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EMPIRICAL RESEARCH

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Given the escalating mental health crisis (Wang et al., 2021), there is a substantial need for effective ways to improve depression and anxiety among school-age children. There exists a pro

Prevalence of Depression and Anxiety in School-aged Children and Adolescents

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Eligibility Criteria

(1) (CT) 30 (Gong & Shi, 2016) 2 (Tack Ching-, 2020). (Bank & D, 2004). 22 24 (B. et al., 2016).

(2) -ki (ik et al., 2020).

(3) A, C, E (E + S +),

(4) (-lk et al., 2005).

(5) (SD) 0.25 (i, 2001). (Ai & Eg, 2017).

(6) 15% (k Ching, 2020).

(7) A

(8)

Analytical Plan

12 k l g i t t t t t t .

1 (<250) 1 (≥250)

S l i i ll l g . l - i i g l i ll 250, t t g t t t g ll l i . l i l l g 250, g i g l g l i .

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Results

Descriptive Results

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A g 218 l i i ll - i g, t fi l i i (n = 52), i l (n = 46), ig (n = 33), - l i / i (n = 23) i g g i l (n = 17). A l i g i l - i i i, i i l 29 li fi i l i g 32 g 3 (ig. 1, T l 3). l, g 22,420 -12 (n = 12,174 i g , n = 10,246 i l g). A g , 52% l 79% i . T l 4 i i i i 29 i l i . A g i l t t i , t i A li A (13 i i l , T l 4). S g l l , 17 g (53.1%) l l l i 15 (46.9%) l l i . ll , 22 g (68.8%) l C i C ll T i l (C T) 10 g (31.2%) C T ig . i ig , 22 g (68.8%) - i i i CBT 10 g (31.2%) i i i -CBT gi . t i , C i 144

l 12 k (. ., i). S l i
i l g g l , g g 68
(G li l ., 2006) 5,634 (l .,
2010). l , 17 g (53.1%) S ll l
i (250) 15 (46.9%) l g l
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l , g (21.9%) g . i
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i l 79 i l i
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l i , 39 i (49.4%)
l i . ii , 40 (50.6%) i
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Meta-analysis Results

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p = 0.001 T l 6). B ig i fi i
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p = 0.723). i i i
i 0.4 SD g (p = 0.025).

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g l i 0.42 (p = 0.021), il
i i i i l -
i 0.18 (p = 0.028).

. i ig ig i fi i .
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i i CB (p = 0.016).
CB g i 0.33 (p = 0.002),
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li l (p = 0.013). g
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i 0.05 (p = 0.371).

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ig i 6. i 0.05 p = 0.371). ig i

Table 1 (continued)

Study	Program	Age	Context	Type	Sample (T, C)	Dosage	Digital Control	Program Content	Target Behavior	Program Limitations
Wang et al. (2009)	Wang et al. Program	10	School		1384 (652, 732)	8 klasses, 5 klasses	Control	Anti-smoking, anti-drug, anti-violence, anti-gambling, anti-cult, anti-pornography	Anti-smoking, anti-drug, anti-violence, anti-gambling, anti-cult, anti-pornography	Time
Li et al. (2013)	Li et al. Program	12–13	School	Selective	1170 (585, 585)	6	Control	Behavioral	Peer-led, Teacher-led, Parent-led, Internet-based	Time, Parental involvement, Internet-based
Project EDUCATE et al. (2001)	Project EDUCATE	10–13	Alternative		531 (392, 139)	10	Control	CBT	Drug	Time
Wang et al. (2004)	Wang et al. Program	13–15	School		332 (178, 154)	11 6	Control	CBT	Drug	Time, 2.5-hour
Li & Chen Program (2005)	Li & Chen Program	9–10	Alternative	Targeted	91 (51, 40)	8	Control	Experiential	Anti-smoking, anti-drug	Skill
Hill et al. (2011)	Hill et al. EDUCATE	10.1 9.8	Community	Targeted	180 (61, 119) 237 (134, 103)	9	Control	CBT	-	Skill (...)
Zhang et al. (2009)	Zhang et al.	15-16	Alternative		157 (67, 90)	6	Control	Cigarette and alcohol	Drug	Skill
Zhang et al. (2019)	Zhang et al.	8	Alternative		642 (335,307)	50-minute / week	Control	Skill-based:	Drug,	Skill, PE
Chen et al. (2016)	Chen et al.	12–17	School		107 (54, 53) 118 (65, 53)	45 minute / week, 2 hour / week 4 week	Control	Behavioral (BS)	Drug	Time 5-10

Table 1 (continued)

Study	Program	Age	Context	Type	Sample (F, C)	Dosage	Dosage Control	Program Content	Type of Control	Program Delivery	Program Implementation
et al. (2003)	Positive Prevention Program	11–13	Australia	Universal	189 (90, 99)	12 sessions	Control group received no intervention	CBT		Delivered by trained facilitators, sessions delivered in classroom setting	Some implementation issues reported, including difficulty maintaining consistent delivery
et al. (2010)	Aussie Optimism Program	11–13	Australia	Universal	428 (237, 191)	60-minute sessions, 20 weeks	Control group received no intervention	CBT with emphasis on cognitive restructuring		Delivered by trained facilitators in classroom setting	Teacher training provided
et al. (2006)	Penn Resiliency Program	8–9	Australia	Universal	120 (72, 48)	Eight 60-minute sessions	Control group received no intervention	CBT		Delivered by trained facilitators in classroom setting	Program delivered with fidelity
et al. (2013)	Aussie Optimism: Positive Thinking Skills Program	9–10	Australia	Universal	910 (467,443)	Two sessions per week for 10 weeks	Control group received no intervention	CBT with emphasis on cognitive restructuring		Delivered by trained facilitators in classroom setting	Teacher training provided
et al. (2010)	Bounce Back	13	Australia	Universal	5634 (3037, 2597)	3 sessions, 40-45 minutes each	Control group received no intervention	Combination of cognitive-behavioral skills training and social skills training		Delivered by trained facilitators in classroom setting	Teacher training provided
et al. (2006)	Coping with Stress Course	13–15	Australia	Universal	1248 (634, 614)	Eight 45-minute sessions	Control group received no intervention	CBT with emphasis on cognitive restructuring		Delivered by trained facilitators in classroom setting	Teacher training provided
et al. (2001)	Adolescent Coping Program (ACP)	12–15	Australia	Universal	172 (65, 107)	40-50-minute sessions, 11 sessions 11 weeks	Control group received no intervention	CBT		Delivered by trained facilitators in classroom setting	Program delivered with fidelity
(2016)	Mindfulness, Body Image, and Eating Disorder Prevention Program	14–21	USA	Universal	115 (74, 41)	10 sessions	Control group received no intervention	Combination of mindfulness and CBT		Delivered by trained facilitators in classroom setting	Teacher training provided
et al. (2016)	Skills for Emotional Development Program	9–10			844 (457, 387)	12 sessions	Control group received no intervention	CBT		Delivered by trained facilitators in classroom setting	Program delivered with fidelity

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								(P , E) l S			
S t l . (2005)	T l l i g li	12–14	A t li		1500 (751, 749)	45-50 i 8 i	kl , C CT	i i g t l t i i t	CBT	D i	T
S i l . (2003)	C g i i - B i l T t t i T l S (CBT S)	9–10	S A	T	117 (54, 63)	10 i	CT	D l i t t i	CBT	PT S D, i , i l t i , l l	T i l l li i i 2- t i i g kl g i i
T k l . (2016)	l ll t (C , P ili P g)	14	l		1341 (634, 707)	16 50- i l 2 i li 12 ll t	, C CT	S l l	B l l gi l i i i l , l CBT , t ABC l (Hli , 1991), t		

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($ES = 0.03$, $p = 0.657$). i
i i .T - li i -
i i ig i
($ES = 0.07$, $p = 0.368$) li i i - li
i i i ($ES = 0.01$, $p = 0.980$).
ig i fi i i l i -

l i g l i , g i
i - li i i
i l l i ig i ($ES = 0.09$,
$p = 0.297$) i g -
l i ($ES = -0.08$, $p = 0.499$).
i i g l l l i ig-
i fi l li l ($\beta = 0.78$, $p = 0.049$). A
l l i i li
li i i l g i 0.81 ($p = 0.012$)
i i li i
i 0.03 ($p = 0.711$). A l l l l ,
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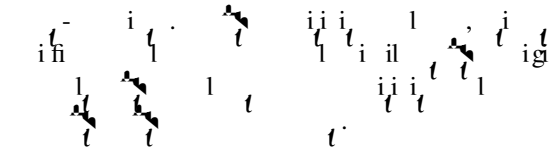
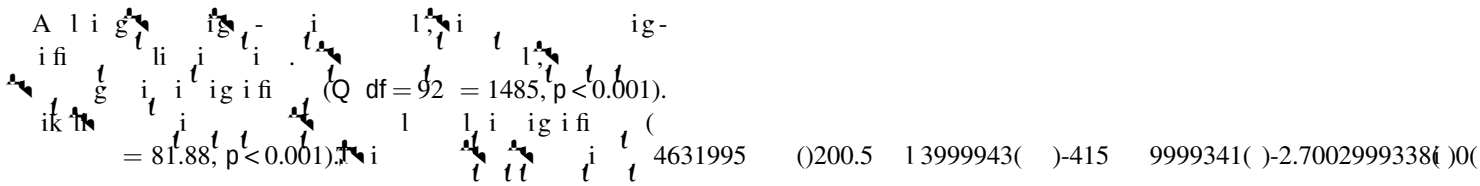
($p = 0.316$) l l g
i 0.03 ($p = 0.711$) l l .



Publication Bias



Discussion

S t	Ci i 1	Ci i 2	Ci i 3	Ci i 4	Ci i 5	Ci i 6	Ci i 7	Ci i 8	Ci i 9	Ci i 10	Ci i 11	Ci i 12	Ci i 13
B l . (2012)													
B T (2001)													
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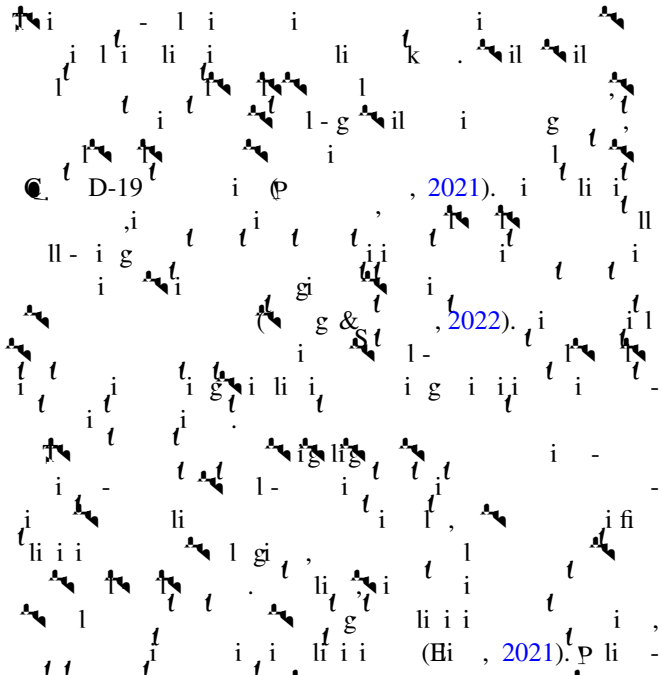
Implications for Policy



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