**Supplemental Materials**

**Educators’ Implementation and Use of Social and Emotional Learning Early in the COVID-19 Pandemic**

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**Table S1**

*Item Descriptive Statistics*

|  |  |  |  |
| --- | --- | --- | --- |
| *Factors* and items | n | Mean | SD |
| *Challenges implementing SEL (range 0-4)* |  |  |  |
| 36. Students'/families' access to electronic devices or internet access | 191 | 2.23 | 1.22 |
| 37. Students'/families' technological skills | 191 | 2.37 | 1.09 |
| 38. School/district lack of technological resources | 191 | 1.56 | 1.23 |
| 39. My own technological skills\* | 191 | 1.21 | 1.15 |
| 40. Instructional resources for SEL distance learning | 190 | 1.97 | 1.15 |
| 41. District/school support for prioritizing SEL in distance learning | 192 | 1.85 | 1.27 |
| 42. Parent/guardian support for SEL | 188 | 2.05 | 1.21 |
| 43. Finding the time to focus on SEL or other competing priorities | 189 | 2.17 | 1.17 |
| 44. Managing home and professional responsibilities\* | 192 | 2.17 | 1.25 |
| *SEL implementation with students (range 0-3)* |  |  |  |
| 22. identifying emotions | 133 | 1.34 | 1.16 |
| 23. labeling emotions | 128 | 1.16 | 1.12 |
| 24. managing emotions | 131 | 1.36 | 1.13 |
| 25. managing behaviors | 132 | 1.15 | 1.04 |
| 26. social problem solving | 132 | 1.09 | 0.96 |
| 27. empathy or taking the perspective of others | 131 | 1.37 | 1.08 |
| 28. kindness | 133 | 1.37 | 1.12 |
| *Educator use of SE strategies (range 0-3)* |  |  |  |
| 45. Used a strategy to regulate your own emotions | 208 | 2.75 | 1.09 |
| 46. Used specific conflict resolution strategies to manage interpersonal conflict in your own life | 207 | 1.95 | 1.28 |
| 47. Spent time learning about social and emotional skills outside of formal training | 207 | 2.03 | 1.27 |
| 48. Reflected on how you were feeling | 207 | 3.01 | 1.04 |
| 49. Used strategies to consider another's perspective or be empathic towards others | 208 | 2.99 | 0.98 |
| 50. Directed kindness toward yourself | 210 | 2.47 | 1.15 |
| *Guidance, support and priority of SEL (range 0-3)* |  |  |  |
| 18. School/district guidance to support SEL | 193 | 1.24 | 0.96 |
| 19. School priority on SEL | 212 | 1.97 | 0.94 |
| 20. Educator priority on SEL | 210 | 2.71 | 0.59 |
| 21. School/district support of educator SE needs\*\* | 212 | 1.74 | 0.93 |
| 53. School leaders helping you attend to your own SE needs\*\* | 133 | 1.62 | 0.87 |
| *Self-judgment (range 1-5)* |  |  |  |
| 54. I tell myself I shouldn't be feeling the way I'm feeling | 207 | 2.53 | 1.04 |
| 55. I make judgments about whether my thoughts are good or bad | 209 | 2.86 | 1.12 |
| 56. I tell myself that I shouldn't be thinking the way I'm thinking | 208 | 2.56 | 1.01 |
| 57. I think some of my emotions are bad or inappropriate and I shouldn't feel them | 209 | 2.15 | 1 |
| 58. I disapprove of myself when I have illogical ideas | 208 | 2.47 | 1.15 |
| *Emotional exhaustion (range 0-4)* |  |  |  |
| 59. I felt frustrated by my job | 214 | 1.97 | 1.23 |
| 60. I felt emotionally drained from my work | 216 | 2.19 | 1.19 |
| 61. I felt burned out from my work | 215 | 1.94 | 1.29 |

*Notes:* \* excluded from analysis because of low factor loadings; \*\* calculated mean to of items 21 and 52 to create school/district support of educator SE needs; Each item is preceded by the item number referenced in other materials.

**Table S2**

*Item and Subscale Pearson Correlation Coefficients*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Stud. | Chal. | Pers. | Judg. | Em.Ex. | 18. | 19. | 20. | 21. |
| *Use of SEL with students* (Items 22-28) | 1.00 |  |  |  |  |  |  |  |  |
| *Challenges with implementing SEL* (Items 36-44) | -.30\* | 1.00 |  |  |  |  |  |  |  |
| *Educator use of SE strategies* (Items 45-50) | .40\* | -.04 | 1.00 |  |  |  |  |  |  |
| *Self-judgment* (Items 54-58) | -.10 | .23\* | -.10 | 1.00 |  |  |  |  |  |
| *Emotional exhaustion* (Items 59-61) | -.20\* | .41\* | .01 | .28\* | 1.00 |  |  |  |  |
| 18. School/district guidance to support SEL | .48\* | -.29\* | .29\* | -.10 | -.18\* | 1.00 |  |  |  |
| 19. School priority on SEL | .28\* | -.33\* | .19\* | -.07 | -.19\* | .55\* | 1.00 |  |  |
| 20. Educator priority on SEL | .18\* | .01 | .20\* | -.03 | .01 | .03 | .10 | 1.00 |  |
| 21. School/district support of educator SE needs | .31\* | -.41\* | .15\* | -.23\* | -.33\* | .53\* | .62\* | .20\* | 1.00 |
| *School support for SEL* (Items 51-53) | .31\* | -.28\* | .11 | -.34\* | .18\* | .52\* | .49\* | .07 | .60\* |

*Notes: \* p* < .05.Scales are item averages with all items included. Correlations between item 53 was not examined. See <https://osf.io/urvfe/> for listing of items.

**Table S3**

*Model 1 Estimates: Predictors of Educator-Reported Challenges Implementing SEL.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Measurement Model | *β* [95% CI] | *B* | SE | *p* |
| *Challenges implementing SEL* |  |  |  |  |
| 36. Students'/families' access to electronic devices or internet access | .50 [.38, .63] | 0.48 | 0.08 | <.001 |
| 37. Students'/families' technological skills | .53 [.40, .66] | 0.48 | 0.08 | <.001 |
| 38. School/district lack of technological resources | .60 [.49, .72] | 0.60 | 0.08 | <.001 |
| 40. Instructional resources for SEL distance learning | .61 [.50, .72] | 0.57 | 0.07 | <.001 |
| 41. District/school support for prioritizing SEL in distance learning | .77 [.69, .86] | 0.80 | 0.07 | <.001 |
| 42. Parent/guardian support for SEL | .57 [.45, .69] | 0.56 | 0.08 | <.001 |
| 43. Finding the time to focus on SEL or other competing priorities | .60 [.48, .71] | 0.57 | 0.08 | <.001 |
| *Educator use of SE strategies* |  |  |  |  |
| 45. Used a strategy to regulate your own emotions | .77 [.69, .85] | 0.84 | 0.07 | <.001 |
| 46. Used specific conflict resolution strategies to manage interpersonal conflict in your own life | .62 [.52, .72] | 0.80 | 0.09 | <.001 |
| 47. Spent time learning about social and emotional skills outside of formal training | .52 [.40, .63] | 0.65 | 0.09 | <.001 |
| 48. Reflected on how you were feeling | .70 [.61, .80] | 0.73 | 0.07 | <.001 |
| 49. Used strategies to consider another's perspective or be empathic towards others | .54 [.43, .66] | 0.54 | 0.07 | <.001 |
| 50. Directed kindness toward yourself | .58 [.47, .69] | 0.67 | 0.08 | <.001 |
| Structural Model | *β* [95% CI] | B | SE | *p* |
| *Challenges implementing SEL* |  |  |  |  |
| *Educator use of SE strategies* | .10 [-.07, .28] | 0.13 | 0.11 | .259 |
| 18. Guidance to support SEL | -.22 [-.45, .02] | -0.26 | 0.15 | .074 |
| 19. School priority on SEL | -.08 [-.27, .11] | -0.10 | 0.13 | .427 |
| School/district support of educator SE needs\* | -.40 [-.58, -.22] | -0.54 | 0.14 | <.001 |
| 4. Educator age | 0 [-.14, .14] | 0.00 | 0.01 | .998 |
| 7. Pre-K | .02 [-.13, .18] | 0.07 | 0.23 | .758 |
| 7. Middle | -.11 [-.26, .04] | -0.26 | 0.17 | .138 |
| 7. High | .03 [-.13, .18] | 0.05 | 0.17 | .753 |
| Correlations and covariances | *β* [95% CI] | B | SE | *p* |
| *Educator use of SE strategies* & 4. Educator age | .04 [-.11, .19] | 0.39 | 0.78 | .618 |
| *Educator use of SE strategies* & 7. Pre-K | -.01 [-.17, .14] | -0.01 | 0.03 | .869 |
| *Educator use of SE strategies* & 7. Middle | .05 [-.10, .20] | 0.03 | 0.04 | .533 |
| *Educator use of SE strategies* & 7. High | -.07 [-.22, .08] | -0.04 | 0.04 | .361 |
| *Educator use of SE strategies* & 18. Guidance to support SEL | .39 [.24, .54] | 0.40 | 0.09 | <.001 |
| *Educator use of SE strategies* & 19. School priority on SEL | .22 [.08, .37] | 0.21 | 0.07 | .004 |
| *Educator use of SE strategies* & School/district support of educator SE needs\* | .14 [-.01, .28] | 0.12 | 0.07 | .075 |
| 36. Students'/families' access to electronic devices or internet access & 37. Students'/families' technological skills | .47 [.36, .58] | 0.45 | 0.08 | <.001 |
| 36. Students'/families' access to electronic devices or internet access & 38. School/district lack of technological resources | .39 [.27, .51] | 0.39 | 0.08 | <.001 |
| 4. Educator age & 7. Pre-K | .02 [-.11, .16] | 0.10 | 0.29 | .737 |
| 4. Educator age & 7. Middle | .05 [-.08, .19] | 0.29 | 0.37 | .434 |
| 4. Educator age & 7. High | 0 [-.13, .14] | 0.02 | 0.40 | .969 |
| 7. Pre-K & 7. Middle | .17 [-.20, .54] | 0.04 | 0.05 | .450 |
| 7. Pre-K & 7. High | -.32 [-.73, .09] | -0.08 | 0.07 | .266 |
| 7. Middle & 7. High | -.18 [-.65, .29] | -0.06 | 0.09 | .531 |
| 18. Guidance to support SEL & 4. Educator Age | .01 [-.14, .17] | 0.14 | 0.81 | .862 |
| 18. Guidance to support SEL & 7. Pre-K | -.04 [-.26, .17] | -0.02 | 0.05 | .703 |
| 18. Guidance to support SEL & 7. Middle | -.06 [-.26, .15] | -0.03 | 0.06 | .607 |
| 18. Guidance to support SEL & 7. High | .06 [-.16, .28] | 0.03 | 0.07 | .630 |
| 19. School priority on SEL & 4. Educator Age | .02 [-.12, .15] | 0.19 | 0.65 | .776 |
| 19. School priority on SEL & 7. Pre-K | 0 [-.14, .14] | 0.00 | 0.03 | .991 |
| 19. School priority on SEL & 7. Middle | .09 [-.05, .23] | 0.04 | 0.04 | .197 |
| 19. School priority on SEL & 7. High | -.14 [-.28, 0] | -0.08 | 0.04 | .043 |
| 19. School priority on SEL & 18. Guidance to support SEL | .52 [.40, .65] | 0.50 | 0.09 | <.001 |
| School/district support of educator SE needs & 4. Educator age | .03 [-.10, .17] | 0.32 | 0.63 | .615 |
| School/district support of educator SE needs & 7. Pre-K | -.08 [-.23, .07] | -0.03 | 0.03 | .341 |
| School/district support of educator SE needs & 7. Middle | -.05 [-.20, .10] | -0.03 | 0.04 | .509 |
| School/district support of educator SE needs & 7. High | .02 [-.14, .18] | 0.01 | 0.04 | .803 |
| School/district support of educator SE needs & 18. Guidance to support SEL | .53 [.40, .65] | 0.49 | 0.08 | <.001 |
| School/district support of educator SE needs & 19. School priority on SEL | .57 [.48, .66] | 0.48 | 0.07 | <.001 |

*Notes: N* = 219; *χ2*(139) = 229.5, *p* < .001, RMSEA = .06, CFI = .91, TLI = .87. *β* = standardized beta coefficient; *B* = unstandardized beta coefficient; CI = confidence interval; SE = standard error. \*Mean of items 21 and 53.

**Table S4**

*Model 2 Estimates: Predictors of the Degree of Educator Use of SE strategies and SEL Implementation with Students.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Measurement Model | *β* [95% CI] | *B* | SE | *p* |
| *Educator use of SE strategies* |  |  |  |  |
| 45. Used a strategy to regulate your own emotions | .77 [.69, .85] | 0.74 | 0.07 | <.001 |
| 46. Used specific conflict resolution strategies to manage interpersonal conflict in your own life | .63 [.53, .73] | 0.72 | 0.08 | <.001 |
| 47. Spent time learning about social and emotional skills outside of formal training | .53 [.42, .65] | 0.60 | 0.08 | <.001 |
| 48. Reflected on how you were feeling | .69 [.60, .78] | 0.63 | 0.07 | <.001 |
| 49. Used strategies to consider another's perspective or be empathic towards others | .55 [.43, .66] | 0.48 | 0.06 | <.001 |
| 50. Directed kindness toward yourself | .59 [.48, .69] | 0.60 | 0.08 | <.001 |
| *SEL implementation with students* |  |  |  |  |
| 22. identifying emotions | .91 [.87, .95] | 1.05 | 0.10 | <.001 |
| 23. labeling emotions | .89 [.84, .94] | 1.00 | 0.10 | <.001 |
| 24. managing emotions | .94 [.91, .97] | 1.05 | 0.10 | <.001 |
| 25. managing behaviors | .90 [.85, .94] | 0.89 | 0.09 | <.001 |
| 26. social problem solving | .74 [.64, .83] | 0.68 | 0.09 | <.001 |
| 27. empathy or taking the perspective of others | .83 [.76, .90] | 0.85 | 0.10 | <.001 |
| 28. kindness | .84 [.77, .90] | 0.90 | 0.10 | <.001 |
| Structural Model | *β* [95% CI] | B | SE | *p* |
| *SEL implementation with students* |  |  |  |  |
| 18. Guidance to support SEL | .40 [.16, .64] | 0.47 | 0.16 | .003 |
| 19. School priority on SEL | -.02 [-.22, .18] | -0.02 | 0.12 | .865 |
| 20. Educator priority on SEL | .22 [.05, .38] | 0.41 | 0.17 | .014 |
| School/district support of educator SE needs\* | .04 [-.17, .24] | 0.05 | 0.13 | .718 |
| *Educator use of SE strategies* |  |  |  |  |
| *SEL implementation with students* | .22 [.03, .42] | 0.22 | 0.10 | .035 |
| 18. Guidance to support SEL | .31 [.09, .54] | 0.36 | 0.14 | .010 |
| 19. School priority on SEL | .07 [-.13, .26] | 0.08 | 0.12 | .500 |
| 20. Educator priority on SEL | .15 [-.01, .32] | 0.29 | 0.16 | .075 |
| School/district support of educator SE needs\* | -.14 [-.33, .05] | -0.17 | 0.12 | .153 |
| Correlations and covariances | *β* [95% CI] | B | SE | *p* |
| 22. identifying emotions & 23. labeling emotions | .40 [.20, .60] | 0.13 | 0.05 | .007 |
| 26. social problem solving & 27. empathy or taking the perspective of others | .37 [.21, .53] | 0.17 | 0.05 | .001 |
| 26. social problem solving & 28. kindness | .32 [.15, .50] | 0.15 | 0.05 | .003 |
| 27. empathy or taking the perspective of others & 28. kindness | .49 [.34, .64] | 0.21 | 0.05 | <.001 |
| 18. Guidance to support SEL & 19. School priority on SEL | .51 [.38, .64] | 0.46 | 0.08 | <.001 |
| 18. Guidance to support SEL & 20. Educator priority on SEL | -.02 [-.20, .15] | -0.01 | 0.05 | .809 |
| 19. School priority on SEL & 20. Educator priority on SEL | .13 [-.01, .26] | 0.07 | 0.04 | .071 |
| 18. Guidance to support SEL & School/district support of educator SE needs\* | .50 [.36, .63] | 0.44 | 0.08 | <.001 |
| 19. School priority on SEL & School/district support of educator SE needs\* | .57 [.48, .66] | 0.49 | 0.07 | <.001 |
| 20. Educator priority on SEL & School/district support of educator SE needs\* | .15 [.02, .28] | 0.08 | 0.04 | .031 |

*Notes: N* = 219; *χ2*(104) = 146.4, *p* = .004, RMSEA = .04, CFI = .97, TLI = .96. *β* = standardized beta coefficient; *B* = unstandardized beta coefficient; CI = confidence interval; SE = standard error; \*Mean of items 21 and 53.

**Table S5**

*Model 3 Estimates: Relations Between School/District Support of Educator SE Needs, Educator Use of SE Strategies, Challenges Implementing SEL, Self-Judgment, and Emotional Exhaustion.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Measurement Model | *β* [95% CI] | *B* | SE | *p* |
| *Self-judgment* |  |  |  |  |
| 54. I tell myself I shouldn't be feeling the way I'm feeling | .80 [.74, .86] | 0.80 | 0.06 | <.001 |
| 55. I make judgments about whether my thoughts are good or bad | .71 [.64, .79] | 0.77 | 0.07 | <.001 |
| 56. I tell myself that I shouldn't be thinking the way I'm thinking | .89 [.85, .94] | 0.86 | 0.06 | <.001 |
| 57. I think some of my emotions are bad or inappropriate and I shouldn't feel them | .68 [.60, .77] | 0.66 | 0.06 | <.001 |
| 58. I disapprove of myself when I have illogical ideas | .76 [.70, .83] | 0.85 | 0.07 | <.001 |
| *Emotional exhaustion* |  |  |  |  |
| 59. I felt frustrated by my job | .75 [.68, .82] | 0.83 | 0.07 | <.001 |
| 60. I felt emotionally drained from my work | .94 [.90, .98] | 1.01 | 0.06 | <.001 |
| 61. I felt burned out from my work | .86 [.81, .91] | 1.00 | 0.07 | <.001 |
| *Challenges implementing SEL* |  |  |  |  |
| 36. Students'/families' access to electronic devices or internet access | .51 [.38, .63] | 0.61 | 0.09 | <.001 |
| 37. Students'/families' technological skills | .55 [.42, .67] | 0.61 | 0.09 | <.001 |
| 38. School/district lack of technological resources | .60 [.49, .71] | 0.73 | 0.09 | <.001 |
| 40. Instructional resources for SEL distance learning | .61 [.50, .72] | 0.70 | 0.08 | <.001 |
| 41. District/school support for prioritizing SEL in distance learning | .75 [.66, .84] | 0.95 | 0.09 | <.001 |
| 42. Parent/guardian support for SEL | .58 [.46, .69] | 0.70 | 0.09 | <.001 |
| 43. Finding the time to focus on SEL or other competing priorities | .61 [.50, .72] | 0.71 | 0.09 | <.001 |
| *Educator use of SE strategies* |  |  |  |  |
| 45. Used a strategy to regulate your own emotions | .77 [.69, .85] | 0.84 | 0.07 | <.001 |
| 46. Used specific conflict resolution strategies to manage interpersonal conflict in your own life | .61 [.50, .71] | 0.78 | 0.09 | <.001 |
| 47. Spent time learning about social and emotional skills outside of formal training | .51 [.40, .63] | 0.65 | 0.09 | <.001 |
| 48. Reflected on how you were feeling | .71 [.62, .80] | 0.74 | 0.07 | <.001 |
| 49. Used strategies to consider another's perspective or be empathic towards others | .54 [.42, .65] | 0.53 | 0.07 | <.001 |
| 50. Directed kindness toward yourself | .59 [.48, .70] | 0.68 | 0.08 | <.001 |
| Structural Model | *β* [95% CI] | B | SE | *p* |
| *Emotional exhaustion* |  |  |  |  |
| *Challenges implementing SEL* | .26 [.07, .44] | 0.29 | 0.11 | .009 |
| *Educator use of SE strategies* | .14 [-.01, .28] | 0.15 | 0.08 | .078 |
| School/district support of educator SE needs\* | -.21 [-.37, -.04] | -0.25 | 0.10 | .016 |
| *Self-judgment* |  |  |  |  |
| *Educator Use of SE strategies* | -.06 [-.22, .1] | -0.06 | 0.08 | .482 |
| School/district support of educator SE needs\* | -.25 [-.39, -.12] | -0.29 | 0.08 | .001 |
| Correlations and Covariances | *β* [95% CI] | B | SE | *p* |
| *Self-judgment & emotional exhaustion* | .16 [.01, .32] | 0.16 | 0.08 | .033 |
| *Challenges implementing SEL* & *educator use of SE strategies* | -.06 [-.24, .12] | -0.06 | 0.09 | .502 |
| *Challenges implementing SEL*  & School/district support of educator SE needs\* | -.53 [-.66, -.40] | -0.48 | 0.07 | <.001 |
| Personal use of SEL & School/district support of educator SE needs\* | .14 [-.01, .29] | 0.13 | 0.07 | .066 |
| 36. Students'/families' access to electronic devices or internet access & 37. Students'/families' technological skills | .46 [.35, .58] | 0.44 | 0.08 | <.001 |
| 36. Students'/families' access to electronic devices or internet access & 38. School/district lack of technological resources | .4 [.28, .52] | 0.40 | 0.08 | <.001 |

*Notes: N* = 219; *χ2*(199) = 335.6, *p* < .001, RMSEA = .06, CFI = .93, TLI = .91. *β* = standardized beta coefficient; *B* = unstandardized beta coefficient; CI = confidence interval; SE = standard error; \*Mean of items 21 and 53.