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Self-regulation: A new perspective on learning problems experienced by children born extremely preterm

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Abstract

Survival rates are increasing for children born extremely preterm, yet despite the majority of these children having IQ scores within the average range, 50-70% of these children have later school difficulties. This paper reviews factors associated with academic difficulties in these children, emphasizing the contributions of executive functions (EF) and self-regulation. The roles of EF are examined separately, and also under the unifying construct of self-regulation; that is, the integration of various behavioural, cognitive, and affective elements. Improving self-regulatory skills could moderate the negative effects of EF deficits and inform interventions to improve the educational outcomes of these children

Keywords: Preterm, Premature, Extremely Low Birth Weight, Self-regulation, Executive functions, Learning difficulties

[Link to full text paper pdf](#) (61 KB)

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