

## Standalone project documentation - Expert searches

### Experts contacted

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3	Dr Joi Acosta	Rand Corporation
4	Dr Victor Battistich	Developmental Studies Center, Oakland
5	Dr Niloofar Bavarian	California State University
6	Dr Shelley Beatty	Edith Cowan University
7	Professor Glenn Bowes	University of Melbourne
8	Professor Michael W Beets	University of South Carolina
9	Professor Lyndal Bond	Victoria University
10	Linda Bosma	Bosma Consulting, LLC
11	Professor Donna Cross	The University of Western Australia
12	Professor Karen Devries	London School of Hygiene and Tropical Medicine
13	Professor Joseph Durlak	Loyola University Chicago
14	Ms Kian Farbaksh	University of Minnesota
15	Professor Brian Flay	Oregon State University
16	Professor Denise Gottfredson	University of Maryland

17	Professor Marion Henderson	University of Strathclyd
18	Dr Greg Hamilton	The University of Western Australia
19	Dr Rebecca Hodder	University of Newcastle, Australia
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21	Dr Colby Kervick	University of Vermont
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27	Professor Leslie Lythe	University of North Carolina
28	Dr LI Kin Kit	City University of Hong Kong
29	Dr Maragaret Malloy	Oregon State University
30	Dipak Naker	Raising Voices
31	Dr Liam O'Hare	Queens University Belfast
32	Dr Catherine Lewis	Mills College
33	Professor Vikram Patel	Harvard T.H. Chan School of Public Health
34	Dr Marrietta Papadatou-Pastou	University of Athens

35	Professor George Patton	University of Melbourne
36	Professor Cheryl Perry	University of Texas
37	Professor Ron Rapee	Macquarie University
38	Professor Cary Roseth	Michigan State University
39	Dr Kevin Ruions	Telethon Kids Institute
40	Professor Philip Slee	Flinders University
41	Dr Sachin Shinde	Harvard T.H. Chan School of Public Health
42	Bruce Simons-Morton	Virginia Tech Transportation Institute
43	Dr Daisy Singla	University of Toronto
44	Dr Lance Smith	University of Vermont
45	Dr Frank Snyder	Central Michigan University
46	Dan Solomon	Developmental Studies Center, Oakland
47	Professor Mark Van Ryzin	University of Oregon/Oregon Research Institute
48	Christopher A. Veeh	IOWA College of Liberal Arts and Sciences
49	Professor John Wiggers	University of Newcastle
50	Dr Asa Wilks	Rand Corporation
51	Dr Nance Wilson	SUNY Cortland

Email sent to experts:

Dear All

I am a researcher from the London School of Hygiene and Tropical Medicine where I am part of a team conducting a systematic review of **whole school interventions promoting school commitment to prevent substance use and violence, and improve academic attainment**. One or more of your papers have already been identified for inclusion in the review and as an expert in the field we would like your advice on locating additional relevant (including unpublished) reports or ongoing studies that have not yet been captured in our searches.

The protocol for the review can be found here:

[https://www.crd.york.ac.uk/prospero/display\\_record.php?ID=CRD42019154334](https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42019154334)

I would be very grateful if could let me know of **any additional research you think may be relevant to this review** at your soonest convenience. At the end of this email is a list of reports **we have already identified for inclusion**.

The table below summarises the types of study we are interested in.

Population	Children and young people aged 5-18 years attending school.
Interventions	Whole-school interventions that aim to reduce student violence or substance use via: <ul style="list-style-type: none"><li>• modifying teaching to increase student engagement in academic learning;</li><li>• enhancing student-staff relationships;</li><li>• revision of school policies which involves students and/or which goes beyond health or behaviour management policies;</li><li>• encouraging all students to volunteer in the community; or</li></ul>

	<ul style="list-style-type: none"> <li>• parental involvement in school.</li> </ul> <p>We will exclude studies of interventions that:</p> <ul style="list-style-type: none"> <li>• involve health or social and emotional skills curricula without whole-school components;</li> <li>• target selected students or parents rather than being universal, whole-school interventions;</li> <li>• only address behaviour management in the classroom or school-wide without addressing engagement or commitment to school;</li> <li>• involve students as peer educators or peer social marketers without students being involved in school policy- or decision-making; or</li> <li>• revise policies or procedures relating purely to health or behaviour management without student input.</li> </ul>
Outcomes	Violence behaviours and substance use, as well as educational attainment. Violence might include inter-personal physical, emotional or social abuse. Substance use might include use of tobacco, alcohol, or other legal or illegal drugs.
Types of study	Outcome and economic evaluations that involve cluster randomised controlled trials or quasi-experimental designs where schools are the unit of allocation. Process or outcome evaluations can employ any quantitative and/or qualitative design but must report empirically on the planning, delivery or receipt of interventions and assess how factors related to intervention, population or context influence implementation. These studies may report exclusively on process evaluations or report process alongside outcome data. Reports that examine mediation effects of school commitment are also eligible.

If there are other experts you would recommend we contact, please do also let me know.

Thank you in advance for your assistance in this matter.

Yours sincerely,

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**Reports already identified for inclusion:**

1. Acosta J, Chinman M, Ebener P, Malone P S, Phillips A, and Wilks A. (2019). Evaluation of a Whole-School Change Intervention: Findings from a Two-Year Cluster-Randomized Trial of the Restorative Practices Intervention. *Journal of Youth & Adolescence*, 48(5), pp.876-890.

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14. Bonell C, Fletcher A, Fitzgerald-Yau N, Hale D, Allen E, Elbourne D, Jones R, Bond L, Wiggins M, Miners A, Legood R, Scott S, Christie D, and Viner R. (2015). Initiating change locally in bullying and aggression through the school environment (INCLUSIVE): a pilot randomised controlled trial. *Health Technology Assessment (Winchester, and England)*, 19(53), pp.1-109, vii-viii.
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