

Dana Charles McCoy

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EDUCATION

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|-------------|--|--------------|
| 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

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| 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

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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 |
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- 2016 – present Instructor for *Latent Variable Analysis: Structural Equation Modeling*, Harvard Graduate School of Education
- 2015 – 2018 Instructor for *Developmental Theories of Change*, Harvard Graduate School of Education
- 2011 Co-instructor for *Research Design and Methodology*, New York University

FELLOWSHIPS & GRANTS

- 2021–2022 **Harvard Center on the Developing Child**, “*Combatting the streetlight effect in early childhood research: Shining a light on an expanded set of developmental skills and behaviors*,” (\$50,000). Role: co-Principal Investigator (with Terri Sabo, co-PI).
- 2021–2023 **CIFAR and Jacobs Foundation**, “*Child development and health with the transition from slums to subsidized housing*,” (\$50,000). Role: co-Investigator (with Eduardo Undurraga, PI).
- 2021–2023 **World Bank Strategic Evaluation Impact Fund**, “*Optimal design of digital early childhood development interventions: A multifactorial randomized control trial*,” (\$247,900). Role: Principal Investigator.
- 2021–2022 **David Rockefeller Center for Latin American Studies Collaborative Research Grant**, “*Examining Brazilian children’s development and learning during the COVID-19 pandemic: The protective role of the Brain Games early childhood intervention*,” 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).
- 2019–2021 **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).
- 2018–2020 **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 programming 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 **Predoctoral 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 as primary author; All publications prior to May, 2011 listed as Dana L. Charles)

Published or In Press

McCoy, D. C. (in press). Building a model of cultural universality with specificity for global early childhood development. *Child Development Perspectives*.

Bliznashka*, L., **McCoy, D. C.**, Siyal, S., Sudfeld, C. R., Fawzi, W. W., & Yousafzai, A. K. (in press). Child diet and mother–child interactions mediate intervention effects on child growth and development. *Maternal & Child Nutrition*.

McCoy, D. C., Sabol, T., Wei, W., Busby, A., & Hanno, E. C. (in press). Pushing the boundaries of education research: A multidimensional approach to characterizing preschool neighborhoods and their relations with child outcomes. *Journal of Educational Psychology*.

McCoy, D. C., Wolf, S., & Tsinigo, E. (in press). Improving early childhood development on a global scale: Best practices for intervention. *JAMA Pediatrics*.

- Sabol, T., **McCoy, D. C.**, Gonzalez, K., Miratrix, L., Hedges, L., & Spybrook, J. K. (2022). Exploring treatment impact heterogeneity across sites: Challenges and opportunities for early childhood researchers. *Early Childhood Research Quarterly*, *58*, 14-26.
- Wei*, W.S., **McCoy, D. C.**, & Hanno, E. C. (2021). Classroom-level peer self-regulation as a predictor of individual self-regulatory and social-emotional development in Brazil. *Journal of Applied Developmental Psychology*, *77*, 101347.
- Richter, L. M., [Behrman, J. R., Britto, P., Cappa, C., Cohrssen, C., Cuartas, J., Daelmans, B., Devercelli, A., Fink, G., Fredman, S., Heymann, J., Lopez Boo, F., Lu, C., Lule, E., **McCoy, D. C.**, Naicker, S., Rao, N., Raikes, A., Stein, A., Vazquez, C & Yoshikawa, H.] (2021). Measuring and forecasting progress in education: What about early childhood? *npj Science of Learning*, *6*(1), 1-7.
→ Authors in brackets listed in alphabetical order
- Shonkoff, J. & **McCoy, D. C.** (2021). Raising the bar for evaluating the effectiveness of early childhood interventions. *Pediatrics*, *148*(4), e2021052326.
- Elansary, M., Pierce, L., Wei, W., **McCoy, D. C.**, Zuckerman, B., & Nelson, C. (2021). Maternal stress and early neurodevelopment: Exploring the protective role of maternal growth mindset. *Journal of Developmental and Behavioral Pediatrics*, e-pub ahead of print.
- 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). Global estimates of the implications of COVID-19-related preschool closures for children’s instructional access, development, learning, and economic wellbeing. *Child Development*, *92*(5), e883-e899.
- McCoy, D. C.**, Hanno, E. C., Ponczek, V., Pinto, C. X. P., Fonseca, G., & Marchi, N. (2021). Um compasso para aprender: A randomized trial of a social-emotional learning program in homicide-affected communities in Brazil. *Child Development*, *92*(5), 1951-1968.
- Wei*, W. S., Busby, A. K., **McCoy, D. C.**, Hanno, E. C., & Sabol, T. J. (2021). Beyond neighborhood socioeconomic status: Exploring the role of neighborhood resources for preschool classroom quality and early childhood development. *American Journal of Community Psychology*, *67*(3-4), 470-485.
- McCoy, D. C.**, Seiden, J., Waldman, M., & Fink, G. (2021). Measuring early childhood development: Considerations and evidence regarding the Caregiver-Reported Early Development Instruments (CREDI). *Annals of the New York Academy of Sciences*, *1492*(1), 3-10.
- Waldman*, M., **McCoy, D. C.**, CREDI Field Team, & Fink, G. (2021). Validation of motor, cognitive, language, and socio-emotional subscales using the Caregiver Reported Early Development Instruments: An application of multidimensional item factor analysis. *International Journal of Behavioral Development*, *45*(4), 368–377.
- Hanno*, E. C., **McCoy, D. C.**, Sabol, T. J., Gonzalez, K. E., & Pianta, R. C. (2021). Early educators’ collective workplace stress as a predictor of professional development’s impacts on children’s development. *Child Development*, *92*(3), 833-843.
- Altafim, E., **McCoy, D. C.**, & Linhares, M. B. M. (2021). Unpacking the impacts of a universal parenting program on child behavior in Brazil. *Child Development*, *92*(2), 626-637.

- Salhi, C., Beatriz, E., McBain, R., **McCoy, D. C.**, Sheridan, M., & Fink, G. (2021). Physical discipline, deprivation, and differential risk of developmental delay across 17 countries. *Journal of the American Academy of Child & Adolescent Psychiatry*, *60*(2), 296-306.
- Cuartas*, J. C., & **McCoy, D. C.** (2021). Causal mediation in developmental science: A primer. *International Journal of Behavioral Development*, *45*(3), 269-274.
- Cuartas*, J., **McCoy, D. C.**, Grogan-Taylor, A., & Gershoff, E. (2020). Physical punishment as a predictor of early cognitive development: Evidence from econometric approaches. *Developmental Psychology*, *56*(11), 2013–2026.
- Bliznashka*, L., **McCoy, D. C.**, Siyal, S., Sudfeld, C., Fawzi, W., & Yousafzai, A. (2020). Child diet and maternal responsiveness mediate effects of a responsive stimulation and nutrition intervention on child growth and development: Evidence from rural Pakistan. *Current Developments in Nutrition*, *4*, 812-812.
- Cuartas*, J., Jeong, J., Rey-Guerra, C., **McCoy, D. C.**, & Yoshikawa, H. (2020). Maternal, paternal, and other caregivers' stimulation in low- and- middle-income countries. *PLOS ONE*, *15*(7), e0236107.
- Cuartas*, J., Rey-Guerra, C., **McCoy, D. C.**, Hanno, E., & Waldman, M. (2020). Maternal knowledge, stimulation, and early childhood development in low-income families in Colombia. *Infancy*, *25*, 526–534.
- Harding, J., **McCoy, D. C.**, & McCormick, M. (2020). Understanding alignment in children's early learning experiences: Policies and practices from across the United States. *Early Childhood Research Quarterly*, *52*, 1-4.
- Jeong, J., Adhia, A., Bhatia, A., **McCoy, D. C.**, Yousafzai, A. (2020). Intimate partner violence, maternal and paternal stimulation, and early child development. *Pediatrics*, *145*(6), 1-6.
- Hanno*, E., Lebowitz, R., Gonzalez, K., **McCoy, D. C.**, Fort, C., & Lizárraga, C. (2020). Structural and process quality features in Peruvian early childhood education settings. *Journal of Applied Developmental Psychology*, *67*, 101-105
- Lu, C., Cuartas, J., Fink, G., **McCoy, D. C.**, Liu, K., Li, Z., Daelmans, B., & Richter, L. (2020). Inequalities in early childhood care and development in low/middle-income countries: 2010-2018. *BMJ Public Health*, *5*, e002314.
- Altafim*, E. R. P., **McCoy, D. C.**, Brentani, A., Escobar, A., Grisi, S., & Fink, G. (2020). Measuring early childhood development in Brazil: Validation of the Caregiver Reported Early Development Instruments (CREDI). *Jornal de Pediatria*, *96*, 66-75.
- Fink, G., **McCoy, D. C.**, & Yousafzai, A. (2019). Contextual and socioeconomic variation in early motor and language development. *Archives of Disease in Childhood*, e-pub ahead of print.
- Sania, A., Sudfeld, C., Danaei, G. Fink, G., **McCoy, D. C.**, et al. (2019). Early life risk factors of motor, cognitive, and language development: A pooled analysis of studies from low-and middle-income countries. *BMJ Open*, *9*(10), 1-13.
- McCoy, D. C.**, Cuartas, J., Waldman, M. & Fink, G. (2019). Contextual variation in young children's acquisition of social-emotional skills. *PLoS ONE*, *14*(11), e0223056.

- McCoy, D. C.**, Gonzalez, K. E., & Jones, S. J. (2019). Preschool self-regulation and academic skills as mediators of the long-term impacts of an early intervention. *Child Development, 90*(5), 1544-1558.
- Schindler, H., **McCoy, D. C.**, Shonkoff, J., & Fisher, F. (2019). A historical look at theories of change in early childhood education research. *Early Childhood Research Quarterly, 48*, 146-154.
- Mackintosh*, B. B., & **McCoy, D. C.** (2019). Exploring social competence as a mediator of Head Start's impact on children's early math skills: Evidence from the Head Start Impact Study. *Early Education & Development, 30*, 1-23.
- Wolf, S., & **McCoy, D. C.** (2019). The role of executive function and social-emotional skills in the development of literacy and numeracy during preschool: A cross-lagged longitudinal study. *Developmental Science, 22*, e12800.
- Cuartas*, J., **McCoy, D. C.**, Rey-Guerra, C., Britto, P., Beatriz, E., Salhi, C. (2019). Early childhood exposure to non-violent discipline and physical and psychological aggression in low- and middle-income countries: National, regional, and global prevalence estimates. *Child Abuse & Neglect, 92*, 93-105.
- Zuilkowski, S. S., **McCoy, D. C.**, Jonason, C., & Dowd, A. J. (2019). Relationships among home literacy behaviors, materials, socioeconomic status, and early literacy outcomes across 14 low- and middle-income countries. *Journal of Cross-Cultural Psychology, 50*, 539-555.
- McCoy, D. C.** (2019). Measuring young children's executive function and self-regulation in classrooms and other real-world settings. *Clinical Child and Family Psychology Review, 22*(1), 63-74.
- Jeong*, J., **McCoy, D. C.**, Rasheed, M., Yousafzai, A., Fink, G., & Obradović, J. (2019). Maternal and paternal stimulation: Mediators of parenting intervention effects on preschoolers' development. *Journal of Applied Developmental Psychology, 60*, 105-118.
- Boggs, D., Milner, K., Chandna, J., Black, M., Cavaellera, V., Dua, T., Fink, G., Ashish, K.C., Grantham-McGregor, S., Hamadani, J., Hughes, R., Manji, K., **McCoy, D. C.**, Tann, C., & Lawn, J. E. (2019). Rating early child development outcome measurement tools for routine health programme use. *Archives of Diseases in Childhood, 104*, S22-S33.
- Smith Fawzi, M. C., Andrews, K. G., Fink, G., Danaei, G., **McCoy, D. C.**, Sudfeld, C. R., Peet, E. D., Cho, J., Liu, Y., Finlay, J. E., Ezzati, M., Kaaya, S. F., & Fawzi, W. W. (2019). Lifetime economic impact of the burden of childhood stunting attributable to maternal psychosocial risk factors in 137 low/middle-income countries. *BMJ Global Health, 4*, 1-11.
- Wolf, S. & **McCoy, D. C.** (2019). Household socioeconomic status and parental investments: Direct and indirect relationships with school readiness in Ghana. *Child Development, 90*(1), 260-278.
- Pitchik*, H., Fawzi, W. W., **McCoy, D. C.**, Darling, A. M., Abioye, A. I., Tesha, F., Smith, E. R., Mugusi, F., & Sudfeld, C. R. (2018). Prenatal nutrition, stimulation, and exposure to punishment are associated with early child motor, cognitive, language, and socioemotional development in Dar es Salaam, Tanzania. *Child: Care, Health & Development, 44*, 841-849.

- Jeong*, J., Siyal, S., Fink, G., **McCoy, D. C.**, & Yousafzai, A. K. (2018). "His mind will work better with both of us": A qualitative study on fathers' roles and coparenting of young children in rural Pakistan. *BMJ Public Health*, *18*, 1274-1290.
- Lancaster, G., McCray, G., Kariger, P., Dua, T., Titman, A., Chandna, J., **McCoy, D.**, Ali, A. A., Hamadani, J. D., Fink, G., Tofail, F., Gladstone, M., & Janus, M. (2018). Creation of the WHO Indicators of Infant and Young Child Development (IYCD): Meta-data synthesis across ten countries. *BMJ Public Health*, *3*(5), 1-15.
- McCoy, D. C.**, & Wolf, S. (2018). Changes in classroom quality predict Ghanaian preschoolers' gains in academic and social-emotional skills. *Developmental Psychology*, *54*(8), 1582-1599.
- McCoy, D. C.**, Waldman, M., CREDI Field Team, & Fink, G. (2018). Measuring early childhood development at a global scale: Evidence from the Caregiver-Reported Early Development Instruments. *Early Childhood Research Quarterly*, *45*, 58-68.
- Cuartas*, J., **McCoy, D. C.**, & Molano, A. (2018). The acute effect of community violent crime on maternal engagement in cognitive and socioemotional stimulation. *Early Childhood Research Quarterly*, *45*, 143-154.
- Neamah, H. H., Sudfeld, C. R., **McCoy, D. C.**, Fink, G., Fawzi, W. W., Masanja, H., Danaei, G., Muhihi, A., Kaaya, S., & Smith Fawzi, M. C. (2018). Intimate partner violence, depression, and child growth and development. *Pediatrics*, *142*, 1-10.
- Altafim*, E. R. P., **McCoy, D. C.**, & Linhares, M. B. M. (2018). Relations between parenting practices, socioeconomic status, and child behavior in a developing country. *Children and Youth Services Review*, *89*, 93-102.
- McCoy, D. C.**, Salhi, C., Yoshikawa, H., Britto, P., Black, M., & Fink, G. (2018). Home- and center-based opportunities for learning in low- and middle-income countries: A landscape analysis. *Children and Youth Services Review*, *88*, 44-56.
- Morris, P., Connors, M., Friedman-Krauss, A. H., **McCoy, D. C.**, Weiland, C., Feller, A., Page, L., Bloom, H., & Yoshikawa, H. (2018). New findings on impact variation from the Head Start Impact Study: Informing the scale-up of early childhood programs. *AERA Open*, *4*, 1-16.
- Efevbera*, Y., **McCoy, D. C.**, Wuermli, A., & Betancourt, T. S. (2018). Integrating early childhood development and violence prevention in low- and middle-income countries: A systematic review. *Journal of Early Childhood Research*, *2018*, 27-54.
- McCoy, D. C.**, Jones, S., Roy, A., & Raver, C. C. (2018). Classifying social-emotional trajectories through elementary school: Impacts of the Chicago School Readiness Project. *Developmental Psychology*, *54*, 772-787.
- McCoy, D. C.**, Yoshikawa, H., Ziol-Guest, K. M., Duncan, G., J., Schindler, H. S., Magnuson, K. A., Yang, R., Koepp, A. E., & Shonkoff, J. (2017). Impacts of early childhood education on medium- and long-term educational outcomes. *Educational Researcher*, *46*(8), 474-487.†

† Identified as one of the top 10 most read education articles of 2017.

- Jeong*, J., **McCoy, D. C.**, & Fink, G. (2017). Pathways between paternal and maternal education, caregivers' support for learning, and early child development in 44 low- and middle-income countries. *Early Childhood Research Quarterly, 41*, 136-148.
- McCoy, D. C.**, Zuilkowski, S. S., Yoshikawa, H., & Fink, G. (2017). Early childhood care and education and school readiness in Zambia. *Journal of Research on Educational Effectiveness, 10*(3), 482-506.
- Gladstone, M., Lancaster, G., Kariger, P., Janus, M., McCray, G., **McCoy, D.**, Fink, G., Abubakar, A., Hamandani, J., & Dua, T. (2017). WHO 0–3 developmental indicators – A systematic analysis of developmental trajectories of items from seven assessment tools in ten countries. *Archives of Disease in Childhood, 102*.
- Liu*, Y., Kaaya, S., Chai, J., **McCoy, D. C.**, Surkan, P. J., Black, M., Sutter-Dallay, A.-L., Verdoux, H. & Smith Fawzi, M. C. (2017). Maternal depressive symptoms and child cognitive development: A meta-analysis. *Psychological Medicine, 47*, 680-689.
- McCoy, D. C.**, Sudfeld, C., Bellinger, D. C., Muhihi, A., Ashery, G., Weary, T. E., Fawzi, W., & Fink, G. (2017). Development and validation of an early childhood development scale for use in low-resourced settings, *Population Health Metrics, 15*(3), 1-18.
- Raver, C. C., Roy, A., Pressler, E., Ursache, A., & **McCoy, D. C.** (2017). Poverty-related adversity and emotion regulation predict internalizing behavior problems among low-income children ages 8-11. *Behavioral Sciences, 7*(1), 1-12.
- Weiland, C., **McCoy, D. C.**, Grace, E., & Oh, S. (2017). Natural opportunity? Low-income parents' responses to their children's impending kindergarten entry. *AERA Open, 3*(1), 1-15.
- Black, M. M., Walker, S. P., Fernald, L. C. H., Andersen, C., DiGirolamo, A., Lu, C., **McCoy, D. C.**, Fink, G., Shawar, Y. R., Shiffman, J., Devercelli, A., & Widon, Q., Vargas-Baron, E., & Grantham-McGregor, S. (2017). Early child development coming of age: Science through the life-course. *The Lancet, 389*(10064), 77-90.
- Efevbera*, Y., **McCoy, D. C.**, Wuermli, A., & Betancourt, T. S. (2017). Early childhood development plus violence prevention in low- and middle-income countries: A qualitative study. *Children & Society, 31*(2), 98-109.
- Jeong*, J., **McCoy, D. C.**, Yousafzai, A. K., Salhi, C., & Fink, G. (2016). Paternal caregiving and early childhood development in 38 low- and middle-income countries. *Pediatrics, 138*(4), e20161357.
- Danaei, G., Andrews, K. G., Sudfeld, C., Fink, G., **McCoy, D. C.**, Peet, E., Sania, A., Fawzi, M. K. S., Ezzati, M., & Fawzi, W. W. (2016). Risk factors for childhood stunting in 137 developing countries: A comparative risk assessment analysis at global, regional, and country levels. *PLOS Medicine, 13*(11), e1002164.
- Fink, G., Peet, E., Danaei, G., Andrews, K., **McCoy, D. C.**, Sudfeld, C. R., Fawzi, M. K. S., Ezzati, M., & Fawzi, W. W. (2016). Schooling and wage income losses due to early childhood growth faltering in low- and middle-income countries: National, regional and global estimates. *American Journal of Clinical Nutrition, 104*(1), 104-112.

- Finlay, J., Fink, G., **McCoy, D. C.**, Varela, L. C. T., Chai, J., Danaei, G., Ezzati, M., Fawzi, W., & Fawzi, M. K. S. (2016). Stunting risk of orphans by caregiver and living arrangement in low- and middle-income countries. *Journal of Epidemiology & Community Health*, *70*(8), 784-790.
- McCoy, D. C.**, Peet, E., Ezzati, M., Danaei, G., Black, M., Sudfeld, C., Fawzi, W., & Fink, G. (2016). Early childhood developmental status in low- and middle-income countries: National, regional and global estimates. *PLOS Medicine*, *13*(6), e1002034.
- Wolf, S., **McCoy, D. C.**, & Godfrey, E. B. (2016). Barriers to school attendance and gender inequality: Empirical evidence from a sample of Ghanaian schoolchildren. *Research in Comparative and International Education*, *11*(2), 178-193.
- McCoy, D. C.**, Morris, P., Connors, M. C., Yoshikawa, H., & Gomez, C. (2016). Differential effectiveness of Head Start for early language and literacy in urban and rural communities. *Journal of Applied Developmental Psychology*, *43*, 29-42.
- Zuilkowski, S.S., **McCoy, D. C.**, Matafwali, B., Serpell, R., & Fink, G. (2016). Dimensionality and the development of cognitive assessments for children in sub-Saharan Africa. *Journal of Cross-Cultural Psychology*, *47*(3), 341-354.
- McCoy, D. C.**, Raver, C. C., & Roy, A. L. (2016). Neighborhood crime as a predictor of individual differences in emotional processing and regulation. *Developmental Science*, *19*(1), 164-174.
- Peet, E., **McCoy, D. C.**, Danaei, G., Ezzati, M., Fawzi, W., Jarvelin, M.-J., & Fink, G. (2015). Early childhood development and schooling attainment: Longitudinal evidence from British, Finnish and Philippine birth cohorts. *PLoS ONE*, *10*, e0137219.
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- McCoy, D. C.**, Zuilkowski, S. S., & Fink, G. (2015). Poverty, health and cognitive development: Mechanisms underlying children's school enrollment in Zambia, *Developmental Psychology*, *51*(5), 600-614.
- Sudfeld, C. R., **McCoy, D. C.**, Danaei, G., Fink, G., Ezzati, M., Andrews, K. G., & Fawzi, W. (2015). Linear growth and child development in low- and middle-income countries: A meta-analysis. *Pediatrics*, *135*(5), 1266-1275.
- McCoy, D. C.**, Raver, C. C., & Sharkey, P. (2015). Children's cognitive performance and selective attention following exposure to neighborhood violence, *Journal of Health and Social Behavior*, *56*, 19-36.
- McCoy, D. C.**, & Raver, C. C. (2014). Household instability and self-regulation among poor children. *Journal of Children and Poverty*, *20*(2), 131-152.

- Willner, C., Morris, P. A., **McCoy, D. C.**, & Adam, E. (2014). Diurnal cortisol rhythms in youth from risky families: Effects of cumulative risk exposure and variation in the serotonin transporter gene-linked polymorphic region (5-HTTLPR). *Development and Psychopathology*, *26*(4), 999-1019.
- Roy, A., **McCoy, D. C.**, Raver, C. C. (2014). Instability vs. quality: The relationship between residential mobility, neighborhood quality, and children's self-regulation, *Developmental Psychology*, *50*, 1891-1896.
- McCoy, D. C.**, Wolf, S., & Godfrey, E. B. (2014). Student motivation toward learning in Ghana: Relationships with caregivers' attitudes toward education, attendance, and academic achievement, *School Psychology International*, *35*, 294-308.
- McCoy, D. C.** (2013). Early violence exposure and self-regulatory development: An ecological systems perspective, *Human Development*, *56*, 254-273.
- McCoy, D. C.**, Roy, A. E., & Sirkman, G. (2013). Neighborhood crime and school climate as predictors of elementary school academic quality: A cross-lagged panel analysis, *American Journal of Community Psychology*, *52*, 128-140.
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- McCoy, D. C.**, Raver, C. C., Lowenstein, A. E., & Tirado-Strayer, N. (2011). Assessing self-regulation in the classroom: Validation of the BIS-11 and the BRIEF in low-income, ethnic minority school-aged children. *Early Education & Development*, *22*, 883-906.
- McCoy, D. C.**, & Raver, C. C. (2011). Caregiver emotional expressiveness, child emotion regulation, and child behavior problems among Head Start families. *Social Development*, *20*, 741-761.
- Papakostas, G. I., **Charles, D.**, & Fava, M. (2010). Are typical starting doses of the selective serotonin reuptake inhibitors sub-optimal? A meta-analysis of randomized, double-blind, placebo-controlled, dose-finding studies in Major Depressive Disorder. *World Journal of Biological Psychiatry*, *11*, 300-307.
- Papakostas, G., McGrath, P., Stewart, J., **Charles, D.**, Chen, Y., Mischoulon, D., et al. (2008). Psychic and somatic anxiety symptoms as predictors of response to fluoxetine in Major Depressive Disorder. *Psychiatry Research*, *161*, 116-120.

BOOK CHAPTERS & EDITED REPORTS

- The GSED Team.** (2019). The Global Scale for Early Development (GSED). *Early childhood matters*. The Hague, Netherlands: Bernard van Leer Foundation.
- 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.
- Jones, S., **McCoy, D. C.**, & Hay, L. (2017). Classroom-based early childhood interventions. In Dearing, E., & Votruba-Drzal, E. (Eds.), *Handbook of early childhood development programs, practices, and policies: Theory-based and empirically-supported strategies for promoting young children's growth in the United States*. New York: Wiley.
- McCoy, D. C.**, Black, M., Daelmans, B., & Dua, T. (2016). Measuring population-level development in 0-3. *Early childhood matters*. The Hague, Netherlands: Bernard van Leer Foundation.
- McCoy, T. H., & **McCoy, D. C.** (2016). Psychiatric research. In Stern, T. (Ed.), *Massachusetts General Hospital psychiatry update and board preparation*, 4th edition.
- McCoy, D. C.** (2016). Early adversity, self-regulation, and child development. In Lesaux, N., & Jones, S. (Eds.), *The leading edge*. Cambridge, MA: Harvard Education Press.
- Tubbs, C., & **McCoy, D. C.** (2012). Early childhood development: An introduction. In Wuerml, 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.

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

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., Guminski, 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. (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

- 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.