

Developed by Meredith Martin, PhD: PSY400 – Developmental Psychopathology

Personal Reflection: Poverty & Academics

STEP #1: Read the Article

Read the following article, located on Blackboard:

Kidd, C., Palmeri, H., & Aslin, R. N. (2013). Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability. *Cognition*, 126, 109-114.

STEP #2: Write Your Reflection

For this assignment, I'd like you first to think about the implications Dr. Kidd's research has for understanding the role of poverty in shaping children's self-regulation. How might this relate to children's academic success? Please be sure to draw at least one specific connection to the Kidd reading.

Then, I'd like you to draw a connection between these ideas and your own developmental history. What role do you think your own family's socioeconomic status played in determining your academic success?

Your response should address both of the above questions. Unlike other assignments this semester, this is a *reflection piece*, which means that it is okay to write this assignment in first person. **I would like to hear your voice in this reflection.** I do want you to fully explain your thinking, however. Please be specific and be sure to draw a direct connection between your thoughts and the reading.

Essay guidelines:

- Length: 1-2 pages, double-spaced, Times New Roman
- Please write a *thoughtful* reflection – actually take the space to think about this question!

GRADING RUBRIC: The Reflection will be graded as Follows.

- 0 = **Not turned in**
- 10 = **Incomplete**. Student did not meet the bare minimum guidelines (e.g., page limits, instructions) for the assignment as outlined.
- 20 = **Adequate**. The student completed the assignment (i.e., met the bare minimum requirements), but the quality was not high enough to warrant an "excellent." Signs of poor quality include: multiple spelling or grammatical mistakes, failing to clearly articulate one's ideas, failing to indicate an adequate understanding of the material, not drawing clear connections to the reading.
- 25 = **Excellent**. The student met all of the guidelines and their work was of good quality. Work clearly illustrates the students' engagement with the material and contains minimal mistakes.

If you are confused about these guidelines, please contact me BEFORE the deadline for clarification.

