

RESEARCH YEAR IN REVIEW

2020

The purpose of this report is to share the accomplishments of the researchers at the Yale Center for Emotional Intelligence during the 2020 calendar year.

ABOUT THE YALE CENTER FOR EMOTIONAL INTELLIGENCE

The Yale Center for Emotional Intelligence is a self-supporting unit in the Child Study Center at the Yale School of Medicine. Directed by Dr. Marc Brackett, we use the power of emotions to create a healthier, and more equitable and compassionate society, today and for future generations. We conduct research and design educational approaches that support people of all ages in developing emotional intelligence and the skills to thrive and contribute to society.

Learn more at www.ycei.org.

Marc Brackett, Ph.D.
Founding Director, Professor



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A NOTE FROM THE DIRECTOR OF RESEARCH

I wanted to take a moment to express my deepest gratitude for where we have been and where we are going, together. We entered 2020 just getting used to our new office space transition, making strong contributions to the inaugural RULER Implementation Conference and setting our sights on a year to complete assessment validation studies, continue two RCTS, and working in schools working directly with students, teachers, and leaders.

We left 2020 having watched our personal and professional lives collide through our Zoom windows, having felt the weight of the world on fire, having heard and responded to the call for antiracism and equity, reimagining our school-based research and supports for our school communities and ourselves to navigate this unprecedented time in our lives when the most certain thing was that conditions would continue to change.

We had every excuse to slow down. But we took our collective meta-moment, leaned into our strengths and our strategies to support each other, and reflected and responded. We pivoted our school-based research meaningfully and in the service of teachers, leaders, and students across the country. We published widely, and in real-time, to support decision-making and impact policy and practice. We launched landmark studies to advance antiracism and equity in SEL. We found our rhythm, created new routines and systems, and held space together to connect, laugh, cry, vent, grieve, and move forward.

This report is a testament to the brilliant, innovative, compassionate, dedicated, and critical work of the researchers of the YCEI. I am proud of our important and creative contributions to emotion science and practice, and our commitment to use the power of emotions to center in the lived experiences of all students and educators to create a healthier, more equitable and compassionate society, today and for future generations

Looking forward to what we will continue to build, together.

In community,



Christina Cipriano, Ph.D., Ed.M.

*Assistant Professor, Yale Child Study Center
Director of Research, Yale Center for Emotional Intelligence
Yale School of Medicine*

STAFF GROWTH

In January 2020, our staff consisted of 28 researchers, including 1 Professor, 2 Research Scientists, 6 Associate Research Scientists, 4 Postdoctoral Associates, 11 Postgraduate Associates, 2 Project Coordinators, 1 Research Associate, and 1 Program Manager.

In July, 2020, three Postgraduate Associate's transitioned on to doctoral programs in summer of 2020. Three of our researchers received promotions.

AS WE CLOSE 2020, we are now a staff of 29 researchers, including:



1 Professor



1 Program Manager



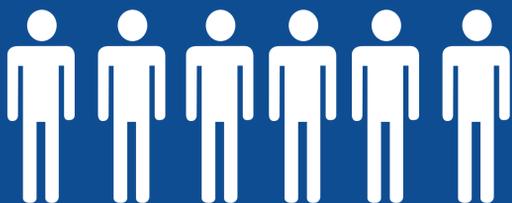
1 Senior Research Scientist



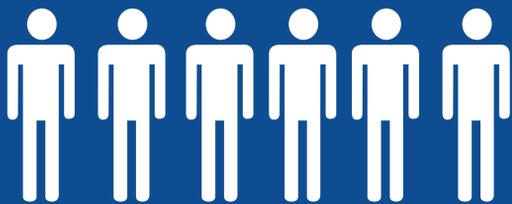
2 Assistant Professors



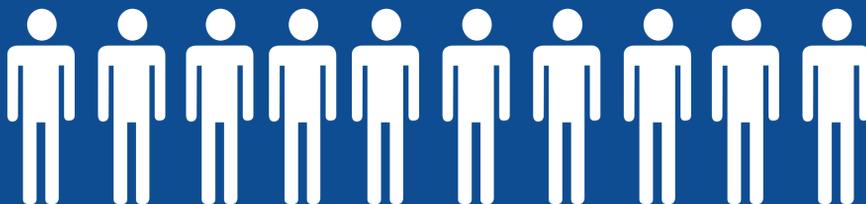
2 Project Coordinators



6 Associate Research Scientists



6 Postdoctoral Associates



10 Postgraduate Associates

We are proud to have maintained our staff during such a tumultuous time. Our current, full-time research staff is listed below.

Craig Bailey

Assistant Professor

Olivia Martinez

Project Coordinator

Rachel Baumsteiger

Postdoctoral Associate

Tessa McNaboe

Postgraduate Associate

Marc Brackett

Founding Director, Professor

Lauren Naples

Postdoctoral Associate

Colleen Cassidy

Postgraduate Associate

Zi Jia Ng

Postdoctoral Associate

Christina Cipriano

Director of Research, Assistant Professor

Annette Ponnock

Postdoctoral Associate

Lauren Costello

Postgraduate Associate

Whitney Sanders

Project Coordinator

Abigail Eveleigh

Postgraduate Associate

Gina Schnur

Postgraduate Associate

James Floman

Associate Research Scientist

Dena Simmons

Associate Research Scientist

Jessica Hoffmann

Associate Research Scientist

Jennifer Seibyl

Postgraduate Associate

Zorana Pringle Ivcevic

Senior Research Scientist

Violet Tan

Postgraduate Associate

Jahnvi Jain

Assistant Professor

Linda Torv

Program Manager

Irem Korucu

Postdoctoral Associate

Meghan Tuttle

Postgraduate Associate

Matthew LaPalme

Associate Research Scientist

Cynthia Willner

Associate Research Scientist

Meiko Lin

Associate Research Scientist

Almut Zieher

Postdoctoral Associate

Morgan Mannweiler

Postgraduate Associate

FUNDING

Our research staff had **18 grants submitted this year**, including 6 which are currently under review. Those under review include 3 multi-million dollar grants from the Institute of Education Sciences - one to develop and validate the SEL Observation Checklist for Elementary School and 2 RULER efficacy trials (for Middle and High School RULER, respectively). Additionally, **our team secured 6 new research grants** - 4 of these to further examine well-being within the COVID-19 era - ranging from \$5,000 to \$500,000 in new funding!

Total New Funding Awarded
\$1,180,000

Bringing Our Total Active
Research Funding to

\$12,360,000



AWARDED

Iqonic (awarded 2021), “How We Feel” [PIs Zorana Pringle Ivcevic and Marc Brackett]. Budget = \$500,000.

Susan Crown Exchange (awarded 2020-2022), “The inspirED process: Empowering youth to launch peer outreach projects that promote healthy social media habits,” [PI Jessica Hoffmann]. Budget = \$300,000.

Teach for America (awarded 2020-2021), “Supporting Emotional Well-Being among Teach for America Corps Members” [PI Matthew LaPalme, Marc Brackett, & Dena Simmons]. Budget = \$220,000.

Sanford Harmony/National University (awarded 2020-2021), “A National Longitudinal Investigation into Educator Resilience and Well-Being in the Time of COVID-19,” [PI James Floman, Annette Ponnock, and Marc Brackett]. Budget = \$150,000.

American Psychological Association Division 15 (awarded 2021). “Black and Latinx Educator Well-Being in the COVID-19 Era,” [PI Annette Ponnock and James Floman]. Budget = \$5,000.

Chan Zuckerberg Initiative (awarded 2021). “Choosing and Using Novel SEL Assessment in Innovative Schools,” [PI Christina Cipriano and Jason Atwood of New Schools Venture Fund]. Budget = \$5,000.

FUNDING



UNDER REVIEW

American Educational Research Association (Under Review), “Latent Transition Analysis of Teacher Self-Efficacy,” [PI Annette Ponnock]

Institute of Education Sciences (Under Review), “The Development and Validation of the Social and Emotional Learning Observation Checklist for Elementary School (SELOC-ES),” [PIs Christina Cipriano, Almut Zieher, Michael Strambler, Craig Bailey]

Institute of Education Sciences (Under Review), “Examining the Impact of Middle School RULER on Student Outcomes, Teacher Emotional Competence and Well-Being, and Classroom and School Climate,” [PIs Christina Cipriano, Jessica Hoffmann, Marc Brackett]

Institute of Education Sciences (Under Review), “Promoting Student Performance and Well-being: An Efficacy Trial of High School RULER” [PIs Jessica Hoffmann, Meiko Lin, Marc Brackett]

Foundation for Child Development - Young Scholars Program Grant (Under Review), “Expanding our understanding of equity in early childhood by investigating educator readiness to change, classroom quality, and classroom executive function composition,” [PI Irem Korucu]

FUNDING



UNFUNDED

American Psychological Association Division 15 (Unfunded), “Creativity in the Virtual Classroom: Educator Innovations in the Face of Crisis,” [PIs Jessica Hoffmann and Rachel Baumsteiger]

Society for Research in Child Development Early Career Grant (Unfunded), “Early Learning Environment, Classroom Quality, and School Readiness Skills,” [PI Irem Korucu]

Spencer Foundation Large Research Grant (Unfunded), “How inspirED enhances students’ school experience and academic performance,” [PI Jessica Hoffmann]

Spencer Foundation: COVID19 Special Grant (Unfunded), “Learning with Special Educators to Promote Inclusive Pathways of Resilience with SEL,” [PI Christina Cipriano and Lauren Naples]

Spencer Foundation: COVID19 Special Grant (Unfunded), “Opportunity and Achievement Gaps in Early Childhood During COVID-19 Pandemic,” [PI Irem Korucu]

Spencer Foundation: COVID19 Special Grant (Unfunded), “Creativity in the Virtual Classroom: Educator Innovations in the Face of Crisis,” [PI Jessica Hoffmann and Rachel Baumsteiger]

Spencer Foundation Small Research Grant (Unfunded), “Early Language Environment and Children's EF Skills,” [PI Irem Korucu]

CONFERENCE PRESENTATIONS

Our research staff collectively presented at over **15 national and international conferences** throughout the year, amounting to **26 presentations**, including poster presentations, paper presentations, symposiums, and a keynote address. There are currently an **additional 24 submissions under review!**

PRESENTED

Baumsteiger, R., Garcia, B., Cipriano, C., Hoffmann, J. D., Willner, C. J., Brackett, M. A. (January, 2020). How do teens feel at school? New directions for assessing momentary emotional experiences. Poster presented at the Western Positive Psychology Association Conference, Claremont.

Baumsteiger, R., McGarry, J., Seibyl, J., & Hoffmann, J. D. (October, 2020). inspirED: A process for encouraging students to contribute to their school communities. Association for Moral Education.

Baumsteiger, R., Willner, C., Hoffmann, J. D., Cipriano, C., Garcia, B., Tan, V., & Brackett, M. A. (2020, November). Adolescents' emotions and emotion regulation during the onset of the COVID-19 pandemic. Poster presented at the Yale Child Studies Center 2020 Associates Week.

Cipriano, C., (December, 2020). *Promoting inclusive classrooms and school community wellness with social and emotional learning during and after the COVID-19 pandemic.* Keynote address for the Annual Meeting of the Connecticut Council of Exceptional Children

Cipriano, C., & Barnes, T., (February, 2020). Relating in the classroom: Evidence-based strategies for teacher-paraeducator interactions. Professional Development Workshop presented at the Council for Exceptional Children meeting in Portland, OR.

Cipriano, C., Schlichtmann, G., & Barnes, T. N. (February, 2020). Social and emotional learning for students with specific learning disabilities: What's known and what's needed to ensure access for all learners. Presentation presented at the Council for Exceptional Children Meeting in Portland, Oregon

Eveleigh, A., Bailey, C., Korucu, I. (2020). The relationship between emotional intelligence, executive function and children exhibiting autistic behaviours in early childhood (poster). Submitted to *Yale Child Study Center Associates Meeting, Virtual.*

PRESENTED

Floman, J., Brackett, M. A., Ponnock, A., & Garcia, B. (2020, April). Developing and validating a scalable, multi-dimensional measure of teacher well-being. In **Cipriano, C.** (Chair), *The development and initial validation of four ecologically valid, multidimensional, and scalable SEL assessment tools*. Symposium at the American Education Research Association (AERA) Annual Meeting, San Francisco, CA (cancelled due to COVID-19).

Goldberg, R., Averbach, J., **Ivcevic, Z.**, & Grossman, E. (2020, August). Beginning, middle and end of the creative process: A study of educators in a year-long fellowship project. Poster to be presented at the annual convention of the American Psychological Association, Washington, DC.

Harrison, A. P., Willner C. J., & Gatzke-Kopp, L. M. (2020, April). Emotion identification errors and aggression in young children. Poster Presentation at the Society for Affective Science conference in San Francisco, CA.

Hoffmann, J. D., Baumsteiger, R., Hills, E. & Brackett, M. A. (2020, April). A web-based, student-centered approach to school climate measurement. In **Cipriano, C.** (Chair), *The development and initial validation of four ecologically valid, multidimensional, and scalable SEL assessment tools*. Symposium at the American Education Research Association (AERA) Annual Meeting, San Francisco, CA (cancelled due to COVID-19).

Hoffmann, J.D. & Seibyl, J. (2020, August). Creativity in the domain of emotion regulation: characteristics of high school students' reappraisals. In J. Hogan & J. Drake (Chairs). *Arts and creativity interventions in learning and teaching*. Symposium at the American Psychological Association (APA) Annual Meeting, Washington, DC.

Hoffmann, J.D. (2020, August). Students' Emotions and their Attitudes Towards Creativity: The Role of Positive School Climate. In **Z. Ivcevic** (Chair). *Creativity and emotions: From the decision to be creative to reactions to creative products*. Symposium at the American Psychological Association (APA) Annual Meeting, Washington, DC.

Ivcevic, Z. (2020, September). *Emotions inspire and fuel creativity*. Keynote address delivered at the Marconi Institute for Creativity conference.

Ivcevic, Z. (2020, October). *Representing and using emotional experience in art*. Invited presentation given at the Designing for Empathy summit. Virtual.

Ivcevic, Z., & Hoffmann, J. (2020, August). The role of emotions across the creative process of artists. In **Z. Ivcevic** (Chair), *Creativity and emotions: From the decision to be creative to reactions to creative products*. Symposium at the American Psychological Association Annual Convention, Washington, DC.

Ivcevic, Z., & Hoffmann, J. D. (2020, December). *Attitudes towards creativity and prediction of creative behavior in school*. Invited presentation given at the International Society for the Study of Creativity and Innovation symposium. Virtual.

PRESENTED

Ivcevic, Z., Moeller, J., & Levitats, Z. (2020, August). Intraindividual profiles of engagement and burnout at work. In Z. Levitats & **Z. Ivcevic** (Chairs), *Engagement at work*. Symposium at the Annual Convention of the American Psychological Association, Washington, DC.

Korucu, I., & Schmitt, S. A (2020, June). Continuity and change in the home environment: Associations with school readiness. In **I. Korucu** (Chair), *How does context foster or hinder children's development? Implications for school readiness and later skills*. Symposium at the 2020 Biennial Meeting of the International Society for the Study of Behavioral Development, Island of Rhodes, Greece.

Kramer, W. S., Murugavel, V., Lindquist, I. A., Reiter-Palmon, R., Allen, J. A., Taylor, C. & **Ivcevic, Z.** (2020, April). Teasing apart turnover intentions & satisfaction: A class analytic approach. Poster to be presented at the 35th Annual Conference for the Society for Industrial and Organizational Psychology, Austin, TX.

Lin, M. (2020, April). Why emotions matter: The role of teachers' emotional experiences in their intentions to quit. Presentation at American Educational Research Association Annual Meeting, San Francisco, CA (cancelled due to COVID-19).

Murugavel, V., Reiter-Palmon, R., Allen, J., Lundquist, I., Kramer, W., **Ivcevic, Z.**, & Taylor, C. (2020, August). Engagement as a predictor of creativity across occupations. In Z. Levitats & **Z. Ivcevic** (Chairs), *Engagement at work*. Symposium at the American Psychological Association Annual Convention, Washington, DC.

Naples, L. H., Riley, J., McCarthy, M., Rappolt-Schlichtmann, G., & **Cipriano, C.** (2020, July). A collaboratory for inclusion: Serving student diversity through districtwide social emotional learning implementation. Presentation at the 3rd Annual Yale Postdoctoral Association Symposium (virtual).

Ondrusek, A., Willner, C., Nicholls, S., & Jensen, F. (June 2020). Adolescent self-compassion: A scale validation study. Poster presentation (virtual) at the Mind and Life 2020 Summer Research Institute.

Seibyl, J., Hoffmann, J.D., Baumsteiger, R., McGarry, J.A. (2020, August). What our high schools need: A content analysis of student-led school climate improvement projects. Poster presentation at the American Psychological Association (APA) annual meeting, Washington, DC.

Willner, C. J., Hoffmann, J. D., Bailey, C. S., Harrison, A. P., Garcia, B., & Brackett, M. A. (2020, April). Developing an assessment of students' cognitive emotion regulation skills for use in elementary school through high school. Presentation at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA.

ACCEPTED/UNDER REVIEW

Bailey, C. S. (Under Review, April, 2021). Teaching social and emotional skills in preschool classrooms. In A. **Zieher** (Chair) and B. Hamre (Discussant), *The classroom observation of social and emotional teaching: Considering three frameworks and methodological approaches* [Paper symposium]. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Cassidy, C., Bailey, C., Korucu, I. (Under Review, April, 2021). Associations of school-level racial and ethnic homogeneity on young children's emotional competence. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Cipriano, C. (Under Review, Chair, June 2021). Promoting equity in social emotional learning through theory and practice. Symposium submitted for presentation at the Society for Research on Educational Effectiveness Meeting.

Cipriano, C. (Accepted, Chair, April, 2021). Race-conscious practice and representation in contemporary social and emotional learning. Symposium at the American Educational Research Association (Virtual).

Cipriano, C., Zieher, A., Bailey, C.S., Strambler, M. (Under Review, April, 2021). Developing the social and emotional learning observation checklist for elementary schools (SELOC-ES). In A. **Zieher** (Chair), *The classroom observation of social and emotional teaching: Considering three frameworks and methodological approaches*. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Costello, L., Korucu, I. & Bailey, C. (Under Review, April, 2021). Associations of autism spectrum disorder traits on emotion recognition accuracy in early childhood (poster). Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Eveleigh, A., Bailey, C., Korucu, I. (Under Review, April, 2021). The relationship between emotional intelligence, executive function and children exhibiting autistic behaviours in early childhood (poster). Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Eveleigh, A., Cook, A., Naples, L. H., & Cipriano, C. (Under Review, May, 2021). Emotions matter: How special education teachers are using social and emotional learning to adapt to distance learning during the COVID-19 pandemic. Presentation submitted to the 2021 Society for Affective Science Annual Conference (virtual conference).

Garcia, B., Baumsteiger, R., Willner, C. J., Hoffmann, J. D., Cipriano, C., Tan, T. Y., & Brackett, M. A. (Under Review, April, 2021). Using experience sampling methodology to assess adolescents' emotion regulation. In C. **Willner** (Chair), *Diverse and innovative approaches to assessing youths' emotion regulation strategies*. Symposium submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

ACCEPTED/UNDER REVIEW

Hoffmann, J.D., Baumsteiger, R., McGarry, J., Seibyl, J., & Brackett, M.A. (Accepted, 2021, April). How to create more useful measures: The development of a web-based application for assessing school climate in secondary schools In J. Montgomery (Chair). *Innovative approaches to measuring social emotional learning* [Paper presentation]. The American Educational Research Association Annual Conference, Virtual.

Korucu, I., Paes, T. M., Runcan, R., Purpura, D. J., & Schmitt, S. A. (Under Review, April 2021). The role of peers' EF and classroom quality in preschoolers' academic skills. In **I. Korucu** (Chair), *Executive function in the preschool classroom: Understanding the peers' influence and group-based executive function assessments*. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Korucu, I., Duncan, R. J., & Schmitt, S. A. (Under Review, April, 2021). Pathways to school success: Exploring the role of school readiness skills and the early learning environments for academic achievement in middle childhood. In **I. Korucu** and S. Schmitt (Chairs), *How does context foster or hinder children's development? Implications for school readiness and later skills*. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Lane, T., Bailey, C. S., & Ponnock, A. (Under Review, April, 2021). Racial mismatch: Exploring the impact of teacher diversity on school readiness. In Cipriano, C. (Chair), *Race-conscious practice and representation in contemporary social and emotional learning*. Symposium to be conducted at the American Educational Research Association (AERA) Annual Meeting, online.

LaPalme, M. L., Barsade, S. G., **Brackett, M. A., Floman, J. L.** (Under Review, April, 2021). Measurement equivalence in emotion perception across racial groups. In Cipriano, C. (Chair), *Race-conscious practice and representation in contemporary social and emotional learning*. Symposium submitted to the annual meeting of the American Educational Research Association.

Mannweiler, M. D., Willner, C. J., Ng, Z., Hoffman, J. D., & Brackett, M. A. (Under Review, April, 2021). Educators systematically over-predict student anxiety on hypothetical vignettes. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Mannweiler, M. D., Eveleigh, A., Naples, L. H., Cipriano, C. (Under Review, May, 2021). Emotional safety in school during the COVID-19 pandemic. Presentation submitted to the 2021 Society for Affective Science Annual Conference (virtual conference)

McNaboe, T., Korucu, I., & Bailey, C. (Under Review, April, 2021). Investigating teachers attitudes about SEL and implementation infrastructure through an exploratory factor analysis. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

ACCEPTED/UNDER REVIEW

Ng, Z.J., Willner, C. J., Cipriano, C., & Brackett, M. A. (Under Review, April, 2021). A review of emotion regulation assessment in schools. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Ponnock, A., Tornsey, B., & Floman, J. (Under Review, April, 2021) Teacher motivation and coping strategies in the wake of COVID-19. In Gaspard, H. & Lauermann, F. (Chairs), *Teachers' motivation to teach: What matters?* Symposium to be conducted at the American Educational Research Association (AERA) Annual Meeting, online.

Ponnock, A., & Floman, J. (Under Review, April, 2021) Examining the impact of racial congruence on educator well-being. In Cipriano, C. (Chair), *Race-conscious practice and representation in contemporary social and emotional learning.* Symposium to be conducted at the American Educational Research Association (AERA) Annual Meeting, online.**Schnur, G., &**

Korucu, I., Bailey, C. (Under Review, April, 2021). Associations between classroom quality and school readiness in early childhood (poster). Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Tuttle, M.E., Bailey, C.S., Korucu, I. (Under Review, April, 2021). Preschool teachers' beliefs about emotion and their perceived and observed emotion socialization practices (poster). Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Willner, C. J., Harrison, A. P., Ng, Z. J., Mannweiler, M. D., Hoffmann, J., Bailey, C. S., Cipriano, C., & Brackett, M. A. (Under Review, April, 2021). A new situational judgment test of students' emotion regulation: Age-related differences in strategy endorsement. In **C. Willner** (Chair), *Diverse and innovative approaches to assessing youths' emotion regulation strategies.* Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

Zieher, A.K. (Under Review, Chair, 2021). *The classroom observation of social and emotional teaching: Considering three frameworks and methodological approaches.* Symposium submitted to Society for Research in Child Development Biennial Meeting, virtual convening.

PUBLICATIONS

Our team contributed to **21 peer-reviewed publications this year**, in addition to numerous popular media articles. Further, we currently have 46 manuscripts in preparation, under review, or in revision.

PUBLISHED

Barnes, T., **Cipriano, C.**, Xia, Y. (In Press). Relating in the self-contained classroom: Best practices for cultivating effective teacher-paraprofessional collaboration. *Beyond Behavior*.

Brackett, M., & Cipriano, C. (2020). Emotional intelligence comes of age. *Cerebrum*. The Dana Foundation. Published July 15, 2020, 28-31.

Britto, P. R., Hanoz-Penney, S., Pontuga, L. A., Sunar, D., Issa, G., Hein, S. D., Rosario, M. C., Almuneef, M. A., **Korucu, I.**, Togo, Y., Kurbonov, J., Choibekow, N., Phan, H. T. T., Fallon, S., Artukoglu, B., Hartl, F., Salah, R., Fitzpatrick, S., Connolly, P., Dunne, L., Miller, S., Pruett, K., & Leckman, J. (2020). Pathways to a more peaceful and sustainable world: The transformative power of children in families. *Development and Psychopathology*. 1-12. doi: [10.1017/S0954579420000681](https://doi.org/10.1017/S0954579420000681)

Cipriano, C., Rappolt-Schlichtmann, G., & Brackett, M.A. (2020). Supporting school community wellness with social and emotional learning (SEL) during and after a Pandemic, Edna Bennet Pierce Prevention Research Center, Pennsylvania State University.

Cipriano, C., Taylor, J.T., Weissberg, R., Blyth, D., & McKown, C. (2020). Catalyzing future directions of SEL assessment. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Cotter, K. N., **Ivcevic, Z.**, & Moeller, J. (2020). Intra-individual profiles of originality and fluency in divergent thinking responses. *Journal of Research in Personality*. Advanced online publication. doi: [10.1016/j.jrp.2020.103941](https://doi.org/10.1016/j.jrp.2020.103941)

Denham, S. A., Bassett, H. H., Zinsser, K. M., Bradburn, I. S., **Bailey, C. S.**, Shewark, E. S. Ferrier, D. E., Liverette, K. H., Steed, J., Karalus, S. P., & Kianpour, S. (2020). Computerized social-emotional assessment measures for early childhood settings. *Early Childhood Research Quarterly*, 51, 55-66. <https://doi.org/10.1016/j.ecresq.2019.07.002>

Hoffmann, J. D., Brackett, M. A., Bailey, C. S., & Willner, C. J. (2020). Teaching emotion regulation in schools: Practical and actionable steps for educators. *Emotion (Washington, D.C.)*, 20(1), 105-109. <https://doi.org/10.1037/emo0000649>

Hoffmann, J. D., Ivcevic, Z., & Maliakkal, N. (2020). Enhancing creativity skills of children enrolled in an emotion rich art-based course. *Empirical Studies in the Arts*. <https://doi.org/10.1177/0276237420907864>

Ivcevic, Z., Grossman, E., & Ranjan, A. (2020). Patterns of psychological vulnerabilities and resources in artists. *Psychology of Aesthetics, Creativity, and the Arts*. Advanced online publication. <https://doi.org/10.1037/aca0000309>

PUBLISHED

Ivcevic, Z., Moeller, J., Menges, J., & **Brackett, M. A.** (2020). Supervisor emotionally intelligent behavior and employee creativity. *Journal of Creative Behavior*. <https://doi.org/10.1002/jocb.436>

Ke, T., Wu, J., **Willner, C. J.**, Brown, Z., Banz, B., van Noordt, S., Waters, A. C., & Crowley, M. J. (2020). The glass is half empty: Negative self-appraisal bias and attenuated neural response to positive self-judgement in adolescence, *Social Neuroscience*, (15)2, 140-157. <https://doi.org/10.1080/17470919.2019.1697744>

Korucu, I., Litkowski, E., Purpura, D. J., & Schmitt, S. A. (2020). Parental executive function as a predictor of parenting practices and children's executive function. *Infant and Child Development (Special Issue)*. *Inf Child Dev*, (29)e2152. <https://doi.org/10.1002/icd.2152>

Korucu, I., Litkowski, E., & Schmitt, S. A. (2020). Examining associations between the home literacy environment, executive function, and school readiness. *Early Education and Development*. <https://doi.org/10.1080/10409289.2020.1716287>

Korucu, I., & Schmitt, S. A. (2020). The continuity and change in the home environment and associations with school readiness. *Early Childhood Research Quarterly*, 53, 97-107.

Moeller, J., **Brackett, M.**, **Ivcevic, Z.**, White, A. E. (2020). High school students' feelings: Discoveries from a large national survey and an experience sampling study. *Learning and Instruction*. Advanced online publication. <https://osf.io/f3k87/>

Naples, L. H., Riley, J., McCarthy, M., Rappolt-Schlichtmann, G., **Cipriano, C.**, & **Eveleigh, A.** (2020). A collaboratory for inclusion: Serving student diversity through districtwide social emotional learning implementation. In: Social and Emotional Learning Research Abstracts; October 15, 2020. Chicago, IL: CASEL. Retrieved from: <https://bit.ly/SELabstracts>

Panero, M. E., Michaels, L., & Winner, E. (2020). Becoming a character: Dissociation in conservatory acting students. *Journal of Trauma and Dissociation*. *Journal of trauma & dissociation : the official journal of the International Society for the Study of Dissociation (ISSD)*, 21(1), 87-102. <https://doi.org/10.1080/15299732.2019.1675220>

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RESEARCH YEAR IN REVIEW

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THANK YOU

This report would not be possible without the commitment from our research staff. Thank you for taking the time to help make this possible.

We are in this together.

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