

Week 5 Lab 8

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Abstract

If You Have Two Loaves of Bread, Sell One and Buy a Lily - A Chinese Proverb

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Results

The table below presents the mean scores and standard deviations for math and reading separated by sex(i.e., boys and girls) and whether these students receive free/reduced price meals or not.

sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.85	46.34	441.46	32.32
boy	yes	469.87	46.09	425.38	26.63
girl	no	501.21	45.96	448.54	34.52
girl	yes	477.51	46.30	430.80	27.42

As shown in *Figure 1* (at the end of the document), we observed a slight positive association between the number of years of teaching experience and students' math scores. Teachers who reported more years of teaching experience were also more likely to have students in their class with higher math scores, compared to teachers with less experience. This association was present for both students who recieved free and reduced meals and those who do not. However, the plot shows that students who do receive free and reduced lunches, on average, had lower math scores than students with paid meal status, regardless of the years of teaching experience of their educator.

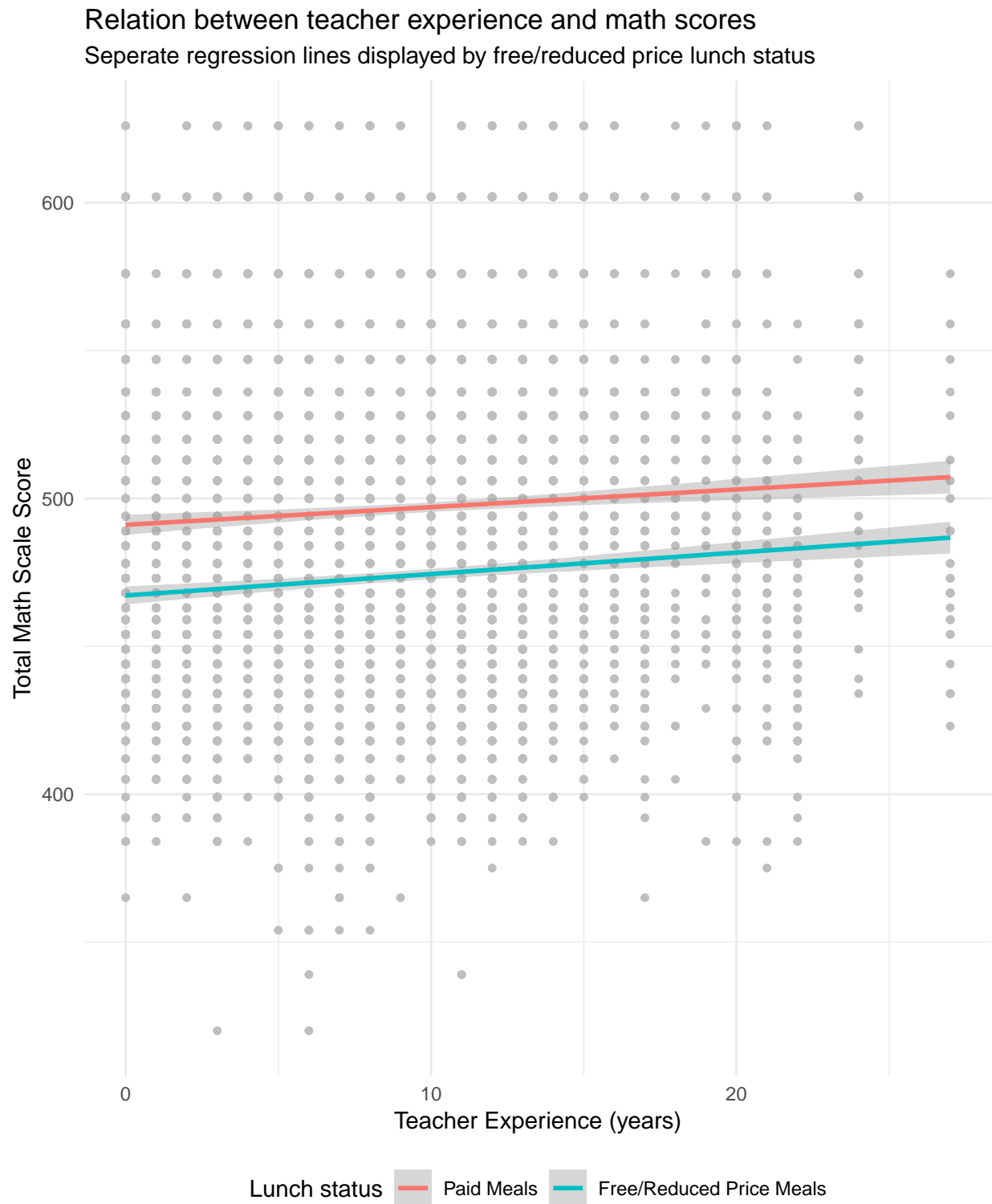
Discussion

Child maltreatment is characterized by its multifinality, this means that individual differences play a role in how child maltreatment is experienced and how it affects later development. In part, this can be explained by timing, dose, chronicity and type of maltreatment (Gunnar, Fisher, & others, 2006). For instance, Cowell, Cicchetti, Rogosch & Toth (2015) found that on measures of inhibitory control and working memory, maltreated children showed poorer performance than their non-maltreated counterparts. Furthermore,

Cowell et al. (2015) found that within the maltreated group, children that had experienced maltreatment during infancy had worse performance in comparison with children that experienced maltreatment later in childhood.

References

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*Figure 1*