**RESEARCH QUESTIONS:**

1. *Are teachers more likely to refer male students than female students?*
2. *Are teachers more likely to refer students who exhibit hyperactive or disruptive behavior than those who display primarily inattentive behavior?*
3. *Which factors predicted teacher recognition of ADHD?*
4. *How well did these factors predict teachers’ likelihood to refer students for intervention?*

**Descriptive Statistics:**

1. **Demographic Table (%)**
   1. Gender
      1. Male
      2. Female
   2. Years of teaching experience
      1. <5 years
      2. 5-10 years
      3. >10 years
   3. Type of school
      1. Public
      2. Private
      3. Charter
      4. Other
   4. Geographic location of school
      1. Urban
      2. Suburban
      3. Rural
   5. Additional educational certifications earned
      1. Yes
         1. Which
      2. No
   6. Grade currently teaching
      1. Kindergarten
      2. 1st
      3. 2nd
      4. 3rd
      5. 4th
      6. 5th
      7. 6th
      8. 7th
      9. Other
   7. Grades taught in the past
      1. Kindergarten
      2. 1st
      3. 2nd
      4. 3rd
      5. 4th
      6. 5th
      7. 6th
      8. 7th
      9. 8th
      10. 9th
      11. 10th
      12. 11th
      13. 12th
      14. Other
   8. Type of classroom
      1. General education
      2. Special education
      3. Integrated/co-taught
      4. Other
2. **Descriptive Table (% of participants presented with each vignette that selected ADHD on Q22)**
   1. Inattentive male vignette
   2. Combined male vignette
   3. Inattentive female vignette
   4. Combined female vignette
3. **Descriptive Table (minimum, maximum, mean, median, SD of responses 0-10 on Q25\_1)**
   1. Inattentive male vignette
   2. Combined male vignette
   3. Inattentive female vignette
   4. Combined female vignette
4. **Descriptive Table (sum score of ADHD knowledge scale correct responses - mean, SD)**
   1. Gender
   2. Years of teaching experience
      1. <5 years
      2. 5-10 years
      3. >10 years
   3. Type of school setting
      1. Public
      2. Private
      3. Charter
      4. Other
5. **Descriptive Table (% of each factor endorsed as influencing decision to refer)**
   1. Impact of difficulties on the child
   2. Impact of difficulties on the child’s peers
   3. Personal views about referrals
   4. Parent views about referrals
   5. Stigma surrounding referrals
   6. Personal experience with specialist services
   7. Minimal awareness of what specialist services offer
   8. Other

**Statistical Analyses:**

1. **ANOVAS (outcome variable = Q25\_1)**
   1. Are teachers more likely to refer male students than female students?
   2. Are teachers more likely to refer students who exhibit hyperactive or disruptive behavior than those who display primarily inattentive behavior?
2. **Logistic Regression**
   1. Which factors predicted teacher recognition of ADHD?
      1. ADHD subtype (which vignette did they receive)
         1. Inattentive
         2. Combined
      2. Child gender (which vignette did they receive)
         1. Male
         2. Female
      3. Years of teaching experience
         1. <5 years
         2. 5-10 years
         3. >10 years
      4. Teacher knowledge of ADHD
         1. Score on knowledge scale (0-25)
3. **Linear Regression**
   1. How well did these factors predict teachers’ likelihood to refer students for intervention? (outcome variable = average of Q25\_1)
      1. ADHD subtype (which vignette did they receive)
         1. Inattentive
         2. Combined
      2. Child gender (which vignette did they receive)
         1. Male
         2. Female
      3. Years of teaching experience
         1. <5 years
         2. 5-10 years
         3. >10 years
      4. Teacher knowledge of ADHD
         1. Score on knowledge scale (0-25)