

RAZVOJ IZVRŠILNIH FUNKCIJ

- **POTENCIAL** za razvoj

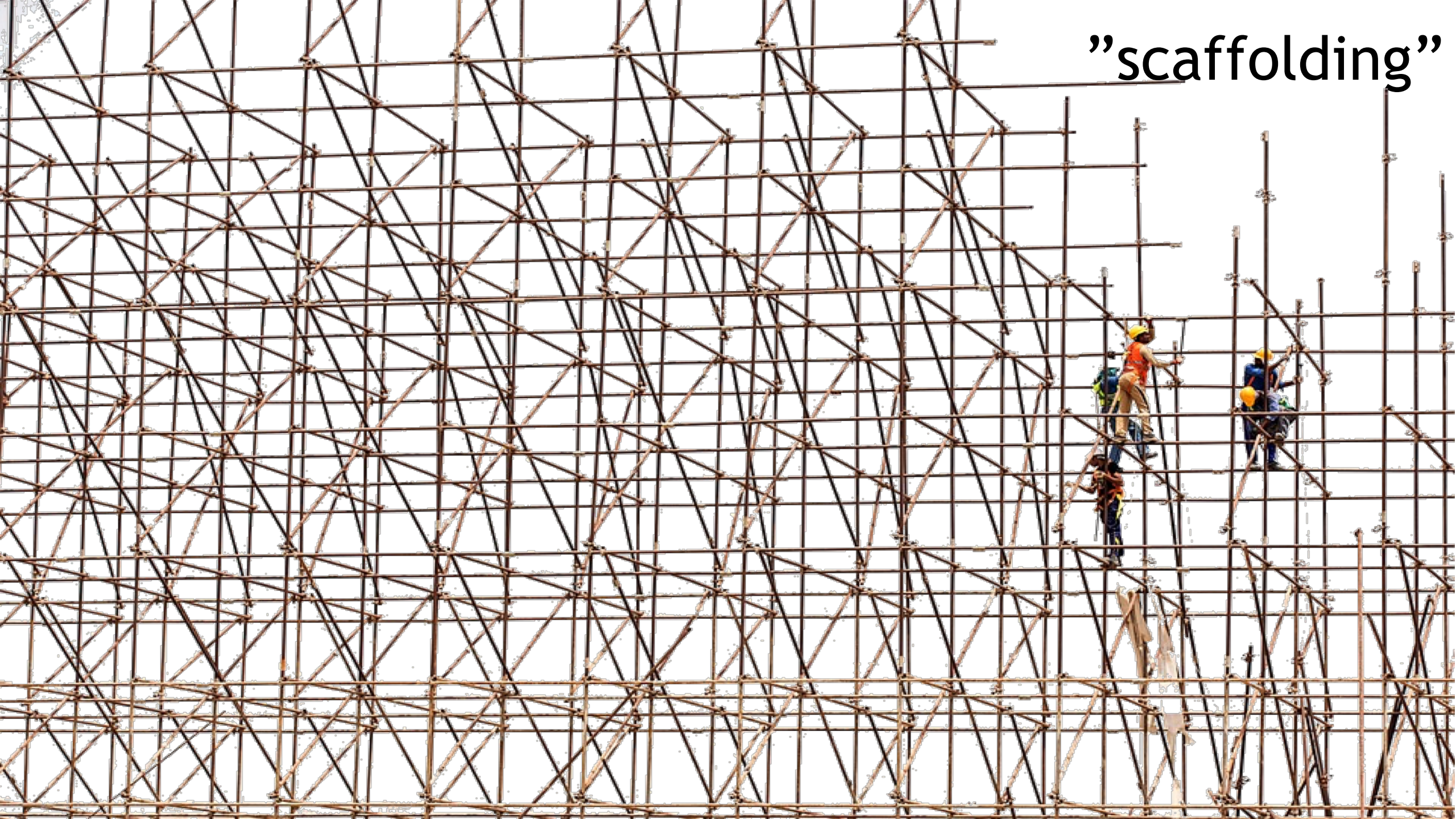
VAJA + IZKUŠNJE = RAZVOJ I.F.

postopen razvoj (!)

gradniki za kognitivne in
socialne sposobnosti



”scaffolding”



RAZVOJ

- **do 3. leta:**

- sledenje dvema praviloma,
- usmerjanje in preusmerjanje pozornosti,
- sprejemanje odločitev,
- ohranjanje pozornosti,
- ohranjanje pravil v mislih.

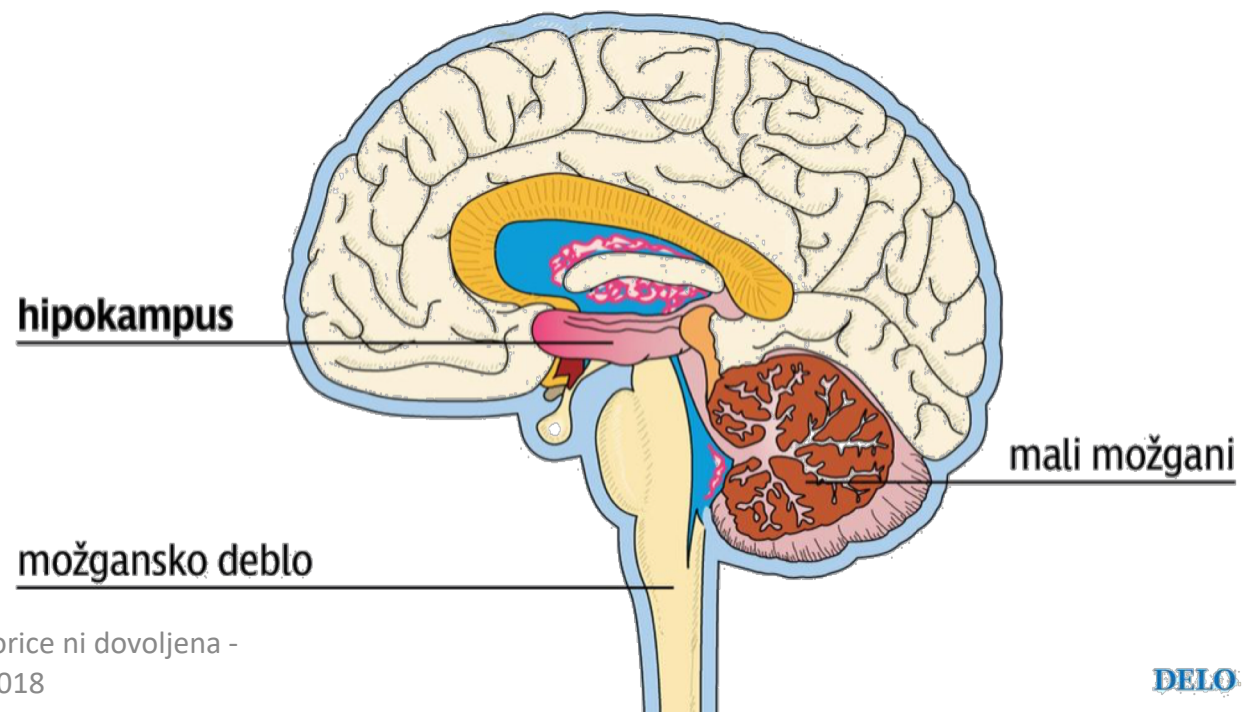
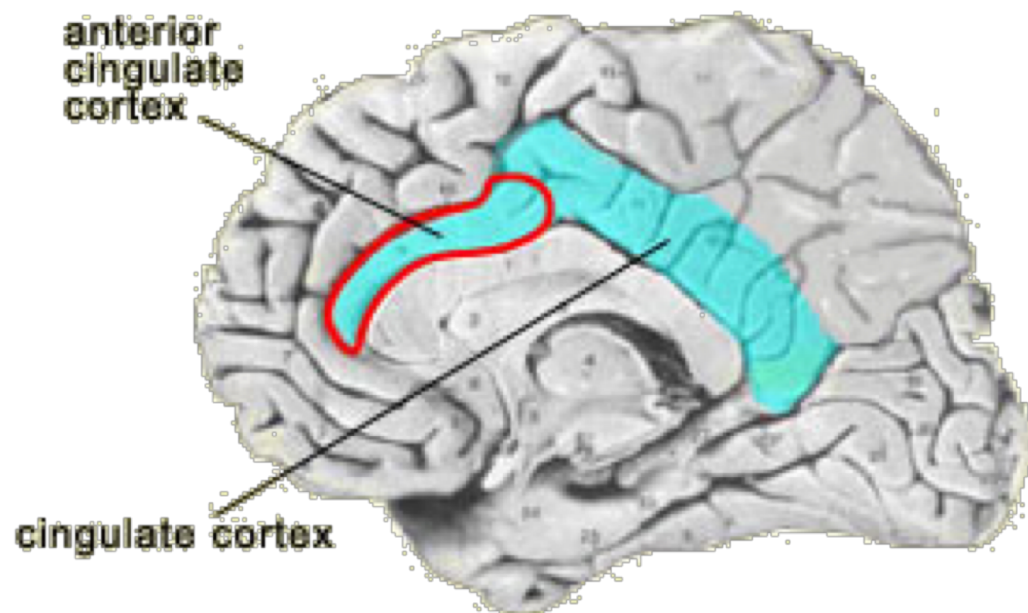


- **do 5. leta:**

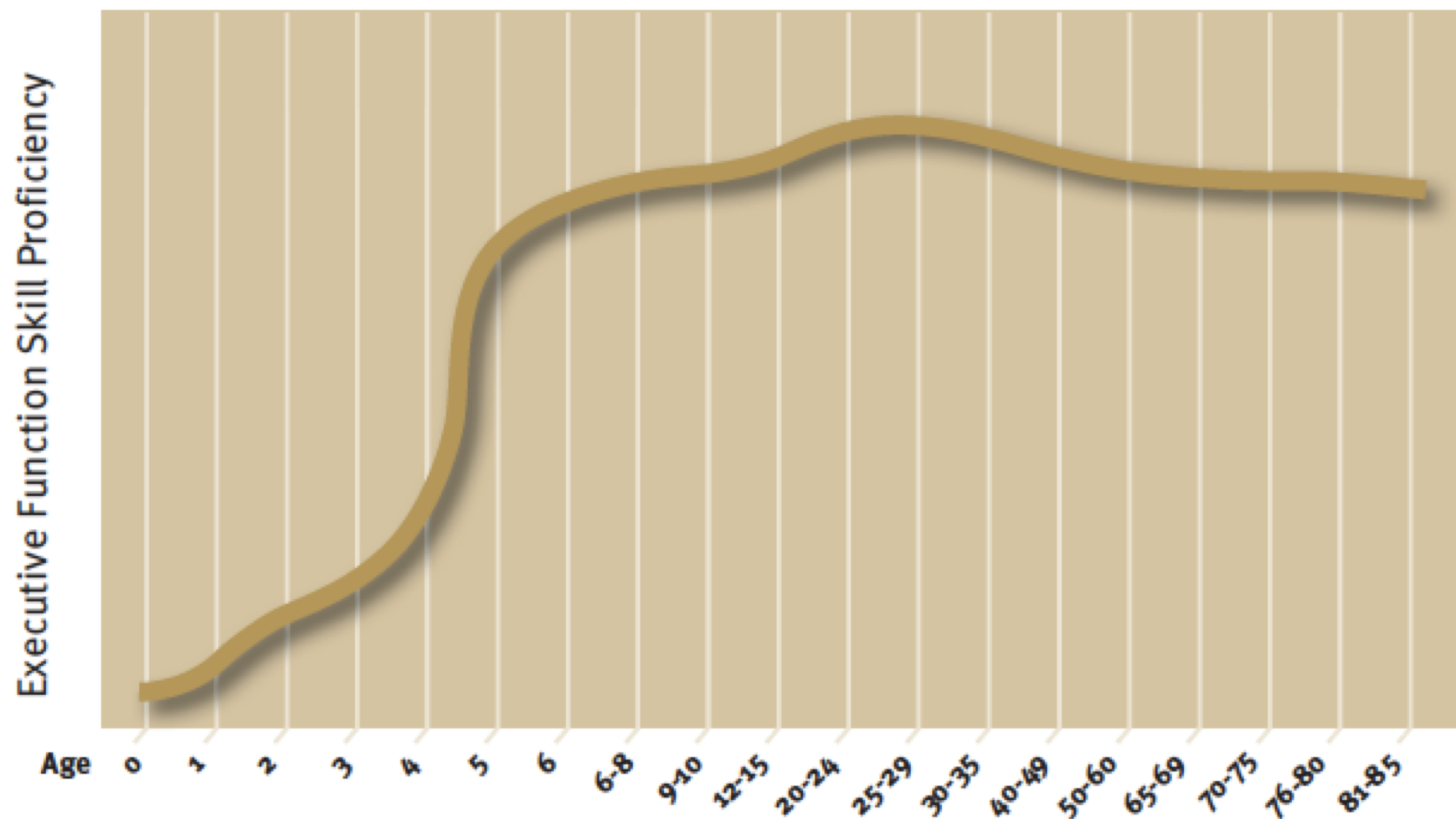
- reševanje problema z upoštevanjem dveh nekompatibilnih pravil (*v obe smeri*)
- inhibiranje odgovora
- reševanje problema v več korakih



- 7 let - podobne kot pri odraslih
- prefrontalni reženj - anterior cingulate parietal korteks - hipokampus



Executive Function Skills Build Throughout Childhood and Adolescence



WORKING MEMORY

ADULT Can remember multiple tasks, rules, and strategies that may vary by situation

5-16 YEARS Develops ability to search varying locations, remember where something was found, then explore other locations (e.g., a game of Concentration or hiding a penny under one of three cups)

4-5 YEARS Comprehends that appearance does not always equal reality (e.g., when given a sponge that looks like a rock)

COGNITIVE FLEXIBILITY

ADULT Able to revise actions and plans in response to changing circumstances

13-18 YEARS Continued improvement in accuracy when switching focus and adapting to changing rules

10-12 YEARS Successfully adapts to changing rules, even along multiple dimensions (okay to shout on playground, not okay in school, okay sometimes in theater rehearsal)

2-5 YEARS Succeeds at shifting actions according to changing rules (e.g., takes shoes off at home, leaves on at school, puts on boots for rain)

INHIBITORY CONTROL

ADULT Consistent self-control; situationally appropriate responses (e.g., resists saying something socially inappropriate, resists “tit for tat” response)

10-18 YEARS Continues to develop self-control, such as flexibly switching between a central focus (such as riding a bike or driving) and peripheral stimuli that may or may not need attention (road signs and pedestrians vs. billboards and passing houses)

7 YEARS Children perform at adult levels on learning to ignore irrelevant, peripheral stimuli (such as a dot on the side of a screen) and focus on the central stimulus (such as a picture in the middle of the screen)

4-5 YEARS Reductions in perseveration (persisting with following a rule even when knowing that the rule has changed). Can delay eating a treat; also can begin to hold an arbitrary rule in mind and follow it to produce a response that differs from their natural instinct (sort colored cards by shape rather than color)