

Handbook of Research on Neurocognitive Development of Executive Functions and Implications for Intervention

In the United States, higher education remains a pathway for social mobility and economic opportunity. A college degree has proven to be the gateway to a better job opportunity and a regular source of income. However, for a country seeped in long history of racism and exploitation, data shows that students of color and those from low-income families still do not receive equal access to higher education as their white counterparts. In fact, it is accepted that in many institutions of higher education, underrepresented students of color face significant academic obstacles which hinder them from graduating. Data reveals huge gap in terms of preparation, enrollment, and degree attainment by underrepresented students. Usually, students of color, particularly those from lower economic backgrounds, have lower academic preparation than the white students, which upon entering colleges negatively impacts their graduation rates. But many institutions are becoming aware of these facts and are taking significant measures to improve educational experiences and academic success of their students of color and low-income students. One such endeavor is Transparency in Learning and Teaching (TILT) in Higher Education initiative which tries to make learning processes clear, specific, and well-guided. The practice provides equal access to education for the students from different spectrum. This book is a milestone to provide guidance to overcome the existing accessibility gap in higher education. It strongly advocate transparent education, by putting together a variety of chapters in one single volume consisting of in-depth, comprehensive information for academics, faculty developers, administrators, and instructional designers.

Executive functions develop during the first years of life and determine future learning and personal development. Executive dysfunction is related to various neurodevelopmental disorders, so its study is of great interest for intervention in children with neurotypical development and in those who have suffered a neurodevelopmental disorder. The Handbook of Research on Neurocognitive Development of Executive Functions and Implications for Intervention offers updated research on executive functions and their implication in psychoeducational intervention. It establishes a multidisciplinary context to discuss both intervention experience and research results in different areas of knowledge. Covering topics such as childhood inhibitory processing, mindfulness interventions, and language development, this major reference work is an excellent resource for psychologists, medical professionals, researchers, academicians, educators, and students.



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