



2022

# RESEARCH YEAR IN REVIEW



The purpose of this report is to share the accomplishments of the researchers at the Yale Center for Emotional Intelligence during the 2022 calendar year.



**YALE CHILD  
STUDY CENTER**

*Where discovery inspires care*

*Yale Center for Emotional Intelligence*



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# A Note from the Director of Research

2022 has been a whirlwind of healing, growth, and productivity for our community. Our dedicated researchers achieved remarkable milestones, delivering a total of 46 presentations at national and international conferences. Notably, our presence was prominent at key research conferences, including 10 presentations for the American Psychological Association (APA), six for the International Society for Research on Emotion (ISRE), and five for the American Educational Research Association (AERA). Alongside this, our team collectively produced 56 peer-review publications and numerous popular media.

This report is a testament to the critical work of the researchers at the YCEI. Our commitment to advance the science of emotion in the service of all students, educators, families, and leaders, through our intentional, important, and creative contributions to emotion science in practice are boundless.

Looking forward to what we will continue to build together.

In community and with gratitude,  
Chris



**Christina Cipriano, Ph.D., E.d.M.**

Assistant Professor, Yale Child Study Center

Director of Research, Yale Center for Emotional Intelligence



# STAFF GROWTH

At the beginning of 2022, our staff consisted of 36 researchers, including 1 Professor, 2 Assistant Professors, 1 Senior Research Scientist, 1 Research Scientist, 10 Associate Research Scientists, 1 Program Manager, 1 Senior Administrative Assistant, 2 Project Coordinators, 2 Research Assistants, 6 Postdoctoral Associates, and 9 Postgraduate Associates.

In 2022, nine researchers transitioned on to the next phases of their careers, including medical/doctoral programs and other research positions. Additionally, three of our researchers received promotions.

As we close 2022, we are now a staff of 27 researchers, including:

## **Support Staff**

- 1 Associate Director
- 1 Operations Coordinator
- 1 Research Assistant
- 2 Project Coordinators

## **Senior Faculty**

- 1 Professor
- 2 Assistant Professors
- 1 Senior Research Scientist
- 1 Research Scientist

## **Mentored Faculty**

- 7 Associate Research Scientists

## **Trainees:**

- 5 Postdoctoral Associates
- 5 Postgraduate Associates

# RESEARCH STAFF

Our 2022 research staff is listed below:

**Hannah Asis\***

Postgraduate Associate

**Craig Bailey**

Assistant Professor  
Director of Early Childhood

**Rachel Baumsteiger\***

Associate Research Scientist

**Marc Brackett**

Professor  
Founding Director

**Megan Kirk Chang\***

Postdoctoral Associate

**Christina Cipriano**

Assistant Professor  
Director Researcher

**Maneeza Dawood**

Postdoctoral Associate

**James Floman**

Associate Research Scientist

**Kalee De France**

Associate Research Scientist

**Famatta Gibson**

Project Coordinator

**Cheyon Ha**

Postdoctoral Associate

**Jessica Hoffmann**

Research Scientist  
Director of Adolescent Initiatives

**Zorana Ivcevic Pringle**

Senior Research Scientist  
Director of Creativity and Emotions Lab

**Elizabeth Kilgallon\***

Postgraduate Associate

**Irem Korucu**

Associate Research Scientist

**Matt LaPalme\***

Associate Research Scientist

**Shengjie Lin**

Postdoctoral Associate

**Melissa Lucas**

Postdoctoral Associate

**Peihao Luo\***

Research Assistant

**Victoria Mack**

Postgraduate Associate

**Sean McFarland**

Postgraduate Associate

**Lauren Hunter Naples**

Associate Research Scientist

**Zi Jia (ZJ) Ng**

Associate Research Scientist

**Annette Ponnock**

Associate Research Scientist

**Whitney Sanders**

Project Coordinator

**Kaveri Sehgal**

Postgraduate Associate

**Jennifer (Jenny) Seibyl**

Research Assistant

**Krista Smith\***

Postgraduate Associate

**Zoë Soeters**

Senior Administrative Assistant

**Violet Tan\***

Postgraduate Associate

**Linda Torv**

Associate Director of Research Administration

**Zhenlan (Lan) Wang**

Postdoctoral Associate

**Cynthia (Cindy) Willner\***

Associate Research Scientist

**Miranda Wood**

Postgraduate Associate

**Fuzhe (Jacqueline) Xie**

Postgraduate Associate

**Almut Zieher**

Associate Research Scientist

(\* ) denotes researchers who transitioned from their position at the Center in 2022.

# FUNDING

**Our team secured 7 new awards in 2022**, ranging from \$1,500 to \$5.6 million dollars in new funding! In addition, our research staff currently have **5 grants under review**.

Total New Funding Awarded:

**\$6,616,824**

Bringing Our Total Active Research Funding To:

**\$13,225,395.85**

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



## AWARDED

Cipriano, C. (PI) & Hoffmann, J., (Co-PI). "Fostering Students of Color and Their Educators to Thrive Through Sustainable SEL Assessments," Chan Zuckerberg Initiative Foundation (July, 2022), Total Amount Awarded = \$5,626,928

Korucu, I. (PI). "Classroom Language Environment and Children's School Readiness," Child Study Center Training and Career Development Grant (January 2022), Total Amount Awarded = \$14,967



# FUNDING



## AWARDED

Zieher, A. K. (PI). "Developing the Objective Awareness and Mindfulness Measure for Teachers: A Novel Measure of Teachers' Subjective Experience, Objectively Coded Using a Machine Learning Approach," Mind and Life Institute (November, 2022). Total Amount Awarded = \$99,942

Ng, Z. J. (PI). "A Validation of Two New Tools for Assessing and Improving Adolescents' EWB in Schools," Network to Advance the Study of Mechanisms Underlying Mind-Body Interventions and Measurement of Emotional Well-being (June, 2022). Total Amount Awarded = \$19,997

Cipriano, C. (PI). "Promoting SEL Access and Outcomes for Students with Learning Differences," Oak Foundation (January, 2022). Total Amount Awarded = \$703,490

Floman, J. (PI). "Educator Resilience and Wellbeing," Pinterest Inc. (June, 2022). Total Amount Awarded = \$150,000

Kirk Chang, M. (PI). "Exploring the impact of racial congruence on the experience of BIPOC undergraduate students enrolled in an online mental well-being intervention," Women Faculty Forum at Yale (March, 2022). Total Amount Awarded = \$1,500



## UNDER REVIEW

Wang, Z. (PI). "SEL Rubric for Chinese Children's Storybooks," iRead Foundation (Under Review)

Bailey, C. (PI). "Transformative Social and Emotional Learning During Classroom Shared-readings," National Institute of Child Health and Human Development (Under Review)



# FUNDING



## UNDER REVIEW

De France, K. (PI). “Testing associations between momentary emotion regulation success and adolescent psychological and physical well-being,” Network to Advance the Study of Mechanisms Underlying Mind-Body Interventions and Measurement of Emotional Well-being (Under Review)

Hoffmann, J. (PI). “Engaging Student Voice and Youth Action in the Creation of Safe and Supportive Schools for All: A Study of inspirED,” Office of Elementary and Secondary Education, Education Innovation and Research Program (Under Review)

Cipriano, C. (PI). “Demystifying the fallacy of the SEL Assessment Competency Score: Creating a Series of Public Goods for Schools and Researchers”, Education First (Under Review)



# 2022 HIGHLIGHTS

## AWARDS AND HONORS

- In October 2022, Dr. Christina Cipriano received the [2022 Joseph E. Zins Career Contributions Award](#) for Social and Emotional Learning (SEL) Action Research from the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#).
- In August 2022, Dr. Zorana Ivcevic Pringle (Senior Research Scientist) was elected Fellow of Division 10 of the American Psychological Association: [Society for the Psychology of Aesthetics, Creativity, & the Arts](#)
- The How We Feel app was selected by [Apple](#) as one of five Cultural Impact winners that have made a lasting impact on people's lives and influenced culture.
- The Yale Center for Emotional Intelligence (YCEI) was one of two recipients of the 2022 Horizons Hero Award, which recognizes those who contribute in extraordinary and sometimes unexpected ways to the Horizons National Network, which supports a network of out-of-school time academic and youth development programs.
- Dr. Irem Korucu was awarded the Yale Child Study Center Junior Faculty Development Fund Award.
- In March 2022, Dr. Christina Cipriano's [Op Ed in the Washington Post](#) was selected as best guest Op. Ed. of the Week.
- Dr. Megan Kirk Chang, Postdoctoral Associate, was awarded a [Yale Women Faculty Forum seed grant](#) for her project, "Exploring the impact of racial congruence on the experience of BIPOC undergraduate students enrolled in an online mental well-being intervention."
- Postgraduate Associates Sean McFarland, Violet Tan, and Miranda Wood were awarded Child Study Center Postgraduate Travel Awards for their conference presentations in 2022 at American Psychological Association's and Association of Psychological Science's annual conventions.



# CONFERENCE PRESENTATIONS

Our research staff collectively presented at over **15 national and international conferences** throughout the year, amounting to **46 presentations**, including poster presentations, paper presentations, symposiums, and keynote addresses. There are currently an additional **28 submissions accepted or under review for 2023!**

## PRESENTED

Aradhya, B.S.A., Yadati, N., **Torv, L., & Cipriano, C.** (2022, June). *Exploring SEL assessment tools in cross-cultural context: Issues and Learning from India* [Paper presentation]. European Network for Social and Emotional Competence (ENSEC) Conference on Social Emotional Learning and Positive Development, Suceava, Romania.

**Baumsteiger, R., & De France, K.** (2022, July). *Adolescents' affective experiences: The influence of home, school, technology, and a school-based program.* [Symposium]. International Society for Research on Emotion Conference, Los Angeles, CA.

**Baumsteiger, R., Hoffmann, J. D., & Tan, T. Y.** (2022, April). *A Multidimensional Measure of Adolescent Technology Use* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA.

**Baumsteiger, R., Hoffmann, J. D., Willner, C. J., Garcia, B., Cipriano, C., & Brackett, M. A.** (2022, August). How adolescents regulate emotions in the moment: Findings from an experience sampling study. In J. D. Hoffmann & Z. J. Ng (Chairs), *Assessing emotion regulation in schools: Tools for supporting the emotional health of adolescents* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

**Baumsteiger, R. Seibyl, J., & Hoffmann, J. D.** (2022, July). How to support adolescents' social and emotional development: A study of "inspirED." In R. Baumsteiger & K. De France (Chairs), *Adolescents' affective experiences: The influence of home, school, technology, and a school-based program* [Symposium]. International Society for Research on Emotion Conference, Los Angeles, CA.

**Brackett, M. A.** (2022, May). *Permission to Feel: The power of emotional intelligence to achieve well-being and success in school and life* [Keynote address]. Families Together in New York State Annual Conference, Albany, NY.



# PRESENTED

**Brackett, M. A.** (2022, July). *Permission to feel: The power of emotional intelligence to achieve well-being and success in school and life* [Keynote address]. Show Up for Teachers Conference, Salt Lake City, UT.

**Brackett, M. A.** (2022, August). *Permission To feel: The power of emotional intelligence to transform lives* [Keynote address]. 8th International Congress on Emotional Intelligence, Palermo, Italy.

**Brackett, M. A.** (2022, October). *Permission to feel: The power of emotional intelligence to achieve well-being and transform leadership* [Keynote address]. 7th Annual Mindful Leader Summit, Washington, D. C.

**Cipriano, C.** (2022, March). *Forging inclusive paths in social and emotional programming* [Academic session]. TESOL International Convention and English Language Expo, Pittsburgh, PA.

**Cipriano, C.** (2022, June). *The State of the Evidence for Social and Emotional Learning* [Presentation]. SEL Providers Association National Meeting.

**Cipriano, C.** (2022, October). *Defining and Measuring SEL So All Students Thrive: Opportunities and Challenges for Educational Researchers* [Keynote address]. Northeastern Educational Research Association Annual Conference, Philadelphia, PA.

**Cipriano, C., Jarvinen-Taubert, J., & Handa, R.,** (2022, January). *Demystifying SEL: Insights from global educational research and practice* [Panel discussion]. 2022 SEL Fest: Celebrating Social and Emotional Learning. Redbricks Education Foundation.

**Cipriano, C., & Naples, L. H.** (2022, May). *A systematic review of student disability and race representation in universal school-based SEL interventions for elementary school students* [Paper presentation]. Society for Prevention Research Annual Meeting, Seattle, WA.

**De France, K.** (2022, August). Emotion regulation strategy use and success during adolescence: Assessing the role of context. In J. D. Hoffmann & Z. J. Ng (Chairs), *Assessing emotion regulation in schools: Tools for supporting the emotional health of adolescents* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.



## PRESENTED

**De France, K., & Hoffmann, J. D.** (2022, May). Associations between socioeconomic status and student outcomes: Assessing the mediating role of negative and positive emotions. In K. De France (Chair), *Associations between exposure to adversity and child well-being: Assessing the role of emotion regulation* [Symposium]. Association for Psychological Science Annual Convention, Chicago, IL.

**De France, K., & Hoffmann, J. D.** (2022, July). Associations between SES and student outcomes: The mediating roles of negative and positive emotions. In R. Baumsteiger & K. De France (Chairs), *Adolescents' affective experiences: The influence of home, school, technology, and a school-based program* [Symposium]. International Society for Research on Emotion Conference, Los Angeles, CA.

**De France, K., & Hollenstein, T.** (2022, August). Understanding the role of context in adolescent emotion regulation. In K. De France (Chair), *Assessing emotion regulation in schools: Tools for supporting the emotional health of adolescents* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

Eveleigh, A., **Cipriano, C., & Naples, L. H.** (2022, April). Affective experiences of educators of students with learning differences during the COVID-19 pandemic. In C. Cipriano (Chair), *How did SEL support educators of students with learning differences during the 2020-21 school year?* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA.

**Hoffmann, J. D.** (2022, August). InspirED: Building emotion skills and creativity in high school students. In Z. Ivcevic Pringle & S. Lin (Chairs), *Broadening the study of emotions and creativity - from person to product and educational application* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

**Hoffmann, J. D., & Baumsteiger, R.** (2022, July). School climate and students' emotional experiences: Which practices really matter? In R. Baumsteiger & K. De France (Chairs), *Adolescents' affective experiences: The influence of home, school, technology, and a school-based program* [Symposium]. International Society for Research on Emotion Conference, Los Angeles, CA.

**Hoffmann, J. D., Baumsteiger, R., & Seibyl, J.** (2022, April). *School climate walkthrough measure: A validation study* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA.



## PRESENTED

**Hoffmann, J. D., De France, K., Seibyl, J., Orleck-Jetter, R., Castillo Gualda, R., & Brackett, M. A.** (2022, August). The role of creativity in effective cognitive reappraisal among adolescents. In J. D. Hoffmann & Z. J. Ng (Chairs), *Assessing emotion regulation in schools: Tools for supporting the emotional health of adolescents* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

**Hoffmann, J. D., & McGarry, J. A.** (2022, April). *Welcome to inspirED* [Presentation]. Connecticut Commission for Women, Children, Seniors, Equity and Opportunity.

**Hoffmann, J. D., & McGarry, J. A.** (2022, July). *Empowering students, empowering teacher leadership: experiences in addressing school climate through student voice* [Presentation]. National Network of State Teachers of the Year Annual Convention.

**Hoffmann, J. D., & McGarry, J. A.** (September 2022). The inspirED process: Fostering student empowerment through connection, compassion, and creativity. In C. Pavarini (Chair), *Values, voice and citizenship: Internet interventions for youth empowerment and social change* [Symposium]. International Society for Research on Internet Interventions, Pittsburgh, PA.

**Hoffmann, J. D., & Ng, Z. J.** [Chairs]. (2022, August). *Assessing emotion regulation in schools: Tools for supporting the emotional health of adolescents* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

**Ivcevic Pringle, Z.** (2022, August). Creativity realized: Self-regulation in the creative process. In A. Zielinska (Chair), *Creativity under control: Exploring self-regulation in the creative process* [Symposium]. Marconi Institute for Creativity Conference, Bologna, Italy.

**Ivcevic Pringle, Z.** (2022, August). Self-regulation for creativity. In Z. Ivcevic Pringle (Chair), *Broadening the study of emotions and creativity: From person to product and educational applications* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

**Ivcevic Pringle, Z., & Lin, S.** (2022, April). Adding context to the relationship between passion and creativity. In K. S. Nei (Chair), *The context for innovation: Examining creativity in practice* [Symposium 123524]. Society for Industrial and Organizational Psychology Conference, Seattle, WA.

**Ivcevic Pringle, Z., & Tinio, P.** (2022, October). *Art Seeking Understanding: From Creation to Appreciation* [Presentation and workshop]. Designing for Empathy Summit, Washington, D. C.



## PRESENTED

**Lucas, M.**, & Palacios, N. (2022, May). *From struggling to thriving: Teachers' perceptions of school climate profiles and Latinx student-teacher relationship quality*. [Poster Presentation]. Society for Research in Child Development Special Topics Meeting, Rio Grande, Puerto Rico.

**Lucas, M.**, Palacios, N., & Bell, B. A. (2022, September). *The effect of English Learner status on teachers' perceptions of student social skill development* [Poster Presentation]. Society for Research in Educational Effectiveness Conference, Arlington, VA.

**McFarland, S., Tan, T. Y., Baumsteiger, R., De France, K., & Hoffmann, J. D.** (2022, August). *Technology use and affective well-being in adolescents across different grades* [Poster presentation]. American Psychological Association Annual Convention, Minneapolis, MN.

**McFarland, S., Tan, T. Y., & De France, K.** (2022, July). Healthy technology use and affective well-being: The protective role of online citizenship and school preparation. In R. Baumsteiger & K. De France (Chairs), *Adolescents' affective experiences: The influence of home, school, technology, and a school-based program* [Symposium]. International Society for Research on Emotion Conference, Los Angeles, CA.

**Naples, L. H., Cipriano, C.**, Eveleigh, A., Stoffers, M., & Barnes, T. N. (2022, January). *Unpacking the social emotional health of education support professionals during the COVID-19 pandemic*. Council for Exceptional Children Annual Convention, Orlando, FL.

**Naples, L. H., Cipriano, C.**, Eveleigh, A., Stoffers, M., & Barnes, T. N. (2022, April). The social emotional health of paraeducators early in the COVID-19 pandemic. In Cipriano, C. (Chair), *How did SEL support educators of students with learning differences during the 2020-21 school year?* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA.

**Ng, Z. J., Willner, C. J.**, & Mannweiler, M. D. (2022, August). Student emotion regulation assessment (SERA) – Turning data into action. In J. D. Hoffmann & Z. J. Ng (Chairs), *Assessing emotion regulation in schools: Tools for supporting the emotional health of adolescents* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

**Ng, Z. J., Willner, C. J.**, & Mannweiler, M. D., **Hoffmann, J. D., Bailey, C. S., & Cipriano, C.** (2022, July). *Systematic review of emotion regulation assessments for use in U.S. schools* [Individual Talk]. International Society for Research on Emotion Conference, Los Angeles, CA.



## PRESENTED

**Ponnock, A.** (2022, June). *Advancing equity in quantitative research through community partnerships* [Poster presentation]. Quantitative Methodology Center Conference, The University of Ohio, Columbus, OH.

**Ponnock, A.** (2022, August). Researcher-initiated community-based research. In R. Part (Chair), *Razing the ivory tower: Developing effective community-based research skills* [Symposium]. American Psychological Association Annual Convention, Minneapolis, MN.

Schlichtmann, G. R., Boucher, A., Cook, A., **Naples, L. H.**, & **Cipriano, C.** (2022, April). Measuring up RULER: Learning to support educators to support students with learning differences during COVID-19. In Cipriano, C. (Chair) *How did SEL support educators of students with learning differences during the 2020-21 school year?* [Symposium]. American Educational Research Association Annual Meeting, San Diego, CA.

**Sehgal, K.**, Ahmad, E., **Wood, M.**, **Ha, C.**, **Naples, L. H.**, & **Cipriano, C.** (2022, November). *How are students with disabilities represented in universal school-based social and emotional learning (USB- SEL) interventions?* [Poster presentation]. Annual Postgraduate Association Symposium, Yale University, New Haven, CT.

**Tan, T. Y.**, **Seibyl, J.**, Mannweiler, M. D., & **Cipriano, C.** (2022, May). *Representation requires intention: Centering educators of color through innovative paired matched design in qualitative analyses* [Flash talk]. Association for Psychological Science Convention, Chicago, IL.

**Wood, M.**, **Sehgal, K.**, **Naples, L. H.**, & **Cipriano, C.** (2022, May). *Findings from a mixed-methods study of educators of students with learning differences in the 2020-2021 school year* [Poster presentation]. Association for Psychological Sciences Convention, Chicago, IL.

**Wood, M.**, **Sehgal, K.**, **Ha, C.**, & **Cipriano, C.** (2022, November). *Prosocial emotions and burnout: A cross cultural replication of educators* [Poster presentation]. Annual Postgraduate Association Symposium, Yale University, New Haven, CT.



## ACCEPTED/UNDER REVIEW

As we close 2022, YCEI researchers have submitted 28 presentations that are under review or were accepted for conferences and events to be held in 2023.

Ahmad, E., **Sehgal, K., Wood, M., Naples, L. H., & Cipriano, C.** (2023, April). 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 Annual Meeting, Chicago, IL.

Alexander, J., Habib I., **Hoffmann, J. D.**, Wilson, T. (2023, July). *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.

**Allen, J., & Sawch, D.** (2023, April). 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 Annual Meeting, Chicago, IL.

**Bailey, C. S.** (2023, April). Reliability and validity of the emotionally intelligent teaching checklist across preschool and educator characteristics. In R. Gosavi (Chair), *Measurement and early childhood education: Challenges and opportunities* [Symposium]. American Educational Research Association Annual Meeting, Chicago, IL.

**Bailey, C. S.**, Meyer, J., Strambler, M. J., **Sanders, W., Xie, F.**, & Burget-Foster, S. (2023, April). Associations among early childhood educator skills, mindsets, well-being, and SEL practices: The importance of reappraisal and emotional exhaustion. 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 Annual Meeting, Chicago, IL.

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



## ACCEPTED/UNDER REVIEW

**Cipriano, C.** (2023, April). *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 Annual Meeting, Chicago, IL.

**Cipriano, C.** (2023, June). *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 Annual Meeting, Washington, D.C.

**Cipriano, C., Naples, L. H., Zieher, A. K., Durlak, J., Strambler, M. J., Eveleigh, A., Wood, M., Ha, C., Sehgal, K., Kirk Chang, M., Ponnock, A., Funero, M., & Chow, J.** (2023, March). *The state of evidence for social and emotional learning: A contemporary systematic review of universal school-based SEL Interventions* [Paper Presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

**Cipriano, C.,** Rappolt-Schlichtmann, G., Riley, J., **Naples, L. H.,** & Eveleigh, A. (2023, April). 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 Annual Meeting, Chicago, IL.

**De France, K., & Hoffmann, J. D.** (Under review). *Demographic disparities in educational experience and achievement during the coronavirus pandemic* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL.

**De France, K. D., Hoffmann, J. D., Ng, Z. J., & Seibyl, J.** (2023, July). *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.

Ekwueme, P. O., **Cipriano, C., & Naples, L. H.** (2023, April). 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 SEL* [Symposium]. American Educational Research Association Annual Meeting, Chicago, IL.



## ACCEPTED/UNDER REVIEW

**Floman, J., Ponnock, A., & Brackett, M. A.** (2023, April). 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 Annual Meeting, Chicago, IL.

**Lin, S., Ivcevic Pringle, Z., Cipriano, C., Li, C., Wood, M., & Brackett, M. A.** (2023, April). Mixed affect among educators during the COVID-19 pandemic: A network analysis. 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 Annual Meeting, Chicago, IL.

**Lucas, M., Wood, M., Mack, V., Sehgal, K., & Cipriano, C.** (2023, June). *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 Annual Meeting, Washington, D.C.

Mannweiler, M. D., **Seibyl, J., & Tan, T. Y.** (2023, April). Centering the emotional experiences of educators of color with matched-pairs design during the COVID-19 pandemic. 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 Annual Meeting, Chicago, IL.

**McFarland, S., De France, K., & Hoffmann, J. D.** (2023, March). *Who, how much, and why: Individual differences in how adolescents feel after using technology* [Flash Talk]. Society for Research on Child Development Biannual Meeting, Salt Lake City, UT.

**Ponnock, A. R., Asis, H., & Luo, P.** (2023, February). *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 Annual meeting, Atlanta, GA.

**Ponnock, A. R., Floman, J., Asis, H., Viejo Barragan, A. S., Brackett, M. A.** (2023, April). *Modeling multidimensionality in educator well-being: A person-centered approach* [Poster presentation]. American Educational Research Association Annual Meeting, Chicago, IL.



# ACCEPTED/UNDER REVIEW

**Sehgal, K., Wood, M., Cipriano, C., & Naples, L. H.** (2023, April). 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 SEL* [Symposium]. American Educational Research Association Annual Meeting, Chicago, IL.

**Seibyl, J., & Hoffmann, J. D.** (2023, July). *Creativity, compassion, and collaboration: InspirED's youth empowerment online learning program* [Listen and Learn Snap Shot]. International Society for Technology in Education Live, Philadelphia, PA.

**Seibyl, J., & Hoffmann, J. D.** (under review). *Making educational SEL assessments actually useful: The story of research-practice partnership* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL.

**Seibyl, J., Dawood, M., & Hoffmann, J. D.** (2023, March) *Is your school's SEL working? Finding the answers with sustainable SEL assessments* [Innovator Talk]. Association for Supervision and Curriculum Development Annual Conference, Denver, CO.

Strambler, M. J., **Zieher, A. K.**, Meyer, J., & Genovese, M., (2023, April). Challenges and future directions in measuring SEL 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 Annual Meeting, Chicago, IL.

**Wood, M., Cipriano, C., & Brackett, M. A.** (2023, April). 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 Annual Meeting, Chicago, IL.

**Wood, M., Sehgal, K., Cipriano, C., & Naples, L. H.** (2023, April). 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 SEL* [Symposium]. American Educational Research Association Annual Meeting, Chicago, IL.

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



# PUBLICATIONS

Our team contributed to **56 peer-reviewed publications this year**, in addition to numerous popular media articles. Further, we currently have 48 manuscripts in preparation, under review, or in revision.

## PUBLISHED

**Bailey, C. S.**, Ondrusek, A. R., Curby, T. W., & Denham, S. A. (2022). Teachers' consistency of emotional support moderates the association between young children's regulation capacities and their preschool adjustment. *Psychology in the Schools*, 59(6). <https://doi.org/10.1002/pits.22659>

**Cipriano, C., Naples, L. H.**, Eveleigh, A., Cook, A., Funaro, M., Cassidy, C., McCarthy, M. F., & Rappolt-Schlichtmann, G. (2022). 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*, 003465432210940. <https://doi.org/10.3102/00346543221094079>

**Cipriano, C., Naples, L. H., Wood, M., Sehgal, K., Kilgallon, E., & Zieher, A. K.** (2022). What is social and emotional learning (SEL)? A supplement to the manuscript, "The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions," Available on *Open Science Framework*, <https://osf.io/6pqx2/>

**Cipriano, C., Wood, M., Sehgal, K., Kilgallon, E.**, Levine, R. S., **Ha, C.**, Brockmeier, L., & **Zieher, A. K.** (2022, June). Building the contemporary social and emotional learning (SEL) data set. A supplement to the manuscript, "The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions," Available on *Open Science Framework*, <https://osf.io/6pqx2/>

**Cipriano, C.**, Schlichtmann, G., Riley, J., **Naples, L. H.**, & Eveleigh, A. (In Press). Supporting transformative SEL implementation with a collaboratory for equity and inclusion. In K. Schonert-Reichel, M. J. Strambler, & S. Rimm-Kaufman (Eds.), *Social and emotional learning in action: Creating systemic change in schools*. Guilford Press. <https://www.guilford.com/books/Social-and-Emotional-Learning-in-Action/Rimm-Kaufman-Strambler-Schonert-Reichl/9781462552047>



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**De France, K.**, Hicks, O., & Hollenstein, T. (2022). Understanding the association between reappraisal use and depressive symptoms during adolescence: The moderating influence of reappraisal success. *Cognition and Emotion*, 36(4), 758-766. <https://doi.org/10.1080/02699931.2022.2043245>

**De France, K., & Hoffmann, J. D.** (2022). Disparities in school experience for minoritized students during the COVID-19 pandemic. *Research Square*. <https://doi.org/10.21203/rs.3.rs-2062106/v1>

**De France, K.**, & Hollenstein, T. (2022). Emotion regulation strategy use and success during adolescence: Assessing the role of context. *Journal of Research on Adolescence*. Advance online publication. <https://doi.org/10.1111/jora.12672>

**De France, K.**, & Hollenstein, T. (2022). The development of cognitive reappraisal for regulating emotions: Infancy to adolescence. In D. Dukes, E. Walle, & A. Samson (Eds.), *Oxford handbook of emotional development*, 110-125. Oxford University Press. <https://global.oup.com/academic/product/the-oxford-handbook-of-emotional-development-9780198855903?cc=us&lang=en&>

**De France, K.**, Stack, D., & Serbin, L. (2022). 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>

Eveleigh, A., Cook, A., **Naples, L. H.**, & **Cipriano, C.** (2022). How did educators of students with learning differences use social-emotional learning to support their students and themselves early in the COVID-19 pandemic? *Children and Schools*, 44(1), 27-38. <https://doi.org/10.1093/cs/cdab030>

Falbo, T., & **Lin, S.** (2022). Sibling effects on the development of obesity. In G. Garcia-Alexander & D. L. Poston Jr. (Eds.), *International handbook of the demography of obesity* (Vol. 12, pp. 173-183). [https://doi.org/10.1007/978-3-031-10936-2\\_10](https://doi.org/10.1007/978-3-031-10936-2_10)

Guo, Y., **Lin, S.**, Acar, S., Jin, S., Xu, X., Feng, Y., & Zeng, Y. (2022). Divergent thinking and evaluative skill: A meta-analysis. *Journal of Creative Behavior*, 56, 432-448. <https://doi.org/10.1002/jocb.539>



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**Ha, C., & Roehrig, A. D.** (2022). Contribution of children's reading motivation and prosocial efficacy to reading growth. *Learning and Individual Differences, 97*, 102163. <https://doi.org/10.1016/j.lindif.2022.102163>

**Ha, C., & Roehrig, A. D.** (2022). The satisfaction of basic psychological needs and children's reading growth in culturally relevant summer reading contexts. *Educational Studies*. <https://doi.org/10.1080/03055698.2022.2125288>

Hao, Yu, **De France, K.**, & Evans, G. (2022). Persistence on challenging tasks mediates the relationship between childhood poverty and mental health problems. *International Journal of Behavior Development, 46*(6), 562-567. <https://doi.org/10.1177/01650254221116870>

**Hoffmann, J. D., Baumsteiger, R., Seibyl, J., Hills, E., Bradley, C., Cipriano, C., & Brackett, M. A.** (2022). Building useful, web-based educational assessment tools for students, with students: A demonstration with the school climate walkthrough. *Assessment in Education: Principles, Policy & Practice, 29*(1), 95-120. <https://doi.org/10.1080/0969594x.2022.2056576>

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**Hoffmann, J. D., De France, K., & McGarry, J. A.** (2022). 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., & Ivcevic Pringle, Z.** (2022). Affect and creativity in children's play: Sandra Russ' blueprint for the field. In F. K. Reisman (Ed.), *Celebrating giants and trailblazers: A-Z of who's who in creativity research and related fields* (pp. 607-628). London, UK: KIE Publications.

**Hoffmann, J. D., & Ivcevic Pringle, Z.** (2022). Creativity, emotions, and the arts courses: An art center at the center. In Z. Ivcevic Pringle (Ed.), *Creativity, emotion, and the arts: Research, application, and impact* (pp. 45-55). Santander, Spain: Fundación Botín.

**Hoffmann, J. D., & McFarland, S.** (in press). Creativity and emotional intelligence: A complementary pairing. In Z. Ivcevic Pringle, J. D. Hoffmann, & J. C. Kaufman (Eds.), *Cambridge handbook of creativity and emotions*. Cambridge University Press.



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**Hoffmann, J. D., McGarry, J. A., Baumsteiger, R., Seibyl, J., & Brackett, M. A.** (in press). Emotional empowerment in high school life. In G. Misra & I. Misra (Eds.), *Emotions in Cultural Context*. Springer.

**Hoffmann, J. D., McGarry, J. A., & Seibyl, J.** (2022). Beyond tolerating ambiguity: How emotionally intelligent people can channel uncertainty into creativity. In R. Beghetto & G. Jaeger (Eds.), *Uncertainty: A catalyst for creativity, learning and development* (pp. 59–79). Springer. [https://doi.org/10.1007/978-3-030-98729-9\\_5](https://doi.org/10.1007/978-3-030-98729-9_5)

Houle, L., Barker, E. T., **De France, K.**, & Stack, D. M. (in press). Moderators of the association between co-rumination and depressive symptoms in emerging adult friendships. *Emerging Adulthood*, 11(2), 456-466.  
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**Ivcevic Pringle, Z.**, Grossman, E., & Ranjan, A. (2022). Patterns of psychological vulnerabilities and resources in artists and nonartists. *Psychology of Aesthetics, Creativity, and the Arts*, 16(1), 3–15. <https://doi.org/10.1037/aca0000309>

**Ivcevic Pringle, Z., Hoffmann, J. D., & Kaufman, J. C.** (in press). *Cambridge handbook of creativity and emotions*. Cambridge University Press.

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**Kirk, M. A.**, Pirbaglou, M., Weerasekera, R., & Ritvo, P. (2022). Effectiveness of online cognitive behavioral interventions that include mindfulness for clinically-diagnosed anxiety and depressive disorders: A systematic review and meta-analysis. *International Journal of Mental Health, 51*(3), 235-266. <https://doi.org/10.1080/00207411.2021.1959807>

**Korucu, I.**, Ayturk, E., Finders, J. K., Schnur, G., **Bailey, C. S.**, Tominey, S. L., & Schmitt, S. A. (2022). Self-regulation in preschool: Examining its factor structure and associations with pre-academic skills and social-emotional competence. *Frontiers in Psychology, 12*. <https://doi.org/10.3389/fpsyg.2021.717317>

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**LaPalme, M. L.**, **Luo, P.**, **Cipriano, C.**, & **Brackett, M. A.** (2022). Imposter syndrome among pre-service educators: Prevalence, effects, and the importance of emotion regulation competence. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.838575>

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**Lin, S.**, & Falbo, T. (2022). Sibling absence and body mass index: From adolescence to adulthood. *Pediatric Obesity, 17*(7), e12899. <https://doi.org/10.1111/ijpo.12899>

**Lin, S.**, & Muenks, K. (2022). Perfectionism profiles among college students: A person-centered approach to motivation, behavior, and emotion. *Contemporary Educational Psychology, 71*, 102110. <https://doi.org/10.1016/j.cedpsych.2022.102110>

**Luo, P.**, **LaPalme, M. L.**, **Cipriano, C.**, & **Brackett, M. A.** (2022). The association between sociability and COVID-19 pandemic stress. *Frontiers in Psychology, 13*, 828076. <https://doi.org/10.3389/fpsyg.2022.828076>

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**McFarland, S.** & Hay, A. (2022). Digital and in-person interpersonal emotion regulation: The role of anxiety, depression, and stress. *Journal of Psychopathology and Behavioral Assessment*, 45, 256-263. <https://doi.org/10.1007/s10862-022-10010-y>

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Saw, G. K., Chang, C.-N., & **Lin, S.** (2022). Gender disparities in remote teaching readiness and mental health problems among university faculty during the COVID-19 pandemic. *Educational and Developmental Psychologist*, 40(1), 131-140. <https://doi.org/10.1080/20590776.2022.2108697>

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Schell, V., **De France, K.**, Lin, L., & Hollenstein, T. (In Press). The role of avoidance in understanding emotional dysfunction associated with a fixed emotion mindset. *Personality and Individual Differences*, 201, 111945. <https://doi.org/10.1016/j.paid.2022.111945>

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**Willner, C. J., Hoffmann, J. D., Bailey, C. S.,** Harrison, A. P., Garcia, B., **Ng, Z. J., Cipriano, C., & Brackett, M. A.** (2022). The development of cognitive reappraisal from early childhood through adolescence: A systematic review and methodological recommendations. *Frontiers in Psychology, 13*, 875964. <https://doi.org/10.3389/fpsyg.2022.875964>

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Zyga, O., **Ivcevic Pringle, Z., Hoffmann, J. D.**, & Palomera, R. (2022). Developmental trends in creative ability: A cross-sectional examination of figural and verbal domains across the school-age years. *Psychology of Aesthetics, Creativity, and the Arts, 16*(2), 196-208. <https://doi.org/10.1037/aca0000425>

## IN PROGRESS, UNDER REVIEW, IN REVISION

Afriat, M\*, **De France, K.**, Stack, D. M., Serbin, L. A., & Hollenstein, T. (revise and resubmit). Relationship quality and mental health implications for adolescents during the COVID-19 pandemic: A longitudinal study. *Journal of Child and Family Studies*.

**Bailey, C. S., Martinez, O.**, & DiDomizio, E. (under review). Social and emotional learning and early literacy skills: A quasi-experimental study of RULER. *Early Childhood Research Quarterly*.

**Bailey, C. S.**, Olsen S. G., Sneed, C. K., & Tominey, S. L. (under review). Emotionally intelligent teaching: What is it and how do we measure it?



# IN PROGRESS, UNDER REVIEW, IN REVISION

**Baumsteiger, R., Brackett, M. A., & Floman, J.** (in preparation). How do educators want to feel? A multi-method investigation of educator ideal affect across contexts.

**Baumsteiger, R.,** Garcia, B., **Cipriano, C., Hoffmann, J. D., Willner, C. J., & Brackett, M. A.** (revise and resubmit). Assessing adolescents' momentary emotions and emotion regulation at school: A systematic review and future directions.

**Baumsteiger, R., & Hoffmann, J. D.** (in preparation). Validating the prosocial behavioral intentions scale for adolescents.

**Baumsteiger, R., Hoffmann, J. D., Seibyl, J.,** Rose, B., & **Brackett, M. A.** (revise and resubmit). A systematic review of secondary school climate assessments. *Educational Psychology Review*.

Bergin, C., **Cipriano, C.,** Wanless, S., & Barnes, T. N. (under review). Five key questions educators ask about SEL. *Phi Delta Kappan*.

**Cipriano, C.,** Strambler, M. J., Naples, L. H., Ha, C., Kirk Chang, M., Zieher, A. K., Wood, M., Sehgal, K., Eveleigh, A., McCarthy, M., Funero, M., Chow, J., & Durlak, J. (IPA). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*. <https://osf.io/r246m>

**Cipriano, C.** (under review). Inclusion criteria. *Educational Researcher*.

**Cipriano, C.,** & Strambler, M. J. (2023, June). Foundations: Promoting equity through SEL. In *Handbook of SEL theory, research, and practice: The evolution of a field* (2nd ed.).

**Cipriano, C.,** & Strambler, M. J. (2023, June). SEL and equity: A forward. In *Handbook of SEL theory, research, and practice: The evolution of a field* (2nd ed.).

**Cipriano, C., Ha, C.,** Polanin, J., Chow, C., & Strambler, M. J. (in progress). Methodological guidance paper: Conducting a high quality evaluation of an SEL intervention.

**Cipriano, C.,** Meyer, J., Strambler, M. J., **Zieher, A. K., Ponnock, A., & Floman, J.** (in preparation). The development of SEL measures for schools by schools. *Journal of Community Psychology*.

Crowley, M. J., Nicholls, S. S., **Willner, C. J.,** Wu, J., Kennedy, A., & Jensen, F. (in preparation). The self-compassion inventory for youth (SCI-Y): Preliminary validation and reliability.



# IN PROGRESS, UNDER REVIEW, IN REVISION

**De France, K., & Hoffmann, J. D.** (under review). Associations between socioeconomic status and student outcomes: Assessing the mediating role of negative and positive emotions. *Emotion*.

Eveleigh, A., Costello, L., **Korucu, I., & Bailey, C. S.** (in progress). The association between autistic traits, executive function and emotion knowledge in preschoolers.

Garner, P. W., & **Bailey, C. S.** (under review). Caregivers of young children talk about emotions and other mental states.

Gupta, A., Levitats, Z. S., McKay, A. S., Alwine, C., **Ivcevic Pringle, Z., & Lin, S.** (under review). "Do you feel me? Because I don't": Leader self-follower ratings of emotional intelligence (EI) and leader EI ability on follower outcomes. *Journal of Applied Psychology*.

**Ha, C.** (under revision). Students' self-regulated learning and science achievement: Exploring the moderating effect of learners' emotional skills. *Cambridge Journal of Education*.

**Ha, C.,** Craig, M., & Roehrig, A. D. (under revision). Transformative social-emotional learning and positive community building with culturally relevant education. *British Journal of Educational Psychology*.

**Ha, C.,** & Pressley, T. (submitted). Exploring teacher self-efficacy profiles and burnout at the end of the 2020-2021 school year. *Social Psychology of Education*.

**Hoffmann, J. D., & McFarland, S.** (in preparation). Creativity and emotional intelligence. In Z. Ivcevic Pringle, J. D. Hoffmann, & J. C. Kaufman (Eds.), *Cambridge handbook of creativity and emotions*. Cambridge University Press.

**Hoffmann, J. D., De France, K., Seibyl, J.,** Orleck-Jetter, R., & **Brackett, M. A.** (under review). Creativity in emotion regulation: A test of creative reappraisal for adolescents.

**Hoffmann, J. D., Ivcevic Pringle, Z.,** Russ, S. W., Nishioka, C. & **Lin, S.** (in progress). Children's creative storytelling processes: A cross-cultural study in the United States and Spain. *Journal of Creativity*.

**Ivcevic Pringle, Z.,** Cotter, K., Silvia, P., Ranjan, A., & Nusbaum, E. (under review). Self-regulation for creativity: Assessing the process between having ideas and doing something with them.



# IN PROGRESS, UNDER REVIEW, IN REVISION

**Ivcevic Pringle, Z.**, Grossman, E. R., Cotter, K. N., & Nusbaum, E. (under review). Self-regulation of creativity: Toward measuring strategies for creative action. *Creativity Research Journal*.

**Ivcevic Pringle, Z.**, Kramer, W., Levitats, Z., & **Brackett, M. A.** (in preparation). Types of engagement and burnout at work: From demands and resources to work outcomes.

**Ivcevic Pringle, Z.**, Liu, X., Reiter-Palmon, & **Brackett, M. A.** (in preparation). Creativity and emotions at work: A person-centered approach.

**Ivcevic, Pringle Z.**, Shen, S., Lin, S., Cheng, D., Allen, W., Probasco, R., Silberman, B., Zhang, F., Lin, X., & **Brackett, M. A.** (under review). Daily positive and negative affect during the COVID-19 pandemic.

**Korucu, I.**, Paes, T. M., Costello, L., Duncan, R. J., Purpura, D. J., & Schmitt, S. A. (under revision). The role of peers' executive function and classroom quality in preschoolers' executive function and academic skills. *Journal of Applied Developmental Psychology*.

Levitats, Z., **Ivcevic Pringle, Z.**, Taylor, C. L. (in preparation). Emotionally intelligent organizations.

**Lin, S., Ivcevic Pringle, Z., & Brackett, M. A.** (in progress). Stress and creativity at work: A person-centered approach.

**Lin, S., Ivcevic Pringle, Z.**, Shen, S., **Brackett, M. A.**, Cheng, D., & Lin, X. (in progress). Positive and negative affect among healthcare workers during the COVID-19 pandemic.

**Lin, S.**, & Muenks, K. (revise & resubmit). Family context of mindset matters: Students' perceptions of parent and sibling mindsets predict their motivation, affect, and behavior. *Applied Developmental Science*.

**Lin, S.**, Shen, S., **Ivcevic Pringle, Z.**, Cheng, D., Allen, W., Probasco, R., Silbermann, B., Zhang, F., Lin, X., & **Brackett, M. A.**, (in progress). An app-based brief gratitude intervention during the COVID-19 pandemic.

**Lucas, M.**, Palacios, N., & Bell, B. A. (under review). The effect of English learner status on teachers' perceptions of student social skill development. *Social Science Research*.



# IN PROGRESS, UNDER REVIEW, IN REVISION

**Lucas, M., Wood, M., Mack, V., Sehgal, K., & Cipriano, C.** (2023, May). Multilingual students and university school-based social and emotional learning interventions: Findings from a systematic review and meta-analysis.

**McFarland, S., Tan, T. Y., Baumsteiger, R., & Hoffmann, J. D.** (under review). Taking a nuanced look at adolescent technology use and negative affect: The protective role of preparedness. *Frontiers in Psychiatry*.

**Ng, Z. J.** (in progress). Social desirability bias and its intersection with minority identities in child and adolescent self report measures.

**Ng, Z. J., Willner, C. J., Hoffmann, J. D., Bailey, C. S., Cipriano, C., & Brackett, M. A.** (in progress). The development and validation of the student emotion regulation assessment.

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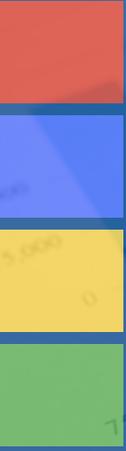
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2022

# RESEARCH YEAR IN REVIEW

## THANK YOU

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For questions regardsing this report, please contact [yceiresearch@yale.edu](mailto:yceiresearch@yale.edu).



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