

CURRICULUM VITAE
MEGAN M. McCLELLAND

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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 life-span. 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 U.S. Department of Education, What Works Clearinghouse Practice Guide on *Preparing Young Children for School*, Expert Panel
- 2019-present Early Childhood Longitudinal Study: Kindergarten class of 2023 (ECLS-K: 2023), Technical Review Panel
- 2019 U.S. Department of Education, Institute for Education Sciences Review Panel
- 2015-present State of Oregon Early Learning Work Group
- 2013-present Scientific Advisory Board Member, Bezos Family Foundation, Seattle, WA
- 2013-present Oregon Kindergarten Assessment Advisory Committee, OR Dept. of Education
- 2012-present Maternal and Child Health Life Course Research Network member
- 2010-present External Reviewer for grant proposals – NIH (K Award, P01 Award), Chile, Hong Kong, New Zealand, Canada
- 2017-2019 Mentor, NIH Loan Repayment Grant, S. Logan, Oregon State University
- 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 Service

- 2018-present, 2014-15, Co-Chair (2019-2020) 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

GRANT SUPPORT

- 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).
- 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. (2015–2021). *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 (*authors in italics are current or former students*)

- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- McClelland, M. M., & Cameron, C. E. & Alonso, 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.
<https://dx.doi.org/10.4135/9781526470393>
- 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>
- 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>
- 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>
- 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. <https://dx.doi.org/10.4135/9781526470393>

- 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.
- 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>
- 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>
- 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>
- 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>
- 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
- 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>
- McClelland, M. M.**, Tominey, S. L., Schmitt, S.A., & Duncan, R. (2017). Social-emotional learning interventions in early childhood. *Future of Children*, 27(1), 33-48.
<http://www.jstor.org/stable/44219020>
- Galinsky, E., Bezos, J., **McClelland, M. M.**, Carlson, S. M., & Zelazo, P. D. (2017). Civic science for public use: Mind in the Making and Vroom. *Child Development*.
<http://dx.doi.org/10.1111/cdev.12892>
- Schmitt, S. A., Geldhof, G. J., Purpura, D. J., Duncan, R., & **McClelland, M. M.** (2017). Examining the relations between executive function, math, and literacy during the transition to kindergarten: A multi-analytic approach. *Journal of Educational Psychology*.
<http://dx.doi.org/10.1037/edu0000193>
- Diaz, G. & **McClelland, M. M.** (2017). The influence of parenting on Mexican American children's self-regulation. *PsyCh Journal*, 6, 43-56. <http://dx.doi.org/10.1002/pchj.158>
- Lipscomb, S. T., **McClelland, M. M.**, MacDonald, M., Cardenas, A., Anderson, K. A., & Kile, M. L. (2017). Cross-sectional study of social behaviors in preschool children and exposure to flame retardants. *Environmental Health*, 16(1), 23. <http://dx.doi.org/10.1186/s12940-017-0224-6>

- Duncan, R. J., McClelland, M. M., & Acock, A. C. (2017). Relations between executive function, behavioral regulation, and achievement: Moderation by family income. *Journal of Applied Developmental Psychology, 49*, 21-30. <http://dx.doi.org/10.1016/j.appdev.2017.01.004>
- Gunzenhauser, C., von Suchodoletz, A., & **McClelland, M. M.** (2017). Measuring cognitive reappraisal and expressive suppression in children: A parent-rating version of the emotion regulation questionnaire. *European Journal of Developmental Psychology, 14*(4), 489-497. [Http://dx.doi.org/10.1080/17405629.2016.1236018](http://dx.doi.org/10.1080/17405629.2016.1236018)
- Montroy, J. J., Bowles, R. P., Skibbe, L. E., **McClelland, M. M.**, & Morrison, F. J. (2016). The development of self-regulation across early childhood. *Developmental Psychology, 52*(11), 1744-1762. [Http://dx.doi.org/10.1037/dev0000159](http://dx.doi.org/10.1037/dev0000159)
- McClelland, M. M.**, Diaz, G. Lewis, K. (2016). *Self-regulation*. In D. Couchenour, & J. K. Chrisman (Eds.), *SAGE Encyclopedia of Contemporary Early Childhood Education*. (pp. 1201-1204). Thousand Oaks, CA: Sage.
- MacDonald, M., Lipscomb, S., **McClelland, M.**, Duncan, R., Becker, D., Anderson, K. & Kile, M. (2016). Relations of preschoolers' visual motor and object manipulation skills with executive function and social behavior. *Research Quarterly for Exercise & Sport, 87*(4), 396-407. <http://dx.doi.org/10.1080/02701367.2016.1229862>
- Kile, M. L., Scott, R. P., O'Connell, S. G., Lipscomb, S., MacDonald, M., **McClelland, M.** et al. (2016). Using silicone wristbands to evaluate preschool children's exposure to flame retardants. *Environmental Research, 147*, 365-372. doi: <http://dx.doi.org/10.1016/j.envres.2016.02.034>
- Pratt, M. E., **McClelland, M. M.**, Swanson, J., & Lipscomb, S. T. (2016). Family risk profiles and school readiness: A person-centered approach. *Early Childhood Research Quarterly, 36*, 462-474. <http://dx.doi.org/10.1016/j.ecresq.2016.01.017>
- McClelland, M. M.**, Leve, L. D., & Pears, K. C. (2016). Preschool executive functions in the context of family risk. In J. Griffin, P. McCardle & L. Freund (Eds.), *Executive Function in Preschool Age Children: Integrating Measurement, Neurodevelopment and Translational Research*. American Psychological Association.
- Pratt, M. E., Lipscomb, S. T., & **McClelland, M. M.** (2015). Caregiver responsiveness during preschool supports cooperation in kindergarten: Moderation by children's early compliance. *Early Education and Development, 1-19*. <http://dx.doi.org/10.1080/10409289.2016.1090767>
- McClelland, M. M.**, & Tominey, S. L. (2015). *Stop, Think, Act: Integrating Self-regulation in the Early Childhood Classroom*. London, UK: Taylor & Francis.
- Day, S. L., Connor, C. M., Schatschneider, C. & **McClelland, M. M.** (2015). Children's self-regulation and literacy: The impact of first grade classroom environment. *Journal of School Psychology, 53*, 409-428. doi: [10.1016/j.jsp.2015.07.004](http://dx.doi.org/10.1016/j.jsp.2015.07.004)
- McClelland, M. M.**, Wanless, S. B., & Lewis, K. W. (2015). Self-regulation. In (H. Friedman (Ed.) *Encyclopedia of mental health* (2nd ed.), San Diego, CA: Elsevier.

- Cadima, J., Gamelas, A. M., **McClelland, M.**, & Peixoto, C. (2015). Associations between early family risk, children's behavioral regulation, and academic achievement in Portugal. *Early Education and Development*, 26(5-6), 708-728. doi: 10.1080/10409289.2015.1005729
- McClelland, M. M.**, & Wanless, S. B. (2015). Introduction to the special issue: Self-Regulation across different cultural contexts. *Early Education and Development*, 26(5-6), 609-614. doi: 10.1080/10409289.2015.1039436
- Rojas-Barahona, C. A., Förster, C. E., Moreno-Ríos, S., & **McClelland, M. M.** (2015). Improvement of working memory in preschoolers and its impact on early literacy skills: A study in deprived communities of rural and urban areas. *Early Education and Development*, 26(5-6), 871-892. doi: 10.1080/10409289.2015.1036346
- Schmitt, S. A., Finders, J. K., & **McClelland, M. M.** (2015). Residential Mobility, Inhibitory Control, and Academic Achievement in Preschool. *Early Education and Development*, 26(2), 189-208. doi:10.1080/10409289.2015.975033
- McClelland, M. M.**, Geldof, J., Cameron, C. E., & Wanless, S. B. (2015). Development and self-regulation. In Overton, W. F. & Molenaar, P. C. M. (Eds.). *Theory and Method*. Volume 1 of the *Handbook of child psychology and developmental science*. (7th ed.), Editor-in-Chief: Richard M. Lerner. Hoboken, NJ: Wiley.
- Schmitt, S. A., **McClelland, M. M.**, Tominey, S. L., & Acock, A. C. (2015). Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly*, 30, Part A(0), 20-31. doi: <http://dx.doi.org/10.1016/j.ecresq.2014.08.001>
- Tominey, S. L., Olsen, S. G., **McClelland, M. M.** (2015). Supporting the development of emotion regulation in young children: The important role of the parent-child attachment relationship. *International Journal of Birth and Parent Education (IJBPE)*, 2(4), 23-26.
- McClelland, M. M.**, & Tominey, S. (2014). The development of self-regulation and executive function in young children. *Zero to Three*, 35(2), 2-8.
- McClelland, M. M.**, Cameron, C. E., Duncan, R., Bowles, R. P., Acock, A. C., Miao, A. & Pratt, M. E. (2014). Predictors of Early Growth in Academic Achievement: The Head-Toes-Knees-Shoulders Task. *Frontiers in Psychology* 5:599. <https://doi.org/10.3389/fpsyg.2014.00599>. PMID: PMC4060410
- Becker, D. R., **McClelland, M. M.**, Loprinzi, P., & Trost, S. G. (2014). Physical activity, self-regulation, and early academic achievement in preschool children. *Early Education and Development*, 25(1), 56-70. doi: 10.1080/10409289.2013.780505
- Becker, D. R., Miao, A., Duncan, R., & **McClelland, M. M.** (2014). Executive function predicts both fine motor skills and early academic achievement. *Early Childhood Research Quarterly*. 29, 411-424. <http://dx.doi.org/10.1016/j.ecresq.2014.04.014>
- Gestsdottir, S., von Suchodoletz, A., Wanless, S. B., Hubert, B., Guimard, P., Birgisdottir, F., Gunzenhauser, C., & **McClelland, M. M.** (2014). Early behavioral self-regulation, academic achievement, and gender: Longitudinal findings from France, Germany, and Iceland. *Applied Developmental Science*, 18(2), 90-109. doi:10.1080/10888691.2014.894870

- Schmitt, S. A., Pratt, M. E., & **McClelland, M. M.** (2014). Examining the validity of behavioral self-regulation tools in predicting preschoolers' academic achievement. *Early Education and Development, 25*(5), 641-660. doi: 10.1080/10409289.2014.850397
- Settersten, R., Jr., **McClelland, M. M.**, & Miao, A. (2014). Child well-being and the life course. In A. Ben-Arieh, F. Casas, I. Frønes & J. E. Korbin (Eds.), *Handbook of Child Well-Being* (pp. 1679-1711): Springer Netherlands.
- Suchodoletz, A. v., Gawrilow, C., Gunzenhauser, G., Merkt, J., Hasselhorn, M., Wanless, S. B., & **McClelland, M. M.** (2014). Erfassung der Selbstregulation vor dem Schuleintritt. [Measuring self-regulation before school entry]. *Psychologie in Erziehung und Unterricht. [Psychology in Education], 61*, 165-174.
- Størksen, I., Ellingsen, I. T., Wanless, S. B., & **McClelland, M. M.** (2014). The influence of parental socioeconomic background and gender on self-regulation among 5-year-old children in Norway. *Early Education and Development, 26*(5-6), 663-684. doi: 10.1080/10409289.2014.932238
- McClelland, M. M.**, Acock, A. C., Piccinin, A., Rhea, S. A., & Stallings, M. C. (2013). Relations between preschool attention span-persistence and age 25 educational outcomes. *Early Childhood Research Quarterly, 28*(2), 314-324. doi: <http://dx.doi.org/10.1016/j.ecresq.2012.07.008>
- Suchodoletz, A. v., Gestsdottir, S., Wanless, S. B., **McClelland, M. M.**, Birgisdottir F., Gunzenhauser, C., & Ragnarsdóttir, H. (2013). Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland. *Early Childhood Research Quarterly, 28*(1), 62-73. <http://dx.doi.org/10.1016/j.ecresq.2012.05.003>
- Tominey, S. & **McClelland, M. M.** (2013). Quantitative and qualitative factors related to the effectiveness of a preschool behavioral regulation intervention. *National Head Start Association Dialog, 16*(3), 21-44.
- Wanless, S. B., **McClelland, M. M.**, Lan, X., Son, S-H., Cameron, C. E., Morrison, F. J., Chen, F-M., Chen, J-L., Li, S., Lee, K., Sung, M. (2013). Gender differences in behavioral regulation in four societies: The U.S., Taiwan, South Korea, and China. *Early Childhood Research Quarterly, 28*(3), 621-633. <http://dx.doi.org/10.1016/j.ecresq.2013.04.002>
- McClelland, M. M.** & Wanless, S. B. (2012). Growing up with assets and risks: The importance of self-regulation for academic achievement. *Research in Human Development, 9*(4), 278-297. doi: 10.1080/15427609.2012.729907
- McClelland, M. M.**, & Cameron, C. (2012). Self-regulation in early childhood: Improving conceptual clarity and developing ecologically-valid measures. *Child Development Perspectives, 6*(2), 136-142. doi: 10.1111/j.1750-8606.2011.00191.x
- McClelland, M. M.**, & Cameron, C. (2011). Self-regulation and academic achievement in elementary school children. *New Directions in Child and Adolescent Development, 133*, 29-44.
- Wanless, S. B., **McClelland, M. M.**, Acock, A. C., Cameron Ponitz, C., Son, S.-H., Lan, X., Morrison, F. J., Chen, J.-L., Chen, F.-M., Lee, K., Sung, M., & Li, S. (2011). Measuring behavioral regulation in four cultures. *Psychological Assessment, 23*(2), 364-378. doi: 10.1037/a0021768.

- McClelland, M. M., & Tominey, S. L.** (2011). Introduction to the special issue on self-regulation in early childhood. *Early Education & Development, 22*(3), 355 - 359.
- Tominey, S. L., & McClelland, M. M.** (2011). Red Light, Purple Light: Findings from a randomized trial using circle time games to improve behavioral self-regulation in preschool. *Early Education & Development, 22*(3), 489-519.
<https://doi.org/10.1080/10409289.2011.574258>
- Wanless, S. B., McClelland, M. M., Tominey, S. L., & Acock, A. C.** (2011). The influence of demographic risk factors on children's behavioral regulation in prekindergarten and kindergarten. *Early Education & Development, 22*(3), 461 - 488.
- Wanless, S. B., McClelland, M. M., Acock, A. C., Chen, F.-M., & Chen, J.-L.** (2011). Behavioral regulation and early academic achievement in Taiwan. *Early Education & Development, 22*(1), 1 - 28.
- Sektnan, M., McClelland, M. M., Acock, A. C., & Morrison, F. J.** (2010). Early family risk, behavioral regulation, and children's academic achievement. *Early Childhood Research Quarterly, 25*(4), 464–479. doi: 10.1016/j.ecresq.2010.02.005.
- McClelland M. M., & Schmitt S. A.** (2010). Social cognition: Comments on Hughes and Lecce. In R. E. Tremblay, R. B. Barr, R. DeV Peters, & M. Boivin (Eds.), *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development, 1–5. Available at: <http://www.child-encyclopedia.com/documents/McClelland-SchmittANGxp.pdf>. Accessed September 20, 2010.
- McClelland, M. M., Cameron Ponitz, C., Messersmith, E., & Tominey, S.** (2010). Self-regulation: The integration of cognition and emotion. In R. Lerner (Series Ed.) & W. Overton (Vol. Ed.), *Handbook of life-span development*. (Vol. 1: Cognition, biology and methods, pp. 509–553). Hoboken, NJ: Wiley & Sons.
- McClelland, M. M., & Tominey, S.** (2010). Social skills. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Cengage Learning.
- Morrison, F. J., Cameron Ponitz, C., & McClelland, M. M.** (2010). Self-regulation and academic achievement in the transition to school. In S. D. Calkins & M. Bell (Eds.), *Child development at the intersection of emotion and cognition* (pp. 203–224): Washington, DC: American Psychological Association.
- 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.
- Cameron Ponitz, C., McClelland, M. M., Connor, C. M., Jewkes, A., M., Farris, C. L., & Morrison, F. J.** (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood Research Quarterly, 23*, 141–158.
- Wanless, S. B., Rosenkoetter, S. E., & McClelland, M. M.** (2008). Paternal depression and infant cognitive development: Implications for research and intervention. *Infants and Young Children, 21*, 134–141.

- McClelland, M. M.**, Cameron, C. E., Connor, C. M., *Farris, C. L.*, Jewkes, A. M., & Morrison, F. J. (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. *Developmental Psychology*, *43*, 947–959.
- McClelland, M. M.**, Cameron, C. E., *Wanless, S. B.*, & Murray, A. (2007). Executive function, self-regulation, and social-emotional competence: Links to school readiness. In O. N. Saracho & B. Spodek (Eds.), *Contemporary perspectives on research in social learning in early childhood education*. (pp. 83–107). Charlotte, NC: Information Age.
- 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.
- 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.
- McClelland, M. M.**, Acock, A. C., & Morrison, F. J. (2006). The impact of kindergarten learning-related skills on academic trajectories at the end of elementary school. *Early Childhood Research Quarterly*, *21*, 471–490.
- Tsai, H. A.*, **McClelland, M. M.**, Pratt, C., & Squires, J. (2006) Adaptation of the 36 month Ages and Stages Questionnaire in Taiwan. *Journal of Early Intervention*, *28*, 213–225.
- 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.
- 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.
- McClelland, M. M.**, & Morrison, F. J. (2003). The emergence of learning-related social skills in preschool children. *Early Childhood Research Quarterly*, *18*, 206–224.
- 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*)
- Caughy, M. O., Brinkley, D. Y., Pacheco, D., Rojas, R., Miao, A., Contreras, M. M., Tresch Owen, M., Easterbrooks, M. A., & **McClelland, M. M.** (2020). *Self-Regulation Development Among Young Spanish Dual Language Learners: A Study of Four Integrated Sites*. Manuscript under review.
- Gonzales, C, Bowles, R., Geldhof, G. J., Cameron, C., *Tracy, A.*, **McClelland, M. M.** (2020). *Developing the HTKS-R: Measurement and psychometric properties*. Manuscript under review.
- Patwardhan, I., Nelson, T. D., **McClelland, M. M.**, Mason, W. A. (2020). *Childhood Cognitive Flexibility and Externalizing and Internalizing Behavior Problems: Examination of Prospective Bidirectional Associations*. Manuscript under review.

Tua-Karing, J., Tracy, A., Gonzales, C., Nancarrow, A., Tomayko, E., Tominey, S., Escobar, H., & McClelland, M. M. (2020). *Breastfeeding, early self-regulation, and academic achievement in kindergarten among disadvantaged children*. Manuscript under review.

Other Relevant Publications

McClelland, M. M. (2011-2016). *Head-toes-knees-shoulders (HTKS) training video*. Corvallis, OR: Oregon State University.

Tracy, A., Lewis, K. & McClelland, M. M. (2016-2020). *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

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

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.** (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 2005) (*authors in italics are current or former students*)
- 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.
- 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.
- 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., 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 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.
- McClelland, M. M.** (2009, April). *How touching your head and toes is related to temperament and school success in preschool and kindergarten*. In C. Valiente (Chair), *The Role of Temperament in Children's School Success*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- McClelland, M. M.**, Sektnan, M., Acock, A. C., & Morrison, F. J. (2009, April). *Children's early family risk and behavioral regulation: Complex pathways to achievement in first grade*. In C. Li-Grining (Chair), *Does Children's Self-Regulation Matter? The Roles of Children's Attention, Behavioral, and Emotion Regulation in Academic Skills*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Tominey, S., & **McClelland, M. M.** (2009, April). *Red light, purple light: Initial findings from an intervention to improve self-regulation over the pre-kindergarten year*. In B. Wilson (Chair), *Self-Regulation in At-Risk Preschool Children: Resiliency and Vulnerability*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Tominey, S., **McClelland, M. M.**, Ponitz, C. C., & Morrison, F. J. (2009, April). *Early self-regulation in Head Start and Non-Head Start children: How "touching your toes" predicts school success*. In K. Pears (Chair), *Sitting Still and Learning to Read: Inhibitory Control and School Readiness in At-Risk Populations*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Wanless, S. B., & **McClelland, M. M.** (2009, April). *Children's self-regulation and links to early achievement in the U.S. and Taiwan*. In A. von Suchodoletz & A. Vazsonyi (Co-Chairs), *Developmental Precursors of School Success in American, Chinese, and German Children and Adolescents*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Tominey, S., Wanless, S. B., & **McClelland, M. M.** (2009, March). *From Head to Toes: Preliminary findings from a pilot self-regulation intervention over the pre-kindergarten year*. Paper presented at the Society for Research in Educational Effectiveness Annual Conference, Washington, DC.

- McClelland, M. M., & Wanless, S. B.** (2008, July). *Touching your toes in four cultures: Developing a new measure of behavioral regulation for young children*. Symposium presented at the biennial meeting of the International Society for the Study of Behavioural Development, Wurzburg, Germany.
- Huntsinger, C. S., & **McClelland, M. M.** (2008, July) *Parents' achievement-related beliefs, goals, and practices and implications for children's outcomes in the PRC, Hong Kong, Taiwan, and the U.S.* Symposium presented at the biennial meeting of the International Society for the Study of Behavioural Development, Wurzburg, Germany.
- Ponitz, C. C., & **McClelland, M. M.** (2008, July). *Touch your toes! Establishing validity, reliability, and relations with early school success in a new measure of behavioral regulation in the U.S.* In M. McClelland & S. B. Wanless (Co-Chairs), *Touching your toes in four cultures: Developing a new measure of behavioral regulation for young children*. Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Wurzburg, Germany.
- Wanless, S. B., & **McClelland, M. M.** (2008, July). *The reliability and validity of a measure of parenting beliefs in Taiwan*. In C. S. Huntsinger & M. McClelland (Co-chairs), *Parents' achievement-related beliefs, goals, and practices and implications for children's outcomes in the PRC, Hong Kong, Taiwan, and the U.S.* Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Wurzburg, Germany.
- McClelland, M. M.** & Ponitz, C. C. (May, 2008). *Children's self-regulation and school readiness: How "touching your toes" predicts school success*. In K. Pears (Chair), *Can You Sit Still and Raise Your Hand?: Self-Regulation as a Focus for School Readiness Interventions*. Paper presented at the annual Prevention Research Conference, San Francisco, CA.
- McClelland, M. M., & Wanless, S. B.** (2008, April). *Predictors of behavioral regulation in four cultures*. Symposium presented at the biennial Conference on Human Development, Indianapolis, IN.
- McClelland, M. M.** (2008, April). *Predictors of Children's Behavioral Regulation in the U.S.* In M. McClelland & S. B. Wanless (Co-Chairs), *Predictors of behavioral regulation in four cultures*. Paper presented at the biennial Conference on Human Development, Indianapolis, IN.
- Sektnan, M., Tominey, S., & **McClelland, M. M.** (2008, April). *Improving academic outcomes for children of mothers with chronic depression: The role of behavioral regulation*. Poster presented at the biennial Conference on Human Development, Indianapolis, IN.
- Tominey, S., & **McClelland, M. M.** (2008, April). *"And when they woke up, they were monkeys!" Using classroom games to promote preschooler's self-regulation and school readiness*. Poster presented at the biennial Conference on Human Development, Indianapolis, IN.
- McClelland, M. M., & Jewkes, A. M.** (2007, April). *Contextual and cultural influences on children's behavioral self-regulation*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- McClelland, M. M., & Jewkes, A. M.** (2007, April). *Children's behavioral self-regulation and growth in early achievement*. In M. McClelland & A. Jewkes (Co-Chairs), *Contextual and*

Cultural Influences on Children's Behavioral Self-Regulation. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

McClelland, M. M. (2007, April). *Children's behavioral self-regulation: Links to school readiness and achievement*. In C. Cameron (Chair), *Child, Classroom, and Cultural Influences on Early Learning and Behavioral Self-Regulation*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Morrison, F. J., Cameron, C. E., **McClelland, M. M.**, & Matthews, J. S. (2007, April). *Self-regulation and academic achievement in the transition to school*. In M. A. Bell & S. D. Calkins (Co-Chairs), *Cognition-Emotion Integration in Early Development*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Wanless, S. B., Sektnan, M., & **McClelland, M. M.** (2007, April). *Growth in behavioral self-regulation during the transition to kindergarten for English and Spanish-speaking children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Cameron, C. E., **McClelland, M. M.**, & Connor, C. M. (2006, July). *The Head-to-Toes Task: Using a behavioral measure of self-regulation to predict emergent literacy, language, and math skills*. Paper presented at the Society for the Scientific Reading Annual Meeting, Vancouver, Canada.

McClelland, M. M., & Wanless, S. B. (2006, July). *Child and parenting influences on early reading and mathematics skills*. In C. Huntsinger (Convener), *Parental Contributions to Young Children's Language, Reading, and Mathematics Development*. Paper presented at the 19th biennial meeting of the International Society for the Study of Behavioural Development, Melbourne, Australia.

Wanless, S. B., Sektnan, M., & **McClelland, M. M.** (2006, July). *The influences of teacher control and warmth on children's early vocabulary and math skills*. Poster presented at the 19th biennial meeting of the International Society for the Study of Behavioural Development, Melbourne, Australia.

Cameron, C. E., **McClelland, M. M.**, & Connor, C. M. (2006, April). *Touch your toes! A longitudinal study of a behavioral measure of self-regulation across two sites*. Poster presented at the biennial Conference on Human Development, Louisville, KY.

McClelland, M. M. (2006, April). *Links between children's learning-related skills and early literacy, vocabulary, and math skills in preschool*. In C. Cameron (Chair), *Schooling, Self-Regulation, & Early Academic Achievement*. Symposium presented at the biennial Conference on Human Development, Louisville, KY.

Murray, A., Sektnan, M., & **McClelland, M. M.** (2006, April). *Relations between effortful control and social-emotional competencies across multiple measures*. Poster presented at the biennial Conference on Human Development, Louisville, KY.

Wanless, S. B., & **McClelland, M. M.** (2006, April). *The influence of teacher control on children's early vocabulary, reading, and self-regulation skills*. Paper presented at the biennial Conference on Human Development, Louisville, KY.

McClelland, M. M. (2005, April). *Parenting and child temperament: Dynamic pathways to early learning-related social skills*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Farris, C., & McClelland, M. M. (2005, April). *The influence of the family learning environment on children's early literacy*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Tsai, H. L., McClelland, M. M. & Pratt, C. (2005, January). *Adaptation of the Ages and Stages Questionnaire: A parent completed developmental screening instrument in Taiwan*. Paper presented at the annual Hawaii International Conference on Education, Waikiki, HI.

STUDENT MENTORING AND HONORS

MENTORING OF GRADUATE STUDENTS

Ph.D. Dissertations

Dahlgren, J. (in preparation). Chair.

Merculief, A. (in preparation). Chair.

Sciuto, I. (in preparation). Chair.

Ahmady, A. (in preparation). Chair.

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

Sciuto, I. (2020). Chair

- Mercurief, 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*
- Duncan, R. (2012). Chair. *Measures of executive function: Convergent validity and links to academic achievement in preschool*
- Prichard, M. (2010). Chair. *Parenting style and practice: Predictors of behavioral regulation in preschool.*
- Murray, A. (2007). Chair. *Parental warmth and children's effortful control: Predictors of social-emotional competency.*
- Sektan, M. (2007). Chair. *Early family risk and children's academic achievement.*
- Farris, C. (2006). Chair. *The influence of children's learning-related social skills and the home literacy environment on early literacy skills.*
- Dogaru, C. (2004). Member. *The transition to kindergarten for children with disabilities..*

Undergraduate Mentoring and Student Honors

- Alonso, J. (2015, Winter). *Children's Exposure to Kindergarten and Self-Regulation Skills.* Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- Bukres, A. (2014-15, Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.
- Gilmore, B. (2013-14, Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.
- Gooding, E. (2013, Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.
- Yde, K. (2013, Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.
- Harper, K. (2013). Undergraduate Honor's Thesis, Oregon State University. Honor's Thesis Advisor.
- Harper, K. (2012, Fall). *Observed classroom behavior and its relationship to directly measured self-regulation.* Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- Harper, K. (2012, Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.

- Lane, J. (2012, Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.
- Kerrigan, S. (2012). Undergraduate Honor's Thesis, Oregon State University. Honor's Advisor.
- Grizzle, A. (2011, Fall). *The relationship between having siblings and children's self-regulation*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University
- Grizzle, A. (2011, Winter/Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Ho, T. (2011, Winter/Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Salinas, L. (2010, Fall). *Relations between teacher ratings, direct measures of self-regulation, and academic achievement for Spanish-Speaking and English-Speaking children in Head-Start*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- Caparoso, J. (2010, Winter/Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- McLean, L. (2010, Winter/Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Groves, S. (2009, Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Patel, A. (2009, Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Tafari, S. (2008, Spring). *Sibling influence on school readiness*. Undergraduate Honor's Thesis. Oregon State University.
- McLean, L. (2008, Winter/Spring). *Socioeconomic status as a factor in school readiness*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- Diaz, G. (2008, Spring). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Whittington, K. (2008, Winter). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- Parmeter, B. (2007, Fall). Undergraduate Research Award Program, College of Health and Human Sciences, Oregon State University.
- O'Brien, C. (2005, Spring). *Profiles of children with poor learning-related social skills in preschool*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- O'Brien, C. (2005, Summer). *Profiles of children with poor learning-related social skills in preschool*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- Taylor, M. (2005, Summer). *Relations between learning-related social skills and early school success*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.
- Lim, R. (2005, Fall). *The importance of parental warmth for children's early school success*. Undergraduate Research, Innovation, Scholarship & Creativity Award, Research Office, Oregon State University.

Graduate Student Honors

