DEVELOPING FRAMEWORKS AND TOOLS FOR THE ANALYSIS OF PARENT-CHILD INTERACTIONS AND THEIR IMPACT ON CHILDREN'S SELF-REGULATION

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Abstract: This paper presents a preliminary analytic framework for the analysis of parent-child interactive dynamics taking place during an intervention programme oriented to foster a self-regulated approach towards academic tasks in primary school children who present difficulties in learning at school. The overall aim of this study was to explore the extent to which and the ways through which the quality of parent-child interactions and the incidence of metacognitive talk and strategic behaviours among parents and children changed while the participants were engaged in homework and study-related activities especially designed to foster metacognitive awareness. Primary school children (aged 7-10 years) showing low levels of academic achievement and self-regulation in the classroom context and parents presenting consistent difficulties when supporting their children's learning at home were selected for the study. During 7 parent-child sessions parents and their children were encouraged to work together on a series of academic tasks using a problem-solving approach involving task definition, planning, strategy monitoring and use, and evaluation (King, 1991). As part of the programme parents were invited to watch the videos of the sessions and to reflect upon them with the researcher using the Video Stimulated Reflective Dialogue methodology (Moyles and col. 2003).

Following a microgenetic approach to the data (Granott and Parziale, 2002) the analysis of parent-child interactions proposed in this paper focuses on elements such as the cognitive level of the interaction, the degree of shared responsibility over the task and the contingency of parental support.

Keywords: Metacognition, self-regulation, scaffolding, microgenetic approach.