Executive function involves a variety of processes, including integration, self-regulation, coordination, and inhibitory control. The Stroop Test, specifically the interference score, can be used as a measure of inhibitory control (Golden & Freshwater, 2002). The KTEA is a standardized measure of math and reading ability (Vladescu, 2007). Several studies have found positive correlations between reading and math ability and inhibitory control in young children (Blair & Razza, 2007; Mazzocco & Kover, 2007). We investigated these correlations in college students. We hypothesized that there would be positive correlations between KTEA math and reading scores and Stroop interference scores in college students.

METHODS

Participants
• 24 subjects (12 F); average age 20.88 years (SD 1.57)
• Monolingual, right-handed, normal vision, no history of language, math or neurological disorders

Behavioral Testing
• KTEA: Kaufman Test of Educational Achievement (2nd Ed., Kaufman & Kaufman, 2005): Reading and Math subtests
• Stroop Color and Word Test (Golden & Freshwater, 2002)

Stroop Test
• Interference T-score indicates ability to inhibit the word naming response
• T-scores represent discrepancy between performance on Color-Word test and standardized color naming and word naming tests
• Lower T-scores: word naming actively interferes with the color naming response

Data Analysis
• Pearson bivariate correlations performed between Stroop Interference T-scores, KTEA Math and Reading standard scores (SS)

RESULTS
• KTEA Math mean: 94th percentile
• KTEA Reading mean: 86th percentile

KTEA Math SS & Stroop Interference:
• Pearson r = -0.259, p = 0.221

CONCLUSIONS
• There were no significant correlations between KTEA Math and Reading scores and Stroop Interference standard scores
• The absence of significant correlations between academic achievement measures and inhibitory control is likely a result of the lack of variability in the data. Subjects were all high-achieving college students.

REFERENCES

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