

APPENDIX C: EFFECT SIZE OUTCOMES BY INTERVENTION AND DEVELOPMENTAL GROUPS

Guide for Using the Tables

This Appendix summarizes the available evidence from our literature review for interventions that build self-regulation across development. This information is provided as a reference for the report entitled *Self-Regulation and Toxic Stress: A Systematic Review of Self-Regulation Interventions*, and should not be interpreted independently. The purpose of this Appendix is to present specific findings upon which this report's conclusions were based. It should be noted that the data provided do not include any information about study quality (beyond design), sample characteristics, or the intervention's implementation. Thus, although the information presented may inform program selection, it should not be used alone to make any selection decisions. Moreover, this Appendix should not be interpreted as a recommendation or endorsement of any specific program or intervention.

The specific studies examined in our report are presented across 15 tables, organized first by developmental group (i.e., birth through age 2, preschool, elementary school, middle school, high school and young adulthood), and then subdivided into child/youth outcomes and, where available, parent and teacher outcomes. The tables are organized by intervention/project name in alphabetical order. Interventions without a clearly stated brand name are labeled 'unnamed intervention' followed by a brief description. Interventions implemented across developmental groups are listed in the table for each of those developmental groups for easy reference.

Studies of the same intervention are included in the same row. For example, the Bucharest Early Intervention Project has findings described across five studies. The names of the five author groups are all included in the same row of the table, and results of all these studies are summarized together to facilitate comparison of interventions rather than individual studies.

Also included is an indication of whether the intervention targets child self-regulation skills in any domain (i.e., behavioral, emotional, or cognitive) and/or co-regulation (defined in the report) as provided by a caregiver. These determinations were made by consensus of the research team as consistent with our theoretical model.

Effect size categories are provided where possible, based either on effect sizes reported in the studies or on effect sizes calculated using data provided in the published papers. Effect sizes are coded as follows: 'S' for small (e.g., $d < .35$), 'M' for medium (e.g., $d = .35$ to $.65$) and 'L' for large (e.g., $d > .65$). Where there was insufficient information for effect size calculation, we listed 'pos' for statistically significant positive findings and 'ns' for non-significant findings. In the few cases where an outcome had a statistically significant negative effect, it was listed as 'neg' in the tables.

Studies may have measured an outcome in multiple ways, or multiple studies of the same intervention may have tested similar outcomes. For example, for a given intervention, behavioral regulation may have been assessed through six outcomes within and across studies. Each distinct outcome would then have an effect size or finding listed (i.e., pos, neg, ns, S, M, L). The only exception to this is that effect size findings supersede positive effects with no identifiable effect size. For instance, in the above example on behavioral regulation, if the six identified outcomes were two "small" effect sizes, one "large" effect size, two significant positive effects (with no effect size available), and one non-significant

effect, we reported the following: ns, S and L, and did not list additional positive findings without effect size categories.

Finally, the majority of the studies employed randomized controlled (RCT) or quasi-experimental designs. A minority employed single group pre-post designs. To differentiate between the two, the authors and the outcomes of all RCTs and quasi-experimental studies are bolded. Outcomes of all pre-post studies are italicized. At times, RCTs or quasi-experimental studies tested outcomes within a single group. In these cases, the authors are bolded (indicating a more rigorous study design), but the outcomes are italicized (indicating a pre-post effect). When an outcome was tested using both a comparison group and a pre-post design, both are reported if the effect sizes are different (e.g., **M**, *ns*). If the effect sizes were the same, we reported only the RCT effect.

Table B2: Parent Intervention Outcomes for Birth through Age Two

Intervention/Project	Authors	Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-Regulation	Self-regulation	Skills/Behaviors	Attitudes/Beliefs	Mental Health	Stress	Social Support
Bucharest Early Intervention Project	Nelson et al., 2007 Ghera et al., 2009 Smyke et al., 2010 McLaughlin et al., 2012 Almas et al., 2012	✓		L						
Child FIRST	Lowell et al., 2011	✓						ns, M	ns, M	
Cognitive Behavioral Stress Management (CBSM)	Urizar & Muñoz, 2011	✓						ns	ns, M	
Family Check-Up	Lunkenheimer et al., 2008 Shelleby et al., 2012	✓		S		S				
Family Foundations	Feinberg & Kan, 2008 Feinberg et al., 2009 Feinberg et al., 2010	✓		L				M		M
Incredible Years (IY) BASIC Parent program provided to parents and teachers	Gross et al., 2003	✓				S, M	M			
Incredible Years (IY) BASIC Parent program – Short Version	Reedt et al., 2011	✓				L	L			
Promoting First Relationships (PFR)	Spieker et al., 2012	✓		ns, M			ns, M			

Note: Bold writing indicates study was an RCT or quasi-experimental design; *Italicized writing* indicates study was pre-post design, with no comparison group. Some RCTs or quasi-experimental studies tested outcomes within a single group. In that case, the authors will be bold faced, but the finding will be italicized. More than one finding in each domain signifies that multiple outcomes were assessed.

ns: non-significant effect
 S: small effect (e.g., d = <.35)
 M: medium effect (e.g., d = .35 to .65)
 L: large effect (e.g., d = >.65)

neg: negative effect
 pos: no effect size calculated, but results were positive and statistically significant

Table B2: Parent Intervention Outcomes for Birth through Age Two (continued)

		Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-Regulation	Self-regulation	Skills/ Behaviors	Attitudes/ Beliefs	Mental Health	Stress	Social Support
<u>Intervention/Project</u>	<u>Authors</u>									
Positive Parenting Program (Triple P) Discussion Group	Morawska et al., 2011	✓		ns		M	L			L
Positive Parenting Program (Triple P) Self-administered	Morawska & Sanders, 2006	✓				M, L	M, L	ns		ns
UCLA Family Development Project - A home-visiting relationship-based intervention	Heinicke et al., 1999	✓	✓	ns, M, L						pos
Unnamed intervention: Cognitively-based home visitation program (HV+)	Bugental et al., 2010	✓	✓			L				
Unnamed intervention: Kangaroo holding or blanket holding	Neu & Robinson, 2010	✓	✓	L						
Unnamed intervention: Short-term attachment-based intervention	Moss et al., 2011	✓		M						
Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD)	Van Zeijl et al., 2006	✓				S	S, M			

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Table B3. Child Intervention Outcomes for Preschool

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Al's Pals: Kids Making Healthy Choices	Lynch et al., 2004		✓	pos		ns, pos		pos					ns, pos	
Attachment and Biobehavioral Catch-up (ABC)	Lewis-Morrarty et al., 2012; Dozier et al., 2006	✓		L			pos			ns				
Brief Parent Training (BPT)	Kjøbli & Ogden, 2012	✓				ns, M							S	S
Chicago School Readiness Project (CSRP)	Raver et al., 2009, 2011	✓	✓	M		L				S, M				L
Child FIRST	Lowell et al., 2011	✓			ns	ns, M				M, L				ns
Child-Parent Psychotherapy (CPP)	Cicchetti et al., 2011	✓	✓				S, L							
Classic Montessori, Supplemented Montessori	Lillard, 2012			ns, L						M			L	
CogMed	Grunewald et al., 2013		✓	ns, L						L				

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Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Connecting with Others: Lessons for Teaching Social and Emotional Competence, K-2 Program	Schultz et al., 2011		✓	<i>L</i>		<i>L</i>							<i>L</i>	<i>L</i>
Creating Caring Children and Peacemaking Skills for Little Kids	Pickens, 2009		✓			M		pos					pos	pos
Early Intervention Foster Care Program (EIFC)	Fisher et al., 2000	✓	✓			pos	ns							
Emotion-based prevention program (EBP), I Can Problem Solve	Izard et al., 2008		✓	ns	ns, M, L	ns, M							M	M
Family Check-Up	Shelleby et al., 2012	✓	✓			ns, S								
Family Foundations	Feinberg & Kan, 2008; Feinberg et al., 2009, 2010	✓		S	M									
Functional Assessment (FA) and Positive Behavior Support (PBS)	Stoiber & Gettinger, 2011	✓				L							pos	

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Getting Ready	Sheridan et al., 2008, 2010	✓				ns		M					ns, M	M
Head Start REDI Program (REsearch-based, DEvelopmentally Informed)	Nix et al., 2013; Bierman, Domitrovich et al., 2008; Bierman, Nix, et al., 2008	✓	✓	S, M	ns, S, M	S, M		ns		S, M			ns, S, M	
I Can Problem Solve!	Shure, 1993		✓			pos								pos
Incredible Years (IY) BASIC Parent program	Little et al., 2012	✓				ns, M							ns, M	
Incredible Years (IY) BASIC Parent program, elements of IY Small Group Dinosaur School Program - Enhanced	Brotman et al., 2005, 2007	✓	✓			ns	ns, M						M	
Incredible Years (IY) BASIC Parent program provided to parents and teachers	Gross et al., 2003	✓				pos								

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		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Incredible Years (IY) BASIC Parent program - Short Version	Reedtz et al., 2011	✓				L								
Incredible Years (IY) Small Group Dinosaur School Programme, adapted for universal use	Hutchings et al., 2004		✓			<i>ns, pos</i>							<i>ns</i>	
Incredible Years (IY) Parent program, IY Teacher Classroom Management program, IY Small Group Dinosaur School program	Herman, et al., 2011	✓	✓											M
Incredible Years (IY) Teacher Classroom Management program, IY Universal Dinosaur School program	Webster-Stratton et al., 2008	✓	✓	M	L	<i>ns</i>		<i>ns</i>						

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		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Incredible Years (IY) Universal Dinosaur School program, IY Parent Training Program Series (BASIC, School Readiness, ADVANCE)	Reid et al., 2007	✓	✓		M	M								S
Kaleidoscope Preschool Arts Enrichment Program	Brown & Sax, 2013		✓		S, M, L									
Kindermusik music and movement classes	Winsler et al., 2011		✓	<i>ns, S, M</i>										
Learning with a Purpose: A Life Long Learning Approach to Self-Determination	Serna et al., 2000		✓	pos		ns					ns	ns, pos	pos	
Legacy for Children	Kaminski et al., 2013	✓	✓			ns, M							ns	ns
Let's Play in Tandem	Ford et al., 2009	✓	✓	S, M						S, M, L			M	
Making Choices, Strong Families	Conner & Fraser, 2011	✓	✓							M			M, L	

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		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Multidimensional Treatment Foster Care for Preschoolers	Fisher et al., 2007, 2011	✓	✓				<i>ns, L</i>							
Multi-method Psycho-education Intervention	Barkley et al., 2000	✓	✓	<i>ns, S</i>		<i>ns, S, M</i>				<i>ns</i>	<i>ns</i>		<i>ns, M</i>	<i>ns</i>
Oportunidades	Fernald & Gunnar, 2009						<i>ns, S</i>							
ParentCorps	Brotman et al., 2011, 2013	✓	✓			<i>M</i>				<i>ns, S</i>				
Parents and Children Making Connections-Highlighting Attention (PCMC-A)	Neville et al., 2013		✓	<i>L</i>		<i>ns, S</i>				<i>S, M</i>			<i>ns, S</i>	
Positive Action PreK	Schmitt et al., 2014		✓	<i>M</i>	<i>M</i>	<i>M, L</i>		<i>M</i>				<i>M</i>	<i>M</i>	
Preschool Life Skills Program	Luczynski & Hanley, 2013		✓			<i>S</i>							<i>S</i>	
Project Primar	Koglin & Petermann, 2011		✓		<i>M</i>	<i>ns, S</i>				<i>S</i>			<i>S</i>	<i>S</i>
Project STAR (with Incredible Years for parent intervention)	Kaminski et al., 2002	✓	✓			<i>ns</i>							<i>ns, M</i>	

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Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Promoting Alternative Thinking Strategies (PATHS)	Arda & Ocak, 2012; Domitrovich et al., 2007; Hamre et al., 2012; Little et al., 2012		✓	M	S, M, L	M, L		S		pos			ns, S, M, L	
Promoting Alternative Thinking Strategies (PATHS) / Relationship Building / I Can Problem Solve	Denham & Burton, 1996		✓		pos			pos					pos	
REACH for RESILIENCE	Dadds & Roth, 2008	✓			ns	S, M		pos					ns	ns, S
Reaching Educators, Children and Parents (RECAP)	Han et al., 2005	✓	✓			ns, M								ns, M
Second Step Preschool/Kindergarten Social and Emotional Learning Curriculum	Upshur et al., 2013		✓			S							ns	
Social Emotional Learning Facilitator Kit	Opre et al., 2011; Opre & Buzgar, 2012		✓			pos		pos		pos			pos	ns

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Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Social-Emotional Prevention Program (SEP)	Stefan, 2012; Stefan & Miclea, 2013	✓	✓	ns, M	M	M							S, M	ns
The Peaceful Kids Early Childhood Social Emotional Conflict Resolution Program	Sandy & Boardman, 2000	✓	✓	L		L		L						L
Tools of the Mind	Barnett et al., 2008; Diamond et al., 2007		✓	ns, S, M		M				ns, S				
Positive Parenting Program (Triple) P Level 4 Group	Hahlweg et al., 2010; Little et al., 2012; Zubrick et al., 2005	✓				ns, S, M, L							ns	ns, S, M
Positive Parenting Program (Triple P) Discussion Group	Morawska et al., 2011	✓				L								
Tuning in to Kids (TIK)	Havighurst et al., 2009, 2010; Wilson et al., 2012	✓			S	S, M							ns	
Unnamed intervention: Child-oriented play intervention	Kochanska et al., 2013	✓				ns							ns	

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Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD)	Van Zeijl et al., 2006	✓				ns	ns							

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Table B4. Parent Intervention Outcomes for Preschool (continued)

		Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-regulation	Self-regulation	Skills/Behaviors	Attitudes/Beliefs	Mental Health	Stress	Social Support
<u>Intervention/Project</u>	<u>Authors</u>									
Incredible Years (IY) Universal Dinosaur School program, IY Parent Training Program Series (BASIC, School Readiness, ADVANCE)	Reid et al., 2007	✓	✓	S, M		M, L				M
Making Choices, Strong Families	Conner & Fraser, 2011	✓	✓	L		L	L			
Multi-method Psycho-education Intervention	Barkley et al., 2000	✓	✓						ns	
ParentCorps	Brotman et al., 2011	✓	✓			M				
Parents and Children Making Connections-Highlighting Attention (PCMC-A)	Neville et al., 2013		✓			M	S		M	
Project STAR (with Incredible Years for parent intervention)	Kaminski et al., 2002	✓	✓	M						
Positive Parenting Program (Triple P) Discussion Group	Morawska et al., 2011	✓		ns		M	L			L
Positive Parenting Program (Triple P) Level 4 Group	Hahlweg et al., 2010; Little et al., 2012; Zubrick et al., 2005	✓		S		ns, S, M, L				S, M, L
Positive Parenting Program (Triple P) Pathways	Wiggins et al., 2009	✓		L		L	ns, L		ns	

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		Co-regulation	Child skills	Co-regulation	Self-regulation	Skills/Behaviors	Attitudes/Beliefs	Mental Health	Stress	Social Support
The Peaceful Kids Early Childhood Social Emotional Conflict Resolution Program	Sandy & Boardman, 2000	✓	✓			<i>pos</i>				
Tuning in to Kids (TIK)	Havighurst et al., 2009, 2010; Wilson et al., 2012	✓		M, L	S	S, L				
Unnamed intervention: Cognitively-based home visitation program (HV+)	Bugental et al., 2010	✓	✓			L				
Unnamed intervention: Short-term attachment-based intervention	Moss et al., 2011	✓		M						
Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD)	Van Zeijl et al., 2006	✓				S	S, M			

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Table B5. Teacher Intervention Outcomes for Preschool

Intervention/Project	Authors	Intervention Target		Teacher Outcomes				
		Co-regulation	Child skills	Co-regulation	Self-regulation	Attitudes/Beliefs	Classroom Climate	Instructional Quality
Incredible Years (IY) Teacher Classroom Management program, IY Universal Dinosaur School program	Webster-Stratton et al., 2008	✓	✓	L			M, L	
Promoting Alternative Thinking Strategies (PATHS)	Arda & Ocak, 2012		✓				L	
Second Step Preschool/Kindergarten Social and Emotional Learning Curriculum	Upshur et al., 2013		✓				ns, M, L	
Tools of the Mind	Barnett et al., 2008		✓				L	L
Unnamed intervention: Self-regulation training for kindergarten teachers	Perels et al., 2009		✓	ns	ns, L			

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 pos: no effect size calculated, but results were positive and statistically significant

Table B6. Child Intervention Outcomes for Elementary School (continued)

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Social Aggression Prevention Program (SAPP)	Capella & Weinstein, 2006		✓	ns, M	ns	ns							ns	
Social and Emotional Training (SET)	Kimber et al., 2008		✓	M		S, M					S		S	S
Social Emotional Learning Facilitator Kit	Opre et al., 2011; Opre & Buzgar, 2012		✓			pos		pos		pos			pos	ns
Social Skills Training Program for Children	Dereli, 2009		✓	<i>pos</i>	<i>pos</i>									
Stahl's Structured Cooperative Learning Curriculum	Quinn, 2002		✓			ns		L						
Supporting Tempers, Emotions and Anger Management program (STEAM)	Bidgood et al., 2008		✓		<i>ns, pos</i>			<i>pos</i>		<i>pos</i>			<i>pos</i>	
Strengthening America's Families and Environment (Project SAFE): I Can Problem Solve (ICPS), Strengthening Families (SF)	Kumpfer et al., 2002	✓	✓			M, L							S, M, L	

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Table B6. Child Intervention Outcomes for Elementary School (continued)

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Strengthening Families Program (SFP)	Gottfredson et al., 2006; Semeniuk et al., 2010; Spoth et al., 2000	✓	✓	neg, ns, pos		ns, S, L							neg, S	
Strong Kids	Merrell et al., 2008		✓										L	ns
Strong Start	Caldarella et al., 2009; Kramer et al., 2010		✓			ns							M, L	ns, M, L
Student Success Skills (SSS)	Lemberger & Clemens, 2012		✓	ns, S						L			S	
The 4Rs Program (Reading, Writing, Respect and Resolution)	Jones et al., 2010, 2011		✓	ns, S		ns, S				ns			S	S
The Peaceful Kids Early Childhood Social Emotional Conflict Resolution Program	Sandy & Boardman, 2000	✓	✓	L		L		L						L
Too Good for Violence Prevention Program (TGFV)	Hall & Bacon, 2005		✓										L	
Tools for Getting Along (TFGA)	Daunic et al., 2006, 2012		✓	S, L		S, M, L		S						

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Table B6. Child Intervention Outcomes for Elementary School (continued)

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Tools of the Mind	Diamond et al., 2007		✓	ns, S, M										
Unique Minds School Program	Linares et al., 2005		✓	M, L		M		ns		ns, M			M	
Unnamed Intervention: Attributional intervention	Hudley & Graham, 1993		✓	L		ns, M								
Unnamed Intervention: Combination of the Oregon Social Learning Model for parent training and a social skills training for the children	Tremblay et al., 1995	✓	✓			ns				pos	ns			
Unnamed Intervention: Comparison of self-instruction and problem-solving training	Bornas & Servera, 1992		✓			ns, pos				ns, pos				
Unnamed Intervention: Competitive martial arts training	Reynes & Lorant, 2004		✓			neg, ns								

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Table B6. Child Intervention Outcomes for Elementary School (continued)

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Zippy's Friends	Mishara & Ystgaard, 2006		✓		S	S, M		M						

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Table B7. Parent Intervention Outcomes for Elementary School

Intervention/Project	Authors	Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-regulation	Self-regulation	Skills / Behaviors	Attitudes / Beliefs	Mental Health	Stress	Social Support
Brief Parent Training (BPT)	Khjølbi & Ogden, 2012	✓				M, L			ns	
Early Risers	August et al., 2001	✓	✓			ns		ns		ns
Families and Schools Together	Knox et al., 2011	✓	✓							ns, pos
FAST Track Project (multi-component intervention)	CPPRG, 1999, 2002	✓	✓	M		S	S			
I Can Problem Solve, Oregon Learning Center Parent Program, named EFFEKT in German	Lösel & Stremmer, 2012	✓	✓			S				
Incredible Years (IY) BASIC Parent Program	Letarte et al., 2010	✓				ns, S, M, L	ns			
Incredible Years (IY) BASIC Parent Program - Augmented	Nilsen, 2007	✓					ns			
Incredible Years (IY) BASIC Parent Program - Short Version	Reedtz et al., 2011	✓				L	L			
Incredible Years (IY) Universal Dinosaur School program, IY Parent Training Program Series (BASIC, School Readiness, ADVANCE)	Reid et al., 2007	✓	✓	S, M		M, L				M

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Table B7. Parent Intervention Outcomes for Elementary School (continued)

Intervention/Project	Authors	Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-regulation	Self-regulation	Skills / Behaviors	Attitudes / Beliefs	Mental Health	Stress	Social Support
Multicomponent Competence Enhancement Intervention (MCEI)	Braswell et al., 1997	✓	✓			pos				
Multi-method Psycho-education Intervention	Barkley et al., 2000	✓	✓						ns	
New Beginnings Program (NBP)	McClain et al., 2010	✓	✓	S		S				
Parenting through Change	DeGarmo et al., 2005; Forgatch et al., 1999	✓				M				
Parent-Teacher Action Research (PTAR)	McConaughy et al., 1999		✓				M			
Positive Parenting Program (Triple P) - Pathways	Wiggins et al., 2009	✓		L		L	ns, L		ns	
Positive Parenting Program (Triple P) - Level 4 Group	Eisner et al., 2012; Little et al., 2012	✓	✓	ns		ns				
Siblings Are Special (SIBS)	Feinberg et al., 2012	✓	✓			S		S		
Strengthening America's Families and Environment (Project SAFE): I Can Problem Solve (ICPS), Strengthening Families (SF)	Kumpfer et al., 2002	✓	✓			L				

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Table B8. Teacher Intervention Outcomes for Elementary School

		Intervention Target		Teacher Outcomes				
		Co-regulation	Child skills	Co-regulation	Self-regulation	Attitudes/Beliefs	Classroom Climate	Instructional Quality
<u>Intervention/Project</u>	<u>Authors</u>							
Incredible Years (IY) Teacher Classroom Management program, IY Universal Dinosaur School program	Webster-Stratton et al., 2008	✓	✓	L			M, L	
Individualized Student Instructions (ISI)	Connor et al., 2010		✓				L	
Promoting Alternative Thinking Strategies (PATHS)	CPPRG, 1999b; Sheard et al., 2012		✓				S	
Unique Minds School Program	Linares et al., 2005		✓				ns	

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Table B9. Youth Intervention Outcomes for Middle School (continued)

Intervention/Program	Authors	Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
Going for the Goal (GOAL)	O'Hearn & Gatz, 1999, 2002; Humphrey et al., 2010		✓	M				<i>ns, pos</i>					ns	
Going for Goal (GOAL), Sports United to Promote Education and Recreation (SUPER) - Adapted	Goudas et al., 2006		✓	M		S					M, L			
Going Places Program - Adapted	Ando et al., 2007		✓	ns		ns							M	
Heart Smarts	McCraty et al., 1999		✓	<i>pos</i>	<i>pos</i>	<i>pos</i>		<i>ns, pos</i>			<i>pos</i>	<i>pos</i>		
Holistic Arts-based Group Program (HAPS)	Coholic et al., 2012		✓	ns		L							ns	
Incredible Years BASIC Parent program - Augmented	Nilsen, 2007	✓				ns, L								
Infused-Life Skills Training, Life Skills Training	Smith et al., 2004; Swisher et al., 2004		✓								pos			
Learn Young, Learn Fair	Kraag et al., 2009		✓	neg		L	ns, L						ns	ns

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Table B9. Youth Intervention Outcomes for Middle School (continued)

		Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
<u>Intervention/Program</u>	<u>Authors</u>													
Learning Through Reading (LTR)	Cartier et al., 2010		✓							<i>ns, S</i>				
Lion's Quest Skills for Adolescents	Eisen et al., 2003		✓	M, L							ns, S			
Making Choices	Nash et al., 2003		✓	<i>L</i>									<i>ns, L</i>	
Making Choices (MC) and Strong Families (SF)	Fraser et al., 2004	✓	✓	L	M	ns, S							M, L	
Mindfulness-based cognitive therapy for children (MBCT-C)	Semple et al., 2010		✓			M								ns
Mindfulness-based stress reduction (MBSR)	Sibinga et al., 2013		✓	M		<i>neg, L</i>	ns					ns		ns, L
Mindfulness Education (ME)	Schonert-Reichl & Lawlor, 2010		✓	<i>ns, L</i>	ns	S, M							L	
Multisite Violence Prevention Project (MVPP)	Simon et al., 2008	✓	✓	neg, ns, S									ns	
Music education during 5th and 6th grade	Lindblad et al., 2007		✓			ns	ns, pos							ns

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Table B9. Youth Intervention Outcomes for Middle School (continued)

Intervention/Program	Authors	Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
New Beginnings Program	McClain et al., 2010; Soper et al., 2010	✓	✓	<i>pos</i>		pos				<i>pos</i>	pos			<i>pos</i>
Open Circle	Taylor et al., 2002		✓			M		pos						
Penn Prevention Program	Roberts et al., 2003		✓			S, M								S, M
Penn Resiliency Program (PRP)	Cardemil et al., 2007		✓	L										ns, S
Portfolio	Sanz de Acedo Lizarraga et al., 2003		✓										pos	
Positive Adolescent Life Skills (PALS)	Tuttle et al., 2005		✓					ns			ns	ns	ns	ns
Positive Youth Development Program	Caplan et al., 1992		✓	M, L		S, M					S		S, M	
Prevention of Alcohol Use in Students (PAS)	Koning et al., 2012		✓								<i>pos</i>			
Problem Solving for Life (PSFL) Program	Spence et al., 2003		✓	ns, S		ns							ns	ns, M

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Table B9. Youth Intervention Outcomes for Middle School (continued)

Intervention/Program	Authors	Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
Project PATHS (Positive Adolescent Training through Holistic Social Programmes)	Shek & Yu, 2012		✓			<i>pos</i>					<i>pos</i>			
Reaching Educators, Children and Parents (RECAP)	Weiss et al., 2003	✓	✓			ns, S, M				ns			L	ns, S, M
Resourceful Adolescent Programme arm of the Promoting Mental Health in Schools through Education (PROMISE)	Stallard & Buck, 2013		✓											ns
School Survival Program	Dupper & Krishef, 1993		✓			ns, pos		ns, pos						
Seattle Social Development Project	Hawkins et al., 1999, 2005, 2008	✓	✓	pos	pos			ns, M		ns, S, M	ns, S			ns
Second Step: A Violence Prevention program	McMahon & Washburn, 2003		✓		<i>pos</i>	<i>ns, pos</i>							<i>pos</i>	
Second Step: Student Success Through Prevention (SS-SSTP)	Espelage et al., 2013		✓			ns, S							ns	

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Table B9. Youth Intervention Outcomes for Middle School (continued)

Intervention/Program	Authors	Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
Skills and Tools for Emotions Awareness and Management (STEAM) and Temper Taming (TT)	Westhues et al., 2009		✓	<i>pos</i>	<i>pos</i>	<i>pos</i>								
Social Aggression Prevention Program (SAPP)	Capella & Weinstein, 2006		✓	<i>ns, M</i>	<i>ns</i>	<i>ns</i>							<i>ns</i>	
Social and Emotional Training (SET)	Kimber et al., 2008		✓	<i>M</i>		<i>S, M</i>					<i>S</i>		<i>S</i>	<i>S</i>
STARstream	Goldsworthy et al., 2007		✓	<i>ns, pos</i>	<i>pos</i>									
Strengthening Families	Gottfredson et al., 2006; Spoth et al., 2000	✓	✓			<i>ns, S, L</i>							<i>neg, S</i>	
Strengthening Families (SFP) and Life Skills Training (LST)	Spoth et al., 2002	✓	✓								<i>ns, S, M, L</i>			
Strong African American Families program (SAAF)	Brody et al., 2005	✓				<i>pos</i>								
Strong Kids	Guedner & Merrell, 2011; Merrell et al., 2008		✓		<i>ns, pos</i>								<i>L</i>	<i>ns, S</i>

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Table B9. Youth Intervention Outcomes for Middle School (continued)

Intervention/Program	Authors	Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
Students Managing Anger and Resolution Together (SMART Talk)	Bosworth et al., 1998, 2000		✓	<i>ns, S</i>	<i>ns, S</i>	<i>ns, pos</i>							<i>pos</i>	
Supporting Tempers, Emotions and Anger Management (STEAM) program	Bidgood et al., 2008		✓		<i>ns, pos</i>			<i>pos</i>		<i>pos</i>			<i>pos</i>	
Think First	Larson, 1992		✓			<i>ns, pos</i>								
Unnamed intervention: Cognitive-relaxation coping skills, social skills training	Deffenbacher et al., 1996		✓			L					ns, L			ns, M, L
Unnamed Intervention: Combinations of school and home supports	Greene & Ollendick, 1993	✓	✓	<i>ns</i>		<i>ns, pos</i>	<i>neg, ns</i>			<i>neg, ns</i>				<i>ns, pos</i>
Unnamed Intervention: Coping intervention based on social cognitive theory for building problem-solving skills	Sharma et al., 1999		✓	ns, S, L		ns	ns							

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Table B9. Youth Intervention Outcomes for Middle School (continued)

		Intervention Target		Self-regulation Outcomes						Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language / Learning	Delinquent Behavior	Health / Self-care	Interpersonal	Mental Health
<u>Intervention/Program</u>	<u>Authors</u>													
Unnamed Intervention: Delayed school start	Lufi et al., 2011			L										
Unnamed Intervention: Group cognitive-behavioral preventive intervention	Compas et al., 2009 Compas et al., 2010	✓	✓			S, M								ns, M
Unnamed Intervention: Mentoring program for self-regulated learning strategies	Nuñez et al., 2013		✓	M						S				
Unnamed Intervention: Moderate intensity treadmill walking	Drollette et al., 2012		✓	<i>ns, L</i>										
Unnamed Intervention: Physical activity	Kubesch et al., 2009		✓	ns, M										
Unnamed Intervention: Reducing girls' substance abuse through improving mother-daughter relationships	Schinke et al., 2009	✓	✓								S, M, L		S	

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Table B10. Parent Intervention Outcomes for Middle School

		Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-regulation	Self-regulation	Skills/Behaviors	Attitudes/Beliefs	Mental Health	Stress	Social Support
<u>Intervention/Project</u>	<u>Authors</u>									
Brief Parent Training (BPT)	Kjøbli & Ogden, 2012	✓				M, L			ns	
Heart Smarts	McCraty et al., 1999		✓	pos						
Incredible Years (IY) BASIC Parent program - Augmented	Nilsen, 2007	✓					ns			
Lion's Quest Skills for Adolescents	Eisen et al., 2003		✓			ns				
New Beginnings Program (NBP)	McClain et al., 2010	✓	✓	S		S				
Raising a Thinking Preteen	Shokoohi-Yekta et al., 2011	✓		<i>M</i>		<i>ns</i>				
Strengthening Families Program	Gottfredson et al., 2006	✓	✓	neg		ns				
Strong African American Families program (SAAF)	Brody et al., 2005	✓								<i>pos</i>
Unnamed Intervention: Group cognitive-behavioral preventive intervention	Compas et al., 2009 Compas et al., 2010	✓	✓					ns, L		
Unnamed Intervention: Reducing girls' substance abuse through improving mother-daughter relationships	Schinke et al., 2009	✓	✓			S, M				

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Table B11. Teacher Intervention Outcomes for Middle School

		Intervention Target		Teacher Outcomes				
		Co-regulation	Child skills	Co-regulation	Self-regulation	Attitudes/Beliefs	Classroom Climate	Instructional Quality
<u>Intervention/Project</u>	<u>Authors</u>							
Heart Smarts	McCarty et al., 1999		✓				<i>pos</i>	

Note: Bold writing indicates study was an RCT or quasi-experimental design; *Italicized writing* indicates study was pre-post design, with no comparison group. Some RCTs or quasi-experimental studies tested outcomes within a single group. In that case, the authors will be bold faced, but the finding will be italicized. More than one finding in each domain signifies that multiple outcomes were assessed.

ns: non-significant effect

neg: negative effect

S: small effect (e.g., $d < .35$)

pos: no effect size calculated, but results were positive and statistically significant

M: medium effect (e.g., $d = .35$ to $.65$)

L: large effect (e.g., $d > .65$)

Table B12. Youth Intervention Outcomes for High School

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation/Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Aggression Replacement Training (ART)	Langeveld et al., 2012		✓		pos	ns, pos		pos						
Attributions, Behaviour, Life Skills Educations (ABLE)	Hay et al., 2000		✓	<i>pos</i>										
Best of Coping (BOC)	Eacott & Frydenberg, 2008; Frydenberg et al., 2004		✓	<i>pos</i>		<i>ns, M</i>								<i>pos</i>
Cognitively-Based Compassion Training (CBCT)	Reddy et al., 2013		✓		ns									ns
Coping with Stress	Clarke et al., 1995		✓											ns, M
Creative Leadership Training Program (CLTP)	Chan, 2003		✓	<i>pos</i>										
Dealing with Conflict	Bretherton et al., 1993		✓	ns, M		ns								
FunAction	Laberge et al., 2012		✓	ns, M		ns							ns	
Learning to BREATHE	Metz et al., 2013		✓	M	S									S
Life Skills Training (LST), LST plus parent training	Forman et al., 1990	✓	✓			<i>ns, pos</i>					<i>neg</i>			

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L: large effect (e.g., d = >.65)

Table B13. Parent Intervention Outcomes for High School

		Intervention Target		Parent Outcomes						
		Co-regulation	Child skills	Co-regulation	Self-regulation	Skills/Behaviors	Attitudes/Beliefs	Mental Health	Stress	Social Support
<u>Intervention/Parent</u>	<u>Authors</u>									
TestEdge	Bradley et al., 2010		↙	ns						

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M: medium effect (e.g., $d = .35$ to $.65$)

L: large effect (e.g., $d > .65$)

Table B15. Youth Intervention Outcomes for Young Adults

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Cognitive Bias Modification	Schartau, et al., 2009; Woud et al., 2012		✓	<i>ns, M, L</i>	ns, M, L		L							
Integrative Body-Mind Training (IBMT) group training	Tang et al., 2007		✓	L		M	L			ns				M, L
Mindfulness Meditation	Astin, 1997		✓			pos	pos							
Mindfulness Meditation Training - Brief	Zeidan et al., 2010		✓	<i>ns, L</i>					L	M				<i>ns, L</i>
Mindfulness-Based Stress Reduction	Hölzel et al., 2011		✓						L					
Mindfulness-Based Stress Reduction (MBSR), Nonmindfulness-Based Stress Reduction (NBSR)	Jensen et al., 2012		✓	neg, ns, M, L			ns, M		M					
Mindfulness-Based Stress Reduction for adults (MBSR), with language modifications	Sibinga et al., 2011		✓			<i>pos</i>								<i>pos</i>
Progressive Muscle Relaxation - Abbreviated, Meditation	Rausch et al., 2006		✓											ns, M

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neg: negative effect

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pos: no effect size calculated, but results were positive and statistically significant

M: medium effect (e.g., d = .35 to .65)

L: large effect (e.g., d = >.65)

Table B15. Youth Intervention Outcomes for Young Adults (continued)

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Psychological Skills Training (PST)	McCrary et al., 2013		✓	<i>ns, L</i>		<i>L</i>								
READY (REsilience and Activity for every DaY) program	Burton et al., 2010		✓	<i>ns, pos</i>			<i>pos</i>	<i>pos</i>					<i>ns</i>	<i>ns</i>
Stress Management and Resilience Training for Optimal Performance (SMART-OP)	Rose et al., 2013		✓	<i>L</i>			<i>ns, L</i>					neg		
Taijiquan (t'ai chi) Mindfulness	Caldwell et al., 2011		✓		pos		pos		pos			pos		
Transforming Lives Through Resilience Education	Steinhardt & Dolbier, 2008		✓	M, L	M, L	ns, L	M							M
Unnamed Intervention: Planning and self-efficacy intervention to increase physical activity	Koring et al., 2012		✓	S, M, L								S		
Unnamed Intervention: Active learning approaches	Bell & Kozlowski, 2008		✓							ns				
Unnamed Intervention: Effect of post-training sleep on working memory	Kuriyama et al., 2008		✓	<i>ns, pos</i>										
Unnamed intervention: Emotional working memory training	Schweizer et al., 2013		✓	<i>pos</i>	ns, L									

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L: large effect (e.g., $d > .65$)

Table B15. Youth Intervention Outcomes for Young Adults (continued)

Intervention/Project	Authors	Intervention Target		Child Self-regulation Outcomes						Child Functional Impact Outcomes				
		Co-regulation	Child skills	Cognitive Regulation	Emotion Regulation	Behavior Regulation	Stress	Motivation Initiative	Mindfulness	Language/Learning	Delinquent Behavior	Health/Self-care	Interpersonal	Mental Health
Unnamed Intervention: Focused breathing induction	Arch & Craske, 2006		✓		ns, M									
Unnamed Intervention: Life skills training	Haji et al., 2011		✓		M, L									
Unnamed Intervention: Personal initiative, stress management intervention	Searle, 2008		✓				<i>pos</i>							
Unnamed Intervention: Resiliency training class	Schiraldi et al., 2010		✓	<i>S, L</i>	<i>M</i>	<i>M, L</i>		<i>M</i>						<i>M</i>
Unnamed Intervention: Self-compassionate self-regulation	Kelly et al., 2010		✓								S, M			

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