Special Issue

Examining Executive Function in Early Childhood: Context, Individual Differences and Interventions

Message from the Guest Editors

Executive function (EF) skills support young children as they learn to pay attention, resolve conflict, problem-solve, and control impulses. Individual differences in EF emerge early and reflect the interplay of biological, relational, and environmental factors. Children with neurodevelopmental conditions (e.g., autism spectrum disorder) and those experiencing contextual adversity (e.g., poverty) may follow distinct EF pathways shaped by both risk and resilience processes.

This Special Issue brings together interdisciplinary research examining EF development and intervention strategies across diverse contexts and cultures. Contributions will include empirical studies, clinical trials, and theoretical frameworks that explore how early experiences shape EF trajectories and how targeted support can optimize developmental outcomes. This Special Issue aims to inform more nuanced, equitable approaches to intervention and enrich the science of early childhood development.

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You are invited to contribute a research article or a comprehensive review for consideration and publication in *Brain Sciences* (ISSN 2076-3425). *Brain Sciences* is an open access, peer-reviewed scientific journal that publishes original articles, critical reviews, research notes, and short communications on neuroscience. The scientific community and the general public can access the content free of charge as soon as it is published.

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