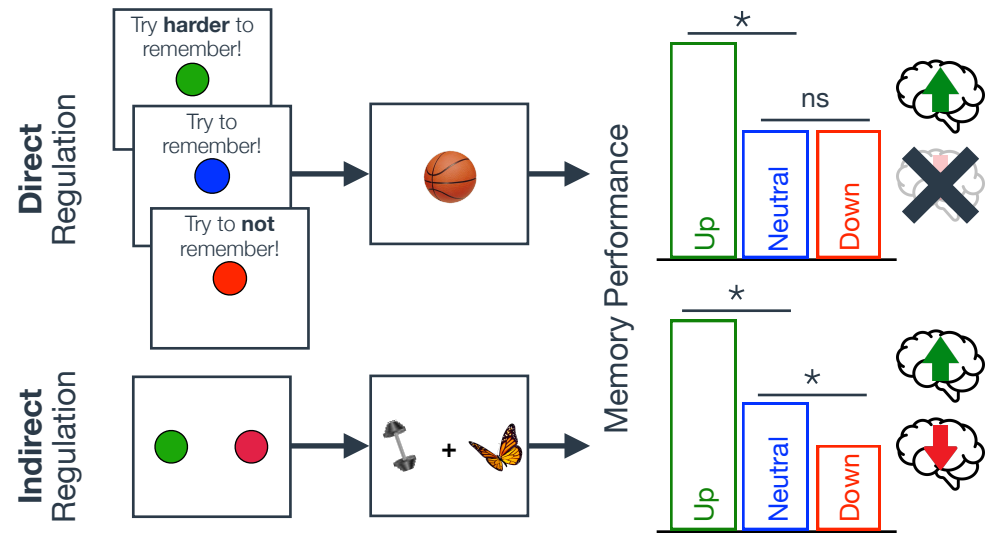


## A. Background

Individuals can voluntarily regulate their memory encoding, but regulation is *asymmetrical* across learning goals

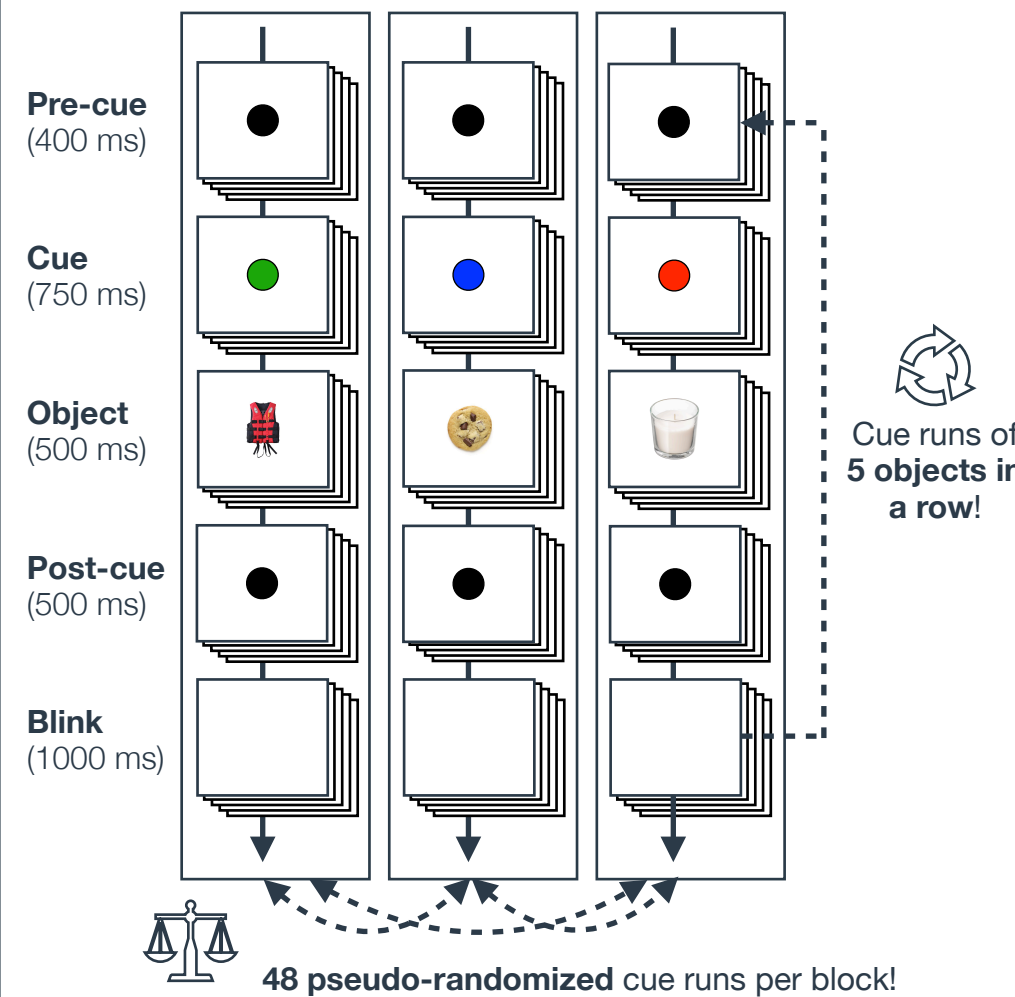


Can observers directly down-regulate memory encoding when learning goals are **predictable**?

## B. Method

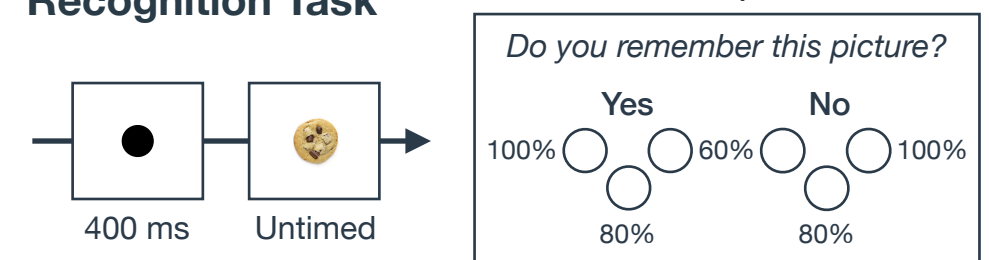
### Encoding Task

● Up ● Neutral ● Down

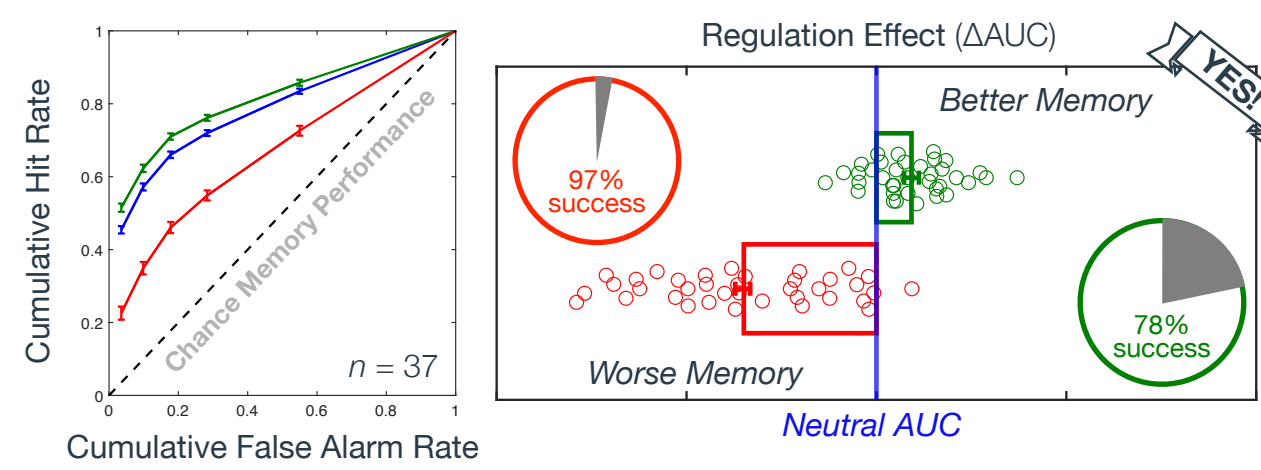


### Recognition Task

240 studied | 120 novel

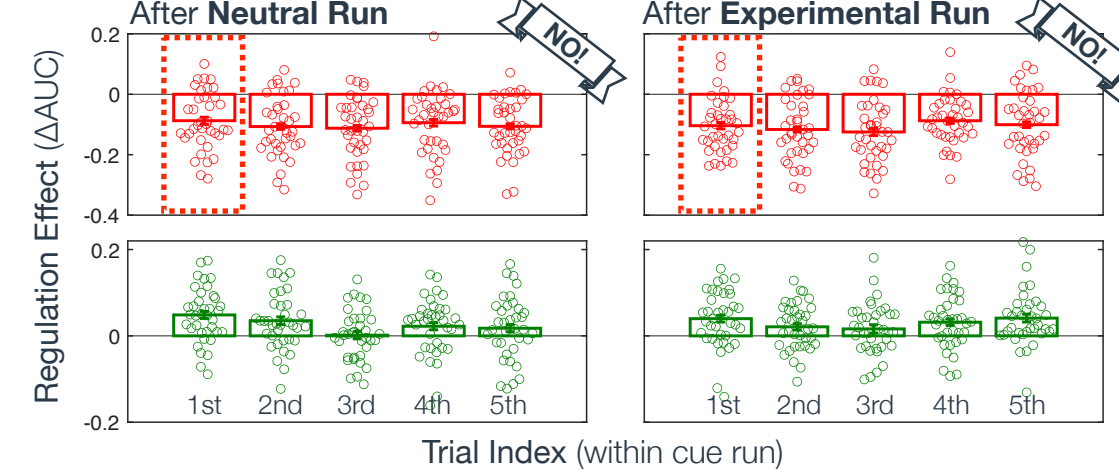


## C. Did predictable demands enable direct down-regulation?



Down-regulation was successful for **nearly every observer!**

## D. Was down-regulation restricted by time or resources?



Down-regulation was **rapid** and **resource-efficient!**

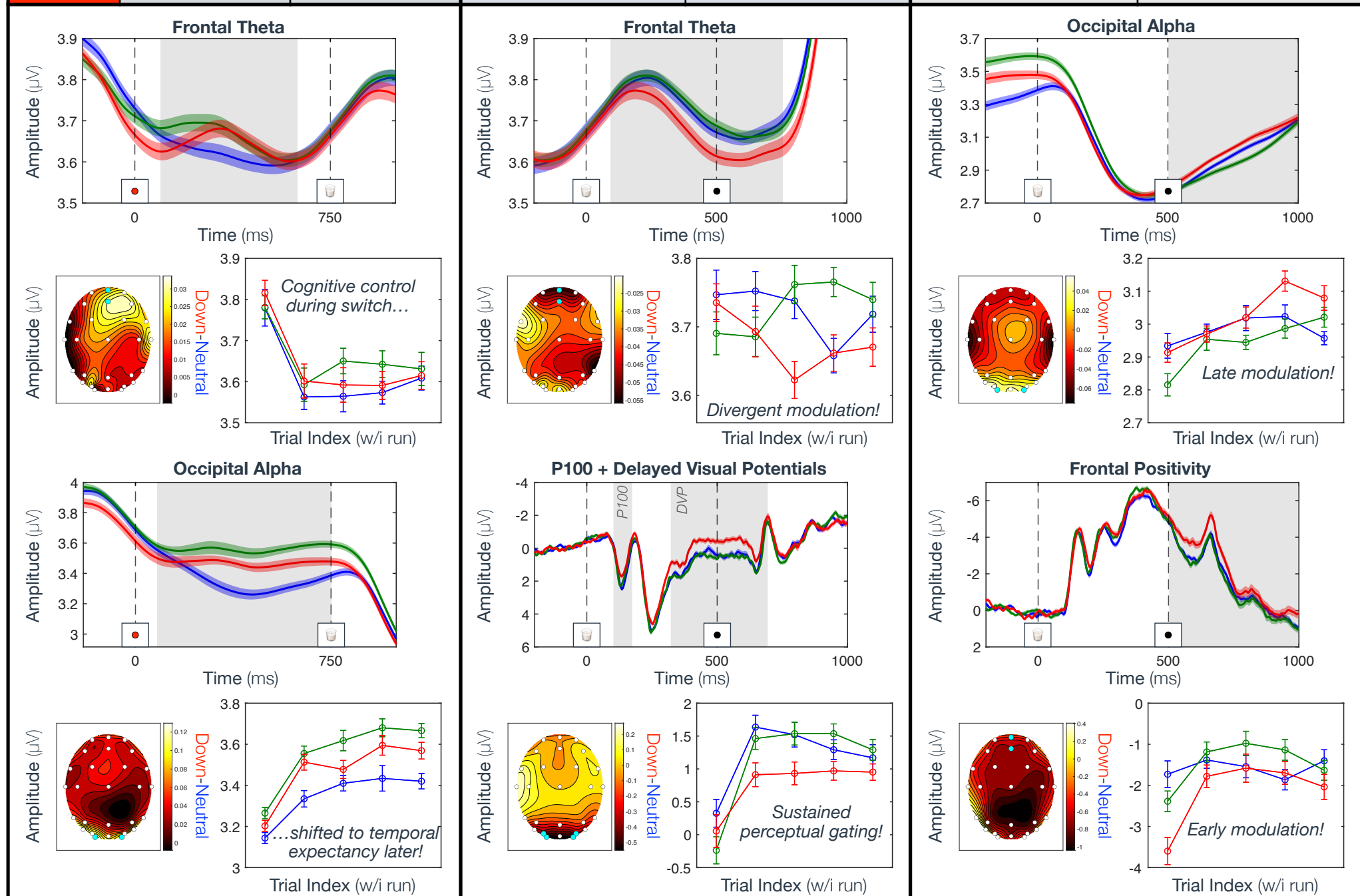
## E. Did down-regulation evolve in the course of the task?



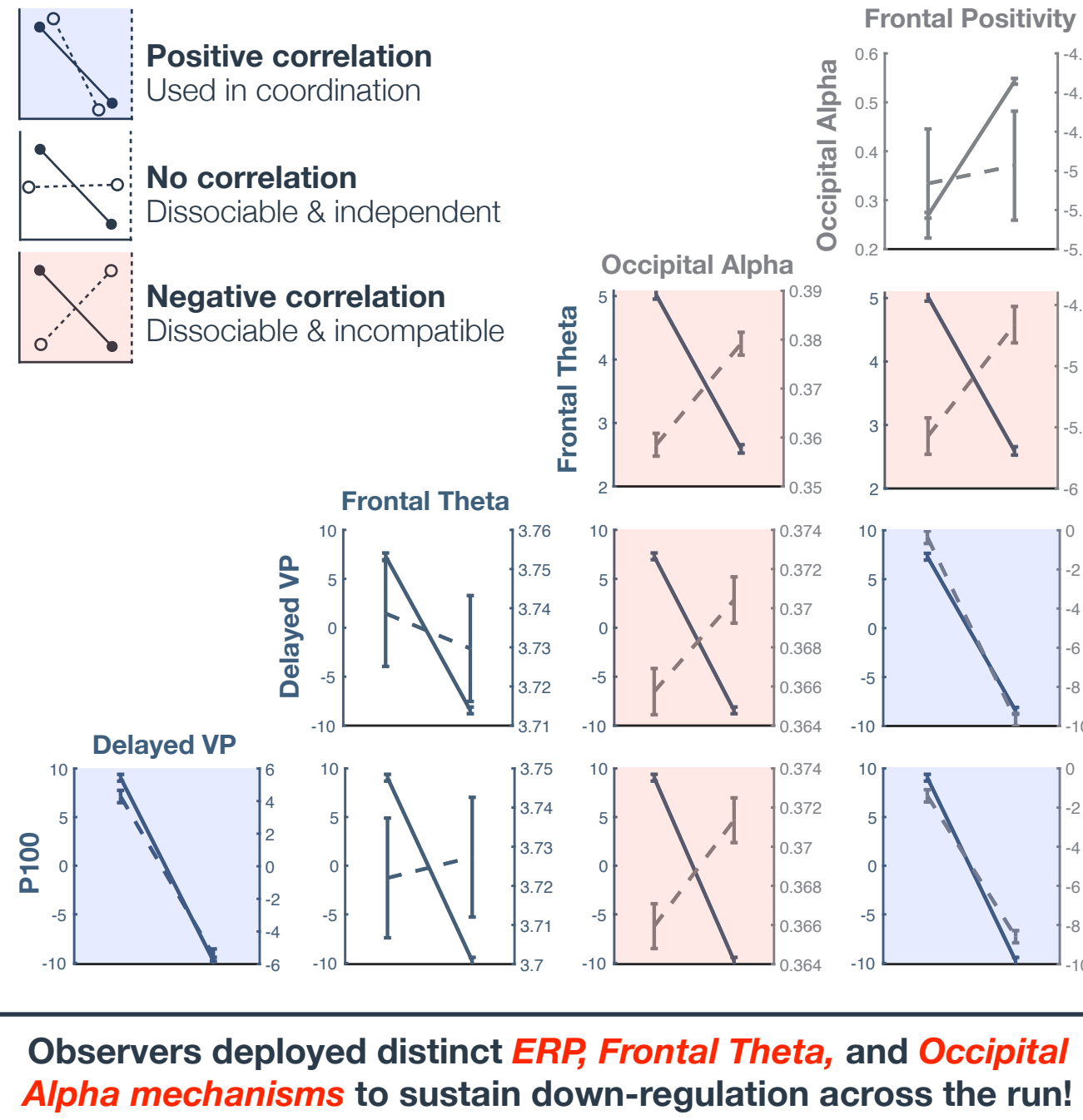
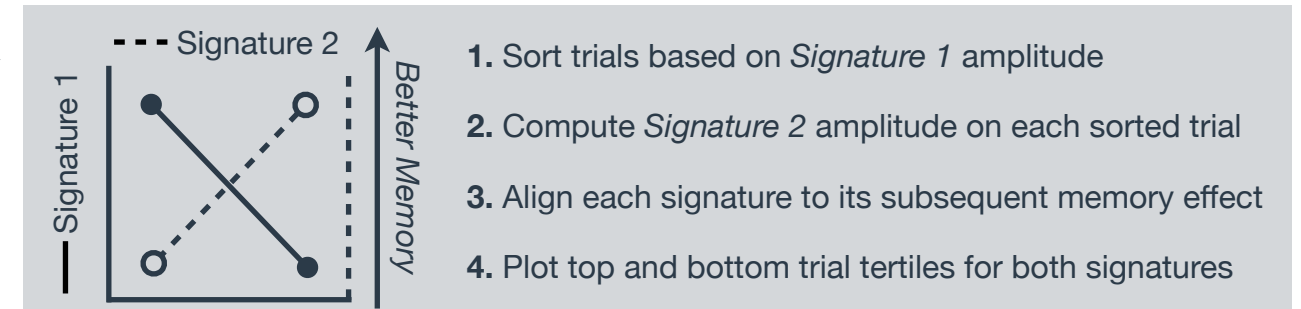
Down-regulation was **implemented early** and **uniformly** over time!

## F. Was the cascade of stimulus processing in the brain uniform across time like behavior?

	Before Stimulus		During Stimulus		After Stimulus	
	Frontal Theta	Occipital Alpha	Frontal Theta	P100/Delayed VP	Occipital Alpha	Frontal Positivity
Early in Run	↑ Increase ↑	—	—	—	↓ Decrease ↓	—
Late in Run	—	↑ Increase ↑	↑ Increase ↑	—	—	↑ Increase ↑
Early in Run	↑ Increase ↑	—	—	—	—	↓ Decrease ↓
Late in Run	—	↑ Increase ↑	↓ Decrease ↓	↓ Decrease ↓	↑ Increase ↑	—



## G. Were signatures of regulation coordinated or dissociable?



Observers deployed distinct **ERP, Frontal Theta, and Occipital Alpha mechanisms** to sustain down-regulation across the run!

## H. Discussion

**Predictable** learning demands reveal an ability for individuals to directly down-regulate their long-term memory encoding.

Down-regulation success was **strikingly uniform**—it was deployed **quickly, sustained** for a brief period, & **was not strongly dependent** on available cognitive resources.

However, uniform behavioral success was **underpinned by variability** in dissociable & coordinated neural mechanisms that **changed across the run**.

Currently...

Was the predictability benefit observed here afforded by the **temporal consecutiveness** of learning demands or their **temporal predictability** per se?

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