

The Measurement of Executive Function in Early Childhood

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During the past decade there has been increasing interest in aspects of the broad construct of executive function (EF) in childhood. This construct, which has long been linked to cortical networks involving prefrontal cortex (PFC; e.g., Luria, 1973), includes a number of cognitive processes that are integral to the emerging self-regulation of behavior and developing social and cognitive competence in young children. These cognitive processes include the maintenance of information in working memory, the inhibition of prepotent responding, and the appropriate shifting and sustaining of attention for the purposes of goal-directed action.

Interest in the early development of EF has grown in part because of research showing that the development of EF, like the development of PFC, is particularly rapid during early childhood (for reviews, see Diamond, 2002; Zelazo & Müller, 2002) and in part because of research indicating that EF is implicated in a variety of developmental disorders and early developing psychopathologies (e.g., Barkley, 1997; Diamond, Prevor, Callendar, & Druin, 1997; McLean & Hitch, 1999; Pennington & Ozonoff, 1996). The healthy development of EF also appears to play a key role in children's developing social competence (Hughes, 1998; Hughes, Dunn, & White, 1998) and academic and social readiness to attend school (Blair, 2002; Blair, Granger, & Razza, 2005; Riggs, Blair, & Greenberg, 2004).

Although there has been great interest in and growing research on EF in early childhood, work on the early development of EF has been limited by the lack of

Measurement Of Executive Function In Early Childhood A Special Issue Of Developmental Neuropsychology

**Cecilia A. Essau, Sara S.
LeBlanc, Thomas H. Ollendick**



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Measurement of Executive Function in Early Childhood Clancy Blair, Philip D. Zelazo, Mark T. Greenberg, 2016-02-04

During the past decade a rising interest has emerged in aspects of the broad construct of executive function EF in childhood. This has transpired as research has discovered that the development of EF is particularly rapid during early childhood and that the healthy development of EF appears to play a key role in children's developing social competence and academic and social readiness to attend school. The articles presented in this special issue help advance our understanding of the development of EF as well as the challenges researchers face when attempting to characterize an aspect of cognition in very young children. Ultimately this special issue illuminates the many ways in which children come to exhibit age appropriate levels of social and cognitive competence.

Measurement of Executive Function in Early Childhood

Clancy Blair, Philip D. Zelazo, Mark T. Greenberg, 2016-02-04 During the past decade a rising interest has emerged in aspects of the broad construct of executive function EF in childhood. This has transpired as research has discovered that the development of EF is particularly rapid during early childhood and that the healthy development of EF appears to play a key role in children's developing social competence and academic and social readiness to attend school. The articles presented in this special issue help advance our understanding of the development of EF as well as the challenges researchers face when attempting to characterize an aspect of cognition in very young children. Ultimately this special issue illuminates the many ways in which children come to exhibit age appropriate levels of social and cognitive competence.

Measurement of Executive Function in Early Childhood, 2000 This special issue of Developmental Psychology concerns the psychological processes underlying the development of executive function or the conscious control of thought and action in young children.

Handbook of Research on Neurocognitive Development of Executive Functions and Implications for Intervention

Alcantud-Marín, Francisco, López-Ramón, María Fernanda, Navarro-Pardo, Esperanza, Moreno-Campos, Veronica, Alonso-Esteban, Yurena, 2022-03-18 Executive functions develop during the first years of life and determine future learning and personal development. Executive dysfunction is related to various neurodevelopmental disorders so its study is of great interest for intervention in children with neurotypical development and in those who have suffered a neurodevelopmental disorder. The Handbook of Research on Neurocognitive Development of Executive Functions and Implications for Intervention offers updated research on executive functions and their implication in psychoeducational intervention. It establishes a multidisciplinary context to discuss both intervention experience and research results in different areas of knowledge. Covering topics such as childhood inhibitory processing, mindfulness interventions and language development, this major reference work is an excellent resource for psychologists, medical professionals, researchers, academicians, educators and students.

[Using Developmental, Cognitive, and Neuroscience Approaches To Understand Executive Control in Young Children](#) Kimberly Andrew Espy, 2018-12-07 The seven articles in this special issue represent a

sampling of the exciting findings that are beginning to emerge from studies of executive control in young children They demonstrate the multidisciplinary approaches to study cognition in young children that include application of cognitive neuroscience and developmental paradigms in typically developing youngsters as well as those affected by clinical conditions such as traumatic brain injury exposure to low levels of lead in the environment and prematurity Although much work remains to be done these study results are illustrative of the dynamic work in this exciting development period Neural Circuit Development and Function in the Healthy and Diseased Brain, 2013-05-06 The genetic molecular and cellular mechanisms of neural development are essential for understanding evolution and disorders of neural systems Recent advances in genetic molecular and cell biological methods have generated a massive increase in new information but there is a paucity of comprehensive and up to date syntheses references and historical perspectives on this important subject The Comprehensive Developmental Neuroscience series is designed to fill this gap offering the most thorough coverage of this field on the market today and addressing all aspects of how the nervous system and its components develop Particular attention is paid to the effects of abnormal development and on new psychiatric neurological treatments being developed based on our increased understanding of developmental mechanisms Each volume in the series consists of review style articles that average 15 20pp and feature numerous illustrations and full references Volume 3 offers 40 high level articles devoted mainly to anatomical and functional development of neural circuits and neural systems as well as those that address neurodevelopmental disorders in humans and experimental organisms Series offers 144 articles for 2904 full color pages addressing ways in which the nervous system and its components develop Features leading experts in various subfields as Section Editors and article Authors All articles peer reviewed by Section Editors to ensure accuracy thoroughness and scholarship Volume 3 sections include coverage of mechanisms that control the assembly of neural circuits in specific regions of the nervous system multiple aspects of cognitive development and disorders of the nervous system arising through defects in neural development *Comprehensive Developmental Neuroscience: Neural Circuit Development and Function in the Healthy and Diseased Brain* C. Hughes, 2013-05-06 Improving Practice and Performance in Basketball Aaron T. Scanlan, Vincent J. Dalbo, 2019-11-18 Despite being one of the most popular sports worldwide basketball has received limited research attention compared to other team sports Establishing a strong evidence base with high quality and impactful research is essential in enhancing decision making processes to optimize player performance for basketball professionals Consequently the book entitled *Improving Performance and Practice in Basketball* provides a collection of novel research studies to increase the available evidence on various topics with strong translation to practice in basketball The book includes work by 40 researchers from 16 institutions or professional organizations from 9 countries In keeping with notable topics in basketball research the book contains 2 reviews focused on monitoring strategies to detect player fatigue and considerations for travel in National Basketball Association players In addition 8 applied studies are also included in the book

focused on workload monitoring game related statistics and the measurement of physical and skill attributes in basketball players This book also has a strong focus on increasing the evidence available for female basketball players who have traditionally been under represented in the literature The outcomes generated from this book should provide new insights to inform practice in many areas for professionals working in various roles with basketball teams Measurement of Executive Function in Early Childhood Clancy Blair, Philip David Zelazo, Mark T. Greenberg, 2005 First Published in 2005 Routledge is an imprint of Taylor Francis an informa company The SAGE Handbook of Global Childhoods Nicola J. Yelland, Lacey Peters, Nikki Fairchild, Marek Tesar, Michelle S. Pérez, 2021-09-08 This Handbook explores the multidisciplinary field of childhood studies through a uniquely global lens It focuses on enquiries and investigations into the everyday lives of young children in the age range of birth to 8 years of age giving space to their voices and involving interrogations about the various aspect of their lives This Handbook engages with the interdisciplinary field of childhood studies education cultural studies ethnography and philosophy with contributions from scholars from across the globe who have focused their work on the complexities of childhoods in contemporary times By considering a range of epistemologies ontologies and perspectives to present the contemporary systematic research on the topic from a wide range of academics and authors in the field this Handbook provides a significant contribution to the international dialogue of Global Childhoods Part 1 Global Childhoods Part 2 Researching Global Childhoods Part 3 Contemporary Childhoods Part 4 Pedagogies and Practice Part 5 Creating Communities for Global Children **Visioning Onward** Christine Mason, Paul Liabenow, Melissa Patschke, 2020-01-22 The step by step guide to defining your vision and making it reality As a leader it s your job to look beyond the present and envision a brighter future for your school Choosing the right path however can be a challenge This inspirational resource is your guide By following its one of a kind iterative visioning process you ll sharpen your vision into a road map for transformative change tailored to the needs of your learning community Features include Key strategies and tools for building a shared vision Practical implementation ideas Case studies from exemplary schools Common trends at the heart of impactful positive change Thought provoking vignettes Turn vision into reality possibilities into plans and create an environment that strengthens engagement provides safe and nurturing learning opportunities and produces students with the skills knowledge and disposition to be successful in life Measurement of Executive Function in Early Childhood , 2005 This special issue of Developmental Psychology concerns the psychological processes underlying the development of executive function or the conscious control of thought and action in young children *Advances in Child Development and Behavior* Janette B. Benson, 2011-07-22 Volume 40 of the Advances in Child Development and Behavior series includes 10 chapters that highlight some of the most recent research in the area A wide array of topics are discussed in detail including Perspectives on Attachment and Social Cognition Across Generations Developmental Perspectives on Vulnerability to Non Suicidal Self Injury in Youth Development of Future Thinking Planning and Prospective Memory and Family Relationships

and Children's Stress Responses Each chapter provides in depth discussions and this volume serves as an invaluable resource for Developmental or educational psychology researchers scholars and students 10 chapters that highlight some of the most recent research in the area A wide array of topics are discussed in detail

Issues in Contemporary Teaching: The context of education in the 2000s, 2011 Examines issues that inform the changing nature of teacher work including teacher capabilities for the information age the changing nature of school curriculms the global education environment the neurosciences and the diverse range of student needs in today's classrooms Back cover of v 1

The Social Life of Objects in Early Development Cintia Rodríguez, Pedro Palacios, Iván Moreno-Llanos, Irene Guevara, 2025-06-21 This book fills a gap in early developmental psychology by providing a critical reconsideration of the status of artifact objects as protagonists of children's actions and communication The main thesis explored in the book is that objects are part of the material culture they have public functions and social meanings that are transmitted by the members of the community Their meanings are not naturally given and children are not born knowing what to do with objects All chapters analyze and illustrate communication with parents or with teachers and peers in the early years school The book also explores the status of action and uses of materiality in communicative situations with children on the autism spectrum The book shows objects coming alive in action and in communication shaping the social foundations and early development of the human psyche The book is intended for use by scholars and researchers in developmental psychology teachers in early childhood education mainly 0 3 years undergraduate and postgraduate students in the fields of psychology and education and sociocultural psychologists interested in early development

Emotion Regulation and Psychopathology in Children and Adolescents Cecilia A. Essau, Sara S. LeBlanc, Thomas H. Ollendick, 2017-07-04 Emotions are a cardinal component of everyday life affecting one's ability to function in an adaptive manner and influencing both intrapersonal and interpersonal processes such as self esteem and relationship satisfaction However when emotions are overpowering they can become debilitating and intrusive in daily life In general emotion regulation competencies become differentiated as a function of development Children tend to seek support from adults or use behavioral techniques to regulate their emotions As children reach adolescence they become increasingly self reliant engaging in planful problem solving and utilizing cognitive strategies for example reappraisal more frequently when faced with stressful life events While the majority of children and adolescents will successfully navigate these developmental stages by cultivating adaptive coping skills for some this marks the beginning of lifelong challenges with emotion regulation and resultant dysregulation This book provides a guide to dealing with these problems with contributions from leading experts in the field Divided into 4 sections it starts by providing an introduction to the field of emotion regulation in adolescents touching upon the cultural social biological and developmental issues related to this topic Section two discusses several psychological disorders impacting adolescents such as anxiety depression and conduct problems while also discussing the underlying role emotion regulation plays in the development maintenance and propagation of these

disorders In addition this section considers the implication for treatment by discussing the latest evidence based intervention approaches The third section focuses on the role of emotion regulation in specific behaviour populations such as children of abuse and neglect as well as adolescents who engage in nonsuicidal self injury The final section includes an epilogue discussing emergent areas of research answering questions of a theoretical psychological and empirical nature For all those working in the field of mental health whether novice or experienced the book provides a valuable guide to understanding and treating these increasingly common problems

Healthy Landscapes Bin Jiang,Lan Luo,Xueming Liu,2025-09-09 This book responds to the need for a comprehensive and detailed theoretical framework and systemic design approaches to improve mental physical social behavioral and ecological health in urban environments Although rapid urban development has created enormous economic and social value it has also brought problems that have posed serious threats to the health of urban residents *Healthy Landscapes* begins by reviewing practical experience as well as theoretical and scientific evidence from several related disciplines around the world This is used to construct a provisional framework consisting of ten theoretical pathways for the environment to promote mental physical social behavioral and ecological health Relieving mental stress restoring direct attention promoting environmental preference promoting sublime and transcendent perceptions promoting active lifestyles preventing the spread of infectious diseases promoting ecological services enhancing social support promoting the sense of belonging and improving the sense of security From these 24 theoretical pathways the authors go on to identify 67 critical environmental characteristics for creating healthy communities which are used to inform the design guidelines they go on to apply to community environment scenarios This book will be an invaluable resource for students of landscape architectural design architecture and urban design It will also be an essential tool for design professionals and urban administrators who want a comprehensive understanding of the fundamental theories of healthy communities with design guidelines supported by scientific evidence

Executive Functions and the Frontal Lobes Vicki Anderson,Rani Jacobs,Peter J. Anderson,2010-10-18 This volume has as its primary aim the examination of issues concerning executive function and frontal lobe development While many texts have addressed these issues this is the first to do so within a specifically developmental framework This area of cognitive function has received increasing attention over the past decade and it is now established that the frontal lobes and associated executive functions are critical for efficient functioning in daily life It is also clear and of particular relevance to this text that these functions develop gradually through childhood and then deteriorate during old age These developmental trajectories and the impact of any interruption to them are the focus of this volume

Executive Function in Education, First Edition Lynn Meltzer,2011-03-17 This uniquely integrative book brings together research on executive function processes from leaders in education neuroscience and psychology It focuses on how to apply current knowledge to assessment and instruction with diverse learners including typically developing children and those with learning difficulties and developmental disabilities The role of executive function

processes in learning is examined and methods for identifying executive function difficulties are reviewed Chapters describe scientifically grounded models for promoting these key cognitive capacities at the level of the individual child the classroom and the entire school Implications for teaching particular content areas reading writing and math are also discussed

Applied Cognitive Research in K-3 Classrooms S. Kenneth Thurman, Catherine A. Fiorello, 2014-04-04 This volume summarizes research on important topics in cognitive research and discusses what must be done to apply this research in early elementary classrooms Purposefully it focuses on areas of cognitive research that have only recently begun to be studied in early elementary classrooms or that based on educational and psychological theory appear to have the greatest implications for early classroom learning Part 1 Cognitive Applications in Early Elementary Classrooms examines topics germane to the cognitive functioning of young children working memory executive functioning theory of mind phonemic awareness and neuropsychological processing in the context of early elementary classrooms Part 2 Considerations for Further Research Methods Policy and Issues looks at practical and methodological issues of which applied cognitive researchers must remain cognizant methodology research designs the gap between science and policy and means by which this gap can be diminished and the need to consider how issues like ecological validity individual differences treatment integrity and the relation between assessment and intervention are integral to designing applied cognitive research studies The current emphasis on empirically supported treatments and research based teaching and intervention in the schools and legislation such as No Child Left Behind and the Individuals with Disabilities Education Improvement Act have focused attention on the scientific basis of educational practice However applying research to the environment of the schools is not an automatic process Bridging the gap has several prerequisites researchers must attend to the ecological validity of their studies universities must incorporate the results of research into their pre professional training programs and schools must support their inservice staff in developing new knowledge and skills Applied Cognitive Research in K 3 Classrooms contributes strongly to these goals not only by providing researchers professionals and graduate students in the fields of cognitive psychology school psychology educational psychology educational research and early elementary level education with current understanding but also helping to set an agenda for further research that applies cognitive psychology in early elementary classrooms

Unveiling the Energy of Verbal Artistry: An Mental Sojourn through **Measurement Of Executive Function In Early Childhood A Special Issue Of Developmental Neuropsychology**

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