
**Abstract.** This study investigated the role of executive function in relation to aggression in a sample of children (N = 93) aged 9 to 15 years. Based on parent ratings of aggression, the sample was divided into low- (n = 66) and high- (n = 27) aggression groups. Although the groups did not differ significantly on laboratory measures of executive function, significant differences emerged on behavioral regulation and metacognition ratings by parents. Notably, a high level of behavioral dysregulation was predictive of placement in the high-aggression group; both good metacognitive skills and behavior regulation served as significant predictors of prosocial and adaptive skills.