**SUPPLEMENTARY FILE**

**EDUCATION**

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| **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 discussion  Imaginative play Drawing  Child conferencing | N=28 | 3-4 | Attended an early care and education service | Collecting data: children are consulted |
| Heinrich Joerdens S (2014) | Photographs  Observations  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 interviews  Drawings | N=8 | 4 | Females (N=3)  Males (N=5) | Collecting data: children are consulted |
| Grace R, Walsh R et al. (2016) | Semi-structured interviews  Teddy 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 school  Lived in an inner-city suburb  Most were from English-speaking backgrounds | Collecting data: children are consulted |
| Nothard M, Irvine S et al. (2015) | Semi-structured interviews  Observation | 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) | Observations  Interviews  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 refugees  Mix of academic ability  Mix 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 consulted  Analysing 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 interviews  Drawings  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 interviews  Art activities  Group discussions | N=25 | 14-21 | Male (N=14)  Female (N=11)  Indigenous (N=8) | Collecting data: children are consulted  Analysing 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 tour  Photography 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 groups  Concept 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) | Observations  Group 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 interviews  Drawing | N=37 | Mean=4.5) | Female (N=21)  Male (N=16)  Unspecified cultural diversity | Collecting data: children are consulted |
| Sumsion J (2005) | Drawings  Conversational 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 interviews  Group interview | N=51 | 12-21 | Female (N=22)  Male (N=29) | Collecting data: children are consulted  Analysing 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 Drawing  Discussions | 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) | Questionnaires  Interviews  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 themselves  Collecting data: children direct and decide for themselves  Analysing data: children direct and decide for themselves  Dissemination of findings: children collaborate with adult researchers |

**Mental Health**

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| **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 instruments  Focus 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 speakers  Dyslexia 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 discussions  Use 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 discussions  Use 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 consulted  Collecting data: children are consulted |
| Grove C, Reupert A et al. (2016) | Questionnaire Telephone interviews | N=172 | 13-17 | All participants were female  All were children of parents with mental illness | Designing the research and choosing methods: children are consulted  Collecting 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 service  Clinical 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 males  All had been identified as at risk of mental health problems  All 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 consulted  Collecting 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**

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| **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 consulted  Collecting 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 interview  Assessment 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 groups  Interviews | 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) | Interviews  Assessment 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 consulted  Analysing 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 interviews  Focus group seeking feedback of findings | N=12 | 7-18 | Female (N=6)  Male (N=6) | Collecting data: children are consulted  Analysing 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 interviews  Projective techniques  Assessment instruments | N=174 | Unspecified | Unspecified | Collecting data: children are consulted |
| Parkinson P and Cashmore J (2018) | Face-to-face interviews  Family sculpture  technique | 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**

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| **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 interviews  Time chart | N= 7 (only two case studies presented in article) | Case study 1 – 18  Case study 2 – high school age | Case study 1 – female  Case 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 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 researchers  Collecting data: children collaborate with adult researchers  Analysing 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) | Interviews  Focus 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 consulted  Collecting 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 researchers  Collecting data: children collaborate with adult researchers  Analysing 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) | Interviews  Focus 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) | 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 (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 interviews  Art activities  Group 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 consulted  Analysing the data: children are consulted |

**HEALTH**

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| **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 groups  Interviews  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 plays  Individual 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/Cubs  Australian 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) | Interviews  Field 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 consulted  Collecting data: children are consulted  Analysing the data and drawing conclusions: children are consulted |
| Treatment compliance | Wales S, Nadew K et al. (2007) | Interviews  Focus 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 interviews  Photovoice | 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 consulted  Analysing the data: children are consulted  Dissemination of findings: children are consulted |
| Prevalence and incidence of health issues | Holmes, Stewart P et al. (2002) | Interviews over time  Health screening  Computer assisted questionnaire | N=174 | 12-25 | All participants were Indigenous | Designing the research and choosing methods: children are consulted  Collecting 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) | Interviews  Assessment 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**

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| **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 disadvantaged  Resided 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 consulted  Advocacy: 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 consulted  Analysing 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 services  Indigenous (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) | | Questionnaire  Semi-structured, small group interviews | N=211 (questionnaire)  N=7 (interview) | 15 | Equal numbers females/males  Year 10 students | Collecting data: children are consulted |
| Bessell S (2017) | | Small group discussions  Interviews 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 drawing  Photography | 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 families  Anglo-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 language  Rural – 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) | | Interviews  Mapping 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**

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| **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 impairments  All from a rural community | Collecting data: children are consulted  Advocacy 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 disabilities  All 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 represented  Children 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 backgrounds  All had mothers with intellectual disability, from rural (n=1) and urban (n=6) areas  Additional 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 Palsy  All 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 | Unspecified  Targeting 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**

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| **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 |

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