



**KNOWLEDGE EXTRACTION OF THAI CHILDREN
DEVELOPMENT PROGRAM USING DEVELOPMENTAL
SURVEILLANCE AND PROMOTION MANUAL
AND THE EXECUTIVE FUNCTIONS**

BOONTONG JINAKAN

**MASTER OF SCIENCE
IN
INFORMATION TECHNOLOGY**

**SCHOOL OF INFORMATION TECHNOLOGY
MAE FAH LUANG UNIVERSITY**

2022

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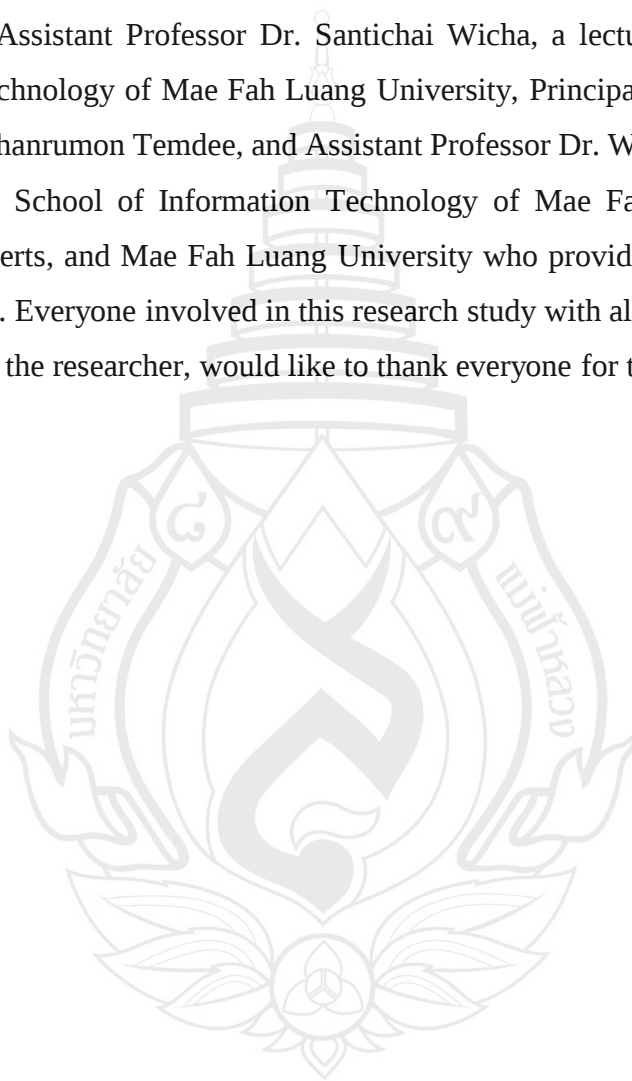
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ABSTRACT

The purpose of this research is to 1. Investigate the situation of Thai children in many professions, from using Developmental Surveillance and Promotion Manual (DSPM) and study Executive Function (Executive Function) 2. They are knowledge development creating instruments and indicators of Thai children's development and methods of delivering them by extracting knowledge from Developmental Surveillance and Promotion Manual (DSPM) and creating a measure of Executive Function (EF). This research is to develop knowledge by extracting knowledge from the Developmental Surveillance and Promotion Manual (DSPM) and Executive Function (EF). The researcher then presented the extracted knowledge to 30 experts to certify the effectiveness and quality of the data, consisting of: To ensure quality of Executive Function Indicator (EF), To ensure the quality of information extraction of Developmental Surveillance and Promotion Manual (DSPM) which partially help to develop Executive Function (EF). And ensure the quality of merged information of DSPM and Executive Function (EF).

In the presentation and assurance of the quality of data extraction, the opinions of the experts are quite similar. that the extracted knowledge has an acceptable and good quality effect, which can be further developed as a body of knowledge in the development of tools to identify and promote quality child development

Keywords: Developmental Surveillance and Promotion Manual (DSPM),
Executive Function



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CHAPTER 1

INTRODUCTION

1.1 Background and Rational

Child development is an important concern for adults, especially in children between the ages of birth and 5 years, and should pay close attention to and monitor the development of each age group. Parents should be concerned about their children's development and learning at each age level because it is critical to becoming mature adults. Child development's critical aspects are grouped into the Developmental Surveillance and Promotion Manual (DSPM) and Executive Functions (EF).

The Developmental Surveillance and Promotion Manual is an age-based record of monitoring and early childhood development promotion. It will evaluate five areas: (1) Gross motor (GM) development is the development of the movement. (2) Fine Motor (FM) development is the improvement of fine motor abilities and intellect. (3) Receptive Language (RL) is the process through which language understanding is developed. (4) Expressive Language (EL) refers to language use growth. (5) Personal and Social (PS) development is the growth of self-help and society. This essential life skill should be exercised from infancy because that is when it can be developed the most. The status of Thai children's IQ difficulties remains a worry that must be addressed by all parties involved.

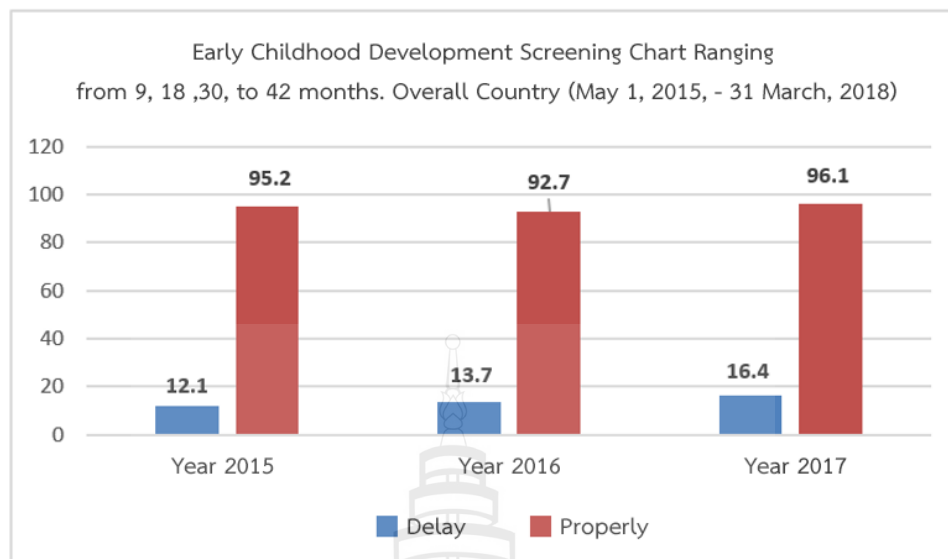


Figure 1.1 Early Childhood Development Screening Chart

According to the report, a survey conducted in honor of Her Royal Highness Princess Maha Chakri Sirindhorn Princess Maha Chakri Sirindhorn, Her Royal Highness, shows that there are still several children in Thailand with suspected delayed development, and the number continues to rise each year. According to the graph, several suspected delayed children in 2015, 2016, and 2017 were as high as 12.1 percent, 13.7 percent, and 16.4 percent, respectively. Officials and all concerned should work quickly to discover ways/methods to follow up on suspected delayed children and return them to their age-appropriate developmental results [1].

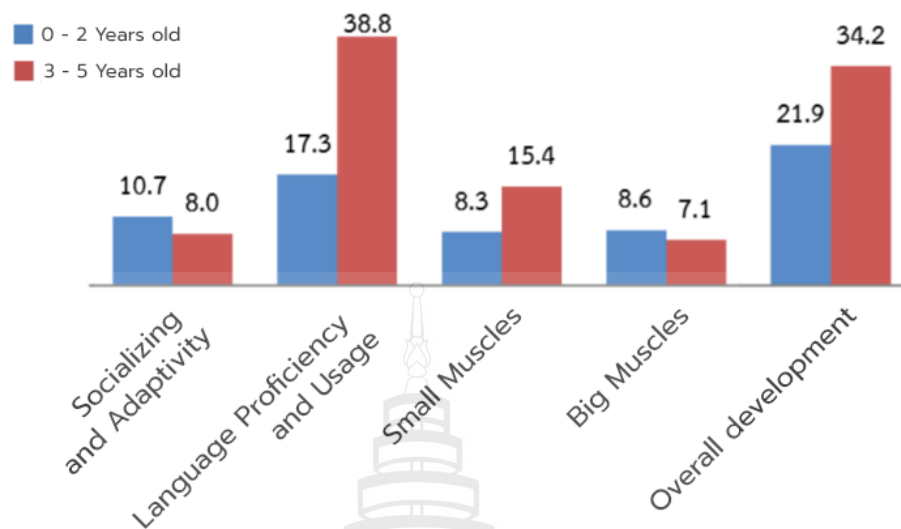


Figure 1.2 Thai Early Childhood Development Situation Graph in 2014

The Department of Health conducted a survey of the state of early childhood development in Thailand in 2014 and discovered that children aged 0-2 years had delayed development in social and self-help areas, 10.7 percent, fine motor abilities, 8.3 percent, language and usage, 17.3 percent, and muscle. 8.6 percent of big meat and children 3-5 exhibited social and self-help developmental deficits. Fine motor abilities account for 8.0 percent of the total. 15.4% of the language and 38.8 percent of total muscle use according to 7.1 percent of respondents in a Department of Health survey, early childhood Thai children had 38.8 percent developmental delays in language and usage, particularly in the 3-5 year age group, which is consistent with assessment test results. International students discovered in 2012 that Thai children had inadequate cognitive and linguistic abilities, which tend to grow over time since many children do not have access to promotion. and promote proper growth [2].

According to the National Institute of Child Health Development's 2017 study, many parents and guardians are still unaware of screening and child development promotion. The screening handbook was received by 56.1 percent of the parents or carers, according to the report (Figure 1.1). 65.1 percent of child caregivers were interviewed by a public health officer or teacher (Figure 1.2), and many parents or

caregivers did not know the Developmental Surveillance and Promotion Manual. Forty-one percent, followed by 32.9 percent who knew and used it, and 26.2 percent who knew but never used it (Figure 1.3).

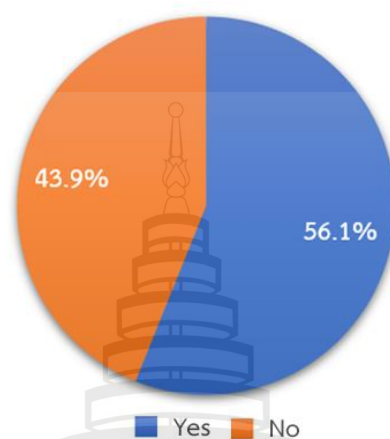


Figure 1.3 The Result of the Survey was That Parents or Caregivers Had Received a Screening Guide

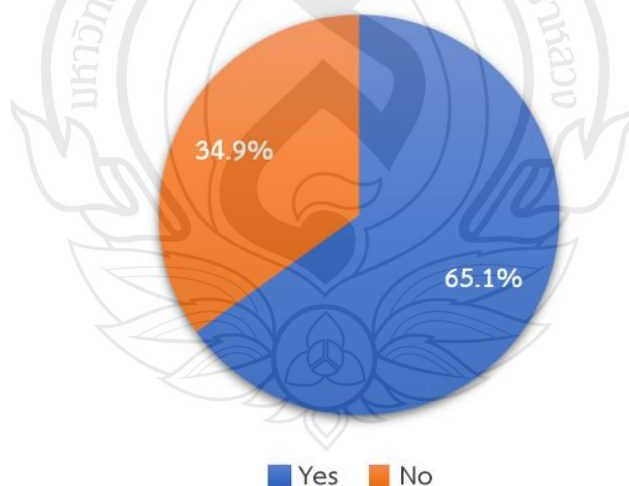


Figure 1.4 The Results of the Survey Were Children Who Had Undergone Developmental Screening. By Public Health Officials or Teachers, Child Caregivers

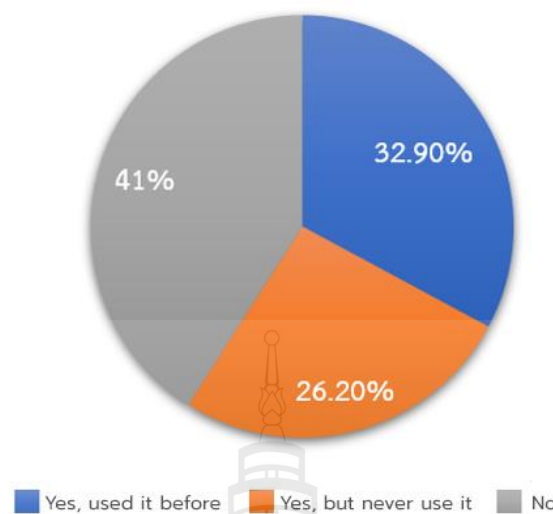


Figure 1.5 The Results of the Survey Were Parents or Caregivers Who Knew About Child Development Screening Tools

Executive Functions (EF) are brain functions that assist us in controlling our emotions, thoughts, actions, goal-directed behaviors, and mental processes from childhood through age to prioritize activities successfully by setting goals and working toward them step by step. In addition to controlling all types of desires, it strives to attain objectives. Goal-Directed Behaviors [3] only the most formed managerial thinking skills are between birth and five years.

The Center for Neuroscience Research and the National Institute for Child and Family Development measured EF in 2,965 children aged 2 to 6 years in an October 2016 paper on the development of executive thinking skills in early life. 30% had fewer executive thinking behavior difficulties than the cutoff. That is, these children will struggle with self-direction, will act recklessly, will be irritable, will not be readily distracted, and will be unable to complete challenging activities. Children with these long-term behavioral issues have challenges in school, job, and social interaction, as well as the possibility of encountering additional social difficulties. Worldwide research found that children with poor EF development had lower wages, were four times more likely to have a criminal record, and were three times more likely to use drugs than children with strong EF development. They are more likely to become a

single parent twice. As a result, more than 30% of Thai children who have delayed EF development should not be neglected [4].

Raising children to be quality is still a significant issue in Thailand, as moms and people raising children lack the necessary knowledge, attitudes, and parenting techniques [5]. Most parents will utilize their own experiences and beliefs to drive their parenting practices, such as the belief that assisting a child in everything indicates the parent's love of life, a life philosophy, an example of a style of thinking, or a way of looking at life. Parents lay the groundwork for their children's learning environments. Adults overburden children and teach them to expect others to assist them in everything, and children discover that they are unselfish. He would not do anything unless an adult were there. When support is diminished, the child decides to cry out loud to reclaim the caregiver. As a result, the child develops an attachment to dependency on others and lacks self-confidence. Their hands are not fluent, and he cannot conceive of rapid answers to current difficulties. There are social issues because children cling to people they regard as problem-solvers rather than spending time with them. Unhelpful children are more inclined to cling to an adult they believe can solve an issue rather than spend time with. Unhelpful children are more inclined to cling to love, reducing their ability to play. Few cries which are poor adapters, and their grades may be lower than their abilities. This is due to children's weak problem-solving abilities, sluggish thinking, and inability to think in different ways, write books slowly, and take responsibility in their regions. Furthermore, when children grow up, adults prefer to accept actions that children do not know how to help themselves with and may indicate annoyance [6]. This is regarded as a weakness of the family institution in raising children, generating serious difficulties in society.

Currently, numerous technologies and media enable new moms to obtain knowledge from various sources. We can get data rapidly via smartphones, but we do not know whether that data will be available. Furthermore, such material may not be controlled, and when utilized to raise children, it may be inappropriate for their children.

The researcher discovered the relevance of child development due to the concerns mentioned above since it is a vital age in the formation of adulthood. They also want new parents to have access to the correct information to help them properly

develop their children through tools that are simple to use, convenient, and quick, and that can accurately assess the development of each child—including guidelines for enhancing the development of children based on their age. As a result, the researcher established and constructed such a system to assist in assessing the growth of each kid so that parents may utilize it to increase the child's development adequately.

1.2 Study Objectives

1.2.1 To observe circumstances of Thai children's development in various fields using the Developmental Surveillance and Promotion Manual (DSPM) and study the high-level brain functions.

1.2.2 To develop tools, indicators for Thai children's development, and methods for enhancement of Thai children's development by extracting knowledge from the Developmental Surveillance and Promotion Manual (DSPM) to create a Executive Function (EF) indicator.

1.2.3 To study and design knowledge for tool development to evaluate and promote child development for parents or caregivers so that children can develop appropriately.

1.3 Study Scope

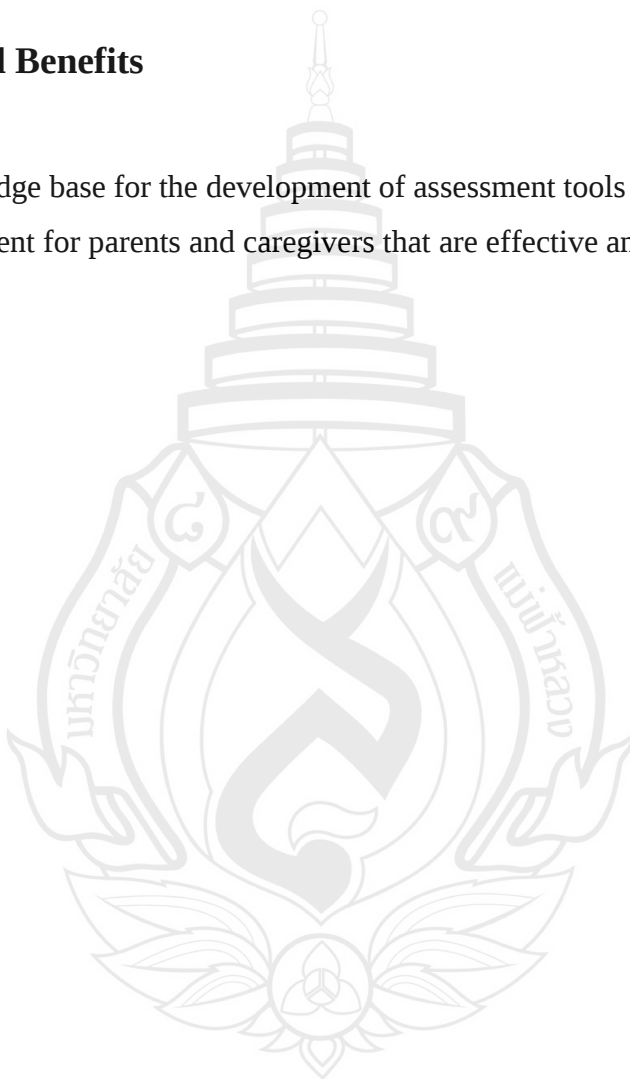
Study the tools for assessing child development based on Developmental Surveillance and Promotion Manual (DSPM) to assess the level of development in children of various ages (birth to 5 years old) and to research the guidelines for utilizing the Executive Functions (EF) instrument to identify strategies to promote the development of appropriateness in all aspects. For children aged 0 to 5 years

1.4 Research Results

Data quality and accuracy assurance results from data extraction from the Development Surveillance and Promotion Manual (DSPM) and Executive Functions (EF).

1.5 Expected Benefits

Knowledge base for the development of assessment tools Promote and monitor child development for parents and caregivers that are effective and age appropriate.



CHAPTER 2

LITERATURE REVIEW

2.1 Development of a baby to the age of five years

2.1.1 Theory of child growth and learning

2.1.2 Physical development theory

2.2 Developmental Surveillance and Promotion Manual (DSPM)

2.2.1 Research into the application of a manual for early childhood development surveillance and promotion

2.2.2 Surveillance and early childhood development promotion record form

2.3 Executive Functions

2.3.1 Research on the high-level development of brain functioning skills

2.3.2 The significance of brain development

2.3.3 Improvement of brain functioning abilities

2.4 Knowledge Management (KM)

2.1 Development of a Baby to the Age of Five Years

2.1.1 Theory of Child Growth and Learning

Piaget [7] was a Swiss biologist who was the first to conduct a comprehensive study of the development of the human mind. This is demonstrable. His fundamental belief is that children are not born with knowledge and thoughts. Children gain knowledge about the world around them. Furthermore, create ideas in numerous domains, training or teaching various sciences through mental growth and development “along with physical development.” If the child does not meet the cognitive development process, it is a waste; in some situations, it may result in severe punishment for self. Adapting to one’s surroundings is at the heart of intelligence. Children learn and adapt through reflexes, sensory input, and motor activity. Children

use their biological potential to learn and develop their thinking early in life. Children will use this skill to create more complex and step-by-step thinking as they become older and learn more about the world and themselves.

What is the process of learning development? Piaget divides development into two stages: acquiring new information about the world that appears to the person and acquiring new information about the world that seems to the person. (Assimilation) Also, the process of changing a person's perception of new information. These two stages are brought about by three interconnected principles: organization, adaptation, and balance. (Equilibration) These concepts are congruent with the person's growth process based on their surroundings. Language development, on the other hand, is intimately tied to thought development.

Furthermore, this belief that diverse thought processes evolve gradually. It grows from infancy to full maturity during adolescence. Following that, it is practice time. Sharpen thinking skills. The quality of one's thought differs based on things such as heredity and language abilities—experience, for example.

2.1.2 Physical Development Theory

An American psychologist, Arnold Gesell's Theory of Development [8], outlines the theory of child growth and development. The development of a child's biological tissues, organ functions, and behaviors appears to follow distinct hierarchical patterns. Experiences and settings are secondary components that support development. Geselle thinks maturity will be determined. It is genetic and present in every child from birth, which is necessary for each child's age to be ready to perform things. The environment will not affect development if maturity or readiness do not emerge at that age. The study creates a benchmark for assessing children's conduct at each stage, highlighting individual differences through observing behavior and dividing children's growth.

Children who desire to be tested and evaluated are separated into four large groups.

1. Gross Motor Behavior is movement behavior refers to the numerous organs that control movement in the body.
2. Fine Motor Behavior is concerned with the interaction of hands and eyes in exploring, discovering actions on things, and solving issues at work.
3. Language Behavior is concerned with the child's use of language, from listening to speaking, reading, and writing.
4. Personal-Social Behavior includes personal activities like eating and excretion and social training like playing and responding to others. Arnold Gesell's notion can be used to define human development in terms of growth and physical and intellectual development.

2.2 Developmental Surveillance and Promotion Manual (DSPM)

2.2.1 An investigation into the usage of Developmental Surveillance and Promotion Manual (DSPM)

The Developmental Surveillance and Promotion Manual (DSPM) evaluates early childhood development as an essential reference benchmark for what children can perform from birth to five years of age. It was derived from the Denver II instrument to give a tool for the Thai Child Development Assessment, and it is a simple tool to use. It can be employed on a broad population level, at health centers or hospitals, or in hospitals without a pediatrician. The Department of Health has encouraged child development specialists to help advance the idea of creating a manual for child development screening for all departments in Thailand, including departments within the Ministry of Public Health and health care institutions outside the Ministry of Public Health. have taken the same technique, yielding a tool for screening the development of babies aged 0 to 60 months.

2.2.2 Form Developmental Surveillance and Promotion Manual

The Developmental Surveillance and Promotion Manual (DSPM) is broken down into five sections:

1. Gross Motor (GM) refers to the development of movement
2. Fine Motor (FM) refers to the development of fine motor abilities and intelligence.
3. Receptive Language (RL) relates to the development of language understanding.
4. Expressive Language (EL) referred to development of language for use
5. Personal and social (PS) development refers to the growth of self-help and society.

Each aspect will have assessment criteria based on the age range. that each age group must have what skills in each area, and the evaluation criteria will be divided into two categories:

1. In the case of age-appropriate development, it is recommended that parents support age-appropriate development using the skill training approach. in the future
2. In the case of developmental deficiency, suggest that parents practice the child's skills frequently for a month before scheduling a meeting with the assessor.

The child development assessment was reviewed after one month using the Developmental Surveillance and Promotion Manual (DSPM) manual on abilities that were not passed.

1. If the child passes delayed skills and other skills by age, demonstrate that the development is appropriate for the age to be monitored for the continuous development of average age.
2. If the child has passed delayed skills, but other abilities are not developing adequately for the age, the assessor recommends that parents and guardians try developing the child in that area frequently for one month before scheduling a meeting with the assessor.
3. Refer the child to a secondary service unit with a doctor or a pediatrician if the delayed skill has not been accomplished (RD).

2.3 Executive Functions

2.3.1 Investigate the development of Executive Functions

According to Weerasak Chonchaiya [9], assistant professor, Executive Functions (EF) are in charge of monitoring and controlling one's thoughts, emotions, and behaviors. The prefrontal cortex is a critical component of the brain. Make the link work and direct other regions of the brain so that people may effectively manage themselves. They are also capable of making decisions, solving issues, and planning and managing numerous tasks. EF requires three crucial fundamental abilities to succeed: basic, self-direction, and practical skills.



Figure 2.1 Brain Skills for Successful Life

2.3.1.1 Basic Skills

1. The ability to retain, process, and retrieve knowledge from previous life events is referred to as working memory. Furthermore, it is stored in our brains. Bring it out and use it in the appropriate situation. More knowledge the most often used memory.

2. The ability to control one's needs to an adequate degree is referred to as inhibitory control. Until the activity is terminated at the appropriate moment, a child

without restraint, like a “vehicle without brakes,” may act without thinking. have acted rashly, causing oneself further issues

3. The ability to think flexibly (Shifting/Cognitive Flexibility) refers to adapting to the situation. Children with adjustment issues are frequently stuck with the same old things, unable to be flexible, perceive new solutions, or think of new things. People who are easy to adapt to, easy to eat, and easy to live in will be able to live a more accessible life.

2.3.1.2 Self-direction Skill Group

1. The focus of attention (Focus Attention) refers to the ability to pay attention. Stay focused on what self is doing at all times without being distracted by external or internal forces. Children that are focused on their work will learn more effectively. Work is simple to do.

2. Emotional Control is the ability to regulate one's emotions to a suitable degree to deal with stress. Alternatively, be impatient and unsatisfied, and display patterns that do not bother others. Children unable to regulate their emotions tend to become increasingly enraged—excessive irritability or anxiety, mood fluctuations, and maybe depression. Reasonable mood control is one of the most crucial life skills any human being should have.

3. Self-examination (Self-Monitoring) entails knowing one's strengths and limitations through emotional awareness and self-awareness and assessing work for excellent and harmful elements. Goal achievement should be evaluated. Keep track of reactions and see how actions affect others.

2.3.1.3 Practical Skills Group

1. The ability to initiate and act on a concept (initiating) implies the power to create things. Moreover, they did not shrink or hesitate when acting on their thoughts.

2. Planning and managing activities, beginning with goal setting (Planning and Organizing), entails recognizing the big picture. Prioritize the framework until the action is to divide the goals into process steps and conduct an evaluation. People in this skill set excel at planning and working.

3. Goal-Directed Persistence means intention to accomplish something and do it and has a tenacious resolve to succeed. It's about preparation to overcome any barriers in our path to success. A person who falls and gets back up has a strong will. It is arduous work.

2.3.2 The Importance of Developing Brain Skills

When a child is given the opportunity to develop EF, both the child and society benefit because it aids in the development of behavior. It is self-uplifting and assists in making the sound of self-judgments. In addition to others, a child with EF skills will have good thinking, feeling, and self-management abilities, such as;

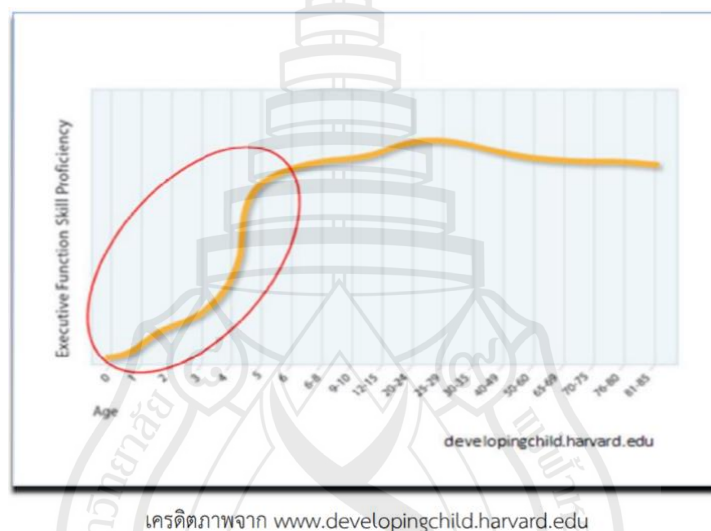
1. Have a good memory and concentration.
2. Ability to work constantly until completion
3. Analytical skills Systematic planning capable of working and managing the work till it is done on time
4. Capable of applying previous experience-based learning to new tasks or activities.
5. Adjust ideas as circumstances change. not fixed and may progress to the level of inventiveness and thinking outside the box
6. Understand how to evaluate self. Bring the issue to improve work and problem-solving skills.
7. Understand how to control self. Not to make a mistake. Regardless of the temptation
8. Understand how to express oneself with friends or in society appropriately. Resulting in respect for others. It is not an issue to be around other people.
9. Someone patient and capable of waiting.
10. Persistence. Falling and rising again, desperate to succeed.

This is the kind of child we all need. Moreover, as he matures, he will become a responsible adult. to take care of one's responsibilities Thai society can survive if the child lacks EF qualities in one or more areas. It will impact the development of that child, such as a child who significantly lacks cognitive skills in the area of concentration. It could be ADHD. Children who are uninhibited and unable to manage

their emotions. Children who are impulsive, aggressive, lack critical judgment, are quickly addicted to goods, and lack planning skills may develop. may fail to complete assignments from teachers or parents

A lack of these abilities can also lead to a loss of self-esteem. Inability to withstand external shocks in the future, this could lead to various addictions such as game addiction, buddy addiction, drink addiction, smoking, drug addiction, and forth.

2.3.3 Brain Development Skills



เครดิตภาพจาก www.developingchild.harvard.edu

Figure 2.2 Shows the Rate of Development of High-Level Cognitive Abilities in Each Age Group

According to the RLG Institute, we are not born with EF abilities but rather with the “potential” to acquire them. It is dependent on practice to determine how it can be developed. From childhood, through many encounters, However, until childhood and adolescence, this talent develops at a constant rate until school age, adolescence, and early adulthood (about 25–30 years), when the prefrontal cortex is fully matured. The pace of development of EF during school years, adolescence, or early adulthood will be slower than the rate of development of EF from 0-6 years and after that. When the frontal cortex is fully grown, the rate of EF development slows slightly. as seen in Figure 2.2, before being reasonably steady until the elderly.

EF abilities are not innate. It is something that demands step-by-step practice. Learn through hands-on experiences between the ages of 0 and 6 if children are not trained to have positive connections with adults. In an adverse atmosphere or not having the opportunity to learn from a variety of real-world situations, such as being pressured to learn to write and read to the point of neglecting all other activities or the environment, proved to be a source of contention and the child maltreatment or violence is toxic to children. Increasing the child's EF abilities could be sluggish or damaged. It has an impact on brain anatomy and the formation of EF in the brain.

2.3.4 Methods for Promoting Brain Skill Development

While a child's prefrontal brain and executive function skills are undeveloped at this age, an adult's responsibility is to assist and steer the behavior and practice EF skills regularly until this expertise is implanted in the brain to establish the structure of healthy neurons. Let children apply these talents to live freely as they grow older. and can be used for the rest of one's life

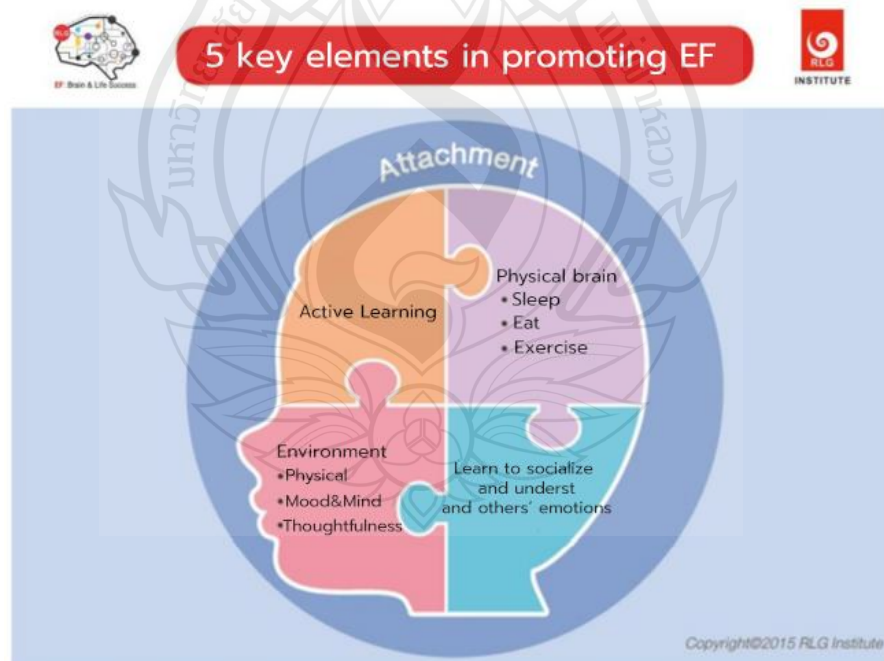


Figure 2.3 Key Elements in Promoting EF

The RLG Institute (Rakluek Learning Group) controls information and determines that the most significant guidelines that any adult may develop for children are as follows:

1. Creating a link and trust in children's hearts is the primary and most crucial foundation. Because if children can believe that they are loved or that they will be safe in the care of this adult, whether it is parents, guardians, or teachers, these adults listen to them, provide them opportunities, or are consistent with them. This enables them to create EF-ready environments and practice learning in situations where a child is stressed, nervous, unhappy, or unwanted. Alternatively, depending on what adults do with him, EF's cognitive skills will be weak.

2. Take care of the brain's physical health by eating well and sleeping, getting some exercise getting plenty of fresh air All these factors contribute to the physical strength of the brain. As a healthy mind, a healthy body is the foundation of life. A healthy, intact, disease-free brain provides an excellent foundation for thought functioning. Other feelings or acts of the child There is considerable evidence that children who do not get adequate sleep have a lower EF. Children who routinely exercise outside have superior EF in terms of concentration.

3. Creating a helpful and appropriate environment, which involves both a physical environment that is ordered and livable in the place, both at home and school, as well as a consistent daily routine

- 1) Emotional, mental, and social environments, such as a cool atmosphere joyfully giving happiness or having fun or feeling that the child owns the space as well, such as having rules that involve children and everyone treats each other consistently

- 2) A thinking environment that arouses curiosity stimulates the imagination and encourages the courage to think, dare to do, and so on.

4. Gaining a Diverse Learning Experience, with a particular emphasis on doing it by self or having direct experience with the surroundings Play-Based Learning is used in early childhood because play is an active learning strategy for children. Experiential Learning will allow children to exercise independent thinking, observation, and planning. In an attempt to carry it out, they encountered challenges and problems. and come up with a solution and describe the lesson on self.

5. Another critical component is the development of social-emotional abilities. Allowing children to engage is a priority.

Socializing with others and playing with friends. This is done to allow children to become aware of their feelings. They can regulate their own emotions in order to understand others. Being among other people fosters good relationships, and can effectively manage a variety of situations while considering the ramifications for both oneself and others, whether it is an issue of safety, having values that are consistent with social norms, etc.

2.4 Knowledge Management (KM)

The gathering of existing information that is dispersed across people or documents to evolve into a system so that everyone has access to knowledge to grow oneself to be educated and able to apply that knowledge to be effective including efficiency of application. Figure 2.4 depicts the two major categories of knowledge: explicit knowledge and tacit knowledge.

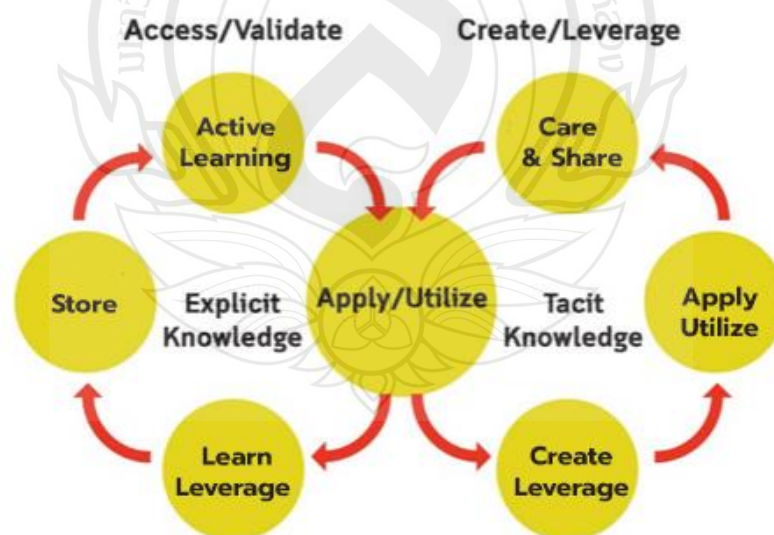


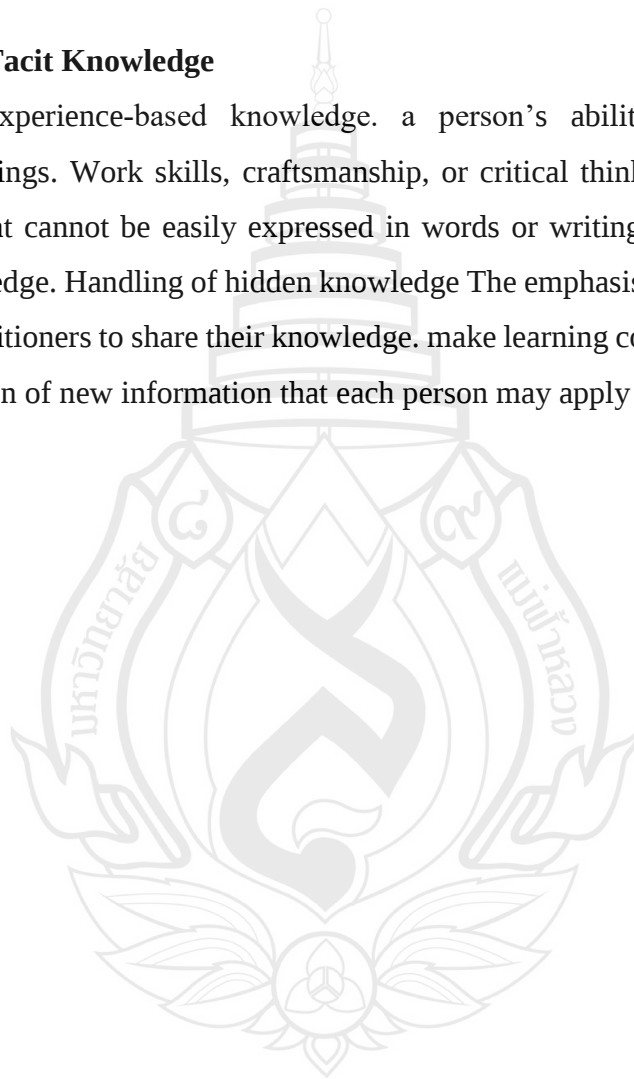
Figure 2.4 Knowledge Management Model

2.4.1 Explicit Knowledge

It is information that can be obtained and disseminated—using techniques such as written records, theories, manuals, and, in some cases, substantial knowledge. Great knowledge management Access to knowledge sources, validation, and interpretation will be prioritized. was summarized for future reference or to allow others to continue access

2.4.2 Tacit Knowledge

It is experience-based knowledge. a person's ability or inclination to comprehend things. Work skills, craftsmanship, or critical thinking are examples of information that cannot be easily expressed in words or writing. Some refer to it as abstract knowledge. Handling of hidden knowledge The emphasis will be on creating a forum for practitioners to share their knowledge. make learning collaborative, resulting in the generation of new information that each person may apply in their work



CHAPTER 3

REGULATIONS AND RESEARCH METHODS

This study is looking for ways to boost child growth, as well as early childhood development aspects, provide an easy-to-use, highly effective tool for parents and caregivers to measure and promote child growth. The following are the research protocols:

3.1 Population and Sample

30 child development experts

1. To ensure quality of Executive Function Indicator (EF)
2. To ensure the quality of information extraction of Developmental Surveillance and Promotion Manual (DSPM) which partially help to develop Executive Function (EF).
3. To ensure the quality of merged information of DSPM and Executive Function (EF).

3.2 Study the Tools Used in Research

3.2.1 This research The Developmental Surveillance and Promotion Manual (DSPM) was chosen by the researcher as a tool for screening child development. Moreover, measuring early childhood development, the fundamental reference criterion for children in general, determines if the kid is developmentally suitable or has developmental delays from birth to 5 years.

3.2.2 This research the researcher chose Executive Functions (EF) as a guideline to promote children's development by promoting three groups of skills: basic skills, self-

directed skills, and practical skills, all of which can be used to extract knowledge and present results as a guideline to promote children's development accurately and accurately.

3.2.3 SECI Model: A diagram that depicts the relationship of knowledge convergence between tacit and explicit knowledge in four phases to improve knowledge continually. because of the cycle Begin with exchanging knowledge (Socialization) and then extracting knowledge from others. (Externalization) knowledge acquisition (Combination), knowledge embedding (Internalization), and looping back to the first procedure. to make knowledge management a long-term habit Nonaka and Takeuchi [10].

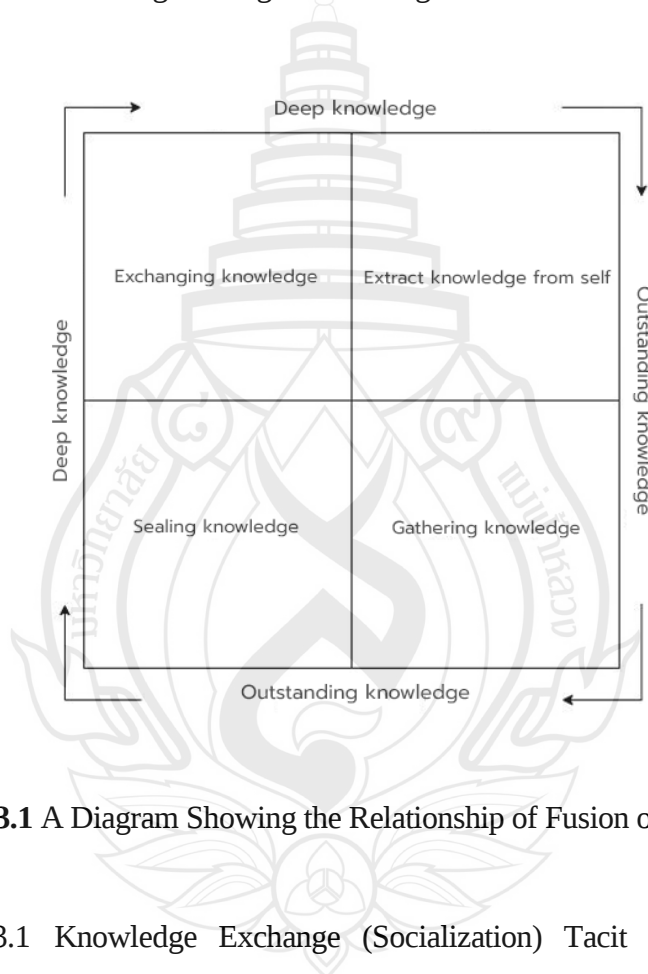


Figure 3.1 A Diagram Showing the Relationship of Fusion of Knowledge

3.2.3.1 Knowledge Exchange (Socialization) Tacit to Tacit Process 1 describes the social relationship in the transmission of tacit knowledge, which is the sharing of face-to-face experiences between competent people, such as meetings, brainstorming sessions, and individual encounters. Specific themes and areas, and then share and exchange knowledge in the same context. It is not enough to read books, manuals, or textbooks.

3.2.3.2 Obtaining information from people (Externalization) T: Tacit to Explicit

The second process describes the external link between Tacit and Explicit knowledge transmission. It could be concepts, pictures, charts, or papers that facilitate simple communication between learners. where deep-seated information is produced, consolidated, perfected, and shared

3.2.3.3 Knowledge consolidation (Combination) Explicit to Explicit C:

Process 3 describes the relationship between the system's assimilation of explicit knowledge. Furthermore, combine multiple types of knowledge, such as using knowledge to develop new models to establish a new profession to get new knowledge. The knowledge is derived through the accumulation of knowledge within or outside the organization. and then combine, refine, or go through a process that generates new knowledge

3.2.3.4 Instilling wisdom (Internalization) Process 4 illustrates the internal link in which explicit knowledge is translated to tacit knowledge and then used at the individual level. It addresses the process by which apparent knowledge is transformed into deeply ingrained knowledge at the individual level.

3.3 Design, Develop Tools, and Test Usability

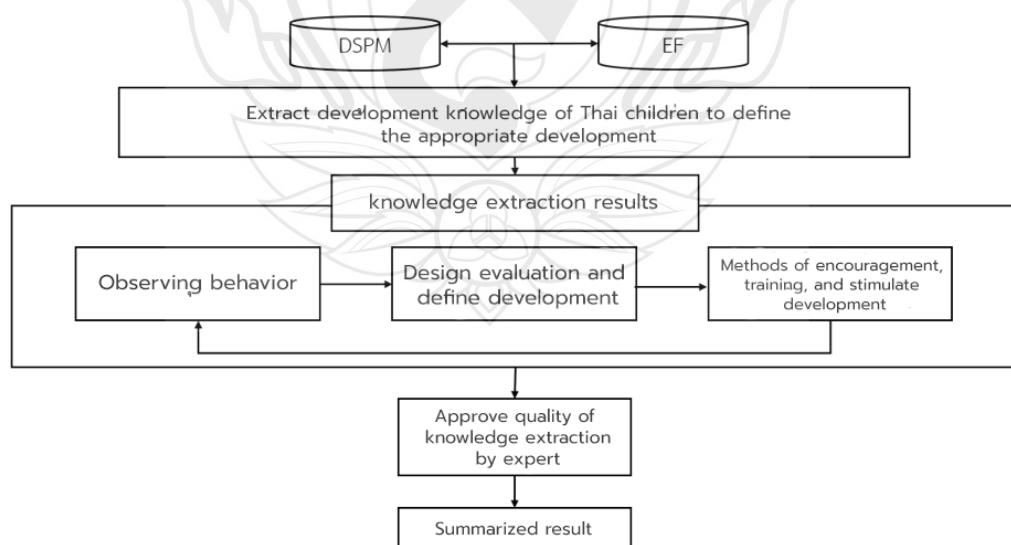


Figure 3.1 Design, Develop Tools, and Test Usability

The researcher investigated the rules for analyzing and recognizing Thai children's development. It is based on the Developmental Surveillance and Promotion Manual (DSPM), a child development screening tool. The system will then analyze the child's progress as “Developmental maturity” or “suspicious delay” and research instructions for developing high-level brain talents based on the Executive Function theory. The researcher will extract such data from the Seki model using structural models (Figure 3.1). The researcher has presented this information to professionals to analyze the quality of both the questions used to assess and identify the child's development. The efficiency of the evaluations was proven by the quality of the assessment confidence measures and functional validity.

To apply such knowledge in the creation and development of assessment tools and guidelines to encourage the development of a prototype instrument for assessing and recognizing Thai children's development. The researcher employs the Technology Acceptance Model (TAM) hypothesis to investigate preferences and attitudes about system utilization. work

3.4 Data Collection

This research project has received certificate of exemption from The Mae Fah Luang University Ethics Committee on Human Research (MFU EC) COE: 122/2022 Protocol No. EC 22112-13, personnel participating in this research project will be provided with detailed information about the research project. Those who agree to participate in this research program are required to sign their consent to participate in this research program as directed. indicated in the consent document by the steps in Data collection is as follows:

3.4.1 Quality Assurance Information

After researcher researched and extracted the knowledge referring from the Developmental Surveillance and Promotion Manual (DSPM) and Executive Functions (EF) Therefore, there is a process for ensuring the quality of information as follows:

1. Gather evaluation data and Developmental Surveillance and Promotion Manual (DSPM) data to identify suitable development.

2. Create an evaluation to Executive Functions (EF) talents in three skill groups: fundamental skills, self-directed skills, and creative skills. And the group of practical skills There are: in each of the 61 items of the 5-level estimate scale type indicator:

Table 3.1 Data Extraction from Developmental Surveillance and Promotion Manual (DSPM)

Skill group	Amount
Basic Skills	
Working memory	5
Inhibitory Control	7
Shifting/Cognitive Flexibility	5
Self-direction skill	
Focus/Attention	10
Emotional Control	9
Self-Monitoring	10
Practical skills	
Initiating	5
Planning and organizing	5
Goal-directed persistence	5
Total	61

3. Data extraction from the manual on recognizing appropriate development and the information on the Developmental Surveillance and Promotion Manual (DSPM) for skills at each age.

4. Combined the results from 30 DSPM items with the Executive Functions (EF) questionnaire.

5. Check the correctness and suitability of the techniques for encouraging early childhood development and the substance of the Executive Thinking Skills Scale questions. Suggest to the adviser that the completeness of the content, style and language use be

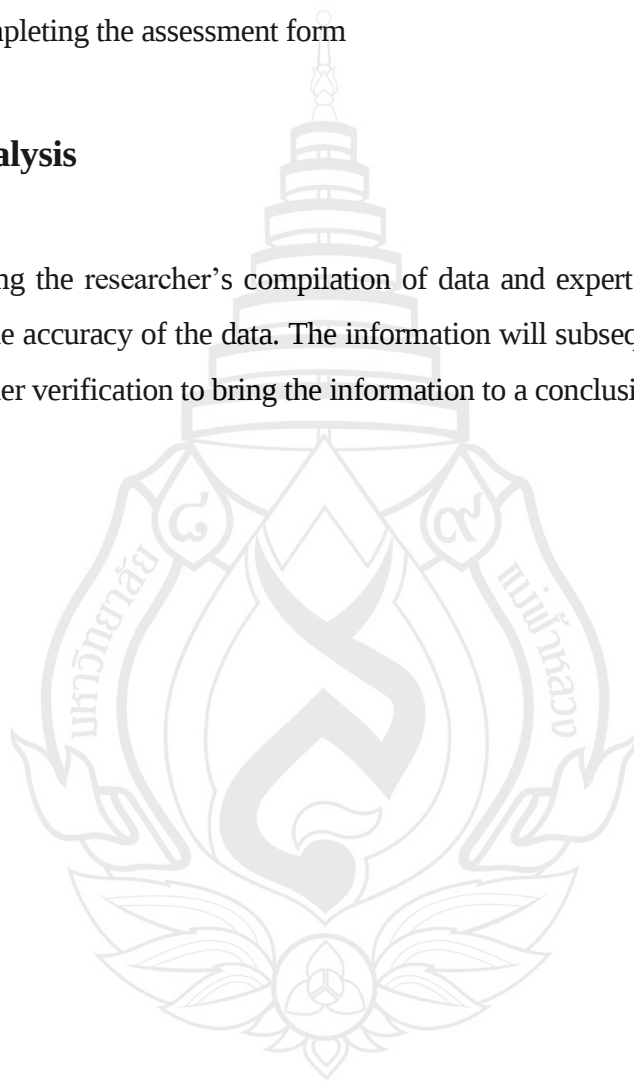
considered. Then bring the assessment form to make changes based on the recommendations.

6. Use evaluation and methodologies to promote early childhood development and the content of questions to test executive thinking skills that have been edited and given to 30 experts to ensure the content's integrity and coverage of the subject to be evaluated

7. Gather data from expert reviews to assess and adjust material as needed. and accuracy in completing the assessment form

3.5 Data Analysis

Following the researcher's compilation of data and expert advice the researcher must confirm the accuracy of the data. The information will subsequently be given to the adviser for further verification to bring the information to a conclusion.



CHAPTER 4

DATA ANALYSIS RESULTS

The study's aims were as follows: (1) investigate the developmental situation of early childhood - 5 years old; (2) study the instruments to identify proper development; (3) study how to promote abilities in various disciplines to develop appropriately, and (4) study and design indicators. Executive Functions (EF) (5) Recognition of the Executive Function Indicator (EF) (6) Merge the DSPM and EF data to improve efficiency and support the creation of higher quality; the following data analysis results were presented:

1. Expert certified data extraction from the Developmental Surveillance and Promotion Manual (DSPM) contributes to developing Executive Functions skills (EF).
2. Expert quality assurance of the High-Level Executive Functions Skills Indicator.
3. Data from the DSPM and the Executive Function Indicator combined.

First part validates the extraction of the Developmental Surveillance and Promotion Manual (DSPM) handbook, which contributes to the development of Executive Function (EF).

This study's findings were derived from 28 Developmental Surveillance and Promotion Manual (DSPM) elements that contribute to developing Executive Function (EF) skills. to validate and improve the content

Criteria for evaluating tool quality based on mean analysis utilizing approximation criteria The following are the opinion values based on the notion of Boonchom Srisaat [11]: The Likert method was used by experts to assess quality using a 5-level rating scale. The evaluation criteria were as follows:

- Level 5 means Most suitable.
- Level 4 means Appropriate.
- Level 3 means Moderate.
- Level 2 means Low.

Level 1 means Inappropriate.

The researchers will choose the skills certified by experts with an average of level 3 or higher. The certification results are shown in Table 4.1.

Table 4.1 DSPM Acceptance Data Extraction Contributing to EF Development

No.	Age (Month)	DSPM No.	Skill	Average	Considered Result
1	7-8	26	Playing peekaboo and looking for the player's face in the right direction. (PS)	4.30	Selected
2	9	31	Following simple instructions when using gestures. (RL)	4.30	Selected
3	9	32	Refusing with gestures. (EL)	4.23	Selected
4	18 (1Y 6M)	51	Walking with the ball 3 meters away (GM)	4.16	Selected
5	18 (1Y 6M)	53	Connect 2-ply wooden block (FM)	4.00	Selected
6	18 (1Y 6M)	54	Selected objects according to the order 3 types (RL)	4.33	Selected
7	18 (1Y 6M)	55	Can point one part of the body (RL)	4.23	Selected
8	18 (1Y 6M)	57	Speaks 4 words, calling names, things or greetings (must be words other than parents, names of acquaintances, or Name of Pet in the House) (EL)	4.10	Selected
9	18 (1Y 6M)	58	Interested and followed what an adult does. Point about 3 m away (PS)	4.20	Selected
10	18 (1Y 6M)	59	Drink from a cup without spilling (PS) Equipment: Training cup with 1/4 cup holder	4.16	Selected
11	19 - 24 (1Y 7M - 2Y)	61	Connect 4-plywood (FM)	4.1	Selected
12	19-24 (1Y 7M - 2Y)	62	Selected objects on demand (4 types of options) (RL)	4.33	Selected
13	25-29 (2Y 1M – 2Y 5M)	68	Accept and reject (EL)	4.46	Selected

Table 4.1 (continued)

No.	Age (Month)	DSPM No.	Skill	Average	Considered Result
14	30 (2Y 6M)	72	Connected wooden cube can be a tower of 8 bricks. (FM)	4.23	Selected
15	30 (2Y 6M)	75	Objects can be placed “above” and “under” on demand (RL)	4.20	Selected
16	30 (2Y 6M)	76	Speak 2 consecutively. more words can have meaning using verbs Correct at least 4 verbs (EL) Equipment: Cloth doll	4.23	Selected
17	30 (2Y 6M)	77	Can sing some words or sing. Song along the melody (PS)	4.46	Selected
18	30 (2Y 6M)	78	Children know how to wait for the turn of the Self-play with an adult to tell (PS)	4.03	Selected
19	37-41 (3Y 1M – 3Y 5M)	87	Ask 4 types of questions eg: Who, What, Where, Why (EL)	4.20	Selected
20	37-41 (3Y 1M – 3Y 5M)	88	Follow the rules for playing in groups. (PS)	4.16	Selected
21	42 (3Y 6M)	92	Three separate geometries (FM)	4.00	Selected
22	42 (3Y 6M)	93	Assemble the parts of the picture. Can be cut into 3 pieces (FM)	4.23	Selected
23	42 (3Y 6M)	96	Group objects by type. Image of clothes (RL)	4.46	Selected
24	42 (3Y 6M)	97	Can talk about recent events (EL)	3.66	Selected
25	42 (3Y 6M)	98	Say “request” or “thank you. ” or “Give” (EL)	4.4	Selected
26	42 (3Y 6M)	99	Tell your gender correctly (PS)	2.2	Cut off
27	42 (3Y 6M)	100	Wear shirts with front slits. without buttons (PS)	4.16	Selected
28	55-60 (4Y 7M - 5Y)	115	Turns talking to a friend in a group (EL)	4.36	Selected

Analysis results from Table 4.1 Check the accuracy and suitability of the data extraction from the DSPM of 28 Considered Results as follows:

1. Appropriate Skills List for assessment and **“selected”** by the researcher. There are 27 items in total.
2. Appropriate Skills List for assessment, with 1 item considered **“Cut off”** by the researcher

Part 2 Expert Quality Assurance of Executive Function (EF) Indicators

The investigation and construction of 61 Executive Functions (EF) yielded the following results:

1. Basic skills group 17 items
2. Self-direction skills group 29 items
3. Practice skill group 15 items

The researcher proposed to the experts that the quality of the indicators be verified. that the tool's quality and precision are satisfactory

Criteria for evaluating tool quality the following are the evaluation criteria:

- Level 5 means Most accurate.
- Level 4 means Accurate.
- Level 3 means Moderate.
- Level 2 means Low
- Level 1 means Least

The researchers will choose the talents certified by experts with an average of level 3, or the researchers will choose higher. Tables 4.2–4.4 present the certification findings.

Table 4.2 Certify the Quality Indicators Indicate the Basic Skills Group's Quality

Basic Skill Group	No.	Assessment	Average	Quality and Accuracy	Considered Result
Working Memory	1	Multi-tasking such as attention to lecturer, noting, and conversation.	3.83	Moderate	Selected
	2	Can recognize several things at once.	3.77	Moderate	Selected
	3	Able to perform the tasks as instructed correctly.	4.20	Accurate	Selected
	4	Able to memorize different categories or categories of things.	4.27	Accurate	Selected
	5	Can recognize and distinguish colors.	4.40	Accurate	Selected
Inhibitory Control	1	Can wait for things to happen.	4.17	Accurate	Selected
	2	Possible to make certain decisions logically.	4.20	Accurate	Selected
	3	Able to know which is capable or not	4.37	Accurate	Selected
	4	Able to control self-needs appropriately	4.10	Accurate	Selected
	5	Can resist temptation	4.10	Accurate	Selected
	6	Can prioritize what should be done first	4.10	Accurate	Selected
	7	Respect the rules of the house or school.	4.43	Accurate	Selected
Shifting/Cognitive	1	Do the same thing in a new way.	4.00	Accurate	Selected
Flexibility	2	Love learning to find new solutions.	4.07	Accurate	Selected
	3	Change mindset when conditions change.	4.07	Accurate	Selected
	4	Think outside the box.	4.13	Accurate	Selected
	5	Can take the same experience to help solve the problem.	4.43	Accurate	Selected

Table 4.3 Examination to Certify the Quality Indicators That the Quality of Self-Directing Groups

Self-direction Skill	No.	Assessment	Average	Quality and Accuracy	Considered Result
Focus/Attention	1	Concentrate on work, even with distractions or provocations.	3.93	Moderate	Selected
	2	Able to complete assigned tasks successfully and as required.	4.07	Accurate	Selected
	3	Responsible for the work that has been done.	4.20	Accurate	Selected
	4	Be committed, determined, work until it's done.	4.13	Accurate	Selected
	5	Interested in performing tasks as assigned, even with external stimuli.	4.03	Accurate	Selected
	6	Know the tasks they're assigned of how many steps are there and what steps are being taken.	4.17	Accurate	Selected
	7	Able to perform tasks as assigned in accordance with the procedure.	4.23	Accurate	Selected
	8	Have the will to work, whether the assignment is easy or difficult.	4.13	Accurate	Selected
	9	Be alert and focused on the task until it is done.	4.30	Accurate	Selected
	10	Always be alert while working.	4.13	Accurate	Selected
Emotional Control	1	Able to deal with unusual emotions.	4.03	Accurate	Selected
	2	Always be aware when in an unusual state.	3.93	Moderate	Selected
	3	When in an unusual emotional state, can control and continue to work.	4.03	Accurate	Selected
	4	Listen to those around you while the emotional state is not normal.	4.20	Accurate	Selected
	5	Can be forgiven for factors that cause an abnormal emotional state.	4.10	Accurate	Selected
	6	Don't show strong emotions when feeling angry or upset.	4.13	Accurate	Selected
	7	Able to properly control and express emotions when feeling angry or upset.	4.27	Accurate	Selected
	8	Do not commit acts of violence while being angry.	4.40	Accurate	Selected
	9	Be patient with the wait.	4.33	Accurate	Selected

Table 4.3 (continued)

Self-direction Skill	No.	Assessment	Average	Quality and Accuracy	Considered Result
Self-Monitoring	1	Ask for methods or procedures before getting to work.	4.13	Accurate	Selected
	2	Check the accuracy of the assigned task to see if it is correct.	4.07	Accurate	Selected
	3	Check for defects in the work performed.	3.90	Moderate	Selected
	4	Think of a solution when error found.	4.03	Accurate	Selected
	5	Artificially comparable to the work and goals of the work.	4.30	Accurate	Selected
	6	Learn and listen to mistakes.	4.50	Accurate	Selected
	7	Know what to fix or develop.	4.37	Accurate	Selected
	8	Change immediately when realizing errors.	4.47	Accurate	Selected
	9	Know strengths and weaknesses.	4.40	Accurate	Selected
	10	Learn from past performances and try to improve.	4.50	Accurate	Selected

Table 4.4 Examination to Certify the Quality Indicators That the Quality of the Skill Group Performs

Practical Skills	No.	Assessment	Average	Quality and Accuracy	Considered Result
Initiating	1	Make decisions and act.	4.03	Accurate	Selected
	2	No procrastination.	4.07	Accurate	Selected
	3	Think of ways and solve specific problems well.	4.00	Accurate	Selected
	4	Can work well despite liking it or not	4.07	Accurate	Selected
	5	Dare to act in a possession that has never been done before.	4.00	Accurate	Selected
Planning and Organizing	1	Work is planned in stages.	3.93	Moderate	Selected
	2	Able to work well under schedule	4.03	Accurate	Selected
	3	Tasks are prioritized and priorities are sorted first and foremost.	4.07	Accurate	Selected
	4	Lay out the process, the steps that will go towards the set goal.	4.10	Accurate	Selected
	5	Have a goal to work on.	4.20	Accurate	Selected
Goal-Directed Persistence	1	Be able to complete tasks that have never been done before.	4.00	Accurate	Selected
	2	Has perseverance in following the plan laid out to achieve the goal.	4.17	Accurate	Selected
	3	Able to complete assigned task without giving up despite difficulties encountering	4.10	Accurate	Selected
	4	Patience enough to accomplish difficult task	4.20	Accurate	Selected
	5	Does not be distracted by external stimuli while working.	4.03	Accurate	Selected

According to the data analysis results in Tables 4.2–4.4, experts rated the quality and correctness of the design of Executive Functions (EF) indicators at this time as follows:

1. Basic skills group, with an average score of 4.15 points and 17 items Chosen.
2. Group of self-direction skills, the average score of 4.18 points, 29 items Chosen.
3. Group of practical skills, the average score of 4.06 points, 15 items Chosen.

Based on these findings, we may be confident that the developmental indicators of cognitive skills are at a high level. All skill groupings have high levels of quality and precision.

Part 3 Data from the DSPM and the Executive Function Indicator were combined (EF).

The researchers integrated the extracted DSPM data (Part 1) and Executive Function (Part 2) Gather together to assess executive function competency through use DSPM skills from three skill groups:

1. Basic Skills
 - 1) Working memory
 - 2) Inhibitory Control
 - 3) Shifting/Cognitive Flexibility
2. Self-direction skill
 - 1) Focus/Attention
 - 2) Emotional Control
 - 3) Self-Monitoring
3. Practical Skills
 - 1) Initiating
 - 2) Planning and Organizing
 - 3) Goal-Directed Persistence

The research data is then presented. Here are some professional perspectives and recommendations for identifying brain skills appropriate for the data extracted from the DSPM and then researcher will select from more than 18 matching opinions.

Table 4.5 Expert Opinions and Recommendations to Identify the Executive Function

No.	Age (Month)	DSPM No.	Skill	Opinion of Experts and Researchers		
				Basic Skills	Self-direction Skill	Practical Skills
1	9	26	Playing peekaboo and looking for the player's face in the right direction. (PS)	Working memory	Focus/Attention	Initiating
2	9	31	Following simple instructions when using gestures. (RL)	Working memory	Focus/Attention	Initiating
3	9	32	Refusing with gestures. (EL)	Inhibitory Control, Shifting/Cognitive Flexibility	Emotional Control	
4	18 (1Y 6M)	51	Walking with the ball 3 meters away (GM)	Working memory	Focus/Attention	Initiating, Planning and organizing, Goal-directed persistence
5	18 (1Y 6M)	53	Connect 2-ply wooden block (FM)	Working memory, Shifting/Cognitive, Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence
6	18 (1Y 6M)	54	Selected objects according to the order 3 types (RL)	Working memory, Shifting/Cognitive, Flexibility	Focus/Attention, Self-Monitoring	Goal-directed persistence
7	18 (1Y 6M)	55	Can point one part of the body (RL)	Working memory	Focus/Attention	Initiating

Table 4.5 (continued)

No.	Age (Month)	DSPM No.	Skill	Opinion of Experts and Researchers		
				Basic Skills	Self-direction Skill	Practical Skills
8	18 (1Y 6M)	57	Speaks 4 words, calling names, things or greetings (must be words other than parents, names of acquaintances, or Name of Pet in the House) (EL)	Working memory, Shifting/Cognitive, Flexibility		
9	18 (1Y 6M)	58	Interested and followed what an adult does. Point about 3 m away (PS)		Focus/Attention	
10	18 (1Y 6M)	59	Drink from a cup without spilling (PS) Equipment: Training cup with 1/4 cup holder	Shifting/Cognitive Flexibility	Focus/Attention	Initiating, Planning and organizing, Goal-directed persistence
11	19 - 24 (1Y 7M - 2Y)	61	Connect 4-plywood (FM)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Goal-directed persistence
12	20 - 24 (1Y 7M - 2Y)	62	Selected objects on demand (4 types of options) (RL)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence

Table 4.5 (continued)

No.	Age (Month)	DSPM No.	Skill	Opinion of Experts and Researchers		
				Basic Skills	Self-direction Skill	Practical Skills
13	25-29 (2Y 1M - 2Y 5M)	68	Accept and reject (EL)	Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence
14	30 (2Y 6M)	72	Connected wooden cube can be a tower of 8 bricks. (FM)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence
5	30 (2Y 6M)	75	Objects can be placed “above” and “under” on demand (RL)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence
16	30 (2Y 6M)	76	Speak 2 consecutively. more words can have meaning using verbs Correct at least 4 verbs (EL)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Self-Monitoring	
17	30 (2Y 6M)	77	Can sing some words or sing. Song along the melody (PS)	Working memory, Inhibitory Control	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Goal-directed persistence

Table 4.5 (continued)

No.	Age (Month)	DSPM No.	Skill	Opinion of Experts and Researchers		
				Basic Skills	Self-direction Skill	Practical Skills
18	30 (2Y 6M)	78	Children know how to wait for the turn of the Self-play with an adult to tell (PS)	Working memory, Inhibitory Control	Focus/Attention, Emotional Control	Initiating, Planning and organizing, Goal-directed persistence
19	37-41 (3Y 1M - 3Y 5M)	87	Ask 4 types of questions eg: Who, What, Where, Why (EL)	Working memory, Shifting/Cognitive Flexibility		Planning and organizing, Goal-directed persistence
20	37-41 (3Y 1M - 3Y 5M)	88	Follow the rules for playing in groups. (PS)	Working memory, Inhibitory Control, Shifting/Cognitive, Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing
21	42 (3Y 6M)	92	Three separate geometries (FM)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence
22	42 (3Y 6M)	93	Assemble the parts of the picture. Can be cut into 3 pieces (FM)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence

Table 4.5 (continued)

No.	Age (Month)	DSPM No.	Skill	Opinion of Experts and Researchers		
				Basic Skills	Self-direction Skill	Practical Skills
23	42 (3Y 6M)	96	Group objects by type. Image of clothes (RL)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention	Planning and organizing, Goal-directed persistence
24	42 (3Y 6M)	97	Can talk about recent events (EL)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Planning and organizing, Goal-directed persistence
25	42 (3Y 6M)	98	Say “request” or “thank you. ” or “Give” (EL)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention	Planning and organizing
26	42 (3Y 6M)	99	Tell your gender correctly (PS)			
27	42 (3Y 6M)	100	Wear shirts with front slits. without buttons (PS)	Working memory, Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control, Self-Monitoring	Initiating, Goal-directed persistence
28	55-60	115	Turns talking to a friend in a group (EL)	Inhibitory Control, Shifting/Cognitive Flexibility	Focus/Attention, Emotional Control	Initiating, Planning and organizing, Goal-directed persistence

CHAPTER 5

SUMMARY OF RESULTS AND SUGGESTIONS

The researcher obtained the following results in the Knowledge extraction of Thai children's development program to determine a suitable children's development stage utilizing DSPM and EF:

1. The purpose of the research
2. Conclusion
3. Suggestions and Future Work

5.1 The Purpose of the Research

5.1.1 To research Thai children's situations in numerous domains. From the use of Developmental Surveillance and Promotion Manual (DSPM) and study the work of high levels of brain

5.1.2 To create tools and indicators of Thai children's development, as well as Thai children's delivery methods, by extracting knowledge from Developmental Surveillance and Promotion Manual (DSPM) and construct Executive Functions (EF)

5.1.3 To develop knowledge as a basis for the development of assessment tool for Developmental Surveillance and Promotion Manual for parents and caregivers who are effective and age appropriate.

5.2 Conclusion

The Knowledge Extraction of Thai Children Development Program to Detect an Appropriate Children Development Stage Using DSPM and EF

Group 1: Accuracy certification, indicative of high levels of cognitive skills (EF)

It is divided into three sections based on basic skills. Groups for self-direction and practicing skills the data quality and accuracy findings are an average of 4.4, which is deemed extremely suitable.

Group 2: The acceptance of DSPM extraction that helps to develop EF

Researcher and expert considering “Selected” for 27 items

Researcher and expert considering “Removed” for 1 item

5.3 Suggestion and Future Work

Based on the research findings, the knowledge extraction of Thai children's development program to detect an appropriate children's development stage using DSPM and EF developed tools for identifying Thai children's development and how to promote age-appropriate development and indicators of Executive Function in all aspects which was discovered to be of high quality and standard, but also for expert views and opinions. As a result, the researcher should bring tested information and methods and put them to use with the target group to determine their usefulness and has the capacity and quality to continue to improve.

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APPENDICES



APPENDIX A

CERTIFICATE OF EXEMPTION



The Mae Fah Luang University Ethics Committee on Human Research
333 Moo 1, Thasud, Muang, Chiang Rai 57100
Tel: (053) 917-170 to 71 Fax: (053) 917-170 E-mail: rec.human@mfu.ac.th

หนังสือยกเว้นการพิจารณาด้านจริยธรรมการวิจัย

COE: 122/2022 รหัสโครงการวิจัย: EC 22112-13

ชื่อโครงการวิจัย : KNOWLEDGE EXTRACTION OF THAI CHILDREN DEVELOPMENT PROGRAM
USING DEVELOPMENTAL SURVEILLANCE AND PROMOTION MANUAL AND
THE EXECUTIVE FUNCTIONS.

ชื่อผู้วิจัยหลัก: ว่าที่ร้อยตรีบุญทอง จินะการ
สำนักวิชา: เทคโนโลยีสารสนเทศ

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยแม่ฟ้าหลวง พิจารณาโครงการวิจัย
โดยยึด แนวทางจริยธรรมสากล ได้แก่ ปฏิญญาเฮลซิงกิ (Declaration of Helsinki) รายงานเบลมอนต์
(Belmont Report) แนวทางจริยธรรมสากลสำหรับการวิจัยในมนุษย์ของสภาองค์การสาขาด้านวิทยาศาสตร์
การแพทย์ (CIOMS) และแนวทางการปฏิบัติการวิจัยที่ดี (ICH GCP) ได้พิจารณาแล้วเห็นว่า โครงการวิจัย
ดังกล่าวข้างต้น เข้าข่ายยกเว้นการพิจารณาด้านจริยธรรมการวิจัย

วันที่รับรองยกเว้นการพิจารณาด้านจริยธรรมการวิจัย: 1 กันยายน 2565

ลงนาม 
(รองศาสตราจารย์ พงษ์ทอง จินะการ แพทย์หญิง แสงแข ขำนาญวานกิจ)
ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยแม่ฟ้าหลวง

ผู้วิจัยที่โครงการวิจัยได้รับยกเว้นการพิจารณาด้านจริยธรรมการวิจัย จากคณะกรรมการจริยธรรมการวิจัย
ในมนุษย์ มหาวิทยาลัยแม่ฟ้าหลวง ต้องปฏิบัติตามต่อไปนี้

- ไม่ต้องส่งรายงานความก้าวหน้าของการวิจัย
- ในกรณีที่มีการเปลี่ยนแปลงโครงการวิจัย ส่งแบบรายงานการแก้ไขเพิ่มเติมโครงการวิจัย
(AP 06/2022) และโครงการวิจัยที่มีการแก้ไขเพิ่มเติม เพื่อแจ้งให้คณะกรรมการฯ พิจารณา
ก่อนดำเนินการวิจัยตามที่ต้องการเปลี่ยนแปลง
- ส่งแบบรายงานสรุปผลการวิจัย (AP 09_2022)

หมายเหตุ สามารถ Download แบบรายงานต่าง ๆ ได้ที่ <https://ec.mfu.ac.th>

ข้าพเจ้าในฐานะ ผู้วิจัย ยินยอมที่จะปฏิบัติตามข้อกำหนดดังกล่าว


.....
(ว่าที่ร้อยตรีบุญทอง จินะการ)
วันที่ 7/9/65



The Mae Fah Luang University Ethics Committee on Human Research
333 Moo 1, Thasud, Muang, Chiang Rai 57100
Tel: (053) 917-170 to 71 Fax: (053) 917-170 E-mail: rec.human@mfu.ac.th

CERTIFICATE OF EXEMPTION

COE: 122/2022

Protocol No: EC 22112-13

Title: KNOWLEDGE EXTRACTION OF THAI CHILDREN DEVELOPMENT PROGRAM USING
DEVELOPMENTAL SURVEILLANCE AND PROMOTION MANUAL AND THE EXECUTIVE
FUNCTIONS.

Principal investigator: Acting Sub Lieutenant Boontong Jinakan

School: Information Technology

The Mae Fah Luang University Ethics Committee on Human Research (MFU EC) reviewed the protocol in compliance with international guidelines such as Declaration of Helsinki, the Belmont Report, CIOMS Guidelines and the International Conference on Harmonization of Technical Requirements for Registration of Pharmaceuticals for Human Use - Good Clinical Practice (ICH GCP) and decided to exempt the above research protocol.

Date of Exemption: September 1, 2022

Sanghae

(Assoc. Prof., Maj. Gen. Sanghae Chamnanvanakij, M.D)

Chairperson of the MFU Ethics Committee on Human Research

For research protocol exempted by the Mae Fah Luang University Ethics Committee on Human Research (MFU EC), the investigators must comply with the followings:

- No need to submit a progress report.
- When there are changes of the protocol, the investigator must send an amendment report (AP 06/2022) to the MFU EC.
- When the research finishes, the investigator must send a final report (AP 09/2022).

Please go to <https://ec.mfu.ac.th> to download MFU EC forms for reporting.

I, as an investigator, agree to comply with the above obligation.

Boontong Jinakan

(Acting Sub Lieutenant Boontong Jinakan)

Date 7/1/22

APPENDIX B

ASSESSMENT SAMPLE

Evaluation and Certification of the Efficiency of Knowledge Extraction and Indicators

Objective: To certify the quality of data extraction of the Early Childhood Development and Surveillance Manual (DSPM) that contributes to the development of advanced brain functioning (EF) skills.

To certify the quality of child development indicators data by extracting data between DSPM and EF by experts. It consists of 3 parts:

1. Ensure quality of Executive Function Indicator (EF)
2. Ensure the quality of information extraction of Developmental Surveillance and Promotion Manual (DSPM) which partially help to develop Executive Function (EF).
3. Ensure the quality of merged information of DSPM and Executive Function (EF).

Objective

Age:

- | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|
| ☐ <20 Years | ☐ 20-30 Years | ☐ 31-40 Years |
| ☐ 41-50 Years | ☐ 51-60 Years | ☐ 60+ Years |

Education:

- | | |
|--|--|
| ☐ Less than a Bachelor's degree | ☐ Bachelor's degree |
| ☐ Master's degree | ☐ Ph.D. |

Child care experience:

- | | | | |
|------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|
| ☐ < 1 Years | ☐ 1 - 3 Years | ☐ 3 – 5 Years | ☐ > 5 Years |
|------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|

Occupation:

- | | | | |
|---|--------------------------------|--|---|
| ☐ Medic | ☐ Nurse | ☐ Public health officer | ☐ Occupational therapist |
| ☐ Other, specify | | | |

1. Ensure Quality of Executive Function Indicator (EF)

Explanation: The assessment was developed by extracting knowledge from Executive Function (EF) data. To develop as a measure to identify high levels of brain functioning skills. It covers three skill promotion groups: Basic skills group, Self-directed skills groups and Practical skills groups

The quality and effectiveness of the indicators developed by the researchers must be sought. In each of the 5 metric indicators, the estimates are (5) Highest (4) High (3) Medium (2) Low (1) Lowest.

To certify the assessment in each of the clauses, respond according to your opinion. Please make the machine that best matches the quality of your opinion assessment: (5) Highest (4) High (3) Medium (2) Low (1) Lowest.

Code	No.	Basic skills	Efficiency				
			5	4	3	2	1
WM	Working memory						
	1	Multi-tasking such as attention to lecturer, noting, and conversation.					
	2	Can recognize several things at once.					
	3	Able to perform the tasks as instructed correctly.					
	4	Able to memorize different categories or categories of things.					
	5	Can recognize and distinguish colors.					
IC	Inhibitory Control						
	1	Can wait for things to happen.					
	2	Possible to make certain decisions logically.					
	3	Able to know which is capable or not					
	4	Able to control self-needs appropriately					
	5	Can resist temptation					
	6	Can prioritize what should be done first					
	7	Respect the rules of the house or school.					
S/CF	Shifting/Cognitive Flexibility						
	1	Do the same thing in a new way.					
	2	Love learning to find new solutions.					
	3	Change mindset when conditions change.					
	4	Think outside the box.					
	5	Can take the same experience to help solve the problem.					
Ini	Initiating						
	1	Make decisions and act.					
	2	No procrastination.					
	3	Think of ways and solve specific problems well.					
	4	Can work well despite liking it or not					
	5	Dare to act in a possession that has never been done before.					
PO	Planning and Organizing						
	1	Work is planned in stages.					
	2	Able to work well under schedule					
	3	Tasks are prioritized and priorities are sorted first and foremost.					
	4	Lay out the process, the steps that will go towards the set goal.					
	5	Have a goal to work on.					

Code	No.	Basic skills	Efficiency				
			5	4	3	2	1
GP	Goal-Directed Persistence						
	1	Be able to complete tasks that have never been done before.					
	2	Has perseverance in following the plan laid out to achieve the goal.					
	3	Able to complete assigned task without giving up despite difficulties encountering					
	4	Patience enough to accomplish difficult task					
	5	Does not be distracted by external stimuli while working.					
F/A	Focus/Attention						
	1	Concentrate on work, even with distractions or provocations.					
	2	Able to complete assigned tasks successfully and as required.					
	3	Responsible for the work that has been done.					
	4	Be committed, determined, work until it's done.					
	5	Interested in performing tasks as assigned, even with external stimuli.					
	6	Know the tasks they're assigned of how many steps are there and what steps are being taken.					
	7	Able to perform tasks as assigned in accordance with the procedure.					
	8	Have the will to work, whether the assignment is easy or difficult.					
	9	Be alert and focused on the task until it is done.					
	10	Always be alert while working.					
EC	Emotional Control						
	1	Able to deal with unusual emotions.					
	2	Always be aware when in an unusual state.					
	3	When in an unusual emotional state, can control and continue to work.					
	4	Listen to those around you while the emotional state is not normal.					
	5	Can be forgiven for factors that cause an abnormal emotional state.					
	6	Don't show strong emotions when feeling angry or upset.					
	7	Able to properly control and express emotions when feeling angry or upset.					
	8	Do not commit acts of violence while being angry.					
	9	Be patient with the wait.					
SM	Self-Monitoring						
	1	Ask for methods or procedures before getting to work.					
	2	Check the accuracy of the assigned task to see if it is correct.					
	3	Check for defects in the work performed.					
	4	Think of a solution when error found.					
	5	Artificially comparable to the work and goals of the work.					
	6	Learn and listen to mistakes.					
	7	Know what to fix or develop.					
	8	Change immediately when realizing errors.					
	9	Know strengths and weaknesses.					
	10	Learn from past performances and trv to improve.					

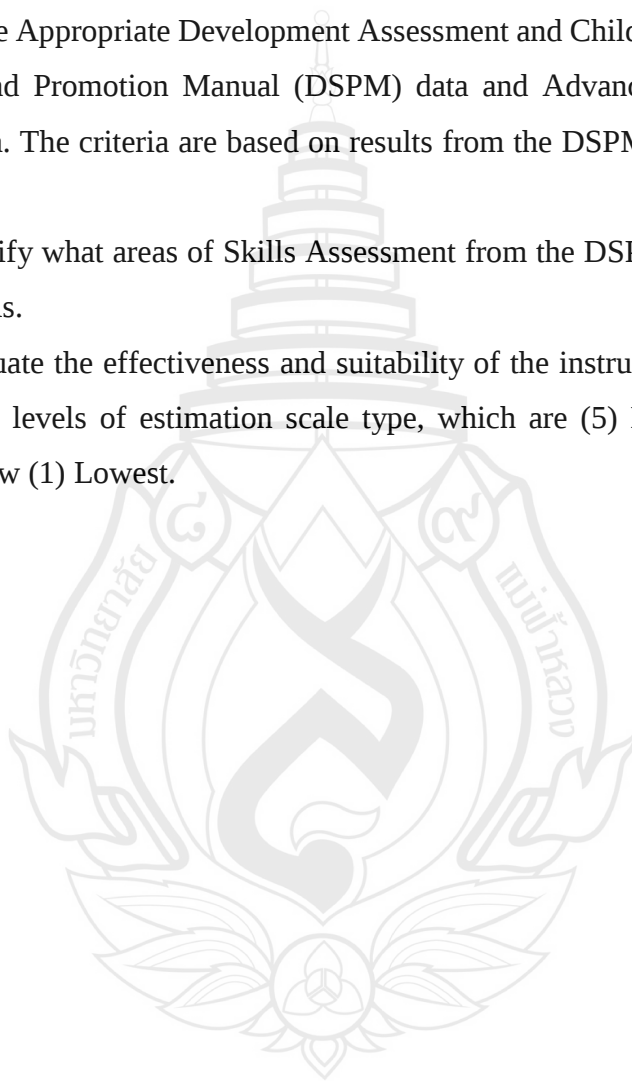
2. Ensure the quality of information extraction of Developmental Surveillance and Promotion Manual (DSPM) which partially help to develop Executive Function (EF).

3. Ensure the quality of merged information of DSPM and Executive Function (EF).

Explanation: The assessment was developed from knowledge extraction based on data from the Appropriate Development Assessment and Childhood Developmental Surveillance and Promotion Manual (DSPM) data and Advanced Brain Functional Skills (EF) data. The criteria are based on results from the DSPM and integrated with the indicators.

1) Identify what areas of Skills Assessment from the DSPM can indicate High Level (EF) skills.

2) Evaluate the effectiveness and suitability of the instrument's measurements by There are 5 levels of estimation scale type, which are (5) Highest (4) High (3) Medium (2) Low (1) Lowest.



Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
7-8	26	Playing peekaboo and looking for the player's face in the right direction. (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
9	31	Following simple instructions when using gestures. (RL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
9	32	Refusing with gestures. (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
18 (1Y 6M)	51	Walking with the ball 3 meters away (GM)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
18 (1Y 6M)	53	Connect 2-ply wooden block (FM)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
18 (1Y 6M)	54	Selected objects according to the order 3 types (RL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
18 (1Y 6M)	55	Can point one part of the body (RL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
18 (1Y 6M)	57	Speaks 4 words, calling names, things or greetings (must be words other than parents, names of acquaintances, or Name of Pet in the House) (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
18 (1Y 6M)	58	Interested and followed what an adult does. Point about 3 m away (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
18 (1Y 6M)	59	Drink from a cup without spilling (PS) Equipment: Training cup with 1/4 cup holder	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
19 - 24 (1Y 7M - 2Y)	61	Connect 4-plywood (FM)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
19 - 24 (1Y 7M - 2Y)	62	Selected objects on demand (4 types of options) (RL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
25-29 (2Y 1M – 2Y 5M)	68	Accept and reject (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
30 (2Y 6M)	72	Connected wooden cube can be a tower of 8 bricks. (FM)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
30 (2Y 6M)	75	Objects can be placed “above” and “under” on demand (RL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
30 (2Y 6M)	76	Speak 2 consecutively, more words can have meaning using verbs Correct at least 4 verbs (EL) Equipment: Cloth doll	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
30 (2Y 6M)	77	Can sing some words or sing. Song along the melody (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
30 (2Y 6M)	78	Children know how to wait for the turn of the Self-play with an adult to tell (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
37-41 (3Y 1M - 3Y 5M)	87	Ask 4 types of questions eg: Who, What, Where, Why (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
37-41 (3Y 1M - 3Y 5M)	88	Follow the rules for playing in groups. (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
42 (3Y 6M)	92	Three separate geometries (FM)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
42 (3Y 6M)	93	Assemble the parts of the picture. Can be cut into 3 pieces (FM)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
42 (3Y 6M)	96	Group objects by type. Image of clothes (RL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
42 (3Y 6M)	97	Can talk about recent events (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
42 (3Y 6M)	98	Say "request" or "thank you." or "Give" (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
42 (3Y 6M)	99	Tell your gender correctly (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Age (Month)	DSPM No.	Skill	Executive Function	Efficiency and suitability of measurements				
				5	4	3	2	1
42 (3Y 6M)	100	Wear shirts with front slits, without buttons (PS)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					
55-60 (4Y 7M - 5Y)	115	Turns talking to a friend in a group (EL)	Basic Skills ☐ Working Memory ☐ Inhibitory Control ☐ Shifting/Cognitive Flexibility Self-direction skill ☐ Focus/Attention ☐ Emotional Control ☐ Self-Monitoring Practical Skills ☐ Initiating ☐ Planning and organizing ☐ Goal-directed persistence					

Suggestion:.....

Data of recognition DSPM acceptance data extraction contributing to EF development

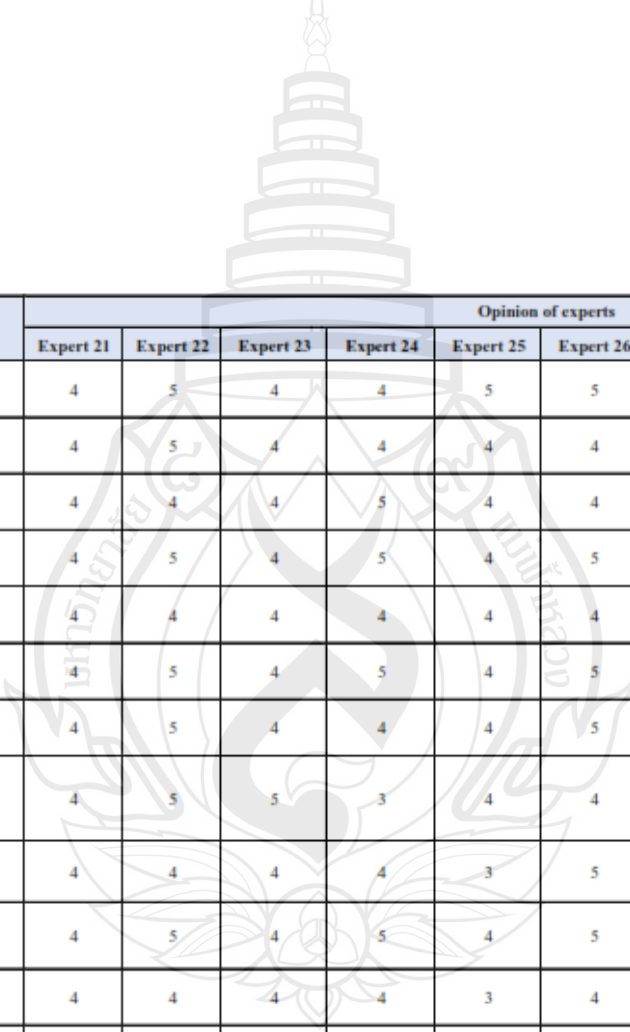
No.	Age (Month)	DSPM No.	Skill	Opinion of experts							
				Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8
1	7-8	26	Playing peekaboo and looking for the player's face in the right direction. (PS)	5	5	5	3	4	3	4	3
2	9	31	Following simple instructions when using gestures. (RL)	5	5	4	3	5	3	4	3
3	9	32	Refusing with gestures. (EL)	4	5	5	4	5	4	4	3
4	18 (1Y 6M)	51	Walking with the ball 3 meters away (GM)	4	5	4	4	5	5	3	3
5	18 (1Y 6M)	53	Connect 2-ply wooden block (FM)	4	5	5	4	4	5	3	3
6	18 (1Y 6M)	54	Selected objects according to the order 3 types (RL)	5	4	5	3	5	5	4	4
7	18 (1Y 6M)	55	Can point one part of the body (RL)	5	5	4	4	5	5	3	3
8	18 (1Y 6M)	57	Speaks 4 words, calling names, things or greetings (must be words other than parents, names of acquaintances, or Name of Pet in the House) (EL)	4	5	4	3	5	4	3	4
9	18 (1Y 6M)	58	Interested and followed what an adult does. Point about 3 m away (PS)	4	5	5	4	5	5	4	4
10	18 (1Y 6M)	59	Drink from a cup without spilling (PS) Equipment: Training cup with 1/4 cup holder	4	5	4	4	4	4	4	4
11	19 - 24 (1Y 7M - 2Y)	61	Connect 4-plywood (FM)	5	4	5	2	5	5	3	3
12	19 - 24 (1Y 7M - 2Y)	62	Selected objects on demand (4 types of options) (RL)	5	5	5	4	4	5	3	2
13	25-29 (2Y1 M-2Y5 M)	68	Accept and reject (EL)	5	5	5	4	5	5	4	3
14	30 (2Y 6M)	72	Connected wooden cube can be a tower of 8 bricks. (FM)	4	5	5	5	5	5	4	3
15	30 (2Y 6M)	75	Objects can be placed "above" and "under" on demand (RL)	5	5	5	4	4	5	4	3
16	30 (2Y 6M)	76	Speak 2 consecutively. more words can have meaning using verbs Correct at least 4 verbs (EL) Equipment: Cloth doll	5	5	5	5	5	5	4	3

No.	Age (Month)	DSPM No.	Skill	Opinion of experts							
				Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8
17	30 (2Y 6M)	77	Can sing some words or sing. Song along the melody (PS)	5	5	5	5	5	4	4	4
18	30 (2Y 6M)	78	Children know how to wait for the turn of the Self-play with an adult to tell (PS)	5	4	5	4	4	4	4	5
19	37-41 (3Y 1 M - 3Y 5 M)	87	Ask 4 types of questions eg: Who, What, Where, Why (EL)	4	4	4	5	5	4	4	5
20	37-41 (3Y 1 M - 3Y 5 M)	88	Follow the rules for playing in groups. (PS)	5	5	5	5	5	5	4	4
21	42 (3Y 6M)	92	Three separate geometries (FM)	4	5	5	4	4	5	4	3
22	42 (3Y 6M)	93	Assemble the parts of the picture. Can be cut into 3 pieces (FM)	5	5	4	5	4	4	4	3
23	42 (3Y 6M)	96	Group objects by type. Image of clothes (RL)	5	5	5	5	4	5	4	4
24	42 (3Y 6M)	97	Can talk about recent events (EL)	4	5	4	4	4	5	4	4
25	42 (3Y 6M)	98	Say "request" or "thank you. " or "Give" (EL)	5	5	5	5	4	5	4	4
26	42 (3Y 6M)	99	Tell your gender correctly (PS)	2	2	1	2	2	1	2	3
27	42 (3Y 6M)	100	Wear shirts with front slits. without buttons (PS)	5	5	4	5	5	5	4	3
28	55-60 (4 Y7M - 5 Y)	115	Turns talking to a friend in a group (EL)	5	5	5	4	4	5	4	3



No.	Age (Month)	Opinion of experts											
		Expert 9	Expert 10	Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20
1	7-8	4	5	4	4	4	5	4	5	5	4	5	4
2	9	4	5	4	5	4	5	4	5	5	5	5	4
3	9	4	5	4	4	4	4	4	5	5	5	4	4
4	18 (1Y 6M)	4	5	4	4	5	3	4	5	3	4	3	4
5	18 (1Y 6M)	4	5	4	5	5	3	4	4	3	3	3	4
6	18 (1Y 6M)	4	5	4	5	5	3	4	3	5	4	5	4
7	18 (1Y 6M)	4	5	4	4	5	4	4	5	5	5	3	4
8	18 (1Y 6M)	4	5	4	4	4	4	4	4	5	4	3	4
9	18 (1Y 6M)	4	5	3	5	4	3	4	5	5	5	3	4
10	18 (1Y 6M)	4	5	3	4	4	3	4	5	4	4	3	4
11	19 - 24 (1Y 7M - 2Y)	4	5	3	5	5	4	4	4	5	4	4	4
12	19 - 24 (1Y 7M - 2Y)	4	5	3	4	5	4	3	5	5	5	4	4
13	25-29 (2Y1 M-2Y5 M)	4	5	5	5	5	4	4	6	4	5	4	4
14	30 (2Y 6M)	4	5	5	4	5	4	3	4	3	5	5	4
15	30 (2Y 6M)	4	5	5	5	5	4	4	3	4	3	4	4
16	30 (2Y 6M)	4	5	5	3	5	3	3	5	5	3	4	4

No.	Age (Month)	Opinion of experts											
		Expert 9	Expert 10	Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20
17	30 (2Y 6M)	4	5	4	5	5	4	4	5	5	5	4	4
18	30 (2Y 6M)	4	5	4	4	4	4	3	4	5	4	4	4
19	37-41 (3Y 1 M - 3Y 5 M)	4	5	4	5	5	4	4	3	4	4	3	4
20	37-41 (3Y 1 M - 3Y 5 M)	4	5	4	4	5	3	3	3	4	4	3	4
21	42 (3Y 6M)	4	5	4	5	5	3	4	3	4	4	4	4
22	42 (3Y 6M)	4	5	4	4	5	3	5	4	4	4	4	4
23	42 (3Y 6M)	4	5	4	5	5	4	4	5	5	4	4	4
24	42 (3Y 6M)	4	5	4	4	5	4	4	3	4	5	4	3
25	42 (3Y 6M)	4	5	4	5	5	5	4	5	5	3	5	4
26	42 (3Y 6M)	2	4	2	2	1	2	3	2	3	2	3	2
27	42 (3Y 6M)	4	5	4	3	5	4	3	4	4	4	5	4
28	55-60 (4 Y7M - 5 Y)	4	5	4	5	5	5	3	4	5	5	4	5



No.	Age (Month)	Opinion of experts										Average	Considered Result
		Expert 21	Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30		
1	7-8	4	5	4	4	5	5	4	5	4	4	4.30	Selected
2	9	4	5	4	4	4	4	4	4	5	4	4.30	Selected
3	9	4	4	4	5	4	4	4	4	4	4	4.23	Selected
4	18 (1Y 6M)	4	5	4	5	4	5	5	5	3	4	4.17	Selected
5	18 (1Y 6M)	4	4	4	4	4	4	5	4	3	4	4.00	Selected
6	18 (1Y 6M)	4	5	4	5	4	5	5	5	3	4	4.33	Selected
7	18 (1Y 6M)	4	5	4	4	4	5	4	4	3	4	4.23	Selected
8	18 (1Y 6M)	4	5	5	3	4	4	5	4	4	4	4.10	Selected
9	18 (1Y 6M)	4	4	4	4	3	5	5	3	4	4	4.20	Selected
10	18 (1Y 6M)	4	5	4	5	4	5	5	5	4	4	4.17	Selected
11	19 - 24 (1Y 7M - 2Y)	4	4	4	4	3	4	5	4	4	4	4.10	Selected
12	19 - 24 (1Y 7M - 2Y)	4	5	5	4	4	3	4	4	3	4	4.13	Selected
13	25-29 (2Y1 M-2Y5 M)	5	4	4	4	5	4	5	5	4	3	4.47	Selected
14	30 (2Y 6M)	3	5	4	5	3	4	5	5	3	3	4.23	Selected
15	30 (2Y 6M)	4	5	4	4	4	4	4	5	3	4	4.20	Selected
16	30 (2Y 6M)	4	5	4	3	4	4	4	5	4	4	4.23	Selected

No.	Age (Month)	Opinion of experts										Average	Considered Result
		Expert 21	Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30		
17	30 (2Y 6M)	5	4	4	5	4	4	4	4	4	5	4.47	Selected
18	30 (2Y 6M)	4	4	5	4	4	4	4	5	3	4	4.03	Selected
19	37-41 (3Y 1 M - 3Y 5 M)	5	4	5	3	4	4	4	5	4	4	4.20	Selected
20	37-41 (3Y 1 M - 3Y 5 M)	5	5	3	3	4	4	4	4	4	5	4.17	Selected
21	42 (3Y 6M)	4	5	3	4	4	3	3	4	3	4	4.00	Selected
22	42 (3Y 6M)	4	5	4	4	5	4	4	5	4	4	4.23	Selected
23	42 (3Y 6M)	4	4	4	5	5	5	4	5	5	3	4.47	Selected
24	42 (3Y 6M)	3	4	3	4	1	2	3	2	3	2	3.67	Selected
25	42 (3Y 6M)	4	5	4	4	5	4	3	4	4	4	4.40	Selected
26	42 (3Y 6M)	1	4	3	2	2	1	3	2	2	3	2.20	Cut Off
27	42 (3Y 6M)	4	5	5	4	5	4	3	3	4	3	4.17	Selected
28	55-60 (4 Y7M - 5 Y)	5	5	4	3	4	4	5	4	3	5	4.37	Selected

Result of certify the quality indicators indicate the Basic skills group's quality

Basic Skill	No.	Quality assurance results																
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17
Working memory	1	5	4	4	3	4	4	4	4	4	5	4	3	4	4	1	4	4
	2	4	4	5	3	4	4	4	4	4	5	4	3	4	4	4	4	4
	3	4	5	4	3	3	5	4	4	4	5	4	4	5	4	4	4	4
	4	5	5	5	3	4	4	5	4	4	5	4	4	4	5	4	3	4
	5	5	5	5	3	4	4	5	4	4	5	4	4	4	4	4	3	5
Inhibitory Control	1	4	5	5	4	4	4	5	5	4	5	4	4	4	3	4	4	4
	2	5	5	5	4	4	4	5	4	4	5	4	3	4	4	4	3	4
	3	5	4	5	3	4	4	5	5	4	5	5	3	4	5	4	3	4
	4	5	4	4	3	4	4	3	4	4	5	5	3	4	3	3	3	3
	5	5	4	5	3	4	3	5	4	4	5	3	3	3	3	4	4	4
	6	5	3	4	3	4	4	5	4	4	5	4	3	4	3	3	3	4
	7	5	5	4	4	4	4	5	5	4	5	4	3	4	4	4	3	3
Shifting/Cognitive Flexibility	1	5	4	5	4	3	3	4	4	4	5	5	3	4	4	3	3	4
	2	4	4	4	3	4	5	4	4	4	5	5	3	5	5	3	3	4
	3	5	4	5	3	4	4	4	4	4	5	5	3	4	5	3	3	4
	4	5	3	5	3	4	3	5	4	4	5	5	4	3	3	4	3	4
	5	4	4	5	4	4	4	5	5	4	5	5	4	4	5	3	4	4

Basic Skill	No.	Quality assurance results													Average	Quality and accuracy	Considered Result
		Expert 18	Expert 19	Expert 20	Expert 21	Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30			
Working memory	1	4	4	3	2	4	5	4	3	3	4	4	4	5	3.83	Moderate.	Selected
	2	4	4	3	2	4	4	4	3	3	3	3	3	3	3.77	Moderate.	Selected
	3	3	4	4	4	4	4	4	3	4	4	5	5	5	4.2	Accurate.	Selected
	4	4	4	4	4	5	4	4	3	3	4	4	4	5	4.27	Accurate.	Selected
	5	4	5	4	4	5	5	4	4	3	4	4	4	5	4.4	Accurate.	Selected
Inhibitory Control	1	3	3	4	4	5	5	5	3	3	4	4	5	4	4.17	Accurate.	Selected
	2	3	3	4	4	5	5	5	3	4	4	4	5	4	4.2	Accurate.	Selected
	3	3	3	5	4	5	5	5	5	4	5	5	3	4	4.37	Accurate.	Selected
	4	4	3	4	4	5	5	5	4	4	5	5	3	4	4.1	Accurate.	Selected
	5	4	4	4	3	5	5	5	5	3	4	3	4	3	4.1	Accurate.	Selected
	6	3	3	4	3	5	5	5	5	3	4	4	4	4	4.1	Accurate.	Selected
	7	3	3	3	5	5	5	5	5	4	5	4	5	4	4.43	Accurate.	Selected
Shifting/Cognitive Flexibility	1	4	5	4	3	4	4	4	5	3	4	3	5	4	4	Accurate.	Selected
	2	4	5	4	3	4	4	4	4	4	4	3	4	4	4.07	Accurate.	Selected
	3	3	3	4	3	5	4	5	5	3	4	3	4	4	4.07	Accurate.	Selected
	4	3	3	4	3	5	4	5	5	4	4	3	5	5	4.13	Accurate.	Selected
	5	4	3	4	4	5	5	5	5	4	4	3	4	5	4.43	Accurate.	Selected

Result of certify the quality indicators indicate the Self-direction skills group's quality

Practical Skills	No.	Quality assurance results																
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17
Initiating	1	4	5	4	4	5	3	5	5	4	5	4	3	4	5	3	3	4
	2	5	3	5	4	5	4	5	5	4	5	4	3	5	4	3	4	4
	3	4	4	4	3	5	3	5	4	4	5	5	3	4	4	3	4	4
	4	5	3	4	3	5	4	4	4	4	5	4	3	5	4	3	3	4
	5	4	4	5	3	5	4	5	4	4	5	4	4	5	3	3	3	4
Planning and Organizing	1	5	4	5	4	4	3	5	3	4	5	4	3	3	4	3	3	3
	2	5	4	5	4	4	3	5	3	4	5	4	3	3	4	3	4	4
	3	5	4	4	4	4	4	5	3	4	5	5	3	4	4	3	4	3
	4	4	4	5	4	4	4	5	3	4	5	5	3	4	4	3	4	4
	5	5	4	5	4	4	4	5	4	4	5	5	3	4	4	4	3	3
Goal-Directed Persistence	1	5	4	4	4	4	4	5	3	4	5	5	3	4	5	4	4	4
	2	5	3	5	4	4	4	5	4	4	5	5	3	4	5	4	3	3
	3	3	4	5	4	5	4	4	4	4	5	5	3	4	4	3	4	4
	4	5	4	4	4	5	4	4	3	4	5	4	3	4	5	3	4	4
	5	4	4	5	4	5	3	3	3	4	5	4	3	3	3	3	4	4

Practical Skills	Quality assurance results													Average	Quality and accuracy	Considered Result
	Expert 18	Expert 19	Expert 20	Expert 21	Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30			
Initiating	3	4	4	4	5	5	5	4	3	3	3	3	4	4.03	Accurate.	Selected
	3	2	3	3	4	5	5	3	4	5	4	3	4	4.07	Accurate.	Selected
	4	3	4	3	3	5	4	3	4	5	4	3	4	4	Accurate.	Selected
	3	3	4	4	4	5	5	3	4	5	4	3	4	4.07	Accurate.	Selected
	3	3	3	3	3	3	5	3	4	5	4	3	4	4	Accurate.	Selected
Planning and Organizing	3	4	4	5	5	5	3	3	4	5	4	3	4	3.93	Moderate.	Selected
	3	3	4	4	4	5	5	3	4	4	5	4	4	4.03	Accurate.	Selected
	4	3	4	4	4	5	5	3	4	4	5	3	3	4.07	Accurate.	Selected
	3	3	4	4	5	4	5	3	4	4	4	3	4	4.1	Accurate.	Selected
	3	4	4	4	5	4	3	4	4	5	3	4	4	4.2	Accurate.	Selected
Goal-Directed Persistence	3	3	4	4	4	3	3	4	5	4	3	3	5	4	Accurate.	Selected
	3	3	4	4	5	5	3	5	5	5	3	4	4	4.17	Accurate.	Selected
	4	3	4	4	4	3	3	5	5	5	3	4	4	4.1	Accurate.	Selected
	4	3	4	5	4	3	4	4	5	5	4	4	4	4.2	Accurate.	Selected
	3	3	3	4	5	3	4	5	5	5	4	4	4	4.03	Accurate.	Selected

Result of certify the quality indicators indicate the Practice skills group's quality

Practical Skills	No.	Quality assurance results																
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17
Initiating	1	4	5	4	4	5	3	5	5	4	5	4	3	4	5	3	3	4
	2	5	3	5	4	5	4	5	5	4	5	4	3	5	4	3	4	4
	3	4	4	4	3	5	3	5	4	4	5	5	3	4	4	3	4	4
	4	5	3	4	3	5	4	4	4	4	5	4	3	5	4	3	3	4
	5	4	4	5	3	5	4	5	4	4	5	4	4	5	3	3	3	4
Planning and Organizing	1	5	4	5	4	4	3	5	3	4	5	4	3	3	4	3	3	3
	2	5	4	5	4	4	3	5	3	4	5	4	3	3	4	3	4	4
	3	5	4	4	4	4	4	5	3	4	5	5	3	4	4	3	4	3
	4	4	4	5	4	4	4	5	3	4	5	5	3	4	4	3	4	4
	5	5	4	5	4	4	4	5	4	4	5	5	3	4	4	4	3	3
Goal-Directed Persistence	1	5	4	4	4	4	4	5	3	4	5	5	3	4	5	4	4	4
	2	5	3	5	4	4	4	5	4	4	5	5	3	4	5	4	3	3
	3	3	4	5	4	5	4	4	4	4	5	5	3	4	4	3	4	4
	4	5	4	4	4	5	4	4	3	4	5	4	3	4	5	3	4	4
	5	4	4	5	4	5	3	3	3	4	5	4	3	3	3	3	4	4

Practical Skills	Quality assurance results													Average	Quality and accuracy	Considered Result
	Expert 18	Expert 19	Expert 20	Expert 21	Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30			
Initiating	3	4	4	4	5	5	5	4	3	3	3	3	4	4.03	Accurate.	Selected
	3	2	3	3	4	5	5	3	4	5	4	3	4	4.07	Accurate.	Selected
	4	3	4	3	3	5	4	3	4	5	4	3	4	4	Accurate.	Selected
	3	3	4	4	4	5	5	3	4	5	4	3	4	4.07	Accurate.	Selected
	3	3	3	3	3	3	5	3	4	5	4	3	4	4	Accurate.	Selected
Planning and Organizing	3	4	4	5	5	5	3	3	4	5	4	3	4	3.93	Moderate.	Selected
	3	3	4	4	4	5	5	3	4	4	5	4	4	4.03	Accurate.	Selected
	4	3	4	4	4	5	5	3	4	4	5	3	3	4.07	Accurate.	Selected
	3	3	4	4	5	4	5	3	4	4	4	3	4	4.1	Accurate.	Selected
	3	4	4	4	5	4	3	4	4	5	3	4	4	4.2	Accurate.	Selected
Goal-Directed Persistence	3	3	4	4	4	3	3	4	5	4	3	3	5	4	Accurate.	Selected
	3	3	4	4	5	5	3	5	5	5	3	4	4	4.17	Accurate.	Selected
	4	3	4	4	4	3	3	5	5	5	3	4	4	4.1	Accurate.	Selected
	4	3	4	5	4	3	4	4	5	5	4	4	4	4.2	Accurate.	Selected
	3	3	3	4	5	3	4	5	5	5	4	4	4	4.03	Accurate.	Selected

Result of expert opinions and recommendations to identify the Executive Function

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
1	7-8	26	Working memory	Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select
	7-8	26	Inhibitory Control	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
	7-8	26	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select
	7-8	26	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	7-8	26	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	7-8	26	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select
	7-8	26	Initiating	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select
	7-8	26	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select
	7-8	26	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
2	9	31	Working memory	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	9	31	Inhibitory Control	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	9	31	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select
	9	31	Focus/Attention	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
	9	31	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	9	31	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select
	9	31	Initiating	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	9	31	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select
	9	31	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
3	9	32	Working memory	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select
	9	32	Inhibitory Control	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	9	32	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select
	9	32	Focus/Attention	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	9	32	Emotional Control	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	9	32	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	9	32	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select
	9	32	Planning and organizing	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	9	32	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select
4	18 (1 Y 6 M)	51	Working memory	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	51	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select
	18 (1 Y 6 M)	51	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	51	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
	18 (1 Y 6 M)	51	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	51	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	51	Initiating	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	18 (1 Y 6 M)	51	Planning and organizing	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	18 (1 Y 6 M)	51	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
5	18 (1 Y6 M)	53	Working memory	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	53	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	53	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	53	Focus/Attention	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	18 (1 Y6 M)	53	Emotional Control	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	53	Self-Monitoring	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	18 (1 Y6 M)	53	Initiating	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	53	Planning and organizing	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	53	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select
6	18 (1 Y6 M)	54	Working memory	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	54	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select
	18 (1 Y6 M)	54	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	54	Focus/Attention	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	54	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select
	18 (1 Y6 M)	54	Self-Monitoring	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	54	Initiating	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select
	18 (1 Y6 M)	54	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	54	Goal-directed persistence	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
7	18 (1 Y 6 M)	55	Working memory	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	55	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	18 (1 Y 6 M)	55	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	18 (1 Y 6 M)	55	Focus/Attention	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select
	18 (1 Y 6 M)	55	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
	18 (1 Y 6 M)	55	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	55	Initiating	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
	18 (1 Y 6 M)	55	Planning and organizing	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	18 (1 Y 6 M)	55	Goal-directed persistence	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select
8	18 (1 Y 6 M)	57	Working memory	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	18 (1 Y 6 M)	57	Inhibitory Control	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	57	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select
	18 (1 Y 6 M)	57	Focus/Attention	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select
	18 (1 Y 6 M)	57	Emotional Control	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	57	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	57	Initiating	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select
	18 (1 Y 6 M)	57	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	57	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
9	18 (1 Y 6 M)	58	Working memory	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	58	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	58	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	58	Focus/Attention	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select
	18 (1 Y 6 M)	58	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	18 (1 Y 6 M)	58	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select
	18 (1 Y 6 M)	58	Initiating	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select
	18 (1 Y 6 M)	58	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select
	18 (1 Y 6 M)	58	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
10	18 (1 Y 6 M)	59	Working memory	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select
	18 (1 Y 6 M)	59	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select
	18 (1 Y 6 M)	59	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	18 (1 Y 6 M)	59	Focus/Attention	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select
	18 (1 Y 6 M)	59	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select
	18 (1 Y 6 M)	59	Self-Monitoring	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	18 (1 Y 6 M)	59	Initiating	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select
	18 (1 Y 6 M)	59	Planning and organizing	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select
	18 (1 Y 6 M)	59	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
11	19 - 24 (1 Y7 M - 2 Y)	61	Working memory	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Inhibitory Control	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Emotional Control	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Self-Monitoring	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Initiating	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Planning and organizing	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
12	19-24 (1 Y7 M - 2 Y)	62	Working memory	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Inhibitory Control	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Focus/Attention	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Emotional Control	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select
	19-24 (1 Y7 M - 2 Y)	62	Self-Monitoring	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	19-24 (1 Y7 M - 2 Y)	62	Initiating	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	19-24 (1 Y7 M - 2 Y)	62	Planning and organizing	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
13	25-29 (2 Y1 M)	68	Working memory	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select
	25-29 (2 Y1 M)	68	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select
	25-29 (2 Y1 M)	68	Shifting Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	25-29 (2 Y1 M)	68	Focus/Attention	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	25-29 (2 Y1 M)	68	Emotional Control	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select
	25-29 (2 Y1 M)	68	Self-Monitoring	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select
	25-29 (2 Y1 M)	68	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	25-29 (2 Y1 M)	68	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	25-29 (2 Y1 M)	68	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
14	30 (2 Y6 M)	72	Working memory	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y6 M)	72	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	30 (2 Y6 M)	72	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	30 (2 Y6 M)	72	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	72	Emotional Control	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	72	Self-Monitoring	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select
	30 (2 Y6 M)	72	Initiating	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select
	30 (2 Y6 M)	72	Planning and organizing	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	72	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
15	30 (2 Y6 M)	75	Working memory	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select
	30 (2 Y6 M)	75	Inhibitory Control	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Select
	30 (2 Y6 M)	75	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select
	30 (2 Y6 M)	75	Focus/Attention	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select
	30 (2 Y6 M)	75	Emotional Control	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select
	30 (2 Y6 M)	75	Self-Monitoring	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y6 M)	75	Initiating	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	30 (2 Y6 M)	75	Planning and organizing	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	30 (2 Y6 M)	75	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
16	30 (2 Y6 M)	76	Working memory	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	76	Inhibitory Control	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	76	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	76	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	30 (2 Y6 M)	76	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y6 M)	76	Self-Monitoring	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	76	Initiating	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	76	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	76	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
17	30 (2 Y6 M)	77	Working memory	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	77	Inhibitory Control	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select
	30 (2 Y6 M)	77	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	77	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	77	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	30 (2 Y6 M)	77	Self-Monitoring	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	30 (2 Y6 M)	77	Initiating	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	30 (2 Y6 M)	77	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	77	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
18	30 (2 Y6 M)	78	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
	30 (2 Y6 M)	78	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	78	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	78	Focus/Attention	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	30 (2 Y6 M)	78	Emotional Control	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select
	30 (2 Y6 M)	78	Self-Monitoring	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select
	30 (2 Y6 M)	78	Initiating	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select
	30 (2 Y6 M)	78	Planning and organizing	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	30 (2 Y6 M)	78	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
19	37-41 (3 Y1 M - 3 Y5 M)	87	Working memory	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Inhibitory Control	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Focus/Attention	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Self-Monitoring	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Initiating	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Planning and organizing	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
20	37-41 (3 Y1 M - 3 Y5 M)	88	Working memory	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Emotional Control	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Self-Monitoring	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Initiating	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Planning and organizing	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Goal-directed persistence	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
21	42 (3 Y 6 M)	92	Working memory	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y 6 M)	92	Inhibitory Control	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	42 (3 Y 6 M)	92	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	92	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y 6 M)	92	Emotional Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	92	Self-Monitoring	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	92	Initiating	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
	42 (3 Y 6 M)	92	Planning and organizing	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y 6 M)	92	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
22	42 (3 Y 6 M)	93	Working memory	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	93	Inhibitory Control	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	93	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	93	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	93	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Select				Select	Don't Select
	42 (3 Y 6 M)	93	Self-Monitoring	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	42 (3 Y 6 M)	93	Initiating	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	93	Planning and organizing	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	93	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select



No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
23	42 (3 Y 6 M)	96	Working memory	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	96	Inhibitory Control	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	96	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	42 (3 Y 6 M)	96	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	96	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select
	42 (3 Y 6 M)	96	Self-Monitoring	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
	42 (3 Y 6 M)	96	Initiating	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	96	Planning and organizing	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	96	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
24	42 (3 Y 6 M)	97	Working memory	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	97	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y 6 M)	97	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	97	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y 6 M)	97	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	97	Self-Monitoring	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	97	Initiating	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	97	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	97	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
25	42 (3 Y6 M)	98	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	98	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	98	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	42 (3 Y6 M)	98	Focus/Attention	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y6 M)	98	Emotional Control	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	98	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Select
	42 (3 Y6 M)	98	Initiating	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y6 M)	98	Planning and organizing	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	98	Goal-directed persistence	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select
26	42 (3 Y6 M)	99	Working memory	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
	42 (3 Y6 M)	99	Inhibitory Control	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select
	42 (3 Y6 M)	99	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select
	42 (3 Y6 M)	99	Focus/Attention	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	99	Emotional Control	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select
	42 (3 Y6 M)	99	Self-Monitoring	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	99	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	42 (3 Y6 M)	99	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	99	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Researcher	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
27	42 (3 Y 6 M)	100	Working memory	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y 6 M)	100	Inhibitory Control	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y 6 M)	100	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	100	Focus/Attention	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
	42 (3 Y 6 M)	100	Emotional Control	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select
	42 (3 Y 6 M)	100	Self-Monitoring	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	100	Initiating	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select
	42 (3 Y 6 M)	100	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	42 (3 Y 6 M)	100	Goal-directed persistence	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select
28	55-60 (4 Y 7 M - 5 Y)	115	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Inhibitory Control	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Focus/Attention	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Emotional Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Self-Monitoring	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select
	55-60 (4 Y 7 M - 5 Y)	115	Initiating	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	55-60 (4 Y 7 M - 5 Y)	115	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select		Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
1	7-8	26	Working memory	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select
	7-8	26	Inhibitory Control	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	7-8	26	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
	7-8	26	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	7-8	26	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select
	7-8	26	Self-Monitoring	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	7-8	26	Initiating	Don't Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select
	7-8	26	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	7-8	26	Goal-directed persistence	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
2	9	31	Working memory	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select
	9	31	Inhibitory Control	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select
	9	31	Shifting/Cognitive Flexibility	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select
	9	31	Focus/Attention	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
	9	31	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select
	9	31	Self-Monitoring	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select
	9	31	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	9	31	Planning and organizing	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	9	31	Goal-directed persistence	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
3	9	32	Working memory	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select
	9	32	Inhibitory Control	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select
	9	32	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select
	9	32	Focus/Attention	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	9	32	Emotional Control	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	9	32	Self-Monitoring	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	9	32	Initiating	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select
	9	32	Planning and organizing	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	9	32	Goal-directed persistence	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select
4	18 (1 Y6 M)	51	Working memory	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	51	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	51	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	51	Focus/Attention	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select
	18 (1 Y6 M)	51	Emotional Control	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	51	Self-Monitoring	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	51	Initiating	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	51	Planning and organizing	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select
	18 (1 Y6 M)	51	Goal-directed persistence	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
5	18 (1 Y6 M)	53	Working memory	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	53	Inhibitory Control	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	18 (1 Y6 M)	53	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	53	Focus/Attention	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select
	18 (1 Y6 M)	53	Emotional Control	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	53	Self-Monitoring	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
	18 (1 Y6 M)	53	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	53	Planning and organizing	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	53	Goal-directed persistence	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select
6	18 (1 Y6 M)	54	Working memory	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	18 (1 Y6 M)	54	Inhibitory Control	Don't Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select
	18 (1 Y6 M)	54	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	54	Focus/Attention	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	54	Emotional Control	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	54	Self-Monitoring	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	54	Initiating	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	54	Planning and organizing	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	18 (1 Y6 M)	54	Goal-directed persistence	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
7	18 (1 Y6 M)	55	Working memory	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	18 (1 Y6 M)	55	Inhibitory Control	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select
	18 (1 Y6 M)	55	Shifting/Cognitive Flexibility	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	55	Focus/Attention	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	55	Emotional Control	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select
	18 (1 Y6 M)	55	Self-Monitoring	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	55	Initiating	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	55	Planning and organizing	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	55	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select
8	18 (1 Y6 M)	57	Working memory	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select
	18 (1 Y6 M)	57	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select
	18 (1 Y6 M)	57	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	57	Focus/Attention	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select
	18 (1 Y6 M)	57	Emotional Control	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	57	Self-Monitoring	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
	18 (1 Y6 M)	57	Initiating	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select
	18 (1 Y6 M)	57	Planning and organizing	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	57	Goal-directed persistence	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
9	18 (1 Y6 M)	58	Working memory	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	58	Inhibitory Control	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select
	18 (1 Y6 M)	58	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	18 (1 Y6 M)	58	Focus/Attention	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	58	Emotional Control	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	58	Self-Monitoring	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select
	18 (1 Y6 M)	58	Initiating	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select
	18 (1 Y6 M)	58	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	18 (1 Y6 M)	58	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select
10	18 (1 Y6 M)	59	Working memory	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	59	Inhibitory Control	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select
	18 (1 Y6 M)	59	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select
	18 (1 Y6 M)	59	Focus/Attention	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	18 (1 Y6 M)	59	Emotional Control	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	59	Self-Monitoring	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select
	18 (1 Y6 M)	59	Initiating	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	18 (1 Y6 M)	59	Planning and organizing	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
	18 (1 Y6 M)	59	Goal-directed persistence	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
11	19 - 24 (1 Y7 M - 2 Y)	61	Working memory	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Inhibitory Control	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Shifting/Cognitive Flexibility	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Focus/Attention	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Emotional Control	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Self-Monitoring	Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Initiating	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select
	19 - 24 (1 Y7 M - 2 Y)	61	Planning and organizing	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select
	19 - 24 (1 Y7 M - 2 Y)	61	Goal-directed persistence	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select
12	19-24 (1 Y7 M - 2 Y)	62	Working memory	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	19-24 (1 Y7 M - 2 Y)	62	Inhibitory Control	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Focus/Attention	Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Emotional Control	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Self-Monitoring	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Initiating	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Planning and organizing	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select
	19-24 (1 Y7 M - 2 Y)	62	Goal-directed persistence	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
13	25-29 (2 Y1 M)	68	Working memory	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select
	25-29 (2 Y1 M)	68	Inhibitory Control	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	25-29 (2 Y1 M)	68	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select
	25-29 (2 Y1 M)	68	Focus/Attention	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	25-29 (2 Y1 M)	68	Emotional Control	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	25-29 (2 Y1 M)	68	Self-Monitoring	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	25-29 (2 Y1 M)	68	Initiating	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select
	25-29 (2 Y1 M)	68	Planning and organizing	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select
	25-29 (2 Y1 M)	68	Goal-directed persistence	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
14	30 (2 Y6 M)	72	Working memory	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	30 (2 Y6 M)	72	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	30 (2 Y6 M)	72	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	30 (2 Y6 M)	72	Focus/Attention	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	72	Emotional Control	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	72	Self-Monitoring	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	72	Initiating	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select
	30 (2 Y6 M)	72	Planning and organizing	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select
	30 (2 Y6 M)	72	Goal-directed persistence	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
15	30 (2 Y6 M)	75	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	30 (2 Y6 M)	75	Inhibitory Control	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	75	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select
	30 (2 Y6 M)	75	Focus/Attention	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select
	30 (2 Y6 M)	75	Emotional Control	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select
	30 (2 Y6 M)	75	Self-Monitoring	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select
	30 (2 Y6 M)	75	Initiating	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	30 (2 Y6 M)	75	Planning and organizing	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select
	30 (2 Y6 M)	75	Goal-directed persistence	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select
16	30 (2 Y6 M)	76	Working memory	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	30 (2 Y6 M)	76	Inhibitory Control	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select
	30 (2 Y6 M)	76	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Select
	30 (2 Y6 M)	76	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	30 (2 Y6 M)	76	Emotional Control	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select
	30 (2 Y6 M)	76	Self-Monitoring	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	30 (2 Y6 M)	76	Initiating	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	30 (2 Y6 M)	76	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y6 M)	76	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
17	30 (2 Y 6 M)	77	Working memory	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select
	30 (2 Y 6 M)	77	Inhibitory Control	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y 6 M)	77	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y 6 M)	77	Focus/Attention	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	30 (2 Y 6 M)	77	Emotional Control	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Select
	30 (2 Y 6 M)	77	Self-Monitoring	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	30 (2 Y 6 M)	77	Initiating	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select
	30 (2 Y 6 M)	77	Planning and organizing	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select
	30 (2 Y 6 M)	77	Goal-directed persistence	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
18	30 (2 Y 6 M)	78	Working memory	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select
	30 (2 Y 6 M)	78	Inhibitory Control	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	30 (2 Y 6 M)	78	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	30 (2 Y 6 M)	78	Focus/Attention	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	30 (2 Y 6 M)	78	Emotional Control	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	30 (2 Y 6 M)	78	Self-Monitoring	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select
	30 (2 Y 6 M)	78	Initiating	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	30 (2 Y 6 M)	78	Planning and organizing	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select
	30 (2 Y 6 M)	78	Goal-directed persistence	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
19	37-41 (3 Y1 M - 3 Y5 M)	87	Working memory	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Inhibitory Control	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Focus/Attention	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Emotional Control	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Self-Monitoring	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Initiating	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Planning and organizing	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	87	Goal-directed persistence	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select
20	37-41 (3 Y1 M - 3 Y5 M)	88	Working memory	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Inhibitory Control	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Focus/Attention	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Emotional Control	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Self-Monitoring	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Initiating	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Planning and organizing	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select
	37-41 (3 Y1 M - 3 Y5 M)	88	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
21	42 (3 Y6 M)	92	Working memory	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select
	42 (3 Y6 M)	92	Inhibitory Control	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	42 (3 Y6 M)	92	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	92	Focus/Attention	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y6 M)	92	Emotional Control	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y6 M)	92	Self-Monitoring	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select
	42 (3 Y6 M)	92	Initiating	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	92	Planning and organizing	Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select
	42 (3 Y6 M)	92	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select
22	42 (3 Y6 M)	93	Working memory	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	93	Inhibitory Control	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	93	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select
	42 (3 Y6 M)	93	Focus/Attention	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y6 M)	93	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	93	Self-Monitoring	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	93	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y6 M)	93	Planning and organizing	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	42 (3 Y6 M)	93	Goal-directed persistence	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
23	42 (3 Y 6 M)	96	Working memory	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select
	42 (3 Y 6 M)	96	Inhibitory Control	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select
	42 (3 Y 6 M)	96	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	96	Focus/Attention	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	42 (3 Y 6 M)	96	Emotional Control	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select
	42 (3 Y 6 M)	96	Self-Monitoring	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	42 (3 Y 6 M)	96	Initiating	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select
	42 (3 Y 6 M)	96	Planning and organizing	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select
	42 (3 Y 6 M)	96	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
24	42 (3 Y 6 M)	97	Working memory	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select
	42 (3 Y 6 M)	97	Inhibitory Control	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select
	42 (3 Y 6 M)	97	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	97	Focus/Attention	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select
	42 (3 Y 6 M)	97	Emotional Control	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y 6 M)	97	Self-Monitoring	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	97	Initiating	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	42 (3 Y 6 M)	97	Planning and organizing	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select
	42 (3 Y 6 M)	97	Goal-directed persistence	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
25	42 (3 Y6 M)	98	Working memory	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	98	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	98	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select
	42 (3 Y6 M)	98	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select
	42 (3 Y6 M)	98	Emotional Control	Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	98	Self-Monitoring	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select
	42 (3 Y6 M)	98	Initiating	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select
	42 (3 Y6 M)	98	Planning and organizing	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select
	42 (3 Y6 M)	98	Goal-directed persistence	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select
26	42 (3 Y6 M)	99	Working memory	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	42 (3 Y6 M)	99	Inhibitory Control	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select
	42 (3 Y6 M)	99	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select
	42 (3 Y6 M)	99	Focus/Attention	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select
	42 (3 Y6 M)	99	Emotional Control	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select
	42 (3 Y6 M)	99	Self-Monitoring	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select
	42 (3 Y6 M)	99	Initiating	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select
	42 (3 Y6 M)	99	Planning and organizing	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select
	42 (3 Y6 M)	99	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										
				Expert 11	Expert 12	Expert 13	Expert 14	Expert 15	Expert 16	Expert 17	Expert 18	Expert 19	Expert 20	Expert 21
27	42 (3 Y6 M)	100	Working memory	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	42 (3 Y6 M)	100	Inhibitory Control	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select
	42 (3 Y6 M)	100	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select
	42 (3 Y6 M)	100	Focus/Attention	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select
	42 (3 Y6 M)	100	Emotional Control	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select
	42 (3 Y6 M)	100	Self-Monitoring	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select
	42 (3 Y6 M)	100	Initiating	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select
	42 (3 Y6 M)	100	Planning and organizing	Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select
	42 (3 Y6 M)	100	Goal-directed persistence	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select
28	55-60 (4 Y7 M - 5 Y)	115	Working memory	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select
	55-60 (4 Y7 M - 5 Y)	115	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Focus/Attention	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Emotional Control	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Self-Monitoring	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Initiating	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Planning and organizing	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select
	55-60 (4 Y7 M - 5 Y)	115	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
1	7-8	26	Working memory	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	24
	7-8	26	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	11
	7-8	26	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	6
	7-8	26	Focus/Attention	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	23
	7-8	26	Emotional Control	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	9
	7-8	26	Self-Monitoring	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	10
	7-8	26	Initiating	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	20
	7-8	26	Planning and organizing	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	14
	7-8	26	Goal-directed persistence	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	11
2	9	31	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	24
	9	31	Inhibitory Control	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	13
	9	31	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	9
	9	31	Focus/Attention	Select	Select	Select	Select	Select	Don't Select	Select	Select	Don't Select	24
	9	31	Emotional Control	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	10
	9	31	Self-Monitoring	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	9
	9	31	Initiating	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	20
	9	31	Planning and organizing	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	11
	9	31	Goal-directed persistence	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	7

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
3	9	32	Working memory	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	15
	9	32	Inhibitory Control	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	20
	9	32	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	19
	9	32	Focus/Attention	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	13
	9	32	Emotional Control	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	24
	9	32	Self-Monitoring	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	6
	9	32	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	16
	9	32	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	11
	9	32	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	10
4	18 (1 Y6 M)	51	Working memory	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	19
	18 (1 Y6 M)	51	Inhibitory Control	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	14
	18 (1 Y6 M)	51	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	11
	18 (1 Y6 M)	51	Focus/Attention	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	21
	18 (1 Y6 M)	51	Emotional Control	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	13
	18 (1 Y6 M)	51	Self-Monitoring	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	10
	18 (1 Y6 M)	51	Initiating	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	21
	18 (1 Y6 M)	51	Planning and organizing	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	20
	18 (1 Y6 M)	51	Goal-directed persistence	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	21

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
5	18 (1 Y6 M)	53	Working memory	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	20
	18 (1 Y6 M)	53	Inhibitory Control	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	16
	18 (1 Y6 M)	53	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	23
	18 (1 Y6 M)	53	Focus/Attention	Select	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	19
	18 (1 Y6 M)	53	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	20
	18 (1 Y6 M)	53	Self-Monitoring	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	19
	18 (1 Y6 M)	53	Initiating	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	19
	18 (1 Y6 M)	53	Planning and organizing	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	22
18 (1 Y6 M)	53	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	23	
6	18 (1 Y6 M)	54	Working memory	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	21
	18 (1 Y6 M)	54	Inhibitory Control	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	14
	18 (1 Y6 M)	54	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	20
	18 (1 Y6 M)	54	Focus/Attention	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	19
	18 (1 Y6 M)	54	Emotional Control	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	15
	18 (1 Y6 M)	54	Self-Monitoring	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	22
	18 (1 Y6 M)	54	Initiating	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	13
	18 (1 Y6 M)	54	Planning and organizing	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	14
	18 (1 Y6 M)	54	Goal-directed persistence	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	20

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
7	18 (1 Y 6 M)	55	Working memory	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	23
	18 (1 Y 6 M)	55	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	14
	18 (1 Y 6 M)	55	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	Select	11
	18 (1 Y 6 M)	55	Focus/Attention	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	20
	18 (1 Y 6 M)	55	Emotional Control	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	9
	18 (1 Y 6 M)	55	Self-Monitoring	Select	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	16
	18 (1 Y 6 M)	55	Initiating	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	21
	18 (1 Y 6 M)	55	Planning and organizing	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	14
	18 (1 Y 6 M)	55	Goal-directed persistence	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	16
8	18 (1 Y 6 M)	57	Working memory	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	22
	18 (1 Y 6 M)	57	Inhibitory Control	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	11
	18 (1 Y 6 M)	57	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	20
	18 (1 Y 6 M)	57	Focus/Attention	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	15
	18 (1 Y 6 M)	57	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	15
	18 (1 Y 6 M)	57	Self-Monitoring	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	14
	18 (1 Y 6 M)	57	Initiating	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	11
	18 (1 Y 6 M)	57	Planning and organizing	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	16
	18 (1 Y 6 M)	57	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	16

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
9	18 (1 Y6 M)	58	Working memory	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	16
	18 (1 Y6 M)	58	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	11
	18 (1 Y6 M)	58	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	14
	18 (1 Y6 M)	58	Focus/Attention	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	20
	18 (1 Y6 M)	58	Emotional Control	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	15
	18 (1 Y6 M)	58	Self-Monitoring	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	16
	18 (1 Y6 M)	58	Initiating	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	14
	18 (1 Y6 M)	58	Planning and organizing	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	13
	18 (1 Y6 M)	58	Goal-directed persistence	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	16
10	18 (1 Y6 M)	59	Working memory	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	15
	18 (1 Y6 M)	59	Inhibitory Control	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	14
	18 (1 Y6 M)	59	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	23
	18 (1 Y6 M)	59	Focus/Attention	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	20
	18 (1 Y6 M)	59	Emotional Control	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	14
	18 (1 Y6 M)	59	Self-Monitoring	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	14
	18 (1 Y6 M)	59	Initiating	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	22
	18 (1 Y6 M)	59	Planning and organizing	Don't Select	Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	19
	18 (1 Y6 M)	59	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Select	Select	24

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
11	19 - 24 (1 Y7 M - 2 Y)	61	Working memory	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	19
	19 - 24 (1 Y7 M - 2 Y)	61	Inhibitory Control	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	19
	19 - 24 (1 Y7 M - 2 Y)	61	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	19
	19 - 24 (1 Y7 M - 2 Y)	61	Focus/Attention	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	26
	19 - 24 (1 Y7 M - 2 Y)	61	Emotional Control	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	23
	19 - 24 (1 Y7 M - 2 Y)	61	Self-Monitoring	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	20
	19 - 24 (1 Y7 M - 2 Y)	61	Initiating	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	21
	19 - 24 (1 Y7 M - 2 Y)	61	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	20
	19 - 24 (1 Y7 M - 2 Y)	61	Goal-directed persistence	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	18
12	19-24 (1 Y7 M - 2 Y)	62	Working memory	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	19
	19-24 (1 Y7 M - 2 Y)	62	Inhibitory Control	Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	21
	19-24 (1 Y7 M - 2 Y)	62	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	19
	19-24 (1 Y7 M - 2 Y)	62	Focus/Attention	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	22
	19-24 (1 Y7 M - 2 Y)	62	Emotional Control	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	19
	19-24 (1 Y7 M - 2 Y)	62	Self-Monitoring	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	19
	19-24 (1 Y7 M - 2 Y)	62	Initiating	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	23
	19-24 (1 Y7 M - 2 Y)	62	Planning and organizing	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	25
	19-24 (1 Y7 M - 2 Y)	62	Goal-directed persistence	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	23

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
13	25-29 (2 Y1 M)	68	Working memory	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	14
	25-29 (2 Y1 M)	68	Inhibitory Control	Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	27
	25-29 (2 Y1 M)	68	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	24
	25-29 (2 Y1 M)	68	Focus/Attention	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	20
	25-29 (2 Y1 M)	68	Emotional Control	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	20
	25-29 (2 Y1 M)	68	Self-Monitoring	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	20
	25-29 (2 Y1 M)	68	Initiating	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	19
	25-29 (2 Y1 M)	68	Planning and organizing	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	18
	25-29 (2 Y1 M)	68	Goal-directed persistence	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	21
14	30 (2 Y6 M)	72	Working memory	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	21
	30 (2 Y6 M)	72	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	23
	30 (2 Y6 M)	72	Shifting/Cognitive Flexibility	Don't Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	19
	30 (2 Y6 M)	72	Focus/Attention	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	23
	30 (2 Y6 M)	72	Emotional Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	25
	30 (2 Y6 M)	72	Self-Monitoring	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	25
	30 (2 Y6 M)	72	Initiating	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	21
	30 (2 Y6 M)	72	Planning and organizing	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	23
	30 (2 Y6 M)	72	Goal-directed persistence	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	20

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
15	30 (2 Y 6 M)	75	Working memory	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	20
	30 (2 Y 6 M)	75	Inhibitory Control	Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	26
	30 (2 Y 6 M)	75	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	22
	30 (2 Y 6 M)	75	Focus/Attention	Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	20
	30 (2 Y 6 M)	75	Emotional Control	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	20
	30 (2 Y 6 M)	75	Self-Monitoring	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	19
	30 (2 Y 6 M)	75	Initiating	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	20
	30 (2 Y 6 M)	75	Planning and organizing	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	22
	30 (2 Y 6 M)	75	Goal-directed persistence	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	18
16	30 (2 Y 6 M)	76	Working memory	Don't Select	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	19
	30 (2 Y 6 M)	76	Inhibitory Control	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	20
	30 (2 Y 6 M)	76	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	20
	30 (2 Y 6 M)	76	Focus/Attention	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	26
	30 (2 Y 6 M)	76	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	12
	30 (2 Y 6 M)	76	Self-Monitoring	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	20
	30 (2 Y 6 M)	76	Initiating	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	16
	30 (2 Y 6 M)	76	Planning and organizing	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	7
	30 (2 Y 6 M)	76	Goal-directed persistence	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	16

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
17	30 (2 Y6 M)	77	Working memory	Don't Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	22
	30 (2 Y6 M)	77	Inhibitory Control	Don't Select	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	14
	30 (2 Y6 M)	77	Shifting/Cognitive Flexibility	Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	16
	30 (2 Y6 M)	77	Focus/Attention	Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	21
	30 (2 Y6 M)	77	Emotional Control	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	20
	30 (2 Y6 M)	77	Self-Monitoring	Select	Select	Select	Select	Select	Select	Select	Select	Select	26
	30 (2 Y6 M)	77	Initiating	Select	Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	23
	30 (2 Y6 M)	77	Planning and organizing	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	16
	30 (2 Y6 M)	77	Goal-directed persistence	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	23
18	30 (2 Y6 M)	78	Working memory	Select	Select	Don't Select	Select	Select	Select	Select	Select	Select	24
	30 (2 Y6 M)	78	Inhibitory Control	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	22
	30 (2 Y6 M)	78	Shifting/Cognitive Flexibility	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	11
	30 (2 Y6 M)	78	Focus/Attention	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	19
	30 (2 Y6 M)	78	Emotional Control	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	22
	30 (2 Y6 M)	78	Self-Monitoring	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	16
	30 (2 Y6 M)	78	Initiating	Select	Select	Select	Select	Select	Don't Select	Select	Select	Select	25
	30 (2 Y6 M)	78	Planning and organizing	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	20
	30 (2 Y6 M)	78	Goal-directed persistence	Select	Don't Select	Select	Select	Select	Select	Select	Select	Select	29

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
19	37-41 (3 Y1 M - 3 Y5 M)	87	Working memory	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	21
	37-41 (3 Y1 M - 3 Y5 M)	87	Inhibitory Control	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	17
	37-41 (3 Y1 M - 3 Y5 M)	87	Shifting/Cognitive Flexibility	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	22
	37-41 (3 Y1 M - 3 Y5 M)	87	Focus/Attention	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	14
	37-41 (3 Y1 M - 3 Y5 M)	87	Emotional Control	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	Don't Select	14
	37-41 (3 Y1 M - 3 Y5 M)	87	Self-Monitoring	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	12
	37-41 (3 Y1 M - 3 Y5 M)	87	Initiating	Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	16
	37-41 (3 Y1 M - 3 Y5 M)	87	Planning and organizing	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	23
	37-41 (3 Y1 M - 3 Y5 M)	87	Goal-directed persistence	Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	26
20	37-41 (3 Y1 M - 3 Y5 M)	88	Working memory	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	22
	37-41 (3 Y1 M - 3 Y5 M)	88	Inhibitory Control	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	21
	37-41 (3 Y1 M - 3 Y5 M)	88	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	19
	37-41 (3 Y1 M - 3 Y5 M)	88	Focus/Attention	Don't Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	20
	37-41 (3 Y1 M - 3 Y5 M)	88	Emotional Control	Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	21
	37-41 (3 Y1 M - 3 Y5 M)	88	Self-Monitoring	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	19
	37-41 (3 Y1 M - 3 Y5 M)	88	Initiating	Select	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	21
	37-41 (3 Y1 M - 3 Y5 M)	88	Planning and organizing	Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	20
	37-41 (3 Y1 M - 3 Y5 M)	88	Goal-directed persistence	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	15

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers										Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30		
21	42 (3 Y6 M)	92	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	22	
	42 (3 Y6 M)	92	Inhibitory Control	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	Select	22	
	42 (3 Y6 M)	92	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	26	
	42 (3 Y6 M)	92	Focus/Attention	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	20	
	42 (3 Y6 M)	92	Emotional Control	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	22	
	42 (3 Y6 M)	92	Self-Monitoring	Select	Select	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	20	
	42 (3 Y6 M)	92	Initiating	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	21	
	42 (3 Y6 M)	92	Planning and organizing	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	25	
	42 (3 Y6 M)	92	Goal-directed persistence	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Don't Select	Select	20	
22	42 (3 Y6 M)	93	Working memory	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	19	
	42 (3 Y6 M)	93	Inhibitory Control	Don't Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	22	
	42 (3 Y6 M)	93	Shifting/Cognitive Flexibility	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	22	
	42 (3 Y6 M)	93	Focus/Attention	Don't Select	Select	Select	Select	Select	Select	Select	Select	Select	25	
	42 (3 Y6 M)	93	Emotional Control	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	13	
	42 (3 Y6 M)	93	Self-Monitoring	Don't Select	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	21	
	42 (3 Y6 M)	93	Initiating	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	21	
	42 (3 Y6 M)	93	Planning and organizing	Select	Select	Select	Don't Select	Select	Select	Select	Select	Don't Select	24	
	42 (3 Y6 M)	93	Goal-directed persistence	Select	Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	21	

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
23	42 (3 Y 6 M)	96	Working memory	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	21
	42 (3 Y 6 M)	96	Inhibitory Control	Select	Select	Select	Select	Select	Select	Select	Select	Select	24
	42 (3 Y 6 M)	96	Shifting/Cognitive Flexibility	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	21
	42 (3 Y 6 M)	96	Focus/Attention	Don't Select	Select	Select	Select	Select	Select	Select	Select	Don't Select	22
	42 (3 Y 6 M)	96	Emotional Control	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	16
	42 (3 Y 6 M)	96	Self-Monitoring	Don't Select	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	15
	42 (3 Y 6 M)	96	Initiating	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	16
	42 (3 Y 6 M)	96	Planning and organizing	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	20
	42 (3 Y 6 M)	96	Goal-directed persistence	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	22
24	42 (3 Y 6 M)	97	Working memory	Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	21
	42 (3 Y 6 M)	97	Inhibitory Control	Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	11
	42 (3 Y 6 M)	97	Shifting/Cognitive Flexibility	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	15
	42 (3 Y 6 M)	97	Focus/Attention	Select	Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	23
	42 (3 Y 6 M)	97	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	14
	42 (3 Y 6 M)	97	Self-Monitoring	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	16
	42 (3 Y 6 M)	97	Initiating	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	16
	42 (3 Y 6 M)	97	Planning and organizing	Select	Select	Don't Select	Select	Don't Select	Select	Select	Don't Select	Select	15
	42 (3 Y 6 M)	97	Goal-directed persistence	Don't Select	Select	Select	Select	Don't Select	Select	Select	Select	Select	16

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
25	42 (3 Y6 M)	98	Working memory	Don't Select	Select	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	21
	42 (3 Y6 M)	98	Inhibitory Control	Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	Select	29
	42 (3 Y6 M)	98	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	22
	42 (3 Y6 M)	98	Focus/Attention	Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	22
	42 (3 Y6 M)	98	Emotional Control	Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	Don't Select	16
	42 (3 Y6 M)	98	Self-Monitoring	Select	Don't Select	Select	Select	Select	Select	Select	Select	Don't Select	16
	42 (3 Y6 M)	98	Initiating	Select	Select	Select	Don't Select	Select	Select	Select	Select	Select	17
	42 (3 Y6 M)	98	Planning and organizing	Don't Select	Don't Select	Don't Select	Select	Select	Select	Select	Select	Select	19
	42 (3 Y6 M)	98	Goal-directed persistence	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	16
26	42 (3 Y6 M)	99	Working memory	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	Don't Select	15
	42 (3 Y6 M)	99	Inhibitory Control	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	13
	42 (3 Y6 M)	99	Shifting/Cognitive Flexibility	Don't Select	Select	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	16
	42 (3 Y6 M)	99	Focus/Attention	Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	15
	42 (3 Y6 M)	99	Emotional Control	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	Select	Select	Select	15
	42 (3 Y6 M)	99	Self-Monitoring	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	Don't Select	Select	16
	42 (3 Y6 M)	99	Initiating	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	Select	17
	42 (3 Y6 M)	99	Planning and organizing	Select	Don't Select	Don't Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	15
	42 (3 Y6 M)	99	Goal-directed persistence	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	17

No.	Age (Month)	DSPM No.	Executive Function	Opinion of experts and researchers									Summary
				Expert 22	Expert 23	Expert 24	Expert 25	Expert 26	Expert 27	Expert 28	Expert 29	Expert 30	
27	42 (3 Y6 M)	100	Working memory	Don't Select	Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	22
	42 (3 Y6 M)	100	Inhibitory Control	Select	Select	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	20
	42 (3 Y6 M)	100	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Don't Select	Don't Select	Select	Don't Select	19
	42 (3 Y6 M)	100	Focus/Attention	Don't Select	Don't Select	Don't Select	Select	Select	Select	Don't Select	Select	Select	22
	42 (3 Y6 M)	100	Emotional Control	Don't Select	Don't Select	Select	Select	Select	Select	Don't Select	Select	Select	20
	42 (3 Y6 M)	100	Self-Monitoring	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	Select	Don't Select	25
	42 (3 Y6 M)	100	Initiating	Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Select	Select	22
	42 (3 Y6 M)	100	Planning and organizing	Don't Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Don't Select	16
	42 (3 Y6 M)	100	Goal-directed persistence	Don't Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	23
28	55-60 (4 Y7 M - 5 Y)	115	Working memory	Don't Select	Don't Select	Select	Select	Don't Select	Select	Don't Select	Select	Select	20
	55-60 (4 Y7 M - 5 Y)	115	Inhibitory Control	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Select	Select	20
	55-60 (4 Y7 M - 5 Y)	115	Shifting/Cognitive Flexibility	Select	Select	Select	Select	Select	Select	Select	Select	Select	24
	55-60 (4 Y7 M - 5 Y)	115	Focus/Attention	Select	Don't Select	Select	Select	Don't Select	Don't Select	Select	Select	Select	20
	55-60 (4 Y7 M - 5 Y)	115	Emotional Control	Select	Select	Select	Don't Select	Select	Select	Don't Select	Select	Select	28
	55-60 (4 Y7 M - 5 Y)	115	Self-Monitoring	Select	Select	Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	Don't Select	16
	55-60 (4 Y7 M - 5 Y)	115	Initiating	Don't Select	Don't Select	Select	Don't Select	Select	Don't Select	Don't Select	Select	Don't Select	20
	55-60 (4 Y7 M - 5 Y)	115	Planning and organizing	Select	Select	Select	Select	Select	Select	Don't Select	Select	Select	26
	55-60 (4 Y7 M - 5 Y)	115	Goal-directed persistence	Don't Select	Select	Don't Select	Don't Select	Select	Select	Don't Select	Select	Select	22

Thesis Title	Knowledge Extraction of Thai Children Development Program Using Developmental Surveillance and Promotion and the Executive Functions
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ABSTRACT

The purpose of this research is to 1. Investigate the situation of Thai children in many professions, from using Developmental Surveillance and Promotion Manual (DSPM) and study Executive Function (Executive Function) 2. They are knowledge development creating instruments and indicators of Thai children's development and methods of delivering them by extracting knowledge from Developmental Surveillance and Promotion Manual (DSPM) and creating a measure of Executive Function (EF). This research is to develop knowledge by extracting knowledge from the Developmental Surveillance and Promotion Manual (DSPM) and Executive Function (EF). The researcher then presented the extracted knowledge to 30 experts to certify the effectiveness and quality of the data, consisting of: To ensure quality of Executive Function Indicator (EF), To ensure the quality of information extraction of Developmental Surveillance and Promotion Manual (DSPM) which partially help to develop Executive Function (EF). And ensure the quality of merged information of DSPM and Executive Function (EF).

In the presentation and assurance of the quality of data extraction, the opinions of the experts are quite similar. that the extracted knowledge has an acceptable and good quality effect, which can be further developed as a body of knowledge in the development of tools to identify and promote quality child development

Keywords: Developmental Surveillance and Promotion Manual (DSPM),
Executive Function

