Stanford



Jelena Obradović

Professor of Education

Graduate School of Education

Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

  Leslie Dinan

  Email ldinan@stanford.edu

Bio

BIO

Jelena is a professor at Stanford University in the Developmental and Psychological Sciences program at the Stanford Graduate School of Education. She completed a Ph.D. in developmental psychology at the Institute of Child Development, University of Minnesota, and postdoctoral training in psychophysiology at the University of British Columbia. She is the recipient of a Jacobs Foundation Advanced Research Fellowship, a William T. Grant Foundation Scholar Award, and Early Career Research Contribution Award from the Society for Research in Child Development. Jelena's research examines how the interplay of children's physiological stress arousal, self-regulatory skills, and quality of caregiving environments contributes to their health, learning, and well-being over time. She also studies how caregivers' executive functions and emotion regulation skills contribute to teaching and parenting practices that promote or undermine child development. Her current work involves the development of novel, pragmatic, scalable assessments of executive functions, emotion regulation, and motivation.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education
- Member, Bio-X
- Member, Wu Tsai Human Performance Alliance
- Member, Maternal & Child Health Research Institute (MCHRI)

ADMINISTRATIVE APPOINTMENTS

- Professor, Developmental and Psychological Sciences, Stanford Graduate School of Education, (2023- present)
- Director and PI, Stanford Project on Adaptation and Resilience in Kids (SPARK), (2009- present)
- Killam Postdoctoral Research Fellow, University of British Columbia, Human Early Learning Partnership (HELP), (2007-2009)

HONORS AND AWARDS

- Advanced Research Fellowship, Jacobs Foundation (2018-2020)
- Early Career Research Contribution Award, Society for Research in Child Development (2013)
- Scholar Award, William T. Grant Foundation (2012-2017)
- Global Academy Member, Canadian Institute for Advanced Research (2009-2014)

- Global Scholar, Canadian Institute for Advanced Research (2009-2011)
- Young Scholar, Jacobs Foundation Conference, Marbach, Germany (2009)
- Member, Interdisciplinary Resilience Research Network (2006-2007)
- Predoctoral Training Fellowship, National Institute of Mental Health (2006-2007)
- CEHD Research Award, University of Minnesota (2004-2006)
- Hauge Fellowship, University of Minnesota (2004-2005)
- Eva O. Miller Fellowship, University of Minnesota (2003-2004)
- Global Supplementary Grant, Open Society Institute (2002-2003)
- Marian Radke Yarrow Fellowship, University of Minnesota (2002-2003)
- Rena Ratte Award (highest honor to one graduating senior), Lewis and Clark College (2002)
- Robert B. Pamplin Fellowship and Honor Society, Lewis and Clark College (1999-2002)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Steering Committee Member, Stanford's Center for Education Policy Analysis (2017 - present)
- Advisory Board Member, Stanford's Catalyst for Collaborative Solutions (2017 - present)
- Advisory Board Member, John W. Gardner Center for Youth and their Communities (2017 - present)

PROFESSIONAL EDUCATION

- Ph.D., Institute of Child Development, University of Minnesota , Developmental Psychology, minor in Statistics (2007)
- M.A., Institute of Child Development, University of Minnesota , Developmental Psychology (2005)
- B.A., Lewis & Clark College , Psychology (2002)

LINKS

- Stanford Project on Adaptation and Resilience in Kids: https://sparklab.stanford.edu/
- Google Scholar: https://scholar.google.com/citations?hl=en&user=i9HC9QMAAAAJ

Research & Scholarship

RESEARCH INTERESTS

- Assessment & Evaluation
- Child and Adolescent Development
- Cognitive Development
- Early Childhood Education & Development
- Educational Inequality
- Families
- Mental Health
- Parenting
- Research-Practice Partnerships
- Social-Emotional Learning

CURRENT RESEARCH AND SCHOLARLY INTERESTS

The Stanford Project on Adaptation and Resilience in Kids — the SPARK Lab — seeks to understand how adversity influences children's adaptation across various domains of functioning, ranging from school engagement and academic competence to positive peer relationships and prosocial

behaviors. We strive to identify the biological, behavioral, and environmental processes that enable some disadvantaged children to demonstrate remarkable resilience, while placing others at risk for maladaptive outcomes, such as symptoms of anxiety and depression or disruptive behaviors.

We study how the interplay between children's biological sensitivity and the quality of the environments in which they grow and learn shapes children's health and well-being. In addition, we study how self-regulatory skills help children cope with daily challenges by enabling them to control their thoughts, feelings, and behaviors. Our work aims to identify how families and teachers can help children with differing biological reactivity profiles and self-regulatory capacities succeed over time.

Our research has important implications for children who come from diverse family, socio-economic, and ethnic backgrounds. We hope to apply our research findings to the design and implementation of prevention and intervention programs aimed at improving children's lives.

PROJECTS

- AMES: Assessment of Motivation, Effort, and Self-regulation
- Classroom Practices and School Readiness Skills
- Stress Physiology and Self-regulation in Children
- STAR Project: School Transition and Readiness in Rural Pakistan
- PLUS Project: Promoting Learning, Understanding Self-regulation

Teaching

COURSES

2026-27

- Child Development in Contexts of Risk and Adversity: EDUC 360 (Aut)
- Development and Psychological Sciences (DAPS) Faculty Student Seminar: EDUC 465 (Aut, Win, Spr)

2025-26

- Parenting and Family Relationships in Childhood: EDUC 370 (Aut)
- Workshop and Reading Group in Child Development: EDUC 469 (Aut)

2024-25

- Child Development in Contexts of Risk and Adversity: EDUC 360 (Aut)
- Development and Psychological Sciences (DAPS) Faculty Student Seminar: EDUC 465 (Aut, Win, Spr)

2023-24

- Development and Psychological Sciences (DAPS) Faculty Student Seminar: EDUC 465 (Aut, Win, Spr)
- Parenting and Family Relationships in Childhood: EDUC 370 (Win)
- Workshop and Reading Group in Child Development: EDUC 469 (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Cody Abbey

Postdoctoral Faculty Sponsor

Ishita Ahmed, Adriana Felisa Chávez De la Peña

Doctoral Dissertation Co-Advisor (AC)

Mateus Morante Mazzaferro, Sofia Wilson

Doctoral (Program)

Mateus Morante Mazzaferro, Maya Provencal, Sadie Richardson, Emma Strouse, Kavindya Thennakoon, Brenda Valdes, Sofia Wilson

Publications

PUBLICATIONS

- **The next 1000 days: building on early investments for the health and development of young children.** *Lancet (London, England)*
  Draper, C. E., Yousafzai, A. K., McCoy, D. C., Cuartas, J., Obradović, J., Bhopal, S., Fisher, J., Jeong, J., Klingberg, S., Milner, K., Pisani, L., Roy, A., Seiden, et al
  2024

- **Back to school: Teachers' initial perceptions of students' executive function behaviors are important for teacher-student relationships and executive function development** *APPLIED DEVELOPMENTAL SCIENCE*
  Finch, J. E., Garcia, E. B., Obradovic, J.
  2024

- **Early Family Experiences and Neural Activity in Rural Pakistani Children: The Differential Role of Gender.** *Developmental psychobiology*
  Lopera-Perez, D. C., Obradović, J., Yousafzai, A. K., Keehn, B., Siyal, S., Nelson, C. A., Tarullo, A. R.
  2024; 66 (6): e22534

- **Principles for Adapting Assessments of Executive Function across Cultural Contexts.** *Brain sciences*
  Jukes, M. C., Ahmed, I., Baker, S., Draper, C. E., Howard, S. J., McCoy, D. C., Obradović, J., Wolf, S.
  2024; 14 (4)

- **Modeling the associations between socioeconomic risk factors, executive function components, and reading among children in rural Côte d'voire** *COGNITIVE DEVELOPMENT*
  Khan, F., Wortsman, B., Whitehead, H. L., Hannon, J., Aurora, M., Sulik, M. J., Tanoh, F., Akpe, H., Ogan, A., Obradovic, J., Jasinska, K. K.
  2024; 70

- **Academic Motivation and Self-Regulated Classroom Behaviors in Middle Childhood: Moderation by Parental Education** *JOURNAL OF CHILD AND FAMILY STUDIES*
  Finch, J. E., Saavedra, A., Obradovic, J.
  2023

- **Cortisol response marks biological sensitivity to kindergartners' social hierarchies for emerging school engagement.** *Developmental psychobiology*
  Armstrong-Carter, E., Bush, N. R., Boyce, W. T., Obradovic, J.
  2023; 65 (2): e22373

- **Impacts of two public preschool programs on school readiness in San Francisco** *EARLY CHILDHOOD RESEARCH QUARTERLY*
  Sulik, M. J., Townley-Flores, C., Steyer, L., Obradovic, J.
  2023; 62: 194-205

- **Publishing child development research from around the world: An unfair playing field resulting in most of the world's child population under-represented in research** *INFANT AND CHILD DEVELOPMENT*
  Draper, C. E., Barnett, L. M., Cook, C. J., Cuartas, J. A., Howard, S. J., McCoy, D. C., Merkley, R., Molano, A., Maldonado-Carreno, C., Obradovic, J., Scerif, G., Valentini, N. C., Venetsanou, et al
  2022

- **Pakistani Preschoolers' Number of Older Siblings and Cognitive Skills: Moderations by Home Stimulation and Gender** *JOURNAL OF FAMILY PSYCHOLOGY*
  Rathore, M., Armstrong-Carter, E., Siyal, S., Yousafzai, A. K., Obradovio, J.
  2022

- **Directly assessed and adult-reported executive functions: Associations with academic skills in Ghana** *JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY*
  Ahmed, I., Steyer, L., Suntheimer, N. M., Wolf, S., Obradovic, J.

2022; 81

- **Interplay of motivational beliefs and self-regulation with achievement across economic risk** *JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY*
  Townley-Flores, C., Sulik, M. J., Bardack, S., Obradovic, J.
  2022; 82
- **Speed-Accuracy Trade-Off? Not So Fast: Marginal Changes in Speed Have Inconsistent Relationships With Accuracy in Real-World Settings** *JOURNAL OF EDUCATIONAL AND BEHAVIORAL STATISTICS*
  Domingue, B. W., Kanopka, K., Stenhaug, B., Sulik, M. J., Beverly, T., Brinkhuis, M., Circi, R., Faul, J., Liao, D., McCandliss, B., Obradovic, J., Piech, C., Porter, et al
  2022
- **The unique relevance of executive functions and self-regulation behaviors for understanding early childhood experiences and Preschoolers' outcomes in rural Pakistan.** *Developmental science*
  Obradovic, J., Finch, J. E., Connolly, C., Siyal, S., Yousafzai, A. K.
  2022: e13271
- **Universal Screening of Hunger, Tiredness, and Sickness: Implications for Kindergarten Readiness and Racial/Ethnic Disparities** *EARLY EDUCATION AND DEVELOPMENT*
  Steyer, L., Townley-Flores, C., Sulik, M. J., Obradovic, J.
  2022
- **Executive Function Mediates the Association Between Cumulative Risk and Learning in Ghanaian Schoolchildren** *DEVELOPMENTAL PSYCHOLOGY*
  Suntheimer, N. M., Wolf, S., Sulik, M. J., Avornyo, E., Obradovic, J.
  2022
- **Widely used measures of classroom quality are largely unrelated to preschool skill development** *Early Childhood Research Quarterly*
  McDoniel, M. E., Townley-Flores, C., Sulik, M. J., Obradović, J.
  2022; 59 (2nd Quarter): 243-253
- **Learning to Let Go: Parental Over-Engagement Predicts Poorer Self-Regulation in Kindergartners** *JOURNAL OF FAMILY PSYCHOLOGY*
  Obradovic, J., Sulik, M. J., Shaffer, A.
  2021; 35 (8): 1160-1170
- **Taking a few deep breaths significantly reduces children's physiological arousal in everyday settings: Results of a preregistered video intervention.** *Developmental psychobiology*
  Obradovic, J., Sulik, M. J., Armstrong-Carter, E.
  2021; 63 (8): e22214
- **Parent-child physiological synchrony: Concurrent and lagged effects during dyadic laboratory interaction.** *Developmental psychobiology*
  Armstrong-Carter, E., Miller, J. G., Obradovic, J.
  2021; 63 (7): e22196
- **Evaluating motor performance with the Bruininks-Oseretsky Test of motor proficiency in impoverished Pakistani children.** *JPMA. The Journal of the Pakistan Medical Association*
  Hasan, Z. H., Shaheen, F., Rizvi, A., Obradovic, J., Yousafzai, A. K.
  2021; 71 (6): 1556-1560
- **Early and concurrent home stimulation: Unique and indirect links with fine motor skills among 4-year-old children in rural Pakistan.** *Developmental psychology*
  Armstrong-Carter, E., Sulik, M. J., Siyal, S., Yousafzai, A. K., Obradovic, J.
  2021; 57 (6): 888-899
- **Self-regulated behavior and parent-child co-regulation are associated with young children's physiological response to receiving critical adult feedback** *SOCIAL DEVELOPMENT*
  Armstrong-Carter, E., Sulik, M. J., Obradovic, J.
  2020
- **Addressing educational inequalities and promoting learning through studies of stress physiology in elementary school students.** *Development and psychopathology*

Obradovic, J., Armstrong-Carter, E.
2020; 32 (5): 1899–1913

- **Biological sensitivity to context in Pakistani preschoolers: Hair cortisol and family wealth are interactively associated with girls' cognitive skills.** *Developmental psychobiology*
  Armstrong-Carter, E., Finch, J. E., Siyal, S., Yousafzai, A. K., Obradovic, J.
  2020
- **Moving beyond executive functions: Challenge preference as a predictor of academic achievement in elementary school.** *Journal of experimental child psychology*
  Sulik, M. J., Finch, J. E., Obradović, J. n.
  2020; 198: 104883
- **Studying Executive Function Skills in Young Children in Low- and Middle-Income Countries: Progress and Directions** *CHILD DEVELOPMENT PERSPECTIVES*
  Obradovic, J., Willoughby, M. T.
  2019; 13 (4): 227–34
- **PARENT-CHILD CO-REGULATION AND YOUNG CHILDREN'S PHYSIOLOGICAL RESPONSE TO EMOTIONAL CHALLENGE**
  Armstrong-Carter, E., Obradovic, J., Sulik, M.
  WILEY.2019: S15
- **Early executive functioning in a global context: Developmental continuity and family protective factors** *DEVELOPMENTAL SCIENCE*
  Obradovic, J., Finch, J. E., Portilla, X. A., Rasheed, M. A., Tirado-Strayer, N., Yousafzai, A. K.
  2019; 22 (5)
- **Teachers' Perceptions of Students' Executive Functions: Disparities by Gender, Ethnicity, and ELL Status** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Garcia, E. B., Sulik, M. J., Obradovic, J.
  2019; 111 (5): 918–31
- **Observing teachers' displays and scaffolding of executive functioning in the classroom context** *JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY*
  Bardack, S., Obradovic, J.
  2019; 62: 205–19
- **Integration of DNA methylation patterns and genetic variation in human pediatric tissues help inform EWAS design and interpretation.** *Epigenetics & chromatin*
  Islam, S. A., Goodman, S. J., MacIsaac, J. L., Obradovic, J., Barr, R. G., Boyce, W. T., Kobor, M. S.
  2019; 12 (1): 1
- **Introduction to special issue on global child development studies.** *Developmental science*
  Jensen, S. K., Obradovic, J. n., Nelson, C. A.
  2019: e12888
- **Virtual reality's effect on children's inhibitory control, social compliance, and sharing** *Journal of Applied Developmental Psychology*
  Bailey, J. O., Bailenson, J. N., Obradović, J., Aguiar, N. R.
  2019; 64: 1-11
- **The effects of peers' executive functions on students' executive functions in middle childhood** *AERA Open*
  Finch, J. E., Garcia, E., Sulik, M., Obradović, J.
  2019; 5 (1): 1-14
- **Maternal and paternal stimulation: Mediators of parenting intervention effects on preschoolers' development** *JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY*
  Jeong, J., Obradovic, J., Rasheed, M., McCoy, D., Fink, G., Yousafzai, A. K.
  2019; 60: 105–18
- **Early Executive Functioning in a Global Context: Developmental Continuity and Family Protective Factors.** *Developmental science*
  Obradovic, J., Finch, J. E., Portilla, X. A., Rasheed, M. A., Tirado-Strayer, N., Yousafzai, A. K.
  2018: e12795

- **Teachers' rankings of children's executive functions: Validating a methodology for school-based data collection.** *Journal of experimental child psychology*
  Sulik, M. J., Obradovic, J.
  2018; 173: 136–54

- **Visual-Motor Integration, Executive Functions, and Academic Achievement: Concurrent and Longitudinal Relations in Late Elementary School** *EARLY EDUCATION AND DEVELOPMENT*
  Sulik, M. J., Haft, S. L., Obradovic, J.
  2018; 29 (7): 956–70

- **Measuring and understanding social-emotional behaviors in preschoolers from rural Pakistan.** *PloS one*
  Finch, J. E., Yousafzai, A. K., Rasheed, M., Obradovic, J.
  2018; 13 (11): e0207807

- **Executive Functions and Externalizing Symptoms: Common and Unique Associations.** *Journal of abnormal child psychology*
  Sulik, M. J., Obradović, J.
  2017; 45 (8): 1519-1522

- **Maternal care mediates the effects of nutrition and responsive stimulation interventions on young children's growth.** *Child: care, health and development*
  Brown, N., FINCH, J. E., Obradovic, J., Yousafzai, A. K.
  2017; 43 (4): 577-587

- **Gamma power in rural Pakistani children: Links to executive function and verbal ability.** *Developmental cognitive neuroscience*
  Tarullo, A. R., Obradovic, J., Keehn, B., Rasheed, M. A., Siyal, S., Nelson, C. A., Yousafzai, A. K.
  2017; 26: 1-8

- **Unique Contributions of Dynamic Versus Global Measures of Parent-Child Interaction Quality in Predicting School Adjustment.** *Journal of family psychology*
  Bardack, S., Herbers, J. E., Obradovic, J.
  2017

- **Maternal scaffolding in a disadvantaged global context: The influence of working memory and cognitive capacities.** *Journal of family psychology*
  Obradovic, J., Portilla, X. A., Tirado-Strayer, N., Siyal, S., Rasheed, M. A., Yousafzai, A. K.
  2017; 31 (2): 139-149

- **Unique contributions of emotion regulation and executive functions in predicting the quality of parent-child interaction behaviors.** *Journal of family psychology*
  Shaffer, A., Obradovic, J.
  2017; 31 (2): 150-159

- **Parenting Assessed by Observation versus Parent-report: Moderation by Parent Distress and Family Socioeconomic Status** *Journal of Child and Family Studies*
  HerbersEmail , J. E., Garcia, E. B., Obradović, J.
  2017; 26 (12): pp 3339–3350

- **Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors** *Learning and Individual Differences*
  Finch, J., Obradović, J.
  2017; 55: 183-192

- **Assessing students' executive functions in the classroom: Validating a scalable group-based procedure** *Journal of Applied Developmental Psychology*
  Obradović, J., Sulik, M. J., Finch, J. E., Tirado-Strayer, N.
  2017

- **Unique effects of socioeconomic and emotional parental challenges on children's executive functions** *Journal of Applied Developmental Psychology*
  Finch, J. E., Obradović, J.
  2017; 52: 126-137

- **Self-construal, family context, and the cortisol awakening response in first- and second-generation Asian American college students** *Emerging Adulthood*
  Burt, K. B., Obradović, J., Leu, J.
  2017; 6 (2): 104-117

- **Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors** *Learning and Individual Differences*
  Finch, J., Obradović, J.
  2017; 55: 183-192

- **Assessing students' executive functions in the classroom: Validating a scalable group-based procedure** *Journal of Applied Developmental Psychology*
  Obradović, J., Sulik, M. J., Finch, J. E., Tirado-Strayer, N.
  2017

- **Unique effects of socioeconomic and emotional parental challenges on children's executive functions** *Journal of Applied Developmental Psychology*
  Finch, J. E., Obradović, J.
  2017; 52: 126-137

- **Linking executive function skills and physiological challenge response: Piecewise growth curve modeling.** *Developmental science*
  Obradovic, J., Finch, J. E.
  2016

- **Maternal scaffolding and home stimulation: Key mediators of early intervention effects on children's cognitive development.** *Developmental psychology*
  Obradovic, J., Yousafzai, A. K., Finch, J. E., Rasheed, M. A.
  2016; 52 (9): 1409-1421

- **Effects of responsive stimulation and nutrition interventions on children's development and growth at age 4 years in a disadvantaged population in Pakistan: a longitudinal follow-up of a cluster-randomised factorial effectiveness trial.** *The Lancet. Global health*
  Yousafzai, A. K., Obradovic, J., Rasheed, M. A., Rizvi, A., Portilla, X. A., Tirado-Strayer, N., Siyal, S., Memon, U.
  2016; 4 (8): e548-58

- **Academic resilience of immigrant youth in Greek schools: Personal and family resources** *EUROPEAN JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
  Anagnostaki, L., Pavlopoulos, V., Obradovic, J., Masten, A., Motti-Stefanidi, F.
  2016; 13 (3): 377-393

- **Biological Sensitivity to Family Income: Differential Effects on Early Executive Functioning** *CHILD DEVELOPMENT*
  Obradovic, J., Portilla, X. A., Ballard, P. J.
  2016; 87 (2): 374-384

- **Physiological Responsivity and Executive Functioning: Implications for Adaptation and Resilience in Early Childhood** *CHILD DEVELOPMENT PERSPECTIVES*
  Obradovic, J.
  2016; 10 (1): 65-70

- **Academic Risk and Resilience in the Context of Homelessness** *CHILD DEVELOPMENT PERSPECTIVES*
  Masten, A. S., Cutuli, J. J., Herbers, J. E., Hinz, E., Obradovic, J., Wenzel, A. J.
  2014; 8 (4): 201-206

- **Academic Risk and Resilience in the Context of Homelessness.** *Child development perspectives*
  Masten, A. S., Cutuli, J. J., Herbers, J. E., Hinz, E., Obradović, J., Wenzel, A. J.
  2014; 8 (4): 201-206

- **The symphonic structure of childhood stress reactivity: patterns of sympathetic, parasympathetic, and adrenocortical responses to psychological challenge.** *Development and psychopathology*
  Quas, J. A., Yim, I. S., Oberlander, T. F., Nordstokke, D., Essex, M. J., Armstrong, J. M., Bush, N., Obradovic, J., Boyce, W. T.
  2014; 26 (4): 963-982

- **An integrative view of school functioning: transactions between self-regulation, school engagement, and teacher-child relationship quality.** *Child development*
  Portilla, X. A., Ballard, P. J., Adler, N. E., Boyce, W. T., Obradovic, J.
  2014; 85 (5): 1915-1931

- **The Importance of Family and Friend Relationships for the Mental Health of Asian Immigrant Young Adults and Their Nonimmigrant Peers** *RESEARCH IN HUMAN DEVELOPMENT*
  Obradovic, J., Tirado-Strayer, N., Leu, J.
  2013; 10 (2): 163-183

- **The construct of psychophysiological reactivity: Statistical and psychometric issues** *DEVELOPMENTAL REVIEW*
  Burt, K. B., Obradovic, J.
  2013; 33 (1): 29-57

- **Multiple imputation of missing multilevel, longitudinal data: A case when practical considerations trump best practices?** *Journal of Modern Applied Statistical Methods*
  Lloyd, J. E., Obradović, J., Carpiano, R. M., Motti-Stefanidi, F.
  2013; 12 (1): 261-275

- **The role of physiological reactivity in understanding resilience processes in children's development** *Encyclopedia on Early Childhood Development*
  Portilla, X. A., Obradović, J.
  edited by Tremblay, R. E., Boivin, M., Peters, R.
  Montreal, Quebec: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Childhood Development.2013: 1–6

- **Social stratification, classroom climate, and the behavioral adaptation of kindergarten children** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
  Boyce, W. T., Obradovic, J., Bush, N. R., Stamperdahl, J., Kim, Y. S., Adler, N.
  2012; 109: 17168-17173

- **Family Assistance Attitudes and Family Cultural Conflict: A Comparative Study of Second-Generation Asian American and Native-Born European American Emerging Adults** *ASIAN AMERICAN JOURNAL OF PSYCHOLOGY*
  Leu, J., Schroth, C., Obradovic, J., Cruz, R. A.
  2012; 3 (3): 133-144

- **How can the study of physiological reactivity contribute to our understanding of adversity and resilience processes in development?** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Obradovic, J.
  2012; 24 (2): 371-387

- **DEVELOPMENTAL PSYCHOPHYSIOLOGY OF EMOTION PROCESSES** *MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT*
  Obradovic, J., Boyce, W. T.
  2012; 77 (2): 120-128

- **Adversity and risk in developmental psychopathology: Progress and future directions.** *The Cambridge Handbook of Environment in Human Development*
  Obradović, J., Shaffer, A., Masten, A. S.
  edited by Mayes, L. C., Lewis, M.
  New York, NY: Cambridge University Press.2012: 35–57

- **The role of stress reactivity for child development: Indices, correlates and future directions** *The Cambridge Handbook of Environment in Human Development*
  Obradović, J., Boyce, W. T.
  edited by Mayes, L. C., Lewis, M.
  New York, NY: Cambridge University Press.2012: 655–681

- **Executive functioning and developmental neuroscience: Current progress and implications for early childhood education** *The Handbook of Early Education*
  Obradović, J., Portilla, X. A., Boyce, W. T.

edited by Pianta, R. C., Justice, L., Barnett, S., Sheridan, S.
New York, NY: Guilford Press.2012: 324–351

- **Kindergarten stressors and cumulative adrenocortical activation: The "first straws" of allostatic load?** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Bush, N. R., Obradovic, J., Adler, N., Boyce, W. T.
  2011; 23 (4): 1089-1106

- **Autonomic and Adrenocortical Reactivity and Buccal Cell Telomere Length in Kindergarten Children** *PSYCHOSOMATIC MEDICINE*
  Kroenke, C. H., Epel, E., Adler, N., Bush, N. R., Obradovic, J., Lin, J., Blackburn, E., Stamperdahl, J. L., Boyce, W. T.
  2011; 73 (7): 533-540

- **Differentiating challenge reactivity from psychomotor activity in studies of children's psychophysiology: Considerations for theory and measurement** *JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY*
  Bush, N. R., Alkon, A., Obradovic, J., Starnperdahl, J., Boyce, W. T.
  2011; 110 (1): 62-79

- **The interactive effect of marital conflict and stress reactivity on externalizing and internalizing symptoms: The role of laboratory stressors** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Obradovic, J., Bush, N. R., Boyce, W. T.
  2011; 23 (1): 101-114

- **Direct and Indirect Effects of Parenting on the Academic Functioning of Young Homeless Children** *EARLY EDUCATION AND DEVELOPMENT*
  Herbers, J. E., Cutuli, J. J., Lafavor, T. L., Vrieze, D., Leibel, C., Obradovic, J., Masten, A. S.
  2011; 22 (1): 77-104

- **Transactional relations across contextual strain, parenting quality, and early childhood regulation and adaptation in a high-risk sample** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Yates, T. M., Obradovic, J., Egeland, B.
  2010; 22 (3): 539-555

- **Psychopathology and social competence during the transition to adolescence: The role of family adversity and pubertal development** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Obradovic, J., Hipwell, A.
  2010; 22 (3): 621-634

- **Effortful control and adaptive functioning of homeless children: Variable-focused and person-focused analyses** *JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY*
  Obradovic, J.
  2010; 31 (2): 109-117

- **Effortful Control and Adaptive Functioning of Homeless Children: Variable- and Person-focused Analyses.** *Journal of applied developmental psychology*
  Obradović, J.
  2010; 31 (2): 109-117

- **Biological Sensitivity to Context: The Interactive Effects of Stress Reactivity and Family Adversity on Socioemotional Behavior and School Readiness** *CHILD DEVELOPMENT*
  Obradovic, J., Bush, N. R., Stamperdahl, J., Adler, N. E., Boyce, W. T.
  2010; 81 (1): 270-289

- **Testing a Dual Cascade Model Linking Competence and Symptoms Over 20 Years from Childhood to Adulthood** *JOURNAL OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY*
  Obradovic, J., Burt, K. B., Masten, A. S.
  2010; 39 (1): 90-102

- **Social representations of AIDS: Pictures in abnormal psychology textbooks, 1984-2005** *Journal of Applied Social Psychology*
  Schoeneman, T. J., Schoeneman-Morris, K. A., Obradović, J., Beecher-Flad, L.
  2010; 40 (1): 13-35

- **Intergenerational Continuity in Parenting Quality: The Mediating Role of Social Competence** *DEVELOPMENTAL PSYCHOLOGY*
  Shaffer, A., Burt, K. B., Obradovic, J., Herbers, J. E., Masten, A. S.
  2009; 45 (5): 1227-1240
- **Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence on risk, growth, and resilience** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Obradovic, J., Long, J. D., Cutuli, J. J., Chan, C., Hinz, E., Heistad, D., Masten, A. S.
  2009; 21 (2): 493-518
- **Individual Differences in Behavioral, Physiological, and Genetic Sensitivities to Contexts: Implications for Development and Adaptation** *DEVELOPMENTAL NEUROSCIENCE*
  Obradovic, J., Boyce, W. T.
  2009; 31 (4): 300-308
- **Self-control and the developing brain** *Zero To Three*
  Tarullo, A. R., Obradović, J., Gunnar, M. R.
  2009; 29 (3): 31-37
- **The Interplay of Social Competence and Psychopathology Over 20 Years: Testing Transactional and Cascade Models** *Child Development*
  Burt, K. B., Obradović, J., Long, J. D., Masten, A. S.
  2008; 79 (2): 359-374
- **Disaster Preparation and Recovery: Lessons from Research on Resilience in Human Development** *ECOLOGY AND SOCIETY*
  Masten, A. S., Obradovic, J.
  2008; 13 (1)
- **Acculturation and adaptation of immigrant adolescents in Greek urban schools** *INTERNATIONAL JOURNAL OF PSYCHOLOGY*
  Motti-Stefanidi, F., Pavlopoulos, V., Obradovic, J., Masten, A. S.
  2008; 43 (1): 45-58
- **Immigration as a risk factor for adolescent adaptation in Greek urban schools** *EUROPEAN JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
  Motti-Stefanidi, F., Pavlopoulos, V., Obradovic, J., Dalla, M., Takis, N., Papathanassiou, A., Masten, A. S.
  2008; 5 (2): 235-261
- **School success in motion: Protective factors for academic achievement in homeless and highly mobile children in Minneapolis** *Center for Urban and Regional Affairs Reporter*
  Masten, A. S., Heistad, D., Cutuli, J. J., Herbers, J. E., Obradović, J., Chan, C., Hinz, E., Long, J. D.
  2008; 38 (2): 3-12
- **Measuring Interpersonal Callousness in Boys From Childhood to Adolescence: An Examination of Longitudinal Invariance and Temporal Stability** *Journal of Clinical Child and Adolescent Psychology*
  Obradović, J., Pardini, D. A., Long, J. D., Loeber, R.
  2007; 36 (3): 276-292
- **Developmental Antecedents of Young Adult Civic Engagement** *Applied Developmental Science*
  Obradović, J., Masten, A. S.
  2007; 11 (1): 2-19
- **Developmental assessment of competence from early childhood to middle adolescence** *JOURNAL OF ADOLESCENCE*
  Obradovic, J., van Dulmen, M. H., Yates, T. M., Carlson, E. A., Egeland, B.
  2006; 29 (6): 857-889
- **Interpersonal Callousness, Hyperactivity/Impulsivity, Inattention, and Conduct Problems as Precursors to Delinquency Persistence in Boys: A Comparison of Three Grade-Based Cohorts** *Journal of Clinical Child & Adolescent Psychology*
  Pardini, D., Obradović, J., Loeber, R.
  2006; 35 (1): 46-59
- **Pathways of adaptation from adolescence to young adulthood - Antecedents and correlates** *RESILIENCE IN CHILDREN*
  Obradovic, J., Burt, K. B., Masten, A. S.
  2006; 1094: 340-344

- **Resilience in Emerging Adulthood: Developmental Perspectives on Continuity and Transformation** *Emerging adults in America: Coming of age in the 21st century*
  Masten, A. S., Obradović, J., Burt, K. B.
  edited by Arnett, J. J., Tanner, J. L.
  Washington, DC: American Psychological Association Press.2006: 173–190
- **Competence and resilience in development** *RESILIENCE IN CHILDREN*
  Masten, A. S., Obradovic, J.
  2006; 1094: 13-27
- **Developmental Cascades: Linking Academic Achievement and Externalizing and Internalizing Symptoms Over 20 Years** *Developmental Psychology*
  Masten, A. S., Roisman, G. I., Long, J. D., Burt, K. B., Obradović, J., Riley, J. R., Boelcke-Stennes, K., Tellegen, A.
  2005; 41 (5): 733-746
- **Resources and resilience in the transition to adulthood: Continuity and change** *DEVELOPMENT AND PSYCHOPATHOLOGY*
  Masten, A. S., BURT, K. B., Roisman, G. I., Obradovic, J., LONG, J. D., Tellegen, A.
  2004; 16 (4): 1071-1094