Effects of planning and executive functions on young children’s script change strategy:  
A developmental perspective  

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This research examined the effects of planning and executive functions on young children’s (ages 3- to 5-years) strategies in changing scripts. Young children (N=77) performed a script task (doll task), three executive function tasks (DCCS, red/blue task, and nine box task), a planning task, and a receptive vocabulary task. In the doll task, young children first enacted a “changing clothes” script, and then faced a situation in which some elements of the script were inappropriate. They needed to enact a script by compensating inappropriate items for the other script items or by changing to the other script in advance. The results showed that shifting, a factor of executive function, had a positive influence on whether young children could compensate inappropriate items. In addition, planning was also an important factor that helped children to change to the other script in advance. These findings suggest that shifting and planning play different roles in using the two strategies appropriately when young children enact scripts in unexpected situations.

Keywords: script, executive function, planning, young children.

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