

Week 1, Thursday, June 19: Development of EF skills

1. Anderson, P. (2002). *Assessment and Development of Executive Function (EF) During Childhood*. *Child Neuropsychology*, 8(2), pp. 71-82.
2. Anderson, V. (2001). *Assessing executive functions in children: biological, psychological, and developmental considerations*. *Pediatric Rehabilitation*, 4(3), 119-136.
3. Anderson, V., Anderson, P., Northam, E., Jacobs, R. & Catroppa, C. (2001). *Development of Executive Functions through Late Childhood and Adolescence in an Australian Sample*. *Developmental Neuropsychology*, 20(1), pp. 385-406.
4. Best & Miller (2010). *A Developmental Perspective on Executive Function*. *Child Development*, 81(6), pp. 1641—1660.
5. Blakemore, S. & Choudhury, S. (2006). *Development of the adolescent brain: implications for executive function and social cognition*. *J. of Child Psychology & Psychiatry*, 47(3), pp. 296-312.
6. Brocki, K. & Bohlin, G. (2004). *Executive Functions in Children Aged 6 to 13: A Dimensional and Developmental Study*. *Developmental Neuropsychology*, 26(2), pp. 571—593.
7. Gur, R. (2005). *Brain Maturation and the Execution of Juveniles—some reflection on science and the law*. *First Person Essays, The Pennsylvania Gazette*.
8. Hirstein, W. & Sifferd, K. (2011). *The legal self: Executive processes and legal theory*. *Consciousness & Cognition*, 20, pp. 156-171.
9. Hughes, C. (2002). *Executive Functions and Development: Emerging Themes*. *Infant and Child Development*, 11, pp. 201-209.
10. Hughes, C. (2011). *Changes and Challenges in 20 Years of Research into the Development of Executive Functions*. *Infant & Child Development*, 20, pp. 251-271.
11. Klenberg, L., Korkman, M., & Lahti-Nuutila, P. (2001). *Differential Development of Attention and Executive Functions in 3 to 12 Year Old Finnish Children*. *Developmental Neuropsychology*, 20(1), pp. 407-428.
12. Turkstra, L. & Byom, L. (2010). *Executive Functions and Communication in Adolescents*. *The ASHA Leader*, December 21, 2010.
13. Zelazo, P., Carter, A., Reznick, S., & Frye, D. (1997). *Early Development of Executive Function: A Problem-Solving Framework*. *Review of General Psychology*, 1(2), pp. 198-226.

Week 2, Thursday, June 26: Language & EFs

1. Berk, L. & Sandau, S. (1993). *Private Speech of Learning Disabled and Normally Achieving Children in Classroom Academic and Laboratory Contexts*. *Child Development*, 64(2), pp. 556-571.
2. Botting, N., Psarou, P., Caplin, T., & Nevin, L. (2013). *Short-Term Memory Skills in Children with Specific Language Impairment—The Effect of Verbal and Nonverbal Task Content*. *Topics in Language Disorders*, 33(4), pp. 313-327.
3. Emerson, C. (1983). *The Outer Word and Inner Speech: Bakhtin, Vygotsky, and the Internalization of Language*. *Critical Inquiry*, 10(2), pp. 245-264.
4. Fahy, J. (2014). *Language and Executive Functions: Self-Talk for Self-Regulation*. *ASHA SIG 1 Perspectives on Language Learning and Education*, 21, pp. 61-71.
5. Giancola, P. & Mezzich, A. (2000). *Executive Cognitive Functioning Mediates the Relation Between Language Competence and Antisocial Behavior in Conduct-Disordered Adolescent Females*. *Aggressive Behavior*, 26, pp. 359-375.
6. Henry, L., Messer, D., & Nash, G. (2011). *Executive functioning in children with specific language impairment*. *J. of Child Psychology and Psychiatry*, pp. 1-9.
7. Hughes, D., Turkstra, L., & Wulfeck, B. (2009). *Parent and self-ratings of executive function in adolescents with specific language impairment*. *International J. of Language & Communication Disorders*, 44(6), pp. 901-916.
8. Johnston, J., Miller, J., & Tallal, P. (2001). *Use of cognitive state predicates by language-impaired children*. *International J. of Language & Communication Disorders*, 36(3), pp. 349-370.
9. Jurado, M. & Rosselli, M. (2007). *The Elusive Nature of Executive Functions: A Review of our Current Understanding*. *Neuropsychological Review*, 17, pp. 213-233.
10. Kross, E., Bruehlman-Senecal, E., Park, J., et al. (2014). *Self-Talk as a Regulatory Mechanism: How You Do It Matters*. *J of Personality and Social Psychology*, 106(2), pp. 304-324.
11. Lee, E. & Rescorla, L. (2008). *The use of psychological state words by late talkers at ages 3, 4, and 5 years*. *Applied Psycholinguistics*, 29, pp. 21-39.
12. Lidstone, J., Meins, E., & Fernyhough, C. (2010). *The roles of private speech and inner speech in planning during middle childhood: evidence from a dual task paradigm*. *J of experimental child psychology*, 107(4), pp. 438-451.

13. Lidstone, J., Meins, E., & Fernyhough, C. (2011). Individual differences in children's private speech: Consistency across tasks, timepoints, and contexts. *Cognitive Development*, 26, pp. 203-213.
14. Lidstone, J., Meins, E., & Fernyhough, C. (2012). Verbal mediation of cognition in children with specific language impairment. *Development and Psychopathology*, 24, pp. 651-660.
15. Singer, B. & Bashir, A. (1999). What are Executive Functions and Self-Regulation and What Do They Have to Do With Language-Learning Disorders? *Language, Speech, and Hearing Services in Schools*, 30, pp. 265-273.
16. Sturn, A. & Johnston, J. (1999). Thinking out loud: an exploration of problem-solving language in preschoolers with and without language impairment. *International J. of Language & Communication Disorders*, 34(1), pp. 1-15.
17. Ye & Zhou (2009). Executive Control in Language Processing. *Neuroscience & Biobehavioral Reviews*, 33, pp. 1168-1177.

Week 3: No readings for discussion

Week 4, Tuesday, July 8: Problems and Solutions in Assessment of EFs

1. Alderman, N., Burgess, P., Knight, C., & Henman, C. (2003). Ecological validity of a simplified version of the multiple errands shopping test. *J. of the International Neuropsychological Society*, 9, pp. 31-44.
2. Alvarez, J. & Emory, E. (2006). Executive Function & the Frontal Lobes: A Meta-Analytic Review. *Neuropsychology Review*, 16(1), pp. 17-42.
3. Anderson, P. (2002). Assessment and Development of Executive Function (EF) During Childhood. *Child Neuropsychology*, 8(2), pp. 71-82.
4. Barkley, R., & Murphy, K. (2010). Impairment in Occupational Functioning and Adult ADHD: The Predictive Validity of EF Ratings versus EF Tests. *Archives of Clinical Neuropsychology*, 25, pp.157-173.
5. Brooks, B., Sherman, E., & Strauss, E. (2010). Test Review: NEPSY-II: A Developmental Neuropsychological Assessment, Second Addition. *Child Neuropsychology*, 16, pp. 80-101.
6. Burgess, P., Alderman, N., Evans, J., Emslie, H., & Wilson, B. (1998). The ecological validity of tests of executive function. *J. of the International Neuropsychological Society*, 4, pp. 547-558.
7. Chamberlain, E. (2003). Test Review: Behavioural Assessment of the Dysexecutive Syndrome (BADs). *J. of Occupational Psychology, Employment, & Disability*, 5(2), pp. 33-37.
8. Chan, R. (2001). Dysexecutive symptoms among a non-clinical sample: A study with the use of the Dysexecutive Questionnaire. *British J. of Psychology*, 92, pp. 551-565.
9. Delis, D., Kaplan, E., & Kramer, J. (2006). Test Review: Delis Kaplan Executive Function System (D-KEFS). *Applied Neuropsychology*, 13(4), pp.275-279.
10. Gioia, G., & Isquith, P. (2004). Ecological Assessment of Executive Functions in TBI. *Developmental Neuropsychology*, 25(1 & 2), pp. 135-158.
11. Henry, L. & Bettenay, C. (2010). The Assessment of Executive Functioning in Children. *Child and Adolescent Mental Health*, 15(2), pp. 110-119.
12. Isquith, P., Crawford, J., Espy, K., Gioia, G. (2004). Assessment of Executive Function in Preschool-Aged Children. *Mental Retardation and Developmental Disabilities Research Reviews*, 11, pp. 209-215.
13. Isquith, P., Gioia, G., Espy, K. (2005). Executive Function in Preschool Children: Examination Through Everyday Behavior. *Developmental Neuropsychology*, 26(1), pp. 403-422.
14. Lezak, M. (1982). The Problem of Assessing Executive Functions. *International J. of Psychology*, 17,(1-4), pp. 281-297.
15. Manchester, D., Priestley, N., & Jackson, H. (2004). The assessment of executive functions: coming out of the office. *Brain Injury*, 18(11), pp. 1067-1081.
16. Mangeot, S., Armstrong, K., Colvin, A., Yeates, K., & Taylor, G. (2002). Long-Term EF Deficits in Children with TBI: Assessment Using the BRIEF. *Child Neuropsychology*, 8(4), pp. 271-284.
17. Norris, G., & Tate, R. (2000). The Behavioural Assessment of the Dysexecutive Syndrome (BADs): Ecological, Concurrent, and Construct Validity. *Neuropsychological Rehabilitation*, 10(1), pp. 33-45.
18. Salimpoor, V., & Desrocher, M. (2006). Increasing the utility of EF assessment of executive function in children. *Developmental Disabilities Bulletin*, 34, (1 & 2), pp. 15-42.
19. Wilson, B., Evans, J., Emslie, H., Alderman, N., & Burgess, P. (1998). The Development of an Ecologically Valid Test for Assessing Patients with a Dysexecutive Syndrome. *Neuropsychological Rehabilitation*, 8(3), pp. 213-228.

Week 5, Tuesday, July 15: What "is" EF therapy, and what do we know about it?

1. Adriaanse, M., Gollwitzer, P., DeRidder, D., DeWit, J. & Kroese, F. (2011). Breaking Habits with Implementation Intentions: A Test of Underlying Processes. *Personality & Social Psychology Bulletin*, 37(4), pp. 502-513.
2. Akhutina, T. (1997). The remediation of executive functions in children with cognitive disorders: the Vygotsky-Luria neuropsychological approach. *J. of Intellectual Disability Research*, 41(2), pp. 144-151.

3. Barco, P., Crosson, B., Bolesta, M., Werts, D., & Stout, R. (****). Training awareness and compensation in postacute head injury rehabilitation. In
4. Berk, L, & Meyers, A. (2013). The Role of Make-Believe Play in the Development of Executive Function-Status of Research and Future Directions. *American J. of Play*, 6(1), pp. 98-110.
5. Blair, C. & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Developmental Psychopathology*, 20(3), pp. 899-911.
6. Bodrova, E. (2008). Make-believe play versus academic skills: a Vygotskian approach to today's dilemma of early childhood education. *European Early Childhood Education Research Journal*, 16(3), pp. 357-369.
7. Bodrova, E., & Leong, D. (2001). Tools of the Mind: A Case study of implementing the Vygotskian approach in American early childhood and primary classrooms. *International Bureau of Education, Innodata Monographs*, 7, pp. 1-43.
8. Dawson, P., & Guare, R. (2010). Interventions to Promote Executive Skill (ch. 4), in *Executive Skills in Children and Adolescents*, 2nd ed.
9. Diamond, A. (2010). The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content. *Early Education Development*, 21(5), pp. 780-793.
10. Diamond, A. (2012). Activities and Programs that Improve Children's Executive Functions. *Current Directions in Psychological Science*, 21(5), pp. 335-341.
11. Diamond, A., Barnett, W., Thomas, J., & Munro, S. (2007). Preschool Program Improves Cognitive Control. *Science*, 318, pp. 1387-1388 and Supporting Online Material, pp.
12. Diamond, A., & Lee, K. (2011). Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science*, 318, pp. 959- 964.
13. Diamond, A. & Taylor, C. (1996). Development of an Aspect of Executive Control: Development of the Abilities to Remember What I Said and To "Do as I Say, Not as I Do". *Developmental Psychobiology*, 29(4), pp. 315-334.
14. Gaskins, I., & Pressley, M. (2007). Teaching Metacognitive Strategies That Address Executive Function Processes within a Schoolwide Curriculum, in Meltzer (ed). *Executive Functions in Education*. Guilford Press,
15. Gawrilow, C., Gollwitzer, P., & Oettingen, G. (2011). If-Then Plans Benefit Executive Functions in Children with ADHD. *J. of Social & Clinical Psychology*, 30(6), pp. 616-646.
16. Gollwitzer, P. & Oettingen, G. (2011). Planning Promotes Goal Striving. In *Handbook of self-regulation: research, theory, and applications*, Vohs (Ed), Guilford Press, New York, pp. 162-185.
17. Hanten, G., Bartha, M., & Levin, H. (2000). Metacognition following pediatric TBI: A preliminary study. *Developmental Neuropsychology*, 18(3), pp.383-398.
18. Kazantzis, N., Fairburn, C., Padesky, C., Reinecke, M., & Teesson, M. (2014). Unresolved Issues Regarding the Research and Practice of Cognitive Behavior Therapy: The Case of Guided Discovery Using Socratic Questioning. *Behaviour Change*, 31(1), pp. 1-17.
19. Kerns, K., Eso, K., & Thomson, J. (1999). Investigation of a Direct Intervention for Improving Attention in Young Children with ADHD. *Developmental Neuropsychology*, 16(2), pp. 273-295.
20. Levine, B., Robertson, I., Clare, L., Carter, G., Hong, J., Wilson, B., Duncan, J., & Stuss, D. (2000). Rehabilitation of executive functioning: An experimental-clinical validation of Goal Management Training. *J. of the International Neuropsychological Society*, 6, pp. 299-312.
21. Marlowe, W. (2000). An Intervention for Children With Disorders of Executive Functions. *Developmental Neuropsychology* 18(3), pp. 445-454.
22. Meichenbaum, D., & Goodman, J. (1971). Training Impulsive Children to Talk to Themselves: A Means of Developing Self-Control. *J. of Abnormal Psychology*, 77(2), pp. 115-126.
23. Moreno, S., Bialystok, E. Barac, R., Schellenberg, E., Cepeda, N., & Chau, T. (2011). Short-Term Music Training Enhances Verbal Intelligence and Executive Function. *Psychological Science*, 22(11), pp. 1425-1433.
24. Parker, D. & Boutelle, K. (2009). Executive Function Coaching for College Students with Learning Disabilities and ADHD: A New Approach for Fostering Self-Determination. *Learning Disabilities Research & Practice*, 24(4), pp. 204-215.
25. Raver, C., Jones, S., Li-Grining, C., Zhai, F., Bub, K., & Pressler, E. (2011). CSRP's Impact on Low-Income Preschoolers' Preacademic Skills: Self-Regulation as a Mediating Mechanism. *Child Development*, 82(1), pp. 362-378.
26. Riggs, N., Greenberg, M., Kusche, C., & Pentz, M. (2006). The Medial Role of Neurocognition in the Behavioral Outcomes of a Social-Emotional Prevention Program in Elementary School Students: Effects of the PATHS Curriculum. *Prevention Science*, 7(1), pp. 91-102.
27. Rueda, M., Rothbart, M. McCandliss, B., Saccomanno, L., & Posner, M. (2005). Training, maturation, and genetic influences on the development of executive attention. *PNAS*, 102(41), pp. 14931-14936.
28. Thorell, L., Lindqvist, S., Bergman, S., Bohlin, G. & Klingberg, T. (2009). Training and transfer effects of executive functions in preschool children. *Developmental Science*, 11(6), pp. 969-976.

29. Ursache, A., Blair, C., & Raver, C. (2012). *The Promotion of Self-Regulation as a Means of Enhancing School Readiness and Early Achievement in Children at Risk for School Failure*. *Child Development Perspectives*, 6(2), pp. 122-128.
30. Watson, S., & Westby, C. (2003). *Strategies for Addressing the Executive Function Impairments of Students Prenatally Exposed to Alcohol and Other Drugs*. *Communication Disorders Quarterly*, 24(4), pp. 194-204.
31. Winsler, A. & Naglieri, J. (2003). *Overt & Covert Verbal Problem Solving Strategies: Developmental Trends in Use, Awareness, and Relations with Task Performance in Children Aged 5-17*. *Child Development*, 74(3), pp. 659-678.