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**Profiles of self-regulation in elementary grades: relations to math and reading skills.**

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Summary: This longitudinal study investigated the development of cognitive and behavioral aspects of self-regulation and their relations to math and reading skills at the beginning of elementary school. Planning and task-persistent behavior (as the cognitive and behavioral aspects of self-regulation) were assessed in the classroom context. Participants were 775 children (mean age at the beginning of school 7.46, SD = 0.52). Using a person-oriented approach, five developmental profile groups of self-regulation were differentiated. The results showed that the development of the cognitive and behavioral aspects of self-regulation varies individually and that the associations between the cognitive and behavioral aspects of self-regulation differ at different time-points. Math and reading skills at the end of Grade 3 differed between these profile groups – the explained variance was greater for complex math and reading tasks (problem solving, reading comprehension) compared to the less complex tasks (calculation, word reading fluency).

*Classification:* C42 C32

*Keywords:* self-regulation; latent profiles; elementary school; math skills; reading skills

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