**Supplementary File S1**

Example Search Strategy: MEDLINE (OVID)

\*self-regulat$/

\*self-control/

or/1-2

(child\*$.tw.

Preschool.tw.

pre-school tw.

early years).tw.

or/3-6

academic.tw.

school.tw.

dropout.tw.

health.tw.

illness.tw.

drug$.tw.

substance.tw.

abuse.tw.

alcohol.tw.

smoking.tw.

suicide.tw.

self-harm.tw.

mental health.tw.

anxiety.tw.

depression.tw.

psychological.tw.

wellbeing.tw.

well-being.tw.

or/6-24

2 and 6

**Supplementary File S2**

Database search 07.06.2018

|  |  |  |
| --- | --- | --- |
| Database | Hits | Number after duplicate removal |
| Scopus  Title, Abstract, keywords | 875 | 875 |
| Web of Science | 936 | 842 |
| Psychology and Behaviour Sciences collection with PsycINFO, PsycARTICLES, ERIC | 794 | 440 |
|  | 2605 | 2157 |

Duplicates removed: 448

**Supplementary File S3**

Inclusion and exclusion list from full text screening

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Article*** | ***Decision*** | ***Reason*** |
| 1. | Alan & Ertac | **Exclude** | Incongruent measure of self-regulation |
| 2. | Alejandro et al. | **Exclude** | Incongruent measure of self-regulation |
| 3. | Althoff et al. | Include |  |
| 4. | Anderson & Keim | **Exclude** | Review/theoretical article |
| 5. | Appleton et al. | Include |  |
| 6. | Arias | **Exclude** | Outside of age range |
| 7. | Aro et al. | Include |  |
| 8. | Asselmann et al. | **Exclude** | Outside of age range |
| 9. | Ayduk et al. | Include |  |
| 10. | Barnes et al. (2017) | Include |  |
| 11. | Bater & Jordan | Include |  |
| 12. | Becker et al. 2014a | Include |  |
| 13 | Becker et al. 2014b | Include |  |
| 14 | Benda et al. | **Exclude** | Outside of age range |
| 15 | Berg | **Exclude** | Review/theoretical article |
| 16 | Berthelsen et al. | Include |  |
| 17 | Bindman et al. | **Exclude** | Incongruent measure of self-regulation |
| 18 | Birgisdottir & Thorsdotti | Include |  |
| 19 | Blair (2002) | **Exclude** | Incongruent measure of self-regulation |
| 20 | Blair & Raver (2012) | **Exclude** | Review/theoretical article |
| 21 | Blair & Razza (2007) | Include |  |
| 22 | Blair et al. (2015) | Include |  |
| 23 | Boutwell & Beaver | **Exclude** | Incongruent measure of self-regulation |
| 24 | Bowers et al. | **Exclude** | Incongruent measure of self-regulation |
| 25 | Boyes et al. | **Exclude** | Outside of age range |
| 26 | Brody & Ge | Include |  |
| 27 | Bub et al. | Include |  |
| 28 | Buckner et al. | Include |  |
| 29 | Canals et al. | **Exclude** | Incongruent measure of self-regulation |
| 30 | Carroll & Purdie | **Exclude** | Access issues |
| 31 | Cassidy | **Exclude** | Outside of age range |
| 32 | Causadias et al. | Include |  |
| 33 | Chapple, Tyler & Bersani 2005 | **Exclude** | Outside of age range |
| 34 | Checa et al. | Include |  |
| 35 | Cho | Include |  |
| 36 | Chui & Chan | Include |  |
| 37 | Clark et al. | **Exclude** | Incongruent measure of self-regulation |
| 38 | Cleary & Chen | **Exclude** | Incongruent measure of self-regulation |
| 39 | Cole et al. | **Exclude** | Incongruent measure of self-regulation |
| 40 | Conner | **Exclude** | Outside of age range |
| 41 | Connor et al., 2016 | Include |  |
| 42 | Cosnefroy & Florin | **Exclude** | Access issues |
| 43 | Courey & Pare | **Exclude** | Access issues |
| 44 | Crockett et al. | Include |  |
| 45 | Dale et al. | **Exclude** | Outside of age range |
| 46 | Daly et al. (2015) | Include |  |
| 47 | Daly et al. (2016) | Include |  |
| 48 | Davies et al. | **Exclude** | Outside of age range |
| 49 | Dawes et al. | **Exclude** | Incongruent measure of self-regulation |
| 50 | Dawes et al.(1997) | Include |  |
| 51 | Day & Connor | Include |  |
| 52 | de la Riva & Ryan | **Exclude** | Review/theoretical article |
| 53 | Deblois & Kubzansky | Include |  |
| 54 | Denham et al. | Include |  |
| 55 | Diamond | **Exclude** | Incongruent measure of self-regulation |
| 56 | Dich, Doan, Evans | Include |  |
| 57 | Duckworth 2013 | **Exclude** | Outside of age range |
| 58 | Duckworth 2012 | Include |  |
| 59 | Duckworth 2015 | Include |  |
| 60 | Duckworth 2010 | Include |  |
| 61 | Duckworth 2010b | **Exclude** | Incongruent measure of self-regulation |
| 62 | Dyson et al. | Include |  |
| 63 | Edossa, Schroeders, Weinert, & Artelt | Include |  |
| 64 | Eisenberg, Valiente, & Eggum 2012 | **Exclude** | Review/theoretical article |
| 65 | Evans et al. 2012 | **Exclude** | Outside of age range |
| 66 | Evans et al. 2013 | **Exclude** | Incongruent measure of self-regulation |
| 67 | Evans et al. 2008 | Include |  |
| 68 | Fergusson et al. | Include |  |
| 69 | Finigan-Carret et al. | Include |  |
| 70 | Fitzpatrick & Pagani | **Exclude** | Incongruent measure of self-regulation |
| 71 | Flexon et al. | **Exclude** | Outside of age range |
| 72 | Flouri et al. | Include |  |
| 73 | Ford et al. 2014 | **Exclude** | Incongruent measure of self-regulation |
| 74 | Francis & Susman | Include |  |
| 75 | Gajos & Beaver | **Exclude** | Incongruent measure of self-regulation |
| 76 | Galindo & Fuller | Include |  |
| 77 | Garcia-del-Castillo | **Exclude** | Outside of age range |
| 78 | Garner et al. 2012 | Include |  |
| 79 | Gaspar et al. | **Exclude** | Outside of age range |
| 80 | Gawrilow et al. | Include |  |
| 81 | Gestsdottir et al. | Include |  |
| 82 | Gibbons et al. | Include |  |
| 83 | Giese et al. | **Exclude** | Outside of age range |
| 84 | Guimard et al. | **Exclude** | Non-English paper |
| 85 | Gunduz et al. | Include |  |
| 86 | Gunzenhauser et al. | **Exclude** | Incongruent measure of self-regulation |
| 87 | Ha et al. | **Exclude** | Outside of age range |
| 88 | Halberstadt et al. | **Exclude** | Outside of age range |
| 89 | Hallquist et al. | Include |  |
| 90 | Hinnant-Crawford | **Exclude** | Outside of age range |
| 91 | Hole et al. | **Exclude** | Intervention |
| 92 | Holtmann et al. | Include |  |
| 93 | Hope & Chapple | Include |  |
| 94 | Chapple, Hope & Whiteford | Include |  |
| 95 | Howard, Vella & Cliff | Include |  |
| 96 | Howse, Lange, Farran & Boyles (2003a) | Include |  |
| 97 | Hubert 2017 | Include |  |
| 98 | Hubert, Guimard & Florin 2015 | Include |  |
| 99 | Inoue et al. | **Exclude** | Incongruent measure of self-regulation |
| 100 | Isasi et al. | **Exclude** | Outside of age range |
| 101 | Ivrendi | Include |  |
| 102 | Jeon & Chun | **Exclude** | Incongruent measure of self-regulation |
| 103 | Johnson et al. | **Exclude** | Incongruent measure of self-regulation |
| 104 | Jordan et al. | **Exclude** | Outside of age range |
| 105 | Judge & Jahns | **Exclude** | Incongruent measure of self-regulation |
| 106 | Kahn et al. | **Exclude** | Incongruent measure of self-regulation |
| 107 | Kathawala& Bhamani | Include |  |
| 108 | Kia-Keating et al. | **Exclude** | Incongruent measure of self-regulation |
| 109 | Kim & Deater-Deckard | Include |  |
| 110 | Kim 2001 | Include |  |
| 111 | Kim-Spoon et al. 2012 | Include |  |
| 112 | Kirisci et al. | **Exclude** | Incongruent measure of self-regulation |
| 113 | Kokko et al. 2005 | **Exclude** | Non-English Article |
| 114 | Kokkonen et al. | **Exclude** | Incongruent measure of self-regulation |
| 115 | Korucu et al. | Include |  |
| 116 | Krueger et al. | Include |  |
| 117 | Kuhn & Laird | Include |  |
| 118 | Kwon et al. | Include |  |
| 119 | Lee et al. 2013 | **Exclude** | Outside of age range |
| 120 | Lee et al. 2014 | **Exclude** | Incongruent measure of self-regulation |
| 121 | Lemcke et al. | **Exclude** | Incongruent measure of self-regulation |
| 122 | Lengua 2002 | Include |  |
| 123 | Lengua 2003 | Include |  |
| 124 | Lengua & Long 2002 | Include |  |
| 125 | Lessing et al. | **Exclude** | Incongruent measure of self-regulation |
| 126 | Li et al. | **Exclude** | Incongruent measure of self-regulation |
| 127 | Liau 2015 | Include |  |
| 128 | Liau 2015b | **Exclude** | Incongruent measure of self-regulation |
| 129 | Lindblom et al. | Include |  |
| 130 | Liu et al. | Include |  |
| 131 | Lonigan, Allen, & Phelps | Include |  |
| 132 | Lonigan et al. 2017b | Include |  |
| 133 | Lotze et al. | Include |  |
| 134 | Luszczynska et al.2013 | **Exclude** | Outside of age range |
| 135 | Luszczynska et al. ‘04 | **Exclude** | Outside of age range |
| 136 | Magi et al. | Include |  |
| 137 | Manian et al. | **Exclude** | Outside of age range |
| 138 | Martin et al. | Include |  |
| 139 | Masi et al. | **Exclude** | Incongruent measure of self-regulation |
| 140 | Mason & Windle | **Exclude** | Outside of age range |
| 141 | McClelland et al. 2007 | Include |  |
| 142 | McClelland et al. 2012 | Include |  |
| 143 | McFadyen-Ketchum | **Exclude** | Incongruent measure of self-regulation |
| 144 | McLear et al. | Include |  |
| 145 | Meldrum et al. | **Exclude** | Incongruent measure of self-regulation |
| 146 | Mellins et al. | **Exclude** | Outside of age range |
| 147 | Metin et al. | **Exclude** | Outside of age range |
| 148 | Meule et al. | **Exclude** | Outside of age range |
| 149 | Moffitt et al. 2011 | Include |  |
| 150 | Moffitt et al. 2013 | **Exclude** | Review/theoretical article |
| 151 | Montroy et al. 2016 | **Exclude** | Incongruent measure of self-regulation |
| 152 | Montroy et al. 2014 | Include |  |
| 153 | Moon & Alarid | **Exclude** | Outside of age range |
| 154 | Neuenschwander et al. | Include |  |
| 155 | Ng-Knight et al. | **Exclude** | Incongruent measure of self-regulation |
| 156 | Nishida et al. | **Exclude** | Outside of age range |
| 157 | Normandeau & Guay | Include |  |
| 158 | Nozadi et al. | **Exclude** | Outside of age range |
| 159 | Olson et al. | **Exclude** | Outside of age range |
| 160 | Olson et al. 1999 | Include |  |
| 161 | Oriol et al. | **Exclude** | Incongruent measure of self-regulation |
| 162 | Otten et al. | Include |  |
| 163 | Pearce et al. | Include |  |
| 164 | Pecora et al. | **Exclude** | Outside of age range |
| 165 | Petitcler et al. | Include |  |
| 166 | Petkovsek & Boutwel | **Exclude** | Incongruent measure of self-regulation |
| 167 | Piche et al. 2012 | Include |  |
| 168 | Piche et al. 2015 | Include |  |
| 169 | Piotrowski | **Exclude** | Incongruent measure of self-regulation |
| 170 | Pitzer et al. 2011 | **Exclude** | Incongruent measure of self-regulation |
| 171 | Pitzer et al. 2011b | Include |  |
| 172 | Portilla et al. | Include |  |
| 173 | Prior et al. | Include |  |
| 174 | Pulkkinen et al. | Include |  |
| 175 | Radesky et al. | **Exclude** | Outside of age range |
| 176 | Raikes et al. | **Exclude** | Outside of age range |
| 177 | Rasmussen et al. | Include |  |
| 178 | Raver et al. | **Exclude** | Experimental manipulation of IVs |
| 179 | Ray et al. | **Exclude** | Incongruent measure of self-regulation |
| 180 | Rhee et al. | **Exclude** | Outside of age range |
| 181 | Rhodes et al. | **Exclude** | Outside of age range |
| 182 | Riggs et al. | **Exclude** | Outside of age range |
| 183 | Rimm-Kaufman et al. | Include |  |
| 184 | Ronen et al. | **Exclude** | Incongruent measure of self-regulation |
| 185 | Rudolph et al. 2009 | **Exclude** | Incongruent measure of self-regulation |
| 186 | Rudolph et al. 2013 | Include |  |
| 187 | Russell et al. | Include |  |
| 188 | Sansone et al. | **Exclude** | Incongruent measure of self-regulation |
| 189 | Sasser et al. | **Exclude** | Incongruent measure of self-regulation |
| 190 | Sawyer et al. 2014 | Include |  |
| 191 | Sawyer et al. 2015 | Include |  |
| 192 | Schatz et al. | Include |  |
| 193 | Schmitt, Pratt, McClelland 2014 | Include |  |
| 194 | Scott et al. | **Exclude** | Incongruent measure of self-regulation |
| 195 | Sher-Censor et al. | Include |  |
| 196 | Simoes & Calheiros | **Exclude** | Incongruent measure of self-regulation |
| 197 | Son & Chang | **Exclude** | Incongruent measure of self-regulation |
| 198 | Rhee et al. (Soo Hyun) | **Exclude** | Incongruent measure of self-regulation |
| 199 | Stenseng et al. | Include |  |
| 200 | Supplee et al. | **Exclude** | Outside of age range |
| 201 | Susa et al. 2014 | **Exclude** | Outside of age range |
| 202 | Susa et al. 2012 | **Exclude** | Outside of age range |
| 203 | Tamás et al. | **Exclude** | Outside of age range |
| 204 | Tang et al. | **Exclude** | Outside of age range |
| 205 | Tsukayama et al. | Include |  |
| 206 | Vaughn et al. | Include |  |
| 207 | Vavrova | **Exclude** | Outside of age range |
| 208 | Vavrova & Gavora | **Exclude** | Outside of age range |
| 209 | Vazsonyi & Huang | Include |  |
| 210 | Veenstra et al. | **Exclude** | Incongruent measure of self-regulation |
| 211 | Velderman et al. | **Exclude** | Outside of age range |
| 212 | von Suchodoletz 2013 | Include |  |
| 213 | von Suchodoletz 2015 | Include |  |
| 214 | Walker & Berthelsen | Include |  |
| 215 | Walters | **Exclude** | Incongruent measure of self-regulation |
| 216 | Weed et al. | Include |  |
| 217 | Weis | **Exclude** | Incongruent measure of self-regulation |
| 218 | Wertz | **Exclude** | Incongruent measure of self-regulation |
| 219 | Williams & Berthelsen | **Exclude** | Incongruent measure of self-regulation |
| 220 | Williams et al. 2017 | Include |  |
| 221 | Williams et al. 2016 | Include |  |
| 222 | Williams et al. 2016b | Include |  |
| 223 | Williams & Woodruff 2015 | **Exclude** | Incongruent measure of self-regulation |
| 224 | Willis et al. 2016 | **Exclude** | Review/theoretical article |
| 225 | Willis et al. 2014 | **Exclude** | Review/theoretical article |
| 226 | Willoughby | Include |  |
| 227 | Wills et al. 2007b | Include |  |
| 228 | Wills et al. 2008 | **Exclude** | No independent sample analyses |
| 229 | Wills et al. 2001 | Include |  |
| 230 | Wills et al. 2004 | **Exclude** | Review/theoretical article |
| 231 | Wills et al. 2000 | Include |  |
| 232 | Wills et al. 2010 | Include |  |
| 233 | Wills et al. 2007a | Include |  |
| 234 | Wills et al. 2016 | Include |  |
| 235 | Wills et al. 2002 | Include |  |
| 236 | Wilson et al. | **Exclude** | Incongruent measure of self-regulation |
| 237 | Wirt et al. | **Exclude** | Incongruent measure of self-regulation |
| 238 | Woessner & Schneider | **Exclude** | Incongruent measure of self-regulation |
| 239 | Woodward | Include |  |
| 240 | Zalot et al. | Include |  |
| 241 | Zee & de Bree | **Exclude** | Incongruent measure of self-regulation |
| 242 | Zhang & Maruno | **Exclude** | Incongruent measure of self-regulation |
|  | **Manual Search 1** | **Decision** |  |
| 1 | Anderson & Whitaker | **Exclude** | Outside of age range |
| 2 | Appleton et al. | Include |  |
| 3 | Backer‐Grøndahl, Nærde, & Idsoe | Include |  |
| 4 | Barnes et al. (2013) | **Exclude** | Outside of age range |
| 5 | Bates | **Exclude** | Outside of age range |
| 6 | Breslau et al. | Include |  |
| 7 | Brown et al | **Exclude** | Incongruent measure of self-regulation |
| 8 | Caspi, Moffitt, & Newman 1996 | **Exclude** | Incongruent measure of self-regulation |
| 9 | Chuang | **Exclude** | Incongruent measure of self-regulation |
| 10 | Day, Connor, & McClelland. | **Exclude** | Incongruent measure of self-regulation |
| 11 | De Caluwé, Decuyper, & De Clercq | **Exclude** | Incongruent measure of self-regulation |
| 12 | de Winteret et al. | Include |  |
| 13 | Doan, Fuller-Rowell, & Evans | **Exclude** | Outside of age range |
| 14 | Eisenberg et al. (2004) | Include |  |
| 15 | Eisenberg et al. (2005) | Include |  |
| 16 | Fantuzzo et al. | **Exclude** | Incongruent measure of self-regulation |
| 17 | Farrell, & Danish | Include |  |
| 18 | Graziano, Calkins, & Keane | **Exclude** | Outside of age range |
| 19 | Hair et al. | **Exclude** | Incongruent measure of self-regulation |
| 20 | Hernández et al. | Include |  |
| 21 | Holmes et al. | **Exclude** | Incongruent measure of self-regulation |
| 22 | Howard & Williams 2018 | Include |  |
| 23 | Howse et al. 2003b | Include |  |
| 24 | Kim & Cicchetti | Include |  |
| 25 | Kim et al (2013) | Include |  |
| 26 | King, Fleming, Monahan, & Catalano | **Exclude** | Incongruent measure of self-regulation |
| 27 | Kokko, Pulkkinen,& Puustinen | Include |  |
| 28 | Kurdek & Sinclair | Include |  |
| 29 | Lengua et al. 2014 | Include |  |
| 30 | Lipsey et al. | Include |  |
| 31 | Ludwig, K., & Rauch | **Exclude** | Incongruent measure of self-regulation |
| 32 | Meyer et al. | **Exclude** | Incongruent measure of self-regulation |
| 33 | Olson & Lifgren | Include |  |
| 34 | Ponitz et al. | Include |  |
| 35 | Matthews, Ponitz, & Morrison 2003 | Include |  |
| 36 | McClelland et al. 2013 | Include |  |
| 37 | Muris et al. 2008 | Include |  |
| 38 | Nesbitt, Farran, & Fuhs | **Exclude** | Incongruent measure of self-regulation |
| 39 | Rydell, Berlin, & Bohlin | **Exclude** | Incongruent measure of self-regulation |
| 40 | Sadeh, Gruber, & Raviv | **Exclude** | Incongruent measure of self-regulation |
| 41 | Schlam et. al. 2013 | Include |  |
| 42 | Schreck, Stewart, & Fisher | **Exclude** | Incongruent measure of self-regulation |
| 43 | Seeyave et al. (2009) | Include |  |
| 44 | Sektnan et al. | Include |  |
| 45 | Smith | **Exclude** | Incongruent measure of self-regulation |
| 46 | Tarter | **Exclude** | Incongruent measure of self-regulation |
| 47 | Turanovic & Pratt | Include |  |
| 48 | Welsh et al. | **Exclude** | Incongruent measure of self-regulation |
| 49 | White et al. (1994) | Include |  |
| 50 | Whitebread et al. | **Exclude** | Incongruent measure of self-regulation |
| 51 | Wills, DuHamel, & Vaccaro | **Exclude** | No independent analyses |
|  | **Manual Search 2** | **Decision** |  |
| 1 | Anzman et al. | Include |  |
| 2 | Bohlmann et al. | Include |  |
| 3 | Brock et al. | **Exclude** | Incongruent measure of self-regulation |
| 4 | Bull et al. | **Exclude** | Incongruent measure of self-regulation |
| 5 | Hanish et al. | Include |  |
| 6 | Hill et al. | **Exclude** | Outside of age range |
| 7 | Liew et al. | **Exclude** | Incongruent measure of self-regulation |
| 8 | Muris 2004 et al. | **Exclude** | Incongruent measure of self-regulation |
| 9 | Muris 2007 et al. | Include |  |
| 10 | NICHD et al. | **Exclude** | Incongruent measure of self-regulation |
| 11 | Oldehinkel et al. | Include |  |

**Supplementary File S4**

Effect Sizes Extracted

**Model key:**

1. Cross-sectional (all childhood)
2. Pre-school to early childhood
3. Early childhood to later childhood/adolescence
4. Childhood to adulthood

|  |  |  |  |
| --- | --- | --- | --- |
| **Study** | **Outcome (model)** | **Effect size** | **Notes** |
| Althoff et al. (2010) | Anxiety disorder (model 4)  Drug abuse (model 4)  Suicidality (model 4)  Depression (model 4) | OR: 2.45 (1.04, 5.77) / RS: 0.408 [.1733, .9615]  OR: 11.62 (2.13, 63.28) / RS: .086 [.0158, .4695]  OR: 3.30 (0.83, 13.08) / RS: 0.303 [.0765, 1.205]  OR: 4.44 (2.40, 8.23) / RS: .2252 [.1215, .4167] | Greater dysregulation connected to greater anxiety |
| Anzman & Birch (2009) | BMI (model 3)  Overweight (model 3) | Stand beta: -.30 (*n* = 197)  OR: 1.95 (1.18, 3.21) | Greater dysregulation connected to overweight. Age 7-15 |
| Appleton et al. (2011) | C-reactive protein (model 4)  Cigarette smoking (model 4)  Depression (model 4)  BMI (model 4)  BMI (model 1) | Low SR: M = 2.3, SD = 2.4, n = 64  High SR: M = 1.6, SD = 1.9, n = 336  Low SR: 14 (22.2%), n = 64  High SR: 88 (26.5%), n = 336  Low SR: M = 1.5, SD = 0.46, n = 64  High SR: M = 1.6, SD = 0.56, n = 336  Low SR: M = 32.1, SD = 9.8, n = 64  High SR: M = 28.7, SD = 7.0, n = 336  Low SR: M = 16.6, SD = 1.7, n = 64  High SR: M = 16.0, SD = 1.6, n = 336 |  |
| Appleton et al. (2013) | Cardiovascular disease (model 4) | r = .0735, n = 377. | Contact authors. Author provided effect size. Negative association between SR and CVD |
| Aro et al. (2012) | Social competence (model 2)  Adaptability (model 2) | r = .374; r = .401; r = .284 (group 1, n = 107)  r = .173; r = .188; r = .082 (group 2, n = 92)  r = .384; r = .462; r = .342 (group 1, n = 107)  r = .208; r = .182; r = .115 (group 2, n = 92) | Use composite |
| Ayduk et al. (2006) | Aggression (model 1)  Aggression (model 1) | r = -.25 (n = 98)  r = -.19 (n = 59) | Study 1  Study 2 |
| Backer‐Grøndahl, Nærde, & Idsoe (2018) | Externalising behaviours (model 2) Internalising behaviours (model 2)  Academic ach - overall (model 2) | Stand beta = .00 (cool); -.13 (hot)  Stand beta = -.21 (cool); -.01 (hot)  Stand beta = .21 (cool); .02 (not) | Use composites. some covariates held constant |
| Barnes et al. (2017) | Physical health problems (model 1)  Respiratory symptoms (model 1) | r = .32, r = .30, r = .22 (n = 86)  r = .31 (n = 86) | Correlations provided by author.  Combine. |
| Bater & Jordan (2017) | Externalising behaviour problems (model 1) | r = -.395 (n = 146) |  |
| Becker et al. (2014a) | Physical activity (model 1)  Academic ach - maths (model 1)  Academic ach - literacy (model 1) | r = .46 (n = 51)  r = .51 (n = 51)  r = .39 (n = 51) |  |
| Becker et al. (2014b) | Academic ach - maths (model 1)  Academic ach - literacy (model 1)  Academic ach - vocabulary (model 1) | r = .74 (n = 86)  r = .66 (n = 86)  r = .60 (n = 86) |  |
| Berthelsen et al. (2017) | Executive function (model 2)  School/class engagement (model 2) | r = .16 (n = 4819)  r = .23 (n = 4819) | Time 2 – age 14  Time 2 – age 6-7 |
| Birgisdottir & Thorsdottir (2015) | Academic ach - literacy (model 2) | r = .19 / r = .33 / r = .16 (n = 111)  r = -.02 / r = .16 / r = .20 (n = 111) | Task-based (use composite)  Teacher assessment |
| Blair et al. (2015) | Academic ach - maths (model 2)  Academic ach - literacy (model 2) | ES = .16 (task assessment)  ES = .18 (parent assessment)  ES = .06 (task assessment)  ES = .13 (parent assessment) | multiple control variables included (n = 1292) |
| Blair & Razza (2007) | Academic ach - maths (model 2)  Academic ach – literacy (model 2) | r = .39 / r = .13 (n = 170)  r = .37 / r = .17 (n = 170) | teacher-report then parent-report |
| Bohlmann, Maier & Palacios (2015) | Academic ach -vocabulary (model 2)  Academic ach -vocabulary (model 1) | r = .45 (n = 250)  r = .42 (n = 250) |  |
| Breslau et al. (2010) | Academic ach - math (model 3)  Academic ach – literacy (model 3) | Stand beta = .17 (n = 590)  Stand beta = .14 (n = 590) |  |
| Brody & Ge (2001) | Depression (model 3)  Hostility (model 3)  Self-esteem (model 3)  alcohol use (model 3) | r = .15 / r = .18 (n = 120)  r = .23 / r = .25 (n = 120)  r = -.01 / r = -.07 (n = 120)  r = .23 / r = .27 (n = 120) | Use composite score |
| Bub, Robinson, & Curtis (2016) | BMI (model 2)  General health (model 2)  Sleep (model 2) | r = -.06; r = -.07; r = -.07 (n = 1023)  r = .15; r = .14; r = .11 (n = 1023)  r = -.09; r = -.08; r = -.05 (n = 1023) | Task first, second two coefficients are parent report (combine two) |
| Buckner, Mezzacappa, & Beardslee (2009) | Depression (model 1)  Anxiety (model 1)  Behaviour problems (model 1)  Academic ach - overall (model 1)  Social competence (model 1) | B = -.43  B = -.33  B = .55 / B = .60 / B = .60  B = .36  B = .32 | Stand betas reported (n = 155)  GPA |
| Causadias, Salvotore, & Sroufe (2012) | Externalising behaviours (model 4)  Internalising behaviours (model 4)  Global adjustment (model 4) | r = .35 / r = .29 (n = 136)  r = -.01 / r = -.05 (n = 136)  r = -.04 / r = -.03 (n = 136) | Correlations from age 26 and 32; pre-school ego control used |
| Chapple, Hope, & Whiteford (2005) | Substance use (model 3) | Stand beta = -.08 (n = 756) |  |
| Checa, Rodriguez, & Rueda (2008) | Social competence (model 1)  Peer victimisation (model 1)  Academic ach - math (model 1)  Academic ach - overall (model 1) | r = .29 / r = .32 (n = 69)  r = -.10 / r = -.06 (n = 69)  r = .30 / r = .58 (n = 69)  r = .32 / r = .65 (n = 69) | Self-report / parent report  GPA |
| Cho (2017) | Peer victimisation (model 1) | r = .20 (n = 2844) | Low self-control as IV |
| Chui & Chan (2013) | Bullying behaviours (externalising) (model 1)  Victim of bullying (model 1) | r = -.23; r = -.17; r = -.41; r = -.07; r = -.41; r = -.28 (n = 365)  r = -.05; r = -.09; r = -.03; r = -.05; r = -.06; r = -.18 (n = 365) | All six subscale reported separately (combine) |
| Connor et al. (2016) | Academic ach – gen knowl (model 1)  Academic ach – gen knowl (model 3) | r = .21 / r = .17, r = .33 (n = 852)  r = .24 / r = .06, r = .43 (n = 852) | Task-based / teacher report |
| Crockett, Raffaelli, & Shen (2006) | Risk proneness (model 3)  Risky sexual behaviour (model 3)  Substance use (model 3)  Negative peer pressure (model 3) | r = -.07 (n = 518)  r = .00 (n = 518)  r = -.08 (n = 518)  r = -.09 (n = 518) |  |
| Daly et al. (2015) | Intelligence test (model 1)  Unemployment (model 4)  Intelligence test (model 1)  Unemployment (model 4) | r = .41  Low SC: mean = 9.36, SD = 27.3, n = 17%  High SC: mean = 3.35, SD = 12.71, n = 19%  r = .39  Low SC: mean = 17.7, SD = 39.19, n = 13%  High SC: mean = 5.42, SD = 16.95, n = 28% | Study 1 (n = 6675)  (percentage of total sample in group)  Study 2 (n = 10,107)  (DV: time unemployed) |
| Daly et al. (2016) | Cigarette smoking (model 4)  cognitive ability (model 1)  psychological distress (model 1)  Cigarette smoking (model 4)  cognitive ability (model 1)  psychological distress (model 1) | r = -.19 (n = 8526)  r = .42 (n = 8526)  r = -.39 (n = 8526)  r = -.20 (n = 12,605)  r = .38 (n = 12,605)  r = -.45 (n = 12,605) | Study 1  Study 2 |
| Dawes, Tarter, & Kirisci (1997) | Academic ach - overall (model 1)  Problem behaviours (model 1)  Family dysfunction (model 1)  Academic ach - overall (model 3)  Problem behaviours (model 3)  Family dysfunction (model 3) | B = -.24  B = .33  B = .22  B = .19  B = .13  B = .12 | Standardised beta’s  N = 380 for all |
| Day & Connor (2017) | Academic ach - maths (model 1)  Academic ach - literacy (model 1) | r = -.012 / r = -.089 (n = 282)  r = .158 / r = -.009 (n = 282) | (measured twice)  (measured twice)  High scores = better self-control |
| de Winter et al. (2016) | Healthy living (model 3) | Stand beta = -.17 (n = 2230)  Low self-control related to poorer health outcomes (smoking, PA, etc. combined) | Emailed for full correlation matrix. No response. |
| deblois & Kubzansky (2016) | Cigarette smoking (model 3) | OR: 0.70 (.59, .82), OR: 0.79 (.67, .94), OR: 0.68 (.56, .82), OR: 0.86 (.69, 1.07) | Combine 4 subscales (higher self-regulation related to reduced risk of smoking) |
| Denham et al. (2012) | School engagement (model 1)  School engagement (model 2)  Academic ach - overall (model 2) | r = .23 / r = .29 (n = 322)  r = .13 / r = .25 (n = 322)  r = .44 / r = .18 (n = 322) | Hot and cool subscales (combine) |
| Dich, Doan, Evans (2015) | Stress (model 3) | No effect sizes. Self-regulation associated with lower stress. | Contacted authors for online supplementary files – error message online. No response. |
| Duckworth et al. (2015) | Academic ach - overall (model 3)  Academic ach- overall (model 3) | r = .55 / r = .39 (n = 509)  r = .50 / r = .53 (n = 519) | Study 1  Study 2  Teacher/parent report (Final GPA) |
| Duckworth, Tsukayama, & Geier (2010) | BMI (model 1)  BMI (model 3)  Happiness (model 1)  Intelligence test (model 1) | r = -.22 (n = 105)  r = -.22 (n = 105)  r = .42 (n = 105)  r = .18 (n = 105) |  |
| Duckworth, Quinn, & Tsukayama (2012) | Academic ach - overall (model 3) S1  Intelligence test (model 1) S1  Academic ach - overall (model 3) S2  Intelligence test (model 1) S2 | r = .27, r = .32, r = .33 (n = 1364)  r = .25, r = .25, r = .33 (n = 1364)  r = .32, r = .36, r = .52 (n = 549)  r = .06, r = .11, r = .23 (n = 549) | Study 1  Study 1  Study 2  Mother, father, teacher report, respectively (9th grade GPA used) |
| Dyson, Robertson, & Wong (2015) | Internalising problems (model 1) | r = -.33, r = -.20, r = -.33 (n = 151) | Combine SC subscales |
| Edossa, Schroeders, Weinert, Artelt (2018) | Academic ach - overall (model 2)  Academic ach - overall (model 3) | r = .25 (n = 13,287)  r = .42 (n = 13,287) | Age 3-11  Age 7-11 |
| Eisenberg et al. (2004) | Internalising problems (model 1)  Externalising problems (model 1)  Internalising problems (model 3)  Externalising problems (model 3) | r = -.28, r = -.30, r = .04, r = -.21, r = -.23, r = -.01, r = -.18, r = -.18, r = -.07 (n = 214)  r = -.62, r = -.56, r = -.46, r = -.44, r = -.36, r = -.35, r = -.49, r = -.38, r = -.40 (n = 214)  r = -.21, r = -.24, r = -.07, r = -.12, r = -.16, r = -.08, r = -.06, r = -.01, r = -.10 (n = 214)  r = -.49, r = -.45, r = -.29, r = -.23, r = -.23, r = -.14, r = -.31, r = -.27, r = -.46 (n = 214) | Combine 9 correlations (3 subscales of SR across mother, father, teacher) |
| Eisenberg et al. (2005) | Externalising problems (model 1)  Externalising problems (model 3) | r = -.62, r = -.31, r = -.30, r = -.69 (n = 153)  r = -.54, r = -.37, r = -.31, r = -.54 (n = 153) | Parent and teacher assessments (combine 4) |
| Evans & Rosenbaum (2008); | Academic ach - literacy (model 3)  Academic ach - maths (model 3)  Cognitive development (model 2) | r = .36 (n = 97)  r = .49 (n = 97)  r = .25 (n = 774) | Study 1  Study 2 |
| Farrell & Danish (1993) | Substance use (model 1)  Substance use (model 3) | r = -.23 (boys, n = 501), r = -.31 (girls, n = 755)  r = -.24 (boys, n = 501), r = -.17 (girls, n = 755) |  |
| Fergusson, Boden, & Horwood (2013) | Criminal offending (model 4)  Alcohol abuse (model 4)  Cigarette smoking (model 4)  Illicit drug use (model 4)  Education attainment (model 4)  Unemployment (model 4)  Sexual behaviour (model 4)  Anxiety (model 4)  Suicidal ideation (model 4) | OR: 0.61 (95% CI: 0.51, 0.74)  OR: 0.76 (95% CI: 0.64, 0.88)  OR: 0.64 (95% CI: 0.55, 0.76)  OR: 0.69 (95% CI: 0.57, 0.83)  OR: 2.23 (95% CI: 1.66, 3.01)  OR: 0.71 (95% CI: 0.60, 0.84)  OR: 0.75 (95% CI: 0.64, 0.89)  OR: 0.72 (95% CI: 0.61, 0.85)  OR: 0.64 (95% CI: 0.55, 0.76) | Arrested  Nicotine dependence  Gaining university degree  On welfare  Sexual partners more than 10  (all ES adjusted for gender, IQ and SES) |
| Finigan-Carret et al. (2015) | Aggressive behaviour (model 1) | OR: 0.59 (95% CI: 0.39, 0.88) | Greater self-control connected to lower aggression |
| Flouri, Midouhas, & Joshi (2014) | Academic ach - vocabul (model 1)  Externalising behaviours (model 1)  Internalising behaviours (model 1)  Academic ach - vocabul (model 2)  Externalising behaviours (model 2)  Internalising behaviours (model 2) | r = .13, r = .16, r = .24 (n = 16,916)  r = -.23, r = -.40, r = -.46 (n = 16,916)  r = -.20, r = -.25, r = -.31 (n = 16,916)  r = .07 (n = 16,916)  r = -.17 (n = 16,916)  r = -.12 (n = 16,916) | Average across ages  Age 7 used as T2 |
| Francis & Susman (2009) | BMI (model 1)  BMI (model 2)  Externalising behaviour (model 1) | Low SR: Mean = 56.1, SD = 28.9, n = 266  High SR: mean = 51.4, SD = 28.2, n = 380  Low SR: Mean = 69.7, SD = 29.3, n = 266  High SR: mean = 60.4, SD = 29.9, n = 380  Low SR: Mean = 11.9, SD = 7.5, n = 266  High SR: mean = 9.2, SD = 6.2, n = 380 | Combined index of SR (task and parent report)  (age 3 used for model 1)  Age 12 for T2 |
| Galindo & Fuller (2010) | Academic ach - maths (model 2) | No effect sizes. Self-control related to increasing maths performance in non-adjusted model (n = 3640) | Emailed for correlations. No response. |
| Garner & Waajid (2012) | Behaviour problems (model 1)  cognitive ability (model 1)  social competence (model 1)  happiness (model 1) | r = -.26 (n = 74)  r = .40 (n = 74)  r = .19 (n = 74)  r = .15 (n = 74) | Higher self-control relates to lower behaviour problems |
| Gawrilow et al. (2014) | Achievement - maths (model 1) | r = .22 (n = 80) | Study 2 |
| Gestsdottir et al. (2014) | Academic ach - math (model 2)  Academic ach - literacy (model 2)  Academic ach - math (model 2)  Academic ach - literacy (model 2)  Academic ach - vocabulary (model 2)  Academic ach - math (model 2)  Academic ach - literacy (model 2)  Academic ach - vocabulary (model 2) | B = .17 / B = .42 (n = 105)  B = .05 / B = .31 (n = 105)  B = .09 / B = .25 (n = 70)  B = .54 / B = .07 (n = 70)  B = .03 / B = .27 (n = 70)  B = .47 / B = .40 (n = 79)  B = .13 / B = .34 (n = 79)  B = .07 / B = .18 (n = 79) | Sample 1 (task then teacher-report)  Sample 2 (task then teacher-report)  Sample 3 (task then teacher-report)  (Standardised betas) |
| Gibbons et al. et al (2012) | Racial discrimination (model 1)  Racial discrimination (model 3)  Substance use (model 3) | r = -.18 (n = 889)  r = -.05 / r = -.03 (n = 889)  r = -.08 / r = -.16 (n = 889) | Study 1  (Combine two subsequent waves) |
| Gunduz, Yagmurlu, & Harma (2015) | Social competence (model 1)  Depressive symptoms (model 1) | r = -.33 (n = 217)  r = -.40 (n = 217) |  |
| Hallquist, Hipwell, & Stepp (2015) | Negative emotionality (model 1)  Negative emotionality (model 3)  Borderline personality (model 3) | r = .37 (n = 2450)  r = .30 (n = 2450)  r = .21 (n = 2228) | Poor self-control relates to more negative emotionality |
| Hanish et al. (2004) | Peer victimisation (model 1)  Anger (model 1)  Anxiety (model 1)  Aggression (model 1)  Withdrawal (model 1) | r = -.40, r = -.41 (n = 154)  r = -.23, r = -.48, r = -.32 (n = 154)  r = .01, r = -.16, r = -.13 (n = 154)  r = -.55  r = .14 | Measured twice  Parent / teacher / observed  High self-control related to lower aggression / more withdrawal |
| Hernández et al. (2018) | Academic ach - literacy (model 1)  Academic ach - maths (model 1)  Academic ach - literacy (model 2)  Academic ach - maths (model 2) | r = .36 / r = .35 / r = .30 (n = 301)  r = .51 / r = .35 / r = .37 (n = 301)  r = .43 / r = .44 (n = 301)  r = .50 / r = .54 (n = 301) | Combine subscales |
| Holtmann et al. (2011) | Anxiety disorders (model 3)  Conduct disorder (model 3)  Alcohol abuse (model 3)  Cannabis abuse (model 3)  Eating disorders (model 3)  Nicotine (model 3)  Suicide ideation/attempt (model 3) | No ESs reported. Low self-regulation associated with alcohol, cannabis, suicide and nicotine. Not eating or anxiety. | Contacted authors for correlations. No response. |
| Hope & Chapple (2005) | Sexual activity (model 3) | r = -.12 / r = -.14 (n = 709) | Ever had sex / no. of sex partners |
| Howard & Williams (2018) | Academic ach – literacy (model 2)  Academic ach – maths (model 2)  mental health problems (model 2)  overweight/obese (model 2)  self-harm (model 2)  suicidal ideation (model 2)  cigarette smoking (model 2)  alcohol use (model 2)  criminal behaviour (model 2)  Academic ach – literacy (model 3)  Academic ach – maths (model 3)  mental health problems (model 3)  overweight/obese (model 3)  self-harm (model 3)  suicidal ideation (model 3)  cigarette smoking (model 3)  alcohol use (model 3)  criminal behaviour (model 3) | r = -.31  r = -.27  r = -.10  r = -.07 / r = -.09  r = .03 / r = .05  r = .08  r = .10  r = .06  r = .17 / r = .12  r = -.29  r = -.24  r = .10  r = .08 / r = .08  r = .06 / r = .07  r = .09  r = .10  r = .08  r = .17 / r = .13 | Model 2 – age 4-5 / model 3 – age 6-7 (both predict age 14-15)  Combine assessments  (n = 4385 for all) |
| Howard, Vella, & Cliff (2018) | sport participation (model 2) | OR: 1.63 (95% CI: 1.30, 2.05) / OR: 2.35 (95% CI: 1.91, 2.89) | Compared non-participant to two categories of some involvement at T2 (combine) |
| Howse et al. (2003) | Academic ach - literacy (model 1)  Academic ach - maths (model 1)  Intelligence test (model 1) | r = .49 (n = 122)  r = .46 (n = 122)  r = .43 (n = 122) |  |
| Howse, Lange, Farran, & Boyles (2003) | Academic ach – literacy (model 1) Academic ach – literacy (model 1) | r = .08, r = .28 / r = .29, r = .30 (n = 21)  r = .37, r = .51 / r = .13, r = .08 (n = 21) | Teacher report / task based |
| Hubert, Guimard, & Florin (2015) | Academic ach - literacy (model 1)  Academic ach - literacy (model 2)  Academic ach - maths (model 1)  Academic ach - maths (model 2)  Intelligence test (model 1) | r = .26 / r = .18 (n = 135)  r = .03 (n = 135)  r = .38 / r = .36 (n = 135)  r = .23 (n = 135)  r = .37 / r = .28 (n = 135) | Combine |
| Hubert, Guimard, & Florin (2017) | Social competence (model 1)  Social competence (model 2)  Intelligence test (model 1) | r = .28  r = .35  r = .32 / r = .37 | n = 131 |
| Ivrendi (2016) | Academic ach - math (model 2)  Academic ach - literacy (model 2) | r = .53 (n = 74)  r = .56 (n = 74) |  |
| Kathawala& Bhamani (2015) | Academic ach - overall (model 1) | r = .63 | Student grades |
| Kim & Cicchetti (2010) | internalising behaviours (model 1)  externalising behaviours (model 1)  Peer acceptance/rejection (model 3)  internalising behaviours (model 3)  externalising behaviours (model 3) | r = -.57 (n = 421)  r = -.44 (n = 421)  r = -.22 / r = -.19 (n = 421)  r = -.24 (n = 421)  r = -.22 (n = 421) |  |
| Kim & Deater-Deckard (2011) | Anger (model 1)  Internalising behaviours (model 1)  Externalising behaviours (model 1)  Anger (model 2)  Internalising behaviours (model 2)  Externalising behaviours (model 2)  Anger (model 3)  Internalising behaviours (model 3)  Externalising behaviours (model 3) | r = .31 (n = 830)  r = .12 (n = 830)  r = .31 (n = 830)  r = .28 (n = 830)  r = .18 (n = 830)  r = .38 (n = 830)  r = .23 (n = 830)  r = .11 (n = 830)  r = .24 (n = 830) | Model 1 at age 7 years  Model 2 age 4 – 7 years  Model 3 age 7 – 11 years  (high score = low self-regulation) |
| Kim, Murray, & Brody (2001) | Academic ach - literacy (model 1) Academic ach - maths (model 1)  Academic ach – literacy (model 3)  Academic ach – maths (model 3) | r = .22, r = .24 / r = .33, r = .20  r = .21, r = .27 / r = .31, r = .19  r = .15, r = .16 / r = .28, r = .20  r = .22, r = .26 / r = .31, r = .15 | Combine subscales (Mother report then teacher report)  n = 102 |
| Kim et al. (2013) | Behaviour problems (model 2)  Academic ach - overall (model 2) | No effect sizes. Self-regulation predicts academic performance and behaviour problems. | Contacted authors for full correlation matrix. No response. |
| Kim-Spoon, Haskett, Longo, & Nice (2012) | Internalising behaviours (model 1)  Externalising behaviours (model 1)  Internalising behaviours (model 2)  Externalising behaviours (model 2) | r = .02, r = .26, r = -.06 (n = 54)  r = .47, r = .22, r = .46 (n = 54)  r = .03 (n = 54)  r = .10 (n = 54) | Model 1 – combine XS associations for all three time-points |
| Kokko, Pulkkinen, & Puustinen (2000) | Unemployment (model 4)  Depression (model 4)  Anxiety (model 4)  Academic ach - overall (model 3) | r = .15, r = .14, r = .24, r = .07  r = .13, r = .01  r = .05, r = .10  r = -.23, r = -.18 | Age 8 - age 36  Combine two subscales of SR  Academic success at age 14 |
| Korucu, Selcuk, & Harma (1988/2017) | Aggression (model 1)  Social competence (model 1) | r = -.23 (n = 212)  r = .23 (n = 212) |  |
| Krueger, Caspi, Moffitt, & White (1996) | Internalising behaviours (model 1)  Externalising behaviours (model 1) | No usable ES.  t(289) = 2.60 (r = 0.15) / t(318) = 1.79 (r = 0.10) | Teacher report then parent report (low SC associated with more ext. behav.) |
| Kuhn & Laird (2013) | Antisocial behaviour (model 1) | r = -.56 (n = 180) |  |
| Kurdek & Sinclair (2000) | Academic ach - maths (model 1)  Academic ach – literacy (model 1)  Academic ach - vocabulary (model 1) | r = .36 / r = .54 (n = 122)  r = .33 (n = 122)  r = .67 (n = 159) | Use composite |
| Kwon, Hanrahan, & Kupzyk (2016) | Academic ach – literacy (model 1)  Academic ach – maths (model 1) | r = .24, r = .20, r = .26 (n = 417)  r = .18, r = .16, r = .19 (n = 417) | Use composite |
| Lengua (2002) | Social competence (model 1) | r = .53, r = .43 (n = 89) | Use composite |
| Lengua (2003) | Social competence (model 3)  internalizing problems (model 1)  internalizing problems (model 3)  externalizing problems (model 1)  externalizing problems (model 3)  anxiety (model 1) | r = -.26, r = -.24, r = -.34 / r = -.25 (n = 79)  r = .35, r = .15, r = .46 / r = .14 (n = 89)  r = .35, r = .10, r = .31 / r = .03 (n = 79)  r = .38, r = .30, r = .57 / r = .23 (n = 89)  r = .31, r = .24, r = .47 / r = .13 (n = 79)  r = .18, r = .15, r = .01 / r = .13, r = .12, r = .06 (n = 89) | Parent report / observation  Mother report then child report (combine 3 subscales) |
| Lengua & Long (2002) | Avoidant coping (model 1)  Active coping (model 1) | r = -.24 (n = 101)  r = .08 (n = 101) |  |
| Lengua et al. (2015) | Academic readiness (model 1)  Social competence (model 1)  Adjustment problems (model 1)  Academic readiness (model 2)  Social competence (model 2)  Adjustment problems (model 2) | r = .04 (n = 306)  r = .15 (n = 306)  r = -.14 (n = 306)  r = .26 (n = 306)  r = .21 (n = 306)  r = -.25 (n = 306) | XS associations at Time 2 (age 5) |
| Liau et al. (2015) | Pathological gaming (model 1) | r = -.15 (n = 2155) |  |
| Lindblom et al. (2017) | Anxiety (model 1)  Depression (model 1)  Peer exclusion (model 1) | B = -.35 (n = 452)  B = -.53 (n = 452)  B = -.51 (n = 452) | Standardised beta |
| Lipsey et al.(2017) | Academic ach - overall (model 2)  Academic ach - overall (model 2) | B = .50 (n = 435)  B = .52 (n = 356) | Sample 1 (stand beta)  Sample 2 |
| Liu et al. (2016) | Peer preference (model 1)  Loneliness (model 1)  Peer preference (model 3)  Loneliness (model 3) | r = .40 (n = 1066)  r = -.20 (n = 1066)  r = .34 (n = 1066)  r = -.16 (n = 1066) | Grade 3-5 used (grade 3 for XS) |
| Lonigan, Allan, & Phillips (2017) | Academic ach - literacy (model 1)  Academic ach - vocabulary (model 1) | r = .48, r = .38 / r = .44, r = .36 (n = 1082)  r = .44, r = .45 / r = .48, r = .36 (n = 1082) | Task based / teacher report |
| Lonigan et al. (2017) | Externalising behaviours (model 1)  School readiness (model 1) | r = .05 (n = 815)  r = .09 (n = 815) | Low self-regulation related to more behaviour problems |
| Lotze, Ravindran, & Myers (2010) | Internalising behaviours (model 1)  Externalising behaviours (model 1) | r = .37, r = .35 (n = 50)  r = .70, r = .38 (n = 50) | Combine subscales |
| Magi, Mannanaa, & Kikas (2016) | Academic ach – literacy (model 3)  Academic ach – math (model 3) | Mean diff = .605 (sd = .171), n = 30% of sample / Mean diff = .695 (sd = .230), n = 30% of sample  Mean diff = .406 (sd = .182), n = 35% of sample / Mean diff = .393 (sd = .150), n = 35% of sample | Fluency / comprehension  (combine)  Arithmetic / problem solving  (combine)  (n = 775) |
| Martin et al. (2007) | Academic ach - math (model 1)  Academic ach - science (model 1) | r = -.41 (n = 138)  r = -.29 (n = 138) |  |
| Matthews, Ponitz, & Morrison (2009) | Academic ach – literacy (model 1)  Academic ach – maths (model 1)  Academic ach – vocab (model 1)  Academic ach – GK (model 1)  Academic ach – literacy (model 2)  Academic ach – maths (model 2)  Academic ach – vocab (model 2)  Academic ach – GK (model 2) | r = .29 (n = 268)  r = .46 (n = 268)  r = .21 (n = 268)  r = .30 (n = 268)  r = .27 (n = 268)  r = .44 (n = 268)  r = .26 (n = 268)  r = .33 (n = 268) |  |
| McClelland et al. (2013) | Academic ach – vocab (model 1)  Academic ach – literacy (model 2)  Academic ach – maths (model 2)  Academic ach – literacy (model 4)  Academic ach – maths (model 4)  Academic – college compl (model 4) | r = .07 (n = 430)  r = .12 (n = 430)  r = .14 (n = 430)  r = .14 (n = 430)  r = .19 (n = 430)  r = .17 (n = 430) | Model 2 age 4-7  Model 4 age 4-21  Model 1 age 4 |
| McClelland et al. (2007) | Academic ach - literacy (model 1)  Academic ach - vocabula (model 1)  Academic ach - maths (model 1)  Academic ach - literacy (model 2)  Academic ach - vocabula (model 2)  Academic ach - maths (model 2) | r = .25 / r = .22 (n = 310)  r = .35 / r = .30 (n = 310)  r = .47 / r = .37(n = 310)  r = .23 (n = 310)  r = .32 (n = 310)  r = .39 (n = 310) | XS (take average of both) |
| McClelland & Wanless (2012) | Academic ach - literacy (model 1)  Academic ach - vocabula (model 1)  Academic ach - maths (model 1)  Academic ach - literacy (model 2)  Academic ach - vocabula (model 2)  Academic ach - maths (model 2) | r = .33 (n = 134)  r = .35 (n = 134)  r = .54 (n = 134)  r = .22 (n = 83)  r = .33 (n = 83)  r = .31 (n = 83) | Use T 1 and T4 |
| McLear, Tretacosta, & Smith-Darden (2016) | Academic ach – overall (model 2) | r = .36 / r = .33 (n = 97) |  |
| Moffitt et al. (2011) | Physical Health (model 4)  Depression (model 4)  Substance dependence (model 4)  Income (model 4)  Financial struggles (model 4)  Criminal conviction (model 4) | OR: 1.196 (1.113, 1.285) / RS: 0.836 [0.778, 0.8985]  OR: 1.187 (0.944, 1.419) / RS: .8425 [.7047, 1.0593]  OR: 1.299 (1.156, 1.460) / RS: 0.6798 [0.6849, 0.865]  Stand beta = -.238 (n = 1036)  Stand beta = .152 (n = 1036)  OR: 1.83 (1.559, 2.148) / RS: 0.546 [0.4655, 0.6414] |  |
| Montroy, Bowles, Skibbe, & Foster (2014) | Academic ach – math (model 1)  Academic ach – literacy (model 1)  Academic ach – math (model 2)  Academic ach – literacy (model 2)  social competence (model 1)  problem behaviors (model 1) | r = .63 (n = 118)  r = .46 (n = 118)  r = .53 (n = 118)  r = .37 (n = 118)  r = .25 (n = 118)  r = -.26 (n = 118) |  |
| Muris, Meesters, & Blijlevens (2007) | Internalizing behaviors (model 1)  externalizing behaviors (model 1) | Stand beta = -.16 (n = 207)  Stand beta = -.38 (n = 207) |  |
| Muris, van dar Pennen, Sigmond, & Mayer (2008) | Anxiety (model 1)  Depression (model 1)  Aggression (model 1) | r = -.51 / r = -.62 (n = 207)  r = -.54 / r = -.57 (n = 207)  r = -.17 / r = -.38 (n = 207) | Combine subscales |
| Neuenschwander, Rothlisberger, Cimeli, & Roebers (2012) | Intelligence test (model 1)  Academic ach – maths (model 3)  Academic ach – literacy (model 3) | r = .11 (n = 459)  r = .09, r = .02 (n = 459)  r = .19, r = .13, r = .10, r = .08 (n = 459) | Combine measures |
| Normandeau & Guay (1998) | Intelligence (model 1)  prosocial behavior (model 1)  aggressive behavior (model 1)  Academic ach – math (model 1) | r = .302 (n = 291)  r = .314 (n = 291)  r = -.51 (n = 291)  r = 594 (n = 291) |  |
| Oldehinkel et al. (2004) | Internalizing problems (model 1)  Externalizing problems (model 1) | Cohens d = 0.42 (n = 1669)  Cohens d = 1.24 (n = 1669) | Effortful control |
| Olson & Lifgren (1988) | Peer acceptance (model 1)  Peer acceptance (model 2) | r = .17, r = .40 (n = 56)  r = .23, r = .35 (n = 56) | Combine assessments |
| Olson, Schilling, & Bates (1999) | Aggression (model 1)  Aggression (model 3) | r = .21, r = .20 (boys, n = 50), r = -.06, r = -.22 (girls, n = 39)  r = .19, r = -.19 (boys, n = 50), r = -.59, r = -.08 (girls, n = 39) | Model 1 at age 8 (DG task used) combine  Self-control related to lower aggression in girls |
| Otten et al. (2010) | Cannabis use (model 3)  Depressive symptoms (model 3) | Low cannabis, M = 2.28, SD = 0.53, n = 76%  High cannabis, M = 2.19, SD = 0.57, n = 24%  Low depress, M = 2.27, SD = 0.49, n = 25%  High depress, M = 1.96, SD = 0.51, n = 25% | Self-control means and SD  N = 428 |
| Pearce et al. (2016) | Academic ach – maths (model 2)  Academic ach – literacy (model 2)  Academic ach – maths (model 3)  Academic ach – literacy (model 3) | RR: 1.02 (95% CI: 1.01, 1.03)  RR: 1.02 (95% CI: 1.01, 1.04)  RR: 1.05 (95% CI: 1.01, 1.11)  RR: 1.04 (95% CI: 1.01, 1.11) |  |
| Petitcler et al. (2015) | Behavior problems (model 1) | B = .63, B = .48, B = .28, B = .52 | N = 497 / Standardised beta (combine) |
| Piche, Fitzpatrick, & Pagani (2012) | BMI (model 3)  Sports participation (model 3)  Aggression (model 1) | r = .03 (n = 966)  r = -.091 (n = 966)  r = .527 (n = 966) |  |
| Piche, Fitzpatrick, & Pagani (2015) | Classroom engagement (model 2) | r = -.464 (n = 935) |  |
| Pitzer et al. (2011) | Depression (model 2) - boys  Depression (model 2) - girls  Depression (model 3) - boys  Depression (model 3) - girls | r = -.171 (n = 163)  r = -.324 (n = 178)  r = -.28 (n = 163)  r = -.238 (n = 178) | Age 4-11  Age 8-11 |
| Ponitz, McCelland, Matthers, & Morrison (2009) | Academic ach – maths (model 2)  Academic ach – literacy (model 2)  Academic ach – gen knowl (model 2) | r = .49 (n = 343)  r = .29 (n = 343)  r = .29 (n = 343) |  |
| Portilla et al. (2014) | Academic ach – overall (model 2)  Classroom engagement (model 1)  Classroom engagement (model 2) | r = -.17 (n = 338)  r = -.38, r = -.46 (n = 338)  r = -.24 (n = 338) | Combine measures |
| Prior, Smart, Sanson, & Oberklaid (2001) | Behavior problems (model 2)  Behavior problems (model 3) | Eta squared = 0.25 / 0.22 (n = 282)  Eta squared = 0.41 / 0.28 (n = 282) | Age 3-4 🡪 12 (combine subscales)  Age 7-8 🡪 12 |
| Pulkkinen, Lyyra, & Kokko (2011) | Psychological well-being (model 4)  Self-esteem (model 4)  Depression (model 4)  aggression (model 4)  alcohol abuse (model 4)  criminal behavior (model 4)  social relations (model 4)  Psychological well-being (model 4)  Self-esteem (model 4)  Depression (model 4)  aggression (model 4)  alcohol abuse (model 4)  criminal behavior (model 4)  social relations (model 4) | r = .21  r = .14  r = -.10  r = -.20  r = -.22  r = -.14  r = .16  r = .05  r = .04  r = -.17  r = -.26  r = -.11  r = -.13  r = .15 | 157 women  186 men |
| Rasmussen et al. (2018) | Chronic inflammation (model 4) | B = .06 (n = 827) | Authors contacted – standardised coefficients in manuscript. |
| Rimm-Kaufman (2009) | School engagement (model 2) | r = .30 (n = 172) |  |
| Rudolph, Troop-Gordon, & LLewellyn (2013) | Aggressive behavior (model 1)  Depressive symptoms (model 1)  Aggressive behavior (model 1)  Depressive symptoms (model 1)  Aggressive behavior (model 3)  Depressive symptoms (model 3) | r = -.35 (n = 196)  r = -.22 (n = 196)  r = -.33 (n = 223)  r = -.05 (n = 223)  stand beta = -.04 (n = 419)  stand beta = -.09 (n = 419) | Boys  Girls |
| Russell, Lee, Spieker, & Oxford (2016) | Peer relationships (model 2)  Aggressive behavior (model 2)  Social competence (model 2) | r = -.03 (n = 1264)  r = .15 (n = 1264)  r = -.09 (n = 1264) | Low self-regulation associated with more aggression and lower social skills |
| Sawyer et al. (2014) | Academic ach – math (model 2)  Academic ach – literacy (model 2) | No effect sizes. Self-regulation associated with better maths and literacy. | Contacted authors for correlations between age 4-5 and age 6-7. |
| Sawyer et al. (2015) | Internalizing problems (model 2)  Externalizing problems (model 2) | No effect sizes. Self-regulation associated with lower internalising and externalising problems. | Contacted authors for correlations between age 4-5 and age 6-7. |
| Schatz et al. (2008) | Behavioral problems (model 2)  Academic ach – math (model 2)  Academic ach – literacy (model 2) | r = -.14, r = -.19, r = .08 (n = 169)  r = .30 (n = 169)  r = .24 (n = 169) | Combine subscales |
| Schlam et al. (2013) | BMI (model 4) | Stand beta = -.19 (n = 164) |  |
| Schmitt, Pratt, & McClelland (2014) | Academic ach - math (model 1)  Academic ach - literacy (model 1) | r = .40 / r = .21 / r = .64 (n = 247)  r = .41 / r = .06 / r = .43 (n = 247) | Teacher report / observer report / task |
| Seeyave et al. (2009) | BMI (model 1)  BMI (model 2) | Low SR: M = 0.4, SD = 0.96, n = 374  High SR: M = 0.33, SD = 1.01, n = 431  OR:1.44(1.18, 1.75)(RS: 0.694[0.571, 0.847] |  |
| Sektnan, McClelland, Acock, Morrison (2010) | Academic ach - math (model 2)  Academic ach - literacy (model 2)  Academic ach – vocabul (model 2) | r = .19, r = .25 (n = 1298)  r = .19, r = .25 (n = 1298)  r = .18, r = .29 (n = 1298) | Combine subscales |
| Sher-Censor, Khafi, & Yates (2016) | Externalizing problems (model 1)  Externalizing problems (model 2)  Peer acceptance (model 1)  Peer acceptance (model 2)  Intelligence test (model 1) | r = .71 (n = 187)  r = .50 (n = 187)  r = -.63 (n = 187)  r = -.39 (n = 187)  r = -.25 (n = 187) | High score = low self-regulation |
| Stenseng, Belsky, Skalicka, & Wichstrom (2015) | Peer victimization (model 1)  Peer victimization (model 2) | r = .13, r = .20, r = .11 (n = 762)  r = .14, r = .22, r = .15 (n = 762) | Combine subscales |
| Tsukayama, Toomy, Faith, & Duckworth (2010) | BMI/Overweight (model 3) | RR: 0.74 (95% CI: 0.56, 0.98) | Multiple factors controlled. |
| Turanovic & Pratt (2013) | Substance abuse (model 3)  violent offending (model 3) | r = .09 (n = 1463)  r = .24 (n = 1463) | Low self-control associated with SA and offending |
| Vaughn, DeLisi, Beaver, & Wright (2009) | Externalizing behaviors (model 1)  Social competence (model 1) | High SR: M = 1.92, SD = 0.62 / M = 1.98, SD = 0.61 / M = 1.93, SD = 0.65 (n = 5267)  Low SR: M = 2.41, SD = 0.74 / M = 2.50, SD = 0.72 / M = 2.42, SD = 0.72 (n = 1594)  High SR: M = 1.64, SD = 0.51 / M = 1.56, SD = 0.49 / M = 1.58, SD = 0.50 (n = 5267)  Low SR: M = 1.74, SD = 0.60 / M = 1.69, SD = 0.56 / M = 1.77, SD = 0.59 (n = 1594) | Compare class 1 (n = 5267) to class 5 (n = 1594) |
| Vazsonyi & Huang (2010) | Behavioral problems (model 1)  Behavioral problems (model 2)  Behavioral problems (model 3) | r = .39 (n = 1155)  r = .57 (n = 1155)  r = .59 (n = 1155) | Age 4.5  Age 4.5-8.5  Age 8.5-10.5 |
| von Suchodoletz et al. (2013) | Academic ach - math (model 1)  Academic ach - literacy (model 1)  Academic ach - vocabulary (model 1) | B = .41 / B = .16 (n = 412)  B = .20, B = .18 / B = .55, B = .53 (n = 412)  B = .40 / B = .09 (n = 412) | Task / teacher-report  (combine literacy subscales)  Stand beta. |
| von Suchodoletz, Uka, & Larsen (2015) | Academic ach - math (model 1)  Academic ach - vocabulary (model 1) | r = .66 / r = .34 / r = .24  r = .37 / r = .22 / r = .02 | Task / observation / teacher-report |
| Walker & Berthelsen (2017) | Academic ach – math (model 1)  Academic ach – literacy (model 1) | B = .438 (n = 2315)  B = .438 (n = 2315) | Demographics held constant. Stand beta. |
| Weed et al. (2011) | Academic ach - math (model 3)  Academic ach - literacy (model 3) | r = .465 (n = 85)  r = .473 (n = 85) | Contacted authors. Correlations provided. |
| White et al. (1994) | Behavioral problems (model 1)  Behavioral problems (model 3)  Intelligence test (model 1) | r = .37 / r = .08 (n = 430)  r = .41 / r = .11 (n = 430)  r = -.36 / r = -.14 (n = 430) | Teacher-report / task-based |
| Williams et al. (2017) | Sleep problems (model 1)  Sleep problems (model 2)  Sleep problems (model 3) | r = .28 / r = .18 (n = 4109)  r = .23 / r = .11 (n = 4109)  r = .28 / r = .17 (n = 4109) | Age 4  Age 4 – 6  Age 6 - 8 |
| Williams, Nicholson, Walker, & Berthelsen (2016) | Classroom engagement (model 2) | r = .15, r = .20 (n = 2880) |  |
| Williams, White, & MacDonald (2016) | Academic ach – math (model 2)  Academic ach – math (model 3)  Intelligence (model 2)  Intelligence (model 3) | r = .12, r = .20 (n = 5107)  r = .08, r = .33 (n = 5107)  r = .09, r = .18 (n = 5107)  r = .04, r = .25 (n = 5107) | Age 4 – 9 (parent report)  Age 6 – 9 (teacher report)  Age 4 – 9 (parent report)  Age 6 – 9 (teacher report) |
| Willoughby, Kupersmidt, Voegler-Lee, & Bryant (2011) | Academic ach – math (model 1)  Academic ach – literacy (model 1)  Aggression (model 1) | r = .39, r = .20, r = .18, r = .16, r = .17  r = .31, r = .13, r = .19, r = .16, r = .09  r = -.07, r = -.07, r = -.07, r = -.11, r = -.07 | Combine 5 subscales  N = 926 |
| Wills, Mendoza, Gibbons, & Brody (2007a) | Internalizing behaviors (model 1)  Externalizing behaviors (model 1) | r = .13, r = .35 (n = 332)  r = .32, r = .41 (n = 332) | Combine subscales |
| Wills et al. (2001) | Substance use (model 1)  Substance use (model 3) | r = .27, r = .32 / r = .18, r = .14 (n = 1810)  r = .27, r = .37 / r = .20, r = .20 (n = 1810) | Self-report / teacher-report |
| Wills, Gibbons, Gerrard, & Brody (2000) | Substance use (model 1)  School engagement (model 1) | r = .28, r = .22 (n = 889)  r = .25, r = .20 (n = 889) | Combine |
| Wills et al. (2010) | Substance use (model 1) | r = .12 / r = .15 (n = 290) | Study 1 |
| Wills et al. (2007b) | Substance use (model 1)  sexual behavior (model 1)  classroom engagement (model 1) | No effect sizes. | Contacted author for correlation coefficients. No response |
| Wills, Simons, Sussman, & Knight (2016) | Internalizing behaviors (model 1)  Externalizing behaviors (model 1) | No effect sizes. Poor self-control associated with more internalising and externalising behaviours. | Contacted author for correlation coefficients. No response |
| Wills & Stoolmiller (2002) | Substance use (model 1) | r = .26, r = .28 (n = 1526) | Averaged across waves |
| Woodward, Lu, Morris, & Healey (2017) | Academic ach - math (model 2)  Academic ach – literacy (model 2)  Anxiety (model 2)  Behavior problems (model 2) | High SR: 14.3% (of n = 71)  Low SR: 35.1% (of n = 58)  High SR: 15.9% (of n = 71)  Low SR: 42.1% (of n = 58)  High SR: 7.0% (of n = 71)  Low SR: 36.2% (of n = 58)  High SR: 2.8% (of n = 71)  Low SR: 15.5% (of n = 58) | Poor math skills  Poor literacy  Anxiety disorder  Conduct disorder |
| Zalot, Jones, Forehand, & Brody (2007) | Behavior problems (model 1) | Stand beta = .21 (n = 277) |  |

Note: effect sizes have not been reverse scored in this Table.

**Supplementary File S5**

Risk of Bias Table

Computed using:

Downes, M. J., Brennan, M. L., Williams, H. C., & Dean, R. S. (2016). Development of a critical appraisal tool to assess the quality of cross-sectional studies (AXIS). *BMJ Open, 6*(12), e011458. doi:10.1136/bmjopen-2016-011458

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Questions (scored as 0 ‘no’ or 1 ‘yes’)** | | | | | | | | | | | | | | | | | | | |  |
| **Authors** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **Total** |
| Althoff et al. (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Anzman & Birch (2009) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Appleton et al. (2011) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Appleton et al. (2013) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 16 |
| Aro et al. (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 15 |
| Ayduk et al. (2006) | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Backer et al. (2018) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Barnes et al. (2017) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Bater & Jordan (2017) | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| Becker et al. (2014) | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Becker et al. (2014b) | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 13 |
| Berthelsen et al. (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Birgisdottir & Thorsdottir (2015) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Blair et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Blair & Razza (2007) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Bohlmann, Maier & Palacios (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Breslau et al. (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Brody & Ge (2001) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Bub, Robinson, & Curtis (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Buckner, Mezzacappa, & Beardslee (2009) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 14 |
| Causadias, Salvotore, & Sroufe (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Chapple, Hope, & Whiteford (2005) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 16 |
| Checa, Rodriguez, & Rueda (2008) | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 13 |
| Cho (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Chui & Chan (2013) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Connor et al. (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Crockett, Raffaelli, & Shen (2006) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Daly et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Daly et al.(2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Dawes, Tarter, & Kirisci (1997) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Day & Connor (2017) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 15 |
| de Winteret et al. (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| deblois & Kubzansky (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Denham et al. (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 18 |
| Dich, Doan, Evans (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Duckworth et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 16 |
| Duckworth, Tsukayama, & Geier (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 17 |
| Duckworth, Quinn, & Tsukayama (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Dyson, Robertson, & Wong (2015) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 13 |
| Edossa, Schroeders, Weinert, Artelt (2018) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Eisenberg et al. (2004) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Eisenberg et al. (2005) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Evans & Rosenbaum (2008) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Farrell & Danish (1993) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Fergusson, Boden, & Horwood (2013) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Finigan-Carret et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 16 |
| Flouri, Midouhas, & Joshi (2014) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Francis & Susman (2009) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Galindo & Fuller (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Garner & Waajid (2012) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Gawrilow et al. (2014) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Gestsdottir et al. (2014) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Gibbons et al. et al (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Gunduz, Yagmurlu, & Harma (2015) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Hallquist, Hipwell, & Stepp (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Hanish et al. (2004) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Hernández et al. (2018) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Holtmann et al. (2011) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Hope & Chapple (2005) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Howard & Williams (2018) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Howard, Vella, & Cliff (2018) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| Howse et al. (2003) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Howse, Lange, Farran, & Boyles (2003) | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Hubert, Guimard, & Florin (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 16 |
| Hubert, Guimard, & Florin (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Ivrendi (2016) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Kathawala& Bhamani (2015) | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 10 |
| Kim & Cicchetti (2010) | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Kim & Deater-Deckard (2011) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Kim, Murray, & Brody (2001) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 15 |
| Kim et al. (2013) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Kim-Spoon, Haskett, Longo, & Nice (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 19 |
| Kokko, Pulkkinen,& Puustinen (2000) | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Korucu, Selcuk, & Harma (1988/2017) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Krueger, Caspi, Moffitt, & White (1996) | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 16 |
| Kuhn & Laird (2013) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 17 |
| Kurdek & Sinclair (2000) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 14 |
| Kwon, Hanrahan, & Kupzyk (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Lengua (2002) | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Lengua (2003) | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Lengua & Long (2002) | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Lengua et al. (2014) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Liau et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Lindblom et al. (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Lipsey et al.(2017) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Liu et al. (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Lonigan, Allan, & Phillips (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Lonigan et al. (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Lotze, Ravindran, & Myers (2010) | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 14 |
| Magi, Mannanaa, & Kikas (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 17 |
| Martin et al. (2007) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 15 |
| Matthews, Ponitz, & Morrison (2009) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 15 |
| McClelland et al. (2013) | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 13 |
| McClelland et al. (2007) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| McClelland & Wanless (2012) | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| McLear, Tretacosta, & Smith-Darden (2016) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 16 |
| Moffitt et al. (2011) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Montroy, Bowles, Skibbe, & Foster (2014) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Muris, Meesters, & Blijlevens (2007) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Muris, van dar Pennen, Sigmond, & Mayer (2008) | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Neuenschwander, Rothlisberger, Cimeli, & Roebers (2012) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Normandeau & Guay (1998) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Oldehinkel et al. (2004) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Olson & Lifgren (1988) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Olson, Schilling, & Bates (1999) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Otten et al. (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Pearce et al. (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Petitcler et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 16 |
| Piche, Fitzpatrick, & Pagani (2012) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 13 |
| Piche, Fitzpatrick, & Pagani (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Pitzer et al. (2011) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Ponitz, McCelland, Matthers, & Morrison (2009) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Portilla et al. (2014) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Prior, Smart, Sanson, & Oberklaid (2001) | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 17 |
| Pulkkinen, Lyyra, & Kokko (20110 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 17 |
| Rasmussen et al. (2018) | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Rimm-Kaufman (2009) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Rudolph, Troop-Gordon, & LLewellyn (2013) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Russell, Lee, Spieker, & Oxford (2016) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Sawyer et al. (2014) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Sawyer et al. (2015) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Schatz et al. (2008) | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Schlam et al. (2013) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Schmitt, Pratt, & McClelland (2014) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Seeyave et al. (2009) | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Sektnan, McClelland, Acock, Morrison (2010) | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Sher-Censor, Khafi, & Yates (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Stenseng, Belsky, Skalicka, & Wichstrom (2015) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Tsukayama, Toomy, Faith, & Duckworth (2010) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Turanovic & Pratt (2013) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 15 |
| Vaughn, DeLisi, Beaver, & Wright (2009) | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Vazsonyi & Huang (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 18 |
| von Suchodoletz et al. (2013) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| von Suchodoletz, Uka, & Larsen (2015) | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 13 |
| Walker & Berthelsen (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Weed et al. (2011) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| White et al. (1994) | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Williams et al. (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 17 |
| Williams, Nicholson, Walker, & Berthelsen (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Williams, White, & MacDonald (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Willoughby, Kupersmidt, Voegler-Lee, & Bryant (2011) | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| Wills, DuHamel, & Vaccaro (1995) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Wills, Mendoza, Gibbons, & Brody (2007a) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Wills et al. (2008) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Wills et al. (2001) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Wills, Gibbons, Gerrard, & Brody (2000) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Wills et al. (2010) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Wills et al. (2007b) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 14 |
| Wills, Simons, Sussman, & Knight (2016) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Wills & Stoolmiller (2002) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 14 |
| Woodward, Lu, Morris, & Healey (2017) | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Zalot, Jones, Forehand, & Brody (2007) | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 14 |

**Supplementary File S6**

Measures of Self-regulation

| **Measure (citation)** | **Categorization** | **Self-Regulation Subscales** | **Composite score for full scale is compatible?** |
| --- | --- | --- | --- |
| 1. ACS: Attention Control Scale (Derryberry & Reed, 2002) | Self  Adult report | Single SR index | N/A |
| 1. AO: Appleton Observation (Appleton et al., 2011) | Observation | Inappropriate SR  Distress proneness  Behavioural inhibition | Y |
| 1. ATS-SF: Australian Temperament Scales, Short Form (Prior, Sanson, & Oberklaid, 1989) | Parent | Emotional regulation  Attention regulation | Y |
| 1. BASC: Behaviour Assessment System for Children (Reynolds & Kamphaus, 1992) | Parent | Attention problems  Hyperactivity  Aggression | N |
| 1. BPI: Behavior Problems Index (Peterson & Zill, 1986) | Parent | Single SR index | N/A |
| 1. BRIEF: Behaviour Rating Inventory of Executive Functioning (Gioia, Isquith, Guy, & Kenworthy, 2000) | Parent | Behavioural regulation  Inhibit  Shift  Emotional control | N |
| 1. BSAG: Bristol Social Adjustment Guide (Stott, 1969) | Teacher | Single SR index | N/A |
| 1. BSRS: Behavioral Strategy Rating Scale (Zhang, Nurmi, Kiuru, Lerkkanen, & Aunola, 2011) | Teacher | Single SR index | N/A |
| 1. CBCL: Child Behaviour Checklist (Achenbach, 1992) – adult version is ABCL | Parent  Teacher  Other | Attention control  Impulsivity  SR/dysregulation | N |
| 1. CBQ: Child Behaviour Questionnaire (Putnam & Rothbart, 2006; Rothbart, Ahadi, Hershey, & Fisher, 2001) | Parent  Teacher  Self | Impulsivity  Inhibitory control  Attentional Focusing  Approach  Anger/Frustration | N |
| 1. CBRS: Child Behaviour Rating Scale (Bronson, Tivnan, & Seppanen, 1995; Matthews et al., 2009) | Teacher | Academic self-reg.  Social self-reg.  Behavioural self-reg. | Y |
| 1. CCQ: California Child Q-Sort (Caspi et al., 1992) | Parent  Teacher | Ego-undercontrol | N |
| 1. CCTI: Colorado Child Temperament Inventory (Rowe & Plomin, 1977) | Parent | Attention Span-Persistence | N |
| 1. CDB: Child Development Behaviours (Connors, 1969; Rutter, 1967) | Parent | Single SR index | N/A |
| 1. COMPSCALE: Instrumental Competence Scale for Children (Adler & Lange, 1997) | Teacher | TR-Selfreg | N |
| 1. CRS: Conners Rating Scale (Conners, 2001) | Teacher | Attention  Hyperactivity | N |
| 1. CSBQ: Child Social Behaviour Questionnaire (Hogan et al., 1992) | Parent | Self-regulation  Emotion Dysregulation | N |
| 1. CSCS: Children’s Self-Control Scale (Humphrey, 1982) | Parent  Teacher | Self-control  Lack of self-control | Y |
| 1. CTRS: Connors Teacher Rating Scale (Connors, 1989) | Teacher | Inattention  Hyperactivity-Impulsivity  Oppositional Behav. | N |
| 1. DB-DOS: Disruptive Behaviour Diagnostic Observation Schedule (Wakschlag et al., 2008) | Observation | Single SR index | N/A |
| 1. DECA: Devereaux Early Childhood Assessment (LeBuffe & Naglieri, 2003) | Parent | Self-control | N |
| 1. DG: Delay of Gratification (Arend, Gove, & Sroufe, 1979; Block & Block, 1980; Friedman et al., 2011; Kochanska & Knaack, 2003; Mischel, 1974; Mischel & Ebbsen, 1970; Neubauer et al., 2012; Newman et al., 1992) | Task | Successful delays  Successful delay time | - |
| 1. DOTS-R: Revised Dimensions of Temperament Survey (Windle & Lerner, 1986) | Self  Teacher | Activity  Positive emotionality  Task orientation | Y |
| 1. EASI: Emotionality, Activity, and Sociability Inventory (Buss & Plomin, 1984) | Self  Teacher | Neg. emotionality | N |
| 1. EATQ-R: Early Adolescence Temperament Questionnaire Revised (Putnam et al., 2001) | Parent  Self | Activation Control  Attention Control  Inhibitory Control  Anger/Frustration  Effortful Control | N |
| 1. ECS: Effortful Control Scale (Muris, 2006) | Self | Single SR index | N/A |
| 1. EIS: Eysenck Impulsiveness Scale (Eysenck et al., 1984) | Self | Single SR index | N/A |
| 1. EQ: Emotion Questionnaire (Rydell, Berlin, & Bohlin, 2003) | Parent | Single SR index | N/A |
| 1. ERC: Emotion Regulation Checklist (Shields & Cicchetti, 1997) | Parent  Teacher | Negativity  Emotion regulation | Y |
| 1. ERS: Emotion Restraint Scale (Weinberger, Feldman, Ford, & Chastain, 1987) | Self | Single SR index | N/A |
| 1. ESSRS: Early School Self-Regulation Scale (Bhamani, 2012) | Teacher | Single SR index | N/A |
| 1. ET: Eisenberg Task (Eisenberg et al., 2005) | Task | Time on task | N/A |
| 1. HBQ: MacArthur Health and Behaviour Questionnaire (Armstrong, 2003) | Parent  Teacher | Inattention  Impulsivity | N |
| 1. HQ: Haan Q-Sort (Haan, 1977) | Observation | Emotion regulation  Executive function | Y |
| 1. HTKS: Head-Toes-Knees-Shoulders (Ponitz et al., 2009) | Task | Accuracy score | - |
| 1. ISC: Impulsivity Scale for Children (Tsukayama et al., 2011) | Parent  Teacher | Single SR index | N/A |
| 1. KRISP: Kansas Reflection – Impulsivity Scale for Preschoolers (Wright, 1971) | Task | Number of errors  Response latency | N/A |
| 1. K-SADS: Kiddie Schedule for Affective Disorders and Schizophrenia (Orvaschel et al., 1982) | Parent  Teacher  Self | Lifetime symptoms  Disruptive behaviour | N |
| 1. LRAR: Leiter-R Assessor Report (Smith-Donald et al., 2007) | Observation | Varied factors | Y |
| 1. LSCS: Low Self-Control Scale (Grasmick et al., 1993) | Self | Risk seeking  Physical  Self-centredness  Simple tasks  Volatile temper  Impulsivity | Y |
| 1. OCERS: Observational Cognitive and Emotional Regulation Scale (Schatz et al., 2008) | Observation | Attention/Engage.  Emotion mgmt.  Constructive coping  Self-encouragement | Y |
| 1. OCES: Observed Child Engagement Scale (Rimm-Kaufmann, 2005) | Observation | Behavioural SR | N |
| 1. PAPA: Preschool Age Psychiatric Assessment (Egger et al., 2006) | Parent | ADHD symptoms | N |
| 1. PBS: Positive Behaviour Scale | Parent | Single SR index | N/A |
| 1. PfC: Preference for Challenge task | Task | Challenge preference | N/A |
| 1. PSI: Personal Strengths Inventory (Liau, Chow, Tan, & Senf, 2011) | Self | Single SR index | N/A |
| 1. PSRA: Preschool Self-Regulation Assessment (Smith-Donald et al., 2007) | Observation | Attention/Impulse  Positive emotion | Y |
| 1. Q-EM: Questionnaire pour l'École Maternelle (Florin, Guimard, & Nocus, 2002) | Teacher | Behavioural self-regulation | N |
| 1. RCP: Revised Class Play (Masten, Morison, & Pellegrini, 1985) | Peer | Single SR index | N/A |
| 1. RRRP: Remembering Rules and Regulation Picture Task (Day & Connor, 2017) | Task | Accuracy  Performance indices | - |
| 1. RS: Rydell Scale (Rydell et al., 2003) | Teacher | Single ESR index | N/A |
| 1. SBQ: Social Behaviour Questionnaire (Tremblay et al., 1991) | Teacher | Impulsivity | N |
| 1. SCRS: Self-Control Rating Schedule (Kendall & Wilcox, 1979) | Self | Single SR index | N/A |
| 1. SCS: Self-Control Scale (Tangney, Baumeister, & Boone, 2004) | Self | Impulsivity  Simple tasks  Risk-seeking  Physical activities  Self-centred  Volatile temper | Y |
| 1. SRTC: Self-Regulation Test for Children (Kuhl & Kraska, 1993) | Task | Accuracy | N/A |
| 1. SS: Simon Says (Kochanska et al., 1997) | Task | Accuracy | N/A |
| 1. SSRS: Social Skills Rating System (Gresham & Elliot, 1990) | Parent  Teacher | Approaches to learn  Impulsivity  Self-control  Externalising | N |
| 1. STSC: Short Temperament Scale for Children (Thomas & Chess, 1977) | Parent | Inflexibility  Persistence | N |
| 1. TABC: Temperament Assessment Battery for Children (Martin, 1988) | Teacher | Distractibility  Persistence | N |
| 1. T-CRS: Teacher-Child Rating Scale (Hightower, Spinell, & Lotyczewski, 1989) | Teacher | Acting out  Frustration tolerance  Task orientation | N |
| 1. TMCQ: Temperament in Middle Childhood Questionnaire | Parent | Inhibitory control | N |
| 1. TRF: Teacher Report Form (Achenbach, 1991) | Teacher | Attention | N |
| 1. WA: Wills Adult-Report (Wills et al., 2001) | Self  Teacher | Good self-control  Poor self-control | Y |
| 1. WALS: Walk a Line More Slowly (Maccoby, Dowley, Hagen, & Degerman, 1965) | Task | Difference score | N/A |
| 1. WLO: Woodward Observation (Woodward, Lu, Morris, & Healey, 2017) | Observation | Positive Affect  Negative Affect  Persistence  Quality of transition | Y |
| 1. WMO: White Observation (White et al., 1994) | Observation | Motor restlessness  Impatience | Y |
| 1. WS: Wills Self-Report (Wills et al., 2016) | Self  Adult Report | Behavioural self-control  Emotional self-control  Emotional dysregulation | Y |

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**Supplementary File S7**

Forest plots and Funnel plots

**Model 1: Cross-sectional associations**

***Academic performance – overall (Model 1)***





***Academic performance – mathematics (Model 1)***





***Academic performance – literacy (Model 1)***





***Academic performance – vocabulary (Model 1)***





***School/class engagement (Model 1)***





***Intelligence test (Model 1)***





***Social competence (Model 1)***





***Peer victimisation (Model 1)***





***Externalising problems (Model 1)***





***Aggressive behaviour (Model 1)***





***Internalising problems (Model 1)***





***Depressive symptoms (Model 1)***





***Anxiety symptoms (Model 1)***





***Body mass (Model 1)***





***Substance use (Model 1)***





**Model 2: preschool – early school years**

***Academic performance – overall (Model 2)***

******

******

***Academic performance – mathematics (Model 2)***





***Academic performance – literacy (Model 2)***





***Academic performance – vocabulary (Model 2)***





***School/class engagement (Model 2)***





***Social competence (Model 2)***





***Peer victimisation (Model 2)***

******

******

***Externalising problems (Model 2)***

******

******

***Internalising problems (Model 2)***

******

******

***Body mass (Model 2)***

******

******

**Model 3: early school years – later school years**

***Academic performance – overall (Model 3)***

****

****

***Academic performance – mathematics (Model 3)***

****

****

***Academic performance – literacy (Model 3)***

****

****

***Peer victimisation (Model 3)***

******

******

***Externalising problems (Model 3)***

******

******

***Aggressive behaviour (Model 3)***

******

******

***Internalising problems (Model 3)***

******

******

***Depressive symptoms (Model 3)***

******

******

***Body mass (Model 3)***

******

******

***Substance use (Model 3)***

******

******

**Model 4: childhood – adulthood**

***Unemployment (Model 4)***

******

******

***Externalising problems (Model 4)***

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******

***Criminal behaviour (Model 4)***

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***Internalising problems (Model 4)***

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***Depressive symptoms (Model 4)***

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***Anxiety symptoms (Model 4)***

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***Alcohol intake (Model 4)***

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***Substance abuse (Model 4)***

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***Cigarette smoking (Model 4)***

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***Symptoms of physical illness (Model 4)***

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**Supplementary File S8**

Plots for significant moderation effects

***Academic achievement – overall (Model 1) – moderation by measurement (study as unit of analysis)***

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***Academic achievement – overall (Model 1) – moderation by measurement (subgroup-within study as unit of analysis) – non-significant***

****

***Academic achievement – overall (Model 2) – moderation by measurement (study as unit of analysis)***

****

***Academic achievement – overall (Model 2) – moderation by measurement (subgroup-within study as unit of analysis)***

****

***Mathematics performance (Model 1) – moderation by age***

****

***Mathematics performance (Model 2) – moderation by measurement (study as unit of analysis)***

******

***Mathematics performance (Model 2) – moderation by measurement (subgroup-within study as unit of analysis)***

****

***Vocabulary performance (Model 1) – moderation by age***

****

***Vocabulary performance (Model 1) – moderation by measurement (study as unit of analysis)***

****

***Vocabulary performance (Model 1) – moderation by measurement (subgroup-within study as unit of analysis)***

****

***Intelligence test (Model 1) – moderation by measurement (study as unit of analysis)***

****

***Intelligence test (Model 1) – moderation by measurement (subgroup-within study as unit of analysis)***

****

***Peer victimisation (Model 1) – moderation by study quality***

****

***Externalising problems (Model 1) – moderation by measurement (study as unit of analysis)***

****

***Externalising problems (Model 1) – moderation by measurement (subgroup-within study as unit of analysis)***

****

***Externalising problems (Model 2) – moderation by timespan***

****

***Aggressive behaviour (Model 1) – moderation by measurement (study as unit of analysis) – no subgroups within studies***

****

***Internalising problems (Model 1) – moderation by measurement (study as unit of analysis)***

****

***Internalising problems (Model 1) – moderation by measurement (subgroup-within study as unit of analysis) – not significant***

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**Supplementary File S9: Variables held constant in study analyses (for ESs extracted for meta-analysis)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Study** | **Control variables** | **Study** | **Control variables** | **Study** | **Control variables** | **Study** | **Control variables** |
| Althoff et al. (2010) | Sex, internalising and externalising problems | Dyson, Robertson, & Wong (2015) | - | Kurdek & Sinclair (2000) | - | Pulkkinen, Lyyra, & Kokko (2011) | - |
| Anzman & Birch (2009) | Parent education level and BMI, family income | Edossa, Schroeders, Weinert, Artelt (2018) | - | Kwon, Hanrahan, & Kupzyk (2016) | - | Rasmussen et al. (2018) | - |
| Appleton et al. (2011) | - | Eisenberg et al. (2004) | - | Lengua (2002) | - | Rimm-Kaufman (2009) | - |
| Appleton et al. (2013) | - | Eisenberg et al. (2005) | - | Lengua (2003) | - | Rudolph et al. (2013) | - |
| Aro et al. (2012) | - | Evans & Rosenbaum (2008) | - | Lengua & Long (2002) | - | Russell et al. (2016) | - |
| Ayduk et al. (2006) | - | Farrell & Danish (1993) | - | Lengua et al. (2015) | - | Sawyer et al. (2014) | - |
| Backer‐Grøndahl et a. (2018) | Various socioeconomic factors | Fergusson, Boden, & Horwood (2013) | Sex, IQ, SES | Liau et al. (2015) | - | Sawyer et al. (2015) | - |
| Barnes et al. (2017) | Age, sex and race | Finigan-Carret et al. (2015) | Sex, family structure | Lindblom et al. (2017) | Peer exclusion, discrepant | Schatz et al. (2008) | - |
| Bater & Jordan (2017) | - | Flouri, Midouhas, & Joshi (2014) | - | Lipsey et al.(2017) | - | Schlam et al. (2013) | Sex |
| Becker et al. (2014a) | - | Francis & Susman (2009) | - | Liu et al. (2016) | - | Schmitt, Pratt, & McClelland (2014) | - |
| Becker et al. (2014b) | - | Galindo & Fuller (2010) | - | Lonigan, Allan, & Phillips (2017) | - | Seeyave et al. (2009) | - |
| Berthelsen et al. (2017) | - | Garner & Waajid (2012) | - | Lonigan et al. (2017) | School readiness, executive function | Sektnan et al. (2010) | - |
| Birgisdottir & Thorsdottir (2015) | - | Gawrilow et al. (2014) | - | Lotze, Ravindran, & Myers (2010) | - | Sher-Censor, Khafi, & Yates (2016) | - |
| Blair et al. (2015) | Sex, race, education, executive function, SES | Gestsdottir et al. (2014) | Age, sex, mother education | Magi, Mannanaa, & Kikas (2016) | - | Stenseng et al. (2015) | - |
| Blair & Razza (2007) | - | Gibbons et al. et al (2012) | - | Martin et al. (2007) | - | Tsukayama et al. (2010) | Age, sex, race, IQ, BMI, parent BMI |
| Bohlmann, Maier & Palacios (2015) | - | Gunduz, Yagmurlu, & Harma (2015) | - | Matthews, Ponitz, & Morrison (2009) | - | Turanovic & Pratt (2013) | - |
| Breslau et al. (2010) | Maternal education, single parent, IQ | Hallquist, Hipwell, & Stepp (2015) | - | McClelland et al. (2013) | - | Vaughn et al. (2009) | - |
| Brody & Ge (2001) | - | Hanish et al. (2004) | - | McClelland et al. (2007) | - | Vazsonyi & Huang (2010) | - |
| Bub, Robinson, & Curtis (2016) | - | Hernández et al. (2018) | - | McClelland & Wanless (2012) | - | von Suchodoletz et al. (2013) | Age, sex, mother education |
| Buckner et al. (2009) | - | Holtmann et al. (2011) | Sex | McLear et al. (2016) | - | von Suchodoletz et al. (2015) | - |
| Causadias, Salvotore, & Sroufe (2012) | - | Hope & Chapple (2005) | Sex, age, race, poverty status | Moffitt et al. (2011) | - | Walker & Berthelsen (2017) | Sex, age, SES, problem behaviour |
| Chapple, Hope, & Whiteford (2005) | Age, race, maternal drug use | Howard & Williams (2018) | - | Montroy et al. (2014) | - | Weed et al. (2011) | - |
| Checa, Rodriguez, & Rueda (2008) | - | Howard, Vella, & Cliff (2018) | Sex, race, family income, parent education, SES | Muris, Meesters, & Blijlevens (2007) | emotion | White et al. (1994) | - |
| Cho (2017) | - | Howse et al. (2003) | - | Muris et al. (2008) | - | Williams et al. (2017) | - |
| Chui & Chan (2013) | - | Howse, Lange, Farran, & Boyles (2003) | - | Neuenschwander et al. (2012) | - | Williams, Nicholson, et al. (2016) | - |
| Connor et al. (2016) | - | Hubert, Guimard, & Florin (2015) | - | Normandeau & Guay (1998) | - | Williams, White, & MacDonald (2016) | - |
| Crockett, Raffaelli, & Shen (2006) | - | Hubert, Guimard, & Florin (2017) | - | Oldehinkel et al. (2004) | - | Willoughby et al. (2011) | - |
| Daly et al. (2015) | - | Ivrendi (2016) | - | Olson & Lifgren (1988) | - | Wills, Mendoza, et al. (2007a) | - |
| Daly et al. (2016) | - | Kathawala& Bhamani (2015) | - | Olson, Schilling, & Bates (1999) | - | Wills et al. (2001) | - |
| Dawes, Tarter, & Kirisci (1997) | Socioeconomic status | Kim & Cicchetti (2010) | - | Otten et al. (2010) | Age, sex | Wills, Gibbons, et al. (2000) | - |
| Day & Connor (2017) | - | Kim & Deater-Deckard (2011) | - | Pearce et al. (2016) | SES | Wills et al. (2010) | - |
| de Winter et al. (2016) | - | Kim, Murray, & Brody (2001) | - | Petitcler et al. (2015) | - | Wills et al. (2007b) | - |
| deblois & Kubzansky (2016) | - | Kim et al. (2013) | - | Piche, Fitzpatrick, & Pagani (2012) | - | Wills, Simons, et al. (2016) | - |
| Denham et al. (2012) | - | Kim-Spoon, Haskett, Longo, & Nice (2012) | - | Piche, Fitzpatrick, & Pagani (2015) | - | Wills & Stoolmiller (2002) | - |
| Dich, Doan, Evans (2015) | - | Kokko, Pulkkinen, & Puustinen (2000) | - | Pitzer et al. (2011) | - | Woodward et al. (2017) | - |
| Duckworth et al. (2015) | - | Korucu, Selcuk, & Harma (1988/2017) | - | Ponitz et al. (2009) | - | Zalot et al. (2007) | Urban status, age, sex, neighbourhood |
| Duckworth et al. (2010) | - | Krueger et al. (1996) | - | Portilla et al. (2014) | - |  |  |
| Duckworth, Quinn, & Tsukayama (2012) | - | Kuhn & Laird (2013) | - | Prior et al. (2001) | - |  |  |

Note: Control variables were sometimes included in these studies for other analyses not used in the current meta-analysis.