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Forskning om effekt av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge

Systematisk litteratursøk med sortering

Utgitt av Folkehelseinstituttet,
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Tittel Forskning om effekt av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge: Systematisk litteratursøk med sortering

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Hovedbudskap

Kunnskapssenteret for helsetjenesten i Folkehelseinstituttet ved Seksjon for velferdstjenester fikk i oppdrag av Barne-, ungdoms- og familiedirektoratet å utføre et systematisk litteratursøk med sortering av mulig relevante publikasjoner. Oppdraget var å identifisere systematiske oversikter om effekten av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge.

Metode

En bibliotekar søkte i oktober 2016 i 11 samfunnsvitenskapelige og medisinske databaser etter relevant litteratur. To forskere gikk gjennom alle identifiserte referanser og vurderte relevans i forhold til inklusjonskriteriene. De inkluderte systematiske oversikter og ikke-systematiske oversikter som omhandlet effekten av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge.

Resultater

Vi identifiserte totalt 4210 unike referanser. Av disse var det 18 som møtte inklusjonskriteriene: tre systematiske oversikter og 15 ikke-systematiske oversikter. De tre systematiske oversiktene inkluderte barn og unge i alderen 3-18 år. De fleste av barna kom fra høyinntektsland, særlig USA og Canada. Alle tiltakene var skolebaserte. Resultatene viste:

- Alle de tre systematiske oversiktene fant at skolebaserte tiltak ga bedre resultater enn standard eller andre typer tjenester.
- De systematiske oversiktene konkluderte med at tiltakene førte til:
 - økte kunnskaper om forebygging av seksuelle overgrep
 - bedre ferdigheter i å forebygge seksuelle overgrep
 - mer informerte holdninger om partnervold og konfliktløsning
 - forbedret egenbeskyttende atferd
 - økt avsløring av tidligere eller nåværende seksuelle overgrep
- Ingen av oversiktene fant resultater som tydet på at det var skadevirkninger av tiltakene, som angst eller frykt.

Tittel:

Forskning om effekt av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge: Systematisk litteratursøk med sortering

Publikasjonstype:

Systematisk litteratursøk med sortering

Et systematisk litteratursøk med sortering er resultatet av å

- søke etter relevant litteratur ifølge en søkestrategi og
- eventuelt sortere denne litteraturen i grupper presentert med referanser og vanligvis sammendrag

Svarer ikke på alt:

- Ingen analyse eller sammenfatning av resultatene
- Ingen anbefalinger

Hvem står bak denne publikasjonen?

Kunnskapssenteret har gjennomført oppdraget etter forespørsel fra Barne-, ungdoms- og familiedirektoratet

Når ble litteratursøket utført?

Søk etter studier ble avsluttet oktober 2016

Key messages

The Unit for Social Welfare Research at the Norwegian Knowledge Centre in the Norwegian Institute of Public Health was commissioned by the Norwegian Directorate for Children, Youth and Family Affairs to conduct a systematic literature search with subsequent categorization of relevant research. The commission was to identify systematic reviews about the effect of educational and informational interventions about violence and sexual abuse for children and youth.

Methods

In October 2016, a librarian carried out a literature search in 11 social and medical scientific databases. Two researchers screened all references and assessed whether they met the inclusion criteria. They included systematic- and non-systematic reviews about the effect of educational and informational interventions on violence and sexual abuse for children and youth.

Results

We identified 4210 references. Among these, 18 studies met the inclusion criteria: three systematic reviews and 15 non-systematic reviews. The three systematic reviews included children and youth between 3 and 18 years. Most of them were from high income countries, in particular USA and Canada. All of the interventions were school-based. The results were:

- All three systematic reviews found that school-based programs led to better results than standard or other types of services.
- The systematic reviews concluded that the programs led to:
 - improved prevention-related knowledge on sexual abuse
 - improved prevention-related skills on sexual abuse
 - attitudes that were less accepting of violence in relationships and increased awareness of appropriate approaches to conflict resolution
 - improvements in protective behaviours
 - increased closure of previous or current sexual abuse
- None of the reviews found any evidence of adverse effects (harm), such as increased anxiety or fear among children.

Title:

Research on the effect of educational and informational interventions on violence and child sexual abuse for children and youth: Systematic literature search

Type of publication:

Systematic search and sort

A systematic search and sort is the result of a search for relevant literature according to a specific search strategy. The references resulting from the search are then grouped and presented

Doesn't answer everything:

- No analysis or synthesis of the results
- No recommendations

Publisher:

Norwegian Institute of Public Health

Updated:

Last search for studies: October 2016

Forord

Seksjon for velferdstjenester ved Kunnskapssenteret i Folkehelseinstituttet fikk våren 2016 i oppdrag av Barne-, ungdoms- og familiedirektoratet å identifisere forskning om effekten av opplærings- og informasjonstiltak om vold og seksuelle overgrep. Tiltakene skulle være gitt til barn og/eller unge og undersøke effekten på bl.a. barns kunnskaper om vold og seksuelle overgrep. Oppdraget var å utføre et systematisk litteratursøk med sortering av relevante studier. Vi har derfor gjort et systematiske litteratursøk, lest sammendrag og titler av identifiserte studier i tråd med definerte inklusjonskriterier, sortert inkluderte studier og presentert noe data fra de inkluderte studiene. Vi har ikke sammenstilt resultatene, slik vi ville gjort det i en systematisk oversikt.

Prosjektgruppen har bestått av:

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Innledning

Problemstilling

Hva fins av oppsummert forskning om effekten av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge på kunnskaper om- og evne til å identifisere og forebygge vold og seksuelle overgrep?

Bakgrunn

Vold og mishandling av barn er et stort folkehelseproblem. Volden kan utøves fysisk, seksuelt, emosjonelt, være forsømmende eller nedverdiggende (1). Verdens helseorganisasjon (WHO) definerer seksuelle overgrep mot barn slik: "The involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society" (2). Seksuelle overgrep mot barn og unge kan kategoriseres iht. den fysiske kontakten med barna (f.eks. seksuell omgang, masturbasjon) og seksuelle overgrep uten fysisk kontakt (f.eks. visning av pornografi, verbal seksuell tilnærming, voyeurisme og ekshibisjonisme) (3).

Beregninger viser at på verdensbasis har nærmere 10-20 % av jenter og 5-10 % av gutter under 18 år blitt utsatt for seksuelle overgrep, som kan variere fra uønsket seksuell berøring til penetrative overgrep (4). De nordiske landene viser en forekomst av seksuelle overgrep på 2-23 % blant gutter, og 11-36 % blant jenter, med en økt risiko i løpet av tidlig ungdomstid (5). Resultater fra Nasjonalt kunnskapscenter om vold og traumatisk stress (NKVTS) viser at én av 10 norske barn bevitner at en av foreldrene er utsatt for vold, og mange av disse barn er selv utsatt for vold (6). Mishandling og overgrep mot barn er et komplekst fenomen. Årsakene til mishandling inkluderer biologiske, individuelle, familiære, sosiale og økonomiske faktorer (7).

Innflytelse fra skolen og nabolaget kan spille en viktig rolle mht. barns atferd og holdninger til vold (8). Skolen har vært ansett som en viktig arena for å intervensere i forebyggingen av barnemishandling siden mye av barns sosiale læring skjer i skolen (9,10).

Skolebaserte tiltak for forebygging av seksuelle overgrep har barn og unge som målgruppe (11). Disse tiltakene tar som regel sikte på å øke barnas kunnskaper om- og evne til å identifisere og forebygge uønsket berøring, fortelle om egenopplevd vold og overgrep, og utvikle egenbeskyttende atferd (13-16). Kunnskapsgrunnlaget om effekten av slike tiltak har vært gjenstand for stor diskusjon. Noe av diskusjonen har vært relatert til overførbarhet av resultatene, da mange av studiene kommer fra Nord-Amerika (17,18).

Denne rapporten oppsummerer forskning om effekten av opplærings- og informasjonstiltak om vold og seksuelle overgrep for barn og unge.

Styrker og svakheter ved systematisk litteratursøk med sortering

Vi gjennomførte et systematiske litteratursøk i elektroniske databaser og vurderte referansene opp mot inklusjonskriteriene. Vi innhentet relevante systematiske oversikter og ikke-systematiske oversikter i fulltekst for endelig vurdering opp mot inklusjonskriteriene. Vi vurderte også den metodiske kvaliteten til de inkludert systematiske oversiktene. De to sistnevnte trinnene utføres vanligvis ikke ved litteratursøk med sortering, men ble gjort i dette tilfellet etter diskusjon med oppdragsgiver. Ved litteratursøk med sortering gjennomfører vi ingen sammenstilling av resultatene. I dette litteratursøket med sortering trakk vi ut noe deskriptiv informasjon fra de systematiske oversiktene, men vi sammenstilte ikke resultatene.

Metode

Søkestrategien ble utarbeidet av forskningsbibliotekar Lien Nguyen. Strategien ble fagfellevurdert av en annen bibliotekar. Vi søkte systematisk etter litteratur i følgende databaser:

- MEDLINE (Ovid)
- PsycINFO (Ovid)
- EMBASE (Ovid)
- Cochrane Library (Cochrane Database of Systematic Reviews, Database of Abstracts of Reviews of Effects, Health Technology Assessment Database)
- Campbell Library
- CINAHL (EBSCO)
- Web of Science Core Collection (SCI-EXPANDED & SSCI)
- Sociological Abstracts & Social Services Abstracts (ProQuest)
- ERIC
- Epistemonikos
- PubMed

Søket ble avgrenset til år 2000 og nyere. Søket ble avsluttet i oktober 2016. Den fullstendige søkestrategien er vist i Vedlegg 1.

Inklusjonskriterier

Populasjon: Barn og unge i alderen 3-16 år. Studier med unge over 16 år var inkludert dersom minst halvparten av populasjonen var under 16 år.

Tiltak: Alle typer opplærings- og informasjonstiltak om fysisk og psykisk vold og seksuelle overgrep og grensesetting (f.eks. undervisningsopplegg, massemediakampanjer, informasjonsprogram og informasjonsportaler).

Sammenligning: Andre aktive tiltak, standard tiltak, ingen tiltak.

Utfall: Barns og unges kunnskap om vold og seksuelle overgrep; barns og unges evne til å identifisere vold og seksuelle overgrep; antall barn og unge som varsler om eller søker hjelp i forbindelse med vold eller overgrep; skadevirkninger (f.eks. frykt, angst).

Studiedesign: Oversikter over oversikter, systematiske oversikter, ikke-systematiske litteraturoversikter.

For å bli klassifisert som en systematisk oversikt måtte følgende tre kriterier være oppfylt: oversikten må ha en oppgitt søkestrategi, inneholde klare inklusjonskriterier, og ha kvalitetsvurdert de inkluderte studiene og/eller oversiktene (beskrevet i Kunnskapssenteret metodehåndbok).

År: Studier publiserte i perioden 2000-2016.

Språk: Alle språk så lenge det fantes abstrakt på engelsk eller et annet språk som beherskes av prosjektgruppen (norsk, svensk, dansk, spansk, italiensk, tysk).

Eksklusjonskriterier

Tiltak: Tiltak mot mobbing, terapeutisk behandling for fysisk og psykisk vold og seksuelle overgrep.

Studiedesign: Ikke-empiriske studier og observasjonsstudier.

Artikkelutvelging

To forskere (JM og HMM) vurderte uavhengig av hverandre titler og sammendrag fra litteratursøket mot inklusjons- og eksklusjonskriteriene. Eventuell uenighet om en referanses relevans ble avgjort ved gjentatt lesing av sammendraget og påfølgende diskusjon. De samme to forskerne vurderte relevante oversikter i fulltekst på samme måte som sammendrag.

Kvalitetsvurdering av systematiske oversikter

To av forfatterne (JM og HMK) vurderte uavhengig av hverandre metodisk kvalitet av de inkluderte systematiske oversiktene ved hjelp av Kunnskapssenterets sjekklister for systematiske oversikter. Uenighet ble avgjort ved gjentatt lesing av oversikten og påfølgende diskusjon. Vi utførte ingen metodisk kvalitetsvurdering av de ikke-systematiske oversiktene.

Uthenting av data

Prosjektleder (JM) hentet ut følgende data fra de inkluderte systematiske oversiktene: forfattere, år, tittel, formålet med studien, dato for litteratursøket, inkluderte studier, populasjon, kontekst, tiltak, sammenlikning(er), utfall, resultat og konklusjon. HMK

sjekket at korrekte data var hentet ut. Vi hentet ikke ut data fra de ikke-systematiske oversiktene.

Beskrivelse av data

Basert på datauttrekket beskrev vi data for de inkluderte systematiske oversiktene i tekst og tabeller. I tillegg gjenga vi forfatterens resultater og konklusjoner i tabeller.

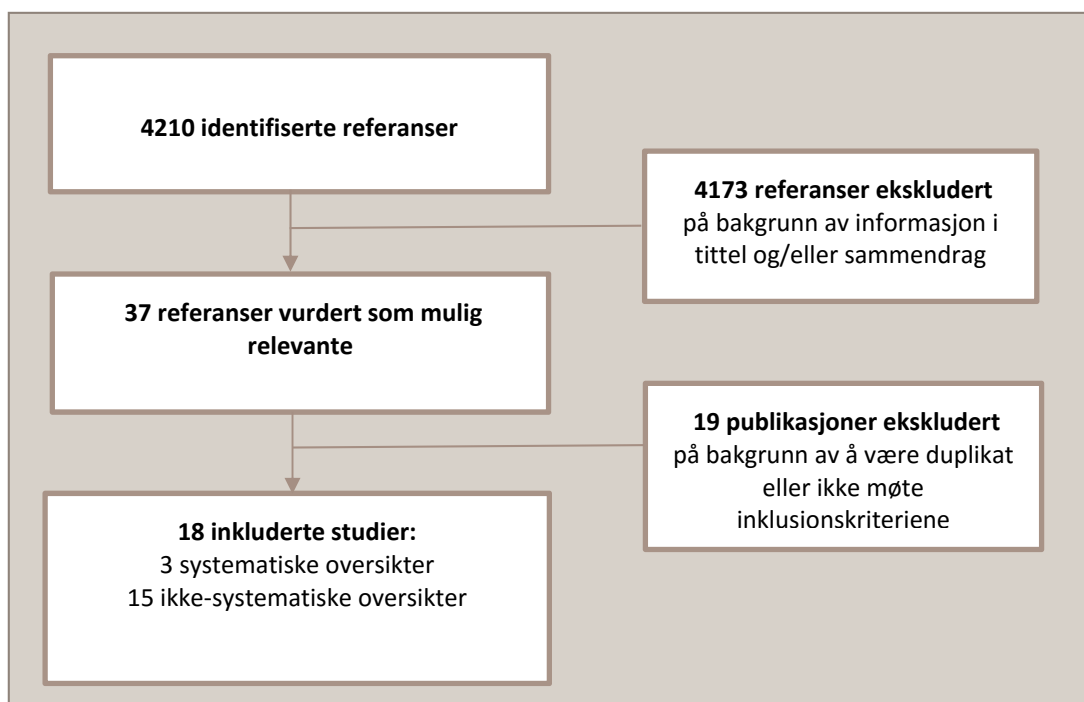
For de inkluderte ikke-systematiske oversiktene gjenga vi referansene. Abstraktet er gjengitt i de tilfellene studien er publisert som open access (dette er i henhold til opphavsrett til åndsverk).

Resultater

Resultat av litteratursøket

Søket ga 4210 unike referanser. Av disse ble 4173 ekskludert i henhold til våre inklusjons- og eksklusjonskriterier. Hovedårsakene til eksklusjon var at populasjonen ikke var mellom 3 og 16 år, studiene hadde ikke vurdert utfallene beskrevet i våre inklusjonskriterier og tiltakene var i mange tilfeller rettet mot foreldrene.

Vi vurderte 37 referanser som mulig relevante, og inkluderte til slutt 18 studier: 3 systematiske oversikter og 15 ikke-systematiske oversikter. Utvelgelsesprosessen er illustrert i Figur 1.



Figur 1. Flytskjema over identifisert litteratur.

Beskrivelse av de inkluderte systematiske oversiktene

Vi inkluderte tre systematiske oversikter publiserte mellom 2000 og 2015 (19-21). Disse systematiske oversiktene inkluderte til sammen 74 primærstudier. To av de systematiske oversiktene (20,21) beskrev studiedesignet til de 47 studiene de inkluderte. Det var 17 randomiserte kontrollerte studier, 11 klynge-randomisert kontrollerte studier og 19 ikke-randomiserte kontrollerte studier. Oversikten av Davis og medarbeidere (19) rapporterte ikke studiedesign, men forfatterne spesifiserte at de inkluderte 21 artikler publisert i vitenskapelig tidsskrift, 3 doktorgradsavhandlinger, 2 ikke-publiserte evalueringer og 1 ikke-publisert mastergradsoppgave.

Type overgrep: To av de inkluderte systematiske oversiktene omhandlet effekt av skolebaserte tiltak rettet mot seksuelle overgrep (19,21) og én omhandlet partnervold (20).

Metodologisk kvalitet av de inkluderte systematiske oversiktene

Én av de inkluderte systematiske oversiktene var publisert gjennom Campbell Collaboration (20) og én var publisert i Cochrane Library (21). Vi vurderte at begge disse oversiktene hadde høy metodisk kvalitet. De La Rue og medarbeidere (20) benyttet ikke GRADE (Grading of Recommendations Assessment, Development and Evaluation) og vi er derfor usikker på i hvilken grad forfatternes konklusjoner er støttet av data: de fleste av primærstudiene hadde flere metodiske svakheter.

Vi vurderte at den systematisk oversikten publisert av Davis og medarbeidere (19) hadde lav metodisk kvalitet. Dette var på grunn av svakheter knyttet til metodene for å finne primærstudiene og til kriteriene for å vurdere intern validitet (se Vedlegg 2).

Beskrivelse av de inkluderte systematiske oversiktene

Tabell 1 gir en kort oversikt over karakteristika ved de inkluderte systematiske oversiktene.

Tabell 1: Beskrivelse av de inkluderte systematiske oversiktene (n=3)

Forfatter, år (ref)	Søkedato	Inkluderte studier	Metodisk kvalitet
Davis, 2000 (19)	Ikke spesifisert	27 studier (21 artikler publisert i tidsskrift, 3 doktorgradsavhandlinger, 2 ikke-publiserte program evalueringer og 1 ikke-publisert mastergradsoppgave) Studiedesign var ikke spesifisert	Lav
De la Rue, 2014 (20)	Juli 2013	23 studier (10 randomiserte kontrollerte studier og 13 ikke-randomiserte kontrollerte studier)	Høy
Walsh, 2015 (21)	September 2014	24 studier (7 randomiserte kontrollerte studier, 11 klynge-randomiserte kontrollerte studier, 6 ikke-randomiserte kontrollerte studier)	Høy

Vi gir informasjon om populasjon, tiltak, sammenligning og utfall (PICO) i teksten nedenfor og i Tabell 2. Resultatene og konklusjonene for hver av de systematiske oversiktene fins i Tabell 3.

Populasjon: Populasjonen i de inkluderte systematiske oversiktene var barn og unge i alderen 3-18 år (nøyaktig øvre alder var ikke alltid beskrevet). De var rekruttert fra barne-, ungdoms- eller videregående skole. De fleste av barna bodde i vestlige land, særlig USA og Canada, og ble beskrevet som kaukasiere. Få studier inkluderte deltakere fra andre etniske grupper slik som personer med arabisk, afrikansk eller latinsk bakgrunn.

Tiltak: De inkluderte systematiske oversiktene undersøkte ulike typer skolebaserte tiltak. To av de inkluderte systematiske oversiktene omhandlet skolebaserte tiltak rettet mot seksuelle overgrep (19,21). Tiltakene var: Behavioural Skills Training, Good Touch/Bad Touch, Red Flag/ Green Flag, Child Abuse Primary Prevention Program, Child Sexual Abuse Prevention Program, Children Need to Know Personal Safety Training Programme. Én systematisk oversikt vurderte effekten av skolebaserte tiltak rettet mot partnervold. Tiltakene var: Relationship Smarts, Love U2: Increasing your Relationship Smarts, Safe Dates, Connections: Relationships and Marriage (20).

Sammenligning: De vanligste sammenligningene var standard praksis og venteliste. Andre aktive tiltak var målt i to av oversiktene (20,21).

Utfall: Kunnskap og ferdigheter i å identifisere vold og overgrep var målt i alle de inkluderte systematiske oversiktene. De la Rue og medarbeidere (20) oppsummerte i tillegg forskning om effekt av tiltak på aksept av myter angående voldtekt, intimvold blant kjærester, å bli utsatt for overgrep ('victimization') og utfall knyttet til konfliktløsning. Walsh og medarbeidere (21) målte egenbeskyttende atferd, kunnskaper om seksuelle overgrep, avsløring av tidligere eller nåværende seksuelle overgrep og skadevirkninger (angst eller frykt) (Tabell 2).

Tabell 2: Beskrivelse av PICO i de inkluderte systematiske oversiktene (n=3)

Forfattere, år (ref)	Populasjon	Intervensjon	Sammenligning	Utfall
Davis, 2000 (19)	n=8115 barn og unge (3-13 år) Skole Land og kjønn ikke oppgitt	Primærforebyggende, skolebaserte tiltak rettet mot seksuelle overgrep/vold	Ikke spesifisert	Kunnskap om- og ferdigheter i å identifisere seksuelle overgrep og /eller upassende berøring av barn (ufullstendig rapportering)
De la Rue, 2014 (20)	n=17998 unge i ungdoms- skole og videregående skole	Primærforebyggende og sekundærforebyggende, skolebaserte tiltak	Venteliste, standard tilbud og annet aktivt tiltak	Kunnskap om- og holdninger til partnervold ('teen dating violence'), aksept angående myter om voldtekt, opplevd

Forfattere, år (ref)	Populasjon	Intervensjon	Sammenligning	Utfall
	Ca 50 % jenter USA (22 studier) og Canada (1 studie)	rettet mot partner-vold ('dating violence') Varighet 3-21 skoletimer. Noen studier hadde også aktiviteter i lokalmiljøet		partnervold (som overgriper eller offer), konflikt-håndtering
Walsh, 2015 (21)	n=5802 barn og unge Skole Gjennomsnittsalder 5.8-13.4 år 45-55 % jenter USA (16 studier), Canada (3 studier), 1 studie hver fra Kina, Spania, Tyskland, Taiwan, Tyrkia	Primærforebyggende, skolebaserte tiltak rettet mot seksuelle overgrep Varighet 1-8 skoletimer	Standard tilbud, venteliste og annet aktivt tiltak (diskusjoner om selvfølelse, presentasjoner om brannsikkerhet, oppmerksomhetstrening o.l.)	Selvbeskyttende atferd, kunnskap om seksuelle overgrep, avsløring av tidligere eller nåværende seksuelle overgrep, skadevirkninger (angst, frykt)

Beskrivelse av resultatene i de inkluderte systematiske oversiktene

Tabell 3 nedenfor gjengir forfatterens egne resultater og konklusjoner (på engelsk). Nedenfor presenterer vi i tillegg et kort sammendrag av hver studie på norsk.

Davis og medarbeidere (19) konkluderte med at skolebaserte tiltak førte til økt kunnskap og økte ferdigheter i å forebygge seksuelle overgrep sammenlignet med kontroll (kontrollgruppene var ikke beskrevet).

De La Rue og kolleger (20) konkluderte med at de skolebaserte tiltakene førte til økt kunnskap og mer informerte holdninger om partnervold og konfliktløsning sammenlignet med standard, eller ingen tiltak.

Walsh og medarbeidere (21) fant at skolebaserte tiltak forbedret egenbeskyttende atferd, kunnskaper om seksuelle overgrep og avsløring av tidligere eller nåværende seksuelle overgrep. Ingen av de inkluderte studiene fant skadevirkninger av tiltakene (angst, frykt).

Tabell3: Resultater og konklusjoner fra de inkluderte systematiske oversiktene (n=3).

Davis, 2000 (19)

Results: "The review found improvements in the prevention-related knowledge and skills for children who participated in programs, ranging from 0.10 to 2.93 standard deviations. The average effect size, weighted for sample size, was large (Cohen's $d=1.07$ standard deviations). One study had a very large sample size ($N=1,339$) and then yielded an inflated effect size in the pooled analysis. However, after removing this study, the effect size kept its large magnitude (Cohen's $d=0.81$). The analysis of moderator variables revealed that age, level of participation, and number of sessions showed positive correlations to the effect estimates. Most important, programs presented over 4 or more sessions that allowed children to become physically involved produced the highest effect sizes."

Conclusions: "School-based programs improve prevention-related knowledge and skills for sexual abuse in children. These studies reflect efforts to document behavioral changes resulting from prevention program participation. This work provides a valuable contribution to the literature on program effectiveness."

De la Rue, 2014 (20)

Results: "This systematic review found that prevention programs do have an impact on teen dating violence knowledge and attitudes. At post-test, students in the intervention conditions increased their knowledge and endorsed attitudes that were less accepting of violence in relationships. In addition, at post-test, prevention students were less accepting of rape myths and reported an increased awareness of appropriate approaches to conflict resolution. The positive results for teen dating violence knowledge and attitudes were supported at follow-up. However the results for dating violence perpetration and victimization were less encouraging. Although only a limited number of studies focused on these outcomes, the results indicated that prevention programs are not impacting these behaviors to a great extent. Moderation analysis did not find any significant variables that impacted the effect sizes."

Conclusions: "The results of this review are tentatively encouraging, but also highlight the need for modifications to programs in order to support schools using time and resources to implement teen dating violence prevention programs. Specifically, programs will need to be refined so that they support behavior change, with future research focusing on program development that explicitly seeks to incorporate skill-building components in an effort to impart behavior change. Additionally, future research should explore the role of bystanders more explicitly, examining how prevention programs may shift the peer culture to be less tolerant of dating violence."

Walsh, 2015 (21)

Results: "We conducted several meta-analyses. More than half of the trials in each meta-analysis contained unit of analysis errors."

1. Meta-analysis of two trials (n = 102) evaluating protective behaviours favoured intervention (odds ratio (OR) 5.71, 95% confidence interval (CI) 1.98 to 16.51), with borderline low to moderate heterogeneity ($\text{Chi}^2 = 1.37$, $\text{df} = 1$, $\text{P value} = 0.24$, $\text{I}^2 = 27\%$, $\text{Tau}^2 = 0.16$). The results did not change when we made adjustments using intra-class correlation coefficients (ICCs) to correct errors made in studies where data were analysed without accounting for the clustering of students in classes or schools.

2. Meta-analysis of 18 trials (n = 4657) evaluating questionnaire-based knowledge favoured intervention (standardized mean difference (SMD) 0.61, 95% CI 0.45 to 0.78), but there was substantial heterogeneity ($\text{Chi}^2 = 104.76$, $\text{df} = 17$, $\text{P value} < 0.00001$, $\text{I}^2 = 84\%$, $\text{Tau}^2 = 0.10$). The results did not change when adjusted for clustering (ICC: 0.1 SMD 0.66, 95% CI 0.51 to 0.81; ICC: 0.2 SMD 0.63, 95% CI 0.50 to 0.77).

3. Meta-analysis of 11 trials (n = 1688) evaluating vignette-based knowledge favoured intervention (SMD 0.45, 95% CI 0.24 to 0.65), but there was substantial heterogeneity ($\text{Chi}^2 = 34.25$, $\text{df} = 10$, $\text{P value} < 0.0002$, $\text{I}^2 = 71\%$, $\text{Tau}^2 = 0.08$). The results did not change when adjusted for clustering (ICC: 0.1 SMD 0.53, 95% CI 0.32 to 0.74; ICC: 0.2 SMD 0.60, 95% CI 0.31 to 0.89).

4. We included four trials in the meta-analysis for retention of knowledge over time. The effect of intervention seemed to persist beyond the immediate assessment (SMD 0.78, 95% CI 0.38 to 1.17; $\text{I}^2 = 84\%$, $\text{Tau}^2 = 0.13$, $\text{P value} = 0.0003$; n = 956) to six months (SMD 0.69, 95% CI 0.51 to 0.87; $\text{I}^2 = 25\%$; $\text{Tau}^2 = 0.01$, $\text{P value} = 0.26$; n = 929). The results did not change when adjustments were made using ICCs.

5. We included three studies in the meta-analysis for adverse effects (harm) manifesting as child anxiety or fear. The results showed no increase or decrease in anxiety or fear in intervention participants (SMD -0.08, 95% CI -0.22 to 0.07; n = 795) and there was no heterogeneity ($\text{I}^2 = 0\%$, $\text{P value} = 0.79$; n=795). The results did not change when adjustments were made using ICCs.

6. We included three studies (n = 1788) in the meta-analysis for disclosure of previous or current sexual abuse. The results favoured intervention (OR 3.56, 95% CI 1.13 to 11.24), with no heterogeneity ($\text{I}^2 = 0\%$, $\text{P value} = 0.84$). However, adjusting for the effect of clustering had the effect of widening the confidence intervals around the OR (ICC: 0.1 OR 3.04, 95% CI 0.75 to 12.33; ICC: 0.2 OR 2.95, 95% CI 0.69 to 12.61).

Insufficient information was provided in the included studies to conduct planned subgroup analyses and there were insufficient studies to conduct meaningful analyses.

The quality of evidence for all outcomes included in the meta-analyses was moderate owing to unclear risk of selection bias across most studies, high or unclear risk of detection bias across over half of included studies, and high or unclear risk of attrition bias across most studies. The results should be interpreted cautiously.”

Conclusions: “The studies included in this review show evidence of improvements in protective behaviours and knowledge among children exposed to school-based programmes, regardless of the type of programme. The results might have differed had the true ICCs or cluster-adjusted results been available. There is evidence that children’s knowledge does not deteriorate over time, although this requires further research with longer-term follow-up. Programme participation does not generate increased or decreased child anxiety or fear; however, there is a need for ongoing monitoring of both positive and negative short- and long-term effects. The results show that programme participation may increase the odds of disclosure; however, there is a need for more programme evaluations to routinely collect such data. Further investigation of the moderators of programme effects is required along with longitudinal or data linkage studies that can assess actual prevention of child sexual abuse.”

Beskrivelse av de ikke-systematiske oversiktene

Femten ikke-systematiske oversikter møtte inklusjonskriteriene. Vi gir fullstendig referanse, og i de tilfellene lov om opphavsrett tillater det, også sammendraget til disse studiene i Vedlegg 3. Disse oversiktene vurderte effekten av opplæring- og informasjons-tiltak for barn på kunnskaper om- og forebygging av seksuelle overgrep (9 studier), partnervold (4 studier) og vold (2 studier). De fleste av tiltakene var skolebaserte tiltak og sosiale media kampanjer. Vi gjengir her forfatter og tittel på studiene:

- Bandyopadhyay (2014). Dating violence in adolescence. Children, violence and bullying: International perspectives.
- Fields (2003). The prevention of child and adolescent violence. A review.
- Fryda (2015). School-based childhood sexual abuse prevention programs: an integrative review
- Gagne (2014). Prevention of maltreatment of children through social marketing.
- Kenny (2008). Child sexual abuse: From prevention to self-protection.
- Lundgren (2015). Addressing intimate partner violence and sexual violence among adolescents: emerging evidence of effectiveness.
- MacIntyre (2000). Prevention of child sexual abuse: Implications of programme evaluation research.
- Petering (2014). Systematic review of current intimate partner violence prevention programs and applicability to homeless youth.
- Putnam (2013). Ten-year research update review: child sexual abuse.
- Scholes (2014). Serious games for learning: games-based child sexual abuse prevention in schools.

- Stanley (2015). Pre-venting domestic abuse for children and young people: A review of school-based interventions.
- Storer (2016). Efficacy of bystander programs to prevent dating abuse among youth and young adults: A review of the literature.
- Topping (2009). School-based child sexual abuse prevention programs: A review of effectiveness.
- Wurtele (2008). Behavioral approaches to educating young children and their parents about child sexual abuse prevention.
- Zeuthen (2013). Prevention of child sexual abuse: Analysis and discussion of the field.

Referanser

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2. World Health Organization. Report of the consultation on child abuse prevention. Geneva, World Health Organization, 1999 (document WHO/HSC/PVI/99.1) 1999.
3. Finkelhor D. Childhood Victimization: Violence, Crime, and Abuse in the Lives of Young People. New York: Oxford University Press, 2008.
4. Barth J, Bermetz L, Heim E, Trelle S, Tonia T. The current prevalence of child sexual abuse worldwide: a systematic review and meta-analysis. *Int J Public Health* 2013;58(3):469–83.
5. Kloppen K, Hauglan S, Svedin CG, Maehle M, Breivik K. Prevalence of Child Sexual Abuse in the Nordic Countries: A Literature Review. *Journal of child sexual abuse*. 2016;25(1):37-55.
6. Saur R, Hustad AE, Heir T. Violence prevention in Norway. Activities and measures to prevent violence in close relationships. Nasjonalt Kunnskapssenter om Vold og Traumatisk Stress, 2011.
7. World Health Organization, Regional Committee for Europe 64th Session. Investing in children: the European child maltreatment prevention action plan 2015-2020. 2014.
8. Stanley N, Ellis J, Farrelly N, Hollinghurst S, Downe S. Preventing domestic abuse for children and young people: A review of school-based interventions. *Child Youth Serv Rev* 2015;59:120-131.
9. Sudermann M, Jaffe P, Hastings E. Violence prevention programmes in secondary (high schools). *Ending the cycle of violence: community responses to children of battered women*. Thousand Oaks, CA: Sage; 1995.
10. Wurtele SK. Preventing sexual abuse of children in the twenty-first century: preparing for challenges and opportunities. *Journal of Child Sexual Abuse* 2009;18(1): 1–18.
11. Topping KJ, Barron IG. School-based child sexual abuse prevention programs: A review of effectiveness. *Review of Educational Research* 2009;79(1):431-463.

12. Wurtele SK. School-based sexual abuse prevention programs: a review. *Child Abuse & Neglect* 1987;11(4):483-95.
13. Fryer Jr GE, Kraizer SK, Miyoshi T. Measuring children's retention of skills to resist stranger abduction: use of the simulation technique. *Child Abuse Negl* 1987;11(2):181-5.
14. Chen YI, Fortson BL, Tseng KW. Pilot evaluation of a sexual abuse prevention program for Taiwanese children. *J Child Sex Abuse* 2012;21(6):621-45.
15. Daigneault I, Hébert M, McDuff P, Frappier JY. Evaluation of a sexual abuse prevention workshop in a multicultural, impoverished urban area. *J Child Sex Abuse* 2012;21(5):521-42.
16. Krahé B, Knappert L. A group-randomized evaluation of a theatre-based sexual abuse prevention programme for primary school children in Germany. *Journal of Community & Applied Social Psychology* 2009;19(4):321-9.
17. De Koker P, Mathews C, Zuch M, Bastien S, Mason-Jones AJ. A systematic review of interventions for preventing adolescent intimate partner violence. *J Adolesc Health*. 2014;54(1):3-13.
18. World Health Organisation (WHO)/London School of Hygiene and Tropical Medicine. Preventing intimate partner and sexual violence against women: taking action and generating evidence. Geneva: WHO. 2010.
19. Davis MK, Gidycz CA. Child sexual abuse prevention programs: a meta-analysis. *J Clin Child Psychol* 2000;29(2):257-265.
20. De La Rue L, Polanin JR, Espelage DL, Piggot T. D. School-based Interventions to Reduce Dating and Sexual Violence: A Systematic Review. *Campbell Systematic Reviews* 2014:7
21. Walsh K, Zwi K, Woolfenden S, Shlonsky A. School-based education programmes for the prevention of child sexual abuse. *Cochrane Database Syst Rev* 2015;4:CD004380.

Vedlegg

Vedlegg 1 - Søkestrategi

Database: Epub Ahead of Print, In-Process & Other Non-Indexed Citations, Ovid MEDLINE(R) Daily and Ovid MEDLINE(R) 1946 to Present

Dato: 30.102016

Treff: 573

1	exp Child/ [+ preschoolers]	1716845
2	Minors/	2367
3	Adolescent/	1786815
4	or/1-3	2683953
5	Domestic Violence/	5526
6	Incest/	1608
7	Physical Abuse/	106
8	Sex Offenses/	7099
9	Rape/	5822
10	Sexual Harassment/	1375
11	or/5-10	19840
12	4 and 11	8493
13	exp Child Abuse/	26770
14	12 or 13	32281
15	exp Health Education/	148707
16	Consumer Health Information/	2695
17	Health Promotion/	62768
18	School Health Services/	15333
19	Health Knowledge, Attitudes, Practice/	87529
20	Primary Prevention/	16108
21	Secondary Prevention/	16982
22	Program Evaluation/	52974
23	Program Development/	25531
24	Teaching/	45073
25	Teaching materials/	6171
26	Curriculum/	64194
27	exp Communications Media/	269035
28	exp Internet/	62519

- 29 or/15-28 727361
- 30 14 and 29 2455
- 31 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj3 (ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*).ti,ab. 1711
- 32 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) adj3 (ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based)).ti,ab. 1959
- 33 ((ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or

magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) adj3 (adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)))).ti,ab. 1743

34 or/31-33 2085

35 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or violen* or (sex* adj3 (assault* or coerc* or crim* or exploit* or harass* or offen* or victim*)))).kf. 2332

36 (educat* or school* or prevent* or inform* or train* or instruct* or intervention?).kf. 120885

37 35 and 36 353

38 30 or 34 or 37 4391

39 Meta-Analysis/ 74900

40 Meta-Analysis as Topic/ 15527

41 Review/ 2209340

42 Review Literature as Topic/ 6683

43 (review* or overview or meta-analy* or metaanaly*).ti,ab,kf. 1748091

44 or/39-43 3070376

45 38 and 44 850

46 exp Animals/ 20752286

47 Humans/ 16418354

48 46 not (46 and 47) 4333932

49 (news or editorial or comment).pt. 1145037

50 45 not (48 or 49) 835

51 limit 50 to yr="2000-Current" 587

52 remove duplicates from 51 573

Database: PsycINFO 1806 to October Week 43 2016

Dato: 30.10.2016

Treff: 1185

- 1 ("100" or "160" or "180" or "200").ag. [note: Childhood, Preschool Age, School Age, Adolescence] 682652
- 2 domestic violence/ 10074
- 3 incest/ 2522
- 4 physical abuse/ 5401
- 5 sexual abuse/ 18291
- 6 exp rape/5369
- 7 sex offenses/ 8312
- 8 sexual harassment/ 2243
- 9 or/2-8 45355
- 10 1 and 9 11904
- 11 child abuse/ 25653
- 12 10 or 11 32167
- 13 health education/ 11426
- 14 sex education/ 3207
- 15 health knowledge/ 6558
- 16 health promotion/ 19995
- 17 school based intervention/ 14259
- 18 prevention/ 24915
- 19 educational programs/ 23263
- 20 educational program evaluation/ 5612
- 21 program evaluation/ 11397
- 22 program development/ 6060
- 23 teaching/36359
- 24 curriculum/ 22304
- 25 communications media/ 3089
- 26 internet/ 25958
- 27 or/13-26 187334
- 28 12 and 27 2063
- 29 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj3 (ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1

promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*)).ti,ab. 3359

- 30 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) adj3 (ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricular* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based)).ti,ab. 3875
- 31 ((ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricular* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) adj3 (adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage*

or under-age* or youngster* or youth or young people or young person* or ((el-
 elementary or middle or junior high) adj school student*))) .ti,ab. 3374
 32 29 or 30 or 31 4148
 33 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juve-
 nile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or
 preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pu-
 pil? or schoolage* or school-age* or schoolchild* or school-child* or schooler*
 or teen* or toddler* or underage* or under-age* or youngster* or youth or
 young people or young person* or ((elementary or middle or junior high) adj
 school student*)) adj2 (abus* or incest* or mistreat* or maltreat* or molest* or
 rape* or violen* or (sex* adj3 (assault* or coerc* or crim* or exploit* or harass*
 or offen* or victim*))).id. 24272
 34 (educat* or school* or prevent* or inform* or train* or instruct* or interven-
 tion?).id. 587042
 35 33 and 34 3952
 36 28 or 32 or 35 7564
 37 Meta Analysis/ 3906
 38 Literature Review/ 22287
 39 Systematic Review.md. 14982
 40 Meta Analysis.md. 15491
 41 (review* or overview or meta-analy* or metaanaly*).ti,ab,id. 522211
 42 or/37-41 523859
 43 36 and 42 1796
 44 limit 43 to yr="2000-Current" 1187
 45 remove duplicates from 44 1185

Database: Embase 1974 to 2016 October 30

Dato: 30.10.2016

Treff: 1036

1 child/ 1621997
 2 adolescent/ 1397403
 3 "minor (person)"/ 431
 4 1 or 2 or 3 2383981
 5 domestic violence/ 8527
 6 incest/ 2205
 7 physical violence/ 896
 8 sexual abuse/ 14386
 9 sexual harassment/ 2068
 10 sexual violence/ 1301
 11 sexual crime/ 10519
 12 sexual assault/ 1288
 13 rape/ 7062
 14 acquaintance rape/ 13
 15 attempted rape/ 35

- 16 or/5-15 40505
 17 4 and 16 13953
 18 child abuse/ 26717
 19 child sexual abuse/ 8364
 20 17 or 18 or 19 41033
 21 health education/ 90539
 22 school health education/ 709
 23 health promotion/ 83944
 24 consumer health information/ 3106
 25 school health service/ 15285
 26 prevention/ 371344
 27 primary prevention/ 37256
 28 program evaluation/ 6410
 29 program development/ 21279
 30 teaching/95448
 31 curriculum/ 79162
 32 mass medium/ 17321
 33 internet/ 94616
 34 or/21-31 726800
 35 20 and 34 3419
 36 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj3 (ads or advertise* or book* or bulletin board* or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal? or poster* or prevent* or ((printed or written) adj material*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social media or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*)).ti,ab.
 1955
 37 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or

- young people or young person* or ((elementary or middle or junior high) adj school student*)) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) adj3 (ads or advertise* or book* or bulletin board* or brochure* or campaign* or cur-ricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pam-phlet* or play* or portal? or poster* or prevent* or ((printed or written) adj ma-terial*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social me-dia or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based)).ti,ab. 2225
- 38 ((ads or advertise* or book* or bulletin board* or brochure* or campaign* or cur-ricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pam-phlet* or play* or portal? or poster* or prevent* or ((printed or written) adj ma-terial*) or program? or programme? or (health adj1 promot*) or puppet show* or role-play* or snapchat or safe-guard* or school-based* or skill* or social me-dia or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) adj1 awareness*) or web-based) adj3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) adj2 violen*) or (sex* adj3 (assault* or coerc* or contact* crim* or exploit* or har- ass* or offen* or victim*)) or touch*) adj3 (adolescen* or child* or boy* or day- care cent* or day care cent* or girl* or juvenile* or kid? or kindergarten* or mi- nor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pupil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((el- ementary or middle or junior high) adj school student*)))).ti,ab. 1976
- 39 36 or 37 or 38 2382
- 40 ((adolescen* or child* or boy* or daycare cent* or day care cent* or girl* or juve- nile* or kid? or kindergarten* or minor? or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer? or preschool* or pre-school* or pubescen* or pu- pil? or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or young people or young person* or ((elementary or middle or junior high) adj school student*)) adj2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or violen* or (sex* adj3 (assault* or coerc* or crim* or exploit* or harass* or offen* or victim*)))).kw. 6700
- 41 (educat* or school* or prevent* or inform* or train* or instruct* or interven- tion?).kw. 220840

42 40 and 41 642
 43 35 or 39 or 42 5515
 44 Meta Analysis/ 151065
 45 Systematic Review/ 143311
 46 Review/ 2175825
 47 Review.pt. 2201013
 48 (review* or overview or meta-analy* or metaanaly*).ti,ab,kw. 2169796
 49 or/44-48 3614844
 50 43 and 49 1425
 51 exp animals/ or exp invertebrate/ or animal experiment/ or animal model/ or animal tissue/ or animal cell/ or nonhuman/ 24013389
 52 human/ or normal human/ or human cell/ 18190043
 53 51 not (51 and 52) 5870164
 54 (news or editorial or comment).pt. 520775
 55 50 not (53 or 54) 1421
 56 limit 55 to yr="2000-Current" 1075
 57 remove duplicates from 56 1036

Database: Cochrane Library (CDSR, HTA, DARE)

Dato: 30.10.2016

Treff: 36

#1 [mh Child] 208
 #2 [mh ^Minors] 9
 #3 [mh ^Adolescent] 87541
 #4 {or #1-#3} 87658
 #5 [mh ^"Domestic Violence"] 155
 #6 [mh ^Incest] 5
 #7 [mh ^"Physical Abuse"] 0
 #8 [mh ^"Sex Offenses"] 131
 #9 [mh ^Rape] 100
 #10 [mh ^"Sexual Harassment"] 9
 #11 {or #5-#10} 378
 #12 #4 and #11 133
 #13 [mh "Child Abuse"] 514
 #14 #12 or #13 630
 #15 [mh "Health Education"] 11723
 #16 [mh ^"Consumer Health Information"] 113
 #17 [mh ^"Health Promotion"] 4888
 #18 [mh ^"School Health Services"] 1118
 #19 [mh ^"Health Knowledge, Attitudes, Practice"] 4761
 #20 [mh ^"Primary Prevention"] 976
 #21 [mh ^"Secondary Prevention"] 2710
 #22 [mh ^"Program Evaluation"] 5506
 #23 [mh ^"Program Development"] 644

- #24 [mh ^Teaching] 1535
- #25 [mh ^"Teaching Materials"] 414
- #26 [mh ^Curriculum] 1140
- #27 [mh "Communications Media"] 9139
- #28 [mh ^Internet] 2737
- #29 {or #15-#28} 33357
- #30 #14 and #29 142
- #31 ((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer or peers or preschool* or pre-school* or pubescen* or pupil or pupils or schoolage* or school-age* or school-child* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") next "school student*")) near/3 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) next material*) or program or programs or programme or programmes or (health near/1 promot*) or "puppet show*" or role-play* or snapchat or safe-guard* or school-based* or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) near/1 awareness*) or web-based) near/3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) near/2 violen*) or (sex* near/3 (assault* or coerc* or contact* or crim* or exploit* or harass* or offen* or victim*)) or touch*)):ti,ab,kw 281
- #32 ((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer or peers or preschool* or pre-school* or pubescen* or pupil or pupils or schoolage* or school-age* or school-child* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") next "school student*")) near/3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) near/2 violen*) or (sex* near/3 (assault* or coerc* or contact* or crim* or exploit* or harass* or offen* or victim*)) or touch*) near/3 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) next material*) or

program or programs or programme or programmes or (health near/1 promot*) or "puppet show*" or role-play* or snapchat or safe-guard* or school-based* or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) near/1 awareness*) or web-based)):ti,ab,kw 281

#33 ((ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) next material*) or program or programs or programme or programmes or (health near/1 promot*) or "puppet show*" or role-play* or snapchat or safe-guard* or school-based* or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) near/1 awareness*) or web-based) near/3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) near/2 violen*) or (sex* near/3 (assault* or coerc* or contact* or crim* or exploit* or harass* or offen* or victim*)) or touch*) near/3 (adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer or peers or preschool* or pre-school* or pubescen* or pupil or pupils or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") next "school student*"))):ti,ab,kw 277

#34 {or #31-#33} 311

#35 #30 or #34 Publication Year from 2000 to 2016, in Cochrane Reviews (Reviews and Protocols) 14

#36 ((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer or peers or preschool* or pre-school* or pubescen* or pupil or pupils or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") next "school student*")) near/3 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) next material*) or program or programs or programme or programmes or (health near/1 promot*) or "puppet show*" or role-play* or snapchat or safe-guard* or school-based* or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) near/1

awareness*) or web-based) near/3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) near/2 violen*) or (sex* near/3 (assault* or coerc* or contact* or crim* or exploit* or harass* or offen* or victim*)) or touch*)) 378

#37 ((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer or peers or preschool* or pre-school* or pubescen* or pupil or pupils or schoolage* or school-age* or school-child* or school-child* or schooler* or teen* or toddler* or underage* or under-age* or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") next "school student*")) near/3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) near/2 violen*) or (sex* near/3 (assault* or coerc* or contact* or crim* or exploit* or harass* or offen* or victim*)) or touch*) near/3 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) next material*) or program or programs or programme or programmes or (health near/1 promot*) or "puppet show*" or role-play* or snapchat or safe-guard* or school-based* or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) near/1 awareness*) or web-based)) 378

#38 ((ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or home visit* or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) next material*) or program or programs or programme or programmes or (health near/1 promot*) or "puppet show*" or role-play* or snapchat or safe-guard* or school-based* or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) near/1 awareness*) or web-based) near/3 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) near/2 violen*) or (sex* near/3 (assault* or coerc* or contact* or crim* or exploit* or harass* or offen* or victim*)) or touch*) near/3 (adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or pre-pubescen* or preteen* or pre-teen* or peer or peers or preschool* or pre-school* or pubescen* or pupil or pupils or schoolage* or school-age* or schoolchild* or school-child* or schooler* or teen*

- or toddler* or underage* or under-age* or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") next "school student*")) 377
- #39 {or #36-#38} 416
- #40 #30 or #39 Publication Year from 2000 to 2016, in Other Reviews and Technology Assessments 22
- #41 #35 or #40 36

Database: CINAHL (EBSCO)

Dato: 30.10.2016

Treff: 110

- S1 (MH "Child+") 331,753
- S2 (MH "Minors (Legal)") 421
- S3 (MH "Adolescence") 235,587
- S4 S1 OR S2 OR S3 466,226
- S5 (MH "Domestic Violence") 5,672
- S6 (MH "Incest") 338
- S7 (MH "Rape") 2,230
- S8 (MH "Sexual Harassment") 1,058
- S9 S5 OR S6 OR S7 OR S8 9,090
- S10 S4 AND S9 2,488
- S11 (MH "Child Abuse") 8,841
- S12 (MH "Child Abuse, Sexual") 4,019
- S13 S10 OR S11 OR S12 14,082
- S14 (MH "Health Education") 14,920
- S15 (MH "School Health Education") 3,863
- S16 (MH "Consumer Health Information") 8,731
- S17 (MH "Health Promotion") 32,428
- S18 (MH "School Health Services") 5,748
- S19 (MH "Health Knowledge") 16,875
- S20 (MH "Program Development+") 45,630
- S21 (MH "Teaching+") 138,645
- S22 (MH "Curriculum") 14,684
- S23 (MH "Communications Media") 6,056
- S24 (MH "Internet") 27,599
- S25 S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 or S23 OR S24
250,309
- S26 S13 AND S25 1,313
- S27 TI (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*"

or ((elementary or middle or "junior high") W0 "school student*")) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazn* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 aware-ness*) or "web-based") N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or mater-
 nal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*))) OR
 AB (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepu-
 bescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or pre-
 school* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or
 "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or tod-
 dler* or underage* or "under-age*" or youngster* or youth or "young people" or
 "young person*" or ((elementary or middle or "junior high") W0 "school stu-
 dent*")) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or
 campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or
 game* or "home visit*" or inform* or instagram or instruct* or internet or leaf-
 let* or lectur* or magazn* or magasin* or media or modeling or newspaper* or
 online or pamphlet* or play* or portal or portals or poster* or prevent* or
 ((printed or written) W0 material*) or program or programs or programme or
 programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snap-
 chat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg*
 or teach* or technique* or television* or tool* or train* or tv or video* or ((pro-
 mot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mis-
 treat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or pa-
 ternal or father* or maternal or mother* or home* or house*) N1 violen*) or
 (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or
 victim*)) or touch*))) 769

S28 TI (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl*
 or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen*
 or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or
 "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or
 schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage*
 or "under-age*" or youngster* or youth or "young people" or "young person*"
 or ((elementary or middle or "junior high") W0 "school student*")) N2 (abus*
 or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil*
 or parent* or paternal or father* or maternal or mother* or home* or house*)

N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazn* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based"))) OR AB (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")) N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazn* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based"))) 870

S29 TI (((ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazn* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*))

N2 (adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*"))) OR AB (((ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safeguard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")))

787

- S30 S26 OR S27 OR S28 OR S29 2,195
- S31 (MH "Meta Analysis") 17,865
- S32 (MH systematic review) 26,735
- S33 (PT Systematic review) 38,82
- S34 (MH "Literature Review") 3,668
- S35 TI (review* or overview or meta-analy* or metaanaly*) OR AB (review* or overview or meta-analy* or metaanaly*) 263,919
- S36 S31 OR S32 OR S33 OR S34 OR S35 276,058
- S37 S30 AND S36 Limiters - Exclude MEDLINE records; Published Date: 20000101-20161031 110

Database: Web of Science Core Collection

Dato: 30.10.2016

Treff: 307

- # 1 TS=(((("adolescen*" or "child*" or "boy*" or "daycare cent*" or "day care cent*" or "girl*" or "juvenile*" or "kid" or "kids" or "kindergarten*" or "minor" or "minors" or "prepubescen*" or "pre-pubescen*" or "preteen*" or "pre-teen*" or "peer" or "peers" or "preschool*" or "pre-school*" or "pubescen*" or "pupil" or "pupils" or "schoolage*" or "school-age*" or "schoolchild*" or "school-child*" or "schooler*" or "teen*" or "toddler*" or "underage*" or "under-age*" or "youngster*" or "youth" or "young people" or "young person*" or "elementary school student*" or "middle school student*" or "junior high school student*")) NEAR/2 ("abus*" or "incest*" or "mistreat*" or "maltreat*" or "molest*" or "rape*" or (("domestic" or "famil*" or "parent*" or "paternal" or "father*" or "maternal" or "mother*" or "home*" or "house*")) NEAR/1 "violen*") or ("sex*" NEAR/2 ("assault*" or "coerc*" or "contact*" or "crim*" or "exploit*" or "harass*" or "offen" or "victim*")) or "touch*") NEAR/2 ("ads" or "advertise*" or "book*" or "bulletin board*" or "brochure*" or "campaign*" or "curricul*" or "empower*" or "educat*" or "facebook" or "film*" or "flyer*" or "game*" or "home visit*" or "inform*" or "instagram" or "instruct*" or "internet" or "leaflet*" or "lectur*" or "magazin*" or "magasin*" or "media" or "modeling" or "newspaper*" or "online" or "pamphlet*" or "play*" or "portal" or "portals" or "poster*" or "prevent*" or "printed material*" or "written material*" or "program" or "programs" or "programme" or "programmes" or "health promot*" or "promot* health" or "puppet show*" or "role-play*" or "snapchat" or "safe-guard*" or "school-based*" or "skill*" or "social media" or "strateg*" or "teach*" or "technique*" or "television*" or "tool*" or "train*" or "tv" or "video*" or "promot* awareness*" or "rais* awareness*" or "web-based*")) 1,500
- # 2 TOPIC: (((("ads" or "advertise*" or "book*" or "bulletin board*" or "brochure*" or "campaign*" or "curricul*" or "empower*" or "educat*" or "facebook" or "film*" or "flyer*" or "game*" or "home visit*" or "inform*" or "instagram" or "instruct*" or "internet" or "leaflet*" or "lectur*" or "magazin*" or "magasin*" or "media" or "modeling" or "newspaper*" or "online" or "pamphlet*" or "play*" or "portal" or "portals" or "poster*" or "prevent*" or "printed material*" or "written material*" or "program" or "programs" or "programme" or "programmes" or "health promot*" or "promot* health" or "puppet show*" or "role-play*" or "snapchat" or "safe-guard*" or "school-based*" or "skill*" or "social media" or "strateg*" or "teach*" or "technique*" or "television*" or "tool*" or "train*" or "tv" or "video*" or "promot* awareness*" or "rais* awareness*" or "web-based*") NEAR/2 ("abus*" or "incest*" or "mistreat*" or "maltreat*" or "molest*" or "rape*" or (("domestic" or "famil*" or "parent*" or "paternal" or "father*" or "maternal" or "mother*" or "home*" or "house*")) NEAR/1 "violen*") or ("sex*" NEAR/2 ("assault*" or "coerc*" or "contact*" or "crim*" or "exploit*" or "harass*" or "offen" or "victim*")) or "touch*"))NEAR/2 ("adolescen*" or "child*" or "boy*" or "daycare cent*" or "day care cent*" or "girl*" or "juvenile*" or "kid" or

"kids" or "kindergarten*" or "minor" or "minors" or "prepubescen*" or "pre-pubescen*" or "preteen*" or "pre-teen*" or "peer" or "peers" or "preschool*" or "pre-school*" or "pubescen*" or "pupil" or "pupils" or "schoolage*" or "school-age*" or "schoolchild*" or "school-child*" or "schooler*" or "teen*" or "toddler*" or "underage*" or "under-age*" or "youngster*" or "youth" or "young people" or "young person*" or "elementary school student*" or "middle school student*" or "junior high school student*")) 1,323

3 TOPIC: (((("adolescen*" or "child*" or "boy*" or "daycare cent*" or "day care cent*" or "girl*" or "juvenile*" or "kid" or "kids" or "kindergarten*" or "minor" or "minors" or "prepubescen*" or "pre-pubescen*" or "preteen*" or "pre-teen*" or "peer" or "peers" or "preschool*" or "pre-school*" or "pubescen*" or "pupil" or "pupils" or "schoolage*" or "school-age*" or "schoolchild*" or "school-child*" or "schooler*" or "teen*" or "toddler*" or "underage*" or "under-age*" or "youngster*" or "youth" or "young people" or "young person*" or "elementary school student*" or "middle school student*" or "junior high school student*")) NEAR/2 ("ads" or "advertise*" or "book*" or "bulletin board*" or "brochure*" or "campaign*" or "curricul*" or "empower*" or "educat*" or "facebook" or "film*" or "flyer*" or "game*" or "home visit*" or "inform*" or "instagram" or "instruct*" or "internet" or "leaflet*" or "lectur*" or "magazin*" or "magasin*" or "media" or "modeling" or "newspaper*" or "online" or "pamphlet*" or "play*" or "portal" or "portals" or "poster*" or "prevent*" or "printed material*" or "written material*" or "program" or "programs" or "programme" or "programmes" or "health promot*" or "promot* health" or "puppet show*" or "role-play*" or "snapchat" or "safe-guard*" or "school-based*" or "skill*" or "social media" or "strateg*" or "teach*" or "technique*" or "television*" or "tool*" or "train*" or "tv" or "video*" or "promot* awareness*" or "rais* awareness*" or "web-based")) NEAR/2 ("abus*" or "incest*" or "mistreat*" or "maltreat*" or "molest*" or "rape*" or ((("domestic" or "famil*" or "parent*" or "paternal" or "father*" or "maternal" or "mother*" or "home*" or "house*")) NEAR/1 "violen*") or ("sex*" NEAR/2 ("assault*" or "coerc*" or "contact*" or "crim*" or "exploit*" or "harass*" or "offen" or "victim*")) or "touch*")))) 1,332

4 #3 OR #2 OR #1 1,607

5 TOPIC: (("review*" or "overview" or "meta-analy*" or "metaanaly*")) 1,502,943

6 #5 AND #4 307

Database: Social Services Abstracts & Social Services Abstracts (ProQuest)

Dato: 30.10.2016

Treff: 1833

Søkesett 1

((((SU.EXACT("Children") OR SU.EXACT("Preschool Children") OR SU.EXACT("Adolescents") OR SU.EXACT("Youth")) AND (SU.EXACT("Family Violence") OR SU.EXACT("Incest") OR SU.EXACT("Abuse") OR SU.EXACT("Rape") OR SU.EXACT("Sexual Harassment") OR SU.EXACT("Sexual Abuse") OR SU.EXACT("Sexual Assault")))) OR (SU.EXACT("Child Abuse") OR SU.EXACT("Child Sexual

Abuse")) AND (SU.EXACT("Health Education") OR SU.EXACT("Health Behavior") OR SU.EXACT("Prevention") OR SU.EXACT("Program Evaluation") OR SU.EXACT("Teaching") OR SU.EXACT("Teaching Methods") OR SU.EXACT("Curriculum") OR SU.EXACT("Mass Media") OR SU.EXACT("News Media") OR SU.EXACT("Internet")) AND (DType("Systematic review") OR TI,AB,SU(review* or overview or meta-anal* or metaanal*)) 162

[Limit year 2000 – Current = 107]

Søkesett 2

(DType("Systematic review") OR TI,AB,SU(review* OR overview OR meta-anal* OR metaanal*)) AND (TI,AB,SU(adolescenc* OR child* OR boy* OR "daycare cent*" OR "day care cent*" OR girl* OR juvenile* OR kid OR kids OR kindergarten* OR minor OR minors OR prepubescen* OR pre-pubescen* OR preteen* OR pre-teen* OR peer OR peers OR preschool* OR pre-school* OR pubescen* OR pupil OR pupils OR schoolage* OR school-age* OR schoolchild* OR school-child* OR schooler* OR teen* OR toddler* OR underage* OR under-age* OR youngster* OR youth OR "young people" OR "young person*" OR ((elementary OR middle OR "junior high") PRE/0 "school student*")) AND TI,AB,SU(ads OR advertise* OR book* OR "bulletin board*" OR brochure* OR campaign* OR curricul* OR empower* OR educat* OR datebook OR film* OR flyer* OR game* OR home visit* OR inform* OR instars OR instruct* OR internet OR leaflet* OR lectur* OR magazin* OR magasin* OR media OR modeling OR newspaper* OR online OR pamphlet* OR play* OR portal OR portals OR poster* OR prevent* OR ((printed OR written) PRE/0 material*) OR program OR programs OR programme OR programmes OR (health NEAR/0 promot*) OR "puppet show*" OR role-play* OR snapshot OR safe-guard* OR school-based* OR skill* OR "social media" OR strateg* OR teach* OR technique* OR television* OR tool* OR train* OR tv OR video* OR ((promot* OR rais*) NEAR/0 awareness*) OR web-based) AND TI,AB,SU(abus* OR incest* OR mistreat* OR maltreat* OR molest* OR rape* OR ((domestic OR famil* OR parent* OR paternal OR father* OR maternal OR mother* OR home* OR house*) NEAR/1 violen*) OR (sex* NEAR/2 (assault* OR coerc* OR contact* OR crim* OR exploit* OR harass* OR offen* OR victim*)) OR touch*)) 2101

[Limit year= 2000 – Current = 1726]

Database: ERIC (EBSCO)

Dato: 30.10.2016

Treff: 94

- S1 (((DE "Preadolescents" OR DE "Adolescents" OR DE "Children" OR DE "Early Adolescents" OR DE "Late Adolescents" OR DE "Youth")) OR (DE "Elementary School Students")) OR (DE "Preschool Children") 134,813
- S2 ((DE "Family Violence") OR (DE "Sexual Abuse" OR DE "Rape" OR DE "Sexual Harassment")) OR (DE "Rape") OR (DE "Sexual Abuse") 8,501
- S3 S1 AND S2 2,146
- S4 DE "Child Abuse" 7,823

- S5 S3 OR S4 8,872
- S6 (((((((DE "Health Education") OR (DE "School Health Services")) OR (DE "Health Promotion")) AND (DE "Program Development" OR DE "Program Effectiveness" OR DE "Program Evaluation"))) OR (DE "Curriculum")) OR (DE "Instruction")) OR (DE "Teaching Methods")) OR (DE "Mass Media")) OR (DE "Internet")
197,617
- S7 S5 AND S6 193
- S8 TI (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*))) OR AB (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mis-

treat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*))) 1,424

S9 TI (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")) N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazn* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based"))) OR AB (((adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")) N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazn* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safe-guard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based"))) 1,594

S10 TI (((ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safeguard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*"))) OR AB (((ads or advertise* or book* or "bulletin board*" or brochure* or campaign* or curricul* or empower* or educat* or facebook or film* or flyer* or game* or "home visit*" or inform* or instagram or instruct* or internet or leaflet* or lectur* or magazin* or magasin* or media or modeling or newspaper* or online or pamphlet* or play* or portal or portals or poster* or prevent* or ((printed or written) W0 material*) or program or programs or programme or programmes or (health N0 promot*) or "puppet show*" or "role-play*" or snapchat or "safeguard*" or "school-based*" or skill* or "social media" or strateg* or teach* or technique* or television* or tool* or train* or tv or video* or ((promot* or rais*) N0 awareness*) or "web-based") N2 (abus* or incest* or mistreat* or maltreat* or molest* or rape* or ((domestic or famil* or parent* or paternal or father* or maternal or mother* or home* or house*) N1 violen*) or (sex* N2 (assault* or coerc* or contact* crim* or exploit* or harass* or offen* or victim*)) or touch*) N2 (adolescen* or child* or boy* or "daycare cent*" or "day care cent*" or girl* or juvenile* or kid or kids or kindergarten* or minor or minors or prepubescen* or "pre-pubescen*" or preteen* or "pre-teen*" or peer or peers or preschool* or "pre-school*" or pubescen* or pupil or pupils or schoolage* or "school-age*" or schoolchild* or "school-child*" or schooler* or teen* or toddler* or underage* or "under-age*" or youngster* or youth or "young people" or "young person*" or ((elementary or middle or "junior high") W0 "school student*")))

1,459

S11 S7 OR S8 OR S9 OR S10 1,902

S12 (DE "Meta Analysis") OR (DE "Literature Reviews") 25,38

S13 TI (review* or overview or meta-analy* or metaanaly*) OR AB (review* or overview or meta-analy* or metaanaly*) 166,493

S14 S12 OR S13 174,867

S15 S11 AND S14 Limiters - Date Published: 20000101-20161131 94

Database: Epistemonikos

Dato: 30.10.2016

Treff: 230

Title/Abstract: (child* OR adolescen*) AND (violen* OR abus* OR rape* OR incest*) AND (educat* OR school* OR prevent* OR intervention*)

Database: PubMed

Dato: 30.10.2016

Treff: 98

(child* or adolescen*) AND (violen* OR abus* OR rape* OR incest*) AND (educat* OR school* OR prevent* OR intervention*) AND (review* or overview* or metaanal* or meta-anal*) AND pubstatusaheadofprint

Vedlegg 2 – Kvalitetsvurdering av de inkluderte systematiske oversiktene

Kvalitetsvurdering av de inkluderte systematiske oversiktene:

Forfatter, år	1	2	3	4	5	6	7	8	9	Kvalitet
Davis, 2000 (19)	Uklar	Nei	Ja	Nei	Nei	Uklar	Nei	Nei	Uklar	Lav
De La Rue, 2014 (20)	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Høy
Walsh, 2015 (21)	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Høy

Tallene 1-9 i tabellen henviser til de ni kriteriene for metodisk kvalitetsvurdering av systematiske oversikter:

1. Beskriver forfatterne klart hvilke metoder de brukte for å finne primærstudiene?
2. Ble det utført et tilfredsstillende litteratursøk?
3. Beskriver forfatterne hvilke kriterier som ble brukt for å bestemme hvilke studier som skulle inkluderes (studiedesign, deltakere, tiltak, ev. endepunkter)?
4. Ble det sikret som systematiske skjevheter (bias) ved seleksjon av studier (eksplisitte seleksjonskriterier brukt, vurdering gjort av flere personer uavhengig av hverandre)?
5. Er det klart beskrevet et sett av kriterier for å vurdere intern validitet?
6. Er validiteten til studiene vurdert (enten ved inklusjon av primærstudier eller i analysen av primærstudier) ved bruk av relevante kriterier?
7. Er metodene som ble brukt da resultatene ble sammenfattet, klar beskrevet?
8. Ble resultatene fra studiene sammenfattet på forsvarlig måte?
9. Er forfatterens konklusjoner støttet av data og/eller analysen som er rapportert i oversikten?

Vedlegg 3 – Referanse og sammendrag av de inkluderte ikke-systematiske oversiktene

I tabellen nedenfor oppgir vi referansen til oversikten. I de tilfellene oversikten er publisert som open access gjengir vi i tillegg sammendrag av artikkelen slik det fremkommer i de elektroniske databasene eller i selve dokumentet (dette er i henhold til lov om opphavsrett til åndsverk).

Tabell 4: Referanse og sammendrag av de inkludert ikke-systematiske oversiktene (n=15)

Referanse	Sammendrag
Bandyopadhyay A, Deokar A, Omar HA. Dating violence in adolescence. Children, violence and bullying: International perspectives. Hauppauge, NY: Nova Science Publishers; US; 2014. p. 135-154.	“Adolescent dating violence is a health and social problem, worldwide. The objective of this chapter was to identify the risk factors and consequences of dating violence, assess the prevention measures taken to increase awareness regarding it and provide an overview of the screening and international tools used to support the teens involved in dating violence. Methods: A review of the literature, published in the last 29 years, was conducted and the content was critically analyzed. Conclusions: There is an increasing trend of dating violence in a younger population. Consistent definitions, comprehensive assessment tools and focused screening are required to assess the actual prevalence of dating violence. Dating history, context of the date, peer influence, prior history of abuse, alcohol and drugs have been identified as significant risk factors for dating violence. Dating violence has acute as well as long term effects on the body and mind. Since, victims may not report it or even may not identify dating violence as a hazard, the responsibility of screening for it lies heavily on health care providers. International measures should be implemented in a non-judgmental manner, giving due importance to the safety of the adolescents. Primary prevention programs are the key feature to reduce dating violence and require the co-operative participation of several components of the community including school personnel, health care providers, parents and the youth.”
Fields SA, McNamara JR. The prevention of child and adolescent violence. A review. Aggression and Violent Behavior 2003;8(1):61-91.	“Violence among youth in the United States has surged in the past two decades. Numerous treatment programs exist to help treat the after-effects of violence, but by comparison, too few attempts are made to prevent violence from occurring. Primary and secondary violence prevention programs from the past 20 years have shown promising preliminary results. In general, secondary prevention efforts, or interventions with youth at-risk have shown more promise than primary prevention efforts, or intervention for the general population of youth. Furthermore, secondary prevention efforts tend to be more experimental in nature and effect sizes or clinical significance are reported more often when results are analyzed. Although

numerous theories exist on the cause of violence among youth, no one theoretical stance appears to be dominant in terms of efficacy for prevention programs. Prevention research needs to be more rigorous and scientific in nature if it is to make any lasting impact on the types of interventions that will continue. A concerted effort on the part of federal and state-funded agencies needs to be made so that violence prevention work can become less redundant and more effective.”

Fryda CM,
Hulme PA.
School-based
childhood sexual
abuse prevention
programs: an integrative
review. *J Sch Nurs*
2015;31(3):167-182.

“One prevention strategy for childhood sexual abuse (CSA) involves educational programs delivered to children in the school environment. The purpose of this integrative literature review was to determine the state of the science on schoolbased CSA prevention programs. The authors extracted data from 26 articles that fit inclusion criteria to answer research questions on types of programs, methods used to evaluate programs, and program success. Analysis of the extracted data led to the identification of seven categories of teaching learning content. Delivery methods included films, plays, discussion, and role play. Most authors used an untreated or placebo control group pretest/posttest design for evaluation. According to the child outcome measures chosen, the majority of programs were successful. The review also found school nurses rarely involved in these programs. Although not a traditional aspect of their responsibilities, information from this review can help school nurses implement a school-based CSA prevention program.”

Gagne M-H,
Lachance V,
Thomas F,
Brunson L,
Clement M-E.
Prevention of
maltreatment of
children through
social marketing.
*Canadian Journal
of Community
Mental Health*
2014;33(2):85-107.

“Social marketing (SM) is an important strategy for use in universal prevention efforts. SM has been shown to be effective in reducing the impact of a number of public health problems, including smoking and the consumption of sugary foods, thereby contributing to the prevention of disease. The present article provides an overview of this approach for researchers, policymakers, and practitioners working in the field of child maltreatment prevention, in order to help them develop effective social marketing campaigns in this area. It examines the potential of SM to reduce the incidence of coercive, violent, inconsistent, or negligent parenting behaviours and to enhance the use of positive parenting practices. Components of a SM approach are presented, and their application to the prevention of child maltreatment is discussed. The article identifies SM campaigns that have been evaluated and reviews the evidence of their effectiveness. The article highlights the potential of SM for preventing child abuse, especially when SM campaigns are linked to a community-based approach and to the provision of a range of direct services to parents.”

<p>Kenny MC, Capri V, Thakkar-Kolar RR, Ryan EE, Runyon MK. Child sexual abuse: From prevention to self-protection. <i>Child Abuse Review</i> 2008;17(1):36-54.</p>	<p>“There are a growing number of child abuse prevention and education programmes, including primarily group-based parent and child education, which are taught by teachers within the school system. This article reviews some of the existing sexual abuse education and/or body safety programmes, as well as the research surrounding them. Advantages as well as criticisms of such programmes are reviewed. Issues such as target populations (i.e. children, teachers, parents), programme components and methodological limitations are addressed. Major findings include: children as young as three can be effectively taught self-protection skills, parental and family involvement in training is important, and repeated exposure helps children maintain knowledge gains. The components of successful programmes include teaching children to identify and resist inappropriate touching, reassuring children that it is not their fault and learning the proper names of their genitals. Finally, future directions for programme development, research and policy are explored.”</p>
<p>Lundgren R, Amin A. Addressing intimate partner violence and sexual violence among adolescents: emerging evidence of effectiveness. <i>J Adolesc Health</i> 2015;56(1 Suppl):S42-50.</p>	<p>“Intimate partner violence (IPV) and sexual violence (SV) are widespread among adolescents and place them on a lifelong trajectory of violence, either as victims or perpetrators. The aim of this review was to identify effective approaches to prevent adolescent IPV and SV and to identify critical knowledge gaps. The interventions reviewed in this article reflect the global focus on interventions addressing violence perpetrated by men against women in the context of heterosexual relationships. Interventions for girls and boys (10e19 years) were identified through electronic searches for peerreviewed and gray literature such as reports and research briefs. Studies were excluded if they were published before 1990 or did not disaggregate participants and results by age. Programs were classified as “effective,” “emerging,” “ineffective,” or “unclear” based on the strength of evidence, generalizability of results to developing country settings, and replication beyond the initial pilot. Programs were considered “effective” if they were evaluated with well-designed studies, which controlled for threats to validity through randomization of participants. A review of 142 articles and documents yielded 61 interventions, which aimed to prevent IPV and SV among adolescents. These were categorized as “parenting” (n = 8), “targeted interventions for children and adolescents subjected to maltreatment” (n = 3), “school based” (n = 31; including 10 interventions to prevent sexual assault among university students), “community based” (n = 16), and “economic empowerment” (n = 2). The rigor of the evaluations varies greatly. A good number have relatively weak research designs, short follow-up periods, and low or unreported retention rates. Overall, there is a lack of robust standardized measures for behavioral outcomes. Three promising approaches</p>

emerge. First, school-based dating violence interventions show considerable success. However, they have only been implemented in high-income countries and should be adapted and evaluated in other settings. Second, community-based interventions to form gender equitable attitudes among boys and girls have successfully prevented IPV or SV. Third, evidence suggests that parenting interventions and interventions with children and adolescents subjected to maltreatment hold promise in preventing IPV or SV by addressing child maltreatment, which is a risk factor for later perpetration or experience of IPV or SV. Results suggest that programs with longer term investments and repeated exposure to ideas delivered in different settings over time have better results than single awareness-raising or discussion sessions. However, lack of rigorous evidence limits conclusions regarding the effectiveness of adolescent IPV and SV prevention programs and indicates a need for more robust evaluation.”

MacIntyre D,
Carr A. Prevention of child sexual abuse: Implications of programme evaluation research. *Child Abuse Review* 2000;9(3):183-199.

“Thirty child abuse prevention program evaluation studies were selected according to a set of methodological criteria following an extensive manual and computer literature search. Targets for intervention in 17 studies were children; in 3, parents; in 4, teachers; and in 6 studies multisystemic programs were evaluated where some combination of children, parents, and teachers was targeted for intervention. From a review of the 30 studies, it was concluded that child abuse prevention programs can lead to significant gains in children's, parents', and teachers safety knowledge and skills. Best practice guidelines arising from the review include the use of multisystemic programs; child-focused curricula which cover a wide range of safety skills and concepts; and the use of didactic instruction and discussion, video modeling, and active behavioral skills training techniques in program delivery. The curricula for parents' and teachers' programs should cover child protection issues and local child protection procedures along with an overview of the children's program lesson plans. Longer programs conducted by trained staff are preferable and such staff may include teachers, parents, mental health professionals, and law enforcement officers.”

Petering R,
Wenzel S,
Winetrobe H. Systematic review of current intimate partner violence prevention programs and applicability

“This systematic review explores empirical research published between 2002 and 2012 regarding the effectiveness of prevention programs for intimate partner violence. To assess whether and to what extent programs might be applicable to implementation with a homeless youth population, we categorize studies as being tested with the general youth population or with at-risk youth populations. Quality of the research is assessed by comparing participant selection, study design, assessment instruments, and program outcomes. Applicability to homeless youth is assessed by examining setting,

<p>to homeless youth. Journal of the Society for Social Work and Research 2014;5(1):107-135.</p>	<p>participants, curriculum, duration of intervention, target outcomes, measures and instruments, and results. After retrieving abstracts from various databases using search words that reflected our research questions, we identified 14 studies that met the review inclusion criteria. Of the 14 programs reviewed, 7 were implemented with the general youth population and 7 programs were implemented with "at-risk" youth. Although some programs show sufficient promise to warrant further research (e.g., efficacy and effectiveness trials), whether these programs can be adapted to fit the needs of homeless youth remains unclear. Therefore, preventing intimate partner violence among homeless youth might require efforts to develop a new intervention that not only meets the needs of homeless youth but also meets the needs of those providing services for homeless youth."</p>
<p>Putnam FW. Ten-year research update review: child sexual abuse. J Am Acad Child Adolesc Psychiatry 2003;42(3):269-278.</p>	<p>Objective: To provide clinicians with current information on prevalence, risk factors, outcomes, treatment, and prevention of child sexual abuse (CSA). To examine the best-documented examples of psychopathology attributable to CSA. Method: Computer literature searches of Medline and PSYCInfo for key words. All English-language articles published after 1989 containing empirical data pertaining to CSA were reviewed. Results: CSA constitutes approximately 10% of officially substantiated child maltreatment cases, numbering approximately 88,000 in 2000. Adjusted prevalence rates are 16.8% and 7.9% for adult women and men, respectively. Risk factors include gender, age, disabilities, and parental dysfunction. A range of symptoms and disorders has been associated with CSA, but depression in adults and sexualized behaviors in children are the best-documented outcomes. To date, cognitive-behavioral therapy (CBT) of the child and a nonoffending parent is the most effective treatment. Prevention efforts have focused on child education to increase awareness and home visitation to decrease risk factors. Conclusions: CSA is a significant risk factor for psychopathology, especially depression and substance abuse. Preliminary research indicates that CBT is effective for some symptoms, but longitudinal follow-up and large-scale "effectiveness" studies are needed. Prevention programs have promise, but evaluations to date are limited.</p>
<p>Scholes L, Jones C, Stieler-Hunt C, Rolfe B. Serious games for learning: games-based child sex-</p>	<p>In spite of research demonstrating conceptual weakness in many child sexual abuse (CSA) prevention programmes and outdated modes of delivery, students continue to participate in a diversity of initiatives. Referring to the development of a games-based approach to CSA prevention in Australia, this paper examines empirically based attributes of effective CSA prevention programmes for schools including contemporary pedagogies for learning. The paper draws</p>

<p>ual abuse prevention in schools. International Journal of Inclusive Education 2014;18(9):934-956.</p>	<p>on findings to inform the conceptual development phase of Orbit, an online, free and equal-access, games-based educational approach to CSA prevention for children aged 8-10 years. First, the paper provides a review of CSA prevention in schools and games-based approaches to key learnings in prevention. Second, an overview of Orbit (the Feeling Safe sexual abuse prevention project) is provided. Finally, implications for the development of games-based prevention programmes are offered and an argument is made for the advancement of games-based prevention resources.</p>
<p>Stanley N, Ellis J, Farrelly N, Hollinghurst S, Downe S. Preventing domestic abuse for children and young people: A review of school-based interventions. Child Youth Serv Rev 2015;59:120-131.</p>	<p>Schools provide the setting in which interventions aimed at preventing intimate partner violence and abuse (IPVA) are delivered to young people in the general population and a range of programmes have been designed and evaluated. To date, most rigorous studies have been undertaken in North America and the extent to which programmes are transferable to other settings and cultures is uncertain. This paper reports on a mixed methods review, aimed at informing UK practise and policy, which included a systematic review of the international literature, a review of the UK grey literature and consultation with young people as well as experts to address the question of what works for whom in what circumstances. The context in which an intervention was delivered was found to be crucial. Context included: the wider policy setting; the national or regional level, where the local culture shaped understandings of IPVA, and the readiness of an individual school. The programmes included in the systematic review provided stronger evidence for changing knowledge and attitudes than for behavioural change and those young people who were at higher risk at baseline may have exerted a strong influence on study outcomes. Shifting social norms in the peer group emerged as a key mechanism of change and the young people consulted emphasised the importance of authenticity which could be achieved through the use of drama and which required those delivering programmes to have relevant expertise. While the consultation identified increasing interest in targeting interventions on boys, there was an identified lack of materials designed for minority groups of young people, especially Lesbian, Gay, Bisexual and Transgender young people. Increased responsivity to the local context can be achieved by involving those who will deliver and receive these preventive programmes in their development. Schools need to be better prepared and supported in the task of delivering these interventions and this is particularly relevant for the management of disclosures of IPVA. Outcomes measured by evaluations should include those relevant to education.</p>
<p>Storer HL, Casey</p>	<p>Estimates suggest that between 10% and 25% of adolescents have</p>

<p>E, Herrenkohl T. Efficacy of Bystander Programs to Prevent Dating Abuse Among Youth and Young Adults: A Review of the Literature. <i>Trauma Violence Abuse Rev J</i> 2016;17(3):256-269.</p>	<p>experienced some form of physical violence within a dating relationship, and one in four college-age women experiences attempted or completed sexual violence on campus. Bystander programs focus on equipping young adults with the skills to safely intervene when they witness behaviors that can result in dating abuse. This approach is promoted for its capacity both to transform community norms that contribute to dating abuse and to foster more positive social interactions among youth, however, there has been limited review of the literature on the outcomes of bystander programs. Therefore, this article provides an in-depth systematic literature review, which describes the content and program components of bystander programs and summarizes what is currently known about the impact of bystander interventions on participants' behaviors and attitudes. Results indicate that bystander programs are promising from the standpoint of increasing young adults' willingness to intervene and confidence in their ability to intervene when they witness dating or sexual violence, however, the utilization of actual bystander behaviors was less straightforward. Implications for prevention practice and for future research are presented.</p>
<p>Topping KJ, Barron IG. School-based child sexual abuse prevention programs: A review of effectiveness. <i>Review of Educational Research</i> 2009;79(1):431-463.</p>	<p>In this systematic and critical review of purely school based child sexual abuse prevention program efficacy studies, 22 studies meeting the inclusion criteria differed by target population, program implementation, and evaluation methodology. Measured outcomes for children included knowledge, skills, emotion, risk perception, touch discrimination, reported response to actual threat or abuse, disclosure, maintenance of gains, and negative effects. Many studies had methodological limitations (e.g., sampling problems, lack of adequate control groups, lack of reliable and valid measures). However, most investigators claimed that their results showed significant impact in primary prevention (increasing all children's knowledge or awareness and/ or abuse prevention skills). There was little evidence of change in disclosure. There was limited follow-up evidence of actual use and effectiveness of prevention skills, and the evidence for maintenance of gains was mixed. Several programs reported some negative effects. Very few studies reported implementation fidelity data, and no study reported cost-effectiveness. Implications for future research, policy, and practice are outlined.</p>
<p>Wurtele SK. Behavioral approaches to educating young children and</p>	<p>"Child sexual abuse (CSA) is a widespread social problem that negatively affects victims, families, communities, and society. In response to the urgent call for primary prevention strategies to prevent CSA from ever occurring, educational interventions have targeted children and parents, providing them with knowledge and</p>

<p>their parents about child sexual abuse prevention. The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention 2008;1(1):52-64.</p>	<p>skills to avoid sexual victimization. This article reviews primary prevention efforts directed at children and parents, with a specific goal of determining the potential of behavioral approaches to educating these two groups. Challenges to this approach and suggestions for expansion of these interventions are presented.”</p>
<p>Zeuthen K, Hagelskjaer M. Prevention of child sexual abuse: Analysis and discussion of the field. Journal of Child Sexual Abuse: Research, Treatment, & Program Innovations for Victims, Survivors, & Offenders 2013;22(6):742-760.</p>	<p>“Prevention of child sexual abuse is complicated, challenging, and highly necessary as sexual abuse of children and youth represents an extensive problem across the world. This article reviews the existing preventive interventions targeting children, parents, and professionals. An alternative way of organizing the child sexual abuse prevention research literature is offered and applied with emphasis on three areas: (a) child sexual abuse prevention interventions, (b) meta-analyses of child sexual abuse prevention interventions, and (c) general theoretical models about prevention and the child. Based on an analysis of these areas, it was found that there was a lack of connection between theoretical models and concrete preventive interventions. An overview of current challenges and future possibilities in this area is provided”.</p>

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