The effect of training program based on some self requlated learning strategies on motivation and academic achievement among students with learning disabilities

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Nowadays, learning disabilities –in the field of special education -isone of the most important issues, that has been the focus of interest of thedifferent specialists, like doctors, psychologists, educators and sociologists. This concern is only natural because this category is very common among special education students in addition to the vast development in analysis, diagnosis and evaluation procedures. (Kahtan Ahmed El Zaher, 2004 : 19) Since learning disabilities affect the learner's psychology and represent vulnerability around which problems compile to affect the whole learner's personality if they are not dealt with; thus early detection of learning disabilities has a positive effect on effectively preparing the child for learning requirements. This paves the way to the child and clears any obstacles that may hinder his future progress. This can be achieved through early assessment and evaluation that guide us to the remedial educational programs suitable for the child; so, early detection for learning disabilities leads to an early treatment, and actually preparing the child for life and learning requirements. Learning disabilities result in a lack of leaning skills which in turn lead to learning failure. To save those learners, we should teach them to use the effective strategies and methods for overcoming learning disabilities. Many researches asserted that disabled students don't often independentlymodify their strategies to suit different task requirements, as Butler (1995) indicates that the challenge lies in figuring out ways that effectively make strategy learning be individually assigned for disabled learners, Swanson (1999) confirmed this when he stated that there's no such a thing as the best strategy for all disabled learners in different fields. Miranda et la (1997) agreed with the aforementioned theoreticalviews stating that disabled learners lack self - regulated learning (SRL) asthey lack knowledge efficiency, learning organization on their own,purposeful information processing, suitable strategies and strategic guidance for their progress. Thus, developing self learning skills helps in curing these deficiencies. Ruban et la (2003) agreed and stated that disabled students lack SRL and when they are trained to use the methods of self-regulation, they achieve success in the academic performance.Jacobson et la (1986) indicated that learning disabilities andmotivation are correlated since disabled students lack the desire, persistence and hard work to acquire knowledge. Friend (1993) concurs stating that

many disabled students show a lack in motivation which in turn affects perception as a result of academic failure experiences along with information processing -problems which make them doubt of their abilities and consequently their self esteem. As a result, they lose the motivation to pursue their learning. Jacobson indicates that goal determining- an SRL strategy- is the most suitable strategy for this category. Thus, teaching the strategy enhances the use of meta-cognition approach and promotes motivation for this category. SRL plays a significant role in orienting cognitive activities and helpsboth normal and disabled students attain high levels of academicachievement in all subjects, as Pintrich & Degroot (1990), Zimmerman et al (1992), and Ruban et la (2003) showed that students who employ selfregulated strategies of learning are better in school achievement than the others who don't employ them. Zimmerman& Bandura (1994),Zimmerman& Martinz (1988), and Fatima Fryer (1995) also indicated that those who used these strategies more often showed higher levels ofmotivation and academic achievement. SRL has a dual goal that includes expanding the individual' knowledge, as well as maintaining and enhancing motivation. Metamotivational self - regulation indicates to two components: motivational control and action control. Here, Boekearts (1995) points out the importance of considering Motivational self-organization as a main goal of selfregulation theory. Borkwiski (1990) provided a model that confirms the relationship between motives and self-knowledge, the main principle is that strategic actions directly affect the learner's self-concepts, leaning attitudes and beliefs about self regulation. Thus, these motivation states form the future academic performance. Runne (1996) states that motivation can be formedthrough the learner's experiences from learning situations, or carryingdifferent tasks when the learner evaluates his learning process, examinestask tools, independently acquire knowledge and develop his skills.