Abstract. Asian Americans have often been referred to as “model minorities” in the United States, because they have been perceived as having achieved greater success than most other ethnic minority groups and sometimes even White Americans. In particular, Asian Americans have been stereotyped as high- or over-achievers academically. However, this stereotype ignores the fact that there is often a bimodal distribution in Asian American students’ achievement (Kao, 1995). Furthermore, school success is primarily defined by grades or degree attainment and obscures the fact that pressures associated with the model minority stereotype may place Asian American children at significant risk for social, emotional, and behavioral problems at school (Ying, et al., 2001). This chapter will discuss school adjustment in the context of the model minority myth and acculturation as culturally relevant factors for Asian American children. Research has shown that effortful control is an intra-individual or temperamental factor that promotes achievement and protects against school maladjustment, and we review this literature and highlight its relevance for Asian American children’s schooling outcomes. In addition, we discuss the role of parenting in Asian American children’s self-regulation and school adjustment. This chapter will conclude with implications for fostering academic resilience in Asian American children and working with their families in culturally sensitive ways.