

JENNIFER E. DRAKE

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POSITIONS HELD

2020- Associate Professor, Department of Psychology, Brooklyn College, CUNY
 2013-2020 Assistant Professor, Department of Psychology, Brooklyn College, CUNY
 2012-2013 Post Doctoral Research Fellow, Department of Psychology, Boston College

EDUCATION

2012 **Ph.D., Boston College, Chestnut Hill, MA**
 Developmental Psychology, Minor in Statistics

2004 **M.A., Boston University, Boston, MA**
 Psychology

2003 **B.A., University at Buffalo, SUNY, Buffalo, NY**, summa cum laude
 Psychology, High Honors
B.F.A., University at Buffalo, SUNY, Buffalo, NY, summa cum laude
 Dance

PROFESSIONAL EMPLOYMENT

2013 Instructor, Department of Psychology, Harvard University
 2010- Statistical Consultant, Boston College, Chestnut Hill, MA; Massachusetts
 General Hospital, Boston, MA; California State University Long Beach, Long
 Beach, CA

2005-2007 Project Manager, Health Policy Institute, Boston University, Boston, MA
 2004-2005 Clinical Research Coordinator, Department of Psychiatry, Shriners Burns
 Hospitals for Children, Boston, MA

PUBLICATIONS

* Denotes undergraduate student / post-bachelor author

Denotes graduate student author

Drake, J. E. (in press). How drawing to distract improves mood in children. *Frontiers in Psychology*.

Drake, J. E., & #Grossman, E. (in press). What do children draw spontaneously when feeling sad? In Z. Ivcevic, (Ed.), *Creativity, Emotion, and the Arts*. Santander, Spain.

Drake, J. E., & Winner, E. (in press). What is distinctive about artistically gifted children? In R. J. Sternberg & D. Ambrose (Eds.), *Conceptions of giftedness and talent*. London, England: Palgrave-Macmillan.

*Turturro, N., & **Drake, J. E.** (in press). Does coloring reduce anxiety? Comparing the psychological and psychophysiological benefits of coloring versus drawing. *Empirical Studies of the Arts*.

*Genuth, A., & **Drake, J. E.** (in press). The benefits of drawing to regulate sadness and anger: Distraction versus expression. *Psychology of Aesthetics, Creativity, and the Arts*.

Chamberlain, R., Kozbelt, A., **Drake, J. E.**, & Wagemans, J. (in press). Learning to see by learning to draw: A longitudinal analysis of the relationship between representational drawing training and visuospatial skill. *Psychology of Aesthetics, Creativity, and the Arts*.

Drake, J. E., Simmons III, S., Rouser, R., *Poloos, I., & Winner, E. (2021). Using drawing as a tool to develop visual imagination. *Empirical Studies of the Arts*, 39, 3-16.

Goldstein, T. R., & **Drake, J. E.** (2020). Achievement and goals: A Festschrift for Ellen Winner. Co-Editor. *Empirical Studies of the Arts*, 38, 3-8.

*The authors are sharing first authorship

Drake, J. E. (2019). Examining the psychological and psychophysiological benefits of drawing over one month. *Psychology of Aesthetics, Creativity, and the Arts*, 13, 338-347.

Chamberlain, R., **Drake, J. E.**, Kozbelt, A., Hickman, R., Siev, J., & Wagemans, J. (2019) Artists as experts in visual cognition: An update. *Psychology of Aesthetics, Creativity, and the Arts*, 13, 58-73.

Drake, J. E., & Winner, E. (2018). Extreme drawing realism in childhood. *Roeper Review*, 40, 222-233.

Drake, J. E., & Winner, E. (2018). Why deliberate practice is not enough: Evidence from drawing talent. In D. Z. Hambrick, G. Campitelli, & B. N. Macnamara (Eds.), *The science of expertise: Behavioral, neural, genetic approaches to complex skill* (pp. 101-128). New York, NY: Taylor and Francis.

#James, C., **Drake, J. E.**, & Winner, E. (2018). Expression vs. distraction: An investigation of contrasting emotion regulation strategies when drawing, writing, talking, and thinking. *Empirical Studies of the Arts*, 36, 162-179.

Winner, E., & **Drake, J. E.** (2018). Giftedness and expertise: The case for genetic potential. *Journal of Expertise*, 1, 114-120.

*Forkosh, J., & **Drake, J. E.** (2017). Coloring versus drawing: Effects of cognitive demand on mood repair, flow, and enjoyment. *Art Therapy: Journal of the American Art Therapy Association*, 34, 75-82.

Stoddard, F. J., Sorrentino, E., **Drake, J. E.**, Murphy, M., Kim, A. J., Romo, S., Kagan, J., Snidman, N., Saxe, G., & Sheridan, R. L., (2017). Posttraumatic Stress Disorder in young children with burns. *Journal of Burn Care and Research*, 38, e343-e351.

Drake, J. E., *Hastedt, I., & #James, C. (2016). Drawing to distract: Examining the psychological benefits of drawing over time. *Psychology of Aesthetics, Creativity, and the Arts*, 10, 325-331.

*Fink, L., & **Drake, J. E.** (2016). Writing and flow: Comparing the benefits of narrative versus poetry writing. *Empirical Studies of the Arts*, 34, 177-192.

Drake, J. E., & *Hodge, A. (2015). Drawing vs. writing: The role of preference in regulating short-term affect. *Art Therapy: Journal of the American Art Therapy Association*, 32, 27-33.

Drake, J. E., (2014). Knowing how to look predicts the ability to draw realistically. *British Journal of Developmental Psychology*, 32, 397-414.

Drake, J. E., *Ahern, M., *Roche, E., & Winner, E. (2014). The value of making it by hand. *Proceedings of the Biennial Congress of the International Association of Empirical Aesthetics*, 174-179.

Drake, J. E., & Winner, E. (2013). Children with exceptional drawing skills. *The Psychologist*, 26, 730-733.

Drake, J. E. (2013). Bolstering emotional regulation through art. *The Power of the Arts*. Learn Now.

Winner, E., & **Drake, J. E.** (2013). The rage to master: The decisive role of talent in the visual arts. In S. B. Kaufmann (Ed.), *The complexity of greatness: Beyond talent or practice* (pp. 333-366). New York, NY: Oxford University Press.

Drake, J. E., & Winner, E. (2013). How children use drawing to regulate their emotions. *Cognition and Emotion*, 27, 512-520.

Second most read article on Cognition and Emotion website for 2014.

Drake, J. E. (2013). Is superior local processing in the visuo-spatial domain a function of drawing talent rather than Autism Spectrum Disorder? *Psychology of Aesthetics, Creativity, and the Arts*, 7, 203-209.

Drake, J. E., & Winner, E. (2012). Children gifted in drawing: The incidence of precocious realism. *Gifted Education International*, 29, 125-139.

Drake, J. E., & Winner, E. (2012). Confronting sadness through art-making: Distraction is more beneficial than venting. *Psychology of Aesthetics, Creativity, and the Arts*, 6, 251-266.

Drake, J. E., & Winner, E. (2012). Predicting artistic brilliance. *Scientific American Mind*, 23, 5, 42-48. (German translation, *Gehirn und Geist*, 2013; Appeared in the *Scientific American Mind* special issue on Creativity, 2013).

Stoddard, F. J., Luthra, R., Sorrentino, E. A., Saxe, G. N., **Drake, J.,** Chang, Y., Levine, J. B., Chedekel, D. S., & Sheridan, R. L. (2011). A randomized controlled trial of sertraline to prevent Posttraumatic Stress Disorder in burned children. *Journal of Child and Adolescent Psychopharmacology*, 21(5), 469-477.

Drake, J. E., & Winner, E. (2011-2012). Superior visual analysis and imagery in an autistic child with drawing talent. *Imagination, Cognition & Personality, 31*(1-2), 9-29.

Drake, J. E., & Winner, E. (2011). Realistic drawing talent in typical adults is associated with the same kind of local processing bias found in individuals with ASD. *Journal of Autism and Developmental Disorders, 41*, 1192-1201.

Drake, J. E., *Coleman, K., & Winner, E. (2011). Short-term mood repair through art: Effects of medium and strategy. *Art Therapy: Journal of the American Art Therapy Association, 28*(1), 26-30.

Drake, J. E., & Winner, E. (2010). Children gifted in drawing: Underlying perceptual strengths. *Understanding our Gifted, 22*(4), 19-21.

Drake, J. E., *Redash, A., *Coleman, K., *Haimson, J., & Winner, E. (2010). 'Autistic' local processing bias also found in children gifted in realistic drawing. *Journal of Autism and Developmental Disorders, 40*, 762-773.

Stoddard, F. J., Sorrentino, E. A., Ceranoglu, T. A., Saxe, G., Murphy, J. M., **Drake, J. E.,** Ronfeldt, H., White, G. W., Kagan, J., Snidman, N., Sheridan, R. L., & Tompkins, R. G. (2009) Preliminary evidence for the effects of Morphine on Posttraumatic Stress Disorder symptoms in one- to four-year-olds with burns. *Journal of Burn Care and Research, 30*(5), 836-843.

Drake, J. E., & Winner, E. (2009). Precocious realists: Perceptual and cognitive characteristics associated with drawing talent in Non-Autistic children. *Philosophical Transactions of the Royal Society B, 364*, 1449-1458.

Rapoza, K. A., & **Drake, J. E.** (2009). Alcohol consumption, expectancies and emotional commitment's relationship to male sexual coercion and aggression in dating couples. *Journal of Studies on Alcohol and Drugs, 70*, 55-63.

Cohen, A. B., Restuccia, J. R., Shwartz, M., **Drake, J. E.,** Kang, R., Kralovec, P., Holmes, S. K., Margolin, F., & Bohr, D. (2008). A survey of hospital quality improvement activities. *Medical Care Research and Review, 65*(5), 571-595.

Stoddard, F. J., Ronfeldt, H., Kagan, J., **Drake, J. E.,** Snidman, N., Murphy, J. M., Saxe, G., Burns, J., & Sheridan, R. (2006). Young burned children: The course of acute stress, physiological responses and behavioral symptoms. *American Journal of Psychiatry, 163*(6), 1084-1090.

Drake, J. E., Stoddard, F. J., Murphy, J. M., Ronfeldt, H., Snidman, N., Kagan, J., Saxe, G., & Sheridan, R. (2006). Trauma severity influences acute stress symptoms in young burned children. *Journal of Burn Care and Research, 27*(2), 174-182.

Stoddard, F. J., Saxe, G., Ronfeldt, H., **Drake, J. E.,** Burns, J., Edgren, C., & Sheridan, R. (2006). Acute stress symptoms in young children with burns. *Journal of the American Academy of Child and Adolescent Psychiatry, 45*(1), 87-93.

HONORS AND AWARDS

2018	Henry Wasser Award, CUNY Academy for the Humanities and Sciences
2018	Daniel E. Berlyne Award, Division 10, American Psychological Association
2017	Stewart Travel Award, CUNY
2015	Rising Star Award, Association for Psychological Science
2012	Donald J. White Teaching Excellence Award, Boston College
2005	Best psychosocial poster at the 37th annual American Burn Association
2003	State University of New York Chancellor's Award for Student Excellence
2003	Pillars of Leadership Honoree, University at Buffalo
2003	Renaissance Scholar, University at Buffalo
2003	Who's Who Among Students in American Universities and Colleges
2002	Psi Chi National Honor Society Member
2001	Advanced Honors Program, University at Buffalo
2000-2003	Dean's List, University at Buffalo
2000	Golden Key International Honor Society Member

RESEARCH SUPPORT

2020 – 2021	PSC-CUNY. A Comparison of Visual Working Memory in Artists and Non-Artists. Principal Investigator. \$3,499.
2019 – 2020	PSC-CUNY. Drawing and Numeracy: Can Coloring Improve Number Knowledge in Preschoolers? Principal Investigator. \$3,473.
2018 – 2021	National Science Foundation. Intensive Mentored Research Experiences for Undergraduates (REU) in Psychology and Neuroscience at an Urban Public College. Co-Principal Investigator. \$377,696.
2018 – 2019	PSC-CUNY. Principal Investigator. Understanding Children's Drawing Abilities. \$3,499.
2017 – 2018	PSC-CUNY. Does the Belief About How a Work was Made Shape Our Aesthetic Evaluations? Principal Investigator. \$3,497.
2015 – 2017	John Templeton Foundation Imagination Institute. Assessing and Fostering Visual Imagination Through Drawing. Principal Investigator. \$175,000.
2014 – 2016	National Endowment for the Arts. Expressive Drawing: Examining the Long-term Psychological and Psychophysiological Benefits. Principal Investigator. \$15,000.
2014 – 2015	PSC-CUNY. Expressive Drawing: The Psychological Benefits of a Drawing Intervention. Principal Investigator. \$3,357.
2014 – 2015	Brooklyn College Student Technology Fee Grant. Principal Investigator. \$3,939.
2010	Boston College Graduate Student Association Grant. Predictors of Local and Global Processing in Typical and Autistic Development. Principal Investigator.

- 2009 – 2010 Faber-Castell. Does Art Making Improve Mood in Younger Children? A Comparison of Art-Making by Hand vs. Computer. Co- Principal Investigator with Ellen Winner. \$15,000.
- 2008, Fall Boston College Graduate Student Association Grant. Emotion Regulation in the Family. Principal Investigator.
- 2008, Spring Boston College Graduate Student Association Grant. Emotion Regulation in the Family. Principal Investigator.

INVITED TALKS

- Drake, J. E.** (2020, November). What predicts artistic giftedness? In S. Heil (Chair). In Truly Developmental: Arts Theories and Approaches. Presented at the annual meeting of the National Association of Gifted Children.
- Drake, J. E.** (2020, October). Artistic giftedness: Two trajectories. Fairfield University Art Museum, Fairfield, CT.
- Drake, J. E.** (2020, September). The emotional benefits of engaging in the arts for children and adults. Autonomous University of Puebla. Puebla, Mexico.
- Drake, J. E.** (2019, October). How children use drawing to regulate their emotions. International Conference on Emotion, Creativity, and the Arts, Santander, Spain.
- Drake, J. E.** (2019, September). The emotional benefits of engaging in the arts. Cognitive and Comparative Psychology Colloquium Series, Graduate Center, CUNY, New York, NY.
- Drake, J. E.** (2018, August). Berlyne Award Address. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Drake, J. E.** (2018, May). Artistic brilliance: Talent seeks practice. Gifted Congress, Girona, Spain.
- Drake, J. E.,** Simmons, S., & Winner, E. (2017, June). Assessing and fostering visual imagination through drawing. Imagination Institute Research Symposium, Philadelphia, PA.
- Drake, J. E.** (2017, January). The emotion regulation benefits of drawing for children and adults. Perspective on Mental Illnesses, Winter Session Workshop for Harvard College Undergraduates. Harvard University, Cambridge, MA.
- Drake, J. E.** (2016, December). Precocious realists: The cognitive and perceptual skills underlying artistic genius in children. Rutgers Graduate School of Education. Rutgers University New Brunswick, New Brunswick, NJ.
- Drake, J. E.** (2016, April). Predicting artistic brilliance in children. Harriet Elliot Lecture Series on The Science of Creativity and the Arts. The University of North Carolina at Greensboro, Greensboro, NC.
- Drake, J. E.** (2016, February). What predicts artistic brilliance? The cognitive, behavioral, and perceptual skills of drawing prodigies. Cognition, Language, and Development Brown Bag Series, Graduate Center, CUNY, New York, NY.

Drake, J. E. (2015, December). Predicting artistic brilliance in children. Psychology Department Colloquium Series, Queens College, CUNY, Flushing, NY.

Drake, J. E. (2015, October). Children's use of drawing to regulate their emotions. Human Development Colloquium Series, Graduate Center, CUNY, New York, NY.

Drake, J. E. (2015, March). Children's use of drawing to regulate their emotions. *Arts and human development task force webinar: Visual arts, learning, and coping*. [Video Webinar]. Retrieved at <http://arts.gov/video/arts-human-development-task-force-webinar-visual-arts-learning-and-coping>

Drake, J. E. (2014, August). The psychological benefits of drawing. In S. Iyengar (Chair). The arts, creative expression, and psychological research: Bringing intellectual clarity to emotional chaos – Part II. Presented at the annual meeting of the American Psychological Association, Washington, DC.

Drake, J. E. (2012, October). How drawing regulates emotions: Studies with children and adults. Psychology Lecture Series, Berry College, Mount Berry, GA.

Drake, J. E. (2012, April) Art therapy: The emotional benefits of art-making for adults. Boston College Arts Festival, Boston College, Chestnut Hill, MA.

Winner, E., & **Drake, J. E.** (2010, April). Autism and artistic talent. Presidential Lunch Series of the Hunter College Autism Center, Hunter College, New York, NY.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Mandelbaum, F., Hershkovich, A., Rabin, L., Drake, J. E., Walder, D., & Schell, J. (2020, October). Incorporating ethics training in an NSF Research Experience for Undergraduates (REU) program. Poster presented at the annual meeting of the New England Psychological Association, Bridgeport, CT.

Papazian, K., & **Drake, J. E.** (2019, October). Drawing and two-digit numeral learning: An exploration of recognition accuracy and the errors made by pre-schoolers. Poster presented at the biennial meeting of the Cognitive Development Society, Louisville, KY.

Drake, J. E. (2019, August). Evaluations of representational and non-representational works are differentially affected by our beliefs about how they were made. In O. Vartanian (Chair). *New directions in the psychology of art, imagination and aesthetics: Brain, lab, and beyond*. Presented at the annual meeting of the American Psychological Association, Chicago, IL.

Healy, J., & **Drake, J. E.** (2019, May). Emotion regulation via drawing and writing: The positive effects of distraction. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Papazian, K., & **Drake, J. E.** (2019, March). Drawing and STEM learning: Can tracing improve number recognition in preschoolers? Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Posid, T., & **Drake, J. E.** (2019, March). The use of drawing to facilitate the learning and transfer of mathematical knowledge. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Drake, J. E., Bergdoll, R., Chavarga, A., Forlano, P., & Rabin, L. (2018, November). Engaging middle and high school science teachers in a mentored research and professional development experience. Poster presented at the annual meeting of the Northeast Conference for Teachers of Psychology, Worcester, MA.

Drake, J. E. (2018, August). Mode of creation influences our evaluations of works of art. In R. Chamberlain (Chair). Art in action: Exploring the interplay between artistic production and perception. Presented at the biennial meeting of the International Association of Empirical Aesthetics, Toronto, Ontario, Canada.

Drake, J. E., & Poloes, I. (2018, August). Emotions experienced and perceived in representational and non-representational art. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Mandelbaum, F., Bergdoll, R., **Drake, J. E.**, Rabin, L. (2018, August). Enriching undergraduate opportunities through mentoring: A model for transforming education. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Drake, J. E., & Jose, A. (2017, August). Maybe your child could have painted that: Comparing the works of artists, prodigies, and children. Presented at the meeting of the American Psychological Association, Washington, DC.

Drake, J. E. (2017, August). How the act of drawing regulates children's mood. In J. Hoffmann (Chair). The power of imagination: Building emotion and creativity skills through art and play interventions. Presented at the meeting of the American Psychological Association, Washington, DC.

Chamberlain, R., & **Drake, J. E.**, Kozbelt, A., & Wagemans, J. (2017, August). The impact of art and design on training and visuo-spatial skills. Presented at the meeting of the American Psychological Association, Washington, DC.

Rabin, L., Bergdoll, R., Hadjisolomou, S., Ghahramani, Z., **Drake, J.**, Paolillo, E., & Walder, D. (2017, June). Pairing mentored research with statistics and journal club didactics to maximize learning outcomes for undergraduates. Presented at the CUR Undergraduate Research Programs, Undergraduate Research Collaborations Conference, Flagstaff, AZ.

Rabin, L., **Drake, J.**, Bergdoll, R., LaRocca, K., Delamater, A., Goldstein, S., & Walder, D. (2017, June). Effective partnerships: Pairing high school teachers with faculty mentors to enhance research training and competence. Presented at the CUR Undergraduate Research Programs, Undergraduate Research Collaborations Conference, Flagstaff, AZ.

Poloes, I., & **Drake, J. E.** (2017, May). Emotion in art: Differentiating experienced and represented emotion in representational and abstract art. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Drake, J. E. (2017, April). Does the mode of creation influence children's evaluations of works of art? Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Chamberlain, R., & **Drake, J. E.**, Kozbelt, A., & Wagemans, J. (2016, August). The impact of drawing instruction on perceptual abilities in training artists. Poster presented at the Visual Science of Art Conference, Barcelona, Spain.

Kozbelt, A., Chamberlain, R., & **Drake, J. E.** (2016, August). Learning to see by learning to draw: A longitudinal study of perceptual changes among artists-in-training. Presented at the biennial meeting of the International Association of Empirical Aesthetics, Vienna, Austria.

Drake, J. E. (2016, August). Belief about how a work of art was made shapes our aesthetic evaluation. Presented at the annual meeting of the American Psychological Association, Denver, CO.

Drake, J. E. (2016, May). Deliberate practice versus innate talent. In B. Macnamara (Chair). The science of expertise. Presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Simmons, S., **Drake, J. E.**, Winner, E., Rouser, A., & Sloane, K. (2016, April). Assessing and fostering visual imagination through drawing. Poster presented at the Learning and the Brain Conference: The Science of Imagination: Cultivating Curiosity and Creativity in our Schools, Orlando, FL.

Ianello, M., & **Drake, J. E.** (2016, March). Drawing breath: Examining the relationship between drawing, mood repair, and RSA. Poster presented at the annual meeting of the Eastern Psychological Association, New York, NY.

Drake, J. E., & Winner, E. (2015, August). What predicts artistic brilliance? The cognitive, behavioral, and perceptual skills of drawing prodigies. Presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

Drake, J. E. (2015, May). Children's use of drawing to regulate their mood. In Y. Gao (Chair). Psychopathic traits and aggression in children: Implications for treatment. Presented at the annual meeting of the Association for Psychological Science, New York, NY.

Scannell, D. A., & **Drake, J. E.** (2015, May). Perceived value of art made by hand vs. on the computer. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Fink, L., & **Drake, J. E.** (2015, May). Mood improvement through writing: Effects of aesthetic format and strategy. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Drake, J. E. (2015, March). Emotion regulation benefits of drawing for children. In E. Brown (Chair). The art of child emotion regulation. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Drake, J. E., & Winner E. (2015, March). Is drawing talent a splinter skill? Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Drake, J. E., Ahern, M., Roche, E., & Winner, E. (2014, August). The value of making it by hand. Presented at the biennial meeting of the International Association of Empirical Aesthetics, New York, NY.

Drake, J. E. (2013, October). Knowing how to look predicts the ability to draw realistically. Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.

Drake, J. E., & Winner, E. (2013, April). Autistic or artistic? Predictors of local and global processing in autistic and non-autistic children. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Drake, J. E. (2013, April). Children's use of drawing to regulate their mood. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Drake, J. E., & Winner, E. (2011, October). Predictors of local processing in typical and atypical development. Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.

Drake, J. E. (2011, August). Making art on paper vs. on the computer: Medium matters. Presented as part of the Division 10 Student Research Showcase at the annual meeting of the American Psychological Association, Washington, DC.

Drake, J. E., & Winner, E. (2011, May). Underestimating positive mood effects of art-making: A new twist on affective forecasting. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Drake, J.E., & Rosen, K.S. (2011, April). Emotionality, emotion regulation, and patterns of sibling relationships. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Restuccia, J. D., Cohen, A. B., Horwitt, J., **Drake, J. E.,** & Shwartz, M. (2010, June). Hospital information technology and quality: Are they related? Poster presented at the annual meeting of Academy Health, Boston, MA.

Drake, J. E., & Winner, E. (2010, June). Children's beliefs about how art-making can improve mood. In C. Smith (Chair). The accuracy of children's thinking about future emotions and desires. Presented at the annual meeting of the Jean Piaget Society, St. Louis, MO.

Drake, J. E., Coleman, K., & Winner, E. (2010, May). Drawing improves short-term mood – Not by venting but by distraction. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Drake, J. E., & Winner, E. (2010, April). Psychological benefits of engaging in art-making for children and adults. In R. Jolley (Chair). Children's engagement in art and its educational context. Symposium presented at the annual meeting of the British Psychological Association, Stratford-upon-Avon, UK.

Drake, J. E., & Rosen, K. (2010, April). Parents' perceptions of their two children's emotionality and emotion regulation. Poster presented at the annual meeting of the Human Development Conference, New York, NY.

Drake, J. E. (2009, October). Children gifted in realistic drawing share perceptual and personality traits with individuals with autism. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, TX.

Drake, J. E., Coleman, K., Redash, A. Haimson, J., Mottron, L., & Winner, E. (2009, April). Children gifted in realistic drawing share with autistic individuals a diminished detrimental influence of perceptual cohesiveness on constructional abilities. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Drake, J. E., & Winner, E. (2009, September). Precocious realists: Perceptual and cognitive characteristics associated with drawing talent in non-autistic children. Presented at the conference on Talent and Autism, Royal Society and British Academy, London, UK.

Stoddard, F. J., Murphy, J. M., Ceranoglu, A., Saxe, G., Sorrentino, E., **Drake, J.,** Ronfeldt, H., & Sheridan, R. (2009, May). Morphine reduces PTSD symptoms in burned children 1-4 years old. Poster presented at the annual meeting of American Psychiatric Association, Washington, DC.

Drake, J. E. (2006, May). The psychology and physiology of burn stress in very early childhood. In F. Stoddard (chair). Neuropsychiatric responses to burns: Modeling the developmental neurobiology of trauma. Symposium presented at the annual meeting of the American Psychiatric Association, Toronto, Ontario, Canada.

Stoddard, F. J., **Drake, J. E.,** Murphy, J. M., Saxe, G., Levine, J., & Sheridan, R. (2006, May). The prevalence of PTSD diagnoses and symptomatology in young burned children. Poster presented at the annual meeting of the American Burn Association, Las Vegas, NV.

Stoddard, F. J., **Drake, J. E.,** Murphy, J. M., Kagan, J., Saxe, G., Ronfeldt, R., Snidman, N., Levine, J., Brown, L., & Sheridan, R. (2005, November). Dimensions of psychological care of young burned children. Presented at the annual meeting of the Asia Pacific Burn Congress, Shanghai, China.

Stoddard, F. J., Levine, J. B., Luthra, R., **Drake, J. E.,** Saxe, G., Brown, L., & Sheridan, R. (2005, November). A new frontier: Early pharmacological intervention to prevent PTSD and depression. Presented at the annual meeting of the Asia Pacific Burn Congress, Shanghai, China.

Stoddard, F. J., **Drake, J. E.,** Murphy, J. M., Snidman, N., Kagan, J., Saxe, G., & Sheridan, R. (2005, May). Trauma severity influences acute stress symptoms in young burned children. Poster presented at the annual meeting of the American Burn Association, Chicago, IL.

Stoddard, F. J., Ronfeldt, H., Kagan, J., **Drake, J. E.,** Snidman, N., Murphy, J., Saxe, G., Burns, J., & Sheridan, R. (2005, May). Young burned children: The course of acute stress, physiological responses and behavioral symptoms. Poster presented at the annual Massachusetts General Hospital Clinical Research Day, Boston, MA.

Meuret, A. E., **Drake, J. E.,** Pincus, D. B., In-Albon, T., & Ehrenreich, J. T. (2004, November). Prevalence and correlates of asthma in clinically anxious children. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

Micco, J. A., Ehrenreich, J. T., Masia-Warner, C., Fisher, P. H., & **Drake, J.** (2004, November). Validity of the family assessment clinician interview (FACI) in a sample of anxiety-disordered children. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

Walker, K. S., Pelham, W. E., Gnagy, E. M., Massetti, G., Wymbs, B., Coles, E., Chacko, A., Arnold, F., Robb, J., Garefino, A., Pirvics, L., Herbst, L., **Drake, J.**, Hoffman, M., & Burrows-MacLean, L. (2004, November). The impact of treatment intensity on likeability and reputation ratings made by children with ADHD and controls. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

Rapoza, K., **Drake, J. E.**, & Vargas, R. (2004, August). Alcohol consumption, expectancies and emotional commitment's relationship to sexual aggression. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Arnold, F. W., Gnagy, E. M., Pelham, W. E., Chacko, A., Wymbs, B. T., Walker, K. S., Massetti, G. M., Burrows-MacLean, L., Robb, J. A., Garefino, A., Keenan, J. K., **Drake, J.**, & Hoffman, M. T. (2003, November). Parenting practices and childhood disruptive behavior in the summer treatment program. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, Boston, MA.

Walker, K. S., Gnagy, E. M., Pelham, W. E., Massetti, G., Coles, E., Wymbs, B. T., Chacko, A., Arnold, F., Robb, J., Garefino, A., Keenan, J., **Drake, J.**, Hoffman, M., & Burrows-MacLean, L. (2003, November). Impact of child, family, and treatment experience factors on treatment preference/ acceptability among parents of children with ADHD attending a summer treatment program. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, Boston, MA.

Drake, J. E., Williams, A., Schlegel, A., & Levine, M. (2003, August). Mental health assessment of youth in the juvenile justice system. Accepted to the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

TEACHING EXPERIENCE

Brooklyn College, CUNY

Undergraduate: Psychological Statistics, Social and Personality Development of Children, Psychology of the Arts

Graduate: Pro Seminar, Psychology of the Arts

Harvard University

Courses Taught: Sophomore Tutorial

Boston College

Courses Taught: Social & Emotional Development, Introduction to Behavioral Statistics & Research

Teaching Assistant: Introduction to Behavioral Statistics & Research, Emotion, Social Psychology

Dissertation Committees Served On

2020- Katherine Papazian The Graduate Center, CUNY

2019 Ariana Riccio The Graduate Center, CUNY

2017	Daniel Meredith	The Graduate Center, CUNY
2017	Beril Yaffe	The Graduate Center, CUNY
2016	Wei Zhang	The Graduate Center, CUNY
2015	Tashana Samuels	The Graduate Center, CUNY
2014	Amelia Micheli	Massachusetts School of Professional Psychology

RESEARCH EXPERIENCE

2003-2004	Graduate Research Assistant, Center for Anxiety and Related Disorders, Boston University, Boston, MA	
2002-2003	Research Assistant, Department of Psychology, University at Buffalo, Buffalo, NY	

EDITORIAL SERVICE AND GRANT REVIEWING

2018-2020	Guest Editor, Festschrift in honor of Ellen Winner, <i>Empirical Studies of the Arts</i>	
2017-	Associate Editor, <i>Journal of Expertise</i>	
2020-	Editorial Board, <i>Creativity Research Journal</i>	
2017-	Editorial Board, <i>Psychology of Aesthetics, Creativity, and the Arts</i>	

Ad-Hoc Reviewer: *Annals of the New York Academy of Sciences, British Journal of Developmental Psychology, Cognition and Emotion, Cognitive Development, Creativity Research Journal, Educational Psychology, Journal of Autism and Developmental Disorders, Journal of Experimental Child Psychology, Journal of Psychotherapy Integration, Language Learning and Development, Motivation and Emotion, Psychology of Aesthetics, Creativity, and the Arts*

Student Reviewer: 2011 Society for Research in Child Development

Grant Reviewer *Institute of Education Sciences, Spencer Foundation*

PROFESSIONAL SERVICE

2020	Member, Awards Committee, APA Division 10
2019-2021	Co-Chair, Conference Programming, APA Division 10
2018-2019	Co-Chair, Membership Committee, APA Division 10
2018-	Executive Committee Member, APA Division 10

UNIVERSITY AND DEPARTMENTAL SERVICE

Brooklyn College, CUNY

2020	Diversity, Equity, and Inclusion
2018-	Psychology Department Liaison, Center of Teaching
2017	Master's Admissions Committee for Experimental Psychology
2016-	Member, NYC-LSAMP Steering Committee
2015-	Coordinator, Research Experience for Teachers Program
2015-2016	Outcomes Assessment, Psychology Department
2013-	Member, Undergraduate Curriculum Committee, Psychology Department

Graduate Center, CUNY

2017-2018 Doctoral Admissions Committee, Developmental Psychology
 2016 Co-chair, Brown Bag Series, Cognition, Language, and Development
 2015-2016 Member, Committee on Developmental Psychology
 2014-2017 Member, Executive Committee, Cognition, Language, and Development
 2014-2017 Doctoral Admissions Committee for Cognition, Language, and Development
 2014-2016 Chair, Doctoral Admissions Committee, Cognition, Language, and Development

Boston College

2011-2012 McNair Exploratory Program Mentor
 2007-2011 Graduate Student Recruitment Committee
 2009-2010 Chair, Psychology Graduate Student Council
 2008-2009 Co-chair, Developmental Psychology Workshop

MEDIA COVERAGE**Filmed and Radio Interviews**

Visions of greatness, Documentary. *Red Bull Network*. June 5, 2017.
<https://www.redbull.tv/show/AP-1N84D65NS2111/visions-of-greatness>

Psychological benefits of drawing. *The Brain Waves Video Anthology*. March 2, 2016.
<https://www.youtube.com/watch?v=C5WTmDwtCbg>

60 seconds with Jennifer Drake. *The Brain Waves Video Anthology*. March 2, 2016.
<https://www.youtube.com/watch?v=STg9gKKCx84>

The prodigy paradox. *The Colin McEnroe Show, WNPR*. July 17, 2014.
<http://wnpr.org/post/prodigy-paradox>

News Media

Paint-by-numbers sets are back, better and even customizable. *The Wall Street Journal*, May 20, 2020. <https://www.wsj.com/articles/paint-by-number-sets-are-back-better-and-even-customizable-11590004274>

Ashamed over my mental illness, I realized drawing might help me – and others – cope. *The Conversation*, May 12, 2020.
<https://theconversation.com/ashamed-over-my-mental-illness-i-realized-drawing-might-help-me-and-others-cope-137222>

The big impact of a small hobby. *The New York Times*, May 1, 2020. <https://nyti.ms/35mlCxO>

How to improve kids' moods. *Child Trends News Service*, September 19, 2019.
<https://www.childtrends.org/videos/how-to-improve-kids-moods>

Exploring characteristics of prodigies. *National Geographic Magazine*, May 1, 2018.
<https://www.nationalgeographic.com/magazine/2018/05/genius-child-prodigy-science-art-autism/>

Coloring and drawing could help you boost your mood – but which is more effective. *Artsy*, September 4, 2017. <https://www.artsy.net/article/artsy-editorial-coloring-drawing-help-boost-mood-effective>

Coloring, doodling, and drawing: Recent research. *Psychology Today*, June 29, 2017.
<https://www.psychologytoday.com/blog/arts-and-health/201706/coloring-doodling-and-drawing-recent-research>

Drawing is a simple, powerful way to improve your mood. *Psychology Today*, September 12, 2016.
<https://www.psychologytoday.com/blog/minding-the-body/201609/drawing-is-simple-powerful-way-improve-your-mood>

Why buy an artwork instead of just making your own? *Artsy*, September 2, 2016.
<https://www.artsy.net/article/artsy-editorial-why-buy-an-artwork-instead-of-just-making-your-own>

How to teach your children to care about art. *Artsy*, August 3, 2016.
<https://www.artsy.net/article/artsy-editorial-how-to-teach-your-children-to-care-about-art>

Predicting artistic brilliance: A study with gifted children. August 2, 2016.
<https://leslierankow.wordpress.com/>

Study asks: Can drawing make you happier?, *Blouin Art Info*, June 29, 2016.
<http://blogs.artinfo.com/artintheair/2016/06/29/study-asks-can-drawing-make-you-happier/>

Coloring craze. *The Buffalo News Gusto*. February 9, 2016.
<http://buffalo.com/2016/02/07/buffalo-magazine/coloring-craze/>

The latest trend in stress relief is adult coloring - and it may actually work. *Tech Insider*. July 27, 2015.
<http://www.techinsider.io/bestselling-adult-coloring-books-gain-popularity-for-stress-relief-2015-7>

Behind the talent of artistic child prodigies. *The Wall Street Journal*. November 25, 2014.
<http://www.wsj.com/articles/behind-the-talent-of-artistic-child-prodigies-1416855337>

What makes a child an art prodigy? *APS Observer*. November 17, 2014.
<http://www.psychologicalscience.org/index.php/news/what-makes-a-child-an-art-prodigy.html>

What makes a child an art prodigy? *The Atlantic*. November 7, 2014.
http://www.theatlantic.com/entertainment/archive/2014/11/what-makes-a-child-an-art-prodigy/382389/?single_page=true

The latest research on creativity and the arts. *APA Monitor on Psychology*. June 2014.
<http://www.apa.org/monitor/2014/06/arts-creativity.aspx>

8-year old Singaporean Boy Arkin Rai Named Art Prodigy. *Asian Pacific News*. September 21, 2012. <http://www.whatsonsanya.com/news-23592-8-year-old-singaporean-boy-arkin-rai-named-art-prodigy.html>

Blogs about my work on local processing and drawing abilities
<http://www.goodtherapy.org/blog/connection-between-autistic-and-artistic-1218123>

Blogs about my study on drawing and mood
<http://bps-research-digest.blogspot.com>
<http://scienceseeker.org/post/178971>
<http://researchblogging.org/index.php/post-list/list/date/all?&offset=20>

<http://sherylaronson.blogspot.com/2010/05/drawing-distracts-helps-people-feel.html>

PROFESSIONAL AFFILIATIONS

2007- American Psychological Association (APA)
APA Division 10: (2010-present)
APA Division 7: (2013-present)

2007- Society for the Research in Child Development (SRCD)

2009- Cognitive Development Society (CDS)

2010- Association for Psychological Science (APS)

2014- International Association of Empirical Aesthetics (IAEA)