

# EXECUTIVE FUNCTIONING SKILL DEVELOPMENT BY AGE



PLANNING



TIME MANAGEMENT



TASK INITIATION



ORGANIZATION



PROBLEM SOLVING



FLEXIBILITY



WORKING MEMORY



EMOTIONAL CONTROL



IMPULSE CONTROL



ATTENTIONAL CONTROL



SELF-MONITORING

AGE GROUP	PLANNING	TIME MANAGEMENT	TASK INITIATION	ORGANIZATION	PROBLEM SOLVING	FLEXIBILITY	WORKING MEMORY	EMOTIONAL CONTROL	IMPULSE CONTROL	ATTENTIONAL CONTROL	SELF-MONITORING
<b>INFANT (0-24 MONTHS)</b>	<ul style="list-style-type: none"> <li>• Responding to objects.</li> <li>• Following &amp; pointing.</li> </ul>			<ul style="list-style-type: none"> <li>• Shows interest in other children's activities.</li> <li>• Beginning reaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in cause and effect play.</li> <li>• Exploring and "testing" objects through simple body movements and touch play skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to follow in this range play simple rules like or imitations of the parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Playable and look and simple small games.</li> <li>• Persistence to eat simple familiar items and songs.</li> </ul>			<ul style="list-style-type: none"> <li>• First simple games like peek a boo or hide and seek.</li> <li>• Imitation and copying behavior emerge.</li> </ul>	
<b>TODDLER (2-4 YEARS)</b>	<ul style="list-style-type: none"> <li>• Understands simple instructions and can follow simple events.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning understanding of time concepts including morning, afternoons, and evenings, etc.</li> <li>• Follows most routine schedules for daily habits.</li> <li>• Routine eating.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to independently start and complete tasks that take up to 10 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands categories and attributes.</li> <li>• Can sort items and identify by function, form, and uses.</li> <li>• Shows up to touch and language with adult assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes simple puzzles and games that combine language and movement to accomplish a goal.</li> <li>• Begins making connections between simple problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning skills to shift between activities.</li> <li>• Emergent ability to manage transitions and unexpected changes without panic.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows along in simple and repetitive play that involves set movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Labels own emotions and the emotions of others.</li> <li>• May show face expressions to get other frustrated, but is uncontrolled, meaning will continue to do what he/she wants to do.</li> </ul>	<ul style="list-style-type: none"> <li>• First action imitation games like musical chairs and freeze dance.</li> <li>• Begins to exhibit safety-related behaviors like touching and biting and avoid adult when</li> </ul>	<ul style="list-style-type: none"> <li>• Able to direct attention to alternative activities to attentional demands for longer periods of time.</li> <li>• Responds to adult cues and redirection back to task when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about own feelings and describes simple behaviors with emotions.</li> <li>• Plays along with other children, directing play and negotiating the play.</li> </ul>
<b>EARLY LEARNER (4-12 YEARS)</b>	<ul style="list-style-type: none"> <li>• Able to follow a structured set of steps to meet an end goal.</li> <li>• Shows first morning, bedtime, and general hygiene morning and evening and planning ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing time awareness and a sense of how long tasks will take.</li> <li>• Beginning skills to manage when time and required tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to independently start and complete tasks that take between 10-30 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to organize and categorize items.</li> <li>• Can follow simple activities.</li> <li>• Begins to understand by function, location, often with adult assistance and direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and defines problems to solve, simple social and academic tasks.</li> <li>• Emerging skills to brainstorm and seek input, children to identify solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistence in organized social activities like sports, clubs, and activities where appropriate, interests emerge.</li> <li>• Children will expect to appropriately adjust.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent with simple logic games, and understanding game rules.</li> <li>• Able to follow instructions and play to a new format.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to control behaviors and emotions without adult control.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows safety rules and needs social monitoring.</li> <li>• Behavior responses when frustrated or when not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to direct attention to alternative activities to attentional demands for longer periods of time.</li> <li>• Responds to adult cues and redirection back to task when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to describe own feelings and behaviors with emotions.</li> <li>• Plays along with other children, directing play and negotiating the play.</li> </ul>
<b>TEEN (13-18 YEARS)</b>	<ul style="list-style-type: none"> <li>• Able to independently plan out the steps of tasks and a timeline, capable to meet an end goal.</li> <li>• Able to organize a space for different activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimates how long it takes to complete tasks and adjusts working schedule to fit.</li> <li>• Understands and works to meet the consequences of ineffective time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to independently start tasks that take between 30-60 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows complex social schedules, understands how to manage time.</li> <li>• Able to use systems for organizing, prioritizing, and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently identifies problems, forms plans, and seeks help.</li> <li>• Able to work with others, conflicts and seek direction about complex problem, independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to manage time, appropriately manage to activities and activities, but may sometimes need adult support to identify strategies to appropriately adjust.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages complex tasks using imagination and application of new information, demonstrating abstract working memory through independent work on projects and group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding of others' emotions, including empathy and a desire for understanding.</li> <li>• May experience "bad feelings" but can have appropriate strategies to manage them.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows self-regulating behaviors.</li> <li>• May begin to use some adult safety behaviors and social norms.</li> <li>• May engage in self talk to help manage impulses.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to direct attention to alternative activities to attentional demands for longer periods of time.</li> <li>• Responds to adult cues and redirection back to task when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to describe own feelings and behaviors with emotions and adjustments.</li> <li>• Able to work with other children, directing play and negotiating the play.</li> </ul>
<b>YOUNG ADULT (19+ YEARS)</b>	<ul style="list-style-type: none"> <li>• Able to identify, anticipate, and manage multiple different plans at one time to meet more different goals.</li> <li>• Able to establish and follow long-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows set and understands tasks and systems to manage time most efficiently.</li> <li>• Uses routines and multiple activities, especially to meet changing demands.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and completes tasks, simple activities, conditions and directions.</li> <li>• Following and demonstrating aspects of beginning adult activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages work and activity schedules for daily long tasks.</li> <li>• Management of the personal household items, etc. get out of hand, get organized or better.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops solutions to complex problems.</li> <li>• Begins to develop new and creative strategies to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Shifts activities, especially to meet changing demands.</li> <li>• Organizational systems, managing stress, but able to handle most changes easily.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops using systems, especially to meet different goals.</li> <li>• Able to follow, plan, and coordinate activities, attention from multiple sources to accomplish tasks and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional regulation in most settings, including handling activities and emotions.</li> <li>• Persistence in healthy work.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages impulses, behaviors across a variety of settings, including handling activities and emotions through things.</li> <li>• Responds to safety-related activities and directions to task when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to direct attention to alternative activities to attentional demands for longer periods of time.</li> <li>• Responds to adult cues and redirection back to task when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to describe own feelings and behaviors with emotions and adjustments when needed.</li> </ul>

# Development Of Executive Function In Early Childhood

**Minjie Lin**



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