Abstract

Our study examined the differences between students with special educational needs (SEN) and other students in vocational and technical schools in different areas of self-regulation: learning motivation, cognitive and metacognitive strategies and emotional regulation in learning. The sample consisted of 140 students, of whom 20 were students with SEN. Differences between students were most often expressed in the area of lower perceptions of self-efficacy. With respect to the regulation of time and study environment, the students with SEN had greater problems with following the study schedule than other students; in the area of taking responsibility for learning, the students with SEN gave up faster and did not persevere in studying the more difficult subject matter.

The students with SEN also expressed less positive beliefs about themselves and their abilities; they sought study support later or not at all compared to other students and gave up on studying more difficult course material. In inclusive classes with the students with SEN, the teachers should dedicate more time to develop self-regulated learning skills and strategies and thus increase students' feeling of control over the learning process.

Keywords: self-regulation, learning, students with special educational needs, other students, vocational and technical schools

Slovene legislation (Vocational and Technical Education Act, 1996; The Placement of Children with Special Needs Act, 2007) ensures secondary school students