

School-Based Interventions to Prevent Schizophrenia in Children: A Proactive Benchside Approach

Reza Abdollahi^{1*}, PhD Candidate 

¹Patient Safety Research Center, Clinical Research Institute, Nursing & Midwifery School, Urmia University of Medical Sciences, Urmia, Iran

*Corresponding author: Reza Abdollahi, PhD Candidate; Faculty of Nursing and Midwifery, Urmia University of Medical Sciences Campus, Sarv Road, Postal code: 58881-71263-5, Urmia, Iran. Tel: +98-9019753320; Fax: +98-44-3523969; Email: Rezaabdollahi97@yahoo.com

Received: July 16, 2025; Revised: August 10, 2025; Accepted: August 17, 2025

Keywords: School Health Services, Prevention, Schizophrenia, Children

How to Cite: Abdollahi R. School-Based Interventions to Prevent Schizophrenia in Children: A Proactive Benchside Approach. Int. J. School. Health. 2026;13(1):2-3. doi: 10.30476/intjsh.2025.107808.1539.

1. Dear Editor

Schizophrenia is a severe mental illness that profoundly impacts psychosocial functioning and can lead to significant disability. The onset of schizophrenia frequently occurs during adolescence, a critical developmental period when individuals are typically engaged in educational settings. Therefore, schools are regarded as vital environments for the early identification and potential primary prevention of psychotic spectrum disorders. By implementing targeted interventions, schools can play a pivotal role in addressing the early signs of psychosis, reducing delays in treatment, and promoting better long-term outcomes for affected youth (1).

The duration of untreated psychosis (DUP), the time between the onset of psychotic symptoms and accurate diagnosis and treatment, is a critical determinant of initial treatment response and long-term outcomes. School-based interventions can reduce DUP by facilitating early identification and referral to treatment. For instance, programs like the Early Detection and Intervention for the Prevention of Psychosis Program (EDIPPP) use validated screening tools, such as the Structured Interview for Prodromal Syndromes (SIPS), to identify at-risk students. These tools, combined with cognitive-behavioral interventions tailored for psychosis risk (e.g., Cognitive Behavioral Therapy for Psychosis, CBT-P), can target subthreshold symptoms during the prodromal phase. These interventions shift from broad universal mental health promotion to targeted strategies as symptoms intensify, aligning with preventive

treatment rather than strict primary prevention (preventing full psychotic disorder onset) (2).

Implementing effective school-based interventions for schizophrenia faces significant challenges, particularly related to organizational culture. Factors such as limited resources, staff training, internal support, inclusive values, and school climate influence adoption and sustainability. For example, schools with constrained budgets may prioritize academic programs over mental health initiatives. To address this, schools can integrate mental health training into existing professional development frameworks, such as embedding psychosis awareness modules in teacher in-service training. Fostering inclusive climates can involve peer-led mental health campaigns to normalize discussions about mental health. A study by Casañas and colleagues found that schools with structured mental health training programs reported a 30% increase in teacher confidence in identifying early psychosis signs, highlighting the value of targeted training (3).

The evidence for primary prevention of schizophrenia remains complex. While some studies, including Hetrick and Sharma, showed that early intervention in clinical high-risk populations can delay or prevent the onset of psychosis in 20–30% of cases; outcomes are not universally consistent due to variability in risk identification and intervention fidelity. In contrast, school-based programs for other mental health disorders, such as FRIENDS for anxiety, demonstrate stronger evidence of efficacy, with meta-analyses indicating a 15–20% reduction in anxiety symptoms among high-risk youth. These

findings suggest that while primary prevention of schizophrenia is challenging, school-based interventions can still promote positive mental health outcomes across disorders (4).

A critical barrier to effective school-based interventions is the stigma surrounding schizophrenia. Stigma can deter students and families from seeking help, delaying identification. Schools can mitigate this through psychoeducational interventions (PEI), which have shown consistent improvements in knowledge about schizophrenia among affected individuals and caregivers. For example, a trial by Richter and colleagues found that school-based PEI programs, including workshops and stigma-reduction campaigns, increased help-seeking behaviors by 25% among students. Integrating such initiatives into school curricula through health classes or assemblies can normalize mental health discussions and encourage early intervention (5).

In conclusion, school-based interventions hold promise for early detection and, in some cases, primary prevention of schizophrenia and other mental health disorders. By leveraging validated screening tools, targeted interventions like CBT-P, and stigma-reduction strategies, schools can reduce DUP and improve long-term outcomes. Addressing organizational barriers through structured training and inclusive policies further enhances intervention success. While primary prevention of schizophrenia remains complex, these efforts contribute to a broader goal of improving youth mental health, paving the way for a healthier future.

Acknowledgment

Artificial intelligence (AI) was not used in writing this article.

Authors' Contribution

Reza Abdollahi is the sole author of this letter

to editor.

Conflict of interest: None declared.

Funding: None

References

1. Ma KKY, Anderson JK, Burn AM. School-based interventions to improve mental health literacy and reduce mental health stigma—a systematic review. *Child Adolesc Ment Health*. 2023;28(2):230-240. doi: 10.1111/camh.12543. PubMed PMID: 35005830.
2. Ladegard K, Alleyne S, Close J, Hwang MD. The Role of School-based Interventions and Communities for Mental Health Prevention, Tiered Levels of Care, and Access to Care. *Child Adolesc Psychiatr Clin N Am*. 2024;33(3):381-395. doi: 10.1016/j.chc.2024.03.004. PubMed PMID: 38823811.
3. Casañas R, Castellvi P, Gil J-J, Torres-Torres M, Barón J, Teixidó M, et al. The effectiveness of a “EspaiJove. net”-a school-based intervention programme in increasing mental health knowledge, help seeking and reducing stigma attitudes in the adolescent population: a cluster randomised controlled trial. *BMC Public Health*. 2022;22(1):2425. doi: 10.1186/s12889-022-14558-y.
4. Hetrick S, Sharma V. Debate: Where to next for universal school-based mental health interventions? Can research led by young people shape universal solutions for mental health and suicide prevention in school settings? *Child Adolesc Ment Health*. 2025;30(3):311-312. doi: 10.1111/camh.12754. PubMed PMID: 39853599; PubMed Central PMCID: PMC12351194.
5. Richter A, Sjunnestrand M, Romare Strandh M, Hasson H. Implementing School-Based Mental Health Services: A Scoping Review of the Literature Summarizing the Factors That Affect Implementation. *Int J Environ Res Public Health*. 2022;19(6):3489. doi: 10.3390/ijerph19063489. PubMed PMID: 35329175; PubMed Central PMCID: PMC8948726.