

# Jelena ObradoviÄ

## List of Publications by Year in descending order

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Version: 2024-02-01

85  
papers

6,400  
citations

94433

37  
h-index

69250

77  
g-index

85  
all docs

85  
docs citations

85  
times ranked

5962  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Developmental Cascades: Linking Academic Achievement and Externalizing and Internalizing Symptoms Over 20 Years.. <i>Developmental Psychology</i> , 2005, 41, 733-746.   | 1.6 | 855       |
| 2  | Competence and Resilience in Development. <i>Annals of the New York Academy of Sciences</i> , 2006, 1094, 13-27.   | 3.8 | 513       |
| 3  | Biological Sensitivity to Context: The Interactive Effects of Stress Reactivity and Family Adversity on Socioemotional Behavior and School Readiness. <i>Child Development</i> , 2010, 81, 270-289.  | 3.0 | 480       |
| 4  | Disaster Preparation and Recovery: Lessons from Research on Resilience in Human Development. <i>Ecology and Society</i> , 2008, 13, .  | 2.3 | 359       |
| 5  | Resources and resilience in the transition to adulthood: Continuity and change. <i>Development and Psychopathology</i> , 2004, 16, 1071-94.  | 2.3 | 343       |
| 6  | The Interplay of Social Competence and Psychopathology Over 20 Years: Testing Transactional and Cascade Models. <i>Child Development</i> , 2008, 79, 359-374.  | 3.0 | 298       |
| 7  | The interactive effect of marital conflict and stress reactivity on externalizing and internalizing symptoms: The role of laboratory stressors. <i>Development and Psychopathology</i> , 2011, 23, 101-114.  | 2.3 | 178       |
| 8  | Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence on risk, growth, and resilience. <i>Development and Psychopathology</i> , 2009, 21, 493-518.  | 2.3 | 172       |
| 9  | Effortful control and adaptive functioning of homeless children: Variable-focused and person-focused analyses. <i>Journal of Applied Developmental Psychology</i> , 2010, 31, 109-117.   | 1.7 | 156       |
| 10 | Measuring Interpersonal Callousness in Boys From Childhood to Adolescence: An Examination of Longitudinal Invariance and Temporal Stability. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2007, 36, 276-292.   | 3.4 | 149       |
| 11 | Interpersonal Callousness, Hyperactivity/Impulsivity, Inattention, and Conduct Problems as Precursors to Delinquency Persistence in Boys: A Comparison of Three Grade-Based Cohorts. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2006, 35, 46-59.                                 | 3.4 | 136       |
| 12 | 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. <i>The Lancet Global Health</i> , 2016, 4, e548-e558. | 6.3 | 136       |
| 13 | The construct of psychophysiological reactivity: Statistical and psychometric issues. <i>Developmental Review</i> , 2013, 33, 29-57.   | 4.7 | 135       |
| 14 | An Integrative View of School Functioning: Transactions Between Self-Regulation, School Engagement, and Teacher-Child Relationship Quality. <i>Child Development</i> , 2014, 85, 1915-1931.  | 3.0 | 129       |
| 15 | Testing a Dual Cascade Model Linking Competence and Symptoms Over 20 Years from Childhood to Adulthood. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2009, 39, 90-102.   | 3.4 | 125       |
| 16 | How can the study of physiological reactivity contribute to our understanding of adversity and resilience processes in development?. <i>Development and Psychopathology</i> , 2012, 24, 371-387.   | 2.3 | 123       |
| 17 | Individual Differences in Behavioral, Physiological, and Genetic Sensitivities to Contexts: Implications for Development and Adaptation. <i>Developmental Neuroscience</i> , 2009, 31, 300-308.  | 2.0 | 109       |
| 18 | Developmental Antecedents of Young Adult Civic Engagement. <i>Applied Developmental Science</i> , 2007, 11, 2-19.  | 1.7 | 91        |

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|----|--|-----|-----------|
| 19 | Maternal scaffolding and home stimulation: Key mediators of early intervention effects on childrenâ€™s cognitive development.. <i>Developmental Psychology</i> , 2016, 52, 1409-1421.                                      | 1.6 | 90        |
| 20 | Autonomic and Adrenocortical Reactivity and Buccal Cell Telomere Length in Kindergarten Children. <i>Psychosomatic Medicine</i> , 2011, 73, 533-540.   | 2.0 | 76        |
| 21 | Intergenerational continuity in parenting quality: The mediating role of social competence.. <i>Developmental Psychology</i> , 2009, 45, 1227-1240.  | 1.6 | 69        |
| 22 | Acculturation and adaptation of immigrant adolescents in Greek urban schools. <i>International Journal of Psychology</i> , 2008, 43, 45-58.  | 2.8 | 68        |
| 23 | Unique contributions of emotion regulation and executive functions in predicting the quality of parentâ€™child interaction behaviors.. <i>Journal of Family Psychology</i> , 2017, 31, 150-159.                            | 1.3 | 66        |
| 24 | Integration of DNA methylation patterns and genetic variation in human pediatric tissues help inform EWAS design and interpretation. <i>Epigenetics and Chromatin</i> , 2019, 12, 1.                                       | 3.9 | 66        |
| 25 | Direct and Indirect Effects of Parenting on the Academic Functioning of Young Homeless Children. <i>Early Education and Development</i> , 2011, 22, 77-104.  | 2.6 | 65        |
| 26 | Kindergarten stressors and cumulative adrenocortical activation: The â€œfirst strawsâ€•of allostatic load?. <i>Development and Psychopathology</i> , 2011, 23, 1089-1106.  | 2.3 | 60        |
| 27 | The symphonic structure of childhood stress reactivity: Patterns of sympathetic, parasympathetic, and adrenocortical responses to psychological challenge. <i>Development and Psychopathology</i> , 2014, 26, 963-982.     | 2.3 | 60        |
| 28 | Risk and Adversity in Developmental Psychopathology. , 2012, , 35-57.  |     | 56        |
| 29 | Academic Risk and Resilience in the Context of Homelessness. <i>Child Development Perspectives</i> , 2014, 8, 201-206.   | 3.9 | 56        |
| 30 | Physiological Responsivity and Executive Functioning: Implications for Adaptation and Resilience in Early Childhood. <i>Child Development Perspectives</i> , 2016, 10, 65-70.  | 3.9 | 56        |
| 31 | Transactional relations across contextual strain, parenting quality, and early childhood regulation and adaptation in a high-risk sample. <i>Development and Psychopathology</i> , 2010, 22, 539-555.                      | 2.3 | 55        |
| 32 | Developmental Antecedents of Young Adult Civic Engagement. <i>Applied Developmental Science</i> , 2007, 11, 2-19.  | 1.7 | 55        |
| 33 | Developmental assessment of competence from early childhood to middle adolescence. <i>Journal of Adolescence</i> , 2006, 29, 857-889.  | 2.4 | 53        |
| 34 | Biological Sensitivity to Family Income: Differential Effects on Early Executive Functioning. <i>Child Development</i> , 2016, 87, 374-384.  | 3.0 | 49        |
| 35 | Immigration as a risk factor for adolescent adaptation in Greek urban schools. <i>European Journal of Developmental Psychology</i> , 2008, 5, 235-261.   | 1.8 | 48        |
| 36 | Differentiating challenge reactivity from psychomotor activity in studies of childrenâ€™s psychophysiology: Considerations for theory and measurement. <i>Journal of Experimental Child Psychology</i> , 2011, 110, 62-79. | 1.4 | 48        |

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|----|--|-----|-----------|
| 37 | Parenting Assessed by Observation versus Parent-report: Moderation by Parent Distress and Family Socioeconomic Status. <i>Journal of Child and Family Studies</i> , 2017, 26, 3339-3350.                           | 1.3 | 47        |
| 38 | Assessing students' executive functions in the classroom: Validating a scalable group-based procedure. <i>Journal of Applied Developmental Psychology</i> , 2018, 55, 4-13.  | 1.7 | 46        |
| 39 | Gamma power in rural Pakistani children: Links to executive function and verbal ability. <i>Developmental Cognitive Neuroscience</i> , 2017, 26, 1-8.  | 4.0 | 43        |
| 40 | Maternal and paternal stimulation: Mediators of parenting intervention effects on preschoolers' development. <i>Journal of Applied Developmental Psychology</i> , 2019, 60, 105-118.                               | 1.7 | 40        |
| 41 | Social stratification, classroom climate, and the behavioral adaptation of kindergarten children. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2012, 109, 17168-17173. | 7.1 | 38        |
| 42 | Teachers'™ perceptions of students'™ executive functions: Disparities by gender, ethnicity, and ELL status.. <i>Journal of Educational Psychology</i> , 2019, 111, 918-931.  | 2.9 | 36        |
| 43 | Psychopathology and social competence during the transition to adolescence: The role of family adversity and pubertal development. <i>Development and Psychopathology</i> , 2010, 22, 621-634.                     | 2.3 | 34        |
| 44 | Virtual reality's effect on children's inhibitory control, social compliance, and sharing. <i>Journal of Applied Developmental Psychology</i> , 2019, 64, 101052.  | 1.7 | 34        |
| 45 | Studying Executive Function Skills in Young Children in Low- and Middle- Income Countries: Progress and Directions. <i>Child Development Perspectives</i> , 2019, 13, 227-234.                                     | 3.9 | 33        |
| 46 | DEVELOPMENTAL PSYCHOPHYSIOLOGY OF EMOTION PROCESSES. <i>Monographs of the Society for Research in Child Development</i> , 2012, 77, 120-128.   | 6.8 | 25        |
| 47 | Early executive functioning in a global context: Developmental continuity and family protective factors. <i>Developmental Science</i> , 2019, 22, e12795.  | 2.4 | 25        |
| 48 | Peers Matter: Links Between Classmates'™ and Individual Students'™ Executive Functions in Elementary School. <i>AERA Open</i> , 2019, 5, 233285841982943.  | 2.1 | 24        |
| 49 | Unique contributions of dynamic versus global measures of parent-child interaction quality in predicting school adjustment.. <i>Journal of Family Psychology</i> , 2017, 31, 649-658.                              | 1.3 | 24        |
| 50 | Pathways of Adaptation from Adolescence to Young Adulthood: Antecedents and Correlates. <i>Annals of the New York Academy of Sciences</i> , 2006, 1094, 340-344.   | 3.8 | 23        |
| 51 | Unique effects of socioeconomic and emotional parental challenges on children's executive functions. <i>Journal of Applied Developmental Psychology</i> , 2017, 52, 126-137.                                       | 1.7 | 23        |
| 52 | Observing teachers' displays and scaffolding of executive functioning in the classroom context. <i>Journal of Applied Developmental Psychology</i> , 2019, 62, 205-219.  | 1.7 | 23        |
| 53 | Academic resilience of immigrant youth in Greek schools: Personal and family resources. <i>European Journal of Developmental Psychology</i> , 2016, 13, 377-393.   | 1.8 | 22        |
| 54 | Linking executive function skills and physiological challenge response: Piecewise growth curve modeling. <i>Developmental Science</i> , 2017, 20, e12476.  | 2.4 | 21        |

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|----|--|-----|-----------|
| 55 | JMASM 32: Multiple Imputation of Missing Multilevel, Longitudinal Data: A Case When Practical Considerations Trump Best Practices?. <i>Journal of Modern Applied Statistical Methods</i> , 2013, 12, 261-275.                            | 0.2 | 21        |
| 56 | Visual-Motor Integration, Executive Functions, and Academic Achievement: Concurrent and Longitudinal Relations in Late Elementary School. <i>Early Education and Development</i> , 2018, 29, 956-970.                                    | 2.6 | 20        |
| 57 | Maternal scaffolding in a disadvantaged global context: The influence of working memory and cognitive capacities.. <i>Journal of Family Psychology</i> , 2017, 31, 139-149.  | 1.3 | 18        |
| 58 | Widely used measures of classroom quality are largely unrelated to preschool skill development. <i>Early Childhood Research Quarterly</i> , 2022, 59, 243-253.   | 2.7 | 16        |
| 59 | Maternal care mediates the effects of nutrition and responsive stimulation interventions on young children's growth. <i>Child: Care, Health and Development</i> , 2017, 43, 577-587.   | 1.7 | 14        |
| 60 | Measuring and understanding social-emotional behaviors in preschoolers from rural Pakistan. <i>PLoS ONE</i> , 2018, 13, e0207807.  | 2.5 | 14        |
| 61 | Learning to let go: Parental over-engagement predicts poorer self-regulation in kindergartners.. <i>Journal of Family Psychology</i> , 2021, 35, 1160-1170.  | 1.3 | 14        |
| 62 | Addressing educational inequalities and promoting learning through studies of stress physiology in elementary school students. <i>Development and Psychopathology</i> , 2020, 32, 1899-1913.   | 2.3 | 14        |
| 63 | Teachers'™ rankings of children's™ executive functions: Validating a methodology for school-based data collection. <i>Journal of Experimental Child Psychology</i> , 2018, 173, 136-154.   | 1.4 | 11        |
| 64 | The Importance of Family and Friend Relationships for the Mental Health of Asian Immigrant Young Adults and Their Nonimmigrant Peers. <i>Research in Human Development</i> , 2013, 10, 163-183.  | 1.3 | 10        |
| 65 | Family assistance attitudes and family cultural conflict: A comparative study of second-generation Asian American and native-born European American emerging adults.. <i>Asian American Journal of Psychology</i> , 2012, 3, 133-144.    | 1.2 | 9         |
| 66 | Adaptation of the Wechsler Preschool and Primary Scale of Intelligence-III and lessons learned for evaluating intelligence in low-income settings. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 197-207. | 1.6 | 9         |
| 67 | Biological sensitivity to context in Pakistani preschoolers: Hair cortisol and family wealth are interactively associated with girls'™ cognitive skills. <i>Developmental Psychobiology</i> , 2020, 62, 1046-1061.                       | 1.6 | 9         |
| 68 | Executive function mediates the association between cumulative risk and learning in Ghanaian schoolchildren.. <i>Developmental Psychology</i> , 2022, 58, 1500-1511.   | 1.6 | 8         |
| 69 | Self-Construal, Family Context, and the Cortisol Awakening Response in First- and Second-Generation Asian American College Students. <i>Emerging Adulthood</i> , 2018, 6, 104-117.   | 2.4 | 7         |
| 70 | Parent-child physiological synchrony: Concurrent and lagged effects during dyadic laboratory interaction. <i>Developmental Psychobiology</i> , 2021, 63, e22196.   | 1.6 | 7         |
| 71 | Taking a few deep breaths significantly reduces children's physiological arousal in everyday settings: Results of a preregistered video intervention. <i>Developmental Psychobiology</i> , 2021, 63, e22214.                             | 1.6 | 7         |
| 72 | Emotional Behavior Problems, Parent Emotion Socialization, and Gender as Determinants of Teacher-child Closeness. <i>Early Education and Development</i> , 2017, 28, 507-524.  | 2.6 | 6         |

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|----|--|-----|-----------|
| 73 | Stress Reactivity in Child Development Research. , 2012, , 655-681.  |     | 5         |
| 74 | Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors. Learning and Individual Differences, 2017, 55, 183-192.               | 2.7 | 5         |
| 75 | Executive Functions and Externalizing Symptoms: Common and Unique Associations. Journal of Abnormal Child Psychology, 2017, 45, 1519-1522.   | 3.5 | 5         |
| 76 | Introduction to special issue on global child development studies. Developmental Science, 2019, 22, e12888.  | 2.4 | 5         |
| 77 | Socio-cultural factors influencing preschool enrolment in a rural cohort exposed to early parenting interventions in Pakistan: A qualitative study. Improving Schools, 2021, 24, 210-232.                    | 1.0 | 5         |
| 78 | Self-regulated behavior and parent-child co-regulation are associated with young children's physiological response to receiving critical adult feedback. Social Development, 2021, 30, 730-747.              | 1.3 | 5         |
| 79 | Moving beyond executive functions: Challenge preference as a predictor of academic achievement in elementary school. Journal of Experimental Child Psychology, 2020, 198, 104883.                            | 1.4 | 4         |
| 80 | Directly assessed and adult-reported executive functions: Associations with academic skills in Ghana. Journal of Applied Developmental Psychology, 2022, 81, 101437.   | 1.7 | 3         |
| 81 | Social Representations of AIDS: Pictures in Abnormal Psychology Textbooks, 1984-2005. Journal of Applied Social Psychology, 2010, 40, 13-35.   | 2.0 | 2         |
| 82 | The unique relevance of executive functions and self-regulation behaviors for understanding early childhood experiences and Preschoolers' outcomes in rural Pakistan. Developmental Science, 2022, , e13271. | 2.4 | 2         |
| 83 | Adversity and Stress. , 2017, , 147-159.   |     | 1         |
| 84 | Evaluating Motor Performance with the Bruininks-Oseretsky Test of Motor Proficiency in impoverished Pakistani Children. JPMA the Journal of the Pakistan Medical Association, 2021, 71, 1-13.                | 0.2 | 0         |
| 85 | Early and concurrent home stimulation: Unique and indirect links with fine motor skills among 4-year-old children in rural Pakistan.. Developmental Psychology, 2021, 57, 888-899.                           | 1.6 | 0         |