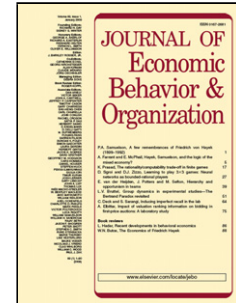


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Title: Prosocial norms in the classroom: The role of self-regulation in following norms of giving

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Highlights

- Prosocial behavior in elementary school predicts higher academic achievement
- Following prosocial norms requires self-regulation: inhibition and attentional control
- We measured the gap between norms and actual giving in a DG and self-regulation
- Both inhibition and attention were key predictors of children's ability to follow the norm
- Improving prosocial behavior requires interventions targeting specific skills

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