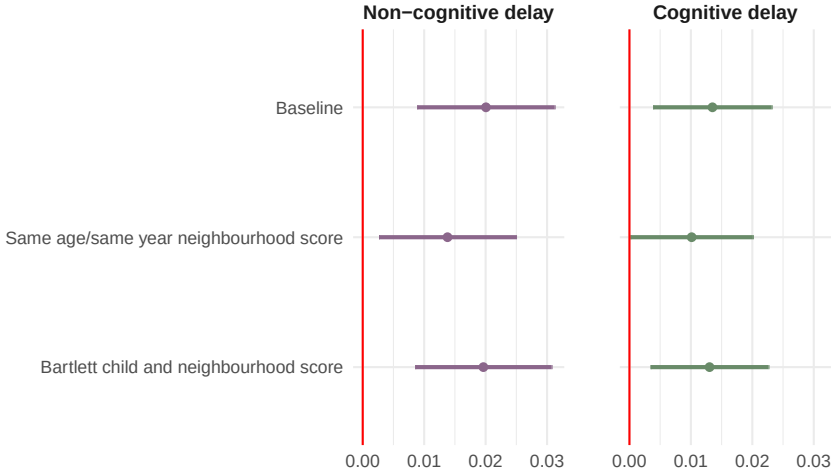
95% CI estimated $\beta^{T,N}$ for average neighbourhood non-cognitive development main



cognitive

Other child and neighbourhood non-cognitive score

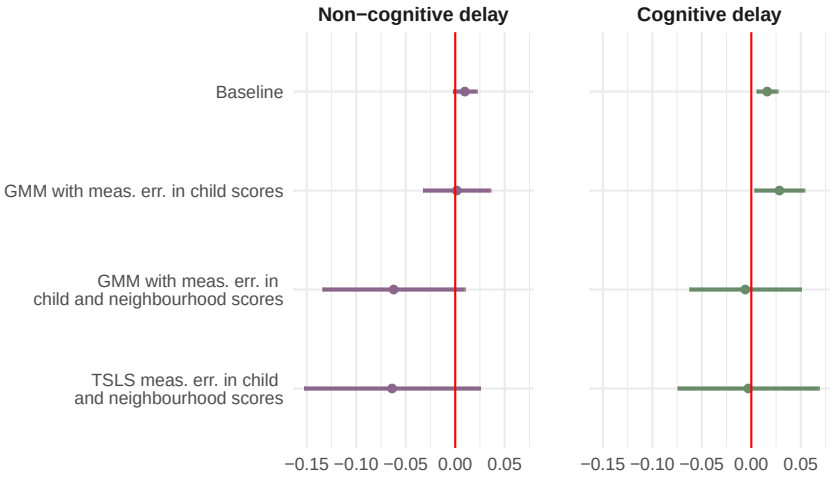
95% CI estimated $\beta^{T,N}$ for average neighbourhood non-cognitive development main



cognitive

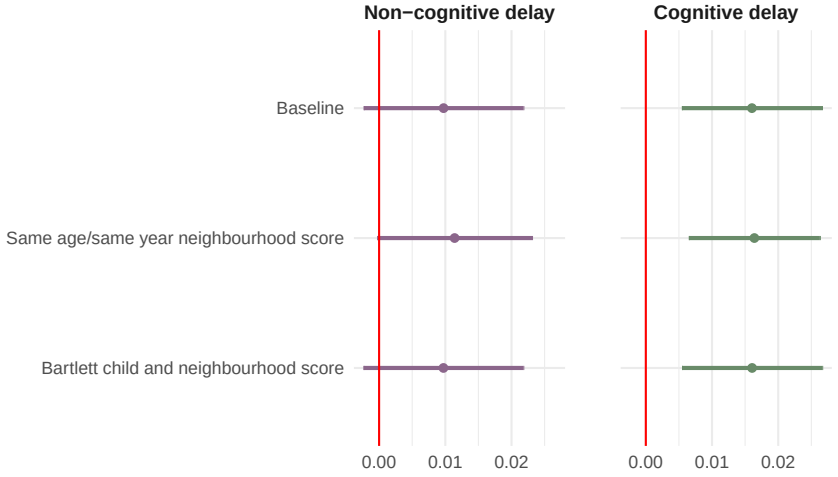
Measurement error in child | neighbourhood development

95% CI estimated $\beta^{T,N}$ for average neighbourhood cognitive development (main)



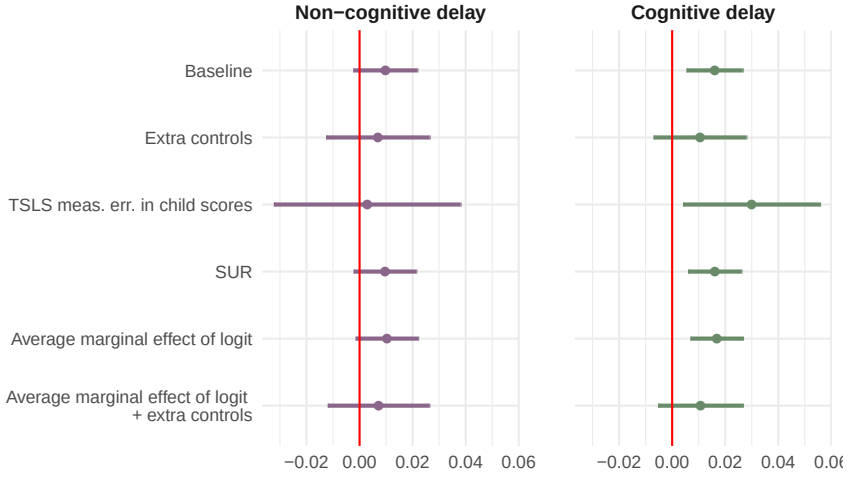
Other child and neighbourhood non-cognitive score

95% CI estimated $\beta^{T,N}$ for average neighbourhood cognitive development main



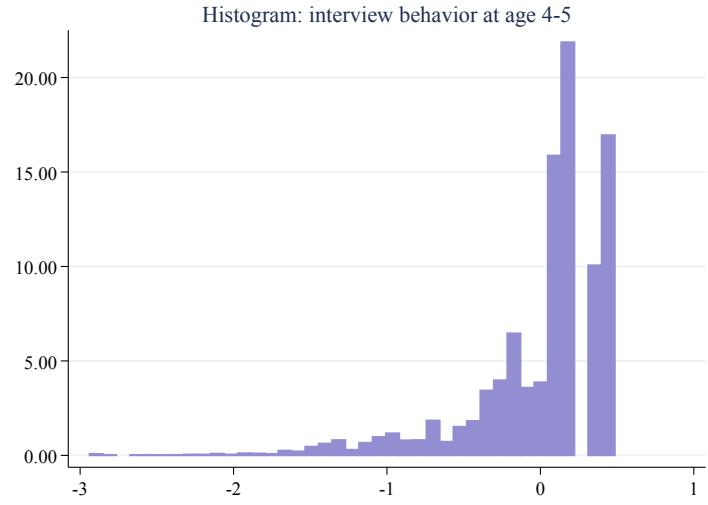
Robustness checks: Average neighbourhood cognitive score

95% CI estimated $\beta^{T,N}$ for average neighbourhood cognitive development (main)



Behavior during the interview at age 4-5 is predictive of later outcomes

	Repeated grade by ages 12-13	Grade 9 Reading	Grade 9 Math
Socio-emotional score	-0.010***	4.199***	4.440***
	(0.003)	(0.873)	(0.929)
PPVT score	-0.011***	17.490***	12.168***
	(0.003)	(0.869)	(0.920)
N	6699	5739	5678


Histogram: interview behavior at age 4-5
20.00
15.00
10.00
5.00
0.00
-3
-2
-1
0
1

back

Educated teachers are more likely to report delays in low-skill children

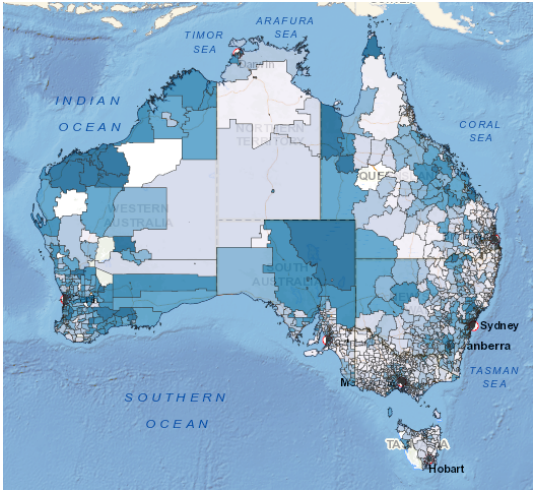
- ⇑ education → ⇑ reports of delays for children with low measured development
  - both for cognitive and non-cognitive skill
  - Reason: Stronger relationship between measured cognitive skills and perceptions

bias degree main

	Non-cognitive delay		Cognitive delay	
	Non-cogn. score low	Non-cogn. score high	Cogn. score low	Cogn. score high
Teacher college+	0.06*	0.02	0.05*	0.01
	(0.02)	(0.02)	(0.02)	(0.01)
Child attends daycare	-0.04	-0.02	-0.02	0.00
	(0.02)	(0.02)	(0.02)	(0.01)
Teaching experience 0-5 years	-0.04	0.01	0.01	0.03
	(0.02)	(0.02)	(0.02)	(0.02)
Teaching experience 6-10 years	0.01	-0.02	-0.02	0.01
	(0.02)	(0.02)	(0.02)	(0.01)
Age of youngest in class	0.00	0.00	0.00	0.00
	(0.00)	(0.00)	(0.00)	(0.00)
Age of oldest in class	-0.00	0.00	0.00	-0.00
	(0.00)	(0.00)	(0.00)	(0.00)
Children to qualified staff ratio	-0.00	0.00	0.00	0.00
	(0.00)	(0.00)	(0.00)	(0.00)
N	2899	2847	2771	2749

* 5% significance level.

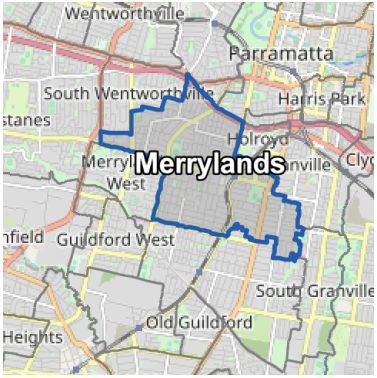
Postal areas map of Australia



main

Merrylands and Putney postcodes in Sydney

(a) Merrylands: Median weekly income $1,470



(b) Putney: Median weekly income $3,053

main

Teacher's and mother's perceptions: ME in development

	Non-cognitive delay perceived by mother	
	Ages 4-5	Ages 8-9
Teacher: Non-cognitive delay	0.05	
	(0.03)	
Teacher: Cognitive delay	-0.02	
	(0.03)	
School contacted about behavior		**0.09***
		(0.02)
Mother depression	0.02*	0.01*
	(0.01)	(0.01)
Non-cognitive score	-0.25	-0.36*
	(0.17)	(0.15)
Cognitive score	-0.02	0.01
	(0.06)	(0.03)
N	2202	5547

main

* 5% significance level.

Teacher's and mother's perceptions: ME & neighbourhood development

	Non-cognitive delay perceived by mother	
	Ages 4-5	Ages 8-9
Teacher: Non-cognitive delay	0.06*	
	(0.03)	
Teacher: Cognitive delay	-0.01	
	(0.04)	
School contacted about behavior		0.09*
		(0.02)
Non-cognitive score	-0.30	-0.16*
	(0.16)	(0.06)
Cognitive score	0.02	-0.03
	(0.06)	(0.02)
Neighbourhood cognitive score	0.01	-0.00
	(0.01)	(0.01)
Neighbourhood non-cognitive score	0.01	0.02*
	(0.01)	(0.01)
N	1619	4623

main

* 5% significance level.

Perceptions and school-based investment: ME in development

	Behavioral or psych therapy			Learning or speech therapy		
	(1)	(2)	(3)	(4)	(5)	(6)
	b/se	b/se	b/se	b/se	b/se	b/se
Teach.: Non-cognitive	0.069*	0.062*		0.070*	0.061*	
delay	(0.012)	(0.013)		(0.018)	(0.020)	
Teach.: Cognitive delay	0.013	-0.009		0.145*	0.078*	
	(0.014)	(0.017)		(0.022)	(0.028)	
Moth.: Non-cognitive	0.154*	0.133*		0.104*	0.103*	
delay	(0.025)	(0.028)		(0.028)	(0.032)	
Moth.: concern Cognitive	0.058*	0.038		0.206*	0.160*	
	(0.019)	(0.021)		(0.031)	(0.033)	
Non-cognitive score		-0.112	-0.194*		0.096	-0.014
		(0.087)	(0.094)		(0.109)	(0.108)
Cognitive score		0.001	0.007		-0.184*	-0.197*
		(0.043)	(0.048)		(0.060)	(0.059)
Neighbourhood		0.014	0.023*		-0.022	-0.010
non-cognitive score		(0.009)	(0.010)		(0.012)	(0.012)
Neighbourhood cognitive		-0.005	-0.009		0.045*	0.043*
score		(0.011)	(0.013)		(0.017)	(0.017)
N	4104	4074	4074	4104	4074	4074

main

Family investment: endogenous perceptions

- Maternal perceptions and investment can suffer from reverse causality → instrument for mother deficit recognition with indicator for being contacted by school about child's behavior

	Warmth	Anger	Tutor	Exp coll+
Mother: Non-cognitive delay	0.113	2.152*	0.065	-0.850*
	(0.279)	(0.354)	(0.171)	(0.185)
N	6556	6554	3570	6186
F stat.	77.24	66.49	50.14	65.21

main

* 5% significance level.

Stronger link between measured development and perceptions

- ⇑ education → ⇑ stronger relationship between measures of cognitive development and perceptions

	Non-cognitive delay		Cognitive delay	
	Certificate	College+	Certificate	College+
Non-cognitive score	-0.031*	-0.055*	-0.030*	-0.036*
	(0.011)	(0.009)	(0.011)	(0.008)
Neighbourhood non-cognitive score	0.016	0.025*	0.021*	0.016*
	(0.010)	(0.008)	(0.008)	(0.007)
Cognitive score	-0.030*	-0.067*	-0.060*	-0.098*
	(0.012)	(0.009)	(0.009)	(0.008)
Neighbourhood cognitive score	0.004	0.008	0.012	0.018*
	(0.010)	(0.009)	(0.008)	(0.008)
N	1725	2912	1722	2912

* 5% significance level.

main

Alternative measure of teachers' perceptions of non-cognitive deficits

- Continuous score of teachers' perceptions about child's non-cognitive deficits
  - Subquestions from Strength and Difficulty Questionnaire related to behaviours measured during the interview.

	Ages 4-5	Ages 8-9
Neighbourhood non-cognitive score	0.04*	0.04*
	(0.02)	(0.02)
Non-cognitive score	-0.07*	-0.05*
	(0.02)	(0.02)
Neighbourhood cognitive score	-0.01	0.00
	(0.02)	(0.02)
Cognitive score	-0.08*	-0.05*
	(0.01)	(0.01)
N	5055	4679

* 5% significance level.