



Bilaga 3 Exkluderade studier

Appendix 3 Excluded studies

Excluded articles	2
Excluded health economic articles	81

Excluded articles

Reference	Main reason for exclusion
<p>Aadland KN, Ommundsen Y, Anderssen SA, Brønnick KS, Moe VF, Resaland GK, et al. Effects of the Active Smarter Kids (ASK) Physical Activity School-based Intervention on Executive Functions: A Cluster-Randomized Controlled Trial. <i>Scandinavian Journal of Educational Research</i>. 2017;63(2):214-28. Available from: https://doi.org/10.1080/00313831.2017.1336477.</p>	Intervention
<p>Abarashi Z, Tahmassian K, Mazaheri MA, Panaghi L, Mansoori N. Parental self-efficacy as a determining factor in healthy mother-child interaction: a pilot study in iran. <i>Iran J Psychiatry Behav Sci</i>. 2014;8(1):19-25.</p>	Other reason
<p>Abenavoli RM. The mechanisms and moderators of "fade-out": Towards understanding why the skills of early childhood program participants converge over time with the skills of other children. <i>Psychol Bull</i>. 2019;145(12):1103-27. Available from: https://doi.org/10.1037/bul0000212.</p>	Other reason
<p>Abry T, Rimm-Kaufman SE, Curby TW. Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacher-Student Classroom Interaction Quality. <i>Prev Sci</i>. 2017;18(2):193-203. Available from: https://doi.org/10.1007/s11121-016-0743-3.</p>	Other reason
<p>Adkins KE. Exploring the effectiveness of a school wide positive behavior support program. 2013;74.</p>	Publication
<p>Affigne KE. A case study of the adoption and implementation of positive behavioral interventions and supports (PBIS) tier 2 in two elementary schools. 2014;74.</p>	Publication
<p>Agley J, Jun M, Eldridge L, Agley DL, Xiao Y, Sussman S, et al. Effects of ACT Out! Social Issue Theater on Social-Emotional Competence and Bullying in Youth and Adolescents: Cluster Randomized Controlled Trial. <i>JMIR Mental Health</i>. 2021;8(1):e25860. Available from: https://doi.org/https://dx.doi.org/10.2196/25860.</p>	Program

Reference	Main reason for exclusion
<p>Agley J, Jun M, Eldridge L, Agley DL, Xiao Y, Sussman S, et al. Effects of ACT Out! Social Issue Theater on Social-Emotional Competence and Bullying in Youth and Adolescents: Cluster Randomized Controlled Trial. <i>JMIR Mental Health</i>. 2021;8(1):e25860. Available from: https://doi.org/https://dx.doi.org/10.2196/25860.</p>	Program
<p>Ahmad F, El Morr C, Ritvo P, Othman N, Moineddin R, Team MVC. An Eight-Week, Web-Based Mindfulness Virtual Community Intervention for Students' Mental Health: Randomized Controlled Trial. <i>JMIR Ment Health</i>. 2020;7(2):e15520. Available from: https://doi.org/10.2196/15520.</p>	Population
<p>Ahtola A, Haataja A, Kärnä A, Poskiparta E, Salmivalli C. For children only? Effects of the KiVa antibullying program on teachers. <i>Teaching and Teacher Education</i>. 2012;28(6):851-9. Available from: https://doi.org/10.1016/j.tate.2012.03.006.</p>	Outcome
<p>Ahtola A, Haataja A, Kärnä A, Poskiparta E, Salmivalli C. Implementation of anti-bullying lessons in primary classrooms: How important is head teacher support? <i>Educational Research</i>. 2013;55(4):376-92. Available from: https://doi.org/10.1080/00131881.2013.844941.</p>	Outcome
<p>Aidman B, Price P. Social and emotional learning at the middle level: One school's journey. <i>Middle School Journal</i>. 2018;49(3):26-35. Available from: https://doi.org/10.1080/00940771.2018.1439665.</p>	Study design
<p>Alfredsson EK, Thorvaldsson V, Axberg U, Broberg AG. Parenting programs during adolescence: Outcomes from universal and targeted interventions offered in real-world settings. <i>Scand J Psychol</i>. 2018;59(4):378-91. Available from: https://doi.org/10.1111/sjop.12446.</p>	Outcome
<p>Algozzine K, Algozzine B. Classroom Instructional Ecology and School-Wide Positive Behavior Support. <i>Journal of Applied School Psychology</i>. 2007;24(1):29-47. Available from: https://doi.org/10.1300/J370v24n01_02.</p>	Other reason
<p>Allen DL. The effects of a bullying prevention program on bullying expression and overall school climate. 2020;81.</p>	Other reason

Reference	Main reason for exclusion
<p>Alsancak-Akbulut C, Sahin-Acar B, Sumer N. Effect of video-feedback intervention on turkish mothers' sensitivity and physical intrusiveness: A randomized control trial. <i>Attachment & Human Development</i>. 2020. Available from: https://doi.org/10.1080/14616734.2020.1753085.</p>	Outcome
<p>Alvarenga P, Cerezo MA, Wiese E, Piccinini CA. Effects of a short video feedback intervention on enhancing maternal sensitivity and infant development in low-income families. <i>Attach Hum Dev</i>. 2020;22(5):534-54. Available from: https://doi.org/10.1080/14616734.2019.1602660.</p>	Population
<p>Amundsen R, Riby LM, Hamilton C, Hope M, McGann D. Mindfulness in primary school children as a route to enhanced life satisfaction, positive outlook and effective emotion regulation. <i>BMC Psychology</i>. 2020;8(1). Available from: https://doi.org/10.1186/s40359-020-00428-y.</p>	Study design
<p>Andersen BJ, Johansen R, Nord E. Undervisningsprogram i videregående skoler om psykiske plager: Effekter på elevers hjelpsøking og psykiske helse. <i>Norsk Epidemiologi</i>. 2010;20(1):23-32.</p>	Outcome
<p>Andersen BJ, Nord E. Effekter av program i skolen for å forebygge psykiske plager. <i>Effects of programs in school for preventing mental problems</i>. 2010;20(1):15-22.</p>	Outcome
<p>Anderson S, Aller TB, Piercy KW, Roggman LA. 'Helping us find our own selves': Exploring father-role construction and early childhood programme engagement. <i>Early Child Development and Care</i>. 2015;185(3):360-76. Available from: https://doi.org/10.1080/03004430.2014.924112.</p>	Program
<p>Anderson-Saunders K. Elementary school teachers' perceptions on positive behavioral interventions and supports implementation and effectiveness. 2017;77.</p>	Other reason
<p>Andreou TE, McIntosh K, Ross SW, Kahn JD. Critical incidents in sustaining school-wide positive behavioral interventions and supports. <i>The Journal of Special Education</i>. 2015;49(3):157-67. Available from: https://doi.org/10.1177/0022466914554298.</p>	Program

Reference	Main reason for exclusion
<p>Anticich SAJ, Barrett PM, Silverman W, Lacherez P, Gillies R. The prevention of childhood anxiety and promotion of resilience among preschool-aged children: A universal school based trial. <i>Advances in School Mental Health Promotion</i>. 2013;6(2):93-121. Available from: https://doi.org/10.1080/1754730X.2013.784616.</p>	Outcome
<p>Arora PG, Parr KM, Khoo O, Lim K, Coriano V, Baker CN. Cultural Adaptations to Youth Mental Health Interventions: A Systematic Review. <i>Journal of Child and Family Studies</i>. 2021;30(10):2539-62. Available from: https://doi.org/10.1007/s10826-021-02058-3.</p>	Other reason
<p>Asada Y, Hughes A, Read M, Schwartz M, Schermbeck R, Turner L, et al. "On a Positive Path": School Superintendents' Perceptions of and Experiences With Local School Wellness Policy Implementation and Evaluation. <i>Health Promot Pract</i>. 2021;22(6):880-9. Available from: https://doi.org/10.1177/1524839920907559.</p>	Other reason
<p>Ashworth E, Panayiotou M, Humphrey N, Hennessey A. Game On-Complier Average Causal Effect Estimation Reveals Sleeper Effects on Academic Attainment in a Randomized Trial of the Good Behavior Game. <i>Prev Sci</i>. 2020;21(2):222-33. Available from: https://doi.org/https://dx.doi.org/10.1007/s11121-019-01074-6.</p>	Outcome
<p>Askill-Williams H, Dix KL, Lawson MJ, Slee PT. Quality of implementation of a school mental health initiative and changes over time in students' social and emotional competencies. <i>School Effectiveness and School Improvement</i>. 2013;24(3):357-81. Available from: https://doi.org/10.1080/09243453.2012.692697.</p>	Other reason
<p>Aspelin J. Enhancing pre-service teachers' socio-emotional competence. <i>The International Journal of Emotional Education</i>. 2019;11(1):153-68.</p>	Other reason
<p>Aten KK. Schoolwide positive behavior supports in a comprehensive high school: Teachers' core beliefs. 2015;76.</p>	Publication

Reference	Main reason for exclusion
Axford N, Bjornstad G, Clarkson S, Ukoumunne OC, Wrigley Z, Matthews J, et al. The effectiveness of the kiva bullying prevention program in wales, uk: Results from a pragmatic cluster randomized controlled trial. <i>Prev Sci.</i> 2020. Available from: https://doi.org/10.1007/s11121-020-01103-9 .	Program
Aycock J, Cason N, Lott J, Ocak L. An exploration of elementary students' perspectives on participating in a prosocial behavior support program. 2020;81.	Other reason
Ayers NL. A qualitative analysis of the influence of positive behavioral intervention systems on student and teacher outcomes in schools. 2021;82.	Other reason
Azad NE, Amiri S. Effectiveness of Olweus Bullying Prevention Program on Iranian boys. <i>Iranian Journal of Psychiatry and Clinical Psychology.</i> 2012;18(3):175-83.	Other reason
Babalís T, Tsoli K, Artiki CT, Mylonakou-Keke I, Xanthakou Y. The Impact of Social and Emotional Learning Programs on the Emotional Competence and Academic Achievement of Children in Greek Primary School. <i>World Journal of Education.</i> 2013;3(6):54-63.	Other reason
Backer PM, Kiser LJ, Gillham JE, Smith J. The Maryland Resilience Breakthrough Series Collaborative: A quality improvement initiative for children's mental health services providers. <i>Psychiatr Serv.</i> 2015;66(8):778-80. Available from: https://doi.org/10.1176/appi.ps.201500036 .	Program
Baird K, Grace R. Do young children perceive change in the daily lives of their families during participation in a therapeutic family support programme? <i>European Early Childhood Education Research Journal.</i> 2017;25(2):258-71. Available from: https://doi.org/10.1080/1350293X.2017.1288018 .	Outcome
Bakermans-Kranenburg MJ, Juffer F, Van Ijzendoorn MH. Interventions with video feedback and attachment discussions: Does type of maternal insecurity make a difference? <i>Infant Mental Health Journal.</i> 1998;19(2):202-19. Available from: <a href="https://doi.org/10.1002/(sici)1097-0355(199822)19:2<202::Aid-imhj8>3.0.Co;2-p">https://doi.org/10.1002/(sici)1097-0355(199822)19:2<202::Aid-imhj8>3.0.Co;2-p .	Population

Reference	Main reason for exclusion
Barber SYJ. Evaluating the implementation of positive behavior interventions and supports: Faculty and staff commitment and supports and sustainable training. 2018;79.	Other reason
Barboza M, Kulane A, Burstrom B, Marttila A. A better start for health equity? Qualitative content analysis of implementation of extended postnatal home visiting in a disadvantaged area in Sweden. International Journal for Equity in Health. 2018;17(1):42. Available from: https://doi.org/https://dx.doi.org/10.1186/s12939-018-0756-6 .	Program
Barrett SB, Bradshaw CP, Lewis-Palmer T. Maryland statewide PBIS initiative: Systems, evaluation, and next steps. Journal of Positive Behavior Interventions. 2008;10(2):105-14. Available from: https://doi.org/10.1177/1098300707312541 .	Program
Bartholdsson Å. "When there is a book to stick to": teacher professionalism and manual-based programmes in two Swedish early childhood education settings. Education Inquiry (Taylor & Francis Ltd). 2021;12(1):17-34. Available from: https://doi.org/10.1080/20004508.2020.1725373 .	Program
Bauer NS, Lozano P, Rivara FP. The Effectiveness of the Olweus Bullying Prevention Program in Public Middle Schools: A Controlled Trial. J Adolesc Health. 2007;40(3):266-74. Available from: https://doi.org/10.1016/j.jadohealth.2006.10.005 .	Outcome
Bazzano AN, Anderson CE, Hylton C, Gustat J. Effect of mindfulness and yoga on quality of life for elementary school students and teachers: results of a randomized controlled school-based study. Psychol Res Behav Manag. 2018;11:81-9. Available from: https://doi.org/10.2147/PRBM.S157503 .	Intervention
Beattie MM, Konttinen HM, Volanen S-M, Knittle KP, Hankonen NE. Social cognitions and mental health as predictors of adolescents' mindfulness practice. Mindfulness. 2020;11(5):1204-17. Available from: https://doi.org/10.1007/s12671-020-01331-8 .	Outcome
Beaty JAC. Using a social and emotional learning (SEL) curriculum to determine sixth-graders social skills: An experimental design. 2020;81.	Other reason

Reference	Main reason for exclusion
<p>Becker KD, Darney D, Domitrovich C, Keperling JP, Ialongo NS. Supporting universal prevention programs: a two-phased coaching model. <i>Clin Child Fam Psychol Rev.</i> 2013;16(2):213-28. Available from: https://doi.org/10.1007/s10567-013-0134-2.</p>	Other reason
<p>Beckman L, Svensson M. The cost-effectiveness of the olweus bullying prevention program: Results from a modelling study. <i>J Adolesc.</i> 2015;45:127-37. Available from: https://doi.org/10.1016/j.adolescence.2015.07.020.</p>	Outcome
<p>Belnap BB. A comparison of two schools with additional training in evidence-based practices to two schools without added training: Effects, student outcomes, and teacher perceptions of skills and practices. 2012;72:4003-.</p>	Other reason
<p>Benson LS. Universal programming for social emotional learning and effects on student competence and achievement. 2018;79.</p>	Other reason
<p>Benveniste T, Van Beek A, McCalman J, Langham E, Bainbridge R. Can It Be Done? An Evaluation of Staff Perceptions and Affordability of a School-Based Multi-Component Integrated Intervention for Improving the Resilience of Aboriginal and Torres Strait Islander Boarding Students. <i>Australian and International Journal of Rural Education.</i> 2020;30(1):33-50.</p>	Program
<p>Beran T, Shapiro B. Evaluation of an Anti-Bullying Program: Student Reports of Knowledge and Confidence to Manage Bullying. <i>Canadian Journal of Education.</i> 2005;28(4):700-17. Available from: https://doi.org/10.2307/4126451.</p>	Program
<p>Berg JK, Bradshaw CP, Jo B, Ialongo NS. Using Complier Average Causal Effect Estimation to Determine the Impacts of the Good Behavior Game Preventive Intervention on Teacher Implementers. <i>Adm Policy Ment Health.</i> 2017;44(4):558-71. Available from: https://doi.org/10.1007/s10488-016-0738-1.</p>	Other reason

Reference	Main reason for exclusion
Berg TA-R. Can we increase attendance and decrease chronic absenteeism with a universal prevention program? A randomized control study of attendance and truancy universal procedures and interventions. 2018;79.	Other reason
Berger JRM, Howard TC, Rose LP. The Implementation of School-Based Peer Programs: Successes, Challenges, and Solutions. 2016(10249862):216.	Publication
Berggren L, Lindberg L, Glatz T, Skoog T. A First Examination of the Role of the International Child Development Programme in School Achievement. Scandinavian Journal of Educational Research. 2021;65(3):359-72. Available from: https://doi.org/10.1080/00313831.2019.1705898 .	Outcome
Bethune KS. Effects of coaching on teachers' implementation of Tier 1 School-Wide Positive Behavioral Interventions and Support strategies. Journal of Positive Behavior Interventions. 2017;19(3):131-42. Available from: https://doi.org/10.1177/1098300716680095 .	Program
Bierman KL, Greenberg MT, Peters RD, McMahon RJ. Social skills training in the Fast Track Program. Preventing childhood disorders, substance abuse, and delinquency. 1996:65-89. Available from: https://doi.org/10.4135/9781483327679.n4 .	Other reason
Bierman KL, Heinrichs BS, Welsh JA, Nix RL. Reducing Adolescent Psychopathology in Socioeconomically Disadvantaged Children With a Preschool Intervention: A Randomized Controlled Trial. Am J Psychiatry. 2021;178(4):305-12. Available from: https://doi.org/https://dx.doi.org/10.1176/appi.ajp.2020.20030343 .	Outcome
Bierman KL, Nix RL, Greenberg MT, Blair C, Domitrovich CE. Executive functions and school readiness intervention: Impact, moderation, and mediation in the Head Start REDI program. Dev Psychopathol. 2008;20(3):821-43. Available from: https://doi.org/10.1017/S0954579408000394 .	Outcome

Reference	Main reason for exclusion
<p>Bierman KL, Sanford DeRousie RM, Heinrichs B, Domitrovich CE, Greenberg MT, Gill S. Sustaining High-Quality Teaching and Evidence-Based Curricula: Follow-Up Assessment of Teachers in the REDI Project. <i>Early Education and Development</i>. 2013;24(8):1194-213. Available from: https://doi.org/10.1080/10409289.2013.755457.</p>	Outcome
<p>Bierman KL, Welsh JA, Heinrichs BS, Nix RL, Mathis ET. Helping Head Start Parents Promote Their Children's Kindergarten Adjustment: The Research-Based Developmentally Informed Parent Program. <i>Child Development</i>. 2015;86(6):1877-91. Available from: https://doi.org/10.1111/cdev.12448.</p>	Program
<p>Binning KR, Cook JE, Purdie-Greenaway V, Garcia J, Chen S, Apfel N, et al. Bolstering trust and reducing discipline incidents at a diverse middle school: How self-affirmation affects behavioral conduct during the transition to adolescence. <i>J Sch Psychol</i>. 2019;75:74-88. Available from: https://doi.org/10.1016/j.jsp.2019.07.007.</p>	Outcome
<p>Bissonnette S, St-Georges N. Implantation du Soutien au comportement positif (SCP) dans les écoles québécoises. <i>Canadian Journal of School Psychology</i>. 2014;29(3):177-94. Available from: https://doi.org/10.1177/0829573514542219.</p>	Other reason
<p>Bjerre N, Lillefjell M, Magnus E, Anthun KS. Effective interventions targeting the mental health of children and young adults: A scoping review. <i>Scand J Public Health</i>. 2021;49(3):333-45. Available from: https://doi.org/10.1177/1403494820901406.</p>	Other reason
<p>Black S, Washington E, Trent V, Harner P, Pollock E. Translating the Olweus Bullying Prevention Program into real-world practice. <i>Health Promotion Practice</i>. 2010;11(5):733-40. Available from: https://doi.org/10.1177/1524839908321562.</p>	Publication
<p>Black S, Washington E. Evaluation of the Olweus Bullying Prevention Program in Nine Urban Schools: Effective Practices and next Steps. <i>ERS Spectrum</i>. 2008;26(4):7-19.</p>	Program
<p>Blacksmith JL. Integrating bullying and School-Wide Positive Behavior and Support strategies in an elementary school. 2017;78.</p>	Other reason

Reference	Main reason for exclusion
Blank JC. Use of behavioral disciplinary techniques with the implementation of swpbis and its impact on students' prosocial motivation. 2014;74.	Other reason
Blickle GP, Meurs JAP, Schoepe CD-P. Do Networking Activities Outside of the Classroom Protect Students Against Being Bullied? A Field Study With Students in Secondary School Settings in Germany. <i>Violence Vict.</i> 2013;28(5):832-48. Available from: https://doi.org/http://dx.doi.org/10.1891/0886-6708.VV-D-12-00094 .	Outcome
Blonigen BA, Harbaugh WT, Singell LD, Horner RH, Irvin LK, Smolkowski KS. Application of economic analysis to school-wide positive behavior support (SWPBS) programs. <i>Journal of Positive Behavior Interventions.</i> 2008;10(1):5-19. Available from: https://doi.org/10.1177/1098300707311366 .	Outcome
Bodin MC, South SH, Ingemarson M. A Quasi-Randomized Trial of a School-Wide Universal Prevention Program: Results and Lessons Learned. <i>Scandinavian Journal of Educational Research.</i> 2016;60(4):449-76. Available from: https://doi.org/10.1080/00313831.2015.1024164 .	Outcome
Bohan C, McDowell C, Smyth S. Does the Immediacy of Feedback Matter in Game-Based Classroom Management? Analysis of the Caught Being Good Game With Adolescent Students. <i>Journal of Positive Behavior Interventions.</i> 2022. Available from: https://doi.org/10.1177/10983007211068534 .	Outcome
Bonafield-Pierce JC. From passenger to driver: Strengthening self-efficacy in Finland's JOPO class students. 2018;79.	Other reason
Boniwell I, Osin EN, Martinez C. Teaching happiness at school: Non-randomised controlled mixed-methods feasibility study on the effectiveness of Personal Well-Being Lessons. <i>The Journal of Positive Psychology.</i> 2016;11(1):85-98. Available from: https://doi.org/10.1080/17439760.2015.1025422 .	Program
Borawska-Popielarz M. Addressing internalizing problems in middle school youth with check in/check out. 2016;77.	Other reason

Reference	Main reason for exclusion
Borda RM. Factors that support change in institutions that are implementing and sustaining a comprehensive social and emotional learning (SEL) program. 2008;68:3223-.	Publication
Borgen NT, Kirkebøen LJ, Ogden T, Raaum O, Sørli MA. Impacts of school-wide positive behaviour support: Results from National Longitudinal Register Data. International Journal of Psychology. 2020;55:4-15. Available from: https://doi.org/10.1002/ijop.12575 .	Outcome
Boston MK. Implementation of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) in Tennessee public schools. 2017;78.	Publication
Botzer EA. An evaluation of the effectiveness of the second step violence prevention curriculum for third-grade students. 2003;64:1171-.	Other reason
Boucher TE. Is there a relationship between positive behavior supports and student achievement? 2012;72:4389-.	Other reason
Bourque J, Beaton A, Mainville L, Chalifoux M, LeBlanc J. Effet d'une intervention basée sur la thérapie comportementale dialectique sur les acquis développementaux de jeunes de 9e et 10e années: Résultats d'un essai randomisé = Effect of a dialectical behavioural therapy-based intervention on the developmental assets of grade 9 and 10 youths: Results of a randomized trial. Revue de Psychoéducation. 2013;42(2):333-55.	Other reason
Bowers H, Lemberger ME, Jones MH, Rogers JE. The influence of repeated exposure to the Student Success Skills program on middle school students' feelings of connectedness, behavioral and metacognitive skills, and reading achievement. Journal for Specialists in Group Work. 2015;40(4):344-64. Available from: https://doi.org/10.1080/01933922.2015.1090511 .	Outcome
Bowllan NM. Implementation and evaluation of a comprehensive, school-wide bullying prevention program in an urban/suburban middle school. J Sch Health. 2011;81(4):167-73. Available from: https://doi.org/https://dx.doi.org/10.1111/j.1746-1561.2010.00576.x .	Outcome

Reference	Main reason for exclusion
<p>Bradley C, Cordaro DT. Impacts of the four pillars of wellbeing curriculum: A 3-year pilot study. <i>Translational Issues in Psychological Science</i>. 2020;6(4):404-11. Available from: https://doi.org/10.1037/tps0000275.</p>	Study design
<p>Bradshaw CP, Debnam KJ, Johnson SL, Pas ET, Hershfeldt P, Alexander A, et al. Maryland's evolving system of social, emotional, and behavioral interventions in public schools: The Maryland Safe and Supportive Schools project. <i>Adolesc Psychiatry</i>. 2014;4(3):194-206. Available from: https://doi.org/10.2174/221067660403140912163120.</p>	Outcome
<p>Bradshaw CP, Koth CW, Bevans KB, Ialongo N, Leaf PJ. The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. <i>Sch Psychol Q</i>. 2008;23(4):462-73. Available from: https://doi.org/10.1037/a0012883.</p>	Outcome
<p>Bradshaw CP, Pas ET, Debnam KJ, Johnson SL. A focus on implementation of Positive Behavioral Interventions and Supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder. <i>School Psych Rev</i>. 2015;44(4):480-98. Available from: https://doi.org/10.17105/spr-15-0105.1.</p>	Outcome
<p>Bradshaw CP, Pas ET. A statewide scale up of positive behavioral interventions and supports: A description of the development of systems of support and analysis of adoption and implementation. <i>School Psych Rev</i>. 2011;40(4):530-48.</p>	Program
<p>Bradshaw CP, Shukla KD, Pas ET, Berg JK, Ialongo NS. Using Complier Average Causal Effect Estimation to Examine Student Outcomes of the PAX Good Behavior Game When Integrated with the PATHS Curriculum. <i>Adm Policy Ment Health</i>. 2020;47(6):972-86. Available from: https://doi.org/10.1007/s10488-020-01034-1.</p>	Other reason

Reference	Main reason for exclusion
<p>Bradshaw CP, Waasdorp TE, Leaf PJ. Examining variation in the impact of school-wide positive behavioral interventions and supports: Findings from a randomized controlled effectiveness trial. <i>J Educ Psychol.</i> 2015;107(2):546-57. Available from: https://doi.org/10.1037/a0037630.</p>	Outcome
<p>Bradshaw CP, Zmuda JH, Kellam SG, Ialongo NS. Longitudinal impact of two universal preventive interventions in first grade on educational outcomes in high school. <i>J Educ Psychol.</i> 2009;101(4):926-37. Available from: https://doi.org/10.1037/a0016586.</p>	Outcome
<p>Brazzelli E, Grazzani I, Pepe A. Promoting prosocial behavior in toddlerhood: A conversation-based intervention at nursery. <i>J Exp Child Psychol.</i> 2021;204. Available from: https://doi.org/10.1016/j.jecp.2020.105056.</p>	Study design
<p>Britton WB, Lepp NE, Niles HF, Rocha T, Fisher NE, Gold JS. A randomized controlled pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children. <i>J Sch Psychol.</i> 2014;52(3):263-78. Available from: https://doi.org/10.1016/j.jsp.2014.03.002.</p>	Other reason
<p>Brown EC, Low S, Smith BH, Haggerty KP. Outcomes from a school-randomized controlled trial of steps to respect: A bullying prevention program. <i>School Psych Rev.</i> 2011;40(3):423-43.</p>	Intervention
<p>Brown MM. A qualitative research study of PK-5 Positive Behavior Interventions and Supports in a Title I school. 2018;79.</p>	Other reason
<p>Bröning S, Sack PM, Haevelmann A, Wartberg L, Moesgen D, Klein M, et al. A new preventive intervention for children of substance-abusing parents: Results of a randomized controlled trial. <i>Child Fam Soc Work.</i> 2019;24(4):537-46. Available from: https://doi.org/10.1111/cfs.12634.</p>	Population
<p>Caccimelio K. A tale of two schools: A case study comparing the implementation of positive discipline in a public and charter school setting. 2020;81.</p>	Publication

Reference	Main reason for exclusion
Campa DM. Examining the differential effects of a universal SEL curriculum on student functioning on a dual continua model of mental health. 2017;77.	Other reason
Campion J, Rocco S. Minding the mind: The effects and potential of a school-based meditation programme for mental health promotion. <i>Advances in School Mental Health Promotion</i> . 2009;2(1):47-55. Available from: https://doi.org/10.1080/1754730X.2009.9715697 .	Program
Caprara GV, Kanacri BPL, Gerbino M, Zuffianò A, Alessandri G, Vecchio G, et al. Positive effects of promoting prosocial behavior in early adolescence: Evidence from a school-based intervention. <i>International Journal of Behavioral Development</i> . 2014;38(4):386-96. Available from: https://doi.org/10.1177/0165025414531464 .	Study design
Carr RG. 'Balancing out' the integration of social and emotional learning in school accountability: A comparative case study of two schools' journeys. 2019;80.	Publication
Carreiro JA. Barriers to the implementation of SWPBIS. 2019;80.	Publication
Cason-Clemons D. A systematic review of the influence of positive behavior intervention support (PBIS) on student behavior. 2020;81.	Publication
Cassibba R, Castoro G, Costantino E, Sette G, Van Ijzendoorn MH. Enhancing maternal sensitivity and infant attachment security with video feedback: an exploratory study in Italy. <i>Infant Ment Health J</i> . 2015;36(1):53-61. Available from: https://doi.org/10.1002/imhj.21486 .	Population
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<p>Kramer TJ, Caldarella P, Christensen L, Shatzer RH. Social and emotional learning in the kindergarten classroom: Evaluation of the Strong Start curriculum. <i>Early Childhood Education Journal.</i> 2010;37(4):303-9. Available from: https://doi.org/10.1007/s10643-009-0354-8.</p>	Study design
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<p>Oliver RM, Lambert MC, Mason WA. A Pilot Study for Improving Classroom Systems Within Schoolwide Positive Behavior Support. <i>Journal of Emotional and Behavioral Disorders</i>. 2017;27(1):25-36. Available from: https://doi.org/10.1177/1063426617733718.</p>	Population
<p>Olweus D, Solberg ME, Breivik K. Long-term school-level effects of the Olweus Bullying Prevention Program (OBPP). <i>Scand J Psychol</i>. 2020;61(1):108-16. Available from: https://doi.org/10.1111/sjop.12486.</p>	Other reason
<p>O'Reilly M, Svirydzhenka N, Adams S, Dogra N. Review of mental health promotion interventions in schools. <i>Soc Psychiatry Psychiatr Epidemiol</i>. 2018;53(7):647-62. Available from: https://doi.org/10.1007/s00127-018-1530-1.</p>	Other reason
<p>Osman F, Flacking R, Klingberg Allvin M, Schön UK. Qualitative study showed that a culturally tailored parenting programme improved the confidence and skills of Somali immigrants. <i>Acta Paediatr</i>. 2019;108(8):1482-90. Available from: https://doi.org/10.1111/apa.14788.</p>	Program
<p>Osman F, Flacking R, Schon UK, Klingberg-Allvin M. A Support Program for Somali-born Parents on Children's Behavioral Problems. <i>Pediatrics</i>. 2017;139(3):1-9. Available from: https://doi.org/10.1542/peds.2016-2764.</p>	Population
<p>Osman F, Salari R, Klingberg-Allvin M, Schon UK, Flacking R. Effects of a culturally tailored parenting support programme in Somali-born parents' mental health and sense of competence in parenting: a randomised controlled trial. <i>BMJ Open</i>. 2017;7(12):e017600. Available from: https://doi.org/https://dx.doi.org/10.1136/bmjopen-2017-017600.</p>	Outcome

Reference	Main reason for exclusion
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<p>Ozturk Y, Moretti M, Barone L. Addressing parental stress and adolescents' behavioral problems through an attachment-based program: An intervention study. <i>International Journal of Psychology & Psychological Therapy</i>. 2019;19(1):89-100.</p>	Outcome
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<p>Pandey A, Hale D, Das S, Goddings AL, Blakemore SJ, Viner RM. Effectiveness of Universal Self-regulation-Based Interventions in Children and Adolescents: A Systematic Review and Meta-analysis. <i>JAMA Pediatr</i>. 2018;172(6):566-75. Available from: https://doi.org/10.1001/jamapediatrics.2018.0232.</p>	Other reason
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Reference	Main reason for exclusion
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<p>Pas ET, Ryoo JH, Musci RJ, Bradshaw CP. A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. J Sch Psychol. 2019;73:41-55. Available from: https://doi.org/10.1016/j.jsp.2019.03.001.</p>	Outcome
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<p>Pereira M, Negrão M, Soares I, Mesman J. Decreasing harsh discipline in mothers at risk for maltreatment: A randomized control trial. Infant Mental Health Journal. 2014;35(6):604-13. Available from: https://doi.org/10.1002/imhj.21464.</p>	Outcome
<p>Petermann F, Natzke H. Preliminary results of a comprehensive approach to prevent antisocial behaviour in preschool and primary school pupils in Luxembourg. Sch Psychol Int. 2008;29(5):606-26. Available from: https://doi.org/10.1177/0143034308099204.</p>	Outcome
<p>Peters RV, Petrunka K, Khan S, Howell-Moneta A, Nelson G, Pancer SM, et al. Cost-savings analysis of the better beginnings, better futures community-based project for young children and their families: A 10-year follow-up. Prev Sci. 2016;17(2):237-47. Available from: https://doi.org/10.1007/s11121-015-0595-2.</p>	Outcome
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Powell GG. Teacher perceptions of satisfaction with PBIS in suburban midwestern middle schools. 2018;79.	Other reason
Probst P, Glen I, Spreitz J, Jung F. Evaluative study on the social validity of the developmental disability parent training program Stepping Stones Triple P. Life Span and Disability. 2010;13(1):43-70.	Population
Rabuck ER. A qualitative descriptive study on sustainability of school-wide positive behavioral interventions and supports. 2021;82.	Other reason
Ramirez C. Barriers and benefits of implementing positive behavioral interventions and supports in different school settings. 2022;83.	Publication
Rashedi RN, Weakley M, Malhi A, Wajanakunakorn M, Sheldon J. Supporting positive behaviors through yoga: An exploratory study. J Posit Psychol. 2020;15(1):122-8. Available from: https://doi.org/10.1080/17439760.2019.1579364 .	Outcome

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<p>Reinke WM, Herman KC, Stormont M. Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. <i>Journal of Positive Behavior Interventions</i>. 2013;15(1):39-50. Available from: https://doi.org/10.1177/1098300712459079.</p>	Outcome
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Ruane A, Carr A. Systematic Review and Meta-analysis of Stepping Stones Triple P for Parents of Children with Disabilities. <i>Fam Process.</i> 2019;58(1):232-46. Available from: https://doi.org/10.1111/famp.12352 .	Population
Sadri E, Akbarzadeh N, Poushaneh K. Impact of social-emotional learning skills instruction on emotional intelligence of male high school students. <i>Psychol Res.</i> 2009;11(3-4):69-83.	Other reason
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<p>Salinas-Cavazos CC. The perceptions of teachers and administrators on PBIS pre- and post-implementation. 2021;82.</p>	Other reason
<p>Salmivalli C, Kaukiainen A, Voeten M. Anti-bullying intervention: implementation and outcome. <i>Br J Educ Psychol.</i> 2005;75(Pt 3):465-87. Available from: https://doi.org/10.1348/000709905X26011.</p>	Intervention
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<p>Salomonsson B, Sandell R. A randomized controlled trial of mother-infant psychoanalytic treatment: I. Outcomes on self-report questionnaires and external ratings. <i>Infant Mental Health Journal.</i> 2011;32(2):207-31. Available from: https://doi.org/10.1002/imhj.20291.</p>	Outcome
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<p>Sancassiani F, Pintus E, Holte A, Paulus P, Moro MF, Cossu G, et al. Enhancing the Emotional and Social Skills of the Youth to Promote their Wellbeing and Positive Development: A Systematic Review of Universal School-based Randomized Controlled Trials. <i>Clin Pract Epidemiol Ment Health</i>. 2015;11(Suppl 1 M2):21-40. Available from: https://doi.org/10.2174/1745017901511010021.</p>	Other reason
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<p>Sankaranarayanan A, Cyclic C. Resiliency training in Indian children: a pilot investigation of the Penn Resiliency Program. <i>Int J Environ Res Public Health</i>. 2014;11(4):4125-39. Available from: https://doi.org/10.3390/ijerph110404125.</p>	Intervention
<p>Santos M, Santos NN, Franco G, Silva EP. Aprendizagem de competências sociais e emocionais em crianças do 1.º ciclo do ensino básico. <i>Psicologia</i>. 2020;34(2):123-42. Available from: https://doi.org/10.17575/psicologia.v34i2.1503.</p>	Other reason
<p>Scavenius C, Chacko A, Lindberg MR, Granski M, Vardanian MM, Pontoppidan M, et al. Parent Management Training Oregon Model and Family-Based Services as Usual for Behavioral Problems in Youth: A National Randomized Controlled Trial in Denmark. <i>Child Psychiatry Hum Dev</i>. 2020;51(5):839-52. Available from: https://doi.org/10.1007/s10578-020-01028-y.</p>	Population
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Schmitz M, Röhr-Sendlmeier UM. Sozial-Emotionale Kompetenz. <i>Kindheit und Entwicklung</i> . 2016;25(2):114-21. Available from: https://doi.org/10.1026/0942-5403/a000194 .	Other reason
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Sciutto MJ, Veres DA, Marinstein TL, Bailey BF, Cehelyk SK. Effects of a School-Based Mindfulness Program for Young Children. <i>Journal of Child and Family Studies</i> . 2021;30(6):1516-27. Available from: https://doi.org/10.1007/s10826-021-01955-x .	Study design
Scrutchin DF-F. Middle school students' and teachers' perceptions of integrating social and emotional learning into curriculum. 2020;81.	Other reason
Seabra-Santos MJ, Gaspar MF, Major SO, Patras J, Azevedo AF, Homem TC, et al. Promoting Mental Health in Disadvantaged Preschoolers: A Cluster Randomized Controlled Trial of Teacher Training Effects. <i>Journal of Child and Family Studies</i> . 2018;27(12):3909-21. Available from: https://doi.org/10.1007/s10826-018-1208-z .	Population
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Sewell A. An adaption of the Good Behaviour Game to promote social skill development at the whole-class level. <i>Educational Psychology in Practice</i> . 2020;36(1):93-109. Available from: https://doi.org/10.1080/02667363.2019.1695583 .	Study design

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Shapiro VB, Kim BKE, Robitaille JL, LeBuffe PA, Ziemer KL. Efficient implementation monitoring in routine prevention practice: A grand challenge for schools. <i>Journal of the Society for Social Work and Research</i> . 2018;9(3):377-94. Available from: https://doi.org/10.1086/699153 .	Outcome
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Shek DTL, Ma CMS. Impact of Project PATHS on adolescent developmental outcomes in Hong Kong: Findings based on seven waves of data. <i>Int J Adolesc Med Health</i> . 2012;24(3):231-44. Available from: https://doi.org/10.1515/ijamh.2012.034 .	Study design
Shek DTL, Ma CMS. Impact of Project PATHS on adolescent developmental outcomes in Hong Kong: Findings based on seven waves of data. <i>Int J Adolesc Med Health</i> . 2012;24(3):231-44. Available from: https://doi.org/10.1515/ijamh.2012.034 .	Other reason

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Shek DTL. Qualitative evaluation of Project PATHS in Hong Kong: Focus groups based on Secondary 3 program implementers. <i>Int J Adolesc Med Health</i> . 2012;24(3):245-52.	Program
Sherman K. Classroom-based empathy training: An evaluation of program effects in an elementary school. 2009;69:3457-.	Other reason
Sherr L, Skar A-MS, Clucas C, von Tetzchner S, Hundeide K. Evaluation of the International Child Development Programme (ICDP) as a community-wide parenting programme. <i>Eur J Dev Psychol</i> . 2014;11(1):1-17. Available from: https://doi.org/10.1080/17405629.2013.793597 .	Outcome
Shewark EA, Zinsser KM, Denham SA. Teachers' perspectives on the consequences of managing classroom climate. <i>Child & Youth Care Forum</i> . 2018;47(6):787-802. Available from: https://doi.org/10.1007/s10566-018-9461-2 .	Outcome
ShIPLEY SC. The effects of a strength-based model of behavioral consultation on student behavior, teachers' use of praise statements, and measures of social validity. 2014;75.	Other reason
Sicotte JL. Effects of strong start curriculum on internalizing, externalizing behaviors, and emotion knowledge among kindergarten and first grade students. 2013;73.	Other reason
Skar A-MS, Sherr L, Clucas C, von Tetzchner S. Evaluation of Follow-Up Effects of the International Child Development Programme on Caregivers in Mozambique. <i>Infants & Young Children</i> . 2014;27(2):120-35. Available from: https://doi.org/10.1097/iy.0000000000000006 .	Population

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Smalls C. Adlerian parent education with low income single Black parents: Effects on parental acceptance, parental stress and female adolescent motivation. 2011;71:5102-.	Other reason
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Smith JD, Knoble NB, Zerr AA, Dishion TJ, Stormshak EA. Family check-up effects across diverse ethnic groups: Reducing early-adolescence antisocial behavior by reducing family conflict. <i>J Clin Child Adolesc Psychol</i> . 2014;43(3):400-14. Available from: https://doi.org/10.1080/15374416.2014.888670 .	Outcome
Smith SW, Daunic AP, Barber BR, Aydin B, Loan CL, Taylor GG. Preventing Risk for Significant Behavior Problems Through a Cognitive-Behavioral Intervention: Effects of the Tools for Getting Along Curriculum at One-Year Follow-Up. <i>The Journal of Primary Prevention</i> . 2014;35(5):371-87. Available from: https://doi.org/http://dx.doi.org/10.1007/s10935-014-0357-0 .	Study design
Smokowski PR, Guo S, Wu Q, Evans CBR, Cotter KL, Bacallao M. Evaluating Dosage Effects for the Positive Action Program: How Implementation Impacts Internalizing Symptoms, Aggression, School Hassles, and Self-Esteem. <i>Am J Orthopsychiatry</i> . 2016;86(3):310-22. Available from: https://doi.org/10.1037/ort0000167 .	Outcome
Smolkowski K. An evaluation of school-wide positive behavior support in middle schools with the Oregon Healthy Teens Student Survey. 2007;67:2532-.	Other reason

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Solheim A-MS, Tetzchner Sv, Clucas C, Sherr L. The Impact of a Parenting Guidance Programme for Mothers with an Ethnic Minority Background. <i>Nordic Journal of Migration Research</i> . 2014;4(3):108-17. Available from: https://doi.org/http://dx.doi.org/10.2478/njmr-2014-0020 .	Program
Soucie JL. Positive behavioral interventions and supports and the perceptions of middle school teachers: What works during implementation of a school-wide system of positive behavioral interventions and supports. 2020;81.	Other reason
Spelker MA. The impact of a social emotional learning initiative on a school's climate, bullying, and academic achievement. 2020;81.	Other reason
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Spilt JL, Koot JM, van Lier PAC. For whom does it work? Subgroup differences in the effects of a school-based universal prevention program. <i>Prev Sci</i> . 2013;14(5):479-88. Available from: https://doi.org/10.1007/s11121-012-0329-7 .	Outcome
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Stoiber KC, Gettinger M. Functional assessment and positive support strategies for promoting resilience: Effects on teachers and high-risk children. <i>Psychol Sch</i> . 2011;48(7):686-706. Available from: https://doi.org/10.1002/pits.20587 .	Population
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