



PANTHER NEWS



REMINDERS!

- The Parent Child Interaction Therapy (PCIT) Program at FIU begins this month! Contact our Coordinator: Cassandra Cardenas at 305-349-3582 or cascarde@fiu.edu for more information.
- We will be contacting families to obtain school and teacher information for this new school year.

MESSAGE FROM THE DIRECTOR

Dear Families,

I want to acknowledge the continued efforts of all parents, grandparents, and guardians in these difficult times. No one could have predicted that we would still be facing these challenges as we begin the school year.

We in the Self Regulation Lab had a fantastic summer at STP! We look forward to continuing to work with all of our families in the AHEAD and Nutrition studies throughout this school year.

Wishing you and your child a successful start to the 2020-2021 school year!

PAULO GRAZIANO, PH.D.

"We are here to help you and your family learn and grow during these difficult times."

-AHEAD Staff



CONTACT / FOLLOW US:

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BACK TO SCHOOL TIPS

1st 9 weeks of the school year will be very important.

Here are some tips!

- Establish daily learning & homework routines
- Check in regularly with your child's teacher.
- Volunteer or get involved in your child's school

ADDITIONAL RESOURCES

MIAMI-DADE PARENT RESOURCE GUIDE TO PUBLIC SCHOOL:

[HTTP://WWW.DADESCHOOLS.NET/FEATURES/PARENTRESOURCEGUIDE2010-11.PDF](http://www.dadeschools.net/features/parentresourceguide2010-11.pdf)

MEET OUR NEW STAFF



Cassandra Cardenas, M.S.
Our new Lab Coordinator
Contact her at 305-348-1833
or at selfreg@fiu.edu



Samantha Angulo
Our new Research Assistant



Luisa Bermeo
Our new Research Assistant

RESEARCH NEWS

WHAT ROLE DOES EXECUTIVE FUNCTIONING PLAY IN ACADEMIC ACHIEVEMENT: AN ARTICLE SUMMARY

By Dr. Jamie Spiegel

- This study reviewed 305 previously published articles which each examined the relation between working memory, inhibitory control, and/or shifting with reading, math and/or language outcomes for 64,167 elementary school-age children (K-6th grade). Results from these previously published articles were combined to determine the overall relations across samples. In other words, results were combined so we could better determine the entirety of what is known about this topic.
- We found that:
 - The ability to remember and manipulate information was most consistently related to reading, mathematics, and language achievement.
- **Take Home Message:** Overall, the findings highlight the important role that early screening for deficits in working memory, inhibitory control, and shifting may play in providing children with opportunities for early academic support or intervention.
- This article also examined the age at which executive function skills may be the most important for academic outcomes. We found that the age at which executive function skills are most important varies by academic subject area. Specifically, as academic tasks become easier for children they rely less on their executive skills. However, because children learn reading, math, and language skills at different speeds (and some skills are never mastered and continue to be learned throughout life – such as vocabulary), executive skills become less important at different rates as well. Meaning that although executive function skills may matter less for success in a specific subject area as your child grows, overall, it continues to impact their academic outcomes throughout elementary school.

Full version of this paper:

Spiegel, J.A., Goodrich, J.M., Morris, B.M., Osborne, C.M., & Lonigan, C.J. (2021). Relations between executive function skills and academic outcomes in elementary school children: A meta-analysis. *Psychological Bulletin*.

RESEARCH NEWS

EXAMINING TEMPORAL COGNITION IN PRESCHOOLERS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER: INSIGHTS FROM PARENT-CHILD INTERACTIONS

By: Dr. Paulo Graziano

- This study focused on comparing the use of time-related, math-related, and space-related words in typically developing preschoolers and preschoolers with ADHD.
 - Time-related words included later, tomorrow, week, etc.
 - Math-related words included together, all, some of, bigger, etc.
 - Space-related words consisted of here, far, behind, there, etc.
- What Happened in the Study:
 - Researchers transcribed and coded child-directed and parent-directed parent-child interactions.
 - During child-directed interaction, the parent allows the child to lead the play for 5 minutes.
 - During parent-directed interaction, the parent leads the play for 5 minutes.

- Findings Showed:

- There was a significant relationship between the different types of time-related words used and difficulties with attention.
- Preschoolers with ADHD used less time-related words compared to typically developing children.
- No differences were found in use of math or space-related words

Take Home Message: Overall, by evaluating time-related words in a parent-child interaction, findings show the importance of parent-child interactions in helping children identify and produce time-related words. It also highlights differences between children with ADHD and typically developing children in using time-related words.

Full Version of this Paper:

Tobia, V., Landis, T., & Graziano, P. (2021). Examining temporal cognition in preschoolers with attention deficit hyperactivity disorders: Insights from parent-child interactions. *Journal of Child and Family Studies*, 30, 2315-2327. <https://doi.org/10.1007/s10826-021-02004-3>

