

## **MENTAL WELLBEING OF CHILDREN IN PRIMARY EDUCATION (TARGETED/INDICATED APPROACHES)**

### **REVIEW OF ADDITIONAL EVIDENCE (July – October 2007)**

This report details the review of the additional evidence, by the University of Teesside, that was provided by stakeholders after the main report had gone out for consultation.

#### **Methods**

The NICE team screened the evidence provided from the consultation with stakeholders for this review. They then selected information provided by 12 stakeholders (which included 43 sources of evidence) for the team at Teesside to review in detail. These 43 sources of information were retrieved and screened for relevance in line with NICE methods and processes outlined in the main report. Evidence screened included books, websites, documents and articles (Table 1). The reference lists and websites relating to two sources of information (that were deemed to be of potential relevance) were also reviewed for inclusion.

If a paper was deemed to meet the inclusion criteria for this review it would then be critically appraised, quality assessed and data extracted as outlined in the main report.

#### **Findings**

The 43 sources of information provided by the 12 stakeholders are identified in Table 1, along side their reasons for inclusion or exclusion. Five papers identified by stakeholders were already included in the main report. For the two sources of information, where related reference lists and websites were also reviewed for relevance, individual IN/OUT forms were completed and these are presented in Appendix 1.

The evidence provided from the consultation with stakeholders did not identify any additional studies for inclusion in this review. The most common reason for exclusion was not a trial research design, including randomisation and a control. Several sources of information were reviews or evaluations rather than trials. In other cases, the study was not set in a school, or involved children aged over 11 years. The other main reason for exclusion was that the intervention was not targeted or indicated.

The information from two sources of information appeared of particular relevance, namely the FRIENDS programme (identified by Baner PCT) and a report on *Young People's Experiences of Loss and Bereavement* by Ribbens McCarthy (identified by the Childhood Bereavement Network). FRIENDS is a framework programme with various interventions, most of which are not targeted and thus excluded from this review. However, a small number of interventions associated with FRIENDS are targeted, and these were already included in the review (refs 5, 9a and 9b in main report). None of the papers cited by Ribbens McCarthy were deemed to meet the inclusion criteria of the review.

#### **Conclusion**

There were no further studies that met the inclusion criteria for this review, therefore the main report has not been updated.


**Table 1: Reasons for exclusion of the 43 sources of information provided by the 12 stakeholders** (\* denotes if additional references cited in the source of information were retrieved and reviewed).

Stakeholder	Reason for exclusion
<b>Afiya Trust</b> 1. <i>"The Handbook of Racial-Cultural Psychology and Counselling" Volume 1 - Theory and Research; Volume 2 – Training and Practice.</i> It is edited by Robert T. Carter - (Copyright 2005, John Wiley & Sons, Inc. ISBN 0-471-65625-9).	Not a trial
<b>Arts council:</b> 2. <b>Cultural Hubs:</b> Now in it's second year, Cultural Hubs is exploring models of providing a broad cultural offer for children and young people, at the heart of which is effective partnership working and joint-planning between the cultural and education sectors. The evaluation of the first year of Cultural Hubs shows outcomes for the social and emotional well-being of pupils. In particular, engagement in cultural activities over a sustained period of time has led to pupils working better together, pupils enjoying learning, increases in confidence and self-esteem ( <i>'One girl was shy and reserved and her whole body language improved dramatically.'</i> School contact) and activities have 'lifted spirits' and 'generated excitement'. The evaluation report, including details on outcomes for pupils, is available at <a href="http://www.artscouncil.org.uk/culturalhubs">www.artscouncil.org.uk/culturalhubs</a>	Not a trial
3. <b>National Foundation for Educational Research (NfER) research</b> into the effects of arts education in schools highlighted personal and social development for pupils from arts education including: developing a sense of self and one's emotions; enhanced self-worth and self-esteem; increased self-confidence; developing the whole personality; improved social skills; increased awareness of others; and improved social skills. A small but significant amount of pupils related that their involvement in arts education increased their sense of independence and autonomy.	Not targeted
4. It concluded that one effect of arts education involvement was as therapy. Both teachers and pupils testified to this effect, and in particular the calming effect on a pupils temperament or a means of stress relief. From the pupils' perspective, involvement in the arts provided a release from the stresses of everyday life and from the stress of other lessons. (Harland et al, NfER, 2000)	Not a trial
5. <b>Beyond Enjoying and Achieving</b> (a DVD downloadable via <a href="http://www.artscouncil.org.uk/publications/publications_for_subject.php?sid=9">http://www.artscouncil.org.uk/publications/publications_for_subject.php?sid=9</a> )  <i>Beyond enjoying and achieving</i> explores how the arts contribute to all of the Every Child Matters outcomes.	Not a trial
<b>Banes PCT</b> 6. Looking at the papers that have been included in the review we are aware of other RCTs for the FRIENDS programme that have not been mentioned. There is a good website which provides a research digest/references at	FRIENDS is a framework programme with various interventions,




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<a href="http://www.friendsinfo.net/">http://www.friendsinfo.net/</a>	most of which are not targeted and thus excluded from this review - see Appendix 1 *snowballing However, a small number of interventions associated with FRIENDS are targeted, and these are included in this review (refs 5, 9a and 9b in main report)
7. Lowry-Webster, H.M., Barrett, P.M., & Dadds, M.R. (2001). A universal prevention trial of anxiety and depressive symptomatology in childhood: Preliminary data from an Australian study. <i>Behaviour Change</i> , 18, 36–50.	Not targeted
8. Lowry-Webster, H., Barrett, P., & Lock, S. (2003). A universal prevention trial of anxiety symptomatology during childhood: Results at one-year follow-up. <i>Behaviour Change</i> , 20(1), 25–43.	Not targeted
<b>BACP</b> 9. BACP is currently undertaking an evaluation of counselling in secondary schools in Wales for the Welsh Assembly Government. The research team is gathering important information about service delivery through a mix of desk research, survey research and field work, including interviews with parents, children, teachers and counsellors. While this report will not be published until September 2007 the researchers have already developed recommendations about delivering high quality and effective services. The research is available on request from BACP by emailing <a href="mailto:research@bacp.co.uk">research@bacp.co.uk</a> , or by telephone on 01455 883318.	Not primary school age children  Not a trial
<b>Childhood Bereavement Network</b> 10. Inclusion of loss and bereavement in the curriculum eg through SEAL resources, PSHE and other subject areas (See Job, N and Frances, G (2004) <i>Childhood bereavement: developing the curriculum and pastoral support</i> London: NCB)	Not a trial
11. Stokes J et al (1997) 'The challenge of evaluating a child bereavement programme' <i>Palliative Medicine</i> 11: 179-190 reviews the literature of evaluations on child bereavement interventions and considers the ethical difficulties of experimental research design. It discusses the importance of using mixed qualitative and quantitative paradigms which are closely related to the programme's aims.	Not a trial
12. Ribbens McCarthy J, (2006b) <i>Young People's Experiences of Loss and Bereavement</i> Buckingham: OUP surveying evaluations of childhood bereavement interventions discusses the methodological difficulties of evaluation studies and writes that 'two relevant reviews (Shneiderman et al 1994, Curtis and	Excluded for various reasons see Appendix 1

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Newman 2001) find the evidence too inconclusive to be able to recommend such interventions...others however interpret the evaluation studies more favourably for interventions with children and young people in particular, suggesting that there is more evidence that such children's programmes do help them cope with their loss than there is for adult intervention programmes(Schut et al 2002, Schut 2005)' (pp172-3).	
<b>13.</b> Sandler IN (2003) 'The Family Bereavement Programme: Efficacy evaluation of a theory based prevention programme for children and adolescents' <i>Journal of Consulting and Clinical Psychology</i> 71:3	<b>Not a trial</b>
<b>14.</b> Ross, D and Hayes, B (2004) Interventions with groups of bereaved pupils <i>Educational and Child Psychology</i> ben.hayes@kent.gov.uk	<b>Not primary school age children</b>
<b>15.</b> The intervention with secondary pupils was evaluated using the Pupils' Feelings about School and School-work Inventory (Indoe, 1999) and showed a significant difference between pre and post test scores in cognitive motivation. There was an increase in competence in knowledge and skills, interest and enthusiasm in activity, independence and self-confidence, and pressure and excessive demands (a higher score indicating improvement in this area). The article concluded 'Groups, such as those described in this article, not only offered direct support to the children involved but enabled staff to develop skills and confidence by working alongside the EP'	<b>Not primary school age children</b>
<b>16.</b> Seasons for Growth is a loss and grief education programme catering for young people aged 6 - 18 years, delivered in schools and communities. The core element of this programme is the promotion of social and emotional wellbeing for young people who have experienced significant loss due to death or family breakdown.  Seasons for Growth focuses on understanding the effects of change, loss and grief, and specifically develops skills in communication, decision-making and problem-solving. <a href="http://www.goodgrief.org.au/seasonsforgrowth/sfgevaluations.htm">http://www.goodgrief.org.au/seasonsforgrowth/sfgevaluations.htm</a>	<b>Not primary school age children</b>  <b>Not a trial</b>
<b>17.</b> Tonkins A, Lambert M (1996) 'A treatment outcome study of bereavement groups for children' <i>Child and Adolescent Social Work Journal</i> Vol 13 No 1	<b>Not a trial</b>
<b>18.</b> Also see Rowling, L (2003) <i>Grief in school communities: effective support strategies</i> Buckingham: OUP for universal and targeted approaches for death education and support for bereaved pupils.	<b>Not primary research</b>
<b>Dudley Counselling Service for Children and Young People</b>  Dudley Counselling Service for Children a <b>19.</b>	<b>Not a trial</b>



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 20. Information for Staff about Counselling in Schools	Not a trial
 21. Information for Children & Young People	Not a trial
 22. Information for Parents & Carers.doc	Not a trial
<b>Health Promotion Agency For Northern Ireland</b> 23. The HPA recommend implementation of the Bamford Review recommendations relating to child and adolescent mental health and mental health promotion. <a href="http://www.rmhdni.gov.uk/camh-vision-comprehensive-service.pdf">http://www.rmhdni.gov.uk/camh-vision-comprehensive-service.pdf</a>	Not a trial
24. Anderson, L., Jacobs, J., Schramm, S. & Splittberger, F. (2000). School transitions: beginning of the end or a new beginning? International Journal of Educational Research, 33, 325-339.	Not primary school age children  Not a trial
25. Eccles, J.S., Lord, S.E., Roesner, R.W., Barber, B.L. & Hernandez Jozefowicz, D.M. (1997). The association of school transitions in early adolescence with developmental trajectories through high school. In: J. Schulenberg, J.L. Maggs & K. Hurrelmann (eds), Health risks and developmental transitions during adolescence. Cambridge: Cambridge University Press.	Not primary school age children
26. Galton, M., Morrison, I & Pell, T. (2000). Transfer and transition in English schools: reviewing the evidence. International Journal of Educational Research, 33, 341-363.	Not a trial
27. Lister-Sharp, D, Chapman, S, Stewart-Brown, S & Sowden, A (1999). Health promoting schools and health promotion in schools: two systematic reviews. Health Technology Assessment, Vol. 3: No.22.	Not targeted
28. Pratt, S. & George, R. (2005). Transferring friendship: girls' and boys' friendships in the transition from primary to secondary school. Children & Society, 19, 16-26.	Not primary school age children
29. Seidman, E., Allen, L.R., Aber, J.L., Mitchell, C. & Feinman, J. (1994). The impact of school transitions in early adolescence on the self-system and perceived social context of poor urban youth. Child Development, 65, 507-522.	Not primary school age children

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30. Simmons, R.G., Burgeson, R., Carlton-Ford, S. & Blyth, D.A. (1987). The impact of cumulative change in early adolescence. <i>Journal of early Adolescence</i> , 58, 1220-1234.	<b>Not primary school age children</b>
31. Stewart-Brown, S (2006) What is the evidence on school health promotion in improving health or preventing disease and specifically, what is the effectiveness of the health promoting school approach? Health Evidence Network, WHO, Copenhagen	<b>Not targeted</b>
<b>Play England</b> 32. The Mental Health Foundation (2000) Bright Futures: promoting children and young people's mental health	<b>Not a trial</b>
33. Mental Health Foundation (1999a) Bright Futures London, Mental Health Foundation	<b>Not a trial</b>
34. Ginsburg, K (2006) The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. Clinical Report. American Academy of Pediatrics.	<b>Not a trial</b>
35. 4Children (2007) My Shout Out; 4Children's national Buzz Survey: <a href="http://www.4children.org.uk/uploads/information/MyShoutOutReport07.pdf">www.4children.org.uk/uploads/information/MyShoutOutReport07.pdf</a>	<b>Not a trial</b>
36. Play Board (2006) <i>Giving Priority to Play</i> : Play Board Northern Ireland	<b>Not a trial</b>
37. DfES (2006) Schools for the future, designing school grounds. London: TSO	<b>Not a trial</b>
<b>Royal College of Paediatrics and Child Health</b> 38. There is a local project at Northwick Park entitled the 'HOPES' project (holistic organisations in partnership for emotional strength). The project followed the tragic death of a 13-year-old girl who died from an overdose, but targets all children in school to promote social skills as part of the curriculum. It has been included in the NSF case studies database. See: <a href="http://www.childrensnscasestudies.dh.gov.uk/children/nsf/casestudies.nsf">http://www.childrensnscasestudies.dh.gov.uk/children/nsf/casestudies.nsf</a> A website is also being published to share their experiences ( <a href="http://www.hopesproject.org">www.hopesproject.org</a> ). Contact Dr Ximena Poblete ( <a href="mailto:Ximena.Poblete@nwlh.nhs.uk">Ximena.Poblete@nwlh.nhs.uk</a> ) to find out more.	<b>Not targeted</b>
<b>39. Metropolitan Area Child Research Study Group</b>	<b>This trial is already included in the review (ref 20 in main report)</b>
<b>Tavistock Clinic, Child and Family Department Association of Child</b> 40. The small scale evaluation of the use of work discussion seminars in schools (Emil Jackson, Association of Child Psychotherapists, provided to NICE) could be usefully developed.	<b>Not a trial</b>
41. A small-scale local evaluation of psychotherapeutic work in 5 L.B. Camden primary schools was carried out by Camden Children's Fund/Thomas Coram. This evaluation found that children, carers and teachers thought that psychotherapy was	<b>Not a trial</b>

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effective in addressing and alleviating anxiety and aggression, thereby freeing up children's minds in order that they can learn.	
<p><b>The Place2Be</b></p>  <p>hard to reach #3 Jan 06.doc</p> <p><b>42.</b></p>	<b>Not a trial</b>
<p><b>The United Kingdom Society for Play and Creative Arts Therapies (PTUK)</b></p>  <p>BACP2007ResConfCli nicalOutcomesPaper.1</p> <p><b>43.</b></p>	<b>Not a trial</b>

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### **References**

**Studies excluded following snowballing of sources of information:**

**Evidence from the FRIENDS Programme website provided by Baner PCT (Table 1, No. 6)**

- 6.1 Barrett, P.M., Dadds, M.R., & Rapee, R.M. (1996) Family treatment of childhood anxiety: A controlled trial. *Journal of Consulting and Clinical Psychology*, 64, 333–342.
- 6.2 Barrett, P.M. (1998) Evaluation of cognitive-behavioural group treatments for childhood anxiety disorders. *Journal of Clinical Child Psychology*, 27(4), 459–468.
- 6.3 Barrett, P.M., Moore, A.F., & Sonderegger, R. (2000) The FRIENDS program for young former-Yugoslavian refugees in Australia: A pilot study. *Behaviour Change*, 17, 124–133.
- 6.4 Barrett, P.M., Duffy, A.L., Dadds, M.R., & Rapee, R.M. (2001) Cognitive-behavioral treatment of anxiety disorders in children: Long-term (6-year) follow-up. *Journal of Consulting and Clinical Psychology*, 69, 135–141.
- 6.5 Barrett, P.M., & Turner, C.M. (2001) Prevention of anxiety symptoms in primary school children: Preliminary results from a universal trial. *British Journal of Clinical Psychology*, 40, 399–410.
- 6.6 Barrett, P.M., Shortt, A.L., Fox T.L., & Wescombe, K. (2001) Examining the social validity of the FRIENDS treatment program for anxious children. *Behaviour Change*, 18, 63–77.
- 6.7 Barrett, P.M., Sonderegger, R., & Sonderegger, N.L. (2001) Evaluation of an anxiety-prevention and positive-coping program (FRIENDS) for children and adolescents of non-English speaking background. *Behaviour Change*, 18, 78–91.
- 6.8 Barrett, P.M., Sonderegger, R., & Xenos, S. (2003) Using FRIENDS to combat anxiety and adjustment problems among young migrants to Australia: A national trial. *Clinical Child Psychology and Psychiatry*, 8(2), 241–260.
- 6.9 Barrett, P.M., Lock, S., & Farrell, L. (2005) Developmental differences in universal preventive intervention for child anxiety. *Clinical Child Psychology and Psychiatry*, 10(4), 539–555.
- 6.10 Barrett, P.M., Farrell, L.J., Ollendick, T., H., & Dadds, M. (2006) Long-Term Outcomes of an Australian Universal Prevention Trial of Anxiety and Depression Symptoms in Children and Youth: An Evaluation of the Friends Program. *Journal of Clinical Child and Adolescent Psychology*, 35(3), 403–411.
- 6.11 Barrett, P. M & Pahl, K. M. (2006) School-Based Intervention: Examining a Universal Approach to Anxiety Management. *Australian Journal of Guidance & Counselling*. Special Issue: MindMatters Plus: A national mental health initiative in secondary schools. 16(1), 55–75.
- 6.12 Conradt, J., & Essau, C.A. (2003) Feasibility and efficacy of the FRIENDS program for the prevention of anxiety in children. Paper presented at the 24th International Conference: Stress and Anxiety Research Society, Lisbon, July. Available to members at: [http://www.star-society.org/html/previous\\_star\\_conferences.html](http://www.star-society.org/html/previous_star_conferences.html)
- 6.13 Cooley-Quille, M., Boyd, R.C., & Grados, J.J. (2004) Feasibility of an anxiety prevention intervention for community violence exposed children. *Journal of Primary Prevention*, 25(1), 105–123.
- 6.14 Essau CA, Conradt J, Ederer EM. (2004) Versicherungsmedizin. Anxiety prevention among schoolchildren [article in German], 56(3), 123–30.



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- 6.15 Farrell, L.J., & Barrett, P.M. (2007) Prevention of childhood emotional disorders: Reducing the burden of suffering associated with anxiety and depression. *Child and Adolescent Mental Health*, 12(2), 58–65.
- 6.16 Hau, P. (2001) Promoting resilience in primary schools: The FRIENDS Program. Unpublished document.
- 6.17 Lock, S. & Barrett, P.M., (2003). A Longitudinal Study of Developmental Differences in Universal Preventive Intervention for Child Anxiety, *Behaviour Change*, 20, 183–199.
- 6.18 Muris, Peter., & Mayer, Birgit. (2000) Vroegtijdige behandeling van angststoornissen bij kinderen. [Early treatment of anxiety disorders in children]. *Gedrag & Gezondheid: Tijdschrift voor Psychologie & Gezondheid*, 28(4), 235–242.
- 6.19 Shortt, A., Barrett, P., & Fox, T. (2001) Evaluating the FRIENDS program: A cognitive-behavioural group treatment of childhood anxiety disorders: An evaluation of the FRIENDS program. *Journal of Clinical Child Psychology*, 30(4), 523–533.
- 6.20 Stallard, P., Simpson, N., Anderson, S., Carter, T., Osborn, C., & Bush, S. (2005a) An Evaluation of the FRIENDS programme: A Cognitive Behaviour Therapy Intervention to Promote Emotional Resilience. *Archives of Disease in Childhood*, 90, 1016–1019.
- 6.21 Stallard, P., Simpson, N., Anderson, S., Carter, T., Osborn, C., & Bush, S. (2005b) An evaluation of costs of the FRIENDS program: A cognitive behaviour therapy intervention to promote emotional resilience. Unpublished manuscript.
- 6.22 Stallard, P., Simpson, N., Anderson, S., Hibbert, S., & Osborn, C. (2007) The FRIENDS emotional health programme: Initial findings from a school-based project. *Child and Adolescent Mental Health*, 12(1), 32–37.
- 6.23 Taylor, V.M., & Stanley, A. (2002) Promoting children's mental health within educational settings: A case-study using the FRIENDS programme.
- 6.24 VP3: Vancouver Primary Prevention Project (Anxiety disorders prevention in school children). Commenced 2003. Researchers: Lyn Miller, University of British Columbia and Maureen Whittal, University of British Columbia Hospital. Jane Garland, British Columbia's Children's Hospital and Sandra Clark, British Columbia's Children's Hospital.

### **Evidence from the Child Bereavement Network (Table 1, No. 12):**

- 12.1 Curtis, K and Newman, T. (2001) Do community-based support services benefit bereaved children? A review of empirical evidence. *Child Care Health and Development*. 27(6): 487-495
- 12.2 Ribbens McCarthy, J. (2006) Young people, bereavement and loss. Disruptive transitions? *Joseph Rowntree Foundation*. York: National Children's Bureau.
- 12.3 Schneiderman G et al (1994) Do child and parent bereavement programs work? *Canadian Journal of Psychiatry*. 39(4): 215-217 (Full reference found in Ribben McCarthy 2006)
- 12.4 Schut, H et al (date unknown) 'The efficacy of bereavement interventions: determining who benefits' IN Stroebe, M, Stroebe, W and Hasson, R (eds) (2002) *Handbook of Bereavement: theory, research and interventions*. New York: Cambridge UP.
- 12.5 Schut, H. (2005) No title or other reference details.

**Appendix 1: IN/OUT FORM PRIMARY STUDIES: Mental Health and Wellbeing of Children in Primary Education (targeted/indicated approaches)**

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Dadds, M.R., & Rapee, R.M. (1996)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref No. 6.1</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*	✓		
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:	✓		
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not set in a school</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(Monitoring Positive Mental Health NHS Scotland 2006)

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<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M. (1998)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.2</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not set in a school</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

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<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Moore, A.F., & Sonderegger, R. (2000)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.3</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Participants aged 14-19 years</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

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<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Duffy, A.L., Dadds, M.R., & Rapee, R.M. (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.4</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*	✓		
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>No randomisation or control group</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not set in a school</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

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<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., & Turner, C.M. (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.5</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Children aged 10-12 years</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:	✓		
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not targeted</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Shortt, A.L., Fox T.L., & Wescombe, K. (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.6</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*	✓		
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not set in school</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Sonderegger, R., & Sonderegger, N.L. (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.7</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not all primary age children</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)



Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Sonderegger, R., & Xenos, S. (2003)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.8</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Participants aged 6-19 years, results reported according to ethnicity so cannot extract data for primary age children alone.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Lock, S., & Farrell, L. (2005)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.9</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not targeted</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P.M., Farrell, L.J., Ollendick, T., H., & Dadds, M. (2006)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.10</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not targeted</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Barrett, P, M & Pahl, K. M. (2006)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.11</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not primary school age children</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Conradt, J., & Essau, C.A. (2003)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.12</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not targeted</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Cooley-Quille, M., Boyd, R.C., & Grados, J.J. (2004)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.13</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not randomised or controlled, uses pretest/posttest N=10</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Essau CA, Conradt J, Ederer EM. (2004)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.14</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not written in English</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Farrell, L.J., & Barrett, P.M. (2007)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.15</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not primary research</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)



Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Hau, P (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.16</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			<b>Incomplete reference - cannot find any documents.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Lock, S. and Barrett, P.M. (2003)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.17</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not targeted</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Muris, Peter., & Mayer, Birgit. (2000)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.18</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not in English</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Shortt, A., Barrett, P., & Fox, T. (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.19</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not set in school</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Stallard, P., Simpson, N., Anderson, S., Carter, T., Osborn, C., & Bush, S. (2005a)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.20</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Stallard, P., Simpson, N., Anderson, S., Carter, T., Osborn, C., & Bush, S. (2005b)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.21</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not primary research, a cost evaluation.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Stallard, P., Simpson, N., Anderson, S., Hibbert, S., & Osborn, C. (2007)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.22</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	Taylor, V.M., & Stanley, A. (2002)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.23</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			<b>Incomplete reference – no document found.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)



Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Banes PCT: FRIENDS Programme website</b>		
<b>Author and Date</b>	VP3: Vancouver Primary Prevention Project		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 6.24</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			<b>No published data found.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Child Bereavement Network: Ribbens McCarthy</b>		
<b>Author and Date</b>	Curtis, K and Newman T (2001)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 12.1</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not primary research – a review.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:		✓	<b>Not set in school</b>
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

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(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Child Bereavement Network: Ribbens McCarthy</b>		
<b>Author and Date</b>	Ribbens McCarthy, J. (2006)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 12.2</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>A book. Not reporting primary research.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:		✓	<b>Not a trial</b>
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

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(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Child Bereavement Network: Ribbens McCarthy</b>		
<b>Author and Date</b>	Schneiderman, G. et al (1994)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 12.3</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>Not a trial – a review</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

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(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Child Bereavement Network: Ribbens McCarthy</b>		
<b>Author and Date</b>	Schutt, H. et al (2002)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 12.4</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*		✓	<b>A book. Not a trial. Not found the 2002 edition but the 2006 edition has dropped this chapter from the book.</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

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(*Monitoring Positive Mental Health* NHS Scotland 2006)

Mental Wellbeing of Children in Primary Education (targeted/indicated approaches) – Additional Evidence Report

<b>Source of information</b>	<b>Child Bereavement Network: Ribbens McCarthy</b>		
<b>Author and Date</b>	Schutt, H. et al (2005)		
<b>Checked by</b>	<b>SJ</b>		
<b>Ref. No. 12.5</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the article reporting on primary research, which is focused on an intervention on behaviour, which is intended to produce outcomes related to improvements in mental wellbeing?*			<b>Incomplete reference – not found</b>
a) written in English?			
b) set in developed countries?			
c) focusing on primary age children?			
2. Is the trial:			
a) using a randomised design?			
b) using a controlled design?			
3. Is the intervention:			
a) targeted at individuals (rather than a specified community)?			
b) set in school?			
c) longer than 1 month?			
d) not involving any pharmacological intervention?			
<b>TO BE INCLUDED?</b> <b>If YES to 1, 2 and 3 then include</b>		✓	

\* Definition of mental health: emotional wellbeing (including happiness and confidence, and the opposite of depression), psychological wellbeing (including autonomy, problem solving, resilience, attentiveness/involvement), social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).  
(*Monitoring Positive Mental Health* NHS Scotland 2006)