

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 foundational social and cognitive skills 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

2020-2025 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

- 2024-present Member, School of HDFS Promotion & Tenure Committee
- 2023-2024 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, 2025 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 (over \$58.6 million total)

McClelland, M. & Hatfield, B. (2025-2027). *Capacity Building Center: Competency-based Training and Technical Assistance for the Early Learning Workforce*. Oregon Department of Early Learning and Care. **PIs: McClelland, Hatfield** (\$9,012,924).

- McClelland, M. M.** & Cameron, C. (2025-2026). *HTKS Executive Functioning Assessment*, Gates Foundation. **PI: McClelland.** (\$657,108).
- Hatfield, B., & **McClelland, M. M.** (2025-2027). *Improving Inclusion Efforts in Early Childhood Education in Oregon*. Oregon Department of Education. **PIs: Hatfield, McClelland** (\$300,000).
- 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.**, 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.**, 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.**, 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 (Asp3ire)*. 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 112 publications; *authors in italics are current or former students*)

1. Cameron, C. E., Priore, M. P., Kenny, S. A., Cook-Cottone, C., **McClelland, M. M.**, & Gigante, V. (in press). Head-Toes for Neurodiverse Learners: Adapting an existing behavioral self-regulation assessment. *Child Care & Youth Forum*.
2. *Merculief, A., McClelland, M. M., Foster, S., Geldhof, J., Lipscomb, S., Anderson, K., & Kile, M. L.* (2025). Socioeconomic and racial-ethnic disparities in flame retardant exposure and executive function skills in preschool children. *Environmental Health, 24*(1), 46.
<https://doi.org/10.1186/s12940-025-01200-8>
3. *Ahmadi, A., McClelland, M. M., Pourmohamadreza Tajrishi, M., Geldhof, G. J., Rothwell, D. W., Hatfield B. E.* (2025). Adaptation and psychometric properties of the Head-Toes-Knees-Shoulders Task in young Iranian children. *Child Neuropsychology*. 1–36.
<https://doi.org/10.1080/09297049.2025.2481951>
4. *Pollé, S., Sankalaite, S., Huizinga, M., McClelland, M. M., Spilt, J. L., and Baeyens, D.* (2025). Teacher-student interactions as a pathway to strengthen working memory in primary school students: A microtrial study protocol. *Frontiers in Education, Teacher Education*.
<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1528805/full>
5. *Preston, M., McClelland, M. M., Craig, J., Herbst, E., Michnick Golinkoff., R.* (2025). Cognitively Engaging Physical Activity has an Immediate Impact on Preschool Children's Executive Function. *Early Childhood Research Quarterly, 72*, 91-101.
<https://doi.org/10.1016/j.ecresq.2025.02.008>.
6. *Konishi, H., Bowles, R. P., Skibbe, L. E., Montroy, J. J., Cameron, E. C., & McClelland, M. M.* (2024). Understanding peer effects for executive function and academic development in a diverse sample of preschoolers. *Early Childhood Education Journal*.
<https://doi.org/10.1007/s10643-024-01822-6>.
7. *Ahmadi, A., Chuang, S. S., McClelland, M. M., Gonzales, C. R., Beh-Pajooh, A.* (2024). 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, 35*, 1712–1739. <https://doi.org/10.1080/10409289.2023.2298166>
8. *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>
9. 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* (2nd edition). Washington, D.C.: American Psychological Association. <https://www.apa.org/pubs/books/child-development-intersection-emotion-cognition-second-edition>
 10. 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>
 11. 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>
 12. 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>
 13. Mercurief, 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>
 14. 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>
 15. 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>
 16. 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>
 17. **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>
 18. 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/>.

19. 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*.
20. 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>
21. 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>
22. 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>
23. 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>
24. 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>
25. 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>
26. 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>
27. 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>
28. 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>
29. **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>
30. 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>
 31. 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>.
 32. 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>
 33. 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>
 34. 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>
 35. 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>
 36. 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>
 37. **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>
 38. ten Braak, D., Størksen, I., Idsøe 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>
 39. **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>

40. **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>
41. 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>
42. 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>
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Publications Under Review or In Preparation (*authors in italics are current or former students*)

- Ahmadi, A., **McClelland, M. M.**, Geldhof, G. J., Rothwell, D., Hatfield, B., & Tajrishi, M. (2025). *Relations between executive functions, child characteristics, parental education, and academic skills: A cross-cultural study of young children in Iran and the United States*. Manuscript submitted for publication.
- Ahmadi, A., Tajrishi, M., Geldhof, G. J., & **McClelland, M. M.** (2025). *The Persian Version of the Childhood Executive Functioning Inventory: Psychometric Properties, Links to Performance-based Measures and Developmental Outcomes*. Manuscript submitted for publication.
- Didrichsen, S., Starke, K., **McClelland, M. M.**, Karalis Noel, T., Cameron, C. E. (2025). *Striving for Equitable Assessment Opportunities: Preschool Teacher Feedback on a Gamified Self-regulation Task*. Manuscript submitted for publication. [10.2139/ssrn.5418957](https://ssrn.com/abstract/5418957)
- Józefacka, N.M., Korucu, I., & **McClelland, M. M.**, (2025). *The Power of Pretend: Unveiling the Role of Play Complexity in Self-Regulation among Polish Preschool Children*. Manuscript submitted for publication.
- Korucu, I. Duncan, R. J., Kenny, S. A., Gonzales, C. R., Ahmadi, A. Karing, J. T, **McClelland, M. M.** (2025). *The Head-Toes-Knees-Shoulders Task as a Screening Tool for Kindergarten-Level Achievement*. Manuscript submitted for publication.
- Sung, M-C., Massey, W., Logan, S., **McClelland, M.M.**, MacDonald, M. (2025). *Cross-cultural Comparison of Motor Skill and Executive Function in Autistic Children from Taiwan and the United States*. Manuscript submitted for publication.
- Merculief, A., **McClelland, M. M.**, Gonzales, C., Stawski, R., & Hatfield, B. (2025). *Relations between second language proficiency and executive function in dual language learners*. Manuscript in preparation.

Other Relevant Publications

- McClelland, M. M.** (2011-2025). *Head-toes-knees-shoulders (HTKS) training video*. Corvallis, OR: Oregon State University.
- Tracy, A., Lewis, K. & **McClelland, M. M.** (2016-2025). *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
- 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
- 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
- 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.** (2025, March 4). *Importance of Self-Regulation for Early Literacy Skills. Just Right Reader.* Virtual presentation
- McClelland, M. M.** (2024, Oct. 3). *The Importance of Self-Regulation for Children's School Readiness.* Alabama Department of Early Childhood Education. Virtual presentation.
- 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, Virtual presentation.
- 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*)

Kenny, S. A., Cameron, C. E., Priore, M., **McClelland, M. M.**, Cook-Cottone, C., & Gigante, V. (May 2025). *Head to Toes for Neurodiverse Learners (HTNL): A Self-Regulation Assessment for Children with Developmental Disabilities*. Poster accepted for presentation at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

Cameron, C. E., **McClelland, M. M.**, Didrichsen, S. (May 2025). *Development of the HTKS-Kids Tablet-Based Self-regulation Assessment for Children and Teachers*. In Hanno, E. (Chair), *Digital Tools to Measure and Support Children's Development in Early Childhood: Opportunities and Challenges*. Paper Symposium to be presented at the Society for Research in Child Development Biennial Conference, Minneapolis, MN.

McClelland, M. M. (May 2025). Discussant. In Downer, J. (Chair), *Illuminating Mixed Success of Tiered Systems for Supporting Children's Social-Emotional Skills and Behavior in School*. Paper Symposium to be presented at the Society for Research in Child Development Biennial Conference, Minneapolis, MN.

McClelland, M. M. (May 2025). Discussant. In Liu, Q. (Chair), *Family Dynamics and Children's Self-regulation Development: Recognizing Contextual Factors, Relational Processes, and Resilience*. Paper Symposium to be presented at the Society for Research in Child Development Biennial Conference, Minneapolis, MN.

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.

Merculief, 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.;** *Díaz, 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.
- Díaz, 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.
- Díaz, 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., Díaz, 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 11th 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 11th 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 10th 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. (2023-2025)

Ph.D. Dissertations

Bradetich, A. (in preparation). Chair.
 Si, X. (in preparation). Chair.
 Zamani, N. (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
 Ahmadi, A. (2024). Chair. *Measuring Executive Functions: Relation to Individual Factors, Parental Education and Academic Skills Among Young Children in Iran and the United States*
 Mercurief, 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.*

