



# RESEARCH YEAR IN REVIEW

## 2021

The purpose of this report is to share the accomplishments of the researchers at the Yale Center for Emotional Intelligence during the 2021 calendar year.

# ABOUT THE YCEI

Founded by Dr. Marc Brackett, the Yale Center for Emotional Intelligence 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 Division of Research within the YCEI is at the forefront of translational emotion science, building and evaluating SEL tools and interventions with youth and educators to support whole-school community thriving. Our research advances SEL science, practice, and policy, through innovative tools, methodologies, and lines of inquiry that foster inclusive and equitable conditions for teaching and learning, improves individual skill-building, advances SEL measurement and evaluation, and evolves the definition of the field. Learn more at [www.ycei.org/research-overview](http://www.ycei.org/research-overview).

## CONTENT

- A Note from the Director of Research
- Staff Growth
- Funding
- 2021 Highlights
- Conference Presentations
- Publications
- Thank you

# A NOTE FROM THE DIRECTOR OF RESEARCH

2021 was a challenging year for our team and our community.

I write to express my deepest gratitude to our compassionate, innovative, and resilient colleagues who have met each and every moment with humility, wonder, and an unwavering zest to heal, learn, and grow, together.

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., Ed.M.**

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

# STAFF GROWTH

At the beginning of 2021, our staff consisted of 29 researchers, including 1 Professor, 1 Senior Research Scientist, 1 Program Manager, 2 Assistant Professors, 2 Project Coordinators, 6 Associate Research Scientists, 6 Postdoctoral Associates, and 10 Postgraduate Associates.

In July 2021, nine postgraduate associates transitioned on to the next phases of their careers, including medical/doctoral programs and other research positions. Additionally, five of our researchers received promotions.

AS WE CLOSE 2021, we are now a staff of 31 researchers, including:



## Our current, full-time research staff is listed below.

**Hannah Asis**  
Research Assistant

**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 of Research

**Kalee De France**  
Postdoctoral Associate

**James Floman**  
Associate Research Scientist

**Famatta Gibson**  
Project Coordinator

**Jessica Hoffmann**  
Research Scientist  
Director of Adolescent Initiatives

**Zorana Pringle Ivcevic**  
Senior Research Scientist  
Director of the Creativity and Emotions Lab

**Elizabeth Kilgallon**  
Postgraduate Associate

**Irem Korucu**  
Associate Research Scientist

**Matthew LaPalme**  
Associate Research Scientist

**Shengjie Lin**  
Postdoctoral Associate

**Peihao Luo**  
Research Assistant

**Sean McFarland**  
Postgraduate Associate

**Lauren Naples**  
Postdoctoral Associate

**Zi Jia Ng**  
Associate Research Scientist

**Annette Ponnock**  
Associate Research Scientist

**Whitney Sanders**  
Project Coordinator

**Kaveri Sehgal**  
Postgraduate Associate

**Jennifer Seibyl**  
Research Assistant

**Krista Smith**  
Postgraduate Associate

**Zoe Soeters**  
Senior Administrative Assistant

**Violet Tan**  
Postgraduate Associate

**Linda Torv**  
Program Manager

**Zhenlan Wang**  
Postdoctoral Associate

**Cynthia Willner**  
Associate Research Scientist

**Miranda Wood**  
Postgraduate Associate

**Almut Zieher**  
Associate Research Scientist

# FUNDING

Our team secured **9 new awards in 2021**, ranging from \$4,000 to \$1.8 million dollars in new funding! In addition, our research staff currently have **8 grants under review**, including 3 multimillion dollar grants from the Institute of Education Sciences - two RULER efficacy trials (for Middle and High School RULER, respectively) and one to accelerate SEL access for students with learning disabilities.

Total New Funding Awarded  
**\$3,754,122**

Bringing Our Total Active  
 Research Funding to  
**\$14,276,388**



## AWARDED

American Educational Research Association, Division C (awarded 2021-2022), "Take a STAND for Student Agency, Inclusion, and Diversity to Advance Equity in Social and Emotional Learning," [PI Lauren Naples]. Budget = \$4,000.00

Institute of Education Sciences (awarded 2021-2025), "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]. Budget = \$1,858,247.00

FAAS Foundation (awarded 2021), "Creating Inclusive Workplaces: An Emotion Scientist Lens to Workplace Culture," [PI Marc Brackett and Matthew LaPalme]. Budget = \$180,000.00

Partnership for Education Advancement (awarded 2021-2024), "Improving Admissions and Retention Rates in HBCUs through Behaviorally Intelligent Student Engagement Platform Messaging," [PI Jessica Hoffmann]. Budget = \$155,000.00

Primed Foundation (awarded 2021-2024), "RULER Deep Dive," [PI Jessica Hoffmann]. Budget = \$245,000.00

Silbermann Gift (awarded 2021-2022), "How We Feel," [PIs Marc Brackett and Zorana Ivcevic Pringle]. Budget = \$500,000.00

# FUNDING



## AWARDED

St. Luke's School (awarded 2021-2023), "The Well-Being of the School Community: Students, Educators, Leaders, and Families," [PI Jessica Hoffmann]. Budget = \$148,090.00

Templeton Religion Trust (awarded 2022-2023), "Mirror to the World: The Power of Art to Build Understanding and Creativity," [PI Zorana Ivcevic Pringle]. Budget = \$217,785.85

Waypoint Hospital (awarded 2022), "Engagement and Burnout at Waypoint Centre for Mental Health Care," [PI Zorana Ivcevic Pringle]. Budget = \$70,000.00

Well-Being Gift (awarded 2021), "YCEI Wellness Project," [PIs Marc Brackett, James Floman]. Budget = \$376,000.00



## UNDER REVIEW

Foundation for Child Development (Under Review), "Promoting Equity in Early Childhood by Investigating Readiness of Educator and Classroom Composition of Executive Function," [PI Irem Korucu]

Hopewell Fund (Under Review), "RULER and inspirED: A Pilot Study of a Combined, School-based Approach to Promoting Social and Emotional Health in Teens," [PI Jessica Hoffmann]

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," [PI Jessica Hoffmann]

Institute of Education Sciences (Under Review), "Promoting Student Performance and Well-being: An Efficacy Trial of High School RULER," [PI Jessica Hoffmann]

Institute of Education Sciences (Under Review), "A Research-Practice-Policy Collaboration to Accelerate SEL Access and Outcomes for Students with Learning Disabilities," [PI Christina Cipriano]

# FUNDING



## UNDER REVIEW

Mind and Life Institute (Under Review), “Developing the Objective Awareness and Mindfulness Measure: A Novel Measure of Teachers’ Subjective Experience, Objectively Coded Using a Machine Learning Approach,” [PI Almut Zieher]

Oak Foundation (Under Review), “Promoting SEL Access and Outcomes for Students with Learning Differences,” [PI Christina Cipriano]

Silicon Valley Community Foundation (Under Review), “Fostering Student of Color and Their Educators to Thrive Through Sustainable SEL Assessment,” [PIs Christina Cipriano and Jessica Hoffmann]

# 2021 HIGHLIGHTS

The YCEI has committed to take socially conscious, affirmative steps in our research projects to scrutinize all aspects of our work in relation to DEI. In June 2020, YCEI researchers formally articulated our commitment to embody and promote racial justice and equity. We committed to be explicit in our commitment in our YCEI mission, interrogating our research process, including funding, research questions, methodologies, measures, recruitment, incentives, analyses, findings and dissemination through a collective DEI lens. These actions have included defining our goals as a division, creating subcommittees to advance the mission of each goal, alongside a continuous community of professional learning.

In September 2020, the Demographics Subcommittee was formed. Following a successful year of deliverables, including a manual to aid researchers in examining and selecting demographics items for their research studies, and with further articulation of DEI goals at the YCEI, the YCEI Research DEI Steering Committee launched in 2021. Furthermore, three additional research subcommittees were formed in order to systematically evaluate the elements of our research process, develop best-practice recommendations, and establish a system of accountability at each phase of research.

## YCEI Research DEI Steering Committee

**1** Demographics Subcommittee

**2** Process Checklist Subcommittee

**3** Methodology Subcommittee

**4** Strategic Plan Subcommittee

# YCEI Research DEI Steering Committee

*2021-2022 Committee Members:*

*Craig Bailey, Chris Cipriano, ZJ Ng, Annette Ponnock, Zoe Soeters, Linda Torv*

The Research DEI Steering Committee consists of a voluntary group of researchers representing different levels of training and positions who together serve YCEI staff by facilitating the enactment of our [DEI Research Commitments](#).

Goals include:

1. Draft expectations and guidance to YCEI research staff on how to live our DEI commitments.
2. Hold time and space to reflect, discuss, and respond to current events during DEI subcommittee meetings.
3. Monitor progress, evaluate and promote priorities, determine gaps, and report on the degree to which the commitments are being met.
4. Ensure alignment across subcommittees.

## Research Subcommittees

### Demographics Subcommittee

**2021-2022 Subcommittee Members:**

*Kalee De France, Famatta Gibson, Jessica Hoffmann, Anushay Mazhar, Lauren Naples, Krista Smith, Linda Torv, Miranda Wood*

**2020-2021 Subcommittee Members:**

*Craig Bailey, Jessica Hoffmann, Lauren Naples, Annette Ponnock, Linda Torv*

To adopt a center-wide language for how we measure, report, and analyze race, ethnic, and intersectional identities across our research studies.

#### [Suggested Demographics Items for Use in Education Research](#)

The manual includes decision trees to guide researchers through more complex item selection. All items are available in the shared Qualtrics library for easy drag-and-drop into YCEI studies. Short term goals of the Demographics Subcommittee are to update the adult educator items to be responsive to changes in terminology, incorporate feedback, and build chapter 2 of the manual with the secondary education (adolescent) demographic items. Long term goals are item development for elementary students, adult workforce, and adult parents.

## Process Checklist Subcommittee

### 2021-2022 Subcommittee Members:

Craig Bailey, Elizabeth Kilgallon, Peihao Luo, ZJ Ng, Jenny Seibyl, Zoe Soeters, Almut Zieher

To create a process-based checklist that holds ourselves accountable in our work and ensures that we have fully met our DEI commitments.

The process checklist will provide guidance, transparency, and accountability in our work. The checklist will be easy to use, so that our researchers will know where they need to go and what steps to take regardless of their task, project, or the nature of the work. The checklist will also have a structure in place for updating and reviewing based on changes in our work, policies, and our own growth.

## Methodology Subcommittee

### 2021-2022 Subcommittee Members:

Rachel Baumsteiger, James Floman, Irem Korucu, Shengjie Lin, Annette Ponnock, Kaveri Sehgal, Violet Tan, Cindy Willner

To interrogate and advance our methodologies and ensure that we use the best possible methods to capture a fully inclusive voice.

Identified several problems with the research process - from who is doing the research, to how it's done, and who benefits from it. The subcommittee identified seven problems along with goals/action plans for each:

**Problem 1:** W-WEIRD (White, Western, Educated, Industrialized, Rich, & Democratic) Perspectives and Goals Shaping Research. Goals and action: Invite diverse perspectives into research planning and interpretation of results. Encourage diverse advisory committees, collaborations with community partners, and participatory action research models. Encourage qualitative or mixed-methods research to elevate participants' voices.

**Problem 2:** Research Unconscious Bias. Goals and action: Incorporate positionality statements; examine and write about epistemological approach; learn about utilize QuantCrit; reflect on unconscious biases. Put these goals into action with professional development workshops, resources, and flowcharts.

**Problem 3:** Marginalization by (Mis)Measurement. Psychological measures have been developed by W-WEIRD samples, hence they are not necessarily suited for use with or represent diverse populations. Goal: Review key psychological measures (of emotion, well-being, social health to document the extent of this issue and create a repository of validated measures designed for use with diverse samples.

## Methodology Subcommittee continued

**Problem 5:** Nomothetic Analytic Approach: Most studies take a nomothetic approach, focusing on the average effect and assuming it generalizes to everyone. This approach ignores important differences between groups of individuals, and because most psychological research samples are majority White, the average effect primarily reflects the White experience and is therefore inherently biased. Goals and actions: Build this focus into grant and funding applications so that there are resources to effectively recruit and reach out to diverse populations and intentionally recruit large, diverse samples to allow for analyses of subgroup differences/moderation effects. Will take action to compile resources for recruiting diverse samples and conducting research in other countries; create guidelines and resources for conducting subgroup analyses.

**Problem 6:** Categories are “black boxes”, for example race/ethnicity as a construct. We need more information to understand what may be driving group differences.

**Problem 7:** Inequitable benefits of research: the findings from research are rarely shared back with those who participated in the research and researchers often focus on dissemination efforts to peer-reviewed journals, which may not reach all audiences. Goals and actions: provide short and practical reports to communities and use popular media to share research.

## Strategic Plan Subcommittee

### 2021-2022 Subcommittee Members:

Hannah Asis, Megan Kirk Chang, Chris Cipriano, Matt LaPalme, Sean McFarland, Zorana Pringle, Whitney Sanders, Zhenlan Wang

To examine past, current, and future research questions we had or plan to ask and consider how they may contribute to or detract from DEI.

The strategic plan subcommittee will not be solving a single problem, but rather envisioning a new overarching vision that guides YCEI research and as such, it will work with other committees towards that goal.

**Problem Statement:** As researchers, we recognize that the institution of academia has historically missed the voices and perspectives of many diverse populations. Despite efforts and good intentions, there still remains a large gap in embedding racial justice and equity across all facets of our research.

**Goal 1:** Create a value and practice of DEI integration in our research content by clearly defining what DEI mean to the YCEI.

**Goal 2:** Incorporating evidence-based best practices as guidance for research.

**Goal 3:** Define practices and actions of integration.

# CONFERENCE PRESENTATIONS

Our research staff collectively presented at **over 30 national and international conferences throughout the year**, amounting to **57 presentations**, including poster presentations, paper presentations, symposiums, and keynote addresses. There are currently an **additional 11 submissions under review!**

## PRESENTED

**Bailey, C. S.** (2021, September). Your emotions matter when teaching young children emotional intelligence. Keynote at Schools of the Future Conference.

**Bailey, C. S.** (2021, October). Your emotions matter when teaching young children emotional intelligence. Keynote at Montessori Accreditation Council for Teacher Education, Asia Symposium for Montessori Teacher Education Program Directors and Instructors.

**Baumsteiger, R. & Hoffmann, J. D.** (2021, February). The School Climate Walkthrough: Insights into applied research [Presentation]. Hinsdale High School Data Science Club.

**Baumsteiger, R. & Tan, T. Y.** (2021, August). The Momentary Emotion Assessment: A tool for supporting students' emotional well-being [Poster Presentation]. American Psychological Association Annual Convention, Virtual.

**Brackett, M.A.** (January 2021). Emotional Intelligence from Theory to Practice at Work, Massachusetts Association of School Superintendents, Virtual.

**Brackett, M.A.** (January 2021). Emotional Intelligence in Leadership, United States Patent and Trademark Office, Virtual.

**Brackett, M.A.** (March 2021). Emotional Intelligence: From Theory to Practice, Los Angeles County Office of Education, LACOE, Virtual.

**Brackett, M.A.** (April 2021). Permission to Feel: The Power of Emotional Intelligence to Transform Educators' Lives, AASA The School Superintendents Association.

**Brackett, M.A.** (April 2021). Permission to Feel, Frameworks of Tampa Bay Annual Meeting.

**Brackett, M.A.** (May 2021). Permission to Feel: Strategies for Healthy Emotion Regulation During Uncertain Times, UFT Spring Conference.

**Brackett, M.A.** (May 2021). Permission to Feel: Healthy Emotion Regulation During Uncertain and Stressful Times, 53rd Annual National Association of School Nurses Conference.

## PRESENTED

**Brackett, M.A.** (June 2021). *Permission to Feel*, Association of Yale Alumni, Yale School of Management, Virtual.

**Brackett, M.A.** (June 2021). *Creating and Emotion Revolution in Our Nation's Schools*, Arkansas Department of Education, Keynote.

**Brackett, M.A.** (July 2021). *The Power of Emotional Self-Awareness for Emotion Regulation*, Orange County California Department of Education, Virtual.

**Brackett, M.A.** (July 2021). *Creating an Emotion Revolution in our Schools: From Theory to Practice to Systemic Change*, Seminarian Foundation, Virtual.

**Brackett, M.A.** (September 2021). *Permission to Feel* for State School Superintendents and School District Leaders, (WASA) Washington Association of School Administrators Fall Conference, Keynote.

**Brackett, M.A.** (September 2021). *Permission to Feel* for State School Superintendents and School District Leaders, Alaska Council of School Administrators Annual Meeting, Keynote.

**Brackett, M.A.** (October 2021). *Permission to Feel: The Power of Emotional Intelligence to Transform Lives*, International Coaching Federation Converge 2021, Virtual.

**Brackett, M.A.** (October 2021). *Thriving in a Stressful World: Practical Ways to Help Ourselves and Our Children Feel Secure and Calm*, Dalai Lama Center for Peace and Education, Expert Panelist.

**Brackett, M.A.** (October 2021). *Permission to Feel: The Power of Emotional Intelligence to Achieve Success in School and Life*, Tec Milenio Wellbeing 360, Mexico, Virtual.

**Brackett, M.A.** (November 2021). *RULER for Schools*, Trinity County Office of Education, California, Keynote.

**Brackett, M.A.** (November 2021). *Permission to Feel and Emotional Intelligence - From Theory to Practice at Work*, Midwest Principals' Center, Illinois, Keynote.

**Brackett, M.A.** (November 2021). *Emotional Resilience and RULER*, Show Up Utah with First Lady Abby Cox, Social Emotional Learning Conference for Educators.

**Brackett, M.A.** (November 2021). *Permission to Feel*, Calouste Gulbenkian Foundation Education Summit, Portugal, Keynote.

**Cipriano, C., Strambler, M., & Brackett, M.A.**, (August, 2021). *How does SEL fit in DEI efforts? The possibility and promise. Workshop presented as part of the 3 part series Systemic SEL and Creating the Conditions for Educational Equity* to the Connecticut Office of Children and Families SEL and School Climate Collaborative, Virtual.

## PRESENTED

**Cipriano, C.,** Strambler, M., & **Brackett, M.A.**, (October, 2021). Critical Conversations for Restoring Unity In Your School Community With SEL. Workshop presented as part of the 3 part series *Systemic SEL and Creating the Conditions for Educational Equity* to the Connecticut Office of Children and Families SEL and School Climate Collaborative, Virtual.

**Cipriano, C.,** & Strambler, M. (December, 2021). Strategies for responding to parents and community members questions and misconceptions regarding SEL and CRT. Workshop presented as part of the 3 part series *Systemic SEL and Creating the Conditions for Educational Equity* to the Connecticut Office of Children and Families SEL and School Climate Collaborative, Virtual.

**Cipriano, C.** & Barnes, T. (2021, March). SEL Interactions that Promote Inclusive Classroom Environments. Invited Presentation InterACT Conference, Teachstone, Virtual.

**Cipriano, C., Naples, L., Eveleigh, A.,** Cook, A., & Rappolt-Schlichtmann, G. (April, 2021) Intersectional Student Identity Representation in Elementary Universal School-Based SEL Interventions. In Cipriano, C., (Chair). *Race-Conscious Practice and Representation in Contemporary Social and Emotional Learning*. Symposium presentation at the American Educational Research Association, Virtual.

**Cipriano, C.**, (Chair, 2021). *Race-Conscious Practice and Representation in Contemporary Social and Emotional Learning*. Symposium at the American Educational Research Association, Virtual.

**Cipriano, C.** (2021) Emotions Matter: SEL can Support You and Your School to Thrive this School Year (and Beyond!) [Invited Lecture]. University of Iowa College of Education.

**Cipriano, C.** (2021) For All Classrooms: SEL Assessment and Intervention for Traditionally Underserved Students and Educators [Invited Lecture]. Harvard Graduate School of Education.

**Cipriano, C.** (2021) Whose Emotions Matter? Student Disability and Race Representation in Universal School Based SEL Interventions [Invited Lecture]. Educating All Learners Alliance.

**Cipriano, C.** (2021) Emotions Matter for All Learners: SEL for Traditionally Underserved Students and Educators [Invited Lecture]. George Mason University.

**Eveleigh, A.,** Cook, A., **Naples, L. H., & Cipriano, C.** (2021, April). Emotions Matter: How Special Education Teachers are using Social and Emotional Learning to Adapt to Distance Learning During the COVID-19 Pandemic. Society for Affective Science Annual Conference, Virtual.

**Hoffmann, J.D., Baumsteiger, R., McGarry, J., Seibyl, J., & Brackett, M.A.** (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.

## PRESENTED

**Hoffmann, J. D. & McGarry, J.** (2021, January). Empowering youth to take action on school climate and culture [Presentation]. American Institutes for Research Webinar Series: Illinois Quality Afterschool, Virtual.

**Hoffmann, J., Baumsteiger, R., & Seibyl, J.** (2021, August). The School Climate Walkthrough: A tool for understanding school climate in secondary schools [Poster Presentation]. American Psychological Association Annual Convention, Virtual.

**Ivcevic, Z. & Hoffmann, J. D.** (2021, March). Teaching creativity through the arts [Presentation]. International Society for the Study of Creativity and Innovation (ISSCI) Online Symposium, Teaching Creativity. UC Louvain, Paris, France.

**Ivcevic, Z.** (September, 2021). Creativity and emotions: The role of measurement and analysis in detecting a complex relationship. Paper presented at the Marconi Institute for Creativity conference, Bologna, Italy. Virtual.

**Ivcevic, Z., & Brackett, M. A.** (2021, July). How do high school students feel at school? In Coffey, J. (Chair), Wellbeing for all begins in childhood: Childhood and adolescent emotions as a path towards thriving. Symposium conducted at the 7th International Positive Psychology Association World Congress.

**Lane, T., Bailey, C., & Ponnock, A.,** (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 presentation at the American Educational Research Association, Virtual.

**LaPalme, M. L., Barsade, S. G., Brackett, M. A., Floman, J. L.** (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 presentation at the American Educational Research Association, Virtual.

**Mannweiler, M. D., Eveleigh, A., Naples, L. H., Cipriano, C.** (2021, April). Emotional safety in school during the COVID-19 pandemic. Presentation at the 2021 Society for Affective Science Annual Conference, Virtual.

**Mannweiler, M. D., Willner, C. J., Harrison, A. P., Ng, Z., Hoffmann, J. D., Bailey, C. S., Cipriano, C., Brackett, M. A.** (2021, August). Age-related differences in students' emotion regulation strategy endorsement patterns [Poster Presentation]. American Psychological Association Annual Meeting, Virtual.

**Mannweiler, M. D., Tan, T. Y., Seibyl, J., & Cipriano, C.** (2021, May). The unintentional dilution of voices of color in traditional qualitative analyses [Flash Talk]. Association for Psychological Science Convention, Virtual.

## PRESENTED

Murugavel, V. R., Lindquist, I., Reiter-Palmon, R., Kramer, W. S. Allen, J. A., **Ivcevic Z. I.**, & Taylor, C. L. (2021, April). A structural equation model analysis of how organizations support employee creativity. Poster presented at the Annual Conference for Society for Industrial Organizational Psychology, New Orleans, LA.

**Ng, Z. J., Willner, C. J., Mannweiler, M. D., Cipriano, C., & Brackett, M. A.** (2021, April). A review of emotion regulation assessment in schools. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

**Ng, Z. J., Willner, C. J., Mannweiler, M. D., Hoffmann, J., Bailey, C. S., Cipriano, C., & Brackett, M. A.** (2021, August). The Student Emotion Regulation Assessment - Secondary version (SERA) [Poster Presentation]. The American Psychological Association Conference, Virtual.

**Ng, Z. J. & Willner, C. J., Mannweiler, M.** (2021, August). The Student Emotion Regulation Assessment: A tool for measuring students' emotion regulation skills [Poster Presentation]. American Psychological Association Annual Convention, Virtual.

**Ponnock, A., Floman, J.**, (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 presentation at the American Educational Research Association, Virtual.

**Sehgal K., Wood M., Kilgallon E., Naples L., Cipriano C.** (2021, November). A Systematic Review of Social and Emotional Learning and Socioeconomic Status among Elementary School Students [Poster Presentation]. Harvard Women in Psychology's Trends in Psychology Summit, Virtual.

**Seibyl, J., Baumsteiger, R., & Hoffmann, J.** (2021, August). Same School, Different Experience: Exploring Group Differences Through School Climate Profile Analyses [Poster Presentation]. American Psychological Association Annual Meeting, Virtual.

**Seibyl, J. & Baumsteiger, R.** (2021, January). Initial findings from the CT course survey: Well-being of CT school personnel. [Presentation]. Branford Rotary Club, Virtual.

**Tan, T. Y., Mannweiler, M., Seibyl, J., Cipriano, C., Baumsteiger, R., & Zieher, A.** (2021, August). Educator Well-Being during COVID-19: Comparing Experiences from BIPOC and White School Personnel [Poster Presentation]. American Psychological Association Annual Meeting, Virtual.

**Tan, T.Y. & McFarland, S.** (2021, August). Tech for good: A scale for healthy technology use in adolescents. [Poster Presentation]. Yale Postgraduate Research Symposium.

**Wood, M., Sehgal, K., Kilgallon, E., Naples, L., Cipriano C.** (2021, November). A Systematic Review of Social and Emotional Learning and Language Learner status among Elementary School Students [Poster Presentation], Harvard Women in Psychology's Trends in Psychology Summit, Virtual.

## ACCEPTED/UNDER REVIEW

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

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

**Cipriano, C.,** (Accepted). Forging Inclusive Paths in Social and Emotional Programming. TESOL International Convention and English Language Expo, Pittsburgh, PA.

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

**Eveleigh, A., Cipriano, C., & Naples, L. H.** (Accepted) Affective Experiences of Educators of Students with Learning Differences During the COVID-19 Pandemic. In Cipriano, C. (Chair) How did SEL Support Educators of Students with Learning Differences During the 2020-21 School Year? Presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**Hoffmann, J. & McGarry, J.** (Under review). SEL skill-building and school climate improvements in secondary schools: Lessons learned from a national study [Presentation]. National Network of State Teachers of the Year Annual Convention, Virtual.

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

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

**Naples, L. H., Cipriano, C., Eveleigh, A., Stoffers, M. & Barnes, T. N.** (Accepted). 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? Presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

## ACCEPTED/UNDER REVIEW

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

Schlichtmann, G.R., Boucher, A., Cook, A., **Naples, L. H., & Cipriano, C.** (Accepted). 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? Presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

# PUBLICATIONS

Our team contributed to **38 peer-reviewed publications this year**, in addition to numerous popular media articles. Further, we currently have 44 manuscripts in preparation, under review, or in revision.

## PUBLISHED

**Bailey, C. S., Ondrusek, A.,** Curby, T. W., & Denham, S. A., (In Press). Teachers' consistency of emotional support moderates the association between young children's regulation capacities and adjustment to preschool. *Early Childhood Education Journal*.

Barnes, T., **Cipriano, C.,** Xia, Y. (2021) Cultivating Effective Teacher-Paraprofessional Collaboration in the Self-Contained Classroom. *Beyond Behavior*. (30)2, 107-115. <https://doi.org/10.1177/10742956211021858>

**Baumsteiger, R., Hoffmann, J. D., Castillo-Gualda, R., & Brackett, M. A.** (2021). Enhancing school climate through social and emotional learning: The effects of RULER in Mexican secondary schools. *Learning Environments Research*. <https://doi.org/10.1007/s10984-021-09374-x>

**Cipriano, C., Naples, L.H., Eveleigh, A.,** Rappolt-Schlichtmann, G., & Cook, A. (2021). Whose Emotions Matter: Student Disability and Race Representation in Universal School Based Social and Emotional Learning by the Numbers. *National Center for Learning Disabilities*. <https://www.nclld.org/wp-content/uploads/2021/05/WhoseEmotionsMatter.05132021.pdf>

**Cipriano, C.,** Barnes, T.N. The observation of special education classrooms by school personnel. *Learning Environ Res* (2021). <https://doi.org/10.1007/s10984-021-09359-w>

**Cipriano, C.,** Schlichtmann, G., Riley, J., **Naples, L., & Eveleigh, A.** (In Press). Supporting Transformative SEL Implementation with a Collaboratory for Equity and Inclusion. In Schonert-Reichal, K., Strambler, M., and Rimm-Kaufman, S., (Eds) *Social and Emotional Learning in Action: Creating Systemic Change in Schools*, Guilford Press.

**Cipriano, C., Naples, L. H., Zieher, A.,** Durlak, J., Strambler, M., **Eveleigh, A., Ponnock, A.,** McCarthy, M., Funaro, M., & Chow, J. (In Principle Acceptance). 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>

**De France, K.,** Hollenstein, T. (2021). 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>

**Eveleigh, A.,** Cook, A., **Naples, L. H., & Cipriano, C.** (2021). How did educators of students with learning differences use social and emotional learning to support their students and themselves early in the COVID-19 pandemic? *Children and Schools*. <https://doi.org/10.1093/cs/cdab030>

## PUBLISHED

- Fehr, K. K., **Hoffmann, J. D.**, Ramasami, J., & Chambers, D. E. (2021). Feasibility of a group play intervention in early childhood. *Journal of Creativity*. <https://doi.org/10.1016/j.yjoc.2021.100008>
- Fong, C. J., Krou, M. R., Johnston-Ashton, K., Hoff, M. A., **Lin, S.**, & Gonzales, C. (2021). LASSI's Great Adventure: A Meta-Analysis of the Learning and Study Strategies Inventory and Academic Outcomes. *Educational Research Review*, 34, 100407  
<https://doi.org/10.1016/j.edurev.2021.100407>
- Fong, C. J., Schallert, D. L., Williams, K. M., Williamson, Z. H., **Lin, S.**, Kim, Y. W., Chen, L. (2021). Making feedback constructive: The interplay of undergraduates' motivation with feedback specificity and friendliness. *Educational Psychology*. Advance online publication.  
<https://doi.org/10.1080/01443410.2021.1951671>
- Guo, Y., **Lin, S.**, Guo, J., Lu, Z., & Shangguan, C. (2021). Cross-cultural measurement invariance of divergent thinking measures. *Thinking Skills and Creativity*, 41, 100852.  
<https://doi.org/10.1016/j.tsc.2021.100852>
- Hoffmann, J. D.**, **Ivcevic, Z.**, & Feist, G. (2021). Personality, emotions, and creativity. In J. Kaufman & R. Sternberg (Eds.), *Creativity: An Introduction*. Cambridge University Press.
- Hoffmann, J. D.**, & **Ivcevic, Z.** (in press). 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*.
- Hoffmann, J. D.** & Hills, E. (2021). Fostering creativity in adolescence. In S. Russ, J. Hoffmann, & J. Kaufman (Eds.), *The Cambridge Handbook of Lifespan Development of Creativity*. Cambridge University Press.
- Hoffmann, J.** & Ivcevic, S. (in press). Creativity, emotions, and the arts courses: An art center at the center. In Z. Ivcevic & Fundacion Botin (Eds.). *Creativity, Emotions, and the Arts*. Botin Foundation.
- Hoffmann, J. D.**, **McGarry, J.**, **Baumsteiger, R.**, **Seibyl, J.**, & **Brackett, M.** (In press). Emotional empowerment in high school life. In G. Misra & I. Misra (Eds.), *Emotions in Cultural Context*, Springer.
- Hoffmann, J. D.**, **Baumsteiger, R.**, **Seibyl, J.**, Hills, E., Bradley, C., **Cipriano, C.**, & **Brackett, M. A.** (conditional acceptance). Building useful, web-based educational measures for students, with students: An illustrative demonstration with The School Climate Walkthrough Tool for high schools.
- Ivcevic, Z.**, & **Hoffmann, J. D.** (2021) The creativity dare: Attitudes toward creativity and prediction of creative behavior in school. *Journal of Creative Behavior*. <https://doi.org/10.1002/jocb.527>

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**Ivcevic, Z., & Eggers, C.** (2021). Emotion regulation ability: Test performance and observer reports in predicting relationship, achievement, and well-being outcomes in adolescents. *International Journal of Environmental Research and Public Health*, 18, 3204. <https://doi.org/10.3390/ijerph18063204>

**Kirk, M. A., Taha, B., McCague, H., Dang, K., Hatzinakos, D., Katz, J., & Ritvo, P.** (in press). An Online Cognitive Behavioral Therapy, Mindfulness Meditation, and Yoga (CBT-MY) Intervention for Posttraumatic Stress Disorder: Psychometric and Psychophysiology Outcomes. *JMIR Mental Health*.

**Kirk, M. A., Pirbaglou, M., Weerasekera, R., & Ritvo, P.** (2021). 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*. <https://doi.org/10.1080/00207411.2021.1959807>

**Lane, T., Ponnock, A., Bailey, C. S., & Denham, S. A.** (in press). Teacher-child racial congruence and young children's preschool adjustment. *Early Childhood Research Quarterly*.

**Lin, S., Falbo, T., Qu, W., Wang, Y., & Feng, X.** (2021). Chinese only children and loneliness: Stereotypes and realities. *American Journal of Orthopsychiatry*. 91(4), 531-544. <https://doi.org/10.1037/ort0000554>

**Lin, S., Chen, B. B., Falbo, T., Fong, C. J., & Guo, J.** (2021). Editorial: Chinese Only Children: Advantaged or Disadvantaged?. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.742186>

**Luo, P., LePalme, M., Cipriano, C., & Brackett, M.** (Abstract accepted, 2021). The Association Between Social Interaction Preference and COVID-19 Pandemic Stress. *Frontiers*.

Miller, M. L., Balsamo, L., Pashankar, F. D., & **Bailey, C. S.** (2021). Emotion regulation in pediatric sickle cell patients: Associations with mental health outcomes and pain interference. *Journal Affective Disorders*, 282, 829-835. <https://doi.org/10.1016/j.jad.2020.12.068>

**Naples, L. H. & Tuckwiller, E. D.** (2021). Taking students on a strengths safari: A multidimensional pilot study of school-based wellbeing for young neurodiverse children. *International Journal of Environmental Research and Public Health*, 18(13), 6947. <https://doi.org/10.3390/ijerph18136947>

Rappolt-Schlichtmann, G., **Cipriano, C.**, & Robinson K. (forthcoming, 2022). Universal Design for Social and Emotional Learning, in Harris & Robinson (Eds) *Universal Design for Learning in the Classroom: Practical Application Second Edition*, Guilford Press

Ritvo, P., **Kirk, M.**, & Pirbaglou, M. (2021). Integrated Physical Activity Campaign With Wearable Devices and Practitioner Consultation. *JAMA Network Open*, 4(7), e2116671-e2116671. <https://doi.org/10.1001/jamanetworkopen.2021.16671>

## PUBLISHED

Russ, S. W., **Hoffmann, J. D.**, & Kaufman, J. C. (Eds.). (In press). *The Cambridge Handbook of Lifespan Development of Creativity*. Cambridge University Press.

Taylor, C. L., **Ivcevic, Z.**, Moeller, J., Menges, J. I., Retier-Palmon, R., & **Brackett, M. A.** (2021). Gender and Emotions at Work: Organizational Rank Has Greater Emotional Benefits for Men than Women. *Sex Roles*. <https://doi.org/10.1007/s11199-021-01256-z>

Topel, S., van Noordt, S. J. R., **Willner, C. J.**, Banz, B. C., Wu, J., Castagna, P., Kortink, E. D., van der Molen, M. J. W., & Crowley, M. J. (2021). As they wait: Anticipatory neural response to evaluative peer feedback varies by pubertal status and social anxiety. *Developmental Cognitive Neuroscience*. <https://doi.org/10.1016/j.dcn.2021.101004>

**Yale Center for Emotional Intelligence** (2020) Supporting Connecticut Educators with SEL During Times of Uncertainty and Stress: Findings from Fall 2020. New Haven, CT. Yale University. [https://ycei.org/s/Supporting\\_CT\\_Educators\\_SEL\\_Times\\_Uncertainty\\_Stress\\_Report.pdf](https://ycei.org/s/Supporting_CT_Educators_SEL_Times_Uncertainty_Stress_Report.pdf)

**Yale Center for Emotional Intelligence** (2021) Supporting Rhode Island Educators with SEL During Times of Uncertainty and Stress: Findings from the 2020-21 School Year. New Haven, CT. Yale University. [https://ycei.org/s/SupportingRIEducators2021\\_12152021-1.pdf](https://ycei.org/s/SupportingRIEducators2021_12152021-1.pdf)

**Zieher, A. K., Cipriano, C.**, Meyer, J. L., & Strambler, M. J. (2021). Educators' implementation and use of social and emotional learning early in the COVID-19 pandemic. *School Psychology*, 36(5), 388-397. <http://dx.doi.org/10.1037/spq0000461>

Zyga, O., **Ivcevic, Z.**, **Hoffmann, J. D.**, & Palomera, R. (2021). 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*. <https://doi.org/10.1037/aca0000425>

## IN PROGRESS, UNDER REVIEW, IN REVISION

**Bailey, C. S., Martinez, O.**, & DiDomizio, E., (under review). Social and emotional learning and pre-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?

**Bailey, C. S.**, Rivers, S. E., Tominey, S. L., O'Bryon, E. C., Olsen, S. G., Sneed, C. K., Peisch, V. D., Gal, D. E., & **Brackett, M. A.** (under revision). Promoting early childhood social and emotional learning with Preschool RULER.

**Baumsteiger, R., Brackett, M. A., & Floman, J.** (in prep). How do teachers want to feel? An investigation of school personnel ideal affect.

**Baumsteiger, R., Hoffmann, J., Seibyl, J., Rose, B., & Brackett, M. A.** (in prep). A Systematic Review of Secondary School Climate Assessments.

## IN PROGRESS, UNDER REVIEW, IN REVISION

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

**Baumsteiger, R., Hoffmann, J. D., & Brackett, M. A.** (in prep). Validating the Prosocial Behavioral Intentions Scale for Adolescents.

**Cipriano, C., Naples, L. H., Eveleigh, A.,** Funaro, M., Cook, A., **Cassidy, C.,** Rappolt-Schlichtmann, G., & McCarthy, M. (invited revision). Disability and race representation in universal school-based SEL: A systematic review of universal school-based SEL interventions for elementary school students. *Review of Educational Research*.  
<https://www.crd.york.ac.uk/prospéro/>

**Cipriano, C.,** Schlichtmann, G., Riley, J., **Naples, L., & Eveleigh, A.** (in prep). Supporting Transformative SEL Implementation with a Collaboratory for Inclusion. In Schonert-Reichal, K., Strambler, M., and Rimm-Kaufman, S., (Eds) *Social and Emotional Learning in Action: Creating Systemic Change in Schools*, Guilford Press

Crowley, M. J., Nicholls, S. S., **Willner, C. J.,** Wu, J., Kennedy, A., & Jensen, F. (in prep). The Self-Compassion Inventory for Youth (SCI-Y): Preliminary validation and reliability.

**De France, K.,** Stack, D., Serbin, L. (under review). Associations between early poverty exposure and adolescent well-being: The role of childhood negative emotionality. *Development and Psychopathology*.

**De France, K.,** Hicks, O., Hollenstein, T. (revise and resubmit). Understanding the association between reappraisal use and depressive symptoms during adolescence: The moderating influence of reappraisal success. *Cognition and Emotion*.

**Eveleigh, A., Costello, L., Korucu, I., Bailey, C.** (in progress) The Association Between Autistic Traits, Executive Function and Emotion Knowledge in Preschoolers

Guo, Y., **Lin, S.,** Acar, S., Jin, S., Xu, X., Feng, Y., & Zeng, Y. (revise and resubmit). Divergent thinking and evaluative skill: A meta-analysis. *The Journal of Creative Behavior*.

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

**Hoffmann, J. D. & De France, K.** (in prep). Teaching emotion regulation in schools. In J. Gross & B. Ford (Eds). *Handbook of Emotion Regulation*.

**Hoffmann, J. D. & McFarland, S.** (in prep). Creativity and Emotional Intelligence. In Z. Ivcevic, J. Hoffmann, & J. Kaufman (Eds.). *Cambridge Handbook of Creativity and Emotions*.

## IN PROGRESS, UNDER REVIEW, IN REVISION

**Hoffmann, J. D., McGarry, J., Seibyl, J.** (under review). Beyond tolerating ambiguity: How emotionally intelligent people manage and channel uncertainty. In R. Beghetto and G. Jaeger (Eds.), *Uncertainty: A catalyst for creativity, learning and development*. Springer.

**Ivcevic, 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.

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

**Ivcevic, Z.,** Shen, S., **Lin, S., Brackett, M. A.,** Cheng, D., & Lin, X. (in prep) Daily positive and negative affect during the COVID-19 pandemic.

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

Jiang, Xu., Moreno, J., & **Ng, Z. J.** (under review) The interplay of emotion regulation strategies, social stress, and gender in predicting the life satisfaction of emerging adults. *Personality and Individual Differences*. Manuscript under review.

**Korucu, I.,** Finders, J., **Schnur, G., Bailey, C. S.,** Tominey, S., & Schmitt, S. A. (in prep) Self-regulation in preschool: Examining its factor structure and associations with pre-academic skills and social-emotional competence

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

Levitats, Z., **Ivcevic, Z.,** Taylor, C. L., & **Brackett, M. A.** (in prep). Emotionally intelligent organizations

Levitats, Z., **Ivcevic, Z., & Brackett, M. A.** (submitted). Emotional intelligence and work engagement and burnout: Organizational and individual predictors

**Lin, S., & Falbo, T.** (revise and resubmit). Sibling absence and BMI: From adolescence to adulthood. *Pediatric Obesity*.

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

Liu, Z., **Lin, S.,** Cai, H., & Morris, M. (revise and resubmit). Affirmations across cultures and contexts: Family-affirmation works better for East Asians, except when family pressures are the problem. *Journal of Cross-cultural Psychology*.

## IN PROGRESS, UNDER REVIEW, IN REVISION

**Mannweiler, M., Tan, T. Y., Seibyl, J., & Cipriano, C.** (forthcoming, 2022). The unintentional dilution of voices of color in traditional qualitative analyses. *Observer*.

**McFarland, S., & Hay, A.** (in prep). Digital interpersonal emotion regulation and in-person interpersonal emotion regulation: The role of anxiety, depression, and stress.

Molina, C.E., Lemberger-Truelove, M.E., & **Zieher, A.K.** (accepted and revise) School Counselor Consultation Effects on Teachers' Stress, Relationships, and Mindfulness

**Naples, L. H., Cipriano, C., Eveleigh, A., Stoffers, M., & Barnes, T.** (under review). Unpacking the social-emotional health of education support professionals during the COVID-19 pandemic. *Journal of Special Education*.

**Ng, Z. J., Willner, C. J., Cipriano, C., Hoffmann, J., Bailey, C. S.** (in progress). A review of emotion regulation assessment in schools.

Patall, E. A., Yates, N., Lee, J., Chen, M., Hamilton, B., Lee, K., Beretvas, S. N., **Lin, S.**, Yang, S., Jacobson, N., Harris, E., & Hanson, D. (revise and resubmit). A meta-analysis of the effects of classroom structure interventions on K through college students' academic motivation, engagement, and achievement. *Educational Psychologist*

Saw, G. K., Chang, C.-N., **Lin, S.**, & Hernandez, P. R. (revise and resubmit). Disparities in mentoring and mental health of United States college students during the COVID-19 pandemic: A nationwide survey. *Educational Psychology*.

**Tan, T. Y., Baumsteiger, R., & Hoffmann, J. D.** (in prep). A Multidimensional Measure of Adolescent Technology Use.

**Willner, C. J., Hoffmann, J. D., Bailey, C. S., Harrison, A. P., Garcia, B., Ng, Z.J., Cipriano, C., & Brackett, M. A.** (under review). The development of cognitive reappraisal from early childhood through adolescence: A systematic review and methodological recommendations

**Zieher, A., Bailey, C., Cipriano, C., McNaboe, T., Smith, K., & Strambler, M.** (in progress). A Framework for Social and Emotional Learning Pedagogy.

**Zieher, A., & Armstrong, J. K.** (under review). Promoting Well-Being and Responsiveness in Pre-Service Teachers Using Dialectical Behavior Therapy Skills: A Mixed Methods Study.

Zielińska, A., Lebuda, I., **Ivcevic, Z.**, & Karwowski, M. (under review). How adolescents develop and implement their ideas? On self-regulation of creative action. *Thinking Skills and Creativity*.

Zyga, O., **Ivcevic, Z., Hoffmann, J. D., Palomera, & Brackett, M. A.** (in prep). Revisiting the relationship between gender and creative ability.

## POPULAR MEDIA

Barnes, T. (Host). [Cipriano, C. Guest Interview] (2021, February 7). The Importance of Relationships in SEL w/ Christina Cipriano. Scholarly Self-Care Podcast. <https://podcasts.apple.com/us/podcast/ep-19-importance-relationships-in-sel-w-christina-cipriano/id1527916136?i=1000508075005>

Bidwell Smith, C. (Host) (2021, September) Giving Yourself Permission to Feel with Marc Brackett [Brackett, M. Guest Interview] New Day Podcast, Lemonada. <https://lemonadamedia.com/podcast/4-giving-yourself-permission-to-feel-with-marc-brackett/>

Chatterjee, R. (Host) (2021, May) Why Emotions Matter More Than You Think with Professor Marc Brackett [Brackett, M. Guest Interview] Feel Better Live More. <https://drchatterjee.com/why-emotions-matter-more-than-you-think-with-professor-marc-brackett/>

Cipriano, C. (2021, October). Emotions Matter: SEL can Support You and Your School to Thrive this School Year (and Beyond!). Professional Development Webinar, Harmony SEL.

Cipriano, C. & Gabrielle Rappolt-Schlichtmann (2021, March 9). Where Are All Children in the Whole-Child Movement? Council of Administrators of Special Education (CASE). [https://www.casecec.org/index.php?day=08&id=2%3Awhere-are-all-children-in-the-whole-child-movement-&month=03&option=com\\_dailyplanetblog&view=entry&year=2021](https://www.casecec.org/index.php?day=08&id=2%3Awhere-are-all-children-in-the-whole-child-movement-&month=03&option=com_dailyplanetblog&view=entry&year=2021)

Cipriano, C. & Stern, R. (2021, August 2). Are you worried about what our nation's youth are learning? Maybe you should be. The Hill. <https://thehill.com/changing-america/opinion/565959-are-you-worried-about-what-our-nations-youth-are-learning-maybe-you>

Cipriano, C., Horowitz, S., & Rappolt-Schlichtmann, G. (2021, December 6). Does SEL help students who could benefit the most? We Don't Know. Education Week. <https://www.edweek.org/leadership/opinion-does-social-emotional-learning-help-students-who-could-benefit-the-most-we-dont-know/2021/12>

Cipriano, C. (Guest Interview) (2021, November 30). Who's Being Heard? School CEO. <https://podcast.schoolceo.com/episodes/dr-chris-cipriano-u0ftFm40>

Cox, A. (Host). (2021, August) Marc Brackett on the impact that emotional intelligence can have in education. First Lady & Friends Podcast. <https://omny.fm/shows/first-lady-friends/marc-brackett-on-the-impact-that-emotional-intelli#sharing>

Davis, V. (Host). (2021) SEL Spotlight: Dr. Marc Brackett – How Kids Learn Right Now. [Brackett, M. Guest Interview] Cool Cat Teacher Blog/Podcast. <https://www.coolcatteacher.com/sel-spotlight-dr-marc-brackett-how-kids-learn-right-now/>

## POPULAR MEDIA

**Elbertson, N., Stern, R., Brackett, M.** (2021, November) Striking a balance between appreciation and aspiration this holiday season. The Hill. <https://thehill.com/changing-america/opinion/583002-striking-a-balance-between-appreciation-and-aspiration-this-holiday>

Farrell, A. & Mayes, W. (Hosts). [**Bailey C. S.** (Guest Interview)]. (2021, January 13). The RULER Approach to social and emotional learning (No. 19) [Audio podcast episode]. In Lean into You. Child Care WAGE\$. <https://www.buzzsprout.com/1289207/6788905-the-ruler-approach-to-social-emotional-learning>

Harper, J. (Host). [Swift, M., **Cipriano, C.**, Turner, H. (Guest Interview)] (2021, February 15) Who Really Understands What Teachers Need to Meet the Demands of Pandemic Learning? Teacher's Aid Podcast. <https://www.bamradionetwork.com/track/who-really-understands-what-teachers-need-to-meet-the-demands-of-pandemic-learning/>

Harper, J. (Host). [Swift, M., **Cipriano, C.**, Will, M. (Guest Interview)] (2021, May) How We're Making Sense of the Highs and Lows of This Epic School Year. Teacher's Aid Podcast. <https://www.bamradionetwork.com/track/how-were-making-sense-of-the-highs-and-lows-of-this-epic-school-year/>

Harper, J. (Host). [Meller, F., **Cipriano, C.**, Will, M. (Guest Interview)] (2021, August) Getting Our Youngest Students Emotionally Ready for the School Year Ahead. Teacher's Aid Podcast. <https://www.bamradionetwork.com/track/getting-our-youngest-students-emotionally-ready-for-the-school-year-ahead/>

Harper, J. (Host). [Swift, M., **Cipriano, C.**, Cardoza, K. (Guest Interview)] (2021, June) This Crazy School Year Is Over: How Will You Make the Most of Your Summer Break? Teacher's Aid Podcast. <https://www.bamradionetwork.com/track/this-crazy-school-is-over-how-will-you-make-the-most-of-your-summer-break/>

**Ivcevic, Z. & Hoffmann, J. D.** (2021, March). What it takes to be creative in a time of crisis: Three factors can help facilitate creative action in difficult times. Psychology Today. [Blog Post]. <https://www.psychologytoday.com/us/blog/creativity-the-art-and-science/202103/what-it-takes-be-creative-in-time-crisis>

Mossman, K. (2021, February) Marc Brackett: "Emotions are the most powerful force in the workplace". The New Statesman. <https://www.newstatesman.com/culture/history/2021/02/marc-brackett-emotions-are-most-powerful-force-workplace>

Nabatova, A. (2021). How to create accessible software products. Featured walkthrough with **Baumsteiger, R. and Hoffmann, J.D.** <https://waverleysoftware.com/blog/software-accessibility-development/>

## POPULAR MEDIA

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# RESEARCH YEAR IN REVIEW

## 2021

### 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.

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