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The Effects of Early Science Education on the Acquisition of Executive Functioning Skills in Preschoolers
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Research Objective
• To provide a better understanding of the impact of early science education on executive function skill development in preschoolers
• To identify differences in the level of child engagement in literacy-based versus science-based early childhood programs.

Methodology
• Structured observation comparing a science-based early childhood program and a traditional literacy-based program.
• The Engagement Check II (McWilliams, 1994) was used to assess the number of children engaged in general activities of daily routine (Fig.1).
• An observation of the number of children engaged in specific tasks related to executive functioning was observed (Fig.2).

Results
The science-based curriculum appeared to
I. Support higher degrees of working memory for recall and use information and also following three-step directions (Fig.2).
II. Support greater inhibitory control and allowed children to engage in increasingly challenging tasks, and engage in goal-oriented tasks. (Fig.3).