Umbrella Review of School-Based Mental Health and Wellbeing Interventions

Emily Grant, Zen Shim, Rebecca Krystal & Hiran Thabrew

Process

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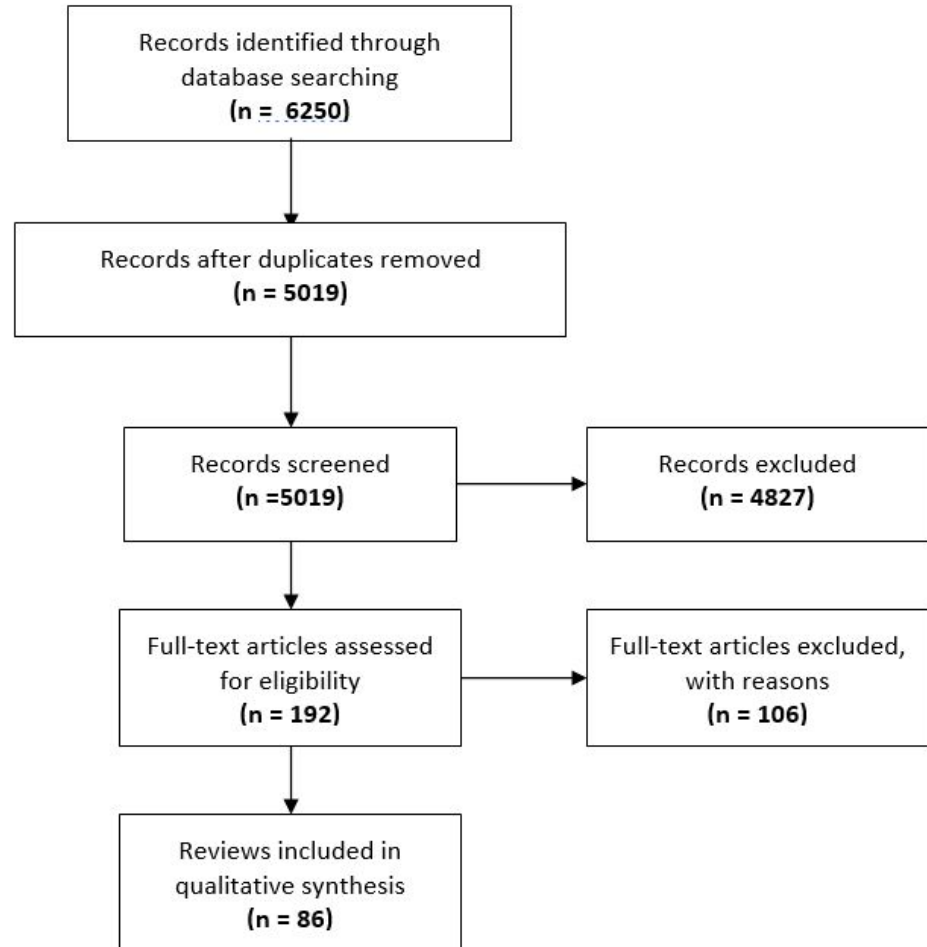
Search terms: school-based, mental health & wellbeing

Inclusion criteria

- ≥80% school-based
- ≥80% 5-18 years olds
- Interventions were universal, selective or indicative
- Reviews
- English
- 2000-2019

PRISMA Diagram

- Refworks
- 87.4% agreement between reviewers

Categories:

Sustaining Mental Health & Wellbeing

- Resilience
- Social-emotional learning
- Wellbeing

Preventing Common Mental Health Problems

- Depression
- Suicide
- Anxiety
- Behavioural problems

Sustaining Mental Health & Wellbeing

Resilience

Capacity or a set of skills that allows a person to prevent, minimise or overcome the damaging effects of adversity - internal/external

Dray et al. (2017)

- High quality AMSTAR 2

Findings:
- Short-term effectiveness of interventions on 4/7 outcomes - depressive symptoms, internalising and externalising symptoms, general psychological distress
- Adolescents = **CBT-based** approach more effective
- Younger children = **SEL-based** interventions more effective

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Mental Health Literacy

Knowledge and beliefs about mental disorders which aid their recognition, management and prevention

Three broad areas - knowledge about mental health/illness, attitudes toward mental illness, help-seeking behaviour.

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Five identified areas of competence are self-awareness, social awareness, self-management, relationship skills and responsible decision making

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Findings:

- 45 studies
- Whole school SEL interventions had small but significant effect size

Wellbeing

A state in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community

Emotional, psychological, social

Six reviews:

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Conclusions

- Many ways in which mental health and wellbeing can be supported and enhanced within school environments
- Some evidence of effectiveness for specific approaches or components of approaches
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Next steps

- Need for better definitions of wellbeing-related constructs
- Need for development and use of standardised, validated measures of these constructs with which to compare the effectiveness of interventions
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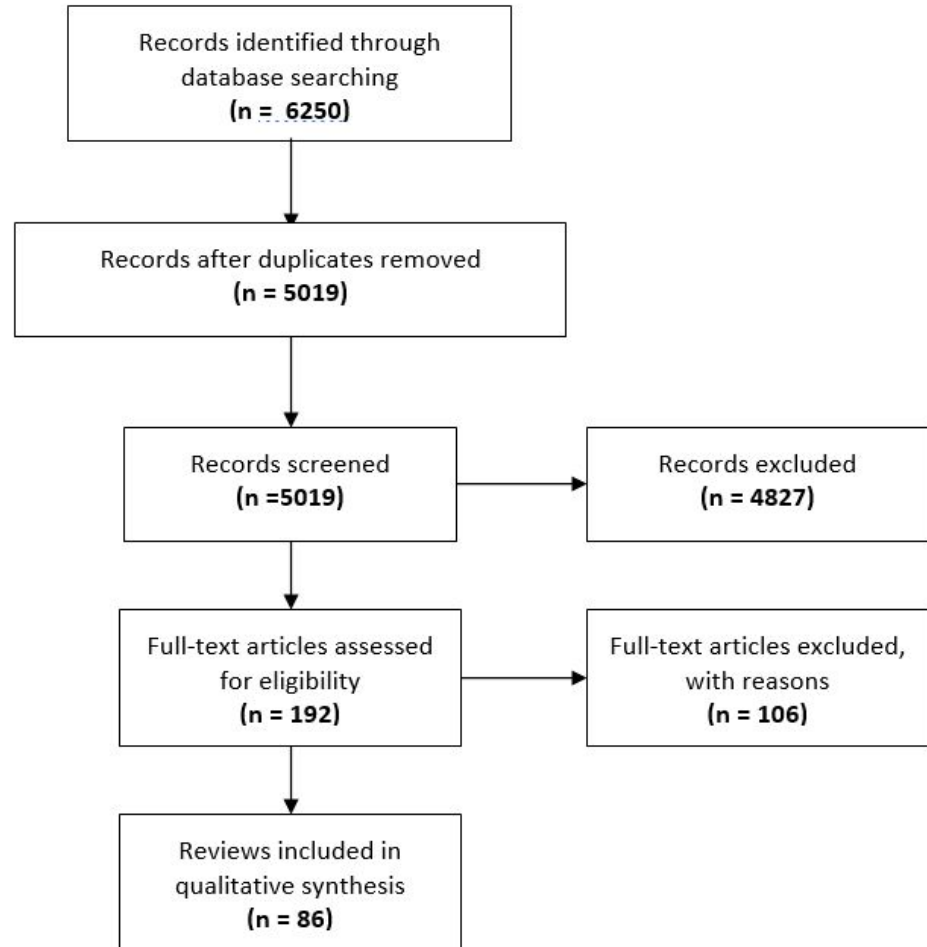
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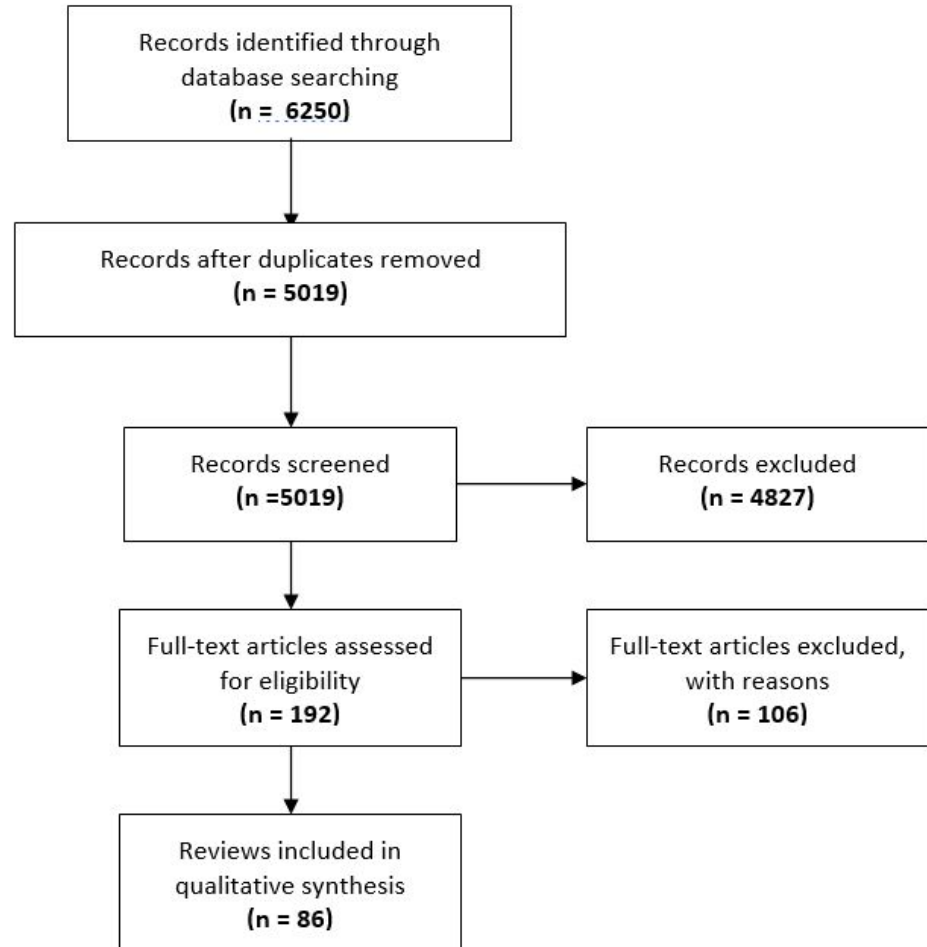
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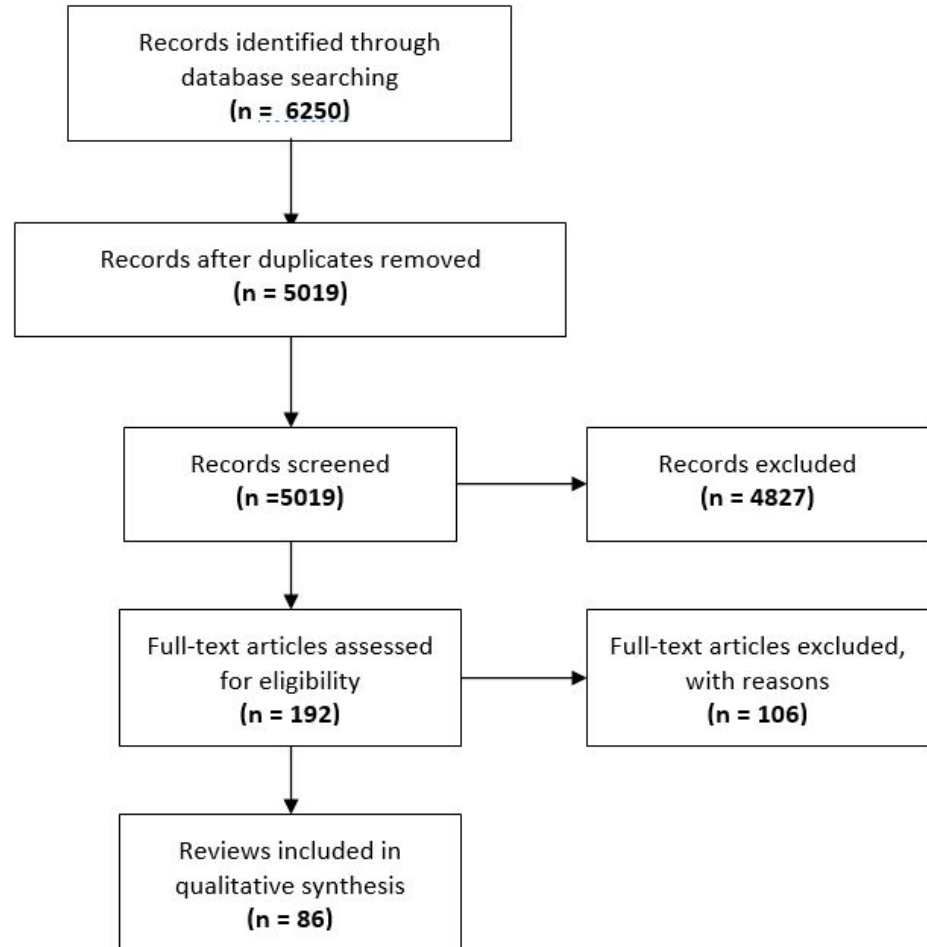
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