

## School Adolescent Mood Project: Examining the Effects of an Evidence-based Depression Prevention Program in Schools

### Statement of Problem

Adolescent depression has become a major public health concern as it grows in prevalence and we learn more about its associated [adverse outcomes](#), such as suicide, educational underachievement and mental health issues later in life. Therefore, there is a critical need for the development and implementation of depression prevention programs, particularly in schools where youth are most likely to receive mental health services. School-based programs have the potential to prevent depression, promote healthy development and maximize school success.

One such program is Interpersonal Psychotherapy-Adolescent Skills Training (IPT-AST), a prevention intervention that teaches students communication and interpersonal problem-solving strategies to decrease conflict, increase support, and improve social functioning, vulnerability and protective factors for depression. Importantly, IPT-AST has proven to be highly acceptable among students, and has demonstrated robust effects. In three randomized controlled trials in middle and high schools, IPT-AST delivered by research clinicians was shown to be effective at reducing depression and anxiety symptoms, improving functioning, and promoting positive school outcomes, more so than usual school counseling and counselor-led groups that matched IPT-AST in frequency and length of sessions. Based on this research, IPT-AST has been classified as a promising [Blueprints program](#).

Mental health care delivery has changed quickly and dramatically as a result of COVID-19, with the majority of services being delivered remotely through digital health. As we begin to think about school-based services in the coming years, we have an opportunity to apply lessons learned from recent growth and innovation in digital health and to study the acceptability and efficacy of school-based mental health interventions, such as IPT-AST, when delivered through telehealth.

### Description

#### School Adolescent Mood Project: Examining the Effects of an Evidence-based Depression Prevention Program in Schools

Image

In three randomized control trials in **middle and high schools, IPT-AST** delivered by research clinicians was shown to be effective at:



reducing  
depression and  
anxiety symptoms



improving  
functioning



promoting  
positive school  
outcomes

Image

In three randomized control trials in **middle and high schools, IPT-AST** delivered by research clinicians was shown to be effective at:



reducing  
depression and  
anxiety symptoms



improving  
functioning



promoting  
positive school  
outcomes

Interpersonal Psychotherapy-Adolescent Skills Training teaches students communication and interpersonal problem-solving strategies to decrease conflict, increase support, and improve social functioning, vulnerability and protective factors for depression.

The purpose of our study is to test whether IPT-AST is effective when delivered through telehealth in local schools. We will randomly assign adolescents with elevated symptoms of depression to IPT-AST or services as usual (SAU). IPT-AST will be delivered through telehealth by research staff (alone or in collaboration with school support staff) and SAU will be delivered by counselors or other student support staff in schools. The study will measure social outcomes, emotional outcomes, and school outcomes among adolescents. It will also assess acceptability, feasibility, fidelity, and sustainability of the program, as well as costs and cost-effectiveness. This study will provide vital information on telehealth-delivered IPT-AST and will promote the provision of more effective care in schools.

### Next Steps

Our ultimate goal is to enable the dissemination of IPT-AST and other prevention programs in schools to promote positive social, emotional and school functioning for all youth. IPT-AST shows great potential as a depression prevention program. However, the promise of IPT-AST cannot be fully reached until we demonstrate that IPT-AST results in positive and sustained effects on emotional and school outcomes compared to SAU.

*This project page was last updated in April 2021.*

*The research reported here is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A190088 to Dr. Jami Young.*

### Suggested Citation

Children's Hospital of Philadelphia, PolicyLab. *School Adolescent Mood Project: Examining the Effects of an Evidence-based Depression Prevention Program in Schools* [Online]. Available at: <http://www.policylab.chop.edu> [Accessed: plug in date accessed here].

### PolicyLab Leads



[Jami Young](#)  
PhD

### Team



[Jason Jones](#)

PhD

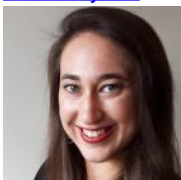


[Molly Davis](#)

PhD

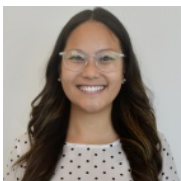


[Gillian Dysart](#)



[Karen Schwartz](#)

PhD



[Sara Reagan](#)

Courtney Wolk, PhD

Norma Coe, PhD

Bob Gallop, PhD

Jane Gillham, PhD

## **Funders of Project**

Institute of Education Sciences, U.S. Department of Education

## **Project Contact**

Jami Young

[youngjf@chop.edu](mailto:youngjf@chop.edu)

## **Related Tools & Publications**

- [The Future of Virtual Service Delivery: Lessons Learned from Research and Programmatic Experience](#)  
[Blog Post](#)  
Sep 27, 2021
- [School-related Outcomes From a Randomized Controlled Trial of Adolescent Depression Prevention Programs](#)  
[Article](#)  
Sep 2018

- [Long-term Effects from a School-based Trial Comparing Interpersonal Psychotherapy-Adolescent Skills Training to Group Counseling Article](#)  
Jul 2018
- [Behavioral Health Webinar Series Webinars](#)  
Apr 2019
- [The Depression Prevention Initiative: Mediators of Interpersonal Psychotherapy-Adolescent Skills Training Article](#)  
Aug 2019
- [Building and Sustaining Programs for School-based Behavioral Health Services in K-12 Schools Tools and Memos](#)  
Apr 2022