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

## **Data Dictionary**

Variable	Variable name	Variable label	Wording used in	Code and meaning
number			survey	
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 I have read the above statements and I agree to participate. I have read the above statements and I do not agree	1=I agree to participate 2=I do not agree to participate
4	Gender	What is your gender?	to participate.  What is your gender?  Male Female Other (e.g. non binary), please specify Frefer not to say	1=Male 2=Female 3=Other 4=Prefer not to say
5	GenderOtherT ext	Gender – Other – Text	What is your gender?  Male Female Other (e.g. non binary), please specify Prefer not to say	Qualitative data
6	Age	What is your age?	What is your age?  Under 25  26-30  31-40  41-50  51-60  Over 60	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

	1	T		<del>                                     </del>
0	Dalo Vastilas	Delay Year Hand	<ul> <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> <li>Which of the</li> </ul>	1-Voor Hood
8	Role_YearHea	Role: Year Head	following best describes your role? Please tick all that apply. Principal/ Deputy Principal Year Head Subject Teacher Career guidance/ counsellor Home School Community Liaison Coordinator Special Needs Assistant Qualified but not currently working/ active Preservice/ Student Teacher Other (please specify)	1=Year Head
9	Role_Teacher	Role: Subject Teacher	which of the following best describes your role? Please tick all that apply. Principal/ Deputy Principal	1=Subject Teacher

		<ul> <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</li> </ul>	
		1	
Role_CareerG uidance Counsellor	Role: Career guidance/ counsellor	Which of the following best describes your role? Please tick all that apply.  Principal/ Deputy Principal Year Head Subject Teacher Career guidance/ counsellor Home School Community Liaison Coordinator Special Needs Assistant Qualified but not currently working/ active Preservice/ Student Teacher Other (please	1= Career guidance/ counsellor
Role_HomeSc hoolLiason	Role: Home School Community Liaison Coordinator	Which of the following best describes your role? Please tick all that apply.  Principal/ Deputy Principal Year Head	1= Home School Community Liaison Coordinator
	uidance Counsellor	uidance Counsellor  guidance/ counsellor  Role_HomeSc hoolLiason  Role: Home School Community Liaison	Role_CareerG uidance Counsellor  Role_CareerG uidance Counsellor  Role_CareerG uidance Counsellor  Role: Career guidance/counsellor  Role: Home School Community Liaison Coordinator  Role: Home School Community Lia

			<ul> <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	Which of the following best describes your role? Please tick all that apply.  Principal/ Deputy Principal Year Head Subject Teacher Career guidance/ counsellor Home School Community Liaison Coordinator Special Needs Assistant Qualified but not currently working/ active Preservice/ Student Teacher Other (please specify)	1= Special Needs Assistant
13	Role_NotWork ing	Role: Qualified but not currently working/ active	Which of the following best describes your role? Please tick all that apply.  Principal/ Deputy Principal  Year Head  Subject Teacher  Career guidance/ counsellor	1=Qualified but not currently working/active

	T			Ţ
			<ul> <li>Home School         <ul> <li>Community</li> <li>Liaison</li> <li>Coordinator</li> </ul> </li> <li>Special Needs         <ul> <li>Assistant</li> </ul> </li> <li>Qualified but not currently             <ul> <li>working/ active</li> <li>Preservice/</li> <li>Student Teacher</li> <li>Other (please specify)</li> </ul> </li> </ul>	
14	Role_Preservic e	Role: Preservice/ Student Teacher	Which of the following best describes your role? Please tick all that apply.  Principal/ Deputy Principal Year Head Subject Teacher Career guidance/ counsellor Home School Community Liaison Coordinator Special Needs Assistant Qualified but not currently working/ active Preservice/ Student Teacher Other (please specify)	1=Preservice/ Student Teacher
15	Role_Other	Role: Other (please specify)	Which of the following best describes your role? Please tick all that apply.  Principal/ Deputy Principal Year Head Subject Teacher Career guidance/ counsellor Home School Community	1=Other

	-	primary sector?	primary sector?  Less than 3 years  3 to 5 years	3=6 to 10 years 4=11 to 15 years 5=0ver 15 years
18	WorkExperien ce	How long have you worked in the post-	How long have you worked in the post-	1=Less than 3 years 2=3 to 5 years
17	Youthreach <sup>1</sup>	Do you work in Youthreach?	Do you work in Youthreach?  Yes  No Does not apply to me	1=Yes 2=No 3=Does not apply to me
16	Role_Other_T ext	Other role - Text	Liaison Coordinator Special Needs Assistant Qualified but not currently working/active Preservice/ Student Teacher Other (please specify) Which of the following best describes your role? Please tick all that apply. Principal/ Deputy Principal Year Head Subject Teacher Career guidance/ counsellor Home School Community Liaison Coordinator Special Needs Assistant Qualified but not currently working/active Preservice/ Student Teacher Other (please specify)	Qualitative data

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<sup>&</sup>lt;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: <a href="https://www.gov.ie/en/service/5666e9-youthreach/">https://www.gov.ie/en/service/5666e9-youthreach/</a>

	1		T	1
			<ul><li>6 to 10 years</li><li>11 to 15 years</li><li>Over 15 years</li></ul>	
19	SchoolLocatio n	Where is your school located?	Where is your school located?  Rural Urban Does not apply to me	1=Rural 2=Urban 3=Does not apply to me
20	SchoolGender Mix	Is your school mixed gender or single sex?	Is your school mixed gender or single sex?  Mixed gender Single sex Does not apply to me	1=Mixed gender 2=Single sex 3=Does not apply to me
21	SchoolDEISStat us <sup>2</sup>	Is your school a DEIS school?	Is your school a DEIS school?  · Yes · No · I don't know · Does not apply to me	1=Yes 2=No 3=Does not apply to me 4=I don't know
22	SchoolFeePayi ng	Is your school fee paying or non-fee paying?	Is your school fee paying or non-fee paying? • Fee paying • Non-fee paying • Does not apply to me	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> <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	PreviousMHTr aining	Please indicate if you have previously received any mental	Please indicate if you have previously received any mental	1=Yes 2=No

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<sup>&</sup>lt;sup>2</sup> "DEIS" [pronounced: /dεʃ/] 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: <a href="https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/">https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/</a>

		health related	health related	
		training?	training?	
		training:	_	
			Yes (please briefly	
			describe the type	
			of training you	
			received)	
25	Duna din cal Al ITa	Duning and a second as	· No	Ovelitetive dete
25	PreviousMHTr	Previous mental	Please indicate if you	Qualitative data
	aining_	health related training - Yes - Text	have previously	
	Text	- res - rext	received any mental health related	
			training?	
			· Yes (please briefly	
			describe the type	
			of training you	
			received)	
26	TCC NALL 4	Lagrange and the state of the s	· No	1-1-Net-t-11
26	TCS_MH_1	I can answer students'	Please read each statement below and	1=1=Not at all confident
		general questions about mental health.		2=2
		about mental nealth.	choose the most	3=3
			appropriate option.	3=3 4=4
			I can answer students'	5=5
			general questions	6=6
			about mental health	7=7
			· 1=Not at all	8=8
				9=9
			confident	10=10=Very
			. 2	confident
			. 3	Commuterit
			. 4	
			. 5	
			· 6	
			. 7	
			· 8	
			. 9	
			· 10=Very confident	
27	TCS_MH_2	I can create a	I can create a	1=1=Not at all
		mentally healthy	mentally healthy	confident
		classroom.	classroom.	2=2
			1=Not at all	3=3
			confident	4=4
			. 2	5=5
			. 3	6=6
			· 4	7=7
			· 5	8=8
			· 6	9=9
			· 7	10=10=Very
			· 8	confident
			. 9	
			· 10=Very confident	

20	TCC NALL 2	1 aan aduaasts £stl	Lagrandi in act of the state of	1-1-Not at all
28	TCS_MH_3	I can advocate for the	I can advocate for the	1=1=Not at all
		importance of	importance of	confident
		learning about mental	learning about mental	2=2
		health.	health	3=3
			· 1=Not at all	4=4
			confident	5=5
			. 2	6=6
			. 3	7=7
			. 4	8=8
			. 5	9=9
			. 6	10=10=Very
				confident
			. 7	
			· 8	
			. 9	
			<ul> <li>10=Very confident</li> </ul>	
29	TCS_MH_4	I can help students to	I can help students to	1=1=Not at all
		be more aware of	be more aware of	confident
		their mental health.	their mental health.	2=2
			· 1=Not at all	3=3
			confident	4=4
			. 2	5=5
			. 3	6=6
			. 4	7=7
				8=8
			· 5	9=9
			· 6	
			· 7	10=10=Very
			· 8	confident
			. 9	
			· 10=Very confident	
30	TCS_MH_5	I can improve	I can improve	1=1=Not at all
		students' general	students' general	confident
		knowledge about	knowledge about	2=2
		mental health.	mental health.	3=3
			· 1=Not at all	4=4
			confident	5=5
			. 2	6=6
			. 3	7=7
			. 4	8=8
			. 5	9=9
				10=10=Very
			· 6	confident
			· 7	Commucific
			. 8	
			. 9	
			· 10=Very confident	
31	TCS_MH_6	I can help students to	I can help students to	1=1=Not at all
		learn to value their	learn to value their	confident
		mental health	mental health.	2=2
			· 1=Not at all	3=3
			confident	4=4
			. 2	5=5
			· <b>∠</b>	J=J

		T	<u> </u>	
			· 3	6=6
			· 4	7=7
			. 5	8=8
			. 6	9=9
			. 7	10=10=Very
			. 8	confident
			· 10=Very confident	
32	TCS_MH_7	I can use students'	I can use students'	1=1=Not at all
		attitudes toward	attitudes toward	confident
		mental health to	mental health to	2=2
		create learning	create learning	3=3
		opportunities.	opportunities.	4=4
			· 1=Not at all	5=5
			confident	6=6
			. 2	7=7
			. 3	8=8
			. 4	9=9
				10=10=Very
			. 5	confident
			· 6	connaciic
			· 7	
			· 8	
			. 9	
			· 10=Very confident	
33	TCS_MH_8	I can teach students	I can teach students	1=1=Not at all
		how to find reliable	how to find reliable	confident
		information about	information about	2=2
		mental health.	mental health.	3=3
			· 1=Not at all	4=4
			confident	5=5
			. 2	6=6
			. 3	7=7
				8=8
			· 4	9=9
			· 5	
			· 6	10=10=Very
			· 7	confident
			. 8	
			. 9	
			· 10=Very confident	
34	TCS_MH_9	I can help to break	I can help to break	1=1=Not at all
] .	555	down stereotypes	down stereotypes	confident
		about mental health.	about mental health.	2=2
		about mentar neatti.		3=3
			· 1=Not at all	
			confident	4=4
			· 2	5=5
			· 3	6=6
			· 4	7=7
			. 5	8=8
			. 6	9=9
			. 7	
			,	

			. 8	10=10=Very
			. 9	confident
			· 10=Very confident	comident
35	TCS_MH_10	I can help students to	I can help students to	1=1=Not at all
	100W.1_20	learn about the	learn about the	confident
		negative impact of	negative impact of	2=2
		stigma.	stigma.	3=3
		Stigitia.	· 1=Not at all	4=4
			confident	5=5
			. 2	6=6
			. 3	7=7
			. 4	8=8
			. 5	9=9
			. 6	10=10=Very
				confident
			. 7	Commission
			. 8	
			. 9	
			10=Very confident	
36	TCS_MH_11	I can improve	I can improve	1=1=Not at all
		students' knowledge	students' knowledge	confident
		of resources available	of resources available	2=2
		to support their	to support their	3=3
		mental health.	mental health.	4=4
			· 1=Not at all	5=5
			confident	6=6
			· 2	7=7
			· 3	8=8
			· 4	9=9
			· 5	10=10=Very
			· 6	confident
			· 7	
			· 8	
			. 9	
			<ul> <li>10=Very confident</li> </ul>	
37	TCS_MH_12	I can improve	I can improve	1=1=Not at all
		students' ability to	students' ability to	confident
		seek help for mental	seek help for mental	2=2
		health difficulties.	health difficulties.	3=3
			· 1=Not at all	4=4
			confident	5=5
			· 2	6=6
			· 3	7=7
			· 4	8=8
			. 5	9=9
			· 6	10=10=Very
			. 7	confident
			. 8	
			. 9	
			· 10=Very confident	
L	1	I.	,	1

20	14/14/D4C 4		Diagram were transferred	4 4 64
38	WWMS_1	I worry I may trigger	Please read each	1=1 Strongly
		an emotional reaction	statement below and	Disagree
		in a student with a	choose the most	2=2
		mental health	appropriate option.	3=3
		difficulty.	I worry I may	4=4
				5=5
			trigger an	6=6
			emotional reaction in	7=7
			a student with a	8=8
			mental health	9=9
			difficulty.	10=10 Strongly
			· 1 Strongly	Agree
			Disagree	
			· 2	
			· 3	
			. 4	
			. 5	
			. 6	
			. 7	
			. 8	
			. 9	
			· 10 Strongly Agree	
39	WWMS_2	I worry I may cause a	cause a student to	1=1 Strongly
		student to identify	identify with a mental	Disagree
		with a mental illness	illness that they do	2=2
		that they do not have.	not have.	3=3
		that they do not have.	· 1 Strongly	4=4
			Disagree	5=5
			· 2	6=6
			. 3	7=7
			. 4	8=8
			. 5	9=9
				10=10 Strongly
			. 6	Agree
			. 7	7.8.00
			. 8	
			. 9	
40	NAMA 46 6		· 10 Strongly Agree	4.46
40	WWMS_3	I worry I may do more	do more damage	1=1 Strongly
		damage than good.	than good.	Disagree
			· 1 Strongly	2=2
			Disagree	3=3
			. 2	4=4
			· 3	5=5
			· 4	6=6
			· 5	7=7
			· 6	8=8
			. 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
			· 10 Strongly Agree	
	l.	1		1

41	\A/\A/\A/\A	Lucroulman	glamariza mantal	1-1 Ctrongly
41	WWMS_4	I worry I may	glamorize mental	1=1 Strongly
		glamorize mental	illness.	Disagree
		illness.	· 1 Strongly	2=2
			Disagree	3=3
			. 2	4=4
			· 3	5=5
			· 4	6=6
			· 5	7=7
			· 6	8=8
			· 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
			· 10 Strongly Agree	
42	WWMS_5	I worry I may single	single out a student	1=1 Strongly
		out a student who	who does have a	Disagree
		does have a mental	mental health	2=2
		health difficulty.	difficulty.	3=3
		,	· 1 Strongly	4=4
			Disagree	5=5
			. 2	6=6
			. 3	7=7
			. 4	8=8
				9=9
			. 5	10=10 Strongly
			· 6	Agree
			· 7	Agree
			· 8	
			. 9	
			<ul> <li>10 Strongly Agree</li> </ul>	
43	WWMS_6	I worry I may say the	say the wrong	1=1 Strongly
		wrong thing.	thing.	Disagree
			· 1 Strongly	2=2
			Disagree	3=3
			· 2	4=4
			. 3	5=5
			. 4	6=6
			. 5	7=7
			. 6	8=8
			. 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
			· 10 Strongly Agree	
44	WWMS_7	I worry I may answer	answer a question	1=1 Strongly
7-7	, , , , , , , , , , , , , , , , , , ,	a question incorrectly.	incorrectly.	Disagree
		a question incorrectly.	· 1 Strongly	2=2
				3=3
			Disagree	3=3 4=4
			. 2	5=5
			. 3	5=5   6=6
			. 4	
			· 5	7=7
			· 6	8=8

			. 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
			<ul> <li>10 Strongly Agree</li> </ul>	
45	WWMS_8	I worry I may be seen	be seen as the	1=1 Strongly
		as the "expert".	"expert".	Disagree
			· 1 Strongly	2=2
			Disagree	3=3
			. 2	4=4
			. 3	5=5
			. 4	6=6
			. 5	7=7
			. 6	8=8
			. 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
••	1101000		· 10 Strongly Agree	4.40
46	WWMS_9	I worry I may overstep	overstep my	1=1 Strongly
		my boundaries.	boundaries.	Disagree
			· 1 Strongly	2=2
			Disagree	3=3
			· 2	4=4
			· 3	5=5
			· 4	6=6
			· 5	7=7
			· 6	8=8
			. 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
			· 10 Strongly Agree	
47	WWMS_10	I worry I may see	see something as a	1=1 Strongly
		something as a small	small problem when	Disagree
		problem when really	really it's a big	2=2
		it's a big problem.	problem.	3=3
		ic s a sig prosiciiii	· 1 Strongly	4=4
			Disagree	5=5
			· 2	6=6
				7=7
			. 3	8=8
			. 4	9=9
			. 5	
			· 6	10=10 Strongly
			· 7	Agree
			· 8	
			· 9	
			· 10 Strongly Agree	
48	WWMS_11	I worry I may be	be unable to help a	1=1 Strongly
	_	unable to help a	student.	Disagree
		student.	· 1 Strongly	2=2
			Disagree	3=3
1			. 2	4=4
	I	1	_	I

		I	T	<del> </del>
			· 3	5=5
			· 4	6=6
			· 5	7=7
			. 6	8=8
			. 7	9=9
			. 8	10=10 Strongly
			. 9	Agree
40	B 41 117 4	NA Lab base liberta	10 Strongly Agree	4. (1
49	MHK_1	Mental health is a	Please read each	1=Strongly disagree
		state of emotional	statement below and	2=Disagree
		wellbeing.	choose the most	3=Neither agree
			appropriate option.	nor disagree
				4=Agree
			Mental health is	5=Strongly agree
			a state of emotional	
			wellbeing.	
			<ul> <li>Strongly disagree</li> </ul>	
			· Disagree	
			· Neither agree nor	
			disagree	
			· Agree	
			Strongly agree	
50	MHK_2	Mental health is a	a state of social	1=Strongly disagree
30	1VII IX_2	state of social	wellbeing.	2=Disagree
		wellbeing.	Strongly disagree	3=Neither agree
		wenbeing.		nor disagree
			· Disagree	_
			Neither agree nor	4=Agree
			disagree	5=Strongly agree
			· Agree	
			· Strongly agree	
51	MHK_3	Mental health is an	an ability to study/	1=Strongly disagree
		ability to study/ work	work productively.	2=Disagree
		productively.	<ul> <li>Strongly disagree</li> </ul>	3=Neither agree
			· Disagree	nor disagree
			· Neither agree nor	4=Agree
			disagree	5=Strongly agree
			· Agree	
			Strongly agree	
52	MHK_4	Mental health is an	an ability to cope	1=Strongly disagree
		ability to cope with	with normal stresses	2=Disagree
		normal stresses of	of life.	3=Neither agree
		life.	· Strongly disagree	nor disagree
		iii C.		4=Agree
			Disagree	5=Strongly agree
			Neither agree nor	J-Strongly agree
			disagree	
Ì	i .	1	· Agree	1
			· Strongly agree	
53	MHK_5	Mental health is an		1=Strongly disagree

		contribution to school/ wider	school/ wider community.	3=Neither agree nor disagree
		community.	Strongly disagree	4=Agree
			· Disagree	5=Strongly agree
			Neither agree nor	3 34.31.8.7 48.33
			disagree	
			· Agree	
			· Strongly agree	
54	MHK_6	Mental health is a	a sense of	1=Strongly disagree
		sense of belonging.	belonging.	2=Disagree
			· Strongly disagree	3=Neither agree
			· Disagree	nor disagree
			Neither agree nor	4=Agree
			disagree	5=Strongly agree
			· Agree	
			· Strongly agree	
55	MHK_7	Mental health is	having a purpose in	1=Strongly disagree
		having a purpose in	life.	2=Disagree
		life.	<ul> <li>Strongly disagree</li> </ul>	3=Neither agree
			· Disagree	nor disagree
			· Neither agree nor	4=Agree
			disagree	5=Strongly agree
			· Agree	
			· Strongly agree	
56	RIBS_1	In the future, I would	Please read each	1=Agree strongly
		be willing to live with	statement below and	2=Agree slightly
		someone with a	choose the most	3=Neither agree
		mental health	appropriate option.	nor disagree
		problem.	In the future Lucaula	4=Disagree slightly
			In the future, I would be willing to live with	5=Disagree strongly 6=Don't know –
			someone with a	recoded as 3
			mental health	recoded as 5
			problem.	
			· Agree strongly	
			· Agree slightly	
			Neither agree nor	
			disagree	
			Disagree slightly	
			<ul> <li>Disagree strongly</li> </ul>	
			· Don't know	
57	RIBS_2	In the future, I would	In the future, I would	1=Agree strongly
		be willing to work	be willing to work	2=Agree slightly
		with someone with a	with someone with a	3=Neither agree
		mental health	mental health	nor disagree
		problem.	problem	4=Disagree slightly
			<ul> <li>Agree strongly</li> </ul>	5=Disagree strongly
			· Agree slightly	6=Don't know –
			<ul> <li>Neither agree nor</li> </ul>	recoded as 3
	1	Í	disagree	1

			· Disagree slightly	
			Disagree slightly     Disagree strongly	
			Don't know	
58	RIBS_3	In the future, I would be willing to live nearby to someone with a mental health problem.	In the future, I would be willing to live nearby to someone with a mental health problem.  Agree strongly Agree slightly Neither agree nor disagree Disagree slightly Disagree strongly	1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3
			Don't know	
59	RIBS_4	In the future, I would be willing to continue a relationship with a friend who developed a mental health problem.	In the future, I would be willing to continue a relationship with a friend who developed a mental health problem.  Agree strongly Agree slightly Neither agree nor disagree Disagree slightly Disagree strongly	1=Agree strongly 2=Agree slightly 3=Neither agree nor disagree 4=Disagree slightly 5=Disagree strongly 6=Don't know – recoded as 3
60	RIBS_Extra_1	In the future, I would be willing to teach a student with a mental health problem.	In the future, I would be willing to teach a student with a mental health problem.  Agree strongly Agree slightly Neither agree nor disagree Disagree slightly Disagree strongly Don't know Not applicable	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
61	RIBS_Extra_2	In the future, I would be willing to provide support to a student with a mental health problem.	In the future, I would be willing to provide support to a student with a mental health problem.  Agree strongly Agree slightly Neither agree nor disagree Disagree slightly	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

	1	T	Г	T
			· Disagree strongly	
			· Don't know	
			Not applicable	
62	TSES_1_CM	How much can you do	Please read each	1=1 – Nothing/ Not
		to control disruptive	statement below and	at all
		behaviour in the	choose the most	2=2
		classroom?	appropriate option.	3=3 – Very little
				4=4
			How much can you do	5=5 – Some influence/
			to control disruptive behaviour in the	Somewhat
			classroom?	6=6
			· Nothing/ Not at	7=7 – Quite a bit
			all 1	8=8
			. 2	9=9 – A great deal
			· Very little 3	10=10 – Not
			. 4	applicable –
			Some influence/	recoded as missing
			Somewhat 5	
			. 6	
			· Quite a bit 7	
			. 8	
			· A great deal 9	
			· Not applicable	
63	TSES_2_SE	How much can you do	How much can you do	1=1 - Nothing/ Not
		to motivate students	to motivate students	at all
		who show low	who show low	2=2
		interest in school	interest in school	3=3 – Very little
		work?	work?	4=4
			· Nothing/ Not at	5=5 – Some
			all 1	influence/
			· 2	Somewhat 6=6
			· Very little 3	7=7 – Quite a bit
			· 4	8=8
			<ul> <li>Some influence/</li> <li>Somewhat 5</li> </ul>	9=9 – A great deal
			· 6	10=10 – Not
			· Quite a bit 7	applicable -
			. 8	recoded as missing
			· A great deal 9	
			Not applicable	
64	TSES_3_CM	How much can you do	How much can you do	1=1 – Nothing/ Not
		to calm a student who	to calm a student who	at all
		is disruptive or noisy?	is disruptive or noisy?	2=2
			· Nothing/ Not at	3=3 – Very little
			all 1	4=4
			. 2	5=5 – Some
			· Very little 3	influence/
			. 4	Somewhat
				6=6

	1	Г	T	<u> </u>
			Some influence/	7=7 – Quite a bit
			Somewhat 5	8=8
			· 6	9=9 – A great deal
			· Quite a bit 7	10=10 – Not
			. 8	applicable -
			· A great deal 9	recoded as missing
			Not applicable	
65	TSES_4_SE	How much can you do	How much can you do	1=1 – Nothing/ Not
03	1313_4_31	to help your students	to help your students	_
			· •	at all
		value learning?	value learning?	2=2
			· Nothing/ Not at	3=3 – Very little
			all 1	4=4
			· 2	5=5 – Some
			· Very little 3	influence/
			· 4	Somewhat
			· Some influence/	6=6
			Somewhat 5	7=7 – Quite a bit
			. 6	8=8
			· Quite a bit 7	9=9 – A great deal
			. 8	10=10 - Not
				applicable –
			· A great deal 9	recoded as missing
			Not applicable	_
66	TSES_5_IS	To what extent can	To what extent can	1=1 – Nothing/ Not
		you craft good	you craft good	at all
		questions for your	questions for your	2=2
		students?	students?	3=3 – Very little
			Nothing/ Not at all 1	4=4
			2	5=5 – Some
			Very little 3	influence/
			4	Somewhat
			Some influence/	6=6
			Somewhat 5	7=7 – Quite a bit
			6	8=8
			Quite a bit 7	9=9 – A great deal
			8	10=10 – Not
			A great deal 9	applicable –
			Not applicable	recoded as missing
67	TSES_6_CM	How much can you do	How much can you do	1=1 – Nothing/ Not
",	.525_6_6101	to get children to	to get children to	at all
		follow classroom	follow classroom	2=2
		rules?		
		Tules!	rules?	3=3 – Very little
			· Nothing/ Not at	4=4
			all 1	5=5 – Some
			· 2	influence/
			· Very little 3	Somewhat
			. 4	6=6
			· Some influence/	7=7 – Quite a bit
			Somewhat 5	8=8
			. 6	9=9 – A great deal
			_	
			· Quite a bit 7	

			. 8	10=10 – Not
			· A great deal 9	applicable –
			Not applicable	recoded as missing
68	TSES_7_SE	How much can you do	How much can you do	1=1 – Nothing/ Not
00	1323_7_32	to get students to	to get students to	at all
		believe they can do	believe they can do	2=2
		well in school work?	well in school work?	3=3 – Very little
		Well III School Work:	· Nothing/ Not at	4=4
			all 1	5=5 – Some
			. 2	influence/
				Somewhat
			· Very little 3	6=6
			. 4	7=7 – Quite a bit
			· Some influence/	8=8
			Somewhat 5	9=9 – A great deal
			6	10=10 – Not
			· Quite a bit 7	applicable –
			· 8	recoded as missing
			· A great deal 9	recouled as missing
			<ul> <li>Not applicable</li> </ul>	
69	TSES_8_CM	How well can you	How well can you	1=1 – Nothing/ Not
		establish a classroom	establish a classroom	at all
		management system	management system	2=2
		with each group of	with each group of	3=3 – Very little
		students?	students?	4=4
			<ul> <li>Nothing/ Not at</li> </ul>	5=5 – Some
			all 1	influence/
			. 2	Somewhat
			· Very little 3	6=6
			. 4	7=7 – Quite a bit
			· Some influence/	8=8
			Somewhat 5	9=9 – A great deal
			. 6	10=10 – Not
			· Quite a bit 7	applicable –
			. 8	recoded as missing
			· A great deal 9	
			Not applicable	
70	TSES_9_IS	To what extent can	To what extent can	1=1 – Nothing/ Not
, 0	1020_5_10	you use a variety of	you use a variety of	at all
		assessment	assessment	2=2
		strategies?	strategies?	3=3 – Very little
		oti ategies.	· Nothing/ Not at	4=4
			all 1	5=5 – Some
			. 2	influence/
			· Very little 3	Somewhat
			· 4	6=6
			Some influence/	7=7 – Quite a bit
			-	8=8
			Somewhat 5	9=9 – A great deal
			· 6	
			· Quite a bit 7	
			· 8	

		A	10-10 No+
		· A great deal 9	10=10 – Not
		· Not applicable	applicable –
74 7050 40 10			recoded as missing
71 TSES_10_IS		To what extent can	1=1 – Nothing/ Not
	you provide an	you provide an	at all
	alternative	alternative	2=2
	explanation or	explanation or	3=3 – Very little
	example when	example when	4=4
	students are	students are	5=5 – Some
	confused?	confused?	influence/
		· Nothing/ Not at	Somewhat
		all 1	6=6
		· 2	7=7 – Quite a bit
		· Very little 3	8=8
		· 4	9=9 – A great deal
		· Some influence/	10=10 – Not
		Somewhat 5	applicable –
		. 6	recoded as missing
		· Quite a bit 7	
		. 8	
		· A great deal 9	
		Not applicable	
72 TSES_11_S	E How much can you	How much can you	1=1 – Nothing/ Not
1323_11_5	assist families in	assist families in	at all
	helping their children	helping their children	2=2
	do well in school?	do well in school?	3=3 – Very little
	do well ill selledi.	· Nothing/ Not at	4=4
		all 1	5=5 – Some
		. 2	influence/
		· Very little 3	Somewhat
		Very field 5	6=6
		Some influence/	7=7 – Quite a bit
		Somewhat 5	8=8
			9=9 – A great deal
		. 6	10=10 – Not
		· Quite a bit 7	applicable –
		. 8	recoded as missing
		· A great deal 9	. 555454 45 1111551116
		· Not applicable	
73 TSES_12_IS		How well can you	1=1 – Nothing/ Not
	implement alternative	implement alternative	at all
	teaching strategies in	teaching strategies in	2=2
	your classroom?	your classroom?	3=3 – Very little
		· Nothing/ Not at	4=4
		all 1	5=5 – Some
		· 2	influence/
		· Very little 3	Somewhat
		Ť	1 C C
		. 4	6=6
		· 4 · Some influence/	7=7 – Quite a bit
		·	

			· Quite a bit 7	10=10 – Not
			. 8	applicable –
			· A great deal 9	recoded as missing
			Not applicable	
74	DASS_1	Over the past week I	Please read each	0=Did not apply to
/ -	DA33_1	was aware of dryness	statement below and	me at all
		of my mouth.	choose the option	1=Applied to me to
		or my mouth.	that best matches	some degree, or
			your experience.	some of the time
			There are no right or	2=Applied to me to
			wrong answers. Do	a considerable
			not spend too much	degree, or a good
			time on any	part most of the
			statement.	time
				3=Applied to me
			Over the past week	very much, or most
				of the time.
			week I was aware	
			of dryness of my	
			mouth.	
			· Did not apply to	
			me at all	
			· Applied to me to	
			some degree, or	
			some of the time	
			· Applied to me to a	
			considerable	
			degree, or a good	
			part most of the	
			time	
			<ul> <li>Applied to me</li> </ul>	
			very much, or	
			most of the time.	
75	DASS_2	Over the past week I	I experienced	0=Did not apply to
		experienced	breathing difficulty	me at all
		breathing difficulty	(e.g. excessively rapid	1=Applied to me to
		(e.g. excessively rapid	breathing,	some degree, or
		breathing,	breathlessness in the	some of the time
		breathlessness in the	absence of physical	2=Applied to me to
		absence of physical	exertion).	a considerable
		exertion).	· Did not apply to	degree, or a good
			me at all	part most of the time
			· Applied to me to	3=Applied to me
			some degree, or some of the time	very much, or most
				of the time.
			<ul> <li>Applied to me to a considerable</li> </ul>	or the time.
			degree, or a good	
			part most of the	
			time	
		L	Lime	

			Applied to me	
			· Applied to me	
			very much, or most of the time.	
76	DACC 2	Over the past week!		0-Did not apply to
/0	DASS_3	Over the past week I experienced	I experienced trembling (e.g., in the	0=Did not apply to me at all
		trembling (e.g., in the	hands).	1=Applied to me to
		hands).		some degree, or
		Hariusj.	<ul> <li>Did not apply to me at all</li> </ul>	some of the time
			· Applied to me to	2=Applied to me to
			some degree, or	a considerable
			some of the time	degree, or a good
			· Applied to me to a	part most of the
			considerable	time
			degree, or a good	3=Applied to me
			part most of the	very much, or most
			time	of the time.
			· Applied to me	
			very much, or	
			most of the time.	
77	DASS_4	Over the past week I	I was worried about	0=Did not apply to
		was worried about	situations in which I	me at all
		situations in which I	might panic and make	1=Applied to me to
		might panic and make	a fool of myself.	some degree, or
		a fool of myself.	· Did not apply to	some of the time
			me at all	2=Applied to me to a considerable
			· Applied to me to	degree, or a good
			some degree, or some of the time	part most of the
			· Applied to me to a	time
			considerable	3=Applied to me
			degree, or a good	very much, or most
			part most of the	of the time.
			time	
			· Applied to me	
			very much, or	
			most of the time.	
78	DASS_5	Over the past week I	I felt I was close to	0=Did not apply to
		felt I was close to	panic.	me at all
		panic.	<ul> <li>Did not apply to</li> </ul>	1=Applied to me to
			me at all	some degree, or
			· Applied to me to	some of the time
			some degree, or	2=Applied to me to
			some of the time	a considerable
			· Applied to me to a	degree, or a good
			considerable	part most of the
			degree, or a good	time
			part most of the	3=Applied to me
			time	very much, or most
			· Applied to me	of the time.
			very much, or	
			most of the time.	

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.	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.  Did not apply to me at all Applied to me to some degree, or some of the time Applied to me to a considerable degree, or a good part most of the time Applied to me very much, or	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.
80	DASS_7	Over the past week I felt scared without any good reason.	most of the time.  I felt scared without any good reason.  · Did not apply to me at all  · Applied to me to some degree, or some of the time  · Applied to me to a considerable degree, or a good part most of the time  · Applied to me wery much, or most of the time.	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.
81	OpenQuestion	Tell us about your experience of addressing mental health in school.	Please use the space below to tell us about your experience of addressing mental health in school:  (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)	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	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
<u> </u>	mental meaning problems as people seems, meanineare

	staff" in the scale instructions. This clarification was removed in this study.
	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.  A further response option was added for these extra items: Not applicable
Scoring	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.
Recoding carried out	6=don't know recoded as 3=Neither agree nor disagree
	7=not applicable recoded as missing

Measure name	Teacher's Sense of Efficacy Scale (TSES) – Short form
	aka
	Ohio State teacher efficacy scale (OSTES) – Short form
Authors	Tschannen-Moran et al., 2001
Variable numbers in data set	67 - 82
Variable names in data set	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
Description of measure	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?"
	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).
Modifications to the measure	A response option was added for non-teaching staff: Not
	applicable.

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
	mistractions. I recorded as 0, 2 recorded as 1, 5 recorded

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