

What strategies can parents of children with learning difficulties adopt in order to promote self-regulation across dimensions other than school related tasks?

- “Self-regulation: process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of their goals” (Schunk & Zuckerman, 1994, p.309).
- Researchers have found children with LDs have difficulties in self-regulation (cf. Barkley, 2006; Harris, 1986a in Reid et al. 2012)

It has also been found that these issues with self-regulation may affect domains other than education within an individual with LDs life, more so, as they get older (Gerber et al., 1990; Butler, 2004).

Research in the field has proven LDs to be life-long and can affect the life of individuals even past the school years (Butler, 2004).



The ability to self regulate is fostered mainly through social interactions (Zimmerman, 2000a; Bandura, 1986; Vygotsky, 1999).

Theoretical Perspectives

Relationships of the child and parent and the parenting styles affect the students' ability to develop self-regulation

Children of parents who embraced a more self-regulated learning approach to reading and writing at home, have better self-regulation skills in the classroom and generally have a more positive attitude when performing tasks of reading and writing (Perry et al., 2003).

The home environment I believe is as important if not more so than the school environment when teaching children how to live in the real world. It is our job as educators to aid parents in providing the best environment for their children's growth.

Tamara Qura'n EPSE 526

Strategies used by teachers to promote student self-regulation (Harvey & Chickie-Wolfe, 2007).

Fostering time management and organization : done by using time tables in the classroom, having regular routines for transition, planning and prioritising activities, and organizing and keeping the classroom neat.

Help students gain control over time: as the year progresses children are given more responsibility in the classroom and they learn to work more independently, only referring back to the teacher for feedback or assistance. Also, students are given some control over the assignments and projects in order to have some autonomy.

Teachers and children work together to set classroom rules and clarify behaviour expectations

Fostering positive relationships with the students: by doing so students are confident and comfortable in approaching the teacher for help.

The teacher uses different time management strategies and models them to the student



Image 1. a daily chart using pictures to illustrate the activities of the day. As the child gets older the chart can become more complex (adding specific times, making it look more like a table... etc.)

How they can be adapted for parents to use them at home:

Fostering time management and organization (having a daily schedule, separating work areas from play area, establishing routines)
[e.g. image 1]

Helping your child gain control over time: After assisting your child in performing tasks and organizing their day step back one step at a time and let them gain control and work independently. e.g. let them decide how they are organize their day after helping them through the process for a while.
Moreover, as your child gets older give him/her more responsibilities around the house (errands and chores) which they can add to their daily agenda.
Fostering talents and interests, do not force your own on your child.

Fostering positive relationships with your child: listen to your children and praise them for positive behaviour (self-regulation), do not penalize them or scold them publicly and let them know that you are there to assist them should they face difficulty in anything.

Work together with your child to establish and clarify the house rules and appropriate behaviours: if the child is involved in the process it is less of an authoritative relationship and they might feel that the rules are more reasonable.

Modeling time management and organization to your child: try to establish routines, and use a daily chart yourself (listing your daily errands).