National Institute for Health and Care Excellence

Social, emotional and mental wellbeing in primary and secondary education

[I] Evidence reviews for interventions to support children and young people during periods of transition

NICE guideline NG223

Evidence reviews underpinning recommendations 1.5.1 to 1.5.7 and research recommendations in the NICE guideline

July 2022

Disclaimer

The recommendations in this guideline represent the view of NICE, arrived at after careful consideration of the evidence available. When exercising their judgement, professionals are expected to take this guideline fully into account, alongside the individual needs, preferences and values of their patients or service users. The recommendations in this guideline are not mandatory and the guideline does not override the responsibility of healthcare professionals to make decisions appropriate to the circumstances of the individual patient, in consultation with the patient and/or their carer or guardian.

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Contents

1 Effectiveness of transition support interventions

1.1 Review question

What are effective and cost-effective interventions to support the social, emotional and mental wellbeing of children during periods of transition (such as between schools, life stages or due to traumatic events)?

1.1.1 Introduction

Social and emotional skills are key during children and young people's development that may help to achieve positive outcomes in health, wellbeing and future success. Going through a time of transition whether planned e.g. moving from primary to secondary school or unexpected e.g. family break-up can potentially impact negatively on wellbeing. Interventions aimed at providing support at these times of transition may help to reduce poor outcomes.

1.1.2 Summary of the protocol

Table 1: PICO Table

Population	• Children (including those with SEND) in UK key stages 1 and 2 or equivalent in primary education
	• Children and young people (including those with SEND) in UK key stages 3 to 4 or equivalent in secondary education
	• Young people in post-16 education (further education)
	   o up to the age of 18 or 19 for young people without SEND
	   o up to the age of 25 for young people with SEND
	
	who are experiencing a transition which falls into the following categories:
	
	• Educational transition (e.g. primary to secondary school)
	• Life transition (e.g. family break-ups or bereavement)
	• Developmental transition (e.g. puberty)

Intervention	Interventions to support social, emotional and mental wellbeing of children and young people during periods of transition. For example: induction days for primary school children in their secondary school, sessions providing information on puberty etc.
Comparator	Usual practice (can include no intervention or waiting list)
Outcomes	**Social and emotional wellbeing outcomes** Any validated measure of mental, social, emotional or psychological wellbeing categorised as: • Social and emotional skills and attitudes (such as knowledge) • Emotional distress (such as depression, anxiety and stress) • Behavioural outcomes that are observed (such as positive social behaviour, conduct problems) **Academic outcomes** Academic progression and attainment

Other outcomes
- School attendance
- School exclusions
- Unintended consequences (e.g. stigma, reinforcement of negative behaviours)
- Quality of life

1.1.3 Methods and process

This evidence review was developed using the methods and process described in [Developing NICE guidelines: the manual and in the methods chapter](#).. Methods specific to this review question are described in the review protocol in [Appendix A](#) and in the methods document.

Outcome measures

Where social and emotional outcome measures were reported in a study from multiple sources, the data used followed the following hierarchy of preference:

1. Child/ young person reported
2. Teacher reported
3. Parent reported

However, for behavioural outcomes, measures reported by teachers were the preferred option as they are generally outcomes that are observed.

Cluster randomised controlled trials

Where cluster randomised controlled trials have been pooled with individually randomised controlled trials, the number of people included in the analysis from these trials have been adjusted using a reported or imputed intra-class correlation coefficient (ICC) for that outcome.

Declarations of interest were recorded according to [NICE's conflicts of interest policy](#).

1.1.4 Effectiveness evidence

1.1.4.1 Included studies

In total 19,749 references were identified through systematic searches for all 3 review questions in this review.. Of these, 349 references were considered relevant, based on title and abstract, to the protocols for transition support in schools and were ordered. A total of 25 studies from 28 references were included across the three review questions and 319 references were excluded. There were 2 studies where the full text was unavailable. Additionally, 5 studies on Managed Moves were added after the search was completed.

A total of 18 studies from 21 publications were included for this review question on the effectiveness of transition support interventions. Of these studies, 3 were individual randomised controlled trials, 8 were cluster randomised controlled trials and 7 were non-randomised controlled trials.

Of the studies identified, 13 focused on school transitions, 2 focused on family break-up and 3 focused on children and young people from immigrant and refugee families.

See [Appendix D](#) for full evidence tables.

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1.1.4.2 Excluded studies

See Appendix J for a list of excluded studies.

1.1.5 Summary of studies included in the effectiveness evidence

Table 2: Summary of studies identified for school transitions

Study [Country]	Study design	Setting	Equivalent UK Key stage	Population (N)	Intervention	Comparator	Outcome(s)
Bagnall 2021 [UK]	NRCT	Primary schools	KS2	Children in Year 6 transitioning to secondary school (aged 10-11 years) (N= 309)	Talking about School Transition (TaST)	Control (not described)	**Emotional distress** • Emotional symptoms
Brouzos 2020 [Greece]	NCRT	Elementary schools	KS2	Children in Year 6 transitioning to secondary school (age not reported) (N=82)	Coping-oriented group program	No intervention	**Social and emotional skills** • Social skills **Emotional distress** • Anxiety
Coehlo 2017 [Portugal]	cRCT	Middle schools	KS2	Pupils transitioning to middle school (approx. age 9) (N= 1148)	Positive transitions program	Control (not described)	**Social and emotional skills** • Self-esteem
Corsello 2015a; 2015b [USA]	RCT	High schools	KS4	Pupils in 9th grade (first year of high school, usually aged 14-15 years) (N= 521)	Building Assets Reducing Risks (BARR)	Usual support	**Academic attainment and progression** • Maths • Reading
Cross 2018 [Australia]	cRCT	Secondary school	KS3	Pupils who have recently transitioned to secondary school (mean age 13 years) (N= 2966)	The Friendly Schools Project	Usual support	**Emotional distress** • Depression • Anxiety • Stress
Dawes 2019 [USA]	cRCT	Middle schools	KS3	Pupils in their first year of middle school (6th grade, usually aged 11-12 years) (N= 2486)	BASE program	Control (not described)	**Emotional distress** • Social anxiety • Emotional symptoms
Johnson 2008 [USA]	NRCT	High school	KS3	Pupils transitioning from middle school to high school (mean age 14 years) (N= 157)	• Universal Peer Group Connection	No intervention	**Behavioural outcomes**

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Study [Country]	Study design	Setting	Equivalent UK Key stage	Population (N)	Intervention	Comparator	Outcome(s)
					• Selective Adult mentoring Program		• School-related misconduct
Makover 2019 [USA]	RCT	Middle school	KS3	Pupils with elevated depression scores transitioning from middle school to high school (usually age 14) (N= 480)	The High School Transition Program	Usual support	**Emotional distress** • Above the clinical cut-off for depression
Mandy 2016 [UK]	NRCT	Secondary school	KS3	Pupils with ASD transitioning from mainstream primary school to mainstream secondary school (mean age 11.5 years) (N= 37)	STEP-ASD	Usual support	**Behavioural outcomes** • SDQ (total difficulties) • SDQ (prosocial behaviour)
Qualter 2007 [UK]	NRCT	Secondary school	KS3	Pupils in year 7 who have transitioned to secondary school (age range 11-12 years) (N= 82)	Emotional Literacy intervention	Usual support	**Social and emotional skills** • Emotional intelligence **School attendance** • Unauthorised absence
Rutt 2015 [UK]	RCT	Secondary schools	KS2	Pupils with predicted KS2 reading levels below level 4b about to transition to secondary school (usually aged 10-11 years) (N= 557)	Catch Up Literacy	Usual support	**Social and emotional skills** • Self-esteem **Academic attainment and progression** • Literacy
Vassilopoulos 2018a [Greece]	NRCT	Elementary schools	KS1	Pupils in first grade (mean age 6 years) (N= 114)	Social and emotional learning	Usual support	**Social and emotional skills** • Social skills

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Study [Country]	Study design	Setting	Equivalent UK Key stage	Population (N)	Intervention	Comparator	Outcome(s)
							Behavioural outcomes • Prosocial behaviour • Aggressive and disruptive behaviour
Vassilopoulos 2018b [Greece]	cRCT	Primary schools	KS2	Pupils in year 6 transitioning to secondary school (usually age 11-12 years) (N= 54)	Problem-orientated transition group	No intervention	**Emotional distress** • Loneliness and dissatisfaction

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Table 3: Summary of interventions for school transitions

Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
BARR	Corsello 2015a; 2015b	BARR is built on three developmental theories: • developmental assets • risk and protective factors • the attribution theory of student motivation	Not reported	The BARR model consists of eight strategies that are interconnected and function as a whole	Cohort teacher teams	Group	One year	Reported graphically
BASE Program	Dawes 2019	Not reported	• additional training content • activities • support	BASE consists of three complementary components: • Academic Engagement Enhancement, • Competence Enhancement Behaviour Management, • Social Dynamics Management	Teachers	Group	School year	Not reported
Catch up literacy	Rutt 2015	A structured one-to-one literacy intervention for learners aged 6 to 14 who are struggling to learn to read	Online list of more than 8,000 books that have been categorised into 12 gradually	The intervention is made up of 4 mains stages • Stage 1 Assessments for learning • Stage 2 Selecting an	Teaching assistants	Individual	2 x 15 minute sessions per week for 30 weeks	Mid-point: 15 of the 22 (68%) Tas were delivering two sessions per week

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
			increasing levels of difficulty.	appropriate book • Stage 3 Individual 15 min sessions • Stage 4 Ongoing monitoring				End-point: 24 of the 27 (89%) Tas were delivering two sessions per week
Coping-oriented group program	Brouzos 2020	To develop an understanding of the impending academic transition and coping skills.	Not reported	Overview of sessions: • Let's make our group • Getting ready for secondary school • Making new friends and keeping old ones • Solving problems at school • The progress of our group.	• Students attending a master's degree program in School Counselling	Groups	1 x 45 min session per week for 5 consecutive weeks	Not reported
Emotional Literacy intervention	Qualter 2007	Not reported	• Book for each pupil • Cards for peer mentors • Support packs for teachers	• Peer mentors play the 'Cool card' games with their mentees • Tutors also support the programme through work in tutorials	• Peer mentors (year 10 pupils) • Tutors	Groups	Not reported	Not reported

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
High School Transitions Program	Makover 2019	Aims to reduce depression, anxiety, and school problems in at-risk youth coping with the transition to high school. It combines components of programmes proven effective in reducing depression and anxiety	Not reported	• In Grade 8 group-based sessions were delivered • In Grade 9, 1:1 booster sessions were given • Individual parent sessions were held at home in both Grade 8 and Grade 9	Master's level counsellors in mental health	Group and individual	12 x 1 hour group sessions 4 one to one sessions 2 home visits	Not reported
Positive Transitions program	Coehlo 2017	To promote school adjustment in the transition to middle school	Not reported	4th grade • Classroom sessions • A visit to middle school 5th grade Classroom sessions	Educational psychologist	Group	20 x 50 min sessions (15 in 4th grade and 5 in 5th grade)	Not reported
Problem-orientated transition group	Vassilopoulos 2018b	Capitalised on the recent experimental evidence suggesting that altering negative cognitions can increase positive thinking and decrease worries and fears about an impending secondary school transition	Not reported	• Brief introduction • Group exercises • Discussion	Graduate student	Group	1 x 90 min session per week for 5 weeks	Not reported

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
Selective Adult mentoring Program	Johnson 2008	• Behavioral change theory • Social learning theory	Not reported	• Mentors speak with student's teachers • Meet with the student during the school day to discuss assignments, achievements, discipline etc	Teachers/Staff	individual	25-30 mins per week for 8 weeks	Not reported
Social and emotional learning	Vassilopoulos 2018a	Universal social and emotional (SEL) group program designed to facilitate first-grade students' school adjustment	• Group/individual activities such as verbal and nonverbal communication games, painting, music	• Brief introduction and recap of previous session • Learning and practicing skills • Whole group discussions • Conclusions	Graduate students	Group	7 x 45 min sessions over 7 consecutive weeks	Not reported
STEP-ASD	Mandy 2016	• The intervention works by helping parents and teachers develop their shared understanding of the child's needs and abilities and then promoting individualised modifications at secondary school.	• STEP-ASD manual ("Transitions pack")	• Bridge meeting held in summer term prior to transition • Development of an individualised plan • Plan and profile shared with	School staff (teachers, SENCOs)	Individual	Not reported	80% of schools reported that the transition management plan had been implemented

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
		• seeks to modify and improve existing practices in schools, rather than impose extensive additional tasks on school staff		secondary school • Implementation • Monitoring				
Talking about School Transition (TaST)	Bagnall 2021	• Theoretically underpinned by Resilience Theory	• Lesson plan script • PowerPoint presentation slides • Transition workbook	• Helping children to position the transition as a progression as opposed to a loss. • Building children's coping skills and looking forward to secondary school. • Emphasising the importance of social support, how this may change at secondary school, and how to cope with this to continue accessing social support.	Year 6 teachers	Individual, group and class-based activities	1 x 1 hour session per week for a duration of 5 weeks	Year 6 teachers delivering TaST were asked to complete a process evaluation feedback form.

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
The Friendly Schools Project	Cross 2018	Socio-ecological approach that considered the factors that influence students' bullying experiences at multiple levels.	Student component: • Curriculum • Educational magazine Parent component: • Booklets • Newsletters	• Pre-transition: booklets for parents and students; capacity-building engagement with primary and secondary school staff • Transition: Training and resources to support whole-school and staff; classroom resources • Post-transition: Maintenance and resources for school staff	Researchers and teachers	Group; whole school	• 2 years duration • year 8 (8 hrs of classroom activities) • year 9 (3.5hrs of curriculum activities)	Not reported
Universal Peer Group Connection	Johnson 2008	• Behavioral change theory • Social learning theory	Manualised universal program	• enhance a sense of school attachment, • create a kinship to other prosocial peers, • provide skills necessary to make informed decisions	Peers	Group	1 x weekly sessions (1 class period) over the school year	Observers rated the overall effectiveness of the peer leaders group sessions and found 82% as being satisfactory or higher

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
				• resist negative influences • set realistic goals • manage anger and stress, and • develop a belief system consistent with an achievement orientation				

Table 4: Summary of studies identified for transition support during family break-up

Study [Country]	Study design	Setting	Equivalent UK Key stage	Population	Intervention	Comparator	Outcome(s)
Pedro-Carroll 1999 [USA]	NRCT	Kindergarten and first grade (elementary school)	KS2	Children in kindergarten and first grade (aged 5-7 years) who have experienced parental separation or divorce (N= 49)	Children of divorce intervention program (CODIP)	Control (not described)	**Social and emotional skills** • Competencies **Behavioural outcomes** • Behavioural problems
Pelleboer-Gunnink 2015 [The Netherlands]	cRCT	Primary school	KS2	Children in primary schools who have experience parental divorce (mean age 10.1 years) (N= 156)	Kids in Divorce Situations (KIDS)	Control (not described)	**Emotional distress** • Emotional symptoms

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Table 5: Summary of interventions for transition support during family break-up

Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
CODIP	Pedro-Carroll 1999	To create a supportive group environment to help children cope with change as a result of their parents divorce.	• Puppets • Doll families • Books • Games • An 'All about me book'	• Children's groups - The programme followed a structured, sequential curriculum • Parental involvement - Group leaders provided information and support to parents through individual contact and newsletters. •	• school psychologists • social workers • school principal • psychiatric nurse, • advanced clinical psychology graduate students, • trained para-professionals.	Group	12 x 45 minutes sessions	Not reported
KIDS	Pelleboer-Gunnink 2015	• Deals with children's misconceptions about divorce and acquiring coping skills such as problem-solving skills, and seeking social support	• Letter and factsheet for parents Brochures	• Problem-solving skills • Role-playing Discussions	KIDS coaches (mental health professional)	Groups	8 x 1 hour meetings 2 meetings for parents	Not reported

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Table 6: Summary of studies identified for transition support for children and young people from immigrant or refugee families

Study [Country]	Study design	Setting	Equivalent UK Key stage	Population	Intervention	Comparator	Outcome(s)
Ooi 2016 (Australia)	cRCT	Primary and secondary schools	KS2-Post 16	Children and young people exposed to war violence now living in Australia (age range 10-17years) (N= 82)	Teaching Recovery Techniques (TRT)	Waiting list	**Emotional distress** • Depression **Behavioural outcomes** • SDQ total difficulties • SDQ prosocial subscale
Rousseau 2007 (Canada)	cRCT	Secondary school	KS3-Post 16	Newly arrived refugee and immigrant youth (mean age 14 years) (N= 123)	Drama therapy	Control (not described)	**Social and emotional skills** • Self-esteem **Behavioural outcomes** • SDQ
Rousseau 2014 (Canada)	cRCT	Secondary school	KS3	Refugee and immigrant youth assigned to special classes, because of learning or behavioural problems (mean age 14 years) (N= 477)	Theatre expression workshops Group tutoring program	Usual support	**Behavioural outcomes** • SDQ impact

Table 7: Summary of interventions for transition support for children and young people from immigrant or refugee families

Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
Drama therapy	Rousseau 2007	To give young immigrants and refugees a chance to re-appropriate and share group stories	Not reported	During each session, a topic is introduced by (e.g. migration, families, belonging) and students are	Pluriel team (6 people from a variety of cultural backgrounds with training	Group	9 x 90 minute session (one per week)	Not reported

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Brief name	Studies	Rationale, theory or goal	Materials used	Procedures used	Provider	Delivery method	Duration/intensity	Treatment fidelity
				invited to express their experiences of the topic using drama and other playback techniques.	in psychology and/or creative arts therapies)			
Group tutoring program	Rousseau 2014	Focused on differentiated academic instruction and aimed to improve overall academic adjustment	Curricula based on the Quebec Education Program in reading, maths, social studies and science	Individualised student objectives for reading fluency and maths were implemented	Core teacher	Group	12 x 90 minute sessions (one per week)	Not reported
Theatre expression workshops	Rousseau 2014	To help immigrant children and adolescents to bridge the gap between home and school; past and present; and to work through their experiences of loss and trauma	Manualised	• Warm-up exercises • Improvisation	Two members of the intervention team	Group	12 x 90 minute workshops (one per week)	Not reported
TRT	Ooi 2016	Designed to educate children who are survivors of war conflict about their symptoms and teach them adaptive coping strategies	Not reported	Sessions were designed to address the three elements of PTSD	Primary author and graduate psychology students	Group	8 x 60 minute sessions	Mean content coverage was 92.76%

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1.1.6 Summary of the effectiveness evidence

School transitions: Intervention compared to control for social, emotional and mental wellbeing

Patient or population: Children and young people transitioning schools
Intervention: School transitions: Intervention
Comparison: Control

Outcomes	Illustrative comparative risks* (95% CI)		Relative effect (95% CI)	No of Participants (studies)	Quality of the evidence (GRADE)	Comments
	Assumed risk	Corresponding risk				
	Control	School transitions: Intervention				
Social and emotional skills – NRCTs (Brouzos 2020, Qualter 2007, Vassilopoulos 2018a)		The mean social and emotional skills - nrcts in the intervention groups was **1.06 higher** (0.02 to 2.11 higher)		535 (3 studies)	⊕⊕⊕⊖ moderate[1]	MD 1.06 (0.02 to 2.11)
Social and emotional skills – Self-esteem (Coehlo 2017)		The mean social and emotional skills – self-esteem in the intervention group was **1.36 higher** (0.71 to 2.01 higher)		1148 (1 study)	⊕⊕⊖⊖ low[5,2]	MD 1.36 (0.71 to 2.01)
Emotional distress – Depression (Cross 2018, Dawes 2019, Vassilopoulos 2018b)		The mean emotional distress - depression in the intervention groups was **0.04 lower** (0.13 lower to 0.06 higher)		5506 (3 studies)	⊕⊖⊖⊖ very low[2,3]	MD -0.04 (-0.13 to 0.06)
Emotional distress – Depression (number scoring above clinical cut-off) (Makover 2019)	381 per 1000	316 per 1000 (247 to 407)	RR 0.83 (0.65 to 1.07)	480 (1 study)	⊕⊕⊖⊖ low[5,6]	
Emotional distress – Anxiety (Cross 2018, Dawes 2019)		The mean emotional distress - anxiety in the intervention groups was **0.02 lower** (0.04 lower to 0 higher)		5452 (2 studies)	⊕⊕⊕⊖ moderate[1]	MD -0.02 (-0.04 to 0)
Emotional distress – Stress (Cross 2018)		The mean emotional distress - stress in the intervention groups was **0.01 lower** (0.03 lower to 0.01 higher)		2966 (1 study)	⊕⊕⊖⊖ low[1,2]	MD -0.01 (0.03 to 0.01)
Emotional distress - Emotional symptoms (NRCTs) (Bagnall 2021)		The mean emotional distress - emotional symptoms (nrcts) in the intervention groups was **0.12 higher** (0.01 lower to 0.25 higher)		133 (1 study)	⊕⊕⊖⊖ low[1,2]	MD 0.12 (0.01 to 0.25)

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Emotional distress – Emotional symptoms (Dawes 2019)		The mean emotional distress – emotional symptoms in the intervention group was **0.02 lower** (0.06 lower to 0.02 higher)	2486 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD -0.02 (-0.06 to 0.02)
Emotional distress – Social anxiety (Dawes 2019)		The mean emotional distress – social anxiety in the intervention group was **0.03 lower** (0.07 lower to 0.01 higher)	2486 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD -0.03 (-0.07 to 0.01)
Emotional distress - Anxiety (NRCTs) (Brouzos 2020)		The mean emotional distress - anxiety (nrcts) in the intervention groups was **5.04 lower** (7.83 to 2.25 lower)	82 (1 study)	⊕⊕⊕⊖ **moderate**[1]	MD -5.04 (-7.83 to -2.25)
Emotional distress – Loneliness and social dissatisfaction (Vassilopoulos 2018b)		The mean emotional distress – loneliness and social dissatisfaction in the intervention group was **2.36 lower** (3.4 to 1.32 lower)	54 (1 study)	⊕⊕⊕⊖ **moderate**[5]	MD -2.36 (-3.40 to -1.32)
School Attendance (Qualter 2007)		The mean school attendance in the intervention groups was **0.18 lower** (0.46 lower to 0.1 higher)	339 (1 study)	⊕⊕⊖⊖ **low**[2,4]	MD -0.18 (-0.46 to 0.1)
Behavioural outcomes – SDQ difficulties (Mandy 2016)		The mean behavioural outcomes – SDQ difficulties in the intervention group was **5.2 lower** (9.21 to 1.19 lower)	37 (1 study)	⊕⊕⊖⊖ **low**[5,7]	MD -5.2 (-9.21 to -1.19)
Behavioural outcomes – SDQ prosocial (Mandy 2016)		The mean behavioural outcomes – SDQ prosocial in the intervention group was **0.85 higher** (0.74 lower to 2.44 higher)	37 (1 study)	⊕⊖⊖⊖ **very low**[5,8]	MD 0.85 (-0.74 to 2.44)
Behavioural outcomes – aggressive and disruptive behaviour (Vassilopoulos 2018a)		The mean behavioural outcomes – aggressive and disruptive behaviour in the intervention group was **0.3 lower** (0.57 to 0.03 lower)	114 (1 study)	⊕⊕⊖⊖ **low**[5,7]	MD -0.3 (-0.57 to -0.03)
Behavioural outcomes – prosocial behaviour (Vassilopoulos 2018a)		The mean behavioural outcomes – prosocial behaviour in the intervention group was **0.77 higher** (0.48 to 1.06 higher)	114 (1 study)	⊕⊕⊖⊖ **low**[5,7]	MD 0.77 (0.48 to 1.06)

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Outcomes	Illustrative comparative risks* (95% CI)		Relative effect (95% CI)	No of Participants (studies)	Quality of the evidence (GRADE)	Comments
	Assumed risk	Corresponding risk				
Behavioural outcomes – bullying victimisation (Cross 2018)		The mean behavioural outcomes – bullying victimisation in the intervention group was **0.00 higher** (0.03 lower to 0.03 higher)		2739 (1 study)	⊕⊕⊖⊖ **low**[5,2]	MD 0.00 (-0.03 t0 0.03)
Behavioural outcomes – bullying perpetration (Cross 2018)		The mean behavioural outcomes – bullying perpetration in the intervention group was **0.01 higher** (0.01 lower to 0.03 higher)		2739 (1 study)	⊕⊕⊖⊖ **low**[5,2]	MD 0.01 (-0.01 to 0.03)
Behavioural outcomes - Zero bullying victimisation (Cross 2018)	**299 per 1000**	**305 per 1000** (272 to 338)	**RR 1.02** (0.91 to 1.13)	2966 (1 study)	⊕⊕⊖⊖ **low**[1,2]	
Behavioural outcomes - Zero bullying perpetration (Cross 2018)	**499 per 1000**	**499 per 1000** (464 to 539)	**RR 1** (0.93 to 1.08)	2966 (1 study)	⊕⊕⊖⊖ **low**[1,2]	

*The basis for the **assumed risk** (e.g. the median control group risk across studies) is provided in footnotes. The **corresponding risk** (and its 95% confidence interval) is based on the assumed risk in the comparison group and the **relative effect** of the intervention (and its 95% CI).

CI: Confidence interval; **RR:** Risk ratio;

GRADE Working Group grades of evidence
High quality: Further research is very unlikely to change our confidence in the estimate of effect.
Moderate quality: Further research is likely to have an important impact on our confidence in the estimate of effect and may change the estimate.
Low quality: Further research is very likely to have an important impact on our confidence in the estimate of effect and is likely to change the estimate.
Very low quality: We are very uncertain about the estimate.

[1] Unclear if participants were aware of intervention allocation. May bias subjective outcome reporting.
[2] 95% CI crosses the line of no effect
[3] I2 > 50%
[4] Did not use concurrent control group
[5] Moderate risk of bias
[6] Downgraded once as 95%CI crosses line of no effect and 1 MID
[7] Downgraded once as 95%CI crosses 1 MID
[8] Downgraded twice as 95%CI crosses line of no effect and 2 MIDs

Divorce: Intervention compared to control for social, emotional and mental wellbeing

Patient or population: Children and young people whose parents are going through a divorce
Intervention: Divorce: Intervention
Comparison: Control

Outcomes	Illustrative comparative risks* (95% CI)	Relative effect (95% CI)	No of Participants (studies)	Quality of the evidence (GRADE)	Comments
	Assumed risk Corresponding risk				

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	Control	Divorce: Intervention				
Emotional distress (Pelleboer-Gunnink 2015)		The mean emotional distress in the intervention groups was **0.08 higher** (0.61 lower to 0.77 higher)		156 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD 0.08 (-0.61 to 0.77)
Social and emotional skills (Pedro-Carroll 1999)		The mean social and emotional skills in the intervention groups was **9.81 higher** (1.59 lower to 21.21 higher)		49 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD 9.81 (-1.59 to 21.21)
Behavioural problems (Pedro-Carroll 1999)		The mean behavioural outcomes in the intervention group was **45.3 lower** (53.62 to 36.98 lower)		49 (1 study)	⊕⊕⊕⊖ **moderate**[1]	MD -45.3 (-53.62 to 36.98)

*The basis for the **assumed risk** (e.g. the median control group risk across studies) is provided in footnotes. The **corresponding risk** (and its 95% confidence interval) is based on the assumed risk in the comparison group and the **relative effect** of the intervention (and its 95% CI).

CI: Confidence interval;

GRADE Working Group grades of evidence
High quality: Further research is very unlikely to change our confidence in the estimate of effect.
Moderate quality: Further research is likely to have an important impact on our confidence in the estimate of effect and may change the estimate.
Low quality: Further research is very likely to have an important impact on our confidence in the estimate of effect and is likely to change the estimate.
Very low quality: We are very uncertain about the estimate.

[1] Unclear if participants were aware of intervention allocation. May bias subjective outcome reporting.
[2] 95% CI crosses line of no effect

Support for immigrants and refugees: Theatre expression intervention compared to control for social, emotional and mental wellbeing

Patient or population: Children and young people from immigrant or refugee families
Intervention: Theatre expression intervention
Comparison: Control

Outcomes	Illustrative comparative risks* (95% CI)		Relative effect (95% CI)	No of Participants (studies)	Quality of the evidence (GRADE)	Comments
	Assumed risk	Corresponding risk				

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	Control	Intervention: Theatre expression			
Behavioural outcomes – SDQ impact (Rousseau 2014)		The mean behavioural outcomes – SDQ impact in the intervention group was **0.08 lower** (0.33 lower to 0.17 higher)	320 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD -0.08 (-0.33 to 0.17)

*The basis for the **assumed risk** (e.g. the median control group risk across studies) is provided in footnotes. The **corresponding risk** (and its 95% confidence interval) is based on the assumed risk in the comparison group and the **relative effect** of the intervention (and its 95% CI).

CI: Confidence interval;

GRADE Working Group grades of evidence
High quality: Further research is very unlikely to change our confidence in the estimate of effect.
Moderate quality: Further research is likely to have an important impact on our confidence in the estimate of effect and may change the estimate.
Low quality: Further research is very likely to have an important impact on our confidence in the estimate of effect and is likely to change the estimate.
Very low quality: We are very uncertain about the estimate.

[1] Moderate risk of bias
[2] Downgraded once as 95% CI crosses line of no effect

Support for immigrants and refugees: Group tutoring intervention compared to control for social, emotional and mental wellbeing

Patient or population: Children and young people from immigrant or refugee families
Intervention: Group tutoring intervention
Comparison: Control

Outcomes	Illustrative comparative risks* (95% CI)		Relative effect (95% CI)	No of Participants (studies)	Quality of the evidence (GRADE)	Comments
	Assumed risk **Control**	Corresponding risk **Intervention: Group tutoring**				
Behavioural outcomes – SDQ impact (Rousseau 2014)		The mean behavioural outcomes – SDQ impact in the intervention group was **0.05 higher** (0.23 lower to 0.33 higher)		297 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD 0.05 (-0.23 to 0.33)

*The basis for the **assumed risk** (e.g. the median control group risk across studies) is provided in footnotes. The **corresponding risk** (and its 95% confidence interval) is based on the assumed risk in the comparison group and the **relative effect** of the intervention (and its 95% CI).

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CI: Confidence interval;

GRADE Working Group grades of evidence
High quality: Further research is very unlikely to change our confidence in the estimate of effect.
Moderate quality: Further research is likely to have an important impact on our confidence in the estimate of effect and may change the estimate.
Low quality: Further research is very likely to have an important impact on our confidence in the estimate of effect and is likely to change the estimate.
Very low quality: We are very uncertain about the estimate.

[1] Moderate risk of bias
[2] Downgraded once as 95% CI crosses line of no effect

Support for immigrants and refugees: Recovery techniques program compared to control for social, emotional and mental wellbeing

Patient or population: Children and young people from immigrant or refugee families
Intervention: Recovery techniques program
Comparison: Control

Outcomes	Illustrative comparative risks* (95% CI)		Relative effect (95% CI)	No of Participants (studies)	Quality of the evidence (GRADE)	Comments
	Assumed risk **Control**	Corresponding risk **Intervention: recovery techniques program**				
Behavioural outcomes – SDQ difficulties (Ooi 2016)		The mean behavioural outcomes – SDQ difficulties in the intervention group was **0.49 higher** (1.54 lower to 2.52 higher)		82 (1 study)	⊕⊕⊖⊖ **low**[1,2]	MD 0.49 (-1.54 to 2.52)
Behavioural outcomes – SDQ prosocial (Ooi 2016)		The mean behavioural outcomes – SDQ prosocial in the intervention group was **0.16 higher** (0.59 lower to 0.91 higher)		82 (1 study)	⊕⊕⊖⊖ **low**[1,3]	MD 0.16 (-0.59 to 0.91)

*The basis for the **assumed risk** (e.g. the median control group risk across studies) is provided in footnotes. The **corresponding risk** (and its 95% confidence interval) is based on the assumed risk in the comparison group and the **relative effect** of the intervention (and its 95% CI).

CI: Confidence interval;

GRADE Working Group grades of evidence
High quality: Further research is very unlikely to change our confidence in the estimate of effect.

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Moderate quality: Further research is likely to have an important impact on our confidence in the estimate of effect and may change the estimate.
Low quality: Further research is very likely to have an important impact on our confidence in the estimate of effect and is likely to change the estimate.
Very low quality: We are very uncertain about the estimate.

[1] Moderate concerns of bias
[2] Downgraded once as 95%CI crosses line of no effect and 1 MID
[3] Downgraded once as 95%CI crosses 1 MID

See [Appendix F](#) for full GRADE tables

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1.1.7 Economic evidence

A guideline wide search of published cost-effectiveness evidence was carried out for review questions 1.1, 3.1, 4.1, 5.1 and 6.1.

3504 records were assessed against eligibility criteria.

3433 records were excluded based on information in the title and abstract. Two reviewers assessed all the records. The level of agreement between the two reviewers was 100%.

The full-text papers of 71 documents were retrieved and assessed. 15 papers were assessed as meeting the eligibility criteria. However, this accounted for 13 distinct studies since some papers used the same underlying data.

Two reviewers assessed all full-text papers. The level of agreement between the two reviewers was 100%. There were no eligible studies for RQ 6.1 on Transitions.

The study selection process can be found in Appendix G.

The documents and reasons for their exclusion are listed in Appendix J – Excluded studies.

1.1.8 Economic model

A bespoke model was developed to capture the costs and consequences of an intervention, or combination of interventions, that promote social, emotional and mental wellbeing in children and young people in primary and secondary education. It covers more than 1 evidence review in the guideline so the full write up is contained in a separate document rather than in appendix I (see Evidence review J).

Study

| | Limitations | Applicability | Other comments | Incremental | | | Uncertainty |
				Costs	Effects	Cost-effectiveness	
Coote [a] **(2021)** A cost-consequence and cost-benefit analysis of interventions to improve social, emotional and mental wellbeing in schools	Potentially serious limitations [b]	Directly applicable	A bespoke model was developed to capture the costs and consequences of an intervention, or combination of interventions, that promote social, emotional and mental wellbeing in children and young people in primary and secondary education. It is recommended that the model is used as a guide to explore the	**Costs of the intervention per person; £:** 17.71 **Total intervention cost; £** 3,542	**Relative Risk bullying perpetration** 0.98 (Assumes the intervention reduces bullying by 2%, 4 out of 200 individuals undergoing the intervention)	**Net benefit; £:** 1,258	Sensitivity analyses showed that: • an increase in the intervention cost resulted in a reduction of net benefit • an increase in the number of students undergoing the intervention

	Limitations	Applicability	Other comments	Incremental			Uncertainty
				Costs	Effects	Cost-effectiveness	
			potential economic and wellbeing implications of interventions. The model was pre-populated with evidence from the NICE guideline reviews but it also allows users to adapt the perspective and input values and generate results, specific to the educational environment of interest. A worked example was provided that considered an intervention for transition between schools and its impact on bullying perpetration. The example used a hypothetical cohort of 200 pupils, a 1-year time horizon and took a societal perspective.		**Utility value assigned to bullying** 0.06 **Length of utility benefit** 1 year **QALYs;** 4 x 0.06 = 0.24 **Monetary QALY; £:** 4,800 (using monetary equivalent per QALY of £20,000)		increased the net benefit • a reduction in the change in utility per student attributed to bullying below 0.044 would result in a negative net benefit

Abbreviations: ICER: incremental cost-effectiveness ratio; NHS: National Health Service; PSS: Personal Social Service; QALY: quality-adjusted life-year

a. This economic model was developed for the current guideline update. Full details can be found in the separate economic modelling report.
b. Due to substantial variability in the interventions available and heterogeneity across schools it is neither possible, nor judicious, for this model to provide 'generalised' results.

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	Limitations	Applicability	Other comments	Incremental		Cost-effectiveness	Uncertainty
				Costs	Effects		
Coote [a] (2021) A cost-consequence and cost-benefit analysis of interventions to improve social, emotional and mental wellbeing in schools	Potentially serious limitations [b]	Directly applicable	A bespoke model was developed to capture the costs and consequences of an intervention, or combination of interventions, that promote social, emotional and mental wellbeing in children and young people in primary and secondary education. It is recommended that the model is used as a guide to explore the potential economic and wellbeing implications of interventions. The model was pre-populated with evidence from the NICE guideline reviews but it also allows users to adapt the perspective and input values and generate results, specific to the educational environment of interest. A worked example was provided that considered an intervention for transition between schools and its impact on bullying perpetration.	**Costs of the intervention per person; £:** 17.71 **Total intervention cost; £** 3,542	**Relative Risk bullying perpetration** 0.98 (Assumes the intervention reduces bullying by 2%, 4 out of 200 individuals undergoing the intervention) **Utility value assigned to bullying** 0.06 **Length of utility benefit** 1 year **QALYs;** 4 x 0.06 = 0.24 **Monetary QALY; £:** 4,800 (using monetary equivalent per QALY of £20,000)	**Net benefit; £:** 1,258	Sensitivity analyses showed that: • an increase in the intervention cost resulted in a reduction of net benefit • an increase in the number of students undergoing the intervention increased the net benefit • a reduction in the change in utility per student attributed to bullying below 0.044 would result in a negative net benefit

	Limitations	Applicability	Other comments	Incremental			Uncertainty
				Costs	Effects	Cost-effectiveness	
			The example used a hypothetical cohort of 200 pupils, a 1-year time horizon and took a societal perspective.				

Abbreviations: ICER: incremental cost-effectiveness ratio; NHS: National Health Service; PSS: Personal Social Service; QALY: quality-adjusted life-year

    c.   This economic model was developed for the current guideline update. Full details can be found in the separate economic modelling report.

    d.   Due to substantial variability in the interventions available and heterogeneity across schools it is neither possible, nor judicious, for this model to provide 'generalised' results.

1.1.9 Evidence statements

Sufficient data were not extractable for the following studies and has therefore been reported as evidence statements.

School transitions

Social and emotional skills

Evidence from 1 RCT (Rutt 2015 [N= 557]) showed no difference in confidence and self-esteem for children receiving a targeted literacy programme compared to usual support as they transitioned from primary to secondary school (effect size = 0.14, 95%CI -0.03 to 0.32, p = 0.10). The risk of bias for this evidence was rated as some concerns.

Behavioural outcomes

Evidence from 1 NRCT (Johnson 2008 [N= 157]) reported a mean change in school related misconduct for both low-risk and high-risk pupils receiving an integrated universal and selected intervention compared to control (mean change high-risk 0.80 vs 2.55) (mean change low-risk -0.08 vs 0.41). The significance of the results were not reported. The risk of bias of this evidence was moderate.

Academic attainment and progression

Moderate quality evidence from 1 RCT (Rutt 2015 [N= 557]) showed no difference in reading scores for children receiving a targeted literacy programme compared to usual support as they transitioned from primary to secondary school. (Effect size 0.12 95% CI -0.02 to 0.25). The risk of bias for this evidence was rated as some concerns.

Evidence from 1 RCT (Corsello 2015 [N= 521]) reported a significant difference for reading and maths scores for young people receiving a universal programme as they transitioned from middle to high school. (MD and 95% CI not reported). The risk of bias for this evidence was rated as some concerns.

Support for immigrants and refugees

Social and emotional skills

Evidence from 1 cRCT (Rousseau 2007 [N= 123]) showed no difference for self-esteem in children from immigrant or refugee families participating in drama therapy compared to a control group. (MD and 95% CI not reported). The risk of bias for this evidence was rated as some concerns.

Behavioural outcomes

Evidence from 1 cRCT (Rousseau 2007 [N= 123]) showed no difference for behavioural problems in children from immigrant or refugee families participating in drama therapy compared to a control group. (MD and 95% CI not reported). The risk of bias for this evidence was rated as some concerns.

Economic evidence statements

There were no eligible published studies for this review on transitions.

Coote (2021) aimed to quantify the costs and effectiveness, and hence the impact, of introducing a range of mental health and wellbeing interventions. The large range of interventions on offer and the circumstances in which the interventions are implemented made it difficult to draw robust conclusions regarding the effectiveness of interventions and associated economic impact.

2 Acceptability of transition support interventions

2.1 Review question

Are interventions to support the social, emotional and mental wellbeing of children and young people during periods of transition (such as between schools, life stages or due to traumatic events) acceptable to:

- Children and young people
- Teachers/practitioners delivering the interventions
- Parents/Carers of children and young people receiving the interventions
- Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school

2.1.1 Introduction

Social and emotional skills are key during children and young people's development that may help to achieve positive outcomes in health, wellbeing and future success. Going through a time of transition whether planned e.g. moving from primary to secondary school or unexpected e.g. family break-up can potentially impact negatively on wellbeing. Interventions aimed at providing support at these times of transition may help to reduce poor outcomes.

2.1.2 Summary of the protocol

Table 8: PICO Table

Population	• Children (including those with SEND) in UK key stages 1 and 2 or equivalent in primary education
	• Children and young people (including those with SEND) in UK key stages 3 to 4 or equivalent in secondary education
	• Young people in post-16 education (further education)
	   ○ up to the age of 18 or 19 for young people without SEND
	   ○ up to the age of 25 for young people with SEND
	who are experiencing a transition which falls into the following categories:
	
	• Educational transition (e.g. primary to secondary school)
	• Life transition (e.g. family break-ups or bereavement)
	• Developmental transition (e.g. puberty)
	
	Other populations:
	• Teachers/practitioners delivering the interventions
	• Parents/Carers of children and young people receiving the interventions
	• Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school

Intervention	Interventions to support social, emotional and mental wellbeing of children and young people during periods of transition. For example: induction days for primary school children in their secondary school, sessions providing information on puberty etc.

Comparator	Not applicable
Outcomes	Views and experiences in terms of acceptability of: • teachers and practitioners delivering interventions • children and young people receiving interventions. • parents/carers of children and young people receiving the interventions • schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school

2.1.3 Methods and process

This evidence review was developed using the methods and process described in Developing NICE guidelines: the manual and in the methods chapter.. Methods specific to this review question are described in the review protocol in Appendix A and in the methods document.

Declarations of interest were recorded according to NICE's conflicts of interest policy.

2.1.4 Qualitative evidence

2.1.4.1 Included studies

In total 19749 references were identified through systematic searches. Of these, 349 references were considered relevant, based on title and abstract, to the protocols for transition support in schools and were ordered. A total of 25 studies from 28 references were included and 319 references were excluded. There were 2 studies where the full text was unavailable. Additionally, 5 studies on Managed Moves were added after the search was completed.

A total of 10 studies from 8 publications were included for this review question on acceptability of transition support interventions.

Of the studies identified, 4 focused on school transitions (primary to secondary), 1 focused on children and young people from immigrant and refugee families and 5 focussed on Managed Moves.

See Appendix D for full evidence tables.

2.1.4.2 Excluded studies

See Appendix J for a full list of excluded studies.

2.1.5 Summary of studies included in the qualitative evidence

Support for school transitions

Table 9: Summary of qualitative studies identified for school transitions

Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
Bryan 2007a [UK]	North Lanarkshire 3 secondary schools and associated primaries	• Teachers • Pupils • Literacy development officers (LDO)	Literacy	• Interviews with teachers • Qualitative consultation with pupils	• Research and resources • Working with and impact on primary schools • Impact of the pilot in the secondary schools • Effects of the literacy pilot on primary to secondary transition
Bryan 2007b [UK]	East Ayrshire 2 secondary schools and associated primaries	• Teachers • Pupils • Education Authority representatives	Numeracy	• Interviews with teachers • Qualitative consultation with pupils	• Quality and availability of additional staff • Communication • Timetabling • Work of the secondary Maths specialists in the primary schools • Impact on transition
Bryan 2007c [UK]	Glasgow 1 secondary school	• Teachers • Pupils • Education Authority (EA) representatives	Targeted literacy and numeracy (ENABLE)	• Interviews with teachers • Qualitative consultation with pupils	• Staff issues • The social and pastoral aspect of ENABLE • Experience of ENABLE pupils in S1 and S2 • Expectations of the transition into mainstream S3 • Experience of S3
Humphrey 2006 [UK]	Secondary school in NW England	• Pupils • Observer	Transition Club	• Participant observations • Questionnaires • Focus groups	• Fear of the unknown • Sense of belonging • Navigating the maze • Making learning fun • Improvements for all

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Table 10: Summary of themes and findings

Theme	Findings
Pre-intervention school transition expectations	• Pre-intervention school transition expectations
Primary to secondary school link (staff benefits)	• Working relationships • Teaching practices
Primary to secondary school link (pupil benefits)	• Benefits to pupils • Additional staff resource • Additional materials
Impact on transition	• Familiarisation • Supporting individual needs
Post-intervention expectations of school transition	• Anxiety • Alleviating worries
Post-intervention school transition experience	• School belonging • Feeling more prepared • Enjoyment • Feeling supported • Willingness to help others

Table 11: Summary of qualitative evidence for school transitions

Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
Pre-intervention school transition expectations Pupils experienced a mix of emotions when they thought about their upcoming change of school reporting feelings of fear or anxiety about the complex and daunting secondary school environment.	Humphrey 2006 (Fear of the unknown; Sense of belonging)	Moderate confidence	*"I was very, very scared. I thought 'oh no, high school'* (Pupil) [Humphrey 2006]* *"[I was worried about] the big kids picking on me and calling me" (Pupil) [Humphrey 2006]*

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
			"Some are concerned about being the youngest again " (Observer) [Humphrey 2006]
Primary to secondary school link (staff benefits) **Working relationships** Initially there were mixed reactions from teachers involved in the pilots. There were concerns about 'stepping on toes' between primary and secondary schools. However, they recognised that building a good working relationship was essential so that both teachers could feel comfortable offering each other advice. Each of the secondary schools employed a sensitive approach to the primary schools which was rewarded with good working relationships. This relationship allowed for secondary school teachers to visit the primary schools. **Teaching practices** A key benefit of the literacy pilot was the opportunity for cross-sector liaison and sharing of teaching methods between primary and secondary teachers. Primary teachers stressed the benefits of having a secondary teacher in the classroom particularly the "extra input from a specialist". The primary teachers often had classes with several ability groups and appreciated having another teacher to focus on one group. Some secondary teachers also worked with the lowest ability groups.	Bryan 2007a (Working with and impact on primary schools; Research and resources; Impact of the pilot in the secondary schools) Bryan 2007b (Work of the secondary Maths specialists in the primary schools)	High confidence	*"Would that be okay, would that be etiquette, I don't want to stand on anybody's toes in the primary. Because sometimes they might be a little bit strange about letting another teacher come in. But the fact that they're letting me take groups away on my own, means that they know me now and are confident in me"* (Secondary school teacher) [Bryan 2007a] *"I think once you realise that we all want the same thing, everybody's in the same boat and everybody wants the best for the children, that's when barriers start breaking down and you start working together".* (Secondary teacher) [Bryan 2007b] *"What I think is really good about [the pilot] is she's a specialist – I think by P7 some of the skills are specialist skills… I mean I can do it now because I've learned from her, but I didn't know much about the Writer's Craft, that's a new thing… If it hadn't been for [LDO] coming in, I'd still be struggling along with that, if I hadn't seen it in action… I've asked her a lot of things about English I wasn't sure about, and I found that a great help".* (Primary teacher) [Bryan 2007a]
Primary to secondary school link (pupil benefits) **Benefits to pupils** The combination of personal interest in the children and high status was seen as crucial in appealing to and motivating them. Primary teachers reported that having the Literacy Development Officers (LDOs) in the class had an impact in terms of pupil motivation. Secondary teachers saw the benefit in being able to have knowledge the	Bryan 2007a (Working with and impact on primary schools; Research and resources; Impact of the pilot in the secondary schools)	High confidence	*"they want to do a really good job, they go and show [LDO] what they've done… and they're more interested in it, because they want to impress her".* The children also *"adore the fact they know someone from the high school".* (Primary teacher) [Bryan 2007a] *"The best thing about the project so far has got to be building the relationship with the primary teachers, it's got to be, because we're going to have an idea of each individual child's learning ability when they come up,*

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
children's learning abilities. The children themselves were able to identify new skills that they had learned. **Additional staff resource** The LDOs were "a big support" to secondary school English departments. They had time available to conduct research and develop resources and materials for the rest of the department. Teachers felt that having an experienced member of staff to share their workloads reduced the stress they experienced and enabled them to introduce initiatives such as cooperative learning. There were also positive impacts of National Assessments such as LDOs monitoring who should be tested meant that testing was more targeted and enabled the correct pupils to be tested. **Additional materials** The programme provided useful resources to the teachers. In addition, LDOs developed materials for different National Assessment levels, to address perceived weaknesses in the way the departments taught specific areas. They also helped pupils to prepare for the tests and class teachers to administer them. Teachers saw this as being crucial.	Bryan 2007b (Work of the secondary Maths specialists in the primary schools)		*because I can talk to the teachers". (Secondary teacher) [Bryan 2007b]* *"She has time to look at strategies. The time she can spend on research is invaluable… [she] can do the research and pass on information to the classroom teachers". (Headteacher) [Bryan 2007a]* *"[The literacy sorters] are jam packed with all kind of goodies with spelling cards, planning sheets, punctuation exercises, grammar exercises, listening feedback, she has all sorts of stuff that you really need" (Teacher) [Bryan 2007a]*
Impact on transition **Familiarisation** Teachers in both primary and secondary schools were keen to note the distinction between the literacy pilot and other transitions activities, as the LDOs had longer-term contact with the pupils and got to know them well. They emphasised the importance of the children getting to know the teachers prior to transition. **Supporting individual needs**	Bryan 2007a (Effects of the literacy pilot on primary to secondary transition) Bryan 2007b (Work of the secondary	Moderate confidence	*" I think it helped that when the children came up that first week [in S1] I made a point of going round every class and speaking to them, so they had somebody that they knew well. Not just maybe somebody who… popped in for a period or so… or that they had for a period in their [induction] visit, but somebody who knew them well and could put names to faces". (Teacher) [Bryan 2007a]* *"They'll know you… it will be less scary when they come here, they'll take to it quicker, feel more comfortable in your presence". (Secondary teacher)*

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
An important aspect of the pilot was the improvement in the transfer of information from primary to secondary schools about pupils moving into S1. Pupils liked that they were put into classes with others of similar abilities which reduced stigma. having primary trained ENABLE teachers was an important part of this focus on social and pastoral care, as it provides the pupils with the continued experience of a more holistic and supportive primary-style approach.	Maths specialists in the primary schools; Impact on transition Bryan 2007c (The social and pastoral aspect of ENABLE)		*"[LDO] knows the ones that are very able, so they can be pushed, and the ones at the other end, that are not pretending to misunderstand, they just don't understand - which gives them the confidence to say they don't understand – they're aware that she knows they need help. In the past, they just sat like dummies, they said they understood but failed to achieve at all".* (Teachers) [Bryan 2007b] *"I am here to help you, not to judge you".* (Teacher) [Bryan 2007c]
Post-intervention expectations of school transition **Anxiety** Pupils who took part in the targeted intervention expressed mixed feelings about transitioning out of the intervention classes. Some were very nervous; they were worried that the work would be harder, they would be getting more homework, and they would have to do exams. Pupils were also upset about the prospect of not having their ENABLE teacher any more as well as being split up from their current classmates. **Alleviating worries** Primary teachers agreed that contact with the LDOs reduced pupils' worries about the transition to secondary school. Some pupil in the targeted intervention expressed that they expected more homework when they moved out of the intervention classes but were not worried about it. They also felt that the support they had would help the at the next level.	Bryan 2007a (Effects of the literacy pilot on primary to secondary transition) Bryan 2007c (Expectations of the transition into mainstream S3)	High confidence	*"[New teachers] …might not explain things like [ENABLE teacher] (Pupil) [Bryan 2007c]* *"They have an idea that secondary teachers are very different to primary teachers, they're a bit intimidated – but I think they've realised that [LDO] was very approachable, very pleasant with the children, really interested in what they were doing… it's made them more confident, and less apprehensive about meeting new staff".* (Teacher) [Bryan 2007a] *"The teachers will teach us everything we need to know, so we don't really have anything to worry about. [Teachers] are experts in the different subjects – that's why you've got all different teachers".* (Pupil) [Bryan 2007c] *"[School work] will get harder, but you'll get used to it. It'll be the same level as what we're actually capable of doing".* (Pupil) [Bryan 2007c]

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
Post-intervention school transition experience **School belonging** A strong need to feel 'part of their new school was highlighted as a key benefit of pupils' participation in Transition Club. They referred to the development of new friendships during their participation. They also reported positive experiences of finding their way around the school. **Feeling more prepared** Pupils felt that the numeracy intervention prepared them well for Maths in secondary school.. They reported that visits from the secondary staff when they were in primary school had helped them as they knew what to expect when they came to the secondary school. **Enjoyment** One of the key achievements of Transition Club was to create a learning environment in which pupils were able to fully participate and enjoy the process of appropriating knowledge. **Feeling supported** Pupils receiving a targeted intervention reported a positive experience of secondary school. Pupils liked the fact that their teachers tailored the work to their learning abilities. **Willingness to help others** By taking part in the intervention there was some evidence of benefit for students more widely wherein pupils who had participated were able to help those who had not adjust to life in their new school.	Bryan 2007b (Impact on transition) Bryan 2007c (Experience of ENABLE pupils in S1 and S2; Experience of S3) Humphrey 2006 (Making learning fun; Improvements for all; (Sense of belonging; Navigating the maze)	High confidence	*"It felt like we were part of the school" (Pupil) [Humphrey 2006]* *"When we come in September, we will know the school some teachers, and where the toilet is, compared to others" (Pupil) [Humphrey 2006]* *"I think the Maths up here would've been harder [without the P7 visits], because they let us know what kind of type of Maths we'd be having to do" (Pupil) [Bryan 2007b]* *"I'm prepared for it really… The ENABLE programme gets you ready for going into third year" (Pupil) [Bryan 2007c]* *"Here it is a more fun way of learning " (Pupil) [Humphrey 2006]* *"[There were] lots of exciting activities, especially maths and P.E. [physical education]...I love them subjects " (Pupil) [Humphrey 2006]* *"She won't give you something you cannae do" but "works you up to your standard" (Pupil) [Bryan 2007c]* *"They [pupils not on scheme].were a bit scared cause they didn't know where to go...so we went with them ". (Pupil) [Humphrey 2006]*

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Interventions to support children and young people from immigrant and refugee families

Table 12: Summary of qualitative studies identified for support for children and young people from immigrant and refugee families

Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
Fazel 2016 [UK]	Secondary school (Post-16)	Pupils	School-based mental health service	• Interviews • Thematic analysis	• Impressions of receiving a mental health service in the school location • Role of teachers • Understanding of and impressions of the therapeutic intervention received

Table 13: Summary of themes and findings

Theme	Findings
Acceptability of the school setting	• Safety and familiarity • Disadvantages of the school setting
Impact of the intervention	• Talking about problems • Impact on school-work • Peer relationships

Table 14: Summary of qualitative evidence for support for children and young people from immigrant and refugee families

Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
Acceptability of the school setting **Safety and familiarity** Most young people preferred to be seen by the service at school when compared to either their home or the hospital/clinic setting. This was because of feeling of safety and familiarity in the school setting. They felt safe at school and it was often easy to find the therapist. In	Fazel 2016 (Impressions of receiving a mental health service in the school location)	Moderate confidence	*"I don't know why I just get this sense of feeling free when I'm around this school . . . More at ease." (Pupil) [Fazel 2016]* *"Outside, don't know who you can trust." (Pupil) [Fazel 2016]*

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
addition, it was convenient as they could easily get back to lessons. It is also reduced the stigma associated with seeking mental health care. **Disadvantages of the school setting** The disadvantages of being seen in the school setting were primarily regarding privacy and not wanting peers to see them. School was often perceived as busy and hectic and so appointments outside of school would probably be calmer.			*"Good to have it in school, if come to hospital it is scary, what are you doing there in the hospital, I don't know if I would go if it was in a hospital." (Pupil) [Fazel 2016]* *"Cos in school, there are so many peoples about as well and I wasn't feel too comfortable". (Pupil) [Fazel 2016]* *"Because I don't like to come in school." (Pupil) [Fazel 2016]*
Role of teachers Pupils described the important role that teachers played in mediating or supporting their contact with the mental health service.	Fazel 2016 (Role of teachers)	Moderate confidence	*"When I joined the high school yeah . . . I tell my the teacher . . . I have this problem which can make me not concentrate . . . and she advised me to see X."* *"He [teacher] made me understand, these teachers won't harm you. They won't abuse me. Yeah, he wanted to help me. He want to understand me, and when [sic] I'm coming from, he want to know a little bit of me, d'you know I mean. And how is your life . . . You know, he saw me the last two years, you know how I was suffering all the years. And he knew it really deep down what was going on in my life. So, um, the teacher, he made it really easy for me, you know and he find a nice room for us" (Pupil) [Fazel 2016]*
Impact of the intervention **Talking about problems** Pupils described how having someone to talk to enabled them to get their problems 'out' and they no longer felt lonely and less worried about things. They were able to talk about themselves in the sessions but seemed to have mixed feelings about talking about their past experiences. Those that could felt that they could 'unload' their past	Fazel 2016 (Understanding of and impressions of the therapeutic intervention received)	Moderate confidence	*"I don't know, I think it was just like a tumour . . . and she was operating and she took away the tumour." (Pupil) [Fazel 2016]* *"Yeah, talking about it. And just, you know, having someone that I could talk to, because I didn't have friends and umm I didn't speak to people in my family or people in school, so she was really the only one that I could say what I was feeling . . ." (Pupil) [Fazel 2016]*

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
experiences which then enabled them to 'feel free inside' or 'calm down' **Impact on school-work** Pupils were helped in their studies/at school and with their peers. This was through an improved ability to concentrate and feeling calmer in themselves and so therefore more able to focus on the schoolwork **Peer relationships** The intervention provided the opportunity to start talking to friends, especially for those who attended therapeutic groups. In general, many said that feeling calmer and better in themselves had helped them to get on better with friends			*"I was ok, I tried, I was working harder, um it was just like because all the feelings when I had in the same time they were like all mixing around my head and I couldn't concentrate but then some of them just vanished" (Pupil) [Fazel 2016]* *"Er . . . after seeing X like I told you I felt more at ease and free so I felt like I could, how should I say, I could socialise with people much more easier since I felt much more at ease and I said what I had to say, maybe not to the whole world, but at least somebody knows what I'm going through and what I went through" (Pupil) [Fazel 2016]*

Interventions to support 'Managed Moves'

Table 15: Summary of qualitative studies of 'Managed Moves'

Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
Bagley 2015 (UK)	School reported as being 'relatively prosperous)	• School staff Local Authority staff	Managed Move	Interviews	A clean slate / fresh start Communication between partners Engagement with young person
Bagley 2016 (UK)	School reported as being 'relatively prosperous)	• Children and young people • Parents	Managed Move	Semi-structured interviews	Information provision Communication A clean slate / fresh start

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Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
					Timing
Craggs 2018 (UK)	Mainstream secondary schools within a children's service in the North West of England	• Children and young people	Managed Move	Interviews	Sense of belonging
Flitcroft 2016 (UK)	Not specified	• Deputy head teachers	Managed Move	Focus group and interviews	Sense of belonging Communication
Vincent 2007 (UK)	Midlands	• School staff	Managed Move	Focus group interviews	Communication

Summary of themes:
- **Making a new start**
- **Sense of belonging**
- **Building relationships with peers**

Table 16: Summary of key qualitative findings for 'Managed Moves'

Review theme summary	Studies contributing	CERQual confidence rating	Supporting statements
Making a new start Parents were keen to assert that making a fresh start at a host school assisted their child in feeling secure and engaged with their new placement. Young people needed to start at their new host school without any prejudice relating to previous behaviour.	Bagley 2105 (School and LA staff perceptions of factors for success and challenges) Bagley 2016 (School and LA staff perceptions of factors for success and challenges) Vincent 2007 (Sense of belonging)	High confidence	"… he hasn't had any pre-judgements … he has not met with any 'Oh yeah we know what you were like at X school'. [Parent] 'For some of them a new school is essential but for others, it's not just a case of them going in and having a fresh start, it's having a fresh start with something that's going to make a difference as well.' (Deputy head teacher, School F)

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Review theme summary	Studies contributing	CERQual confidence rating	Supporting statements
Sense of belonging The theme of 'feeling understood / accepted as a person' described what also seemed to be an important component of school belonging for all managed move participants. A sense of belonging arising from being accepted by peers and having the opportunity to do extra-curricular activities allowed CYP to have a sense of belonging. Children felt more able to do so when aware of the school's ethos, expectations and when supported in finding their way around. Children also appreciated staff being positive and valuing their contribution to school	Bagley 2016 (Children views of managed moves) Craggs 2018 (Supportive vs unsupportive school protocols/practices)	High confidence	Miss [Deputy Head of receiver school] has, erm, invited someone to help me with my behaviour and, erm, to help me, like, ask, like to give me a bit of support and guidance to why, erm, I'm doing this. (Child J) 'Cos the [previous] school wouldn't put me in for counselling for it and everything so my mum had to go and do that herself and get me counseling . . . but this [receiver] school is like 'if you ever start [self-harming] again we could get you counselling as soon as possible to help you stop before it got worse'. (Child M)
Being able to make friends at the receiver school was the most prominent theme associated with a sense of school belonging, mentioned by all participants, and was positioned as an essential precursor. All participants recognised the benefits of the child having access to a buddy during the early stages of the move: This was seen as a good example of how peer support may be given to the young person	Bagley 2015 (Supportive vs unsupportive school protocols/practices) Bagley 2016 (Children views of managed moves) Craggs 2018 (Making friends and feeling safe)	High confidence	Now I don't self-harm. . . I've got better friends . . . most of them [the other students in the receiver school] aint the bullying type . . . it makes me feel safer. (Child M) One of my best friends now ('cos I was already friends with him), he introduced me to, like, all my new friends that I have here, and like, I found it comfortable. (Child J) 'Well they gave her like a buddy system to start off with which I thought was quite good. So she had a little friend who she'd like go around with.' [Parent]

2.1.6 Summary of the qualitative evidence

See Appendix F for full GRADE-CERQual tables

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3 Barriers and facilitators to transition support interventions

3.1 Review question

- What are the barriers and facilitators to transition based interventions to promote social, emotional and mental wellbeing in children and young people?

3.1.1 Introduction

Social and emotional skills are key during children and young people's development that may help to achieve positive outcomes in health, wellbeing and future success. Going through a time of transition whether planned e.g. moving from primary to secondary school or unexpected e.g. family break-up can potentially impact negatively on wellbeing. Interventions aimed at providing support at these times of transition may help to reduce poor outcomes.

3.1.2 Summary of the protocol

Table 17: PICO Table

Population	• Children (including those with SEND) in UK key stages 1 and 2 or equivalent in primary education
	• Children and young people (including those with SEND) in UK key stages 3 to 4 or equivalent in secondary education
	• Young people in post-16 education (further education)
	  ○ up to the age of 18 or 19 for young people without SEND
	  ○ up to the age of 25 for young people with SEND
	who are experiencing a transition which falls into the following categories:
	
	• Educational transition (e.g. primary to secondary school)
	• Life transition (e.g. family break-ups or bereavement)
	• Developmental transition (e.g. puberty)
	
	Other populations:
	• • Teachers/practitioners delivering the interventions
	• • Parents/Carers of children and young people receiving the interventions
	• Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school

Intervention	Interventions to support social, emotional and mental wellbeing of children and young people during periods of transition. For example: induction days for primary school children in their secondary school, sessions providing information on puberty etc.
Comparator	Not applicable
Outcomes	Views and experiences in terms of barriers and facilitators of: • teachers and practitioners delivering interventions • children and young people receiving interventions. • parents/carers of children and young people receiving the interventions

- schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school

3.1.3 Methods and process

This evidence review was developed using the methods and process described in Developing NICE guidelines: the manual and in the methods chapter.. Methods specific to this review question are described in the review protocol in Appendix A and in the methods document.

Declarations of interest were recorded according to NICE's conflicts of interest policy.

3.1.4 Qualitative evidence

3.1.4.1 Included studies

In total 19749 references were identified through systematic searches. Of these, 349 references were considered relevant, based on title and abstract, to the protocols for transition support in schools and were ordered. A total of 25 studies from 28 references were included and 319 references were excluded. There were 2 studies where the full text was unavailable. Additionally, 5 studies on Managed Moves were added after the search was completed.

A total of 4 studies from 2 publications were included for this review question on barriers and facilitators to transition support interventions.

Of the studies identified, 4 studies focused on school transitions (primary to secondary) and 5 studies focused on Managed Moves. See Appendix D for full evidence tables.

3.1.4.2 Excluded studies

See Appendix J for a list of excluded studies.

3.1.5 Summary of studies included in the qualitative evidence

Support for school transitions

Table 18: Summary of qualitative studies for school transitions

Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
Bryan 2007a [UK]	North Lanarkshire 3 secondary schools and associated primaries	• Teachers • Pupils • Literacy development officers (LDO)	Literacy	• Interviews with teachers	• A positive partnership with obstacles
Bryan 2007b [UK]	East Ayrshire 2 secondary schools and associated primaries	• Teachers • Pupils • Education Authority representatives	Numeracy	• Interviews with teachers	• Communication • Timetabling • Quality and availability of additional staff
Bryan 2007c [UK]	Glasgow 1 secondary school	• Teachers • Pupils • Education Authority (EA) representatives	Targeted literacy and numeracy (ENABLE)	• Interviews with teachers	• Staffing issues
Bunn 2019 [UK]	Primary school in England	• Special education needs coordinators (SENCo) • Pupils	Targeted discussion	• Completion of a work booklet • Discussion with pupils	• The lead up to transition, planning and preparation • The intervention experience: session delivery

Table 19: Summary of barriers and facilitators

Barriers	Facilitators
Staff issues	Good staff appointment

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Barriers	Facilitators
Timetabling	Flexibility
Space	Group dynamics
Communication	Tools and resources

Table 20: Summary of qualitative evidence for school transitions

Review theme summary	Studies contributing (Study theme)	CERQUAL confidence rating	Supporting statements
Delivering the intervention: Barriers • Some schools found it difficult to recruit an appropriate member of staff to the specialist role for the intervention. They often needed to use existing experienced teachers and found difficulties finding suitable replacements. Often, other secondary teachers in the school were needed to step in who were not necessarily used to this style of teaching. • The primary schools felt that their timetables were full to the point of rigidity so were not keen to change them to allow for the joint work, while the secondary schools felt that their own timetables were "already complicated enough". • There were logistical issues due to a lack of accommodation: the LDO did not have her own room but was instead based in a corner of the library. The school was at 93% capacity so there were sometimes issues finding sufficient classroom space to accommodate her teaching initiatives. • There were sometimes communication problems even after the project had been established	Bryan 2007a (A positive partnership with some obstacles) Bryan 2007b (Timetabling; Communication) Bryan 2007c (Staffing issues)	High confidence	*Having the additional literacy coach "is all well and good, but the nuts and bolts of the curriculum still need covering". (Headteacher) [Bryan 2007a]* *"We do our very best to use the teachers who are more skilled, or more experienced with that type of child. To be honest, there are teachers who are not best suited to that particular job… who get reasonable results with the top end of the children, but they've got less patience or less inclination to differentiate their work for the less able" (Deputy Head) [Bryan 2007c]* *"One of the secondary Deputy Heads was totally amazed at how difficult it was for her to timetable staff from the secondary to the primary. She knew all the timetabling issues in the secondary, but she just thought she'd be able to phone up and say "can so and so come this day", but the response was "well actually we're going swimming that day" etc. It's been a real eye opener – a huge benefit, just an awareness of what's going on in primaries… [The secondary staff] thought they were the only ones with the timetabling issues". (EA representative) [Bryan 2007b]*

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Review theme summary	Studies contributing (Study theme)	CERQUAL confidence rating	Supporting statements
			"One of the only issues is communication. We've been very aware of communication and tried to communicate to absolutely everyone, but it still breaks down because there's so many people involved in the project, it's a nightmare trying to make sure everybody knows everything that's going on". (Teacher) [Bryan 2007b]
Delivering the intervention: Facilitators • EA representatives reported that good appointments were made in both primary and secondary specialist positions. The issue of quality staff is very important. • Although the number of sessions varied between schools, flexibility was central to successful delivery. • Identifying appropriate students for the intervention and fostering good group dynamics was important for successful intervention delivery. • Using technology to find information about high school was found relevant to successful intervention delivery.	Bryan 2007b Bunn 2019	High confidence	*"Personalities make such a difference, especially when you're working in a relatively sensitive area, like cross-sectors… Trying not to stand on toes and just building relationships".* (EA representative) [Bryan 2007b] *"the first year we did six sessions, last year we did four … six was nice and comfortable but maybe somewhere in the middle"* (SENCo) [Bunn 2019] *I think it's about selecting a group that will work well together (…) and understanding the intervention may not be suitable for every child"* (SENCo) [Bunn 2019] *"Using the iPads, using things from the websites was really useful"* (SENCo) [Bunn 2019]

Interventions to support 'Managed Moves'

Table 21: Summary of qualitative studies of 'Managed Moves'

Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
Bagley 2015 (UK)	School reported as being 'relatively prosperous)	• School staff • Local Authority staff	Managed Move	• Interviews	A clean slate / fresh start

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Study [Country]	Setting	Informants	Intervention type	Method	Themes in study
					Communication between partners Engagement with young person
Bagley 2016 (UK)	School reported as being 'relatively prosperous)	• Children and young people • Parents	Managed Move	• Semi-structured interviews	Information provision Communication A clean slate / fresh start Timing
Craggs 2018 (UK)	Mainstream secondary schools within a children's service in the North West of England	• Children and young people	Managed Move	• Interviews	Sense of belonging
Flitcroft 2016 (UK)	Not specified	• Deputy head teachers	Managed Move	• Focus group and interviews	Sense of belonging Communication
Vincent 2007 (UK)	Midlands	• School staff	Managed Move	• Focus group interviews	Communication

Table 22: Summary of barriers and facilitators

Barriers	Facilitators
Anxiety over interaction with peers	Timing
Communication	Clear and precise communication
Timing	Parental engagement

Table 23: Summary of key qualitative evidence for 'Managed Moves'

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
Managed moves: Facilitators • Appropriate timing of all phases of a planned move help make a successful transition There was an identified need for a planned move to happen at an early stage before problem behaviours escalated. Any delay on the planned move would lead to frustration for all parties. Once in the new school, timing of a phased integration into mainstream was important to give the child a sense of belonging and control. • Communication between all partners was crucial to manage the expectations of all involved. Communication and information sharing between school aa well as between pupil / parent/carer and schools / local authority was important to ensure support could be provided in a timely manner to support integration. Poor communication between professionals about the CYP's needs slowed the process and opened up inter-school tensions. Tools to facilitate this included have school visits, clear timelines of the process and objective use of language (for example, use the term 'new start' instead of 'trial period') and other tools such as an induction calendar, planning their first day/week/month and having a starter checklist to cover school rules and procedures, list of GCSE options and guidelines of acceptable behaviour. • School staff stressed the importance of parental involvement at all stages of the moving process and saw part of their role as ensuring parents understood the process. Respondents emphasized the need to develop partnerships between schools, pupils and	Bagley 2015 (School and LA staff perceptions of factors for success and challenges) Bagley 2016 (Children views of managed moves) Flitcroft 2016 (Children views of managed moves) Vincent 2007 (Children views of managed moves)	High confidence	'I went to a lesson. I were doing one lesson a day and then they said to me would I like to try another lesson and I said 'Yeah'.' (Year 9 pupil, School D)' "What I liked as well which they actually did at X was they invited him in for a couple of days … just to get used to the flow of things and how the school was run. … so he could see how he would cope in that school." [Parent] 'What worked well for one of our girls who was a school refuser when she had been given a place at the school prior to the meeting, was the school wrote to her and you know a welcome letter prior to even having the meeting, we are really looking forward to meeting you, this is a copy of our options coz she was going into year 10. . '. [FG6] 'Well it should never come as a surprise you know. And nine times out of 10 there would have been a dialogue already in place with the parents about the situation the child is in'. (Teacher) 'Parent should 'feel that they are equal partners in the process and that their opinion is valued' (Teacher)

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Review theme summary	Studies contributing (Study theme)	CERQual confidence rating	Supporting statements
parents especially around transition from year 6 to year 7 and included strategies such as the parent-school handover ceremony, welcome assembly and buddy system as well as involving the child or young person in decision making throughout the managed move process			
Managed moves: Barriers • Participants feared encountering the same difficulties with peers in their receiver schools as they had experienced in previous settings. This came out as anxiety about being accepted or being made feel welcome • Existing narrative and the use of objectifying language was seen as a barrier as the parents or CYP considered that they were being judged or labelled based on behaviours that led to the managed move. This also included concerns from children around a lack of engagement and use of language that did not facilitate a sense of belonging. • Any delay in the process led to frustration for parents and children. Especially if the managed moves was then cancelled.	Bagley 2015 (Children views of managed moves) Bagley 2016 (Children views of managed moves) Craggs 2018 (Supportive vs unsupportive school protocols/practices; Making friends and feeling safe)	High confidence	I thought that, like, loads of the students would be the same – like some of them of the bullying type. (Child M) And, err, I was off for a few days so they [receiver school] . . . they err . . . said that it would be another three weeks or something [on trial], 'cos my attendance went down a bit because of that. (Child J) You probably shouldn't do a long . . . period of trial, 'cos it gives you that kind of [. . .] anxiety, of, like, worrying all the time in your behavior and stuff, and [. . .] if you're worrying about your behaviour [. . .] you probably won't make as many friends. (John) '… I just kind of felt like the feeling that they just felt that X was never going to change and they just felt like they just couldn't … you know … just see X as a big problem child." [Parent] '… the process to get me to X school took about two months, three months before they made a decision and then they accepted me but then they said no …' [Child]

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3.1.6 Summary of the qualitative evidence

See appendix F.2.1.3 for full GRADE-CERQual tables

Integration and discussion of the evidence

4.1 Mixed methods integration

4.1.1 Are the results/findings from individual syntheses supportive or contradictory?

The quantitative data was broadly mixed across all outcomes for school transition interventions. Effectiveness of interventions showed significant differences and non-significant differences for multiple outcomes. Qualitative evidence included themes around children and young people feeling supported and having worried alleviated by transition interventions, but this is not strongly supported by quantitative evidence. There was very limited qualitative data regarding support for refugees and immigrants, but this similarly included themes around benefits from derived from interventions. This somewhat contradicted the quantitative evidence, which showed no difference in social and emotional skills or behavioural outcomes.

4.1.2 Does the qualitative evidence explain why the intervention is/is not effective?

The quantitative data for school transition interventions was broadly mixed and the qualitative evidence did not explain why these interventions were effective or not effective. Regarding support for immigrants and refugees, qualitative evidence highlighted regarding privacy and schools being perceived as busy and hectic. This may partly explain quantitative data did not show significant effects.

4.1.3 Does the qualitative evidence explain differences in the direction and size of effect across the included quantitative studies?

Collectively the qualitative data did not provide clear explanations for the variations in quantitative data. However, it did highlight areas that could contribute to making transition interventions successful or unsuccessful. These elements included good staff appointments and flexibility as factors for success and timetabling and staffing issues.

4.1.4 Which aspects of the quantitative evidence were/were not explored in the qualitative studies and which aspects of the qualitative evidence were/were not tested in the quantitative studies?

The overlap between the quantitative and qualitative findings for this review does not make any meaningful integration possible. This is predominantly because the qualitative evidence is very much focussed on process related understanding. Additionally, qualitative themes around the impact of the interventions are only perceptions of impact and not objective measures. The themes are very useful in understanding why the transition interventions worked (or did not work), but other than at a very superficial level they unable (without substantial speculation) to explain the pupil level outcomes.

4.2 The committee's discussion and interpretation of the evidence

4.2.1 The outcomes that matter most

The committee categorised outcomes of interest as social and emotional wellbeing (SEW) outcomes and academic outcomes and agreed that more weight should be given to the social and emotional outcomes. This is because, in theory, improvement in social and emotional wellbeing may lead to improvements in academic progression and attainment. Ultimately, an improvement in social and emotional outcomes may lead to overall

improvement in quality of life. Within the category of social and emotional wellbeing, the committee agreed that these could be sub-categorised into social and emotional skills, behavioural outcomes and emotional distress.

Within the category of social and emotional outcomes, the committee agreed that a measure of emotional distress (e.g. depression or anxiety) was the most important, as this is often the reason a child or young person is identified as needing additional support. Furthermore, a reduction in symptoms of emotional distress is likely to have an immediate impact on the child's wellbeing and reduce the chance of being diagnosed with a mental health disorder. This reduction in emotional distress may lead to fewer experiences of mental health difficulties and may also help the child or young person to concentrate better in class and achieve their academic goals for that school year. The committee also felt that less weight should be given to behavioural outcomes in this context as these might be a result of experiencing emotional distress. The committee acknowledged that social and emotional skills are very important in order to build the resilience needed to help manage adverse circumstances that might otherwise lead to emotional distress.

As mental health difficulties can impact on school measures, outcomes such as poor school attendance and school exclusions may serve as a proxy for identifying mental health-related problems. School exclusions are often a result of behavioural problems linked with emotional distress. The consequences of school exclusions often include family distress which may have a negative impact on mental wellbeing.

4.2.2 The quality of the evidence

School transitions

Quantitative evidence

There were 13 studies identified that evaluated interventions that provide support at a time of school transition. Of these studies, 4 were carried out in the UK, 4 in the USA, 3 in Greece, 1 in Portugal and 1 in Australia. Most of the studies focused on the transition between primary and secondary school (n=9). Other studies (n=3) focused on the middle to high school transition (UK equivalent KS3 to KS4) and the final study focused on children who had recently transitioned to the first year of primary school (UK equivalent KS1). Although education environments vary across different countries, the committee acknowledged that the type and timing of the transitions in the evidence were equally important in the UK setting.

The interventions evaluated in the studies varied. They included universal approaches which included transition-specific content in the curriculum or focused on social and emotional learning skills such as emotional literacy. Some interventions took a more whole-school approach to transitions. Other studies focused on targeted populations that needed extra support during transitions due to reasons including below average scores in literacy, elevated depression symptoms or children with ASD. Many of the interventions were delivered by school staff such as teachers, teaching assistants and SENCOs. Other interventions required a specialist provider such as an educational psychologist. One of the targeted interventions was provided by a counsellor.

The studies used usual support or other undefined control interventions as the comparator but did not always explain in detail what the students received. The committee would have liked to have had this detail, to enable a better interpretation of the findings and how it might apply to or differ from the UK setting.

The duration of the interventions ranged between 5 -12 weeks with some being delivered throughout most of the school year. The committee noted that this fitted an older model of school term time whereas in the UK, schools are starting to move towards a 6-term academic

year with each term lasting at least 6 weeks. The committee acknowledged that the 9 to 10-week timeframe for interventions in the evidence might not be generalisable to this system.

Of the studies identified, 4 were cluster randomised controlled trials (cRCT), 3 were individually randomised controlled trials (RCT) and 6 were non-randomised controlled trials (NRCT). In a cluster design, participant data cannot be assumed to be independent of one another and should be accounted for in the analysis of the cRCT. Failure to do so leads to a unit of analysis error and over-estimation in the results. Whilst this is a known concern about analysing data in cRCTs, not all the included studies reported how they adjusted their analyses for clustering which impacted on the overall confidence in the evidence for these studies.

All the outcomes reported in these studies were obtained through self-reported measures. The committee identified that this may have implications with regards methodological limitations. For example, it is likely that participants knew which intervention they were allocated to and therefore the use of self-reported outcomes may introduce bias in outcome reporting.

There were no studies identified that reported on school exclusions. There were no unintended consequences reported in the studies, but the committee noted that there was no evidence that the interventions led to any harm based on the outcomes that were reported.

All outcomes were rated moderate to very low confidence in GRADE with most studies being low. The main reasons for downgrading were risk of bias of the study and imprecision of the effect estimates.

Qualitative evidence

There were 5 studies identified that contributed to the qualitative findings that included views and experiences of children moving between primary and secondary education. Two studies focused on those receiving a transition intervention. Three studies focused on curriculum support (universal literacy or maths and targeted support for both) at the time of transition through a programme that enhances the link between a secondary school and its feeder primary schools. These studies also included views and experiences of the teachers involved in the programmes, headteachers and education authority representatives. The themes identified included pre-intervention school transition expectations, the primary to secondary school link, impact on transition, post-intervention expectations of school transition and the post-intervention transition experience. Four studies also contributed to the findings for barriers and facilitators to implementing the intervention. The overall confidence in the evidence was moderate to high across all of the identified themes. The committee considered the evidence for managed moves separately from the general school transitions evidence because they agreed that managed moves might be a different case that made it more difficult for children and young people to integrate with their new school. They agreed that the evidence for managed moves raised the same kinds of themes that were found in the general data and were reassured that the recommendations they were making applied equally to people who were placed in schools as the result of a managed move.

Life transitions

Quantitative evidence

The committee reviewed some limited evidence about support for family break-up. There were 2 studies identified that evaluated interventions that provide support for children who are experiencing parental separation or divorce. Of these studies, 1 was carried out in the USA and 1 in The Netherlands. Both studies focused on primary school-aged children and were group interventions that specifically focused on divorce and parental separation. The interventions differed in the two studies in terms of who provided the group sessions. One study used school psychologists, social workers or the school principal. The other study used

a psychiatric nurse, advanced clinical psychology graduate students or trained para-professionals. This does not reflect current practice and the committee were concerned about generalisability to the UK school setting.

Both studies used an undefined control intervention as the comparator did not further explain exactly what the children in the control group received. The committee would have liked to have had this detail, to enable a better interpretation of the findings and how it might apply to or differ from the UK setting.

There were 4 studies identified that evaluated interventions that provided support for young people who were from immigrant or refugee families. One study was carried out in Australia and three were carried out in Canada. One study included young people who had experienced war violence, one study included young people who were newly arrived immigrant and refugees. The remaining two studies included immigrant and refugee youth who had been assigned to special classes due to behavioural problems.

The interventions evaluated in the studies included drama therapy, theatre workshops, group tutoring and a CBT-based intervention. They were provided by a range of people including people from a variety of cultural backgrounds with training in psychology and/or creative arts therapies. One study used a core teacher and other studies used graduate psychology students. The interventions were delivered in sessions lasting 60-90mins.

The duration of the interventions were 8-12 weeks. As with school transition interventions, this fitted an older model of school term time and may not be generalisable to the newer model that schools are moving towards.

Five of the studies identified were cRCTs and the other was an NRCT. Not all the cRCTs reported how they adjusted their analyses for clustering which impacted on the overall confidence in the evidence from those studies.

All the outcomes reported in these studies were obtained through self-reported measures. The committee identified that this may have implications with regards to methodological limitations. For example, it is likely that participants knew which intervention they were allocated to and therefore the use of self-reported outcomes may introduce bias in outcome reporting.

There were no studies identified that reported on academic attainment and progression, school attendance or school exclusions. There were no unintended consequences reported in the studies, but the committee noted that there was no evidence that the interventions led to any harm based on the outcomes that were reported.

Qualitative evidence

There was one study identified that contributed to the qualitative findings for transition support for young people from immigrant and refugee families. This study explored the views and experiences of these young people who had received support from a secondary school-based mental health service. The themes identified in the study were the acceptability of the school setting, the role of teachers and impact of the intervention. Barriers to delivering the intervention were also identified in the study. The overall confidence in the evidence was moderate mainly due to just one study being identified.

4.2.3 Benefits and harms

School transitions

The quantitative evidence showed that interventions that used a transition-focused curriculum improved self-esteem and reduced loneliness and social dissatisfaction in children transitioning from primary to secondary school. An intervention that used a social and emotional learning curriculum showed an improvement in social skills and prosocial

behaviour and a reduction in aggressive and disruptive behaviour in children who were in their first year of primary school.

Whole school approaches to transition showed no significant difference for bullying, depression symptoms, emotional symptoms, anxiety or stress.

Targeted approaches to transition may reduce behavioural difficulties for children moving from primary to secondary school but showed no significant difference for self-esteem or prosocial behaviour. A targeted intervention showed no significant difference for the number of young people above the clinical cut off for depression who were transitioning from middle to high school.

The qualitative evidence showed that children were mostly concerned about the fear of the unknown when moving from primary to secondary school. This was alleviated through increasing familiarisation with the new school environment and increasing preparedness with regards to the schoolwork that children and young people are expected to carry out in secondary education. These factors were key to the acceptability of the interventions aimed at supporting school transitions and were achieved through the implementation of an intervention that introduced cross-working between secondary schools and their feeder primaries. Considering this, the committee agreed that it was important for children to understand the culture and the environment of the school that they were moving into. They acknowledged that some of the interventions were curriculum-focused and this is important to schools, but they considered it important not to lose sight of the concerns of children undergoing transition. The committee also noted that because children and young people with SEND often require more support, it might be that extra opportunities for familiarisation of a new school would be needed for these children. Early transition arrangements are particularly important for SEND pupils.

The committee agreed that based on the evidence and extrapolating from it with their own experience and expertise it was clear that having a relationship with the child or young person would enable staff to understand the child or young person's concerns and thoughts about changing schools and could plan ways to support them.

Some teachers in the qualitative evidence expressed concerns about the cross-working initially because of the risk of 'stepping on the toes' of teachers in the other schools. However, having a person in this role that can help build positive relationships between the schools can reduce these concerns and help to facilitate the intervention delivery. The committee would have liked more detail on what person would be ideal in this role but agreed that it did not have to be a teacher but could be another member of school staff. Whoever the person was, the appropriate sharing of information between schools can help smooth the transition for the child or young person, especially for those at risk of poor social, emotional and mental wellbeing.

The committee acknowledged that the qualitative evidence was based only on secondary schools and their feeder schools and that there was a gap in the evidence for children who move to a secondary school from a non-feeder school. These children will often move to their new school without the support of existing friendships. The committee reflected the importance of supporting children and young people with the loss of important relationships caused by school transitions, in their recommendations.

Significant life changes

The quantitative evidence showed that group interventions used to support children who have experienced parental separation or divorce may reduce behavioural problems but showed no statistical difference in improving competencies or reducing emotional distress.

The quantitative evidence showed that interventions to support newly arrived immigrant and refugee youth, including those who were targeted for behavioural problems showed no

significant difference in improving self-esteem or prosocial behaviour. There was also no significant difference in reducing behavioural problems.

The qualitative evidence showed that refugee and immigrant youth were acceptging of mental health support taking place in the school setting. They valued the safety and the familiarity that schools provided compared to a clinical setting and said that it helped to remove the stigma of seeking mental health support. However, some pupils were concerned about the hectic nature of schools and the potential for lack of privacy. Pupils also acknowledged that teachers played an important role in mediating or supporting their contact with the mental health service.

The committee noted the paucity of the evidence about the role that schools could play in supporting children and young people through difficult life changes outside of school, but agreed that schools should try to address any reasonable needs identified by children or young people going through these kinds of transitions, with the help of internal specialists (for example the safeguarding lead) and external agencies.

4.2.4 Cost effectiveness and resource use

The committee noted that no published cost effectiveness evidence had been identified on interventions to support the social, emotional and mental wellbeing of children during periods of transition (such as between schools, life stages or due to traumatic events).

In the absence of published evidence, the committee agreed it would be informative to develop a bespoke economic model to support decision makers understanding of the potential economic and wellbeing implications of introducing a new intervention. The model adopted cost consequences analysis as well as cost benefit analysis out of concern that the QALY is limited with regard to capturing the wide variety of outcomes relevant to childhood current and future wellbeing. Expert views were taken into account in the model. The committee noted that data paucity considerably limited the assessment of impact and cost effectiveness.

The committee considered the findings of the model which showed the interventions could be cost effective and what the key drivers of cost effectiveness were. However, they were mindful that the outcomes used in the model are associated with great uncertainty. They observed that children and young people's outcomes could be positive or negative or a combination of the two. and that there was no evidence available to know the combined effect of an intervention across different outcomes. For positive outcomes they considered the model may over-estimate the overall benefit whereas for negative outcomes it may underestimate the total benefit. The committee believed it crucially important schools and other education settings take account of any potential adverse consequences in deciding whether to fund an intervention.

The committee were particularly concerned by the lack of studies on the long-term impact of intervening. They agreed that improvement in social and emotional wellbeing could lead to improvements in quality of life as well as improvements in academic progression and attainment. They also agreed there were likely to be benefits to the wider system including helping young people to become happy and successful adults, prepared for the opportunities, responsibilities and experiences of adult life. That the model was unable to capture these potential benefits due to an absence of data was considered a major limitation. From this view, the model could underestimate the benefit of all interventions. Other limitations noted include an oversimplification of the effect of an intervention by dichotomising continuous variables above and below a determined threshold and the lack of evidence on utility values. This could result in either underestimates or overestimates of the cost effectiveness outcomes.

They were also aware that the lack of data meant it had not been possible to adopt a holistic approach which captures the importance of a supportive and secure environment (e.g.

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supportive peers, role models, personal feelings of safety - to feel safe from being bullied, safe to report things without fear of stigma) and an ethos that avoids stigma and discrimination in relation to mental health and social and emotional difficulties.

The committee agreed that the potential cost effectiveness of an intervention is impacted by a myriad of factors including those relating to the intervention such as the local cost of delivery and who delivers the intervention as well as external factors such as family and peer relationships. It was also acknowledged by some that this is a relatively new field of science by which very minor changes in context or circumstance can dramatically impact the findings. Taken together with the substantial variability in the interventions available, the heterogeneity across schools and the limitations of the evidence the committee considered it unwise to draw broad conclusions from the model. Rather the committee agreed decision makers should make use of the economic model to understand the potential economic and wellbeing implications when considering the introduction of a new intervention in school and help identify any gaps in current research. The committee believe this could also help guide future research with the aim of improving the mental health and wellbeing of children and young people.

The committee highlighted that schools and higher educational settings have a statutory duty to address mental health issues – by teaching about and promoting mental well-being and ways to prevent negative impacts on mental well-being.

Finally, whilst the committee considered that implementing interventions might incur additional costs where these are not already in place, they believe that an integrated approach, using universal, whole school, targeted and transition interventions could prevent outcomes which can lead to costly consequences for wider system including the NHS, social services and the criminal justice system.

4.2.5 Other factors the committee took into account

The committee discussed the environment in primary schools where children frequently have close supervision from a trusted key adult and learn in small groups in a safe and nurturing environment. This environment should help with providing the framework for implementing extra support for social and emotional wellbeing. In contrast the environment in secondary school where children and young people work in different groups with multiple teachers and where there are generally different expectations, requires them to take care of themselves more. The qualitative evidence supports this view in that pupils moving from primary to secondary school were anxious about the new daunting and complex environment. This type of dynamic environment may contribute to a delay in identifying children and young people with poor social and emotional competencies. The committee agreed that children and young people need to be supported through those changing relationships.

The committee considered that key information about the pupil should be transferred when they start a new school but should be used in a non-stigmatised way. This information should focus on the pupil's strengths as well as their needs. The committee considered parent involvement in discussions around the information that is transferred between schools. They noted that is was good practice for schools to be working in a person-centred way which would involve scheduling a transition meeting with parents to consider their child's social and emotional wellbeing if a possible need for support has been identified.

The committee noted that in practice, access to peer support such as mentors and 'buddy' systems is key to successful school transitions, though training needed to be given to the mentors and made recommendations to this effect. They considered that primary schools could focus on building friendships ahead of these pupils meeting new peers. They also considered that it was important to continue the transition support once the child was at their new school and the new school had a responsibility to make sure that each child and young person was thriving in the new environment. The committee therefore made a

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recommendation to continue provide support after transitions have taken place. They were of the opinion that children who were known to be at higher risk of poor social, emotional and mental wellbeing should be monitored more often. They acknowledged that the new statutory guidance "Relationships education, relationships and sex education (RSE) and health education" (Department for Education) will help to schools enable pupils feel comfortable and confident during school transition.

Finally, the committee discussed managed moves, where a child or young person is placed in a new school by the local authority or by school-to-school voluntary agreement. They agreed that in their experience these transitions should be treated in the same way as other transitions and therefore all of the recommendations would apply to them.

4.2.4 Recommendations supported by this evidence review

This evidence review supports recommendations 1.5.1 to 1.5.7 and the research recommendation on Transitions.

5.1 References – included studies

5.1.1 Effectiveness and qualitative

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5.1.2 Economic

No economic studies were included.

Appendices

Appendix A   – Review protocols

A.1   Review protocol for transition support

Field	Content
PROSPERO registration number	CRD42020168316
Review title (50 Words)	Interventions to support the social, emotional and mental wellbeing of children and young people during periods of transition.
Review questions (250 words)	Quantitative (effectiveness) 6.1 What are effective and cost-effective interventions to support the social, emotional and mental wellbeing of children during periods of transition (such as between schools, life stages or due to traumatic events)? Qualitative (views and experiences) 6.2 Are interventions to support the social, emotional and mental wellbeing of children and young people during periods of transition (such as between schools, life stages or due to traumatic events) acceptable to: Children and young people Teachers/practitioners delivering the interventions Parents/Carers of children and young people receiving the interventions Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school? Qualitative and Quantitative (Survey data and views and experiences) 6.3 What are the barriers and facilitators to transition based interventions to promote social, emotional and mental wellbeing in children and young people?
Objective	Quantitative (effectiveness)

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Field	Content
	To identify which interventions to support social, emotional and mental wellbeing during periods of transition are effective and cost-effective for children and young people in UK key stages 1 to 4 and post-16 education or equivalent either in UK or internationally.
	Qualitative (views and experiences)
	[6.2] To understand the acceptability of transition interventions for children and young people in UK key stages 1 to 4 and post-16 education or equivalent through views and experiences of:
	Children and young people
	Teachers/practitioners delivering the interventions
	Parents/Carers of children and young people receiving the interventions
	Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school
	Quantitative and Qualitative (Survey data and views and experiences)
	[6.3] To identify the barriers and facilitators of transition interventions for children and young people in UK key stages 1 to 4 and post-16 education or equivalent.
Searches (300 words)	Quantitative and Qualitative
	The following databases will be searched:
	Medline and Medline in Process (OVID)
	Embase (OVID)
	CENTRAL (Wiley))
	Cochrane Database of Systematic Reviews (Wiley)
	PsycINFO (Ovid)
	Social Policy and Practice (OVID)
	ERIC (Proquest)
	Web of Science

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Field	Content
	Database functionality will be used, where available, to exclude: non-English language papers animal studies editorials, letters and commentaries conference abstracts and posters registry entries for ongoing or unpublished clinical trials dissertations duplicates Searches will be restricted by: January 1995 to date Secondary Databases A simple keyword-based search approach will be taken in the following databases: DARE (legacy database - records up to March 2014 only) (CRD) National Guidelines Clearinghouse (US Dept. of Health and Human Services) Bibliomap (eppicentre) Dopher (eppicentre) Trophi (epicentre) Citation searching Depending on initial database results, forward citation searching on key papers may be conducted, if judged necessary, using Web of Science (WOS). Only those references which NICE can access through its WOS subscription would be added to the search results. Duplicates would be removed in WOS before downloading. The reference list of current (within 2 years) systematic reviews will be checked for relevant studies

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Field	Content
	Websites Web searches will also be conducted. Google and Google Scholar will be searched for some key terms and the first 50 results examined to identify any UK reports or publications relevant to the review that have not been identified from another source. Searches will also be conducted on key websites for relevant UK reports or publications: Websites PSHE association Public Health England Department of Health Department for Education Public Health Institute Mentor-Adepis OFSTED National Foundation for Educational Research Research in Practice Education Endowment Foundation Office for Children's Commissioner Council for disabled children Results will be saved to EPPI R5. A record will be kept of number of records found from each database and of the strategy used in each database. A record will be kept of total number of duplicates found and of total results provided to the Public Health team. The searches will be re-run 6 weeks before final submission of the review and further studies retrieved for inclusion. The full search strategies for MEDLINE database will be published alongside the final review.

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Field	Content
Condition or domain being studied (200 words)	Social, emotional and mental wellbeing
Population (200 words)	Quantitative and Qualitative Population Children (including those with SEND) in UK key stages 1 and 2 or equivalent in primary education Children and young people (including those with SEND) in UK key stages 3 to 4 or equivalent in secondary education Young people in post-16 education (further education) up to the age of 18 or 19 for young people without SEND up to the age of 25 for young people with SEND who are experiencing a transition which falls into the following categories: Educational transition (e.g. primary to secondary school) Life transition (e.g. family break-ups or bereavement) Developmental transition (e.g. puberty) Qualitative (views and experiences) and quantitative (survey data) only Other populations: Teachers/practitioners delivering the interventions Parents/Carers of children and young people receiving the interventions Schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school

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Field	Content
	Setting The following educational settings will be included: Schools providing primary and secondary education including maintained schools, schools with a sixth form, academies, free schools, independent schools, non-maintained schools, and alternative provision including pupil referral units (see Department for Education's Types of school). Special schools. Further education colleges for young people, generally between the ages of 16 and 18. Young offender institutions. Secure children's homes. Secure training centres. Secure schools. Exclusion: Population Children in early years foundation stage (EYFS) (Where the studies define the population by age/UK key stage, we will only exclude if more than 50% of the population is in EYFS.) Young people not in education. Young people in higher education Setting Private homes
Intervention (200 words)	Interventions to support social, emotional and mental wellbeing of children and young people during periods of transition. For example: induction days for primary school children in their secondary school, sessions providing information on puberty etc.
Comparator (200 words)	Quantitative (effectiveness) Usual practice (can include no intervention or waiting list)

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Field	Content
	Quantitative (survey) Not applicable Qualitative (views and experiences) Not applicable
Types of study to be included (150 words)	Quantitative (Effectiveness) Randomised controlled trials non-randomised comparative studies Quantitative (Survey) Mixed-method studies with a quantitative component Survey or other cross-sectional studies that report on barriers and facilitators to these interventions. Qualitative (Views and experiences) Qualitative studies of interventions for example focus groups and interview-based studies or mixed-methods studies with a qualitative component
Other exclusion criteria (no separate section for this to be entered on PROSPERO – it gets included in the section above so	Quantitative (effectiveness) Papers published in languages other than English will be excluded. Studies from countries outside of OECD list (n=36) will be excluded. Studies published before the year 1995 will be excluded. Studies not published in full text (e.g. protocols or summaries) will be excluded. Studies that do not have a control group.

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Field	Content
within that word count)	Quantitative (survey) Studies from outside the UK will be excluded. Papers published in languages other than English will be excluded. Studies not published in full text (e.g. protocols or summaries) will be excluded. Qualitative (views and experiences) Studies from outside the UK will be excluded. Papers published in languages other than English will be excluded. Studies not published in full text (e.g. protocols or summaries) will be excluded.
Context (250 words)	Population and setting: Selected population of children and young people in UK key stages 1 to 4 and post-16 education or equivalent in primary, secondary and further education undergoing a period of transition. Within this, there may be differences in context depending on type of school, geographical location or socioeconomic status as well as subgroups of children and young people such as those with special educational needs and disabilities. Intervention: Transition interventions delivered within school, during usual school hours as part of the school's approach to social and emotional wellbeing. Social and emotional skills are key during children and young people's development that may help to achieve positive outcomes in health, wellbeing and future success. These skills can be taught during primary school in a cumulative approach whereby the skills acquired increase in complexity as appropriate to age and act as a foundation for further development in secondary school. During times of transition, some children and young people may face challenges that could put them risk of poor social, emotional and mental wellbeing outcomes. Transition interventions aim to provide extra support for these children and young people during these difficult periods.

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Field	Content
Primary outcomes (critical outcomes) (200 words) A separate mandatory box for Timing and Measures of these outcomes needs to be completed within PROSPERO. Please list these under timing and measures heading (200 words)	Quantitative (effectiveness) Social and emotional wellbeing outcomes Any validated measure of mental, social, emotional or psychological wellbeing categorised as: Social and emotional skills and attitudes (such as knowledge) Emotional distress (such as depression, anxiety and stress) Behavioural outcomes that are observed (such as positive social behaviour, conduct problems) Academic outcomes Academic progression and attainment Quantitative (survey) Proportional data Qualitative (views and experiences) Views and experiences in terms of acceptability and barriers and facilitators of: teachers and practitioners delivering interventions children and young people receiving interventions. parents/carers of children and young people receiving the interventions schools/teachers dealing with the consequences of transition e.g. secondary schools dealing with a child's transition from primary to secondary school
Timings and measures	Quantitative (effectiveness) 3 months Studies that report outcomes at less than 3 months will be downgraded for indirectness.

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Field	Content
	Quantitative (survey) Not applicable Qualitative (views and experiences) Not applicable
Secondary outcomes (important outcomes) (200 words) As above a separate entry for the timing and measures of these additional outcomes (200 words)	Quantitative (effectiveness) School attendance School exclusions Unintended consequences (e.g. stigma, reinforcement of negative behaviours) Quality of life Quantitative (survey) None Qualitative (views and experiences) None
Data extraction (selection and coding) (300 words)	All references identified by the searches and from other sources will be uploaded into EPPI-R5 and de-duplicated. This review will use the priority screening functionality within the EPPI-reviewer software. At least 50% of the identified abstracts (or 1,000 records, if that is a greater number) will be screened. After this point, screening will only be terminated if a pre-specified threshold is met for a number of abstracts being screened without a single new include being identified. This threshold is set according to the expected proportion of includes in the review (with reviews with a lower proportion of includes needing a higher number of papers without an identified study to justify termination) and is always a minimum of 500. A random 10% sample of the studies remaining in the database when the threshold is met will be additionally screened, to check if a substantial number of relevant studies are not being correctly classified by the algorithm, with the full database being screened if concerns are identified.

Field	Content
	The full text of potentially eligible studies will be retrieved and will be assessed in line with the eligibility criteria outlined above (see sections 6-10).
	A standardised EPPI-R5 template will be used when extracting data from studies (this is consistent with the Developing NICE guidelines: the manual section 6.4).
	Details of the intervention will be extracted using the TIDieR checklist in EPPI-R5.
	Outcome data will be extracted into EPPI-R5 as reported in the full text.
	Study investigators may be contacted for missing data where time and resources allow.
Risk of bias (quality) assessment (200 words)	Quantitative (effectiveness) Risk of bias will be assessed on an outcome basis using the following NICE preferred study design appropriate checklists for intervention studies as described in Developing NICE guidelines: the manual (Appendix H). Individual RCTs: Cochrane risk of bias tool 2.0 Cluster RCTs: Cochrane risk of bias tool 2.0 NRCTs: Cochrane ROBINS-I Quantitative (Survey) Risk of bias will be assessed on an outcome basis using the NICE preferred study design appropriate checklist for surveys as described in Developing NICE guidelines: the manual (Appendix H) CEBM checklist Qualitative (views and experiences) Risk of bias will be assessed on an outcome basis using the following NICE preferred study design appropriate checklist for qualitative studies as described in Developing NICE guidelines: the manual (Appendix H) CASP qualitative checklist

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Field	Content
	Mixed methods studies Risk of bias will be assessed using the MMAT (mixed methods appraisal tool).
Strategy for data synthesis (300 words)	Quantitative (effectiveness) The outcomes will be categorised at data extraction into four categories: social and emotional skills emotional distress behavioural outcomes and academic outcomes. Where meta-analysis is appropriate, the data will be pooled within the categories above using a random effects model to allow for the anticipated heterogeneity. Dichotomous data will be pooled where appropriate and the effect size will be reported using risk ratios in a standard pair-wise meta-analysis. Continuous outcomes reported on the same scale will be pooled in a standard pair-wise meta-analysis using mean difference where possible. Continuous outcomes not reported on the same scale will be pooled using a standardised mean difference in a standard pair-wise meta-analysis. Methods for pooling cluster randomised controlled trials will be considered where appropriate. Unit of analysis issues will be dealt with according to the methods outlined in the Cochrane Handbook. Methods for pooling cluster randomised controlled trials will be considered where appropriate. Unit of analysis issues will be dealt with according to the methods outlined in the Cochrane Handbook. Unexplained heterogeneity will be examined where appropriate with a sensitivity analysis. Where appropriate, the quality or certainty across all available evidence will be evaluated for each outcome using an the 'Grading of Recommendations Assessment, Development and Evaluation (GRADE) toolbox' developed by the international GRADE working group http://www.gradeworkinggroup.org/

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Field	Content
	If the studies are found to be too heterogeneous to be pooled statistically, a narrative approach will be conducted.
	A meta-regression looking components of interventions may be undertaken if there are a sufficient number of studies identified for each variable (at least n=10),
	Quantitative (survey)
	Where appropriate, the quality or certainty across all available evidence will be evaluated for each outcome using the GRADE approach.
	Qualitative (views and experiences)
	The key themes and supporting statements from the studies will be categorised into themes relevant to the review across all studies using a thematic analysis.
	Where appropriate, the quality or certainty across all available evidence will be evaluated for each outcome using the GRADE CERQual approach.
	Integration of data
	As we have included different types of data from different sources as follows:
	Quantitative
	effectiveness data from intervention studies (RQ 6.1)
	cross-sectional data from surveys on barriers and facilitators (RQ 6.3)
	Qualitative
	acceptability data related to interventions (RQ 6.2)
	barriers and facilitators (RQ 6.3)

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Field	Content
	An inductive convergent segregated approach will be undertaken to combine findings from each review. Where possible qualitative and quantitative data will be integrated using tables. Where quantitative and qualitative data comes from the same study, the technical team will present the qualitative analytical themes next to quantitative effectiveness data for the committee to discuss. different studies, the committee will be asked to interpret both sets of finding using a matrix approach for the committee discussion section.
Analysis of sub-groups (250 words)	Quantitative (effectiveness) Where evidence allows subgroup analyses and/or meta-regression may be conducted. as follows: UK key stage socioeconomic status ethnicity geographical area children with special educational needs and disabilities (SEND) other groups for consideration listed in EIA type of school setting e.g. mainstream, alternative provision, secure settings type of transition previous transitions (planned or unplanned) Quantitative (survey) Not applicable Qualitative (views and experiences) Not applicable
Type of method of review	Intervention

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Field	Content
Language	English
Country	England
Named contact	5a. Named contact Public Health Internal Guideline Development Team 5b Named contact e-mail PHAC@nice.org.uk 5c Named contact address National Institute for Health and Care Excellence Level 1A City Tower Piccadilly Plaza Manchester M1 4BD 5d Named contact phone number +44 (0)300 323 0148 5e Organisational affiliation of the review National Institute for Health and Care Excellence (NICE) and NICE Public Health Guideline Development Team.
Review team members	From the Centre for Guidelines: Hugh McGuire, Technical Adviser Sarah Boyce, Technical Analyst Lesley Owen, Health economist Rachel Adams, Information Specialist Chris Carmona, Technical Adviser Giacomo De Guisa, Technical Analyst

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Field	Content
	Adam O'Keefe, Project Manager
Funding sources/sponsor	This systematic review is being completed by the Centre for Guidelines which receives funding from NICE.
Conflicts of interest	All guideline committee members and anyone who has direct input into NICE guidelines (including the evidence review team and expert witnesses) must declare any potential conflicts of interest in line with NICE's code of practice for declaring and dealing with conflicts of interest. Any relevant interests, or changes to interests, will also be declared publicly at the start of each guideline committee meeting. Before each meeting, any potential conflicts of interest will be considered by the guideline committee Chair and a senior member of the development team. Any decisions to exclude a person from all or part of a meeting will be documented. Any changes to a member's declaration of interests will be recorded in the minutes of the meeting. Declarations of interests will be published with the final guideline.
Collaborators NB: This section within PROSPERO does not have free text option. Names of committee members to be inserted individually by the project manager and any additional collaborators	Development of this systematic review will be overseen by an advisory committee who will use the review to inform the development of evidence-based recommendations in line with section 3 of Developing NICE guidelines: the manual. Members of the guideline committee are available on the NICE website.
Other registration details (50 words)	None
Reference/URL for published protocol	None
Dissemination plans	NICE may use a range of different methods to raise awareness of the guideline. These include standard approaches such as:

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Field	Content	
	notifying registered stakeholders of publication	
	publicising the guideline through NICE's newsletter and alerts	
	issuing a press release or briefing as appropriate, posting news articles on the NICE website, using social media channels, and publicising the guideline within NICE.	
Keywords	Social and emotional wellbeing, mental wellbeing, schools, transition	
Details of existing review of same topic by same authors (50 words)	None	
Current review status	☒	Ongoing
	☒	Completed but not published
	☐	Completed and published
	☐	Completed, published and being updated
	☐	Discontinued
Additional information	None	
Details of final publication	https://www.nice.org.uk/	

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Appendix B   – Literature search strategies

Please see below for Medline strategy. For full search strategies refer to the searches document on the guideline webpage. Source: MEDLINE

Database: Ovid MEDLINE(R) <1946 to January 22, 2020>

Search Strategy:

----

1   ((school* or year or class or "key stage*") and transition*).ti,ab. (21405)

2   "education* transition*".ti,ab. (63)

3   (school adj2 (adjust* or maladjust* or engagement* or intergrat* or connected* or belonging)).ti,ab. (1354)

4   ((school* or academic) adj2 (achieve* or attain* or progress* or success or motivat*)).ti,ab. (7916)

5   or/1-4 (30311)

6   ((start* or move or moving or change or changing or enter or entering or entry or admission* or transfer* or settle or settling or transition*) adj2 school*).ti,ab. (3949)

7   ("ready child*" or "ready school*" or "ready famil*").ti,ab. (4)

8   "school readiness".ti,ab. (457)

9   (school* and (exclud* or exclusion* or refus* or isolat*)).ti,ab. (8276)

10   (admission* and (casual or "in year" or in-year or fair) and school*).ti,ab. (59)

11   (life adj2 (chang* or transition* or disrupt*)).ti,ab. (7422)

12   "adverse childhood experience*".ti,ab. (1072)

13   Life Change Events/ (22457)

14   ((famil* or parent* or marital or marriage) adj3 (break* or split or divorce or separat*)).ti,ab. (5920)

15   Family separation/ or Divorce/ (4648)

16   child abuse/ or child abuse, sexual/ (29836)

17   ((domestic or family or child* or physical or emotional or sexual) adj3 (abuse* or violence or exploit*)).ti,ab. (36111)

18   (child* adj3 (neglect* or mistreat* or maltreat* or molest*)).ti,ab. (7596)

19   puberty.ti,ab. (24407)

20   Puberty/ (13149)

21   (grief or death or bereave* or mourn*).ti,ab. (603096)

22   bereavement/ or grief/ (12975)

23   ((parent* or carer*) adj3 (depress* or anxiet* or "mental health")).ti,ab. (5746)

24   ((family or parent*) and ((alcohol or drug or substance) adj2 (use* or misuse* or abuse* or addict*))).ti,ab. (18248)

25   ((parent* or carer*) and (prison* or imprisoned or incarcerat*)).ti,ab. (624)

26   ((move or moving) adj2 (home or house)).ti,ab. (164)

27   (migrant* or migrat* or immigrant* or refugee* or "asylum seek*").ti,ab. (292420)

28   Refugees/ or "Transients and Migrants"/ or "Emigrants and Immigrants"/ (30760)

29   ((homeless* or housing or street) adj3 (child* or teen* or youth* or "young person*" or "young people" or adolescen*)).ti,ab. (2173)

30   (runaway* adj3 (child* or teen* or youth* or "young person*" or "young people" or adolescen*)).ti,ab. (232)

31   Homeless Youth/ (1250)

32   ((poverty or impoverish* or poor or "low income") and (child* or teen* or youth* or "young person*" or "young people" or adolescen* or famil* or parent*)).ti,ab. (92323)

33   Poverty/ (36646)

34   ((chronic or "long term" or long-term) adj2 (illness or ill-health or "ill health" or disease* or condition*)).ti,ab. (197760)

35   Chronic Disease/ (259476)

36   Disabled Children/ (6109)

37   ((disabled or disabilit* or handicap*) adj3 (child* or teen* or youth* or "young person*" or "young people" or adolescen*)).ti,ab. (14318)

38   or/6-37 (1546787)

39   (school* or pupil* or teacher or teaching or headteacher* or headmaster* or headmistress*).ti,ab. (367463)

40   (((city or technical) and (academy or academies or college*)) or sixth-form* or "sixth form*" or "6th form*" or "lower six*" or "upper six*" or "post 16" or post-16 or "further education").ti,ab. (4715)

41   ("secure children* home*" or "young offender* institution*" or "secure training cent*" or "secure school*").ti,ab. (50)

42   ("year one" or "year 1" or "year two" or "year 2" or "year three" or "year 3" or "year four" or "year 4" or "year five" or "year 5" or "year six" or "year 6" or "year seven" or "year 7" or "year eight" or "year 8" or "year nine" or "year 9" or "year ten" or "year 10" or "year eleven" or "year 11" or "year twelve" or "year 12" or "year thirteen" or "year 13" or "key stage one" or "key stage 1" or "key stage two" or "key stage 2" or "key stage three" or "key stage 3" or "key stage four" or "key stage 4" or "key stage five" or "key stage 5" or KS1 or KS2 or KS3 of KS4 or KS5 or "grade one" or "grade 1" or "grade two" or "grade 2" or "grade three" or "grade 3" or "grade four" or "grade 4" or "grade five" or "grade 5" or "grade six" or "grade 6" or "grade seven" or "grade 7" or "grade eight" or "grade 8" or "grade nine" or "grade 9" or "grade ten" or "grade 10" or "grade eleven" or "grade 11" or "grade twelve" or "grade 12" or "first grade" or "1st grade*" or "second grade*" or "2nd grade*" or "third grade*" or "3rd grade*" or "fourth grade*" or "4th grade*" or "fifth grade*" or "5th grade*" or "sixth grade*" or "6th grade*" or "seventh grade*" or "7th grade*" or "eighth grade*" or "8th grade*" or "ninth grade*" or "9th grade*" or "tenth grade*" or "10th grade*" or "eleventh grade*" or "11th grade*" or "twelfth grade*" or "12th grade*").ti,ab. (101504)

43   schools/ or school health services/ or school nursing/ or school teachers/ (55762)

44   or/39-43 (468490)

45   (medical or medicine or dental or dentist* or doctor* or physician* or nursing or "teaching hospital*" or undergraduate* or graduate* or postgraduate* or preschool* or pre-school* or nursery or "higher education" or university or universities).ti,ab. (2180256)

46   44 not 45 (280236)

47   5 and 38 and 46 (2418)

48   limit 47 to (letter or historical article or comment or editorial or news or case reports) (50)

49   47 not 48 (2368)

50   limit 49 to english language (2285)

51   limit 50 to yr="1995 -Current" (2025)

52   remove duplicates from 51 (2017)

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Appendix C – Effectiveness and qualitative evidence study selection

Identification

Records identified through database searching

(n=28358)

→ Duplicates removed

(n= 8609)

Records identified after duplicates removed

(n=19749)

Screening

Title and abstracts screened using priority screening

(n=10642)

→ Unscreened

(n= 9107)

Eligibility

Full text articles ordered

(n=349)

→ Full text articles excluded from this review

(n=319)

Articles not available

(n=2)

Included

25 studies included from 28 references plus

5 studies on Managed Moves added after search was completed

Appendix D   – Effectiveness and Qualitative evidence

D.1   Effectiveness evidence

D.1.1   Bagnall, 2021

Bibliographic Reference   Bagnall, Charlotte Louise; Fox, Claire Louise; Skipper, Yvonne; Oldfield, Jeremy; Evaluating a universal emotional-centred intervention to improve children's emotional well-being over primary-secondary school transition; Advances in Educational Research and Evaluatio.; 2021; vol. 2 (no. 1); 113-126

Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Study start date	May-2019
Study end date	Dec-2019
Aim	To understand and measure potential change mechanisms, targeted through support intervention
Country/geographical location	United Kingdom
Type of school	Primary school Secondary school

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Setting	Seven West Midlands primary schools (follow-up analysis was conducted in secondary school)
UK Key stage	Key stage 2
	Key stage 3
Inclusion criteria	At T1 and T2 Year 6 children, aged 10 and 11, from seven UK West Midlands primary schools participated in the research project (four schools participated in Talking about School Transition (TaST) and three were comparison group schools). At T3, Year 7 children, aged 11 and 12, from five UK West Midlands secondary schools participated in the research project.
Exclusion criteria	Not reported
Method of randomisation	Where possible schools were randomly allocated to an intervention or comparison group based on these demographic factors, e.g. one high, medium and low school within each condition.
Method of allocation concealment	Not reported
Unit of allocation	School
Unit of analysis	Individual
Statistical method(s) used to analyse the data	- Prior to commencing all analyses, the data were screened for errors and missing data. All tests were adequately powered and had good construct reliability. - Parametric test assumptions, including normality, homogeneity of variance and outlier assumption testing were met. - Outliers were not removed as this has the unwanted effect in the present study of excluding children who are more vulnerable over primary-secondary school transition and find this period more difficult. - The Bonferroni correction was applied to the alpha level control for Type 1 error inflation. - Four independent samples t-tests were conducted to examine gender differences in the four outcome variables across the three time points. - Four separate one-way between-groups Analysis of Variance (ANOVA) were conducted to examine age differences in the four outcome variables across the three time points.

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	• Four independent samples t-tests were conducted to check differences between the intervention and comparison condition at baseline (T1). • Four independent samples t-tests were conducted to check for difference in attrition in T1 scores for the intervention condition.
Attrition	44/101 = 43.6 % attrition
Study limitations	• Outcome measures were assessed using self-report rating scales. • The mixed methods design, which enabled participants to both rate and write down their feelings, recognises the underrepresentation of children's voices within this field and the need to remediate this. • It is recognised that obtaining insight from additional informants such as parents and teachers could have also supplemented children's self-reports of their adjustment, but this was beyond the scope of the present study.
Source of funding	Not reported

Study arms

Talking about School Transition (N = 146)

Control (N = 163)

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Characteristics

Study-level characteristics

Characteristic	Study (N = 309)
Age (years) Age of children at baseline Range	10 to 11

Arm-level characteristics

Characteristic	Talking about School Transition (N = 146)	Control (N = 163)
Male Sample size	n = 69 ; % = 47.3	n = 85 ; % = 52.1
Female Sample size	n = 77 ; % = 52.7	n = 74 ; % = 45.4
Prefer not to say Sample size	n = 0 ; % = 0	n = 4 ; % = 2.5

Outcomes

Study timepoints
- 7 month (Classified as T3 (delayed follow-up) in the publication)

Outcomes

Outcome	Talking about School Transition, 7 month, N = 146	Control, 7 month, N = 163
Emotional distress - Emotional symtoms (0-2) Measure by the Strengths and Difficulties Questionnaire (SDQ): Emotional Symptoms sub-scale (self-reported) Sample size	n = 101 ; % = 69.2	n = 32 ; % = 31.7
Emotional distress - Emotional symtoms (0-2) Measure by the Strengths and Difficulties Questionnaire (SDQ): Emotional Symptoms sub-scale (self-reported) Mean (SD)	0.45 (0.4)	0.33 (0.3)

Emotional distress - Emotional symtoms - Polarity - Lower values are better

Risk of bias

Emotional distress -Emotional symptoms - Talking about School Transition - Control

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Serious concerns over missing data)*

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Study arms

Talking about School Transition (N = NA)

Brief name	TaST. p. 115
Rationale/theory/Goal	TaST was also theoretically underpinned by Resilience Theory. p. 115
Materials used	Lesson plan script, accompanying PowerPoint presentation slides, transition workbook. p. 115
Procedures used	1. Helping children to position the transition as a progression as opposed to a loss in order to support children's emotional well-being in the here and now at primary school. 2. Building children's coping skills (including their coping efficacy) to support children's emotional well-being looking forward to secondary school. 3. Emphasising the importance of social support, how this may change at secondary school, and how to cope with this to continue accessing social support to nurture children's short- and long-term emotional well-being. p. 115
Provider	Delivered by Year 6 teachers. p. 115
Method of delivery	Individual, group and class-based activities. p. 115
Setting/location of intervention	Classroom. p. 115
Intensity/duration of the intervention	The intervention was delivered over five-weeks of the summer term on a weekly-basis, with each intervention lesson lasting approximately one hour. p. 115
Tailoring/adaptation	One teacher discussed tailoring the final two lessons to meet the class' first-hand experience. p. 120
Unforeseen modifications	None reported

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Planned treatment fidelity	Year 6 teachers delivering TaST were asked to complete a process evaluation feedback form, which contained five structural and process fidelity questions. p. 120
Actual treatment fidelity	Out of the four intervention schools, three teachers completed the process evaluation feedback forms. Overall, it was reported that all five TaST lessons were delivered and most were delivered as planned, although one teacher discussed tailoring the final two lessons to meet the class' first-hand experience. p. 120

Control (N = NA)

Brief name	Comparison group p. 115
Rationale/theory/Goal	Not reported
Materials used	Not reported
Procedures used	Not reported
Provider	Not reported
Method of delivery	Not reported
Setting/location of intervention	Not reported
Intensity/duration of the intervention	Not reported
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported

Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

D.1.2 Brouzos, 2020

Bibliographic Reference	Brouzos, Andreas; Vassilopoulos, Stephanos P; Vlachioti, Antigone; Baourda, Vasiliki; A coping?oriented group intervention for students waiting to undergo secondary school transition: Effects on coping strategies, self?esteem, and social anxiety symptoms; Psychology in the Schools; 2020; vol. 57 (no. 1); 31-43

Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Aim	To investigate whether a change in coping style, as a result of the intervention, is associated with fewer social anxiety symptoms in adolescents undergoing school transition.
Country/geographical location	Greece
Type of school	Primary school Secondary school
Setting	Two elementary schools in north-western Greece

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UK Key stage	Key stage 2
	Key stage 3
Inclusion criteria	Greek students that were in Year 6, fluent in Greek and presented no learning disabilities or mental health problems.
Exclusion criteria	Not reported
Method of randomisation	The authors did not assign participants randomly to conditions, because they had to receive the intervention in their existing classes.
Method of allocation concealment	Not reported
Unit of allocation	School
Unit of analysis	Individual
Statistical method(s) used to analyse the data	- Data were first screened for skewness and kurtoses. - Changes in adolescents' social anxiety and self-esteem were examined using mixed ANCOVA. - Hierarchical linear regression analysis was used to (SASC pre-examine predictors of change in social anxiety scores R) from to post-assessment.
Attrition	Not reported
Study limitations	- It is unclear whether or not this higher self-esteem and these newly-acquired coping skills are maintained upon entrance into and during secondary school. This is open to further, more systematic research. - The quasi -experimental design does not allow the generalisation of the results to all sixth-grade students in Greece. - Participation in the intervention could not exclusively account for all positive outcomes observed, as other factors not measured in the current study might have influenced the results.

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	• The sample was drawn from a specific area of the North-Western Greece, which lacks the diversity observed in other areas.
Source of funding	Not reported

Study arms

Coping-oriented group program (N = 56)

Control (no intervention) (N = 26)

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Characteristics

Arm-level characteristics

Characteristic	Coping-oriented group program (N = 56)	Control (no intervention) (N = 26)
Male Sample size	n = 27 ; % = 48.2	n = 12 ; % = 46.2
Female Sample size	n = 29 ; % = 51.8	n = 14 ; % = 53.8

Outcomes

Study timepoints
- 1 week (Follow-up)

Outcomes

Outcome	Coping-oriented group program, 1 week, N = 56	Control (no intervention), 1 week, N = 26
Social skills Measured by the Children's self-report Social Skills Scale: Social Rules sub-scale (self-reported) Mean (SD)	52.54 (5.3)	49.15 (5.89)

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Outcome	Coping-oriented group program, 1 week, N = 56	Control (no intervention), 1 week, N = 26
Emotional distress - anxiety Measured by the Children Social Anxiety Scale for Revised (SASC -R) (self-reported) Mean (SD)	8.12 (4.74)	13.16 (6.49)

Social skills - Polarity - Higher values are better

Emotional distress - anxiety - Polarity - Lower values are better

Risk of bias

Social skills - Coping-oriented group program - Control

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate *(oncerns around confounding and measurements of outcomes)*

Emotional distress - anxiety - Coping-oriented group program - Control

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate *(oncerns around confounding and measurements of outcomes)*

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Study arms

Coping-oriented group program (N = NA)

Brief name	Coping-oriented group program. p. 35
Rationale/theory/Goal	• To develop knowledge: an understanding of the impending academic transition. • To develop coping skills. p. 35
Materials used	None reported
Procedures used	Overview of sessions: 1. Let's make our group 2. Getting ready for secondary school 3. Making new friends and keeping old ones 4. Solving problems at school 5. The progress of our group. p. 36
Provider	Two female students attending a master's degree program in School Counselling. p. 37
Method of delivery	Group-based. p. 37
Setting/location of intervention	Classroom. p. 37
Intensity/duration of the intervention	45 min per week for 5 consecutive weeks. p. 37
Tailoring/adaptation	None reported

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Unforeseen modifications	None reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

Control (N = NA)

Brief name	Control group. p. 35
Rationale/theory/Goal	Not reported
Materials used	Not reported
Procedures used	Control group did not receive any intervention at all during the course of this study (test–retest group). p. 37
Provider	Not reported
Method of delivery	Not reported
Setting/location of intervention	Not reported
Intensity/duration of the intervention	Not reported
Tailoring/adaptation	Not reported

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Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

D.1.3   Coelho, 2017

Bibliographic Reference	Coelho, Vitor Alexandre; Marchante, Marta; Jimerson, Shane R; Promoting a Positive Middle School Transition: A Randomized-Controlled Treatment Study Examining Self-Concept and Self-Esteem.; Journal of youth and adolescence; 2017; vol. 46 (no. 3); 558-569

Study details

Study design	Cluster randomised controlled trial
Trial registration number	Not reported
Aim	To investigate the impact of a school adjustment program for middle school transition and potential gender differences
Country/geographical location	Lisbon, Portugal
Type of school	Primary education

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Setting	6 public school groupings (three rural middle school and three urban middle schools), by the Acade´mico de Torres Vedras and supported by the Torres Vedras municipality
UK key stage	Key stage 2
Inclusion criteria	Not reported
Exclusion criteria	Not reported
Method of randomisation	• Each School Grouping Board chose the classes that participated in program and randomly assigned them to the control and intervention groups, and then informed the program developers • Used 5 consecutive cohorts of 4th grade students undergoing transition (2006 to 2010)
Method of allocation concealment	Not reported
Unit of allocation	Classes nested in schools
Unit of analysis	Individual
Statistical method(s) used to analyse the data	• multiple imputation was used to deal with missing values. • Multilevel linear modeling (MLM), with a repeated measures design, was used to evaluate the effects of the program on self-esteem levels. • ICC self-esteem = 0.006
Attrition	There was attrition (140 students), due to students who had to repeat 4th grade (41 students) or transitioned into private middle schools or middle schools outside the municipality (99 students). These students had to be excluded from the sample due to the very different conditions they experienced
Study limitations	• Students make the transition to middle school earlier in Portugal (age 9) compared to 11 in the UK • some of the major limitations of the study are related to program implementation, as it takes place in a professional context and is not intended only for research purposes

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	• school boards decided to have more intervention than control groups, in part because the intervention groups were perceived to have significant improvements in social and emotional competencies and, as such, the number of control groups is smaller than intended
Source of funding	Project Positive Attitude is funded by the Municipality of Torres Vedras.

Study arms

Positive Transition Program (N = 825)

Cluster numbers not reported

Control (N = 322)

Characteristics

Arm-level characteristics

Characteristic	Positive Transition Program (N = 825)	Control (N = 322)
Male Sample size	n = 441 ; % = 53.5	n = 182 ; % = 56.5
Female Sample size	n = 384 ; % = 46.5	n = 140 ; % = 43.5

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Characteristic	Positive Transition Program (N = 825)	Control (N = 322)
Portuguese Sample size	n = 812 ; % = 98.4	n = 318 ; % = 98.8
Brazilian Sample size	n = 8 ; % = 1	n = 2 ; % = 0.6
Eastern European descent Sample size	n = 5 ; % = 0.6	n = 2 ; % = 0.6
2006/2007–2007/2008 Sample size	n = 168 ; % = 22.6	n = 91 ; % = 28.3
2007/2008–2008/2009 Sample size	n = 163 ; % = 21.2	n = 80 ; % = 24.8
2008/2009–2009/2010 Sample size	n = 161 ; % = 19.3	n = 60 ; % = 18.6
2009/2010–2010/2011 Sample size	n = 184 ; % = 19.8	n = 43 ; % = 13.4
2010/2011–2011/2012 Sample size	n = 149 ; % = 17.2	n = 48 ; % = 14.9

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Outcomes

Study timepoints
- Baseline
- 4 month (June (4th Grade))
- 8 month (October (5th grade))
- 16 month (June (5th Grade))

Social and emotional skills

Outcome	Positive Transition Program, Baseline, N = 825	Positive Transition Program, 4 month, N = 825	Positive Transition Program, 8 month, N = 825	Positive Transition Program, 16 month, N = 825	Control, Baseline, N = 323	Control, 4 month, N = 323	Control, 8 month, N = 323	Control, 16 month, N = 323
Self-esteem General Self scale from the Self-Description Questionnaire I—(SDQ I); 8 items; 5point scale (1 false to 5 true) Mean (SD)	30.62 (4.76)	30.69 (4.96)	29.97 (5)	29.43 (5.27)	30.89 (4.1)	30.68 (4.29)	28.74 (4.63)	28.07 (4.91)

Self-esteem - Polarity - Higher values are better

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Risk of Bias

Social and emotional skills: Self-esteem 4 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Social and emotional skills: Self-esteem8 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Social and emotional skills: Self-esteem 16 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Positive Transition Program (N = NA)

Brief name	p560
	Positive Transition Program

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Rationale/theory/Goal	p560 • aims to promote school adjustment in the transition to middle school
Materials used	None reported
Procedures used	p560 • The program was implemented during the school schedule with the same educational psychologist at the given school accompanying the groups along the 4th and 5th grade • During 4th grade, sessions include: 1. exploration of expectations regarding 5th grade; analysis of schedule and evaluation sheets 2. two sessions conducted by two former school colleagues who are now in the 5th grade, and two sessions by a 5th grade Class Director (the main 5th grade teacher of a class, a role that does not exist in elementary school), 3. a visit to the middle school • During the 5th grade sessions differences experienced are discussed, difficulties are analyzed and adequate coping strategies are promoted
Provider	p560 Educational psychologists
Method of delivery	p560 Group
Setting/location of intervention	p560 Schools (not further described)
Intensity/duration of the intervention	p560

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	20 x 50 min sessions (15 in 4th grade and 5 in 5th grade)
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	Not reported

Control (N = NA)

Brief name	Control (not described)
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Setting/location of intervention	Not applicable

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Intensity/duration of the intervention	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

D.1.4   Corsello, 2015

Bibliographic Reference	Corsello, Maryann; Sharma, Anu; Jerabek, Angela; Successful Transition to High School: A Randomized Controlled Trial of the Barr Model with 9th Grade Students; 2015; 1-11
Secondary publication(s)	Corsello, M., & Sharma, A. The Building Assets-Reducing Risks Program: Replication and expansion of an effective strategy to turn around low-achieving schools. Final report. (2015). Napa, CA: Corsello Consulting

Study details

Study design	Randomised controlled trial (RCT)
Trial registration number	Not reported

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Study start date	2011
Study end date	2012
Aim	Did students who experienced the BARR model earn higher scores in mathematics and reading on the Northwest Education Association (NWEA) standardized achievement tests than students who did not experience the BARR model?
Country/geographical location	USA
UK Key stage	Key stage 4
Setting	1 large suburban high school and 2 rural schools
Type of school	Secondary education
Inclusion criteria	9th grade students
Exclusion criteria	Students in sheltered instuction
Method of randomisation	Not reported
Method of allocation concealment	Not reported
Unit of allocation	Individuals
Unit of analysis	Individuals
Statistical method(s) used to analyse the data	Descriptive statistics

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Attrition	Provided data at follow up: 270/278 (97.1%) 251/277 (90.6%)
Study limitations	• BARR teachers may have shared new strategies and techniques with other teachers and non-BARR students may have benefited from subtle changes in school climate resulting from the adoption of this strength based approach
Source of funding	Investing in Innovation (i3) Development grant from the US Department of Education

Study arms

BARR (N = 278)

Control (N = 277)

Characteristics

Study-level characteristics

Characteristic	Study (N = 555)
Male Sample size	n = 255 ; % = 46

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Characteristic	Study (N = 555)
Female Sample size	n = 300 ; % = 54
Caucasian Sample size	n = 289 ; % = 52
Hispanic Sample size	n = 205 ; % = 37
African American, Asian, American Indian, or mixed races Sample size	n = 61 ; % = 11

Outcomes

Study timepoints
- Baseline
- 1 year (1 school year)

Academic attainment and progression

Outcome	BARR, Baseline, N = 270	BARR, 1 year, N = 270	Control, Baseline, N = 251	Control, 1 year, N = 251
Maths NWEA score Mean (SD)	230.06 (NR)	236.51 (NR)	230.89 (NR)	222.8 (NR)

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Outcome	BARR, Baseline, N = 270	BARR, 1 year, N = 270	Control, Baseline, N = 251	Control, 1 year, N = 251
Reading NWEA scores Mean (SD)	222.92 (NR)	227.43 (NR)	222.8 (NR)	225.49 (NR)

Maths - Polarity - Higher values are better

Reading - Polarity - Higher values are better

Critical appraisal - Cochrane Risk of Bias tool (RoB 2.0) Individual RCT

Academic attainment and progression: Maths 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Academic attainment and progression: Reading 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

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Study arms

BARR (N = NA)

Brief name	p7 Corsello 2015b The Building Assets Reducing Risks (BARR) model
Rationale/theory/Goal	p7 Corsello 2015b A comprehensive approach that addresses developmental, academic, and structural challenges in the 9th grade year through the implementation of eight different school-wide and individual strategies. It combines teachers' real-time analysis of student data, student asset building, and intensive teacher collaboration to prevent course failure. It reaches all students and teachers, and uses SEL skills to help increase academic performance. It develops positive student-teacher relationships and integrates student supports into a school's existing model for addressing non-academic barriers to learning. BARR is built on three developmental theories: 1. developmental assets which are forty internal and external sources of support that are critical to young people's successful growth and development 2. risk and protective factors, a social development strategy that addresses substance abuse, delinquency, teen pregnancy, school dropout, and violence 3. the attribution theory of student motivation that articulates the cognitive-behavioral-social process
Materials used	Not reported
Procedures used	p8 Corsello 2015b The BARR model consists of eight strategies that are interconnected and function as a whole. These strategies include: 1. Provide professional development for teachers, counselors, and administrators. Professional development focuses on using student-teacher relationships to enhance achievement. It begins before the model is implemented and continues throughout the school year. This training is conducted by two trainers and one of the

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	trainers is a BARR educator. There are also monthly meetings in which the 9th grade teachers continue to receive professional development. 2. Create cohorts of students. In the BARR model, students take three core courses as part of a block, or cohort, of students. Each block has three core-subject teachers (typically math, English, and science or social studies), and the teachers' and students' schedules are aligned so the students take these three core subjects only with other students in their cohort. 3. Engage families in student learning. BARR improves communication with families and makes them active partners. Families are invited to participate in an initial orientation and a parent advisory council. Teachers also regularly call and meet with the parents or guardians of students who need more support so the educators and families can work together more effectively. 4. Use BARR's I-Time Curriculum to foster a climate for learning. I-Time is a 30-minute weekly lesson that students take with others in their cohort as a supplement to the school curriculum. 5. Hold regular meetings of the cohort teacher teams. The three teachers in a cohort have the same scheduled planning period. The teacher team meets weekly to discuss each student in the cohort using student-level performance data that is updated weekly 6. Conduct risk-review meetings. Cohort teacher teams identify persistently low-performing students and refer them to a risk review team, which includes the school's BARR coordinator, a school administrator, a school social worker/counselor, and other professionals as needed. 7. Focus on the whole student. In every interaction with students (or discussions about students), educators address students' academic, emotional, social, and physical needs. 8. Administrator engagement. Before the school implements the BARR model, administrators learn how they can integrate BARR into their school culture and use it to make decisions that further their specific school goals. Administrators engage in ongoing support, involvement, communication with the BARR team in their school.
Provider	p8 Corsello 2015b Cohort teacher teams
Method of delivery	p8 Corsello 2015b Groups
Setting/location of intervention	p8 Corsello 2015b School

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Intensity/duration of the intervention	p7 Corsello 2015b One year
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	p27 Corsello 2015b One measure, conducted through an extensive interview with the site coordinator, measured the extent to which the 8 components of the BARR model were implemented in the school. The other three measures, conducted through evaluator observation of Block Meetings, Risk Review, and I Time, measured the quality of implementation of each of those components
Actual treatment fidelity	p49 Corsello 2015b Reported graphically
Other details	None

Control (N = NA)

Brief name	p13 Corsello 2015b Business as usual
Rationale/theory/Goal	Not applicable
Materials used	Not applicable

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Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

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D.1.5 Cross, 2018

Bibliographic Reference	Cross, D.; Shaw, T.; Epstein, M.; Pearce, N.; Barnes, A.; Burns, S.; Waters, S.; Lester, L.; Runions, K.; Impact of the Friendly Schools whole-school intervention on transition to secondary school and adolescent bullying behaviour; European Journal of Education; 2018; vol. 53 (no. 4); 495-513

Study details

Study design	Cluster randomised controlled trial
Trial registration number	Not reported
Study start date	2005
Study end date	2007
Aim	To reduce bullying and aggression among students who had recently transitioned to secondary school
Country/geographical location	Australia
Type of school	Secondary education
Setting	21 Catholic secondary schools
UK key stage	Key stage 3
Inclusion criteria	• All Grade 7 students enrolled in 2005 to attend Grade 8 in a participating secondary school • Grade 8 students enrolled in participating schools in 2006 who had not been approached in 2005 (new enrolments to the schools)

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Exclusion criteria	None
Method of randomisation	• Schools were stratified by size (using a median split with larger schools >811 and smaller schools ≤811 total students) and socioeconmoic status • Randomisation methods not reported
Method of allocation concealment	Not reproted
Unit of allocation	School
Unit of analysis	Individual
Statistical method(s) used to analyse the data	To account for the interdependence of responses from students in the same schools, random intercepts models used the Tobit procedure in Stata 10. To allow for baseline differences, since schools and not individuals were randomised to study conditions, the baseline values of the dependent variables were included as covariates in the models. Additionally, potential confounding variables were controlled for.
Attrition	Intervention Year 1: 1518/1570 (97% follow up) Year 2: 1382/1570 (88% follow up) Control Year 1: 1448/1498 (97% follow up) Year 2: 1357/1498 (91% follow up)
Study limitations	• Limited to Catholic schools only

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	• Catholic schools can be smaller, better resourced and have greater capacity for pastoral care initiatives than Government schools • Parent non-consent and student attrition may also have resulted in selection bias • Not all students and parents received the FSP support materials prior to transition, which may have resulted in an underestimate of the intervention impact
Source of funding	WA Health Promotion Foundation (Healthway; research grant file number 14126).

Study arms

Friendly Schools (N = 1789)

10 schools

Control (N = 1982)

10 schools

Characteristics

Study-level characteristics

Characteristic	Study (N = 3068)
Age (years)	13 (NR)
Mean (SD)	

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Outcomes

Study timepoints
- Baseline
- 1 year (school year; end of Grade 8)
- 2 year (school year; end of Grade 9)

Emotional distress

Outcome	Friendly Schools, Baseline, N = 1570	Friendly Schools, 1 year, N = 1518	Friendly Schools, 2 year, N = 1382	Control , Baseline, N = 1498	Control , 1 year, N = 1448	Control , 2 year, N = 1357
Depression Depression Anxiety Stress Scale which comprised seven items measured on a four-point scale (from 0 = not at all to 3 = applied to me very much, or most of the time). Mean (SD)	0.25 (0.33)	0.23 (0.34)	0.28 (0.37)	0.24 (0.33)	0.25 (0.35)	0.28 (0.37)
Anxiety Depression Anxiety Stress Scale which comprised seven items measured on a four-point scale (from 0 = not at all to 3 = applied to me very much, or most of the time). Mean (SD)	0.25 (0.3)	0.2 (0.29)	0.23 (0.32)	0.22 (0.29)	0.22 (0.31)	0.23 (0.32)
Stress Depression Anxiety Stress Scale which comprised	0.32 (0.33)	0.28 (0.33)	0.33 (0.36)	0.31 (0.33)	0.29 (0.34)	0.32 (0.36)

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Outcome	Friendly Schools, Baseline, N = 1570	Friendly Schools, 1 year, N = 1518	Friendly Schools, 2 year, N = 1382	Control , Baseline, N = 1498	Control , 1 year, N = 1448	Control , 2 year, N = 1357
seven items measured on a four-point scale (from 0 = not at all to 3 = applied to me very much, or most of the time). Mean (SD)						
Zero depression Scored equal to the minimum score No of events	n = 711 ; % = 45.3	n = 803 ; % = 52.9	n = 638 ; % = 46.2	n = 745 ; % = 49.7	n = 704 ; % = 48.6	n = 620 ; % = 45.7
Zero anxiety Scored equal to the minimum score No of events	n = 614 ; % = 39.1	n = 757 ; % = 49.9	n = 627 ; % = 45.4	n = 665 ; % = 44.4	n = 669 ; % = 46.2	n = 634 ; % = 46.7
Zero stress Scored equal to the minimum score No of events	n = 499 ; % = 31.8	n = 619 ; % = 40.8	n = 459 ; % = 33.2	n = 508 ; % = 33.9	n = 556 ; % = 38.4	n = 487 ; % = 35.9

Depression - Polarity - Lower values are better

Anxiety - Polarity - Lower values are better

Stress - Polarity - Lower values are better

Zero depression - Polarity - Higher values are better

Zero anxiety - Polarity - Higher values are better

Zero stress - Polarity - Higher values are better

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Behavioural Problems

Outcome	Friendly Schools, Baseline, N = 1570	Friendly Schools, 1 year, N = 1518	Friendly Schools, 2 year, N = 1382	Control , Baseline, N = 1498	Control , 1 year, N = 1448	Control , 2 year, N = 1357
Bullying victimisation Mean (SD)	0.22 (0.27)	0.7 (0.99)	0.31 (0.37)	0.19 (0.25)	0.27 (0.3)	0.31 (0.35)
Bullying perpetration Mean (SD)	0.11 (0.17)	0.14 (0.16)	0.2 (0.32)	0.088 (0.16)	0.15 (0.51)	0.19 (0.3)
Zero bullying perpretation Scoring equal to the minimum score No of events	n = 870 ; % = 55.4	n = 761 ; % = 50.1	n = 629 ; % = 45.5	n = 912 ; % = 60.9	n = 723 ; % = 49.9	n = 623 ; % = 45.9
Zero bullying victimisation Scoring equal to the minimum score No of events	n = 539 ; % = 34.3	n = 461 ; % = 30.4	n = 410 ; % = 29.7	n = 598 ; % = 39.9	n = 433 ; % = 29.9	n = 398 ; % = 29.3

Bullying victimisation - Polarity - Lower values are better

Bullying perpetration - Polarity - Lower values are better

Zero bullying perpretation - Polarity - Higher values are better

Zero bullying victimisation - Polarity - Higher values are better

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Risk of Bias

Emotional distress: Depression 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Emotional distress: Depression 2 years

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Emotional distress: Anxiety 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Emotional distress: Anxiety 2 years

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

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Emotional distress: Stress 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Emotional distress: Stress 2 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Friendly school project (N = NA)

Brief name	The Friendly Schools Project (p497)
Rationale/theory/Goal	p497 FSP intervention used a socio-ecological approach that considered the factors that influence students' bullying experiences at multiple levels, including cognitive and emotional development, family engagement, peer interactions and the cultural and societal conditions to which they are exposed. Its conceptual framework also draws on the Attachment Theory, the Social Cognitive Theory and the Problem Behaviour Theory.
Materials used	p501 Student component

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	Provided information and strategies to help to manage the transition from primary school through classroom curricula and educational magazines. The theory of change on which the classroom curricula was based focused on increasing students' pro-victim and reducing their pro-bully attitudes; building their capacity to advocate for themselves and others; empowering them to cope with bullying; helping them to regulate their emotions and react assertively rather than aggressively to bullying; and encouraging them to seek help and provide support to others Parent component Comprised two booklets sent to parents before their child transitioned to secondary school and up to 30 newsletter items over the two years of the intervention, providing parenting tips to build children's social competence and minimise harm from bullying. The booklets provided information and strategies to help parents to understand their children's new secondary school, prepare their children for these changes and help them to maintain friendships and make new friends. They were tailored to suit each school's transition needs. Whole-school component Designed to help schools to enhance students' social relationships and peer support, review bullying-related policies and procedures and their implementation (involving the school community), enhance their school culture and physical environment, provide positive behaviour management strategies and less punitive-based responses to bullying and strengthen school-home-community links.
Procedures used	p500 • Pre-transition: Preparing for transition education booklets for parents and students; capacity-building engagement with primary and secondary school staff (end of Grade 7). • Transition: Training and resources to support whole-school and staff; classroom resources for Grade 8 students and newsletter tips for parents. • Post-transition: Maintenance and resources for school staff to focus on Grade 9 student social competence, bystander and advocacy support.
Provider	p502 Researchers and teachers

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Method of delivery	p502 Group; whole school
Setting/location of intervention	p502 School; classroom
Intensity/duration of the intervention	p502 • 3 years duration • year 8 (8hrs of classroom activities) • year 9 (3.5hrs of curriculum activities)
Tailoring/adaptation	None
Unforeseen modifications	None
Planned treatment fidelity	None
Actual treatment fidelity	None
Other details	p501 A tiered training and coaching support to meet each school's organisational context and build implementation capacity was provided in each study year. It comprised: • A two-hour in-school training for all school staff: to raise their awareness of the intervention and establish common understandings and consistent approaches to bullying prevention and management.

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	• A six-hour group training for school implementation teams: attended by approximately six senior pastoral care staff from each school to support the implementation of the whole-school, student and parent components. Each team received a manual to guide whole-school implementation. • A one-hour in-school "coaching" session four times per year with each school's implementation team. Coaching assisted schools through a staged improvement process to identify student and staff needs, select appropriate strategies and implement and review their efforts to reduce and manage bullying. • A two-hour in-school training for Grade 8 and then Grade 9 teaching staff who were delivering the classroom curriculum

Control (N = NA)

Brief name	p503 usual transition, social and emotional and bullying prevention policies and practices as required by the Australian curriculum authorities
Rationale/theory/Goal	Not reported
Materials used	Not reported
Procedures used	Not reported
Provider	Not reported
Method of delivery	Not reported
Setting/location of intervention	Not reported
Intensity/duration of the intervention	Not reported

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Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	Not reported

D.1.6   Dawes, 2019

Bibliographic Reference	Dawes, M; Farmer, T; Hamm, J; Lee, D; Norwalk, K; Sterrett, B; Lambert, K; Creating Supportive Contexts for Early Adolescents during the First Year of Middle School: impact of a Developmentally Responsive Multi-Component Intervention; Journal of youth and adolescence; 2019

Study details

Study design	Cluster randomised controlled trial
Trial registration number	Not reported
Study start date	2013
Study end date	2016

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Aim	To examine the impact of a multi-component intervention program in metropolitan schools by comparing differences in students' self-reported adjustment and perceptions of the school context during the first year of middle school in schools with teachers trained in the BASE model versus control schools
Country/geographical location	Southeastern United States
Type of school	Secondary education
Setting	Middle schools
UK key stage	Key stage 3
Inclusion criteria	Sixth-grade students in regular education classrooms
Exclusion criteria	None
Method of randomisation	Randomisation methods not reported
Method of allocation concealment	Not reported
Unit of allocation	Schools
Unit of analysis	Individuals (students)
Statistical method(s) used to analyse the data	• Multilevel mixed effects modeling using Stata given the nested nature of the data with students (Level 1) nested in schools (Level 2) in accordance with recommendations for analyzing cluster randomized controlled trial designs • Descriptive statistics • Missing data was handled in analyses with maximum likelihood estimation

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Attrition	Number of people analysed: intervention: 1307 to 1318/1537 (85% to 85.7%) control: 1170 to 1178/1388 (84.3% to 84.8%)
Study limitations	• the analyses do not identify the specific mechanisms through which the intervention promoted positive adjustment indices for students in BASE schools. • limited to metripolitan settings • only assessed intervention effects over a relatively short period from the beginning to the end of students' 6th grade year • self-reported outcomes
Source of funding	This research was supported by a grant from the Institute of Education Sciences (R305A120812).

Study arms

BASE program (N = 1537)

Cluster N =12 Teachers N=122

Control (N = 1388)

Cluster N=12 Teachers N=98

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Characteristics

Study-level characteristics

Characteristic	Study (N = 2925)
White Sample size	n = 1527 ; % = 52.2
Black Sample size	n = 644 ; % = 22
Hispanic Sample size	n = 597 ; % = 20.4
Asian Sample size	n = 53 ; % = 1.8
Multiracial Sample size	n = 117 ; % = 4

Arm-level characteristics

Characteristic	BASE program (N = 1537)	Control (N = 1388)
Male Calculated from female data reported Sample size	n = 712 ; % = 46.3	n = 638 ; % = 46

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Characteristic	BASE program (N = 1537)	Control (N = 1388)
Female Sample size	n = 825 ; % = 53.7	n = 750 ; % = 54
Free/reduced lunch Mean (SD)	53.96 (16.27)	49.82 (15.65)

Outcomes

Study timepoints
- 3 month (Fall semester)
- 6 month (Spring semester)

Emotional distress

Outcome	BASE program, 3 month, N = 1312	BASE program, 6 month, N = 1312	Control, 3 month, N = 1174	Control, 6 month, N = 1174
Social anxiety SCARED; 3-point scale, with response options ranging from 0 (not true/hardly true) to 2 (very true/often true) Mean (SD)	0.89 (0.5)	0.82 (0.51)	0.89 (0.49)	0.85 (0.52)
Emotional symptoms SDQ; 3-point scale (0 = not true, 1 = somewhat true, and 2= certainly true) Polarity: Lower values are better	0.62 (0.48)	0.55 (0.47)	0.61 (0.46)	0.57 (0.47)

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Outcome	BASE program, 3 month, N = 1312	BASE program, 6 month, N = 1312	Control, 3 month, N = 1174	Control, 6 month, N = 1174
Mean (SD)				

Social anxiety - Polarity - Lower values are better

Emotional symptoms - Polarity - Lower values are better

Risk of Bias

Emotional distress: Social anxiety Fall Semester

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns *(Unclear if participants were aware of allocation with subjective outcomes)*

Emotional distress Social anxiety Spring semester

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns *(Unclear if participants were aware of allocation with subjective outcomes)*

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Emotional distress: Emotional symptoms Fall Semester

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns *(Unclear if participants were aware of allocation with subjective outcomes)*

Emotional distress Emotional symptoms Spring Semester

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns *(Unclear if participants were aware of allocation with subjective outcomes)*

Study arms

BASE (N = NA)

Brief name	p2 The BASE model
Rationale/theory/Goal	Not reported
Materials used	p3 • additional training content • activities • support
Procedures used	p2

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	BASE consists of three complementary components: Academic Engagement Enhancement, Competence Enhancement Behavior Management, and Social Dynamics Management • Academic Engagement Enhancement: focuses on creating a context where learning is valued, students support each other, and instruction is paced to maintain students' engagement and to use time efficiently. • Competence Enhancement Behavior Management: involves promoting a classroom ecology to reinforce desired behavior while using problems as opportunities to teach new behavior. This includes a range of Evidence-Based Practices (EBPs) tailored to the specific needs of the classroom and the capacities and skills of the teacher. • Social Dynamics Management: involves shaping natural social processes to create peer cultures that foster students' academic effort and engagement while promoting positive social roles and elationships for struggling students
Provider	p2 Teachers
Method of delivery	p2 Classroom/group
Setting/location of intervention	p2 Classroom
Intensity/duration of the intervention	p3 School year
Tailoring/adaptation	None reported
Unforeseen modifications	None reported

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Planned treatment fidelity	P7 • Prior to the start of the school year, teachers in schools assigned to the intervention condition met in August for a 1.5-day summer institute (9.5 h total) that introduced the major components of the intervention and discussed how to apply the BASE components in the classroom • teachers completed six online modules that covered topics such as classroom management, social dynamics, early adolescent development, motivation, and student cognition. The online modules were approximately 45 min each • After fall data collection, teachers started videoconferencing with intervention staff after they completed each online module.
Actual treatment fidelity	P7 • Assessed with the SEALS (Supporting Early adolescents' Learning and Social Success) observation instrument • The rating scale for the measure had the following options: 1 (construct is absent and necessary), 2 (construct is present but teacher orientation is negative), 3 (construct is present and used favorably but inconsistently), 4 (teacher behavior directly reinforces construct), and 5 (teacher behavior is not present because it is not necessary) On average, raters were within one point of each other 96% of the time
Other details	None

Control (N = NA)

Brief name	Not specified
Rationale/theory/Goal	Not reported
Materials used	Not reported

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Procedures used	Not reported
Provider	Not reported
Method of delivery	Not reported
Setting/location of intervention	Not reported
Intensity/duration of the intervention	Not reported
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	Not reported

D.1.7   Johnson, 2008

Bibliographic Reference	Johnson, Valerie L; Holt, Laura J; Bry, Brenna H; Powell, Sharon R; Effects of an integrated prevention program on urban youth transitioning into high school.; Journal of Applied School Psychology; 2008; vol. 24 (no. 2); 225-246

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Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Aim	To develop and to refine the prevention programming that targets a variety of risks adolescents face during transition into high school.
Country/geographical location	New Jersey, USA
Type of school	Secondary school
Setting	Urban high school
UK Key stage	Key stage 3
Inclusion criteria	None
Exclusion criteria	None
Method of randomisation	• Non-randomised • Students scheduled to receive physical education during seventh period were allocated to the intervention • Students scduled to receive physical education during first period were allocated to the control group.
Method of allocation concealment	None
Unit of allocation	Students

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Unit of analysis	Students
Statistical method(s) used to analyse the data	• Intention to treat • Repeated measures ANOVAs
Attrition	129/157 (82.2%) completed both baseline and post-test assessments
Study limitations	• too few participants to discern small but statistically significant program effects • generalizability of the findings is limited to those school environments with similar sociodemographic characteristics. • Only measured short term effects

Study arms

Integrated program (HR) (N = 43)

Integrated program (LR) (N = 54)

Control (HR) (N = 21)

Control (LR) (N = 39)

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Characteristics

Study-level characteristics

Characteristic	Study (N = 157)
Age Range	13 to 16
Age Mean (SD)	14 (NR)
Male Sample size	n = 72 ; % = 46
Female Sample size	n = 85 ; % = 54
Latino/Hispanic Sample size	n = 74 ; % = 47
African American Sample size	n = 63 ; % = 40
Caucasian Sample size	n = 6 ; % = 4
Other Sample size	n = 13 ; % = 8

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Outcomes

Study timepoints
- Baseline
- 8 month

Behavioural outcomes

Outcome	Integrated program (HR), 8 month vs Baseline, N = 43	Integrated program (LR), 8 month vs Baseline, N = 54	Control (HR), 8 month vs Baseline, N = 21	Control (LR), 8 month vs Baseline, N = 39
School Related Misconduct Mean change	0.80	-0.08	2.55	0.41

School Related Misconduct - Polarity - Lower values are better

Risk of bias

Behavioural outcomes: School Related Misconduct 8 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

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Study arms

Integrated program (N = NA)

Brief name	p232 Integrated program • Universal Peer-Led Group Program (Peer Group Connection) • Selective Adult Mentoring Program (Achievement Mentoring)
Rationale/theory/Goal	p229 • Behavioral change theory • Social learning theory • Aimed at enhancing a sense of school attachment, creating a kinship to other prosocial peers, providing skills necessary to make informed decisions, resisting negative peer influences, setting realistic goals, managing stress, and developing a sense of achievement orientation
Materials used	p232 • A manualised universal program
Procedures used	p232-234 Universal Peer-Led Group Program • The targeted processes include those needed to (a) enhance a sense of school attachment, (b) create a kinship to other prosocial peers, (c) provide skills necessary to make informed decisions, (d) resist negative influences, (e) set realistic goals, (f) manage anger and stress, and (g) develop a belief system consistent with an achievement orientation

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	• A total of 16 program modules were delivered to the freshmen assigned to the peer program over the course of the school year. Selective Adult Mentoring Program • Adult mentors were encouraged to (a) talk with one of the student's teachers to learn of required work and positive behaviors, (b) meet with the student during the school day for 15–20 minutes to acknowledge accomplishments, to problem solve about assignments, and to address discipline issues, (c) practice an important behavior with the student (rehearse speaking to a teacher or parent, organize a notebook or complete homework), and (d) keep track of mentee's attendance, tardiness, grades, and discipline referrals. Mentors also contacted the mentee's parents once a month to communicate about a positive behavior demonstrated by the mentee. Mentors met with their mentees for an average of 8 weeks during the course of the program and spent an average of 25–30 minutes with a mentee during each meeting.
Provider	p232-234 • Peers (universal program) • Adult mentors, usually teachers/staff (selective program)
Method of delivery	p232-234 • Group (universal program) • Individual (selective program)
Setting/location of intervention	p233 • Classroom (universal program)
Intensity/duration of the intervention	p232-234

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	Universal program - 1 x weekly sessions (1 class period) over the school year Selective program - 8 weeks - Approx 30mins per session
Tailoring/adaptation	None
Unforeseen modifications	None
Planned treatment fidelity	p232-234 Universal program - trained observers conducted observations of both the instructional classes, as well as the peer-led groups. - attendance was recorded and they completed evaluation forms at the end of each session.
Actual treatment fidelity	p232-234 Universal program - ratings of the overall effectiveness of the teacher-advisors were "excellent" or "good" in 13 of 15 observations. - Observers rated the overall effectiveness of the peer leaders group sessions and found 82% as being satisfactory or higher
Other details	p234

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	Adult mentors from the high school were recruited through a brief presentation at a faculty meeting and personal invitations for recommended teachers. Teachers/staff, who completed an application, attended the 3-hour training workshop, and who could fulfill the time commitment (up to four hours per week) were selected as adult mentors.

Control (N = NA)

Brief name	p232 No intervention control
Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable

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Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not reported

D.1.8 Makover, 2019

Bibliographic Reference	Makover, H; Adrian, M; Wilks, C; Read, K; Stoep, AV; McCauley, E; Indicated Prevention for Depression at the Transition to High School: outcomes for Depression and Anxiety; Prevention science; 2019; vol. 20 (no. 4); 499-509
	Blossom, JB, Adrian, MC, Stoep, AV et al. (2019) Mechanisms of Change in the Prevention of Depression: an Indicated School-Based Prevention Trial at the Transition to High School. Journal of the American Academy of Child and Adolescent Psychiatry

Study details

Trial registration number	NCT00071513
Aim	To examine the impact of a school-based prevention programme (The High School Transition Program) on depression and anxiety for youth transitioning from middle- to high-school.
Country/geographical location	USA
UK Key stage	Key stage 2
	Key stage 3

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Setting	Six middle schools in a Pacific Northwest urban area
Type of school	Primary education Secondary education
Inclusion criteria	Universal emotional health screening was used to identify youth who were eligible for participation in the trial. Inclusion criteria for screening were: • able to understand English at 3rd grade level (as determined by school faculty) • not already enrolled in a self-contained class for serious behavioural disturbance • written permission from their parent to complete the screening questionnaire, or assent themselves
Exclusion criteria	Not reported
Method of randomisation	Randomisation was carried out by the project co-ordinator who was not involved in the intervention aspects of the study, through stratified blind drawing of assignment to a group using a random number generator, and controlling only for even distribution of gender.
Method of allocation concealment	Not reported
Unit of allocation	Individual
Unit of analysis	Individual
Statistical method(s) used to analyse the data	To identify between-intervention group differences in depression and anxiety outcomes, hierarchical linear modeling was used (HLM; Bryk and Raudenbush 1992). Changes in the Short Mood and Feelings Questionnaire scores and anxiety subscale of the High School Questionnaire from baseline to 18 months were modelled.

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	As students were nested within schools, interclass correlations (ICC), which tests for the variability attributed to students nested in schools. were carried out. Effect size was interpreted using Cohen's specifications (1988), (in which where 0.20 = a small effect size; 0.50 = a medium effect size, and 0.80 = a large effect size. Confidence intervals (CI) were calculated using the Wald method.
Attrition	All students who had any data collected at any of the five assessment waves were included in the analyses (497 students). 3.42% of observations were missing for the Short Mood and Feelings Questionnaire (SMFQ) 2.66% of observations were missing from the anxiety subscale of the High School Questionnaire (HSQ).
Study limitations	• Outcomes were self reported and did not include additional measures such as clinical diagnoses, or school performance. • the study was timed to determine change during transition from middle to high school rather than determining the most salient time to intervene. • there were baseline differences according to gender (increased anxiety for females) • The intervention was delivered by master's and doctorate-level child mental health clinicians who were not working in the school, as opposed to school-based specialists. • The study did not use technology to help facilitate intervention.
Source of funding	National Institute of Health grant R01 MH61984.

Study arms

Intervention (N = 241)

| **Aim** | To examine the impact of a school-based prevention program (The High School Transition Program) on depression and anxiety for youth transitioning from middle- to high-school. |

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UK Key stage	Key stage 3
Type of school	Secondary education

Control (N = 256)

Aim	To examine the impact of a school-based prevention program (The High School Transition Program) on depression and anxiety for youth transitioning from middle- to high-school.
UK Key stage	Key stage 3
Type of school	Secondary education

Characteristics

Arm-level characteristics

Characteristic	Intervention (N = 241)	Control (N = 256)
Female Sample size	n = 149 ; % = 61.8	n = 165 ; % = 64.5
Male (calculated by reviewer) Sample size	n = 92 ; % = 38.2	n = 91 ; % = 35.5
Non-hispanic white Sample size	n = 130 ; % = 53.9	n = 144 ; % = 56.3

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Characteristic	Intervention (N = 241)	Control (N = 256)
Black	n = 32 ; % = 13.3	n = 36 ; % = 14.4
Sample size		
Asian	n = 38 ; % = 15.8	n = 40 ; % = 15.6
Sample size		
American Indian	n = 6 ; % = 2.5	n = 9 ; % = 3.5
Sample size		
Hispanic White	n = 35 ; % = 14.5	n = 27 ; % = 10.5
Sample size		
Less than high school	n = 7 ; % = 3.1	n = 16 ; % = 6.6
Sample size		
High school graduate	n = 37 ; % = 16.4	n = 37 ; % = 15.2
Sample size		
Some college	n = 71 ; % = 31.6	n = 84 ; % = 34.4
Sample size		
College graduate or more	n = 110 ; % = 48.9	n = 107 ; % = 43.8
Sample size		

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Outcomes

Study timepoints
- Baseline
- 18 month

Emotional distress

Outcome	Intervention, Baseline, N = 241	Intervention, 18 month, N = 233	Control, Baseline, N = 256	Control, 18 month, N = 247
Depression Considered above clinical cut off No of events	n = 112 ; % = 46.9	n = 74 ; % = 31.8	n = 119 ; % = 46.9	n = 94 ; % = 38.2

Depression - Polarity - Lower values are better

Critical appraisal - Cochrane Risk of Bias tool (RoB 2.0) Individual RCT

Emotional distress: Depression 18 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

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Study arms

Intervention (N = NA)

Brief name	High School Transition Program (HSTP)

Rationale/theory/Goal	The High School Transition Program (HSTP) aims to reduce depression, anxiety, and school problems in at-risk youth coping with the transition to high school. It combines components of programmes proven effective in reducing depression and anxiety.
	
	The study tests hypotheses that compared to the control group, youths receiving the intervention will experience
	
	    • a slower increase in depression symptoms in the follow-up period
	    • a greater decline in anxiety symptoms in the follow-up period
	
	In addition the study tested the hypotheses that youth with higher baseline anxiety would experience less decline in anxiety and depression symptoms in the follow-up period.
	
	(Page 500 - current study)
	
	The objectives were:
	
	    • to increase coping skills competencies,
	    • to increase social support by building a peer support network
	    • to increase positive social activities,
	    • to motivate parents to increase their support during the transition
	
	(Page 503 - Intervention programme)

Materials used	Not reported
Procedures used	• Baseline data were collected from students in the 2nd term of the 8th Grade • In Grade 8 group-based sessions were delivered to the children • In the first term of Grade 9, 1:1 booster sessions were given as a bridge to cover the high school transition. thse focused on bonding with the new school and reinforcing the skills taught in the group session in Grade 8.

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	• Individual parent sessions were held at home in both Grade 8 and Grade 9 (Page 503 - Intervention program)
Provider	All child and parent sessions were led predominantly by master's level counsellors in mental health who had received 40 hours of HST program training. They also recieved 2 hours of supervision each week in the intervention period. (Page 503 - Intervention program)
Method of delivery	• Group based sessions for children in Grade 8 • 1:1 booster sessions fro children in Grade 9 • Home visits for parenst during Grade 8 and 9 (Page 503 - Intervention Program)
Setting/location of intervention	Children's sessions were delivered in school Parents sessions were delivered at home (Page 503 - Intervention Program)
Intensity/duration of the intervention	12 hour skill based group sessions for children in Grade 8 4 one-to-one booster sessions for children in Grade 9 2 home visits to parents during Grade 8 and 2 during Grade 9 (Page 503 - Intervention Program)
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	All sessions (child group and 1:1 booster sessions and parental home visits) were video recorded and reviewed weekly.

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	(Page 503 - Intervention Program)
Actual treatment fidelity	Not reported
Other details	Youths participating in screening during recruitment to the study were given a $5 food coupon. (Page 501) Youth and parents were compensated for their time in completing questionnaires (Page 502)

Control (N = NA)

Brief name	Usual care (Page 503- 504 control condition)
Rationale/theory/Goal	Not reported
Materials used	Not applicable
Procedures used	• After screening , students assigned to the control group completed a one-to-one standard interview and follow-up with a trained clinician. • A phone call was made to parents to review concerns and recommend additional services, as needed. • Participants considered at risk of clinical depression or self-harm were immediately assessed by clinical specialists who worked with parents and the school counseling department to develop a plan (e.g., meeting with school counsellor, providing mental health referrals).

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	(Page 503- 504 control condition)
Provider	Trained clinician
	(Page 503- 504 control condition)
Method of delivery	Individual
	(Page 503- 504 control condition)
Setting/location of intervention	Not reported
Intensity/duration of the intervention	Not reported
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	All students participating in the screening process during recruitment were given a $5 food coupon
	(Page 501)

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D.1.9 Mandy, 2016

Bibliographic Reference	Mandy, William; Murin, Marianna; Baykaner, Ozlem; Staunton, Sara; Cobb, Robert; Hellriegel, Josselyn; Anderson, Seonaid; Skuse, David; Easing the Transition to Secondary Education for Children with Autism Spectrum Disorder: An Evaluation of the Systemic Transition in Education Programme for Autism Spectrum Disorder (STEP-ASD); Autism: The International Journal of Research and Practice; 2016; vol. 20 (no. 5); 580-590

Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Study start date	2009
Study end date	2011
Aim	1. To gain information about the feasibility and acceptability of STEP-ASD. 2. To seek preliminary information about whether STEP-ASD is effective for reducing behavioural and emotional problems at school. 3. To investigate whether any teacher-reported effects generalised beyond school.
Country/geographical location	UK
Type of school	Secondary school
Setting	Mainstream secondary schools
UK Key stage	Key stage 3

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Inclusion criteria	1. clinical diagnosis of an ASD, given by a UK National Health Service (NHS) team with expertise in ASD assessment; 2. transitioning from mainstream primary to mainstream secondary school in 2009, 2010 or 2011; 3. receiving education in mainstream classrooms, 4. in state education; 5. lives in Greater London, or the South-East of England.
Exclusion criteria	1. not in a specialist unit within a mainstream school; 2. not the private education sector 3. does not have a diagnosed intellectual disability;
Method of randomisation	None The control group (n = 20) was made up of participants making the school transition in 2009 The intervention group contained 17 participants making the 2011 transition
Method of allocation concealment	Not reported
Unit of allocation	Individual
Unit of analysis	Individual
Statistical method(s) used to analyse the data	• cross-sectional group differences for continuous variables were investigated with independent sample t-tests to check for confounds • Between-group comparisons of categorical variables were made using two-tailed Fisher's exact tests. • Group differences in SDQ scores over the transition were tested with ANOVAs • Intention to treat (last observation carried forward)
Attrition	• 2 participants did not provide data at the second timepoint • One participant moved to a specialist secondary school

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	• One participant data was not collected by staff
Study limitations	• Limited to a non-randomised quasi-experimental study design • possible that analyses are confounded by factors that were not measured in this study. • outcome measures were not blind, as teachers and parents knew whether a child had received STEP-ASD. • Authors did not independently confirm the clinical ASD diagnoses of participants
Source of funding	Great Ormond Street Hospital Special Trustees.

Study arms

STEP-ASD (N = 17)

Control (N = 20)

Characteristics

Arm-level characteristics

Characteristic	STEP-ASD (N = 17)	Control (N = 20)
Age Mean (SD)	11.45 (0.27)	11.48 (0.55)
Male	n = 13 ; % = 76.5	n = 17 ; % = 85

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Characteristic	STEP-ASD (N = 17)	Control (N = 20)
Sample size		
Female Calculated from male data reported	n = 4 ; % = 23.5	n = 3 ; % = 25
Sample size		
White British	n = 10 ; % = 58.8	n = 15 ; % = 75
Sample size		
Autism	n = 5 ; % = 23.5	n = 6 ; % = 30
Sample size		
Asperger's syndrome	n = 5 ; % = 29.4	n = 10 ; % = 50
Sample size		
ASD/atypical autism	n = 7 ; % = 41.2	n = 4 ; % = 20
Sample size		

Outcomes

Study timepoints
- Baseline
- 1 year (Second semester of secondary school)

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Behavioural outcomes

Outcome	STEP-ASD, Baseline, N = 17	STEP-ASD, 1 year, N = 17	Control, Baseline, N = 20	Control, 1 year, N = 20
SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total School reported Mean (SD)	14.59 (5.53)	10 (4.86)	14.45 (6.79)	15.2 (7.48)
SDQ (Prosocial subscale) School-reported Mean (SD)	4.53 (2.5)	5 (2.81)	4.9 (2.65)	4.15 (1.98)
SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total Parent-reported Mean (SD)	19.94 (7.03)	18.25 (6.67)	18.1 (6.98)	18.9 (7.71)
SDQ (Prosocial subscale) Parent-reported Mean (SD)	4.81 (2.07)	5.25 (2.29)	5.15 (1.39)	5.9 (2.63)

SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total - Polarity - Lower values are better

SDQ (Prosocial subscale) - Polarity - Higher values are better

SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total - Polarity - Lower values are better

SDQ (Prosocial subscale) - Polarity - Higher values are better

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Risk of bias

Behavioural outcomes: SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total, - Teacher reported 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Behavioural outcomes: SDQ (Prosocial subscale) - Teacher reported 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Behavioural outcomes: SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total - Parent reported1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Behavioural outcomes-SDQ (Prosocial subscale)-Parent-reported 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

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Study arms

STEP-ASD (N = NA)

Brief name	p582 STEP-ASD
Rationale/theory/Goal	p582 • The intervention works by helping parents and teachers develop their shared understanding of the child's needs and abilities and then promoting individualised modifications at secondary school. • seeks to modify and improve existing practices in schools, rather than impose extensive additional tasks on school staff
Materials used	p582 • Manualised intervention • STEP-ASD manual ("Transitions pack") contains information and resources for school staff to help children with ASD make the transition to secondary education • The manual also had chapters on specific core (e.g. social interaction difficulties) and associated (e.g. executive function difficulties) features of ASD.
Procedures used	p582-583 The transitions pack has been designed as a comprehensive tool that should inform individualised support for each pupil so teachers need only refer to relevant sections of the pack, dependent on the child's pattern of strengths and difficulties identified at the bridge meeting: 1. Bridge meeting held in the summer prior to transition. This is attended by the child with ASD, their parents, an allocated professional from both their primary and secondary schools and a STEP-ASD worker. During this meeting, the child's needs are collectively identified and, drawing on materials from the transitions pack, strategies are generated to support transition. 2. An individualised 'transitions management plan' and 'pupil profile' are developed by the STEP-ASD worker.

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	3. The transitions management plan and pupil profile are shared with the secondary school prior to transition. 4. Implementation of STEP-ASD strategies occurs at the start of secondary school.# 5. STEP-ASD workers seek to promote compliance with the transitions management plan by making scripted monitoring phone calls to school staff over the first two semesters of secondary school
Provider	p583 School staff (teachers, SENCOs)
Method of delivery	p 582 Individual
Setting/location of intervention	Implemented in secondary school
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	None
Unforeseen modifications	None
Planned treatment fidelity	p582 STEP-ASD workers seek to promote compliance with the transitions management plan by making scripted monitoring phone calls to school staff over the first two semesters of secondary school
Actual treatment fidelity	p585

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	• In 12 schools (80.0%), the staff members reported that the transition management plan had been 'somewhat' (n = 4) or 'fully' (n = 8) implemented.
Other details	p585 • 12 schools (80%) reported that it had been possible to disseminate the pupil profile and transition pack to all staff having contact with the transitioning child with ASD • 13/15 staff (86.6%) reported using the transition pack, with all saying that it had changed the way in which the school managed the pupil with ASD's transition • Staff tended to report that they found the transition pack helpful (n = 14, 93.3%) and user friendly (n = 14, 93.5%) and that it had improved their knowledge of ASD (n = 12, 80%). • 14 (93.5%) reported that they would recommend the STEP-ASD programme to colleagues

Control (N = NA)

Brief name	p582 Management as usual
Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable

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Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

D.1.10   Ooi, 2016

Bibliographic Reference	Ooi, Chew S.; Rooney, Rosanna M.; Roberts, Clare; Kane, Robert T.; Wright, Bernadette; Chatzisarantis, Nikos; The Efficacy of a Group Cognitive Behavioral Therapy for War-Affected Young Migrants Living in Australia: A Cluster Randomized Controlled Trial; Frontiers in psychology; 2016; vol. 7; 1641

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Study details

Study design	Cluster randomised controlled trial
Trial registration number	Australian New Zealand Clinical Trials Registry ACTRN12611000948998
Study start date	Mar-2010
Study end date	Nov-2011
Aim	To examine the efficacy of the Teaching Recovery Techniques for improving the emotional and behavioural outcomes of war-affected children.
Country/geographical location	Australia
Setting	Primary and secondary public and private schools (match-paired)
Inclusion criteria	- Self-reported exposure to war or violence - Living in Australia for less than 7 years - Mild to moderate PTSD (score between 4 and 38 on the UCLA PTSD Reaction Index for DSM-IV)
Exclusion criteria	- Clinical level of PTSD (score of 38 or above on the UCLA PTSD Reaction Index for DSM-IV) - Limited English proficiency - Being an unaccompanied humanitarian entrant - Currently receiving psychological treatment
Method of randomisation	Schools were match-paired by school type (public or private) and school level (primary or secondary). Each school in a pair was randomly allocated to either the intervention or WL control using a computer generated random number.
Method of allocation concealment	Randomisation using a computer generated random number was completed by the statistical supervisor of the study who was not involved in any clinical aspects.

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Unit of allocation	Cluster (school)
Unit of analysis	Individual (adjusted for cluster)
Statistical method(s) used to analyse the data	A series of Generalised Linear Mixed Models (GLMM) were used for each of the outcome measures to examine whether the intervention group reported changes on each outcome relative to the control group. Each GLMM included two nominal random effects (participant and school), one nominal fixed effect (group: intervention and control), one ordinal fixed effect (time: pre, post and for the intervention group only, 3-month follow-up), and the Group X Time interaction. Reliable Change (RC) scores for PTSD and depression were used to evaluate meaningful changes that are not due to measurement error. An RC of 1.96 or greater toward the direction of healthy range is considered improvement; and RC of 1.96 or greater toward the direction of clinical range is considered deterioration, and a score falling within that range is considered unchanged. Chi-square was used to compare RC across conditions.
Attrition	Six intervention participants were lost at 3-month follow up becuase they were absent from school or no longer attending school at the time of follow up. One WL control group (n = 7) declined the intervention after the waiting period due to a school timetabling issue.
Study limitations	• The relatively short intervention duration and short follow-up duration (3 months) may have contributed to the lack of intervention effects for PTSD symptoms; intervention effects may not yet have been apparant. • The intervention-waiting list control design does not control for non-treatment specific factors, and did not permit a control group at 3-month follow-up. • Parents were not blinded to treatment allocation which may have contributed to demand characteristics and social desirability.
Source of funding	Curtin University School of Psychology Ph.D. fund and Western Australia Health Promotion Foundation (Healthway) Researcher Starter Grant No.19923

Study arms

Intervention (N = 45)

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Cluster N=8

Control (N = 37)

Cluster N=8

Characteristics

Study-level characteristics

Characteristic	Study (N = 82)
Intervention Range	10 to 16
Intervention Mean (SD)	13.13 (1.5)
Waitlist control Range	10 to 17
Waitlist control Mean (SD)	12.05 (1.75)
Intervention Male Sample size	n = 33 ; % = 73

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Characteristic	Study (N = 82)
Intervention Female Sample size	n = 12 ; % = 27
Waitlist control Male Sample size	n = 20 ; % = 54
Waitlist control Female Sample size	n = 17 ; % = 46
Intervention Africa Sample size	n = 27 ; % = 60
Intervention Asia Sample size	n = 5 ; % = 11
Intervention Middle East Sample size	n = 9 ; % = 20
Waitlist control Africa Sample size	n = 19 ; % = 51

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Characteristic	Study (N = 82)
Waitlist control Asia Sample size	n = 13 ; % = 35
Waitlist control Middle East Sample size	n = 5 ; % = 14

Outcomes

Study timepoints
- Baseline
- 8 week (Postintervention)

Emotional distress

Outcome	Intervention, Baseline, N = 45	Intervention, 8 week, N = 45	Control, Baseline, N = 37	Control, 8 week, N = 37
Depression Birleson Depression Self-Rating Scale(DSRS) Mean (SD)	10.96 (5.26)	8.68 (5.48)	9.17 (4.61)	8.81 (4.8)

Depression - Polarity - Lower values are better

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Behavioural outcomes

Outcome	Intervention, Baseline, N = 45	Intervention, 8 week, N = 45	Control, Baseline, N = 37	Control, 8 week, N = 37
SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total Mean (SD)	7.34 (3.64)	5.83 (5.34)	7.53 (4.24)	5.34 (4.03)
SDQ (Prosocial subscale) Mean (SD)	8.66 (1.62)	8.66 (1.33)	8.34 (1.6)	8.5 (2)

SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total - Polarity - Lower values are better

SDQ (Prosocial subscale) - Polarity - Higher values are better

Risk of Bias

Emotional distress: Depression 8 week

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

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Behavioural outcomes: SDQ (emotional symptoms, conduct problems, hyperactivity, peer problems) total 8 week

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Behavioural outcomes: SDQ (Prosocialsubscale) 8 weeks

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Intervention (N = 45)

Brief name	Teaching Recovery Techniques (TRT) (p. 2)
Rationale/theory/Goal	TRT is a CBT-based psycho-social-education intervention for child survivors of war or conflict. It is designed to educate children about their symptoms and teach them adaptive coping strategies. The goal is to prevent the need for later treatment by enabling children to learn and practice techniques that will reduce their subsequent need for specialist services (p. 4).
Materials used	Participant information letters and brief information forms outlining the program objective, selection criteria, and potential benefits was sent to families via schools. These materials were translated into Arabic, Farsi, Kirundi, Karen and Burmese (p. 4). Participants were screened with the UCLA PTSD Index. Pre- and post-test assessments were conducted 1-2 weeks before and after the intervention or waiting period, and at 3-months follow up for the intervention group. Screening assessments included the Children's Revised Impact of Events Scale (CRIES-13), the Depression Self Rating Scale

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	(DSRS), the Hopkins Symptom Checklist-37 for Adolescents (HSCL-37A), and the Strengths and Difficulties Questionnaire (SDQ) (p. 4).
Procedures used	The intervention sessions are designed to address the 3 elements of PTSD: intrusion, avoidance and arousal. The first session involves an introduction and setting group rules. Sessions 2 and 3 focus on intrusion symptoms; sessions 4 and 5 focus on arousal symptoms and sessions 6 to 8 target avoidance symptoms (p. 4).
Provider	Intervention sessions were delivered by the primary author who had received 3-days training on TRT program implementation. They were co-facilitated by one of four masters and PhD level psychology students who had received 1-day TRT training from the primary author. In some cases, the sessions were co-facilitated by onsite school psychologists due to unavailablity of the trained facilitators (p. 6).
Method of delivery	Face to face group sessions with 4 to 10 participants (p. 6).
Setting/location of intervention	School setting (p. 6)
Intensity/duration of the intervention	Eight 60 minute sessions (p. 4). The timing of the sessions was dictated by the schools (p. 6).
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Program integrity was assessed using information collected from a facilitators log completed after each session to document content covered during the session (pp. 7-8).
Actual treatment fidelity	The mean percentage of content covered across groups ranged from 84 to 100% (M = 92.76; SD = 5.58). The authors state this indicates relatively high adherence to the intervention manual (p. 8).
Other details	The manualised TRT intervention is designed to be completed in five 2-hour sessions, but was delivered in eight 1-hour sessions to match the duration of school lesson periods.

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Waitlist Control (N = 37)

Brief name	Waitlist control
Rationale/theory/Goal	Not reported
Materials used	Not reported
Procedures used	None
Provider	N/A
Method of delivery	N/A
Setting/location of intervention	N/A
Intensity/duration of the intervention	N/A
Tailoring/adaptation	N/A
Unforeseen modifications	N/A
Planned treatment fidelity	N/A
Actual treatment fidelity	N/A
Other details	Arrangements were made for participants who became distressed during the waiting period to be withdrawn for immediate intervention but no participants withdrew during this period.

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D.1.11 Pedro-Carroll, 1999

Bibliographic Reference	Pedro-Carroll, JoAnne L; Sutton, Sara E; Wyman, Peter A; A two-year follow-up evaluation of a preventive intervention for young children of divorce.; School Psychology Review; 1999; vol. 28 (no. 3); 467-476
Secondary publication(s)	Pedro-Carroll, J.L., Alpert-Gillis L (1997) Preventive Interventions for Children of Divorce: A Developmental Model for 5 and 6 Year Old Children. Journal of Primary Prevention 18: 5-23

Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Aim	To follow 5- and 6-year old children of divorced parents two years after their participation in Children of Divorce Intervention Program (CODIP) groups to determine the durability of program effects over time.
Country/geographical location	USA
Type of school	Primary school
Setting	Kindergarten and first-grade school settings (four suburban and one rural) in Rochester, NY.
UK Key stage	Key stage 1
Inclusion criteria	In the original study (Pedro- Carroll et al 1997) all parents of kindergarten and first grade children were sent a letter. Those whose parents were separated or divorced were identified as potential participants in the study with those

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	requesting the programme and meeting the inclusion criteria being included in the intervention group. (Pedro- Carroll 1999) Inclusion criteria (reported in Pedro-Carroll 1997): • parents separated • child not receiving psychotherapy outside of school • parental consent
Exclusion criteria	Not reported
Method of randomisation	Paper does not report whether participants were randomised.
Method of allocation concealment	Teachers providing ratings of children's classroom adjustment using the Teacher-Child Rating Scale (T-CRS) were blind to condition, but method of allocation concealment not reported.
Unit of allocation	Individuals
Unit of analysis	Individuals
Statistical method(s) used to analyse the data	Attrition analyses Mixed model repeated measures MANOVAs and ANOVAs were used to test the significance of group differences on teacher, parent, and child self-report measures of adjustment.
Attrition	In the two years after the intervention, 11 families had moved out of the area and could not be located. Two families from the control group had completed the CODIP during the follow-up period so were removed from the study.

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	Of the 88 parents who received the letter inviting them to participate in the follow up study, 77 (90%) agreed to participate.
Study limitations	The authors note that the small sample sizes and the predominantly white, middle-class nature of the population are limitations of this study.
Source of funding	Not reported

Study arms

Intervention (N = 34)

Control (N = 15)

Characteristics

Study-level characteristics

Characteristic	Study (N = 49)
Caucasian Sample size	n = 46 ; % = 94
African American Sample size	n = 2 ; % = 3
Asian	n = 2 ; % = 3

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Characteristic	Study (N = 49)
Sample size	
Socioeconomic status Median family income (US dollars) Range	25000 to 40000

Arm-level characteristics

Characteristic	Intervention (N = 34)	Control (N = 15)
With mother Sample size	n = 28 ; % = 81	n = 13 ; % = 91
With father Sample size	n = 2 ; % = 8	n = 1 ; % = 4
Time equally divided between parents Sample size	n = 4 ; % = 11	n = 1 ; % = 5
Time since parents separated (years) Mean (SD)	1.94 (1.85)	3.43 (2.15)

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Outcomes

Study timepoints
- Baseline
- 12 week (Postintervention)
- 2 year

Social and emotional skills

Outcome	Intervention, Baseline, N = 34	Intervention, 12 week, N = 34	Intervention, 2 year, N = 34	Control, Baseline, N = 15	Control, 12 week, N = 15	Control, 2 year, N = 15
Competencies Teacher-Child rating scale Mean (SD)	62.85 (14.52)	72.68 (14.52)	70.94 (16.89)	63.87 (20)	62.87 (20.36)	50.67 (13.05)

Competencies - Polarity - Higher values are better

Behavioural problems

Outcome	Intervention, Baseline, N = 34	Intervention, 12 week, N = 34	Intervention, 2 year, N = 34	Control, Baseline, N = 15	Control, 12 week, N = 15	Control, 2 year, N = 15
Behavioural problems Teacher-Child rating scale Mean (SD)	32.85 (11.52)	27.38 (9.14)	31.53 (11.69)	62.85 (14.52)	72.68 (15.27)	70.94 (16.89)

Behavioural problems - Polarity - Lower values are better

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Risk of bias

Social and emotional skills: Competencies 2 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Study arms

Intervention (N = NA)

Brief name	Children of divorce intervention programme (CODIP)
Rationale/theory/Goal	CODIP's objectives are to create a supportive group environment in which children can form common bonds, share experiences, identify and express their feelings, clarify misconceptions and acquire skills to help them cope with change as a result of their parents divorce. This study followed up children who had participated in CODIP 2 years previously (Pedro-Carroll et al 1997) (Page 468 1999)
Materials used	• Puppets • Doll families • Books • Games • An 'All about me book' given as a momento at the end of programme, containing course materials, photos and contact details of friends made. (Reported in Pedro-Carroll 1997)

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Procedures used	Children's groups - The programme followed a structured, sequential curriculum covering 4 units with 2 or 3 group sessions devoted to each of the following: • Establishing the group and learning about feelings - a group puppet was introduced who had experienced his parents' separation and served as a safe vehicle for children to share their feelings about divorce. Children learn to identify and label their feelings • Dealing with familiy changes , understanding that children are not to blame for the separation and asking for what they need to address their needs, through the use of a family of dolls, puppets and games • Learning skills to help children cope - Learning to differentiate between problems they can and cannot control and learning and practising problem solving skills through puppet play. • Enhancing self esteem and maintaining support - discussion of feelings about the group ending, identifying other adults who can provide support, and how friendships formed in the groups can be maintained. Parental involvement • Group leaders provided information and support to parents through individual contact and newsletters. • Newsletters covered topics such as common reactions to parental separation, protecting children from parental conflict and practical parenting skills. (Reported in Pedro- Carroll 1997) Two years after completion of the orginal study, custodial parents were contacted by letter outlining the purpose of the follow up study. Childrens' adjustment was assessed by: • Teachers via a Teacher-child rating scale (TCR-S) • Parents via a parent evaluation form (PEP) and interviews • Children via a Children's Family Adjustment Scale (CFAS) and the State-Trait Anxiety Inventory for Children (STAIC) • School record data on absences, lateness, and visits to the school nurse or health office in the last year. (Pages 470 - 471 1999)

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Provider	Groups were co-led by school psychologists, social workers, a school principal, a psychiatric nurse, advanced clinical psychology graduate students, and trained para-professionals. Training consisted of 4, 2 hour classes focusing on: • development of 5 and 6 year olds • the impact of divorce on children of this age and families • factors that help adjustment following divorce • programme goals and processes • group facilitation skills for this age group (Page 469 - 1999)
Method of delivery	Small group sessions of 4 or 5 children (mixed sex) (Page 469 - 1999)
Setting/location of intervention	In school, during the school day (Page 469 - 1999)
Intensity/duration of the intervention	12 weekly sessions of 45 minutes duration (Page 469 - 1999)
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	6 bi-monthly supervisory meetings were held with group leaders at which previous sessions were reviewed using video recording and notes taken by leaders. Forthcoming sessions were previewed and modelled by the trainers to enable the group leaders to deliver the sessions in a standardised format to ensure fidelity of intervention.

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	(Page 469 - 1999)
Actual treatment fidelity	Not reported
Other details	None to add

Control (N = NA)

Brief name	No intervention
Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable

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Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	None to add

D.1.12   Pelleboer-Gunnink, 2015

Bibliographic Reference	Pelleboer-Gunnink, Hannah A; Van der Valk, Inge E; Branje, Susan J T; Van Doorn, Muriel D; Dekovic, Maja; Effectiveness and moderators of the preventive intervention kids in divorce situations: A randomized controlled trial.; Journal of family psychology : JFP : journal of the Division of Family Psychology of the American Psychological Association (Division 43); 2015; vol. 29 (no. 5); 799-805

Study details

Study design	Cluster randomised controlled trial
Trial registration number	Not reported
Aim	To examine the effect of the Kids In Divorce Situations (KIDS) program on children's emotional problems and parent-child communication.
Country/geographical location	The Netherlands

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Type of school	Primary education
Setting	20 primary schools in 3 Dutch regions.
UK key stage	Key stage 2 Key stage 3
Inclusion criteria	Not reported
Exclusion criteria	Not reported
Method of randomisation	Participants were randomly assigned at the school level. Method of randomisation not reported
Method of allocation concealment	Not reported
Unit of allocation	Cluster (school)
Unit of analysis	individual
Statistical method(s) used to analyse the data	Latent Growth Analysis
Attrition	4.5% for children 6.7% for mothers 21.7% for fathers

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	Attrition rate at 1 year follow up was not significantly different between KIDS and control condition for fathers (p = .271) or mothers (p = .436) but for children, there were significant differences in attrition by condition: 4 children in the intervention group and 14 children in the control group dropped out (p = .007).
Study limitations	• At baseline, children in the intervention condition reported significantly higher levels of emotional problems and better communication with their mother, relative to children in the control condition • The participation rate of approached families was 33% in the KIDS condition and 65% in the control condition. • These factors suggest a possible self-selection bias in that the KIDS program may appeal to children for whom the intervention need is more apparant. Similarly, higher mother-child communication may enhance willingness to participate in the intervention. • Some of the multi-group analyses used to determine moderator effects relied on relatively small sample sizes.
Source of funding	Not reported

Study arms

KIDS (N = 80)

Control (N = 76)

Characteristics

Study-level characteristics

Characteristic	Study (N = 156)
Age (years)	7 to 13

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Characteristic	Study (N = 156)
Range	
Age (years) Mean (SD)	10.1 (1.2)
Male Sample size	n = 78 ; % = 50
Female Sample size	n = 78 ; % = 50
Dutch/Caucasian origin Sample size	n = 115 ; % = 74
Other origin Sample size	n = 41 ; % = 26

Outcomes

Study timepoints
- Baseline
- 8 week (Postintervention)
- 6 month
- 1 year

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Emotional distress

Outcome	KIDS, Baseline, N = 80	KIDS, 8 week, N = 80	KIDS, 6 month, N = 80	KIDS, 1 year, N = 80	Control , Baseline, N = 76	Control , 8 week, N = 76	Control , 6 month, N = 76	Control , 1 year, N = 76
Emotional problems SDQ emotional subscale Mean (SD)	2.59 (2.31)	3.26 (2.49)	2.95 (2.04)	2.68 (2.14)	2.83 (2.28)	2.8 (2.27)	2.52 (2.24)	2.6 (2.23)

Emotional problems - Polarity - Lower values are better

Risk of Bias

Emotional distress: Emotional problems 8 week

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

KIDS (N = NA)

Brief name	The Kids in Divorce Situations (KIDS) intervention (p. 1)

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Rationale/theory/Goal	KIDS is one of several preventive interventions for children from divorced families and is based on psychoeducational and cognitive-behavioral principles. It deals with children's misconceptions about divorce and acquiring coping skills such as problem-solving skills, and seeking social support (p. 1).
Materials used	Parents received a letter and factsheet about the study that explained that the researchers examined the consequences of divorce for children. Additional brochures about KIDS were sent to parents and children in the KIDS condition (p. 2). The following measures were used at pre-test, post-test, 6-month and 1-year follow-up: • Inventory for Parent and Peer Attachement (to assess parent-child communication) • The Emotional problems subscale of the Strengths and Difficulties Questionnaire (to assess emotional problems) • The Frequency and Content subscales of the Children's Perception of Interparental Conflict Scale (to assess level of perceived parental conflict) (p. 3).
Procedures used	20 primary schools in three Dutch regions were randomly assigned to either the KIDS or the control condition. Additional schools were approached until the intended sample size (i.e. 80 participants in each condition) was achieved. Children and parents were given information about the study and informed consent was obtained from both parents (p. 2). The study included four assessments: a pretest (T1), a posttest (T2), and two follow-up assessments conducted 6 months (T3) and 1 year (T4) after finishing KIDS (p. 2). The KIDS program for children focuses on social support and learning of social problem-solving skills, which are enhanced through role-playing, conversations, and assignments in small group sessions. Themes of the meetings are (a) getting acquainted; (b) sharing experiences; (c) recognizing feelings; (d) dealing with change and asking for help; (e) coping and present needs; (f) obstacles, pitfalls, and strengths; (g) leaving the past; and (h) letting go, self-reliance, and trusting the future. The sessions aim to support children to gain insight into their own feelings (p. 3). In addition to sessions for children, there are two sessions for parents (an information meeting before the intervention and an evaluation meeting after the intervention). Parents are given information about what children experience during parental divorce, possible reactions, and how parents can deal with those reactions (p. 3).
Provider	16 certified KIDS coaches delivered the intervention sessions (2 coaches per session). Coaches were mental health professionals with at least a bachelor's degree working in community institutions. Coaches received group training (approx. 34 hours) in the KIDS program and had several years experience of delivering the program (p. 3).

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Method of delivery	Face to face delivery in group meetings (p. 3)
Setting/location of intervention	Not reported in procedure, but presumably in school setting as the KIDS intervention is described as a 'school-based preventive intervention' (p. 1, in Abstract)
Intensity/duration of the intervention	Eight 1-hour group meetings for children (frequency not reported) 2 meetings (duration and whether group or individual not reported) for parents (p. 3)
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

Control (N = NA)

Brief name	No intervention (p2)
Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable

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Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

D.1.13   Qualter, 2007

Bibliographic Reference	Qualter, P.; Whiteley, H. E.; Hutchinson, J. M.; Pope, D. J.; Supporting the Development of Emotional Intelligence Competencies to Ease the Transition from Primary to High School; Educational Psychology in Practice; 2007; vol. 23 (no. 1); 79-95

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Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Study start date	2002
Study end date	2004
Aim	To explore whether high levels of EI can moderate the effects of transition and whether it is possible to effect positive changes in EI through a school based intervention programme.
Country/geographical location	North-West England
Type of school	Secondary school
Setting	Rural high school
UK Key stage	Key stage 3
Inclusion criteria	Year 7 students
Exclusion criteria	None
Method of randomisation	The 2002–2003 intake acted as a control group as no EI awareness raising or intervention took place during that year. The 2003–2004 intake acted as an intervention group

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Method of allocation concealment	Not reported
Unit of allocation	Students
Unit of analysis	Students
Statistical method(s) used to analyse the data	• ANCOVAs
Attrition	Not reported. The number of participants included in most analyses is 339. In some instances, the number of participants whose data is included for analysis is below this and is reduced because some participants did not complete all tests due to absence.
Study limitations	• research design - groups were not tested concurrently which means that any changes in the school from 2002–2003 (different teachers, different classroom assistants, different curricula) are potential confounds • teachers were part of the intervention programme so, it is not possible to know whether the intervention changed the teachers, the pupils, or both
Source of funding	Not reported

Study arms

EI awareness (N = 170)

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Control (N = 169)

Characteristics

Study-level characteristics

Characteristic	Study (N = 339)
Age (years)

Range | 11 to 12 |

Arm-level characteristics

Characteristic	EI awareness (N = 170)	Control (N = 169)
Male

No of events | n = 76 ; % = 44.7 | n = 97 ; % = 57.4 |
| **Female**

No of events | n = 94 ; % = 55.3 | n = 72 ; % = 42.6 |

Outcomes

Study timepoints
- Baseline
- 1 year (1 school year)

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Social and emotional skills

Outcome	EI awareness, Baseline, N = 170	EI awareness, 1 year, N = 170	Control, Baseline, N = 169	Control, 1 year, N = 169
Emotional intelligence BarOn EQ-i:YV; 60 items with five subscales; calculated by reviewer Mean (SD)	NR (5.65)	54.87 (5.65)	NR (NR)	54.04 (8.07)
High baseline EI Int n=22; con n=25 Mean (SD)	68.29 (3.3)	57.48 (3.95)	66.17 (2.66)	61.9 (8.84)
Average baseline EI Int n=120; con n=120 Mean (SD)	57.1 (3.72)	54.94 (5.47)	55.67 (3.68)	54.3 (6.32)
Low baseline EI Int n=28; con n=24 Mean (SD)	46.37 (2.69)	52.24 (6.69)	44.77 (3.76)	44.53 (5.03)

Emotional intelligence - Polarity - Higher values are better

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School attendance

Outcome	EI awareness, Baseline, N = 170	EI awareness, 1 year, N = 170	Control, Baseline, N = 169	Control, 1 year, N = 169
Unauthorised absence Measurement not reported; Overall data calculated by reviewer Mean (SD)	NR (NR)	0.38 (1.53)	NR (NR)	0.56 (1.01)
High baseline EI Int n=22; con n=25 Mean (SD)	NA (NA)	0.27 (1.28)	NA (NA)	0.59 (1.47)
Average baseline EI Int n=120; con n=120 Mean (SD)	NA (NA)	0.45 (1.37)	NA (NA)	0.67 (1.78)
Low baseline EI Int n=28; con n=24 Mean (SD)	NA (NA)	0.38 (1.55)	NA (NA)	0.53 (1.38)

Unauthorised absence - Polarity - Lower values are better

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Risk of bias

Social and emotional skills: Emotional intelligence 1 year (High EI)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

Social and emotional skills: Emotional intelligence 1 year (Average EI)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

Social and emotional skills: Emotional intelligence 1 year (Low EI)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

School attendance: Unauthorised absence 1 year (High EI)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

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School attendance: Unauthorised absence 1 year (Average EI)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

School attendance: Unauthorised absence 1 year (Low EI)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

Social and emotional skills: Emotional intelligence total 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

School attendance -Unauthorised absence 1 year (Overall)

Section	Question	Answer
Overall bias	Risk of bias judgement	Serious *(Did not use a concurrent control group)*

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Study arms

EI Awareness (N = NA)

Brief name	P84 Intervention programme
Rationale/theory/Goal	Not reported
Materials used	p84 • The authority provided some of the materials for use in the intervention programme including: a book for each Year 7 pupil—Keep cool @ secondary school (see www.lhsp.org.uk/); 'Cool cards' for use by peer mentors; and support packs to help teachers in enabling pupils to engage with the resources. • The booklets provide information and advice in a clear and user friendly way on a variety of transition-related issues, with many topics relating to socio-emotional skills that are encompassed within the concept of emotional intelligence
Procedures used	p84 • Peer mentors play the 'Cool card' games with their mentees once a week which involve discussions about feelings • Tutors also support the programme through work in tutorials, by following a dedicated plan based on empirical and theoretical evidence about the development of EI competencies
Provider	p84 • Peer mentors (year 10 pupils) • Tutors • The local authority and a team from the University of Central Lancashire provided training for tutors and peer mentors

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Method of delivery	p84 Groups
Setting/location of intervention	p84 Classroom
Intensity/duration of the intervention	Not reported
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	Not reported

Control (N = NA)

Brief name	p84 The pupils followed the normal school curriculum, where no sessions of EI skills were delivered
Rationale/theory/Goal	Not applicable

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Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

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D.1.14 Rousseau, 2014

Bibliographic Reference	Rousseau, Cecile; Beauregard, Caroline; Daignault, Katherine; Petrakos, Harriet; Thombs, Brett D; Steele, Russell; Vasiliadis, Helen-Maria; Hechtman, Lily; A cluster randomized-controlled trial of a classroom-based drama workshop program to improve mental health outcomes among immigrant and refugee youth in special classes.; PloS one; 2014; vol. 9 (no. 8); e104704

Study details

Trial registration number	ClinicalTrials.gov NCT01426451
Study start date	Nov-2011
Study end date	Jun-2012
Aim	To evaluate the effectiveness of a school-based drama intervention program for immigrant and refugee youth in special classes for improving mental health and academic outcomes
Country/geographical location	Canada
Setting	A high multiethnic density secondary school
Inclusion criteria	All students assigned to special classes based on behavioural or learning problems in grades 7-10 in the participating schools were eligible.
Exclusion criteria	Not reported
Method of randomisation	School stratified random assignment
Method of allocation concealment	No allocation concealment

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Unit of allocation	Cluster (class)
Unit of analysis	Cluster
Statistical method(s) used to analyse the data	Linear mixed effect models were used to assess the effect of the theatre and tutor interventions on impairment and global scores, and maths and French grades. All analyses incorporated a correlation between students in the same class due to the nature of randomisation by classroom. Each continuous outcome at follow-up was modelled using baseline scores and treatment group as covariates.
Attrition	Loss to follow up was 6.7% (n = 34) and was attributed to absences (3.7%), moving out (2.5%), change of group (0.2%) and refusal (0.2%)
Study limitations	- Teachers who completed assessments of emotional and behavioural symptoms were not blind to intervention group. - The authors note that delivering the intervention was challenging and the staff required regular support because they experienced disrespect and bullying from the students. This disruptive and occasionally unsafe environment may have impacted students' opportunity to address or explore issues relevent to them.
Source of funding	A grant from the Canadian Institute for Health Research, No. IRSC-229984

Study arms

Workshops (N = 207)

Cluster N=10

Tutoring (N = 186)

Cluster N=10

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Control (N = 169)

Cluster N=9

Characteristics

Study-level characteristics

Characteristic	Study (N = 477)
Workshops Mean (SD)	14.03 (1.34)
Tutoring Mean (SD)	13.57 (1.11)
Control Mean (SD)	13.99 (1.22)
Workshops Male Sample size	n = 89 ; % = 57
Workshops Female Sample size	n = 64 ; % = 41
Tutoring Male Sample size	n = 102 ; % = 57

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Characteristic	Study (N = 477)
Tutoring Female Sample size	n = 74 ; % = 41
Control Male Sample size	n = 71 ; % = 51
Control Female Sample size	n = 64 ; % = 46
Workshops Born in Canada Sample size	n = 88 ; % = 56
Workshops Not born in Canada Sample size	n = 64 ; % = 41
Tutoring Born in Canada Sample size	n = 99 ; % = 55
Tutoring Not born in Canada Sample size	n = 76 ; % = 42

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Characteristic	Study (N = 477)
Control Born in Canada Sample size	n = 75 ; % = 54
Control Not born in Cananda Sample size	n = 59 ; % = 42

Outcomes

Study timepoints
- 6 month

Behavioural problems

Outcome	Workshops, 6 month, N = 180	Tutoring, 6 month, N = 157	Control, 6 month, N = 140
Self SDQ Impact Mean (SD)	0.4 (1.1)	0.53 (1.27)	0.48 (1.18)

Self SDQ Impact - Polarity - Lower values are better

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Risk of Bias

Behavioural problems: Self SDQ Impact

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Workshops (N = 157)

Brief name	Theatre expression workshops for immigrant and refugee students with learning and behavioural problems (p. 4)
Rationale/theory/Goal	The intervention aims to help immigrant children and adolscents to bridge the gap between home and school; past and present; and to work through their experiences of loss and trauma. They provide a safe expression space and promote the development and assimilation of different transitional experiences. They also foster the grieving process associated with immigration (including separation, transition, loss of expectations) and academic failure (p. 2 and p. 4).
Materials used	Participants were assessed using the Impact Supplement of the Strengths and Difficulties Questionnaire (SDQ), as well as SDQ global scores using both teacher and student reports. School performance was assessed using the first and last report cards of the previous year, and grades in mathematics and French.

The theatre expression program is a manualised intervention. (p. 4) |
| **Procedures used** | The workshops are structured around two types of activity:

Warm-up: generally for the first two sessions. Involves exercises and games that focus on listening, trust and non-verbal expression. Designed to encourage play, imagination and humour. These exercises are done in a respectful way to encourage tolerance and solidarity. |

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	Improvisation: Theatrical methods are used to develop, explore, play out and validate personal stories shared by participants. A variety of topics are explored, inlcuding belonging, exclusion, learning, family and friends, transitions and other turning points (p. 4).
Provider	The workshops are run by two members of the intervention team who have training in theatre and psychology. The sessions are also supported by the students' teacher (p. 4).
Method of delivery	Face to face group workshops (p. 4)
Setting/location of intervention	School setting (p. 4)
Intensity/duration of the intervention	Twelve weekly 90-minute workshops (p. 4)
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

Tutoring (N = 180)

Brief name	Group tutoring (p. 4)

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Rationale/theory/Goal	Interventions for students with emotional and behavioural disturbances almost exclusively focus on behavioural management rather than academic learning, and these students often exhibit underachievement in all academic areas. This intervention focused on differentiated academic instruction and aimed to improve overall academic adjustment (p. 4).
Materials used	Participants were assessed using the Impact Supplement of the Strengths and Difficulties Questionnaire (SDQ), as well as SDQ global scores using both teacher and student reports. School performance was assessed using the first and last report cards of the previous year, and grades in mathematics and French. Each class required a core teacher to teach curricula based on the Quebec Education Program in reading, maths, social studies and science (p. 4).
Procedures used	Students assigned to this condition received in-class support from a core teacher and two academic resource assistants. Individualised student objectives for reading fluency and maths were implemented (p. 4).
Provider	A core teacher with grade appropriate competencies in reading, maths, social studies and science is responsible for teaching the curricula based on the Quebec Education Program; plus two academic resource assistants to provide in-class support (p. 4).
Method of delivery	Face to face classroom-based group sessions (p. 4).
Setting/location of intervention	School setting (p. 4).
Intensity/duration of the intervention	12 weekly 90 minute sessions (p. 4).
Tailoring/adaptation	Not reported
Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported

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Actual treatment fidelity	Not reported

Control (N = 140)

Brief name	Curriculum as usual (p. 4).
Rationale/theory/Goal	Not reported
Materials used	Participants were assessed using the Impact Supplement of the Strengths and Difficulties Questionnaire (SDQ), as well as SDQ global scores using both teacher and student reports. School performance was assessed using the first and last report cards of the previous year, and grades in mathematics and French. The special classes have additional hours with their French teachers and a lower student/teacher ratio (p. 4).
Procedures used	The special classes for immigrant and refugee chlidren with emotional, behavioural or learning difficulties involved maths and English classes but fewer other subjects than regular classes (p. 4).
Provider	Special class teachers (p. 4).
Method of delivery	Face to face teaching (p. 4)
Setting/location of intervention	School setting (p. 4).
Intensity/duration of the intervention	Not reported
Tailoring/adaptation	Not reported

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Unforeseen modifications	Not reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

D.1.15   Rousseau, 2007

Bibliographic Reference	Rousseau, Cecile; Benoit, Maryse; Gauthier, Marie-France; Lacroix, Louise; Alain, Neomee; Rojas, Musuk Viger; Moran, Alejandro; Bourassa, Dominique; Classroom drama therapy program for immigrant and refugee adolescents: a pilot study.; Clinical child psychology and psychiatry; 2007; vol. 12 (no. 3); 451-65

Study details

Trial registration number	Not reported
Study start date	2003
Study end date	2004
Aim	To quantitatively evaluate high-school drama therapy workshops for newly arrived immigrant and refugee adolescents that aimed to facilitate social adjustment, reduce emotional and behavioural symptoms, and improve self-esteem and school performance.
Country/geographical location	Montreal, Canada

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Setting	Integration classes in a multiethnic high school. Integration classes are attended by newly arrived refugee and immigrant youth to help them to learn French.
Inclusion criteria	Not reported
Exclusion criteria	None reported
Method of randomisation	Not reported but participants were randomised by class / teacher.
Method of allocation concealment	Not reported
Unit of allocation	Cluster (class)
Unit of analysis	Individuals
Statistical method(s) used to analyse the data	The effects of the drama workshops on the young people's emotional and behavioral symptoms were assessed with univariate generalized linear models (GLMs). The statistical significance of the program was assessed with t-tests for the experimental status coefficient adjusted for the baseline measure of the outcome under study.
Attrition	8% of participants in the initial sample dropped out during the course of the study because they changed classes or school.
Study limitations	• The outcomes were limited to short-term effects and did not include longer-term impact measures. • Teachers were not blind to intervention or control group status • Because randomisation was limited to a small number of classes, it produced groups that were significantly different at baseline: the intervention group displayed significantly more symptoms and impairment than the control group.
Source of funding	The research was supported by a grant from the Fonds Québécois de la Recherché sur la Santé et la Culture (FQRSC)

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Study arms

Intervention (N = 66)

Control (N = 57)

Characteristics

Study-level characteristics

Characteristic	Study (N = 123)
Age Range	12 to 18
Intervention Mean (SD)	15 (1.4)
Control Mean (SD)	14 (1.4)
Boys Intervention group No of events	% = 60
Boys Control group No of events	% = 53

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Characteristic	Study (N = 123)
Girls Intervention group No of events	% = 40
Girls Control group No of events	% = 47
Asia Intervention group No of events	% = 31
Asia Control group No of events	% = 58
Eastern Europe Intervention group No of events	% = 38
Eastern Europe Control group No of events	% = 23
South America Intervention group No of events	% = 22

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Characteristic	Study (N = 123)
South America Control group	% = 14
No of events	
Middle East Intervention group	% = 7.5
No of events	
Middle East Control group	% = 5
No of events	
Africa Intervention group	% = 1.5
No of events	
Africa Control group	% = 0
No of events	

Outcomes

Study timepoints
- Baseline
- 9 week

Social and emotional skills

Outcome	Intervention, Baseline, N = 66	Intervention, 9 week, N = 66	Control, Baseline, N = 57	Control, 9 week, N = 57
Self-esteem self-esteem scale (SES), a 10-item Likert scale Mean (SD)	28.77 (NR)	28.68 (NR)	28.72 (NR)	28.68 (NR)

Self-esteem - Polarity - Higher values are better

Behavioural problems

Outcome	Intervention, Baseline, N = 66	Intervention, 9 week, N = 66	Control, Baseline, N = 57	Control, 9 week, N = 57
Self reported Mean (SD)	13.3 (NR)	13.23 (NR)	11.46 (NR)	11.89 (NR)
Teacher reported Mean (SD)	6.38 (NR)	6.05 (NR)	5.63 (NR)	5.07 (NR)

Emotional and behavioral symptoms - Polarity - Lower values are better

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Risk of Bias

Social and emotional skills: Self-esteem

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Behavioural problems: Emotional and behavioral symptoms

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Behavioural problems: Emotional and behavioral symptoms Teacher reported

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Intervention (N = NA)

Brief name	Drama therapy (playback theatre) for immigrant and refugee adolescents (p. 454)

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Rationale/theory/Goal	Four key elements of the intervention have previously been identified: Constructing a safe space, acknowledging and valuing multiplicity, establishing continuity, and transforming adversity (Rousseau et al., 2004) (p. 453) "The goal of the drama therapy program was to give young immigrants and refugees a chance to reappropriate and share group stories, in order to support the construction of meaning and identity in their personal stories and establish a bridge between the past and present," (p. 454).
Materials used	Assessment questionnaires were distributed to participants before and after the 9-week program. The assessment questionnaires comprised: • The Strengths and Difficulties Questionnaire. This was used to assess emotional and behavioural symptoms and was completed by the teachers and the adolescents. A choice of the English or French version was offered but a version in their native tongue was also available on request. • The Rosenberg Self-Esteem Scale was used to assess self-esteem • School performance was assessed using the first and last report cards of the school year, and using grade point average (GPA) for mathematics and French (p. 457)
Procedures used	Pre-intervention assessments were conducted using questionnaires distributed to all participants. The intervention group participated in 9 weekly drama workshops led by the Pluriel team, with sessions following the same general format but student involvement often increasing over the course of the intervention. During each session, a topic is introduced by the Pluriel team (e.g. migration, families, belonging) and students are invited to express their experiences of the topic using drama and other playback techniques. Individual participants' stories are retold using sound, movement and metaphor. The authors argue that the ritual nature of the workshops provides a safe space for adolescents to express themselves, and that witnessing their stories being reenacted allows them to construct meaning and transform adversity. After completing all sessions, participants were invited to repeat the initial assessment questionnaires (pp. 454-457).
Provider	The drama project team 'Pluriel' delivered the intervention. Pluriel is composed of two men and four women aged 20 to 55 from a variety of cultural backgrounds. They have training in psychology and/or the arts or creative arts therapies and have prior experience of working with children and teens and using theatre techniques for therapy (p. 454).
Method of delivery	Face to face workshops (p. 454)
Setting/location of intervention	Not reported but "the workshop is part of the regular school day," (p. 454) so likely to be located within school setting.

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Intensity/duration of the intervention	Nine weekly 75 minute sessions (p. 454).
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported

Control (N = NA)

Brief name	Contol group (not described)
Rationale/theory/Goal	Not reported
Materials used	Not reported
Procedures used	.Not reported
Provider	Not reported
Method of delivery	Not reported
Setting/location of intervention	Not reported

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Intensity/duration of the intervention	Not reported
Tailoring/adaptation	None reported
Unforeseen modifications	None reported
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	Not reported

D.1.16 Rutt, 2015

Bibliographic Reference	Rutt, Simon; Kettlewell, Kelly; Bernardinelli, Daniele; Catch Up? Literacy: Evaluation Report and Executive Summary; 2015; 1-33

Study details

Study design	Randomised controlled trial (RCT)
Trial registration number	Not reported

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Study start date	Jan-2013
Study end date	Jul-2014
Aim	To identify the impact of the Catch Up Literacy intervention on the reading ability of individual pupils over a 30-week intervention period over the transition from primary to secondary school.
Country/geographical location	UK
UK Key stage	Key stage 2 Key stage 3
Setting	There were 15 secondary schools involved in the trial, 7 maintained schools and 8 academies. The majority of schools were located in urban areas, with 4 located in smaller towns and 1 in a rural area. The three main regions of England were all represented, with 9 schools in the South (including 1 in London), 2 schools from the Midlands, and 4 from the North.
Type of school	Secondary education
Inclusion criteria	• Pupils were selected as eligible by their feeder primary schools if their predicted level in the Key Stage 2 Reading assessment was below a level 4b • Eligibility was also dependent on the pupil having obtained a place at the relevant secondary school
Exclusion criteria	None
Method of randomisation	An Excel-based randomisation algorithm was used by NFER to allocate eligible pupils to one of three groups. These were the treatment and control groups and a reserve group if a secondary school was able to provide more than the 48 pupils requested.
Method of allocation concealment	Not reported
Unit of allocation	Individual

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Unit of analysis	Individua
Statistical method(s) used to analyse the data	• Linear regression model • Effect sizes are calculated using Hedges' g formula
Attrition	Lost to follow up Intervention: 27/315 (8.6%) Control: 16/295 (5.4%)
Study limitations	• potential introduction of bias when selecting pupils from the reserve list to join either the treatment group or the control (3 pupils) • The main analysis was rerun excluding these three pupils and there is no reportable difference in model coefficients • As an intervention Catch Up is not a transition intervention, i.e. it is not specifically designed to address issues around a dip in performance over the period of transition between primary and secondary school.
Source of funding	The Education Endowment Foundation (EEF)

Study arms

Catch up (N = 315)

Control (N = 295)

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Characteristics

Arm-level characteristics

Characteristic	Catch up (N = 315)	Control (N = 295)
Male Sample size	n = 195 ; % = 61.3	n = 175 ; % = 59.3
Female Sample size	n = 123 ; % = 38.7	n = 120 ; % = 40.7
Eligibility for free school meals Int n=288; Con n=314 Sample size	n = 57 ; % = 19.7	n = 76 ; % = 24.7

Outcomes

Study timepoints
- 1 year (1 school year)

Academic attainment and progression

Outcome	Catch up vs Control, 1 year, N2 = 315, N1 = 295
Literacy Effect size	0.12

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Outcome	Catch up vs Control, 1 year, N2 = 315, N1 = 295
Literacy 95% CI	-0.02 to 0.25

Literacy - Polarity - Higher values are better

Social and emotional skills

Outcome	Catch up vs Control, 1 year, N2 = 286, N1 = 271
Confidence and self-esteem Effect size	0.14
Confidence and self-esteem 95% CI	-0.03 to 0.32

Confidence and self-esteem - Polarity - Higher values are better

Critical appraisal - Cochrane Risk of Bias tool (RoB 2.0) Individual RCT

Academic attainment and progression: Literacy 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Low

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Social and emotional skills: Confidence and self-esteem 1 year

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Catch up (N = NA)

Brief name	p9 Catch Up Literacy
Rationale/theory/Goal	p9 Catch Up Literacy is a structured one-to-one literacy intervention for learners aged 6 to 14 who are struggling to learn to read. The intervention adopts a combination of segmenting and blending phonemes, and memorising letter names of high-frequency sight words.
Materials used	p10 Catch Up has an online list of more than 8,000 books that have been categorised into 12 gradually increasing levels of difficulty.
Procedures used	p10 The intervention is made up of four main stages: **Stage 1 – Assessments for learning** • A bank of assessments that can be used to determine what the learner can do and where their needs lie. • These assessments are used to set literacy targets and the appropriate starting point.

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Stage 2 – Selecting an appropriate book

- Catch Up has an online list of more than 8,000 books that have been categorised into 12 gradually increasing levels of difficulty.
- Books are selected with the aim of enabling a struggling individual to read with a high degree of confidence and success.

Stage 3 – Individual 15 minute sessions

Individual session part 1: Prepared reading (3 minutes).

This part of the session aims to:

- give the learner an overview of the story, so that they can concentrate on reading for meaning
- introduce unfamiliar vocabulary
- give the learner more confidence to tackle the text.

Individual session part 2: The learner reads and text is discussed (6 minutes)

This part of the session aims to:

- give an opportunity to identify which reading strategies the learner uses
- encourage the learner to take responsibility for tackling any less familiar words
- provide an opportunity to discuss the text and to ensure that the learner understands the content and can infer meaning and express opinions.

Individual session part 3: Linked writing (6 minutes)
This part of the session aims to:

- provide focused support based on observed miscues
- enable the learner to benefit from the reciprocal gains of reading and spelling.

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	Stage 4 – Ongoing monitoring
	• A record of each session provides information about the learner's needs and progress.
Provider	p9 Teaching assistants
Method of delivery	p9 Individual
Setting/location of intervention	p10 A number of sessions were held within the primary schools and pupils were re-identified when they transferred to their feeder secondary school.
Intensity/duration of the intervention	p9 2 x 15 minute sessions per week for 30 weeks (with a break for the summer holiday)
Tailoring/adaptation	None
Unforeseen modifications	None
Planned treatment fidelity	p13 Catch Up teaching assistants were sent paper-based surveys at two time-points (midway through the intervention and at the end of the intervention). At both time points the surveys were sent to all 28 TAs delivering Catch Up. The aims of the survey were to assess how the training prepared the TAs to deliver the intervention and to ascertain how the intervention had actually been delivered and whether the fidelity of the trial had been maintained.
Actual treatment fidelity	p24

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	The results of the two TA questionnaires showed that TAs were not consistently delivering two sessions per week for each pupil at the mid-point, but this had changed to almost all delivering two sessions per week by the end of the intervention. Mid-point: 15 of the 22 (68%) TAs were delivering two sessions per week End-point: 24 of the 27 (89%) TAs were delivering two sessions per week
Other details	None

Control (N = NA)

Brief name	p5 Business as usual classroom teaching
Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable

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Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

D.1.17   Vassilopoulos, 2018a

Bibliographic Reference	Vassilopoulos, Stephanos P.; Brouzos, Andreas; Koutsianou, Athina; Outcomes of a Universal Social and Emotional Learning (SEL) Group for Facilitating First-Grade Students' School Adjustment; International Journal of School & Educational Psychology; 2018; vol. 6 (no. 3); 223-236

Study details

Study design	Non-randomised controlled trial (NRCT)
Trial registration number	Not reported
Study start date	Oct-2014
Study end date	Mar-2015

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Aim	To investigate the effectiveness of a SEL intervention with respect to the adjustment of first-grade Greek students to school
Country/geographical location	Greece
Type of school	Primary school
Setting	5 elemetary schools in Northwestern Greece
UK Key stage	Key stage 1
Inclusion criteria	- selection was based on their geographic proximity to research staff - all teachers involved in the study were tenured, with more than 7 years of teaching experience in elementary education. - If a teacher agreed to participate, then only students from his or her class were invited to participate in the study
Exclusion criteria	None
Method of randomisation	The allocation of classrooms to experimental condition was not random, as each classroom was allocated to the experimental condition according to their activities schedule. With the exception of one school (which included both an experimental and a control group), there was no more than one first-grade class in either the experimental or the control group schools.
Method of allocation concealment	None
Unit of allocation	Individual
Unit of analysis	Individual

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Statistical method(s) used to analyse the data	Group differences in the gender ratio, age and dependent variables were examined at preassessment using a chi-square or t-test for independent samples. Mixed design ANOVA, with Group (experimental versus control group) as the between-subjects factor and Time (pre- versus post- versus follow-up assessment) as the within-subjects factor, was also employed to examine the hypotheses of the present study.
Attrition	Two students were not available at postassessment and their data were removed from the analyses.
Study limitations	• No ethics approval was obtained for this study since there is no system of ethical review of research in psychology in the Greek university system • the quasi-experimental design does not allow the generalization of the results to the accessible population and perhaps to all first-grade children. • Sample was fairly homogenous
Source of funding	Not reported

Study arms

SEL program (N = 56)

Control (N = 58)

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Characteristics

Arm-level characteristics

Characteristic	SEL program (N = 56)	Control (N = 58)
Age (Months) Mean (SD)	77.66 (3.33)	76.83 (3.13)
Male Sample size	n = 31 ; % = 55.4	n = 37 ; % = 63.8
Female Sample size	n = 25 ; % = 44.6	n = 21 ; % = 36.2

Outcomes

Study timepoints
- Baseline
- 1 week (Post-intervention)
- 3 month (Post-intervention)

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Social and emotional skills

Outcome	SEL program, Baseline, N = 56	SEL program, 1 week, N = 56	SEL program, 3 month, N = 56	Control, Baseline, N = 58	Control, 1 week, N = 58	Control, 3 month, N = 58
Social skills teacher-reported; Teacher Checklist of Peer Relations; 7-item subscale; 5-point Likert scale that ranged from 1 = "very poor" to 5 = "very good" Mean (SD)	3.6 (0.56)	4.15 (0.74)	4.4 (0.53)	3.46 (0.97)	3.77 (0.99)	3.71 (1.24)

Social skills - Polarity - Higher values are better

Behavioural outcomes

Outcome	SEL program, Baseline, N = 56	SEL program, 1 week, N = 58	SEL program, 3 month, N = 56	Control, Baseline, N = 58	Control, 1 week, N = 56	Control, 3 month, N = 58
Prosocial behaviour Teacher Assessment of Social Behavior questionnaire; four, 3-item subscales Mean (SD)	4.09 (0.6)	4.36 (0.55)	4.76 (0.48)	4.25 (0.77)	4.24 (0.67)	3.99 (1.03)
Aggressive and disruptive behavior Teacher Assessment of Social Behavior questionnaire; four, 3-item subscales Mean (SD)	1.35 (0.65)	1.18 (0.37)	1.18 (0.46)	1.47 (0.85)	1.44 (0.81)	1.48 (0.96)

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Prosocial behaviour - Polarity - Higher values are better

Aggressive and disruptive behavior - Polarity - Lower values are better

Risk of bias

Social and emotional skills: Social skills Post-intervention

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Social and emotional skills: Social skills 3months

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Social and emotional skills: Prosocial behaviour Postintervention

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

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Behavioural outcomes: Prosocial behaviour 3 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Behavioural outcomes: Aggressive and disruptive behaviour Postintervention

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Behavioural outcomes: Aggressive and disruptive behaviour 3 months

Section	Question	Answer
Overall bias	Risk of bias judgement	Moderate

Study arms

SEL program (N = NA)

Brief name	p223 Social and emotional learning
Rationale/theory/Goal	p225

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	universal social and emotional (SEL) group program designed to facilitate first-grade students' school adjustment
Materials used	p229 • A series of activities was selected and group members were asked to work either individually or to cooperate in pairs and subgroups. • Activities included direct instruction, verbal and nonverbal communication games, painting, use of imagination and music, hypothetical scenarios, and role plays. • Two heroes, Tricky the mouse and Allegra the zebra, were invented to enrich the teaching part in each session through a puppet theater performed by the co-leaders (with the use of stuffed animals).
Procedures used	p229 The structure of the seven sessions was roughly the same: (a) sessions opened with a revision of the previous session topic and a brief introduction to the current topic and by inviting members to share their thoughts and feelings (Opening); (b) they continued with the learning and practicing of new skills through group activities (Working); (c) they progressed with the processing of members' experiences of the activities, mainly through questions and whole group discussions (Processing); (d) they ended with a discussion on the group's conclusions regarding the topic of the session and by encouraging members to apply what they have learned in other settings (Closing).
Provider	p229 • Two co-leaders • two female graduate students from a counseling program in a Department of Elementary Education at a Greek University. Both co-leaders had attended a postgraduate group counseling course

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Method of delivery	p229 Groups
Setting/location of intervention	p229 Classroom
Intensity/duration of the intervention	p229 7 x 45 min sessions over 7 consecutive weeks
Tailoring/adaptation	p228 • The measures used were first translated into Greek by the authors and then back-translated by a bilingual PhD candidate
Unforeseen modifications	None
Planned treatment fidelity	Not reported
Actual treatment fidelity	Not reported
Other details	None

Control (N = NA)

Brief name	p229 Class as usual

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Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

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D.1.18   Vassilopoulos, 2018b

Bibliographic Reference	Vassilopoulos, Stephanos P.; Diakogiorgi, Kleopatra; Brouzos, Andreas; Moberly, Nicholas J.; A Problem-Oriented Group Approach to Reduce Children's Fears and Concerns about the Secondary School Transition; Journal of Psychologists and Counsellors in Schools; 2018; vol. 28 (no. 1); 84-101

Study details

Study design	Cluster randomised controlled trial
Trial registration number	Not reported
Aim	To facilitate students' transition into secondary school, a short, problemoriented group program was designed that included interpretation retraining, problem solving, and social-skills training
Country/geographical location	Greece
Type of school	Primary education
Setting	Primary schools in north west Greece
UK key stage	Key stage 2
Inclusion criteria	Participating schools were three easily accessible, medium-size (up to 200 students) inner-city public schools. Their selection was based on their geographic proximity to research staff,
Exclusion criteria	Not reported
Method of randomisation	• four 6th-grade classes to conditions was randomised, with control groups being at different schools to the intervention groups.

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	• randomisation methods not reported
Method of allocation concealment	Not reported
Unit of allocation	Classes
Unit of analysis	Individual
Statistical method(s) used to analyse the data	• Descriptive statistics • mixed ANOVAs
Attrition	Not reported
Study limitations	• Small sample size • there might have been group differences in characteristics not measured due to not using individual randomisation • relied exclusively on children's self-reports
Source of funding	Not reported

Study arms

Intervention (N = 35)

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Control (N = 19)

Outcomes

Study timepoints
- Baseline
- 5 week (Post intervention)

Emotional distress

Outcome	Intervention, Baseline, N = 35	Intervention, 5 week, N = 35	Control, Baseline, N = 19	Control, 5 week, N = 19
Loneliness and dissatisfaction 24-item, self-report, 3-point Likert-type scale Mean (SD)	19.85 (4.05)	16.42 (1)	18.78 (2.04)	18.78 (2.2)

Loneliness and dissatisfaction - Polarity - Lower values are better

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Risk of Bias

Emotional distress: Loneliness and dissatisfaction - Post intervention

Section	Question	Answer
Overall bias	Risk of bias judgement	Some concerns

Study arms

Intervention (N = NA)

Brief name	p87 A problem-oriented transition group
Rationale/theory/Goal	p87 Capitalised on the recent experimental evidence suggesting that altering negative cognitions can increase positive thinking and decrease worries and fears about an impending secondary school transition
Materials used	Not reported
Procedures used	p90 • They began with a brief introduction to the topic of the session and an invitation for group members to check in. • After the check-in, the topic of the day and group exercise were introduced. • After completion of the group exercise and discussion, the remaining time was spent in further sharing and discussion followed by a brief check-out
Provider	p90

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	The group facilitator was a female graduate student at the Department of Education, University of Patras, who had attended a group counselling course.
Method of delivery	p90

Group |
| **Setting/location of intervention** | p90

All sessions were held at the school within the normal hours of the school day |
| **Intensity/duration of the intervention** | p90

1 x 90min session per week for 5 weeks |
| **Tailoring/adaptation** | Not reported |
| **Unforeseen modifications** | Not reported |
| **Planned treatment fidelity** | p90

The group facilitator submitted weekly group plans and group summaries to the course instructor (first author) and received supervision on a regular basis. |
| **Actual treatment fidelity** | Not reported |
| **Other details** | None |

Control (N = NA)

Brief name	p87

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	No intervention control group
Rationale/theory/Goal	Not applicable
Materials used	Not applicable
Procedures used	Not applicable
Provider	Not applicable
Method of delivery	Not applicable
Setting/location of intervention	Not applicable
Intensity/duration of the intervention	Not applicable
Tailoring/adaptation	Not applicable
Unforeseen modifications	Not applicable
Planned treatment fidelity	Not applicable
Actual treatment fidelity	Not applicable
Other details	Not applicable

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D.2 Acceptability and barriers and facilitators evidence

D.2.1 Bryan, 2007a

Bibliographic Reference	Bryan, Ruth; Treanor, Morag; MVA, Consultancy; Evaluation of pilots to improve primary to secondary school transitions *NORTH LANARKSHIRE*; Scottish Executive; 2007

Study details

Study design	Focus group study
Trial registration number	None
Study start date	Mar-2005
Study end date	Sep-2006
Aim	To improve primary-secondary transition by improving literacy
Country/geographical location	North Lanarkshire, UK
Setting	Three secondary schools and their associated primaries, located in a range of socio-economic catchment areas, took part in the literacy pilot in North Lanarkshire.
Type of school	Primary education

Secondary education |

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UK Key stage	Key stage 2 Key stage 3
Inclusion criteria	All P6-S2 pupils, but particularly those moving from P7 to S1
Exclusion criteria	None
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	• Literacy Development Officers (both primary and secondary trained) at each secondary school took part in in-depth interviews, as did Head Teachers, Principal Teachers, other secondary teachers and education authority representatives, in order to investigate how the pilots had been implemented and developed in each area. • Qualitative consultation was also carried out with pupils.
Attrition	Not applicable
Study limitations	• Pilot was discontinued in one of the learning partnerships due to staffing difficulties in the first year
Ethical approval	Not reported
Funding	Scottish Executive Education Department (SEED)

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Theme 1	**A positive partnership with some obstacles** There were logistical issues due to a lack of accommodation: the LDO did not have her own room, but was instead based in a corner of the library. The school was at 93% capacity so there were sometimes issues finding sufficient classroom space to accommodate her teaching initiatives. Some schools experienced some staffing issues in recruiting LDOs as this was an additional post. Taking an experienced and able English teacher off the timetable and not being able to find an effective replacement caused problems *"perfect, if there's an able teacher doing the literacy role and there's an able teacher to replace them… if you're adding one FTE to the English department, you can't lose" (Headteacher)* *Having the additional literacy coach "is all well and good, but the nuts and bolts of the curriculum still need covering". (Headteacher)*
Theme 2	**Research and resources** One element of the literacy pilot mentioned frequently by secondary teachers was the fact that the LDOs had time available to conduct research and develop resources and materials for the rest of the department. *"She has time to look at strategies. The time she can spend on research is invaluable… [she] can do the research and pass on information to the classroom teachers".* Resources were also provided for teachers, such as 'literacy sorters' containing guidance sheets for English teachers. *"[The literacy sorters] are jam packed with all kind of goodies with spelling cards, planning sheets, punctuation exercises, grammar exercises, listening feedback, she has all sorts of stuff that you really need".*

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	As well as monitoring which pupils should be tested, the LDOs developed materials for different National Assessment levels, to address perceived weaknesses in the way the departments taught specific areas. They also helped pupils to prepare for the tests and class teachers to administer them. Teachers saw this as being crucial. *"I think quite a few of my kids needed that extra time to prepare for it and focus on it before they actually sat the exam, and it just wouldn't have happened in the classroom because I just don't have time".*
Theme 3	**Working with primary schools** The flexibility of the LDO post also enabled other English teachers from the secondary school to visit the primaries, while the LDO covered their classes. As relationships with the primary teachers developed, the LDO also took the P7 class at one school while the P7 teacher visited the secondary. *"Would that be okay, would that be etiquette, I don't want to stand on anybody's toes in the primary. Because sometimes they might be a little bit strange about letting* *another teacher come in. But the fact that they're letting me take groups away on my own, means that they know me now and are confident in me"* All primary teachers were positive about the literacy pilot and felt that pupils had benefited from having contact with a secondary English teacher. The combination of personal interest in the children and high status was seen as crucial in appealing to and motivating them. Primary teachers reported that having the LDOs in the class had an impact in terms of pupil motivation. *"they want to do a really good job, they go and show [LDO] what they've done… and they're more interested in it, because they want to impress her".* The children also *"adore the fact they know someone from the high school".* Consultation with pupils revealed that children, too, were able to identify new skills that they had learned from the LDOs. Pupils also enjoyed reciprocal reading, and reported that it had helped them to work cooperatively. *"It helped us… work in a group more, it helped us understand how to have your turn and everything like that".*

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	"It's taught us to cooperate more, basically… It's a cooperating task, to help each other out… If somebody didn't really know their role or something, someone else could help them with it, it helped us build like class cooperation".
	A key benefit of the literacy pilot was the opportunity for cross-sector liaison and sharing of teaching methods between primary and secondary teachers. Primary teachers stressed the benefits of having a secondary teacher in the classroom: any extra help is appreciated, but particularly "extra input from a specialist". For example, the LDOs' work on areas such as Writer's Craft was particularly appreciated.
	"What I think is really good about [the pilot] is she's a specialist – I think by P7 some of the skills are specialist skills… I mean I can do it now because I've learned from her, but I didn't know much about the Writer's Craft, that's a new thing… If it hadn't been for [LDO] coming in, I'd still be struggling along with that, if I hadn't seen it in action… I've asked her a lot of things about English I wasn't sure about, and I found that a great help".
Theme 4	**Impact of the pilot in the secondary schools** The LDOs were "a big support" to secondary school Englis departments, particularly because of their experience as ex-APTs in English, which meant they knew "how to make the smallest changes for the biggest effect". Teachers felt that having an experienced member of staff to share their workloads reduced the stress they experienced and enabled them to introduce initiatives such as cooperative learning. *"I would say that everything [LDO] has introduced, everything that she has done has had a significantly beneficial effect on the whole department, and on the morale of the department, which is an important point because she has at times given individual members of staff support… by taking the class to introduce particular initiatives".* The literacy pilot had a range of impacts on the operation of National Assessment in the secondary schools and the capacity of staff to learn from results. Firstly, having the LDOs to monitor who should be tested when meant that testing was more targeted and enabled the correct pupils to be tested. Given the pressures experienced by classroom teachers, this help in monitoring testing and administering the assessments was particularly beneficial *"To teach your class, and keep things going forward and do National Assessments and check all your records is actually very difficult – that's one of the things she's done to take the weight off the classroom teachers".*

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Theme 5	**Effects of the literacy pilot on primary to secondary transition**
	Although most children did expect the work in S1 to get harder, and expressed concerns about the amount of homework they might get, they were not overly worried about this
	"The teachers will teach us everything we need to know, so we don't really have anything to worry about. [Teachers] are experts in the different subjects – that's why you've got all different teachers". (Pupil)
	"[School work] will get harder, but you'll get used to it. It'll be the same level as what we're actually capable of doing". (Pupil)
	Teachers in both primary and secondary schools were keen to note the distinction between the literacy pilot and other transitions activities in this regard, as the LDOs had longer-term contact with the pupils and got to know them well
	"I think it helped that when the children came up that first week [in S1] I made a point of going round every class and speaking to them, so they had somebody that they knew well. Not just maybe somebody who… popped in for a period or so… or that they had for a period in their [induction] visit, but somebody who knew them well and could put names to faces". (Teacher)
	"Now, they're quite familiar with [LDO], she knows all their names… it's different when they see an adult they can actually relate to, they've had a relationship with them". (Teacher)
	Primary teachers agreed that contact with the LDOs reduced pupils' worries about the transition to secondary school
	"They have an idea that secondary teachers are very different to primary teachers, they're a bit intimidated – but I think they've realised that [LDO] was very approachable, very pleasant with the children, really interested in what they were doing… it's made them more confident, and less apprehensive about meeting new staff". (Teacher)
	Secondary staff also reported that a particular strength of the pilot was the strong linksthat the secondary English departments were able to make with the primary schools, which has made the entire transition process much more

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coherent from the perspective of secondary teachers. An important aspect of the pilot was the improvement in the transfer of information from primary to secondary schools about pupils moving into S1.

"[LDO] is scrutinising right away… the profiles of the pupils coming up from theprimary, when were they last tested, how soon are they going to need to be tested, she draws all that material together". (Teacher)

"[LDO] knows the ones that are very able, so they can be pushed, and the ones at the other end, that are not pretending to misunderstand, they just don't understand -
which gives them the confidence to say they don't understand – they're aware that she knows they need help. In the past, they just sat like dummies, they said they
understood but failed to achieve at all". (Teacher)

Study arms

Pupils (N = 109)

Class teachers (N = 28)

Promoted staff/Specialist teachers (N = 6)

Head & Deputy Head Teachers (N = 8)

Education authority representatives (N = 1)

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Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Moderate

D.2.2 Bryan, 2007b

Bibliographic Reference	Bryan R; Treanor M; MVA C; Evaluation of pilots to improve primary to secondary school transitions *EAST AYRSHIRE*; Scottish Executive; 2007

Study details

Study design	Focus group study
Trial registration number	None
Study start date	Mar-2005
Study end date	Sep-2006
Aim	To improve primary-secondary transition by improving numeracy
Country/geographical location	East Ayrshire, UK
Setting	Two secondary schools and their associated primaries

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Type of school	Primary education Secondary education
UK Key stage	Key stage 2 Key stage 3
Inclusion criteria	All P6-S2 pupils, but particularly those moving from P7 to S1
Exclusion criteria	Not reported
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	• Numeracy specialists (both primary and secondary trained) at each secondary school took part in in-depth interviews, as did Head Teachers, Principal Teachers, other secondary teachers and education authority representatives, in order to investigate how the pilots had been implemented and developed in each area. • Qualitative consultation was also carried out with pupils.
Attrition	Not applicable
Study limitations	None reported
Ethical approval	Not reported

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Theme 1	**Quality and availability of additional staff** EA representatives reported that good appointments were made in both primary and secondary specialist positions. The issue of quality staff is very important. *"Personalities make such a difference, especially when you're working in a relatively sensitive area, like cross-sectors… Trying not to stand on toes and just building relationships". (Education Authority)*
Theme 2	**Communication** There were sometimes communication problems even after the project had been established *"One of the only issues is communication. We've been very aware of communication and tried to communicate to absolutely everyone, but it still breaks down because there's so many people involved in the project, it's a nightmare trying to make sure everybody knows everything that's going on". (Teacher)*
Theme 3	**Timetabling** The primary schools felt that their timetables were full to the point of rigidity so were not keen to change them to allow for the joint work, while the secondary schools felt that their own timetables were "already complicated enough". *"One of the secondary Deputy Heads was totally amazed at how difficult it was for her to timetable staff from the secondary to the primary. She knew all the timetabling issues in the secondary, but she just thought she'd be able to phone up and say "can so and so come this day", but the response was "well actually we're going swimming that day" etc. It's been a real eye opener – a huge benefit, just an awareness of what's going on in primaries… [The secondary staff] thought they were the only ones with the timetabling issues". (EA representative)*
Theme 4	**Work of the secondary Maths specialists in the primary schools** The secondary teachers reported that the reactions and reception they received from primary teachers differed between schools.

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"Some were really enthusiastic about the project… Other schools didn't really know much about what was expected, you know, and they were a bit wary and maybe thought we were there to check up at the beginning, but within a couple of weeks they realised that we were all in the same boat, and I was wary about it as well". (Secondary teacher)

Teachers in both learning partnerships emphasised the benefits of this initial contact in building cross-sector relationships. Secondary teachers were also very aware that they had to be careful in their attitude towards the primary teachers, noting that "we're not down there to say 'you should be teaching that this way'". They recognised that building a good working relationship was essential so that both teachers could feel comfortable offering each other advice. Each of the secondary schools in the learning partnerships employed a sensitive approach to the primary schools which was rewarded with good working relationships.

"I think once you realise that we all want the same thing, everybody's in the same boat and everybody wants the best for the children, that's when barriers start breaking down and you start working together".

Most of the secondary teachers were involved in extracting ability groups from primary classes. As primary teachers often had classes with several ability groups, they appreciated having another teacher to focus on one group. Some secondary teachers also worked with the lowest ability groups.

"That was a shock to my system, because we don't get many children of that ability [at the secondary schools]. So I really had to look into the resources that the primary was using, that was really good, it was an eye opener".

For several respondents, the development of relationships between primary and secondary staff was seen as the most crucial element of the numeracy pilot.

"The best thing about the project so far has got to be building the relationship with the primary teachers, it's got to be, because we're going to have an idea of each individual child's learning ability when they come up, because I can talk to the teachers". (Secondary teacher)

Knowing that the Maths specialist could be their teacher in S1, the pupils "lifted their game a wee bit" to impress him:

"I think the children enjoy seeing someone from [the secondary school] coming in. He's very pleasant; he gets on well with the children and will help them when they actually go to [the secondary school]". (Primary teacher)

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Theme 5	**Impact on transition** Teachers, emphasised the importance of this aspect of the transition, arguing that having contact with a secondary teacher while in P7 would benefit pupils when they moved into S1. *"They'll know you… it will be less scary when they come here, they'll take to it quicker, feel more comfortable in your presence". (Secondary teacher)* Pupils reported that Maths was better at secondary school than at primary, because they were in classes with children of the same ability as them. Pupils liked this, saying that those who needed more help were in classes with other people of the same level, which they thought created less stigma and more directed teaching. *"You're no having tae wait for folk to catch up".* *"Because we're split up, it means that the teacher's not talking to everybody and she's not having to go through three different sets of work for all the people at different stages".* *"In the ability classes as well, you wouldn't get made fun of because of what you can or can't do, because everyone is the same".* P7 pupils felt that this prepared them well for Maths in S1. Pupils reported that visits from the secondary staff when they were in P7 had helped them as they knew what to expect when they came to the secondary school: *"I think the Maths up here would've been harder [without the P7 visits], because they let us know what kind of type of Maths we'd be having to do".* *"Because we got taught new work and how to do new sums and stuff, it prepared us for what [secondary school] would be like"*

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Study arms

Pupils (N = 120)

Class teachers (N = 14)

Promoted staff/Specialist teachers (N = 9)

Head & Deputy Head Teachers (N = 2)

Education authority representatives (N = 2)

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Moderate

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D.2.3   Bryan, 2007c

Bibliographic Reference	Bryan R; Treanor M; MVA C; Evaluation of pilots to improve primary to secondary school transitions *EASTBANK ACADEMY*; Scottish Executive; 2007

Study details

Study design	Focus group study
Trial registration number	None
Study start date	Mar-2005
Study end date	Sep-2006
Aim	To improveprimary to secondary transition through improving literacy and numeracy
Country/geographical location	Glasgow, UK
Setting	1 secondary school situated in one of the most deprived areas of Glasgow
Type of school	Primary education Secondary education
UK Key stage	Key stage 2 Key stage 3
Inclusion criteria	Low achieving, vulnerable pupils in S1 and S2:

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	• Lower ability; • Slower paced learners; • Requiring greater consolidation; • Requiring more focused support; and • Not known to have serious behavioural difficulties.
Exclusion criteria	None
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	• the Head Teacher, the Deputy Head Teacher (who has responsibility for the structure, resourcing and monitoring of the scheme) and other teachers involved in the ENABLE project were also interviewed.
Attrition	Not applicable
Study limitations	None reported
Ethical approval	Not reported
Funding	This model has been employed since 2002, although the number of ENABLE classes has since increased to three classes of 15 pupils in each year group instead of two. SEED funding from 2004/05 enabled the expansion of the programme.

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Theme 1	**Staffing issues** As the ENABLE project developed, some staffing issues emerged. As the project grew, it was necessary to increase the involvement of other secondary teachers in the school, which the Deputy Head explained was not ideal as "not everybody is suited to this type of teaching". *"We do our very best to use the teachers who are more skilled, or more experienced with that type of child. To be honest, there are teachers who are not best suited to* *that particular job… who get reasonable results with the top end of the children, but they've got less patience or less inclination to differentiate their work for the less* *able"*
Theme 2	**The social and pastoral aspect of ENABLE** Staff at Eastbank reported that having primary trained ENABLE teachers was an important part of this focus on social and pastoral care, as it provides the ENABLE pupils with the continued experience of a more holistic and supportive primary-style approach. The ENABLE teachers emphasised that they have always made a special effort to support the ENABLE pupils socially and emotionally as well as academically. *"I am here to help you, not to judge you". (Teacher)* All pupils said they would be able to go to their ENABLE teachers for help with any aspect of school life. *"[ENABLE teacher] said if you are worried about your work and don't know what to do, just bring it in and ask her – it doesn't matter what subject it is. She even said if you are getting bullied or something, she would sort it out for you".(Pupil)*
Theme 3	**Experience of ENABLE pupils in S1 and S2** Having made the transition from primary to secondary school, pupils made the following comparisons between the two: *"The work's better, you get more help than you did [at primary]"* *"There are more things to do"*

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	"It's better here because [the ENABLE teacher] helps as much as she can" *"She won't give you something you cannae do"* but *"works you up to your standard"* There are smaller classes so they *"get better help"* *"You get treated like an adult in S1"* Teachers suggested that there was no stigma attached to being in ENABLE. Pupils appeared to agreed with this. For example, when one group of four S1 pupils was asked what it was like being in the ENABLE class, one boy asked *"what's ENABLE?"* Three of the group were not aware they were in the ENABLE class, but one girl explained that it *"gives you extra help"* Pupils liked the fact that their teachers *"try and make [the work] as easy as they can – they don't give us hard work we're stuck on for ages"*. Instead, they start with easier work and *"then move up to harder work if we can do it"*. *"[Other teachers] don't explain as much – they just give you work and then you've to do it… [ENABLE teacher] explains it first, and if you're stuck you can go to her – others say they're busy"*.
Theme 4	**Expectations of the transition into mainstream S3** Most ENABLE pupils interviewed in S2 had mixed feelings about going into S3. Some were very nervous; they were worried that the work would be harder, they would be getting more homework, and they would have to do exams. Pupils were also upset about the prospect of not having their ENABLE teacher any more. They were worried that their new teachers *"might not explain things like [ENABLE teacher]"*, and were nervous about the new teachers they would get because they *"don't know what they will be like"*. This indicates a dependence on the ENABLE teacher allied to concerns about the sudden change. Some pupils explained that they were not looking forward to third year because they would be split up from the friends they made in their ENABLE class, and one commented that she was scared because they will be *"going into classes with new people"*. Some pupils were also worried about the fact the classes would be bigger in S3.

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	However, other pupils felt more positive about the transition to S3 and were looking forward to having new teachers and mixing with other pupils. Most pupils thought that they would cope with the school work in S3 because they had been given third year work already "to see if we can handle it, that we're ok". This had "made sure we're not struggling in third year". As one pupil explained, "[ENABLE teacher] is good, we'll be ready for third year… it will give us a better chance to pass our exams".
Theme 5	**Experience of S3** The view that the ENABLE programme prepared the pupils for integration with the S3 mainstream curriculum was unanimous. They believed that they would have found it more difficult to cope if they had been in mainstream classes all along: *"I think I'd have found it harder, because you wouldn't know what to do because your brain cannae keep up with it all".* *"If I had gone into a normal class in first year, I might not have learned anything".* *"I'm prepared for it really… The ENABLE programme gets you ready for going into third year".* ENABLE teachers still have contact with the pupils and are able to support pupils in these situations, because of the close relationships they have built up in S1 and S2: they "can get them back on task" and report that pupils "know they can ask you if they're not sure". This was seen as one of the most successful elements of the project, because the pupils know they can come to the ENABLE teachers for help if they need it. *"The great thing about [the ENABLE teacher] is, she tells you like in third year and fourth year, any year you're in, if you have any problems with any teacher or that, you can go back to her".*

Study arms

Pupils (N = 41)

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Class teachers (N = 5)

Promoted staff/Specialist teachers (N = 2)

Head & Deputy Head Teachers (N = 2)

Education authority representatives (N = 1)

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Moderate

D.2.4   Bunn, 2019

Bibliographic Reference	Bunn, Helena; Boesley, Lauren; My New School: Transition to high school for children with special educational needs in England-Findings and ideas for practice.; Support for Learning; 2019; vol. 34 (no. 2); 128-147

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Study details

Study design	Focus group study
Trial registration number	Not reported
Aim	To improve what was My New School pilot intervention, by using the opinions of Special Educational Needs Coordinators (SENCOs) who implemented the intervention, as well as the views and experiences of some of the pupils with SEN who took part in the programme.
Country/geographical location	United Kingdom
Setting	Primary school (Year 6)
Type of school	Primary education
UK Key stage	Key stage 2
Inclusion criteria	• Three SENCOs who had implemented My New School intervention in their primary school • A focus group of six pupils who had participated in these interventions were directly involved in the study • 15 (year 6) students who completed My New School and a brief evaluation
Exclusion criteria	Not reported
Statistical method(s) used to analyse the data	Data was analysed by two researchers using inductive thematic analysis
Attrition	Not applicable
Study limitations	Not reported

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Ethical approval	British Psychological Society's (2014) and local authority's ethical guidelines were adhered to when selecting the participants, gathering and analysing the data.
Funding	Not reported
Theme 1	**The lead up to transition, planning and preparation** Planning time and the timing of the session Participants suggested that sessions should be timetabled after Year 6 exams but emphasised that preparation should begin early and spread over the year. Although the number of sessions varied between schools, flexibility was central. *"the first year we did six sessions, last year we did four … six was nice and comfortable but maybe somewhere in the middle"* (SENCO). Selecting the intervention group Although the intervention focused on students with SEN, participants thought group selection should be based on individual need and not a SEN label. *"not just choosing children because they had SEN"* (SENCO) Whilst identifying appropriate students was important, group dynamics was also found relevant. *I think it's about selecting a group that will work well together (…) and understanding the intervention may not be suitable for every child"* (SENCO).

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	Preparing tools and resources
	Using technology to find information about high school was found relevant.
	"using the iPads, using things from the websites was really useful" (SENCO)
	Although physical resources may also provide alternative means for research
	"maybe collecting a bit more stuff in advance, like the high school prospectuses (…) in case the technology isn't working" (SENCO)
Theme 2	**The intervention experience: session delivery**
	Sessions ethos
	Adopting a flexible, child-centred approach, was important in successful interventions. For SENCOs, it was essential that My New School booklet guided session delivery and prompted discussion yet maintaining adaptability.
	"follow the very general structure but they might want to tweak or add something that's very specific to them or the school" (SENCO)
	The value of discussion
	The intervention was not about completing My New School booklet, but about facilitating discussion.

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"it was the conversations around what was in the book that was useful, rather than finding out the actual information" (SENCO)

"it was also nice to, when we did drawing and things it would be drawing, but it would also be chatting at the same time" (Child)

"you should never introduce a rule of silence" (Child)

Discussion enabled students to share their feelings and lessen anxiety, provide clarity and demystify high school.

"they always come up with myths and legends" (SENCO)

Facilitators role

Facilitator's role was another important component of the intervention particularly for encouraging meaningful discussion.

"it (…) helped children really develop and support their confidence" (SENCO)

The facilitator was not about directing information or answers, but to support students with problem-solving strategies

"we talked about how would they tell somebody if they needed some help … it was more the positives and how you are going to solve that" (SENCO)

Gradual exposure to high school

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Gradual exposure to high school was especially important for students, as some felt overwhelmed by the larger open days.

"I didn't actually feel that confident on induction week … you start to get to know the school but you still think or you still feel a bit closed in" (Child)

"it would have also helped to go back on a different day or a different session – come back here and walk around the entire school to where you could have food and where the toilets are" (Child)

As well as visits to high school, inviting key secondary staff and students to primary school could support the transition.

"the SENCO is going to come here and do meetings with parents and children as well. We're trying each year to tweak it a little bit so it's better" (Child)

"we should go and tell them it's OK" (Child)

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Moderate

D.2.5   Fazel, 2016

Bibliographic Reference	Fazel, Mina; Garcia, Jo; Stein, Alan; The right location? Experiences of refugee adolescents seen by school-based mental health services.; Clinical child psychology and psychiatry; 2016; vol. 21 (no. 3); 368-80

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Study details

Study design	Interview study
Trial registration number	None
Aim	To examine young refugees' impressions and experience of mental health services integrated within the school system
Country/geographical location	UK
Setting	Three school-based mental health services for refugee children located in Oxford Cardiff and Glasgow
Type of school	Secondary education
UK Key stage	Post-16
Inclusion criteria	Purposive sampling was used to identify the most recent adolescents, aged 16 years and over, consecutively discharged from their service
Exclusion criteria	None
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable

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Statistical method(s) used to analyse the data	• The qualitative interviews followed an in-depth interview approach with a topic guide for areas to be covered • The focus was on the young person's experience of the school-based mental health service. • Topics covered included their views on the school-based service, its location and impressions of its usefulness, as well as their experience of the asylum application process. • The interviews were audio-recorded and transcribed. • Framework analysis was used with a thematic analysis of content in order to identify and categorise recurrent or common themes
Attrition	Not applicable
Study limitations	• involved only 40 respondents at three of nine possible centres • sample was specifically selected to represent a broad range of experiences of services rather than be representative of all refugee adolescents • it was not possible to interview all those identified as some did not come for interview
Ethical approval	Ethical approval for the study was granted by the Oxfordshire Research Ethics Committee and the South East Wales Local research ethics committee
Funding	Oxford University Medical Research Fund (MRF/1642).
Theme 1	**Impressions of receiving a mental health service in the school location** The majority of young people interviewed stated that they preferred to be seen by the service at school when compared to either their home or the hospital/clinic setting. This was because of feeling of safety and familiarity in the school setting. They felt safe at school and it was often easy to find the therapist. In addition, it was convenient as they could easily get back to lessons. *I don't know why I just get this sense of feeling free when I'm around this school . . . More at ease.* *Outside, don't know who you can trust.*

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	Many preferred the school setting because finding a new location could be difficult and possibly frightening. In particular, many did not like the idea of attending a hospital because of its lack of familiarity both in its setting and of unfamiliar people encountered; confounded by the stigma associated with seeking mental healthcare.

I don't know maybe it would be more complicated or something . . . Maybe just to find it and maybe she doesn't know who you are, where you come from, . . . I don't know it's just different. I think in the school is better.

Cos I, I'm not ill.

Good to have it in school, if come to hospital it is scary, what are you doing there in the hospital, I don't know if I would go if it was in a hospital.

Yeah no one likes hospitals.

The disadvantages of being seen in the school setting were primarily regarding privacy and not wanting peers to see them and potentially make fun of them or ask questions. Furthermore, school was often perceived as busy and hectic and so appointments outside of school would probably be calmer.

Cos in school, there are so many peoples about as well and I wasn't feel too comfortable.

Because I don't like to come in school. |
| **Theme 2** | **Role of teachers**

An important difference when delivering mental health services in schools is the opportunity for teachers to play a more active role in referring to and collaborating with services. The young people interviewed described the important role that teachers played in mediating or supporting their contact with the mental health service.

When I joined the high school yeah . . . I tell my the teacher . . . I have this problem which can make me not concentrate . . . and she advised me to see X.

He [teacher] made me understand, these teachers won't harm you. They won't abuse me. Yeah, he wanted to help me. He want to understand me, and when [sic] I'm coming from, he want to know a little bit of me, d'you know I mean. And how is your life . . . You know, he saw me the last two years, you know how I was suffering all the years. And he knew it |

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	really deep down what was going on in my life. So, um, the teacher, he made it really easy for me, you know and he find a nice room for us
Theme 3	**Understanding of and impressions of the therapeutic intervention received** Young people described how having someone to talk to enabled them to get their problems 'out' and they no longer felt lonely. They were able to talk about themselves in the sessions but seemed to have mixed feelings about talking about their past experiences. Of those who felt the need to speak about the past, they often did this in order to 'unload' their past experiences which then enabled them to 'feel free inside' or 'calm down' *I don't know, I think it was just like a tumour . . . and she was operating and she took away the tumour.* The majority had found the intervention helpful for themselves and their feelings. They felt less worried about things, more confident and grateful for explanations about some rules in society and how to talk to others. Many seemed to appreciate certain techniques they were taught in order to help them relax. *Yeah, talking about it. And just, you know, having someone that I could talk to, because I didn't have friends and umm I didn't speak to people in my family or people in school, so she was really the only one that I could say what I was feeling . . .* Young people said that they were helped in their studies/at school and with their peers. For those finding benefit at school, most of this was from an improved ability to concentrate and feeling calmer in themselves and so therefore more able to focus on the school work. *I was ok, I tried, I was working harder, um it was just like because all the feelings when I had in the same time they were like all mixing around my head and I couldn't concentrate but then some of them just vanished* The therapeutic intervention helped with peer relationships in a number of ways. It opened the door to start talking to friends, especially for those who attended therapeutic groups where the main friendship benefits were with other members of the group. In general, many said that feeling calmer and better in themselves had helped them to get on better with friends

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	Er . . . after seeing X like I told you I felt more at ease and free so I felt like I could, how should I say, I could socialise with people much more easier since I felt much more at ease and I said what I had to say, maybe not to the whole world, but at least somebody knows what I'm going through and what I went through

Characteristics

Study-level characteristics

Characteristic	Study (N = 40)
Age Median (IQR)	17 (NR to NR)
Male Sample size	n = 29 ; % = 72.5
Female Sample size	n = 11 ; % = 27.5
Europe 5 Albania Sample size	n = 9 ; % = 22.5
Africa 4 Somalia, 3 Sudan Sample size	n = 13 ; % = 32.5
Iran/Iraq/Afghanistan Sample size	n = 9 ; % = 22.5

Characteristic	Study (N = 40)
Other Asia Sample size	n = 7 ; % = 17.5
South America Sample size	n = 2 ; % = 5
Length of time in the UK units Median (IQR)	2.5 (0.5 to 7)

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Low

D.2.6 Harris, 2006

Bibliographic Reference	Harris, B., K. Vincent, P. Thomson ART; Does Every Child Know They Matter? Pupils' Views of One Alternative to Exclusion.; Pastoral Care in Education; 2006; (no. 24); 28-38

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Study details

Trial registration number	Not reported
Study start date	2005
Study end date	2005
Aim	To identify strengths and limitations of the Coalfields Alternatives to Exclusion protocol and to assist the schools concerned to further refine and develop the processes used to maintain and include excluded and disaffected pupils.
Country/geographical location	UK
Setting	School
Type of school	Secondary education
UK Key stage	Key stage 3 Key stage 4
Inclusion criteria	None reported
Exclusion criteria	None reported
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable

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Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	Interviews with members of CATE Pupil Placement Panel (N = 14), school staff, pupils who had a managed move or were receiving preventative CATE (N = 14) and parents of CATE pupils (N = 5) The interviews took place at school and ranged from 25 to 45mins in duration. All interviews were audio-taped and later transcribed with our analysis focusing on the identification of emerging themes. This was triangulated with data from other sources and perspectives.
Attrition	None reported
Study limitations	Lack of detail on process from transcript to final themes. Lack of detail on ethics safeguarding processes
Ethical approval	Not reported
Funding	None reported
Theme 1	**Fresh start** All respondents emphasized the importance of a 'fresh start' which was viewed as a way of offering pupils, parents and teachers another chance and therefore some hope for the future. *"Like I haven't been to many different schools but I reckon this is the best school in (county). I'm going to get a better education (here).'* [Child] *'It enables a fresh start for students who come from other schools and it also gives a fresh start for those that we exchange. It saves them being permanently excluded and then having to go through the Pupil*

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	Referral Unit process. But I think it's successful in that these people aren't out on the scrap heap because if they are permanently excluded from another school where are they to go?' [Teacher] Pupils valued the opportunities afforded to develop new relationships with peers, including opportunities to 'escape' an established reputation and hence to experiment with new behaviours. *'[I'm glad to be away from] my reputation and stuff like that. I had a bad reputation for fighting. I'm glad to be away from that.'* [Child] and with teachers as pupils perceptions of being welcomed and treated with care and respect by staff at the new school made a difference: 'Teachers A, B and C] have been really nice to me – get me special lessons and things. They've done a lot for me and that's why I thank them. Teachers here want to help you. They want what's best for you' [Child] 'Some of the teachers have made him feel wanted, especially Ms X.' {Parent}
Theme 2	**Additional support** Pupils like the the idea of getting extra support when needed *'When I first started going into lessons they gave me different work to everybody else that were a bit easier. So I'd be able to go straight through that and then they put me on harder work and I'd do that. And then they put me on a bit harder work until I'm the same as everyone in the class.'* [Child]
Theme 3	**Efficiency of schools transfer process** Some respondent valued the speedy decision making as it avoided the long-drawn out process that accompanies a permanent exclusion and also the sense of rejection that comes with it,

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| | 'We had one visit to Mr X (Head) and then he rang up the same day and said: 'We'll accept you' and I started school straight away.' [Child]

Some parents and children has longer delays and this heightened the sense of being forgotten and 'missed.

'They said it's best if we find a new school. And they said they'd contact me, get me a new school. So I went off and it were five months before I got into this school. It were alright the first two weeks and then I got bored with no mates to hang around with.' [Child]

'I felt a bit let down because I felt I had to do everything myself. I sat and waited for letters to come from X and no letters came . . . so I ended up phoning myself and making an appointment. I was told he wouldn't have time off but he ended up having quite a bit of time off . . . about six weeks off before he started. I brought him up for an interview and I waited and waited and waited. In the end I phoned them up and asked why it was taking so long.' [Parent] |
| Theme 4 | |

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Moderate *(Concern over lack of information on methods used)*

D.2.7   Humphrey, 2006

Bibliographic Reference   Humphrey, Neil; Ainscow, Mel; Transition Club: Facilitating Learning, Participation and Psychological Adjustment during the Transition to Secondary School; European Journal of Psychology of Education; 2006; vol. 21 (no. 3); 319-331

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Study details

Study design	Focus group study
Trial registration number	None
Study start date	2002
Aim	1. In what ways does Transition Club facilitate a more successfiil transition process (in terms of pupils' perceptions of their academic progress and social and psychological adjustment)? 2. How do pupils feel about their participation in Transition Club'?
Country/geographical location	UK
Setting	Secondary school in the north-west of England
Type of school	Secondary education
UK Key stage	Key stage 3
Inclusion criteria	The school approached 6 feeder primary schools in the spring term of 02/03 to nominate a total of approximately 60 Year 6 pupils who were predicted to achieve Level 3 in their Key Stage 2 Maths and English tests (compulsory assessments given to pupils across the country at the end of the primary phase of schooling).
Exclusion criteria	Not reported
Method of randomisation	Not applicable

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Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	Data was collected by: • partcipant observations • questionnaires • focus groups Data was analysed using a qualitative content analysis approach
Attrition	Not reported
Study limitations	Limited to pupil views only
Ethical approval	Not reported
Funding	Department for Education and Skills [Government]
Theme 1	**Fear of the unknown** Pupils experienced a mix of emotions when they thought about their upcoming change of school. Several pupils (N=14) reported general feelings of fear or anxiety. *"I was very, very scared. I thought 'oh no, high school'" (Q)* *"I used to think, 'Where am I going to go? What if I get lost?'" (FG)*

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	"[I was worried about] the big kids picking on me and calling me" (Q) *"[I was woiried about] not making friends " (Q)* *"Some are concemed about being the youngest again " (PO)*
Theme 2	**A sense of belonging** A strong need to feel 'part of their new school was apparent in the responses of several (N=9) pupils emerged as one of the key benefits of their participation in Transition Club. A large number of pupils (N=18) made reference to the development of new friendships during the course of their participation *"It felt like we were part of the school" (FG).* *"Before talking to them, I assumed they were sitting with pupils from their own school; their interactions are so natural, one would think they had been friends for a long time. Yet they had only met each other two days ago " (PO)* *"I have enjoyed meeting new people and making new friends " (Q)* *"[I'm] happy that I knew other people " (FG)* The instilment of a sense of belonging is a crucial feature as pupils struggle to adjust to the complex and often daunting secondary environment. *"In primary school, the children...were big fish in a small pond, now they are small fish in a big pond" (PO)*
Theme 3	**Navigating the Maze** Although one of the primary fears pupils experience regarding transition to their secondary school is finding their way around. A notable number (N=10) of pupils who participated in Transition Club, however, reported their experiences somewhat differently: *"When we come in September we will know the school some teachers, and where the toilet is, compared to others" (PO)* *"I know where to go so there was no problem " (FG)* *"[I have enjoyed] being able to know quite a bit about the school" (Q)* *"[I] know things that other people didn't know [like] where to go " (FG)*

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Theme 4	**Making Learning Fun** One of the key achievements of Transition Club was to create a leaming environment in which pupils were able to fully participate and enjoy the process of appropriating knowledge (N=12): *"Here it is a more fun way of leaming " (PO)* *"It is more fun and we get to do some cool work on computers " (PO)* *"[There were] lots of exciting activities, especially maths and P.E. [physical education]... I love them subjects " (Q)* *"ICT was the best cause it was like loads of fun" (FG)* Alongside making learning enjoyable and participatory, staff involved in Transition Club were also charged with the responsibility of helping to 'bridge the academic gap' between primary and secondary school. This appears to have been one of the key achievements of the process: *"[But did those lessons help when you started in September?] Yeah cause when you do something wrong in a lesson you could learn by it and then we knew the right thing when we actually started" (FG)."*
Theme 5	**Improvments for all** By taking part in the intervention there was some evidence of benefit for students more widely wherein pupils who had participated were able to help those who had not adjust to life in their new school (N=7) *"They [pupils not on scheme].were a bit scared cause they didn't know where to go...so we went with them ". (FG)* *"My best friend came in and... because she wasn 't confrdent on the school, I showed her around" (FG) .* *"We was showing people [who did not take part] round where stuff is like the LRC [leaming resource centre] and the astro [astro-turf football field] " (FG)* Pupils were keen to help with the future developnient of Transition Club, suggesting the introduction of a 'buddy' system for new pupils: *"We could have... A few people who was in transition club, could go into [the current] transition club and show a couple of them around" (FG)* *"We know our way round the school so we could help them around the school" (FG)*

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Study arms

Transition Club (N = 38)

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Moderate

D.3 Managed Moves

D.3.1 Bagley, 2015

Bibliographic Reference	Bagley, C.; Hallam, S.; Managed moves: school and local authority staff perceptions of processes, success and challenges; Emotional and Behavioural Difficulties; 2015; vol. 20 (no. 4); 432-447

Study details

Trial registration number	Not reported

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Aim	To draw on the perceptions of local authority and school staff, to increase understanding of: • the processes of managed moves • the factors contributing to success • the challenges entailed
Country/geographical location	UK
Setting	One local authority area (reported as being relatively prosperous). .
Type of school	Secondary education
UK Key stage	Key stage 3 Key stage 4
Inclusion criteria	• School staff including head teachers, special educational needs coordinators and inclusion officers. All had been involved in managed moves and had experienced hosting a young person on a managed move and requesting or enacting a move. • Local authority staff including officers responsible for managed moves, an Edcuation Welfare Officer, head of the borough's multi-agency team for Looked After Children, and 2 educational psychologists.
Exclusion criteria	Not reported
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable

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Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	• Interview questions focused on the reasons managed moves took place, contributors to success and the challenges experienced. • An identical interview schedule was used for local authority officers and school staff. but the order of questions was not fixed to accomodate differences in the flow of the conversation • .An inductive process was used to analyse the data, characterised by coding of the data without fitting it into a pre-existing frame of reference. • The analysis was data driven with themes being allowed to emerge from the data (Patton 1990). • The data were coded for latent themes based on interpretation of what people said, adopting a constructivist perspective. Themes evolved from the data and were compiled by subgroup. • The aim was to identify themes that were shared within each subgroup and between subgroups.Braun and Clarke's guidelines (2006) were followed. • This included reading transcripts a number of times, generating initial codes,searching for themes and reviewing, defining and naming themes.
Attrition	Not applicable
Study limitations	• The research took place in one local authority with a limited sample size. The outcomes of the study are therefore context-dependent. • The researcher who collected the data was an employee of the local authority, and although not in a position of authority, this may have resulted in interviewees responding in a way they felt was acceptable to the local authority.
Ethical approval	Not reported
Funding	Not reported
Theme 1	**Factor for success: A fresh start / clean slate**

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	It was a frequently recognised theme that young people needed to start at their new host school without any prejudice relating to previous behaviour. although there should be reasonable expectations of them behaviourally, socially and academically in their new school.. CHECK wtth sarah if figures of number of mentyons need adding
Theme 2	**Factor for success: Communication between home and school** This was frequently mentioned by both school staff and local authority staff., in the context of different expectations between the school and parents:. *'Often there is a mismatch between school and home expectations'* (Member of school staff) . To address this it was seen as important for parents to have regular contact with the school. *'...on a weekly basis, even if it's an email or phone-call to see how things are going'* (Member of school staff) While there was no agreement between stakeholders as to the best form of communication or its frequency, best practice was defined by stakeholders as a process of 'ongoing, multilateral dialogue between starter and host school, parents and young peopl'e. School staff stressed the importance of parental involvement at all stages of the moving process and saw part of their role as ensuring parents understood the process. *'Parents don't always understand what a managed move is'* (Member of school staff) Local authority officers universally viewed regular, home–school communication as being critical and that schools should ensure parents' '*feel that they are equal partners in the process and that their opinion is valued'.* They also noted a need for schools to gather parents' views as to the needs of their child, alongside the need for them to take responsibility:

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Theme 3	**Factor for success: Early intervention**
	Both school and local authority staff stressed the need for the move to take place at an early stage while the young person was still able to engage with the school system and before behaviour problems escalated.
	'It can't work when behaviour has got so extreme' (Member of school staff)
	Where managed moves have not been successful it was suggested that:
	'...maybe it's because they've been suggested too late, instead of early intervention . . .'. LA officer)
	'I think you have got to get in there and get them really, really early and keep saying to them, "what can we do to make things better"
	It was noted that if the needs of a young person were not identified and the move did not take place early enough, they would be likely to return to their original school, from which they would have become disconnected and find it hard to reintegrate.
	....'and I think that is just going to spiral that child out of control'
Theme 4	**Factors for success: Pastoral work**
	Four main areas of pastoral work were regarded as being important:
	Transition work
	This was frequently mentioned by both school and LA staff, with school staff emphasising the importance of liaising closely with the pastoral support side of the previous school.

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*'You can smooth pathways if you get that communication
and liaison right'.* (Member of school staff).

Local authority officers also advocated a collaborative approach where processes were coordinated by a named person from both previous and host schools and where the transition was well planned with support from a key member of staff.

Within this, they identifiied that consideration should be made of timetabling, navigating the school and knowing what to do/where to go if they were struggling.

In addition all stakeholders recognised the challenges of integrating into a year group

*'..how are we going to ensure that when they
start that new school that they are not just going to be socially isolated'* (LA officer)

They noted the need to consider peers and to develop 'scripts' to account for why the young person had moved school.

 Relationships with staff

 School staff highlighted the importance of regular contact with young people who had recently moved and of openess and honesty:

*'I have also touched based with him to find out
how it has gone compared to how it was before . . . there is lots of dialogue and honesty'. (Member of school staff)*

Local authority staff highlighted the importance of schools ensuring that a young person felt 'welcome and secure', through the development of positive working relationships between the young person and key staff members, who could provide support and communicate any issues to other, relevant school staff.

Local authority officers also noted that key staff could include those not attached directly to schools, but who work for the borough in facilitating managed moves. e.g. youth support workers and Education Welfare Officers

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	Relationships with peers was recognised by all participants as being important to the success of managed moves. Buddying systems were given as examples of how peer support may be given to the young person who has moved. *'. . . we think quite carefully about their year group and their class. So the other thing we will do is introduce them to buddies and pair them up'* (Member of school staff) **Involvement of the young person** It was noted by stakeholders that the young person should be involved in decision making throughout the managed move process. While this was mentioned by some school staff, it was frequently mentioned by LA staff and it's importance emphasised, .in order to give the young person a sense of control and security. Some LA officers reported that managed moves were often 'instigated reactively' by schools without taking account of the young person's views or sufficiently involving them in the decision making process. They noted that managed moves were more successful when the young person's views were central to the process. *'...obtain the child's view, in detail. You know about what they think is going to be able make a difference . . . to make them feel secure'. (LA officer)*
Theme 5	**Challenges: Inter school tensions:** There were three main areas that were reported as being sources of tension between schools: **Honesty and information sharing** While some LA staff mentioned this, it was the area which received most comments from school staff overall.. There was 'suspiscion among school staff relating to the extent to which other schools gave an accurate, honest and up to date account of a young person for whom a managed move was being proposed. *'The Head-teacher lied to our admissions officer'.* (Member of school staff) In particular there was criticism when important information came to light after a move had been agreed. .

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'People need to be honest and say where that child is, where the issues are and they need to give you that information . . . (we) need to have transparency'. (Member of school staff)

Local authority officers also noted this issue as a cause of tension. :

'The main problem I've noticed is when schools aren't completely honest about the pupils that they are sending'. (LA officer)

Results agenda

This was mentioned by school and LA staff, in terms of the potential impact of the young person's behaviour on their peers' learning and on the schools academic results - both if they are not achieving academically themselves and use up staff resources which in turn may impact on the acheivements of others.

'If I'm really honest, a Head may say I don't really want anyone like this . . . understandable 'cos he or she is worried about her results . . . she or he doesn't achieve . . . they also stop others from achieving'. (Member of school staff).

LA officers noted the importance to schools of league tables and exam results with one noting that:

[young people] ' ...perceived as disrupting the learning of others are going to be the ones that they are going to be seeking to move on'. LA officer

Moving a problem

This was raised in the context of schools moving a young person on without dealing with the underlying issues..While some school staff raised this in relation to a lack of provision for the young persons needs at borough level, the LA officers were more likley to view this as a school-based issue in which difficulties are transferred.. Of particular concern to LA respondents were the young people who were moved more than once.

[it] 'can't possibly be good if they keep getting rejected . . . God knows what impact that has on their self-esteem'. LA officer

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THEME 6

Challenges: Narratives around young people

There were a small number of mentions by both school and LA staff that on occasions a child 'may not be liked'. It was suggested schools, young people and families may become 'entrenched' in unhelpful narratives and that managed moves could help address this:

'You do meet young people where you think they have got either stuck in a particular role, the school has a narrative about them, the staff have a narrative about them, they have that about themselves. They feel that they have got to perform to a particular role'.(LA officer)

THEME 7

Challenges: Objectifying language

There were examples of school staff and local authority staff referring to the way that young people were viewed in an objective way, suggesting that young people who were involved in managed moves may be defined as a nuisance, or as 'rubbish' to be 'dumped ' on other schools or a parcel to be passed on.rather than the move being a postive step for the young person. .

*'The real problem is when you start playing "pass the parcel, students who clearly are not going to make it in a mainstream setting'. (*Member of school staff)

'It has got to be perceived by schools as a positive process rather than kind of a dumping, get rid of process .... (LA officer.)

THEME 8

Accurate diagnosis

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While some school staff mentioned this, it was the strongest emerging theme from LA officers. It was noted in the context of schools accurately .diagnosiing any social, emotional and learning needs which may underpin any behavioural difficulties. There was some criticism of schools SEN policies in terms of the assessment of young people's needs

' 'I think that very often children are moved because they present with behavioural difficulties where often if you explore that, numbers of them have other learning needs . . .'. LA officer

School staff recognised that where host schools were not provided with an accurate account of the young person's social, emotional and learning needs by their starter school, transition and integration into the new host school could be very difficult.

'I think probably the most important thing is that schools identify young people who could genuinely benefit from a managed move . . . For some children it clearly won't work . . .'. (Member of school staff)

Study arms

Managed Move (N = 16)

Characteristics

Study-level characteristics

Characteristic	Study (N = 16)
School staff (including heads, SEN coordinators & inclusion officers. Sample size	n = 11 ; % = 68.8

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Characteristic	Study (N = 16)
Local authority staff (including EWO's, educational psychologists, managed moves officers) Sample size	n = 5 ; % = 31.2

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Low

D.3.2 Bagley, 2016

Bibliographic Reference	Bagley, Christopher; Hallam, Susan; Young people's and parent's perceptions of managed moves.; Emotional & Behavioural Difficulties; 2016; vol. 21 (no. 2); 205-227

Study details

Trial registration number	Not reported
Aim	To explore the experiences of managed moves from the perspective of the young people involved and their parents.
Country/geographical location	UK

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Setting	School located in a prosperous area
Type of school	Primary education
	Secondary education
UK Key stage	Key stage 2
	Key stage 3
Inclusion criteria	Children who had experienced a managed move at some stage during the current academic year or within the previous two years
Exclusion criteria	Not reported
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	Prior to conducting the semi-structured interviews with the young people, a pre-interview, exploratory conversation took place, adopting a personal construct psychology approach.
	Inductive analysis of the interview data was undertaken, characterised by coding of the data with no pre-existing frame of reference.
	The analysis was data-driven and themes were allowed to emerge from the data using the following steps
	• familiarising oneself with the data through reading transcripts a number of times, • generating initial codes,

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	• searching for themes and reviewing, defining and naming themes. The number of times a particular theme or sub-theme was mentioned was collated to present the perceived importance of specific issues.
Attrition	Not applicable
Study limitations	based in a single Local Authority and the small number of participating young people and their parents limit generalisability.
Ethical approval	Ethical approval was sought prior to the commencement of this study. Informed consent was sought from all participants, who were told that they could withdraw from the study at any time. Parents and young people were reassured that the interview data would be confidential and that data would be kept secure.
Funding	None reported
Theme 1	**Facilitator:** **Named contact in local authority** It was important for families to have access to a member of the Local Authority who was not directly connected with the school and was able to advocate for the young person and provide advice and support in a non-judgemental way. *"She really helped me. She's give me advice … I know that she is always there and she is the one that actually helped me do this." [Child]* **Transition information**

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	Children felt more able to do so when aware of the school's ethos, expectations and when supported in finding their way around.

"… I really don't have a clue where I am going, they would be like 'oh this is where your room is, this is where you should be' … They went through all the rules with me …." [Child]

Parents considered that having their child visit the school prior to being enrolled was beneficial:

"What I liked as well which they actually did at X was they invited him in for a couple of days … just to get used to the flow of things and how the school was run. … so he could see how he would cope in that school." [Parent]

Positive attitude from school staff

Children appreciated staff being positive and valuing their contribution to school

'At X School I am always like getting help from teachers and always getting advice. Really nice advice like "oh you are going to do good".' {Child]

School buddy

Both parent and children appreciated the benefits of their child having access to a buddy during the early stages of the move:

'Well they gave her like a buddy system to start off with which I thought was quite good. So she had a little friend who she'd like go around with.' [Parent] |
| **Theme 2** | **ACCEPTABILITY:**

Positive experience |

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	Young people and their parents agreed that managed moves were a potentially useful and positive intervention. *"… it's not too bad moving schools and it was actually quite good".* [Child] *"I must say it is like a cloud has lifted … he regrouped, found himself again and thankfully it has been excellent; it's a fantastic school."* [Parent] **Fresh start in new school** Parents were keen to assert that making a fresh start at a host school assisted their child in feeling secure and engaged with their new placement: *"… he hasn't had any pre-judgements … he has not met with any 'Oh yeah we know what you were like at X school'.* [Parent]
Theme 3	**BARRIER:** **Narratives around young people** Parents indicated that in the starter school negative narratives had developed, which impacted upon the school's capacity to respond to their child's needs. One parent felt that her child was viewed as a 'problem': *'… I just kind of felt like the feeling that they just felt that X was never going to change and they just felt like they just couldn't … you know … just see X as a big problem child."* [Parent]

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Timing

There was frustration at the length of time it took for managed moves to take place, once they were first suggested as an option. In two instances, young people were not attending school for

a number of months. One young person was originally accepted at a secondary school, then after waiting for 3 months, he was told he did not have a place. He said:

'… the process to get me to X school took about two months, three months before they made a decision and then they accepted me but then they said no …' [Child]

'Realistically I felt that the child should have been moved from earlier up in the year … The only regret is it didn't happen earlier.' [Parent]

Study arms

Managed Move (N = 5)

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Low

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D.3.3 Craggs, 2018

Bibliographic Reference	Craggs, Holly; Kelly, Catherine; School Belonging: Listening to the Voices of Secondary School Students Who Have Undergone Managed Moves; School Psychology International; 2018; vol. 39 (no. 1); 56-73

Study details

Study design	Interview study
Trial registration number	None
Aim	To offer insight into how young people who have undergone a managed move experience the educationally and emotionally significant phenomenon of school belonging, and seeks to capture participants' views on what might promote a sense of school belonging for other managed move students
Country/geographical location	UK
Setting	Mainstream secondary schools within a children's service in the North West of England
Type of school	Secondary education
UK Key stage	Key stage 3 Key stage 4
Inclusion criteria	• participants experienced integration into a new school environment as part of the local authority's managed move process; • participants were attending the receiver school for a period of at least six weeks,
Exclusion criteria	• Participants with ongoing Child and Adolescent Mental Health Service (CAMHS) involvement

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Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	• Individual phenomenological interviews (collaborative interviews with an unforced flow of questions were conducted with each participant. Interviews were audio-recorded and transcribed • Interpretative phenomenological analysis (IPA)
Attrition	Not applicable
Study limitations	• Small scale and small number of participants which limit generalisability •
Ethical approval	Ethical approval was obtained from the University of Manchester
Funding	England's Department for Education (DfE) National College for Teaching and Learning (NCTL) ITEP award 2013-2016
Theme 1	**Making friends and feeling safe** Being able to make friends at the receiver school was the most prominent theme associated with a sense of school belonging, mentioned by all participants, and was positioned as an essential precursor *'I wanted to move school where I could get some friends and be more socialised' (Jack)*

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	'I'm settled in now 'cos I already had friends here' [in eceiver school] (John). A key way in which making friends in the receiver school appeared to promote belonging was by increasing participants' feelings of safety. *Now I don't self-harm. . . I've got better friends . . . most of them [the other students in the receiver school] aint the bullying type . . . it makes me feel safer. (Maria)* *One of my best friends now ('cos I was already friends with him), he introduced me to, like, all my new friends that I have here, and like, I found it comfortable. (John)* A significant barrier to school belonging for managed move participants was fear or doubt about their ability to forge positive peer relationships. All had experienced difficulties with peer-group relationships in previous schools. *I thought that, like, loads of the students would be the same – like some of them of the bullying type. (Maria)* *I was scared if, like, I didn't meet any new friends or if I would have got bullied. (Jack)* The prospect of making new friends made participants feel 'scared' or 'nervous'. Participants feared encountering the same difficulties with peers in their receiver schools as they had experienced in previous settings. *Well it's sort of like [. . .] schools are the same . . . with different doors [. . .] so basically . . . the things that go on in school are basically the same, like the people in the school, but it's like the building's a bit different, if you know what I mean? (Joe)*
Theme 2	**Feeling known, understood and accepted as a person in receiver school** The theme of 'feeling understood/accepted as a person' described what also seemed to be an important component of school belonging for all managed move participants.

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	'I've got better friends [at receiver school] 'cos they all understand me [. . .] most of them understand what other people have gone through' and 'the staff here [. . .] understand people more' (Maria) The pressure of conforming to gender stereotypes involving dominance and aggression made it more difficult for them to 'be themselves' in their receiver schools *I tried to be someone else, like I tried to be all big and hard to start off with, but then I realised there's no point [. . .] so it's just better if you do that [be yourself] 'cos then you'll fit in with the right group better, and you'll fit in with people that you want better. (John)* *Well the thing is a few months ago [in the receiver school] or whatever, like one of them [the other students] tried to start a fight with me and . . . I just basically said to him 'I don't fight' . . . and he just . . . basically trying to keep it going, 'cos he was, like, one of these people who just look for fights [. . .] and I'm not a fighter. (Joe)*
Theme 3	**Identification of and support for SEND** Participants recognized the contribution to a sense of belonging of appropriate and timely provision of support for any additional difficulties they were facing. *Miss [Deputy Head of receiver school] has, erm, invited someone to help me with my behaviour and, erm, to help me, like, ask, like to give me a bit of support and guidance to why, erm, I'm doing this. (Jack)* *'Cos the [previous] school wouldn't put me in for counselling for it and everything so my mum had to go and do that herself and get me counseling . . . but this [receiver] school is like 'if you ever start [self-harming] again we could get you counselling as soon as possible to help you stop before it got worse'. (Maria)* *Making sure that the child is . . . not getting bullied [. . .] get someone to come in from outside of school and talk to them [about] if you're getting bullied or not. I found it more easier when someone from out of school, like, came in, but it depends on the person's confidence and who they want to tell. (Jack)*
Theme 4	**Supportive vs unsupportive school protocols/practices**

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The opportunity to participate in extra-curricular activities and use existing skills to make a positive contribution appeared to facilitate a sense of school belonging for participants.

Now I'm a peer mentor. Yeah. But I don't think they expected that from me 'cos I was like new and everything [. . .] They were bringing in applications for it. So I told my
form tutor, 'Sir, can you help me do this?' He was like, 'Is that applying for a peer mentor?' He was like 'Oh, that's good!' And he was like ('cos I was one at my old school as well), 'you could put that on [the application form] as well, 'cos that'd help you get the job' [. . .] Like, I think it's made me a better person because now I know that because I've been through things I could help people not go through it. (Maria)

Going starting boxing . . . it's . . . taken away playing on the Xbox . . . [. . .] I'd rather like do a bit of training instead of playing on the Xbox or whatever. [. . .] I think it . . . well . . . it helped me out a lot [. . .] All the other lads that go there. . .like they won't. . .they won't mither you. [. . .] they just don't take . . . talking seriously. (Joe)

Participants acknowledged the value of receiver schools' attempts to promote a sense of belonging by the sensitive facilitation of peer relationships

Well it's pretty good for them to, like, pair you up with someone 'cos you just get talking a bit. (Joe)

I met, erm, a teacher called [name of teacher] and, erm, she helped me find some new friends; she, erm, she showed me where the place is where other people like stay at break time and lunchtime . . . I had a good day that day. (Jack)

Participants also spoke about the negative impact on their sense of school belonging of a lack of clarity surrounding the initial 'trial period.

And, err, I was off for a few days so they [receiver school] . . . they err . . . said that it would be another three weeks or something [on trial], 'cos my attendance went down a bit because of that. (Joe)

You probably shouldn't do a long . . . period of trial, 'cos it gives you that kind of [. . .] anxiety, of, like, worrying all the time in your behavior and stuff, and [. . .] if you're worrying about your behaviour [. . .] you probably won't make as many friends. (John)

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Study arms

CYP (N = 4)

Characteristics

Study-level characteristics

Characteristic	Study (N = 4)
Male Sample size	n = 3 ; % = 75
Female Sample size	n = 1 ; % = 25

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Low

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D.3.4 Flitcroft, 2016

Bibliographic Reference	Flitcroft, D.; Kelly, C.; An appreciative exploration of how schools create a sense of belonging to facilitate the successful transition to a new school for pupils involved in a managed move; Emotional and Behavioural Difficulties; 2016; vol. 21 (no. 3); 301-313

Study details

Trial registration number	Not reported
Aim	To explore how school staff in one local authority conceptualise and create a sense of belonging
Country/geographical location	UK
Setting	
Type of school	Secondary education
UK Key stage	Key stage 3

Key stage 4

Post-16 |
Inclusion criteria	Opportunity sample of six secondary deputy head teachers whose roles involved working with pupils during the managed move process.
Exclusion criteria	None reported
Method of randomisation	Not applicable

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Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	The focus group and interviews were structured to consider the discovery, dream and design stages. Data were audio-taped, transcribed and thematically analysed. The thematic analysis used a combination of both inductive and deductive strategies. Codes identified were collated into basic themes and organising themes. To minimise the researcher bias and to enhance the credibility of the analysis, a selection of codes and themes were checked by a second Trainee Educational Psychologist rater, and participants were also given an opportunity to check the codes and themes generated
Attrition	Not applicable
Study limitations	None reported
Ethical approval	Not reported
Funding	Department for Education (DfE) National College for Teaching and Learning
Theme 1	**Creating a sense of belonging** Respondents emphasized the need to develop partnerships between schools, pupils and parents especially around transition from year 6 to year 7 and included strategies such as the parent-school handover ceremony, welcome assembly and buddy system.

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| | *'security and certainty no matter which school the young person ended up at, the level of welcome, the level of inclusion, the level of commitment would be the same'* [FG3]

Preparing for the transfer

Respondents considered it important to prepare well and to be considered in the use of language when communication with the pupil, for example, not to use the term 'trial period' but instead use 'new start' .

Knowing the pupils circumstances including home life, previous experiences, support needs and relationship in other schools. Building up a profile of the pupil was considered important,

'What worked well for one of our girls who was a school refuser when she had been given a place at the school prior to the meeting, was the school wrote to her and you know a welcome letter prior to even having the meeting, we are really looking forward to meeting you, this is a copy of our options coz she was going into year 10. . '. [FG6] |
| **Theme 2** | **Preparations for managed move**

Respondents outlines two methods of preparing for a managed move:

• The preparations by the school were based on suggestions centred on an induction calendar, planning their first day/week/month and having a starter checklist for pupils and having key adult for the pupil to link in to developing the parent-pupil-school partnership.
• Important information for pupils was based on suggestions about making the child aware of the school rules and procedures, list of GCSE options and guidelines of acceptable behaviour. |

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	Being consistent in approach

Risk of bias

Section	Question	Answer
Overall risk of bias	Overall risk of bias	Low

D.3.5 Vincent, 2007

Bibliographic Reference	Vincent, K., B. Harris, P. Thomson ART; Managed Moves: Schools Collaborating for Collective Gain; Emotional and Behavioural Difficulties; 2007; vol. 4 (no. 12); 283-298

Study details

Trial registration number	Not reported
Aim	To provide the Local Education Authority with an external and independent view of the effectiveness of the new protocol (CATE) for improving provision and outcomes for pupils who were at risk of exclusion
Country/geographical location	UK
Setting	Classroom

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Type of school	Secondary education
UK Key stage	Key stage 3 Key stage 4
Inclusion criteria	None reported
Exclusion criteria	None reported
Method of randomisation	Not applicable
Method of allocation concealment	Not applicable
Unit of allocation	Not applicable
Unit of analysis	Not applicable
Statistical method(s) used to analyse the data	Focus group (of four to seven members) interviews were used to access the views of a cross-section of school staff in each school. All interviews were audio-recorded and later transcribed with thematic analysis undertaken by two of the researchers to ensure rater reliability. Data were also gathered using observation and document analysis, alongside analysis of school exclusion statistics and a survey completed by teaching and non-teaching school staff.
Attrition	Not reported
Study limitations	Lack of detail on methods and analysis

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Ethical approval	Not reported
Funding	Not reported
Theme 1	Fresh start CATE was considered to have created an opportunity to better match provision to need through access to educational alternatives or additional support packages *'For some of them a new school is essential but for others, it's not just a case of them going in and having a fresh start, it's having a fresh start with something that's going to make a difference as well.'* (Deputy head teacher, School F)
Theme 2	**Facilitator:** Additional funding for CATE was seen as important. *'You've got to have the people and the support packages in schools to be able to deal with it. It's no good telling them: 'Off you go!' and sending them into a system with 1200 other kids and expect them to survive because they are not going to survive.'* (Deputy head teacher, School E) **Gradual progression to mainstream** Having time to adjust via a phased integration in the Learning Support Centre .was considered important rather than going straight back into mainstream, THis also ensured that this pupil had some control over the pace of reintegration helped demonstrate that his views were worthy of being heard.

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	'I went to a lesson. I were doing one lesson a day and then they said to me would I like to try another lesson and I said 'Yeah'.' (Year 9 pupil, School D)'
	Quality relationships
	Having a trusted teacher or school staff was beneficial in making the pupil feed connected.
	'Well he's got Mr P [one of his subject teachers]. At first he wouldn't talk to Mr P but now he trusts him and talks to him if he's angry or upset. And if he's getting boiled up or angry he has permission to nip out and find Mr P.' (Parent B)
Theme 3	

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Appendix E – Forest plots

E.1 School transitions

E.1.1 Social and emotional skills

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E.1.2 Behavioural outcomes

E.1.3 Emotional distress

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| Study or Subgroup | Experimental | | | Control | | | | Mean Difference | Mean Difference |
	Mean	SD	Total	Mean	SD	Total	Weight	IV, Random, 95% CI	IV, Random, 95% CI
1.2.1 Depression									
Cross 2018	0.23	0.34	1518	0.25	0.35	1448	50.6%	-0.02 [-0.04, 0.00]	
Dawes 2019	0.55	0.47	1312	0.57	0.47	1174	48.6%	-0.02 [-0.06, 0.02]	
Vassilopoulos 2018b	16.42	1	35	18.78	2.2	19	0.8%	-2.36 [-3.40, -1.32]	
Subtotal (95% CI)			2865			2641	100.0%	-0.04 [-0.13, 0.06]	
Heterogeneity: Tau² = 0.00; Chi² = 19.32, df = 2 (P < 0.0001); I² = 90%									
Test for overall effect: Z = 0.81 (P = 0.42)									
1.2.2 Anxiety									
Cross 2018	0.2	0.29	1518	0.22	0.31	1448	77.9%	-0.02 [-0.04, 0.00]	
Dawes 2019	0.82	0.51	1312	0.85	0.52	1174	22.1%	-0.03 [-0.07, 0.01]	
Subtotal (95% CI)			2830			2622	100.0%	-0.02 [-0.04, -0.00]	
Heterogeneity: Tau² = 0.00; Chi² = 0.18, df = 1 (P = 0.67); I² = 0%									
Test for overall effect: Z = 2.28 (P = 0.02)									
1.2.3 Stress									
Cross 2018	0.28	0.33	1518	0.29	0.34	1448	100.0%	-0.01 [-0.03, 0.01]	
Subtotal (95% CI)			1518			1448	100.0%	-0.01 [-0.03, 0.01]	
Heterogeneity: Not applicable									
Test for overall effect: Z = 0.81 (P = 0.42)									
1.2.4 Emotional symptoms (NRCTs)									
Bagnall 2021	0.45	0.4	101	0.33	0.3	32	100.0%	0.12 [-0.01, 0.25]	
Subtotal (95% CI)			101			32	100.0%	0.12 [-0.01, 0.25]	
Heterogeneity: Not applicable									
Test for overall effect: Z = 1.81 (P = 0.07)									
1.2.5 Anxiety (NRCTs)									
Brouzos 2020	8.12	4.74	56	13.16	6.49	26	100.0%	-5.04 [-7.83, -2.25]	
Subtotal (95% CI)			56			26	100.0%	-5.04 [-7.83, -2.25]	
Heterogeneity: Not applicable									
Test for overall effect: Z = 3.55 (P = 0.0004)									

Favours Intervention Favours Control

Test for subgroup differences: Chi² = 17.56, df = 4 (P = 0.002), I² = 77.2%

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E.1.4   School attendance

Study or Subgroup	Experimental Mean	SD	Total	Control Mean	SD	Total	Weight	Mean Difference IV, Fixed, 95% CI
Qualter 2007	0.38	1.53	170	0.56	1.01	169	100.0%	-0.18 [-0.46, 0.10]
Total (95% CI)			170			169	100.0%	-0.18 [-0.46, 0.10]

Heterogeneity: Not applicable
Test for overall effect: Z = 1.28 (P = 0.20)

Mean Difference IV, Fixed, 95% CI

-1   -0.5   0   0.5   1
Favours [experimental]   Favours [control]

E.1.5   Behavioural outcomes

Study or Subgroup	Experimental Events	Total	Control Events	Total	Weight	Risk Ratio M-H, Random, 95% CI
1.6.1 Zero bullying victimisation						
Cross 2018	461	1518	433	1448	100.0%	1.02 [0.91, 1.13]
Subtotal (95% CI)		1518		1448	100.0%	1.02 [0.91, 1.13]
Total events	461		433			

Heterogeneity: Not applicable
Test for overall effect: Z = 0.28 (P = 0.78)

1.6.2 Zero bullying perpetration						
Cross 2018	761	1518	723	1448	100.0%	1.00 [0.93, 1.08]
Subtotal (95% CI)		1518		1448	100.0%	1.00 [0.93, 1.08]
Total events	761		723			

Heterogeneity: Not applicable
Test for overall effect: Z = 0.11 (P = 0.91)

Risk Ratio M-H, Random, 95% CI

0.85   0.9   1   1.1   1.2
Control   Experimental

Test for subgroup differences: Chi² = 0.03, df = 1 (P = 0.86), I² = 0%

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E.2 Family break-up

E.2.1 Emotional distress

Study or Subgroup	Experimental			Control			Weight	Mean Difference IV, Random, 95% CI
	Mean	SD	Total	Mean	SD	Total		
Pelleboer-Gunnink 2015	2.68	2.14	80	2.6	2.23	76	100.0%	0.08 [-0.61, 0.77]
Total (95% CI)			80			76	100.0%	0.08 [-0.61, 0.77]

Heterogeneity: Not applicable
Test for overall effect: Z = 0.23 (P = 0.82)

E.2.2 Social and emotional skills

Study or Subgroup	Experimental			Control			Weight	Mean Difference IV, Random, 95% CI
	Mean	SD	Total	Mean	SD	Total		
Pedro-Carroll 1999	72.68	14.52	34	62.87	20.36	15	100.0%	9.81 [-1.59, 21.21]
Total (95% CI)			34			15	100.0%	9.81 [-1.59, 21.21]

Heterogeneity: Not applicable
Test for overall effect: Z = 1.69 (P = 0.09)

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Appendix F – GRADE and GRADE-CERQual tables

F.1 GRADE tables

F.1.1 School transitions

No of studies	Design	Risk of bias	Inconsistency	Indirectness	Imprecision	Other considerations	School transitions: Intervention	Control	Relative (95% CI)	Absolute	Quality	Importance
Quality assessment							**No of patients**		**Effect**			
Social and emotional skills - NRCTs (Better indicated by lower values) (Brouzos 2020, Qualter 2007, Vassilopoulos 2018a)												
3	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	no serious imprecision	none	282	253	-	MD 1.06 higher (0.02 to 2.11 higher)	⊕⊕⊕O MODERATE	
Social and emotional skills – Self esteem (Better indicated by higher values) (Coehlo 2017). MID = 2.46												
1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[2]	none	825	323	-	MD 1.36 higher (0.71 to 2.01 higher)	⊕⊕OO LOW	
Emotional distress - Depression (Better indicated by lower values) (Cross 2018, Dawes 2019, Vassilopoulos 2018b)												
3	randomised trials	serious[2]	serious[3]	no serious indirectness	serious[2]	none	2865	2641	-	MD 0.04 lower (0.13 lower to 0.06 higher)	⊕OOO VERY LOW	
Emotional distress – Depression (number scoring above clinical cut-off) (Better indicated by lower values) (Makover 2019)												
1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[6]	none	74/233 (31.8%)	94/247 (38.1%)	RR 0.83 (0.65 to 1.07)	65 fewer per 1000 (from 133 fewer to 27 more)	⊕⊕OO LOW	
Emotional distress - Anxiety (Better indicated by lower values) (Cross 2018, Dawes 2019)												
2	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	no serious imprecision	none	2830	2622	-	MD 0.02 lower (0.04 lower to 0 higher)	⊕⊕⊕O MODERATE	

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Emotional distress - Stress (Better indicated by lower values) (Cross 2018)

1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	1518	1448	-	MD 0.01 lower (0.03 lower to 0.01 higher)	⊕⊕OO LOW	

Emotional distress - Emotional symptoms (NRCTs) (Better indicated by lower values) (Bagnall 2021)

1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	101	32	-	MD 0.12 higher (0.01 lower to 0.25 higher)	⊕⊕OO LOW	

Emotional distress – Emotional symptoms (Better indicated by lower values). MID = 0.24 (Dawes 2019)

1	randomised trial	serious[1]	no serious inconsistency	no serious indirectness	serious[6]	none	1312	1174	-	MD 0.02 lower (0.06 lower to 0.02 higher)	⊕⊕OO LOW	

Emotional distress – Social anxiety (Better indicated by lower values). MID = 0.26 (Dawes 2019)

1	randomised trial	serious[1]	no serious inconsistency	no serious indirectness	serious[6]	none	1312	1174	-	MD 0.03 lower (0.07 lower to 0.01 higher)	⊕⊕OO LOW	

Emotional distress - Anxiety (NRCTs) (Better indicated by lower values) (Brouzos 2020)

1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	no serious imprecision	none	56	26	-	MD 5.04 lower (7.83 to 2.25 lower)	⊕⊕⊕O MODERATE	

Emotional distress – Loneliness and social dissatisfaction (Better indicated by lower values). MID = 1.1 (Vassilopoulos 2018b)

1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	no serious imprecision	none	35	19	-	MD 2.36 lower (3.4 to 1.32 lower)	⊕⊕⊕O MODERATE	

School Attendance (Better indicated by lower values) (Qualter 2007)

1	randomised trials	serious[4]	no serious inconsistency	no serious indirectness	serious[2]	none	170	169	-	MD 0.18 lower (0.46 lower to 0.1 higher)	⊕⊕OO LOW	

Behavioural outcomes – SDQ difficulties (Better indicated by lower values). MID = 3.74 (Mandy 2016)

1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[2]	none	17	20	-	MD 5.2 lower (9.21 to 1.19 lower)	⊕⊕OO LOW	

Behavioural outcomes – SDQ prosocial (Better indicated by higher values). MID = 0.99 (Mandy 2016)

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1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	very serious[7]	none	17	20	-	MD 0.85 higher (0.74 lower to 2.44 higher)	⊕OOO VERY LOW	

Behavioural outcomes – aggressive and disruptive behaviour (Better indicated by lower values). MID = 0.48 (Vassilopoulos 2018a)

1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[5]	none	56	58	-	MD 0.3 lower (0.57 to 0.03 lower)	⊕⊕OO LOW	

Behavioural outcomes – prosocial behaviour (Better indicated by higher values). MID = 0.52. (Vassilopoulos 2018b)

1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[5]	none	56	58	-	MD 0.77 higher (0.48 to 1.06 higher)	⊕⊕OO LOW	

Behavioural outcomes – bullying victimisation (Better indicated by lower values). MID = 0.18 (Cross 2018)

1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[2]	none	1382	1357	-	MD 0.00 higher (80.03 lower to 0.03 higher)	⊕⊕OO LOW	

Behavioural outcomes – bullying perpetration (Better indicated by lower values) (Cross 2018)

1	randomised trial	serious[5]	no serious inconsistency	no serious indirectness	serious[2]	none	1382	1357	-	MD 0.01 higher (0.01 lower to 0.03 higher)	⊕⊕OO LOW	

Behavioural outcomes – Zero bullying victimisation (Cross 2018)

1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	461/1518 (30.4%)	433/1448 (29.9%)	RR 1.02 (0.91 to 1.13)	6 more per 1000 (from 27 fewer to 39 more)	⊕⊕OO LOW	
								29.9%		6 more per 1000 (from 27 fewer to 39 more)		

Behavioural outcomes – Zero bullying perpetration (Cross 2018)

1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	761/1518 (50.1%)	723/1448 (49.9%)	RR 1 (0.93 to 1.08)	0 fewer per 1000 (from 35 fewer to 40 more)	⊕⊕OO LOW	
								49.9%		0 fewer per 1000 (from 35 fewer to 40 more)		

[1] Unclear if participants were aware of intervention allocation. May bias subjective outcome reporting.
[2] 95% CI crosses the line of no effect

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[3] I2 > 50%
[4] Did not use concurrent control group
[5] Moderate risk of bias
[6] 95%CI crosses line of no effect and 1 MID
[7] 95%CI crosses line of no effect and 2 MIDs
[8] 95%CI crosses 1 MID

F.1.2 Transition support for family-break up

No of studies	Design	Risk of bias	Inconsistency	Indirectness	Imprecision	Other considerations	Divorce: Intervention	Control	Relative (95% CI)	Absolute	Quality	Importance
Quality assessment							**No of patients**		**Effect**			
Emotional distress (Better indicated by lower values) (Pelleboer-Gunnink 2015)												
1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	80	76	-	MD 0.08 higher (0.61 lower to 0.77 higher)	⊕⊕OO LOW	
Social and emotional skills (Better indicated by lower values) (Pedro-Carroll 1999)												
1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	34	15	-	MD 9.81 higher (1.59 lower to 21.21 higher)	⊕⊕OO LOW	
Behavioural outcomes – behavioural problems (Better indicated by lower values) (Pedro-Carroll 1999)												
1	randomised trial	serious[1]	no serious inconsistency	no serious indirectness	no serious imprecision	none	34	15	-	MD 45.3 lower (53.62 to 36.98 lower)	⊕⊕⊕O MODERATE	

[1] Unclear if participants were aware of intervention allocation. May bias subjective outcome reporting.
[2] 95% CI crosses line of no effect

F.1.3 Transition support for children and young people from immigrant and refugee families

F.1.3.1 Theatre expression intervention vs control

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	Quality assessment						No of patients		Effect		Quality	Importance
No of studies	Design	Risk of bias	Inconsistency	Indirectness	Imprecision	Other considerations	Intervention	Control	Relative (95% CI)	Absolute		
Behavioural outcomes – SDQ impact (Better indicated by lower values) (Rousseau 2014)												
1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	180	140	-	MD 0.08 lower (0.33 lower to 0.17 higher)	⊕⊕OO LOW	

[1] Moderate risk of bias

[2] 95%CI crosses line of no effect

F.1.3.2 Group tutoring intervention vs control

	Quality assessment						No of patients		Effect		Quality	Importance
No of studies	Design	Risk of bias	Inconsistency	Indirectness	Imprecision	Other considerations	Intervention	Control	Relative (95% CI)	Absolute		
Behavioural outcomes – SDQ impact (Better indicated by lower values) (Rousseau 2014)												
1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	157	140	-	MD 0.05 higher (0.23 lower to 0.33 higher)	⊕⊕OO LOW	

[1] Moderate risk of bias

[2] 95%CI crosses line of no effect

F.1.3.3 Recovery techniques program intervention vs control

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Quality assessment							No of patients		Effect		Quality	Importance
No of studies	Design	Risk of bias	Inconsistency	Indirectness	Imprecision	Other considerations	Intervention	Control	Relative (95% CI)	Absolute		
Behavioural outcomes – SDQ difficulties (Better indicated by lower values) (Ooi 2016)												
1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[2]	none	45	37	-	MD 0.49 higher (1.54 lower to 2.52 higher)	⊕⊕OO LOW	
Behavioural outcomes – SDQ prosocial (Better indicated by higher values) (Ooi 2016)												
1	randomised trials	serious[1]	no serious inconsistency	no serious indirectness	serious[3]	none	45	37	-	MD 0.16 higher (0.59 lower to 0.91 higher)	⊕⊕OO LOW	

[1] Moderate risk of bias

[2] Downgraded once as 95%CI crosses line of no effect and 1 MID

[3] Downgraded once as 95%CI crosses line of no effect

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F.2 GRADE CERQual tables

F.2.1 Acceptability

F.2.1.1 School transitions

Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Pre-intervention school transition expectations Pupils experienced a mix of emotions when they thought about their upcoming change of school reporting feelings of fear or anxiety about the complex and daunting secondary school environment.	Humphrey 2006	**Minor concerns** (Study with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from study that reports on this theme.	**Moderate concerns** Limited to data from one study and one group of informants	**No concerns** Study related to the views and experiences related to school transition support.	**Moderate confidence** Data from a single study and unable to check for inconsistency
Primary to secondary school link (staff benefits) **Working relationships** Initially there were mixed reactions from teachers involved in the pilots. There were concerns about 'stepping on toes' between primary and secondary schools. However, they recognised that building a good working relationship was essential so that both teachers could feel comfortable offering each other advice. Each of the secondary schools employed a sensitive approach to the primary schools which was rewarded with good working relationships. This relationship allowed for secondary school teachers to visit the primary schools.	Bryan 2007a Bryan 2007b	**Minor concerns** (Studies with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from all studies that report on this theme.	**No concerns** Data from 2 studies with data from primary and secondary school teachers.	**No concerns** Study related to the views and experiences related to school transition support	**High confidence** Findings were consistent across both studies.

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Teaching practices A key benefit of the literacy pilot was the opportunity for cross-sector liaison and sharing of teaching methods between primary and secondary teachers. Primary teachers stressed the benefits of having a secondary teacher in the classroom particularly the "extra input from a specialist". The primary teachers often had classes with several ability groups and appreciated having another teacher to focus on one group. Some secondary teachers also worked with the lowest ability groups.						
Primary to secondary school link (pupil benefits) **Benefits to pupils** The combination of personal interest in the children and high status was seen as crucial in appealing to and motivating them. Primary teachers reported that having the Literacy Development Officers (LDOs) in the class had an impact in terms of pupil motivation. Secondary teachers saw the benefit in being able to have knowledge the children's learning abilities. The children themselves were able to identify new skills that they had learned. **Additional staff resource** The LDOs were "a big support" to secondary school English departments. They had time available to conduct research and develop resources and	Bryan 2007a Bryan 2007b	**Minor concerns** (Studies with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from all studies that report on this theme.	**No concerns** Data from 2 studies with data from children and young people.	**No concerns** Study related to the views and experiences related to school transition support	**High confidence** Findings were consistent across both studies.

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
materials for the rest of the department. Teachers felt that having an experienced member of staff to share their workloads reduced the stress they experienced and enabled them to introduce initiatives such as cooperative learning. There were also positive impacts of National Assessments such as LDOs monitoring who should be tested meant that testing was more targeted and enabled the correct pupils to be tested. **Additional materials** The programme provided useful resources to the teachers. In addition, LDOs developed materials for different National Assessment levels, to address perceived weaknesses in the way the departments taught specific areas. They also helped pupils to prepare for the tests and class teachers to administer them. Teachers saw this as being crucial.						
Impact on transition **Familiarisation** Teachers in both primary and secondary schools were keen to note the distinction between the literacy pilot and other transitions activities, as the LDOs had longer-term contact with the pupils and got to know them well. They emphasised the importance of the children getting to know the teachers prior to transition. **Supporting individual needs**	Bryan 2007a Bryan 2007b Bryan 2007c	**Minor concerns** (Studies with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from all studies that report on this theme.	**Moderate concerns** Data from 3 studies but limited to data from teachers only.	**No concerns** Study related to the views and experiences related to school transition support	**Moderate confidence** Missing a key stakeholder group from these findings (CYP).

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
An important aspect of the pilot was the improvement in the transfer of information from primary to secondary schools about pupils moving into S1. Pupils liked that they were put into classes with others of similar abilities which reduced stigma. having primary trained ENABLE teachers was an important part of this focus on social and pastoral care, as it provides the pupils with the continued experience of a more holistic and supportive primary-style approach.						
Post-intervention expectations of school transition **Anxiety** Pupils who took part in the targeted intervention expressed mixed feelings about transitioning out of the intervention classes. Some were very nervous; they were worried that the work would be harder, they would be getting more homework, and they would have to do exams. Pupils were also upset about the prospect of not having their ENABLE teacher any more as well as being split up from their current classmates. **Alleviating worries** Primary teachers agreed that contact with the LDOs reduced pupils' worries about the transition to secondary school. Some pupil in the targeted intervention expressed that they expected more homework when they moved out of the intervention	Bryan 2007a Bryan 2007c	**Minor concerns** (Studies with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from all studies that report on this theme.	**Moderate concerns** Data from 2 studies with data from children and young people and teachers.	**No concerns** Study related to the views and experiences related to school transition support	**High confidence** Findings were consistent across both studies.

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
classes but were not worried about it. They also felt that the support they had would help the at the next level.						
Post-intervention school transition experience **School belonging** A strong need to feel 'part of their new school was highlighted as a key benefit of pupils' participation in Transition Club. They referred to the development of new friendships during their participation. They also reported positive experiences of finding their way around the school. **Feeling more prepared** Pupils felt that the numeracy intervention prepared them well for Maths in secondary school.. They reported that visits from the secondary staff when they were in primary school had helped them as they knew what to expect when they came to the secondary school. **Enjoyment** One of the key achievements of Transition Club was to create a leaming environment in which pupils were able to fully participate and enjoy the process of appropriating knowledge. **Feeling supported**	Bryan 2007b Bryan 2007c Humphrey 2006	**Minor concerns** (Studies with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from all studies that report on this theme.	**Minor concerns** Data from 3 studies with data from children and young people only.	**No concerns** Study related to the views and experiences related to school transition support	**High confidence** Findings were consistent across both studies. Views of teachers and parents unlikely to change this finding.

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Pupils receiving a targeted intervention reported a positive experience of secondary school. Pupils liked the fact that their teachers tailored the work to their learning abilities. **Willingness to help others** By taking part in the intervention there was some evidence of benefit for students more widely wherein pupils who had participated were able to help those who had not adjust to life in their new school.						

F.2.1.2   Support for children and young people from immigrant and refugee families

Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Acceptability of the school setting **Safety and familiarity** Most young people preferred to be seen by the service at school when compared to either their home or the hospital/clinic setting. This was because of feeling of safety and familiarity in the school setting. They felt safe at school and it was often easy to find the therapist. In addition, it was	Fazel 2016	**Minor concerns** (Study with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from study that reports on this theme.	**Moderate concerns** Limited to data from one study and one group of informants	**No concerns** Study related to the views and experiences related to school transition support.	**Moderate confidence** Data from a single study and unable to check for inconsistency

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
convenient as they could easily get back to lessons. It is also reduced the stigma associated with seeking mental health care. **Disadvantages of the school setting** The disadvantages of being seen in the school setting were primarily regarding privacy and not wanting peers to see them. School was often perceived as busy and hectic and so appointments outside of school would probably be calmer.						
Role of teachers Pupils described the important role that teachers played in mediating or supporting their contact with the mental health service.	Fazel 2016	**Minor concerns** (Study with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from study that reports on this theme.	**Moderate concerns** Limited to data from one study and one group of informants	**No concerns** Study related to the views and experiences related to school transition support.	**Moderate confidence** Data from a single study and unable to check for inconsistency
Impact of the intervention **Talking about problems** Pupils described how having someone to talk to enabled them to get their problems 'out' and they no longer felt lonely and less worried about things. They were able to talk about themselves in the sessions but seemed to have mixed feelings about talking about their past experiences. Those that could felt that they could 'unload' their past	Fazel 2016	**Minor concerns** (Study with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from study that reports on this theme.	**Moderate concerns** Limited to data from one study and one group of informants	**No concerns** Study related to the views and experiences related to school transition support.	**Moderate confidence** Data from a single study and unable to check for inconsistency

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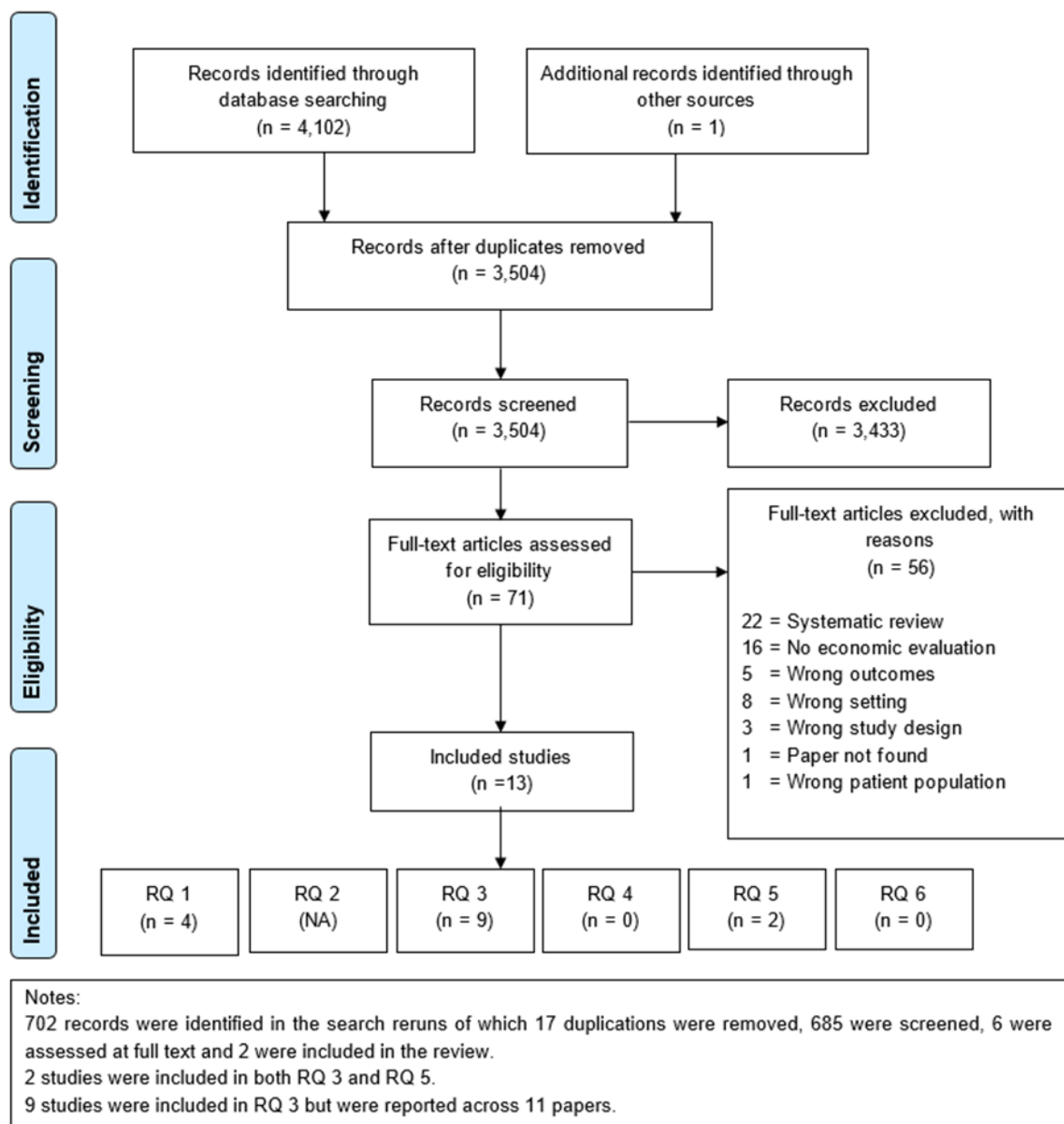
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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
experiences which then enabled them to 'feel free inside' or 'calm down' **Impact on school-work** Pupils were helped in their studies/at school and with their peers. This was through an improved ability to concentrate and feeling calmer in themselves and so therefore more able to focus on the schoolwork **Peer relationships** The intervention provided the opportunity to start talking to friends, especially for those who attended therapeutic groups. In general, many said that feeling calmer and better in themselves had helped them to get on better with friends						

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F.2.1.3   Managed Moves

Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Making a new start Parents were keen to assert that making a fresh start at a host school assisted their child in feeling secure and engaged with their new placement. Young people needed to start at their new host school without any prejudice relating to previous behaviour.	Bagley 2105 Bagley 2016 Vincent 2007	**No concerns** Studies with low risk of bias	**No concerns** Finding reflects the data from studies that report on this theme	**No concerns** Data form a number of studies and multiple informant groups	**No concerns** Studies related to the views and experiences related to transition as part of a managed move	**High confidence** Findings were consistent across both studies.
Sense of belonging The theme of 'feeling understood / accepted as a person' described what also seemed to be an important component of school belonging for all managed move participants. A sense of belonging arising from being accepted by peers and having the opportunity to do extra-curricular activities allowed CYP to have a sense of belonging. Children felt more able to do so when aware of the school's ethos, expectations and when supported in finding their way around. Children also appreciated staff being positive and valuing their contribution to school	Bagley 2016 Craggs 2018	**No concerns** Studies with low risk of bias	**No concerns** Finding reflects the data from studies that report on this theme	**No concerns** Data from a number of studies and multiple informant groups	**No concerns** Studies related to the views and experiences related to transition as part of a managed move	**High confidence** Findings were consistent across both studies. It is unlikely that input form school staff would change the findings.
Building relationships with peers Being able to make friends at the receiver school was the most prominent theme associated with a sense of school belonging, mentioned by all participants, and was positioned as an essential precursor.	Bagley 2015 Bagley 2016 Craggs 2018	**No concerns** Studies with low risk of bias	**No concerns** Finding reflects the data from studies that	**No concerns** Data from a number of studies and multiple	**No concerns** Studies related to the views and experiences	**High confidence** Findings were consistent

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
All participants recognised the benefits of the child having access to a buddy during the early stages of the move: This was seen as a good example of how peer support may be given to the young person			report on this theme	informant groups	related to transition as part of a managed move	across both studies.

F.2.2 Barriers and Facilitators

F.2.2.1 School transitions

Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Delivering the intervention: Barriers • Some schools found it difficult to recruit an appropriate member of staff to the specialist role for the intervention. They often needed to use existing experienced teachers and found difficulties finding suitable replacements. Often, other secondary teachers in the school were needed to step in who were not necessarily used to this style of teaching.	Bryan 2007a Bryan 2007b Bryan 2007c	**Minor concerns** (Studies with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from study that reports on this theme.	**Minor concerns** Data from three studies and one group of informants. No input from CYP.	**No concerns** Study related to the views and experiences related to school transition support.	**High confidence** Findings were consistent over both studies and it is unlikely that CYP views would change this finding.

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
• The primary schools felt that their timetables were full to the point of rigidity so were not keen to change them to allow for the joint work, while the secondary schools felt that their own timetables were "already complicated enough". • There were logistical issues due to a lack of accommodation: the LDO did not have her own room but was instead based in a corner of the library. The school was at 93% capacity so there were sometimes issues finding sufficient classroom space to accommodate her teaching initiatives. • There were sometimes communication problems even after the project had been established						
Delivering the intervention: Facilitators • EA representatives reported that good appointments were made in both primary and secondary specialist positions. The issue of quality staff is very important. • Although the number of sessions varied between schools, flexibility was central to successful delivery. • Identifying appropriate students for the intervention and fostering good group dynamics was important for successful intervention delivery. • Using technology to find information about high school was found relevant to successful intervention delivery.	Bryan 2007b Bunn 2019	**Minor concerns** (Study with moderate risk of bias due to unclear reflexivity)	**No concerns** Finding reflects the data from study that reports on this theme.	**No concerns** Data based on a number of studies and several sets of informants.	**No concerns** Study related to the views and experiences related to school transition support.	**High confidence** Findings were consistent across the studies.

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F.2.2.2 Managed Moves

Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
Managed moves: Barriers • Participants feared encountering the same difficulties with peers in their receiver schools as they had experienced in previous settings. This came out as anxiety about being accepted or being made feel welcome • Existing narrative and the use of objectifying language was seen as a barrier as the parents or CYP considered that they were being judged or labelled based on behaviours that led to the managed move. This also included concerns from children around a lack of engagement and use of language that did not facilitate a sense of belonging. • Any delay in the process led to frustration for parents and children. Especially if the managed moves was then cancelled.	Bagley 2015 Bagley 2016 Craggs 2018	**No concerns** Studies with low risk of bias	**No concerns** Finding reflect the data from two studies that report on this theme.	**No concerns** Data based on a number of studies and several sets of informants.	**No concerns** Study related to the view and experiences of pupils, school staff and local authority staff,	**High confidence** Findings were consistent across the studies.
Managed moves: Facilitators • Appropriate timing of all phases of a planned move help make a successful transition There was an identified need for a planned move to happen at an early stage before problem behaviours	Bagley 2015 Bagley 2016 Flitcroft 2016 Vincent 2007	**No concerns** Studies with low risk of bias	**No concerns** Finding reflect the data from a number of studies that	**No concerns** Data based on a number of studies and several sets of informants.	**No concerns** Study related to the view and experiences of pupils,	**High confidence** Findings were consistent across the studies.

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
escalated. Any delay on the planned move would lead to frustration for all parties. Once in the new school, timing of a phased integration into mainstream was important to give the child a sense of belonging and control. • Communication between all partners was crucial to manage the expectations of all involved. Communication and information sharing between school aa well as between pupil / parent/carer and schools / local authority was important to ensure support could be provided in a timely manner to support integration. Poor communication between professionals about the CYP's needs slowed the process and opened up inter-school tensions. Tools to facilitate this included have school visits, clear timelines of the process and objective use of language (for example, use the term 'new start' instead of 'trial period') and other tools such as an induction calendar, planning their first day/week/month and having a starter checklist to cover school rules and procedures, list of GCSE options and guidelines of acceptable behaviour. • School staff stressed the importance of parental involvement at all stages of the moving process and saw part of their role as ensuring parents understood the process. Respondents emphasized the need to develop partnerships between			report on this theme.		school staff and local authority staff,	

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Summary of review finding	Studies contributing to review finding	Methodological limitations	Coherence	Adequacy	Relevance	CERQual assessment of confidence in the evidence
schools, pupils and parents especially around transition from year 6 to year 7 and included strategies such as the parent-school handover ceremony, welcome assembly and buddy system as well as involving the child or young person in decision making throughout the managed move process						

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Appendix G – Economic evidence study selection

Identification

| Records identified through database searching (n = 4,102) | Additional records identified through other sources (n = 1) |

Screening

Records after duplicates removed (n = 3,504)

Records screened (n = 3,504) → Records excluded (n = 3,433)

Eligibility

Full-text articles assessed for eligibility (n = 71)

Full-text articles excluded, with reasons (n = 56)

22 = Systematic review
16 = No economic evaluation
5 = Wrong outcomes
8 = Wrong setting
3 = Wrong study design
1 = Paper not found
1 = Wrong patient population

Included

Included studies (n =13)

| RQ 1 (n = 4) | RQ 2 (NA) | RQ 3 (n = 9) | RQ 4 (n = 0) | RQ 5 (n = 2) | RQ 6 (n = 0) |

Notes:
702 records were identified in the search reruns of which 17 duplications were removed, 685 were screened, 6 were assessed at full text and 2 were included in the review.
2 studies were included in both RQ 3 and RQ 5.
9 studies were included in RQ 3 but were reported across 11 papers.

Appendix H – Economic evidence tables

No published economic evaluations were identified for RQ6.1 on Transitions.

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Appendix I – Health economic model

A bespoke model was developed to capture the costs and consequences of an intervention, or combination of interventions, that promote social, emotional and mental wellbeing in children and young people in primary and secondary education. It covers more than 1 evidence review in the guideline so the full write up is contained in a separate document rather than in appendix I (see Evidence review J).

Appendix J   – Excluded studies

Study	Code [Reason]
(2011) Coping Power. What Works Clearinghouse Intervention Report. What Works Clearinghouse: 1-24	- Not a systematic review *relevant included primary studies from review identified in search*
(2020) Bridging the Gap: How Wentworth Provides a Personalized and Local Approach to College and Career Readiness. Rennie Center for Education Research & Policy: 1-22	- Qualitative study conducted outside of the UK
Abbott, David and Heslop, Pauline (2009) Out of sight, out of mind? Transition for young people with learning difficulties in out-of-area residential special schools and colleges. BRITISH JOURNAL OF SPECIAL EDUCATION	- Non-intervention study *Qualitative - impact of transition only*
Akos, Patrick (2002) Student perceptions of the transition to middle school. Professional School Counseling 5(5): 339-345	- Qualitative study conducted outside of the UK - Non-intervention study
Akos, Patrick and Galassi, John P. (2004) Middle and High School Transitions as Viewed by Students, Parents, and Teachers. Professional School Counseling 7(4): 10-212	- Qualitative study conducted outside of the UK - Non-intervention study
Aktas, Burcu; Kot, Mehtap; Yikmis, Ahmet (2020) Transition Planning and Transition Services in Special Education.	- Not in English language
Andrews, Colin and Bishop, Penny (2012) Middle grades transition programs around the globe: Effective school transition programs take a comprehensive approach to ensuring student success in the middle grades. Middle School Journal 44(1): 8-14	- Not a systematic review
Aragon, Lisa Teachanarong (2020) Improving Outcomes for Children Impacted by Adverse Childhood Experiences (ACEs): A Study of Intervention Effectiveness Guided by Developmental Theory.	- Dissertation
Arum, R. and Shavit, Y. (1995) SECONDARY VOCATIONAL-EDUCATION AND THE TRANSITION FROM SCHOOL TO WORK. Sociology of Education 68(3): 187-204	- Study design - no control group - Non-intervention study *concerned with risk factors for employment*

Study	Code [Reason]
Ashburner, J. K.; Bobir, N. I.; van Dooren, K. (2018) Evaluation of an Innovative Interest-Based Post-School Transition Programme for Young People with Autism Spectrum Disorder. International Journal of Disability Development and Education 65(3): 262-285	- Qualitative study conducted outside of the UK
Ashton, Rebecca (2008) Improving the Transfer to Secondary School: How Every Child's Voice Can Matter. Support for Learning 23(4): 176-182	- Non-intervention study *Qualitative - perceptions of transition only*
Awsumb, Jessica M., Carter, Erik W., Schutz, Michele A. et al. (2020) Perspectives of pre-employment transition services providers on preparing youth with disabilities for employment. Journal of Vocational Rehabilitation 53(2): 205-218	- Study design - not intervention study
Baert, S. and Cockx, B. (2013) Pure ethnic gaps in educational attainment and school to work transitions: When do they arise?. Economics of Education Review 36: 276-294	- Study design - no control group - Non-intervention study *Study is concerned with educational attainment and ethnicity*
Bagnall, Charlotte L; Fox, Claire L; Skipper, Yvonne (2021) What emotional-centred challenges do children attending special schools face over primary-secondary school transition?. Journal of Research in Special Educational Needs: no-specified	- Study design - not intervention study
Bagnall, Charlotte Louise (2020) Talking about School Transition (TaST): an emotional centred intervention to support children over primary-secondary school transition. Pastoral Care in Education 38(2): 116-137	- No usable data
Bagnall, Charlotte Louise; Skipper, Yvonne; Fox, Claire Louise (2019) 'You're in this world now': Students', teachers', and parents' experiences of school transition and how they feel it can be improved. The British journal of educational psychology	- Non-intervention study *Perceptions of transition only*
Bagnall, Charlotte Louise; Skipper, Yvonne; Fox, Claire Louise (2020) 'You're in this world now': Students', teachers', and parents' experiences of school transition and how they feel it can be improved. The British journal of educational psychology 90(1): 206-226	- Study design - not intervention study

Study	Code [Reason]
Bailey, Suzanne and Baines, Ed (2012) The impact of risk and resiliency factors on the adjustment of children after the transition from primary to secondary school. Educational and Child Psychology 29(1): 47-63	- To consider for other review questions
Bark, Caroline and Brooks, Greg (2016) How Can Children with Mild Literacy Difficulties Be Supported at the Transition to Secondary School? A Small-Scale Quasi-Experimental Study. British Journal of Special Education 43(4): 373-393	- Intervention - not a formal programme so was delivered differently in different schools
Barry, Mark; Murphy, Mike; O'Donovan, Hugh (2017) Assessing the effectiveness of a cognitive behavioural group coaching intervention in reducing symptoms of depression among adolescent males in a school setting. International Coaching Psychology Review 12(2): 101-109	- Intervention - not transitions *Not looking specifically at school transition, just depression prevention*
Bayer, Amanda; Grossman, Jean Baldwin; DuBois, David L. (2013) School-Based Mentoring Programs: Using Volunteers to Improve the Academic Outcomes of Underserved Students. MDRC: 1-46	- To consider for other review questions
Bayer, J.K., Mundy, L., Stokes, I. et al. (2018) Bullying, mental health and friendship in Australian primary school children. Child and Adolescent Mental Health 23(4): 334-340	- Study design - no control group - Non-intervention study
Bennouna, Cyril, Khauli, Nicole, Basir, Mashal et al. (2019) School-based programs for Supporting the mental health and psychosocial wellbeing of adolescent forced migrants in high-income countries: A scoping review. Social science & medicine (1982) 239: 112558	- Study design - SR
BERESFORD, Bryony and CAVET, Judith (2009) Transitions to adult services by disabled young people leaving out of authority residential schools. Social Care Online: 4p-	- Non-intervention study *Overview of transitions*
Berlin, Lisa J; Dunning, Rebecca D; Dodge, Kenneth A (2011) Enhancing the Transition to Kindergarten: A Randomized Trial to Test the Efficacy of the "Stars" Summer Kindergarten Orientation Program. Early childhood research quarterly 26(2): 247-254	- Setting - delivered outside school hours

Study	Code [Reason]
BERRIDGE, David and et, al (2015) The educational progress of looked after children in England. Technical report 3: perspectives of young people, social workers, carers and teachers. Social Care Online: 36-	- Non-intervention study *Overview of transition*
Beyer, Stephen and Kaehne, Axel (2008) The transition of young people with learning disabilities1 to employment: What Works?. Journal on Developmental Disabilities 14(1): 85-94	- Non-intervention study *study looks at factors associated with a positive transition to work*
Bharara, Gazal (2020) Factors facilitating a positive transition to secondary school: A systematic literature review. International Journal of School & Educational Psychology 8(sup1): 104-123	- Study design - SR
Bierman, Karen L., Welsh, Janet A., Heinrichs, Brenda S. et al. (2015) Helping Head Start Parents Promote Their Children's Kindergarten Adjustment: The Research-Based Developmentally Informed Parent Program. Child Development 86(6): 1877-1891	- Setting - delivered outside school hours - Early years
Birturk, Atilay and Karagun, Elif (2015) The Effect of Recreational Activities on the Elimination of State-Trait Anxiety of the Students Who Will Take the SBS Placement Test. Educational Research and Reviews 10(7): 894-900	- Interventions for test anxiety only
Blackman, David (2004) Countdown to big school. NEW START	- Article unavailable
Bloyce, Jackie and Frederickson, Norah (2012) Intervening to improve the transfer to secondary school. Educational Psychology in Practice 28(1): 1-18	- Study design - non-equivalent control group
Borman, Geoffrey D, Rozek, Christopher S, Pyne, Jaymes et al. (2019) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being. Proceedings of the National Academy of Sciences of the United States of America 116(33): 16286-16291	- No usable data
Bottcher, L. (2014) Transition between home and school in children with severe disabilities - Parents' possibilities for influencing their	- Qualitative study conducted outside of the UK

Study	Code [Reason]
children's learning environment. Learning Culture and Social Interaction 3(3): 195-201	
Boyle, T.; Grieshaber, S.; Petriwskyj, A. (2018) An integrative review of transitions to school literature. Educational Research Review 24: 170-180	- Not a systematic review
Brown, Chris; Taylor, Carol; Ponambalum, Lorna (2016) Using Design-Based Research to Improve the Lesson Study Approach to Professional Development in Camden (London). London Review of Education 14(2): 4-24	- Study design - no control group
BRYAN, Ruth; TREANOR, Morag; HILL, Malcolm (2007) Evaluation of pilots to improve primary and secondary school transitions. Social care online: 141p-	- Duplicate article
Burke, K. M., Shogren, K. A., Antosh, A. A. et al. Implementing the SDLMI With Students With Significant Support Needs During Transition Planning. Career Development and Transition for Exceptional Individuals	- Non-intervention study - Qualitative study conducted outside of the UK
Cahill, Susan M and Beisbier, Stephanie (2020) Occupational Therapy Practice Guidelines for Children and Youth Ages 5-21 Years. The American journal of occupational therapy : official publication of the American Occupational Therapy Association 74(4): 7404397010p1-7404397010p48	- Study design - SR
Cantali, Dianne (2019) Moving to Secondary School for Children with ASN: A Systematic Review of International Literature. British Journal of Special Education 46(1): 29-52	- Study design - SR
Carlgren, I. (2009) The Swedish comprehensive school-lost in transition?. Zeitschrift Fur Erziehungswissenschaft 12(4): 633-649	- Non-intervention study
Carmen, Brenda; Waycott, Louise; Smith, Ken (2011) Rock Up: An initiative supporting students' wellbeing in their transition to secondary school. Children and Youth Services Review 33(1): 167-172	- Setting - not school-based
Carroll, C. (2015) A review of the approaches investigating the post-16 transition of young	- Study design - SR

Study	Code [Reason]
adults with learning difficulties. International Journal of Inclusive Education 19(4): 347-364	- Non-intervention study *Not evaluating specific transition interventions*
Carter, Erik W., Lane, Kathleen L., Pierson, Melinda R. et al. (2008) Promoting Self-Determination for Transition-Age Youth: Views of High School General and Special Educators. Exceptional Children 75(1): 55-70	- Qualitative study conducted outside of the UK
Carter, Erik W., Trainor, Audrey A., Ditchman, Nicole et al. (2009) Evaluation of a Multicomponent Intervention Package to Increase Summer Work Experiences for Transition-Age Youth with Severe Disabilities. Research and Practice for Persons with Severe Disabilities (RPSD) 34(2): 1-12	- Setting - not school-based - Setting - delivered outside school hours
Cassoni, Cynthia, Correia-Zanini, Marta RG, Marturano, Edna Maria et al. (2020) Adaptive tasks: school transition from the 5th to 6th grade of elementary education. Psico-USF 25: 481-492	- Setting - Non-OECD
Catterall, J. S. (1998) Risk and resilience in student transitions to high school. American Journal of Education 106(2): 302-333	- Non-intervention study *Focus on resilience*
Certo, N. J., Luecking, R. G., Murphy, S. et al. (2008) Seamless Transition and Long-Term Support for Individuals With Severe Intellectual Disabilities. Research and Practice for Persons with Severe Disabilities 33(3): 85-95	- Not a systematic review
Chan, M. C. and Chadsey, J. G. (2006) High school teachers' perceptions of school-to-work transition practices in Taiwan. Education and Training in Developmental Disabilities 41(3): 280-289	- Qualitative study conducted outside of the UK
Channell, M. M. and Loveall, S. J. (2018) Post-High School Transition for Individuals With Down Syndrome. International Review of Research in Developmental Disabilities, Vol 54 54: 105-135	- Non-intervention study *Study concerned with experiences of transitions*
CHAPMAN Mimi, V. and SAWYER Jeffery, S. (2001) Bridging the gap for students at risk of school failure: a social work-initiated middle to high school transition program. Children and Schools 23(4): 235-240	- Study design - no control group

Study	Code [Reason]
Chedzoy, S. M. and Burden, R. L. (2005) Making the Move: Assessing Student Attitudes to Primary-Secondary School Transfer. Research in Education 74: 22-35	- Non-intervention study
Chiumento, Anna, Nelki, Julia, Dutton, Carl et al. (2011) School-based mental health service for refugee and asylum seeking children: Multi-agency working, lessons for good practice. Journal of Public Mental Health 10(3): 164-177	- Study did not include primary qualitative data
Cho, Y. and Kim, M. (2019) Achievement goal pursuit during the transition from middle school to high school: its antecedents and consequences from a self-determination perspective. Educational Psychology 39(8): 984-1004	- Non-intervention study
Cocorada, Elena and Mihalascu, Violeta (2012) Adolescent coping strategies in secondary school. Procedia-Social and Behavioral Sciences 33: 188-192	- Non-intervention study - Setting - Non-OECD
Corrin, William, Sepanik, Susan, Rosen, Rachel et al. (2016) Addressing Early Warning Indicators: Interim Impact Findings from the Investing in Innovation (i3) Evaluation of Diplomas Now.: 1-126	- Whole-school intervention
Cousineau, TM, Franko, DL, Trant, M et al. (2010) Teaching adolescents about changing bodies: randomized controlled trial of an Internet puberty education and body dissatisfaction prevention program. Body image 7(4): 296-300	- Outcomes - not SEW
Cox, Petrina; Bamford, Gillian M; Lau, Jennifer Y F (2016) Cognitive bias modification as a strategy to reduce children's fears and concerns about the secondary school transition. Anxiety, stress, and coping 29(4): 447-56	- Setting - not school-based - Setting - delivered outside school hours
Craig, Lesley J (2009) Post-school transitions: Exploring practice in one local authority. Educational and Child Psychology 26(1): 41-51	- Non-intervention study
Craven, Cindy; Mengel, Tammi; Barham, Martha (2004) Transitioning from school-to-work: one successful model. North Carolina medical journal 65(2): 107-9	- Non-intervention study

Study	Code [Reason]
Crooks, Claire V, Exner-Cortens, Deinera, Burm, Sarah et al. (2017) Two Years of Relationship-Focused Mentoring for First Nations, Metis, and Inuit Adolescents: Promoting Positive Mental Health. The journal of primary prevention 38(12): 87-104	- Study design - no control group
Crooks, Claire V; Hoover, Sharon; Smith, Alexandra C. G (2020) Feasibility trial of the school-based strong intervention to promote resilience among newcomer youth. Psychology in the Schools: no-specified	- Qualitative study conducted outside of the UK
DaGiau, Bette J (1997) A Program of Counseling and Guidance To Facilitate the Transition from Middle School to High School.	- Not a systematic review
Davis II, Robert (2021) The Middle to High School Transition: An Applied Research Study to Improve and Support High School Readiness in High-Poverty Schools.	- Study design - not intervention
Davis, John M.; Ravenscroft, John; Bizas, Nik (2015) Transition, Inclusion and Partnership: Child-, Parent- and Professional-Led Approaches in a European Research Project. Child Care in Practice 21(1): 33-49	- Non-intervention study - Qualitative study conducted outside of the UK *Some UK data but mostly European*
Dawes, Molly, Farmer, Thomas, Hamm, Jill et al. (2020) Creating Supportive Contexts for Early Adolescents during the First Year of Middle School: Impact of a Developmentally Responsive Multi-Component Intervention. Journal of youth and adolescence 49(7): 1447-1463	- Duplicate article
Derrington, Chris (2005) Perceptions of Behaviour and Patterns of Exclusion: Gypsy Traveller Students in English Secondary Schools. Journal of Research in Special Educational Needs 5(2): 55-61	- Non-intervention study
Deuchar, R. (2009) Seen and heard, and then not heard: Scottish pupils' experience of democratic educational practice during the transition from primary to secondary school. Oxford Review of Education 35(1): 23-40	- Intervention - not transitions
Diebel, Tara, Woodcock, Colin, Cooper, Claire et al. (2016) Establishing the effectiveness of a	- To consider for other review questions

Study	Code [Reason]
gratitude diary intervention on children's sense of school belonging. Educational and Child Psychology 33(2): 117-129	
Dillon, Gayle Victoria and Underwood, Jean D. M. (2012) Parental Perspectives of Students with Autism Spectrum Disorders Transitioning from Primary to Secondary School in the United Kingdom. Focus on Autism and Other Developmental Disabilities 27(2): 111-121	- Non-intervention study
Dishion, Thomas J, Kavanagh, Kathryn, Schneiger, Alison et al. (2002) Preventing early adolescent substance use: a family-centered strategy for the public middle school. Prevention science : the official journal of the Society for Prevention Research 3(3): 191-201	- Outcomes - not SEW
Dockett, S. and Perry, B. (2003) The transition to school: What's important?. Educational Leadership 60(7): 30-33	- Not a systematic review
Dockett, S.; Perry, B.; Whitton, D. (2010) What will my teacher be like? Picture storybooks about starting school. Australasian Journal of Early Childhood 35(3): 33-41	- Non-intervention study
Dockrell, Julie E and Lindsay, Geoff (2007) Identifying the educational and social needs of children with specific speech and language difficulties on entry to secondary school. Educational and Child Psychology 24(4): 101-115	- Study design - no control group *Un-matched control group*
Easton-Brooks, D.; Robinson, D.; Williams, S. M. (2018) Schools in Transition: Creating a Diverse School Community. Teachers College Record 120(13)	- Qualitative study conducted outside of the UK
Eisenhower, Abbey; Taylor, Heather; Baker, Bruce L. (2016) Starting Strong: A School-Based Indicated Prevention Program during the Transition to Kindergarten. School Psychology Review 45(2): 141-170	- Study design - no control group
Elizabeth Kim, B K, Oesterle, Sabrina, Catalano, Richard F et al. (2015) Change in Protective Factors Across Adolescent Development. Journal of applied developmental psychology 40: 26-37	- Study design - no control group

Study	Code [Reason]
Ellerbrock, Cheryl R.; Abbas, Bridget; DiCicco, Michael (2014) Developmentally Responsive Teacher Practices across the Middle-to-High-School Transition. Journal of Research in Education 24(1): 17-37	- Qualitative study conducted outside of the UK
Ellerbrock, Cheryl R., Denmon, Jennifer, Owens, Ruchelle et al. (2015) Fostering a Developmentally Responsive Middle-to-High School Transition: The Role of Transition Supports. Middle Grades Research Journal 10(1): 83-101	- Article unavailable
Eva, Amy L and Thayer, Natalie M (2017) Learning to BREATHE: A Pilot Study of a Mindfulness-Based Intervention to Support Marginalized Youth. Journal of evidence-based complementary & alternative medicine 22(4): 580-591	- Study design - no control group
Evans, Danielle; Borriello, Giulia A; Field, Andy P (2018) A review of the academic and psychological impact of the transition to secondary education. Frontiers in psychology 9: 1482	- Study design - SR
Facchin, Federica, Margola, Davide, Molgora, Sara et al. (2014) Effects of benefit-focused versus standard expressive writing on adolescents' self-concept during the high school transition. Journal of Research on Adolescence 24(1): 131-144	- Control - not usual practice
Fane, Jennifer, MacDougall, Colin, Redmond, Gerry et al. (2016) Young children's health and wellbeing across the transition to school: a critical interpretive synthesis. Children Australia 41(2): 126-140	- Study design - SR
Farmer, Thomas W. (2011) Overview of Project REAL and the Conceptual Foundations of the SEALS Model. Society for Research on Educational Effectiveness: 1-12	- Conference abstract - no findings
Farmer, Thomas W., Hamm, Jill V., Petrin, Robert A. et al. (2010) Supporting Early Adolescent Learning and Social Strengths: Promoting Productive Contexts for Students At-Risk for EBD during the Transition to Middle School. Exceptionality 18(2): 94-106	- No usable data

Study	Code [Reason]
Firth, Nola, Frydenberg, Erica, Steeg, Charlotte et al. (2013) Coping Successfully with Dyslexia: An Initial Study of an Inclusive School-Based Resilience Programme. Dyslexia 19(2): 113-130	- To consider for other review questions
Fite, Paula, Frazer, Andrew, DiPierro, Moneika et al. (2019) Youth Perceptions of What Is Helpful during the Middle School Transition and Correlates of Transition Difficulty. Children & Schools 41(1): 55-64	- Qualitative study conducted outside of the UK
Foley, Tom; Foley, Shane; Curtin, Alicia (2016) Primary to Post-Primary Transition for Students with Special Educational Needs from an Irish Context. International Journal of Special Education 31(2): 1-27	- Non-intervention study
Fontil, L., Gittens, J., Beaudoin, E. et al. (2019) Barriers to and Facilitators of Successful Early School Transitions for Children with Autism Spectrum Disorders and Other Developmental Disabilities: A Systematic Review. Journal of Autism and Developmental Disorders	- Qualitative study conducted outside of the UK - Study design - SR
Fontil, Laura, Gittens, Jalisa, Beaudoin, Emily et al. (2020) Barriers to and Facilitators of Successful Early School Transitions for Children with Autism Spectrum Disorders and Other Developmental Disabilities: A Systematic Review. Journal of autism and developmental disorders 50(6): 1866-1881	- Study design - SR
Foulder-Hughes, Lynda and Prior, Clare (2014) Supporting Pupils with DCD and ASD with the Transition to Secondary School. Research in Education 92: 79-92	- Non-intervention study
Frahm, S., Goy, M., Kowalski, K. et al. (2011) Transition and development from lower secondary to upper secondary school. Zeitschrift Fur Erziehungswissenschaft 14: 217-232	- Non-intervention study
Gaias, Larissa M., Cook, Clayton R., Nguyen, Lillian et al. (2020) A Mixed Methods Pilot Study of an Equity-Explicit Student-Teacher Relationship Intervention for the Ninth-Grade Transition. Journal of School Health 90(12): 1004-1018	- Study design - no control group

Study	Code [Reason]
Galton, M. and McLellan, R. (2018) A transition Odyssey: pupils' experiences of transfer to secondary school across five decades. Research Papers in Education 33(2): 255-277	- Non-intervention study
Garoni, Stephanie; Edwards-Groves, Christine; Davidson, Christina (2021) The'doubleness' of transition: Investigating classroom talk practices in literacy lessons at the end of primary school and the beginning of secondary school. Australian Journal of Language & Literacy 44(2)	- Qualitative study conducted outside of the UK
Giallo, Rebecca, Treyvaud, Karli, Matthews, Jan et al. (2010) Making the Transition to Primary School: An Evaluation of a Transition Program for Parents. Australian Journal of Educational & Developmental Psychology 10: 1-17	- Outcomes - not SEW
Gillock, Karen L and Reyes, Olga (1996) High school transition-related changes in urban minority students' academic performance and perceptions of self and school environment. Journal of Community Psychology 24(3): 245-261	- Study design - not intervention
Goff, W. (2019) The Processes that Adults Engage with When They Come Together to Support the Learning of Children Making the Transition to School. Early Childhood Education Journal 47(6): 687-697	- Non-intervention study
Goldstein, Sara E.; Boxer, Paul; Rudolph, Erin (2015) Middle School Transition Stress: Links with Academic Performance, Motivation, and School Experiences. Contemporary School Psychology 19(1): 21-29	- Qualitative study conducted outside of the UK
Gonzales, Nancy A, Wong, Jessie J, Toomey, Russell B et al. (2014) School engagement mediates long-term prevention effects for Mexican American adolescents. Prevention science : the official journal of the Society for Prevention Research 15(6): 929-39	- Setting - delivered outside school hours
Goossens, Ferry X, Onrust, Simone A, Monshouwer, Karin et al. (2016) Effectiveness of an empowerment program for adolescent second generation migrants: a cluster randomized controlled trial. Children and Youth Services Review 64: 128-135	- Setting - not school-based

Study	Code [Reason]
Gorard, S.; Siddiqui, N.; See, B. H. (2017) What works and what fails? Evidence from seven popular literacy "catch-up' schemes for the transition to secondary school in England. Research Papers in Education 32(5): 626-648	- Study design - literature review
Gould, Siobhan (2017) Promoting the Social Inclusion and Academic Progress of Gypsy, Roma and Traveller Children: A Secondary School Case Study. Educational Psychology in Practice 33(2): 126-148	- Non-intervention study
Goyer, J Parker, Garcia, Julio, Purdie-Vaughns, Valerie et al. (2017) Self-affirmation facilitates minority middle schoolers' progress along college trajectories. Proceedings of the National Academy of Sciences of the United States of America 114(29): 7594-7599	- Outcomes - not SEW
Grant, Marisha (2020) Pupils with SEMH needs' experiences of a successful transition To secondary school. A Grounded Theory study.	- Study design - SR
Griebling, Susan and Gilbert, Jaesook (2020) Examining the value of a summer kindergarten transitioning program for children, families, and schools. The School Community Journal 30(1): 191-208	- Qualitative study conducted outside of the UK
Hagiwara, M., Palmer, S. B., Hancock, C. L. et al. (2019) Sibling Roles in Family-School Partnerships for Students With Disabilities During Transition Planning. Career Development and Transition for Exceptional Individuals 42(3): 194-200	- Non-intervention study
Hall, C.; Hollingshead, A.; Christman, J. (2019) Implementing Video Modeling to Improve Transitions Within Activities in Inclusive Classrooms. Intervention in School and Clinic 54(4): 235-240	- Transitions-daily transitions ASD
Hamerslag, R.; Oostdam, R.; Tavecchio, L. (2018) Inside school readiness: the role of socioemotional and behavioral factors in relation to school, teachers, peers and academic outcome in kindergarten and first grade. European Early Childhood Education Research Journal 26(1): 80-96	- Non-intervention study

Study	Code [Reason]
Hamm, Jill V., Farmer, Thomas W., Dadisman, Kimberly et al. (2011) Teachers' Attunement to Students' Peer Group Affiliations as a Source of Improved Student Experiences of the School Social-Affective Context following the Middle School Transition. Journal of Applied Developmental Psychology 32(5): 267-277	- Outcomes - not SEW
Hammond, Nick (2016) Making a Drama out of Transition: Challenges and Opportunities at Times of Change. Research Papers in Education 31(3): 299-315	- Non-intervention study
Han, Jisu and Neuharth-Pritchett, Stacey (2021) Predicting students' mathematics achievement through elementary and middle school: The contribution of state-funded prekindergarten program participation. Child & Youth Care Forum: no-specified	- Early years
Harklau, L. (2001) From high school to college: Student perspectives on literacy practices. Journal of Literacy Research 33(1): 33-70	- Not a systematic review
HARRIS, Val (2010) Research into practice: nurture groups. Young Minds Magazine 108: 34	- Study design - not intervention
Hart, Katie C., Graziano, Paulo A., Kent, Kristine M. et al. (2016) Early Intervention for Children with Behavior Problems in Summer Settings: Results from a Pilot Evaluation in Head Start Preschools. Journal of Early Intervention 38(2): 92-117	- Setting - delivered outside school hours
Hastings, Catherine (2012) The Experience of Male Adolescent Refugees during Their Transfer and Adaptation to a UK Secondary School. Educational Psychology in Practice 28(4): 335-351	- Non-intervention study
Hatfield, Megan, Falkmer, Marita, Falkmer, Torbjorn et al. (2017) "Leaps of Faith": Parents' and Professionals' Viewpoints on Preparing Adolescents on the Autism Spectrum for Leaving School. Journal of Research in Special Educational Needs 17(3): 187-197	- Qualitative study conducted outside of the UK
Hawkins, Renee O, Haydon, Todd, McCoy, Dacia et al. (2017) Effects of an interdependent group contingency on the transition behavior of middle school students with emotional and	- Transition type - movement between lessons

Study	Code [Reason]
behavioral disorders. School psychology quarterly : the official journal of the Division of School Psychology, American Psychological Association 32(2): 282-289	
Hertzog, C Jay and Morgan, P Lena (1999) Making the Transition from Middle Level to High School. High School Magazine 6(4): 26-30	- Not a systematic review
Hoffman, Jill A, Uretsky, Mathew C, Patterson, Lindsey B et al. (2020) Effects of a school readiness intervention on family engagement during the kindergarten transition. Early Childhood Research Quarterly 53: 86-96	- Parent-focused
Hopwood, Belinda; Hay, Ian; Dyment, Janet (2016) The Transition from Primary to Secondary School: Teachers' Perspectives. Australian Educational Researcher 43(3): 289-307	- Qualitative study conducted outside of the UK
Huser, C.; Dockett, S.; Perry, B. (2016) Transition to school: revisiting the bridge metaphor. European Early Childhood Education Research Journal 24(3): 439-449	- Not a systematic review
Iadarola, S, Shih, W, Dean, M et al. (2018) Implementing a Manualized, Classroom Transition Intervention for Students With ASD in Underresourced Schools. Behavior modification 42(1): 126-147	- Transitions-daily transitions ASD
Iannelli, C. (2004) School variation in youth transitions in Ireland, Scotland and the Netherlands. Comparative Education 40(3): 401-425	- Not a systematic review
Ivzori, Yonat, Sachs, Dalia, Reiter, Shunit et al. (2020) Transition to Employment Program (SUPER) for Youth at Risk: A Conceptual and Practical Model. International journal of environmental research and public health 17(11)	- Outcomes - not SEW
Jackson, C. and Warin, J. (2000) The importance of gender as an aspect of identity at key transition points in compulsory education. British Educational Research Journal 26(3): 375-391	- Non-intervention study
Jindal-Snape, Divya, Vettraino, Elinor, Lowson, Amanda et al. (2011) Using Creative Drama to	- Not primary research *Used secondary datasets*

Study	Code [Reason]
Facilitate Primary-Secondary Transition. Education 3-13 39(4): 383-394	
Johnson, Valerie L.; Simon, Patricia; Mun, Eun-Young (2014) A Peer-Led High School Transition Program Increases Graduation Rates among Latino Males. Journal of Educational Research 107(3): 186-196	- Outcomes - not SEW
Jorgensen, C. H.; Jarvinen, T.; Lundahl, L. (2019) A Nordic transition regime? Policies for school-to-work transitions in Sweden, Denmark and Finland. European Educational Research Journal 18(3): 278-297	- Not a systematic review
Kaehne, A and Beyer, S (2014) Person-centred reviews as a mechanism for planning the post-school transition of young people with intellectual disability. Journal of intellectual disability research : JIDR 58(7): 603-13	- Non-intervention study
KAEHNE, Axel (2010) Multiagency protocols in intellectual disabilities transition partnerships: a survey of local authorities in Wales. Journal of Policy and Practice in Intellectual Disabilities 7(3): 182-188	- Non-intervention study
KAEHNE, Axel and BEYER, Stephen (2011) 'Stroppy' or 'confident'? Do carers and professionals view the impact of transition support on young people differently?. British Journal of Learning Disabilities 39(2): 154-160	- Non-intervention study
Kaehne, Axel and Beyer, Stephen (2009) "Views of Professionals on Aims and Outcomes of Transition for Young People with Learning Disabilities". British Journal of Learning Disabilities 37(2): 138-144	- Non-intervention study
Kaplun, C. (2019) Children's drawings speak a thousand words in their transition to school. Australasian Journal of Early Childhood 44(4): 392-407	- Qualitative study conducted outside of the UK
Kaplun, C.; Dockett, S.; Perry, B. (2017) The Starting School Study: Mothers' perspectives of transition to school. Australasian Journal of Early Childhood 42(4): 56-66	- Qualitative study conducted outside of the UK
Kardos, Margaret and White, Barbara Prudhomme (2005) The role of the school-	- Qualitative study conducted outside of the UK

Study	Code [Reason]
based occupational therapist in secondary education transition planning: a pilot survey study. The American journal of occupational therapy : official publication of the American Occupational Therapy Association 59(2): 173-80	
Keay, Andy; Lang, Jane; Frederickson, Norah (2015) Comprehensive support for peer relationships at secondary transition. Educational Psychology in Practice 31(3): 279-292	- Non-intervention study
Kelchner, Viki P., Evans, Kathy, Brendell, Kathrene et al. (2017) The Effect of a School-Based Transitional Support Intervention Program on Alternative School Youth's Attitudes and Behaviors. Professional Counselor 7(2): 169-184	- No usable data
Kellam, S G, Ling, X, Merisca, R et al. (1998) The effect of the level of aggression in the first grade classroom on the course and malleability of aggressive behavior into middle school. Development and psychopathology 10(2): 165-85	- Intervention - not transitions
Kellems, R.O., Osborne, K., Rowe, D. et al. (2020) Teaching conversation skills to adults with developmental disabilities using a video-based intervention package. Journal of Vocational Rehabilitation 53(1): 119-130	- Outcomes - not SEW
Kellems, Ryan O. and Morningstar, Mary E. (2010) Tips for Transition. TEACHING Exceptional Children 43(2): 60-68	- Study design - not intervention study
Khemka, I; Hickson, L; Mallory, SB (2016) Evaluation of a Decision-Making Curriculum for Teaching Adolescents with Disabilities to Resist Negative Peer Pressure. Journal of autism and developmental disorders 46(7): 2372-2384	- Outcomes - not SEW
Kim, Hyoun K and Leve, Leslie D (2011) Substance use and delinquency among middle school girls in foster care: a three-year follow-up of a randomized controlled trial. Journal of consulting and clinical psychology 79(6): 740-50	- Outcomes - not SEW - Population - only LACYP
King, N., Tonge, B.J., Heyne, D. et al. (2001) Cognitive-behavioural treatment of school-refusing children: Maintenance of improvement	- To consider for other review questions

Study	Code [Reason]
at 3- to 5-year follow-up. Scandinavian Journal of Behaviour Therapy 30(2): 85-89	
Komosa-Hawkins, Karen (2012) The Impact of School-Based Mentoring on Adolescents' Social-Emotional Health. Mentoring & Tutoring: Partnership in Learning 20(3): 393-408	- Outcomes - not SEW
Koppang, Angela (2004) A transition program based on identified student and parent concerns. Middle School Journal 36(1): 32-36	- Not a systematic review
Kwan, Matthew Y W, Dutta, Pallavi, Bray, Steven R et al. (2020) Methods and design for the ADAPT study: Application of integrateD Approaches to understanding Physical activity during the Transition to emerging adulthood. BMC public health 20(1): 426	- study protocol
Lago, L. and Elvstrand, H. (2019) Pupils' everyday transitions in school as a condition for social relations and activities in leisure time centres. Early Years 39(2): 163-174	- Transition type- everyday transitions
Larcombe, T.J., Joosten, A.V., Cordier, R. et al. (2019) Preparing Children with Autism for Transition to Mainstream School and Perspectives on Supporting Positive School Experiences. Journal of Autism and Developmental Disorders 49(8): 3073-3088	- Qualitative study conducted outside of the UK
Leaton Gray, S, Saville, Katya, Hargreaves, Eleanore et al. (2021) Moving Up: Secondary school transition processes during the COVID-19 pandemic for schools.	- Qualitative - perceptions of transition only
Lester, Leanne and Cross, Donna (2015) The Relationship Between School Climate and Mental and Emotional Wellbeing Over the Transition from Primary to Secondary School. Psychology of well-being 5(1): 9	- Study design - no control group
Lester, Leanne and Mander, David (2015) The Role of Social, Emotional and Mental Wellbeing on Bullying Victimisation and Perpetration of Secondary School Boarders. Journal of Psychologists and Counsellors in Schools 25(2): 152-169	- Study design - no control group
Lester, Leanne and Mander, David (2020) A Longitudinal Mental Health and Wellbeing	- Study design - no control group

Study	Code [Reason]
Survey of Students Transitioning to a Boys' Only Boarding School. Australian and International Journal of Rural Education 30(2): 67-83	
Li, Ho Cheung William, Chan, Sophia S C, Mak, Yim Wah et al. (2013) Effectiveness of a parental training programme in enhancing the parent-child relationship and reducing harsh parenting practices and parental stress in preparing children for their transition to primary school: a randomised controlled trial. BMC public health 13: 1079	- Setting - not school-based - Setting - Non-OECD
Lightfoot, Louise and Bond, Caroline (2013) An Exploration of Primary to Secondary School Transition Planning for Children with Down's Syndrome. Educational Psychology in Practice 29(2): 163-179	- Non-intervention study
Lindsay, Sally, Duncanson, Michelle, Niles-Campbell, Nadia et al. (2018) Applying an ecological framework to understand transition pathways to post-secondary education for youth with physical disabilities. Disability and rehabilitation 40(3): 277-286	- Setting - not school-based
Lindstrom, L DeGarmo, D Khurana, A Hirano, K Leve, L Paths 2 the Future: Evidence for the Efficacy of a Career Development Intervention for Young Women With Disabilities. EXCEPTIONAL CHILDREN	- Outcomes - not SEW
Lindt, Suzanne F. and Blair, Cody (2017) Making a Difference with At-Risk Students: The Benefits of a Mentoring Program in Middle School. Middle School Journal 48(1): 34-39	- Qualitative study conducted outside of the UK
Lipscomb, Stephen, Lacoe, Johanna, Liu, Albert Y. et al. (2018) Preparing for Life after High School: The Characteristics and Experiences of Youth in Special Education. A Summary of Key Findings from The National Longitudinal Transition Study 2012. NCEE Evaluation Brief. National Center for Education Evaluation and Regional Assistance: 1-16	- Qualitative study conducted outside of the UK - Non-intervention study
Little, M. H. (2017) School-Based Kindergarten Transition Practices and Child Outcomes: Revisiting the Issue. Elementary School Journal 118(2): 335-356	- Non-intervention study

Study	Code [Reason]
Lochman, J.E. and Wells, K.C. (2003) Effectiveness of the Coping Power program and of classroom intervention with aggressive children: Outcomes at a 1-year follow-up. Behavior Therapy 34(4): 493-515	- Intervention - not transitions *Given at the time of transition rather than transition focused*
Lochman, John E and Wells, Karen C (2004) The coping power program for preadolescent aggressive boys and their parents: outcome effects at the 1-year follow-up. Journal of consulting and clinical psychology 72(4): 571-8	- Outcomes - not SEW
Lochman, John E and Wells, Karen C (2002) The Coping Power program at the middle-school transition: universal and indicated prevention effects. Psychology of addictive behaviors : journal of the Society of Psychologists in Addictive Behaviors 16(4s): 40-54	- Intervention - not transitions *Given at the time of transition rather than transition focused*
Lokhande, Mohini and Muller, Tim (2019) Double jeopardy - Double remedy? The effectiveness of self-affirmation for improving doubly disadvantaged students' mathematical performance. Journal of school psychology 75: 58-73	- Intervention - not transitions
Longobardi, Claudio, Prino, Laura E, Marengo, Davide et al. (2016) Student-Teacher Relationships As a Protective Factor for School Adjustment during the Transition from Middle to High School. Frontiers in psychology 7: 1988	- Qualitative study conducted outside of the UK
Loughlin-Presnal, John E and Bierman, Karen L (2017) Promoting parent academic expectations predicts improved school outcomes for low-income children entering kindergarten. Journal of school psychology 62: 67-80	- Early years
Lucey, H. and Reay, D. (2000) Identities in Transition: anxiety and excitement in the move to secondary school. Oxford Review of Education 26(2): 191-205	- Non-intervention study
Lucey, H. and Reay, D. (2002) Carrying the beacon of excellence: social class differentiation and anxiety at a time of transition. Journal of Education Policy 17(3): 321-336	- Non-intervention study
Luna, Gaye and Fowler, Michael (2011) Evaluation of Achieving a College Education	- Outcomes - not SEW

Study	Code [Reason]
Plus: A Credit-Based Transition Program. Community College Journal of Research and Practice 35(9): 673-688	
Lupien, S J, Ouellet-Morin, I, Trepanier, L et al. (2013) The DeStress for Success Program: effects of a stress education program on cortisol levels and depressive symptomatology in adolescents making the transition to high school. Neuroscience 249: 74-87	- Outcomes - not SEW
Maag, J. W. and Katsiyannis, A. (1998) Challenges facing successful transition for youths with E/BD. Behavioral Disorders 23(4): 209-221	- Study design - no control group
MacDonald, A. (2009) Drawing stories: The power of children's drawings to communicate the lived experience of starting school. Australasian Journal of Early Childhood 34(3): 40-49	- Qualitative study conducted outside of the UK
Magno, C. and Silova, I. (2007) Teaching in transition: Examining school-based gender inequities in central/southeastern Europe and the former Soviet Union. International Journal of Educational Development 27(6): 647-660	- Not a systematic review
Makulova, N.D.; Dzyuba-Balkanskaya, S.V.; Maslova, O.I. (2000) Dynamics of cognitive sphere formation in children during transition to schooling. Biomedical Engineering 34(6): 322-324	- Non-intervention study
Mallinson, Anne (2009) From school to further education: Student and teacher views of transition, support and drop-out. Educational and Child Psychology 26(1): 33-40	- Non-intervention study
Mander, David J; Lester, Leanne; Cross, Donna (2015) The social and emotional well-being and mental health implications for adolescents transitioning to secondary boarding school. International Journal of Child and Adolescent Health 8(2): 131	- Study design - no control group
Mangione, P. L. and Speth, T. (1998) The transition to elementary school: A framework for creating early childhood continuity through home, school, and community partnerships. Elementary School Journal 98(4): 381-397	- Qualitative study conducted outside of the UK

Study	Code [Reason]
Mannion, Greg (2002) Open the gates an' that's it "see ya later!": school culture and young people's transitions into post-compulsory education and training. SCOTTISH EDUCATIONAL REVIEW	- Non-intervention study
Mantzicopoulos, P. (2004) The effects of participation in a head start-public school transition program on kindergarten children's social competence. Perspectives in Education 22(2): 51-66	- Study carried out before 1995
Maras, Pam and Aveling, Emma-Louise (2006) Students with Special Educational Needs: Transitions from Primary to Secondary School. British Journal of Special Education 33(4): 196-203	- Non-intervention study
Marshall, S., Goessling, K., Young, R. et al. (2019) Researching the Transition to High School for Adolescents with a Disability: Qualitative Action-Project Method as an Exemplar Approach. International Journal of Disability Development and Education 66(4): 389-408	- Qualitative study conducted outside of the UK
Marston, Jennifer (2008) Perceptions of students and parents involved in primary to secondary school tranistion programs. Australian Association for Research in Education. Brisbane: Australian Association for Research in Education	- Qualitative study conducted outside of the UK
Marvul, John N. (2012) If You Build It, They Will Come: A Successful Truancy Intervention Program in a Small High School. Urban Education 47(1): 144-169	- Outcomes - not SEW
Mason, W Alex, Fleming, Charles B, Gross, Thomas J et al. (2016) Randomized trial of parent training to prevent adolescent problem behaviors during the high school transition. Journal of family psychology : JFP : journal of the Division of Family Psychology of the American Psychological Association (Division 43) 30(8): 944-954	- Setting - not school-based - Parent-focused
Mason, W Alex, Fleming, Charles B, Ringle, Jay L et al. (2015) Reducing Risks for Problem Behaviors During the High School Transition: Proximal Outcomes in the Common Sense	- Setting - not school-based - Parent-focused

Study	Code [Reason]
Parenting Trial. Journal of child and family studies 24(9): 2568-2578	
Mason, W Alex, January, Stacy-Ann A, Fleming, Charles B et al. (2016) Parent Training to Reduce Problem Behaviors over the Transition to High School: Tests of Indirect Effects through Improved Emotion Regulation Skills. Children and youth services review 61: 176-183	- Setting - not school-based - Parent-focused
Mawson, B. (2003) Smoothing the path: Technology education and school transition. Research in Science Education 33(4): 503-514	- Qualitative study conducted outside of the UK
May, Michael E., Chitiyo, Jonathan, Goodin, Theresa et al. (2018) A Service Learning Model for Special Education Teacher Preparation in Secondary Transition Programming. Career Development and Transition for Exceptional Individuals 41(3): 156-165	- Study design - no control group
McAnaney, Donal F and Wynne, Richard F (2016) Linking user and staff perspectives in the evaluation of innovative transition projects for youth with disabilities. Journal of intellectual disabilities : JOID 20(2): 165-82	- Setting - not school-based
McCarthy, E., Schecter, S. R., Ippolito, J. et al. (2007) Schools in transition. Educational Leadership 64(6): 68-73	- Not a systematic review
McCormack, Lorraine (2016) The Use of CASE to Bridge the Transition between Primary and Secondary School Science in Ireland. School Science Review 98(362): 47-54	- No usable data - Qualitative study conducted outside of the UK
McCormick, Meghan, White, Hope, Horn, Parham et al. (2018) Instructional support and academic skills: Impacts of INSIGHTS in classrooms with shy children. Early Education and Development 29(5): 691-715	- No usable data
McDermott, Jennifer Martin, Pears, Katherine C, Bruce, Jacqueline et al. (2018) Improving kindergarten readiness in children with developmental disabilities: Changes in neural correlates of response monitoring. Applied neuropsychology. Child 7(3): 187-199	- Early years - Setting - not school-based
McDougall, Patricia and Hymel, Shelley (1998) Moving into middle school: Individual differences	- Study design - no control group

Study	Code [Reason]
in the transition experience. Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement 30(2): 108	
McKay-Brown, L., McGrath, R., Dalton, L. et al. (2019) Reengagement With Education: A Multidisciplinary Home-School-Clinic Approach Developed in Australia for School-Refusing Youth. Cognitive and Behavioral Practice 26(1): 92-106	- Study design - no control group
McLean, K., Edwards, S., Evangelou, M. et al. (2018) Supported playgroups in schools: bonding and bridging family knowledge about transition to formal schooling. Cambridge Journal of Education 48(2): 157-175	- Qualitative study conducted outside of the UK - Early years
McLellan, Ros and Galton, Maurice (2015) THE IMPACT OF PRIMARY-?SECONDARY TRANSITION ON STUDENTS?WELLBEING.	- Non-intervention study
McQuillin, Samuel; Smith, Bradley; Strait, Gerald (2011) Randomized Evaluation of a Single Semester Transitional Mentoring Program for First Year Middle School Students: A Cautionary Result for Brief, School-Based Mentoring Programs. Journal of Community Psychology 39(7): 844-859	- No usable data
Mellard, D. F. and Lancaster, P. E. (2003) Incorporating adult community services in students' transition planning. Remedial and Special Education 24(6): 359-368	- Non-intervention study
Merga, M. K. "Fallen through the cracks": Teachers' perceptions of barriers faced by struggling literacy learners in secondary school. English in Education	- Qualitative study conducted outside of the UK
Merino, Rafael; Valls, Ona; S?nchez-Gelabert, Albert (2021) Comprehensive School and Vocational Training in Spain. A Longitudinal Approach from the Transition from Lower to Upper Secondary Education. Education sciences 11(3): 101	- Outcomes - not SEW
Messeter, T. and Soni, A. (2018) A systematic literature review of the 'managed move' process as an alternative to exclusion in UK schools. Emotional and Behavioural Difficulties 23(2): 169-185	- Study design - SR

Study	Code [Reason]
Mguni, Nina and Aylott, Mhairi (2013) Nice house, good job: improving educational attainment in West Norfolk. Young Foundation	- Non-intervention study
Michael, Siobhan and Frederickson, Norah (2013) Improving Pupil Referral Unit Outcomes: Pupil Perspectives. Emotional & Behavioural Difficulties 18(4): 407-422	- Non-intervention study
Millenky, Megan, Bloom, Dan, Muller-Ravett, Sara et al. (2011) Staying on Course: Three-Year Results of the National Guard Youth ChalleNGe Evaluation.: 1-108	- Setting - not school-based
Miu, Adriana Sum and Yeager, David Scott (2015) Preventing symptoms of depression by teaching adolescents that people can change: Effects of a brief incremental theory of personality intervention at 9-month follow-up. Clinical Psychological Science 3(5): 726-743	- Control - not usual practice
Mondi, Christina F and Reynolds, Arthur J (2020) Socio-emotional learning among low-income prekindergarteners: The roles of individual factors and early intervention. Early Education and Development: no-specified	- Early years
Motoca, Luci M., Farmer, Thomas W., Hamm, Jill V. et al. (2014) Directed Consultation, the SEALS Model, and Teachers' Classroom Management. Journal of Emotional and Behavioral Disorders 22(2): 119-129	- Outcomes - not SEW
Mowat, Joan Gaynor (2019) Supporting the Transition from Primary to Secondary School for Pupils with Social, Emotional and Behavioural Needs: A Focus on the Socio-Emotional Aspects of Transfer for an Adolescent Boy. Emotional & Behavioural Difficulties 24(1): 50-69	- Study design - case study
Mullins, Emmett R and Irvin, Judith L (2000) Transition into middle school. Middle School Journal 31(3): 57-60	- Not a systematic review
Multisite Violence Prevention, Project (2012) Mediators of effects of a selective family-focused violence prevention approach for middle school students. Prevention science : the official journal of the Society for Prevention Research 13(1): 1-14	- To consider for other review questions

Study	Code [Reason]
Munsell, Elizabeth GS and Schwartz, Ariel E (2021) Youth Experiences of the IDEA-Mandated Transition Planning Process: a Metasynthesis of Youth Voices. Review Journal of Autism and Developmental Disorders: 1-14	- Qualitative study conducted outside of the UK
Murray, Christopher and Malmgren, Kimber (2005) Implementing a Teacher-Student Relationship Program in a High-Poverty Urban School: Effects on Social, Emotional, and Academic Adjustment and Lessons Learned. Journal of School Psychology 43(2): 137-152	- To consider for other review questions
Neal, Sinead and Frederickson, Norah (2016) ASD Transition to Mainstream Secondary: A Positive Experience?. Educational Psychology in Practice 32(4): 355-373	- Non-intervention study
Nielsen, L., Shaw, T., Meilstrup, C. et al. (2017) School transition and mental health among adolescents: A comparative study of school systems in Denmark and Australia. International Journal of Educational Research 83: 65-74	- Study design - no control group
Nowland, Rebecca and Qualter, Pamela (2019) Influence of social anxiety and emotional self-efficacy on pre-transition concerns, social threat sensitivity, and social adaptation to secondary school. The British journal of educational psychology	- Study design - no control group
Nuske, H.J., McGhee Hassrick, E., Bronstein, B. et al. (2019) Broken bridges-new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. Autism 23(2): 306-325	- Study design - SR
Nuske, Heather Joy, McGhee Hassrick, Elizabeth, Bronstein, Briana et al. (2019) Broken bridges-new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. Autism : the international journal of research and practice 23(2): 306-325	- Duplicate article
Obsuth, Ingrid, Sutherland, Alex, Cope, Aiden et al. (2017) London Education and Inclusion Project (LEIP): Results from a cluster-randomized controlled trial of an intervention to reduce school exclusion and antisocial behavior. Journal of Youth and Adolescence 46(3): 538-557	- To consider for other review questions

Study	Code [Reason]
Ogden, T.; Sorlie, M.-A.; Hagen, K.A. (2007) Building strength through enhancing social competence in immigrant students in primary school. A pilot study. Emotional and Behavioural Difficulties 12(2): 105-117	- Control - not usual practice
Oriol, Xavier, Torres, Javier, Miranda, Rafael et al. (2017) Comparing family, friends and satisfaction with school experience as predictors of SWB in children who have and have not made the transition to middle school in different countries. Children and Youth Services Review 80: 149-156	- Qualitative study conducted outside of the UK
Pallisera, Maria; Vila, Montserrat; Fullana, Judit (2014) Transition to adulthood for young people with intellectual disability: Exploring transition partnerships from the point of view of professionals in school and postschool services. Journal of Intellectual and Developmental Disability 39(4): 333-341	- Qualitative study conducted outside of the UK
Pastore, F. (2019) Why so slow? The school-to-work transition in Italy. Studies in Higher Education 44(8): 1358-1371	- Not a systematic review
Patton, J. R.; Cronin, M. E.; Jairrels, V. (1997) Curricular implications of transition - Life skills instruction as an integral part of transition education. Remedial and Special Education 18(5): 294-306	- Non-intervention study
Pears, Katherine C, Kim, Hyoun K, Healey, Cynthia V et al. (2015) Improving child self-regulation and parenting in families of pre-kindergarten children with developmental disabilities and behavioral difficulties. Prevention science : the official journal of the Society for Prevention Research 16(2): 222-32	- Early years - Setting - not school-based
Pellegrini, Anthony D and Long, Jeffrey D (2002) A longitudinal study of bullying, dominance, and victimization during the transition from primary school through secondary school. British journal of developmental psychology 20(2): 259-280	- Non-intervention study
Perkins, Peggy G and Gelfer, Jeffrey I (1995) Elementary to middle school: Planning for transition. The Clearing House 68(3): 171-173	- Non-intervention study

Study	Code [Reason]
Perry, B. and Dockett, S. (2011) 'How 'bout we have a celebration!' Advice from children on starting school. European Early Childhood Education Research Journal 19(3): 373-386	- Qualitative study conducted outside of the UK
Peters, Rachel and Brooks, Rob (2016) Parental Perspectives on the Transition to Secondary School for Students with Asperger Syndrome and High-Functioning Autism: A Pilot Survey Study. British Journal of Special Education 43(1): 75-91	- Non-intervention study
Peterson, Mary A; Hamilton, Elizabeth B; Russell, Aaron D (2009) Starting well: Facilitating the middle school transition. Journal of Applied School Psychology 25(3): 286-304	- No usable data
Pierce, Doris, Sakemiller, Lisa, Spence, Amy et al. (2020) Effectiveness of Transition Readiness Interventions by School-Based Occupational Therapy Personnel. OTJR: Occupation, Participation and Health 40(1): 27-35	- Study design - no control group
Pietsch, Marcus and Stubbe, Tobias C (2007) Inequality in the transition from primary to secondary school: School choices and educational disparities in Germany. European Educational Research Journal 6(4): 424-445	- Non-intervention study
Pilz, M.; Schmidt-Altmann, K.; Eswein, M. (2015) Problematic transitions from school to employment: freeters and NEETs in Japan and Germany. Compare-a Journal of Comparative and International Education 45(1): 70-93	- Non-intervention study
Powers, Kristin; Geenen, Sarah; Powers, Laurie E. (2009) Similarities and Differences in the Transition Expectations of Youth and Parents. Career Development for Exceptional Individuals 32(3): 132-144	- Qualitative study conducted outside of the UK
PRATT, Simon and GEORGE, Rosalyn (2005) Transferring friendship: girls' and boys' friendships in the transition from primary to secondary school. Children and Society 19(1): 16-26	- Non-intervention study
Preyde, M.; Parekh, S.; Heintzman, J. (2018) Youths' experiences of school re-integration following psychiatric hospitalization. Journal of	- Setting - not school-based

Study	Code [Reason]
the Canadian Academy of Child and Adolescent Psychiatry 27(1): 22-32	
Prince, Kort C.; Ho, Edward A.; Hansen, Sharon B. (2010) Effects of a School Based Program to Improve Adaptive School Behavior and Social Competencies among Elementary School Youth: The Living Skills Program. Journal of Research in Character Education 8(2): 39-59	- Intervention - not transitions
Pyne, J Borman, GD Replicating a Scalable Intervention That Helps Students Reappraise Academic and Social Adversity During the Transition to Middle School. JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS	- Control - not usual practice
Quach, Jon L, Deery, Ben, Kern, Margaret et al. (2020) Can a teacher-led mindfulness intervention for new school entrants improve child outcomes? Protocol for a school cluster randomised controlled trial. BMJ open 10(5): e036523	- study protocol
Quach, Jon, Hiscock, Harriet, Ukoumunne, Obioha Chukwunyere et al. (2011) A brief sleep intervention improves outcomes in the school entry year: a randomized controlled trial. Pediatrics 128(4): 692-701	- Setting - not school-based
Raible, Claire A, Dick, Rebecca, Gilkerson, Fern et al. (2017) School Nurse-Delivered Adolescent Relationship Abuse Prevention. The Journal of school health 87(7): 524-530	- To consider for other review questions
Rice, Frances; Frederickson, Norah; Seymour, Joanna (2011) Assessing Pupil Concerns about Transition to Secondary School. British Journal of Educational Psychology 81(2): 244-263	- Non-intervention study
Richter, Mechthild; Popa-Roch, Maria; Clement, Celine (2019) Successful transition from primary to secondary school for students with autism spectrum disorder: A systematic literature review. Journal of Research in Childhood Education 33(3): 382-398	- Study design - SR
Rodriguez, C. D.; Cumming, T. M.; Strnadova, I. (2017) Current practices in schooling transitions of students with developmental disabilities. International Journal of Educational Research 83: 1-19	- Qualitative study conducted outside of the UK

Study	Code [Reason]
Rogers, S. (2018) "She thinks her toys don't understand Romanian': family engagement with children's learning during the transition to school. European Early Childhood Education Research Journal 26(2): 177-186	- Qualitative study conducted outside of the UK
Rosner, Taryn, Grasso, Anna, Scott-Cole, Louise et al. (2020) Scoping Review of School-to-Work Transition for Youth With Intellectual Disabilities: A Practice Gap. The American journal of occupational therapy : official publication of the American Occupational Therapy Association 74(2): 7402205020p1-7402205020p23	- Study design - SR
ROSS Nicola, J and HILL, Malcolm (2006) White children's perspectives on inter-ethnic relations following the move from primary to secondary school. Social care online: 4p-	- Non-intervention study
Ross, Hamish and Brown, Jane (2013) Teachers? perceptions of pupil active citizenship and the transition from primary to secondary school. Edinburgh: University of Edinburg. Retrieved February 27: 2014	- Non-intervention study *Looking at impact of transition*
Roth, S. and Faldet, A. C. Being a mother of children with special needs during educational transitions: positioning when 'fighting against a superpower'. European Journal of Special Needs Education	- Qualitative study conducted outside of the UK
Sanagavarapu, P., Said, M., Katelaris, C. et al. (2016) Transition to school anxiety for mothers of children with food allergy: Implications for educators. Australasian Journal of Early Childhood 41(4): 115-122	- Qualitative study conducted outside of the UK
Sanchez-Medina, J. A.; Macias-Gomez-Stern, B.; Martinez-Lozano, V. (2014) The value positions of school staff and parents in immigrant families and their implications for children's transitions between home and school in multicultural schools in Andalusia. Learning Culture and Social Interaction 3(3): 217-223	- Qualitative study conducted outside of the UK
Sanders, Michael T., Welsh, Janet A., Bierman, Karen L. et al. (2020) Promoting Resilience: A Preschool Intervention Enhances the Adolescent Adjustment of Children Exposed to Early Adversity. School Psychology 35(5): 285-298	- Early years

Study	Code [Reason]
Schiller, K. S. (1999) Effects of feeder patterns on students' transition to high school. Sociology of Education 72(4): 216-233	- Non-intervention study
Schischka, J.; Rawlinson, C.; Hamilton, R. (2012) Factors affecting the transition to school for young children with disabilities. Australasian Journal of Early Childhood 37(4): 15-23	- Qualitative study conducted outside of the UK
Schneider, Barbara; Broda, Michael; Judy, Justina (2013) Summer Outreach with Near-Age Peer Mentors: A Randomized Experiment to Improve the Transition to College.: 1-7	- Setting - delivered outside school hours
Seabrooks-Blackmore, Janice and Chiplin-Williams, Gwendolyn J (2020) Adolescent Transition Planning Strategies. Handbook of Adolescent Transition Education for Youth with Disabilities: 71-81	- Study design - not intervention study
Seong, Youjin, Wehmeyer, Michael L., Palmer, Susan B. et al. (2015) Effects of the Self-Directed Individualized Education Program on Self-Determination and Transition of Adolescents with Disabilities. Career Development and Transition for Exceptional Individuals 38(3): 132-141	- Control - not usual practice
Serry, Tanya, Imms, Christine, Froude, Elspeth et al. (2014) Preparatory Teachers' Perceptions of School Readiness: A Survey of Victorian Teachers. Australian Educational Researcher 41(1): 109-124	- Qualitative study conducted outside of the UK
Shahraki-Sanavi, Fariba, Ansari-Moghaddam, Alireza, Mohammadi, Mahdi et al. (2020) Effectiveness of school-based mental health programs on mental health among adolescents. Journal of education and health promotion 9	- Setting - Non-OECD
Shogren, Karrie A., Burke, Kathryn M., Anderson, Mark H. et al. (2018) Evaluating the Differential Impact of Interventions to Promote Self-Determination and Goal Attainment for Transition-Age Youth with Intellectual Disability. Research and Practice for Persons with Severe Disabilities 43(3): 165-180	- Control - not usual practice
Shogren, Karrie A., Plotner, Anthony J., Palmer, Susan B. et al. (2014) Impact of the "Self-Determined Learning Model of Instruction" on	- Qualitative study conducted outside of the UK

Study	Code [Reason]
Teacher Perceptions of Student Capacity and Opportunity for Self-Determination. Education and Training in Autism and Developmental Disabilities 49(3): 440-448	
Shogren, Karrie A. and Wittenburg, David (2020) Improving Outcomes of Transition-Age Youth with Disabilities: A Life Course Perspective. Career Development and Transition for Exceptional Individuals 43(1): 18-28	- Study design - not intervention
Shoshani, Anat and Steinmetz, Sarit (2014) Positive psychology at school: A school-based intervention to promote adolescents? mental health and well-being. Journal of Happiness Studies 15(6): 1289-1311	- To consider for other review questions
Sibley, Margaret H, Coxe, Stefany J, Campez, Mileini et al. (2018) High versus Low Intensity Summer Treatment for ADHD Delivered at Secondary School Transitions. Journal of clinical child and adolescent psychology : the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53 47(2): 248-265	- Setting - delivered outside school hours
Sinclair, MF, Christenson, SL, Elevo, DL et al. (1998) Dropout prevention for youth with disabilities: efficacy of a sustained school engagement procedure. Exceptional children 65(1): 7-21	- To consider for other review questions
Sloan, Seaneen, Winter, Karen, Connolly, Paul et al. (2020) The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland. Children and Youth Services Review 108	- Targeted intervention
Small, Neil; Raghavan, Raghu; Pawson, Nicole (2013) An ecological approach to seeking and utilising the views of young people with intellectual disabilities in transition planning. Journal of intellectual disabilities : JOID 17(4): 283-300	- Non-intervention study
SmithBennett, LaTonya Chenelle (2020) A Case Study Examining the Effective Transition from Elementary to Middle School: Perspectives from School Administrators, Teachers, and School	- Study design - case study

Study	Code [Reason]
Counselors on Transitioning Students with Autism Spectrum Disorder.	
Snell-Rood, C., Ruble, L., Kleinert, H. et al. (2020) Stakeholder perspectives on transition planning, implementation, and outcomes for students with autism spectrum disorder. Autism 24(5): 1164-1176	- Qualitative study conducted outside of the UK
Somers, Cheryl L.; Wang, Dan; Piliawsky, Monte (2016) Effectiveness of a Combined Tutoring and Mentoring Intervention with Ninth-Grade, Urban Black Adolescents. Journal of Applied School Psychology 32(3): 199-213	- Outcomes - not SEW
Spencer-Ernandez, J. and Edwards-Kerr, D. (2018) Transitioning from basic school to grade one: early identification of students at-risk for reading difficulties. Early Child Development and Care 188(9): 1271-1286	- Setting - Non-OECD - Study design - no control group
Stack, Karen; Symonds, Jennifer E.; Kinsella, William (2021) The perspectives of students with Autism Spectrum Disorder on the transition from primary to secondary school: A systematic literature review. Research in Autism Spectrum Disorders 84: 101782	- Study design - SR
Stevens, Madeleine (2018) School-based support for children with conduct disorders; A qualitative longitudinal study of high-need families. British Educational Research Journal 44(5): 781-801	- Non-intervention study
Stormshak, Elizabeth A, DeGarmo, David, Garbacz, S Andrew et al. (2020) Using Motivational Interviewing to Improve Parenting Skills and Prevent Problem Behavior During the Transition to Kindergarten. Prevention science : the official journal of the Society for Prevention Research	- Parent-focused
Stormshak, Elizabeth, DeGarmo, David, Chronister, Krista et al. (2018) The Impact of Family-Centered Prevention on Self-Regulation and Subsequent Long-Term Risk in Emerging Adults. Prevention science : the official journal of the Society for Prevention Research 19(4): 549-558	- No usable data
Sulek, R., Trembath, D., Poynter, J. et al. (2019) Social validation of an online tool to support	- Qualitative study conducted outside of the UK

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Study	Code [Reason]
transitions to primary school for children with autism. Research in Autism Spectrum Disorders 66	
Taylor, Julie Lounds, Hodapp, Robert M, Burke, Meghan M et al. (2017) Training parents of youth with autism spectrum disorder to advocate for adult disability services: Results from a pilot randomized controlled trial. Journal of Autism and Developmental Disorders 47(3): 846-857	- Setting - delivered outside school hours
Test, David W, Mazzotti, Valerie L, Mustian, April L et al. (2009) Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. Career Development for Exceptional Individuals 32(3): 160-181	- Study design - SR
Thayer, Andrew J., Cook, Clayton R., Fiat, Aria E. et al. (2018) Wise Feedback as a Timely Intervention for At-Risk Students Transitioning into High School. School Psychology Review 47(3): 275-290	- Study design - no control group
Thoma, C. A.; Rogan, P.; Baker, S. R. (2001) Student involvement in transition planning: Unheard voices. Education and Training in Mental Retardation and Developmental Disabilities 36(1): 16-29	- Qualitative study conducted outside of the UK
Thurston, Allen, Topping, Keith J., Tolmie, Andrew et al. (2010) Cooperative Learning in Science: Follow-Up from Primary to High School. International Journal of Science Education 32(4): 501-522	- Outcomes - not SEW
Tobbell, Jane and O'Donnell, Victoria L. (2013) The Formation of Interpersonal and Learning Relationships in the Transition from Primary to Secondary School: Students, Teachers and School Context. International Journal of Educational Research 59: 11-23	- Non-intervention study
Topping, Keith (2011) Primary-Secondary Transition: Differences between Teachers' and Children's Perceptions. Improving Schools 14(3): 268-285	- Study design - SR
Traina, Ivan; Mannion, Arlene; Leader, Geraldine (2021) Transition Program from School to Employment in Youths with Intellectual Disability: Evaluation of the Irish Pilot	- Outcomes - not SEW

Study	Code [Reason]
Study E-IDEAS. Developmental Neurorehabilitation	
Trotman, Dave; Tucker, Stanley; Martyn, Madeline (2015) Understanding Problematic Pupil Behaviour: Perceptions of Pupils and Behaviour Coordinators on Secondary School Exclusion in an English City. Educational Research 57(3): 237-253	- Non-intervention study
Tsukerman, G. A. (2003) The transition from primary school to secondary school as a psychological problem. Russian Education and Society 45(5): 31-56	- Non-intervention study
Tuominen-Soini, Heta; Salmela-Aro, Katariina; Niemivirta, Markku (2012) Achievement goal orientations and academic well-being across the transition to upper secondary education. Learning and individual differences 22(3): 290-305	- Non-intervention study
VALIOS, Natalie (2010) Centre of the world. Learning Disability Today 10(10): 20-22	- Not primary research - Non-intervention study
van Loon, Amanda WG, Creemers, Hanneke E, Beumer, Wieke Y et al. (2020) Can schools reduce adolescent psychological stress? A multilevel meta-analysis of the effectiveness of school-based intervention programs. Journal of youth and adolescence 49(6): 1127-1145	- Study design - SR
Van Ryzin, MJ; Stormshak, EA; Dishion, TJ (2012) Engaging parents in the family check-up in middle school: longitudinal effects on family conflict and problem behavior through the high school transition. Journal of adolescent health 50(6): 627-633	- No usable data
Virtanen, T. E., Vasalampi, K., Kiuru, N. et al. The Role of Perceived Social Support as a Contributor to the Successful Transition from Primary to Lower Secondary School. Scandinavian Journal of Educational Research	- Non-intervention study
Virtanen, TE, Vasalampi, Kati, Torppa, Minna et al. (2019) Changes in students' psychological well-being during transition from primary school to lower secondary school: A person-centered	- Non-intervention study

Study	Code [Reason]
approach. Learning and Individual Differences 69: 138-149	
Vuori, Jukka, Koivisto, Petri, Mutanen, Pertti et al. (2008) Towards Working Life: Effects of an intervention on mental health and transition to post-basic education. Journal of Vocational Behavior 72(1): 67-80	- No usable data
Wagner, Mary and Newman, Lynn (2012) Longitudinal transition outcomes of youth with emotional disturbances. Psychiatric Rehabilitation Journal 35(3): 199	- Non-intervention study
Walker, S., Carrington, S., Nicholson, J. et al. (2012) The transition to school of children with developmental disabilities: Views of parents and teachers. Australasian Journal of Early Childhood 37(3): 22-29	- Qualitative study conducted outside of the UK
Wallis, Jeffrey R and Barrett, Paula M (1998) Adolescent adjustment and the transition to high school. Journal of child and family studies 7(1): 43-58	- Non-intervention study
Wang, Ming?Te and Eccles, Jacquelynne S (2012) Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. Child development 83(3): 877-895	- Non-intervention study
Warren, J. and Harden-Thew, K. (2019) Transitions outside the mainstream: Stories of children and their families. Australasian Journal of Early Childhood 44(1): 63-75	- Qualitative study conducted outside of the UK
Waters, Allison M, Candy, Steven G, Zimmer-Gembeck, Melanie J et al. (2019) A school-based comparison of positive search training to enhance adaptive attention regulation with a cognitive-behavioural intervention for reducing anxiety symptoms in children. Journal of Abnormal Child Psychology 47(11): 1821-1840	- Non-intervention study - To consider for other review questions
Waters, Chelsea L. and Friesen, Amber (2019) Parent Experiences of Raising a Young Child with Multiple Disabilities: The Transition to Preschool. Research and Practice for Persons with Severe Disabilities 44(1): 20-36	- Non-intervention study

Study	Code [Reason]
Waters, S. K.; Lester, L.; Cross, D. (2014) Transition to secondary school: Expectation versus experience. Australian Journal of Education 58(2): 153-166	- Qualitative study conducted outside of the UK
Waters, Stacey; Lester, Leanne; Cross, Donna (2014) How does support from peers compare with support from adults as students transition to secondary school?. The Journal of adolescent health : official publication of the Society for Adolescent Medicine 54(5): 543-9	- Qualitative study conducted outside of the UK
Watts, Tyler, Ibrahim, Deanna, Khader, Alaa et al. (2020) Exploring the impacts of an early childhood educational intervention on later school selection. Educational Researcher 49(9): 667-677	- Outcomes - not SEW
Webster-Stratton, Carolyn; Jamila Reid, M; Stoolmiller, Mike (2008) Preventing conduct problems and improving school readiness: evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. Journal of child psychology and psychiatry, and allied disciplines 49(5): 471-88	- To consider for other review questions
Wehmeyer, Michael L., Palmer, Susan B., Williams-Diehm, Kendra et al. (2011) Technology and Self-Determination in Transition Planning: The Impact of Technology Use in Transition Planning on Student Self-Determination. Journal of Special Education Technology 26(1): 13-24	- Outcomes - not SEW
Weiler, Lindsey M and Taussig, Heather N (2019) The Moderating Effect of Risk Exposure on an Efficacious Intervention for Maltreated Children. Journal of clinical child and adolescent psychology : the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53 48(sup1): 194-s201	- Setting - not school-based
Werts, M. G., Wolery, M., Venn, M. L. et al. (1996) Effects of transition-based teaching with instructive feedback on skill acquisition by children with and without disabilities. Journal of Educational Research 90(2): 75-86	- Study design - no control group
West, Patrick; Sweeting, Helen; Young, Robert (2010) Transition Matters: Pupils' Experiences of the Primary-Secondary School Transition in	- Non-intervention study

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Study	Code [Reason]
the West of Scotland and Consequences for Well-Being and Attainment. Research Papers in Education 25(1): 21-50	
White, G. and Sharp, C. (2007) 'It is different ... because you are getting older and growing up.' How children make sense of the transition to Year 1. European Early Childhood Education Research Journal 15(1): 87-102	- Non-intervention study
White, Jane (2020) Supporting children?s mental health and wellbeing at transition from primary to secondary school: Evidence review.	- No usable data
WILKIN, Anne and et, al (2010) Improving the outcomes for Gypsy, Roma and Traveller pupils: final report: research brief.: 5p	- Non-intervention study
Wilkin, Anne and et, al (2010) Improving the outcomes for Gypsy, Roma and Traveller pupils: final report (Research report DFE-RR043).	- Non-intervention study
Williams, Kate Maloney and Corwith, Anne (2021) Beyond Bricks and Mortar: The efficacy of online learning and community-building at College Park Academy during the COVID-19 pandemic. Education and information technologies: 1-22	- Qualitative study conducted outside of the UK
Williford, A; Boulton, AJ; Jenson, JM (2014) Transitions between subclasses of bullying and victimization when entering middle school. Aggressive behavior 40(1): 24-41	- Intervention - not transitions
Wollscheid, Sabine and Hammerstrom, Karianne Thune (2012) Effect of Interventions to Ease Transitions for Children and Adolescents with Disabilities.	- Not in English language
Wong, Mun (2015) Voices of Children, Parents and Teachers: How Children Cope with Stress during School Transition. Early Child Development and Care 185(4): 660-680	- Qualitative study conducted outside of the UK
York, Consulting (2011) A rapid evidence assessment: investigating the drop in attainment during the transition phase with a particular focus on child poverty. Welsh Assembly Government Social Research	- Study design - not intervention

Study	Code [Reason]
Yu, Y., McGrew, J.H., Rand, K.L. et al. (2018) Using a model of family adaptation to examine outcomes of caregivers of individuals with autism spectrum disorder transitioning into adulthood. Research in Autism Spectrum Disorders 54: 37-50	- Setting - not school-based
Yun, Mi Ra, Shin, Namin, Kim, Hyeyoung et al. (2020) Effects of school-based meditation courses on self-reflection, academic attention, and subjective well-being in South Korean middle school students. Journal of Pediatric Nursing	- No usable data
Zaidman-Zait, Anat, Poon, Brenda T, Curle, Deirdre et al. (2019) The Transition to School Among Deaf/Hard-of-Hearing Children: Teacher and Parent Perspectives. Journal of deaf studies and deaf education 24(4): 396-407	- Qualitative study conducted outside of the UK
Zeedyk, M Suzanne, Gallacher, Joanne, Henderson, Margie et al. (2003) Negotiating the transition from primary to secondary school: Perceptions of pupils, parents and teachers. School Psychology International 24(1): 67-79	- Non-intervention study

Excluded economic studies

Reference	Reason for exclusion
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Kuklinski MR, Briney JS, Hawkins JD, Catalano RF. Cost-benefit analysis of communities that care outcomes at eighth grade. Prevention science : the official journal of the Society for Prevention Research. 2012;13(2):150-61.	Wrong setting
Kuo E, Vander Stoep A, McCauley E, Kernic MA. Cost-effectiveness of a school-based emotional health screening program. Journal of School Health. 2009;79(6):277-85.	Wrong outcomes
Kutcher S, Wei Y. Mental health and the school environment: Secondary schools, promotion and pathways to care. Current Opinion in Psychiatry. 2012;25(4):311-16.	Systematic review
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Reference	Reason for exclusion
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May J, Osmond K, Billick S. Juvenile delinquency treatment and prevention: A literature review. Psychiatric Quarterly. 2014;85(3):295-301.	Systematic review
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Mihalopoulos C, Vos T, Pirkis J, Carter R. The population cost-effectiveness of interventions designed to prevent childhood depression. Pediatrics. 2012;129(3):e723-e30.	Wrong setting
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O'Connor K, Wozney L, Fitzpatrick E, Bagnell A, McGrath P, Radomski A, et al. An internet-based cognitive behavioral program for adolescents with anxiety: Pilot randomized controlled trial. JMIR Mental Health. 2020;7(7):e13356.	Wrong study design
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Appendix K   – Research recommendations – full details

K.1.1   Research recommendation

What are the views and experiences of children about moving to secondary school?

K.1.2   Why this is important

The committee noted was limited evidence on the views and experiences of children about moving to secondary school. They speculated that this information could help pinpoint the key issues associated with moving schools and how interventions can address these problems.

K.1.3   Rationale for research recommendation

Importance to 'patients' or the population	Transitioning from primary to secondary school can often be a stressful time for children and young people, and one where they often need increased support.
Relevance to NICE guidance	Improved knowledge around children and young people's views and experiences may highlight which areas interventions should focus on addressing.
Relevance to the NHS	Children and young people transitioning to secondary school with fewer SEMW needs may reduce the pressure on CAMHS
National priorities	NICE will publish the current guideline on SEMW in primary and secondary education in July 2022
Current evidence base	Minimal qualitative data
Equality considerations	None known

K.1.4   Modified SPICE/SPIDER/PerSPEcTIF table

Setting	Primary / secondary schools
Perspective	Children and young people transitioning to secondary school
Intervention	Not applicable
Comparator	Not applicable
Evaluation	Thematic analysis
Study design	Interview study
Timeframe	Short-term

K.1.5   Research recommendation

What do children and young people, including those from underserved populations, find useful to support life transitions in the context of their education? Why this is important

K.1.6 Why this is important

The committee noted the importance of identifying factors that support children and young people through life transitions, which can often be periods of increased stress. Knowledge of these factors may help school staff implement measures to ensure children and young people (including those from underserved populations) are supported through these periods.

K.1.7 Rationale for research recommendation

Importance to 'patients' or the population	Life transitions can be periods of heightened stress, particularly for those from underserved populations. Children and young people will often need extra support during this time.
Relevance to NICE guidance	Improved knowledge around children and young people's views and experiences may highlight which areas interventions should focus on addressing
Relevance to the NHS	Children and young people transitioning to secondary school with fewer SEMW needs may reduce the pressure on CAMHS
National priorities	NICE will publish the current guideline on SEMW in primary and secondary education in July 2022
Current evidence base	No data
Equality considerations	May help reduce inequalities by making sure to capture views and experiences from underserved populations

K.1.8 Modified SPICE/SPIDER/PerSPEcTIF table

Setting	Primary and secondary education
Perspective	Children and young people, including those from underserved populations
Intervention	Not applicable
Comparator	Not applicable
Evaluation	Thematic analysis
Study design	Interview study
Timeframe	Short-term

Appendix L   – Conceptual framework model

Transition from primary to secondary education

PARTICIPANTS	INTERVENTIONS	CHANGE MECHANISMS	OUTCOMES	

PARTICIPANTS

- Pupils
- School staff
- Parents/carers/ families

INTERVENTIONS

Transition intervention examples:

1. Curriculum
- focused on transition topics/issues

2. School environment/ethos e.g.
- Peer mentoring

3. Links with families and secondary schools
- Information to parents
- Family homework assignments
- Visits to secondary schools
- Induction days

CHANGE MECHANISMS

Environment:
- Facilitates the change from the controlled supportive environment at primary school to the more independent, self-managed secondary school environment.

Individual level changes in:
- Knowledge
- Attitudes
- Skills development
- Self-efficacy
- Social norms
- Resilience

Family/community level changes:
- Family communication
- Feeder school to secondary school communication

OUTCOMES

Short term

Health behaviours

↑Positive social interactions

↓ Bullying/ violence/ aggressive behaviours

Health outcomes

↑Mental, social, emotional and psychological wellbeing

↓ Depression and anxiety (for example)

Educational behaviours

↑Concentration/ attentiveness

↓ Disruptive behaviours

↑Engagement with school

Educational outcomes

↑ Academic attainment

↓ Absenteeism

↓ Exclusions

Longer term

↓Mental health disorders in adulthood

↓Morbidity/ premature mortality

↑ Employability

↑ Likelihood of higher income

RQ 6.1

RQ 6.2/ 6.3

- Intervention delivery
- Intervention provider
- Duration of the intervention
- Content of the intervention

RQ 6.2/ 6.3

- Existing friendships
- Target group engagement
- Mental health support systems already in schools
- Existing links between feeder primary schools and their secondary school
- Resource capacity

MODERATORS

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