

**Table:** Evidence table of included studies

Study	Study design and quality	Intervention characteristics	Population	Inequalities data reported	Outcome measures (see key below)
<b>Universally provided interventions</b>					
Chaplin et al. (2006) USA	Intervention vs. no intervention control  RCT  Sound	Penn Resiliency Program (PRP)  Intervention provider: School personnel (teachers, guidance counsellors) and research assistants Duration: Long Timing: After school hours	N=68 Young people from a suburban school district in northeast USA. Age: 11-14, mean 12.16 Sex: Mixed (50% M) Ethnicity: 89% white, 4% African American, 1% Latino, 1% Asian American, 5% mixed	* Baseline demographic data on ethnicity * Found no difference in outcomes according to gender, but no methods or data reported * Participants from high-income families	Depression (CDI)
Gillham et al. (2006) USA	Intervention vs. no intervention control  RCT  Sound	Penn Resiliency Program for Children and Adolescents (PRP-CA)  Intervention provider: Research assistants Duration: Short Timing: After school hours	N=40 Students at a middle school in suburban Philadelphia. Age: 6th-7th grade Sex: Mixed (70% M) Ethnicity: 91% Caucasian, 5% African American, 2% Asian, 2% other	*Demographic data on ethnicity reported	Depression (CDI) Anxiety (RCMAS)
Gillham et al. (2007) USA	Two interventions vs. no intervention control  RCT  Sound	Penn Resiliency Program (PRP)  Intervention provider: School personnel (teachers, counsellors) and graduate students Duration: Long Timing: After school	N=427 Young people from three schools in a suburban area; two were predominantly low-SEP, one high-SEP. Age: 6th-8th grade, mean 12.13 years Sex: Mixed (54% M) Ethnicity: 75% Caucasian, 9% African American, 4% Asian American, 2% Latino/Latina, 11% other	* Demographic data on SES and ethnicity presented	Depression (CDI)
Lock and Barrett (2003) Australia	Intervention vs. no intervention control  Cluster-RCT	The FRIENDS Programme  Intervention provider: Teachers and psychology graduates Duration: Long	N=737 Young people from socio-economically diverse schools in the Brisbane area. Age: 9-10, 14-16 Sex: mixed (50% F)	* Demographic data on ethnicity reported * Participants from middle-income families * Found no difference in outcomes	Depression (CDI) Anxiety (RCMAS)

	Sound despite	Timing: During school hours	Ethnicity: 87% born in Australia “with the remainder coming from a wide variety of ethnic backgrounds”	according to gender, but no methods or data reported	
Merry et al. (2004a) New Zealand	Intervention vs. no intervention control RCT Sound	RAP-Kiwi adapted from Resourceful Adolescent Program (RAP) Intervention provider: Teachers Duration: Long Timing: During school hours	N=331 Young people from two schools in Auckland; one school lower-SES, one higher. Age: 13-14, mean 14.2 Sex: mixed (52% F) Ethnicity: 59% Pākehā (European origin), 27% Māori, 8% Pacific peoples, 1% Asian, 5% other	* Found no difference in outcomes according to ethnicity, or gender but no methods or data reported.	Depression (BDI)
Poessel et al. ( <i>in press</i> ) Germany	Intervention vs. no intervention control Cluster-RCT Sound	Intervention provider: Psychologists and graduate students Duration: Long Timing: During school hours	N=301 Young people from schools in Tübingen. Age: mean 13.7 Sex: mixed (53% M) Ethnicity: not stated	* Found no difference in outcomes according to gender, but no methods or data reported	Depression (SBB-DES)
Ruini et al. (2006) Italy	Intervention vs. no intervention control Cluster-RCT Sound	Intervention provider: Psychologist Duration: Short Timing: During school hours	N=111 Young people from a middle school in a town in Italy. Age: mean 13.1 Sex: mixed (54% M) Ethnicity: not stated	No relevant data reported	Depression (KSQ) Anxiety (KSQ)
Sheffield et al. (2006) Australia	Intervention vs. no intervention control Cluster-RCT Sound	Intervention provider: Teachers Duration: Short Timing: During school hours  This RCT had 3 experimental (universal, indicated, universal and indicated combined) and 1 no-intervention control group. The universal intervention and control groups were included in this review.	N=1136 Young people from schools in Queensland and New South Wales. Age: mean 14.3 Sex: mixed (54% F) Ethnicity: not stated	*Participants from middle-income families * Demographic data on gender presented	Depression (CDI) Anxiety (SCAS)

Spence et al. (2005)	Intervention vs. no intervention control	Problem Solving for Life (PSFL)	N=1266 Young people from schools in the Brisbane area (11 private, 5 state schools). Age: mean 12.9 Sex: mixed (52% F) Ethnicity: 89% born in Australia “with the remainder coming from a wide variety of ethnic backgrounds”	*Demographic data on ethnicity reported for control and intervention group, not linked to outcomes * Found no difference in outcomes according to gender but no methods or data reported * Participants from middle-income families	Depression (BDI)
Australia	Cluster-RCT	Intervention provider: Teachers Duration: Short Timing: During school hours			
	Sound				
<b>Indicated interventions</b>					
Castellanos and Conrod (2006)	Intervention vs. no intervention control	Intervention provider: Youth workers, counsellors and research assistant Duration: Short Timing: During school hours	N=423 Young people from urban secondary schools in London. Age: 13-16, mean 14 Sex: mixed (64% F) Ethnicity: 40% white, 18% black African, 14% black Caribbean, 6% South Asian, 2% East Asian, 20% mixed/other	* Demographic data on ethnicity reported	Depression (BSI) Anxiety (number of panic attacks)
UK	RCT				
	Sound				
Lamb et al. (1998)	Intervention vs. no intervention control	Intervention provider: Psychiatric nurse Duration: Short Timing: During school hours	N=40 Young people from rural areas. Age: 14-19, mean 15.8 Sex: mixed (56% F) Ethnicity: 95% Caucasian, 5% Hispanic	* Targeted rural population * Demographic data on ethnicity reported * Participants from a low income area	Depression (RADS)
USA	RCT				
	Sound despite				
Listug-Lunde(2005)	Intervention vs. no intervention control	Coping with Depression Course for Adolescents (CWD-A)	N=17 Young people living on a rural Midwestern Native American reservation. Age: mean 12.4 Sex: mixed (64% M) Ethnicity: all Native American	* Targeted a Native American population. * Participants from a low income area.	Depression (CDI) Anxiety (MASC)
USA	RCT	Intervention provider: Mental health professional and psychology graduate Duration: Long Timing: During school hours			
	Sound				
Masia-Warner (2005)	Intervention vs. no intervention control	Skills for Academic and Social Success (SASS) Intervention provider: Teachers, peers,	N=35 Young people from schools in New York City.	* Demographic data on gender and ethnicity reported	Depression (CDI) Anxiety (SPAIC – Participant rating)

USA	RCT Sound	clinical psychologist and psychology graduate Duration: Long Timing: During school hours	Age: 13-17, mean 14.8 Sex: mixed (74% F) Ethnicity: 83% Caucasian, 9% African American, 3% Asian American, 3% Latin American, 3% other		
Masia-Warner (2007) USA	Intervention vs. no intervention control RCT Sound	Skills for Academic and Social Success (SASS)  Intervention provider: Peers, clinical psychologist and psychology graduate Duration: Long Timing: During school hours	N=32 Young people from schools in New York City. Age: 14-16, mean 15.1 Sex: mixed (83% F) Ethnicity: 72% Caucasian, 6% African American, 17% Hispanic, 6% other	* Demographic data on gender and ethnicity reported	Depression (BDI)
Puskar et al. (2003) USA	Intervention vs. no intervention control RCT Sound	Intervention provider: Psychiatric nurses Duration: Long Timing: During school hours	N=89 Young people living in rural areas of southwestern Pennsylvania. Age: 14-18, mean 16 Sex: mixed (82% F) Ethnicity: 99% white	* Targeted rural population * Demographic data on gender and ethnicity reported	Depression (RADS)
Stein et al. (2003) USA	Intervention vs. no intervention control RCT Sound	Cognitive Behavioral Intervention for Trauma in Schools (CBITS)  Intervention provider: Psychiatric social workers Duration: Long Timing: During school hours	N=117 Young people from east Los Angeles, a low-SEP area. Age: mean 10.9 Sex: mixed (56% F) Ethnicity: area is primarily Latino; ethnicity of individuals not stated	* Participants from a low income area * Demographic data on gender and ethnicity reported	Depression (CDI)
Yu and Seligman (2002) China	Intervention vs. no intervention control RCT Sound	Penn Optimism Program (POP) amended for young Chinese people  Intervention provider: Teachers Duration: Long Timing: After school hours	N=215 Young people from a school in Beijing. Age: mean 11.8 Sex: mixed (59% M) Ethnicity: not stated	* Found no difference in outcomes according to gender, but no methods or data reported * Participants from high-income families	Depression (CDI)

\* Key to outcome measures:

BDI refers to the Becks Depression Inventory

BSI refers to the Brief Symptom Inventory

CDI refers to the Children's Depression Inventory

KSQ refers to Kellner's Symptom Questionnaire

MASC refers to the Multidimensional Anxiety Scale for Children

RADS refers to the Reynolds Adolescent Depression Scale

RCMAS refers to the Revised Children's Manifest Anxiety Scale

SBB-DES refers to a measure of child and adolescent major depression and dysthymia symptoms outlined by the DSM-IV and ICD-10 (Döpfner & Lehmkuhl, 2000).

SCAS refers to the Spence Children's Anxiety Scale

SPAIC refers to the Social Phobia and Anxiety Inventory for Children