

## Self-regulated learning to improve daily activities and school task in children with autism spectrum disorders

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**Introduction:** Children with autism spectrum disorders commonly find daily activities and school tasks challenging. Limited interventions were found in these areas to address the needs of these children.

**Objectives:** To evaluate the effectiveness of self-regulated learning (SRL) and sensory integration intervention (SI) and compare it with a control activity-based intervention (AB) in improving daily living skills and school tasks in children with autism spectrum disorders.

**Method:** A three-armed randomised control trial was conducted. Sixty children; 20 in each group, with mild to moderate intellectual quotient participated in a 12-week intervention program. Assessments were conducted at pre and post interventions and at one month follow-up using the Vineland Adaptive Behavior Scales, 2<sup>nd</sup> Edition (VABS-II) and School Function Assessment (SFA).

**Results:** Significant improvement was shown in the SRL group on daily activities and school tasks components in both assessments: VABS-II ( $p < 0.001$ ) and SFA ( $p < 0.001$ ). The SI group showed significant improvement in SFA ( $p < 0.001$  to  $p \leq 0.05$ ) but not in VABS-II ( $p = 0.14$ ). The control group (AB) also improved in SFA ( $p \leq 0.001$  to  $p \leq 0.03$ ) but not in VABS-II ( $p = 0.33$ ). However, mean difference showed greater improvement on SI compared to AB. Follow-up results showed an ongoing improvement in the SRL group.

**Conclusion:** This study found that the SRL, SI and AB interventions are effective in improving daily activities and school tasks. The SRL was a promising intervention to enhance both daily activities and school tasks for children with autism spectrum disorder. SRL intervention should be considered in occupational therapy practice.