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Nota di contenuto	Machine generated contents note: -- 1. Introduction to Executive Functions in Young Children -- Maureen Hoskyn, Grace Iarocci, and Arlene R. Young -- <strong>Part One: Executive Functions and Children's Development</strong> -- 2. Executive Functioning: A Developmental Cognitive Neuroscience Perspective -- Katie Knapp and J. Bruce Morton -- 3. Assessing Executive Functions in Young Children -- Arlene R. Young, Mandeep K. Gurm, and Katherine A. O'Donnell -- 4. Sports as a Metaphor for Understanding the Development of Executive Function and Mis-function -- Jacob A. Burack, Colin Campbell, Oriane Landry, and Mariette Huizinga -- 5. Executive Functioning Helps Children Think About and Learn About Others' Mental States -- Jeannette E. Benson and Mark A. Sabbagh -- 6. Parenting and Young Children's Executive Function Development -- Annie Bernier, Diane St-Laurent, Celia Matte-Gagne, Tristan Milot, Stuart I. Hammond, and Jeremy I. M. Carpendale -- 7. Transition to School: Executive Function, Emergent Academic Skills, and Early School Achievement -- Ulrich Muller, Michael Miller, Sarah Hutchison, and Kayla Ten Eycke -- <strong>Part Two: Diversity in the Development of</strong>

Executive Functions -- 8. The Bilingual Advantage: Evidence and Alternative Views -- J. Bruce Morton and Stephanie M. Carlson -- 9. Executive Functions and Plurilingualism in Young Children -- Maureen Hoskyn -- 10. Executive Functions and the Developing Social Competence of Children with ASD -- Grace Iarocci and Emily Gardiner -- 11. The Assessment of Executive Functions in Attention-Deficit/Hyperactivity Disorder (ADHD): Performance-Based Measures Versus Ratings of Behavior -- Maggie E. Toplak, Richard F. West, and Keith E. Stanovich.

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Sommario/riassunto

'Executive Functions in Children's Everyday Lives' captures the diversity and complexity of the executive system that underlies children's everyday life experiences. Acquisition of executive functions, such as interpreting communication cues and the perspectives of others, is foundational to and a function of children's early social and communicative competencies.

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