

Young people who sexually harm peers in groups

A Rapid Evidence Assessment of International Literature

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EXECUTIVE SUMMARY

This literature review was conducted by the University of Bedfordshire to develop an evidence base on young people who sexually harm in groups, by synthesising existing literature on group harmful sexual behaviour (HSB), wider group offending and group interventions.

Using a Rapid Evidence Assessment (REA) methodology, the review addresses the following research objectives:

- Provide a critical overview and synthesis of existing literature on harmful sexual behaviour, group offending and group interventions and what this means for practice
- Identify the gaps and limitations in existing research on young people who sexually harm peers in groups
- Consider how existing evidence could be applied and built upon to respond to young people who sexually harm peers in groups

The literature was identified, screened, coded, and synthesised to draw out the following key findings:

- There is a limited evidence-base focused on young people who display harmful sexual behaviour within a group context. The majority of literature is located in the USA and the Netherlands, with fewer studies generated from other parts of Europe
- Young people who sexually harm in a group context have a mixed profile with a range of individual characteristics and situational contexts that differ between young people
- Group harmful sexual behaviour, like broader group offending, is found to peak during adolescence and decline into adulthood
- Peer influence, group pressure and group dynamics impact on young people who sexually harm, and engage in wider offending behaviour, within a group context. Group roles are flexible and may change from one situation to another
- The literature did not identify existing interventions that work to respond to group harmful sexual behaviour

The literature review concludes that there is scope to explore adaptations to Multisystemic Therapy (MST) and interventions such as detached youth work, that work with young people in their own environments, to begin to address group-based harmful sexual behaviour. The review suggests that it may be useful to equip practitioners who already work with young people in a group context, with the skills to respond specifically to group-based harmful sexual behaviour and to appropriately safeguard those affected.

INTRODUCTION

This literature review was conducted by the University of Bedfordshire and funded by the Mayor's Office for Policing and Crime (MOPAC) to synthesise existing literature on group harmful sexual behaviour (HSB), wider group offending and group interventions.

Research continues to evidence that a significant minority of young people have sexually harmed, or have been harmed by, a peer. An average of ten sexual offences on school premises are reported to police in England and Wales on each school day, with other students identified as suspects in 29% of cases (Russell et al., 2016). In some areas in England, peer-exploitation is the most commonly identified form of child sexual exploitation (MOPAC, 2015).

The University of Bedfordshire has been working to support the development of local responses to peer-on-peer abuse since 2013. During this time, anecdotal accounts, case reviews and work in local sites have identified that harmful sexual behaviour often occurs within peer groups and that many cases are not processed through the criminal justice system.

Current responses have been built on harmful sexual behaviour research that addresses sole perpetration and often focuses on young people who sexually harm much younger children. This has left a gap in research into harmful sexual behaviour against peers in groups and a lack of knowledge about how to intervene with these young people. The findings of this review will be used to consider/develop appropriate responses to young people who sexually harm their peers in groups.

OBJECTIVES

The literature review was conducted between April and October 2016 and sought to address the following research objectives:

- Provide a critical overview and synthesis of existing literature on harmful sexual behaviour, group offending and group interventions and what this means for practice
- Identify the gaps and limitations in existing research on young people who sexually harm peers in groups
- Consider how existing evidence could be applied and built upon to respond to young people who sexually harm peers in groups

Four questions were formulated in order to meet the research objectives:

1. What evidence is available on young people who sexually harm peers in groups?
2. What does evidence suggest about the profile and histories of young people who sexually harm peers in groups?

3. Does/can existing research on group offending apply to young people who sexually harm in groups?
4. Is existing research on the effectiveness of group interventions applicable to young people who sexually harm in groups?

METHODOLOGY

Given the timeframe available to conduct the literature review, a Rapid Evidence Assessment (REA) methodology was adopted in order to provide a critical appraisal of the existing literature and identify any key gaps in research. REAs aim to provide a systematic and rigorous review of research but do not involve the breadth or depth of a systematic review; allowing researchers to form an overall picture of available research on a topic, as extensively as possible, within a limited timeframe¹.

The literature review was led by Lia Latchford and supported by Danielle Fritz, from the University of Bedfordshire, with research management by Dr Carlene Firmin (University of Bedfordshire) and consultancy provided by Professor Simon Hackett (Durham University).

The literature review was carried out in three stages:

Stage one: identification of the literature

In order to identify the literature, research parameters were developed based on the scope of the review and an initial search of key terms to identify the timeframe in which the majority of relevant literature was published.

Research has shown that peer group influences are more commonly found in mainstream culture in the US and UK, and less so in other European countries suggesting that, in this regard, the UK is more culturally aligned to the US (i.e. Warr, 2002). However, due to the limited research in this area and through discussion with the research team it was decided that research from other European countries that bore significant relevance to the research would be included.

The following inclusion and exclusion criteria were set by the research assistant and agreed with the research manager and external consultant:

¹ For more information see:
<http://webarchive.nationalarchives.gov.uk/20140305122816/http://www.civilservice.gov.uk/networks/gsr/resources-and-guidance/rapid-evidence-assessment/what-is>

Inclusion criteria	Exclusion criteria
English language publications	Publications in languages other than English
Studies published in/after January 2002	Studies published before January 2002
Studies primarily focused on adolescents between the ages of 10-18	Studies focused on adults (over the age of 18) or children under the age of 10
UK, US and Australian studies, and those of particular relevance from other countries	Studies in countries other than the UK, US and Australia that are not of particular relevance
Studies focused on group harmful sexual behaviour, adolescent group offending and group interventions	Studies focused on sole offending and harmful sexual behaviour and interventions focused on individuals
Publically available academic research and review, IC research and non-academic and policy documents	Case studies, theses, periodicals, media and opinion pieces

Table 1 Inclusion and exclusion criteria

Search terms were then developed and agreed based on the objectives of the literature review and broken down by research question (see Appendix 1 for the full list of search terms).

Literature was primarily identified through the University of Bedfordshire's academic database, DISCOVER, using the set search terms. During the searches, titles and abstracts were compared against the inclusion and exclusion criteria to determine whether each source would be included in the screening.

A total of 365 sources were included for screening. 294 sources were included from searches through DISCOVER. 71 additional sources were included from follow up searches for references in the literature already identified, and communications with the research manager, external consultant and members of the International Centre staff team.

Stage two: screening and coding of the literature

362 sources included for screening were imported into NVivo Pro - a software programme designed for deep analysis of qualitative data. Three of the sources were books and were screened manually.

Each source was read in full and again reviewed against the inclusion and exclusion criteria. The literature that met the inclusion criteria was coded within NVivo Pro using a coding framework that had been developed based on the research questions and in discussion with the research manager and Contextual Safeguarding team at the International Centre (see Appendix 2 for the coding framework).

Stage three: synthesising the data

To synthesise the data, the literature coded within NVivo Pro was further explored to draw out key themes. The search terms and coding framework had been developed

based on the research questions to ensure that the data collected and analysed was relevant to the scope of the literature review.

A summary of emerging themes on group offending were presented to representatives from the Sentencing Council and practitioners who work with young people who sexually harm - at a roundtable event in July 2016 that explored the Sentencing Council's draft guideline for sentencing young people who sexually offend.

Discussion during the roundtable highlighted key considerations which contributed to the process of critically analysing the data for this literature review. Considerations included the need to think beyond gangs when thinking about group offending as peer groups and social environments can be highly influential in the development, escalation and normalisation of offending behaviour. Importance of group context, group dynamics and roles, and the construction of group norms were also highlighted².

FINDINGS

The findings will provide a critical overview and synthesis of existing international literature focused on young people who sexually harm their peers within groups, broader literature on young people's group offending and literature on interventions for young people who display harmful sexual behaviour. Findings will be provided under each of the four research questions that were formulated to meet the objectives of the review.

Please note: terminology related to young people who sexually harm varies across papers. Where possible, the review will describe study samples as young people who sexually harm. When quoting or directly referencing the literature, alternative terminology may be used.

Research question one: What evidence is available on young people who sexually harm peers in groups?

There is a limited evidence-base focused on young people who display harmful sexual behaviour within a group context. The literature that does exist is mainly located in the USA and the Netherlands with fewer sources emerging from other parts of Europe including the UK, Sweden and Switzerland. The majority of studies focus on young men who are processed through the justice system or have been referred to social services following group-based harmful sexual behaviour; a smaller number of studies focus on young women.

Studies explore the individual characteristics of young people who display harmful sexual behaviour within a group context, the types of harm they perpetrate, the

² A write-up of the roundtable can be found at: <https://uniofbedscse.com/2016/08/02/we-cannot-just-treat-them-like-mini-adults-young-people-who-sexually-offend/>

relationships they have with group members and those they have harmed. Some studies compare young people who harm in groups with young people who act alone and others compare young people who harm peers with those who harm younger children.

Research question two: What does evidence suggest about the profile and histories of young people who sexually harm peers in groups?

The literature presents a mixed picture in terms of the individual characteristics and situational contexts of young people involved in group-based harmful sexual behaviour; young people may be impacted by a range of experiences that vary from one young person to another.

Profile

Studies on group-based harmful sexual behaviour examine samples of young people (and predominantly young men) ranging between 10 and 18 years old. It is consistently reported that group harmful sexual behaviour against peers peaks during adolescence and declines into adulthood (Andresen & Felson, 2010; Bijleveld et al., 2007; Harkins & Dixon, 2010; Wijkman et al., 2015).

As young people age out of adolescence, they tend to shift from harming within a group context towards individual offending behaviour, or a reduction in offending behaviour (Bijleveld et al., 2007). Studies suggest that young people who harm within a group are more likely to take part in 'once-only' incidents of sexual harm (Hart-Kerkhoffs et al., 2011; Kjellgren et al., 2006; Wijkman et al., 2014).

The majority of research related to group-based harmful sexual behaviour is centred on young men. The term 'young people' is used through the literature review to account for studies that include young women in their sample, however the proportion of young women in these samples is often small and unless specified findings are related to the behaviour of young men. Studies that do focus on young women suggest that they are more likely to sexually harm within a group context than young men and that incidents are highly likely to involve at least one male group member (Hendriks & Bijleveld, 2006; Vandiver, 2010; Wijkman et al., 2014; Wijkman et al., 2015). These studies report that many young women often take part as a result of group pressure, group dynamics and group processes and may have felt forced or 'dragged into' the offence (Wijkman et al., 2014; Wijkman et al., 2015). In one study, 48% of young women did not take an active role in the harmful sexual behaviour (Wijkman et al., 2015). One study of 10 young women who had displayed harmful sexual behaviour in the Netherlands found that all but one of the young women had a history of sexual abuse and neglect, and most had low levels of self-esteem and high levels of neuroticism. Half had experienced parental separation, a parent with substance use issues and domestic violence between parents (Hendriks & Bijleveld, 2006).

Some studies suggest that young men involved in group HSB have low levels of psychosocial problems (Höing et al., 2010; Wijkman et al., 2015) and are less likely to present with affective disorders, internalising disorders or attention deficit

hyperactivity disorder (ADHD) (Hart-Kerkhoffs et al., 2015) than those who harm on their own. They are also reported to be less impulsive, neurotic and unsociable than young people who sexually harm alone (Aebi et al., 2012). However, one study reported that 31% of young women who had sexually harmed within a group had low self-esteem, and some had psychiatric disorders including conduct disorder, oppositional defiant disorder and ADHD (Wijkman et al., 2015).

Black and minority ethnic (BME) young people are over-represented in several study samples (Bamford et al., 2016; Hart-Kerkhoffs et al., 2009; Hart-Kerkhoffs, 2011; Höing et al., 2010; Kjellgren et al., 2006; Wijkman et al., 2015). Given that the majority of samples are drawn from cohorts of young people who have been processed through the justice system, this disproportionality can be seen to reflect the known disproportionality of BME young people placed in the justice system (both in the UK and internationally), rather than, at this stage, suggesting that BME young people are more likely to be involved in group-based harmful sexual behaviour.

Histories / context

Some studies report that young people who sexually harm in groups are less likely to have a history of victimisation (Höing et al., 2010; Kjellgren et al., 2006), or to be known to social services prior to the incident than those who harm alone (Kjellgren et al., 2006). Others report that while young people who sexually harm in groups may have experienced neglect and physical abuse (Bijleveld et al., 2007), they are less likely to present with a history of sexual abuse than those who harm on their own (Bijleveld et al., 2007; Hart-Kerkhoffs et al., 2015; Wijkman et al., 2014; Wijkman et al., 2015).

In contrast, one study reported that 54% of young women engaging in group harmful sexual behaviour had experienced emotional or physical abuse or neglect and 31% had experienced sexual abuse (Wijkman et al., 2015). Another study reported that young people who sexually harm in groups have considerable mental health needs, with 70% having a history of trauma (Hart-Kerkhoffs et al., 2011).

Young people who display group-based HSB also have a range of family experiences; some studies report parental separation, poor relationships with parents and parents with substance use issues (Bijleveld et al., 2007; Wijkman et al., 2015).

Some young people who sexually harm in groups may have less formal years or 'low levels' of education (Bijleveld et al., 2007; Höing et al., 2010) and below average IQ (Bijleveld et al., 2007; Hart-Kerkhoffs et al., 2011). They may also display behavioural problems at school (Wijkman et al., 2015) and experience elevated levels of bullying or harassment at school (Bijleveld et al., 2007; Wijkman et al., 2015).

The most consistent finding across the literature is the importance of peer influence, group pressure and group dynamics on young people who sexually harm in a group context (Bamford et al., 2016; Höing et al., 2010; Kjellgren et al., 2006).

Reported group sizes vary between two and 10 across studies (Bamford et al., 2016; Bijleveld et al., 2007; Hart-Kerkhoffs et al., 2011; Kjellgren et al., 2006; Wijkman et al., 2015). Bijleveld et al. (2007) suggest that the motivations for group-based sexual

harm are less to do with a 'sexual element' and more to do with status, entertainment, group bonding, exercise of collective power, group dominance and humiliation and debasement of the victim. Young people who sexually harm in groups tend to know those they harm (Bijleveld et al., 2007; Höing et al., 2010), and are more likely to harm a peer or an adult than a younger child (Aebi et al., 2012; Kjellgren et al., 2006; Vandiver, 2010)

The literature also makes distinctions between the roles of 'leaders' and 'followers' in groups. For example, one study explored the role of leaders and followers in a sample of 89 young people who were involved in group-based harmful sexual behaviour (Hart-Kerkhoffs et al., 2011). Leaders reported more emotional problems, while followers indicated more difficulties in the 'social relational domain'. The authors suggested this may explain followers' vulnerability to group pressure and report that while a quarter of those involved are leaders, many young people are not proactively involved and participate due to this pressure (Hart-Kerkhoffs et al., 2011). While group pressure may be implicit and subtle, in some cases, a young person may be threatened or forced to be involved (Bijleveld et al., 2007) and in some situations, group-based sexual harm may not have occurred without the presence of a leader (Woodhams et al., 2012). In one study, there was a clear leader in a third of cases, who gave orders and made decisions about which group members would be involved and how. In other cases, initiative taking interchanged between group members during the incident. Groups can be flexible and roles may change across incidents (Bijleveld et al., 2007).

Research question three: Does/can existing research on group offending apply to young people who sexually harm in groups?

Several pieces of literature suggest that young people who sexually harm in groups resemble young people who take part in nonsexual group offending; and that group-based sexual harm may occur as part of a young person's broader offending behaviour (Aebi et al., 2012; Bijleveld et al., 2007; Hart-Kerkhoffs et al., 2011).

Consistent with the literature on group-based HSB, evidence suggests that the majority of young people's offending behaviour is group based, peaking during adolescence and declining as young people age into adulthood (Amemiya et al., 2016; Bijleveld et al., 2007; Goldweber et al., 2011; McGloin & Piquero, 2009; Murray & Farrington, 2010; O'Brien et al., 2013; Thornton et al., 2015; Wei et al., 2004; White & Mason, 2006; Zimring & Laqueur, 2015).

Literature suggests that groups are formed spontaneously, have a flexible composition and tend to be subgroups of larger networks (Bijleveld et al., 2007) that could comprise around 20 members, and in some cases up to 70 (Bannister et al., 2013).

Drawing comparisons to the literature on group-based harmful sexual behaviour, studies find that young people who engage in broader offending behaviour present with a range of risk factors including individual characteristics and family, peer, school and neighbourhood contexts, that will differ between one young person to another (Bannister et al., 2013; Danyko et al., 2002; Haynie et al., 2006; McGloin & Stickle, 2011; Murray & Farrington, 2010; O'Brien et al., 2013; Tarolla et al., 2002; Thornton et al. 2015).

Again, peer influence and group dynamics are most consistently cited as factors impacting on young people's group offending behaviour. Young people who have friends who engage in offending behaviour are more likely to engage in offending themselves (Haynie & Osgood, 2005; Jennings et al., 2010; Smith & Ecob, 2013). One study found that young people who commit an initial non-violent offence with a violent peer are more likely to go on to commit serious violent offences (Conway & McCord, 2002). Peer influence is particularly impactful during adolescence and can persist for between two to five years (Smith & Ecob, 2013).

Several studies refer to Warr (1996; 2002) who found that an 'instigator' or leader was identified in the majority of young people's offences, who was highly influential in the group's decision to offend (Amemiya et al., 2016; Bijleveld et al., 2007;). A leader may facilitate the offence in various ways including recommending that the offence take place or bringing tools, weapons or substances when an offence is committed. Other members of the group may not realise the offence is about to take place until just before it happens which can lead to them feeling they have no option but to commit the offence (Bijleveld et al., 2007).

Leaders or 'core' group members are likely to be older and have more problematic offending profiles that extend beyond group offending (Amemiya et al., 2016; Bannister et al., 2013). McGloin and Stickle (2011) find that 'chronic offenders' are more likely to take a leadership or instigator role in groups and find that they are less likely to report peer influence as a reason for the offence taking place, even though they are equally likely to offend in a group. Followers offending behaviour may therefore be more peer driven than leaders (Amemiya et al., 2016).

Research reports that while some young people are 'pure instigators', many switch roles and act as both leaders and followers; suggesting that leadership is not a fixed role or stable trait and is dependent on the context of the situation (Amemiya et al., 2016; Hart-Kerkhoffs et al., 2011).

The literature also suggests that offending behaviour is not just learnt from other members of the group; group processes such as violent norms, anonymity and diffused responsibility, maintaining status and respect, may facilitate offending behaviour that would not occur if a young person was acting alone - and which a young person may individually disagree with. This suggests that group offending is a 'collective behaviour' (McGloin & Piquero, 2009; Warr 2002). Gang specific research also suggests that there are group processes at play that influence or facilitate offending behaviour; with higher offending rates among gang involved young people (Danyko et al., 2002; Haymoz & Gatti, 2010; Hayward & Honegger, 2014; O'Brien et al., 2013).

Research question four: Is existing research on the effectiveness of group interventions applicable to young people who sexually harm in groups?

There was a significant gap in the literature focused on group interventions for young people who sexually harm, or offend more broadly, in groups. While existing interventions often involve elements of group treatment or therapy, these groups are formed specifically for treatment, and participants are individual young people who have sexually harmed alone.

The multifaceted roots of harmful sexual behaviour and approaches that address young people's developmental needs and issues within their social context are beginning to be recognised (Hackett, Holmes & Branigan, 2016). Letourneau and Miner (2005) suggest that young people who sexually harm their peers are comparable to young people with broader antisocial or violent behaviour. They argue that treatment should not solely focus on attempting to change individual characteristics and needs to address the interplay between individual, family, peer, school and other factors that are linked to young people's sexual harm - and broader offending behaviour.

Multisystemic therapy (MST) seeks to address these contextual factors with young people and to empower caregivers to address difficulties across these contexts in accessible community settings. Evaluations of the effectiveness of MST suggest that the model holds promise for young people with harmful sexual behaviour (Letourneau et al., 2009; Letourneau et al., 2013). However, current implementation of MST focuses on individual young people rather than whole peer groups. For example, when it is recognised that a young person is associated with a harmful peer group, the response is to disrupt the peer group by removing the young person from it. This is not plausible if the peer group attend the same school for example, and may be particularly difficult if young people have online contact with each other. If no intervention is occurring with the entire peer group, the group is also likely to present on-going risk.

DISCUSSION

The literature shows that young people who sexually harm their peers in groups have a mixed profile and are affected by a range of factors in their individual and social contexts, which are likely to vary from one young person to another.

The evidence also suggests that young people who sexually harm peers (rather than younger children) in a group context are more likely to have a broader offending profile. The motivations for this type of sexual harm may be less related to 'deviant sexuality' and more linked to young people's engagement in offending behaviour, peer influence and group dynamic. Research is beginning to show that MST interventions, initially designed for young people with antisocial or violent behaviour, are effective for young people who display harmful sexual behaviour against peers. However, these approaches have not yet been applied to whole peer networks, beyond removing one individual from a peer group.

Approaches that are able to intervene with peer groups themselves, addressing group dynamics and disrupting harmful group norms are likely to be more effective at safeguarding young people who sexually harm peers in groups. It would be worth exploring the ways in which MST, and other approaches that support young people in their own environments such as detached youth work, could work together to intervene with young people who sexually harm their peers in a group context. With this in mind, it would also be useful to consider the potential for developing the knowledge base and skill of practitioners who are already working with young people in group contexts and who already have an understanding of peer group dynamics, to enable them to work specifically with young people who are involved in group-

based HSB. Such an approach would utilise the skills of those experienced in group interventions, as opposed to much harmful sexual behaviour intervention which has, to date, been based on clinical one-to-one models of support. In doing so it would respond to the findings that young people who sexually harm in groups generally have a different profile, and therefore different motivations and needs, to those young people who sexually harm alone.

The limited literature available on young women who sexually harm suggests that they are more likely to have experienced victimisation themselves and are more likely to harm with at least one other person, who is predominantly male. It is therefore important that any interventions for young people who sexually harm in groups are gendered as well as age appropriate.

Many of the studies included in the literature review drew their data from the justice system and BME young people were overrepresented within study samples. This is likely to reflect the disproportionality of BME young people placed in the justice system. Further exploration of statutory responses towards BME young people is particularly important, to ensure that all young people who engage in group-based sexual harm have equal access to preventative and therapeutic interventions that are developmentally appropriate.

CONCLUSION

This international literature review has synthesised data across a range of fields to provide a picture of young people who sexually harm in groups, and to consider potential interventions appropriate to these young people. The evidence shows that young people who sexually harm their peers in groups may be experiencing a range of vulnerabilities across several contexts and that these are likely to differ from one young person to another. These young people may often be comparable to young people who engage in broader group-based offending in which peer influence and group dynamics are particularly impactful on offending behaviour.

The literature did not identify any existing interventions that address harmful group contexts by working with an entire peer group. However, there is scope for existing approaches to be adapted to these young people in ways that are age and gender appropriate and that are accessible to all young people who sexually harm in groups, including those that are BME. Exploration of potential adaptations to MST and links with other models including detached youth work, alongside skill development of practitioners who already work with young people in a group context would be a meaningful place to start in addressing group-based sexual harm and to effectively safeguard these young people.

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APPENDICES

Appendix 1: Search terms

Research question: What evidence is available on young people who sexually harm peers in groups?

"group offending" (all fields) AND "sexual* harmful behaviour" (abstract)
"sexual*" (all fields) AND "co-offen*" (all fields)
"sexual*" (all fields) AND "co-offen*" (all fields) AND "adolescen*" (abstract)
"sexual*" (all fields) AND "group offen*" (all fields) AND "you*" (abstract)
"sexual* harmful behaviour" (all fields) AND gang (all fields)
"multiple perpetr* rape" (all fields) AND you* (all fields) AND adolescen* (all fields)
"multiple perpetr*" (all fields) AND juvenile (all fields)
"sexual* harmful behaviour" (all fields) AND school (abstract)
"peer group violence" (all fields)

Research question: What does evidence suggest about the profile and histories of young people who sexually harm in groups?

"sexual* harmful behaviour" (all fields) AND histor* (abstract)
"sexual* harmful behaviour" (all fields) AND vulnerab* (abstract)
"sexual* harmful behaviour" (all fields) AND risk (abstract)

Does existing research on group offending apply to young people who sexually harm in groups?

"group offending" (all fields) AND 'adolescen*' (abstract)
"group offending" (all fields) AND 'adolescen*' (all fields)
"youth offen*" (all fields) AND "group dynamic" (all fields)
"youth offen*" (all fields) AND "peer influen*" (all fields)
"juvenile sex* offen*" (all fields) AND 'group*' (all fields)
"adolescen* offen*" (all fields) AND 'peer pressure' (abstract)
"gang violen" (all fields) AND "adolescen*" (abstract)
"group violen" (all fields) AND "juvenile" (all fields)
"adolescen* youth violence" (all fields)
"adolescen* group violence" (all fields)
violence (all fields) AND "peer influence" (all fields)
"youth group" (all fields) AND violen* (all fields)
"group offen*" (all fields) AND "young people" (all fields)
"group dynamics" (all fields) AND offen* (all fields)
"group influence" (all fields) AND offen* (all fields)
"leaders and followers" (all fields) AND adolescen* (all fields)
"group offending" (all fields) AND juvenile (all fields)
"group offending" (all fields) AND you* (all fields)

Is existing research on the effectiveness of group interventions applicable to young people who sexually harm in groups?

"sexual violence" (all fields) AND "school* intervention*" (all fields)
"sexual bullying in school" (all fields) AND intervention (abstract)
"sexual bullying" (all fields) AND "school intervention"
"gang offending" (all fields) AND intervention (all fields)
"group offending" (all fields) AND intervention (abstract)
"group intervention" (all fields) AND "you* offen*" (all fields)
"group harm" (all fields) AND "young people" (all fields) AND intervention (all fields)
"group offen*" (all fields) AND juvenile* (all fields) AND intervention* (all fields)
"peer violen*" (all fields) AND "group intervention" (all fields)
"group intervention*" (all fields) AND "co-offen*" (all fields)
"group intervention*" (all fields) AND "group crime" (all fields)
"group offen*" (all fields) AND intervention* (all fields)
"group offen*" (all fields) AND treatment* (all fields)
"group offen*" (all fields) AND response* (all fields)
"collective offen*" (all fields) AND intervention* (all fields)
"collective offen*" (all fields) AND response* (all fields)
"collective offen*" (all fields) AND treatment* (all fields)
"peer offen*" (all fields) AND intervention* (all fields)
"peer offen*" (all fields) AND response* (all fields)
"peer offen*" (all fields) AND treatment* (all fields)
"gang offen*" (all fields) AND intervention* (all fields)
"gang offen*" (all fields) AND response* (all fields)
"gang offen*" (all fields) AND treatment* (all fields)
"co-offen*" (all fields) AND intervention* (all fields)
"juvenile sex offen*" (all fields) AND "group treatment" (all fields)
"juvenile sex offen*" (all fields) AND "group therapy" (all fields)
"adolescen* sex offen*" (all fields) AND "group therapy" (all fields)
"adolescen* sex offen*" (all fields) AND "group treatment" (all fields)
"youth offend*" (all fields) AND "group treatment" (all fields)
"youth offend*" (all fields) AND "group therapy" (all fields)
("group offend*" AND "therapy") OR ("group offend*" AND "treatment") AND young
OR adolescen* OR juvenile

Appendix 2: Coding framework

Node: Young people who sexually harm in groups

- Demographics
- Histories

Node: Features of group harm

- Victims
- Peer influence
- Neighbourhood
- Harmful behaviour

Node: Group offending

Node: UK interventions

- Type of intervention
- Type of group
- Impact of intervention
- Participant demographics

Node: International interventions

- Type of intervention
- Type of group
- Impact of intervention
- Participant demographics

Node: Study methodology



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