Table S1. Measures mapped to self-regulation aspect and corresponding study

| Measure of self-regulation | Aspect of self-regulation measured | Study |
| --- | --- | --- |
| **Teacher report measures** |
| Achenbach System of Empirically Based Assessment (ASEBA) Teacher Report Form (TRF; Achenbach & Rescorla, 2001) | Externalizing or internalizing disorders | Lavoie et al. (2017) |
| Adaptation of Individualized Classroom Assessment Scoring System (inCLASS; Downer et al., 2010) | Global behaviors reflective of student engagement | Garrett-Peters et al. (2019) |
| Adaptive Social Behavioral Inventory (ASBI; Hogan et al., 1992) | Social behavior and emotionaladjustment | Talaee (2019) |
| ADHD Rating Scale (DuPaul et al., 1997) | Classroom attention | Sasser et al. (2015) |
| ADHD rating scale-IV (DuPaul et al., 1998) | ADHD-related symptoms | Papaioannou et al. (2016) |
| Attention Deficit Hyperactivity Disorder Rating Scale (ADHDRS; DuPaul et al., 1998) | Behaviors in the classroom over the past 6 months | Garrett-Peters et al. (2019) |
| Behavior Problems Index (Peterson & Zill, 1986) | Social-emotional development | Aikens et al. (2017) |
| Behavior Rating Inventory of Executive Function -Preschool Version (BRIEF-P; Gioia et al., 1996) | EF (emotional, behavioral, and functional manifestations) | Bernier et al., (2015)O'Meagher et al. (2017)Lonigan et al. (2017) |
| Behavioral Assessment System for Children, Second Edition (BASC-2; Kamphaus, 2014) | Externalizing problems | Graves Jr et al. (2017) |
| BRIEF or BRIEF 2 (Gioia et al., 2015) |  | Li-Grining et al. (2019) |
| Child Behavior Checklist (Achenbach, 1991) | Behavior problems | Li-Grining et al. (2019) |
| Child behavior checklist (CBCL) (Achenbach, 1991) | Problem behaviors and self-regulation | Firoozi & Rouhi (2020)Dan (2016) |
| Child Behavior Rating Scale (Bronson et al., 1990) | Learning-related and problem behaviors | Brock et al. (2018) |
| Child Behavior Rating Scale (CBRS; Bronson et al., 1990) | Self-regulation | Duran and Grissmer (2020) |
| Child Social Behavioral Questionnaire (CSBQ; Sylva et al., 2008) | Social and emotional behavior, hyperactivity and settling-into-school | Talaee (2019) |
| Classroom engagement (student work orientation, compliance, and persistence in the classroom: works cooperatively with other children, follows directions, follows rules, follows instructions, completes work on time, works independently, listens attentively, works neatly and carefully, puts a lot of effort into work, participates in class, and ask questions when he/she does not understand) | Self-regulation in terms of its cognitive, emotional, and behavioral dimensions through a measure of classroom engagement | Piche et al. (2015) |
| Classroom Participation school readiness inventory (Sasser et al., 2015) | School readiness (self-regulation, learning motivation and conscientiousness) | Sasser et al. (2015) |
| Conners Early Childhood (Harbarth et al., 2017) | Behavioral and emotional problems | Bergold et al. (2019) |
| Cooper-Farran behavioral rating scale (CFBRS; Cooper & Farran, 1991) | Informant-report self-regulation | Baron et al. (2020) |
| Devereux Student Strengths Assessment DESSA (Doromal et al., 2019; LeBuffe et al., 2009/2014) | Social-emotional competence | Shapiro et al. (2017)Duran & Grissmer (2020) |
| Devereux Student Strengths Assessment Mini (DESSA-Mini; Naglieri et al., 2011/2014) | Social-emotional competence | Shapiro et al. (2017) |
| DuPaul Attention Deficit Hyperactivity Disorder Rating Scale (DuPaul et al., 1998) | Emotion regulation | Ozyurt et al. (2017) |
| ECLS-K Approaches to Learning scale (U.S. Department of Education, 2002) | Approaches to learning -paying attention well, persisting in completing tasks | Aikens et al. (2017) |
| Emotion Regulation Checklist (ERC; Shields & Cicchetti, 1997) | Emotion regulation | Ozyurt et al. (2017) |
| Emotion Regulation Scale (Shields & Cicchetti, 1997) | Emotional responsiveness of children and the expression and regulation of the emotions within the environment children experience | Ersan & Tok (2020) |
| Emotional Competence Questionnaire (Collaborative for Academic Social and Emotional Learning and American Institutes for Research, 2013) | Self-awareness, self-management, social awareness, relationship, skills and responsible decision-making | Carroll et al. (2020a) |
| EYT Child Self-Regulation and Behavior Questionnaire (CSBQ; Howard & Melhuish, 2017) | Self-regulation and social development | Howard & Melhuish (2017) |
| Kindergarten Academic and Behavior Readiness Screener (K-ABRS; Stormont et al., 2011) | Student academic, behavioral, and overall readiness for kindergarten | Stormont et al. (2019) |
| Learning Behaviors Scale (LBS; (McDermott, 1999) | Student engagement-learning behaviors | Garrett-Peters et al. (2019) |
| Modified SSRS (Gottfried, 2014) | Problem behaviors and social skills | Gottfried & Le (2016) |
| Personal Maturity Scale (Entwistle et al., 1997) | Social-emotional development | Aikens et al. (2017) |
| Preschool and Kindergarten Behavior Scales- Second Edition (PKBS-2; Merrell, 2002) | Social skills and problem behaviors | Major et al. (2018) |
| Preschool Social Behavior Scale-Teacher Form (Crick et al., 1997) | Children‘s social behaviors | Ersan & Tok, (2020) |
| Self-regulation assessor rating (SAR; Smith-Donald et al., 2007) | Informant-report self-regulation | Baron et al. (2020) |
| Self-regulation scaled adapted from the Barratt Impulsiveness Scale Version 11 (BIS-11; Patton et al., 1995)  | Self-regulation- attention, activity, planning, working memory and inhibitory control | Li-Grining et al. (2019) |
| Social and Emotional Competence Change Index (SECCI; Evidence-based Prevention and Intervention Supports Centre, 2014) (Kusche & Greenberg, 1994)  | Social–emotional competence | Humphrey et al. (2016) |
| Social Behaviors Questionnaire (Tremblay et al., 1991) | Self-regulation | Piche et al. (2015) |
| Social Competence Scale (Conduct Problems Prevention Research Group, 1995) | Social competence | Sasser et al., (2015)Fishbein et al. (2016) |
| Social Competence Scale Teacher version (T-COMP; Conduct Problems Prevention Research Group, 1995) | Student prosocial behavior | Stormont et al. (2019) |
| Social- Emotional Assets and Resiliency Scales (SEARS; Merrell et al., 2011) | Social emotional, knowledge, peer acceptance and relationships, resilience in the face of difficulties, coping skills, problem-solving abilities, empathy, global self-concept, and other positive traits | Graves Jr et al. (2017) |
| Social Skills Improvement System rating scale (SSIS; Gresham & Elliott, 2008) | Learning-related and problem behaviors | Brock et al., (2018)Humphrey et al. (2016)Duran & Grissmer (2020) |
| Social Skills Rating System (Gresham & Elliott, 2008) | Social-emotional development | Aikens et al. (2017) |
| Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) | Self-regulation, hyperactivity, pro-social and anti-social behavior | Talaee (2019)Halldorsdottir et al. (2019)Sang et al. (2018)Garrett-Peters et al. (2019)Carroll et al. (2020a)Carroll et al. (2020b)Sloan et al. (2020)Lavoie et al. (2017)Humphrey et al. (2016)Chanfreau et al. (2016)Bergold et al. (2019) |
| Strengths and weaknesses of ADHD-symptoms and Normal-Behaviors Rating Scale (SWAN; Swanson et al., 2012) | Behavioral characteristics representative of attention skills | Allan et al. (2015)Lonigan et al. (2017) |
| Student’s Achievement-Relevant Actions in the Classroom: Engagement Versus Disaffection with Learning (SARAC; Skinner et al., 2009; Wellborn, 1992)  | Students’ engagement with learning: behavioral engagement, emotional engagement, behavioral disaffection, and emotional disaffection | Garrett-Peters et al. (2019) |
| Survey of Early School Adjustment Difficulty (Rimm-Kaufman, 2005) | Difficulties transitioning to kindergarten | Duran & Grissmer (2020) |
| Teacher Observation of Child Adaptation Revised (TOCA-R; Werthamer-Larsson et al., 1991) | Child aggression | Sasser et al., (2015)Fishbein et al. (2016)Gatzke-Kopp et al. (2015) |
| The Boxall Profile (Bennethan & Boxall, 1998) | Child development | Lavoie et al. (2017) |
| TOCA-C (Koth et al., 2009; Werthamer-Larsson et al., 1991) | Classroom behavior | Stormont et al. (2019)O'Brennan et al. (2015) |
| Verhaltensbeurteilungsbogen für Vorschulkinder3–6 (VBV; Questionnaire for Assessing Preschool Children’s Behavior 3–6; (Döpfner et al., 1993) | Behavioral and emotional problems, social emotional, skills | Bergold et al. (2019) |
| **Caregiver report measures** |
| Conners Early Childhood (Harbarth et al., 2017) | Behavioral and emotional problems | Bergold et al. (2019) |
| Verhaltensbeurteilungsbogen für Vorschulkinder3–6 (VBV; Questionnaire for Assessing Preschool Children’s Behavior 3–6; (Döpfner et al., 1993) | Behavioral and emotional problems, social emotional, skills | Bergold et al. (2019) |
| Preschool and Kindergarten Behavior Scales- Second Edition (PKBS-2; Merrell, 2002) | Social skills and problem behaviors | Major et al. (2018) |
| Firoozi and Rouhi (2020) | Problem behaviors |  |
| BRIEF or BRIEF 2 (Gioia et al., 2015) | EF | Farbiash & Berger (2016)Wagner et al. (2019) |
| DuPaul Attention Deficit Hyperactivity Disorder Rating Scale (DuPaul et al., 1998) | Emotion regulation | Ozyurt et al. (2017) |
| Emotion Regulation Checklist (ERC; Shields & Cicchetti, 1997) | Emotion regulation | Ozyurt et al. (2017) |
| BRIEF-P (Gioia et al., 1996) | EF | O'Meagher et al. (2017) |
| EYT Child Self-Regulation and Behavior Questionnaire (CSBQ; Howard & Melhuish, 2017) | Self-regulation and social development | Howard & Melhuish (2017) |
| Parental Acceptance Rejection Questionnaire (Rohner et al., 2005) | Parental acceptance and rejection | Tasoren (2016) |
| Preschool and Kindergarten Behavior Scale (PKBS; (Merrell, 1995) | Social skills and problem behavior | Wolfe et al. (2015) |
| Social Competence and Behavior Evaluation (SCBE-30; LaFreniere, 1990) | Anxiety/withdrawal, anger/aggression, or social competence | Wolfe et al. (2015) |
| Children’s Behavior Questionnaire (CBQ; Rothbart et al., 2001) | Temperament, effortful control | Wolfe et al. (2015)Johns et al. (2019) |
| Social Behaviors Questionnaire (Tremblay et al., 1991) | Self-regulation | Piche et al. (2015) |
| Student’s Achievement-Relevant Actions in the Classroom: Engagement Versus Disaffection with Learning (SARAC; Skinner et al., 2009; Wellborn, 1992)  | Students’ engagement with learning: behavioral engagement, emotional engagement, behavioral disaffection, and emotional disaffection | Garrett-Peters et al. (2019) |
| Teacher Sutter-Eyberg Student Behavior Inventory-Revised (SESBI-R; Eyberg & Pincus, 1999) | Disruptive behavior | Wagner et al. (2019) |
| Parent Eyberg Child Behavior Inventory (ECBI; Eyberg & Pincus, 1999) | Disruptive behavior | Wagner et al. (2019) |
| Child Emotional Expression Scale-Mother Form (Mirabile, 2008) | Levels of positive and negative expressions of preschool children | Ersan & Tok (2020) |
| Emotion Regulation Scale (Shields & Cicchetti, 1997) | Emotional responsiveness of children and the expression and regulation of the emotions within the environment children experience | Ersan & Tok (2020) |
| Social- Emotional Assets and Resiliency Scales (SEARS; Merrell et al., 2011) | Social emotional, knowledge, peer acceptance and relationships, resilience in the face of difficulties, coping skills, problem-solving abilities, empathy, global self-concept, and other positive traits | Graves Jr et al. (2017) |
| **Child self-report measures** |
| Abbreviation of the Total Mood Disturbance scale | Overall negative mood | Annesi et al. (2016) |
| Academic Self- Regulation Questionnaire (Ryan & Connell, 1989) | Academic self-regulation style | Gorissen et al. (2015) |
| Brief Self-Control Scale for children (Rauch et al., 2014) | Domain-specific mathematics self-regulation | Gunzenhauser & Saalbach (2020) |
| Child Personality Assessment Questionnaire (Rohner et al., 2005) | Psychological adjustment | Tasoren (2016) |
| Child Social Preference Questionnaire (Coplan et al., 2013) | Unsociability | Sang et al. (2018) |
| Child-Adolescent Social Support Scale (CASS; Malecki & Demaray, 2002) and adapted by Yardımcı and Başbakkal (2009) | Perceived social support | Ogurlu et al. (2018) |
| Childhood Depression Inventory (Kovacs, 1992) | Depression | Sang et al. (2018) |
| Children’s Shyness Questionnaire (Crozier, 1995) | Emotional and behavior components of shyness | Sang et al. (2018) |
| Children's Perceived Use of Self-Regulated Learning Inventory (Vandevelde et al., 2013) | SRL strategies | Heirweg et al. (2019) |
| Cognitive Flexibility Task (Roebers et al., 2011) | EF- attention shifting | Meixner et al. (2019) |
| Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004) | Emotion regulation | Ozyurt et al. (2017) |
| Digit Span Backwards Task (Petermann & Petermann, 2007) | EF- updating | Meixner et al. (2019) |
| Effective Input Characteristics for Math Scale (Caliskan & Serce, 2016) | SRL strategies | Karademir & Deveci (2019) |
| Emotion Regulation Checklist (ERC; Shields & Cicchetti, 1997) | Emotion regulation | Ozyurt et al. (2017) |
| Friendship Quality Questionnaire (Parker & Asher, 1993) | Friendship quality | Li-Grining et al. (2019) |
| Intrinsic Motivation Inventory Dutch translations (Ilardi et al., 1993; Kasser et al., 1992; Ryan, 1982) | Task motivation and need fulfilment | Gorissen et al. (2015) |
| KA-SI Empathic Tendency Scale for Children and Adolescents (Kaya & Siyez, 2010) | Empathic tendencies | Ozyurt et al. (2017) |
| Motivated Strategies for Learning Questionnaire (García & Pintrich, 1995) | SRL strategies | Alnafea & Curtis (2017) |
| Peer nominations | Peer victimization | Sang et al. (2018) |
| Perceived Self-Regulation Scale (Arslan & Gelisli, 2015) | Self-regulation | Karademir & Deveci (2019) |
| Self-regulation for physical activity scale | Use of methods for self-regulation/self-management | Annesi et al. (2016) |
| Self-Regulation Scale (Novak & Clayton, 2001) | Emotion regulation | Sang et al. (2018) |
| Self-Report Measure of Social Avoidance (Sang et al., 2018) | Social avoidance | Sang et al. (2018) |
| Social Anxiety Scale for Children- Revised (La Greca & Stone, 1993) | Social anxiety | Sang et al. (2018) |
| Social- Emotional Assets and Resiliency Scales (SEARS; Merrell et al., 2011) | Social emotional, knowledge, peer acceptance and relationships, resilience in the face of difficulties, coping skills, problem-solving abilities, empathy, global self-concept, and other positive traits | Graves Jr et al. (2017) |
| Social Emotional Learning Skills Scale (SELSS; Kabakci & Korkut-Owen, 2010) | Social–emotional learning (Task Articulation, Peer Relationships, and Self-Regulation) | Ogurlu et al. (2018) |
| Social Skills Rating System (SSRS; Gresham & Elliott, 1990) | Social behaviors | Dang et al. (2017) |
| Social-Emotional Competence from the standardized Intelligence and Development Scales (IDS; Grob et al., 2009) | Social-emotional competence | Eichler et al. (2017) |
| Student Behavior Questionnaire (SBQ; Weiss et al., 2003) | Problem behavior | Dang et al. (2017) |
| The Fruit Stroop Task (Roebers et al., 2011) | EF- inhibition | Meixner et al. (2019) |
| **Academic performance measures** |
| English oral task and vocabulary task |  | Costa Ferreira et al. (2015) |
| The Voluntary Pre-Kindergarten Assessment (Florida Department of Education, 2011) |  | Allan et al. (2015) |
| **Task-specific test measures** |
| Assessment as a scaffolded, three-phase learning process, in line with SRL theory (forethought, performance and self-reflection) and interviews (Fletcher, 2016) | SRL | Fletcher (2016) |
| Auditory continuous performance test (A-CPT; Rosvold et al., 1956)Dot CPT (Herman et al., 1980)Visual continuous performance test (V-CPT; Rosvold et al., 1956) | EF | Allan et al. (2015) |
| Cued recall test (Heirweg et al., 2019) | Knowledge recall | Heirweg et al. (2019) |
| Diary task The Diary of Guided Self-regulated learning (DOGS-RL; Costa Ferreira et al., 2015) | Self-regulated learning (SRL) | Costa Ferreira et al. (2015) |
| Flanker (Rueda et al., 2004) | Selective attention | Bernier et al. (2015) |
| Think-aloud protocol (TAP) analysis (Ericsson & Simon, 1980) | SRL | Vandevelde et al. (2015) |
| Wisconsin Card Sorting Test (Arffa et al., 1998) | EF | Tasoren (2016) |
| **Observational/administered measures** |
| Arbeitsgedächtnistestbatterie für Kinder von 5 bis 12 Jahren (Working memory test battery for children aged 5 to 12) [AGTB 5-12] Object Span, Digit Span Backwards, Corsi block, Go/No go, Stroop test (Hasselhorn et al., 2012) | EF- working memory | Gunzenhauser & Saalbach (2020) |
| Attachment Behavior Q-Sort (Waters, 1995) | Child attachment | Bernier et al. (2015) |
| Auditory go/no go (Salles et al., 2011) | EF | Czermainski et al. (2015) |
| Backward Word Span (Carlson et al., 2002) | EF | Bernier et al. (2015) |
| Backward Word Span (Davis & Pratt, 1995) | EF | Sasser et al. (2015) |
| Battery of effortful control tasks (the toy wrap, toy wait, snack delay, and tongue tasks), battery of low-level executive function tasks (the balance beam task and the pencil tap task) (Murray & Kochanska, 2002) | Effortful control | Li-Grining et al. (2019) |
| Bear/Dragon (Reed et al., 1984)Day/Night (Gerstadt et al., 1994) | EF | Bernier et al. (2015) |
| Bells Test (Biancardi & Stoppa, 1997) | Attention performance- selective attention | Scrimin et al. (2018)  |
| Boxall profile (Education Endowment Foundation, 2019) | Social, emotional, and behavioral development | Sloan et al. (2020) |
| Checklist of Psychomotor Activities (CPA; Romero Martínez et al., 2018) | Psycho-motor development: motor, perceptual and social-emotional | Gil Madrona et al. (2019) |
| Choice delay of gratification  | EF- delayed gratification | Duran & Grissmer (2020) |
| Classroom climate (Volpe et al., 2009) | Classroom climate | Scrimin et al. (2018)  |
| Copy Design (Osborn et al., 1984) | Task-based self-regulation - EF | Baron et al. (2020) |
| Corsi Blocks (Corsi, 1972) | Task-based self-regulation - EF | Baron et al. (2020) |
| Day Night Stroop (Gerstadt et al., 1994) | Inhibition and switching | O'Meagher et al. (2017) |
| Day/night (Kochanska et al., 1996)Grass/snow (Carlson & Moses, 2001)Head-to-toes (Ponitz et al., 2009)Knock/tap of the Developmental Listening span (Pickering & Gathercole, 2001)Size ordering (McInerney et al., 2005)Word span reversed (Wechsler & Kodama, 1949) | EF | Allan et al. (2015) |
| Delay of Gratification (DoG) | Delayed gratification | Fishbein et al. (2016) |
| Developmental Neuropsychological Assessment battery (NEPSY II; Korkman et al., 2007) | EF | O'Meagher et al. (2017) |
| Digit span (backward) | Attention | Czermainski et al. (2015 |
| Digit Span (DS) test (Wechsler, 1987) | EF/verbal working memory | van der Niet et al. (2016) |
| Dimensional Change Card Sort (DCCS; Zelazo, 2006) | EF Cognitive flexibility | Bernier et al. (2015)Sasser et al. (2015)Schmitt et al. (2017) (adaptation of)Wang & Fitzpatrick (2019)Baron et al. (2020) |
| Distractibility and Go/No Go subtests from the Test of Attentional Performance for Children (Zimmermann et al., 2005) | Self-control | McKown et al. (2016) |
| Early Years Foundation Stage (EYFS) framework (UK Government Department for Education, 2014) | Communication and languagePhysical developmentPersonal, social and emotional developmentLiteracyMathematicsUnderstanding the worldExpressive arts and design | See & Ibbotson (2018) |
| Emotion Understanding Assessment (EUA; Howlin et al., 1999) | Identify the emotions and facial expressions of other children | Wolfe et al. (2015) |
| Emotion-induction manipulation check | Enjoyment (reversed), annoyance, and subjective success | Farbiash & Berger (2016) |
| FACES task (Ekman, 1976) | Facial emotion recognition | Fishbein et al. (2016) |
| Golden Stroop test (Golden & Freshwater, 1978) | EF/inhibition | van der Niet et al. (2016) |
| Greek Test for the Assessment of Executive Functions (Simos et al., 2007) | EF | Papaioannou et al. (2016) |
| Head-Toes-Knees-Shoulders (HTKS; McClelland et al., 2007; Ponitz et al., 2008) | EFChildren’s self-regulatory skills | Chung et al. (2017)Schmitt et al. (2017)Pelletier & Fesseha (2019)Garrett-Peters et al. (2019)Lonigan et al. (2017)Baron et al. (2020)Duran & Grissmer (2020) |
| Inhibitory control tasks [spatial conflict arrows, silly sounds Stroop, animal go/no-go], two working memory tasks [working memory span, pick the picture], and one attention-shifting task [something’s the same] (Willoughby et al., 2012) | EF | Halldorsdottir et al. (2019) |
| Kaufman Brief Intelligence Test, Second Edition (KBIT-2; Kaufman, 1990) | Intelligence and cognitive functioning | Fishbein et al. (2016) |
| Kindergarten Student Entrance Profile (KSEP; Quirk et al., 2014) | School readiness at the time of kindergarten entry | Edyburn et al. (2017) |
| Letter knowledge subscale of the Lollipop test (Chew & Morris, 1984) | Cognition | Bernier et al. (2015) |
| Nebraska Barnyard Task (Dennis et al., 1991); (Hughes et al., 1998) | Working memory | Wolfe et al. (2015) |
| NEPSY (Korkman et al., 1998) Developmental Neuropsychological Assessment battery (NEPSY II; Korkman et al., 2007) | EF- selective attention, inhibitory control, and cognitive flexibility | Allan et al. (2015)Brock et al. (2018) |
| NEPSY Tower (Korkman et al., 1998) | Planning | Bernier et al. (2015) |
| Peg Tapping (Luria, 1966) | Task-based self-regulation - EF | Baron et al. (2020) |
| Peg tapping task (Diamond & Taylor, 1996) | EF- working memory and inhibitory control | Sasser et al. (2015) |
| Peg-Tapping Task (Diamond & Taylor, 1996) | Motor impulsivity | Fishbein et al. (2016) |
| Pencil tapping task (Blair, 2002; Diamond & Taylor, 1996; Smith-Donald et al., 2007) | EF | Annesi et al. (2016) |
| Preschool Self-Regulation Assessment (Smith-Donald et al., 2007) | Self-regulation- effortful control and lower-level EF | Li-Grining et al. (2019) |
| Schedule for Classroom Activity Norms (SCAN) (McKinney & Feagans, 1983) | Student engagement- task-oriented and social behaviors | Garrett-Peters et al. (2019) |
| SELweb modules (McKown et al., 2016): | Facial emotion recognitionSocial perspective-takingSocial problem-solvingDelay of gratification and frustration tolerance | McKown et al. (2016) |
| Shape School Task (Espy et al., 2006) | Executive control | Wolfe et al. (2015) |
| Shape School Task (Espy, 1997) | Inhibition and switching | O'Meagher et al. (2017) |
| Simon Says task (Carlson, 2005; Strommen, 1973) | Inhibitory control | Schmitt et al. (2017) |
| SIP-AP (Kupersmidt et al., 2011) | Social reasoning | McKown et al. (2016) |
| Social Problem-Solving Task-Revised (SPST-R; Rubin & Krasnor, 1986); (Rubin, 1988) | Social problem solving | Wolfe et al. (2015) |
| Strong Start Content Knowledge Assessment (SSCK)  | Emotion identification, emotion recognition in others, and basic social problem-solving strategies | Graves Jr et al. (2017) |
| Stroop test (Golden & Freshwater, 1978) | Cognitive flexibility, inhibition, and attentional control | Czermainski et al. (2015) |
| Stroop type task (happy/sad version) (Lagattuta et al., 2011) | Inhibitory control | Scrimin et al. (2018) |
| Sustained Attention and Inattention Behavior During Classroom Activities- The Direct Observation Form | Student behavior | Scrimin et al. (2018)  |
| The Early Years Toolbox (EYT; Howard & Melhuish, 2017) | Battery of iPad-based EF, language, self-regulation, and social development measures | Howard & Melhuish (2017) |
| The emotion-induction Go/No Go task (Lewis et al., 2006) | Response inhibition during a negative emotional situation | Farbiash & Berger (2016) |
| The Forward (FS) and Backward Digit Span (BS) (Wechsler, 1991) | EF | Chung et al. (2017) |
| The Puzzle Box Task (Feagans & Short, 1986) | EF | Garrett-Peters et al. (2019) |
| Theory of Mind Task (Wellman & Liu, 2004) | Understanding of other persons’ mental states across five situational tasks | Wolfe et al. (2015) |
| Tower of London (Shallice, 1982) | EF/planning and sequencing behavior toward a goal | van der Niet et al. (2016) |
| Trail Making Test (Capovilla et al., 2007) | Divided attention, speed of information processing, cognitive flexibility, and alternation | Czermainski et al. (2015) |
| Trail making test (TMT; Reitan, 1971) | EF/cognitive flexibility  | van der Niet et al. (2016) |
| Visual Memory Span (VMS; Wechsler, 1987) | EF/visuospatial working memory | van der Niet et al. (2016) |
| Wechsler Preschool and Primary Scale of Intelligence, 3rd edition (WPPSI-III; Wechsler, 2012) | General intelligence and cognitive functioning | O'Meagher et al. (2017) |
| Wechsler Preschool and Primary Scales of Intelligence-Third Edition (WPPSI-III; Wechsler, 2002) | Cognitive ability | Wolfe et al. (2015) |
| Whack-A-Mole (Go/No Go task) | Inhibitory control | Fishbein et al. (2016) |
| Woodcock-Johnson III Tests of Achievement (Woodcock et al., 2007) | EF | Halldorsdottir et al. (2019)Sasser et al. (2015)Schmitt et al. (2017)Wang & Fitzpatrick (2019)Johns et al. (2019)Stormont et al. (2019) |

EF= executive functioning

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