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Free access link:

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4882817/pdf/40359_2016_Article_133.pdf

Article Overview:

This study examined the short-term effects of the 'Together at School' intervention program in improving socio-emotional skills and reducing psychological problems among boys and girls. This randomized controlled trial included 79 Finnish primary schools with 3704 children.

The 'Together at School' intervention is a universal school intervention on children's socio-emotional skills delivered by teachers and integrated to normal classroom education and the school curriculum.

Key take home messages:

1. No intervention effect was observed in improving children's socio-emotional skills or in reducing their psychological problems at 6-month follow-up. This lack of effect may be due to the relatively short follow-up period given the universal, whole school-based approach of the program.
2. The grade level where the intervention starts might be a factor in the program's effectiveness → among third (compared to first) graders the intervention decreased psychological problems. This effect was significant only among boys and among them the intervention also improved third graders' cooperation skills.
3. Among girls the intervention effects were not moderated by school grade.
4. Results suggest that for the program to be effective, it needs to be delivered with a high enough dosage
5. Implementing the intervention with intended intensity (i.e. a high enough dosage) had a significantly positive effect on cooperation skills in girls only.