

Variable Name	Description	Response Options
STUDENT SURVEY		
A1: Student background information		
SA1Sex	Student asked to identify their gender.	1=Female 2=Male 3=Transgender 4=Prefer not to disclose
SA2Age	Student asked to identify their age.	1=9 Years of age 2=10 3=11 4=12 5=13 6=14 7=15 8=16 9=17 10=18 11=19 12=20 13=21 14=22
SA43Grade	Student asked to identify their current grade.	1= Grade 5 2= Grade 6 3= Grade 7 4= Grade 8 5= Grade 9 6= Grade 10 7= Grade 11 8= Grade 12 9= Other

SA4CanadianBorn	Is the student born in Canada?	1=No 2=Yes
SA5ImmAge	How old was a student when they immigrated to Canada?	1= 4 years of age or younger 2= 5-9 years of age 3=10-14 years of age 4=15 years of age or older
Which category best describes a student's race or cultural group? (Mark all that apply)		
SA6White	Does a student identify as White?	<i>Mark if applicable</i>
SA6EA	Does a student identify as East Asian? (Chinese, Japanese, Korean)	
SA6SEA	Does a student identify as Southeast Asian? (Vietnamese, Filipino, Cambodian, Malaysian, Laotian)	
SA6SA	Does a student identify as South Asian? (East Indian Pakistani, Sri Lankan, Afghan, Bangladeshi)	
SA6WA	Does a student identify as West Asian or Arab? (Iraqi, Syrian, Lebanese, Egyptian)	
SA6Black	Does a student identify as Black?	
SA6Latin	Does a student identify as Latin?	
SA6Ab	Does a student identify as Aboriginal?	
SA6Other	Does a student identify as "other" race or cultural group?	
B1: School Climate		
How much do you agree or disagree with the following statements about your school:		
SB11	Teachers treat students with respect.	
SB12	Students are taught to feel responsible for how they act.	
SB13	The school rules are fair.	
SB14	Students are taught to understand how others think and feel.	
SB15	Teachers care about their students.	
SB16	The consequences of breaking school rules are fair.	
SB17	Teachers expect all students to work hard.	

SB18	Students know how they are expected to act.	
SB19	Teachers require students to work hard to get good grades.	1=Disagreealot
SB110	Students are friendly with each other.	2=Disagree
SB111	Students are taught that they can control their own behaviour.	3=Agree
SB112	Teachers expect students to do their best all the time.	4=Agree a lot
SB113	Students know what the rules are.	
SB114	Students care about each other.	
SB115	Teachers listen to students when they have problems.	
SB116	Students are taught how to solve conflicts with others.	
SB117	Adults in this school treat students fairly.	
SB118	Students are taught they should care about how others feel.	
SB119	Students treat each other with respect.	
SB120	Students get along with each other.	

B2: School Belonging		
<i>How much do you agree or disagree with the following statements about your feelings at school:</i>		
SB2Close	I feel close to people at this school	1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree
SB2Belong	I feel like I belong at this school	
SB2Happy	I am happy to be at this school	

B3: School Safety		
<i>How safe do you feel in the following situations:</i>		
SB3Safe1	In the hallways or stairwells of this school?	1= Not safe
SB3Safe2	In the bathrooms or change rooms of this school?	2= Somewhat safe
SB3Safe3	Outside or around this school?	3= Mostly safe
SB3Safe4	On your way to and from school?	4= Very safe
SB3Safe5	In your classes at this school?	

B4: Academic Achievement

<i>Based on your report card and school work, how are you doing in the following subjects: (Self-reported)</i>		
SB4English	English/Language	1= A (80-90)
SB4Math	Mathematics	2= B (70-79)
SB4Overall	Overall	3= C (60-69)
		4= D or lower (<60)
		5= Do not take this subject

B5: Extra-curricular activities at school		
<i>How often do you participate in the following activities at school, but not in class:</i>		
SB5Activity1	Played sports on a team, and/or taken part in physical activities (e.g., dance, karate, gymnastics), with a coach or instructor, other than in gym class?	1= Almost Never
SB5Activity2	Taken part in art, drama or music groups, outside of class?	2= About Once a Month
SB5Activity3	Taken part in a school club or group such as yearbook club, photography club or student council?	3= About Once a Week
		4= A few times a Week
		5= Most Days

B6: Bullying		
<i>During the past 6 months, how often have you been bullied by other students:</i>		
SB6Physical	Physically (e.g., hit, pushed, shoved, kicked, beaten up, had your things damaged or stolen)?	1= Never 2= Once or a Few Times 3= Once or Twice a Month 4= Once or Twice a Week 5= Almost Every Day
SB6Verbal	Verbally (e.g., called names, teased hurtfully, insulted, threatened)?	
SB6Social	Socially (e.g., excluded from a group, gossiped or spread rumours)?	
SB6Electronic	Electronically (e.g., used the internet, social media, or text messages to exclude, threaten, embarrass or hurt your feelings)?	
SB6Racial	Racially/ethnically (e.g., treated differently or badly because of your race, skin colour or ethnic background)?	
SB6Appearance	Because of your appearance (e.g., treated differently or badly because of your weight or the way you look)?	

SB6GenderId	Because of your gender identity or sexual orientation (e.g., treated differently or badly because you are a boy or girl; or called 'gay' or 'lesbian' in a way meant to upset you)? Note: This item was not included in scale because not all school boards opted to ask students this question	
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B7: Truancy/Suspensions/Sent to Office		
- <i>During the past 6 months, how many times have you:</i>		
SB7Skip	Skipped school or cut classes without permission	1= Never
SB7Suspend	Been suspended from school	2= 1 or 2 Times
SB7Office	Been sent to the office because you were misbehaving or acting out in class	3= 3 or 4 Times 4= 5 or More Times

C1: Teaching Strategies and Interactions		
- <i>During the past three months, how often has your teacher:</i>		
SC1Teacher1	Noticed that you were upset and asked you about what was going on?	1=Never 2=Rarely 3=Sometimes 4=Often 5=Always
SC1Teacher2	Talked with you about how to deal with stressful experiences?	
SC1Teacher3	Gave you the opportunity to discuss something that was bothering you?	
SC1Teacher4	Asked you to work with other students to complete an assignment or learn something new?	
SC1Teacher5	Asked you to discuss class material with other students in your class?	
SC1Teacher6	Provided time for you and other students in your class to work together on class-related material?	
SC1Teacher7	Reviewed the classroom rules for student behaviour?	
SC1Teacher8	Acknowledged good behaviour in the classroom?	

C2: Quality of student group interaction		
- <i>During the past three months, how often did the group members:</i>		
SC2Group1	Pay attention to what every member had to say?	1=Never
SC2Group2	Make sure that every member had a chance to participate?	2=Rarely
SC2Group3	Work together to solve the group's problems?	3=Sometimes 4=Often 5=Always

C3: Classroom Preparedness		
<i>In this class, how often do you:</i>		
SC3Participate	Come to class prepared to participate?	1=Never
SC3Material	Come to class with all of your materials?	2=Rarely
SC3Attn	Pay attention in class?	3=Sometimes
SC3Instr	Follow instructions well?	4=Often
		5=Always

D1: Social Competence		
<i>How much do you agree with the following statements:</i>		
SD11	I can cheer someone up who is feeling sad.	1=Strongly Disagree 2= Disagree 3=Agree 4=Strongly Agree
SD12	I listen carefully to what other people say to me.	
SD13	I am good at working with other students.	
SD14	I know how to disagree without starting a fight or argument.	
SD15	I'm good at helping other people.	
SD16	I try to understand how other people feel and think.	
SD17	If I get angry with a friend, I can talk about it and make things better.	

D2: Positive mental health		
<i>During the past 6 months, how often did you feel:</i>		
SD2Happy	Happy?	1=Never 2=Rarely 3=Sometimes 4=Often 5=Always
SD2Interest	Interested in life?	
SD2Sat	Satisfied with life?	
SD2Belong	That you belonged to a community (like a social group, your school, or your neighbourhood)?	
SD2Warm	That you had warm and trusting relationships with others?	

D3: Friendship Quality		
<i>Please indicate how true each statement is for you and your friend(s).</i>		
SD3Friend1	I have at least one friend that I can talk to when something is bothering me.	1=Never or Not True
SD3Friend2	I have at least one friend that I can trust and rely on.	2= Sometimes or
SD3Friend3	I have at least one friend that I can count on for help and comfort.	Somewhat True

SD3Friend4	I have at least one friend that I can talk to if I have a problem at home or at school.	3= Often or Very True
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D4: Healthy Lifestyle Behaviours		
<i>Over the past 7 days, how often did you:</i>		
SD4Breakfast	Eat breakfast?	1=No days
SD4Sleep	Get a good night's sleep?	2=1-2 Days
SD4SPA	Engage in physical activity for at least 60 minutes, that increased your heart rate and made you get out of breath?	3=3-4 Days
		4=5-6 Days
		5=Every day

D5: Mental health problems checklist		
<i>Please select the response that best describes you now or within the past six months.</i>		
SD51	I have trouble concentrating or paying attention.	1=Never or not true 2= Sometimes or somewhat true 3= Often or very true
SD52	I am easily distracted, have difficulty sticking to any activity.	
SD53	I have trouble sitting still.	
SD54	I fail to finish things I start.	
SD55	I lose my temper.	
SD56	I argue a lot with adults.	
SD57	I am defiant and talk back to people.	
SD58	I am angry and resentful.	
SD59	I get back at people.	
SD510	I am unhappy, sad or depressed.	
SD511	I am moody or irritable.	
SD512	I get no pleasure from usual activities.	
SD513	I feel overtired or lack energy.	
SD514	I feel worthless or inferior.	
SD515	I am too fearful or anxious.	
SD516	I find it hard to stop worrying.	
SD517	I am anxious or on edge.	
SD518	I am nervous or tense.	
SD519	I threaten to hurt people.	
SD520	I physically attack people.	

SD521	I get in many fights.	
SD522	I damage schools or other property.	
SD523	I disobey at school.	
SD524	I use weapons when fighting.	
SD525	I steal things from places other than home.	
SD526	I have broken into someone else's house, building or car.	

D6-D7: Self-perception of emotional and behavioural problems and need for professional help

SD6	During the past six months, do you think that you have had any emotional or behavioural problems?	1=No 2=Yes
SD7	Do you think that you need or needed any professional help (e.g., from a doctor, counsellor or other mental health worker) with these problems?	1=No 2=Yes

D8: Smoking cigarettes

SD8Smoke	Which of the following best describes your experience with smoking cigarettes?	<p>1=I have never tried smoking, not even a few puffs</p> <p>2= I have tried smoking, but only once or twice</p> <p>3= I used to smoke every day, but have not smoked a cigarette in the last month</p> <p>4= I smoke sometimes, but not every day</p> <p>5= I usually smoke at least 1 cigarette a day</p>
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D9: Marijuana or Cannabis Product use

SD9Marij	Which of the following best describes your experience with using marijuana and cannabis products (also known as weed, blunt, cheeba, ganja, chronic or pot)?	1=I have never tried marijuana 2= I have tried marijuana, but only once or twice 3= I used to smoke marijuana once a week, but have not done so in the last month 4= I smoke sometimes, but not every week 5= I usually smoke marijuana at least once a week
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D10: Alcohol Consumption

SD10Alc	How many times in the past 4 weeks have you had 5 or more drinks of alcohol on the same occasion? A drink of alcohol is, for example: one bottle or beer, one glass of wine, or one shot of liquor.	1=Never 2=Once 3=2 times 4=3 times 5=4 times 6=5 or more times
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E1: Recieved mental health services at school

SE1	During the past six months, did you receive any individual or group counselling or any other help at school for concerns regarding your mental health?	1=No 2=Yes
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E2: Overall rating of help recieved

SE2	Overall, how would you rate the help you received?	1=Extremely helpful 2=Very helpful 3=Somewhat helpful 4=A little bit helpful 5=Not helpful
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E3: Willingness to seek help, if needed

SE3	If you felt that you needed help for concerns regarding your mental health, would you see or speak to a school social worker, child and youth worker/counsellor, psychologist, nurse, teacher or other staff person at the school about these concerns?	1=No 2=Yes
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E4: Barriers to seeking help

-	<i>Why would you not see or speak to someone from school if you needed help for concerns with your mental health?</i>	
SE4Worry	Worried about what others would think of me.	1=No 2=Yes
SE4Trust	Lack of trust in these people - word would get out.	
SE4Myself	Prefer to handle the problem myself.	
SE4Able	Don't think these people would be able to help.	
SE4DK	Wouldn't know who to approach.	

E5: Professional help seeking

-	<i>During the past six months, did you speak with any of the following professionals regarding your mental health?</i>	
SE5Doc	A doctor's office	1=No 2=Yes
SE5Counc	A counsellor's office, such as a psychiatrist, psychologist, social worker or other type of counsellor	
SE5Walkin	A walk-in clinic	
SE5Urgent	An urgent care clinic or emergency room	
SE5Hospital	A hospital	
SE5Agency	An agency that provides mental health or addiction services for youth	

E6: Informal help seeking

<i>During the past six months, did you speak to any of the following people regarding your mental health?</i>		
SE6Parent	Parent or other family member	1=No 2=Yes
SE6Friend	Friend	
SE6Phone	Phone helpline or crisis hotline	
SE6Internet	Internet	
SE6Relig	A minister, priest, rabbi, imam, or other spiritual leader	

F1: Family Structure		
<i>Who lives with you in the home that you spend most of your time with? (Mark all that apply)</i>		
SF1BioMother	Biological mother	Mark all that apply.
SF1BioFather	Biological father	
SF1NonBioMother	Non-biological mother	
SF1NonBioFather	Non-biological father	
SF1OtherAdult	Other adult parent	
SF1Grandparent	Grandparent(s)	
SF1OtherAdultRelative	Other adult relative(s)	
SF1BrotherSister	Brother(s) or sister(s)	
SF1Other	Other(s)	
SF1Alone	I live alone	

F2: Quality of Family Relationships		
<i>How often do your parent(s) do the following:</i>		
SF2ParentEnc	Encourage you to work hard at school?	1= Never 2= Some of the time 3= Most of the time 4= All of the time
SF2ParentListen	Listen to you when you need to talk?	
SF2ParentProud	Show they are proud of you?	
SF2ParentHelp	Take time to help you make decisions?	

F3-F4: Family Origin (Immigration)		
SF3MomCan	Is a students mother born in Canada?	1=No 2=Yes 3= I have no mother

SF4DadCan	Is a students father born in Canada?	1=No 2=Yes 3= I have no father
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F5: Parental Education

SF5ParentEd	What is the highest level of education one of your parents has completed?	1= Graduated university 2= Graduated college 3= Graduated high school 4= Did not graduate from high school
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F6: SES Indicator: Bedrooms

SF6Bedroom	Do you have your own bedroom?	1=No 2=Yes
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F7: SES Indicator: Family assets

<i>Does your family own:</i>		
SF7Car	A car, van or truck.	1=None
SF7Comp	A desktop computer or laptop.	2=1
SF7Cell	A cell phone.	3=2
SF7Tablet	A tablet, e-reader or iPad.	4=3 or more

F8: Perception of survey language

SF8	Student asked to rate level of difficulty to complete this survey	1= No difficulty at all 2= Some difficulty 3= Moderate difficulty 4= A lot of difficulty
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A1: School Climate (Teacher K-5)		
<i>How much do you agree with the following statements:</i>		
TKA11	Students are taught to feel responsible for how they act.	1=Disagree a lot 2= Disagree 3= Agree 4= Agree a lot
TKA12	Teachers, staff, and administrators work well together in this school.	
TKA13	This school is well regarded by the community.	
TKA14	Students are taught to understand how others think and feel.	
TKA15	Teachers work closely with parents to help students when they have problems.	
TKA16	This school has effective partnerships with community organizations.	
TKA17	Teachers expect all students to work hard.	
TKA18	Teachers show respect toward parents.	
TKA19	Students are taught that they can control their own behaviour.	
TKA110	Teachers require students to work hard to get good grades.	
TKA111	Students are taught how to solve conflicts with others.	
TKA112	Administrators and teachers support one another.	
TKA113	Students are taught they should care about how others feel.	
TKA114	Teachers do a good job communicating with parents.	
TKA115	Teachers expect students to do their best all the time.	
TKA116	Teachers listen to the concerns of parents.	
TKA117	There is good communication among teachers, staff, and administrators.	
TKA118	Having strong community relations is a priority in this school.	

B1: Time spent as teacher of homeroom class (Teacher K-5)		
TK5B1Weeks	How many weeks have you been teaching your homeroom class or the class you teach most often throughout the day? (Since the beginning of the school year)	1= 1 week or less 2= 1-2 weeks 3=2-3 weeks 4= 3-4 weeks 5= 4 weeks or more

B2: Type of Class (Teacher K-5)		
TK5B2ClassType	What type of class do you teach? (Regular classroom, Special Education, Other).	1= Regular classroom 2= Special education classroom 3= Other

B3: Grade Level of Class (Teacher K-5)		
<i>Please indicate the grade level of your class:</i>		
TK5B3GJK	Junior Kindergarten	1=Applies 0=Otherwise
TK5B3GSK	Senior Kindergarten	
TK5B3G1	Grade 1	
TK5B3G2	Grade 2	
TK5B3G3	Grade 3	
TK5B3G4	Grade 4	
TK5B3G5	Grade 5	
TK5B3G6	Grade 6	
TK5B3G_Other	Other	

B4: Class Size (Teacher K-5)		
TK5B4NoStudent	How many students are enrolled in your class?	1= 1-15 2= 16-20 3=21-25 4=26-30 5=31 or more

B5: Positive Behavioural Support (Teacher K-5)		
<i>Please indicate how often the following features are in place in this classroom:</i>		
TK5B5Behav1	Expected student behaviours and routines are taught directly.	1= Not at all 2= Rarely 3= Sometimes 4 = Often 5= Always
TK5B5Behav2	Expected student behaviours are acknowledged regularly (positively reinforced).	
TK5B5Behav3	Problem behaviours (failure to meet expected student behaviours) are defined clearly.	
TK5B5Behav4	Consequences for problem behaviours are defined clearly.	
TK5B5Behav5	Problem behaviours receive consistent consequences.	
TK5B5Behav6	A variety of methods are used to reward students.	
TK5B5Behav7	Rewards are linked to expectations and rules.	
TK5B5Behav8	Rewards are varied to maintain student interest.	

C1: Mental Health Promotion/Prevention Program Type (Teacher K-5)

<p><i>Please indicate if any of the following programs have been implemented in your classroom since the beginning of the school year: (Select only ONE option)</i></p>		
TK5C1SEL	Social and Emotional Learning (SEL) Program	1=Applies 0=Otherwise
TK5C1VPPP	Violence Prevention or Peace Promotion Program	
TK5C1RPHPP	Risk Prevention or Health Promotion Program	
TK5C1ERSMCSP	Emotion Regulation, Stress Management, or Coping Skills Program	
TK5C1Other	Other Programs	
TK5C1NoPrograms	No Programs	

C2: Universal (Classroom) or Targeted (Teacher K-5)

TK5C2	Did the program include all students or only some?	1= All students 2= Some students
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C3: Program Frequency (Teacher K-5)

TK5C3	How often did the program activity occur?	1= Daily 2= 2-3 times/week 3= Weekly 4= 2-3 times/month 5= Monthly 6= Less than once/month 7= One time
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C4: Program Duration (Teacher K-5)

TK5C4	How long was the program?	1= One week or less 2= 1-2 weeks 3=2-4 weeks 4= 4-6 weeks 5= 6-8 weeks 6= 8-10 weeks 7=10-12 weeks 8=more than 12 weeks
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C5: Skills Learned (Teacher K-5)

<i>Did students learn any of the following skills as part of the program activity: (Mark all that apply)</i>		
TK5C5PS	Problem solving: identifying solutions to targeted problems	1=Applies 0=Otherwise
TK5C5CS	Communication Skills	
TK5C5SAT	Assertiveness training	
TK5C5SSA	Self-awareness and awareness of others	
TK5C5Cope	Coping skills	

C6: Program Methods (Teacher K-5)

<i>Were any of the following methods used during the program: (Mark all that apply)</i>		
TK5C6Model	Modelling	1=Applies 0=Otherwise
TK5C6PE	Psycho-education	
TK5C6RP	Role play	

C7: Program Materials (Teacher K-5)

<i>Were any of the following material used during the program: (Mark all that apply)</i>		
TK5C7None	No materials were used	1=Applies 0=Otherwise
TK5C7T	Teacher/Instructor Guides	
TK5C7S	Materials for student completion	

C8: Program Support/Training (Teacher K-5)

<i>What type of support did you receive for implementing the program: (Mark all that apply)</i>		
TK5C8No	No support was available	1=Applies 0=Otherwise
TK5C8Train	I received training about the program and how to implement it	
TK5C8Couns	A school counsellor or program coach/consultant supported me in implementing the program	

C9: Program Implementation Required? (Teacher K-5)		
TK5C9	Was program implementation required?	1=No 2=Yes

D1: Evidence Based Practices (Common Elements Approach) (Teacher K-5)		
<i>During the past 3 months, how often have you used the following strategies with students in this classroom:</i>		
TK5D1Student1	Modelled a desired behaviour to promote the student's imitation and subsequent performance of that behaviour.	1=Never 2= Once or twice 3= Weekly 4= 2 or 3 times a week 5= Daily
TK5D1Student2	Administered rewards and/or praise to reinforce the student's behaviour.	
TK5D1Student3	Practiced specific activities with the intention of building skills.	
TK5D1Student4	Provided tangible rewards, such as tokens, points and charts, as reinforcement for desired behaviours.	
TK5D1Student5	Provided social rewards, such as praise, encouragement, and affection, to promote desired behaviours.	
TK5D1Student6	Taught the student social skills with the goal of improving interpersonal functioning.	
TK5D1Student7	Taught the student to solve problems by outlining steps, such as identifying the problem, generating multiple solutions, and selecting the best alternative.	
TK5D1Student8	Selectively ignored mildly inappropriate behaviours and attended to alternative behaviours.	

A1: School Climate (Teacher 6-12)

-		<i>How much do you agree with the following statements:</i>
TSSA11	Students are taught to feel responsible for how they act.	1=Disagree a lot 2= Disagree 3= Agree 4= Agree a lot
TSSA12	Teachers, staff, and administrators work well together in this school.	
TSSA13	This school is well regarded by the community.	
TSSA14	Students are taught to understand how others think and feel.	
TSSA15	Teachers work closely with parents to help students when they have problems.	
TSSA16	This school has effective partnerships with community organizations.	
TSSA17	Teachers expect all students to work hard.	
TSSA18	Teachers show respect toward parents.	
TSSA19	Students are taught that they can control their own behaviour.	
TSSA110	Teachers require students to work hard to get good grades.	
TSSA111	Students are taught how to solve conflicts with others.	
TSSA112	Administrators and teachers support one another.	
TSSA113	Students are taught they should care about how others feel.	
TSSA114	Teachers do a good job communicating with parents.	
TSSA115	Teachers expect students to do their best all the time.	
TSSA116	Teachers listen to the concerns of parents.	
TSSA117	There is good communication among teachers, staff, and administrators.	
TSSA118	Having strong community relations is a priority in this school.	

B1: Time spent as teacher of homeroom class (Teacher 6-12)

TSSB1Week	How many weeks have you been teaching your homeroom class or the class you teach most often throughout the day? (Since the beginning of the school year)	1= 1 week or less 2= 1-2 weeks 3=2-3 weeks 4= 3-4 weeks 5= 4 weeks or more
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B2: Type of Class (Teacher 6-12)

TSSB2ClassType	What type of class do you teach? (Regular classroom, Special Education, Other)	1= Regular classroom 2= Special education classroom 3= Other
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B3: Grade level of class (Teacher 6-12)

-	<i>Please indicate the grade level of your class:</i>	
TSSB3G5	Grade 5 (Grade 5 student in a 5/6 split class)	1=Applies 0=Otherwise
TSSB3G6	Grade 6	
TSSB3G7	Grade 7	
TSSB3G8	Grade 8	
TSSB3G9	Grade 9	
TSSB3G10	Grade 10	
TSSB3G11	Grade 11	
TSSB3G12	Grade 12	
TSSB3Other	Other	

B4: Class Size (Teacher 6-12)

TSSB4NoStudent	How many students are enrolled in your class?	1= 1-15 2= 16-20 3=21-25 4=26-30 5=31 or more
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B5: Positive Behavioural Support (Teacher 6-12)

-	<i>Please indicate how often the following features are in place in this classroom:</i>	
TSSB51	Expected student behaviours and routines are taught directly.	1= Not at all 2= Rarely 3= Sometimes 4 = Often
TSSB52	Expected student behaviours are acknowledged regularly (positively reinforced).	
TSSB53	Problem behaviours (failure to meet expected student behaviours) are defined clearly.	
TSSB54	Consequences for problem behaviours are defined clearly.	

TSSB55	Problem behaviours receive consistent consequences.	4 = Often 5= Always
TSSB56	A variety of methods are used to reward students.	
TSSB57	Rewards are linked to expectations and rules.	
TSSB58	Rewards are varied to maintain student interest.	

B6: Disciplinary Approaches (Teacher 6-12)

TSSB6	During the past 3 months, how many times have you sent a student from this class to the office for inappropriate behaviour?	1=0 2=1 3=2 4=3-5 5= 6 or more
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B7: % Time Spent on Administrative Tasks, Keeping order, Teaching (Teacher 6-12)

-	<i>How much time do you spend on the following activities:</i>	
TSSB7Admin	Administrative tasks	1= 0-5% 2= 6-10% 3=11-15% 4=16-20% 5=More than 20%
TSSB7Order	Keeping order in the classroom	
TSSB7Teach	Teaching and Learning	

C1: Mental Health Promotion/Prevention Program Type (Teacher 6-12)

-	<i>Please indicate if any of the following programs have been implemented in your classroom since the beginning of the school year: (Select only ONE option)</i>	
TSSC1SEL	Social and Emotional Learning (SEL) Program	1=Applies 0=Otherwise
TSSC1VPPP	Violence Prevention or Peace Promotion Program	
TSSC1RPHPP	Risk Prevention or Health Promotion Program	
TSSC1ERSMCSP	Emotion Regulation, Stress Management, or Coping Skills Program	
TSSC1Other	Other Programs	
TSSC1NoPrograms	No Programs	

C2: Universal (Classroom) or Targeted (Teacher 6-12)

TSSC2	Did the program include all students or only some?	1= All students 2= Some students
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C3: Program Frequency (Teacher 6-12)

TSSC3	How often did the program activity occur?	1= Daily 2= 2-3 times/week 3= Weekly 4= 2-3 times/month 5= Monthly 6= Less than once/month 7= One time
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C4: Program Duration (Teacher 6-12)

TSSC4	How long was the program?	1= One week or less 2= 1-2 weeks 3=2-4 weeks 4= 4-6 weeks 5= 6-8 weeks 6= 8-10 weeks 7=10-12 weeks 8=more than 12 weeks
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C5: Program Skills (Teacher 6-12)

<i>Did students learn any of the following skills as part of the program activity: (Mark all that apply)</i>		
TSSC5PS	Problem solving: identifying solutions to targeted problems	1=Applies 0=Otherwise
TSSC5CS	Communication Skills	
TSSC5AT	Assertiveness training	
TSSC5SA	Self-awareness and awareness of others	
TSSC5Cope	Coping skills	

C6: Program Methods (Teacher 6-12)

<i>Were any of the following methods used during the program: (Mark all that apply)</i>		
TSSC6Model	Modelling	1=Applies 0=Otherwise
TSSC6PE	Psycho-education	
TSSC6RP	Role play	

C7: Program Materials (Teacher 6-12)		
<i>Were any of the following material used during the program: (Mark all that apply)</i>		
TSSC7None	No materials were used	1=Applies 0=Otherwise
TSSC7T	Teacher/Instructor Guides	
TSSC7S	Materials for student completion	

C8: Program Support/Training (Teacher 6-12)		
<i>What type of support did you receive for implementing the program: (Mark all that apply)</i>		
TSSC8No	No support was available	1=Applies 0=Otherwise
TSSC8Train	I received training about the program and how to implement it	
TSSC8Couns	A school counsellor or program coach/consultant supported me in implementing the program	

C9: Program Implementation Required? (Teacher 6-12)		
TSSC9	Was program implementation required?	1=No 2=Yes

D1: Classroom Preparedness (Teacher 6-12)		
<i>How many of the students regularly:</i>		
TSSD1Ontime	Come to class on time?	1= None 2= Some 3= About half 4= Most 5= Nearly all
TSSD1Reg	Attend class regularly?	
TSSD1Prep	Come to class prepared with appropriate materials?	
TSSD1Attn	Regularly pay attention in class?	
TSSD1Participate	Actively participate in class activities?	
TSSD1Hmwk	Always turn in their homework?	

D2: Teaching strategies and interactions (Classroom-level measure) (Teacher 6-12)

<i>During the past 3 months, how often have you:</i>		
TSSD21	Noticed that a student was upset and asked him/her about what was going on?	1=Never 2= Once or twice 3= Weekly 4= 2or 3 times a week 5= Daily
TSSD22	Talked with students about how to deal with stressful experiences?	
TSSD23	Given a student the opportunity to discuss something that was bothering him/her?	
TSSD24	Talked informally with students before, during, or after class about their interests?	
TSSD25	Had a conversation with a student or a group of students about personal issues or concerns they had?	
TSSD26	Asked students to share with you what's going on in their lives?	
TSSD27	Asked students to work together to complete an assignment or learn something new?	
TSSD28	Asked students to discuss class material with each other?	
TSSD29	Provided time for students to work together on class-related material?	

D3: Evidence Based Practices (Common Elements Approach) (Teacher 6-12)

<i>In the past 3 months, how often have you used the following strategies:</i>		
TSSD31	Modelled a desired behaviour to promote the student's imitation and subsequent performance of that behaviour.	1=Never 2= Once or twice 3= Weekly 4= 2or 3 times a week
TSSD32	Taught a student calming techniques, such as muscle relaxation, breathing exercises, meditation, and similar activities.	
TSSD33	Administered rewards and/or praise to reinforce the student's behaviour.	
TSSD34	Encouraged a student to participate in pleasurable activities on a regular basis.	
TSSD35	Practiced specific activities with the intention of building skills.	
TSSD36	Encouraged the student to reward him/herself for performing a desired behaviour.	
TSSD37	Provided tangible rewards, such as tokens, points and charts, as reinforcement for desired behaviours.	

TSSD38	Provided social rewards, such as praise, encouragement, and affection, to promote desired behaviours.	5= Daily
TSSD39	Taught the student social skills with the goal of improving interpersonal functioning.	
TSSD310	Matched the student with a peer to facilitate reciprocal learning or practice skills.	
TSSD311	Taught the student to solve problems by outlining steps, such as identifying the problem, generating multiple solutions, and selecting the best alternative.	
TSSD312	Selectively ignored mildly inappropriate behaviours and attended to alternative behaviours.	

E1: Personal Distress (Teacher 6-12)		
<i>During the past 30 days, how often do you feel the following:</i>		
TSSE1Nerv	Nervous	1= None of the time 2= A little of the time 3= Some of the time 4= Most of the time 5= All of the time
TSSE1Hope	Hopeless	
TSSE1Restless	Restless or Fidgety	
TSSE1Depres	So depressed that nothing could cheer you up	
TSSE1Effort	That everything was an effort	
TSSE1Worth	Worthless	

F1: Barriers to Addressing Student Mental Health at school (Teacher 6-12)		
<i>How much do you agree or disagree, that the following are barriers to mental health in your school:</i>		
TSSF11	Low priority given to student mental health versus other initiatives in the school.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
TSSF12	Lack of adequate staff training to address student mental health in the school.	
TSSF13	Stigma (negative attitudes or unfair treatment) associated with mental health problems.	
TSSF14	Language and cultural barriers arising from an ethnically and racially diverse student population.	
TSSF15	Lack of contact between the school and parents.	

G1: Resources and practices in place for mental health-related emergencies (Teacher 6-12)		
<i>Please rate the extent to which the following resources and practices are in place at your school when a student mental health emergency arises:</i>		
TSSG1Role	The people responsible for specific tasks or duties in a mental health emergency are clearly defined.	1= Not in place 2= Partially in place 3= In place
TSSG1Train	Staff have been trained in ways to respond appropriately to students who experience mental health emergencies.	
TSSG1Emerg	There are follow-up services available for students who experience mental health emergencies.	
TSSG1Family	Information about mental health emergencies is shared with families.	

H1: Professional Development Training (Teacher 6-12)		
<i>During the past 2 years, did you receive any of the following training:</i>		
TSSH1Social	Promoting social and emotional well-being	1=No 2= Yes
TSSH1MHC	Creating a mentally healthy classroom	
TSSH1Prevent	Preventing mental health problems	
TSSH1Manage	Managing behaviour problems in the classroom	
TSSH1Stigma	Reducing stigma related to mental health problems	
TSSH1Signs	Recognizing signs and symptoms of mental health and/or substance abuse problems	
TSSH1Assist	Assisting students to access help for mental health problems	
TSSH1Abuse	Physical, sexual or emotional abuse	
TSSH1SubUse	Serious mental health or substance use problems (i.e., depression, anxiety, aggression, suicidal behaviour, self-harm)	
TSSH1Bully	Bullying and victimization, including cyberbullying	
TSSH1SexHass	Sexual harassment or dating violence	

I1-I3: Teacher Demographics (Teacher 6-12)		
TSSI1Sex	Teacher was asked to identify their gender	1= Female 2= Male
TSSI2CanadaBorn	Teacher was asked if they were born in Canada	1=No 2= Yes

<i>Which category best describes your race or cultural group: (Mark all that apply)</i>		
TSSI3W	White	1=Applies
TSSI3EA	East Asian	
TSSI3SEA	Southeast Asian	
TSSI3SA	South Asian	
TSSI3WA	West Asian	
TSSI3Arab	Arab	
TSSI3Black	Black African, Black Caribbean, Black Canadian/American	
TSSI3Latin	Latin American, Central American, South American	
TSSI3Ab	Aboriginal/Native	
TSSI3Other	Other	

I4: Teaching Experience (Teacher 6-12)		
<i>Teacher was asked to indicate their years of teaching experience:</i>		
TSSI4School	At this school	1= Less than 1 year 2= 1-3 years 3= 3-5 years 4= 6-10 years 5= Over 10 years
TSSI4Total	In total	

PRINCIPAL SURVEY

A1: School Climate (Principal)		
<i>How much do you agree or disagree with the following statements:</i>		
PA11	Students are taught to feel responsible for how they act.	
PA12	Teachers, staff, and administrators work well together in this school.	
PA13	This school is well regarded by the community.	
PA14	Students are taught to understand how others think and feel.	
PA15	Teachers work closely with parents to help students when they have problems.	
PA16	This school has effective partnerships with community organizations.	
PA17	Teachers expect all students to work hard.	

PA18	Teachers show respect toward parents.	1=Disagree a lot 2=Disagree 3=Agree 4=Agree a lot
PA19	Students are taught that they can control their own behaviour.	
PA110	Teachers require students to work hard to get good grades.	
PA111	Students are taught how to solve conflicts with others.	
PA112	Administrators and teachers support one another.	
PA113	Students are taught they should care about how others feel.	
PA114	Teachers do a good job communicating with parents.	
PA115	Teachers expect students to do their best all the time.	
PA116	Teachers listen to the concerns of parents.	
PA117	There is good communication among teachers, staff, and administrators.	
PA118	Having strong community relations is a priority in this school.	

B1: Social and Emotional Learning Programs (Principal)		
<i>Questions about Social and Emotional Learning (SEL) Programs:</i>		
PB1SEL		1= No 2= Yes
PB1SELb	What percentage of students at this school received this program?	1= 0-25% 2 = 36-50% 3= 51- 75% 4= More than 75%
PB1SElc	Did your school board require implementation of this program at your school?	1= No 2= Yes

B2: Violence Prevention or Peace Promotion Programs (Principal)		
<i>Questions about Violence Prevention Programs:</i>		
PB2VPPP	Since the beginning of this school year, has a Violence Prevention or Peace Promotion Program been implemented?	1= No 2= Yes
PB2VPPP	What percentage of students at this school received this program?	1= 0-25% 2 = 36-50% 3= 51- 75% 4= More than 75%
PB2VPPP	Did your school board require implementation of this program at your school?	1= No 2= Yes

B3: Risk Prevention or Health Promotion Programs (Principal)		
<i>Questions about Risk Prevention or Health Promotion Programs:</i>		
PB3RPHPP	Since the beginning of this school year, has a Risk Prevention or Health Promotion Program been implemented in your school?	1= No 2= Yes
PB3RPHPPb	What percentage of students at this school received this program?	1= 0-25% 2 = 36-50% 3= 51- 75% 4= More than 75%
PB4RPHPPc	Did your school board require implementation of this program at your school?	1= No 2= Yes

B4: Emotional Regulation Program (Principal)		
<i>Questions about Emotional Regulation Programs:</i>		
PB4ERSMCSP	Since the beginning of this school year, has an Emotional Regulation program been implemented in your school?	1= No 2= Yes
PB4ERSMCSPb	What percentage of students at this school received this program?	1= 0-25% 2 = 36-50% 3= 51- 75% 4= More than 75%
PB4ERSMCSPc	Did your school board require implementation of this program?	1= No 2= Yes

C1: Strategies to coordinate mental health activities and services (Principal)		
<i>How frequently have school staff used the following strategies to coordinate mental health activities and services for students in your school:</i>		
PC11	Interdisciplinary team meetings among mental health staff.	1= Monthly 2= Quarterly 3= Annually 4= Not this school year
PC12	Joint planning sessions between mental health staff and regular classroom teachers.	
PC13	Joint planning sessions between mental health staff and special education teachers.	
PC14	Professional development on mental health topics for regular school staff.	

PC15	Sharing of mental health resources among school staff (e.g., printed materials, videos, exchange of referral information).	← NOT THIS SCHOOL YEAR
PC16	Informal communication about mental health issues or services (phone, e-mail) among school staff.	

C2: Formal agreements with children's mental health agency (Principal)

PC2	Is there a school staff person or mental health team at your school that is responsible for working closely with community health and mental health providers to improve cross-referrals and enhance linkages with the community?	1= No 2= Yes
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D1: How are mental health services staffed (Principal)

<i>Select if the following mental health services are staffed in your school:</i>		
PD1School	Mental health staff are school-based	1=Applies
PD1Board	Mental health staff are board-based	
PD1Community	Mental health staff are community-based	
PD1No	No mental health services available	

D2: Number of Full-Time Equivalent Staff responsible for Mental Health (Within your school) (Principal)

<i>How many FTEs do you have in or available to your school for each of the following types of staff:</i>		
PD2CYW	Child and Youth Workers/Counsellors	# of Full-Time Equivalents (Based on 35 hour work week) verify the hour/week FTE determination
PD2SW	Social Workers	
PD2Psych	Psychologists	
PD2MHN	Mental Health Nurses	
PD2CM	Case Managers	
PD2SAC	Substance Abuse Counsellors	
PD2Counc	Counsellors	
PD2Psychiatrist	Psychiatrists	

D3: Mental Health Services available at School (Principal)

<i>Are the following mental health services available on-site at your school:</i>		
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PD3AssessP	Assessment for emotional or behavioural problems (including behavioural observation, psychosocial assessment and psychological testing)	1= No 2= Yes
PD32DA	Diagnostic assessment (comprehensive psychological evaluation)	
PD31MA	Behaviour management consultation with teachers, students or families	
PD324CM	Case management, including monitoring and coordination of services	
PD315Ref	Referral to specialized programs or services for emotional or behavioural problems or disorders	
PD326Crisis	Crisis intervention	
PD317IndCouns	Individual counselling/therapy	
PD328GrpCouns	Group counselling/therapy	
PD319SubCouns	Substance abuse counselling	
PD310FamSupp	Family support services (e.g. child/family advocacy, counselling)	

D4: Referral and Coordination Practices (Principal)		
-	<i>What are your general practices for routine referrals to and coordination with community based mental health organizations or providers?</i>	
PD4PassRef	Staff make passive referrals (e.g. give brochures, lists, phone numbers of providers).	1=Applies
PD4ActiveRef	Staff make active referrals (e.g. staff complete form with family, make calls or appointments, assist with transportation).	
PD4FUS	Staff follow-up with student/family (e.g. calls to ensure appointment kept, assess satisfaction with referral, need for follow-up).	
PD4FUP	Staff follow-up with provider (via phone, e-mail, mail).	
PD4TM	Staff attend team meetings with community providers.	

D5: Resources and practices for mental health-related emergencies (Principal)		
-	<i>Please rate the extent to which the following resources and practices are in place at your school when a student mental health emergency arises:</i>	
PD5Role	The people responsible for specific tasks or duties in a mental health emergency are clearly defined.	1= Not in place 2= Partially in place
PD5Train	Staff have been trained in ways to appropriately respond to students who experience mental health emergencies.	

PD5Emerg	There are follow-up services available for students who experience mental health emergencies.	3= In place
PD5Family	Information about mental health emergencies is shared with families.	

E1: Barriers to Addressing Student Mental Health at school (Principal)		
<i>How much do you agree or disagree, that the following are barriers to mental health in your school:</i>		
PE11	Inadequate funding and support for school-based mental health programs and services for students.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
PE12	Lack of community-based mental health programs and services for children and adolescents.	
PE13	Failure to coordinate programs and services between school and community.	
PE14	Low priority given to student mental health versus other initiatives in the school.	
PE15	Lack of adequate staff training to address student mental health in the school.	
PE16	Stigma (negative attitudes or unfair treatment) associated with mental health problems.	
PE17	Language and cultural barriers arising from an ethnically and racially diverse student population.	
PE18	Lack of contact between the school and parents.	
PE19	Difficulties gaining parental cooperation and consent.	

F1: Professional Development Training (Principal)		
<i>During the past two years, did you receive any training in the following topics:</i>		
PF1Social	Promoting social and emotional well-being	1=No 2=Yes
PF1MHC	Creating a mentally healthy school	
PF1Prevent	Preventing mental health problems	
PF1Manage	Managing student behaviour	
PF1Stigma	Reducing stigma related to mental health problems	
PF1Signs	Recognizing signs and symptoms of mental health and/or substance abuse problems	

PF1Assist	Assisting students to access help for mental health problems	2- Yes
PF1Abuse	Physical, sexual or emotional abuse	
PF1SubUse	Serious mental health or substance use problems (i.e., depression, anxiety, aggression, suicidal behaviour, self-harm)	
PF1Bully	Bullying and victimization, including cyberbullying	
PF1SexHass	Sexual harassment or dating violence	

G1: Demographics (Principal)		
PGSex	Principal was asked to identify their gender	1=Female 2= Male

G2: Primary Role (Principal)		
PG2PrimaryRole	Principal was asked to identify their primary role (ex. Principal, Vice-principal, Other.)	1= Principal 2= Vice principal 3= Other

G3: Work Experience (Principal)		
<i>principal was asked to indicate their years of teaching experience:</i>		
PG3School	At this school	1= Less than 1 year 2= 1-3 years 3= 3-5 years 4= 6-10 years 5= Over 10 years
PG3Total	In total	