

Self-Regulation and Executive Function in Early Childhood.....

Discussant's Comments
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Trends in Self-Regulation Research

- Early variability/long-term implications.
- Conceptual and methodological issues.
- Structure of EF/SR.
- Crucial Individual differences.
- Broadening the Scope: contextual issues, neurobiological perspective, interventions

Vandenbroucke (*et al*)

- Finer breakdown of 3 basic EF components.
- Evidence for more complicated structure
- Profile analysis revealed only high-low.
- Large set of contextual (sociocultural and parental) correlates.

Q. Were you surprised to find only high-low profiles given the complicated structure of EF uncovered? If so, how do you explain it?

Cadima (*et al*)

- Focus on hot-cool SR.
- Evidence in 4-5 yr-olds for two factor model.
- Hot SR predicted externalizing problems and pro-social behavior, especially in boys. No gender differences overall in direct assessments, but teacher reports revealed gender differences.

Q. What are the other supports that girls have that boys don't?

Ravenswaaij (*et al*)

- Fine-grained analysis of DOG in 2-3 yr-olds.
- Measured effortful control-inhibition and attention.
- Examined strategies used during waiting period.
- Found a mosaic of patterns of strategies and associations with age , gender and temperament.

Q. Does focus on high SES cloud what might be a simpler pattern across a broader spectrum of social class.

Slot (*et al*)

- Examine cognitive and emotional regulation in a free play session.
- Investigated associations with cool and hot EF
- Little evidence of strong or consistent associations across measures of EF and SR.

Q. Is the lack of association a function of experimental vs. naturalistic setting; ie context matters?

Future Directions

- **Near-term**

Common vocabulary

Uniform measurement strategies

Broader theoretical perspective.

- **Longer-term**

Incorporate neurobiological perspective.

Scaled-up interventions

Thank you

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