

<b>Dataset</b>	Measuring secondary school staff confidence and concerns around youth mental health, 2021.
<b>File format</b>	SPSS file
<b>File name</b>	School staff confidence and concerns_YMH_2021.sav
<b>Sample size</b>	644

### Data Dictionary

Variable number	Variable name	Variable label	Wording used in survey	Code and meaning
1	ID	Participant ID	-	-
2	RecordedDate	Recorded Date	-	-
3	Consent	I have read the above statements and I agree/ do not agree to participate	Please tick as appropriate <ul style="list-style-type: none"> <li>· I have read the above statements and I agree to participate.</li> <li>· I have read the above statements and I do not agree to participate.</li> </ul>	1=I agree to participate 2=I do not agree to participate
4	Gender	What is your gender?	What is your gender? <ul style="list-style-type: none"> <li>· Male</li> <li>· Female</li> <li>· Other (e.g. non binary), please specify</li> <li>· Prefer not to say</li> </ul>	1=Male 2=Female 3=Other 4=Prefer not to say
5	GenderOtherText	Gender – Other – Text	What is your gender? <ul style="list-style-type: none"> <li>· Male</li> <li>· Female</li> <li>· Other (e.g. non binary), please specify</li> <li>· Prefer not to say</li> </ul>	Qualitative data
6	Age	What is your age?	What is your age? <ul style="list-style-type: none"> <li>· Under 25</li> <li>· 26-30</li> <li>· 31-40</li> <li>· 41-50</li> <li>· 51-60</li> <li>· Over 60</li> </ul>	1=Under 25 2=26-30 3=31-40 4=41-50 5=51-60 6=Over 60
7	Role_Principal	Role: Principal/ Deputy Principal	Which of the following best describes your role? Please tick all that apply.	1= Principal/ Deputy Principal

			<ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	
8	Role_YearHead	Role: Year Head	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	1=Year Head
9	Role_Teacher	Role: Subject Teacher	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> </ul>	1=Subject Teacher

			<ul style="list-style-type: none"> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	
10	Role_CareerGuidanceCounsellor	Role: Career guidance/ counsellor	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	1= Career guidance/ counsellor
11	Role_HomeSchoolLiaisonCoordinator	Role: Home School Community Liaison Coordinator	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> </ul>	1= Home School Community Liaison Coordinator

			<ul style="list-style-type: none"> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	
12	Role_SNA	Role: Special Needs Assistant	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	1= Special Needs Assistant
13	Role_NotWorking	Role: Qualified but not currently working/ active	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> </ul>	1=Qualified but not currently working/ active

			<ul style="list-style-type: none"> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	
14	Role_Preservice	Role: Preservice/ Student Teacher	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	1=Preservice/ Student Teacher
15	Role_Other	Role: Other (please specify)	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community</li> </ul>	1=Other

			<ul style="list-style-type: none"> <li>Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	
16	Role_Other_Text	Other role - Text	<p>Which of the following best describes your role? Please tick all that apply.</p> <ul style="list-style-type: none"> <li>· Principal/ Deputy Principal</li> <li>· Year Head</li> <li>· Subject Teacher</li> <li>· Career guidance/ counsellor</li> <li>· Home School Community Liaison Coordinator</li> <li>· Special Needs Assistant</li> <li>· Qualified but not currently working/ active</li> <li>· Preservice/ Student Teacher</li> <li>· Other (please specify)</li> </ul>	Qualitative data
17	Youthreach <sup>1</sup>	Do you work in Youthreach?	<p>Do you work in Youthreach?</p> <ul style="list-style-type: none"> <li>· Yes</li> <li>· No</li> <li>· Does not apply to me</li> </ul>	<p>1=Yes 2=No 3=Does not apply to me</p>
18	WorkExperience	How long have you worked in the post-primary sector?	<p>How long have you worked in the post-primary sector?</p> <ul style="list-style-type: none"> <li>· Less than 3 years</li> <li>· 3 to 5 years</li> </ul>	<p>1=Less than 3 years 2=3 to 5 years 3=6 to 10 years 4=11 to 15 years 5=Over 15 years</p>

<sup>1</sup> “Youthreach” refers to the Youthreach programme/ Youthreach centres run by Education and Training Boards Ireland (ETBI). The Youthreach programme provides education, training, and work experience to early school leavers without qualifications or vocational training that are aged between 15-20 years. For further information: <https://www.gov.ie/en/service/5666e9-youthreach/>

			<ul style="list-style-type: none"> <li>· 6 to 10 years</li> <li>· 11 to 15 years</li> <li>· Over 15 years</li> </ul>	
19	SchoolLocation	Where is your school located?	Where is your school located? <ul style="list-style-type: none"> <li>· Rural</li> <li>· Urban</li> <li>· Does not apply to me</li> </ul>	1=Rural 2=Urban 3=Does not apply to me
20	SchoolGenderMix	Is your school mixed gender or single sex?	Is your school mixed gender or single sex? <ul style="list-style-type: none"> <li>· Mixed gender</li> <li>· Single sex</li> <li>· Does not apply to me</li> </ul>	1=Mixed gender 2=Single sex 3=Does not apply to me
21	SchoolDEISStatus <sup>2</sup>	Is your school a DEIS school?	Is your school a DEIS school? <ul style="list-style-type: none"> <li>· Yes</li> <li>· No</li> <li>· I don't know</li> <li>· Does not apply to me</li> </ul>	1=Yes 2=No 3=Does not apply to me 4=I don't know
22	SchoolFeePaying	Is your school fee paying or non-fee paying?	Is your school fee paying or non-fee paying? <ul style="list-style-type: none"> <li>· Fee paying</li> <li>· Non-fee paying</li> <li>· Does not apply to me</li> </ul>	1=Fee paying 2=Non-fee paying 3=Does not apply to me
23	SchoolSize	How many students attend your school?	How many students attend your school? <ul style="list-style-type: none"> <li>· &lt;300 students</li> <li>· 300 - 500 students</li> <li>· 501 - 700 students</li> <li>· 701+ students</li> <li>· Does not apply to me</li> </ul>	1=<300 students 2=300 - 500 students 3=501 - 700 students 4=701+ students 5=Does not apply to me
24	PreviousMHTraining	Please indicate if you have previously received any mental	Please indicate if you have previously received any mental	1=Yes 2=No

<sup>2</sup> “DEIS” [pronounced: /dɛʃ/] refers to Delivering Equality of Opportunity in Schools (DEIS), An Action Plan for Educational Inclusion which was launched by the Department of Education and Skills in 2005 and later reviewed in 2017. This plan is designed to offer support to schools with high levels of disadvantage. A “DEIS school” in the present survey refers to a school that has been identified by the Department of Education and Skills as needing extra support under the DEIS action plan. For further information: <https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/>

		health related training?	health related training? <ul style="list-style-type: none"> <li>· Yes (please briefly describe the type of training you received)</li> <li>· No</li> </ul>	
25	PreviousMHTraining_ Text	Previous mental health related training - Yes - Text	Please indicate if you have previously received any mental health related training? <ul style="list-style-type: none"> <li>· Yes (please briefly describe the type of training you received)</li> <li>· No</li> </ul>	Qualitative data
26	TCS_MH_1	I can answer students' general questions about mental health.	Please read each statement below and choose the most appropriate option.  I can answer students' general questions about mental health <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident
27	TCS_MH_2	I can create a mentally healthy classroom.	I can create a mentally healthy classroom. <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident

28	TCS_MH_3	I can advocate for the importance of learning about mental health.	I can advocate for the importance of learning about mental health <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident
29	TCS_MH_4	I can help students to be more aware of their mental health.	I can help students to be more aware of their mental health. <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident
30	TCS_MH_5	I can improve students' general knowledge about mental health.	I can improve students' general knowledge about mental health. <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident
31	TCS_MH_6	I can help students to learn to value their mental health	I can help students to learn to value their mental health. <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> </ul>	1=1=Not at all confident 2=2 3=3 4=4 5=5

			<ul style="list-style-type: none"> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	<p>6=6 7=7 8=8 9=9 10=10=Very confident</p>
32	TCS_MH_7	I can use students' attitudes toward mental health to create learning opportunities.	<p>I can use students' attitudes toward mental health to create learning opportunities.</p> <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	<p>1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident</p>
33	TCS_MH_8	I can teach students how to find reliable information about mental health.	<p>I can teach students how to find reliable information about mental health.</p> <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	<p>1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10=Very confident</p>
34	TCS_MH_9	I can help to break down stereotypes about mental health.	<p>I can help to break down stereotypes about mental health.</p> <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> </ul>	<p>1=1=Not at all confident 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9</p>

			<ul style="list-style-type: none"> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	10=10=Very confident
35	TCS_MH_10	I can help students to learn about the negative impact of stigma.	<p>I can help students to learn about the negative impact of stigma.</p> <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	<p>1=1=Not at all confident</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10=Very confident</p>
36	TCS_MH_11	I can improve students' knowledge of resources available to support their mental health.	<p>I can improve students' knowledge of resources available to support their mental health.</p> <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	<p>1=1=Not at all confident</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10=Very confident</p>
37	TCS_MH_12	I can improve students' ability to seek help for mental health difficulties.	<p>I can improve students' ability to seek help for mental health difficulties.</p> <ul style="list-style-type: none"> <li>· 1=Not at all confident</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10=Very confident</li> </ul>	<p>1=1=Not at all confident</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10=Very confident</p>

38	WWMS_1	I worry I may trigger an emotional reaction in a student with a mental health difficulty.	<p>Please read each statement below and choose the most appropriate option.</p> <p>I worry I may ...</p> <p>... trigger an emotional reaction in a student with a mental health difficulty.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10 Strongly Agree</p>
39	WWMS_2	I worry I may cause a student to identify with a mental illness that they do not have.	<p>... cause a student to identify with a mental illness that they do not have.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10 Strongly Agree</p>
40	WWMS_3	I worry I may do more damage than good.	<p>... do more damage than good.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10 Strongly Agree</p>

41	WWMS_4	I worry I may glamorize mental illness.	<p>... glamorize mental illness.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10 Strongly Agree</p>
42	WWMS_5	I worry I may single out a student who does have a mental health difficulty.	<p>... single out a student who does have a mental health difficulty.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10 Strongly Agree</p>
43	WWMS_6	I worry I may say the wrong thing.	<p>... say the wrong thing.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p> <p>9=9</p> <p>10=10 Strongly Agree</p>
44	WWMS_7	I worry I may answer a question incorrectly.	<p>... answer a question incorrectly.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> </ul>	<p>1=1 Strongly Disagree</p> <p>2=2</p> <p>3=3</p> <p>4=4</p> <p>5=5</p> <p>6=6</p> <p>7=7</p> <p>8=8</p>

			<ul style="list-style-type: none"> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>9=9 10=10 Strongly Agree</p>
45	WWMS_8	I worry I may be seen as the "expert".	<p>... be seen as the "expert".</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10 Strongly Agree</p>
46	WWMS_9	I worry I may overstep my boundaries.	<p>... overstep my boundaries.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10 Strongly Agree</p>
47	WWMS_10	I worry I may see something as a small problem when really it's a big problem.	<p>... see something as a small problem when really it's a big problem.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>1=1 Strongly Disagree 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10 Strongly Agree</p>
48	WWMS_11	I worry I may be unable to help a student.	<p>... be unable to help a student.</p> <ul style="list-style-type: none"> <li>· 1 Strongly Disagree</li> <li>· 2</li> </ul>	<p>1=1 Strongly Disagree 2=2 3=3 4=4</p>

			<ul style="list-style-type: none"> <li>· 3</li> <li>· 4</li> <li>· 5</li> <li>· 6</li> <li>· 7</li> <li>· 8</li> <li>· 9</li> <li>· 10 Strongly Agree</li> </ul>	<p>5=5 6=6 7=7 8=8 9=9 10=10 Strongly Agree</p>
49	MHK_1	Mental health is a state of emotional wellbeing.	<p>Please read each statement below and choose the most appropriate option.</p> <p>Mental health is...</p> <p>... a state of emotional wellbeing.</p> <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p>
50	MHK_2	Mental health is a state of social wellbeing.	<p>... a state of social wellbeing.</p> <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p>
51	MHK_3	Mental health is an ability to study/ work productively.	<p>... an ability to study/ work productively.</p> <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p>
52	MHK_4	Mental health is an ability to cope with normal stresses of life.	<p>... an ability to cope with normal stresses of life.</p> <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	<p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p>
53	MHK_5	Mental health is an ability to make a	<p>... an ability to make a contribution to</p>	<p>1=Strongly disagree 2=Disagree</p>

		contribution to school/ wider community.	school/ wider community. <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	3=Neither agree nor disagree 4=Agree 5=Strongly agree
54	MHK_6	Mental health is a sense of belonging.	... a sense of belonging. <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
55	MHK_7	Mental health is having a purpose in life.	...having a purpose in life. <ul style="list-style-type: none"> <li>· Strongly disagree</li> <li>· Disagree</li> <li>· Neither agree nor disagree</li> <li>· Agree</li> <li>· Strongly agree</li> </ul>	1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
56	RIBS_1	In the future, I would be willing to live with someone with a mental health problem.	Please read each statement below and choose the most appropriate option.  In the future, I would be willing to live with someone with a mental health problem. <ul style="list-style-type: none"> <li>· Agree strongly</li> <li>· Agree slightly</li> <li>· Neither agree nor disagree</li> <li>· Disagree slightly</li> <li>· Disagree strongly</li> <li>· Don't know</li> </ul>	1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3
57	RIBS_2	In the future, I would be willing to work with someone with a mental health problem.	In the future, I would be willing to work with someone with a mental health problem <ul style="list-style-type: none"> <li>· Agree strongly</li> <li>· Agree slightly</li> <li>· Neither agree nor disagree</li> </ul>	1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3

			<ul style="list-style-type: none"> <li>· Disagree slightly</li> <li>· Disagree strongly</li> <li>· Don't know</li> </ul>	
58	RIBS_3	In the future, I would be willing to live nearby to someone with a mental health problem.	<p>In the future, I would be willing to live nearby to someone with a mental health problem.</p> <ul style="list-style-type: none"> <li>· Agree strongly</li> <li>· Agree slightly</li> <li>· Neither agree nor disagree</li> <li>· Disagree slightly</li> <li>· Disagree strongly</li> <li>· Don't know</li> </ul>	<p>1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3</p>
59	RIBS_4	In the future, I would be willing to continue a relationship with a friend who developed a mental health problem.	<p>In the future, I would be willing to continue a relationship with a friend who developed a mental health problem.</p> <ul style="list-style-type: none"> <li>· Agree strongly</li> <li>· Agree slightly</li> <li>· Neither agree nor disagree</li> <li>· Disagree slightly</li> <li>· Disagree strongly</li> <li>· Don't know</li> </ul>	<p>1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3</p>
60	RIBS_Extra_1	In the future, I would be willing to teach a student with a mental health problem.	<p>In the future, I would be willing to teach a student with a mental health problem.</p> <ul style="list-style-type: none"> <li>· Agree strongly</li> <li>· Agree slightly</li> <li>· Neither agree nor disagree</li> <li>· Disagree slightly</li> <li>· Disagree strongly</li> <li>· Don't know</li> <li>· Not applicable</li> </ul>	<p>1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3 7=Not applicable – recoded as missing</p>
61	RIBS_Extra_2	In the future, I would be willing to provide support to a student with a mental health problem.	<p>In the future, I would be willing to provide support to a student with a mental health problem.</p> <ul style="list-style-type: none"> <li>· Agree strongly</li> <li>· Agree slightly</li> <li>· Neither agree nor disagree</li> <li>· Disagree slightly</li> </ul>	<p>1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3 7=Not applicable – recoded as missing</p>

			<ul style="list-style-type: none"> <li>· Disagree strongly</li> <li>· Don't know</li> <li>· Not applicable</li> </ul>	
62	TSES_1_CM	How much can you do to control disruptive behaviour in the classroom?	<p>Please read each statement below and choose the most appropriate option.</p> <p>How much can you do to control disruptive behaviour in the classroom?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p> <p>10=10 – Not applicable – recoded as missing</p>
63	TSES_2_SE	How much can you do to motivate students who show low interest in school work?	<p>How much can you do to motivate students who show low interest in school work?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p> <p>10=10 – Not applicable - recoded as missing</p>
64	TSES_3_CM	How much can you do to calm a student who is disruptive or noisy?	<p>How much can you do to calm a student who is disruptive or noisy?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p>

			<ul style="list-style-type: none"> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>7=7 – Quite a bit 8=8 9=9 – A great deal 10=10 – Not applicable - recoded as missing</p>
65	TSES_4_SE	How much can you do to help your students value learning?	<p>How much can you do to help your students value learning?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all 2=2 3=3 – Very little 4=4 5=5 – Some influence/ Somewhat 6=6 7=7 – Quite a bit 8=8 9=9 – A great deal 10=10 – Not applicable – recoded as missing</p>
66	TSES_5_IS	To what extent can you craft good questions for your students?	<p>To what extent can you craft good questions for your students?</p> <p>Nothing/ Not at all 1 2 Very little 3 4 Some influence/ Somewhat 5 6 Quite a bit 7 8 A great deal 9 Not applicable</p>	<p>1=1 – Nothing/ Not at all 2=2 3=3 – Very little 4=4 5=5 – Some influence/ Somewhat 6=6 7=7 – Quite a bit 8=8 9=9 – A great deal 10=10 – Not applicable – recoded as missing</p>
67	TSES_6_CM	How much can you do to get children to follow classroom rules?	<p>How much can you do to get children to follow classroom rules?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> </ul>	<p>1=1 – Nothing/ Not at all 2=2 3=3 – Very little 4=4 5=5 – Some influence/ Somewhat 6=6 7=7 – Quite a bit 8=8 9=9 – A great deal</p>

			<ul style="list-style-type: none"> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	10=10 – Not applicable – recoded as missing
68	TSES_7_SE	How much can you do to get students to believe they can do well in school work?	<p>How much can you do to get students to believe they can do well in school work?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p> <p>10=10 – Not applicable – recoded as missing</p>
69	TSES_8_CM	How well can you establish a classroom management system with each group of students?	<p>How well can you establish a classroom management system with each group of students?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p> <p>10=10 – Not applicable – recoded as missing</p>
70	TSES_9_IS	To what extent can you use a variety of assessment strategies?	<p>To what extent can you use a variety of assessment strategies?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p>

			<ul style="list-style-type: none"> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	10=10 – Not applicable – recoded as missing
71	TSES_10_IS	To what extent can you provide an alternative explanation or example when students are confused?	<p>To what extent can you provide an alternative explanation or example when students are confused?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p> <p>10=10 – Not applicable – recoded as missing</p>
72	TSES_11_SE	How much can you assist families in helping their children do well in school?	<p>How much can you assist families in helping their children do well in school?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p> <p>10=10 – Not applicable – recoded as missing</p>
73	TSES_12_IS	How well can you implement alternative teaching strategies in your classroom?	<p>How well can you implement alternative teaching strategies in your classroom?</p> <ul style="list-style-type: none"> <li>· Nothing/ Not at all 1</li> <li>· 2</li> <li>· Very little 3</li> <li>· 4</li> <li>· Some influence/ Somewhat 5</li> <li>· 6</li> </ul>	<p>1=1 – Nothing/ Not at all</p> <p>2=2</p> <p>3=3 – Very little</p> <p>4=4</p> <p>5=5 – Some influence/ Somewhat</p> <p>6=6</p> <p>7=7 – Quite a bit</p> <p>8=8</p> <p>9=9 – A great deal</p>

			<ul style="list-style-type: none"> <li>· Quite a bit 7</li> <li>· 8</li> <li>· A great deal 9</li> <li>· Not applicable</li> </ul>	10=10 – Not applicable – recorded as missing
74	DASS_1	Over the past week I was aware of dryness of my mouth.	<p>Please read each statement below and choose the option that best matches your experience. There are no right or wrong answers. Do not spend too much time on any statement.</p> <p>Over the past week...</p> <p>... week I was aware of dryness of my mouth.</p> <ul style="list-style-type: none"> <li>· Did not apply to me at all</li> <li>· Applied to me to some degree, or some of the time</li> <li>· Applied to me to a considerable degree, or a good part most of the time</li> <li>· Applied to me very much, or most of the time.</li> </ul>	<p>0=Did not apply to me at all</p> <p>1=Applied to me to some degree, or some of the time</p> <p>2=Applied to me to a considerable degree, or a good part most of the time</p> <p>3=Applied to me very much, or most of the time.</p>
75	DASS_2	Over the past week I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion).	<p>... I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion).</p> <ul style="list-style-type: none"> <li>· Did not apply to me at all</li> <li>· Applied to me to some degree, or some of the time</li> <li>· Applied to me to a considerable degree, or a good part most of the time</li> </ul>	<p>0=Did not apply to me at all</p> <p>1=Applied to me to some degree, or some of the time</p> <p>2=Applied to me to a considerable degree, or a good part most of the time</p> <p>3=Applied to me very much, or most of the time.</p>

			<ul style="list-style-type: none"> <li>Applied to me very much, or most of the time.</li> </ul>	
76	DASS_3	Over the past week I experienced trembling (e.g., in the hands).	<p>...I experienced trembling (e.g., in the hands).</p> <ul style="list-style-type: none"> <li>Did not apply to me at all</li> <li>Applied to me to some degree, or some of the time</li> <li>Applied to me to a considerable degree, or a good part most of the time</li> <li>Applied to me very much, or most of the time.</li> </ul>	<p>0=Did not apply to me at all  1=Applied to me to some degree, or some of the time  2=Applied to me to a considerable degree, or a good part most of the time  3=Applied to me very much, or most of the time.</p>
77	DASS_4	Over the past week I was worried about situations in which I might panic and make a fool of myself.	<p>... I was worried about situations in which I might panic and make a fool of myself.</p> <ul style="list-style-type: none"> <li>Did not apply to me at all</li> <li>Applied to me to some degree, or some of the time</li> <li>Applied to me to a considerable degree, or a good part most of the time</li> <li>Applied to me very much, or most of the time.</li> </ul>	<p>0=Did not apply to me at all  1=Applied to me to some degree, or some of the time  2=Applied to me to a considerable degree, or a good part most of the time  3=Applied to me very much, or most of the time.</p>
78	DASS_5	Over the past week I felt I was close to panic.	<p>...I felt I was close to panic.</p> <ul style="list-style-type: none"> <li>Did not apply to me at all</li> <li>Applied to me to some degree, or some of the time</li> <li>Applied to me to a considerable degree, or a good part most of the time</li> <li>Applied to me very much, or most of the time.</li> </ul>	<p>0=Did not apply to me at all  1=Applied to me to some degree, or some of the time  2=Applied to me to a considerable degree, or a good part most of the time  3=Applied to me very much, or most of the time.</p>

79	DASS_6	Over the past week I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat.	<p>... I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat.</p> <ul style="list-style-type: none"> <li>· Did not apply to me at all</li> <li>· Applied to me to some degree, or some of the time</li> <li>· Applied to me to a considerable degree, or a good part most of the time</li> <li>· Applied to me very much, or most of the time.</li> </ul>	<p>0=Did not apply to me at all  1=Applied to me to some degree, or some of the time  2=Applied to me to a considerable degree, or a good part most of the time  3=Applied to me very much, or most of the time.</p>
80	DASS_7	Over the past week I felt scared without any good reason.	<p>... I felt scared without any good reason.</p> <ul style="list-style-type: none"> <li>· Did not apply to me at all</li> <li>· Applied to me to some degree, or some of the time</li> <li>· Applied to me to a considerable degree, or a good part most of the time</li> <li>· Applied to me very much, or most of the time.</li> </ul>	<p>0=Did not apply to me at all  1=Applied to me to some degree, or some of the time  2=Applied to me to a considerable degree, or a good part most of the time  3=Applied to me very much, or most of the time.</p>
81	OpenQuestion	Tell us about your experience of addressing mental health in school.	<p>Please use the space below to tell us about your experience of addressing mental health in school:</p> <p>(Please remember not to provide any information that could identify you, your school, or any other individual in order to preserve the anonymity of the survey responses)</p>	Qualitative data

### Anonymisation procedure

Variable number	Variable name	How data was anonymised
81	OpenQuestion	Qual data examined, n=1 identifiable response was removed: Email address removed, replaced with “[identifiable data removed]”

### Measures included

Measure name	Teacher confidence scale for delivering mental health content (TCS-MH)
Authors	Linden & Stuart, 2019
Variable numbers in data set	26-38
Variable names in data set	TCS_MH_1 → TCS_MH_12
Description of measure	12 item measure of school staff confidence to deliver mental health content to young people. Participants were presented with 12 “I can...” statements and were asked to rate their confidence. Example item: “I can answer students’ general questions about mental health.”
Modifications to the measure	None
Scoring	10-point Likert scale, 1=Not at all confident, 10=very confident, intervening numbers do not have a label. Minimum score=12 Maximum score=120 Higher scores indicate higher levels of confidence
Recoding carried out	None

Measure name	What worries me scale (WWMS)
Authors	Linden & Stuart, 2019
Variable numbers in data set	39-50
Variable names in data set	WWMS_1 → WWMS_11
Description of measure	11 item measure of school staff concerns about addressing mental health with students. Participants were presented with 11 “I worry I may...” statements and asked to rate to what extent they agree with each. Example item: “I worry I may trigger an emotional reaction in a student with a mental health difficulty.”
Modifications to the measure	None
Scoring	10-point Likert scale, 1=Strongly disagree, 10=Strongly agree, intervening numbers do not have a label. Minimum score=11 Maximum score=110 Higher scores indicate higher levels of concerns

Recoding carried out	None
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Measure name	Mental health knowledge scale (MHK)
Authors	Dooley et al., 2014
Variable numbers in data set	51-58
Variable names in data set	MHK_1 → MHK_7
Description of measure	A seven-item measure of participant mental health knowledge. Participants were presented with seven statements of what mental health is and were asked to rate to what extent they agree with each statement. Example item: "Mental health is a state of emotional wellbeing."
Modifications to the measure	None
Scoring	5-point Likert scale: 1=strongly disagree, 2=disagree, 3=Neither agree nor disagree, 4=agree, 5=strongly agree Minimum score=7 Maximum score=35 Higher scores indicate greater knowledge of mental health
Recoding carried out	None

Measure name	Reported and intended behaviour scale (RIBS)
Authors	Evans-Lacko et al., 2011
Variable numbers in data set	59-66
Variable names in data set	RIBS_1 → RIBS_4; RIBS_Extra_1; RIBS_Extra_2
Description of measure	The RIBS measures stigma by asking participants about their reported and intended behaviours in relation to people with mental health issues. The original RIBS asks participants about their behaviour in four contexts: (1) living with, (2) working with, (3) living nearby and (4) continuing a relationship with someone with a mental health problem. For this study, two items were added to this measure intended behaviour in a school setting. Participants are presented with a statement beginning "in the future I would be willing..." and are asked to rate to what extent they agree with the statement. Example statement: "In the future, I would be willing to live with someone with a mental health problem."
Modifications to the measure	The original RIBS includes four items of reported behaviour, and 4 of intended behaviour. The first four items are not intended to be included in the final score. The study did not include the first four items, only the 4 items of intended behaviour were used.  The original scale includes a clarification of "people with mental health problems" as "people seen by healthcare

	<p>staff” in the scale instructions. This clarification was removed in this study.</p> <p>Two items were added to this measure to identify potential stigma in the school setting:  RIBS_Extra_1: In the future, I would be willing to teach a student with a mental health problem.  RIBS_Extra_2: In the future, I would be willing to provide support to a student with a mental health problem.</p> <p>A further response option was added for these extra items: Not applicable</p>
Scoring	<p>6-point Likert scale for the 4 RIBS items: 1=Agree strongly; 2=Agree slightly; 3=Neither agree nor disagree; 4=disagree slightly; 5=Disagree strongly 6=Don’t know  7-point Likert scale for the 2 RIBS_Extra items: 7=Not applicable  Minimum score for original 4-item measure=4  Maximum score for original 4-item measure=20  Minimum score for expanded 6-item measure=6  Maximum score for expanded 6-item measure=30  Higher scores indicate higher levels of stigma.</p>
Recoding carried out	<p>6=don’t know recoded as 3=Neither agree nor disagree  7=not applicable recoded as missing</p>

Measure name	<p>Teacher's Sense of Efficacy Scale (TSES) – Short form  aka  Ohio State teacher efficacy scale (OSTES) – Short form</p>
Authors	<p>Tschannen-Moran et al., 2001</p>
Variable numbers in data set	<p>67 - 82</p>
Variable names in data set	<p>TSES_1_CM; TSES_2_SE; TSES_3_CM; TSES_4_SE; TSES_5_IS; TSES_6_CM; TSES_7_SE; TSES_8_CM; TSES_9_IS; TSES_10_IS; TSES_11_SE; TSES_12_IS</p>
Description of measure	<p>The short form of the TSES is a 12-item measure of teacher beliefs about their capacity to impact their students’ learning. The measure presents participants with 12 statements and asks them to rate to what extent they can accomplish each action. Example statement: “How much can you do to control disruptive behaviour in the classroom?”</p> <p>The TSES has three subscales: classroom management (items 1, 3, 6, 8), student engagement (items 2, 4, 7, 11), and instructional strategies (items 5, 9, 10, 12).</p>
Modifications to the measure	<p>A response option was added for non-teaching staff: Not applicable.</p>

Scoring	A ten-point Likert scale: 1=nothing/not at all; 3=Very little; 5=Some influence/ somewhat, 7=quite a bit, 9=a great deal, 10=not applicable. Intervening numbers do not have labels. Minimum score=12 Maximum score=108 Minimum score on subscales=4 Maximum score on subscales=36 Higher scores are indicative of higher teacher efficacy
Recoding carried out	10=not applicable recoded as missing

Measure name	DASS – Anxiety subscale
Authors	Lovibond & Lovibond, 1995
Variable numbers in data set	83-89
Variable names in data set	DASS_1 → DASS_7
Description of measure	This seven-item measure is the anxiety subscale of the DASS-21, a short form of the DASS-42. The DASS measures depression, anxiety, and stress; the depression and stress scales were not included in this study. The anxiety subscale presents participants with symptoms potentially indicative of anxiety. Participants are asked how often in the past week they experienced these symptoms.
Modifications to the measure	None
Scoring	4-point Likert scale: 0=Did not apply to me at all; 1=Applied to me some degree, or some of the time; 2=applied to me to a considerable degree, or a good part most of the time; 3=Applied to me very much, or most of the time. Minimum score: 0 Maximum score: 21 Higher scores are indicative of higher levels of anxiety
Recoding carried out	Response options recoded according to author instructions: 1 recorded as 0; 2 recorded as 1; 3 recorded as 2; 4 recorded as 3

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