



## FRONT PORCH SERIES BROADCAST CALLS

Foundations for Social, Emotional and  
Academic Competence: Poverty and  
the Development of Effortful Control

by Liliana Lengua, Ph.D.



**Monday, April 23, 2012, 1:00 – 1:45 p.m. EDT (10:00 – 10:45 a.m. PDT)**

Join NCQTL for the next installment of the Front Porch Series, *Foundations for Social, Emotional and Academic Competence: Poverty and the Development of Effortful Control*. Dr. Gail Joseph will moderate the call and Liliana Lengua, Ph.D. will present information on effortful control, a core aspect of self-regulation, which has been shown to predict academic, social, and emotional success in both typical and at-risk children. In fact, it is a more robust predictor of early academic and social success than early verbal skills, and predicts school and adult success above the effects of family socioeconomic status and IQ. For at-risk children, having strong effortful control serves as a protective factor reducing the impact of risk factors such as dangerous neighborhoods, family conflict, parenting difficulties, and other adverse childhood experiences (ACEs).

**Join us for this engaging Broadcast Call. Space is limited.**

**Reserve your Webinar seat now at: <https://www3.gotomeeting.com/register/848463446>**



**Liliana Lengua, Ph.D.** is a child clinical psychologist, a professor of psychology at the University of Washington, and director of the UW Center for Child and Family Well-Being. She is an internationally renowned expert on children's vulnerable and resilient responses to stress, demonstrating how parenting and

children's temperament contributes to children's unique responses to stress. She is also recognized for her research on the effects of stress and disadvantage on parenting and children's social-emotional development. She has been the principal investigator of several federally funded research projects and is the author of over 50 published papers.

### Top 5 Questions:

1. Can effortful control be taught?
2. What does effortful control have to do with school readiness?
3. How does stress interfere with a child's ability to learn?
4. What curricula for preschoolers support a child's social emotional development?
5. How can you measure effortful control in young children?

### Website

**Center for Child and Family Well-Being**  
<http://depts.washington.edu/ccfwb/>



THE NATIONAL CENTER ON  
**Quality Teaching  
and Learning**



This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.