

Dana Charles McCoy

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EDUCATION

2008 – 2013	PhD , Psychology & Social Intervention Concentration in Quantitative Analysis Department of Applied Psychology New York University	New York, NY
2002 – 2006	AB , Psychological & Brain Sciences, <i>cum laude</i> Dartmouth College	Hanover, NH

PROFESSIONAL EXPERIENCE

2021 – present	Max & Marie Kargman Associate Professor of Human Development & Urban Education Advancement , Harvard Graduate School of Education, Cambridge, MA
2020	Associate Professor , Harvard Graduate School of Education, Cambridge, MA
2015 – 2020	Assistant Professor , Harvard Graduate School of Education, Cambridge, MA
2013 – 2015	National Research Service Award Post-doctoral Research Fellow , Harvard Graduate School of Education & Harvard T. H. Chan School of Public Health, Cambridge, MA
2008 – 2013	Graduate Assistant , New York University, New York, NY
2006 – 2008	Research Coordinator , Massachusetts General Hospital, Boston, MA
2005	Intramural Research Training Award Summer Fellow , National Institute of Mental Health, Bethesda, MD

TEACHING EXPERIENCE

2023 – present	Instructor for <i>Human Development & Education 101</i> , Harvard Graduate School of Education
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2020 – present	Instructor for <i>Early Childhood Development in Global Contexts</i> , Harvard Graduate School of Education & T. H. Chan School of Public Health
2016 – present	Instructor for <i>Latent Variable Analysis: Structural Equation Modeling</i> , Harvard Graduate School of Education
2015 – 2018	Instructor for <i>Developmental Theories of Change</i> , Harvard Graduate School of Education
2011	Co-instructor for <i>Research Design and Methodology</i> , New York University

FELLOWSHIPS & GRANTS

2026-2030	The Jacobs Foundation LEVANTE Initiative , “ <i>Longitudinal Impacts of Early Childhood Supports in Andean Peru</i> ,” (\$999,998). Role: Principal Investigator.
2023-2026	The World Health Organization , “ <i>Global Scales for Early Development (GSED) 2.0</i> ,” (\$286,408). Role: co-Investigator (with Tarun Dua, PI).
2022–2023	Harvard Center on the Developing Child , “ <i>Overcoming the Streetlight Effect: A qualitative study to shine light on under-represented early childhood skills</i> ,” (\$125,000). Role: co-Principal Investigator (with Terri Sabol, co-PI).
2022–2023	CIFAR and Jacobs Foundation , “ <i>Developing a universal framework for teachers’ adoption of best practices</i> ,” (\$50,000). Role: co-Investigator (with Rene Kizilcec, PI).
2022–2023	CIFAR and Jacobs Foundation , “ <i>Growing up in times of inequality: A global interdisciplinary approach</i> ,” (\$50,000). Role: co-Investigator (with Eddie Brummelman, PI).
2021–2022	Harvard Center on the Developing Child , “ <i>Combatting the streetlight effect in early childhood research: Shining a light on an expanded set of developmental skills and behaviors</i> ,” (\$50,000). Role: co-Principal Investigator (with Terri Sabol, co-PI).
2021–2023	CIFAR and Jacobs Foundation , “ <i>Child development and health with the transition from slums to subsidized housing</i> ,” (\$50,000). Role: co-Investigator (with Eduardo Undurraga, PI).
2021–2023	Harvard Motsepe Presidential Research Accelerator Fund for Africa , “ <i>School Readiness of HIV-exposed uninfected children in Dar es Salaam, Tanzania</i> ,” (\$50,000). Role: co-Investigator (with Chris Sudfeld, PI).
2021–2024	World Bank Strategic Evaluation Impact Fund , “ <i>Optimal design of digital early childhood development interventions: A multifactorial randomized control trial</i> ,” (\$247,900). Role: Principal Investigator.
2021–2022	David Rockefeller Center for Latin American Studies Collaborative Research Grant , “ <i>Examining Brazilian children’s development and learning during the COVID-19 pandemic: The protective role of the Brain Games early childhood intervention</i> ,” Harvard Graduate School of Education (\$17,000). Role: co-Principal Investigator (with Alexandra Brentani, co-PI).

- 2021–2023 **Jacobs Foundation Research Fellowship**, “*Using technology to maximize the impact of early childhood development interventions at scale*” (\$165,000).
- 2020–2024 **Botnar Research Centre for Child Health**, “*Digital support systems to improve child health and development in low income settings: A randomized controlled trial*,” Swiss Tropical Public Health Institute (primary; \$3,735,000) & Harvard Graduate School of Education (sub-award; \$203,000). Role: Collaborator (with Günther Fink, PI).
- 2020–2023 **United Kingdom Economic and Social Research Council**, Global Challenges Research Fund, “*Harnessing the power of global data to support young children’s learning and development: Analyses, dissemination and implementation*,” Oxford University (primary; \$2,500,000) & Harvard Graduate School of Education (sub-award; \$139,147). Role: co-Investigator (with Alan Stein, PI).
- 2019–2022 **Harvard University Lemann Brazil Research Fund**, “*Testing the impact of a low-cost, evidence-based, and scalable approach to Social and Emotional Learning (SEL) in Brazilian early childhood settings*,” Harvard Graduate School of Education (\$130,000). Role: co-Principal Investigator (with Stephanie Jones, co-PI).
- 2018–2022 **The Bill and Melinda Gates Foundation**, “*0-3 child development indicators*,” World Health Organization (primary; \$2,000,000) & Harvard Graduate School of Education (sub-award; \$272,000). Role: co-Investigator (with Tarun Dua, PI).
- 2018–2020 **Harvard University Lemann Brazil Research Fund**, “*SEL kernels for Brazil ECE: A low-cost, evidence-based, and scalable approach to social and emotional learning (SEL) in Brazilian early childhood settings*,” Harvard Graduate School of Education (\$150,000). Role: co-Principal Investigator (with Stephanie Jones, co-PI).
- 2017–2019 **Harvard University Lemann Brazil Research Fund**, “*Assessing the impact of socio-emotional learning programming in Brazil: A follow-up study*,” Harvard Graduate School of Education (\$150,000). Role: Principal Investigator.
- 2017–2019 **Bezos Foundation**, “*Two approaches to measuring executive function and regulation-related skills in early childhood classroom settings*,” Harvard Graduate School of Education (\$108,617). Role: Principal Investigator.
- 2017–2019 **Grand Challenges Canada**, Saving Brains Initiative, “*Brain Games: A crèches-based early intervention program to improve children’s executive function and self control skills in São Paulo, Brazil*,” University of São Paulo (primary; \$250,000) & Harvard Graduate School of Education (sub-award; \$25,576). Role: co-Investigator (with Alexandra Brentani, PI).
- 2016–2017 **Harvard Center on the Developing Child**, “*Development and validation of an ecologically valid measure of child and classroom executive function*,” Harvard Graduate School of Education. (\$14,432). Role: Principal Investigator.
- 2016–2017 **Harvard Graduate School of Education Dean’s Venture Fund**, “*Measuring child reactivity and regulation in the early childhood classroom setting*,” Harvard Graduate School of Education (\$29,500). Role: Principal Investigator.

- 2016–2018 **Harvard University Lemann Brazil Research Fund**, “*Assessing the impact of socio-emotional learning programing in Brazil*,” Harvard Graduate School of Education (\$149,500). Role: Principal Investigator.
- 2016–2019 **Institute of Education Sciences**, “*Contexts inside and outside of school walls as predictors of differential effectiveness in preschool professional development*,” Northwestern University (primary; \$700,000) & Harvard Graduate School of Education (sub-award; \$259,019). Role: co-Principal Investigator (with Terri Sabol, co-PI).
- 2016–2019 **Institute of Education Sciences**, “*Improving low-income students’ odds of being ‘on-track’ and college ready in Chicago Public Schools: The respective roles of child self-regulation and preschool vs. high school intervention*.” New York University (primary; \$3,451,112) & Harvard Graduate School of Education (sub-award; \$60,384). Role: co-Investigator (with Cybele Raver, PI).
- 2016 **Queen Rania Foundation**, “*Economic implications of investing in early childhood education services in Jordan*,” Harvard School of Public Health (\$21,870). Role: co-Principal Investigator (with Günther Fink, co-PI).
- 2016 **Grand Challenges Canada**, Saving Brains Platform Grant, “*Developing and disseminating the most effective tools for measuring population-level development for children under age 3*,” Harvard School of Public Health (\$203,000). Role: co-Principal Investigator (with Günther Fink, co-PI).
- 2015–2019 **National Institute of Mental Health**, R01, “*Type, timing, & turbulence of poverty-related risk: Long-term evidence from CSRP*,” New York University (primary; \$2,893,677) & Harvard Graduate School of Education (sub-award; \$104,917). Role: co-Investigator (with Cybele Raver, PI).
- 2014–2016 **National Institute of Child Health and Human Development**, National Research Service Award Post-Doctoral Fellowship Award (F32), “*Variation in early childhood program impacts by race, urbanicity, and quality*,” Harvard Graduate School of Education (\$39,000 per year plus tuition). Role: Principal Investigator.
- 2011–2013 **Institute of Education Sciences**, Predoctoral Interdisciplinary Research Training Fellowship Award, New York University (\$30,000 per year plus tuition).

AWARDS & HONORS

- 2021 **Early Career Award**, Society for Research on Educational Effectiveness
- 2019 **Semi Finalist**, NAEd/Spencer Postdoctoral Fellowship Program
- 2013 **Outstanding Dissertation Award Nominee**, Steinhardt School of Culture, Education, and Human Development, NYU
- 2013 **Outstanding Research Contribution Award**, Department of Applied Psychology, New York University
- 2012 **Travel Award**, Society for Prevention Research
- 2011 **Fellowship & Travel Award**, Workshop on Quasi-Experimental Design & Analysis, Institute of Education Sciences & Institute for Prevention Research at Northwestern
- 2011 **Steinhardt Dean’s Grant for Graduate Student Research**, New York University
- 2011 **Student Travel Award**, Society for Research in Child Development

- 2010 **Preddoctoral Fellowship Development Award**, New York University
 2010 **Professional Development Funding**, Department of Applied Psychology, New York University
 2009 **Sackler Institute for Developmental Psychobiology Summer Fellowship**, Cornell University
 2008 **Steinhardt Founders Fellowship Award for Predoctoral Training**, New York University

PEER-REVIEWED PUBLICATIONS (* indicates student or post-doc as primary author; All publications prior to May, 2011 listed as Dana L. Charles)

Under Review

McCoy, D. C., Trias, J., Kitamura, K., Ezeugwu, C., & Oliveira, J. (under review). Examining the impact of a digital early childhood intervention for parents within Brazil's national home visiting program. *Child Development*

McCoy, D. C., Cuartas, J., Seiden, J., Richter, L., & the Global Early Childhood Development Consortium. (revision under review). The role of global monitoring and measurement in advancing scientific understanding of early childhood development. *Current Perspectives in Psychological Science*.

McCoy, D. C. (revision under review). Values matter: Exploring societies' priorities for child psychosocial development around the world. *Child Development*.

Published or In Press

Lotto*, C. R., Altafim, E. P., **McCoy, D. C.**, & Linhares, M. B. M. (in press). Facilitators' champion behaviors for delivering an evidence-based parenting program. *American Journal of Community Psychology*.

Seiden, J., **McCoy, D. C.**, Muhini, A., Sudfeld, C. R., Bakari, M., Saleh, A., Manji, K. P., & Perumal, N. (in press). Predictive and concurrent validity of caregiver reported early childhood development assessments: A prospective cohort study of Tanzanian children. *PLOS Global Public Health*.

Dearing, E., **McCoy, D. C.**, Sabol, T. J., Simpkins, S. D., Bustamante, A. S., Zachrisson, H. D., & Vandell, D. L. (in press). A developmental perspective on educational opportunities. *Advances in Child Development and Behavior*.

McCoy, D. C., Kitamura, K., Miąskiewicz, M., Dermody, C., & Raikes, A. (in press). Interventions to support social-emotional outcomes for young children in low- and middle-income countries: A systematic review and meta-analysis. *Child Development*.

McCoy, D. C., Sabol, T., & the Harvard Radcliffe Early Education Consortium. (in press). Building strong foundations: Using evidence to improve child outcome assessment in preschool Quality Rating and Improvement Systems. *Teachers College Record*.

Suntheimer*, N., Hatch, S., F., Otwell, A. W., Tang, L., **McCoy, D. C.**, & Wolf, S. (in press) Caregiver cognitive stimulation in early childhood and child development: A systematic review and meta-analysis. *Psychological Bulletin*.

- Hinckley*, K., **McCoy, D. C.**, Jäggi, L., Hartinger, S. M., Mäusezahl, D., Hatch, S. H., Alvarado, M., Castellanos, A., Aguilar, L., Gastiaburu Cabello, M., & Fink, G. (in press). Pathways between family socioeconomic status and early childhood development: Evidence from Andean Peru. *Developmental Science*.
- Kabay, S., Oh, J., **McCoy, D. C.**, & Wolf, S. (in press). Do existing early childhood interventions have the potential to close socioeconomic gaps in low- and middle-income countries? *International Journal of Behavioral Development*.
- Obradović, J., Ahmed, I., Mazzaferro, M., Sulik, M. J., **McCoy, D. C.**, Wolf, S., Draper, C. E., D'Sa, N., Howard, S. J., Lipina, S., Thennakoon, K., Ghalibaf, E. (in press). Executive Function From Observation and Reflection Tool (EFFORT): Multinational validation of a culturally adaptable and publicly available item bank across multiple adult reporters. *Behavioral Sciences*.
- McCoy, D. C.**, Kitamura, K., Jukes, M., & Stern, J. (in press). Examining trajectories of children's social-emotional development across cultures. *Developmental Psychology*, e-pub ahead of print. <https://doi.org/10.1037/dev0002218>
- van Buuren, S., Eekhout, I., McCray, G., Seiden, J., **McCoy, D. C.**, Gladstone, M. Cavellera, V., Dua, T., Black, M., & GSED Team. (2026). GSED core model: A unified D-score scale for early child development from seven sites. *International Journal of Behavioral Development*, e-pub ahead of print. <https://doi.org/10.1177/01650254261451140>
- Elansary, M., Aleghfeli, Y. K., Kunh, J., Lee, K. Y., Strader, S., **McCoy, D. C.** (2026). Global minds: Caregivers' perceptions of early childhood development across sociocultural contexts. *BMJ Paediatrics Open*, 10(1), e004520. <https://doi.org/10.1136/bmjpo-2026-004520>
- Hentschel*, E. L., Sager, A. A., **McCoy, D. C.**, Kim, S.-H., Rao, N., Wade, C. G., & Yousafzai, A. (2026). The impact of early childhood care and education training programs on educator outcomes: A systematic review and meta-analysis. *Early Childhood Research Quarterly*, 76, 527-544. <https://doi.org/10.1016/j.ecresq.2026.04.012>
- Altafım, E., Lotto, C., **McCoy, D. C.**, Branco, M., Jürgensen, R., Linhare, M. B. (2026). Online training of professionals for large-scale implementation of a parenting program in public services. *Parenting: Science and Practice*, e-pub ahead of print. <https://doi.org/10.1080/15295192.2026.2658648>
- Brummelman, E., [Ahl, R., Aurino, E., Besharati, S., Domingue, B. W., Lebel, C., Leonard, J., **McCoy, D. C.**, Pesando, L. M., Urlacher, S., Yeager, D., Yip, J.], & McAuliffe, K. (2026). We need to understand economic inequality from children's perspectives. *Communications Psychology*, 4(1), 27. <https://doi.org/10.1038/s44271-026-00418-7>
→ Authors in brackets listed in alphabetical order
- Fink, G., **McCoy, D. C.**, Jäggi, L., Hinckley, K., Castellanos, A., Bustamante, M. H., Hartinger, S. P., & Mäusezahl, D. (2026). Digital support systems to improve child development in Peru: A cluster-randomized controlled open-label trial. *Science Advances*, 12(10), eab9403. <https://doi.org/10.1126/sciadv.aeb9403>
- McCoy, D. C.**, Dormal, M., Hinckley, K., Alvarado, M., Jäggi, L., Mäusezahl, D., Hartinger, S. P., & Fink, G. (2026). Measuring parenting interactions in resource-constrained settings: Evidence from an observational tool implemented in Andean Peru. *Psychological Assessment*, 38(6-7), 503-516. <https://doi.org/10.1037/pas0001462>

- Chang*, O. D., Ma, J., Ward, K. P., **McCoy, D. C.**, Boyle, E. H., Grogan-Kaylor, A. (2026). How does context shape differences and changes in caregivers' engagement in psychosocial stimulation over time? A study of Georgia and Mongolia. *International Journal of Behavioral Development*, 50(3), 366-375. <https://doi.org/10.1177/01650254251346689>
- Hinckley*, K., Alvarado, M., **McCoy, D. C.**, Jäggi, L., Dormal, M., Mäusezahl, D., Hartinger, S. M., Castellanos, A., Huaylinos Bustamante, M. L., Aguilar, L., Gastiaburú Cabello, M. C., Quispe Roncal, N. G., & Fink, G. (2025). Development and validation of the Nurturing Parenting Beliefs and Behaviors Scale (NPBBS): Measuring parenting in high Andean Peru. *Developmental Psychology*, 62(1), 233–253. <https://doi.org/10.1037/dev0002037>
- Coley, R. L., **McCoy, D. C.**, & Hatch, S. F. (2025). How poverty shapes children's home, neighborhood, and school environments: An integrative conceptual framework and review. *American Psychologist*, e-pub ahead of print. <https://doi.org/10.1037/amp0001573>
- Jäggi*, L., **McCoy, D. C.**, Fink, G., Hinckley, K., Alvarado Llatance, M., Dormal, M., Hartinger Pena, S., Mäusezahl, D., & Noom, M. J. (2025). A short parent-reported attachment relationship questionnaire: Development and cultural validation for a Majority World context. *International Journal of Behavioral Development*, e-pub ahead of print. <https://doi.org/10.1177/01650254251368797>
- McCoy, D. C.**, Hanno, E. C., Tan, F., Fonseca, G., Ponczek, V. P., & Pinto, C. C. D. X. (2025). Exploring the effects of a social-emotional learning intervention in Brazilian primary schools: Findings from year two of implementation. *Journal of Research on Educational Effectiveness*, 18, 588-614. <https://doi.org/10.1080/19345747.2024.2322609>
- Suntheimer*, N., Ju, S. G., **McCoy, D. C.**, Wolf, S., Abate, S., Mekonnen, A., Teshome, T. Z., & Demlew, T. (2025). Parent psychological distress and beliefs about nurturing care: Associations with parent investments and early child development in Ethiopia. *Developmental Psychology*, 61, 1342-1357. <https://doi.org/10.1037/dev0001820>
- Hinckley*, K., Cabello, M. C. G., Alvarado, M., **McCoy, D. C.**, Mäusezahl, D., Fink, G., Hatch, S. F., Roncal, N. G. Q., Eslava, N. G., Bustamante, M. L. H., Castellanos, A., Hartinger, S. M., Jäggi, L. (2025). Caregivers' perceptions and practices regarding responsive caregiving and early learning in Cajamarca, Andean Peru: A qualitative study. *Infant and Child Development*, 34, e70036. <https://doi.org/10.1002/icd.70036>
- Draper, C., Fink, G., **McCoy, D. C.**, Nores, M., & Yousafzai, A. (2025). Beyond deficit models in early childhood development research and practice – Authors' response. *The Lancet*, 405, 2127-2127. [https://doi.org/10.1016/S0140-6736\(25\)00626-9](https://doi.org/10.1016/S0140-6736(25)00626-9)
- Lotto*, C. R., Altafim, E., **McCoy, D. C.**, & Linhares, M. B. M. (2025). Maternal temperament and parenting practices as predictors of children's behavior problems. *Journal of Experimental Child Psychology*, 260, 106332. <https://doi.org/10.1016/j.jecp.2025.106332>
- Kitamura*, K., **McCoy, D. C.**, & Wolf, S. (2025). Exploring multidimensional approaches to learning during early childhood in Ghana. *Applied Developmental Science*, 1–17. <https://doi.org/10.1080/10888691.2025.2474976>

- Cuartas*, J., Gershoff, E. T., Bailey, D. H., Gutiérrez, M. A., & **McCoy, D. C.** (2025). Physical punishment and lifelong outcomes in low- and middle-income countries: A systematic review and multi-level meta-analysis. *Nature Human Behaviour*, 9(7), 1365-1379. <https://doi.org/10.1038/s41562-025-02164-y>
- Jäggi*, L., Hartinger, S. M. P., Fink, G., **McCoy, D. C.**, Alvarado, M. L., Hinckley, K., Varela, L. R., Aguilar, L., Castellanos, A., & Mäusezahl, D. (2025). Parenting in the digital age: A scoping review of digital early childhood parenting interventions in low-and middle-income countries (LMIC). *Public Health Reviews*, 45, <https://doi.org/10.3389/phrs.2024.1607651>
- Merchant, A. N., Kaur, R., McCray, G., Cavallera, V., Weber, A., Gladstone, M., ... **McCoy, D. C.**,... & Lancaster, G. (2025). Feasibility and acceptability of implementing the Global Scales for Early Development (GSED) package for children 0–3 years across three countries. *Pilot and Feasibility Studies*, 11(1), 1-21. <https://doi.org/10.1186/s40814-024-01583-4>
- McCoy, D. C.**, & Sabol, T. (2025). Overcoming the Streetlight Effect: Shining light on the foundations of learning and development in early childhood. *American Psychologist*, 80(2), 135-147. <https://doi.org/10.1037/amp0001432>
- Dormal*, M., **McCoy, D. C.**, & Raikes, A. (2025). Improving measurement efficiency of an early education quality monitoring tool for Majority World countries. *Early Education & Development*, 36(3), 640-662. <https://doi.org/10.1080/10409289.2024.2423277>
- Ahun*, M., **McCoy, D. C.**, Sabol, T., Kim, Y., Warren, W., & Jeong, J. (2024). Overcoming the Streetlight Effect: Qualitative examination of community experts' perceptions of Foundations-of-Learning-and-Development (FOLD) skills. *Annals of the New York Academy of Sciences*, 1542(1), 647-659. <https://doi.org/10.1111/nyas.15273>
- Hentschel*, E., Siyal, S., Al Sagar, A., **McCoy, D.C.**, & Yousafzai, A. (2024). The development and validity of the Early Learning Tool for children 0–3-year-old in rural Pakistan. *Journal of Global Health*, 14, 04241. <https://doi.org/10.7189/jogh.14.04241>
- Nores, M., Vazquez, C., Gustafsson-Wright, E., Osborne, S., Cuartas, J., Lambiris, M. J., **McCoy, D. C.**, Lopez-Boo, F., Behrman, J., Bernal, R., Draper, C. E., Okely, A. D., Tremblay, M. S., Yousafzai, A. K., Lombardi, J., & Fink, G. (2024). The cost of not investing in the next 1000 days: Implications for policy and practice. *The Lancet*, 404(10467), 2117-2130. [https://doi.org/10.1016/S0140-736\(24\)01390-4](https://doi.org/10.1016/S0140-736(24)01390-4)
- Draper, C. E., Yousafzai, A. K., **McCoy, D. C.**, Cuartas, J., Obradović, J., Bhopal, S., Fisher, J., Jeong, J., Klingberg, S., Milner, K., Pisani, L., Roy, A., Seiden, J., Sudfeld, C. R., Wrottesley, S. V., Fink, G., Nores, M., Tremblay, M. S., & Okely, A. D. (2024). The next 1000 days: Building on early investments for the health and development of young children. *The Lancet*, 404(10467), 2094-2116. [https://doi.org/10.1016/S0140-6736\(24\)01389-8](https://doi.org/10.1016/S0140-6736(24)01389-8)
- van Buuren, S., Eekhout, I., McCray, G., Lancaster, G. A., Waldman, M., **McCoy, D. C.**, Gladstone, M., Cavallera, V., Dua, T., Black, M. M., & GSED Team. (2024). Enhancing comparability in early child development assessment with the D-score. *International Journal of Behavioral Development*, 49, 1-17. <https://doi.org/10.1177/01650254241294033>
- Hentschel*, E., Siyal, S., Warren, W., Lanjar, S., **McCoy, D. C.**, Tiemeir, H., & Yousafzai, A. (2024). “When I hold my daughter, she quiets, no need [for] any verbal conversation”: A qualitative

understanding of responsive caregiving in rural, Sindh Pakistan. *Infant Mental Health Journal*, 45(6), 705-720. <https://doi.org/10.1002/imhj.22135>

Do*, H., & **McCoy, D. C.** (2024). The relations between caregiver education, home stimulation, and children's developmental outcomes: Research in Majority World countries. *International Journal of Early Childhood*, 1-24. <https://doi.org/10.1007/s13158-024-00398-x>

Elansary, M., Brochier, A., Urbina-Johanson, S., Wexler, M. G., Messmer, E., Pierce, L. J., & **McCoy, D. C.** (2024). A qualitative study of maternal perceptions of stress and parenting during early childhood. *Academic Pediatrics*, 24(7), 1068-1075. <https://doi.org/10.1016/j.acap.2024.01.017>

Cuartas*, J., **McCoy, D. C.**, Torres, I., Burghardt, L., Shonkoff, J., & Yoshikawa, H. (2024). The developmental consequences of early exposure to climate change-related risks. *Child Development Perspectives*, 18(3), 145-154. <https://doi.org/10.1111/cdep.12503>

Hentschel*, E. Siyal, S., **McCoy, D. C.**, Tiemeier, H., & Yousafzai, A. (2024). Reliability and validity of the responsive care tool for children 0–3 years old in a rural, South Asian setting. *International Journal of Behavioral Development*, 48(4), 376-383. <https://doi.org/10.1177/01650254241236366>

Cuartas*, J., Salazar, A., Backhaus, S., Little, M., **McCoy, D.**, Yoshikawa, H., Bass, M., Metheny, N., Knaul, F. (2024). Strategies to prevent violence against children in the home: A systematic review of reviews. *Trauma, Violence, & Abuse*, 25(4), 3419-3433. <https://doi.org/10.1177/15248380241247018>

Elensary, M., Wei, W., Pierce, L., **McCoy, D. C.**, & Nelson, C. A. (2024). Association of neighborhood opportunity with infant brain activity and cognitive development. *Journal of Developmental and Behavioral Pediatrics*, 45(3), e217-e224. <https://doi.org/10.1097/DBP.0000000000001249>

Jukes, M. C., [Ahmed, I., Baker, S., Draper, C. E., Howard, S. J., **McCoy, D. C.**, Obradović, J., & Wolf, S.] (2024). Principles for adapting assessments of executive function across cultural contexts. *Brain Sciences*, 14(4), 318. <https://doi.org/10.3390/brainsci14040318>

→ Authors in brackets listed in alphabetical order

→ *Selected as an Editor's Choice article by Brain Sciences.*

Waldman*, M., Raikes, A., Hepworth, K., Black, M., Cavallera, V., Dua, T., Janus, M., Martin Herz, S., **McCoy, D. C.**, & Weber, A. (2024). Psychometrics of psychosocial behavior items under age 6 years: Evidence from Nebraska, USA. *Infant Mental Health Journal*, 45(1), 56-78. <https://doi.org/10.1002/imhj.22090>

McCoy, D. C., Cuartas, J., & Seiden, J. (2024). Country-level improvements in nurturing care and child development, *JAMA Pediatrics*, 178(1), 84-86. doi:10.1001/jamapediatrics.2023.4615

Colagrossi*, A. L. R., Magalhães-Barbosa, M. C., **McCoy, D. C.**, Barnes, S. P., Temko, S., Bailey, R., Jones, S. M., Bianchi, L. M., da Cunha, A. J. L. A., Prata-Barbosa, A. (2024). Adaptation and efficacy of a social-emotional learning intervention (SEL Kernels) in early childhood settings in southeastern Brazil: A quasi-experimental study. *Early Education and Development*, 35(4), 704-721. <https://doi.org/10.1080/10409289.2023.2219583>

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BOOK CHAPTERS & EDITED REPORTS

- Bailey, R., Brentani, A., Colagrossi, A. L., Jones, S., **McCoy, D. C.**, Ramirez, T., & Temko, S. (2022). Integrating SEL into early childhood settings in Brazil. In Smart, A., & Sinclair, M (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable. Volume III: SEL in context*. NISSEM.
- McCoy, D. C.** (2022). Defining and measuring young children's social-emotional development in global contexts. In Jones, S., Lesaux, N., & Barnes, S. (Eds.), *Measuring noncognitive skills in school settings: Assessments of executive function and social-emotional competencies*. New York, NY Guilford Press.
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- Hanno*, E. C., Jones, S. M., & **McCoy, D. C.** (2020). Literacy and self-regulation development in early childhood. In E. Moje & N. K. Lesaux (Eds.), *Handbook of Reading Research* (Vol. 5). Taylor & Francis Group.
- Fink, G., **McCoy, D. C.**, Hatamleh, H. I., Pylvainen, H., Chen, A., & Ghazi, A.-A. (2017). Economic implications of investing in early childhood care and education in Jordan. Amman, Jordan: Queen Rania Foundation.
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- Tubbs, C., & **McCoy, D. C.** (2012). Early childhood development: An introduction. In Wuermli, A., & Lundberg, M. (Eds.), *Economic crisis and the next generation: Protecting and promoting young people's development*. Washington, DC: The World Bank.
- Raver, C. C., Smith Carter, J., **McCoy, D. C.**, Roy, A., Ursache, A., & Friedman, A. (2012). Testing models of children's self-regulation within educational contexts: Implications for measurement. In J. Benson (Ed.), *Advances in child development and behavior*. Burlington, VT: Academic Press.

PUBLIC DATASETS

- Watts, T. W., Das, S., Li, C., Pan, X. S., Gandhi, J., **McCoy, D. C.**, Li-Grining, C., Roy, A. L., Jones, S. M., & Raver, C. C. (2004-2019). Chicago School Readiness Project: Adolescent follow-up, Illinois, ICPSR38425-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2023-03-06. <http://doi.org/10.3886/ICPSR38425.v1>

CONFERENCE PRESENTATIONS (All presentations prior to May, 2011 listed as Dana L. Charles)

2025

McCoy, D. C., Kitamura, K., Miąskiewicz, M., Dermody, C., & Raikes, A. (2025, October). *Programs to support well-being outcomes for young children in low- and middle-income countries: A systematic review and meta-analysis*. Presentation at the annual meeting of the Society for Research in Educational Effectiveness, Chicago, IL.

McCoy, D. C., Dormal, M., Hinckley, K., Alvarado, M., & Jäggi, L. (2025, May). *Measuring parent-child interactions in resource-constrained settings: Evidence from an observational tool implemented in Andean Peru*. Presentation at the biannual meeting of the Society for Research in Child Development, Minneapolis, MN.

McCoy, D. C., Kitamura, K., Castellanos, A., Pedrosa, B., Oliveira, J., & Trias, J. (2025, May). *Examining the take-up and impact of a digital parenting intervention within Brazil's national home visiting program*. Presentation at the biannual meeting of the Society for Research in Child Development, Minneapolis, MN.

2024

McCoy, D. C., Kitamura, K., Oliveira, J., & Trias, J. (2024, Sept). *Impacts of integrating digital supports within an early childhood home visiting program: A multifactorial randomized trial in Ceara, Brazil*. Presentation at the annual meeting of the Society for Research in Educational Effectiveness, Baltimore, MD.

2023

McCoy, D. C., & Sabol, T. (2023, March). *Overcoming the streetlight effect: Shining light on under-represented skills of human development in early childhood*. Presentation at the biannual meeting of the Society for Research in Child Development, Salt Lake City, UT.

McCoy, D. C., Machado, C., Cuartas, J., Callegari, J., Castellanos, A., & Trias, J. (2023, March). *Improving early childhood development in Brazil: A pilot study of a digital parenting program*. Presentation at the biannual meeting of the Society for Research in Child Development, Salt Lake City, UT.

2022

McCoy, D. C., & Sabol, T. (2022, June). *Combatting the streetlight effect in early childhood research: Shining light on under-represented skills of human development*. Virtual presentation at the Administration for Children and Families' National Research Conference on Early Childhood.

2021

McCoy, D. C., Hanno, E. C., Ponczek, V., Pinto, C. C., Fonseca, G., & Marchi, N. Z. (2021, April). *Community violence as a moderator of the impact of a social-emotional learning program in Brazilian primary schools*. Virtual presentation for the meeting of the Comparative and International Education Society.

McCoy, D. C., Barnes, S. P., Brentani, A., Jones, S. M., Bailey, R., Temko, S., & Fink, G. (2021, April). *Examining the impact of the Brain Games on young children's self-regulation, executive function, and academic outcomes in Brazil*. Virtual presentation for the meeting of the Comparative and International Education Society.

McCoy, D. C., Sabol, T., Hanno, E., & Odgers, C. (2021, April). *A multidimensional, neighborhood-centered approach to understanding low-income preschoolers' school communities*. Virtual presentation for the meeting of the Society for Research in Child Development.

McCoy, D. C., Cuartas, J., Behrman, J., Cappa, C., Heymann, J., López Bóo, F., Lu, C., Raikes, A., Richter, L., Stein, A., & Fink, G. (2021, April). *Global estimates of the effects of COVID-19-related preschool closures on children's development, learning, and economic wellbeing*. Virtual presentation for the meeting of the Society for Research in Child Development.

Koepp*, A., **McCoy, D. C.,** Jones, S. M., Leong, D. J., & Bodrova, E. (2021, April). *Young children's self-regulation and contextual supports in their classrooms*. Virtual presentation for the meeting of the Society for Research in Child Development.

2020

McCoy, D. C., Hanno, E. C., Ponczek, V., Pinto, C. C., Fonseca, G., & Marchi, N. Z. (2020, March). *Community violence as a moderator of the impact of a social-emotional learning program in Brazilian primary schools*. Presentation prepared but not delivered (due to COVID-19) for the annual meeting of the Society of Research on Educational Effectiveness, Crystal City, VA.

McCoy, D. C., Barnes, S. P., Brentani, A., Jones, S. M., Bailey, R., Temko, S., & Fink, G. (2020, March). *Examining the impact of the Brain Games on young children's self-regulation, executive function, and academic outcomes in Brazil*. Presentation prepared but not delivered (due to COVID-19) for the annual meeting of the Comparative and International Education Society, Miami, FL.

2019

Altafim*, E. R., **McCoy, D. C.,** Brentani, A., Grisi, S., & Fink, G. (2019, March). *Caregiver Reported Early Development Index: Relations between socioeconomic status, household stimulation, and child development*. Poster presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Busby*, A., Sabol, T., & **McCoy, D. C.** (2019, March). *Neighborhood effects on teachers and children: A causal study using violent crime*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Cuartas*, J., **McCoy, D. C.,** Guerra, M., Britto, P., Beatriz, E., & Salhi, C. (2019, March). *Early childhood exposure to non-violent discipline and physical and psychological aggression in low- and middle-income countries*. Poster presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Gonzalez*, K., Sabol, T., **McCoy, D. C.,** Miratrix, L., & Spybrook, J. (2019, March). *Estimating treatment heterogeneity in early childhood contexts: Lessons learned and implications for study design*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Jeong*, J., Obradovic, J., Rasheed, M., **McCoy, D. C.**, Fink, G., & Yousafzai, A. (2019, March). *Maternal and paternal stimulation: Mediators of parenting intervention effects on preschoolers' development in Pakistan*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Koepp*, A., **McCoy, D. C.**, Jones, S., Bodrova, E., Leong, D., & Hemenway, A. (2019, March). *Variation in young children's self-regulation skills across early childhood classroom contexts*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

McCoy, D. C., Hanno, E., Ponczek, V., Pinto, C., Fonseca, G., Marchi, N., & Wei, W. (2019, March). *Um compasso para aprender: Evaluating the impact of a social-emotional learning program in Brazilian primary schools*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

McCoy, D. C., Sabol, T. J., & Hanno, E. (2019, March). *Quantifying school neighborhoods and their relations with child outcomes: A virtual systematic social observation approach*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Wei, W. S., Busby, A. K., **McCoy, D. C.**, Hanno, E. C., & Sabol, T. S. (2019, March). *Neighborhood advantage and children's outcomes: The mediating role of classroom quality in preschool*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

2018

Sabol, T. J., **McCoy, D. C.**, Gonzalez, K. E., Guminiski, S., & Hedges, L. (2018, November). *Scaling-up an early childhood professional development program: Exploring variation in treatment effects by cities and centers*. Paper presented at the meeting of the Association for Public Policy Analysis & Management, Washington, DC.

Salhi, C., Beatriz, E., McBain, R., **McCoy, D. C.**, Fink, G., Sheridan, M. (2018, October). *Parenting practices and differential developmental delay across 17 countries*. Paper presented at the Society for Research on Child Development's Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, AZ.

Chen*, A., Elansary, M., Ward-Seidel, A., Dai, C., Hui, J., O'Connor, K., & **McCoy, D. C.** (2018, July). *Raising different minds: Cross-cultural caregiver attitudes toward mental health in East Asia, Middle East, Africa, and Latin America*. Paper presented at the International Association for Child and Adolescent Psychiatry and Allied Professions Conference, Prague, Czech Republic.

Elansary, M., Chen, A., Strader, S., Lee, K. Y., Kuhn, J., Aleghfeli, Y., & **McCoy, D. C.** (2018, July). *Global minds: Caregivers' knowledge and perceptions of early childhood development across cultures*. Paper presented at the International Association for Child and Adolescent Psychiatry and Allied Professions Conference, Prague, Czech Republic.

Gonzalez*, K., **McCoy, D. C.**, Jones, S. M., and Raver, C. C. (April 2018). *Impacts of the Chicago School Readiness Project on trajectories of students' social-emotional challenges over time*. Presentation at the American Educational Research Association Annual Conference, New York, NY.

McCoy, D. C., Gonzalez, K., & Jones, S. (2018, March). *Examining social-emotional skills as a mechanism in explaining the long-term impacts of early childhood intervention: Evidence from the*

Chicago School Readiness Project. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.

2017

McCoy, D. C., Jones, S. M., Hemenway, A., Koepp, A., & Wilder-Smith, O. (2017, November). *An observational measure of regulation-related skills in the early childhood classroom setting*. Paper presented at the meeting of the Association for Public Policy Analysis & Management, Chicago, IL

Friedman-Krauss, A., **McCoy, D. C.**, & Connors, M. (2017, April). *Unique patterns of process and structural quality as predictors of children's pre-academic skills during one year of preschool*. Paper presented at the meeting of the Society for Research in Child Development, Austin, TX.

McCoy, D. C., Jones, S., Leong, D., Bodrova, E., Wilder-Smith, B., & Koepp, A. (2017, April). *An observational measure of regulation-related skills in the early childhood classroom setting*. Paper presented at the meeting of the Society for Research in Child Development, Austin, TX.

McCoy, D. C., Zuilkowski, S. S., Yoshikawa, H., & Fink, G. (2017, March). *Early childhood care and education and school readiness in Zambia*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

2016

McCoy, D. C. (2016, July). *Measuring executive function and regulation-related skills in the early classroom setting*. Paper presented at the annual National Research Conference on Early Childhood, Washington, DC.

Jones, S., **McCoy, D. C.**, & Raver, C. C. (2016, July). *Preschool mediators of the effects of the Chicago School Readiness Project on children's social-emotional and behavioral adjustment in 5th Grade*. Paper presented at the annual National Research Conference on Early Childhood, Washington, DC.

Connors, M., Friedman-Krauss, A. H., & **McCoy, D. C.** (2016, July). *Can early childhood programs do it all? The case of Educare*. Paper presented at the annual National Research Conference on Early Childhood, Washington, DC.

2015

McCoy, D. C., Yang, R., Ziol-Guest, K. M., Yoshikawa, H., Schindler, H. S., & Duncan, G., J. (2015, November). *Long-term impacts of preschool programs on graduation rates, special education placement, and grade retention: A meta-analysis*. Paper presented at the annual fall meeting of the Association for Public Policy Analysis & Management, Miami, FL.

Friedman-Krauss, A. H., **McCoy, D. C.**, Connors, M., Yoshikawa, H., & Morris, P. (2015, November). *Unique patterns of process and structural quality as predictors of Head Start impact variation*. Paper presented at the annual fall meeting of the Association for Public Policy Analysis & Management, Miami, FL.

Jones, S., **McCoy, D. C.**, Hay, L. Y., & Raver, C. C. (2015, March). *Long term effects of the Chicago School Readiness Project on children's social-emotional and behavioral adjustment*. Paper presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

McCoy, D. C., Zuilkowski, S. S., & Fink, G. (2015, March). *Stimulation, health and cognitive development: Identifying mechanisms underlying socioeconomic disparities in Zambia*. Paper presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

McCoy, D. C., Jones, S. M., Raver, C. C., Burdick, J. D., & Hay, L. Y. (2015, March). *Exploring early exposure to family, school, and neighborhood poverty and developmental trajectories of problem behavior*. Paper presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Jones, S., **McCoy, D. C.,** & Raver, C. C. (2015, March). *Future directions in research on social-emotional preschool interventions*. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.

2014

McCoy, D. C., Fink, G., Sudfeld, C. R., & Fawzi, W. (2014, November). *Assessing population-level early child development in low-resourced settings: The Saving Brains Early Child Development Scale*. Paper presented at the annual fall meeting of the Association for Public Policy Analysis & Management, Albuquerque, NM.

Weiland, C., & **McCoy, D. C.** (November, 2014). *How do low-income parents prepare their children for kindergarten?* Paper presented at the annual fall meeting of the Association for Public Policy Analysis & Management, Albuquerque, NM.

Wolf, S., Wuermli, A., Aber, J. L., Behrman, J., Kabay, S., **McCoy, D. C.,** Watine, L., & Stafford, C. (2014, November). *An intervention to improve preschool quality in Ghana: Testing demand- and supply-side strategies to improve preschool choice and quality in peri-urban Accra*. Paper presented at the annual fall meeting of the Association for Public Policy Analysis & Management, Albuquerque, NM.

Friedman-Krauss, A. H., Connors, M., Morris, P., Feller, A., & **McCoy, D. C.** (2014, November). *Program level variation in Head Start impacts: The moderating role of classroom quality*. Paper presented at the annual fall meeting of the Association for Public Policy Analysis & Management, Albuquerque, NM.

McCoy, D. C., Jones, S., Raver, C. C., Hay, L. Y., Burdick, J., & Roy, A. (2014, September). *Evaluating the long-term impacts of the Chicago School Readiness Project: Understanding intra- & inter-individual change*. Paper presented at the Society for Research and Child Development's Developmental Methodology Meeting, San Diego, CA.

McCoy, D. C., Morris, P. A., Yoshikawa, H., Connors, M., & Gomez, C. (2014, July). *Neighborhood characteristics as predictors of differential effectiveness of Head Start*. Paper presented at the 12th National Head Start Research Conference, Washington, DC.

Connors, M., Morris, P. A., Yoshikawa, H., **McCoy, D. C.,** & Gomez, C. (2014, July). *Alternative child care options and variation in Head Start impacts: The role of the counterfactual*. Paper presented at the 12th National Head Start Research Conference, Washington, DC.

Yoshikawa, H., Gomez, C., Morris, P. A., Connors, M., & **McCoy, D. C.** (2014, July). *Neighborhood organizational resources as a moderator of Head Start impacts on children: Experimental evidence*. Paper presented at the 12th National Head Start Research Conference, Washington, DC.

2013

Efevbera, Y., Wuermli, A., **McCoy, D. C.**, Betancourt, T. S. (2013, November). *A landscape analysis: Integrating early childhood development and violence prevention in low- and middle-income countries*. Presentation to the World Health Organization, Mexico City, Mexico.

McCoy, D. C., Connors, M. C., Morris, P. A., Yoshikawa, H., Friedman-Krauss, A. H., & Aber, J. L. (2013, October). *Neighborhood economic disadvantage and children's academic, socioemotional, and behavioral development: Exploring Head Start quality as a mediating mechanism*. Paper presented at the annual fall conference of the Association for Public Policy Analysis & Management, Washington, DC.

McCoy, D. C., Roy, A., & Sirkman, G. (2013, October). *Neighborhood crime and school climate as predictors of elementary school academic achievement: A cross-lagged panel analysis*. Paper presented at the annual fall conference of the Association for Public Policy Analysis & Management, Washington, DC.

Morris, P., Connors, M. C., **McCoy, D. C.**, Yoshikawa, H., & Aber, J. L. (2013, October). *Do Head Start impacts vary by neighborhood context? A study of the Secondary Analysis of Variation in Impacts Head Start Center*. Paper presented at the annual fall conference of the Association for Public Policy Analysis & Management, Washington, DC.

Roy, A., **McCoy, D. C.**, & Raver, C. C. (2013, October). *Instability vs. quality: The relationship between residential mobility, neighborhood quality, and children's self-regulation*. Paper presented at the annual fall conference of the Association for Public Policy Analysis & Management, Washington, DC.

Roy, A.L., **McCoy, D.C.**, & Raver, C.C. (June, 2013). *Instability vs. quality: The relationship between residential mobility, neighborhood quality, and children's self-regulation*. Paper presented at the biennial conference of the Society for Community Research and Action, Miami, FL.

Morris, P., **McCoy, D. C.**, Connors, M. C., Yoshikawa, H., & Aber, J. L. (2013, April). *Do Head Start impacts vary by neighborhood context? A study of the Secondary Analysis of Variation in Impacts Head Start Center*. Paper presented at the Society for Research in Child Development, Seattle, WA.

McCoy, D. C., Sharkey, P., Raver, C. C., Ursache, A., & Neuspiel, J. M. (2013, April). *Urban children's selective attention to negative stimuli following recent exposure to violent crime: A neighborhood fixed effects analysis*. Paper presented at the Society for Research in Child Development, Seattle, WA.

McCoy, D. C., Raver, C. C., Sharkey, P., Ursache, A., & Burdick, J. R. (2013, April). *Chronic exposure to neighborhood violence and low-income, urban children's selective attention to emotional stimuli*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Connors, M. C., Friedman, A. H., Yudron, M., **McCoy, D. C.**, & Morris, P. (2013, April). *From measure to construct: Making better use of the ECERS-R and Arnett CIS in the Head Start Impact Study*. Poster presented at the Society for Research in Child Development, Seattle, WA.

Willner, C., Morris, P., **McCoy, D. C.**, & Adam, E. (2013, April). *Cumulative risk exposure and diurnal cortisol rhythms: Moderation by 5-HTTLPR genotype*. Poster presented at the Society for Research in Child Development, Seattle, WA.

McCoy, D. C., Raver, C. C., & Sharkey, P. (2013, April). *Child information processing and selective*

attention following acute exposure to neighborhood violence. Paper presented at the Institute for Human Development and Social Change Spring Conference, New York, NY.

2012

McCoy, D. C., Raver, C. C., & Zhai, F. (2012, June). *Quasi-experimental estimates of the effect of household instability on self-regulation in low-income children.* Paper presented at the Society for Prevention Research, Washington, DC.

Wolf, S., **McCoy, D. C.,** Godfrey, E. B., Schwartz, B., Armstrong, C., Briggs, K., & Hwang, J. (2012, June). *Barriers to education in developing countries: Empirical evidence from a Ghanaian school sample.* Poster presented at the Society for Prevention Research, Washington, DC.

McCoy, D. C., Wolf, S., Godfrey, E. B., Schwartz, B., Armstrong, C., Briggs, K., & Hwang, J. (2012, April). *Student motivation, parental attitudes toward education, and academic achievement in a Ghanaian school sample.* Paper presented at the Comparative and International Education Society, San Juan, Puerto Rico.

McCoy, D. C., Raver, C. C., Burdick, J., & Sirkman, G. (2012, February). *School neighborhood crime and selective attention to emotional stimuli: Findings from a low-income, urban, black and Latino sample.* Paper presented at the Society for Research in Child Development Themed Meeting, Tampa, FL.

2011

Friedman, A., Raver, C. C., Morris, P., Jones, S., & **McCoy, D. C.** (2011, June). *Peer composition, teacher stress, and changes in the classroom environment during the Head Start Year.* Poster presented at the Society for Prevention Research, Washington, DC.

Pess, R. A., Tirado-Strayer, N., **McCoy, D. C.,** & Raver, C. C. (2011, June). *Neighborhood crime as a moderator of the relationship between poverty-related risk and behavior problems in kindergarten aged, low-income, ethnic minority children.* Poster presented at the Society for Prevention Research, Washington, DC.

Charles, D. L., Kim, H. Y., & Raver, C. C. (2011, April). *The role of family and classroom climate in Head Start children's self-regulatory development.* Poster presented at the Society for Research in Child Development, Montreal, Quebec.

Charles, D. L., Raver, C. C., & Tirado-Strayer, N. (2011, April). *Children's internalizing symptoms and executive function: Exploring a non-linear relationship in Head Start preschoolers.* Poster presented at the Society for Research in Child Development, Montreal, Quebec.

Charles, D. L., Armstrong, C. M., Schwartz, B. E., Hwang, J. T., Briggs, K. J., & World Partners in Education (2011, April). *Intrinsic and extrinsic motivation for learning, school attendance, and academic performance in Ghanaian schoolchildren.* Poster presented at the Society for Research in Child Development, Montreal, Quebec.

Pess, R., Raver, C. C., **Charles, D. L.,** & Tirado-Strayer, N. (2011, April). *Spatial perspectives on the prevalence of behavior problems of low-income children entering kindergarten.* Poster presented at the Society for Research in Child Development, Montreal, Quebec.

Raver, C. C., **Charles, D. L.,** Lowenstein, A. E., & Pess, R. (2011, April). *Recent and chronic poverty at*

school and family levels as predictors of children's executive functioning in 3rd grade. Paper presented at the Society for Research in Child Development, Montreal, Quebec.

Tirado-Strayer, N., **Charles, D. L.**, & Raver, C. C. (2011, April). *Crime as a moderator of the relationship between poverty and young children's externalizing behavior.* Poster presented at the Society for Research in Child Development, Montreal, Quebec.

2010

Charles, D. L., Raver, C. C., Lowenstein, A. E., & Tirado-Strayer, N. (2010, September). *Assessing molar self-regulation in the classroom: Validation of a composite measure in low-income, ethnic minority students.* Poster presented at the International Institute on Developmental Science, New York, NY.

Charles, D. L., Raver, C. C., Jones, S. M., Li-Grining, C., & Zhai, F. (2010, June). *Family and classroom predictors of Head Start preschoolers' emotion regulation and behavioral outcomes.* Paper presented at Head Start's National Research Conference, Washington, DC.

Zhai, F. Z., Raver, C. C., **Charles, D. L.**, Pess, R. A., & Tirado-Strayer, N. (2010, March). *Can classroom-based interventions improve Head Start children's subsequent school experiences? Evidence from a cluster-randomized controlled trial.* Paper presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.

2009 and earlier

Charles, D. L. & Raver, C. C. (2009, May). *The relationship between family emotional expressiveness, child emotion regulation, and child behavior problems.* Paper presented at the Cross-University Collaborative Mentoring Conference, New York, NY.

Iosifescu, D. V., Jensen, J. E., **Charles, D.**, Medeiros, C. L., Nierenberg, A. A., Fava, M., & Renshaw, P. F. (2008, May). *The antidepressant effect of the SSRI escitalopram is associated with increases in GABA and in bioenergetic metabolism.* Poster presented at the Society of Biological Psychiatry, Washington, DC.

Iosifescu, D. V., Jensen, J. E., Nierenberg, A. A., **Charles, D.**, Bolo, N. R., Fava, M., & Renshaw, P. F. (2007, May). *Mitochondrial function in the anterior cingulate and treatment response in MDD.* Paper presented at the American Psychiatric Association, San Diego, CA.

Denninger, J. W., Iosifescu, D. V., **Charles, D.**, Homberger, C., Wu, S. L., Alpert, J. E., & Fava, M. (2007, May). *Frontal EEG predicts clinical response to escitalopram treatment in Major Depressive Disorder.* Poster presented at the Society of Biological Psychiatry, San Diego, CA.

Buhle, J., **Charles, D.**, Pekar, M., Grant, P., Swedo, S. E., Snider, S., & Casey, B. J. (2006, April). *Early symptom severity in Sydenham Chorea predicts attentional functioning years later.* Poster presented at the Cognitive Neuroscience Society, San Francisco, CA.

Charles, D., Grant, P., & Swedo, S. (2005, August). *The long-term outcome of Sydenham's Chorea.* Poster presented at The National Institutes of Health Summer Research Poster Day, Bethesda, MD.

INVITED TALKS & PRESENTATIONS

- McCoy, D. C.** (2026, July). *Universality with specificity: Using evidence to inform debates on how culture shapes child development*. Virtual presentation for the LEVANTE Hackathon, Stanford University, Palo Alto, CA.
- McCoy, D. C.** (2026, June). *Universality with specificity: Using evidence to inform debates on how culture shapes child development*. Keynote address for the Life History Research Society annual conference, Oslo, Norway.
- McCoy, D. C.** (2026, May). *Digital support systems to improve child development in Peru: A cluster-randomized controlled open-label trial*. Virtual presentation for the World Bank, Washington, DC.
- McCoy, D. C.** (2026, January). *Caregiver mental health and early child development: It's complicated!* Virtual presentation for Innovations for Poverty Action webinar on mental health, New York, NY.
- McCoy, D. C.** (2025, December). *Sistemas de apoyo digital para mejorar la salud y el desarrollo infantil en entornos de bajos ingresos: Un ensayo controlado aleatorio*. Keynote presentation (in Spanish) for the First International Congress on Early Childhood Development and Sustainable Environments, Lima, Perú.
- McCoy, D. C.** (2025, October). *Evaluating early childhood education: The role of FOLD skills in programs and policies*. Master class for policymakers and researchers, São Paulo, Brazil.
- McCoy, D. C.** (2025, October). *The importance of preschool: What we know and where we're going*. Keynote presentation for the International Symposium on Early Education, São Paulo, Brazil.
- McCoy, D. C.** (2025, September). *Monitoring early education in global contexts*. Virtual presentation for the Brazilian Association of Educational Evaluation, São Paulo, Brazil.
- McCoy, D. C.** (2025, March). *Measuring, understanding, and supporting early childhood development (ECD) in low- and middle-income contexts*. Virtual presentation for the Global Families Project Webinar Series, University of Michigan-Flint, Flint, MI.
- McCoy, D. C. & Nores, M.** (2024, December). *Early childhood development and the next 1000 days*. Virtual presentation for the American Academy of Pediatrics Thrive Coalition, Washington, DC.
- McCoy, D. C.** (2024, December). *Measuring and supporting early childhood development (ECD) in the Majority World*. Presentation for the Takemi Fellowship Seminar, Harvard School of Public Health, Boston, MA.
- McCoy, D. C.** (2024, November). *Measuring, understanding, and influencing child development across global contexts*. Virtual presentation for Nurturing Cognitive Science in Nigeria: Foundation for a New Discipline, Ibadan, Nigeria.
- McCoy, D. C.** (2024, April). *Overcoming the Streetlight Effect: Shining light on under-represented skills of human development in early childhood*. Virtual presentation for the Developmental Psychology Program Colloquium Series, New York University, New York, NY.
- McCoy, D. C.** (2023, November). *Overcoming the Streetlight Effect: Shining light on under-represented skills of human development in early childhood*. Presentation at the University of Pennsylvania Institute of Education Sciences Predoctoral Seminar, Philadelphia, PA.

- McCoy, D. C. & Sabol, T. J.** (2023, November). *Overcoming the Streetlight Problem in early childhood education evaluation: A focus on curiosity and creativity*. Presentation at the Rohit and Harvanit Kumar Conference on Early Childhood Development, University of Chicago, Chicago, IL.
- McCoy, D. C.** (2023, September). *Women as mothers, workers and changemakers: Challenges & opportunities at the intersection of the care economy, early childhood and the future of work*. Virtual presentation for the W20 and Harvard Kennedy School Women's Network.
- McCoy, D. C.** (2023, August). *Early childhood care and education*. Presentation for the Executive Leadership Program: Brazil 2023, Cambridge, MA.
- McCoy, D. C.** (2023, June). *Early childhood development in global contexts: What, why, and how?* Virtual presentation for the Dart Center Early Childhood Reporting Institute (Latin America), Columbia School of Journalism, New York, NY.
- McCoy, D. C.** (2023, February). *Overcoming the Streetlight Effect: Shining light on under-represented skills of human development in early childhood*. Virtual presentation for the Department of Applied Psychology and Human Development Colloquium Series, University of Toronto, Toronto, Canada.
- McCoy, D. C.** (2022, July). *Evaluation & measurement: The why, what, and how of measuring early child development*. Presentation for the Núcleo Ciência Pela Infância, Harvard Center on the Developing Child, Cambridge, MA.
- McCoy, D. C.** (2022, June). *Embedding digital solutions into existing programs: The case of Afinidata in Brazil's Criança Feliz program*. Virtual presentation for the Bernard van Leer Foundation's Tech and the Early Years Webinar.
- McCoy, D. C.** (2022, June). *Early childhood development in global contexts: What, why, and how?* Virtual presentation for the Dart Center Early Childhood Reporting Institute (Latin America), Columbia School of Journalism, New York, NY.
- McCoy, D. C.** (2022, March). *What ECD outcomes should be measured?*. Virtual presentation at the Engaging Policymakers in Early Childhood course, World Bank, Washington, DC.
- McCoy, D. C. & Sabol, T.** (2022, February). *Expanding the conceptualization of child outcomes in early childhood*. Virtual presentation at the Kumar Conference on the Economics of Early Childhood Education, University of Chicago, Chicago, IL.
- McCoy, D. C.** (2021, September). *Stress and early childhood development: The importance of educator wellbeing*. Virtual presentation for 2000+ educators through Mais Infância Ceará, Ceará, Brazil.
- McCoy, D. C.** (2021, April). *Early childhood development in global contexts: What, why, and how?*. Virtual presentation for the Dart Center Early Childhood Reporting Institute (Latin America), Columbia School of Journalism, New York, NY.
- McCoy, D. C.** (2021, March). *Contexts inside and outside of school walls as predictors of differential effectiveness in teacher professional development*. Virtual presentation for MDRC, New York, NY.
- McCoy, D. C.** (2021, March). *Um compasso para aprender: Evaluating and adapting a large-scale social-emotional learning program in Brazilian primary schools*. Virtual presentation for the Carolina Consortium on Human Development, University of North Carolina, Chapel Hill, NC.

- McCoy, D. C.** (2021, February). *Um compasso para aprender: Evaluating the impact of school-based social-emotional learning programs in Brazil*. Virtual presentation for the Developmental Science Program, University of Massachusetts, Amherst, MA.
- McCoy, D. C.** (2020, November). *The impact of adversity on young children's self-regulation and executive function*. Virtual presentation for educators via the Learning & the Brain Conference.
- McCoy, D. C.** (2020, October). *Early childhood - The pandemic's impact on young children and caregivers*. Virtual presentation for the Future of Work in Education Series, Dartmouth College, Hanover, NH.
- McCoy, D. C.** (2020, October). *Early childhood development and education in Africa: Equity and opportunity*. Virtual presentation for the Center for African Studies, Harvard University, Cambridge, MA.
- McCoy, D. C.** (2020, October). *Evaluating the impact of school-based social-emotional learning programs in Brazil*. Virtual presentation for the International Education Policy Global Alumni Conference, Harvard Graduate School of Education, Cambridge, MA.
- McCoy, D. C.** (2020, April). *Um compasso para aprender: Evaluating the impact of school-based social-emotional learning programs in Brazil*. Virtual presentation for the Applied Developmental and Education Psychology Program Colloquium Series, Boston College, Chestnut Hill, MA.
- McCoy, D. C.** (2020, February). *Programa Compasso: A social-emotional learning program in Brazil*. Presentation at the Conference on Poverty and Inequality, Harvard Kennedy School, Cambridge, MA.
- McCoy, D. C.** (2020, January). *Early childhood development, intervention, and evaluation*. Virtual presentation for the Faculdade de Medicina, Ribeirão Preto, Brazil.
- McCoy, D. C.** (2019, November). *Measuring early childhood development at a population level: Evidence from the CREDI & GSED*. Presentation for the LINKS Research Network, Boston, MA.
- McCoy, D. C.** (2019, August). *Measuring young children's well-being and school readiness*. Virtual presentation for Child Trends, Washington, DC.
- McCoy, D. C.** (2019, March). *Examining trajectories of behavior problems in low-income children: Impacts of the Chicago School Readiness Project*. Presentation at New York University, New York, NY.
- McCoy, D. C.** (2019, January). *Scaling-up early childhood professional development programs: Exploring variation in treatment effects*. Presentation for the Harvard Center on the Developing Child's Working Group on the Science of Adversity and Resilience, Cambridge, MA.
- McCoy, D. C.** (2018, November). *Measuring, understanding, & impacting early development: Unpacking the long-term impacts of a preschool intervention on low-income children's social-emotional difficulties*. Presentation at Stanford University, Palo Alto, CA.
- McCoy, D. C.** (2018, October). *Measuring population-level development for children under three: Evidence from the Caregiver-Reported Early Development Instruments*. Presentation for RTI International, Washington, DC.

- McCoy, D. C.** (2018, June). *Interventions to support resilience in low-income children*. Presentation for the Dart Center Early Childhood Reporting Institute, Columbia School of Journalism, New York, NY.
- McCoy, D. C.** (2018, March). *The Caregiver Reported Early Development Instruments*. Presentation for the Bill and Melinda Gates Foundation, Seattle, WA.
- McCoy, D. C.** (2018, March). *Evaluation & measurement: The why, what, and how of measuring ECD*. Presentation for the International Executive Leadership Course in Early Childhood Development, Harvard Center on the Developing Child, Cambridge, MA.
- McCoy, D. C.** (2017, November). *Measuring early childhood development at a global scale: Evidence from the Caregiver-Reported Early Development Index*. Presentation for the Student Seminar Series, Harvard Center on the Developing Child, Cambridge, MA.
- McCoy, D. C.** (2017, November). *Measuring early childhood development at a global scale: Evidence from the Caregiver-Reported Early Development Index*. Presentation for the Centre on Population Dynamics, McGill University, Montreal, Canada.
- McCoy, D. C.** (2017, July). *Violence exposure and trauma-informed approaches in the education system*. Presentation for the National Academy of Science Global Violence Prevention Forum, Washington, DC.
- McCoy, D. C.** (2017, May). *Measuring early child development: Why, what, and how?*. Presentation for the World Bank, Washington, DC.
- McCoy, D. C.** (2017, March). *Building children's social-emotional skills in Brazil and beyond*. Presentation for the Instituto Vila Educação, Rio de Janeiro, Brazil.
- McCoy, D. C.** (2017, March). *Effects of poverty on social-emotional and cognitive skills*. Presentation for the Mind Brain and Behavior Interfaculty Initiative, Harvard University, Cambridge, MA.
- McCoy, D. C.** (2017, March). *Approaches to supporting development and learning for children in poverty*. Virtual presentation for Brazilian policy makers, São Paulo, Brazil.
- McCoy, D. C.** (2017, February). *Examining trajectories of behavior problems in low-income children: Impacts of the Chicago School Readiness Project*. Presentation at Northwestern University, Evanston, IL.
- McCoy, D. C.** (2017, January). *Testing the long-term impacts of an early childhood intervention using a person-centered analytic approach*. Presentation for the HDLT & EPPE Doctoral Colloquia, Harvard Graduate School of Education, Cambridge, MA.
- McCoy, D. C.** (2017, January). *The Caregiver-Reported Early Development Index*. Presentation for the World Health Organization, Geneva, Switzerland.
- McCoy, D. C.** (2016, December). *The impact of poverty and violence on children's social-emotional development*. Virtual presentation for the American Psychological Association, Washington, DC.
- McCoy, D. C.** (2016, September). *Measuring development in children from birth to age 3 at population level*. Virtual presentation for the Bernard van Leer Foundation, The Hague, Netherlands.

- McCoy, D. C.** (2016, September). *Monitoring child development: Why, what and how?* Virtual presentation for South American policy makers, Lima, Peru.
- McCoy, D. C.** (2016, July). *Measuring 0-3 development at the population level.* Virtual presentation for UNICEF China, Beijing, China.
- McCoy, D. C.** (2016, May). *Me want it, but me wait: Defining, measuring, and improving self-regulation in early childhood.* Presentation at NOVA SciCafe, Cambridge, MA.
- McCoy, D. C.** (2015, December). *Measuring ECD in 0-3.* Presentation at UNICEF, New York, NY.
- McCoy, D. C.** (2015, July). *Self-Regulation in early childhood: Definitions, correlates, and supports.* Presentation at the Harvard University David Rockefeller Center for Latin American Studies and the Instituto Vila Educação, São Paulo, Brazil.
- McCoy, D. C.** (2015, January). *Measuring ECD at the population level.* Presentation for the Technical Consultation on the Measurement of Early Childhood Development, UNICEF, New York, NY.
- McCoy, D. C.** (2014, November). *Measuring children's developmental status globally.* Presentation at the Science of Adversity and Resilience Monthly Meeting Series, Harvard Center on the Developing Child, Cambridge, MA.
- McCoy, D. C.** (2014, October). *Measuring children's developmental status globally: Development & initial validation of the Saving Brains Early Child Development Scale.* Presentation at the Gates Foundation Grand Challenges Meeting, Seattle, WA.

POPULAR PRESS & EDITORIALS

- Grindal, T., & **McCoy, D. C.** (2015, September). *Social entrepreneurs offer new thinking on old challenges in early childhood.* New York: Huffington Post.

MEDIA COVERAGE

- Bastos, F. (2023, October). *Sol Nascente: Na maior favela do país, 65,6% das crianças na primeira infância não frequentam creche ou escola (Sol Nascente: In the country's largest favela, 65.6% of early childhood children do not attend daycare or school).* São Paulo, Brazil, Globo News.
- Dike, K. (2019, September). *Early education, relationship with teachers paramount for children's success, study says.* New York, NY: ABC News.
- Palhares, I. (2018, January). *'Só o acesso à educação infantil não é suficiente', diz pesquisadora ('Only access to early childhood education is not enough', says researcher).* São Paulo, Brazil: Estadão Newspaper.
- Samuels, C. (2017, November). *New analysis finds long-lasting benefits to early-childhood education.* Bethesda, MD: Education Week.

- Camera, L. (2016, September). *Chicago violence an extracurricular back to school burden: City's chronic murder rate having a measurable effect on students*. Washington, DC: US News and World Report.
- Taylor, L. (2016, June). *A third of children in poor nations fail to meet development milestones: Research*. London, United Kingdom: Reuters.
- Aizenman, N. (2016, June). *Why countries need to make sure their kids learn to play nice*. Washington, DC: National Public Radio.
- Oshima, F. Y. (2015, September). *Eduque suas emoções (Educate your emotions)*. Rio de Janeiro, Brazil: Época Magazine.