

# Social, emotional and mental wellbeing in primary and secondary education

**[C] Qualitative evidence synthesis for universal  
curriculum approaches**

*NICE guideline NG223*

*Qualitative evidence synthesis underpinning recommendations  
1.2.1 to 1.2.8 in the NICE guideline*

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*These evidence reviews were developed  
by developed by the Public Health  
Guidelines team*



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## 1.1 Qualitative review question

Are universal classroom-based interventions acceptable to the children and young people receiving them, their parents or carers and to those delivering them?

What are the barriers and facilitators to using universal classroom-based interventions to promote social, emotional and mental wellbeing in children and young people?

### 1.1.1 Introduction

Social and emotional skills are key during children and young people’s development and may help to achieve positive outcomes in health, wellbeing and future success. Universal curriculum approaches aim to nurture these skills and can be taught during school in a cumulative approach whereby the skills acquired increase in complexity as appropriate to age and act as a foundation for further development.

Universal curriculum approaches are delivered within school, during usual school hours and as part of the school’s curriculum or approach to social and emotional learning in the context of the new legislation around Relationships Education. Curriculum content can include interventions to improve social, emotional and mental wellbeing that are standalone subjects. Social, emotional and mental wellbeing interventions can also be embedded in other subjects for example maths ‘which can prove beneficial in curriculum delivery’.

### 1.1.2 Summary of the protocol

**Table 1: PICO Table**

<b>Population</b>	<p>Children and young people (including those with SEND) in UK key stages 1 to 4 or equivalent in secondary education</p> <p>Young people in post-16 education (further education)</p> <ul style="list-style-type: none"> <li>• up to the age of 18 or 19 for young people without SEND</li> <li>• up to the age of 25 for young people with SEND</li> </ul> <p>Other populations</p> <ul style="list-style-type: none"> <li>• Teachers/practitioners delivering the interventions</li> <li>• Parents/Carers of children and young people receiving the interventions</li> </ul>
<b>Intervention</b>	<p>Universal curriculum content interventions to improve social, emotional, and mental wellbeing that are delivered at a group level without selecting for particular demographics within the target population (for example a whole classroom).</p> <p>These universal curriculum content interventions aim to do at least one of the following:</p> <ul style="list-style-type: none"> <li>• promote good social and emotional wellbeing or</li> <li>• prevent poor social and emotional wellbeing or</li> <li>• promote good mental wellbeing or</li> <li>• prevent poor mental wellbeing</li> </ul>
<b>Comparator</b>	<p>Not applicable for quantitative (survey) or qualitative (views and experiences) data.</p>

<b>Outcomes</b>	<b>Quantitative (survey)</b> Proportional data
	<b>Qualitative (views and experiences)</b> Views and experiences in terms of acceptability and barriers and facilitators of: <ul style="list-style-type: none"> <li>• teachers and practitioners delivering interventions</li> <li>• children and young people receiving interventions.</li> <li>• parents/carers of children and young people receiving the interventions</li> </ul>

### 1.1.3 Methods and process

This qualitative evidence synthesis was developed using the methods and process described in [Developing NICE guidelines: the manual and in the methods chapter](#). Methods specific to this question are described in the protocol in [Appendix A](#). As no quantitative survey data was found for review question 3.3, findings from review questions 3.2 and 3.3 have been combined into a single qualitative evidence review.

Declarations of interest were recorded according to [NICE's conflicts of interest policy](#).

### 1.1.4 Qualitative evidence

#### 1.1.4.1 Included studies

In total 47,322 references were identified through systematic searches. Of these, 558 references were considered relevant, based on title and abstract, to the protocols for universal approach interventions and were ordered for full-text review. Nine articles were ordered but not received, with the remaining 549 reviewed at full-text. Out of the 549 studies reviewed at full-text, 148 references were included and 401 were excluded. Of the 148 included references for universal interventions, 10 studies were included in this qualitative review only. An additional 3 studies were included in this qualitative review and the quantitative effectiveness review (see Evidence Review B).

#### 1.1.4.2 Excluded studies

See [Appendix F](#) for full list of excluded studies.

### 1.1.5 Summary of included qualitative studies

A summary of the qualitative studies that were included in this review is presented in Table 2: Summary of included qualitative studies

**Table 2: Summary of included qualitative studies**

Study/year (Country)	Data collection method(s)	Population (N)	Aim of the study	Intervention
Hutchinson 2018 (UK)	Interview and focus group	Children aged 10-11 years (N= 15)	To explore and understand the children's perceptions and experiences of how they were employing mindfulness in their daily lives in depth.	Paws .b

Study/year (Country)	Data collection method(s)	Population (N)	Aim of the study	Intervention
Skyrabina 2016 (UK)	Interview and focus group	Children, school staff and parents/carers who had taken part in the intervention (N= 182)	To summarise the views of children, parents, and school staff who participated in a randomised controlled trial of FRIENDS.	FRIENDS
Stallard 2013 (UK)	Interview and focus group	Adolescents aged 12-16 years (N= 42); school staff (N= 12); facilitators (N= 39)	To investigate the perceptions of facilitators, teachers, and young people of the process of a classroom-based CBT depression prevention programme in schools.	RAP UK
Ashworth 2018 (UK)	Interview	Teachers of Years 3 and 4 (N= 37)	To explore teachers' experiences and perceptions of the coaching model attached to two universal, school-based prevention and promotion programmes, GBG and PATHS, in order to help inform the development of social valid coaching models for UK schools	PATHS
Honess 2014 (UK)	Interview	Volunteers from a school that had been running the PATHS curriculum for more than a term (N= 7)	To make a contribution to the literature, particularly within UK based research, on the potential effectiveness of PATHS and to inform consideration of further implementation through the exploration of teacher perceptions of working with the curriculum and their views on whether it has had any effect on behaviour or children's approach to learning.	PATHS
Thomas 2017 (UK)	Interview	Year 4 pupils from an ethnically diverse comprehensive primary school (N= 16)	Year 4 pupils from an ethnically diverse comprehensive primary school in North West England where the first researcher was the link educational psychologist.	Paws .b
Wolfe 2014 (UK)	Interview	Parents whose children were being taught the UKRP (N= 8)	To inform the 'Working with parents and families' guideline by eliciting parents' views on a particular issue related to their child's schooling.	UKRP

Study/year (Country)	Data collection method(s)	Population (N)	Aim of the study	Intervention
Kirby 2021 (Northern Ireland)	Focus group study	Pupils aged 11 to 13 (key stage 3) who completed the intervention (N=39)	To explore participants' experiences of an intervention designed to prevent the development of negative states of mind and the precursors to hopelessness.	Hopeful minds
Punukollu 2020 (Scotland)	Interview study	Teachers involved in the programme (N=3)	To explore teachers' experiences of the SafeSpot programme, including their perceived strengths and limitations of the programme, as well as recommended adaptations and improvements.	SafeSpot Programme
Wigelsworth 2020 (Northern England)	Interview study	Teachers (unclear whether they had experience of the intervention) (N=10)	To explore teachers' perceptions of mindfulness-based interventions (MBIs) prior to implementation: their understanding of MBIs, their openness and acceptance of MBIs (for both themselves and their students) as well as their perceived need, barriers, and facilitators for such interventions	Mindfulness-based intervention
Wigelsworth 2018 (United Kingdom)	Focus group study Interview study	Number of pupils in focus groups not reported. Project officers (n=10), teaching assistant (n=1), class teacher (n=7) member of senior leadership team (n=4), SENCO (n=1), learning mentor (n=1).	To examine the impact of the FRIENDS for Life programme specifically in relation to its impact on primary school children's: <ul style="list-style-type: none"> <li>• Academic attainment at Key Stage 2</li> <li>• Health related outcomes</li> </ul> Subgroup effects were examined for: <ul style="list-style-type: none"> <li>• Children eligible for free school meals</li> <li>• Children with elevated internalising difficulties at baseline</li> </ul>	FRIENDS for Life
Sloan 2018 (United Kingdom)	Interview study	Teachers (n=16), headteachers (n=2), parents (n=8) pupils (n=48)	To test whether Zippy's Friends has an impact on children's academic attainment	Zippy's Friends



Study/year (Country)	Data collection method(s)	Population (N)	Aim of the study	Intervention
Humphrey 2018 (United Kingdom)	Interview study	Class teachers (n=106), PATHS co-ordinators (n=11), parents (n=9), pupils (n=11)	To examine the impact of the PATHS curriculum on the social and emotional well-being of children in primary schools in England.	PATHS
GBG: Good Behaviour Game; PATHS: Promoting Alternative Thinking Strategies; RAP UK: Resourceful Adolescent Programme for the United Kingdom; UKRP: United Kingdom Resilience Programme.				

See [Appendix D](#) for full evidence tables.

## 1.1.6 Summary of the qualitative evidence

### 1.1.6.2 Summary of themes and sub-themes

Iterative aggregation of codes generated the following key themes and sub-themes (table 3)

**Table 3: Summary of themes and sub-themes**

Major theme	Sub-themes
Perception of programme impact	Perceptions of children
	Perceptions of teachers
	Perceptions of parents
Programme structure, content and implementation	Programme structure
	Programme content
	Programme implementation
	Resource requirements
Support and guidance	Training, coaching and feedback
	Peer community
	Classroom management
	Programme generalisability
	Scepticism
Communication	School-parent communication
School environment	Impressions of the school
	Distractions

### 1.1.6.3 Summary of qualitative findings

The qualitative evidence for review questions 3.2 and 3.3 are presented in table 4.

**Table 4: Summary of qualitative findings**

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
<b>Theme 1: Perceptions of programme impact</b>				
<p><b>Perceptions of children:</b> Interventions helped children develop their emotional awareness and provided them with useful tools and strategies to help manage their emotions and relax. Participants in the intervention generally perceived an improvement in their social and emotional wellbeing and developed skills to regulate their emotions. General increases in positive feelings were reported by pupils. However, there was also suggestions that skills were not being generalised, possibly due to lack of reinforcement of the programme. There was also some evidence of children teaching skills to family members.</p> <p><i>"It's really helped me to keep my emotions under control and not be too dramatic or anything. It's helped me to control my feelings and my sister annoys me and I've learned how to control not getting angry with her."</i> [Skryabina 2016]</p>	<p>Hutchinson 2018 Skryabina 2016 Thomas 2017 Kirby 2021 Wigelsworth 2018</p>	<p>FRIENDS Paws .b Hopeful minds FRIENDS for Life</p>	<p>High</p>	<p>No concerns</p>
<p><b>Perceptions of teachers:</b> Teachers also felt that they benefitted from the interventions as it equipped them with languages, strategies and a better understanding of children's feelings. However some teachers reported an initial feeling of scepticism about the efficacy of interventions. General increases in positive feelings were reported by teachers. However, there was also suggestions that that skills were not being generalised, possibly due to lack of reinforcement of the programme. Teachers also believed that interventions were beneficial for children, but this was not necessarily reflected in impact evaluation of the interventions.</p>	<p>Honess 2014 Skryabina 2016 Wigelsworth 2018 Sloan 2018 Humphrey 2018</p>	<p>FRIENDS PATHS FRIENDS for Life Zippy's Friends</p>	<p>High</p>	<p>No concerns</p>

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
<i>"I ...have felt much more empowered. Um, and it's given me a strategy to know how to help them, rather than just saying 'oh, sit down, yeah, you're fine, you're fine, it'll be OK'." [Skryabina 2016]</i>				
<p><b>Perceptions of parents:</b> Baseline understanding of the interventions varied widely between parents and was largely dependent on previous parent experiences.</p> <p><i>"Yes, yes, I wasn't sure what it entirely would cover but I suppose at work I'd done sort of training courses on personal resilience and how you re-frame the situation..." [Wolfe 2014]</i></p>	Wolfe 2014	UKRP	Very low	Downgraded due to moderate concerns with methodological limitations and serious concerns with adequacy
<b>Theme 2: Programme structure, content and implementation</b>				
<p><b>Programme structure:</b> Interventions of a prescriptive nature were appreciated by newly qualified teachers as the curriculum was new to them. However, as they became more familiar with the intervention the ability to make appropriate adaptations would be useful. Teachers also would have preferred some interventions to have started at the beginning of the academic year as it is designed. Children appreciated interventions that were process-focussed rather than results-oriented but also believed some interventions could have been improved with additional or longer sessions.</p> <p><i>"... it is a very prescriptive programme to follow which when you're doing something new is very useful." [Honest 2014]</i></p> <p><i>"...the lessons could have been longer so we had more time to do the work book. Sometimes we read bits in the FRIENDS book and then we skipped a few pages...and then it didn't help us a lot, because some things that</i></p>	Honest 2014 Thomas 2017 Skryabina 2016 Wigelsworth 2020 Humphrey 2018	FRIENDS PATHS Paws .b Mindfulness-based interventions	Moderate	Downgraded due to moderate concerns with methodological limitations

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
<i>we skipped, they looked like they would help us...</i> [Skryabina 2016]				
<p><b>Programme content:</b> Children, teachers and parents all had generally positive views on the overall content of interventions, particularly the more practical elements. Reading and writing aspects of the programmes and accompanying workbooks were looked upon negatively. Some interventions could have been more targeted or age appropriate. Teachers identified that content pitched at an inappropriate level was a key barrier to intervention success. This required teachers to spend time adapting the content, which most felt was an additional time pressure on their already demanding workload. Teacher's appreciated detailed instructions and easy to use teaching materials.</p> <p><i>"I liked the one where you put the book on your head with a piece of paper, you draw with a pencil and you had to draw things without you looking so it was like, you were confident and you could do it."</i> [Skryabina 2016]</p>	<p>Stallard 2013 Wolfe 2014 Thomas 2017 Skryabina 2016 Punukollu 2020 Sloan 2018 Humphrey 2018</p>	<p>FRIENDS Paws .b RAP UK UKRP SafeSpot Programme Zippy's Friends PATHS</p>	Moderate	Downgraded due to moderate concerns with coherence
<p><b>Programme implementation:</b> School staff agreed that interventions could have been delivered in a greater number of shorter sessions in small groups. Pupil engagement relied heavily on the teacher/facilitator attitude and delivery of the programme. Schools were considered and appropriate environment to deliver interventions but required a great deal of organisation and communication. Teachers identified making mindfulness part of the curriculum and/or school day as a facilitator to intervention success. This would require supports from senior leadership teams. There was evidence of deviation and omission of</p>	<p>Stallard 2013 Honest 2014 Thomas 2017 Skryabina 2016 Wigelsworth 2020 Wigelsworth 2018 Humphrey 2018</p>	<p>FRIENDS PATHS Paws .b RAP UK Mindfulness-based interventions FRIENDS for Life</p>	Moderate	Downgraded due to moderate concerns with coherence

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
<p>prescribed activities and the overall lesson plan. Omissions were often reactive in response to time. Lack of support from senior management was identified as a key barrier to implementation success.</p> <p><i>“Had we had the opportunity to do small group-focussed mindfulness, it would have been amazing.”</i> [Thomas 2017]</p> <p><i>“That made such a crucial difference with the teacher’s attitude, just ... make or break ... whether it went ... how the class reacted to it.”</i> [Stallard 2013]</p>				
<p><b>Resource requirements:</b> Teachers commented that interventions should be prioritised allocated adequate space in the curriculum and resources. However, concerns were expressed regarding the sustainability of intervention due to cost and time requirements. Teachers reported lack of time for training and preparation as a barrier for intervention success. Difficulties timetabling interventions into the school day due to curriculum constraints was also reported. Activities were often omitted due to lack of time within sessions.</p> <p><i>“... because I think it’s the kind of thing where everybody assumes it’s going to be taught but if you don’t give it time in the curriculum ... but it’s not always done by osmosis really.”</i> [Honest 2014]</p>	<p>Stallard 2013 Honest 2014 Wigelsworth 2020 Wigelsworth 2018 Sloan 2018</p>	<p>RAP UK PATHS Mindfulness-based interventions FRIENDS for Life Zippy’s Friends</p>	<p>High</p>	<p>No concerns</p>
<p><b>Theme 3: Support and guidance</b></p>				
<p><b>Training, coaching and feedback:</b> School staff agreed that training and feedback was both important and useful. This allowed teachers to assess the fidelity and quality of their own programme delivery and helped them build confidence. The presence of a coach during the</p>	<p>Ashworth 2018 Honest 2014 Wigelsworth 2020 Sloan 2018</p>	<p>PATHS Mindfulness-based interventions Zippy’s Friends</p>	<p>Moderate</p>	<p>Downgraded due to moderate concerns with methodological limitations</p>

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
<p>sessions was also motivational for the school staff. Teachers considered comprehensive training as an important facilitator for successful intervention delivery, but commented it should not result in teachers having to spend longer hours at work. Teachers suggested training takes place during inset Continuing Professional Development days. Group-based teacher training was received positively.</p> <p><i>“Oh definitely I think the big session we had at the start of it all which implemented it as a staff, ‘cos we’ve all had the training together. We all understood it together ...”</i> [Honest 2014]</p> <p><i>“it’s almost that reassurance that what you’re doing is actually what you’re supposed to be doing”</i> [Ashworth 2018]</p>				
<p><b>Peer community:</b> Having a supportive community and friends was an important condition for practising the skills learnt from the intervention.</p> <p><i>“I would say Esme. is the person that tells me about mindfulness cos if I’m really upset she will come to me and say, “are you alright? Come on, let’s do a mindfulness practice”</i> [Hutchinson 2018]</p>	Hutchinson 2018	Paws .b	Very low	Downgraded due to moderate concerns with methodological limitations and serious concerns with adequacy
<p><b>Classroom management:</b> School staff found classroom management challenging and would have preferred greater insight into dealing with child behaviour issues, even if they did not experience them in their own class. The role of Class Teachers and Teaching Assistants was considered important in assisting with the classroom behaviour management.</p> <p><i>“if I had children with certain... behavioural difficulties then I think</i></p>	Stallard 2013 Ashworth 2018 Wigelsworth 2018	RAP UK PATHS FRIENDS for Life	High	No concerns

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
<i>I would like to call on her more”</i> [Ashworth 2018]				
<b>Programme generalisability:</b> Teachers would have appreciated advice on generalising the intervention into wider practice. <i>“just to talk through some of the strategies that... have been put through the past... about how they could be modified and... perhaps... extended beyond the classroom”</i> [Ashworth 2018]	Ashworth 2018	PATHS	Low	Downgraded due to serious concerns with adequacy
<b>Scepticism:</b> Some PATHS teachers reported a level of scepticism concerning the supervision provided. <i>“I got the impression she was coming in just to see how the programme was going, not necessarily to support us”</i> [Ashworth 2018]	Ashworth 2018	PATHS	Low	Downgraded due to serious concerns with adequacy
<b>Theme 4: Communication</b>				
<b>School-parent communication:</b> Parents had mixed views on the level of communication they received from schools. Some believed they had been provided with adequate information on the interventions, whilst others felt schools had not communicated with them at all. Parents being made aware of interventions and their benefits was frequently highlighted by teachers as a facilitator of intervention success. <i>“I had two or three meetings at school with the teachers and actually they came up with the idea about that.”</i> [Wolfe 2014] <i>“School hasn’t told me anything about that. I can’t remember having anything from school.”</i> [Wolfe 2014]	Wolfe 2014 Wigelsworth 2020	UKRP Mindfulness-based interventions	Low	Downgraded due to moderate concerns with methodological limitations and adequacy
<b>Theme 5: School environment</b>				
<b>Impressions of the school:</b> Parent’s impressions of the school tended to mirror their impressions of the intervention. Parents who	Wolfe 2014	UKRP	Very low	Downgraded due to moderate concerns with

Summary of review finding	Studies contributing to the review finding	Interventions contributing to the review finding	CERQual assessment	Explanation of GRADE-CERQual assessment
commented positively on the school generally, were almost always those who also commented positively on the intervention and vice versa. <i>“But overall the teachers are just so backing the children, it is really lovely to see.”</i> [Wolfe 2014] <i>“The teacher fobbed me off with saying it wasn’t vital what they do in that term. I thought well actually if it’s not vital why do you put it in there?”</i> [Wolfe 2014]				methodological limitations and serious concerns with adequacy
<b>Distractions:</b> Children experienced several challenges to the practice of mindfulness including distractions. <i>“I find it really hard to concentrate, if we do it in the class when we are having a lesson, and some people are outside and they are screaming and shouting and going yes well, when it’s like that, I’m trying but I can’t as my mind is concentrating on something else.”</i> [Hutchinson 2018]	Hutchinson 2018	Paws .b	Very low	Downgraded due to moderate concerns with methodological limitations and serious concerns with adequacy

See [Appendix E](#) for full GRADE-CERQual tables.

### 1.1.7 Mixed methods integration

The JBI methodology for mixed methods systematic reviews was used to guide the convergent segregated approach to integrating the quantitative ([evidence review B](#)) and qualitative reviews. The following questions were used to inform this integration:

#### **Are the results/findings from individual syntheses supportive or contradictory?**

The results from the quantitative data and qualitative data are somewhat contradictory. There was a general perception among children and teachers that the interventions were beneficial for those receiving them and improved their social and emotional wellbeing. However, there were relatively few interventions that showed significant improvements across the outcomes measured in these reviews. This was specifically highlighted by a RCT and process evaluation of Zippy’s Friends (Sloan 2018), which reported that teachers believed that interventions were beneficial for children, but this was not necessarily reflected in impact evaluation of the intervention.



### **Does the qualitative evidence explain why the intervention is/is not effective?**

The qualitative evidence highlighted time constraints and difficulties with timetabling as a barrier to successful implementation of interventions. A considerable number of interventions lasted several weeks, which may have contributed to a lack of significant effect demonstrated by multiple interventions across the measured outcomes. Additionally, distractions in the school setting were highlighted in the qualitative evidence as a barrier to practicing mindfulness. As interventions tended to be delivered in classrooms this may have contributed to the lack of significant effect shown for mindfulness interventions for all outcomes except anxiety / depression and academic outcomes.

### **Does the qualitative evidence explain differences in the direction and size of effect across the included quantitative studies?**

The qualitative data did not provide clear explanations for the size of effect variations in the quantitative data. However, it did highlight areas that could contribute to making universal curriculum interventions successful or unsuccessful. For example, appropriate training for staff and a strong peer community among children were identified as elements for intervention success. Lack of allocated time for interventions and timetabling issues were factors likely to make interventions unsuccessful.

### **Which aspects of the quantitative evidence were/were not explored in the qualitative studies and which aspects of the qualitative evidence were/were not tested in the quantitative studies?**

The limited overlap between the quantitative and qualitative findings for this review does not make any meaningful integration useful. This is predominantly because the qualitative evidence is very much focussed on process related understanding of very specific programmes. Regarding the Perceptions of Impact theme, the committee highlighted perceptions of children, teachers and parents are not objective measures for intervention efficacy. Therefore, there is limited benefit to integrating these qualitative and quantitative data, as was planned. The themes are very useful in understanding why the universal curriculum interventions worked (or did not work), but other than at a very superficial level they are unable (without substantial speculation) to explain the pupil level outcomes.

## **1.1.8 The committee's discussion and interpretation of the evidence**

### **1.1.8.1. The outcomes that matter most**

Qualitative outcomes were perspectives, values, beliefs, experiences and attitudes relating to the acceptability and barriers and facilitators of:

- teachers and practitioners delivering interventions
- children and young people receiving interventions.
- parents/carers of children and young people receiving the interventions

The committee agreed that it was very important to contextualise some of the subthemes formed from the qualitative evidence base. For example, perceptions of the programme were self-reported and should not be used as measures of programme effectiveness. Additionally, some of the findings from the 'training, coaching and feedback' sub-theme were specifically linked to the PATHS intervention and had limited generalisability. Furthermore, teachers liking the prescriptive nature of interventions (identified in the 'programme structure' sub-theme) only tended to apply to those who were new to delivering the intervention. Issues

surrounding over-prescriptiveness have been identified in the wider literature. Finally, the committee identified 'programme implementation' as an important sub-theme, which was explored extensively in process evaluations conducted by the Education Endowment Fund. These process evaluations were captured in grey literature searches. Overall, the committee agreed that the themes identified in this review mostly resonated with their experience of these programmes and the way that teachers and children and young people experience them.

#### **1.1.8.2 The quality of the evidence**

The committee acknowledged there was a limited evidence base of qualitative data. The evidence base comprised of thirteen UK-based studies, which captured nine universal interventions. The quality of evidence varied considerably, with GRADE-CERQual ratings ranging from very low to high. Methodological limitations and concerns with evidence adequacy were the main reasons for downgrading quality. The committee noted that grey literature inclusions from the Education Endowment Foundation website were important additions to the evidence base. As a result of these factors, the committee felt that the qualitative evidence should be used to contextualise and aid the interpretation of the quantitative evidence, but should not be the sole basis for any recommendations. Therefore no recommendations were made directly from this review.

#### **1.1.8.3 Benefits and harms**

The committee agreed that many of the findings presented in the analysis mirrored findings from their own experience. Regarding the 'perceptions of the programme', it was recognised that when considering implementation of an intervention, conditions for success would be better if the views of children are taken into account. Additionally, equipping teachers to understand benefits of interventions and involving and engaging parents and carers throughout the process also promotes conditions for success. Important contextual considerations should be taken into account when interpreting these findings. Primarily, findings were self-reported, post-hoc perceptions of programme impact and should not be considered an objective measure of programme effectiveness. The committee were not minded to make recommendations, as the evidence was relatively intervention specific.

#### **1.1.8.4 Cost effectiveness and resource use**

Cost-effectiveness and resource use is captured in the committee discussion of Evidence Review B.

#### **1.1.8.5 Other factors the committee took into account**

Other factors the committee took into account are captured in the committee discussion of Evidence Review B.

#### **1.1.9 Recommendations supported by this evidence review**

No recommendations were made from this evidence review.

## 1.1.10 References – included studies

### 1.1.10.1 Qualitative

- Ashworth, Emma, Demkowicz, Ola, Lendrum, Ann et al. (2018) Coaching Models of School-Based Prevention and Promotion Programmes: A Qualitative Exploration of UK Teachers' Perceptions. *School mental health* 10(3): 287-300
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# Appendices

## Appendix A – Review protocol

### Review protocol for Universal classroom interventions

Field	Content
PROSPERO registration number	CRD42020187307
Review title (50 Words)	Universal curriculum content for the promotion of social, emotional and mental wellbeing.
Review questions (250 words)	<p>Quantitative (effectiveness)</p> <p>3.1a What universal classroom-based interventions to promote social, emotional and mental wellbeing in children in primary education are effective and cost effective?</p> <p>3.1b What universal classroom-based interventions to promote social, emotional and mental wellbeing in children and young people in secondary and further education are effective and cost effective?</p> <p>Qualitative (views and experiences)</p> <p>3.2 Are universal classroom-based interventions acceptable to the children and young people receiving them, their parents or carers and to those delivering them?</p> <p>Qualitative and Quantitative (Survey data and views and experiences)</p> <p>3.3 What are the barriers and facilitators to using universal classroom-based interventions to promote social, emotional and mental wellbeing in children and young people?</p>
Objective	<p>Quantitative (effectiveness)</p> <p>[3.1a and 3.1b] To identify which universal curriculum-focused interventions to promote social, emotional and mental wellbeing are effective and cost-effective in terms of the social, emotional and mental wellbeing of children and young people in UK key stages 1 to 4 and post-16 education or equivalent.</p>

Field	Content
	<p>Qualitative (views and experiences)</p> <p>[3.2] To understand the acceptability of universal curriculum-focused social and emotional learning interventions for children and young people in UK key stages 1 to 4 and post-16 education or equivalent.</p> <p>[3.3] To identify the barriers and facilitators of universal curriculum-focused social and emotional learning interventions for children and young people in UK key stages 1 to 4 and post-16 education or equivalent either in UK.</p> <p>The purpose of this review is to identify which interventions work rather than which interventions work best.</p> <p>The implication of this is that any effective intervention arising from this evidence review and associated reviews (cost-effectiveness, acceptability and barriers/facilitators) will be recommended in a list of options for schools to use.</p>
Searches (300 words)	<p>Quantitative and Qualitative</p> <p>The following databases will be searched:</p> <p>Medline and Medline in Process (OVID)</p> <p>Embase (OVID)</p> <p>CENTRAL (Wiley)</p> <p>Cochrane Database of Systematic Reviews (Wiley)</p> <p>PsycINFO (Ovid)</p> <p>Social Policy and Practice (OVID)</p> <p>ERIC (Proquest)</p> <p>Web of Science</p> <p>Database functionality will be used, where available, to exclude:</p> <p>non-English language papers</p> <p>animal studies</p> <p>editorials, letters and commentaries</p>

Field	Content
	<p>conference abstracts and posters            registry entries for ongoing or unpublished clinical trials            dissertations            duplicates</p> <p>Searches will be restricted by:            January 2007 to date</p> <p>Secondary Databases            A simple keyword-based search approach will be taken in the following databases:            DARE (legacy database - records up to March 2014 only) (CRD)  <a href="#">National Guidelines Clearinghouse</a> (US Dept. of Health and Human Services)  <a href="#">Bibliomap</a> (eppicentre)  <a href="#">Dopher</a> (eppicentre)  <a href="#">Troph</a> (epicentre)</p> <p>Citation searching            Depending on initial database results, forward citation searching on key papers may be conducted, if judged necessary, using Web of Science (WOS). Only those references which NICE can access through its WOS subscription would be added to the search results. Duplicates would be removed in WOS before downloading.            The reference list of current (within 2 years) systematic reviews will be checked for relevant studies</p> <p>Websites            Web searches will also be conducted. <a href="#">Google</a> and <a href="#">Google Scholar</a> will be searched for some key terms and the first 50 results examined to identify any UK reports or publications relevant to the review that have not been identified from another source.</p> <p>Searches will also be conducted on key websites for relevant UK reports or publications:</p> <p>Websites</p>

Field	Content
	<p> <a href="#">PSHE association</a>  <a href="#">Public Health England</a>  <a href="#">Department of Health</a>  <a href="#">Department for Education</a>            Public Health Institute            Mentor-Adepis  <a href="#">OFSTED</a>  <a href="#">National Foundation for Educational Research</a>  <a href="#">Research in Practice</a>  <a href="#">Education Endowment Foundation</a>  <a href="#">Office for Children’s Commissioner</a>  <a href="#">Council for disabled children</a> </p> <p>Results will be saved to EPPI Reviewer. A record will be kept of number of records found from each database and of the strategy used in each database. A record will be kept of total number of duplicates found and of total results provided to the Public Health team.</p> <p>The searches will be re-run 6 weeks before final submission of the review and further studies retrieved for inclusion. The full search strategies for MEDLINE database will be published in the final review.</p>
Condition or domain being studied (200 words)	Social, emotional and mental wellbeing
Population (200 words)	Quantitative and Qualitative Population Children (including those with SEND) in UK key stages 1 and 2 or equivalent in primary education Children and young people (including those with SEND) in UK key stages 3 to 4 or equivalent in secondary education Young people in post-16 education (further education)

Field	Content
	<p>up to the age of 18 or 19 for young people without SEND            up to the age of 25 for young people with SEND</p> <p>Qualitative (views and experiences) and quantitative (survey data) only</p> <p>Other populations:            Teachers/practitioners delivering the interventions            Parents/Carers of children and young people receiving the interventions</p> <p>Setting            The following educational settings will be included:            Schools providing primary and secondary education including maintained schools, schools with a sixth form, academies, free schools, independent schools, non-maintained schools, and alternative provision including pupil referral units (see Department for Education's Types of school).            Special schools.            Further education colleges for young people, generally between the ages of 16 and 18.            Young offender institutions.            Secure children's homes.            Secure training centres.            Secure schools.</p> <p>Exclusion:            Population            Children in early years foundation stage (EYFS) (Where the studies define the population by age/UK key stage, we will only exclude if more than 50% of the population is in EYFS.)            Young people not in education.            Young people in higher education            Setting            Private homes</p>



Field	Content
Intervention (200 words)	<p>Universal curriculum content interventions to improve social, emotional and mental wellbeing that are delivered to an unselected population (for example whole classroom).</p> <p>These universal curriculum content interventions aim to do at least one of the following:            promote good social and emotional wellbeing or            prevent poor social and emotional wellbeing or            promote good mental wellbeing or            prevent poor mental wellbeing</p>
Comparator (200 words)	<p>Quantitative (effectiveness) Usual practice (can include no intervention or delayed start of intervention)</p> <p>Quantitative (survey) Not applicable</p> <p>Qualitative (views and experiences) Not applicable</p>
Types of study to be included (150 words)	<p>Quantitative (Effectiveness)</p> <p>Systematic reviews of RCTs Randomised controlled trials Quantitative (Survey) Mixed-method studies with a quantitative component Survey or other cross-sectional studies that report on barriers and facilitators to these interventions.</p> <p>Qualitative (Views and experiences)</p>

Field	Content
	Qualitative studies of interventions for example focus groups and interview-based studies or mixed-methods studies with a qualitative component
Other exclusion criteria (no separate section for this to be entered on PROSPERO – it gets included in the section above so within that word count)	<p>Quantitative (effectiveness) Papers published in languages other than English will be excluded. Studies from countries outside of OECD list (n=36) will be excluded. Studies published before the year 2007 will be excluded. Studies not published in full text (e.g. protocols or summaries) will be excluded. Studies that do not have a control group.</p> <p>Quantitative (survey) Studies from outside the UK will be excluded. Papers published in languages other than English will be excluded. Studies published before the year 2007 will be excluded. Studies not published in full text (e.g. protocols or summaries) will be excluded.</p> <p>Qualitative (views and experiences) Studies from outside the UK will be excluded. Papers published in languages other than English will be excluded. Studies published before the year 2007 will be excluded. Studies not published in full text (e.g. protocols or summaries) will be excluded.</p>
Context (250 words)	<p>Population and setting: Unselected population of children in UK key stages 1 to 4 and post-16 education or equivalent in primary, secondary and further education. Within this, there may be differences in context depending on type of school, geographical location or socioeconomic status as well as subgroups of children such as those with special educational needs and disabilities.</p>

Field	Content
	<p>Intervention:            Universal education delivered within school, during usual school hours and as part of the school's curriculum or approach to social and emotional learning in the context of the new legislation around Relationships Education.</p> <p>Social and emotional skills are key during children and young people's development that may help to achieve positive outcomes in health, wellbeing and future success. These skills can be taught during primary and secondary school in a cumulative approach whereby the skills acquired increase in complexity as appropriate to age and act as a foundation for further development in secondary school.</p> <p>Curriculum content can include interventions to improve social, emotional and mental wellbeing that are standalone subjects. Social, emotional and mental wellbeing interventions can also be embedded in other subjects e.g maths 'which can prove beneficial in curriculum delivery'</p>
<p>Primary outcomes (critical outcomes) (200 words)</p> <p>(200 words)</p>	<p>Quantitative (effectiveness)</p> <p>Social and emotional wellbeing outcomes            Any validated child or young person, parent or teacher measure of mental, social, emotional or psychological wellbeing categorised as:            Social and emotional skills and attitudes (such as knowledge)            Emotional distress (such as depression, anxiety and stress)            Behavioural outcomes that are observed (such as positive social behaviour; conduct problems)</p> <p>Academic outcomes            Academic progression and attainment</p> <p>Other outcomes            Quality of life</p>

Field	Content
	<p>Quantitative (survey)            Proportional data</p> <p>Qualitative (views and experiences)            Views and experiences in terms of acceptability and barriers and facilitators of:            teachers and practitioners delivering interventions            children and young people receiving interventions.            parents/carers of children and young people receiving the interventions</p>
Timings and measures	<p>Quantitative (effectiveness)            At least 12 months            Studies that report outcomes at less than 12 months will be downgraded for indirectness.</p> <p>Quantitative (survey)            Not applicable</p> <p>Qualitative (views and experiences)            Not applicable</p>
<p>Secondary outcomes (important outcomes) (200 words)</p> <p>(200 words)</p>	<p>Quantitative (effectiveness)            School attendance            School exclusions            Unintended consequences (e.g. stigma, reinforcement of negative behaviours)</p> <p>Quantitative (survey)            None</p> <p>Qualitative (views and experiences)            None</p>

Field	Content
Data extraction (selection and coding) (300 words)	<p>All references identified by the searches and from other sources will be uploaded into EPPI-R5 and de-duplicated.</p> <p>This review will use the EPPI-R5 priority screening functionality.</p> <p>At least 50% of the identified abstracts (or 1,000 records, if that is a greater number) will be screened.</p> <p>After this point, screening will only be terminated if a pre-specified threshold is met for a number of abstracts being screened without a single new include being identified. This threshold is set according to the expected proportion of includes in the review (with reviews with a lower proportion of includes needing a higher number of papers without an identified study to justify termination) and is always a minimum of 500.</p> <p>A random 10% sample of the studies remaining in the database when the threshold is met will be additionally screened, to check if a substantial number of relevant studies are not being correctly classified by the algorithm, with the full database being screened if concerns are identified.</p> <p>The full text of potentially eligible studies will be retrieved and will be assessed in line with the eligibility criteria outlined above (see sections 6-10).</p> <p>A standardised EPPI-R5 template will be used when extracting data from studies (this is consistent with the <a href="#">Developing NICE guidelines: the manual</a> section 6.4).</p> <p>Details of the intervention will be extracted using the TIDieR checklist in EPPI-R5.</p> <p>Outcome data will be extracted into EPPI-R5 as reported in the full text.</p> <p>Study investigators may be contacted for missing data where time and resources allow.</p>

Field	Content
Risk of bias (quality) assessment (200 words)	<p>Risk of bias will be assessed on an outcome basis using the NICE preferred study design appropriate checklists as described in <a href="#">Developing NICE guidelines: the manual</a> (Appendix H)</p> <p>Systematic reviews: ROBIS Individual RCTs: Cochrane risk of bias tool 2.0 Cluster RCTs: Cochrane risk of bias tool 2.0</p> <p>Quantitative (Survey) Risk of bias will be assessed on an outcome basis using the NICE preferred study design appropriate checklist for surveys as described in <a href="#">Developing NICE guidelines: the manual</a> (Appendix H) CEBM checklist</p> <p>Qualitative (views and experiences) Risk of bias will be assessed on an outcome basis using the following NICE preferred study design appropriate checklist for qualitative studies as described in <a href="#">Developing NICE guidelines: the manual</a> (Appendix H) CASP qualitative checklist</p>
Strategy for data synthesis (300 words)	<p>Quantitative (effectiveness) The primary outcomes will be categorised at data extraction into four categories: social and emotional skills emotional distress behavioural outcomes and academic outcomes.</p> <p>The secondary outcomes will be extracted as reported in the text.</p> <p>It is anticipated that the studies included will be heterogeneous with respect to interventions and outcomes.</p>

Field	Content
	<p>Where meta-analysis is appropriate, the data will be pooled in a standard pair-wise meta-analysis within the categories above using a random effects model to allow for the anticipated heterogeneity. Dichotomous data will be pooled where appropriate and the effect size will be reported using risk ratios in a standard pair-wise meta-analysis.</p> <p>Continuous outcomes reported on the same scale will be pooled in a standard pair-wise meta-analysis using mean difference where possible.</p> <p>Continuous outcomes not reported on the same scale will be pooled using a standardised mean difference in a standard pair-wise meta-analysis.</p> <p>Methods for pooling cluster randomised controlled trials will be considered where appropriate. Unit of analysis issues will be dealt with according to the methods outlined in the Cochrane Handbook. Unexplained heterogeneity will be examined where appropriate with a sensitivity analysis based on risk of bias.</p> <p>Where appropriate, the quality or certainty across all available evidence will be evaluated for each outcome using an the 'Grading of Recommendations Assessment, Development and Evaluation (GRADE) toolbox' developed by the international GRADE working group <a href="http://www.gradeworkinggroup.org/">http://www.gradeworkinggroup.org/</a></p> <p>If the studies are found to be too heterogeneous to be pooled statistically, a narrative approach will be conducted and evidence statements used to summarise the findings.</p> <p>Where a pair-wise meta-analysis has been conducted, a meta-regression looking at combinations of components may be undertaken if there are a sufficient number of studies identified for each variable (at least n=10),</p> <p>Quantitative (survey)        Where appropriate, the quality or certainty across all available evidence will be evaluated for each outcome using the GRADE approach.</p> <p>Qualitative (views and experiences)</p>

Field	Content
	<p>The key themes and supporting statements from the studies will be categorised into themes relevant to the review across all studies using a thematic analysis.</p> <p>Where appropriate, the quality or certainty across all available evidence will be evaluated for each outcome using the GRADE CERQual approach.</p> <p>Integration of data As we have included different types of data from different sources as follows: Quantitative effectiveness data from intervention studies (RQ3.1a &amp; RQ3.1b) cross-sectional data from surveys on barriers and facilitators (RQ3.3) Qualitative acceptability data related to interventions (RQ3.2) barriers and facilitators (RQ3.3)</p> <p>An inductive convergent segregated approach will be undertaken to combine findings from each review. Where possible qualitative and quantitative data will be integrated using tables.</p> <p>Where quantitative and qualitative data comes from: the same study, the technical team will present the qualitative analytical themes next to quantitative effectiveness data for the committee to discuss. different studies, the committee will be asked to interpret both sets of finding using a matrix approach for the committee discussion section</p>
Type of method of review	Intervention
Language	English
Country	England
Named contact	5a. Named contact Public Health Guideline Development Team



Field	Content
	<p>5b Named contact e-mail            PHAC@nice.org.uk</p> <p>5c Named contact address            National Institute for Health and Care Excellence            Level 1A City Tower            Piccadilly Plaza            Manchester            M1 4BD</p> <p>5d Named contact phone number            +44 (0)300 323 0148</p> <p>5e Organisational affiliation of the review            National Institute for Health and Care Excellence (NICE) and NICE Public Health Guideline Development Team.</p>
Review team members	<p>From the Centre for Guidelines:            Hugh McGuire, Technical Adviser            Sarah Boyce, Technical Analyst            Lesley Owen, Health economist            Rachel Adams, Information Specialist            Chris Carmona, Technical Adviser            Giacomo De Guisa, Technical Analyst            Adam O’Keefe, Project Manager</p>

Field	Content
Funding sources/sponsor	This systematic review is being completed by the Centre for Guidelines which receives funding from NICE.
Conflicts of interest	All guideline committee members and anyone who has direct input into NICE guidelines (including the evidence review team and expert witnesses) must declare any potential conflicts of interest in line with NICE's code of practice for declaring and dealing with conflicts of interest. Any relevant interests, or changes to interests, will also be declared publicly at the start of each guideline committee meeting. Before each meeting, any potential conflicts of interest will be considered by the guideline committee Chair and a senior member of the development team. Any decisions to exclude a person from all or part of a meeting will be documented. Any changes to a member's declaration of interests will be recorded in the minutes of the meeting. Declarations of interests will be published with the final guideline.
Collaborators NB: This section within PROSPERO does not have free text option. Names of committee members to be inserted individually by the project manager and any additional collaborators	Development of this systematic review will be overseen by an advisory committee who will use the review to inform the development of evidence-based recommendations in line with section 3 of Developing NICE guidelines: the manual.  Members of the guideline committee are available on the NICE website.
Other registration details (50 words)	None
Reference/URL for published protocol	None
Dissemination plans	NICE may use a range of different methods to raise awareness of the guideline. These include standard approaches such as:  notifying registered stakeholders of publication publicising the guideline through NICE's newsletter and alerts issuing a press release or briefing as appropriate, posting news articles on the NICE website, using social media channels, and publicising the guideline within NICE.

Field	Content	
Keywords	Social, emotional and mental wellbeing, universal curriculum approaches, children and young people	
Details of existing review of same topic by same authors (50 words)	None	
Current review status	X	Ongoing
	<input type="checkbox"/>	Completed but not published
	<input type="checkbox"/>	Completed and published
	<input type="checkbox"/>	Completed, published and being updated
	<input type="checkbox"/>	Discontinued
Additional information	None	
Details of final publication	<a href="https://www.nice.org.uk/">https://www.nice.org.uk/</a>	

## Appendix B – Literature search strategies

Please see below for Medline strategy. For full search strategies refer to the searches document on the [guideline webpage](#).

### Database name: Medline

Database: Ovid MEDLINE(R) <1946 to September 21, 2020>

Search Strategy:

- 
- 1 ((Social or emotional or social-emotional or socio or socio-emotional or pro-social or prosocial) and (wellbeing or well-being or wellness or learn\* or competenc\* or skills)).ti,ab. (77780)
  - 2 ((SEL or SEAL or SEBS or EWB or EMHWB) and (school\* or class\* or curricul\* or intervention\* or program\*)).ti,ab. (1620)
  - 3 ("social learner\*" or "social learning").ti,ab. (2467)
  - 4 (resilien\* or coping).ti,ab. (68742)
  - 5 Adaptation, Psychological/ or Resilience, Psychological/ (99149)
  - 6 (self-control or "emotional regulation" or self-aware\* or self-efficacy or self-regulat\* or self-confiden\* or self-management or self-esteem or self-concept or "emotional intelligence" or mindful\*).ti,ab. (83731)
  - 7 Emotional Intelligence/ (2154)
  - 8 exp Self Concept/ (110417)
  - 9 Emotional Adjustment/ or Social Adjustment/ (23951)
  - 10 ((social or interpersonal or communication or relationship\*) adj2 (skill\* or competence\* or attribute\*)).ti,ab. (19797)
  - 11 (friendship\* or friends).ti,ab. (26352)
  - 12 ((social or peer or peers) adj2 (group\* or network\*)).ti,ab. (25987)
  - 13 empathy.ti,ab. (9854)
  - 14 ("social awareness" or socialisation or socialization or "social interaction\*" or "social inclusion").ti,ab. (23520)
  - 15 Social Skills/ or Social Behavior/ or Social Values/ (73492)
  - 16 ("personal development" or "youth development").ti,ab. (2191)
  - 17 ("decision making" or "problem solv\*" or problem-solv\*).ti,ab. (124516)
  - 18 Decision Making/ (95890)
  - 19 Problem Solving/ (24899)
  - 20 (bully\* or bullies or anti-bully\* or "anti bully\*" or antibully\* or cyber-bully\* or "cyber bully\*" or cyberbully\* or victimis\* or victimiz\* or stigma or anti-stigma or "anti stigma" or antistigma or prejudice\*).ti,ab. (34249)
  - 21 (delinquen\* or anti-social or "anti social" or antisocial or "conduct disorder\*" or "risky behavio\*" or "problem behavio\*" or (behavio\* adj problem\*)).ti,ab. (36063)
  - 22 (((substance or drug\* or alcohol) adj3 ("use" or abuse or misuse)) and (prevent\* or reduc\*)).ti,ab. (50561)
  - 23 ((exclu\* or expulsion or expel\* or absent\* or truant\* or truancy or conflict or violent or violence or disengage\*) and school\*).ti,ab. (13080)

- 24 bullying/ or cyberbullying/ or problem behavior/ (6476)
- 25 ((school\* or academic) adj2 (achieve\* or attain\* or engage\* or progress\* or motivat\* or connectedness or belonging)).ti,ab. (8041)
- 26 Mental Health/ (39108)
- 27 (mental adj2 (health or wellbeing or well-being or "well being" or wellness)).ti,ab. (120613)
- 28 ((psychological or "psycho social" or psycho-social or psychosocial) adj2 (wellbeing or "well being" or well-being)).ti,ab. (10497)
- 29 (anxiety or anxious or depression or depressed or depressive or stress).ti,ab. (1040473)
- 30 or/1-29 (1763666)
- 31 ("Aban Aya" or "Academic and Behavioural Competency Program\*" or "Active Citizens in Schools" or ACIS or "Adolescent Decision Making Program\*" or "ALERT plus" or "Alcohol Education Package" or "Alcohol Education Program\*" or "Alcohol Screening and Brief Intervention" or "All Stars" or "Al's Pals" or "Alternatives to Trouble" or "Amazing Alternatives" or "Anti-bullying Program\*" or "Attention Academy" or "Aussie Optimism" or BARR or "BBBS Ireland" or "Be the Best You can Be" or "Beat Bullying" or Beatbullying or "Befriending Intervention" or BeyondBlue or "Big Brothers Big Sisters" or "Bounce Back" or "Boys and Girls Club" or "Breathing Awareness Meditation" or "Building Assets Reducing Risks" or "Building Resiliency and Vocational Excellence" or "Bully Proofing" or Bullyproofing or "Bullying Eliminated from Schools Together").ti,ab. (31676)
- 32 (CAPSLE or CASEL or "Caring School Community" or CharacterPlus or "Child Development Initiative" or "Circle Time" or "Classroom Centred Intervention" or "Classroom Centred Program\*" or "Class-wide Function-based Intervention" or "Climate Schools" or Climb-UP or CMCD or "Coalition for Youth Quality of Life" or "Comer School Development Program\*" or "Communities that Care" or "Community of Caring" or "Competence Support Program\*" or "Competent Kids Caring Communities" or "Conscious Coping" or "Consistency Management and Cooperative Discipline" or "Coping Koala" or "Coping Power" or "Counsellor Peers" or "Creating a Peaceful School Learning Environment" or Cues-ed or CSRP or "Cultivating Awareness and Resilience in Education").ti,ab. (501)
- 33 ("Early Risers" or "EiE-L" or "Empathic Discipline" or "Empower Youth" or "Engage in Education" or "Expect Respect" or "Expeditionary Learning" or "Facing History and Ourselves" or "Families and Schools Together" or "Family Check-up" or "Family School Partnership" or "Family SEAL" or "Fast Track" or "FearNot\*" or "First Steps to Success" or "Formalised Peer Mentoring" or "Foundations of Learning" or "Fourth R-Skills" or "Fourth Step" or "Friendly Schools" or "FRIENDS program\*" or FSP or "Gang Resistance Education and Training" or Gatehouse or GBG or "Get Wise" or "Girls First" or "Going for Goals" or "Going Places" or "Good Behaviour Game" or "Grades Attendance and Behaviour" or "Guided Self-change" or HASSP or "Head Start" or "healthy active peaceful playgrounds" or "Healthy for Life" or "Healthy Futures" or "Healthy Lifestyles" or "Healthy Minds in Teenagers" or "Healthy Relationships Training Program\*" or "Healthy Schools and Drugs" or "Here's Looking at You" or HighScope or "Home and School Support Program\*" or "How to Thrive" or "I Can Problem Solve" or ICPS or "ICAN Kids" or "Improving Social Awareness" or "Incredible Years" or "Inner Explorer" or InnerKids or "Inspiring Futures" or "Interpersonal Cognitive Problem Solving Skills" or "In:tuition" or "ISA-SPS" or Jigsaw).ti,ab. (13869)
- 34 ("Keepin\* It REAL" or "Kia Kaha" or KiVa or "klar bleiben" or "Knighly Virtues" or "Know Your Body" or "Learning for Life" or "Learning to BREATHE" or "Lessons for Living" or "Lessons in Character" or "Life Skills Program\*" or "Life Skills Training" or Lift or "Linking the Interests of Families

and Teachers" or "Lions Quest" or "Living with a Purpose" or "Love in a Big World" or LST or "Master Mind" or "Match Model" or "Michigan Model for Health" or "Middle School Success" or "Midwest\* Prevention Project" or "Millennium Volunteers" or "Million Dollar Machine" or "Mind Up" or MindUP or MindfulKids or "Mindfulness in Schools" or MISP or "Mood Gym" or "My Character" or "My Teaching Partner" or "New Beginnings" or Narconon or OBPP or Olweus or "Open Circle" or "Op Volle Kracht" or "Over to You").ti,ab. (11171)

35 (Paths or PATHstoPAX or "Paws B" or "Peace Builders" or "Peace Works" or "Peacemaking Skills for Little Kids" or "Peer Mentoring" or "Peer Acceleration Social Network" or "Penn Resiliency Program\*" or "Personality Risk Factors" or PESSOA or Playworks or Ploughshares or "Positive Action" or "Positive Alternative Learning Support" or "Positive Adolescent Life Skills" or "Positive Youth Development Program\*" or "Preparation through Responsive Education" or "Primary SEAL" or "Prime for Life" or "Proactive Classroom" or Pro-ACT or "Problem Solving Program\*" or Progetto or "Project A.T.T.E.N.D." or "project ALERT" or "project CHARLIE" or "Project Northland" or "Project Pride" or "project SMART" or "Project Based Learning" or "Project STAR" or "Promoting Alternative Thinking Strategies" or "Puppets for Peace" or "Pyramid Project" or "Raising Healthy Children" or RCCP or ReachOut or "Reaching Adolescents for Prevention" or "Reading Apprenticeship" or "Reading, Writing, Repect and Resolution" or "Recognizing, Understanding, Labeling, Expressing and Regulating Emotions" or "Reconnecting Youth" or REDI or "Resilience Program\*" or "Resilient Families" or "Resolving Conflict Creatively" or "Respect Program\*" or "Responsive Classroom" or "Risk Training Skills" or "Rochester Resilience Program\*" or "Resourceful Adolescent Program\*" or "Roots of Empathy" or Rtime or Ruler).ti,ab. (19411)

36 ("Safe and Civil Schools" or "Safe Dates" or "SafERteens" or "Say Yes First" or SBIRT or "School-based Resilience Intervention" or "School Health and Alcohol Harm Reduction Project" or "School-wide Positive Behavioural Interventions and Support" or "Second Step" or SS-SSTP or "Secondary SEAL" or "Seattle Social Development Project" or "SEED Scotland" or "Self-determination Program\*" or "Self-management and Resistance Training" or "Service Learning" or "SFP10-14" or SHAHRP or "Siblings are Special" or SIBS or "Skills for Adolescence" or "Skills for Change" or "Skills for Success" or SingUp or "Social Competence Training" or "Social Decision Making" or "Social Norms" or "Social Problem Solving Skills" or "Social Skills Group Intervention\*" or "Social Skills Training" or "South Carolina Program\*" or "Smart Moves" or "S.S.GRIN" or SST or "Steg fur Steg" or STAMPP or "STARS for Families" or "Start Taking Alcohol Risks Seriously" or "Staying Calm" or "Step II" or "Steps towards Alcohol Misuse Prevention" or "Talk about Alcohol" or "Step-by-Step" or "Steps to Respect" or "Stop Breathe Be" or "Strengthening Families Program\*" or "Strengths Gym" or "Stress Inoculation Training" or "Stress Management Intervention" or "Student Success Skills" or "Student Success through Prevention" or "Student Threat Assessment" or "Success for Kids" or SWPBIS or SWPBS or "Teach Team" or "Teen Outreach Program\*" or "Teen Talk" or "Theatre in Education" or "The GOOD life" or "The Incredible Years" or "Think Feel Do" or "Think Well, Do Well" or "Too Good for Violence" or "Tools for Getting Along" or "Tools of the Mind" or "Towards no drug abuse" or "Transition Mentoring" or "Tribes Learning Communities" or "UK Resilience Program\*" or "Unique Minds" or ViSC or "Wise Mind" or Woodrock or YogaKid\* or "Yo Puedo" or "You Can Do It!" or "Youth Development Project" or "Youth Matters" or "Zippy's Friends" or "21st Century Community Learning" or "4Rs").ti,ab. (32480)

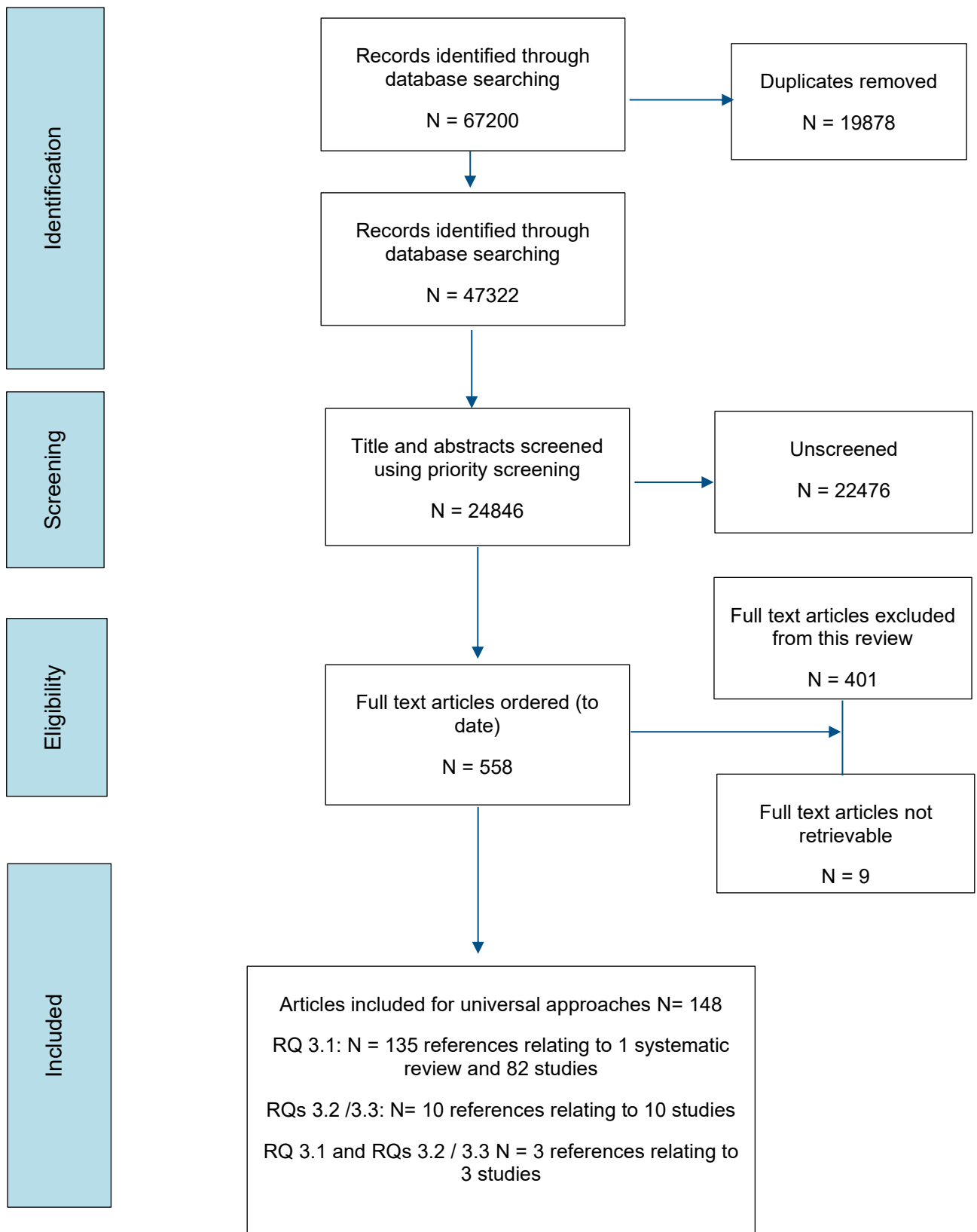
- 37 (PSHE or "personal social health" or PSE or "personal and social education" or SMSC or "spiritual moral social and cultural").ti,ab. (2268)
- 38 ("positive behavio\* intervention\*" or "positive behavio\* support" or PBIS).ti,ab. (187)
- 39 ("school-wide positive behavio\* support\*" or SWPBS).ti,ab. (4)
- 40 "relationships and sex education".ti,ab. (4)
- 41 or/31-40 (110898)
- 42 30 and 41 (14752)
- 43 (mindful\* or meditat\* or yoga).ti,ab. (12908)
- 44 Mindfulness/ or Meditation/ or Yoga/ (7952)
- 45 "life skills".ti,ab. (903)
- 46 "motivational interview\*".ti,ab. (3378)
- 47 Motivational Interviewing/ (1888)
- 48 ((brief or opportunist\* or concise or short or direct) adj3 (counsel\* or advice\* or advise\* or advisor\* or therap\* or support\* or guide\* or guidance\* or intervention\*)).ti,ab. (31871)
- 49 ((behaviour\* or behavior\* or cognitive) adj3 (technique\* or therap\* or chang\* or modify or modifies or modifying or support\* or intervention\* or session\* or program\* or workshop\*)).ti,ab. (119612)
- 50 counseling/ or directive counseling/ or child guidance/ or psychology, adolescent/ (52429)
- 51 Behavior Therapy/ or Cognitive Behavioral Therapy/ (52716)
- 52 (skills adj1 (train\* or teach\* or educat\* or develop\*)).ti,ab. (9521)
- 53 ((peer or pastoral or teacher\*) adj2 (educat\* or support\* or group\* or led)).ti,ab. (11763)
- 54 (prevent\* and (intervention\* or program\*)).ti,ab. (210438)
- 55 "intervention program\*".ti,ab. (13835)
- 56 "social and emotional learning program\*".ti,ab. (28)
- 57 "play therap\*".ti,ab. (377)
- 58 ("mental health" adj3 (intervention\* or program\*)).ti,ab. (5492)
- 59 ((Wellbeing or "well being" or well-being) adj3 (intervention\* or therap\*)).ti,ab. (1042)
- 60 ((HIIT or fitness or "physical activity") adj2 (intervention or program\*)).ti,ab. (4796)
- 61 ((questionnaire\* or survey\* or self-report\* or "self report\*" or assessment\*) adj3 (school\* or class or classroom\* or pupil\* or student\* or teach\*)).ti,ab. (24811)
- 62 or/43-61 (484103)
- 63 (classroom\* or "whole class\*" or whole-class\*).ti,ab. (14258)
- 64 ((multi\*-component or multicomponent or "multi\* component" or universal or brief or "group based" or group-based or groupbased or "group work\*" or group-work\* or groupwork\* or "small group\*" or small-group\* or targeted) and (intervention\* or program\* or project\* or pilot\* or initiative\* or approach\* or activit\* or lesson\* or curricul\*)).ti,ab. (208759)
- 65 ("whole school\*" or whole-school\* or wholeschool\* or "school wide" or school-wide or schoolwide or "school based" or school-based or schoolbased).ti,ab. (11813)
- 66 (school\* adj3 (ethos or culture or life or environment or governance or policy or policies or leadership or SLT)).ti,ab. (6050)
- 67 (school\* and (intervention\* or program\*)).ti,ab. (67253)
- 68 or/63-67 (287833)
- 69 62 and 68 (62272)

- 70 30 and 69 (26390)
- 71 (school\* or pupil\* or student\* or teach\* or curricul\* or lesson\* or learner\* or learning or syllabus).ti,ab. (795925)
- 72 (((city or technical) and (academy or academies or college\*)) or sixth-form\* or "sixth form\*" or "6th form\*" or "lower six\*" or "upper six\*" or "post 16" or post-16 or "further education").ti,ab. (4912)
- 73 ("secure children\* home\*" or "young offender\* institution\*" or "secure training cent\*" or "secure school\*").ti,ab. (52)
- 74 ("year one" or "year 1" or "year two" or "year 2" or "year three" or "year 3" or "year four" or "year 4" or "year five" or "year 5" or "year six" or "year 6" or "year seven" or "year 7" or "year eight" or "year 8" or "year nine" or "year 9" or "year ten" or "year 10" or "year eleven" or "year 11" or "year twelve" or "year 12" or "year thirteen" or "year 13" or "key stage one" or "key stage 1" or "key stage two" or "key stage 2" or "key stage three" or "key stage 3" or "key stage four" or "key stage 4" or "key stage five" or "key stage 5" or KS1 or KS2 or KS3 of KS4 or KS5 or "grade one" or "grade 1" or "grade two" or "grade 2" or "grade three" or "grade 3" or "grade four" or "grade 4" or "grade five" or "grade 5" or "grade six" or "grade 6" or "grade seven" or "grade 7" or "grade eight" or "grade 8" or "grade nine" or "grade 9" or "grade ten" or "grade 10" or "grade eleven" or "grade 11" or "grade twelve" or "grade 12" or "first grade" or "1st grade\*" or "second grade\*" or "2nd grade\*" or "third grade\*" or "3rd grade\*" or "fourth grade\*" or "4th grade\*" or "fifth grade\*" or "5th grade\*" or "sixth grade\*" or "6th grade\*" or "seventh grade\*" or "7th grade\*" or "eighth grade\*" or "8th grade\*" or "ninth grade\*" or "9th grade\*" or "tenth grade\*" or "10th grade\*" or "eleventh grade\*" or "11th grade\*" or "twelfth grade\*" or "12th grade\*").ti,ab. (105865)
- 75 curriculum/ or schools/ or teaching/ or school health services/ or school nursing/ or school teachers/ (169056)
- 76 or/71-75 (932670)
- 77 (medical or medicine or dental or dentist\* or doctor\* or physician\* or nursing or "teaching hospital\*" or undergraduate\* or graduate\* or postgraduate\* or preschool\* or pre-school\* or nursery or "higher education" or university or universities).ti,ab. (2254098)
- 78 76 not 77 (599715)
- 79 exp Child/ or exp Child Behavior/ or Child Health/ or Child Welfare/ or Child Development/ (1934624)
- 80 Adolescent Behavior/ or Adolescent/ or Adolescent Health/ or Adolescent Development/ (2036366)
- 81 (child\* or adolescen\* or kid or kids or youth\* or youngster\* or minor or minors or underage\* or under-age\* or "under age\*" or "young person\*" or "young people" or pre-adolescenc\* or preadolescenc\* or pre-teen\* or preteen\* or teen or teens or teenager\* or juvenile\* or boy or boys or boyhood or girl or girls or girlhood or schoolchild\* or student\* or pupil\* or "school age\*" or school-age\* or schoolage\*).ti,ab. (1963224)
- 82 or/79-81 (3744899)
- 83 78 and 82 (289372)
- 84 42 or 70 (39392)
- 85 83 and 84 (12583)
- 86 limit 85 to english language (12029)



- 87 limit 86 to (letter or historical article or comment or editorial or news or case reports) (183)
- 88 86 not 87 (11846)
- 89 limit 88 to yr="2007 -Current" (8286)
- 90 limit 89 to ed=20190924-20200901 (980)

## Appendix C – Qualitative evidence study selection





## Appendix D – Qualitative evidence tables

### D.1.1 Ashworth, 2018

**Bibliographic Reference** Ashworth, Emma; Demkowicz, Ola; Lendrum, Ann; Frearson, Kirsty; Coaching Models of School-Based Prevention and Promotion Programmes: A Qualitative Exploration of UK Teachers' Perceptions; School mental health; 2018; vol. 10 (no. 3); 287-300

#### Study details

<b>Study design</b>	Interview study
<b>Aim</b>	To explore teachers' experiences and perceptions of the coaching model attached to two universal, school-based prevention and promotion (P&P) programmes, GBG and PATHS, in order to help inform the development of social valid coaching models for UK schools
<b>Country/geographical location</b>	UK
<b>Setting</b>	Primary school
<b>Inclusion criteria</b>	Year 3 (pupil ages 7–8) and Year 4 (pupil ages 8–9) teachers in schools in Greater Manchester, the Midlands, and South and West Yorkshire, England
<b>Exclusion criteria</b>	Not reported
<b>Attrition</b>	14 GBG teachers from the six self-selecting case study schools involved in the wider trial. However, data were not collected from all teachers at each time point due to factors including teacher availability and attrition.

	All Key Stage 2 PATHS teachers were interviewed annually in the wider trial, although only interviews from 19 Year 3 and Year 4 teachers in six PATHS schools were selected for analysis at random from the larger dataset for the present study, due to the larger volume of data.
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• Only teachers implementing two P&amp;P programmes were involved, the Good Behaviour Game (GBG) and Promoting Alternative Thinking Strategies (PATHS); these findings may not be representative of different types of P&amp;P programmes in schools.</li> <li>• The PATHS dataset was substantially larger than the GBG dataset, it was unfeasible to utilise all interviews; therefore, potentially different experiences from other teachers may have been lost.</li> <li>• Only a small portion of the interview schedules were devoted to questions on the coaching model, and questions were relatively open-ended. Therefore, therefore not possible to establish why some themes were mentioned relatively infrequently.</li> <li>• Coaches' fidelity was not explicitly monitored during the study. There is also no evidence available to suggest that coaches' fidelity to certain practices influences intervention outcomes and thus no way of monitoring their fidelity is available.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of data on exclusion criteria
<b>Source of funding</b>	The RCT of the GBG was funded by the Education Endowment Foundation (EEF; PHR Grant Number: 14/52/38; ISRCTN 64152096). The RCT of PATHS was funded by the National Institute for Health Research (NIHR; PHR Grant Number: 10/3006/01; ISRCTN 85087674), with bolt-on funding from the EEF.
<b>Theme</b>	<p><b>Observation and feedback</b></p> <p>Almost all teachers described being observed. For PATHS teachers, this was demonstrated by general statements:</p> <p><i>“she gave us feedback on the lesson”</i></p>
<b>Theme</b>	<p><b>Support and guidance</b></p> <p>Teachers described a range of experiences of support. However, not all PATHS teachers were positive about the advice they received:</p> <p><i>“I got the impression she was coming in just to see how the programme was going, not necessarily to support us”.</i></p>

	<p>Some PATHS teachers did comment that they were satisfied with the support they received, but only when prompted:</p> <p><i>“I’m happy with the level of support we’re getting at the moment”</i></p> <p><i>“it’s probably about right but probably we should use it more than we do”</i></p> <p>The coach was often regarded as a <i>“safe pair of hands or an expert... to go to”</i>.</p> <p>Several teachers found this type of guidance helpful due to the manualised nature of the intervention:</p> <p><i>“there’s a lot of things you get in a pack and there’s never a person to ask a question about. You can’t go ‘oh what does that really mean’ so it’s good to have someone”</i></p>
<b>Theme</b>	<b>Validation</b> <p>This theme consisted of two distinct but interlinked components; namely teachers’ experience of receiving praise, alongside reassurance that they were implementing the intervention as intended. Both elements were underpinned by teachers’ focus on fidelity.</p> <p>Almost all teachers appeared to value positive feedback and guidance. One commented it was <i>“the nicest thing about it”</i>, particularly when it provided reassurance that they were delivering the intervention as intended:</p> <p><i>“it’s almost that reassurance that what you’re doing is actually what you’re supposed to be doing”</i></p>

	<p>NQT commented that they would have preferred more feedback:</p> <p><i>“a little more feedback maybe, only because I like to know if I’m doing well and ‘specially being an NQT just knowing that if I’m following it correctly that it’s okay”.</i></p> <p>This theme highlights teachers’ perceptions that the key role of a coach is as a technical expert supporting fidelity and quality of delivery, as well as indicates their beliefs that this may be best achieved through observations, with associated feedback delivered in a way that promotes confidence.</p>
<b>Theme</b>	<p><b>Modelling</b></p> <p>Some PATHS teachers recalled that their coach had modelled a session and described this as helpful:</p> <p><i>“teaching a lesson as an example... I think all that support is brilliant”.</i></p> <p>However, teachers appeared to perceive the benefits of this differently; two teachers felt that having someone else deliver the lesson allowed them to observe pupils:</p> <p><i>“it was nice to see the children’s responses because sometimes when... delivering you don’t... get a chance to... see how everybody’s responding... that was really beneficial, to be able to see how PATHS is working from an outside kind of view”</i></p> <p>One teacher valued the confirmation that they were delivering the intervention with fidelity, mirroring findings around “validation”, suggesting that teachers view their coach as a technical "expert":</p>

	<p><i>“I think the main reason I wanted to watch it was just to check I was doing it ok myself. So it was quite reassuring”</i></p> <p>Although most PATHS teachers did not take advantage of the opportunity to observe their coach modelling a session, six commented that it would have been beneficial:</p> <p><i>“to see like a PATHS person teach a lesson to see how you deliver it compared to how I deliver it”</i></p>
<p><b>Theme</b></p>	<p><b>Motivation</b></p> <p>Teachers of both interventions reflected that the presence of a coach and the recurrent visits helped them to prioritise the intervention. This was often discussed in relation to the competing demands teachers felt they faced:</p> <p><i>“because of the time constraints of fitting it in... it makes you do it... there’s a lot of pressures on us to do five million things, to fit so much into... the classroom... if we weren’t given that time and... knew that someone was coming into check up on you, it might go off by the wayside”</i></p> <p>Four teachers indicated that they found that the coaches’ visits acted as a helpful prompt and motivation to implement the intervention consistently, suggesting that the coaches’ role was technical:</p> <p><i>“[the observation] keeps people doing it basically... it also reinvigorates you when you come in because you’ve got someone watching you, you think ‘right better make it as make it as good as you can’”.</i></p> <p>Although teachers commented that having ongoing visits <i>“makes you do it”</i>, this appeared to be more than a simple monitoring process. Instead, coaches helped teachers feel more engaged with the intervention and so more positive about implementing it.</p>
<p><b>Theme</b></p>	<p><b>Broader professional development</b></p>



	<p>Although teachers' comments on this theme were relatively infrequent, they were present in several interviews across both interventions and typically took one of two forms; teachers reported receiving advice on generalising the intervention to wider practice and aspects of practice that were separate to the intervention.</p> <p>Some teachers who did not receive this type of support commented that they would have found this valuable:</p> <p><i>“just to talk through some of the strategies that... have been put through the past... about how they could be modified and... perhaps... extended beyond the classroom”</i></p> <p>Two teachers commented that although they did not have particular issues with child behavioural difficulties, their coach's insight would have been appreciated if this were the case:</p> <p><i>“if I had children with certain... behavioural difficulties then I think I would like to call on her more”</i></p>
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### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Low
Overall risk of bias and relevance	Relevance	Highly relevant

## D.1.2 Honess, 2014

### Bibliographic Reference

Honess, Andrea; Hunter, Deborah; Teacher perspectives on the implementation of the PATHS curriculum; Educational Psychology in Practice; 2014; vol. 30

### Study details

<b>Study design</b>	Interview study
<b>Aim</b>	To make a contribution to the literature, particularly within UK based research, on the potential effectiveness of PATHS and to inform consideration of further implementation through the exploration of teacher perceptions of working with the curriculum and their views on whether it has had any effect on behaviour or children's approach to learning.
<b>Country/geographical location</b>	UK
<b>Setting</b>	Primary school
<b>Inclusion criteria</b>	Volunteers from the the only school in the authority that had been running the PATHS curriculum for more than a term.
<b>Exclusion criteria</b>	Not reported
<b>Unit of analysis</b>	
<b>Statistical method(s) used to analyse the data</b>	<ul style="list-style-type: none"> <li>• Themes from the semi-structured interviews were analysed using the inductive approach (Thomas, 2003) as a staged process which included: preparation of raw data files, close reading of text, creation of categories and reviewing and refining of codes.</li> <li>• after the initial coding of the data a social science researcher, familiar with thematic analysis as method, was asked to review the relevant data to ascertain whether they were in agreement with the themes arising.</li> <li>• Only themes that were present across at least three of the participants' responses within each research question were included in order to increase the reliability of the study.</li> </ul>
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• The sample size is small and the nature of qualitative research means that generalisability of the findings is limited.</li> </ul>

	<ul style="list-style-type: none"> <li>• The convenience nature of the sample in the school where the SENCo was the local authority lead for PATHS also raises issues around social acceptance bias in that the teachers may have been more inclined to give a response that was acceptable to the school leadership team.</li> <li>• Analysis of qualitative data, particularly when it comes to the transcription and interpretation of the spoken word, necessarily excludes non-verbal communication and may mean that some of the participants' thoughts are excluded and transcribed data is not being fully interpreted.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of data on exclusion criteria
<b>Source of funding</b>	Not reported
<b>Theme</b>	<p><b>Social deprivation</b></p> <p>Teachers' responses consistently indicated that they felt that school is an appropriate place to enact change in children's social emotional functioning, particularly where there was a perceived lack of opportunity for such learning in the children's home lives, with many suggesting that this lack of opportunity related to being in an area of relative deprivation.</p> <p><i>"I think it benefits more than anything else because of the structure that they don't have at home. It really helps them; we've got a lot of children that have quite a lot of bad social backgrounds"</i></p> <p><i>"Cos some of the children they're not getting that at home and if, not all of them some of them do, but those that are not getting that sort of learning at home they need to get it somewhere and they need to find ways of managing their feelings which they're not always taught or shown how to do at home."</i></p>
<b>Theme</b>	<p><b>Consistency</b></p> <p>Participants' responses indicated that they valued the prescriptive nature of the programme, particularly as the curriculum was new to the teachers.</p>

	<p><i>"... it is a very prescriptive programme to follow which when you're doing something new is very useful."</i></p> <p><i>"... for someone who's coming in to the class for one day or an afternoon a week that's particularly useful because you know you've got a system that other people are doing as well. I'm not having to sort of relearn, and that's particularly helpful for me."</i></p>
<p><b>Theme</b></p>	<p><b>Value of initial training</b></p> <p>A number of the participants' responses suggested that the training part of the programme had been an important part of implementation for the teachers, with a number expressing the view that the whole school nature of the programme was a valuable part of the process.</p> <p><i>"The training was very effective"</i></p> <p><i>"Oh definitely I think the big session we had at the start of it all which implemented it as a staff, 'cos we've all had the training together. We all understood it together ..."</i></p>
<p><b>Theme</b></p>	<p><b>Importance of starting at the beginning of the academic year</b></p> <p>Over half the teachers identified the start date of the programme as something they would have liked to have been done differently, preferring to have started the programme in the beginning of the school year, as the PATHS programme is designed to fit an academic year.</p>

	<p><i>"... so it would have been quite good to start it at the beginning like the first lessons rules which we did in January because it's quite useful but it would have been good to have it to introduce at the beginning."</i></p> <p><i>"I think it should have started in September. Absolutely without a shadow of a doubt."</i></p>
<p><b>Theme</b></p>	<p><b>Scepticism</b></p> <p>A number of the participants reported initial feeling of scepticism about the claims of efficacy of the programme with some citing other, similar, programmes that they have seen “come and go” in the past.</p> <p><i>"think with anything new you're sort of sceptical as to how effective it's going to be and I think it's one of the things where I've seen lots of different things."</i></p> <p><i>"Things come and go. Um. Circle time was all the rage and SEAL [Social and Emotional Aspects of Learning] was all the rage, so you can see a lot of the same things being regurgitated in a slightly different packaging."</i></p>
<p><b>Theme</b></p>	<p><b>Calmer children</b></p> <p>The participants' responses indicated that the teachers in the school perceive the PATHS programme to have supported the children in their ability to self-calm.</p> <p><i>"They're a lot calmer and they're a lot more relaxed."</i></p> <p><i>"... they're stopping, they're calming down, they're still getting to that point, but they are calming down quicker."</i></p>

<b>Theme</b>	<b>Increased ability to vocalise feelings</b>  A number of the respondents indicated that teachers felt the PATHS programme had helped the children to vocalise their feelings more effectively rather than reacting to a situation.  <i>"... they're quite open now to talk about their feelings and talk about situations rather than reacting."</i>  <i>"Yeah a lot better, um we've had lots of "I'm feeling really cross today because this has happened" where they wouldn't really have vocalised it before."</i>
<b>Theme</b>	<b>New vocabulary</b>  This theme was derived from participants' responses that described the PATHS programme endowing children with an enriched emotional vocabulary which they are able to put into practical use.  <i>"I think it's opened them up more to the emotional dictionary that we had tried to emphasise a little bit more on characters and what they could do and how other people are feeling."</i>  <i>"So we've got half way through so they've got cross and angry and happy and sad and calm and they've got six or seven emotions, like feelings, that they've already learnt about and they're using and they've got them in their vocabulary now and they're saying it all the time."</i>
<b>Theme</b>	<b>Improved ability to recognise others' facial expressions</b>

	<p>Responses captured in this theme indicated that teachers felt some children have become better able to understand others' facial expressions.</p> <p><i>"And they're working out from each other where everybody's peg should be on the faces because they can see it and they think that's what it looks like (where 'faces' refers to a class emotions gauge)"</i></p> <p><i>"... some of them are starting to pick up different facial things."</i></p>
<p><b>Theme</b></p>	<p><b>Removing barriers to learning</b></p> <p>A number of participants' responses indicated that teachers saw the PATHS programme as enhancing children's learning by allowing them to make the most of the learning opportunities presented to them, as the children were better able to manage their emotions, and also recognising and responding more quickly to non-verbal signals.</p> <p><i>"They're missing less because they're able to get back into it quicker (get back on task quicker) and it's less affecting everything they do, it's giving them, they have their moment and then they're coming back."</i></p>
<p><b>Theme</b></p>	<p><b>Positive experience</b></p> <p>The majority of the participants expressed positive views of the implementation of the PATHS programme and its outcomes within the school environment, expressing the view that the children enjoyed the programme and that it promoted positive outcomes.</p> <p><i>"It's been really positive and they really enjoy it."</i></p>

	<i>"I think it's been positive, I think it's what was needed really."</i>
<b>Theme</b>	<p><b>Continuing prioritisation</b></p> <p>This theme encompassed a number of the teachers' responses that related to a perceived need for the programme to continue to be prioritised and to be allocated adequate space in the curriculum and resources.</p> <p><i>"And we need the time for it to be embedded and for it not to be messed around with and for us to keep it as a priority."</i></p> <p><i>"... because I think it's the kind of thing where everybody assumes it's going to be taught but if you don't give it time in the curriculum ... but it's not always done by osmosis really."</i></p>

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Moderate <i>(Concerns over participants being volunteers)</i>
Overall risk of bias and relevance	Relevance	Highly relevant



### D.1.3 Humphrey, 2018

**Bibliographic Reference** Humphrey, Neil; Hennessey, Alexandra; Lendrum, Ann; Wigelsworth, Michael; Turner, Alexander; Panayiotou, Margarita; Joyce, Craig; Pert, Kirsty; Stephens, Emma; Wo, Lawrence; Squires, Garry; Woods, Kevin; Harrison, Mark; Calam, Rachel; The PATHS curriculum for promoting social and emotional well-being among children aged 7-9 years: a cluster RCT; Public Health Research; 2018; vol. 6 (no. 10)

#### Study details

<b>Study design</b>	Interview study
<b>Trial registration number</b>	ISRCTN85087674
<b>Study start date</b>	Jan-2012
<b>Study end date</b>	Oct-2017
<b>Aim</b>	Examine the impact of the PATHS curriculum on the social and emotional well-being of children in primary schools in England
<b>Country/geographical location</b>	United Kingdom
<b>Setting</b>	Primary schools
<b>Inclusion criteria</b>	School staff, children, parents and PATHS co-ordinators
<b>Exclusion criteria</b>	Not reported
<b>Statistical method(s) used to analyse the data</b>	Qualitative data were thematically analysed following the six-stage procedure outlined by Braun and Clarke. A hybrid approach was taken, involving both inductive (e.g. 'bottom up') and deductive (e.g. 'top-down') processes of thematic identification and interpretation.
<b>Attrition</b>	Not applicable

<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• Sample of schools was significantly larger (in terms of number of pupils on roll) than is seen nationally, with higher proportions of pupils of pupils eligible for FSMs and lower proportions identified as having SENDs. Therefore, it cannot be considered to be fully representative of primary schools in England.</li> <li>• Loss-to-follow-up rates experienced at the 12- and 24-month follow-up assessments were very high.</li> <li>• On average, PATHS lessons were being delivered only once per week rather than twice as planned.</li> <li>• Each teacher/classroom were observed only once, thereby providing only a ‘snapshot’ of implementation.</li> <li>• The bulk of the data came from school staff (given that direct access was had to them), and it is important to consider that the responses received may be subject to social desirability bias (particularly in relation to perceptions of impact), even in spite of the author's clear positioning as independent evaluators.</li> <li>• The statistical power of implementation–outcome models analyses were somewhat compromised.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of information on exclusion criteria
<b>Source of funding</b>	This report presents independent research funded by the National Institute for Health Research (NIHR)
<b>Theme</b>	<p><b>Implementation</b></p> <p><u>Dosage</u></p> <p>As the school year progressed, staff struggled to maintain the frequency with which PATHS lessons were intended to be delivered, particularly in the light of competing priorities. Competing priorities and the perception of PATHS as not being part of the central academic curriculum meant that it could easily ‘<i>fall by the wayside</i>’ (Year 3 teacher, School 30), and that ‘<i>certain people would maybe drop PATHS from the timetable in a very hectic week</i>’ (PATHS co-ordinator, School 5). Some teachers commented that they found it ‘difficult’ to cover the lesson content in the allocated time, ‘<i>especially when you’re going into discussions and if the children want to keep going you don’t want to stop them</i>’ (Year 5 teacher, School 10).</p> <p><u>Fidelity</u></p> <p>Teachers recognised the spiral curriculum model, stating that the lesson order seem to ‘<i>build on each other quite nicely</i>’</p>

(Year 3 teacher, School 6) and *'you can see the progression of skills'* (Year 5 teacher, School 13); they also appreciated that *'it's put together by somebody with experience'* (Year 3 teacher, School 19). PATHS curriculum structure was viewed as enabling teachers to minimise preparation time and planning, with a subsequent tendency to focus only on the coming lesson. In a minority of cases, specific lessons were moved or omitted so that they could be tied into another aspect of the curriculum, or if they were felt to be inappropriate to the local context and needs of the class. One aspect of the curriculum structure in which there was evidence of deviation was the provision of 'Jump Start' lessons, which are designed to precede the main curriculum. Teachers reported that they did not deliver these lessons in their entirety and tended to 'condense' them, as they felt that they were quite 'similar' and/or the concepts were already familiar to their children. In a handful of cases, teachers repeated certain lessons when they felt that this was necessary, either to consolidate learning or in response to a particular need that arose.

The 'prescriptiveness' of the lesson guide and clear layout of the curriculum pack meant that *'we have the clear objectives'* (Year 3 teacher, School 18) and this particularly aided newly qualified teachers (NQTs).

*'... having them [lesson plans] there that is incredibly useful especially as I've never really taught properly before, because I'm an NQT. So having that resource there as a base is good.'* (Teacher)

It was recognised that there is some flexibility within a lesson and that teachers were able to *'slant them a bit sometimes'* (Year 5 teacher, School 5) and deliver them in their *'own style'*. However, the perceived prescriptive nature of the lessons was also deemed restrictive by some. The occasional changes made to the curriculum structure in response to local context and needs were mirrored at the lesson structure level. Teachers stressed that they did try to *'keep the underlying principles of each lesson'*.

#### Adaptations

Most explicit adaptations of the PATHS curriculum were proactive and tended to be superficial changes to make the resources more visual and the content 'suitable' and 'relevant' for pupils, as teachers recognised the need to keep to the 'objectives' and 'ethos' of the lessons/programme. Despite the fact that PATHS was 'Anglicised' by Barnardo's for use in the UK, teachers still felt that the materials and content were very 'Americanised' and felt the need to make further minor

adaptations to some of the terminology/words. Efforts were also made to make the lesson content more 'relevant' by teachers replacing the examples and stories provided with their own, so that they could *'talk about our own experiences rather than the person in the story'* (Year 5 teacher, School 17). In some cases, the lesson plans were felt to be too *'wordy'* and *'long'* and could lead to the delivery being *'dry'* and *'dull'*. Although most adaptations reported by teachers were proactive, there was also some evidence of reactive adaptations, primarily *'responding to how the children are getting on at that point in time'*.

#### Pupil responsiveness

Unsurprisingly, children responded positively to the more interactive aspects of the PATHS curriculum; they particularly enjoyed the discussion elements and role-plays and 'love the compliments sheets and "*Pupil of the Day*"' (Year 4 teacher, School 1). They enjoyed time away from reading and writing and the more formal academic curriculum to talk to each other about themselves and their feelings, and *'they love interacting with each other and chatting, so yeah, they do seem to enjoy it . . . there's no rights or wrongs is there or . . . writing, it's just about how you feel and having a bit of a chat'* (Year 4 teacher, School 5). Teachers felt that in some cases, the lesson content was 'sheets just full of words' (Year 3 teacher, School 13) and this was negatively affecting pupils' engagement. Teachers were required to differentiate lessons for pupils perceived as being lower ability.

#### Reach

Consistent with the intended universal delivery model, class teachers and lesson observations concurred that 'mainly all are present' for PATHS lessons, and pupils reported that 'we do it altogether'. If pupils were withdrawn during a PATHS lesson, this tended to be for 'small groups' or 'one-to-ones' for specific targeted interventions relating to literacy and/or social and behavioural needs, with teachers noting that *'that's perhaps a downside with the way schools are working at the moment'* (Year 4 teacher, School 24). Those most likely to be withdrawn were children with statements of SEN.

<b>Theme</b>	<p><b>Factors affecting implementation</b></p> <p><u>Programme characteristics</u></p> <p>Resources and materials were viewed as <i>'easy to use' and follow</i>, 'manageable' and <i>'low maintenance'</i>: <i>'you can just pick up the file and teach it'</i> (Year 4 teacher, School 7). This made teachers feel 'quite comfortable' in delivering the PATHS curriculum. One teacher noted that the comprehensiveness of the materials could prove to be deceptive in terms of the amount of preparation time required. A significant number of teachers were averse to the scripted nature of PATHS, feeling that it was too prescriptive, and ultimately feeling restricted by it. There were also concerns pertaining to cultural transferability of some of the ideas, concepts and language were, 'very Americanised'.</p> <p><u>Teacher attitudes</u></p> <p>Teachers valued the fact that PATHS uses an explicit instruction model (e.g. a taught curriculum), with a structured approach, thorough resources, strategies and varied activities, feeling that this was something children would respond well to. It was widely believed that an intervention like PATHS was needed and would benefit pupils in participating schools.</p> <p><u>Fitting PATHs in</u></p>

Teachers reported that the most significant barrier to implementation as planned was finding the time to fit the PATHS lessons and associated processes (e.g. Pupil of the Day) into an already packed timetable, particularly given the push and pull of competing priorities and curriculum demands. Despite the fact that teachers valued PATHS and saw it as 'important', the principal pressure on time was the fact that *'there's so many other things going on'* (Year 5 teacher, School 1) and *'so many other things to be thinking about'* (Year 3 teacher, School 5), *especially when 'little things crop up . . . the school is involved in lots and lots of different things as well'* (Year 5 teacher, School 2). In practice PATHS was rather easily displaced, particularly when considered in the context of the central academic curriculum. In a packed timetable, PATHS was not seen as a 'priority', as it was not one of the 'core' academic lessons.

#### Leadership support

Staff at one school specifically highlighted the importance of the role of the SLT in promoting PATHS and embedding it within everyday whole-school practice.

*'We also recognise if senior leadership do not wholeheartedly promote it, the class teachers can't drive it alone. It needs to come from us. It needs to make reference to it, I make reference to it in my weekly assemblies, I make reference to it in corridors when I speak to children and it's that raising of the profile of it which I think we do very well.'* PATHS co-ordinator

#### External support

Teachers found the training to be *'very useful'*, reasoning that *'attending the training session . . . is pretty crucial, I think otherwise you don't feel like you've bought into the programme'* (Year 4 teacher, School 6).

	<p>It gave teachers ‘confidence’ and ‘motivated’ them. Despite the overwhelmingly positive reception to the training, the length was queried [e.g. <i>‘I don’t think we need the whole day’</i> (Year 4 teacher, School 1)]. PATHS psychologists/ coaches were viewed as <i>‘really supportive, really helpful’</i> (Year 4 teacher, School 9) and was especially important for NQTs. Despite the perception of the need for coaching support, there were also a significant number of teachers who did not access, or feel like they needed, this additional support. Additional barriers to accessing coaching support were the issues of time and competing priorities.</p>
<p><b>Theme</b></p>	<p><b>Perceptions of impact</b></p> <p>In particular the direct proximal impact on social and emotional skills was noted, with frequent references to pupils becoming more <i>‘emotionally literate’</i> and <i>‘emotionally intelligent’</i>. They were also observed to make regular use of the strategies taught within PATHS to regulate their emotions and more effectively manage their relationships with others. Indirect, distal effects on academic skills and learning and behaviour were also identified.</p> <p><u>Wider impact</u></p> <p>Many teachers observed increased confidence and self-esteem in their pupils, whereas several other teachers noted improvements in literacy and writing, and general student well-being. In addition, many teachers commented on the impact on their classroom management through the provision of a shared language as well as tools and strategies to manage the classroom and create a calming learning environment.</p> <p><u>Beyond the pupil</u></p> <p>The implementation of PATHS was associated with improvements to the classroom environment that were considered to be more conducive to learning; teachers reported that it led a more positive ‘atmosphere’ characterised by <i>‘a calmness’</i> (Year 6 teacher, School 2) in which <i>‘[pupils] will listen more . . . they will be more focused’</i> (Year 3 teacher, School 27). Promoting Alternative THInking Strategies was viewed by many teachers as providing a shared language and a set of common tools and strategies to manage the classroom. A big asset of the PATHS curriculum is having a set of strategies</p>

	<p>and approaches to deal with problems and conflicts, and it is something ‘practical’, to ‘refer back’ to or ‘reference’ that can be used outside the PATHS lessons.</p>
<p><b>Theme</b></p>	<p><b>Sustainability</b></p> <p>The overwhelming majority of schools reported that they would ‘stick with it’ (PATHS co-ordinator, School 5) as it was <i>‘better than what they had in place’</i> (Year 3 teacher, School 5) and that they ‘can’t see any alternative to it’ (Year 6 teacher, School 41). Despite these positive overtures, they also acknowledged that they would need to review their provision and discuss with the headteacher and/or SLT to determine how PATHS could be timetabled and embedded across the whole school. In contrast, a small number of schools stated that they would not be continuing implementation beyond the main trial period, citing other priorities within the school and that there were <i>‘longer term aims and aspirations for next year’</i> (PATHS co-ordinator, School 18). The continuation of implementation was also seen to be largely dependent on the arrival of new initiatives.</p> <p><u>Embedding and extending PATHS</u></p> <p>Several schools noted that over the 2 years of the main trial, PATHS was gradually becoming embedded within the school, stating that <i>‘[its] becoming a part of the fabric of the school’</i> (Year 4 teacher, School 36)</p> <p><u>Adaptation to facilitate sustainability</u></p> <p>Despite overwhelmingly positive perceptions of impact among teachers, most schools recognised that sustaining PATHS implementation would be challenging, as it was connected intimately to some of the key barriers to delivery noted earlier. Particularly pressing concerns were having the time to fit it into the timetable and making the programme appropriate to local context and needs.</p>



Many schools and teachers remarked that PATHS was ‘good to have there as a framework’ (Year 4 teacher, School 7), noting that ‘if the time wasn’t an issue I don’t really think I would change much, I think it’s think it’s a good structure’ (Year 3 teacher, School 14). With at least 1 year of teaching the PATHS curriculum, they noted feeling more ‘*confident*’ in how to make best use of the lessons and resources, which largely entailed being, ‘*more creative and just putting our stamp on it*’ (Year 5 teacher, School 18)

Most teachers acknowledged that the strategies and resources (e.g. Pupil of the Day, the Golden Rule, Fingers Linked, Time to Think) rather than the actual lessons had been the most ‘useful’, noting that ‘*I don’t think you need to be focused so much on delivering lessons*’ (Year 3 teacher, School 5) and that they would ‘*use the resources but don’t feel constricted by them*’ (Year 3 teacher, School 7):

*‘I’d keep it as a resource and not sort of wade through it step by step, lesson by lesson, which might be the main idea . . . but to me that didn’t work . . . some of it is useful and the main ideas for Pupil of the Day and the Golden Rule to keep but I don’t think the structure of it to go lesson by lesson would survive.’ (Teacher)*

## Study arms

### PATHS (N = 137)

Class teacher interviews (n=106), PATHS co-ordinator interviews (n=11), parent interviews (n=9), pupil focus groups (n=11)

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Low
Overall risk of bias and relevance	Relevance	Highly relevant

#### D.1.4 Hutchinson, 2018

**Bibliographic Reference** Hutchinson, Julia K.; Huws, Jaci C.; Dorjee, Dusana; Exploring experiences of children in applying a school-based mindfulness programme to their lives; Journal of Child and Family Studies; 2018; no-specified

##### Study details

<b>Study design</b>	Focus group study Interview study
<b>Aim</b>	To explore and understand the children’s perceptions and experiences of how they were employing mindfulness in their daily lives in depth
<b>Country/geographical location</b>	UK
<b>Setting</b>	Primary school
<b>Inclusion criteria</b>	Participants were 15 Year 6 children (male 3; female 12) from a co-educational state primary school in North West Wales, aged from 10-11, who were interviewed in three focus groups
<b>Exclusion criteria</b>	Children who had received Paws.b curriculum in Year 4
<b>Method of randomisation</b>	
<b>Unit of allocation</b>	
<b>Statistical method(s) used to analyse the data</b>	Ethics approval was obtained from Ethics Committee in the School of Psychology at Bangor University

	<p>An information sheet about the study was sent to all parents in Year 6, outlining the aims and methods of the research, and the benefits and risks involved. Participation in the research was entirely voluntary and required both the parents' consent and child's assent.</p> <p>The children were selected for each focus group by their teacher depending on their availability at the time each started.</p> <p>Children were interviewed in a large resources room in one of three focus groups for about an hour using a semi-structured interview format. The focus groups were held in school time and within the week after the spiral mindfulness programme was completed. The focus groups were video-recorded.</p> <p>Inductive thematic analysis to identify, analyse and report themes developing from the data using 'method triangulation' using the transcripts of the sessions and form written answers of open-ended questions of mindfulness practice forms, drawing labels and the end of focus group form. Analysis was recursive, involving movement back and forth between the stages of familiarization with the data, including transcription; coding; searching for themes; reviewing identified themes; defining and naming of themes; and writing up.</p> <p>The initial results were then reviewed by both the second and third author for compatibility between themes derived and evidence from children's quotes to enhance methodological rigor of the analysis. Any discrepancies were pointed out to the first author and the data set was re-analysed based on this guidance. This process was repeated one more time under the guidance of the third author. All three authors agreed on the final results of the data analyses.</p>
<p><b>Study limitations (author)</b></p>	<ul style="list-style-type: none"> <li>• participants had the benefit of learning mindfulness in a school where it was truly embedded and part of a spiral programme, and were also self-selected so they may be unrepresentative of the majority of children who receive mindfulness programmes in school.</li> <li>• may be a gender bias as only 3 of 15 were boys</li> <li>• focus groups were interrupted in several instances by students and teachers coming into the room for resources.</li> </ul>
<p><b>Study limitations (reviewer)</b></p>	<p>None to add</p>

<b>Source of funding</b>	No funding received
<b>Theme</b>	<p><b>Processes of emotion regulation</b></p> <p>Mindfulness helped the children to regulate difficult and unwanted experiences, to calm down rather than be driven by emotional reactivity. Several children reported practising mindfulness helped them to feel safe; mindfulness seemed to enable them to calm worries and feelings, and that process engendered a sense of security and internal protection from outside hurts.</p> <p><i>"It's like when you're in your bubble and like no one can hurt you and get to your feelings."</i></p> <p>Children also described how concentrating on what they are doing in the present moment minimized distractions, including worry.</p> <p><i>"It brings your mind away from what's happening and it comes to your body in the here and now and your breathing, so you don't have to worry about things".</i></p>
<b>Theme</b>	<p><b>Dysregulation prompt to apply mindfulness</b></p> <p>Remembering to practise mindfulness was mostly prompted by an experience of dysregulation which the children mainly described as a feeling, but also included experiences of thoughts, sensations and difficult interpersonal situations. The children used mindfulness instrumentally, to help them to feel better.</p>

	<p>Children used mindfulness in an instrumental way, to help them with an deal with difficulties including difficult feelings .</p> <p><i>"Well I use mindfulness quite a lot as I'm always really busy as I do clubs every night after school, and don't really get a lot of time as I'm always up .... And sometimes because I'm tired I get a bit sort of grumpy and I have to sort of calm myself down."</i></p> <p>Usefulness as an aid to school work.</p> <p><i>"I use it the most when in maths, when it is really hard, I use it to calm me down. When I use mindfulness it helps me to figure out the answer".</i></p>
<p><b>Theme</b></p>	<p><b>Challenges and strategies</b></p> <p>The children experienced several challenges to the practice of mindfulness included distractions</p> <p><i>"I find it really hard to concentrate, if we do it in the class when we are having a lesson, and some people are outside and they are screaming and shouting and going yes well, when it's like that, I'm trying but I can't as my mind is concentrating on something else."</i></p> <p>Avoiding being embarrassed for practice mindfulness.</p> <p><i>"I would do the "FOFBOC", I would do it sitting on the chair and then you could look down, because if you close your eyes you would look a bit weird in class but if you look down you won't."</i></p>
<p><b>Theme</b></p>	<p><b>The conditions that support or hinder mindfulness use.</b></p> <p>Children found many of the practices that had been taught within school very flexible and easy to implement.</p>

	<p><i>"I feel like I can do it anywhere cos even if I am standing up I can close my eyes and focus and everything".</i></p> <p>Having a supportive community was crucial (this included peers, school staff and home) and having a quiet space for mindfulness practice</p> <p><i>"I think I am going to stop doing it because there is not clubs anymore and there is not that many people doing it. So if you do it in the year, there are like so many in just your year, you are still going to get distracted and you might think people will start like laughing at you, so you could do it under the table, but it just wouldn't feel the same for me as I won't be able to concentrate properly."</i></p> <p>Having supportive peers was also important.</p> <p><i>"I would say Esme is the person that tells me about mindfulness cos if I'm really upset she will come to me and say, "are you alright? Come on, let's do a mindfulness practice"</i></p>
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## Characteristics

### Study-level characteristics

Characteristic	Study (N = 15)
<b>Age</b> (years)	10 to 11
Range	
<b>Male</b>	n = 3 ; % = 20
Sample size	

<b>Characteristic</b>	<b>Study (N = 15)</b>
<b>Female</b>	n = 12 ; % = 80
Sample size	

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Moderate <i>(Concerns over setting in a school where mindfulness is well established and self-selected nature fo sample)</i>
Overall risk of bias and relevance	Relevance	Relevant

### D.1.5 Kirby, 2021

**Bibliographic Reference** Kirby, K.; Lyons, A.; Mallett, J.; Goetzke, K.; Dunne, M.; Gibbons, W.; N? Chn?imhs?, ?.; Ferguson, J.; Harkin, T. W.; McGlinchey, E.; McAnee, G.; Belfar, M. L.; Stark, K. L.; The Hopeful Minds Programme: A Mixed-Method Evaluation of 10 School Curriculum Based, Theoretically Framed, Lessons to Promote Mental Health and Coping Skills in 8-14-Year-Olds; Child Care in Practice; 2021; vol. 27 (no. 2); 169-190

### Study details

<b>Study design</b>	Focus group study
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<b>Aim</b>	To explore participants' experiences of an intervention designed to prevent the development of negative states of mind and the precursors to hopelessness.
<b>Country/geographical location</b>	Northern Ireland
<b>Setting</b>	Secondary school groups. Two of the groups were from two classes in an all-female school with the third group from a mixed-gender school.
<b>Inclusion criteria</b>	Completion of the programme and written parental consent. Pupils were aged 11 to 13 years (key stage 3).
<b>Method of allocation concealment</b>	
<b>Theme 1</b>	<p><b>Gaining hope</b></p> <p>This theme explores the participants' understanding of hope, and their development of hope-based qualities on completion</p> <p><b>Subtheme - Self-efficacy/self-belief</b></p> <p>Members of each focus group emphasised how the programme taught them to believe in themselves and to “never give up” on their aims and goals regardless of the barriers they may face.</p> <p>“It helped me believe in myself too, like I could get good grades in exams, that I could do anything I put my mind to”</p> <p><b>Subtheme - Confidence</b></p> <p>An improvement in self-confidence was a gain described across all focus groups. Confidence was established by the safe environment within the programme where individuals described feeling “not judged” and felt they could talk openly about their feelings.</p>



	<p>“Before the Hope Programme, I wouldn’t be able to speak in front of people, and cause you’re recording me now, I wouldn’t be able to do that, but now it has taught me to breath and just get on with it and I that I can do it”</p> <p><b>Subtheme - Goal setting and positive thinking</b></p> <p>Establishing techniques such as goal setting and positive thinking contributed to an individual’s belief that “...I could do anything I put my mind too”</p> <p>Goal setting - “ I liked when we were setting out our goals”</p> <p>Positive thinking - “I liked the part where we write down all the hopeful things we had, we are [grateful] for in our lives”</p>
<b>Theme 2</b>	<p><b>Learning new skills</b></p> <p>This theme explores the development of skills such as communication, positive coping strategies, resilience and the ability to identify and regulate emotions. Members from each group described how they have developed skills that allow them to manage stressors such as exams, bullying and relationships.</p> <p><b>Subtheme - Breaking down communication barriers</b></p> <p>Respondents discussed the development of communication skills.</p> <p>“Before the programme came... I couldn’t say what was on my mind ...I’d be scared to ask for help...[now] I feel like I am better at telling teachers”</p> <p><b>Subtheme - Identifying and regulating emotions</b></p>

	<p>Several respondents described how they learned to “understand your feelings” (C4), and each group provided examples of techniques used to manage emotions</p> <p>“Before [the programme] if something happened ... you felt really sad, you felt angry and then you’d just keep doing stuff to make you more sad... it helped you overcome that”</p> <p><b>Subtheme - Coping strategies</b></p> <p>Respondents discussed the development of coping strategies.</p> <p>“You became more aware of your problems and how to deal with them”</p> <p><b>Subtheme - Resilience</b></p> <p>Many described being more resilient after completing the programme.</p> <p>“There are always going to be obstacles in life, but there are always going to be ways to overcome them”</p>
<b>Theme 3</b>	<p><b>Sharing hope</b></p> <p>This theme reflected on how the adolescents used their new knowledge and understanding to help and support others, and their recommendations for the future of the programme</p> <p><b>Subtheme - Helping others</b></p>

One participant described how the planting of the sunflower seeds as “The circle of hope” (C4), was a symbol of hope to be passed on to future groups starting the programme.

Others described how they would encourage other participants to continue using the skills they learnt.

“ If it was someone who done the programme with us, you can sorta say to them, remember what [the facilitator] said, remember about all the stuff we learnt”

### **Subtheme - Teaching hope to younger people**

When asked what age they believe Hopeful Minds was most suited, some suggested it would suit a post-primary population, as it helps with examination stress.

“If you were younger you might not know what they are talking about”

However, an overwhelming majority of all focus groups suggested it would be beneficial from a younger age. Some said the programme would prepare children for post-primary school

“Younger age because when they go to secondary school they will be able to cope with stuff”

Another suggests it will boost confidence as they transition into their “world”

“Especially when they’re growing up, as well as going into our world, it will boost their confidence and [they will] know not to give up”

### Study arms

#### Hopeful minds (N = 39)

Pupils

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Low
Overall risk of bias and relevance	Relevance	Partially relevant

### D.1.6 Punukollu, 2020

#### Bibliographic Reference

Punukollu, Mallika; Burns, Caitlin; Marques, Mafalda; Effectiveness of a pilot school-based intervention on improving Scottish students' mental health: A mixed methods evaluation.; International Journal of Adolescence and Youth; 2020; vol. 25 (no. 1); 505-518

### Study details

<b>Study design</b>	Interview study
<b>Trial registration number</b>	Not reported
<b>Aim</b>	Interviews sought to explore teachers' experiences of the SafeSpot programme, including their perceived strengths and limitations of the programme, as well as recommended adaptations and improvements.
<b>Country/geographical location</b>	UK (Scotland)
<b>Setting</b>	Secondary school near Glasgow. Three classes from each year group took part in the study (students aged between 11 and 17).
<b>Inclusion criteria</b>	Participants were guidance teachers involved in the preparation and rollout of the SafeSpot programme
<b>Exclusion criteria</b>	Not reported
<b>Statistical method(s) used to analyse the data</b>	Thematic analysis was used to analyse interview data, following the framework outlined by Braun and Clarke
<b>Attrition</b>	Not applicable
<b>Study limitations (author)</b>	<p><b>Limitations refer to the quantitative phase of the mixed-methods study</b></p> <ul style="list-style-type: none"> <li>• Although data were not missing systematically, removal of participants with missing values results in loss of statistical power.</li> <li>• The large proportion of missing follow-up data limited the strength of the conclusions that can be drawn.</li> <li>• Large amounts of missing demographic data meant that further analysis according to age and gender was not possible.</li> <li>• No validated measure of mental wellbeing or coping skills was included.</li> <li>• It was unclear whether the questionnaire captures 'causes of distress effectively.</li> <li>• The programme was only trialled in one school, whereas other evaluations tend to include multiple schools.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of information on exclusion criteria

<b>Source of funding</b>	This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
<b>Theme 1</b>	<p><b>Barrier - Opening up discussion</b></p> <p>Some teachers felt comfortable opening discussions around emotional and mental health issues, however one teacher expressed some uncertainty about opening up discussion about mental health with pupils.</p>
<b>Theme 2</b>	<p><b>Acceptability - limitations and adaptations</b></p> <p>All teachers felt that the programme content was pitched at 'too high a level' for students. As a result, teachers spent time adapting the content, which most felt was an additional time pressure on their already demanding workload. All teachers agreed that in order for the programme to be successful, the content should be delivered to pupils in a basic and accessible way. Teachers generally reported a lack of understanding of those outside of the school environment of what is likely to be appropriate for pupils.</p> <p>All teachers also reported their belief that content was overly focused on text-based activities. As the programme was integrated into the PSHE timetable, which is generally discussion-based, all teachers felt the content could be improved by making it more interactive for pupils. Teachers felt they had to be creative about the way that they delivered the content.</p>
<b>Theme 3</b>	<p><b>Acceptability - mobile application</b></p> <p>When discussing the mobile application, teachers' opinions varied. Some reported that they felt the app was a great addition to the programme and was well-received by pupils as it allowed them to access help through a medium they are very confident using, finding it very appealing to young people.</p> <p>Other teachers felt that the app was less successful, citing a lack of sustained interest and disengagement as the main issue. Teachers felt that the app needed to do more to sustain pupils' attention. They suggested possible ways that this could be improved, including the involvement of young people in the development of the app and incorporating games.</p>
<b>Theme 4</b>	<b>Acceptability - SafeSpotter scheme</b>

One teacher felt that inclusion of the SafeSpotter scheme was a positive addition to the programme. It was felt that recruiting older pupils as mentors had prompted them to take ownership over younger pupils' difficulties. The SafeSpotter's approached this teacher on several occasions to report when younger pupils were experiencing difficulties.

## Study arms

### SafeSpot (N = 3)

Teachers involved in the programme

## Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Moderate (Some concerns with recruitment)
Overall risk of bias and relevance	Relevance	Partially relevant

## D.1.7 Sloan, 2018

**Bibliographic Reference** Seaneen Sloan, Aideen Gildea, Sarah Miller AT; Zippy's Friends Evaluation report and executive summary; 2018

### Study details

<b>Study design</b>	Interview study
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<b>Trial registration number</b>	ISRCTN82558815
<b>Study start date</b>	2016
<b>Study end date</b>	2017
<b>Aim</b>	To test whether Zippy’s Friends has an impact on children’s academic attainment
<b>Country/geographical location</b>	United Kingdom
<b>Setting</b>	Year 2 classes in primary schools in five local authorities in England during the 2016/2017 school year
<b>Inclusion criteria</b>	Teachers, headteachers, pupils, local co-ordinators, and parents involved in the project
<b>Exclusion criteria</b>	Not reported
<b>Statistical method(s) used to analyse the data</b>	Qualitative data was analysed using thematic analysis
<b>Attrition</b>	Not applicable
<b>Study limitations (author)</b>	<p><b>Limitations include those associated with the quantitative portion of the trial</b></p> <ul style="list-style-type: none"> <li>• The control group reported using a range of SEL programmes and strategies, and spent almost as long as the intervention group on SEL-related activities each week, which may have impacted on the ability of the study to detect any impact of the programme.</li> <li>• There was a large amount of missing data on the actual implementation of the programme; this limits the extent to which judgements on fidelity can be made.</li> <li>• While pupil self-report was preferable, the young age of the sample meant that identifying suitable and validated self-report measures of the outcomes was challenging. The extent of item-level missing data may reflect difficulties in collecting self-report data from pupils at the early end of primary-level education</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of information on exclusion criteria
<b>Source of funding</b>	The evaluation was funded by the Education Endowment Foundation



Theme	Implementation
	<p data-bbox="474 347 896 379"><u>Training and support for delivery</u></p> <p data-bbox="474 418 2020 587">Overall, teachers were positive about the training they received. 85% (of the 42 implementation survey respondents) agreeing or strongly agreeing with the statement ‘I am confident in the delivery of the programme following the training I have received’. The group-based nature of the training was cited as an advantage, with many teachers valuing the opportunity to meet staff from other schools and discuss the programme. Teachers reported that they valued the opportunity to share experiences and good practice, and gain further ideas for activities and use of resources.</p> <p data-bbox="474 625 1590 657"><i>‘I think it really helped, and talking to lots of others was great support as well.’ Teacher</i></p> <p data-bbox="474 769 716 801"><u>Barriers to delivery</u></p> <p data-bbox="474 839 2020 1145">The main barriers to delivery were identified as a lack of support from senior management and time constraints. These two issues appeared to be conflated at times, the former creating difficulties in terms of ensuring sessions were timetabled appropriately—that enough time was given to the programme within the school day. a number of practical barriers to delivery were reported, and these were generally around time constraints related to preparation and delivery. At times, the volume of activities to fit into a 45-minute session was considered challenging, particularly when sessions involved preparing children’s resources. Some teachers split these sessions into smaller blocks so they could be completed. Some teachers interviewed noted that leadership support was needed to ensure timetabling issues were addressed. The awareness and understanding of school leadership in relation to the programme was cited by a local co-ordinator as a fundamental aspect of successful delivery.</p> <p data-bbox="474 1257 672 1289"><u>Teacher buy-in</u></p>

	<p>For the majority of teachers and headteachers interviewed, Zippy’s Friends was seen as an important addition to the school in terms of addressing pupils’ social and emotional development. Many teachers cited the programme as being an important resource for them in helping to address increasing unmet needs within the class.</p> <p><i>‘Really before Zippy we were just firefighting with some of the kids. This has been a really useful thing now for us to have.’ Teacher</i></p> <p><u>Pupil engagement</u></p> <p>Overall, in interviews, teachers reported that, in general, children had responded positively to the programme and looked forward to the weekly Zippy’s Friends sessions; that children responded well to the stories and to the activities—using their ‘Zippy’ pencils, mystery box, role-play making puppets, and so on. One aspect that teachers believed contributed to the high level of enjoyment among pupils was the more relaxed nature of the lessons, and the ambiance this created in the class.</p> <p><u>Programme content and resources</u></p> <p>The majority of references to the Zippy’s Friends manual and teaching materials made by teachers were very positive, with reference to the clear structure, detailed instructions, and ease of use. Teachers also reported that pupils reacted positively to the content and resources. However, a few teachers felt that elements of the programme could be repetitive at times and that sometimes the children would get bored with this.</p> <p><i>‘So, a different type of activity might have engaged them a little bit more. Varying those activities a wee bit might have just kept the students engaged a wee bit, give them a wee bit of variety.’ Teacher</i></p>
<p><b>Theme</b></p>	<p><b>Fidelity</b></p> <p><u>Challenges to delivery</u></p>

	<p>Barriers were generally around time constraints related to preparation and delivery. At times, the volume of activities to fit into a 45-minute session was considered challenging, particularly when sessions involved preparing children’s resources. Many noted that the pressure of KS1 tests in the final school term made it challenging to deliver the final module, not least because of the demanding subject matter—dealing with death.</p>
<b>Theme</b>	<p><b>Outcomes</b></p> <p><u>Perceived benefits of the programme</u></p> <p>All teachers who responded to the survey agreed (45% strongly agreed) that the programme is very beneficial for the children. On a similar note, all teachers who were interviewed said they had noticed the benefits of Zippy’s Friends for children in their class. Perceived benefits of the programme, as reported by teachers through the process evaluation, were contradictory to the findings of the impact evaluation (which found no impact on emotional self-regulation and social skills, and a very small impact on self-regulated learning). Potential reasons for this are discussed in the Conclusion section of this report.</p>
<b>Theme</b>	<p><b>Formative Findings</b></p> <p>Overall, the structure and content of the programme was highly acceptable to schools. Only 12% of survey respondents agreed that ‘the programme misses important elements that it should have covered’. One recommendation, which came up in some interviews with teachers and a local co-ordinator, was that school leadership should be provided with more information about the programme and the time commitment involved for class teachers with the aim of ensuring that class teachers are fully supported in delivering the programme. Several participants suggested that it would be important for both teaching and non-teaching staff in the school to receive some training on the programme. In particular, lunchtime staff were mentioned on several occasions as staff who tend to interact with pupils during unstructured periods (like break and lunch time where issues between children can come to the fore).</p> <p><i>‘Unfortunately, because it is not reinforced as a whole while at school with lunchtime staff etc., I don’t think it is as effective as it could be.’ Teacher</i></p>

## Study arms

### Zippy's Friends (N = 74)

Teachers n=16 Headteachers n=2 Parents n=8 Pupils n=48

## Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Low
Overall risk of bias and relevance	Relevance	Highly relevant

## D.1.8 Skryabina, 2016

**Bibliographic Reference** Skryabina, Elena; Morris, Joanna; Byrne, Danielle; Harkin, Nicola; Rook, Sarah; Stallard, Paul; Child, Teacher and Parent Perceptions of the FRIENDS Classroom-Based Universal Anxiety Prevention Programme: A Qualitative Study; School mental health; 2016; vol. 8 (no. 4); 486-498

## Study details

<b>Study design</b>	Focus group study Interview study
<b>Aim</b>	To summarises the views of children, parents, and school staff who participated in a randomised controlled trial of FRIENDS.

<b>Country/geographical location</b>	UK
<b>Setting</b>	Primary education
<b>Inclusion criteria</b>	Children, school staff and parents/carers who had taken part in the intervention
<b>Exclusion criteria</b>	None reported
<b>Statistical method(s) used to analyse the data</b>	<p>Ethical review and approval for this study was provided by the University of Bath School for Health Ethics Committee.</p> <p>Children, parents and teachers gave their personal consent to take part in the interviews or focus groups.</p> <p>All were digitally audio-recorded and were supplemented with additional notes and then transcribed verbatim.</p> <p>The transcribed data were subjected to thematic analysis using the following approach:</p> <ol style="list-style-type: none"> <li>1. (becoming familiar with the data;</li> <li>2. generating initial codes inductively;</li> <li>3. searching for themes;</li> <li>4. reviewing themes and</li> <li>5. defining and naming themes</li> </ol> <p>Coding reliability and validity was checked by asking two researchers independently to code three randomly selected transcripts, one for each category of respondents (children, teacher and parent) and then the inter-rater reliability was calculated using NVIVO . The coding agreement was in the range of 79–100 % indicating satisfactory agreement and consistency.</p> <p>Final codes were then analysed by four researchers independently to generate an initial framework for the themes and then reviewed by the researchers together to define the final themes.</p>
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• the health-care staff who delivered FRIENDS were not interviewed.</li> <li>• the schools who participated in our trial were less socially disadvantaged and had more white British participants than the average UK-based school.</li> </ul>

	<ul style="list-style-type: none"> <li>the children who took part in our focus groups were self-selected and may be more vocal, confident and positively disposed to FRIENDS.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of data on exclusion criteria
<b>Source of funding</b>	National Institute for Health Research Public Health Research programme
<b>Theme</b>	<p><b>Programme overview</b></p> <p>Children's views</p> <p>Children were positive about FRIENDS, finding the programme both 'helpful' and 'fun'.</p> <p><i>"I found it quite helpful as well because it gave you like different steps to like stop worrying and stuff."</i></p> <p>Children were particularly enthused by the activity-based element of the programme.</p> <p>"Um, I really liked the way they put educational stuff into fun games. And sort of made it, like the different side of learning."</p> <p>Teacher's views</p> <p>The majority of the comments were positive with most teachers reporting that FRIENDS was a good programme based on valuable ideas and concepts and which the children enjoyed and found useful.</p>

	<p><i>"Overall, I thought it was very valuable,... the message in particular about providing children with the skills and the resilience at this stage, made sense to us and seemed to fit with what we know about teaching year five."</i></p> <p>Teachers were positive about the programme structure and the way it was organised and felt that the FRIENDS acronym was particularly useful.</p> <p><i>"I've seen each of the things. I've worked with the children about how to relax. I've worked with the children about their feelings; I've worked with the children about helpful thoughts um but never in that order and the order of it really helped it to sink in and helped it to be more successful."</i></p> <p>Parent's views</p> <p>Overall, parents thought that the programme was 'good' and that it helped their child become more emotionally aware of themselves and others.</p> <p><i>"Think it's really good...I think she understands more about other peoples' feelings. Including my feelings and other people around her, how she reacts, how it could affect other people... Well, I think it's brilliant. I love all the different topics that it covers. I think it's quite clever in the way it approaches things, it takes sort of everyday situations that all children can relate to, and skills, you know, in terms with how you deal with a situation."</i></p>
<b>Theme</b>	<p><b>Programme content and delivery</b></p> <p>Children's views</p> <p>Most children commented positively about the hands-on activities and group work such as, role play, creative tasks and games, and many wanted more of these activities.</p>

*"I liked the one where you put the book on your head with a piece of paper, you draw with a pencil and you had to draw things without you looking so it was like, you were confident and you could do it."*

Children wanted more time for FRIENDS, either longer sessions or additional sessions. They felt there wasn't enough time to complete the tasks within the time available.

*"...the lessons could have been longer so we had more time to do the work book. Sometimes we read bits in the FRIENDS book and then we skipped a few pages...and then it didn't help us a lot, because some things that we skipped, they looked like they would help us..."*

Children made some negative comments about the health staff who led or supported the delivery of FRIENDS. Comments included facilitators needing to speak slower and delivery style needing to be more confident and enthusiastic.

*"I thought the people that were teaching it could have been a bit more sure and confident with what they were teaching."*

Several children reported a dislike for the reading and writing aspects of the programme and commented that they would have preferred more activities and games.

*"I thought there was quite a lot of reading from the book, I would like some more maybe hands-on activities...."*

Teacher's views

Over half of the teachers thought that the programme had too many strategies and that there was not enough time to complete them.



*.....there was so much material in it, it was all really good stuff but that could have been easily a year's curriculum. Let alone nine sessions... I think it's too full, I think there's too much in it, to try and... every single lesson, I think had too many things to try and get into the time.*

Teachers commented that there was too much passive learning but were positive about the practical exercises. They believed improvements could be made by making delivery more practical.

*"Where the children can interact with each other more than just listening I think that they were better."*

Teachers were impressed with the logical sequence of the programme but also commented it was a little dry and formulaic.

*"I liked the idea of building something step by step each week, there was very obvious progression within it."*

Finally, half of the teachers commented that many of the skills taught within the FRIENDS programme were similar to those taught in their existing PSHE classes. However, FRIENDS was still considered valuable by a number of teachers, as it was more focused and explicit in teaching these skills it usefully complimented PSHE.

*"I think that the FRIENDS programme makes everything more explicit and so it's... for example dealing with conflict. Yeah, but I think this programme is quite accessible because it was so clear what the issue was that we were discussing. I think, yeah the solutions were actually delivered to the children rather than perhaps with a normal PSHE lesson it kind of comes from them and you all talk about what you do and it comes like that whereas this was more 'Here's a good way to do it, try this'. So it was quite useful I think for them. It is a valuable addition but there is some overlap but I don't actually mind that. I think these things are good to be done more than once. "*

<b>Theme</b>	<p><b>FRIENDS workbook and resources</b></p> <p>Children's views</p> <p>Although children had mixed reviews about the FRIENDS workbook, overall the comments were mostly positive. Children said the book was 'good', and found the visual elements such the images and colours attractive.</p> <p><i>"I really liked the workbooks, how they explained things in not really complicated detail and pictures were really good in them as well..."</i></p> <p>Teacher's views</p> <p>Teachers were particularly positive about the FRIENDS workbook with many commenting that children really enjoyed having a workbook.</p> <p><i>"They took real ownership of their book and I think that was really nice and it's just something that they can take away with them and look back on if they want to use any of the strategies so that was very positive."</i></p> <p>However, the majority thought that there was too much reading and writing in the workbook and that this sometimes distracted children from the lessons.</p> <p><i>"I think sometimes the children found that the booklet a little bit difficult...they didn't really express what they were feeling in the booklet. And for some of the children, the actual writing of the booklet was really hard. Just because they found writing hard."</i></p>
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	<p>The accompanying resources were very well received, with a couple of teachers suggesting it facilitated learning and made preparation easier and that they would continue to use them.</p> <p><i>"They were fantastic. [Laughs] And I was so glad that they were there for every week. It just, as a deliverer, it just made my life so much more easy that I didn't have to worry about it."</i></p>
<b>Theme</b>	<p><b>Most positive and useful aspects of the programme</b></p> <p>Children's views</p> <p>The majority of children were positive about the 'coping step plan' (problem solving technique) in which they are taught to break a problem or a challenge into smaller, more manageable steps.</p> <p><i>"It's boosted my confidence because with coping step plan it showed me how to build up to something big....."</i></p> <p>Children also talked positively about the relaxation skills and particularly enjoyed the practical techniques they were taught.</p> <p><i>"... It taught us like how to if, if we're getting really worried and built up about something it just taught us how to relax and sort of calm down and deal with it... It's really good because it helps you relax and it's really fun too."</i></p>

Another memorable task was The 'Balloon Challenge' (problem solving). This involved working in groups and using a structured six step process to solve a problem.

*"I think some of the activities in the groups that we had to get the balloon across the classroom, they were quite good because you got to construct a thing and you get to work as a team and I found that quite helpful, to let us work as a team and share our ideas."*

Teacher's views

Teachers felt that the most positive skill the children learned was the 'Red and Green Thoughts'. This helped children describe negative (red) thoughts that increase anxiety and helpful (green) thoughts that reduce anxiety.

*"I think the red thoughts, green thoughts..... they've really taken that on board, I think it was really visual and I think it was really clear to them what they were and they were identifying them..."*

Relaxation skills were also noted as particularly positive with skills bring memorable, quick, promoted useful discussion and provided a useful ways to help the children relax.

*"Yes, I think that the relaxation part of it, they particularly, the children particularly liked that and I think that....to have a bit of time and to learn some skills on how to de-stress and take yourself out of a challenging situation and give yourself some chill time is really important."*

Ways of dealing with problems were useful for the children to break problems and challenges down into smaller, achievable steps.

	<p><i>"...breaking something down I think was useful, it made them think about how they can break something into smaller chunks, that it's achievable and it's a small move to do, rather than quite a big step..."</i></p> <p>Whilst these two problem solving methods were viewed as useful, some noted that there was a potential for confusion between them.</p>
<b>Theme</b>	<p><b>Programme benefits</b></p> <p>Children's views</p> <p>The most frequent overarching themes related to 'awareness and management of emotions' and 'relationships'.</p> <p><i>"It's really helped me to keep my emotions under control and not be too dramatic or anything. It's helped me to control my feelings and my sister annoys me and I've learned how to control not getting angry with her."</i></p> <p>In addition, they spoke of learning to 'recognising feelings in others' and 'recognising how people feel, think and react differently', all of which helped to develop stronger and more supportive relationships.</p> <p><i>"Because it helped me work with some people who I didn't normally work with it helped me realise how different people react to different situations. ....normally if I am upset I talk to someone I trust and who I really know about it and tell them about my feelings and that really does help."</i></p> <p>Teacher's views</p>

Almost all teachers felt the children had benefited from FRIENDS. Many felt the children had been given useful tools and strategies and that the programme had improved the children's confidence, self-esteem and ability to express their feelings, recognise feelings in others and deal with challenging and worrying situations .

*"So they've got these, kind of, key concepts that are in their heads and they are using them and they are applying them to other lessons..... You could see children's confidence growing and their belief that they could actually express their ideas and say what they thought and that sort of thing has continued for a lot of them now."*

Many teachers felt that the programme had also been beneficial for themselves (the teachers), equipping them with strategies and language, as well learning to understand the children's feelings.

*"I ...have felt much more empowered. Um, and it's given me a strategy to know how to help them, rather than just saying 'oh, sit down, yeah, you're fine, you're fine, it'll be OK'."*

#### Parent's views

Parents noted improvements in the children's relationships, the ability to talk to peers more easily and described their child as being calmer.

*"She's calmer; she seems more in control of her feelings... When she does have a fall out with friends or someone's nasty to her... She copes with it a lot better now...."*

Parents also reported positive emotional changes including improvements in mood, resilience and confidence.

*"His confidence has improved and now he doesn't take anymore that he has to, he'll walk away from situations. The other day there was somebody saying something to him and he just went 'whatever' and walked away. Whereas before he*

	<p><i>would have come home and probably burst into tears. I would say that the project has helped boost her confidence 'cause I would say that she's more chatty."</i></p> <p>Many parents discussed their child's increased awareness of their own feelings stating they had developed a deeper understanding of how their emotions can affect them.</p> <p><i>"She understands that if her tummy feels funny it's not because she's sick, but it's because of butterflies or nervousness, she's now aware that you get different feelings for different reasons, whereas before she would have said 'I've got a tummy ache, I feel sick', now she's thinking about it a bit more, it's made her much more aware of herself."</i></p> <p>Finally, some parents noted that their child had made academic improvements, mostly within literacy but also in numeracy. Although parents reported positive changes in a range of areas they did not necessarily attribute these to FRIENDS.</p> <p><i>"Her literacy is definitely better, her writing better than it has been."</i></p> <p><i>"I'd sort of put it down to hormones. I don't know whether it is more of a maturing thing"</i></p>
<b>Theme</b>	<p><b>Continued use of skills</b></p> <p>Children's views</p>

Many children shared examples of actively using strategies and skills they were taught within the programme. The 'coping step plan' was often used when facing new challenges or mastering new skills.

*"I know some way it helped me... 'cause it helped me overcome my fear of getting in the water, 'cause now I can swim 5 metres."*

A number reported using 'Relaxation' Skills such as allowing oneself or others time to calm down, often during home- or school-based arguments.

*".....if you just like sort of close your eyes and just try and think things through with your eyes closed and just try and relax you might understand ....other people's points of view as well. Um, my cousin was feeling a bit grumpy a couple of weeks ago and I just, I just knew by the way she was just looking, I just knew that OK I'd better give her some space."*

Several children provided examples of how they had changed Red thoughts to Green thoughts during Martial Arts grading, in the classroom and when feeling angry.

*"Sometimes my Mum gets angry and I say in my head my mum's thinking red thoughts and then I say to her, can you think a green thought and then I can just see her trying to think the green thoughts and it just really helps me because I know she's listening to me."*

Teacher's views

Many teachers reported that children continued to use skills particularly the Red and Green Thoughts' and the relaxation techniques.



*"I would say it's the green thoughts and the red thoughts that have had a lasting impact within the class that they've actually applied to learning situations. And encourage them to relax and giving them those extra skills, and also encouraging them to talk to each other, and saying, you know, 'Are you ok? Do you need to do some Pizza Massage?' A lot of them were doing that and we still do that now."*

However, almost half of the teachers could not identify any particular changes in the children's behaviour.

*"Whether or not that's had any long lasting impact, I think is doubtful, but that's probably because it isn't integrated into our curriculum, so we're not taking it forward... No, I don't think there's been any noticeable difference."*

#### Parent's views

When initially asked parents had not noticed their child using any new skills. However during conversation some parents commented that children had mentioned or used skills and strategies taught during FRIENDS to help them with problem solving and relaxation.

*"She does use strategies but I don't know where they've come from, for sort of calming down. He said 'I liked the step plans... 'cos it helps you work out how to get somewhere with little steps. Yes, yeah she does. Before she could be quite hormonal and we would very much flight but now you can see her think, take a breath and she would walk away from a situation or she'll come and just answer, rather than reacting the way she used to."*

## Characteristics

### Study-level characteristics

Characteristic	Study (N = 182)
<b>Children</b>	9 to 10
Range	
<b>Children</b>	NR (NR)
Mean (SD)	
<b>Parents</b>	28 to 51
Range	
<b>Parents</b>	41 (NR)
Mean (SD)	
<b>Male Children</b>	n = 51 ; % = 44.3
Sample size	
<b>Female Children</b>	n = 64 ; % = 55.7
Sample size	

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Low
Overall risk of bias and relevance	Relevance	Highly relevant

#### D.1.9 Stallard, 2013

<b>Bibliographic Reference</b>	Stallard, P; Phillips, R; Montgomery, AA; Spears, M; Anderson, R; Taylor, J; Araya, R; Lewis, G; Ukoumunne, OC; Millings, A; et, al.; A cluster randomised controlled trial to determine the clinical effectiveness and cost-effectiveness of classroom-based cognitive-behavioural therapy (CBT) in reducing symptoms of depression in high-risk adolescents; Health technology assessment (winchester, england); 2013; vol. 17 (no. 47); vii-xvii1
<b>Secondary publication(s)</b>	Taylor, JA, Phillips, R, Cook, E et al. (2014) A qualitative process evaluation of classroom-based cognitive behaviour therapy to reduce adolescent depression. International journal of environmental research and public health 11(6): 5951-5969

#### Study details

<b>Study design</b>	Focus group study
<b>Aim</b>	To investigate the perceptions of facilitators, teachers, and young people of the process of a classroom-based CBT depression prevention programme in schools
<b>Country/geographical location</b>	UK
<b>Setting</b>	School
<b>Inclusion criteria</b>	42 young people (adolescents in years 8-11 (ages 12-16 years)), 12 members of school staff and 39 facilitators that provided qualitative feedback via interviews or focus groups.

<b>Statistical method(s) used to analyse the data</b>	<p>Purposive sampling was used for the focus groups with young people to ensure that a range of views was captured across schools, year groups and sexes. There was a combination of same- and mixed-sex groups to allow for variations in discussion influenced by group composition. In total, 42 young people (19 male and 23 female) participated across seven focus groups, with all year groups being represented at least once.</p> <p>The school link person (either the PSHE coordinator or a member of the senior management team) and any other teachers involved in the trial at each school were invited to provide feedback via either interviews or focus groups. Members of school staff (four male and eight female) participated across seven interviews or focus groups. For focus groups with facilitators, 39 individuals (6 male and 33 female) participated across six groups (separate groups for classroom-based CBT and attention control PSHE facilitators).</p> <p>Interviews and focus groups were digitally audio recorded and transcribed verbatim.</p> <p>The transcripts were thematically analysed, broadly following the guidelines of Braun and Clarke. Transcripts were coded using NVivo 9 software and using a predefined, broad and descriptive coding framework.</p> <p>Three members of the research team independently coded three randomly selected transcripts. Inter-rater reliabilities calculated using NVivo 9 revealed coding agreement ranging from 78% to 100%, indicating satisfactory consistency of interpretation. Any coding inconsistencies were resolved by discussion and consensus.</p> <p>The remaining 14 transcripts were then divided between the researchers and coded using the same framework. Data were then reviewed by the researchers and the themes were redefined as required. The emergent inductively coded themes were examined for consensus and conflict across the different participant groups.</p>
<b>Attrition</b>	

<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• The participants in this study were largely self-selecting (or teacher selected in the case of young people), which may have introduced response bias</li> <li>• not possible to elicit feedback from young people and teachers at every school.</li> <li>• The fact that all interviews and focus groups were conducted by members of the PROMISE Project team could have resulted in participants feeling obliged to respond in a socially desirable way,</li> </ul>
<b>Study limitations (reviewer)</b>	None to add
<b>Theme</b>	<p>Delivery - Quality of delivery Variable. - Experience, confidence and reliance on scripts for facilitators and teacher engagement and support were important</p> <p>Delivery - Classroom management - Teachers and facilitators found this challenging and were unsure of their roles "Some of the people who delivered were quite comfortable and I felt quite successful in what they did. Whereas I got the impression from some of my colleagues that some of the people who came to teach it struggled really, and found it hard to deliver the materials in the way they needed to be delivered." [Teacher]</p> <p>Delivery - Rapport with young people - Success in achieving this was variable, particularly where classes did not have the same facilitators throughout the programme "You could see the light going on for so many of them... it was almost like it was news to them ... that we don't have to think like this. I saw it happening with a lot of them, that they embraced it ... you could see it working." [Teacher]</p> <p>"That made such a crucial difference with the teacher's attitude, just ... make or break ... whether it went ... how the class reacted to it." [Facilitator]</p>
<b>Theme</b>	Flexibility and differentiation - Age - The classroom-based CBT programme (RAP-UK) seemed to be more appropriate for year 8 than for older year groups

	Flexibility and differentiation - Involvement of teachers - Teachers wanted more flexibility and involvement in development of the classroom-based CBT programme
<b>Theme</b>	Targeting the intervention - Some young people, teachers and facilitators felt that a targeted intervention may have been more useful
<b>Theme</b>	Sustainability - Resources - Cost and time involved meant the classroom-based CBT would not be sustainable in its current form  Sustainability - Future use of the programme - Teachers generally felt that they could deliver the programme alone with the right training, although they would be most likely to adapt it and select some parts only
<b>Theme</b>	Implementation in the school context - Value of PSHE - PSHE was perceived to be undervalued and under-resourced  Implementation in the school context - Busy school environment - Insufficient lead-in time, communication within schools and lack of time for contact between teachers and facilitators were problematic

## Characteristics

### Study-level characteristics

Characteristic	Study (N = 93)
<b>Male</b> Young people	n = 19 ; % = 45.2
Sample size	

<b>Characteristic</b>	<b>Study (N = 93)</b>
<b>Female</b> Young people	n = 23 ; % = 54.8
Sample size	
<b>Male</b> School staff	n = 4 ; % = 33.3
Sample size	
<b>Female</b> School staff	n = 8 ; % = 66.7
Sample size	
<b>Male</b> Facilitators	n = 6 ; % = 15.4
Sample size	
<b>Female</b> Facilitators	n = 33 ; % = 84.4
Sample size	

### Critical appraisal - CASP qualitative checklist

<b>Section</b>	<b>Question</b>	<b>Answer</b>
Overall risk of bias and relevance	Overall risk of bias	Low

Section	Question	Answer
Overall risk of bias and relevance	Relevance	Highly relevant

#### D.1.10 Thomas, 2017

##### Bibliographic Reference

Thomas, George; Atkinson, Cathy; Perspectives on a Whole Class Mindfulness Programme; Educational Psychology in Practice; 2017; vol. 33 (no. 3); 231-248

##### Study details

<b>Study design</b>	Interview study
<b>Aim</b>	To provide an explanation of the instrumental benefits of Paws .b mindfulness programme in relation to the research questions: <ol style="list-style-type: none"> <li>1. What were children’s feelings about the Paws .b mindfulness programme?</li> <li>2. In what ways was Paws .b perceived by mainstream primary school aged pupils and their teachers to be instrumentally helpful to promoting attention and wellbeing?</li> <li>3. In what ways could the Paws .b mindfulness programme be developed, in order to improve classroom implementation and pupil access?</li> </ol>
<b>Country/geographical location</b>	UK
<b>Setting</b>	Primary school
<b>Inclusion criteria</b>	Year 4 pupils from an ethnically diverse comprehensive primary school in North West England where the first researcher was the link educational psychologist
<b>Exclusion criteria</b>	Not reported



<b>Statistical method(s) used to analyse the data</b>	Interviews were individually analysed, using Braun and Clarke’s (2006) six phase thematic analysis; phases included: <ol style="list-style-type: none"> <li>1. Familiarising yourself with the data</li> <li>2. Generating initial codes</li> <li>3. Searching for themes</li> <li>4. Reviewing themes</li> <li>5. Defining and naming themes</li> <li>6. Producing the report</li> </ol>
<b>Attrition</b>	There was unforeseen participant attrition whereby, in anticipation of her forthcoming maternity leave, the original class-2 teacher began a temporary role within the school half way through the evaluation study and was replaced by another female class teacher.
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• Without wider sampling or specific focus, claims in relation to metacognition, self-regulation, relaxation and relationships may be to an extent anecdotal. Without further research, caution should be taken not to presuppose, without more rigorous research, that Paws.b can offer a range of benefits that it might not deliver.</li> <li>• The absence of an independent evaluator increases the risk of acquiescence and social desirability bias.</li> <li>• Individuals’ completion of the questionnaires within the focus groups may have been compromised by peer groups processes.</li> <li>• Data collection may have been enriched had the researchers set out to gather data which related specifically to domains in which effects might have been predicted (e.g. emotional wellbeing, social competence, academic achievement), particularly given that the children were so young and may not have been able to readily identify benefits without this sort of additional prompting.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of data on exclusion criteria
<b>Source of funding</b>	Not reported
<b>Theme</b>	<p><b>Programme format</b></p> <p>Pupils found the Paws .b mindfulness programme to be both highly enjoyable and novel. Pupils were curious of and interested in Paws .b from the outset, and teacher reports suggested that pupils became increasingly excited as the programme progressed.</p>

*"I really liked [Paws .b] – I want to do it again;" - Pupil*

*"[the pupils] were excited about [Paws .b] whenever they knew that a lesson was going to happen." - Class teacher*

Pupils were also instilled with a pioneering sense of pride having received Paws .b.

*"our school is very lucky to do mindfulness and I don't think other schools get to do mindfulness." - Pupil*

Paws .b was also deemed to be accessible by all those involved in data gathering. In terms of the programme's design/format and curriculum content

*"there's no right or wrong in mindfulness, so there's no need to be showing off" - Student*

*"was quite fun because it was the first time that we've been learning about the brain." - Student*

In term of Paws .b being process rather than outcome-focussed and not relying on pupils' academic ability:

*"there is no good or being good about [Paws .b]." - Class teacher*

In terms of Paws .b enabling all pupils to 'catch' the experience of mindfulness:

*"you can almost see the moment at which they caught it – they noticed their breathing for the first time." - Mindfulness teacher*

	<p>The mindfulness teacher felt that Paws .b was a feasible intervention because it was enjoyable to deliver and enhanced by her personal mindfulness practice</p> <p><i>“seeing how my stress levels diminished as the teaching went on, it became more of a joy.” - Mindfulness teacher</i></p> <p><i>“I think if you weren’t a mindfulness practitioner yourself, you’d lose all that richness.” - Mindfulness teacher</i></p>
<b>Theme</b>	<p><b>Classroom applications</b></p> <p>The Paws .b mindfulness programme had two reported cognitive applications within the classroom: one pertaining to attention/ distractibility, the other pertaining to metacognition. It was felt that Paws .b enabled pupils to notice and reduce mind wanderings, and become less forgetful, whilst also challenging their metacognitive skills.</p> <p>In terms of attention/ distractibility:</p> <p><i>“when you need to concentrate on something and if you hear a sound, you go about that and you forget what you’re doing – mindfulness can help you and if you try mindfulness, that wouldn’t ever happen again,” - Student</i></p> <p><i>“mindfulness...can help you remember stuff, like if your mum tell you to put £25 in her bag and then you can remind her.” - Student</i></p> <p>In terms of metacognition:</p> <p><i>“a real challenge to [pupils], that sort of metacognition and, “What is a thought?” – it’s hard; it’s BA-squared Philosophy kind of territory in some respects.” - Mindfulness teacher</i></p>

Paws .b had two emotional applications within the classroom: one pertaining to self-regulation and the other to relaxation. It was felt that Paws .b taught pupils techniques to help them manage their emotions and relax, particularly in difficult situations

*“mindfulness can calm you down if you are proper angry at something” - Student*

*“if we have something like bullying, bad things happen to you – if you do mindfulness, you cannot remember those times.” - Student*

*“when you open your eyes [after a mindfulness exercise] you feel more relaxed and it’s like your brain is sleeping.”- Student*

Paws .b also had a social application within the classroom pertaining to peer and teacher-pupil relationships.

*With regards to peer relationships:*

*“I like [Paws .b] because you can share your feelings with other people who you’ve never seen before or never met before.” - Student*

*With regards to teacher-pupil relationships:*

*“a real closeness developed and now as the second half of the term has gone on and I’ve seen the pupils from the [class-1] around school, I think there’s definitely a connection.” - Mindfulness teacher*

	<p><i>“I like [Paws .b] because you can share your feelings with other people who you’ve never seen before or never met before.” - Mindfulness teacher</i></p>
<b>Theme</b>	<p><b>Wider applications</b></p> <p>From the pupil perspective, children appeared to go through a process of generalisation/ adaptation and reported utilising their mindfulness skills at home.</p> <p><i>“At home, my brother makes me really angry, he’s really annoying, but then I calm down myself and tell him to stop.” - Student</i></p> <p>From the adult perspective, class teachers were able to provide several examples of how Paws .b appeared to help pupils with general anxiety.</p> <p><i>“You know, there were simple little things like Ayat was really scared by going swimming; Ayat became very anxious all the time, but they are now in the water and Ayat is doing alright – Ayat is a lot more confident.” - Class teacher</i></p> <p>The adults also felt that Paws .b served to embark pupils on a journey of lifelong learning related to mindfulness.</p> <p><i>“This is just the beginning – you’ve got all the tools you need, it’s now down to you to use it as and when you want, and when you need to – this is it, you’ve got the skills.” - Mindfulness teacher (upon recounting the final Paws .b lesson)</i></p> <p>Paws .b also impacted upon adults within the school community by evoking class teachers’ interests in mindfulness.</p> <p><i>“I’m now thinking that I’m going to go to the mindfulness drop-in sessions because I’m really interested to know what it would be like from an adult perspective.” - Class teacher</i></p>

Theme	Implications for future practice
	<p>Pupils identified a number of potential adaptations that they would like to make to the Paws .b mindfulness programme, both in terms of the curriculum content and the number/ length of mindfulness exercises. Generally, it was felt that it would be better for the Paws .b curriculum content to be delivered across a greater number of shorter lessons.</p> <p><i>“[Paws .b lessons] should be shorter time but more weeks – you could do [Paws .b lessons] twice a week so it can be shorter.” - Student</i></p> <p>Some pupils wanted Paws .b to include some mindfulness practices that lasted longer than 5-minutes.</p> <p><i>“We need more [Paws .b mindfulness exercises],” adding: “What’s the point in doing 5-minute [exercises] when you need to do more than 5-minutes really, like half-an-hour?” - Student</i></p> <p>For the mindfulness teacher in particular, differentiation was highlighted as barrier to the effective delivery of Paws .b within the present school context. Specifically, the mindfulness teacher felt that it would have been beneficial for the Paws .b curriculum content and mindfulness exercises to have been differentiated:</p> <p><i>“I think that a development for the future would be, “How do you differentiate a Paws .b mindfulness lesson? How do you differentiate a [Paws .b mindfulness exercise] delivery?”” - Mindfulness teacher</i></p> <p>As a potential solution, the mindfulness teacher suggested that Paws .b lessons could be delivered in small groups and/ or that less able pupils could be pre-taught curriculum content/ mindfulness exercises:</p> <p><i>“Had we had the opportunity to do small group-focussed mindfulness, it would have been amazing” - Mindfulness teacher</i></p>

*“Pre-teaching...would be so much more productive in supporting them in their practice.” - Mindfulness teacher*

There were several implications pertaining to the implementation of Paws .b. Although Paws .b is a discrete intervention, the class teachers and mindfulness teachers felt that it would have greater impact if it was more thoroughly embedded within school.

*“I think to get the best out of [Paws .b] it really would need to be more embedded.” - Class teacher*

It was felt that pupils would benefit from being taught Paws .b by their class teachers as opposed to a mindfulness teacher.

*“it would be lovely, obviously, to have the person delivering [Paws .b] being that class teacher – that you can just then carry on and do daily [mindfulness exercises] with the class, as and when.” - Mindfulness teacher*

## Characteristics

### Study-level characteristics

Characteristic	Study (N = 16)
<b>Age</b> (years) Children's characteristics	8 to 9
Range	
<b>Male</b>	n = 8 ; % = 50
Sample size	

Characteristic	Study (N = 16)
Female	n = 8 ; % = 50
Sample size	

#### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Moderate <i>(Concerns over selection of the sample and researcher links with the school setting)</i>
Overall risk of bias and relevance	Relevance	Highly relevant

#### D.1.11 Wigelsworth, 2018

**Bibliographic Reference** Michael Wigelsworth; FRIENDS for life Evaluation report and executive summary; 2018

#### Study details

<b>Study design</b>	Focus group study Interview study
<b>Trial registration number</b>	ISRCTN (REF: 13721202)
<b>Study start date</b>	Mar-2016

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<b>Study end date</b>	Jul-2017
<b>Aim</b>	<p>To examine the impact of the FRIENDS for Life programme specifically in relation to its impact on primary school children's:</p> <ul style="list-style-type: none"> <li>• Academic attainment at Key Stage 2</li> <li>• Health related outcomes</li> </ul> <p>Subgroup effects were examined for:</p> <ul style="list-style-type: none"> <li>• Children eligible for free school meals</li> <li>• Children with elevated internalising difficulties at baseline</li> </ul>
<b>Country/geographical location</b>	United Kingdom
<b>Setting</b>	Primary schools in Kent Local Authority
<b>Inclusion criteria</b>	Project officers (external delivery agents), head teachers, members of the senior leadership team, pastoral leads class teachers and pupils
<b>Statistical method(s) used to analyse the data</b>	<ul style="list-style-type: none"> <li>• Thematic analysis using the principles and processes outlined by Braun and Clarke (2006).</li> <li>• A hybrid approach was taken, informed by the theoretical and empirical literature underpinning the observation schedule in order to provide context and background the quantitative findings.</li> <li>• Additional insight was probed through additional orientating concepts of implementation.</li> <li>• Emergent coding allowed for the emergence of unanticipated themes specific to this project/context.</li> </ul>
<b>Attrition</b>	Not applicable
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• A slight revision to the original protocol regarding the identification of the 'at risk' subgroup was made shortly before the main analysis began.</li> <li>• The use of class as the unit of randomisation (rather than school) means that the possibility of contamination between trial arms cannot be completely ruled out.</li> </ul>

	<ul style="list-style-type: none"> <li>• There was lack of longitudinal observer data from research staff.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of information on exclusion criteria
<b>Source of funding</b>	The programme was co-funded by the Department for Education as part of an EEF funding round on Character Education.
<b>Theme</b>	<p><b>Implementation variability and its association with pupil outcomes</b></p> <p><u>Programme delivery</u></p> <p>Delivery of the intervention in the treatment groups as specified was seen to be high, although inevitably, there was evidence of variation and adaptation, as POs reported it difficult to implement FRIENDS with absolute fidelity. Evidence indicated that variation was attributable to both PO and nature of the particular session. Adaptations to FRIENDS prescriptive programme refers to the degree and nature of changes that POs made to the sessions in the day-to-day delivery of the programme.</p> <p><u>Deviation and omission</u></p> <p>Forms of deviation and omission in which POs did not follow the prescribed activities and/ truncated the overall session plan were observed by just under half of POs. One PO described choosing different activities for different classes. There was also evidence that this adaptation at the planning stage was used to consider different children’s needs. Reactive omissions in response to time were also reported frequently by all POs.</p> <p><i>“Activities in one session you might do one, three and five for [School A] because you know that it will have a great impact on those children and then when you go to [School B] you might go ‘oh one, two and four are going to work better with them” (PO6 interview)</i></p>

### Failure to engage

Failure to provide opportunities for children to apply FRIENDS to their own particular circumstances was seen from evidence that around half of POs omitted homework activities. one PO reported that this omission was due to books needing to stay at school, whilst another PO mentioned the workload that pupils have for their main curriculum and other after school activities. It is possible that POs found it particularly difficult to challenge children to apply techniques to their own lives, since they did not know these children as well as a teacher.

*“Only downside to session five I would say is there was a lot of home activities in that session and as much as the children wanted to do home activities, especially with homework and other clubs out of school often meant that sometimes they were worrying about getting their home activities done ...”* (PO7 interview).

### Additional provision

Examples whereby POs augmented (rather than deviated or omitted) activities were seen to fall broadly into two categories: the addition of resources or props, and the provision of additional context or examples to new concepts. Additional resources included posters, props, PowerPoint visuals and video clips. The researcher felt this additional activity helped children to identify relevant situations. In some cases, POs made adaptations based on the acceptability of resources and cultural context suitability but still upheld the core components intended in the manual.

*A [activity] 6 was very easy and obvious having just done lots of work on who is in their support team and why, as such I adapted this by getting each child to stand up and say an adjective that describes a good friend and then they wrote them quickly in their books.”* (PO2)

### Quality of delivery

The data providing evidence for the quality of implementation is closely linked to adaptations, since good quality was often reported by researchers where high levels of fidelity were also reported and where concepts were made clear through additional questioning, resources or context. Inversely, poor quality was reported where it was felt concepts were

	<p>not adequately conveyed or presented in enough depth or even omitted. In several cases, behaviour management was also noted as a barrier to quality in a couple of instances and class teachers made occasional references to effective behaviour management being linked to quality.</p> <p><u>Participant reach</u></p> <p>There was a general consensus that the intervention overall reached participants, although in varied ways and levels. There was the very occasional comment of pupils being withdrawn from the sessions.</p> <p><u>Participant responsiveness</u></p> <p>The overall response from the pupils is described in very positive terms. For instance, one pupil described the FRIENDS' impact as:</p> <p><i>"It's helped me from where when something I'm worried about or like something's happening like it's a big change it helps me so I can speak and have confidence to tell my friends because usually I just keep it in myself and I don't say anything."</i> (Pupil)</p> <p>Pupils in focus groups interviews overall confirmed this general response to the programme. Children's different needs and abilities were often seen by POs, teachers and researchers to affect participant responsiveness and therefore implementation in a varied way.</p>
<b>Theme</b>	<p><b>Summary of factors affecting implementation</b></p> <p><u>Time</u></p> <p>Time was considered a significant barrier to implementation by all POs. POs frequently omitted activities because of lack of time within sessions which therefore affected adherence to the programme on day to day delivery. Difficulty in fitting in all session content was consistently reported by POs and children, and some teachers also noted that sessions could feel rushed. However, longer sessions (i.e. beyond 1 hour) were seen to be detrimental in terms of concentration and focus</p>

by pupils. A member of the SLT in the same school suggested that if the programme were to be continued, sessions would likely be shortened.

*“they're not very good at listening for [90 minutes] ..... and I've found that that their attention's started to, I've been in and out a few times... and I know Courtney, our TA's, said that, actually after about an hour usually.... they're starting to they're starting to lose focus. “(Class teacher)*

#### Intervention level characteristics

Broadly, various stakeholders positively described the external delivery model of FRIENDS, with POs receiving explicit praise from school staff or pupils. Positive interactions between the PO and class were noted though the independent observations. Overall, communication between schools and POs was mostly seen as effective, with each feeling supported by the other. Several comments highlighted that stakeholders saw such effective working relationships as key to the success of the programme.

*“I think [clear communication is] really essential, [the PO's] aware and she's been very good as well at making sure that prior to starting that she gleaned all the essential information for the children and she has a quite a challenging group of children anyway with quite complex needs...” (Senior leadership team member)*

POs, teachers and pupils often felt that the programme being delivered by external facilitators was a positive aspect as it helped them in being more receptive and open to POs who were viewed as being separate from the rest of children's school experience.

#### School characteristics

Programme acceptability by schools was considered important for FRIENDS implementation, especially as this was delivered externally. In around half of case-study schools there was evidence of competing priorities ranging from problems with finding an appropriate space for the activities that was away from disruption to timetabling (see also time)

	<p>and children being withdrawn (see also participant reach). The sometimes less than effective school-deliverer relationships and levels of communication were also perceived as barriers to implementation (see school involvement).</p> <p><u>Classroom characteristics</u></p> <p>POs and researchers often commented on the important role of CTs and TAs in assisting with the classroom behaviour management. Finally, the levels of literacy of some pupils, or occasionally of the class as a whole, were reported as factors that potentially hinder accessibility to specific activities and therefore to the programme (see also: Participant Reach)</p> <p><u>Perceived attractiveness to stakeholders</u></p> <p>In terms of content of the intervention, POs and pupils were mostly very positive about symptom-focused and warm-down (relaxation) activities throughout the 10 weeks. On the other hand, schema-focussed activities (identifying and moderating thoughts and feelings) were seen to be valuable but sometimes challenging aspects of the programme by pupils, CTs and POs. In terms of resources, the manual received mixed responses, ranging from one PO describing it as “<i>my bible</i>” (PO4 interview) and another stating that it was “<i>a lot more restrictive than I was hoping for</i>” (PO2 interview). The activity books were positively viewed by pupils, POs, CTs and members of senior leadership and there were several positive comments in relation to games and interaction. Some participants felt, however, that there was too much written work and that more “<i>active... activities... would be more useful</i>” (CT ID19 interview). there was evidence that CTs or SLTs in just under half of case study schools felt it would be worth continuing with the programme. For a couple of school staff, the investment of time and money was a concern in terms of the continuation of FRIENDS, though around half of case-study schools indicated that they might wish to continue with the programme but in an adapted, unsupported format to make savings.</p>
<b>Theme</b>	<b>Outcomes</b>

### Perceptions of impact

The main perceived impact relates to emotional or mental health difficulties and was mostly positive with general increases in positive feelings reported by pupils and teachers. POs, CTs and children reported a change in children's self-reported mood, with less "worry books" (ID86 CT interview) being used and reduced overall worry. One teacher felt that "*the FRIENDS programme is probably helping them work it out themselves before they come to us.*" (ID86 CT), while another reported that children were now "*starting to... put themselves in the position of others ...which is really good.*" (ID30 CT). There were however, also suggestions in just under half of case-study schools from CTs, POs and pupils that skills were not being generalised, possibly, as one teacher observed, due to the lack of reinforcement of the programme outside the dedicated FRIENDS space.

### Unintended or wider impacts

There were some perceptions relating to wider or unintended impacts noted by a small number of pupils, POs and CTs. The most common of these was that teachers felt their practice was influenced by ideas they want to emulate or continue and a couple of adults on the project felt they had benefited psychologically from the programme. There were also a couple of instances of children teaching skills to family members. The only negative impacts reported relate to sadness and worry from pupils, CTs and POs, particularly for those with pre-existing difficulties in symptom-focussed activities in line with other research.

## Study arms

### **FRIENDS (N = NR)**

Number of pupils in focus groups not reported. Project officers (n=10), teaching assistant (n=1), class teacher (n=7) member of senior leadership team (n=4), SENCO (n=1), learning mentor (n=1).

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Low
Overall risk of bias and relevance	Relevance	Highly relevant

#### D.1.12 Wigelsworth, 2020

**Bibliographic Reference** Wigelsworth, Michael; Quinn, Alex; Mindfulness in schools: an exploration of teachers' perceptions of mindfulness-based interventions; Pastoral Care in Education; 2020; vol. 38 (no. 4); 293-310

#### Study details

<b>Study design</b>	Interview study
<b>Trial registration number</b>	Not reported
<b>Aim</b>	To explore teachers' perceptions of MBIs prior to implementation: their understanding of MBIs, their openness and acceptance of MBIs (for both themselves and their students) as well as their perceived need, barriers, and facilitators for such interventions.
<b>Country/geographical location</b>	UK (Northern England)
<b>Setting</b>	Four teachers taught in mainstream secondary, six in mainstream primary, one of which had an experience of working in both mainstream primary and Special Educational Need and Disability (SEND) schools. One of whom was still in training.  Interviews
<b>Inclusion criteria</b>	Teachers working in mainstream education

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<b>Exclusion criteria</b>	Not reported
<b>Statistical method(s) used to analyse the data</b>	Thematic Analysis was used to analyse the data with a primarily deductive approach as the interview questions and coding were designed to identify specific features: teachers' understanding of mindfulness, their attitudes and perceptions towards mindfulness in schools, and perceived barriers and facilitators to their implementation
<b>Attrition</b>	Not applicable
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• Although a range of views were sought, prior experience with mindfulness not investigated, potentially limiting transferability of findings.</li> <li>• There is a need to more fully investigate the wider ecology surrounding programme implementation.</li> <li>• The sample trended towards those recently entering the profession (8 of the teachers interviewed had less than five years' experience). This is therefore an opportunity to collate views from a wider diversity in the teacher population.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of information on exclusion criteria
<b>Source of funding</b>	Not reported
<b>Theme</b>	
<b>Theme</b>	<p>Barrier - A lack of time</p> <p>Lack of time was perceived as a barrier for student MBIs, as time is required to train and prepare for such interventions and links to the issue of curriculum constraints. They reflected that MBIs may be difficult to timetable into the school day and unless they were made part of the school curriculum they were unlikely to be made a priority.</p> <p>Teachers reflected that 'it could almost be viewed as another thing to do'.</p>
<b>Theme</b>	<p><b>Barrier - religious conflict</b></p> <p>One participant was unsure if the practice could be secular:</p>

	<p>'I think, as a Christian myself, I think I was quite wary of it when I first heard about it [. . .] I didn't really want to get involved with it'.</p> <p>It was further illustrated that parents might confuse MBIs as a Buddhist practice or a practice that would conflict with their own religion.</p>
<b>Theme</b>	<p><b>Barrier - lack of understanding</b></p> <p>Teachers acknowledged a lack of understanding could be a barrier for teachers and students. Teachers reported that individuals may be sceptical of MBIs or could associate MBIs with a stigma towards mental health or not coping.</p> <p>One teacher elaborated on this, explaining how teachers may be cautious of the practice: 'there's a stigma attached to it as well, like you're doing mindfulness and you can't cope [. . .] I think anything in this vain is quite abstract, to be mindful is very "hippyish" in that sense'.</p>
<b>Theme</b>	<p><b>Barrier - lack of space</b></p> <p>A logistical barrier perceived by teachers was the limited amount of space often available in schools. Teachers expressed concern regarding whether they'd have to remove children from the classroom to find space to allow children to engage properly with their thoughts.</p>
<b>Theme</b>	<p><b>Barrier - Student engagement and behaviour</b></p> <p>Teachers considered whether students would engage fully in mindfulness practice. Some teachers felt that students may be reluctant to engage in a practice they might not understand or find embarrassing, due to the practice being 'different', possibly leading to poor behaviour: "I've got quite a few [students] who are quite stubborn and get embarrassed quite easily and they probably won't want to do certain tasks [. . .] that could be quite a big barrier."</p>
<b>Theme</b>	<p><b>Facilitator - information for stakeholders</b></p> <p>The most frequently suggested facilitator was that teachers, students, and parents be made aware of MBIs and their benefits. It was also reflected that informing parents would reduce misunderstandings (e.g. regarding associations with Buddhism) and would facilitate parental support of mindfulness in the home.</p>

	<p>"Every parent really wants their child to feel well and happy [. . .] if it was explained well [. . .] some sort of parent information sheet or meeting or parents evening to explain it because I think these practices are only more reinforced if they're supported at home as well."</p>
<b>Theme</b>	<p><b>Facilitator - a whole-school approach to implementation to implementing the intervention with support from school Senior Leadership Teams (SLTs)</b></p> <p>The importance of making mindfulness part of the curriculum and/or school day was referred to by four of the teachers:</p> <p>"if you're going to buy into it as a school then you have to buy into it whole heartedly, don't you? I think if you place enough importance on it throughout school then the kids are going to have to come around to it"</p> <p>Teachers felt Personal Social and Health Education (PSHE) lessons or during tutor times would be an appropriate time to have student mindfulness sessions It was also noted that a universal approach would avoid the singling out individuals as with 'everyone doing it' the risk of any potential stigmas is reduced.</p>
<b>Theme</b>	<p><b>Acceptability - MBIs are distinct</b></p> <p>Most teachers agreed MBIs were sufficiently distinctive to other interventions they were aware of</p> <p>'I do feel it will be distinctive because I don't think there's anything else out there like mindfulness'.</p> <p>Two teachers were unsure if MBIs would be distinctive and felt there might be some overlap with interventions that took a 'time-out' approach. Though this may relate to the common misinterpretation of mindfulness as a method of distraction.</p>
<b>Theme</b>	<p><b>Facilitator - teacher training</b></p> <p>Comprehensive training and the development of teachers own mindfulness practice was considered important before delivering an MBI</p>

"I think you can learn from your own experiences and share your own experiences to an extent and very often your heart will be more in it if [ . . . ] you can see that it's beneficial and that it's worked."

There was, however, a consensus from teachers that MBI training should not result in teachers having to spend longer hours at work. Teachers suggested training takes place during inset Continuing Professional Development days so as not to put any extra pressures on teachers.

They reported feeling more confident in implementing a structured intervention, at least in the initial stages.

"If you're introducing something new you have to have [a] structured kind of scheme [ . . . ] so you know the right language to use [ . . . ] at the end of the day we're teachers not therapists or counsellors and I think the language used is going to be very important."

Though many teachers commented that as they became more familiar with the intervention the ability to make appropriate adaptations would be useful.

## Study arms

### Mindfulness (N = 10)

Teachers (not clear whether they had experience of the intervention)

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Moderate (Some concerns with recruitment)
Overall risk of bias and relevance	Relevance	Relevant

#### D.1.13 Wolfe, 2014

**Bibliographic Reference** Wolfe, Victoria; The Voice of the Parent: Perceptions of the United Kingdom Resilience Programme.; Educational and Child Psychology; 2014; vol. 31 (no. 4); 58-71

#### Study details

<b>Study design</b>	Interview study
<b>Aim</b>	To inform the 'Working with parents and families' guideline by eliciting parents' views on a particular issue related to their child's schooling.
<b>Country/geographical location</b>	UK
<b>Setting</b>	Secondary school
<b>Inclusion criteria</b>	Parents whose children were being taught the United Kingdom Resilience Programme (UKRP)
<b>Exclusion criteria</b>	Not reported
<b>Method of randomisation</b>	

<b>Statistical method(s) used to analyse the data</b>	<p>Transcription</p> <ul style="list-style-type: none"><li>• Each interview was recorded using a digital voice recorder, then subsequently transcribed verbatim.</li><li>• At this stage a research diary was used to make notes about any further behavioural features such as gesture that the participants used, and personal feelings in relation to these, to help in processing the data.</li></ul> <p>Open coding</p> <ul style="list-style-type: none"><li>• Concepts, or codes, were initially noted after the first interview by listening to the audio recording.</li><li>• The stage of 'open coding' then involved careful 'labelling' or 'coding' of the written transcription of each interview, line by line, where each concept was given a code or concept name.</li><li>• Codes corresponded to concepts such as 'initial reaction to the UKRP' and 'relationship to the teacher'.</li><li>• Constant note-taking through 'memos' also allowed emerging ideas and thoughts to be recorded as they were conceived.</li></ul> <p>Axial coding</p> <ul style="list-style-type: none"><li>• Axial coding is used to re-connect the codes or concepts into meaningful and connected ways.</li><li>• This process followed Strauss and Corbin's ideas of creating a more abstract and process-based concept to explain questions such as 'why' and 'how'.</li><li>• Code memos and diagrams then aided the development of these codes or concepts into axial codes.</li></ul> <p>Selective coding</p> <ul style="list-style-type: none"><li>• Represents a descriptive narrative which links the axial codes together in a meaningful way.</li><li>• The key characteristics of the Selective Code were:<ul style="list-style-type: none"><li>○ It recurs frequently in the data.</li></ul></li></ul>
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	<ul style="list-style-type: none"> <li>○ It links the data together.</li> <li>○ It explains much of the variation in the data.</li> <li>• The selective code is a way of bringing the data back together after splitting it up into a number of different concepts and codes through the earlier coding process.</li> </ul>
<b>Study limitations (author)</b>	<ul style="list-style-type: none"> <li>• As the present study was a small-scale research study it is not possible to generalise the findings or apply them to wider populations.</li> <li>• There are also limitations of using semi-structured interviews in research which need to be considered. A common disadvantage in open question interviewing is losing sight of the direction of the interview.</li> </ul>
<b>Study limitations (reviewer)</b>	Lack of data on exclusion criteria
<b>Source of funding</b>	Not reported
<b>Theme</b>	<p><b>Choice</b></p> <p>Focuses on parents' perceptions of being involved in the decisions regarding the UKRP. It involved parents' sense of having a choice, including whether their child had been 'chosen' for the programme and whether they felt there had been an identification of their child's needs.</p> <p>Positive</p> <p><i>'Yes it was from the school, they put A forward because he lacked confidence and he had been bullied as well at the school and they dealt with it fantastically, absolutely brilliantly, couldn't wish for better, yes.'</i></p> <p><i>'...Most of the children had been identified as having a need to have these extra sessions either because they had a learning difficulty and transition would be hard, or just because they were painfully shy and found it difficult to transition so I thought it was a really great programme actually.'</i></p>

	<p>Negative</p> <p><i>'...If I had been given the choice of doing the programme or not I would have said well she might as well do Geography... I think there could have been an identification of needs really at the beginning to identify which children needed the programme...'</i></p> <p><i>'I would have liked to have known earlier. It did annoy me. I don't know how long she has been supposed to have been doing this at school. They try and make the results or try and make them because they are at secondary school not to communicate with the parents so much...'</i></p> <p>There was a sense that communication about the UKRP was lacking, which may have impacted parent's sense of involvement and perception of choice.</p>
<b>Theme</b>	<p><b>Communication</b></p> <p>There was an obvious divide across the cohort of parents between those who felt they had received adequate communication from school, and those who felt they had received nothing.</p> <p>Positive</p> <p><i>'I had two or three meetings at school with the teachers and actually they came up with the idea about that.'</i></p>



	<p><i>'Oh we, we always get information from the school about everything that's going on'.</i></p> <p>Negative</p> <p><i>'School hasn't told me anything about that. I can't remember having anything from school.'</i></p>
<p><b>Theme</b></p>	<p><b>Understanding</b></p> <p>There was great variation amongst parents in their perceptions relating to their understanding of the UKRP and its aims and objectives. Several factors contributed to this, including one parent's previous experience of resilience in a work context.</p> <p><i>'...I got all these letters and I know I'm supposed to understand but it's just the resilience word, I thought well what does that mean. I don't understand what that meant.'</i></p> <p><i>'Yes, yes, I wasn't sure what it entirely would cover but I suppose at work I'd done sort of training courses on personal resilience and how you re-frame the situation...'</i></p>
<p><b>Theme</b></p>	<p><b>Experience</b></p> <p>Parental experiences can be seen to set the foundations upon which other processes are built. Some parents made comments that related to their own views on the duty of parents, and their role. These comments all highlighted a need to</p>

	<p>appreciate the huge variety of parental experiences and expectations. Baseline understanding and experience widely varies across the population.</p> <p><i>'I care what the kids do. I would like them to be confident and self-assured. If I can help them and even if it something like this I prefer to do it rather than be one of those that say do what you like'.</i></p>
<p><b>Theme</b></p>	<p><b>Value</b></p> <p>This theme focussed on parents' perceptions of the value of UKRP and their own value in offering their thoughts and views on the programme. One parent commented positively on the value of the programme which she felt was targeted at the right age group.</p> <p><i>'You might have diverse viewpoints because a child that's a high attainer might think well why am I doing this whereas I'm coming from the perspective of I'm seeing a real value to this.'</i></p> <p><i>'In her particular case I felt that actually I don't know if I'm actually of any value here.'</i></p> <p><i>'Of course, because at this age, a teenager, it is a very difficult age! ...This is very dangerous and probably the Resilience Programme makes them open up and talk.'</i></p>
<p><b>Theme</b></p>	<p><b>Relationships</b></p> <p>Parents who commented positively on the school generally, were almost always those who also commented positively on the UKRP and its impact. Many of the positive comments supported the school's work in general and suggested a positive relationship between them. Despite not knowing a great deal about the UKRP, one parent supported it and its</p>

place in the curriculum. This seemed to stem from an overall appreciation of and trust in the school and how it supported her child.

*'The headmaster there is very good, he has a positive outlook.'*

*'But overall the teachers are just so backing the children, it is really lovely to see.'*

Equally, those parents who gave less than positive comments regarding the school did not speak positively about the UKRP and its impact.

*'I would have liked to have known earlier. It did annoy me. I don't know how long she has been supposed to have been doing this at school.'*

*'The teacher fobbed me off with saying it wasn't vital what they do in that term. I thought well actually if it's not vital why do you put it in there?'*

## Characteristics

### Study-level characteristics

Characteristic	Study (N = 8)
<b>Male</b>	n = 1 ; % = 12.5
Sample size	
<b>Female</b>	n = 7 ; % = 87.5
Sample size	
<b>English</b>	n = 7 ; % = 87.5
Sample size	
<b>Romanian</b>	n = 1 ; % = 12.5
Sample size	

### Critical appraisal - CASP qualitative checklist

Section	Question	Answer
Overall risk of bias and relevance	Overall risk of bias	Moderate (Concerns over selection of the sample)
Overall risk of bias and relevance	Relevance	Relevant



## Appendix E – GRADE-CERQual tables

**Table 5 CERQual assessment of qualitative findings by sub-theme**

Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
<b>Theme 1: Perceptions of programme impact</b>						
<b>Perceptions of children:</b> Interventions helped children develop their emotional awareness and provided them with useful tools and strategies to help manage their emotions and relax. Participants in the intervention generally perceived an improvement in their social and emotional wellbeing and developed skills to regulate their emotions. General increases in positive feelings were reported by pupils. However, there was also suggestions that that skills were not being generalised, possibly due to lack of reinforcement of the programme. There were also some evidence of children teaching skills to family members.	5 (Hutchinson 2018; Skryabina 2016; Thomas 2017; Kirby 2021; Wigelsworth 2018)	No concerns	No concerns	No concerns	No concerns	High (No concerns)
<b>Perceptions of teachers:</b> Teachers also felt that they benefitted from the interventions as it equipped	5 (Honest 2014; Skryabina 2016; Wigelsworth	No concerns	No concerns	No concerns	No concerns	High (No concerns)

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Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
them with languages, strategies and a better understanding of children's feelings. However some teachers reported an initial feeling of scepticism about the efficacy of interventions. General increases in positive feelings were reported by teachers. However, there was also suggestions that that skills were not being generalised, possibly due to lack of reinforcement of the programme. Teachers also believed that interventions were beneficial for children, but this was not necessarily reflected in impact evaluation of the interventions.	2018; Sloan 2018; Humphrey 2018)					
<b>Perceptions of parents:</b> Baseline understanding of the interventions varied widely between parents and was largely dependent on previous parent experiences.	1 (Wolfe 2014)	<b>Moderate concerns</b> (Study was moderate risk of bias)	<b>No concerns</b>	<b>Serious concerns</b> (Only one study contributed to the theme)	<b>No concerns</b>	<b>Very low</b> (Downgraded due to moderate concerns with methodological limitations and serious concerns with adequacy)
<b>Theme 2: Programme structure, content and implementation</b>						
<b>Programme structure:</b> Interventions of a prescriptive nature were appreciated by newly qualified teachers as the	5 (Hones 2014; Thomas 2017; Skryabina 2016;	<b>Moderate concerns</b> (60% of studies were	<b>No concerns</b>	<b>No concerns</b>	<b>No concerns</b>	<b>Moderate</b> (Downgraded due to moderate

Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
curriculum was new to them. However, as they became more familiar with the intervention the ability to make appropriate adaptations would be useful. Teachers also would have preferred some interventions to have started at the beginning of the academic year as it is designed. Children appreciated interventions that were process-focussed rather than results-oriented but also believed some interventions could have been improved with additional or longer sessions.	Wigelsworth 2020; Humphrey 2018)	moderate risk of bias)				concerns with methodological limitations)
<b>Programme content:</b> Children, teachers and parents all had generally positive views on the overall content of interventions, particularly the more practical elements. Reading and writing aspects of the programmes and accompanying workbooks were looked upon negatively. Some interventions could have been more targeted or age appropriate. Teachers identified that content pitched at an inappropriate level was a key barrier to intervention success. This required teachers to spend time adapting the content, which	7 (Stallard 2013; Wolfe 2014; Thomas 2017; Skryabina 2016; Punekollu 2020; Sloan 2018; Humphrey 2018)	<b>No concerns</b>	<b>Moderate concerns</b> (Some contradictory information between studies)	<b>No concerns</b>	<b>No concerns</b>	<b>Moderate</b> (Downgraded due to moderate concerns with coherence)



Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
most felt was an additional time pressure on their already demanding workload. Teacher's appreciated detailed instructions and easy to use teaching materials.						
<b>Programme implementation:</b> School staff agreed that interventions could have been delivered in a greater number of shorter sessions in small groups. Pupil engagement relied heavily on the teacher/facilitator attitude and delivery of the programme. Schools were considered and appropriate environment to deliver interventions but required a great deal of organisation and communication. Teachers identified making mindfulness part of the curriculum and/or school day as a facilitator to intervention success. This would require supports from senior leadership teams. There was evidence of deviation and omission of prescribed activities and the overall lesson plan. Omissions were often reactive in response to time. Lack of support from senior management was	7 (Stallard 2013; Honess 2014; Thomas 2017; Skryabina 2016; Wigelsworth 2020; Wigelsworth 2018; Humphrey 2018)	<b>No concerns</b>	<b>Moderate concerns</b> (Some contradictory information between studies)	<b>No concerns</b>	<b>No concerns</b>	<b>Moderate</b> (Downgraded due to moderate concerns coherence)

Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
identified as a key barrier to implementation success.						
<b>Resource requirements:</b> Teachers commented that interventions should be prioritised allocated adequate space in the curriculum and resources. However, concerns were expressed regarding the sustainability of intervention due to cost and time requirements. Teachers reported lack of time for training and preparation as a barrier for intervention success. Difficulties timetabling interventions into the school day due to curriculum constraints was also reported. Activities were often omitted due to lack of time within sessions.	5 (Stallard 2013; Honess 2014; Wigelsworth 2020; Wigelsworth 2018; Sloan 2018)	No concerns	No concerns	No concerns	No concerns	High (No concerns)
<b>Theme 3: Support and guidance</b>						
<b>Training, coaching and feedback:</b> School staff agreed that training and feedback was both important and useful. This allowed teachers to assess the fidelity and quality of their own programme delivery and helped them build confidence. The presence of a coach during the sessions was also motivational for the school staff. Teachers considered	4 (Ashworth 2018; Honess 2014; Wigelsworth 2020; Sloan 2018)	Moderate concerns (50% of studies were moderate risk of bias)	No concerns	No concerns	No concerns	Moderate (Downgraded due to moderate concerns with methodological limitations)

Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
comprehensive training as an important facilitator for successful intervention delivery, but commented it should not result in teachers having to spend longer hours at work. Teachers suggested training takes place during inset Continuing Professional Development days. Group-based teacher training was received positively.						
<b>Peer community:</b> Having a supportive community and friends was an important condition for practising the skills learnt from the intervention.	1 (Hutchinson 2018)	<b>Moderate concerns</b> (Study was moderate risk of bias)	<b>No concerns</b>	<b>Serious concerns</b> (Only one study contributed to the theme)	<b>No concerns</b>	<b>Very low</b> (Downgraded due to moderate concerns with methodological limitations and serious concerns with adequacy)
<b>Classroom management:</b> School staff found classroom management challenging and would have preferred greater insight into dealing with child behaviour issues, even if they did not experience them in their own class. The role of Class Teachers and Teaching Assistants was considered important in assisting with the classroom behaviour management.	2 (Stallard 2013; Ashworth 2018; Wigelsworth 2018)	<b>No concerns</b>	<b>No concerns</b>	<b>No concerns</b>	<b>No concerns</b>	<b>High</b> (No concerns)

Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
<b>Programme generalisability:</b> Teachers would have appreciated advice on generalising the intervention into wider practice.	1 (Ashworth 2018)	No concerns	No concerns	Serious concerns (Only one study contributed to the theme)	No concerns	Low (Downgraded due to serious concerns with adequacy)
<b>Scepticism:</b> Some PATHS teachers reported a level of scepticism concerning the supervision provided.	1 (Ashworth 2018)	No concerns	No concerns	Serious concerns (Only one study contributed to the theme)	No concerns	Low (Downgraded due to serious concerns with adequacy)
<b>Theme 4: Communication</b>						
<b>School-parent communication:</b> Parents had mixed views on the level of communication they received from schools. Some believed they had been provided with adequate information on the interventions, whilst others felt schools had not communicated with them at all.  Parents being made aware of interventions and their benefits was frequently highlighted by teachers as a facilitator of intervention success.	1 (Wolfe 2014; Wigelsworth 2020)	Moderate concerns (100% of studies were moderate risk of bias)	No concerns (Serious contradiction between studies)	Moderate concerns (Only two studies contributed to the theme)	No concerns	Low (Downgraded due to moderate concerns with methodological limitations and adequacy)
<b>Theme 5: School environment</b>						
<b>Impressions of the school:</b> Parent's impressions of the school tended to mirror their impressions of the intervention. Parents who	1 (Wolfe 2014)	Moderate concerns (Study was moderate risk of bias)	No concerns	Serious concerns (Only one study)	No concerns	Very low (Downgraded due to moderate concerns with

Theme	Studies	Methodological limitations	Coherence	Adequacy	Relevance	Confidence
commented positively on the school generally, were almost always those who also commented positively on the intervention and vice versa.				contributed to the theme)		methodological limitations and serious concerns with adequacy)
<p><b>Distractions:</b> Children experienced several challenges to the practice of mindfulness included distractions.</p> <p><i>“I find it really hard to concentrate, if we do it in the class when we are having a lesson, and some people are outside and they are screaming and shouting and going yes well, when it’s like that, I’m trying but I can’t as my mind is concentrating on something else.”</i></p>	1 (Hutchinson 2018)	<b>Moderate concerns</b> (Study was moderate risk of bias)	<b>No concerns</b>	<b>Serious concerns</b> (Only one study contributed to the theme)	<b>No concerns</b>	<b>Very low</b> (Downgraded due to moderate concerns with methodological limitations and serious concerns with adequacy)

## Appendix F – Excluded studies

Study	Code [Reason]
(2014) Targeting high-risk, socially influential middle school students to reduce aggression: Universal versus selective preventive intervention effects. <i>Journal of Research on Adolescence</i> 24(2): 364-382	- Study conducted before 2007
(2008) The multisite violence prevention project: impact of a universal school-based violence prevention program on social-cognitive outcomes. <i>Prevention science</i> 9(4): 231-244	- Study conducted before 2007
(2013) WWC Review of the Report "Assessing the Effectiveness of First Step to Success: Are Short-Term Results the First Step to Long-Term Behavioral Improvements?" <i>What Works Clearinghouse Single Study Review</i> : 1-8	- Non systematic review
Ab Ghaffar, Siti Fatimah, Mohd Sidik, Sherina, Ibrahim, Normala et al. (2019) Effect of a School-Based Anxiety Prevention Program among Primary School Children. <i>International journal of environmental research and public health</i> 16(24)	- Study conducted in a non-OECD country
Adibsereshki, N.; Shaydaei, M.; Movallali, G. (2016) The effectiveness of emotional intelligence training on the adaptive behaviors of students with intellectual disability. <i>International Journal of Developmental Disabilities</i> 62(4): 245-252	- Study conducted in a non-OECD country
Agley, J., Jun, M., Eldridge, L. et al. (2021) Effects of ACT out! social issue theater on social-emotional competence and bullying in youth and adolescents: cluster randomized controlled trial. <i>JMIR Mental Health</i> 8(1): e25860	- Outcome data not presented/unusable
Agley, Jon, Jun, Mikyoung, Eldridge, Lori et al. (2021) Effects of ACT out! social issue theater on social-emotional competence and bullying in youth and adolescents: cluster randomized controlled trial. <i>JMIR Mental Health</i> 8(1): e25860	- Duplicate
Ahlen J; Lenhard F; Ghaderi A (2015) Universal Prevention for Anxiety and Depressive Symptoms in Children: A Meta-analysis of Randomized and Cluster-Randomized Trials. <i>The journal of primary prevention</i> 36(6): 387-403	- Systematic review: references checked
Albright, Abby, Michael, Kurt, Massey, Cameron et al. (2013) An evaluation of an interdisciplinary rural school mental health programme in Appalachia. <i>Advances in School Mental Health Promotion</i> 6(3): 189-202	- Non-randomised study
Allen, Kate, Hansford, Lorraine, Hayes, Rachel et al. (2019) Teachers' perceptions of the impact	- Study intervention is teacher training for classroom management

Study	Code [Reason]
of the Incredible Years Teacher Classroom Management programme on their practice and on the social and emotional development of their pupils. The British journal of educational psychology	
Andermo, S., Hallgren, M., Nguyen, T.-T.-D. et al. (2020) School-related physical activity interventions and mental health among children: a systematic review and meta-analysis. Sports Medicine - Open 6(1): 25	- Systematic review: references checked
Anthony, Hayley and McLean, Louise A (2015) Promoting mental health at school: Short-term effectiveness of a popular school-based resiliency programme. Advances in School Mental Health Promotion 8(4): 199-215	- Non-randomised study
Anticich, Sarah A. J., Barrett, Paula M., Silverman, Wendy et al. (2013) The Prevention of Childhood Anxiety and Promotion of Resilience among Preschool-Aged Children: A Universal School Based Trial. Advances in School Mental Health Promotion 6(2): 93-121	- Outcome data not presented/unusable
Antonson, Carl, Thorsen, Frida, Sundquist, Jan et al. (2018) Upper secondary school students' compliance with two Internet-based self-help programmes: a randomised controlled trial. European child & adolescent psychiatry 27(2): 191-200	- Study does not provide data for the control group
Appelqvist-Schmidlechner, Kaija, Liski, Antti, Pankakoski, Maiju et al. (2016) Together at school intervention programme. A pilot study on the feasibility and perceived benefits of a programme focusing on improving socio-emotional skills among schoolchildren in Finland. International Journal of Mental Health Promotion 18(3): 127-143	- Not universal curriculum - Whole-school approach  - Study design: No control group
Arora, Prerna G, Collins, Tai A, Dart, Evan H et al. (2019) Multi-tiered systems of support for school-based mental health: A systematic review of depression interventions. School Mental Health: A Multidisciplinary Research and Practice Journal 11(2): 240-264	- Systematic review: references checked
Aune, Tore and Stiles, Tore C (2009) Universal-based prevention of syndromal and subsyndromal social anxiety: A randomized controlled study. Journal of consulting and clinical psychology 77(5): 867-79	- Study intervention is a whole community approach with a universal classroom component
Averdijk, Margit, Zirk-Sadowski, Jan, Ribeaud, Denis et al. (2016) Long-term effects of two childhood psychosocial interventions on adolescent delinquency, substance use, and antisocial behavior: A cluster randomized controlled trial. Journal of Experimental Criminology 12(1): 21-47	- Study not concerned with social, emotional and mental wellbeing

Study	Code [Reason]
Bambara, Linda M., Goh, Ailsa, Kern, Lee et al. (2012) Perceived Barriers and Enablers to Implementing Individualized Positive Behavior Interventions and Supports in School Settings. <i>Journal of Positive Behavior Interventions</i> 14(4): 228-240	- Non UK based qualitative study
Bannirchelvam, Bavani; Bell, Karen L; Costello, Shane (2017) A qualitative exploration of primary school students' experience and utilisation of mindfulness. <i>Contemporary School Psychology</i> 21(4): 304-316	- Non UK based qualitative study
Barkoukis, V, Lazuras, L, Ourda, D et al. (2016) Tackling psychosocial risk factors for adolescent cyberbullying: evidence from a school-based intervention. <i>Aggressive behavior</i> 42(2): 114-122	- Not universal curriculum - Whole-school approach
Bastounis, Anastasios, Callaghan, Patrick, Lykomitrou, Foteini et al. (2017) Exploring students' participation in universal, depression and anxiety, prevention programmes at school: A meta-aggregation. <i>School Mental Health: A Multidisciplinary Research and Practice Journal</i> 9(4): 372-385	- Systematic review: references checked
Bearman, Sarah K., Bailin, Abby, Rodriguez, Erin et al. (2020) Partnering with School Providers to Codesign Mental Health Interventions: An Open Trial of Act & Adapt in Urban Public Middle Schools. <i>Psychology in the Schools</i> 57(11): 1689-1709	- Study design: No control group
Beaudry, MB, Swartz, K, Miller, L et al. (2019) Effectiveness of the Adolescent Depression Awareness Program (ADAP) on Depression Literacy and Mental Health Treatment. <i>Journal of school health</i> 89(3): 165-172	- Study not concerned with social, emotional and mental wellbeing
Beelmann, Andreas and Raabe, Tobias (2009) The effects of preventing antisocial behavior and crime in childhood and adolescence: Results and implications of research reviews and meta-analyses. <i>European Journal of Developmental Science</i> 3(3): 260-281	- Non systematic review
Beggs, Allison and Olson, Sara (2020) The Effects of Social-Emotional Learning and Teacher Relationships on Middle School Student Well-Being.	- Dissertation
Benner, Gregory J., Nelson, J. Ron, Sanders, Elizabeth A. et al. (2012) Behavior Intervention for Students with Externalizing Behavior Problems: Primary-Level Standard Protocol. <i>Exceptional Children</i> 78(2): 181-198	- Study population is selected
Benner, Gregory J., Sanders, Elizabeth A., Nelson, J. Ron et al. (2013) How Individual and School Aggregate Baseline Behavior Levels	- Study population is selected



Study	Code [Reason]
Moderate Response to a Primary Level Behavior Intervention. Behavioral Disorders 38(2): 73-87	
Bermejo-Martins, E, Mujika, A, Iriarte, A et al. (2019) Social and emotional competence as key element to improve healthy lifestyles in children: results from a randomized controlled trial. Journal of advanced nursing	- Duplicate
Bermejo-Martins, Elena, Mujika, Agurtzane, Iriarte, Andrea et al. (2019) Social and emotional competence as key element to improve healthy lifestyles in children: A randomized controlled trial. Journal of advanced nursing 75(8): 1764-1781	- Study intervention delivered outside of school hours
Bernal-Manrique, Koryn N; Garcia-Martin, Maria B; Ruiz, Francisco J (2020) Effect of acceptance and commitment therapy in improving interpersonal skills in adolescents: A randomized waitlist control trial. Journal of Contextual Behavioral Science 17: 86-94	- Study population is selected
Binfet, John-Tyler and Whitehead, Jenna (2019) The Effect of Engagement in a Kindness Intervention on Adolescents' Well-Being: A Randomized Controlled Trial. International Journal of Emotional Education 11(2): 33-49	- Intervention not a formal programme
Biskner, Jessica and Biskner, Jessica Ariana (2019) Mindfulness-based interventions within middle and high school settings: teachers' perspectives.	- Article unavailable
Bleasdale, Jane E; Peterson, Margaret C; Nidich, Sanford (2020) Effect of Meditation on Social/Emotional Well-Being in a High-Performing High School. Professional School Counseling 23(1): 2156759x20940639	- Study had an active control group
Bluth, Karen, Gaylord, Susan A, Campo, Rebecca A et al. (2016) Making friends with yourself: A mixed methods pilot study of a mindful self-compassion program for adolescents. Mindfulness 7(2): 479-492	- Study intervention not delivered in school
Bogue, Heidi E. (2011) Impact of a violence prevention curriculum on kindergarteners' behavior. Dissertation Abstracts International Section A: Humanities and Social Sciences 72(10a): 3610	- Dissertation
Bokoch, Rebecca and Hass-Cohen, Noah (2020) Effectiveness of a School-Based Mindfulness and Art Therapy Group Program. Art Therapy: 1-10	- Non-randomised study
Boltdt, Katharina, Coenen, Michaela, Movsisyan, Ani et al. (2021) Interventions to Ameliorate the Psychosocial Effects of the COVID-19 Pandemic on Children-A Systematic Review. International journal of environmental research and public health 18(5)	- Systematic review: references checked

Study	Code [Reason]
Bottini, Cheryl L. (2017) The Effects of the Student Success Skills Classroom Program on Self-Regulation, School Attendance, and Test Anxiety on Hispanic Fifth-Grade Students.: 1-117	- PhD thesis  - Dissertation
Brackett, Marc A. (2016) The Emotion Revolution: Enhancing Social and Emotional Learning in School: Enhancing Social and Emotional Learning in School. Independent School 75(4)	- Ordered but not received
Bradshaw, Catherine P., Zmuda, Jessika H., Kellam, Sheppard G. et al. (2009) Longitudinal Impact of Two Universal Preventive Interventions in First Grade on Educational Outcomes in High School. Journal of Educational Psychology 101(4): 926-937	- Outcome data not presented/unusable
Breeman, Linda D, van Lier, Pol A. C, Wubbels, Theo et al. (2016) Effects of the good behavior game on the behavioral, emotional, and social problems of children with psychiatric disorders in special education settings. Journal of Positive Behavior Interventions 18(3): 156-167	- Study intervention is teacher training for classroom management
Brigman, Greg A.; Webb, Linda D.; Campbell, Chari (2007) Building Skills for School Success: Improving the Academic and Social Competence of Students. Professional School Counseling 10(3): 279-288	- Study intervention is not a universal intervention
Broderick, Patricia C and Metz, Stacie (2009) Learning to BREATHE: A pilot trial of a mindfulness curriculum for adolescents. Advances in School Mental Health Promotion 2(1): 35-46	- Non-randomised study
Brown, Joshua L.; Jones, Stephanie M.; Aber, J. Lawrence (2010) The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Classroom Climate and Teacher Processes and Practices.: 1-8	- Outcome data not presented/unusable
Brunwasser, Steven M; Freres, Derek R; Gillham, Jane E (2018) Youth Cognitive-Behavioral Depression Prevention: Testing Theory in a Randomized Controlled Trial. Cognitive therapy and research 42(4): 468-482	- Study conducted before 2007
Brunwasser, Steven M and Gillham, Jane E (2018) Identifying Moderators of Response to the Penn Resiliency Program: A Synthesis Study. Prevention science : the official journal of the Society for Prevention Research 19(suppl1): 38-48	- Study conducted before 2007
Bunketorp Kall, Lina, Malmgren, Helge, Olsson, Erik et al. (2015) Effects of a Curricular Physical Activity Intervention on Children's School Performance, Wellness, and Brain	- Study intervention is physical activity training

Study	Code [Reason]
Development. The Journal of school health 85(10): 704-13	
Burckhardt, Rowan, Manicavasagar, Vijaya, Batterham, Philip J et al. (2015) A Web-Based Adolescent Positive Psychology Program in Schools: Randomized Controlled Trial. Journal of medical Internet research 17(7): e187	- Outcome data not presented/unusable
Burn, Michele, Knight, Tess, Taylor, Lisa et al. (2019) Parents' perceptions of changes in family functioning after participation in a strengthening families intervention: A qualitative analysis. Children and Youth Services Review 100: 428-436	- Non UK based qualitative study
Buttigieg, Jason P, Shortt, Alison L, Slaviero, Tania M et al. (2015) A longitudinal evaluation of the Resilient Families randomized trial to prevent early adolescent depressive symptoms. Journal of adolescence 44: 204-13	- Study intervention not delivered as part of the lesson plan
Butzer, Bethany, LoRusso, Amanda Marie, Windsor, Regina et al. (2017) A Qualitative Examination of Yoga for Middle School Adolescents. Advances in school mental health promotion 10(3): 195-219	- Non UK based qualitative study
Caldarella, Paul, Larsen, Ross A., Williams, Leslie et al. (2018) Effects of CW-FIT on Teachers' Ratings of Elementary School Students at Risk for Emotional and Behavioral Disorders. Journal of Positive Behavior Interventions 20(2): 78-89	- Non UK based qualitative study
Caldwell, Deborah (2019) Effectiveness of school-based interventions to prevent anxiety & depression in young people. European Journal of Public Health 29(supplement4): ckz185-021	- Systematic review: references checked
Caldwell, Deborah M, Davies, Sarah R, Hetrick, Sarah E et al. (2019) School-based interventions to prevent anxiety and depression in children and young people: a systematic review and network meta-analysis. The lancet. Psychiatry 6(12): 1011-1020	- Systematic review: references checked
Caldwell, Deborah M, Davies, Sarah R, Thorn, Joanna et al. (2020) School-based interventions to prevent anxiety, depression and conduct disorders in children and young people: a systematic review, network meta-analysis and economic evaluation. Public Health Research	- Article unavailable
Calear, A.L., Christensen, H., Mackinnon, A. et al. (2009) The YouthMood Project: A Cluster Randomized Controlled Trial of an Online Cognitive Behavioral Program With Adolescents. Journal of Consulting and Clinical Psychology 77(6): 1021-1032	- Study conducted before 2007
Calvarese, Giovanni (2020) A Mixed Methods Exploration of Academic Literacy Engagement	- Dissertation

Study	Code [Reason]
and Social Emotional Learning with High School Students.	
Calvete, E, Fernandez-Gonzalez, L, Orue, I et al. (2019) The Effect of an Intervention Teaching Adolescents that People can Change on Depressive Symptoms, Cognitive Schemas, and Hypothalamic-Pituitary-Adrenal Axis Hormones. <i>Journal of abnormal child psychology</i>	- Outcome data not presented/unusable
Campion, Jonathan and Rocco, Sharn (2009) Minding the mind: The effects and potential of a school-based meditation programme for mental health promotion. <i>Advances in School Mental Health Promotion</i> 2(1): 47-55	- Non UK based qualitative study
Cappella, Elise, Hamre, Bridget K, Kim, Ha Yeon et al. (2012) Teacher consultation and coaching within mental health practice: classroom and child effects in urban elementary schools. <i>Journal of consulting and clinical psychology</i> 80(4): 597-610	- Study intervention is teacher training for classroom management
Caprara, Gian Vittorio, Kanacri, Bernadette Paula Luengo, Gerbino, Maria et al. (2014) Positive Effects of Promoting Prosocial Behavior in Early Adolescence: Evidence from a School-Based Intervention. <i>International Journal of Behavioral Development</i> 38(4): 386-396	- Non-randomised study
Cardemil, E.V., Reivich, K.J., Beevers, C.G. et al. (2007) The prevention of depressive symptoms in low-income, minority children: Two-year follow-up. <i>Behaviour Research and Therapy</i> 45(2): 313-327	- Study conducted before 2007
Carsley, Dana; Khoury, Bassam; Heath, Nancy L. (2018) Effectiveness of mindfulness interventions for mental health in schools: A comprehensive meta-analysis. <i>Mindfulness</i> 9(3): 693-707	- Systematic review: references checked
Cataldi, S., Francavilla, V.C., Bonavolonta, V. et al. (2021) Proposal for a fitness program in the school setting during the covid 19 pandemic: Effects of an 8-week crossfit program on psychophysical well-being in healthy adolescents. <i>International Journal of Environmental Research and Public Health</i> 18(6): 1-12	- Study intervention is physical activity training
Cavanagh, Kate, Strauss, Clara, Cicconi, Francesca et al. (2013) A randomised controlled trial of a brief online mindfulness-based intervention. <i>Behaviour research and therapy</i> 51(9): 573-8	- Study population outside scope of review
Cecchini, Jose A, Montero, Javier, Alonso, Alicia et al. (2007) Effects of personal and social responsibility on fair play in sports and self-control in school-aged youths. <i>European Journal of Sport Science</i> 7(4): 203-211	- Study intervention is not a universal intervention

Study	Code [Reason]
Cefai, Carmel, Ferrario, Erika, Cavioni, Valeria et al. (2014) Circle Time for Social and Emotional Learning in Primary School. <i>Pastoral Care in Education</i> 32(2): 116-130	- Study conducted in a non-OECD country
Challen, Amy, Noden, Philip, West, Anne et al. (2009) UK resilience programme evaluation: interim report. DCSF Research Brief: 4	- Non-randomised study
Cheng, Yi-Ju and Ray, Dee C (2016) Child-centered group play therapy: Impact on social-emotional assets of kindergarten children. <i>Journal for Specialists in Group Work</i> 41(3): 209-237	- Population - subset
Chester, K.L., Klemmer, E., Magnusson, J. et al. (2019) The role of school-based health education in adolescent spiritual moral, social and cultural development. <i>Health Education Journal</i> 78(5): 582-594	- Non-randomised study
Cilar, Leona, Stiglic, Gregor, Kmetec, Sergej et al. (2020) Effectiveness of school-based mental well-being interventions among adolescents: A systematic review. <i>Journal of advanced nursing</i>	- Systematic review: references checked
Cipriano, Christina, Barnes, Tia N., Rivers, Susan E. et al. (2019) Exploring Changes in Student Engagement through the Ruler Approach: An Examination of Students at Risk of Academic Failure. <i>Journal of Education for Students Placed at Risk</i> 24(1): 1-19	- Population - subset
Coker, Ann L, Bush, Heather M, Brancato, Candace J et al. (2019) Bystander Program Effectiveness to Reduce Violence Acceptance: RCT in High Schools. <i>Journal of family violence</i> 34(3): 153-164	- Study intervention is not a universal intervention
Coker, Ann L, Bush, Heather M, Cook-Craig, Patricia G et al. (2017) RCT Testing Bystander Effectiveness to Reduce Violence. <i>American journal of preventive medicine</i> 52(5): 566-578	- Study intervention is not a universal intervention
Cole, Rachel L., Treadwell, Susanne, Dosani, Sima et al. (2013) Evaluation of a Short-term, Cognitive-Behavioral Intervention for Primary Age Children with Anger-Related Difficulties. <i>School Psychology International</i> 34(1): 82-100	- Non-randomised study
Conboy, LA, Noggle, JJ, Frey, JL et al. (2013) Qualitative evaluation of a high school yoga program: feasibility and perceived benefits. <i>Explore (new york, N.Y.)</i> 9(3): 171-180	- Non UK based qualitative study
Conduct Problems Prevention Research, Group (2010) The Difficulty of Maintaining Positive Intervention Effects: A Look at Disruptive Behavior, Deviant Peer Relations, and Social Skills During the Middle School Years. <i>The Journal of early adolescence</i> 30(4)	- Study conducted before 2007

Study	Code [Reason]
Conroy, Maureen A., Sutherland, Kevin S., Algina, James et al. (2018) Prevention and Treatment of Problem Behaviors in Young Children: Clinical Implications from a Randomized Controlled Trial of BEST in CLASS. <i>AERA Open</i> 4(1): 1-16	- Study population outside scope of review
Cook, Clayton R., Fiat, Aria, Larson, Madeline et al. (2018) Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. <i>Journal of Positive Behavior Interventions</i> 20(3): 149-159	- Study not concerned with social, emotional and mental wellbeing - Study intervention is teacher training for classroom management
Cook, CR, Frye, M, Slemrod, T et al. (2015) An integrated approach to universal prevention: independent and combined effects of PBIS and SEL on youths' mental health. <i>School psychology quarterly</i> 30(2): 166-183	- Outcome data not presented/unusable
Coombes, Lindsey, Chan, Gail, Allen, Debby et al. (2016) Mixed-methods evaluation of the good behaviour game in English primary schools. <i>Journal of Community &amp; Applied Social Psychology</i> 26(5): 369-387	- Study intervention is teacher training for classroom management
Cooper, Mick, Stafford, Megan R, Saxon, David et al. (2021) Humanistic counselling plus pastoral care as usual versus pastoral care as usual for the treatment of psychological distress in adolescents in UK state schools (ETHOS): a randomised controlled trial. <i>The Lancet. Child &amp; adolescent health</i> 5(3): 178-189	- Study population is selected
Corcoran, R. P., Cheung, A. C. K., Kim, E. et al. (2018) Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. <i>Educational Research Review</i> 25: 56-72	- Systematic review: references checked
Cordier, Reinie, Speyer, Renee, Mahoney, Natasha et al. (2021) Effects of interventions for social anxiety and shyness in school-aged children: A systematic review and meta-analysis. <i>PLoS one</i> 16(7): e0254117	- Systematic review: references checked
Corepal, R., Best, P., O'Neill, R. et al. (2019) A feasibility study of 'The StepSmart Challenge' to promote physical activity in adolescents. <i>Pilot and Feasibility Studies</i> 5(1): 132	- Study intervention is physical activity training
Corrieri, Sandro, Heider, Dirk, Conrad, Ines et al. (2014) School-based prevention programs for depression and anxiety in adolescence: a systematic review. <i>Health promotion international</i> 29(3): 427-41	- Systematic review: references checked
Corsello, Maryann; Sharma, Anu; Jerabek, Angela (2015) Building Assets Reducing Risks: Academic Success for All Students through	- Outcome data not presented/unusable

Study	Code [Reason]
Positive Relationships and Use of Real-Time Data.: 1-10	
Corteselli, K.A., Hollinsaid, N.L., Harmon, S.L. et al. (2020) School Counselor Perspectives on Implementing a Modular Treatment for Youth. Evidence-Based Practice in Child and Adolescent Mental Health: 1-17	- Non UK based qualitative study
Costigan, Sarah A, Eather, Narelle, Plotnikoff, Ronald C et al. (2016) High-Intensity Interval Training for Cognitive and Mental Health in Adolescents. Medicine and science in sports and exercise 48(10): 1985-93	- Study intervention is physical activity training
Crean, Hugh F and Johnson, Deborah B (2013) Promoting Alternative Thinking Strategies (PATHS) and elementary school aged children's aggression: results from a cluster randomized trial. American journal of community psychology 52(12): 56-72	- Study conducted before 2007
Curtis, Cheryl and Norgate, Roger (2007) An evaluation of the promoting alternative thinking strategies curriculum at key stage 1. Educational Psychology in Practice 23(1): 33-44	- Non-randomised study
Cutuli, J J, Gillham, Jane E, Chaplin, Tara M et al. (2013) Preventing adolescents' externalizing and internalizing symptoms: Effects of the Penn Resiliency Program. The international journal of emotional education 5(2): 67-79	- Study conducted before 2007
Daly, L.A., Haden, S.C., Hagins, M. et al. (2015) Yoga and emotion regulation in high school students: A randomized controlled trial. Evidence-based Complementary and Alternative Medicine 2015: 794928	- Study population is selected Not curriculum based - focused on a subset of children meeting inclusion criteria
Dariotis, Jacinda K, Mirabal-Beltran, Roxanne, Cluxton-Keller, Fallon et al. (2017) A Qualitative Exploration of Implementation Factors in a School-Based Mindfulness and Yoga Program: Lessons Learned from Students and Teachers. Psychology in the schools 54(1): 53-69	- Non UK based qualitative study
Dariotis, Jacinda K, Mirabal-Beltran, Roxanne, Cluxton-Keller, Fallon et al. (2016) A qualitative evaluation of student learning and skills use in a school-based mindfulness and yoga program. Mindfulness 7(1): 76-89	- Non UK based qualitative study
David Oana, Alexandra, Costescu, Cristina, Cardos, Roxana et al. (2020) How Effective are Serious Games for Promoting Mental Health and Health Behavioral Change in Children and Adolescents? A Systematic Review and Meta-analysis. Child & Youth Care Forum 49(6): 817-838	- Systematic review: references checked
Davidson, B.C., Davis, E., Cadenas, H. et al. (2020) Universal Teacher-Child Interaction Training in Early Special Education: A Pilot	- Study intervention is teacher training for classroom management

Study	Code [Reason]
Cluster-Randomized Control Trial. Behavior Therapy	
De La Rue, Lisa, Polanin, Joshua R, Espelage, Dorothy L et al. (2017) A meta-analysis of school-based interventions aimed to prevent or reduce violence in teen dating relationships. <i>Review of Educational Research</i> 87(1): 7-34	- Systematic review: references checked
Dean, Michelle and Chang, Ya-Chih (2021) A systematic review of school-based social skills interventions and observed social outcomes for students with autism spectrum disorder in inclusive settings. <i>Autism</i> : 13623613211012886	- Article unavailable
DeLay, D, Ha, T, Van Ryzin, M et al. (2016) Changing Friend Selection in Middle School: a Social Network Analysis of a Randomized Intervention Study Designed to Prevent Adolescent Problem Behavior. <i>Prevention science</i> 17(3): 285-294	- Study not concerned with social, emotional and mental wellbeing
DeRosier, Melissa E and Mercer, Sterett H (2007) Improving student social behavior: The effectiveness of a story telling-based character education program. <i>Journal of Research in Character Education</i> 5(2): 131-148	- Study conducted before 2007
Dijkman, Marieke A M, Harting, Janneke, van Tol, Lenneke et al. (2017) Sustainability of the good behaviour game in Dutch primary schools. <i>Health promotion international</i> 32(1): 79-90	- Non-randomised study
Direktor, Cemaliye (2019) A trial of a school-based cognitive behaviour program for anxiety on 4th generation immigrants. <i>Anales de Psicologia</i> 35(3): 417-423	- Study conducted in a non-OECD country
Domitrovich, C. E.; Cortes, R. C.; Greenberg, M. T. (2007) Improving young children's social and emotional competence: a randomized trial of the preschool "PATHS" curriculum. <i>Journal of primary prevention</i> 28(2): 67-91	- Study population outside scope of review
Doucet, M.-H.; Farella Guzzo, M.; Groleau, D. (2018) Brief report: A qualitative evidence synthesis of the psychological processes of school-based expressive writing interventions with adolescents. <i>Journal of Adolescence</i> 69: 113-117	- Non UK based qualitative study
Dowling, K. and Barry, M.M. (2020) Evaluating the implementation quality of a social and emotional learning program: A mixed methods approach. <i>International Journal of Environmental Research and Public Health</i> 17(9): 3249	- Outcome data not presented/unusable
Dray, Julia, Bowman, Jenny, Campbell, Elizabeth et al. (2017) Effectiveness of a pragmatic school-based universal intervention targeting student resilience protective factors in reducing mental health problems in adolescents. <i>Journal of adolescence</i> 57: 74-89	- Not universal curriculum - Whole-school approach



Study	Code [Reason]
Duncan, Robert, Washburn, Isaac J., Lewis, Kendra M. et al. (2017) Can Universal SEL Programs Benefit Universally? Effects of the Positive Action Program on Multiple Trajectories of Social-Emotional and Misconduct Behaviors. <i>Prevention science : the official journal of the Society for Prevention Research</i> 18(2): 214-224	- Not universal curriculum - Whole-school approach
Dymnicki, Allison B.; Weissberg, Roger P.; Henry, David B. (2011) Understanding How Programs Work to Prevent Overt Aggressive Behaviors: A Meta-Analysis of Mediators of Elementary School-Based Programs. <i>Journal of School Violence</i> 10(4): 315-337	- Non systematic review: Exclusion criteria doesn't refer to RCTs only. On review of the include list their appears to be non-RCTs
Eacott, Chelsea and Frydenberg, Erica (2008) At-risk students in a rural context: Benefits and gains from a coping skills program. <i>Australian Journal of Guidance and Counselling</i> 18(2): 160-181	- Non-randomised study
Eames, Vicky; Shippen, Catherine; Sharp, Helen (2016) The Team of Life: A narrative approach to building resilience in UK school children. <i>Educational and Child Psychology</i> 33(2): 57-68	- Study population is selected: Targeted approach focused on transition into secondary; doesn't appear to be part of a curriculum per se
Eather, Narelle; Morgan, Philip J; Lubans, David R (2016) Effects of exercise on mental health outcomes in adolescents: Findings from the CrossFit™ teens randomized controlled trial. <i>Psychology of Sport and Exercise</i> 26: 14-23	- Study intervention is physical activity training
Eden, Sigal; Heiman, Tali; Olenik-Shemesh, Dorit (2013) Teachers' perceptions, beliefs and concerns about cyberbullying. <i>British Journal of Educational Technology</i> 44(6): 1036-1052	- Non UK based qualitative study
Edwards, Carolyn Pope, Hart, Tara, Rasmussen, Kelly et al. (2009) Promoting parent partnership in Head Start: A qualitative case study of teacher documents from a school readiness intervention project. <i>Early Childhood Services: An Interdisciplinary Journal of Effectiveness</i> 3(4): 301-322	- Non UK based qualitative study
Einfeld, Stewart L, Beaumont, Renae, Clark, Trevor et al. (2018) School-based social skills training for young people with autism spectrum disorders. <i>Journal of Intellectual and Developmental Disability</i> 43(1): 29-39	- Non-randomised study
Elder, Charles, Nidich, Sanford, Colbert, Robert et al. (2011) Reduced Psychological Distress in Racial and Ethnic Minority Students Practicing the Transcendental Meditation Program. <i>Journal of Instructional Psychology</i> 38(2): 109-116	- Non-randomised study
Eppelmann, L, Parzer, P, Lenzen, C et al. (2018) Cluster-randomized, controlled evaluation of stress management training for high school students. <i>Zeitschrift fur Kinder- und</i>	- Non-English language publication

Study	Code [Reason]
Jugendpsychiatrie und Psychotherapie 46(6): 497-504	
Essau, Cecilia A, Conradt, Judith, Sasagawa, Satoko et al. (2012) Prevention of anxiety symptoms in children: results from a universal school-based trial. Behavior therapy 43(2): 450-64	- Ordered but not received
Etherington, V Costello, S (2019) Comparing Universal and Targeted Delivery of a Mindfulness-Based Program for Anxiety in Children. JOURNAL OF PSYCHOLOGISTS AND COUNSELLORS IN SCHOOLS 29(1): 22-38	- Study design: No control group
Evers, Kerry E., Prochaska, James O., Van Marter, Deborah F. et al. (2007) Transtheoretical-Based Bullying Prevention Effectiveness Trials in Middle Schools and High Schools. Educational Research 49(4): 397-414	- Non-randomised study
Fadus, Matthew C and Harrison, Joseph D (2019) A Missed Opportunity: Universal School-Based Mental Health Literacy Programs. Academic psychiatry : the journal of the American Association of Directors of Psychiatric Residency Training and the Association for Academic Psychiatry 43(4): 457-460	- Non systematic review
Farahmand, Farahnaz K., Grant, Kathryn E., Polo, Antonio J. et al. (2011) School-Based Mental Health and Behavioral Programs for Low-Income, Urban Youth: A Systematic and Meta-Analytic Review. Clinical Psychology: Science and Practice 18(4): 372-390	- Systematic review: references checked
Fawson, Peter R, Broce, Robert, Bonner, Brittany et al. (2016) Adolescents' experiences: Programming implications for in-school violence prevention programs. School Social Work Journal 41(1): 1-16	- Non UK based qualitative study
Fenwick-Smith, Amanda; Dahlberg, Emma E.; Thompson, Sandra C. (2018) Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs. BMC psychology 6(1): 30	- Non systematic review Includes non-RCT
Fernandez-Rio, Javier, Sanz, Naira, Fernandez-Cando, Judith et al. (2017) Impact of a Sustained Cooperative Learning Intervention on Student Motivation. Physical Education and Sport Pedagogy 22(1): 89-105	- Non-randomised study
Finning, Katie, Melendez-Torres, G.J., White, Jemma et al. (2021) Longer-term effects of school-based counselling in UK primary schools. European Child and Adolescent Psychiatry	- Non-randomised study
Flook, Lisa, Smalley, Susan L, Kitil, M. Jennifer et al. (2010) Effects of mindful awareness practices on executive functions in elementary	- Outcome data not presented/unusable

Study	Code [Reason]
school children. Journal of Applied School Psychology 26(1): 70-95	
Ford, T, Hayes, R, Byford, S et al. (2019) The effectiveness and cost-effectiveness of the Incredible Years? Teacher Classroom Management programme in primary school children: results of the STARS cluster randomised controlled trial. Psychological medicine 49(5): 828-842	- Study intervention is teacher training for classroom management
Ford, Tamsin, Hayes, Rachel, Byford, Sarah et al. (2019) Training teachers in classroom management to improve mental health in primary school children: the STARS cluster RCT. Public Health Research 7(6)	- Study intervention is teacher training for classroom management
Formby, Eleanor and Wolstenholme, Claire (2012) "If There's Going to Be a Subject that You Don't Have to Do..." Findings from a Mapping Study of PSHE Education in English Secondary Schools. Pastoral Care in Education 30(1): 5-18	- Study intervention is usual practice
Fosco, Gregory M, Van Ryzin, Mark J, Connell, Arin M et al. (2016) Preventing adolescent depression with the family check-up: Examining family conflict as a mechanism of change. Journal of family psychology : JFP : journal of the Division of Family Psychology of the American Psychological Association (Division 43) 30(1): 82-92	- Not universal curriculum - Whole-school approach
Frank, Jennifer L., Kohler, Kimberly, Peal, Adam et al. (2017) Effectiveness of a school-based yoga program on adolescent mental health and school performance: Findings from a randomized controlled trial. Mindfulness 8(3): 544-553	- Outcome data not presented/unusable
Freire, Teresa, Lima, Isabel, Teixeira, Ana et al. (2018) Challenge: To be+. A group intervention program to promote the positive development of adolescents. Children and Youth Services Review 87: 173-185	- Non-randomised study
Frey, Karin S., Hirschstein, Miriam K., Edstrom, Leihua V. et al. (2009) Observed Reductions in School Bullying, Nonbullying Aggression, and Destructive Bystander Behavior: A Longitudinal Evaluation. Journal of Educational Psychology 101(2): 466-481	- Study conducted before 2007
Fridrici, Mirko and Lohaus, Arnold (2009) Stress-prevention in secondary schools: Online-versus face-to-face-training. Health Education 109(4): 299-313	- Study conducted before 2007
Furlong, Mairead and McGilloway, Sinead (2012) The Incredible Years parenting program in Ireland: a qualitative analysis of the	- Study population outside scope of review

Study	Code [Reason]
experience of disadvantaged parents. Clinical child psychology and psychiatry 17(4): 616-30	
Gallegos-Guajardo, Julia, Ruvalcaba-Romero, Norma Alicia, Garza-Tamez, Martha et al. (2013) Social Validity Evaluation of the FRIENDS for Life Program with Mexican Children. Journal of Education and Training Studies 1(1): 158-169	- Non-randomised study
Garaigordobil, Maite and Martinez-Valderrey, Vanesa (2016) Impact of Cyberprogram 2.0 on Different Types of School Violence and Aggressiveness. Frontiers in psychology 7: 428	- Study intervention is not a universal intervention
Garaigordobil, Maite and Martinez-Valderrey, Vanesa (2018) Technological Resources to Prevent Cyberbullying During Adolescence: The Cyberprogram 2.0 Program and the Cooperative Cybereduca 2.0 Videogame. Frontiers in psychology 9: 745	- Non UK based qualitative study
Garbacz, SA, McIntyre, LL, Stormshak, EA et al. (2020) The Efficacy of the Family Check-Up on Children's Emotional and Behavior Problems in Early Elementary School. Journal of emotional and behavioral disorders 28(2): 67-79	- Outcome data not presented/unusable
Garcia, C, Pintor, Jessie, Vazquez, Gabriela et al. (2013) Project Wings, a coping intervention for Latina adolescents: a pilot study. Western journal of nursing research 35(4): 434-58	- Study intervention is not a universal intervention
Garmy, Pernilla; Berg, Agneta; Clausson, Eva K (2015) A qualitative study exploring adolescents' experiences with a school-based mental health program. BMC public health 15: 1074	- Non UK based qualitative study
Gillham, JE, Reivich, KJ, Brunwasser, SM et al. (2012) Evaluation of a group cognitive-behavioral depression prevention program for young adolescents: a randomized effectiveness trial. Journal of clinical child and adolescent psychology 41(5): 621-639	- Study population is selected
Gillham, JE, Reivich, KJ, Freres, DR et al. (2007) School-based prevention of depressive symptoms: a randomized controlled study of the effectiveness and specificity of the Penn Resiliency Program. Journal of consulting and clinical psychology 75(1): 9-19	- Study conducted before 2007
Gokkaya, F. and Sutcu, S. T. (2018) Developing A Cognitive Behavioral Intervention Program to Reduce Bully Tendencies in Primary School Children and The Program Effectiveness. Egitim Ve Bilim-Education and Science 43(193): 91-108	- Non-randomised study
Gollwitzer, Mario, Banse, Rainer, Eisenbach, Katrin et al. (2007) Effectiveness of the Vienna Social Competence Training on explicit and implicit aggression: Evidence from an	- Study conducted before 2007

Study	Code [Reason]
Aggressiveness-IAT. European Journal of Psychological Assessment 23(3): 150-156	
Gomes, A. Rui and Marques, Brazelina (2013) Life skills in educational contexts: Testing the effects of an intervention programme. Educational Studies 39(2): 156-166	- Study intervention is not a universal intervention
Goncalves, M.; Moleiro, C.; Cook, B. (2015) The use of a video to reduce mental health stigma among adolescents. Adolescent Psychiatry 5(3): 204-211	- Outcome data not presented/unusable
Goncy, Elizabeth A, Sutherland, Kevin S, Farrell, Albert D et al. (2015) Measuring teacher implementation in delivery of a bullying prevention program: the impact of instructional and procedural adherence and competence on student responsiveness. Prevention science : the official journal of the Society for Prevention Research 16(3): 440-50	- Study conducted before 2007
Gordon, Janet; Downey, Jayne; Bangert, Art (2013) Effects of a school-based mentoring program on school behavior and measures of adolescent connectedness. The School Community Journal 23(2): 227-248	- Non-randomised study
Gould, Laura Feagans, Dariotis, Jacinda K, Mendelson, Tamar et al. (2012) A school-based mindfulness intervention for urban youth: Exploring moderators of intervention effects. Journal of Community Psychology 40(8): 968-982	- Outcome data not presented/unusable
Grading, Petra, Yanagida, Takuya, Strohmeier, Dagmar et al. (2016) Effectiveness and sustainability of the ViSC Social Competence Program to prevent cyberbullying and cyber-victimization: Class and individual level moderators. Aggressive behavior 42(2): 181-93	- Not universal curriculum - Whole-school approach
Grazzani, Ilaria; Ornaghi, Veronica; Crugnola, Cristina Riva (2015) Emotion comprehension and attachment: A conversational intervention with school-aged children. European Review of Applied Psychology / Revue Europeenne de Psychologie Appliquee 65(6): 267-274	- Study intervention is not a universal intervention
Green, Vanessa A, Johnston, Michael, Mattioni, Loreto et al. (2017) Who is responsible for addressing cyberbullying? Perspectives from teachers and senior managers. International Journal of School & Educational Psychology 5(2): 100-114	- Non UK based qualitative study
Haden, S. C.; Daly, L.; Hagins, M. (2014) A randomised controlled trial comparing the impact of yoga and physical education on the emotional and behavioural functioning of middle school	- Study intervention is not a universal intervention

Study	Code [Reason]
children. Focus on alternative and complementary therapies 19(3): 148-155	
Haraldsson, Katarina S, Lindgren, Eva-Carin M, Fridlund, Bengt G A et al. (2008) Evaluation of a school-based health promotion programme for adolescents aged 12-15 years with focus on well-being related to stress. Public health 122(1): 25-33	- Non-randomised study
Hart, Shelley R., Domitrovich, Celene, Embry, Dennis D. et al. (2021) The Effects of Two Elementary School-Based Universal Preventive Interventions on Special Education Students' Socioemotional Outcomes. Remedial and Special Education 42(1): 31-43	- Study design: secondary analysis
Hatamizadeh, Nikta, Adibsereshki, Narges, Kazemnejad, Anoshirvan et al. (2020) Randomized trial of a resilience intervention on resilience, behavioral strengths and difficulties of mainstreamed adolescent students with hearing loss. International journal of pediatric otorhinolaryngology 128: 109722	- Study conducted in a non-OECD country
Healy, S.R., Valente, J.Y., Caetano, S.C. et al. (2020) Worldwide school-based psychosocial interventions and their effect on aggression among elementary school children: A systematic review 2010-2019. Aggression and Violent Behavior 55: 101486	- Study not concerned with social, emotional and mental wellbeing
Hennessey, Alexandra and Humphrey, Neil (2020) Can Social and Emotional Learning Improve Children's Academic Progress? Findings from a Randomised Controlled Trial of the Promoting Alternative Thinking Strategies (PATHS) Curriculum. European Journal of Psychology of Education 35(4): 751-774	- Outcome data not presented/unusable
Hickey, Grainne, McGilloway, Sinead, Hyland, Lynda et al. (2017) Exploring the Effects of a Universal Classroom Management Training Programme on Teacher and Child Behaviour: A Group Randomised Controlled Trial and Cost Analysis. Journal of Early Childhood Research 15(2): 174-194	- Study intervention is teacher training for classroom management
Hinojosa, T., Bos, J., O'Brien, B. et al. (2016) Starting Strong: A Randomized Controlled Trial of the Building Assets Reducing Risks (BARR) Model in 9th Grade.: 1-8	- Ordered but not received
Hodder, R. K., Freund, M., Bowman, J. et al. (2018) Differential intervention effectiveness of a universal school-based resilience intervention in reducing adolescent substance use within student subgroups: exploratory assessment within a cluster-randomised controlled trial. BMJ open 8(8)	- Study not concerned with social, emotional and mental wellbeing

Study	Code [Reason]
Holsen, Ingrid; Smith, Brian H; Frey, Karin S (2008) Outcomes of the social competence program Second Step in Norwegian elementary schools. <i>School Psychology International</i> 29(1): 71-88	- Non-randomised study
Horowitz, Jason L, Garber, Judy, Ciesla, Jeffrey A et al. (2007) Prevention of depressive symptoms in adolescents: a randomized trial of cognitive-behavioral and interpersonal prevention programs. <i>Journal of consulting and clinical psychology</i> 75(5): 693-706	- Study conducted before 2007
Houlston, Catherine and Smith, Peter K (2009) The impact of a peer counselling scheme to address bullying in an all-girl London secondary school: a short-term longitudinal study. <i>The British journal of educational psychology</i> 79(pt1): 69-86	- Study intervention is not a universal intervention
Humphries, Marisha L; Williams, Brittney V; May, Tanginia (2018) Early childhood teachers' perspectives on social-emotional competence and learning in urban classrooms. <i>Journal of Applied School Psychology</i> 34(2): 157-179	- Non UK based qualitative study
Hunter, Leah J, DiPerna, James C, Cheng, Weiyi et al. (2020) Twice as Nice? Sustained Exposure to a Universal Social?Emotional Learning Program Across Multiple Grades. <i>School Mental Health</i> : 1-17	- Study design: secondary analysis
Hutchings, Judy, Bywater, Tracey, Gridley, Nicole et al. (2012) The Incredible Years Therapeutic Social and Emotional Skills Programme: A Pilot Study. <i>School Psychology International</i> 33(3): 285-293	- Study intervention is teacher training for classroom management
Ingram, K.M., Espelage, D.L., Merrin, G.J. et al. (2019) Evaluation of a virtual reality enhanced bullying prevention curriculum pilot trial. <i>Journal of Adolescence</i> 71: 72-83	- Outcome data not presented/unusable
Jagers, Robert J, Morgan-Lopez, Antonio A, Howard, Terry-Lee et al. (2007) Mediators of the development and prevention of violent behavior. <i>Prevention science : the official journal of the Society for Prevention Research</i> 8(3): 171-9	- Study conducted before 2007
James, Karen (2020) Remote mental health interventions for young people: A rapid review of the evidence.: 21	- Article unavailable
Jayman, Michelle, Ohi, Maddie, Hughes, Bronach et al. (2019) Improving socio-emotional health for pupils in early secondary education with Pyramid: A school-based, early intervention model. <i>The British journal of educational psychology</i> 89(1): 111-130	- Study intervention not included in effectiveness review
Jenson, Jeffrey M., Dieterich, William A., Brisson, Daniel et al. (2010) Preventing Childhood Bullying: Findings and Lessons from	- Study conducted before 2007

Study	Code [Reason]
the Denver Public Schools Trial. Research on Social Work Practice 20(5): 509-517	
Jenson, JM and Dieterich, WA (2007) Effects of a skills-based prevention program on bullying and bully victimization among elementary school children. Prevention science 8(4): 285-296	- Study conducted before 2007
Johnstone, Kristy M; Kemps, Eva; Chen, Junwen (2018) A Meta-Analysis of Universal School-Based Prevention Programs for Anxiety and Depression in Children. Clinical child and family psychology review 21(4): 466-481	- Systematic review: references checked
Jones SM, Brown JL, Hoglund WL et al. (2010) A school-randomized clinical trial of an integrated social-emotional learning and literacy intervention: impacts after 1 school year. Journal of consulting and clinical psychology 78(6): 829-842	- Study conducted before 2007
Jones, Stephanie M; Brown, Joshua L; Lawrence Aber, J (2011) Two-year impacts of a universal school-based social-emotional and literacy intervention: an experiment in translational developmental research. Child development 82(2): 533-54	- Study conducted before 2007
Jorm, Anthony F, Kitchener, Betty A, Sawyer, Michael G et al. (2010) Mental health first aid training for high school teachers: a cluster randomized trial. BMC psychiatry 10: 51	- Study intervention is teacher training for classroom management
Jurecska, Diomaris E; Hamilton, Elizabeth B; Peterson, Mary A (2011) Effectiveness of the coping power program in middle-school children with disruptive behaviours and hyperactivity difficulties. Support for Learning 26(4): 168-172	- Study not concerned with social, emotional and mental wellbeing
Kamps, Debra, Wills, Howard, Dawson-Bannister, Harriett et al. (2015) Class-wide function-related intervention teams "CW-FIT" efficacy trial outcomes. Journal of Positive Behavior Interventions 17(3): 134-145	- Study intervention is teacher training for classroom management
Kanagy-Borofka, Lori (2014) Integrating mindfulness practices into the elementary curriculum to improve attention-to-task behaviors and social relations. Dissertation Abstracts International: Section B: The Sciences and Engineering 74(10be): no-specified	- Dissertation
Kato, Sumie and Shimizu, Eiji (2017) A pilot study on the effectiveness of a school-based cognitive-behavioral anxiety intervention for 8- and 9-year-old children: A controlled trial in Japan. Mental Health and Prevention 8: 32-38	- Non-randomised study
Kellam, S.G., Brown, C.H., Poduska, J.M. et al. (2008) Effects of a universal classroom behavior management program in first and second grades on young adult behavioral, psychiatric, and	- Study conducted before 2007



Study	Code [Reason]
social outcomes. Drug and Alcohol Dependence 95(suppl1): 5-s28	
Kellam, Sheppard G.; Reid, John; Balster, Robert L. (2008) Effects of a universal classroom behavior program in first and second grades on young adult problem outcomes. Drug and alcohol dependence 95suppl1: 1-4	- Overview
Kelly, Stephanie A, Oswalt, Krista, Melnyk, Bernadette Mazurek et al. (2015) Comparison of intervention fidelity between COPE TEEN and an attention-control program in a randomized controlled trial. Health education research 30(2): 233-47	- Study had an active control group
Kennedy, Elizabeth Anne (2020) The Perceptions of Educators and Students Towards a Program in Social Emotional Learning.	- Article unavailable
Kenny, Rachel, Fitzgerald, Amanda, Segurado, Ricardo et al. (2020) Is there an app for that? A cluster randomised controlled trial of a mobile app-based mental health intervention. Health informatics journal 26(3): 1538-1559	- Intervention not a formal programme
Kenwright, Debbie; McLaughlin, Tara; Hansen, Sally (2021) Teachers' perspectives about mindfulness programmes in primary schools to support wellbeing and positive behaviour. International Journal of Inclusive Education: 1-16	- Non UK based qualitative study
King, J.A., Cabarkapa, S., Leow, F.H.P. et al. (2020) Addressing international student mental health during COVID-19: an imperative overdue. Australasian Psychiatry 28(4): 469	- Overview
King, Thomas and Fazel, Mina (2021) Examining the mental health outcomes of school-based peer-led interventions on young people: A scoping review of range and a systematic review of effectiveness. PLoS ONE 16(4april): e0249553	- Systematic review: references checked
Klein, Gudrun; Gasteiger-Klicpera, Barbara; Schillinger, Marcia (2009) Prevention of aggressive behavior in elementary schools: Gender-related effects of a peer mediation program. European Journal of Developmental Science 3(3): 304-311	- Study not concerned with social, emotional and mental wellbeing
Kliwer, Wendy, Lepore, Stephen J, Farrell, Albert D et al. (2011) A school-based expressive writing intervention for at-risk urban adolescents' aggressive behavior and emotional lability. Journal of clinical child and adolescent psychology : the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53 40(5): 693-705	- Outcome data not presented/unusable

Study	Code [Reason]
Klim-Conforti, P., Zaheer, R., Levitt, A.J. et al. (2021) The Impact of a Harry Potter-Based Cognitive-Behavioral Therapy Skills Curriculum on Suicidality and Well-being in Middle Schoolers: A Randomized Controlled Trial. <i>Journal of Affective Disorders</i> 286: 134-141	- Study design – teachers expressed intervention preference before randomisation
Knowles, Catherine and Parsons, Carl (2009) Evaluating a Formalised Peer Mentoring Programme: Student Voice and Impact Audit. <i>Pastoral Care in Education</i> 27(3): 205-218	- Non-randomised study
Kosters, Mia P, Chinapaw, Mai J M, Zwaanswijk, Marieke et al. (2015) Indicated Prevention of Childhood Anxiety and Depression: Results From a Practice-Based Study up to 12 Months After Intervention. <i>American journal of public health</i> 105(10): 2005-13	- Non-randomised study
Kozina, Ana (2018) Can the "My FRIENDS" anxiety prevention programme also be used to prevent aggression? A six-month follow-up in a school. <i>School Mental Health: A Multidisciplinary Research and Practice Journal</i> 10(4): 500-509	- Ordered but not received
Kozina, Ana (2020) Can FRIENDS for Life social-emotional learning programme be used for preventing anxiety and aggression in a school environment: 6 months, 1-year and 1-and-a-half-year follow-up. <i>European Journal of Developmental Psychology</i> : 1-16	- Outcome data not presented/unusable
Kraag, Gerda, Van Breukelen, Gerard J P, Kok, Gerjo et al. (2009) 'Learn Young, Learn Fair', a stress management program for fifth and sixth graders: longitudinal results from an experimental study. <i>Journal of child psychology and psychiatry, and allied disciplines</i> 50(9): 1185-95	- Study conducted before 2007
Krahe, Barbara and Busching, Robert (2015) Breaking the vicious cycle of media violence use and aggression: A test of intervention effects over 30 months. <i>Psychology of Violence</i> 5(2): 217-226	- Study intervention is to reduce media violence use
Krause, Natasha; Blackwell, Laura; Claridge, Simon (2020) An Exploration of the Impact of the Emotional Literacy Support Assistant (ELSA) Programme on Wellbeing from the Perspective of Pupils. <i>Educational Psychology in Practice</i> 36(1): 17-31	- Qualitative study not addressing acceptability, barriers or facilitators
Kuosmanen T; Fleming TM; Barry MM (2018) Using Computerized Mental Health Programs in Alternative Education: Understanding the Requirements of Students and Staff. <i>Health communication</i> 33(6): 753-761	- Non-randomised study
KUOSMANEN, Tuuli; CLARKE Aleisha, M.; BARRY Margaret, M. (2019) Promoting adolescents' mental health and wellbeing:	- Non systematic review

Study	Code [Reason]
evidence synthesis. Journal of Public Mental Health 18(1): 73-83	
Kurki, Anja, Wang, Wei, Li, Yibing et al. (2013) Measurement of Child Behavior via Classroom Observations in the Good Behavior Game Professional Development Models Randomized Control Trial.: 1-10	- Outcome data not presented/unusable
Kvalo, SE and Natlandsmyr, IK (2020) The effect of physical-activity intervention on children's health-related quality of life. Scandinavian journal of public health: 1403494820971493	- Study not concerned with social, emotional and mental wellbeing
Lam, Ching-Man (2009) Key successful features of Tier 1 program of project P.A.T.H.S: A case study of a school admitting students with low academic achievement. International Journal of Child and Adolescent Health 2(4): 487-496	- Non-randomised study
Lappalainen, R, Lappalainen, P, Puolakanaho, A et al. (2021) The Youth Compass - the effectiveness of an online acceptance and commitment therapy program to promote adolescent mental health: A randomized controlled trial. Journal of Contextual Behavioral Science 20: 1-12	- Study intervention not delivered as part of the lesson plan
Law, Ben M. F and Shek, Daniel T. L (2011) Process evaluation of a positive youth development program: Project P.A.T.H.S. Research on Social Work Practice 21(5): 539-548	- Study conducted in a non-OECD country
Leadbeater, Bonnie J, Gladstone, Emilie, Yeung Thompson, Rachel S et al. (2012) Getting started: Assimilatory processes of uptake of mental health promotion and primary prevention programmes in elementary schools. Advances in School Mental Health Promotion 5(4): 258-276	- Non UK based qualitative study
Leahy, D. and McNicholas, F. (2021) Systematic review of effectiveness and satisfaction evaluation in child and adolescent mental health services in Ireland. Irish Journal of Psychological Medicine	- Systematic review: references checked
Lee R L., T, Lane, S, Brown, G et al. (2020) Systematic review of the impact of unstructured play interventions to improve young children's physical, social, and emotional wellbeing. Nursing & Health Sciences 22: 184-196	- Systematic review: references checked
Lee, Meng-Jung, Wu, Wen-Chi, Chang, Hung-Chieh et al. (2020) Effectiveness of a school-based life skills program on emotional regulation and depression among elementary school students: A randomized study. Children and Youth Services Review: 105464	- Study conducted in a non-OECD country
Leflot, Geertje, van Lier, Pol A. C., Onghena, Patrick et al. (2013) The role of children's on-	- Study intervention is teacher training for classroom management

Study	Code [Reason]
task behavior in the prevention of aggressive behavior development and peer rejection: a randomized controlled study of the Good Behavior Game in Belgian elementary classrooms. <i>Journal of school psychology</i> 51(2): 187-99	
Lewis-Smith, Iona, Pass, Laura, Jones, Dan J W et al. (2021) "... if I care about stuff, then other people care about me". Adolescents' experiences of helpful and unhelpful aspects of brief behavioural activation therapy for depression. <i>Psychotherapy research : journal of the Society for Psychotherapy Research</i> : 1-12	- Study population is selected
Li, Kin-Kit, Washburn, Isaac, DuBois, David L et al. (2011) Effects of the Positive Action programme on problem behaviours in elementary school students: a matched-pair randomised control trial in Chicago. <i>Psychology &amp; health</i> 26(2): 187-204	- Study conducted before 2007
Lillevoll, Kjersti R, Vangberg, Hans Christian B, Griffiths, Kathleen M et al. (2014) Uptake and adherence of a self-directed internet-based mental health intervention with tailored e-mail reminders in senior high schools in Norway. <i>BMC psychiatry</i> 14: 14	- Study intervention not delivered as part of the lesson plan
Lin, Mei-Ling, Nasser, Alyse, Molina, Cayla et al. (2020) Mental-Health Benefits of a Mindfulness-Based Prevention Program on Elementary Schoolchildren. <i>American Journal of Occupational Therapy</i> 74(4supplement1): 7411515385p1-7411515385p1	- Study design: No control group
Lindblad, F.; Hogmark, A.; Theorell, T. (2007) Music intervention for 5th and 6th grader - Effects on development and cortisol secretion. <i>Stress and Health</i> 23(1): 9-14	- Study conducted before 2007
Lindo, Natalya A, Taylor, Dalena Dillman, Meany-Walen, Kristin K et al. (2014) Teachers as therapeutic agents: Perceptions of a school-based mental health initiative. <i>British Journal of Guidance &amp; Counselling</i> 42(3): 284-296	- Non UK based qualitative study
Loevaas, M.E.S., Lydersen, S., Sund, A.M. et al. (2020) A 12-month follow-up of a transdiagnostic indicated prevention of internalizing symptoms in school-aged children: The results from the EMOTION study. <i>Child and Adolescent Psychiatry and Mental Health</i> 14(1): 15	- Study population is selected
Long, Anna C. J.; Renshaw, Tyler L.; Camarota, Devon (2018) Classroom Management in an Urban, Alternative School: A Comparison of Mindfulness and Behavioral Approaches. <i>Contemporary School Psychology</i> 22(3): 233-248	- Not universal curriculum - Whole-school approach

Study	Code [Reason]
Lopata, Christopher, Thomeer, Marcus L, Rodgers, Jonathan D et al. (2018) Cluster Randomized Trial of a School Intervention for Children with Autism Spectrum Disorder. <i>Journal of clinical child and adolescent psychology : the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53</i> : 1-12	- Study intervention is not a universal intervention
Lord P, Dirie A, Kettlewell K SB (2021) Evaluation of philosophy for children: An effectiveness trial.	- Not universal curriculum - Whole-school approach
Low, S, Van Ryzin, MJ, Brown, EC et al. (2014) Engagement matters: lessons from assessing classroom implementation of steps to respect: a bullying prevention program over a one-year period. <i>Prevention science</i> 15(2): 165-176	- Not universal curriculum - Whole-school approach
Lowe, Catherine and Wuthrich, Viviana M (2021) Randomised Controlled Trial of Study Without Stress: A Cognitive Behavioural Therapy Program to Reduce Stress in Students in the Final Year of High School. <i>Child psychiatry and human development</i> 52(2): 205-216	- Outcome data not presented/unusable
Lubans, David R, Smith, Jordan J, Morgan, Philip J et al. (2016) Mediators of Psychological Well-being in Adolescent Boys. <i>The Journal of adolescent health : official publication of the Society for Adolescent Medicine</i> 58(2): 230-6	- Study not concerned with social, emotional and mental wellbeing
Lum, John D. K., Radley, Keith C., Tingstrom, Daniel H. et al. (2019) Tootling with a Randomized Independent Group Contingency to Improve High School Classwide Behavior. <i>Journal of Positive Behavior Interventions</i> 21(2): 93-105	- Non-randomised study
Ma, L., Zhang, Y., Huang, C. et al. (2020) Resilience-oriented cognitive behavioral interventions for depressive symptoms in children and adolescents: A meta-analytic review. <i>Journal of Affective Disorders</i> 270: 150-164	- Systematic review: references checked
Mackenzie, Karen and Williams, Christopher (2018) Universal, school-based interventions to promote mental and emotional well-being: what is being done in the UK and does it work? A systematic review. <i>BMJ open</i> 8(9): e022560	- Systematic review: references checked
Madden, Wendy; Green, Suzy; Grant, Anthony M (2011) A pilot study evaluating strengths-based coaching for primary school students: Enhancing engagement and hope. <i>International Coaching Psychology Review</i> 6(1): 71-83	- Non-randomised study
Madsen, Mads, Elbe, Anne-Marie, Madsen, Esben Elholm et al. (2020) The "11 for Health in Denmark" intervention in 10- to 12-year-old Danish girls and boys and its effects on well-	- Study intervention is physical activity training

Study	Code [Reason]
being-A large-scale cluster RCT. Scandinavian journal of medicine & science in sports 30(9): 1787-1795	
Magalhaes, C. and Carraca, B. (2020) An online school-based prevention programme targeting substance use, depression, and anxiety in adolescence: improving impact and accessibility. The Lancet Digital Health 2(2): e52-e53	- Study had an active control group
Malboeuf-Hurtubise, C., Leger-Goodes, T., Mageau, G.A. et al. (2021) Online art therapy in elementary schools during COVID-19: results from a randomized cluster pilot and feasibility study and impact on mental health. Child and Adolescent Psychiatry and Mental Health 15(1): 15	- Study had an active control group
Malboeuf-Hurtubise, Catherine, Leger-Goodes, Terra, Mageau, Genevieve A et al. (2021) Philosophy for children and mindfulness during COVID-19: Results from a randomized cluster trial and impact on mental health in elementary school students. Progress in neuro-psychopharmacology & biological psychiatry 107: 110260	- Study design: No control group
Malboeuf-Hurtubise, Catherine; Taylor, Genevieve; Mageau, Genevieve A (2019) Impact of a Mindfulness-Based Intervention on Basic Psychological Need Satisfaction and Internalized Symptoms in Elementary School Students With Severe Learning Disabilities: Results From a Randomized Cluster Trial. Frontiers in psychology 10: 2715	- Study had an active control group
Marquez, Brion, Marquez, Jessie, Vincent, Claudia G. et al. (2014) The Iterative Development and Initial Evaluation of "We Have Skills!", An Innovative Approach to Teaching Social Skills to Elementary Students. Education and Treatment of Children 37(1): 137-161	- Outcome data not presented/unusable
Matsumoto, Yuki; Ishimoto, Yuma; Takizawa, Yu (2020) Examination of the effectiveness of Neuroscience-Informed Child Education (NICE) within Japanese school settings. Children and Youth Services Review 118	- Non-randomised study
Matsumoto, Yuki and Shimizu, Eiji (2016) The FRIENDS cognitive behavioral program in Japanese schools: An examination of the treatment effects. School Psychology International 37(4): 397-409	- Non-randomised study
Mazerolle, L, Antrobus, E, Bennett, S et al. (2017) Reducing Truancy and Fostering a Willingness to Attend School: results from a Randomized Trial of a Police-School Partnership Program. Prevention science 18(4): 469-480	- Study not concerned with social, emotional and mental wellbeing: Truancy is a proxy for SEWB but in this study it's not clear that SEWB is measured as a consequence of truancy

Study	Code [Reason]
McCarthy, A. E., Young, J. F., Benas, J. S. et al. (2018) School-Related Outcomes From a Randomized Controlled Trial of Adolescent Depression Prevention Programs. <i>Journal of Emotional and Behavioral Disorders</i> 26(3): 170-181	- Study design: No control group
McCormick, MP Neuhaus, R O'Connor, EE White, HI Horn, EP Harding, S Cappella, E McClowry, S (2021) Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of INSIGHTS. <i>JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS</i> 14(1): 1-27	- Study had an active control group
McCree, M.; Cutting, R.; Sherwin, D. (2018) The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors. <i>Early Child Development and Care</i> 188(7): 980-996	- Study intervention not delivered as part of the lesson plan
McDonald, Alex; Holttum, Sue; Drey, Nicholas St J (2019) Primary-school-based art therapy: Exploratory study of changes in children's social, emotional and mental health. <i>International Journal of Art Therapy</i> 24(3): 125-138	- Study intervention is not a universal intervention
McRae, Jenna (2020) The Effects of Social Emotional Learning on Behavioral Disruptions.	- Article unavailable
Mendelson, T, Greenberg, MT, Dariotis, JK et al. (2010) Feasibility and preliminary outcomes of a school-based mindfulness intervention for urban youth. <i>Journal of abnormal child psychology</i> 38(7): 985-994	- Study intervention is not a universal intervention
Michel, G., Meyer, E., Grabe, M. et al. (2019) Mindfulness effects on anxiety, well-being, and mindfulness abilities among students in 3rd Grade to 5th Grade. <i>Annales Medico-Psychologiques</i> 177(10): 981-986	- Non-English language publication
Midgett, Aida and Doumas, Diana M (2019) The impact of a brief bullying bystander intervention on depressive symptoms. <i>Journal of Counseling &amp; Development</i> 97(3): 270-280	- Study intervention is not a universal intervention
Midgett, Aida, Doumas, Diana M, Trull, Rhiannon et al. (2017) Training students who occasionally bully to be peer advocates: Is a bystander intervention effective in reducing bullying behavior?. <i>Journal of Child and Adolescent Counseling</i> 3(1): 1-13	- Study intervention is not a universal intervention
Midgett, Aida, Doumas, Diana, Trull, Rhiannon et al. (2017) A Randomized Controlled Study Evaluating a Brief, Bystander Bullying Intervention with Junior High School Students. <i>Journal of School Counseling</i> 15(9): 1-34	- Study intervention is not a universal intervention
Milin, Robert, Kutcher, Stanley, Lewis, Stephen P et al. (2016) Impact of a Mental Health Curriculum on Knowledge and Stigma Among	- Conference abstract.

Study	Code [Reason]
High School Students: A Randomized Controlled Trial. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> 55(5): 383-391e1	
Miller, D. J. and Robertson, D. P. (2011) Educational benefits of using game consoles in a primary classroom: A randomised controlled trial. <i>British Journal of Educational Technology</i> 42(5): 850-864	- Study not concerned with social, emotional and mental wellbeing
Miller, Thomas W.; Kraus, Robert F.; Veltkamp, Lane J. (2008) Character education as a prevention strategy for school-related violence. <i>School violence and primary prevention.</i> : 377-390	- Outcome data not presented/unusable
Mira-Galvan, Maria-Jose and Gilar-Corbi, Raquel (2020) Design, Implementation and Evaluation of an Emotional Education Program: Effects on Academic Performance. <i>Frontiers in psychology</i> 11: 1100	- Non-randomised study
Morales-Urrutia, EK Ocana, JM Perez-Marin, D Pizarro, C (2021) Can Mindfulness Help Primary Education Students to Learn How to Program With an Emotional Learning Companion?. <i>IEEE ACCESS</i> 9: 6642-6660	- Study not concerned with social, emotional and mental wellbeing
Moula, Zoe (2020) A systematic review of the effectiveness of art therapy delivered in school-based settings to children aged 5-12 years. <i>International Journal of Art Therapy</i> 25(2): 88-99	- Systematic review: references checked
Moula, Zoe, Aithal, Supriya, Karkou, Vicky et al. (2020) A systematic review of child-focused outcomes and assessments of arts therapies delivered in primary mainstream schools. <i>Children and Youth Services Review</i> 112	- Systematic review: references checked
Moulier, Virginie, Guinet, Helene, Kovacevic, Zorica et al. (2019) Effects of a life-skills-based prevention program on self-esteem and risk behaviors in adolescents: a pilot study. <i>BMC psychology</i> 7(1): 82	- Non-randomised study
Mouratidou, Katerina; Goutza, Stavroula; Chatzopoulos, Dimitrios (2007) Physical Education and Moral Development: An Intervention Programme to Promote Moral Reasoning through Physical Education in High School Students. <i>European Physical Education Review</i> 13(1): 41-56	- Study not concerned with social, emotional and mental wellbeing
Moy, Gregory E and Hazen, Amy (2018) A systematic review of the Second Step program. <i>Journal of school psychology</i> 71: 18-41	- Systematic review: references checked
Munoz-Fernandez, Noelia, Ortega-Rivera, Javier, Nocentini, Annalaura et al. (2019) The Efficacy of the "Dat-e Adolescence" Prevention Program in the Reduction of Dating Violence and Bullying. <i>International journal of environmental research and public health</i> 16(3)	- Study intervention is not a universal intervention



Study	Code [Reason]
Muratori, P., Bertacchi, I., Catone, G. et al. (2020) Coping Power Universal for middle school students: The first efficacy study. <i>Journal of Adolescence</i> 79: 49-58	- Outcome data not presented/unusable
Muratori, P, Bertacchi, I, Giuli, C et al. (2015) First adaptation of coping power program as a classroom-based prevention intervention on aggressive behaviors among elementary school children. <i>Prevention science</i> 16(3): 432-439	- Study not concerned with social, emotional and mental wellbeing
Muratori, Pietro, Bertacchi, Iacopo, Giuli, Consuelo et al. (2016) Coping Power Adapted as Universal Prevention Program: Mid Term Effects on Children's Behavioral Difficulties and Academic Grades. <i>The journal of primary prevention</i> 37(4): 389-401	- Study not concerned with social, emotional and mental wellbeing
Murray, Desiree W., Rabiner, David L., Kuhn, Laura et al. (2018) Investigating teacher and student effects of the Incredible Years Classroom Management Program in early elementary school. <i>Journal of school psychology</i> 67: 119-133	- Study intervention is teacher training for classroom management
Nadler, Ruby, Cordy, Michelle, Stengel, Jessica et al. (2017) A brief mindfulness practice increases self-reported calmness in young children: A pilot study. <i>Mindfulness</i> 8(4): 1088-1095	- Non-randomised study
Neace, William P. and Munoz, Marco A. (2012) Pushing the Boundaries of Education: Evaluating the "Impact of Second Step[R]--A Violence Prevention Curriculum" with Psychosocial and Non-Cognitive Measures. <i>Child &amp; Youth Services</i> 33(1): 46-69	- Study design: No control group
Nebbergall, Allison Joan (2010) An experimental evaluation of the effects of a school-based, universal prevention program on parent and teacher ratings of student behavior. <i>Dissertation Abstracts International: Section B: The Sciences and Engineering</i> 70(9b): 5428	- Dissertation
Nehmy, Thomas J and Wade, Tracey D (2015) Reducing the onset of negative affect in adolescents: evaluation of a perfectionism program in a universal prevention setting. <i>Behaviour research and therapy</i> 67: 55-63	- Non-randomised study
Neil Humphrey, Alexandra Hennessey, Ann Lendrum, Michael Wigelsworth, Alexander Turner, Margarita Panayiotou, Craig Joyce, Kirsty Pert, Emma Stephens, Lawrence Wo, Garry Squires, Kevin Woods, Mark Harrison ARC (2018) The PATHS curriculum for promoting social and emotional well-being among children aged 7–9 years: a cluster RCT.	- Duplicate
Neil, Alison L, Batterham, Philip, Christensen, Helen et al. (2009) Predictors of adherence by	- Study conducted before 2007

Study	Code [Reason]
adolescents to a cognitive behavior therapy website in school and community-based settings. Journal of medical Internet research 11(1): e6	
Newby, Katie V. and Mathieu-Chartier, Sara (2018) Spring Fever: Process Evaluation of a Sex and Relationships Education Programme for Primary School Pupils. Sex Education: Sexuality, Society and Learning 18(1): 90-106	- Study intervention not included in effectiveness review
Niolon, P.H., Vivolo-Kantor, A.M., Tracy, A.J. et al. (2019) An RCT of Dating Matters: Effects on Teen Dating Violence and Relationship Behaviors. American Journal of Preventive Medicine 57(1): 13-23	- Study intervention is not a universal intervention
Niolon, Phyllis Holditch, Taylor, Bruce G, Latzman, Natasha E et al. (2016) Lessons Learned in Evaluating a Multisite, Comprehensive Teen Dating Violence Prevention Strategy: Design and Challenges of the Evaluation of Dating Matters: Strategies to Promote Healthy Teen Relationships. Psychology of violence 6(3): 452-458	- Study intervention is not a universal intervention
Noggle, Jessica J, Steiner, Naomi J, Minami, Takuya et al. (2012) Benefits of yoga for psychosocial well-being in a US high school curriculum: a preliminary randomized controlled trial. Journal of developmental and behavioral pediatrics : JDBP 33(3): 193-201	- Study intervention is physical activity training
O'Connor, Clare A, Dyson, Judith, Cowdell, Fiona et al. (2018) Do universal school-based mental health promotion programmes improve the mental health and emotional wellbeing of young people? A literature review. Journal of clinical nursing 27(34): e412-e426	- Systematic review: references checked
O'Donnell, Patrick S. and Dunlap, Linda L. (2019) Teacher Acceptability of Progressive Muscle Relaxation in the Classroom for the Treatment of Test Anxiety. Journal of Psychologists and Counsellors in Schools 29(2): 151-165	- Study design: No control group
O'Haire, Marguerite E, McKenzie, Samantha J, McCune, Sandra et al. (2013) Effects of Animal-Assisted Activities with Guinea Pigs in the Primary School Classroom. Anthrozoos 26(3)	- Non-randomised study
O'Kearney, Richard, Kang, Kanwal, Christensen, Helen et al. (2009) A controlled trial of a school-based Internet program for reducing depressive symptoms in adolescent girls. Depression and anxiety 26(1): 65-72	- Non-randomised study
O'Neill, JM; Clark, JK; Jones, JA (2011) Promoting mental health and preventing substance abuse and violence in elementary students: a randomized control study of the	- Outcome data not presented/unusable

Study	Code [Reason]
Michigan Model for Health. Journal of school health 81(6): 320-330	
O'Reilly, Michelle, Svirydzenka, Nadzeya, Adams, Sarah et al. (2018) Review of mental health promotion interventions in schools. Social psychiatry and psychiatric epidemiology 53(7): 647-662	- Systematic review: references checked
Okeke-Adeyanju, Ndidi, Taylor, Lorraine C, Craig, Ashley B et al. (2014) Celebrating the strengths of black youth: increasing self-esteem and implications for prevention. The journal of primary prevention 35(5): 357-69	- Study intervention is not a universal intervention
Orgiles, Mireia; Espada, Jose P; Morales, Alexandra (2020) How Super Skills for Life may help children to cope with the COVID-19: Psychological impact and coping styles after the program. Revista de Psicología Clínica con Niños y Adolescentes 7(3): 88-93	- Non-randomised study
Ostrov, Jamie M, Massetti, Greta M, Stauffacher, Kirstin et al. (2009) An intervention for relational and physical aggression in early childhood: A preliminary study. Early Childhood Research Quarterly 24(1): 15-28	- Study population outside scope of review
Owens, Rhea L. and Patterson, Meagan M. (2013) Positive Psychological Interventions for Children: A Comparison of Gratitude and Best Possible Selves Approaches. Journal of Genetic Psychology 174(4): 403-428	- Study intervention not delivered in school
Pandey, A., Hale, D., Das, S. et al. (2018) Effectiveness of universal self-regulation-based interventions in children and adolescents a systematic review and meta-analysis. JAMA Pediatrics 172(6): 566-575	- Systematic review: references checked
Pandher, Michael (2021) An Investigation into Effective Mindfulness-based Practices in K-12 Schools.	- Article unavailable
Pannebakker, Fieke D, van Genugten, Lenneke, Diekstra, Rene F W et al. (2019) A Social Gradient in the Effects of the Skills for Life Program on Self-Efficacy and Mental Wellbeing of Adolescent Students. The Journal of school health 89(7): 587-595	- Outcome data not presented/unusable
Pannebakker, Fieke D, van Genugten, Lenneke, Diekstra, Rene F W et al. (2019) A Social Gradient in the Effects of the Skills for Life Program on Self-Efficacy and Mental Wellbeing of Adolescent Students. The Journal of school health 89(7): 587-595	- Outcome data not presented/unusable
Papiéska, Joanna, Spilt, Jantine L, Roorda, Debora L et al. (2019) Promoting socioemotional competence in primary school classrooms: Intervention effects of the EMOScope. European	- Non-randomised study

Study	Code [Reason]
Journal of Developmental Psychology 16(1): 97-112	
Park-Higgerson, Hyoun-Kyoung, Perumean-Chaney, Suzanne E, Bartolucci, Alfred A et al. (2008) The evaluation of school-based violence prevention programs: a meta-analysis. The Journal of school health 78(9): 465-20	- Systematic review: references checked
PARKER, Andrew and et, al (2018) Marginalised youth, criminal justice and performing arts: young people's experiences of music-making. Journal of Youth Studies 21(8): 1061-1076	- Study intervention is not a universal intervention
Parris, Leandra N; Varjas, Kris; Meyers, Joel (2014) "The internet is a mask": High School students' suggestions for preventing cyberbullying. The western journal of emergency medicine 15(5): 587-92	- Non UK based qualitative study
PATHS (2019) Promoting Alternative Thinking Strategies: effectiveness trial.	- Overview
Paul, Cooper and David, Whitebread (2007) The effectiveness of nurture groups on student progress: evidence from a national research study. Emotional and Behavioural Difficulties 12(3): 171-190	- Non-randomised study
Pffiffner, Linda J., Rooney, Mary E., Jiang, Yuanyuan et al. (2018) Sustained Effects of Collaborative School-Home Intervention for ADHD Symptoms and Impairment.: 1-26	- Study not concerned with social, emotional and mental wellbeing
Pffiffner, Linda J, Rooney, Mary E, Jiang, Yuanyuan et al. (2018) Sustained Effects of Collaborative School-Home Intervention for Attention-Deficit/Hyperactivity Disorder Symptoms and Impairment. Journal of the American Academy of Child and Adolescent Psychiatry 57(4): 245-251	- Study population is selected
Pinto-Foltz, Melissa D; Logsdon, M Cynthia; Myers, John A (2011) Feasibility, acceptability, and initial efficacy of a knowledge-contact program to reduce mental illness stigma and improve mental health literacy in adolescents. Social science & medicine (1982) 72(12): 2011-9	- Study not concerned with social, emotional and mental wellbeing
Pluess, Michael and Boniwell, Ilona (2015) Sensory-Processing Sensitivity predicts treatment response to a school-based depression prevention program: Evidence of Vantage Sensitivity. Personality and Individual Differences 82: 40-45	- Non-randomised study: No barriers and facilitators
Poduska, JM, Kellam, SG, Wang, W et al. (2008) Impact of the Good Behavior Game, a universal classroom-based behavior intervention, on young adult service use for problems with emotions, behavior, or drugs or	- Study conducted before 2007

Study	Code [Reason]
alcohol. Drug and alcohol dependence 95suppl1: 29-44	
Polanin, Megan K. (2015) Effects of cultural awareness training in conjunction with an established bullying prevention program. Dissertation Abstracts International: Section B: The Sciences and Engineering 75(10be): no-specified	- Dissertation
Potek, Rachel (2012) Mindfulness as a school-based prevention program and its effect on adolescent stress, anxiety and emotion regulation. Dissertation Abstracts International: Section B: The Sciences and Engineering 73(5b): 3272	- Dissertation
Puolakanaho, Anne, Lappalainen, Raimo, Lappalainen, Paivi et al. (2019) Reducing Stress and Enhancing Academic Buoyancy among Adolescents Using a Brief Web-based Program Based on Acceptance and Commitment Therapy: A Randomized Controlled Trial. Journal of youth and adolescence 48(2): 287-305	- Study population is selected
Puskar, Kathryn Rose; Ren, Dianxu; McFadden, Tricia (2015) Testing the 'Teaching Kids to Cope with Anger' Youth Anger Intervention Program in a Rural School-based Sample. Issues in mental health nursing 36(3): 200-8	- Study intervention is not a universal intervention
Rashedi, Roxanne N. (2019) An early childhood education in embodiment: Willful forms of self-regulation in a classroom-based yoga intervention. Dissertation Abstracts International Section A: Humanities and Social Sciences 80(1ae): no-specified	- Ordered but not received
Rawlett, K.E.; Friedmann, E.; Thomas, S.A. (2019) Mindfulness based intervention with an attentional comparison group in at risk young adolescents: a pilot randomized controlled trial. Integrative Medicine Research 8(2): 101-106	- Study population is selected
Redfern, A., Jolley, S., Bracegirdle, K. et al. (2019) Innovations in Practice: CUES-Ed: an in-service evaluation of a new universal cognitive behavioural early mental health intervention programme for primary school children. Child and Adolescent Mental Health 24(2): 187-191	- Non-randomised study
Reid, MJ; Webster-Stratton, C; Hammond, M (2007) Enhancing a classroom social competence and problem-solving curriculum by offering parent training to families of moderate-to high-risk elementary school children. Journal of clinical child and adolescent psychology 36(4): 605-620	- Study intervention was parent training
Reinke, Wendy M.; Herman, Keith C.; Dong, Nianbo (2014) The Incredible Year Teacher	- Study intervention is teacher training for classroom management

Study	Code [Reason]
Classroom Management Program: Initial Findings from a Group Randomized Control Trial.: 1-7	
Reller, Evan (2019) The Effects of Mindfulness-Based Programming on Social-Emotional Learning.	- Dissertation
Resaland, G.K., Aadland, E., Moe, V.F. et al. (2019) Effects of a physical activity intervention on schoolchildren's health-related quality of life: The active smarter kids (ASK) cluster-randomized controlled trial. Preventive Medicine Reports 13: 1-4	- Study not concerned with social, emotional and mental wellbeing
Ricarte, J. J, Ros, L, Latorre, J. M et al. (2015) Mindfulness-based intervention in a rural primary school: Effects on attention, concentration and mood. International Journal of Cognitive Therapy 8(3): 258-270	- Study intervention is not a universal intervention
Rickard, Nikki S, Appelman, Peter, James, Richard et al. (2013) Orchestrating life skills: The effect of increased school-based music classes on children's social competence and self-esteem. International Journal of Music Education 31(3): 292-309	- Non-randomised study
Rimm-Kaufman, Sara E, Larsen, Ross A. A, Baroody, Alison E et al. (2014) Efficacy of the responsive classroom approach: Results from a 3-year, longitudinal randomized controlled trial. American Educational Research Journal 51(3): 567-603	- Outcome data not presented/unusable
Rivers, Susan E, Brackett, Marc A, Reyes, Maria R et al. (2013) Improving the social and emotional climate of classrooms: a clustered randomized controlled trial testing the RULER Approach. Prevention science : the official journal of the Society for Prevention Research 14(1): 77-87	- Outcome data not presented/unusable
Rodriguez, Karen Ann (2021) Examining the efficacy of a school-based mental health program in Iowa. Dissertation Abstracts International: Section B: The Sciences and Engineering 82(6b): no-specified	- Article unavailable
Rose, Heather; Miller, Lynn; Martinez, Yvonne (2009) FRIENDS for life: The results of a resilience-building, anxiety-prevention program in a Canadian elementary school. Professional School Counseling 12(6): 400-407	- Non-randomised study
Roth, Rachel A.; Suldo, Shannon M.; Ferron, John M. (2017) Improving Middle School Students' Subjective Well-Being: Efficacy of a Multicomponent Positive Psychology Intervention Targeting Small Groups of Youth. School Psychology Review 46(1): 21-41	- Study population is selected

Study	Code [Reason]
Ruiz-Ariza, Alberto, Suarez-Manzano, Sara, Lopez-Serrano, Sebastian et al. (2019) The Effect of Cooperative High-Intensity Interval Training on Creativity and Emotional Intelligence in Secondary School: A Randomised Controlled Trial. <i>European Physical Education Review</i> 25(2): 355-373	- Study intervention is physical activity training
Ruocco, Sylvia; Gordon, Jocelyne; McLean, Louise A (2016) Effectiveness of a school-based early intervention CBT group programme for children with anxiety aged 5-7 years. <i>Advances in School Mental Health Promotion</i> 9(1): 29-49	- Non-randomised study
Russell-Mayhew, Shelly; Arthur, Nancy; Ewashen, Carol (2007) Targeting students, teachers and parents in a wellness-based prevention program in schools. <i>Eating disorders</i> 15(2): 159-81	- Non-randomised study
Rygaard, Niels Peter (2020) Improving the mental health of abandoned children: Experiences from a global online intervention. <i>The American psychologist</i> 75(9): 1376-1388	- Non systematic review
Sagkal, Ali Serdar; Turnuklu, Abbas; Totan, Tarik (2016) Peace Education's Effects on Aggression: A Mixed Method Study. <i>Eurasian Journal of Educational Research</i> : 45-68	- Non-randomised study
Salerno, John P (2016) Effectiveness of Universal School-Based Mental Health Awareness Programs Among Youth in the United States: A Systematic Review. <i>The Journal of school health</i> 86(12): 922-931	- Systematic review: references checked
Sanchez-Sansegundo, M., Ferrer-Cascales, R., Albaladejo-Blazquez, N. et al. (2020) Effectiveness of the reasoning and rehabilitation v2 programme for improving personal and social skills in spanish adolescent students. <i>International Journal of Environmental Research and Public Health</i> 17(9): 3040	- Study population is selected
SANDERS, Robert (2020) Care experienced children and young people's mental health: ESSS Outline.: 37	- Article unavailable
Santilhana, Michele (2019) Online intervention to reduce pediatric anxiety: An evidence-based review. <i>Journal of child and adolescent psychiatric nursing : official publication of the Association of Child and Adolescent Psychiatric Nurses, Inc</i> 32(4): 197-209	- Systematic review: references checked
Santos, RG, Chartier, MJ, Whalen, JC et al. (2011) Effectiveness of school-based violence prevention for children and youth: a research report. <i>Healthcare quarterly (toronto, ont.)</i> 14specno2: 80-91	- Study conducted before 2007
Santos, Robert G, Chartier, Mariette J, Whalen, Jeanne C et al. (2011) Effectiveness of School-	- Study conducted before 2007

Study	Code [Reason]
Based Violence Prevention for Children and Youth Cluster randomized controlled field trial of the Roots of Empathy program with replication and three-year follow-up. Healthcare Quarterly	
Sapouna, Maria, Wolke, Dieter, Vannini, Natalie et al. (2010) Virtual learning intervention to reduce bullying victimization in primary school: a controlled trial. Journal of child psychology and psychiatry, and allied disciplines 51(1): 104-12	- Non-randomised study
Sara, Valdebenito and et, al. (2018) School-based interventions for reducing disciplinary school exclusion: a systematic review.: 219	- Systematic review: references checked
Sawyer MG, Harchak TF, Spence SH et al. (2010) School-based prevention of depression: a 2-year follow-up of a randomized controlled trial of the beyondblue schools research initiative. The Journal of adolescent health : official publication of the Society for Adolescent Medicine 47(3): 297-304	- Study conducted before 2007
Sawyer, MG, Pfeiffer, S, Spence, SH et al. (2010) School-based prevention of depression: a randomised controlled study of the beyondblue schools research initiative. Journal of child psychology and psychiatry, and allied disciplines 51(2): 199-209	- Study conducted before 2007
Saxena, Kirti, Verrico, Christopher D, Saxena, Johanna et al. (2020) An Evaluation of Yoga and Meditation to Improve Attention, Hyperactivity, and Stress in High-School Students. Journal of alternative and complementary medicine (New York, N.Y.) 26(8): 701-707	- Non-randomised study
Scheithauer, H, Schultze-Krumbholz, A, W?lfer, R et al. (2014) Promotion of media competence and prevention of cyberbullying using the Medienhelden program: results from an evaluation study. Praxis der kinderpsychologie und kinderpsychiatrie 63(5): 379-394	- Non-English language publication
Schoeps, Konstanze, Villanueva, Lidon, Prado-Gasco, Vicente Javier et al. (2018) Development of Emotional Skills in Adolescents to Prevent Cyberbullying and Improve Subjective Well-Being. Frontiers in psychology 9: 2050	- Study intervention is not a universal intervention
Schonfeld, David J, Adams, Ryan E, Fredstrom, Bridget K et al. (2015) Cluster-randomized trial demonstrating impact on academic achievement of elementary social-emotional learning. School psychology quarterly : the official journal of the Division of School Psychology, American Psychological Association 30(3): 406-420	- Study not concerned with social, emotional and mental wellbeing
See, B. H.; Gorard, S.; Siddiqui, N. (2017) Does participation in uniformed group activities in school improve young people's non-cognitive	- Study not concerned with social, emotional and mental wellbeing



Study	Code [Reason]
outcomes?. International Journal of Educational Research 85: 109-120	
Shechtman, Z. and Ifargan, M. (2009) School-based integrated and segregated interventions to reduce aggression. Aggressive behavior 35(4): 342-356	- Outcome data not presented/unusable
Shochet, I., Montague, R., Smith, C. et al. (2014) A qualitative investigation of adolescents' perceived mechanisms of change from a universal school-based depression prevention program. International Journal of Environmental Research and Public Health 11(5): 5541-5554	- Non UK based qualitative study
Shreve, Marilou, Scott, Allison, McNeill, Charleen et al. (2020) Using Yoga to Reduce Anxiety in Children: Exploring School-Based Yoga Among Rural Third-and Fourth-Grade Students. Journal of Pediatric Health Care	- Non-randomised study
Sibinga, EM, Perry-Parrish, C, Chung, SE et al. (2013) School-based mindfulness instruction for urban male youth: a small randomized controlled trial. Preventive medicine 57(6): 799-801	- Outcome data not presented/unusable
Singh, Nikita, Minaie, Matin G, Skvarc, David R et al. (2019) Impact of a Secondary School Depression Prevention Curriculum on Adolescent Social-Emotional Skills: Evaluation of the Resilient Families Program. Journal of youth and adolescence 48(6): 1100-1115	- Study intervention is a whole community approach with a universal classroom component
Smith, J.J., Beauchamp, M.R., Faulkner, G. et al. (2018) Intervention effects and mediators of well-being in a school-based physical activity program for adolescents: The 'Resistance Training for Teens' cluster RCT. Mental Health and Physical Activity 15: 88-94	- Study intervention is physical activity training
Smith, Stephen W., Daunic, Ann P., Aydin, Burak et al. (2016) Effect of Tools for Getting along on Student Risk for Emotional and Behavioral Problems in Upper Elementary Classrooms: A Replication Study. School Psychology Review 45(1): 73-92	- Outcome data not presented/unusable
Solar, Ernest L., II (2014) The effects of mindfulness meditation on adolescents with high-incidence disabilities. Dissertation Abstracts International Section A: Humanities and Social Sciences 75(4ae): no-specified	- Dissertation
Soulakova, Barbora, Kasal, Alexandr, Butzer, Bethany et al. (2019) Meta-Review on the Effectiveness of Classroom-Based Psychological Interventions Aimed at Improving Student Mental Health and Well-Being, and Preventing Mental Illness. The journal of primary prevention 40(3): 255-278	- Systematic review: references checked
Spence, S.H., Sawyer, M.G., Sheffield, J. et al. (2014) Does the absence of a supportive family	- Study conducted before 2007

Study	Code [Reason]
environment influence the outcome of a universal intervention for the prevention of depression?. International Journal of Environmental Research and Public Health 11(5): 5113-5132	
Spence, Susan H and Shortt, Alison L (2007) Research Review: Can we justify the widespread dissemination of universal, school-based interventions for the prevention of depression among children and adolescents?. Journal of child psychology and psychiatry, and allied disciplines 48(6): 526-42	- Systematic review: references checked
Spilt, J. L.; Koot, J. M.; van Lier, P. A. C. (2013) For Whom Does It Work? Subgroup Differences in the Effects of a School-Based Universal Prevention Program. Prevention science 14(5): 479-488	- Study conducted before 2007
Stauffer, Sterling, Heath, Melissa Allen, Coyne, Sarah Marie et al. (2012) High School Teachers' Perceptions of Cyberbullying Prevention and Intervention Strategies. Psychology in the Schools 49(4): 352-367	- Dissertation
Stormshak, Elizabeth A; Fosco, Gregory M; Dishion, Thomas J (2010) Implementing Interventions with Families in Schools to Increase Youth School Engagement: The Family Check-Up Model. School mental health 2(2): 82-92	- Study intervention is not a universal intervention
Stormshak, Elizabeth, DeGarmo, David, Chronister, Krista et al. (2018) The Impact of Family-Centered Prevention on Self-Regulation and Subsequent Long-Term Risk in Emerging Adults. Prevention science : the official journal of the Society for Prevention Research 19(4): 549-558	- Study population is selected
Streimann, Karin; Selart, Anne; Trummal, Aire (2019) Effectiveness of a Universal, Classroom-Based Preventive Intervention (PAX GBG) in Estonia: a Cluster-Randomized Controlled Trial. Prevention science : the official journal of the Society for Prevention Research	- Outcome data not presented/unusable
Sutherland, Kevin S., Conroy, Maureen A., Algina, James et al. (2018) Reducing Child Problem Behaviors and Improving Teacher-Child Interactions and Relationships: A Randomized Controlled Trial of Best in Class. Grantee Submission 42: 31-43	- Study population outside scope of review
Swank, Jacqueline M; Cheung, Christopher; Williams, Sydney A (2018) Play therapy and psychoeducational school-based group interventions: A comparison of treatment effectiveness. Journal for Specialists in Group Work 43(3): 230-249	- Single case research design

Study	Code [Reason]
Swartz KL, Kastelic EA, Hess SG et al. (2010) The effectiveness of a school-based adolescent depression education program. <i>Health education &amp; behavior</i> : the official publication of the Society for Public Health Education 37(1): 11-22	- Study conducted before 2007
Takahashi, Fumito, Ishizu, Kenichiro, Matsubara, Kohei et al. (2020) Acceptance and commitment therapy as a school-based group intervention for adolescents: An open-label trial. <i>Journal of Contextual Behavioral Science</i> 16: 71-79	- Non-randomised study
Takeda, S.; Matsuo, R.; Ohtsuka, M. (2020) Effects of a classroom-based stress management program by cognitive reconstruction for elementary school students. <i>Yonago Acta Medica</i> 63(3): 198-204	- Outcome data not presented/unusable
Tanner-Smith, Emily E; Durlak, Joseph A; Marx, Robert A (2018) Empirically Based Mean Effect Size Distributions for Universal Prevention Programs Targeting School-Aged Youth: A Review of Meta-Analyses. <i>Prevention science</i> : the official journal of the Society for Prevention Research 19(8): 1091-1101	- Non systematic review: SR of MA
Taylor, B.; Stein, N.; Burden, F. (2010) The effects of gender violence/ harassment prevention programming in middle schools: a randomized experimental evaluation. <i>Violence and victims</i> 25(2): 202-223	- Outcome data not presented/unusable
Taylor, BG, Stein, ND, Mumford, EA et al. (2013) Shifting Boundaries: an experimental evaluation of a dating violence prevention program in middle schools. <i>Prevention science</i> 14(1): 64-76	- Study intervention is not a universal intervention
Taylor, Bruce G; Mumford, Elizabeth A; Stein, Nan D (2015) Effectiveness of "shifting boundaries" teen dating violence prevention program for subgroups of middle school students. <i>The Journal of adolescent health</i> : official publication of the Society for Adolescent Medicine 56(2suppl2): 20-6	- Study intervention is not a universal intervention
Taylor, Bruce G; Stein, Nan; Burden, Frances F (2010) Exploring gender differences in dating violence/harassment prevention programming in middle schools: Results from a randomized experiment. <i>Journal of Experimental Criminology</i> 6(4): 419-445	- Outcome data not presented/unusable
Taylor, Mark; Gillies, Robyn M.; Ashman, Adrian F. (2009) Cognitive Training, Conflict Resolution and Exercise: Effects on Young Adolescents' Wellbeing. <i>Australian Journal of Guidance and Counselling</i> 19(2): 131-149	- Population: subset
Taylor, Sara B, Kennedy, Lindsay A, Lee, Caroline E et al. (2020) Common humanity in	- Study population outside scope of review

Study	Code [Reason]
the classroom: Increasing self-compassion and coping self-efficacy through a mindfulness-based intervention. Journal of American college health : J of ACH: 1-8	
Telles, Shirley, Singh, Nilkamal, Bhardwaj, Abhishek Kumar et al. (2013) Effect of yoga or physical exercise on physical, cognitive and emotional measures in children: A randomized controlled trial. Child and Adolescent Psychiatry and Mental Health 7	- Study conducted in a non-OECD country
Terjestam, Yvonne (2011) Stillness at school: Well-being after eight weeks of meditation-based practice in secondary school. Psyke & Logos 32(1): 105-116	- Non-randomised study
Terry, JD, Weist, MD, Strait, GG et al. (2020) Motivational Interviewing to Promote the Effectiveness of Selective Prevention: an Integrated School-Based Approach. Prevention science	- Outcome data not presented/unusable
Terry, John (2017) Preliminary evaluation of "Footprints:" Motivational interviewing to promote cognitive-behavioral skills, academic outcomes, and academic protective factors in middle school students. Dissertation Abstracts International: Section B: The Sciences and Engineering 78(4be): no-specified	- Dissertation
Thompson, Aaron M. (2014) A Randomized Trial of the "Self-Management Training and Regulation Strategy" for Disruptive Students. Research on Social Work Practice 24(4): 414-427	- Study population is selected
Tijms, J.; Stoop, M. A.; Polleck, J. N. (2018) Bibliotherapeutic book club intervention to promote reading skills and social-emotional competencies in low SES community-based high schools: A randomised controlled trial. Journal of Research in Reading 41(3): 525-545	- Study is concerned with transition
Tissen, Isabelle; Hergovich, Andreas; Spiel, Christiane (2007) School-based social training with and without dogs: Evaluation of their effectiveness. Anthrozoos 20(4): 365-373	- Outcome data not presented/unusable
Tomy, Justin D, Fuller-Tyszkiewicz, Matthew, Richardson, Ben et al. (2016) A Comprehensive Evaluation of a Universal School-Based Depression Prevention Program for Adolescents. Journal of abnormal child psychology 44(8): 1621-1633	- Non-randomised study
Torrente, Catalina, Nathanson, Lori, Rivers, Susan et al. (2015) Testing Causal Impacts of a School-Based SEL Intervention Using Instrumental Variable Techniques.: 1-6	- Outcome data not presented/unusable
Townsend, L., Musci, R., Stuart, E. et al. (2017) The Association of School Climate, Depression	- Study not concerned with social, emotional and mental wellbeing

Study	Code [Reason]
Literacy, and Mental Health Stigma Among High School Students. <i>Journal of School Health</i> 87(8): 567-574	
Tripa, Laura, Sava, Florin Alin, Palo?, Ramona et al. (2021) Evaluating the outcomes of Resilient left behind children??A social-emotional learning and mindfulness group counseling program. <i>Cognition, Brain, Behavior</i> 25(1): 33-53	- Study conducted in a non-OECD country
Tucker, Emma and Maunder, Rachel (2015) Helping children to get along: Teachers' strategies for dealing with bullying in primary schools. <i>Educational Studies</i> 41(4): 466-470	- Not an intervention study
Turner, A.J., Sutton, M., Harrison, M. et al. (2019) Cost-Effectiveness of a School-Based Social and Emotional Learning Intervention: Evidence from a Cluster-Randomised Controlled Trial of the Promoting Alternative Thinking Strategies Curriculum. <i>Applied Health Economics and Health Policy</i>	- Cost-effectiveness study
Valosek, Laurent, Nidich, Sanford, Wendt, Staci et al. (2019) Effect of meditation on social-emotional learning in middle school students. <i>Education</i> 139(3): 111-119	- Non-randomised study
van de Weijer-Bergsma, Eva, Langenberg, George, Brandsma, Rob et al. (2014) The effectiveness of a school-based mindfulness training as a program to prevent stress in elementary school children. <i>Mindfulness</i> 5(3): 238-248	- Outcome data not presented/unusable
Van Ryzin, Mark J and Roseth, Cary J (2019) Effects of cooperative learning on peer relations, empathy, and bullying in middle school. <i>Aggressive behavior</i>	- Outcome data not presented/unusable
Varjas, Kris, Talley, Jasmine, Meyers, Joel et al. (2010) High school students' perceptions of motivations for cyberbullying: an exploratory study. <i>The western journal of emergency medicine</i> 11(3): 269-73	- Non UK based qualitative study
Vassilopoulos, Stephanos P; Brouzos, Andreas; Rentzios, Christos (2014) Evaluation of a universal social information-processing group program aimed at preventing anger and aggressive behaviour in primary school children. <i>Hellenic Journal of Psychology</i> 11(3): 208-222	- Non-randomised study
Veenman, B.; Luman, M.; Oosterlaan, J. (2018) Efficacy of behavioral classroom programs in primary school. A meta-analysis focusing on randomized controlled trials. <i>PLoS ONE</i> 13(10): e0201779	- Systematic review: references checked
Vickery, Charlotte E and Dorjee, Dusana (2015) Mindfulness Training in Primary Schools Decreases Negative Affect and Increases Meta-	- Non-randomised study

Study	Code [Reason]
Cognition in Children. <i>Frontiers in psychology</i> 6: 2025	
Vila-Badia, Regina, Martinez-Zambrano, Francisco, Arenas, Otilia et al. (2016) Effectiveness of an intervention for reducing social stigma towards mental illness in adolescents. <i>World journal of psychiatry</i> 6(2): 239-47	- Study not concerned with social, emotional and mental wellbeing
Volanen, S.-M., Lassander, M., Hankonen, N. et al. (2020) Healthy learning mind - Effectiveness of a mindfulness program on mental health compared to a relaxation program and teaching as usual in schools: A cluster-randomised controlled trial. <i>Journal of Affective Disorders</i> 260: 660-669	- Study design: secondary analysis
Vuijk, P., van Lier, P. A. C., Crijnen, A. A. M. et al. (2007) Testing sex-specific pathways from peer victimization to anxiety and depression in early adolescents through a randomized intervention trial. <i>Journal of Affective Disorders</i> 100(13): 221-226	- Study conducted before 2007
Waldron, Samuel M, Stallard, Paul, Grist, Rebecca et al. (2018) The 'long-term' effects of universal school-based anxiety prevention trials: A systematic review. <i>Mental Health and Prevention</i> 11: 8-15	- Systematic review: references checked
Wallace, Laura B; Hai, Audrey Hang; Franklin, Cynthia (2020) An Evaluation of Working on What Works (WOWW): A Solution-Focused Intervention for Schools. <i>Journal of marital and family therapy</i>	- Study not concerned with social, emotional and mental wellbeing
Waters, Allison M, Candy, Steven G, Zimmer-Gembeck, Melanie J et al. (2019) A School-Based Comparison of Positive Search Training to Enhance Adaptive Attention Regulation with a Cognitive-Behavioural Intervention for Reducing Anxiety Symptoms in Children. <i>Journal of abnormal child psychology</i> 47(11): 1821-1840	- Outcome data not presented/unusable
Watson, Scott E. J, Vannini, Natalie, Woods, Sarah et al. (2010) Inter-cultural differences in response to a computer-based anti-bullying intervention. <i>Educational Research</i> 52(1): 61-80	- Non-randomised study
Webb, Linda, Carey, John, Villares, Elizabeth et al. (2014) Results of a Randomized Controlled Trial of Student Success Skills.: 1-24	- Outcome data not presented/unusable
Weis, Robert; Osborne, Karen J; Dean, Emily L (2015) Effectiveness of a universal, interdependent group contingency program on children's academic achievement: A countywide evaluation. <i>Journal of Applied School Psychology</i> 31(3): 199-218	- Ordered but not received
Wendt, Staci, Hipps, Jerry, Abrams, Allan et al. (2015) Practicing Transcendental Meditation in	- Non-randomised study

Study	Code [Reason]
High Schools: Relationship to Well-Being and Academic Achievement among Students. Contemporary School Psychology 19(4): 312-319	
White, Laura Santangelo (2012) Reducing stress in school-age girls through mindful yoga. Journal of pediatric health care : official publication of National Association of Pediatric Nurse Associates & Practitioners 26(1): 45-56	- Study intervention is not a universal intervention
Whittaker, R, Stasiak, K, McDowell, H et al. (2017) MEMO: an mHealth intervention to prevent the onset of depression in adolescents: a double-blind, randomised, placebo-controlled trial. Journal of child psychology and psychiatry, and allied disciplines 58(9): 1014-1022	- Study intervention not delivered as part of the lesson plan
Wills, Howard, Kamps, Debra, Abbott, Mary et al. (2010) Classroom Observations and Effects of Reading Interventions for Students at Risk for Emotional and Behavioral Disorders. Behavioral Disorders 35(2): 103-119	- Study conducted before 2007
Wills, Howard, Kamps, Debra, Caldarella, Paul et al. (2018) Class-Wide Function-Related Intervention Teams (CW-FIT): Student and Teacher Outcomes from a Multisite Randomized Replication Trial. Elementary School Journal 119(1): 29-51	- Study intervention is teacher training for classroom management
Wills, Howard, Kamps, Debra, Fleming, Kandace et al. (2016) Student and Teacher Outcomes of the Class-Wide Function-Related Intervention Team Efficacy Trial. Exceptional Children 83(1): 58-76	- Study intervention is teacher training for classroom management
Wirth, Jacqueline Lee-Russell (2013) The effect of a classroom intervention on adolescent wellness, success skills, and academic performance. Dissertation Abstracts International Section A: Humanities and Social Sciences 74(2ae): no-specified	- Dissertation
Witvliet M, van Lier PA, Cuijpers P et al. (2009) Testing links between childhood positive peer relations and externalizing outcomes through a randomized controlled intervention study. Journal of consulting and clinical psychology 77(5): 905-915	- Study conducted before 2007
Wohlgamuth, Taylor Lynn (2020) The Social Emotional Learning Language Arts (SELLA) Curriculum: a Qualitative Evaluation of Implementation.	- Dissertation
Wong, Martin C S; Lau, Tony C M; Lee, Albert (2012) The impact of leadership programme on self-esteem and self-efficacy in school: a randomized controlled trial. PloS one 7(12): e52023	- Study conducted in a non-OECD country

Study	Code [Reason]
Yamamoto, Toshie; Matsumoto, Yuki; Bernard, Michael E. (2017) Effects of the cognitive-behavioral you can do it! Education program on the resilience of Japanese elementary school students: A preliminary investigation. International Journal of Educational Research	- Non-randomised study
Yeager, David Scott; Trzesniewski, Kali H.; Dweck, Carol S. (2013) An Implicit Theories of Personality Intervention Reduces Adolescent Aggression in Response to Victimization and Exclusion. Child Development 84(3): 970-988	- Outcome data not presented/unusable
Yoo, Hee-Jeong, Bahn, Geonho, Cho, In-Hee et al. (2014) A randomized controlled trial of the Korean version of the PEERS() parent-assisted social skills training program for teens with ASD. Autism research : official journal of the International Society for Autism Research 7(1): 145-61	- Study intervention is not school-based
Zhai, Fuhua; Raver, C. Cybele; Jones, Stephanie M. (2015) Social and emotional learning services and child outcomes in third grade: Evidence from a cohort of Head Start participants. Children and Youth Services Review 56: 42-51	- Study conducted before 2007
Zych, Izabela, Viejo, Carmen, Vila, Elena et al. (2019) School Bullying and Dating Violence in Adolescents: A Systematic Review and Meta-Analysis. Trauma, violence & abuse: 1524838019854460	- Systematic review: references checked