**DEVELOPMENT OF EXECUTIVE FUNCTION IN CHILDREN**

Basic information about the subject ( independent of the cycle)

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| **Module name** | **Development of executive function in children** |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites |  |
| ECTS points hour equivalents | Contact hours (work with an academic teacher): 15  Total number of hours with an academic teacher: 15  Number of ECTS points with an academic teacher: 1  Non-contact hours (students' own work): 5 Total number of non-contact hours: 5  Number of ECTS points for non-contact hours: 0,5  Total number of ECTS points for the module: 1,5 |
| Educational outcomes verification methods | Final test |
| Description | The module covers the knowledge in the area of development of executive function (inhibitory control, working memory, set shifting) in the first years of life. |
| Reading list | 1. Garon N., Bryson S.E., Smith I. (2008). Executive function in preschoolers: a review using an integrative framework. *Psychological Bulletin, 134,1,* pp:*31-60.* 2. Carlson S.M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28, 2,* pp:595-616 3. Ikeda Y., Okuzumi H., Kokobun M. (2014). Stroop-like interference in the real animal size test and the pictorial animal size test in 5- to 12-year-old children and young adults. Applied Neuropsychology of a Child,3, 2, pp: 115-125. 4. The Blue Strawberry and a Giant Mouse? Stroop Effect in assessment if interference control in prereading children (in press) 5. Gathercole S.E., Pickering S.J., Ambridge B., Wearing H. (2004). The Structure of Working Memory From 4 to 15 Years of Age. *Developmental Psychology, 40, 2,* pp.177-190 6. Henry L. (2012). The Development of Working Memory in Children. City University London, UK 7. Martins Dias N., GotuzoSaebra A. (2012). Executive demands of the Tower of London task in Brazilian teenagers. Psychology & Neuroscience, 5, 1, pp:63-75. |
| Educational outcomes | **KNOWLEDGE**   1. knows the pattern of executive function development in the first years of life 2. knows some methods of executive function assessment   **SKILLS**   1. distinguishes the differences between particular processes which underlie executive function 2. identifies biological and social factors which support executive function development   **ATTITUDES**   1. is ready to broaden his/her knowledge in the area of executive function development |
| Practice |  |

Information about classes in the cycle

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| Website |  |
| Educational outcomes verification methods | Final test |
| Comments |  |
| Reading list | 1. Garon N., Bryson S.E., Smith I. (2008). Executive function in preschoolers: a review using an integrative framework. *Psychological Bulletin, 134,1,* pp:*31-60.* 2. Carlson S.M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28, 2,* pp:595-616 3. Ikeda Y., Okuzumi H., Kokobun M. (2014). Stroop-like interference in the real animal size test and the pictorial animal size test in 5- to 12-year-old children and young adults. Applied Neuropsychology of a Child,3, 2, pp: 115-125. 4. The Blue Strawberry and a Giant Mouse? Stroop Effect in assessment if interference control in prereading children (in press) 5. Gathercole S.E., Pickering S.J., Ambridge B., Wearing H. (2004). The Structure of Working Memory From 4 to 15 Years of Age. *Developmental Psychology, 40, 2,* pp.177-190 6. Henry L. (2012). The Development of Working Memory in Children. City University London, UK 7. Martins Dias N., GotuzoSaebra A. (2012). Executive demands of the Tower of London task in Brazilian teenagers. Psychology & Neuroscience, 5, 1, pp:63-75. |
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| A list of topics | 1. Introduction to the subject. EF and goal-directed behaviours. 2. 3. Is EF a unique (homogenous) ability or rather a heterogenous set of skills? - general characteristics of executive function construct and its anatomical localization. 3. Inhibitory control – assessment and its role in predicting social and emotional maturity of a child. 4. Working memory – assessment and its role in predicting cognitive maturity and school readiness. 5. Set shifting and planning ability – assessment and its role in social, emotional and cognitive competences of children. 6. TEST |
| Teaching methods | Lecture, discussion, movie |
| Assessment methods | Final test |