Executive function may be at-risk in children with cochlear implants.

Executive function may influence speech and language outcomes in children with cochlear implants.

Components of executive function have influences on quality of life in terms of attention, inhibition, planning, and organization.

Poor executive function is associated with many negative long-term outcomes including poor educational, social, safety, and behavioral-emotional outcomes.

Strategies to improve executive function in children with cochlear implants in terms of comprehension and conceptual learning include teaching and practicing categorization and word similarities.

Strategies to improve executive function in children with cochlear implants in terms of factual and working memory include repetition and rehearsal, consolidation and mnemonics, accessing episodic memory, reducing effects of verbal processing speed, and using concrete aids.

Strategies to improve executive function in children with cochlear implants in terms of attention and inhibition include supervising closely during completion of required tasks and giving tools for self-monitoring.

Strategies to improve executive function in children with cochlear implants in terms of processing speed include extra time and extra practice.

Strategies to improve executive function in children with cochlear implants in terms of sustained sequential processing include schedules, step-by-step plans, to-do lists, and developing a realistic sense of time.

Strategies to improve executive function in children with cochlear implants in terms of novel problem-solving include providing previews whenever possible, providing and practicing a strategy for dealing with new situations, and managing emotional responses.

Strategies to improve executive function in children with cochlear implants in terms of learning include parent/teacher monitoring and feedback, structure and predictability, limiting complexity, and keeping the emotional tone supportive.