

LITERATURE REVIEW RELATED TO DIGITISED EDUCATION OF PARENTS FOR CHILDREN PROTECTION PROJECT (DEPCIP)



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Digitised Education of Parents for Children Protection

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Introduction

This report describes the methods and the results of the literature review of scientific resources (excluding grey literature) regarding the parenting interventions that address violence against children. The report serves the needs of the European project “*DIGITISED EDUCATION OF PARENTS FOR CHILDREN PROTECTION PROJECT (DEPCIP)*” funded by European Commission under the ERASMUS programme. The aim is to provide some insights on the parenting prevention programs that are related to violence against children. It includes a review of the reviews so that the information will be used for guiding the development of the educational videos and materials related to this program.

The responsibility for the implementation of this review was with the partners from the Hellenic Mediterranean University, Greece. All partners from Catalonia, Turkey, Italy and Lithuania contributed to this review with data on the national level. Lithuanian partners also reported on English language sources for Europe using the EBSCO database and Greek partners did the same using the scopus database. This review attempted to collate all empirical evidence that fitted pre-specified eligibility criteria to answer a specific research question. It used explicit, systematic methods that were selected with a view to minimizing bias. By combining information from all relevant studies, we can provide more accurate information on parenting interventions on violence against children.



Report from the partner in Spain

Literature review in Spain

REVIEW NO: 1	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	How to be better mothers and fathers
Author (s)	SONIA CABRERA LOZANO
Year of publication	2015
Journal / source	FINAL MASTER'S WORK - Sevilla University. Department of Didactics and Educational Organization
Contact details / site	RESEARCH DEPOSIT UNIVERSITY OF SEVILLA https://idus.us.es/handle/11441/39615;jsessionid=FAFED93BF38BC6303CC7EFC49F755B8A?
Country	SP

Description of target population / participants	<p>It is intended for all types of fathers and mothers, with risky or risk-free conditions, following an inclusive, integrating and non-discriminatory perspective.</p>
Objective	<p>This paper presents a training program for parents as a mechanism to promote good parenting skills and competencies to carry out an effective exercise of parenthood. It is intended for all kinds of parents, with or without risk unsafe, following an inclusive, non-discriminatory and inclusive perspective that will prevent the estimated risk families and promote their integration in the community.</p> <p>This general objective can be broken down and specified in the following specific objectives:</p> <ul style="list-style-type: none"> - Offer counselors and other educational professionals support tools and an action guide to facilitate their task of working with families. - Enable a meeting place for mothers and fathers that facilitates the exchange of experiences and fosters the creation of informal support networks. - Reinforce the satisfaction of the parental role, increasing the feelings of security, competence and well-being of parents as educators. - Know the parenting model from which they start and work on changes in the inappropriate aspects. - Promote the autonomy of fathers and mothers to face family life, ensuring that everything learned can be extrapolated to their daily lives. - Stimulate effective communication skills so that satisfactory interactions between parents and their sons and daughters are achieved. - Offer parents a wide repertoire of appropriate educational guidelines on how to educate their sons and daughters, showing them the most effective educational styles that

	<p>they can use, as well as the consequences of physical punishment and alternatives to its use.</p> <ul style="list-style-type: none"> - Offer parents guidelines for establishing norms and limits, the use of reinforcers and punishment, the technique of shaping, as well as knowledge of the consequences of physical punishment. - Offer information and guide parents on the evolutionary development and needs of children. - Offer fathers and mothers strategies to face and resolve conflicts peacefully, based on dialogue and negotiation. - Promote moments of leisure and relationship between parents and children to achieve a good family environment.
<p>Description of the intervention</p>	<p>To do this, she starts contextualizing the program from a long bibliographical study, and then goes to development. Noted that this program goes beyond mere passive acquisition of knowledge by parents, and one of its principles out an active and experiential methodology. In general, it is working with families in their educational work in order to acquire knowledge and strategies to enhance learning opportunities for their children, contributing to the development of these and while improving family life.</p> <p>The success of this proposal lies in the extent to which parents acquire the content and the tools they provide.</p>
<p>Duration the of intervention</p>	<p>12 Sessions</p>
<p>Main outcomes</p>	<p>The program that is developed is preventive in nature, whose objective is to train parents in topics related to parental skills and teach them the skills necessary to develop their role appropriately, providing them with information and advice. They are universal access programs, aimed at all fathers and mothers, and with a voluntary participation. The methodology used usually consists of several sessions with the same small group, where they reflect to improve the actions of the parents. Role-playing</p>

	games or the study of a case can also be very useful to illustrate in a very practical way the subject to work.
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REVIEW NO: 2	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	PREVENTION OF CHILD ABUSE: WORKING WITH FAMILIES
Author (s)	Alba Díaz de Castro Macho
Year of publication	2014/2015
Journal / source	University of cantabria. Education Faculty
Contact details / site	https://repositorio.unican.es/xmlui/handle/10902/7772
Country	SP
Description of target population / participants	Parents
Objective	Provide families with strategies and / or resources to prevent child abuse is the main goal. The objective of this project is to develop a

	<p>proposal for primary prevention of child abuse for families, making the school a place of support. This will be based on the emotional education of the parents to provide them with strategies and / or resources to prevent child abuse. To achieve this, they studied the definition and classification of child abuse in different types which can establish an order based on their incidence. It was considered important, firstly, to know the causes behind him, many of them stemming from inadequate or nonexistent emotional education and, on the other hand, the physical, cognitive and emotional Consequences. So as to conclude the importance of raising families and teachers in order to reduce the incidence of this serious problem.</p>
<p>Description of the intervention</p>	<p>The proposal is designed to prevent maltreatment of children from the Early Childhood Education stage which constitutes the educational stage with its own identity that cares for children from birth to six years in order to contribute to the child's comprehensive development, that is, to their affective, physical, social and intellectual development</p> <p>The proposal constitutes a comprehensive program for the primary prevention of child abuse through a training of trainers program, that is, it aims to train families to avoid mistreating their children.</p>
<p>Duration the of intervention</p>	<p>A weekly session will be allocated for four weeks, each of which will have a variable duration depending on the activity or workshop proposed, but all of them will rotate around 60 minutes.</p> <p>All of them will be aimed at the families of children in Early Childhood Education and are intended to be taught by the reference educators of these children.</p>
<p>Main outcomes</p>	<p>This project is considered to help teachers improve their training on this topic, because despite its importance, even today the intentional and systemic training it deserves is quite absent from teacher training programs.</p> <p>For this, it is essential that universities and teacher training centers promote concern about these issues that, although they seem distant, occur daily to many children and it is we, the teachers,</p>

	<p>among others, who have the moral obligation to ensure its eradication or, at least, its prevention.</p> <p>Everything previously investigated points to the need to develop primary prevention programs that encompass emotional education, not only with families as proposed here, but it would be interesting for the educational center to work with children at the same time that families do.</p>
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REVIEW NO: 3	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Pilot Implementation of two evidence based programs (SafeCare and Incredible Years) in Child Protection Services in Gipuzkoa
Author (s)	Joaquín de Paúl Ochotorena, Ignacia Arruabarrena, Silvia Indias
Year of publication	2015
Journal / source	Basc Country University
Contact details / site	https://journals.copmadrid.org/pi/art/j.psi.2015.07.001
Country	SP
Description of target population / participants	The program targets families identified as having occurred in situations of child abuse / neglect, as well as families in high-risk situations, but is especially applicable in negligent families of moderate severity. Cases of sexual abuse and consumption of untreated drugs or alcohol are excluded. Its standard format is designed to be applied in families with children under the age

	of 5, although it has been adapted to families with children of older ages (up to 12 years) or to specific populations.
Objective	The primary objective is the implementation of the so-called family preservation programs, which can have the purpose of parental training (that is, getting the parental figures to provide adequate care to the child) or the family complement (that is, complementing the figures parenting when it is not possible to get sufficient training and it is considered that the separation of the child from his family of origin is not an adequate alternative
Description of the intervention	This paper describes the implementation process of two evidence-based programs in Gipuzkoa as Child Protection System (Spain): SafeCare and Incredible Years. SafeCare is a home visiting program for high-risk and neglectful families with children under 5 years. Incredible Years is a parenting skills training program for families with children between 4 to 8 years with behavior problems whose parents have significant difficulties to manage.
Duration of the intervention	September 2015 to November 2017 - Pilot Implementation In its standard format, SafeCare lasts from 18 to 22 weeks, depending on the evolution of the case. It is carried out through weekly home visits lasting between 60 and 90 minutes. Each of the three components that are worked on (child health care, parent-child interaction and home safety) occupies between five and seven sessions. The program provides a structured protocol that defines the activities to be carried out in each module and their sequencing. Each module includes instruments for evaluating the initial situation of the family and follow-up evaluations to monitor changes. Two central points of the SafeCare model are communication skills and problem solving skills.
Main outcomes	A total of 37 mothers were referred to the SafeCare program. Of these, ten (27.03%) abandoned it in the initial moments of the intervention. Of the remaining 27 mothers, 12 are currently

	<p>on treatment and 15 have completed the program. Of the latter, 13 completed the pre and post-treatment assessment measures.</p> <p>The results show that the mothers presented lower scores in the post-test than in the pre-test in depressive symptoms (BDI-2), Risk of Abuse and all the dimensions of the B-CAP, and in the total score of Parental Stress, Discomfort, Dysfunctional Parent-Child and Difficult Child Interaction of the PSI-SF. However, in none of these measures did the differences reach statistical significance ($p > .05$).</p> <p>The results obtained with the mothers' scores on the ECBI show significant reductions with respect to the children's behavior problems both on the Intensity scale, $t(10) = 2.29$, $p < .05$, on the Behavioral Problems scale., $t(10) = 2.58$, $p < .05$.</p>
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REVIEW NO: 4	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Prevention Programs before the Child Abuse, working from the Parent Training: Review Bibliographic.
Author (s)	ROCÍO HERNÁNDEZ ESTEBAN
Year of publication	2016/2017
Journal / source	MASTER IN MEDIATION AND FAMILY INTERVENTION
Contact details / site	http://repositori.uji.es/xmlui/bitstream/handle/10234/172742/ROCI O%20HERNANDEZ%20ESTEBAN%20TFM%20SEPTIEMBRE2017.pdf? sequence=1&isAllowed=y
Country	SP
Description of target population / participants	the analyzed programs are aimed at children from 0 to 18 years of age. See Annex 1

<p>Objective</p>	<p>The present study aims to review the current parental education prevention programs carried out in Spain for social risk population. The specific objectives are:</p> <ol style="list-style-type: none"> 1) Identify necessary and fundamental contents to work that a program of prevention and intervention against child abuse must include 2) Analyze which aspects of the facilitator or mediator in charge of carrying out the program are considered fundamental in this type of programs, creating a “Profile” of the competencies and characteristics that the facilitator must possess to proper implementation of such a program.
<p>Description of the intervention</p>	<p>The following databases were used: MEDLINE (Web of Science) PsycARTICLES, IME (base de datos de CSIC) y SciELO, using the key words as descriptors.</p> <p>A Google search was made after that to find the full text programs. Nineteen studies were included, corresponding to six programs implemented in different Spanish regions. The main area of application was Social Services, the age of the children was different in each program and all of them used an experiential, dynamic and active methodology. The main worked up contents were communication, conflict resolution, family-school relationship, affection and limits and rules. The people in charge of implementing the program need to have a “mediator mind”, instead of an “expert mind”.</p>
<p>Duration of the intervention</p>	<p>Depending on the program from 14 sessions to 20 sessions. See Annex 1</p>
<p>Main outcomes</p>	<p>In the tour carried out on the group programs for parents, it was seen the following: the scope of application of these programs is, mostly Social Services; the type of population to which they are destined are families at risk of psychosocial risk, although normalized families are included in some of them; the ages of the sons and daughters are varied, and may be determined, or not, for certain age ranges; there is similarity in the duration of the program and the number of participants; the methodology used</p>

in all the programs is characterized by being experiential, dynamic and active; the content of the programs is varied although with quite a few points in common and facilitators must have a mediator's mind, not an expert. All of them, in addition, are characterized by their rigor in the approaches, the use of implementation quality controls and being in line with the European recommendation.

Annex 1

<i>Programa</i>	<i>Tipos de destinatarios</i>	<i>Miembros de la familia incluidos en el programa</i>	<i>Edad de los hijos/as</i>	<i>Objetivo General</i>	<i>Duración</i>	<i>Número de participantes</i>	<i>Metodología/ materiales</i>
1. "Crecer felices en familia"	Población en riesgo psicosocial	Programa grupal: Madres y Padres Hijos/as (30' por sesión) Programa domiciliario: Núcleo familiar	0-5 años	Fortalecer las relaciones padre/madre-hijo/hija y mejorar el desarrollo de los/las menores.	20 sesiones semanales de 1h30' (5 meses)	Entre 8 y 10	Experiencial: entrenamiento de pautas concretas. Discusión dirigida, role-playing, fantasía guiada, videos...
2. "Vivir la adolescencia en familia"	Población en riesgo psicosocial	Madres y Padres	12-17 años	Apoyar la práctica en las tareas de crianza, en la cohesión positiva de la familia y alentar el desarrollo personal de padres, madres y adolescentes.	21 sesiones semanales de 1h30' (5-6 meses)	-	Experiencial: Exposición a las experiencias diarias. Discusión dirigida, role-playing, fantasía guiada, videos...
3. "Aprender juntos, crecer en familia"	Población en situación de vulnerabilidad o en riesgo psicosocial	Madres y Padres Hijos Sesiones conjuntas de la familia completa	6-12 años	Promocionar el desarrollo y la convivencia familiar fomentando las relaciones positivas entre padres e hijos de acuerdo con el ejercicio de una parentalidad positiva.	14 sesiones semanales de 2h (1ª: individual padres/hijos, 2ª: conjunta) (4 meses)	Entre 8 y 16	Didáctica, participativa y orientada al grupo. Videos, historias animadas, viñetas, juegos de mesa, role-playing, fantasía guiada...
4. "Programa-guía para el desarrollo de competencias emocionales, educativas y parentales"	Población general y en riesgo psicosocial	Padres, Madres y/o responsables	2-17 años (separados en tres módulos)	Facilitar la adquisición de estrategias que lleven a los progenitores a una dinámica familiar positiva desarrollen modelos parentales adecuados para los niños y jóvenes.	11 sesiones semanales de 2h (flexibilidad en las sesiones) (3 meses)	Entre 15 y 20	Activa, participativa, cooperativa y experiencial. Dinámicas de grupo (fichas de trabajo).
5. "Formación y Apoyo Familiar"	Población general y en riesgo psicosocial leve/moderado (se excluye riesgo alto, se prioriza riesgo leve/moderado)	Padres, Madres y/o personas acogedoras.	Menores de 18.	Proporcionar una fuente de apoyo que les potencia el desarrollo exitoso y eficaz en el cuidado, educación y socialización de sus hijos.	19 sesiones grupales (flexibles) de 2h (3-5 meses)	Entre 10 y 15	Activa, participativa y experiencial, basada en la comunicación y reflexión. Dinámicas de grupo (role-plays, debates..)
6. "Programa de competencias familiares"	Población con riesgo alto, especialmente relacionado con consumo de sustancias	Madres y Padres Hijos Sesiones conjuntas de la familia completa	12-16 años	Promover relaciones positivas, coherentes y estables entre los menores y adultos, reducir factores de riesgo y potenciar factores de protección.	14 sesiones semanales de 2h (3-4 meses).	-	Activa. Manuales, CDs relajación, DVDs con escenas.

REVIEW NO: 5	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	FAMILIES, EDUCATION AND PREVENTION OF CHILD ABUSE
Author (s)	M ^a ÁNGELES BALSELLS, ISABEL DEL ARCO and AMPARO MIÑAMBRES
Year of publication	2010
Journal / source	Dialnet
Contact details / site	Dialnet-FamiliasEducacionYPrevencionDelMaltratoInfantil-2533494.pdf
Country	SP
Description of target population / participants	The project is aimed at families who do not adequately cover the physical, cognitive or social needs of their children, being able to give rise to risk situations

	<p>social to the extent of the appearance of physical abuse, physical or educational neglect</p>
<p>Objective</p>	<p>This article presents the results of an empirical research of an educational nature developed in the social field, whose main objective has been the creation of a Project of Educational intervention, methodologically and theoretically based, aimed at negligent parents, in order to prevent situations of social risk.</p> <p>The objective of the research presented here is the creation of a project, methodological and theoretically based, to intervene in educational form in those families that are negligent, to some extent, in the physical, biological, social and cognitive care of their children.</p>
<p>Description of the intervention</p>	<p>This article presents a family education project that starts from its theoretical justification and goes as far as the definition of the didactic units corresponding to four different areas: the physical care of the sons and daughters, home organization, relationships with the school context and relationships in the family context.</p> <p>The research design is divided into four major differentiated phases: compilation of information, first writing of the project, implementation and final writing.</p> <p>This project is designed as a manual or guide the family educator can use in support of their individual performances and / or family, to prevent possible child abuse derived from situations of social risk in multiproblematic families.</p>
<p>Duration of the intervention</p>	<p>--</p>

Main outcomes	<p>The main innovations didactics and pedagogics that are achieved with this research are the search for content to be learned by these parents, as well as the most appropriate techniques to teach the corresponding concepts, procedures and attitudes. The application of the program to a real sample of abusive and neglectful families is one of the pillars of the research methodology.</p> <p>The presented program has been well received and valued by the professionals of the social services and by educators.</p> <p>Professionals highlight the fact that the manual reaches a third level of specification, in which the objectives and content.</p> <p>Regarding the effectiveness of the program, the evolution of the sample families experimental has not been unambiguous. It has been demonstrated greater efficacy in those neglectful families and physical neglectful families; on the other hand, in families diagnosed as physical abusers, or at great risk of being so, the effectiveness has been inferior.</p> <p>The program has been more effective in families from rural areas and families from urban areas that have their basic needs minimally covered.</p> <p>The manual has demonstrated its effectiveness in support interventions in family nuclei individual, either at home or in the facilities of the services, but always in intensive interventions and in a limited period of time.</p> <p>Regarding the use of the manual for work in groups of parents, professionals have used the manual, adapting it with group dynamics, and have used the synergy and self-help effect of this type of groups.</p>
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REVIEW NO: 6	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Prevention of child abuse in the family environment
Author (s)	Estefanía Úbeda González
Year of publication	2014-2015
Journal / source	University of Salamanca - Master in Public Services and Social Policies
Contact details / site	http://www.codajic.org/sites/www.codajic.org/files/Guia_basica_prevention_del_abuso_sexual_1.pdf
Country	SP
Description of target population / participants	This program is aimed at families with high risk factors who are in the process of having a child (pregnant women), or on the

	<p>contrary, if they already have it, that the child has not one year old.</p>
<p>Objective</p>	<p>This work will consist of the elaboration of an intervention project aimed at high-risk families, to prevent abuse in the first years of the child's life.</p>
<p>Description of the intervention</p>	<p>What is proposed is to provide families who are going to have children with a series of guidelines and behaviors for the good care and attention of the minor, and as is evident, for the good development both physically and emotionally during pregnancy and early years</p> <p>of life, to avoid the bad treatments and the inadequate care of these, and thus, to manage to improve the relations between the parents and children in the future. What is intended is to work on primary and secondary prevention, it is about training parents in adequate parental practices and in enhancing their personal and social resources</p> <p>(self-esteem, social support, community integration).</p> <p>The aim is that families can acquire a good knowledge of the care they should provide to their children in the first years of life, and adopt skills so that they can establish appropriate emotional ties as a starting point to avoid different problems in child development even possible</p> <p>bad treatments.</p>

Duration the of intervention	<p>This intervention project consists of five large blocks, in which each one of them will work on a specific topic, developing in four sessions.</p> <p>The ideal number of attendees would be around 10 or 12 participants per group.</p> <p>The duration of each session will be approximately 50/60 minutes so that you are more bearable, and ensure that the participants are attentive and focused throughout the session.</p>
Main outcomes	<p>It is a proposal training programma, not results explained on the document.</p>

REVIEW NO: 7	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	EDUCATIONAL ACTION FOR PREVENTION AND TREATMENT OF PARENTAL NEGLIGENCE IN THE CAN RULL DISTRICT OF SABADELL MUNICIPALITY
Author (s)	Ainoa Ginés Rodríguez
Year of publication	2014
Journal / source	Faculty of Health Sciences and Well-being / University of Vic
Contact details / site	http://repositori.uvic.cat/bitstream/handle/10854/3306/trealu_a2014_gines_ainoa_accion_educativa_prevencon.pdf?sequence=1&isAllowed=y
Country	SP
Description of target population / participants	This intervention plan in placed in a Sabadell area, in Can Rull, from which we detailed their social- economical specificities and institutional facts. The target group is

	neglectful families registered in the Can Rull neighborhood.
Objective	The main objective is to offer a specific service, full of stability and continuity linked to the childhood-attention services and to the family. This objective has to work for the achievement of a change in the behavior families, when these are showing negligence in their parental responsibility.
Description of the intervention	<p>This work stays on the field of parental negligence prevention. Based in a theoretical practical process, the programmer for the interventions on is fastened to the line of training programmers for parents. So, it follows a psychological and bringing-up dynamic, also thinking in community.</p> <p>The program design follows the methodology for the strategic proposal and includes a preliminary diagnosis, a detailed action plan on the different implementation phases for the intervention proposal, the foresight of evaluation mechanism and a detailed estimate budget.</p> <p>The program aims to be a re-educational service based on a theoretical-practical process. The service is within the line of the parent training programs and follows the psycho-educational and community dynamics that most parenting programs follow, on the other hand, it tries to work from a prevention and promotion approach through the continuous involvement of services that work with children and families.</p>
Duration the of intervention	<p>The sessions will last two hours, first the theoretical session will be held that will direct it the teacher that suits each topic and then the session will take place practice energized by the Social Worker.</p> <p>Two groups will be established, each group will have a maximum of 12 participants.</p>

	<p>The intervention can be divided into three phases. An initial and final phase that will be purely professional and an intermediate phase where you will intervene with the population participating in the program.</p> <p>The intervention phase will last three months during which the professionals of the service itself will work directly with the program participants. During this period, talks, seminars and workshops will be held.</p>
Main outcomes	<p>It is clear that this type of program depends entirely on the cooperation and voluntary participation of the participants, taking into account this fact, different obstacles could arise how:</p> <p>Time problems, Personal problems, Operational problems</p>

REVIEW NO: 8	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Application of a child abuse prevention programme in an educational context
Author (s)	Juan M. Moreno-Manso, Elena García-Baamonde, Macarena Blázquez-Alonso and José M. Pozueco-Romero
Year of publication	2014
Journal / source	Department of Psychology, Faculty of Education, University of Extremadura
Contact details / site	http://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S0212-97282014000300025
Country	SP
Description of target population / participants	The prevention programme was applied in ten primary schools in the Region of Extremadura (Spain). It was applied to 9 and 10-year-old pupils. The sample was made up of 317 children divided into two groups selected at random. The first group was made up of 176 pupils (85

	<p>boys and 91 girls) who underwent the prevention programme; while the second group, made up of 141 children (76 boys and 65 girls), did not participate in the programme. None of the children in either group were institutionalised in a children's home or under supervision of the social services child protection department. Neither was there any previous record concerning any other minor belonging to the same family in a situation of neglect.</p>
Objective	<p>The programme aims to improve a child's capacity to face potentially threatening situations.</p>
Description of the intervention	<p>This study analyses the effectiveness of a child abuse prevention programme in an educational context. The proposal for action is based on the use of stories as an instrument of primary prevention.</p>
Duration the of intervention	<p>There were 12 sessions whose aim was for the children to gain an awareness of abuse, identify situations of abuse and learn strategies to face them. This was done through the use of tutorials and by linking the programme to the aims of the pupils' educational stage.</p> <p>The sessions lasted 45-50 minutes and the activities are varied and adequate for their ages. The activities are not only aimed at acquiring knowledge for self-protection, but also at teaching strategies aimed at stimulating the children's self-confidence and assertiveness. They learn to discriminate between situations in which they can be assertive and situations where they can not, or when they should defend their rights, generating changes in the children's behaviour when faced with threatening situations.</p>
Main outcomes	<p>The evaluation of the programme was carried out at two different times: immediately after the end (post-test) and 6 months after the application of the programme (monitoring).</p>

	<p>In order to evaluate the pupils' acquired knowledge, we compared the pupils' answers to the questions they were asked at the start and end of the programme, concerning several hypothetical situations of abuse.</p> <p>The evaluation of the programme shows that the pupils in the experimental group resolved the situations with increasing skill, confidence and determination; and that they could see more clearly where to look for help in terms of protection measures. The tutors evaluated the programme positively, considering the contents useful for prevention.</p>
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REVIEW NO: 9	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Home and group-based implementation of the “Growing Up Happily in the Family” program in at-risk psychosocial contexts
Author (s)	Sonia Míriam Álvarez, Sonia Padilla, M. Luisa Máiquez
Year of publication	2016
Journal / source	Department of Educational Psychology and Education, Faculty of Psychology, University of Laguna, Spain
Contact details / site	https://www.elsevier.es/es-revista-psychosocial-intervention-362-pdf-S1132055916300035
Country	SP
Description of target population / participants	“Growing Up Happily in the Family” is a program to prevent child maltreatment targeted at parents of children aged 0–5 years old at-risk psychosocial contexts.
Objective	The objective of this study was to evaluate the impact of various implementation components in the home and group versions on

	<p>changes in parental attitudes about child development and education. At-risk non at-risk parents participated the group-based (196 participants 26 groups)and home-visit(95 participants)versions of the program delivered through local social services.</p> <p>They analyzed program adherence, adaptations,participant responsiveness,quality of delivery,and implementation barriers as predictors of changes in parental attitudes.</p>
<p>Description of the intervention</p>	<p>The program is delivered via either group-based or home-visit format.</p> <p>The intervention: Growing Up Happily in the Family. This is a promotional and preventive program focusing on the promotion of parental warmth, sensitivity, positive expectations of child development, strategies for the child’s self-regulation, and family-school support as protective factors for child development.</p> <p>The program focuses on promoting child development through improved parenting skills and family learning environments. It has a number of specific objectives:</p> <p>(a)to promote the development of secure attachments, positive interaction between parents and children, and parenting satisfaction;</p> <p>(b)to help parents identify and attend to the needs of their children, encouraging them to react positively to their development; (c)to guide parents in establishing daily routines and acquiring skills in child care and safety; (d)to help parents differentiate between and understand their children’s mental states and to stimulate their physical and emotional autonomy;(e) to help parents identify interaction efforts and stimulate their children’s verbal and non verbal communications kills;</p> <p>(f) to provide parents with strategies for regulating their children’s behavior in accordance with the rules and to provide them with alternative guidelines for childrearing;</p>

	<p>(g) to promote protective factors and reduce risk factors through the promotion of parenting skills, stress reduction, and increased social support.</p>
<p>Duration the of intervention</p>	<p>In the group program, the participants were 133 parents who attended the Growing Up Happily in the Family program in ten social services in the Autonomous Communities of Castile and Leon, Canary Islands, and Catalonia.</p> <p>In the home version, the participants were 96 parents referred by the municipal social services of Tenerife. The participants in both programs were mainly young mothers living in urban areas, with primary education, on welfare, and unemployed, with half of the participants living in a two-parent family and half in a situation of low-medium risk.</p> <p>The complete dose includes 22 sessions and the partial dose includes 14 sessions. At the initial session, the service coordinators asked groups which dose they wished to opt for, according to their preferences and availability.</p> <p>The recommended duration was 90min.</p>
<p>Main outcomes</p>	<p>The results showed that greater program adherence, better quality of delivery and participant responsiveness, and positive climate predicted changes in parental attitudes in both formats. Therefore, it is important to take into account the quality of the implementation process when testing the effectiveness of early group-based and home-visit interventions in at-risk families.</p> <p>In both versions of the program we observed positive results. In the group version, parents showed positive changes in their inappropriate expectations toward the child, empathy to their children, belief in corporal punishment, and role reversal. In the home version, there were statistically significant changes for all five of the AAPI subscales, indicating that parental attitudes significantly improved between pre- and post-test on each of these measures. In the group version, effect sizes were large for empathy to their children (.58), medium for role reversal (.10), and small for inappropriate expectations (.02) and belief in corporal</p>

	<p>punishment(.02). In the home version, effect sizes were large for empathy to their children(.53), belief in corporal punishment(.34), and role reversal(.29), medium for oppressing children's independence(.13), and small for inappropriate expectations(.07).</p>
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REVIEW NO: 10	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Evidence in promoting positive parenting through the Program - Guide to Develop Emotional Competences
Author (s)	Raquel-Amaya Martínez-González, Beatriz Rodríguez-Ruiza, Lucía Álvarez-Blanco, Carlos Becedóniz-Vázquez
Year of publication	2016
Journal / source	Department of Education Sciences, University of Oviedo, Spain
Contact details / site	https://www.elsevier.es/es-revista-psycho-social-intervention-362-pdf-S1132055916300047
Country	SP
Description of target population / participants	Information was gathered and analyzed from 259 parents with children of ages 1–18 who participated in 26 parent training groups, living in 26 urban and rural municipalities placed in central, east and west areas of Asturias. These participants were selected from a broader sample of parents who participated in the program

	<p>after taking into account the parents' educational background as possible moderator variable of the results.</p> <p>The Program-Guide was delivered to parents with children from 0 to 18 years old.</p>
Objective	<p>This study aims at providing evidence of the effectiveness of the Program-Guide to Develop Emotional Competences in promoting positive parenting. Contextual, institutional, methodological and professional issues were taken into account to develop a social innovation experience to support parenting as a preventive measure to family conflicts.</p>
Description of the intervention	<p>The study describes both the contents of the Program-Guide and the methodological and evaluation issues that trained professionals need to consider when delivering the Program-Guide to families in natural contexts.</p> <p>The contents of the program are classified into six parenting competence dimensions: (1) awareness of children's personal and behavioral characteristics according to their developmental stage and living circumstances; (2) emotional self-regulation abilities; (3) self-esteem and assertiveness; (4) communication strategies; (5) strategies to solve conflicts and to negotiate; and (6) strategies to establish coherent norms, limits and consequences to promote positive discipline.</p>
Duration the of intervention	<p>These competences are trained in eleven sessions according to the guidelines and resources included in the program. The first and the last sessions are devoted, respectively, to assess parenting competences before (pre-test) and after (post-test) the contents of the program are delivered to parents. It is suggested that each program session will be delivered weekly with a length of two hours.</p>
Main outcomes	<p>A pre- and post-test design showed that after finishing the sessions parents perceived themselves more competent as parents according to the five dimensions of parenting competences considered: (1) emotional self-regulation abilities; (2) self-esteem and assertiveness; (3) communication strategies;</p>

	<p>(4) strategies to solve conflicts and to negotiate; and (5) strategies to establish coherent norms, limits and consequences to promote positive discipline.</p> <p>See Annex 2</p>
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Table 1

Significant statistical differences between the pre-test and the post-test in the parents' parenting competences and effect size.

Dimensions of parenting competences	Pre-test <i>M</i> (SD)	Post-test <i>M</i> (SD)	<i>F</i>	<i>p</i>	Partial Eta Squared/ <i>d</i> Cohen
Emotional self-regulation abilities (4 items)	2.43 (.45)	2.74 (.38)	77.395	.000	.25 .74
Self-esteem and assertiveness (3 items)	2.62 (.50)	2.73 (.38)	8.598	.004	.03 .024
Communication strategies (4 items)	2.55 (.50)	2.62 (.42)	4.167	.000	.01 .15
Conflict resolution strategies (3 items)	2.52 (.52)	2.80 (.45)	47.048	.000	.16 .57
Coherent limits, norms and consequences strategies (3 items)	2.70 (.60)	3.18 (.50)	139.076	.000	.36 .86

REVIEW NO: 11	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Children who are exposed to intimate partner violence: Interviewing mothers to understand its impact on children
Author (s)	Ainhoa Izaguirre and Esther Calvete
Year of publication	2015
Journal / source	
Contact details / site	https://www.sciencedirect.com/science/article/abs/pii/S0145213415001593
Country	SP
Description of target population / participants	A total of 30 Spanish mothers (mean age = 41.57 years, SD = 8.54 years) were individually interviewed. They were recruited from 6 different agencies for victims of violence, such as shelters, social services, charities, and support groups for women who had experienced IPV in Bilbao and San Sebastian (Basque Country, Spain).

	<p>Selection criteria included being at least 18 years old, having suffered from IPV in at least one prior relationship, and have children. At the time of the interviews, the women had between one and five children, who were aged between 1 and 27 years (mean age = 11.28 years). The sample was 80% Spanish born, except for six women who were immigrants.</p>
Objective	<p>The aim of the current study was to examine the impact of IPV on the children of women who suffered from violence, based on the mothers' perspectives. Thus, by reading the narratives of mothers who experienced violence, we obtained access to their perspectives of their children's victimization. This investigation is one of few qualitative studies to systematically gather detailed information from battered mothers about the nature of their children's exposure to IPV.</p>
Description of the intervention	<p>Children's victimization related to intimate partner violence (IPV) has damaging effects on their well-being and development. The purpose of this research was to assess the impact of IPV on children's emotional and behavioral problems through their mothers' narratives.</p>
Duration the of intervention	---
Main outcomes	<p>The analysis of the way that the mothers talked about their children's experiences of IPV led to the identification of five main themes.</p> <p>Five main issues have emerged from these findings: direct victimization of children, children witnessing violence, children's reactions, consequences of IPV on children, and strategies for protecting children during and after the violent incident.</p> <p>Several mothers reported that their children had suffered from direct psychological victimization; specifically, 22 of the mothers stated that their children had been victims of violence.</p> <p>As indicated by the statements of the interviewed women, and despite their efforts to protect their children from the violent</p>

episodes, 97% of the women expressed that their children were indirect victims, based on their witnessing IPV.

Participants described that as a result of their children's exposure to IPV, the children experienced difficulties at three different levels: academic, social, and psychological. Specifically, 24 participants noted that their children suffered from psychological problems, 9 indicated social problems, and 14 indicated school problems. Furthermore, the results also showed that a few children were able to adopt adult roles, despite the adversity.

There was a high consensus among the mothers that their children were victims of violence.

Mothers also described their children's traumatized reactions at the time of the abuse, as well as their symptoms of distress and chronic fear.

This study shows that women exposed to IPV often perceive that their children display several psychosocial problems. Women, therefore, as well as being victims of IPV, also carry the burden of their children's suffering. Our findings also suggest that women victims of IPV have the risk of being victimized by their own children. Intervention programs with victims of IPV should include specific strategies to work with these children. These programs should help the children adequately elaborate their trauma from their exposure to IPV. Specifically, these programs should prevent the development of future violent behaviors in children, which would imply an intergenerational transmission of violence. Helping these children learn to resolve conflict positively and address the beliefs of justification of violence are a few of the strategies that are recommended for this purpose.

REVIEW NO: 12	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Multimethod prediction of child abuse risk in an at-risk sample of male intimate partner violence offenders
Author (s)	Christina .Rodriguez, Enrique Gracia Marisol Lilab
Year of publication	2016
Journal / source	University of Valencia
Contact details / site	https://pubmed.ncbi.nlm.nih.gov/26631420/
Country	SP
Description of target population / participants	<p>The sample included 70 male intimate partner violence perpetrators in Spain who were court-ordered to an intervention program for domestic violence.</p> <p>Offenders had been sentenced to less than two years in prison with no previous criminal record and received a suspended sentence conditional on attendance in a batterer intervention program. Their</p>

	<p>mean age was 39.08 years (SD = 9.79). Over 75% indicated they had a child, with 30% reporting they were currently married or living with a partner. Nearly 23% were immigrants to Spain. Educational attainment was largely homogenous (< 5% reporting any college), with 51.5% unemployed and a median family household income between 6 and 12,000€.</p>
<p>Objective</p>	<p>The present multimethod investigation evaluated elements of the SIP model concurrent with moderators in a high-risk group of male IPV offenders in Spain. SIP preexisting schemas in this study included the acceptability of PCA (a cognitive pre-existing schema) as well as empathy and anger (preexisting dispositional affective schemas); negative child intent attributions were assessed for SIP Stage 2. Specifically, lower empathy, higher anger expression, favorable attitudes toward PCA, and negative child attributions were expected to independently predict men’s physical child abuse risk. In addition, preexisting schemas were hypothesized to exacerbate negative child attributions such that negative child attributions were expected to intensify when men are more anger prone, less empathic, and more inclined to approve of parent-child aggression.</p> <p>These risk factors and interactions have not yet been considered in predicting abuse risk, particularly for men and for an at-risk sample. Evaluating this model with this sample is therefore consistent with past literature pointing to the co-occurrence of IPV and abuse</p>
<p>Description of the intervention</p>	<p>Intimate partner violence perpetrators were recruited from a Batterer Intervention Program (Contexto Program, University of Valencia, Spain). Data were collected as a part of regular intake (pre-treatment) data collection for men entering the program, to which additional questionnaires about child abuse risk were added for this particular study; all IPV offenders entering the program during the study period were invited and agreed to participate. Signed informed consent before the data collection was obtained from all participants. Participants met in person for a 1-h session in a computer room of the university with trained research assistants to complete the study measures related to child rearing (both analog tasks and self-reports). Measures related to preexisting</p>

	<p>affective states were collected as part of the regular intake procedures by program staff. To ensure confidentiality, participants' responses were coded by random number and were kept confidential. The University of Valencia Ethics Committee approved the study.</p>
Duration the of intervention	--
Main outcomes	<p>The current study applied Social Information Processing (SIP) theory to predict physical child abuse potential in a high risk sample of male intimate partner violence offenders in Spain. Findings indicated that low empathy, greater approval of parent-child aggression (PCA), and more negative child intent attributions each significantly increased child abuse risk. Moreover, moderation was demonstrated such that negative child attributions were particularly problematic for those men with lower empathy, higher anger tendencies, and more favorable attitudes toward PCA.</p>

REVIEW NO: 13	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Emotion recognition in fathers and mothers at high-risk for child physical abuse
Author (s)	Asla Nagore, Joaquín de Paú, Alicia Pérez-Albéniz
Year of publication	2011
Journal / source	Department of Social Psychology and Methodology of Behavioral Sciences, Faculty of Psychology,
Contact details / site	https://pubmed.ncbi.nlm.nih.gov/21940046/
Country	SP
Description of target population / participants	Based on their scores on the Abuse Scale of the CAP Inventory, 64 parents at high risk (24 fathers and 40 mothers) and 80 parents at low risk (40 fathers and 40 mothers) for physical child abuse were selected. Fathers and mothers (with at least 1 child between 7 and 12 years

	of age) from 62 education centers in the Basque Country (Spain) were asked to participate in the study.
Objective	The present study was designed to determine whether parents at high risk for physical child abuse, in comparison with parents at low risk, show deficits in emotion recognition, as well as to examine the moderator effect of gender and stress on the relationship between risk for physical child abuse and emotion recognition.
Description of the intervention	<p>The Subtle Expression Training Tool/Micro Expression Training Tool and the Diagnostic Analysis of Nonverbal Accuracy II were used to assess emotion recognition.</p> <p>The questionnaire contains a 77-item Abuse Scale that can be subdivided into six factor scales: Distress, Rigidity, Unhappiness, as well as Problems with the Family, Problems with the Child, and Problems with Others.</p> <p>Participants (high-risk and low-risk parents) were randomly assigned to one of two experimental conditions (presence and absence of stressful stimulus). Participants in the experimental condition (exposed to a stressful situation) listened to a recorded cry of a baby for 3 min on a CD-player with headphones before performing the emotion recognition task (METT/SETT and DANVA II). Following each emotion recognition task, participants in the experimental condition had to complete the questionnaire of their perception of the infant's crying.</p>
Duration the of intervention	---
Main outcomes	As expected, parents at high risk, in contrast to parents at low risk, showed deficits in emotion recognition. However, differences between high- and low-risk participants were observed only for fathers, but not for mothers. Whereas fathers at high risk for physical child abuse made more errors than mothers at high risk, no differences between mothers at low risk and fathers at low risk

were found. No interaction between stress, gender, and risk status was observed for errors in emotion recognition.

The present findings, if confirmed with physical abusers, could be helpful to further our understanding of deficits in processing information of physically abusive parents and to develop treatment strategies specifically focused on emotion recognition. Moreover, if gender differences can be confirmed, the findings could be helpful to develop specific treatment programs for abusive fathers.

As expected in this study, our findings showed that high-risk parents compared to low-risk parents, made more errors in emotion recognition. These findings were obtained with two different measures: METT/SETT and DANVA II. However, it is very important to underline that, in the present study, the relationship between risk for physical child abuse and errors in emotion recognition was qualified by the participants' gender: (a) differences between parents at high risk and parents at low risk were observed only for fathers, but not for mothers when the DANVA II was used; and (b) differences between mothers and fathers were found only for high-risk parents, but not for low-risk parents when the METT/SETT was used.

However, differences observed in emotion recognition between high- and low-risk fathers can be considered the main contribution of present research.

REVIEW NO: 14	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	SP
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Child Sexual Victimization and Evidence-Based Intervention: Trauma-Focused Cognitive Behavioral Therapy
Author (s)	Bárbara Kanter and Noemí Pereda
Year of publication	2020
Journal / source	University of Barcelona
Contact details / site	https://pdfs.semanticscholar.org/7cf5/d43c6e13da73a137270bbf31a0fc7efe3436.pdf?_ga=2.207313168.2091795085.1590939757-1618743454.1590691713
Country	SP
Description of target population / participants	Victim aged between 3 and 18 years and their caregivers
Objective	To implement the Trauma-Focused Cognitive Behavioral Therapy

<p>Description of the intervention</p>	<p>Child sexual victimization is a serious problem that affects one in five children in our country and requires an early and effective intervention, allowing to overcome the serious consequences that its victims manifest. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is the intervention model that gathers a greater amount of evidence regarding its effectiveness.</p>
<p>Duration the of intervention</p>	<p>With a minimum of 8 and a maximum of 25 sessions of 50 minutes, in which you work with the victim aged between 3 and 18 years and their caregivers, psychoeducation is offered on the experience of victimization, parental skills that may have been affected by the situation are treated, relaxation techniques that reduce the hyperactivation of the coping with stress system, identification of emotions and emotional expression, the triangle between thoughts, emotions and behaviors, the narrative of the trauma and the cognitive processing of distorted thoughts, exposure to distressing situations or places, as well as strategies to improve security in the future. It is necessary that professionals in our country can be trained in this model and confirm their positive results in the treatment of victims of child sexual victimization in Spain.</p>
<p>Main outcomes</p>	<p>The TF-CBT model has proven to be the most effective form of intervention so far for the treatment of children and adolescents victims of interpersonal violence, although it still does not have wide acceptance in our country and the vast majority of publications belong to studies carried out in the United States of America, there being no comparative parameters in our close cultural sphere. From the application of the classic Finkelhor model and Browne (1985) to the consequences derived from the experience of victimization sexual, the review carried out shows that there is sufficient evidence to to be able to defend this intervention model as the most appropriate for the recovery of children and adolescents victims of sexual violence. It is because of that both the training of professionals in this intervention model and the subsequent study of its effectiveness for the Spanish-speaking population.</p>



Report from the partner in Lithuania

EBSCO REVIEW PROTOCOL - LITHUANIA

AIM: To report on prevention strategies and programs focusing on violence against children

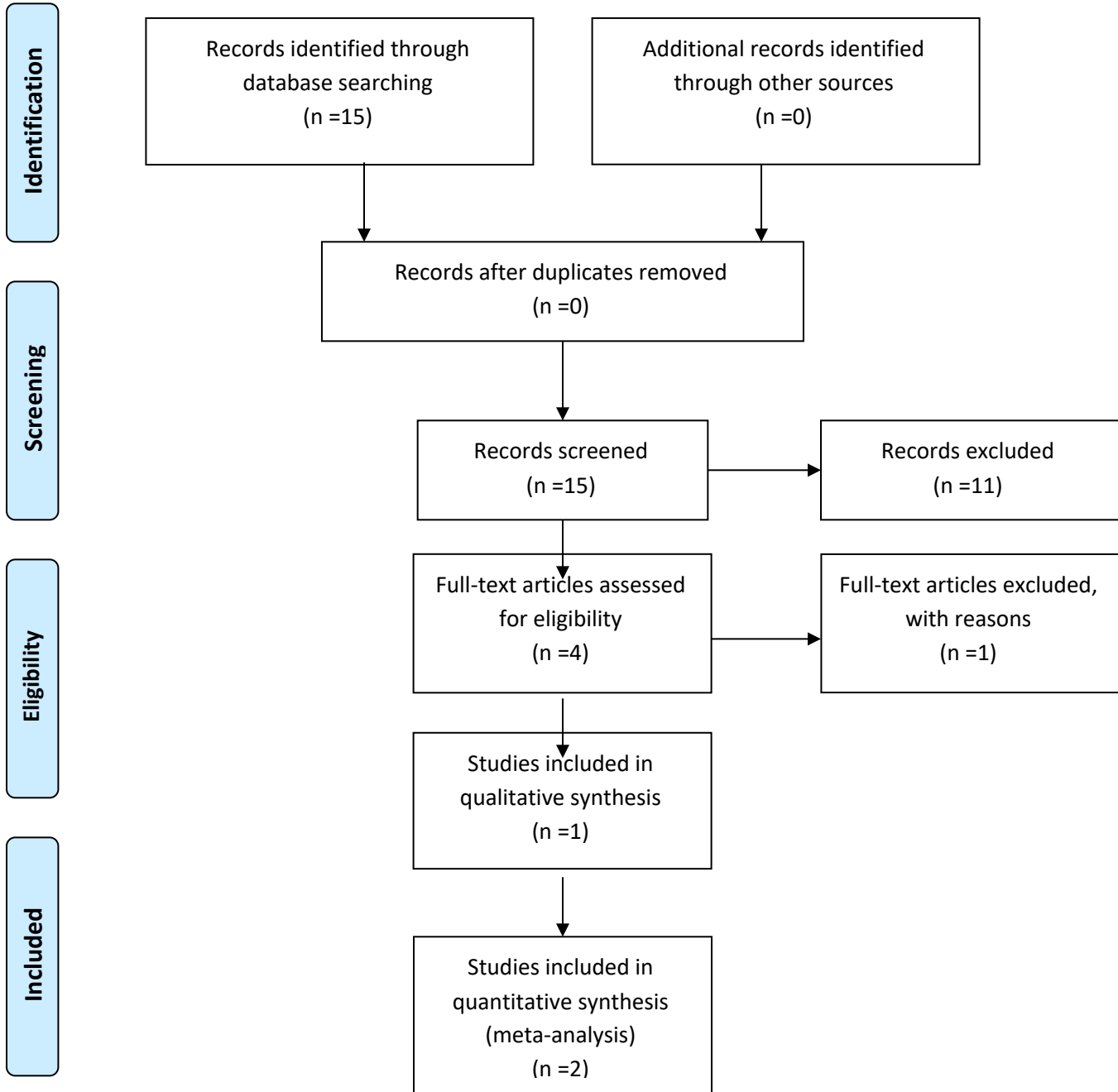
WHERE: EBSCO database – Lithuanian partner

WHAT: reviews of reviews (SEE Search terms & TEMPLATE 1)

GENERAL INCLUSION CRITERIA

		MRU_LT
Type of studies	Systematic reviews (review II)	Found on EBSCO
Type of participants	Children aged 0 to 17 years old	Possible criteria 0-18
Types of outcome measures	Prevention programs	No such criteria on search, only one article in final
Time period	Published during 2010-2020	yes
Location of studies	Articles should be selected only for European countries (EBSCO)	No such option on search
Search terms	Child* OR Adolescen* AND prevention OR training AND parent* OR family AND violence against children OR abuse OR corporal punishment OR harm OR neglect OR discipline	Yes, all terms included
	REVIEWS (article type)	YES, but there was no such option in search, but in final it was review of programmes
	ONLY in article titles in face of many results (in EBSCO).	Yes
	Abstracts and Full texts	NO abstracts mentioned Yes - full texts:

PRISMA 2009 Flow Diagram



REPORT ON PRISMA FLOW DIAGRAM

IDENTIFICATION:

There were 15 identified records through all EBSCOhost databases searching (n=15):

- Key terms algorithm of the basic search: Child* OR Adolescen* AND prevention OR training AND parent* OR family AND violence against children OR abuse OR corporal punishment OR harm OR neglect OR discipline.
- Time period: Published during 2010-2020
- Type of participants: Age 0-18 years

There were no additional records identified through other sources (n=0).

SCREENING:

- 15 records screened (n=15)

There was no option to select: Types of outcome measures: preventive programs and/or reviews as article type

- After choosing option FULL TEXT, 11 positions were excluded (n=11).

ELIGIBILITY

4 full – text articles assessed for eligibility (n=4):

- 4 out of 4 included non-European countries (it was 1-North America; 2-USA and 1-South Africa), on the decision. On common agreement all non-European studies were included into review, though it was not what was originally decided.
- 1 full-text articles excluded (n=1) with reasons, 1 of them is about preventive programme for children substance abuse, what is not covered by DepCip project topic.

INCLUDED

- Studies included in qualitative synthesis (n=1).
- Studies included in quantitative synthesis (meta-analysis) (n=2).

REPORT ON LITERATURE REVIEWS I ARTICLE

TEMPLATE 1	Notes to reviewer
Is the REVIEW about prevention mainly focusing on violence against children published from 2010 to 2020?	<i>*If clearly no, exclude. If yes or unclear, include.</i> Clearly YES
Types of studies	Review of preventive programs. Quantitative Study: A Systematic Review and Meta-Analysis
Countries of origin	Not defined, in the conclusion is mentioned North American context. (Authors' team from: UK and Netherland)
Characteristics of participants	14 studies of variable quality
Characteristics / Types of interventions	Systematic review of Parenting Programs.
Types of outcome measures - Primary	Primary Review Outcomes: Re-abuse
Types of outcome measures - Secondary	Secondary Review Outcomes: Harsh Parenting and Physical Punishment
Main results: The results of this review suggest that behavioral parenting programs are modestly but significantly effective strategies for reducing hard markers of recidivism in physically abusive families.	
Conclusions: Targeting the parent-child relationship through SLT-based behavioral parenting programs can be an effective treatment for preventing recurrence of child physical abuse—at least in a North American context.	

TEMPLATE II Literature review II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	<i>If clearly no, exclude.</i> YES
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	<i>If yes or unclear, include.</i> YES
Are the participants of the program or the study parents OR family mainly focus?	YES

Do the children of the studies fall between the ages of 0 and 17 years old?	YES
Is a partner / European country the country of origin?	It is neither defined neither on EBSCO search nor in the text. Only conclusions include a note about North American context.
Is the study published after 2010?	YES
*IF all answers are YES, use the template NO III to document main study characteristics.	

Template III: Data extraction sheet Coding form	
Title	Parenting Programs for the Prevention of Child Physical Abuse Recurrence: A Systematic Review and Meta-Analysis
Author (s)	Kristina Vlahovicova <ul style="list-style-type: none"> • G. J. Melendez-Torres • Patty Leijten • Wendy Knerr • Frances Gardner
Year of publication	2017
Journal / source	Clin Child Fam Psychol Rev (2017) 20:351–365 DOI 10.1007/s10567-017-0232-7
Contact details / site	Frances Gardner frances.gardner@wolfson.ox.ac.uk
Country	Not defined, in the conclusion is mentioned North American context. (Authors' team from: UK and Netherland)
Description of target population / participants	Population: 8869 sources during primary search through 9 online databases. Participants: 14 studies of Parenting programs for reducing rates of physical abuse.
Objective	Not presented clearly, might be: to conduct a systematic review
Description of the intervention	The 14 trials evaluated 8 different SLT-based behavioral parent training programs. The content of the programs was reasonably similar, with a shared focus on teaching and practicing parenting skills and child management strategies to break cycles of coerciveness in parent–child interaction, although some programs also included modules on child health and safety practices (p. 9).

	<p>Programs were delivered either individually, to groups, or both; and fully or partially delivered in the home, healthcare or other clinics, community centers, and online. One trial did not report delivery setting. The size of the samples also varied tremendously, with the smallest trial including only 26 participants while the largest included data on almost 2200 families (p. 10).</p>
<p>Duration the of intervention</p>	<p>While most programs ran weekly sessions with a similar duration (between 1 and 2 h per session), the total duration of each program varied greatly, with 6 of the programs running for 4–8 months, some running for only 8 weeks and one for over 2 years ^{*(see table 1)}:</p> <ul style="list-style-type: none"> 6 weeks – x3 7 weeks – x1 8 weekly – x1 16 weeks - x2 12-14 sessions over 6 months – x2 Weekly for 6 months – x3 Weekly for 8 months – x1 2 years – x1
<p>Main outcomes</p>	<p>This review was conducted to strengthen our understanding of the effectiveness of SLT-based behavioral parenting programs for preventing child physical abuse recurrence.</p> <p>The results of this review suggest that behavioral parenting programs are modestly but significantly effective strategies for reducing hard markers of recidivism in physically abusive families.</p> <p>The meta-analysis found recidivism to be 11% lower for CPS referred families who received SLT-based behavioral parenting training. While this figure is modest, it is important to recognize its magnitude given the complicated nature of child welfare systems and the multiple high risks to which referred families tend to be exposed to. Granted, more extensive and better-quality research is needed to understand the effectiveness of this intervention modality, and thus establish its effectiveness more robustly. While we were only able to include four studies in the meta- analysis, a better-powered analysis may also have been able to understand not only whether this intervention</p>

modality is effective, but also the differences between specific interventions that might make them more or less effective.

A few limitations of this review were highlighted:

1. The included trials were conducted exclusively in the US or Canada.
2. Only half of the included trials had a follow-up assessment, of which only 14% only followed participants for more than 6 months.
3. Some decisions made during the selection of studies for inclusion might have introduced bias in this review
4. While the statistical heterogeneity in the meta-analysis was low, the clinical heterogeneity present in the set of included studies might need to be carefully considered. The interventions grouped under the umbrella category “parenting programs” included a diversity of components, dosages, delivery settings, and other elements.

Conclusions: Targeting the parent–child relationship through SLT-based behavioral parenting programs can be an effective treatment for preventing recurrence of child physical abuse—at least in a North American context.

Table 1 Characteristics of included studies

First author (year)	Design	Intervention name	Comparison group	Child age	Dose	Setting	Re-abuse effect size
Brunk (1987)	RCT	Parent training	Multi-systemic therapy	–	6 weeks	Clinic	n/a
Chaffin (2004)	RCT	PCIT and EPCIT	Standard community group	4–12	12–14 Sessions over 6 months	Clinic	RR = 0.57 [0.35, 0.95]
Chaffin (2011)	2 9 2 RCT	PCIT ? SM	TAU	2.5–12	12–14 sessions over 6 months	Clinic	RR = 1.03 [0.69, 1.55]
Chaffin et al. (2012)	RCT	Safe care	Home visitation without SC components	0–12	Weekly for approx. 6 months	Center	HR = 0.74–0.83
Eagan (1983)	RCT	Child Management Program	TAU—case management	–	6 weeks	–	n/a
Hughes and Gottlieb (2004)	RCT	Incredible years	Wait-list control	3–8	8 Weekly 2-h sessions	Center	n/a
Jouriles (2010)	RCT	Project support	TAU	3–8	1.5 h Weekly for 8 months	Home	RR = 0.21 [0.03, 1.63]
Kolko (1996)	RCT	Individual child- and parent- CBT	Family therapy ? community services	6–13	16 weeks	Clinic/ Home	RR = 0.40 [0.17, 0.96]
MacMillan (2005)	RCT	Home visitation (nurses)	TAU	0–13	2 years	Home	RR = 0.77 [0.51, 1.14]
Mast (2014)	RCT	I-inTERACT	Internet resource comparison	3–9	Weekly for 6 months	Online	n/a
Runyon (2010)	RCT	Combined parent–child CBT	Parent-only CBT	7–13	16 weeks	Clinic	SMD = 0.01 [–0.50, 0.52]
Swenson (2010)	RCT	STEP-TEEN	Multi-systemic therapy	10–17	7 weeks	Center	RR = 2.10 [0.40, 10.84]
Terao (1999)	RCT	PCIT	Family preservation	–	12–14 Sessions over 6 months	Home	n/a
Wolfe (1981)	RCT	Child management program	Wait-list control	2–10	6 weeks	Clinic/ Home	RR = 0.33 [0.02, 7.14]

(E)PCIT = (Enhanced) parent–child interaction therapy, SM = self-motivation, SC = safe care, CBT = cognitive behavioral therapy, TAU = treatment as usual, SMD = standard mean difference, RR = risk ratio, CI = confidence interval, APQ = Alabama parenting questionnaire, HR = hazard ratio

II ARTICLE

TEMPLATE 1	Notes to reviewer
Is the REVIEW about prevention mainly focusing on violence against children published from 2010 to 2020?	<i>*If clearly no, exclude. If yes or unclear, include.</i> Clearly YES
Types of studies	Review of literature from journals, books, reports, and finalized court cases, and the researcher's practical experience of rendering victim empowerment services mainly to children who were sexually abused, and teaching a module that focuses on child care services
Countries of origin	South Africa
Characteristics of participants	Not described
Characteristics / Types of interventions	Not described
Types of outcome measures - Primary	Not described
Types of outcome measures - Secondary	Not described
<p>Recommendations and conclusions. This paper has highlighted and confirmed the phenomenon of child sexual abuse within the family system, and most importantly, it has thematically discussed the proposed guidelines for an educational social group work program that could be used by social workers when working with families. The proposed guidelines may be adjusted by social workers during the implementation phase, and this would be informed by the results of the needs or situational analysis. This paper does not claim to provide solutions to the issue of child sexual abuse.</p>	

TEMPLATE II Literature review II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	<i>If clearly no, exclude.</i> YES
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	<i>If yes or unclear, include.</i> YES
Are the participants of the program or the study parents OR family mainly focus?	YES

Do the children of the studies fall between the ages of 0 and 17 years old?	YES, though child age is not clearly defines
Is a partner / European country the country of origin?	NO South Africa
Is the study published after 2010?	YES
*IF all answers are YES, use the template NO III to document main study characteristics.	

Template III: Data extraction sheet Coding form	
Title	Prevention of Child Sexual Abuse within the Family System: Guidelines for an Educational Social Group Work Program
Author (s)	Daniel Tuelo Masilo
Year of publication	2018
Journal / source	JOURNAL OF CHILD SEXUAL ABUSE 2018, VOL. 27, NO. 4, 335–346 https://doi.org/10.1080/10538712.2018.1430089
Contact details / site	Tuelo.Masilo@nwu.ac.za Department of Social Work, North West University, Private Bag x2046, Mmabatho 2735, South Africa.
Country	South Africa
Description of target population / participants	This paper is based on the review of literature from journals, books, reports, and finalized court cases, and the researcher's practical experience of rendering victim empowerment services mainly to children who were sexually abused, and teaching a module that focuses on child care services.
Objective	The aim of this paper is to provide a review of literature on child sexual abuse within the family system, and to give a description of the proposed guidelines of an educational social group work program that could be used by social workers to prevent child sexual abuse within the family system.
Description of the intervention	The overarching aim of the proposed guidelines is to educate and strengthen families on the subject of child sexual abuse through an educational social group work program. The following are the objectives of the program: to define child sexual abuse;

	<p>to describe types and signs of child sexual abuse;</p> <p>to discuss measures to be taken when the child is sexually abused;</p> <p>to describe factors that put children at risk of being sexually abused;</p> <p>to discuss the rights of children in respect to care and protection;</p> <p>to describe the impact of child sexual abuse;</p> <p>to discuss the importance of communication within the family system;</p> <p>to discuss the importance of providing care and protection to children; and</p> <p>to make group members aware of the social work intervention in relation to cases of child sexual abuse.</p>
<p>Duration the of intervention</p>	<p>8 sessions:</p> <p>Session 1: Contracting</p> <p>Session 2: Child sexual abuse</p> <p>Session 3: Factors that put children at risk of being sexually abused</p> <p>Session 4: The rights of children</p> <p>Session 5: The impact of sexual abuse on the child</p> <p>Session 6: The importance of communication with the family system</p> <p>Session 7: The importance of providing care and protection to children</p> <p>Session 8: Termination and evaluation</p>
<p>Main outcomes</p>	<p>This paper has highlighted and confirmed the phenomenon of child sexual abuse within the family system, and most importantly, it has thematically discussed the proposed guidelines for an educational social group work program that could be used by social workers when working with families. The proposed guidelines may be adjusted by social workers during the implementation phase, and this would be informed by the results of the needs or situational analysis. This paper does not claim to provide solutions to the issue of child sexual abuse. However, it is envisaged that after the successful implementation of this program within families, incidents of child sexual abuse may be reduced, not only within families,</p>

	<p>but even outside the family unit. In those instances when children are sexually abused, cases will be reported to the relevant authorities and parents and other members of the family will be able to provide support, love, care, and protection to the victim.</p> <p>The implementation of the proposed guidelines is possible due to the fact that the South African Department of Social Development has children and family service programs across all provinces, and social workers are employed for the implementation of these programs. Moreover, there are several non-governmental organizations such as Child Welfare and Families South Africa (FAMSA), to name but a few of the family-oriented organizations. It is further recommended that the government and the private sector make funding available in order to prioritize the implementation of the child protection services and programs on an ongoing basis, and not only during Child Protection Month and 16 Days of Activism of Violence Against Children and Women.</p>
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III ARTICLE

TEMPLATE 1	Notes to reviewer
<p>Is the REVIEW about prevention mainly focusing on violence against children published from 2010 to 2020?</p>	<p><i>*If clearly no, exclude. If yes or unclear, include.</i></p> <p>Clearly YES</p>
<p>Types of studies</p>	<p>1 year: The Network Collaboration Survey</p> <p>2 year: The evaluation study design for Year Two included five components:</p> <ol style="list-style-type: none"> 1) description of network activities; 2) assessment of data on the results of economic development strategies; 3) collection and analysis of data on the protective factors; 4) analysis of Child Welfare Services/Case Management System (CWS/CMS, California’s State Automated Child Welfare Information System) data on child welfare outcomes; 5) assessment of “notable” strategies used by PIDP networks that should be continued and enhanced.
<p>Countries of origin</p>	<p>USA</p>
<p>Characteristics of participants</p>	<p>8 regional networks (communities)</p>
<p>Characteristics / Types of interventions</p>	<p>The Prevention Initiative Demonstration Project (PIDP), funded by the Los Angeles County Department of Children and Family Services (DCFS), is a community-specific strategy delivered through eight regional networks designed to address the full spectrum of community-based prevention.</p>
<p>Types of outcome measures - Primary</p>	<p>Year One Findings.</p> <p>During the first program “year” (which was as long as 18 months for some networks, depending on start-up dates), the eight PIDP networks got off to a running start. Eighty-nine CBOs and local groups participated in the eight PIDP networks; taken together, these networks served nearly 20,000 people (not an unduplicated count).</p> <p>Network membership reflected a core value that these coordinated community-level systems should be multi-disciplinary, including multiple public systems (public health, mental health, health care, education) working in</p>

	<p>collaboration with community agencies such as housing, employment services, civic and faith-based groups.</p> <p>The Network Collaboration Survey, based in part on the Wilder Collaboration Factors Inventory, was developed to assess indicators of effective inter-agency collaboration. Even in the first year, functioning of the PIDP networks was as good as or better than most other social delivery networks in other parts of the country. Survey findings showed that the agencies involved in the PIDP networks had long histories of working in their respective communities; most (87%) had been working for more than 10 years, with 53% working in the community for more than 25 years. The initial report includes “maps” of funding provided to network members through various funding sources (McCroskey et al., 2009a). A number of networks included funded members as well as unfunded members who contributed free services and resources for needy families.</p> <p>Basically, first-year study findings showed that all eight PIDP networks worked with local DCFS regional offices to develop plans that addressed local needs, enhanced family protective factors, decreased social isolation, increased economic resources, and connected families to existing resources, activities and services; thus most of the PIDP activities remained the same during year two.</p>
<p>Types of outcome measures - Secondary</p>	<p>The second-year PIDP evaluation found that PIDP networks were leveraging DCFS and Title IV-E Waiver funds to provide family support, economic empowerment, social networking and other services to successfully prevent child maltreatment. Parents reported significant initial gains in family support, connections to the community, and less parenting stress after 6 months of participating in social networking groups. The CWS/CMS data findings showed that some PIDP activities helped to relieve pressure at the front end of the child protective services system by engaging families referred to DCFS in supportive services, while others helped speed timelines to permanency for children with open cases living in out-of-home care.</p>
<p>This article summarizes a strong and meaningful pattern of improvements found in the second-year evaluation for three groups of families - those living in high-risk communities but not involved with DCFS (Los Angeles County Department of Children and Family Services),</p>	

those being investigated by DCFS for possible child maltreatment, and those with open DCFS cases.

These findings are particularly noteworthy because they revealed a pattern of improvements for families, including families who were not involved with DCFS and those with various levels of system involvement.

TEMPLATE II Literature review II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	<i>If clearly no, exclude.</i> YES
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	<i>If yes or unclear, include.</i> YES
Are the participants of the program or the study parents OR family mainly focus?	YES
Do the children of the studies fall between the ages of 0 and 17 years old?	YES
Is a partner / European country the country of origin?	It is neither defined neither on EBSCO search nor in the text. Only conclusions include a note about North American context.
Is the study published after 2010?	YES
*IF all answers are YES, use the template NO III to document main study characteristics.	

Template III: Data extraction sheet Coding form	
Title	Strengthening Families and Communities to Prevent Child Abuse and Neglect: Lessons from the Los Angeles Prevention Initiative Demonstration Project
Author (s)	Jacquelyn McCroskey University of Southern California School of Social Work Peter J. Pecora Casey Family Programs Todd Franke University of California, Los Angeles School of Public Affairs Christina A. Christie University of California, Los Angeles School of Education and Information Studies Jaymie Lorthridge Doctoral Candidate University of Southern California School of Social Work
Year of publication	2012
Journal / source	Child Welfare • Vol. 91, No. 2
Contact details / site	Not provided

Country	USA
Description of target population / participants	Eight regional networks in Los Angeles County
Objective	To provide an overview of the theories and strategies guiding PIDP, a brief description of the first two years of work, and results for families after two years.
Description of the intervention	<p>Begun in February 2008 as a demonstration project to provide guidance for redesign of several existing community-based contracts, the Prevention Initiative Demonstration Project (PIDP) is a community-specific strategy delivered through eight PIDP networks that work closely with the 18 local DCFS regional offices that serve the county's eight Service Planning Areas (SPAs)</p> <p>In partnership with DCFS and local universities, Casey Family Programs funded and co-led the descriptive evaluation of PIDP's first program year, 2008–2009 (McCroskey et al., 2009) and empirical assessment of second year (2009-10) outcomes for three groups of families - those living in high-risk communities but not involved with DCFS, those being investigated by DCFS Emergency Response (ER) workers, and those whose children had open DCFS Family Maintenance (FM) or Family Reunification (FR) cases.</p>
Duration the of intervention	2 years
Main outcomes	<p>This article summarizes a strong and meaningful pattern of improvements found in the second-year evaluation for three groups of families - those living in high-risk communities but not involved with DCFS (Los Angeles County Department of Children and Family Services), those being investigated by DCFS for possible child maltreatment, and those with open DCFS cases.</p> <p>Findings showed significant differences between children served by the Faith-Based Family Visitation Centers (n = 79) and the comparison group (n = 100). Seventy-one percent of the PIDP sample (n = 56) left foster care during the study period, versus 55% (n = 55) of the comparison group. For the PIDP group, 69% (n = 55) experienced “permanency exits,” 1% (n = 1) had a less positive exit, and 29% (n = 23) were still in care. For the comparison group, 50% (n = 50) experienced “permanency exits,” 5% (n = 5) had less positive exits, and 45% (n = 45) were still in care. The PIDP children were significantly more likely to leave the foster care system (p < .05, z = 2.04) and more likely to have positive “permanency exits” (p < .05, z = 2.41). Children whose families were unable to take advantage of</p>

	<p>the Visitation Centers were significantly less likely to exit the foster care system ($p < .05, z = 2.04$)</p>
<p>Conclusions</p>	<p>The second-year PIDP evaluation found that PIDP networks were leveraging DCFS and Title IV-E Waiver funds to provide family support, economic empowerment, social networking and other services to successfully prevent child maltreatment. Parents reported significant initial gains in family support, connections to the community, and less parenting stress after 6 months of participating in social networking groups. The CWS/CMS data findings showed that some PIDP activities helped to relieve pressure at the front end of the child protective services system by engaging families referred to DCFS in supportive services, while others helped speed timelines to permanency for children with open cases living in out-of-home care.</p> <p>Taken together, PIDP findings show a strong and significant pattern of improvements for families in terms of social support (reported by parents in all eight SPAs), decreased re-referrals (in one of the three areas tested) and more timely permanency (in all of the three areas tested). The fact that results were found across levels of prevention underlines the fact that PIDP accomplished just what it was designed to do in only two years. It pilot tested locally relevant approaches to strengthening families, and demonstrated the potential for significant improvements in child safety and wellbeing as a result of well-designed prevention services that braid three core elements to create accessible and welcoming webs of community support, activities and services for families. While the PIDP pilot project will continue at least through June 2013, and additional data may shed more light on the key elements that contribute to success, the fact that these promising practices are also consistent with national research on what works to strengthen families, prevent child maltreatment, and reduce out-of-home placement provides additional support for these conclusions.</p> <p>These findings suggest that selecting experienced network lead agencies, building on existing local partnerships, and encouraging local DCFS offices to work with PIDP networks to customize local approaches pays off. The striking pattern of outcomes that emerged in the second year suggests that results can be achieved through a combination of flexible funding and public-private partnerships guided by the goals of child safety, strengthening families, and community partnerships to keep all key stakeholders moving forward together. The results achieved to date are impressive, demonstrating the potential power of community</p>

	<p>partnerships for prevention - even in a place as large, diverse and cantankerous as Los Angeles County.</p> <p>Although these findings are specific to Los Angeles, the authors believe that similar results could be achieved in other large-scale diverse urban areas where public child welfare agencies are willing to partner with experienced community based leaders to expand and coordinate the efforts of service providers, faith-based, civic, grass- roots, and parent groups to strengthen families and prevent child maltreatment. Rather than focusing solely on contracts for special kinds of services, public child welfare agencies need to be willing to expand the playing field, acknowledging that services are not enough to keep families strong. Just as there are a number of individuals, relational, community and societal risk factors that contribute to child maltreatment, there are at least an equal number of protective factors that buffer children from harm. The search to define risks and intervene when families are at-risk has guided child welfare for more than a century; these promising findings suggest that our field needs to challenge itself to invest at least as much effort in multi-disciplinary, multi-dimensional efforts that focus on promoting well-being, protecting children and preventing harm.</p>
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Narrative literature review: Lithuania

Literature search for Narrative literature review was done in two steps. Firstly, the search on eLABa – search gate of Lithuanian Academic Electronic Library (https://elaba.lvb.lt/primo-explore/search?search_scope=eLABa&vid=ELABA&lang=en_US) was done, and secondly, a hand search for additional relevant resources was implemented via Google Scholar. These search criteria were applied for eLABa search: any language, 2010-2020, key words: vaikų IR smurtas IR prevencija (children AND violence AND prevention; prevention was used instead of preventive program – as key word “preventive program” didn’t give any records). The system generated 5 entries: 4 articles and 1 doctoral dissertation. 3 out of 4 articles were about bullying at school even if the titles were more general: Problem of violence against children in Lithuania and other countries (Mikelaitytė & Narkauskaitė, 2010), Violence against children: historical context (Plaušinitienė, 2010), Socioeducational prevention of violence at school: schoolchildren point of view (Malinauskienė & Gumuliauskienė, 2010).

One of the articles was relevant to the essence of the project. Jasulaitis et al. (2012) in the article “Children destructiveness: violence in Lithuania and prevention programs” aim to analyse and compare Lithuanian and foreign research data on children’s aggression and destructiveness, to review and compare the violence prevention programs and other measures used to deal with child aggression in foreign countries and in Lithuania. Authors conclude that children aggression and violence tendencies are becoming a matter of high importance as destructiveness in our society increases, but it is still a hardly debated topic in our country. Children’s traumas as a result of violence initiated by other children are as important and dangerous as those caused by adults. There is obvious lack of initiatives and investments for imposing the effective and already worldwide proven preventive measures. More attention is paid to consequences of the violence and the support for victims than to recognition of possible violence incidents and preventive measures. Authors cite that already back in 1996 there were more than 900 violence prevention programs all over the world and 11 of them were named as the most effective. 2 out of these 11 programs were applied in Lithuania in 2012: Big brother, big sister and Olweus Bullying Prevention Program. All the rest were not known or not applied in the country.

This article deals with violence committed by children but not about children suffering violence, however, gives relevant information about the general “violence culture” in Lithuania.

The doctoral dissertation’s “Psychological violence: forensic medical observations and survey of criteria” (Laima, S., 2016) aim is to establish the spread of psychological violence in Lithuania, its peculiarities, identify the criteria of psychological violence and relevance of such criteria in forensic medicine practice. The survey, logical, linguistic, comparative, epidemiological, observational descriptive and widespread statistical methods have been employed in the thesis. The dissertation analysis psychological violence in total population, including children and adolescence. Author states that psychological violence is determined by socially vulnerable environment which is the result of deprivation, low economic development level and addictive behaviour (alcohol, drugs) of the surrounding people what should be considered planning preventive measures. Author writes about prevention in the theoretical part of the dissertation and presents Norwegian experience in preventing psychological abuse at school – Olweus Bullying Prevention program, which could be used at any grades at school.

The analysis of the spread of violence among children who underwent treatment in health care facilities has shown that, for the purposes of assessment of mechanical injuries, negligible health impairment prevails; nevertheless, the health impairment caused by psychological violence during the physical trauma is not considered. Mechanical factors in suffering of physical violence cause not only bruising and abrasion, but also psychological disorder which is referred to as response to stress. Generally, negligible health impairment suffered as a result of mechanical factors and suffered psychological violence and caused mental disorders may be treated for months, but it is not assessed in a comprehensive manner. Thus, the patients who have suffered mechanical injuries which, according to the forensic medicine practice, are classified as negligible health impairment must be provided with qualified psychological assistance. In the majority of cases, only comprehensive evaluation of the mechanical and psychological injuries caused by physical violence could change not only the degree of health impairment, but also the legal responsibility of the perpetrator of violence.

In addition to search on eLABa a hand search on Google scholar was done as well. It generated several relevant entries.

Giedryte R. & Venckeviciene J. (2013) in the article “Sexual exploitation of children: characteristics, causes, identification and prevention” state that the participants of the research proposed measures aimed at raising children awareness, improving economic position of women within society, training of specialists working with children, raising public awareness about the phenomenon of child sexual exploitation. Greater attention should be paid to the prevention of child sexual exploitation, in particular abuse against at-risk children, e.g., those living in foster homes. It should be noted that only a complex set of measures may be effective in prevention of child sexual exploitation phenomenon.

Kairienė, B. (2013) in her monograph “Preconditions of prevention of the parents’ aggressive behavior with their children” analyzed aggressive behavior of parents with their children as a complex issue, combining social, educational, legal, psychological, medical and other characteristics. From the legal point of view, aggressive behavior of parents is treated as infringement of the rights of a child or a criminal offence; from the psychosocial point of view, it is estimated through its results of child development; from a medical point of view, it is injury, from the educational point of view – destruction of educational relation, as family dysfunctions. The complexity of the issue of the aggressive behavior of parents with regards to their child requires a systemic interdisciplinary approach to the phenomenon by seeking possibilities of preventive solutions of issue of the aggressive behavior of parents. Learning and prevention of the parents’ aggressive behaviour with their children is hindered by methodological and practical problems of the phenomenon research: different concept of a child – the concept of a child in legal, psychological, pedagogical literature is defined and used differently (child, underage child, minor, adolescent); statement of the aggression form suffered by a child – child primarily suffers from several forms of aggression but only one is recorded and the effect of other aggression forms components is eliminated; the issues of establishment of the extent of the parents’ aggressive behaviour with regards to their children are related to latency of the phenomenon, anonymous functioning of the family and methodological problems – different criteria defining the phenomena selected by the researchers; various identification and interpretation of the phenomenon – definitions of the aggression phenomenon use different identifications of the same phenomenon – violence, brutality, cruel behaviour, child abuse, domestic violence; variety of criteria defining aggressive behaviour with children (defining acts); attribution of physical punishment as educational

measure to aggression; reliability of information about event of violence; establishment and measurement prevention measures criteria.

Michailovič I. et al (2019) in their book “Towards the effective cooperation between police and other stakeholders: model for the identification, support and prevention of domestic violence’ aim to create and propose a model for cooperation of the stakeholders after assessment of mechanisms used for the identification of domestic violence, provision of assistance and the existing practices of the multi-agency cooperation. The research included identification of the key stakeholders, determination of their interrelationships as well as analysis of the existing forms and practices of cooperation. During the research, which was performed in 2018 - 2019, the 45 semi-structured interviews and 3 focused group discussions were conducted. The interviews were taken in 8 different districts of Lithuania. The following representatives of the stakeholders, responding to domestic violence and providing the assistance in case of it, have participated in the research: police officers (investigators of pre-trial investigation and patrols), specialists from the Specialised Assistance Centres, employees from the municipal child rights protection units, employees from the municipal social assistance units and representatives from other institutions of social services (budgetary and public bodies (crisis centres)), representatives from non-governmental organisations, coordinators, who were responsible for the municipal multi-agency cooperation, prosecutors, judges and representatives of the probation system. The performed research allows to draw a conclusion that the stakeholders, working with the cases of domestic violence, often lack the common approach to the violence-related problems. Since the participants of multi-agency cooperation lack understanding of how other subjects, belonging to the network preventing domestic violence and providing assistance, operate, they are not fully aware how the mechanism of the entire system of multi-agency cooperation works. All of this results in the lack of understanding how to solve issues related to the domestic violence in general. Based on the data of the performed research, it can be stated that institutions, working with the cases of domestic violence assess violence-related issues narrowly i.e. within the limits of their institution and its functions. The understanding of specialists about the domestic violence and the needs of people, who were affected by such violence, remains too narrow. The different understanding of violence and the lack of uniform perception of the problem complicate organisation of comprehensive and high-quality assistance of the victims of violence and

aggravate prevention of violence. Due to the different approach to the issue of domestic violence, the multi-agency cooperation is not smooth; therefore, it results in the lack of information and feedback. The vast majority of interviewed research participants pointed out to the lack of information that is necessary for determination of operational directions and decision making, as well as limited feedback during the cooperation with other stakeholders. Taking this into account, the cooperation schemes which would allow to intensify the exchange of information and to strengthen maintenance of communications between institutions, were proposed in the research. The performed research allows to presume that the initial level of cooperation, limited to the maintenance of communication and notification of other institutions, is more typical to the cooperation of the stakeholders, working in the network of problems related to domestic violence; however, it does not turn into a teamwork or coordinated response due to the lack of feedback and common approach. Therefore, it cannot be deemed to be a coordinated multi-agency response to domestic violence. In order to achieve a common goal, it is not enough to maintain the multi-agency communication by notifying each other, but still acting on its own. The coordinated and integrated teamwork is necessary by complementing each other, which should be expressed through the common case study and coordinated decision making. Even the proposed model talks about intervention in the domestic violence cases the research data could be applied for preventive measures as well – lack of interinstitutional cooperation, not coordinated multi-agency activities are the main obstacles for effective prevention measures implications.

Concluding, the narrative literature review gave some relevant insights in the phenomenon under study, however, the issue of prevention is investigated episodically and fragmentally in the country.

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Literature review in French for European countries

Literature review in French for European countries

Template III: Data extraction sheet Coding form 1	
Title	Le Programme de compétences familiales en Espagne: l'efficacité de l'approche familiale dans les programmes de prévention des dépendances à la drogue et l'alcool chez l'enfant. (The Family Skills Program in Spain: The Effectiveness of the Family Approach in Drug and Alcohol Addiction Prevention Programs in Children)
Author (s)	Gomila, M. A., Orte, C. & Ballester, L.
Year of publication	2012
Journal / source	Drogues, santé et société, 11 (2).
Contact details / site	ma.gomila@uib.es https://id.erudit.org/iderudit/1021241ar
Country	Spain
Description of target population / participants	Parents and children
Objective	Problems in the family increase children's risk of repeating the same patterns of relationships and behaviors. This work sheds light on the process of adaptation of the Strengthening Families Program in Spain (Orte et al., 2006) and the outcomes of the application of the Program of Family Competences until 2011. The work also shows the results of the longitudinal analysis done in 2012, reporting the maintenance and middle term effects of the participation to the program.
Description of the intervention	The Spanish adaptation of the Strengthening Families Program (SFP) aims to prevent and reduce alcohol consumption and drugs in children and adolescents through the application of behavior change techniques based on theories of cognitive social learning.
Duration the of intervention	Participating families and continuity in the program (2008-2011)
Main outcomes	SFP-Spain has shown its effectiveness in terms of participant engagement throughout the 14 weeks of the program and in terms of positive results in most of the factors considered. There has been a reduction in problematic behaviors in children and an improvement in the ability to exercise positive parenting, which promotes better relationships between parents and children, more communication and greater supervision on the part of parents.

Template III: Data extraction sheet Coding form 2

Title	Expérience paternelle en situation de précarité socio-économique : repérage et considération des spécificités. (Paternal experience in a situation of socio-economic precariousness: identification and consideration of specificities)
Author (s)	Kettani, M. & Euillet, S.
Year of publication	2012
Journal / source	Enfances, Familles, Générations (16), 17–33.
Contact details / site	myriam.kettani@gmail.com https://id.erudit.org/iderudit/1012799ar
Country	France
Description of target population / participants	187 fathers of young children in a precarious situation
Objective	In this study, 187 fathers of young children contributed by completing questionnaires assessing paternal stress, paternal sense of competence, father's involvement and socioeconomic situation. Following these results, some suggestions regarding interventions towards these fathers will be offered.
Description of the intervention	In order to measure the feeling of paternal competence, the French version of the Parenting Sense of Competence Scale (PSOC) used by Johnston and Mash is used (1989). In order to assess paternal stress, the short version of the “parental stress index” (ISP, Lacharité et al., 1992), the French version of the Parenting Stress Index - Short Form (PSI-SF, Abidin, 1995) is used.
Duration the of intervention	No intervention but proposition for intervention.
Main outcomes	Fathers in precarious situations are as committed (or even more engaged when their employment status is disadvantaged) to their children as wealthier fathers. On the other hand, they feel more stressed and less competent in their role as father. It would then be beneficial if they could have listening and support in the experience of their fatherhood. However, the social codes of the districts concerning the images of the father and the man can slow down the latter to go to the services of assistance to the families, often considered as reserved for the women and the mothers. It might then be appropriate to reach the fathers by offering them home support. In addition, in order to encourage fathers to use family support services, it is important that they can feel that they have their place in these places of reception and that they are considered there in their specificities. . For that, it would be necessary to open these places more to fathers, by offering them spaces and activities in which they can recognize and realize themselves. It is also possible to offer father-child activities such as gardening workshops or sports meetings. In addition, these programs would give fathers the opportunity to be in contact with other fathers in their situation and to establish a social bond. It would also be beneficial to offer fathers a meeting time during which they could come and exchange ideas. group with other fathers experiencing socio-economic difficulties regarding their paternal experience.

Template III: Data extraction sheet Coding form 3

Title	L'abus sexuel : discussion de la définition, éléments de diagnostic et de prévention. (Sexual abuse: discussion of the definition, elements of diagnosis and prevention.)
Author (s)	Collart, P.
Year of publication	2017
Journal / source	Service social, 63 (1), 29–42
Contact details / site	https://id.erudit.org/iderudit/1040028ar
Country	Belgium
Description of target population / participants	Children and adults
Objective	This article discusses the definition of sexual abuse by developing the issue of consent, the acts constituting the sexual abuse and the processes involved in sexual abuse, as regards the perpetrators and victims. Secondly, psychological, psychosomatic, physical and physiological consequences are developed. Finally, elements concerning sexual abuse prevention are discussed.
Description of the intervention	No intervention but proposition for prévention.
Duration the of intervention	-
Main outcomes	In primary prevention, it is probably very early on that essential work must be carried out. It is indeed a question of thinking about a real education in respect for oneself and others, which would consist in allowing each one to develop enough consideration for oneself and for the other than to have the capacity to express his wishes and his limits., and to hear that of the other. As regards secondary and tertiary prevention, with regard to the perpetrators of sexual abuse, a reflection on the care must continue. Their current “social treatment”, involving both punishment and care, has been a major advance in Belgium for almost twenty years now. However, questions continue to arise, particularly in terms of the terms of the penalty. The conditions of imprisonment as we know them today still do not allow this time spent behind bars to be really used for an evolution and / or a psychic reconstruction of the individual with a view to his release. Clinical practices must continue to evolve towards caring for the person, in its entirety and its complexity, using the capacities and skills of the person himself to develop solutions aimed at both the two essential objectives of prevention. the repetition of the abuse and the personal development of the perpetrator.

Template III: Data extraction sheet Coding form 4

Title	Les stratégies d'intervention offertes aux jeunes meres sont-elles efficaces pour prévenir la maltraitance envers leurs enfants? (Are early intervention strategies effective to prevent child maltreatment in young mothers?)
Author (s)	Amélie St-Germain, Claire Baudry and Eve-Line Bussièrès
Year of publication	2016
Journal / source	Revue de psychoéducation, 45 (2), 271–287.
Contact details / site	Amelie.Saint-Germain@uqtr.ca https://id.erudit.org/iderudit/1039050ar
Country	General literature about maltreatment and young mothers
Description of target population / participants	young mothers and children
Objective	The first objective of the present meta-analysis is to verify the overall effectiveness of early interventions targeting young mothers to prevent maltreatment of their children. The second objective is to determine if one intervention strategy produces better results than the other. A systematic review identified six studies evaluating eight distinct intervention programs.
Description of the intervention	Meta-analytical calculations
Duration the of intervention	A systematic review of studies was carried out between April and May 2013 using the following four databases: PsychInfo, CINHALL, Medline and Embase
Main outcomes	Meta-analytical calculations indicate an overall effect size ($d = -0,29$, $p = 0,01$) that demonstrates the general effectiveness of preventative interventions. More specifically, interventions focusing both on maternal support and on mother-child interactions prove effective in lowering child maltreatment rate. The outcome of interventions targeting both maternal support and mother-child interactions is not significantly different from the outcome of interventions targeting only maternal support. The outcome of interventions targeting both maternal support and mother-infant interactions is not significantly different from the outcome of interventions targeting only maternal support. Although the results do not allow us to specify which intervention target is the best, they allow us to conclude that intervention content targeting both maternal support and mother-child interactions is in itself effective in preventing behaviors abuse of young mothers towards their children. The significant result obtained ($d = -0.48$, $p = 0.02$) represents an efficiency rate with considerable value in psychosocial intervention. In addition, this result raises questions about the weight attributable to the component of mother-child interactions in preventive intervention. The more diverse content of the intervention may more fully target the many needs and challenges of young mothers.

Template III: Data extraction sheet Coding form 5	
Title	Pour une attention préventive subtilement précoce. (For subtly early preventive attention)
Author (s)	Pierre Suesser
Year of publication	2012
Journal / source	Nouvelles pratiques sociales, (1), 47–64.
Contact details / site	https://id.erudit.org/iderudit/1008638ar
Country	France
Description of target population / participants	Family and child
Objective	The concept of early prevention in family and child health is discussed here and situated in terms of the French experience with maternal and child health safeguards. In relation to early prevention, this paper questions the concepts of anticipation and prediction, generalist or targeted approaches and the use, in practice, of risk factors, screening and markers.
Description of the intervention	<p>The preventive approach in PMI (Services Maternal and Child Protection);</p> <ul style="list-style-type: none"> • fits into the register of the overall development of the child and the interrelationships with his family, his entourage; • draws on the potential and resources of the child and family to be able to address difficulties, obstacles, etc. ; • seeks to locate problems in family history and is not satisfied with a surface observation of phenomena; • consists of accompaniment, support, support of the baby-parents relationship; • reflects a non-deterministic approach to development, not predictive, open to the effects of encounter and help. <p>But in this article there is a new proposition for early prevention.</p>
Duration the of intervention	Proposition for early prevention
Main outcomes	<p>The idea is to offer the possibility to all pregnant women or couples who wish to address their questions about the unborn child in early pregnancy, in a careful meeting with a caregiver. The aim is to prevent obstetric-pediatric complications correlated with stress factors (threat of premature delivery, intrauterine growth retardation, depression), to prevent certain emotional difficulties, to favor the future establishment of the mother-baby bond and thus to prevent the occurrence of developmental disorders.</p> <p>This interview was initially thought:</p> <ul style="list-style-type: none"> - not as a classic medical exam but as a time exchange under the seal of availability; - not as a systematic and exhaustive screening of risk factors, but as an open opportunity to express questions, doubts;

-not as a catalog of advice, but as time for individualizing information and dialogue based on caring listening according to the needs expressed or identified.

Interview grids were thus proposed (see Appendix II), aiming to classify the responses of future parents to a catalog of specific questions into three categories: strengths, vulnerability, risks. For example, the professional can qualify a criterion entitled “self-rated parental capacity” as “confidence” and classify it as a “strength”, or “doubt his parental capacities” and consider it as a “vulnerability” or even “perceives himself as a current or potential bad parent ”and classify it as a” risk ”..

Template III: Data extraction sheet Coding form 6

Title	Violences conjugales dans l'espace familial : que fait-on des enfants ? Pratiques professionnelles au croisement des champs de la protection de l'enfance et des violences conjugales. (Domestic violence in the family space: what to do with children? Professional practices at the crossroads child protection and domestic violence)
Author (s)	Marie-Laure Déroff and Émilie Potin
Year of publication	2013
Journal / source	Enfances, Familles, Générations, (18), 120–137.
Contact details / site	Marie-laure.deroff@univ-brest.fr https://id.erudit.org/iderudit/1014577ar
Country	France
Description of target population / participants	children and the parent, victim or perpetrator, health professionals
Objective	The article identifies different figures of the child referring, on the one hand, to the place it is given in the social treatment of domestic violence and, on the other hand, to the way in which exposure to domestic violence is considered as part of measures targeting it as a priority.
Description of the intervention	<p>The research aimed to understand the conditions favouring or constituting a brake on coordinated action rather than an evaluation of practices in the form of a balance sheet. The first phase of the research focused on a central actor in policies aimed at the articulation of two fields (child protection and violence conjugal) and having itself this double competence: the General Council. The systems and procedures applied by the General Council in the context of its mission to protect children allow access to data, the examination of which constituted an exploratory phase of the analysis of practices, and in particular of crosses made between one and the other field. This first stage of the research therefore consisted in the examination of social files (284 in total, over the period 2004/2007), starting from the existence of a collection of worrying information (PI) containing the problematic “conflicts of couple, domestic violence”. The objective is to identify the methods of treatment of situations for which domestic violence or couple conflicts are suspected or identified, and the criteria which can vary treatment.</p> <p>The second phase of the research, which is qualitative, is based on conducting semi-structured interviews. He is called upon, within the various public institutions and associative structures located in the field of domestic violence and / or child protection, a group of actors occupying managerial functions, but also positions closest to the "field". Two main categories of structures are represented: those relating to public action in the social, health, justice and security fields and those relating to associative action (some of which are mandated by the courts or the Department). A total of 55 semi-structured</p>

	<p>interviews were conducted with professionals and volunteers from the two fields. These interviews, which question the actors' practices from concrete situations, also make it possible to approach the representations of domestic violence, parental roles and the place of the child which guide their action. Thus, a thematic analysis of these interviews made it possible to understand the conditions for implementing coordinated action.</p>
<p>Duration the of intervention</p>	<p>-</p>
<p>Main outcomes</p>	<p>Everyone agrees that the child exposed to domestic violence is himself a victim, and that this family context is detrimental to him in the short or long term. However, in the absence of direct violence or obvious symptoms of difficulties (behavioral, academic, relational, etc.), the risk incurred by the child hardly seems to justify action aimed directly at him.</p> <p>Whatever the priority field of competence, that of domestic violence or that of child protection, two logics of action can be distinguished: on the one hand, support; on the other, intervention.</p> <p>Figures of the child exposed to domestic violence;</p> <p>A first figure can be identified: the symptomatic child. The child has symptoms that encourage the setting up of an accompaniment or trigger an intervention on his behalf. In these two situations, the action primarily concerns the child and may or may not be combined with an action targeting domestic violence. When the symptoms, considered more worrying by professionals, indicate that they put the child in danger, the action tends to take the form of an intervention aimed at protecting him.</p> <p>Second figure; the reference child refers to the figure of a child which allows adults to hang on to an ordinary social life. It is a benchmark from the point of view of the responsibilities incumbent on parents and it is a means of action, a lever for professionals when adults are not able to do anything for the child and for themselves.</p> <p>Finally, the figure of the hyphenated child is posed differently depending on whether one is facing a situation of domestic violence present or a situation of past domestic violence. The training and information work on domestic violence will ultimately contribute to the development of a common culture. This in turn will facilitate real support for the issue of the exposed child and will participate in the recognition by each of their ability to act for the protection of the child, even if their action is not part as part of child protection.</p>

Template III: Data extraction sheet Coding form 7.

Title	Le recours aux technologies socionumériques chez les parents d'enfants placés: support de liens, outils de résistances. (The Use of Social Digital Technologies by Parents of Children in Care: A Way to Maintain Links and Tools of Resistances)
Author (s)	Caroline Maupas
Year of publication	2019
Journal / source	<i>Enfances, Familles, Générations</i> , (32).
Contact details / site	maupas.caroline@hotmail.fr https://www.erudit.org/en/journals/efg/2019-n32-efg04858/1064514ar/
Country	France
Description of target population / participants	Parents of children in care and the professionals involved in child protection
Objective	The purpose of this article is to contribute to both the sociology of digital use and the sociology of family ties by highlighting how the social digital technologies can be used to strengthen familial links in this specific vulnerability context. The research presented here was initially centred on interactions between the parents whose children had been taken from and the professionals involved in child protection.
Description of the intervention	As part of a PhD in sociology, It was used an ethnographic approach composed of fourteen months of immersion into four children's protection services in the north of France, completed by fifty-three in-depth interviews.
Duration the of intervention	Fourteen months
Main outcomes	The parents of children placed in care are using social digital technologies in order to maintain links with their children. In fact, it allows them to experiment with different kinds of interactions, to keep a record of their exchanges and also to act out their daily life. These technologies are also used as tools of resistance: they facilitate bending institutional rules, they help maintain the role of parents and they provide them with an opportunity to assert themselves and help each other. Whereas social digital technologies are still often thought of as obstacles to family life, this article would like to enrich the contributions that show they can also transform family life, even reinforce it. In fine, it is shown that social digital technologies are proving to be interesting tools and that they are likely to reconfigure an experience of vulnerability.

Template III: Data extraction sheet Coding form 8.

Title	Intervention éducative contrainte: relations entre familles et professionnels intervenant à domicile. (Constrained educational intervention: relationships between families and professionals who intervene in the home)
Author (s)	Bernadette Tillard, Bernard Vallerie and Anna Rurka
Year of publication	2016
Journal / source	Enfances, Familles, Générations, (24).
Contact details / site	bernadette.tillard@univ-lille1.fr https://www.erudit.org/en/journals/efg/2016-n24-efg02827/1038117ar/
Country	France
Description of target population / participants	Parent who receives at least one educator as part of an educational measure and intervenants.
Objective	Domestic educational interventions in France are, for the most part, judicially imposed on families. How do parents accept and perceive the professionals who intrude into their personal lives for the good of their children?
Description of the intervention	It is met with 15 families twice each at a one-year interval. It is fixed as an inclusion criterion that the family receives at least one educator as part of an educational measure. The families all had in common that they were subjected to several simultaneous domestic interventions: from a specialized educator for an educational measure, and from a social and family intervention technician.
Duration the of intervention	One-year interval.
Main outcomes	The results show that families' cooperation in this constrained context differed depending on the nature of the activity. This criterion was just one of a series of other known factors that were confirmed by the study. Child protection workers are always torn between two objectives which they are trying to meet: that of focusing on the child and his relationships with parents, and that of paying attention to the basic needs of members of nuclear families most often poor with whom they intervene. Given their difficulty in meeting the two previous objectives, the concern for the local integration of the family in its family environment and in its neighborhood does not seem to be a priority in their intervention methods, falling more in France in the field of " city policy "and" social cohesion ".

Template III: Data extraction sheet Coding form 9.

Title	De la raclée à la tétée: la théorie de l'attachement, un modèle pour penser la prise en charge des familles maltraitantes. (From beating to feeding: attachment theory, a model for thinking about the treatment of abusive families)
Author (s)	Quentin Bullens
Year of publication	2010
Journal / source	Psychiatrie et violence, 10 (1).
Contact details / site	quentin.bullens@gmail.com https://www.erudit.org/en/journals/pv/1900-v1-n1-pv1816527/1007312ar/
Country	Belgium
Description of target population / participants	Abusive families
Objective	From reading the Guedeney & Guedeney's book L'Attachement (2006) has become an issue: the use of attachment theory in a meta-analyse on the institutional caring of abusive families. This article explores some possible parallels in the idea of helping to thinking about the treatment when sometimes violence impede it.
Description of the intervention	This article starts mainly from the description of the stages of development of the bond of attachment as described by Perugia by Montclos & Mintz (2006). According to them, Bowlby was mainly interested in the development of the bond of attachment between 0 and 4 years, period for which are distinguished 4 phases of attachment: (i) orientation and signals without discrimination of a figure (0 at 3 months); (ii) orientation and signals directed towards one or more individualized figures (between 3 and 6 months); (iii) maintaining proximity with a figure discriminated by signals and locomotion (from 6 to 9 months until the start of the third year); (iv) the development of the bond of attachment (between 2 and a half years / 3 years and 4-5 years). Then the article offers a new reflection. This new model could give rise to a typology of the intervenant-family link in the context of interventions with abusive families.
Duration the of intervention	Proposition for intervention
Main outcomes	Firstly, if changes in attachment behavior are expected, this does not mean that these are part of a stable and continuous process of linear improvement. Periods of separation, within the family or with the network, can reactivate moments of family distress and therefore see a return to aversive behavior, for example. Professionals involved must be able to take into account the non-linear nature of the journey they are starting with the family, without systematically questioning it. Second, the intervention process is part of a perspective of temporal evolution of the caregiver-caregiver relationship. Indeed, the passages, the transitions that take place between these phases seem to be privileged therapeutic moments in their own right. Beyond what seems to be usually taught, it is therefore

considered that the therapeutic moment is not only that of the content, the helping relationship, but many transitions relating to these moments of intervention (between phases, stakeholders, services, etc.). Indeed, these latter are moments which, like separations and any relational reorganization, will come to put in imbalance, in question, on stage, the Operational Internal Model and by extension here the Operational Relational Model. It is postulated therefore that the way in which these transitions will “operate” will lay the foundations for a possible therapeutic work or not and beyond, in the different possible ones, a safe or insecure therapeutic work, avoiding or ambivalent.

The Operational Relational Model built from the history of each partner, brings the abusing family to come into contact with the researchers not starting from a clean slate, but rather of a model of themselves and of a model of social services often tinged with negative values. Failure to take such a dimension into account will frequently lead workers to consider contacting the family from the sole angle of the collaboration / non-collaboration dialectic. Second, attachment behaviors, as drawn from the behaviors of abused families, can be used by clinicians as symptomatic measures throughout the intervention process. For this, it is still necessary that the intervention framework, first, second, third line or whatever, can have at its disposal the means to hear and decode these calls for care.

Literature review accessible only in French for European countries

Template III: Data extraction sheet Coding form 1.	
Title	La nécessité du lien au coeur de la prévention et de la protection des tout-petits. (The need for the link at the heart of prevention and protection children)
Author (s)	Marion Feldman
Year of publication	2011
Journal / source	VST - Vie sociale et traitements, 2011/4 n° 112
Contact details / site	https://www.cairn.info/revue-vie-sociale-et-traitements-2011-4-page-86.htm
Country	France
Description of target population / participants	Parents and children
Objective	Whether it is a prevention or protection device, the link is at the heart of their concerns. Link with parents, link with childminders and family assistants, link with the AED service, link with outside services.
Description of the intervention	The importance of the absolute need to take care of the links. This care for links is at the heart of our work in the prevention and protection of children. It concerns parent-child ties.
Duration the of intervention	-
Main outcomes	The bonding weaves thus allow to work on the parent-child bond, so fundamental for the appeasement and the secure development of the baby. The work on the bond takes on a greater importance when there is separation within the framework of an interstitial family reception (as in a child present with a family substitution in crèche), of a sequential family reception (such as the protection device of 'Child present for the children of 0 to 6 years) and also a family welcome in any other family placement structure.

Template III: Data extraction sheet Coding form 2.

Title	Protéger l'enfant avec ses deux parents. Le centre parental, une autre voie pour réussir la prévention précoce. Chatoney B., Van Der Borgh F., (2010). Paris, Les Éditions de l'atelier. Critique du livre (Protect the child with his two parents. the center parental, another way to successful prevention early. Chatoney B., Van Der Borgh F., (2010). Paris, Les Éditions de l'atelier) Book review
Author (s)	Déborah Dewulf
Year of publication	2014
Journal / source	Carnet de notes sur les maltraitances infantiles 2014/1 N° 3, 51-53
Contact details / site	https://www.cairn.info/revue-carnet-de-notes-sur-les-maltraitancesinfantiles-2014-1-page-51.htm
Country	France
Description of target population / participants	Parent
Objective	The primary aim of this book is to encourage reflection by all those involved in child protection by offering them a original model: welcoming the young child in the same place with his father and mother with the objective of shared accommodation but not only: the aspects of parenthood, conjugality and of space given to the child will be central.
Description of the intervention	The purpose of the parental center is to welcome young couples (often very young adults who have for the most part experienced a very chaotic life course) from before birth and thus to be able to help them create a benevolent and supportive cocoon for their child. to be born, while keeping a special attention for the place given to the couple.
Duration the of intervention	-
Main outcomes	A child protection system that does not take into account the two parental figures necessary for the good development of the child seems doomed to failure as the authors point out. All of these are unique situations where the institutional responses have amplified the distress of the parents more than helping them to "get back on their feet" in their life journeys and in their "becoming parents" processes. The promoters of this project believe that the newborn and the trust placed in these young adults offer an important opportunity for transformation and positive involvement in the process of learning parenthood and in a form of (re) socialization. The containing framework and the intensive nature of the psychosocial accompaniment of the parental center make it possible to carry out a true action of prevention of conjugal violence and

therefore of the inevitable repercussions of this phenomenon on the young child.

Template III: Data extraction sheet Coding form 3.

Title	Prévention précoce au domicile: une revue de la littérature et une description d'un service français d'intervention sociale et familiale (TISF) (Early home- based prevention: a literature review and a description of a French social family service (TISF))
Author (s)	Françoise Lagarde, Patricia Sacre, Farida Ouhnia2, Malika Dhellin, Isabelle Eliot et Arlette Manh
Year of publication	2011
Journal / source	Médecine & Hygiène « Devenir » 2011/1 Vol. 23 33-68
Contact details / site	https://www.cairn.info/revue-devenir-2011-1-page-33.htm
Country	France
Description of target population / participants	Parent and children
Objective	<p>In the first part, the intervention framework is exposed: the missions, the specifics, the modes of intervention, the principles guiding the action of the TISF and the organization of the service.</p> <p>In a second part, it is shared the experience of three TISF who will relate their work with families supported during a period of their life. The first vignette aims to show all the complexity of entering into relationships to obtain acceptance of the intervention in family intimacy in order to intervene in the mother / child individualization process, by implementing actions of socialization. The second vignette describes the intervention of a TISF in the context of child protection in the perinatal period. The third vignette shows the work carried out with a family in the perinatal period in which the mother of the child is taken with psychic decompensation..</p>
Description of the intervention	<p>Building on the concept of "Holding" and "Handling" described by Winnicott (Winnicott, 2006), the team will mobilize to help "mothers who have the capacity to provide good enough care, it suffices to deal with them in a way that recognizes the essential nature of their task; for mothers who do not have this in them, it is not by teaching them that we will make them capable of doing it. "</p> <p>To carry out this diagnosis and define the TISF intervention project, sector managers have an evaluation grid: family composition, identification of the reasons for the intervention, definition of needs. Lines of intervention are then set with the family as well as the practical methods of carrying them out.</p> <p>The intervention project includes one to several weekly or even daily interventions in crisis situations. The particularity of TISF's intervention is also its duration. Their time at home is long, most often 4 hours per</p>

	<p>intervention, but can also be done over a full day. The intervention is based on the relationship created between the TISF and the parents, a relationship of trust woven little by little, over the course of the interventions, which allows the TISF to be able to have this reassuring, de-dramatizing, soothing function allowing parents to take ownership of their actions and their way of doing things. Thus, he will be able to intervene by empowering the parents and by offering them a possible identification.</p> <p>The peculiarity of home interventions is that the private place becomes a place of intervention and action for the professional. This therefore presupposes on the part of TISF techniques based on empathy, the ability to decode silences, a sensitivity to sub-verbal communication, the possibility of being tactful so as not to impose what would be unbearable, to suggest without counselor, to help without attending or doing instead. Based on interventions at home, the TISFs offer families a link with the facilities in their neighborhood. Thus, they are led to think of their intervention with concern for the future, that is to say, to put in place sustainable actions if possible allowing families better social integration. Difficulties in the mother-child relationship were common. For some children, there was a risk of developing behavioral problems. From these observations, a project is built comprising several axes articulated between them. In the same place, every two weeks, a reception is offered to mothers and their children. In the same room, two spaces were organized, one for each group, facilitating back and forth, but also moments specific to each.</p>
Duration the of intervention	-
Main outcomes	<p>Licensed social workers bring domestic aids to help families in the organization of everyday life, care and education of children, and support towards social integration that is at the heart of their work. Their specific strategy of intervention is based on « doing », « doing with » and « making do ». They bring a professional support in the relationship to both parents and children, with long-term, repeated interventions at home. This family alliance allows them to improve parental skills and facilitate the child's interests. Their action is based upon and financed within the framework of other social-intervention organizations : i.e. programs led by the Allowance of Family Funds and Health Insurance for families with occasional difficulties, programs for child welfare led by Mother and Child Care Services, as well as Social Help for Childhood services. The social and family intervention workers are actively involved in medical, psychological, and social networks in an attempt to develop during the perinatal period by</p>

following previously established examples of the perinatal networks of south and north Hauts de Seine.

Template III: Data extraction sheet Coding form 4.

Title	Visites à domicile préventives périnatales dans les familles à problèmes multiples : efficacité et limites (Preventive perinatal home visits in multi-risk families : impact and limitations)
Author (s)	Julie Le Foll and A. Guedeney
Year of publication	2014
Journal / source	Médecine & Hygiène « Devenir » 2014/1 Vol. 26 pages 59-72
Contact details / site	julie.le-foll@bch.aphp.fr https://www.cairn.info/revue-devenir-2014-1-page-59.htm
Country	France
Description of target population / participants	Multi-risk families
Objective	This paper is based on a literature review of home-visiting programs, in France and other countries. The purpose is both to describe better this practice, which hasn't yet been clearly formalized within institutions, and also to assess its impact and limitations. This requires adjustments, or even a revision of certain theoretical-technical presuppositions, on which many traditional institutional practices are based.
Description of the intervention	In France, home interventions during the perinatal period can be part of the preventive field, and are mainly provided by maternal and child protection centers (PMI) or in the therapeutic field, organized by the psychiatric and / or sector sectors. infant-juveniles. It should be adapted the setting and the treatment to what the patient can bear, take small steps to build the alliance. The home approach then appears to be a particularly interesting prevention and care strategy.
Duration the of intervention	The work focuses on the limits of intervention at home organized by the PMI.
Main outcomes	However, even if the home approach appears to be an appropriate and reassuring approach for vulnerable families, its effectiveness remains difficult to assess. The effectiveness of programs is particularly linked to the motivation and involvement of parents in care as well as the accumulation of family risk factors. Also, at home, one of the first difficulties lies in the ability of professional interveners to find the right professional distance, not to slip into familiarity. "Exposed" to the difficulties of these families, the professional worker may be prey to violent emotions (suffering, anger, depression, feeling of incompetence, emptiness ...), which awaken his own infantile terrors, his archaic needs, and activate their own attachment system. In practice, the authors are often struck by major interinstitutional

discontinuities, even the cleavages between institutions (maternity, CMP, PMI), not favoring the care of the most vulnerable families. Also, in addition to adapting therapeutic approaches, it seems fundamental to continue to improve the work between institutions, both in order to refer these families to the competent services, but also to work in collaboration and in a coherent manner.

For professionals, a well thought out and structured working environment is required. These include training professionals, particularly PMI's childcare workers, who are directly confronted with vulnerable families: working at home itself, but also in screening for early relationship and developmental disorders. It is also a question of sufficiently informing these professionals, who must be able to make optimal use of the resources of the network available, and for this, to know this network, the various partners and possibilities for collaboration.

Indeed, in PMI, the lack of resources makes it particularly difficult to carry out systematic home visits, even less repeat visits.

Reorganization which could go through the creation of childcare posts within the infant and juvenile sectors, but also by the regrouping of professional functions (childcare workers, psychologists) in the same place, as is the case in the Perinatal Psychopathology Units, installed in maternity hospitals.

Template III: Data extraction sheet Coding form 5.

Title	Le développement de stratégies de prévention en Protection de l'enfance : Résultats et enseignements d'une recherche-action en Ille-et-Vilaine (The development of prevention strategies in Child Protection: Results and lessons from action research in Ille-et-Vilaine)
Author (s)	Martine Duchesne, Fabien Gouriou, Patrick Lecaplain, Eugénie Terrier
Year of publication	2018
Journal / source	Champ social « Le sociographe » 2018/1 N° 61 pages XXV- XLIX
Contact details / site	https://www.cairn.info/revue-le-sociographe-2018-1-page-XXV.htm
Country	France
Description of target population / participants	Social workers, parents, children
Objective	The purpose of this article is more particularly to present, firstly, the process of action research in Child Protection and then, secondly, to explain its main lessons and the perspectives arising from them..
Description of the intervention	<p>Action research is based on the articulation between a social project and a scientific project. It is thus a question, for social workers, of finding meaning in their socio-educational interventions in a very constrained social context. To ensure socio-professional revitalization, the social project mainly aims to promote innovative practices in the field of primary prevention. In keeping with the recommendations of the law of March 5, 2007, the objective is to encourage practices promoting the development of local solidarity and the participation of young people and their families. This intervention framework involves the production of objects taking into account the concerns of social workers.</p> <p>The scientific support of the four "action groups" was updated by the establishment of three "research groups" led by PREFAS Bretagne and with which university contributors have contributed their specialized knowledge.</p> <p>Research group A, entitled Support for parents in prevention and protection, aimed to deepen knowledge of parents whose children are placed in order to develop practices for assessing situations and parents' participation.</p> <p>- Research group B, under the title Intensive interventions in crisis and emergency situations, focused on the analysis of the devices tested by professionals with regard, in particular, to certain principles of analysis and systemic intervention developed in the work of Quebec researchers.</p>

	<p>-Research group C, called Accompaniment of children and their parents from pregnancy to age 2, devoted its investigations to early prevention practices in situations of proven danger for young children.</p> <p>The evaluation process has four main components:</p> <ul style="list-style-type: none"> - A co-construction of the evaluation, from its conception to the exploitation of the data, with the professionals of the four CDAS. - Two waves of quantitative and qualitative data collection, in September 2014 then in February 2015, concerning 46 of the 65 families followed in the four actions. - Collection from the point of view of 23 CDAS professionals, then 8 partners, between November 2014 and January 2015. - Collection of the point of view of 12 families (representing 20 people and 4 children) on the support provided, between May and June 2015.
<p>Duration the of intervention</p>	<p>2014-2015</p>
<p>Main outcomes</p>	<p>The assessment of the place of families in the experimental actions has thus made it possible to highlight unequal professional intentions:</p> <ul style="list-style-type: none"> - The support of families has been sought after but remains difficult to perceive: according to professionals, 75% of families have rather adhered to the approach. - The co-construction of the intervention project with families has been tested but remains perfectible: if for professionals, commitments by objectives are expressed in 90% of cases, only 4 families out of the 11 encountered mention the idea of a co-construction of the action plan. - The association of families in the development of the intervention encountered a lack of formalization in writing. <p>-The evaluation of the effects of support, if it was experienced positively by the actors, experienced significant differences, of a situation with the other, in its realization: whereas this evaluation took place orally in 50% of the cases, 6 families on 11 interviewed do not remember to have evaluated the device.</p> <p>It is therefore a question today of operating a shift from the child protection system towards prevention. The main challenge is to organize the transition from a concept of placement aimed at separating and protecting children from their family environment to a co-education dynamic that is part of the continuation of a journey in Child Protection; itself characterized by successive and time-bound measurements. In the context of action research, it has been possible to measure that this refocusing of Child Protection on prevention requires initiating a reflection around at least three complementary dimensions: the inclusion of Childhood Protection in</p>

a dynamic of social and territorial development, strengthening user participation and building common references for professionals.

Template III: Data extraction sheet Coding form 6.

Title	Interventions validées en prévention et promotion de la santé mentale auprès des jeunes (Evidence-based interventions in youth mental health prevention and promotion)
Author (s)	Béatrice Lamboy, Juliette Clément, Thomas Saïas and Juliette Guillemont
Year of publication	2011
Journal / source	S.F.S.P. « Santé Publique » 2011/HS Vol. 23 pages 113 à 125
Contact details / site	https://www.cairn.info/revue-sante-publique-2011-HS-page-113.htm
Country	France
Description of target population / participants	Parent and children
Objective	<p>The purpose of this paper is to review the current scientific knowledge on mental health promotion interventions aimed at children and adolescents. Definitions of mental health, mental health prevention and mental health promotion are provided.</p> <p>The current state of knowledge in this area was assessed based on a specific method involving selection, a literature review and a classification of mental health promotion interventions identified using scientific databases.</p>
Description of the intervention	<p>The interventions were grouped according to 3 criteria:</p> <ul style="list-style-type: none"> - the age of the beneficiaries: children under 5 and children and young people over 5; - the type of prevention: the interventions offered to the entire population (“universal prevention”) have been differentiated from interventions targeting specific audiences (“targeted prevention”); - the validated or promising nature of the interventions.
Duration the of intervention	-
Main outcomes	<p>Seventeen interventions were identified as having an effect on youth mental health. Half of these interventions are aimed at the general population, while the other half target vulnerable individuals. The majority of the interventions are aimed at children aged 5 and over. Half of the interventions are multimodal, while unimodal interventions include programs aimed at promoting psychosocial competencies in children.</p> <p>An increased understanding of internationally recognized programs should promote reflection on current professional practice in France.</p> <p>Table I presents the validated universal and targeted interventions aimed at young children under 5 years of age. They consist mainly of structured</p>

programs aimed at developing the skills of parents. These programs sometimes start from pregnancy and continue until entry into school. The format of home visits, which has been widely disseminated since, is mainly used, in addition to more institutional interventions. Table II presents the universal interventions, validated and promising, for children over 5 years of age. They are mainly based on the school environment, sometimes supplemented by interventions intended for parents. The themes constituting the heart of these interventions are interpersonal relationships and the promotion of psychosocial skills. These interventions sometimes have an ecological component combining the two social / structural and individual dimensions.

Table III presents the selective interventions intended for children and young people over 5 years old, meeting the same criteria as the interventions presented in Table II, but on more specific themes: violence, depression or parental separation.

About 20 prevention interventions are currently recognized as having the potential to affect the mental health of children and adolescents. Due to the quality of the results of evaluative studies, approximately half of these preventive interventions are considered to be validated.

Template III: Data extraction sheet Coding form 7.

Title	<p>Quand la recherche et la clinique se rencontrent : présentation du programme ces années incroyables comme expérience pilote au sein d'une équipe SOS-enfants (When research and clinic meet: presentation of the program these incredible years as a pilot experience within a SOS-child team)</p>
Author (s)	Cécile Mathys and Aurore Boulard
Year of publication	2017
Journal / source	Office de la naissance et de l'enfance « Carnet de notes sur les maltraitances infantiles » 2017/1 N° 6 pages 28 -44
Contact details / site	<p>cecile.mathys@ulg.ac.be https://www.cairn.info/revue-carnet-de-notes-sur-les-maltraitances-infantiles-2017-1-page-28.htm</p>
Country	Belgium
Description of target population / participants	Mothers and children
Objective	<p>Working with families is challenging for child protection services. This study aims to present the content of a cognitive-behavioural intervention, a parent training program (Incredible years- (CAI)) to improve parenting practices, and the first observations related to the implementation in a child protection service. 5 mothers (X age = 40 years old, SD = 7,1) participated in this intervention lasted 12 weeks and aimed :</p> <ol style="list-style-type: none"> 1. To develop a harmonious parent–child relationship; 2. To support parents in learning and consistently applying effective practices; 3. To improve problem solving and communication skills within families.
Description of the intervention	<p>Several objectives are pursued, focusing on the development of protective factors associated with the family such as developing a harmonious parent-child relationship; support the learning of effective and coherent educational strategies; improve problem-solving and communication within the family. These objectives allow, in the long term, and directly, to stimulate the parent-child relationship and to develop the skills of each one, and indirectly, to act on the situations of mistreatment and neglect as well as on the subsequent development of deviant trajectories in children.</p> <p>The basic program has 16 sessions, however the last sessions are interested in links with the network and the school in particular, which was not the main issue of this experiment. The objectives worked were presented as follows:</p> <p>Week 1: Have fun with your child. Week 2: Help your child learn through play.</p>

	<p>Week 3: Help your child learn through play (continued).</p> <p>Week 4: Congratulations, bring out the best in your child.</p> <p>Week 5: Congratulations, spontaneous rewards.</p> <p>Week 6: Rewards program.</p> <p>Week 7: Establish effective boundaries - commands.</p> <p>Week 8: Establish effective boundaries - go all the way.</p> <p>Week 9: Ignore.</p> <p>Week 10: Withdrawal.</p> <p>Week 11: Problem solving in the face of conflict.</p> <p>Week 12: Closure.</p> <p>The criteria, associated with the basic program, were as follows:</p> <ol style="list-style-type: none"> 1. Living with your child (no boarding school or placement). 2. Having at least one child in the 3-10 age group. 3. Encountering difficulties in parenting (family at risk of abuse or neglect, mother overwhelmed by the education of her child (ren), aggressive child, etc.). 4. Do not do the training with a family member (husband, mother, sister, etc.). 5. Not be in a situation of acute family crisis requiring the implementation of interventions on the part of different help services (placement, hospitalization ...). 6. No heavy psychopathology in the mother (depression, manic depression, drug addiction involving withdrawal and heavy drug treatment, etc.) or severe mental impairment. 7. Commit to being present at all sessions. 8. Agree to follow the program. 9. Voluntary participation.
<p>Duration the of intervention</p>	<p>12 weeks</p>
<p>Main outcomes</p>	<p>In general, the content of the CAI program made it possible to create a therapeutic link with these mothers, where the abuse (physical and / or verbal), if it appeared, could be shared and discussed, without denial or taboo. Significantly, the 3 mothers who completed the program reduced the use of slapping or hitting during moments of tension with their child in order to use other strategies. The initiative of introspection and the questioning of one's own educational attitudes and their adequacy in relation to the child were also reinforced among these mothers.</p> <p>Parents' participation in this program helped maintain or return the child to their family environment, with 80% of files having been closed within one year of enrollment in the CAI program compared to 54.7% for the control group that did not participate in the intervention.</p>

Some recommendations that optimize collaborations between fieldwork and research:

First, identify which components of the intervention program are central and which are optional.

Second, favor the central components and allow adaptations in the procedure used to carry out the intervention (as the group of mothers was relatively small, they decided to take more time for informal discussions at the start of the session than what which was originally planned by the program).

Third, assess the capacity of the field service to support the implementation of the intervention (they received the support of their team, including coordination and board of directors, and a person from the team was also designated as responsible for this intervention with time slots specifically dedicated to it).

Fourth, collaborate with the service to take into account the conditions that could require adaptations to be made to the intervention (they had discussions about the space to be fitted out and in particular the room to receive mothers, the possibility in the neighborhood to benefit a day care center or even adapting the hours).

Fifth, provide implementation support services that ensure its quality (they benefited from supervision from the certified trainer for the CAI program, who was in contact with the Quebec team)

Template III: Data extraction sheet Coding form 8.

Title	Etre assistant social au sein d'une équipe SOS enfants (Be a social assistant within a SOS child team)
Author (s)	Christine Monville and Olivier Baise
Year of publication	2013
Journal / source	Office de la naissance et de l'enfance « Carnet de notes sur les maltraitances infantiles » 2013/1 N° 2 pages 5-8
Contact details / site	https://www.cairn.info/revue-carnet-de-notes-sur-les-maltraitancesinfantiles-2013-1-page-5.htm
Country	Belgium
Description of target population / participants	Parent, children
Objective	Without wanting to present a model, a typical image of what the social worker should be within SOS Children's teams (more than practical vary according to institutional specificities), the article simply wishes to reflect their thinking.
Description of the intervention	<p>The ONE Child Abuse Support Committee, in a 1993 document updated and re-read in 1999 and 2000, defines the function of the social worker as such:</p> <ol style="list-style-type: none"> 1) analyze the request; 2) analyze the social, socio-economic situation and socio-cultural of the child and the family; 3) collaborate in the realization of the file; 4) organizes consultation meetings between stakeholders; 5) helps the family to solve the concrete problems which arise to them (in particular in the social field); 6) ensures, with the psychologist and / or the child psychiatrist, guidance, therapy or co-therapy. <p>In the implementation of the therapeutic program, the social worker has a place at the level:</p> <ul style="list-style-type: none"> • history and skills assessment parenting; • working in and with the network of professionals, in particular with the mandating departments or the judicial authorities; • integration into the local network; • raising parents' awareness of their child's needs, in particular by encouraging them to accept the intervention of a social assistance network
Duration the of intervention	-

Main outcomes

In summary, there are three main axes in the function of the social worker within the SOS Children's teams:

- 1) the history;
- 2) work with family;
- 3) coordination with the network.

In this article, they focus in particular on the history. Anamnesis is above all a story, a relationship; the one that will be built over the interviews. The intervention context does not come from a survey on the image of happiness or on the purchasing habits of the family; they intervene in a context of sometimes violent crises, of deep upheavals, which does not facilitate the entry into relation. Networking that brings attention, help, support and care to children and their parents. It participates in the construction of a stable and sustainable environment in the evolution and development of the family.

Template III: Data extraction sheet Coding form 9.	
Title	Les enfants négligés : ils naissent, ils vivent mais ils s'éteignent (Neglected children: they are born, they live but they extinguish)
Author (s)	Sophie Lachaussée, Stéphanie Bednarek, Gaëtan Absil and Marc Vanmeerbeek
Year of publication	2012
Journal / source	Office de la naissance et de l'enfance « Carnet de notes sur les maltraitances infantiles » 2012/1 N° 1 pages 4-9
Contact details / site	https://www.cairn.info/revue-carnet-de-notes-sur-les-maltraitancesinfantiles-2012-1-page-4.htm
Country	Belgium
Description of target population / participants	Parents, children
Objective	To give information about negligence and interventions.
Description of the intervention	<p>They opted for the definition of negligence of Zuravin and DePanfilis according to which negligence is a failure (intentional or by omission) of the first figure of attachment to provide the child with the necessary basic care (Zuravin et al., 1997)</p> <p>Early interventions can find two ways of entry:</p> <ul style="list-style-type: none"> • the child, through massages for infants, then psychomotor games adapted to their level of development, by involving the parent (s). Playing is a moment of shared pleasure which will develop the baby's senses, cognitive and emotional intelligence and build relationships with others. • the parent (s), by working on the relationship with their child, and, if necessary, by psychotherapeutic follow-up. <p>These interventions carried out at home aim to:</p> <ul style="list-style-type: none"> • make the parent (s) aware of their baby's capacity for interaction and awareness and the importance of talking to them; • provide psychomotor, cognitive and emotional stimulation to the child; • optimize parenting skills and aim for their progressive empowerment; • strengthen the emotional bond between parent (s) and child.
Duration the of intervention	-
Main outcomes	When a situation of proven neglect or the presence of several risk factors is noted, it is important to be able to discuss it with the parent (s). The front-

line worker, if they trust them, is well positioned to educate them about the importance of early intervention. It is important to be familiar with the intervention program to which to send this family, because the words chosen will have an impact on the parental representations of the program and their adherence to it.

The referral worker who has the confidence of the parents has a role in supporting them and coordinating the workers. It is important that it plays its role over time to stabilize and enhance parental achievements.

The main lines of intervention;

- Reinforce the child's skills. The neglected child needs sensory and psychomotor stimulation adapted to his age. Caregivers outside the family can initiate these behaviors in the parents and participate in them for many months. Interventions take place at home and ideally last until the relay is provided by other educational structures such as nursery school.
- The sooner seems to be the better. An early onset would be a predictor of the persistence of the outcomes of the intervention in the mother, even in the event of premature withdrawal from the program (Honing, 2001). The first contacts with the family identified at risk of neglect should ideally occur during pregnancy.
- Work on the parent (s) - child bond. If the long-term objective of early intervention is the well-being of the child, its adequate development at the physical, intellectual, emotional and social levels can only be achieved by also taking into account its parent (s) (s), mediator (s) of its evolution (Sweet, 2004). Beyond the motor, cognitive and emotional stimulation of the child, work on the parent (s) -child bond is necessary to allow the appearance of benefits and their persistence. Parents will be strengthened in their educational skills.

Template III: Data extraction sheet Coding form 10.

Title	Parcours d'intervention à l'équipe SOS enfants-parents de Verviers (Intervention course to the team SOS child-parents of Verviers)
Author (s)	Nathalie Wats and Véronique Dhotel
Year of publication	2012
Journal / source	Office de la naissance et de l'enfance « Carnet de notes sur les maltraitances infantiles » 2012/1 N° 1 pages 15-17
Contact details / site	https://www.cairn.info/revue-carnet-de-notes-sur-les-maltraitancesinfantiles-2012-1-page-15.htm
Country	Belgium
Description of target population / participants	A mother and her baby
Objective	The article explains the case of a mother and her baby and the intervention in this case. In the relationship with her child, Madame A. surprises by an undifferentiated collage and, at other times, by an "oblivion of the baby"
Description of the intervention	<p>They started by engaging with her, recognizing the legitimacy of her suffering, it could perhaps gradually give them access to the ghosts of her past that continue to haunt her. This position was facilitated by the multidisciplinary of the SOS Children team where a psychologist and a social worker were able to better absorb their requirements and criticisms, while acting concretely in the real world (putting their administrative situation in order, looking for a stopover solution, search for social integration paths, etc.)</p> <p>Appointments or phone calls are only made on the condition that our social worker supports her and takes news. Thus, she must accompany him to a service offering activities to single women and participate with her in the first session so that she continues alone thereafter. She will have to come and collect all the documents filled in, however efficiently by the mother, to "morally" support the enveloping and the actual sending.</p> <p>At the same time, the mother-baby encounters continue with careful wording of the type of relationship she has with them, her relatives, society and her baby. The baby begins to be much more attentive during the interviews and her smiles no longer seem to be mechanical smiles intended to capture attention but real socialized smiles.</p>
Duration the of intervention	-
Main outcomes	The parent develops here what Gérard Derchef and Elisabeth Darchis called in 1999 "confused parenthood" without recognizing the new situation as being able to be differentiated from old distress. It works without distance

and without separation from individual to individual because there is a confusion between the internal baby of the parent (the one he was in his childhood and that grips) and the real baby. In July, 7 months after our first contact, Mrs. A. misses a meeting in our department.

When contacted by phone, she told them that she no longer needed them. She goes to the social reintegration service every day and made friends there. The baby seems to be doing well, both physically and awake. Ms. A. seems proud of her, shares her progress, and visits can focus on the baby.

Template III: Data extraction sheet Coding form 11.

Title	CAPEDP Quelle prévention autour de la naissance ? (CAPEDP What prevention around birth?)
Author (s)	Antoine Guédénéy et Axelle Pirotte
Year of publication	2012
Journal / source	Office de la naissance et de l'enfance « Carnet de notes sur les maltraitances infantiles » 2012/1 N° 1 pages 18-19
Contact details / site	https://www.cairn.info/revue-carnet-de-notes-sur-les-maltraitancesinfantiles-2012-1-page-18.htm
Country	France
Description of target population / participants	Mothers pregnant less than 27 weeks, aged less than 26, expecting her first child, speak French, not being intensively followed for another reason.
Objective	The objective of the CAPEDP project is to promote the mental balance of the mother and the child, during regular home visits, through personalized support, better registration in the medico-social networks and easier access to knowledge about the baby's early skills. A continuous professional relationship - parents as a prevention factor.
Description of the intervention	The researchers / clinicians aimed to promote the harmonious development of the child within his family based on the strategy of home visits by D. Olds, and on the theoretical postulates of the ecological model of Bronfenbrenner (1979), the self-efficacy of Bandura (1975) and the attachment of Bowlby (1969). With a view to this intervention, 440 families are recruited in maternity and divided into two groups: the first benefits from the services usually provided by the health and social systems, the second also makes the object of 1 to 3 additional home visits by months, beginning before the 27th week of pregnancy and continuing with a decreasing frequency until the child is two years old. Interventions are therefore very individualized, explore and question the representations that parents have of the child, develop the parents' sensitivity to baby's signals in order to promote attachment security.
Duration the of intervention	beginning before the 27th week of pregnancy and continuing with a decreasing frequency until the child is two years old.
Main outcomes	The first inclusion was carried out in December 2006 and the study is still ongoing (March 2011). Conclusions expected were a decrease in postnatal depression (PND), disorganized attachment, externalized and internalized symptomatology at 24 months and an increase in the healthcare network. Preliminary results seem to indicate that the device helps prevent

depression in mothers, the effects on the parent / child relationship are expected.

Template III: Data extraction sheet Coding form 12.

Title	Des parents co-experts de l'intervention en protection de l'enfant (Parents co-experts in the child protection intervention)
Author (s)	Xavier Pitteloud
Year of publication	2012
Journal / source	Médecine & Hygiène « Thérapie Familiale » 2012/2 Vol. 33 pages 151-169
Contact details / site	xpitteloud@me.com https://www.cairn.info/revue-therapie-familiale-2012-2-page-151.htm
Country	Swiss
Description of target population / participants	Parent and children
Objective	Based on the practice of a child protection worker, the author proposes an intervention model engaging in a process promoting parental co-expertise. The purpose of this article is on different aspects favoring both an intervention centered on the minor and an intervention devoted to the family.
Description of the intervention	<p>It is a question of leaving the greatest possible room for maneuver to the parents, of recognizing their place as co-experts and of limiting as much as possible the intervention that it is carried out without them.</p> <p>At this level, the change that the author perceives as useful in the intervention is the loss of the high position on his part in favor of a horizontal position with the parents. Its role is to associate with them, by considering them as co-experts, so that joint efforts favor the consolidation of their positive actions for the benefit of their child.</p> <p>This intervention is mainly at the level of parental function. It focuses on the safety of the minor. In this sense, the difficulty (mistreatment / neglect) and its resolution (the cancellation of the mistreatment / neglect) disappear from the scheme in favor of a co-constructed objective of well-treatment concerning the parent-child relationship.</p> <p>In the intervention, the objective of negotiated good treatment and which concerns the parent-child relationship, is approached by two means. The first, represented by "the communication loop", brings together conversations whose goals are to reach agreement with the parents, to define a shared mandate, to reach a common objective and to define the concrete means to be implemented. The second, represented by "the loop of concrete measures and means", concerns all the means to be implemented (AEMO; psychological support; tutoring; etc.) in order to make possible the achievement of the defined objective</p>
Duration the of intervention	-

Main outcomes

Starting from parental jurisdiction is therefore an attitude more respectful of the minor and his family and which corresponds better in fact to the reality of the majority of his cases. Indeed, despite the presence of certain difficulties, parental competence could be recognized, because otherwise other measures, such as placement, would have been taken. Thus, instead of focusing only on the flaws, starting from the skills already present in order to increase them has the effect of reducing the problem in a climate of greater collaboration.

Since he (author) intervenes according to this orientation, he is day by day more and more impressed by the effectiveness of this orientation. He also notes that his comfort in his interventions increases.

Template III: Data extraction sheet Coding form 13.

Title	De la nécessité du cadre d'intervention avec les familles dites maltraitantes (The need for an intervention framework with abusive families)
Author (s)	Emmanuel de Becker
Year of publication	2012
Journal / source	Médecine & Hygiène « Psychothérapies » 2012/1 Vol. 32 pages 3-13
Contact details / site	https://www.cairn.info/revue-psychotherapies-2012-1-page-3.htm
Country	Belgium
Description of target population / participants	Parents and children
Objective	<p>Based on the experience of child psychiatric consultations in a general hospital, the authors develop a reflection on the framework of the intervention with family constellations in which the child is put in difficulty by the inadequate behavior of the either parent.</p> <p>Taking the option of schematization, they develop four levels of possible intervention framework in the therapeutic relationship with the child and his family evolving in an abusive functioning.</p>
Description of the intervention	<p>The first level of framework belongs to the clinician himself, to his personality, his interior state, his epistemology and to the quality of the encounter that is initiated.</p> <p>By mobilizing several professional intervenants around a family, a second level of framework is created, that is to say a partnership envelope, described by Parret (2006), which defines amicable support. These professionals from the medico-psycho-social sphere create a mesh, containing and structuring, favorable in many situations to the expected family modifications.</p> <p>The question of a third framework, defined by the social authority, makes it possible to act at the societal level the need for care by professionals by inviting parents and adolescents to be actively involved in the assistance offered.</p> <p>The fourth and final level of setting up a framework for meeting with a abusive parents consists of "judicialization" (Community Commission of the Brussels Region, 2004). The three preceding levels can independently, jointly or concomitantly request the judicial structure.</p>
Duration the of intervention	-
Main outcomes	It is important to put into perspective, without trivializing, the impossible therapeutic link with families, by estimating the share of responsibility.

It should be clear without making value judgments or accusations. All clinicians benefit from reporting their observations in a simple manner, using precise speech, not hesitating to name the elements that support him in the need for a challenge from another level of framework.

It must keep a primary concern for the child. When trying to convince parents to trust them and to participate in treatment, the professional, especially when working alone, is in danger of losing sight of the child's experience.

Template III: Data extraction sheet Coding form 14.

Title	Comment intervenir quand les modalités d'attachement des parents entravent celles des enfants : exemples de l'action éducative petite enfance (How to intervene when parental attachment procedures hinder that of children: examples of early childhood education)
Author (s)	Adeline Provoost
Year of publication	2015
Journal / source	ERES « Enfances & Psy » 2015/2 N° 66 pages 99-109
Contact details / site	https://www.cairn.info/revue-enfances-et-psy-2015-2-page-99.htm
Country	France
Description of target population / participants	Parents and children
Objective	The article explains the early childhood educational action and its advantages
Description of the intervention	<p>Designed for children aged 0 to 6, the early childhood educational action is an original device, which was set up in a child protection service in Seine-Maritime in 2013. Based on a more intensive pace of intervention, the early childhood educational action offers the dual advantage of supporting parents more in the difficulties they encounter and of enabling professionals to better support their decisions by providing them with more detailed observations.</p> <p>Theoretically, this principle of intervention has its roots in the approach of Selma Fraiberg (1989). This American social worker set up an evaluation and intervention model based on psychoanalytic principles and guided by the search for a therapeutic alliance for the baby, allowing the identification of "ghosts in the children's room" . The early childhood educational action has many similarities with this method, in particular by the importance given to the concept of therapeutic alliance, and by the constant entanglement of educational and therapeutic approaches.</p> <p>The intervention rested on two axes:</p> <ul style="list-style-type: none"> - concrete work to open up to the outside, aimed at introducing a physical distance between family members; - family interviews in order to psychically mobilize the parents in this work of distancing.
Duration the of intervention	The pace of intervention, based on meeting with families every three or four weeks.
Main outcomes	The clinical examples show the importance of a device such as the Early Childhood Educational Action, both as a decision aid and an intervention tool. In the most favorable cases, the dual psycho-educational approach

makes it possible to rearrange the links. Attachment theory has its place, as do the instruments that flow from it, such as the assessment grid for parenting skills. This approach, far from being exclusive, finds perfect articulation with psychoanalysis, in particular as regards the first of the intergenerational dynamics. The two clinical situations show in fact how far the traumas are moving: the parents' unresolved childhood problematic is replayed in the relationship they establish with their children. Work on this dimension is fundamental in order to avoid harmful repetition phenomena. In this perspective, psychodynamically oriented family interviews remain essential, in order to successfully establish a therapeutic alliance with parents around their child.

Template III: Data extraction sheet Coding form 15.

Title	Le centre parental, un espace de prévention précoce protégeant le tissage affectif de la triade père-mère-bébé (The parental center, an early prevention space protecting the emotional weaving of the father-mother-baby triad)
Author (s)	Frédéric Van der Borgh
Year of publication	2017
Journal / source	Contraste, 46(2), 251-268.
Contact details / site	https://www.cairn.info/revue-contraste-2017-2-page-251.htm
Country	France
Description of target population / participants	Mothers, fathers, babies
Objective	This article explain the parental center and its function
Description of the intervention	A parental center is a device making it possible to receive the baby with its two parents within the framework of child protection. Since the law of March 14, 2016 relating to the protection of children, it is recognized in the Code of Social Action and Families by a new article L.222-53. Admission to the parental center is at the request of young parents referred (but not always) by maternity hospitals, a social or educational service. It is based on their desire to start a family, to assume their child together and to ensure its protection.
Duration the of intervention	-
Main outcomes	The framework of the parental center makes it possible to combine support for parenthood and conjugality. It helps prevent domestic violence, which often has devastating effects on children. Support in a parental center helps stabilize families' journeys, both materially and emotionally, which has a strong impact on the future and well-being of children.

Report from the partner in Italy

Italy literature review

Title	Abuso sessuale nei confronti di soggetti minorenni: Un'inguaribile ferita? Child sexual abuse: an irremediable hurt?
Author(s)	Ester Di Giacomo, Alberto Alamia, Federica Cicolari, Valentina Cimolai, Massimo Clerici
Year of publication	2013
Journal/source	Rivista di Psichiatria
Contact details/site	E-mail: ester.digiacomo@yahoo.com
Country	
Description of target population/participants	Minors
Objective	To provide the state of art of child sexual abuse and its psychophysical consequences.
Description of the intervention	Evidence-based literature derived from PubMed, Embase, Medline, PsychINFO databases. In total 205 works were analyzed between reviews, book chapters and national and international guidelines and finally 116 works selected.
Duration of the intervention	Analysis of what has been published in the last 5 years, not neglecting previous publications essential to the argument for their scientific validity (methodological accuracy, recruited survey)
Main outcomes	Poor training, regarding this field, of various professionals (pediatricians, teachers, etc.) who each day work with minors, as well as the paucity of available treatment options point to an urgent need for prevention (including in-depth diagnosis/therapy) and early intervention.

Title	Current scientific research on paedophilia: A review
Author(s)	G.A. Capra, B. Forresi, E. Caffo
Year of publication	2014
Journal/source	Journal of Psychopathology
Contact details/site	Site: www.jpsychopathol.it/?s=Current+scientific+research+on+paedophilia%3A+A+review&post_type%5B%5D=post&post_type%5B%5D=article&post_type%5B%5D=page
Country	
Description of target population/participants	Adult patients
Objective	To conduct a review of recently published articles to identify developments and trends that might be useful in clinical practice with adult patients, and contribute in preventing child sexual abuse.
Description of the intervention	The Pubmed database (from January 2010 to February 2012) was queried entering “paedophilia” as keyword. Reports of original data or reviews published in scientific journals addressing assessment, diagnosis and treatment of paedophilia were reviewed. The search strategy generated 72 records. From these 72 abstracts, 41 met the inclusion criteria.
Duration of the intervention	Pubmed database from January 2010 to February 2012
Main outcomes	Progresses in neuroscience allow clinicians to identify neural correlates of paedophilia and, possibly, new forms of assessment that are not exclusively based on behavioural indicators. These neurobiological findings, supported by further studies, could help in early identification of deviant sexual interests. Recent studies on single cases have documented an association between anti-androgen therapies and brain response, opening new possibilities for treatment. Furthermore, there has been increasing interest in exploring the link between the Internet and paedophilia. Recent studies have suggested that online offenders seem to constitute a specific group that is different from other offenders. It also seems that this specific subculture of paedophiles is not at great risk of committing offline child sexual abuse, but further studies are needed to confirm this hypothesis.

	<p>Little is known about those individuals who feel paedophilic interest, but who do not act on it and thus are not involved in the criminal justice system.</p> <p>Additional resources are requested to facilitate the access to treatment for paedophiles independently of the juridical course, as well as additional efforts for early detection of potential offenders and develop targeted interventions to effectively prevent child sexual abuse.</p>
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Title	Parental corporal punishment and externalizing symptomatology among children and preadolescents: A review Punizioni fisiche parentali e sintomatologia esternalizzante nel corso dell'infanzia e della preadolescenza: Una rassegna
Author(s)	Dario Maglione, Silvia Francesca Maria Pizzoli, Marcella Caputi
Year of publication	2017
Journal/source	Il Mulino – Rivisteweb (Psicologia clinica dello sviluppo)
Contact details/site	Site: https://www.rivisteweb-it.proxy.unimib.it/doi/10.1449/88498
Country	
Description of target population/participants	Parents and minors
Objective	To describe the state of the art of the relationship between parental use of physical discipline and children's externalizing symptoms.
Description of the intervention	Focus on moderate and severe declinations of physical discipline (leaving out extreme forms of physical abuse) and the presence of externalizing symptoms (leaving out cases that lead to a clinical diagnosis).
Duration of the intervention	
Main outcomes	<p>The use of harsh physical discipline proved to be a significant risk factor for development of outsourcing symptoms and, consequently, it could be conceived as the “invisible danger” - since generally reputed by the "normal" caregiver with no side effects. This evidence further underlines the gaps of the Italian legislative system, which to date is devoid of an effective law prohibiting the use physical discipline (especially harsh) in the family.</p> <p>An essential step towards more effective management and prevention of physical punishment would be creation of</p>

	<p>spaces to raise awareness and inform both clinicians and caregivers about the impact of these practices on the well-being of the child.</p> <p>Parent training programs applied to this issue should help the caregiver on the one hand to prefer and develop cognitive stimulation strategies for the child, on the other hand to notice their own internal signals of stress / difficulty and to interpret and manage them as possible risk factors of corporal punishment.</p>
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Title	Physical, psychological and social impact of school violence on children
Author(s)	Pietro Ferrara, Giulia Franceschini, Alberto Villani, Giovanni Corsello
Year of publication	2019
Journal/source	Italian Journal of Pediatrics
Contact details/site	Site: https://ijponline-biomedcentral-com.proxy.unimib.it/articles/10.1186/s13052-019-0669-z
Country	
Description of target population/participants	Minors
Objective	To underline the physical, psychological and social impact of school violence on children.
Description of the intervention	Analysis of literature and articles on school violence, with a particular focus on its effects on children.
Duration of the intervention	
Main outcomes	Evidence from international studies clearly shows that nonviolent, positive discipline delivers better results, while any type of violence is associated with many bad outcomes. The adoption of the most effective teaching approach across the education system, by supporting teachers to develop non-violent, positive discipline strategies could be the right way to step closer to realizing children’s right to protection from all forms of violence in all settings, included the school.

Title	The precursors of childhood violence in the perinatal period: A review of the literature [I precursori della violenza infantile nel periodo perinatale: Una review della letteratura]
Author(s)	Stefania Cataudella, Giulio Cesare Zavattini
Year of publication	2015
Journal/source	Franco Angeli - Maltrattamento e abuso dell'infanzia
Contact details/site	Site: https://access-torrossa-com.proxy.unimib.it/pages/ipplatform/enterTheBook.faces
Country	
Description of target population/participants	Babies and pregnant women
Objective	To give an overview of current studies on precursors of childhood violence in the perinatal period.
Description of the intervention	Bibliographic research within PubMed and PsycINFO databases, using the following keywords: <i>violence, prenatal / perinatal, risk factors</i> . 45 studies focused on identifying risk factors for the perpetration of violent behavior in the perinatal period were selected.
Duration of the intervention	Research related to the years 2010-2014
Main outcomes	<p>The intergenerational transmission of resilience or psychic vulnerability begins already in the uterus and this highlights the importance of the specificity of psychological work with pregnant women, with the couple in the transition phase to parenting and with individuals who suffered trauma at such an early age.</p> <p>It is essential to improve the quality of research in this area in order to structure effective interventions. The studies analyzed highlighted the need to direct research towards: 1) the development of tools for screening the population in the perinatal period in order to identify subjects at risk and develop prevention programs; 2) longitudinal studies that consider the interaction between risk factors, identified in the perpetuation of violence, and protective factors. Particular attention should be paid to the characteristics of parenting identified by some studies as the only factor capable of mediating the medium / long term effects.</p>

Title	Understanding the linkages between social safety nets and childhood violence: a review of the evidence from low- and middle-income countries.
Author(s)	Amber Peterman, Anastasia (Naomi) Neijhoft, Sarah Cook and Tia M Palermo
Year of publication	2017
Journal/source	Oxford - Health policy and planning
Contact details/site	E-mail: apeterman@unicef.org
Country	
Description of target population/participants	Minors
Objective	To review evidence and develop a framework to understand linkages between non-contributory social safety nets (SSNs) and the experience of childhood emotional, physical and sexual violence in low- and middle-income countries.
Description of the intervention	Review of published or publicly available (grey literature) studies, as well as ongoing work (presentations, study protocols), which link SSNs and childhood violence outcomes of interest. They catalogue 14 impact evaluations, 11 with completed results analyzing 57 unique impacts on diverse violence indicators, among which approximately one in five represent statistically significant protective effects on childhood violence.
Duration of the intervention	Review of studies and ongoing work from January 2000 to April 2016.
Main outcomes	<p>They demonstrate that the linkages between non-contributory SSNs and childhood violence are understudied, but there exists some emerging evidence to suggest the potential of such programming to reduce aspects of multiple violence typologies across age, gender and regions. These effects may be significant and relevant from a policy perspective and help inform the global violence prevention debate as to the role of economic empowerment programmes.</p> <p>SSNs, as stated, are never designed, nor should be designed, with violence prevention as the primary objective, and thus should not be looked at alone to reduce the broad-based and interrelated risks and vulnerabilities linked to childhood violence.</p>

	Integrated social and child protection systems and SSN programming appear to be a promising way forward to reduce risk associated with childhood violence.
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Report from the partner in Turkey

Turkey literature review

REVIEW NO: 1	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Parent education program proposal to prevent abuse and neglect of 0-12 year old children
Author (s)	Dilek Sahillioğlu
Year of publication	2016
Journal / source	PhD Thesis - Hacettepe University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	30 parents from lower and middle socioeconomic level and different family structures. The study group of the research consists of 30 parents from lower and middle socioeconomic levels and different family structures. It is seen that 13 of the participants who constitute the experimental group and the control group are women and 2 of them are men. 4 participants in the experimental group are primary school graduates, 5 participants are secondary school graduates, 5 participants are high school graduates, and 1 participant is a college graduate. In the control group, 4 participants are primary school graduates, 6 participants are secondary school graduates, 4 participants are high school graduates, and 1 participant is a college graduate. 6 of the participants in the experimental group are between 21-30, 7 of them are 31-40, 2 of them are 41-50 ages. 7 of the participants in the control group are between 21-30 years old, 6 of them are 31-40 years old and 2 of them are 41-50 years old. While 4

	<p>of the participants in the experimental group have 1 child, 10 of them have 2 children and 1 of them has 3 children. 8 participants in the control group have 1 child, 6 participants have 2 children, 1 participant has 1 child.</p>
Objective	<p>Within the scope of primary prevention activities, to prepare a parent education program proposal on the prevention of child abuse and neglect of 0-12 years and to test the effectiveness, permanence and applicability of the prepared program.</p>
Description of the intervention	<p>A parent education program on the prevention of child abuse and neglect, 0-12 years old (It has been prepared in order to increase the knowledge of parents about the developmental periods of children aged 0-12 and their needs in these periods, and to raise their awareness of child abuse and neglect). The name of the program is “0-12 Age Child Abuse and Neglect Prevention Parent Education Program”. The program proposal has been prepared in order to increase the knowledge of parents about the developmental periods of 0-12 year-old children and their needs during these periods, and to raise their awareness of child abuse and neglect. In this study, Rational Planning Model has been used while developing the program proposal.</p>
Duration the of intervention	<p>2015-2016 academic year</p>
Main outcomes	<p>The program has been effective in raising parents' knowledge and awareness of child abuse and neglect. The knowledge and awareness of parents who participated in the program about child abuse and neglect significantly has increased compared to the parents who has not participate in the program. According to the parents, the program has been found feasible and effective. Families have gained knowledge and awareness about child education, well-known mistakes, sharing information between families, and confronting mistakes.</p>

REVIEW NO: 2	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Determining and raising awareness of parents about their level of child abuse
Author (s)	Alev Üstündağ, Fatma Betül Şenol, Duyan Mağden
Year of publication	2015
Journal / source	International III. Child Development and Education Congress "Early Intervention"/ Hacettepe University Faculty of Health Sciences Journal
Contact details / site	https://dergipark.org.tr/tr/pub/husbfd/issue/7893/103886
Country	TR
Description of target population / participants	10 parents. One of 10 parents is male and the others are female. Parents ages are between 28 and 48; Their marriage ages range from 17 to 43, and one has primary school, one has middle school, four have high school, three have undergraduate and one has a graduate degree. Three of the parents are housewives, one is technician, one is a physiotherapist, one is a health officer, one is a cleaning staff, one is an engineer, one is a doctor and one is a lecturer. Two families are extended families and eight are nuclear families. One of the parents has four (three boys, one girl), one has three (two girls, one boy), four of them have two (two boys, two girls and one boy, one girl), and four of them have one child (two girls, two boys).
Objective	To determine the level of knowledge of parents regarding child abuse and raise awareness by providing education in line with their missing information.

<p>Description of the intervention</p>	<p>Education program for parents to raise awareness about child abuse. It has been determined that the parents have some deficiencies in child abuse issues (for example, the people around them do not care about their approach to the child, who can expose their children to abuse, especially they do not know how to talk to their children about the prevention of sexual abuse) and a training program has been prepared on these deficiencies.</p>
<p>Duration of the intervention</p>	<p>-</p>
<p>Main outcomes</p>	<p>After raising awareness about sexual abuse and behavioral change training, it has been found that parents gave education to their children and they are satisfied with the results. It has been determined that families have increased awareness that everyone has the possibility to do sexual abuse. Awareness has been raised among parents about what to do when the child encounters an abuse situation. Parents' knowledge levels about the deficiencies identified in certain issues related to child abuse (for example, where people around them do not care about their approach to the child, who could expose their children to abuse, especially how to talk to their children about the prevention of sexual abuse) have been increased and they have been informed to create consciousness about the subject. After raising awareness about sexual abuse and behavioral change training, it has been determined that parents provided education to their children and they are also satisfied with the results. It is concluded that there is an increase in the level of knowledge and awareness of parents about sexual abuse. Parents stated that education in correct communication with the child, acting close to the child and spending quality time, etc. is very important and beneficial, and it has helped to raise awareness.</p>

NO REVIEW NO 3	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Identification of physical abuse potential of parents working in the police organization and effectiveness of the education program about abuse.
Author (s)	İbrahim Sarı, Abide Güngör Aytar
Year of publication	2015
Journal / source	Akademik Bakış Dergisi, Vol: 51 Eylül – Ekim 2015 International Refereed Social Sciences E-Journal
Contact details / site	https://dergipark.org.tr/tr/pub/abuhsbd/issue/32945/366068
Country	TR
Description of target population / participants	The universe of the research is about 4,000 staff from the officers and supervisor class who work in the central organization affiliated to the General Directorate of Security Affairs. The sample of the study is composed of parents from 21 different departments of the central organization who have children under the age of 18.
Objective	The purpose of this study is to determine the physical abuse potential of mothers and fathers working in the police organization using the Milner Child Abuse Potential Inventory and family education on abuse and to examine the effectiveness of the program on families.
Description of the intervention	Family education program. In the program, it is planned to cover all aspects of child abuse. Conceptually, the definition of child abuse, its types, responsibilities and behavior models for parents in the prevention of abuse, general characteristics of the abusers have been discussed. In addition, behavioral analysis of child victims of abuse has

	been handled and suggestions for the prevention of abuse have been discussed.
Duration the of intervention	8 weeks
Main outcomes	The results of the research reveal that there is a significant decrease in the abuse points of the individuals participating in the “family education program” and the “significant effectiveness” of the education program implemented.

REVIEW NO: 4	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Impact of a nonviolent counterattack program for parents with children with violent behavior
Author (s)	Suat KILIÇARSLAN
Year of publication	2019
Journal / source	Kastamonu Education Journal
Contact details / site	DOI: 10.24106/kefdergi.2691
Country	TR
Description of target population / participants	The study group of the research, the problems related to rough and undisciplined behaviors such as pushing, hitting, damaging things, swearing and insulting in the school in a primary school institution in Niğde province in the 2016-2017 academic year, parents of students who are directed to school psychological counseling and guidance service by classroom teachers and school administrators due to their these behaviors. Among these parents, 16 parents (8 experiments-8 controls) who were willing to participate in the research were assigned to the experimental and control groups.
Objective	The aim of this study is to reduce the aggressive attitudes and behaviors of children with adverse behaviors, which are developed for parents with children and adolescents, to improve family relationships, to reduce the stress and disability feelings of parents and to children and to increase the amount of support they may need in dealing with the violence problems seen.
Description of the intervention	Within the scope of the research, the 14-session Nonviolent Resist (NVR) parent program (Day and Heismann, 2010) has been applied to the experimental group consisting of parents of students with

violent and aggressive behaviors. When the main lines of the program are examined, in the first session, it was studied with the parents to realize the common tension increase in the family, to accept the tension, to resist the tension increase and the parents to control their own tension. The second session focused on making parents feel parental in the home and thinking about possible sources of support. In the third session, it was emphasized that parents can organize their problems in order of priority and focus on the most critical for the family rather than consuming resources by reacting to all problems. In the fourth session, the parents' supporters and support systems, which problem behaviors the supporters they determined could help and how they could help were discussed. In the fifth session, the 'announcement' technique, which helps parents to make their voices heard effectively without violence, was studied. The sixth session focused on how parents' parental values are formed and how these values affect their relationships with their children. The seventh session focused on how parents can actively resist and attack activism against their child's violence and increase reconciliation actions with their children. The eighth session focused on the 'sit-in action' activity, which could increase parents' resistance to violence by using role-playing techniques. In the ninth session, it is aimed to increase the awareness and initiatives of parents regarding their ability to increase their parental presence outside the home. The tenth session focused on what parents can do to help protect brothers and sisters from violence, and summarize the whole process with parents. In the next four sessions, in order to strengthen the achievements of the parents regarding the whole program, self-care activities were carried out, including 'making announcements', 'sitting action', 'reconciliation actions and creating activities by which parents would feel better. In addition, at the end of the NVR program, parents 'own emotions (genogram) and “family sequence” activities were carried out to realize the effects of the parents' family interaction network on their children's attitudes and behaviors and the effects of the individual attitudes and behaviors of the children on the family structure and interactions and parents were encouraged to share their thoughts. During the group work carried out with parents, techniques such as small group activities, role playing and watching videos were used.

Duration the of intervention	206-2017 academic year
Main outcomes	When the results of the research are examined, the experimental group parents whose nonviolent counterattack parent program has been implemented have a positive and significant level of positive and significant perception on the inadequacy, support and stress perceptions of the parents participating in the program compared to the parents in the control group.

REVIEW NO: 5	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES , use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Learning to Protect Myself with Mika: Effectiveness of the Program for Sexual Abuse Prevention
Author (s)	Türkan Yılmaz Irmak-Rukiye Kızıltepe-Şeyda Aksel-Duygu Güngör-Duygu Eslek
Year of publication	2018
Journal / source	Türk Psikoloji Dergisi (Turkish Journal of Psychology)
Contact details / site	turkan.yilmaz.irmak@ege.edu.tr
Country	TR
Description of target population / participants	The sample of the study consists of 200 children and their parents in the 5-year age group from attending kindergarten lower, middle and upper socio-economic level. The ages of the mothers of the children who participated in the study ranged between 22 and 47, and the ages of their fathers ranged between 25 and 53. 84% of the parents participating in the study are mothers and 16% are fathers.
Objective	The aim of this study was to evaluate the effectiveness of a child sexual abuse prevention program for the preschool children
Description of the intervention	An informational meeting was held for both the education and control group mothers and fathers, and the content of the prevention program to be carried out with the children was explained after the parents were informed about the abuse, and their questions were answered. Parents were explained how to answer their child's questions about abuse. Parents were asked not to make a statement before the training unless they ask the children about the program content. They were asked to make

	<p>their explanations during and after the training. With the prevention program which was prepared with the cognitive and socio-emotional development of children, “Learning to Protect Myself with Mika”, it is aimed that in addition to recognizing the emotions and body, the child is able to recognize good and bad secrets, distinguish pleasant and unpleasant touches, and learn self-protection reactions. Applications were interactively implemented with activities such as painting, singing and role-playing. A baby called Mika was used in the applications. The height of the 105 cm doll is suitable for the height of 5-year-old children and the gender is uncertain, and children's clothes (swimsuits, shorts, bikinis, etc.) are made to be dressed. The first module includes getting to know and recognizing emotions. In this module, children are informed about basic emotions and it is aimed to recognize the relationship between life and emotions through case studies. In the second module, it is aimed for children to know their bodies and learn the special areas in their bodies. The third module includes understanding the good and bad touches and learning how to react correctly to the child in bad touch situations. In the fourth module, the subject of the secret is covered. In this module, it is aimed to discriminate between good and bad secrets (related to abuse, which the child cannot understand, find disturbing or painful), and tell the bad secrets to a safe adult. The last module includes farewell by repeating other modules.</p>
<p>Duration the of intervention</p>	<p>-</p>
<p>Main outcomes</p>	<p>The question "What can you do when a stranger wants to touch you?" was asked to assess children's skills in preventing sexual abuse and when the answers given to the question were evaluated, it was seen that both the control and the education group's skills of protection from abuse increased. Although the education program is effective in providing touch and secret issues, it increases learning in two subjects at a lower level. These two issues; is that their acquaintances may be abuser, and that some secrets may be disclosed correctly.</p>

REVIEW NO: 6	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Long-term outcomes of the shaken baby syndrome prevention program: Turkey's experience
Author (s)	Medine Ayşin Taşar, Figen Şahin, Selda Polat, Mustafa İlhan, Aysu Çamurdan, Yıldız Dallar, Ufuk Beyazova/
Year of publication	2014
Journal / source	Turkish Archives of Pediatrics
Contact details / site	aysintasar@yahoo.com / DOI:10.5152/tpa.2014.1851
Country	TR
Description of target population / participants	178 mothers (group A) determined by random sampling and 143 mothers (group B) from the mothers who received shaken baby syndrome prevention training were taken when their babies were 2-4 months old.
Objective	The aim of this study is to evaluate the permanentness of Shaken Baby Syndrome Prevention Programs up to 2-4 months when crying is concentrated. 45% of mothers have primary school, 32% have high school, 21% have bachelor and graduate degree.
Description of the intervention	Training Video: "Shaken Baby Prevention Project in Western Sydney"
Duration the of intervention	March 2010-June 2010
Main outcomes	It is stated that when mothers were asked "Is this movie useful to you?", 77% (n = 137) stated that they found useful, 6.2% (n = 11) useless and 16.9% (n = 30) could not decide.

REVIEW NO: 7	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Investigation of parent training program for prevention of children's aggressive behavior (sadep) on the behaviors of children who are between 48-72 months
Author (s)	Utku SAYIN - E. Nilgün METİN
Year of publication	2015
Journal / source	Mustafa Kemal University Journal of Social Sciences Institute
Contact details / site	enmetin@gmail.com
Country	TR
Description of target population / participants	In the study, the study group was formed by including the mothers of children who applied to Ankara Training and Research Hospital in Ankara province, who showed normal development between 48-72 months and who showed aggressive behaviors, who agreed to participate in the study voluntarily in the experimental and control groups. It constitutes a total of 40 mothers.
Objective	This research was carried out in order to reveal the effects of the Parents Training Program in Preventing Aggressive Behaviors in Children (SADEP) which was prepared and based on the needs of the families of children with aggressive behaviors.
Description of the intervention	The content and training topics of SADEP have been implemented as follows. Session 1: Introducing SADEP

	<p>Session 2: Developmental Characteristics of Children Between 48-72 Months</p> <p>Session 3: The Importance of Play in Children's Development and Playing with Children</p> <p>Session 4: Effects of Television and Media on Negative Behaviors of Children</p> <p>Session 5: Developing Communication with Children and Family Communication</p> <p>Session 6: What Are Effective Parenting Skills?</p> <p>Session 7: Parental Attitudes and Positive Disciplinary Practices</p> <p>Session 8: Setting Borders and Setting Rules in Children</p> <p>Session 9: Guiding Children</p> <p>Session 10: Modeling Children</p> <p>Session 11: Empowering and Rewarding Children</p> <p>Session 12: Problem Solving Skills, Marriage Relationship</p> <p>Session 13: Program Evaluation</p>
<p>Duration of the intervention</p>	<p>2013</p>
<p>Main outcomes</p>	<p>After the mother education program, the children in the experimental group showed significant positive development in all of the difficulties compared to the control group and all difficulties according to the pre-test results.</p> <p>It was also observed that the scores in the field decreased significantly in the post-test analysis. It can be considered that the mother education program is a parent education program that has positive effects on children's difficulties.</p>

REVIEW NO: 8	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	An Injury Prevention Program Effectiveness for 1-4 Year Old Children
Author (s)	Nuriye YILDIRIM*, Gülümser KUBLAY
Year of publication	2016
Journal / source	Journal of Hacettepe University Faculty of Nursing
Contact details / site	nuriyeyildirim@duzce.edu.tr
Country	TR
Description of target population / participants	The sample was selected from a Mother and Child Health Center in Ankara. The participants are 33 mothers of housewives who have 1-4 years old boys (n = 18) or girls (n = 15). 60.6% of mothers are 26-30 years old, 54.5% have high school education or above. The research was conducted in face-to-face interviews in mothers' homes.
Objective	The aim of this study is to determine the efficiency of nursing interventions performed to prevent injuries of children between 1-4 years old.
Description of the intervention	The two main strategies of the home accident prevention program are awareness of home accident risk factors and reduction of risk factors. 1. Awareness of home accident risk factors 2. Reduction of home accident risk factors -Behaviour change of mothers -Mom's self-effectiveness increase -Security of home -Child supervision -Teaching safe behaviors to children
Duration the of intervention	2009
Main outcomes	The risk factors of home accidents in homes have been reduced with the program of preventing child home accidents.

	<p>Compared to before the program, the frequency of home accidents in children has decreased. Self-efficacy- efficacy perceptions of mothers have increased.</p>
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REVIEW NO: 9	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Material Development for Web Based Distance Learning: A Training to Increase Awareness of Parents Regarding Child Abuse
Author (s)	Adem Korkmaz, Zerrin Ayvaz Reis
Year of publication	2018
Journal / source	7th International Conference on Innovations in Learning for the Future: e-Learning
Contact details / site	korkmazadem@hotmail.com
Country	TR
Description of target population / participants	The Scope of the Study is composed of primary schools, which consist of all private and public schools in Kilis Center. In the sample of the study, the parents of the students in the kindergarten of Kilis 7 December University in the central district of Kilis province were targeted. Student parents generally consist of public personnels.
Objective	In this study, it was aimed to prepare a web-based educational material to raise awareness of the issue of child abuse in terms of parents / adults.
Description of the intervention	Based on the training model of Kemp, Morrison and Ross, the prepared training material has been prepared in the system where the learner will start the learning process starting from the wished topic. Topic content is enriched with text, picture and animation techniques in order to reinforce the subject content prepared independently from each other.

	<p>The first presentation of the training material includes information on the subject of the study and the preparers/researchers. On the left side of the material, there are menus related to access to the content and content is displayed independently from each other according to the subject integrity. On the right side, it is aimed to teach the subject to individuals by providing text, visual or animated film technique.</p>
Duration the of intervention	
Main outcomes	<p>This study is important for child abuse to be directed towards those who abuse it rather than first-degree victims, and not to create grievances rather than to eliminate grievances. In this context, with the web-based training material, awareness of adults with child awareness training will be ensured.</p>

REVIEW NO: 10	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	The Effect of Violence Prevention Program By Developing Social Skill On Six Age (60–72 Months Old) Children
Author (s)	Tülay Ayyıldız
Year of publication	2011
Journal / source	PhD Thesis - Marmara Üniversitesi
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	75 children and parents. The universe of the research was composed of all children who received service from the kindergarten where the research was conducted. 75 children and their parents who are 60-72 months old with autism, mental disability and no hyperactivity diagnosis were selected for the sample. The children selected for the sample group are in four classes. Two classes of experiments (40 children) and two classes of control (35 children) were determined with the method of drawing between the classes in the sample group. In the experimental and control groups, there is one half-day and one full-time classroom. The children in the classes of the sample group were interviewed with their mother or father and they were informed about the research and invited to participate in the research. All parents agreed to participate in the research. It was sufficient for any of the parents to join the sample group.
Objective	To determine the impact of the child and parent program to prevent violent behaviors by improving the social skills of children aged six (60-72 months).

Description of the intervention	<p>A four-session curriculum consisting of 30 activities that include empathy, problem solving skills, and anger control for children, including 60-72 months of child's characteristics for parents, parent-child communication, reward and punishment methods in children, violent behavior in children, causes and prevention approaches.</p>
Duration of the intervention	<p>6 months</p>
Main outcomes	<p>Social skill total and subdimension scores of both experimental and control groups showed a significant increase over time. However, while there was no difference between the scores of the experimental and control groups in the first measurement, the total and subdimension scores in the second and third measurements showed a significant difference in favor of the experimental group. In the six-month period, the number of violent behaviors of children in the experimental group decreased from 234 to 34, and from 159 to 65 in the control group. Experimental group parents stated that after the curriculum, they started to empathize with their children, to use I language and to be consistent about the rules. Result; this program prevents violent behavior by developing social skills in children.</p>

REVIEW NO: 11	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Development and Evaluation Effectiveness of Parent Training Program as a Intervention Method to Aggressive Behavior in Children Who Is 48-74 Months
Author (s)	Utku SAYIN
Year of publication	2014
Journal / source	PhD Thesis - Hacettepe University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	20 volunteer mothers who applied to the Ankara Training and Research Hospital Child Development Polyclinic, whose children showed aggressive behavior.
Objective	The research was carried out in order to reveal the effects of the Parents Training Program for Preventing Aggressive Behaviors in Children (SADEP), which was prepared based on the needs of the families of children with aggressive behavior, on the behaviors, difficulties, powers, families' functions and marital adjustment.
Description of the intervention	Focus group interviews and subsequent needs analysis studies were carried out with mothers with children who exhibit aggressive behavior, and a training program was prepared and intervened using the emerging topics, literature data and expert opinions.
Duration the of intervention	13 weeks

Main outcomes	It was seen that the implementation of the program had significant effects on the social skills, strengths and difficulties of children, as well as their externalized and internalized behaviors. The program also showed statistically significant effects on family functions and parents' marital harmony. The positive effects of the program continued without decreasing during the monitoring process. The effect size of the program has been determined as a large effect size.
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REVIEW NO: 12	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	THE EVALUATION OF THE EFFECTIVENESS OF THE FAMILY EDUCATION COURSES IN THE CONTEXT OF ADULT EDUCATION
Author (s)	Ferhat AY
Year of publication	2015
Journal / source	Master Thesis – Bartın University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	A total of 33 people, including 8 trainers providing Family Education Courses in Bartın province and 25 trainees (father-mother) who attended and successfully completed these courses.
Objective	The aim of the research is to determine the contribution of the courses given within the scope of Family Education Programs in the development of parenting behaviors and skills of the participating parents and to evaluate the effectiveness of these courses in terms of adult education. For this reason, in this study, the thoughts and opinions of

	the educators and trainee parents about the subject were determined and evaluated, and developing suggestions was aimed.
Description of the intervention	7 family education courses
Duration of the intervention	14 weeks
Main outcomes	In the study, it was seen that family education courses were considered important by the research group, it was thought to be widespread or even mandatory, but solutions should be found for a number of problems related to parental involvement.

REVIEW NO: 13	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	DEVELOPMENT OF EMOTIONAL ABUSE PREVENTION PROGRAM AND INVESTIGATION OF IT'S EFFECTIVENESS
Author (s)	Ayşenur Gürsel
Year of publication	2019
Journal / source	Master Thesis – Hacettepe University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	In the 2016-2017 academic year, 18 mothers of whose children continue their education in the 7th and 8th grades in a public secondary school in Keçiören District of Ankara.
Objective	The aim of the study is to examine whether the training "Family Guidance Program for Preventing and Interfering Emotional Abuse Prepared by Inspiring from the Rational Emotional Behavioral Approach" developed for parents reduces emotional abuse.
Description of the intervention	"Family Guidance Program for Preventing and Interfering Emotional Abuse Prepared by the Rational Emotional Behavioral Approach"
Duration the of intervention	6 weeks
Main outcomes	Emotional abuse education has reduced emotional abuse that children perceive from their parents with emotional abuse behaviors of parents.

REVIEW NO: 14	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	Yes
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	The Effect of Non-Violent Resistance Program on Family Relationships and Parenthood Perceptions of Parents
Author (s)	Suat KILIÇARSLAN Serdal ÖRDEM Aslı TALTEKİN Recai ARDIÇ
Year of publication	2018
Journal / source	Pamukkale University Eğitim Fakültesi Dergisi (PAU Journal of Education) 45: 211-234 [2019]
Contact details / site	doi: 10.9779/PUJE.2018.230
Country	TR
Description of target population / participants	Parents of students with violent and aggressive behavior
Objective	The aim of the study is to examine the effect of the "Nonviolent Counteracting" program, which is applied to parents with children with aggressive behaviors, who continue their education at the second level of primary education, on the parents' family structure, family interactions, feelings of stress, disability and helplessness that they feel as a parent.
Description of the intervention	Nonviolent Opposition (NVR) parent program (Day and Heismann, 2010). The program is primarily aimed at helping parents who experience inadequacy and helplessness as a parent and are strained in problems with their children, effectively teaching the child's aggressive and self-destructive behavior without provoking or

	<p>surrendering to violence. Although the intervention program is carried out with parents, it focuses on both parenting skills and violent behaviors of the child within the framework of a holistic perspective (Omer, Steinmetz, Carthy & Schlippe, 2013). The NVR parent education program is designed for parents to help their children cope with violence, self-harming activities, escaping school and other discipline problems (Omer, 2004, 2011). NVR considers that parents as adults should act according to the basic principle that they can only change their own behavior, not their child's behavior, and has a perspective aimed at combating these behaviors in an active and non-violent manner, rather than controlling their children's negative behavior (Omer & Lebovitz, 2016).</p>
<p>Duration the of intervention</p>	<p>14 sessions of 90 minutes</p>
<p>Main outcomes</p>	<p>The results of the research indicated that the program applied to the parents, created positive changes in the family relationships and interaction styles; however, it has also shown that the parents experienced a positive difference in their feelings of stress, inadequacy and helplessness and their coping levels.</p>

REVIEW NO: 15	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Examining the effect of father support education program on family functions
Author (s)	Hüseyin MUTLU
Year of publication	2018
Journal / source	Master Thesis - Dokuz Eylül University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	28 fathers.
Objective	The aim of the research is to investigate the effect of Father Support Education Program on family functions.
Description of the intervention	Father Support Education Program (BADEP). BADEP is a science-based education program developed for fathers to play a more effective and positive role in the development of their children in Turkey. Fathers who are supported by their participation in Father Support Program; they receive trainings that increase the level of knowledge related to child development, enable them to acquire communication skills and as a result, they will adopt a more democratic attitude. The objectives of the program can be listed as follows: realizing the importance of the father in the development of the child, obtaining information about the development of the father, entering the

	<p>expectations appropriate for the development of the child in the light of the information acquired by the father, preventing child abuse, taking the necessary support for the father to play a more effective role in the development of the child, ensuring the balance between the sexes by including the father in child rearing, learning about the democratic methods of the father and passing them at home, with his wife and children, thereby supporting a more democratic, happier family and social structure, some skills (communication skills, problem solving strategies, etc.) in other relationships.</p>
<p>Duration the of intervention</p>	<p>13 weeks</p>
<p>Main outcomes</p>	<p>Considering the post-test scores applied after the 13-week Father Support Training Program, it was found that the experimental group showed significant difference from the control group. This difference is valid in terms of problem solving, communication, roles, emotional response, showing the necessary attention, behavior control, general functions and overall score of the test. In addition, it was observed that primary and high school graduate participants in the experimental group differed in terms of both pretest and posttest scores. Family functions of high school graduates were found to be healthier before and after education. However, primary school graduates in the experimental group benefited from education significantly more in terms of roles, behavior control, general functions and overall score of the test.</p>

REVIEW NO: 16	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	THE EFFECT OF TRAINING SEMINARS GIVEN TO PARENTS WHO HAVE 5-7 YEAR-OLD CHILDREN ON PARENT-CHILD RELATIONSHIP
Author (s)	Erdoğan ÖZEL
Year of publication	2014
Journal / source	Master Thesis – İnönü University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	The universe of the study was consisted the parents of children in the 5-7 age group attending kindergartens and 1st grade of the primary schools of the Ministry of National Education in Malatya city center in 2013-2014 academic year. The study group was included 200 parents of whose children attend the kindergarten and primary school 1st grade of 2 private schools in the province of Malatya. 100 of the parents included in the study constituted the experimental group and 100 of them constituted the control group.
Objective	In the study, it was aimed to investigate the effect of parenting education given to parents with children in the 5-7 age group on the family-child relationship.
Description of the intervention	In the parenting education program, presentations were made to parents on the developmental characteristics of children, spending fruitful time with children and playing, communication with the child, peer relationships, problematic behaviors and ways of coping with children, parenting attitudes, giving behavior to children and habit education in children.

Duration the of intervention	8 weeks, approximately 2 hours a week
Main outcomes	It has been concluded that the organized parents' education strengthens the communication of the parents with their children, helps them to understand their children better and display attitudes according to the reasons of their behaviors, and makes the mother-father-child dialogue more healthy. The education given to the mothers and fathers whose children are at a young age, was found to have a significant effect on the relationship between mother and child on the relationship of affection-affection, aggression-hostility, negligence-indifference, undifferentiated rejection.

REVIEW NO: 17	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	A Study On The Effects of A Mother Education Program and A Mother-Child Interaction Program on the Cognitive Skills of 24-36 month old Children and Mothers' Child Rearing Behaviors
Author (s)	Fatma Elif KILINÇ
Year of publication	2011
Journal / source	PhD Thesis – Selçuk University
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	The research was carried out with families living in the center of Bolu, with a socio-culturally disadvantaged 24-36 month old child. A study group was formed by randomly assigning 20 mothers and children to the experiment 1 group, 18 mothers and children to the experiment 2 group, 17 mothers and children to the experiment 3 group, 20 mothers and children to the control group.
Objective	The research was carried out to investigate the effect of the mother education program given to the mothers of 24-36 months old children and the mother-child interaction program given to the mothers with their children on the cognitive skills of the children and the child rearing behavior of the mothers.
Description of the intervention	Mother Child Interaction Program - Mother Child Interaction Program and Mother Education Program. Among the topics of the related programs are: “Mother-child communication, Coping with

	negative behaviors, Child care, Child discipline, emotional development in 24-36 months, sexual development and education in 24-36 months ”.
Duration the of intervention	The Mother Child Interaction Program was applied to experiment 1 group about one hour a day a day, the Mother Education Program experiment group 2 was given approximately once a week for about ninety minutes, and the Mother Child Interaction Program and Mother Education Program to experiment 3 groups about two days a week and ninety minutes.
Main outcomes	It was determined that the mean scores of the children in the experimental groups and the control group did not differ significantly from the sub-dimensions of the Child Rearing Attitude Scale measured before and after the application.

REVIEW NO: 18	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	INVESTIGATING THE INFLUENCE OF HOME SEXUAL HEALTH EDUCATION PROGRAM FROM MOTHERS TO DOUGHTER
Author (s)	Funda KIRAN YILMAZ
Year of publication	2011
Journal / source	Thesis/
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	The universe of the research consists of 57 female students who reside in the center of Zonguldak and study at the 9th grade of Zonguldak Girls' Technical and Vocational High School in the Zonguldak provincial center in the 2009-2010 academic year and their mothers who are at least primary school graduates.
Objective	This research was carried out with the aim of “Examining the Effect of Sexual Health Education Program Applied to Mothers on Sexual Issues, Feelings and Attitudes of Mother-Daughter”.
Description of the intervention	Training Program; The first part is consisted of; “The Door to Adulthood! Adolescence ”Sexual Health. Reproductive health. Gender (Sex). Gender. Sexual orientation concepts such as sexual orientation. What is Adolescence? When Does Puberty Begin? Physical and Sexual Development in Adolescence, Emotional Development in Adolescence. Common Attitudes and

	<p>Behaviors During Adolescence. Social Development in Adolescence and Personality Development in Adolescence.</p> <p>The second part covers the topics such as “I Should Know My Body” Anatomy and Physiology of the Male and Female Reproductive Organs, Hygiene in Menstrual Period, Hygiene Outside the Menstrual Period, Complaints about Menstruation, Frequent Diseases in Women, Vaginal discharge.</p> <p>The third section includes “The Most Dangerous Virus: Ignorance”, Sexually Transmitted Infections, Ways of Contagion, STI General Symptoms and Features, STIs Some Diseases, STD Treatment, STD Protection, Sexual Attitude and Values.</p> <p>The fourth section covers the importance of Pregnancy Prevention Methods, “I learn to be protected”, Effective (modern) - Traditional Methods Used by Women, Effective (modern) - Traditional Methods Used by Men.</p>
<p>Duration the of intervention</p>	<p>2009-2010</p>
<p>Main outcomes</p>	<p>According to the pretest findings, the “STD” knowledge scores of the mothers in the experimental group were found to be higher than those of the control group. While the experimental group provided their children with information about sexual issues, it was found that there was a significant decrease in the rates of feeling "Worry, Boredom and Embarrassment" and a significant increase in the rates of "Satisfaction and Feeling Comfortable".</p>

REVIEW NO: 19	
TEMPLATE II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT. Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	Yes
Are the participants of the program or the study parents OR family mainly focus?	Yes
Do the children of the studies fall between the ages of 0 and 17 years old?	Yes
Is a partner / European country the country of origin?	TR
Is the study published after 2010?	Yes
IF all answers are YES, use the template NO III to document main study characteristics.	Yes
TEMPLATE III - Data extraction sheet Coding form	
Title	Preventing neglect and abuse for primary school children: evaluation of a parent (father-mother) education program
Author (s)	NİL ATEŞOĞLU
Year of publication	2018
Journal / source	Thesis/ Master Thesis
Contact details / site	National Thesis Center – Council of Higher Education
Country	TR
Description of target population / participants	The participants of the study are the parents who were reached through the parents and guidance teachers who attended various courses at the Bademlidere Çankaya house, located within the Çankaya Municipality of Ankara Province. A total of 55 mothers (experiment n = 30; control n = 25) participated in the study.
Objective	The aim of this study is to develop a parent education program for preventing child neglect and abuse and to test its effectiveness with parents who have children in primary school age.
Description of the intervention	Acquisition: To have knowledge about the purpose and content of the program, To have information about the history of child neglect and abuse and to children's rights, To learn about the concept of neglect Content: Meet the parents Explain the purpose and content of the program Information on the concept of child, children's rights and history of child neglect and abuse, information on how to prevent neglect and neglect.

	<p>Acquisition: Having information about emotional and physical abuse, Getting information about preventing emotional and physical abuse.</p> <p>Content: Summary of last week. To talk about the definition, symptoms and effects of physical and emotional abuse on the child. Emphasis on physical and emotional abuse prevention. Addressing factors that reveal neglect and abuse.</p> <p>Acquisition: To have information about sexual abuse. To have knowledge and skills about how children can be protected from sexual abuse. To have information about the approach and the process to be followed for a child who is a victim of sexual abuse.</p> <p>Content: Touching on the definition of sexual abuse and how it is seen. Giving information about risk factors related to sexual abuse. Giving information about the approach to the child exposed to sexual abuse and how to support the child in this regard. Providing information on what steps can be followed if you suspect or be sure of a sexual abuse case. Answering questions about the program. The trainer would like to thank the participants, give their contact information and end the training.</p>
<p>Duration the of intervention</p>	<p>-</p>
<p>Main outcomes</p>	<p>As a result, it has been shown that the knowledge and awareness of the experimental group about preventing child neglect and abuse has increased significantly after the training.</p>

Report from the partner in Greece

Scopus report from the partner in Greece

AIM: To report on prevention strategies and programs focusing on violence against children

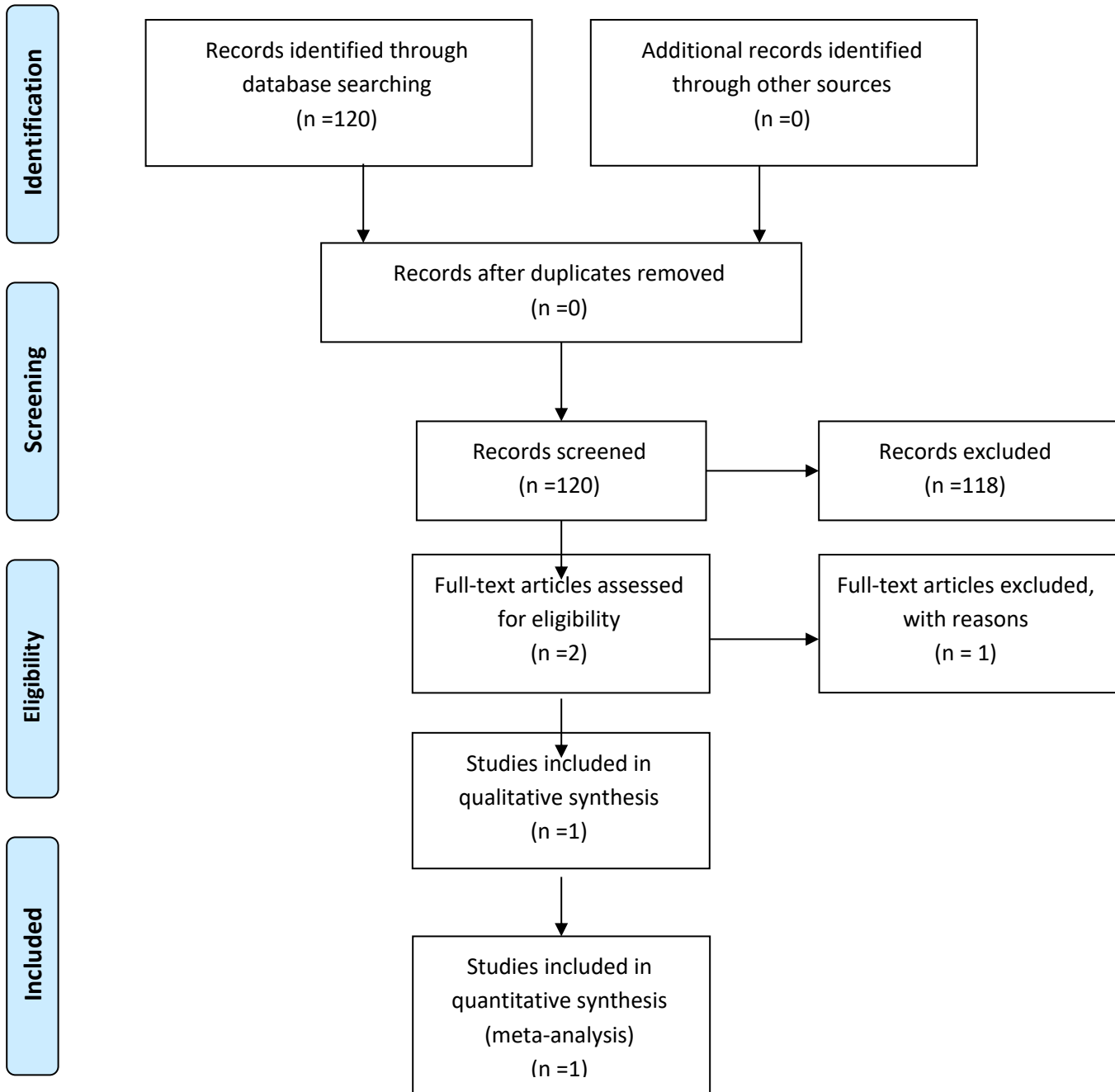
WHERE: SCOPUS database – Greek partner

WHAT: reviews of reviews (SEE Search terms & TEMPLATE 1)

GENERAL INCLUSION CRITERIA

		HMU_GR
Type of studies	Systematic reviews (review II)	Found on SCOPUS
Type of participants	Children aged 0 to 17 years old	Possible criteria 0-18
Types of outcome measures	Prevention programs	No such criteria on search, only one article in final
Time period	Published during 2010-2020	yes
Location of studies	Articles should be selected only for European countries (scopus)	No such option on search
Search terms	(TITLE (child*) OR TITLE (adolescen*) AND TITLE (prevention) OR TITLE (training) OR TITLE (parent*) OR TITLE (family) AND TITLE (violence) OR TITLE (abuse) OR TITLE (corporal) OR TITLE (punishment) OR TITLE (harm) OR TITLE (neglect) OR TITLE (discipline)) AND PUBYEAR > 2009 AND (LIMIT-TO (DOCTYPE , "re")) AND (LIMIT-TO (LANGUAGE , "English"))	Yes, all terms included
	REVIEWS (article type)	YES
	ONLY in article titles in face of many results (in scopus).	Yes
	Abstracts and Full texts	Yes

PRISMA 2009 Flow Diagram



RAPORT ON PRISMA FLOW DIAGRAM

IDENTIFICATION:

There were 120 identified records through all scopus database searching (n=120):

- Key terms algorithm of the basic search: (TITLE (child*) OR TITLE (adolescen*) AND TITLE (prevention) OR TITLE (training) OR TITLE (parent*) OR TITLE (family) AND TITLE (violence) OR TITLE (abuse) OR TITLE (corporal) OR TITLE (punishment) OR TITLE (harm) OR TITLE (neglect) OR TITLE (discipline)) AND PUBYEAR > 2009 AND (LIMIT-TO (DOCTYPE , "re")) AND (LIMIT-TO (LANGUAGE , "English")).
- Time period: Published during 2010-2020
- Type of participants: Age 0-18 years

There were no additional records identified through other sources (n=0).

SCREENING:

- 120 records screened (n=120)

ELIGIBILITY

2 full – text articles assessed for eligibility (n=2):

- All included non-European countries. On common agreement, all non-European studies were included into review, though it was not what was originally decided.

INCLUDED

1 review

REPORT ON LITERATURE REVIEWS

I ARTICLE

TEMPLATE 1	Notes to reviewer
Is the REVIEW about prevention mainly focusing on violence against children published from 2010 to 2020?	YES
Types of studies	Review of preventive programs.
Countries of origin	Many countries
Characteristics of participants	7 studies of variable quality [(Berrick, 1988; Binder & McNiel, 1987; Burgess & Wurtele, 1998; Kolko, Moser, Litz, & Hughes, 1987; MacIntyre & Carr, 1999; Porch & Petretic-Jackson, 1986; Treacy & Fisher, 1993; Wurtele, Moreno, & Kenny, 2008)].
Characteristics / Types of interventions	Systematic review of Parenting Programs.
Types of outcome measures - Primary	Primary outcome of programs: Parental knowledge of sexual abuse and their ability to deal with these issues with a child
Types of outcome measures - Secondary	
Main results: The results of this review suggest that parenting programs increased the knowledge of parents regarding sexual abuse and their ability to deal with these issues with a child. It was also confirmed that parents who have adequate training can be as effective as educators in the transmission of knowledge and skills about sexual abuse.	
Conclusions: Targeting the parent–child relationship through SLT-based behavioral parenting programs can be an effective treatment for preventing recurrence of child physical abuse—at least in a North American context.	

TEMPLATE II Literature review II	Notes to reviewer
SCREEN THE TITLE AND / OR ABSTRACT.	YES
Is the STUDY about prevention mainly focusing on violence against children published from 2010 to 2020?	YES
Are the participants of the program or the study parents OR family mainly focus?	YES

Do the children of the studies fall between the ages of 0 and 17 years old?	YES
Is a partner / European country the country of origin?	Multiple countries
Is the study published after 2010?	YES
*IF all answers are YES, use the template NO III to document main study characteristics.	

Template III: Data extraction sheet Coding form	
Title	Effectiveness of Programs for the Prevention of Child Sexual Abuse. A Comprehensive Review of Evaluation Studies
Author (s)	Amaia Del Campo and Marisalva Fávero
Year of publication	2020
Journal / source	European Psychologist (2020), 25(1), 1–15 https://doi.org/10.1027/1016-9040/a000379
Contact details / site	Department of Evolutionary and Educational Psychology, University of Salamanca, Spain; Research Center for Justice and Governance, Law School, University of Minho, Braga, Portugal; Social and Behavioral Sciences Department, University Institute of Maia, Portugal Marisalva Fávero: mfavero@ismai.pt Social and Behavioral Sciences Department. University Institute of Maia, Av. Carlos Oliveira Campos, 4475-690 Castelo da Maia.
Country	Not defined. (Authors' team: Spain and Portugal)
Description of target population / participants	7 studies of Parenting programs for sexual abuse.
Objective	Many objectives.
Description of the intervention	Different interventions during three decades.
Duration the of intervention	Unclear
Main outcomes	Conclusions: The results of this review suggest that parenting programs increased the knowledge of parents regarding sexual abuse and their ability to deal with these issues with a child. It was also confirmed that parents who have adequate training can be as effective as educators in the transmission of knowledge and skills about sexual abuse.

Authors could not locate prevention activities that targeted parents for violence against children in greek language.