A MIXED-METHODS INVESTIGATION OF TEACHER CLASSROOM EXPERIENCES AND SOCIAL EMOTIONAL LEARNING DURING THE COVID-19 PANDEMIC

A Dissertation presented to

the Faculty of the Graduate School

at the University of Missouri-Columbia

In Partial Fulfilment

of the Requirements for the Degree

Doctor of Philosophy

By

LINDSAY BROCKMEIER

Dr. David Bergin, Dissertation Supervisor

Department of Educational, School, and Counseling Psychology

MAY 2023

The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

A MIXED-METHODS INVESTIGATION OF TEACHER CLASSROOM EXPERIENCES AND SOCIAL EMOTIONAL LEARNING DURING THE COVID-19 PANDEMIC

Presented by Lindsay Brockmeier,

a candidate for the degree doctor of philosophy of Educational Psychology,

and hereby certify that, in their opinion, it is worth acceptance.

David Bergin, Ph.D. (Chair)

Christi Bergin, Ph.D.

Francis Huang, Ph.D.

Chad Rose, Ph.D.

DEDICATION

To all the teachers that pour their hearts and souls into teaching. It is a thankless job but know that I see you and I hear you. Thank you for sharing your stories with me and for all you do each and every single day to care for your students.

ACKNOWLEDGEMENTS

This journey would not have been possible without the support of my family, friends, teachers, mentors, and colleagues. Before my time at the University of Missouri, I began my education researcher journey right out of undergrad at Washington University in St. Louis under the direction of Dr. Henry Roediger, III, Dr. Kathleen McDermott, and Dr. Mark McDaniel. This opportunity led me to find a passion for helping students learn, and for helping teachers with strategies to support student learning. Had I not stumbled upon this job, I am certain I would not be where I am today.

A very special thank you to my advisor, Dr. David Bergin, for your support and mentorship throughout this program. Thank you to my committee members, Dr. Christi Bergin, Dr. Francis Huang, and Dr. Chad Rose for helping me along the way. I have learned so much from each of you and feel so lucky that you were a part of my team. And to my colleagues in the Prosocial Development and Education Research Lab, thank you for your constant support, collaboration, and overall, good times.

To my parents, Pete and Robyn, thank you for always supporting and encouraging all my wild ideas, like the one to pursue a doctoral degree. Having you in my corner made this all possible. And to my Reggie, thanks for pushing me to go back to school, and for keeping us afloat over these past five years. I would not have made it through without you.

Table of Contents

LIST OF FIGURES AND TABLES

A MIXED-METHODS INVESTIGATION OF TEACHER CLASSROOM EXPERIENCES AND SOCIAL EMOTIONAL LEARNING DURING THE COVID-19 PANDEMIC

Lindsay Brockmeier

Dr. David Bergin, Dissertation Supervisor

ABSTRACT

This mixed-methods study investigated teacher perceptions of classroom experiences and social-emotional learning (SEL) upon the return to in-person learning after COVID-19 related school closures. 1373 K-12 teachers in a Midwestern state participated in a cross-sectional online survey. They were asked whether they participated in SEL and rated their perceptions of student behavior, classroom climate, teacher self-efficacy, teacher-student relationships, stress, coping, and burnout. Regardless of SEL implementation, teachers reported heightened levels of stress upon the return to the classroom and worse student behavior. After controlling for teacher demographics, a series of multi-level models revealed that teachers implementing SEL in their schools perceived that they were coping with the stress significantly better than those without SEL. Teachers with SEL also perceived significantly less burnout, more positive student-teacher relationships, more positive classroom climate, and greater self-efficacy. Results varied by school level. Data from SEL teachers did not reveal statistically significant differences in any teacher outcomes between the different SEL programs.

Twenty of the teachers were interviewed about SEL in their schools. Thematic analysis found that teachers reported that SEL is important and can be challenging, burdensome, and sometimes scary. When asked about SEL's impact on teaching, teachers variously reported no change, increased awareness of student behavior, enhanced purpose for teaching, enhanced teacher-student relationships, and/or new tools and strategies to use in the classroom. When

asked about SEL's impact on student behavior, teachers variously reported no change, improved student emotion regulation, improved kindness, reduced negative behaviors, and/or improved student self-advocacy and confidence. Teachers reported the most helpful aspects of the SEL program were structure, program materials, classroom strategies, and user-friendliness. Teachers reported the least helpful aspects of the SEL program were implementation barriers like time and money, outdated or repetitive materials, and students abusing the system by seeking rewards. These findings support SEL implementation in schools as one approach to supporting student and teacher well-being in the post-pandemic recovery efforts.

Chapter 1: Overview

Introduction

Social-emotional learning, or SEL, has been a topic of great discussion in the education realm. With such strong public discourse on the matter coupled with heightened struggles facing our students and teachers post pandemic, it felt like the perfect time to learn more about the inner workings of SEL from teacher perspectives, particularly during times of high-stress like the COVID-19 pandemic. To that end, this study investigated teacher experiences with social-emotional learning (SEL) and overall well-being during the COVID-19 pandemic.

Social-Emotional Learning

Social and emotional learning (SEL) helps students promote their capacity to integrate thinking, emotion, and behavior to learn to effectively deal with everyday personal and social challenges (Weissberg et al., 2015). In schools, SEL programs teach, model, and practice specific skills needed to deal with these everyday challenges which help foster respectful school environments and change the school climate for the better (Greenberg et al., 2017; Yeager, 2017). A large-scale meta-analysis by Durlak and colleagues (2011) found that students in schools with universal SEL programs demonstrated significantly improved social and emotional skills, increased prosocial behaviors, decreased anti-social behaviors, and increased academic achievement. Further, Sklad and colleagues (2012) reported that SEL programs decreased mental health problems and mental disorders in students. More recently, Taylor et al.'s (2017) meta-analysis concluded universal SEL programs significantly improved social-emotional skills, positive attitudes, prosocial behavior, and academics, while also serving as a protective factor against other problems, like conduct issues, emotional distress, and even substance use.

Schools are ideal places for students to learn the ever-important life skills of effectively dealing with the challenges of everyday life through SEL. To address these goals, SEL programs in schools run the gamut of delivery methods and modalities, allowing for individual discretion for each educational institution. At the classroom level, perhaps one of the most popular and prevalent methods of SEL approaches is training teachers to deliver programmed curricular lessons that explicitly teach social-emotional skills (Weissberg et al., 2015). Students engage in the lessons with their teachers, and after the lessons conclude, students are given a chance to practice these skills in the context of the classroom.

Other approaches to SEL are embedded, interactional, multicomponent, and structural. The embedded approach to SEL instruction aims to intertwine SEL into already existing content areas, with optimal results in English language arts or social studies (Weissberg et al., 2015). The context of the existing classroom curriculum is utilized in conjunction with the SEL topics, which allows for seamless integration. SEL can also be delivered via instructional interaction, in which teachers naturally cultivate social-emotional skills throughout normal, everyday classroom interactions (Weissberg et al., 2015). These approaches are centered around the idea that adults alter their behaviors and practices to allow students a chance to interact with others and the classroom in ways that promote the development of the desired skills.

The multicomponent approach is where the classroom curriculum is supplemented with school-wide initiatives (Greenberg et al., 2003). The lessons are imparted within the classroom and then reinforced both within the classroom, at the school level, and even sometimes with a parent or community component (Durlak et al., 2011). SEL practices can also exist at the school or building level, or the structural level. These practices are commonly established to support positive school climate, through policies and supports for students (CASEL, 2022). In practice,

this tends to include developing building level norms, equitable disciplinary procedures, bullying prevention, restorative practices, and so on. The intent behind SEL at the building level is to promote a sense of school community and positive school climate.

Intervention programs and delivery should be developmentally appropriate (Jones & Dolittle, 2017). Jones and Dolittle (2017) suggest that developmental stages are important considerations for teaching and mastering social-emotional skills. For example, in early childhood, there tends to be a greater focus on emotion recognition, whereas in adolescence, there is a shift to understanding emotions and how people can vary in their emotional reactions. Further, Jones and Dolittle point out the shift in socialization when moving from childhood to adolescence, where the focus moves from the home with parents to more peer related interactions in various contexts (i.e., sports, clubs). Additionally, Jones and Dolittle mention the mode of delivery needs to support development. For example, early childhood tends to benefit from play-based and lesson-based programs, whereas middle childhood may benefit most from embedded activities or didactic teaching of SEL skills. Interventions in adolescence would particularly benefit from including student voice and point of view, as well as the incorporation of choice and need for autonomy (Jones & Dolittle, 2017).

SEL places educators in position to enhance the social, emotional, cognitive, and academic development in students by methods of teaching, modeling, and practicing these specific skills within the context of supportive classrooms and schools (Greenberg et al., 2017; Weissberg et al., 2015). There is quite a variety of ways to implement SEL, all of which support different developmental needs, require different efforts, and time commitments on part of the institution and the actual deliverer. This is often talked about in the literature as dosage. Durlak and DuPre (2008) state that dosage includes the duration, number of components, and

comprehensiveness of the program. Dosage is typically captured broadly in terms of how much and for how long (Durlak & DuPre, 2008). Durlak and Dupre also suggest that all of these components add to implementation fidelity, or the degree in which the program components are adhered to, which then impacts outcomes. Classroom teachers are often the deliverer of these interventions, most of whom are already overworked and over stressed with managing their many other responsibilities, a problem that was worsened because of the COVID-19 pandemic.

Statement of Problem

The COVID-19 pandemic school closures presented great challenges in social-emotional and behavioral development in students and the lingering effects remain an area of great concern for our nation's schools. According to the NCES May 2022 School Experiences with COVID survey, 87% of public schools indicated that the pandemic negatively impacted students' social-emotional development, and 83% reported that behavioral development was also been negatively impacted. Connections to peers and the outside world, or lack thereof, was just one of many possible explanations for the decline in overall well-being and mental health. Worries about COVID-19 itself also proved to be a major source of stress as noted by Ellis et al. (2020) who found that students were very concerned about the pandemic, further suggesting that the stress was significantly related to poor overall adjustment. Other explanations suggest that the disruptions to school routines severely impacted students' mental health, specifically increasing internalizing problems (i.e., anxiety and depression), as well as externalizing issues (i.e., anger) (Sharma et al., 2021).

The unfortunate reality is that students were not alone in their struggles. Classroom teachers have been in a state of unprecedented stress and burnout. In January 2022, the National Education Association (NEA), the largest teacher's union in the country, reported 90% of

educators were experiencing burnout, and 55% were planning to leave the profession earlier than anticipated (Walker, 2022). This was further supported by a Gallup poll which indicated that K-12 educators had the highest burnout rate in the country (Marken & Argrawal, 2022). This is particularly relevant for new teachers, as approximately fifty percent of teachers leave the profession within the first five years (DeAngelis & Presley, 2011). The disruptions caused by the pandemic have placed teachers and schools in a position for much needed assistance and support. According the NCES, 79% of public schools have reported needing more support for students/staff mental health, and 70% reporting a need for training on supporting the social-emotional development of students (NCES SPP, 2021-2022).

A possible solution to addressing the concerns related to COVID in terms of student behavior and teacher stress and burnout is to incorporate SEL into schools. Research overwhelmingly indicates that SEL positively impacts students, as briefly discussed, but research also indicates that SEL positively impacts teachers regarding burnout levels, efficacy, as well as improving views of the school (Han & Weiss, 2005). Domitrovich and colleagues (2016) reported similar results in that SEL programs aimed to support students can positively impact teacher beliefs about SEL, their social-emotional competence, and their perceptions of self-efficacy, particularly toward classroom behavior management. Explanations suggest that the positive impact on teachers could be a result of the effects of the program on students and their behavior, a result of direct intervention exposure, programmatic coaching and collaboration throughout implementation, or a combination of all these factors. Jennings and Greenberg (2009) claim that these positive changes in the classroom allow teachers a chance to avoid the "burnout cascade," where stressed-out teachers struggle to manage the classroom's behavioral challenges, which leads to a vicious cycle of behavioral challenges, teacher exhaustion, and subsequent poor

classroom climate. But what about times of incredible challenge and difficulty like COVID-19? Can SEL be a viable consideration for COVID relief for both students and teachers?

Purpose of Study

To date, the majority of the literature on SEL focuses on student outcomes. Research that does include the study of teachers also suggests positive outcomes, but does that hold during unprecedented times like the COVID-19 pandemic? The purpose of this mixed-methods study was to add to the literature on SEL and teacher outcomes, as well as COVID-19 related literature, by quantitatively investigating teacher perceptions of social-emotional learning (SEL) impact during the COVID-19 pandemic, with particular interest in the association of SEL in schools and teacher well-being. Of additional interest was the potential for nuanced differences in the outcomes of varying SEL programs. Following the quantitative investigation, a qualitative exploration of teacher feelings and beliefs about SEL, as well as the specific components of SEL programs that are most and least helpful for teachers was conducted. I surveyed both teachers with and without SEL programs. First, I compared teachers' self-reported self-efficacy, teacher-student relationships, school climate, burnout, stress, coping, and student behavior change for SEL and non-SEL schools. Second, I investigated differences between teachers from five different SEL programs regarding their SEL beliefs and perceived impact of SEL. Finally, to gain a deeper understanding of the factors that influence teacher experiences with SEL, I interviewed twenty teachers to understand the most and least helpful components of their respective SEL programs, how they feel about supporting the social-emotional needs of students, and the impact SEL has had on them and their students.

Given the reported benefits of SEL in prior literature, it is hypothesized that teachers from schools with SEL will experience greater teacher and student outcomes, even during

situations of high stress like the return to in-person learning after COVID-19 school closures. This mixed-methods study sought to gain a deeper understanding of the role of SEL for improving teacher well-being through the following quantitative research questions:

RQ1: Are there differences between teachers who had an SEL program at their school compared to those who did not with regards to their self-efficacy, teacher-student relationships, school climate, burnout, stress, coping, and student behavior?

a. Do these results vary between elementary, middle, and high school teachers?

RQ2: Are there differences between teachers from the five different SEL programs regarding their self-efficacy, teacher-student relationships, school climate, burnout, stress, coping, and student behavior change, as well as SEL beliefs and perceived impact of SEL implementation?

In order to understand the factors that influence teachers in their delivery of SEL, the following qualitative question was generated:

RQ3: How do teachers describe their experiences with supporting the social-emotional needs of students through SEL?

a. What about SEL is most and least helpful for teachers?

b. How has SEL impacted teachers and their students?

Chapter Two: Literature Review

Introduction

This chapter consists of five sections. The first discusses the theoretical framework of SEL. The second section discusses COVID-19 pandemic and its impact on schools. The third section reviews the evidence for SEL in schools in terms of school climate, student academic achievement, social and emotional outcomes, and stress and health outcomes. It also discusses specific SEL programs analyzed in this study. The fourth section discusses teachers and SEL, with special attention to teacher indicators of SEL implementation. The fifth section describes prior research that informs this current study.

Theoretical Framework

Literature surrounding SEL and the mechanisms of change have been heavily framed within social cognitive theory. Social cognitive theory emphasizes socialization, or how individuals acquire society's normative behaviors (Green & Piel, 2010). Social cognitive theory further suggests that social interactions like role modeling, verbal instructions, and feedback all shape how individuals acquire new behaviors (Bandura et al., 1977). SEL is particularly well-suited to apply social cognitive theory principles in that the amount of emphasis on learning that comes from modeling, via adults and from peers. Further, SEL programs can help socialize students to hold different beliefs and mindsets that support the acceptance and acquisition of new skills (Gunderson et al., 2013), which is ideal given the malleability of social-emotional skills.

The socialization of values in schools heavily relies on the influence of peers. One of the most consistent findings in developmental literature is the espousal of similar attitudes and behaviors among students and their friends with numerous studies suggesting not only do students want to be with peers with similar interests, but also that these peer relationships

provide the ideal context for the socialization of behaviors (Choukas-Bradley et al., 2015). SEL programs, in general, capitalize on this developmental component by utilizing peer relationships as a vessel for children to learn and practice skills that help promote positive social interactions (Wentzel, 2014). The direct communication and interaction that occurs amongst peers provides explicit instruction of expected behaviors (Bandura, 1986). For example, when peers model the expectations for positive interactions and convey the positive outcomes, this tends to lead others to form similar attitudes and eventually mimic the behaviors.

Peers also provide reasons for engaging in certain behaviors, particularly behaviors that benefit others (i.e., prosocial behaviors), which are key behaviors promoted in many SEL programs. Peers can exude influence by behaving in ways that benefit others through actions such as cooperating, donating and even volunteering (Barry & Wentzel, 2006; Padilla-Walker & Carlo, 2014; van Hoorn et al., 2016). Additionally, while peers communicate expectations about behaviors, they also communicate the value or enjoyment of the act itself. For example, students who witness peers placing value and enjoyment in engaging in a social task tend to follow suit. This could in turn support the development of similar positive attitudes (Bandura, 1986). Further, peers modeling kindness and the associated value of helping others have the potential to improve one's overall levels of empathy and perspective taking (Wentzel, 2014).

Caprara and colleagues (2014) stressed the importance of developing positive social behaviors (i.e., prosocial behaviors) within the context of schools, as it increases the awareness of the value of the behavior in a safe space in which these skills can be molded. Jennings and Greenberg (2009) suggest that schools are important socializing venues that can play significant roles in promoting helping behaviors by strengthening such ideas as kindness and compassion. Particularly, teachers can model desired behaviors themselves or even point out the virtuous acts

of others (Bergin, 2014) which can activate similar responses within the classroom environment. SEL in schools allows teachers to model the skills they want to see in their students in a positive and encouraging environment.

Schools during COVID

The COVID-19 pandemic has impacted nearly every facet of life since the early part of 2020. Schools faced rapid shifts during this time, when forced lockdowns required a swift pivot to online distance learning. A survey completed in early 2020 by NCES reported that most public schools in the United States moved classes to online distance learning, with a slightly higher percentage of schools from suburbs and cities (86%) when compared to rural areas (77%) (Berger et al., 2022). Online distance instruction varied with a mix of self-paced work and real-time interactions via audio and/or video instruction. The shift to distance learning proved to be challenging for both teachers and students. This section will discuss the impact of COVID-19 closures on students' social and emotional health and academics, as well as impact on teacher stress and burnout.

Student Experiences During COVID-19

School closures presented an array of challenges for students in terms of social, emotional, and academic functioning. The health-related concerns that accompanied the COVID-19 virus resulted in increased protections and protocols that impacted the ability for students to engage socially or academically (Benner & Mistry, 2020). Students could not participate in their regularly scheduled in-person classes, participate in after school sports or activities, eat lunch with their friends, attend dances or other special events, or even just hang out with friends. Given these trying circumstances, many students reported increased of feelings of loneliness and isolation.

Access to peers and other forms of social scenarios help students deal with stress and uncertain times (Lessard & Puhl, 2021). This is especially critical in adolescence, with less time spent with parents and more time spent with peers. Adolescents often shift to peers for social support (Crosnoe et al., 2003). Lack of access to peers and social support resulted in a challenge given the limitations placed on in-person social interactions during the COVID-19 pandemic. Even so, early in the pandemic, most adolescents reported relatively no change in their peer relationships because of the pandemic (Cohen et al., 2020). Unfortunately, researchers also found that twenty-five percent reported worsening friendships. This pattern was further supported by Rogers et al.'s study (2021) where adolescents reported less perceived emotional connection and support from peers, despite the ability to interact electronically (Rogers et al., 2021). This decline in friend support was found to be related to more peer conflict and even depression.

Troublesome peer relationships are often accompanied by other social-emotional issues, like depression and anxiety, which is a trend that continued during the COVID-19 pandemic. Rogers et al. (2021) indicated that the perception of decreased peer support was related to more depression and feelings of loneliness. Similarly, a study by Ellis and colleagues (2020) concluded that adolescent students with worries surrounding friendships during the pandemic were more likely to experience depression and loneliness. An interesting note in this study is that those students who experienced greater worries in friendships often utilized social media more regularly to maintain peer connections and reduce loneliness; however, the increased time spent on electronics resulted in even greater levels of depression.

Prior to the pandemic, youth mental health received much attention. Adolescence is a particularly vulnerable time for mental health struggles. Developmentally speaking, as children move into adolescence and adulthood, there tends to be an increase in depression and anxiety

(Whitney & Peterson, 2019). Before COVID-19, it was estimated that as many as one in five children experienced mental, emotional, developmental, or behavioral disorders, with only about half receiving treatment (Perou et al., 2013). During the beginning of the "return to normalcy" during the 2021-2022 school year, when the effects of the pandemic were still very real, estimates of depressive and anxiety symptoms nearly doubled compared to the beginning of the pandemic (Racine et al., 2021). While the research on this matter is ever-evolving, Hawes et al. (2021) found that the increase of psychiatric symptoms during lockdown was related to school concerns, confinement, securing basic needs, and worries about contracting the virus. Couple these worries with the interruptions of social support and decreased access to medical and psychological help either from school or community providers, and it makes sense that there was an uptick in mental health concerns. Further, those experiencing mental health concerns, like depression, also experienced profound academic struggles (Lewinsohn et al., 1994).

As mentioned, schools attempted to maintain a sense of academic normalcy via synchronous instruction as well as self-paced work. Unfortunately, this shift to online learning was not a perfect system. Many students reported lower academic motivation, lower engagement, higher burnout, and less school bonding (Branje & Morris, 2021). These issues were further exacerbated by access to resources. It became clear that technological resources were a huge barrier for many, with schools scrambling to ensure all students were able to connect to instructional materials. Despite the efforts of schools, many remained disconnected, especially vulnerable populations (Murthy, 2021).

Our nation's students will be recovering academically from the pandemic for years to come. Data from NCES and the Long-Term Trends (2022) report suggest that two decades of learning in reading and math growth may have been lost during the last two years of the

pandemic. The report further indicates that the declines were even greater for lower performing students compared to higher performing students. Findings show that lower performing students typically had less access to resources (e.g., computers, internet, etc.) as well as fewer supportive adults (teachers, parents) to assist with educational efforts. Additionally, higher performing students reported more confidence in their ability to learn remotely and monitor their academic progress.

Sadly, the COVID-19 pandemic has been just as detrimental to our nation's teachers, placing education in an extremely precarious situation.

Teacher Experiences During COVID-19

Teacher stress was noticeable before the COVID-19 pandemic. Dating as far back as 2001, it was reported that between 40-50% of new teachers leave the profession within their first five years of teaching. Possible explanations include stress, which can be defined as "the experience by a teacher of unpleasant, negative emotions, such as anger, tension, frustration, or depression, resulting from some aspect of work as a teacher" (Kyriacou, 2001). High levels of teacher stress often lead to burnout, which can be characterized as complete emotional exhaustion from chronic stress (Jennings & Greenberg, 2009). Research has shown that in times of major crisis, those on the frontlines are particularly vulnerable to compassion fatigue and burnout (Lambert & Lawson, 2013). This pattern has been well documented by those who are responsible for supporting others while also being directly impacted by crisis situations. Teachers fall into this category and reported experiencing significant levels of stress and burnout during the pandemic.

Stressors during school closures that greatly impacted teachers included new teaching modalities via technology, as well as student accessibility to the new platforms (Pressley et al.,

2021). Pressley and colleagues reported that the drastic shifts in instruction from in-person to virtual generated major challenges to teachers, many of whom had never received any sort of training on virtual instruction pedagogy. These challenges were further impacted by new technological platforms that teachers were expected to use during instructional times, again with little to no training (Wiggins, 2020).

While learning and mastering new technology provided many hurdles for teachers during the rapid shift to online learning, student access to instruction also became a huge source of stress for teachers. As discussed, access to technology varied for students. Many struggled with the necessary technology required to attend and participate, and even those students who were able to connect with teachers and classes virtually were not immune to other struggles. Reports suggested that even when students attended online class, teachers often struggled maintaining student engagement (Leech et al., 2020). Often, students were distracted by home activities, had difficulty sustaining attention, were learning new technology, and could simply blank their zoom screens or turn off their computers. Leech and colleagues (2020) reported that absenteeism became a massive issue, further adding to the decline in engagement. Since the return to the classroom, many of these issues have continued, and there are additional student behavioral concerns.

Schools During the Return to In-Person Learning

The return to in-person learning presented many challenges to our schools. Data from the NCES: School Experiences with COVID-19: May 2022 survey indicated that educators overwhelmingly reported that students' social-emotional and behavioral development has been negatively impacted. The most frequently reported problematic student behaviors were student misconduct in the classroom, misbehavior outside of the classroom, disrespect towards teachers

and staff, and prohibited electronic device usage. Additionally, the report indicated that chronic student absenteeism also rose steeply when compared to a typical school year, with over 70% of schools reporting this issue. Unfortunately, schools also reported that teacher absenteeism had risen rapidly, with nearly all (99%) of schools reporting the inability to secure substitute teachers when needed. When subs are not secured, administrators, counselors, and other teachers are forced to step in and cover.

It is unlikely that there is a magic fix to the disruptions associated with COVID, but SEL in schools has the potential to concurrently support both students and teachers.

SEL in Schools

Given that SEL implementation requires a time commitment from the educators and the institution, it is critical to understand the importance of SEL since it does come at a cost. To better understand why educators should want to invest in this work, and give up curricular time, the basics of implementation as well as benefits need to be clearly identifiable. This section will outline the reported positive benefits for students in terms of school climate, academic achievement, social-emotional skills, stress, and health. Specific programs and outcomes, as well as grade level considerations will also be discussed.

School Climate and Academic Achievement Student Outcomes

School climate refers to social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices (Anderson, 1982). One of the many aims of SEL programs is to improve school climate, in particular the emotional environment, by means of changing the adults so that they can help create more positive and uplifting schools (Yeager, 2017). Research consistently indicates optimal student outcomes for schools high in positive school climate

suggesting that students tend to have higher achievement when they feel supported in a positive academic environment (Reyes et al., 2012). When students are surrounded by others that exhibit kindness or prosocial behaviors, they tend to have higher grades and greater academic achievement (Griffith, 2002; Jia et al., 2009). In a key meta-analysis, Durlak and colleagues investigated 213 SEL programs and found an 11-point percentile gain in academic achievement for schools implementing universal SEL (Durlak et al., 2011).

Social and Emotional Student Outcomes

Social skills, also referenced as interpersonal skills, are a key ingredient and a main programmatic objective in school based SEL programs. Many SEL programs highlight aspects of cooperation, collaboration, positive and prosocial behavior, kindness, and inclusion. Emotional skills, or the intrapersonal skills, often targeted in SEL programs are emotion recognition and regulation and coping (Durlak et al., 20111). Durlak and colleagues' large scale meta-analysis revealed that SEL programs significantly improved social and emotional skills, increased prosocial behaviors, and decreased anti-social behaviors (2011). Another meta-analysis by Sklad and associates further corroborated the findings by Durlak et al. in that SEL programs predicted significant improvements in students' social and emotional skills and prosocial behaviors (Sklad et al., 2012). They also found that there was a significant decrease in students exhibiting anti-social behaviors, mental health problems, and mental disorders.

It should be noted that, while the constructs of social and emotional skills are very different and could be measured as such, they are often not presented in isolation in SEL programs, meaning these are integrated and not necessarily taught in seclusion. According to Crick and Dodge (1994), designers of SEL are interested in the integration of emotion, cognition, behavior, and communication. Durlak and colleagues (2011) report that teaching emotions

without also teaching social skills could be shortsighted in terms of the intervention. Collins and colleagues (2005) suggest that research could benefit from understanding intervention components that helps with specific skills or combinations of skills.

Stress and Health Outcomes in Students

SEL programs have the potential to promote coping and resilience in times of stress. This suggests that SEL competence can serve as a protective factor and moderate the relationship between individual risk factors and developmental outcomes (Domitrovich et al., 2017). Further, by acquiring the necessary inter and intrapersonal competencies, students learn ways of developing appropriate behavior and relationships, and how to avoid risky behaviors which can be especially important to vulnerable populations and in times of trauma (Botvin et al., 2000; Elias & Haynes, 2008).

SEL interventions have shown much promise in helping support students either high in stress or those dealing with trauma. This is of upmost importance given the long-lasting and damaging effects on health that can follow periods of sustained stress. Additionally, when stress exposure is heightened during sensitive developmental periods, this exposure may permanently change the body's physiological processes and long-term health outcomes for the worse (Greenberg et al., 2015). Given the COVID-19 pandemic and the long-lasting stress it has caused, the urgency to intervene is critical, and SEL interventions can play a role, particularly in addressing self-regulatory behaviors. With many SEL programs emphasizing emotional identification, self-control, and interpersonal coping strategies, SEL has the potential to serve as a protective factor and bolster both mental and physical health (Greenberg et al., 2015).

Specific SEL Programs

There are numerous SEL programs. For this study, teachers indicated involvement in four main programs, and one "SEL Other" group. The four main programs are: Leader in Me, Second Step, PBIS and Zones of Regulation. Let's look at these SEL programs, how they are implemented in schools, and evidence of effectiveness (see Appendix A for program breakdown).

Leader in Me. The Leader in Me is a universal, school wide SEL program that is based on the book *The 7 Habits of Highly Effective People* and aims to improve student behaviors by means of school culture and student empowerment in grades K-12 (Covey, 2013; FranklinCovey, 2014). The creators of the program describe Leader in Me as "an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement" (Covey, 2013). The seven habits of The Leader in Me are: 1) Be Proactive; 2) Begin with the End in Mind; 3) Put First Things First; 4) Think Win-Win; 5) Seek First to Understand, Then to Be Understood; 6) Synergize; and 7) Sharpen the Saw. The 7 habits are delivered to students via in-class lessons and then are integrated throughout the entire school. Schools involved in The Leader in Me begin each school year with developing a vision for the school and the teachers. Throughout the school year, Leader in Me coaches help support the overall vision and monitoring progress, while helping support teachers with implementation and problem-solving.

Findings in the literature have supported certain aspects of effectiveness of The Leader in Me program. Cummins (2015) reported in their longitudinal study that the Leader in Me increased student achievement and improved behavior, as measured by teacher perceptions. In 2018, White completed a quasi-experimental study exploring the causal effects of Leader in Me

and found that the program saw significant increases in student attendance rates (White, 2018). Interestingly, White (2018) also reported that during the first two years of program implementation, the school observed a 23% increase in overall student discipline referrals; however, after implementing Leader in Me for two years, the number of referrals began to decrease.

Second-Step. Second Step is a universal, classroom-based, social-emotional learning curricular program for students in grades K-12 that nurtures social-emotional competence and learning skills (Second Step, 2022). At the middle school level, the program focuses on common developmental risk factors, such as: inappropriate classroom behavior (i.e., aggression); favorable attitudes toward problem behaviors; friends who engage in problematic behaviors; early initiation in problem behaviors; peer rewards for antisocial behavior; peer rejection; and impulsiveness. Additionally, the protective factors emphasized in this program include social skills, empathy, school connectedness, and adoption of conventional norms about drug use. Second Step has traditionally been delivered via teacher-led lessons, but now also includes a digital platform for lesson deployment. Second Step incorporates many different strategies for implementation within the program, including direct instruction, group discussions, hands-on activities, dyadic exercises, reflection opportunities, role-playing, and individual work (Espelage et al., 2015).

Second Step's effectiveness has some empirical support. In a cluster randomized trial, Wenz-Gross and colleagues (2018) and Upshur and colleagues (2017) reported that students who participated in the Second Step Early Learning Program experienced significant increases in executive function, when compared to students in the control group. It was also reported that Second Step did not have any significant impact on pre-academic skills or on-task behaviors in

pre-K or kindergarten students. At the elementary level, Second Step has been shown to increase social-emotional competence and behavior in students with low baseline skills, as well as decrease disruptive behaviors, but very few main effects for students with age-appropriate social-emotional competencies (Low et al., 2015). At the middle school level, Espelage and colleagues (2013) reported that students from Second Step schools were 42% less likely to report being physically aggressive when compared to students from non-Second Step schools, but there were not significant effects for peer victimization, homophobic teasing, bullying, or sexual violence.

Positive Behavior Interventions and Supports (PBIS). "Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, multi-tiered framework for supporting students' behavioral, academic, social, emotional, and mental health" (PBIS, 2022). The program claims that when it is implemented with fidelity, PBIS will improve social emotional competence, academic success, and school climate, while also improving teacher health and well-being. PBIS is not a curricular SEL approach, like Second-Step or a multi-component approach like Leader in Me. Rather, PBIS is a whole-school systems change or structural approach that targets preventing disruptive behaviors and reducing exclusionary disciplinary procedures. These goals are implemented via three tiers: primary or universal school-wide, secondary or targeted, and tertiary or individualized (Bradshaw et al., 2010). At the universal level, Bradshaw et al. (2010) stated that PBIS's universal prevention measures work to change the school environment by improving systems and procedures to promote positive change in educator behaviors, which then changes student behaviors.

It is estimated that nearly 30,000 schools identify as PBIS schools, so there is much literature surrounding the effectiveness and impact of PBIS implementation. For example, Bradshaw et al. (2010) completed a five-year longitudinal randomized controlled effectiveness

trial in 37 elementary schools and found that schools trained in PBIS reported a significant reduction in minor and major discipline referrals (Bradshaw et al., 2010). Additionally, Bradshaw and colleagues found a significant reduction in suspensions for PBIS schools when compared to control schools, but no differences in math or reading achievement. As for teacher impact, Ross and colleagues (2012) found that teachers in schools with PBIS had significantly lower levels of burnout and significantly higher levels of efficacy, when compared to non PBIS teachers, while Houchens and colleagues (2017) found that teachers from PBIS schools positively perceived their abilities to manage student conduct.

Zones of Regulation. The Zones of Regulation framework and curriculum "teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness" for students in grades K-6 (Kuypers, 2011). This program is considered a curricular approach and provides 18 lessons that teach young children regulation and emotional control skills that help develop prosocial coping mechanisms, allowing them to manage overwhelming, painful, and stressful situations, as well as learn to problem solve conflicts and understand how their behavior impacts situations and outcomes. The program's foundation is cognitive behavior management, where students become well versed in self-monitoring, while developing self-regulation strategies. The program aims to give students the tools to assume personal responsibility for their own self-regulation.

Empirical support for the Zones of Regulation is still very much in its infancy with no randomized controlled trials available. However, Munro (2017) found that students who participated in Zones of Regulation experienced less classroom distraction. Hoffman (2018)

reported that implementing Zones of Regulation helped support targeted behaviors and helped decrease problematic behaviors.

Grade Level Considerations for SEL Programs and Outcomes

When looking at specific SEL programs in schools and intervention outcomes, the literature has typically encompassed K-12; however, the majority of SEL work has come from the pre-K and elementary school levels (Jagers et al., 2015). For instance, in Durlak et al.'s (2011) meta-analysis of universal SEL programs, 56% of the 213 included studies were for grades K-5 (elementary school), 31% were for grades 6-8 (middle school), and only 13% were for grades 9-12 (high school). Similarly, in Cipriano et al.'s (2023) meta-analysis of universal SEL programs, 56.8% of the studies were from elementary, 24.5% were from middle school, and 18.6% were from high school. Sklad et al.'s (2012) meta-analysis of universal SEL included primary and secondary school moderators. The primary grades were from ages 5-12, and secondary covered ages 12- 18. In contrast to Durlak and Cipriano, Sklad and colleagues reported that 62.7% of their included studies were from the secondary level, and 41.3% were from the primary level.

Although the prevalence of SEL seems to be heavily weighted in the elementary years, favorable outcomes (i.e., prosocial behavior, academics, etc.) span K-12, as reported by Durlak et al. (2011), with main effects ranging from .22 to .57, with no age moderation. Similarly, Cipriano et al. (2023) reported statistically significant main effects ranging from .122 to .293. It was also reported that age did not moderate effects for any of the outcomes (i.e., school climate, externalizing behaviors, etc.) aside from one outcome. Early adolescents, compared to adolescents, had marginally improved civic attitudes and behaviors. Sklad et al. (2012) reported statistically significant main effects for positive outcomes (i.e., prosocial behavior, positive self-

image, etc.) ranging from .39 to .46, and negative outcomes (i.e., antisocial behaviors) ranging from -.19 to -.43. Sklad's results also mimic those already discussed in that grade or age level was not a moderator for the various study outcomes, but there was one notable exception. Primary schools had a significantly larger effect on reducing antisocial behavior, compared to secondary schools. Across these three meta-analyses, the effects of SEL appear to be beneficial for all grades.

Durlak et al. (2022) reviewed 12 meta-analyses of universal SEL programs from early childhood through high school. Overall, Durlak and colleagues found consistently statistically significant effects in outcomes including prosocial behaviors, SEL skills, attitudes, and academic achievement, and decreased emotional distress and conduct problems, with effect sizes ranging from .09 to .70. While this review did not specify the percentage of programs in each grade level, it did include an analysis of the moderation of age on SEL outcomes. Durlak et al. (2022) reported that the results were inconsistent, in that five of the meta-analyses reported that age was a significant moderator for most outcomes (favoring elementary students). The other six meta-analyses did not indicate that age was a significant moderator.

Besides influence of grade level, teachers might influence SEL in their classrooms and schools, as well as be influenced by SEL.

Teachers and SEL

Teachers serve important roles in school and in their classrooms. Due to COVID-19, teachers have been negatively impacted and have shown alarming rates of burnout and increased issues with leaving teaching (Steiner & Woo, 2021). Given the plethora of positive benefits for students, one can suggest that SEL programs meant for students may have just as favorable outcomes for teachers, either directly or indirectly, which will be discussed in this section.

Teacher indicators of effective SEL delivery will also be covered, specifically looking at stress and burnout and how they relate to teachers' social-emotional competence, beliefs in SEL, teacher-student relationships, and high-quality teaching, and how these indicators impact SEL implementation.

Classroom and Student Impact on Teachers

Student misbehavior is a major source of teacher stress and functioning. Evers and colleagues (2004) indicate that teacher stress, burnout, and job dissatisfaction are heavily influenced by student misbehavior. In a pivotal study, Jennings and Greenberg (2009) theorized the idea of a "burnout cascade" where stressed-out teachers struggle to manage the classroom's behavioral challenges. These struggles essentially perpetuate a vicious cycle of behavioral challenges, teacher exhaustion, and subsequent poor classroom climate. Alternatively, when students are well-behaved, teachers are able to cultivate positive student interactions, help prevent problematic behavior by means of high-quality relationships with students, and help support a positive classroom environment (Hamre & Pianta, 2005) which helps support self-efficacy in teachers.

Self-efficacy is a person's belief that he or she can experience success in a given challenge within a specific domain, or in other words, the confidence one has in his or her capabilities to achieve goals (Bandura, 1993). Bandura claimed that the beliefs surrounding self-efficacy operate through patterns and emotions that enable the effort needed for goal pursuit, persistence, recovering from setback, and securing a sense of control over the events in one's life. These notions apply to teachers and the general beliefs they have about themselves, their profession, and what can reasonably be achieved within the classroom and school setting (Skaalvik & Skaalvik, 2007).

Research has supported the notion that teachers low in self-efficacy, or those who feel less competent in classroom management and discipline, also experience higher levels of burnout (Friedman & Farber, 1992). A study by Skaalvik and Skaalvik (2007) found a relationship between low efficacy and high levels of burnout in teachers. Conversely, teachers who are high in efficacy experience greater job satisfaction, commitment to teaching, and management of challenges related to being a teacher (Caprara et al., 2006). Further, Caprara and colleagues (2006) found that student academic achievement is also improved by teacher self-competence. These strong findings provide a reason to address teacher self-efficacy.

SEL programs may improve teacher outcomes, like burnout levels, efficacy, as well as views of the school (Han and Weiss, 2005). Domitrovich and colleagues (2016) found that SEL programs can positively impact teacher beliefs. This could be a result of the impact of the program on students, a result of direct intervention exposure, programmatic coaching and collaboration throughout implementation, or a mix of all. To get a clearer picture of this impact, teacher qualities require some examination.

Teacher Indicators of Effective SEL Implementation

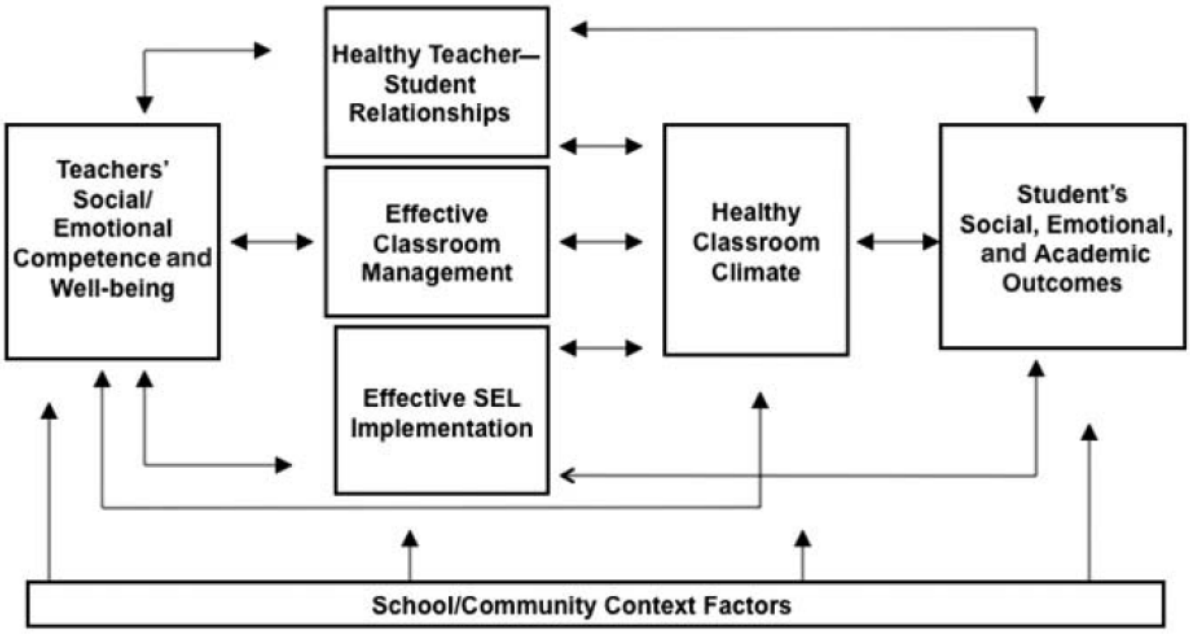
For SEL to be effective, teachers need to possess personal competencies that lead to optimal outcomes. This section will address teachers' social-emotional competence, beliefs in SEL, teacher-student relationships, high-quality teaching, and the impact these indicators have on SEL implementation.

Teacher Social Emotional Competence. SEL programs require teachers to be active participants in the delivery which expects a certain level of social-emotional competence. As discussed earlier, teacher stress and burnout affect the classroom, so when teachers are overextended themselves, it is hard to expect them to be socially and emotionally available for

the task at hand. This notion was supported by Ransford (2009) who reported that teachers high in burnout may be less likely to have the psychological energy needed to do more than the bare minimum, or try out new things in the classroom, even if there is a perceived benefit their students. In contrast, teachers with low burnout and high self-efficacy may be more willing to try new things with their students and be more available to support the psychological needs of their students (Ransford et al., 2009).

Researchers use the term social-emotional competence (SEC) to include emotional expression, emotion regulation, and emotion recognition (Zinsser et al., 2015), as well as self-awareness, social awareness, responsible decision making, self-management, and relationship management (CASEL, 2022; Zin et al., 2004). The Prosocial Classroom Model, as proposed by Jennings and Greenberg (2009), provides a model for the impact teacher's SEC has on classroom atmosphere and classroom outcomes. As shown in Figure 1, Jennings and Greenberg (2009) suggest that a teacher's SEC impacts the development and maintenance of supportive teacher student relationships. This could present as understanding the emotions of students and effectively responding to students' needs. Additionally, teachers high in SEC are more likely to effectively manage their classrooms. Jennings and Greenberg also suggest that teachers with high SECs are more effective in implementing SEL curriculum. A teacher's own SEC and understanding allows them to be better role models and better teachers of the emotional and social outcomes. Finally, SEC can be impacted by a variety of contextual factors, like school culture, school values, and leadership.

Figure 1
Jennings and Greenberg's prosocial classroom model of teacher social and emotional competence and classroom and student outcomes.



Researchers have supported the Prosocial Classroom model. Durlak (2016) indicated in a study of SEL implementation fidelity that a necessary ingredient is possession of sufficient skills (e.g., social-emotional skills), which appear to be more readily available in less-stressed out teachers. Additionally, Zinsser et al. (2015) reported that social-emotionally competent teachers tend to experience more success in the classroom. They further suggest that more emotionally supportive teachers have greater understanding of emotions and emotional regulation, allowing for greater emotional response in the classroom.

Teacher Beliefs in SEL. Given that teachers tend to be responsible for SEL program delivery, their feelings and beliefs about SEL can greatly impact buy-in, delivery and subsequent impact (Bowden et al., 2003). Teachers that feel comfortable, confident, and enthusiastic with their SEL program are more likely to adhere to a program's protocol (Elliott, 1988) and are more likely to continue using the program (Rohrbach et al., 1993). Additionally, research has shown

that teacher's commitment to SEL impacts program effectiveness (Bracket et al., 2012). Commitment means a willingness to integrate SEL into the classroom, as well as participating in professional development and continued learning in the areas of SEL, which influence the ability to implement SEL, as well as model skills the programs promote in students (Bracket et al., 2012).

Believing in the importance of teaching social and emotional skills through SEL, or buy-in, greatly affects a teacher's willingness to adhere and deliver SEL in their classroom (Buchanan et al., 2009). Teachers should view SEL as not just an "extra" task, but a critical component to educating the whole child and just as important as any other subject taught in school. These views are further impacted by the support system of the school. School culture can make or break the overall climate of the building for students and for teachers. If the school culture supports SEL programming, coupled with strong principal support, implementation quality tends to be high (Kam et al., 2003; Ransford et al., 2009).

There are many reasons why teachers may differ in their beliefs about SEL. Collie et al. (2012) suggest that these differences could depend teaching or subject priorities, a teacher's own social-emotional competence, or the overall climate within the school, or even the region or country. Holzberger et al. (2014) claimed that "a teacher's beliefs are inextricably intertwined with teaching practices and experiences."

I have discussed how positive SEL beliefs are associated with greater confidence in SEL implementation, openness to SEL programs, perceived program effectiveness, and SEL implementation (Bracket et al., 2012; Collie et al., 2015). It has also been shown that positive SEL beliefs are negatively associated with teacher burnout, but positively associated with self-efficacy for teaching (Bracket et al., 2012; Ransford et al., 2009). These results were further

supported by Collie et al. (2015) who uncovered 3 teacher profiles for SEL beliefs: SEL-thriver (high in SEL comfort, commitment, and culture), SEL-advocate (high in comfort and commitment, low culture), and SEL-striver (low comfort and culture, high commitment). The SEL-thriver group reported the lowest level of stress and highest level of job satisfaction and was statistically significantly different from the other two groups who had very similar results.

Teacher Student Relationships. Intertwined in social emotional competence and beliefs in SEL is building and sustaining meaningful relationships, which is one of the most powerful tools teachers have at their disposal for positive classroom climate and effective SEL implementation. Research on student-teacher relationships suggests that students who experience positive relationships with their teachers tend to have more empathy, compassion, and harmonious relationships with others (Bergin, 2018), which are all key aspects of SEL. Poulou (2017) found a correlation between teachers' perceptions of emotional competence and perceptions of close relationships with students, which suggests that these close relationships are likely to occur when teachers have the competency. Emotional competence may be a precursor to an effective classroom and management system, and the promotion of warm and healthy relationships (Poulou, 2017).

In terms of SEL beliefs, Poulou (2017) investigated how teacher-student relationships are predicted by teacher feelings of comfort and commitment to SEL practices. They found that students perceived a teacher's comfort and commitment with SEL as a major contributor to positive teacher-student relationships. Hamre and Pianta (2005) indicated a teacher's ability to foster positive student-teacher relationships and create a caring classroom climate coupled with effective integration of SEL programs led to improved student outcomes. This pattern was further substantiated by Jennings and Greenberg (2009), who reported that student-teacher

relationship quality, classroom management, and effective SEL program implementation, all mediate classroom and student outcomes.

High-Quality Teaching. A necessary aspect of effective SEL implementation is high-quality teaching. When student outcomes are analyzed through the SEL lens there tends to be emphasis on the students' social-emotional outcomes; however, academic outcomes also necessitate highlighting. A strong association exists between higher academic performance, both in grades and test scores, and positive teacher-student relationships (Jia et al., 2009). Students who feel liked and cared for in the classroom tend to be more engaged and put forth more effort in their schoolwork (Spilt et al., 2012). A recent study by Li and colleagues found that positive student teacher relationships predict higher quality teaching practices by means of cognitive engagement in the content, problem solving and critical thinking, and instructional monitoring (Li et al., 2022). In support of this notion, Hamre and Pianta (2005) noted that teachers' knowledge of child development allows for better designed learning experiences that enhance student social, emotional, and academic outcomes. Schonert-Reichl (2019) also indicated that teachers' knowledge and understanding of their students' social-emotional needs is crucial for high-quality teaching practices.

Supporting Social Emotional Competence of Teachers

The discussion around the importance of teachers' social-emotional competence has brought to light the necessity that teachers have the skills necessary to support kids, both academically and social-emotionally, for effective SEL implementation and positively associated outcomes. The following discussion will address SEL programmatic support and SEL interventions for teachers as possible teacher supports.

Programmatic Support

A common pitfall schools are known for is enacting new initiatives and/or programs at teachers without adequate initial or ongoing support. This undermines implementation fidelity and teacher buy-in, which both affect the quality of the outcomes. This can be especially tricky given times of stress and burnout, like the COVID-19 pandemic, when teachers are struggling just to show up every day. To avoid negative outcomes, initial and ongoing support to teachers are critical for success. Ransford and colleagues (2009) found a positive association between teachers' perceptions of administrative support of programmatic implementation quality and implementation. A possible explanation that Ransford suggests is that when teachers perceive higher levels of administrative support, they may feel more conscientious about their level of implementation, therefore increasing their buy-in.

In terms of training, both initial and ongoing support are needed to provide the most favorable outcomes for program implementation. When beginning an SEL program, proper introduction, rationale, and program components require addressing. Schonert-Reichl (2019) indicated that teachers who receive training in the behavioral and emotional factors that impact the classroom feel more equipped to implement positive strategies in their classrooms. While initial training provides basic details of SEL programs, additional coaching is important. Coaching extends into the academic year and allows for an opportunity to tailor individual teacher and/or building support and troubleshoot issues that present themselves over time (Ransford et al., 2009). Ransford also suggested that coaching opportunities provide ongoing feedback and continued skill development in real-time and real-world classroom experiences. Additionally, Ransford stated that coaching opportunities provide continuous feedback and skill development in real-world classroom settings. Research and social-cognitive theory suggest that

the ongoing support during coaching provides an opportunity for teachers to receive programmatic guidance and emotional support which conceptually facilitates teachers' success (Han and Weiss, 2005). As teachers receive this form of social support, teachers experience success, which helps alleviate stress, and facilitates greater programmatic implementation leading to improved outcomes (Domitrovich et al., 2016).

SEL Interventions for Teachers

Many current educators were not afforded the opportunity at the pre-service level to learn and understand the implications of their own social-emotional competence, and yet, they are expected to carry out SEL programs in their schools and classrooms. Teacher interventions have been recently developed and studied to help support those necessary skills. While this area of research is still in its infancy, there are some promising results.

One approach to intervening with teachers has been mindfulness. Numerous SEL programs for students incorporate mindfulness practices, so the extension to the teacher realm was relatively seamless. Mindfulness practices aim to reduce teacher stress by promoting emotional awareness and self-regulation by engagement in mindful awareness practices (Jennings et al., 2017). One such program is Cultivating Awareness and Resilience in Education (CARE), a mindfulness based professional development program designed to promote teachers' social emotional competence and improve classroom quality (Jennings et al., 2017). In an efficacy study, Jennings found that teachers in CARE reported significantly lower levels of physiological distress, higher levels of classroom emotional support (whereas control teachers declined in emotional support over the school year), and higher levels of emotion regulation and coping with difficult emotions in the classroom. In addition, a recent meta-analysis by Oliveira and colleagues (2021) revealed a promising start. The authors looked at twenty-five studies of

SEL teacher interventions for increasing social-emotional competence, well-being, positive emotions, job satisfaction, and a reduction in perceived psychological distress and burnout (Oliveira et al., 2021).

Research Background

Prior to conducing this dissertation, I actively participated in a project that directly contributed to the current study. I discuss this previous research because it informed the current research.

Missouri State Teachers' Association (MSTA) Study

During the fall of 2021, in the heart of the COVID-19 pandemic, I embarked on a concurrent mixed-methods study to investigate teachers' perceptions of student behavior and social-emotional learning programs after returning to the classroom from school closures. The research questions were:

1. Are schools implementing SEL during this transitional year?
2. Are students exhibiting increased behavioral challenges?
3. Is there a relationship between schools implementing SEL programs and students' behavior?

The sample consisted of 123 K-12 teachers across Missouri who responded to a survey invitation published in the Missouri State Teacher's Association newsletter. Teachers completed the surveys online 2-3 months after the start of the school year. They responded to whether their school was implementing an SEL program, and the degree of student behavior change on a 3-point Likert scale (1=better, 3= worse). An open-ended question asked, "Please explain how student behavior has changed."

Using content analysis, trained coders uncovered three themes from an analysis and data driven approach: (1) academic (less engagement, motivation, and achievement; increased apathy), (2) social (lacking social skills, increased peer conflict), and (3) emotional (emotion regulation challenges, increased anxiety/depression). Academic changes were reported most often (59.3%), followed by social (44.7%), and emotional changes (38.2%). Teachers with SEL programs in their schools were significantly less likely to report negative academic change in their students. The themes from this analysis (academic, social, and emotional change) were then used as part of the Leader in Me Resiliency Study, described next, and subsequently, this dissertation.

Leader in Me Resiliency Study

As a member of the Prosocial Development and Education Research Lab, I served as the team lead on the Leader in Me Effectiveness Study starting in the Spring of 2020. The project began right as the world was shutting down due to the COVID-19 pandemic. It was decided between the lab and the funding agency, FranklinCovey, that conducting an effectiveness study during this time would not be ideal considering all the school closures and constant disruptions. So, we pivoted. The lab proposed investigating how Leader in Me and other SEL programs might help support students and teachers in their recovery from the pandemic. This became my dissertation project.

Current Study

Building upon the MSTA study, the present dissertation focused on SEL in schools during COVID-19 and teacher well-being. This dissertation was influenced by the MSTA study by the incorporation of the student academic, social, and emotional behavior change items included in the measures. These items and themes were identified during the content analysis of

the MSTA study and used here to measure student behavior change upon the return to the classroom, as well as behavior change from SEL program implementation. The dissertation study investigated SEL impact during 2022, when student behaviors and teacher stress and burnout rates were especially heightened after two years of COVID-related disruptions, illness, and isolation.

By studying SEL's impact during COVID-19, we gain a better understanding of how we might be able to support both students and teachers, even during the most difficult of times. As a reminder, this mixed-methods study sought to gain a deeper understanding the role of SEL for improving teacher well-being through the following quantitative and qualitative research questions:

RQ1: Are there differences between teachers who had an SEL program at their school compared to those who did not with regards to their self-efficacy, teacher-student relationships, school climate, burnout, stress, coping, and student behavior change?

a. Do these results vary between elementary, middle, and high school teachers?

RQ2: Are there differences between teachers from the five different SEL programs regarding their self-efficacy, teacher-student relationships, school climate, burnout, stress, coping, and student behavior change, as well as SEL beliefs and perceived impact of SEL implementation?

RQ3: How do teachers describe their experiences with supporting the social-emotional needs of students through SEL?

a. What about SEL is most and least helpful for teachers?

b. How has SEL impacted teachers and their students?

Chapter Three: Methods

This chapter comprises of six sections. The first section outlines the research design. The second describes the participant sample. The third section describes the quantitative data collection. The fourth section describes the quantitative measures. The fifth section describes the qualitative data collection and the interview. And finally, the sixth section outlines the analytic plan to answer the research questions.

Research Design

Missouri K-12 teachers were surveyed via an online Qualtrics survey to learn more about their experiences during the return to in-person learning. Data from that survey were used in this dissertation. Building off of the MSTA study and the Leader in Me Resiliency Study, this study used an explanatory sequential mixed methods design (Creswell & Plano Clark, 2011), which included an online Qualtrics survey followed by in-depth participant interviews. Institutional Review Board (IRB) approval was obtained for this study. The survey had already been administered as part of the Leader in Me Resiliency Study funded by FranklinCovey. I used data from that survey and then gathered qualitative data.

Participants

Survey participants were 1,373 K-12 teachers during the 2021-2022 school year who resided in a Midwestern state, as shown in Table 1. The sample was relatively homogenous (96% White; 88% women) with racial demographics comparable to the census data (83% White, 12% Black, 2% Asian,) (U.S. Census Bureau, 2022) and teacher demographics for the state (96% White, 78% female) (Rhinesmith, 2020). The teachers averaged approximately 35 years old (range 21-70) and 11 years of teaching experience (range 1-40 years). 60% were elementary teachers, 32% were middle school teachers, and 8% were high school teachers.

Table 1
Demographic Characteristics of Teacher Survey Respondents

N	Total 1373
Gender (%)	
Woman	1213 (88.3)
Man	145 (10.6)
Non-binary	4 (0.3)
Prefer not to answer	11 (0.8)
Age (%)	
21-30	348 (25.3)
31-40	441 (32.1)
41-50	367 (26.7)
51-60	196 (14.3)
61-70	20 (1.5)
70+	1 (0.1)
Race (%)	
White	1318 (96.1)
Asian	5 (0.4)
Black	13 (0.9)
Native Hawaiian or Other Pacific Islander	1 (0.1)
American Indian or Alaskan Native	4 (0.3)
Other	14 (1.0)
Mix - 2 or more races	17 (1.2)
Grade (%)	
Elementary School (K-5th grade)	829 (60.5)
Middle School (6th-8th grade)	439 (32.0)
High School (9th-12th grade)	103 (7.5)
Total years teaching (%)	
1-5	340 (24.8)
6-10	278 (20.3)
11-15	259 (18.9)
16-20	221 (16.1)
21-25	166 (12.1)
26-30	77 (5.6)
31-35	20 (1.5)
36-40	7 (0.5)
40+	3 (0.2)

Quantitative Data Collection

During the spring of 2022, Missouri K-12 teachers were invited to complete the online Qualtrics survey about their experiences during the 2021-2022 school year. The invitation for

survey participation was sent via email listserv provided by the Network for Educator Effectiveness (NEE), affiliated with the University of Missouri. An additional listserv was provided by FranklinCovey to obtain teachers specifically from Leader in Me schools for the previously mentioned Resiliency study. There was a 9% response rate. Most participants completed the survey within fifteen minutes. As a thank you for participation, teachers received a $25 Amazon gift card upon completion of the online survey. The survey addressed challenges and resiliency, perceptions of students' experiences and behaviors, involvement in SEL (yes/no), and if involved in SEL, the perceived impact of social emotional learning on student and teacher well-being.

Quantitative Measures

The following instruments were administered in the Qualtrics survey (see Appendix B).

Teacher-Student Relationships. The modified version of the Student Teacher Relationship Scale (STRS) (Pianta, 2001; Pianta & Steinberg, 1992) consisted of 14 items and was used to assess closeness and conflict in teacher-student relationships. The STRS uses a 5-point Likert scale (1= Definitely does not apply, 5= Definitely applies). An example of a "closeness" item is "I share an affectionate, warm relationship with the students." An example of a conflict item is "The students and I always seem to be struggling with each other." The Cronbach's alpha for the warmth items for this study was α = .83, and the alpha for the conflict items was α = .78.

Teacher Self-Efficacy. The Teacher's Sense of Self-Efficacy was administered (Tschannen-Moran & Hoy, 2001). This scale consisted of 12 items and used a 9-point Likert scale (1= Not at all, 9- A great deal). The items ask about teacher efficacy in the areas of classroom management, student engagement, and instructional practices. Some examples of

items are “How much can you do to get students to follow classroom rules?” and “How much can you do to motivate students who show low interest in schoolwork?” The Cronbach’s alpha for the classroom management items for this study was α = .85, the alpha for the student engagement items was α = .81, and the alpha for the instructional practices items was α = .80.

Teacher Burnout. Teachers were administered 12 items of the Maslach Burnout Inventory- Educators Survey (Maslach et al., 2016) to measure the frequency of burnout symptoms over the past few months using 4 subscales: depersonalization, exhaustion, personal accomplishment, and dissatisfaction with teaching. Items were assessed on a 7-point (1= never, 7= every day) Likert scale. Sample items are “Working with students all day is really a strain for me” and “I feel emotionally drained from my work.” The Cronbach’s alpha for the depersonalization items for this study was α = .53, the alpha for the exhaustion items was α = .84, the alpha for the personal accomplishment item was α = .59, and the alpha for the dissatisfaction with teaching items was α = .63.

Teacher SEL Beliefs. The Teacher Social and Emotional Learning Beliefs Scale consisted of 12 items and 3 subscales (Brackett et al., 2012). This 5-point Likert scale (1= Strongly disagree, 5= Strongly agree) assessed teacher’s beliefs about social and emotional learning, specifically looking at comfort with SEL, commitment to learning about SEL, and perceptions of school support for SEL. Examples of items are “I feel confident in my ability to provide instruction on social and emotional learning” and “Taking care of my students’ social and emotional needs comes naturally to me.” The Cronbach’s alpha for the comfort items for this study was α = .84, the alpha for the commitment items was α = .86, and the alpha for the perceptions of school support items was α = .72.

Classroom Climate. The survey included 12 Items from the ED Climate Surveys: Instructional Staff Survey (Sciences., 2022). This 5-point Likert scale (1= Strongly disagree, 5= Strongly agree) assessed students' behavior in each teacher's class(es). Survey items addressed teachers' perceptions of honesty, kindness, effort, rule following, and personal responsibility in their students. Some examples of items on this scale are "Students are accepting of people who are different from them" and "Students treat others the way they want to be treated." The Cronbach's alpha for the climate items for this study was α = .92.

Coping. Teachers were asked a single item "How well are you coping with stress of your job right now?" using an 11-point Likert style scale from 0 ("not well") to 10 ("very well") (Herman et al., 2018).

Stress. Teachers were asked a single item "How stressful is your job?" and answered on an 11-point Likert scale from 0 ("not stressful") to 10 ("very stressful") (Herman et al., 2018).

Student Behavior Change. Teachers were asked about student behavior change in academics, social skills, and emotions by answering the following question: "Comparing student behavior pre-COVID to present day, how have the following student behaviors changed?" This 5- point Likert scale ranged from 1 ("Gotten much worse") to 5 ("Gotten much better") and was developed from the data from the MSTA study discussed earlier. Survey items addressed student behavior pre-COVID to present day by asking how have student behaviors changed? Items asked about student engagement, general social skills, anxiety/depression. Sample items include following classroom expectations, apathy aggression, peer conflict, and emotion regulation. The Cronbach's alpha for the academic items for this study was α = .78, the alpha for the social items was α = .76, and the alpha for the emotional items was α = .81. Only teachers with SEL programs were also asked, "Earlier you compared student behavior pre-COVID to present day.

Which of the following student behaviors has implementing your school's SEL program affected?" This scale utilized the same 5-point Likert scale 1 ("Gotten much worse") to 5 ("Gotten much better") for academics, social, and emotional items. The Cronbach's alpha for the academic items for this study was α = .86, the alpha for the social items was α = .82, and the alpha for the emotional items was α = .83. Items for this scale were developed by members of the Prosocial Development and Education Research Lab with data from the MSTA study. Full scale instrument development for these items is beyond the scope of this study. It was decided to create subscales based on logic and face validity and to perform preliminary testing of items in this study.

Demographics. Teachers' gender, age, race/ethnicity, grade level, and total years teaching were gathered from a preselected list of options. We asked for the school district name to obtain district level student demographics (i.e., F/RPL, rurality). Teachers also selected their school's SEL program status (yes/no), and if yes, the program(s) currently being implemented (Leader in Me, PBIS, etc.).

Qualitative Data Collection and Measures

To explain the results from the quantitative study and further explore teachers' feelings and beliefs about SEL, the specific components of SEL programs that are most and least helpful for teachers in their role of SEL delivery, and impact on teachers and students, teachers were interviewed. Interview participants were recruited via email invitation from the pool of 1,373 teachers from the initial online survey, which asked teachers if they would be interested in completing a follow-up. Of the 500 participants from SEL schools indicating interest in the follow-up interview, I focused on contacting teachers from schools of the different SEL programs (e.g., Leader in Me, PBIS, Second Step, Zones of Regulation, and SEL Other) with

aims of interviewing 4-8 teachers from each of the 5 main SEL programs addressed in the initial survey.

A total of twenty teachers participated in semi-structured interviews conducted on Zoom (see Table 2 for demographics). I was able to recruit 4 teachers from each of the 4 main SEL programs, and 4 teachers from "Other SEL" programs. Within the different SEL programs, I focused on recruiting teachers from elementary and middle school levels because most of the quantitative participants were from those levels. Within each SEL program, I targeted varying gender, race/ethnicity, age, and years of teaching experience, to ensure the most diverse sample possible. Interviews took approximately one hour to complete and occurred on Zoom. Interviews were audio recorded for transcription and data analysis. As a thank you for participation, teachers received a $50 Amazon gift card for interview completion.

Table 2
Teacher Demographic Characteristics of Follow-Up Interview Participants

N	Total 20
Gender (%)	
Woman	15 (75)
Man	4 (20)
Non-binary	1 (5)
Prefer not to answer	-
Age (%)	
21-30	2 (10)
31-40	8 (40)
41-50	7 (35)
51-60	3 (15)
61-70	-
70+	-
Race (%)	
White	18 (90)
Asian	1 (5)
Black	1 (5)
Native Hawaiian or Other Pacific Islander	-
American Indian or Alaskan Native	-
Other	-
Mix - 2 or more races	-
Grade (%)	
Elementary School (K-5th grade)	8 (40)
Middle School (6th-8th grade)	10 (50)
High School (9th-12th grade)	2 (10)
Total years teaching (%)	
1-5	3 (15)
6-10	6 (30)
11-15	3 (15)
16-20	1 (5)
21-25	6 (30)
26-30	1 (5)
31-35	-
36-40	-
40+	-

During the interview teachers responded to eighteen questions about SEL in their schools (see Appendix C). Questions were divided up into three categories: Students and SEL, Teachers and SEL, and Support for SEL. Some examples of the questions are:

1. What aspects of [X program] are most helpful for teachers? How (or why)?
2. What aspects of [X program] are least helpful for teachers? How (or why)?
3. Overall, how do you feel about supporting the social-emotional needs of students?
4. What student behaviors have changed as a result of [X program]? What other aspects of schooling have changed? (Do they make comments about attendance, anxiety, helpfulness, compliance, learning, test scores, grades, bullying, happiness

Analytic Plan

Quantitative Analyses

Preliminary Analyses. Data from this study were entered into IBM SPSS Version 28 (SPSS Inc., 2021) for data cleaning and basic descriptives. Data were inspected for accuracy. Means and standard deviations were deemed plausible. Upon completion of data cleaning, the file was downloaded and imported into RStudio (RStudio, 2020) for the remainder of the analyses.

Missing data. The Qualtrics survey administered for this study was a forced response survey, meaning all questions required responses prior to moving forward in the survey; however, participants were able to exit the interview at any time in keeping with IRB policies. Additionally, in order to qualify for the survey incentive, each teacher was required to complete the survey in its entirety. In doing so, this study was able to avoid common issues with missing data.

Descriptive Statistics and Correlation Coefficients. Means, standard deviations, and bivariate correlations among study variables were gathered and reported for the overall sample. A comparison of SEL and non-SEL teacher and classroom level descriptive statistics by group (SEL vs. Non-SEL) and by SEL program type (Leader in Me, PBIS, etc.) were also gathered and reported.

Main Quantitative Analyses. To address RQ1, two-level random intercept models were modeled using the lmerTest package (Kuznestova et al., 2017) in RStudio 1.4.1106 (RStudio Team, 2020) with restricted maximum likelihood estimation. I analyzed the main effects of SEL program participation (yes/no- independent variable) by employing a series of multi-level models with the seven outcomes (dependent variables) while controlling for teacher demographics. The continuous variables were standardized, which enabled regression coefficients to be interpreted as standardized regression coefficients. Simple main effects were calculated to assess whether there were SEL vs. non SEL differences, while incorporating hand calculated Bonferroni adjusted alpha levels to avoid issues with multiple comparison. On the survey, teachers originally indicated school district (not school building), but I was able to locate individual school buildings via previously mentioned email listservs. Locating school building enabled me to appropriately account for a nested/grouping structure needed for a multi-level model. Therefore, grouping at school building (Level 2) was accounted for. The rationale for grouping is that there might be lack of independence in teachers' responses because they are in the same school building, so accounting for the nested structure ensures that the standard errors are not underinflated leading to higher Type I errors. Here is an example of one of the equations:

Level 1: $Y_{ij} = \beta_{0j} + \beta_{1j}(\text{SEL (Yes/No)}) + \beta_{2j}(\text{Grade}) + \beta_{3j}(\text{Gender}) + \beta_{4j}(\text{Age}) + \beta_{5j}(\text{Race}) + \beta_{6j}(\text{Years Teaching}) + r_{ij}$

Level 2: $\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{School}_j) + u_{oj}$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

For RQ2, two-level random intercept models were modeled using the lmerTest package (Kuznestova et al., 2017) in RStudio 1.4.1106 (RStudio Team, 2020) with restricted maximum likelihood estimation. I analyzed the main effects of SEL program type (Leader in Me, PBIS, etc.) on previously mentioned teacher outcomes, in addition to SEL beliefs and student behavior change. This was achieved by employing a series of multi-level models with the outcomes (dependent variables) while controlling for teacher demographics, similar to the methods presented in RQ1. The continuous variables were standardized, which enabled regression coefficients to be interpreted as standardized regression coefficients. Main effects were calculated to assess whether there were SEL program differences, while incorporating Bonferroni adjusted alpha levels to again avoid issues with multiple comparison.

Qualitative Analysis

For RQ3, teacher interviews were audio recorded and then transcribed using TranscribeMe. Before commencing the coding process, I recruited five team members (three doctoral students, 1 postdoctoral fellow, and one faculty) from the Prosocial Development and Education Research lab to assist with the analysis. As the lead researcher, I coded all twenty interviews, while other members of the team coded between four and eight interviews, ensuring each interview was double coded, at minimum. The research team applied thematic analysis (TA) to analyze interview questions, which is a process that guides identification, analysis, and reporting of patterns within the transcribed data (Braun & Clarke, 2012). This approach helped to

categorize teacher experiences with SEL into themes and subthemes. Responses for each question could be coded more than once allowing for appropriate theme identification and to accurately capture each teacher's detailed answers. For the first round of coding, the deidentified responses from the transcriptions were independently and inductively coded, which is a process whereby the researcher reads and interprets raw textual data to develop concepts, themes or a process model through interpretations based on data (Chandra & Shang, 2019). The labels from this round of coding were subsequently organized into a data matrix table that was generated to respond to the research question. After completing the first round, the research team of six met to discuss coding and reduce responses from labels into themes. Then using the newly established themes, the research team independently re-coded the interviews in Qualtrics for round two. Upon completion of the second round, themes were further reduced by the team, and consensus on themes was reached during group discussion. Using the last agreed upon themes, a new Qualtrics survey was used for the research team to complete one final round of independent coding, with each question being double coded, at minimum. Upon completion of the final round, the lead researcher examined agreement. Disagreements were discussed and resolved by reaching consensus (Creswell, 2013).

Positionality. The primary researcher identifies as a White female from the Mid-West and is a doctoral candidate in educational psychology with experience as a school counselor as well as experience with thematic analysis. The additional raters consisted of three graduate student researchers identifying as Asian female, Southeast Asian female, and Black female; one faculty member identifying as White female; and one post-doctoral fellow identifying as White female.

Chapter Four: Results

Experts on mixed method designs recommend reporting results in the sequence with which they were conducted (Levitt et al, 2018). Given these recommendations, quantitative results are presented first, followed by the qualitative results, resulting in four sections in this chapter: (1) quantitative SEL and non-SEL sample group comparisons and aggregated by grade level, (2) quantitative SEL program comparisons and aggregated by grade level, (3) additional quantitative exploratory analyses, and (4) qualitative thematic analysis.

Quantitative Results

SEL and Non-SEL Sample Group Comparison

A summary of teacher level demographic data by SEL and non- SEL status is provided in Table 3. Demographics include gender, age, race, grade level taught, and total years teaching.

Table 3

Comparison of Demographic Characteristics of SEL and Non-SEL Teachers

Teacher Characteristics

	Total	No SEL	SEL
N	1373	485	888
Gender (%)			
Woman	1213 (88.3)	424 (87.4)	789 (88.9)
Man	145 (10.6)	55 (11.3)	90 (10.1)
Non-binary	4 (0.3)	1 (0.2)	3 (0.3)
Prefer not to answer	11 (0.8)	5 (1.0)	6 (0.7)
Age (%)			
21-30	348 (25.3)	110 (22.7)	238 (26.8)
31-40	441 (32.1)	163 (33.6)	278 (31.3)
41-50	367 (26.7)	128 (26.4)	239 (26.9)
51-60	196 (14.3)	77 (15.9)	119 (13.4)
61-70	20 (1.5)	7 (1.4)	13 (1.5)
70+	1 (0.1)	0 (0.0)	1 (0.1)
Race (%)			
White	1318 (96.1)	466 (96.3)	852 (95.9)
Asian	5 (0.4)	2 (0.4)	3 (0.3)
Black	13 (0.9)	3 (0.6)	10 (1.1)
Native Hawaiian or Other Pacific Islander	1 (0.1)	1 (0.2)	0 (0.0)
American Indian or Alaskan Native	4 (0.3)	1 (0.2)	3 (0.3)
Other	14 (1.0)	5 (1.0)	9 (1.0)
Mix - 2 or more races	17 (1.2)	6 (1.2)	11 (1.2)
Grade (%)			
Elementary School (K-5th grade)	829 (60.5)	254 (52.6)	575 (64.8)
Middle School (6th-8th grade)	439 (32.0)	176 (36.4)	263 (29.6)
High School (9th-12th grade)	103 (7.5)	53 (11.0)	50 (5.6)
Total years teaching (%)			
1-5	340 (24.8)	116 (24.0)	224 (25.2)
6-10	278 (20.3)	88 (18.2)	190 (21.4)
11-15	259 (18.9)	100 (20.7)	159 (17.9)
16-20	221 (16.1)	78 (16.1)	143 (16.1)
21-25	166 (12.1)	62 (12.8)	104 (11.7)
26-30	77 (5.6)	29 (6.0)	48 (5.4)
31-35	20 (1.5)	7 (1.4)	13 (1.5)
36-40	7 (0.5)	2 (0.4)	5 (0.6)
40+	3 (0.2)	1 (0.2)	2 (0.2)

Teacher Survey Responses. Descriptive statistics for teacher survey ratings are provided in Table 4. Overall, teachers reported relatively high levels of self-efficacy in classroom management and student engagement, with the highest levels in fostering instructional practices. Teachers perceived their relationships with students to be high in warmth and relatively low in conflict, while the overall climate of the teacher's classrooms was mid-range. In terms of burnout, teachers were low in depersonalization and high in exhaustion. Stress levels were relatively high, while coping was mid-range. Teachers also reported on student behavior change comparing pre-COVID behavior to present day. Teachers' responses indicated worsening of student emotional struggles (e.g., anxiety, depression) and academic struggles (following school rules and polices, attendance), with student social skills (e.g., peer conflict, general social skills) as most problematic.

Table 4
Teacher Survey Ratings Comparing SEL and Non-SEL Teachers; Means (Standard Deviations)

	Overall	No SEL	SEL		
N	1373	485	888	*t*-statistic	Cohen's *d*
Climate	3.07 (0.71)	2.95 (0.71)	3.14 (0.70)	-4.99***	.28
Teacher Self-Efficacy: Classroom Management	6.95 (1.18)	6.73 (1.18)	7.07 (1.16)	-5.15***	.29
Teacher Self-Efficacy: Student Engagement	6.47 (1.21)	6.19 (1.18)	6.63 (1.20)	-6.70***	.38
Teacher Self-Efficacy: Instructional Practices	7.33 (1.06)	7.20 (1.07)	7.40 (1.05)	-3.42**	.19
Teacher-Student Relationships: Warmth	4.51 (0.45)	4.45 (0.47)	4.54 (0.44)	-3.54***	.20
Teacher-Student Relationships: Conflict	2.38 (0.68)	2.43 (0.67)	2.35 (0.68)	1.90	.11
Burnout: Exhaustion	4.44 (1.55)	4.60 (1.54)	4.36 (1.54)	2.74*	.15
Burnout: Personal Accomplishment	2.18 (0.95)	2.31 (1.01)	2.11 (0.90)	3.73***	.22
Burnout: Depersonalization	1.75 (0.90)	1.78 (0.85)	1.73 (0.93)	0.98	.05
Burnout: Dissatisfaction	2.75 (1.29)	2.93 (1.30)	2.65 (1.28)	3.80**	.22
Student Academic Change	1.88 (0.48)	1.85 (0.47)	1.90 (0.48)	-2.10	.12
Student Social Change	1.76 (0.57)	1.79 (0.58)	1.74 (0.57)	1.53	.09
Student Emotional Change	1.91 (0.56)	1.93 (0.54)	1.90 (0.56)	1.06	.29
Stress	7.12 (1.66)	7.13 (1.66)	7.11 (1.66)	0.21	.01
Coping	5.16 (1.92)	5.01 (1.87)	5.25 (1.94)	-2.25*	.13

Note: Bonferroni adjusted *p*-values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Differences Between Teachers with SEL and without SEL. Table 4 revealed descriptives between the responses of teachers from schools with SEL compared to those teachers from schools without SEL. Results indicated that SEL teachers perceived greater self-efficacy in classroom management, student engagement, and instructional practices. Teachers with SEL reported more warmth in their teacher-student relationships and overall better classroom climate. As for burnout, teachers with SEL reported lower levels of exhaustion, lower levels of negative personal accomplishment, and lower levels of dissatisfaction with teaching. While all teachers experienced similar levels of increased stress, those with SEL reported better coping. Interestingly, teachers with SEL reported more academic change in their students compared to non-SEL teachers. Statistical significance between the groups will be explored in the hierarchical linear regression section.

Correlations. Correlations of the study variables for all teachers (with and without SEL) are presented in Table 5. In most cases, the survey scales have statistically significant correlations with one another. Of note in terms of teacher burnout, exhaustion was positively correlated with stress and negatively correlated with coping. Teachers' self-efficacy for student engagement was positively correlated with warm teacher student relationships and negatively correlated with conflict.

Table 5
Correlations of Teacher Survey Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Climate	--													
2. Teacher Self-Efficacy: Classroom Management	.38**	--												
3. Teacher Self-Efficacy: Instructional Practices	.19**	.52**	--											
4. Teacher Self-Efficacy: Student Engagement	.40**	.64**	.51**	--										
5. Stress	-.21**	-.16**	-.02	-.08*	--									
6. Coping	.20**	.30**	.19**	.22**	-.48**	--								
7. Teacher-Student Relationships: Warmth	.36**	.33**	.30**	.40**	.03	.06	--							
8. Teacher-Student Relationships: Conflict	-.45**	-.42**	-.25**	-.35**	.19**	-.20**	-.42**	--						
9. Student Academic Change	.38**	.16**	.01	.18**	-.23**	.21**	.06	-.17**	--					
10. Student Emotional Change	.24**	.09**	.02	.05	-.19**	.17**	-.02	-.14**	.56**	--				
11. Student Social Change	.28**	.10**	-.02	.05	-.23**	.15**	-.05	-.15**	.57**	.67**	--			
12. Burnout: Disassociation	-.31**	-.32**	-.21**	-.31**	.38**	-.46**	-.27**	.30**	-.17**	-.08*	-.11**	--		
13. Burnout: Exhaustion	-.34**	-.36**	-.16**	-.28**	.60**	-.55**	-.17**	.39**	-.25**	-.18**	-.22**	.59**	--	
14. Burnout: Depersonalization	-.25**	-.30**	-.24**	-.31**	.21**	-.21**	-.37**	.42**	-.12**	-.06	-.06	.46**	.46**	--
15. Burnout: Personal Accomplishment	-.35**	-.39**	-.30**	-.41**	.09*	-.27**	-.49**	.33**	-.11**	-.01	-.01	.50**	.25**	.35**

*= $p<.01$ and **=$p<.001$

Hierarchical Linear Regression. Table 6 lists the scales and their intraclass correlations (ICC) to indicate the proportion of variation between schools. The ICC helps to identify the variation amongst teachers from the same schools, or the within school variance. For instance, the ICC for classroom climate is .149, which means that approximately 15% of the variance in classroom climate was between schools and 85% of the variance was within schools. This suggests that the majority of the variance comes from teachers from the same school.

Table 6
ICCs for Teacher Survey Variables

Scale Name	Subscales	ICC
Teacher Self-Efficacy	Classroom Management	.037
	Student Engagement	.063
	Instructional Practices	.038
Teacher-Student Relationships	Warmth	.097
	Conflict	.046
Teacher Burnout	Exhaustion	.021
	Depersonalization	.027
	Dissatisfaction with teaching	.048
	Personal Accomplishment	.047
Climate	-	.149
Stress	-	.041
Coping	-	.005
Student Behavior Change Since COVID	Academic	.065
	Social	.010
	Emotional	.038

Teachers' scores from each scale were used as dependent variables. The raw data from each scale was standardized using a z-score transformation for dependent variables. Research question number 1 was answered in a series of hierarchical linear models, with teachers at level 1 and schools at level 2. Because teachers within the same schools cannot be considered independent, each model necessitated a nested structure to account for school variation. Teachers' characteristics were included in each model as covariates: gender, age, race, grade

level, and total years teaching. The regressions tested for differences in outcomes for teachers with and without SEL programs in their schools with hand-calculated Bonferroni adjusted alpha levels. On the teacher self-efficacy scale, teachers from schools with SEL perceived statistically significantly higher levels of self-efficacy in the areas of classroom management $b = .28$ $p < .001$, student engagement $b = .33$ $p < .001$, and instructional practices $b = .21$ $p < .001$ when compared to teachers in schools without SEL (see Table 7). The teacher-student relationship scale demonstrated that teachers with SEL perceived relationships with their students with statistically significantly more warmth $b = .14$ $p = .007$, but there were no differences in the amount of conflict in teacher student relationships between SEL and non SEL teachers (see Table 7). SEL participation also appears to impact levels of teacher burnout, with teachers from schools with SEL experiencing statistically significantly less exhaustion $b = -.16$ $p < .05$, negative feelings of personal accomplishment $b = -.18$ $p < .01$, and dissatisfaction with teaching $b = -.21$ $p < .001$ (see Table 8). SEL program participation predicted positive classroom climate $b = .20$ $p < .001$. Interestingly, there were no differences in the stress levels of teachers from SEL or non SEL schools, but those teachers with SEL reported statistically significantly higher levels of coping $b = .27$ $p < .05$ (see Table 9). Upon the return to school, teachers from both SEL and non-SEL schools indicated worsened student behavior, but there were no statistically significant differences on student academic, emotional, or social behaviors (see Table 10).

Table 7

Multi-Level Regression Models Predicting Teachers' Perceptions of Self-Efficacy for Classroom Management, Student Engagement, and Instructional Practices and Teacher Student Relationships in Warmth and Conflict (N = 1366)

	Teacher Self-Efficacy			**Teacher Student Relationships**	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.47 (0.07)***	-.22 (0.07)**	-.44 (0.07)***	.20 (0.07)**	.13 (0.07)
SEL Program (Non-SEL reference group)					
SEL	**.28 (0.06)*** **	**.33 (0.06)*** **	**.21 (0.06)*** **	**.14 (0.05)** **	**-.08 (0.06)**
Grade (Elementary School (K-5th grade) reference group)					
Middle School (6th-8th grade)	-.03 (0.06)	-.32 (0.06)***	.06 (0.06)	-.52 (0.06)***	.24 (0.06)***
High School (9th-12th grade)	.05 (0.11)	-.22 (0.11)*	.22 (0.11)*	-.29 (0.10)**	.11 (0.11)
Gender (Female reference group)					
Male	.02 (0.09)	-.13 (0.09)	-.32 (0.09)***	-.65 (0.09)***	.15 (0.09)
Non-binary	.25 (0.49)	.15 (0.49)	.24 (0.49)	-.04 (0.47)	-.75 (0.49)
Prefer not to answer	-.34 (0.32)	-.06 (0.32)	.34 (0.32)	.00 (0.31)	-.18 (0.33)
Age (21-30 reference group)					
Age 31-40	.05 (0.09)	.02 (0.09)	.04 (0.09)	.03 (0.09)	-.17 (0.10)
Age 41-50	.29 (0.11)**	.12 (0.11)	.15 (0.11)	.12 (0.11)	-.32 (0.11)**
Age 51-60	.12 (0.13)	.04 (0.13)	.10 (0.13)	-.04 (0.12)	-.34 (0.13)**
Age 61-70	-.20 (0.26)	-.57 (0.26)*	-.63 (0.26)*	-.18 (0.25)	.01 (0.27)
Age 70+	-1.23 (1.24)	-1.71 (1.23)	-.85 (1.24)	-4.19 (1.18)***	-1.26 (1.25)
Race (White reference group)					
Asian	.29 (0.44)	.39 (0.44)	-.97 (0.44)*	-.67 (0.42)	-.40 (0.44)
Black	.28 (0.27)	.65 (0.27)*	.25 (0.27)	.70 (0.26)**	-.26 (0.28)
Native Hawaiian or Other Pacific Islander	-1.27 (0.98)	-1.06 (0.97)	.32 (0.97)	-.01 (0.93)	1.34 (0.98)
American Indian or Alaskan Native	.24 (0.49)	.24 (0.48)	-.29 (0.49)	.43 (0.46)	.38 (0.49)
Other	-.64 (0.27)*	-.35 (0.27)	-.68 (0.27)*	-.42 (0.26)	.73 (0.28)**
Mix race - 2 or more races	-.05 (0.24)	.29 (0.24)	.00 (0.24)	.21 (0.23)	.04 (0.24)
Years Teaching (1-5 reference group)					
Years teaching 6-10	.20 (0.09)*	.11 (0.09)	.22 (0.09)*	-.04 (0.09)	.08 (0.09)
Years teaching 11-15	.24 (0.11)*	.05 (0.11)	.30 (0.11)**	-.08 (0.10)	.04 (0.11)
Years teaching 16-20	.29 (0.12)*	.17 (0.11)	.27 (0.12)*	-.13 (0.11)	-.05 (0.12)
Years teaching 21-25	.26 (0.13)*	.12 (0.13)	.46 (0.13)***	-.10 (0.12)	-.07 (0.13)
Years teaching 26-30	.26 (0.16)	.26 (0.16)	.59 (0.16)***	.01 (0.15)	-.05 (0.16)
Years teaching 31-35	.66 (0.26)*	.25 (0.26)	.71 (0.26)**	-.49 (0.25)*	.20 (0.26)
Years teaching 36-40	.07 (0.40)	.49 (0.40)	.51 (0.40)	-.33 (0.38)	-.04 (0.40)
Years teaching 40+	.89 (0.72)	1.20 (0.71)	.38 (0.72)	-.39 (0.68)	.00 (0.73)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 8

Multi-Level Regression Models Predicting Teachers' Perceptions of Teacher Burnout in Depersonalization, Exhaustion, Personal Accomplishment, and Dissatisfaction with Teaching (N = 1366)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.02 (0.07)	.19 (0.07)**	.05 (0.07)	.14 (0.07)
SEL Program (Non-SEL reference group)				
SEL	**-.02 (0.06)**	**-.16 (0.06)***	**-.18 (0.06)****	**-.21 (0.06)*****
Grade (Elementary School (K-5th grade) reference group)				
Middle School (6th-8th grade)	.21 (0.06)***	.10 (0.06)	.32 (0.06)***	.15 (0.06)*
High School (9th-12th grade)	.30 (0.11)**	-.07 (0.11)	.42 (0.11)***	.14 (0.11)
Gender (Female reference group)				
Male	.41 (0.09)***	-.08 (0.09)	.25 (0.09)**	.14 (0.09)
Non-binary	-.47 (0.50)	.44 (0.50)	-.67 (0.49)	-.11 (0.49)
Prefer not to answer	-.19 (0.33)	-.14 (0.33)	-.14 (0.32)	.10 (0.32)
Age (21-30 reference group)				
Age 31-40	-.12 (0.10)	-.22 (0.10)*	-.20 (0.09)*	-.27 (0.09)**
Age 41-50	-.24 (0.11)*	-.37 (0.11)**	-.23 (0.11)*	-.39 (0.11)***
Age 51-60	-.30 (0.13)*	-.49 (0.13)***	-.23 (0.13)	-.53 (0.13)***
Age 61-70	-.52 (0.27)	-.54 (0.27)*	-.56 (0.27)*	-.79 (0.27)**
Age 70+	.32 (01.26)	-.30 (1.26)	2.44 (1.25)	.08 (1.25)
Race (White reference group)				
Asian	.11 (0.44)	-.88 (0.45)	.76 (0.44)	-.18 (0.44)
Black	-.55 (0.28)*	-.49 (0.28)	-.41 (0.27)	-.51 (0.27)
Native Hawaiian or Other Pacific Islander	.35 (0.99)	-.91 (0.99)	.17 (0.98)	-.63 (0.98)
American Indian or Alaskan Native	-.23 (0.49)	.83 (0.50)	.35 (0.49)	.85 (0.49)
Other	.24 (0.28)	.22 (0.28)	.47 (0.27)	.58 (0.27)*
Mix race - 2 or more races	.22 (0.24)	.33 (0.24)	-.15 (0.24)	.00 (0.24)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.09 (0.09)	.19 (0.09)*	.09 (0.09)	.33 (0.09)***
Years teaching 11-15	.06 (0.11)	.17 (0.11)	.14 (0.11)	.25 (0.11)*
Years teaching 16-20	.05 (0.12)	.13 (0.12)	.07 (0.12)	.17 (0.12)
Years teaching 21-25	.03 (0.13)	.22 (0.13)	.06 (0.13)	.24 (0.13)
Years teaching 26-30	.15 (0.16)	.34 (0.16)*	.00 (0.16)	.32 (0.16)*
Years teaching 31-35	.35 (0.26)	.01 (0.26)	.15 (0.26)	-.06 (0.26)
Years teaching 36-40	-.03 (0.41)	-.03 (0.41)	.33 (0.40)	.12 (0.40)
Years teaching 40+	-.36 (0.73)	.44 (0.73)	-.09 (0.72)	1.14 (0.72)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 9

Multi-Level Regression Models Predicting Teachers' Perceptions of Classroom Climate, Stress, and Coping (N = 1366)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.03 (0.07)	.11 (0.07)	4.78 (0.14)***
SEL Program (Non-SEL reference group)			
SEL	**.20 (0.06)*** **	**-.04 (0.06)**	**.27 (0.11)***
Grade (Elementary School (K-5th grade) reference group)			
Middle School (6th-8th grade)	-.60 (0.06)***	-.16 (0.06)*	.08 (0.12)
High School (9th-12th grade)	-.30 (0.11)**	-.17 (0.11)	.13 (0.21)
Gender (Female reference group)			
Male	-.07 (0.09)	-.09 (0.09)	.16 (0.18)
Non-binary	.24 (0.47)	.39 (0.49)	-1.64 (0.96)
Prefer not to answer	.64 (0.31)*	.14 (0.33)	-.73 (0.63)
Age (21-30 reference group)			
Age 31-40	-.04 (0.09)	-.17 (0.10)	.22 (0.18)
Age 41-50	.03 (0.11)	-.27 (0.11)*	.15 (0.22)
Age 51-60	.02 (0.13)	-.33 (0.13)*	.45 (0.25)
Age 61-70	.30 (0.26)	-.72 (0.27)**	.30 (0.52)
Age 70+	-.65 (1.21)	-.57 (1.26)	.38 (2.43)
Race (White reference group)			
Asian	.84 (0.43)	-1.22 (0.45)**	.27 (0.86)
Black	.33 (0.27)	-.85 (0.28)**	.86 (0.53)
Native Hawaiian or Other Pacific Islander	-.74 (0.95)	-1.50 (0.99)	.02 (1.91)
American Indian or Alaskan Native	-.95 (0.47)*	.72 (0.49)	-.65 (0.96)
Other	-.42 (0.27)	-.19 (0.28)	-.45 (0.53)
Mix race - 2 or more races	-.10 (0.23)	.23 (0.24)	-.54 (0.47)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.01 (0.09)	.24 0(.09)*	-.31 (0.18)
Years teaching 11-15	.12 (0.11)	.21 (0.11)	-.03 (0.21)
Years teaching 16-20	.19 (0.11)	.20 (0.12)	.18 (0.23)
Years teaching 21-25	.01 (0.13)	.30 (0.13)*	.09 (0.26)
Years teaching 26-30	.06 (0.15)	.29 (0.16)	.06 (0.31)
Years teaching 31-35	-.06 (0.25)	-.18 (0.26)	1.13 (.50)*
Years teaching 36-40	.02 (0.39)	.77 (0.41)	.86 (0.78)
Years teaching 40+	.51 (0.70)	.63 (0.73)	.63 (1.41)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 10

Multi-Level Regression Models Predicting Teachers' Perceptions of Student Behavior Change (N = 1366)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.05 (0.07)	.01 (0.07)	-.02 (0.07)
SEL Program (Non-SEL reference group)			
SEL	**.06 (0.06)**	**-.09 (0.06)**	**-.09 (0.06)**
Grade (Elementary School (K-5th grade) reference group)			
Middle School (6th-8th grade)	-.39 (0.06)***	-.21 (0.06)***	-.06 (0.06)
High School (9th-12th grade)	-.35 (0.11)**	-.29 (0.11)**	-.04 0(.11)
Gender (Female reference group)			
Male	.23 (0.09)*	.23 (0.09)*	.41 (0.09)***
Non-binary	.12 (0.49)	-.08 (0.50)	-.06 (0.50)
Prefer not to answer	-.08 (0.32)	-.08 (0.33)	-.32 (0.33)
Age (21-30 reference group)			
Age 31-40	-.03 (0.09)	.07 (0.10)	.07 (0.10)
Age 41-50	-.02 (0.11)	.06 (0.11)	.03 (0.11)
Age 51-60	.01 (0.13)	.05 (0.13)	.03 (0.13)
Age 61-70	.26 (0.27)	.21 (0.27)	.20 (0.27)
Age 70+	.27 (1.24)	1.56 (1.26)	1.94 (1.26)
Race (White reference group)			
Asian	.44 (0.44)	-.29 (0.45)	.08 (0.45)
Black	.10 (0.27)	-.19 (0.28)	-.24 (0.28)
Native Hawaiian or Other Pacific Islander	-.08 (0.98)	-.07 (0.99)	.84 (0.99)
American Indian or Alaskan Native	-.52 (0.49)	-.71 (0.50)	-.64 (0.50)
Other	.12 (0.27)	-.33 (0.28)	-.13 (0.28)
Mix race - 2 or more races	-.03 (0.24)	-.01 (0.24)	-.08 (0.24)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.04 (0.09)	-.03 (0.09)	-.05 (0.09)
Years teaching 11-15	.10 (0.11)	.12 (0.11)	.10 (0.11)
Years teaching 16-20	.20 (0.12)	.23 (0.12)*	.16 (0.12)
Years teaching 21-25	-.09 (0.13)	-.04 (0.13)	-.08 (0.13)
Years teaching 26-30	.02 (0.16)	.30 (0.16)	.10 (0.16)
Years teaching 31-35	-.04 (0.26)	-.22 (0.26)	.01 (0.26)
Years teaching 36-40	.14 (0.40)	.60 (0.41)	.11 (0.41)
Years teaching 40+	.24 (0.72)	.24 (0.73)	.82 (0.73)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Grade Level Hierarchical Linear Regression. The same analysis as presented earlier in this chapter were conducted, but this time each grade level (elementary, middle, and high) was analyzed individually. Teacher characteristics were included in each model as covariates: gender, age, race, and total years teaching. The regressions tested for differences in outcomes for teachers with and without SEL programs in their schools with Bonferroni adjusted alpha levels. On the teacher self-efficacy scale, teachers from elementary (see Table 11) perceived statistically significantly higher levels of self-efficacy in the areas of classroom management, student engagement, and instructional practices, when compared to teachers in schools without SEL b = .33 $p < .001$, b = .36 $p < .001$, and b = .22 $p < .01$, respectively. Teachers from middle schools with SEL (see Table 15) also perceived statistically significantly higher levels of self-efficacy in the areas of classroom management, student engagement, and instructional practices, when compared to teachers in schools without SEL .26 $p < .05$, b = .36 $p < .001$, and b = .25 $p < .05$, respectively. No differences were observed at the high school level (see Table 19). For teacher-student relationships, higher levels of warmth were observed only in middle school teachers with SEL b = .23 $p < .05$ when compared to middle school teachers without SEL (see Table 15).

Teachers from elementary schools with SEL experienced significantly less burnout in exhaustion and dissatisfaction with teaching b = -.21 $p < .05$ and b = -.24 $p < .05$, respectively (see Table 12), whereas middle school teachers from schools with SEL experienced significantly less burnout in personal accomplishment b = -.28 $p < .05$ (see Table 16). Table 13 and Table 17 show that for school climate, teachers from elementary and middle schools with SEL both experienced significantly better classroom climate b = .23 $p < .01$ and b = .22 $p < .05$, respectively, but no differences for high school (see Table 21). No differences in stress or coping

were observed at any grade level, as well as no observed differences in student academic, social, or emotional change.

Table 11

Multi-Level Regression Models Predicting Teachers' Perceptions of Self-Efficacy and Teacher Student Relationships in Elementary School Teachers (N= 825)

	Teacher Self-Efficacy			Teacher Student Relationships	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.51 (.09)***	-.40 (.09)***	-.44 (.09)***	-.04 (0.09)	.21 (0.09)*
SEL Program (non SEL reference group)					
SEL	**.33 (.08)*** **	**.36 (.07)*** **	**.22 (.07)** **	**.08 (0.08)**	**-.08 (0.08)**
Gender (Female reference group)					
Male	-.04 (.17)	-.18 (.17)	-.48 (.17)**	-.43 (0.17)*	.10 (0.17)
Non-binary	.07 (.69)	.35 (.70)	.28 (.69)	.03 (0.71)	-.90 (0.70)
Prefer not to answer	-.02 (.51)	.09 (.51)	-.12 (.51)	-.46 (0.52)	-.32 (0.51)
Age (21-30 reference group)					
Age 31-40	.04 (.12)	.02 (.12)	.01 (.11)	.00 (0.12)	-.22 (0.12)
Age 41-50	.37 (.14)**	.15 (.14)	.17 (.14)	.11 (0.14)	-.34 (0.14)*
Age 51-60	.11 (.17)	.05 (.17)	.06 (.17)	-.12 (0.18)	-.43 (0.18)*
Age 61-70	.00 (.38)	-.98 (.38)**	-.75 (.38)*	-.56 (0.39)	.33 (0.38)
Race (White reference group)					
Asian	1.86 (.98)+	1.55 (.98)	-1.02 (.97)	1.06 (1.00)	-1.74 (0.99)
Black	.34 (.37)	.87 (.37)*	.06 (.37)	.82 (0.38)*	-.30 (0.38)
Native Hawaiian or Other Pacific Islander	-1.26 (.98)	-1.09 (.98)	.24 (.98)	-.04 (1.00)	1.28 (0.99)
American Indian or Alaskan Native	-.71 (.69)	-.24 (.70)	-.88 (.69)	.73 (0.71)	1.39 (0.70)*
Other	-.47 (.36)	-.29 (.36)	-.43 (.35)	-.10 (0.36)	.63 (0.36)
Mix race - 2 or more races	.08 (.30)	.02 (.30)	.08 (.30)	.08 (0.31)	-.10 (0.30)
Years Teaching (1-5 reference group)					
Years teaching 6-10	.24 (.11)*	.17 (.11)	.28 (.11)*	.01 (0.11)	.08 (0.11)
Years teaching 11-15	.24 (.14)	.09 (.14)	.37 (.14)**	-.05 (0.14)	.13 (0.14)
Years teaching 16-20	.25 (.15)	.19 (.15)	.31 (.15)*	-.06 (0.15)	-.07 (0.15)
Years teaching 21-25	.17 (.18)	.10 (.18)	.53 (.17)**	.04 (0.18)	-.02 (0.18)
Years teaching 26-30	.16 (.21)	.21 (.21)	.60 (.21)**	.19 (0.22)	.04 (0.21)
Years teaching 31-35	.20 (.39)	.67 (.39)	.68 (.38)	.03 (0.40)	.08 (0.39)
Years teaching 36-40	.04 (.71)	.47 (.71)	-.61 (.71)	-.38 (0.73)	-.32 (0.72)
Years teaching 40+	.81 (.98)	.75 (.99)	.39 (.98)	-.16 (1.01)	.63 (1.00)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 12
Multi-Level Regression Models Predicting Teachers' Perceptions of Teacher Burnout in Elementary School Teachers (N= 825)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.11 (0.09)	.23 (0.09)**	.23 (0.09)**	.21 (.09)*
SEL Program (non SEL reference group)				
SEL	**.01 (0.08)**	**-.21 (0.08)***	**-.12 (0.08)**	**-.24 (.08)***
Gender (Female reference group)				
Male	.26 (0.17)	-.02 (0.17)	.18 (0.17)	.06 (.17)
Non-binary	-.32 (0.72)	.10 (0.70)	-.15 (0.71)	.48 (.70)
Prefer not to answer	-.18 (0.52)	-.39 (0.52)	-1.04 (0.52)*	-.59 (.51)
Age (21-30 reference group)				
Age 31-40	.02 (0.12)	-.14 (0.12)	-.16 (0.12)	-.19 (.12)
Age 41-50	-.03 (0.15)	-.18 (0.14)	-.17 (0.14)	-.17 (.14)
Age 51-60	-.02 (0.18)	-.19 (0.18)	-.16 (0.18)	-.25 (.18)
Age 61-70	-.11 (.39)	-.36 (0.38)	-.10 (0.39)	-.34 (.38)
Race (White reference group)				
Asian	-.50 (1.01)	-2.27 (0.99)*	-1.43 (1.00)	-1.60 (.98)
Black	-.53 (0.38)	-.98 (0.38)**	.18 (0.38)	-.43 (.38)
Native Hawaiian or Other Pacific Islander	.45 (1.01)	-.94 (0.99)	.27 (1.00)	-.57 (.98)
American Indian or Alaskan Native	.14 (0.72)	.83 (0.70)	1.12 (0.71)	.55 (.70)
Other	-.13 (0.37)	-.06 (0.36)	.15 (0.36)	.42 (.36)
Mix race - 2 or more races	-.09 (0.31)	.35 (0.30)	.18 (0.31)	-.03 (.30)
Years Teaching (1-5 reference group)				
Years teaching 6-10	-.08 (0.11)	.12 (0.11)	-.07 (0.11)	.23 (.11)*
Years teaching 11-15	-.17 (0.15)	.06 (0.14)	.00 (0.14)	.10 (.14)
Years teaching 16-20	-.22 (0.16)	-.10 (0.15)	-.08 (0.15)	.07 (.15)
Years teaching 21-25	-.19 (0.18)	-.01 (0.18)	.03 (0.18)	.01 (.18)
Years teaching 26-30	-.19 (0.22)	.18 (0.22)	-.17 (0.22)	-.04 (.21)
Years teaching 31-35	-.42 (0.40)	-.20 (0.39)	-.56 (0.40)	-.65 (.39)
Years teaching 36-40	-.49 (0.73)	-.99 (0.72)	-.05 (0.73)	-.36 (.72)
Years teaching 40+	-.53 (1.02)	.74 (1.00)	-.38 (1.01)	2.18 (.99)*

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 13

Multi-Level Regression Models Predicting Teachers' Perceptions of Classroom Climate, Stress and Coping in Elementary School Teachers (N = 825)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.19 (0.09)*	.00 (.09)	4.74 (0.17)***
SEL Program (non SEL reference group)			
SEL	**.23 (0.08)****	**-.05 (.08)**	**.22 (0.15)**
Gender (Female reference group)			
Male	-.16 (0.17)	-.17 (.17)	.06 (0.32)
Non-binary	-.29 (0.71)	.79 (.69)	-3.46 (1.36)*
Prefer not to answer	.56 (0.52)	-.89 (.51)	.44 (0.99)
Age (21-30 reference group)			
Age 31-40	.00 (0.12)	-.10 (.12)	.17 (0.23)
Age 41-50	.00 (0.14)	-.12 (.14)	.24 (0.28)
Age 51-60	-.07 (0.18)	-.28 (.17)	.39 (0.34)
Age 61-70	.00 (0.39)	-.18 (.38)	-.11 (0.74)
Race (White reference group)			
Asian	2.58 (1.00)*	-3.95 (.98)***	2.30 (1.92)
Black	.51 (0.38)	-1.56 (.37)***	1.34 (0.73)
Native Hawaiian or Other Pacific Islander	-.84 (1.00)	-1.62 (.98)	-.05 (1.92)
American Indian or Alaskan Native	-1.19 (0.71)	.50 (.70)	.01 (1.36)
Other	-.54 (0.36)	-.28 (.36)	-.20 (0.69)
Mix race - 2 or more races	-.19 (0.31)	.45 (.30)	-.82 (0.59)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.03 (0.11)	.26 (.11)*	-.20 (0.22)
Years teaching 11-15	.06 (0.14)	.21 (.14)	.13 (0.28)
Years teaching 16-20	.11 (0.15)	.09 (.15)	.36 (0.29)
Years teaching 21-25	.13 (0.18)	.27 (.18)	-.07 (0.34)
Years teaching 26-30	.16 (0.22)	.20 (.21)	.22 (0.42)
Years teaching 31-35	.30 (0.39)	-.07 (.39)	1.08 (0.76)
Years teaching 36-40	-.09 (0.73)	.75 (.71)	1.22 (1.39)
Years teaching 40+	.97 (1.00)	.62 (.98)	-.12 (1.92)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 14

Multi-Level Regression Models Predicting Elementary School Teachers' Perceptions of Student Behavior Change (N = 825)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.06 (0.09)	.03 (0.09)	.03 (0.09)
SEL Program (non SEL reference group)			
SEL	**.10 (0.08)**	**-.09 (0.08)**	**-.14 (0.08)**
Gender (Female reference group)			
Male	.17 (0.17)	.06 (0.17)	.45 (0.17)
Non-binary	-.38 (0.71)	-.78 (0.71)	-.67 (0.71)
Prefer not to answer	.07 (0.52)	.30 (0.52)	-.06 (0.52)
Age (21-30 reference group)			
Age 31-40	-.14 (0.12)	-.02 (0.12)	.01 (0.12)
Age 41-50	-.11 (0.15)	-.01 (0.15)	.00 (0.14)
Age 51-60	-.29 (0.18)	-.27 (0.18)	-.12 (0.18)
Age 61-70	.00 (0.39)	.31 (0.39)	.56 (0.39)
Race (White reference group)			
Asian	2.04 (1.01)	.04 (1.00)	1.50 (1.00)
Black	.41 (0.38)	-.22 (0.38)	-.12 (0.38)
Native Hawaiian or Other Pacific Islander	-.02 (1.01)	.01 (1.00)	.88 (1.00)
American Indian or Alaskan Native	-.29 (0.71)	-.22 (0.71)	-.61 (0.71)
Other	.23 (0.37)	-.21 (0.36)	-.15 (0.36)
Mix race - 2 or more races	-.05 (0.31)	-.12 (0.31)	-.25 (0.31)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.03 (0.11)	-.10 (0.11)	-.04 (0.11)
Years teaching 11-15	.08 (0.15)	.04 (0.14)	.08 (0.14)
Years teaching 16-20	.28 (0.15)	.30 (0.15)	.25 (0.15)
Years teaching 21-25	.08 (0.18)	.17 (0.18)	.03 (0.18)
Years teaching 26-30	.14 (0.22)	.44 (0.22)	.30 (0.22)
Years teaching 31-35	.41 (0.40)	.10 (0.40)	.29 (0.39)
Years teaching 36-40	.55 (0.73)	1.08 (0.73)	1.23 (0.73)
Years teaching 40+	-.35 (1.01)	-.67 (1.01)	.58 (1.00)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 15

Multi-Level Regression Models Predicting Teachers' Perceptions of Self-Efficacy and Teacher Student Relationships in Middle School Teachers (N= 439)

	Teacher Self-Efficacy			**Teacher Student Relationships**	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.46 (.13)***	-.29 (.13)	-.38 (.13)*	.07 (.13)	.23 (.13)
SEL Program (non SEL reference group)					
SEL	**.26 (.10)***	**.36 (.10)*****	**.25 (.10)***	**.23 (.09)***	**-.18 (.10)**
Gender (Female reference group)					
Male	.07 (.13)	-.13 (.13)	-.30 (.13)	-.78 (.13)***	.33 (.13)*
Non-binary	.40 (.70)	.04 (.70)	.27 (.70)	-.01 (.68)	-.69 (.70)
Prefer not to answer	-.97 (.57)	-.24 (.58)	.57 (.57)	.42 (.56)	-.54 (.58)
Age (21-30 reference group)					
Age 31-40	.06 (.19)	-.03 (.19)	.12 (.19)	-.02 (.19)	-.08 (.19)
Age 41-50	.23 (.21)	.09 (.21)	.25 (.21)	.06 (.21)	-.41 (.21)
Age 51-60	.10 (.24)	-.03 (.24)	.28 (.23)	-.08 (.23)	-.27 (.24)
Age 61-70	-.10 (.55)	.34 (.56)	-.51 (.55)	-.02 (.54)	-.45 (.55)
Race (White reference group)					
Asian	-.56 (.58)	-.26 (.58)	-1.29 (.57)	-1.21 (.56)	-.13 (.58)
Black	.18 (.45)	.35 (.45)	.36 (.45)	.70 (.44)	-.06 (.45)
American Indian or Alaskan Native	1.06 (.70)	.74 (.70)	.29 (.70)	.27 (.68)	-.69 (.70)
Other	-.74 (.58)	-.36 (.58)	-1.05 (.57)	-.03 (.56)	1.02 (.58)
Mix race - 2 or more races	-.30 (.45)	.86 (.45)	-.10 (.45)	.40 (.44)	-.36 (.45)
Years Teaching (1-5 reference group)					
Years teaching 6-10	.06 (.19)	-.06 (.19)	.07 (.19)	-.05 (.18)	.10 (.19)
Years teaching 11-15	.27 (.20)	.07 (.20)	.19 (.20)	.03 (.19)	-.06 (.20)
Years teaching 16-20	.34 (.21)	.21 (.21)	.11 (.21)	-.11 (.21)	.05 (.21)
Years teaching 21-25	.26 (.23)	.04 (.23)	.16 (.23)	-.23 (.22)	.07 (.23)
Years teaching 26-30	.33 (.27)	.47 (.27)	.36 (.27)	-.18 (.27)	-.06 (.27)
Years teaching 31-35	.96 (.39)*	-.25 (.39)	.69 (.39)	-.83 (.38)	.34 (.39)
Years teaching 36-40	.02 (.57)	-.08 (.57)	.79 (.57)	-.44 (.56)	.44 (.57)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 16

Multi-Level Regression Models Predicting Middle School Teachers' Perceptions of Burnout (N= 439)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.15 (.13)	.27 (.13)	.19 (.13)	.32 (.13)
SEL Program (non SEL reference group)				
SEL	**-.14 (.10)**	**-.14 (.10)**	**-.28 (.10)***	**-.23 (.10)**
Gender (Female reference group)				
Male	.52 (.13)***	-.09 (.13)	.30 (.13)	.14 (.13)
Non-binary	-.69 (.69)	.76 (.71)	-1.16 (.70)	-.76 (.69)
Prefer not to answer	-.30 (.57)	-.18 (.58)	.58 (.57)	1.04 (.57)
Age (21-30 reference group)				
Age 31-40	-.35 (.19)	-.38 (.19)	-.32 (.19)	-.40 (.19)
Age 41-50	-.55 (.21)*	-.61 (.22)*	-.33 (.21)	-.70 (.21)**
Age 51-60	-.80 (.23)**	-.91 (.24)***	-.41 (.23)	-.95 (.23)***
Age 61-70	-1.35 (.55)	-.83 (.56)	-1.36 (.55)	-1.50 (.55)*
Race (White reference group)				
Asian	.85 (.57)	-.08 (.58)	1.35 (.57)	.17 (.57)
Black	-.57 (.45)	.01 (.46)	-.99 (.45)	-.50 (.44)
American Indian or Alaskan Native	-.54 (.69)	.80 (.71)	-.29 (.70)	1.07 (.69)
Other	.99 (.57)	.73 (.58)	.62 (.57)	.63 (.57)
Mix race - 2 or more races	-.32 (.44)	-.11 (.45)	-.58 (.45)	-.37 (.44)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.44 (.18)	.37 (.19)	.38 (.19)	.47 (.18)*
Years teaching 11-15	.25 (.19)	.28 (.20)	.28 (.19)	.31 (.19)
Years teaching 16-20	.30 (.21)	.36 (.21)	.16 (.21)	.28 (.21)
Years teaching 21-25	.39 (.23)	.60 (.23)	.21 (.23)	.50 (.23)
Years teaching 26-30	.51 (.27)	.50 (.28)	.41 (.27)	.75 (.27)*
Years teaching 31-35	1.00 (.39)*	.15 (.40)	.90 (.39)	.33 (.39)
Years teaching 36-40	.75 (.57)	.54 (.58)	1.06 (.57)	.69 (.56)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 17
Multi-Level Regression Models Predicting Middle School Teachers' Perceptions of Classroom Climate, Stress, and Coping (N= 439)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.25 (.13)	.20 (.13)	5.01 (0.25)***
SEL Program (non SEL reference group)			
SEL	**.22 (.10)***	**.04 (.10)**	**.32 (0.19)**
Gender (Female reference group)			
Male	-.19 (.13)	-.11 (.13)	.23 (0.25)
Non-binary	.90 (.68)	-.06 (.72)	.06 (1.35)
Prefer not to answer	1.17 (.56)*	1.01 (.58)	-1.63 (1.10)
Age (21-30 reference group)			
Age 31-40	-.01 (.19)	-.34 (.20)	.01 (0.37)
Age 41-50	.26 (.21)	-.47 (.22)*	-.23 (0.41)
Age 51-60	.32 (.23)	-.50 (.24)*	.23 (0.45)
Age 61-70	1.20 (.54)*	-1.17 (.56)*	.33 (1.07)
Race (White reference group)			
Asian	.41 (.56)	-.06 (.59)	-.91 (1.11)
Black	.16 (.44)	-.35 (.46)	.70 (0.87)
American Indian or Alaskan Native	-.77 (.68)	.90 (.72)	-1.42 (1.35)
Other	-.15 (.57)	.30 (.59)	-.53 (1.11)
Mix race - 2 or more races	.40 (.44)	-.34 (.46)	-.48 (0.86)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.02 (.18)	.14 (.19)	-.34 (0.36)
Years teaching 11-15	.14 (.19)	.14 (.20)	-.05 (0.38)
Years teaching 16-20	.21 (.21)	.22 (.22)	.27 (0.41)
Years teaching 21-25	-.22 (.23)	.35 (.23)	.31 (0.44)
Years teaching 26-30	-.22 (.27)	.20 (.28)	.06 (0.52)
Years teaching 31-35	-.58 (.38)	-.24 (.40)	1.41 (0.76)
Years teaching 36-40	-.54 (.56)	.87 (.58)	.64 (1.10)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 18
Multi-Level Regression Models Predicting Middle School Teachers' Perceptions of Student Behavior Change (N= 439)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.26 (.13)	-.30 (.13)	-.12 (.13)
SEL Program (non SEL reference group)			
SEL	**.06 (.10)**	**-.07 (.10)**	**.03 (.10)**
Gender (Female reference group)			
Male	.28 (.13)	.29 (.13)	.22 (.13)
Non-binary	.82 (.71)	.75 (.69)	.56 (.72)
Prefer not to answer	-.30 (.58)	-1.25 (.57)	-1.11 (.58)
Age (21-30 reference group)			
Age 31-40	.02 (.20)	.22 (.19)	.13 (.20)
Age 41-50	.09 (.22)	.24 (.21)	.09 (.22)
Age 51-60	.20 (.24)	.42 (.23)	.16 (.24)
Age 61-70	.95 (.56)	.42 (.55)	-.05 (.57)
Race (White reference group)			
Asian	.42 (.59)	-.41 (.57)	-.30 (.59)
Black	-.10 (.46)	-.03 (.45)	-.10 (.46)
American Indian or Alaskan Native	-.82 (.71)	-1.24 (.69)	-.71 (.72)
Other	.26 (.59)	-.22 (.57)	.13 (.59)
Mix race - 2 or more races	.23 (.46)	.71 (.45)	.60 (.46)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.16 (.19)	.10 (.19)	-.10 (.19)
Years teaching 11-15	.32 (.20)	.32 (.19)	.12 (.20)
Years teaching 16-20	.24 (.21)	.21 (.21)	.08 (.22)
Years teaching 21-25	-.20 (.23)	-.33 (.23)	-.25 (.23)
Years teaching 26-30	.10 (.28)	.20 (.27)	-.14 (.28)
Years teaching 31-35	-.34 (.40)	-.54 (.39)	-.17 (.40)
Years teaching 36-40	-.28 (.58)	.41 (.57)	-.21 (.59)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 19

Multi-Level Regression Models Predicting High School Teachers' Perceptions of Teacher Self-Efficacy and Teacher Student Relationships (N= 49)

	Teacher Self-Efficacy			**Teacher Student Relationships**	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.37 (0.34)	.00 (0.33)	-.20 (0.35)	.53 (0.31)	.36 (0.34)
SEL Program (non SEL reference group)					
SEL	**.16 (0.22)**	**-.15 (0.21)**	**-.06 (0.22)**	**.10 (0.19)**	**.01 (0.21)**
Gender (Female reference group)					
Male	-.06 (0.22)	-.19 (0.21)	-.11 (0.22)	-.49 (0.19)*	-.23 (0.21)
Prefer not to answer	-.75 (0.77)	-.79 (0.79)	.81 (0.81)	-.19 (0.69)	.52 (0.76)
Age (21-30 reference group)					
Age 31-40	.37 (0.44)	.75 (0.43)	.09 (0.45)	.01 (0.39)	.06 (0.43)
Age 41-50	.19 (0.46)	.45 (0.45)	-.31 (0.47)	.03 (0.41)	.14 (0.45)
Age 51-60	.68 (0.49)	.98 (0.47)	-.12 (0.50)	.12 (0.44)	-.29 (0.48)
Age 61-70	-.87 (0.70)	-.15 (0.70)	-1.52 (0.73)	.06 (0.62)	.29 (0.69)
Age 70+	-1.30 (1.69)	-1.27 (1.71)	-1.45 (1.77)	-1.45 (1.51)	-.04 (1.67)
Race (White reference group)					
Asian	1.31 (1.03)	1.24 (1.05)	-.31 (1.08)	-.34 (0.92)	.29 (1.02)
Black	1.07 (1.01)	1.00 (0.90)	1.09 (0.98)	1.50 (0.92)	-1.33 (1.00)
Other	-1.15 (0.75)	-.31 (0.71)	-.69 (0.75)	-2.29 (0.67)**	.31 (0.74)
Mix race - 2 or more races	.10 (1.01)	1.15 (0.89)	-.23 (0.97)	1.11 (0.92)	3.15 (1.00)**
Years Teaching (1-5 reference group)					
Years teaching 6-10	.33 (0.41)	.30 (0.40)	.24 (0.42)	-.28 (0.37)	-.20 (0.40)
Years teaching 11-15	-.25 (0.44)	-.94 (0.43)	.10 (0.45)	-.78 (0.39)	-.37 (0.43)
Years teaching 16-20	.14 (0.44)	-.63 (0.43)	.40 (0.45)	-.47 (0.39)	-.32 (0.43)
Years teaching 21-25	.40 (0.47)	.02 (0.47)	1.08 (0.49)	-.27 (0.42)	-.78 (0.47)
Years teaching 26-30	.56 (0.57)	-.47 (0.57)	1.42 (0.60)	-.02 (0.51)	-.69 (0.57)
Years teaching 31-35	.26 (1.09)	.07 (1.06)	1.00 (1.12)	-.33 (0.98)	.53 (1.08)
Years teaching 40+	2.01 (1.36)	1.73 (1.39)	.76 (1.44)	-.83 (1.22)	-1.80 (1.35)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 20
Multi-Level Regression Models Predicting High School Teachers' Perceptions of Burnout (N= 49)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.45 (0.31)	.20 (0.34)	-.45 (0.32)	-.37 (0.32)
SEL Program (non SEL reference group)				
SEL	**.27 (0.20)**	**.01 (0.21)**	**-.03 (0.20)**	**-.08 (0.20)**
Gender (Female reference group)				
Male	.40 (0.19)	-.04 (0.22)	.21 (0.20)	.39 (0.20)
Prefer not to answer	.12 (0.71)	1.10 (0.77)	.41 (0.74)	1.13 (0.73)
Age (21-30 reference group)				
Age 31-40	-.25 (0.39)	-.55 (0.43)	-.37 (0.41)	-.74 (0.41)
Age 41-50	-.56 (0.41)	-1.16 0(.45)	-.26 (0.42)	-.69 (0.43)
Age 51-60	-.35 (0.44)	-1.30 0(.49)*	-.28 (0.45)	-.87 (0.46)
Age 61-70	-.70 (0.64)	-1.20 (0.69)	-.36 (0.66)	-.58 (0.66)
Age 70+	-.72 (1.53)	-1.17 (1.67)	.29 (1.60)	-.34 (1.59)
Race (White reference group)				
Asian	-.79 (0.94)	-1.46 (1.02)	1.26 (0.98)	.30 (0.97)
Black	-.48 (0.86)	.97 (1.02)	-2.22 (0.88)	-1.48 (0.96)
Other	.63 (0.66)	.61 (0.74)	2.03 (0.68)*	2.08 (0.71)*
Mix race - 2 or more races	4.49 (0.86)***	2.04 (1.02)	-2.19 (0.87)	1.34 (0.97)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.16 (0.37)	.22 (0.41)	.59 (0.38)	.96 (0.39)
Years teaching 11-15	.69 (0.39)	.69 (0.43)	1.16 (0.41)*	1.31 (0.41)**
Years teaching 16-20	.80 (0.39)	.98 (0.43)	.90 (0.41)	.67 (0.41)
Years teaching 21-25	.26 (0.43)	.57 (0.47)	.27 (0.44)	.76 (0.45)
Years teaching 26-30	1.07 (0.52)	1.12 (0.57)	-.06 (0.54)	.96 (0.54)
Years teaching 31-35	1.86 (0.98)	2.23 (1.08)	.28 (1.01)	3.12 (1.03)*
Years teaching 40+	.16 (1.25)	-.47 (1.35)	-.07 (1.30)	-.62 (1.28)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 21
Multi-Level Regression Models Predicting High School Teachers' Perceptions of Classroom Climate, Stress, and Coping (N= 49)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.22 (0.36)	-.02 (0.35)	5.34 (0.70)***
SEL Program (non SEL reference group)			
SEL	**.11 (0.23)**	**-.23 (0.22)**	**.27 (0.45)**
Gender (Female reference group)			
Male	.37 (0.23)	.09 (0.22)	.05 (0.45)
Prefer not to answer	.47 (0.83)	.56 (0.78)	-3.12 (1.60)
Age (21-30 reference group)			
Age 31-40	-.32 (0.46)	-.39 (0.44)	1.58 (0.90)
Age 41-50	-.60 (0.48)	-.96 (0.46)*	1.02 (0.94)
Age 51-60	-.37 (0.51)	-.55 (0.50)	1.96 (1.01)
Age 61-70	.06 (0.75)	-1.87 (0.71)*	1.38 (1.45)
Age 70+	-.65 (1.80)	-1.78 (1.71)	2.41 (3.49)
Race (White reference group)			
Asian	.57 (1.10)	-1.85 (1.04)	1.19 (2.13)
Black	1.15 (1.03)	1.45 (1.04)	-.97 (2.10)
Other	-.33 (0.78)	.14 (0.76)	-2.30 (1.54)
Mix race - 2 or more races	-.82 (1.03)	1.11 (1.04)	2.76 (2.10)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.54 (0.43)	.63 (0.42)	-1.46 (0.85)
Years teaching 11-15	.50 (0.46)	.58 (0.44)	-1.90 (0.90)*
Years teaching 16-20	.64 (0.46)	.98 (0.44)*	-1.64 (0.90)
Years teaching 21-25	.25 (0.50)	.74 (0.48)	-.87 (0.98)
Years teaching 26-30	.61 (0.61)	1.66 (0.58)**	-1.62 (1.19)
Years teaching 31-35	.41 (1.15)	.82 (1.11)	-1.61 (2.26)
Years teaching 40+	.64 (1.46)	1.40 (1.38)	2.40 (2.82)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 22
Multi-Level Regression Models Predicting High School Teachers' Perceptions of Student Behavior Change (N= 49)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.21 (0.31)	-.17 (0.34)	-.48 (0.32)
SEL Program (non SEL reference group)			
SEL	**-.11 (0.20)**	**-.21 (0.22)**	**-.12 (0.21)**
Gender (Female reference group)			
Male	.21 (0.20)	.33 (0.22)	.74 (0.20)**
Prefer not to answer	-1.09 (0.72)	.29 (0.78)	.40 (0.74)
Age (21-30 reference group)			
Age 31-40	.99 (0.40)*	.19 (0.44)	.38 (0.41)
Age 41-50	.58 (0.42)	-.11 (0.46)	.08 0(.43)
Age 51-60	1.26 (0.45)*	.15 (0.49)	.11 (0.46)
Age 61-70	.78 (0.65)	-.48 (0.71)	.02 (0.67)
Age 70+	.67 (1.56)	.90 (1.70)	1.41 (1.61)
Race (White reference group)			
Asian	-.40 (0.95)	-.27 (1.04)	-.77 (0.98)
Black	.46 (0.91)	-.23 (1.03)	-.83 (0.94)
Other	-.25 (0.68)	-1.17 (0.75)	-.17 (0.70)
Mix race - 2 or more races	.57 (0.91)	-.90 (1.03)	-.71 (0.94)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.24 (0.38)	.08 (0.41)	.18 (0.39)
Years teaching 11-15	-.76 (0.40)	.03 (0.44)	.16 (0.41)
Years teaching 16-20	-.55 (0.40)	.16 (0.44)	.05 (0.42)
Years teaching 21-25	-.67 (0.44)	.23 (0.48)	.26 (0.45)
Years teaching 26-30	-.66 (0.53)	.43 (0.58)	.23 (0.55)
Years teaching 31-35	-1.12 (1.00)	.47 (1.10)	-.56 (1.04)
Years teaching 40+	1.31 (1.26)	1.48 (1.37)	.88 (1.30)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

SEL Program Sample Group Comparison

Research question 2 examined SEL more closely by testing for differing outcomes among SEL programs. Table 23 lists teacher descriptives by SEL program. The five main SEL programs are as follows: PBIS, Leader in Me, Second Step, Zones of Regulation, and SEL Other. The SEL Other category is considered a miscellaneous SEL category that encompasses some formalized and well know SEL programs (i.e., RULER, Conscious Discipline), as well as building and/or district developed social-emotional curriculum. I included the "SEL Other" category to be comprehensive even though it is not interpretable because it includes such different approaches.

Table 23
Comparison of Demographic Characteristics by SEL Program

	PBIS	Leader in Me	Second Step	Zones of Regulation	SEL Other
N = 888	320	263	68	61	176
Gender (%)					
Woman	277 (86.6)	245 (93.2)	62 (91.2)	56 (91.8)	149 (84.7)
Man	41 (12.8)	15 (5.7)	6 (8.8)	3 (4.9)	25 (14.2)
Non-binary	0 (0.0)	2 (0.8)	0 (0.0)	1 (1.6)	0 (0.0)
Prefer not to answer	2 (0.6)	1 (0.4)	0 (0.0)	1 (1.6)	2 (1.1)
Age (%)					
21-30	91 (28.4)	79 (30.0)	17 (25.0)	13 (21.3)	38 (21.6)
31-40	99 (30.9)	89 (33.8)	20 (29.4)	19 (31.1)	51 (29.0)
41-50	83 (25.9)	64 (24.3)	23 (33.8)	16 (26.2)	53 (30.1)
51-60	41 (12.8)	27 (10.3)	8 (11.8)	11 (18.0)	32 (18.2)
61-70	6 (1.9)	4 (1.5)	0 (0.0)	2 (3.3)	1 (0.6)
70+	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.6)
Race (%)					
White	307 (95.9)	251 (95.4)	63 (92.6)	59 (96.7)	172 (97.7)
Asian	0 (0.0)	0 (0.0)	2 (2.9)	0 (0.0)	1 (0.6)
Black	2 (0.6)	4 (1.5)	3 (4.4)	0 (0.0)	1 (0.6)
Native Hawaiian or Other Pacific Islander	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
American Indian or Alaskan Native	1 (0.3)	1 (0.4)	0 (0.0)	1 (1.6)	0 (0.0)
Other	5 (1.6)	2 (0.8)	0 (0.0)	0 (0.0)	2 (1.1)
Mix – 2 or more races	5 (1.6)	5 (1.9)	0 (0.0)	1 (1.6)	0 (0.0)
Grade (%)					
Elementary School (K-5th grade)	197 (61.6)	178 (67.7)	51 (75.0)	52 (85.2)	97 (55.1)
Middle School (6th-8th grade)	104 (32.5)	71 (27.0)	17 (25.0)	8 (13.1)	63 (35.8)
High School (9th-12th grade)	19 (5.9)	14 (5.3)	0 (0.0)	1 (1.6)	16 (9.1)
Total years teaching (%)					
1-5	88 (27.5)	74 (28.1)	11 (16.2)	14 (23.0)	37 (21.0)
6-10	62 (19.4)	55 (20.9)	19 (27.9)	16 (26.2)	38 (21.6)
11-15	59 (18.4)	49 (18.6)	12 (17.6)	9 (14.8)	30 (17.0)
16-20	56 (17.5)	34 (12.9)	11 (16.2)	10 (16.4)	32 (18.2)
21-25	32 (10.0)	37 (14.1)	10 (14.7)	7 (11.5)	18 (10.2)
26-30	13 (4.1)	11 (4.2)	5 (7.4)	4 (6.6)	15 (8.5)
31-35	5 (1.6)	2 (0.8)	0 (0.0)	1 (1.6)	5 (2.8)
36-40	4 (1.2)	1 (0.4)	0 (0.0)	0 (0.0)	0 (0.0)
40+	1 (0.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.6)

Correlations. Correlations of scales for only SEL teachers are presented in Table 24. In most cases, the survey scales have statistically significant correlations with one another. Of particular interest, comfort in SEL implementation was positively correlated with warm teacher-

student relationships, classroom climate, and teacher self-efficacy in classroom management. Students' academic, social, and emotional change due to SEL implementation during the return to school was positively correlated with classroom climate.

Table 24

Correlations of Teacher Survey Variables- SEL Teachers Only

Scales	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Climate	--																			
2. Teacher Self-Efficacy: Classroom Management	.37**	--																		
3. Teacher Self-Efficacy: Instructional Practices	.21**	.55**	--																	
4. Teacher Self-Efficacy: Student Engagement	.40**	.65**	.54**	--																
5. Stress	-.20**	-.14**	-.02	-.08	--															
6. Coping	.17**	.26**	.20**	.22**	-.50**	--														
7. Teacher-Student Relationships: Warmth	.34**	.35**	.36**	.42**	.06	.05	--													
8. Teacher-Student Relationships: Conflict	-.44**	-.42**	-.26**	-.35**	.16**	-.17**	-.40**	--												
9. Burnout: Disassociation	-.29**	-.33**	-.21**	-.33**	.37**	-.47**	-.26**	.28**	--											
10. Burnout: Exhaustion	-.32**	-.36**	-.19**	-.31**	.58**	-.58**	-.15**	.37**	.58**	--										
11. Burnout: Depersonalization	-.27**	-.32**	-.27**	-.33**	.19**	-.22**	-.39**	.44**	.46**	.45**	--									
12. Burnout: Personal Accomplishment	-.32**	-.39**	-.32**	-.40**	.08	-.27**	-.46**	.32**	.50**	.26**	.35**	--								
13. Student Academic Change	.36**	.12**	-.02	.15**	-.22**	.18**	.02	-.16**	-.13**	-.23**	-.13**	-.06	--							
14. Student Emotional Change	.23**	.08	.01	.07	-.17**	.14**	-.03	-.13**	-.06	-.17**	-.08	.00	.56**	--						

Scales	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
15. Student Social Change	.26**	.08	-.03	.05	-.22**	.14**	-.06	-.14**	-.07	-.18**	-.08	.01	.57**	.67**	--					
16. SEL Student Academic Change	.35**	.24**	.15**	.22**	-.12**	.14**	.19**	-.21**	-.25**	-.21**	-.19**	-.21**	.18**	.04	.04	--				
17. SEL Student Social Change	.37**	.21**	.14**	.18**	-.07	.08*	.18**	-.20**	-.18**	-.15**	-.18**	-.18**	.14**	.08	.07	.75**	--			
18. SEL Student Emotional Change	.35**	.22**	.17**	.22**	-.08	.10*	.18**	-.17**	-.20**	-.17**	-.18**	-.20**	.16**	.11*	.07	.74**	.79**	--		
19. SEL Beliefs: Perception	.29**	.20**	.20**	.24**	-.09*	.15**	.23**	-.20**	-.27**	-.18**	-.25**	-.24**	.15**	.10*	.04	.31**	.30**	.33**	--	
20. SEL Beliefs: Comfort	.24**	.35**	.28**	.34**	-.01	.06	.38**	-.24**	-.20**	-.08	-.25**	-.33**	.03	-.06	.00	.23**	.24**	.21**	.30**	--
21. SEL Beliefs: Commitment	0.04	-.01	0	.12**	.09	-.10*	.21**	.05	-.13**	.04	-.07	-.12**	-.09*	-.23**	-.16**	.14**	.14**	.13**	.09*	.20**

*=p<.01 **=p<.001

Hierarchical Linear Regression to Compare SEL programs. Research question 2 was answered in a series of hierarchical linear models, with each model controlling for previously discussed demographic variables, to uncover differences in outcomes for the differing SEL programs only in teachers from schools with SEL. Teachers indicated the degree in which their school was implementing the SEL program (minimally, somewhat, mostly, fully). This was then incorporated into the model as a covariate to account for differences in implementation fidelity. Teacher's individual scores from each scale were used as dependent variables. The raw data from each scale were standardized using a z-score transformation. Table 25 reports means and standard deviations of study variables by SEL program.

Table 25
Teacher Survey Ratings by SEL Program; Means (Standard Deviations)

	Overall	PBIS	Leader in Me	Second Step	Zones of Regulation	Other
N = 888	888	320	263	68	61	176
Climate	3.14 (0.70)	3.11 (0.73)	3.17 (0.69)	3.19 (0.75)	3.25 (0.56)	3.11 (0.67)
Teacher Self-Efficacy: Classroom Management	7.07 (1.16)	6.95 (1.22)	7.17 (1.07)	7.15 (1.13)	6.99 (1.16)	7.16 (1.16)
Teacher Self-Efficacy: Student Engagement	6.63 (1.20)	6.55 (1.28)	6.64 (1.12)	6.84 (1.12)	6.71 (1.27)	6.67 (1.16)
Teacher Self-Efficacy: Instructional Practices	7.40 (1.05)	7.31 (1.12)	7.46 (0.97)	7.40 (1.01)	7.34 (1.09)	7.50 (1.04)
Teacher-Student Relationships: Warmth	4.54 (0.44)	4.55 (0.42)	4.58 (0.41)	4.46 (0.51)	4.65 (0.36)	4.47 (0.48)
Teacher-Student Relationships: Conflict	2.35 (0.68)	2.41 (0.69)	2.32 (0.66)	2.34 (0.77)	2.27 (0.65)	2.34 (0.68)
Burnout: Exhaustion	4.36 (1.54)	4.37 (1.58)	4.39 (1.50)	4.19 (1.76)	4.26 (1.55)	4.38 (1.47)
Burnout: Personal Accomplishment	2.11 (0.90)	2.07 (0.89)	2.11 (0.82)	2.29 (1.12)	2.01 (0.92)	2.14 (0.94)
Burnout: Depersonalization	1.73 (0.93)	1.76 (0.95)	1.71 (0.89)	1.81 (1.22)	1.60 (0.77)	1.74 (0.88)
Burnout: Dissatisfaction with teaching	2.65 (1.28)	2.68 (1.33)	2.61 (1.23)	2.66 (1.31)	2.55 (1.33)	2.72 (1.25)
Stress	7.11 (1.66)	7.22 (1.61)	7.14 (1.60)	7.00 (1.80)	7.11 (1.78)	6.93 (1.76)
Coping	5.25 (1.94)	5.35 (1.94)	5.10 (1.85)	5.40 (1.86)	5.13 (2.21)	5.26 (2.01)
SEL Beliefs: Comfort	3.93 (0.73)	3.91 (0.72)	3.98 (0.66)	3.84 (0.72)	3.86 (0.88)	3.93 (0.79)
SEL Beliefs: Commitment	3.89 (0.78)	3.94 (0.77)	3.88 (0.73)	3.81 (0.78)	3.97 (0.79)	3.81 (0.86)
SEL Beliefs: Perception	3.93 (0.71)	3.88 (0.71)	3.99 (0.65)	3.99 (0.73)	3.99 (0.78)	3.86 (0.74)
Student Academic Change	1.90 (0.48)	1.84 (0.47)	1.94 (0.49)	1.99 (0.59)	1.90 (0.39)	1.94 (0.47)
Student Social Change	1.74 (0.57)	1.69 (0.57)	1.80 (0.59)	1.78 (0.58)	1.69 (0.49)	1.75 (0.56)
Student Emotional Change	1.90 (0.56)	1.83 (0.54)	1.96 (0.58)	2.02 (0.64)	1.83 (0.51)	1.91 (0.54)
SEL Student Academic Change	3.30 (0.64)	3.29 (0.66)	3.32 (0.63)	3.31 (0.86)	3.30 (0.50)	3.29 (0.58)
SEL Student Social Change	3.41 (0.96)	3.35 (0.93)	3.38 (0.95)	3.60 (1.18)	3.49 (0.84)	3.44 (1.00)
SEL Student Emotional Change	3.32 (0.79)	3.29 (0.78)	3.19 (0.67)	3.48 (0.99)	3.61 (0.94)	3.38 (0.82)

The survey prompted teachers to indicate whether they felt like their SEL program had helped students deal with the disruptions of COVID. First, before investigating the different programs, I decided to simply look at implementation degree alone to see if it predicted perceived impact of SEL. Implementation degree was captured by asking, “To what degree are you currently implementing your social-emotional program in your school?” Response options were on a 4-point Likert scale (1=Minimally to 4= Fully) and served as an indicator of teachers’ perceptions of fidelity. The results indicated that any degree of implementation predicted perceived impact, but the strongest impact was perceived when the SEL program was fully implemented (see Table 26). Second, I then added SEL program to the first impact model which showed that teachers from Zones of Regulation and the “SEL Other” group reported significant differences in perceived impact $b = .39$ $p < .01$ and $b = .35$ $p < .001$, respectively. Third, going one step further, I decided to explore the interaction between implementation degree and SEL program to try to better explain these differences in perceived impact by program. The results indicated that when Zones of Regulation was “mostly” implemented, there was a significant difference in impact, but when it was “fully” implemented, the results were not significant (but approaching significance). The Second Step program resulted in a significant interaction when the program was fully implemented, while the Leader in Me program was not significant (but approaching significance) when fully implemented.

Table 26
Multi-Level Regression Models Predicting Teachers' Perceptions of SEL Program Impact (N = 883)

	Impact of SEL	**Impact of SEL with SEL Programs**	**Impact of SEL with SEL Programs Interaction**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.75 (0.13)***	-.89 (0.13)***	-.61 (0.21)**
Implementation (Implementation Degree- Minimally reference group)			
Implementation Degree- Somewhat	.66 (0.12)***	.69 (0.12)***	.47 (0.21)*
Implementation Degree- Mostly	.95 (0.12)***	1.00 (0.12)***	.73 (0.21)**
Implementation Degree- Fully	1.26 (0.12)***	1.33 (0.12)***	.91 (0.22)***
Grade (Elementary School (K-5th grade) reference group)			
Middle School (6th-8th grade)	-.24 (0.08)**	-.23 (0.08)**	-.25 (0.08)**
High School (9th-12th grade)	-.23 (0.15)	-.23 (0.15)	-.26 (0.15)
Gender (Female reference group)	.00 (0.00)	.00 (0.00)	.00 (0.00)
Male	.03 (0.11)	.02 (0.11)	.03 (0.11)
Non-binary	-1.02 (0.54)	-1.05 (0.53)*	-.83 (0.55)
Prefer not to answer	.09 (0.43)	.04 (0.42)	.09 (0.42)
Age (21-30 reference group)			
Age 31-40	-.01 (0.11)	-.02 (0.11)	-.02 (0.11)
Age 41-50	.07 (0.13)	.03 (0.13)	.03 (0.13)
Age 51-60	.03 (0.15)	-.03 (0.15)	-.03 (0.15)
Age 61-70	.31 (0.33)	.27 (0.33)	.27 (0.33)
Age 70+	-.67 (1.41)	-1.06 (1.40)	-1.00 (1.40)
Race (White reference group)			
Asian	.73 (0.54)	.67 (0.54)	.73 (0.55)
Black	.08 (0.30)	.13 (0.30)	.14 (0.30)
American Indian or Alaskan Native	-.07 (0.54)	-.11 (0.53)	-.05 (0.54)
Other	-.13 (0.33)	-.06 (0.33)	-.10 (0.33)
Mix race - 2 or more races	.00 (0.28)	.06 (0.28)	.05 (0.28)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.06 (0.10)	-.07 (0.10)	-.07 (0.10)
Years teaching 11-15	-.03 (0.13)	-.02 (0.13)	-.01 (0.13)
Years teaching 16-20	.03 (0.14)	.04 (0.13)	.06 (0.14)
Years teaching 21-25	-.22 (0.15)	-.18 (0.15)	-.17 (0.16)
Years teaching 26-30	-.10 (0.19)	-.11 (0.18)	-.10 (0.19)
Years teaching 31-35	.30 (0.31)	.30 (0.31)	.33 (0.31)
Years teaching 36-40	-.72 (0.47)	-.60 (0.47)	-.61 (0.47)
Years teaching 40+	.98 (0.93)	1.09 (0.92)	1.04 (0.92)
SEL Program (PBIS reference group)		.00 (0.00)	.00 (0.00)
SEL Program- Leader in Me		.02 (0.08)	-.39 (0.31)
SEL Program- Second Step		.07 (0.13)	-.53 (0.38)

	Impact of SEL	**Impact of SEL with SEL Programs**	**Impact of SEL with SEL Programs Interaction**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
SEL Program- Zones of Regulation		.39 (0.13)**	-.46 (0.43)
SEL Program- SEL Other		.35 (0.09)***	.12 (0.26)
SEL Program (PBIS reference group) x Implementation Degree (minimally reference group)			.00 (0.00)
SEL Program- Leader in Me x Somewhat Implemented			.33 (0.35)
SEL Program- Second Step x Somewhat Implemented			.46 (0.42)
SEL Program- Zones of Regulation x Somewhat Implemented			.77 (0.49)
SEL Program- SEL Other x Somewhat Implemented			.17 (0.30)
SEL Program (PBIS reference group) x Implementation Degree (minimally reference group)			.00 (0.00)
SEL Program- Leader in Me x Mostly Implemented			.39 (0.34)
SEL Program- Second Step x Mostly Implemented			.38 (0.45)
SEL Program- Zones of Regulation x Mostly Implemented			1.07 (0.48)*
SEL Program- SEL Other x Mostly Implemented			.17 (0.30)
SEL Program (PBIS reference group) x Implementation Degree (minimally reference group)			.00 (0.00)
SEL Program- Leader in Me x Fully Implemented			.61 (0.34)
SEL Program- Second Step x Fully Implemented			1.27 (0.45)**
SEL Program- Zones of Regulation x Fully Implemented			.86 (0.51)
SEL Program- SEL Other x Fully Implemented			.41 (.033)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In looking at teacher self-efficacy, no significant differences were observed in self-efficacy for classroom management, student engagement, or instructional practices between the five different SEL programs. No significant differences were found in teacher student relationships, teacher burnout, classroom climate, stress, or coping. Teachers from all programs reported similar beliefs in terms of commitment, comfort, and perception of school support. In terms of student emotional change, teachers from Zones of Regulation and "SEL Other" reported significant emotional improvement in their students as a result on SEL program implementation (see Table 30), while teachers from the Leader in Me reported significantly worsened emotional change in their students $b = -.21$ $p < .05$.

Table 27

Multi-Level Regression Models Predicting SEL Teachers' Perceptions of Teacher Self-Efficacy and Teacher Student Relationships (N =883)

	Teacher Self-Efficacy			Teacher Student Relationships	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.61 (0.14)***	-.44 (0.14)**	-.39 (0.14)*	-.09 (0.13)	.38 (0.14)*
SEL Program (PBIS reference group)					
SEL Program- Leader in Me	.17 (0.09)	.02 (0.08)	.09 (0.08)	-.04 (0.08)	-.10 (0.09)
SEL Program- Second Step	.18 (0.14)	.20 (0.14)	.05 (0.14)	-.25 (0.13)	-.07 (0.14)
SEL Program- Zones of Regulation	.07 (0.14)	.10 (0.14)	.03 (0.14)	.12 (0.13)	-.21 (0.15)
SEL Program- SEL Other	.21 (0.09)	.18 (0.09)	.16 (0.09)	-.07 (0.09)	-.12 (0.10)
Implementation (Implementation Degree-Minimally reference group)					
Implementation Degree- Somewhat	.02 (0.13)	.21 (0.13)	-.11 (0.13)	.08 (0.12)	-.08 (0.13)
Implementation Degree- Mostly	.23 (0.13)	.40 (0.13)**	.04 (0.13)	.28 (0.12)*	-.20 (0.13)
Implementation Degree- Fully	.48 (0.13)***	.60 (0.13)***	.21 (0.13)	.43 (0.12)**	-.42 (0.13)**
Grade (Elementary School (K-5th grade) reference group)					
Middle School (6th-8th grade)	.04 (0.08)	-.22 (0.08)*	.11 (0.08)	-.39 (0.07)***	.11 (0.08)
High School (9th-12th grade)	.13 (0.16)	-.23 (0.16)	.14 (0.16)	-.14 (0.15)	.06 (0.16)
Gender (Female reference group)					
Male	.00 (0.12)	-.19 (0.12)	-.25 (0.12)	-.59 (0.11)***	.15 (0.12)
Non-binary	.17 (0.57)	-.13 (0.57)	.04 (0.57)	-.20 0(.54)	-.70 (0.57)
Prefer not to answer	-.73 (0.45)	-.49 (0.45)	.11 (0.45)	-.68 (0.42)	.72 (0.45)
Age (21-30 reference group)					
Age 31-40	.06 (0.12)	-.02 (0.12)	-.05 (0.12)	-.05 (0.11)	-.04 (0.12)
Age 41-50	.25 (0.14)	-.04 (0.14)	.03 (0.14)	.05 (0.13)	-.19 (0.14)
Age 51-60	.12 (0.16)	-.02 (0.16)	-.04 (0.16)	-.17 (0.15)	-.28 (0.16)
Age 61-70	-.10 (0.35)	-.47 (0.35)	-.56 (0.35)	-.27 (0.33)	-.12 (0.35)
Age 70+	-1.22 (1.49)	-1.08 (1.49)	-.53 (1.49)	-4.06 (1.40)**	-2.05 (1.50)
Race (White reference group)					
Asian	-.12 (0.58)	.01 (0.57)	-.78 (0.58)	-1.46 (0.54)*	.17 (0.58)
Black	.25 (0.32)	.79 (0.31)*	.33 (0.32)	.73 (0.30)*	-.08 (0.32)
American Indian or Alaskan Native	-.23 (0.57)	-.46 (0.57)	-.82 (0.57)	.05 (0.53)	1.05 (0.57)
Other	-.49 (0.35)	-.30 (0.35)	-.88 (0.35)*	-.33 (0.33)	.30 (0.36)
Mix race - 2 or more races	.00 (0.30)	.26 (0.30)	-.19 (0.30)	.16 (0.28)	-.04 (0.30)
Years Teaching (1-5 reference group)					
Years teaching 6-10	.18 (0.11)	.14 (0.11)	.28 (0.11)*	.18 (0.10)	-.04 (0.11)
Years teaching 11-15	.25 (0.14)	.13 (0.13)	.41 (0.14)**	.18 (0.13)	-.10 (0.14)
Years teaching 16-20	.30 (0.14)	.26 (0.14)	.38 (0.14)*	.14 (0.13)	-.20 0(.14)
Years teaching 21-25	.30 (0.16)	.22 (0.16)	.58 (0.16)***	.13 (0.15)	-.13 (0.16)
Years teaching 26-30	.19 (0.20)	.19 (0.19)	.64 (0.20)**	.17 (0.18)	-.05 (0.20)
Years teaching 31-35	.31 (0.33)	.34 (0.33)	.73 (0.33)	-.06 (0.31)	.16 (0.33)
Years teaching 36-40	.29 (0.50)	.56 (0.50)	.36 (0.50)	-.16 (0.47)	.13 (0.50)
Years teaching 40+	1.11 (0.98)	.98 (0.98)	.64 0(.99)	.12 (0.93)	.20 (0.99)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 28

Multi-Level Regression Models Predicting SEL Teachers' Perceptions of Teacher Burnout (N = 883)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.51 (0.14)	.41 (0.14)	.27 (0.14)	.30 (0.14)
SEL Program (PBIS reference group)				
SEL Program- Leader in Me	.00 (0.08)	.00 (0.08)	.11 (0.08)	-.05 (0.09)
SEL Program- Second Step	.06 (0.14)	-.16 (0.14)	.22 (0.13)	-.09 (0.14)
SEL Program- Zones of Regulation	-.13 (0.14)	-.14 (0.14)	.01 (0.14)	-.15 (0.14)
SEL Program- SEL Other	-.09 (0.09)	-.02 (0.09)	-.02 (0.09)	-.03 (0.10)
Implementation (Implementation Degree-Minimally reference group)				
Implementation Degree- Somewhat	-.32 (0.13)*	-.23 (0.13)	-.07 (0.12)	-.15 (0.13)
Implementation Degree- Mostly	-.48 (0.13)***	-.40 (0.13)**	-.34 (0.12)*	-.39 (0.13)**
Implementation Degree- Fully	-.63 (0.13)***	-.37 (0.13)*	-.49 (0.13)***	-.38 (0.13)*
Grade (Elementary School (K-5th grade) reference group)	.00 (0.00)	.00 (0.00)	.00 (0.00)	.00 (0.00)
Middle School (6th-8th grade)	.08 (0.08)	.04 (0.08)	.16 (0.08)	.05 (0.08)
High School (9th-12th grade)	.34 (0.16)	-.13 (0.16)	.37 (00.15)	.19 (0.16)
Gender (Female reference group)				
Male	.33 (0.12)*	.06 (0.12)	.30 (0.11)*	.13 (0.12)
Non-binary	-.47 (0.57)	.56 (0.58)	-.61 (0.56)	.20 (0.57)
Prefer not to answer	.07 (0.45)	.60 (0.46)	.14 (0.44)	.56 (0.45)
Age (21-30 reference group)				
Age 31-40	-.11 (0.12)	-.21 (0.12)	-.14 (0.11)	-.19 (0.12)
Age 41-50	-.17 (0.14)	-.32 (0.14)	-.06 (0.13)	-.20 (0.14)
Age 51-60	-.30 (0.16)	-.52 (0.16)**	-.08 (0.16)	-.35 (0.16)
Age 61-70	-.45 (0.35)	-.69 (0.36)	-.51 (0.35)	-.86 0(.35)
Age 70+	.02 (1.49)	-.78 (1.51)	2.73 (1.46)	-.78 (1.49)
Race (White reference group)				
Asian	.50 (0.58)	-.21 (0.58)	1.51 (0.57)*	.33 (0.58)
Black	-.51 (0.32)	-.60 (0.32)	-.44 (0.31)	-.36 (0.32)
American Indian or Alaskan Native	-.07 (0.57)	1.01 (0.57)	.93 (0.56)	.99 (0.57)
Other	.27 (0.35)	-.32 (0.36)	.33 (0.35)	.09 (0.35)
Mix race - 2 or more races	.30 (0.30)	.32 (0.30)	-.47 (0.30)	-.21 (0.30)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.02 (0.11)	.23 (0.11)	-.02 (0.11)	.31 (0.11)*
Years teaching 11-15	.03 (0.14)	.18 (0.14)	-.06 (0.13)	.18 (0.14)
Years teaching 16-20	-.12 (0.14)	-.03 (0.14)	-.16 (0.14)	.03 (0.14)
Years teaching 21-25	-.08 (0.16)	.29 (0.17)	-.25 (0.16)	.09 (0.16)
Years teaching 26-30	.17 (0.20)	.52 (0.20)*	-.07 (0.19)	.34 (0.20)
Years teaching 31-35	.24 (0.33)	.06 (0.33)	-.33 (0.33)	-.24 (0.33)
Years teaching 36-40	-.06 (0.50)	.40 (0.51)	.41 (0.49)	.48 (0.50)
Years teaching 40+	-.50 (0.99)	.67 (1.00)	-.55 (0.97)	1.92 (0.99)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 29

Multi-Level Regression Models Predicting SEL Teachers' Perceptions of Classroom Climate, Stress, and Coping (N = 883)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.17 (.14)	.28 (0.14)*	-.22 (0.14)
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	.02 (0.09)	-.09 (0.09)	-.09 (0.09)
SEL Program- Second Step	.06 (0.14)	-.15 (0.14)	.06 (0.14)
SEL Program- Zones of Regulation	.08 (0.14)	-.15 (0.14)	-.03 (0.14)
SEL Program- SEL Other	.09 (0.09)	-.17 (0.10)	-.04 (0.10)
Implementation (Implementation Degree- Minimally reference group)			
Implementation Degree- Somewhat	.23 (0.12)	-.16 (0.13)	.16 (0.13)
Implementation Degree- Mostly	.27 (0.12)*	-.18 (0.13)	.19 (0.13)
Implementation Degree- Fully	.50 (0.13)	-.16 (0.13)	.21 (0.14)
Grade (Elementary School (K-5th grade) reference group)			
Middle School (6th-8th grade)	-.52 (0.08)***	-.15 (0.08)	.10 (0.08)
High School (9th-12th grade)	-.23 (0.16)	-.31 (0.16)*	.16 (0.16)
Gender (Female reference group)			
Male	-.22 (0.11)	-.04 (0.12)	-.03 (0.12)
Non-binary	-.15 (0.56)	.91 (0.57)	-1.56 (0.58)**
Prefer not to answer	.16 (0.44)	-.29 (0.45)	-.61 (0.46)
Age (21-30 reference group)			
Age 31-40	-.09 (0.11)	-.13 (0.12)	.14 (0.12)
Age 41-50	.09 (0.13)	-.24 (0.14)	.08 (0.14)
Age 51-60	.07 (0.16)	-.37 (0.16)*	.31 (0.16)
Age 61-70	.47 (0.35)	-.88 (0.36)*	.40 (0.36)
Age 70+	-.85 (1.46)	.78 (1.50)	.51 (1.52)
Race (White reference group)			
Asian	.35 (0.56)	-1.11 (0.58)	.47 (0.59)
Black	.30 (0.31)	-1.13 (0.32)***	.55 (0.32)
American Indian or Alaskan Native	-.84 (0.56)	.69 (0.57)	-.75 (0.58)
Other	-.47 (0.35)	-.74 (0.36)*	.10 (0.36)
Mix race - 2 or more races	-.08 (0.29)	.09 (0.30)	-.08 (0.31)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.02 (0.11)	.28 (0.11)*	-.19 (0.11)
Years teaching 11-15	.10 (0.13)	.26 (0.14)	-.07 (0.14)
Years teaching 16-20	.09 (0.14)	.13 (0.14)	.12 (0.15)
Years teaching 21-25	-.09 (0.16)	.39 (0.17)*	-.14 (0.17)
Years teaching 26-30	-.11 (0.19)	.39 (0.20)	-.15 (0.20)
Years teaching 31-35	-.10 (0.32)	.02 (0.33)	.10 (0.34)
Years teaching 36-40	.00 (0.49)	1.07 (0.50)*	.10 (0.51)
Years teaching 40+	1.09 (0.96)	.53 (0.99)	-.19 (1.01)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 30

Multi-Level Regression Models Predicting SEL Teachers' Perceptions of Student Behavior Change (N = 883)

	Academic Change	**Social Change**	**Emotional Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.37 (0.14)*	-.35 (0.14)	-.36 (0.14)
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	-.04 (0.08)	-.05 (0.08)	-.21 (0.08)*
SEL Program- Second Step	.00 (0.13)	.26 (0.13)	.21 (0.13)
SEL Program- Zones of Regulation	.07 (0.14)	.16 (0.14)	.40 (0.14)*
SEL Program- SEL Other	.10 (0.09)	.23 (0.09)	.23 (0.09)*
Implementation (Implementation Degree- Minimally reference group)			
Implementation Degree- Somewhat	.40 (0.12)**	.45 (0.12)***	.45 (0.12)***
Implementation Degree- Mostly	.58 (0.12)***	.52 (0.12)***	.57 (0.12)***
Implementation Degree- Fully	.92 (0.13)***	.88 (0.13)***	.93 (0.13)***
Grade (Elementary School (K-5th grade) reference group)	.00 (0.00)	.00 (0.00)	.00 (0.00)
Middle School (6th-8th grade)	-.07 (0.08)	-.17 (0.08)	-.16 (0.08)
High School (9th-12th grade)	-.27 (0.15)	-.37 (0.15)*	-.38 (0.15)
Gender (Female reference group)			
Male	-.13 (0.11)	-.16 (0.11)	-.22 (0.11)
Non-binary	-.28 (0.54)	-.09 (0.56)	.08 (0.54)
Prefer not to answer	-.76 (0.43)	-.66 (0.44)	-.54 (0.43)
Age (21-30 reference group)			
Age 31-40	-.25 (0.11)	-.16 (0.11)	-.17 (0.11)
Age 41-50	-.18 (0.13)	-.17 (0.13)	.01 (0.13)
Age 51-60	-.36 (0.15)	-.31 (0.16)	-.14 (0.15)
Age 61-70	-.46 (0.34)	-.17 (0.34)	-.34 (0.34)
Age 70+	2.50 (1.42)	1.49 (1.45)	1.84 (1.43)
Race (White reference group)			
Asian	-.14 (0.55)	-.07 (0.56)	-.25 (0.55)
Black	.85 (0.30)*	.15 (0.31)	.26 (0.30)
American Indian or Alaskan Native	-.15 (0.54)	-.45 (0.55)	-.24 (0.54)
Other	.19 (0.34)	.12 (0.34)	.15 (0.34)
Mix race - 2 or more races	.10 (0.29)	.16 (0.29)	-.26 (0.29)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.08 (0.11)	-.08 (0.11)	-.05 (0.11)
Years teaching 11-15	.06 (0.13)	.04 (0.13)	-.12 (0.13)
Years teaching 16-20	.09 (0.14)	-.05 (0.14)	-.05 (0.14)
Years teaching 21-25	-.05 (0.16)	-.11 (0.16)	-.32 (0.16)
Years teaching 26-30	.14 (0.19)	-.06 (0.19)	-.07 (0.19)
Years teaching 31-35	.79 0(.32)*	.29 (0.32)	.34 (0.32)
Years teaching 36-40	.10 (0.48)	.33 (0.49)	.46 (0.48)
Years teaching 40+	-2.28 (0.94)*	-1.51 (0.96)	-2.21 (0.94)
Student Academic Change	.14 (0.03)***		
Student Social Change		.09 (.03)*	
Student Emotional Change			.11 (0.03)***

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 31
Multi-Level Regression Models Predicting SEL Teachers' Perceptions of SEL Beliefs (N = 883)

	Comfort with SEL	**Commitment to SEL**	**Perceptions of School Culture for SEL**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.50 (0.14)***	.27 (0.14)	-.78 (0.14)***
SEL Program (PBIS reference group)	.00 (0.00)	.00 (0.00)	.00 (0.00)
SEL Program- Leader in Me	.04 (0.08)	-.12 (0.08)	.08 (0.09)
SEL Program- Second Step	.00 (0.13)	-.19 (0.13)	.19 (0.14)
SEL Program- Zones of Regulation	-.05 (0.14)	.02 (0.14)	.14 (0.14)
SEL Program- SEL Other	.15 (0.09)	-.07 (0.09)	.12 (0.09)
Implementation (Implementation Degree-Minimally reference group)			
Implementation Degree- Somewhat	.25 (0.13)	.05 (0.12)	.54 (0.12)***
Implementation Degree- Mostly	.57 (0.13)***	.19 (0.12)	.85 (0.12)***
Implementation Degree- Fully	.83 (0.13)***	.13 (0.13)	1.13 (0.13)***
Grade (Elementary School (K-5th grade) reference group)			
Middle School (6th-8th grade)	.00 (0.08)	-.18 (0.08)	-.16 (0.08)
High School (9th-12th grade)	.16 (0.15)	-.24 (0.15)	-.40 (0.15)*
Gender (Female reference group)			
Male	-.22 (0.12)	-.30 (0.11)*	-.23 (0.11)
Non-binary	.56 (0.57)	.37 (0.56)	-.26 (0.53)
Prefer not to answer	.00 (0.45)	-.52 (0.44)	-.28 (0.43)
Age (21-30 reference group)			
Age 31-40	-.08 (0.11)	.00 (0.11)	.05 (0.11)
Age 41-50	-.06 (0.13)	-.24 (0.13)	.06 (0.13)
Age 51-60	-.26 (0.16)	-.23 (0.16)	-.04 (0.15)
Age 61-70	-.32 (0.35)	.26 (0.34)	.18 (0.33)
Age 70+	-.59 (1.48)	-4.20 (1.45)*	-1.38 (1.40)
Race (White reference group)			
Asian	-.98 (0.57)	.46 (0.56)	.37 (0.54)
Black	.13 (0.31)	.50 (0.31)	-.22 (0.30)
American Indian or Alaskan Native	.06 (0.56)	.25 (0.55)	-1.38 (0.54)*
Other	-.83 (0.35)	-.12 (0.34)	-.07 (0.34)
Mix race - 2 or more races	.02 (0.30)	.02 (0.29)	.52 (0.28)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.05 (0.11)	-.03 (0.11)	.00 (0.10)
Years teaching 11-15	.06 (0.13)	-.15 (0.13)	.00 (0.13)
Years teaching 16-20	.15 (0.14)	-.18 (0.14)	.02 (0.14)
Years teaching 21-25	.23 (0.16)	-.20 (0.16)	.08 (0.15)
Years teaching 26-30	.02 (0.19)	-.67 (0.19)***	-.04 (0.18)
Years teaching 31-35	.48 (0.33)	.14 (0.32)	.18 (0.31)
Years teaching 36-40	.48 (0.50)	-1.44 (0.49)**	.52 (0.47)
Years teaching 40+	.09 (0.98)	1.13 (0.96)	.83 (0.93)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Grade Level Hierarchical Linear Regression. The same analysis as presented earlier in this chapter for SEL program comparison was conducted, but this time each grade level (elementary, middle, and high) was added and analyzed separately. Teacher characteristics were included in each model as covariates: gender, age, race, and total years teaching. The regressions tested for differences in outcomes for the differing SEL programs within each grade level with Bonferroni adjusted alpha levels. Very few programmatic differences were observed. As shown on Table 35, in elementary school, Zones of Regulation and "SEL Other" teachers reported significantly higher levels of student emotional change as a result of program implementation, $b = .42$ $p < .05$ and $b = .33$ $p < .05$, respectively. Table 40 indicates that in middle school, teachers from the Leader in Me and "SEL Other" reported significantly lower levels of commitment in their SEL beliefs, $b = -.38$ $p < .05$ and $b = -.40$ $p < .05$, respectively. At the high school level, teachers from Leader in Me schools reported significantly more warmth in their teacher-student relationships $b = .86$ $p < .05$ (see Table 41), as well as significantly less burnout in depersonalization $b = -.88$ $p < .05$ (see Table 42). Teachers from "SEL Other" reported significantly better classroom climate in high school $b = 1.08$ $p < .05$, while teachers' perceptions of classroom climate from Leader in Me was not significant (but approaching significance) $b = .83$ $p = .0925$ (see Table 43).

Table 32

Multi-Level Regression Models Predicting Elementary School SEL Teachers' Perceptions of Teacher Self-Efficacy and Teacher Student Relationships (N = 571)

	Teacher Self-Efficacy			Teacher Student Relationships	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.81 (0.20)***	-.67 (0.20)*	-.47 (0.19)*	-.34 (0.20)	.48 (0.20)*
SEL Program (PBIS reference group)					
SEL Program- Leader in Me	.12 (0.11)	.04 (0.10)	.06 (0.10)	-.13 (0.11)	-.11 (0.12)
SEL Program- Second Step	.31 (0.16)	.33 (0.16)	.06 (0.16)	-.17 (0.16)	-.10 (0.17)
SEL Program- Zones of Regulation	.11 (0.16)	.14 (0.16)	.04 (0.16)	.15 (0.16)	-.25 (0.17)
SEL Program- SEL Other	.23 (0.13)	.23 (0.12)	.22 (0.12)	.06 (0.13)	-.31(0.13)*
Implementation (Implementation Degree-Minimally reference group)					
Implementation Degree- Somewhat	.28 (0.19)	.30 (0.19)	-.05 0(.18)	.09 (0.19)	-.10 (0.19)
Implementation Degree- Mostly	.39 (0.18)	.46 (0.18)*	.12 (0.18)	.23 (0.18)	-.13 (0.18)
Implementation Degree- Fully	.65 (0.19)***	.72 (0.19)***	.36 (0.18)	.41 (0.19)	-.38 (0.19)
Gender (Female reference group)					
Male	-.21 (0.20)	-.45 (0.20)	-.74 (0.20)***	-.55 (0.21)*	.36 (0.21)
Non-binary	.36 (0.71)	.63 (0.71)	.43 0(.69)	.32 (0.71)	-.96 (0.71)
Prefer not to answer	-.37 (0.61)	-.46 (0.61)	-.54 (0.60)	-1.44 (0.62)	.28 (0.61)
Age (21-30 reference group)					
Age 31-40	.13 (0.14)	.04 (0.14)	.04 (0.14)	-.09 (0.14)	-.16 (0.14)
Age 41-50	.38 (0.17)	.10 (0.17)	.17 (0.17)	.07 (0.17)	-.26 (0.17)
Age 51-60	.14 (0.21)	.07 (0.21)	.08 (0.21)	-.18 (0.21)	-.51 (0.21)*
Age 61-70	.12 (0.50)	-.50 (0.50)	-.41 (0.49)	-.07 (0.50)	-.05 (0.50)
Race (White reference group)					
Black	.33 (0.41)	.96 (0.41)	.31 (0.40)	.75 (0.41)	-.04 (0.41)
American Indian or Alaskan Native	-.57 (0.71)	-.05 (0.70)	-.71 (0.69)	.88 (0.71)	1.28 (0.71)
Other	-.20 (0.42)	-.04 (0.42)	-.28 (0.41)	.12 (0.42)	.20 (0.42)
Mix race - 2 or more races	.07 (0.36)	.08 (0.36)	-.30 (0.35)	.30 (0.36)	-.26 (0.36)
Years Teaching (1-5 reference group)					
Years teaching 6-10	.21 (0.14)	.13 (0.13)	.23 (0.13)	.26 (0.14)	-.04 (0.14)
Years teaching 11-15	.21 (0.18)	.11 (0.17)	.35 (0.17)	.30 (0.18)	.02 (0.18)
Years teaching 16-20	.22 (0.18)	.13 (0.18)	.27 (0.18)	.19 (0.18)	-.13 (0.19)
Years teaching 21-25	.13 (0.22)	.01 (0.22)	.49 (0.22)	.31 (0.22)	-.04 (.22)0
Years teaching 26-30	.09 (0.25)	.15 (0.25)	.54 (0.25)	.27 (0.25)	.13(0.25)
Years teaching 31-35	-.10 (0.43)	.35 (0.43)	.35 (0.42)	-.06 (0.43)	.33 (0.43)
Years teaching 36-40	-.65 (1.01)	.13 (1.01)	-1.80 (0.99)	-1.02 (1.01)	.54 (1.02)
Years teaching 40+	.97 (1.00)	.95 (1.00)	.58 (0.98)	.19 (1.00)	.32 (1.00)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 33
Multi-Level Regression Models Predicting Elementary School SEL Teachers' Perceptions of Burnout (N = 571)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
Predictors				
(Intercept)	.86 (0.20)***	.57 (0.20)	.41 (0.20)	.49 (0.20)
SEL Program (PBIS reference group)				
SEL Program- Leader in Me	.06 (0.11)	-.03 (0.11)	.19 (0.11)	.02 (0.11)
SEL Program- Second Step	.14 (0.16)	-.09 (0.16)	.14 (0.16)	-.15 (0.16)
SEL Program- Zones of Regulation	-.14 (0.16)	-.16 (0.16)	.02 (0.16)	-.14 (0.16)
SEL Program- SEL Other	-.05 (0.13)	-.06 (0.13)	-.05 (0.13)	-.02 (0.13)
Implementation (Implementation Degree-Minimally reference group)				
Implementation Degree- Somewhat	-.70 (0.19)***	-.39 (0.19)	-.07 (0.19)	-.34 (0.19)
Implementation Degree- Mostly	-.67 (0.18)***	-.53 (0.18)*	-.29 (0.18)	-.48 (0.18)*
Implementation Degree- Fully	-.86 0(.19)***	-.48 (0.19)*	-.50 (0.19)*	-.53 (0.19)*
Gender (Female reference group)				
Male	.25 (0.21)	.24 (0.21)	.35 (0.21)	.21 (0.21)
Non-binary	-.65 (0.71)	-.07 (0.72)	-.49 (0.71)	.29 (0.71)
Prefer not to answer	.19 (0.62)	.19 (0.62)	-.65 (0.62)	-.16 (0.62)
Age (21-30 reference group)				
Age 31-40	.01 (.104)	-.11 (0.14)	-.14 (0.14)	-.15 (0.14)
Age 41-50	-.03 (0.17)	-.15 (0.17)	-.11 (0.17)	-.06 (0.17)
Age 51-60	-.10 (0.21)	-.23 (0.21)	-.12 (0.21)	-.16 (0.21)
Age 61-70	-.23 (0.50)	-.93 (0.50)	-.68 (0.50)	-.58 (0.50)
Race (White reference group)				
Black	-.47 (0.41)	-.80 (0.41)	.00 (0.41)	-.21 (0.41)
American Indian or Alaskan Native	.18 (0.71)	.81 (0.71)	.84 (0.71)	.42 (0.71)
Other	-.15 (0.42)	-.37 (0.43)	.17 (0.42)	.11 (0.42)
Mix race - 2 or more races	-.18 (0.36)	.15 (0.36)	-.20 (0.36)	-.34 (0.36)
Years Teaching (1-5 reference group)				
Years teaching 6-10	-.15 (0.14)	.10 (0.14)	-.15 (0.14)	.21 (0.14)
Years teaching 11-15	-.23 (0.18)	.03 (0.18)	-.11 (0.18)	.06 (0.18)
Years teaching 16-20	-.27 (0.19)	-.27 (0.19)	-.23 (0.18)	-.05 (0.19)
Years teaching 21-25	-.27 (0.22)	.08 (0.22)	-.23 (0.22)	-.11 (0.22)
Years teaching 26-30	-.15 (0.26)	.30 (0.26)	-.05 (0.25)	-.08 (0.25)
Years teaching 31-35	-.24 (0.44)	-.02 (0.44)	-.41 (0.43)	-.61 (0.44)
Years teaching 36-40	-.86 (1.02)	-.48 (1.02)	.39 (1.01)	-.32 (1.02)
Years teaching 40+	-.54 (1.01)	.58 (1.01)	-.60 (1.00)	1.93 (1.01)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 34

Multi-Level Regression Models Predicting Elementary SEL School Teachers' Perceptions of Classroom Climate, Stress, and Coping (N = 571)

		Climate	**Stress**	**Coping**
Predictors		Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)		-.25 (0.20)	.09 (0.20)	4.70 (0.40)***
SEL Program (PBIS reference group)				
	SEL Program- Leader in Me	-.05 (0.11)	-.15 (0.11)	-.07 (0.21)
	SEL Program- Second Step	.02 (0.16)	-.22 (0.16)	.23 (0.32)
	SEL Program- Zones of Regulation	.02 (0.16)	-.07 (0.16)	-.10 (0.32)
	SEL Program- SEL Other	.06 (0.13)	-.19 (0.13)	-.04 (0.25)
Implementation (Implementation Degree- Minimally reference group)				
	Implementation Degree- Somewhat	.15 (0.19)	-.08 (0.19)	.27 (0.38)
	Implementation Degree- Mostly	.18 (0.19)	-.07 (0.18)	.42 (0.37)
	Implementation Degree- Fully	.44 (0.19)*	-.02 (0.19)	.35 (0.37)
Gender (Female reference group)				
	Male	-.40 (0.21)	.07 (0.21)	-.35 (0.41)
	Non-binary	-.15 (0.72)	.83 (0.71)	-3.25 (1.43)*
	Prefer not to answer	.42 (0.62)	-1.57 (0.62)*	.63 (1.24)
Age (21-30 reference group)				
	Age 31-40	.00 (0.15)	-.09 (0.14)	.32 (0.29)
	Age 41-50	.11 (0.17)	-.13 (0.17)	.18 (0.34)
	Age 51-60	.15 (0.21)	-.46 (0.21)*	.39 (0.42)
	Age 61-70	.11 (0.51)	-.43 (0.50)	.20 (1.01)
Race (White reference group)				
	Black	.49 (0.42)	-1.45 (0.41)***	.95 (0.83)
	American Indian or Alaskan Native	-1.15 (0.72)	.50 (0.71)	.15 (1.42)
	Other	-.75 (0.43)	-.52 (0.42)	-.27 (0.85)
	Mix race - 2 or more races	-.08 (0.36)	.33 (0.36)	-.50 (0.72)
Years Teaching (1-5 reference group)				
	Years teaching 6-10	-.03 (0.14)	.27 (0.14)*	-.26 (0.27)
	Years teaching 11-15	.02 (0.18)	.30 (0.18)	-.01 (0.35)
	Years teaching 16-20	-.04 (0.19)	.05 (0.19)	.46 (0.37)
	Years teaching 21-25	.00 (0.22)	.48 (0.22)*	-.37 (0.44)
	Years teaching 26-30	-.09 (0.26)	.33 (0.25)	-.02 (0.51)
	Years teaching 31-35	.09 (0.44)	.21 (0.43)	.64 (0.87)
	Years teaching 36-40	-1.76 (1.03)	1.55 (1.01)	-.51 (2.03)
	Years teaching 40+	1.03 (1.01)	.55 (1.00)	-.29 (2.01)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 35

Multi-Level Regression Models Predicting Elementary SEL Teachers' Perceptions of Student Behavior Change from SEL Program Implementation (N = 571)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.64 (.19)**	-.62 (.19)**	-.67 (.19)***
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	-.09 (.10)	-.25 (.10)*	-.03 (.10)
SEL Program- Second Step	.10 (.16)	.34 (.15)	.39 (.16)*
SEL Program- Zones of Regulation	.09 (.15)	.42 (.15)*	.15 (.16)
SEL Program- SEL Other	.18 (.12)	.33 (.12)*	.39 (.12)**
Implementation (Implementation Degree- Minimally reference group)			
Implementation Degree- Somewhat	.62 (.18)***	.57 (.18)**	.61 (.18)**
Implementation Degree- Mostly	.74 (.17)***	.72 (.17)***	.66 (.18)***
Implementation Degree- Fully	1.18 (.18)***	1.15 (.18)***	1.04 (.18)***
Gender (Female reference group)			
Male	-.05 (.19)	-.17 (.19)	-.18 (.20)
Non-binary	-.25 (.67)	.11 (.67)	.00 (.69)
Prefer not to answer	-1.20 (.58)	-.89 (.58)	-.90 (.60)
Age (21-30 reference group)			
Age 31-40	-.21 (.14)	-.14 (.14)	-.14 (.14)
Age 41-50	-.19 (.16)	.04 (.16)	-.19 (.17)
Age 51-60	-.15 (.20)	.05 (.20)	-.14 (.20)
Age 61-70	-.50 (.47)	-.32 (.47)	-.38 (.49)
Race (White reference group)			
Black	1.08 (.39)*	.71 (.39)	.34 (.40)
American Indian or Alaskan Native	.20 (.67)	-.46 (.67)	-.43 (.69)
Other	.54 (.40)	.36 (.40)	.35 (.41)
Mix race - 2 or more races	.68 (.34)	.31 (.34)	.66 (.35)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.18 (.13)	-.15 (.13)	-.13 (.13)
Years teaching 11-15	-.03 (.17)	-.26 (.17)	.03 (.17)
Years teaching 16-20	-.07 (.18)	-.18 (.17)	-.09 (.18)
Years teaching 21-25	-.12 (.21)	-.47 (.21)	-.10 (.21)
Years teaching 26-30	.02 (.24)	-.12 (.24)	-.03 (.25)
Years teaching 31-35	.60 (.41)	.07 (.41)	.15 (.42)
Years teaching 36-40	-1.46 (.96)	-1.30 (.96)	-2.04 (.98)
Years teaching 40+	-2.28 (.95)*	-2.11 (.95)	-1.42 (.97)
Student Behavior Change-Academic	.11 (.04)*		
Student Behavior Change-Emotional		.09 (.04)	
Student Behavior Change-Social			.09 (.04)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 36

Multi-Level Regression Models Predicting Middle School SEL Teachers' Perceptions of Teacher Self-Efficacy and Teacher Student Relationships (N = 263)

	Teacher Self-Efficacy			Teacher Student Relationships	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.28 (0.23)	-.34 (0.24)	-.01 (0.24)	.19 (.23)	.08 (0.24)
SEL Program (PBIS reference group)					
SEL Program- Leader in Me	.24 (0.15)	-.09 (0.16)	.04 (0.17)	-.04 (.16)	-.07 (0.18)
SEL Program- Second Step	-.22 (0.28)	-.21 (0.29)	-.07 (0.30)	-.62 (.28)	.01 (0.31)
SEL Program- Zones of Regulation	-.05 (0.37)	-.08 (0.38)	-.14 (0.38)	-.10 (.36)	.04 (0.38)
SEL Program- SEL Other	.09 (0.16)	-.04 (0.17)	-.02 (0.17)	-.39 (.16)*	.23 (0.17)
Implementation (Implementation Degree-Minimally reference group)					
Implementation Degree- Somewhat	-.28 (0.20)	.19 (0.21)	-.33 (0.21)	-.09 (.20)	.11 (0.21)
Implementation Degree- Mostly	.09 (0.21)	.42 (0.22)	-.08 (0.22)	.30 (.20)	-.13 (0.22)
Implementation Degree- Fully	.36 (0.23)	.59 (0.24)*	-.13 (0.24)	.42 (.22)	-.27 (0.24)
Gender (Female reference group)					
Male	.13 (0.16)	-.02 (0.17)	-.08 (0.17)	-.58 (.16)***	.18 (0.17)
Non-binary	-.19 (1.00)	-1.62 (1.04)	-.36 (1.02)	-.83 (.95)	-.30 (0.98)
Prefer not to answer	-2.29 (.99)	-.53 (1.03)	.95 (1.03)	.18 (.97)	-.01 (1.01)
Age (21-30 reference group)					
Age 31-40	.06 (0.23)	-.06 (0.24)	-.10 (0.24)	-.11 (.22)	.18 (0.23)
Age 41-50	.16 (0.26)	-.17 (0.27)	-.07 (0.27)	-.03 (.25)	-.24 (0.26)
Age 51-60	.21 (0.29)	-.06 (0.30)	-.11 (0.30)	-.19 (.28)	-.08 (0.30)
Age 61-70	-.55 (0.65)	.13 (0.68)	-1.18 (0.67)	-.68 (.62)	-.08 (0.65)
Race (White reference group)					
Asian	-.49 (0.75)	-.41 (0.78)	-.96 (0.77)	-1.44 (.72)	.19 (0.76)
Black	-.02 (0.51)	.47 (0.53)	.25 (0.53)	.77 (.50)	-.18 (0.53)
American Indian or Alaskan Native	.10 (0.99)	-1.64 (1.03)	-.88 (1.02)	-1.42 (.96)	.70 (1.02)
Other	-.57 (0.98)	-.57 (1.02)	-1.47 (1.02)	.35 (.96)	.72 (1.02)
Mix race - 2 or more races	-.10 (0.72)	.97 (0.75)	.55 (0.75)	-.10 (.70)	-1.01 (0.75)
Years Teaching (1-5 reference group)					
Years teaching 6-10	-.12 (0.22)	-.01 (0.23)	.28 (0.23)	.08 (.22)	.02 (0.23)
Years teaching 11-15	.14 (0.24)	.22 (0.25)	.35 (0.25)	.14 (.23)	-.24 (0.25)
Years teaching 16-20	.32 (0.26)	.48 (0.27)	.39 (0.27)	.08 (.25)	-.18 (0.26)
Years teaching 21-25	.24 (0.28)	.25 (0.29)	.45 (0.29)	-.05 (.27)	-.01 (0.29)
Years teaching 26-30	.39 (0.35)	.44 (0.36)	.70 (0.36)	.13 (.34)	-.25 (0.35)
Years teaching 31-35	1.01 (0.63)	-.07 (0.65)	1.59 (0.65)*	.00 (.60)	.00 (0.63)
Years teaching 36-40	.73 (0.70)	.13 (0.73)	1.24 (0.72)	.07 (.68)	.20 (0.71)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 37

Multi-Level Regression Models Predicting Middle School SEL Teachers' Perceptions of Teacher Self-Efficacy and Teacher Student Relationships (N = 263)

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.27 (.23)	.34 (.23)	.27 (.23)	.38 (.23)
SEL Program (PBIS reference group)				
SEL Program- Leader in Me	-.01 (.16)	.04 (.17)	.03 (.16)	-.20 (.16)
SEL Program- Second Step	-.28 (.29)	-.73 (.30)	.48 (.29)	.00 (.29)
SEL Program- Zones of Regulation	-.06 (.36)	-.20 (.36)	.04 (.36)	-.08 (.36)
SEL Program- SEL Other	.03 (.16)	.23 (.17)	.00 (.16)	-.03 (.16)
Implementation (Implementation Degree-Minimally reference group)				
Implementation Degree- Somewhat	.02 (.20)	-.13 (.20)	-.05 (.20)	-.12 (.20)
Implementation Degree- Mostly	-.34 (.21)	-.24 (.21)	-.44 (.21)	-.48 (.21)
Implementation Degree- Fully	-.51 (.23)	-.36 (.23)	-.51 (.23)	-.39 (.23)
Gender (Female reference group)				
Male	.35 (.16)	-.13 (.16)	.23 (.16)	-.03 (.16)
Non-binary	-.36 (.98)	1.57 (.95)	-.87 (.97)	-.16 (.97)
Prefer not to answer	-.35 (.99)	1.29 (.97)	1.60 (.98)	1.84 (.99)
Age (21-30 reference group)				
Age 31-40	-.38 (.23)	-.57 (.23)*	-.28 (.23)	-.24 (.23)
Age 41-50	-.48 (.25)	-.77 (.25)**	-.06 (.25)	-.43 (.25)
Age 51-60	-.93 (.29)**	-1.22 (.29)***	-.33 (.29)	-.69 (.29)
Age 61-70	-1.45 (.64)	-.81 (.63)	-.94 (.64)	-1.27 (.64)
Race (White reference group)				
Asian	1.65 (.74)	1.11 (.73)	1.34 (.74)	.25 (.74)
Black	-.41 (.51)	.04 (.50)	-1.04 (.50)	-.46 (.51)
American Indian or Alaskan Native	-.26 (.98)	1.52 (.98)	1.18 (.98)	1.99 (.98)
Other	1.29 (.98)	.54 (.98)	.86 (.97)	.22 (.98)
Mix race - 2 or more races	-.30 (.72)	.29 (.72)	-1.06 (.72)	-.87 (.72)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.48 (.22)	.66 (.22)*	.31 (.22)	.47 (.22)
Years teaching 11-15	.30 (.24)	.43 (.24)	.04 (.24)	.28 (.24)
Years teaching 16-20	.23 (.26)	.50 (.25)	-.07 (.25)	.15 (.26)
Years teaching 21-25	.36 (.28)	.86 (.28)**	-.11 (.28)	.43 (.28)
Years teaching 26-30	.59 (.35)	.91 (.34)*	.05 (.34)	.87 (.34)
Years teaching 31-35	.98 (.62)	-.40 (.61)	.16 (.62)	-.34 (.62)
Years teaching 36-40	1.01 (.69)	.82 (.68)	.91 (.69)	1.01 (.69)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 38

Multi-Level Regression Models Predicting Middle School SEL Teachers' Perceptions of Classroom Climate, Stress, and Coping (N = 263)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.36 (0.24)	.68 (0.24)**	5.12 (0.45)***
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	.14 (0.18)	.10 (0.18)	-.52 (0.31)
SEL Program- Second Step	.07 (0.30)	-.06 (0.31)	-.10 (0.54)
SEL Program- Zones of Regulation	.29 (0.38)	-.43 (0.37)	.31 (0.69)
SEL Program- SEL Other	.02 (0.17)	-.03 (0.17)	-.20 (0.31)
Implementation (Implementation Degree- Minimally reference group)			
Implementation Degree- Somewhat	.29 (0.21)	-.45 (0.20)*	.38 (0.38)
Implementation Degree- Mostly	.25 (0.22)	-.30 (0.21)	.19 (0.40)
Implementation Degree- Fully	.49 (0.24)*	-.51 (0.24)*	.65 (0.44)
Gender (Female reference group)			
Male	-.28 (0.17)	-.22 (0.16)	.19 (0.31)
Non-binary	-.11 (0.99)	1.31 (0.97)	-2.58 (1.87)
Prefer not to answer	1.02 (1.02)	1.13 (1.00)	-4.53 (1.89)*
Age (21-30 reference group)			
Age 31-40	-.21 (0.24)	-.37 (0.23)	.28 (0.44)
Age 41-50	.27 (0.26)	-.58 (0.26)*	-.03 (0.49)
Age 51-60	.26 (0.30)	-.60 (0.30)*	.88 (0.55)
Age 61-70	1.03 (0.65)	-1.35 (0.64)*	1.57 (1.22)
Race (White reference group)			
Asian	.31 (0.76)	-.73 (0.75)	.27 (1.41)
Black	.12 (0.52)	-.54 (0.52)	.96 (0.97)
American Indian or Alaskan Native	-.08 (1.01)	1.25 (1.01)	-4.85 (1.87)**
Other	.11 (1.01)	-.58 (1.01)	1.38 (1.87)
Mix race - 2 or more races	.51 (0.74)	-.91 (0.74)	.00 (1.37)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.05 (0.23)	.24 (0.23)	-.52 (0.43)
Years teaching 11-15	.07 (0.25)	.17 (0.25)	-.24 (0.46)
Years teaching 16-20	.22 (0.26)	.15 (0.26)	.24 (0.49)
Years teaching 21-25	-.37 (0.29)	.42 (0.28)	-.09 (0.53)
Years teaching 26-30	-.34 (0.35)	.32 (0.35)	-.37 (0.66)
Years teaching 31-35	-.61 (0.63)	-.57 (0.63)	-.35 (1.18)
Years teaching 36-40	-.07 (0.71)	1.26 (0.70)	-.24 (1.32)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 39

Multi-Level Regression Models Predicting Middle School SEL Teachers' Perceptions of Student Behavior Change from SEL Program Implementation (N = 263)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.22 (.23)	.15 (.24)	.26 (.23)
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	.00 (.17)	-.13 (.19)	-.12 (.16)
SEL Program- Second Step	-.48 (.29)	-.12 (.31)	-.17 (.29)
SEL Program- Zones of Regulation	.22 (.36)	.55 (.37)	.66 (.36)
SEL Program- SEL Other	-.19 (.16)	-.04 (.17)	-.17 (.16)
Implementation (Implementation Degree-Minimally reference group)			
Implementation Degree- Somewhat	-.11 (.20)	.09 (.20)	.00 (.20)
Implementation Degree- Mostly	.32 (.21)	.28 (.21)	.18 (.21)
Implementation Degree- Fully	.29 (.23)	.42 (.23)	.53 (.23)
Gender (Female reference group)			
Male	-.15 (.16)	-.27 (.16)	-.18 (.16)
Non-binary	.13 (.94)	.23 (.93)	.41 (.98)
Prefer not to answer	.08 (.97)	.30 (.97)	.13 (.99)
Age (21-30 reference group)			
Age 31-40	-.46 (.22)	-.41 (.22)	-.34 (.23)
Age 41-50	-.23 (.25)	-.06 (.25)	-.13 (.25)
Age 51-60	-.76 (.29)*	-.44 (.29)	-.62 (.29)
Age 61-70	-.89 (.62)	-.77 (.62)	-.26 (.64)
Race (White reference group)			
Asian	.67 (.72)	.27 (.73)	.78 (.74)
Black	.78 (.50)	-.17 (.51)	-.05 (.51)
American Indian or Alaskan Native	-.74 (.96)	.57 (.98)	-.28 (.98)
Other	.05 (.97)	.40 (.99)	-.19 (.98)
Mix race - 2 or more races	-1.26 (.71)	-1.80 (.73)*	-1.10 (.72)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.14 (.22)	.04 (.22)	.00 (.22)
Years teaching 11-15	.24 (.23)	.07 (.24)	.02 (.24)
Years teaching 16-20	.29 (.25)	.01 (.25)	-.07 (.26)
Years teaching 21-25	.00 (.27)	-.22 (.28)	-.30 (.28)
Years teaching 26-30	.39 (.34)	-.18 (.34)	-.23 (.34)
Years teaching 31-35	.95 (.60)	.63 (.61)	.09 (.62)
Years teaching 36-40	.78 (.67)	1.30 (.67)	1.11 (.69)
Student Behavior Change-Academic	.26 (.06)***		
Student Behavior Change-Emotional		.19 (.06)**	
Student Behavior Change-Social			.11 (.06)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 40

Multi-Level Regression Models Predicting Middle School SEL Teachers' Perceptions of Beliefs in SEL (N = 263)

	Comfort with SEL	**Commitment to SEL**	**Perceptions of School Culture for SEL**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.17 (.23)	.48 (.23)	-.61 (0.24)*
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	-.05 (.15)	-.38 (.16)*	-.12 (0.17)
SEL Program- Second Step	-.14 (.27)	-.50 (.28)	.01 (0.30)
SEL Program- Zones of Regulation	-.14 (.36)	-.05 (.36)	.29 (0.37)
SEL Program- SEL Other	-.14 (.16)	-.40 (.16)*	.03 (0.17)
Implementation (Implementation Degree-Minimally reference group)			
Implementation Degree- Somewhat	.04 (.20)	.04 (.20)	.37 (0.21)
Implementation Degree- Mostly	.47 (.20)	.27 (.20)	.67 (0.21)**
Implementation Degree- Fully	.73 (.23)**	.26 (.23)	.68 (0.24)*
Gender (Female reference group)			
Male	-.33 (.16)	-.30 (.16)	-.33 (0.17)
Non-binary	.03 (.97)	-.37 (.97)	1.23 (0.99)
Prefer not to answer	-1.26 (.97)	-2.01 (.97)	.51 (1.01)
Age (21-30 reference group)			
Age 31-40	-.05 (.23)	-.04 (.23)	.17 (0.23)
Age 41-50	-.16 (.25)	-.27 (.25)	.17 (0.26)
Age 51-60	-.10 (.29)	-.38 (.29)	-.03 (0.30)
Age 61-70	.06 (.64)	.56 (.63)	.01 (0.65)
Race (White reference group)			
Asian	-1.08 (.73)	.45 (.73)	.59 (0.75)
Black	.19 (.50)	.52 (.50)	-.26 (0.52)
American Indian or Alaskan Native	.25 (.97)	.11 (.96)	-.06 (1.01)
Other	-2.48 (.96)*	-.28 (.96)	-.06 (1.01)
Mix race - 2 or more races	.06 (.71)	-.11 (.71)	1.16 (0.74)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.26 (.22)	-.08 (.22)	.04 (0.23)
Years teaching 11-15	.12 (.23)	-.19 (.23)	.12 (0.25)
Years teaching 16-20	.31 (.25)	-.18 (.25)	.06 (0.26)
Years teaching 21-25	.45 (.27)	-.24 (.27)	.08 (0.28)
Years teaching 26-30	.39 (.34)	-.69 (.34)	.29 (0.35)
Years teaching 31-35	-.12 (.61)	-.02 (.61)	.38 (0.63)
Years teaching 36-40	.18 (.69)	-1.74 (.68)*	1.07 (0.71)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 41

Multi-Level Regression Models Predicting High School SEL Teachers' Perceptions of Teacher Self-Efficacy and Teacher Student Relationships (N = 49)

	Teacher Self-Efficacy			**Teacher Student Relationships**	
	Classroom Management	**Student Engagement**	**Instructional Practices**	**Warmth**	**Conflict**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.15 (0.53)	-.47 (0.45)	-.67 (0.52)	-.12 (0.41)	.70 (0.46)
SEL Program (PBIS reference group)					
SEL Program- Leader in Me	.67 (0.49)	.37 (0.37)	.77 (0.48)	.86 (0.34)*	-.64 (0.44)
SEL Program- Zones of Regulation	-.73 (1.29)	-.91 (1.13)	-1.77 (1.28)	.92 (1.03)	-1.43 (1.14)
SEL Program- SEL Other	.16 (0.43)	.77 (0.34)	.37 (0.43)	.45 (0.31)	.04 (0.39)
Implementation (Implementation Degree- Minimally reference group)					
Implementation Degree- Somewhat	-.45 (0.50)	.06 (0.44)	.11 (0.50)	-.44 (0.40)	.08 (0.43)
Implementation Degree- Mostly	.04 (0.47)	.63 (0.42)	-.03 (0.46)	.11 (0.39)	-.59 (0.40)
Implementation Degree- Fully	.18 (0.57)	-.29 (0.50)	.20 (0.56)	.72 (0.45)	-1.22 (0.49)*
Gender (Female reference group)					
Male	.18 (0.38)	-.21 (0.34)	.06 (0.37)	-.12 (0.31)	-.47 (0.32)
Prefer not to answer	-.58 (1.35)	-1.15 (1.15)	1.21 (1.34)	.32 (1.04)	1.78 (1.20)
Age (21-30 reference group)					
Age 31-40	-.22 (0.61)	.67 (0.52)	-.58 (0.61)	-.02 (0.47)	.00 (0.54)
Age 41-50	-.31 (0.78)	-.36 (0.68)	-.95 (0.78)	-.22 (0.61)	-.87 (0.68)
Age 51-60	.16 (0.74)	.06 (0.65)	-.92 (0.74)	-.63 (0.59)	-.45 (0.65)
Age 70+	1.87 (1.89)	1.23 (1.59)	.61 (1.87)	-1.60 (1.44)	-3.33 (1.68)
Race (White reference group)					
Asian	1.16 (1.07)	.70 (0.91)	-.96 (1.06)	-.30 (0.83)	.28 (0.95)
Other	-2.31 (1.09)	-1.17 (0.93)	-2.45 (1.08)	-2.34 (0.84)*	.03 (0.97)
Mix race - 2 or more races	.71 (0.94)	1.91 (0.97)	-.31 (0.95)	1.91 (0.88)	3.11 (0.79)*
Years Teaching (1-5 reference group)					
Years teaching 6-10	.38 (0.65)	.49 (0.53)	.53 (0.64)	.61 (0.48)	-.39 (0.57)
Years teaching 11-15	.28 (0.80)	-.96 (0.68)	1.22 (0.80)	-.27 (0.61)	-.12 (0.71)
Years teaching 16-20	.08 (0.81)	.04 (0.72)	1.05 (0.81)	-.02 (0.65)	.77 (0.70)
Years teaching 21-25	.96 (0.92)	.78 (0.76)	2.14 (0.91)	.33 (0.69)	-.05 (0.81)
Years teaching 26-30	-.31 (1.18)	-.97 (0.98)	1.05 (1.17)	.06 (0.89)	1.17 (1.04)
Years teaching 31-35	.34 (1.30)	-.26 (1.11)	1.35 (1.29)	.53 (1.00)	.82 (1.15)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 42
Multi-Level Regression Models Predicting High School SEL Teachers' Perceptions of Burnout *(N = 49)*

	Teacher Burnout			
	Depersonalization	**Exhaustion**	**Personal Accomplishment**	**Dissatisfaction with Teaching**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.27 (0.35)	.40 (0.48)	-.55 (0.47)	-.87 (0.46)
SEL Program (PBIS reference group)				
SEL Program- Leader in Me	-.88 (0.29)*	-.63 (0.40)	-.43 (0.48)	-.10 (0.41)
SEL Program- Zones of Regulation	-.88 (0.86)	-.72 (1.20)	.93 (1.20)	-.10 (1.13)
SEL Program- SEL Other	-.70 (0.26)*	-.84 (0.36)	-.18 (0.41)	-.12 (0.37)
Implementation (Implementation Degree-Minimally reference group)				
Implementation Degree- Somewhat	.05 (0.34)	.41 (0.47)	.11 (0.44)	.15 (0.44)
Implementation Degree- Mostly	-.32 (0.32)	-.21 (0.45)	.08 (0.41)	-.08 (0.42)
Implementation Degree- Fully	-.12 (0.38)	-.26 (0.53)	-.06 (0.52)	.99 (0.50)
Gender (Female reference group)				
Male	.05 (0.26)	.28 (0.36)	.67 (0.33)	.37 (0.34)
Prefer not to answer	.59 (0.88)	1.89 (1.22)	.49 (1.28)	2.26 (1.17)
Age (21-30 reference group)				
Age 31-40	-.67 (0.40)	-.43 (0.55)	-.46 (0.57)	-1.13 (0.53)
Age 41-50	-1.14 (0.52)	-.96 (0.72)	.27 (0.70)	-.88 (0.69)
Age 51-60	-.07 (0.50)	-1.01 (0.69)	1.13 (0.67)	-.45 (0.66)
Age 70+	-1.47 (1.21)	-1.05 (1.69)	.48 (1.81)	-1.33 (1.62)
Race (White reference group)				
Asian	-.29 (0.70)	-1.37 (0.97)	1.21 (1.02)	.41 (0.92)
Other	1.15 (0.71)	-.56 (0.99)	1.85 (1.04)	1.60 (0.94)
Mix race - 2 or more races	3.50 (0.74)***	1.41 (1.04)	-2.14 (0.76)*	1.51 (0.90)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.04 (0.40)	-.13 (0.56)	.25 (0.61)	1.35 (0.55)
Years teaching 11-15	1.03 (0.52)	.40 (0.72)	.90 (0.74)	1.50 (0.70)
Years teaching 16-20	.96 (0.55)	.96 (0.76)	.51 (0.72)	1.06 (0.72)
Years teaching 21-25	.88 (0.58)	.32 (0.81)	-.53 (0.84)	1.18 (0.80)
Years teaching 26-30	3.42 (0.75)***	2.37 (1.04)	-.58 (1.08)	3.14 (1.02)*
Years teaching 31-35	1.98 (0.85)	2.71 (1.18)	-.98 (1.23)	3.22 (1.12)*

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 43

Multi-Level Regression Models Predicting High School SEL Teachers' Perceptions of Classroom Climate, Stress, and Coping (N = 49)

	Climate	**Stress**	**Coping**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-1.33 (0.58)*	.05 (0.54)	5.33 (1.27)***
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	.83 (0.48)	-.64 (0.44)	1.09 (1.10)
SEL Program- Zones of Regulation	1.33 (1.44)	-2.58 (1.34)	2.89 (3.11)
SEL Program- SEL Other	1.08 (0.44)*	-.59 (0.41)	.35 (0.99)
Implementation (Implementation Degree-Minimally reference group)			
Implementation Degree- Somewhat	-.38 (0.57)	.62 (0.53)	.20 (1.22)
Implementation Degree- Mostly	.51 (0.54)	-.24 (0.50)	1.17 (1.15)
Implementation Degree- Fully	.78 (0.64)	.32 (0.59)	.61 (1.37)
Gender (Female reference group)			
Male	.60 (0.43)	-.20 (0.40)	-.10 (0.93)
Prefer not to answer	.69 (1.47)	.38 (1.36)	-4.03 (3.20)
Age (21-30 reference group)			
Age 31-40	-.04 (0.66)	-.61 (0.62)	1.39 (1.46)
Age 41-50	-.53 (0.86)	-1.38 (0.80)	1.82 (1.89)
Age 51-60	-.83 (0.83)	-.30 (0.77)	2.14 (1.80)
Age 70+	-1.39 (2.02)	.63 (1.88)	3.48 (4.43)
Race (White reference group)			
Asian	.28 (1.16)	-1.52 (1.08)	1.68 (2.52)
Other	1.33 (1.18)	-.92 (1.10)	-.33 (2.58)
Mix race - 2 or more races	-.32 (1.24)	.51 (1.16)	2.60 (2.53)
Years Teaching (1-5 reference group)			
Years teaching 6-10	1.48 (0.67)*	.43 (0.63)	-1.67 (1.51)
Years teaching 11-15	1.23 (0.86)	.88 (0.80)	-2.87 (1.90)
Years teaching 16-20	.72 (0.91)	1.55 (0.85)	-3.42 (1.98)
Years teaching 21-25	.73 (0.97)	1.11 (0.90)	-2.29 (2.17)
Years teaching 26-30	.30 (1.25)	3.15 (1.16)*	-4.24 (2.79)
Years teaching 31-35	.69 (1.41)	1.24 (1.31)	-3.00 (3.08)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 44

Multi-Level Regression Models Predicting High School SEL Teachers' Perceptions of Student Behavior Change from SEL Program Implementation (N = 49)

	Student Behavior Change		
	Academic Change	**Emotional Change**	**Social Change**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.89 (0.57)	-1.12 (0.56)	-1.05 (0.62)
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	.13 (0.48)	-.06 (0.48)	-.10 (0.53)
SEL Program- Zones of Regulation	-.66 (1.36)	.15 (1.35)	-.33 (1.44)
SEL Program- SEL Other	.12 (.41)	.35 (0.41)	.10 (0.45)
Implementation (Implementation Degree-Minimally reference group)			
Implementation Degree- Somewhat	1.50 (0.53)*	1.62 (0.53)*	1.37 (0.56)
Implementation Degree- Mostly	1.19 (0.52)	1.21 (0.51)	1.36 (0.54)
Implementation Degree- Fully	.99 (0.60)	.67 (0.60)	.92 (0.64)
Gender (Female reference group)			
Male	-.48 (0.41)	-.33 (0.42)	-.05 (0.46)
Prefer not to answer	-.75 (1.38)	-.81 (1.39)	-.48 (1.45)
Age (21-30 reference group)			
Age 31-40	.24 (0.63)	.84 (0.62)	.36 (0.67)
Age 41-50	.75 (0.82)	1.12 (0.81)	.23 (0.86)
Age 51-60	-.35 (0.78)	.07 (0.78)	-.27 (0.82)
Age 70+	.51 (1.91)	-.51 (1.91)	.20 (2.03)
Race (White reference group)			
Asian	-1.04 (1.10)	-1.41 (1.09)	-.93 (1.16)
Other	-.56 (1.12)	.19 (1.12)	.01 (1.19)
Mix race - 2 or more races	-2.98 (1.18)	-3.10 (1.18)*	-2.84 (1.24)
Years Teaching (1-5 reference group)			
Years teaching 6-10	-.17 (0.64)	-.03 (0.63)	-.03 (0.67)
Years teaching 11-15	-.35 (0.82)	-.66 (0.82)	.12 (0.86)
Years teaching 16-20	.03 (0.87)	-.39 (0.86)	.01 (0.91)
Years teaching 21-25	-.67 (0.92)	-.98 (0.91)	-.37 (0.96)
Years teaching 26-30	-.29 (1.19)	-.59 (1.19)	.13 (1.24)
Years teaching 31-35	.62 (1.33)	.21 (1.34)	.92 (1.40)
Student Behavior Change-Academic	.08 (0.21)		
Student Behavior Change-Emotional		.11 (0.19)	
Student Behavior Change-Social			-.05 (0.21)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 45
Multi-Level Regression Models Predicting High School SEL Teachers' Perceptions of SEL Beliefs (N = 49)

	Comfort with SEL	**Commitment to SEL**	**Perceptions of School Culture for SEL**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.78 (0.52)	.05 (0.51)	-.32 (0.52)
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	-.27 (0.55)	-.39 (0.45)	.49 (0.53)
SEL Program- Zones of Regulation	-1.30 (1.36)	-.88 (1.24)	.12 (1.32)
SEL Program- SEL Other	-.07 (0.47)	.34 (0.40)	-.03 (0.45)
Implementation (Implementation Degree-Minimally reference group)			
Implementation Degree- Somewhat	.78 (0.48)	.94 (0.49)	.70 (0.48)
Implementation Degree- Mostly	.99 (0.45)	.55 (0.46)	1.15 (0.44)*
Implementation Degree- Fully	-.02 (0.57)	-.60 (0.55)	.74 (0.56)
Gender (Female reference group)			
Male	-.14 (0.36)	-.84 (0.37)	.10 (0.36)
Prefer not to answer	1.26 (1.45)	-1.74 (1.28)	-1.13 (1.40)
Age (21-30 reference group)			
Age 31-40	.57 (0.63)	1.05 (0.58)	1.70 (0.62)*
Age 41-50	-.43 (0.77)	.88 (0.76)	.18 (0.76)
Age 51-60	-1.03 (0.74)	.57 (0.72)	.46 (0.73)
Age 70+	-1.97 (2.08)	-1.70 (1.78)	.46 (1.99)
Race (White reference group)			
Asian	-1.51 (1.18)	.32 (1.01)	.70 (1.13)
Other	-.46 (1.19)	-.71 (1.04)	-.31 (1.14)
Mix race - 2 or more races	1.13 (.79)	-.55 (0.99)	1.68 (0.82)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.53 (0.69)	-.51 (0.61)	-1.13 (0.67)
Years teaching 11-15	.12 (0.82)	-1.16 (0.77)	-1.75 (0.81)
Years teaching 16-20	1.45 (0.78)	-.49 (0.79)	-.82 (0.78)
Years teaching 21-25	1.25 (0.93)	-1.26 (0.87)	-1.03 (0.92)
Years teaching 26-30	.11 (1.20)	-2.34 (1.12)	-1.18 (1.18)
Years teaching 31-35	2.44 (1.41)	-.82 (1.23)	-.34 (1.35)

Notes: Bonferroni adjusted *p* values
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Additional Quantitative Analyses

The additional analyses included in this study sought to investigate how SEL beliefs predict teacher burnout and teacher self-efficacy. The teacher burnout models included teachers' commitment, comfort, and perceptions of school culture while controlling for all other previous teacher demographics and SEL program. Table 46 shows that teachers' ratings of perceptions of school culture and support were strong negative predictors of exhaustion $b = -.16$ $p < .001$, meaning that for every unit increase in teachers' perceptions of school support, teachers' own levels of exhaustion would decrease by .16 standard deviations. Ratings of comfort with SEL, commitment to SEL and perceptions of school culture and support were all statistically significant negative predictors of dissatisfaction with teaching $b = -.11$ $p < .05$ and $b = -.21$ $p < .001$, respectively. Comfort with SEL and perceptions of school support and culture were significant negative predictors of depersonalization $b = -.18$ $p < .001$ and $b = -.15$ $p < .001$, respectively. Additionally, comfort with SEL and perceptions of school support and culture were significant negative predictors personal accomplishment $b = -.25$ $p < .001$ and $b = -.11$ $p < .05$, respectively.

The self-efficacy model included teachers' commitment, comfort, and perceptions of school support while controlling for all other previous teacher demographics and SEL program. Teachers' comfort with SEL was a strong positive predictor of teacher self-efficacy in classroom management $b = .30$ $p < .001$, as was teachers' rating of perceptions of school support $b = .10$ $p < .05$, as shown in Table 47. Similar results were found in terms of teacher self-efficacy in instructional practices where comfort with SEL and perceptions of school support and culture were strong positive predictors teacher self-efficacy in instruction $b = .23$ $p < .001$ and $b = .16$ $p < .001$, respectively. The same goes for teacher self-efficacy for student engagement where teachers' ratings of comfort with SEL and perceptions of school support and culture were strong

positive predictors teacher self-efficacy in student engagement $b = .32$ $p < .001$ and $b = .12$ $p < .05$, respectively.

Table 46

Multi-Level Regression Models of SEL Beliefs Predicting Teachers' Perceptions of Burnout in Exhaustion, Dissatisfaction with Teaching, Depersonalization, and Personal Accomplishment (N = 883)

	Exhaustion	**Dissatisfaction with Teaching**	**Depersonalization**	**Personal Accomplishment**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	.24 (0.14)	.10 (0.14)	.30 (0.14)	.07 (0.14)
SEL Beliefs- Comfort	-.04 (0.04)	-.11 (0.03)*	-.18 (0.04)***	-.25 (0.03)***
SEL Beliefs-Commitment	.06 (0.04)	-.09 (0.03)	-.01 (0.03)	-.02 (0.03)
SEL Beliefs- Perceptions of School Culture/Support	-.16 (0.04)***	-.21 (0.04)***	-.15 (0.04)***	-.11 (0.03)*
SEL Program (PBIS reference group)				
SEL Program- Leader in Me	.0 2(0.08)	-.03 (0.08)	.02 (0.08)	.13 (0.08)
SEL Program- Second Step	-.12 (0.13)	-.06 (0.13)	.09 (0.13)	.23 (0.13)
SEL Program- Zones of Regulation	-.12 (0.14)	-.12 (0.14)	-.11 (0.14)	.01 (0.13)
SEL Program- SEL Other	.01 (0.09)	.01 (0.09)	-.0 5 (0.09)	.03 (0.09)
Implementation (Implementation Degree-Minimally reference group)				
Implementation Degree- Somewhat	-.14 (0.13)	.00 (0.12)	-.19 (0.12)	.06 (0.12)
Implementation Degree- Mostly	-.25 (0.13)	-.13 (0.13)	-.25 (0.13)	-.10 (0.12)
Implementation Degree- Fully	-.16 (0.14)	-.03 (0.14)	-.31 (0.14)	-.16 (0.13)
Grade (Elementary School (K-5th grade) reference group)				
Middle School (6th-8th grade)	.03 (0.08)	.00 (0.08)	.06 (0.08)	.14 (0.07)
High School (9th-12th grade)	-.18 (0.16)	.09 (0.15)	.30 (0.15)	.36 (0.15)
Gender (Female reference group)				
Male	.03 (0.12)	.03 (0.11)	.25 (0.11)	.21 (0.11)
Non-binary	.53 (0.57)	.24 (0.55)	-.40 (0.56)	-.49 (0.54)
Prefer not to answer	.59 (0.45)	.45 (0.43)	.02 (0.44)	.09 (0.42)
Age (21-30 reference group)				
Age 31-40	-.21 (0.12)	-.19 (0.11)	-.12 (0.11)	-.15 (0.11)
Age 41-50	-.29 (0.14)	-.21 (0.13)	-.17 (0.13)	-.07 (0.13)
Age 51-60	-.52 (0.16)**	-.41 (0.16)*	-.36 (0.16)	-.15 (0.15)
Age 61-70	-.69 (0.35)	-.83 (0.34)	-.47 (0.34)	-.56 (0.33)
Age 70+	-.78 (1.50)	-1.52 (1.44)	-.34 (1.46)	2.33 (1.41)
Race (White reference group)				
Asian	-.23 (0.58)	.36 (0.56)	.38 (0.56)	1.32 (0.54)
Black	-.65 (0.32)	-.35 (0.31)	-.51 (0.31)	-.41 (0.30)
American Indian or Alaskan Native	.77 (0.57)	.72 (0.55)	-.26 (0.55)	.79 (0.54)
Other	-.35 (0.35)	-.02 (0.34)	.12 (0.34)	.12 (0.33)
Mix race - 2 or more races	.40 (0.30)	-.10 (0.29)	.38 (0.29)	-.41 (0.28)
Years Teaching (1-5 reference group)				
Years teaching 6-10	.23 (0.11)	.31 (0.11)*	.03 (0.11)	-.01 (0.10)
Years teaching 11-15	.18 (0.14)	.17 (0.13)	.03 (0.13)	-.05 (0.13)
Years teaching 16-20	-.01 (0.14)	.04 (0.14)	-.09 (0.14)	-.12 (0.13)
Years teaching 21-25	.33 (0.16)	.12 (0.16)	-.03 (0.16)	-.19 (0.15)
Years teaching 26-30	.55 (0.20)*	.28 (0.19)	.15 (0.19)	-.08 (0.19)
Years teaching 31-35	.09 (0.33)	-.15 (0.32)	.33 (0.32)	-.20 (0.31)
Years teaching 36-40	.59 (0.50)	.51 (0.49)	.08 (0.49)	.55 (0.47)
Years teaching 40+	.77 (0.98)	2.22 (0.95)	-.33 (0.96)	-.40 (0.93)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 47

Multi-Level Regression Models of SEL Beliefs Predicting Teachers' Perceptions of Self-Efficacy for Classroom Management, Student Engagement, and Instructional Practice (N = 883)

	Teacher Self-Efficacy		
	Classroom Management	**Instructional Practices**	**Student Engagement**
Predictors	Estimates (*SE*)	Estimates (*SE*)	Estimates (*SE*)
(Intercept)	-.36 (0.14)*	7.24 (0.15)***	6.34 (0.17)***
SEL Beliefs- Comfort	.30 (0.03)***	.23 (0.04)***	.32 (0.04)***
SEL Beliefs-Commitment	-.05 (0.03)	-.02 (0.04)	.06 (0.04)
SEL Beliefs- Perceptions of School Culture/Support	.10 (0.03)*	.16 (0.04)***	.12 (0.04)*
SEL Program (PBIS reference group)			
SEL Program- Leader in Me	.14 (0.08)	.07 (0.08)	.01 (0.09)
SEL Program- Second Step	.15 (0.13)	.02 (0.14)	.23 (0.15)
SEL Program- Zones of Regulation	.07 (0.13)	.01 (0.14)	.11 (0.16)
SEL Program- SEL Other	.15 (0.09)	.11 (0.10)	.16 (0.11)
Implementation (Implementation Degree- Minimally reference group)			
Implementation Degree- Somewhat	-.11 (0.12)	-.26 (0.13)	.11 (0.15)
Implementation Degree- Mostly	-.02 (0.12)	-.22 (0.13)	.18 (0.15)
Implementation Degree- Fully	.11 (0.13)	-.15 (0.14)	.31 (0.16)
Grade (Elementary School (K-5th grade) reference group)			
Middle School (6th-8th grade)	.04 (0.07)	.13 (0.08)	-.24 (0.09)*
High School (9th-12th grade)	.10 (0.15)	.16 (0.16)	-.27 (0.18)
Gender (Female reference group)			
Male	.08 (0.11)	-.18 (0.12)	-.11 (0.13)
Non-binary	.05 (0.54)	-.05 (0.58)	-.32 (0.65)
Prefer not to answer	-.70 (0.43)	.16 (0.45)	-.51 (0.51)
Age (21-30 reference group)			
Age 31-40	.08 (0.11)	-.04 (0.12)	-.01 (0.13)
Age 41-50	.26 (0.13)	.03 (0.14)	-.01 (0.16)
Age 51-60	.19 (0.15)	.03 (0.16)	.09 (0.18)
Age 61-70	.00 (0.33)	-.55 (0.36)	-.51 (0.40)
Age 70+	-1.11 (1.42)	-.25 (1.51)	-.64 (1.71)
Race (White reference group)			
Asian	.18 (0.55)	-.63 (0.58)	.26 (0.66)
Black	.26 (0.30)	.36 (0.32)	.91 (0.36)*
American Indian or Alaskan Native	-.11 (0.54)	-.66 (0.57)	-.42 (0.65)
Other	-.25 (0.34)	-.73 (0.36)	-.09 (0.40)
Mix race - 2 or more races	-.07 (0.29)	-.29 (0.30)	.24 (0.34)
Years Teaching (1-5 reference group)			
Years teaching 6-10	.16 (0.10)	.28 (0.11)*	.15 (0.13)
Years teaching 11-15	.23 (0.13)	.41 (0.14)**	.15 (0.15)
Years teaching 16-20	.23 (0.14)	.36 (0.14)*	.27 (0.16)
Years teaching 21-25	.20 (0.16)	.53 (0.17)**	.18 (0.19)
Years teaching 26-30	.15 (0.19)	.67 (0.20)**	.27 (0.22)
Years teaching 31-35	.17 (0.31)	.64 (0.33)	.24 (0.38)
Years teaching 36-40	.02 (0.48)	.15 (0.51)	.55 (0.57)
Years teaching 40+	1.04 (0.93)	.51 (1.00)	.95 (1.12)

Notes: Bonferroni adjusted *p* values

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Qualitative Results

Teacher Experiences with SEL

All teachers who participated in the interview were asked a series of questions (see Appendix C) about their experiences with SEL during the return to in-person learning following COVID school closures. In an attempt to understand and conceptualize the factors that influence teachers' experiences with supporting the social-emotional needs of students, the following questions from the interviews were analyzed to best answer research question 3:

1. How do you feel about supporting the social-emotional needs of students?
2. How has your program impacted your teaching?
3. What student behaviors have changed as a result of your SEL program?
4. What aspects of your SEL program are most helpful for teachers?
5. What aspects of your SEL program are least helpful for teachers?

The teacher's responses to these questions are summarized below. Commonalities in responses became very apparent through thematic analysis (Braun & Clark, 2012). The responses were categorized into themes and sub-themes (see Appendix D). Generally speaking, each of the themes was equally represented by each SEL program. Themes that were heavily influenced by one SEL program were indicated as such.

Teacher Feelings About Supporting the Social-Emotional Needs of Students

A question on the interview sought to understand differences in teacher beliefs and feelings about SEL by specifically asking "How do you feel about supporting the social and emotional needs of students?" In the quantitative phase, there were no differences in responses on the SEL beliefs measures between teachers from the varying SEL programs, meaning that teachers across all programs had similar beliefs in their comfort, commitment, and perceptions of

school culture. Given the lack of differences on the SEL beliefs scale during the quantitative phase, this question gave teachers a chance, in their own words, to describe their feelings towards SEL.

SEL is Important. Based on a total of 29 teacher coded responses to this prompt, 79% indicated that teachers felt that supporting the social-emotional needs of students was important or critical. Sub-themes that emerged in this area were: SEL helps builds relationships, SEL is a personal strength or top priority, SEL is required for learning, and SEL is part of the job. 21% of teacher responses indicated that SEL helps build relationships; those could be teacher-student relationships, student-student relationships, and/or building community. One teacher stated, *"I feel like it's really important for teachers as a whole. But I feel like also, with me being in special education, it's even more important. And it helps me establish relationships with students."* As for SEL being a personal strength, one teacher claimed, *"It's my wheelhouse. So that is what I am best at. I really, I don't know why I am. It doesn't mean I'm perfect at it. It doesn't mean that I don't grow every year and that my toolbox gets deeper."* Many teachers felt that learning does not occur in the classroom without addressing student social-emotional needs, painting a picture of "caring for the whole child." One teacher stated, *"I believe we are body, soul, and spirit, and we have to nurture it all. Once again, the holistic approach, especially for students, just for them to be successful in the future, they have to have that part, whether it's their own self-awareness, learning about themselves, how they relate to others, problem solving. It's crucial."* Another teacher said, *"Okay, I know that we need to get this done. But what's more important right now is that the students' emotional needs are met."* Some teachers reported that SEL was just part of the job. For example, one teacher stated, *"I think it's important. I think we all need that. As adults, we need that support. I think students definitely need that."*

SEL is Challenging. Of the total of 29 teacher coded responses to this prompt 21% of the teacher responses mentioned that delivering SEL was difficult, an extra burden, and at times, scary. One teacher said, *"I think all teachers have, they just kind of want to make sure they're given the best they can. But then there was like just kind of the ugly truth that it's been a really hard three or four years and people are giving and giving and giving and it's not enough. It's just not enough."* Another teacher expressed similar feelings and said, *"I think I'm scared because one statement can make or break a child. Maybe it's better to have that open lines so the kids know, hey, it's okay if they say to me, "I didn't like what you said there." But every action or every word, I want to make sure that the words are said correctly. And I'm afraid of that."* Taken a step further, some teachers expressed feeling the extra burden of delivering SEL. One teacher went as far to say, *"I feel like it's probably something that is difficult for a traditional classroom teacher to do just because of the understanding that it takes-- on top of your regular just teaching and then you've got to prepare to do the social-emotional, the instructing the social-emotional learning."*

SEL's Impact on Teaching Practices

SEL programs take time that could go toward teaching course content, and they should also facilitate relationships that might foster better learning. I wanted to know teachers' perspectives on how SEL programs affected their teaching, so I asked, "How does your SEL program impact your teaching?" Five themes emerged: no change, awareness, structure, teacher-student relationships, and tools and strategies.

No change. Based on a total of 24 teacher coded responses to this prompt, 13% indicated that teachers felt like their SEL program had not impacted or changed their teaching. One teacher

indicated, "*In a way, it really hasn't because being a Special Ed teacher, you're trained on it. So, for me, that's just ingrained in me already because I had to take the classes that built up to that*."

Awareness. Responses to this prompt indicated that 25% felt teachers felt their SEL program had increased their awareness about student behavior and the underlying reasons for behavior. For example, one teacher said, *"It does make you think about different things that you don't see on the surface,"* while another teacher stated, *"I've seen the benefit of not just sending a kid to the office or issuing some type of consequence or disciplinary action for something that probably—it's helped me discover reasons for the behavior as opposed to just saying, "Here's your consequence." And it gave me a different mindset as far as just—it's giving me a higher level of understanding of how a student's or how a kid's life affects what happens outside of school or whatever, how it affects them at school."*

Structure. Of the coded responses, 17% indicated that the SEL program provided an approach or purpose to teaching and a greater focus on social-emotional well-being. For instance, one teacher claimed, "*It's made me more strategic. Well, doing the SEL stuff with Leader in Me, it kind of has forced me to get in there and look at the curriculum a little more vigorously ahead of myself so that I'm ready. It's made me more thoughtful about what good SEL will do."* Another teacher said, *"I think PBIS has influenced social, emotional needs because that's what it focuses on. It focuses on positive behavior, intervention strategies. And so you're just focusing on the positive. You're not necessarily calling the kid out for the negative. And so I think that helps."*

Relationships. Of the coded responses for this prompt, 21% of teacher responses discussed how SEL has impacted or enhanced the connections that the teachers have with their students. For example, one teacher stated, *"I just think it helps develop that mentorship*

relationship that I recognize that they're human, and that they have needs other than just academic needs. And then when I go to teach academics, I feel like we have more of a connection. So I feel like it's more productive time." Another teacher said, *"So it's been helpful, even in my own life. I'm teaching myself. Helps me build my relationships with students, and helps me be a real person to them. I recognize that you're struggling, and I want to help you. Not I just want to feed you my information."*

Tools and Strategies. Of the coded response, 21% of mentioned that their SEL program had impacted their teaching by providing them with tools and strategies for the classroom, such as teaching vocabulary, problem solving, and even increasing general knowledge. To further explain, one teacher claimed, *"I know that I'm going to be able to rely on Second Steps to be able to use those tools and that the students have already had a kindergarten and a first grade year. So I can already start to use some of those words with them. So it really does take some things off my plate ... I actually think it has helped me as a teacher. And how I frame things as well. So when I'm walking out the door and any kind of problem, I use the problem solving steps now. Even if we're solving, I mean, just anything, I'll just say, well, what's our problem solving steps? Let's go through it."* Another teacher stated, "*I think mindfulness is wonderful. I've been trying to implement even some of those strategies for calming, even with my own children at home and with myself. So being able to recognize those by teaching them to my students, then I can come home and use those same strategies at home."*

SEL's Impact on Student Behavior

The quantitative phase revealed minimal differences between teachers from the different SEL programs in their perceptions of student behavior change, so in order to get to the core of student changes as a result of SEL implementation, the interview asked, "What student behaviors

have changed as a result of your SEL program?" Five themes emerged: no change, emotion recognition/emotion regulation, kindness, reduction in negative behaviors and self-advocacy.

No Change. Based on a total of 26 coded teacher responses, 12% of teachers claimed that their SEL program resulted in no student behavior change, or that the program actually backfired. One teacher said, *I would say maybe half of them that worked pretty well. They can calm down and kind of take a break and refocus, right? But others I found just the opposite. They just escalate and just can't—it escalates too quickly, and it doesn't help."* Another teacher stated, *"I don't know if I can specify a specific behavior."*

Emotion Recognition and Emotion Regulation. Of the coded teacher responses to this prompt, 23% of mentioned some sort of improvement in students' abilities to identify emotions and/or regulate their emotions by using program tools and strategies. This theme was heavily influenced by teachers from schools with Zones of Regulation. For example, one teacher said, *"I think more of that mindfulness type aspect. I mean, one section of it really addressed taking a moment to pause and breathe deeply, and think before you react, and those kinds of things."* Another teacher claimed, *"I have had some students that seem to do quite well with it. They're able, as soon as—you can tell they're starting to get upset and get anxious. And then reminding them about that card or putting the card in front of them, because sometimes they don't come in with it but I have it on my table, and so I put it in front of them. And with I would say maybe half of them that worked pretty well."*

Kindness. Teacher responses to this prompt indicated that 19% of felt that their SEL program had impacted kindness levels in students, caring for others, and even perspective taking and standing up for others. For instance, one teacher said, *"I want to say that we've been a little bit kinder. I can see them working on how they speak to each other. And when I see it, I honor it,*

acknowledge it. And so I do think that, overall, the population is we're looking for kindness. But what does kindness look like? And they're willing to help out with that." A second teacher claimed, *"I don't know if they built empathy, but they did build civility in the students. They were more conscious of their civil behavior with each other."*

Reduction in Negative Behaviors. About 8% of teacher responses indicated that their SEL program made an impact on the prevalence of negative behaviors in their students. One teacher said, "*I don't see as much cheating. There's not as much academic dishonesty*," while another teacher said, "*And so with PBIS, we are focusing a lot more on aggression from our students. I don't know if PBIS was the reason it's helping or if just we've been in school consistently now for over a year. So I think it's just the consistency on the schedule and the routine that's come back. That our behaviors are decreasing."*

Self-Advocacy. Of the coded responses, 23% reported during the interview that their SEL programs had helped students become better self-advocates, seek resources when needed, and take responsibility for self. One teacher said, *"I feel like they're better able to articulate...Just them speaking up and standing up for themselves is huge. Knowing what I can and cannot handle, I think is a very mature skill for kids, and that's for sure something that Leader in Me has helped with."* Another teacher stated, *"Students are finding their confidence again."*

Helpful Aspects of SEL

Teacher discussed many aspects of their SEL programs that were particularly helpful for teachers. Considering the extra effort that goes into SEL implementation on part of teachers, it is crucial to understand what sticks out in teachers' minds.

Structure or Framework. Based on a total of 26 responses to this prompt, about 27% of specifically mentioned that their SEL programs provided some sort of structure of framework to use in their classrooms. One teacher stated, *"It's most helpful because it kind of gives you a framework to build off of. For me, it gives me a good stepping-off point to like, "Okay, these are things that I need to address, and here's ways that I could do it."* Another teacher said, *"I think, honestly, just having some structure in knowing these are the plans that we're going to implement, and this is the strategy that we're going to come at different behaviors."*

Program Components. Of the total coded responses, 23% mentioned that program components were helpful for teachers. This could encompass the curriculum, specific resources, materials (e.g., posters, videos) and even specific vocabulary used as part of the program. For example, one teacher stated, *"One of the things that I like about Second Step the most is, I like the posters and the real world application for students. And the practice.... And using those pictures. I could go on and on. The stories, the videos, it just really is so appropriate to the classroom. And the children get to practice it. And they work on it with each other."*

Strategies. Another 23% of teacher responses endorsed the built-in strategies from the SEL program as particularly helpful. This was particularly prevalent for teachers with PBIS and Second Step in their schools. For instance, one teacher mentioned, "*And just the five steps to problem solving. Having the five steps to problem solving is amazing. How do I calm down? Self-talk. All of those things just are so simple. It seems so simple but has such a huge impact."* While another teacher said, *"We really are trying to focus on that positive reinforcement."*

User-Friendly. About 15% of teacher responses discussed the program being easy to implement, easily accessible, and user-friendly. One teacher said, *"It took some timeless wisdom and packaged it up real neatly. And I think what's good about it is since it's prepackaged a little*

bit for teachers, we don't have to create new stuff, we can look it over and do our tweaks to the students in front of us. It's really organized," and another said, "*They're super easy. Zero prep involved. You could look at it five minutes before class starts, and you're basically ready to go."*

Least Helpful Aspect of SEL

During the interview, teachers were asked about some of their more negative views of their respective SEL programs. Given the extra work SEL expects from teachers, understanding the negatives could help with supporting teachers with these struggles, or taking these factors into consideration for program revisions and/or program development.

Barriers to Implementation. Based on a total of 27 coded responses to this prompt, about 44% mentioned some sort of implementation impediment. Sub themes included: accessibility, approach, time, and finances. In terms of accessibility, one teacher claimed, *"If you have a class of 35, 37, it's really hard to fulfill your role as a responsive classroom teacher. So I think just it's really hard to fulfill that role when you are worried about so many."* In terms of approach, teachers mentioned programs being more reactive instead of proactive. Specifically, one teacher stated, *"I think a lot of times we are missing chunks that could have been done earlier to help prevent. So we're only dealing with the problem once it starts. And I think that's a big problem."* In terms of time, many teachers discussed the time component as being least helpful. One teacher said, *"In theory, Leader in Me is phenomenal. But at my school, we incorporate Leader in Me during Lion Time, which is like a 20-minute-- it's a homeroom, basically. And if you really want to get deep into those things and really cultivate those habits, it's going to take more than 20 minutes four times a week,"* while another teacher stated, *"We have a lack of prep time for it."* Finally, another major barrier was expense, where one teacher

said, *"Just trying to come up with different rewards that's going to be cost-friendly…and that's going to be feasible."*

Materials. About 33% of teacher responses reported that the materials in their SEL program were not helpful. The sub-themes that emerged were repetitive materials and materials that need updates, particularly for Leader in Me and Second Step teachers. One teacher claimed, *"It can be somewhat repetitive, but for some of the teachers and some of the students, that's really needed. There's no real way to divide the students between those who need the basics again and those who are ready to go on bigger concepts,"* while another said, *"It gets redundant sometimes because they've heard it over and over again."* In terms of necessary revision to materials, one teacher claimed, *"I think some of the little cartoony videos and lessons, they could be redone to be more applicable to middle-school students, to be more relatable*," while another teacher said, *"It didn't take in consideration the social dynamics of the different children in different areas, especially here in America."*

Rewards. Of the coded responses, 15% mentioned rewards being a negative aspect of their SEL program. PBIS is the only program that incorporates rewards, so this theme was established and endorsed by those teachers. One teacher said, *"I would say maybe the reward system, just trying to come up with different rewards that's going to be cost-friendly, that's going to be time-friendly, and that's going to be feasible. And so we're always brainstorming what can we do? We do them quarterly. And sometimes, we do draw-ins weekly. You're constantly turning your wheel on what can we do to keep the kids engaged to make them want to keep behaving, so have them to enjoy it. And so that's probably the worst part of it."* Another teacher claimed, *"I think the reward side of it tends to be skewed, at least it's hard as-- from an educator standpoint,*

it's difficult to implement that because what you end up with is I think it has a potential to change expectations based on a kid."

Chapter 5: Discussion

The purpose of this study was to answer several questions about social-emotional learning in schools during the transition back to in-person learning after COVID-19 related school closures and disruptions. While much research has been conducted over the years to investigate SEL's impact in schools, do the generally positive results still hold during unprecedented circumstances like the pandemic? It is entirely possible that SEL will have similar effects, but it is also possible that the effects of COVID are too big for SEL to address, especially in the early stages of recovery. Research on SEL during COVID is still emerging, especially when considering the viewpoint of teachers, and this study contributes to this area of scholarship by investigating teacher perceptions of social-emotional learning (SEL) implementation and overall well-being during the COVID-19 pandemic, with a focus on student behavior, teacher perceptions of self-efficacy, teacher-student relationships, school climate, burnout, stress, and coping. Further, this study also addressed differences amongst teachers solely from schools with SEL by investigating the same constructs above, in addition to teacher reported beliefs about SEL and overall impact of SEL on student behavior. Finally, to get a clearer picture of the factors that impact teacher SEL delivery, interviews were conducted with teachers from varying SEL programs. Mixed methods reporting standards recommend that the results be discussed in the sequence in which they were conducted (Levitt et al., 2018). As such, the quantitative results are presented first, followed by the qualitative results discussion.

Quantitative Results

Research Question 1

The first analysis examined differences in teacher perceptions of student behavior and general well-being in teachers with and without SEL in their schools. Classroom climate was

highly correlated with all outcomes, indicating the power of the classroom environment on teachers and students. Additionally, teacher burnout was negatively correlated with study variables, meaning higher levels of burnout were related to lower levels of warm teacher student relationships, classroom climate, and teacher self-efficacy. These correlations are consistent with prior research in that prolonged states of exhaustion or burnout contribute to negative self-efficacy (Skaalvik & Skaalvik, 2007), and that high-quality teacher-student relationships and positive classroom climate contribute to higher self-efficacy in teachers (Hamre & Pianta, 2005).

The hierarchical linear regression analyses indicated statistically significant differences in most constructs, favoring the outcomes for teachers with SEL. The analyses for classroom climate and teacher-student relationships indicated that teachers from schools with SEL perceived significantly better classroom climate and significantly more warmth in teacher-student relationships. As seen in prior literature and further supported in this study, by teaching specific social, emotional, and behavioral skills through SEL, teachers can cultivate classroom environments of positivity and respect (Greenberg et al., 2017), more successfully when compared to their non-SEL counterparts. Results suggest that involvement in SEL provided teachers with the tools needed to build and maintain positive relationships with students that also support an overall better climate.

The analyses for teacher self-efficacy and teacher burnout showed that teachers' involvement with SEL was associated with statistically significantly higher levels of efficacy in classroom management, student engagement, and instructional practices, as well as significantly lower levels of burnout in terms of exhaustion, negative feelings of personal accomplishment, and dissatisfaction with teaching. Returning to the classroom after COVID related shutdowns presented many challenges to teachers' management of their classrooms and the behaviors of

students, in conjunction with increased stress levels due to the demands of teaching during lockdown (Robinson et al., 2022). Even prior to the pandemic, teachers had experienced heightened levels of stress and burnout compared to other professions (Oulette et al., 2018). So, considering the extra effort required of implementing SEL, it's reasonable to suspect that SEL implementation might not positively impact burnout levels during this time; however, SEL was associated with more positive outcomes for teacher overall job satisfaction. Looking at the connection with school climate and teacher student relationships just discussed, perhaps the skills imparted via SEL implementation helped teachers foster better climates in their classrooms which then allowed for greater impact on their perceived abilities in the classroom and levels of burnout. This outcome further aligns with the Prosocial Classroom framework in that involvement in SEL helps teachers avoid the pitfalls of the "burnout cascade," a state characterized by a downward cycle of classroom management struggles, behavioral challenges, teacher exhaustion, and poor classroom climate, as proposed by Jennings and Greenberg (2009).

The analyses for stress showed elevated levels of stress for all teachers, but no statistical differences in stress levels between teachers with SEL compared to those without. The analyses did however reveal that teachers from schools with SEL perceived that they were coping significantly better compared to their non-SEL counterparts. The stress that teachers experienced during COVID-19 and the return to in-person learning perhaps explains why differences in stress were not detected; perhaps everyone was at their limit with or without SEL. Results indicated that on average, teachers in this study experienced heightened stress, but teachers from schools with SEL perceived they were coping with the increased stress of their jobs much better than those without SEL. Further, teachers with SEL also reported better classroom climate.

Student misbehavior has long been a major source of stress for teachers (Klassen, 2010), and exhibits links to emotional exhaustion and commitment to teaching (Klassen & Chiu, 2011). This theme was displayed in this study. Student behavior, overall, was a major concern for teachers upon the return to school. Overwhelmingly, teachers reported worsening of student behavior in social, emotional, and academic arenas. There were no significant differences in perceptions of student behavior in these domains between teachers with SEL compared to those without. If SEL had been implemented with fidelity during the months of COVID and school related shutdowns, students might have fared better in SEL schools when compared to schools without any sort of SEL implementation. However, it was not possible to implement existing SEL programs in an online environment. Given the lack of SEL implementation during closures and the intense experiences of the COVID-19 pandemic, students experienced social, emotional, and academic struggles, even if they had prior SEL exposure.

When investigating the grade level differences, some interesting findings were presented. Teachers from elementary and middle schools with SEL programs reported statistically significant higher levels of teacher self-efficacy for classroom management, student engagement, and instructional practices, as well as overall classroom climate. Perhaps the most interesting finding was that middle school teachers with SEL were the only teachers to experience significantly greater warmth in their teacher-student relationships. Developmentally, early adolescence is a particularly difficult time because of increased social pressures (Jagers et al., 2015). As such, middle schoolers tend to experience a decline in their relationships with teachers as they transition from elementary to middle school (Hughes & Cao, 2018). The fact that the SEL middle school teachers in this study perceived better relationships due to having SEL in

their schools shows great promise for SEL in middle school. Perhaps SEL programs can serve as a protective factor for students making the difficult transition to middle school.

Statistically significant differences in outcomes between SEL and non-SEL high school teachers were not observed in this study. The sample size was relatively small compared to the elementary and middle school levels suggesting that power may have been an issue. SEL in high school is still an area of needed growth for SEL. Implementing SEL in high school provides numerous logistic challenges, and there is a paucity of programs (Williamson et al., 2015). Williamson and colleagues noted that SEL in high schools is in the initial stages of testing effectiveness, with very few programs being evaluated more than once.

Research Question 2

The second analysis examined only teachers from schools with SEL. SEL programs vary greatly in their objectives, dosage, delivery, and training and support for teachers. A hierarchical linear model revealed that when teachers reported any level of SEL implementation (i.e., minimally to fully), there was a statistically significant difference in the perception of program impact, with the highest statistical significance when the program was fully implemented. Implementation fidelity tends to predict program favorable outcomes (see Durlak & DuPre, 2008), but a missing component from this study was capturing a more precise measurement of dosage. We know that programs vary in their deliveries, in terms of time, number of lessons, and duration (i.e., weeks, months, etc.). Unfortunately, this study was not able to examine how dosage might affect program impact or outcomes, such as teacher burnout.

A series of hierarchical linear models revealed very few differences between programs. Teachers from the Zones of Regulation program and the “SEL Other” group showing statistically better emotional change in their students due to program implementation, compared to the other

programs. In addition, Zones of Regulation and "SEL Other" teachers also reported significant emotional improvement in their students as a result of implementation during the return to in-person learning. As previously mentioned, it is difficult to make claims about the "SEL Other" group given that it serves as a miscellaneous, catch-all group. For Zones of Regulation, the impact seems to be related to the overall program goals, which focus on teaching students the skills of emotion recognition and regulation, as well as prosocial skills, self-care, and overall wellness (Kuypers, 2011). The lessons center around emotional control and coping with overwhelming, painful, and stressful situations. Further, Zones of Regulation provides strategies for students to use, that typically support coping in various situations, both in and outside of school (Kuypers, 2011). Zones of Regulation appears to be perceived as effective by its teachers.

Significant differences were not found among teachers from the varying programs in terms of self-efficacy, classroom climate, burnout, stress, or coping. Comparisons can be problematic given the different objectives and deliveries of each program, like comparing apples to oranges. Little work thus far has focused on SEL program comparison, prompting Durlak et al. (2022) to declare, "the time has come to compare effectiveness of different SEL programs."

Additional Quantitative Analyses

The additional quantitative analyses took a closer look at how beliefs in SEL predict burnout and self-efficacy. The results indicated that beliefs in SEL (comfort, commitment, perception of culture) predicted lower levels of burnout. Low perceptions of school culture and support were predictive of exhaustion, while low comfort and perceptions of culture were predictive of the depersonalization aspect of burnout. Interestingly, comfort, commitment, and perceptions of school support were all predictive of dissatisfaction with teaching. Prior research on SEL beliefs has supported these results. Truly understanding and believing in the importance

SEL (comfort & commitment), greatly affects a teacher's willingness to adhere to SEL delivery in the classroom (Buchanan et al., 2009). These are the teachers who tend to view SEL as critical for students. By sticking with the work needed for effective SEL implementation, these teachers are hopefully experiencing the positive outcomes related to positive classroom climate, and in turn, feeling less burned out. They seem to be avoiding the "burnout cascade" as proposed by Jennings and Greenberg (2009).

The analyses indicated that SEL beliefs positively predicted teacher self-efficacy in classroom management, student engagement, and instructional practices. Prior research also shows that positive SEL beliefs are positively associated with self-efficacy for teaching (Bracket et al., 2012; Ransford et al., 2009). Further, Collie et al. (2011, 2012) found that comfort and commitment to teaching SEL were predictive of teaching commitment, higher self-efficacy, and overall satisfaction with teaching. Conversely, high commitment to SEL has also been found to positively predict stress (Collie et al., 2012). While this study did not explore the association between commitment and stress, it did look at differences in stress and found no statistically significant differences between schools with and without SEL. The findings from this study, paired with prior scholarship, highlight the relationship between teacher beliefs in SEL and efficacy. Implementing SEL has the potential to help teachers feel confident about their abilities in their jobs.

Qualitative Results

Research Question 3

This study sought to understand aspects of SEL that either facilitated or impeded teachers in their SEL delivery. What worked? What did not? What programmatic elements might impact

teacher SEL beliefs and burnout? Teachers' voices provided insight in a way in which the quantitative phase did not completely capture.

The interviews revealed that teachers overwhelmingly felt that SEL was important. Many reported that SEL is a personal strength and a top priority. Further, teachers justified the importance of SEL because it helps achieve learning and helps build and sustain relationships. Few differences were observed quantitatively between varying programs in either SEL beliefs, teacher student relationships, or school climate, but teachers' words were powerful and indicated why they were committed to SEL. This was true across all programs. Even with different modes of delivery and objectives, different programs supported teachers resulting in a common theme: commitment to the mission of SEL. As research has previously mentioned, strong SEL beliefs predict buy-in and fidelity, which improve the changes for positive outcomes for both teachers and students (Collie et al., 2015).

The quantitative phase of this study did not reveal any statistically significant differences in self-efficacy for classroom management, student engagement or instructional practices between teachers from differing SEL programs. Although some teachers claimed that SEL had not impacted their teaching, others indicated that SEL had helped provide structure or specific tools and strategies to used. Some reported that SEL had helped them understand the underlying reasons for students' behaviors and helped build and maintain positive teacher-student relationships.

A topic for future research is program type differences. This document earlier discussed different modalities for SEL delivery, with curricular and interactional being the most common in SEL. Perhaps one type of SEL delivery, like interactional, may have more impact on teaching. Given what we know about interactional SEL, which is what weaves SEL through interactions

and instruction throughout the entire school day (Elias et al., 1997), teachers in this type of SEL might have more opportunity for an impact. Conversely, teachers from a more curricular approach who are given stand-alone lessons may be more apt to compartmentalize different curricular objectives, like SEL and English, for example, as compared to teachers from a more integrative approach like interactional SEL.

Along with many reported studies (see Berger, 2022), in this study, teachers perceived student behavior to be a major concern upon re-entering the classroom after COVID related closures; however, there were no statistically significant differences in perceived student behavior change outcomes, aside from improved emotional competence for students from Zones of Regulation. Qualitatively, teachers did indicate during the interviews specific behavioral changes in their students as a result of SEL. Some indicated that there was no change in student behaviors, while others specifically noted improvements in emotion regulation, kindness, self-advocacy, and even a reduction in negative behaviors.

Many teachers discussed various program resources that were particularly helpful in their SEL delivery. Teachers appreciated the framework, or a place to start, that many SEL programs offered. They also found the curriculum materials and specific strategies to use with students to be extremely helpful. It may sound overly simple that materials were a prime theme that emerged, but it is not uncommon for teachers to be handed new teaching responsibilities with absolutely no materials or training. Ransford et al. (2009) mentioned the importance of programmatic support as an indicator of effective implementation, a theme that was reiterated in this study. Providing teachers with the proper materials is just one way in which teachers feel supported and prepared for the task at hand.

Conversely, lack of access to materials or issues with the content of the materials was also a hindrance for teachers. If the program was not user friendly or was too difficult to implement, then odds of teacher implementation were lower. Barriers to implementation were commonly reported. Whether it was time, money or accessibility, these barriers presented challenges for teachers in their implementation. Knowing more about the most helpful and least helpful aspects of these programs added to understanding of how to keep teachers engaged with SEL. Furthermore, learning more about the barriers that exist for teachers in SEL delivery provides the opportunity to address them in hopes of making SEL more accessible, and perhaps less of a burden for teachers. In doing so, educators may be able to change teacher beliefs about SEL and improve implementation fidelity and impact (Bowden et al., 2003).

Practical Implications and Future Research

As social-emotional learning in schools continues to be discussed, both regionally and nationally, this study contributes findings that SEL may improve teacher perceptions of classroom climate and student behaviors, as well as assist teachers in feeling more efficacious, less burned out, and better equipped to handle the emotional workload of being a teacher. This is particularly timely given reports of national teacher shortages (Diliberti & Schwartz, 2023) coupled with the critical discourse and pushback SEL has received (Blad, 2020). Schools are still recovering from the disruptions of COVID-19, and these findings support its inclusion in schools.

There is still much opportunity for growth in the field of SEL and understanding the intricacies that most impact students and teachers. This study along with prior research discussed the relationships between SEL implementation and teacher burnout, stress and even SEL beliefs. The beliefs teachers have in SEL provide a lens through which they conceptualize and deliver

SEL (Collie et al., 2015). Teachers who are comfortable with SEL and have the school support for implementation may be more competent in social-emotional skills, which may in turn influence how they relate to students, further influencing the climate of the classroom, as well as feelings of burnout (Ransford et al., 2009) and stress (Brackett et al., 2012). While this study aligns with these notions, the missing link is perhaps a direct measurement of teachers' social emotional competencies, such emotional regulation, self-management, interpersonal skill, just to name a few. Capturing this type of information has the potential to add to understanding of what aspects of a teacher's own social-emotional competencies best complement not only their delivery of SEL, but their overall experiences with stress and burnout.

When considering variation of outcomes from differing SEL programs, this study did not indicate many programmatic differences, suggesting that overall, SEL programs are impactful when compared to non-SEL. The field of SEL has a variety of program options, all of which have different goals and objectives. Cipriano et al.'s (2023) meta-analysis of over 400 programs began delineating program components and key ingredients. The field of SEL could benefit from a continuation of this work to understand the mechanisms of change. In doing this type of research, SEL will be well positioned to offer many options, allowing schools an opportunity to select programming based on need (Bergin et al., 2023).

A major theme that presented itself in the teacher interviews was that of teacher student relationships. Teachers reported that SEL was important and that SEL had impacted their teaching by building and maintaining positive teacher student relationships.

Limitations

There are several limitations in this study that are noteworthy. First, there may have been selection bias for the survey takers and for the follow-up interviews. It is plausible that teachers'

prior background and/or eagerness with social-emotional learning would lend to greater participation. Second, the survey incorporated the use of self-report Likert scale items, in which some teachers may have answered in a socially desirable fashion. Third, the sample was largely homogenous and comprised of mostly White females from the Midwest, thus suggesting the need for caution when interpreting and generalizing the results of this study. Fourth, the quantitative analysis did not include important school-level variables (e.g., free or reduced-price lunch, % special education, rurality) or teacher-level variables (i.e., highest degree earned, teaching content area). These variables have the potential to further aid in the exploration of SEL with various school types and makeup. Fifth, this study was cross-sectional, meaning it was conducted at a single time point. Incorporating measures at more than one time point (i.e., course of an entire school year, over multiple years) would help researchers understand these important changes over time, which could be particularly helpful in understanding how SEL might serve as an important support for well-being in teachers, as well as a potentially effective intervention for post-COVID relief in students. Finally, this study was non-experimental, so claims about causation cannot be made.

A final limitation that warrants discussion is the inclusion of PBIS as an SEL program. Teachers who participated in this study perceived PBIS to be an SEL program, and given that this study centered around teacher perceptions, it was included. However, whether PBIS is a SEL has been heavily debated. PBIS is defined as a tiered framework for supporting students' behavioral, social, emotional, academic, and mental health (PBIS, 2022), but does not provide specific SEL programming. Williamson et al. (2015) claimed that PBIS is not an SEL program, but that it does focus on positive student behaviors and may encompass SEL skills and components. It is possible for SEL programs and PBIS to coexist within the same school. Cook

et al. (2015) studied the combined effects of PBIS and SEL in schools. They had four conditions in their quasi-randomized controlled trial: business as usual, PBIS alone, SEL alone, and a COMBO condition. Cook and colleagues (2015) found that the COMBO condition was the most favorable, with overall highest reductions in students' externalizing behaviors and improvements in mental health. Future research would benefit from continuing to explore PBIS and SEL and how these two might complement one another for optimal student and teacher outcomes.

Conclusions

This study adds to the growing body of literature on understanding teacher perceptions of SEL, as well as SEL implementation during the return to in-person learning after COVID-19 related school closures. Teachers reported more favorable outcomes when SEL was implemented in their schools, compared to those without SEL. Further, 20 teachers with SEL were interviewed and provided insight to the inner workings of SEL, specifically the aspects that aid and hinder SEL delivery. Incorporating teacher voice serves as a critical component of effective SEL practices. Educators can use this information to improve methods of SEL delivery to positively impact the lives of teachers and to impact the lives of students. SEL may also help with teacher retention.

References

Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of Educational Research*, *52*(3), 368–420. https://doi.org/https://doi.org/10.3102/00346543052003368

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive-development and functioning. *Educational Psychologist*, *28*(2), 117-148. https://doi.org/10.1207/s15326985ep2802_3

Bandura, A., Adams, N. E., & Beyer, J. (1977). Cognitive processes mediating behavioral change. *Journal of personality and social psychology*, *35*(3), 125-139. https://doi.org/10.1037/0022-3514.35.3.125

Barry, C. M., & Wentzel, K. R. (2006). Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics. *Developmental Psychology*, *42*(1), 153-163. https://doi.org/10.1037/0012-1649.42.1.153

Benner, A. D., & Mistry, R. S. (2020). Child development during the COVID-19 pandemic through a life course theory lens. *Child Development Perspectives*, *14*(4), 236-243. https://doi.org/10.1111/cdep.12387

Berger, M., Kuang, M., Jerry, L., & Freund, D. (2022). Impact of the Coronavirus (COVID-19) pandemic on public and private elementary and secondary education in the United States: Results from the 2020–21 National Teacher and Principal Survey (NCES 2022-019). *U.S. Department of Education. Washington, DC: National Center for Education Statistics.*

Bergin, C. (2014). Educating students to be prosocial at school. In L. M. Padilla-Walker & G. Carlo (Eds.), *Prosocial development: A multidimensional approach*. Oxford University.

Bergin, C. (2018). *Designing a prosocial classroom: Fostering collaboration in students from prek-12 with the curriculum you already use*. W. W. Norton & Company.

Bergin, C., Cipriano, C., Wanless, S. B., & Barnes, T. N. (2023). Five key questions educators ask about SEL. *Phi Delta Kappan*, *104*(7), 47-53.

Botvin, G. J., Griffin, K. W., Diaz, T., Scheier, L. H., Williams, C., & Epstein, J. A. (2000). Preventing illicit drug use in adolescents: Long-term follow-up data from a randomized control trial of a school population. *Addictive Behaviors*, *25*(5), 769-774. https://doi.org/10.1016/s0306-4603(99)00050-7

Bowden, R. G., Lanning, B. A., Pippin, G. R., & Tanner, J. F. (2003). Teachers' attitudes towards abstinence only sex education curricula. *Education*, *123*, 780.

Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers' beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, *30*(3), 219-236. https://doi.org/10.1177/0734282911424879

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, *12*(3), 133-148. https://doi.org/10.1177/1098300709334798

Branje, S., & Morris, A. S. (2021). The impact of the COVID-19 pandemic on adolescent emotional, social, and academic adjustment. *Journal of Research on Adolescence*, *31*(3), 486-499. https://doi.org/10.1111/jora.12668

Braun, V., & Clarke, V. (2012). Thematic analysis. In P. M. C. H. Cooper, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Ed.), *APA handbook of research methods in psychology, Vol. 2., Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). American Psychological Association. https://doi.org/https://doi.org/10.1037/13620-004

Buchanan, R., Gueldner, B. A., Tran, O. K., & Merrell, K. W. (2009). Social and emotional learning in classrooms: A survey of teachers' knowledge, perceptions, and practices. *Journal of Applied School Psychology, 25*, 187-203.

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, *44*(6), 473-490. https://doi.org/10.1016/j.jsp.2006.09.001

Caprara, G. V., Kanacri, B. P. L., Gerbino, M., Zuffiano, A., Alessandri, G., Vecchio, G., Bridglall, B. (2014). Positive effects of promoting prosocial behavior in early adolescence: Evidence from a school-based intervention. *International Journal of Behavioral Development*, *38*(4), 386-396. https://doi.org/10.1177/0165025414531464

CASEL (2022). *What is SEL?* https://casel.org/what-is-SEL/

Chandra, Y., & Shang, L. (2019). Inductive coding. In *qualitative research using R: A systematic approach*. Springer. https://doi.org/https://doi.org/10.1007/978-981-13-3170-1_8

Choukas-Bradley, S., Giletta, M., Cohen, G. L., & Prinstein, M. J. (2015). Peer influence, peer status, and prosocial behavior: An experimental investigation of peer socialization of adolescents' intentions to volunteer. *Journal of Youth and Adolescence*, *44*(12), 2197-2210. https://doi.org/10.1007/s10964-015-0373-2

Cipriano, C., Naples, L. H., Zieher, A., Durlak, J., Eveleigh, A., Funero, M., ... & Chow, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*.

Cohen, C., Cadima, G., & Castellanos, D. (2020). Adolescent well-being and coping during COVID-19: A US-based survey. *Journal of Pediatrics and Neonatology*(2), 15-20.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, *104*(4), 1189-1204. https://doi.org/10.1037/a0029356

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teachers' beliefs about social-emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. *Learning and Instruction*, *39*, 148-157. https://doi.org/10.1016/j.learninstruc.2015.06.002

Collins, L. M., Murphy, S. A., Nair, V. N., & Strecher, V. J. (2005). A strategy for optimizing and evaluating behavioral interventions. *Annals of Behavioral Medicine*, *30*(1), 65-73. https://doi.org/10.1207/s15324796abm3001_8

Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, *30*(2), 166–183. https://doi.org/10.1037/spq0000102

Covey, S. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change.* Simon & Schuster.

Creswell, J. W. (2013). *Qualitative inquiry and research design choosing among five approaches*. Sage.

Creswell, J. W., & Plano Clark, V. L. (2011). Choosing a mixed methods design. *Designing and conducting mixed methods research*(2), 53-106.

Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, *115*, 74-101.

Crosnoe, R., Cavanagh, S., & Elder, G. H. (2003). Adolescent friendships as academic resources: The intersection of friendship, race, and school disadvantage. *Sociological Perspectives*, *46*(3), 331-352. https://doi.org/10.1525/sop.2003.46.3.331

Cummins, K. (2015). *A mixed methods study on The Leader in Me process: How does fostering student leadership capacity influence behavior, efficacy, and achievement?* University of Louisiana at Lafayette.

DeAngelis, K. J., & Presley, J. B. (2011). Toward a more nuanced understanding of new teacher attrition. *Education and Urban Society*, *43*(5), 598-626. https://doi.org/10.1177/0013124510380724

Diliberti, M. K., & Schwartz, H. L. (2023). Educator turnover has markedly increased, but districts have taken actions to boost teacher ranks: Selected findings from the sixth American Achool District Panel Survey. *RAND Corporation*.

Domitrovich, C. E., Bradshaw, C. P., Berg, J. K., Pas, E. T., Becker, K. D., Musci, R., Ialongo, N. (2016). How do school-based prevention programs impact teachers? Findings from a randomized trial of an integrated classroom management and social-emotional program. *Prevention Science*, *17*(3), 325-337. https://doi.org/10.1007/s11121-015-0618-z

Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, *88*(2), 408-416. https://doi.org/10.1111/cdev.12739

Durlak, J. A. (2016). Programme implementation in social and emotional learning: Basic issues and research findings. *Cambridge Journal of Education*, *46*(3), 333-345. https://doi.org/10.1080/0305764x.2016.1142504

Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin*, *148*(11-12), 765.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, *82*(1), 405-432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R. Schwab-Stone, M. E., Shriver, T. P. (Eds.). (1997*). Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Elias, M. J., & Haynes, N. M. (2008). Social competence, social support, and academic achievement in minority, low-income, urban elementary school children. *School Psychology Quarterly*, *23*(4), 474-495. https://doi.org/10.1037/1045-3830.23.4.474

Elliott, S. N. (1988). Acceptability of behavioral treatments: Review of variables that influence treatment selection. *Professional Psychology: Research and Practice*, *19*, 68-80. https://doi.org/doi:10.1037/07357028.19.1.68

Ellis, W. E., Dumas, T. M., & Forbes, L. M. (2020). Physically isolated but socially connected: Psychological adjustment and stress among adolescents during the initial COVID-19

crisis. *Canadian Journal of Behavioural Science-Revue Canadienne Des Sciences Du Comportement, 52*(3), 177-187. https://doi.org/10.1037/cbs0000215

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health, 53*(2), 180-186. https://doi.org/10.1016/j.jadohealth.2013.02.021

Espelage, D. L., Low, S., Van Ryzin, M. J., & Polanin, J. R. (2015). Clinical trial of Second Step Middle School Program: Impact on bullying, cyberbullying, homophobic teasing, and sexual harassment perpetration. *School Psychology Review, 44*(4), 464-479. https://doi.org/10.17105/spr-15-0052.1

Evers, W. J. G., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International, 25*(2), 131-148. https://doi.org/10.1177/0143034304043670

FranklinCovey. (2014). *What is The Leader in Me?* www.theleaderinme.org/what-is-the-leader-in-me/

Friedman, I. A., & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout. *Journal of Educational Research, 85*, 28-35.

Green, M., & Piel, J. A. (2010). *Theories of human development: A comparative approach*. Allyn & Bacon.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *Future of Children, 27*(1), 13-32. https://doi.org/10.1353/foc.2017.0001

Greenberg, M. T., Katz, D. A., & Cousino Klein, L. (2015). The potential effects of SEL on biomarkers and health outcomes: A promissory note. In C. E. D. J. A. Durlak, R. P. Weissberg, & T. P. Gullotta (Ed.), *Handbook of social and emotional learning: Research and practice*. The Guilford Press.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6-7), 466-474. https://doi.org/10.1037/0003-066x.58.6-7.466

Griffith, J. (2002). A multilevel analysis of the relation of school learning and social environments to minority achievement in public elementary schools. *Elementary School Journal, 102*(5), 349-366. https://doi.org/10.1086/499708

Gunderson, E. A., Gripshover, S. J., Romero, C., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2013). Parent praise to 1-to 3-year-olds predicts children's motivational

frameworks 5 years later. *Child Development*, *84*(5), 1526-1541. https://doi.org/10.1111/cdev.12064

Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child Development*, *76*(5), 949-967. https://doi.org/10.1111/j.1467-8624.2005.00889.x

Han, S. S., & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. *Journal of Abnormal Child Psychology*, *33*(6), 665-679. https://doi.org/10.1007/s10802-005-7646-2

Hawes, M. T., Szenczy, A. K., Klein, D. N., Hajcak, G., & Nelson, B. D. (2021). Increases in depression and anxiety symptoms in adolescents and young adults during the COVID-19 pandemic. *Psychological Medicine*, Article Pii s0033291720005358. https://doi.org/10.1017/s0033291720005358

Herman, K. C., Hickmon-Rosa, J. e., & Reinke, W. M. (2018). Empirically derived profiles of teacher stress, burnout, self-Efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, *20*(2), 90-100. https://doi.org/10.1177/1098300717732066

Hoffman, J. (2018). *The effects o f implementing a zones o f regulation curriculum in a third grade classroom.*

Holzberger, D., Philipp, A., & Kunter, M. (2014). Predicting teachers' instructional behaviors: The interplay between self-efficacy and intrinsic needs. *Contemporary Educational Psychology*, *39*(2), 100-111. https://doi.org/10.1016/j.cedpsych.2014.02.001

Houchens, G. W., Zhang, J., Davis, K., Niu, C., Chon, K. H., & Miller, S. (2017). The impact of positive behavior interventions and supports on teachers' perceptions of teaching conditions and student achievement. *Journal of Positive Behavior Interventions*, *19*(3), 168-179. https://doi.org/10.1177/1098300717696938

Jagers, R. J., Harris, A., & Skoog, A. (2015). A review of classroom-based SEL programs at the middle school level. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 167–180). The Guilford Press.

Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Greenberg, M. T. (2017). Impacts of the CARE for teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, *109*(7), 1010-1028. https://doi.org/10.1037/edu0000187

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79*(1), 491-525. https://doi.org/10.3102/0034654308325693

Jones, S. M., & Doolittle, E. J. (2017). Social and Emotional Learning: Introducing the Issue. The Future of Children, 27, 3-11.https://doi.org/10.1353/foc.2017.0000

Jia, Y. M., Way, N., Ling, G. M., Yoshikawa, H., Chen, X. Y., Hughes, D., . . . Lu, Z. H. (2009). The influence of student perceptions of school climate on socioemotional and academic adjustment: A comparison of Chinese and American adolescents. *Child Development, 80*(5), 1514-1530. https://doi.org/10.1111/j.1467-8624.2009.01348.x

Kam, C.-M., Greenberg, M. T., & Walls, C. T. (2003). Examining the role of implementation quality in school-based prevention using the PATHS curriculum. Promoting Alternative THinking Skills Curriculum. *Prevention science: The Official Journal of the Society for Prevention Research, 4*(1), 55-63. https://doi.org/10.1023/a:1021786811186

Klassen, R. M. (2010). Teacher stress: The mediating role of collective efficacy beliefs. *The Journal of educational research, 103*(5), 342-350.

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary educational psychology, 36*(2), 114-129.

Kuznetsova A, Brockhoff PB, Christensen RHB (2017). "lmerTest Package: Tests in Linear Mixed Effects Models." *Journal of Statistical Software*, **82**(13), 1–26. doi:10.18637/jss.v082.i13.

Kuypers, L. (2011). *The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*(1), 27-25. https://doi.org/10.1080/00131910120033628

Lambert, S. F., & Lawson, G. (2013). Resilience of professional counselors following Hurricanes Katrina and Rita. *Journal of Counseling and Development, 91*(3), 261-268. https://doi.org/10.1002/j.1556-6676.2013.00094.x

Leech, N. L., Gullett, S., Howland Cummings, M., & Haug, C. A. (2020). Challenges of remote teaching for K-12 teachers during COVID-19. *Educational Leadership in Action, 7*(1).

Lessard, L. M., & Puhl, R. M. (2021). Adolescent academic worries amid COVID-19 and perspectives on pandemic-related changes in teacher and peer relations. *School Psychology, 36*(5), 285-292. https://doi.org/10.1037/spq0000443

Lewinsohn, P. M., Clarke, G. N., Seeley, J. R., & Rohde, P. (1994). Major depression in community adolescents- age at onset, episode duration, and time to recurrence. *Journal of the American Academy of Child and Adolescent Psychiatry, 33*(6), 809-818. https://doi.org/10.1097/00004583-199407000-00006

Li, X., Bergin, C., & Olsen, A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction, 80*, 101581.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step (R). *Journal of School Psychology, 53*(6), 463-477. https://doi.org/10.1016/j.jsp.2015.09.002

Marken, S., & Argrawal, S. (2022). *K-12 workers have highest burnout rate in U.S.* https://news.gallup.com/poll/393500/workers-highest-burnout-rate.aspx

Maslach, C., Jackson, S. E., & Leiter, M. P. (2016). *Maslach Burnout Inventory Manual* (Fourth Edition ed.). Mind Garden, Inc.

Munro, K. (2017). *The efficacy of Zones of Regulation in teaching grade 3 and 4 students self-regulation skills* http://repository.cityu.edu/bitstream/handle/20.500.11803/650/KellyMunroThesis2017.pdf?sequence=3&isAllowed=y

Murthy, V. (2021). Protecting Youth Mental Health: The U.S. Surgeon General's Advisory.

Oliveira, S., Roberto, M. S., Pereira, N. S., Marques-Pinto, A., & Veiga-Simao, A. M. (2021). Impacts of social and emotional learning interventions for teachers on teachers' outcomes: A systematic review with meta-analysis. *Frontiers in Psychology, 12*, 19, Article 677217. https://doi.org/10.3389/fpsyg.2021.677217

Ouellette, R. R., Frazier, S. L., Shernoff, E. S., Cappella, E., Mehta, T. G., Maríñez–Lora, A., et al. (2018). Teacher Job Stress and Satisfaction in Urban Schools: disentangling Individual–, Classroom–, and Organizational–Level Influences. *Behav. Ther.* 49, 494–508. doi: 10.1016/j.beth.2017.11.011

Padilla-Walker, L. M., & Carlo, G. (2014). *Prosocial development: A multidimensional approach*. Oxford University.

PBIS. (2022). What is PBIS?

Perou, R., Bitsko, R. H., Blumberg, S. J., Pastor, P., Ghandour, R. M., Gfroerer, J. C., . . . (CDC), C. f. D. C. a. P. (2013). Mental health surveillance among children--United States, 2005-2011. *Morbidity and Mortality Weekly Report Supplements, 62*(2), 1-35.

Pianta, R. (2001). *Student – Teacher Relationship Scale – Short Form*. Psychological Assessment Resources, Inc .

Pianta, R. C., & Steinberg, M. (1992). Teacher-child relationships and the process of adjusting to school. *New Directions for Child and Adolescent Development*(57), 61-80.

Poulou, M. S. (2017). Social and emotional learning and teacher-student relationships: Preschool teachers' and students' perceptions. *Early Childhood Education Journal*, *45*(3), 427-435. https://doi.org/10.1007/s10643-016-0800-3

Pressley, T., Ha, C., & Learn, E. (2021). Teacher stress and anxiety during COVID-19: An empirical study. *School Psychology*, *36*(5), 367-376. https://doi.org/10.1037/spq0000468

Racine, N., McArthur, B. A., Cooke, J. E., Eirich, R., Zhu, J., & Madigan, S. (2021). Global prevalence of depressive and anxiety symptoms in children and adolescents during COVID-19: A meta-analysis. *Jama Pediatrics*, *175*(11), 1142-1150. https://doi.org/10.1001/jamapediatrics.2021.2482

Ransford, C. R., Greenberg, M. T., Domitrovich, C. E., Small, M., & Jacobson, L. (2009). The role of teachers' psychological experiences and perceptions of curriculum supports on the implementation of a social and emotional learning curriculum. *School Psychology Review*, *38*(4), 510-532.

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, *104*(3), 700-712. https://doi.org/10.1037/a0027268

Rhinesmith, E. (2020). 2020 Missouri Education Profile. *The Prime Center: Saint Louis University*. Retrieved April 25, 2023 from https://sluprime.org/prime-blog/2020-mo-blog/

Robinson, L. E., Valido, A., Drescher, A., Woolweaver, A. B., Espelage, D. L., LoMurray, S., . . . Dailey, M. M. (2022). Teachers, stress, and the COVID-19 pandemic: A qualitative analysis. *School Mental Health*. https://doi.org/10.1007/s12310-022-09533-2

Rogers, A. A., Ha, T., & Ockey, S. (2021). Adolescents' perceived socio-emotional impact of COVID-19 and implications for mental health: Results from a US-based mixed-methods study. *Journal of Adolescent Health*, *68*(1), 43-52. https://doi.org/10.1016/j.jadohealth.2020.09.039

Rohrbach, L. A., Graham, J. W., & Hansen, W. B. (1993). Diffusion of a school-based substance-abuse prevention program- predictors of program implementation. *Preventive Medicine*, *22*(2), 237-260. https://doi.org/10.1006/pmed.1993.1020

Ross, S. W., Romer, N., & Horner, R. H. (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*, *14*(2), 118-128. https://doi.org/10.1177/1098300711413820

RStudio Team (2020). RStudio: Integrated Development for R. RStudio, PBC, Boston, MA URL http://www.rstudio.com/

Sharma, M., Idele, P., Manzini, A., Aladro, C., Ipince, A., Olsson, G., . . . Anthony, D. (2021). Life in lockdown: Child and adolescent mental health and well-being in the time of COVID-19. *UNICEF Office of Research – Innocenti*.

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, *99*(3), 611-625. https://doi.org/10.1037/0022-0663.99.3.611

Sklad, M., Diekstra, R., De Ritter, M., Ben, J., & Gravesteijn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools, 49*(9), 892-909. https://doi.org/10.1002/pits.21641

Spilt, J. L., Hughes, J. N., Wu, J. Y., & Kwok, O. M. (2012). Dynamics of teacher-student relationships: stability and change across elementary echool and the influence on children's academic success. *Child Development, 83*(4), 1180-1195. https://doi.org/10.1111/j.1467-8624.2012.01761.x

Steiner, E. D., & Woo, A. (2021). Job-related stress threatens the teacher supply: Key findings from the 2021 State of the U.S. Teacher Survey. *RAND Corporation. RR-A1108–1, 2021*.

Step, Second. (2022). *What is Second Step?* www.secondstep.org/what-is-second-step

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up affects. *Child Development, 88*(4), 1156-1171. https://doi.org/10.1111/cdev.12864

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783-805. https://doi.org/10.1016/s0742-051x(01)00036-1

U.S. Census Bureau (2022). QuickFacts: Missouri. U.S. Department of Commerce. Retrieved April 25, 2023, from https://census.gov/quickfacts/MO/

U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2022). NCES: National Teacher and Principal Survey.

U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2020 and 2022 Long-Term Trend (LTT) Reading and Mathematics Assessments.

U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, School Pulse Panel (SPP): School Experiences with COVID-19, 2021-2022 School Year.

Upshur, C. C., Heyman, M., & Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. *Journal of Applied Developmental Psychology, 50*, 15-25. https://doi.org/10.1016/j.appdev.2017.03.004

van Hoorn, J., van Dijk, E., Meuwese, R., Rieffe, C., & Crone, E. A. (2016). Peer influence on prosocial behavior in adolescence. *Journal of Research on Adolescence, 26*(1), 90-100. https://doi.org/10.1111/jora.12173

Walker, T. (2022). *Survey: Alarming number of educators may soon leave the profession*. National Education Association. https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, R. P. Weissberg, & T. P. Gullotta (Ed.), *Handbook of social and emotional learning: Research and practice* (pp. 3-19). The Guilford Press.

Wentzel, K. R. (2014). Prosocial behavior and peer relations in adolescence. In L. M. Padilla-Walker & G. Carlo (Eds.), *Prosocial development: A multidimensional approach* (pp. 178-200). Oxford University.

Wenz-Gross, M., Yoo, Y., Upshur, C., & Gambino, A. (2018). Pathways to kindergarten readiness: The roles of Second Step Early Learning Curriculum and social emotional, executive functioning, preschool academic and task behavior skills. *Frontiers in Psychology, 9*, 1-19.

White, M. (2018). *A quasi-experimental study of the effect of the leader in me on attendance and discipline in missouri schools.*

Whitney, D. G., & Peterson, M. (2019). US national and state-level prevalence of mental health disorders and disparities of mental health care use in children. *Jama Pediatrics, 173*(4), 389-391.

Wiggins, A. (2020). A brave new world: A teacher's take on surviving distance learning. *Educational Leadership, 77*(10), 38-41.

Williamson, A. A., Modecki, K. L., & Guerra, N. G. (2015). SEL programs in high school. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 181–196). The Guilford Press.

Yeager, D. S. (2017). Social and emotional learning programs for adolescents. *Future of Children, 27*(1), 73-94. https://doi.org/10.1353/foc.2017.0004

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. *Building academic success on social and emotional learning: What does the research say, 3*, 22.

Zinsser, K. M., Denham, S. A., Curby, T. W., & Shewark, E. A. (2015). Practice what you preach": Teachers' perceptions of emotional competence and emotionally supportive classroom practices. *Early Education and Development, 26*(7), 899-919. https://doi.org/10.1080/10409289.2015.1009320

Appendix A: SEL Programs

Program	Grade	Approach	Ingredients	Goals	Outcomes
Leader in Me	K-8, High School, District	Universal	Multicomponent/Systemic: Curricular/Lesson based and builds SEL capacity in adults	Leadership and life skills	Increased student achievement and improved behavior (Cummins, 2015)
				High trust school culture	Decrease in discipline incidents and increased attendance (White, 2018)
				Foundation for sustained academic achievement	
PBIS	K-12	Structural	Tiered systems change	Improve outcomes- based on school needs	Improved student outcomes- academic performance (Horner et al., 2009), social & academic outcomes for students with disabilities (Lewis, 2017), reduced bullying behaviors (Ross & Horner, 2009) Reduced Exclusionary Discipline- office discipline referrals & suspensions (Bradshaw et al., 2010), Suspensions Improved teacher outcomes: perceptions of teacher efficacy (Ross et al., 2012), school organizational health and school climate (Bradshaw et al., 2008),

					perception of school safety (Horner et al., 2009)
Second Step	Early learning - 8	Universal	Curricular/Lesson based	Social-emotional skills-positive relationships, managing emotions, setting goals, to thrive in school and in life	Improved social behaviors and prosocial goals (Frey et al., 2005), increased social-emotional competence and behavior, decrease in disruptive behaviors (Low et al., 2015)
Zones of Regulation	K-6	Universal	Curricular/Lesson based	Regulation and emotional control skills that develop prosocial coping mechanisms, manage overwhelming situations, learn to problem solve conflicts and understand how personal behavior impacts situations and outcomes	Decrease in problematic behaviors (Hoffman, 2018)

Appendix B: Teacher Survey

Teacher Classroom Experiences & SEL Perceptions

Q3 Do you agree to complete this survey?

- ○ Yes (1)
- ○ No (0)

Are you a teacher in grades K-12?

- ○ Yes (1)
- ○ No (0)

Q4 The 2021-2022 school year has been challenging for many teachers and students across Missouri. We would like to learn more about your experiences at school as well as your perceptions of social-emotional learning, or SEL. Please feel free to answer these questions openly and honestly – we really value your opinions.

Q55 What is SEL?

SEL is as an integral part of education and human development. SEL is practices used to support development of students' social and emotional competencies.

SEL_neednow To what extent do ***students*** need SEL now as compared to before COVID?

- ○ Not needed (1)
- ○ Less (2)
- ○ About the same (3)
- ○ A little more (4)
- ○ A lot more (5)

SEL_behaviorchange To what extent has student behavior changed since the COVID-19 pandemic?

- ○ Gotten much worse (1)
- ○ Gotten somewhat worse (2)
- ○ No change (3)
- ○ Gotten somewhat better (4)
- ○ Gotten much better (5)

Stu_Behav Comparing student behavior pre-COVID to present day, how have the following student behaviors changed?

	Gotten much worse (1)	Gotten somewhat worse (2)	No change (3)	Gotten somewhat better (4)	Gotten much better (5)
1. Classroom engagement (7)	○	○	○	○	○
2. Following classroom expectations (8)	○	○	○	○	○
3. Attendance (9)	○	○	○	○	○
4. Motivation (10)	○	○	○	○	○
5. Giving up quickly (not persevering) (11)	○	○	○	○	○
6. Apathy/lack of care about school (12)	○	○	○	○	○
7. Grade level academic performance (13)	○	○	○	○	○
8. Inappropriate device use (14)	○	○	○	○	○
9. Socially immature behavior (16)	○	○	○	○	○
10. General social skills (17)	○	○	○	○	○
11. Aggression/violence (18)	○	○	○	○	○
12. Peer conflict (19)	○	○	○	○	○
13. Ability to regulate one's emotions (20)	○	○	○	○	○
14. Anxiety (21)	○	○	○	○	○
15. Depression (22)	○	○	○	○	○

SEL_discuss To what extent is SEL being discussed in the community that your school is situated in?

- ○ Not at all (1)
- ○ A little (2)
- ○ A lot (3)

SEL_reaction Specifically, what is your community's reaction to SEL?

- ○ Very negative (1)
- ○ Negative (2)
- ○ Neutral (3)
- ○ Positive (4)
- ○ Very positive (5)

SEL_repercussions Do you feel worried about repercussions if you implement an SEL program in your classroom or school?

- ○ No (0)
- ○ Yes (1)

Q22 You indicated that you feel worried about the repercussions of implementing SEL. Why is that?

_____

_____

_____

_____

_____

Q23 Many terms have been used to describe the practices used to support continuous development of individuals' social and emotional competencies (eg. their capacity to get along well with others and manage their emotions). What term is viewed most positively to describe this idea in your community?

- ○ Social Emotional Learning (1)
- ○ Social Emotional Health (2)
- ○ Social Emotional Well-being (3)
- ○ Other (4) _____

SEL_currently Is your school currently implementing social-emotional program(s) to address student social-emotional well-being?

- ○ Yes (1)
- ○ No (0)

Q35 You indicated that your school is not implementing any social-emotional program currently. Would you be interested in social-emotional programming now?

- ○ Yes (1)
- ○ No (0)
- ○ Not sure (3)

Q36 You indicated that you are unsure or not interested in implementing a social-emotional program. Why is that?

_____

_____

_____

_____

_____

Q37 You indicated that you are interested in implementing a social-emotional program. Why is that?

_____

_____

_____

_____

_____

SEL_programnow Which social-emotional program(s) is your school currently implementing? Select all that apply.

- ☐ Character Counts (1)
- ☐ Leader in Me (2)
- ☐ PBIS (3)
- ☐ Positive Discipline (4)
- ☐ Responsive Classroom (5)
- ☐ Second Step (6)
- ☐ Zones of Regulation (7)
- ☐ Other (88) _____

Q88 Which social-emotional program is most emphasized in your school?

- ○ Character Counts (1)
- ○ Leader in Me (2)
- ○ PBIS (3)
- ○ Positive Discipline (4)
- ○ Responsive Classroom (5)
- ○ Second Step (6)
- ○ Zones of Regulation (7)
- ○ Other (88)

SEL_implementdegree To what degree are you currently implementing your social-emotional program in your school?

- ○ Minimally (1)
- ○ Somewhat (2)
- ○ Mostly (3)
- ○ Fully (4)

Q31 Please rate the extent to which you agree with the following statement about your school's social-emotional program: I feel like my school's social-emotional program has helped ***students*** cope with the disruptions of the COVID-19 pandemic?

- ○ Strongly Disagree (1)
- ○ Disagree (2)
- ○ Neutral (3)
- ○ Agree (4)
- ○ Strongly Agree (5)

StuSEL_behavch Earlier you compared student behavior pre-COVID to present day. Which of the following student behaviors has implementing your school's SEL program affected? Our school's SEL program has made COVID recovery:

	Much worse (1)	Somewhat worse (2)	Had no effect (3)	Somewhat better (4)	Much better (8)
1. Classroom engagement (7)	○	○	○	○	○
2. Following classroom expectations (8)	○	○	○	○	○
3. Attendance (9)	○	○	○	○	○
4. Motivation (10)	○	○	○	○	○
5. Giving up quickly (not persevering) (11)	○	○	○	○	○
6. Apathy/lack of care about school (12)	○	○	○	○	○
7. Grade level academic performance (13)	○	○	○	○	○
8. Inappropriate device use (14)	○	○	○	○	○
9. Socially immature behavior (16)	○	○	○	○	○
10. General social skills (17)	○	○	○	○	○
11. Aggression/violence (18)	○	○	○	○	○
12. Peer conflict (19)	○	○	○	○	○
13. Ability to regulate one's emotions (20)	○	○	○	○	○
14. Anxiety (21)	○	○	○	○	○
15. Depression (22)	○	○	○	○	○

Q30 Do you feel like your social-emotional program has helped ***teachers*** cope with the disruptions of the COVID-19 pandemic? Please explain.

_____

_____

_____

_____

_____

SEL_Beliefs Please rate the extent to which you agree with the following statements about social-emotional program delivery.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. I feel confident in my ability to provide instruction on social and emotional learning (1)	○	○	○	○	○
2. I am comfortable providing instruction on social and emotional skills to my students (2)	○	○	○	○	○
3. Taking care of my students' social and emotional needs comes naturally to me (3)	○	○	○	○	○
4. Informal lessons in social and emotional learning are part of my regular teaching practice (4)	○	○	○	○	○
5. I would like to attend a workshop to learn how to develop my students' social and emotional skills (5)	○	○	○	○	○
6. I would like to attend a workshop to develop my own social and emotional skills (6)	○	○	○	○	○
7. I want to improve my ability to teach social and emotional skills to students (7)	○	○	○	○	○
8. All teachers should receive training on how to teach social and emotional skills to students (8)	○	○	○	○	○
9. My principal creates an environment that promotes social and emotional learning for our students (9)	○	○	○	○	○
10. The culture in my school supports the development of children's social and emotional skills (10)	○	○	○	○	○
11. My principal does not encourage the teaching of social and emotional skills to students (11)	○	○	○	○	○
12. My school expects teachers to address children's social and emotional needs (12)	○	○	○	○	○

Q53 Thank you for sharing your thoughts regarding SEL. We would now like ask a few more questions about your classroom experiences.

Efficacy1 Please indicate your opinion about each of the statements below.

	Not at all (1) (1)	(2) (2)	Very little (3) (3)	(4) (4)	Some influence (5) (5)	(6) (6)	Quite a bit (7) (7)	(8) (8)	A great deal (9) (9)
1. How much can you do to control disruptive behavior in the classroom? (1)	○	○	○	○	○	○	○	○	○
2. How much can you do to motivate students who show low interest in school work? (2)	○	○	○	○	○	○	○	○	○
3. How much can you do to get students to believe they can do well in school work? (4)	○	○	○	○	○	○	○	○	○
4. How much can you do to help your students value learning? (5)	○	○	○	○	○	○	○	○	○

Efficacy2 Please indicate your opinion about each of the statements below.

	Not at all (1) (1)	(2) (2)	Very little (3) (3)	(4) (4)	Some influence (5) (5)	(6) (6)	Quite a bit (7) (7)	(8) (8)	A great deal (9) (9)
5. To what extent can you craft good questions for your students? (2)	○	○	○	○	○	○	○	○	○
6. How much can you do to get students to follow the classroom rules? (3)	○	○	○	○	○	○	○	○	○
7. How much can you do to calm a student who is disruptive or noisy? (4)	○	○	○	○	○	○	○	○	○
8. How well can you establish a classroom management system with each group of students? (5)	○	○	○	○	○	○	○	○	○

Efficacy3 Please indicate your opinion about each of the statements below.

	Not at all (1) (1)	(2) (2)	Very little (3) (3)	(4) (4)	Some influence (5) (5)	(6) (6)	Quite a bit (7) (7)	(8) (8)	A great deal (9) (9)
9. How much can you use a variety of assessment strategies? (2)	○	○	○	○	○	○	○	○	○
10. To what extent can you provide an alternative explanation or example when students are confused? (3)	○	○	○	○	○	○	○	○	○
11. How much can you assist families in helping their children do well in school? (4)	○	○	○	○	○	○	○	○	○
12. How well can you implement alternative instructional strategies in your classroom? (5)	○	○	○	○	○	○	○	○	○

TSR1 Please reflect on how much each of the statements below applies to your relationship with your students. All relationships are individual, but in responding, please think about your relationships with students in general.

	Definitely does not apply (1)	Not really (2)	Neutral, not sure (3)	Applies somewhat (4)	Definitely applies (5)
1. I share an affectionate, warm relationship with the students. (1)	○	○	○	○	○
2. The students and I always seem to be struggling with each other. (2)	○	○	○	○	○
3. If upset, the students will seek comfort from me. (3)	○	○	○	○	○
4. The students are uncomfortable with physical affection or touch from me (like a pat on the back). (4)	○	○	○	○	○
5. The students value their relationships with me. (5)	○	○	○	○	○

TSR2 Please reflect on how much each of the statements below applies to your relationship with your students. All relationships are individual, but in responding, please think about your relationships with students in general.

	Definitely does not apply (1)	Not really (2)	Neutral, not sure (3)	Applies somewhat (4)	Definitely applies (5)
6. When I praise the students, they beam with pride. (8)	○	○	○	○	○
7. The students spontaneously share information about themselves. (9)	○	○	○	○	○
8. The students easily become angry with me. (10)	○	○	○	○	○
9. It is easy to be in tune with what the students are feeling. (7)	○	○	○	○	○
10. Students are resistant after being disciplined. (6)	○	○	○	○	○

TSR3 Please reflect on how much each of the statements below applies to your relationship with your students. All relationships are individual, but in responding, please think about your relationships with students in general.

	Definitely does not apply (1)	Not really (2)	Neutral, not sure (3)	Applies somewhat (4)	Definitely applies (5)
11. When the students are in a bad mood, I know we're in for a long and difficult day. (11)	○	○	○	○	○
12. The students' feelings toward me can be unpredictable or can change suddenly. (12)	○	○	○	○	○
13. The students are sneaky or manipulative with me. (13)	○	○	○	○	○
14. The students openly share their feelings and experiences with me. (14)	○	○	○	○	○

Sch_Climate_Tch Please indicate your level of agreement to the following statements about students in your class(es).

	Strongly disagree (1)	Disagree (2)	Neither disagree or agree (3)	Agree (4)	Strongly agree (5)
1. Students are not mean, cruel, or insensitive to others' feelings (1)	○	○	○	○	○
2. Students clean up their own mess, rather than expecting others to do it (2)	○	○	○	○	○
3. Students adhere to rules of fair play (3)	○	○	○	○	○
4. Students take responsibility for their mistakes (4)	○	○	○	○	○
5. Students are accepting of people who are different from them (5)	○	○	○	○	○
6. Students follow rules and instructions given by staff members (6)	○	○	○	○	○
7. Students give their best effort (7)	○	○	○	○	○
8. Students treat others the way they want to be treated (8)	○	○	○	○	○
9. Students keep commitments made to others (9)	○	○	○	○	○
10. Students do not deceive, mislead, or act deviously (10)	○	○	○	○	○
11. Students are kind and supportive of one another (11)	○	○	○	○	○
12. Students follow the strength of their convictions in spite of what their peers are doing (12)	○	○	○	○	○

Burnout1 How often do the following statements describe the way you feel about working as a teacher?

	Never (1)	A few times a year (2)	Once a month or less (3)	A few times a month (4)	Once a week (5)	A few times a week (6)	Everday (7)
1. I deal very effectively with the problems of my students. (1)	○	○	○	○	○	○	○
2. I feel I treat some students as if they were impersonal objects. (2)	○	○	○	○	○	○	○
3. I feel emotionally drained from my work. (3)	○	○	○	○	○	○	○
4. I feel fatigued when I get up in the morning and have to face another day on the job. (4)	○	○	○	○	○	○	○

Burnout2 How often do the following statements describe the way you feel about working as a teacher?

	Never (1)	A few times a year (2)	Once a month or less (3)	A few times a month (4)	Once a week (5)	A few times a week (6)	Everyday (7)
5. I've become more callous towards students since I took this job. (5)	○	○	○	○	○	○	○
6. I feel I'm positively influencing students' lives through my work. (6)	○	○	○	○	○	○	○
7. Working with students all day is really a strain for me. (7)	○	○	○	○	○	○	○
8. I really don't care what happens to some students. (8)	○	○	○	○	○	○	○

Burnout3 How often do the following statements describe the way you feel about working as a teacher?

	Never (1)	A few times a year (2)	Once a month or less (3)	A few times a month (4)	Once a week (5)	A few times a week (6)	Everyday (7)
9. I think of giving up teaching for another career. (9)	○	○	○	○	○	○	○
10. I reflect on the satisfaction I get from being a teacher. (10)	○	○	○	○	○	○	○
11. I regret my decision to become a teacher. (11)	○	○	○	○	○	○	○
12. I feel exhilarated after working closely with my students. (12)	○	○	○	○	○	○	○

stress Please select the best statement that describes the way you feel about your job as a teacher.

	Not at all stressful (1) (1)	(2) (2)	A little stressful (3) (3)	(4) (4)	Somewhat stressful (5) (5)	(6) (6)	Quite a bit stressful (7) (7)	(8) (8)	Very stressful (9) (9)
1. In general, how stressful is your job? (1)	○	○	○	○	○	○	○	○	○

coping Please select the best statement that describes the way you feel about your job as a teacher.

	Not well (1) (1)	(2) (2)	A little well (3) (3)	(4) (4)	Somewhat well (5) (5)	(6) (6)	Quite well (7) (7)	(8) (8)	Very well (9) (9)
2. How well are you coping with the stress of your job right now? (1)	○	○	○	○	○	○	○	○	○

Q90 We would like to conclude the survey with some demographic information.

Q5 What is your first and last name? (*Your name will be removed from the answers you provide to ensure confidentiality*).

_____

Q91 What is your email address? (Your $25 Amazon gift card will be sent to this email address)

_____

Q46 What is the name of your school district? (*Your school district name will be removed from the answers you provide to ensure confidentiality*). We will only use this information to obtain demographic data of the school, such as F/RLP percentages.

_____

SEL_gender Are you

- ○ Man (1)
- ○ Woman (2)
- ○ Non-binary (3)
- ○ Prefer not to answer (4)

SEL_age What is your age?

- ○ 21-30 (1)
- ○ 31-40 (2)
- ○ 41-50 (3)
- ○ 51-60 (4)
- ○ 61-70 (5)
- ○ 70+ (6)

Race_ethnicity Are you Hispanic/Latino?

- ○ No (0)
- ○ Yes (1)

Q91 What is your race? Select all that apply.

- ☐ American Indian or Alaskan Native (1)
- ☐ Asian (2)
- ☐ Black of African American (3)
- ☐ Native Hawaiian or Other Pacific Islander (4)
- ☐ White (5)
- ☐ Other (6) _____

Tchr_grade Which grade level(s) do you teach? Select all that apply.

- ☐ Kindergarten (1)
- ☐ First (2)
- ☐ Second (3)
- ☐ Third (4)
- ☐ Fourth (5)
- ☐ Fifth (6)
- ☐ Sixth (7)
- ☐ Seventh (8)
- ☐ Eighth (9)
- ☐ Ninth (10)
- ☐ Tenth (11)

- [ ] Eleventh (12)
- [ ] Twelfth (13)

Years_teaching Including the current school year, how many total years have you been teaching?

- ○ 1-5 (1)
- ○ 6-10 (2)
- ○ 11-15 (3)
- ○ 16-20 (4)
- ○ 21-25 (5)
- ○ 26-30 (6)
- ○ 31-35 (7)
- ○ 36-40 (8)
- ○ 40+ (9)

Q89 Would you be willing to do a follow-up interview to this survey?

- ○ No (0)
- ○ Yes (1)

Q90 Please provide your name, phone # and preferred email for follow-up contact.

_____

Appendix C: Follow-Up Interview

Interview Protocol

This is a follow-up of the survey your recently completed. Thank you for giving me some of your time. The purpose of this study is to gain a better understanding of social emotional learning in schools. I am going to ask you several questions about social emotional learning. There are no right or wrong answers; I just want to know your thoughts and experiences as a teacher.

Opening Question

1. When you hear the term social-emotional learning, or SEL, what comes to mind?
2. As you know, there's been a lot of public discourse about SEL in schools. What is your view of SEL's role in schools? What is the role?

Teacher's Role in SEL Questions

3. What aspects of [X program] are most helpful for teachers? How (or why)? (Be sure to elicit specific student behaviors that are affected if possible)
4. What aspects of [X program] are least helpful for teachers? How (or why)?
5. Overall, how do you feel about supporting the social-emotional needs of students?
    a. Describe the time and effort you put into social-emotional needs of students.
    b. How has your school's social-emotional program changed the way you support the needs of your students? Say more about that.
6. Describe how some teachers find it easier or harder to support the social-emotional needs of their students.

    a. How does your personality affect your ability to support the social-emotional needs of your students? (How personality fosters and how it undermines?)

7. What would be most helpful in supporting the teachers/staff who deliver social-emotional programming as we prepare for the upcoming school year?

SEL Impact on Students Questions

8. You indicated that this program has/has not helped students cope with the disruptions of the COVID-19 pandemic? Why is that?
9. What student behaviors have changed as a result of [X program]? What other aspects of schooling have changed? (Do they make comments about attendance, anxiety, helpfulness, compliance, learning, test scores, grades, bullying, happiness, desire to attend school, parent satisfaction, teacher satisfaction, etc.)
10. What aspects of your school's social-emotional program are most helpful for students as we continue to deal with the lingering effects of the pandemic? Why?
11. What aspects of your school's social-emotional program are least helpful for students as we continue to deal with the lingering effects of the pandemic? Why?
12. What would be most helpful in supporting the social-emotional needs of students as we prepare for the upcoming school year?

SEL Programmatic Questions

13. You indicated that your school primarily emphasizes [X program] for social-emotional learning. Prior to implementing [X program] describe any training you received.
14. Describe any ongoing support you receive as part of [X] program.
    a. ask about prep time if that does not come up
15. Describe your administration's expectations for [X] program implementation.

    a. How does that impact you and your teaching?

16. *For teachers at schools with two or more SEL programs* You indicated that your school implements [Y program].: Describe your experience with implementing X and Y programs. How does it work?
    a. What are the benefits to having these programs run concurrently?
    b. What are the challenges to having these programs run concurrently?

Closing Questions

17. Is there a question I should have asked but didn't?
18. Other comments you have about SEL that would help me understand it better?

Appendix D: Qualitative Themes

Question	Theme	Subtheme	Example Quote
Feelings about SEL			
	Important	Build relationships: Focus on building and strengthening teacher-student relationships, helps build and support sense of community (student-student relationships, school climate)	*"I think it's really important. It might not be right, but they're doing what I'm asking them to do because I respect them just as much as I expect them to respect me. You can't demand it. You have to cultivate it."*
		Personal Strength/Priority: Main focus, not just part of the job	*That's my passion. I absolutely love it. I think it's so important, generally, just development as human beings, I think. I believe we are body, soul, and spirit, and we have to nurture it all.*
		SEL Required for Learning; Needs to address social-emotional needs in order for kids to learn, taking care of the whole child	*"...even if I have to take away time from content, because I'd rather take away some time from content to do those restorative circles that can apply with second step. I can bring all those things in. And getting ourselves, our bodies, and our minds back ready to grow. Because I'd rather lose 5 or 10 minutes than lose the whole time."*
		SEL is Part of the Job: General expectation for teachers to implement SEL	*"And I think if we care about our students and our children, it should be the number one priority. And every school should have a triage team to support kids who come into the building. Social emotional lessons should be every day."*
	Challenging/Burden: Hard and challenging, scary or causes fear, One more thing added to teachers' plates		*"I think I'm scared because one statement can make or break a child. Maybe it's better to have that open lines so the kids know, hey, it's okay if they say to me, "I didn't like what you said there." But every action or every word, I want to make sure that the words are said correctly. And I'm afraid of that."*

SEL Impact on Teaching Practices	No change	*"In a way, it really hasn't because being a Special Ed teacher, you're trained on it. So, for me, that's just ingrained in me already because I had to take the classes that built up to that."*
	Awareness: Increase awareness about children's struggles, help understand the underlying reasons for behavior	*"It does make you think about different things that you don't see on the surface,"*
	Structure: Provides an approach or purpose to teaching, focus more on addressing SEL well-being	*"It's made me more strategic. Well, doing the SEL stuff with Leader in Me, it kind of has forced me to get in there and look at the curriculum a little more vigorously ahead of myself so that I'm ready. It's made me more thoughtful about what good SEL will do."*
	Teacher-Student Relationships: Enhances connections with students, positive relationships	*"I just think it helps develop that mentorship relationship that I recognize that they're human, and that they have needs other than just academic needs. And then when I go to teach academics, I feel like we have more of a connection. So I feel like it's more productive time."*
	Tools and strategies for the classroom: teach vocabulary, problem solving, increase general knowledge	*"I think mindfulness is wonderful. I've been trying to implement even some of those strategies for calming, even with my own children at home and with myself. So being able to recognize those by teaching them to my students, then I can come home and use those same strategies at home."*
SEL Impact on Student Behavior	No change, program backfire, dangle/bribe with	*"I don't know if I can specify a specific behavior."*
	Emotion Regulation: Self-regulate emotions, use tools/strategies to identify emotions, use tools to cope with emotions (ex. take breaks, use cards)	*"Just basically better emotional regulation. Them identifying how they're feeling and everything. And then being able to take action before they get to the red zone, being able to say, "Hey, I need to take a break. I need to leave for a little while, remove myself from the situation."*

	Kindness: Caring for others, being able to take the perspective of others, standing up for others		*"I want to say that we've been a little bit kinder. I can see them working on how they speak to each other. And when I see it, I honor it, acknowledge it. And so I do think that, overall, the population is we're looking for kindness. But what does kindness look like? And they're willing to help out with that."*
	Reduction in Negative Behaviors: Cheating, aggression, etc.		*"I don't see as much cheating. There's not as much academic dishonesty."*
	Self-Advocacy: Take responsibility for self, seek help and resources, self-advocacy		*"I feel like they're better able to articulate...Just them speaking up and standing up for themselves is huge. Knowing what I can and cannot handle, I think is a very mature skill for kids, and that's for sure something that Leader in Me has helped with."*
Helpful Aspects of SEL Program	Structure/Framework: Provides an approach to teaching		*"It's most helpful because it kind of gives you a framework to build off of. For me, it gives me a good stepping-off point to like, "Okay, these are things that I need to address, and here's ways that I could do it."*
	Program Components to aid in instruction: Curriculum, Resources, Materials (posters, videos, etc.), Vocabulary		*"There are a lot of resources. We use the mood meter. Are you familiar with-- okay. So we use the mood meter. And that is a huge tool. And it's something that we reference."*
	Strategies: Specific strategies the teacher uses or specific strategies used to teach students		*"I've used some of the team building activities in my class and different things like that."*
	User Friendly: Easy to use, Little preparation		*"They're super easy. Zero prep involved. You could look at it five minutes before class starts, and you're basically ready to go."*
Least Helpful Aspect of SEL Program	Barriers to Implementation	Accessibility: Hard to gather needed materials or supplies, not easy to use	*"I have a 45-, 50-minute class, the lessons themselves are really meant to only be 20-ish minutes and so the way it's set up is almost limiting and it feels like I'm grabbing from here and here and I have to open eight different tabs, and so that's what's least helpful for me."*

	Time: Time: Lack of time for preparation, Need more time to change behavior	*"We have a lack of prep time for it. I do think it's quality stuff. It's just maybe we don't get a lot of prep time for it, and then you're kind of rushing through it. At least I've done it."*
	Approach: Reactive not proactive	*"I think a lot of times we are missing chunks that could have been done earlier to help prevent. So we're only dealing with the problem once it starts. the behavior has to go on for six weeks before we get help. That's wrong. It should be immediately."*
	Finances: Expensive to implement	*"I would say maybe the reward system, just trying to come up with different rewards that's going to be cost-friendly, that's going to be time-friendly, and that's going to be feasible."*
Materials: Outdated, need to be updated, lack cultural sensitivity		*"They're good. They're valuable. I don't know if they need to be reworked, I think, because now some of the footage and everything is now two years old, at least, and so I think maybe they need to be revamped."*
Rewards: Reward system not working, students abusing the system		*"I think the reward side of it tends to be skewed, at least it's hard as-- from an educator standpoint, it's difficult to implement that because what you end up with is I think it has a potential to change expectations based on a kid. there's a tendency to reward those kids for meeting basic expectations, where you have kids who meet the basic expectations on a normal basis. What do they have to do to--hey have more rewards points than those who are just always making good choices."*

VITA

Lindsay Brockmeier was born and raised in the suburbs of St. Louis, Missouri. She graduated from Rockwood Summit High School in Fenton, Missouri. Lindsay earned a B.A. in Psychology from the University of Missouri St. Louis in 2005. During her final year at UMSL, Lindsay developed interests in research and began working as a research assistant at Washington University in St. Louis.

Lindsay worked as a research assistant at Washington University in St. Louis for two years under the direction of Dr. Laura Beirut, and for three years under the direction of Dr. Henry Roediger, III, Dr. Mark McDaniel, and Dr. Kathleen McDermott. During the last two years at WashU, Lindsay completed her M.A. in School Counseling at Lindenwood University. Upon graduation, Lindsay began serving as a school counselor in the St. Louis area.

After working as a school counselor and seeing firsthand the social and emotional challenges facing students, Lindsay decided to return to school herself as a doctoral student in the Educational Psychology program at the University of Missouri Columbia under the mentorship of Dr. David Bergin in 2018. As a graduate assistant, Lindsay worked at the MU Career Center as an instructor for career explorations for five years. As a graduate research assistant, Lindsay worked in the Prosocial Development and Education Research Lab under the direction of Dr. Christi Bergin for three years. She attended and presented at numerous national conferences and authored and co-authored several publications.

Lindsay will complete her doctoral studies in May 2023 in Educational Psychology. In June 2023, Lindsay will begin working a postdoctoral research scholar in the Prosocial Development and Education Research Lab at the University of Missouri- Columbia.