

The study investigated whether cool and hot executive functions would predict school attainment in language and arithmetic three years later. Participants were '50' first primary children and '52' third primary children who were followed for three years. To assess executive functions, a translated version of the BRIEF was used, and to assess performance in languages and arithmetic, the school final exams were used. It was found that shifting was the only ability which contributed independently to language performance in the fourth grade while cognitive regulation was the only ability which contributed significantly to achievement in sixth grade.