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Winning entry for 2017

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Broadly, I am interested in how and why humans think the way they do and why thinking varies from person to person. Fortunately, I was given an opportunity to engage with high-level research early on in my undergraduate career due to a generous invitation to collaborate with Human Development Professor Loren Marulis at the Connecticut College Children's Program Development Lab School. Through our project, *Metacognitive Processes in Development* [MinD], we are longitudinally investigating metacognitive skills as unique predictors for other learning related skills in 2 to 5-year-olds. As a collaborator on this project, I have had opportunities to participate in comprehensive and iterative training with Dr. Marulis to systematically collect, code, and analyze data across metacognitive, executive functioning, and motivation frameworks. Through this training, I have also contributed to the development of existing coding schemes as well as help create new ones. Lastly, I have presented posters at national and international conferences and am currently working with Dr. Marulis to prepare a manuscript for publication.

Therefore, enrolling in Professor Marulis' Human Development 225 course titled Individual Differences in Human Development in Spring 2016 was a natural next step for me. When prompted to choose a topic for a final research paper, I naturally gravitated towards researching an aspect of individual differences that was related to my current research with the MinD project. At the time, we had just finished initial analyses of our video data. As a result, we noticed that many of the children employed private speech and help-seeking behaviors during the puzzle task. As learning strategies, this piqued our interest and eventually developed into a topic of great interest for me.

In order to write the attached research paper, *Help-seeking Behaviors in Young Children*, I began my research by first carefully re-reading Richard Newman's (2000) piece *Social Influences on the Development of Children's Adaptive Help Seeking; The Role of Parents, Teachers, and Peers*, which Professor Marulis had introduced to me the previous summer while I was working on the MinD project. As a landmark piece in the help-seeking literature, I knew that it would be important to start with this article.

Moving forward, I sought to find more recent empirical research. To do so, I utilized Connecticut College's online Library search engines. Specifically, Libraries > Databases > Individual Databases > Human Development > and then, ERIC and PsychINFO. I find these online databases particularly helpful in that they allow for nuanced searches. For example, it was important that my sources provide research that was relevant and specific to my topic and to my interests. In order to procure this additional empirical research, I used multiple groupings of the following search terms in each of my search engines: early childhood, help-seeking behaviors, monitoring and control behaviors, temperament, and mediators.

Once armed with a substantial list of sources, I proceeded to carefully read each abstract to narrow my list to only include sources that had been published in well-respected psychological journals, that were rooted in empirical research, and that were relevant to my specific interests. In many cases, I was pleased to discover that my sources referenced Richard Newman. Additionally, I approached Professor Marulis in order to obtain the most well respected sources of traditional

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psychological theory (i.e. Vygotsky's *Mind in Society*) and also referenced my course textbook in order to tie my research back to the overarching course theme of individual differences in development. Lastly, came the lengthy process of reading, annotating, outlining, drafting, revising, and rewriting, which incidentally, informed my CELS-funded internship as well as my current Honors Thesis, in which I am more thoroughly researching this topic.