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

Founded by Dr. Marc Brackett, the Yale Center for Emotional Intelligence is a self-supporting unit in the Child Study Center at the Yale School of Medicine. We use the power of emotions to create a healthier and more equitable, innovative, and compassionate society, today and for future generations. The Division of Research within the YCEI is at the forefront of translational emotion science, building and evaluating SEL tools and interventions with youth and educators to support whole-school community thriving. Our research advances SEL science, practice, and policy, through innovative tools, methodologies, and lines of inquiry that foster inclusive and equitable conditions for teaching and learning, improves individual skill-building, advances SEL measurement and evaluation, and evolves the definition of the field. Learn more at www.ycei.org/research-overview.

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Thank you
A NOTE FROM THE DIRECTOR OF RESEARCH

December 2021

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

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

This report is a testament to the critical work of the researchers at the YCEI. Our commitment to advance the science of emotion in the service of all students, educators, families, and leaders, through our intentional, important, and creative contributions to emotion science in practice are boundless.

Looking forward to what we will continue to build together.

In community and with gratitude,

Chris

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

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

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

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

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

1 Professor
1 Program Manager
1 Senior Research Scientist
1 Research Scientist
1 Senior Administrative Assistant
2 Assistant Professors
2 Project Coordinators
3 Research Assistants
5 Postdoctoral Associates
6 Postgraduate Associates
8 Associate Research Scientists
Our current, full-time research staff is listed below.

Hannah Asis  
Research Assistant

Peihao Luo  
Research Assistant

Craig Bailey  
Assistant Professor  
Director of Early Childhood

Sean McFarland  
Postgraduate Associate

Rachel Baumsteiger  
Associate Research Scientist

Lauren Naples  
Postdoctoral Associate

Marc Brackett  
Professor  
Founding Director

Zi Jia Ng  
Associate Research Scientist

Megan Kirk Chang  
Postdoctoral Associate

Annette Ponnock  
Associate Research Scientist

Christina Cipriano  
Assistant Professor  
Director of Research

Whitney Sanders  
Project Coordinator

Kalee De France  
Postdoctoral Associate

Kaveri Sehgal  
Postgraduate Associate

James Floman  
Associate Research Scientist

Jennifer Seibyl  
Research Assistant

Famatta Gibson  
Project Coordinator

Krista Smith  
Postgraduate Associate

Jessica Hoffmann  
Research Scientist  
Director of Adolescent Initiatives

Zoe Soeters  
Senior Administrative Assistant

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

Violet Tan  
Postgraduate Associate

Elizabeth Kilgallon  
Postgraduate Associate

Linda Torv  
Program Manager

Irem Korucu  
Associate Research Scientist

Zhenlan Wang  
Postdoctoral Associate

Matthew LaPalme  
Associate Research Scientist

Cynthia Willner  
Associate Research Scientist

Shengjie Lin  
Postdoctoral Associate

Miranda Wood  
Postgraduate Associate

Almut Zieher  
Associate Research Scientist
FUNDING

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

Total New Funding Awarded
$3,754,122

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

AWARDED


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

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

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

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

AWARDED


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

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

UNDER REVIEW


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


FUNDING

UNDER REVIEW


Silicon Valley Community Foundation (Under Review), “Fostering Student of Color and Their Educators to Thrive Through Sustainable SEL Assessment,” [PIs Christina Cipriano and Jessica Hoffmann]
The YCEI has committed to take socially conscious, affirmative steps in our research projects to scrutinize all aspects of our work in relation to DEI. In June 2020, YCEI researchers formally articulated our commitment to embody and promote racial justice and equity. We committed to be explicit in our commitment in our YCEI mission, interrogating our research process, including funding, research questions, methodologies, measures, recruitment, incentives, analyses, findings and dissemination through a collective DEI lens. These actions have included defining our goals as a division, creating subcommittees to advance the mission of each goal, alongside a continuous community of professional learning.

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

YCEI Research DEI Steering Committee

1. Demographics Subcommittee
2. Process Checklist Subcommittee
3. Methodology Subcommittee
4. Strategic Plan Subcommittee
YCEI Research DEI Steering Committee

2021-2022 Committee Members:
Craig Bailey, Chris Cipriano, ZJ Ng, Annette Ponnock, Zoe Soeters, Linda Torv

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

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

Research Subcommittees

Demographics Subcommittee

2021-2022 Subcommittee Members:
Kalee De France, Fumatta Gibson, Jessica Hoffmann, Anushay Mazhar, Lauren Naples, Krista Smith, Linda Torv, Miranda Wood

2020-2021 Subcommittee Members:
Craig Bailey, Jessica Hoffmann, Lauren Naples, Annette Ponnock, Linda Torv

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

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

2021-2022 Subcommittee Members:
Craig Bailey, Elizabeth Kilgallon, Peihao Luo, ZJ Ng, Jenny Seibyl, Zoe Soeters, Almut Zieher

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

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

Methodology Subcommittee

2021-2022 Subcommittee Members:
Rachel Baumsteiger, James Floman, Irem Korucu, Shengjie Lin, Annette Ponnock, Kaveri Sehgal, Violet Tan, Cindy Willner

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

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

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

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

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

**Problem 5:** Nomothetic Analytic Approach: Most studies take a nomothetic approach, focusing on the average effect and assuming it generalizes to everyone. This approach ignores important differences between groups of individuals, and because most psychological research samples are majority White, the average effect primarily reflects the White experience and is therefore inherently biased.

Goals and actions: Build this focus into grant and funding applications so that there are resources to effectively recruit and reach out to diverse populations and intentionally recruit large, diverse samples to allow for analyses of subgroup differences/moderation effects. Will take action to compile resources for recruiting diverse samples and conducting research in other countries; create guidelines and resources for conducting subgroup analyses.

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

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

Strategic Plan Subcommittee

**2021-2022 Subcommittee Members:**
Hannah Asis, Megan Kirk Chang, Chris Cipriano, Matt LaPalme, Sean McFarland, Zorana Pringle, Whitney Sanders, Zhenlan Wang

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

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

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

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

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

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

Our research staff collectively presented at **over 15 national and international conferences throughout the year**, amounting to **34 presentations**, including poster presentations, paper presentations, symposiums, and keynote addresses. There are currently an **additional 11 submissions under review**!

**PRESENTED**


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

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


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


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


**ACCEPTED/UNDER REVIEW**


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


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

PUBLISHED


IN PROGRESS, UNDER REVIEW, IN REVISION


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?


IN PROGRESS, UNDER REVIEW, IN REVISION


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


IN PROGRESS, UNDER REVIEW, IN REVISION


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


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


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


POPPULAR MEDIA


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


POPULAR MEDIA


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


POPULAR MEDIA


RESEARCH YEAR IN REVIEW

2021

THANK YOU

This report would not be possible without the commitment from our research staff. Thank you for taking the time to help make this possible.

We are in this together.

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