|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Belton et al., (2014)** | **Draper et al., (2013)** | **Duane et al., (2002)** | **Geary et al.,(2011)** | **Halse et al., (2012)** | **Jones, (2015)** | **Lambie et al.,2000** | **Lawson,(2003)** | **Martin, (2004)** | **Miller ,(2011)** | **Pierce ,(2011)** | **Slattery et al.,(2012)** | **Somervell & Lambie (2009)** |
| **Practitioners**  |
| Roles | Y | Y |  | Y | Y |  |  |  |  |  |  |  |  |
| Barriers and facilitators | Y | Y |  | Y |  |  |  |  | Y | Y |  |  |  |
| Plus activities | Y | Y |  | Y |  |  |  | Y |  |  |  |  | Y |
| **Parents/carers** |
| Roles |  |  |  | Y |  | Y |  |  |  |  |  |  |  |
| Barriers and facilitators | Y | Y | Y | Y | Y | Y |  | Y | Y |  | Y |  |  |
| **Seeing the bigger picture/ Child focused/ Tailored** |
| Addressing wider factors | Y |  |  | Y | Y |  |  | Y | Y | Y |  | Y |  |
| Abused and abuser |  |  |  |  |  |  |  |  |  | Y |  |  |  |
| **Communication and disclosure (as mechanism and outcome)** |
| Group work |  | Y | Y | Y |  | Y |  |  |  | Y |  |  |  |
| One to one work |  |  |  | Y |  | Y |  |  |  |  |  |  |  |
| Challenges |  |  | Y | Y |  | Y |  |  | Y |  | Y |  |  |
| Parent-child communication |  |  | Y |  |  | Y |  |  |  |  | Y |  |  |
| Benefits | Y | Y | Y | Y | Y |  |  | Y |  | Y |  |  | Y |
| **Developing self and learning skills** |
| Barriers to engagement | Y |  |  |  |  |  |  |  | Y |  |  |  |  |
| Accepting responsibility |  | Y |  | Y | Y |  | Y | Y |  | Y |  |  |  |
| Rebuilding trust |  |  |  |  |  |  |  | Y |  |  |  |  |  |
| Anger management skills | Y | Y |  | Y | Y |  |  |  |  |  |  |  |  |
| Communication skills |  |  |  | Y |  |  |  | Y |  |  |  |  | Y |
| Relapse prevention | Y |  |  | Y |  |  | Y | Y | Y |  |  |  |  |
| Victim empathy |  |  |  | Y |  |  | Y |  | Y |  |  |  |  |
| Self respect/esteem |  | Y |  |  | Y |  |  |  | Y |  |  |  |  |
| Sexual abuse cycle/triggers | Y | Y | Y | Y | Y |  | Y | Y | Y |  |  |  | Y |
| Improved relationships | Y | Y | Y | Y | Y |  | Y | Y |  |  |  | Y | Y |
| **Moving forwards** |
| Lack of follow-up |  |  | Y | Y |  |  |  |  |  |  |  |  |  |
| More than an offender | Y |  |  |  |  |  |  |  |  | Y |  | Y |  |
| Hope |  |  |  |  | Y |  |  |  | Y | Y |  |  |  |