



2023-2024

# RESEARCH YEAR IN REVIEW



The purpose of this report is to share the accomplishments of the researchers at the Yale Center for Emotional Intelligence from January 1, 2023 - June 30, 2024.



**YALE CHILD  
STUDY CENTER**

*Where discovery inspires care*

*Yale Center for Emotional Intelligence*



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# ABOUT THE Yale *Center for Emotional Intelligence*






Founded by Dr. Marc Brackett, the Yale Center for Emotional Intelligence (YCEI) is a self-supporting unit in the Child Study Center at the Yale School of Medicine. We use the power of emotions to create a healthier and more equitable, innovative, and compassionate society, today and for future generations.

The YCEI's research is at the forefront of translational emotion science. By conducting basic science studies of emotions and emotional intelligence as well as applied efficacy trials of school-based interventions, we advance SEL science, practice, and policy. Our scientists are continually developing innovative new tools, methodologies, and lines of inquiry that foster the necessary conditions for successful teaching and learning. Learn more at [www.ycei.org/research-overview](http://www.ycei.org/research-overview).

## WEBSITES

-  [www.ycei.org](http://www.ycei.org)
-  [www.rulerapproach.org](http://www.rulerapproach.org)

## FIND US ON SOCIAL MEDIA

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# A NOTE FROM THE DIRECTOR OF IMPLEMENTATION SCIENCE


These past 18 months have been full of exciting transitions, evolution, and growth for the YCEI.

In February of 2023, I moved into the role of Director of Implementation Science as we set to work on redoubling the connections between research and practice in service of a single mission: the sustainability and scaling of SEL through high-quality evidence and exceptional programming supported by strategic operations, communications, and marketing.

The YCEI established an Executive Team (Marc Brackett, Karen Niemi, Nikki Elbertson, and Danica Kelly, and myself) to improve coordination across departments and to support YCEI staff in achieving clearly articulated goals, contributing to both a unified purpose and a continuous cultivation of a positive work environment.

In July of 2023, we congratulated Dr. Chris Cipriano as she stepped down from her role as Director of Research for the YCEI to establish her own lab within the Child Study Center, the Educational Collaboratory at Yale. We said farewell to the team members who transitioned to the new lab with Chris and have welcomed new members as well.

Using this transition time for some reflection, we have made progress in focusing our research agenda to three main areas: (1) rigorous, field-leading emotion science research; (2) evaluations of SEL interventions and implementation; and (3) methodological advancements in SEL assessment. We continue to build bridges such that our research informs our practice, and our practitioners can rely on the research team to get them the measurement tools and evidence they need.



Despite the uncertainty that can come with reorganization, our team has accomplished an incredible amount. We have published **55 scholarly papers and chapters**, given **79 presentations** at conferences nationally and internationally, and produced or contributed to **62 popular pieces** to further spread our science. Our research team obtained **\$6,636,211.00 in new grant funding**, to add to our **ongoing portfolio of \$14,091,545.85** (across 20 active research grants).

I am incredibly proud to work alongside this dedicated team. We are poised to have another impactful year that helps countless educators, students, and their communities.

Sincerely,



**Jessica Hoffmann, Ph.D.**

Research Scientist, Yale Child Study Center

Director of Implementation Science, Yale Center for Emotional Intelligence



# RESEARCH STAFF

At YCEI, we are committed to offering quality mentorship and ongoing support to our research trainees, junior faculty, and staff as they pursue their research goals and future careers.

Between January 2023 and June 2024, nine researchers advanced to the next phase of their careers by joining doctoral or medical programs or securing research positions at other institutions. Additionally, two of our researchers received internal promotions and three researchers transitioned into new roles at the Center. **Senior research faculty also worked with eight student workers, five consultants, two summer interns, one master's student, and one visiting scholar.**

At the close of June 2024, we are now a staff of 15 full-time researchers, including:

## Senior Research Faculty

- 1 Executive Director
- 1 Professor
- 1 Assistant Professor
- 1 Senior Research Scientist
- 1 Senior Advisor

## Mentored Faculty

- 1 Research Scientist
- 1 Associate Research Scientist

## Support Staff

- 1 Associate Director
- 1 Assessment Manager
- 1 Operations Coordinator
- 2 Research Assistants

## Trainees:

- 2 Postdoctoral Associates
- 1 Postgraduate Associate

# RESEARCH STAFF

Our 2023-2024 full-time research staff is listed below:

(\*) denotes researchers who transitioned from their position at the Center between 2023-24

(#) denotes researchers who transitioned to the Education Collaboratory at Yale

(+) denotes new researchers who joined the Center between 2023-24

## **Craig Bailey**

Assistant Professor  
Director of Early Childhood

## **Marc Brackett**

Professor  
Founding Director

## **Christina Cipriano#**

Associate Professor  
Director of Research

## **Maneeza Dawood\***

Postdoctoral Associate

## **Kalee De France\***

Associate Research Scientist

## **Aidan Doyle+**

Research Assistant I

## **James Floman**

Associate Research Scientist

## **Famatta Gibson#**

Project Coordinator

## **Cheyeon Ha#**

Postdoctoral Associate

## **Jessica Hoffmann**

Research Scientist  
Director of Implementation Science

## **Zorana Ivcevic Pringle**

Senior Research Scientist  
Director of Creativity and Emotions Lab

## **Irem Korucu\***

Associate Research Scientist

## **Shengjie Lin**

Postdoctoral Associate

## **Melissa Lucas#**

Postdoctoral Associate

## **Victoria Mack#**

Postgraduate Associate

## **Sean McFarland\***

Postgraduate Associate

## **Julie McGarry**

Associate Director of Data-Driven Practice

# RESEARCH STAFF

**Lauren Hunter Naples\***

Associate Research Scientist

**Karen Niemi+**

Executive Director

**Zi Jia (ZJ) Ng#**

Associate Research Scientist

**Yifei Pei+**

Postgraduate Associate

**Annette Ponnock\***

Associate Research Scientist

**Whitney Sanders**

Research Operations and Project  
Coordinator

**Kaveri Sehgal\***

Postgraduate Associate

**Jennifer (Jenny) Seibyl**

Assessment Manager

**Sophia Selino+**

Research Assistant II

**Zoë Soeters#**

Senior Administrative Assistant

**Robin Stern**

Senior Advisor to the Center

**Linda Torv#**

Associate Director of  
Research Administration

**Zhenlan (Lan) Wang**

Postdoctoral Associate

**Miranda Wood\***

Postgraduate Associate

**Fuzhe (Jacqueline) Xie\***

Postgraduate Associate

**Almut Zieher#**

Associate Research Scientist



# AWARDED FUNDING

Our team secured 7 new awards between January 2023 and June 2024, ranging from \$14,617 to \$3.5 million dollars in new funding!

Total New Funding Awarded:

**\$6,636,211**

Bringing Our Total Active Research Funding To:

**\$14,091,545.85**

Total Active Research Funding is determined by the sum of all active awarded projects, in addition to current balances of discretionary funds.



## NEW FUNDING

*Note: Researcher name bolded if awarded while working at the Center.*

**Bailey. C. S. (Subaward PI)**, & Aylesworth, M. (PI). “Systemic SEL in Pennsylvania’s Early Childhood Education Settings,” Office of Early Childhood within the U.S. Department of Health & Human Services (July 2023 – June 2026), **Total Amount Awarded = \$499,279**

The purpose of this project is to offer professional development to Pennsylvania early childhood educators to support their job satisfaction, emotional well-being, and social and emotional skills as well as tools and strategies to intentionally teach the social and emotional skills that will lead to young children’s resiliency and a reduction in challenging behaviors. The Yale Center for Emotional Intelligence will coordinate with the Pennsylvania Key and Pennsylvania’s Office of Child Development and Early Learning to offer SEL professional development in addition to research and evaluation.



## NEW FUNDING

**Brackett, M. A.** “How We Feel Longitudinal Study,” Tambourine (2023 - ongoing), **Total Amount Awarded = \$1,120,000**

The How We Feel longitudinal study utilizes a large dataset from the How We Feel smartphone app to explore the relationships between emotional experiences and both physical and mental well-being. Initial research phases assessed the impact of the COVID-19 pandemic by examining daily reports of positive and negative affect among users. Led by Professor Marc Brackett and his team at the Yale Child Study Center, in collaboration with app designer Ben Silberman (a graduate of Yale and co-founder of Pinterest) and a dedicated group of scientists and engineers from Pinterest, the study aims to uncover patterns in emotional responses influenced by various daily activities and major life stressors. A key focus of this research is understanding how context shapes emotional experiences, such as the impact of technology use, environment, and social interactions on daily emotions. What do people feel when engaged in different activities? How do their emotions vary by context? As daily affect matters for outcomes from well-being and relationship quality to performance and achievement, this project will provide insights into the patterns and co-occurrences of emotions and contexts, enriching our understanding of how daily emotional experiences are shaped.

**Hoffmann, J. D. (PI),** & Kendziora, K. (Co-PI). “Promoting Student Performance and Well-being: An Efficacy Trial of High School RULER,” Institute of Education Sciences, National Center for Education Research award (September 2023 – August 2028), **Total Amount Awarded = \$3,515,145**

In this five-year project, researchers will test the initial efficacy of High School RULER (HS RULER), a systemic, whole-school approach to social and emotional learning (SEL) for adolescents in grades 9 to 12. The researchers' specific aims are to examine the impact of having access to HS RULER on students' performance and well-being (namely students' emotional



## NEW FUNDING

intelligence skills, academic performance, school engagement, emotional health and sense of belonging), educator outcomes (namely educators' emotional intelligence skills, engagement, and well-being), and school-level shifts in climate. We also plan to explore differential effects of HS RULER based on student gender, race/ethnicity, grade, socio-economic status, and English learner (EL) status. Through this trial, we hope to increase evidence for the benefits of social-emotional learning for U.S. secondary education more broadly. Learn more about the grant at <https://ies.ed.gov/funding/grantsearch/details.asp?ID=5846>.

**Hoffmann, J. D. (PI).** “RULER Deep Dive Project: Experiences of Emotions and Emotion Regulation in Middle and High Schools,” Primed Foundation (August 2023 – July 2028), **Total Amount Awarded = \$467,000**

This five-year project follows one middle and one high school as they adopt RULER, to longitudinally explore implementation and its impact on student and educator outcomes across grades 7–12. The aim is to study the spread of RULER within and across schools and examine how students develop belonging and increase their engagement with other students/teachers/staff. We are interested in the progression of students' transitions from middle to high school, particularly in relation to changes in emotion regulation strategies, belonging, and school climate. For educators, we will track the trajectory of their emotional well-being and “emotions matter” mindset over time as a result of RULER implementation. Finally, we will investigate how emotion regulation strategies and belonging spread among connected educators and students. Assessing the spread of emotion regulation and belonging will provide insights into the process and timeline for RULER to reach all students. Results will help schools in their efforts to enhance the experiences of students and teachers and allow the Center to improve the quality of RULER programming.



## NEW FUNDING

**Hoffmann, J. D., Bailey, C. S., Seibyl, J., & Martinez, O.** “The School Climate Walkthrough: A Student-led Digital Tool to Improve School Experiences for All,” National Science Foundation, VITAL Prize Challenge powered by Digital Promise (August 2023 – October 2023), **Total Amount Awarded = \$20,000**

The VITAL Prize Challenge empowers teams to develop innovative learning technologies for K-12 students. Dr. Jessica Hoffmann and her team of Dr. Craig Bailey, Jennifer Seibyl, and Olivia Martinez were selected for the Semi-Final Round of the VITAL Prize Challenge and awarded seed funding to help build out a new dashboard feature of the School Climate Walkthrough assessment app. The School Climate Walkthrough tool is a digital survey built for and with middle and high school students to take stock of their school community’s safety, relationship quality, diversity, and teaching quality. This Semi-Final Round of the VITAL Prize also included an assigned Educator Mentor to support with prototype design, feasibility testing, and initial development activities. The goal for the School Climate Walkthrough is to build an engaging, useful, accessible assessment of school climate, with a comprehensive, automated report, while maintaining scientific rigor by incorporating theory and validating the tool with existing measures of school climate.

**Ivcevic Pringle, Z. (PI).** “Mirror to the World: The Power of Art to Build Understanding and Creativity” (Phase II Project), Templeton Religion Trust (September 2024 – August 2027), **Total Amount Awarded = \$1,000,170**

This project is founded on the basic proposition of aesthetic cognitivism, which values art for its role in facilitating understanding of ourselves, the human condition, and moral and spiritual concepts. We aim to uncover the most profound aspects of the art experience—thoughts, emotions, understandings, and insights gained by viewers during aesthetic encounters. Using the mirror model of art from psychology, we make predictions about how artists communicate meanings and



## NEW FUNDING

how audiences access them. In our Phase I project, we examined cognitive outcomes of engaging with art at the Whitney Museum in New York, focusing on viewer understandings and the enhancement of creative thinking. Phase II builds on this foundational work by developing a tool to measure the understandings gained from engaging with art, which will be freely available to researchers and museums. We will also test the correspondences between artists' concepts, ideas, thought processes, and emotions and the extent to which these are subsequently experienced by the audience. According to the mirror model, these correspondences hold the key to explaining the deeply personal, transformative, spiritual, and transcendental experiences that people gain through art. Lastly, we will investigate how engagement with art promotes creativity.

**Wang, Z. (PI), & Bailey, C. S.** “Social and Emotional Learning (SEL) Rubric for Chinese Children’s Storybooks,” Shenzhen iRead Foundation’s Children’s Reading Research Grant, Shenzhen, China (November 2023 – October 2025), **Total Amount Awarded = \$14,617**

The goal of this two-year project is to create an accessible and practical social and emotional learning (SEL) Rubric by integrating empirical research on storybooks and Chinese culture. The SEL Rubric will be created through qualitative analysis of 200 children’s storybooks in Chinese (1st year) and the research of 100 teachers’ application of the rubric (2nd year). In the process of rubric development, we will enrich the theoretical basis for children’s social and emotional learning and address the importance of storybooks and culture on children’s psychological development. Upon the completion of this project, we will publish the SEL Rubric along with a list of 25 high-quality Chinese SEL storybooks. These efforts seek to improve children’s reading and learning efficiency by providing Chinese teachers with storybooks related to SEL.

# 2023–2024 HIGHLIGHTS

## AWARDS AND HONORS

- **Zorana Ivcevic Pringle** was elected to the 2023 Class of APA Fellows of Division 10 for the American Psychological Association’s Society for the Psychology of Aesthetics, Creativity, and the Arts.
- In June 2023, six YCEI researchers were honored for their long-term service to Yale University:
  - **James Floman** and **Julie McGarry** were recognized for five years of service.
  - **Zorana Ivcevic Pringle** and **Robin Stern** were recognized for ten years of service.
  - **Famatta Gibson** was recognized for fifteen years of service.
  - **Marc Brackett** was recognized for twenty years of service.
- In June 2024, two YCEI researchers were honored for their long-term service to Yale University:
  - **Craig Bailey** and **Jessica Hoffmann** were recognized for ten years of service.
- **Chris Cipriano** was appointed to serve on the inaugural Research Advisory Council of CASEL commencing January 2023. In this role, Dr. Cipriano contributes to the science informing and advancing CASEL’s research agenda.
- **Jessica Hoffmann, Kalee De France,** and **Julie McGarry’s** article, “[Creativity and Connection: The Impact of InspirED with Secondary School Students](#)” was featured on the cover of the *Journal of Intelligence* in January 2023.
- **Melissa Lucas**, Postdoctoral Associate, is the first recipient of a [Yale Alumni Service Corps](#) travel scholarship for a YCSC trainee. Dr. Lucas assisted the public health team by providing educational support around the promotion of emotional well-being and development of culturally and linguistically minoritized children and families. In March 2023, with a team of 12 volunteers, they traveled to the community of Cantera, an under-served and densely populated neighborhood in San Juan that was heavily damaged by Hurricane Maria in 2017 and an earthquake in 2020.

## AWARDS AND HONORS

- On October 10, 2023, **Marc Brackett** participated in "[Exploring our Emotional Worlds: A Forum for Young People](#)," hosted by The Mix in collaboration with The Royal Foundation and Radio 1. The event, held on World Mental Health Day and attended by The Prince and Princess of Wales, featured a discussion panel where Dr. Brackett shared his expertise on young people's well-being.
- On November 15, 2023, **Marc Brackett** attended and participated in the [Shaping Us National Symposium](#) hosted by the Princess of Wales and The Royal Foundation Centre for Early Childhood in London.
- The Coursera course, "Managing Emotions in Times of Uncertainty & Stress," developed by the Yale Center for Emotional Intelligence, was named one of the [10 best online courses for teachers](#) in January 2024 by Teachers of Tomorrow.
- **Jessica Hoffmann** was one of 44 researchers across 22 countries featured in a 2024 International "[Creativity in Education Research Report](#)" which aims to inspire creativity and foster innovation in educational systems worldwide. Two studies led by Hoffmann are included in the report.
- **Zhenlan Wang**, Postdoctoral Associate, was one of 15 recipients of the 2024 Society for Research in Child Development (SRCD) [Small Grant Award for Early Career Scholars](#) from institutions across the United States, China, Australia, and Ireland.

# CONFERENCE PRESENTATIONS

Our research staff collectively presented at **32 regional, national and international conferences** between January 2023 and June 2024, amounting to **78 presentations**, including paper presentations, symposiums, posters, workshops, and keynote addresses.

## PRESENTED

**Ahmad, E., Sehgal, K., Wood, M., Naples, L. H., & Cipriano, C.** (2023, April 13-16). A systematic review of gender representation in elementary school SEL interventions. In X. Gong (Chair), *Social and emotional learning across various contexts within schools and beyond* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Allen, J., & Sawch, D.** (2023, April 13-16). Bridging the gap between research and practice: How schools make sense of, and act on, educator well-being data. In C. Cipriano (Chair), *What we learned measuring educator well-being during the 2021-2022 school year: SEL assessment science and practice* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

Anderson, R. C., **Ivcevic Pringle, Z.**, Zielinska, A., & O'Neal, P. (2024, April 11-14). Connections between the sources of teachers' creative self-efficacy and their well-being in school. In S. Braun (Chair), *Developing educators' social and emotional competencies to advance educational possibilities* [Symposium]. American Educational Research Association 2024 Annual Meeting, Philadelphia, PA.

**Bailey, C. S.** [Chair] (2023, March 23-25). *New directions in studying adult and children's emotion knowledge* [Symposium]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.

**Bailey, C. S.** [Discussant] (2023, April 13-16). *Effective leadership for early childhood programs* [Paper session]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.



## PRESENTED

**Bailey, C. S.** (2023, April 13-16). Reliability and validity of the Emotionally Intelligent Teaching Checklist across preschool and educator characteristics. In H. Runke (Chair) & R. Gosavi (Discussant), *Measurement and early childhood education: Challenges and opportunities* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Bailey, C. S.**, Meyer, J., Strambler, M. J., **Sanders, W.**, **Xie, F.**, & Burget-Foster, S. (2023, April 13-16). Associations among early childhood educator skills, mindsets, emotional well-being, and SEL practices: The importance of cognitive reappraisal. In C. Cipriano (Chair), *What we learned measuring educator well-being during the 2021-2022 school year: SEL assessment science and practice* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL. Available on Open Science Framework: <https://osf.io/6npsg>.

**Brackett, M. A.** (2023, January 13). *What was my emotion education, really?* [Keynote address]. Midwest Suburban Superintendents Association (MSSA) 83rd Annual Conference, Marco Island, FL.

**Brackett, M. A.** (2023, April 19). *The power of emotions* [Keynote address]. AIM Youth Mental Health Symposium, Monterey, CA.

**Brackett, M. A.** (2023, April 19). *Giving kids permission to feel* [Workshop]. AIM Youth Mental Health Symposium, Monterey, CA.

**Brackett, M. A.** (2023, April 26). *Building emotionally intelligent, resilient kids* [Panel session]. Emerging Themes in Behavioral Health Conference. UCLA Luskin Conference Center, Los Angeles, CA.

**Brackett, M. A.** (2023, April 26). *Permission to feel in the workplace* [Keynote address]. Emerging Themes in Behavioral Health Conference, UCLA Conference Center, Los Angeles, CA.

**Brackett, M. A.** (2023, May 9). *RULER: A whole school approach to social and emotional learning* [Keynote address]. New York State Conference – What is Great in Our State, Albany, NY.

## PRESENTED

**Brackett, M. A.** (2023, July 25-26). *Permission to feel: The power of emotional intelligence to achieve success in school and life* [Keynote address]. SAISD Social, Emotional, and Academic Development (SEAD) Conference, San Antonio, TX.

**Brackett, M. A.** (2023, September 28-October 1). *How to become a 'feelings mentor' at work (and in life)* [Workshop]. 8th Annual Mindful Leader Summit, Washington, D.C.

**Brackett, M. A.** (2023, October 17). *Permission to feel: The power of emotional intelligence to achieve well-being at home, school and in life* [Keynote address]. New York State Suicide Prevention Conference, Albany, NY.

**Brackett, M. A.** (2023, October 22-24). *Permission to feel: Emotions, mental health, and giving* [Speaker]. Mindful Philanthropy Activate 2023 Conference, Healdsburg, CA.

**Brackett, M. A.** (2023, October 27). *Permission to feel: The power of emotional intelligence to achieve well-being and success* [Keynote address]. 15th Annual Building Bridges Conference, Poughkeepsie, NY.

**Brackett, M. A.** (2023, November 7-9). *How educators feel (and how they want to feel) matters* [Featured session]. CASEL: Social & Emotional Learning (SEL) Exchange, Atlanta, GA.

**Brackett, M. A.** (2023, November 8-11). *Mindfulness, psychological safety, emotional well-being, and safety in the workplace* [Expert panel discussion]. American Psychological Association Work, Stress, and Health 2023 Biennial Conference [Virtual].

**Brackett, M. A.** (2023, December 6-8). *Permission to feel: The power of emotional intelligence to achieve well-being and success in school and life.* [Keynote address]. Arizona School Boards Association (ASBA) and Arizona School Administrators Association (ASA) Annual Conference, Phoenix, AZ.

## PRESENTED

**Brackett, M. A.** (2024, March 7-9). *The key to raising healthy, happy and successful children: Bringing RULER to life in our schools* [Keynote speaker]. Catholic Education Western Australia Early Childhood Conference 2024, Perth, Australia.

**Brackett, M. A.** (2024, April 13). *Keeping AI 'Real' with EI: Preserving What it Means to be Human* [Keynote address]. ASU/GSV Airshow 2024, San Diego, CA.

**Brackett, M. A.** (2024, April 17). *Dealing with feeling: It Starts with Giving Ourselves Permission to Have Them* [Keynote address]. ASU+GSV Summit 2024, San Diego, CA.

**Brackett, M. A.,** & Altman, A. [Moderator]. (2024, June 26-29). *Master your emotions, master your content: Research-backed tools for creator wellbeing* [Presentation]. Vidcon Anaheim 2024, Anaheim, CA.

**Brackett, M. A.,** & Cheng, K.-M. [Discussant]. (2024, June 21). *Building resilience for change* [Keynote and fireside chat]. Bei Shan Tang Foundation Positive Education Forum 2024, Hong Kong, China.

**Brackett, M. A., & Stern, R.** (2023, March). *Untitled* [Keynote address]. Gross Global Happiness 2023 Summit, University for Peace, established by the United Nations General Assembly, San José, Costa Rica.

Celume, M.-P., **Ivcevic Pringle, Z.,** & Zenasni, F. (2023, September 11-13). Mood and creativity in children: Differential impacts on convergent and divergent thinking. In *Individual differences in childhood* [Symposium]. Marconi Institute for Creativity Annual Conference 2023, Trieste, Italy.

**Cipriano, C.** (2023, April 13-16). *Fireside Chat with Dr. Christina Cipriano: Demystifying grant writing and grant applications* [Invited speaker session for Division E: Counseling and Human Development]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

## PRESENTED

**Cipriano, C.** [Chair] & **Brackett, M. A.** [Discussant]. (2023, April 13-16). *Managing emotions in times of uncertainty and stress: Findings from a free national course for educators 2020-2022* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Cipriano, C.** [Chair]. (2023, April 13-16). *What we learned measuring educator well-being during the 2021-2022 school year: SEL assessment science and practice* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Cipriano, C.** (2023, May 30-June 2). *What we know, and what we need to know, about historically marginalized students and universal school-based social and emotional learning* [Paper presentation]. Society for Prevention Research 2023 Annual Meeting, Washington, D.C.

**Cipriano, C.** [Chair] & **Bailey, C. S.** [Discussant] (2023, April 13-16). *Social and emotional learning assessment and programming implications* [Roundtable session: SIG-Social and Emotional Learning]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Cipriano, C.**, Naples, L.H., **Zieher, A.**, Durlak, J., Strambler, M., **Eveleigh, A.**, **Wood, M.**, **Ha, C.**, **Sehgal, K.**, **Kirk Chang, M.**, **Ponnock, A.**, Funero, M., & Chow, J. (2023, March 23-25). The state of evidence for social and emotional learning: A contemporary systematic review of universal school-based SEL interventions. In J. M. Da Cunha (Chair), *The promise and practice of social-emotional learning in schools* [Flash talk session]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.

**Cipriano, C.**, Rappolt-Schlichtmann, G., Naples, L. H., & **Eveleigh, A.** (2023, April 13-16). Supporting transformative SEL implementation through a collaboratory for inclusion. In S. Rimm-Kaufman (Chair), *Five perspectives on leveraging systemic social and emotional learning to create equity in schools* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

## PRESENTED

**Dawood, M.**, Alexander, J., Habib I., **Hoffmann, J. D.**, Wilson, T. (2023, June 25-28). *Blending cultural responsiveness and emotional intelligence in a chatbot for HBCU enrollees* [Listen and Learn Interactive Session]. International Society for Technology in Education Live EdTech Conference, Philadelphia, PA.

**Dawood, M.**, De France, K., McFarland, S., Tan, T. Y., & **Hoffmann, J. D.** (2024, February 8-10). *White adolescents are more likely to use technology for social connectedness when they are a racial/ethnic minority in their school.* [Data Blitz Presentation]. Psychology of Media and Technology Pre-Conference for the Society for Personality and Social Psychology 2024 Annual Convention, San Diego, CA.

**Dawood, M.**, De France, K., McFarland, S., Tan, T. Y., & **Hoffmann, J. D.** (2024, April 11-14). The use of technology for social connection among racially/ethnically minoritized adolescents. In L. Ryals (Discussant), *SIG-adolescence and youth development: technology-facilitated youth development* [Paper session]. American Educational Research Association 2024 Annual Meeting, Philadelphia, PA.

De France, K., **Hoffmann, J. D.**, **Ng, Z. J.**, & **Seibyl, J.** (2023, June 25-28). *Three novel digital tools designed to capture robust SEL evidence* [Listen and Learn Ed Talk]. International Society for Technology in Education Live EdTech Conference, Philadelphia, PA.

**Doyle, A.**, & **Floman, J. L.** (2023, July 24). *How are the teachers feeling at school? Results from a county-wide survey of school climate and well-being* [Poster presentation]. Connecticut Teacher of the Year Council's Empowered to Lead Symposium, Uncasville, CT.

Edjlali, M., **Brackett, M. A.**, **Floman, J. L.**, & **Doyle, A.** (2023, September 28-October 1). *Unlocking workplace synergy: Deep insights from a study on the nexus of mindfulness and emotional intelligence* [Research and Insights Presentation]. 8th Annual Mindful Leader Summit, Washington, D.C.

## PRESENTED

Ekwueme, P. O., **Cipriano, C.**, & Naples, L. H. (2023, April 13-16). Now what do I say? How social and emotional learning can guide difficult classroom discussions about racism. In L. H. Naples (Chair), *Take a STAND: Advancing student agency, inclusion, and diversity in social and emotional learning* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Floman, J. L., & Doyle, A.** (2023, November 7-9). *Coping skills predict educator well-being and post-traumatic growth during the COVID-19 pandemic* [Poster Presentation]. CASEL: Social & Emotional Learning (SEL) Exchange, Atlanta, GA.

**Floman, J. L.**, Jain, J. & **Rasheed, Y. S.** (2023, May 25-28). *Emotional intelligence abilities moderate the role of health-related fear in predicting COVID-19 vaccine uptake* [Personality/emotion poster session]. Association for Psychological Science 2023 Annual Convention, Washington, D.C.

**Floman, J. L.**, Kirk Chang, M. A., & **Brackett, M. A.** (2024, February 8-10). A randomized controlled trial of Compassion Cultivation Training (CCT) and Mindfulness-Based Stress Reduction (MBSR): Novel changes in daily social-emotional functioning. In R. Sun (Moderator), *Unpacking the diverse social and emotional factors predicting psychological well-being* [Symposium]. Society for Personality and Social Psychology 2024 Annual Convention, San Diego, CA.

**Floman, J. L., Ponnock, A. R., & Brackett, M. A.** (2023, April 13-16). Many pathways to well-being: The development and validation of the Sources of Well-Being (SOW) scale for teachers. In **C. Cipriano (Chair)**, *What we learned measuring educator well-being during the 2021-2022 school year: SEL assessment science and practice* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

Gong, X. [Chair] & **Bailey, C. S.** [Discussant] (2023, April 13-16). *Considering parents' and caregivers' perceptions in social and emotional learning* [Paper session]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

## PRESENTED

**Hoffmann, J. D.** (2024, March 14-16). *Make it easy for them to say 'yes': Guidance on conducting creativity research in the field* [Workshop]. Society for Psychology of Aesthetics, Creativity, and the Arts (Division 10 of the American Psychological Association) Annual Meeting, Denton, TX.

**Hoffmann, J. D. & Seibyl, J.** (2023, April 21). *Creativity. Compassion. Collaboration. InspirED* [Presentation]. United Nations World Creativity and Innovation Day [Virtual].

**Ivcevic Pringle, Z.** (2023, March 9-10). *Creativity and well-being: Emotions are the glue* [Keynote address]. Creativity Expert Exchange Annual Conference, Center for Applied Imagination, Buffalo, NY.

**Ivcevic Pringle, Z.** (2023, September 11-13). *Creativity in action: From idea to doing something with it* [Keynote address]. Marconi Institute for Creativity Annual Conference, Trieste, Italy.

**Ivcevic Pringle, Z.** (2024, March 14-16). Self-regulation of creative action: Toward a nomological network. In I. Lebuda (Chair), *Bridging self-perceptions and self-regulation in creativity* [Symposium]. Society for Psychology of Aesthetics, Creativity, and the Arts (Division 10 of the American Psychological Association) Annual Meeting, Denton, TX.

**Ivcevic Pringle, Z.** & Tinio, P. [Chairs] (2023, August 3-5). *Interplay of cognition and emotion in the experience of visual art* [Symposium]. American Psychological Association 2023 Annual Convention, Washington, D.C.

Kaur, N., & **Bailey, C. S.** (2023, March 23-25). The multidimensional factor structure of preschooler's emotional knowledge and measurement equivalence across gender, race, and ethnicity. In **C. S. Bailey** (Chair), *New directions in studying adult and children's emotion knowledge* [Symposium]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.



## PRESENTED

**Lin, S., & Ivcevic Pringle, Z.** (2023, August 3-5). *Evaluation and metacognition in creative thinking*. [Symposium]. American Psychological Association 2023 Annual Convention, Washington, D.C.

**Lin, S., & Ivcevic Pringle, Z.** (2023, October 13-15). Parental expectations and adolescents' emotional experiences at school In J. K. Coffey (Chair), *Family thriving in daily contexts across the lifespan* [Symposium]. Society for the Study of Human Development Biennial Conference, Philadelphia, PA.

**Lin, S., Ivcevic Pringle, Z., Cipriano, C., Li, C., Wood, M., & Brackett, M. A.** (2023, April 13-16). Mixed affect among educators during the COVID-19 pandemic: A network analysis. In **C. Cipriano** (Chair) & **M. A. Brackett** (Discussant), *Managing emotions in times of uncertainty and stress: Findings from a free national course for educators 2020-2022* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Lin, S., Ivcevic Pringle, Z., & Hoffmann, J. D.** (2023, August 3-5). School-aged students' evaluation on divergent thinking task. In **S. Lin & Z. Ivcevic** (Chairs), *Evaluation and metacognition in creative thinking* [Symposium]. American Psychological Association 2023 Annual Convention, Washington, D.C.

**Lucas, M., Wood, M., Mack, V., Sehgal, K., & Cipriano, C.** (2023, May 30-June 2). *Multilingual students and universal school-based social and emotional learning interventions: Findings from a systematic review and meta-analysis* [Paper presentation]. Society for Prevention Research 2023 Annual Meeting, Washington, D.C.

Mannweiler, M. D., **Seibyl, J.**, & Tan, T. Y. (2023, April 13-16). Centering the emotional experiences of educators of color with matched-pairs design during the COVID-19 pandemic. In **C. Cipriano** (Chair) & **M. A. Brackett** (Discussant), *Managing emotions in times of uncertainty and stress: Findings from a free national course for educators 2020-2022* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.



## PRESENTED

Mazhar, A., & **Bailey, C. S.** (2023, March 23-25). Understanding children's emotion-specific biases: How they relate to child-level factors, emotion recognition accuracy, and social behaviour. In **C. S. Bailey** (Chair), *New directions in studying adult and children's emotion knowledge* [Symposium]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.

**McFarland, S., De France, K., & Hoffmann, J. D.** (2023, March 23-25). Who, how much, and why: Individual differences in how adolescents feel after using technology [Poster session: Technology, media, and child development]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.

Murray, D., Park, C. L., Moskowitz, J. T., & **Floman, J. L.** (2023, May 25-28). *Mind-body approaches to promoting emotional well-being* [Personality/emotion symposium]. Association for Psychological Science 2023 Annual Convention, Washington, D.C.

**Pei, Y., Lin, S., & Ivcevic Pringle, Z.** (2024, March 14-16). How are you curious? Types of curiosity and creativity. In I. Lebuda (Chair), *Bridging Self-Perceptions and Self-Regulation in Creativity* [Symposium]. Society for Psychology of Aesthetics, Creativity, and the Arts (Division 10 of the American Psychological Association) Annual Meeting, Denton, TX.

**Ponnock, A. R.,** Asis, H., & Luo, P. (2023, February 23-25). *How do student diversity compositions influence the well-being of black, latinx, and white teachers? A latent profile analysis study* [Poster presentation]. Society for Personality and Social Psychology 2023 Annual Convention, Atlanta, GA.

**Ponnock, A. R., Floman, J. L.,** Asis, H., Viejo Barragan, A. S., & **Brackett, M. A.** (2023, April 13-16). *Modeling multidimensionality in educator well-being: A person-centered approach* [Poster session: Learning and motivation in social and cultural contexts]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

## PRESENTED

**Sehgal, K., Wood, M., Cipriano, C.,** & Naples, L. H. (2023, April 13-16). Who am I?: Development of the best self for students with learning differences. In L. H. Naples (Chair), *Take a STAND: Advancing student agency, inclusion, and diversity in social and emotional learning* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Seibyl, J.,** De France, K., & **Hoffmann, J. D.** (2023, August 3-5). *Feeling inspirED: The impact of a youth voice program in improving school climate* [Poster presentation]. American Psychological Association 2023 Annual Convention, Washington, D.C.

**Seibyl, J.,** De France, K., **Hoffmann, J. D.,** & **McGarry, J.** (2023, July 24). *Feel inspirED: The impact of a youth-lead program to improve school climate* [Poster presentation]. Connecticut Teacher of the Year Council's Empowered to Lead Symposium, Uncasville, CT.

Strambler, M. J., **Zieher, A. K.,** Meyer, J., & Genovese, M., (2023, April 13-16). Challenges and future directions in measuring social and emotional learning practices in schools. In **C. Cipriano** (Chair), *What we learned measuring educator well-being during the 2021-2022 school year: SEL assessment science and practice* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

Tinio, P., & **Ivcevic Pringle, Z.** (2023, August 3-5). What makes visual art meaningful?. In **Z. Ivcevic Pringle** & P. Tinio (Chairs), *Interplay of cognition and emotion in the experience of visual art* [Symposium]. American Psychological Association 2023 Annual Convention, Washington, D.C.

**Wang, Z.** [Chair]. (2023, March 23-25). *Emotion socialization in China: The influence of culture on beliefs, emotion, and behavior* [Symposium]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.

## PRESENTED

**Wang, Z.**, Zhu, D., **Bailey, C. S.**, Li, S., **Sanders, W. & Xie, F.** (2023, March 23-25). Culture and the socialization of emotion: A Systematic Review on emotion suppression in Chinese kindergartens. In **Z. Wang** (Chair), *Emotion socialization in China: The influence of culture on beliefs, emotion, and behavior* [Symposium]. Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.

**Wood, M., Cipriano, C., & Brackett, M. A.** (2023, April 13-16). Managing emotions: A landscape review of U.S. school personnel in 2021. In **C. Cipriano** (Chair), *Managing emotions in times of uncertainty and stress: Findings from a free national course for educators 2020-2022* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Wood, M., Sehgal, K., Cipriano, C., & Naples, L. H.** (2023, April 13-16). Elevating the experiences of diverse elementary students within social and emotional learning. In L. H. Naples (Chair), *Take a STAND: Advancing student agency, inclusion, and diversity in social and emotional learning* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Xie, F., Wang, Z., Park, N., & Bailey, C. S.** (2023, April 13-16). Storytelling as a tool for social and emotional learning: Lessons from Chinese and American early childhood educators. In X. Gong (Chair) & J. G. Green (Discussant), *Social emotional learning across various contexts within schools and beyond* [Symposium]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Zieher, A. K.** [Chair]. (2023, April 13-16). *Social and Emotional Learning and Student Academic Performance* [Roundtable session]. American Educational Research Association 2023 Annual Meeting, Chicago, IL.

**Zieher, A. K., Cipriano, C., Bailey, C. S., & Strambler, M. J.** (2024, April 11-14). How we teach SEL (social and emotional learning) matters: Considering the pedagogies of SEL framework to improve SEL. In S. Wanless (Chair), *Supporting teachers with social and emotional learning* [Roundtable session]. American Educational Research Association 2024 Annual Meeting, Philadelphia, PA.

# INVITED PRESENTATIONS

In addition to the 78 regional, national, and international conference presentations, our research staff conducted **numerous invited presentations, with 35 highlighted** below.

## INVITED PRESENTATIONS (SELECTED)

Alexander, J., **Dawood, M.**, Delich, J., & Willson, T. (2023, September 20). *How you say it matters: AI texting with cultural responsiveness and emotional intelligence* [Webinar]. Mainstay.

<https://mainstay.com/resources/how-you-say-it-matters/>

**Bailey, C. S.** (2023, April). *Using your emotional intelligence to be successful* [Presentation]. Lions International, District 23-A, Wallingford, CT.

**Bailey, C. S.** (2023, October 21). *Using storybooks to teach children about emotion* [Presentation]. FamFair, University of Denver, Denver, CO.

**Bailey, C. S.** (2023, November 8). *Promoting Emotional Intelligence in Kindergarten Classrooms* [Presentation]. Department of Early Childhood Education, The Education University of Hong Kong, Hong Kong, China.

**Brackett, M. A.** (2023, January 20). *Emotional intelligence: Key to raising healthy, happy, and successful children* [Keynote address]. Winston School San Antonio 33rd Annual Learning Symposium, San Antonio, TX.

**Brackett, M. A.** (2023, May 2). *Owning what makes you rare – A conversation with mental health experts* [Panel session]. Rare Beauty Mental Health Summit, Los Angeles, CA.

**Brackett, M. A.** (2023, June 15). *Classroom well-being: A discussion on student and educator mental health* [Expert panel discussion]. Governor Hochul's New York State Youth Mental Health Summit, New York, NY.

## INVITED PRESENTATIONS (SELECTED)

**Brackett, M. A.** (2023, June 15). *Social and emotional learning: Pathway to healthy, caring, and successful students* [Invited speaker]. Governor Hochul's New York State Youth Mental Health Summit, New York, NY.

**Brackett, M. A.** (2023, July 20). *Permission to feel: The power of emotional intelligence in the workplace* [Invited presentation]. St Jude Children's Research Hospital Faculty Success Program, Memphis, TN.

**Brackett, M. A.** (2023, October 10). *Inspiration from the science and lived experience* [Expert discussion]. Exploring Our Emotional Worlds: A Forum for Young People, Royal Foundation, London, UK.

**Brackett, M.A.** (2023, November 16). *Permission to feel: The power of emotional intelligence to transform lives* [Presentation]. Altitude 2023 Virgin Atlantic Leadership Conference, Necker Island, British Virgin Islands.

**Brackett, M. A.** (2024, January 26). *Emotional intelligence: Pathway to well-being, productive relationships, and professional success* [Lecture]. Dartmouth College Inaugural Dialogue Project Lecture, Hanover, NH.

**Brackett, M. A.** (2024, June 4). Giving permission to feel [Featured speaker]. Digital Parenthood Summit 2024, New York, NY.

**Brackett, M. A.** (2024, June 27-29). *Accelerating mental health solutions – Voices from the field* [Panel discussion]. NEXUS Global Summit 2024, New York, NY.

**Cipriano, C.** (2023, March 3). *The state of the evidence for Social and Emotional Learning (SEL): Opportunities and challenges for educational researchers* [Invited speaker]. Virginia Education Science Training (VEST) Education and Research Speaker Series, School of Education and Human Development, Fairfax, University of Virginia, VA.

Edjlali, M., & **Brackett, M. A.** (2023, September 28-October 1). *Fireside chat and audience Q&A* [Discussion]. 8th Annual Mindful Leader Summit, Washington, D.C.

## INVITED PRESENTATIONS (SELECTED)

**Hoffmann, J. D.** (2023, March). *The RULER approach: Toward educator and student well-being* [Presentation]. Berlin Public Schools School Board, Berlin, CT.

**Hoffmann, J. D., & Seibyl, J.** (2023, March). *The RULER approach: Toward educator and student well-being* [Presentation]. Bryant Middle School Parent Night, Salt Lake City, UT.

**Hoffmann, J. D.** (2023, April). *Building the skills of emotional intelligence* [Invited presentation]. University of Portland to pre-service education students, [Virtual].

**Hoffmann, J. D.** (2023, April). *The RULER approach: Teaching emotional intelligence and emotionally intelligent teaching* [Presentation]. Berlin Public Schools Parent Council, Berlin, CT.

**Hoffmann, J. D.** (2023, June). *Leading with our best selves* [Presentation]. Brunswick School Faculty and Staff, Greenwich, CT.

**Hoffmann, J. D.** (2024, March). *Building the skills of emotional intelligence* [Invited presentation]. University of Portland to pre-service education students [Virtual].

**Hoffmann, J. D., & Korangy, M.** (2023, May). *Building the skills of emotional intelligence* [Presentation]. Putnam and Northern Westchester Boards of Cooperative Educational Services (BOCES) [Virtual].

**Ivcevic Pringle, Z.** (2023, April). *Emotional intelligence at work: Harnessing the power of emotions* [Invited address]. Leadership and Staff Development series, Yale School of Medicine Office of Communications, Yale University, New Haven, CT.

**Ivcevic Pringle, Z.** (2023, July). *Creativity, emotions, and well-being* [Presentation]. School of Humanity International Online High School Masterclass Session [Virtual].

## INVITED PRESENTATIONS (SELECTED)

**Ivcevic Pringle, Z.** (2024, May 8). *Self-regulation of creativity: Transforming ideas into products* [Keynote address]. Montclair State University, Office for Faculty Excellence 2024 Faculty Showcase Program, Montclair, NJ.

**Ivcevic Pringle, Z.** (2023, December 8). *Creativity is a decision* [Keynote address]. Fashion Institute of Technology Exhibition & Experience Design Annual Capstone Event, New York, NY.

**Ivcevic Pringle, Z.,** Tinio, P., & Grossman, E. (2024, February 15). *Art creates understanding* [Symposium]. Mirror to the World: Exploring the Power of Art Symposium and Workshop, Glencairn Museum, Bryn Athyn, PA.

Gokcidgem, E., & **Ivcevic Pringle, Z.** [Moderators]. (2024, February 15). *Experiencing art: From wonder to spiritual insight* [Panel discussion]. Mirror to the World: Exploring the Power of Art Symposium and Workshop, Glencairn Museum, Bryn Athyn, PA.

**Park, N. H., Wang, Z., Xie, F., Bailey, C. S., & Sanders, W.** (2023, August). *Put yourself in their shoes: Culture and conflict in preschools* [Poster presentation]. Yale Postgraduate Associate Symposium, New Haven, CT.

**Seibyl, J., & Stern, R.** (2023, September 12). *Youth well-being and social media* [Expert partner panel]. Meta's Youth Well-being Product Research, New York, NY.

**Tinio, P., & Ivcevic Pringle, Z.** (2024, February 15). *Through the looking glass of art* [Experiential workshop]. Mirror to the World: Exploring the Power of Art Symposium and Workshop, Glencairn Museum, Bryn Athyn, PA.

**Wang, Z.** (2023, February). *Chinese children's socialization of emotion: Lessons from storybooks* [Presentation]. New School for Social Research, New York City.

## INVITED PRESENTATIONS (SELECTED)

**Wang, Z.** (2023, November 27) 不同文化的“双标”下，“卷不动，躺不平”的中国人该如何应对生活压力? [*“Too tired to work, but too unsettled to relax”? Stress management for Chinese in a multicultural and “double-standard” world*] [Presentation], Yale Center Beijing, Beijing, China.  
<https://centerbeijing.yale.edu/node/778>

**Wang, Z.** (2023, December) *Coping with everyday stress in different cultures* [Presentation]. East China Normal University, Shanghai, China.

**Wang, Z., Xie, F., Park, N. H., & Bailey C. S.** (2023, May) *Teachers' intervention of conflicts between children: A cross-cultural comparison between Chinese and American early childhood educators* [Symposium]. 6th Annual Postdoc Symposium, Yale University, New Haven, CT.



# PUBLICATIONS

Our team contributed to **55 publications**, including 41 peer-reviewed journal articles, 3 books, and 11 book chapters, between January 2023 and June 2024. Our research was featured in **34 scholarly journals** and by **6 book publishers**.

## PUBLISHED

Afriat, M., **De France, K.**, Stack, D. M., Serbin, L. A., & Hollenstein, T. (2023). Relationship quality and mental health implications for adolescents during the COVID-19 pandemic: A longitudinal study. *Journal of Child and Family Studies*, 32(2), 544-554. <https://doi.org/10.1007/s10826-022-02519-3>

**Bailey, C. S.** (2024). Forward. In J. Sobel, *First Day, Hooray!* HarperCollins.

**Bailey, C. S., Martinez, O.,** & DiDomizio, E. (2023). Social and emotional learning and early literacy skills: A quasi-experimental study of RULER. *Education Sciences*, 13(4), 397. <https://doi.org/10.3390/educsci13040397>

Baumsteiger, R., **Hoffmann, J. D., Seibyl, J.,** Rose, B., & **Brackett, M. A.** (2023). A systematic review of secondary school climate assessments. *Educational Psychology Review*, 35(2) 47. <https://doi.org/10.1007/s10648-023-09748-y>

Bergin, C., **Cipriano, C.,** Wanless, S. B., & Barnes, T. N. (2023). Five key questions educators ask about SEL. *Phi Delta Kappan*, 104(7), 47-53. <https://doi.org/10.1177/00317217231168263>

Boldt, G. T., **Ivcevic, Z.,** & Kaufman, J. C. (2024). Do you think you are creative? Patterns of self-perceived creativity in adolescents and young adults. *Creativity Research Journal*, 1-16. <https://doi.org/10.1080/10400419.2024.2371261>

## PUBLISHED

**Brackett, M. A.**, & Divecha, D. (2024). Emotion regulation through the lens of emotional intelligence. In J. J. Gross & B. Q. Ford (Eds.), *Handbook of emotion regulation* (3rd ed., pp. 456-464). Guilford Press.

<https://www.guilford.com/books/Handbook-of-Emotion-Regulation/Gross-Ford/9781462549412>

Castillo-Gualda, R., Moraleda, A., & **Brackett, M. A.** (2023). Preventative initiatives to promote psychological adjustment among primary students: Findings of RULER Approach in Spanish public schools. *International Journal of Educational Psychology*, 12(2), 206–232.

<http://dx.doi.org/10.17583/ijep.10970>

Celume, M.-P., **Ivcevic, Z.**, & Zenasni, F. (2023). Mood and creativity in children: Differential impacts on convergent and divergent thinking. *Psychology of Aesthetics, Creativity, and the Arts*. Advance online publication. <https://doi.org/10.1037/aca0000577>

**Cipriano, C.**, Naples, L. H., **Eveleigh, A.**, Cook, A., Funaro, M., Cassidy, C., **McCarthy, M. F.**, & Rappolt-Schlichtmann, G. (2023). A systematic review of student disability and race representation in universal school-based social and emotional learning interventions for elementary school students. *Review of Educational Research*, 93(1), 73-102.

<https://doi.org/10.3102/00346543221094079>

**Cipriano, C.**, Rappolt-Schlichtmann, G., Riley, J., Naples, L. H., & **Eveleigh, A.** (2023). Supporting transformative SEL implementation through a collaboratory for inclusion. In K. A. Schonert-Reichl, M. J. Strambler, and S. E. Rimm-Kaufman (Eds.), *Social and emotional learning in action: Creating systemic change in schools* (pp. 235-258). Guilford Press.

<https://www.guilford.com/books/Social-and-Emotional-Learning-in-Action/Rimm-Kaufman-Strambler-Schonert-Reichl/9781462552047>

**De France, K.**, Stack, D. M., and Serbin, L. A. (2023). Associations between early poverty exposure and adolescent well-being: The role of childhood negative emotionality. *Development and Psychopathology*, 35(4), 1808–1820. <https://doi.org/10.1017/S0954579422000487>

## PUBLISHED

**Elbertson, N. A., Brackett, M. A., Irby, T. A.,** & Smith, K. L. (2023). Ensuring all children succeed with social-emotional learning. In G. Brown & C. A. Makridis (Eds.), *The economics of equity in K-12 education* (pp. 177-194). Rowan & Littlefield. <https://rowman.com/ISBN/9781538168998/The-Economics-of-Equity-in-K-12-Education-Connecting-Financial-Investments-with-Effective-Programming>

**Floman, J. L., Brackett, M. A.,** LaPalme, M. L., Ponnock, A. R., Barsade, S. G., & **Doyle, A.** (2023). Development and validation of an ability measure of emotion understanding: The Core Relational Themes of Emotion (CORE) test. *Journal of Intelligence*, *11*(10), 195. <https://doi.org/10.3390/jintelligence11100195>

**Floman, J. L.,** Ponnock, A. R., Jain, J., & **Brackett, M. A.** (2024). Emotionally intelligent school leadership predicts educator well-being before and during a crisis. *Frontiers in Psychology*, *14*, 1159382. <https://doi.org/10.3389/fpsyg.2023.1159382>

Fong, C. J., Schallert, D. L., **Lin, S.,** & Altan, S. (2024). How constructive is that feedback? Associations with undergraduates' future time perspectives moderated by student characteristics. *Studies in Educational Evaluation*, *81*, 101351. <https://doi.org/10.1016/j.stueduc.2024.101351>

Fong, C. J., Schallert, D. L., Williamson, Z. H., **Lin, S.,** Williams, K. M., & Kim, Y. W. (2023). Are self-compassionate writers more feedback literate? Exploring undergraduates' perceptions of feedback constructiveness. *Assessing Writing*, *57*, 100761. <https://doi.org/10.1016/j.asw.2023.100761>

Guo, J., Jiang, Y., **Lin, S.,** & Pang, W. (2023). Individualism and collectivism as predictors of creative potentials and real-life creativity in China and US. *Creativity Research Journal*, 1-12. <https://doi.org/10.1080/10400419.2023.2217028>

## PUBLISHED

**Ha, C.** (2023). Students' self-regulated learning strategies and science achievement: exploring the moderating effect of learners' emotional skills. *Cambridge Journal of Education*, 53(4), 451–472.

<https://doi.org/10.1080/0305764X.2023.2175787>

Hass, D. J., & **Brackett, M. A.** (2024). Emotional intelligence: An impactful yet often overlooked skill that can enhance physician well-being and professional satisfaction. *Clinical Gastroenterology and Hepatology*, 22(5), 919–922. <https://doi.org/10.1016/j.cgh.2024.02.019>

Hazel, L., Barker, E. T., **De France, K.**, & Stack, D. M. (2023). Moderators of the association between co-rumination and depressive symptoms in emerging adult friendships. *Emerging Adulthood*, 11(2), 456-466.

<https://doi.org/10.1177/21676968221121166>

**Hoffmann, J. D.**, & De France, K. (2024). Teaching emotion regulation in schools. In J. J. Gross & B. Q. Ford (Eds.), *Handbook of emotion regulation* (3rd ed., pp. 456-464). Guilford Press.

<https://www.guilford.com/books/Handbook-of-Emotion-Regulation/Gross-Ford/9781462549412>

**Hoffmann, J. D.**, **De France, K.**, & **McGarry, J. A.** (2023). Creativity and connection: The impact of InspirED with secondary school students. *Journal of Intelligence*, 11(1), 8.

<https://doi.org/10.3390/jintelligence11010008>

**Hoffmann, J. D.**, De France, K., **Seibyl, J.**, Orleck-Jetter, R., Castillo Gualda, R., & **Brackett, M. A.** (2023). The role of originality, distancing, and tentative language in effective cognitive reappraisal among adolescents. *Thinking Skills and Creativity*, 49, 101377.

<https://doi.org/10.1016/j.tsc.2023.101377>

**Hoffmann, J. D.**, & **McFarland, S.** (2023). Creativity and emotional intelligence: A complementary pairing. In **Z. Ivcevic, J. D. Hoffmann,** & J. C. Kaufman (Eds.), *The Cambridge handbook of creativity and emotions* (pp. 186-204). Cambridge University Press.

<https://doi.org/10.1017/9781009031240>

## PUBLISHED

**Hoffmann, J. D., McGarry, J. A., Seibyl, J.,** Baumsteiger, R., & **Brackett, M. A.** (2024). Emotional empowerment in high school life. In G. Misra & I. Misra (Eds.), *Emotions in cultural context* (3rd ed., pp. 189-207). Springer. [https://doi.org/10.1007/978-3-031-46349-5\\_11](https://doi.org/10.1007/978-3-031-46349-5_11)

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2023-2024

# RESEARCH YEAR IN REVIEW

## THANK YOU

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