

Supplementary Table 4. Example of new items generated from suggestions that endorsed by the panel

Part I. The evaluation of training content by experts

(a) Additional overall training topics	Trainees should learn about the significance of preventing adolescent suicide at the national level. For example, the Ministry of Education has publicly stated that it is necessary to improve teachers' ability to identify and intervene with children and adolescents' mental health problems through training, and emphasize the collaboration between school and family on this matter.
(1) The severity of suicide among adolescents and common feelings of a suicidal person	People with suicidal thoughts tend to attribute their pain and problems to themselves being not good enough, incompetent, or as their problems, without realizing that they may be their feelings are affected by psychological problems.
(2) Establish an accurate understanding of suicide	When deciding between life and death, most people would hesitate about which to choose, and this is the crucial time period for early identification and intervention.
(3a) Risk factors associated with suicide	Stress caused by the end of a relationship or by negative interpersonal relationships is a personal factor that increases the risk of suicide.
(3b) Identify the warning signs of suicide	If children had previously prepared tools for suicide or attempted suicide, whether it is actively terminated or passively terminated, physically injured or uninjured, it is a high-risk warning sign for suicide.

(4) Accurate ways of communicating suicide risk	Before talking about suicide, it is important to ensure that the child is in a stable emotional state, and that communication is conducted in a safe place.
(5) Assess suicide risk	Assessing suicide risk is a continuous and dynamic process, that needs to take into consideration the severity of the child's current risk of suicide (e.g., suicidal ideation, planning, or preparation), previous factors that trigger or prevent suicidal behavior, previous psychiatric diagnoses, and psychosocial status.
(6) Make a safety plan	Helping children recall the resources that have helped them stop suicide (i.e., their own positive coping style and support from others), could help them reflect on how they have successfully dealt with the suicide crisis, as well as help to strengthen these protective factors in time.
(7a – For Teacher's Training Only) Teachers communicate with parents about their children's suicide risk and find help for them	Teachers should identify children at risk of suicide, inform parents and school authorities in a timely manner, assist parents in referring their children to medical services for treatment, and restrict children's access to dangerous tools on school premises.
(7b - For Parent training only) Parents express support to their children and find resources for help	Parents need to be in a good state themselves to be competent in caring for their children, therefore they also need to pay attention to their own emotional needs, and learn to utilize internal and external resources to help themselves.

(8) In addition to aforementioned stigma and morbidity, other barriers that prevent children from seeking help, or prevent teachers or parents from providing help	The concerns of inappropriate assessment or fear of breaking the child's trust may be practical reasons that prevent trainees from offering help.
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Part II. Feasibility of Training Methods

The training should end with an online Question and Answer session with a crisis intervention specialist.

Part V. General Remarks

Recommendations for reducing harm	During the training, any teacher or parent who feels uncomfortable can leave the training anytime.
Additional intervention content or techniques	The training should allow trainee teachers to learn and practice skills of communicating with parents, especially those parents who are reluctant to admit that their child are struggling psychologically.
Suggested modifications to enhance localization	Training materials should include some resources available for referrals.
