



Främjande av psykiskt välbefinnande hos barn och ungdomar. En fördjupad analys av SEL-programmenkön/ Promoting mental well-being in children and adolescents: In-depth analysis of SEL programmes, rapport 373 (2024)

## Bilaga 3 Tabell över inkluderade studier i huvudrapporten

## Appendix 3 Table of included studies in the main report

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## PATHS-program (15 studier)

<b>Author</b>	<i>Bierman</i>
<b>Year</b>	<i>2008</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[1]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Preschool</i>
<b>Inclusion criteria</b>	<i>Consent by parents and complete preassessment. If siblings, only one of them was included in study.</i>
<b>Follow up</b>	<i>End of intervention, approximately 25 weeks of exposure of 35 week program.</i>
<b>Population characteristics</b>	<p><i>Preschool children, 4 years old</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): 4 years old</i></p> <p><i>Sex;(Percent girls): 54%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>PATHS - Head Start REDl (Research-based, Developmentally Informed)</i>
<b>Program extent</b>	<p><i>Number of sessions: 33 lessons</i></p> <p><i>Intensity: 1 lesson and one extension activity per week</i></p> <p><i>Duration: One schoolyear, 35 weeks</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: 1.77 (SD: 0.12) lessons and extension activities per week</i></p>
<b>Participants (n)</b>	<i>22 Classrooms, about 14 children per classroom</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: 3 days pre intervention, 1 booster day mid intervention, manuals and kits, weekly mentoring support by educational consultants</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>22 Classrooms, about 14 children per classroom</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>

<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><u>Measurement:</u></p> <p><i>Social-emotional behaviors</i></p> <p><i>SCS - Social Competence Scale</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p> <p><u>Measurement:</u></p> <p><i>Emotional understanding</i></p> <p><i>CES - Children's Emotion Skills</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Language skills; Expressive One-Word Picture Vocabulary Test Test of Language Development (TOLD)</i></p> <p><i>Emergent literacy skills; Three subscales of Test of Preschool Early Literacy (TOPEL; previously labelled the Pre-CTOPP)</i></p> <p><i>Emotional understanding and social-cognitive skills; Emotion Recognition Questionnaire Variation of the Challenging Situations Task</i></p> <p><i>Social-emotional behaviors; Seven items from the Teacher Observation of Child Adaptation – Revised (TOCA– R), Six items from the Preschool Social Behavior Scale – Teacher Form</i></p> <p><i>Learning engagement at school; Eight-item inventory developed for the study ADHD Rating Scale</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Conduct Problems Prevention Research Group</i>
<b>Year</b>	2010
<b>Country</b>	USA
<b>Ref #</b>	[2]
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school, Grade 1-3</i>
<b>Inclusion criteria</b>	<i>Students who remained in the same school building from the beginning of Grade 1 to the end of Grade 3 and had complete Grades 1–3 information on the Social Health Profile (SHP; CPPRG, 1998) and sociometric outcomes.</i>
<b>Follow up</b>	<i>During and after intervention</i>
<b>Population characteristics</b>	<p><i>School children, year 1–3</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): Not stated (Elementary School 1-3 Grade is 6-9 years old.)</i></p> <p><i>Sex; (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations: 57 % of children received free or reduced lunch</i></p>
<b>Participants (n)</b>	<p><i>Total:</i></p> <p><i>Nashville: 1560</i></p> <p><i>Pennsylvania: 1696</i></p> <p><i>Seattle: 1825</i></p>
<b>Drop-outs (n)</b>	<p><i>Retention:</i></p> <p><i>Total: 2937</i></p> <p><i>Nashville: 482 (30.9%)</i></p> <p><i>Pennsylvania: 1272 (75%)</i></p> <p><i>Seattle: 759 (41.6%)</i></p>
<b>Intervention program</b>	<i>Fast Track Promoting Alternative Thinking Strategies [PATHS] curriculum and behavioral consultation)</i>
<b>Program extent</b>	<p><i>Number of sessions:</i></p> <p><i>Grade 1: 57 lessons</i></p> <p><i>Grade 2: 46 lessons</i></p>

<p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p>Grade 3: 48 lessons</p> <p>Intensity: 2-3 times per week</p> <p>Duration: 3 schoolyears</p> <p>Attendance: Not stated</p> <p>Implementation:</p> <p>Grade 1 lessons (range, SD): 48.2 (13 - 57, 9.7)</p> <p>Grade 2 lessons (range, SD): 39.6(22 - 49, 10.2)</p> <p>Grade 3 lessons (range, SD): 38.4 (17 – 48, 9.6)</p> <p>Classrooms: 190</p> <p>Not stated</p> <p>Classroom teachers</p> <p>Training: A 2-day training workshop and received <b>wee</b> weekly consultation and observation from project staff.</p>
<p><b>Comparison program</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p>Common school curriculum (no specific program)</p> <p>Classrooms: 180</p> <p>Not stated</p> <p>Not applicable</p>
<p><b>Outcomes</b></p>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Cognitive Concentration</p> <p>TOCA-R (Teacher Observation of Classroom Adaptation—Revised; Werthamer-Larsson, Kellam, &amp; Wheeler, 1991)</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p> <p><u>Measurement:</u></p> <p>Prosocial behavior</p> <p>SHP (CPPRG, 1998)</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group: x</p> <p>Control group: x</p> <p><u>Measurement:</u></p> <p>Emotion regulation</p> <p>SHP (CPPRG, 1998)</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group: x</p> <p>Control group: x</p>
<p><b>Comments</b></p>	<p>Additional outcomes:</p>

<b>Risk of bias</b>	<i>By teachers: Authority acceptance (TOCA-R)</i> <i>By peers: three sociometric outcomes; aggressive, hyperactive– disruptive, and prosocial behaviors</i> <i>Moderate</i>
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<b>Author</b>	<i>Domitrovich</i>
<b>Year</b>	<i>2007</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[3]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Head Start preschools</i>
<b>Inclusion criteria</b>	<i>English as primary language, no previous participation in intervention and parental permission.</i>
<b>Follow up</b>	<i>Post-intervention data collected directly after the intervention ended</i>
<b>Population characteristics</b>	<p><i>Preschool children, three and four-year-old</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): 4.20 (0.50)</i></p> <p><i>Sex;(Percent girls): 55%</i></p> <p><i>Socioeconomic/educations):</i></p> <p><u><i>Parent education:</i></u></p> <p><i>Less than high school: 15%</i></p> <p><i>High school or equivalent: 62%</i></p> <p><i>Greater than high school: 23%</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): 4.36 (0.47)</i></p> <p><i>Sex (Percent girls): 48%</i></p> <p><i>Socioeconomic/educations):</i></p> <p><u><i>Parent education:</i></u></p> <p><i>Less than high school: 28%</i></p> <p><i>High school or equivalent: 47%</i></p> <p><i>Greater than high school: 25%</i></p>
<b>Participants:</b>	<i>246</i>
<b>Drop Out:</b>	<i>Post-test sample: 201</i>
<b>Intervention program</b>	<i>Promoting Alternative Thinking Strategies (PATHS; Kusché &amp; Greenberg, 1994)</i>
<b>Program extent</b>	<p><i>Number of sessions: 30</i></p> <p><i>Intensity: 1 lesson/week</i></p> <p><i>Duration: Attendance: Implementation: 9 months (one schoolyear)</i></p> <p><i>Implementation:</i></p> <p><i>Fidelity (Likert scale 1-4): 3.62</i></p> <p><i>Generalization (Likert scale 1-4): 3.37</i></p> <p><i>Openness to consultation (Likert scale 1-4): 3.67</i></p>
<b>Participants (n)</b>	<i>10 classrooms (number of children not specified on group level)</i>
<b>Drop-outs (n)</b>	<i>number of children not specified on group level</i>
<b>Program Deliverer</b>	<i>Classroom teachers</i>

	<i>Training: two-day training before and one-day booster mid intervention, supervisor contact and meetings throughout</i>
<b>Comparison program</b>	<i>Head Start programs for preschool</i>
<b>Participants (n)</b>	<i>10 classrooms (number of children not specified on group level)</i>
<b>Drop-outs (n)</b>	<i>number of children not specified on group level</i>
<b>Program Deliverer</b>	<i>Classroom teachers</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Social emotional skills – Parent-Report of Child</i></p> <p><i>Head Start Competence Scale (HSCS; Domitrovich, Cortes, &amp; Greenberg, 2001)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p> <p><u>Measurement:</u></p> <p><i>Emotional knowledge - Direct Child Assessments</i></p> <p><i>Recognition of Emotion Concepts subtest from the Kusché Emotional Inventory (KEI; Kusché 1984)</i></p> <p><i>The Assessment of Children’s Emotions Scales (ACES; Schultz et al., 2001)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p> <p><u>Measurement:</u></p> <p><i>Social skill - Teacher-Report of Child</i></p> <p><i>Preschool and Kindergarten Behavior Scales (PKBS; Merrell, 1996)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Affective perspective-taking skills; The Denham Puppet Interview (DPI; Denham, 1986)</i></p> <p><i>Inhibitory control: Day/Night task developed (Diamond &amp; Taylor, 1996), An adaptation of Luria’s (1966) tapping test with procedures described by Diamond (Diamond &amp; Taylor, 1996).</i></p> <p><i>Attention: Attention Sustained subtest from the Leiter-Revised Assessment Battery, (Roid &amp; Miller, 1997).</i></p> <p><i>Interpersonal Problem Solving; The problem-solving portion of the Challenging Situations Task (CST, Denham, Bouril, &amp; Belouad, 1994)</i></p> <p><i>Moderate - borderline high</i></p>
<b>Risk of bias</b>	

<b>Author</b>	<i>Eninger</i>
<b>Year</b>	<i>2021</i>
<b>Country</b>	<i>Sweden</i>
<b>Ref #</b>	<i>[4]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Preschool</i>
<b>Inclusion criteria</b>	<i>Not stated</i>
<b>Follow up</b>	<i>Post intervention, one school year</i>
<b>Population characteristics</b>	<p><i>Preschool children, age 4-5 years</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex; (Percent girls): 47%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 52%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age, years; Mean (SD): 4.8 (0.5)</i></p> <p><i>Sex;(Percent girls): 49%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>Preschool/Kindergarten version of the PATHS curriculum was used as the primary intervention (Domitrovich, Greenberg, Cortes, &amp; Kusché, 2004)</i>
<b>Participants (n)</b>	<p><i>Number of sessions: 33</i></p> <p><i>Intensity: 15-20 min per week</i></p> <p><i>Duration: 1 school year</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: The average reported lesson coverage was 14.8 lessons (SD = 11.7), this amounts to 45% reported lesson coverage.</i></p>
<b>Participants (n)</b>	<i>145</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: 2-day training led by a certified PATHS trainer, approximately 6 months into the program, a 1-day booster session was given by a certified PATHS trainer in</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program) Wait list control</i>
<b>Participants (n)</b>	<i>140</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b>

	<p><u>Measurement:</u>  <i>Emotional knowledge</i>  <i>The Assessment of Children’s Emotional Skills, Schultz et al., 2004</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Emotional Awareness and Social Problem Solving</i>  <i>CST, The Challenging Situations Task, Denham et al., 1994</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Prosocial/communication skills, emotional selfregulation, academic skills</i>  <i>Social Competence Scale (Sorensen and Dodge, 2016); PKBS (Preschool and Kindergarten Behavior Scales; Merrell, 1996)</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p>
<p><b>Comments</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Inhibitory control 1 (EF1)—The Knock and Tap task is a sub-test of the NEPSY (Korkman et al., 1998)</i></p> <p><i>Inhibitory control 2 (EF2)—An adapted version of the Day-Night task (Gerstadt et al., 1994)</i></p> <p><i>Working memory (EF3)—The Word span task is an index of working memory (WM) which is in turn an aspect of EF (Tillman et al., 2008).</i></p> <p><i>Teacher rating—social cooperation, interaction, and independence—Preschool and Kindergarten Behavior Scales Frontiers in Psychology   www.frontiersin.org 5 July 2021   Volume 12   Article 695288 Eninger et al. A Cluster Randomized (PKBS; Merrell, 1996)</i></p> <p><i>Observer rating during child assessment -Task orientation— Task Orientation Scale. A subset of items from a Task Orientation scale, adapted from Smith-Donald et al. (2007)</i></p> <p><i>Teacher rating—internalizing and externalizing behavior— Preschool and Kindergarten Behavior Scales (PKBS; Merrell, 1996)</i></p> <p><i>Teacher rating—Inattention, hyperactivity/impulsivity—ADHD Rating Scale-IV (DuPaul et al., 1998).</i></p>
<p><b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	<i>Fishbein</i>
<b>Year</b>	<i>2016</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[5]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school, kindergarten</i> <i>Randomization of four schools, 2 intervention schools and 2 control schools.</i>
<b>Inclusion criteria</b>	<i>Children attending kindergarten in selected schools and parents' consent</i>
<b>Follow up</b>	<i>End of intervention, about 6 months</i>
<b>Population characteristics</b>	<p><i>Kindergarten</i></p> <p><b>Intervention group 1, School characteristics:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex; (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Free and Reduced Meal Service (FARMS) (SY-09) School wide</i></p> <p><i>Free Lunch: 329, 84.4% (calculated)</i></p> <p><i>Reduced Lunch: 38, 9.7% (calculated)</i></p> <p><i>Paid Lunch: 23, 5.9% (calculated)</i></p> <p><b>Intervention group 2, School characteristics:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Free and Reduced Meal Service (FARMS) (SY-09) School wide</i></p> <p><i>Free Lunch: 475, 88% (calculated)</i></p> <p><i>Reduced Lunch: 55, 10% (calculated)</i></p> <p><i>Paid Lunch: 11, 2% (calculated)</i></p> <p><b>Control group 1, School characteristics:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Free and Reduced Meal Service (FARMS) (SY-09) School wide</i></p> <p><i>Free Lunch: 355, 89.4% (calculated)</i></p> <p><i>Reduced Lunch: 14, 3.5% (calculated)</i></p> <p><i>Paid Lunch: 28, 7.1% (calculated)</i></p> <p><b>Control group 2, School characteristics:</b></p>

	<p>Age, years; Mean (SD): Not stated</p> <p>Sex;(Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>Free and Reduced Meal Service (FARMS) (SY-09) School wide</p> <p>Free Lunch 548, 86.6% (calculated)</p> <p>Reduced Lunch 40, 6.3% (calculated)</p> <p>Paid Lunch 45, 7.1% (calculated)</p>
<p><b>Intervention program</b></p> <p><b>Participants (n)</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p>Preschool/Kindergarten version of the PATHS curriculum was used as the primary intervention (Domitrovich, Greenberg, Cortes, &amp; Kusché, 2004)</p> <p>Number of sessions: 44</p> <p>Intensity: 20 min 2 times/week</p> <p>Duration: 6 months</p> <p>Attendance: Not stated</p> <p>Implementation: 80 % (for both groups)</p> <p><u>Group 1:</u></p> <p>Not stated</p> <p>Not stated</p> <p><u>Group 2:</u></p> <p>Not stated</p> <p>Not stated</p> <p>Classroom teachers</p> <p>Training two-day training workshop shortly before intervention and weekly consultation with experienced PATH coordinator.</p>
<p><b>Comparison program</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p>Common school curriculum (no specific program)</p> <p><u>Control group 1:</u></p> <p>Not stated</p> <p>Not stated</p> <p><u>Control group 2:</u></p> <p>Not stated</p> <p>Not stated</p> <p>Not applicable</p>
<p><b>Outcomes</b></p>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Total Social Competence</p>

	<p><i>Social Competence Scale (Conduct Problems Prevention Research Group [CPPRG], 1995)</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Emotion Regulation</i></p> <p><i>Social Competence Scale (Conduct Problems Prevention Research Group [CPPRG], 1995)</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Prosocial Behavior</i></p> <p><i>Social Competence Scale (Conduct Problems Prevention Research Group [CPPRG], 1995)</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p>
<p><b>Comments</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Aggression</i></p> <p><i>Internalizing</i></p> <p><i>Child Activity Scale; Impulsivity, Inattention, Total</i></p> <p><i>Student – Teacher Relationship Scale; Closeness, Conflict, Total</i></p> <p><i>Peer Relationship Questionnaire Total</i></p> <p><i>Skill Total</i></p> <p><i>Peer nominations: Liking difference, Negative nominations, Play differences, Positive nominations</i></p>
<p><b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	Hamre
<b>Year</b>	2012
<b>Country</b>	USA
<b>Ref #</b>	[6]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	State-funded prekindergarten program within a single state that served at-risk children
<b>Inclusion criteria</b>	Teacher participated in the MTP program. Schools with more than one prekindergarten classroom. Parental consent.
<b>Follow up</b>	End of intervention
<b>Population characteristics</b>	<p>Prekindergarten children</p> <p><b>Intervention group PATHS-High:</b></p> <p>Age; Mean (SD) years: 4.38 (0.31)</p> <p>Sex;(Percent girls): 53</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>Maternal education: 12.69 years (2.26)</p> <p>Poor: 69% (13)</p> <p>(Families defined as living “in poverty” with 150% of the federal poverty guidelines as threshold)</p> <p><b>Intervention group PATHS-Low:</b></p> <p>Age; Mean (SD) years: 4.40 (0.30)</p> <p>Sex;(Percent girls): 50</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>Maternal education: 12.83 years (1.81)</p> <p>Poor: 67% (21)</p> <p>(Families defined as living “in poverty” with 150% of the federal poverty guidelines as threshold)</p> <p><b>Control group:</b></p> <p>Age; Mean (SD) years: 4.39 (0.32)</p> <p>Sex (Percent girls): 51</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>Maternal education: 12.64 years (1.93)</p> <p>Poor: 72% (20)</p> <p>(Families defined as living “in poverty” with 150% of the federal poverty guidelines as threshold)</p>
<b>Intervention program</b>	<p>PATHS-High</p> <p>MTP-Literacy and Language (MTP-LL) activities</p>
<b>Program extent</b>	<p>Number of sessions: 36</p> <p>Intensity: 15-20 min 1 time/week</p>

<p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p><i>Duration: Schoolyear</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation, average number of weekly lessons (3 = once a week): 3.04 (0.75)</i></p> <p><i>83 classrooms, 354 students</i></p> <p><i>Not stated</i></p> <p><i>Classroom teachers</i></p> <p><i>Training: A 2-day workshop prior to start of schoolyear. Preschool PATHS, access to the Web-based videos, and access to a consultant who focused on helping improve implementation of the curricula through a focus on interactions aligned with the CLASS. Received a laptop to ensure equal access to the web-based resources.</i></p>
<p><b>Intervention program</b></p> <p><b>Program extent</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p><i>PATHS-Low</i></p> <p><i>MTP-Literacy and Language (MTP-LL) activities</i></p> <p><i>Number of sessions: 36</i></p> <p><i>Intensity: 15-20 min 1 time/week</i></p> <p><i>Duration: Schoolyear</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation, average number of weekly lessons (3 = once a week): 2.97 (0.85)</i></p> <p><i>88 classrooms, 384 students</i></p> <p><i>Not stated</i></p> <p><i>Classroom teachers</i></p> <p><i>Training: 1.5-day workshop prior to start of schoolyear. Preschool PATHS and access to the Web-based videos. Received a laptop to ensure equal access to the web-based resources.</i></p>
<p><b>Comparison program</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p><i>Common school curriculum (no specific program) except MTP-Literacy and Language (MTP-LL) activities</i></p> <p><i>58 classrooms, 242 students</i></p> <p><i>Not stated</i></p> <p><i>Classroom teachers</i></p> <p><i>Training: 2-hour workshop prior to start of schoolyear. No special training or support during schoolyear.</i></p>
<p><b>Outcomes</b></p>	<p><b>Outcome</b></p> <p><u>Measurement</u></p> <p><i>Teacher perceptions of social competencies</i></p> <p><i>Teacher-Child Rating Scale (TCRS; Hightower et al., 1986)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>

<b>Comments</b>	<i>Additional outcomes: Student-Teacher Relationship Scale (STRS; Pianta, 2001).</i>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Hertzig</i>
<b>Year</b>	<i>2003</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[7]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary schools</i>
<b>Inclusion criteria</b>	<i>Schools in high-risk neighborhoods/towns (estimated rates of delinquency and juvenile arrests in the neighborhoods) with faculty consent of participation. Within those children were included with parents' consent.</i>
<b>Follow up</b>	<i>End of intervention</i>
<b>Population characteristics</b>	<p><i>School children, 1<sup>st</sup> grade</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Receiving free or reduced lunch:</i></p> <p><i>Durham: 83.8 % (12.5)</i></p> <p><i>Nashville: 78.5% (12.4)</i></p> <p><i>Rural PA: 39.6% (16.4)</i></p> <p><i>Seattle: 45.4% (7.0)</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Receiving free or reduced lunch:</i></p> <p><i>Durham: 75.5 % (21.2)</i></p> <p><i>Nashville: 77.0% (10.9)</i></p> <p><i>Rural PA: 39.1% (13.4)</i></p> <p><i>Seattle: 46.6% (14.2)</i></p>
<b>Participants:</b>	<i>7560</i>
<b>Drop Out:</b>	<i>Not stated</i>
<b>Intervention program</b>	<i>The Fast-Track PATHS curriculum</i>
<b>Program extent</b>	<p><i>Number of sessions: 57</i></p> <p><i>Intensity: 20-30 min 2-3 times/week</i></p> <p><i>Duration: 9 months (1 schoolyear)</i></p> <p><i>Attendance:</i></p> <p><i>Implementation: The mean number of lessons taught by was 48.2 (SD = 9.7, range = 13-57).</i></p>

<b>Participants (n)</b>	198 classrooms
<b>Drop-outs (n)</b>	
<b>Program Deliverer</b>	Classroom teachers Training: 2.5-day training workshop and weekly consultation from project staff.
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	180 classrooms
<b>Drop-outs (n)</b>	
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<p><u>Measurement:</u> Emotion Regulation Teacher Observation of Classroom Adaptation—Revised (TOCA-R; Werthamer-Larsson, Kellam, &amp; Wheeler, 1991) <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p> <p><u>Measurement:</u> Prosocial behavior Social Health Profile (SHP; CPPRG, 1999b) <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p>
<b>Comments</b>	<p>Additional outcomes: Sociometric assessments through peer nominations. Classroom Atmosphere by independent observers.</p>
<b>Risk of bias</b>	Moderate

<b>Author</b>	Humphrey
<b>Year</b>	2016
<b>Country</b>	UK
<b>Ref #</b>	[8]; associated with [9]; [10]; [11]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	
<b>Inclusion criteria</b>	Mainstream, state-maintained institutions, providing education for children from the ages of 4–11 years. Consent from the schools' Head Teachers. Child assent and parental opt-out consent were also sought.
<b>Follow up</b>	End of intervention
<b>Population characteristics</b>	School children, aged 7-9 years at baseline <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): 50.5 Socioeconomic/educations; Mean (SD): Free school meals (percentage): 31.7 <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): 47.1 Socioeconomic/educations; Mean (SD): Free school meals (percentage): 29.6
<b>Intervention program</b>	PATHS
<b>Program extent</b>	Number of sessions: 40 Intensity: 30-40min 2 sessions/week Duration: 2 schoolyears Attendance % (SD): Not stated Implementation % (SD): Not stated
<b>Participants (n)</b>	2340 (teachers report)
<b>Drop-outs (n)</b>	2073 (teachers report)
<b>Program Deliverer</b>	Classroom teachers Training: 1 full day of training before program start, half day follow up four months later. On-going technical support and assistance.
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	2176 (teachers report)
<b>Drop-outs (n)</b>	1244 (teachers report)
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u>

	<p>Social Emotional competence</p> <p><i>Social and Emotional Competence Change Index (SECCI)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p>Social Emotional competence:</p> <p><i>Strengths and Difficulties Questionnaire (SDQ) Pro-Social Behavior subscale</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p>Social Emotional competence:</p> <p><i>Social Skills Improvement System subscales (SSIS),</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<p><b>Comments</b></p> <p><b>Risk of bias</b></p>	<p><i>Low</i></p>

<b>Author</b>	Humphrey
<b>Year</b>	2018
<b>Country</b>	UK
<b>Ref #</b>	[9]; associated with: [8]; [10]; [11]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Regular classrooms in Primary schools
<b>Inclusion criteria</b>	Consent from Schools, Parents and the children.
<b>Follow up</b>	End of intervention, after 2 schoolyears
<b>Population characteristics</b>	School children, year 3–5 (aged 7-9 years) <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): 50.1 Socioeconomic/educations: Free school meals (percentage): 31.3 <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): 47.0 Socioeconomic/educations: Free school meals (percentage): 27.4
<b>Intervention program</b>	PATHS
<b>Program extent</b>	Number of sessions: 40 Intensity: 30-40 min twice weekly Duration: 2 schoolyears Attendance % (SD): 91.34 (1.06) Implementation % (SD): 53.06 (20.35)
<b>Participants (n)</b>	2294
<b>Drop-outs (n)</b>	Post intervention participants: 2223
<b>Program Deliverer</b>	Classroom teachers Training: 1 day prior to program start and 1 half day follow up training
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	2106
<b>Drop-outs (n)</b>	Post intervention participants: 1665
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> Psychological well-being (Health Related Quality of Life - HRQoL) Self-report version of the Kidscreen-27 (KS27) End of intervention, mean (SD)

	<p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Social skills</i></p> <p><i>SSIS</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Pro-social behavior</i></p> <p><i>SDQ</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional Outcomes:</i></p> <p><i>Mental health difficulties, SDQ: Internalising symptoms, Externalising problems</i></p> <p><i>HRQoL, KS27: Social support and peers, School environment</i></p> <p><i>QALYs: CHU-9D</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Ialongo</i>
<b>Year</b>	<i>2019</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[12]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary schools</i>
<b>Inclusion criteria</b>	<i>Written parental consent.</i>
<b>Follow up</b>	<i>End of intervention, after 1 schoolyear.</i>
<b>Population characteristics</b>	<p><b>Intervention group 1 (PATHS + PAX):</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 51.0</i></p> <p><i>Socioeconomic/educations; (percentage):</i></p> <p><i>Free and reduced Lunch Status (FARMS): 87.1</i></p> <p><b>Intervention group 2 (PAX):</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 49.1</i></p> <p><i>Socioeconomic/educations; (percentage):</i></p> <p><i>Free and reduced Lunch Status (FARMS): 83.4</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): 49.0</i></p> <p><i>Socioeconomic/educations; (percentage):</i></p> <p><i>Free and reduced Lunch Status (FARMS): 89.0</i></p>
<b>Intervention program 1</b>	<i>The PAX Good Behavior Game (PAX GBG) and Promoting Alternative Thinking Strategies (PATHS, Greenberg et al., 1995).</i>
<b>Program extent</b>	<p><i>Pax Games:</i></p> <p><i>Number of sessions:</i></p> <p><i>Intensity: Not stated</i></p> <p><i>Duration: 31 weeks (schoolyear)</i></p> <p><i>Attendance % (SD):</i></p> <p><i>Implementation number of sessions (SD): 154.22 (SD = 106.4), 1583.43 min (SD = 1482.14) total</i></p> <p><i>PATHS lessons:</i></p> <p><i>Number of sessions: Not stated</i></p> <p><i>Intensity: Not stated</i></p> <p><i>Duration: 31 weeks (schoolyear)</i></p> <p><i>Attendance % (SD):</i></p>

<b>Participants (n)</b>	<i>Implementation % (SD): 71.80% (S 0.27) .</i>
<b>Drop-outs (n)</b>	1562
<b>Program Deliverer</b>	139 <i>Classroom teachers</i> <i>Training: 1 day group-based training before program start, and half a day follow up after three months, for each intervention program.</i>
<b>Intervention program 2</b>	<i>The PAX Good Behavior Game (PAX GBG).</i>
<b>Program extent</b>	<i>Number of sessions:</i> <i>Intensity: Not stated</i> <i>Duration: 31 weeks (schoolyear)</i> <i>Attendance % (SD):</i> <i>Implementation number of sessions (SD): 150.18 (SD = 94.92), 1431.84 min (SD = 1298.38) total</i>
<b>Participants (n)</b>	1994
<b>Drop-outs (n)</b>	124
<b>Program Deliverer</b>	<i>Classroom teachers</i> <i>Training: 1 day group-based training pre-program start, and half-day follow up after 3 months.</i>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	2055
<b>Drop-outs (n)</b>	168
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<u><i>Measurement:</i></u> <i>Social Competence</i> <i>The Social Health Profile Social Competence Scale (SHP SCS, CPPRG, 1999).</i> <u><i>End of intervention, mean (SD)</i></u> <i>Intervention group:</i> <i>Control group:</i>  <u><i>Measurement:</i></u> <i>Emotion Regulation</i> <i>The Social Health Profile Social Competence Scale (SHP SCS, CPPRG, 1999).</i> <u><i>End of intervention, mean (SD)</i></u> <i>Intervention group:</i> <i>Control group:</i>
<b>Comments</b>	<i>Additional outcomes:</i> <i>Teacher Observation of Classroom Adaptation-Revised (TOCA-R).</i>
<b>Risk of bias</b>	<i>Low</i>

<b>Author</b>	<i>Novak</i>
<b>Year</b>	<i>2017</i>
<b>Country</b>	<i>Croatia</i>
<b>Ref #</b>	<i>[13]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Informed consent from parents.</i>
<b>Follow up</b>	<i>End of intervention, after 1,5 years</i>
<b>Population characteristics</b>	<p><i>School children, mid first year to mid second year, about 7 years old at beginning of study</i></p> <p><b>Total Population:</b></p> <p><i>Age; Mean (SD): 7 years</i></p> <p><i>Sex;(Percent girls): 47%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>PATHS (Promoting Alternative Thinking Strategies; Kusché &amp; Greenberg, 1994)</i>
<b>Program extent</b>	<p><i>Number of sessions: 63</i></p> <p><i>Intensity: 2 per week</i></p> <p><i>Duration: about 1 schoolyear (mid 1st to mid 2nd grade)</i></p> <p><i>Attendance % (SD):</i></p> <p><i>Implementation % (SD):</i></p>
<b>Participants (n)</b>	<i>280</i>
<b>Drop-outs (n)</b>	<i>265</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: 2 days of instruction before and between first and second grades.</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>288</i>
<b>Drop-outs (n)</b>	<i>281</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p> <p><i>Prosocial behavior</i></p>

	<p><i>Social Competence Scale</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Emotion regulation</i></p> <p><i>Social Competence Scale</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Learning behavior, School Readiness Questionnaire</i></p> <p><i>Inattention, ADHD Rating Scale</i></p> <p><i>Hyperactivity, ADHD Rating Scale</i></p> <p><i>Oppositional behavior, Teacher Observation of Classroom Adaptation–Revised</i></p> <p><i>Physical aggression, Teacher Observation of Classroom Adaptation–Revised Peer problems</i></p> <p><i>Withdrawn/depressed behavior, Strengths and Difficulties Questionnaire</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Panayiotou</i>
<b>Year</b>	<i>2020</i>
<b>Country</b>	<i>England</i>
<b>Ref #</b>	<i>[11]; associated with [9]; [8]; [10]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary schools</i>
<b>Inclusion criteria</b>	<i>Child participation required a lack of parental and child opt-out.</i>
<b>Follow up</b>	<i>End of intervention, after 2 schoolyears.</i>
<b>Population characteristics</b>	<p><i>School children year 3-5, aged 7-9 years</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): 8.12 (0.88)</i></p> <p><i>Sex;(Percent girls): 50.1</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Not stated on group level</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): 8.12 (0.86)</i></p> <p><i>Sex (Percent girls): 53</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Not stated on group level</i></p>
<b>Intervention program</b>	<i>Promoting Alternative Thinking Strategies [PATHS] curriculum; Kusche &amp; Greenberg, 1994</i>
<b>Program extent</b>	<p><i>Number of sessions:40</i></p> <p><i>Intensity: 30-40 min 2 times/week</i></p> <p><i>Duration: 2 schoolyears</i></p> <p><i>Attendance:</i></p> <p><i>Implementation: Jag förstår ej hur det ska redovisas</i></p>
<b>Participants (n)</b>	<i>2294</i>
<b>Drop-outs (n)</b>	<i>71</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training:.teachers received a full day of initial training with a half-day follow-up 4 months later</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>2106</i>
<b>Drop-outs (n)</b>	<i>441</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Psychological wellbeing, peers and social support, and school environment</i></p> <p><i>Child self-report version of the Kidscreen-27 (KS27; Ravens-Sieberer et al., 2007)</i></p> <p><u>End of intervention, mean (SD)</u></p>

	<i>Intervention group:</i> <i>Control group:</i>
<b>Comments</b> <b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Seyhan</i>
<b>Year</b>	<i>2019</i>
<b>Country</b>	<i>Turkey</i>
<b>Ref #</b>	<i>[14]</i>
<b>Study design</b>	<i>Quasi-experimental study</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Preschool</i>
<b>Inclusion criteria</b>	<i>Parental consent</i>
<b>Follow up</b>	<i>End of intervention, 9 weeks</i>
<b>Population characteristics</b>	<p><i>Preschool children, aged 48–72 months</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 47</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): 48</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>Preschool Promoting Alternative Thinking Strategies (PATHS) Curriculum (Domitrovich, Greenberg, Kusche, &amp; Cortes, 1999)</i>
<b>Program extent</b>	<p><i>Number of sessions: 33</i></p> <p><i>Intensity: 15-20 min</i></p> <p><i>Duration: 9 weeks</i></p> <p><i>Attendance % (SD):</i></p> <p><i>Implementation % (SD):</i></p>
<b>Participants (n)</b>	<i>285</i>
<b>Drop-outs (n)</b>	<i>N/A</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: teachers had previously received training in Preschool PATHS, received retraining by the research team in the translated Turkish version of PATHS before program start. Weekly implementation support meetings.</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>280</i>
<b>Drop-outs (n)</b>	<i>N/A</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p> <p><i>Social competence</i></p> <p><i>Head Start Competence Scale (HSCS) (Domitrovich et al., 2007)</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p>

	<p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Classroom atmosphere; Teaching Style Rating Scale (TSRS); (Domitrovich, Cortes, &amp; Greenberg, 2000); Classroom Atmosphere Rating Scale (CARS); (Conduct Problems Prevention Research Group, 1999)</i></p> <p><i>Relationships between children and teacher; Student–Teacher Relationship Scale (STRS); (Pianta, 1996), Semi-Structured Play Interview (SSPI); (Pianta &amp; Hamre, 2001)</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	Turner
<b>Year</b>	2020
<b>Country</b>	UK
<b>Ref #</b>	[10]; associated with [9]; [8]; [11]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Regular classrooms in Primary Schools
<b>Inclusion criteria</b>	Parental consent
<b>Follow up</b>	12- and 24-month follow-ups.
<b>Population characteristics</b>	<p>School children, year 1–5</p> <p><b>Intervention group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex;(Percent girls): 49.9</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>% of pupils eligible for free school meals: 32.4</p> <p><b>Control group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex (Percent girls): 53</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>% of pupils eligible for free school meals: 28.5</p>
<b>Intervention program</b>	Promoting Alternative Thinking Strategies (PATHS) curriculum.
<b>Program extent</b>	<p>Number of sessions: 40 lessons</p> <p>Intensity: 30-40 min 2 times/week</p> <p>Duration: 2 schoolyears</p> <p>Attendance % (SD):</p> <p>Implementation % (SD):</p>
<b>Participants (n)</b>	2676
<b>Drop-outs (n)</b>	Not stated
<b>Program Deliverer</b>	<p>Classroom teachers</p> <p>Training: Full day of initial group training prior to the schoolyear, with a half-day follow-up 4 months later.</p>
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	2542
<b>Drop-outs (n)</b>	Not stated
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Health-Related Quality of Life (HRQoL)</p> <p>Child Health Utility Nine-Dimension (CHU-9D)</p>

	<i>End of intervention, mean (SD)</i> <i>Intervention group:</i> <i>Control group:</i>
<b>Comments</b>	<i>Additional outcomes:</i> <i>Intervention Costs</i>
<b>Risk of bias</b>	<i>Moderate</i>

## SEL-program (35 studier)

<b>Author</b>	<i>Agley</i>
<b>Year</b>	<i>2021</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[15]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Public and charter schools</i>
<b>Inclusion criteria</b>	<i>Agreement from school and parents.</i>
<b>Follow up</b>	<i>14-27 days after intervention (planned)</i>
<b>Population characteristics</b>	<i>School children, fourth, seventh, and tenth grades</i> <b>Intervention group:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex;(Percent girls): 47.1</i> <i>Socioeconomic/educations; Mean (SD): Not stated</i> <b>Control group:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex (Percent girls): 48.2</i> <i>Socioeconomic/educations; Mean (SD): Not stated</i>
<b>Intervention program</b>	<i>ACT Out! Social Issue Theater</i>
<b>Program extent</b>	<i>Number of sessions: 1</i> <i>Intensity: 1 session in total</i> <i>Duration: 1 hour</i> <i>Attendance % (SD): Not stated</i> <i>Implementation % (SD): 96.5</i>
<b>Participants (n)</b>	<i>39 Classrooms, 774 students</i>
<b>Drop-outs (n)</b>	<i>6 Classrooms, 177 students</i>
<b>Program Deliverer</b>	<i>Members of the CMP professional theatre company</i> <i>Training: No information</i>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>37 classrooms, 763 students</i>
<b>Drop-outs (n)</b>	<i>5 classrooms, 124 students</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> <i>Social-emotional competence:</i> <i>Delaware Social-Emotional Competency Scale (DSECS-S)</i> <u>Baseline, mean (SD)</u>

	<p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Social-emotional competence subdomains (Social awareness, emotion regulation, relationship skills, and responsible decision-making)</i></p> <p><i>Washoe County School District Social-Emotional Competency Assessment (WCSD-SECA)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Bullying behavior and experiences of being bullied (victimization):</i></p> <p><i>Bullying and Cyberbullying Scale for Adolescents (BCS-A)</i></p> <p><i>Receptiveness to the intervention and prespecified subanalyses of social-emotional competence:</i></p> <p><i>By questions to assess the degree to which they found the intervention to be enjoyable, interesting, a waste of time, boring, understandable, difficult to understand, believable, important, and helpful.</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	Allen
<b>Year</b>	2020
<b>Country</b>	USA
<b>Ref #</b>	[16]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	High school
<b>Inclusion criteria</b>	Informed consent from parents and assent from students was obtained prior to randomization
<b>Follow up</b>	Prior to the beginning of the intervention, in the week immediately following completion (12 weeks) of the intervention, and 4 months following completion of the intervention.
<b>Population characteristics</b>	<p>High school children, year 10</p> <p><b>Intervention group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex;(Percent girls): 50.3 %</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>Parental education (1 = less than high school to 4 = college graduate or higher): 3.02 (1.02)</p> <p>(Free or reduced school lunch for total population: 67%, not specified on group level)</p> <p><b>Control group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex (Percent girls): 52.5</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>Parental education (1 = less than high school to 4 = college graduate or higher): 3.04 (1.02)</p> <p>(Free or reduced school lunch for total population: 67%, not specified on group level)</p>
<b>Intervention program</b>	The Connection Project
<b>Program extent</b>	<p>Number of sessions: 12</p> <p>Intensity: One 45-60 min sessions / week</p> <p>Duration: 12 weeks</p> <p>Attendance Mean (SD): 9.8 (2.7)</p> <p>Implementation:</p>
<b>Participants (n)</b>	322
<b>Drop-outs (n)</b>	<p>End of intervention: 54</p> <p>4 months follow up: 24</p>
<b>Program Deliverer</b>	<p>Classroom teachers</p> <p>Training: 2-day workshop led by the authors. Weekly or biweekly supervision via video conference was then provided.</p>
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	288
<b>Drop-outs (n)</b>	End of intervention: 38

<b>Program Deliverer</b>	4 months follow up: 29 Not applicable
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u> Coping via social support Self-Report Coping Scale (Causey &amp; Dubow, 1992)</p> <p><u>Baseline, mean (SD)</u> Interventions group: Control group:</p> <p><u>End of intervention, mean (SD)</u> Intervention group: Control group:</p>
<b>Comments</b>	<p>Additional outcomes:</p> <p>Degree of their depressive symptoms; Child Depression Inventory (Kovacs &amp; Beck, 1977)</p> <p>Comfort with classmates and Peer-rated approachability; rate each student in terms of how comfortable they felt around them, with ratings ranging from 1 = I always keep my guard up to 5 = I'm always open.</p> <p>Classroom academic engagement; 10-item scale that tapped student effort, attention, and persistence while initiating and participating in learning activities (Skinner, Furrer, Marchand, &amp; Kindermann, 2008; Skinner, Zimmer-Gembeck, &amp; Connell, 1998)</p>
<b>Risk of bias</b>	Moderate

<b>Author</b>	An
<b>Year</b>	2021
<b>Country</b>	China
<b>Ref #</b>	[17]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Elementary public school
<b>Inclusion criteria</b>	Informed consent from parents/guardians
<b>Follow up</b>	Post intervention, 2 months
<b>Population characteristics</b>	<p>School children, year 5</p> <p><b>Intervention group:</b></p> <p>Age, years; Mean (SD): Not stated</p> <p>Sex; (Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD): Not stated</p> <p><b>Control group:</b></p> <p>Age, years; Mean (SD): Not stated</p> <p>Sex;(Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD): Not stated</p> <p><b>Total population:</b></p> <p>Age, years; Mean (SD): 11-12</p> <p>Sex; (Percent girls): 51.83%</p> <p>Socioeconomic/educations; Mean (SD): Not stated</p>
<b>Intervention program</b>	SEL programs (Durlak et al., 2011)
<b>Participants (n)</b>	<p>Number of sessions: 8</p> <p>Intensity: 40 min session weekly</p> <p>Duration: 8 week</p> <p>Attendance: Not stated</p> <p>Implementation: Not stated</p>
<b>Participants (n)</b>	111
<b>Drop-outs (n)</b>	5
<b>Program Deliverer</b>	<p>Classroom teachers</p> <p>Training: not stated</p>
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	53
<b>Drop-outs (n)</b>	7
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Emotional intelligence, ability to perceive, understand, and manage emotions</p>

	<p><i>The Emotional Intelligence Questionnaire (Liu &amp; Zou, 2010)</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Class environment; The Class Environment Questionnaire, (Jiang, 2004)</i></p> <p><i>Students perception of the SEL intervention; The survey contained two open-ended questions: (1) How do you feel about this curriculum? and (2) What have you learned from the curriculum?</i></p>
<b>Risk of bias</b>	<p><i>Moderate</i></p>

<b>Author</b>	Ashdown
<b>Year</b>	2012
<b>Country</b>	Australia
<b>Ref #</b>	[18]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Preparatory school,
<b>Inclusion criteria</b>	Not stated
<b>Follow up</b>	End of intervention, 10 weeks.
<b>Population characteristics</b>	<p>Prep school and grade 1 classes. Preparatory classes were 5-year- olds</p> <p><b>Intervention group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex;(Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>The participating school had been identified as being of 'low socioeconomic status' according to the Catholic Education Office (Melbourne)</p> <p><b>Control group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex (Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD):</p> <p>The participating school had been identified as being of 'low socioeconomic status' according to the Catholic Education Office (Melbourne)</p> <p><b>Total population</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex (Percent girls): 45%</p>
<b>Participants:</b>	4 teachers, 100 students
<b>Drop Out:</b>	1 student
<b>Intervention program</b>	You Can Do It! Early Childhood Education Program
<b>Program extent</b>	<p>Number of sessions: 90</p> <p>Intensity: 20 min, 3 sessions per week</p> <p>Duration: 10 weeks per term for 3 terms, (1 school year is 4 terms)</p> <p>Attendance: Not stated</p> <p>Implementation: neither teacher closely followed the scripted lesson plans in the YCDI curriculum manual</p>
<b>Participants (n)</b>	Not stated
<b>Drop-outs (n)</b>	Not stated
<b>Program Deliverer</b>	<p>Classroom teachers</p> <p>Training: 2 hour development session</p>

<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>Not stated</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Social-emotional well-being</i></p> <p><i>ACER Well-being Survey (Teacher Form—Early Years) (Bernard et al. 2009), Part 1</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Total social-emotional competence</i></p> <p><i>ACER Well-being Survey (Teacher Form—Early Years) (Bernard et al. 2009), Part 2</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Total social skills</i></p> <p><i>Social Skills Rating System—Teacher Form (SSRS-T) (Gresham and Elliot 1990)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Problem Behaviors; Social Skills Rating System—Teacher Form (SSRS-T) (Gresham and Elliot 1990)</i></p> <p><i>Independent Text Reading Level</i></p>

Risk of bias	<i>Moderate</i>
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<b>Author</b>	Brackett
<b>Year</b>	2012
<b>Country</b>	USA
<b>Ref #</b>	[19]
<b>Study design</b>	<i>Randomized controlled trial. Quasi-experimental design, pilot effectiveness study.</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>School</i>
<b>Inclusion criteria</b>	<i>parental permission</i>
<b>Follow up</b>	<i>Six weeks after the start of the academic year and six week prior to the end of the academic year. (End of intervention)</i>
<b>Population characteristics</b>	<p><i>School children, year 5-6</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population</b></p> <p><i>Age; Mean (SD): 11 years (1)</i></p> <p><i>Sex (Percent girls): 55%</i></p> <p><i>Socioeconomic/educations; Mean (SD): ≤7%</i></p>
<b>Participants:</b>	<i>273 students from 15 classrooms</i>
<b>Drop Out:</b>	<i>Not stated</i>
<b>Intervention program</b>	<i>RULER Feeling Words Curriculum</i>
<b>Program extent</b>	<p><i>Number of sessions: 72 lessons, 15 units</i></p> <p><i>Intensity:</i></p> <p><i>Duration:</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: all teachers had completed at least 12 of 15 units</i></p>
<b>Participants (n)</b>	<i>155</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: three-hour overview of emotional literacy. Highly interactive training that lasted one and a half days (approximately 9 h).</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>118</i>

<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Training: three-hour overview of emotional literacy.</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Social and emotional competence</i></p> <p><i>Behavioral Assessment System for Children (BASC)</i></p> <p><i>Teacher evaluation</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Adaptability</i></p> <p><i>Teacher evaluation</i></p> <p><i>Behavioral Assessment System for Children (BASC), Subscale for adaptability</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Student grades, report cards</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Cefai</i>
<b>Year</b>	<i>2014</i>
<b>Country</b>	<i>Malta</i>
<b>Ref #</b>	<i>[20]</i>
<b>Study design</b>	<i>Semi- Randomized controlled trial, pilot study</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Primary school</i>
<b>Inclusion criteria</b>	<i>Parental consent was obtained for all the students who participated in the study.</i>
<b>Follow up</b>	<i>Post-intervention, 10 weeks</i>
<b>Population characteristics</b>	<p><i>School children, year 1–5</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 46%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>Circle time (CT)</i>
<b>Program extent</b>	<p><i>Number of sessions: 10</i></p> <p><i>Intensity: One 30-45 min session per week</i></p> <p><i>Duration: 10 weeks</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>37</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: One session of training, offered mentoring during implementation process (no teacher made use of this service)</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>38</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b>

	<p><u>Measurement:</u></p> <p><i>Prosocial behavior</i></p> <p><i>SDQ, Teacher evaluation</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<p><b>Comments</b></p> <p><b>Risk of bias</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Moderate - borderline high</i></p>

<b>Author</b>	<i>Cejudo</i>
<b>Year</b>	<i>2020</i>
<b>Country</b>	<i>Spain</i>
<b>Ref #</b>	<i>[21]</i>
<b>Study design</b>	<i>Quasi-experimental design Randomized Controlled Trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>High school</i>
<b>Inclusion criteria</b>	<i>Participants' parents gave informed written consent and adolescents gave verbal assent.</i>
<b>Follow up</b>	<i>After intervention, end of school year</i>
<b>Population characteristics</b>	<p><i><b>Intervention group:</b></i></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex; (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><i><b>Control group:</b></i></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><i><b>Intervention group:</b></i></p> <p><i>Age, years; Mean (SD): 13.82 (1.62)</i></p> <p><i>Sex; (Percent girls): 53</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>Social and Emotional Learning (SEL) by "Aislados" Program (2016 by the Interdisciplinary Service of Attention to Drug Dependencies (in Spanish, SIAD))</i>
<b>Participants (n)</b>	<p><i>Number of sessions: 28</i></p> <p><i>Intensity: 55 minutes weekly</i></p> <p><i>Duration: 1 school year</i></p> <p><i>Attendance: students not attending at least 75% of the intervention programme sessions were excluded</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>97</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Secondary teacher</i></p> <p><i>Training: 10-h workshop about the implementation of the program, weekly coordination meetings and explanations as requested.</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>90</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b><i>Outcome</i></b>

	<p><u>Measurement:</u>  <i>Subjective Health-Related Quality of Life (HRQL) and well-being</i>  <i>Health-Related Quality of Life Questionnaire for Children and Young People (KIDSCREEN)</i>  <i>Kidscreen-10 Index</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Satisfaction with Life</i>  <i>Satisfaction with Life Scale (SWLS)</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Positive and Negative Emotions</i>  <i>Positive and Negative Affect Schedule (PANAS)</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Emotional intelligence,</i>  <i>Trait Emotional Intelligence Questionnaire Adolescents Short Form (TEIQue-ASF)</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p>
<p><b>Comments</b> <b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	Coelho
<b>Year</b>	2015
<b>Country</b>	Portugal
<b>Ref #</b>	[22]associated with [23]
<b>Study design</b>	quasi-experimental, pre-test, post-test and follow-up design with a control group.
<b>Study protocol</b>	Not stated
<b>Setting</b>	Middle school
<b>Inclusion criteria</b>	All schools used passive informed consent,
<b>Follow up</b>	Pre-test, Post-test and follow up 6 months after program end
<b>Population characteristics</b>	School children, year 7–9 <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): 47% Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): 44% Socioeconomic/educations; Mean (SD): Not stated <b>Total population:</b> Age; Mean (SD): 13.40 (1.32)
<b>Intervention program</b>	Positive Attitude
<b>Program extent</b>	Number of sessions: 12 Intensity: One lessons per week, 60 min per session Duration: Not stated Attendance: Not stated Implementation: Not stated
<b>Participants (n)</b>	855
<b>Drop-outs (n)</b>	418
<b>Program Deliverer</b>	Educational psychologists Training: At least three years of experience in the Project
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	236
<b>Drop-outs (n)</b>	114
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> Socio-emotional competence, Teacher evaluated

	<p><i>Competences Evaluation Questionnaire e Teacher's version (QACSE-P; Coelho, Sousa, &amp; Marchante, 2014)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Socio-emotional competence, pupils' own assessment</i></p> <p><i>Portuguese version (Ferreira &amp; Rocha, 2004) of the Bateria de Socializacao 3 (BAS-3, Silva &amp; Martorell, 1989)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Self-esteem, pupils' own assessment</i></p> <p><i>Global Self-Esteem scale (Portuguese version; Fontaine, 1991) of the Self-Description Questionnaire II (Marsh, Relich, &amp; Smith, 1983).</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Self-esteem, teacher ds assessment</i></p> <p><i>Social and Emotional Competences Evaluation Questionnaire e Teacher's version (QACSE-P; Coelho, Sousa, &amp; Marchante, 2014)</i><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<i>Additional outcomes:</i>

Risk of bias	<i>Moderate</i>
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<b>Author</b>	<i>Coelho</i>
<b>Year</b>	<i>2016</i>
<b>Country</b>	<i>Portugal</i>
<b>Ref #</b>	<i>[24]</i>
<b>Study design</b>	<i>Quasi-experimental design</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Only one school grouping utilized active parental informed consent, while the other five school groupings used passive informed consent since the program was conducted within the school schedule.</i>
<b>Follow up</b>	<i>Pre intervention and at end of intervention, three months</i>
<b>Population characteristics</b>	<p><i>School children, 4<sup>th</sup> grade</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD):</i></p> <p><i>Sex;(Percent girls): 47.8%</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Class level</i></p> <p><i>50% or more F/R lunch: 24 (29.2%)</i></p> <p><i>25–50% F/R lunch: 29 (35.4%)</i></p> <p><i>Less than 25% F/R lunch: 29 (35.4%)</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD):</i></p> <p><i>Sex (Percent girls): 43.0%</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Class level</i></p> <p><i>50% or more F/R lunch: 5 (23.8%)</i></p> <p><i>25–50% F/R lunch: 8 (38.1%)</i></p> <p><i>Less than 25% F/R lunch: 8 (38.1%)</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): 9.2 years</i></p>
<b>Intervention program</b>	<i>Program Positive Attitude</i>
<b>Program extent</b>	<p><i>Number of sessions: 13</i></p> <p><i>Intensity: One session per week, 60 min per session</i></p> <p><i>Duration: 1 year</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>970</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>

<b>Program Deliverer</b>	<i>Educational psychologists</i> <i>Training: Not stated</i>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>267</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u> <i>Social and Emotional Competencies, self-assessment</i> <i>Bateria de Socializacao-3 (BAS-3; Silva &amp; Martorell, 1993; adapted by Ferreira &amp; Rocha, 2004)</i></p> <p><u>Baseline, mean (SD)</u> <i>Interventions group:</i> <i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u> <i>Intervention group:</i> <i>Control group:</i></p> <p><u>Measurement:</u> <i>Social and Emotional Competencies, teacher-assessment</i> <i>Social and Emotional Competencies Evaluation Questionnaire— Teachers Version (QACSE-P; Coelho, Sousa, &amp; Marchante, 2014)</i></p> <p><u>Baseline, mean (SD)</u> <i>Interventions group:</i> <i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u> <i>Intervention group:</i> <i>Control group:</i></p> <p><u>Measurement:</u> <i>Self-esteem, self-assessment</i> <i>General Self scale from the Self-Description Questionnaire I (SDQ I; Marsh, Parker &amp; Smith, 1983; Portuguese adaptation by Faria &amp; Fontaine, 1990)</i></p> <p><u>Baseline, mean (SD)</u> <i>Interventions group:</i> <i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u> <i>Intervention group:</i> <i>Control group:</i></p>
<b>Comments</b>	<i>Additional outcomes:</i>
<b>Risk of bias</b>	<i>Moderate</i>



<b>Author</b>	Coelho
<b>Year</b>	2017
<b>Country</b>	Portugal
<b>Ref #</b>	[23]associated with [22]
<b>Study design</b>	Quasi-experimental design pre-post study
<b>Study protocol</b>	No information
<b>Setting</b>	Middle school
<b>Inclusion criteria</b>	Not stated
<b>Follow up</b>	Pre-test, Post-test and follow up 6 months after program end
<b>Population characteristics</b>	<p>School children, 11 to 17 years old</p> <p><b>Intervention group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex;(Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD): Not stated</p> <p><b>Control group:</b></p> <p>Age; Mean (SD): Not stated</p> <p>Sex (Percent girls): Not stated</p> <p>Socioeconomic/educations; Mean (SD): Not stated</p> <p><b>Total population:</b></p> <p>Age; Mean (SD): 13.54 (1.36)</p> <p>Sex (Percent girls): 50.6</p> <p>Socioeconomic/educations; Mean (SD): Not stated</p>
<b>Intervention program</b>	Program Positive Attitude
<b>Program extent</b>	<p>Number of sessions: 13</p> <p>Intensity: 1 per week 45 min session</p> <p>Duration: 1 school year</p> <p>Attendance: Not stated</p> <p>Implementation: Not stated</p>
<b>Participants (n)</b>	472
<b>Drop-outs (n)</b>	11
<b>Program Deliverer</b>	<p>Trained psychologists</p> <p>Training: Not stated</p>
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	156
<b>Drop-outs (n)</b>	2
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Socio-emotional competence</p>

	<p><i>Bateria de Socialização-3 (BAS 3; Silva and Martorell, 1989; Portuguese adaptation by Ferreira and Rocha, 2004)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<p><b>Comments</b></p> <p><b>Risk of bias</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Moderate</i></p>

<b>Author</b>	Coelho
<b>Year</b>	2018
<b>Country</b>	Portugal
<b>Ref #</b>	[25]
<b>Study design</b>	Quasi-experimental design
<b>Study protocol</b>	No information
<b>Setting</b>	Upper middle school children
<b>Inclusion criteria</b>	School not participation in other SEL program
<b>Follow up</b>	Post-test and 7 months after end of intervention
<b>Population characteristics</b>	Upper middle school children, year 1–5 <b>Intervention group 1:</b> Age; Mean (SD): Sex;(Percent girls): 47.2 Socioeconomic/educations; Mean (SD): <b>Intervention group 2:</b> Age; Mean (SD): Sex;(Percent girls): 49.0 Socioeconomic/educations; Mean (SD): <b>Control group:</b> Age; Mean (SD): Sex (Percent girls): 44.7 Socioeconomic/educations; Mean (SD): <b>Total population:</b> Age; Mean (SD): 12.70 (0.98) Sex (Percent girls): 47.2 Socioeconomic/educations; Mean (SD):
<b>Intervention program 1</b>	Positive attitude Within school hours
<b>Program extent</b>	Number of sessions: 13 Intensity: Not stated Duration: Not stated Attendance: Not stated Implementation: 96%
<b>Participants (n)</b>	269
<b>Drop-outs (n)</b>	25
<b>Program Deliverer</b>	Educational psychologists Training: Not stated
<b>Intervention program 2</b>	Positive attitude After school hours
<b>Program extent</b>	Number of sessions: 18

<b>Participants (n)</b> <b>Drop-outs (n)</b> <b>Program Deliverer</b>	<i>Intensity: Not stated</i> <i>Duration: Not stated</i> <i>Attendance: Not stated</i> <i>Implementation: 91%</i> 314 33 <i>Educational psychologists</i> <i>Training: Not stated</i>
<b>Comparison program</b> <b>Participants (n)</b> <b>Drop-outs (n)</b> <b>Program Deliverer</b>	<i>Common school curriculum (no specific program)</i> 244 21 <i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> <i>Self-control</i> <i>Social and Emotional Competences Evaluation Questionnaire (QACSE; Coelho et al. 2015)</i> <u>Baseline, mean (SD)</u> <i>Interventions group:</i> <i>Control group:</i> <u>End of intervention, mean (SD)</u> <i>Intervention group:</i> <i>Control group:</i>  <u>Measurement:</u> <i>Social awareness</i> <i>Social and Emotional Competences Evaluation Questionnaire (QACSE; Coelho et al. 2015)</i> <u>Baseline, mean (SD)</u> <i>Interventions group:</i> <i>Control group:</i> <u>End of intervention, mean (SD)</u> <i>Intervention group:</i> <i>Control group:</i>  <u>Measurement:</u> <i>Relationship skills</i> <i>Social and Emotional Competences Evaluation Questionnaire (QACSE; Coelho et al. 2015)</i> <u>Baseline, mean (SD)</u> <i>Interventions group:</i> <i>Control group:</i> <u>End of intervention, mean (SD)</u>

	<p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Responsible decision making</i></p> <p><i>Social and Emotional Competences Evaluation Questionnaire (QACSE; Coelho et al. 2015)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Self-esteem</i></p> <p><i>Global Self-Esteem scale of the Self-Description Questionnaire II (SDQ II, Marsh et al. 1983; Portuguese version; Fontaine 1991).</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Coehlo</i>
<b>Year</b>	<i>2021</i>
<b>Country</b>	<i>Portugal</i>
<b>Ref #</b>	<i>[26]</i>
<b>Study design</b>	<i>Randomized Controlled Trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Parental consent</i>
<b>Follow up</b>	<i>Post intervention and 10 months post intervention</i>
<b>Population characteristics</b>	<p><i>Elementary school children, grade 4</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex; (Percent girls): 48.6</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 49.3</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age, years; Mean (SD): 9.14 (0.64)</i></p> <p><i>Sex;(Percent girls): 48.8</i></p> <p><i>Socioeconomic/educations; Mean (SD): it ranged from 34.7% to 39.8% of students per class eligible for free or reduced lunches</i></p>
<b>Intervention program</b>	<i>Social and Emotional Learning (SEL)</i>
<b>Participants (n)</b>	<p><i>Number of sessions: 13</i></p> <p><i>Intensity: 60 min session weekly</i></p> <p><i>Duration: 4 months</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: implementation fidelity varied between 93.7% and 100%</i></p>
<b>Participants (n)</b>	<i>702</i>
<b>Drop-outs (n)</b>	<i>Not stated on group level. Attrition was due to students who left school during fourth-grade (four students, 0.4%) and, (19 students, 1.8%) were also unavailable for the third measurement.</i>
<b>Program Deliverer</b>	<p><i>Trained educational psychologists in the teacher's presence</i></p> <p><i>Training: Not stated</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>361</i>

<b>Drop-outs (n)</b>	<i>Not stated on group level. Attrition was due to students who left school during fourth-grade (four students, 0.4%) and, (19 students, 1.8%) were also unavailable for the third measurement.</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u>  <i>Social awareness and self-control</i>  <i>Bateria de Socialização-3 (BAS-3 Portuguese adaptation by Ferreira &amp; Rocha, 2004)</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Self-esteem</i>  <i>General Self scale from the Self-Description Questionnaire I (SDQ I; Marsh, 1988; Portuguese adaptation by Faria &amp; Fontaine, 1990)</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Student–Student Relationships and Teacher–Student Relationships</i>  <i>Portuguese version of the Delaware School Climate Survey-Students (Coelho, Romão, et al., 2020)</i>  <u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p>
<b>Comments</b>	
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Coelho</i>
<b>Year</b>	<i>2017</i>
<b>Country</b>	<i>Portugal</i>
<b>Ref #</b>	<i>[27]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Public middle schools</i>
<b>Inclusion criteria</b>	<i>Not stated</i>
<b>Follow up</b>	<i>Four months, eight months and one year after start of intervention.</i>
<b>Population characteristics</b>	<p><i>School children, 4-5 grade</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex; (Percent girls): 46.5</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 43.5</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age, years; Mean (SD): 9.62 (0.30)</i></p> <p><i>Sex;(Percent girls): 45.7</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>SEL Positive Transition Program</i>
<b>Participants (n)</b>	<p><i>Number of sessions: 20 (15 session in grade 4 + five sessions in grade 5.</i></p> <p><i>Intensity: 50 min sessions weekly</i></p> <p><i>Duration: 2 school years</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>825</i>
<b>Drop-outs (n)</b>	<i>Only stated on total population: 97 % of students completed the first measurement, 86 % the second measurement, 73 % the third measurement and 74 % the last assessment</i>
<b>Program Deliverer</b>	<p><i>Educational psychologist.</i></p> <p><i>Training: Not stated</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>322</i>
<b>Drop-outs (n)</b>	<i>Only stated on total population: 97 % of students completed the first measurement, 86 % the second measurement, 73 % the third measurement and 74 % the last assessment</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b>

	<p><u>Measurement:</u>  <i>Self-Esteem</i>  <i>General Self scale from the Self-Description Questionnaire I—(SDQ I; Marsh 1989; Portuguese adaptation by Faria and Fontaine 1990)</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p> <p><u>Measurement:</u>  <i>Self-Concept</i>  <i>Five-Factor Self-Concept Questionnaire (AF-5; Garcí'a and Musitu 2001; Portuguese adaptation for children and adolescents; Coelho et al. 2015)</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group: x</i>  <i>Control group: x</i></p>
<b>Comments</b>	
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Correia</i>
<b>Year</b>	<i>2016</i>
<b>Country</b>	<i>Portugal</i>
<b>Ref #</b>	<i>[28]</i>
<b>Study design</b>	<i>Quasi-experimental</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>First cycle schools</i>
<b>Inclusion criteria</b>	<i>Authorization to conduct the study was requested from the school administrations involved and the principals of the first-cycle schools. Written informed consent was obtained from the teachers and parents along with the verbal consent of the children involved in the study.</i>
<b>Follow up</b>	<i>Before and after intervention.</i>
<b>Population characteristics</b>	<p><i>School children, first year</i></p> <p><b>Intervention group 1:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations:</i></p> <p><i>Up to second cycle [fifth to sixth grade]: 29</i></p> <p><i>3<sup>rd</sup> cycle: 11</i></p> <p><i>secondary [tenth to twelfth grade]: 15</i></p> <p><i>higher education levels: 14</i></p> <p><b>Intervention group 2:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations:</i></p> <p><i>Up to second cycle [fifth to sixth grade]: 16</i></p> <p><i>3<sup>rd</sup> cycle: 16</i></p> <p><i>secondary [tenth to twelfth grade]: 20</i></p> <p><i>higher education levels: 8</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations:</i></p> <p><i>Up to second cycle [fifth to sixth grade]: 7</i></p> <p><i>3<sup>rd</sup> cycle: 7</i></p> <p><i>secondary [tenth to twelfth grade]: 18</i></p> <p><i>higher education levels: 31</i></p>

	<p><b>Population total:</b>  Age; Mean (SD): 5.95 (0.3) years  Sex (Percent girls):  Socioeconomic/educations: Not stated</p>
<p><b>Intervention program 1</b>  <b>Program extent</b>    <b>Participants (n)</b>  <b>Drop-outs (n)</b>  <b>Program Deliverer</b></p>	<p><i>Giant leap</i></p> <p><i>Number of sessions: 18</i>  <i>Intensity: 60 minutes once per week</i>  <i>Duration: Not stated</i>  <i>Attendance: Not stated</i>  <i>Implementation: Not stated</i></p> <p>79  10  Psychologist  Training: Not stated</p>
<p><b>Intervention program 2</b>  <b>Program extent</b>    <b>Participants (n)</b>  <b>Drop-outs (n)</b>  <b>Program Deliverer</b></p>	<p><i>Giant leap</i></p> <p><i>Number of sessions: 18</i>  <i>Intensity: 60 minutes once per week</i>  <i>Duration: Not stated</i>  <i>Attendance: Not stated</i>  <i>Implementation: Not stated</i></p> <p>65  5  Psychologist  Training: Not stated</p>
<p><b>Comparison program</b>  <b>Participants (n)</b>  <b>Drop-outs (n)</b>  <b>Program Deliverer</b></p>	<p><i>A fine arts activity program with an identical duration and extent</i></p> <p>84  21  Psychologist  Training: Not stated</p>
<p><b>Outcomes</b></p>	<p><b>Outcome</b>  <u>Measurement:</u>  Emotional knowledge  Assessment of Children's Emotions Scale (ACES) (Schultz, Izard, &amp; Bear, 2004; Portuguese version by Alves, Cruz, Duarte, &amp; Martins, 2008)  <u>Baseline, mean (SD)</u>  Interventions group:  Control group:  <u>End of intervention, mean (SD)</u></p>

	<p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Social competence</i></p> <p><i>Social Competence Scale of the School Social Behavior Scales (SSBS-2) (SSBS-2; Merrell, 2002; Portuguese version by Raimundo et al., 2012)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<p><b>Comments</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Children-s strengths; Behavioral and Emotional Rating Scale — 2 (BERS-2) (Epstein, 2004; Portuguese version by Correia &amp; Marques- Pinto, 2015c)</i></p> <p><i>School adaptation The School adaptation questionnaire for teachers (Correia &amp; Marques- Pinto, 2015d)</i></p> <p><i>Social support: Two perceived social support indicators were used: the number of support providers identified by the children and their degree of satisfaction with this support network</i></p> <p><i>School learning skills; The Battery of Skills for School Learning (Cruz, 1996)</i></p>
<p><b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	DiPerna
<b>Year</b>	2015
<b>Country</b>	USA
<b>Ref #</b>	[29]
<b>Study design</b>	Multisite cluster randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Elementary school
<b>Inclusion criteria</b>	Parental consent
<b>Follow up</b>	Post intervention,
<b>Population characteristics</b>	School children, Second grade <b>Intervention group:</b> Age; Mean (SD): 7.37 (0.38) Sex;(Percent girls): 53.51 Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): 7.34 (0.38) Sex (Percent girls): 55.39 Socioeconomic/educations; Mean (SD): Not stated
<b>Intervention program</b>	Social Skills Improvement System Classwide Intervention Program (SSIS-CIP; Elliott & Gresham, 2007)
<b>Program extent</b>	Number of sessions: 30 Intensity: 20-25 min 3 times per week Duration: 10 weeks Attendance: Not stated Implementation: implementing classrooms based on summative ratings by teachers (98%) and independent observers (97%)
<b>Participants (n)</b>	268
<b>Drop-outs (n)</b>	7
<b>Program Deliverer</b>	Classroom teachers Training: 1 day workshop
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	226
<b>Drop-outs (n)</b>	3
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> Social skills and problem behavior Social Skills Improvement System Rating Scale (SSIS-RST, Gresham & Elliott, 2008) <u>Baseline, mean (SD)</u> Interventions group:

	<p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Social skills and problem behavior</i></p> <p><i>Cooperative Learning Observation Code for Kids (CLOCK; Volpe &amp; DiPerna, 2010).</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Classroom instructional environment; The CLASS K-3 (Pianta et al., 2008)</i></p>
<b>Risk of bias</b>	<p><i>Moderate</i></p>

<b>Author</b>	<i>DiPerna</i>
<b>Year</b>	<i>2018</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[30]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Teacher and Parental consent</i>
<b>Follow up</b>	<i>After implementation (4 months)</i>
<b>Population characteristics</b>	<p><i>School children, year 1</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): 6.29 (0.42)</i></p> <p><i>Sex;(Percent girls): 48.39</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): 6.30 (0.43)</i></p> <p><i>Sex (Percent girls): 45.07</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>Social Skills Improvement System Classwide Intervention Program (SSIS-CIP; Elliott &amp; Gresham, 2007)</i>
<b>Program extent</b>	<p><i>Number of sessions: 30</i></p> <p><i>Intensity: 20-25 min lessons, 3 times per week</i></p> <p><i>Duration: 12 weeks</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: the SSIS-CIP program was fully implemented across all classrooms; summative ratings by teachers (M: 3.92, SD: 0.16) and independent observers (M: 3.97,SD: 0.08).</i></p> <p><i>(Five core lesson components (introduce, define, discuss, identify steps and practice, and model/role-play); 4-point scale ranging from not implemented (1) to full implementation (4).)</i></p>
<b>Participants (n)</b>	<i>373</i>
<b>Drop-outs (n)</b>	<i>17</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: 1 day workshop</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>393</i>
<b>Drop-outs (n)</b>	<i>13</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Social skills and problem behavior</i></p> <p><i>Social Skills Improvement System Rating Scale (SSIS-RST, Gresham &amp; Elliott, 2008)</i></p>

	<p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Social skills and problem behavior</i></p> <p><i>Cooperative Learning Observation Code for Kids (CLOCK; Volpe &amp; DiPerna, 2010).</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Approaches to learning; teacher perspectives regarding their students' approaches to learning; ACES (DiPerna &amp; Elliott, 2000)</i></p> <p><i>Academic skills. The STAR Math (Renaissance Learning, 2009) and Reading (Renaissance Learning, 2010)</i></p> <p><i>Classroom instructional environment; The CLASS K-3 (Pianta et al., 2008)</i></p>
<b>Risk of bias</b>	<p><i>Moderate</i></p>

<b>Author</b>	<i>Dowling</i>
<b>Year</b>	<i>2019</i>
<b>Country</b>	<i>Ireland</i>
<b>Ref #</b>	<i>[31]</i>
<b>Study design</b>	<i>Cluster Randomized controlled trial on school level</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Disadvantaged schools</i>
<b>Inclusion criteria</b>	<i>(i) holding the designated disadvantage status (DEIS) by the Department of Education &amp; Skills (ii) providing education at a post-primary level; and (iii) English speaking (i.e., not Irish only speaking schools "Gael Scoileanna"); Parents were also given an opt-out consent form which they were asked to return to the school if they did not want their son or daughter to participate in this study</i>
<b>Follow up</b>	<i>At end of intervention, 13 weeks</i>
<b>Population characteristics</b>	<i>School children, older adolescents 15-18 years</i> <b>Intervention group:</b> <i>Age; Mean (SD): 15.99</i> <i>Sex;(Percent girls): 46.7</i> <i>Socioeconomic/educations; Mean (SD):</i> <b>Control group:</b> <i>Age; Mean (SD): 15.75</i> <i>Sex (Percent girls): 53.3</i> <i>Socioeconomic/educations; Mean (SD):</i>
<b>Intervention program</b>	<i>MindOut Program</i>
<b>Program extent</b>	<i>Number of sessions: 13</i> <i>Intensity: weekly</i> <i>Duration: 13</i> <i>Attendance:</i> <i>Implementation:</i>
<b>Participants (n)</b>	<i>330</i>
<b>Drop-outs (n)</b>	<i>84</i>
<b>Program Deliverer</b>	<i>Classroom teachers</i> <i>Training: Teacher's manual, a one-day comprehensive training session, a one-day comprehensive training session, delivered by a Health Promotion Officer (HPO)</i>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>345</i>
<b>Drop-outs (n)</b>	<i>94</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b> <i>Measurement:</i>

	<p><i>Self-esteem</i></p> <p><i>Rosenberg Self-esteem Scale (Rosenberg 1965)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Emotional regulation</i></p> <p><i>Emotional Regulation Questionnaire (Gross and John 2003)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Emotional intelligence</i></p> <p><i>Trait Meta-Mood Scale (TMMS), which was originally developed by Salovey et al. (1995)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Coping skills</i></p> <p><i>Coping Strategy Indicator (CSI-15; Ellis 2004)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p>
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	<p><i>Social self-efficacy</i></p> <p><i>The Self-Efficacy Questionnaire (SEQC; Muris 2001)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Asserting influence and conflict resolution</i></p> <p><i>Adolescent Interpersonal Competence Questionnaire (AICQ; Buhrmester 1990)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Decision making</i></p> <p><i>Making Decisions in Everyday Life Scale (Mincemoyer and Perkins 2003)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Mental health</i></p> <p><i>The Depression Anxiety Stress Scale (DASS-21; Lovibond and Lovibond 1995)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p>
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	<p><i>Mental wellbeing</i></p> <p><i>14-item Warwick Edinburgh Mental Wellbeing Scale (WEMWBS; Tennant et al. 2007)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Attitudes toward school The Attitudes Towards School scale (Anderson 1999) was used to measure students' (12-17 years)</i></p> <p><i>School achievement motivation The School Achievement Motivation Rating Scale (SAMRS; Chiu 1997)</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Dvořáková</i>
<b>Year</b>	2017
<b>Country</b>	USA
<b>Ref #</b>	[32]
<b>Study design</b>	<i>Pilot randomized controlled trial,</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Public university</i>
<b>Inclusion criteria</b>	<i>First-year students residing in on-campus residence halls, and at least 18 years of age.</i>
<b>Follow up</b>	<i>2 months after baseline (</i>
<b>Population characteristics</b>	<p><i>First-year undergraduate students</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 64%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): 69%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): 18.2 (0.4)</i></p> <p><i>Sex (Percent girls): 66%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>Learn to breathe (L2B)</i>
<b>Program extent</b>	<p><i>Number of sessions: 8</i></p> <p><i>Intensity: Two 80 min sessions first 2 weeks, then one 80 min session per week for 6 weeks</i></p> <p><i>Duration: 6 weeks</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: 99%</i></p>
<b>Participants (n)</b>	55
<b>Drop-outs (n)</b>	3
<b>Program Deliverer</b>	<p><i>Trained facilitators</i></p> <p><i>Training: Not stated</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	54
<b>Drop-outs (n)</b>	1
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p>

	<p><i>Satisfaction with life</i></p> <p><i>Satisfaction with life scale (SWL)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Self-compassion</i></p> <p><i>Self-Compassion Scale (SCS)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Social connectedness</i></p> <p><i>Social Connectedness Scale (SCC-R)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Compassion</i></p> <p><i>Compassion Scale (CS)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Depression; The Primary Health Questionnaire (PHQ)</i></p>

<b>Risk of bias</b>	<p><i>Anxiety; The 7-item Generalized Anxiety Disorder Scale (GAD)</i></p> <p><i>Mindfulness; The mindfulness attention awareness scale (MAAS)</i></p> <p><i>Sleep; Subjective sleep quality was assessed using the Pittsburgh Sleep Quality Index (PSQI)</i></p> <p><i>Alcohol use; To obtain an assessment of peak drinking, participants reported the number of drinks they consumed during an occasion on which they drank the most during the past 30 days.</i></p> <p><i>Alcohol consequences; Alcohol-related consequences were obtained using the Young Adult Alcohol Problems Screening Test (YAAPST)</i></p> <p><i>The L2B acceptability questionnaire (LAQ); To evaluate acceptability of the program, students in the intervention group answered 10 questions</i></p> <p><i>Moderate</i></p>
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<b>Author</b>	Frank
<b>Year</b>	2021
<b>Country</b>	USA
<b>Ref #</b>	[33]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Urban school district
<b>Inclusion criteria</b>	Informed consent was obtained from all participants.
<b>Follow up</b>	1 week after program end
<b>Population characteristics</b>	High-School children, <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated <b>Total population:</b> Age; Mean (SD): 16 Sex (Percent girls): 43% Socioeconomic/educations; Mean (SD): Free lunch: 23%
<b>Intervention program</b>	Learn to breathe (L2B)
<b>Program extent</b>	Number of sessions: 12 Intensity: Not stated Duration: 6 weeks Attendance: Not stated Implementation: 78.6%
<b>Participants (n)</b>	122
<b>Drop-outs (n)</b>	2
<b>Program Deliverer</b>	Classroom teachers Training: four weekly individual training sessions (6 h total), followed by 2-day training (14 h total), led by the program developer, five weekly coaching calls (60 min)
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	112
<b>Drop-outs (n)</b>	2
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b>

	<p><u>Measurement:</u> Self-Compassion Self-Compassion Scale - Short Form (SCS-SF; Raes et al. 2011) <u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p> <p><u>Measurement:</u> Emotion Regulation Difficulties in Emotion Regulation Scale (DERS; Gratz and Roemer 2004). <u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p> <p><u>Measurement:</u> Social Connectedness Social Connectedness Scale- Revised (SCC-R; Lee et al. 2001) <u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p>
<b>Comments</b>	<p><u>Additional outcomes:</u> Mindfulness; Child and Adolescent Mindfulness Measure (CAMM; Greco et al. 2011) Self-compassion; Self-Compassion Scale - Short Form (SCS-SF; Raes et al. 2011) Depression; Patient Health Questionnaire (PHQ-8; Kroenke et al. 2009). Anxiety; Generalized Anxiety Disorder Scale (GAD-7; Spitzer et al. 2006). Rumination; Rumination and Reflection Questionnaire (RRQ; Trapnell and Campbell 1999). Stress; Adolescent Stress Questionnaire (ASQ; Caballero et al. 2016) Somatization; Children's Somatization Inventory (CSI; Walker et al. 2008) Sleep; The Adolescent Sleep-Wake Scale (ASWS; LeBourgeois et al. 2005) Mind Wandering; The Mind Wandering Questionnaire (MWQ; Mrazek et al. 2013) Growth Mindset; Implicit Theories of Intelligence Scale for Children (IT; Dweck 1999).</p>

<p><b>Risk of bias</b></p>	<p><i>Substance Use; Substance Initiation Index (Spath et al. 2007).</i></p> <p><i>Negative Substance Use Consequences; Young Adult Alcohol Problems Screening Test (YAAPST; Hurlbut and Sher 1992)</i></p> <p><i>Inhibitory Control and Attention A modified, computerized version of the Stroop Task (Siegrist 1995; MacLeod 1991)</i></p> <p><i>Risk Taking; Balloon Analogue Risk Task (BART; Lejuez et al. 2002)</i></p> <p><i>Working Memory, Attention, and Emotion Regulation; Emotional Faces N-back Task (EFN-back), (Ladouceur et al. 2005)</i></p> <p><i>Engagement in Practice At post-test, students in the L2B condition were asked how often they practiced each of the seven program components since the beginning of the L2B program</i></p> <p><i>Moderate - borderline high</i></p>
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<b>Author</b>	<i>Gol-Guven</i>
<b>Year</b>	<i>2017</i>
<b>Country</b>	<i>Turkey</i>
<b>Ref #</b>	<i>[34]</i>
<b>Study design</b>	<i>quasi-experimental design with a control group</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Primary school</i>
<b>Inclusion criteria</b>	<i>Written consent was collected from the parents. Oral consent was taken from the children, and the children who expressed unwillingness to participate or who seemed hesitant were excused.</i>
<b>Follow up</b>	<i>8 months after start of intervention</i>
<b>Population characteristics</b>	<p><i>School children, year 1–4</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (Range): 7 years and 7 months (5 years 6 months to 9 years 7 months)</i></p> <p><i>Sex (Percent girls): 50%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Participants:</b>	<i>4 schools, 16 classrooms, 497 students from which 40 students were randomly selected for study</i>
<b>Drop Out:</b>	<i>Not stated</i>
<b>Intervention program</b>	<i>Lions Quest Program: Skills for Growing</i>
<b>Program extent</b>	<p><i>Number of sessions: Not stated</i></p> <p><i>Intensity: Not stated</i></p> <p><i>Duration: 8 months</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>2 Schools, number of classrooms or students Not stated</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: 2 whole day training seminars</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>

<b>Participants (n)</b>	<i>2 Schools, number of classrooms or students Not stated</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Students' conflict resolution skills</i></p> <p><i>Assessment instrument, developed for the Child Development Project by the Developmental Studies Center, ('Child Development Project' 1988–2005)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Students' perception of school; To measure students' perceptions of school, an instrument developed for the Child Development Project by the Developmental Studies Center was used ('Child Development Project' 1988–2005)</i></p> <p><i>Student behavior; Observational Checklists for Prosocial Behaviors of Elementary School Children ('Observational Checklists' n. d.)</i></p> <p><i>School climate; Indicators of Orderly Classroom, developed by Golly and Snead (2004),</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Green</i>
<b>Year</b>	2021
<b>Country</b>	
<b>Ref #</b>	[35]
<b>Study design</b>	<i>SAMMA SOM NEDAN?</i>
<b>Study protocol</b>	
<b>Setting</b>	
<b>Inclusion criteria</b>	
<b>Follow up</b>	
<b>Population characteristics</b>	<p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD):</i></p> <p><i>Sex; (Percent girls):</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD):</i></p> <p><i>Sex;(Percent girls):</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p>
<b>Intervention program</b>	
<b>Participants (n)</b>	<p><i>Number of sessions:</i></p> <p><i>Intensity:</i></p> <p><i>Duration:</i></p> <p><i>Attendance:</i></p> <p><i>Implementation:</i></p>
<b>Participants (n)</b>	
<b>Drop-outs (n)</b>	
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	
<b>Drop-outs (n)</b>	
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p>
<b>Comments</b>	<i>Additional outcomes:</i>

Risk of bias	<i>Moderate</i>
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<b>Author</b>	<i>Green</i>
<b>Year</b>	<i>2021</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[36]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Middle school</i>
<b>Inclusion criteria</b>	<i>Written informed consent for participation was obtained from parents</i>
<b>Follow up</b>	<i>End of intervention, 13 weeks after start</i>
<b>Population characteristics</b>	<p><i>School children</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): 12.3</i></p> <p><i>Sex;(Percent girls): 32.8</i></p> <p><i>Socioeconomic/educations; Mean (SD): 49.2 % free/reduced lunch</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): 12.4</i></p> <p><i>Sex (Percent girls): 35.8</i></p> <p><i>Socioeconomic/educations; Mean (SD): 54.6% free/reduced lunch</i></p>
<b>Intervention program</b>	<i>SPARK Speaking to the Potential, Ability, and Resilience Inside Every Kid (SPARK) Pre - Teen</i>
<b>Program extent</b>	<p><i>Mentoring Curriculum</i></p> <p><i>Number of sessions: 12</i></p> <p><i>Intensity: 1 hour sessions</i></p> <p><i>Duration: 12-13 weeks</i></p> <p><i>Attendance; Mean: 92%, 11.04 of 12 sessions</i></p> <p><i>Implementation: 3.98 out of 4 (1=not met, 4= met)</i></p>
<b>Participants (n)</b>	<i>188</i>
<b>Drop-outs (n)</b>	<i>5</i>
<b>Program Deliverer</b>	<p><i>Certified SPARK facilitators</i></p> <p><i>Training: Not stated</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>177</i>
<b>Drop-outs (n)</b>	<i>3</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p> <p><i>Resilience</i></p> <p><i>Resiliency Scales for Children and Adolescents (RSCA; Prince - Embury, 2007)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p>

	<p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Communication, Decision - Making and Problem - Solving</i></p> <p><i>The Communication, Decision - Making and Problem - Solving (CDP) scale</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Difficulties in emotional regulation; Impulse and Clarity subscales, Difficulties in Emotional Regulation Scale (DERS - SF; Kaufman et al., 2016)</i></p> <p><i>Level of knowledge of the curriculum; six items from the Three Principles Inventory (3PI; Kelley, 2011).</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Harlacher</i>
<b>Year</b>	<i>2010</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[37]</i>
<b>Study design</b>	<i>Quasi-experimental design</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Not stated</i>
<b>Follow up</b>	<i>Post test (12 weeks) and 2 months after end of intervention (after booster session)</i>
<b>Population characteristics</b>	<p><i>School children, year 3–4</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): 27 third grade and 27 fourth grade students</i></p> <p><i>Sex;(Percent girls): 55</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): 39 third year, and 13 fourth year students</i></p> <p><i>Sex (Percent girls): 52</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): 8 years 5 months for third grade students and 9 years 5 months for fourth grade students</i></p> <p><i>Sex (Percent girls): 52</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>SEL Curriculum: Strong Kids</i>
<b>Program extent</b>	<p><i>(SK; Merrell, Carrizales, Feuerborn, Gueldner, &amp; Tran, 2007)</i></p> <p><i>Number of sessions: 12 + 1 booster session 2 months after end of intervention</i></p> <p><i>Intensity: 1 per week, 45 minutes each</i></p> <p><i>Duration: 12 weeks</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: 85%</i></p>
<b>Participants (n)</b>	<i>54</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training:1-hr training, the treatment group teachers implemented the SK curriculum once per week for 12 weeks</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>52</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b>

	<p><u>Measurement:</u>  <i>Use of SEL skills, student evaluation</i>  <i>Coping Scale (Causey &amp; Dubow, 1992) and The Social-Emotional Assets and Resiliency Scales-Child Self-Report Version (SEARS-C; Merrell, 2008)</i></p> <p><u>Baseline, mean (SD)</u>  <i>Interventions group:</i>  <i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group:</i>  <i>Control group:</i></p> <p><u>Measurement:</u>  <i>Social functioning/coping skills, teacher evaluation</i>  <i>School Social Behavior Scales (SSBS-2; Merrell, 2002)</i></p> <p><u>Baseline, mean (SD)</u>  <i>Interventions group:</i>  <i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group:</i>  <i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i>  <i>SEL knowledge; SK Knowledge Test (Merrell et al., 2007)</i></p>
<b>Risk of bias</b>	<p><i>Moderate</i></p>

<b>Author</b>	<i>Jackman</i>
<b>Year</b>	<i>2019</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[38]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Preschool</i>
<b>Inclusion criteria</b>	<i>Permission and ethical approval were obtained to include all classrooms</i>
<b>Follow up</b>	<i>End of pre-school year</i>
<b>Population characteristics</b>	<p><i>3-5 year old children</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): 3 years 8 months (6 months)</i></p> <p><i>Sex (Percent girls): 52</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Participants:</b>	<i>283</i>
<b>Drop Out:</b>	<i>21</i>
<b>Intervention program</b>	<i>OpenMind (OM; Jackman 2016a)</i>
<b>Program extent</b>	<p><i>Number of sessions:</i></p> <p><i>Intensity: 7 daily practices</i></p> <p><i>Duration: 1 school year</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>143</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training:5 day mindfulness training course, and 20 min per day meditation per schoolday.</i></p>
<b>Comparison program</b>	<i>High Scope curriculum, with aspects of Trust-Based Relational Intervention and social emotional learning interventions administered by mental health professionals</i>
<b>Participants (n)</b>	<i>119</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>

<b>Program Deliverer</b>	<p>Teachers and mental health professionals</p> <p>Training: 5-day course of relationship building, and 20 min of teacher-child bonding activities during each school day.</p>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Executive functioning</p> <p>Behavior rating inventory of executive function—preschool version (BRIEF-P) (Gioia et al. 2003)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p> <p><u>Measurement:</u></p> <p>Inhibitory control</p> <p>Go/No-Go (GNG) (Dowsett and Livesey 2000; Müller et al. 2012; Wiebe et al. 2012)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p> <p><u>Measurement:</u></p> <p>Inhibitory control, working memory, and attention focusing</p> <p>Head toes knees shoulders (HTKS) (Ponitz et al. 2008)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p>
<b>Comments</b>	<p>Additional outcomes:</p> <p>Perceived stress scale-10 (PSS-10) (Cohen et al. 1983)</p> <p>Five facet mindfulness questionnaires (FFMQ) (Baer et al. 2006)</p> <p>Psychological well-being scale (Ryff 1989)</p>
<b>Risk of bias</b>	Moderate

<b>Author</b>	Kimber
<b>Year</b>	2008
<b>Country</b>	Sweden
<b>Ref #</b>	[39]; associated with[40]; [41]
<b>Study design</b>	Mixed design, in which there is 'a mixture of between-group and repeated-measures variables'
<b>Study protocol</b>	No information
<b>Setting</b>	Public school
<b>Inclusion criteria</b>	Parents consent.
<b>Follow up</b>	Once per schoolyear, end of schoolyear, up to five years.
<b>Population characteristics</b>	School children, grade 4–9 <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated
<b>Intervention program</b>	SET programme (Social and emotional training) (Kimber, 2001a, b).
<b>Program extent</b>	Grade 4-5 Number of sessions: Not stated Intensity: 45 min twice per week Duration: 1-2 years (up to 5 years total) Attendance: Not stated Implementation: Not stated  Grade 6-9 Number of sessions: Not stated Intensity: 45 min once per week Duration: 1-3 years (up to 5 years total) Attendance: Not stated Implementation: Not stated
<b>Participants (n)</b>	
<b>Drop-outs (n)</b>	
<b>Program Deliverer</b>	Classroom teachers Training: Prior to intervention, teachers were trained in SET during one schoolyear. Opportunity to try relevant exercises, discuss issues and with supervision.
<b>Comparison program</b>	Common school curriculum (no specific program)

<b>Participants (n)</b>	
<b>Drop-outs (n)</b>	
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u> Mental health 'Youth self-report (YSR)' (Achenbach T, Edelbrock C. 1987)</p> <p><u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p> <p><u>Measurement:</u> Wellbeing 'I think I am' (Ouvinen-Birgerstam P. 1985)</p> <p><u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p> <p><u>Measurement:</u> Self-efficacy 'The Social Skills Rating System (SSRS)' (Gresham S, Elliott S. 1990)</p> <p><u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p>
<b>Comments</b>	<p><i>Additional outcomes:</i> <i>Feelings of self-efficacy or hopelessness; Mastery (Pearlin L, Liebman M, Menaghan E 1981)</i> <i>School satisfaction, Contentment in school and Bullying from subscales of Swedish Council for Information on Alcohol and Other Drugs. (Hibell B, Anderson B, Bjarnason T, 1990)</i></p>
<b>Risk of bias</b>	<i>Moderate -borderline high</i>

<b>Author</b>	Kimber
<b>Year</b>	2008
<b>Country</b>	Sweden
<b>Ref #</b>	[41]; associated with [40]; [39]
<b>Study design</b>	Quasi-experimental longitudinal design.
<b>Study protocol</b>	No information
<b>Setting</b>	Public school
<b>Inclusion criteria</b>	Not stated
<b>Follow up</b>	Once per schoolyear, end of schoolyear, three years.
<b>Population characteristics</b>	School children, grade 1–7 at beginning of intervention <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated
<b>Intervention program</b>	SET programme (Social and emotional training) (Kimber, 2001a, b).
<b>Program extent</b>	Grade 1-5 Number of sessions: Not stated Intensity: 45 min twice per week Duration: 3 consecutive years (total of 5 years) Attendance: Not stated Implementation: Not stated  Grade 6-9 Number of sessions: Not stated Intensity: 45 min once per week Duration: 3 consecutive years (total of 5 years) Attendance: Not stated Implementation: Not stated
<b>Participants (n)</b>	42 classes
<b>Drop-outs (n)</b>	1 class
<b>Program Deliverer</b>	Classroom teachers Training: Prior to intervention, teachers were trained in SET during one schoolyear. Opportunity to try relevant exercises, discuss issues and with supervision.
<b>Comparison program</b>	Common school curriculum (no specific program)

<b>Participants (n)</b>	14 classes
<b>Drop-outs (n)</b>	None
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Mental health</p> <p>'Youth self-report (YSR)' (Achenbach T, Edelbrock C. 1987)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p> <p><u>Measurement:</u></p> <p>Wellbeing</p> <p>'I think I am' (Ouvinen-Birgerstam P. 1985)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p> <p><u>Measurement:</u></p> <p>Self-efficacy</p> <p>'The Social Skills Rating System (SSRS)' (Gresham S, Elliott S. 1990)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p>
<b>Comments</b>	<p>Additional outcomes:</p> <p>Feelings of self-efficacy or hopelessness; Mastery (Pearlin L, Liebman M, Menaghan E 1981)</p> <p>School satisfaction, Contentment in school and Bullying from subscales of Swedish Council for Information on Alcohol and Other Drugs. (Hibell B, Anderson B, Bjarnason T, 1990)</p>
<b>Risk of bias</b>	Moderate -borderline high

<b>Author</b>	<i>Kiviruusu</i>
<b>Year</b>	<i>2016</i>
<b>Country</b>	<i>Finland</i>
<b>Ref #</b>	<i>[42]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Primary schools</i>
<b>Inclusion criteria</b>	<i>Teacher, principals and parental consent</i>
<b>Follow up</b>	<i>6 months after baseline</i>
<b>Population characteristics</b>	<p><i>School children, 2<sup>nd</sup> and 3<sup>rd</sup> grade</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex; (Percent girls): 50.1</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>University of applied sciences or higher: 60.7 %</i></p> <p><i>Less: 49.3 %</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 53.0</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>University of applied sciences or higher: 59.2 %</i></p> <p><i>Less: 40.8 %</i></p> <p><b>Total population:</b></p> <p><i>Age, years; Mean (SD): 8.1</i></p> <p><i>Sex;(Percent girls): 41.4</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>University of applied sciences or higher: 60.1 %</i></p> <p><i>Less: 39.9 %</i></p>
<b>Intervention program</b>	<i>SEL "Together at School"</i>
<b>Participants (n)</b>	<p><i>Number of sessions:</i></p> <p><i>Intensity:</i></p> <p><i>Duration:</i></p> <p><i>Attendance: The dosage groups were named as "intervention below the intended intensity" (0–12.0 points; 78 %) and "intervention as intended" (12.1–15 points; 22 %).</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>2090</i>
<b>Drop-outs (n)</b>	<i>54</i>

<b>Program Deliverer</b>	<i>Classroom teachers</i> <i>Training</i>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>1754</i>
<b>Drop-outs (n)</b>	<i>86</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Prosocial behaviour and Psychological problems</i></p> <p><i>The Strengths and Difficulties Questionnaire (SDQ)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p> <p><u>Measurement:</u></p> <p><i>Cooperation and Empathy</i></p> <p><i>Multisource Assessment of Social Competence Scale (MASCS)</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group: x</i></p> <p><i>Control group: x</i></p>
<b>Comments</b>	
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Lam</i>
<b>Year</b>	<i>2020</i>
<b>Country</b>	<i>Hong Kong</i>
<b>Ref #</b>	<i>[43]</i>
<b>Study design</b>	<i>Randomized controlled trial, quasi-experimental control group</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Secondary school</i>
<b>Inclusion criteria</b>	<i>Active parent/guardian consent for all participants.</i>
<b>Follow up</b>	<i>Post-test, (5 months start of intervention)</i>
<b>Population characteristics</b>	<p><i>School children, Grade 7</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): 34</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): 36.5</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total Population:</b></p> <p><i>Age; Mean (SD): 12.4</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): low to middle SES neighborhood.</i></p>
<b>Participants:</b>	<i>115</i>
<b>Drop Out:</b>	<i>19</i>
<b>Intervention program</b>	<i>Learning to BREATHE (L2B; Broderick and Metz 2009)</i>
<b>Program extent</b>	<p><i>Number of sessions: 6</i></p> <p><i>Intensity: 70 min once a month</i></p> <p><i>Duration: 5 months</i></p> <p><i>Attendance: No more then two missed sessions per participant</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>53</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Clinical and school psychologist</i></p> <p><i>Training: Diplomate of the Academy of Cognitive Therapy (ACT) with training in MBSR and MBCT.</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>62</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>

<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Emotion Regulation</i></p> <p><i>The Difficulties in Emotion Regulation Scale (DERS; Gratz and Roemer 2004)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Perceived Stress; A single-item measure of perceived stress level developed by the program developer (Dr. Broderick) was back-translated to evaluate effectiveness of the L2B program (Metz et al. 2013).</i></p> <p><i>Internalizing and Attention Problems; The Youth Self-Report (YSR; Achenbach and Rescorla 2001)</i></p> <p><i>Executive Functions; The Behavior Rating Inventory of Executive Function - Self-Report version (BRIEF-SR; Guy et al. 2004)</i></p> <p><i>Rumination; The Ruminative Responses Scale (RRS; Nolen-Hoeksema and Morrow 1991)</i></p> <p><i>Process Evaluation of Acceptability, Benefits and Utility; survey developed by the program developer (Dr. Broderick) to evaluate L2B's acceptability and perceived social validity (Metz et al. 2013) + adapted from mindfulness research with children (Semple and Lee 2011)</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	Low
<b>Year</b>	2015
<b>Country</b>	USA
<b>Ref #</b>	[44]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	State schools
<b>Inclusion criteria</b>	Parental, teachers' passive consent
<b>Follow up</b>	End of intervention, 1 school term
<b>Population characteristics</b>	Pre-school and school children, kindergarten to 2 <sup>nd</sup> grade <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): Not stated Socioeconomic/educations; Mean (SD): Not stated <b>Total Population:</b> Age; Mean (SD): Not stated Sex (Percent girls): Not stated Socioeconomic/educations; Mean (SD): 50% and 78% of participating students in Washington and Arizona, respectively, received free and reduced lunch.
<b>Intervention program</b>	Second Step <sup>®</sup> program, Committee for Children (CfC),
<b>Program extent</b>	Number of sessions: 22 Intensity: 25-40 min once per week Duration: 1 school term Attendance: Not stated Implementation: Average number of lessons completed 17.42 SD: 3.72. 85% of lesson components were reportedly delivered
<b>Participants (n)</b>	3274
<b>Drop-outs (n)</b>	309
<b>Program Deliverer</b>	Classroom teachers Training: 1 h + 3 h trainings sessions.
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	3187
<b>Drop-outs (n)</b>	309
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b>

	<p><u>Measurement:</u></p> <p><i>Social emotional competence</i></p> <p><i>Devereux Student Strengths Assessment—Second Step® Edition (DESSA-SSE; Devereux Center for Resilient Children, 2012)</i></p> <p><i>Strengths Difficulties Questionnaire (SDQ; Goodman, 1997)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Class-wide and individual student behavior; Behavioral Observation of Students in Schools (BOSS; Shapiro &amp; Kratochwill, 2000)</i></p> <p><i>Proactive classroom management; Proactive Classroom Management Rating Form (PCM-RF Cook, 2009)</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	Malhotra
<b>Year</b>	2021
<b>Country</b>	Uganda
<b>Ref #</b>	[45]
<b>Study design</b>	Randomized controlled trial
<b>Study protocol</b>	No information
<b>Setting</b>	Primary school, after school sessions
<b>Inclusion criteria</b>	Girl, parental/guardian consent and written assents from participating students.
<b>Follow up</b>	End of intervention, 1 school year
<b>Population characteristics</b>	Grades 1 through 7, 12-17 years old <b>Intervention group:</b> Age; Mean (SD): Not stated Sex;(Percent girls): 100% Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): Not stated Sex (Percent girls): 100% Socioeconomic/educations; Mean (SD): Not stated
<b>Intervention program</b>	Eminyeeto Social Emotional Learning (SEL) curriculum
<b>Program extent</b>	Number of sessions: Not stated Intensity: 60 min + 25-30 min once per week Duration: 1 school year Attendance: Implementation:
<b>Participants (n)</b>	214
<b>Drop-outs (n)</b>	No information (11 total drop-outs in both intervention and control group)
<b>Program Deliverer</b>	Classroom teachers Training: Not specified
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	66
<b>Drop-outs (n)</b>	No information (11 total drop-outs in both intervention and control group)
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> Self-esteem Rosenberg Self-Esteem scale <u>Baseline, mean (SD)</u> Interventions group:

	<p><i>Control group:</i>  <u><i>End of intervention, mean (SD)</i></u>  <i>Intervention group:</i>  <i>Control group:</i></p> <p><u><i>Measurement:</i></u>  <i>Self-efficacy</i>  <i>The General Self-Efficacy scale</i>  <u><i>Baseline, mean (SD)</i></u>  <i>Interventions group:</i>  <i>Control group:</i>  <u><i>End of intervention, mean (SD)</i></u>  <i>Intervention group:</i>  <i>Control group:</i></p>
<p><b>Comments</b></p>	<p><i>Additional outcomes:</i>  <i>Rights and Privileges of Men and Equity for Girls; The Gender Norm Attitudes scale from the Compendium of Gender scales</i>  <i>Depressive symptoms; Patient Health Questionnaire</i>  <i>Socio-emotional outcomes; Group and individual questionnaire</i></p>
<p><b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	Mogro-Wilson
<b>Year</b>	2020
<b>Country</b>	USA
<b>Ref #</b>	[46]
<b>Study design</b>	Quasi-experimental design.
<b>Study protocol</b>	No information
<b>Setting</b>	High school
<b>Inclusion criteria</b>	Passive informed consent.
<b>Follow up</b>	End of intervention, 1 school year
<b>Population characteristics</b>	Freshmen high school students <b>Intervention group:</b> Age; Mean (SD): 14.11 (0.68) Sex;(Percent girls): 42 Socioeconomic/educations; Mean (SD): Not stated <b>Control group:</b> Age; Mean (SD): 14.03 (0.57) Sex (Percent girls): 58 Socioeconomic/educations; Mean (SD): Not stated
<b>Intervention program</b>	Connect with Kids, Social and emotional learning (SEL)
<b>Program extent</b>	Number of sessions: 7 Intensity: Not stated Duration: Not stated Attendance: Not stated Implementation: 85%
<b>Participants (n)</b>	143
<b>Drop-outs (n)</b>	10
<b>Program Deliverer</b>	Classroom teachers Training: four intensive two-hour trainings before implementing
<b>Comparison program</b>	Common school curriculum (no specific program)
<b>Participants (n)</b>	161
<b>Drop-outs (n)</b>	5
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> Social awareness and empathy Interpersonal Reactivity Index, (Davis, 1983) <u>Baseline, mean (SD)</u> Interventions group:

	<i>Control group:</i> <u><i>End of intervention, mean (SD)</i></u> <i>Intervention group:</i> <i>Control group:</i>
<b>Comments</b>	
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Raimundo</i>
<b>Year</b>	<i>2013</i>
<b>Country</b>	<i>Portugal</i>
<b>Ref #</b>	<i>[47]</i>
<b>Study design</b>	<i>Quasi-experimental exploratory study</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Informed or passive informed consent from parents, verbal assent from children.</i>
<b>Follow up</b>	<i>Post-test (8 monts after start) and 1 year</i>
<b>Population characteristics</b>	<p><i>School children, Fourth grade</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total polpulation:</b></p> <p><i>Age; Mean (SD): 9.31 (0.56)</i></p> <p><i>Sex (Percent girls): 45%</i></p> <p><i>Socioeconomic/educations; Mean (SD): Somewhat heterogeneous, but predominantly middle class.</i></p>
<b>Intervention program</b>	<i>SEL "Slowly but Steadily" (Durlak et al., 2011)</i>
<b>Program extent</b>	<p><i>Number of sessions: 21</i></p> <p><i>Intensity: 45-60 min sessions, delivered weekly</i></p> <p><i>Duration: 1 school year</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: High degree of fidelity, very high degree of dosage</i></p>
<b>Participants (n)</b>	<i>213</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Psychologist with help from Classroom teachers</i></p> <p><i>Training: practice in group intervention with fourth-grade children</i></p>
<b>Comparison program</b>	<i>Origami program</i>
<b>Participants (n)</b>	<i>105</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Psychologist</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p>

	<p><i>Emotional Knowledge Assessment of Children’s Emotions Scales (ACES; Schultz, Izard, &amp; Bear, 2004; Portuguese adaptation by Alves, Cruz, Duarte, &amp; Martins, 2008)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Social competence</i></p> <p><i>scale A of the School Social Behavior Scales (SSBS-2; Merrell, 2002; Portuguese adaptation by Raimundo et al., 2012)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<p><b>Comments</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Anxiety. The State-Trait Anxiety Inventory for Children (STAI-C; Spielberger, Edwards, Lushene, Montuori, &amp; Platzek, 1973; Portuguese adaptation by Matias et al., 2006)</i></p> <p><i>Aggressiveness, Aggressive Behaviors Questionnaire, (Raimundo &amp; Marques-Pinto, 2007),</i></p> <p><i>Social Problems: Teachers Report Form (TRF; Achenbach, 1991; Portuguese adaptation by Fonseca, Simões, Rebelo, Ferreira, &amp; Cardoso, 1995)</i></p> <p><i>Program Satisfaction: self-report questionnaire</i></p>
<p><b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	<i>Richard</i>
<b>Year</b>	<i>2021</i>
<b>Country</b>	<i>Switzerland</i>
<b>Ref #</b>	<i>[48]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Public kindergarten</i>
<b>Inclusion criteria</b>	<i>Parental consent</i>
<b>Follow up</b>	<i>Four months after start of intervention</i>
<b>Population characteristics</b>	<p><i>School children, 5-6 years old</i></p> <p><b>Intervention group:</b></p> <p><i>Age, years; Mean (SD): 6.02 (0.25)</i></p> <p><i>Sex; (Percent girls): 51.28</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age, years; Mean (SD): 5.9 (0.29)</i></p> <p><i>Sex;(Percent girls): 40</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>The pretend play-based training</i>
<b>Participants (n)</b>	<p><i>Number of sessions: 11</i></p> <p><i>Intensity: 1-hour weekly sessions</i></p> <p><i>Duration: Four months</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: Not stated</i></p>
<b>Participants (n)</b>	<i>39</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: twenty hours of specific training by the principal researcher before and during program.</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>40</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>'The emotional label comprehension task'. In this Richard, Gay, et al. (2019) task adapted from Theurel and Gentaz (2015),</i></p> <p><i>Emotion comprehension</i></p>

	<p><i>'Test of Emotion Recognition'.</i></p> <p><i>'Contextual Task'. This task from NEPSY-II developed by Korkman, Kirk, and Kemp (2012)</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group: 76.07 (18.26)</i></p> <p><i>Control group: 79.16 (17.60)</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p>
<b>Risk of bias</b>	<p><i>Moderate</i></p>

<b>Author</b>	<i>Sandell</i>
<b>Year</b>	<i>2013</i>
<b>Country</b>	<i>Sweden</i>
<b>Ref #</b>	<i>[40], associated with [41]and [39]</i>
<b>Study design</b>	<i>Mixed longitudinal and cross-sectional design</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Public school</i>
<b>Inclusion criteria</b>	
<b>Follow up</b>	<i>One time per year, after each schoolyear, for five years. Intervention time varied between 1-5 years.</i>
<b>Population characteristics</b>	<p><i>School children, year 4–9</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Soeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p>
<b>Intervention program</b>	<i>SET program Kimber (2001a, b),</i>
<b>Program extent</b>	<p><i>Number of sessions: Not specified</i></p> <p><i>Intensity: Grade 5: 45 min 2 times per week, Grade 6-9: 45 min 1 time per week</i></p> <p><i>Duration: 1-5 school year</i></p> <p><i>Attendance: Not specified</i></p> <p><i>Implementation: Not specified</i></p>
<b>Participants (n)</b>	<i>755</i>
<b>Drop-outs (n)</b>	<i>53</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: Trained by author</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>226</i>
<b>Drop-outs (n)</b>	<i>22</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p> <p><i>Mental Health</i></p> <p><i>Youth Self-Report (YSR; Achenbach and Edelbrock, 1987), in an abbreviated Swedish self-rating version (Lindberg et al., 1999)</i></p>

	<p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Well-being</i></p> <p><i>“I Think I Am” (ITIA; Ouviaen-Birgerstam, 1985)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<i>Additional outcomes:</i>
<b>Risk of bias</b>	<i>Moderate -borderline high</i>

<b>Author</b>	<i>Schonert-Reichl</i>
<b>Year</b>	2015
<b>Country</b>	Canada
<b>Ref #</b>	[49]
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Public elementary school</i>
<b>Inclusion criteria</b>	<i>Principals, teachers and parental consent and children assent.</i>
<b>Follow up</b>	<i>Not stated</i>
<b>Population characteristics</b>	<p><i>School children, year 4–5</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): 10.24 (0.53)</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): approximated the median annual income for Canada</i></p>
<b>Intervention program</b>	<i>Social Emotional Learning (SEL) incorporating mindfulness (MindUP; Hawn Foundation, 2008)</i>
<b>Program extent</b>	<p><i>Number of sessions: 12</i></p> <p><i>Intensity: 40-50 min once per week + mindfulness 3 min 3 times/day</i></p> <p><i>Duration: Not stated</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: 100 %</i></p>
<b>Participants (n)</b>	<i>2 classes (99 children in total population)</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers</i></p> <p><i>Training: Not stated</i></p>
<b>Comparison program</b>	<i>Regular social responsibility program, social responsibility program</i>
<b>Participants (n)</b>	<i>2 classes (99 children in total population)</i>
<b>Drop-outs (n)</b>	<i>Not stated</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u><i>Measurement:</i></u></p>

	<p><i>Optimism</i></p> <p><i>Resiliency Inventory (RI), created by Noam and Goldstein (1998), modified by Song (2003)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Emotional control</i></p> <p><i>Resiliency Inventory (RI), created by Noam and Goldstein (1998), modified by Song (2003)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Mindfulness</i></p> <p><i>The Mindful Attention Awareness Scale adapted for children (MAAS-C; Lawlor, Schonert-Reichl, Gader-mann, &amp; Zumbo, 2014))</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u><i>Measurement:</i></u></p> <p><i>Students' self-rated abilities, enjoyment, and interest in school subjects.</i></p> <p><i>Marsh's Self-Description Questionnaire (SDQ; Marsh, Barnes, Cairns, &amp; Tidman, 1984)</i></p> <p><u><i>Baseline, mean (SD)</i></u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u><i>End of intervention, mean (SD)</i></u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
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	<p><u>Measurement:</u>  <i>Empathy and perspective-taking</i>  <i>Interpersonal Reactivity Index (IRI; Davis, 1983)</i></p> <p><u>Baseline, mean (SD)</u>  <i>Interventions group:</i>  <i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u>  <i>Intervention group:</i>  <i>Control group:</i></p>
<p><b>Comments</b></p>	<p><i>Additional outcomes:</i>  <i>Depressive symptoms, Seattle Personality Questionnaire for Children (SPQC; Kusché, Greenberg, &amp; Beilke, 1988).</i>  <i>Executive functions: flanker task and the hearts and flowers version of the dots task were administered (M. C. Davidson et al., 2006; Diamond, Barnett, Thomas, &amp; Munro, 2007)</i>  <i>Salivary cortisol; free cortisol in saliva three times within 1 day, Murray-Close, Han, Cicchetti, Crick, and Rogosch (2008)</i>  <i>Child self-report measures</i>  <i>Social responsibility: Social Goals Questionnaire (Wentzel, 1993)</i>  <i>Peer-reported measures:</i>  <i>Peer nominations of prosociality— Parkhurst and Asher (1992)</i>  <i>Peer nominations of peer acceptance: (e.g., Oberle, Schonert-Reichl, &amp; Thomson, 2010).</i>  <i>Achievement measure: students' end-of-the-school-year math grades</i></p>
<p><b>Risk of bias</b></p>	<p><i>Moderate</i></p>

<b>Author</b>	<i>Upshur</i>
<b>Year</b>	2013
<b>Country</b>	USA
<b>Ref #</b>	[50]
<b>Study design</b>	<i>Cluster randomized pilot study</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Community preschool</i>
<b>Inclusion criteria</b>	<i>If siblings, one was excluded. Informed consent process with families.</i>
<b>Follow up</b>	<i>Twice per year, fall and spring, for one school year.</i>
<b>Population characteristics</b>	<p><i>Preschool children aged 2 years 9 months through 5 years</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD):</i></p> <p><i>Year 1: 46.78 (8.26) months</i></p> <p><i>Year 2: 50.72 (8.81) months</i></p> <p><i>Sex;(Percent girls):</i></p> <p><i>Year 1: 41.9</i></p> <p><i>Year 2: 54.0</i></p> <p><i>Socioeconomic/educations; Mean (SD): Annual family income &lt; 20 000 dollars (Percent)</i></p> <p><i>Year 1: 45.6</i></p> <p><i>Year 2: 43.8</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD):</i></p> <p><i>Year 1: 44.65</i></p> <p><i>Year 2: 48.34</i></p> <p><i>Sex (Percent girls):</i></p> <p><i>Year 1: 35.1</i></p> <p><i>Year 2: 50.8</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Year 1: 46.7</i></p> <p><i>Year 2: 56.1</i></p>
<b>Intervention program</b>	<i>Social Emotional Learning - The Second Step Preschool/Kindergarten Kit (Committee for Children, 2002)</i>
<b>Program extent</b>	<p><i>Number of sessions: 89</i></p> <p><i>Intensity: 15 min per session 4 times per week</i></p> <p><i>Duration: 1 school years program, study over 2 school years.</i></p> <p><i>Attendance:</i></p> <p><i>Implementation:</i></p> <p><i>Year 1: 87% (74-99%)</i></p> <p><i>Year 2: 86% (49-99%)</i></p>

<b>Participants (n)</b>	Year 1: 96 Year 2: 88
<b>Drop-outs (n)</b>	Year 1: 79 Year 2: 64
<b>Program Deliverer</b>	Classroom teachers Training: 2-day train-the-trainer workshop. Seven monthly 2-h evening training sessions to Intervention teachers during Year 1, and five bi-monthly sessions in Year 2.
<b>Comparison program</b>	Control classrooms used the Creative Curriculum (Dodge, Colker, & Heroman, 2002).
<b>Participants (n)</b>	Year 1: 71 Year 2: 60
<b>Drop-outs (n)</b>	Year 1: 58 Year 2: 53
<b>Program Deliverer</b>	Classroom teachers Training: Not stated
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> Prosocial Skills Adaptive Social Behavior Inventory (ASBI, Hogan, Scott, & Bauer, 1992) <u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:
<b>Comments</b>	Additional outcomes: Teacher Burnout; The Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1996) Classroom Quality; Early Childhood Environmental Rating Scale-Revised (ECERS-R, Harms, Clifford, & Cryer, 1998) Classroom Climate; Interaction scale of the ECERS-R (ECERS-R, Harms et al., 1998), disruptive behavior counts, disruptiveness rating Teacher Interaction Skills, The Caregiver Interaction Scale (CIS, Arnett, 1989) Teacher-Rated Behavior Problems; Sutter-Eyberg Student Behavior Inventory-Revised (Eyberg & Pincus, 1999) Teacher Satisfaction with Second Step Parent Engagement with the Curriculum
<b>Risk of bias</b>	Moderate

<b>Author</b>	<i>Upshur</i>
<b>Year</b>	<i>2019</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[51]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Community preschools</i>
<b>Inclusion criteria</b>	<i>Parental consent.</i>
<b>Follow up</b>	<i>End of intervention, spring term.</i>
<b>Population characteristics</b>	<p><i>Preschool children, 4 years old</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): 53.2 (3.91)</i></p> <p><i>Sex;(Percent girls): 49.2</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Family income (%)</i></p> <p><i>&lt; \$10,000: 27.0</i></p> <p><i>\$10,000–\$19,999: 26.5</i></p> <p><i>\$20,000–\$29,999: 23.4</i></p> <p><i>\$30,000–\$39,999: 9.7</i></p> <p><i>\$40,000–\$49,999: 5.1</i></p> <p><i>\$50,000+: 8.4</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): 52.7 (4.03)</i></p> <p><i>Sex (Percent girls): 41.1</i></p> <p><i>Socioeconomic/educations; Mean (SD):</i></p> <p><i>Family income (%)</i></p> <p><i>&lt; \$10,000: 26.2</i></p> <p><i>\$10,000–\$19,999: 27.9</i></p> <p><i>\$20,000–\$29,999: 24.7</i></p> <p><i>\$30,000–\$39,999: 10.6</i></p> <p><i>\$40,000–\$49,999: 5.0</i></p> <p><i>\$50,000+: 5.6</i></p>
<b>Intervention program</b>	<i>Second Step Early Learning Curriculum, or SSEL, Committee for Children, 2011a</i>
<b>Program extent</b>	<p><i>Some of the classrooms also followed Head start program</i></p> <p><i>Number of sessions: 25</i></p> <p><i>Intensity: weekly</i></p> <p><i>Duration: 2 School years</i></p> <p><i>Attendance: Not stated</i></p> <p><i>Implementation: 90% of curriculum activities each week</i></p>

<b>Participants (n)</b>	393
<b>Drop-outs (n)</b>	Not stated
<b>Program Deliverer</b>	Classroom teachers Training: curriculum kits and a group training to use the curriculum. Information meeting before start of intervention, then 12 2-hour meetings for two years
<b>Comparison program</b>	Common school curriculum (no specific program) or Head start programs
<b>Participants (n)</b>	377
<b>Drop-outs (n)</b>	Not stated
<b>Program Deliverer</b>	Not applicable
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u> Social problem-solving skills Emotion Matching Task (EMT)</p> <p><u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p> <p><u>Measurement:</u> Emotion knowledge Challenging Situations Task (CST)</p> <p><u>Baseline, mean (SD)</u> Interventions group: Control group: <u>End of intervention, mean (SD)</u> Intervention group: Control group:</p>
<b>Comments</b>	<p>Additional outcomes: Cognitive ability; Peabody Picture Vocabulary Test, 4th edition, (PPVT-4, Dunn &amp; Dunn, 2007) Head-Toes-Knees-Shoulders (HTKS); HTKS task (McClelland et al., 2007) Backward Digit Span; working memory (Davis &amp; Pratt, 1996) Measures of preacademic skills; Woodcock-Johnson Tests of Achievement III (WJ III, Woodcock, McGrew, &amp; Mather, 2001/2007)</p>
<b>Risk of bias</b>	Low

<b>Author</b>	<i>Vassilopoulos</i>
<b>Year</b>	<i>2018</i>
<b>Country</b>	<i>Greece</i>
<b>Ref #</b>	<i>[52]</i>
<b>Study design</b>	<i>Non-randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary schools</i>
<b>Inclusion criteria</b>	<i>Parental consent</i>
<b>Follow up</b>	<i>End of intervention</i>
<b>Population characteristics</b>	<p><b>First grade students</b></p> <p><b>Intervention group:</b></p> <p><i>Age, months; Mean (SD): 77.66 (3.33)</i></p> <p><i>Sex; (Percent girls): 45,5</i></p> <p><i>Socioeconomic/educations; Mean (SD): mainly attended by children from middle socioeconomic background</i></p> <p><b>Control group:</b></p> <p><i>Age, months; Mean (SD): 76.83 (3.31)</i></p> <p><i>Sex (Percent girls): 36.2</i></p> <p><i>Socioeconomic/educations; Mean (SD): mainly attended by children from middle socioeconomic background</i></p>
<b>Intervention program</b>	<i>Preschool/Kindergarten version of the PATHS curriculum was used as the primary intervention (Domitrovich, Greenberg, Cortes, &amp; Kusché, 2004)</i>
<b>Participants (n)</b>	<p><i>Number of sessions: 7</i></p> <p><i>Intensity: 45 min sessions weekly</i></p> <p><i>Duration: 7 weeks</i></p> <p><i>Attendance:</i></p> <p><i>Implementation:</i></p>
<b>Participants (n)</b>	<i>56</i>
<b>Drop-outs (n)</b>	<i>1</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers and group co-leaders</i></p> <p><i>Training: Not stated</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>58</i>
<b>Drop-outs (n)</b>	<i>0</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><i>Measurement: Teacher Assessment of Social Behavior Questionnaire</i></p> <p><i>End of intervention, mean (SD)</i></p> <p><i>Intervention group: not reported</i></p> <p><i>Control group: not reported</i></p>

<b>Comments</b>	<i>Additional outcomes:</i>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Wigelsworth</i>
<b>Year</b>	<i>2012</i>
<b>Country</b>	<i>UK</i>
<b>Ref #</b>	<i>[53]</i>
<b>Study design</b>	<i>Quantitative, quasi-experimental pre-test–post-test control group design</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Secondary schools</i>
<b>Inclusion criteria</b>	
<b>Follow up</b>	<i>Post-test, 2 years after start of study.</i>
<b>Population characteristics</b>	<i>School children, year 7 age 11-12</i> <b>Intervention group:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex;(Percent girls): 52</i> <i>Socioeconomic/educations; Mean (SD):</i> <i>Free School Meal: 14.5%</i> <b>Control group:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex (Percent girls):52</i> <i>Socioeconomic/educations; Mean (SD):</i> <i>Free School Meal: 11.6%</i>
<b>Intervention program</b>	<i>The social and emotional aspects of learning (SEAL) programme (DCSF, 2007)</i>
<b>Program extent</b>	<i>Number of sessions: Not applicable</i> <i>Intensity: Not applicable</i> <i>Duration: 1 year</i> <i>Attendance: Not stated</i> <i>Implementation: Not stated</i>
<b>Participants (n)</b>	<i>26 schools, average 1079 students</i>
<b>Drop-outs (n)</b>	<i>4 Schools</i>
<b>Program Deliverer</b>	<i>Classroom teachers</i> <i>Training: basic training about the secondary SEAL programme, a variety of additional opportunities for professional development that school staff might undertake</i>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>23 Schools, average 1043 students</i>
<b>Drop-outs (n)</b>	<i>4 Schools</i>
<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<b>Outcome</b> <u>Measurement:</u> <i>Social and emotional skills</i>

	<p><i>The Emotional Literacy Assessment and Intervention (ELAI) battery (Southampton Psychology Service, 2003)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Prosocial behavior</i></p> <p><i>The strength and difficulties questionnaire (SDQ) (Goodman, 1997)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<p><b>Comments</b></p> <p><b>Risk of bias</b></p>	<p><i>Additional outcomes:</i></p> <p><i>Moderate</i></p>

## SWPBIS/SWPBS/PBIS-program (2 studier)

<b>Author</b>	<i>Bradshaw</i>
<b>Year</b>	<i>2012</i>
<b>Country</b>	<i>USA</i>
<b>Ref #</b>	<i>[54]</i>
<b>Study design</b>	<i>Randomized controlled trial</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>Only public elementary schools were eligible for inclusion, and all schools approached about participation agreed to enroll.</i>
<b>Follow up</b>	<i>Fall and spring year 1, spring years 2-4, total of 4 school years.</i>
<b>Population characteristics</b>	<p><i>School children, year 1–5</i></p> <p><b>Intervention group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex;(Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Control group:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): Not stated</i></p> <p><i>Socioeconomic/educations; Mean (SD): Not stated</i></p> <p><b>Total population:</b></p> <p><i>Age; Mean (SD): Not stated</i></p> <p><i>Sex (Percent girls): 47.1</i></p> <p><i>Socioeconomic/educations; Mean (SD):49.4</i></p>
<b>Intervention program</b>	<i>School-Wide Positive Behavioral Interventions and Supports (SWPBIS)</i>
<b>Program extent</b>	<p><i>Number of sessions: Not applicable</i></p> <p><i>Intensity: Not applicable</i></p> <p><i>Duration: 1-4 years</i></p> <p><i>Attendance:</i></p> <p><i>Implementation: 80% (within first year)</i></p>
<b>Participants (n)</b>	<i>21 Schools, 7241 participants</i>
<b>Drop-outs (n)</b>	<i>0 Schools, 230 participants</i>
<b>Program Deliverer</b>	<p><i>Classroom teachers, administrators</i></p> <p><i>Training: initial 2-day summer training, annual 2-day booster training events, monthly on-site support</i></p>
<b>Comparison program</b>	<i>Common school curriculum (no specific program)</i>
<b>Participants (n)</b>	<i>16 Schools, 5594 participants</i>
<b>Drop-outs (n)</b>	<i>0 Schools, 174 Participants</i>

<b>Program Deliverer</b>	<i>Not applicable</i>
<b>Outcomes</b>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p><i>Pro-social behavior</i></p> <p><i>Teacher Observation of Classroom Adaptation—Checklist (TOCA-C)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p> <p><u>Measurement:</u></p> <p><i>Emotion regulation</i></p> <p><i>Teacher Observation of Classroom Adaptation—Checklist (TOCA-C)</i></p> <p><u>Baseline, mean (SD)</u></p> <p><i>Interventions group:</i></p> <p><i>Control group:</i></p> <p><u>End of intervention, mean (SD)</u></p> <p><i>Intervention group:</i></p> <p><i>Control group:</i></p>
<b>Comments</b>	<p><i>Additional outcomes:</i></p> <p><i>Concentration problems, Aggressive and disruptive behaviors; Teacher Observation of Classroom Adaptation—Checklist (TOCA-C)</i></p>
<b>Risk of bias</b>	<i>Moderate</i>

<b>Author</b>	<i>Sørli</i>
<b>Year</b>	2007
<b>Country</b>	Norway
<b>Ref #</b>	[55]
<b>Study design</b>	<i>Quasiexperimental design</i>
<b>Study protocol</b>	<i>No information</i>
<b>Setting</b>	<i>Elementary school</i>
<b>Inclusion criteria</b>	<i>a) an explicit goal to reduce problem behavior and to promote positive behavior and a supportive learning environment; (b) agreement to participate in the programme activities by at least 80% of the staff; (c) the school leader was willing to take part in programme implementation; (d) explicit support and involvement from parents, school administration, and the school psychological services; (e) willingness to use necessary time, reallocate resources, and prioritize 474 M-A. Sørli and T. Ogden PALS for at least three years; and (f) willingness to participate in the outcome evaluation study.</i>
<b>Follow up</b>	<i>Two years after implementation</i>
<b>Population characteristics</b>	<i>School children, year 1–7</i> <b>Intervention group:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex;(Percent girls): Not stated</i> <i>Socioeconomic/educations; Mean (SD): Not stated</i> <b>Control group:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex (Percent girls): Not stated</i> <i>Socioeconomic/educations; Mean (SD): Not stated</i> <b>Total population:</b> <i>Age; Mean (SD): Not stated</i> <i>Sex (Percent girls): 53.5</i> <i>Socioeconomic/educations; Mean (SD): Not stated</i>
<b>Intervention program</b>	<i>“Positive behavior, interactions and learning environment in school” (PALS).</i>
<b>Program extent</b>	<i>Number of sessions:</i> <i>Intensity:</i> <i>Duration: Attendance: Implementation:</i>
<b>Participants (n)</b>	<i>4 Schools, 363 students</i>
<b>Drop-outs (n)</b>	<i>In total 94% among students (735 post-data of 780 pre-data)</i>
<b>Program Deliverer</b>	<i>Classroom teachers</i> <i>Training: seminars on the theoretical and empirical basis of PALS, monthly training and supervision sessions</i>

<p><b>Comparison program</b></p> <p><b>Participants (n)</b></p> <p><b>Drop-outs (n)</b></p> <p><b>Program Deliverer</b></p>	<p>The C-schools had initiated alternative projects to promote positive student behavior and/or improve learning conditions. Two schools implemented parts of the Second Step Programme (Committee of Children, 1997); a third school ran a combined organisational and teaching restructuring project, while the last school continued an ongoing school-wide socio-cultural learning project.</p> <p>4 Schools, 372 students</p> <p>In total 94% among students (735 post-data of 780 pre-data)</p> <p>Not applicable</p>
<p><b>Outcomes</b></p>	<p><b>Outcome</b></p> <p><u>Measurement:</u></p> <p>Social competence</p> <p>Social Skills Rating System (SSRS), which is a well-validated assessment tool (Elliott, Gresham, Freeman, &amp; McCloskey, 1989)</p> <p><u>Baseline, mean (SD)</u></p> <p>Interventions group:</p> <p>Control group:</p> <p><u>End of intervention, mean (SD)</u></p> <p>Intervention group:</p> <p>Control group:</p>
<p><b>Comments</b></p> <p><b>Risk of bias</b></p>	<p>Additional outcomes:</p> <p>Behavior problems. "Problem behavior in the school environment last week", "Problem behavior in the classroom last week", Grey and Sime (1989)</p> <p>Teacher collective efficacy. Collective Efficacy Scale (CES), developed by Goddard and colleagues (2000)</p> <p>Learning environment. Classroom Climate Scale (Sørli &amp; Nordahl, 1998).</p> <p>Programme implementation quality. Total Implementation Quality Scale (TIQS)</p> <p>Teacher collective efficacy. The Collective Efficacy Scale (CES), developed by Goddard and colleagues (2000).</p> <p>Moderate</p>

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