

Asia Pacific Journal of Developmental Differences
Vol. 9, No. 1, January 2022, pp. 65—81
DOI: 10.3850/S2345734122000128



Home-Based Psychoeducational Strategies for Supporting Children with Specific Learning Disabilities during School Closures

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Abstract

Specific learning disabilities (SLDs) refer to a diverse academically related disabilities manifested by significant difficulties in listening, speaking, reading, handwriting, spelling, writing, reasoning and/or mathematics. With the long school closures and the lack of face-to-face teacher presence during the Covid-19 pandemic, it can be challenging for parents to support their children with SLDs during home-based learning. One of the biggest challenges during home-based learning is homework completion by children with SLDs; another challenge is the competition one can observe between doing schoolwork and playing games on technology gadgets. Thus, the focus of this article is to draw from a range of extant literature regarding evidenced based prescriptive strategies for the psychoeducational support of children with SLDs, many of whom have self-regulation challenges, which include difficulty in shifting attention and sustaining mental effort. The prescriptive strategies aim to provide useful research-to-practice information to parents and caregivers on strategies for improving home-based education for exceptional learners with SLDs during the long school closures. These prescriptive strategies can be applied in the daily home-based support of children with SLDs for their academic success and wellbeing.

Keywords: psychoeducational support, specific learning disabilities, children, parents, school closures, home-based learning, Covid-19 pandemic

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