



Demographic Characteristics and the Children's Kitchen Task Assessment (CKTA)

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Introduction

- Executive functioning (EF) skills support children's successful and independent participation in daily activities¹
- Impaired EF skills require equitable and ecologically valid measurement tools^{2,3}
- The CKTA measures EF performance through three performance-based recipe tasks: playdough, mug cake, and chocolate popcorn²
- Aim of the study was to determine if child and family characteristics and resources are associated with performance on the CKTA

Demographic Characteristics of the Sample

		Mean	Standard Deviation	Count
Age		8.46	1.13	13
Gender	Male			7
	Female			6
Ethnicity	Caucasian			7
	African American			6
Income	Less than \$150k			5
	\$150k or more			5
Parental Education	HS grad-Bachelor's degree			2
	Postgrad-Ph.D.			9



Research Design and Methods

- A preliminary descriptive design was used to establish equitability of the CKTA for future practice
- Thirteen participants were recruited in a convenience sample from after school programs in Dane County, WI
- Participants' demographic information was obtained through parental report

Data Analysis

- Total scores on the CKTA were computed by adding each of the three tasks together; higher scores represented a greater need for cueing support thus indicating lower EF skills
- Mann-Whitney U test was used to assess differences between total CKTA score and demographic variables

Results

Differences between total CKTA score and demographic variables

	Gender	Ethnicity	Parental Education	Income
Mann-Whitney U	20.500	5.500	7.000	4.500
Wilcoxon W	48.500	33.500	52.000	19.500
Z	-.072	-2.220	-.472	-1.676
Asymp. Sig. (2-tailed)	.943	.026	.637	.094
Exact Sig. [2*(1-tailed Sig.)]	.945 ^a	.022^{a*}	.727 ^a	.095 ^a

a. Not corrected for ties.

*Correlation is significant at the 0.05 level (2-tailed).

Median scores for each group

Total CKTA score	N	Median
Gender		
Male	7	11.00
Female	6	13.50
Total	13	13.00
Ethnicity		
Caucasian	7	8.00
African American	6	19.50
Total	13	13.00
Parental Education		
HS grad-bachelor's degree	2	13.00
Postgrad-Ph.D.	9	11.00
Total	11	11.00
Income		
Less than \$150k	5	17.00
\$150k or more	5	8.00
Total	10	10.00

Conclusions

- Results indicate that CKTA may mediate the effects demonstrated in the previous literature that gender and parental education have on EF performance, however, the small sample size likely contributed to the lack of statistically significant associations found
- Strong associations between ethnicity, income, and performance were found; however, future research should control for other demographic variables when assessing these characteristics
- A larger and more diverse participant pool is needed to confirm CKTA as an equitable performance-based assessment

Implications for Practice

- Results from this study provides researchers and therapists a preliminary understanding on how child and family characteristics and their resources may relate to performance on EF assessments, such as the CKTA
- This study can help help raise awareness on whether clinical assessments can accurately and equitably determine which populations may be at risk for challenges in executive functioning

References

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