

Language & Cognitive Control

In recent years, one of our research foci was on the question of how to modify the ability to regulate and coordinate behavior and to reduce age-related differences therein. In several research studies we have investigated the impact of external cueing (task cues or verbal self-instructions) on the efficiency of cognitive control functioning across the lifespan.

Selected publications:

Kray, J., & Ferdinand, N. K. (2013). How to improve cognitive control in childhood development: potentials and limits of cognitive interventions. *Child Development Perspectives*, 7, 121—125.

Kray, J., Eber, J., & Karbach, J. (2008). Verbal self-instructions in task switching: A compensatory tool for action-control deficits in childhood and old age? *Developmental Science*, 11, 223—236.

Kray, J., Eenshuistra, R. M., Kerstner, H., Weidema, M., & Hommel, B. (2006). Language and action control: The acquisition of action goals in early childhood. *Psychological Science*, 17, 737—741.