

CURRICULUM VITAE

Revised: October 28, 2022

Name: Craig S. Bailey, Ph.D.

Appointment: Assistant Professor, Investigator Track

School: Yale School of Medicine, Child Study Center

Education:

2009–2014 Ph.D., Applied Developmental Psychology – Quantitative Emphasis, George Mason University, Fairfax, VA

2004–2009 B.S., Psychology, South Dakota State University, Brookings, SD

Career/Academic Appointments:

2020–present Assistant Professor, Child Study Center, Yale School of Medicine, Yale University, New Haven, CT

2016–2020 Associate Research Scientist, Child Study Center, Yale School of Medicine, Yale University, New Haven, CT

2014–2016 Postdoctoral Research Associate, Developmental Psychology, Yale University

Administrative Positions:

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

Other Positions:

2016–2017 Lecturer (Foundations of Emotional Intelligence for Early Childhood Educators), Graduate School of Education, Fordham University, New York, NY

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

2009–2014 Graduate Research Assistant, Department of Psychology, George Mason University, Fairfax, VA

2007–2009 Early Childhood Education Assistant Teacher, Kid's World Learning Center, Brookings, SD

2006–2009 Undergraduate Research Assistant, Department of Psychology, South Dakota State University, Brookings, SD

2008 Hospital Play Specialist Intern, Chelsea and Westminster Hospital, London, UK

2004–2006 Early Childhood Education Teacher, YWCA Childcare, Sioux Falls, SD

International/National/Regional Awards:

2020 Top Reviewer for *Early Education & Development*

2020 Social and Emotional Development in Early Childhood Innovator, Promise Venture Studio, <https://www.promisestudio.org/st3-followalong-index#craig>

2017 Top Reviewers for Yale University in Social Sciences, Publons

2017 Top Reviewers for Yale University in Psychology, Publons

2016 Postdoctoral Research Associate Research Award, Yale University

2015 Postdoctoral Scholars Travel Fund Award, Yale University

2013 Applied Developmental Psychology Outstanding Doctoral Student Award, George Mason University

2013 Student Travel Award, Society for Research in Child Development

2009–2012 Graduate Fellowship, George Mason University

2006 Branum Faculty Recognition Award, South Dakota State University

2004–2009 Dean's List, South Dakota State University

Grant History: (pending, active, past)

Pending Grants

Agency: William T. Grant Foundation
Title: “Transformative Social and Emotional Learning Among Young Children During Classroom Shared-Readings”
P.I.: **Craig S. Bailey, Ph.D.**
Percent effort: 30%
Total costs for project period: \$400,000
Project period: 2023–2026

Current 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 for project period: \$5,626,938
Project period: 2022–2025

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 for project period: \$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 for project period: \$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 for project period: \$759,625
Project period: 2018–2023

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 for project period: \$3,000,000
Project period: 2018–2022
Open Science: <https://osf.io/97gtx/>

Past Grants

Agency:	Hartford Foundation for Public Giving
Title:	“Hartford Early Childhood SEL Initiative”
P.I.:	Craig S. Bailey, Ph.D.
Percent effort:	10%
Total costs for project period:	\$299,739
Project period:	2019–2022
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 for project period:	\$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 for project period:	\$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 for project period:	\$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 for project period:	\$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 for project period:	\$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 for project period:	\$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 for project period:	\$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 for project period:	\$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 Research Associate
Total costs for project period:	\$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 Research Associate
Total costs for project period:	\$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 Research Associate
Total costs for project period:	\$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 Research Associate
Total costs for project period:	\$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 for project period:	\$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 for project period:	\$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 for project period: \$1,567,774
Project period: 2005–2009

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

International/National

- 2022 Association of Infant Mental Health in Tennessee, Annual Conference and Symposium. (June), Virtual: "Caregiver emotional intelligence in the first few years of life: How emotions fulfill us and connect us."
- 2021 Montessori Accreditation Council for Teacher Education, Symposium for Montessori Teacher Education Program Directors and Instructors (December), Virtual: "Your emotions matter when teaching young children emotional intelligence."
- 2021 Schools of the Future, (October), Honolulu, HI: "Your emotions matter when teaching young children emotional intelligence."
- 2021 Montessori Accreditation Council for Teacher Education, Asia Symposium for Montessori Teacher Education Program Directors and Instructors (September), Virtual: "Your emotions matter when teaching young children emotional intelligence."
- 2019 Yale Center Beijing (November), Beijing, China: "What is emotional intelligence and how can we support it?"
- 2018 Yale Center Beijing (November), Beijing, China: "What is emotional intelligence and how can we support it?"
- 2018 Fujian Preschool Education College (November), Fuzhou, Fujian, China.: "What is emotional intelligence and how can we support it?"
- 2017 South Dakota State University Early Childhood Education Program (September), Brookings, SD: "Emotions matter in early childhood education: Promoting teachers' and children's emotional intelligence."

Regional

- 2022 University of Denver Morgridge College of Education (October), Denver, CO: "Emotion-focused teaching using storybooks in preschool classrooms."
- 2022 Alliance for Community Empowerment (April), Bridgeport, CT: "Improving your emotional intelligence at work: Responding with compassion and empathy."
- 2021 School for Young Children Parents and Educators (December), West Hartford, CT: "Tools for supporting children's social & emotional development."
- 2018 Nichols College Emerging Leaders Program (November), Dudley, MA: "Emotionally intelligent leadership: What you need to know today to be successful tomorrow."
- 2018 Golda Och Academy Parent Program (May), West Orange, NJ: "Emotional Intelligence: Why our kids need it and how we can teach it using tools in our homes."
- 2018 Hartford Early Childhood Workforce Development Initiative Annual Conference: Weaving Trauma Informed Practices into Early Childhood Experiences (May), Hartford, CT: "Social and emotional well-being in early childhood using the RULER approach."
- 2018 Amity Science Research Program Symposium (May), Woodbridge, CT: "Using the power of emotion to create a healthier, and more equitable, productive, and compassionate society."
- 2018 Fordham University Graduate School of Education School Council (April), New York, NY: "Engaging faculty and students in discussions about social and emotional teaching and learning."
- 2018 Meriden Public Schools High School Leadership Academy (March), New Haven, CT: "Emotionally intelligent leadership."
- 2018 Quest for Teaching Excellence Conference (March), Livingston, NJ: "Using storybooks to teach emotional intelligence to young Children: RULER in the early childhood classroom."
- 2018 Parent Alliance of Legg Mason (February), Stamford, CT: "Emotionally intelligent parenting."
- 2018 Sacred Heart University S.W.E.E.T. Program (January), Fairfield, CT: "Using the power of emotion to create a healthier, and more equitable, productive, and compassionate society."

- 2017 Annual Meeting of The Yale Child Study Center Associates (November), New Haven, CT.: “Teaching empathy to children and the adults in their lives.”
- 2017 Western Connecticut Leadership Conference (October), Cromwell, CT: “Creating an emotion revolution in Connecticut early childhood education and beyond.”
- 2015 Yale Center for Emotional Intelligence (July), New Haven, CT: “The socialization of emotion regulation in preschool classrooms.”
- 2014 George Mason University Child Development Center Professional Development Day for Early Childhood Professionals (March), Fairfax, VA: “Supporting children's emotional competence in early childhood classrooms.”
- 2013 Applied Developmental Psychology Colloquium, George Mason University (October), Fairfax, VA: “Preschoolers’ social-emotional competence: What is it and why is it important to early childhood educators?”
- 2013 New Psychology Graduate Student Orientation, George Mason University (August), Fairfax, VA: “Emotions in the preschool classroom.”

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

*denotes mentee

International/National

- 2023 **Bailey, C. S.**, Ingram, M., & Kaur, N. (2023, March). “Method Variance and the Direct and Indirect Contribution of Emotional Knowledge to Early Academic Success [Poster presentation].” Society for Research in Child Development 2023 Biennial Meeting, Salt Lake City, UT.
- 2023 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 & A. Halberstadt (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.
- 2023 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 & A. Halberstadt (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.
- 2023 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), “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.
- 2023 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 [Poster presentation].” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 2023 **Bailey, C. S.** (2023, April). “Reliability and Validity of the Emotionally Intelligence Teaching Checklist Across Preschool and Educator Characteristics [Paper presentation].” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 2023 **Bailey, C. S.**, Meyer, J., Strambler, M., Sanders, W.*, & Burget-Foster, S. (2023, April). Associations among early childhood educator skills, mindsets, well-being, and SEL practices: The importance of reappraisal and emotional exhaustion. In C. Cipriano (Chair), “What We Learned Measuring Educator Well-Being during the 2021-22 School Year: SEL Assessment Science and Practice [Paper symposium].” Annual Meeting of the American Educational Research Association, Chicago, IL.
- 2022 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.
- 2021 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.

- 2021 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.
- 2021 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.
- 2021 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.
- 2021 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.
- 2021 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.
- 2021 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.
- 2021 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.
- 2021 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.
- 2021 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.
- 2020 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/20casel-sel/mqfgetivlp41ntzawcr/Research_Publications.pdf
- 2019 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.
- 2019 **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.
- 2019 **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.
- 2019 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.
- 2018 **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.

- 2017 **Bailey, C. S.**, Luetzgendorf, 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.
- 2017 Luetzgendorf, 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.
- 2017 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.
- 2017 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.
- 2016 **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.
- 2015 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.
- 2015 **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.
- 2015 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.
- 2015 Tominey, S. L., **Bailey, C. S.**, O'Bryon, 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.
- 2014 Denham, S. A., Bassett, H. H., Zinsler, 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.
- 2014 Denham, S. A., Bassett, H. H., Zinsler, 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.
- 2014 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.
- 2014 **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.
- 2013 **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.
- 2013 **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.

- 2013 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.
- 2012 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.
- 2012 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.

Regional

- 2019 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>
- 2019 **Bailey, C. S.** (2019, October). "Educators left behind: Promoting educators' mindsets, skills, and wellbeing as part of systematic approaches to SEL [Conference presentation]." 2019 Annual Connecticut Association for the Education of Young Children, Bridgeport, CT.
- 2017 Muskin, R.*, **Bailey, C. S.**, & Luetzendorf, T. (2017, July). "Documenting preschool classroom quality in Stamford, Connecticut." Poster presented at the annual Yale Child Study Center Summer Internship Program Poster Session, New Haven, CT.
- 2017 Miller, M.* & **Bailey, C. S.** (2017, June). "Emotion regulation in pediatric sickle cell patients: Associations with mental health outcomes and pain interference [Poster presentation]." Research Training Program in Translational Developmental Neuroscience (T32) 2017 Annual Meeting, New Haven, CT.
- 2017 Luetzendorf, 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.
- 2015 **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.
- 2012 **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.
- 2010 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.
- 2007 **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.

Educator Professional Development

- 2021–present Bridgeport Early Childhood SEL Leadership Support Group, Bridgeport, CT
- 2020–present RULER Institute Online, Virtual
- 2021–2022 SEL in China Workgroup, Virtual
- 2021 Hartford Family Childcare Providers Network, Hartford, CT
- 2019 Anchors of Emotional Intelligence, Beijing, China
- 2019 Hartford Family Childcare Providers/All Our Kin, Hartford, CT
- 2019 National RULER Institute, New Haven, CT
- 2019 Bridgeport Family Childcare Providers/All Our Kin, Bridgeport, CT
- 2019 Connecticut RULER Implementation Conference, New Haven, CT
- 2019 New York City District 30, Long Island City, NY
- 2018–2019 Bridgeport Early Childhood Leadership Development Institute, Bridgeport, CT

2018	Action for Bridgeport Community Development, Head Start and Early Learning Division, Bridgeport, CT
2018	Gan Yeladim Preschool, Stamford, CT
2018	New York City District 8, Bronx, NY
2017–2018	Family Childcare Providers/All Our Kin, Stamford, CT
2014–2018	Childcare Learning Centers of Fairfield County, Stamford, CT
2014–2018–	Friends Center for Children, New Haven, CT
2014–2018	Legg Mason Volunteer Readers Program, Stamford, CT
2016–2017	Academy District 20 Preschools, Colorado Springs, CO
2016–2017	Brass City Charter School, Waterbury, CT
2016–2017	Horace Mann Nursery School, New York, NY
2016–2017	Norwalk Family Childcare Providers/All Our Kin, Norwalk, CT
2016–2017	Norwalk School Readiness, Norwalk, CT
2016–2017	Wesleyan Kindergarten Kickstart, Middletown, CT
2014–2017	School for Young Children, West Hartford, CT
2015–2016	New Haven Public Schools Head Start, New Haven, CT
2014–2016	Early Learning Center at Gateway Community College, New Haven, CT
2016	Area Cooperative Educational Services Mill Road School Preschool, North Haven, CT
2016	Bridgeport Public Schools, Pre-K–8, Bridgeport, CT
2016	Norwalk Community College Child Development Lab School, Norwalk, CT
2014–2015	Phyllis Bodel Childcare Center, New Haven, CT
2014–2015	Knight Hall School, West Hartford, CT
2014	Montessori School on Edgewood, New Haven, CT
2014	Minnieland Academy, Dale City, VA

Professional Service

Journal Service:

2015–present	Editorial Board Member, <i>Early Education and Development</i>
2022	Reviewer, <i>Psychology in the Schools</i>
2021	Reviewer, <i>Developmental Psychology</i>
2021	Reviewer, <i>Mental Health & Prevention</i>
2021	Reviewer, <i>PLOS One</i>
2016–2021	Reviewer, <i>Social Development</i>
2015–2021	Reviewer, <i>Emotion</i>
2010–2021	Reviewer, <i>Journal of School Psychology</i>
2017–2020	Reviewer, <i>Journal of Applied Developmental Psychology</i>
2013–2018	Reviewer, <i>NHSA Dialog: The Research-to-Practice Journal for the Early Childhood Field</i>
2016–2017	Reviewer, <i>Mind, Brain, and Education</i>
2014–2016	Reviewer, <i>The Journal of Genetic Psychology</i>
2019	Reviewer, <i>European Journal of Psychology of Education</i>
2018	Reviewer, <i>International Journal of Child Care and Education Policy</i>
2018	Reviewer, <i>Journal of Practitioner Research</i>
2017	Reviewer, <i>Review of Educational Research</i>
2016	Reviewer, <i>British Journal of Educational Psychology</i>
2016	Reviewer, <i>Child Development</i>
2016	Reviewer, <i>School Psychology at Oxford University Press</i>
2015–2016	Reviewer, <i>International Journal of Behavioral Development</i>
2015	Article Editor, <i>SAGE Open</i>
2012	Reviewer, <i>Early Child Research Quarterly</i>
2012	Reviewer, <i>Psychological Assessment</i>

Publisher Reviews:

2020	Reviewer, <i>Teachstone</i>
2015	Reviewer, <i>Brookes Publishing Co.</i>

Meeting Planning/Participation:

- 2021–present Co-Chair, Emotions Pre-Conference, *Society for Research in Child Development Biannual Meeting*
2022 Reviewer, SIG-Early Education and Child Development, *Annual Meeting of the American Educational Research Association*
2014, 2022 Reviewer, Social, Emotional, Personality Panel, *Society for Research in Child Development Biannual Meeting*
2010–2016 Reviewer, *American Psychological Association Annual Conference*

Peer Review Groups/Grant Study Sections:

- 2021–present Principal Member, Early Intervention and Early Childhood Education Research Scientific Review Panel, Institute of Education Sciences, United States Government

Committees and Service:

- 2022 Facilitator, Peer Coaching Group, Yale Child Study Center, New Haven, CT
2022 Co-Facilitator, Postdoctoral Associate Seminar, Yale Center for Emotional Intelligence, New Haven, CT
2022 Co-Facilitator, Associate Research Scientist Seminar, Yale Center for Emotional Intelligence, New Haven, CT
2022 Member, Network & Outreach Committee Meeting, Yale Child Study Center, New Haven, CT
2021–present Co-Facilitator, Postgraduate Associate Seminar, Yale Center for Emotional Intelligence, New Haven, CT
2021–present Member, Diversity, Equity, and Inclusion Process Checklist Sub-committee, Yale Center for Emotional Intelligence, New Haven, CT
2020–present Member, Diversity, Equity, and Inclusion Research Steering Committee, Yale Center for Emotional Intelligence, New Haven, CT
2020–2021 Member, Diversity, Equity, and Inclusion Research Demographics Sub-committee, Yale Center for Emotional Intelligence, New Haven, CT

Advisory Boards:

- 2017–present Member, Global Advisory Council, Joy Inc., <http://joyinc.xyz/our-people/>
2016–2019 Member, Assessment Workgroup, Collaborative for Academic, Social, and Emotional Learning, <https://measuringse.casel.org/assessment-work-group-members/>
2017 Member, Research Advisory Board, Sesame Workshop
2015–2016 Member, Preschool Advisory Board, GreatSchools.org

Public Service:

- 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
2018–present Chair, Steering Committee, Bridgeport Early Childhood Social and Emotional Learning Initiative, Bridgeport, CT

Consulting

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

Mentorship and Supervision:

- Shannon Flores (Undergraduate internship)
Anella Anderson (Undergraduate volunteer)
Abigail Cobb, (Undergraduate thesis advisory)

Michelle Miller (Graduate student)
Caitlin Dermody (Undergraduate internship; volunteer)
Yewon Chun (High school intern)
Yuqi (Alice) Zhou (High school research advisory)
Veronica Izquierdo (Graduate intern)
Klaudia Kupiec (Graduate intern)
Mark Morrison (Undergraduate intern)
Rachel Muskin (Undergraduate intern)
Mikayla Rudolph (Undergraduate student worker)
Shadie Khubba (Graduate student worker)
Taylor Pelsis (Undergraduate student intern)
Therese Luetzgendorf (Graduate internship; research assistant)
Ashlin Ondrusek (Undergraduate student intern)
Libby DiDomizio (Graduate student)
Sarah Kadden (Early Childhood RULER Program Manager)
Daphnee Nicholas (Early Childhood RULER Program Manager)
Ana Dau (Research Associate)
Olivia Martinez (Project Coordinator)
Irem Korucu (Associate Research Scientist)
Whitney Sanders (Project Coordinator)
Ashlin Ondrusek (Postgraduate Associate)
Lauren Costello (Postgraduate Associate)
Terrance Lane (Postgraduate Associate)
Meghan Little (Postgraduate Associate)
Tessa McNaboe (Postgraduate Associate)
Gina Schnur (Postgraduate Associate)
Abi Eveleigh (Graduate student)
Meiko Lin (Associate Research Scientist)
Navsheen Kaur (Graduate student)
Leda Blaires Ciotti (Undergraduate student)
Anushay Mazhar (Graduate student)
Zhenlan Wang (Postdoctoral Associate)
Fuzhe Xie (Postgraduate Associate)

Bibliography:

*denotes mentee

Manuscripts In Preparation or Under Revision

- Bailey, C. S.** & Kaur, N.* (in preparation). The multi-trait, multi-method factor structure of preschoolers' emotion knowledge.
- 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?
- Bailey, C. S.** & Sanders, W. (in preparation). A community-based model for equitable access to SEL in early childhood settings.
- 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.
- Eveleigh, A.*, Costello, L.*, Korucu, I.*, & **Bailey, C. S.** (in preparation). The association between autistic traits, executive function, and emotion knowledge in preschoolers.
- Wang, Z.*, Xie, F.*, Schnur, G*, Cassidy, C.*, Sanders, W., & **Bailey, C. S.** (in preparation). A systematic review of SEL in China. 10.17605/OSF.IO/UNVWF
- Zieher, A. K.*, Cipriano, C., McNaboe, T.*, Smith, K.*, **Bailey, C. S.**, & Strambler, M. J. (in preparation). A framework for social and emotional learning pedagogy. *Educational Psychologist*.

Peer-Reviewed Original Research

1. **Bailey, C. S.**, Martinez, O., & DiDomizio, E.* (under review). Social and emotional learning and pre-literacy skills: A quasi-experimental study of RULER. *Early Education & Development*.
2. Lane, T.*, Ponnock, A., **Bailey, C. S.**, & Denham, S. A. (under review). Teacher-child racial congruence and young children's preschool adjustment. *Early Childhood Research Quarterly*.
3. 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*. <https://doi.org/10.1007/s10648-022-09691-4>
4. 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>
5. **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>
6. Korucu, I.*, Ayurk, 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>
7. 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>
8. 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>
9. 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>
10. 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>
11. **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>
12. **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>
13. 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>
14. 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>

Chapters, Books, and Reviews

1. 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, Quebec, Canada. <https://www.child-encyclopedia.com/emotions/according-experts/emotional-intelligence-first-five-years-life>
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. **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.

Non-peer Reviewed Publications or Media

1. Yale Center for Emotional Intelligence [**Bailey, C. S.** (Principal Investigator)]. (2022, September 15). *Stories for growth: Making meaning of emotions* [Video series]. Vimeo. <https://vimeo.com/showcase/9813535>
2. 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>
3. 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>
4. 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>
5. **Bailey C. S.** (2016, April). O poder da inteligência emocional [The power of emotional intelligence]. *NeuroEducação*, 6, 40–47.
6. **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>
7. 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>
8. **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.