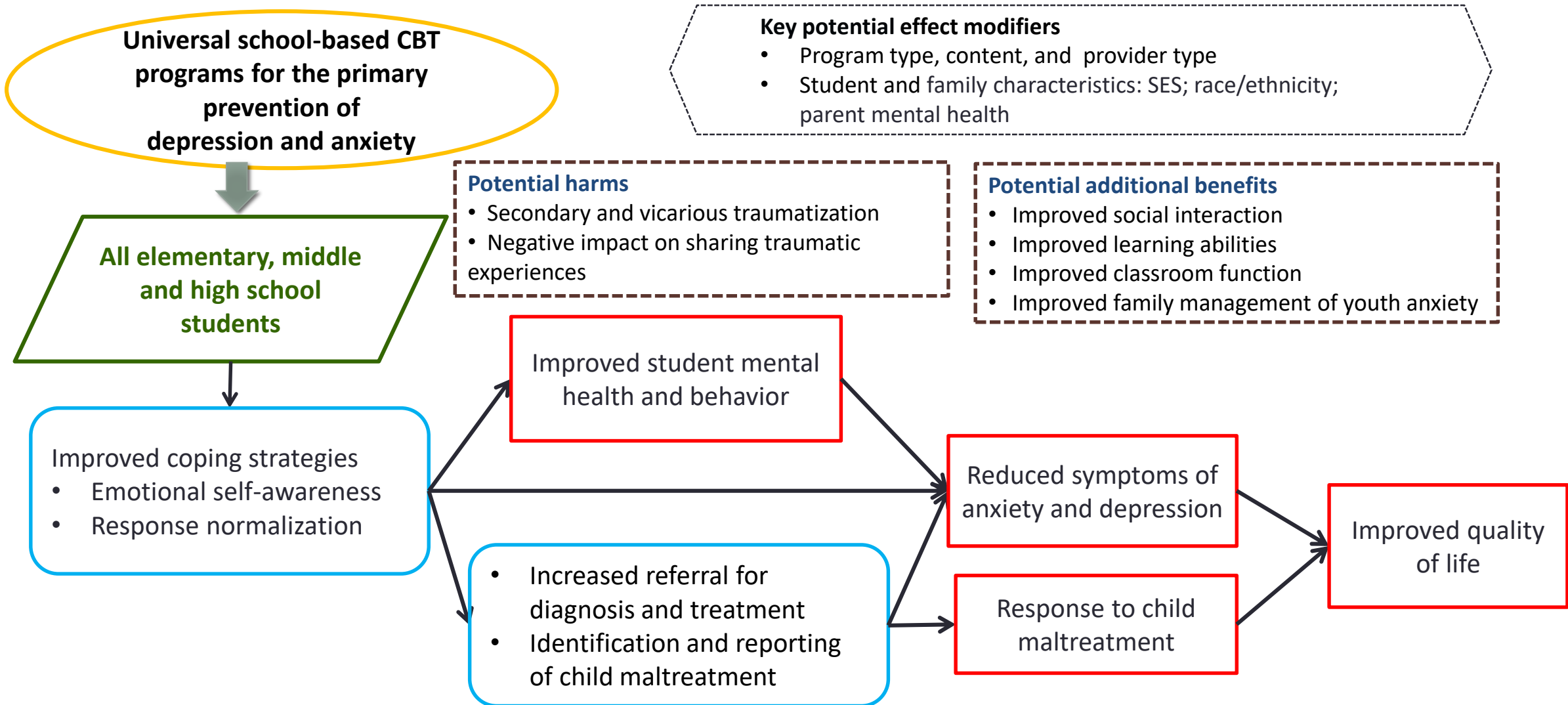


Analytic Framework: Universal School-based Cognitive Behavioral Therapy Programs to Reduce Depression and Anxiety Symptoms



Universal School-based Cognitive Behavioral Therapy Programs to Reduce Depression and Anxiety Symptoms

This analytic framework represents the hypothesized pathways and relationships between universal school-based cognitive behavioral therapy programs and improved quality of life. School-based cognitive behavioral therapy targets all students and is postulated to improve students' coping strategies which may, in turn, improve their mental health and behavior and increase the likelihood they will seek mental health treatment. It is expected this will lead to reduced symptoms of anxiety and depression. Students' improved coping strategies may also increase referral for diagnosis and treatment and the identification and reporting of child maltreatment. This is expected to reduce the symptoms of anxiety and depression and increase the response to child maltreatment. Improved coping strategies are also postulated to reduce the symptoms of anxiety and depression. These effects are expected to improve students' quality of life. Key effect modifiers are program type, content and provider type, and student characteristics. Potential harms would include students experiencing secondary and vicarious trauma and negative impact of sharing traumatic experiences. Additional benefits could include improved social interaction, learning abilities, classroom function, and family management of youth anxiety.