

Table 1 - First cycle coding categories

Category	Description	Example Code
Barriers	Codes reference issues that staff saw as barriers to implementing SEL activities. Some structural barriers, while others were perceived, or staff-imposed	<ul style="list-style-type: none"> ● Other obligations ● Time/space constraints ● Understanding relevance ● Worrying about being inauthentic
Defining SEL	Codes reference what staff thought of when they heard the term SEL and how they implicitly defined SEL when they spoke about working with students	<ul style="list-style-type: none"> ● Emotional check in ● Facilitation of student interactions ● Student driven ● Understanding student needs ● Dealing with discomfort
Structure of Activities	Codes reference thoughts staff had about how future SEL activities might be structured	<ul style="list-style-type: none"> ● Partner vs small group sharing ● Respecting student time ● Staff modeling
Support Implementation	Codes reference ways staff say implementation of SEL activities might be better supported; often in reference to a direct question but also ideas that were implicit	<ul style="list-style-type: none"> ● Mandate ● Meeting consistency ● More training ● Planning ahead