

CURRICULUM VITAE
CARON ANN CAMPBELL CLARK
Department of Educational Psychology
University of Nebraska - Lincoln
cclark4@unl.edu

EDUCATION

- 2004-2009 Ph.D., Department of Psychology, University of Canterbury, Christchurch, New Zealand
Dissertation title: "Executive Function at Early School Age in Children Born Very Preterm."
- 2003 First Year Master of Education in Child and Family Psychology (transferred to PhD program prior to completion)
University of Canterbury, Christchurch, New Zealand
- 1999-2001 Bachelor of Arts
University of Canterbury, Christchurch, New Zealand

PROFESSIONAL APPOINTMENTS

- Current Associate Professor
Department of Educational Psychology, University of Nebraska-Lincoln
- 2016-2022 Assistant Professor
Department of Educational Psychology, University of Nebraska-Lincoln
- 2014-2016 Research Associate
Memory Development and Disorders Laboratory and Down Syndrome Research Group,
Department of Psychology, University of Arizona
Courtesy Research Assistant Professor, University of Nebraska-Lincoln
- 2012-2014 Research Assistant Professor
Department of Psychology and Prevention Science Institute, University of Oregon
- 2009-2012 Postdoctoral Research Fellow/Project Site Director
Developmental Cognitive Neuroscience Laboratory, University of Nebraska-Lincoln
- 2008-2009 Lecturer
School of Education and Human Development, University of Canterbury, Christchurch, New Zealand

GRANTS/FUNDING

- 2023-2028 University of Nebraska Grand Challenges Research Grant
Inspiring outcomes for children through equitable early childhood education experiences
PI. Lisa Knoche, co-I role, \$3,000,000.
- 2021-2025 DHHS Administration for Children and Families Head Start Research
Cultivating Healthy, Intentional, Mindful Educators (CHIME): Evaluating the use of mindfulness and compassion to promote Early Head Start/Head Start Education staff's wellbeing
P.I. H. Hatton-Bowers, co-PI role, \$1,306,968.

- 2022-2023 NSF Supplemental funding for international research collaborations
Describing the neurobehavioral effects of modeling-based instruction in undergraduate life sciences education.
PI. J. Dauer, co-PI role, \$6,980
- 2021-2022 Nebraska Children and Families Foundation Preschool Development Grant: Cultivating mindful educators.
DHHS-Administration for Children and Families
P.I. H. Hatton-Bowers, co-I role, \$151,315.
- 2020-2023 Describing the neurobehavioral effects of modeling-based instruction in undergraduate life sciences education.
NSF EHR Core Research Award ID 2000605
PIs. J. Dauer, C. Clark, & T. Long, \$311,606
- 2020-2022 Evaluating psychophysiological mechanisms of early childhood teachers' stress resilience and their relevance for preschoolers' self-regulation.
NICHD 1R21HD098447-01A1
MPI. C. Clark & H. Hatton-Bowers, \$412,863
- 2020-2021 Nebraska Children and Families Foundation Preschool Development Grant: Cultivating mindful educators.
DHHS-Admin for Children and Families
P.I. H. Hatton-Bowers, co-I role, \$92,000
- 2019-2021 Determining the overlap between latent behavioral and neural changes in executive control in middle childhood, osf.io/jceb4
NIMH 1R03MH120381
P.I. C. Clark, \$145,000
- 2019-2021 Building the infrastructure for executive function research at the University of Nebraska
UNL Collaborative Team Building grant
P.I. C. Clark & J. Finch, \$20,000
- 2018-2019 Parents' responses to adolescent peer victimization: Finding out what work
UNL Research Council faculty seed award
P.I. M. Martin, co-I role, \$10,000
- 2017-2018 Development of a mathematics learning task for functional neuroimaging
UNL Research Council faculty seed award
P.I. C. Clark, \$10,000
- Describing the Neural Effects of Modeling-Based Instruction
UNL Core Facility New User Grant
P.I. Joseph Dauer, co-I role, \$5,000
- 2016-2021 Outcome measures for use in treatment trials for individuals with Down syndrome.
1R01HD088409-01

Caron (Carrie) Clark

P.I. J. Edgin, co-I role, \$592,000

2015-2016 Validating a neuropsychological assessment of memory for young children and special populations. Proof of Concept award from the University of Arizona.
PI J. Edgin, co-I role, \$73,000. *We have a patent granted on this assessment.

Clinical non-drug cognitive measurement validation study for children
Hoffman La Roche Pharmaceuticals,
Contract PI, \$96,000

Brain development, sleep and learning in Down syndrome
LUMIND Foundation,
PI. J Edgin, co-I role, \$250,000

2014-2016 Tracking sleep quality as a marker of brain development. Bill and Melinda Gates Foundation
Grand Challenges Grant.
PI: J. Edgin, co-I role, \$100,000

2004-2008 University of Canterbury Doctoral Grant. Four-year academic research award covering tuition,
research costs and cost of living, NZ\$ 120,000

PEER-REVIEWED PUBLICATIONS (5172 citations; h-index: 27)

See <https://scholar.google.com/citations?user=lyj8WoAAAAAJ&hl=en>

See https://www.researchgate.net/profile/Caron_Clark;

1. Starr, E., Hatton, H., **Clark, C.A.C.**, Parra, G., Avari, P., & Brock, R. L. (in press) Does job stress moderate the effects of a group-based mindfulness intervention on early childhood teachers' emotion dysregulation? *Mindfulness*.
2. Kwon, K., Puma, J., Oh, Y., Jeon, L., Hatton, H. Ford, T. G., Farewell, C...& the **Early Head Start/Head Start Workforce Well-Being Consortium** (in press), Nurturing the nurturer: elevating educator well-being and competencies through comprehensive wellness programs, *Zero To Three*.
3. **Clark, C.A.C.**, Behrendt, M., Long, T., & Dauer, J. (in press). Neural responses to errors in models and their relevance for longer term learning among undergraduate life sciences students. *Trends in Neuroscience and Education*.
4. Jiang, Q., Hatton-Bowers, H., Williams, N.A., Dev, D., **Clark, C.A.C.**, Avari, P., & Ladd, S.B. (in press). The influence of mindful parenting on toddlers' food responsiveness: Mediation models of controlling feeding practices. *Journal of Extension*.
5. Akhavein, K., **Clark, C.A.C.**, Nelson, J., Espy, K.A., & Finch, J. Children's Arithmetic Strategy Use Trajectories: Exploring the Roles of Executive Functions and Socio-Demographic Characteristics. (2025). *Journal of Experimental Child Psychology*, 249, 106109.
6. **Clark, C.A.C.**, Cardellini de Almeida, P., & Joshi, K. (2024). Preschool children's high frequency heart rate variability across contexts of low and high emotional challenge correlates with their self-regulation performance. *Infant and Child Development*, 33, 6-20.
7. Behrendt, M., **Clark, C.A.C.**, Elliot, M., & Dauer, J. (2024). Relation of life sciences students' metacognitive monitoring to neural activity during biology error detection. *Nature Portfolio Journals: Science of Learning*, 9, 16.
8. Dauer, J., Behrendt, M., Elliot, M., Gettings, B., Long, T., & **Clark, C.A.C.** (2024). Individual variation in undergraduate student metacognitive monitoring and error detection during biology model evaluation.

Frontiers in Education, March 15.

9. **Clark, C.A.C.**, Hatton, H., Akhavein, K., Rasby, S., & Parra, G. (2024). Growing through adversity: The relation of early childhood educator post-traumatic growth to young children's executive function. *Frontiers in Psychology Special Issue on Resilience Processes and children's development in socioecological contexts*, 15, March 2024.
10. Akhavein, K*, Finch, J., & **Clark, C.A.C.** (2023). The Longitudinal Contributions of Preschool Executive Functions and Early Math Abilities to Arithmetic Skills in Elementary School. *Cognitive Development*, 68, 101388.
11. Redline, S., Cook, K., Chervin, D., Ishman, S., Baldassari, C.M., Mitchell, R.D., Tapia, I.E., Amin, R., Hassan, F., Ibrahim, S., Ross, K., Elden, L., Kirkham, E.M., Zopf, D., Shah, J., Otteson, T., Naqvi, K., Owens, J., Young, L., Furth, S., Connolly, H., **Clark, C.A.C.**, Bakker, J.P., Garetz, S., Radcliffe, J., Taylor, H.G., Rosen, C.L., & Wang, R. (2023). Adenotonsillectomy for snoring and mild sleep apnea in children: A randomized clinical trial. *Journal of the American Medical Association*, 330(21), 2084-2095.
12. Finch, J., Akhavein*, K., Patwardhan, I., & **Clark, C.A.C.** (2023). Associations between Teacher Self-Efficacy, Perceived Work Environment, and Students' Executive Functions and Behavioral Problems. *Applied Developmental Psychology*, 85, 10512.
13. **Clark, C.A.C.**, & Caddell, K.* (2023). Relation of young children's parasympathetic activity during a learning task to their self-regulation and early academic skills. *Mind, Brain, and Education*, 17(1), 43-52.
14. **Clark, C.A.C.**, Cook, K., Wang, R., Rueschman, M., Radcliffe, J., Redline, S. & Taylor, H.G. (2023). Psychometric properties of a combined go/no-go and continuous performance task across childhood. *Psychological Assessment*, 35(4), 353-365.
15. Hatton-Bowers, H., **Clark, C.A.C.**, Parra, G. Calvi, J., Yellow Bird, M., Avari, P.*, Foged, J., & Smith, J. (2023). Promising findings that the Cultivating Healthy, Intentional, Mindful Educators program strengthens early childhood teachers' emotional resources: An Iterative Study. *Early Childhood Education*, 51, 1291-1304.
16. Vrantsidis, D. M., **Clark, C.A.C.**, Volk, A., Espy, K.A., Wakschlag, L., & Wiebe, S.A. (2023). Interplay of dopamine genotype and parenting behavior is associated with executive function in early childhood. *Development and Psychopathology*, 35(3), 1147-1158
17. Massey, S.H., **Clark, C.A.C.**, Sun, M.Y., Burns, J.L., Mroczek, D. K., Espy, K.A., & Wakschlag, L.S. (2020). Dimension- and Context-Specific Expression of Preschoolers' Disruptive Behaviors Associated with Prenatal Tobacco Exposure. *Neurotoxicology and Teratology*, 81, 106915.
18. Vrantsidis, D., **Clark, C.A.C.**, Chevalier, N., Espy, K.A., & Wiebe, S.A. (2020). Socioeconomic status and executive function in early childhood: exploring proximal mechanisms. *Developmental Science*, 23(3), e 12917.
19. **Clark, C.A.C.**, Pérez-González, S.*, & Hudnall, R*. (2020). Children's neural responses to a new mathematics concept. *Trends in Neuroscience and Education*, 20, 10128.
20. **Clark, C.A.C.**, Helikar, T., & Dauer, J. (2020). Simulating a computational biological model, rather than reading, elicits changes in brain activity during biological reasoning. *CBE Life Sciences Education*, 19(3), ar. 45.
21. Edgin, J.O., Liu, Y., Hughes, K., Spano, G., & **Clark, C.A.C.** (2020). The "eyes have it", but when in development?: The importance of a developmental perspective in our understanding of memory formation and the hippocampus. *Hippocampus*, 30(8), 815-828.
22. **Clark, C.A.C.**, Massey, S.H., Wiebe, S.A., Espy, K.A., & Wakschlag, L.S. (2019). Does responsive parenting buffer the effects of prenatal tobacco exposure on young children's behavioral disinhibition. *Development and Psychopathology*, 31, 1285-1298.
23. Massey, S. H., **Clark, C.A.C.**, Burns, J. L., Mroczek, D. K., Espy, K. A., & Wakschlag, L. S. (2018). Positive parenting behaviors in women who spontaneously quit smoking during pregnancy: Clues to putative targets for preventive interventions. *Neurotoxicology and Teratology*,

24. **Clark, C.A.C.**, Liu, Y., Bedrick, A., Wright-Abbott, N.L., & Edgin, J.O. (2017). Functional neural bases of numerosity judgements in adults born preterm, *Brain and Cognition*, 118, 90-99.
25. **Clark, C.A.C.**, Fernandez, F., Spano, G., Sakkhon, S., & Edgin, J.O. (2017). The medial temporal memory system in Down syndrome: Translating animal models of hippocampal compromise. *Hippocampus*, 27(6), 683 - 691.
26. Massey, S., Hatcher, A., **Clark, C.A.C.**, Burns, J., Pine, D., Skol, A., Mrockzek, D....Wakschlag, L. (2017). Does MAOA increase susceptibility to prenatal stress in young children. *Neurotoxicology and Teratology*, 61, 82-91.
27. Nelson, T., Nelson, J., James, T.D., **Clark, C.A.C.**, Kidwell, K.M., & Espy, K.A. (2017). Executive control goes to school: Implications of preschool executive control for observed elementary classroom behavior. *Developmental Psychology*, 53 (5), 836-844.
28. Fernandez, F., Nyhuis, C., Anand, P., Demara, B., Ruby, N.F., Spano, G., **Clark, C.A.C.**, & Edgin, J. (2017). Young children with Down syndrome show normal development of circadian rhythms, but poor sleep efficiency. *Sleep Medicine*, 33, 143-144.
29. **Clark, C.A.C.**, Chevalier, N., Nelson, J. M., James, T. D., Garza, J. P., Choi, H-J., & Espy, K. A. (2016). The changing nature of executive control in preschool: I. Executive control in early childhood. *Monographs of the Society for Research in Child Development*, 81(4), 47-68.
30. Nelson, J. M., James, T. D., Choi, H-J., **Clark, C.A.C.**, Wiebe, S. A., & Espy, K. A. (2016). The changing nature of executive control in preschool: III. Distinguishing executive control from overlapping foundational cognitive abilities during the preschool period. *Monographs of the Society for Research in Child Development*, 81(4), 47-68.
31. **Clark, C.A.C.**, James, T. D., & Espy, K. A. (2016). A new look at the implications of the socio-familial context for young children's executive control: Clarifying mechanisms of individual differences. *Monographs of the Society for Research in Child Development*, 81(4), 47-68.
32. Espy, K. A., **Clark, C.A.C.**, Garza, J. P., Nelson, J. M., James, T. D., & Choi, H-J. (2016). Executive control in preschoolers: New models, new results, new implications. *Monographs of the Society for Research in Child Development*, 81(4), 47-68.
33. **Clark, C.A.C.**, Skowron, E.A., Guiliano, R.J., & Fisher, P. A. (2016). Intersections between cardiac physiology, emotion regulation and interpersonal warmth in preschoolers. *Drug and Alcohol Dependence* 163, S60-69.
34. Eastabrook, R., Massey, S. H., **Clark, C.A.C.**, Burns, J.L., Mustanski, B., Cook, E. H., O'Brien, C. T., Makowski, B., Wakschlag, L.S., & Espy, K.A (2016). Separating family-level and direct exposure effects of smoking during pregnancy on externalizing symptoms: Bridging the behavior genetic and behavior teratologic divide. *Behavior Genetics*, 46(3), 389-402.
35. Taylor, H.G., & **Clark, C.A.C.** (2016) Executive function in children born preterm: Risk factors and implications for outcome. *Seminars in Perinatology*, 40(8), 520-529.
36. Smith, J.D., Woodhouse, S.S., **Clark, C.A.C.**, & Skowron, E.A. (2016). Attachment status and parasympathetic response to the mother-preschooler Strange Situation. *Biological Psychology*, 114, 39-48.
37. **Clark, C.A.C.**, Espy, K.A., & Wakschlag, L. (2016). Developmental pathways from prenatal stress and tobacco exposure to behavioral disinhibition. *Neurotoxicology and Teratology*, 53, 64-74.
38. Edgin, J.O., **Clark, C.A.C.**, Massand, E., & Karmiloff-Smith, A. (2015). Building an adaptive brain across development: Targets for neurorehabilitation must begin in infancy. *Frontiers in Behavioral Neuroscience*, 11(9), 232.
39. Noll, L.A., **Clark, C.A.C.**, & Skowron, E.A (2015). Multigenerational Links between Mothers' Experiences of Autonomy in Childhood and Preschoolers' Respiratory Sinus Arrhythmia: Variations by Maltreatment Status. *Development and Psychopathology*, 27, 1443-1460.

40. Nelson, J. M., Choi, H-J., **Clark, C.A.C.**, James, T. D., Fang, H., Wiebe, S. A., & Espy, K. A. (2015). Sociodemographic risk and early environmental factors that contribute to resilience in executive control: A factor mixture model of 3-year-olds. *Child Neuropsychology*, 21(3), 354-378.
41. **Clark, C.A.C.**, & Woodward, L.J. (2015). Relation of perinatal risk and early parenting to executive control during the transition to formal schooling, *Developmental Science*, 18(4), 525-542.
42. Wiebe, S.A., **Clark, C.A.C.**, de Jong, D., Chevalier, N., Wakschlag, L., & Espy, K.A. (2015). Prenatal tobacco exposure and early self-regulation: Pathways to externalizing behavior. *Development and Psychopathology*, 27(2), 397-409.
43. **Clark, C.A.C.**, Nelson, J., Garza, J., Sheffield, T.D., Wiebe, S.A., & Espy, K.A. (2014). Gaining control: Changing relations between executive control and processing speed and their relevance for mathematics achievement over the course of the preschool period. *Frontiers in Developmental Psychology*, Feb 17.
44. Woodward, L.J., Bora, S., **Clark, C.A.C.**, Montgomery-Honger, A., Pritchard, V.E., Spencer, C., & Austin, N.C (2014). Very preterm birth: Maternal experiences of the neonatal intensive care environment. *The Journal of Perinatology*, 34(7), 555-561.
45. **Clark, C.A.C.**, Fang, H., Espy, K.A., Filipek, P.A., Juranek, J., Bangert, B., Hack, M., & Taylor, H.G. (2013). Relation of neural structure to persistently low academic achievement: A longitudinal study of children with differing birth weights. *Neuropsychology*, 27, 364 - 377.
46. **Clark, C.A.C.**, Sheffield, T.D., Mize Nelson, J., Chevalier, N., Wiebe, S.A., & Espy, K.A. (2013). Charting early trajectories of executive control with the Shape School. *Developmental Psychology*, 49, 1481 - 1493.
47. **Clark, C.A.C.**, Sheffield, T.D., Wiebe, S.A., & Espy, K.A. (2013). Longitudinal associations between executive control and developing mathematical competence in preschool boys and girls. *Child Development*, 84, 662-677.
48. Woodward, L.J., **Clark, C.A.C.**, Bora, S., & Inder, T.E. (2012). Neonatal white matter abnormalities an important predictor of neurocognitive outcome for very preterm children. *PLOS One*, 7(12), e51879.
49. Chevalier, N., Sheffield, T.D., Mize-Nelson, J., **Clark, C.A.C.**, Wiebe, S.A., & Espy, K.A. (2012). Underpinnings of the costs of flexibility in preschool children: The roles of inhibition and working memory. *Developmental Neuropsychology*, 32(2), 91-118.
50. Wiebe, S.A., Sheffield, T.D., Mize Nelson, J., **Clark, C.A.C.**, Chevalier, N., & Espy, K.A. (2011). The structure of executive function in 3-year-olds. *Journal of Experimental Child Psychology*, 108, 436-452.
51. Woodward, L.J., **Clark, C.A.C.**, Pritchard, V.E., Anderson, P.J., & Inder, T.E. (2011). Neonatal white matter abnormality predicts global executive function impairment in children born very preterm. *Developmental Neuropsychology*, 36(1), 22-44.
52. Espy, K.A., Sheffield, T.D., Wiebe, S.A., **Clark, C.A.C.**, & Moehr, M.J. (2011). Executive control and dimensions of problem behaviors in preschool children. *Journal of Child Psychology and Psychiatry*, 52(1), 33-46.
53. **Clark, C.A.C.**, & Woodward, L.J. (2010). Neonatal cerebral abnormalities and later verbal and visuo-spatial working memory abilities of children born very preterm. *Developmental Neuropsychology*, 35(6), 622-642.
54. **Clark, C.A.C.**, Pritchard, V.E. & Woodward, L.J. (2010). Preschool executive functioning predicts early mathematics achievement. *Developmental Psychology*, 46 (5), 1176-1191.
55. **Clark, C.A.C.** (2009). *Executive Function at Early School Age in Children Born Very Preterm*. (Doctoral Dissertation, University of Canterbury, New Zealand). Available from <http://ir.canterbury.ac.nz/handle/10092/566>
56. Pritchard, V.E., **Clark, C.A.C.**, Wilson, K., Liberty, K., & Woodward, L.J. (2008). School-based learning difficulties in children born very preterm. *Early Human Development*, 85 (4), 215-224.
57. **Clark, C.A.C.**, Woodward, L.J., Horwood, L.J., & Moor, S. (2008). Development of emotional and behavioral regulation in children born extremely and very preterm: Biological and social influences. *Child*

Development, 79 (5), 1444-1462.

58. Edgin, J.O., Inder, T.E., Anderson, P., Hood, K., **Clark, C.A.C.**, & Woodward, L.J. (2008). Cerebral abnormalities on term MRI are associated with persistent executive deficits in preschool children born very preterm. *Journal of the International Neuropsychological Society*, 14 (1), 90-101.

BOOK CHAPTERS

1. Chevalier, N. & **Clark, C.A.C.** (2018). Executive function in early and middle childhood. In Lifespan development and plasticity of executive function. Wiebe, SA, & Karbach, J. (Eds). New York: Routledge.
2. Mize Nelson, J., Sheffield, T.D., Chevalier, N., **Clark, C.A.C.**, & Espy, K.A. (2016). Structure, measurement and development of preschool executive control. In J. A. Griffin, L. Freund & P. McCardle (Eds.), *Executive Function in Preschool Children: Current Knowledge and Research Opportunities*. New York: APA Press.
3. **Clark, C.A.C.**, Martinez, M.M., & Espy, K.A. (2014). Self-Regulation and Executive Control: Critical for Later Years. In S.A. Landry & C. Cooper (Eds.), *Well Being of Children and Families*, New York: Wiley-Blackwell.

AWARDS AND HONORS

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| 2015 | James S. McDonnell foundation fellowship to attend the Latin American School for Education, Cognitive and Neural Sciences in Argentina, March, 2016. |
| 2014 | Honorable mention - University of Arizona Undergraduate Brain Research Program Outstanding Graduate Student/Postdoc/Technician mentor
National Institutes of Health <i>Multimodal Neuroimaging Training Program</i> fellowship, Carnegie Mellon and Pittsburgh Universities |
| 2010 | International Neuropsychological Society Nelson Butters Award
Travel stipend from the National Institute on Drug Abuse to attend workshop on executive functions in preschool children |
| 2008 | University of Canterbury Dean's List for Doctoral scholars
Merit award for conference abstract, International Neuropsychological Society |
| 2007 | Best student presentation: Canterbury Health Sciences Research Conference |
| 2000 | University of Canterbury Undergraduate Fees Scholarship, Psychology |
| 1999 | University of Canterbury Departmental Prize for Psychology
Member of Golden Key Honors Society |
| 1997 | Trident High School Proxime Accessit. |

PATENTS

Edgin, J.O., & Clark, C.A.C. System and methods for neuropsychological assessment, US Patent 10667740.

MEDIA COVERAGE

May, 2020. Interdisciplinary study leverages technology to assess preschool teachers' stress resilience.

<https://cehs.unl.edu/cehs/news/interdisciplinary-study-leverages-technology-assess-preschool-teachers%E2%80%99-resilience/>

February, 2018. Researchers factoring in how children learn mathematics.

<http://www.rschoolonline.org/classnotes/researchers-factoring-in-how-children-learn-mathematics/>

November, 2014. What sleeping babies can teach us. <http://uanews.org/story/what-sleeping-babies-can-teach-us>

June, 2013. Reduced brain volume in kids with low birth weight tied to academic struggles.

<http://uonews.uoregon.edu/archive/news-release/2013/6/reduced-brain-volume-kids-low-birth-weight-tied-academic-struggles>

BLOG POSTS/OUTREACH

Farewell, C., Clark, C., Brogden, & Carton. (2024, July). Better sleep: A key to educator wellbeing. NAEYC Blog. <https://www.naeyc.org/resources/blog/better-sleep>

Podcast Guest. Balancing screens and growing brains. The good Life in Early Life Podcast, S2, E25.

Clark, C.A.C., Hatton-Bowers, H.N., Gottschalk, C.L., Dev, D.A., & Poppe, L.M. (2017, August). Self-Regulation in early childhood. NebGuide. G2288. University of Nebraska-Lincoln.
<http://extensionpubs.unl.edu/publication/9000019051622/self-regulation-in-early-childhood/>.

Clark, C.A.C., Hatton-Bowers, H.N., Gottschalk, C.L., Dev, D.A., & Poppe, L.M. (2017, July). Strategies for helping young children with self-regulation. NebGuide. G2287. University of Nebraska-Lincoln.
<http://extensionpubs.unl.edu/publication/9000018980319/strategies-forhelping-young-children-with-self-regulation/>.

INVITED PRESENTATIONS AND CONFERENCE PROCEEDINGS (*Student author)

Behrendt, M.G.*, Wheeler, J., Dauer, J., and Clark, C.A.C. (July, 2025). Measuring undergraduates' metacognitive monitoring during biological model evaluation. Presented at Society for Advancement of Biology Education Research.

Behrendt, M.G.*, J. Wheeler, J., Dauer, J., and Clark, C.A.C. In press. Assessing metacognitive calibration in biological model evaluation using Rasch analysis. Proceedings of the International Meeting of the Psychometrics Society, 2025.

Shull, A*., Cardellini, P*., & Clark, C.A.C. (March, 2025). Mindful parenting practices positively associated with self-regulation of parent and child. Poster presented at Society for Research on Child Development biennial meeting, Minneapolis, MN, USA.

Javaid, D*., Hatton, H., & Clark, C.A.C. (March, 2025). Differing effects of the CHIME intervention based on teachers' initial self-compassion and mindfulness levels. Poster presented at the Society for Research on Child Development biennial meeting, Minneapolis, MN, USA.

Khandan, F*., & Clark, C.A.C. (March, 2025). Relations between conflict-related midfrontal theta power and parent-reported self-regulation in preschool aged children. Poster presented at the Society for Neuroscience annual congress, Boston, MD.

Clark, C.A.C. (September, 2024). Neural responses to different forms of magnitude and calculation proficiency in young children. Poster presented at the Flux congress, Baltimore, MD, USA.

Khandan, F*., & Clark, C.A.C. (September, 2024). Relations between conflict-related midfrontal theta and cognitive control in different preschool age groups. Poster presented at the Flux congress, Baltimore, MD, USA.

Behrendt, M*., Dauer, J.M., & Clark, C.A.C. (September, 2024). Exploring Neural Correlates of Metacognitive Monitoring in Life Science through a Longitudinal Mixed Methods Study. Poster presented at the Flux congress, Baltimore, MD, USA.

Javaid, D*., Hatton, H., & Clark, C.A.C. (April, 2024). Heart rate variability and wellbeing: Investigating the relations with self-compassion and mindfulness among early childhood educators. Poster presented at the Nebraska Center for Research on Children, Youth, Families and Schools Early Childhood Research Summit.

Schull, A*., Cardellini, P*., Khandan, F*., & Clark, C.A.C. (April, 2024). Relations between parent and child heart rate variability and child self-regulation. Poster presented at the Nebraska Center for Research on Children, Youth, Families and Schools Early Childhood Research Summit.

- Clark, C.A.C., Foged, J., Prokasky, A., Rasby, S*, & Hatton, H. (April, 2024). Refining and adapting the CHIME program for early childcare and education. Paper presented at the Nebraska Center for Research on Children, Youth, Families and Schools Early Childhood Research Summit.
- Clark, C.A.C., Behrendt, M.*, & Dauer, J. (July, 2024). The relevance of error detection and associated brain activity for biology concept retention among undergraduate life sciences students. Poster presented at the International Mind, Brain and Education Society, Leuven, Belgium.
- Behrendt, M.*, Dauer, J., & Clark, C.A.C. (July, 2024). Neural correlates of metacognitive monitoring predict knowledge retention in undergraduate biology students. Poster presented at the International Mind, Brain and Education Society meeting, Leuven, Belgium.
- Clark, C.A.C., Prokasky, A., Foged, J., Hatton, H., Rasby, S.*, Knoche, L., Wheeler, L., Sheridan, S., Gallagher, K., Cardellini, P.*, Lawson-Tettevie, F.* (June, 2024). Poster symposium presented at the National Research Conference on Early Childhood, Washington, DC, USA.
- Dauer, J., Behrendt, M.*, Elliot, M.*, Gettings, B., Long, T., & Clark, C.A.C. (March, 2024). Individual variation in university student metacognitive monitoring and error detection during biology model evaluation. Paper presented at the National Association for Research in Science Teaching, Denver, Colorado, United States.
- Clark, C.A.C., Dauer, J.M., Behrendt, M., Gettings, B., & Long (January, 2024). Metacognition and the development of modeling. Paper presented at the MetaEducation workshop, Grenoble, France.
- Clark, C.A.C., & Prokasky, A. (December, 2023). Capturing life in motion: Leveraging wearable technology for human subjects research. Presentation of the MAP Academy Research Seminar, Lincoln, NE.
- Wang, Y.*, & Clark, C.A.C. (September, 2023). Meaning in life among engineering graduate students in relation to wellbeing and stress. Paper presented at the Association for Engineering Education Midwest Section Conference, Nebraska, United States.
- Wick, K.M.*, Carney, C., Alcaraz-Bigelow, J., Caddell, K.*, & Clark, C.A.C. (September, 2023). Coping in a time of global crisis: Exploring student narratives during the COVID-19 pandemic. Poster presented at the Annual Meeting of the American Psychological Association, Washington D.C.
- Wick, K.M.*, Bovaird, J., Alcaraz-Bigelow, J., & Clark, C.A.C. (September, 2023). Embracing connection: A mechanism to elevate self-efficacy among traditionally marginalized students. Poster presented at the Annual Meeting of the American Psychological Association, Washington D.C.
- Clark, C.A.C. (2023, April). Children's neural activity during number, space and time comparisons in relation to mathematics calculation performance. Paper accepted to American Educational Research Association Annual Congress, Chicago, United States. (could not attend due to illness)
- Akhavain, K.*, Finch, J.E., Clark, C.A.C., Nelson, J.M., & Espy, K.A. (March 2023). Do preschool executive functions relate to strategy use and problem-solving performance into elementary school? Paper presented at the Society for Research in Child Development biennial conference, Salt Lake City, UT, United States.
- Akhavain, K.*, Jiang, Q.*, Avari, P.*, Finch, J. E., Parra, G., Clark, C.A.C., & Hatton-Bowers, H. (March, 2023). Teacher emotion dysregulation and job stress: Predictors of preschoolers' executive functions. Paper presented at Society for Research in Child Development biennial conference, Salt Lake City, UT, United States.
- Avari, P.*, Hatton-Bowers, H., Akhavain, K.*, & Parra, G. (July, 2023). How do early childhood educators' self-compassion and emotion regulation relate to their well-being? Poster presented at the 18th Congress of the World Association for Infant Mental Health, Dublin, Ireland.
- Sarr, E. J.*, Hatton-Bowers, H., Clark, C. A. C., Parra, G. (July, 2023). Whom do mindfulness interventions work for?: Examining early childhood teachers' differential responsiveness to CHIME. Poster presented at 18th World Congress for the World Association for Infant Mental Health, Dublin, Ireland.
- Clark, C.A.C., Hatton-Bowers, H., Avari, P.*, Rasby, S*, Starr, E*. & Parra, G. (September, 2022). Examining the associations of early childhood teachers' emotional wellbeing with physiologic stress, mindfulness, and self-compassion. Paper presented at the International Psychophysiological Society, Chicago, IL.

- Behrendt, M-G*, Elliott, M*, Madigan, M*, Dauer, J. & Clark, C.A.C. (July, 2022). Linking Undergraduate Biology Students' Model-Based Reasoning and Associated Neural Activity to Error Detection and Inhibitory Control." International Mind Brain and Education Society, Montreal, Canada.
- Dauer, J., Behrendt, M-G*, Elliot, M*. & Clark, C.A.C. (2022, July). Combining behavioral and neuroimaging research on university student error detection in biological models. Paper presented at annual meeting of the Society for Biology Education Research, Minnesota-Twin Cities, MN., July, 2022; European Research in Didactics of Biology, Cyprus, 2022; European Association for Research on Learning and Instruction SIG 20/26, Netherlands, 2022.
- Wang, Y*. & Clark, C.A.C. A study of well-being among College of Engineering graduate students. Paper presented at the American Association for Engineering Education annual conference, Minneapolis, MN., July, 2022.
- Hatton-Bowers, H., Clark, C., Knoche, L., Foged, J., Wheeler, L., Sheridan, S., Avari, P*, & Gallagher, K. (2022, June). Cultivating Healthy Intentional Mindful Educators in Early Head Start and Head Start Settings. Presentation in, Paula Daneri at the Administration for Children and Families (chair), Conceptualizing and Supporting the Well-Being of the Early Childhood Education Workforce: Head Start University Partnership Research. Symposium at the National Research Conference on Early Childhood, Virtual.
- Hatton-Bowers, H., Clark, C., Avari, P*, Rasby, S*, Starr, E*, Parra, G. & Wheeler, L. (2022, June). Supporting Early Childhood Teachers' Emotional and Physiological Well-being with Mindfulness, Reflection, and Self-Compassion during the COVID-19 Pandemic. Presentation in Dr. Laura Lessard (chair) Understanding and Improving the Well-Being of the Early Childhood Workforce: Innovative Research and Practice. Symposium at the National Research Conference on Early Childhood, Virtual.
- Avari, P*, Hatton-Bowers, H., Clark, C., & Rasby, S. (2022, April) Reflections from Early Childhood Educators in Using Mindfulness and Compassion After Participating in a Mindfulness-based Intervention. Poster presented at the CYFS Summit on Research in Early Childhood, Lincoln, NE.
- Hatton-Bowers, H., Clark, C.A.C., Parra, G., & Avari, P* (2022, March). "I now acknowledge my feelings and others' emotions": Supporting Early Childhood Teachers with Mindfulness. Paper presented at the annual American Association for Educational Research conference, San Diego, CA.
- Behrendt, M.*, Elliot, M.*, Clark, C.A.C., & Dauer, J (2022, March). Metacognitive self-monitoring is linked to biology students' recruitment of lateral prefrontal cortex during model-based reasoning. Paper presented at the annual American Association for Educational Research conference, San Diego, CA.
- Patwardhan, I., Finch, J., Akhavein, K*, & Clark, C.A.C. (2022, January) Teachers' ratings of student emotional and behavioral problems: Contributions of student executive function, teacher self-efficacy and perceived school climate. Paper presented at the Council for Exceptional Children, Florida, FL.
- Clark, C.A.C. (2021, November). Neurophysiological mechanisms of executive function and its relation to learning. Invited presentation to the University of Nottingham virtual psychology symposium, November, 2021.
- Clark, C.A.C. (2021, November). Metacognitive self-awareness and self-regulation: A progress report and research agenda. Invited presentation to the Department of Child, Youth and Family Studies, Lincoln, NE.
- Clark, C.A.C., Miramonti, A*, & Chen, D*. (2021, September). Segregation of task-positive and negative functional neural networks uniquely relates to children's executive control in middle childhood. Flash talk and poster presented at the FLUX Virtual Congress.
- Wick, K.M*, Caddell, K*, Coore*, J.A., Morris, T.I., Swearer, S.M., & Clark, C.A.C. (2021, August). Wellbeing in the time of coronavirus: A thematic analysis. Poster presented at the virtual Annual Meeting of the American Psychological Association.
- Hatton-Bowers, H., Clark, C., & Avari, P*. (2021, June). Promising findings from an iteratively developed mindful, compassion-based socio-emotional learning intervention to promote the emotional well-being

- of early childhood teachers. Presentation in B. J. Harden (chair) Understanding and promoting the emotional well-being of teachers in programs for infants and toddlers. Virtual symposium at the World Association for Infant Mental Health.
- Hatton-Bowers, H., Clark, C.A., & Avari, P* (2021, April). Supporting the emotional wellbeing of early childhood educators working in Head Start. Paper presented at the SRCDD Virtual Biennial Meeting.
- Akhavain, K*, Clark, C.A., Nelson, J.A., Espy, K.A., & Finch, J (2021, April). The unique contributions of executive functions and mathematical ability to sign switching in mathematics. Paper presented at the SRCDD Virtual Biennial Meeting.
- Vrantsidis, D., Volk, A., Clark, C.A., Wakschlag, L., Espy, K.A., & Wiebe, S.A. (2021, April). Dopaminergic genotype x parenting interaction for executive function in 3-year-olds: Support for the diathesis-stress model. Paper presented at the SRCDD Virtual Biennial Meeting.
- Dauer, J., Clark, C., & Long, T. (2020, November). Describing the neurobehavioral effects of modeling-based instruction in undergraduate life sciences education. Poster presented at the EHR Research Conference.
- Wick, K.M*, Ramm, E., Stevenson, T., Kesselring, S., Swanson, L., Swearer, S., & Clark, C. (2020, November). The role of faculty in students' well-being in higher education. Poster presented at the Annual Meeting of the Association for Behavioral and Cognitive Therapies.
- Wick, K. M.*, Ramm, E., Stevenson, T. L., Kesselring, S., Swanson, L. R., Clark, C., & Swearer, S. Fostering connection (2020, August). The importance of faculty involvement in university students' happiness and retention. Poster to be presented at the Annual Meeting of the American Psychological Association.
- Avari, P.*, Hatton-Bowers, H., Clark, C. (2020, November). How Does Self-Compassion and Mindfulness Associate with Early Childhood Educators' Emotional Exhaustion and Personal Efficacy in the Workplace? ACF's National Research Conference on Early Childhood, Virtual Conference due to COVID-19.
- Avari, P.*, Hatton-Bowers, H., Clark, C., Williams, N. (2020, April) Association of Self-Compassion and Mindfulness with Early Childhood Educators' Workplace-Well-Being. Paper to be presented at CYFS Summit on Research in Early Childhood, Lincoln, NE. (Conference canceled due to Covid-19)
- Clark, C.A.C. & Waite, D*. (2020, June) Right inferior parietal activity during discrete numerosity evaluation is uniquely linked to children's formal computation development. Paper to be presented at the Mathematics Cognition and Learning Society annual meeting, Dublin, Ireland. (meeting cancelled due to Covid-19).
- Hatton-Bowers, H., Clark, C.A.C., Parra, G., & Avari, P*. (2020, June). Promising findings from an iteratively developed mindful, compassion-based socio-emotional learning intervention to promote the emotional well-being of early childhood teachers. Paper to be presented at the World Association of Infant Mental Health conference, Sydney, Australia. (meeting cancelled due to Covid-19).
- Ee, B.*, Jack, C.*, Waite, D.*, Wick, K*, Caddel, K*, Coore, J*, & Clark, C.A.C. (2020, March). Relation of heart rate variability to self-regulation in young children. Poster presented at the Great Plains Student Psychology Conference, St Joseph, MO, USA. (First place award for undergraduate neuroscience and physiological research).
- Clark, C.A.C. (2019, June). Children's working memory is associated with their recruitment of central executive brain regions to support mathematics concept acquisition. Paper presented at the Mathematical Cognition and Learning Society Conference, Ottawa, Canada.
- Clark, C.A.C. (2018, December). Mechanisms of executive function development in children born preterm. Invited talk at Nationwide Children's Hospital, Columbus, Ohio.
- Clark, C.A.C., Pérez-González, S*, Hudnall, R*. (2018, September). Children's neural responses to mathematics concept learning. Poster presented at the biennial meeting of the International Mind Brain and Education Society, Los Angeles, CA.
- Pérez-González, S*, Hudnall, R*, & Clark, C.A.C. (2018, September). Physiological substrates of working memory in young children. Poster presented at the biennial meeting of the International Mind Brain and Education Society, Los Angeles, CA.
- Clark, C.A.C., Pérez-González*, S., Hudnall, R*, & Gilbert, K*. (2018, April). Implications of children's

- physiological regulation for their school readiness. Paper presented at the Nebraska Center for Research on Children, Youth, Families, and Schools Summit on Research in Early Childhood, Lincoln, NE.
- Choi, H.J., Cohen, A.S., Clark, C.A.C., & Espy, K.A. (2017, April). A mixture IRT model with response time. Paper presented at the National Conference on Measurement and Evaluation, San Antonio, Texas.
- Edgin, J.O., Clark, C.A.C., Liu, Y., & Wright, N.L.A*. (2016, July). Neuroimaging and eye-tracking studies of relational memory development. Paper presented at the International Conference on Memory, Budapest, Hungary.
- Clark, C.A.C., Liu, Y., Wright, N.L.A*, & Edgin, J.O. (2015, March). Functional neural bases of magnitude processing in young adults born preterm. Poster presented at the LA School for cognition, education and neural sciences, Buenos Aires, Argentina.
- Clark, C.A.C., Skowron, E.A., Giuliano, R.J., Jeffries, R., & Mintz, B. (2015, September). Relations between cardiac vagal tone, interpersonal warmth and attentional regulation in preschoolers. Poster to be presented at the annual meeting of the Society for Psychophysiological Research, Seattle, WA.
- Clark, C.A.C., O'Brien, de Jong, D., Espy, K.A., & Wakschlag, L. (2015, March). Pathways from prenatal tobacco and stress exposure to child neurobehavioral outcome. Paper presented as part of the symposium, Prenatal Tobacco Exposure: Investigating Pathways to Risk for Neurobehavioral and Externalizing Behavior Outcomes, Society for Research in Child Development, Pittsburgh, PA.
- Clark, C.A.C., & Woodward (2015, March). Relation of perinatal risk and early parenting to executive control during the transition to formal schooling. Paper presented at the Society for Research in Child Development, Pittsburgh, PA.
- Clark, C.A.C. (2014, November). Early executive control and academic achievement: Implications for education. Invited paper presented at Learning and the Brain conference, Boston, MA.
- Clark, C.A.C., Skowron, E.A., Woodhouse, S.A, & Smith, J.D. (2014, September). Attachment status and parasympathetic responses to the strange situation procedure in mother-preschooler dyads. Poster presented at the Society for Physiological Research, Atlanta, GA.
- Garza, J. P., Nelson, J. M., Sheffield, T.D., Choi, H-J., Clark, C.A.C., Wiebe, S. A., & Espy, K. A. (2014, February). Parsing executive control from foundational cognitive abilities in preschool: Application of the bifactor model to examine developmental change. Paper presented at the 42nd Annual Meeting of the International Neuropsychological Society, Seattle, WA.
- Clark, C.A.C., Sheffield, T.D., & Espy, K.A. (2014, February). The socio-familial context in early childhood and mechanisms of influence on developing executive control in preschool. Paper presented at the 42nd Annual Meeting of the International Neuropsychological Society, Seattle, WA.
- Nelson, J.M., Sheffield, T.D., & Espy, K.A. (2014, February). Clarifying pathways to ADHD symptom dimensions in preschool using dualistic models of executive control and foundational cognitive abilities. Paper presented at the 42nd Annual Meeting of the International Neuropsychological Society, Seattle, WA.
- Schutte, A.R., Clark, C.A.C., Nelson, J. M., Sheffield, T.D., & Espy, K.A. (2014, February). A neural network model of executive control in preschoolers. Paper presented at the 42nd Annual Meeting of the International Neuropsychological Society, Seattle, WA.
- de Jong, D. M., Clark, C.A.C., Gilgenbach, A.*, Olson, C.R.*, Poppert, K.M.*, Wakschlag, L. S., & Espy, K. A. (2014, February). Prenatal tobacco exposure and preschoolers' observed self-regulation under conditions of frustration. Poster presented at the 42nd Annual Meeting of the International Neuropsychological Society, Seattle, WA.
- Clark, C.A.C., Mize Nelson, & Espy, K.A. (2013, April). Sustained and interactive contributions of children's early executive control and socio-familial environments to their academic achievement, Poster presented at the Society for Research in Child Development, Seattle, WA.
- O'Brien, T.C., Clark, C.A.C., Espy, K.A., & Wakschlag, L. (2013, April). Prenatal stress and nicotine exposure and early childhood inhibitory control: Pathways to externalizing behavior problems. Paper presented at the Society for Research in Child Development, Seattle, WA.

- Mize Nelson, J., Choi, H-J., Sheffield, T., Clark, C.A.C., & Espy, K.A. (2013, April). Preschool executive control and children's observed classroom behavior in the transition to elementary school. Paper presented at the Society for Research in Child Development, Seattle, WA.
- Choi, H-J., Clark, C.A.C., & Espy, K.A. (2013, April). Integrating response time and accuracy for a more nuanced approach to individual differences in children's early executive control. Poster to be presented at the Society for Research in Child Development, Seattle, WA.
- Garza, J.P., Clark, C.A.C., Espy, K.A., Wakschlag, L. (2013, March). Getting Underneath the Surface: Using Developmentally-Sensitive Executive Control Tasks to Elucidate Substrates of Attention and Emotion in Preschoolers Prenatally Exposed to Tobacco. Presented at the 19th annual meeting of the Society for Research on Nicotine and Tobacco, March, Boston, MA.
- Clark, C.A.C. (2012, September). Implications of cerebral structure at birth for neuropsychological outcome in children born very preterm. Presentation for Early Childhood Cares, Eugene, OR.
- Wiebe, S. A., Clark, C.A.C., Johnson, C.A., Fang, J., Chevalier, N., & Espy, K.A. (2012, July). The impact of prenatal tobacco exposure on infant self-regulation. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Edmonton, Canada.
- Clark, C.A.C., Garza, J.P., Chevalier, N., Espy, K.A., & Wiebe, S.A. (2012, February). Prenatal tobacco exposure and inhibitory control are linked to different dimensions of psychopathology in early childhood. Poster presented at the Conference on Executive Function and Inhibition, Boulder, CO.
- Espy, K.A., Sheffield, T., Choi, H-J., Nelson, J.M. & Clark, C.A.C. (2012, February). Testing longitudinal invariance of a dynamic developmental construct: Executive control across the preschool years. Paper presented at the Society for Research in Child Development Developmental Research Methodology Meeting, Tampa, FL.
- Espy, K.A., Choi, H-J, Sheffield, T., Nelson, J.M., & Clark, C.A.C. (2012, February). A bayesian approach to measurement invariance tests in longitudinal research on executive control across the preschool years. Paper presented at the Society for Research in Child Development Developmental Research Methodology Meeting, Tampa, FL.
- Espy, K.A., Sheffield, T., Mize-Nelson, J.M., Wiebe, S.A., Clark, C.A.C., & Chevalier, N. (2011, August). Developmental change in executive control across the preschool period. Paper presented at the 5th International Conference on Memory, York, England.
- Clark, C.A.C., Sheffield, T.D., Wiebe, S.A. & Espy, K.A.E. (2011, March). Executive Control and pathways to mathematical competence in preschool boys and girls. Paper presented at the Biennial Meeting for the Society for Research in Child Development, Montreal, Canada.
- Kelsey, K.M., Clark, C.A.C. Mize-Nelson, J., Sheffield, T.D., Chevalier, N., Wiebe, S.A. & Espy, K.A.E. (2011, March). Predictors of developmental change in motor control across the preschool years. Paper presented at the Biennial Meeting for the Society for Research in Child Development, Montreal, Canada.
- Martinez, M.M., Mize-Nelson, J., Sheffield, T.D., Clark, C.A.C., Carlo, G., & Espy, K.A.E. (2011, March). Children's temperamental effortful control and the development of working memory in preschool: The moderating role of parenting. Poster presented at the Biennial Meeting for the Society for Research in Child Development, Montreal, Canada.
- Nelson, J. M., Schwab, J., Sheffield, T. D., Chevalier, N., Clark, C. A.C., Wiebe, S. A., & Espy, K. A. (2010, October). Early temperamental negative affectivity and anxiety symptoms at school entry: The moderating role of inhibitory control. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology: Translating Research into Practice, Lawrence, KS.
- Mize-Nelson, J., Sheffield, T.D., Clark, C.A.C., Wiebe, S.A., & Espy, K.A. (2010, November). Parental inconsistency and reactions to distress: Effects on the development of inhibitory control in Preschool. Poster presented at the Annual Convention of the Association for Behavioral and Cognitive Therapies, San Francisco, USA.
- Heiden, L.H.*, Huber, K.*, Chevalier, N., Clark, C.A.C., Mize-Nelson, J., Johnson, C.A., Wiebe, S.A., & Espy, K.A.E. (2011, March). Prenatal tobacco exposure and inhibition at age 3. Paper presented at the 57th

- annual meeting of the Southeastern Psychological Association, Jacksonville, FL.
- Pritchard, V.E., Austin, N.C., Clark, C.A.C., Inder, T.E., & Woodward, L.J. (2010, May). Neurological, perinatal and socio-familial predictors of the early educational outcomes of children born very preterm. Poster presented at the Pediatric Academic Societies Meeting, Vancouver, Canada.
- Woodward, L.J., Clark, C.A.C., Pritchard, V.E., Anderson, P.J. & Inder, T.E. (2010, May). Neonatal white matter abnormalities predict global executive function impairment in children born very preterm. Paper presented at the Pediatric Academic Societies Meeting, Vancouver, Canada.
- Chevalier, N., Espy, K.A.E., Sheffield, T.D., Mize Nelson, J. Clark, C.A.C. & Wiebe, A.S. (2010, April). Underpinnings of the costs of flexibility in preschool children: The roles of inhibition and working memory. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Montreal, Canada.
- Clark, C.A.C., Espy, K.A.E., Fang, H., Minich, N., & Taylor, H.G. (2010, February). Neurological structure and associated trajectories of academic achievement amongst children of differing birth weights. Poster presented at the Annual Meeting of the International Neuropsychological Society, Acapulco, Mexico.
- Clark, C.A.C., Sheffield, T.D., Mize Nelson, J. & Espy, K.A.E. (2010, February). An enriched home environment is associated with advanced early executive capabilities. Paper presented at the Annual Meeting of the International Neuropsychological Society, Acapulco, Mexico.
- Clark, C.A.C. (2009, March). Children born preterm transition to school: Findings from a Christchurch-based longitudinal study. Invited presentation to Special Education Services, the Ministry of Education, Christchurch, New Zealand.
- Clark, C.A.C. (2009, February). Verbal and visuo-spatial working memory in children born very preterm at age 6 years. Poster presented at the Annual Meeting of the International Neuropsychological Society, Atlanta, USA.
- Clark, C.A.C. (2008, October). What does an early transition to the world mean for the transition to school? Early school-aged achievement in children born very preterm. Paper presented at departmental research forum, University of Canterbury, New Zealand.
- Pritchard, V.E., Clark, C.A.C., Champion, P., Wilson, K., & Woodward, L.J. (2008, May). School-based outcomes at age 6 years in children born very preterm. Poster presented at the Pediatrics Academic Societies Annual Meeting, Honolulu, Hawaii.
- Clark, C.A.C., Woodward, L.J. (2007, August). Executive function in children born very preterm at early school age. Paper presented at the Canterbury Health Sciences Conference, Christchurch, New Zealand.
- Clark, C.A.C., Woodward, L.J. (2007, July). Executive function in children born very preterm at early school age. Paper presented at the Australasian Human Development Association Conference, Sydney, Australia.
- Clark, C.A.C., Woodward, L.J. (2007, March). Preschool executive function as a predictor of children's early academic achievement. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, USA.
- Woodward, L.J., Clark, C.A.C. (2007, March). Preschool executive function associated with preterm birth and cerebral abnormalities on term MRI. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, USA.
- Clark, C.A.C. (2005, Oct). Beyond IQ: Cognitive function in preterm children at preschool age. Paper Presented at the New Zealand Early Intervention Conference, Christchurch, New Zealand.
- Clark, C.A.C., Spencer, C., Edgin, J.O. & Woodward, L. J. (2005, March). Predictors of parental stress in the neonatal intensive care unit. Paper presented at the Annual Congress for the Perinatal Society of Australia and New Zealand, Adelaide, Australia.
- Moor, S., Clark, C.A.C., Edgin, J.O., Hood, K.M., & Woodward, L.J. (2005, March). Early temperamental and behavioral profile of very preterm infants. Poster presented at the Annual Congress for the Perinatal Society of Australia and New Zealand, Adelaide, Australia.

TEACHING

- 2016-current Primary instructor, Department of Educational Psychology, University of Nebraska-Lincoln
Developmental Cognitive Neuroscience, Cognition and Instruction, Cognitive Development, Advanced Cognitive Psychology in Education, Secondary Education pro-practicum
- 2014-2015 Guest lecturer, Department of Psychology, University of Arizona
Cognitive development, Developmental Cognitive Neuroscience
- 2012-2013 Guest lecturer, Department of Psychology, University of Oregon
Developmental Psychology
- 2008 Lecturer, School of Educational Studies and Human Development, University of Canterbury
Applied Developmental and Pediatric Psychology, Learning and Cognition, Child Development, Health and Behavior
- 2007 Teaching Assistant Coordinator, School of Psychology, University of Canterbury
Developmental Psychology
- 2006 Teaching Assistant. School of Psychology, University of Canterbury
Developmental Psychology, Family Psychology

COMPLETED STUDENT MENTORSHIP

- 2024 PhD advisor, Sophie Tonjes
Strategies for emotion regulation in individuals with Down Syndrome
- PhD advisor, Kelly Wick
Development of a Multidimensional Measure of Wellbeing for Emerging Adults Utilizing a Convergent Parallel Mixed Method Design
- 2021 PhD advisor, Kenji Madison
An intersectionality framework on the role of student-teacher relationships on student social outcomes
- 2021 Master's thesis advisor, Mei-Grace Behrendt
Assessing the role of biology students' metacognitive calibration and neural activity during model-based reasoning
- 2020 Master's thesis advisor, Kelley Wick
The role of faculty in fostering wellbeing among university students
- 2019 Undergraduate honors thesis advisor, Megan Jamison
The implications of breastfeeding for young children's cognitive development
Awarded Undergraduate Honors
- 2017 Master's thesis co-advisor, Sam Pérez-González
Examining the relationships between prenatal tobacco exposure, temperament and cognitive ability in early childhood

- 2014 Undergraduate honors thesis co-mentor, Marissa Goldman
Using Eye Tracking to Understand Relational Memory Development

University of Arizona Undergraduate Brain Research Program mentor, Shivani Misra
Implications of Preterm Birth for Children's Memory Development
- 2012 Undergraduate honors thesis advisor, Amanda Murtaugh
Relations of Gender and Maternal Depression to Children's Emotional Competence
Awarded Undergraduate Honors with Distinction
- 2012 Undergraduate honors thesis advisor, Victoria Sanchez
Maternal Depression and Children's Self-Regulation at Age 3 Years
Awarded Undergraduate Honors with Distinction

MEMBERSHIPS AND SERVICE TO THE PROFESSION

Member, American Psychological Society, Division 7, Developmental Psychology
Member, Society for Research in Child Development
Member, International Mind, Brain and Education Society
Member, Mathematics Cognition and Learning Society
Member, FLUX Society

2017 – 2020 Associate editor, Research in Developmental Disabilities
2011 – 2013 Consulting editor, Neuropsychology

Ad hoc reviewer for Child Development, Development and Psychopathology, Early Human Development, Journal of Child Psychology and Psychiatry, Neurotoxicology and Teratology, Developmental Neuropsychology, Journal of Abnormal Child Psychology, Pediatrics, Cortex, Journal of the International Neuropsychological Society, Journal of Educational Psychology, Cognitive Development, Developmental Psychobiology, Learning and Individual Differences, Infant and Child Development, Trends in Neuroscience and Education, & Developmental Science

Standing member of NIH Biobehavioral and Behavioral Sciences study section, 2024 – 2028.
Standing panel member for Institute of Education Sciences.
NIH Early Career Reviewer program member, special panel member 2020, 2021, 2022, 2023.
Reviewer for the National Institute of Education, Singapore, 2021.
Reviewer for Institute of Education Sciences panel, 2019, 2020, 2021.
Reviewer/guest reviewer for National Science Foundation panels, 2016, 2017.
Reviewer for Swiss National Science Foundation, 2021.
Reviewer for Wellcome Trust, UK, 2019.
Reviewer for UK Medical Research Council, 2018.
Reviewer for SRCD bi-annual meeting, 2016.

OTHER RELEVANT EXPERIENCE AND TRAINING

October, 2017 Martinos Neuroimaging Center Connectivity Training course
June – July, 2014 Multimodal Neuroimaging Training Program. Six week training program in multimodal neuroimaging, including diffusion tensor imaging, MEG, NIRS and PET, with specialization in fMRI.

Caron (Carrie) Clark

February, 2014

fMRI Acquisition and Analysis. Three-day intensive workshop with Kent Kiehl, Tor Wager & Vince Calhoun (instructors).

October, 2013

Introduction to heart rate physiology data collection and analysis. Two day workshop with Lisa Gatzke-Kopp.

May, 2011

Introduction to ERP. Five day course with Dennis Molfese (instructor).

July, 2009

Latent statistical modeling with MPLUS with Bengt and Linda Muthén (instructors).