**Appendices**

**Appendix A**
**Systematic Literature Search**

Firstly, a scoping search was done using, the 'Advanced library search' function and Google Scholar. Secondly, a research question was formulated using the SPICE framework (Booth, 2006; Appendix B), which elicited the following question: *How effective is "Developing Emotional Literacy with Teenagers" (Rae, 2013) in supporting and improving teenagers' EL skill development and wellbeing?* Next, the basic search terms were used to search the PsychInfo database, and a search of the grey literature was also conducted, using the Proquest Dissertation and Theses Global database. The PRISMA flowchart illustrates the literature search process (Page et al., 2021; Appendix C). Inclusion and exclusion criteria were used to filter the literature (Appendix D).
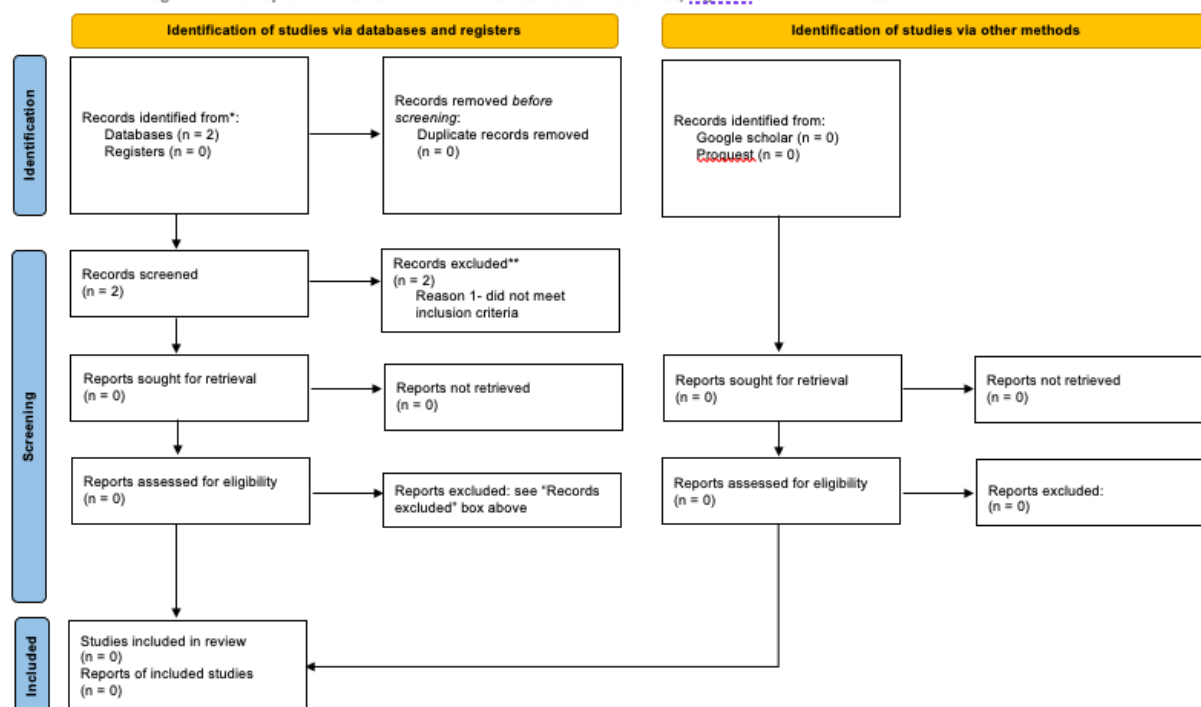
**Appendix B**
*Framework to support question formulation and search strategy*

| SPICE | Relevant features | Search Strategy |
|---|---|---|
| Setting | Secondary educational settings. | |
| Population | CYP aged 13-19 | AND "young people" OR "adolescents" |
| Intervention | "Developing Emotional Literacy with Teenagers" (Rae, 2013) | "Developing emotional literacy with teenagers" |
| Comparison | N/A | |
| Evaluation | Tangible gains in emotional literacy and wellbeing ratings. | |

## Appendix C
## PRISMA flowchart

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources



**Identification of studies via databases and registers**

Records identified from*:
Databases (n = 2)
Registers (n = 0)

Records removed *before screening*:
Duplicate records removed (n = 0)

Records screened (n = 2)

Records excluded** (n = 2)
Reason 1- did not meet inclusion criteria

Reports sought for retrieval (n = 0)

Reports not retrieved (n = 0)

Reports assessed for eligibility (n = 0)

Reports excluded: see "Records excluded" box above

**Identification of studies via other methods**

Records identified from:
Google scholar (n = 0)
Proquest (n = 0)

Reports sought for retrieval (n = 0)

Reports not retrieved (n = 0)

Reports assessed for eligibility (n = 0)

Reports excluded: (n = 0)

Studies included in review (n = 0)
Reports of included studies (n = 0)

*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).
**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

*From:* Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. BMJ 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: http://www.prisma-statement.org/

## Appendix D
### *Inclusion and Exclusion Criteria*

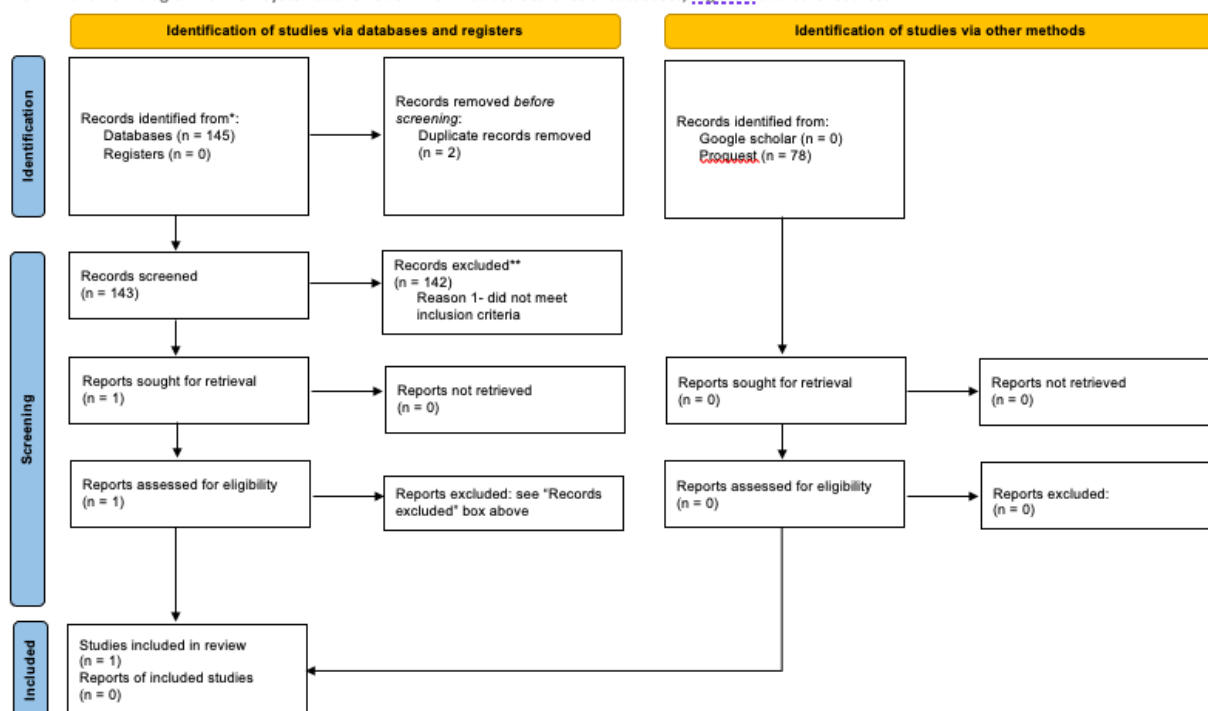| Inclusion criteria | Exclusion criteria |
| --- | --- |
| Empirical studies | Books/Newspaper articles reporting on the intervention |
| Participants aged from 13-19 | Participants over the age of 19 |
| | Papers that pre-date intervention publication |
| Relevance - Intervention under scrutiny is "Developing Emotional Literacy with Teenagers (Rae, 2013) | |
| Full text available (In English) from 2013 – 2023 | |
| Outcomes and observations pertain to emotional literacy and wellbeing | |
| School setting or alternative provision | |
| UK populations | |

**Appendix E**
**Systemic Literature Search**

A second research question was formulated using the SPICE framework (Booth, 2006;

Appendix F), which elicited the following question, *How effective are the secondary SEAL materials*

*(DfES, 2007) in improving pupils' emotional literacy skills?*. The search terms, as laid out in Appendix

F, were inputted into the 'Advanced library search' function and Google Scholar, followed by a

search of the PsychInfo database and the grey literature, using the Proquest Dissertation and Theses

Global database. The PRISMA flowchart illustrates the literature search process (Page et al., 2021;

Appendix G). Inclusion and exclusion criteria were used to filter the literature (Appendix H).

**Appendix F**
*Framework to support question formulation and search strategy*

| SPICE | Relevant features | Search Strategy |
|---|---|---|
| Setting | Secondary educational settings. | |
| Population | Secondary pupils | AND "secondary". |
| Intervention | SEAL materials (DfES, 2007) | "Social emotional aspects of learning" OR "SEAL" |
| Comparison | N/A | |
| Evaluation | Tangible gains in emotional literacy and wellbeing ratings. | |

## Appendix G
## PRISMA flowchart

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources



*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).
**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. BMJ 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: http://www.prisma-statement.org/

## Appendix H
*Inclusion and Exclusion Criteria*

| Inclusion criteria | Exclusion criteria |
|---|---|
| Empirical studies | Books/Newspaper articles reporting on the intervention |
| Secondary pupils | Participants over secondary school age |
| Relevance - Intervention under scrutiny is the SEAL programme (DfES, 2007) | Papers that pre-date intervention publication (2007) |
| Full text available (In English) from 2007 – 2023 | |
| Outcomes and observations pertain to emotional literacy and wellbeing | Outcomes that pertain to implementation, school ethos or other systemic factors, rather than pupil-level skills. |
| School setting | |
| UK populations | |

**Appendix I**
**Quality assurance checklist for Wigelsworth et al., (2011)**

# JBI CRITICAL APPRAISAL CHECKLIST FOR QUASI-EXPERIMENTAL STUDIES

Reviewer_____Date_____

Author_____Year_____ Record Number_____

| | Yes | No | Unclear | Not applicable |
|---|---|---|---|---|
| 1. Is it clear in the study what is the 'cause' and what is the 'effect' (i.e. there is no confusion about which variable comes first)? | X | ☐ | ☐ | ☐ |
| 2. Were the participants included in any comparisons similar? | X | ☐ | ☐ | ☐ |
| 3. Were the participants included in any comparisons receiving similar treatment/care, other than the exposure or intervention of interest? | ☐ | X | ☐ | ☐ |
| 4. Was there a control group? | X | ☐ | ☐ | ☐ |
| 5. Were there multiple measurements of the outcome both pre and post the intervention/exposure? | ☐ | X | ☐ | ☐ |
| 6. Was follow up complete and if not, were differences between groups in terms of their follow up adequately described and analyzed? | ☐ | ☐ | X | ☐ |
| 7. Were the outcomes of participants included in any comparisons measured in the same way? | X | ☐ | ☐ | ☐ |
| 8. Were outcomes measured in a reliable way? | X | ☐ | ☐ | ☐ |
| 9. Was appropriate statistical analysis used? | X | ☐ | ☐ | ☐ |

Overall appraisal:    Include    **X**    Exclude    ☐    Seek further info    ☐

# Appendix J
## Data extraction table

| Wigelsworth et al., 2011 | | | | | |
|---|---|---|---|---|---|
| **Study population** | **Study aims** | **Intervention** | **Study design** | **Measures/analysis used** | **Outcomes reported** |
| 22 schools (approximately 2360 pupils) implementing the SEAL programme & 19 'matched comparison' schools (approximately 1991 pupils), selected on the basis of similar school-level characteristics.

*It was not possible to randomly allocate schools to intervention and comparison condi-tions because schools had already been recruited to the initial wave of SEAL imple-mentation by the time the research was commissioned. | Examine the impact of SEAL on such outcomes as: increased social and emotional skills, better behaviour and reduced mental health difficulties.

Research question (1 of 3): What is the impact of the secondary SEAL programme on pupils' social and emotional skills?

('social and emotional skills' are defined as the inter (e.g., social skills) and intrapersonal (e.g. self-regulation) competencies that enable children to effectively navigate their social environment) | Curricular materials are typically delivered once a week for 6 weeks during form time (approximately 20min). for use with pupils in Key Stage 3 (aged 11–14 years). | Quantitative, quasi-experimental design

Pre-test–post-test control group design. | A cohort of pupils in these schools completed annual self-rated assessments of their social and emotional skills (using the Emotional Literacy Assessment and Intervention instrument), mental health difficulties and pro-social behaviour (using the Strengths and Difficulties Questionnaire) over a two-year period.

Pupil self-report - The Emotional Literacy Assessment and Intervention (ELAI) battery (Southampton Psychology Service, 2003)

The response variable in the model was the post-test score, controlling for pre-test scores as a pupil-level variable. | After controlling for a range of school- and pupil-level characteristics, to add rigour to the analysis, multi-level modelling indicated marginal, non-significant effects of the SEAL programme on pupils' social and emotional skills and mental health difficulties, and no significant effect on their pro-social behaviour.

Any differences in pre- and post-test scores could be attributed to the implementation of SEAL, but post-test scores revealed very little change in either the SEAL or comparison groups. |

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