**TABLES**

Table 1. Research Methodology and Pandemic Timeline

|  |  |  |  |
| --- | --- | --- | --- |
| Data CollectionTime | Chronological COVID-19 Time | Sample | Demographics |
| **Study 1** |  |  |  |
| T1 | May 2019 – pre-COVID (at-school learning) | Mothers | Mean age 39.9 (SD=6.30)  Most work in education (30.7%)  90.9% Married  26.2% had no higher education  20.5% earn up to minimum wage  76.1% religious at different levels |
| T2 | April 2020 – First lockdown (at-home learning) | Mothers | Mean age 40.7 (SD=4.63)  Most work in education (31.4%)  92.4% Married  31.4% had no higher education  22.9% earn up to minimum wage  79.1% religious at different levels |
| T3 | June 2020 – End of the schoolyear, about two months return to school (at-school learning) | Mothers | Mean age 39.5 (SD=4.94)  Most work in education (29.7%)  93.9% Married  25.4% had no higher education  28% earn up to minimum wage  81.7% religious at different levels |
| **Study 2** |  |  |  |
| T1 | February 2021 – 3rd lockdown (at-home learning) | Parents (mother or father) | Mean age 38.9 (SD=5.34)  Most work in education (13.3%)  93.2% Married  11.11% had no higher education  10.08% earn up to minimum wage  43% religious at different levels |
| T2 | July 2021 – End of the school year (at-school learning) | Parents (mother or father) and child | Parents mean age 39.3 (SD=5.04)  Most work in education (15.9%)  90.8% Married  10.59% had no higher education  10.5% earn up to minimum wage  41.8% religious at different levels  Children's grades were distributed as follows: 38.6% in first grade, 37.9% in second grade, and 23.5% in third grade. |

Table 2. Cronbach α reliabilities for measures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Study 1 | | | Study 2 | |
|  | 2019  (T1) | Apr-20 (T2) | Jul-20 (T3) | February 2021 – 3 rd lockdown (T1) | July 2021 – End of the schoolyear (T2) |
| Metacognition | 0.78 | 0.85 | 0.8 | 0.76 | 0.83 |
| Metabehavior | 0.76 | 0.73 | 0.81 | 0.74 | 0.75 |
| Metaemotion | 0.88 | 0.91 | 0.88 | 0.92 | 0.93 |
| Co-regulation | 0.79 | 0.73 | 0.81 | 0.82 | 0.8 |
| Other-regulation | 0.75 | 0.84 | 0.78 | 0.83 | 0.8 |
| Child's attention | 0.83 | 0.88 | 0.9 | 0.9 | 0.91 |
| Child's reappraisal | 0.74 | 0.66 | 0.7 | 0.7 | 0.65 |
| Child's suppression | 0.81 | 0.84 | 0.73 | 0.76 | 0.76 |
| Child's behavioral SRL | 0.56 | 0.7 | 0.63 | 0.74 | 0.7 |

Table 3: Slope *a* and Slope *c*'- The effect of metaprocesseson child outcomes via external regulation (co-regulation and other-regulation) conditioned by time (T1- pre-COVID normalcy, T2 - First lockdown, T3 - 2 months back to school)

|  | Co-  Regulation | Other-  Regulation | Child Attention | Child Reappraisal | Child Suppression | Child  Behavioral SRL | Child Language Skills | Child Math Skills | Child Social Skills |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Slope a | Slope a | Slope c' | Slope c' | Slope c' | Slope c' | Slope c' | Slope c' | Slope c' |
| Main and Interaction Effects | IV→M1 | IV→M2 | IV→DV1 | IV→DV2 | IV→DV3 | IV→DV4 | IV→LANG | IV→MATH | IV→SOCIAL |
| Metacognition\* | .50\*\*\* | .31\*\* | -.003 | .40\*\* | -.03 | .31\* | .16 | -.20 | .28~ |
| **Time2 vs. Time1** | .98 | 1.20~ | -.64 | 1.47\* | .01 | .46 | .25 | -1.40~ | .59 |
| **Time3 vs. Time 1** | .72 | 1.28\* | .45 | .73 | -.24 | .43 | .23 | -.17 | 1.53~ |
| Metacognition x T2 vs. T1 **[W1, W2]** | -.25 | -.30~ | .12 | -.41\* | -.03 | -.16 | -.09 | .23 | -.28 |
| Metacognition x T3 vs. T1 **[W1, W2]** | -.22 | -.33\* | .07 | -.26~ | -.02 | -.16 | -.11 | .09 | -.47\* |
| **Simple Slope: Metacognition – T2** | .25\* | .01 | .11 | -.02 | -.05 | 15 | .07 | .03 | .002 |
| **Simple Slope: Metacognition – T3** | .28\*\* | -.01 | .07 | .14 | -.05 | 15~ | .05 | -.10 | -.19~ |
| Metabehavior\* | .61\*\*\* | .14 | -.10 | .28\* | .08 | .31\*\* | .20 | -.22 | .08 |
| **Time2 vs. Time1** | 1.59\* | .75 | -1.09 | .56 | -.68 | -.24 | .74 | -1.36~ | .02 |
| **Time3 vs. Time 1** | 1.16\* | .28 | .36 | .26 | -.39 | .37 | .45 | -.56 | 1.06 |
| Metabehavior x T2 vs. T1 **[W1, W2]** | -.44\*\* | -.19 | .29 | -.12 | .13 | .02 | -.26 | .24 | -.05 |
| Metabehavior x T3 vs. T1 **[W1, W2]** | -.36\* | -.07 | .14 | -.07 | -.02 | -.14 | -.20 | .23 | -.30~ |
| **Simple Slope: Metabehavior – T2** | .17 | -.05 | .19 | .15 | .22~ | .33\*\* | -.06 | .02 | .03 |
| **Simple Slope: Metabehavior – T3** | .25 | .07 | .04 | .21\*\* | .07 | .18\* | -.003 | .01 | -.22\* |
| Metaemotion\* | .52\*\*\* | .02 | -.04 | .26\*\* | -.02 | .19\* | .09 | -.18 | .16 |
| **Time2 vs. Time1** | 1.17\*\* | .58 | -.74 | .76 | -.86 | .19 | .068 | -.79 | .03 |
| **Time3 vs. Time 1** | .38 | -.08 | .56 | .46 | -.55 | .17 | .16 | -.16 | .50 |
| Metaemotion x T2 vs. T1 **[W1, W2]** | -.39\*\* | -.18 | .20 | -.22~ | .28~ | -.07 | -.24~ | .07 | -.10 |
| Metaemotion x T3 vs. T1 **[W1, W2]** | -.15 | .05 | .09 | -.09 | .14 | .08 | -.08 | .05 | -.17 |
| **Simple Slope: Metaemotion – T2** | 12 | -.16~ | .16~ | .05 | .26\*\* | .12 | -.15 | -.11 | .06 |
| **Simple Slope: Metaemotion – T3** | .37\*\*\* | .07 | .05 | .17\* | .13 | .27\*\*\* | .01 | -.13 | -.02 |

*Note.* \**p* < .05, \*\**p* < .01, \*\*\**p* < .001; IV = independent variable, M, Med.= mediator, DV = outcome variable, Cond. = Conditional.

Table 4: Slope *b* and Indirect Effects - The effect of metaprocesses on child outcomes via external regulation (co-regulation and other-regulation) conditioned by time (T1- pre-COVID normalcy, T2 - First lockdown, T3 - 2 months back to school)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Slope b | **Mediator** | Co-  Regulation | Other-  Regulation | Co-  Regulation | Other-  Regulation | Co-  Regulation | Other-  Regulation | Co-  Regulation | Other-  Regulation | Co-  Regulation | Other-  Regulation | Co-  Regulation | Other-  Regulation | Co-  Regulation | Other-  Regulation |
|  | **Effects on DV** | Child Attention | | Child Reappraisal | | Child Suppression | | Child Behavior | | Child Language Skills | | Child Math Skills | | Child Social Skills | |
| METACOGNITION | Mediator | .05 | -.12 | .17~ | .06 | -.03 | .08 | .12 | .05 | .02 | -.13 | .005 | -.09 | .007 | .05 |
| MODEL | Mediator x T2 vs. T1  **W3** | .26~ | .08 | .10 | -.06 | .16 | .08 | .22~ | .08 | -.02 | .01 | .25~ | .14 | .28~ | .31\* |
|  | Mediator x T3 vs. T1 **W3** | -.35\* | -.42\*\* | .06 | .02 | -.12 | .06 | -.23\* | -.09 | .004 | .05 | -.16 | -.26~ | -.11 | -.18 |
|  | **Mediator – T2** | .32\*\* | -.47\*\*\* | .27\*\* | .003 | .13 | -.04 | .34\*\*\* | -.24\*\* | .003 | -.12 | .26\* | -.25\* | .29\*\* | -.06 |
|  | **Mediator – T3** | .13 | -.54\*\*\* | .23\*\*\* | .08 | .05 | .14 | .20\*\* | -.04 | .03 | -.08 | .14 | -.35\*\*\* | .31\*\*\* | -.13 |
| Slope a\* Slope b | Cond. Indirect Effects | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 |
|  | **Metacognition – Time1** | .03 | -.04 | **.08** | **.02** | -.02 | .03 | .06 | .02 | .009 | -.04 | .002 | -.03 | .003 | .02 |
|  | **Metacognition – Time2** | .08\* | -.006 | **.07\*** | **.00** | .03 | -.000 | .08\* | -.003 | .001 | -.002 | .06\* | -.003 | .07\* | -.001 |
|  | **Metacognition – Time3** | .04 | .007 | **.06\*** | **-.001** | .01 | -.001 | .06\* | .001 | .009 | .001 | .04 | .005 | .09\* | .002 |
| METABEHAVIOR | Mediator | .09 | -.11 | .16~ | .13 | -.07 | .06 | .08 | .09 | -.02 | -.11 | .04 | -.11 | .05 | .12 |
| MODEL | Mediator x T2 vs. T1  **W3** | .23 | .04 | .08 | .05 | .16 | .10 | .25\* | .11 | .04 | .06 | .22 | .08 | .24 | .27\* |
|  | Mediator x T3 vs. T1  **W3** | -.35\* | -.44\*\* | -.12 | -.07 | -.09 | .07 | -.32\* | -.15 | -.02 | .04 | -.13 | -.24 | -.17 | -.22 |
|  | **Mediator – T2** | .31\*\* | -.46\*\*\* | .25\*\* | .01 | .09 | -.03 | .33\*\*\* | -.22\*\* | .03 | -.13 | .26\* | -.25\* | .29\*\* | -.06 |
|  | **Mediator – T3** | .13~ | -.54\*\*\* | .21\*\* | .06 | .03 | .13 | .19\*\* | -.06 | .04 | -.08 | .12 | -.35\*\*\* | .32\*\*\* | -.11 |
| **Slope a\* Slope b** | Cond. Indirect Effects | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 |
|  | **Metabehavior – Time1** | .05 | -.02 | .10 | .02 | -.04 | .009 | .05 | .01 | -.01 | -.02 | .02 | -.02 | .03 | .02 |
|  | **Metabehavior – Time2** | .05\* | .02 | .04~ | -.001 | .02 | .001 | .06~ | .01 | .005 | .006 | .05 | .01 | .05 | .003 |
|  | **Metabehavior – Time3** | .03 | -.04 | .05\* | .004 | .007 | .01 | .05\* | -.004 | .01 | .005 | .03 | -.03 | .08\* | -.008 |
| METAEMOTION | Mediator | .07 | -.12 | .15 | .16 | -.03 | .08 | .11 | .13 | .02 | -.09 | .04 | -.14 | .004 | .12 |
| MODEL | Mediator x T2 vs. T1  **W3** | .24 | .05 | .11 | .04 | 10 | .03 | .24~ | .01 | .03 | .02 | .24 | .14 | .27~ | .28\* |
|  | Mediator x T3 vs. T1  **W3** | -.32\* | -.42\*\* | -.15 | -.10 | -.06 | .05 | -.34\*\* | -.20 | -.07 | .009 | -.13 | -.20 | -.17 | -.25 |
|  | **Mediator – T2** | .31\*\* | -.44\*\*\* | .26\*\* | .01 | .07 | .02 | .35\*\*\* | -.21\*\* | .04 | -.15 | .28\*\* | -.27\*\* | .28\*\* | -.05 |
|  | **Mediator – T3** | .12 | -.54\*\*\* | .19\*\* | .06 | -.004 | .13 | .13~ | -.06 | .04 | -.08 | .17\* | -.34\*\*\* | .29\*\*\* | -.12 |
| **Slope a\* Slope b** | Cond. Indirect Effects | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 | Indirect1 | Indirect2 |
|  | **Metaemotion – T1** | .04 | -.003 | .08 | .004 | -.02 | .002 | .06 | .003 | .01 | -.002 | .02 | -.003 | .002 | .003 |
|  | **Metaemotion – T2** | .04 | .07 | .03 | -.002 | .009 | -.003 | .04 | .03 | .006 | .02 | .03 | .04 | .03 | .008 |
|  | **Metaemotion – T3** | .05 | -.04 | .07\* | .004 | .002 | .009 | .05 | -.004 | .01 | -.005 | .06 | -.02 | .10\* | -.008 |

**STUDY 2**

Table 5: Cross-lagged metaprocesses models results for direct effects

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | T1 |  | T2 |  |  | T1 | T2 | T1 | T2 | T1 | T2 | T1 | T2 | T1 | T2 | T1 | T2 | T1 | T2 |
|  | **Co-Regulation** | **Other-Regulation** | **Meta** | **Co-Regulation** | **Other-Regulation** | **Attention** | **Attention** | **Reappraisal** | **Reappraisal** | **Suppression** | **Suppression** | **Behavioral SRL** | **Behavioral SRL** | **Language Skills** | **Language Skills** | **Math Skills** | **Math Skills** | **Social Skills** | **Social Skills** |
| Metacognition  T1 | .16\*  (.06) | .17\*\*  (.06) | .43\*\*\*  (.09) | .02  (.08) | -.02  (.07) | Set to 0 | Set to 0 | Set to 0 | Set to 0 | -.08  (.06) | .02  (.08) | .16\*\*  (.06) | .01  (.10) | .10  (.06) | -.14  (.10) | .06  (.06) | -.13  (07) | - | - |
| Co-Regulation T1 |  | .46\*\*\*  (.05) |  | .48\*\*\*  (.07) | -.24\*\*\*  (.07) | .26\*\*\*  (.07) | .06  (.06) | .13  (.07) | .01  (.13) | .01  (.07) | .02  (.10) | .29\*\*\*  (.06) | .02  (.10) | .10  (.06) | -.04  (.10) | .08  (.07) | .14  (.09) | - | - |
| Other-Regulation T1 |  |  |  | .07  (.08) | .59\*\*\*  (.06) | -.44\*\*\*  (.06) | .08  (.08) | .31\*\*\*  (.06) | -.21  (.12) | .07  (.06) | -.10  (.11) | -.06  (.06) | -.12  (.10) | -.15\*  (.06) | .11  (.10) | -.12  (.07) | -.09  (.09) | - | - |
| Child Outcome T1 |  |  |  |  |  |  | .70\*\*\*  (.05) |  | .36\*\*\*  (.10) |  | .56\*\*\*  (.07) |  | .56\*\*\*  (.07) |  | .59\*\*\*  (.07) |  | .73\*\*\*  (.04) | - | - |
| Metacognition  T2 |  |  |  | .12  (.10) | -.03  (.08) |  | Set to 0 |  | Set to 0 |  | -.06  (.10) |  | .10  (.12) |  | .11  (.09) |  | 06  (08) |  | - |
| Co-Regulation T2 |  |  |  |  | .22\*  (.10) |  | .02  (.06) |  | .12  (.11) |  | -.06  (.11) |  | .22\*  (.10) |  | .04  (.08) |  | -.01  (.07) |  | - |
| Other -Regulation T2 |  |  |  |  |  |  | -.34\*\*\*  (.07) |  | .20  (.12) |  | .02  (.10) |  | .02  (.11) |  | -.10  (.09) |  | -.02  (.07) |  | - |
| R2 | .02  (.02) | .03  (.02) | .19\*  (.08) | .26\*\*\*  (.07) | .35\*\*\*  (.07) | .15\*\*\*  (.04) | .67\*\*  (.05) | .15\*\*\*  (.04) | .16\*\*  (.06) | .10  (.02) | .32\*\*\*  (.07) | .10\*\*\*  (.03) | .42\*\*\*  (.06) | .03  (.02) | .36\*\*\*  (.08) | .01  (.02) | .57\*\*\*  (.05) | - | - |
| Metabehavior  T1 | .09 (.06) | .15\*\*  (.06) | .39\*\*\*  (.08) | .18\*  (.08) | .06  (.07) | - | - | 14\*  (06) | .12  (.09) | -.08  (06) | -.13  (.08) | .09  (05) | -.04  (.08) | .07  (06) | -.06  (.10) | .02  (06) | -.09  (.06) | .02  (06) | -.04  (.09) |
| Co-Regulation T1 |  | .47\*\*\*  (.05) |  | .48\*\*\*  (.07) | -.23\*\*\*  (.07) | - | - | .13  (.07) | .05  (.12) | .00  (.07) | .01  (.10) | .23\*\*\*  (.06) | .01  (.12) | .11  (.06) | -.07  (.11) | .08  (.07) | .12  (.10) | .17\*\*  (.06) | -.13  (.11) |
| Other-Regulation T1 |  |  |  | .05  (.07) | .58\*\*\*  (.06) | - | - | .29\*\*\*  (.06) | -.25\*  (.12) | .07  (.06) | -.09\*  (.10) | -.05  (.06) | -.10  (.11) | -.15\*  (.06) | .12  (.11) | -.11  (.07) | -.08  (.09) | -.07  (.06) | .09  (.10) |
| Child Outcome T1 |  |  |  |  |  |  | - |  | .34\*\*\*  (.09) |  | .56\*\*\*  (.07) |  | .56\*\*\*  (.07) |  | .59\*\*\*  (.07) |  | .72\*\*\*  (.04) |  | .55\*\*\*  (07) |
| Metabehavior  T2 |  |  |  | .01  (.10) | -.08  (.08) |  | - |  | .11  (.09) |  | .04  (.10) |  | .15  (.08) |  | .03  (.08) |  | .02  (.06) |  | -.18\*  (.08) |
| Co-Reg T2 |  |  |  |  | .21\*  (.10) |  | - |  | .07  (.11) |  | -.04  (.10) |  | .23\*  (.10) |  | .06  (.09) |  | .01  (.08) |  | .25\*  (.10) |
| Other-Reg T2 |  |  |  |  |  |  | - |  | .22  (.11) |  | .03  (.10) |  | .03  (.12) |  | -.10  (.08) |  | -.01  (.08) |  | -.11  (.10) |
| R2 | .01  (.01) | .02  (.02) | .15\*  (.06) | .28\*\*\*  (.07) | .35\*\*\*  (.06) | - | - | .17\*\*\*  (.04) | .20\*\*  (.07) | .01  (.02) | .34\*\*\*  (.08) | .09\*\*  (.03) | .42\*\*\*  (.06) | .02  (.02) | .35\*\*\*  (.08) | .01  (.01) | .56\*\*\*  (.05) | .02  (.02) | .37\*\*\*  (.08) |
| Metaemotion  T1 | .15\* (.06) | .24\*\*\*  (.06) | .58\*\*\*  (.08) | .09  (.13) | -.08  (.09) | - | - | .18\*\*  (.06) | .00  (.13) | .13\*  (.06) | -.03  (.10) | .09  (.06) | -.21\*  (.09) | -.02  (.06) | .09  (.11) | -.01  (.06) | -.10  (.09) | Set to 0 | Set to 0 |
| Co-Regulation T1 |  | .45\*\*\*  (.05) |  | .45\*\*\*  (.08) | -.24\*\*\*  (.07) | - | - | .12  (.07) | -.00  (.12) | -.01  (.07) | .03  (.10) | .30\*\*\*  (.07) | -.02  (.11) | .11  (.06) | -.04  (.11) | .08  (.07) | .14  (.09) | .17\*\*  (.06) | -.11  (.11) |
| Other-Regulation T1 |  |  |  | .07  (.08) | .60\*\*\*  (.06) | - | - | .27\*\*\*  (.06) | -.21  (.12) | .03  (.07) | -.11  (.11) | -.06  (.07) | -.04  (.10) | -.13\*  (.07) | .09  (.10) | -.10  (.07) | -.06  (.09) | -.07  (.06) | .05  (.10) |
| Child Outcome T1 |  |  |  |  |  |  | - |  | .35\*\*\*  (.10) |  | .56\*\*\*  (.07) |  | .57\*\*\*  (.07) |  | .59\*\*\*  (.06) |  | .72\*\*\*  (.04) |  | .54\*\*\*  (.07) |
| Metaemotion  T2 |  |  |  | .08  (.12) | .07  (.09) |  | - |  | .09  (.13) |  | .04  (.09) |  | .27\*\*  (.08) |  | -.16  (.10) |  | -.02  (.08) |  | Set to 0 |
| Co-Regulation T2 |  |  |  |  | .22\*  (.10) |  | - |  | .10  (.11) |  | -.07  (.11) |  | .23\*  (.09) |  | .06  (.09) |  | .004  (.07) |  | .21\*  (.10) |
| Other-Regulation T2 |  |  |  |  |  |  | - |  | .20  (.12) |  | .02  (.10) |  | -.01  (.11) |  | -.09  (.09) |  | -.02  (.08) |  | -.09  (.11) |
| R2 | .02  (.02) | .06\*  (.03) | .33\*  (.09) | .25\*\*\*  (.07) | .35\*\*\*  (.07) | - | - | .18\*\*\*  (.04) | .17\*\*  (.07) | .02  (.02) | .32\*\*\*  (.08) | .09\*\*  (.03) | .44\*\*\*  (.06) | .02  (.02) | .37\*\*\*  (.08) | .01  (.01) | .57\*\*\*  (.05) | .02  (.02) | .32\*\*\*  (.07) |

Table 6: Mediation model indirect effects

|  |  |  |  |
| --- | --- | --- | --- |
| **Indirect Path** | **Metacognition T1** | **Metabehavior**  **T1** | **Metaemotion**  **T1** |
| Indirect  [95% Ci Indirect] |  |  |  |
| Co Reg T1→ Child's Reappraisal T1 | .02\*  [.00, .06] |  |  |
| Other Reg T1→ Child's Reappraisal T1 | .05\*\*  [.02, .10] | .04\*  [.01, .09] | .06\*\*\*  [.03, .11] |
| Co Reg T1→ Child's Reappraisal T1→ Child's Reappraisal T2 | .01\*  [.00, .03] | .004\*  [.00, .02] | .01\*  [.00, .03] |
| Other Reg T1→ Child's Reappraisal T1→ Child's Reappraisal T2 | .02\*  [.01, .05] | .02\*\*  [.004, .04] | .02\*  [.01, .05] |
| Other Reg T1→ Other Reg T2 → Child's Reappraisal T2 | .02\*  [.00, .06] | .02\*  [.00, .05] |  |
| Child's Reappraisal T1→ Child's Reappraisal T2 |  | .05\*  [.01, .11] | .06\*\*  [.02, .13] |
| Other-Reg T1→ Child's Reappraisal T2 |  | -.04\*  [-.11, -.003] |  |
| Child's Suppression T1→ Child's Suppression T2 |  |  | .07\*  [.01, .15] |
| Co-Reg T1 → Child's Attention T1 | .04\*  [.01, .09] |  |  |
| Other-Reg T1 → Child's Attention T1 | -.08\*\*  [-.14, -.03] |  |  |
| Co-Reg T1 → Child's Attention T1 → Child's Attention T2 | .03\*  [.01, .06] |  |  |
| Other-Reg T1 → Child's Attention T1 → Child's Attention T2 | -.05\*\*  [-.10, -.02] |  |  |
| Other-Reg T1 → Other-Reg T2 → Child's Attention T2 | -.04\*\*  [-.08, -.01] |  |  |
| Co Reg T1→ Child's Behavioral SRL T1 | .04\*  [.01, .09] |  | .05\*\*  [.01, .10] |
| Child's Behavioral SRL T1→ Child's Behavioral SRL T2 | .09\*\*  [.03, .16] |  |  |
| Co-Reg T1 → Child's Behavioral SRL T1 → Child's Behavioral SRL T2 | .03\*  [.01, .05] |  | .03\*\*  [.01, .06] |
| Co-Reg T1 → Co-Reg T2 → Child's Behavioral SRL T2 | .02\*  [.00, .05] |  | .02\*  [.003, .04] |
| Co-Reg T2 → Child's Behavioral SRL T2 |  | .04\*  [.01, .13] |  |
| Metabehavior T2→ Child's Behavioral SRL T2 |  | .06\*  [.01, .16] |  |
| Metaemotion T2→ Child's Behavioral SRL T2 |  |  | .17\*\*  [.07, .29] |
| Other Reg T1→ Language Skills T1 | -.03\*  [-.06, -.005] | -.02\*  [-.06, -.003] | -.03\*  [-.07, -.005] |
| Other Reg T1→ Language Skills T1→ Language Skills T2 | -.02\*  [-.05, -.003] | -.01\*  [-.04, -.001] | -.02\*  [-.05, -.003] |
| Co-Reg T1→ Social Skills T1 |  |  | .03\*  [.002, .06] |
| Co-Reg T2→ Social Skills T2 |  | .05\*  [.007, .13] |  |
| Metabehavior T2→ Social Skills T2 |  | -.07\*  [-.17, -.02] |  |
| Co-Reg T1→ Social Skills T1→Social Skills T2 |  |  | .01\*  [.001, .03] |
| Co-Reg T1→ Co-Reg T2→Social Skills T2 |  |  | .02\*  [.002, .04] |
| *Note.* \**p* < .05, \*\**p* < .01, \*\*\**p* < .001. |  |  |  |