

1.6 What is the evidence that the techniques, approaches or principles underpinning the programme might lead to impact on attainment and non-cognitive development?

Research Articles

(1) See for instance: Farah MJ, Shera DM, Savage JH, et al. Childhood poverty: Specific associations with neurocognitive development. 2006; 111(1): 166-174. Noble KG, Norman MF, Farah MJ. Neurocognitive correlates of socioeconomic status in kindergarten children. 2005; 8(1): 74-87. Noble KG, McCandliss BD, Farah MJ. Socioeconomic gradients predict individual differences in neurocognitive abilities. 2007; 10(4): 464-480.

(2) See for instance for reading and literacy Blair & Razza, 2007 and Christopher et al., 2012; for mathematics Cragg & Gilmore, in press; Friso-van den Bos, van der Ven, Kroesbergen, & van Luit, 2013; fRaghubar, Barnes, & Hecht, 2010; and for science Nayfeld, Fuccillo, & Greenfield, 2013.

(3) See for instance Executive Functions and Academic Achievement: Current Research and Future Directions Infant and Child Development Inf. Child. Dev. 23: 1–3 (2014) Published online in Wiley Online Library (wileyonlinelibrary.com).

(4) Executive Functions - Annual Review of Psychology Vol. 64: 135-168 (Volume publication date January 2013). First published online as a Review in Advance on September 27, 2012 DOI: 10.1146/annurev-psych-113011-143750.