

Online supplement

TABLE DS1 Details of studies into prevention of adolescent depression

Study	Location	<i>n</i>	Type	Intervention	Comparison	Outcome
Educational interventions						
Sawyer <i>et al</i> (2010)	Australia	5633	U	<i>beyondblue</i>	Usual education	No difference in depressive symptoms
Swartz <i>et al</i> (2010)	USA	3538	U	ADAP	Nil	Improved test scores on awareness of depression
Roberts <i>et al</i> (2010)	Australia	496	U and T(S)	Aussie Optimism Program (hybrid approach based generally on 'positive psychology')	Usual health education	No significant effects for depression post-test, at 6 or 18 months. Parents reported reductions in internalising problems
Group CBT interventions						
Cardemil <i>et al</i> (2007)	USA	168	U and T (S)	PRP	Usual education	Decrease in depressive symptoms
Gillham <i>et al</i> (2006)	USA	271	T (I)	PRP	Usual care	Decreased depressive symptoms, girls only
Roberts <i>et al</i> (2004)	Australia	189	T (I)	PRP	Usual health education	No effects on depression. Less anxiety and more optimism
Spence <i>et al</i> (2005)	Australia	1500	U	Problem Solving For Life	Usual education	No significant difference in depression incidence. Decrease in negative problem-solving skills
Clarke <i>et al</i> (2001)	USA	94	T (S and I)	Negative re-structuring	Usual care	Decreased incidence of depression at 12 months, diminished by 18 months
Garber <i>et al</i> (2009)	USA	316	T (S and I)	CBT	Usual care	Decreased incidence depression in those without parent with depression
Group IPT interventions						
Merry <i>et al</i> (2004b)	New Zealand	392	U	RAP-Kiwi	Placebo ('having fun' class)	Absolute risk reduction in depression, 3%. Short-term benefit; number needed to treat, 33
Rivet-Duval <i>et al</i> (2011)	Mauritius	160	U	RAP-A	Wait list	Short-term effects in depression scores. More positive self-esteem and coping skills at follow-up
Young <i>et al</i> (2010)	USA	57	T (I)	IPT-AST	School counselling	No significant difference in incidence of depression at 18 months. Significant difference in improvement in depressive scores. Parental involvement made no significant difference long term
Coping with Stress course						
Horowitz <i>et al</i> (2007)	USA	380	U	Coping with Stress course	Wellness curriculum	Short-term (less than 6 months) decrease in depressive symptoms, greater for those with higher baseline CES-D scores

continued

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Study	Location	<i>n</i>	Type	Intervention	Comparison	Outcome
Bibliotherapy and multimedia programmes						
Stice <i>et al</i> (2010)	USA	341	T (I)	Group CB intervention, CB bibliotherapy	Educational brochure control	Significant decrease in depressive symptoms in group CB intervention compared with controls. Marginally greater reductions in risk of future depressive episodes with bibliotherapy
Van Voorhees <i>et al</i> (2008)	USA	84	T (I)	CATCH-IT (internet programme) and motivational interviewing	CATCH-IT and brief advice	Depressed mood declined significantly and there were improvements in social support in both groups
Calear <i>et al</i> (2009)	Australia	1477	U	YouthMood Project (MoodGYM internet programme)	Wait list	Reduction in anxiety symptoms. Reduction in depressive symptoms in males
Family interventions						
Compas <i>et al</i> (2009)	USA	111 families	T (S)	Family CB programme	Self-study material	No difference in parental episodes of depression. Significant differences in CES-D scores by 12 months
Beardslee <i>et al</i> (2003)	USA	93 families	T (S)	Family psychoeducation programme	Lectures	Change in child-related parental behaviour and attitude in both groups, more after psychoeducation programme. Increased understanding of parental illness in children from both groups
Podorefsky <i>et al</i> (2001)	USA	16 families	T (S)	Family psychoeducation programme	Group didactic session	Greater changes in behaviour, child focus and self-understanding in intervention group

ADAP, Adolescent Depression Awareness Program; CATCH-IT, Competent Adulthood Transition with Cognitive-behavioral Humanistic and Interpersonal Training; CB, cognitive-behavioural; CBT, cognitive-behavioural therapy; CES-D, Center for Epidemiologic Studies Depression Scale; I, indicated; IPT-AST, Interpersonal Therapy-Adolescent Skills Training; PRP, Penn Resiliency Program; RAP-A, Resourceful Adolescent Program, adolescent version; RAP-Kiwi, Resourceful Adolescent Program, New Zealand version; S, selective; T, targeted; U, universal.