

EDA, A MOBILE INTERVENTION TO IMPROVE EMOTION REGULATION IN CHILDREN AND ADOLESCENCE - OUTCOMES OF A FEASIBILITY TRIAL

Author

Bettina Moltrecht

Anna Freud National Centre for Children and Families, EBPU

Co-Author

Praveetha Patalay

Anna Freud National Centre for Children and Families, EBPU

Co-Author

Julian Edrooke-Childs

Anna Freud National Centre for Children and Families, EBPU

Co-Author

Jessica Deighton

Anna Freud National Centre for Children and Families, EBPU

OBJECTIVE

Most mental health disorders, including depression, substance abuse, eating disorders and anxiety have their onset during adolescence. It has been argued that this peak in psychopathological symptoms is a result of developmental changes, which hamper emotion regulation (ER). The transition from late childhood to early adolescence is a critical period to target ER and prevent the development of more severe mental disorders. The present study evaluates the feasibility and effectiveness of a digital, classroom-based ER intervention developed for and by young people.

METHODS

Intervention components derived from co-design workshops and various evidence-based methods from existing therapies, including cognitive-behavioural therapy and dialectic-behavioural therapy. In total 4 primary schools in the London area participate in the trial (n=320). All children between the ages of 10-12 are eligible to take part. The intervention, is used for 3 months on tablets located in the classroom. Outcomes are measured via self-report questionnaires and short interviews.



TEAM (Technology Enabled Mental Health for Young People) has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No. 722561

RESULTS / DISCUSSION

Children could identify with the content of the psychoeducational animations and found the exercises on the app engaging. Further insights regarding the development of digital interventions are presented, as well as outcomes from the trial regarding user acceptability barriers and facilitators of digital interventions in the classroom setting (child and teacher perspectives).

CONCLUSION

This study provides important information about the feasibility and effectiveness of a digital mental health intervention for young people and informs a future RCT.



TEAM (Technology Enabled Mental Health for Young People) has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No. 722561