

Report Supplementary Material 7: Description of Interventions' Programme Theory

(See Evans et al. 2023, Systematic Reviews. This article is published under license to BMC ¹)

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1. Table Reporting Interventions' Programme Theory

Socio-ecological Domain of Theory	Intervention	Description of Theory	Specified Theories
Intrapersonal	Equine-facilitated Psychotherapy ¹	Physical and mental development: Horse's rhythm and riding linked with the mental and physical developmental process	None
Interpersonal		Therapeutic alliance: Relationship with horse provides healing experience. Important for building trust with 'other' and establishing interpersonal skills	Therapeutic alliance
Intrapersonal	Fostering Healthy Futures ²⁻⁶	Positive Youth Development: Need to develop prosocial, behavioural and emotional skills Resilience theory: Promote adaptive functioning to increase resiliency	Attachment; Positive Youth Development; Resilience; Social Learning Theory
Interpersonal		Attachment: Challenging relationship histories can reduce mentoring responsiveness. Positive Youth Development: Need to develop prosocial relationships as a template for future relationships. Resilience theory: Promotes adaptive functioning Social Learning Theory: Importance of modelling to develop prosocial relationships.	
Intrapersonal	Supporting Looked after children In Decreasing Drugs, and alcohol (SOLID) ⁷	Motivational interviewing: Behavioural and cognitive strategies to support change and remove ambivalence towards substance use	Motivational interviewing
Interpersonal		Social network support: Important in supporting young people to deal with problem behaviours and attain goals	None
Interpersonal	Early Intervention Foster Care (EIFC) ⁸	Delayed maturation: Challenges of children due to delayed maturation. Intervention provides optimal environment to facilitate developmental progress	None
Interpersonal	Foster carer training ⁹	Behavioural management skills: Parent management training informed by constructive a constructive rather than pathological approach to operant conditioning, which theorises that behaviour can be learned through a system of reward and punishment.	Operant conditioning
Interpersonal	Foster parent training ^{10, 11}	Attachment Theory: Care-experienced young people develop mistrust and insecurity because of absent biological caregiver Social Learning Theory: Background context theory referenced but not explained	Attachment; Social Learning Theory

Interpersonal	Incredible Years ¹²	Social Learning Theory: Requirement to alter negative parenting behaviours (e.g. shouting or physical behaviours) modelled to children	Social Learning Theory
Interpersonal	Mentoring intervention for teenage pregnancy ¹³	Attachment: Need for positive and responsive attachments between the child and caregiver (or mentor and mentee) Social Learning Theory: Behaviours learned through the modelling and observation of others	Attachment; Social Learning Theory
Interpersonal	Pathways Home ¹⁴	Encouragement-based parenting: Need to develop parenting practices based on encouragement	None
Interpersonal	Keeping Foster Carers Trained and Supported (KEEP) ¹⁵⁻¹⁷	Social Learning Theory: Background context theory referenced but not explained	Social Learning Theory
Organisational/ Community		Generic System Change: Cascading dissemination model to support local system capacity	
Interpersonal	Multi-dimensional Treatment Foster Care (MTFC) ^{15, 18-20}	Coercion theory: Need to prevent negative and coercive interactions between child and their carer and/or peers Resilience: Focus on positive, asset-based development Social Learning Theory/Positive Youth Development: Background context theory referenced but not explained Trauma-focused cognitive behavioural therapy: Carers need to understand and respond to causes of trauma	Coercion Theory Resilience; Social Learning Theory; Positive Youth Development; Trauma-focused Cognitive Behavioural Therapy
Organisational/ Community		Generic system change: Rolling cohort model that commences with learning from small-scale implementation and then applied to wider system	None
Interpersonal	Treatment Foster Care (TFC) ^{21, 22} / Together Facing the Challenge (TFTC) ²³	Role enactment: Encourages carer affiliation with role of parent to support adherence with delivery Trauma-focused Cognitive Behavioural Therapy: Carers need to understand and respond to causes of trauma. Therapeutic alliance: Relationships between the treatment parent and child is therapeutic and the therapeutic relationship provides an environment for positive change. Ecological Context Model: Intervention nested within larger supra-systems of influence that impact effectiveness: foster carer skills and parenting; contact with biological parents; and relationship with peer group.	Trauma-focused Cognitive Behavioural Therapy; Therapeutic Alliance
Organisational/ Community		Ecological Context Model: Intervention nested within larger supra-systems: Lack of educational resources, integration and continuity; delivery agency structure and professionals; funding and access to social services; and young people's integration into community.	
Organisational	Children and Residential	Generic system change: Need to transform organisational ethos and culture to create alignment with attachment / relationship-based approach	Attachment; Ainsworth

	Experiences (CARE) ²⁴		Maternal Sensitivity
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