

Table 1
Descriptive statistics for self-efficacy items

Item Descriptor	Item
Recognize when there is a student with an internalizing concern	SE 1
Recognize when there is a student with an externalizing concern	SE 2
Recognize when there is a student displaying indicators of exposure to trauma	SE 3
Provide academic instruction to students with an internalizing concern	SE 4
Provide academic instruction to students with an externalizing concern	SE 5
Provide academic instruction to students with diverse backgrounds who have MH concerns	SE 6
Consider cultural needs in promoting students' MH	SE 7
Respond when a student is in crisis	SE 8
Respond when a student is displaying aggressive behavior	SE 9
Respond to a student who is expressing suicidal thoughts	SE 10
Refer a student to the appropriate school-based MH providers	SE 11
Offer assistance in the classroom when a student is struggling with a MH concern	SE 12
Discuss student MH concerns with parents/guardians	SE 13
Promote the social skills of students in my classroom	SE 14
Promote the emotional skills of students in my classroom	SE 15

Table 2

Sample Demographics

	<i>n</i>	%
Gender	164	
Male	26	16
Female	136	83.4
Other	1	0.60
Race/Ethnicity		
American Indian or Alaskan Native	1	0.60
African American	1	0.60
Hispanic	2	1.2
Caucasian	160	98.2
Years Teaching		
1-5	98	59.8
6-15	45	27.4
16+	21	12.8
Highest level of education		
Bachelor's Degree	67	40.9
Master's Degree	67	40.9
Master's Plus	17	10.4
Doctoral/Educational Specialist	13	7.9
Teaching Grade Range		
Preschool and Early Elementary	56	26.2
Late Elementary	48	22.4
Middle School/Junior High	45	21.0
Early High School	34	15.9
Late High School	31	14.5

Note. 7 respondents did not provide all requested data. Teachers could select multiple teaching grade ranges.