

**CURRICULUM VITAE**  
**MEGAN M. McCLELLAND**

**ADDRESS**

Human Development and Family Sciences  
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**EDUCATION**

Ph.D., Developmental Psychology, Loyola University Chicago, January 2002.  
M.A., Developmental Psychology, Loyola University Chicago, May 1998.  
B.A., Psychology and Social Behavior, University of California, Irvine, June 1994, *Cum Laude*.

**PROFESSIONAL EXPERIENCE**

July 2018-present     *Hallie E. Ford Center for Healthy Children & Families Endowed  
Director, Oregon State University*

Fall 2014-present     *Professor, Human Development and Family Sciences (HDFS), Oregon  
State University.*

Fall 2013-present     *Katherine E. Smith Healthy Children and Families Professor*

Fall 2020-2021         *Co-Director, HDFS Graduate Program, Oregon State University*

Fall 2014-2019         *Adjunct Professor, University of Stavanger, Norway.*

Fall 2007–2018         *Director, Early Childhood Research Core, Hallie E. Ford Center for  
Healthy Children and Families, Oregon State University.*

Fall 2009–2015         *Graduate Program Coordinator, Human Development and Family  
Sciences, Oregon State University.*

Fall 2007–2014         *Associate Professor, Human Development and Family Sciences, Oregon  
State University, Corvallis, Oregon.*

Fall 2001-2007         *Assistant Professor, Human Development and Family Sciences, Oregon  
State University, Corvallis, Oregon.*

**RESEARCH INTERESTS**

My research is broadly focused on optimizing children's development, especially as it relates to social and cognitive development and school success. In general, I am interested in the importance of children's self-regulation, executive function, and social competence for success in preschool, elementary school, and throughout the lifespan. My recent research has focused on developing measures of self-regulation and interventions to promote school readiness.

**PROFESSIONAL AFFILIATIONS**

Society for Research in Child Development (SRCD)  
American Psychological Association: Developmental Psychology (Division 7)  
National Association for the Education of Young Children (NAEYC)

**RELEVANT PROFESSIONAL ACTIVITIES**

2020-present     Advisor, PBS KIDS, Ready to Learn grant, U.S. Department of Education  
2013-present     Scientific Advisory Board Member, Bezos Family Foundation, Seattle, WA

- 2021-2024 Oregon Dept of Education, Technical Advisory Committee, K-12 Assessments
- 2021-2023 Co-Mentor, NIH Diversity Supplement Grant, A. Merculief, Oregon State University
- 2020-2022 U.S. Department of Education, What Works Clearinghouse Practice Guide on *Preparing Young Children for School*, Expert Panel
- 2019-2020 Early Childhood Longitudinal Study: Kindergarten class of 2023 (ECLS-K: 2023), Technical Review Panel
- 2010-2022 External Reviewer for grant proposals – NIH (K Award, P01 Award), Chile, Hong Kong, New Zealand, Canada
- 2019 U.S. Department of Education, Institute for Education Sciences Review Panel
- 2017-2019 Mentor, NIH Loan Repayment Grant, S. Logan, Oregon State University
- 2015-2019 State of Oregon Early Learning Work Group
- 2013-2018 Oregon Kindergarten Assessment Advisory Committee, OR Dept. of Education
- 2009–2018 Principal Member, U.S. Department of Education, Institute for Education Sciences Review Panel
- 2014-2016 U.S. Department of Education, Technical Work Group on Case Studies of the Implementation and Use of Kindergarten Entry Assessments
- 2009-2013 Early Childhood Longitudinal Study: Kindergarten class of 2010-11 (ECLS-K: 2011), Content Review Panel for Executive Function Measures, Technical Review Panel
- 2013-2015 Advisory Board, KidCO Head Start, Lebanon, OR
- 2015-2018 Co-Editor: *Research in Human Development*
- 2008–2013 Associate Editor: *Early Education and Development*.
- 2005–present Consulting Editor: *Early Childhood Research Quarterly*.

### **College and School Service**

- 2023-present Chair, School of HDFS Promotion & Tenure Committee
- 2023 Member, Promotion & Tenure Task Force, College of Health
- 2018-2021, 2014-15, Chair (2020-21) Co-Chair (2019-20) College of Public Health & Human Sciences Promotion and Tenure Committee, Oregon State University
- 2015-2017 School of Social & Behavioral Health Sciences Promotion and Tenure Committee, Oregon State University

### **University Service**

- 2024 Panel member, OSU Research Advancement Academy on building transdisciplinary research teams.
- 2013-2014 Chair, Undergraduate Research, Innovation, Scholarship and Creativity Advisory Panel, Oregon State University.
- 2006-2014 Member, Undergraduate Research, Innovation, Scholarship and Creativity Advisory Panel. Oregon State University.

### **GRANT SUPPORT (nearly \$49 million total)**

**McClelland, M., Hatfield, B., Tominey, S., Pratt, M., & Lipscomb, S. T.** (2023-2025). *Capacity Building Center: Competency-based Training and Technical Assistance for the Early Learning Workforce*. Oregon Department of Early Learning and Care. **PIs: McClelland, Hatfield** (\$9,043,696).

- McClelland, M. M.**, Shinderman, J., de Lange, C., Pahnke, J., & (2022-2024). *Bunny to Bunny Book 1*. Panda Charitable Family Foundation. **PI: McClelland** (\$200,000).
- Hatfield, B., **McClelland, M. M.**, Massey, W., & Logan, S. (2022-2024). *Improving Inclusion Efforts in Early Childhood Education in Oregon*. Oregon Department of Education. **PIs: Hatfield, McClelland** (\$4,200,000).
- McClelland, M. M.**, Tominey, S. L., Geldhof, G. J., Schmitt, S. A., Hatfield, B., Li, T., & Mashburn, A. (2021–2026). *Red Light, Purple Light! Evaluating a Self-Regulation Intervention for Children in Early Learning Settings*. U.S. Department of Education, Institute for Education Sciences. **PI: McClelland**. (\$3,800,000).
- McClelland, M. M.**, Hatfield, B., Pratt, M., Tominey, S. L. & Lipscomb S. (2021-2023). *Capacity Building Center: Competency-based Training and Technical Assistance for the Early Learning Workforce*. Oregon Early Learning Division. **PIs: McClelland, Hatfield, Pratt, Tominey** (\$14,428,100).
- Kile, M., **McClelland, M. M.**, Myers, A., Hystad, P., Irvin, V., MacDonald, M. (2021-2026). *Advancing Science, Practice, Programming and Policy in Research Translation for Children's Environment Health (Aspire)*. National Institutes of Health Center Grant. **PIs: Kile, McClelland**. (\$3,665,495)
- McClelland, M. M.**, Hatfield, B., Pratt, M., Tominey, S. L. & Lipscomb S. (2021). *Capacity Building Center: Competency-based Training and Technical Assistance for the Early Learning Workforce*. Oregon Early Learning Division. **PI: McClelland**. (\$440,374).
- McClelland, M. M.**, de Lange, C., Pahnke, J., & Shinderman, J. (2021-2022). *Bunny to Bunny Book 1*. Jacobs Foundation. **PIs: McClelland, de Lange, Pahnke, & Shinderman**. (CHF 30,000).
- Cameron, C., **McClelland, M. M.** & Kwan, T. (2021-2022). *HTKS-Kids: A feasibility study to gamify the Head-Toes-Knees-Shoulders behavioral self-regulation research assessment*, Gates Foundation. **PIs: Cameron, McClelland**. (\$37,305 OSU Subaward)
- Kile, M. Lipscomb, S., MacDonald, M., **McClelland, M. M.**, Anderson, K., & Geldhof, G. J. (2019-2024). *Children's flame retardant exposures measured by passive wristbands: Sex specific associations, social adversity, and socio-cognitive development*. National Institutes of Health. **PIs: Kile, Lipscomb**. (\$2,952,035).
- Lipscomb, S., Kile, M., **McClelland, M. M.**, (2021-2024). *Examining Flame Retardant Exposure, Neurocognitive Effects, and Resilience Factors in Children from Underserved Racial/Ethnic Backgrounds in Preschool*. **PI: Lipscomb**. (\$135,958), Student Mentee: Alexis Mercurief.
- McClelland, M. M.**, Tominey, S. L., & Shinderman, J. (2020-2022). *Red Light, Purple Light! An evidence-based games intervention to promote executive function in young children*. Oregon State University Venture Development Fund. **PI: McClelland** (\$44,327).
- Størksen, I. et al. (2018-2023). *Filiorum: Innovation for Qualities in Diverse Early Childhood Education Centers*. Norwegian Research Council (\$2,992,000). **McClelland: International Collaborator**.
- McClelland, M. M.**, Cameron, C., Bowles, R., & Geldhof, G. (2015–2022). *Developing a measure of self-regulation for at-risk children*. U.S. Department of Education, Institute for Education Sciences. **PI: McClelland**. (\$1,600,000).

- McClelland, M. M.,** Tominey, S. L., Schmitt, S. A., Hatfield, B., & Purpura, D. (2015–2021). *Red Light, Purple Light! Developing a self-regulation intervention for low-income children.* U.S. Department of Education, Institute for Education Sciences. **PI: McClelland.** (\$1,500,000).
- McClelland, M. M.,** & Tominey, S. L. (2017–2018). *Developing an App to Promote Executive Function and Academic Achievement in Young Children.* **PI: McClelland.** Bezos Family Foundation. (\$150,000).
- McClelland, M. M.,** Tominey, S. L., & Schmitt, S. A. (2015–2017). *Using technology to promote executive function in young children.* **PI: McClelland.** Bezos Family Foundation. (\$100,000).
- McClelland, M. M.,** Schmitt, S. A. (2015-2017). *Evaluation of a Mind in the Making-based intervention targeting 4-year-old children.* **PI: McClelland.** Families and Work Institute/Kellogg Foundation. (\$67,019)
- McClelland, M. M.,** Acock, A. C., Ponitz, C. C., & Bowles, R. (2010–2016). *Touch your Toes! Developing a new measure of behavioral regulation.* Department of Education, Institute for Education Sciences. **PI: McClelland.** (\$1,600,000).
- McClelland, M. M.,** Mashburn, A., & Pears, K. (2014-2016). *The Oregon School Readiness Research Consortium.* Ford Family Foundation, Oregon (\$10,000).
- Rege, M. & Størksen, I. (2014-2020). *Leveling the playing field: An intervention to promote school readiness and human potential for Norwegian children.* Norwegian Research Council (\$4,837,491). **McClelland: International Collaborator.**
- McClelland, M. M.** (2012-2013). *Evaluating a self-regulation intervention.* Ford Family Foundation, Oregon (\$35,546).
- Kile, M. Lipscomb, S., MacDonald, M., **McClelland, M. M.,** Anderson, K., & Zhang, B. (2012-2013). Flame retardants and home environment on children's school readiness. Hallie E. Ford Center for Healthy Children and Families, Oregon State University, (\$7,000).
- Kile, M. Lipscomb, S., MacDonald, M., **McClelland, M. M.,** Anderson, K., & Zhang, B. (2012-2013). Flame retardants and home environment on children's school readiness. Environmental Health Sciences Center, Oregon State University, (\$25,000).
- McClelland, M. M.** (2012). *Kindergarten Readiness Assessment.* Department of Administrative Services, State of Oregon (\$22,471).
- McClelland, M. M.** (2011-2012). *Strengthening school readiness for at-risk children.* Ford Family Foundation, Oregon (\$10,000).
- McClelland, M. M.** (2010–2011). *Strengthening school readiness for at-risk children.* College of Health and Human Sciences, Oregon State University, (\$15,000).
- McClelland, M. M.** (2007–2009). *Improving school readiness in young children.* College of Health and Human Sciences, Oregon State University, (\$12,000).
- McClelland, M. M.** (2005–2006). *The kindergarten readiness study.* Oregon State University Research Office, (\$10,000).
- McClelland, M. M.** (2004–2005). *The emergence of learning-related skills.* College of Health and Human Sciences, Oregon State University, (\$14,019).

**PUBLICATIONS** (over 100 publications; *authors in italics are current or former students*)

1. Størksen, I., Lenes, R., ten Braak, D., **McClelland, M.**, & Golinkoff, R. M. (2024). Quality in Norwegian early childhood education and care: Progress, persistent challenges, and recommendations for the future. *Early Childhood Education Journal*.  
<https://doi.org/10.1007/s10643-024-01770-1>
2. Cameron, C., **McClelland, M. M.**, Grammer, J. & Morrison, F. J. (2024). Self-regulation and academic achievement. In M. Posner (Series Ed.) & M. Bell (Vol. Eds.), *Development at the intersection of emotion and cognition* (2<sup>nd</sup> edition). Washington, D.C.: American Psychological Association. <https://www.apa.org/pubs/books/child-development-intersection-emotion-cognition-second-edition>
3. *Diaz, G.* & **McClelland, M. M.** (2024). Dual Language Learners: Influence of parent education & mobility on school readiness. *Applied Developmental Psychology*.  
<https://doi.org/10.1016/j.appdev.2023.101605>
4. Cameron, C. E., **McClelland, M. M.**, Kwan, T., Starke, K., Lewis-Jones, T. (2024). HTKS-Kids: A Tablet-Based Measure of Self-Regulation to Equitably Assess Preschoolers' School Readiness. *Frontiers in Psychology, Educational Psychology*.  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1202239/full>
5. *Sung, M-C.*, **McClelland, M. M.**, Massey, W., Logan, S. W., MacDonald, M. (2024). Association between Motor Skills and Executive Function of Children with Autism Spectrum Disorder in Taiwan and the United States. *Frontiers in Public Health, section Children and Health*. <https://www.frontiersin.org/articles/10.3389/fpubh.2023.1292695/full>
6. *Merculief, A.*, Lipscomb, S., **McClelland, M. M.**, Geldhof, G. J., Tsethlikai, M. (2023). Nurturing resilience in AI/AN preschool children: The role of cultural socialization, executive function, and neighborhood risk. *Frontiers in Psychology, Developmental Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1279336/abstract>
7. *Ahmadi, A.*, Chuang, S. S., **McClelland, M. M.**, Gonzales, C. R., Beh-Pajoo, A. (2023). Executive functioning and early math skills in young children at risk for mathematical difficulties: Evaluation of interventions efficacy and transfer effects. *Early Education and Development*. <https://www.tandfonline.com/doi/full/10.1080/10409289.2023.2298166>
8. *Fernandes, V. R., Becker, D. R.,* **McClelland, M. M.**, & *Deslandes, A. C.*, & (2023). Head-Toes-Knees-Shoulders task and EF in two samples of adolescents in Brazil and United States. *Frontiers in Psychology*, <https://doi.org/10.3389/fpsyg.2023.1149053>
9. *Kenny, S., Cameron, C. E., Tua Karing, J., Ahmadi, A., Braithwaite, P. N.,* **McClelland, M. M.** (2023). A meta-analysis of the validity of the Head-Toes-Knees-Shoulders task in predicting young children's academic performance. *Frontiers in Psychology, Educational Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1124235/full>
10. *Thompson, P., Tomayko, E., Gunter, K., Schuna, J.,* **McClelland, M. M.** (2023). Impacts of the four-day school week on early elementary achievement. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2022.12.009>
11. **McClelland, M. M.**, *Ahmadi, A., & Wanless, S. B.* (2023). Self-regulation. In *Reference Module in Neuroscience and Biobehavioral Psychology*. 176-184.  
<https://doi.org/10.1016/B978-0-323-91497-0.00042-4>

12. Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., **McClelland, M. M.**, Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., & Rosen, E. (2022). *Preparing Young Children for School* (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.
13. Miller, A.L., Palmer, K.K., Wang, L, Riley, H.O., Wang, C, **McClelland, M.M.**, & Robinson, L.E. (2022). Mastery-Oriented Motor Competence Intervention Improves Behavioral but not Cognitive Self-Regulation in Head Start Preschoolers: Randomized Controlled Trial Results. *Scandinavian Journal of Medicine and Science in Sports*. <https://onlinelibrary.wiley.com/doi/full/10.1111/sms.14294>  
\*Paper of the Year Award, *Scandinavian Journal of Medicine and Science in Sports*.
14. Tominey, S., L., Olsen, S. G., & **McClelland, M. M.** (2022). Supporting the Development of Emotion Regulation in Young Children: Role of the Parent–Child Attachment Relationship. In Nolan, M., & Gore, S. (Eds.) *Contemporary Issues in Perinatal Education: Knowledge into Practice (1st ed.)*. Routledge. <https://doi.org/10.4324/9781003223771>
15. Finders, J. K., Geldhof, G. J., Dahlgren, J. A., Olsen, S. G., & **McClelland, M. M.** (2022). Revisiting Age- and Schooling-Related Growth in School Readiness Skills: A Multimethod Validation Study. *Developmental Psychology*. <http://dx.doi.org/10.1037/dev0001402>
16. Lenes, R., Størksen, I., **McClelland, M. M.**, & Idsøe, T. (2022). The role of mother’s education and child gender for children’s vocabulary and math skills in the transition from Early Childhood Education and Care to first grade in Norway. *European Early Childhood Education Research Journal*, 1-20. <https://doi.org/10.1080/1350293X.2022.2055101>
17. Caughy, M. O., Brinkley, D. Y., Pacheco, D., Rojas, R., Miao, A., Contreras, M. M., Tresch Owen, M., Easterbrooks, M. A., & **McClelland, M. M.** (2022). Self-regulation development among young Spanish-English dual language learners. *Early Childhood Research Quarterly*, 60, 226-236. <https://doi.org/10.1016/j.ecresq.2022.02.004>
18. Castelo, R. J., Meuwissen, A. S., Distefano, R., **McClelland, M. M.**, Galinsky, E., Zelazo, P. D., & Carlson, S. M. (2022). Parent provision of choice is a key component of autonomy support in predicting child executive function skills. *Frontiers in Psychology*, 12. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.773492/full>
19. Gonzales, C. R., Mercurief, A., **McClelland, M. M.**, Ghetti, S. (2022). The Development of Uncertainty Monitoring During Kindergarten: Change, and Longitudinal Relations with Executive Function and Vocabulary in Children from Low-Income Backgrounds. *Child Development*, 93, 524–539. <https://doi.org/10.1111/cdev.13714>
20. Rege, M., Størksen, I, Solli, F., Kalil, A., **McClelland, M. M.**, ten Braak, D., Lenes, R., Lunde S., Breive, S., Carlsen, M. Erfjord, I., Hundeland, P. S. (2021). The Effects of a Structured Curriculum on Preschool Effectiveness: A Field Experiment. *Journal of Human Resources*. <https://doi.org/10.3368/jhr.0220-10749R3>
21. Schmitt, S. A., Geldhof, G. J., Purpura, D. J., Duncan, R. J., & **McClelland, M. M.** (2021, 11/30). Commentary on Ellis et al. (2021). *Journal of Numerical Cognition*, 7(3), 476-478. <https://doi.org/10.5964/jnc.7341>

22. Li, T., **McClelland, M. M.**, Tominey, S. L. & Tracy, A. (2021). Cost-Effectiveness Analyses on Various Models of The Red Light, Purple Light Self-Regulation Intervention for Young Children. *Frontiers in Psychology: Developmental Psychology*. <https://doi.org/10.3389/fpsyg.2021.711578>
23. **McClelland, M. M.**, Gonzales, C. R., Cameron, C. E., Geldhof, G. J., Bowles, R., Nancarrow, A. F., Mercurief, & Tracy, A. (2021). The Head-Toes-Knees-Shoulders Revised (HTKS-R): Links to academic outcomes and measures of EF in young children. *Frontiers in Psychology: Developmental Psychology*. Special issue: *Reconciling Executive Function and Self-Regulation*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.721846/abstract>
24. Gonzales, C. R., Bowles, R., Geldhof, G. J., Cameron, C. E., Tracy, A., & **McClelland, M. M.** (2021, 2021/07/01/). The Head-Toes-Knees-Shoulders Revised (HTKS-R): Development and psychometric properties of a revision to reduce floor effects. *Early Childhood Research Quarterly*, 56, 320-332. <https://doi.org/https://doi.org/10.1016/j.ecresq.2021.03.008>
25. Tua-Karing, J., Tracy, A., Gonzales, C., Nancarrow, A., Tomayko, E., Tominey, S., Escobar, H., & **McClelland, M. M.** (2021). Breastfeeding, early self-regulation, and academic achievement in kindergarten among disadvantaged children. *Maternal and Child Health*. <https://doi.org/10.1007/s10995-021-03193-5>.
26. Patwardhan, I., Nelson, T. D., **McClelland, M. M.**, Mason, W. A. (2021). Childhood cognitive flexibility and externalizing and internalizing behavior problems: Examination of prospective bidirectional associations. *Research on Child and Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-020-00757-x>
27. Finders, J. K., **McClelland, M. M.**, Geldhof, G. J., Rothwell, D. W., & Hatfield, B. E. (2021). Explaining achievement gaps in kindergarten and third grade: The role of self-regulation and executive function skills. *Early Childhood Research Quarterly*, 54, 72-85. <https://doi.org/10.1016/j.ecresq.2020.07.008>
28. Lenes, R., Gonzales, C. R., Størksen I., & **McClelland, M. M.** (2020). Children's self-regulation in Norway and the United States: The role of mother's education and child gender across cultural contexts. *Frontiers in Psychology*, 11(2563). doi:10.3389/fpsyg.2020.566208 <https://www.frontiersin.org/article/10.3389/fpsyg.2020.566208>
29. Lenes, R., **McClelland, M. M.**, ten Braak, D., Idsøe, T., & Størksen, I. (2020). Direct and indirect pathways from children's early self-regulation to academic achievement in fifth grade in Norway. *Early Childhood Research Quarterly*, 53, 612-624. <https://doi.org/10.1016/j.ecresq.2020.07.005>
30. Zakszeski, B. N., Hojnoski, R. L., Dever, B. V., DuPaul, G. J., & **McClelland, M. M.** (2020). Early elementary trajectories of classroom behavior self-regulation: Prediction by student characteristics and malleable contextual factors. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1717373>
31. **McClelland, M. M.**, Tominey, S. L., Schmitt, S. A., Hatfield, B. E., Purpura, D. J., Gonzales, C. R., & Tracy, A.N. (2019). Red Light, Purple Light! Results of an intervention to promote school readiness for children from low-income backgrounds. *Frontiers in Psychology*, 10, 2365. <https://doi.org/10.3389/fpsyg.2019.02365>

32. *ten Braak, D., Størksen, I., Idsoe T. & McClelland, M. M.* (2019). Bidirectionality in self-regulation and academic skills in play-based early childhood education. *Journal of Applied Developmental Psychology*, 65. <https://doi.org/10.1016/j.appdev.2019.101064>
33. **McClelland, M. M.,** & Cameron, C. E. & *Dahlgren, J.* (2019). The development of self-regulation in young children. In D. Whitebread et al., (Eds.), *The SAGE Handbook of Developmental Psychology & Early Childhood Education*. (pp. 471-486). SAGE Publications. <http://dx.doi.org/10.4135/9781526470393>
34. **McClelland, M. M.** & Cameron, C. E. (2019). Developing together: The role of executive function and motor skills in children's early academic lives. *Early Childhood Research Quarterly*, 46, 142-151. <https://doi.org/10.1016/j.ecresq.2018.03.014>
35. Cameron, C. E., Kim, H., *Duncan, R., Becker, D., & McClelland, M. M.* (2019). Bidirectional and co-developing associations of cognitive and academic skills during kindergarten. *Journal of Applied Developmental Psychology*, 62, 135-144. <https://doi.org/10.1016/j.appdev.2019.02.004>
36. Rege, M., Størksen, I., Solli, I. F., Kalil, A., **McClelland, M. M.,** ten Braak, D., et al., (2019). Promoting Child Development in a Universal Preschool System: A Field Experiment. *CESifo Working Paper No. 7775*. <https://ssrn.com/abstract=3434830>
37. Whitebread, D., Grau, V., Kumpulainen, K., **McClelland, M. M,** Perry, N. & Pino-Pasternak, D. (2019). *The SAGE handbook of developmental psychology and early childhood education*, London: SAGE Publications. <http://dx.doi.org/10.4135/9781526470393>
38. *Diaz, G., & McClelland, M. M.* (2018). Latino families and schools: Identifying challenges and highlighting strengths to support children's early learning. In S. Sonnenschein & B. Sawyer (Eds). *Academic Socialization of Young Black and Latino Children*. New York: Springer.
39. *Becker, D. R., McClelland, M. M.,* Geldhof, J. G., Gunter, K., & MacDonald, M. (2018). Open-skilled sport, sport intensity, executive function, and academic achievement in grade school children. *Early Education and Development*, 29, 939-955. <https://doi.org/10.1080/10409289.2018.1479079>
40. Distefano, R., Galinsky, E., **McClelland, M. M.,** Zelazo, P. D. & Carlson, S. M. (2018). Autonomy-supportive parenting and associations with child and parent executive function. *Applied Developmental Psychology*, 58, 77-85. <https://doi.org/10.1016/j.appdev.2018.04.007>
41. *Cerino, E. S.,* Hooker, K., Stawski, R. S., & **McClelland, M. M.** (2018). Adapting the Head-Toes-Knees-Shoulders task to older adults: A psychometric evaluation of a measure of processing speed, attention, and inhibitory control. *The Gerontologist*. <https://doi.org/10.1093/geront/gny028>
42. *Duncan, R. J., Schmitt, S. A.,* Burke, M., & **McClelland, M. M.** (2018). Combining a kindergarten readiness summer program with a self-regulation intervention improves school readiness. *Early Childhood Research Quarterly*, 42, 291-300. doi: <https://doi.org/10.1016/j.ecresq.2017.10.012>
43. **McClelland, M.,** Geldhof, J., Morrison, F., Gestsdóttir, S., Cameron, C., Bowers, E., Duckworth, A., Little, T., & Grammer, J. (2018). Self-Regulation. In N. Halfon, C. B. Forrest, R. M. Lerner, & E. M. Faustman (Eds.), *Handbook of life course health*



- development*. New York: Springer Open. [https://link.springer.com/chapter/10.1007/978-3-319-47143-3\\_12](https://link.springer.com/chapter/10.1007/978-3-319-47143-3_12)
44. Settersten, R. A., Jr. & McClelland, M. M. (2018). Being human in hard times. *Research in Human Development, 15*, 182-186. doi: <https://doi.org/10.1080/15427609.2018.1513123>
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95. Cameron Ponitz, C., **McClelland, M. M.**, Matthews, J. S., & Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology, 45*, 605–619.
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100. **McClelland, M. M.**, & Gray, L. A. (2007). The evaluation of three teaching strategies for a large undergraduate course in human development and family studies. *Journal of Teaching in Marriage and Family, 6*, 306–329.
101. MacTavish, K., **McClelland, M. M.**, Gray, L. A., Bowman, S., Burgy, L., & Moran, P. (2006). Community-linked teaching strategies: Promoting experiential learning in human services. *Human Services Education, 26*, 99–111.
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104. **McClelland, M. M.**, & Scalzo, C. (2006). Social skills deficits. In M. Hersen (Ed.), *Clinician's handbook of child behavioral assessment* (pp. 313–335). San Diego, CA: Elsevier.
105. **McClelland, M. M.**, Kessenich, M., & Morrison, F. J. (2003). Pathways to early literacy: The complex interplay of child, family, and sociocultural factors. *Advances in Child Development and Behavior, 31*, 411–447.

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107. **McClelland, M. M.**, Morrison, F. J., & Holmes, D. L. (2000). Children at-risk for early academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly*, 15, 307–329.

**Publications Under Review or In Preparation** (*authors in italics are current or former students*)

- Korucu, I. Duncan, R. J., Kenny, S. A., Gonzales, C. R., Ahmadi, A. Karing, J. T, **McClelland, M. M.** (2024). *The Head-Toes-Knees-Shoulders Task as a Screening Tool for Kindergarten-Level Achievement*. Manuscript under review.
- Preston, M., **McClelland, M.M.**, Craig, J., Herbst, E., Michnick Golinkoff., R. (2024). *Cognitively Engaging Physical Activity has an Immediate Impact on Preschool Children's Executive Function*. Manuscript under review.
- Sung, M-C., Massey, W., Logan, S., **McClelland, M.M.**, MacDonald, M. (2024). *Cross-cultural Comparison of Motor Skill and Executive Function in Autistic Children from Taiwan and the United States*. Manuscript under review.
- Konishi, H., Bowles, R., Skibbe, L., Montroy, J., Cameron, C. E., **McClelland, M. M.** (2024). *Preschool Peers' Executive Function Relates to Children's Executive Function and Academic Outcomes*. Manuscript under review.
- Mercurief, A., McClelland, M. M., Gonzales, C., Stawski, R., & Hatfield, B. (2024). Relations between second language proficiency and executive function in dual language learners. Manuscript in preparation.*

**Other Relevant Publications**

- McClelland, M. M.** (2011-2023). *Head-toes-knees-shoulders (HTKS) training video*. Corvallis, OR: Oregon State University.
- Tracy, A., Lewis, K. & **McClelland, M. M.** (2016-2023). *Head-toes-knees-shoulders (HTKS) training website*. Corvallis, OR: Oregon State University.

**PUBLISHED ABSTRACTS**

- Tepfer, A., Lipscomb, S., Kile, M., **McClelland, M.** & MacDonald, M. (2015). Motor skills and early academic achievement. *Research quarterly in exercise and sport*. 86(Suppl 2). A103-A104.

**SELECTED MEDIA EXPOSURE**

- 2023 Moving With Kids: How to Help Your Children Adjust to a New School  
<https://www.architecturaldigest.com/reviews/moving/helping-your-kid-adjust-to-a-new-school>. *Architectural Digest*
- 2023 How Can We Make This School Year the Most Playful in History?  
<https://earlylearningnation.com/2023/09/how-can-we-make-this-school-year-the-most-playful-in-history/>. *Early Learning Nation*.
- 2023 ELSI: Oregon's Higher Education Partner for Early Education.  
<https://earlylearningnation.com/2023/01/elsi-oregons-higher-education-partner-for-early-education/>. *Early Learning Nation*.

- 2023 Best States to Raise a Family. <https://wallethub.com/edu/best-states-to-raise-a-family/31065>. *Wallet Hub*.
- 2022 A New Year of Reflection, Impact and Equity <https://earlylearningnation.com/2022/12/a-new-year-of-reflection-impact-and-equity/>, *Early Learning Nation*
- 2020 Interview on promoting self-regulation in a time of COVID. <https://www.kqed.org/mindshift/56320/how-to-stay-physically-but-not-emotionally-distant-with-kindergarten-and-pre-k-students>
- 2020 Interview on promoting cognitive development during the summer. <https://earlylearningnation.com/2020/06/slowing-the-summerslide/>
- 2019 Interview on self-regulation and school readiness for *Early Learning Nation*, <https://youtu.be/KrGe4H1MQ94>
- 2018 Interview on brain development and early childhood with *KOBI-TV*, Medford, Oregon <https://kobi5.com/features/five-5-dr-megan-mcclelland-hallie-e-ford-center-70478/>
- 2016 The Science of a Strong Start, *The Huffington Post* [https://www.huffingtonpost.com/ellen-galinsky/the-science-of-a-strong-s\\_b\\_8099452.html](https://www.huffingtonpost.com/ellen-galinsky/the-science-of-a-strong-s_b_8099452.html)
- 2015 Preschool kids can have fun building the crucial life skill of self-regulation, research shows, *The Oregonian* [http://www.oregonlive.com/kiddo/index.ssf/2015/01/preschool\\_kids\\_can\\_have\\_fun\\_bu.html](http://www.oregonlive.com/kiddo/index.ssf/2015/01/preschool_kids_can_have_fun_bu.html)
- 2013 Preschool Game Predicts Academic Success, *Education Week* [http://blogs.edweek.org/edweek/early\\_years/2013/10/schoolyard\\_games\\_predict\\_academic\\_success\\_researcher\\_says.html](http://blogs.edweek.org/edweek/early_years/2013/10/schoolyard_games_predict_academic_success_researcher_says.html)
- 2012 Simon Says Don't Use Flashcards, *NY Times* <http://well.blogs.nytimes.com/2012/08/23/simon-says-dont-use-flashcards/>
- 2012 How "Red Light, Green Light" Leads to Better Learners, *The Wall Street Journal* <http://blogs.wsj.com/juggle/2012/08/27/how-red-light-green-light-can-lead-to-a-college-degree/>

## HONORS AND AWARDS

- 2024 Mercator Fellow, University of Potsdam, Germany
- 2022 Nominee, Breaking Barriers in Research Award, President's Commission on the Status of Women, Oregon State University.
- 2018-2020 Learning Sciences Exchange Fellow, Jacobs Foundation, New America, International Congress of Infant Studies (ICIS)
- 2017 Faculty Excellence Award, College of Public Health & Human Sciences
- 2015 Undergraduate Research Mentoring Award, Oregon State University.
- 2008 Faculty Teaching Excellence Award, Oregon State University.
- 2007 Excellence in Teaching and Mentoring Award, College of Health and Human Sciences, Oregon State University.
- 2007, 2005, 2002 L. L. Stewart Teaching Award, Oregon State University.
- 2006, Fall Visiting Fellowship, Democratic People's Union, Taiwan.
- 2006 International Travel Award, American Psychological Association.
- 2006 Nominee, Excellence in Graduate Mentoring Award, Oregon State University.
- 2006 Nominee, Excellence in Teaching and Mentoring Award, College of Health and Human Sciences, Oregon State University.
- 2006, Winter Professor of the Week Award, Kappa Delta Sorority.
- 2006 Co-Recipient, National Organization of Human Services Research Award.
- 2005, 2003 Faculty Release Time Award, Research Office, Oregon State University.

- 2001 Participant, National Science Foundation Research Mentoring Program in Human Sciences, Arizona State University.
- 2000–2001 Schmidt Dissertation Fellowship, Loyola University Chicago.
- 1999–2000 Teaching Fellowship, Loyola University, Chicago.
- 1994 Phi Beta Kappa Honor Society, University of California, Irvine.

### INVITED PRESENTATIONS

- McClelland, M. M.** (2024, July 17). *The Importance of Self-Regulation for Children's Development and Success*. Stiftung Kinder forschen, Berlin, Germany.
- McClelland, M. M.** (2024, July 25). *The Importance of Self-Regulation for Positive Development*. University of Potsdam, Germany.
- MacDonald, M. & **McClelland, M. M.** (2024, May 8). *The Co-Development of Motor Skills and Executive Function in Children with Autism*. Autism Research Institute.
- McClelland, M. M.** (2024, April 4). *The Importance of Self-Regulation for Children's Development and Success*, Florida International University, Department of Psychology.
- McClelland, M. M.** (2024, February 22). *The Importance of Self-Regulation in Early Childhood*. Child Development Lab Celebration, Oklahoma State University.
- McClelland, M. M.** & Kile, M. (2023, June 5). *The ASPIRE Center: Accelerating Research Translation for Children's Environmental Health in Oregon*. New York University Children's Environmental Health Research Translation (CEHRT) seminar. Virtual presentation.
- McClelland, M. M.** (2023, February). *Promoting Self-Regulation in Young Children*. Centre for Educational Neuroscience, University College London.
- McClelland, M. M.** (2022, September). *Promoting Executive Function Skills in Young Children Through Classroom Interventions*. Keynote Presentation. Special Interest Group 15 of the European Association for Research on Learning and Instruction (EARLI), Ghent, Belgium.
- McClelland, M. M.** (2022, September). *Hallie E. Ford Center for Healthy Children & Families Programs*. University of Stavanger, Stavanger, Norway.
- McClelland, M. M.** (2022, March). *Promoting Self-Regulation in Young Children*. Samaritan Early Learning Center, Lincoln City, Oregon.
- McClelland, M. M.** (2021, October). *Promoting Executive Function Skills in Young Children*. Kayambu 360 Virtual Symposium.
- McClelland, M. M.**, MacDonald, M. & Tominey, S. L. (2021, April). *Back to School: Expectations, Transitions and Challenges*. Public Health Insider, College of Public Health & Human Sciences, OSU.
- McClelland, M. M.** (2020, November). *Improving Outcomes for Diverse Populations of Children*. Gates Foundation.
- McClelland, M. M.** (2020, January). *The Importance of Self-Regulation and Social-Emotional Skills for School Readiness* Early Literacy Summit 2020: A Vision for the Future. Arizona Librarians Association, Phoenix, AZ.



- McClelland, M. M.** (2019, November). *Attachment, self-regulation and learning: How positive interactions foster positive development in early childhood*. Stiftung Haus der kleinen Forscher Foundation, Berlin, Germany
- McClelland, M. M. & Tominey, S. L.** (2019, May). *Interventions to Promote Self-Regulation and Early Learning*. Vroom Science Advisor Summit, Bezos Family Foundation, Phoenix, AZ.
- McClelland, M. M. & Wanless, S. B.** (2019, February). *The Importance of Social-emotional Learning for School Success*. Colegio San Carlos, Bogotá, Colombia.
- McClelland, M. M. & Tominey, S. L.** (2018, January). *Stop, Think, Act: The Importance of Self-Regulation in Early Learning*. Rejuvenate Conference, Everett, WA.
- McClelland, M. M.** (2017, November). *The Importance of Self-Regulation and Social-Emotional Skills for Healthy Development*. Oregon Early Learning Division, All Staff Meeting, Salem, OR.
- McClelland, M. M.** (2017, October). *Healthy Development in Early Childhood: The Importance of Self-Regulation*. Early Learning Hub Conference, Linn Benton Community College, OR.
- McClelland, M. M. & Tracy, A.** (2017, January). *Stop, Think, Act: Promoting Executive Function and Self-Regulation for School Success*. Community Action Head Start Training.
- McClelland, M. M.** (2016, June). *Self-Regulation: Foundational Skills for Children's Healthy Development*. Centre for Research on Play in Education, Development & Learning (PEDaL), University of Cambridge, UK.
- McClelland, M. M.** (2016, June). *The Importance of Self-Regulation for Long-Term Success*. British International School of Stavanger, Norway.
- McClelland, M. M.** (2016, May). *The Importance of Self-Regulation for Short- and Long-Term Success*. British International School of Stavanger, Norway.
- McClelland, M. M.** (2016, April). *The Importance of Self-Regulation for Short- and Long-Term Success*. University of Stavanger, Norway.
- McClelland, M. M.** (2016, April). *Self-Regulation Interventions*. Quantitative Methods Series Talk. University of Stavanger, Norway.
- McClelland, M. M.** (2016, April). *The State of the Science on SEL Interventions in Early Childhood/Preschool*. Future of Children Author Conference on Social Emotional Learning, Princeton University, New Haven, CT.
- McClelland, M. M.** (2016, March). *Self-Regulation: Foundational Skills for Healthy Development*. Vroom Science Advisor Summit, Bezos Family Foundation, Austin, Texas.
- McClelland, M. M.** (2016, February). *Self-Regulation: Foundational Skills that Predict Early School Success*. Heiligenthal Conference, University of Lephana, Lüneburg Germany.
- McClelland, M. M.** (2016, February). *The Importance of Self-Regulation for Short- and Long-Term Success*. Norwegian Centre for Learning Environment and Behavioural Research in Education. University of Stavanger, Norway.
- McClelland, M. M.** (2015, November). *Learning control - Executive Function and Behavior Regulation in Early Childhood*. Invited Presentation at the NAEYC Annual Conference, Orlando, FL.

- McClelland, M. M.** (2015, June). *The Science of Brain Building*. Invited Presentation to the Early Learning Division, Salem, OR.
- McClelland, M. M.** (2015, May). *The Science of Brain Building*. Invited Presentation to the Vroom Launch, State of Oregon. Oregon State Library, Salem, OR.
- McClelland, M. M.** (2015, April). *Ready, Set, Go! Self-Regulation and School Success*. Invited Presentation for the Lincoln County School District, Newport, OR.
- McClelland, M. M.** (2015, April). *The Importance of Self-Regulation for School Success*. Invited Presentation for the Albany School District, Albany, OR.
- McClelland, M. M.** (2014, November). *The Importance of Self-regulation: How Touching Your Toes Leads to School Success*. Invited presentation at Purdue University, Lafayette, IN.
- McClelland, M. M.** (2014, October). *Fostering Executive Functions for Early School Success*. Invited Presentation at the *International Conference on Executive Functions*. Ulm, Germany
- McClelland, M. M.** (2014, March). *Self-Regulation in Young Children: How Touching Your Toes Relates to Early School Success*. Invited presentation at the University of Delaware School of Education Colloquium, Newark, DE.
- McClelland, M. M.** (2014, March). *The Importance of Self-Regulation for Early School Success*. Invited presentation at Kidco Head Start, Lebanon, OR.
- Pratt, M. S., Diaz, G., & McClelland, M. M.* (2014, March). *Red Light, Purple Light! Promoting Self-Regulation in Young Children*. Invited presentation at Kidco Head Start, Lebanon, OR.
- McClelland, M. M.** (2013, November). *Fostering Self-Regulation for Early School Success*. Keynote presentation. *Early Childhood Care and Education Conference*, Umpqua Community College, Roseburg, Oregon.
- McClelland, M. M.** (2013, October). *The Importance of Executive Function During Early Childhood*. Keynote presentation at the PEL International Seminar, Pontificia Universidad Católica de Chile, Santiago, Chile.
- McClelland, M. M.** (2013, October). *Brain Development and Early Learning Skills in Early Childhood*. Invited presentation at the OCF Early Learning Donor Lunch, Portland, Oregon.
- McClelland, M. M.** (2013, July). *Promoting Healthy Children*. Invited presentation at the Nike Healthy Children, Healthy Classrooms Conference, Beaverton, Oregon.
- McClelland, M. M.** (2013, May). *Ready, Set, Learn! The Importance of Self-Regulation for Early School Success*. Keynote presentation. Nurturing Successful Kids Conference, Bend, Oregon.
- McClelland, M. M.** (2013, May). *Red Light, Purple Light! Promoting Self-Regulation in Young Children*. Invited presentation at the Nurturing Successful Kids Conference, Bend, Oregon.
- McClelland, M. M.** (2013, May). *The Search for a Kindergarten Assessment Tool*. Invited presentation at the Nurturing Successful Kids Conference, Bend, Oregon.
- McClelland, M. M.** (2013, May). *Ready, Set, Learn! The Importance of Self-Regulation for Early School Success*. Invited presentation at the Parenting Educator Celebration, Linn Benton Community College, Oregon.

- McClelland, M. M.** (2013, April). *Brain Development in Early Childhood and Self-Regulation for School Success*. Invited presentation at the OCF P-3 Alignment Learning Community Meeting, Salem, Oregon.
- McClelland, M. M.,** Cameron, C., Acock, A. C. & Bowles, R. (2013, March). *Touch Your Toes! Developing a New Measure of Behavioral Self-Regulation: Initial Results*. Two invited presentations at the US Department of Education, Institute for Education Sciences (IES) Grantee Meeting, Washington, DC.
- McClelland, M. M.,** Schmitt, S. & Tominey, S. (2013, March). *Red Light, Purple Light: An Evaluation of a Self-Regulation Intervention in Preschool Children*. In R. Jacobs (Chair), invited symposium, Targeting Executive Function and Self-Regulation: New Findings from Pre-K and Elementary School Interventions. Society for Research in Educational Effectiveness Conference, Washington, DC.
- McClelland, M. M.** (2013, January). *The Importance of Self-Regulation for Children's School Success*. Invited presentation at Oregon Health Sciences University, Child Psychiatry Grand Rounds, Portland, OR.
- McClelland, M. M.** (2012, November). *Early School Success: Self-Regulation, Risk, and Academic Achievement*. Keynote presentation. Early Years Conference, Boise, ID.
- McClelland, M. M.** (2012, November). *Red Light, Green Light! Promoting Self-Regulation in Young Children*. Invited presentation at the Early Years Conference, Boise, ID.
- McClelland, M. M.** (2012, August). *The Importance of Self-Regulation for Children's Social Development and School Success*. Invited presentation at the University of Stavanger, Norway.
- McClelland, M. M.** (2012, February). *Early School Success: Self-Regulation, Risk, and Academic Achievement*. Invited presentation at the Whole Child/Whole Brain Conference, San Francisco, CA.
- McClelland, M. M.** (2012, January). *Measuring and Strengthening Self-Regulation: Views from Current Work*. Invited paper presented at the Measuring and Facilitating Self-Regulation in Young Children Mini-Conference. Vanderbilt University, Nashville, TN.
- McClelland, M. M.** (2011, February). *Children's Early Self-Regulation: Predictor of Later Success*. In symposium, *Developing Self-Regulation as the Foundation for School Success*. Invited paper presented at the National Association of School Psychologists Conference, San Francisco, CA.
- McClelland, M. M.** (2010, July). *Children's early self-regulation: Predictor of later success*. Invited paper presented at the Skill Formation in Childhood and Adolescence: Economic and Behavioral Perspectives Interdisciplinary Symposium, University of Freiburg, Germany.
- McClelland, M. M.** (2010, June). *Preschool executive functions in the context of risk*. Invited paper presented at the National Institute of Child Health and Human Development (NICHD) workshop on Executive Function in Preschool Children: Current Knowledge and Research Opportunities. Washington, DC.
- McClelland, M. M.,** & Ponitz, C. C. (2010, June). *Children's self-regulation and school readiness: How "Touching your Toes" predicts school success*. In S. Carlson (Chair), *Self-*

*regulation and school success*. Invited paper presented at the annual Jean Piaget Society Meeting, St. Louis, MO.

**McClelland, M. M.** (2009, November). *Externalizing behaviors and links to achievement problems: The role of self-regulation*. Invited paper presented at the Predoctoral Interdisciplinary Training Conference on Relations Between Externalizing Behaviors and Academic Underachievement. Florida State University, Tallahassee, FL.

**RECENT PRESENTATIONS** (since 2010) (*authors in italics are current or former students*)

Didrichsen, S., Starke, K., Kwan, T., **McClelland, M. M.**, Noel, T. K., & Cameron, C. E. (2024, April 13). *Striving for Equitable Assessment Opportunities: Preschool Teacher Feedback on a Gamified Self-Regulation Task*. Paper presented at the 2024 annual meeting of the American Educational Research Association. Retrieved July 15, 2024 from the AERA Online Paper Repository. <https://doi.org/10.3102/2110033>

Didrichsen, S., Starke, K., Kwan, T., **McClelland, M. M.**, Noel, T. K., & Cameron, C. E. (2024). *Gamified Self-regulation Assessments in Early Childhood Education: Aiming for Equity and Feasibility*. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 2423-2424). International Society of the Learning Sciences.

*Mercurief, A., Lipscomb, S., & McClelland, M.* (2023). *Examining risk and resilience in the built and social neighborhood environment for American Indian/Alaska Native preschool children*. Paper presented at the Society for Research in Child Development Conference, Salt Lake City, UT.

*Chen, Q., Mercurief, A., Kile, M., Lipscomb, S., & McClelland, M., &* (2023). *Early Educators Self-reported Stress and Positive Experiences During the COVID-19 Pandemic*. Paper presented at the Society for Research in Child Development Conference, Salt Lake City, UT.

**McClelland, M. M.** (2023). *A Conversation Roundtable on the What Works Clearinghouse Practice Guide: Preparing Young Children for School*. Symposium presented at the Society for Research in Child Development Conference, Salt Lake City, UT.

**McClelland, M. M.** (2023). *Defining the Self-Regulatory Classroom Environment: What Is It and How Do We Measure It?* Panelist in a Conversation Roundtable at the Society for Research in Child Development Conference, Salt Lake City, UT.

Hatfield, B., Gonzales, C., *Tominey, S., Tracy, A., & McClelland, M. M.* (2023). *Beyond the Basics: Exploring Fidelity of Red Light Purple Light! and Links with Child Outcomes*. Paper presented at the Society for Research in Child Development Conference, Salt Lake City, UT.

*Tominey, S., Li, T., Tracy, A., & McClelland, M. M.* (2023). *Cost-effectiveness of Different Models of the Red Light, Purple Light! Self-Regulation Intervention*. Paper presented at the Society for Research in Child Development Conference, Salt Lake City, UT.

*Mercurief, A., Chen, Q., Foster, S., Ozenbaugh, I., Bradetich, A., Carlson, S., Braithwaite, P., McClelland, M., & Lipscomb, S.* (2022). *Early childhood teacher experiences of workplace support and self-reported distress during the COVID-19 pandemic*. [Poster Presentation]. National Research Conference on Early Childhood, virtual conference.

*Ahmadi, A., McClelland, M. M., Chuang, S., Beh-Pajooh, A.,* (2021). *The Development and Evaluation of the Basic Math Curriculum Among Iranian Young Children at-Risk for*

- Mathematic Difficulties*. Poster presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Carlson, S., Castelo, R., Meuwissen, A., Distefano, R., **McClelland, M. M.**, Galinsky, E., Zelazo, P. (2021). *A Closer Examination of Associations Between Autonomy-Supportive Parenting and Executive Function in Early Childhood*. Poster presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Caughy, M. O. & **McClelland, M. M.** (2021). *The Development of Self-Regulation Across Cultures and Context: Predictors and Sources of Influence*. Symposium presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Caughy, M. O., Brinkley, D., Rojas, R., Miao, A., Contreras, M., & **McClelland, M. M.** (2021). *Self-Regulation Development Among Young Spanish Dual Language Learners: A Four Site Study*. Paper presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Gonzales, C., Mercurief, A., Ghetti, S., **McClelland, M. M.** (2021). *Longitudinal Relations Between Uncertainty Monitoring, Executive Functioning and Academic Achievement During the Transition to Kindergarten*. Poster presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Lenes, R., **McClelland, M. M.**, Gonzales, C., & Størksen I. (2021). *Children's Self-Regulation in Norway and the United States: The Role of Gender and Maternal Education*. Paper presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- McClelland, M. M.**, Shinderman, J., & Tominey, S. L. (2021). *Examining the Effectiveness of a Self-Regulation Intervention in Classroom and Home Settings*. Paper presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Li, T., **McClelland, M. M.**, Tominey, S. L. & Tracy, A. (2020). *Cost-effectiveness analyses on various models of early childhood self-regulation interventions*. Paper presented at the [Oregon Public Health Association Annual Conference](#).
- Gonzales, C., Mercurief, A., Sciuto, I., Tracy, A., Karing, J. & **McClelland, M.M.** (2019). *Uncertainty monitoring predicts academic achievement at the transition to kindergarten*. Cognitive Development Society Biennial Meeting. Louisville, KY
- Becker, D., & **McClelland, M. M.** (2019). *Cross Domain and Interactive Effects Among Visuomotor Skills, Executive Function and Math Between Preschool and Kindergarten*. Paper presented at the Society for Research in Child Development Conference, Baltimore, MD.
- Galinsky, E., Distefano, R., Miao, A., **McClelland, M. M.**, Zelazo, D. P., Carlson, S. M. (2019). *Mind in the Making, VROOM, and Circle-Time Games: Improving Executive Function, Parenting, and Classroom Quality*. Paper presented at the Society for Research in Child Development Conference, Baltimore, MD.
- Cameron, C. E., & **McClelland, M. M.** (2019). *Beyond the Child: Measurement Approaches to School Readiness that are Relevant for Early Childhood Professionals*. Symposium presented at the Society for Research in Child Development Conference, Baltimore, MD.
- Cameron, C. E., & **McClelland, M. M.**, Miao, A., Bowles, R., Ostrov, J., Geldhof, G. J., & Rates, C. (2019). *Taking School Readiness Assessment from Research to Practice*:

*Preliminary Developmental Norms for the HTKS.* Paper presented at the Society for Research in Child Development Conference, Baltimore, MD.

Diaz, G., & **McClelland, M. M.** (2019). *Experiences of Young Latino Children and their Families in School Settings.* Paper presented at the Society for Research in Child Development Conference, Baltimore, MD

**McClelland, M. M.,** Tominey, S. L., Schmitt, S. A., Hatfield, B., Purpura, D., & Tracy, A. (2019). *Effects of the Red Light, Purple Light self-regulation intervention for promoting school readiness.* Paper presented at the Society for Research in Child Development Conference, Baltimore, MD.

**McClelland, M. M.,** Cameron, C., Kim, H., Duncan, R., Becker, D. (2019). *The role of executive function and motor skills in academic success among children in the U.S.* Paper presented at the Society for Research in Child Development Conference, Baltimore, MD.

Tominey, S. L., Hatfield, B., Tracy, A. Gonzalez, C. & **McClelland, M. M.** (2019). *Developing a preschool observational measure to assess group time intervention success.* Paper presented at the Society for Research in Child Development Conference, Baltimore, MD.

Zakszeski, B. N., Hojnoski, R. L., Dever, B. V., DuPaul, G. J., & **McClelland, M. M.** (2018, February). *Examining viable contextual targets for supporting students' self-regulation development.* Paper accepted for presentation at the National Association of School Psychologists annual convention, Chicago, IL.

Diaz, G., **McClelland, M. M.** (2017, April). *Family demographic factors and school readiness: Variation by Spanish-speaking ELLs.* In N. Palacios (Chair), *The school readiness of Latino children: Importance of self-regulation for early achievement.* Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

Finders, J., & **McClelland, M. M.** (2017, April). *How neighborhood factors and child executive function predict early academic outcomes for low-income children.* Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

**McClelland, M. M. & Wanless, S. B.** (2017, April). *Self-Regulation Across Different Cultural Contexts* Symposium presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

**McClelland, M. M.** (2017, April). Discussant in A. von Suchodoletz (Chair), *Direct and indirect effects of proximal contextual factors on the development of children's executive function and language skills.* Symposium presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

**McClelland, M. M.** (2017, April). Discussant in H. Konishi (Chair), *Self-regulation in early childhood and relations to emergent academic skills.* Symposium presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

**McClelland, M. M.,** Schmitt, S., Geldhof, G. J., Purpura, D., & Duncan, R.. (2017, April). *Examining the relations between executive function, math, & literacy during the transition to kindergarten: A multimethod approach.* Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

- Tominey, S. & **McClelland, M. M.** (2016, November). *Stop, Think, Act: Promoting Executive Function and Self-Regulation for School Success*, COSA Early Learning Conference, Portland, Oregon.
- Kile M.L., Lipscomb S., MacDonald M., **McClelland M.M.**, Scott R., O'Connell S.G., Anderson K. (2016, October) *Assessing preschool children's exposure to flame retardants, using silicone wristbands, and links with teacher-rated social behaviors*. International Society for Exposure Science, Utrecht, NL.
- Finders, J.K., Diaz, G., Partipilo, C., Alonso, J.G., Wittenauer, A., & McClelland, M.M.* (2016, October). *Examining the feasibility and fidelity of a mobile app intervention designed to support preschool children's self-regulation*. Poster presented at the Society for Research in Child Development special topics meeting on Technology and Media in Children's Development, Irvine, CA.
- Miao, A. J., Finders, J.K., & McClelland, M.M.* (2016, October). *Relating parent-rated effortful control to teacher-rated self-regulation in preschool*. Paper presented at the Occasional Temperament Conference, Seattle, WA.
- Finders, J.K., Geldhof, G.J., Alonso, J.G., & McClelland, M.M.* (2016, July). *Revisiting age- and schooling-related effects on self-regulation during the transition to kindergarten: A multilevel approach*. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.
- Finders, J.K., Miao, A., Schmitt, S.A., Pratt, M.E., & McClelland, M.M.* (2016, July). *It's not just tying your shoes: What we can learn about children's self-regulation from teacher ratings at preschool*. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.
- Alderman, S., & **McClelland, M. M.** (2015, December). *Making Connections: How Executive Function & Self-Regulation Form the Foundation for Lifelong Learning & Success*. Presentation at the Zero to Three National Training Institute, Seattle, WA.
- McClelland, M. M.**; *Diaz, G.* Lewis, K., Cameron, C. E., Bowles, R. P. (2015, December). *The Head-Toes-Knees-Shoulders Task as a Measure of School Readiness*. Poster presented at US Department of Education, Institute for Education Sciences (IES) Grantee Meeting, Washington, DC.
- Diaz, G., McClelland, M. M.* (2015, March). The influence of demographic factors on low-income Latino children's school success. In A. Roy (Chair), Family correlates of academic risk and achievement. Paper presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- Diaz, G., Lewis, K. W., Miao, A., & McClelland, M.M.* (2015, March). *Examining the relationship between executive function and academic achievement: A focus on low-income English Language Learners and their English speaking peers*. In J. Grammer, The development of executive function and academic skills in the context of poverty: New perspectives on an old question. Paper presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- Duncan, R., McClelland, M. M., & Acock, A. C.,* (2015, March). The effects of early life factors on later achievement and socio-emotional outcomes: Using a complex interaction framework. Poster presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.

- McClelland, M. M.** (2015, March). In S. Gestsdottir (Moderator), In search of a consensus: Addressing key issues in the study of self-regulation in childhood and adolescence. Conversation Roundtable at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- McClelland, M. M.** (2015, March). *It takes a village: Short & long-term effects of interventions to promote school readiness in children at-risk for school failure*. Symposia presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- Pratt, M., **McClelland, M. M.** & Lipscomb, S. (2015, March). *Understanding the relation between multiple risks and early self-regulation*. In C. Valiente (Chair), Cumulative advantage and risk as predictors of school readiness and academic achievement. Paper presented at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- McClelland, M. M., Diaz, G., & Pratt, M.** (2014, July). *The development of executive function for children growing up in the context of risk*. In I. Kovelman & F. Morrison (Chairs), Transition to literacy: Brain-behavior perspectives. Paper presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.
- McClelland, M. M., Schmitt, S. A., & Tominey, S.** (2014, May). *Improving self-regulation in young children through circle time games*. In J. Rusby (Chair), Promoting Healthy Social-Emotional Development for at-Risk Children in Different Community Settings. Paper presented at the Society for Prevention Research Conference, Washington, DC.
- Duncan, R. J., **McClelland, M. M., & Slater, S.** (2014, April). *School Readiness as State Policy: The Oregon Kindergarten Assessment*. Poster presented at the Society for Research in Child Development Policy Conference, Alexandria, VA.
- Pratt, M., Lipscomb, S., **McClelland, M. M.** (2014, April). *How children's characteristics moderate effects of early care and education: An illustration with self-regulation development*. Poster presented at the Society for Research in Child Development Policy Conference, Alexandria, VA.
- McClelland, M. M., Cameron, C. E., Duncan, R., Pratt, M., Bowles, R. P., Acock, A. C.** (2014, February). *Predictors of Early Academic Achievement: The Head-Toes-Knees-Shoulders Task*. In C. Lonigan (Chair), Developmental correlates of children's self-regulation during the transition to school. Paper presented at the Pacific Coast Research Conference meeting, San Diego, CA.
- Gunzenhauser, C., Suchodoletz, A.v., & **McClelland, M. M.** (2013). *Emotion regulation strategies in kindergarteners: A comparison between Germany and the U.S.* Poster accepted to the Biennial Conference of the Developmental Psychology Section of the German Psychological Society, Saarbruecken, Germany.
- McClelland, M. M., Schmitt, S. A., & Tominey, S.** (2013, April). *Strengthening at-risk children's school readiness: An evaluation of a self-regulation intervention*. In S. Jones (Chair) Targeting executive function and self-regulation: New findings from pre-K and elementary school interventions. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.



- McClelland, M. M., Schmitt, S. A., & Pratt, M. E.** (2013, April). *Comparing teacher and observer ratings of self-regulation for predicting achievement*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Schmitt, S. S., Finders, J., McClelland, M. M.* (2013, April). *Exploring potential mechanisms between residential mobility and academic achievement gaps*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Becker, D. R., Miao, A., Duncan, R., McClelland, M., M.* (2013, April). *Longitudinal relations between fine motor skills, executive functions, and early academic achievement*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Becker, D. R., & McClelland, M., M.* (2013, April). *Fifth grade executive function mediating relations between third grade sports participation and fifth grade academic achievement*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Diaz, G., McClelland, M. M.* (2013, April). *Links between parenting dimensions, self-regulation, and academic achievement in Latino and Caucasian children*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Duncan, R. J., Miao, A., McClelland, M. M., Branscum, A., Acock, A. C.* (2013, April). *Executive function and academic achievement in preschool: Fixed effects and random effects models*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Duncan, R. J., Miao, A., McClelland, M. M., Acock, A. C.* (2013, April). *Executive function tasks as diagnostic tools for school readiness*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Miao, A., Diaz, G., & McClelland, M. M.* (2013, April). *Concurrent and longitudinal associations between aspects of self-regulation and preschool counting and calculation math abilities*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Miao, A., Diaz, G., Lewis, K. W., & McClelland, M. M.* (2013, April). *Assessing self-regulation: examining differences across measures by ELL status in a low-income sample*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Pritchard-Pratt, M. E., Diaz, G., Becker, D. R., Lewis, K.W., Duncan, R., & McClelland, M. M.* (2013, April). *The influence of demographic factors on self-regulation gains for preschoolers with low self-regulation*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Becker, D., Miao, A., Duncan, R., & McClelland, M.* (2012, July). *Self-regulation predicts both fine motor skills and early academic achievement*. Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- Duncan, R. & McClelland, M.* (2012, July). *Convergent validity of executive function tasks during the transition to school and links to academic achievement*. Poster presented at the biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.

- Haenel, M., & **McClelland, M. M.** (2012, July). *Relations between behavioral self-regulation, cognitive abilities, and academic achievement in children from Germany and the U.S.*. Symposium presented at the biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- McClelland, M.** & *Wanless, S. B.* (2012, July). *Children growing up in the context of risk: The effects of self-regulation on academic achievement.* Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- Miao, A., Lewis, K. W., & McClelland, M.* (2012, July). *Perspectives of self-regulation: Examining the differences among parents, teachers, assessors and direct assessments.* Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- Wanless, S.B., McClelland, M.M.* (2012, June). *The influences of being from a low-income family, being an ELL, and self-regulation on academic skills during the transition to formal school.* Poster presented at the Head Start's 11<sup>th</sup> National Research Conference, Washington, D.C.
- Schmitt, S., Wanless, S.B., Moss, J., Pratt, M., McClelland, M.M.* (2012, June). *Relations between teacher-rated, directly-assessed, and observed self-regulation, and academic achievement.* Poster presented at the Head Start's 11<sup>th</sup> National Research Conference, Washington, D.C.
- Wanless, S. B., McClelland, M. M., Chen, F-M., & Chen, J-L.* (2011, August). *Early behavioral regulation predicts math and vocabulary over one year later.* In P. Guimard (Chair), *Relations Between Behavioral Self-Regulation and Academic Achievement in Europe and Asia.* Paper presented at the biennial meeting of the 15th European Conference on Developmental Psychology, Bergen, Norway.
- McClelland, M. M.** (2011, March). *Relations between emotional and behavioral self-regulation and academic achievement in Europe and Asia.* Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- McClelland, M. M., Wanless, S. B., & Setknan, M.** (2011, March). *Demographic risk and children's self-regulation in early childhood.* In S. Worzalla (Chair), *Exploring Home and School Variables That Shape Self-Regulation Development in Early Childhood.* Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Pritchard-Pratt, M. E., & McClelland, M. M.* (2011, March). *Parenting style and practice: Predictors of self-regulation in preschool.* In S. Worzalla (Chair), *Exploring Home and School Variables that Shape Self-Regulation Development in Early Childhood.* Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Tominey, S. L. & McClelland, M. M.* (2011, March) *Quantitative and qualitative findings from a randomized trial using games to improve preschoolers' behavioral self-regulation.* In K. C. Pears (Chair), *Improving School Readiness in At-Risk Populations: Intervening to Enhance Self-Regulation and Early Literacy.* Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

- Wanless, S. B., **McClelland, M. M.**, Chen, F-M., Chen, J-L. (2011, March). *Making sense of multiple sources of measurement of self-regulation in Taiwanese prekindergarteners*. In M. M. McClelland (Chair), *Relations Between Emotional and Behavioral Self-Regulation and Academic Achievement in Europe and Asia*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Duncan, R. & **McClelland, M. M.** (2011, March). *Measures of executive function and self-regulation: Relations of tasks and links to academic achievement in preschool*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Wanless, S. B., **McClelland, M. M.**, Tominey, S.L., & Acock, A.C. (2010, July). *Examining differences in the development of behavioral regulation based on family income and primary language*. Poster presented at Head Start's 10<sup>th</sup> National Research Conference, Washington, DC.
- McClelland, M. M.** (2010, April). *Preschool attention and later achievement outcomes*. In D. C. Farran (Chair), *Attention and Self-Regulation in Young Children: Long Term Predictions of Cognitive and Scholastic Outcomes*. Paper presented at the biennial Conference on Human Development, New York, NY.

## MENTORING OF POST-DOCTORAL SCHOLARS AND GRADUATE STUDENTS

### Post-Doctoral Scholars

- Gonzales, C. (2018-2019)  
 Nancarrow, A. (2019-2020)  
 Kenny, S. (2022-2023)  
 Chen, Q. (2022-2023)  
 Harrison, S. (2023-2024)

### Ph.D. Dissertations

- Ahmadi, A. (in preparation). Chair.
- Bradetich, A. (in preparation). Chair.
- Si, X. (in preparation). Chair.
- Dieusaert, F. (in preparation). Committee Member. University of Leuven, Ghent, Belgium
- Pollé S. (in preparation). Committee Member. University of Leuven, Ghent, Belgium
- Merculief, A. (2023). Chair. *Promoting Executive Function in Children from American Indian, Alaska Native, and Other Underserved Races/Ethnicities: Examining Risk and Resilience Factors in the Environment*.
- Sciuto, I. (2023). Chair. *"Can we keep playing?" Adapting and testing Red Light, Purple Light Self-Regulation Intervention Games with First Graders*
- Sung, D. (2022). Committee Member. *Cross-cultural Comparison and Relationship of Motor Skills and Executive Function in Children with Autism Spectrum Disorder in Taiwan and the United States*.
- Dahlgren, J. (2020). Chair. *Maternal Primary Caregiver Criminal Justice Involvement: The Importance of Understanding Child Outcomes*.
- Finders, J. (2018). Chair. *Examining the Contribution of Self-Regulation and Executive Function Skills to School Readiness and Longer-Term Achievement Gaps: A Replication and Extension in Statewide and National Datasets*.

- Miao, A. (2017). Chair. *Profiles of Children's Cognitive Self-Regulation Around the Transition to School*.
- Zakszeski, B. (2017). Committee Member, Lehigh University. *Early Elementary Trajectories of Classroom Behavior Self-Regulation: Prediction by Student Characteristics and Malleable Contextual Factors*.
- Becker, D. (2016). Chair. *Moving Towards Academic Success and Life Long Learning*
- Diaz, G. (2016). Chair. *The Influence of Family Demographics and Individual Factors on School Readiness: A Focus on Low-Income Spanish-speaking English Language Learners*
- Clark, A. (2015). Committee Member. *Family Communication Patterns and Adolescent Emotional Well-being: Cross Classification of Mother-child and Father-child Interactions*
- Duncan, R. (2015). Chair. *Early predictors of academic achievement and externalizing problems for children in low-income families*.
- Tepfer, A. (2015). Committee Member. *Predicting school readiness using motor skill proficiency of at-risk preschoolers*
- Jackson, A. (2015). Committee Member, University of Delaware. *The role of executive function in writing achievement in first grade*
- Pratt, M. (2014). Co-Chair. *Supporting children who struggle with self-regulation: The role of early family risk and child care quality*.
- Schmitt, S. (2013). Chair. *Strengthening school readiness for children at-risk: Evaluating self-regulation measures and an intervention using classroom games*.
- Tominey, S. (2010). Chair. *The school readiness intervention project*.
- Wanless, S. B. (2008). Co-Chair. *The development of learning-related skills in Taiwanese children*.
- Tsai, H. L. A. (2005). Co-Chair. *Early identification of preschool children with developmental delays in Taiwan*.

### **Master Theses**

- Braithwaite, P. (in preparation). Chair
- Sciuto, I. (2020). Chair.
- Merculief, A. (2019). Chair.
- Alonso, J. (2017). Chair. *The Relationship of Full Day Kindergarten, Children's Self-Regulation, and Early Academic Achievement*.
- Partipilo, C. (2017). Chair. *Cultural Post-Adoption Services and Cigarette Smoking for Korean-American Transracial Adoptees*.
- Cerino, E. (2016). Committee Member. *Adapting the Head-Toes-Knees-Shoulders Task to Older Adults: The Psychometric Evaluation and Theoretical Exploration of a Measure of Executive Function*.
- Flesch, J. (2015). Committee Member. *School Bullying Intervention Programs and the Eight PYD Indicators of High-Quality Youth Programs: A Systematic Review and Analysis*
- Finders, J. (2015). Chair. *Profiles of Community Resources and their Influence on Self-Regulation at Preschool: A Focus on Children from Low-Income Families*
- Tracy, A. (2014). Co-Chair. *The effect of Head Start on teacher-child relationships: Mechanisms and moderation by children's problem behavior*
- Diaz, G. (2013). Chair. *Parental beliefs and practices: Influences of parenting in Latino/a and Caucasian children's behavioral regulation*
- Nolen-Morse, J. (2013). Chair. *Temperamental reactivity and children's social competence*

