



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

### **Bilaga 2 Sammanställning av studier som exkluderats efter relevansgranskning i fulltext och studier som inte ingår i analyserna på grund av hög risk för bias / Appendix 2 Compilation of excluded studies after full text review and studies with high risk of bias**

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### Exkluderade studier vid relevansbedömning

Reference	Main reason for exclusion
<p>An L, Vaid E, Elias MJ, Li Q, Wang M, Zhao G. Promotion of social and emotional learning in a Chinese elementary school. <i>Social Behavior and Personality: An International Journal</i>. 2021;49(10):1-9.</p> <p>Available from: <a href="https://doi.org/10.2224/sbp.10625">https://doi.org/10.2224/sbp.10625</a>.</p>	Wrong outcomes
<p>Bardhoshi G, Swanston J, Kivlighan DM. Social-Behavioral Stories in the Kindergarten Classroom: An App-Based Counseling Intervention for Increasing Social Skills. <i>Professional School Counseling</i>. 2019;23(1).</p>	Wrong comparator
<p>Baumsteiger R, Hoffmann JD, Castillo-Gualda R, Brackett MA. Enhancing school climate through social and emotional learning: Effects of ruler in mexican secondary schools. <i>Learning Environments Research</i>. 2021.</p> <p>Available from: <a href="https://doi.org/10.1007/s10984-021-09374-x">https://doi.org/10.1007/s10984-021-09374-x</a>.</p>	Wrong study design
<p>Bergman Deitcher D, Aram D, Khalaily-Shahadi M, Dwairy M. Promoting Preschoolers' Mental-Emotional Conceptualization and Social Understanding: A Shared Book-Reading Study. <i>Early Education and Development</i>. 2021;32(4):501-15.</p>	Wrong outcomes
<p>Cherewick M, Lebu S, Su C, Richards L, Njau PF, Dahl RE. Promoting gender equity in very young adolescents: targeting a window of opportunity for social emotional learning and identity development. <i>BMC Public Health</i>. 2021;21(1):2299.</p> <p>Available from: <a href="https://doi.org/10.1186/s12889-021-12278-3">https://doi.org/10.1186/s12889-021-12278-3</a>.</p>	Wrong comparator
<p>Daunic AP, Corbett NL, Smith SW, Algina J, Poling D, Worth M, et al. Efficacy of the social-emotional learning foundations curriculum for kindergarten and first grade students at risk for emotional and behavioral disorders. <i>Journal of School Psychology</i>. 2021;86:78-99.</p> <p>Available from: <a href="https://doi.org/10.1016/j.jsp.2021.03.004">https://doi.org/10.1016/j.jsp.2021.03.004</a>.</p>	Wrong patient population
<p>Davies M, Elliott S, Frey J, Cooper G. Evaluation of a school-led sustainable class wide intervention programme to improve elementary children's social emotional and academic performance. <i>International Journal of Disability, Development and Education</i>. 2021;68(4):496-520. Available from: <a href="https://doi.org/10.1080/1034912X.2019.1695756">https://doi.org/10.1080/1034912X.2019.1695756</a>.</p>	Wrong study design

Eninger L, Ferrer-Wreder L, Eichas K, Olsson TM, Hau HG, Allodi MW, et al. A Cluster Randomized Trial of Promoting Alternative Thinking Strategies (PATHS <sup>R</sup> ) With Swedish Preschool Children. <i>Frontiers in Psychology</i> . 2021;12:695288. Available from: <a href="https://doi.org/10.3389/fpsyg.2021.695288">https://doi.org/10.3389/fpsyg.2021.695288</a> .	Duplicate
Fredrick SS, Jenkins LN. Social Emotional Learning and Peer Victimization Among Secondary School Students. <i>International Journal of Bullying Prevention</i> . 2021. Available from: <a href="https://doi.org/10.1007/s42380-021-00113-7">https://doi.org/10.1007/s42380-021-00113-7</a> .	Wrong study design
Green AL, Ferrante S, Boaz TL, Kutash K, Wheeldon-Reece B. Evaluation of the spark child mentoring program: A social and emotional learning curriculum for elementary school students. <i>The Journal of Primary Prevention</i> . 2021. Available from: <a href="https://doi.org/10.1007/s10935-021-00642-3">https://doi.org/10.1007/s10935-021-00642-3</a> .	Duplicate
Hatchimonji DR, Vaid E, Linsky ACV, Nayman SJ, Yuan M, MacDonnell M, Elias MJ. Exploring Relations among Social-Emotional and Character Development Targets: Character Virtue, Social-Emotional Learning Skills, and Positive Purpose. <i>International Journal of Emotional Education</i> . 2022;14(1):20-37.	Wrong comparator
Hunter LJ, DiPerna JC, Cheng W, Lei P, Hart SC. Twice as Nice? Sustained Exposure to a Universal Social-Emotional Learning Program across Multiple Grades. <i>School Mental Health</i> . 2021;13(1):84-100.	Wrong study design
Krajcik J, Schneider B, Miller EA, Chen IC, Bradford L, Baker Q, et al. Assessing the Effect of Project-Based Learning on Science Learning in Elementary Schools. <i>American Educational Research Journal</i> . 2023;60(1):70-102. Available from: <a href="https://doi.org/10.3102/00028312221129247">https://doi.org/10.3102/00028312221129247</a> .	Wrong intervention
Lemberger-Truelove ME, Ceballos PL, Molina CE, Carbonneau KJ. Growth in Middle School Students' Curiosity, Executive Functioning, and Academic Achievement: Results from a Theory-Informed SEL and MBI School Counseling Intervention. <i>Professional School Counseling</i> . 2021;24(1).	Wrong outcomes
Lewis KM, Holloway SD, Bavarian N, Silverthorn N, DuBois DL, Flay BR, Siebert CF. Effects of Positive Action in Elementary School on Student Behavioral and Social-Emotional Outcomes. <i>Elementary School Journal</i> . 2021;121(4):635-55. Available from: <a href="https://doi.org/10.1086/714065">https://doi.org/10.1086/714065</a> .	Wrong study design
Lin TJ, Kraatz E, Ha SY, Hsieh MY, Glassman M, Nagpal M, et al. Shaping classroom social experiences through collaborative small-group discussions. <i>British Journal of Educational Psychology</i> .	Wrong intervention

2022;92(1):131-54. Available from: <a href="https://doi.org/10.1111/bjep.12442">https://doi.org/10.1111/bjep.12442</a> .	
McDaniel SC, Bardhoshi G, Kivlighan DM. Universal SEL implementation to improve community and prosocial skills: A pilot study. <i>The School Community Journal</i> . 2022;32(2):57-76.	Wrong study design
Mullen PR, Niles J, Dukes A, Spargo A. An Examination of the GPS for SUCCESS Program. <i>Preventing School Failure</i> . 2022;66(3):238-46.	Wrong outcomes
Storey-Hurtubise E, Forristal J, Henning C, Parker JDA. Developing Emotional and Social Competencies in Children: Evaluating the Impact of a Classroom-Based Program. <i>Canadian Journal of School Psychology</i> . 2022;37(3):257-70.	Wrong study design
Valido A, Robinson LE, Woolweaver AB, Drescher A, Espelage DL, Wright AA, et al. Pilot Evaluation of the Elementary Social-Emotional Learning Program Sources of Strength. <i>School Mental Health</i> . 2023:1-12. Available from: <a href="https://doi.org/10.1007/s12310-023-09567-0">https://doi.org/10.1007/s12310-023-09567-0</a> .	Wrong study design
Watanabe Y, Ikeda M, Saeki E, Higashida M. Social-emotional learning and class climate among elementary-aged students in japan. <i>International Journal of School &amp; Educational Psychology</i> . 2022. Available from: <a href="https://doi.org/10.1080/21683603.2022.2075997">https://doi.org/10.1080/21683603.2022.2075997</a> .	Wrong outcomes

**Studier med hög risk för bias**

Centeio EE, Barcelona JM, Mercier K, Hart A, Foley JT. Believe in You student empowerment program: A pilot study. *Front.* 2022; 4:1 078 002. Available from: <https://doi.org/10.3389/fspor.2022.1078002>.