Taking Control of Cognitive Aging: Psychosocial and Behavioral Factors

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Collaborators and Support

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Lifespan Developmental Psychology Lab

John D. and Catherine T. MacArthur Foundation (MIDUS I)
NIA AG17920

NIA PO1 AG20166 (MIDUS II)
Overview

- Variation in cognition by age and education (MIDUS II data)
- Beliefs matter - Sense of control
- Psychosocial and behavioral moderators
  - Anxiety
  - Cognitive Activity
- Conclusions and future directions
Lower Performance on Multiple Cognitive Tests (BTACT) with Age: MIDUS II National Sample (N=4705)
Variability within Age and Education for MIDUS II Cognitive Mechanics Composite Measure

No College Degree | BA Degree or higher

Age Group
Reaction Time Increases Across Age Groups and Task Complexity - MIDUS II Stop and Go Switch Task

Slower

Faster

Increasing task complexity

Latency (s)
Variability in Reaction Time Within Age and Education for MIDUS II Switch Task

No College Degree

BA Degree or higher

Switch latency (sec)
Moderators of Age and Education Differences in Cognition

- Identify modifiable factors
  - Attenuate age differences
  - Reduce education disparities
Guiding Conceptual Model: Biopsychosocial Pathways to Healthy Cognitive Aging

- **Socio-Demographic Factors**
  - Age
  - Education

- **Social Factors**

- **Psychological Factors**
  - Control Beliefs
  - Anxiety

- **Biological Factors**

- **Challenges & Stress**

- **Behaviors**
  - Health-related
  - Cognitive

- **Cognitive Functioning**
  - Memory
  - Executive function
  - Speed of processing
Beliefs, misconceptions, and stereotypes about aging matter for performance outcomes (e.g., Levy, 2003).

A low sense of control is a risk factor for poor aging-related outcomes (Caplan & Schooler, 2003; Krause, 2007; Lachman, 2006; Mirowsky, 1995; Rowe and Kahn, 1998).
Control Beliefs: Percent Reporting “A Lot of Control” Varies by Domain

From MIDUS II National and Boston-Area Samples
Correlations by Age: Higher Control Beliefs Associated with More Frequent Cognitive and Physical Activity

*Correlation*
- Young
- Middle
- Old

- Cognitive Activity:
  - Young: 0.14**
  - Middle: 0.20**
  - Old: 0.21**

- Exercise:
  - Young: 0.08*
  - Middle: 0.10**
  - Old: 0.16**

*p < .01
**p < .001
Correlations by Age: Higher Control Beliefs Associated with More Strategy Use and Better Recall

Lachman (2006)
Anxiety Moderates Age Differences in Recall: High Anxiety has a Damaging Effect on Recall for Older Adults

Andreoletti et al. (2006)
Cognitive Activity Moderates Education Effects on Switch Reaction Time: Cognitive Activity has Compensatory Effect for Low Education
Where do we go from here?

- Inspired by American Cancer Society message...
Take Control of Your Health  
(American Cancer Society)

Studies show that at least two-thirds of cancer deaths can be prevented by:

☐ Not using tobacco products
☐ Maintaining a health weight
☐ Getting plenty of physical activity
☐ Eating healthy foods
☐ Avoiding the midday sun and protecting skin from the sun

Treatment is most successful when cancer is detected early.
Can we apply this approach to cognitive aging?

What would our version look like?

- What are the likely recommendations based on current state of research?

- What further research is needed for us to be able to say?:

  Studies show that cognitive declines can be reduced, delayed, or prevented by:
Take Control of Your Cognitive Aging?

Studies show that cognitive declines can be reduced, delayed, or prevented by:

- Getting a good education
- Reducing stress and anxiety
- Trying new and challenging activities
- Adopting a healthy lifestyle (e.g. exercise)
- Staying socially engaged

The effects are most beneficial when started early in adulthood
Conclusions and Future Directions

- Clarify directionality—experimental and longitudinal designs
- Apply new methods for study of change
- Integrate lab and survey techniques
- Increase sample diversity
- Focus on midlife and earlier adulthood
- Multimodal interventions—examine mechanisms
End of Ten Minute Presentation
Extra Slides for Notebook
Self-Regulatory Processes and Aging

Mediators:
Behavioral, Motivational, Affective, Physiological

Background Factors:
- Education
- Gender
- Health
- Age

Control Beliefs

Mediators:
- Behavioral, Motivational, Affective, Physiological

Aging-related Outcomes/Performance

Cognition
- Memory
- Strength
- Fitness

Disability

Well-being

Self-Efficacy
Contingency
Mastery
Constraints
Attributions
Stereotypes

Effort/Activity
- Strategy Use
- Social Support
- Stress Reactivity
- Anxiety
- Exercise

Lachman, 2006
MIDUS Study


- National Institute on Aging- Integrative Pathways to Health and Illness (MIDUS II), Program Project based at University of Wisconsin- 2004-06

Time 1: Ages- 24-75 (N=7020)

Time 2: Ages- 34-85 (N=4942)
# MIDUS II Telephone Cognitive Battery (BTACT)  
Lachman & Tun, in press

<table>
<thead>
<tr>
<th>Task</th>
<th>Theoretical Construct(s)</th>
<th>Test Used</th>
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<tbody>
<tr>
<td><strong>Word List Recall</strong></td>
<td>Episodic verbal memory</td>
<td>Free recall of a list of 15 words drawn from the Rey Auditory-Verbal Learning Test (Rey, 1964; Lezak, 1995)</td>
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<tr>
<td><strong>Backward Digit Span</strong></td>
<td>Working memory span</td>
<td>Highest span achieved in repeating strings of digits backwards (Wechsler, 1997)</td>
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<td><strong>Category Fluency</strong></td>
<td>Verbal fluency: Executive function, semantic memory retrieval</td>
<td>Number of animal names produced in one minute (after Borkowski, Benton &amp; Spreen, 1967; see also Tombaugh, Kozak, &amp; Rees, 1999)</td>
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| **Number Series**                         | Inductive reasoning                                                                       | Complete the pattern in a series of 5 numbers with a final number (eg. 2, 4, 6, 8, 10... 12). Five problems include 3 types of patterns.  
(After Schaele, 1996; Salthouse & Prill, 1987)                                                                 |
| **Backward Counting**                     | Processing speed                                                                          | Maximum number of items produced counting backwards from 100 in 30 seconds (after AHEAD study: Herzog & Wallace, 1997)                                      |
| **Attention-Switching**                   | Reaction time, attention, task-switching, inhibition                                       | Speeded two-choice response, either:  
1.blocked (in baseline), or  
2.alternating tasks (task-switching) (after Cepeda, Kramer, & Gonzalez de Sather, 2001) |
MIDUS II Stop & Go Switch Task: Reaction Time and Switching by Telephone

CONGRUENT CONDITION: “NORMAL”

INCONGRUENT CONDITION: “REVERSE”

Latency (seconds)

“GREEN”

“GO”

“RED”

“STOP”

Experimenter

Respondent

Experimenter

Respondent

“RED”

“GO”

“GREEN”

“STOP”

Lachman & Tun, in press

Single and Mixed Tasks
References


