**Abstract**

This study uses the SDM Model to examine the impact of an intervention program for teachers on their self-efficacy in SEL, while also comparing hybrid and traditional intervention programs. A total of 17 trainings, with the participation of 472 elementary school teachers, were conducted over the course of two years in Israel. The study employed a background questionnaire, a questionnaire on teacher efficacy in SEL, and a directed content analysis of teachers’ reflections. The findings indicate that although the teacher has a significant role in SEL, teachers refrained from engaging in the field. For both learning environments, teachers’ efficacy in SEL increased after participating in the intervention program. These findings are significant because teachers’ self-efficacy has a dramatic impact on students, and because the issue of hybrid versus traditional learning is of particular relevance these days.