

Jelena Obradović, Ph.D.

Curriculum Vitae, October 2021

Stanford University
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EDUCATION

- Ph.D.** Developmental Psychology, minor in Statistics
Institute of Child Development, University of Minnesota, 2007
- M.A.** Developmental Psychology
Institute of Child Development, University of Minnesota, 2005
- B.A.** Honors in Psychology, *summa cum laude*, Lewis and Clark College, 2002

ACADEMIC AND PROFESSIONAL APPOINTMENTS

- 2017–** Associate Professor, Graduate School of Education, Stanford University
Developmental and Psychological Sciences (DAPS) Program
- 2009–2017** Assistant Professor, Graduate School of Education, Stanford University
- 2007–2009** Postdoctoral Research Fellow, University of British Columbia
Human Early Learning Partnership (HELP)

HONORS AND AWARDS (SELECTED)

- 2018–2020 Jacobs Foundation Advanced Research Fellowship
- 2013 Society for Research in Child Development,
Early Career Research Contribution Award
- 2012–2017 William T. Grant Foundation, Scholar Award
- 2009–2014 Canadian Institute for Advanced Research, Global Academy Member
- 2009–2011 Canadian Institute for Advanced Research Network on Experience-Based Brain and
Biological Development, Global Scholar
- 2007–2009 Killam Postdoctoral Research Fellowship, University of British Columbia
- 2009 Jacobs Foundation Conference, Marbach, Germany, Young Scholar
- 2006–2007 National Institute of Mental Health, Predoctoral Training Fellowship
- 2006–2007 Interdisciplinary Resilience Research Network, Member
- 2004–2006 CEHD Research Award, University of Minnesota
- 2004–2005 Hauge Fellowship, University of Minnesota
- 2003–2004 Eva O. Miller Fellowship, University of Minnesota
- 2002–2003 Marian Radke Yarrow Fellowship, University of Minnesota

- 2002–2003 Open Society Institute Global Supplementary Grant
 2002 Rena Ratte Award (highest honor to one graduating senior), Lewis and Clark College
 1999–2002 Robert B. Pamplin Fellowship and Honor Society, Lewis and Clark College

GRANT SUPPORT

- 2021–2024 **National Institutes of Health (R01HD10234401A1)**
Passive phototherapy to improve sleep in teens
 Role: Co-Investigator with Dr. Jamie Zeitzer (PI)
- 2021–2024 **Spencer Foundation**
Evaluation of a preschool socio-emotional curriculum: Testing effectiveness and drivers of change in a large, urban school district
 Role: Principal Investigator
- 2021–2023 **National Institute of Child Health and Human Development (R21HD104149)**
Validation of the Regulating Emotions in Parenting Scale (REPS) in a national sample
 Role: Co-Investigator with Dr. Anne Shaffer (PI) and Dr. Oliver Lindhiem
- 2020–2022 **Stanford University/S.F. Unified School District Partnership Incentive Fund**
Linking attendance in and quality of SFUSD early education programs to K–3 academic and social-emotional outcomes
 Role: Principal Investigator
- 2020–2021 **Jacobs Foundation**
Cross-cultural adaptation and evaluation of the ‘Youth Leaders for Early Childhood Assuring Children Are Prepared for School’ (LEAPS) program
 Role: Co-Investigator with Dr. Ponguta, Dr. Ogan, and Dr. di Giunta
- 2019–2020 **Technology for Equity in Learning Opportunities (TELOS) Grant**
Development and pilot testing of a platform to improve teachers’ understanding and report of socio-emotional learning skills in elementary school students
 Role: Principal Investigator.
- 2019–2020 **Spencer Foundation**
Assessing elementary students’ intrapersonal social and emotional learning
 Role: Principal Investigator
- 2019–2020 **Global Engagement Fund, University of Pennsylvania**
Assessing the role of executive functioning and motivation in Ghanaian students’ academic success
 Role: Co-PI with Dr. Sharon Wolf
- 2018–2020 **SRCD - Jacobs Foundation Young Scholar Exchange & Research Collaboration**
Contribution of executive function to literacy development in impoverished settings
 Role: Co-Investigator with Dr. Kaja Jasinska and Amy Ogan
- 2018–2020 **Jacobs Foundation Advanced Research Fellowship Grant**
Interplay of stress physiology and socioemotional learning in young children
 Role: Principal Investigator

- 2018–2019 **Stanford University/S.F. Unified School District Partnership Incentive Fund**
Classroom practices and students' school readiness skills
 Role: Principal Investigator
- 2018–2019 **Technology for Equity in Learning Opportunities (TELOS) Grant**
Tablet-based assessments of intrapersonal social and emotional learning
 Role: Principal Investigator
- 2016–2017 **Stanford University/S.F. Unified School District Partnership Incentive Fund**
Educational success of homeless and highly mobile students
 Role: Principal Investigator in collaboration with John W. Gardner Center team
- 2012–2018 **William T. Grant Foundation Scholars Grant**
Executive functions and biological sensitivity in classroom settings
 Role: Principal Investigator
- 2013–2016 **Bio-X NeuroVentures Grant**
Using bioscience to advance research on adaptation, resilience, and learning
 Role: Co-Principal Investigator with Dr. Paulo Blikstein at Stanford University
- 2012–2015 **Grand Challenges Canada, Saving Brains Grant**
Early childhood cognitive stimulation and successful transition to preschool in a disadvantaged population in rural Pakistan
 Role: Co-Principal Investigator with Dr. Aisha Yousafzai at Aga Khan University
- 2009–2011 **Canadian Institute for Advanced Research, Global Scholars Grant**
Children's susceptibility to environmental influences
 Role: Principal Investigator
- 2009–2011 **Jacobs Foundation Young Scholars Research Grant**
Competing cultural and cognitive practices as stressors for immigrant youth
 Role: Co-Principal Investigator with Dr. Janxin Leu at University of Washington
- 2007–2010 **National Institute of Mental Health Grant (R24 MH081797)**
Social disparities in the early neurobiology of stress
 Role: Co-Investigator (PI: Dr. Thomas Boyce at University of British Columbia)
- 2006–2007 **National Institute of Mental Health Grant (T32 MH015755)**
Self-regulation and adaptation in homeless children transitioning into school
 Role: Principal Investigator

CONSULTANT

- 2019–2024 **National Institute of Child Health and Human Development (R01 HD095832)**
Peer and family adversity, neuroendocrine regulation, and school readiness across the transition to kindergarten
 PIs: Dr. Dianna Murray-Close (UVM) and Dr. Jamie Ostrov (UB-SUNY)

- 2015–2020 **Institute of Educational Sciences (R305N160018)**
Identifying malleable factors for promoting student success
 PI: JoAnn Hsueh at MDRC
- 2015–2016 **Robert Woods Johnson Foundation**
Using virtual reality to teach empathy
 PI: Dr. Jeremy Bailenson at Stanford University
- 2012–2014 **National Institute of Child Health and Human Development (R03 HD067404)**
Stress and moral judgment variation across contexts among immigrant Asian youth
 PI: Dr. Janxin Leu at University of Washington

PEER-REVIEWED JOURNAL ARTICLES (* = trainees)

1. *Armstrong-Carter, E., Miller, J., Obradović, J. (2021). Parent–child physiological synchrony: Concurrent and lagged effects during dyadic laboratory interaction. *Developmental Psychobiology*, 63, e22196. doi:10.1002/dev.22196
2. *Armstrong-Carter, E., *Sulik, M., Siyal, S., Yousafzai, A., Obradović, J. (2021). Early and concurrent home stimulation: Unique and indirect links with fine motor skills among 4-year-old children in rural Pakistan. *Developmental Psychology*, 57, 888-899. doi:10.1037/dev0001185
3. Obradović, J., *Sulik, M. J., & Shaffer, A. (2021). Learning to let go: Parental over-engagement predicts poorer self-regulation in kindergartners. *Journal of Family Psychology*. Advance online publication. doi:10.1037/fam0000838
4. Hasan, Z. H., Shaheen, F., Rizvi, A., Obradović, J., & Yousafzai, A. K. (2021). Evaluating Motor Performance with the Bruininks-Oseretsky Test of Motor Proficiency in impoverished Pakistani Children. *Journal of the Pakistan Medical Association*, 71, 1556-1560. doi:10.47391/JPMA.1111
5. Obradović, J., & *Armstrong-Carter, E. (2020). Addressing educational inequalities and promoting learning through studies of stress physiology in elementary school students. *Development & Psychopathology*, 32, 1899-1913. doi:10.1017/S0954579420001443
6. *Armstrong-Carter, E., Sulik, M. J., & Obradović, J. (2020). Self-regulated behavior and parent child co-regulation are associated with young children’s physiological response to receiving critical adult feedback. *Social Development*, 30, 730-747. doi:10.1111/sode.12498
7. Rasheed, M. A., Siyal, S., Arshad, A., Farid, A. A., Obradović, J., & Yousafzai, A. K. (2020). Sociocultural factors influencing preschool enrolment in a rural cohort exposed to early parenting interventions in Pakistan: A qualitative study. *Improving Schools*. doi:10.1177/1365480220934907
8. *Sulik, M. J., *Finch, J. E., & Obradović, J. (2020). Moving beyond executive functions: Challenge preference as a predictor of academic achievement in elementary school. *Journal of Experimental Child Psychology*, 198, 104883. doi:10.1016/j.jecp.2020.104883
9. *Armstrong-Carter, E., *Finch, J. E., Siyal, S., Yousafzai, A., Obradović, J. (2020). Biological sensitivity to context in Pakistani preschoolers: Hair cortisol and family wealth are interactively

- associated with girls' cognitive skills. *Developmental Psychobiology*, 62, 1046-1061. doi:10.1002/dev.21981
10. Obradović, J. & Willoughby, M. (2019). Studying executive function skills in young children in low-and-middle-income countries: Current progress and future directions. *Child Development Perspectives*, 13, 227-234. doi:10.1111/cdep.12349
 11. Obradović, J., *Finch, J.E., *Portilla, X. A., Rasheed, M., *Tirado-Stayer, N., & Yousafzai, A.K. (2019). Early executive functioning in a global context: Developmental continuity and family protective factors. *Developmental Science*, 22(5), e12795. doi:10.1111/desc.12795
 12. Jensen, S. K. G., Obradović, J., & Nelson, C. A. (2019). Introduction to special issue on global child development studies. *Developmental Science*, 22(5), e12888. doi:10.1111/desc.12888
 13. *Bardack, S., & Obradović, J. (2019). Observing teachers' displays and scaffolding of executive functioning in the classroom context. *Journal of Applied Developmental Psychology*, 62, 205-219. doi:10.1016/j.appdev.2018.12.004
 14. *Finch, J. E., *Garcia, E., *Sulik, M., & Obradović, J. (2019). Peers matter: Links between classmates' and individual students' executive functions in elementary school. *AERA Open*, 5(1), 1-14. doi:10.1177/2332858419829438
 15. *Jeong, J., Obradović, J., Rasheed, M., McCoy, D. C., Fink, G., & Yousafzai, A. (2019). Maternal and paternal stimulation: Mechanisms underlying the effects of an early parenting intervention on preschoolers' cognitive and socioemotional development in Pakistan. *Journal of Applied Developmental Psychology*, 60, 105-118. doi:10.1016/j.appdev.2018.12.001
 16. *Bailey, J. O., Bailenson, J. N., Obradović, J., & Aguiar, N. R. (2019). Virtual reality's effect on children's inhibitory control, social compliance, and sharing. *Journal of Applied Developmental Psychology*, 64, 101052. doi:10.1016/j.appdev.2019.101052
 17. *Garcia, E., *Sulik, M., & Obradović, J. (2019). Teachers' perceptions of students' executive functions: Disparities by gender, ethnicity and ELL status. *Journal of Educational Psychology*, 111, 918-931. doi:10.1037/edu0000308
 18. Islam, S. A., Goodman, S. J., MacIsaac, J. L., Obradović, J., Barr, R. G., Boyce, W. T., & Kobor, M. S. (2019). Integration of DNA methylation patterns and genetic variation in human pediatric tissues help inform EWAS design and interpretation. *Epigenetics & Chromatin*, 12:1, 1-18. doi:10.1186/s13072-018-0245-6
 19. *Finch, J. E., Yousafzai, A., Rasheed, M., & Obradović, J. (2018). Measuring and understanding social-emotional behaviors in preschoolers from rural Pakistan. *PLoS ONE* 13(11), e0207807. doi:10.1371/journal.pone.0207807
 20. *Sulik, M. J., & Obradović, J. (2018). Teachers' rankings of children's executive functions: Validating a methodology for school-based data collection. *Journal of Experimental Child Psychology*, 173, 135-154. doi:10.1016/j.jecp.2018.01.016
 21. *Sulik, M. J., *Haft, S. L., & Obradović, J. (2018). Visual-motor integration, executive functions, and academic achievement: Concurrent and longitudinal relations in late elementary school. *Early Education and Development*, 29(7), 956-970. doi:10.1080/10409289.2018.1442097

22. Obradović, J., *Sulik, M. J., *Finch, J. E., & *Tirado-Strayer, N. (2018). Assessing students' executive functions in the classroom: Validating a scalable group-based procedure. *Journal of Applied Developmental Psychology, 55*, 4-13. doi:10.1016/j.appdev.2017.03.003
23. Burt, K. B., Obradović, J., & Leu, J. (2018). Self-construal, family context, and the cortisol awakening response in first- and second-generation Asian American college students. *Emerging Adulthood, 6*(2), 104-117. doi:10.1177/2167696817706039
24. *Finch, J. E., & Obradović, J. (2017). Unique effects of socioeconomic and emotional parental challenges on children's executive functions. *Journal of Applied Developmental Psychology, 52*, 126-137. doi:10.1016/j.appdev.2017.07.004
25. Obradović, J., & *Finch, J. E. (2017). Linking executive function skills and physiological challenge response: Piecewise latent growth curve modeling. *Developmental Science, 20*(6): e12476. doi:10.1111/desc.12476
26. *Finch, J.E., & Obradović, J. (2017). Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors. *Learning and Individual Differences, 55*, 182-192. doi:10.1016/j.lindif.2017.03.002
27. *Sulik, M. J., & Obradović, J. (2017). Executive functions and externalizing symptoms: Common and unique associations. *Journal of Abnormal Child Psychology, 45*(8), 1519-1522. doi:10.1007/s10802-017-0348-8
28. *Bardack, S., Herbers, J. E., & Obradović, J. (2017). Unique contributions of dynamic versus global measures of parenting predicting children's adjustment to school. *Journal of Family Psychology, 31*(6), 649-658. doi:10.1037/fam0000296
29. Herbers, J. E., *Garcia, E., & Obradović, J. (2017). Parenting assessed by observation versus parent-report: Moderation by parent distress and family socioeconomic status. *Journal of Child and Family Studies, 26*(12), 3339-3350. doi:10.1007/s10826-017-0848-8
30. Tarullo, A. R., Obradović, J., Keehn, B., Rasheed, M. A., Nelson, C. A., & Yousafzai, A. K. (2017). Gamma power in rural Pakistani children: Links to executive function and verbal ability. *Developmental Cognitive Neuroscience, 26*, 1-8. doi:10.1016/j.dcn.2017.03.007
31. Brown, N., *Finch, J. E., Obradović, J. & Yousafzai, A. K. (2017). Maternal care mediates the effects of nutrition and responsive stimulation interventions on young children's growth. *Child: Care, Health & Development, 43*(4), 577-587. doi:10.1111/cch.12466
32. Rasheed, M. A., Pham, S., Memon, U., Siyal, S., Obradović, J. & Yousafzai, A. K. (2017). Adaptation of the Wechsler Preschool and Primary Scale of Intelligence-III and lessons learned for evaluating intelligence in a low income setting. *International Journal of School & Educational Psychology, 6*(3), 197-207. doi:10.1080/21683603.2017.1302851
33. *Bardack, S., & Obradović, J. (2017). Emotional behavior problems, parent emotion socialization and gender as determinants of teacher-child closeness. *Early Education and Development, 28*(5) 507-524. doi:10.1080/10409289.2017.1279530

34. Obradović, J., *Portilla, X. A., *Tirado-Strayer, N., Rasheed, M. A., Siyal, S., & Yousafzai, A. K. (2017). Maternal scaffolding in a disadvantaged global context: The role of maternal cognitive capacities. *Journal of Family Psychology, 31*(2), 139-149. doi:10.1037/fam0000279
35. Shaffer, A., & Obradović, J. (2017). Unique contributions of emotion regulation and executive functions in predicting the quality of parent-child interaction behaviors. *Journal of Family Psychology, 31*(2), 150-159. doi:10.1037/fam0000269
36. Obradović, J., *Portilla, X. A., *Ballard, P. J. (2016). Biological sensitivity to family income: Differential effects on early executive functioning. *Child Development, 87*(2), 374-384. doi:10.1111/cdev.12475
37. Obradović, J., Yousafzai, A.K., *Finch, J. E., & Rasheed, M. (2016). Maternal scaffolding and home stimulation as key mediators of early intervention effects on children's cognitive development. *Developmental Psychology, 52*(9), 1409-1421. doi:10.1037/dev0000182
38. Obradović, J. (2016). Physiological responsivity and executive functioning: Implications for adaptation and resilience in early childhood. *Child Development Perspectives, 10*(1), 65-70. doi:10.1111/cdep.12164
39. Yousafzai, A.K., Obradović, J., Rasheed, M.A., Rizvi, A., Siyal, S., *Portilla, X., *Tirado-Strayer, N., S., Siyal, S., & Hasan-Habib, Z. (2016). The effects of responsive stimulation and nutrition interventions on children's development and growth at 4 years in a disadvantaged population in Pakistan: Longitudinal follow-up of a cluster-randomised factorial effectiveness trial. *The Lancet Global Health, 4*(8), e548-e558. doi:10.1016/S2214-109X(16)30100-0
40. Anagnostaki, L., Pavlopoulos, V., Obradović, J., Masten, A., & Motti-Stefanidi, F. (2016). Academic resilience of immigrant youth in Greek schools: Personal and family resources. *European Journal of Developmental Psychology, 13*(3), 377-393. doi:10.1080/17405629.2016.1168738
41. *Portilla, X. A., *Ballard, P. J., Adler, N. E., Boyce, W. T., & Obradović, J. (2014). An integrative view of school functioning: Transactions between self-regulation, school engagement and teacher-child relationship quality. *Child Development, 85*(5), 1915-1931. doi:10.1111/cdev.12259
42. Masten, A. S., **Cutuli, J. J., Herbers, J. E., Hinz, E., Obradović, J., Wenzel, A. J. (2014). Academic risk and resilience in the context of homelessness. *Child Development Perspectives, 8*(4), 201206. doi:10.1111/cdep.12088 [** The co-authors, listed in alphabetical order, contributed equally to this article.]
43. Quas, J.A., Yim, I.S., Oberlander, T.F., Nordstokke, D., Essex, M.J., Armstrong, J.M., Bush, N., Obradović, J., & Boyce, W.T. (2014). The symphonic structure of childhood stress reactivity: Patterns of sympathetic, parasympathetic and adrenocortical responses to psychological challenge. *Development and Psychopathology, 26*(4), 963-982. doi:10.1017/S0954579414000480
44. Obradović, J., *Tirado-Strayer, N., & Leu, J. (2013). The importance of family and friend relationships for the mental health of Asian immigrant young adults and their non-immigrant peers. *Research in Human Development, 10*(2), 163-183. doi:10.1080/15427609.2013.786559

45. Lloyd, J.E.V., Obradović, J., Carpiano, R.M., & Motti-Stefanidi, F. (2013) Multiple imputation of missing multilevel, longitudinal data: A case when practical considerations trump best practices? *Journal of Modern Applied Statistical Methods*, 12(1), 261-275.
46. Burt, K. B., & Obradović, J. (2013). The construct of psychophysiological reactivity: Statistical and psychometric issues. *Developmental Review*, 33(1), 29-57. doi:10.1016/j.dr.2012.10.002
47. Obradović, J. (2012). How can the study of physiological reactivity contribute to our understanding of adversity and resilience processes in development? *Development and Psychopathology*, 24(2), 371-387. doi:10.1017/S0954579412000053
48. Obradović, J., & Boyce, W. T. (2012). Developmental psychophysiology of emotion processes. *Monographs of the Society in Child Development*, 77(2), 120-128. doi:10.1111/j.15405834.2011.00670.x
49. Boyce, W. T., Obradović, J., Bush, N. R., Stamperdahl, J., Kim, Y. S., & Adler, N. (2012). Social stratification, classroom climate, and the behavioral adaptation of kindergarten children. *Proceedings of the National Academy of Sciences*, 109(Suppl 2), 17168-17173. doi:10.1073/pnas.1201730109
50. Leu, J., Schroth, C., Obradović, J. & Cruz, R. A. (2012). 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*, 3(3), 133-144. doi:10.1037/a0029636
51. Obradović, J., Bush, N. R., & Boyce, W. T. (2011). The interactive effect of marital conflict and stress reactivity on externalizing and internalizing symptoms: The role of laboratory stressors. *Development and Psychopathology*, 23(1), 101-114. doi:10.1017/S0954579410000672
52. Bush, N., Obradović, J., Adler, N. & Boyce, W. T. (2011). Kindergarten stressors and cumulative adrenocortical activation: the "first straws" of allostatic load? *Development and Psychopathology*, 23(4), 1089-1106. doi:10.1017/S0954579411000514
53. Bush, N. R., Alkon, A., Obradović, J., Stamperdahl, J., & Boyce, W. T. (2011). Differentiating challenge reactivity from psychomotor activity in studies of children's psychophysiology: Considerations for theory and measurement. *Journal of Experimental Child Psychology*, 110(1), 62-79. doi:10.1016/j.jecp.2011.03.004
54. Kroenke, C., Epel, E., Adler, N., Bush, N., Obradović, J., Lin, J., Blackburn, E., Stamperdahl, J. L., & Boyce, W. T. (2011). Autonomic and adrenocortical reactivity and buccal cell telomere length in kindergarten children. *Psychosomatic Medicine*, 73(7), 533-540. doi:10.1097/PSY.0b013e318229acfc
55. Herbers, J. E., Cutuli, J. J., Lafavor, T. L., Vrieze, D., Leibel, C., Obradović, J., & Masten, A. S. (2011). Direct and indirect effects of parenting on academic functioning of young homeless children. *Early Education and Development*, 22(1), 77-104. doi:10.1080/10409280903507261
56. Obradović, J. (2010). Effortful control and adaptive functioning of homeless children: Variable- and person-focused analyses. *Journal of Applied Developmental Psychology*, 31(2), 109-117. doi:10.1016/j.appdev.2009.09.004

57. Obradović, J., Bush, N. R., Stamperdahl, J., Adler, N. A., & Boyce, W. T. (2010). Biological sensitivity to context: The interactive effects of stress reactivity and family adversity on socioemotional behavior and school readiness. *Child Development, 81*(1), 270-289. doi:10.1111/j.1467-8624.2009.01394.x
58. Obradović, J., Burt, K. B., & Masten, A. S. (2010). Testing a dual cascade model linking competence and symptoms over 20 years from childhood to adulthood. *Journal of Clinical Child and Adolescent Psychology, 39*(1), 90-102. doi:10.1080/15374410903401120
59. Obradović, J., & Hipwell, A. (2010). Psychopathology and social competence during transition to adolescence: The role of family adversity and pubertal development. *Development and Psychopathology, 22*(3), 621-634. doi:10.1017/S0954579410000325
60. Yates, T. M., Obradović, J., & Egeland, B. (2010). Transactional relations across contextual strain, parenting quality, and early childhood regulation and adaptation in a high-risk sample. *Development and Psychopathology, 22*(3), 539-555. doi:10.1017/S095457941000026X
61. Schoeneman, T. J., Schoeneman, K. A., Obradović, J., & Beecher-Flad, L. (2010). Social representations of AIDS: Pictures in abnormal psychology textbooks, 1984-2005. *Journal of Applied Social Psychology, 40*(1), 13-35. doi:10.1111/j.1559-1816.2009.00561.x
62. Shaffer, A., Burt, K. B., Obradović, J., Herbers, J. E. & Masten, A. S. (2009). Intergenerational continuity in parenting quality: The mediating role of social competence. *Developmental Psychology, 45*(5), 1227-1240. doi:10.1037/a0015361
63. Obradović, J. & Boyce, W. T. (2009). Individual differences in behavioral, physiological, and genetic sensitivities to contexts: Implications for development and adaptation. *Developmental Neuroscience, 31*(4), 300-308. doi:10.1159/000216541
64. Obradović, J., Long, J. D., Cutuli, J. J., Chan, A., Hinz, E., Heistad, D., & Masten, A. S. (2009). Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence on risk, growth, and resilience. *Development and Psychopathology, 21*(2), 493-518. doi:10.1017/S0954579409000273
65. Tarullo, A. R., Obradović, J., & Gunnar, M. R. (2009). Self-control and the developing brain. *Zero To Three, 29*(3), 31-37.
66. Burt, K. B., Obradović, J., Long, J. D., & Masten, A. S. (2008). The interplay of social competence and psychopathology over 20 years: Testing transactional and cascade models. *Child Development, 79*(2), 359-374. doi:10.1111/j.1467-8624.2007.01130.x
67. Masten, A. S., & Obradović, J. (2008). Disaster preparation and recovery: Lessons from research on resilience in human development. *Ecology and Society, 13*(1): 9.
68. Motti-Stefanidi, F., Pavlopoulos, V., Obradović, J., & Masten A. S. (2008). Acculturation and adaptation of immigrant adolescents in Greek urban schools. *International Journal of Psychology, 43*(1), 45-58. doi:10.1080/00207590701804412
69. Motti-Stefanidi, F., Pavlopoulos, V., Obradović, J., Dalla, M., Takis, N., Papatthasiou A. C., & Masten A. S. (2008). Immigration as a risk factor for adolescent adaptation in Greek urban

- schools. *European Journal of Developmental Psychology*, 5(2), 235-261.
doi:10.1080/17405620701556417
70. Masten, A. S., Heistad, D., Cutuli, J. J., Herbers, J. E. Obradović, J., Chan, A., Hinz, E., & Long, J. D. (2008). School success in motion: Protective factors for academic achievement in homeless and highly mobile children in Minneapolis. *Center for Urban and Regional Affairs Reporter*, 38(2), 312.
71. Obradović, J., Pardini, D., Long, J. D., & Loeber, R. (2007). Measuring interpersonal callousness in boys from childhood to adolescence: An examination of longitudinal invariance and temporal stability. *Journal of Clinical Child and Adolescent Psychology*, 36(3), 276-292.
doi:10.1080/15374410701441633
72. Obradović, J., & Masten, A. S. (2007). Developmental antecedents of young adult civic engagement. *Applied Developmental Science*, 11(1), 2-19. doi:10.1080/10888690709336720
73. Obradović, J., van Dulmen, M., Yates, T., Carlson, E. & Egeland, B. (2006). Developmental assessment of competence from early childhood to middle adolescence. *Journal of Adolescence*, 29(6), 857-889. doi:10.1016/j.adolescence.2006.04.009
74. Obradović, J., Burt, K. B., & Masten, A. S. (2006). Pathways of adaptation from adolescence to young adulthood: Antecedents and correlates. *Annals of the New York Academy of Sciences*, 1094, 340-344. doi:10.1196/annals.1376.046
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76. Pardini, D., Obradović, J., & Loeber, R. (2006). 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 and Adolescent Psychology*, 35(1), 46-59. doi:10.1207/s15374424jccp3501_5
77. Masten, A. S., Long, J. D., Roisman, G. I., Burt, K. B., Obradović, J., Roberts, J. M., et al. (2005). Developmental cascades: Linking academic achievement, externalizing and internalizing symptoms over 20 years. *Developmental Psychology*, 41(5), 733-746.
doi:10.1037/00121649.41.5.733
78. Masten, A. S., Burt, K. B., Roisman, G. I., Obradović, J., Long, J. D., & Tellegen, A. (2004). Resources and resilience in the transition to adulthood: Continuity and change. *Development and Psychopathology*, 16(4), 1071-1094. doi:10.1017/S0954579404040143

INVITED CHAPTERS (* = trainee authors)

- Obradović, J., *Steyer, L., & *Sulik, M. (in prep). Towards a more inclusive, contextualized conceptualization of coping and its relations to executive functions and self-regulation. In E. A. Skinner & M. J. Zimmer-Gembeck (Eds.), *The Cambridge Handbook of the Development of Coping*
- Obradović, J., & *Steyer, L. (in press). Direct assessment of elementary school students' executive functions and motivation in classroom settings. In S. Jones, N. Lesaux & S. Barnes

(Eds.), *Measuring and Assessing Non-Cognitive Skills to Improve Teaching and Learning*, Guilford Press.

3. *Finch, J. E., & Obradović, J. (2017). Adversity and stress across the lifespan: Implications for the development of executive functions. In S. Wiebe & J. Karbach (Series Eds.), *Lifespan Development and Plasticity of Executive Functions*. Psychology Press (Taylor & Francis).
4. *Portilla, X. A., & Obradović, J. (2013). The role of physiological reactivity in understanding resilience processes in children's development. In Tremblay, R. E., Boivin, M., & Peters R. Dev. (Eds.), *Encyclopedia on Early Childhood Development* (pp. 1-6). Montreal, Quebec: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Childhood Development.
5. Obradović, J., *Portilla, X. A., & Boyce, W. T. (2012). Executive functioning and developmental neuroscience: Current progress and implications for early childhood education. In R. C. Pianta, L. Justice, S. Barnett, & S. Sheridan (Eds.), *The Handbook of Early Education* (pp. 324-351). New York, NY: Guilford Press.
6. Obradović, J., Shaffer, A., & Masten, A. S. (2012). Adversity and risk in developmental psychopathology: Progress and future directions. In L. C. Mayes & M. Lewis (Eds.), *The Cambridge Handbook of Environment in Human Development* (pp. 35-57). New York, NY: Cambridge University Press.
7. Obradović, J., & Boyce, W. T. (2012). The role of stress reactivity for child development: Indices, correlates and future directions. In L. C. Mayes & M. Lewis (Eds.), *The Cambridge Handbook of Environment in Human Development* (pp. 655-681). New York, NY: Cambridge University Press.
8. Masten, A. S., Obradović, J., & Burt, K. B. (2006). Resilience in emerging adulthood: Developmental perspectives on continuity and transformation. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 173-190). Washington, DC: American Psychological Association Press.

MANUSCRIPTS UNDER REVIEW (* = trainee authors)

1. Obradović, J., *Sulik, M. J., & *Armstrong-Carter, E. Taking a few deep breaths significantly reduces children's physiological arousal in real-life settings: Results of a pre-registered video intervention. *Developmental Psychobiology*. Revise & Resubmit.
2. Obradović, J., *Finch, J. E., *Connolly, C., Siyal, S. & Yousafzai, A. The unique relevance of executive functions and self-regulation behaviors for understanding early childhood experiences and preschoolers' outcomes in rural Pakistan. *Developmental Science*. Revise & Resubmit.
3. *McDoniel, M., *Townley Flores, C., *Sulik, M. J., & Obradović, J. Widely used measures of classroom quality are largely unrelated to preschool skill development. *Early Childhood Research Quarterly*. Revise & Resubmit.
4. *Sulik, M. J., *Steyer, L., *Townley-Flores, C., & Obradović, J. Impacts of two public preschool programs on school readiness in a San Francisco Bay Area Public School District. *Early Childhood Research Quarterly*.

5. *Townley Flores, C., *Sulik, M. J., *Bardack, S., & Obradović, J. Direct and interactive associations of motivational beliefs and self-regulation with academic achievement across three levels of economic risk. *Journal of Applied Developmental Psychology*. Revise & Resubmit
6. *Steyer, L., *Townley-Flores, C., *Sulik, M. J., & Obradović, J. Universal screening of hunger, tiredness, and sickness: Associations with kindergarten readiness in a large urban school district. *Early Education and Development*.
7. *Saavedra, A., *Finch, J. E., & Obradović, J. Academic intrinsic motivation and self-regulation in middle childhood: Moderation by parent education level.
8. *Ahmed, I., *Steyer, L., *Suntheimer, N., Wolf, S., & Obradović, J. Direct assessment, teacher report, and assessor report of executive function skills and behaviors: Unique associations with academic achievement in Ghana.
9. *Suntheimer, N., Wolf, S., *Sulik, M. J., Avornyo, E., & Obradović, J. Executive functioning mediates the association between cumulative risk and learning in Ghanaian schoolchildren. *Developmental Psychology*. Revise & Resubmit.
10. *McDoniel, M. E., *Connolly, C., *Steyer, L., & Obradović, J. Impacts and mechanisms of preschool dosage: Why are two years better than one?

MANUSCRIPTS IN PREPARATION (* = trainee authors)

1. *Finch, J. E., *Garcia, E. B., & Obradović, J. The importance of the teacher-child relationship for teachers' perceptions of students' executive functions.
2. *Rathore M., *Armstrong-Carter E., Siyal, S., Yousafzai A., & Obradović, J. Investigating the association between the number of older siblings and executive functions development amongst children in rural Pakistan.
3. *Townley Flores, C., *McDoniel, M., & Obradović, J. Literacy Outcomes of Targeted District Pre-K Programs.
4. Obradović, J., *Finch, J. E., *Bardack, S. & *Tirado-Strayer, N. Classroom effects on the growth of executive function skills in middle childhood.
5. Obradović, J., *Sulik, M. J., *Armstrong-Carter E., & Wolf, S. Elementary school students' challenge preference: Feasibility and validation of a new performance based task
6. Tarullo, A. R., Obradović, J., Keehn, B., Rasheed, M. A., Nelson, C. A., & Yousafzai, A. K. EEG gamma activity mediates relations between maternal scaffolding and verbal ability.

INVITED ADDRESSES AND COLLOQUIA (SELECTED)

Obradović, J. (2021, March). Executive functions and challenge preference in elementary school students. Invited talk at SCANCOR Speaker Series, Stanford University.

Obradović, J. (2020, April). Come together: How researchers and educational administrators can find solutions to the student motivation crisis. Panelist in the Presidential Invited Session at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Obradović, J. (2020, February). Promoting resilience and executive functions in elementary school students: Role of parents, peers, and teachers. at the Learning & the Brain “Educating Anxious Minds” Conference, San Francisco, CA.

Obradović, J. (2020, January). Examining executive functioning in elementary school students. Invited talk at the Institute of Human Development and Social Change, New York University, New York City, NY.

Obradović, J. (2019, May). How do we measure and promote self-regulated learning skills? Invited talk at the Developmental Psychology brownbag series, Stanford University, Palo Alto, CA.

Obradović, J. (2019, April). The interplay of self-regulation, stress physiology, and caregiving context. Visiting scholar presentation, Institute of Child Development, University of Minnesota.

Obradović, J. (2019, February). Self-regulation: Implications for adaptation and resilience in childhood. Invited talk at the University of Georgia, Athens.

Obradović, J. (2019, February). Self-regulation: Implications for adaptation and resilience in childhood. Invited talk at SCANCOR Speaker Series, Stanford University.

Obradović, J. (2018, October). Studying children’s executive functions in a global context.

Innovations in ECD Assessment Symposium, Research Triangle Institute, Washington, DC.

Obradović, J. (2018, July). Executive Functions and Socio-emotional Learning Skills: Implications for School Success. Hollyhock Fellows Symposium, CSET, Stanford University.

Obradović, J. (2017, November). Implications of executive functioning for adaptation and resilience. Center for Policy, Outcomes and Prevention, Stanford University Medical School.

Obradović, J. (2017, October). Executive functioning in children and their caregivers: Implications for adaptation and resilience. Invited talk at the Institute of Human Development Colloquium, University of California, Berkeley.

Obradović, J. (2017, October). Self-regulation in children and their caregivers: Implications for adaptation and resilience in early childhood. Invited Burack Lecture at the University of Vermont.

Obradović, J. (2017, September). Invited speaker and participant at the International School on Mind, Brain and Education “Neuroscience of poverty” at the Ettore Majorana Centre for Scientific Culture, in Erice, Italy.

Obradović, J. (2016, November). The science of resilience: Overcoming early adversity. Invited talk at the *Building Strong Brains, Tennessee ACEs Initiative* symposium, Memphis, TN.

Obradović, J. (2016, May). Early adversity, executive functioning, and physiological responsivity:

Implications for educational inequality. Invited talk at the Education and Inequality in 21st Century America Conference, Stanford Center for Education Policy Analysis, Palo Alto, CA

Obradović, J. (2016, May). Contextual determinants of executive functioning development. Invited talk at the Developmental Psychology brownbag series, Stanford University, Palo Alto, CA.

Obradović, J. (2016, April). Studying executive functioning skills, classroom quality, and school success in middle childhood. Invited talk at the Human Development and Psychology Department colloquia, UCLA Graduate School of Education, Los Angeles, CA.

Obradović, J. (2016, February). Importance of self-regulation and executive functioning in classroom settings. Invited talk at the Learning & the Brain “Shaping Student Mindsets: Promoting Academic Attitudes, Persistence and Performance” Conference, San Francisco, CA.

Obradović, J. (2015, November). Approaches to evaluation of environmental factors in resilience research. Invited talk and workshop participant at the National Institute of Health’s Resilience Workshop, Washington, DC.

Obradović, J. (2014, December). Cumulative risk index: Applications, limitations, and future directions. Invited presentation at the Institute of Medicine and the National Research Council’s Board on Children, Youth and Families meeting, Washington, DC.

Obradović, J. (2014, May). The importance of physiological reactivity and executive functioning in the context of risk and resilience. Invited talk at the Robert Wood Johnson Scholars colloquium, San Francisco, CA.

Obradović, J. (2014, April). The importance of physiological reactivity and executive functioning in the context of risk and resilience. Invited talk at the Social Psychology Lab colloquium series at Stanford University, Palo Alto, CA.

Obradović, J. (2014, February). The importance of physiological reactivity and executive functioning in the context of risk and resilience. Invited talk at the Aga Khan University, Karachi, Pakistan.

Obradović, J. (2013, August). The importance of physiological reactivity and executive functioning in the context of risk and resilience. Invited talk at the HopeLab, Redwood City, CA.

Obradović, J. (2013, June). Lessons learned from measurement adaptation: Executive function battery for 4-year-olds in Pakistan. Invited talk at the Grand Challenges meeting, Calgary, CA.

Obradović, J. (2013, April). The importance of physiological reactivity and executive functioning in the context of risk and resilience. Invited talk at the annual meeting of the American Educational Research Association, San Francisco, CA.

Obradović, J. (2013, April). The effects of early childhood intervention on brain development and school readiness in at-risk children living in rural Pakistan. Invited talk at the Harvard University Medical School, Boston, MA.

Obradović, J. (2013, February). Stanford Project on Adaptation and Resilience in Kids. Invited talk at the Graduate School of Education Faculty colloquia, Stanford University, Stanford, CA

Obradović, J. (2013, February). Reactivity, recovery, and regulation. Invited presentation at the National Institute of Aging Reversibility Network, Washington, DC.

Obradović, J. (2012, December). Executive functions: Theoretical and methodological consideration. Invited presentation at the Grand Challenges Meeting, Ottawa, Canada.

Obradović, J. (2012, February). Executive function, adversity and stress reactivity: Implications for education. Invited talk at the Learning & the Brain “Educating the Whole Student for Smarter, Happier and Healthier Learners” Conference, San Francisco, CA.

Obradović, J. (2011, March). Forget about the flowers: Conceptual and methodological issues in biological sensitivity to context theory. In C. A. Nelson (Chair) Orchids and Dandelions: Beyond the Metaphor Invited Views by Two symposium conducted at the biannual meeting of the Society for Research in Child Development, Montreal, Canada.

Obradović, J. (2010, October). How can the study of physiological reactivity contribute to our understanding of risk and resilience processes in development? Invited talk at “Risk and Resilience in Mental Health and Development: A Symposium Celebrating the Legacy of Norman Garnezy,” University of Minnesota, Minneapolis, MN.

Obradović, J. (2010, May). Four waves of resilience research. Keynote talk at Stanford Undergraduate Psychology Conference, Stanford University, Palo Alto, CA.

Obradović, J. (2010, April). Adaptive functioning in contexts of adversity: The role of stress reactivity. Invited talk at the Developmental Psychology, Stanford University, Palo Alto, CA.

Obradović, J. (2008, January). Adaptive functioning of homeless children. Invited colloquium at the Institute of Child Development, University of Minnesota, Minneapolis, MN.

CONFERENCE PAPER PRESENTATIONS (SELECTED)

*Armstrong-Carter, E., *Sulik, M., Siyal, S., Yousafzai, A., Obradović, J. (2021, April). Early and Concurrent Home Stimulation: Unique and Indirect Links with Preschooler’s Motor Skills in Rural Pakistan. Paper presented at the annual meeting of American for Educational Research Association, Virtual conference.

*Rathore, M., *Armstrong-Carter, E., Siyal, S., Yousafzai, A., Obradović, J., (2021, April). Investigating the Association between the Number of Older Siblings and Preschooler’s Executive Functions in Rural Pakistan. Paper presented at the biennial meeting of Society for Research on Child Development Conference, Virtual conference.

*Steyer, L., *Sulik, M. J., *Townley-Flores, C., & Obradović, J. (2021, April). Universal Kindergarten Health Screening: Associations with School Readiness. Paper presented at the biennial meeting of the Society for Research in Child Development, Virtual conference.

*Ahmed, I., *Steyer, L., *Suntheimer, N., Wolf, S., & Obradović, J. (2021, April). The Importance of Executive Functions and Social-Emotional Skills for Students’ Academic Success in Sub-Saharan Africa. Paper presented at the biennial meeting of the Society for Research in Child Development, Virtual conference.

*Suntheimer, N., *Sulik, M. J., Obradović, J., & Wolf, S. (2021, April). Factors affecting child development and executive functioning in three low income counties. Paper presented at the biennial meeting of the Society for Research in Child Development, Virtual conference.

*Townley Flores, C., Bardack, S., Sulik, M. J., & Obradović, J. (2020, April). Socioemotional Skills As Protective Factors For Homeless And Highly-Mobile Children. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco. (Conference canceled)

*Townley Flores, C., Sulik, M. J., & Obradović, J. (2020, April). District-Wide Pre-K Reduces Racial/Ethnic Disparities In Literacy, Socioemotional, And Cognitive Skills. Paper presented at the Annual Meeting of American Educational Research Association, San Francisco. (Conference canceled)

*Armstrong-Carter, E., Sulik, M., Obradović, J., Parent-child Co-regulation and Young Children's Physiological Response to Frustration. (2020, April). Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)

Obradović, J., *Sulik, M. J., & Shaffer, A. (2019, March). Learning to Let Go: Over-engaged Parenting Predicts Poorer Child Self-regulation. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Sulik, M. J., & Obradović, J. (2019, March). Assessment of Motivation, Effort, and Self-regulation (AMES): A novel tablet computer assessment battery. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Armstrong-Carter, E., *Finch, J., Rasheed, M., Yousafzai, A., Obradović, J., (2019, March). Biological Sensitivity to Context in Pakistani Preschoolers: Interactive Effects of Hair Cortisol and Family Wealth. Paper presented at the at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Sulik, M. J., *Finch, J. E., & Obradović, J. (2019, March). Challenge preference and executive functions: Predictors of academic achievement in elementary school. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Finch, J. E., Obradović, J., & Garcia, E. (2019, March). The importance of the teacher-child relationship for teachers' perceptions of students' executive functions. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Jeong, J., Obradović, J., Rasheed, M., McCoy, D., Fink, G., & Yousafzai, A. (2019, March). Maternal and Paternal Stimulation: Mediators of Parenting Intervention Effects on Preschoolers' Development in Pakistan. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Townley Flores, C., *Sulik, M. J., & Obradović, J. (2019, February). District-Wide Pre-K Reduces Racial/Ethnic Disparities In Literacy, Socioemotional, And Cognitive Skills. Paper presented at the Sociology of Education Conference, Asilomar, CA.

*Bardack, S., Baharav, H., Leos-Urbel, J., & Obradović, J. (2018, April). Importance of socio-emotional learning for academic achievement of homeless and highly mobile students. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

*Garcia, E., *Sulik, M., & Obradović, J. (2018, April). Teachers' perceptions of students' executive functions: Disparities by gender, ethnicity and ELL status. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

*Finch, J. E., *Garcia, E. B., *Sulik, M., & Obradović, J. (April, 2018). Classroom composition of executive functions in elementary school. Paper presented at the American Educational Research Association annual meeting, New York, NY.

Obradović, J., & *Sulik, M. (November, 2017) A Scalable Group-Based Procedure for Assessing Student's Executive Functioning in Classrooms. Paper presented at the at the fall Association for Public Policy Analysis & Management Research Conference, Chicago, Illinois.

Obradović, J., *Sulik, M., *Finch, J.E., & *Tirado-Strayer, N. (April, 2017). Assessing executive functions in the classroom context using tablet-based tasks. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

Obradović, J., Yousafzai, A. K., *Finch, J.E., Rasheed, M. (April, 2017). Maternal scaffolding and home stimulation: key mediators of early intervention effects on children's cognitive development. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

*Bardack, S., & Obradović, J. (April, 2017). Developing the Teacher Executive Functioning Modeling and Scaffolding (TEMS) Protocol: A New Approach for Classroom Observation. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

*Finch, J. E., & Obradović, J. (April, 2017). Classroom quality and academic achievement in middle childhood: Mediation by executive functioning skills. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

Tarullo, A. R., Obradović, J., Rasheed, M. A., Nelson, C. A., & Yousafzai, A. K. (April, 2017). Gamma power in rural Pakistani children: Links to executive function and verbal ability. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

*Portilla, X. A., Obradović, J., *Tirado-Strayer, N., Rasheed, M. A., Siyal, S., & Yousafzai, A. K. (April, 2017). Maternal scaffolding in a disadvantaged context: The role of maternal cognitive capacities. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

Shaffer, A., & Obradović, J. (April, 2017). Unique contributions of emotion regulation and executive functions in predicting parenting behavior. Paper presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

Obradović, J., *Sulik, M., *Finch, J.E., & *Tirado-Strayer, N. (March, 2017). Group assessment of executive functions in the classroom context: Implications for academic achievement. Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC.

*Finch, J.E., & Obradović, J. (March, 2017). Executive functioning skills mediate associations between classroom quality and academic achievement in elementary school. Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC.

*Bardack, S., & Obradović, J. (March, 2017). The teacher executive functioning modeling and scaffolding (TEMS) protocol: Implications for understanding academic achievement. Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC.

Rasheed, M., Memon, U., Siyal, Obradović, J., & Yousafzai, A.K. (2016, July). Adaptation of the Wechsler Preschool and Primary Scale of Intelligence-III and lessons learned for evaluating

intelligence in preschool aged children in a low income setting. In Kadriye Ercikan (Chair), Psychometric Evaluations of Wechsler Scales: Cross-Cultural Contexts. Symposium conducted at the International Test Commission Conference, Vancouver, Canada.

Finch, J. E., Obradović, J. & Yousafzai, A. (March, 2016). Home environment quality mediates the effects of an early intervention on children's social-emotional development in rural Pakistan. Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC.

Obradović, J., *Portilla, X. A., Yousafzai, A. (2015, March). Hair cortisol in highly disadvantaged children in rural Pakistan: Relations with socioeconomic status and children's adaptation. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

Obradović, J. *Portilla, X. A., Rasheed, R., Memon, U., *Tirado-Strayer, N., Yousafzai, A. (2015, March). Effects of family context on executive functioning in disadvantaged children living in rural Pakistan. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

*Finch, J. E., & Obradović, J. Importance of executive function skills for regulating physiological arousal: Piecewise latent growth curve modeling. (2015, March). Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

Rasheed, M. Yousafzai, A., Obradović, J., *Portilla, X. A., *Tirado-Strayer, N., Memon, U., Hasan, Z. (2015, March). Effects of early childhood interventions on child and caregiver outcomes at 4 years: a cluster randomized trial in Pakistan. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

Rasheed, M. S., Memon, U., Obradović, J., & Yousafzai, A. (2015, March). Early cognitive development in a disadvantaged population and intervention effects: Findings from a rural site in Pakistan. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

Obradović, J., & Yousafzai, A. (2014, November). Family risk and protective factors for early cognitive development in disadvantaged children living in rural Pakistan. Paper presented at the Society for Research in Child Development's special topic meeting on New Conceptualizations in the Study of Parenting-At-Risk, San Diego, CA.

Obradović, J. (2014, May). Cortisol moderates the effect of socioeconomic context on executive functioning and health. Paper presented at the annual meeting of Association for Psychological Science, San Francisco, CA.

Obradović, J. & Burt, K. B. (2013, April). Latent growth curve modeling of physiological arousal in early childhood: Anticipation, reactivity and recovery. Paper presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.

Obradović, J., *Portilla, X. A., *Tirado-Strayer, N., Rasheed, M., Siyal, S., & Yousafzai, A. (2013, April). The effects of early childhood intervention on brain development and school readiness in at-risk children living in rural Pakistan. Case study presented at the SRCF Preconference Workshop: Interventions for Children and Youth in Low- and Middle-Income Countries: New Opportunities and Challenges for Developmental Science, Seattle, WA.

Burt, K. B. & Obradović, J. (2013, April). The construct of psychophysiological reactivity: Statistical and methodological issues. Paper presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.

*Portilla, X. A., Obradović, J., *Ballard, J. & Boyce, W. T. (2013, April). Self-regulation in kindergarten: Predicting teacher-child relationship quality and child academic functioning. Paper presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.

Bush, N., Guendelman, M., Obradović, J., Adler, N., Boyce, W.T. (2013, April). 5HTTLPR allelic variants moderate the effects of family adversity on children's basal sympathetic nervous system arousal. Paper presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.

Obradović, J., & Boyce, W. T. (2012, October). Biological sensitivity to experiences of early social hierarchies: Risk and protective processes. Paper presented at the annual meeting of American Academy of Child and Adolescent Psychiatry, San Francisco, CA.

*Jahromi, P., Obradović, J., *Portilla, X., & W. T. Boyce (2012, February). Promoting positive social development in early childhood: What role do peer relationships play? Paper presented at the SRCD Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Obradović, J., & Boyce, W. T. (2011, April). Physiological reactivity moderates the effects of social hierarchy position on adaptation of kindergarten children. Paper presented at the biannual meeting of the Society for Research in Child Development, Montreal, Canada.

Bush, N., Obradović, J., Adler, N., Boyce, W.T. (2011, April). Family SES, kindergartners' objectively coded social dominance status, and developmental changes in children's stress reactivity. Paper presented at the biannual meeting of the Society for Research in Child Development, Montreal, Canada.

Bush, N., Obradović, J., Adler, N., Boyce, W.T. (2011, March). Developmental changes in children's stress reactivity—A possible mechanism for SES effects on children's mental health. Paper presented at the biannual meeting of the Society for Research in Child Development, Montreal, Canada.

Obradović, J., Bush, N. R., Stamperdahl, J., Adler, N. A., & Boyce, W. T. (2009, April). Biological sensitivity to context: The interactive effects of stress reactivity and family adversity on socioemotional behavior and school readiness. Paper presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Obradović, J., Bush, N. R., & Boyce, W. T. (2009, April). The effect of marital conflict and stress reactivity on externalizing varies across different laboratory stressors. Paper presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Cutuli, J. J., Obradović, J., Herbers, J. E., & Masten, A. S. (2009, April). Risk and protective factors for academic success in homeless/highly mobile children. Paper presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Bush, N. R., Alkon, A., Stamperdahl, J., Obradović, J., & Boyce, W. T. (2009, April). Deconstructing psychobiological reactivity in children: The contributions of psychomotor activity and stress

response. Paper presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Obradović, J., & Masten, A. S. (2008, May). Fostering resilience in homeless children: The role of effortful control. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Cutuli, J. J., Herbers, J. E., Heistad, D. J., Obradović, J., Hinz, E., Long, J. D., & Masten, A. S. (2008, March). Academic achievement and growth among homeless/highly mobile students in a large urban school district. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Obradović, J., Motti-Stefanidi, F., Pavlopoulos, V., & Masten, A. S. (2008, March). Adaptation, acculturation, and perceived discrimination of immigrant Albanian adolescents living in Greece. Paper presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

Yates, T. M., Obradović, J., & Egeland, B. (2007, August). Stressful life events, social competence, and academic achievement in elementary school. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Motti-Stefanidi, F., Pavlopoulos, V., Obradović, J., & Masten, A. S. (2007, July). Acculturation and adaptation of immigrant adolescents of the diaspora in Greece. Paper presented at the Conference of International Association of Intercultural Relations, Groningen.

Pavlopoulos, V., Motti-Stefanidi, F., Obradović, J., & Masten, A. (2006, July). Perceived discrimination and school resilience: A study of Albanian and Pontic adolescents in Greece. Paper presented at 18th International Congress of the International Association for Cross-Cultural Psychology, Isle of Spetses, Greece.

Shaffer, A., & Obradović, J. (2007, April). Prospective analyses of health and internalizing problems among children maltreated in middle childhood and early adolescence. Paper presented at the biannual meeting of the Society for Research in Child Development, Boston, MA.

Obradović, J., & Masten, A. S. (2007, March). Linking academic achievement, social competence and internalizing symptoms over 20 years: Testing developmental cascade models. Paper presented at the biannual meeting of the Society for Research in Child Development, Boston, MA.

Shiner, R. L., Obradović, J., & Masten, A. S. (2006, July). Does personality promote resilience across developmental transitions? Paper presented at the biennial meeting of the European Conference on Personality, Athens, Greece.

Pavlopoulos, V., Motti-Stefanidi, F., Obradović, J., & Masten, A. S. (2006, July). Risk, resources and academic resilience in Albanian immigrant and native Greek adolescents. Paper presented at the biennial meeting of the European Conference on Personality, Athens, Greece.

Motti-Stefanidi, F., Pavlopoulos, V., Dalla, M., Obradović, J., & Masten, A. (2006, July). Risk, resources and academic resilience in Albanian immigrant and native Greek adolescents. Paper presented at 18th International Congress of the International Association for Cross-Cultural Psychology, Isle of Spetses, Greece.

Motti-Stefanidi, F., Pavlopoulos, V., Obradović, J., & Masten A. S. (2006, May). Perceived discrimination and school resilience: A study of Albanian immigrant adolescents in Greece. Paper presented at the biannual meeting of the European Association for Research on Adolescence, Antalya, Turkey.

Obradović, J., Masten, A. S., & Shaffer, A. (2005, April). Sorting out the significance of risks, adversity, and resources in childhood for success in adulthood. Paper presented at the biannual meeting of the Society for Research in Child Development, Atlanta, GA.

Obradović, J., Burt, K. B., Loeber, R., Stouthamer-Loeber M., & Pardini, D. (2005, April). Predicting trajectories of internalizing problems in males: A growth curve analysis. Paper presented at the biannual meeting of the Society for Research in Child Development, Atlanta, GA.

Burt, K. B., Obradović, J., & Egeland, B. (2005, April). Trajectories of internalizing problems across late adolescence and emerging adulthood in a high risk sample. Paper presented at the biannual meeting of the Society for Research in Child Development, Atlanta, GA.

Masten, A. S., Roisman, G. I., Obradović, J., & Long, J. D. (2004, March). Late onset resilience: Transformational opportunities in the transition to adulthood. Paper presented at the biannual meeting of the Society for Research on Adolescence, Baltimore, MD.

CONFERENCE POSTER PRESENTATIONS (SELECTED)

*Esparza, A., *Steyer, L., *Sulik, M. J., & Obradović, J. (2021, April). Poster presented at the biennial meeting of the Society for Research in Child Development. Virtual conference.

*Armstrong-Carter, E., Roubinov, D., Boyce, T., Obradović, J., Children's Co-Occurring Sympathetic and Parasympathetic Responses to Social Challenge: Associations with Adaptive School Functioning. (2020, April). Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

*Saavedara, A., *Finch, J. E., & Obradović, J. (2019, March). Motivation and Self-Regulated Classroom Behaviors in Middle Childhood: Moderation by Parental Education. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Finch, J. E., *Garcia, E. B., *Sulik, M., & *Obradović, J. (April, 2018). Classroom composition of executive functions in elementary school. Paper to be presented at the American Educational Research Association annual meeting, New York, NY.

*Sulik, M., *Finch, J.E., & Obradović, J. (March, 2017). Teacher rankings of executive function: A highquality, low-cost alternative to rating scales? Poster to be presented at the Society for Research on Educational Effectiveness conference, Washington, DC.

*Ballard, P., & Obradović, J. (2015, March). The dynamic experience of ostracism: Physiological trajectories and individual differences. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

*Bardack, S., & Obradović, J. (2015, March). Parent emotion socialization, gender and socioemotional competence as determinants of teacher-child closeness. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

- *Bardack, S., & Obradović, J. (2015, March). The Teacher Executive Functioning Modeling and Scaffolding (TEMS): Preliminary validity on observing teacher emotional regulation. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.
- *Finch, J. E., & Obradović, J. (2015, March). Separating socioeconomic and emotional adversity: Links between early life stress and children's executive functioning skills. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.
- *Haft, S., *Finch, J. E., & Obradović, J. (2015, March). Executive function and beyond: Challenge preference as a motivator for children's success in school. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.
- *Haft, S., *Finch, J. E., & Obradović, J. (2015, March). Linking executive function and fine motor skills in middle childhood: Implications for academic achievement. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.
- *Bardack, S., & Obradović, J. (2014, September). Developing the Teacher Executive Functioning and Scaffolding (TEMS) classroom observation protocol. Poster presented at the Society for Research on Child Development Developmental Methodology Conference, San Diego, CA.
- *Bardack, S., & Obradović, J. (2014, May). Parent emotion socialization and socio-emotional competence as determinants of early school adjustment. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- *Ballard, P., & Obradović, J. (2014, March). Parasympathetic arousal to social challenges and parent rated social behavior: Gender differences among young children. Poster presented at the annual meeting of the American Psychosomatic Society, San Francisco, CA.
- *Tirado-Strayer, N. & Obradović, J. (2013, April). The role of multiple measures of adversity in predicting depression in college-aged immigrant youth. Poster presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.
- *Portilla, X., & Obradović, J. (2013, April). The protective role of bilingualism for executive functioning in emotionally dysregulated children. Poster presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.
- *Portilla, X., Obradović, J., *Jahromi, P., & W. T. Boyce (2012, February). The interactive effects of teacher-child relationships and family adversity on kindergarten school engagement. Poster presented at the SRCD Themed Meeting: Positive Development of Minority Children, Tampa, FL.
- Zaidman-Zait, A., Belingard, L., Lam, S., Obradović, J., & Boyce, W. T. (2011). Parent-child relationships and children's externalizing and internalizing symptoms: The role of RSA reactivity. Poster presented at the National Academy of Science Sackler Colloquia, Biological Embedding of Early Social Adversity: From Fruit Flies to Kindergarteners, Irvine, California.
- *Jahromi, P., Obradović, J., & W. T. Boyce (2011, April). Measuring prosocial behavior among ethnically diverse kindergartners: Data from multiple informants. Poster presented at the biannual meeting of the Society for Research in Child Development, Montreal, Canada.

Obradović, J. (2009, April). Resilient and maladaptive adaptation of immigrant youth living in Greece. Poster presented at the Jacobs Foundation Conference on “*Capitalizing on Migration: The Potential of Immigrant Youth*,” Marbach Castle, Germany.

Lafavor, T. L., Langworthy, S. E., Obradović, J., & Masten, A. S. (2009, April). Predicting ADHD problems at school among children residing in homeless shelters: The role of executive function. Poster presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Lee, W. S.C., Reed, D., Obradović, J., & Masten, A. S. (2009, April). The predictive validity of delay tasks in young homeless children. Poster to be presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Sapienza, J. K., Monn, A., Obradović, J., & Masten, A. S. (2009, April). Verbal ability as a protective factor for executive function in homeless children. Poster to be presented at the biannual meeting of the Society for Research in Child Development, Denver, CO.

Shiner, R. L., Obradović, J., Cutuli, J. J., & Masten, A. S. (2007, March). Resilience from childhood through adulthood: What is the role of personality? Poster presented at the biannual meeting of the Society for Research in Child Development, Boston, MA.

ADDITIONAL RESEARCH COLLABORATIONS

Gene Expression Collaborative for Kids Only – GECKO

PI: Dr. Thomas Boyce

Peer and Wellness Study, University of California, San Francisco

PIs: Dr. Thomas Boyce, Dr. Nicole Bush, Dr. Nancy Adler

MENTORING

Ph.D. Students, Stanford University

Dr. Ximena Portilla (MDRC Research Associate)

Dr. Angharad Ames (M.D., Psychiatrist)

Dr. Parissa Ballard (Assistant Professor, Wake Forest School of Medicine)

Dr. Nicole Tirado-Strayer (West Ed Research Associate)

Dr. Sarah Bardack (Imagine Research Analyst)

Dr. Elisa Garcia (Senior Education Researcher, SRI)

Dr. Jenna Finch (Assistant Professor at UNL)

Emma Armstrong-Carter

Carrie Townley-Flores

Lily Steyer

Catie Connolly

Undergraduate Summer Research Programs, Stanford University

(HB-REX Program, CEPA VPUE, VPSA Haas Fellowship)

Leah Balter

Alison Buchsbaum
Justina Chow
Emily Delleman
Riley Jackson
Jennifer Hamilton
Jiamin Huang
Grace Huh
Nicole Johnson
Victoria Kalumbi
Elie Kupperman
Isabelle Lee
Enoch Li
Esther Li
Francesca Lupia
Claire Mai
Laura McMartin
Cynthia Samano
Tatum Sohlberg
Alexa Thomson
Isabel Wang
Lisa Wang
Janelle Wolak
Michelle Zheng
Shelby Whinery
Kayla Thomas
Madison Ambroise
Jasmin Zazaboi
Ella Gray
Daniel Chambers
Michaela Guo

Undergraduate Research Assistants, Stanford University

Casey Pablo Butcher
Alaina Buttler
Marly Carlisle
Justina Chow
Inbal Deatsch
Phil Delrosario
Cory Dodson
Annie Graham
Stephanie Haft
Jennifer Hamilton
Ariana Hoyt
Grace Huh
Victoria Kalumbi
Minha Khan

Pats Limcaoco
Francesca Lupia
Laura McMartin
Cali Nguyen
Jennipher Pham
Cyrus Ready-Campbell
Tatum Sohlberg
Lizzy Stier
Lily Steyer
Janelle Wolak

Undergraduate Research Exchange Programs

Sehr Amer
Jenna Finch
Charlotte Hall
Jolie Leung
Gabrielle Rinne
Sophie Srivastava
Natalia Sofia Tamayo
Sharon Wang

High School Research Volunteers

Ankita Acharya
Madhu Ayyer
Saayili Budhiraja
Bella Chang
Sophia Huang
Rachel Kim
Joyce Lin
Hailey Qu
Jacqueline Woo
Fei Yang

Post-graduate Research Assistants

Jessica Chamberlain
Aldo Esparza
Annabel Wang
Nicole Fajardo
Suen Tung "Shawna" Ho

Undergraduate Academic Advisees

Ben Arevalo
Alison Buchsbaum
Andrea Fuentes
Jennifer Hamilton
Osha Kondori
Janelle Wolak

Honors Thesis Advisees

Grace Huh (Human Biology)

Marly Carlisle (GSE)

Lauren Seabrooks (GSE)

TEACHING

Graduate Courses

Parenting and Family Relations in Childhood, Stanford University

Child Development in Contexts of Risk and Adversity, Stanford University

Poverty, Inequality, and Education, Stanford University

Developmental Psychopathology and Resilience, Stanford University

Stress Reactivity and Biological Sensitivity to Context, Stanford University

Psychological and Educational Resilience among Children and Youth, Stanford University Cognitive

Development in Childhood and Adolescence, Stanford University

Undergraduate Courses

Childhood and Adolescence, University of British Columbia

Biological Foundation of Development, University of Minnesota

Exploring Adolescence through Film, University of Minnesota

Social and Personality Development, University of Minnesota

Introduction to Child Development, University of Minnesota

ADVISORY & REVIEW ACTIVITIES

Advisory Memberships

Schools 2030 ECD Technical Advisory Group

Stanford SoE Catalyst for Collaborative Solution Advisory Board

John W. Gardner Center Advisory Board

Stanford GSE Center for Education Policy Analysis, Steering Committee Member

Editorial Board Member AERA

Open

Ad-Hoc Journal Reviewer

Applied Developmental Science; Child Development; Child Development Perspectives; Cognition and Instruction; Development and Psychopathology; Developmental Psychology; Developmental Science; Journal of Abnormal Child Psychology; Journal of Early Adolescence; Journal of Experimental Child Psychology; Journal of Adolescence; Journal of Clinical Child and Adolescent Psychology; Psychoneuroendocrinology; Psychopharmacology; Science

Book Reviewer

Cambridge University Press

Bi-Annual Meeting Reviewer

Society for Research in Child Development; Society for Research on Educational Effectiveness

Grant Reviewer

National Science Foundation

UNIVERSITY SERVICE (SELECTED)

Stanford University

Stanford's Affordability Task Force, Faculty group member 2018-20

Stanford's Long-Range Planning, Research Steering Group Member, 2017-18

Catalyst for Collaborative Solutions, Review Committee Member, 2017-19

Stanford's Catalyst for Collaborative Solutions Advisory Board member 2019-2020

John W. Gardner Center Faculty Advisor Committee member, 2017-19

John W. Gardner Center Working group, 2016-17

Graduate School of Education, Stanford University

Early Childhood Search Committee Chair 2021

Early Childhood Task Force Co-Chair, 2019-20

Education Data Science Advisory Committee member, 2020-21

Education Data Science Task Force member, 2018-2019

Center for Education Policy Analysis Steering Committee member 2017-21

PhD Satisfaction Committee member, 2016-17

Committee on Educational Policy member, 2011-12, 2016-19

Future Hires Committee member, 2015-16

Dean's Faculty Advisory Committee member, 2013-14

Neuroscience Faculty Position Search Committee member, 2010-11, 2012-13, 2013-14

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development

Society for Prevention Research

American Education Research Association

Society for Research on Adolescence

New York Academy of Sciences

STANFORD AFFILIATIONS

Stanford Bio-X Interdisciplinary Network

Stanford Neuroscience Institute

Center for Population Health Sciences, Stanford School of Medicine

PROFESSIONAL TRAINING

- Center for Advanced Study of Teaching and Learning, University of Virginia. Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills. June 2013. Invited workshop participant.
- Biomarker Institute. Cell to Society (C2S): The Center on Social Disparities and Health at the Institute for Policy Research, Northwestern University, Summer 2009. Workshop participant.
- Multiple Imputation Workshop. Institute of Child Development, University of Minnesota, Summer 2006. Workshop participant.
- Programming with SPSS Syntax and Macros Workshop. Institute of Child Development, University of Minnesota, Fall 2005. Workshop participant.
- Structural Equation Modeling: Advanced Topics Workshop. University of Minnesota, Summer 2005. Workshop participant.
- Structural Equation Modeling: Foundations and Extended Applications Workshop. University of Kansas, Summer 2004. Workshop participant.
- Infant Attachment Organization & Disorganization Coding Training: A, B, C, & D Classification Profiles. University of Minnesota, Summer 2003. Workshop participant.