

Bibliographic Information: Blair, C., Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Development and Psychopathology*, 20, 899-911. doi: 10.1017/S0954579408000436

Summary: Blair Diamond (2008) studied young children's self-regulation development from social and biological perspectives and argue that the relationship between emotional regulation and executive cognitive functions, which are inhibitory control, working memory and mental flexibility, is interdependent. According to the article, self-regulation can be reached by having a balance between emotional arousal and cognitive regulation and its development is dynamic. In addition, the article claims motivation and emotional support together with good cognitive functions can prepare preschool students to be ready for school as students will feel they are capable, self-directed learners and they can perform better later on. An emotion-cognition balance model is introduced to support students learning, to help them practice their self-regulation skills and achieve school success.

Critical Evaluation: This article is relevant to my research as it studies the impacts of executive cognitive functions on students' learning processes. In addition, it explains the importance of social-emotional skills in helping young students develop their self-regulation skills. Although it does not back up its points with empirical data, I find its arguments reasonable with supporting literature.

Personal Reflection: Furthermore, how it studies the relationship between self-regulation and academic success from a social, biological, emotional, and cognitive perspective is important.

By OISE Alum Mayra Carlos Lazo

Research Question: How does sleep impact adolescent cognition?

Bibliographic Information: Leonard, Khurana, A., Hammond, M. (2021). Bedtime media use and sleep: evidence for bidirectional effects and associations with attention control in adolescents. *Sleep Health*, 7(4), 491–499. <https://doi.org/10.1016/j.sleh.2021.05.003>

Summary and Findings: The authors researched bedtime media use and sleep quantity in almost 400 middle-schoolers. As a secondary focus, they looked into the association between staying up late using devices and attention control evaluated the next day. Access to media use and sleepiness were related to attention control at two different times, six months apart. The researchers asked middle-school children to complete a sleepiness scale to determine the level of students' self-perception of sleepiness. The results showed that adolescents who stay up later using screens reported more daytime sleepiness. The researchers discovered that the sleepiness was not a result of difficulty falling asleep, but the result of going to sleep later at night, therefore they spent significantly less time sleeping. Finally, they mentioned the associations of bedtime, screen time and sleep variables with difficulties in attention control. Participants scored lower in attention control due to falling asleep while being tested.

Relevance to research topic: This article will be helpful for my introduction. I need information regarding the fact that teenagers are getting less sleep than what is recommended for their age. According to this study, media device usage contributes to sleep deprivation in the age group that I am looking into. The article's secondary outcome of the relationship between the use of devices and next-day sleepiness with attention control is also relevant for the content of my literature review since attention control is part of cognition. Therefore, I may use it as one subheading.