Table S1. Standardized path coefficients and covariances in three tested models: the hypothesized model (dual pathway model; without cross paths), with cross paths from the RED variables, and with cross paths from the social behavior variables.

			Hypothesized model			Hypothesized model with cross paths (RED)			Hypothesized model with cross paths (social behavior)		
Regression weights			β	SE	p	β	SE	p	β	SE	p
Competent RED	→	Prosocial behaviors	**.14**	**.050**	**.005**	**.18**	**.06**	**.003**	**.14**	**.050**	**.005**
Competent RED	→	T-C relational closeness	-.05	.058	.386	-.06	.059	.312	-.05	.057	.353
Competent RED	→	Attitudes toward learning	.05	.043	.223	.05	.043	.223	.05	.043	.224
Competent RED	→	Academic self-perception	-.01	.060	.796	-.01	.06	.804	-.01	.060	.799
Prosocial behaviors	→	T-C relational closeness	**.32**	**.057**	**<.001**	**.32**	**.058**	**<.001**	**.27**	**.067**	**<.001**
Prosocial behaviors	→	Attitudes toward learning	**.28**	**.051**	**<.001**	**.28**	**.051**	**<.001**	**.28**	**.051**	**<.001**
Prosocial behaviors	→	Academic self-perception	.01	.072	.857	.01	.072	.853	.01	.072	.857
T-C relational closeness	→	Attitudes toward learning	**.16**	**.044**	**<.001**	**.16**	**.044**	**<.001**	**.16**	**.044**	**<.001**
T-C relational closeness	→	Academic self-perception	**.19**	**.061**	**.001**	**.19**	**.061**	**.001**	**.20**	**.061**	**.001**
Aggressive RED	→	Problem behaviors	**.12**	**.051**	**.017**	**.16**	**.060**	**.008**	**.12**	**.051**	**.02**
Aggressive RED	→	T-C relational conflict	-.03	.051	.523	-.03	.052	.537	-.04	.050	.445
Aggressive RED	→	Attitudes toward learning	.01	.043	.807	.01	.043	.804	.01	.043	.811
Aggressive RED	→	Academic self-perception	-.01	.059	.862	-.01	.059	.869	-.01	.059	.864
Problem behaviors	→	T-C relational conflict	**.54**	**.051**	**<.001**	**.55**	**.051**	**<.001**	**.48**	**.059**	**<.001**
Problem behaviors	→	Attitudes toward learning	**-.28**	**.055**	**<.001**	**-.29**	**.055**	**<.001**	**-.28**	**.055**	**<.001**
Problem behaviors	→	Academic self-perception	.11	.077	.140	.11	.077	.139	.11	.077	.138
T-C relational conflict	→	Attitudes toward learning	**-.24**	**.049**	**<.001**	**-.24**	**.049**	**<.001**	**-.24**	**.049**	**<.001**
T-C relational conflict	→	Academic self-perception	.04	.069	.564	.04	.069	.564	.04	.069	.563
Competent RED	→	Problem behaviors				-.10	.060	.086			
Competent RED	→	T-C relational conflict				-.01	.052	.866			

Table S1. Continued.

Regression weights			Hypothesized model			Hypothesized model with cross paths (RED)			Hypothesized model with cross paths (social behavior)		
			β	SE	p	β	SE	p	β	SE	p
Aggressive RED	→	Prosocial behaviors				-.10	.060	.084			
Aggressive RED	→	T-C relational closeness				-.05	.058	.370			
Prosocial behaviors	→	T-C relational conflict							**-.13**	**.059**	**.024**
Problem behaviors	→	T-C relational closeness							-.11	.066	.095

Table 2. Continued.

			Hypothesized model		Hypothesized model with cross paths (RED)		Hypothesized model with cross paths (social behavior)	
Covariances			r	p	r	p	r	p
Competent RED	←→	Aggressive RED	-.23	<.001	-.23	<.001	-.23	<.001
Prosocial behaviors	←→	Problem behaviors	-.53	<.001	-.53	<.001	-.53	<.001
T-C relational closeness	←→	T-C relational conflict	-.05	.426	-.05	.416	-.05	.357
Attitudes toward learning	←→	Academic self-perception	-.02	.702	-.02	.699	-.02	.704

Note: Competent/Aggressive RED= Competent/Aggressive response evaluation and decision-making processes; T-C relational closeness/conflict= level of closeness/conflict in the teacher-child relationships.

Hypothesized model: Chi-square=15.15, df=6, p=.019, NFI=.970, CFI=.981, RMSEA=.071, SRMR=.045

Hypothesized model with cross paths (RED): Chi-square=7.67, df=2, p<.022, NFI=.985, CFI=.988, RMSEA=.097, SRMR=.024

Hypothesized model with cross paths (Social behavior): Chi-square=7.14, df=4, p=.129, NFI=.986, CFI=.993, RMSEA=.051, SRMR=.035

Table 3. Tests of Hypothesized Model's Indirect Effects.

Predictors		Mediator1		Mediator2		Outcomes	95%CI
Competent RED	→	Prosocial behaviors	→	T-C relational closeness	→	Attitudes toward learning	.001, .005
Competent RED	→	Prosocial behaviors	→	T-C relational closeness	→	Academic self-perception	.000, .008
Aggressive RED	→	Problem behaviors	→	T-C relational conflict	→	Attitudes toward learning	-.017, -.003
Aggressive RED	→	Problem behaviors	→	T-C relational conflict	→	Academic self-perception	-.004, .011