**SUPPLEMENTARY FILE**

**EDUCATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant** **diversity** | **Nature of participation** |
| **EXPERIENCES AND PERSPECTIVES ON EDUCATION AND SCHOOLING** |
| Experiences of attending a flexible learning setting | Baker A (2016) | Photovoice Photo elicitation ‘Hanging out’ Short interviews | N=20 | 15-20 | Female (N=10)Male (N=10)Range of unspecified ethnic backgrounds  | Collecting data: children are consulted |
| Experiences of belonging/membership and friendship  | Wastell S.J. and Degotardi S (2017) | Guided discussionImaginative play Drawing Child conferencing | N=28 | 3-4 | Attended an early care and education service  | Collecting data: children are consulted |
| Heinrich Joerdens S (2014) | PhotographsObservations Informal child consultations Group semi-structured interviews Drawings | N=23 | 4-6  | Female (N=12)Male (N=11)Indigenous (N=6)Singaporean (N=1)Spanish (N=1)Anglo-Celtic (n=15) | Collecting data: children are consulted |
| Danby S, Thompson C et al. (2012) | Small focus groups | N=162 | 4-6 | Unspecified | Collecting data: children are consulted |
| Experiences of early childhood education settings | Grace R and Bowes J (2011) | One-on-one interviewsDrawings | N=8 | 4 | Females (N=3)Males (N=5) | Collecting data: children are consulted |
| Grace R, Walsh R et al. (2016) | Semi-structured interviewsTeddy Bear cards Drawings | N=47 | 3–5  | Females (N=24)Males (N=23)Indigenous (N=12)English as a second language (N=5)All children were from disadvantaged suburban (N=18) and rural/remote (N=29) communities | Collecting data: children are consulted |
| Trudgett M and Grace R (2011) | Semi-structured interviews | N=10 | 3-5 | Female (N=6)Male (N=4) | Collecting data: children are consulted |
| Farrell A, Tayler C et al. (2002) | Informal conversations | N=76 | 3-8 | Attended childcare centre, playgroup, kindergarten preschool or primary schoolLived in an inner-city suburbMost were from English-speaking backgrounds | Collecting data: children are consulted |
| Nothard M, Irvine S et al. (2015) | Semi-structured interviewsObservation | N=54 | 4-5 | Females (N=24)Males (N=30) | Collecting data: children are consulted |
| Johansson E, Cobb-Moore C et al. (2014) | Individual interviews | N=100 | 4-8 | Female (n=34)Male (n=66) | Collecting data: children are consulted |
| Experiences of high school  | Rennie J (2006) | ObservationsInterviews Document analysis | N=7 | 11-13 | All Indigenous living in an island community transitioning to an urban high school in Darwin, NT | Collecting data: children are consulted |
| Cassity and Gow (2005) | Arts-based activities (e.g., paintings, drawings, textile collages, drama) | N=65 | Participants were in Yrs 7-11 | Female (N=32)Male (N=33)South Sudanese refugeesMix of academic abilityMix of new arrivals and being in Australia for more than one year | Collecting data: children are consulted |
| Experiences of starting school | Dockett S, Perry B et al. (2002) | Interviews Questionnaires | Unspecified | 4.5-6 | Unspecified | Collecting data: children are consulted |
| Dockett S and Perry B (2003) | Classroom discussions Photography Book making  | Unspecified | 5-6 | High level of cultural, religious & geographical diversity among children and families. | Collecting data: children are consultedAnalysing the data: children are consulted |
| Dockett S, Perry B et al. (2004) | Small group interviews | N=310 | About to start school – started school | Unspecified | Collecting data: children are consulted |
| Dockett S and Perry B (2005) | Conversations Drawings Photographs | Unspecified | 5-6 | Attended either an inner-city school or country/rural school  | Collecting data: children are consulted Analysing data: children are consulted |
| Mirkhil M (2010) | Semi-structured interviewsDrawings Reading activity | N = 6 | 4-5  | Attended long day care centres on a fulltime basis in inner suburban Melbourne | Collecting data: children are consulted |
| Experiences of starting/returning to school for children with chronic illness | Dockett S (2004) | Interviews | N=10 | 5-16 | Female (N=3)Male (N=7)All had a chronic illness | Collecting data: children are consulted |
| Perspectives of children who have been homeless and school | Moore T and McArthur M (2011) | Semi-structured interviewsArt activities Group discussions | N=25 | 14-21 | Male (N=14)Female (N=11)Indigenous (N=8) | Collecting data: children are consultedAnalysing the data: children collaborate with adult researchers |
| Perceptions of playgrounds, physical activity and outdoor spaces  | Hyndman B and Telford A (2015) | Focus groups | N=54 | 10-13 | Female (N = 27)Male (N = 27)Primary school (N = 32)Secondary school (N = 22) | Collecting data: children are consulted |
| Merewether J (2015) | Child-led tourPhotography Conversations | N=8 | 3-4 | Males (N=4)Females (N=4) | Collecting data: children are consulted |
| Moore D (2015) | 3D dioramas ‘Talking stick’ small group discussions Photography ‘Wishing stones’  | N=6 | 4-5 | Female (N=3)Male (N=3) | Collecting data: children are consulted  |
| Willenberg L.J., Ashbolt R et al. (2010) | Focus groupsConcept map Group discussion Drawing Photographic ordering | Unspecified | 8-11 | Year 4 and 5 students  | Collecting data: children are consulted |
| Perceptions of student voice  | Quinn S and Owen S (2014) | Focus groups | N=8 | Primary school age | Attended a metropolitan, low SES primary school | Collecting data: children are consulted |
| Perspectives on school readiness | Dockett S and Perry B (2002) | Small focus groups | N=50 | 4.5-5.5 | Attended school in a diverse community | Collecting data: children are consulted |
| Perspectives on the bathroom as a social and cultural space. | Millei Z and Gallagher J (2012) | ObservationsGroup discussions Photos Drawings Play with building blocks | N=32 | 3-5 | Unspecified | Collecting data: children are consulted |
| Perspectives on the challenges of school | Harrison L and Murray E (2015) | Structured interviews | N=96 | 4.7-6.3 | Females (N=51)Males (N=50)Anglo-Australian (85%)Indigenous (13%)Other (2%) | Collecting data: children are consulted |
| Perspectives on the role of male and female teachers | Harris K and Barnes S (2009) | Individual, pair or small group interviewsDrawing | N=37 | Mean=4.5) | Female (N=21)Male (N=16)Unspecified cultural diversity | Collecting data: children are consulted  |
| Sumsion J (2005) | DrawingsConversational interviews | N=63 | 3-5  | Female (N=27)Male (N=36)First language other than English (N=2)Two-parent family (N=60) | Collecting data: children are consulted |
| Significant places of learning for Indigenous children | Hertting K and Alerby E (2009) | Drawings and commentary on these drawings | N=31 | 9-12 | Females (N=14)Males (N=17)All were Indigenous | Collecting data: children are consulted |
| Young carers’ experiences of school | Moore T, McArthur M et al. (2009) | Structured audiotaped telephone interviewsGroup interview | N=51 | 12-21 | Female (N=22)Male (N=29) | Collecting data: children are consultedAnalysing the data: children collaborate with adult researchers |
| **FACTORS IMPACTING ON CHILD LEARNING AND DEVELOPMENT** |
| Perspectives on the ideal school  | Simmons C, Graham A et al. (2015) | Semi-structured focus group interviews DrawingDiscussions | N=606 | 6-17 | Students were reported to represent a diverse range of socioeconomic, geographic and cultural characteristics | Collecting data: children are consulted |
| Perspectives on school success and classroom dynamics | Sargeant J (2014) | Open-ended questionnaire | N=861 (Australian sample) | Mean=11.9 | Attended primary and secondary schools | Collecting data: children are consulted |
| Korean children’s cultural adjustment to school in Australia | Millar N (2011) | Semi-structured interviews | N=4 | 5-8 | Females (N = 1)Males (N=3)All Korean | Collecting data: children are consulted |
| Relationships between children’s and teachers’ epistemologies and pedagogies. | Brownlee J, Syu J et al. (2012) | One-on-one scenario-based interviews | N=34 | 5-8 | Females (N=9)Males (N=25) | Collecting data: children are consulted |
| Perspectives on learning through play | Colliver Y and Fleer M (2016) | Video simulated recall dialogue | N=28 | 2-5 | Unspecified | Collecting data: children are consulted |
| Lillemyr O, Sobstad F et al. (2011) | Questionnaire Interview | Australian participants: Questionnaire (N = 626), Interview (N=32) | 8-11 | Questionnaire:Indigenous (N=130)Anglo-Aust (N=496).Interview:Indigenous (N=10)Anglo-Aust (N=22) | Collecting data: children are consulted |
| Perspectives about community and its influence on aspirations | Reid A and McCallum F (2014) | Focus group Photography Mapping activity Semi-structured interviews | N=5 | 14-15 | Range of social and emotional challenges | Collecting data: children are consulted |
| Views on adult-centric educational practices  | Sargeant J and Gillett-Swan JK (2015) | Open-ended qualitative questionnaire | N=>1000 This was the total sample across 5 countriesincluding Australia | M=11 | Attended primary and secondary schools | Collecting data: children are consulted  |
| **PROGRAM PARTICIPATION** |
| Experiences of participation in creative and performing arts programs | Buchan S and Rankin B (2015) | Arts-based methods including semi-structured interviews; journals; poetry; drawings; painting | N=17 | Mean=9 | Year 4 students attending a culturally diverse school in a low-SES suburb of Melbourne‘At risk’ (N=5) | Collecting data: children are consulted |
| Barrett M and Smigiel H (2007) | Artefact-elicited interviews | N=25 | 5-15 | Attended a youth arts organisation | Collecting data: children are consulted |
| Barrett M, Everett M et al. (2012) | Small group interviews; drawings | N=140 | 5-8 | Attended primary schools across Australia | Collecting data: children are consulted |
| Experiences of program participation within school settings  | Rennie J (2016) | Pre- and post-program interview  | N=12 | 12-14 | Females (N = 6)Males (N = 6) All had problems with reading | Collecting data: children are consulted |
| Bradshaw J (2006) | Likert scale questionnaire Open-ended responses | N=244 | Approx 10-18  | Year 5-Year 12; attended a Greek Orthodox school in Melbourne; Australian born (91.8%) | Collecting data: children are consulted  |
| Impact of a community mentoring program | Zyngie D (2017) | Interviews | N=40 | 11-13 | Attended schools with high cultural and linguistic diversity  | Collecting data: children are consulted |
| Involvement in implementing a positive education strategy in a high school | Halliday, Kern et al. (2018) | QuestionnairesInterviews Focus groups | N=10 | M=14.9 | Females (N=5)Males (N=5)All in Years 9-11  | Preparing research instruments: children direct and decide for themselvesCollecting data: children direct and decide for themselvesAnalysing data: children direct and decide for themselvesDissemination of findings: children collaborate with adult researchers  |

**Mental Health**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant** **diversity** | **Nature of participation** |
| **CONCEPTS AND EXPERIENCES ASSOCIATED WITH MENTAL HEALTH** |
| Attitudes towards participation in research  | Hasking P, Tatnell R et al. (2015) | Open-ended survey questions | N=1973 | 13-18 | Unknown | Collecting data: children are consulted |
| Body image and self | Birbeck D and Drummond M (2005)  | Interviews using images of the male and female body | N=47 | 5-6 | Female (N=22)Male (N=25)All from private schools in metropolitan Adelaide | Collecting data: children are consulted |
| Children’s perspectives on worry and happiness | Sargeant J (2010) | Open-ended qualitative questionnaire | N=199 | M = 12.7 | Year 7 students | Collecting data: children are consulted |
| Climatic events/drought | Carnie T, Berry H et al. (2011) | Semi-structured community forums and a school-based forum | N=45 in school-based forums | Years 9–11 | All were young people living in rural and remote areas. | Collecting data: children are consulted |
| Dean J and Stain H (2010) | Self-report assessment instrumentsFocus groups | N=111 | 11-17 | Female (N=48)Male (N=52)Farm residence (N=64)Town residence (N=36) | Collecting data: children are consulted |
| Co-existing mental health, alcohol and other drug problems | Posselt M, Procter N et al. (2015) | Semi-structured interviews | N=15 | 12-25 | Female (N=9)Male (N=6)Afghanistan (60%)Africa (27%) Bhutan (13%) | Collecting data: children are consulted |
| Design of mental health messages | Muir-Cochrane E, Oster C et al. (2010) | Workshops to design postcards | N=13 |  | Female (N=7)Male (N=6)All were homeless young people | Dissemination of the report and its findings: children direct and decide for themselves |
| Experiences of living with dyslexia | Leitao S, Dzidic P et al. (2017) | Face-to-face semi-structured interviews | N=13 | 10-16 | Female (N=7)Male (N=6)Monolingual English speakersDyslexia diagnosis | Collecting data: children are consulted |
| Factors shaping Aboriginal mental health  | O'Brien A (2005) | In-depth interviews | N=27 (total sample of young people and adults) | 15-60 | Female (N=18; 5 where between 15-20)Male (N=9; 7 where between 15-35)All Indigenous Lived in an Aboriginal community in NSW | Collecting data: children are consulted |
| Health behaviours and self-harm | McCloughen A, Foster K et al. (2016) | Face-to-face interviews | N=12 | 16-24 | Female (N=7)Male (N=5)All in-patients in mental health units. | Collecting data: children are consulted |
| Zubrick S, Hafekost J et al. (2016) | Self-report questionnaire on a tablet computer at home | N=2653 | 12-17 | “Broadly representative” of the Australian population | Collecting data: children are consulted |
| Social inclusion/exclusion | Davies B, Davis E et al. (2007) | Semi-structured interviews | N=9 | 9-12 | All Australian-born, English speaking. All from a low SES area | Collecting data: children are consulted |
| Davis, Davies et al. (2008) | Face-to-face semi-structured interviews | N=25 | 9-12 | Australian born English-speakers (N=9)Chinese (N=9)Arabic (N=7)All from low SES areas | Collecting data: children are consulted |
| Support provided by parents | Honey A, Alchin S et al. (2014) | In-depth interviews | N=26 | 15-24 | Female (N=17)Male (N=9)Range of mental illnesses represented | Collecting data: children are consulted |
| West C and Honey A (2016) | In-depth interviews | N=13 | 15-21 | Female (N=8)Male (N=5)Range of diagnostic categories represented.Australia (N=11) Pakistan (N=1) Thailand (N=1) | Collecting data: children are consulted |
| Wellbeing | Fattore T, Mason J et al. (2007) | Individual interviews, peer-based, or group discussionsUse of graphics Project type work (e.g. photography & collages) | 126 | 8-15 | Female (N=85)Male (N=41)Participants were from urban and rural areas | Collecting data: children are consulted |
| Fattore T, Mason J et al. (2009)  | Individual interviews, peer-based, or group discussionsUse of graphics Project type work (e.g. photography & collages) | 126 | 8-15 | Female (N=85)Male (N=41)Participants were from urban and rural areas | Collecting data: children are consulted |
| Hall S, McKinstry C et al. (2016) | Face-to-face interviews using digital story telling method | N=3 | 16-20 | Indigenous (N=1) Transgender (N=1) All with a history of mental health issues | Collecting data: children are consulted |
| Honey A, Coniglio F et al. (2015) | Focus groups | N=20 | 16-25 | Female (N=14)Male (N=6)All with a history of mental illness | Collecting data: children are consulted |
| **FEEDBACK AND INSIGHTS INTO SERVICE PROVISION** |
| Experiences on seeking/accessing mental health services  | Charman D, Harms C et al. (2010) | Focus groups | N=20 | 10-26 | Female (N=12)Male (N=8)Participated in local government youth advisory councils/youth ‘drop-in’ centres | Collecting data: children are consulted |
| Feedback on mental health services | Coates D (2016) | Telephone semi-structured interviews | N=17 | 16 - 24 | All participants diagnosed with a mental health disorder | Collecting data: children are consulted |
| Coates D and Howe D (2016) | Focus groups | N=12 | 15 - 23 | Female (N=7)Male (N=5)Experience with mental health issues (N=11) | Collecting data: children are consulted |
| Salamone-Violi G, Chur-Hansen A et al. (2015)  | Semi-structured interviews | N=11 | 15-17 | Female (N=5)Male (N=6)All participants were diagnosed with a mental health disorder | Collecting data: children are consulted |
| Practice guidelines | Fudge E and Mason P (2004) | Focus groups (children aged 7-12), Peer interviews (young people aged 13-20) | N=58 | 7-20 | Female (N=28)Male (N=22)Gender unknown (N=8)All were children of parents with mental illness | Collecting data: children are consulted Collecting data: children collaborate with adult researchers  |
| Service engagement for vulnerable/disadvantaged populations | de Anstiss H and Ziaian T (2010) | Focus groups | N=85 | 13-17 | Female (N=41)Male (N=44)Afghan (N=16) Bosnian/Serbian (N=10) Iraqi (N=17) Liberian (N=15) Persian (N=14)Sudanese (N=13) | Collecting data: children are consulted and children collaborate with adult researchers |
| Service needs of children of parents with mental illness | Grove C, Reupert A et al. (2015) | Questionnaire Telephone interviews | N=69  | 8-12 | Female (N=37)Male (N=32)All were children of parents with mental illness | Designing the research and choosing methods: children are consultedCollecting data: children are consulted |
| Grove C, Reupert A et al. (2016) | Questionnaire Telephone interviews  | N=172  | 13-17 | All participants were femaleAll were children of parents with mental illness | Designing the research and choosing methods: children are consultedCollecting data: children are consulted |
| Service utilisation in remote areas | Aisbett D L, Boyd C P et al. (2007) | 2-3 individual interviews | N=3 | 15-17 | All were current clients of a mental health serviceClinical depression (N=2) Anxiety (N=1)All female in a remote area. | Collecting data: children are consulted |
| Sport programs to improve mental health  | Kemp E, Boyd C et al. (2009) | Assessment instruments Interviews | N=7 | 15-18 | All were malesAll had been identified as at risk of mental health problemsAll participants were from a rural area | Collecting data: children are consulted |
| Morgan P (2010) | Semi-structured interviews | N=8 |  | Indigenous (77%)Non-Indigenous (23%)All participants were from a disadvantaged urban area | Collecting data: children are consulted |
| Use of technology to support assessment and service delivery | Bradford S and Rickwood D (2014) | Group interviews | N=129 | 12-25 | Female (57%)Male (43%)Attending a youth mental health service (N=39)LGBTI (N=10) Homeless (N=10) Indigenous (N=9) Involved with drug and alcohol services (N=7) | Designing the research and choosing methods: children are consultedCollecting data: children are consulted and children collaborate with adult researchers |
| Orlowski S, Lawn S et al. (2016) | Face-to-face semi-structured interviews | N=10 | 16-22 | Female (N=5)Male (N=5)All had a history of mental health issues and were attending rural based mental health services | Collecting data: children are consulted |

**Child protection And FAMILY LAW**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(yrs)** | **Participant** **diversity** | **Nature of participation** |
| **EXPERIENCES OF OUT-OF-HOME CARE** |
| Attachment issues amongst foster children | McIntosh J (2003) | Semi-structured interviews | N=10 | 8-14 | Unspecified | Collecting data: children are consulted |
| Biological children in families that foster  | Targowska A, Cavazzi T et al. (2015) | Interviews Focus groups | N=14 | 6-14 | Unspecified | Collecting data: children are consulted |
| Case management experiences | Tregeagle S and Mason J (2008) | Semi-structured individual interviews | N=14 | Unspecified | Unspecified | Collecting data: children are consulted |
| Children’s needs & experiences in out-of-home care | Mason J, Urquhart R et al. (2003) | Taped interviews | Unspecified | Unspecified | Unspecified | Deciding on the research question: children are consultedCollecting data: children are consulted |
| O'Neill C (2004) | Interviews  | N=8 | 1.5–13  | Unspecified | Collecting data: children are consulted |
| Exploration of identity among children in out-of-home care | Moss M (2009) | Narrative art Interviews | N=20 | 4-18 | Female (N=14)Male (N=6)Anglo Australian (5%)Indigenous (20%)Indigenous-Anglo (60%)Other (15%) | Collecting data: children are consulted |
| Kinship care | Downie J, Hay D et al. (2010) | Focus group with an art therapy ice-breaker exercise or a semi-structured interviewAssessment instruments | N=20 | 8-15 | Female (N=12)Male (N=8)Indigenous (N=1 family) | Collecting data: children are consulted |
| Kiraly M and Humphreys C (2013) | Focus groupsInterviews | N=21 | 10-29 | Female (N=21)Male (N=7)Rural (N=5)Fathers from European countries (N=2)Fathers from Pacific Island nations (N=2) | Collecting data: children are consulted |
| Outcomes of children in care | Fernandez E (2007) | InterviewsAssessment instruments | N=59 | 8-15 | Female (N=30)Male (N=29)Anglo-Australian (70%)Indigenous (2%) European (17%)Other (11%) | Collecting data: children are consulted |
| Satisfaction with current care | Delfabbro P, Barber J et al. (2002) | Interviews Assessment instruments | N=51 | >10-15  | Female (N=23)Male (N=28)Indigenous (N=7)Non-Indigenous (N=44)Metropolitan (N=47)Rural/regional (N=4)Residential care (N=12)Foster care (N=39) | Collecting data: children are consulted |
| Views on what makes a “good” foster carer | Daly W (2009) | Semi-structured conversations Focus groups | N=14 | 8-21 | Female (N=7)Male (N=7)Participants were from a range of cultural backgrounds including Indigenous, and Australian South Sea Islander | Designing the research and choosing methods: children are consulted. Collecting data: children are consultedAnalysing the data and drawing conclusions: children collaborate with adult researchers.  |
| Young people leaving care & transitioning to work | Cashmore J, Paxman M et al. (2007)  | Semi-structured interviews | N=47 | 16-18 | Female (N=29)Male (N=18)  | Collecting data: children are consulted |
| Cashmore J and Paxman M (2006) | A series of four semi-structured interviews conducted over time | N=47 | 16-18 | Female (N=29)Male (N=18)Two young Indigenous women were specifically mentioned (there could have been more) | Collecting data: children are consulted |
| Tilbury C, Buys N et al. (2009) | Interviews | N=14 | 14-20 | Female (N=5)Male (N=9) | Collecting data: children are consulted |
| **FAMILY DISPUTE RESOLUTION AND COURTS AND FAMILY LAW** |
| Children and divorce | Bagshaw D (2007) | Telephone interviews | N=19 | 8-19 | Female (N=10)Male (N=9)Metropolitan (N=16)Rural (N=3)Indigenous (N=2) | Collecting data: children are consulted |
| Conflict/dispute resolution & mediation | Graham A and Fitzgerald R (2010) | Semi-structured interviewsFocus group seeking feedback of findings | N=12 | 7-18 | Female (N=6)Male (N=6) | Collecting data: children are consultedAnalysing the data and drawing conclusions: children are consulted |
| Henry P and Hamilton K (2012) | Semi-structured interviews | N=24 | 6-17 | Unspecified | Collecting data: children are consulted |
| McIntosh J, Wells Y et al. (2008) | Structured one-on-one play-style interview at intake with 2 follow-up interviewsProjective techniquesAssessment instruments | N=174 | Unspecified  | Unspecified | Collecting data: children are consulted |
| Parkinson P and Cashmore J (2018) | Face-to-face interviews Family sculpturetechnique  | N=33 | 6-16 | Unspecified | Collecting data: children are consulted |
| Participation in decision-making processes | Fitzgerald R and Graham A (2011) | Semi-structured, in-depth interviews | N=13 | 4-13 | Female (N=5)Male (N=8) | Collecting data: children are consulted |
| Bessell S (2011) | Group discussion and/or interviews, Assessment instruments | N=28 | Unspecified  | Female (N=19)Male (N=9) | Collecting data: children are consulted |
| Campbell (2008) | In-depth interviews | N=16 | 7-17 | Female (N=7)Male (N=9) | Collecting data: children are consulted |
| Participation in family law processes | Cashmore J (2011) | Computer assisted interviews | N=47 | 6-18 | Unspecified | Collecting data: children are consulted |
| Cashmore J and Parkinson P (2009) | Computer assisted interviews | N=47 | 6-18 | Unspecified | Collecting data: children are consulted |
| Post-separation/divorce arrangements | Cashmore J, Parkinson P et al. (2008) | Computer assisted interviews | N=60 | 12-19 | Female (N=27)Male (N=33) | Collecting data: children are consulted |
| Parkinson P, Cashmore J et al. (2005) | Computer assisted interviews | N=60 | 12-19 | Female (N=27)Male (N=33) | Collecting data: children are consulted |
| **PROJECT/PROGRAM EVALUATION** |
| Effectiveness of child protection interventions | Trotter C (2008) | Interviews | N=48 | 12+ | Unspecified | Collecting data: children are consulted |
| Program/project evaluation | Grace R, Miller K et al. (2018) | Individual or small group interviews  | N=47 | 7-18 | Indigenous (N=20)CALD (N=10)Non-Indigenous (N=17)Female (N=21)Male (N=26)Rural area (N=20) | Collecting data: children are consulted |
| Purtell J and Mendes P (2016) | Interviews  | Unspecified  | Unspecified | Unspecified | Collecting data: children are consulted |

**HOUSING & HOMELESSNESS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant** **diversity** | **Nature of participation** |
| **CONCEPTS AND EXPERIENCES ASSOCIATED WITH HOMELESSNESS** |
| Experiences of living in supported accommodation | Danby S, Farrell A et al. (2006) | Semi-structured interviewsTime chart  | N= 7 (only two case studies presented in article) | Case study 1 – 18Case study 2 – high school age | Case study 1 – femaleCase study 2 - male | Collecting data: children are consulted |
| Experiences of transition to independent living | Brueckner M, Green M et al. (2011) | In-depth interviews | N=19 | 16-22 | Female (N=15)Male (N=4)Indigenous (N=5)CALD (N=1)  | Collecting data: children are consulted |
| Experiences of violence | Jordan L (2012) | In-depth interviews | N=33 | 17-24 | Female (N=10)Male (N=23)  | Collecting data: children are consulted |
| Food insecurity  | Crawford B, Yamazaki R et al. (2014) | Focus groupsInteractive activities | N=48 | 15-24 | Female (N=29)Male (N=18)Transgender (N=1) Young parents (N=4)Indigenous (N=10)CALD (N=15)  | Preparing research instruments: children collaborate with adult researchersCollecting data: children collaborate with adult researchersAnalysing the data: children are consulted |
| Booth S (2006) | Interviews | N=15  | 15-23 | Female (N=9)Male (N=6)  | Collecting data: children are consulted |
| Identity construction  | Farrugia D (2011) | Interviews | N=20 | 16-24 | Female (N=9)Male (N=11) Anglo-Saxon (N=19)Maori (N=1) | Collecting data: children are consulted |
| Mental health & wellbeing  | Muir-Cochrane, Fereday J et al. (2006) | Interviews | N=10  | 16-24 | Female (N=7)Male (N=3)All experienced mental health issues | Collecting data: children are consulted |
| Negative cultural capital  | Barker J (2013) | InterviewsFocus groups Genealogies Life histories Social network diagrams | N=18  | 16-23 | Female (N=8)Male (N=10)  | Collecting data: children are consulted |
| Pathways into homelessness | Mallett S and Rosenthal D (2009) | Interviews | N=302 | 12-20  | Female (N=174)Male (N=128) Australian (83.7%)One or more parents of English-speaking descent (84.7%)Two parents from CALD backgrounds (15.3%) | Collecting data: children are consulted |
| Mallett S, Rosenthal D et al. (2005) | Interviews | N=302 | 12-20  | Female (N=174)Male (N=128) Australian (83.7%)One or more parents of English-speaking descent (84.7%)Two parents from CALD backgrounds (15.3%) | Collecting data: children are consulted |
| Martijn C and Sharpe L (2006) | Interviews Timeline of young person's life  | N=35 | 14-25 | Female (36%)Male (64%) Born in Australia or New Zealand (96%) | Collecting data: children are consulted |
| Perceptions/ experiences of homelessness  | Moore T, McArthur M et al. (2008) | Interviews Art activities Group discussions Photo project | N=25 | 6-21 | Male (N=14) Female (N=1)Indigenous (N=8) | Preparing research instruments: children are consultedCollecting data: children are consulted |
| Kirkman M, Keys D et al. (2010) | Interviews Activity sheets Stickers Sentence-completion cards Spider diagram Drawings | N=20 | 6-12 | Female (N=12)Male (N=8)Unspecified cultural diversity | Collecting data: children are consulted |
| McLoughlin P J (2013) | Face-to-face interviews | N=14  | 15-25 | Female (N=4)Male (N=10)  | Collecting data: children are consulted |
| Couch J (2017) | Semi-structured interviews  | N=24 | 15-25 | Female (N=10)Male (N=14) Refugees from Sudan, Ethiopia, DRC, Liberia, Burma and Afghanistan | Collecting data: children are consulted |
| Barker J (2016) | Interviews Focus groups Genealogies Life histories Social network diagrams | N=18  | 16-23 | Female (n=8) Male (n=10)  | Collecting data: children are consulted |
| Farrugia D, Smyth J et al. (2016) | Interviews | N=33  | Unspecified  | Female (N=17)Male (N=16)  | Collecting data: children are consulted |
| Perceptions of cycling for recreation and transport  | Crawford B, Rissel C et al. (2012) | Focus groups Interactive activities | N=48 | 15-24 | Female (N=29)Male (N=18)Transgender (N=1) Young parents (N=4)Indigenous(N=10)CALD (N=15) | Preparing research instruments: children collaborate with adult researchersCollecting data: children collaborate with adult researchersAnalysing the data: children are consulted |
| Social exclusion  | Savelsberg HJ and Martin-Giles BM (2008) | Semi-structured interviews | N=8 | 13-18 | Female (N=3)Male (N=5) Unspecified cultural diversity | Collecting data: children are consulted |
| Social lives/ relationships of homeless young people | Barker J (2012) | InterviewsFocus groups Genealogies Life histories Social network diagrams | N=18  | 16-23 | Female (N=8)Male (N=10)  | Collecting data: children are consulted |
| Barker J (2014) | InterviewsFocus groups Genealogies Life histories Social network diagrams | N=18  | 16-23 | Female (N=8)Male (N=10)  | Collecting data: children are consulted |
| Farrugia (2011) | Interviews | N=20 | 16-24 | Female (N=9)Male (N=11)Anglo-Saxon (N=19)Maori (N=1) | Collecting data: children are consulted |
| Theorising youth homelessness | Farrugia D (2010) | Interviews | N=20 | 16-24 | Female (N=9)Male (N=11) | Collecting data: children are consulted |
| **FEEDBACK AND INSIGHTS INTO SERVICE PROVISION** |
| Barriers & facilitators to service access & engagement  | Darbyshire P, Muir-Cochrane E et al. (2006) | Interviews | N=10 | 16-24 | Female (N=7)Male (N=3)All experienced mental health issues  | Collecting data: children are consulted |
| French R, Reardon M et al. (2003) | Interviews | N=16 | 14-21  | Unspecified | Collecting data: children are consulted Analysing the data: children are consulted |
| Black EB, Fedyszyn IE et al. (2018) | Semi-structured interviews | N=10 | 17-23 | Female (N=8)Male (N=2)  | Collecting data: children are consulted |
| Knowledge & attitudes of Chlamydia and its screening | Henning D, Ryan A et al. (2007) | Focus groups, semi-structured interviews | N=25 | 16-26 | Female (N=6)Male (N=19)  | Preparing the research instruments: children are consulted Collecting data: children are consulted  |
| Service system responses  | Moore T, McArthur M et al. (2011) | Semi-structured interviewsArt activitiesGroup discussions Photo project | N=25 | 6-21  | Female (N=11)Male (N=14)Indigenous (N=8)  | Preparing research instruments: children collaborate with adult researchers Collecting data: children are consultedAnalysing the data: children are consulted |

**HEALTH**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant****diversity** | **Nature of participation** |
| **CONCEPTS AND EXPERIENCE OF HEALTH** |
| Physical activity | Darbyshire P, Macdougall C et al. (2005) | Focus groups Interviews Mapping Photographing "meaningful" spaces | N=204 | 4-12 | Female (N=114)Male (N=90) | Collecting data: children are consulted |
| MacDougall C, Schiller W et al. (2004)  | Focus groupsInterviews Mapping Photographing "meaningful" spaces | N=204 | 4-12 | Female (N=114)Male (N=90) | Collecting data: children are consulted |
| Factors facilitating healthy lifestyles | Veitch J, Arundell L et al. (2013) | In-depth, semi-structured interviews | N=38 | 7-13 | Female (52.6%)Male (47.4%) | Collecting data: children are consulted |
| **FEEDBACK AND INSIGHTS INTO SERVICE PROVISION** |
| Children’s understanding of dementia to support the development of an educational program | Baker J.R., Jeon Y et al. (2018) | Focus groups Role playsIndividual interviews | N = 22 (community group)N = 6 (grandchildren of a grandparent with dementia) | 9-12 (community group)9-16 (grandchildren) | Community group: Female (N=9)Male (N=13)Attended Scouts/CubsAustralian born (N=20)Grandchildren group:Female (N=4)Male (N=2)All Australian born | Collecting data: children are consulted |
| Design of children’s assent forms | Ford, Sankey J et al. (2007) | Group work | N=12 | 6-12 | Unspecified | Collecting data: children are consulted |
| Food choices | Waddingham S, Stevens S et al. (2015) | Group discussions (Phase A), ‘Discovery Day’ (Phase B – children design a healthy canteen menu)  | N = approx. 100 | 7-12 | Attended a Catholic school in Tasmania | Collecting data: children are consulted (Phase A)Collecting data: children collaborate with adult researchers (Phase B) |
| Hospital admission experiences  | Ford K (2011) | InterviewsField observations Children’s drawings and stories | N=10 | 6-12 | Unspecified | Collecting data: children are consulted |
| Music therapy | Barry P, O'Callaghan C et al. (2010) | Interviews Assessment instruments | N=11 | 6-13 | Unspecified | Collecting data: children are consulted |
| O’Callaghan C, Sexton M et al. (2007) | Interviews | N=39 | <14 | Unspecified | Collecting data: children are consulted |
| O'Callaghan C, Baron A et al. (2011) | Semi-structured interviews Observations  | N=26 | <14 | Unspecified | Collecting data: children are consulted |
| Perspectives of a supportive paediatric hospital environment | Bishop K (2010) | Face-to-face interviews Photographs Game task | N=55 | 7-18 | Female (N=33)Male (N=22) | Designing the research and choosing methods: children are consultedCollecting data: children are consultedAnalysing the data and drawing conclusions: children are consulted |
| Treatment compliance | Wales S, Nadew K et al. (2007)  | InterviewsFocus groups | N=20 | 6-12 | Female (N=6)Male (N=14) | Collecting data: children are consulted |
| **ABORIGINAL HEALTH** |
| Determinants of smoking  | Johnston V, Westphal D et al. (2012) | Group and individual interviewsPhotovoice | N=65 | 13-20 | Female (N=26)Male (N=39)Indigenous (N=46)Non-Indigenous (N=19)Remote community (N=31)Metropolitan (N=34) | Collecting data: children are consulted |
| Health needs of rural Aboriginal adolescents | Mohajer N, Bessarah D et al. (2009) | In-depth interviews and/or focus groups | N=99 | 12-18 | Female (N=59)Male (N=40)Rural Aboriginal controlled communities (N=2)Rural town (N=1)All participants were Indigenous | Collecting data: children are consulted |
| Perspectives on health and wellbeing | Priest N, Thompson L et al. (2017) | Focus groups In-depth interviews Photographs/photo-voice | N=31 | 8-12 | Female (60%)Male (40%)All participants were Indigenous | Collecting data: children are consultedAnalysing the data: children are consultedDissemination of findings: children are consulted |
| Prevalence and incidence of health issues  | Holmes, Stewart P et al. (2002) | Interviews over timeHealth screeningComputer assisted questionnaire | N=174 | 12-25 | All participants were Indigenous | Designing the research and choosing methods: children are consultedCollecting data: children are consulted and children collaborate with adult researchers |
| **ADOLESCENT HEALTH** |
| Access to health care  | Booth M, Bernard D et al. (2004) | Focus groups | N=81 | 12-17 | Female (N=46)Male (N=35)Urban (N=56)Regional (N=3)Rural (N=22) | Collecting data: children are consulted |
| Congruence between service providers and young people’s views on primary health care services | Bernard D, Quine S et al. (2004) | Focus groups | N = approx. 480-800 (81 groups of 6-10 participants) | 12-18 | Unspecified  | Collecting data: children are consulted  |
| Emergency contraception | Calabretto H (2005) | Semi-structured interviews | N=13 | 14-24 | All participants were female | Collecting data: children are consulted |
| Health perspectives of adolescents from same-sex parent families | Crouch S, Waters E et al. (2015) | InterviewsAssessment instruments | N=57 | Mean age 13yrs | Female (N=21)Male (N=36)Urban (N=37) | Collecting data: children are consulted |
| Obesity barriers and enablers  | Smith K, Starker L et al. (2014) | Focus groups Semi-structured interviews | N=56 | 12-16 | Female (N=29) | Collecting data: children are consulted |
| Transitioning to adult health services | Visentin K, Koch T et al. (2006) | Interviews | N=10 | 15-18 | Unspecified | Collecting data: children are consulted |
| Youth-friendly general practice | Turner L, Spencer L et al. (2017) | Electronic survey | N=155 | 16-19 | Female (N=105)Male (N=50) | Collecting data: children are consulted |

**COMMUNITY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant** **diversity** | **Nature of participation** |
| **EXPERIENCES AND PERSPECTIVES ON COMMUNITY** |
| Children’s practices of class distinction (children’s experiences of poverty)  | Fattore T and Fegter S (2017) | Interviews, Individual projects (such as photography, collage, drawing and journal keeping) | N=126 | 8-14 | High levels of social disadvantage (40%)Medium levels of social disadvantage (40%)Low levels of social disadvantage (20%) | Collecting data: children are consulted Collecting data: children direct and decide for themselves  |
| Economic participation among disadvantaged young Australians | Skattebol J (2011) | Interviews  | N=74 | 11-17 | Female (N=43)Male (N=31)Families identified as disadvantagedResided in suburbs of social housing, low-cost growth corridors and mixed housing  | Collecting data: children are consulted |
| Perceptions/experiences of community and neighbourhood | Goodwin S and Young A (2013) | Questionnaires Focus groups | N=49 | 10-17 | Females (N=31)Males (N=18)All lived in public housing neighbourhoods | Collecting data: children are consulted |
| Dockett S, Kearney E et al. (2012) | Drawings Photography Models Photo tours Maps Conversations | N=90  | 2-6 | All children lived in a regional city | Collecting data: children are consultedAdvocacy: adults consult children  |
| van der Wal J, Grace R et al. (2017) | Questionnaire Interviews Photographs Photovoice | N=10 | 12-19  | Female (N=5)Male (N=5)Indigenous (N=6)Non-Indigenous (N=4)High school (N=6)University (N=2)Not engaged in school/work (N=2)Employed (N=6)Conducted in a disadvantaged community | Collecting data: children are consulted  |
| Bessell S (2017) | Small group discussions Individual interviews Community mapping Drawings Poster-making | N=108 | 8-12 | Female (N=65)Male (N=43)Resided in disadvantaged communities  | Collecting data: children are consultedAnalysing the data: children are consulted |
| Osborne C, Baldwin C et al. (2017) | Surveys Focus groups Spatial mapping technique | N=57 (survey)N=7 (focus group) | 15-17 | High school students representing cross-section of students (gender, age, socioeconomic background) | Collecting data: children are consulted |
| Harris P and Manatakis H (2013) | Movement Role play Photography Art Music, dance and song Drawing Storytelling | N=350 | 3-8 | Attended children’s servicesIndigenous (N=1/4 of participants)Additional needs (N=1/5 of participants)Lived in rural, remote or isolated communities (N=1/5 of participants) | Collecting data: children are consulted |
| Jackson J.T. and Mcdonald C (2005) | QuestionnaireSemi-structured, small group interviews | N=211 (questionnaire)N=7 (interview) | 15 | Equal numbers females/malesYear 10 students | Collecting data: children are consulted |
| Bessell S (2017) | Small group discussionsInterviews Community mapping Poster-making | N=108 | 8-12 | Lived in 1 of 6 urban centres around Australia, 4 of which were disadvantaged | Collecting data: children are consulted |
| Perceptions of home and neighbourhood on physical activity | Hume C, Salmon J et al. (2005) | Map drawingPhotography  | N=147 | 10 | Female (N=70)Male (N=77)Low SES neighbourhoods | Collecting data: children are consulted |
| Lee J and Abbott R (2009) | Map drawing Photography Semi-structured interviews | N=13 | 12-18 | Female (N=6)Male (N=7)Rural location‘Working class’ single income familiesAnglo-Australian | Collecting data: children are consulted  |
| Perspectives on movement within metropolitan and rural communities | MacDougall C, Schiller W et al. (2009) | Focus groups Photovoice Mapping | N=60 | 8-10 | Female (N=32)Male (N=28)Metropolitan (N=25)Rural (N=35) | Collecting data: children are consulted |
| Social capital  | Farrell A, Tayler C et al. (2004) | Informal conversations | N=138 | 4-8 | Urban – unspecified but heterogeneous in ethnicity, race and languageRural – predominately Australians of European background | Collecting data: children are consulted  |
| Bottrell (2009) | Semi-structured interviews | N=12 | 13-24 | Female (N = 12)Mainly Indigenous and Anglo-Australian | Collecting data: children are consulted |
| Young children’s views on national identity | Dockett S and Cusack M (2003) | Focus groups | N=42 | 5-8 | Kindergarten (N=23)Year 1 (N=5)Year 2 (N=14)Unspecified number from non-English speaking backgrounds  | Collecting data: children are consulted |
| **EXPERIENCES OF PARTICIPATION IN COMMUNITY-BASED PROGRAMS** |
| Evaluation of a sports-based mentoring program | Peralta L and Cinelli R (2016) | Focus groups | N=11 | 8-18  | All identified as Indigenous | Collecting data: children are consulted |
| Experiences/perspectives of participation in community-based programs | Fernandez Y, Ziviani J et al. (2018) | Semi-structured interviews | N=20 | 5-10 | Female (N=7)Male (N=13)Complex disabilities (N=14)Predominately motor (N=6)ASD (N=1)Genetic disorder (N=1) | Collecting data: children are consulted |
| Green R, Mitchell P et al. (2013) | InterviewsMapping tool  | N=42 | 15-22 | Female (N=20)Male (N=22)Australian (N=28)New Zealand (N=5)Indigenous (N=4)African (N=2)Other (N=3)Mix of inner city, greater metropolitan and rural areas  | Collecting data: children are consulted |
| Nathan S, Kemp L et al. (2013 ) | Interviews | N=79 | 11-18 | A cross-section of age, gender and cultural background | Collecting data: children are consulted |
| Perceptions on youth programs in remote Indigenous communities  | Flouris, Crane et al. (2016) | In-depth, semi-structured interviews | N=32  | >16 - >35 | All Indigenous living in remote Central Australian communities  | Collecting data: children are consulted |
| Peralta L, Cinelli R et al. (2018) | Interviews Artwork | N=55 | Unspecified | All identified as Indigenous | Collecting data: children are consulted |

**Disability**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant** **diversity** | **Nature of participation** |
| **CONCEPTS AND EXPERIENCES ASSOCIATED WITH DISABILITY** |
| Community connection | Robinson S and Notara D (2015) | Individual and group interviews | N=33 | <8 (80% aged 4 or older) | Wide range of different impairmentsAll from a rural community | Collecting data: children are consultedAdvocacy and mobilisation to achieve policy impact: Adults consult children |
| Constructed ‘play-worlds’ | Burke J (2012) | Photographic scrapbooks | N=35 (children with impairments)N=37 (children without impairments) | 6-10 | Unspecified | Collecting data: children are consulted |
| Disablement / Bullying | Bourke S and Burgman I (2010) | In-depth interviews | N=10 | 8-10 | Physical disability (N=5)Visual disability (N=3) Hearing disability (N=2)  | Collecting data: children are consulted |
| McMaugh A (2011) | In-depth interviews | N=24 | 12 | All had a chronic physical illness and/or physical disability | Collecting data: children are consulted |
| Experiences of siblings of children with disabilities | Bachraz V and Grace R (2009)  | Interviews Observation | N=3 | 4-7 | All Anglo-Australian | Collecting data: children are consulted |
| Barr J and McLeod S (2010) | Entries to an internet sibling support site | N=676 entries | Unspecified | Unspecified | Collecting data: children are consulted |
| Friendship and belonging | Foley KR, Blackmore AM et al. (2012) | Focus groups Interviews | N=20 | 8-16 | All attended mainstream schools or education support centres in mainstream schools | Collecting data: children are consulted |
| Morrison R and Burgman I (2009) | Semi-structured interviews (3-5 sessions) | N=10 | 8-10 | Variety of physical, intellectual and sensory disabilitiesAll attended mainstream primary school | Collecting data: children are consulted |
| Webster A and Carter M (2013) | Questionnaires Interviews | N=63 | 5-12 | A range of disabilities were representedChildren with disabilities (N=16)Children as nominated peers (without disability) (N=47) | Collecting data: children are consulted |
| Online social networking | Raghavendra P, Newman L et al. (2013) | Questionnaires In-depth interviews | N=18 | 10-18 | All with physical disabilities, with or without communication needs | Collecting data: children are consulted |
| Quality of Life | Davis E, Shelly A et al. (2009) | Semi-structured interviews | N=17 | 13-18 | All had cerebral palsy | Collecting data: children are consulted |
| Support for children of parents with intellectual disabilities | Collings S, Llewellyn G et al. (2017) | Semi-structured interviews | N=7 | 7-11 | All from low SES backgroundsAll had mothers with intellectual disability, from rural (n=1) and urban (n=6) areasAdditional support needs (N=2) | Collecting data: children are consulted |
| **FEEDBACK AND INSIGHTS INTO SERVICE PROVISION** |
| Communication and partnership in medical settings | Garth B, Murphy G et al. (2009) | Semi-structured interviews“Box activity” | N=10 | 8-12 | All participants diagnosed with Cerebral Palsy | Collecting data: children are consulted |
| Garth B and Aroni R (2010) | Semi-structured interviews | N=4 | 6-12 | All participants diagnosed with Cerebral PalsyAll attended a specialist school | Collecting data: children are consulted |
| Disability awareness program | Ison N, McIntyre et al. (2010) | Questionnaires Focus groups | N=147 (Questionnaire)N=24 (focus group) | 9-11 | UnspecifiedTargeting children who do not experience disability | Collecting data: children are consulted |
| Quality improvement at a paediatric physiotherapy service | Greenstein C, Lowell A et al. (2016) | Open-ended Interviews | N=5 | 8-21 | All were Indigenous with physical disabilities | Collecting data: children are consulted |
| Satisfaction with assistive technology | Murchland S, Kernot J et al. (2011) | Questionnaire | N=98 | 8-18 | Urban (80.6%) Rural/remote (19.4%)Representing a range of physical and intellectual disabilities. | Collecting data: children are consulted |
| Therapy and remediation experiences | Bircher G and Darbyshire P (2005) | Interviews and focus groups over 3 rounds | N=20 | 8-18 | All had physical impairments | Collecting data: children are consulted |
| Transitioning to adult services | Young N, Barden W et al. (2009) | Semi-structured interviews | N=15 | 14-18 | All with physical disabilities | Collecting data: children are consulted |

**JUVENILE JUSTICE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic area** | **Reference** | **Methods** | **N** | **Age range****(years)** | **Participant** **diversity** | **Nature of participation** |
| **RISK FACTORS AND CRIMINAL BEHAVIOURS** |
| Impact of incarceration on sustained behavioural change and recidivism | Ashkar P and Kenny D (2008) | Face-to-face semi-structured interviews  | N=16 | 16-19 | Caucasian (N=8)Indigenous (N=4) Middle Eastern (N=2)Pacific Islander (N=1)Asian (N=1) | Collecting data: children are consulted |
| Impact of school and family on offending behaviours. | Ashkar P and Kenny D (2009) | Semi-structured interviews | N=16 | 16-19 | Caucasian (N=8)Indigenous (N=4) Middle Eastern (N=2)Pacific Islander (N=1)Asian (N=1) | Collecting data: children are consulted |
| **BEHAVIOUR CHANGE AND DIVERSIONARY PROGRAMS IN JUVENILE JUSTICE** |
| Early intervention programmes | Moore T and McArthur M (2014) | Semi-structured interviews | N=11 | 16-18 | Indigenous (N=4)CALD (N=3)Others (N=4)Male (N=9)Females (N=2) | Collecting data: children are consulted |
| Effectiveness of challenging young offenders | Trotter C, Evans P et al. (2017) | Videotaped interviews | N=116 | 12-18 | Male (N=96)Indigenous (N=20) | Collecting data: children are consulted |
| Evaluation of an injury prevention program  | Ho KM, Litton E et al. (2012) | 2 questionnaires (before and after attending the program) | N=225 | 14-21 | Males (N=191) Females (N=34)Caucasian (N=103) Indigenous (N=42) Asian (N=7) Other (N=73) | Collecting data: children are consulted |
| Evaluation of a music program | Barrett M and Baker J (2012) | Individual and group interviews | N=17 | 14-18 | Male (N=15)Female (N=2) | Collecting data: children are consulted |
| **FEEDBACK AND INSIGHTS ON SERVICE PROVISION** |
| Transition back into the community | Moore T, McArthur M et al. (2013) | Semi-structured interviews | N=11 | 16-18 | Indigenous (N=4) Pacific Islander (N=3)Other (N=4) | Collecting data: children are consulted |
| Views and experiences of Indigenous young people in youth detention | Evans R and Fraser E (2009) | Self-report questionnaire with open-ended questions | N=66 | Unspecified | All participants were Indigenous | Collecting data: children are consulted |

**REFERENCES**

Aisbett D L, et al. (2007). "Understanding barriers to mental health service utilization for adolescents in rural Australia." Rural and Remote Health **7**: 624 (online).

Ashkar P and Kenny D (2008). "Views from the inside: Young offenders' subjective experiences of incarceration." International Journal of Offender Therapy and Comparative Criminology **52**(5): 584-597.

Ashkar P and Kenny D (2009). "Young offenders' perceptions of school: An ecological analysis." Psychiatry, Psychology and Law **16**(3): 355-368.

Bachraz V and Grace R (2009). "Creating a different kind of normal: Parent and child perspectives on sibling relationships when one child in the family has Autism Spectrum Disorder." Contemporary Issues in Early Childhood **10**(9): 317-330.

Bagshaw D (2007). "Reshaping responses to children when parents ar separating: Hearing children's voices in the transition." Australian Social Work **60**(4): 450-465.

Baker A (2016). "The process and product: Crafting community portraits with young people in flexible learning settings." International Journal of Inclusive Education **20**(3): 309-330.

Baker J.R., et al. (2018). "What do children need to know about dementia? The perspectives of children and people with personal experience of dementia." International Psychogeriatics **30**(5): 673-684.

Barker J (2012). "Social capital, homeless young people and the family." Journal of Youth Studies **15**(6): 730-743.

Barker J (2013). "Negative cultural capital and homeless young people." Journal of Youth Studies **16**(3): 358-374.

Barker J (2014). "Alone together: The strategies of autonomy and relatedness in the lives of homeless youth." Journal of Youth Studies **17**(6): 763-777.

Barker J (2016). "A habitus of instability: Youth homelessness and instability." Journal of Youth Studies **19**(5): 665-683.

Barr J and McLeod S (2010). "‘They never see how hard it is to be me’: Siblings’ observations of strangers, peers and family." International Journal of Speech-Language Pathology **12**(2): 162-171.

Barrett M and Baker J (2012). "Developing learning identities in and through music: A case study of the outcomes of a music programme in an Australian Juvenile Detention Centre." International Journal of Music Education **30**(3): 244-259.

Barrett M.S., et al. (2012). "Meaning, value and engagement in the Arts: Findings from a participatory investigation of young Australian children's perceptions of the Arts." International Journal of Early Childhood **44**(2): 185-201.

Barrett M.S. and Smigiel H.M. (2007). "Children's perspectives of participation in music youth arts settings: Meaning, value and participation." Research Studies in Music Education **28**: 39-50.

Barry P, et al. (2010). "Music therapy CD creation for initial pediatric radiation therapy: A mixed methods analysis." Journal of Music Therapy **67**(3): 233-263.

Bernard D, et al. (2004). "Access to primary health care for Australian adolescents: How congruent are the perspectives of health service providers and young people, and does it matter? ." Australian and New Zealand Journal of Public Health **28**(5): 487-492.

Bessell S (2011). "Participation in decision-making in out-of-home care in Australia: What do young people say? ." Children and Youth Services Review **33**: 496-501.

Bessell S (2017). "Money matters ... but so do people: Children's views and experiences of living in a 'disadvantaged' community " Children and Youth Services Review **[in press]**.

Bessell S (2017). "The role of intergenerational relationships in children’s experiences of community." Children and Society **31**(4): 263-275.

Birbeck D and Drummond M (2005). "Interviewing, and listening to the voices of, very young children on body image and perceptions of self." Early Child Development and Care **175**(6): 579-596.

Bircher G and Darbyshire P (2005). "‘I know my body, I’ve lived in it all my life’: Therapy, surgery and remediation experiences of young people with disabilities." Contemporary Nurse **18**(1-2): 18-33.

Bishop K (2010). "Through the eyes of children and adolescents: The components of a supportive hospital environment." Neonatal, Paediatric and Child Health Nursing **13**(2): 17–25.

Black EB, et al. (2018). "Homeless youth: Barriers and facilitators for service referrals." Evaluation and Program Planning **68**: 7-12.

Booth M, et al. (2004). "Access to health care among Australian adolescents young people's perspectives and their sociodemographic distribution." Journal of Adolescent Health **34**

: 97-103.

Booth S (2006). "Eating rough: Food sources and acquisition practices of homeless young people in Adelaide, South Australia." Public Health Nutrition **9**(2): 212-218.

Bottrell, D. (2009). "Dealing with disadvantage: Resilience and the social capital of young people’s networks." Youth & Society **40**(4): 476-501.

Bourke S and Burgman I (2010). "Coping with bullying in Australian schools: How children with disabilities experience support from friends, parents and teachers." Disability & Society **25**(3): 359-371.

Bradford S and Rickwood D (2014). "Young people’s views on electronic mental health assessment: Prefer to type than talk?" Journal of Child & Family Studies **24**: 1213-1221.

Bradshaw J (2006). "Parent and child perspectives on Greek language education in Australia." International Journal of the Sociology of Language **2006**(180): 43-54.

Brownlee J, et al. (2012). "Teachers’ and children’s personal epistemologies for moral education: Case studies in early years elementary education." Teaching and Teacher Education **28**(3): 440-450.

Brueckner M, et al. (2011). "The trappings of home: Young homeless people's transitions towards independent living." Housing Studies **26**(1): 1-16.

Buchan S and Rankin B (2015). ""It was the right beat": Children's need for immediately accessible music." Australian Journal of Music Education **1**: 13-28.

Burke J (2012). "‘Some kids climb up: some kids climb down’: Culturally constructed play-worlds of children with impairments." Disability and Society **27**(7): 965-981.

Calabretto H (2005). "Emergency contraception: A qualitative study of young women's experiences." Contemporary Nurse **18**(1-2): 152-163.

Campbell, A. (2008). "The right to be head: Australian children’s views about their involvement in decision-making following parental separation." Child Care in Practice **14**(3): 237-255.

Carnie T, et al. (2011). "In their own words: Young people's mental health in drought affected rural and remote NSW." Australian Journal of Rural Health **19**: 244-248.

Cashmore J (2011). "Children's participation in family law decision-making: Theoretical approaches to understanding children's views." Children and Youth Services Review **33**: 515-520.

Cashmore J and Parkinson P (2009). "Children's participation in family law disputes: The views of children, parents, lawyer and counsellors." Family Matters **82**: 15-21.

Cashmore J, et al. (2008). "Overnight stays and children's relationship with resident and nonresident parents after divorce." Journal of Family Issues **29**(6): 707-733.

Cashmore J and Paxman M (2006). "Predicting after-care outcomes: The importance of "felt" security." Child and Family Social Work **11**: 232-241.

Cashmore J, et al. (2007). "The educational outcomes of young people 4-5 years after leaving care: An Australian perspective." Adoption and Fostering **31**(10): 50-61.

Cassity, E. and G. Gow (2005). "Making up for lost time: The experiences of Southern Sudanese young refugees in high schools." Youth Studies Australia **24**(3): 51-55.

Charman D, et al. (2010). "Help and e-help: Young people's perspectives of mental healthcare." Australian Family Physician **39**(9): 663-665.

Coates D (2016). "Client and parent feedback on a youth mental health service." International Journal of Mental Health Nursing **25**: 526–535.

Coates D and Howe D (2016). "Integrating a youth participation model in a youth mental health service: Challenges and lessons learned." Child & Youth Services **37**(3): 287-300.

Collings S, et al. (2017). "Home and the social worlds beyond: Exploring influences in the lives of children of mothers with intellectual disability." Child: Care, Health and Development **43**(5): 697–708.

Colliver Y and Fleer M (2016). "‘I already know what I learned’: Young children's perspectives on learning through play." Early Child Development and Care **186**(10): 1559-1570.

Couch J (2017). " 'Neither here nor there': Refugee young people and homelessness in Australia." Children and Youth Services Review **74**: 1-7.

Crawford B, et al. (2012). ""It's good to have wheels!": Perceptions of cycling among homeless young people in Sydney, Australia." Youth Studies Australia **31**(4): 55-63.

Crawford B, et al. (2014). "Sustaining dignity? Food insecurity in homeless young people in urban Australia." Health Promotion Journal of Australia **25**: 71-78.

Crouch S, et al. (2015). "The health perspectives of Australian adolescents from same-sex parent families: A mixed methods study." Child: Care, Health and Development **41**(3): 356-364.

Daly W (2009). "‘‘Adding their flavour to the mix’’: Involving children and young people in care in research design." Australian Social Work **62**(4): 460-475.

Danby S, et al. (2006). "Everyday experiences of homeless young people in supported accommodation programmes in Australia." Children & Society **20**(4): 260-272.

Danby S, et al. (2012). "Children's strategies for making friends when starting school." Australasian Journal of Early Childhood **37**(2): 63-71.

Darbyshire P, et al. (2005). "Multiple methods in qualitative research with children: More insight or just more?" Qualitative Research **5**(4): 417-436.

Darbyshire P, et al. (2006). "Engagement with health and social care services: Perceptions of homeless young people with mental health problems." Health and Social Care in the Community **14**(6): 553-562.

Davies B, et al. (2007). "Getting the complete picture: combining parental and child data to identify the barriers to social inclusion for children living in low socio‐economic areas." Child: Care, Health and Development **34**(2): 214-222.

Davis E, et al. (2009). "Quality of life of adolescents with cerebral palsy: Perspectives of adolescents and parents." Developmental Medicine and Clinical Neurology **51**(3): 193-199.

Davis, E., et al. (2008). "A cross cultural examination of barriers to social inclusion for children: A qualitative study using child centred methods." International Journal of Mental Health Promotion **10**(1): 41-51.

de Anstiss H and Ziaian T (2010). "Mental health help-seeking and refugee adolescents: Qualitative findings from a mixed-methods investigation." Australian Psychologist **45**(1): 29-37.

Dean J and Stain H (2010). "Mental health impact for adolescents living with prolonged drought." Australian Journal of Rural Health **18**: 32-37.

Delfabbro P, et al. (2002). "Children's satisfaction with out-of-home care in South Australia." Journal of Adolescence **25**: 523-533.

Dockett S (2004). "'Everyone was really happy to see me!' The importance of friendships in the return to school of children with chronic illness." Australasian Journal of Early Childhood **29**(1): 27-32.

Dockett S and Cusack M (2003). "Young children's views of Australia and Australians." Childhood Education **79**(6): 364-368.

Dockett S, et al. (2012). "Recognising young children's understandings and experiences of community." International Journal of Early Childhood **44**(3): 287-305.

Dockett S and Perry B (2002). "Who's ready for what? Young children starting school." Contemporary Issues in Early Childhood **3**(1): 67-89.

Dockett S and Perry B (2003). "Children's views and children's voices in starting school." Australian Journal of Early Childhood **28**(1): 12-17.

Dockett S and Perry B (2005). "'You need to know how to play safe': Children's experiences of starting school." Contemporary Issues in Early Childhood **6**(1): 4-18.

Dockett S, et al. (2002). "Australian children starting school." Childhood Education **78**(6): 349-353.

Dockett S, et al. (2004). "Starting school: Perspectives of Australian children, parents and educators." Journal of Early Childhood Research **2**(2): 171–189.

Downie J, et al. (2010). "Children living with their grandparents: Resilience and wellbeing." International Journal of Social Welfare **19**(1): 8-22.

Evans R and Fraser E (2009). "The views and experiences of Aboriginal and Torres Strait Islander young people in Queensland's youth detention centres." Indigenous Law Bulletin **7**(15): 9-13.

Farrell A, et al. (2002). "Early childhood services: What can children tell us?" Australian Journal of Early Childhood **27**(3): 13-17.

Farrell A, et al. (2004). "Building social capital in early childhood education and care: An Australian study." British Educational Research Journal **30**(5): 623-632.

Farrugia, D. (2011). "Homeless youth managing relationships: Reflexive intersubjectivity and inequality." Young **19**(4): 357-373.

Farrugia D (2010). "The symbolic burden of homelessness: Towards a theory of youth homelessness as embodied subjectivity." Journal of Sociology **47**(1): 71-87.

Farrugia D (2011). "Youth homelessness and individualised subjectivity." Journal of Youth Studies **14**(7): 761-775.

Farrugia D, et al. (2016). "Moral distinctions and structural inequality: Homeless youth salvaging the self." The Sociological Review **64**: 238-255.

Fattore T and Fegter S (2017). "Children, social class and social practices: A theoretical analysis of children's practices of class distinction." Children and Youth Services Review **[in press]**.

Fattore T, et al. (2007). "Children's conceptualisation of their wellbeing." Social Indicators Research **80**: 5-29.

Fattore T, et al. (2009). "When children are asked about their wellbeing." Child Indicators Research **80**: 57-77.

Fernandez E (2007). "How children experience fostering outcomes: Participatory research with children." Child and Family Social Work **12**: 349-359.

Fernandez Y, et al. (2018). "Participation in community leisure programs: Experiences and perspectives of children with developmental difficulties and their parents." Leisure Sciences **40**(3): 110-130.

Fitzgerald R and Graham A (2011). "‘‘Something amazing I guess’’: Children’s views on having a say about supervised contact." Australian Social Work **64**(4): 487-501.

Flouris, A., et al. (2016). "Youth programmes in remote Indigenous communities: Context matters." Rural Society **25**(1): 37-54.

Foley KR, et al. (2012). "To feel belonged: The voices of children and youth with disabilities on the meaning of wellbeing." Child Indicators Research **5**(2): 375-391.

Ford K (2011). "‘I didn’t really like it, but it sounded exciting’: Admission to hospital for surgery from the perspectives of children." Journal of Child Health Care **15**(4): 250-260.

Ford, K., et al. (2007). "Development of children's assent documents using a child-centred appraoch." Journal of Child Health Care **11**(1): 19-28.

French R, et al. (2003). "Engaging with a mental health service: Perspectives of at-risk youth." Child and Adolescent Social Work Journal **20**(6): 529-548.

Fudge E and Mason P (2004). "Consulting with young people about service guidelines relating to parental mental illness." Australian e-Journal for the Advancement of Mental Health **3**(2): 50-58.

Garth B and Aroni R (2010). "'I value what you have to say'. Seeking the perspective of children with a disability, not just their parents." Disability & Society

 **18**(5): 561-576.

Garth B, et al. (2009). "Perceptions of participation: Child patients with a disability in the doctor–parent–child partnership

." Patient Education and Counselling **74**: 45-52.

Goodwin S and Young A (2013). "Ensuring children and young people have a voice in neighbourhood community development." Australian Social Work **66**(3): 344-357.

Grace R and Bowes J (2011). "Using an ecocultural approach to explore young children’s experiences of prior‐to‐school care settings." Early Child Development and Care **181**(1): 13-25.

Grace R, et al. (2018). "The Kids Say Project: Supporting children to talk about their experiences and to engage in decision-making

." Australian Social Work.

Grace R, et al. (2016). "Connection, special objects and congruence: The perspectives of young children from disadvantaged communities on participation in early childhood education settings. ." Early Childhood Development and Care.

Graham A and Fitzgerald R (2010). "Exploring the promises and possibilities for children's participation in Family Relationship Centres." Family Matters **84**: 53-60.

Green R, et al. (2013). "Bonds and bridges: Perspectives of service-engaged young people on the value of relationships in addressing alcohol and other drug isses." Journal of Youth Studies **16**(4): 421-440.

Greenstein C, et al. (2016). "Communication and context are important to Indigenous children with physical disability and their carers at a community-based physiotherapy service: A qualitative study

." Journal of Physiotherapy **62**: 42-47.

Grove C, et al. (2015). "Peer connections as an intervention with children of families where a parent has a mental illness: Moving towards an understanding of the processes of change." Child and Youth Services Review **48**: 117-185.

Grove C, et al. (2016). "The perspectives of young people of parents with a mental illness regarding preferred interventions and supports." Journal of Child and Family Studies **25**(10): 3056–3065.

Hall S, et al. (2016). "Youth perceptions of positive mental health." British Journal of Occupational Therapy **79**(8): 475–483.

Halliday, A. J., et al. (2018). "The student voice in well-being: A case study of participatory action research in positive education." Educational Action Research.

Harris K and Barnes S (2009). "Male teacher, female teacher: Exploring children's perspectives of teachers' roles in kindergarten." Early Child Development and Care **179**(2): 167-181.

Harris P and Manatakis H (2013). "Young children's voices about their local communities." Australasian Journal of Early Childhood **38**(3): 68-76.

Harrison L and Murray E (2015). "Stress, coping and wellbeing in kindergarten: Children’s perspectives on personal, interpersonal and institutional challenges of school." International Journal of Early Childhood **47**: 79–103.

Hasking P, et al. (2015). "Adolescents’ reactions to participating in ethically sensitive research: A prospective self‑report study " Child & Adolescent Psychiatry & Mental Health **9**(39): 1-12.

Heinrich Joerdens S (2014). ""Belonging means you can go in": Children's perspectives and experiences of membership of kindergarten." Australasian Journal of Early Childhood **39**(1): 12-21.

Henning D, et al. (2007). "Screening for Chlamydia Trachomatis: Barriers for homeless young people." Australian Journal of Advanced Nursing **24**(3): 8-13.

Henry P and Hamilton K (2012). "The inclusion of children in family dispute resolution in Australia: Balancing welfare verus rights principles." International Journal of Children's Rights **20**: 584-602.

Hertting K and Alerby E (2009). "Learning without boundaries: To voice Indigenous children's experiences of learning places." International Journal of Learning **16**(6): 633-648.

Ho KM, et al. (2012). "Effect of an injury awareness education program on risk-taking behaviors and injuries in juvenile justice offenders: A retrospective cohort study." PLoS ONE **7**(2): e31776.

Holmes, W., et al. (2002). "Researching Aboriginal health: Experience from a study of urban young people's health and well-being." Social Science & Medicine **54**(8): 1267-1279.

Honey A, et al. (2014). "Promoting mental health and wellbeing for a young person with mental illness: Parent occupations." Australian Occupational Therapy Journal **61**: 194-203.

Honey A, et al. (2015). "Conceptualising wellbeing for young people living with mental illness." International Journal of Therapy and Rehabilitation **22**(6): 278-287.

Hume C, et al. (2005). "Children's perceptions of their home and neighborhood environments, and their assocation with objectively measured physical activity: a qualitative and quantative study." Health Education Research **20**(1): 1-13.

Hyndman B and Telford A (2015). "Should educators be "wrapping school playgrounds in cotton wool" to encourage physical activity? Exploring primary and secondary students' voices from the school playground." Australian Journal of Teacher Education **40**(6): 60-84.

Ison N, et al. (2010). "‘Just like you’: A disability awareness programme for children that enhanced knowledge, attitudes and acceptance: Pilot study findings." Developmental Neurorehabilitation **13**(5): 360-368.

Jackson J.T. and Mcdonald C (2005). ""They have good intentions". Young people's experiences of living in Melbourne's peri-urban areas." Urban Policy and Research **23**(4): 477-495.

Johansson E, et al. (2014). "Children's perspectives on values and rules in Australian early education." Australasian Journal of Early Childhood **39**(2): 12-20.

Johnston V, et al. (2012). "Starting to smoke: A qualitative study of the experiences of Australian indigenous youth." BMC Public Health **12**: 963-977.

Jordan L (2012). "Spaces of trauma: Young people, homelessness and violence." Youth Studies Australia **31**(4): 11-17.

Kemp E, et al. (2009). "Delivery and evaulation of the "Ride. Life" mountainboarding program for rural adolescent males." Children Australia **34**(3): 38-45.

Kiraly M and Humphreys C (2013). "Perspectives from young people about family contact in kinship care: “Don't push us—listen more”. ." Australian Social Work **66**(3): 314-327.

Kirkman M, et al. (2010). "“Are we moving again this week?” Children's experiences of homelessness in Victoria, Australia." Social Science & Medicine **70**(7): 994-1001.

Lee J and Abbott R (2009). "Physical activity and rural young people's sense of place." Children's Geographies **7**(2): 191-208.

Leitao S, et al. (2017). "Exploring the impact of living with dyslexia: The perspectives of children and their parents." International Journal of Speech-Language Pathology **19**(3): 322-334.

Lillemyr O, et al. (2011). "A multicultural perspective on play and learning in primary school." International Journal of Early Childhood **43**: 43-65.

MacDougall C, et al. (2004). "We have to live in the future." Early Child Development and Care **174**(4): 369-387.

MacDougall C, et al. (2009). "What are our boundaries and where can we play? Perspectives from eight- to ten-year-old Australian metropolitan and rural children." Early Child Development and Care **179**(2): 189-204.

Mallett S and Rosenthal D (2009). "Physically violent mothers are a reason for young people's leaving home." Journal of Interpersonal Violence **24**(7): 1165-1174.

Mallett S, et al. (2005). "Young people, drug use and family conflict: Pathways into homelessness." Journal of Adolescence **28**: 185-199.

Martijn C and Sharpe L (2006). "Pathways to youth homelessness." Social Science & Medicine **62**: 1-12.

Mason J, et al. (2003). "Defining children's needs in out-of-home care: Methods and challenges of a collaborative research project." Children Australia **28**: 32-37.

McCloughen A, et al. (2016). "Physical health and well-being: Experiences and perspectives of young adult mental health consumers." International Journal of Mental Health Nursing **25**: 299-307.

McIntosh J (2003). "The inside journey through care … A phenomenology of attachment and its loss in fostered children." Children Australia **28**(3): 11-16.

McIntosh J, et al. (2008). "Child focused and child-inclusive divorce mediation: Comparative outcomes from a prospective study of postseparation adjustment." Family Court Review **46**(1): 105-124.

McLoughlin P J (2013). "Couch surfing on the margins: The reliance on temporary living arrangements as a form of homelessness amongst school-aged home leavers." Journal of Youth Studies **16**(4): 521-545.

McMaugh A (2011). " En/countering disablement in school life in Australia: Children talk about peer relations and living with illness and disability." Disability and Society **26**(7): 853-866.

Merewether J (2015). "Young children's perspectives of outdoor learning spaces: What matters?" Australasian Journal of Early Childhood **40**(1): 99-108.

Millar N (2011). "Korean children's cultural adjustment during transition to the early years of school in Australia." Australasian Journal of Early Childhood **36**(3): 10-18.

Millei Z and Gallagher J (2012). "Opening spaces for dialogue and re-envisioning children’s bathroom in a preschool: Practitioner research with children on a sensitive and neglected area of concern." International Journal of Early Childhood **44**: 9-29.

Mirkhil M (2010). "'I want to play when I go to school': Children's views on the transition to school from kindergarten." Australasian Journal of Early Childhood **35**(3): 134-139.

Mohajer N, et al. (2009). "There should be more help out here! A qualitative study of the needs of Aboriginal adolescents in rural Australia." Rural and Remote Health **9**(2): 1137-1147.

Moore D (2015). "'The teacher doesn't know what it is, but she knows where we are': Young children's secret places in early childhood outdoor environments." International Journal of Play **4**(1): 20-31.

Moore T and McArthur M (2011). "‘Good for kids’: Children who have been homeless talk about school." Australian Journal of Education **55**(2): 147-160.

Moore T and McArthur M (2014). "If only I, they, we had done things differently: Young people talk about school difficulties and crime." Children and Youth Services Review **44**: 249-255.

Moore T, et al. (2009). "Attendance, achievement and participation: Young carers' experiences of school in Australia." Australian Journal of Education **53**(1): 5-18.

Moore T, et al. (2008). "Stuff you'd never think of: Children talk about homelessness and how they'd like to be supported." Family Matters **78**: 36-43.

Moore T, et al. (2011). "Lessons learned from children who have experienced homelessness: What services need to know." Children & Society **25**(2): 115-126.

Moore T, et al. (2013). "Young people talk about transitioning from youth detention to the community: Making good. ." Australian Social Work **66**(3): 328-343.

Morgan P (2010). "‘Get Up. Stand Up.’ Riding to resilience on a surfboard." Child and Family Social Work **15**: 56-65.

Morrison R and Burgman I (2009). "Friendship experiences among children with disabilities who attend mainstream Australian schools." Can J Occup Ther **76**(3): 145-152.

Moss M (2009). "Broken circles to a different identity: An exploration of identity for children in out-of-home care in Queensland, Australia." Child & Family Social Work **14**: 311-321.

Muir-Cochrane, et al. (2006). "Self-management of medication for mental health problems by homeless young people." International Journal of Mental Health Nursing **15**: 163-170.

Muir-Cochrane E, et al. (2010). "‘Postcards from the edge’: Collaborating with young homeless people to develop targeted mental health messages and translate research into practice." Advances in Mental Health **9**: 138-147.

Murchland S, et al. (2011). "Children's satisfaction with assistive technology solutions for schoolwork using the QUEST 2.1: Children's Version." Assistive Technology **23**(3): 162-176.

Nathan S, et al. (2013 ). "“We wouldn’t of made friends if we didn’t come to Football United”: The impacts of a football program on young people’s peer, prosocial and cross-cultural relationships." BMC Public Health **13**: 399-415.

Nothard M, et al. (2015). "“I have to rest all the time because you are not allowed to play”: Exploring children’s perceptions of autonomy during sleep-time in long day care services." International Journal of Early Childhood **47**(3): 423-442.

O'Brien A (2005). "Factors shaping Indigenous mental health: An enthographic account of growing up Koori from a Gubba perspective." Australian Journal of Holistic Nursing **12**(1): 11-20.

O'Callaghan C, et al. (2011). "Music's relevance for pediatric cancer patients: A constructivist and mosaic research approach." Supportive Care in Cancer **19**(6): 779–788.

O'Neill C (2004). ""I remember the first time I went into foster care - It's a long story. . .": Children, permanent parents, and other supportive adults talk about the experience of moving from one family to another." Journal of Family Studies **10**(2): 205- 219.

O’Callaghan C, et al. (2007). "Music therapy as a non-pharmacological anxiolytic for paediatric radiotherapy patients." Australasian Radiology **51**: 159–162.

Orlowski S, et al. (2016). "A rural youth consumer perspective of technology to enhance face-to-face mental health services." Journal of Child and Family Studies **25**(10): 3066–3075.

Osborne C, et al. (2017). "The unheard voices of youth in urban planning: using social capital as a theoretical lens in Sunshine Coast, Austalia." Children's Geographies **15**(3): 349-361.

Parkinson P and Cashmore J (2018). "Relocation and the indissolubility of parenthood." Journal of Child Custody **15**(1): 76-92.

Parkinson P, et al. (2005). "Adolescents' views on the fairness of parenting and financial arrangements after separation." Family Court Review **43**(3): 429-444.

Peralta L and Cinelli R (2016). "An evaluation of an Australian Aboriginal controlled-community organization's remote sports-based programme: A qualitative investigation." Sport in Society **19**(7): 973-989.

Peralta L, et al. (2018). "Mentoring as a tool to engage Aboriginal youth in remote Australian communities: A qualitative investigation of community members, mentees, teachers, and mentors' perspectives." Mentoring & Tutoring: Partnership in Learning **26**(1): 30-49.

Posselt M, et al. (2015). "Merging perspectives: Obstacles to recovery for youth from refugee backgrounds with comorbidity." Australasian Psychiatry **23**(3): 293–299.

Priest N, et al. (2017). "'Yarning up with Koori kids' - hearing the voices of Australian urban Indigenous children about their health and well-being." Ethnicity & Health **22**(6): 631-647.

Purtell J and Mendes P (2016). "Stand by me - flexible and holistic support for young care leavers: Smoothing transitions from care." Children Australia **41**: 208-213.

Quinn S and Owen S (2014). "Children's perspectives of student voice." Childhood Education **90**(3): 192-201.

Raghavendra P, et al. (2013). "‘I could never do that before’: Effectiveness of a tailored internet support intervention to increase the social participation of youth with disabilities." Child: Care, Health and Development **39**(4): 552-561.

Reid A and McCallum F (2014). "'Becoming your best': Student perspectives on community in the pursuit of aspirations." The Australian Educational Researcher **41**(2): 195-207.

Rennie J (2006). "Meeting kids at the school gate: The literacy and numeracy practices of a remote indigenous community." The Australian Educational Researcher **33**(3): 123-140.

Rennie J (2016). "Rethinking reading instruction for adolescent readers: the 6R's." Australian Journal of Language and Literacy **39**(1): 42-53.

Robinson S and Notara D (2015). "Building belonging and connection for children with disability and their families: A co-designed research and community development project in a regional community." Community Development Journal **50**(4): 724-741.

Salamone-Violi G, et al. (2015). "‘I don’t want to be here but I feel safe’: Referral and admission to a child and adolescent psychiatric inpatient unit: The young person’s perspective." International Journal of Mental Health Nursing **24**: 569-576.

Sargeant J (2010). "The altruism of pre-adolescent children's perspectives on 'worry' and 'happiness' in Australia and England." Childhood **17**(3): 411-425.

Sargeant J (2014). "Prioritising student voice: 'Tween' children's perspectives on school success." Education 3-13 **42**(2): 190-200.

Sargeant J and Gillett-Swan JK (2015). "Empowering the disempowered through voice-inclusive practice: Children's views on adult-centric educational provision." European Educational Research Journal **14**(2): 177-191.

Savelsberg HJ and Martin-Giles BM (2008). "Young people on the margins: Australian studies of social exclusion." Journal of Youth Studies **11**(1): 17-31.

Simmons C, et al. (2015). "Imagining an ideal school for wellbeing: Locating student voice." Journal of Educational Change **16**(1): 129-144.

Skattebol J (2011). ""When the money's low": Economic participation among disadvantaged young Australians." Children and Youth Services Review **33**(4): 528-533.

Smith K, et al. (2014). "Barriers and enablers for participation in healthy lifestyle programs by adolescents who are overweight: A qualitative study of the opinions of adolescents, their parents and community stakeholders." BMC Pediatrics **14**: 53-66.

Sumsion J (2005). "Male teachers in early childhood education: Issues and case study." Early Childhood Research Quarterly **20**(1): 109-123.

Targowska A, et al. (2015). "Fostering together – the why and how of involving and supporting biological children of foster carers." Children Australia **41**(1): 29-38.

Tilbury C, et al. (2009). "Perspectives of young people in care about their school-to-work transition." Australian Social Work **62**(4): 476-490.

Tregeagle S and Mason J (2008). "Service user experience of participation in child welfare case management." Child and Family Social Work **13**: 391–401.

Trotter C (2008). "What does client satisfaction tell us about effectiveness?" Child Abuse Review **17**: 262-274.

Trotter C, et al. (2017). "The effectiveness of challenging skills in work with young offenders." International Journal of Offender Therapy and Comparative Criminology **61**(4): 397-412.

Trudgett M and Grace R (2011). "Engaging with early childhood education and care services: The perspectives of Indigenous Australian mothers and their young children." Kulumun **1**(1): 15-36.

Turner L, et al. (2017). "Young people have their say: What makes a youth-friendly general practice?" Australian Family Physician **46**(1/2): 70-74.

van der Wal J, et al. (2017). "It takes more than 'just scratching the surface': The perspectives of young people on living in a disadvantaged community." Children Australia **42**(4): 256-267.

Veitch J, et al. (2013). "Children's perceptions of the factors helping them to be "resilient" to sedentary lifestyles." Health Education Research **28**(4): 692-703.

Visentin K, et al. (2006). "Adolescents with Type 1 Diabetes: Transition between diabetes services." Journal of Clinical Nursing **15**: 761–769.

Waddingham S, et al. (2015). ""Most of them are junk food but we did put fruit on there and we have water": What children can tell us about the food choices they make." Health Education **115**(2): 126-140.

Wales S, et al. (2007). "Parents’ and school-aged children’s views on managing treatment adherence in asthma or diabetes." Neonatal, Paediatric and Child Health Nursing **10**(3): 26-30.

Wastell S.J. and Degotardi S (2017). "'I belong here; I been coming a big time': An exploration of belonging that includes the voice of children." Australasian Journal of Early Childhood **42**(4): 38-46.

Webster A and Carter M (2013). "Mutual liking, enjoyment, and shared interactions in the closest relationships between children with developmental disabilities and peers in inclusive school settings." Journal of Developmental and Physical Disabilities **25**: 373-393.

West C and Honey A (2016). "The involvement of fathers in supporting a young person living with mental illness." Journal of Child and Family Studies **25**(2): 574-587.

Willenberg L.J., et al. (2010). "Increasing school playground physical activity: A mixed methods study combining environmental measures and children's perspectives." Journal of Science and Medicine in Sport **13**(2): 210-216.

Young N, et al. (2009). "Transition to adult-oriented health care: Perspectives of youth and adults with complex physical disabilities." Physical and Occupational Therapy in Paediatrics **29**(4): 345-361.

Zubrick S, et al. (2016). "Suicidal behaviours: Prevalence estimates from the second Australian Child and Adolescent Survey of Mental Health and Wellbeing." Australian & New Zealand Journal of Psychiatry **50**(9): 899–910.

Zyngie D (2017). "How to learn in an informal education: An Australian perspective." International Review of Education **63**(1): 9-28.