



# GROWING WITH BROCK

SPRING 2021



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in Niagara

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## FRIENDLY COMPETITION RAISES OVER \$4000 TO SUPPORT THOSE LIVING WITH ALZHEIMER'S

Once again, two Growing with Brock labs took part in the annual Walk for Alzheimer's. This past January, the lab teams set out to walk 10,787 steps to help raise money for the 10,787 people living with dementia in Niagara. All funds raised help people living with dementia and their care partners access programs and services at the Alzheimer Society of Niagara Region.

Given the COVID pandemic, this year the walk was held virtually. However, this did not stop them from beating last year's total raised! Of course, a little friendly competition didn't hurt. The Face Perception Lab (FPL) and the Campbell Neurocognitive Aging (CNA) Lab went head to head to see who could raise the most money.

The CNA lab managed to raise \$1595 this year and the FPL lab raised \$2800. Together, both lab teams raised a total of \$4395 for the Alzheimer's Society of Niagara. Way to go teams!

The event raised a total of \$111,680.

For event details, please visit:

[http://alz.convio.net/site/TR?fr\\_id=3270&pg=entry\\_](http://alz.convio.net/site/TR?fr_id=3270&pg=entry_)



Participating in the Walk for Alzheimer's this year was a nice activity that we could do as a lab still, even when we couldn't get together physically. And it was nice to do something in memory of some loved ones. I look forward to next year's walk!

- Meryl, FPL Lab Manager



# RESEARCH UPDATES FROM THE GWB LABS!




## ***Children's Prospective Memory*** - *Developing Memory and Cognition Lab*

In a recently published study, Lydia Lavis (MA, 2020), and Dr. Caitlin Mahy examined how good 4- to 6-year-old children are at predicting their memory performance. In the lab, children were asked to predict their memory performance on two types of memory tasks: (1) a prospective memory task, where children had to remember to perform an action in the future, and (2) an episodic memory task, where children had to recall as many items as they could that they had seen previously.

Findings show that all children overestimated their performance and often thought they would remember to do everything. In reality, children remembered to perform the action about half the time and children recalled about 4 items that they had seen (out of 8). Children's predictions did become more accurate with age, indicating that although all children overestimated their memory abilities in predictions, 6-year-olds memory performance was closer to their predictions compared to 4-year-olds. The results suggest that children are quite optimistic about their memory performance, but as they age they become more aware of their memory abilities. In the literature, it has been suggested that young children's optimism about their abilities encourages them to try difficult tasks and in turn to develop new skills.


## ***Children's Accuracy When Responding to How and Why Questions*** - *Social Cognitive Development Lab*

In a recent study by graduate student Breanne Wylie (PhD candidate, 2022) and Dr. Angela Evans we looked at 5-7 and 9-year-olds accuracy when answering Why? and How Come? Questions. We also assessed whether children's ability to answer these questions was related to their language development. Children were instructed to complete a series of activities (e.g., puzzle, throwing a ball), and were asked about the reason they engaged in the activities (e.g., Why did you throw the ball?). Findings revealed a shift from 5 to 7 years, where by 7 years old children became highly accurate when answering both Why and How Come questions, partly related to older children's higher language skills. These findings highlight that preschool children may experience difficulties when answering How Come and Why questions. Since children are asked questions daily, by parents, teachers, and other professionals working with children it is important to understand what questions are difficult for young children and how to best ask about their experiences.



Lavis, L., & Mahy, C. E. V. (in press). "I'll remember everything no matter what!": The role of metacognitive abilities in the development of young children's prospective memory. *Journal of Experimental Child Psychology*.

To read the article, please visit:  
[www.brockdmclab.com/publications.html](http://www.brockdmclab.com/publications.html).



Wylie BE, Stolzenberg SN, Evans AD. Children's accuracy in answering Why and How Come questions. *International Journal of Behavioral Development*. January 2021. doi:10.1177/0165025420979364



## Celebrating Success



**Samantha Moeller's** masters work on adult perceptions of forgetful children is under review for publication in the journal *Memory*!

**Memory**



**Victoria Dykstra** was the recipient of a SSHRC Doctoral Fellowship!

She is using her SSHRC funding to study adolescent lie-telling. Specifically, she's looking to learn why adolescents lie more than adults or children and hopes the results of her study can eventually help influence moral education programs for youth.

Read more [here](#).



## TRY THIS FUN **SPRING** STEM EXPERIMENT AT HOME:

### Spring Flower Coffee Filter Art

#### What you will need:

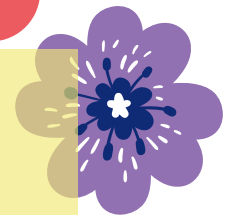
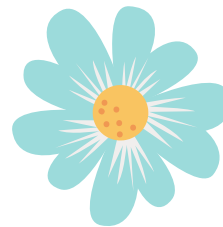
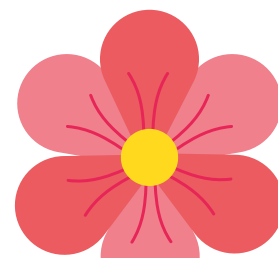
- Coffee filters
- Liquid watercolors (or food colouring could work as well)
- Glass jars
- Eye droppers (or a paint brush could work here too)
- Wax paper

#### STEM concepts:

- Absorption
- Color mixing
- Saturation
- Fine motor skills
- Color identification

#### Instructions:

1. Cut out flower shapes from the coffee filters. This can be done using a die-cut machine, free-hand cutting, or tracing a template and then cutting out the shapes. Get the kids to help if they can!
2. Next, place some liquid watercolors or food colouring into a few containers. Glass jars work well since they won't tip over as easily, but you can use any type of container you have on hand.
3. Place down a piece of wax paper to serve as each child's work space. The wax paper helps contain any escaping watercolors and makes it easier to take the flowers to a safe place to dry.
4. Demonstrate how to use an eye dropper or paint brush in case they need that instruction.
5. Then let those little art scientists at it! Don't forget to have a few STEM discussions along the way (oversaturation always seems to be an important one!).



*In case you  
Missed it!*

Here are two of the past webinars  
hosted by the Lifespan Centre!

**AGING AND MEMORY:** [CLICK HERE](#)

**PROSPECTIVE MEMORY:** [CLICK HERE](#)



Take a listen to PhD student  
**Breanne Wylie** discussing her  
research on interviewing child  
witnesses on the  
@AdvancingHumans podcast.

[Click here!](#)



Check out PhD  
student Tessa  
Mazachowsky's  
article in **The  
Conversation on  
children's  
spending!**

[CLICK HERE](#)



# IN THE MEDIA



Check out this whiteboard video  
on **future thinking** from the  
Developing Memory and  
Cognition Lab!

[CLICK HERE](#)



Read about the  
changes in  
research during  
the pandemic!

[CLICK HERE](#)

