The LEAD Graduate School & Research Network at the University of Tübingen invites you to attend the lecture by

Prof. Clancy Blair
Steinhardt School of Culture, Education, and Human Development
New York University

Self-Regulation: An Applied Developmental Science Model

Tuesday, May 16th, 2017, 14.15-15.45 hrs
Department of Psychology, Lecture hall 4.329, Schleichstraße 4, 72076 Tübingen

Abstract: This talk will describe recent advances in the scientific study of self-regulation in early childhood, focusing on the development of executive functions, the complex thinking skills that are important for learning in school and for controlling behavior and emotions. Research in neuroscience indicates that stress and adversity early in life negatively impact executive functions and self-regulation in young children. A growing body of research in early intervention and early childhood education, however, indicates that self-regulation and executive functions can be fostered through supports for families and through innovative programs that enhance the quality of children’s early education experiences.

Biography: Clancy Blair, PhD, is a Professor of Cognitive Psychology in the Department of Applied Psychology in the Steinhardt School of Culture, Education, and Human Development at New York University. He earned a BA at McGill University and an MPH in maternal and child health, and MA and PhD in developmental psychology at the University of Alabama at Birmingham. He has been conducting research on the development of self-regulation in early childhood for over two decades. The specific focus of this research has been on the development of executive function abilities. This research has demonstrated that executive functions are central to school readiness and school achievement in the elementary grades, are substantially influenced by experience and by the characteristics of the family and the home environment, and highly interrelated with the regulation of stress response physiology. He serves as a consultant on numerous research projects and in addition to serving as a scientific advisor to the Urban Child Institute, serves on the advisory boards of several initiatives focused on early childhood education and child wellbeing including First things First in Arizona; the Early Childhood Comprehensive Assessment System, in Maryland and Ohio; the Exploring Implications of Emerging Insights from Psychology for Self-Sufficiency Programs project, Mathematica, Washington DC; and the BUILD K-3 Formative Assessment Consortium, North Carolina.

Important Publications:

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