The purpose of this report is to share the accomplishments of the researchers at the Yale Center for Emotional Intelligence during the 2020 calendar year.
ABOUT THE YALE CENTER FOR EMOTIONAL INTELLIGENCE

The Yale Center for Emotional Intelligence is a self-supporting unit in the Child Study Center at the Yale School of Medicine. Directed by Dr. Marc Brackett, we use the power of emotions to create a healthier, and more equitable and compassionate society, today and for future generations. We conduct research and design educational approaches that support people of all ages in developing emotional intelligence and the skills to thrive and contribute to society. Learn more at www.ycei.org.

Marc Brackett, Ph.D.
Founding Director, Professor

CONTENT

• A Note from the Director of Research
• Staff Growth
• Funding
• Conference Presentations
• Publications
• Thank you
A NOTE FROM THE DIRECTOR OF RESEARCH

I wanted to take a moment to express my deepest gratitude for where we have been and where we are going, together. We entered 2020 just getting used to our new office space transition, making strong contributions to the inaugural RULER Implementation Conference and setting our sights on a year to complete assessment validation studies, continue two RCTS, and working in schools working directly with students, teachers, and leaders.

We left 2020 having watched our personal and professional lives collide through our Zoom windows, having felt the weight of the world on fire, having heard and responded to the call for antiracism and equity, reimagining our school-based research and supports for our school communities and ourselves to navigate this unprecedented time in our lives when the most certain thing was that conditions would continue to change.

We had every excuse to slow down. But we took our collective meta-moment, leaned into our strengths and our strategies to support each other, and reflected and responded. We pivoted our school-based research meaningfully and in the service of teachers, leaders, and students across the country. We published widely, and in real-time, to support decision-making and impact policy and practice. We launched landmark studies to advance antiracism and equity in SEL. We found our rhythm, created new routines and systems, and held space together to connect, laugh, cry, vent, grieve, and move forward.

This report is a testament to the brilliant, innovative, compassionate, dedicated, and critical work of the researchers of the YCEI. I am proud of our important and creative contributions to emotion science and practice, and our commitment to use the power of emotions to center in the lived experiences of all students and educators to create a healthier, more equitable and compassionate society, today and for future generations.

Looking forward to what we will continue to build, together.

In community,

Christina Cipriano, Ph.D., Ed.M.

Assistant Professor, Yale Child Study Center
Director of Research, Yale Center for Emotional Intelligence
Yale School of Medicine
In January 2020, our staff consisted of 28 researchers, including 1 Professor, 2 Research Scientists, 6 Associate Research Scientists, 4 Postdoctoral Associates, 11 Postgraduate Associates, 2 Project Coordinators, 1 Research Associate, and 1 Program Manager.

In July, 2020, three Postgraduate Associate’s transitioned on to doctoral programs in summer of 2020. Three of our researchers received promotions.

AS WE CLOSE 2020, we are now a staff of 29 researchers, including:

- 1 Professor
- 1 Program Manager
- 1 Senior Research Scientist
- 2 Assistant Professors
- 2 Project Coordinators
- 6 Associate Research Scientists
- 6 Postdoctoral Associates
- 10 Postgraduate Associates
We are proud to have maintained our staff during such a tumultuous time. Our current, full-time research staff is listed below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Bailey</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Rachel Baumsteiger</td>
<td>Postdoctoral Associate</td>
</tr>
<tr>
<td>Marc Brackett</td>
<td>Founding Director, Professor</td>
</tr>
<tr>
<td>Colleen Cassidy</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Christina Cipriano</td>
<td>Director of Research, Assistant Professor</td>
</tr>
<tr>
<td>Lauren Costello</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Abigail Eveleigh</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>James Floman</td>
<td>Associate Research Scientist</td>
</tr>
<tr>
<td>Jessica Hoffmann</td>
<td>Associate Research Scientist</td>
</tr>
<tr>
<td>Zorana Pringle Ivcevic</td>
<td>Senior Research Scientist</td>
</tr>
<tr>
<td>Jahnavi Jain</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Irem Korucu</td>
<td>Postdoctoral Associate</td>
</tr>
<tr>
<td>Matthew LaPalme</td>
<td>Associate Research Scientist</td>
</tr>
<tr>
<td>Meiko Lin</td>
<td>Associate Research Scientist</td>
</tr>
<tr>
<td>Morgan Mannweiler</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Olivia Martinez</td>
<td>Project Coordinator</td>
</tr>
<tr>
<td>Tessa McNaboe</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Lauren Naples</td>
<td>Postdoctoral Associate</td>
</tr>
<tr>
<td>Zi Jia Ng</td>
<td>Postdoctoral Associate</td>
</tr>
<tr>
<td>Annette Ponnock</td>
<td>Postdoctoral Associate</td>
</tr>
<tr>
<td>Whitney Sanders</td>
<td>Project Coordinator</td>
</tr>
<tr>
<td>Gina Schnur</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Dena Simmons</td>
<td>Associate Research Scientist</td>
</tr>
<tr>
<td>Jennifer Selbyl</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Violet Tan</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Linda Torv</td>
<td>Program Manager</td>
</tr>
<tr>
<td>Meghan Tuttle</td>
<td>Postgraduate Associate</td>
</tr>
<tr>
<td>Cynthia Willner</td>
<td>Associate Research Scientist</td>
</tr>
<tr>
<td>Almut Zieher</td>
<td>Postdoctoral Associate</td>
</tr>
</tbody>
</table>
Our research staff had **18 grants submitted this year**, including 6 which are currently under review. Those under review include 3 multi-million dollar grants from the Institute of Education Sciences - one to develop and validate the SEL Observation Checklist for Elementary School and 2 RULER efficacy trials (for Middle and High School RULER, respectively). Additionally, **our team secured 6 new research grants** - 4 of these to further examine well-being within the COVID-19 era - ranging from $5,000 to $500,000 in new funding!

**AWARDED**

- **Iqonic** (awarded 2021), “How We Feel” [Pis Zorana Pringle Ivcevic and Marc Brackett]. Budget = $500,000.


Institute of Education Sciences (Under Review), “Examining the Impact of Middle School RULER on Student Outcomes, Teacher Emotional Competence and Well-Being, and Classroom and School Climate,” [PIs Christina Cipriano, Jessica Hoffmann, Marc Brackett]

Institute of Education Sciences (Under Review), “Promoting Student Performance and Well-being: An Efficacy Trial of High School RULER” [PIs Jessica Hoffmann, Meiko Lin, Marc Brackett]

Foundation for Child Development - Young Scholars Program Grant (Under Review), “Expanding our understanding of equity in early childhood by investigating educator readiness to change, classroom quality, and classroom executive function composition,” [PI Irem Korucu]
FUNDING

UNFUNDED


Spencer Foundation Large Research Grant (Unfunded), “How inspirED enhances students’ school experience and academic performance,” [Pl Jessica Hoffmann]

Spencer Foundation: COVID19 Special Grant (Unfunded), “Learning with Special Educators to Promote Inclusive Pathways of Resilience with SEL,” [Pls Christina Cipriano and Lauren Naples]


Spencer Foundation Small Research Grant (Unfunded), “Early Language Environment and Children's EF Skills,” [Pl Irem Korucu]
CONFERENCE PRESENTATIONS

Our research staff collectively presented at over 15 national and international conferences throughout the year, amounting to 26 presentations, including poster presentations, paper presentations, symposiums, and a keynote address. There are currently an additional 24 submissions under review!

PRESENTED


Cipriano, C., Schlichtmann, G., & Barnes, T. N. (February, 2020). Social and emotional learning for students with specific learning disabilities: What’s known and what’s needed to ensure access for all learners. Presentation presented at the Council for Exceptional Children Meeting in Portland, Oregon

PRESENTED


Hoffmann, J.D. (2020, August). Students’ Emotions and their Attitudes Towards Creativity: The Role of Positive School Climate. In Z. Ivcevic (Chair). Creativity and emotions: From the decision to be creative to reactions to creative products. Symposium at the American Psychological Association (APA) Annual Meeting, Washington, DC.


Ivcevic, Z., & Hoffmann, J. (2020, August). The role of emotions across the creative process of artists. In Z. Ivcevic (Chair), Creativity and emotions: From the decision to be creative to reactions to creative products. Symposium at the American Psychological Association Annual Convention, Washington, DC.

PRESENTEED


Seibyl, J., Hoffmann, J.D., Baumsteiger, R., McGarry, J.A. (2020, August). What our high schools need: A content analysis of student-led school climate improvement projects. Poster presentation at the American Psychological Association (APA) annual meeting, Washington, DC.

ACCEPTED/UNDER REVIEW

**Bailey, C. S.** (Under Review, April, 2021). Teaching social and emotional skills in preschool classrooms. In A. Zieher (Chair) and B. Hamre (Discussant), *The classroom observation of social and emotional teaching: Considering three frameworks and methodological approaches* [Paper symposium]. Submitted to Society for Research in Child Development Biennial Meeting, virtual convening.


**Cipriano, C.** (Accepted, Chair, April, 2021). Race-conscious practice and representation in contemporary social and emotional learning. Symposium at the American Educational Research Association (Virtual).


ACCEPTED/UNDER REVIEW


January 2021

PUBLICATIONS

Our team contributed to 21 peer-reviewed publications this year, in addition to numerous popular media articles. Further, we currently have 46 manuscripts in preparation, under review, or in revision.

PUBLISHED


IN PROGRESS, UNDER REVIEW, IN REVISION

**Bailey, C. S.**, Carlson, A. G., Brock, L. L., Curby, T. W., & LoCasale-Crouch, J. (under revision). Predictors of emotional support and emotional support consistency in preschool: Do they vary based on experience?


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


**Baumsteiger, R., Hoffmann, J. D., Castillo-Gualdab, R., & Brackett, M. A.** (under review). Enhancing school climate in Mexican high schools with the RULER Approach.


IN PROGRESS, UNDER REVIEW, IN REVISION


Ivcevic, Z., & Hoffmann, J. D. (in progress). Attitudes toward creativity and the prediction of creative behavior.

IN PROGRESS, UNDER REVIEW, IN REVISION


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


IN PROGRESS, UNDER REVIEW, IN REVISION


POPULAR MEDIA


POPULAR MEDIA


POPULAR MEDIA


**POPULAR MEDIA**


**Simmons, D.** (2020, March). *Confronting inequity / Who has the privilege to be empowered*. *Educational Leadership, 77*(6), 88-89.

**Simmons, D.** (2020, May). *Confronting inequity / The trauma we don’t see*. *Educational Leadership, 77*(8), 88-89.

**Simmons, D.** (2020, June). If we aren’t addressing racism, we aren’t addressing trauma. *ASCD Inservice*. Retrieved from [https://inservice.ascd.org/if-we-arent-addressing-racism-we-arent-addressing-trauma/](https://inservice.ascd.org/if-we-arent-addressing-racism-we-arent-addressing-trauma/)
This report would not be possible without the commitment from our research staff. Thank you for taking the time to help make this possible.

We are in this together.

For questions regarding this report, please contact yceiresearch@yale.edu.