

CURRICULUM VITAE

Craig S. Bailey, Ph.D.

Version date: August 8, 2024
Appointment: Assistant Professor, Investigator Track
School: Yale School of Medicine, Child Study Center

Education:

2004–2009 B.S., Psychology, South Dakota State University, Brookings, SD
2009–2014 Ph.D., Applied Developmental Psychology – Quantitative Emphasis, George Mason University, Fairfax, VA

Career/Academic Appointments:

2014–2016 Postdoctoral Research Associate, Developmental Psychology, Yale University
2016–2020 Associate Research Scientist, Child Study Center, Yale School of Medicine, Yale University, New Haven, CT
2020–present Assistant Professor, Child Study Center, Yale School of Medicine, Yale University, New Haven, CT

Administrative Positions:

2016–present Director of Early Childhood, Yale Center for Emotional Intelligence, Yale University, New Haven, CT

Other Positions:

2004–2006 Early Childhood Education Teacher, YWCA Childcare, Sioux Falls, SD
2008 Hospital Play Specialist Intern, Chelsea and Westminster Hospital, London, UK
2006–2009 Undergraduate Research Assistant, Department of Psychology, South Dakota State University, Brookings, SD
2007–2009 Early Childhood Education Assistant Teacher, Kid’s World Learning Center, Brookings, SD
2009–2014 Graduate Research Assistant, Department of Psychology, George Mason University, Fairfax, VA
2009–2014 Instructor (Developmental Psychology, Basic Concepts in Psychology, Child Psychology, Analysis and Interpretation of Psychological Data, Research Methods in Psychology), Department of Psychology, George Mason University, University, Fairfax, VA
2016–2017 Lecturer (Foundations of Emotional Intelligence for Early Childhood Educators), Graduate School of Education, Fordham University, New York, NY

Professional Honors & Recognition:

International/National/Regional Awards

2013 Student Travel Award, Society for Research in Child Development
2017 Top Reviewers for Yale University in Psychology, Publons
2017 Top Reviewers for Yale University in Social Sciences, Publons
2020 Social and Emotional Development in Early Childhood Innovator, Promise Venture Studio, <https://www.promisestudio.org/st3-followalong-index#craig>
2020 Top Reviewer for *Early Education & Development*

University

2004–2009 Dean’s List, South Dakota State University
2006 Branum Faculty Recognition Award, South Dakota State University
2009–2012 Graduate Fellowship, George Mason University
2013 Applied Developmental Psychology Outstanding Doctoral Student Award, George Mason University
2015 Postdoctoral Scholars Travel Fund Award, Yale University
2016 Postdoctoral Associate Research Award, Yale University

Grant History (pending, active, past):

Pending Grants

Agency: Shanahan Foundation
Title: “Bridgeport Childcare Incubator”
P.I. Katerina Vlahos
Role on Project: **Co-P.I.**
Percent effort: 10%
Total costs: \$300,000
Project period: 2024–2027

Agency: National Science Foundation
Title: “Fostering Early Curiosity, Agency, and Positive Identity for STEAM via Children’s Storybooks(PreK- 3rd grade)”
P.I. Dr. Stephanie M. Curenton, Ph.D.
Role on Project: **Co-P.I.**
Percent effort: 12%
Total costs: \$422,978
Project period: 2024–2029

Agency: Institute for Education Sciences
Title: “The Development and Validation of the Social and Emotional Learning Observation Checklist for Secondary (SELOC-S) School”
P.I. Dr. Christina Cipriano
Role on Project: **Expert Consultant**
Percent effort: 12%
Total costs: \$200,000
Project period: 2024–2028

Active Grants

Agency: National Science Foundation
Title: “Over-engaged parenting and science achievement in early childhood”
ID 2247807
P.I.: Julia Leonard, Ph.D.
Percent effort: 8%
Role on Project: **Expert Consultant**
Total costs: \$1,798,999
Project period: 2023–2028

Agency: Office of the Administration for Children & Families
Title: “RULER in Pennsylvania Preschools”
P.I.: Marnie Aylesworth, Ph.D.
Role on Project: **Subaward PI**
Percent effort: 15%
Total costs: \$500,000
Project period: 2023–2026

Agency: Institute of Education Sciences
ID: R305A200301
Title: “The development and validation of the social and emotional learning observation checklist for elementary school (SELOC-ES)”
P.I.: Christina Cipriano, Ed.M., Ph.D.
Role on Project: **Co-PI**
Percent effort: 20%
Total costs: \$1,858,247
Project period: 2021–2024

Agency: Institute of Education Sciences
ID: R305A180293
Title: “Promoting school readiness through emotional intelligence: An efficacy trial of Preschool RULER”
P.I.: **Craig S. Bailey, Ph.D.**
Percent effort: 30%
Total costs: \$3,263,909
Project period: 2018–2024

Agency: Tauck Family Foundation
Title: “Bridgeport Early Childhood SEL Initiative”
P.I.: **Craig S. Bailey, Ph.D.**
Percent effort: 30%
Total costs: \$759,625
Project period: 2018–2026
Open Science: <https://osf.io/v9xmk/>

Past Grants

Agency: Chan Zuckerberg Initiative Foundation
Title: “Fostering students of color and their educators to thrive with sustainable SEL assessments”
P.I.: Christina Cipriano, Ed.M., Ph.D.; Jessica Hoffmann, Ph.D.
Percent effort: 5%
Role on Project: **Expert Consultant**
Total costs: \$5,626,938
Project period: 2022–2025

Agency: Yale China Fund for Emotional Intelligence
Title: “Pilot and refinement of RULER in Chinese preschools”
P.I.: Marc A. Brackett, Ph.D.
Role on Project: **Co-PI**
Percent effort: 10%
Total costs: \$3,000,000
Project period: 2018–2023
Open Science: <https://osf.io/97gtx/>

Agency: Hartford Foundation for Public Giving
Title: “Hartford Early Childhood SEL Initiative”
P.I.: **Craig S. Bailey, Ph.D.**
Percent effort: 10%
Total costs: \$299,739
Project period: 2019–2022
Open Science: <https://osf.io/q6t7n/>

Agency: Silicon Valley Community Foundation (Chan Zuckerberg Initiative)
Title: “A Digital SEAD and School Climate Assessment Toolkit”
P.I.: Marc A. Brackett, Ph.D.
Role on Project: **Co-PI**
Percent effort: 20%
Total costs: \$4,200,000
Project period: 2018–2021

Agency: Silverbird Fund
Title: “Supporting RULER for early childhood educators in Connecticut”
P.I.: **Craig S. Bailey, Ph.D.**
Total costs: \$205,000

Project period: 2017–2021

Agency: Hartford Foundation for Public Giving
Title: “Hartford Foundation Planning Grant for Early Childhood RULER Hubs”
P.I.: **Craig S. Bailey, Ph.D.**
Total costs: \$50,000
Project period: 2017–2018

Agency: Grossman Family Foundation
Title: “Supporting social and emotional learning in Norwalk and Fairfield County, CT”
P.I.: **Craig S. Bailey, Ph.D.**
Total costs: \$251,563
Project period: 2016–2018

Agency: Horace Mann School
Title: “Implementing RULER at Horace Mann School in New York City”
P.I.: Dena N. Simmons, Ed.D.
Role on project: **Co-PI**
Total costs: \$75,000
Project period: 2016–2017

Agency: [Confidential]
Title: “Enhancing family engagement at Childcare Learning Centers, Stamford, CT”
P.I.: **Craig S. Bailey, Ph.D.**
Total costs: \$55,000
Project period: 2016–2017

Agency: Academy District 20, Colorado Springs, CO
Title: “Implementing RULER in Colorado Springs Preschools”
P.I.: **Craig S. Bailey, Ph.D.**
Total costs: \$19,980
Project period: 2016–2017

Agency: Grossman Family Foundation
Title: “Implementing RULER at Brass City Charter School in Waterbury, CT”
P.I.: **Craig S. Bailey, Ph.D.**
Total costs: \$14,996
Project period: 2016–2017

Agency: Grossman Family Foundation
Title: “Promoting emotional intelligence for children, educators, and families in high-needs settings in Fairfield County”
P.I.: Susan E. Rivers, Ph.D.
Role on project: **Postdoctoral Associate**
Total costs: \$25,000
Project period: 2015–2016

Agency: Institute of Education Sciences
ID: R305A120172
Title: “Improving school readiness with emotional literacy: Developing the RULER for preschool program”
P.I.: Susan E. Rivers, Ph.D.
Role on project: **Postdoctoral Associate**
Total costs: \$1,499,814
Project period: 2012–2016

Agency: Herbert and Nell Singer Foundation
Title: “Developing supports to promote intervention readiness and sustainability in high-risk early childhood settings”
P.I.: Susan E. Rivers, Ph.D.
Role on project: **Postdoctoral Associate**
Total costs: \$50,000
Project period: 2015–2016

Agency: New Haven Public Schools Head Start
Title: “Embedding emotional intelligence in early learning settings New Haven Public Schools Head Start Programs”
P.I.: Susan E. Rivers, Ph.D.
Role on project: **Postdoctoral Associate**
Total costs: \$30,000
Project period: 2015–2016

Agency: National Institute of Child Health & Human Development
ID: 5R21HD068744
Title: “Computerized social-emotional assessment battery for school readiness”
P.I.: Susanne A. Denham, Ph.D.
Role on project: **Graduate Research Assistant**
Total costs: \$461,358
Project period: 2012–2015

Agency: Institute of Education Sciences
ID: R305A110730
Title: “Early childhood teachers as socializers of young children's emotional competence”
P.I.: Susanne A. Denham, Ph.D.
Role on project: **Graduate Research Assistant**
Total costs: \$1,567,774
Project period: 2011–2014

Agency: National Institute of Child Health & Human Development
ID: 5R01HD051514
Title: “Social-emotional assessment of child’s school readiness”
P.I.: Susanne A. Denham, Ph.D.
Role on project: Graduate Research Assistant
Total costs: \$1,567,774
Project period: 2005–2009

Invited Speaking Engagements, Presentations, Symposia & Workshops Not Affiliated with Yale:

International/National

- 1 “Emotions matter in early childhood education: Promoting teachers’ and children’s emotional intelligence.” Department of Education, Counseling, and Human Development, South Dakota State University, Brookings, SD, 2017.
- 2 “What is emotional intelligence and how can we support it?” Fujian Preschool Education College, Fuzhou, China., 2018.
- 3 “What is emotional intelligence and how can we support it?” Yale Center Beijing, Beijing, China, 2018.
- 4 “What is emotional intelligence and how can we support it?” Yale Center Beijing, Beijing, China, 2019.
- 5 “Your emotions matter when teaching young children emotional intelligence.” Montessori Accreditation Council for Teacher Education, Asia Symposium for Montessori Teacher Education Program Directors and Instructors, Virtual., 2021.
- 6 “Your emotions matter when teaching young children emotional intelligence.” Schools of the Future, Virtual, 2021.

- 7 “Your emotions matter when teaching young children emotional intelligence.” Montessori Accreditation Council for Teacher Education, Symposium for Montessori Teacher Education Program Directors and Instructors, Virtual, 2021.
- 8 “Caregiver emotional intelligence in the first few years of life: How emotions fulfill us and connect us.” Association of Infant Mental Health in Tennessee, Annual Conference and Symposium, Virtual, 2022.
- 9 “Emotion-focused teaching using storybooks in preschool classrooms.” Universidad Iberoamericana, Departamento de Educación, Santa Fe, Mexico, 2022.
- 11 “Promoting emotional intelligence in kindergarten classrooms.” The Education University of Hong Kong, Department of Early Childhood Education, Hong Kong, China. 2023.
- 11 “Using stories, art, and movement to teach children about emotion.” International Society for the Study of Creativity and Innovation, Symposium on Creativity in Education, Virtual 2024.

Regional

- 1 “Preschoolers’ social-emotional competence: What is it and why is it important to early childhood educators?” Applied Developmental Psychology Colloquium, George Mason University, Fairfax, VA, 2013.
- 2 “Supporting children's emotional competence in early childhood classrooms.” George Mason University Child Development Center Professional Development Day for Early Childhood Professionals, Fairfax, VA, 2014.
- 3 “The socialization of emotion regulation in preschool classrooms.” Yale Center for Emotional Intelligence, New Haven, CT , 2015.
- 4 “Creating an emotion revolution in Connecticut early childhood education and beyond.” Western Connecticut Leadership Conference, Cromwell, CT, 2017.
- 5 “Teaching empathy to children and the adults in their lives.” Annual Meeting of The Yale Child Study Center Associates, New Haven, CT, 2017.
- 6 “Using the power of emotion to create a healthier, and more equitable, productive, and compassionate society.” Sacred Heart University S.W.E.E.T. Program, Fairfield, CT, 2018.
- 7 “Emotionally intelligent parenting.” Parent Alliance of Legg Mason, Stamford, CT, 2018.
- 8 “Using storybooks to teach emotional intelligence to young Children: RULER in the early childhood classroom.” Quest for Teaching Excellence Conference, Livingston, NJ, 2018.
- 9 “Emotionally intelligent leadership.” Meriden Public Schools High School Leadership Academy, New Haven, CT, 2018.
- 10 “Engaging faculty and students in discussions about social and emotional teaching and learning.” Fordham University Graduate School of Education School Council, New York, NY, 2018.
- 11 “Using the power of emotion to create a healthier, and more equitable, productive, and compassionate society.” Amity Science Research Program Symposium, Woodbridge, CT, 2018.
- 12 “Social and emotional well-being in early childhood using the RULER approach.” Hartford Early Childhood Workforce Development Initiative Annual Conference: Weaving Trauma Informed Practices into Early Childhood Experiences, Hartford, CT, 2018.
- 13 “Emotional Intelligence: Why our kids need it and how we can teach it using tools in our homes.” Golda Och Academy Parent Program, West Orange, NJ, 2018.
- 14 “Emotionally intelligent leadership: What you need to know today to be successful tomorrow.” Nichols College Emerging Leaders Program, Dudley, MA, 2018.
- 15 “Tools for supporting children's social & emotional development.” School for Young Children Parents and Educators, West Hartford, CT, 2021.
- 16 “Improving your emotional intelligence at work: Responding with compassion and empathy.” Alliance for Community Empowerment, Bridgeport, CT, 2022.
- 17 “Emotion-focused teaching using storybooks in preschool classrooms.” University of Denver, Morgridge College of Education, Denver, CO, 2022.
- 18 “Using your emotional intelligence to be successful.” Lions International, District 23-A, Wallingford, CT, 2023.
- 10 “Using storybooks to teach children about emotion.” FamFair, University of Denver, Denver, CO, 2023.
- 19 “The greatest gift you can give a child is helping that child understand emotions.” Partner Powered Conference, Smart Start of Mecklenburg County, Charlotte, NC, 2024.

- 20 “Harnessing the power of storybooks to teach children about emotion.” Gulf Coast Early Childhood Summer Symposium, Gulf Regional Early Childhood Services, Gulf Shores, AL, 2024.
- 21 “Using your words to teach children about emotion.” Gulf Coast Early Childhood Summer Symposium, Gulf Regional Early Childhood Services, Gulf Shores, AL, 2024.

Peer-Reviewed Presentations & Symposia Given at Meetings Not Affiliated with Yale:

*denotes mentee

International/National

- 1 Zinsser, K., **Bailey, C. S.**, Curby, T. W., Denham, S.A., Bassett, H.H., & Morris, C. (2012, June). “Exploring the predictable classroom: preschool teacher stress, emotional supportiveness, and student’s social-emotional behavior in private and head start classrooms [Poster presentation].” Head Start’s 11th National Research Conference on Early Childhood, Washington, DC.
- 2 Herndon, K., **Bailey, C. S.**, Shewark, E., Bassett, H. H., & Denham, S. A. (2012, June). “Does a child’s emotion expression and emotion regulation impact school adjustment [Poster presentation].” Head Start’s 11th National Research Conference on Early Childhood, Washington, DC.
- 3 Denham, S. A., Bassett, H. H., **Bailey, C. S.**, Zinsser, K., Watanabe, N., & Fettig, N. (2013, April). “Teacher socialization of emotions in the preschool classroom [Poster presentation].” Society for Research in Child Development 2013 Biennial Meeting, Seattle, WA.
- 4 **Bailey, C. S.**, Denham, S. A., & Curby, T. W. (2013, April). “Going beyond global ratings of Emotional Support: Identifying teachers’ emotion socialization practices and children’s positive emotions [Poster presentation].” Society for Research in Child Development 2013 Biennial Meeting, Seattle, WA.
- 5 **Bailey, C. S.**, Carlson, A. G., Brock, L. L., Curby, T. W., & LoCasale-Crouch, J. (2013, April). Teacher beliefs and consistency in emotional support: Differences among novice, middle-career, and late-career teachers. In B. K. Hamre (Chair), “Understanding teacher characteristics associated with effective teacher-child interactions [Poster symposium].” Society for Research in Child Development 2013 Biennial Meeting, Seattle, WA.
- 6 **Bailey, C. S.** (2014, March). “Enhancing teacher-child interactions: Teachers as socializers of children’s emotional competence [Conference presentation].” 2014 Annual National Head Start Association Conference and Expo, Long Beach, CA.
- 7 Fettig, N. B., Ferrier, D. E., Howarth, G. Z., Watanabe, N., Ullrich, R. S., **Bailey C. S.**, Denham, S. A., & Curby, T. W. (2014, July). “Children struggling to regulate their emotions are more adjusted to school when teachers are consistent in their emotional support [Poster presentation].” Head Start’s 12th National Research Conference on Early Childhood, Washington, DC.
- 8 Denham, S. A., Bassett, H. H., Zinsser, K. M., **Bailey, C. S.**, Plourde, S. N., & Curby, T. W. (2014, July). “Teachers contribute to preschoolers’ emotional competence [Poster presentation].” Head Start’s 12th National Research Conference on Early Childhood, Washington, DC.
- 9 Denham, S. A., Bassett, H. H., Zinsser, K. M., **Bailey, C. S.**, Plourde, S. N., & Herndon, K. J. (2014, August). “Emotional transactions among teachers and children in the preschool classroom [Poster presentation].” American Psychological Association 2015 Annual Meeting, Washington, DC.
- 10 Tominey, S. L., **Bailey, C. S.**, O’Byron, E. C., Widen, S. C., Olsen S. G., Rivers, S. E., & Brackett, M. A. (2015, March). Improving children’s social and emotional skills with Preschool RULER. In J. T. Downer (Chair), “Short- and long-term impacts of classroom-based social-emotional learning interventions during early schooling [Paper symposium].” Society for Research in Child Development 2015 Biennial Meeting, Philadelphia, PA.
- 11 Ferrier, D. E., Plourde, S. N., Denham, S. A., Curby, T. W. Bassett, H. H., & **Bailey, C. S.** (2015, March). “The emotional classroom: Interactions of socializing agents predicting future emotionality and executive function [Poster presentation].” Society for Research in Child Development 2015 Biennial Meeting, Philadelphia, PA.
- 12 **Bailey, C. S.** (2015, April). “Teaching emotion regulation strategies to young children [Conference presentation].” 2015 Annual National Head Start Association Conference and Expo, Washington, DC.
- 13 Tominey, S. L., **Bailey, C. S.**, Olsen, S. G., & Rivers, S. E. (2015, December). “Promoting social and emotional skill development in early childhood with Preschool RULER [Poster presentation].” Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.

- 14 **Bailey, C. S.**, Olsen S. G., Sneed, C. K., & Tominey, S. L. (2016, April). Emotionally intelligent teaching: What is it and how do we measure it? In C. C. Crowe (Chair), "Advancing the science of classroom Observations: New findings from four tools in the field [Roundtable session]." American Education Research Association 2016 Annual Meeting, Washington, DC.
- 15 Olsen, S. G., Tominey, S. L., **Bailey, C. S.**, Sneed, C. K., & Rivers, S. E. (2017, April). "Promoting social and emotional skills in early childhood: A three-year pilot [Poster presentation]." Society for Research in Child Development 2017 Biennial Meeting, Austin, TX.
- 16 Mackintosh, B. [Chair] & **Bailey, C. S.** [Discussant]. (2017, April). "The relationship function: Investigating the link between social-emotional development and early math skills [Paper symposium]." Society for Research in Child Development 2017 Biennial Meeting, Austin, TX.
- 17 Luetzendorf, T., **Bailey, C. S.**, Olsen, S. G., Tominey, S. L., & Brackett, M. A. (2017, April). "Measuring young children's emotional knowledge by identifying, labeling, and sorting using photographs, puppets, and vignettes." Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- 18 **Bailey, C. S.**, Luetzendorf, T., Olsen, S. G., Tominey, S. L., Rivers, S. E., & Brackett, M. A. (2017, April). "Using Item Response Theory to explore the reliability and validity of the Emotionally Intelligent Teaching Checklist [Poster presentation]." Society for Research in Child Development 2017 Biennial Meeting, Austin, TX.
- 19 **Bailey, C. S.**, Kadden, S. E., & Luetzendorf, T. (2018, October). "Experience matters for home-based childcare providers' implementation of a social and emotional learning program [Poster presentation]." Society for Research in Child Development 2018 Special Topic Meeting on Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs, Philadelphia, PA.
- 20 Trout, K. (Moderator), **Bailey, C. S.**, Boller, K., Douglass, A. & Hetzner, N. (2019, March). "Supporting young children's social and emotional learning through cross-program, community-wide improvement strategies [Roundtable discussion]." Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.
- 21 **Bailey, C. S.**, Willner, C. J., & Palermo, P. (2019, March). "What can variability in preschoolers' growth in pre-literacy skills tell us? [Poster presentation]." Society for Research in Child Development Biennial 2019 Biennial Meeting, Baltimore, MD.
- 22 **Bailey, C. S.** (2019, April). Translating the science of learning about emotion into practice: Evidence-based approaches to SEL in early childhood settings. In A. Henck (Chair), "Building the foundations for global citizenship in the early years [Panel session]." Annual Comparative and International Education Society 2019 Meeting, San Francisco, CA.
- 23 Harrison, A. P., Willner, C. J., Hoffmann, J. D., **Bailey, C. S.**, & Brackett, M. A. (2019, May). "Educators' perceptions of students' emotional experiences in schools [Poster presentation]." American Psychological Association 2020 Convention, Chicago, IL.
- 24 Miller, M.*, **Bailey, C. S.**, Pashankar, F. D., & Balsamo, L. (2019, October). "Emotion regulation in pediatric sickle cell patients: Associations with symptoms of depression, anxiety, and pain interference [Poster presentation]." Scientific Proceedings of the 66th Annual Meeting of the American Academy of Child & Adolescent Psychiatry. <https://doi.org/10.1016/j.jaac.2019.08.185>.
- 25 Ondrusek A. R.* & **Bailey C. S.**, (2020, November). "Consistent emotional support predicts school readiness [Abstract]." CASEL Social and Emotional Learning Exchange 2020. Retrieved from https://res-1.cloudinary.com/eventpower/images/v1/web_assets/20casesel/mqfgetivlp41ntzrawcr/Research_Publications.pdf.
- 26 Lane, T.*, Ponnock, A., & **Bailey, C. S.**, (2021, April). Racial mismatch: Exploring the impact of teacher diversity on school readiness. In C. Cipriano (Chair), "Race-conscious practice and representation in contemporary social and emotional learning [Paper symposium]." American Education Research Association 2021 Annual Meeting, virtual convening.
- 27 Watanabe, N. (Moderator), Danovitch, J., **Bailey, C. S.**, Narimatsu, H., & Pfiffner, L., (2021, April). "Technology to promote children's social-emotional learning: Needs and challenges during COVID-19 pandemic and beyond [Conversation roundtable]." Society for Research in Child Development 2021 Biennial Meeting, virtual convening.

- 28 Tuttle, G.*, **Bailey, C. S.**, & Korucu, I.* (2021, April). “Preschool teachers’ beliefs about emotion and their perceived and observed emotion socialization practices [Poster presentation].” Society for Research in Child Development 2021 Biennial Meeting, virtual convening.
- 29 McNaboe, T.*, Korucu, I.*, & **Bailey, C. S.** (2021, April). “Investigating teachers attitudes about SEL and implementation infrastructure through an exploratory factor analysis [Poster presentation].” Society for Research in Child Development 2021 Biennial Meeting, virtual convening.
- 30 Eveleigh, A.*, **Bailey, C. S.**, & Korucu, I.* (2021, April). “The relationship between emotional intelligence, executive function and children exhibiting autistic behaviours in early childhood [Poster presentation].” Society for Research in Child Development 2021 Biennial Meeting, virtual convening.
- 31 Costello, L.*, Korucu, I.*, & **Bailey, C. S.** (2021, April). “Associations of autism spectrum disorder traits on emotion recognition accuracy in early childhood [Poster presentation].” Society for Research in Child Development 2021 Biennial Meeting, virtual convening.
- 32 Cassidy, C.*, **Bailey, C. S.**, Schnur, G.*, & Korucu, I.* (2021, May). “Associations of school-level racial and ethnic homogeneity on young children’s emotional competence [Poster presentation].” Association for Psychological Science, virtual convening.
- 33 Schnur, G.*, Korucu, I.*, Cassidy, C.*, **Bailey, C. S.** (2021, May). “Associations between classroom quality and school readiness in early childhood [Poster presentation].” Association for Psychological Science Virtual Convention, virtual convening.
- 34 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 convening.
- 35 Ng, Z. J., Willner, C. J., Mannweiler, M. D., Hoffmann, J. D., **Bailey, C. S.**, Cipriano, C., & Brackett, M. A. (2021, August). “Student Emotion Regulation Assessment – Secondary (SERA-S) [Poster presentation].” American Psychological Association Annual Meeting, virtual convening.
- 36 Ng, Z. J., Willner, C. J., Mannweiler, M. D., Hoffman, J. D., **Bailey, C. S.**, & Cipriano, C. (2022, July). “Systematic review of emotion regulation assessments for use in U.S. schools [Oral presentation].” International Society for Research on Emotion, Los Angeles, CA.
- 37 Wang, Z.*, Zhu, D., **Bailey, C. S.**, Li, S., Sanders, W.* & Xie, F.* (2023, March). Culture and the socialization of emotion: A Systematic Review on emotion suppression in Chinese kindergartens. In Z. Wang (Chair) & Q. Wang (Discussant), “Emotion socialization in China: The influence of culture on beliefs, emotion, and behavior [Paper symposium].” Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.
- 38 Mazhar, A.* & **Bailey, C. S.** (2023, March). Understanding children’s emotion-specific biases: How they relate to child-level factors, emotion recognition accuracy, and social behaviour. In **C. S. Bailey** (Chair), “New directions in studying adult and children’s emotion knowledge [Paper symposium].” Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.
- 39 Kaur, N.* & **Bailey, C. S.** (2023, March). The multidimensional factor structure of preschooler’s emotional knowledge and measurement equivalence across gender, race, and ethnicity. In **C. S. Bailey** (Chair), “New directions in studying adult and children’s emotion knowledge [Paper symposium].” Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.
- 40 **Bailey, C. S.** [Chair] (2023, March). “New directions in studying adult and children’s emotion knowledge [Paper symposium].” Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.
- 41 Xie, F.*, Wang, Z.*, Park, N., & **Bailey, C. S.** (2023, April). Storytelling as a tool for SEL: Lessons from Chinese and American early childhood educators. In X. Gong [Chair] & J. G. Green “Social emotional learning across various contexts within schools and beyond [Poster session].” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 42 Gong, X. [Chair] & **Bailey, C. S.** [Discussant] (2023, April). “Considering parents’ and caregivers’ perceptions in social and emotional learning [Paper session].” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 43 Cipriano, C. [Chair] & **Bailey, C. S.** [Discussant] (2023, April). “Social and emotional learning assessment and programming implications [Roundtable].” Annual Meeting of the American Educational Research Association, Chicago, IL.

- 44 **Bailey, C. S.**, Meyer, J., Strambler, M. J., Sanders, W.*, Xie, F.*, & Burget-Foster, S. (2023, April). Associations among early childhood educator emotional intelligence skills, mindsets, emotional well-being, and SEL practices: The importance of cognitive reappraisal. In C. Cipriano (Chair), “What we learned measuring educator well-Being during the 2021-22 school year: SEL assessment science and practice [Paper symposium].” Annual Meeting of the American Educational Research Association, Chicago, IL. <https://osf.io/6npsg>.
- 45 **Bailey, C. S.** [Discussant] (2023, April). “Effective leadership for early childhood programs [Paper session].” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 46 **Bailey, C. S.** (2023, April). Reliability and validity of the Emotionally Intelligent Teaching Checklist across preschool and educator characteristics [Paper presentation]. In H. Runke [Chair] & R. Gosavi [Discussant] “Measurement and early childhood education: Challenges and opportunities.” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 46 Zieher, A. K., Cipriano, C., **Bailey, C. S.**, & Strambler, M. J. (2024, April). How we teach SEL matters: Considering the pedagogies of SEL framework to improve SEL [Roundtable discussion]. In A. Cieminski [Chair] “Supporting teachers with social and emotional learning.” Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- 47 Ghosh, E., **Bailey, C. S.**, & Banerjee, R. (2024, September). “Readiness to implement SEL within and across preschools and communities [Poster presentation].” Division for Early Childhood 40th Annual International Conference on Young Children with Disabilities and Their Families, New Orleans, LA.
- 48 Banerjee, R., McGee, G., Babatunde, G. B., Ray, G. L., & **Bailey, C. S.** (2024, April). “Professional development needs for social emotional learning among early childhood professionals [Paper presentation].” Annual Meeting of the American Educational Research Association, Denver, CO.
- 49 **Bailey, C. S.**, Antenucci, N., Lang, E., Agrawal, R., & Banerjee, R. (2024, April). “The ecology of SEL readiness in early childhood settings [Paper presentation].” Annual Meeting of the American Educational Research Association, Denver, CO.

Regional

- 1 **Bailey, C. S.**, Harsin, A. K., & Heffernan, S. (2007, April). “Effects of letter transposition in subliminal primes on perceived content of abstract images [Poster presentation]” 2007 Undergraduate Research, Scholarship, and Creative Activity Day at South Dakota State University, Brookings, SD.
- 2 Curby, T. W. & **Bailey, C. S.** (2010, June). “The student classroom experiences survey: Measuring quality teacher-student interactions in psychology classes [Poster presentation].” Eastern Conference on the Teaching of Psychology 2010 Annual Meeting, Harrisonburg, VA.
- 3 **Bailey, C. S.**, Carlson, A. G., Brock, L. L., Curby, T. W., & LoCasale-Crouch, J. (2012, March). “Predictors of teacher consistency in emotional support differ based on years of experience [Poster presentation].” Eastern Psychological Association 2012 Annual Meeting, Pittsburg, PA.
- 4 **Bailey, C. S.** (2015, October). “A skills-based approach to teaching emotion regulation strategies to preschool children [Conference presentation]” 2015 Annual Connecticut Association for the Education of Young Children, Cromwell, CT.
- 5 Luetzgendorf, T. & **Bailey, C. S.** (2017, March). “Exploring home-based childcare providers’ implementation of a social and emotional learning program [Paper presentation].” Eastern Psychological Association 2017 Annual Meeting, Boston, MA.
- 6 **Bailey, C. S.** (2019, October). “Educators left behind: Promoting educators’ mindsets, skills, and wellbeing as part of systematic approaches to SEL [Conference presentation].” Annual Connecticut Association for the Education of Young Children, Bridgeport, CT.

Educator Professional Development:

- 2014 Minnieland Academy, Dale City, VA
- 2014 Montessori School on Edgewood, New Haven, CT
- 2014–2015 Knight Hall School, West Hartford, CT
- 2014–2015 Phyllis Bodel Childcare Center, New Haven, CT
- 2014–2016 Early Learning Center at Gateway Community College, New Haven, CT
- 2015–2016 New Haven Public Schools Head Start, New Haven, CT
- 2016 Norwalk Community College Child Development Lab School, Norwalk, CT
- 2016 Bridgeport Public Schools, Pre-K–8, Bridgeport, CT

2016	Area Cooperative Educational Services Mill Road School Preschool, North Haven, CT
2014–2017	School for Young Children, West Hartford, CT
2016–2017	Wesleyan Kindergarten Kickstart, Middletown, CT
2016–2017	Norwalk School Readiness, Norwalk, CT
2016–2017	Norwalk Family Childcare Providers/All Our Kin, Norwalk, CT
2016–2017	Horace Mann Nursery School, New York, NY
2016–2017	Brass City Charter School, Waterbury, CT
2016–2017	Academy District 20 Preschools, Colorado Springs, CO
2014–2018	Legg Mason Volunteer Readers Program, Stamford, CT
2014–2018	Friends Center for Children, New Haven, CT
2014–2018	Childcare Learning Centers of Fairfield County, Stamford, CT
2017–2018	Family Childcare Providers/All Our Kin, Stamford, CT
2018	New York City District 8, Bronx, NY
2018	Gan Yeladim Preschool, Stamford, CT
2018	Action for Bridgeport Community Development, Head Start and Early Learning Division, Bridgeport, CT
2018–2019	Bridgeport Early Childhood Leadership Development Institute, Bridgeport, CT
2019	New York City District 30, Long Island City, NY
2019	Bridgeport Family Childcare Providers/All Our Kin, Bridgeport, CT
2019	Hartford Family Childcare Providers/All Our Kin, Hartford, CT
2019	RULER Institute, Beijing, China
2021	Hartford Family Childcare Providers Network, Hartford, CT
2022	Departamento de Educación, Universidad Iberoamericana, Santa Fe, Mexico
2020–2023	RULER Institute Online, Virtual
2023	School for Young Children, West Hartford, CT
2023	The Education University of Hong Kong Early Childhood Learning Centre and The Education University of Hong Kong Jockey Club Primary School, Hong Kong, CT
2019–present	RULER Institute, New Haven, CT
2019–present	RULER Implementation Conference, New Haven, CT/Virtual
2021–present	Bridgeport Early Childhood SEL Leadership Support Group, Bridgeport, CT

Professional Service:

Journals

Editorial Boards

2015	Article Editor, <i>SAGE Open</i>
2015–present	Editorial Board Member, <i>Early Education and Development</i>

Reviewer

Psychological Assessment, Early Child Research Quarterly, International Journal of Behavioral Development, School Psychology at Oxford University Press, British Journal of Educational Psychology, Review of Educational Research, Journal of Practitioner Research, International Journal of Child Care and Education Policy, European Journal of Psychology of Education, The Journal of Genetic Psychology, Mind, Brain, and Education, NHS A Dialog: The Research-to-Practice Journal for the Early Childhood Field, Journal of Applied Developmental Psychology, Journal of School Psychology, Emotion, Social Development, PLOS One, Mental Health & Prevention, Developmental Psychology, Psychology in the Schools, Applied Research in Quality of Life, Child Development, Infant & Child Development

Publisher Reviews

2015	Brookes Publishing Co.
2020	Teachstone

Meeting Planning/Participation

2010–2016	Reviewer, <i>American Psychological Association Annual Conference</i>
2014, 2022	Reviewer, Social, Emotional, Personality Panel, <i>Society for Research in Child Development Biannual Meeting</i>
2021–present	Chair, Emotions Pre-Conference, <i>Society for Research in Child Development Biannual Meeting</i>

2022–present Reviewer, Special Interest Group–Early Education and Child Development, *Annual Meeting of the American Educational Research Association*

Peer Review Groups/Grant Study Sections

2023–present External Peer Reviewer, Swiss National Science Foundation, The Federal Council of Switzerland
2021–present Principal Member, Early Intervention and Early Childhood Education Research Scientific Review Panel, Institute of Education Sciences, United States Government

Advisory Boards

2015–2016 Member, Preschool Advisory Board, GreatSchools.org
2017 Member, Research Advisory Board, Sesame Workshop
2016–2019 Member, Assessment Workgroup, Collaborative for Academic, Social, and Emotional Learning, <https://measuringse.casel.org/assessment-work-group-members/>
2023 Member, Early Childhood Advisory Board, Digital Promise, <https://lvp.digitalpromiseglobal.org>
2017–present Member, Global Advisory Council, Joy Inc., <http://joyinc.xyz/our-people/>
2023–present Member, Scientific Board, Crescere Insieme, <https://www.crescereinsieme.org>

Consulting

2016–2018 Fathers in Education, Hartford, CT
2016–2020 Think Equal, London, UK
2021 Raising Superstars, Mumbai, India
2021 Teachstone, Charlottesville, VA
2022 School of Education and Behavioral Sciences, Chaminade University of Honolulu, Honolulu, Hawaii
2022 The WNET Group Channel 13, PBS Kids, New York, NY
2016–present Moodsters Children Foundation, Seattle, WA

Yale University/Yale School of Medicine

Departmental Committees/Service

2022–2023 Member, Network, and Outreach Committee, Yale Child Study Center, New Haven, CT
2022–present Facilitator, Peer Coaching Group, Yale Child Study Center, New Haven, CT
Present Member, Network, Outreach, Social Committee, Yale Child Study Center, New Haven, CT

Division Committees/Service

2020–2021 Member, Diversity, Equity, and Inclusion Research Demographics Sub-committee, Yale Center for Emotional Intelligence, New Haven, CT
2021–2023 Co-Facilitator, Postgraduate Associate Seminar, Yale Center for Emotional Intelligence, New Haven, CT
2021–2023 Member, Diversity, Equity, and Inclusion Process Checklist Sub-committee, Yale Center for Emotional Intelligence, New Haven, CT
2022–2023 Co-Facilitator, Postdoctoral Associate Seminar, Yale Center for Emotional Intelligence, New Haven, CT
2022–2023 Co-Facilitator, Associate Research Scientist Seminar, Yale Center for Emotional Intelligence, New Haven, CT
2020–2023 Member, Diversity, Equity, and Inclusion Research Steering Committee, Yale Center for Emotional Intelligence, New Haven, CT

Public Service:

2018–present Mentor, Science Research Program, Amity Regional High School, Woodbridge, CT
2018–present Chair, Steering Committee, Bridgeport Early Childhood Social and Emotional Learning Initiative, Bridgeport, CT
2021–present Board Member, Christian Community Action, New Haven, CT, <https://www.ccahelping.org/board-of-directors>
2021–present Chair, Organizational Advancement Task Force, Christian Community Action, New Haven, CT
2023–present Vice President of the Board, Christian Community Action, New Haven, CT, <https://www.ccahelping.org/board-of-directors>

Bibliography:

*denotes mentee

Manuscripts In Preparation or Under Revision

1. **Bailey, C. S.**, Antenucci, N., Lang, E., Agrawal, R., & Banerjee, R. (in preparation). Teacher and director readiness to implement social and emotional learning within and across preschools and communities. *Social and Emotional Learning: Research, Practice, and Policy*.
2. **Bailey, C. S.**, Ingram, M., Kaur, N., & Korucu, I.* (in preparation). Method variance and the direct and indirect contribution of emotional knowledge to early academic success.
3. **Bailey, C. S.** & Kaur, N.* (in preparation). Multidimensional factor structure of preschooler's emotion knowledge and measurement equivalence across gender, race, and ethnicity.
4. **Bailey, C. S.**, Meyer, J., Strambler, M. J., Sanders, W.*, Xie, F*., & Burget-Foster, S. (in preparation). Associations among early childhood educator SEL practices.
5. **Bailey, C. S.**, Olsen, S. G., Sneed, C. K., & Tominey, S. L. (under revision). Emotionally intelligent teaching: What is it and how do we measure it?
6. **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.
7. **Bailey, C. S.** & Walker (in preparation). Exploring the associations between early childhood educators' discussion of emotion and child outcomes. *Early Education and Development*.
8. Bouffard, J. & **Bailey, C. S.** (in preparation). Children's emotion vocabulary: What can words tell us? *Affective Science*.
9. Wang, Z.*, Xie, F.*, Sanders, W.*, & **Bailey, C. S.** (in preparation). Storytelling as a tool for SEL: Lessons from Chinese and American preschool teachers.

Peer-Reviewed Original Research Under Review

1. **Bailey, C. S.**, Sanders, W.*, Clement, S. P., Keating Herbst, J., Meyer, J., & Strambler, M. J. (under review). A community-based collaborative for equitable access to social and emotional learning in early childhood settings. *Early Childhood Education Journal*.
- 2.
3. McGee, D., Babatunde, G. B., Banerjee, R., Ray, G. L., & **Bailey, C. S.** (under review). Professional development needs and implementation trends in early childhood SEL among teachers." *Social and Emotional Learning: Research, Practice, and Policy*.
4. Eveleigh, A.*, Costello, L.*, Korucu, I.*, & **Bailey, C. S.** (under review). The association between autistic traits, executive function, and emotion knowledge in preschoolers. *Journal of Autism and Developmental Disorders*.
5. Garner, P. W. & **Bailey, C. S.** (under review). Talk about emotion and mental states and dialogic reading practices during shared book readings among parents, family-childcare educators, and center-based educators. *Early Childhood Education Journal*.
6. Wang, Z.*, Xie, F.*, Zhu, D., Park, N.*, Sanders, W., Li, S. Gai, X., & **Bailey, C. S.** (under review). The (re-)Conceptualization and Measurement of Emotion Suppression in Chinese Preschools and Kindergartens: A Systematic Review. *Developmental Psychology*. <https://doi.org/10.17605/osf.io/mvxcj>
7. Ng, Z. J., Willner, C. J., Hoffmann, J. D., **Bailey, C. S.**, Mack, V., Brackett, M. A. & Cipriano, C. (under review). Development and refinement of the Student Emotion Regulation Assessment (SERA) for children and adolescents in Grades 1–12. *Social and Emotional Learning: Research, Practice, and Policy*.

Peer-Reviewed Original Research

1. Zinsser, K. M., **Bailey, C. S.**, Curby, T. W., Denham, S. A., & Bassett, H. H. (2013). Exploring the predictable classroom: Preschool teacher stress, emotional supportiveness, and student's social-emotional behavior in private and Head Start classrooms. *NHSA Dialog: The Research-to-Practice Journal for the Early Childhood Field*, 16(2), 90–108. <https://journals.uncc.edu/dialog/article/view/95>
2. Herndon, K., **Bailey, C. S.**, Shewark, E., Bassett, H. H., & Denham, S. A. (2013). Preschoolers' emotion expression and regulation: Relations with school adjustment. *The Journal of Genetic Psychology: Research and Theory on Human Development*, 174(6), 642–663. <http://dx.doi.org/10.1080/00221325.2012.759525>

3. **Bailey, C. S.**, Denham, S. A., & Curby, T. W. (2013). Questioning as a component of scaffolding in predicting emotion knowledge in preschoolers. *Early Child Development and Care*, *183*, 265–279. <http://dx.doi.org/10.1080/03004430.2012.671815>
4. **Bailey, C. S.**, Denham, S. A., Curby, T. W., & Bassett, H. H. (2016). Emotional and organizational supports for preschoolers' regulation: Relations with school adjustment. *Emotion*, *16*(2), 263–279. <http://dx.doi.org/10.1037/a0039772>
5. Brackett, M. A., **Bailey, C. S.**, Hoffmann, J. D., & Simmons, D. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, *54*(3), 144–161. <https://doi.org/10.1080/00461520.2019.1614447>
6. Hoffmann, J. D., Brackett, M. A., **Bailey, C. S.**, & Willner, C. J. (2020). Teaching emotion regulation in schools: Translating research into practice with the RULER approach to social and emotional learning. *Emotion*, *20*, 105–109. <http://dx.doi.org/10.1037/emo0000649>
7. Denham, S. A., Bassett, H. H., Zinsser, K. M., Bradburn, I. S., **Bailey, C. S.**, Shewark, E. S. Ferrier, D. E., Liverette, K. H., Steed, J., Karalus, S. P., & Kianpour, S. (2020). Computerized social-emotional assessment measures for early childhood settings. *Early Childhood Research Quarterly*, *51*, 55–66. <https://doi.org/10.1016/j.ecresq.2019.07.002>
8. 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>
9. Korucu, I.*, Ayturk, E., Finders, J., Schnur, G.*, **Bailey, C. S.**, Tominey, S. L., & Schmitt, S. (2022). Self-regulation in preschool: Examining its factor structure and associations with pre-academic skills and social-emotional competence. *Frontiers in Developmental Psychology*, *12*, 1–14. <https://doi.org/10.3389/fpsyg.2021.717317>
10. **Bailey, C. S.**, Ondrusek, A. R.*, Curby, T. W., & Denham, S. A. (2022). Teachers' consistency of emotional support moderates the association between young children's regulation capacities and their adjustment to preschool. *Psychology in the Schools*, *59*, 1051–1074. <https://doi.org/10.1002/pits.22659>
11. Willner, C. J., Hoffmann, J. D., **Bailey, C. S.**, Harrison, A. P., Garcia, B., Ng, Z. J., Cipriano, C., & Brackett, M. A. (2022). The development of cognitive reappraisal from early childhood through adolescence: A systematic review and methodological recommendations. *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.875964>
12. Ng, Z. J., Willner, C. J., Mannweiler, M. D., Hoffmann, J. D., **Bailey, C. S.**, & Cipriano, C. (2022). A systematic review of emotion regulation assessments in U.S. schools: Bridging the gap between researchers and educators. *Educational Psychology Review*, *34*, 2825–2865. <https://doi.org/10.1007/s10648-022-09691-4>
13. Knox-Lane, T.*, Ponnock, A., **Bailey, C. S.**, & Denham, S. A. (2023). Teacher-child racial congruence and young children's preschool adjustment. *Early Childhood Research Quarterly*, *63*, 249–263. <https://doi.org/10.1016/j.ecresq.2022.12.013>
14. **Bailey, C. S.**, Martinez, O., & DiDomizio, E.* (2023). Social and emotional learning and pre-literacy skills: A quasi-experimental study of RULER. *Education Sciences*, *13*(4), 397, 1–21. <https://doi.org/10.3390/educsci13040397>
15. Zieher, A. K., **Bailey, C. S.**, Cipriano, C., McNaboe, T.*, Smith, K., & Strambler, M. J. (2024). Considering the “how” of SEL: A framework for the pedagogies of social and emotional learning. *Social and Emotional Learning: Research, Practice, and Policy*, *3*. <https://doi.org/10.1016/j.sel.2024.100030>
16. Mazhar, A.* & **Bailey, C. S.** (in press). Biases in young children's emotional knowledge. *Cognition & Emotion*.

Chapters and Forwards

1. **Bailey, C. S.** & Rivers, S. E. (2018). An overview of emotional intelligence in early childhood. In L. Dacre-Pool & P. Qualter (Eds.), *An introduction to emotional intelligence* (pp. 64–80). Hoboken, NJ: Wiley-Blackwell.
2. Tominey, S. L., Olsen, S. G., & **Bailey, C. S.** (2019). Social and emotional skill development in early childhood. In D. Whitebread (Ed.), *The SAGE handbook of developmental psychology and early childhood education* (pp. 115–132). Thousand Oaks, CA: SAGE Publications.
3. Denham, S. A., Zinsser, K., **Bailey, C. S.** (2022). Emotional intelligence in the first five years of life. In R. E. Tremblay, M. Boivin, R. D. Peters (Eds.), M. Lewis (Topic Ed.), *Encyclopedia on early childhood development* (2nd ed.). Centre of Excellence for Early Childhood Development, Université Laval and

Université de Montréal, Québec, Canada. <https://www.child-encyclopedia.com/emotions/according-experts/emotional-intelligence-first-five-years-life>

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

Non-peer Reviewed Publications, Media, or Data

1. **Bailey, C. S.**, Harsin, A. K., & Heffernan, S. (2007). Effects of letter transposition in subliminal primes on perceived content of abstract images. *South Dakota State University Journal of Undergraduate Research*, 5, 39–46.
2. Denham, S. A., Zinsser, K. M., Bassett, H. H., **Bailey, C. S.**, & Curby, T. W. (2012). Teachers as important contributors to SEL. *Advances in SEL Research Newsletter*, 6(2), 6–7. <https://goo.gl/KzMhFd>
3. **Bailey, C. S.**, Zinsser, K. M., Curby, T. W., Denham, S. A., & Bassett, H. H. (2013). Consistently emotionally supportive preschool teachers and children’s social-emotional learning in the classroom: Implications for center directors and teachers [Research-to-practice summary for Zinsser et al., 2013]. *NHSA Dialog: The Research-to-Practice Journal for the Early Childhood Field*, 16(2), 131–173. <https://journals.uncc.edu/dialog/article/view/104>
4. **Bailey C. S.** (2016, April). O poder da inteligência emocional [The power of emotional intelligence]. *NeuroEducação*, 6, 40–47.
5. 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>
6. Townes, R. (Host). [**Bailey C. S.** (Guest Interview)]. (2021, March 29). Emotional well-being during the pandemic (No. 1) [Audio podcast episode]. In *Under the Cupola: A Stepping Stones Museum for Children Podcast*. Stepping Stones Studio. <https://audioboom.com/posts/7825567-under-the-cupola-episode-1>
7. Pereyra, M. L. (Host). [**Bailey C. S.** (Guest Interview)]. (2021, November 18). SEL in early childhood education (No. 13). [Audio podcast episode]. In *Podcast Pedagogias Diversas*. Department of Education at the Universidad Iberoamericana. <https://open.spotify.com/episode/4KmJhGPVzRg06EvLNsl2QM?si=ZbOcrJ7fTbqQ76suasCSWg>
8. Yale Center for Emotional Intelligence [**Bailey, C. S.** (Principal Investigator)]. (2022, September 15). *Stories for growth: Making meaning of emotions* [Video series and resources]. Parents Leading the Way to Social and Emotional Learning. <https://plwsel.com/>
9. De France, K. & **Bailey, C. S.** (2022, December 12). How to be an emotion coach for your child. *Psychology Today*. <https://www.psychologytoday.com/us/blog/the-science-feeling/202212/how-be-emotion-coach-your-child>
10. **Bailey, C. S.**, Korucu, İ.*, Eveleigh, A. *, Schnur, G. *, Costello, L. *, Tuttle, M. *, Knox-Lane, T. *, Cassidy, C. *, Ondrusek, A. *, McNaboe, T. *, Mazhar, A. *, & Xie, F. * (2023). *Preschool Social and Emotional Development Study—Connecticut Dataset*. LDbase. <https://doi.org/10.33009/ldbase.1680213217.8ed0>