

Construct	Exemplar Tasks for 3- to 5-year olds
<p>Cognitive Flexibility: <i>adaptive adjustment of behavior to meet situational demands</i></p>	<p>Dimensional change card sort: Children sort bivalent cards according to one dimension (.e.g., color) and are then asked to shift and sort the cards on the alternative dimension (e.g., shape)</p>
	<p>Flexible item selection task: children are presented with three picture cards and are asked to show two pictures that match in one way (e.g., same type of object). Next, children are asked to pick two cards that match in a different way (e.g. same color).</p>
<p>Working Memory: <i>maintenance and manipulation of information for goal-driven behavior</i></p>	<p>Digit span: children are read a list of numbers and asked to repeat them back to the experimenter. In a modified version (the backward digit span), children are asked to repeat the list of numbers backward</p>
	<p>Hearts and flowers: children are asked to remember two rules. For one stimulus (eg., hearts), they must press a button that corresponds to the same side of the computer screen on which that stimulus appears. For the other stimulus (e.g., flowers), they must press the button that corresponds to the opposite of the screen on which that object appears</p>
<p>Inhibitory control: <i>Withholding purposeful action and restraining impulsive behavior</i></p>	<p>Delay of gratification task: children are presented with a desirable item, such as a box of new crayons or a marshmallow, and are asked to wait a set amount of time before touching the item</p>
	<p>Go/no-go task: children are asked to press a button for all “go” stimuli presented on a computer screen and withhold responding for a specific “no-go” stimulus (e.g., press a button each time an animal appears on the screen except when the animal is a monkey). A non-computerized version of this type of task is the game Simon Says, in which the phrase “Simon says” signifies a response and the absence of this prompt indicates that the child should withhold responding.</p>
	<p>Stroop task: children are presented with a rule for responding (e.g., say the opposite), along with stimuli that make the rule difficult to follow. For example, in the day/night Stroop, children are asked to say “day” when they are shown a picture of the moon and “night” when shown a picture of the sun. A nonverbal version is the grass/snow pointing Stroop, in which children go to a green card when they hear the word <i>snow</i> and a white card when they hear the word <i>grass</i></p>
	<p>Flanker task: children respond to a central stimulus in a row of stimuli. The flanking stimuli can indicate the same response as the central stimulus, or the opposite response. In the fish flanker, the central fish can be facing the same, or the opposite, direction as the flanking fish. Children are asked to press the right or left button to indicate the direction in which the central fish is swimming.</p>
<p><i>From McDermott and Fox (2019) P. 121</i></p>	