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 emotional  adjustment | 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 Vorschulkinder  3–6 (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 Vorschulkinder  3–6 (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 language  Physical development  Personal, social and emotional development  Literacy  Mathematics  Understanding the world  Expressive 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) | EF  Children’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 recognition  Social perspective-taking  Social problem-solving  Delay 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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