

## INTRODUCTION

### Background

- Anxiety is the leading mental health concern among children and youth in Canada (Canadian Mental Health Association, 2016).
- Schools represent a valuable opportunity for providing mental health support for children (SMHO, 2023).

### Anxiety can contribute to:

- Challenges focusing, presenting in front of peers, writing exams, and school refusal behaviours (Langley et al., 2004; Nail et al., 2015).

### Test anxiety can contribute to:

- Exam performance not accurately reflecting demonstrated knowledge.
- Difficulties across several school subjects and a decreased self-perception of academic success (Robson et al., 2023).

### Research Gaps

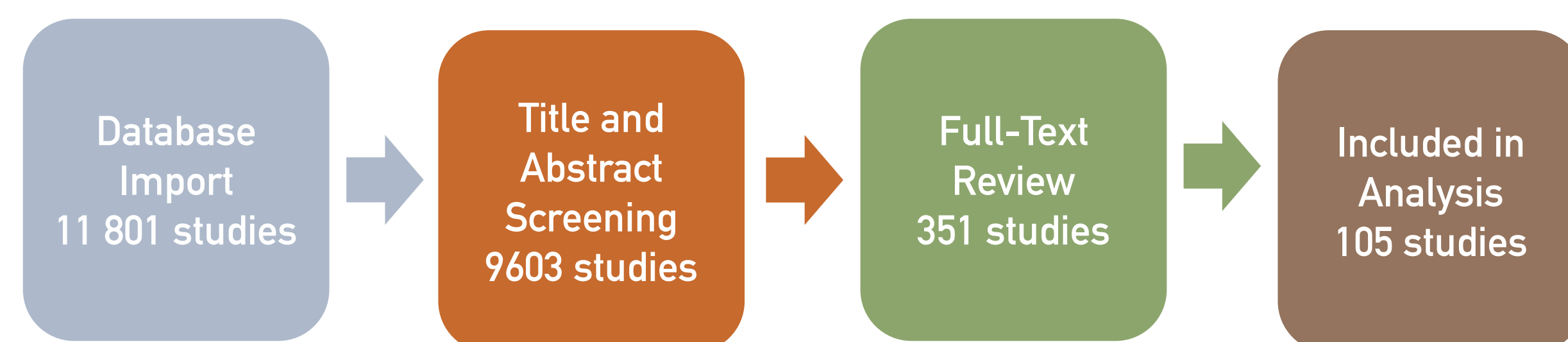
- Previous reviews provide minimal information on the active “ingredients” that make up anxiety interventions.
- Need to examine implementation and sustainability factors of school-based interventions.

## RESEARCH QUESTIONS

- What treatment elements are included in school-based interventions targeting anxiety or test anxiety?
- To what extent is feasibility included in evaluations of school-based anxiety and test anxiety interventions?

## METHODS

Search conducted across five databases: APA PsycInfo, Medline, ERIC, Education Database, Cochrane Library



### Data Extraction

Information Type	Data Items
General Information (Arksey & O'Malley, 2005; Erhardt, 2019)	(a) authors (b) publication year (c) number of participants (d) participant ages and/or grade (e) full classroom or small group intervention (f) additional screening for test anxiety or anxiety (g) number of sessions (h) duration of sessions (i) interventionist type (j) intervention type
Treatment Components (Velting et al., 2004)	CBT-based interventions: (a) psychoeducation (b) somatic management (c) cognitive restructuring (d) problem solving (e) exposure (f) relapse prevention  Other intervention types: no predetermined coding method used
Feasibility Dimensions (Gadke et al., 2021)	(a) Social validity/acceptability (b) practicality (c) integration (d) adaptability (e) implementation

## RESULTS

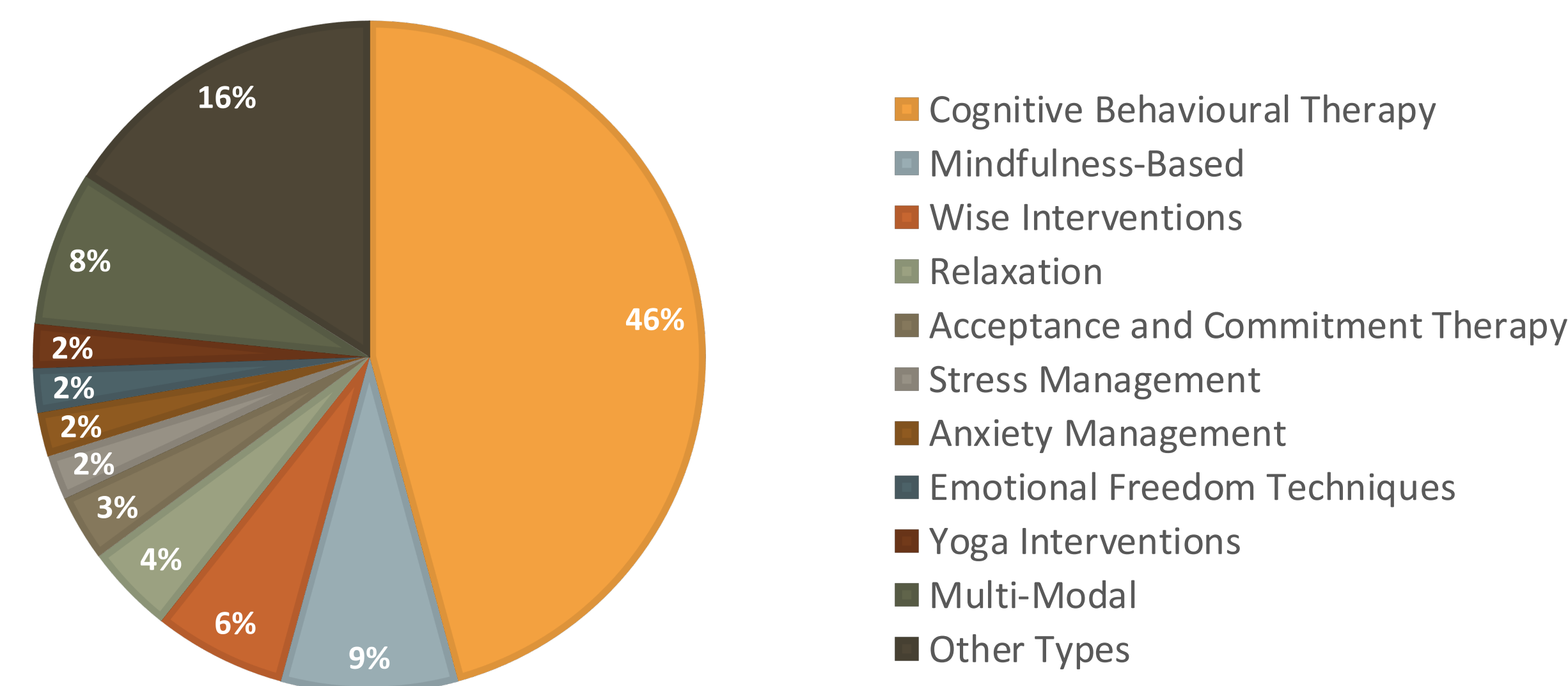
### Study Characteristics

	Anxiety	Test Anxiety
Number of Studies	80	25
Number of Interventions	95	34
Participant Number	23 722	2040
Participant Age	8-19	8-18
Participant Grade	1-13	3-12

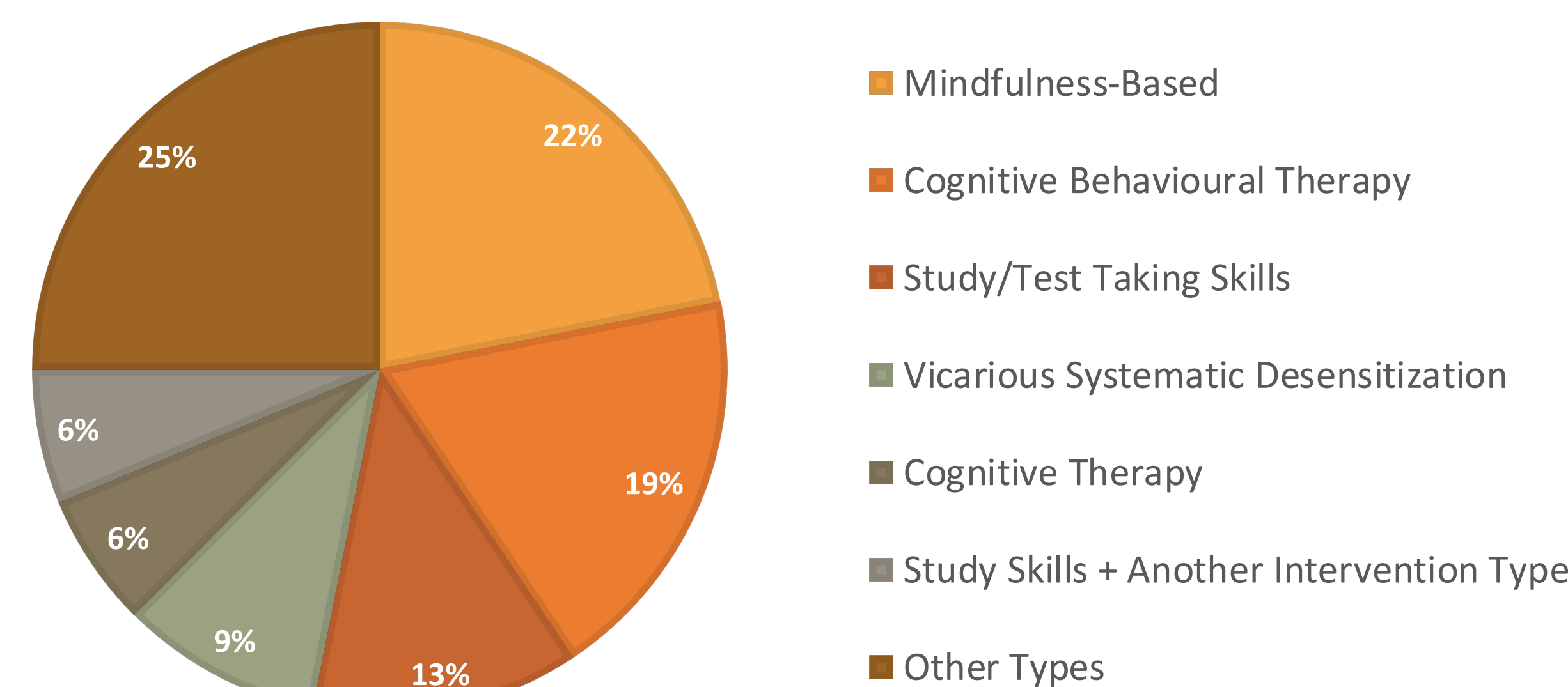
### Intervention Characteristics

- Class vs. small group based
- Additional screening for anxiety or test anxiety
- Intervention duration
- Number of sessions
- Teacher or student teacher facilitator/co-facilitator

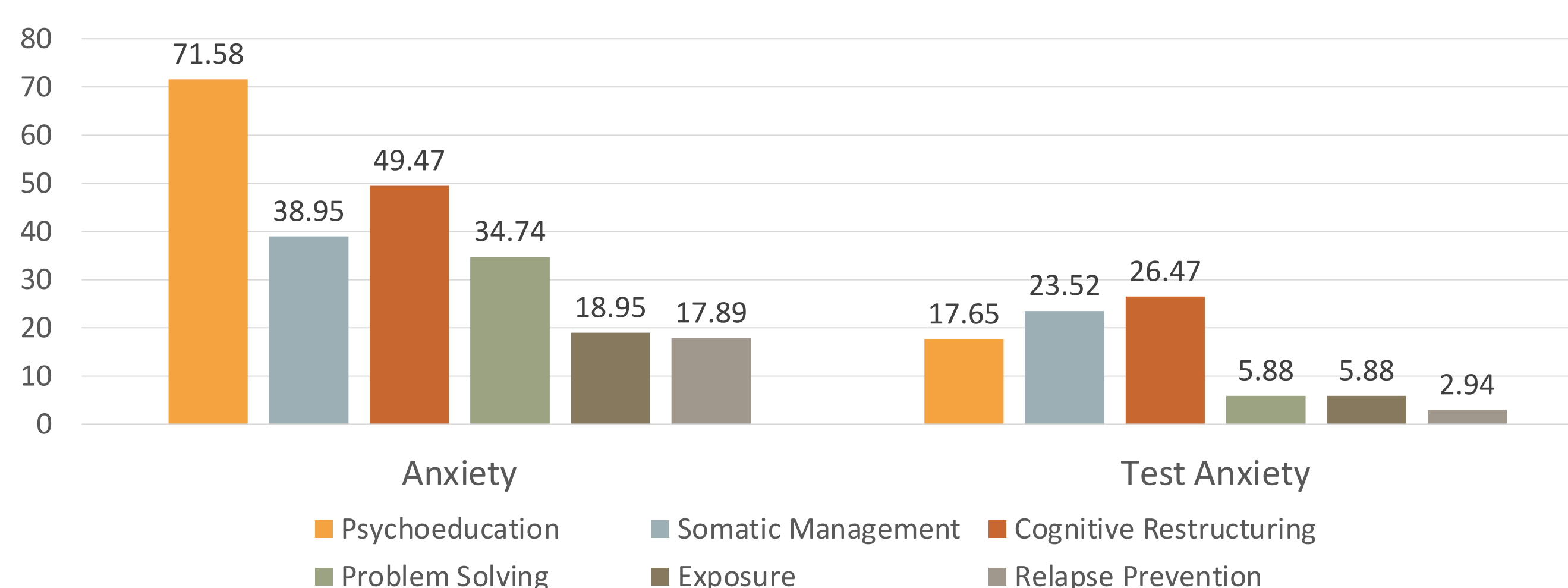
### Intervention Type: Anxiety



### Intervention Type: Test Anxiety

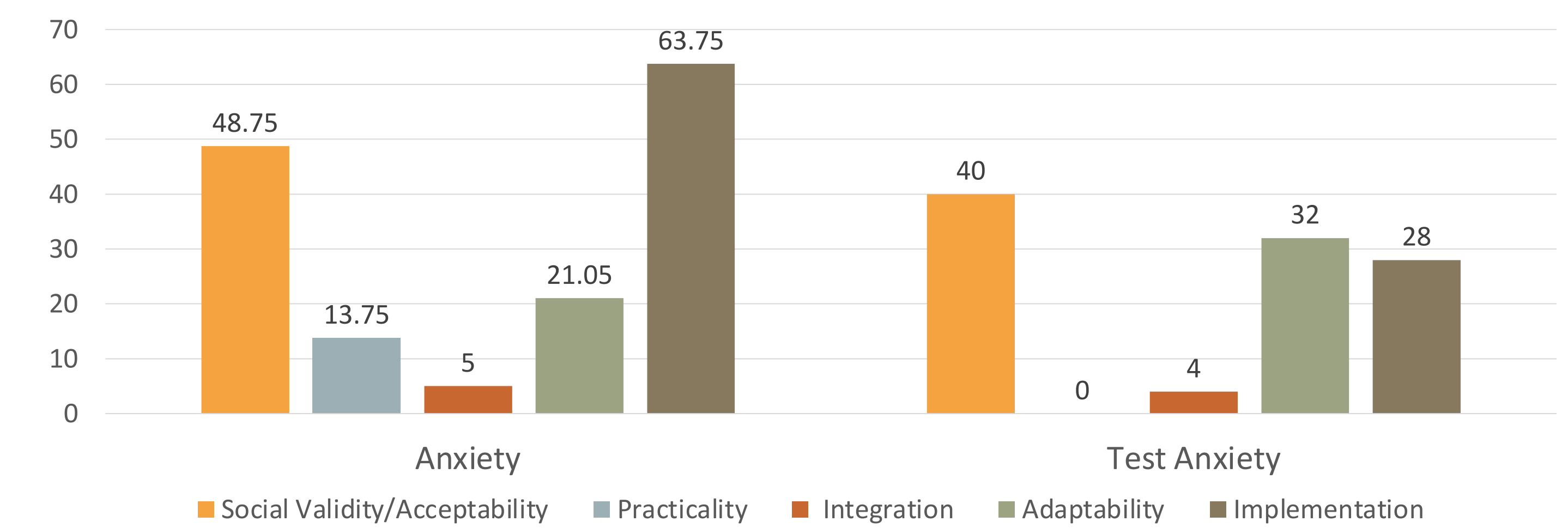


### CBT Treatment Components



## RESULTS/CONT.

### Feasibility Dimensions



## DISCUSSION

### School-Based Interventions Targeting Anxiety

#### Intervention Type & Interventionist Type

- Variability across intervention types and treatment components.
- CBT-based interventions occurred frequently though not the majority.
- Few interventions included teachers as an interventionist or co-interventionist.

#### Treatment Components

- Many CBT interventions incorporated several core components.
- Interpersonal elements emerged: assertiveness skills training, communication skills, interpersonal skills, and conflict resolution.

### School-Based Interventions Targeting Test Anxiety

#### Intervention Type & Interventionist Type

- Mindfulness based and CBT were nearly identical in terms of frequency.
- Very few interventions delivered by teachers.

#### Treatment Components

- Cognitive restructuring and somatic management were most common.

#### Feasibility

- Feasibility is being considered in intervention evaluations, however more studies should consider feasibility across intervention evaluations.

#### Implications

- Offers an overview of interventions providing a basis for future research.
- Suggests some feasibility dimensions can be readily integrated into empirical investigations.
- First step in helping teachers focus on specific elements perceived to be beneficial for their unique class or to supplement the current curriculum.

## ACKNOWLEDGEMENTS

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## KEY REFERENCES

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