S.E.L.F.-REGULATION LAB NEWSLETTER

ISSUE 9 | VOLUME 1

PUBLISHED MAY 5TH, 2022

PANTHER NEWS

REMINDERS!

- The Summer Treatment Program PreK/K-1 begins June 20th at Paul Bell Middle School!
- We are still enrolling children with no history of behavioral difficulties into our AHEAD Program. If interested, please call 305-348-1833 to speak with our coordinator, Cassandra
- If you refer a family to our AHEAD Program and they enroll, we send you a $25 gift card as a thank you!

MESSAGE FROM THE DIRECTOR

Dear Families,

We hope you are doing well! We are getting ready for our 13th STP PreK! We have served thousands of kids & families over the years. We have trained hundreds of counselors over 2 sites and we are excited to do it again!

This is the last year of our grant. We appreciate the dedication and support your family has shown over the years and we hope to continue to work with you.

Wishing you and your child a great summer. If your child is attending STP PreK/K-1, we look forward to seeing you next month!

PAULO GRAZIANO, PH.D.

CONTACT/ FOLLOW US:

Coordinator:
Cassandra Cardenas
Email: selfreg@fiu.edu
Phone: (305)-348-1833

Twitter:
@GrazianoLabFIU
Instagram:
@selfregulationlab
Facebook:
facebook.com/selfregulationlab

The Children's Trust
FIU Center for Children and Families
Florida International University
NIH National Institute of Diabetes and Digestive and Kidney Diseases
NIH National Institute of Mental Health

MEET OUR STP-PREK LEAD COUNSELORS!

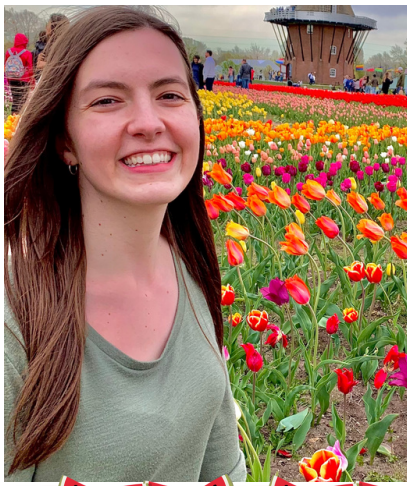
Carolina Essoudry Gruenberg

Catherine Uribazo

Victoria Quintanilla

Madeline Curzon

Rachel Tomai



ReAnnen Hogan

RESEARCH NEWS

HOW MUCH AND WHAT: USING A BUFFET TO DETERMINE SELF-REGULATION OF FOOD INTAKE AMONG YOUNG SCHOOL AGE CHILDREN

By Dr. Catherine Coccia

- **Purpose:** To see what food children choose and their ability to self-regulate their dietary intake when presented with an unlimited lunch buffet.
- Children participated in the study twice (one week apart)
- Children participated in an unlimited lunch buffet after drinking a high-calorie or low-calorie beverage.
- After drinking the beverage, children were presented with an unlimited lunch buffet where they could choose whatever and as much as they wanted.
- Foods at the buffets included: mac and cheese, turkey subs, cheese pizza, broccoli, baby carrots, red seedless grapes, bananas, Sun Chips, Teddy Grahams, Chips Ahoy cookies, low fat milk, apple juice and water.
- Researchers kept track of the foods and number of servings that children selected and measured the amount of food that was left on plates at the end of the lunch period so that they could calculate the nutrient value of the foods selected and consumed by the children.

- **Take Home Message:** Overweight/obese children may not self-regulate as well as healthy weight children. It is important to talk to children about making healthy choices when presented with a variety of options.

- **Findings Showed:**
- A large number of children showed self-regulation meaning that they consumed a lower amount of calories after drinking the high calorie drink and consumed more calories after drinking the low calorie drink
- Children with overweight/obesity showed poorer self-regulation compared to the healthy weight children
- Healthy weight children did not show any significant differences in food consumption between the two buffet trials however there was a significant difference in the number of cookies selected.
- Overweight/obese children selected higher amounts of milk and consumed higher amounts of pizza and cookies after the high energy preload drink.
- There was a significant difference between consumption means for calories, total fat, saturated fat and cholesterol intake in the overweight/obese children and no difference in intake for the healthy weight children

Full version of this paper:

Coccia, C., Lovan, P., Macchi, A., Coto, J., Dick, A., & Graziano, P. (2022). How much and what: Using a buffet to determine self-regulation of food intake among young school age children. Physiology & Behavior, 249: 1113745. DOI: 10.1016/j.physbeh.2022.113745

RESEARCH NEWS

WHAT ROLES DO ADHD AND EXECUTIVE FUNCTIONING PLAY IN GERM SPREADING AMONG YOUNG CHILDREN AND HOW DO THEIR PARENTS RESPOND?

By: Melissa Hernandez, M.S.

- **Purpose:** This study focused on comparing germ spreading behaviors and parental responses to these behaviors among typically developing children and children with ADHD via observational coding during a 5-minute play situation.
  - Germ spreading behaviors included (1) children putting toys in their mouth and (2) touching their face/mouth with their hands.
  - Parental responses included physical and verbal prompts towards the child to remove the toy from their mouth and/or move their hand from their face.
- During the parent-child interaction, the parent allows the child to lead the play for 5 minutes.
  - Children and parents are provided with 3 sets of toys: (1) Legos, (2) Potato Head, and (3) food toys.
  - Researchers coded parent-child interaction for 3 specific behaviors: how many times (1) a child put a toy in their mouth, (2) touched their face/mouth with their hand and (2) parental verbal/physical prompts to cease either behavior.

Full Version of this Paper:

Hernandez, M. L., Spiegel, J. A., Coxe, S., Dick, A., & Graziano, A. P. (in pres). Individual difference in germ spreading behaviors among children with attention-deficit/hyperactivity disorder: the role of executive functioning. The Journal of Pediatric Psychology.

- **Findings showed:**
  - Compared to typically developing children, children with ADHD were more likely to put toys in their mouth, but were equally as likely to touch their face/mouth with their hands.
  - Specifically, children with poor attention and worse executive functioning were more likely to put toys in their mouth.
  - Parents of children with ADHD did not respond significantly more than parents of typically developing children

Take Home Message: Beyond the spread of COVID-19, it is particularly important to understand the risk factors associated with illness transmission in young children. Preventative measures by parents, clinicians, practitioners, and teachers should emphasize sanitizing toys more often when working with children with ADHD in order to reduce illness transmission.

Additionally, interventions that target improving personal hygiene for young children with ADHD may emphasize teaching children not to put toys in their mouth, as well as instructing their parents to clean toys at a higher frequency.