

<b>Component 4:</b> <b>Early intervention for students experiencing mental health difficulties</b>		Target group			Other factors			Staff PL	
		Students	Parents / Carers / Families	Staff	Evidence of effectiveness	Identified theoretical framework	Designed for, or demonstrated applicability to, special student groups	Staff professional learning (PL) available	Staff professional learning (PL) compulsory
<b>Issue to be addressed</b> <b>Internalising and externalising</b>	<a href="#">Changing Tracks</a>	✓			☉	✓		✓ R	✓
	<a href="#">Confident Kids</a>	✓	✓	✓	○	✓	S	✓ R	✓
	<a href="#">Emotional Literacy</a>	✓			○	✓	S		
	<a href="#">Exploring Together</a>	✓	✓		●	✓	C, I, LS	✓ R	✓
	<a href="#">Families and Schools Together (FAST)</a>	✓	✓		●	✓	C, I, LS, R	✓ R	✓
	<a href="#">Feeling is Thinking (FisT)</a>	✓			○	✓		✓	
	<a href="#">Stop Think Do Social Skills Training</a>	✓			☉	✓	S, LS	✓	
	<a href="#">Sunshine and Rainbows</a>	✓			○	✓		✓	
	<a href="#">Together Parenting</a>		✓		○	✓		✓	✓
	<a href="#">Triple P Positive Parenting Program (Level 3-5)</a>		✓		●	✓	C, I, S	✓ R	✓
<b>Internalising only</b> (i.e. Anxious temperament, excessive worrying, withdrawn etc.)	<a href="#">Aussie Optimism</a>	✓	✓		●	✓	LS, R	✓	✓
	<a href="#">Check it Out!</a>	✓	✓	✓	○	✓	LS	✓	
	<a href="#">Cool Kids (School Version)</a>	✓	✓		●	✓	C, S, LS, R	✓ R	✓
	<a href="#">FRIENDS for Life</a>	✓	✓		●	✓	C	✓	✓
	<a href="#">Girls on the Go!</a>	✓			○	✓		E	
<b>Externalising only</b> (i.e. Difficult temperament, attention problems, hyperactivity etc.)	<a href="#">Kool Kids Positive Parenting KKPP</a>	✓	✓	✓	○	✓		✓ E	✓
	<a href="#">Revved-Up</a>	✓			○	✓		✓	
	<a href="#">Seeing Red</a>	✓			○	✓		✓	✓
<b>Critical incidents and trauma in schools</b>	<a href="#">Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</a>	✓			☉	✓	C	R	
	<a href="#">Rainbows Silver Linings Community Crisis Response Program</a>	✓			○	✓		✓	✓

Applicability to special student groups: C = CALD I = Indigenous LS = Low SES R = Rural S = Special needs Staff PL: R = Restricted E = External agency only

Note: A more detailed key is provided at the end of this document

## Component 4:

### Early intervention for students experiencing mental health difficulties

#### **Categorisation Key**

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#### **Target group**

This section identifies the direct recipients of the program:

- Students
- Parents/Carers/Families
- Staff

#### **Other factors**

##### *Evidence of effectiveness*

- Program effectiveness not empirically supported. There were no evaluations submitted that met the inclusion criteria, *OR* the preponderance of evidence does not show positive program impacts on behavioural measures.
- ◐ Single study documents positive behavioural outcomes at post-test.
- ◑ Multiple studies\* document positive behavioural outcomes at post-test, *OR* a single study finds positive behavioural impacts at follow-up at least one year after the intervention ended.
- Multiple studies\* document positive behavioural outcomes at post-test, with at least one study indicating positive behavioural impacts at follow-up at least one year after the intervention ended.

*\*to count as a separate evaluation study, the report must be based on a different sample or data set than described in another study.*

##### *Identified theoretical framework*

The authors and/or developers of the program have identified a recognised theoretical framework that the interventions/activities used in the program are based on.

- ✓ Yes

*Designed for, or demonstrated applicability to, special student groups*

- C** Culturally and linguistically diverse (CALD)
- I** Indigenous
- LS** Low socioeconomic status and disadvantaged
- R** Rural settings
- S** Special needs (e.g. Learning disabilities, intellectual disability, physical disabilities etc.)

#### **Staff professional learning (PL)**

*Staff professional learning (PL) available*

- ✓ Yes
- R** Program training and/or implementation are restricted to specific staff members, such as a school psychologist, or those who have completed preliminary training levels.
- E** Professional learning for school staff is not required, as program can only be implemented by an external agency (i.e. Community Health Centre, organisation etc.)

#### **Staff professional learning (PL) compulsory**

It is compulsory that staff professional learning be undertaken prior to the implementation of the program.

- ✓ Yes

