We study cognitive development in preschoolers attending Head Start programs for families living in poverty. Currently, our focus is on understanding the development of self-regulatory skills useful for early learning as well as acquiring a better understanding of optimal ways to teach early math and literacy concepts. To address our research interests, we conduct both correlational and experimental studies at local Head Start centers. Students who become members of our lab will have the opportunity to gain hands-on experience collecting data and learn about cognitive development from both a theoretical and applied standpoint as it applies to children attending Head Start. There are opportunities for students to be involved in conference submissions and independent projects. Many undergraduate members of our lab have gone on to graduate school in school psychology and child development.