

# Appendix O: Clinical evidence – forest plots

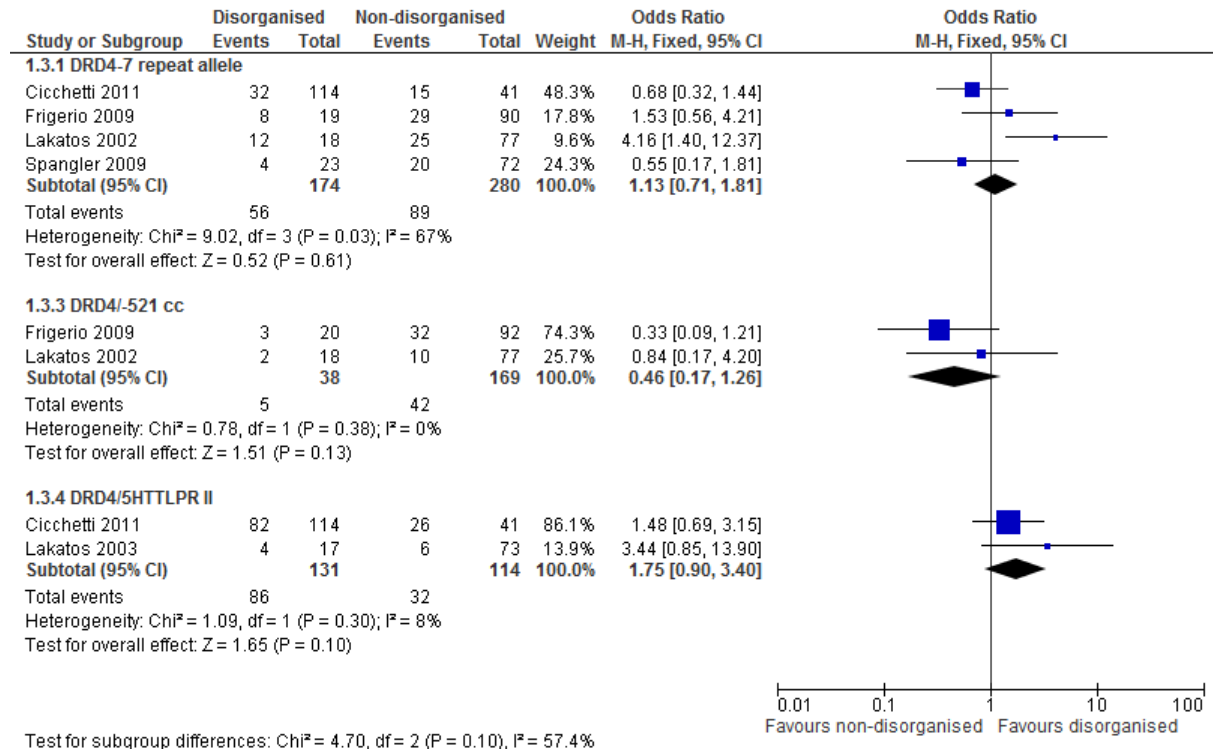
O.1	Biological factors.....	3
O.2	Psychosocial interventions for interventions for children on the edge of care .....	7
O.2.1	Video feedback versus control .....	7
O.2.2	Video feedback versus counselling .....	9
O.2.3	Parent-child psychotherapy versus control.....	10
O.2.4	Parent-child psychotherapy versus home visiting.....	12
O.2.5	Parent sensitivity and behaviour training versus control .....	13
O.2.6	Home visiting versus control .....	15
O.2.7	Home visiting and parent-child psychotherapy versus control .....	19
O.2.8	Psychotherapy versus control .....	20
O.2.9	Cognitive behavioural therapy versus control.....	20
O.2.10	Cognitive behavioural therapy versus psychotherapy .....	20
O.2.11	Cognitive behavioural therapy versus counselling.....	21
O.2.12	Counselling versus control.....	21
O.3	Psychosocial interventions for children on the edge of care who have been or are at risk of maltreatment .....	21
O.3.1	Home visiting versus control .....	21
O.3.2	Parent child psychotherapy versus control .....	24
O.3.3	Parent child psychotherapy versus home visiting .....	25
O.3.4	Parent sensitivity and behaviour training .....	27
O.3.5	Video feedback versus control .....	28
O.3.6	Trauma-focused cognitive behavioural therapy versus parent child psychotherapy.....	30
O.4	Psychosocial interventions for children who are in care .....	30
O.4.1	Video feedback versus control .....	30
O.4.2	Parental training, education and support versus usual care .....	33
O.4.3	Multidimensional treatment foster care programme versus usual care .....	34
O.4.4	Parent sensitivity training versus control .....	35
O.4.5	Foster care versus institutionalised .....	36
O.4.6	Studies that provided placement disruption as an outcome but did not measure attachment .....	38
O.5	Psychosocial interventions for children who have been adopted.....	41
O.5.1	Video feedback versus control .....	41
O.5.2	Parental sensitivity and behaviour training versus control .....	42
O.5.3	Parental education, training and support versus control .....	44

## Abbreviations

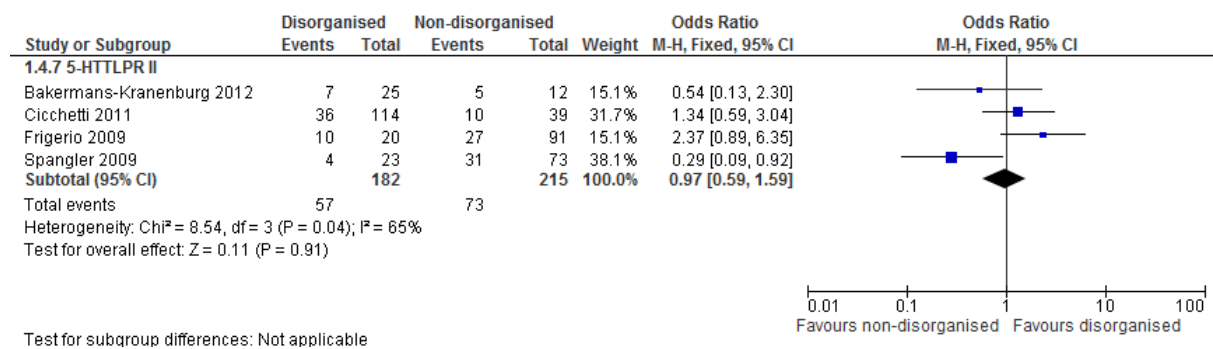
5HTTLPR or 5-HTTLPR (ll/sl/ss)	serotonin transporter gene (long long/short long/short short allele carrier variants)
CI	confidence interval
COMT	catechol-O-methyltransferase
df	degrees of freedom
DRD4	dopamine D4 receptor
GABRA	GABA Subunit A Receptor
M-H	Mantel-Haenzsel

## O.1 Biological factors

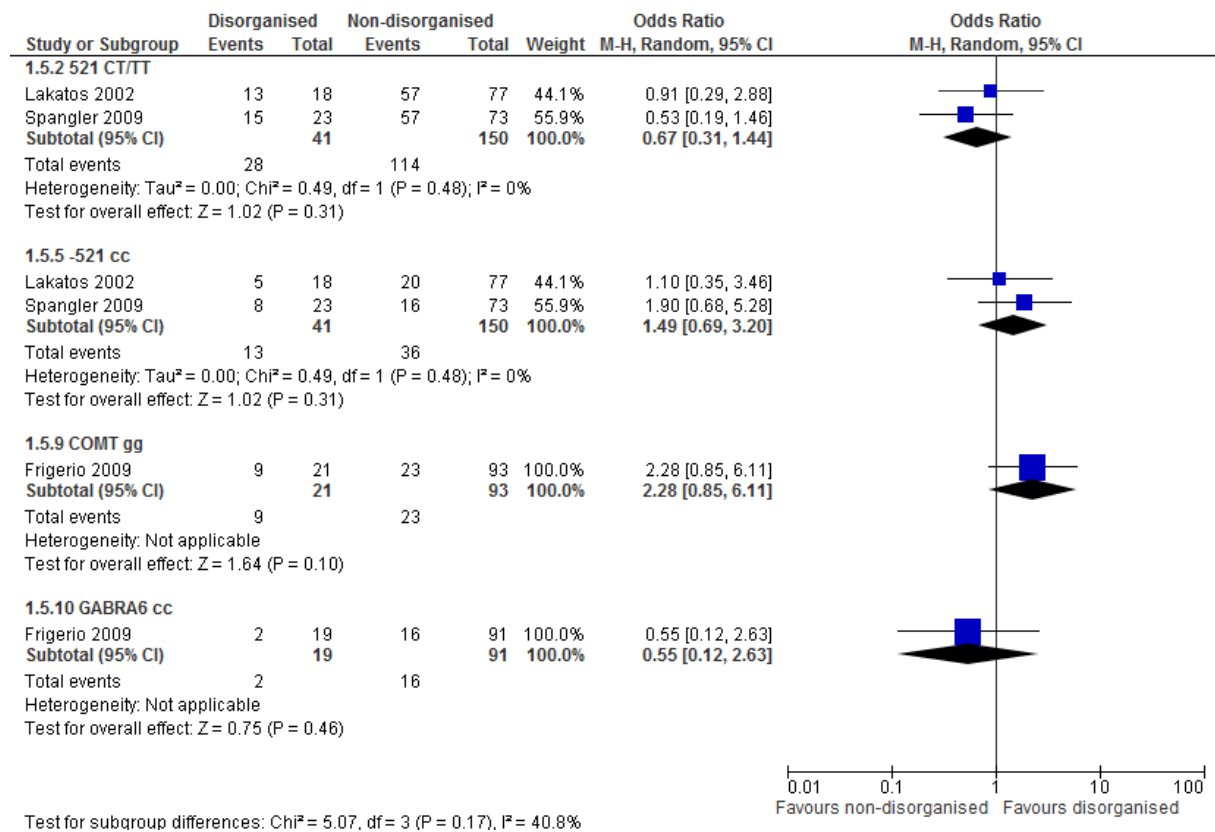
**Figure O.1: Association between DRD4-7 repeat allele and disorganised attachment**



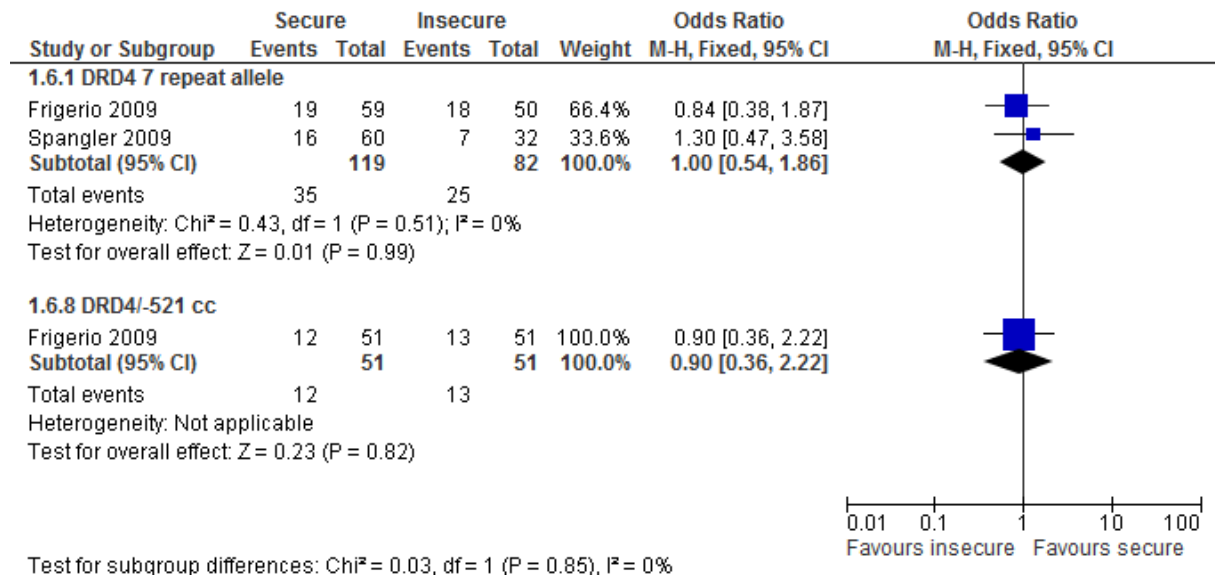
**Figure O.2: Association between 5-HTTLRP II and disorganised attachment**



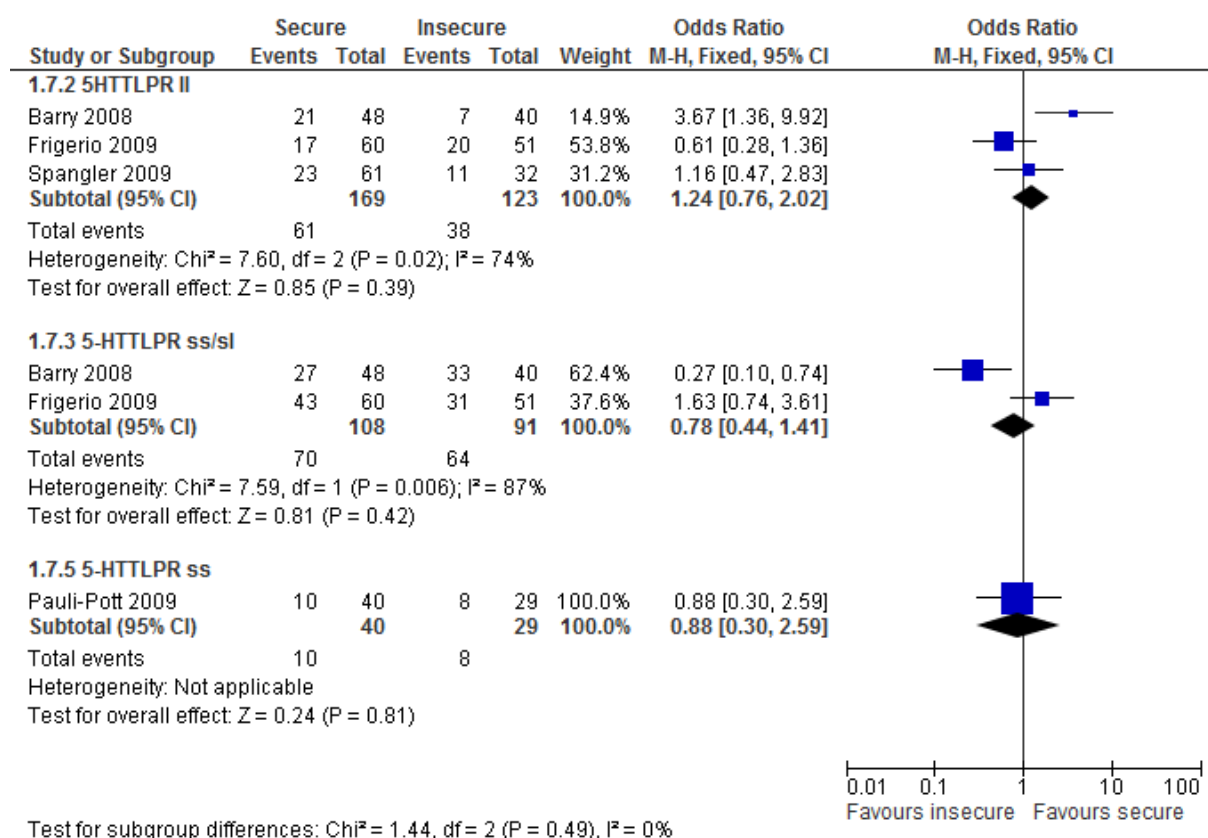
**Figure O.3: Association between 521 COMT GABRA and disorganised attachment**



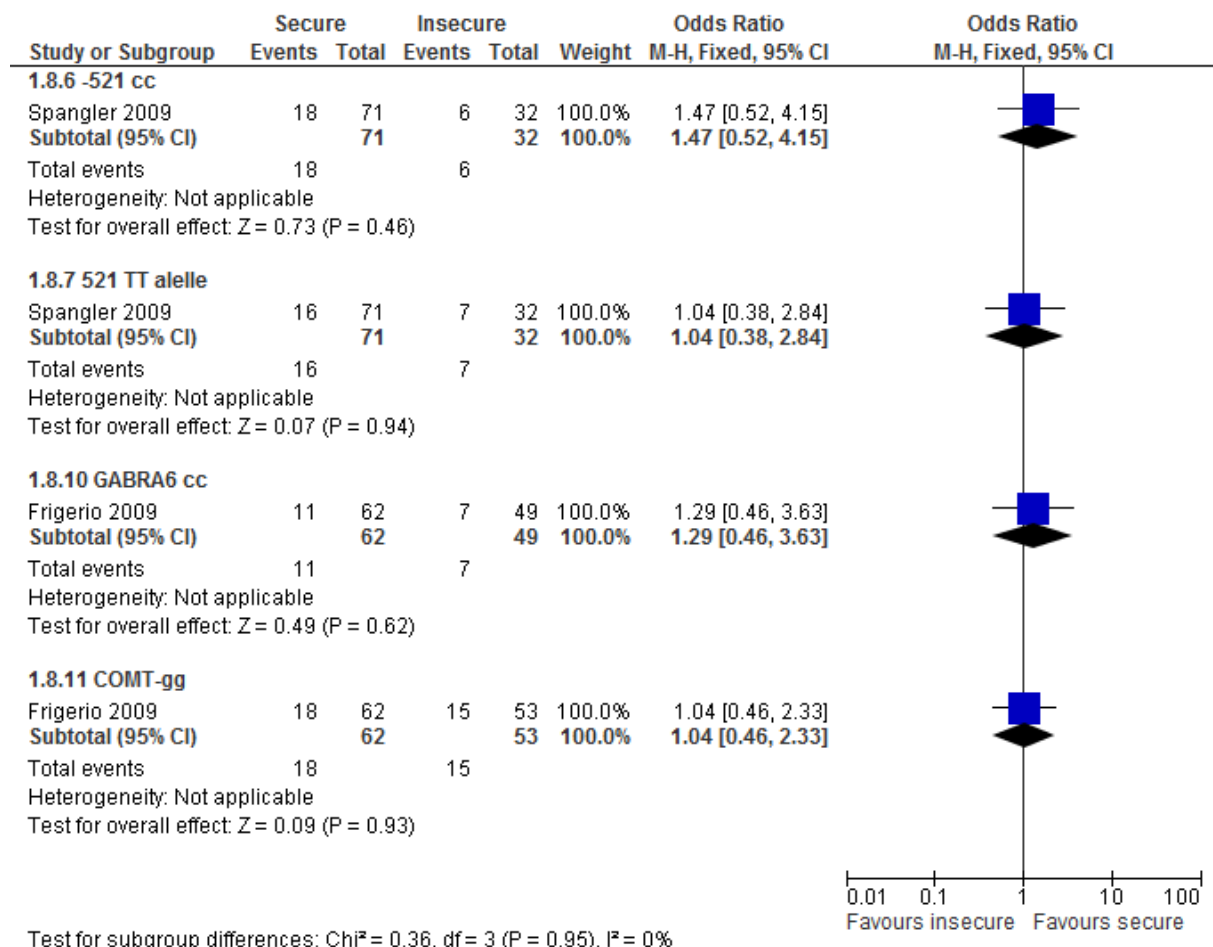
**Figure O.4: Association between DRD4-7 repeat allele, DRD4/-521 cc and secure attachment**



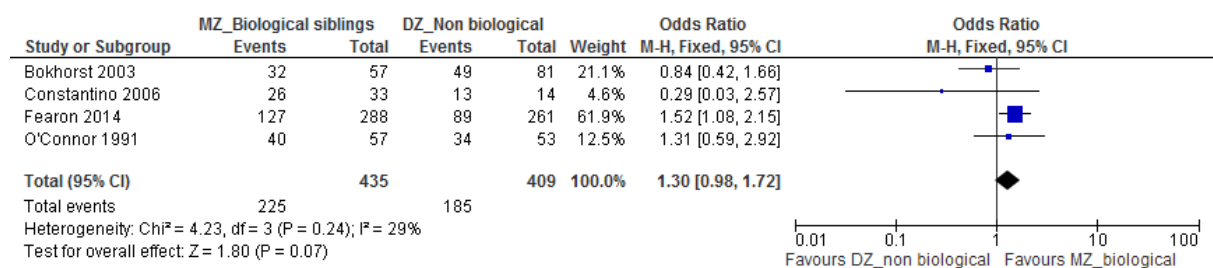
**Figure O.5: Association between 5-HTTLPR and secure attachment**



**Figure O.6: Association between -521, GABRA, COMT and secure attachment**



**Figure O.7: Concordance between genetic background and secure attachment: comparing monozygotic with dizygotic twins**



## O.2 Psychosocial interventions for interventions for children on the edge of care

### O.2.1 Video feedback versus control

Figure O.8: Sensitivity (1–30 months)

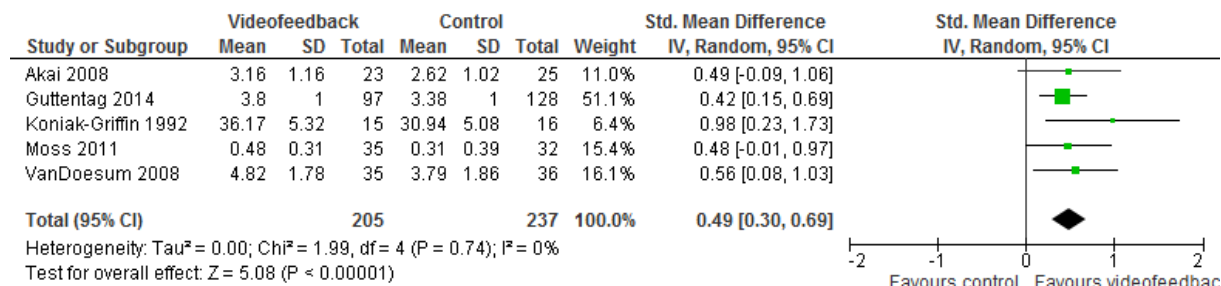


Figure O.9: Secure attachment (2–5 months)

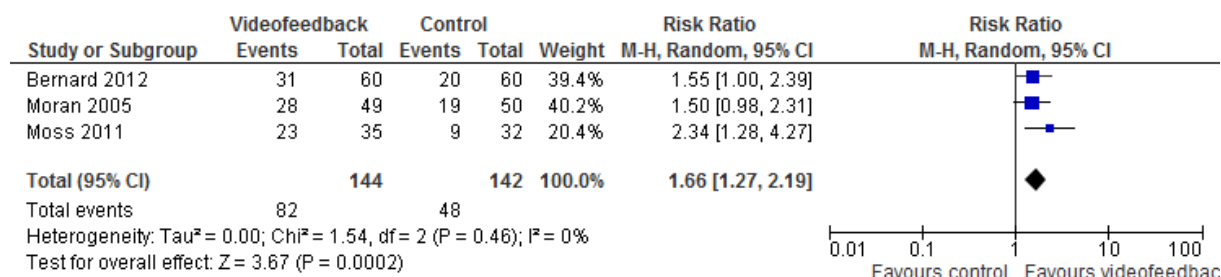


Figure O.10: Insecure attachment (2–5 months)

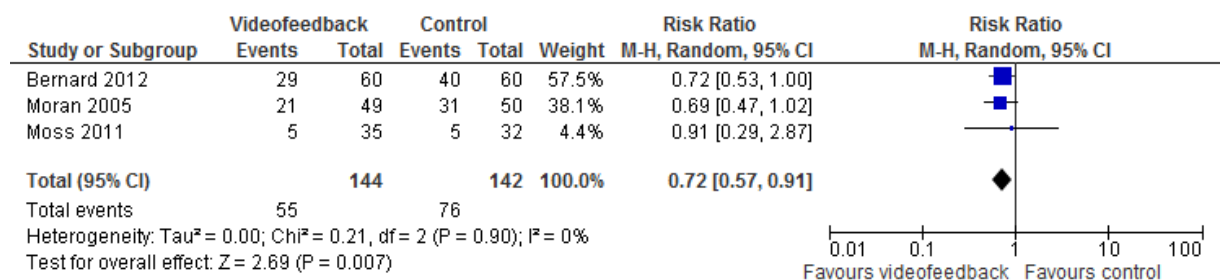
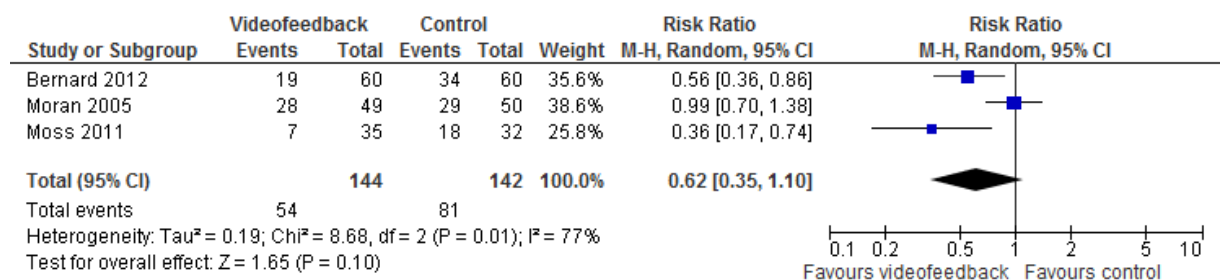
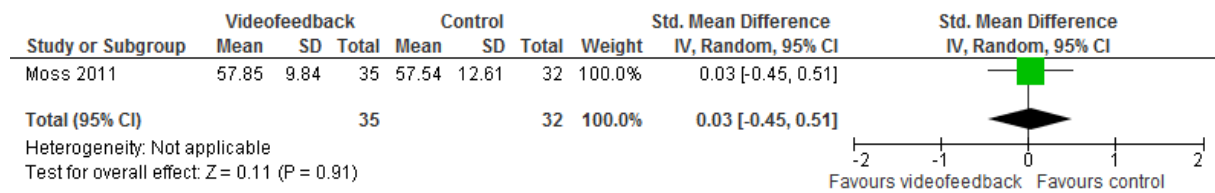


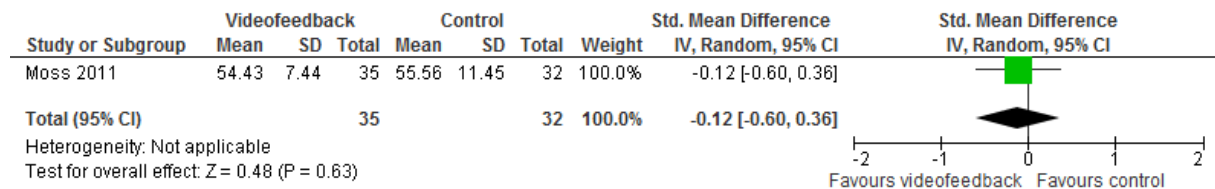
Figure O.11: Disorganised attachment (2–5 months)



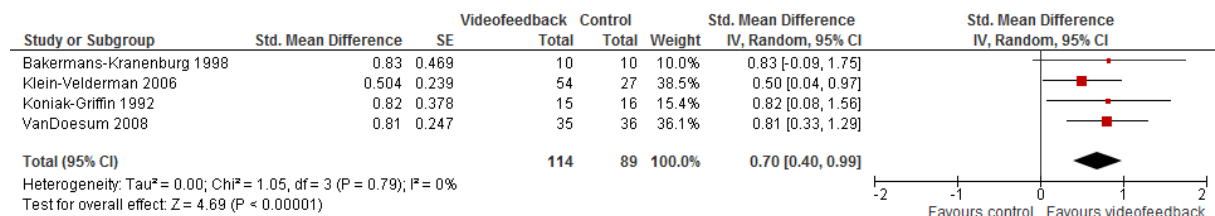
**Figure O.12: Externalising behaviour (2 months)**



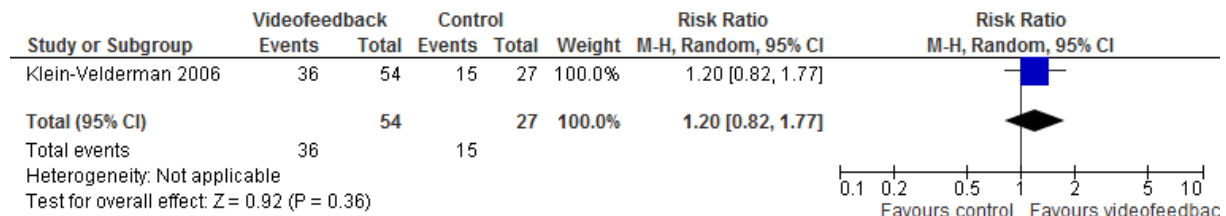
**Figure O.13: Internalising behaviour (2 months)**



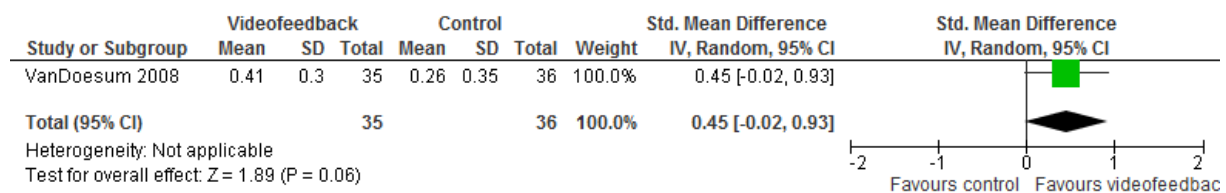
**Figure O.14: Sensitivity/responsiveness at follow-up (1–6 months)**



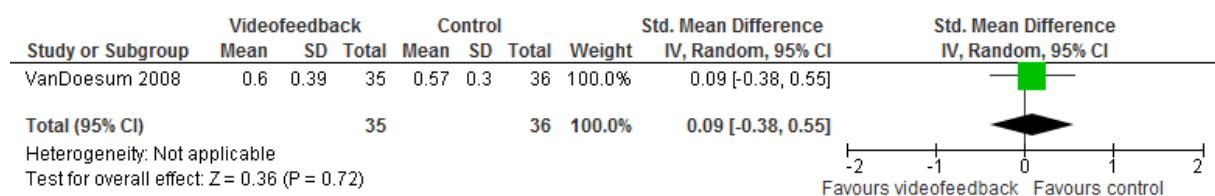
**Figure O.15: Secure attachment at follow-up (dichotomous measure) (+3 months)**



**Figure O.16: Secure attachment at follow-up (continuous measure) (+6 months)**

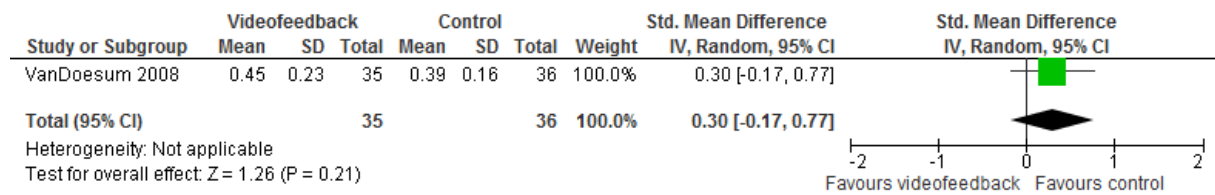


**Figure O.17: Externalising behaviour at follow-up (+6 months)**

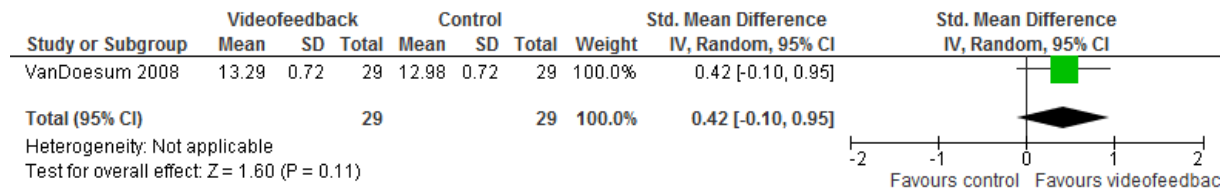




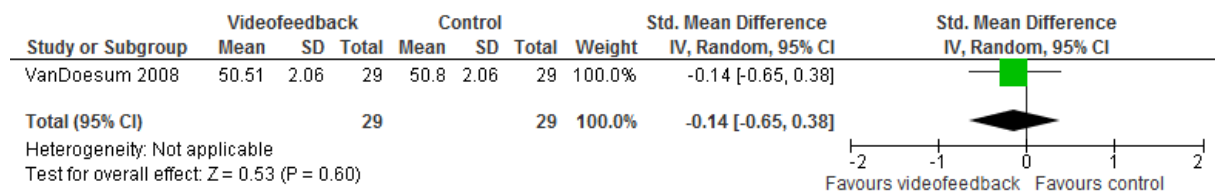
**Figure O.18: Internalising behaviour at follow-up (+6 months)**



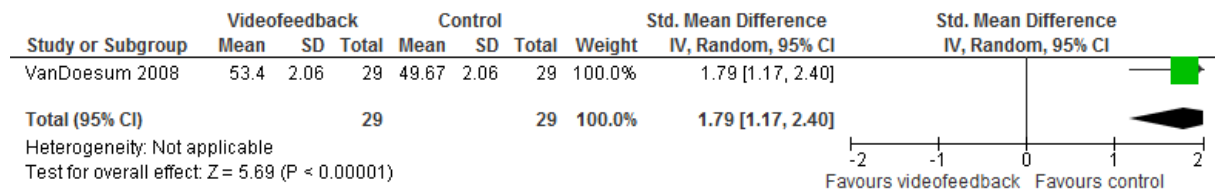
**Figure O.19: Secure attachment at follow-up (+56 months)**



**Figure O.20: Externalising behaviour at follow-up (+56 months)**

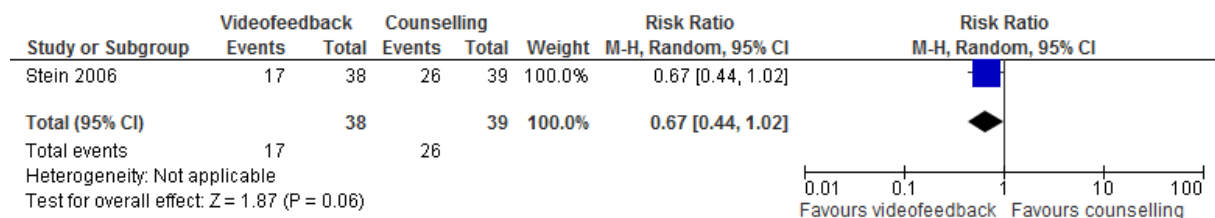


**Figure O.21: Internalising behaviour at follow-up (+56 months)**



## O.2.2 Video feedback versus counselling

**Figure O.22: Insensitivity (6 months)**



## O.2.3 Parent-child psychotherapy versus control

Figure O.23: Sensitivity/responsiveness (1–12 months)

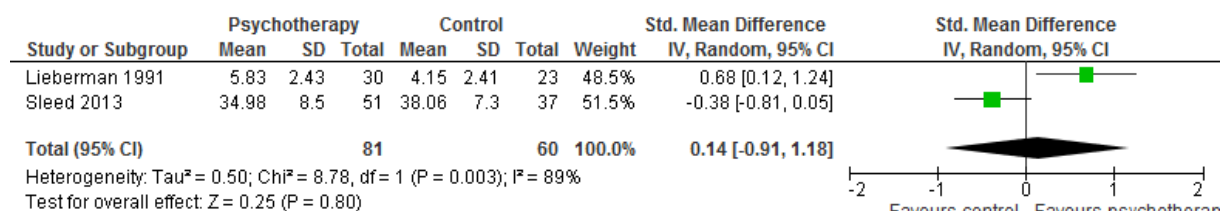


Figure O.24: Secure attachment (dichotomous measure) (1–16 months)

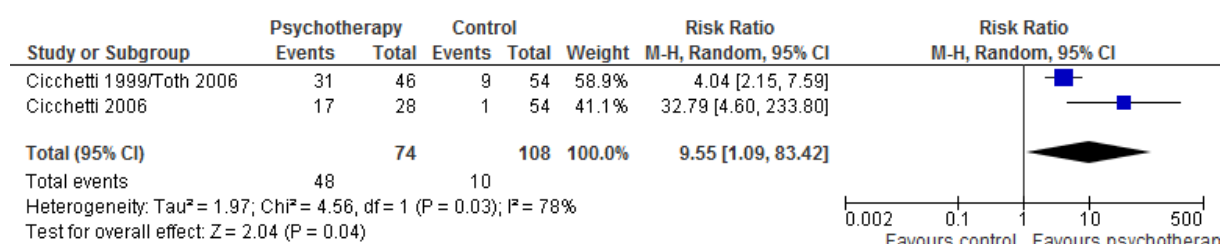


Figure O.25: Secure attachment (continuous measure) (12 months)

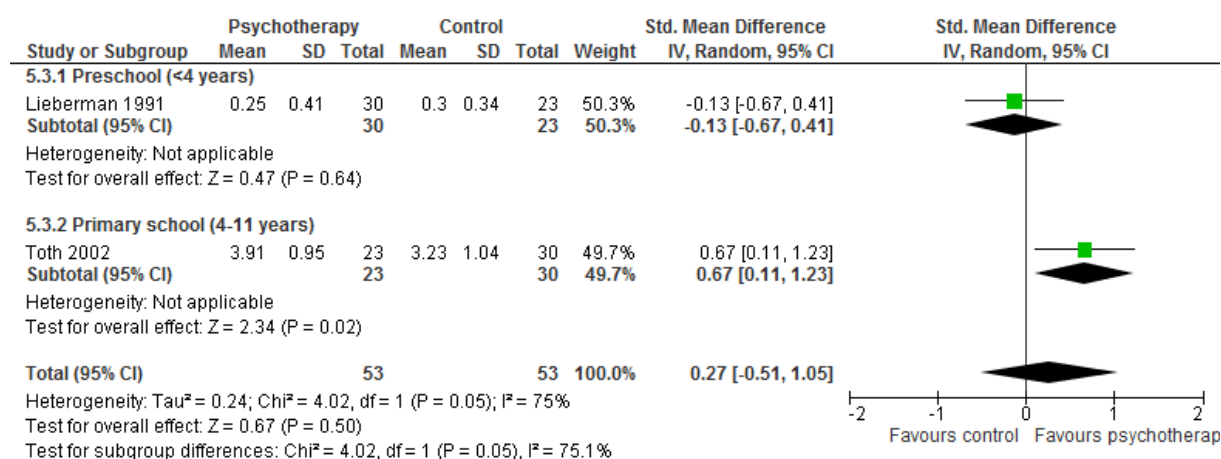
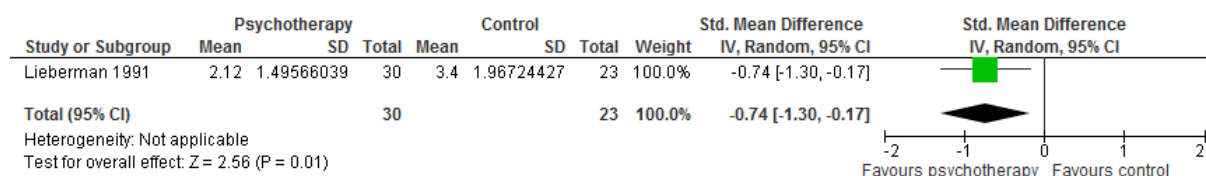
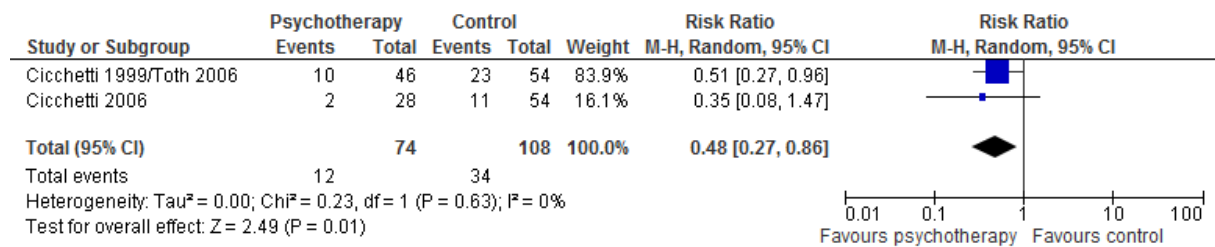


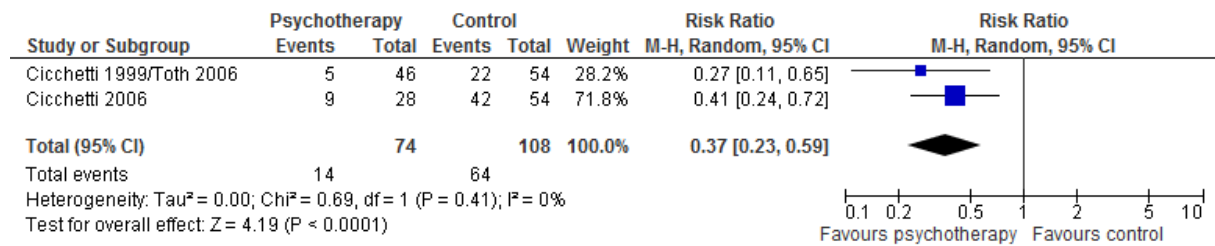
Figure O.26: Insecure attachment (continuous measure) (12 months)



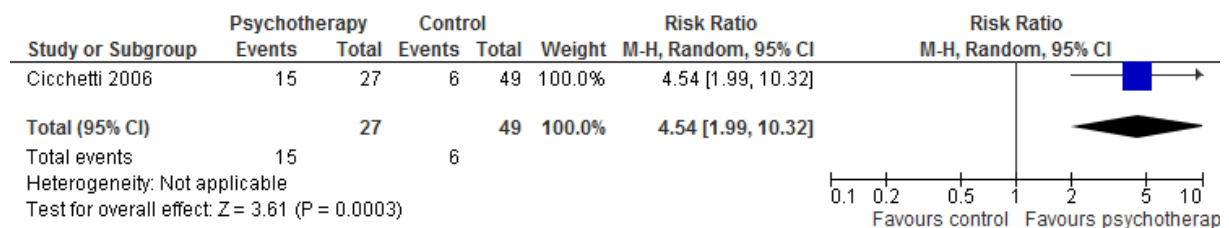
**Figure O.27: Insecure attachment (dichotomous measure) (1–16 months)**



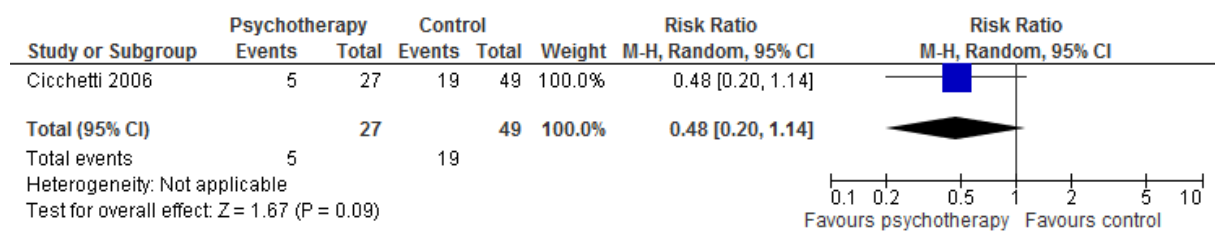
**Figure O.28: Disorganised attachment (1–16 months)**



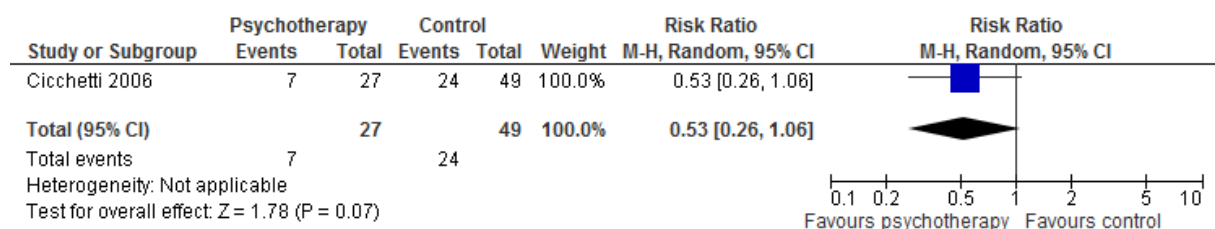
**Figure O.29: Secure attachment at follow-up (+12 months)**



**Figure O.30: Insecure attachment at follow-up (+12 months)**

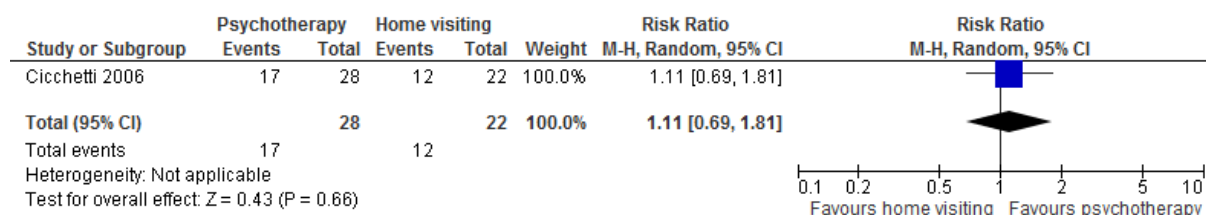


**Figure O.31: Disorganised attachment at follow-up (+12 months)**

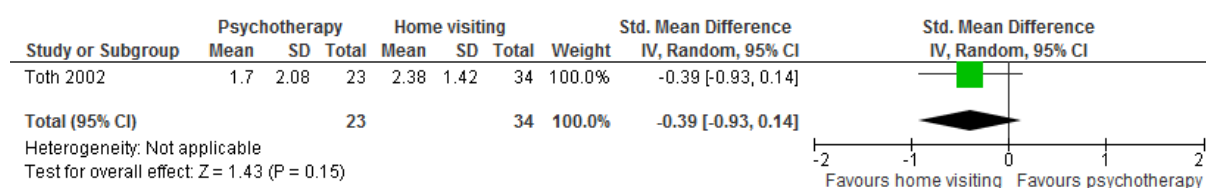


## O.2.4 Parent-child psychotherapy versus home visiting

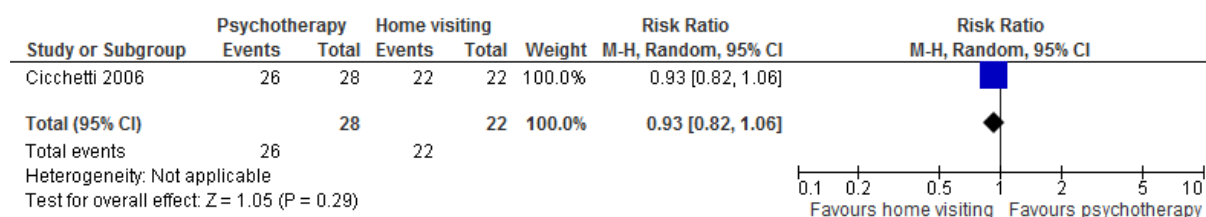
**Figure O.32: Secure attachment (dichotomous measure) (12 months)**



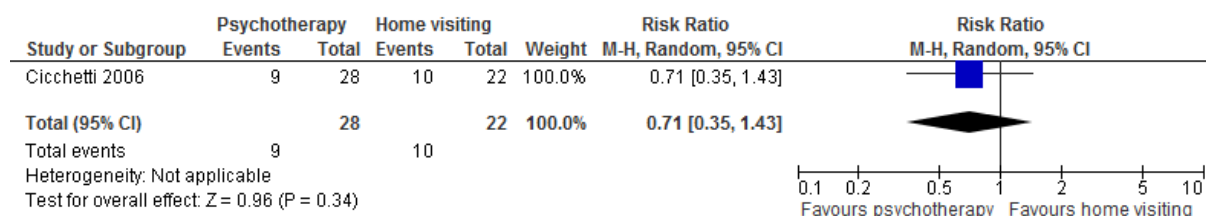
**Figure O.33: Secure attachment (continuous measure) (16 months)**



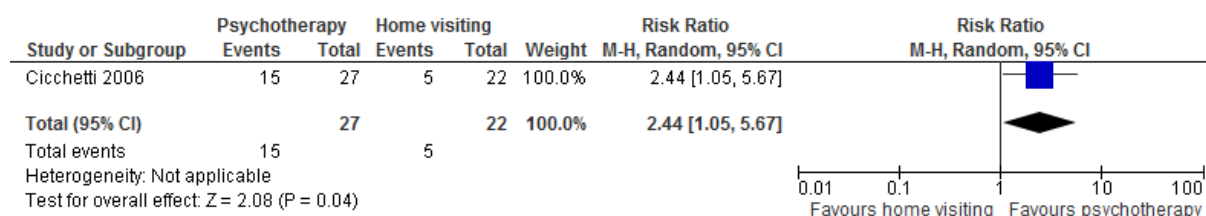
**Figure O.34: Less likely to have an insecure attachment (12 months)**



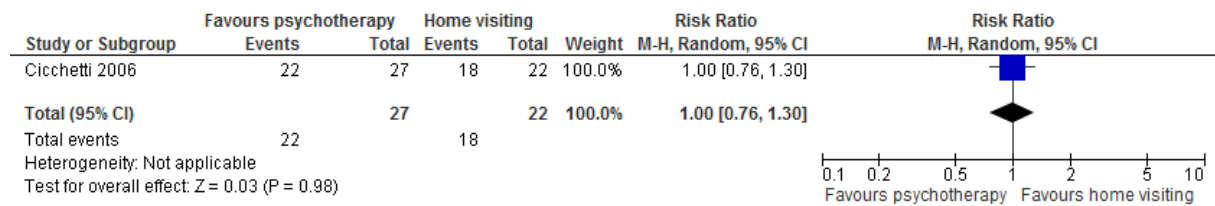
**Figure O.35: Disorganised attachment (12 months)**



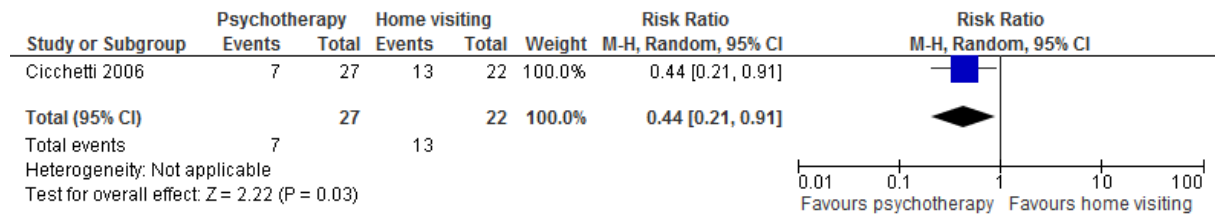
**Figure O.36: Secure attachment at follow-up (+12 months)**



**Figure O.37: Less likely to have insecure attachment at follow-up (+12 months)**

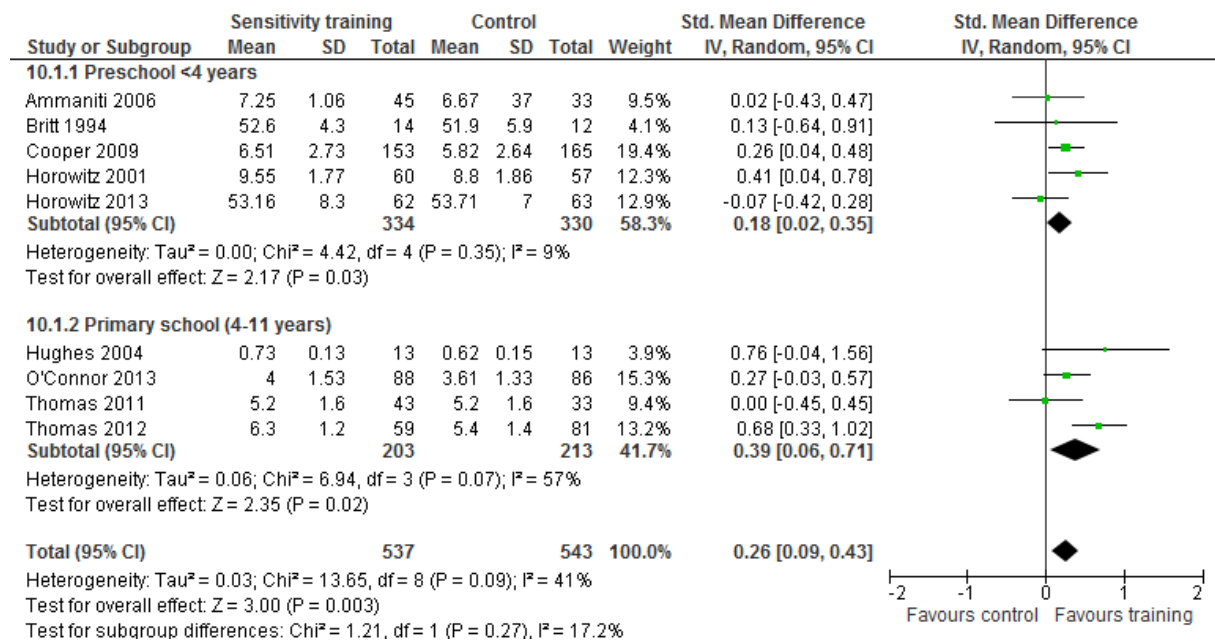


**Figure O.38: Disorganised attachment at follow-up (+12 months)**

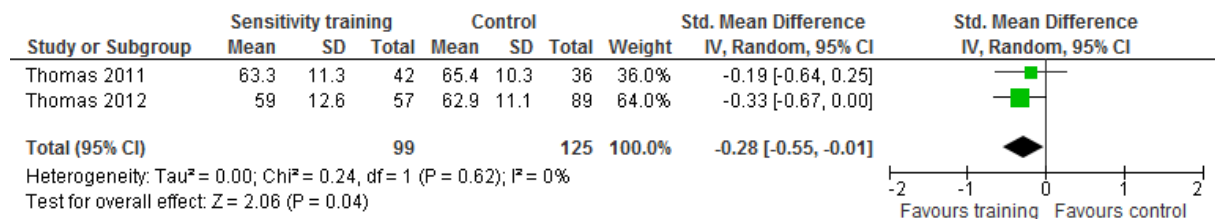


## 0.2.5 Parent sensitivity and behaviour training versus control

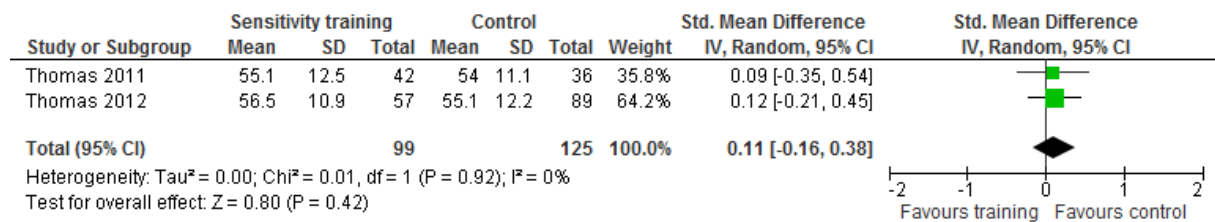
**Figure O.39: Sensitivity/responsiveness (1–13 months) (pre-school 1–13 months) (primary school 3–4 months)**



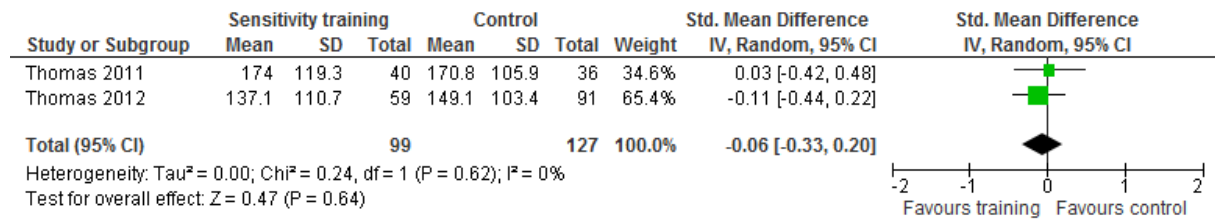
**Figure O.40: Externalising behaviour (3–4 months)**



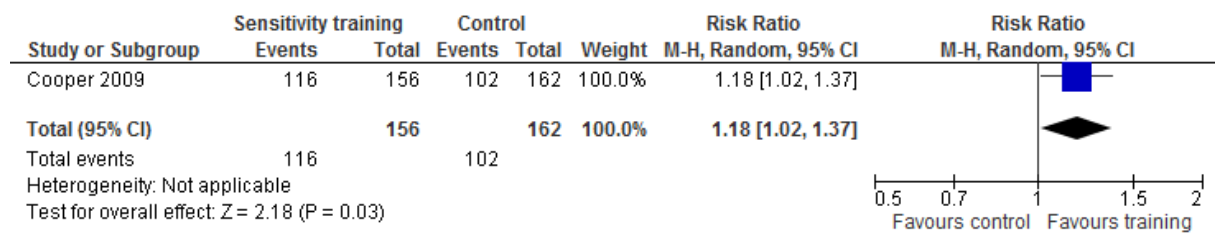
**Figure O.41: Internalising behaviour (3–4 months)**



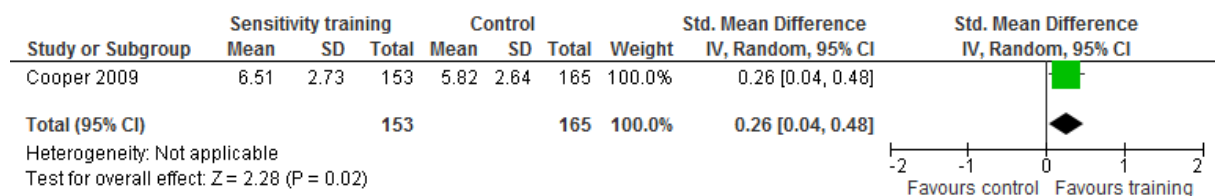
**Figure O.42: Negative parenting attitudes (3–4 months)**



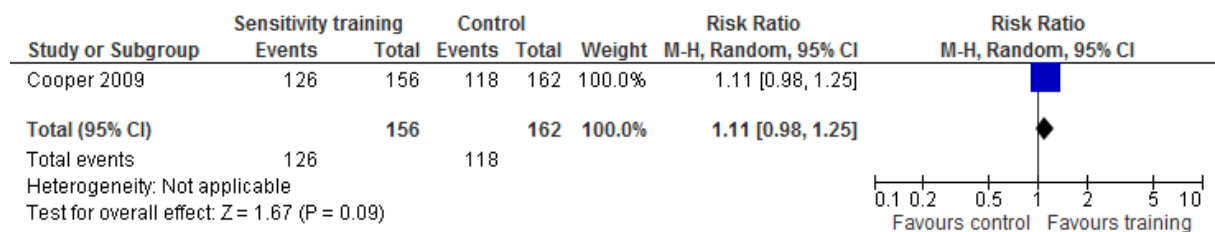
**Figure O.43: Sensitivity/responsiveness at follow-up (+6 months)**



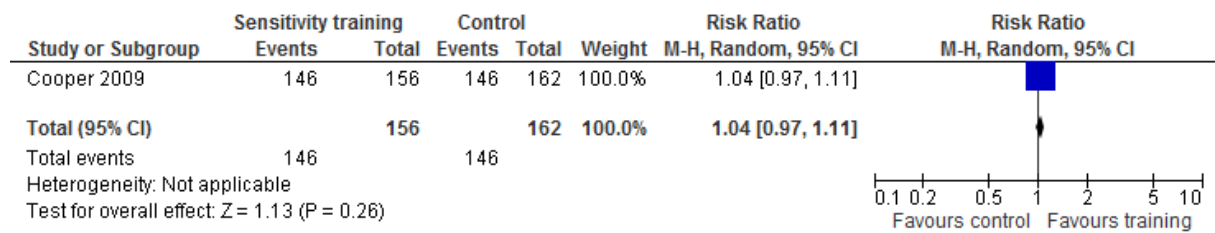
**Figure O.44: Secure attachment at follow-up (+6 months)**



**Figure O.45: Less likely to have an insecure attachment at follow-up (+6 months)**

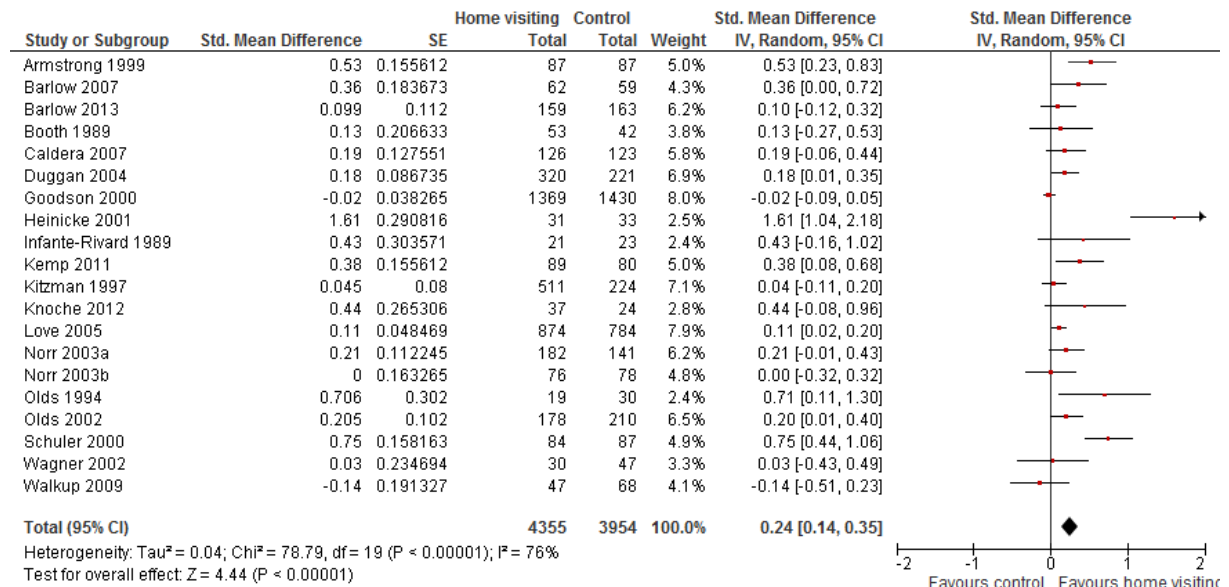


**Figure O.46: Less likely to have disorganised attachment at follow-up (+6 months)**

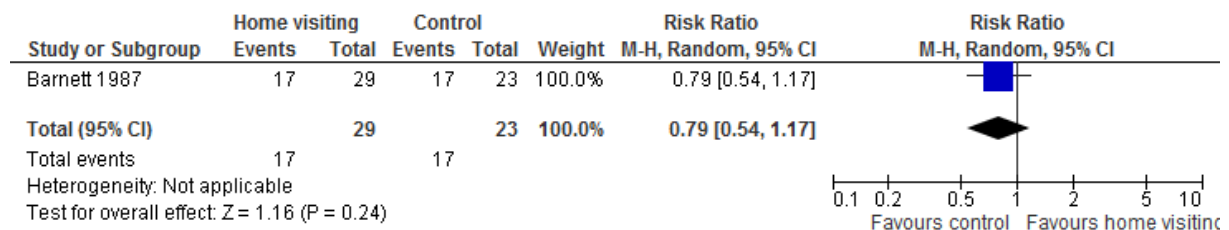


## O.2.6 Home visiting versus control

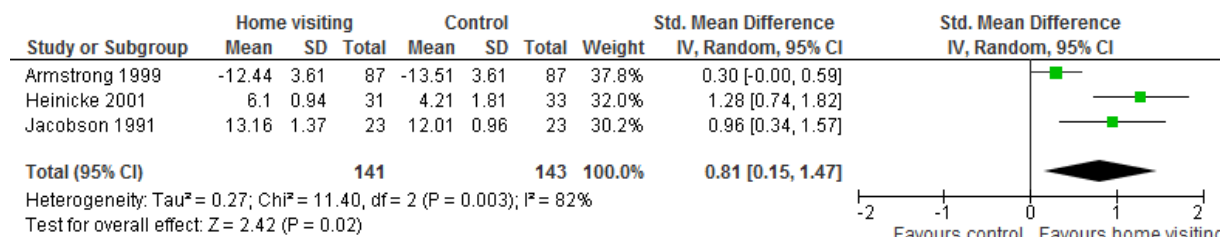
**Figure O.47: Sensitivity/responsiveness (1–36 months)**



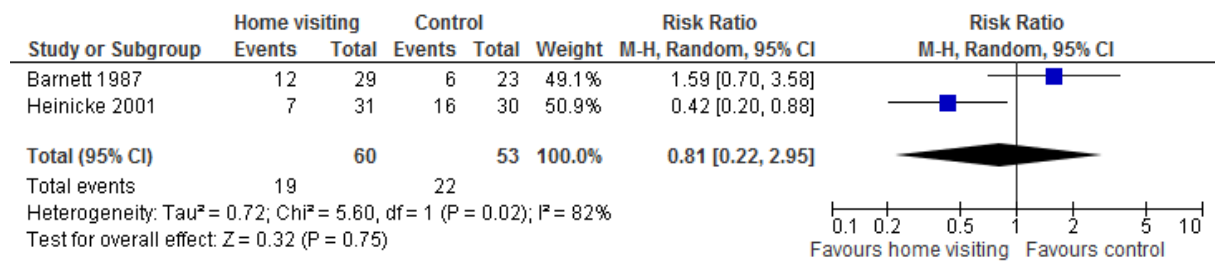
**Figure O.48: Secure attachment (dichotomous measure) (12 months)**



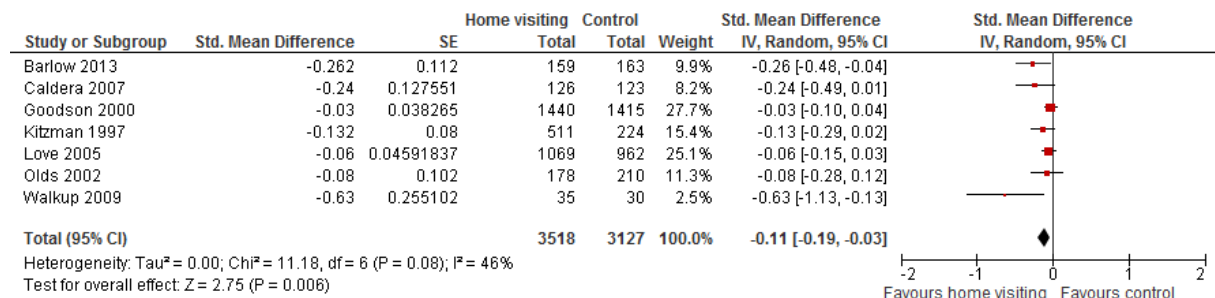
**Figure O.49: Secure attachment (continuous measure) (1–24 months)**



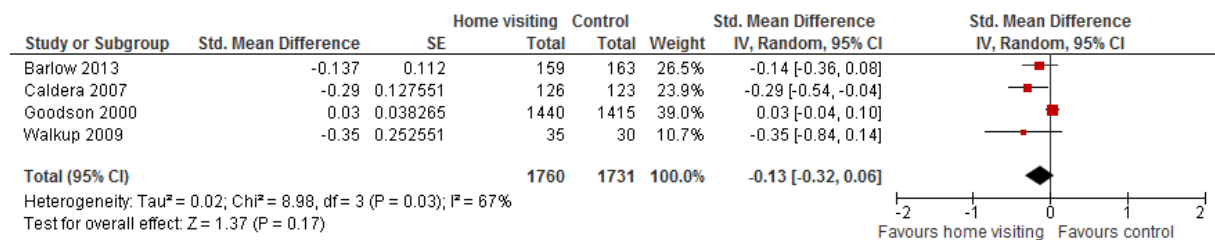
**Figure O.50: Insecure attachment (12–24 months)**



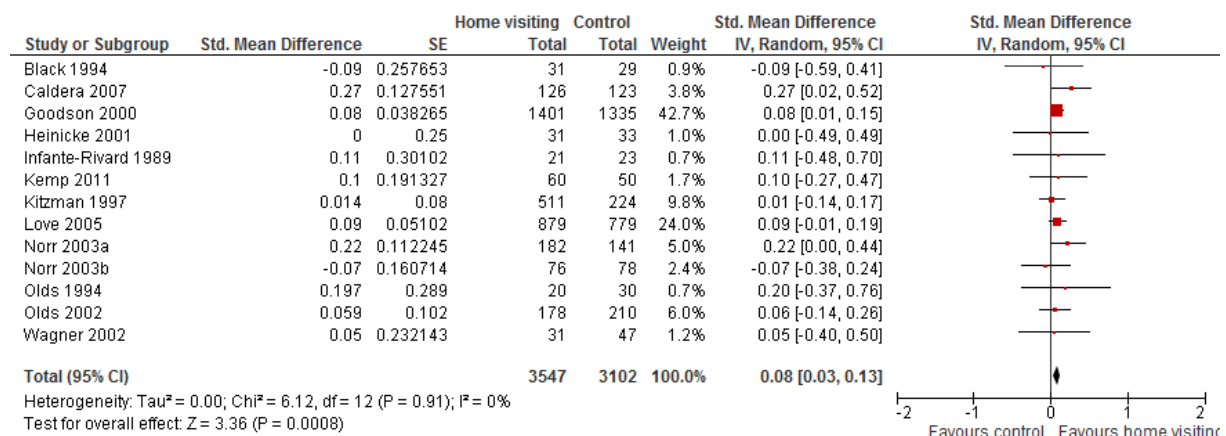
**Figure O.51: Externalising behaviour (7–36 months)**



**Figure O.52: Internalising behaviour (7–36 months)**

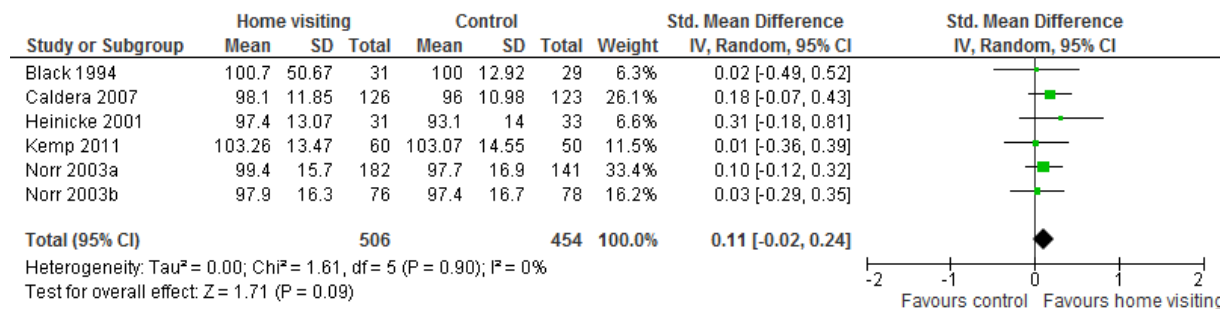


**Figure O.53: Mental development (9–36 months)**

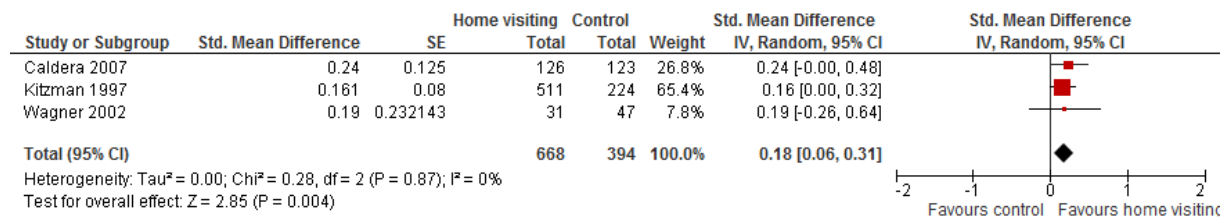




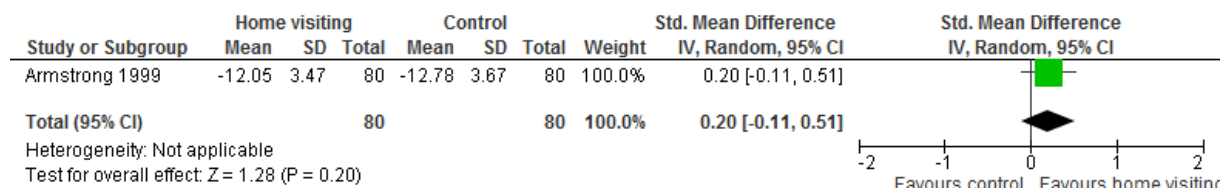
**Figure O.54: Motor development (13–24 months)**



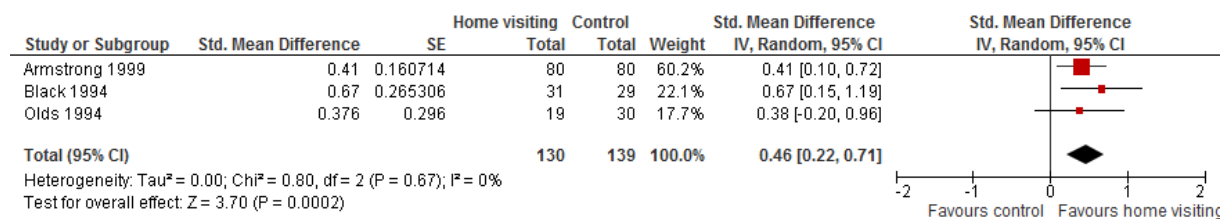
**Figure O.55: Parenting attitudes (24–25 months)**



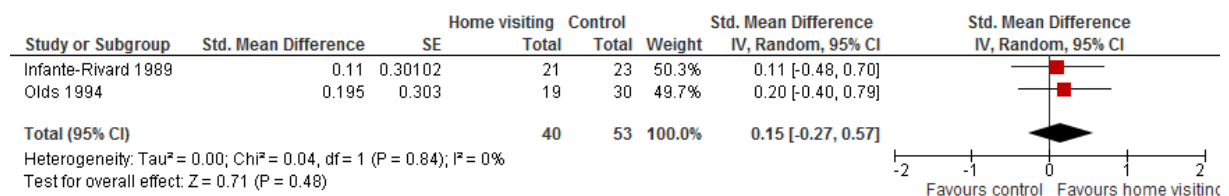
**Figure O.56: Secure attachment at follow-up (+1 month)**



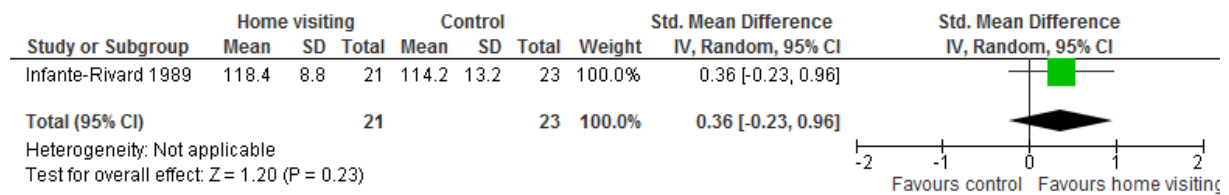
**Figure O.57: Sensitivity/responsiveness at follow-up (+1–10 months)**



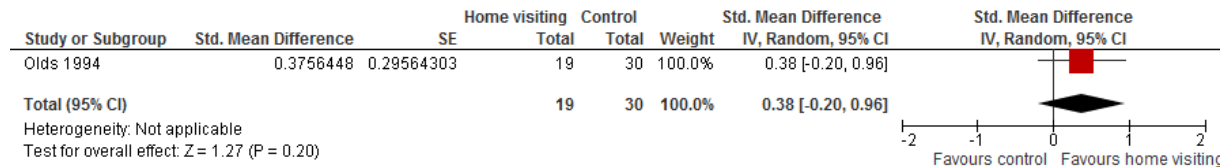
**Figure O.58: Mental development at follow-up (+6–10 months)**



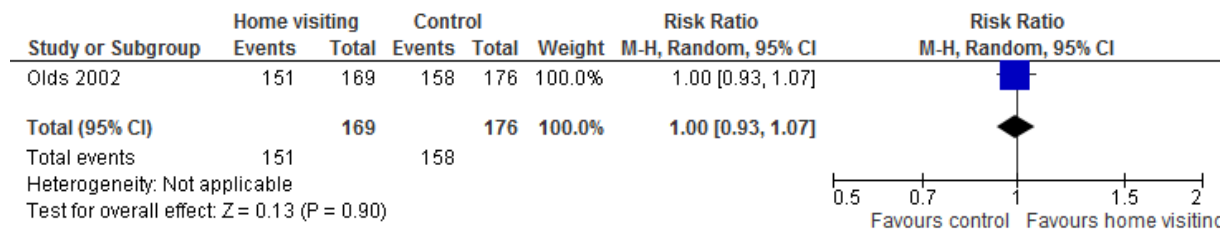
**Figure O.59: Motor development at follow-up (+6 months)**



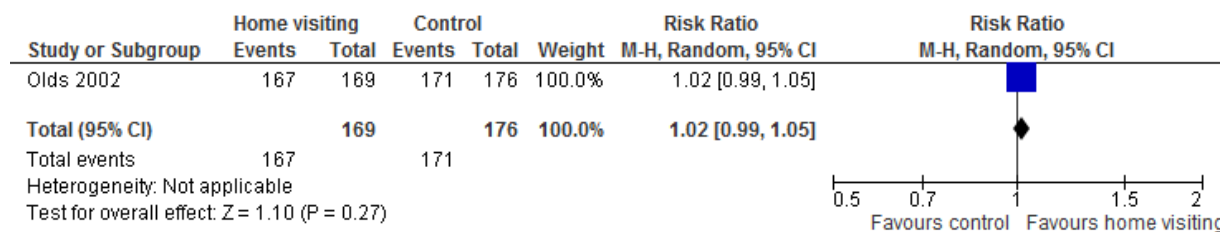
**Figure O.60: Sensitivity/responsiveness at follow-up (+22 months)**



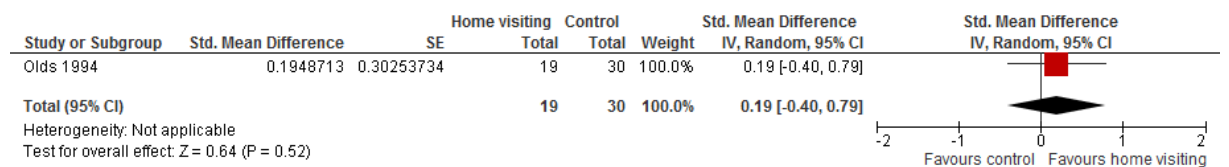
**Figure O.61: Less likely to have internalising behaviour at follow-up (+48 months)**



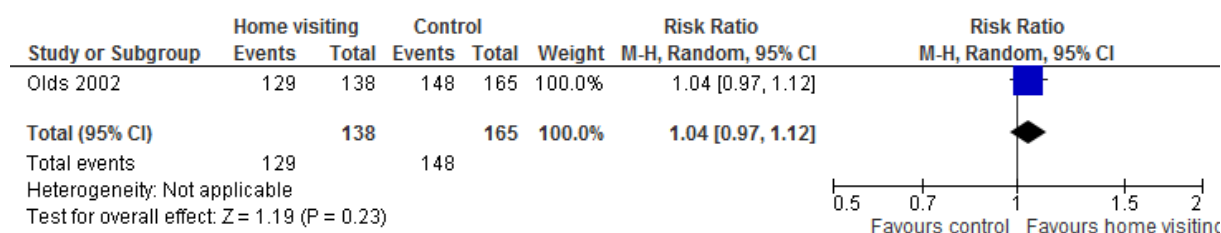
**Figure O.62: Less likely to have externalising behaviour at follow-up (+48 months)**



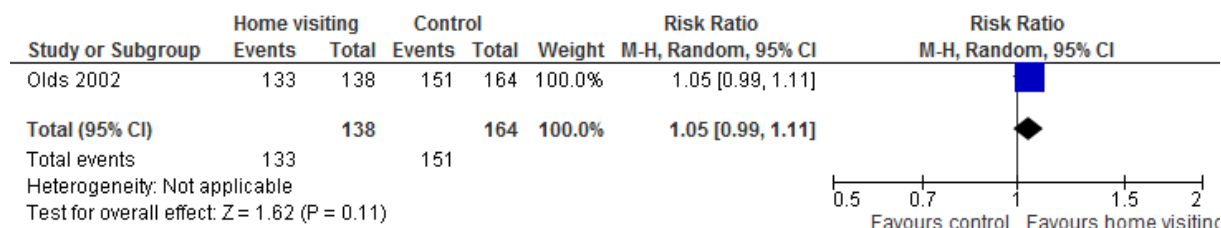
**Figure O.63: Mental development (+22 months)**



**Figure O.64: Less likely to have internalising behaviour at follow-up (+84 months)**

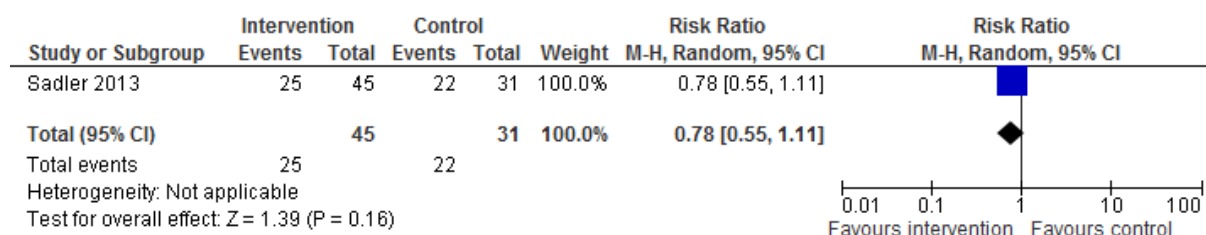


**Figure O.65: Less likely to have externalising behaviour at follow-up (+84 months)**

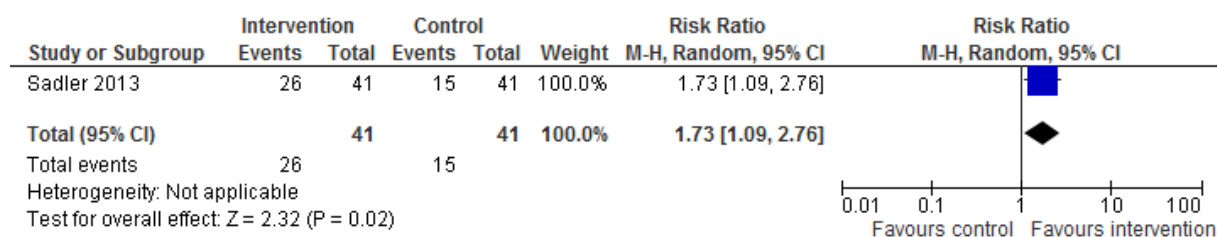


## O.2.7 Home visiting and parent-child psychotherapy versus control

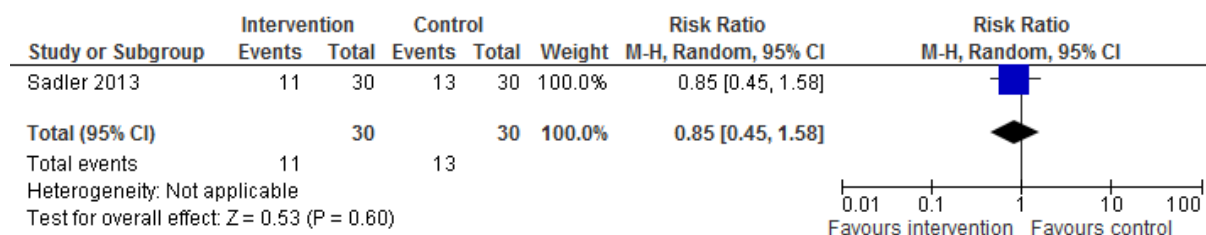
**Figure O.66: Sensitivity/responsiveness (4 months)**



**Figure O.67: Secure attachment (12 months)**



**Figure O.68: Disorganised attachment (12 months)**



## O.2.8 Psychotherapy versus control

Figure O.69: Sensitivity/responsiveness (12 weeks)

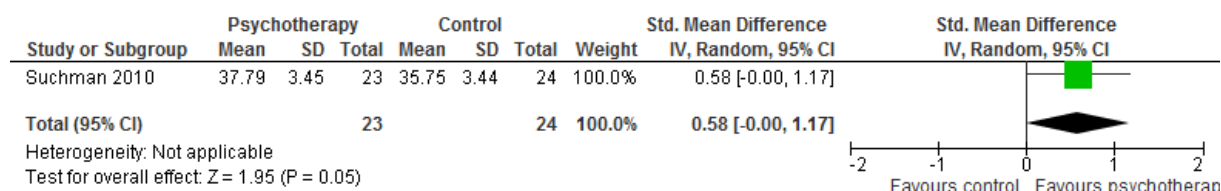


Figure O.70: Sensitivity/responsiveness at follow-up (+6 weeks)

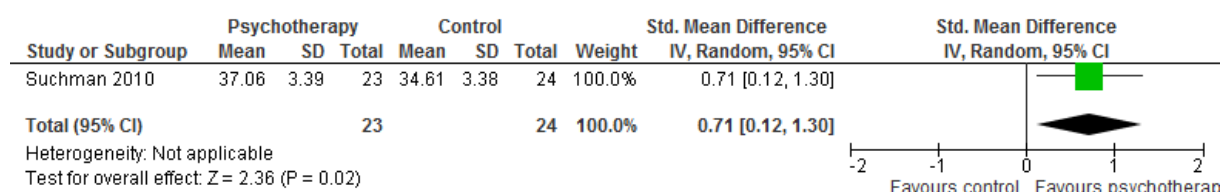
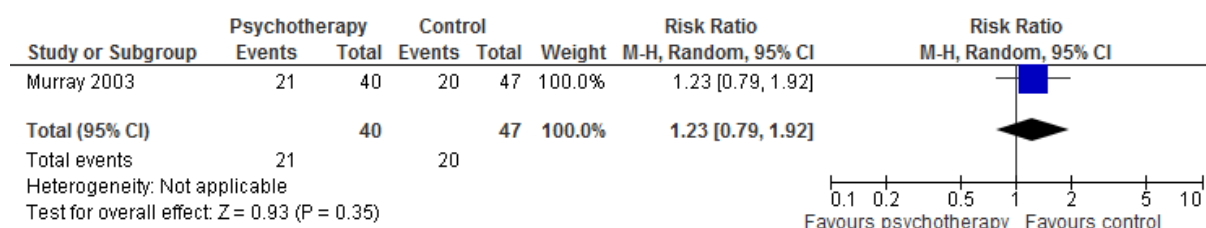
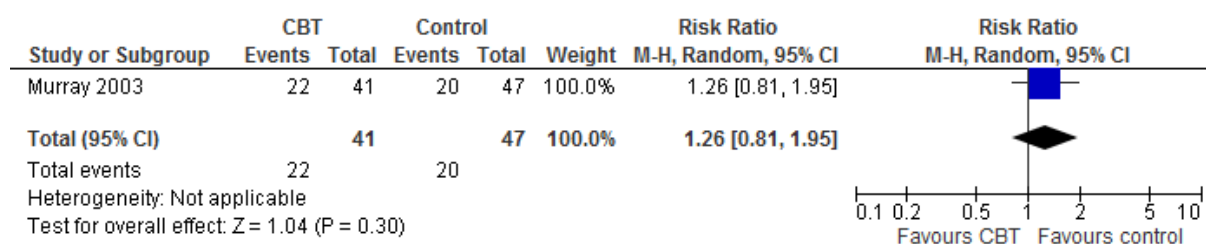


Figure O.71: Insecure attachment at follow-up (+6 weeks)



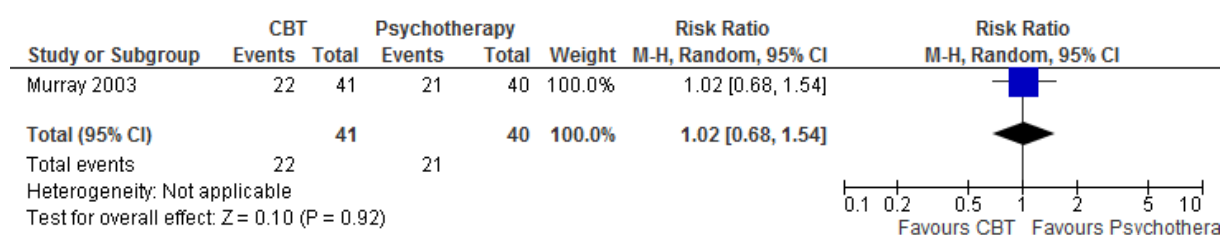
## O.2.9 Cognitive behavioural therapy versus control

Figure O.72: Insecure attachment (14 months)



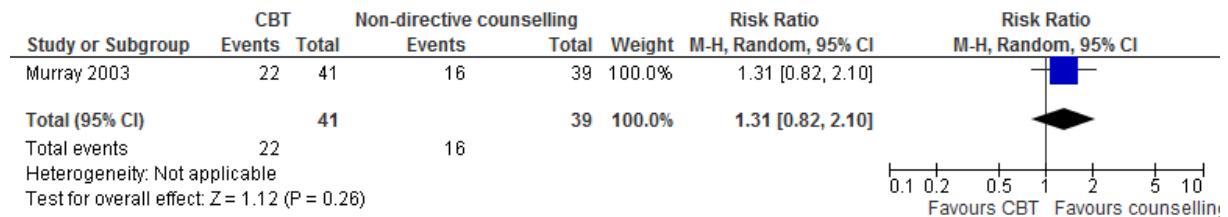
## O.2.10 Cognitive behavioural therapy versus psychotherapy

Figure O.73: Insecure attachment (14 months)



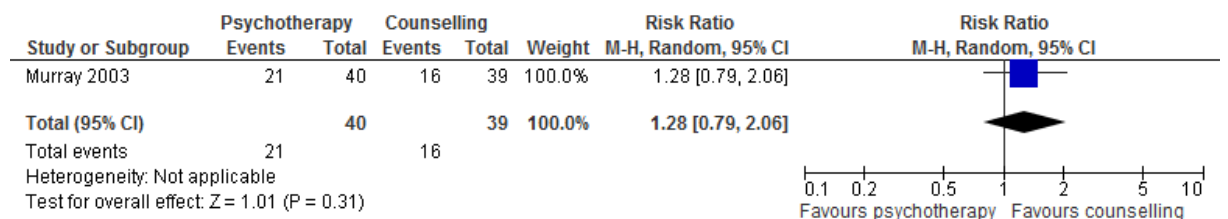
## O.2.11 Cognitive behavioural therapy versus counselling

Figure O.74: Insecure attachment (14 months)



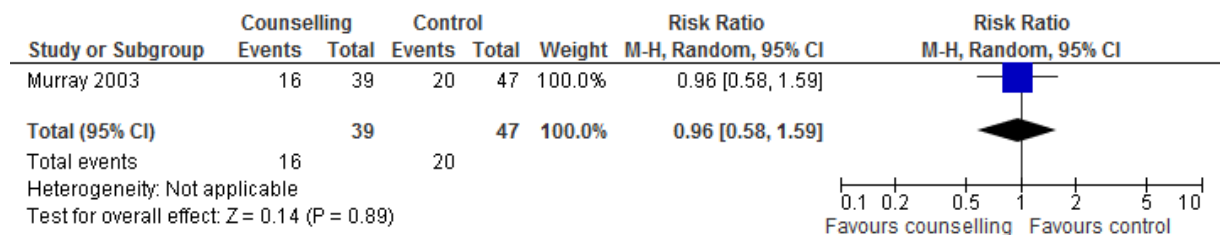
## Cognitive behavioural therapy versus counselling for children on the edge of care

Figure O.75: Insecure attachment (14 months)



## O.2.12 Counselling versus control

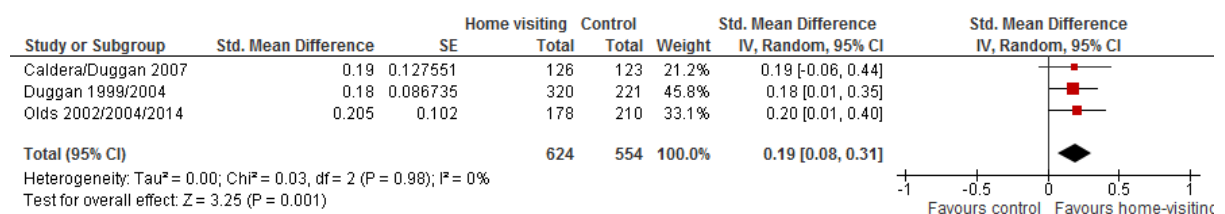
Figure O.76: Insecure attachment (14 months)



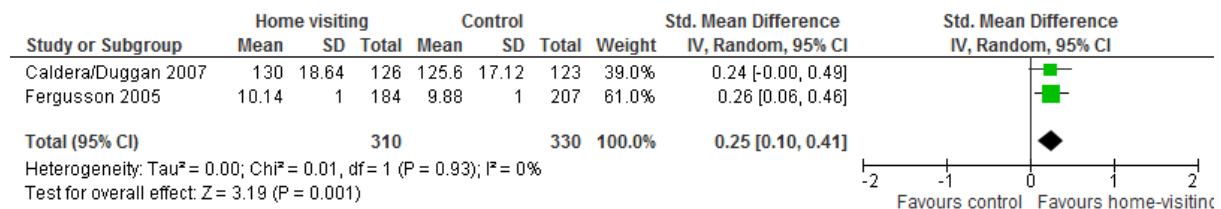
## O.3 Psychosocial interventions for children on the edge of care who have been or are at risk of maltreatment

### O.3.1 Home visiting versus control

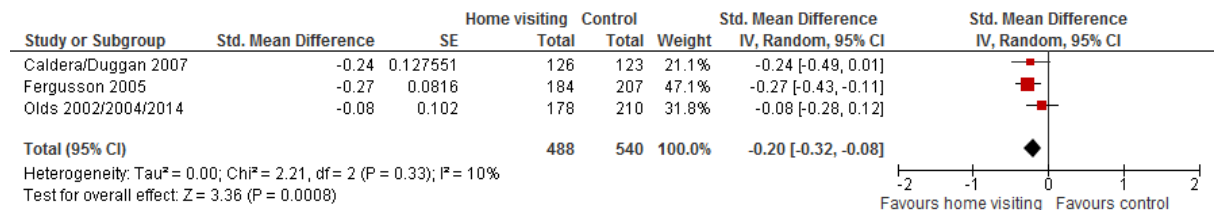
Figure O.77: Sensitivity/responsiveness



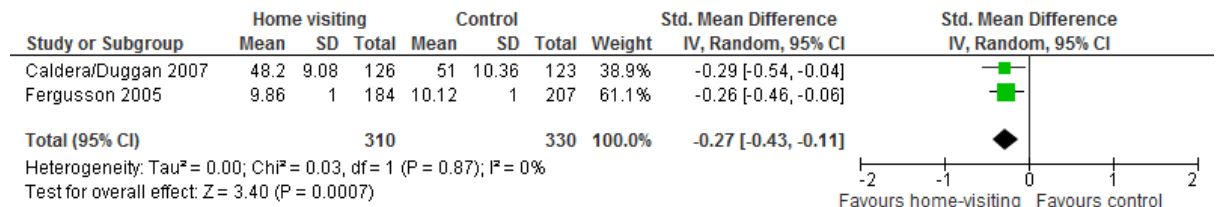
**Figure O.78: Parenting attitudes**



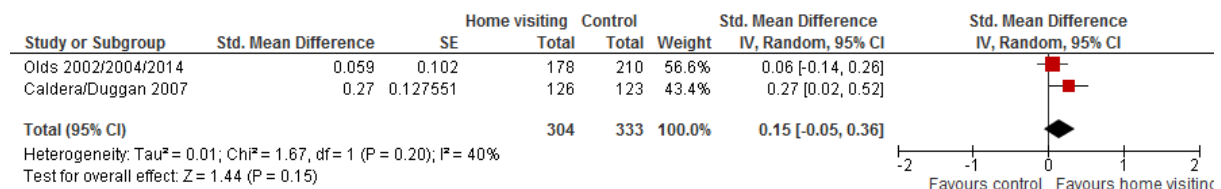
**Figure O.79: Externalising behaviour**



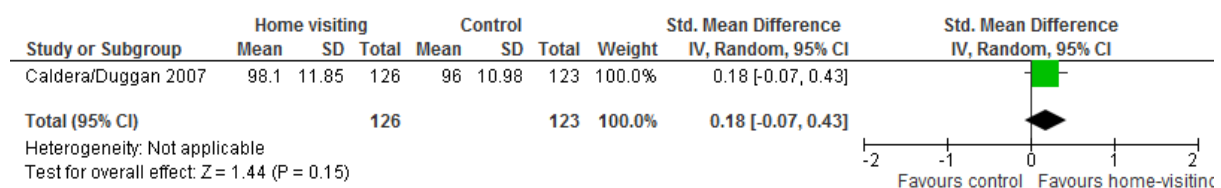
**Figure O.80: Internalising behaviour**



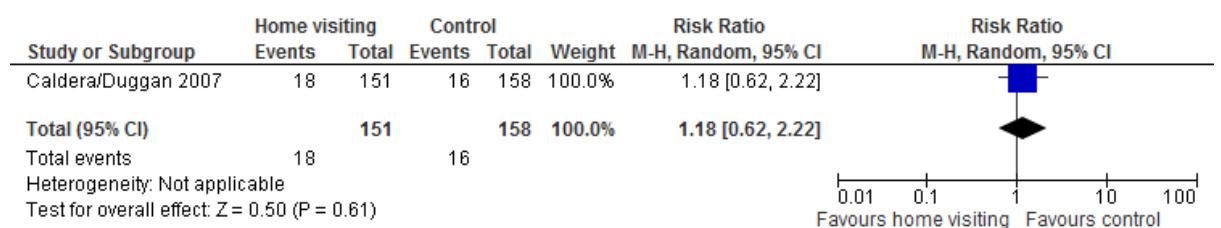
**Figure O.81: Mental development**



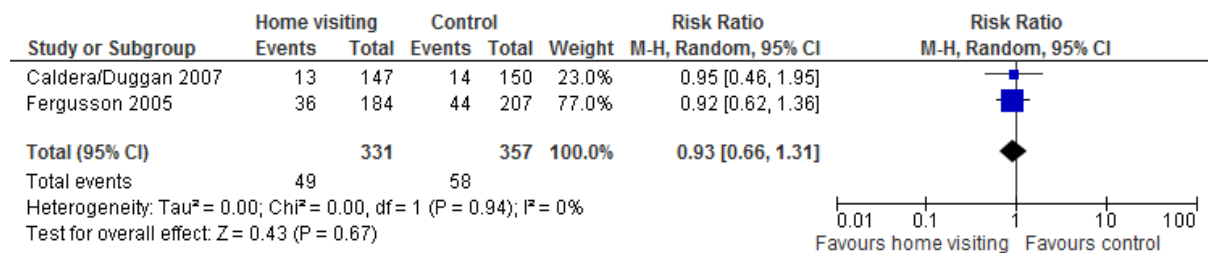
**Figure O.82: Motor development**



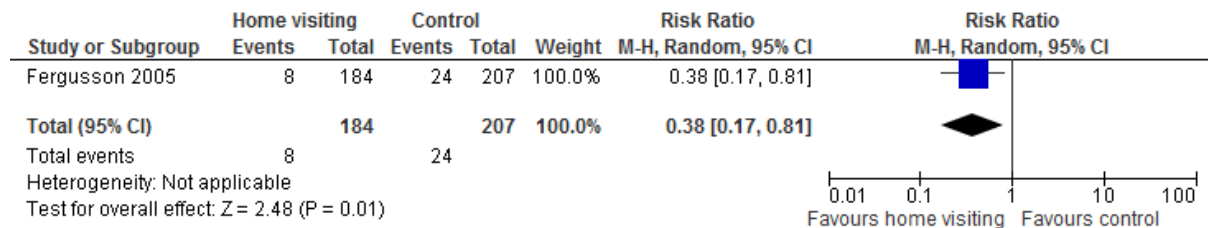
**Figure O.83: Child abuse reports (12 weeks mid treatment)**



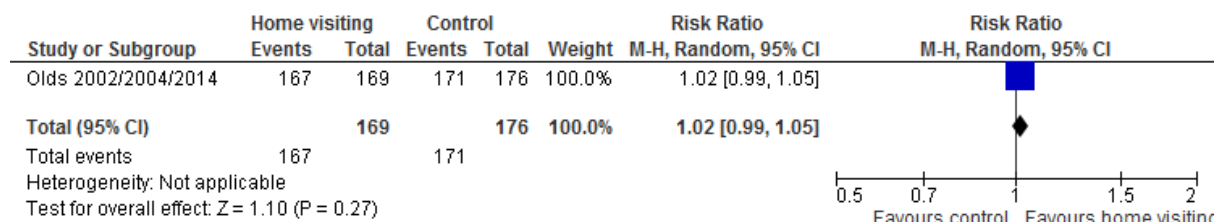
**Figure O.84: Child abuse report**



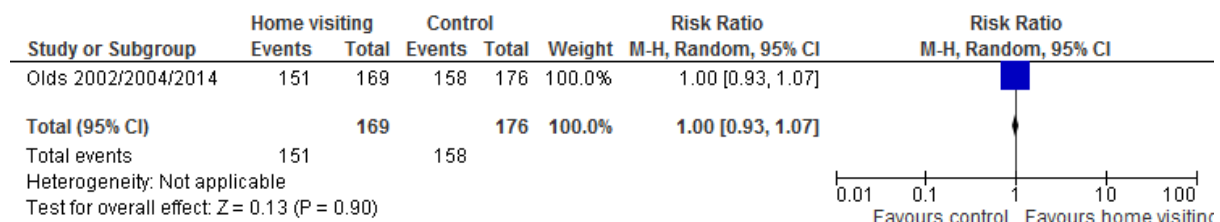
**Figure O.85: Severe physical assault**



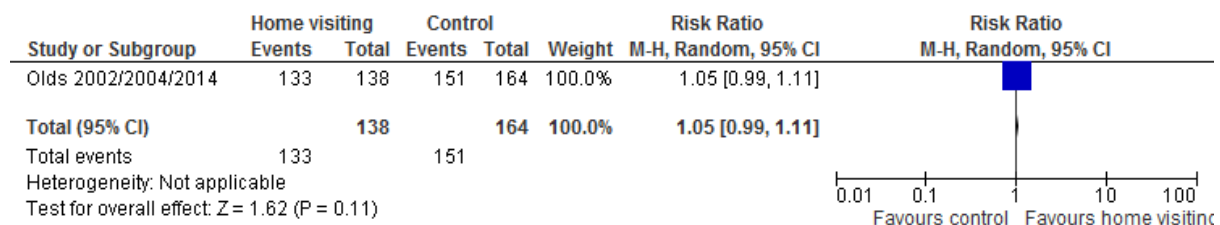
**Figure O.86: Externalising behaviour (2-year follow-up)**



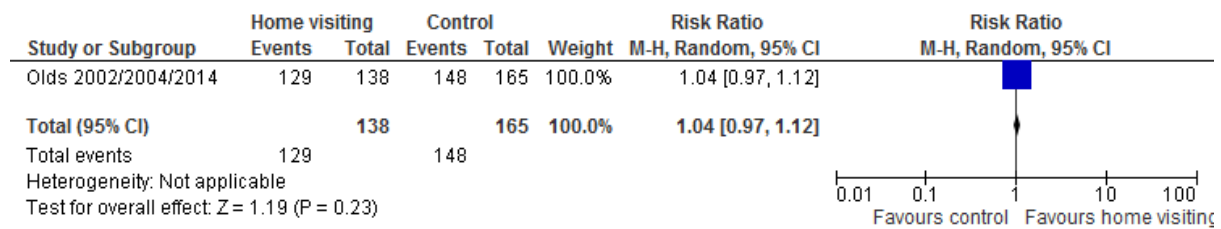
**Figure O.87: Internalising behaviour (2-year follow-up)**



**Figure O.88: Externalising behaviour (7-year follow-up)**

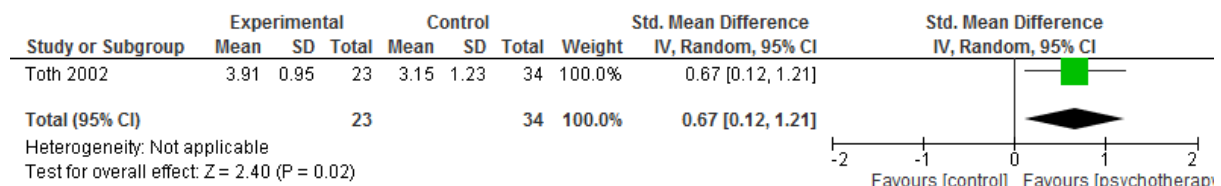


**Figure O.89: Externalising behaviour (7-year follow-up)**

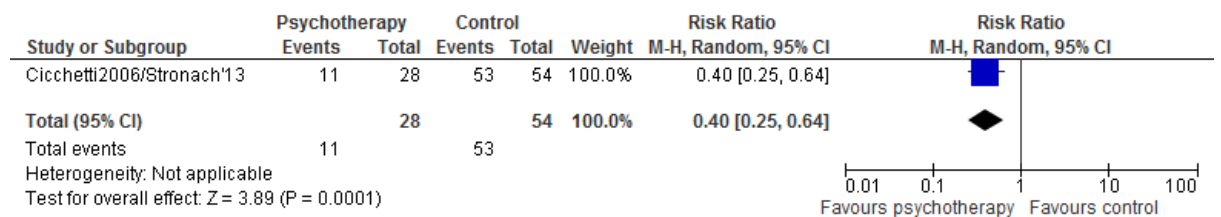


### O.3.2 Parent child psychotherapy versus control

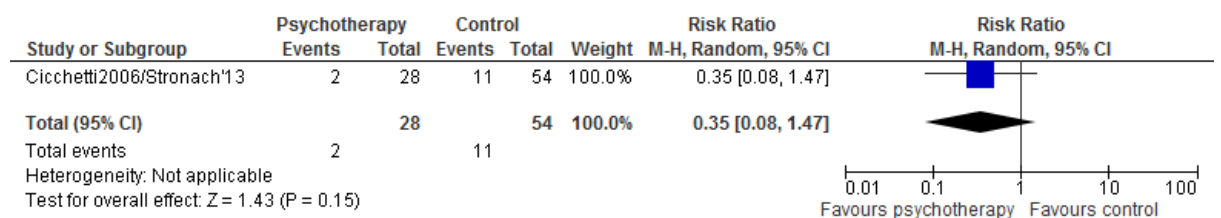
**Figure O.90: Secure attachment**



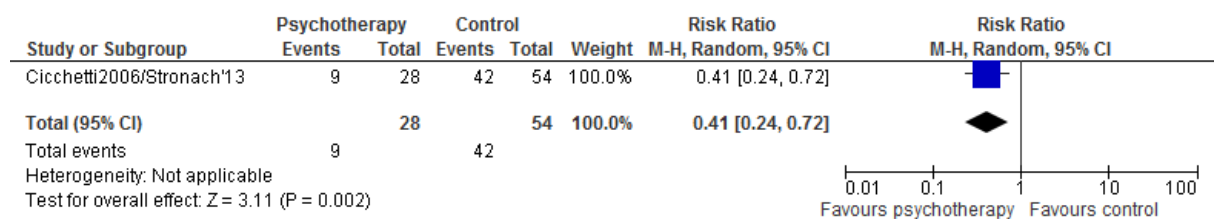
**Figure O.91: Less likely to have insecure attachment**



**Figure O.92: Insecure attachment**

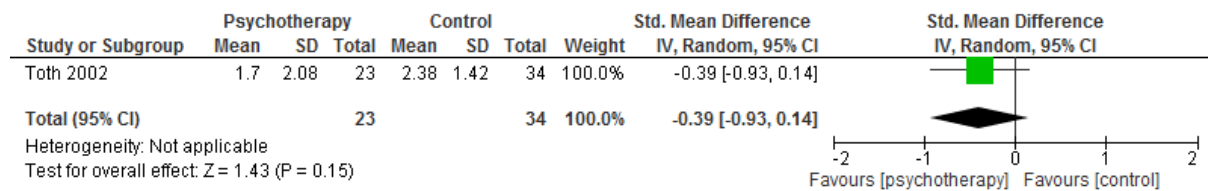


**Figure O.93: Disorganised attachment**

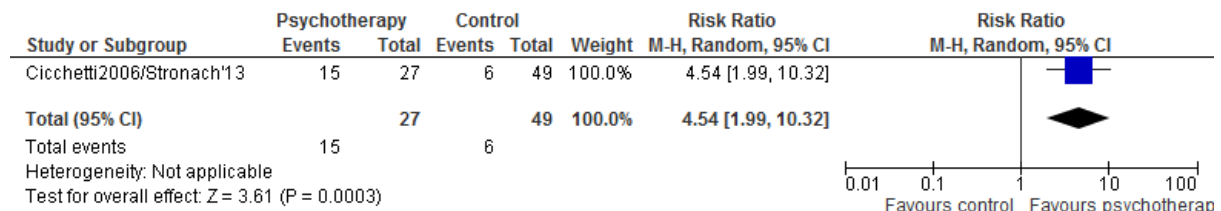




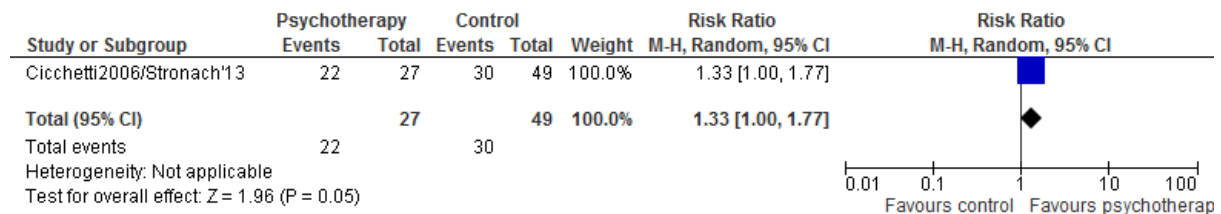
**Figure O.94: Maternal maladaptive representations**



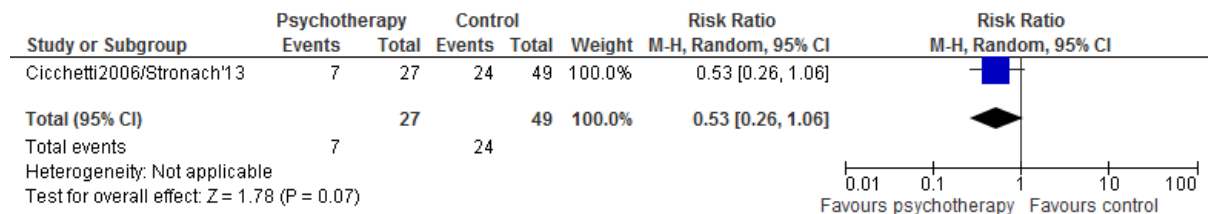
**Figure O.95: Secure attachment (12-month follow-up)**



**Figure O.96: Less likely to have a secure attachment (12-month follow-up)**

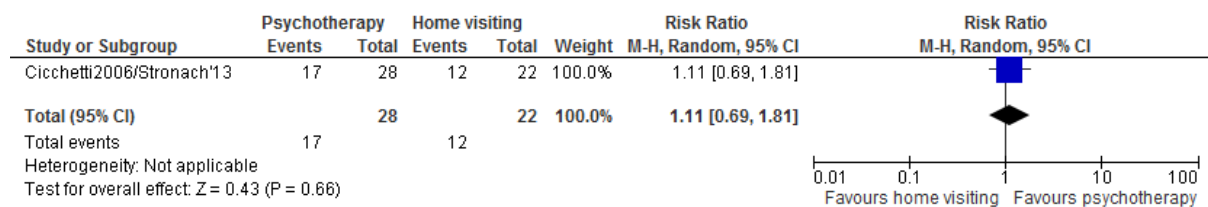


**Figure O.97: Disorganised attachment (12-month follow-up)**

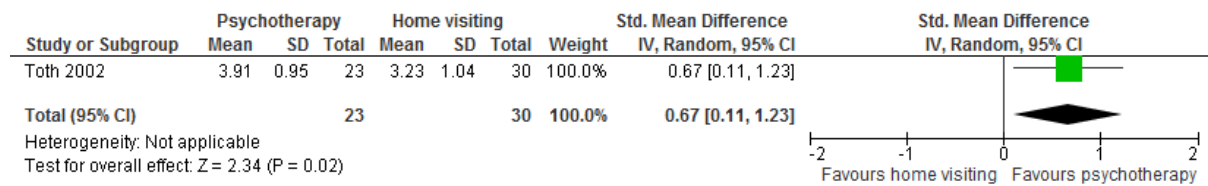


### O.3.3 Parent child psychotherapy versus home visiting

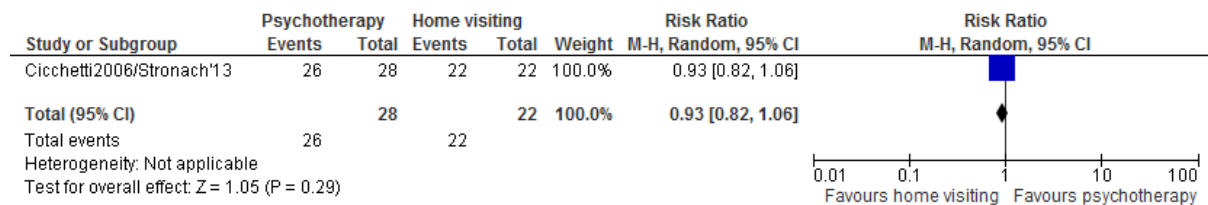
**Figure O.98: Secure attachment**



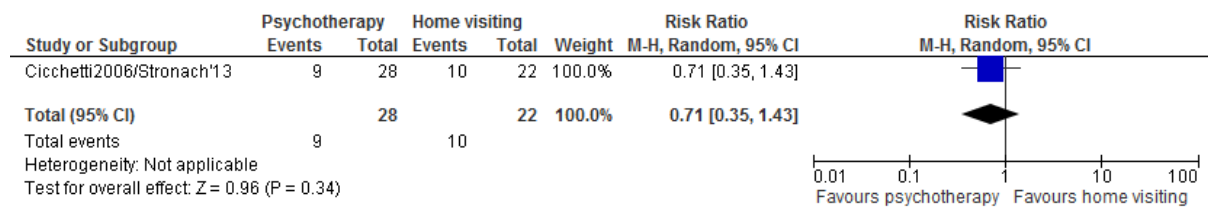
**Figure O.99: Secure attachment**



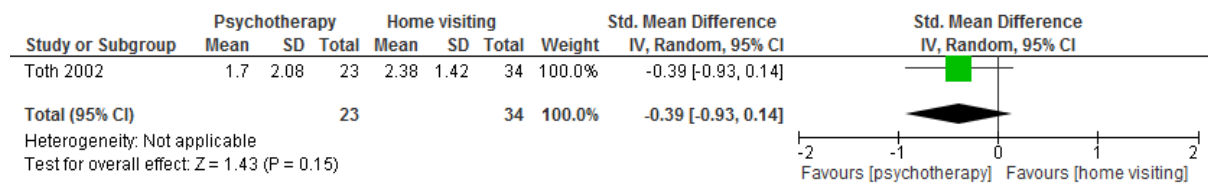
**Figure O.100: Less likely to have an insecure attachment**



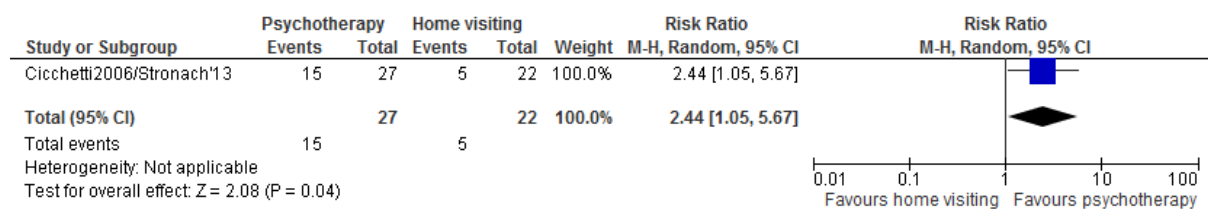
**Figure O.101: Disorganised attachment**



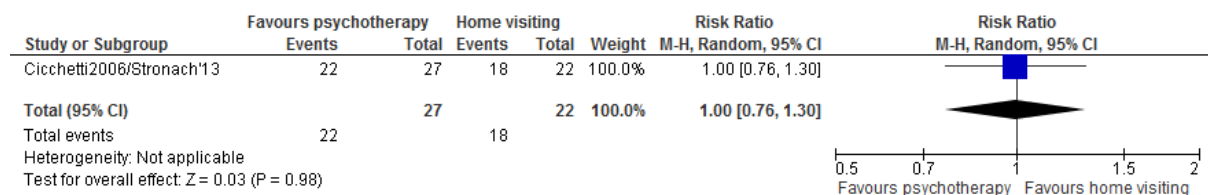
**Figure O.102: Maternal maladaptive representations**



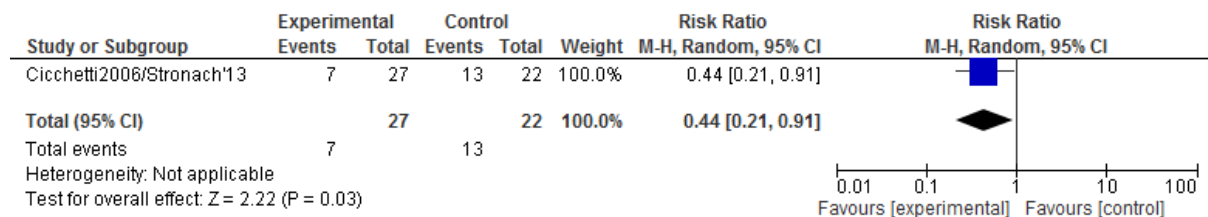
**Figure O.103: Secure attachment (12-month follow-up)**



**Figure O.104: Less likely to have an insecure attachment (12-month follow-up)**

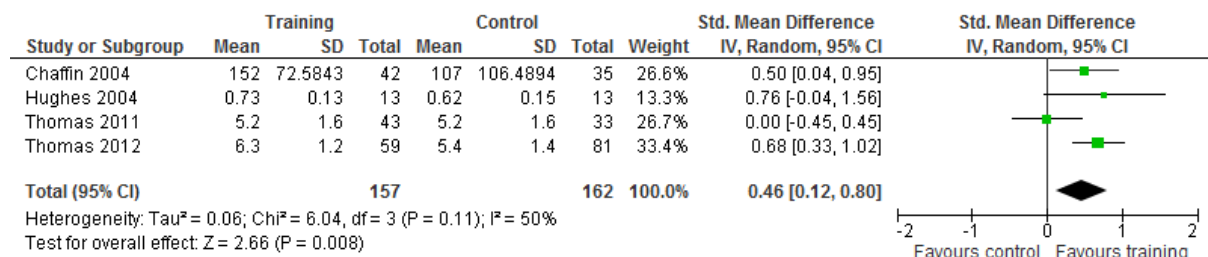


**Figure O.105: Disorganised attachment (12-month follow-up)**

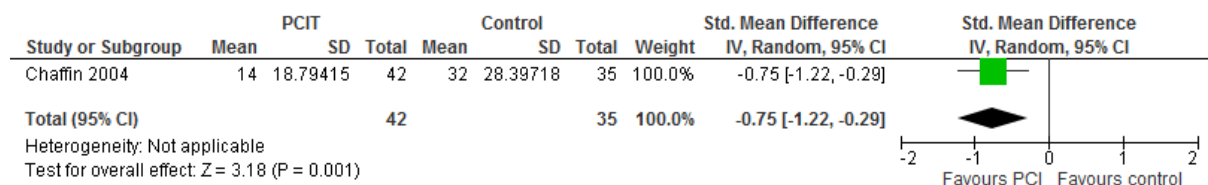


### 0.3.4 Parent sensitivity and behaviour training

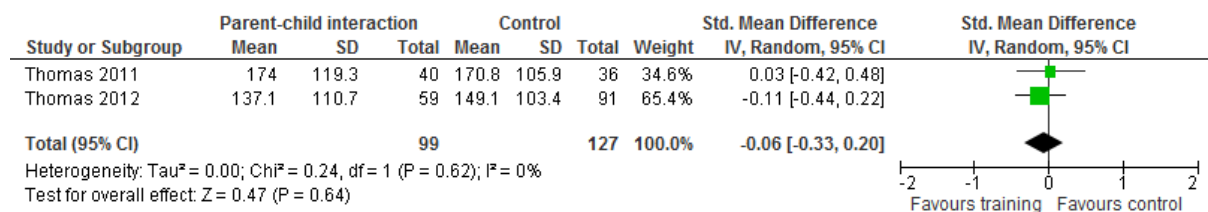
**Figure O.106: Sensitivity/responsiveness**



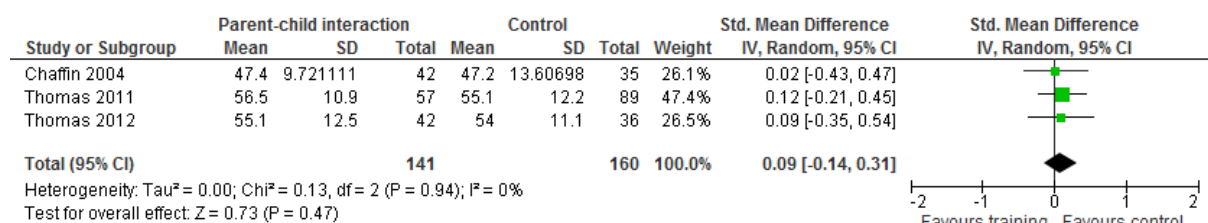
**Figure O.107: Negative parenting behaviours**



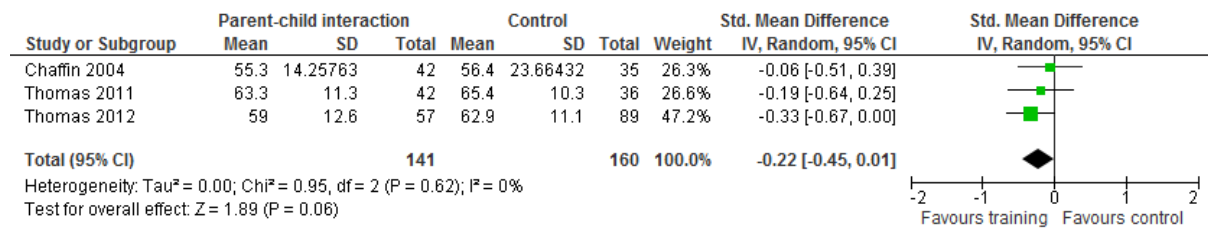
**Figure O.108: Negative parenting attitudes**



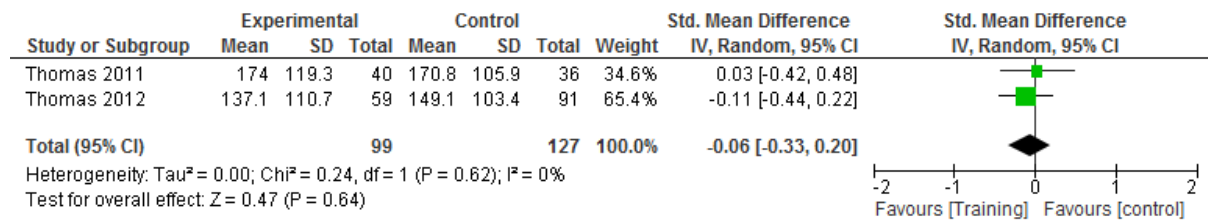
**Figure O.109: Internalising behaviour**



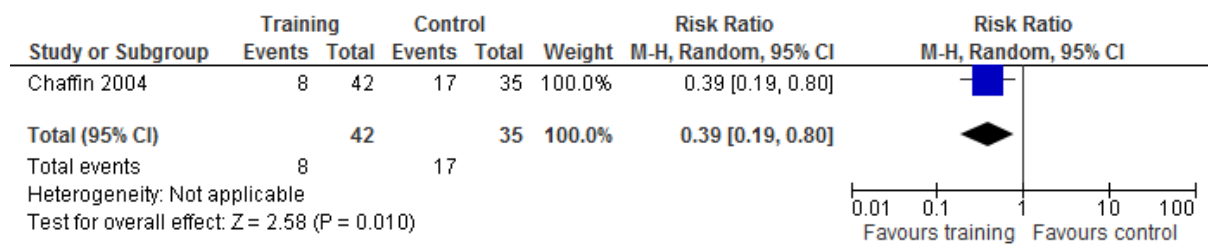
**Figure O.110: Externalising behaviour**



**Figure O.111: Child abuse potential**

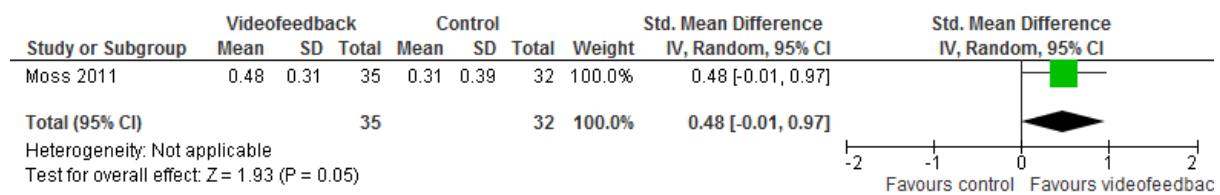


**Figure O.112: Re-report of physical abuse**

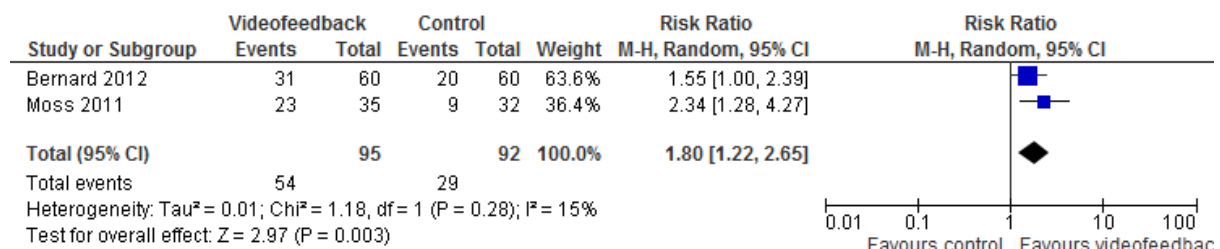


### O.3.5 Video feedback versus control

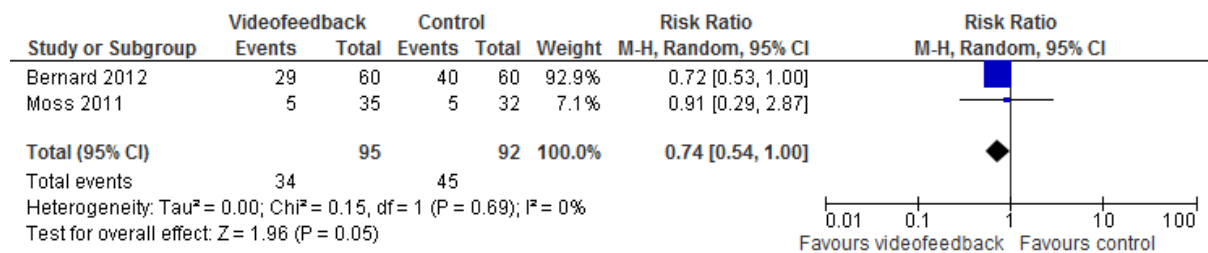
**Figure O.113: Sensitivity/responsiveness**



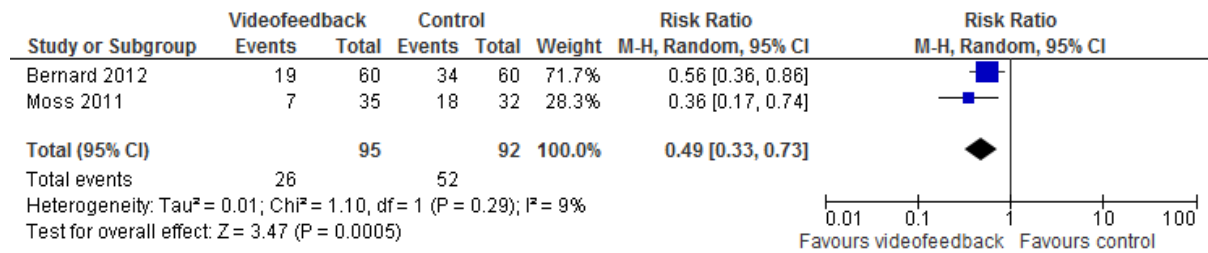
**Figure O.114: Secure attachment**



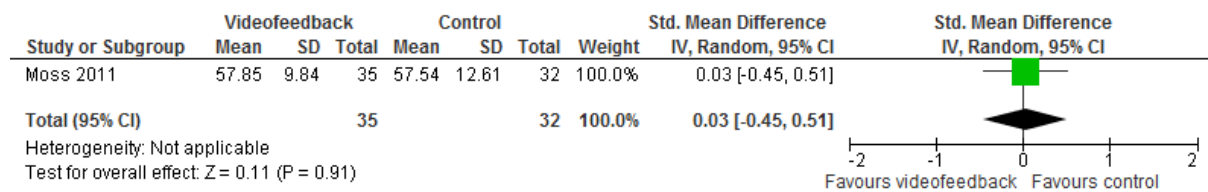
**Figure O.115: Insecure attachment**



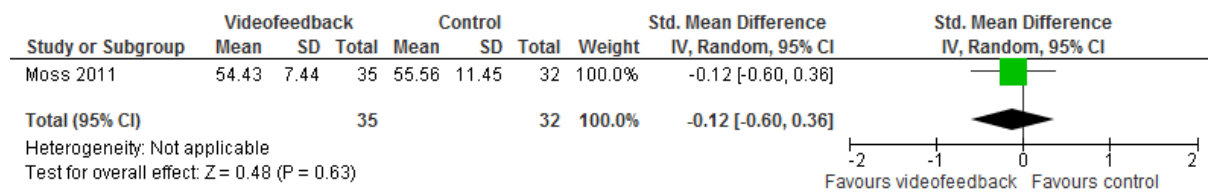
**Figure O.116: Disorganised attachment**



**Figure O.117: Externalising behaviour**



**Figure O.118: Internalising behaviour**



### O.3.6 Trauma-focused cognitive behavioural therapy versus parent child psychotherapy

Figure O.119: Sensitivity/responsiveness

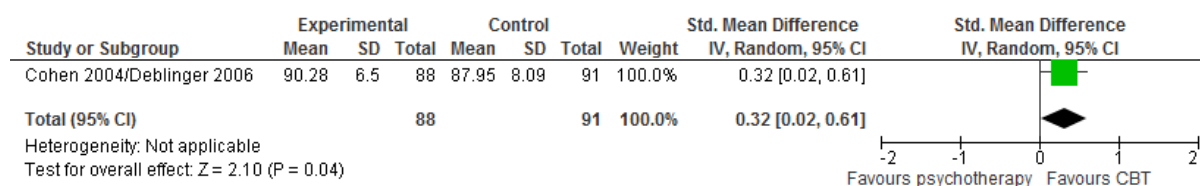


Figure O.120: Internalising behaviour

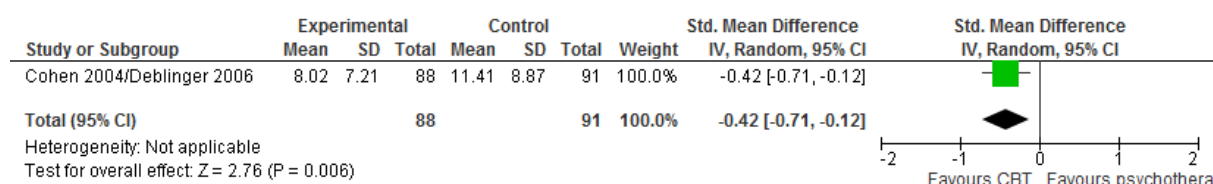
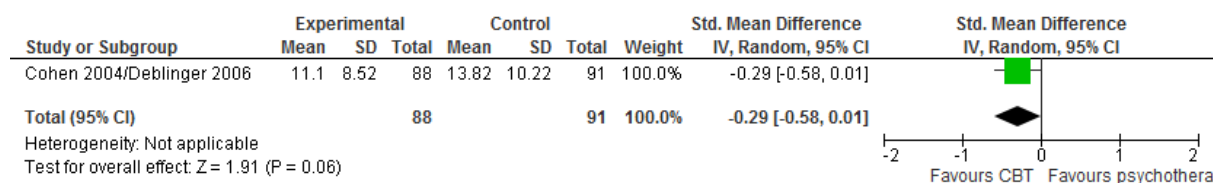


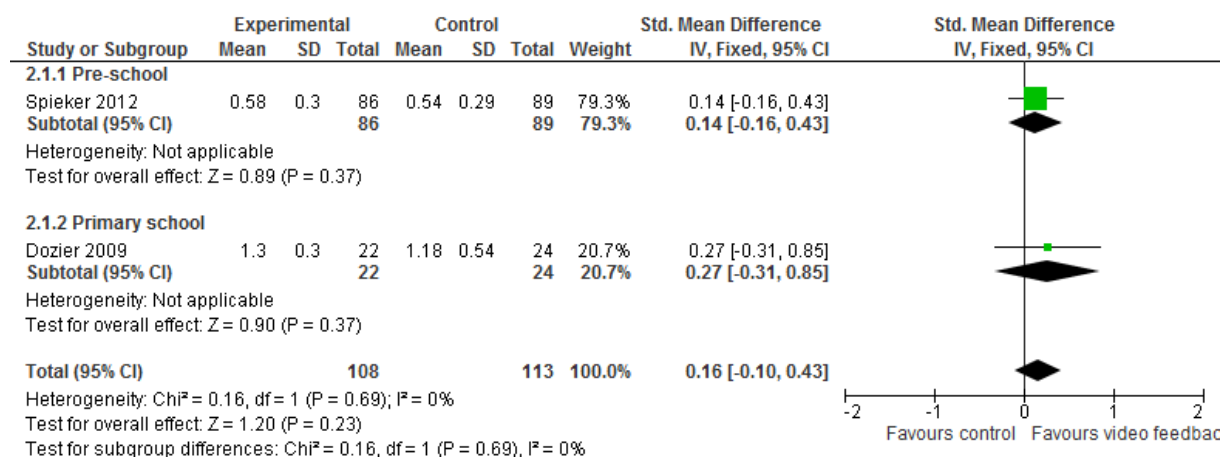
Figure O.121: Externalising behaviour



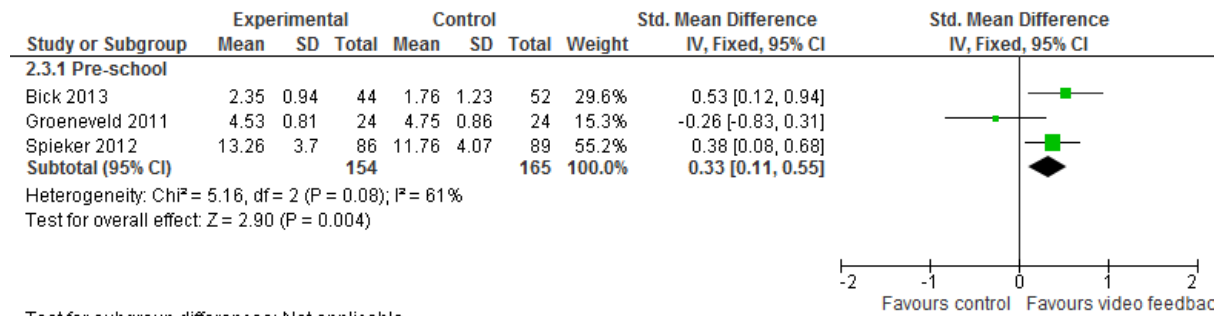
## O.4 Psychosocial interventions for children who are in care

### O.4.1 Video feedback versus control

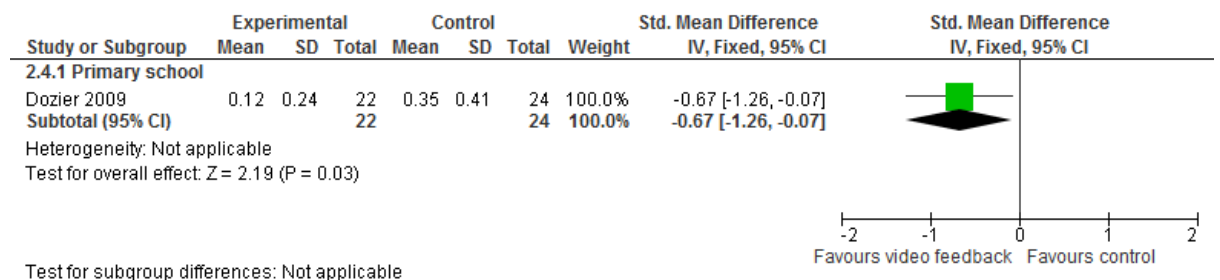
Figure O.122: Effect of video feedback on secure attachment in pre and primary school-aged children who are in care



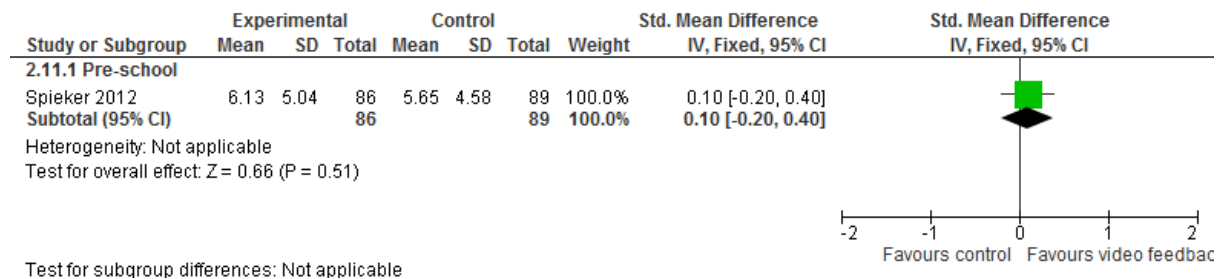
**Figure O.123: Effect of video feedback on maternal sensitivity in preschool-aged children who are in care**



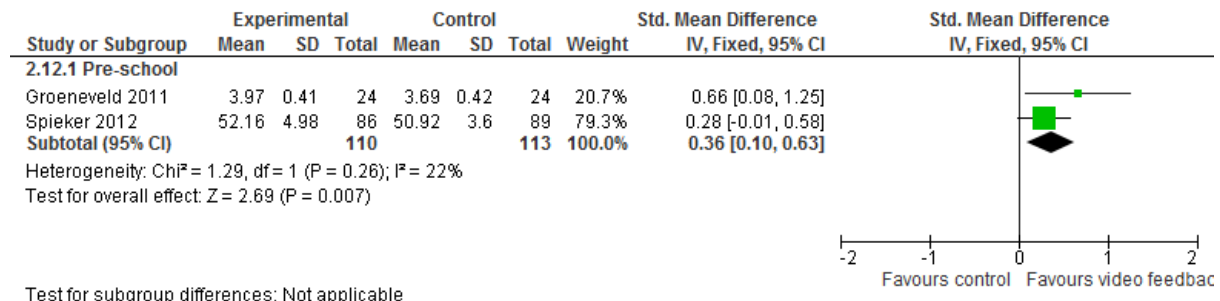
**Figure O.124: Effect of video feedback on attachment difficulties in primary school-aged children who are in care**



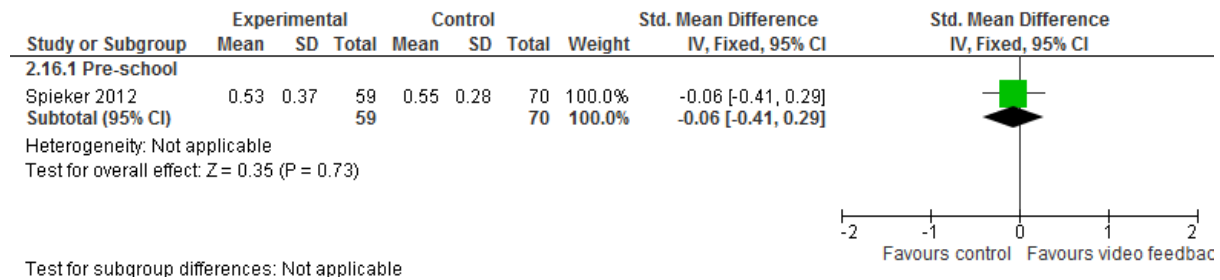
**Figure O.125: Effect of video feedback on parenting stress and mental wellbeing for carers of primary school-aged children**



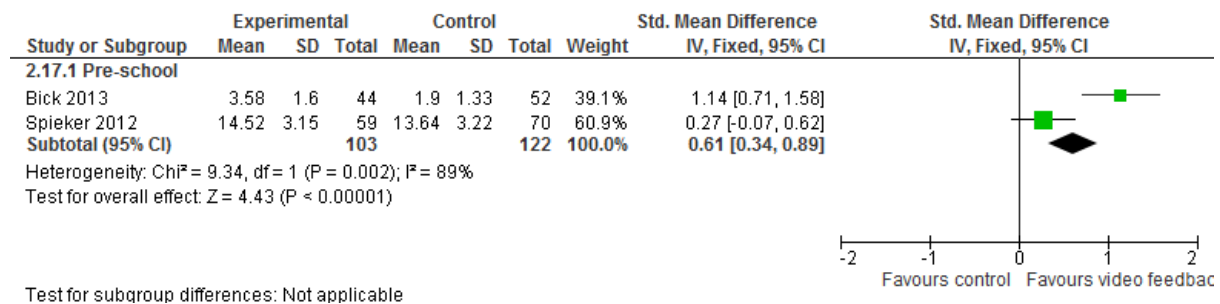
**Figure O.126: Effect of video feedback on parenting attitude/knowledge/behaviour for carers of preschool-aged children**



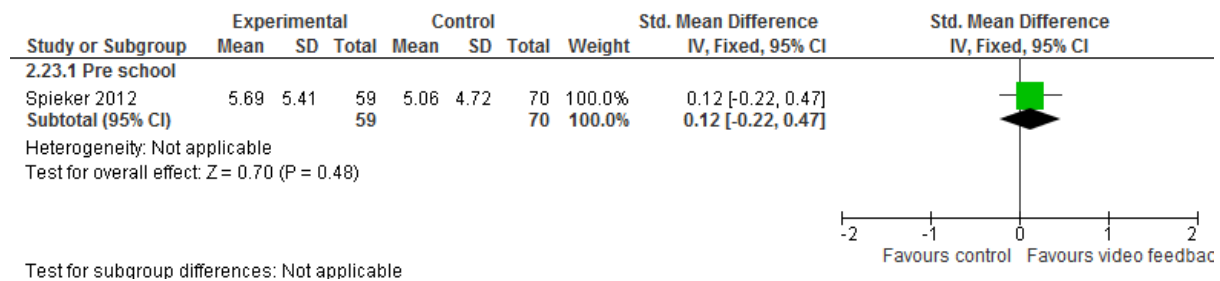
**Figure O.127: Effect of video feedback on secure attachment 6 months post-intervention for carers of preschool-aged children**



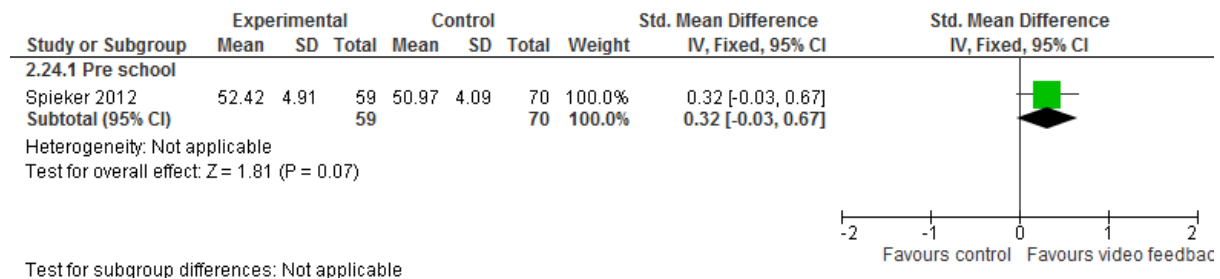
**Figure O.128: Effect of video feedback on maternal sensitivity 6–12 months post-intervention for carers of preschool-aged children**



**Figure O.129: Effect of video feedback on parenting attitude/knowledge/behaviour 6 months post-intervention for carers of preschool-aged children**

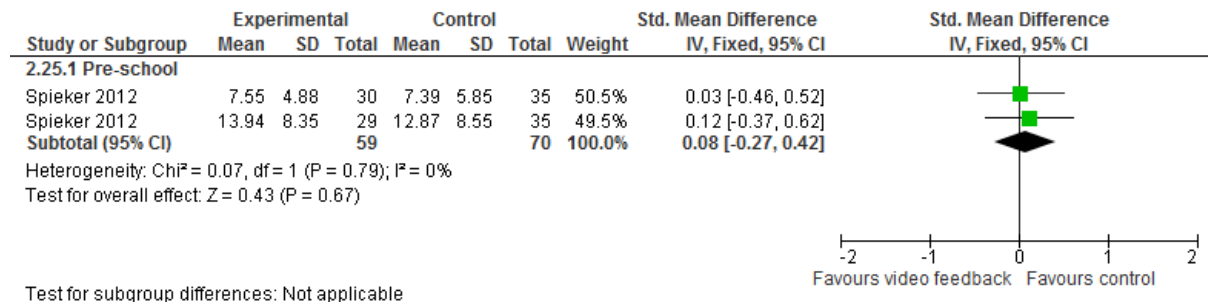


**Figure O.130: Effect of video feedback on parenting stress and wellbeing 6 months post-intervention for carers of preschool-aged children**



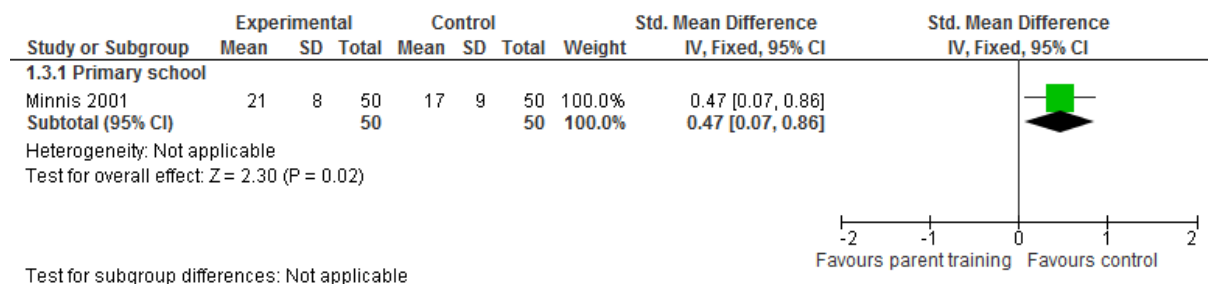


**Figure O.131: Effect of video feedback on externalising/internalising behaviour 6 months post-intervention on preschool-aged children**

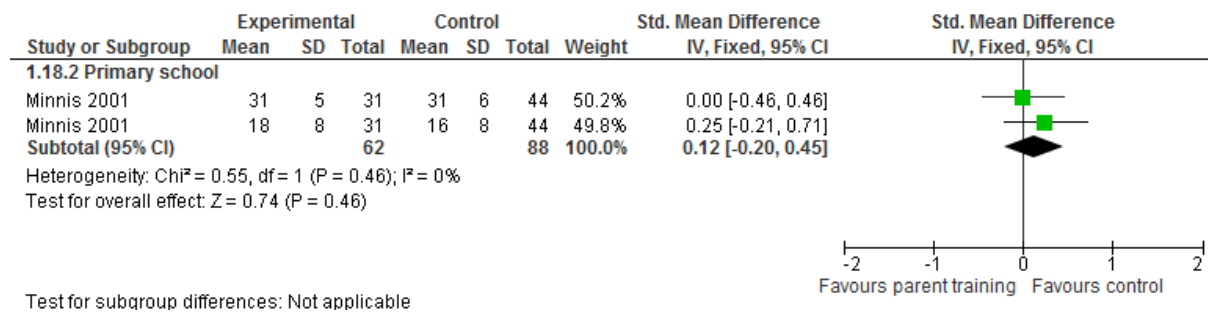


## O.4.2 Parental training, education and support versus usual care

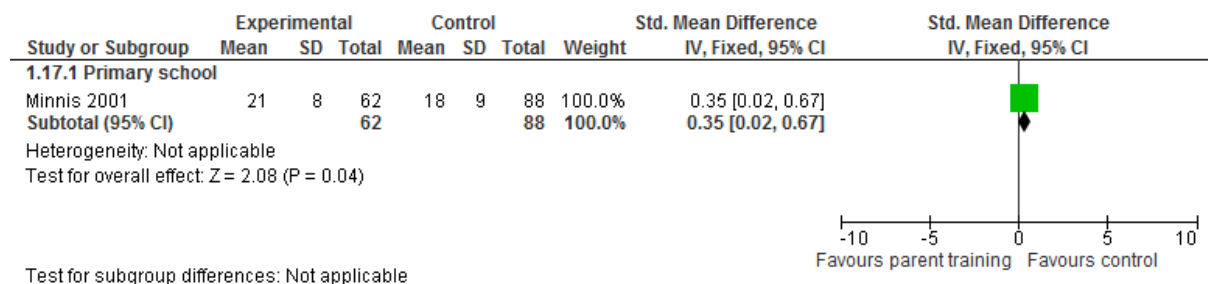
**Figure O.132: Effect of parental training, education and support intervention on reactive attachment disorder of primary school-aged children who are in care**



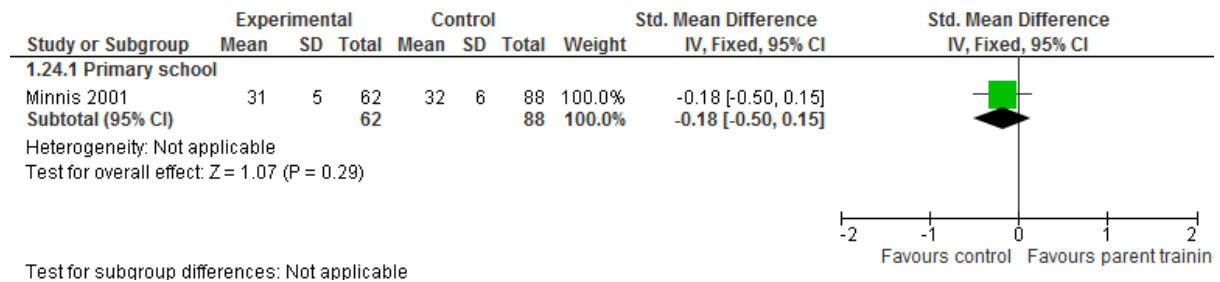
**Figure O.133: Long-term effect of parental training, education and support intervention (9 months post) on reactive attachment disorder of primary school-aged children who are in care**



**Figure O.134: Long-term effects of parental training, education and support intervention (9 months post) on internalising/externalising behaviour of primary school-aged children who are in care**

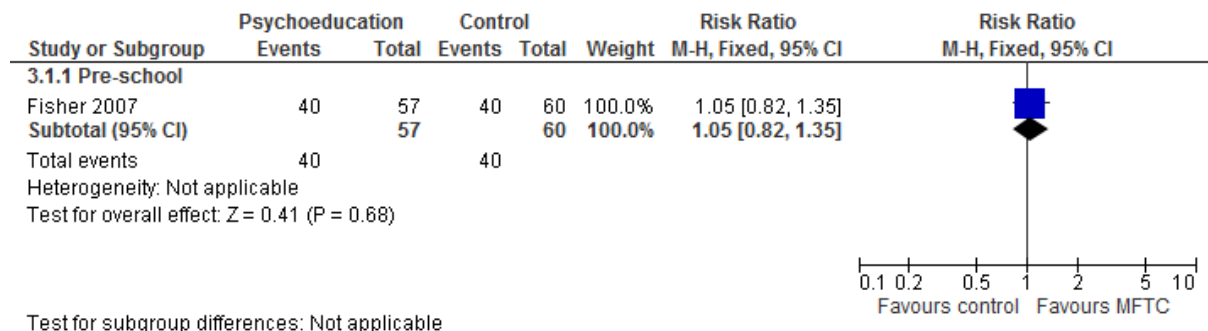


**Figure O.135: Long-term effects of parental training, education and support intervention (9 months post) on mental wellbeing of primary school-aged children who are in care**

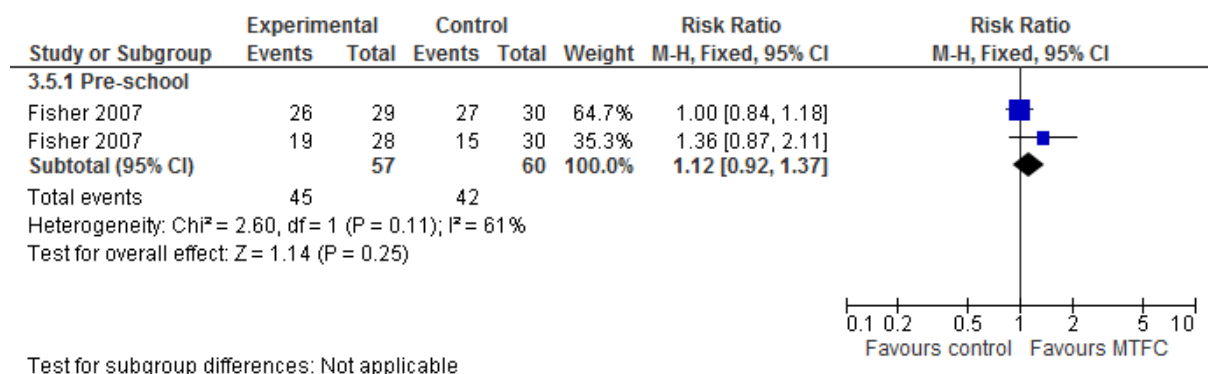


### O.4.3 Multidimensional treatment foster care programme versus usual care

**Figure O.136: Effect of multidimensional treatment foster care programme on secure attachment of preschool-aged children who are in care**

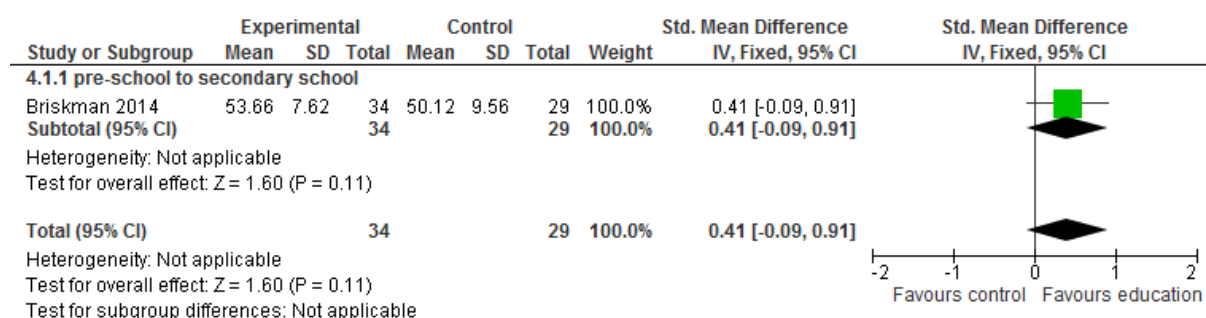


**Figure O.137: Effect of multidimensional treatment foster care programme on attachment difficulties of preschool-aged children who are in care**

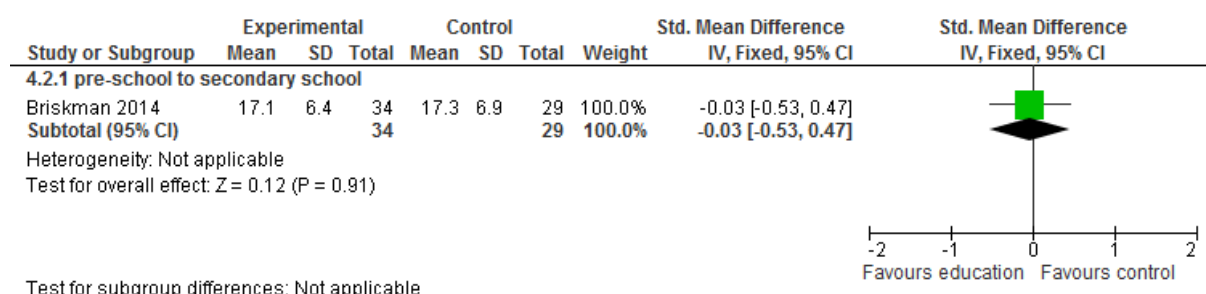


## O.4.4 Parent sensitivity training versus control

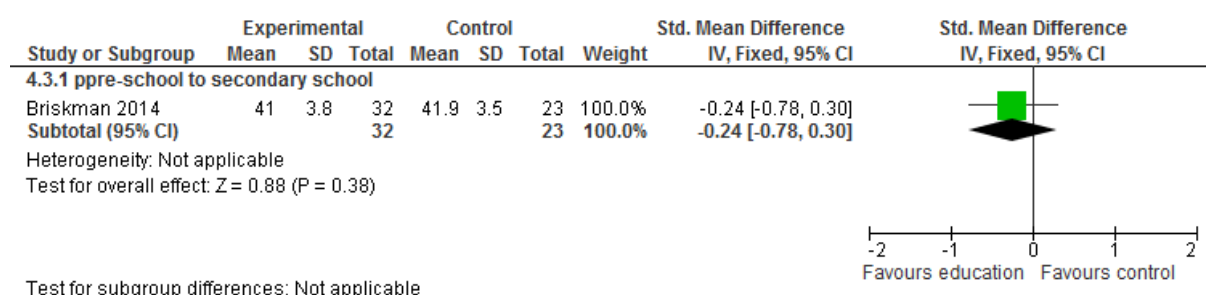
**Figure O.138: Effect of parental sensitivity training on attachment difficulties of preschool- up to secondary school-aged children who are in care**



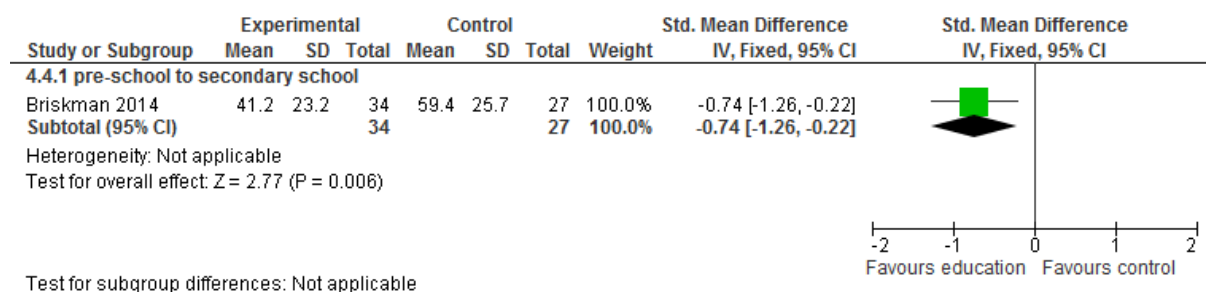
**Figure O.139: Effect of parental sensitivity training on internalising/externalising behaviour of preschool- up to secondary school-aged children who are in care**



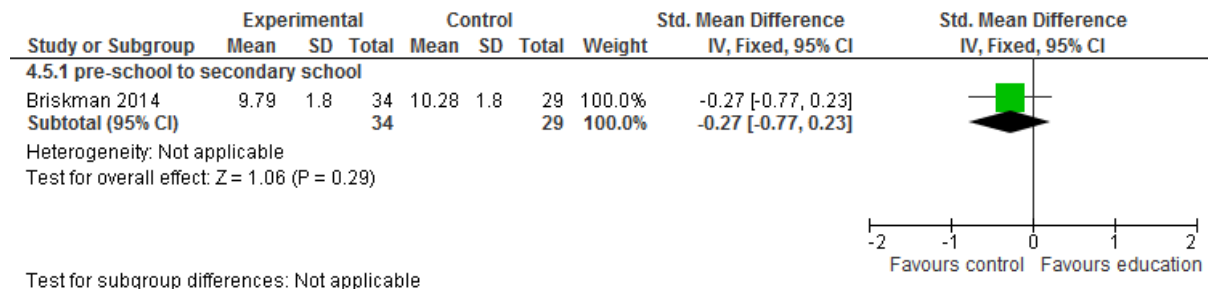
**Figure O.140: Effect of parental sensitivity training on parental attitude/knowledge/behaviour of preschool- up to secondary school-aged children who are in care**



**Figure O.141: Effect of parental sensitivity training on child behavioural problems of pre- up to secondary school-aged children who are in care**

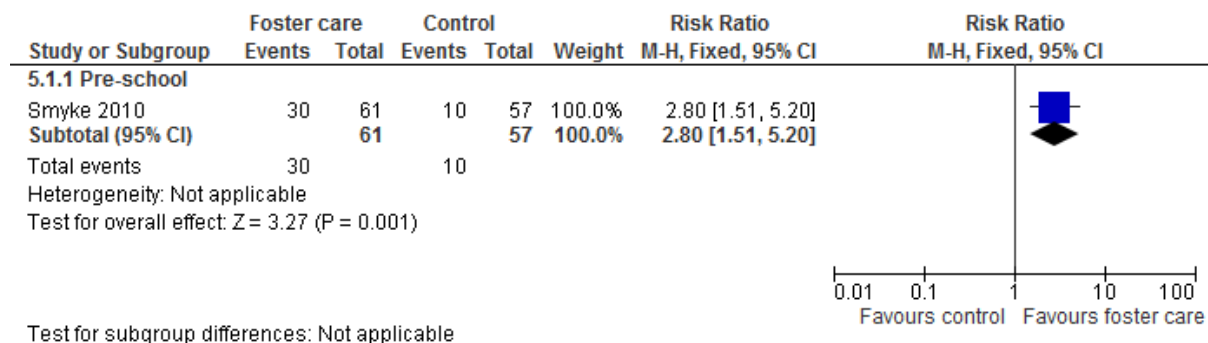


**Figure O.142: Effect of parental sensitivity training on quality of life of preschool- up to secondary school-aged children who are in care**

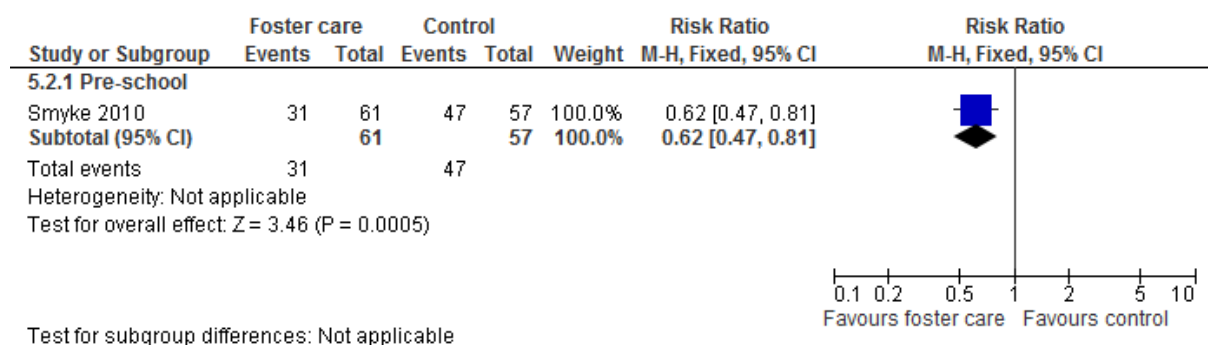


### O.4.5 Foster care versus institutionalised

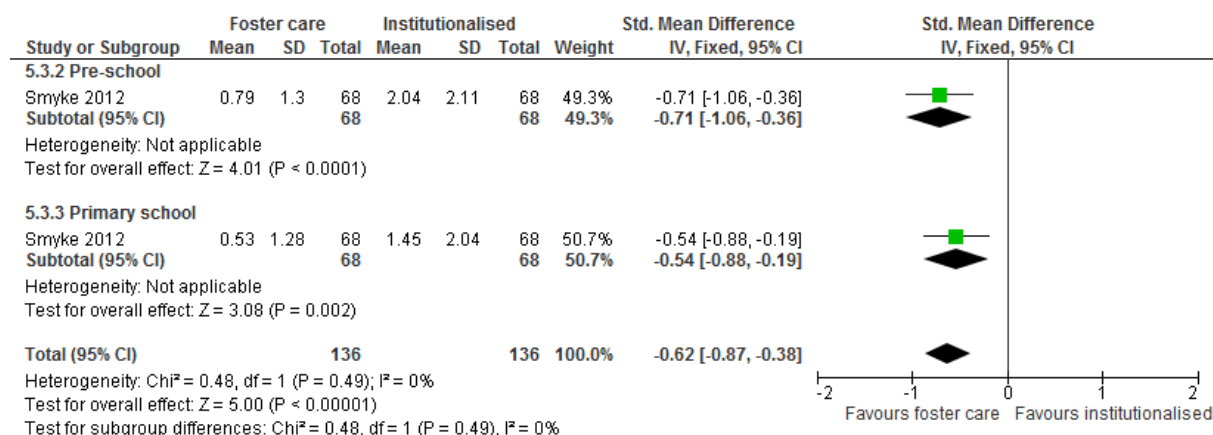
**Figure O.143: Long-term effects (11–36 months) of entering foster care (with training and support) versus staying institutionalised on secure attachment of preschool-aged children who are in care**



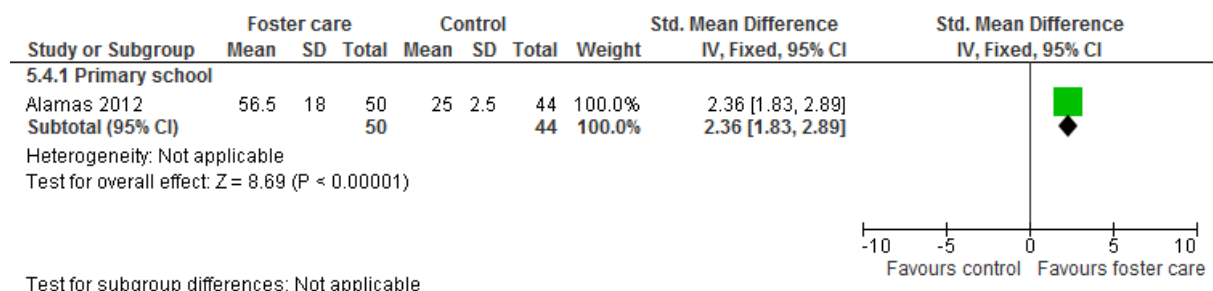
**Figure O.144: Long-term effects (11–36 months) of entering foster care (with training and support) versus staying institutionalised on attachment difficulties of preschool-aged children who are in care**



**Figure O.145: Long-term effects (11–36 months up to 5.5–7.5 years) of entering foster care (with training and support) versus staying institutionalised on reactive attachment disorder of pre and primary school-aged children who are in care**

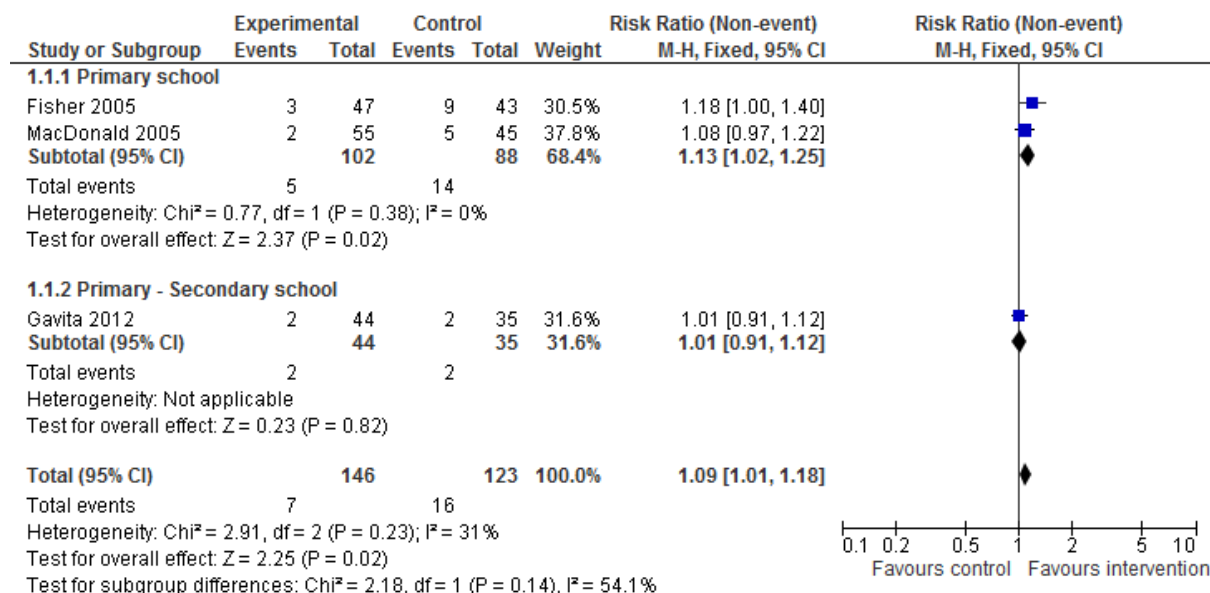


**Figure O.146: Long-term effects (5.5–7.5 years) of entering foster care (with training and support) versus staying institutionalised on social skills of primary school-aged children who are in care**

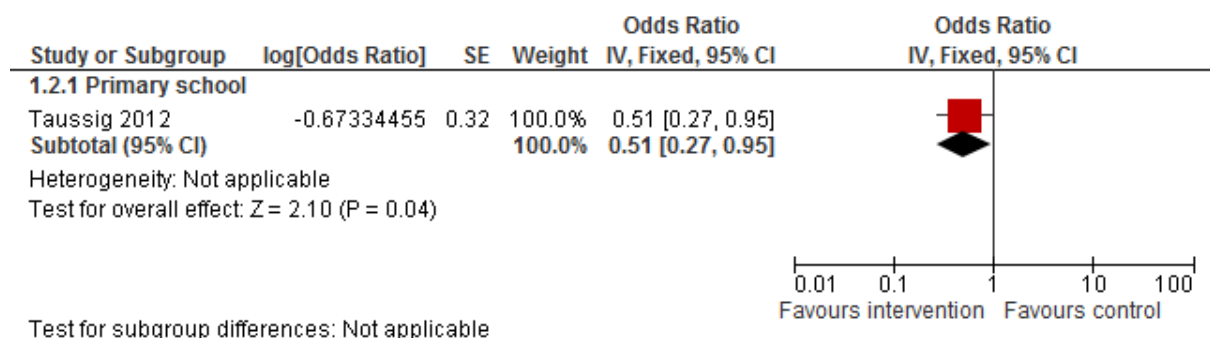


## O.4.6 Studies that provided placement disruption as an outcome but did not measure attachment

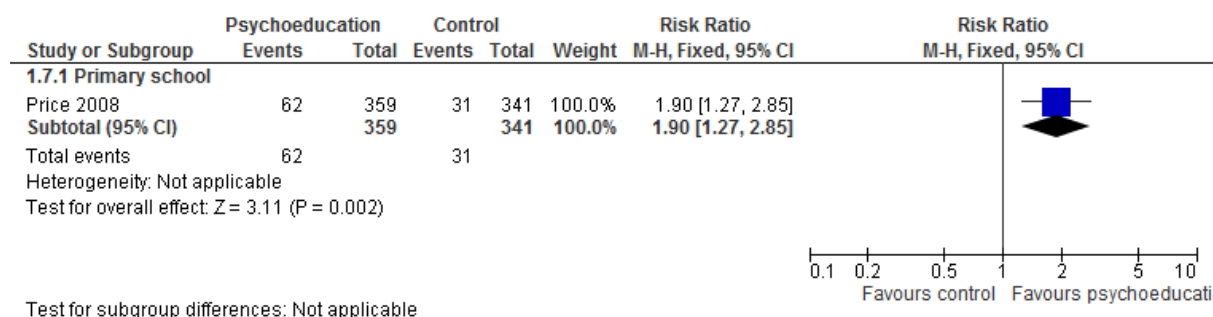
**Figure O.147: Effects of parental education, training and support on placement disruption of primary to secondary school-aged children in care**



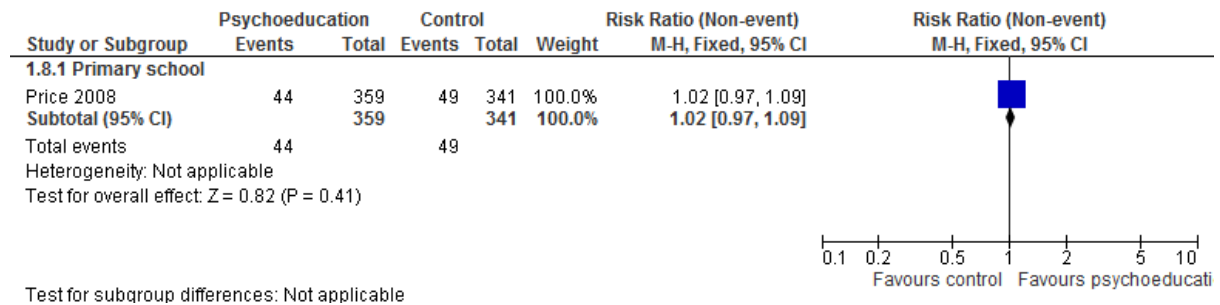
**Figure O.148: Effects of parental education, training and support on placement disruption of primary school-aged children in care**



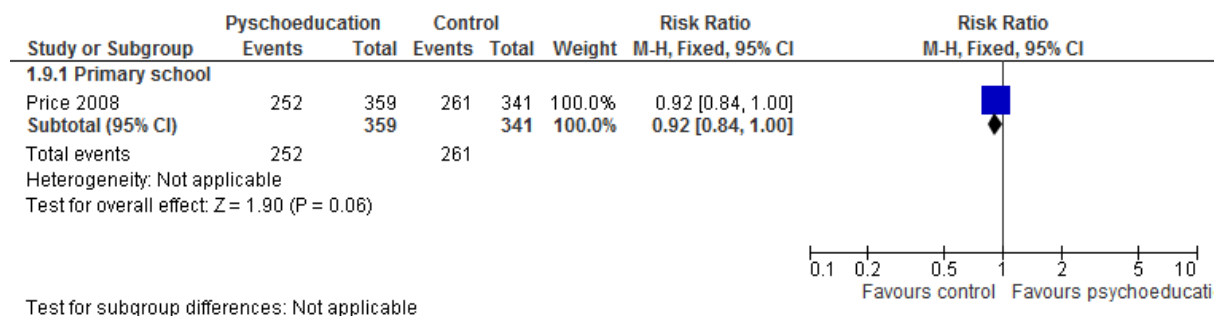
**Figure O.149: Effects of parental education, training and support on positive exists from care of primary school-aged children in care**



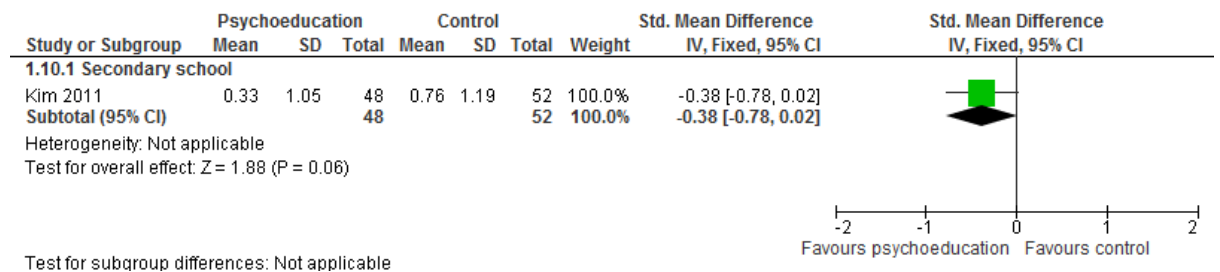
**Figure O.150: Effects of parental education, training and support on negative exists from care of primary school-aged children in care**



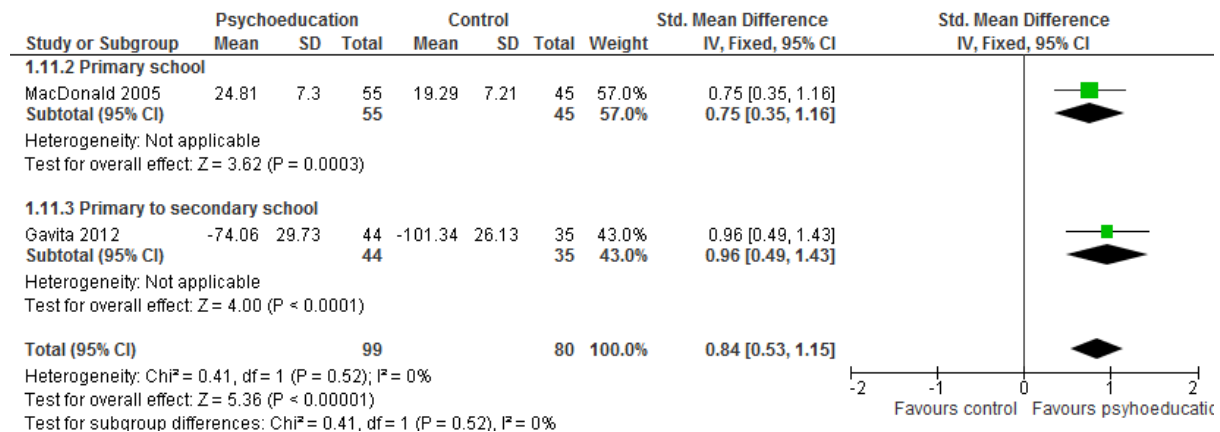
**Figure O.151: Effects of parental education, training and support on placement stability of primary school-aged children in care**



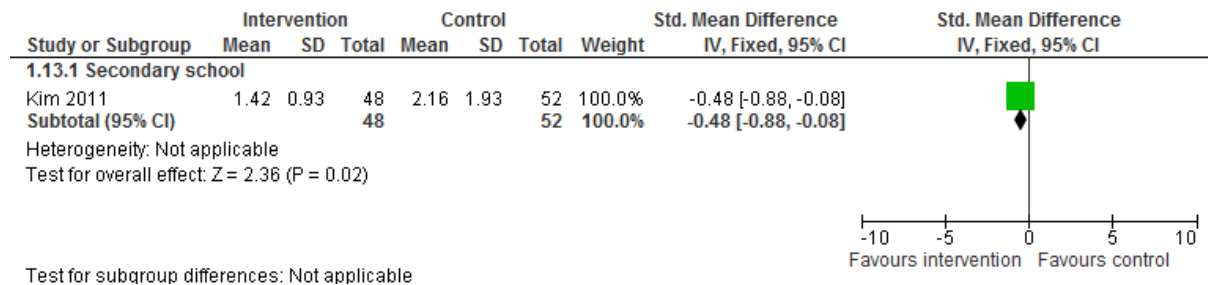
**Figure O.152: Effects of parental education, training and support on placement disruption of secondary school-aged children in care**



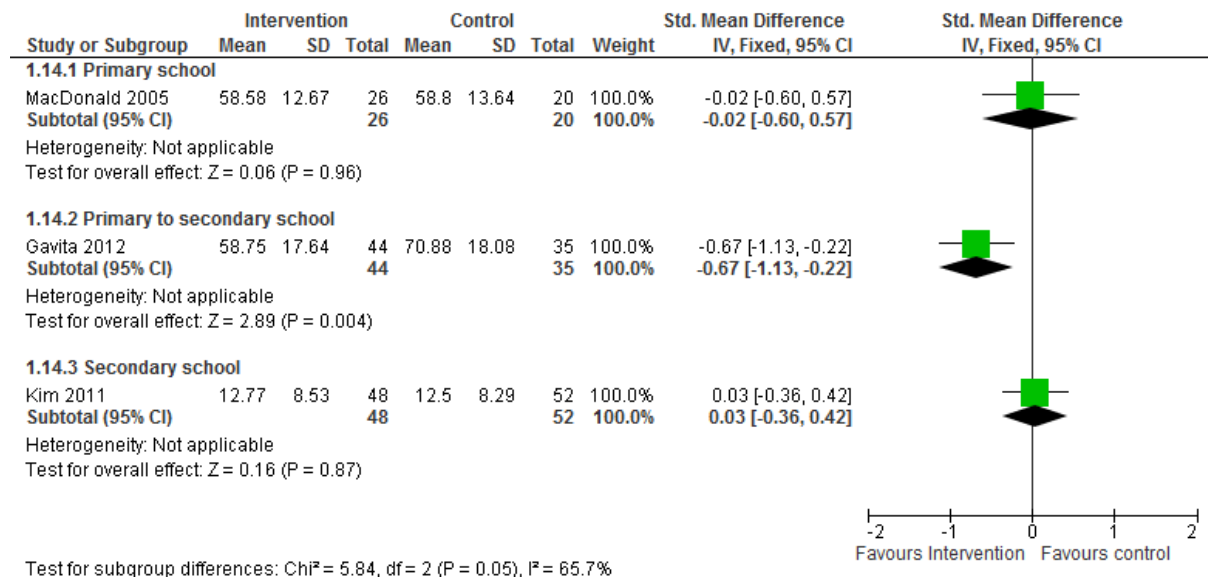
**Figure O.153: Effects of parental education, training and support on the carer's quality of parenting of primary to secondary school-aged children**



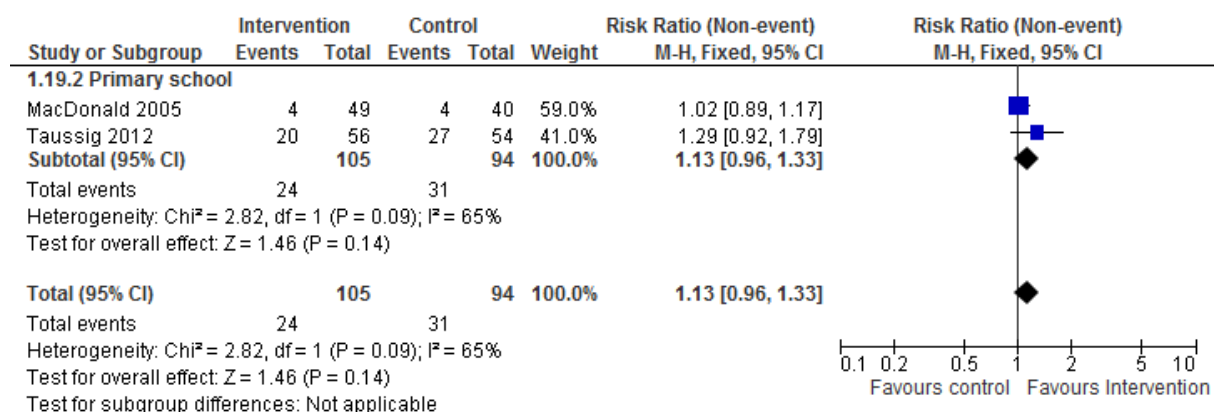
**Figure O.154: Effects of parental education, training and support on delinquency of secondary school-aged children**



**Figure O.155: Effects of parental education, training and support on internalising/externalising behaviour of primary school-aged children**



**Figure O.156: Effects of parental education, training and support on placement disruptions after the intervention in primary school-aged children**





## O.5 Psychosocial interventions for children who have been adopted

### O.5.1 Video feedback versus control

Figure O.157: Effects of video feedback on secure attachment

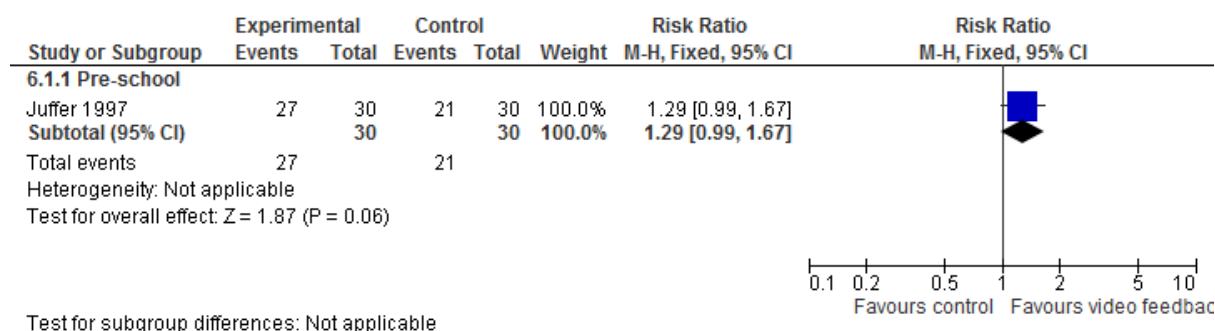


Figure O.158: Effects of video feedback on maternal sensitivity

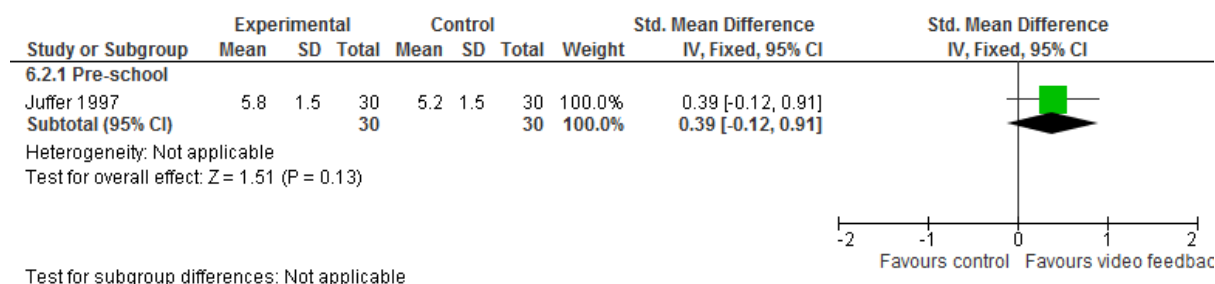


Figure O.159: Effects of video feedback on likelihood of having attachment difficulties

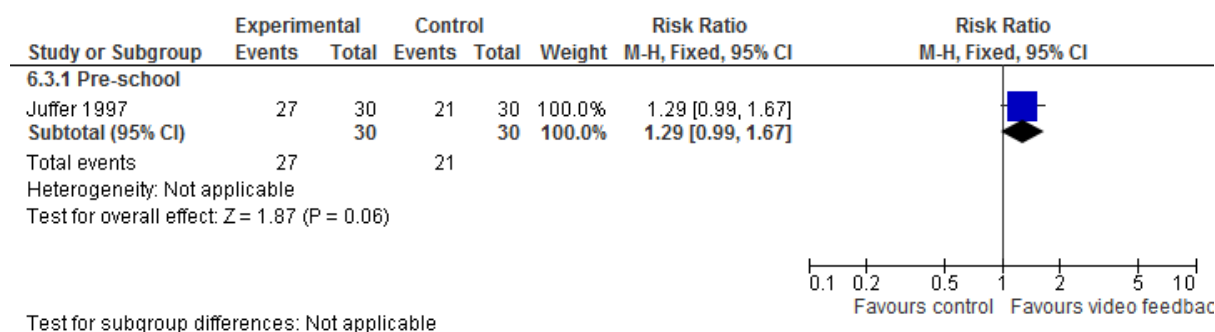
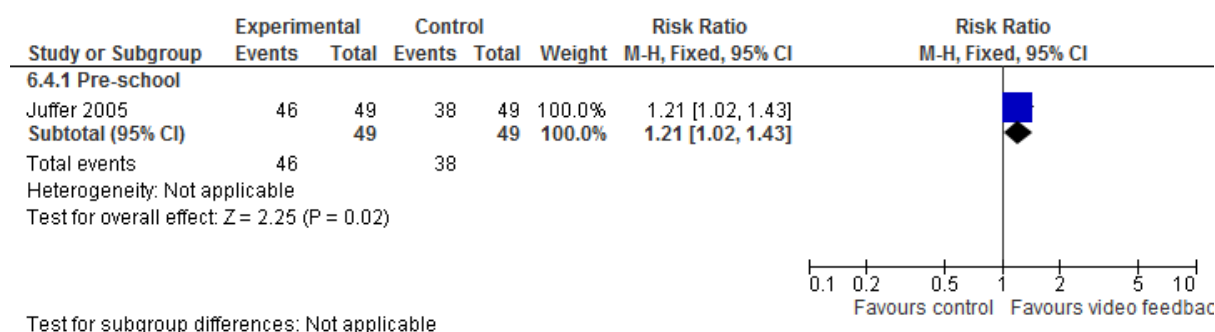
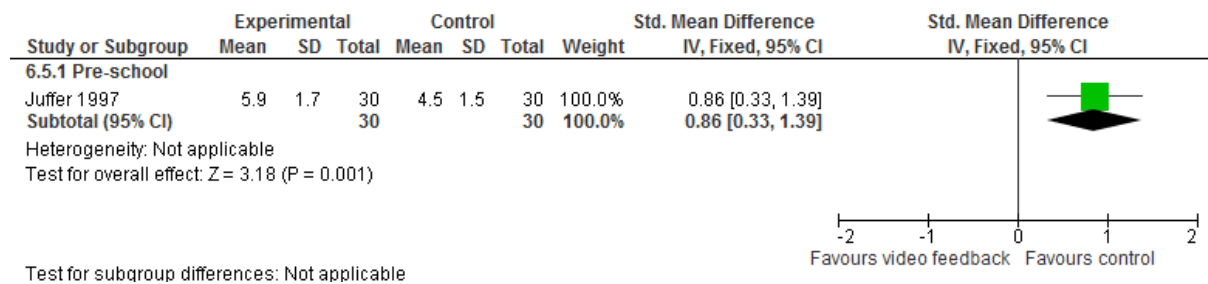


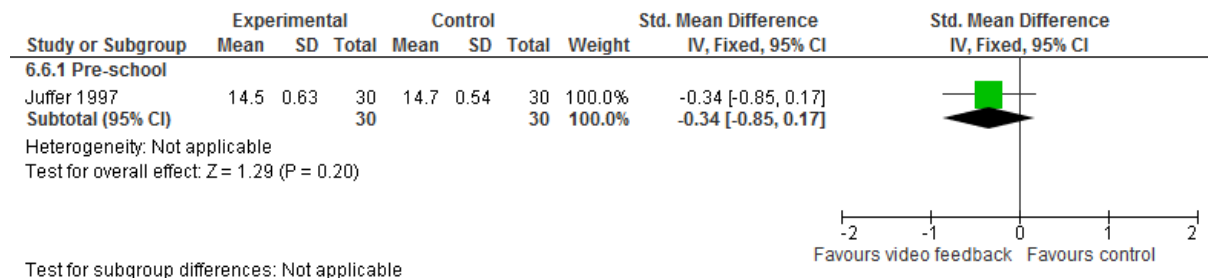
Figure O.160: Effects of video feedback on likelihood of having disorganised attachment



**Figure O.161: Effects of video feedback on parental behaviour**

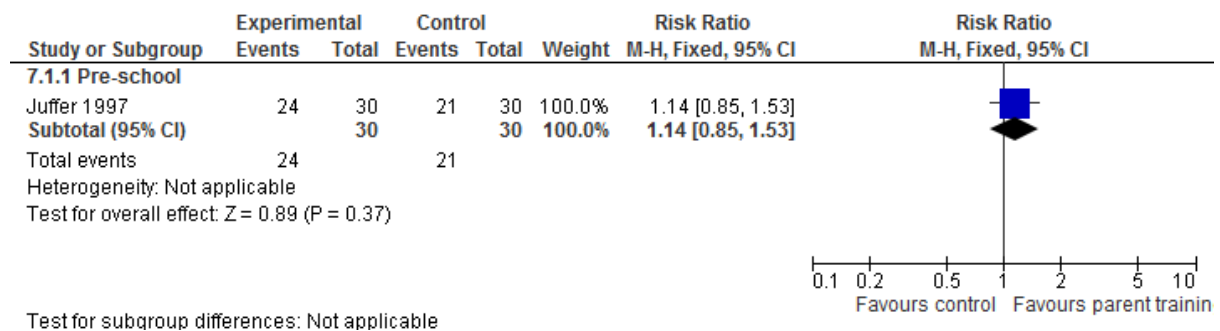


**Figure O.162: Effects of video feedback on child behaviour**

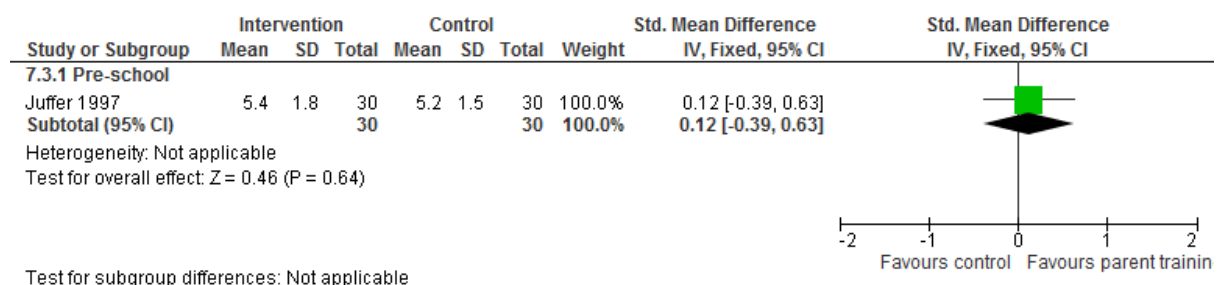


## O.5.2 Parental sensitivity and behaviour training versus control

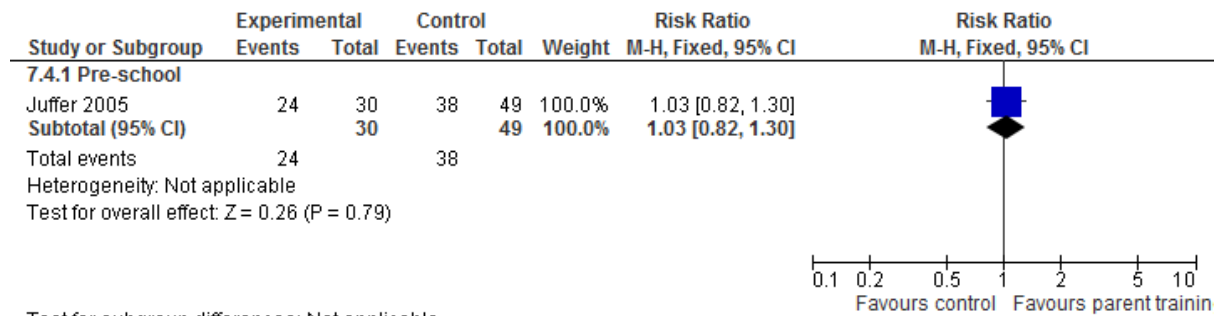
**Figure O.163: Effects of parental sensitivity and behaviour training on secure attachment**



**Figure O.164: Effects of parental sensitivity and behaviour training on maternal sensitivity**

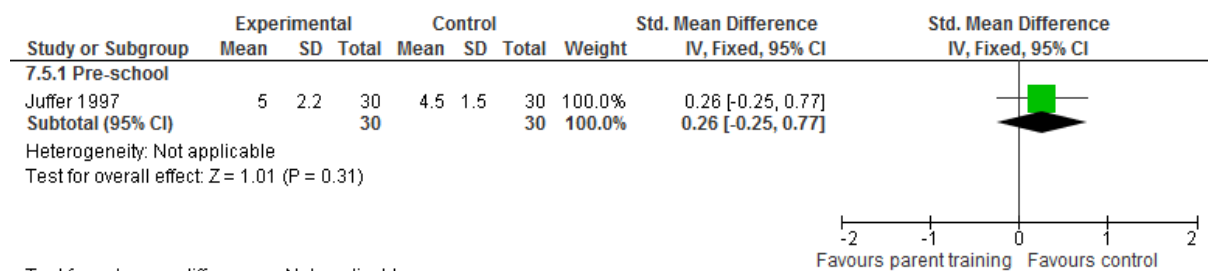


**Figure O.165: Effects of parental sensitivity and behaviour training on likelihood of having disorganised attachment**



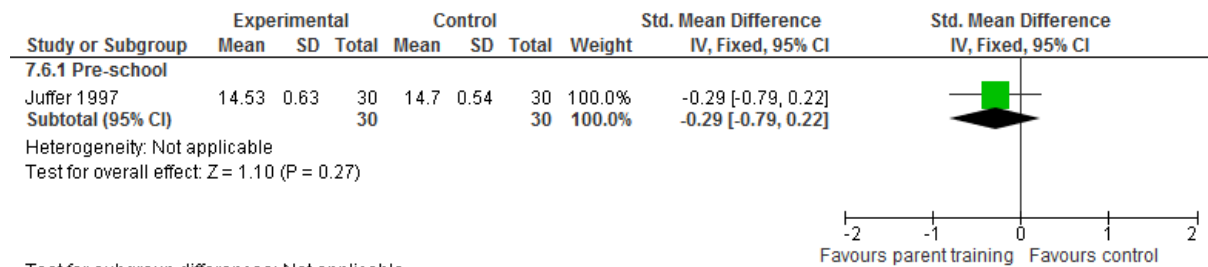
Test for subgroup differences: Not applicable

**Figure O.166: Effects of parental sensitivity and behaviour training on internalising/externalising behaviour**



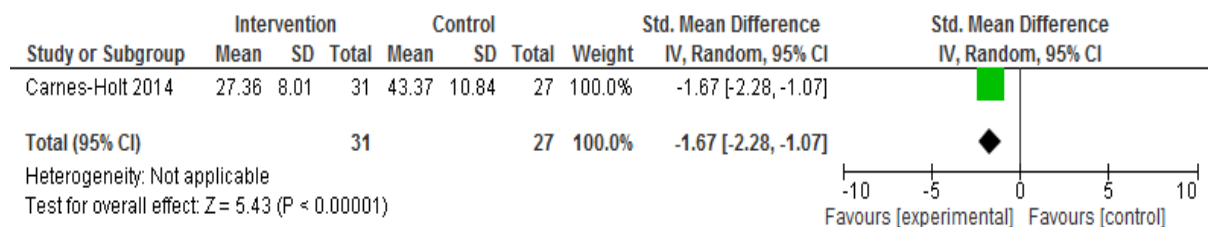
Test for subgroup differences: Not applicable

**Figure O.167: Effects of parental sensitivity and behaviour training on parental behaviour**

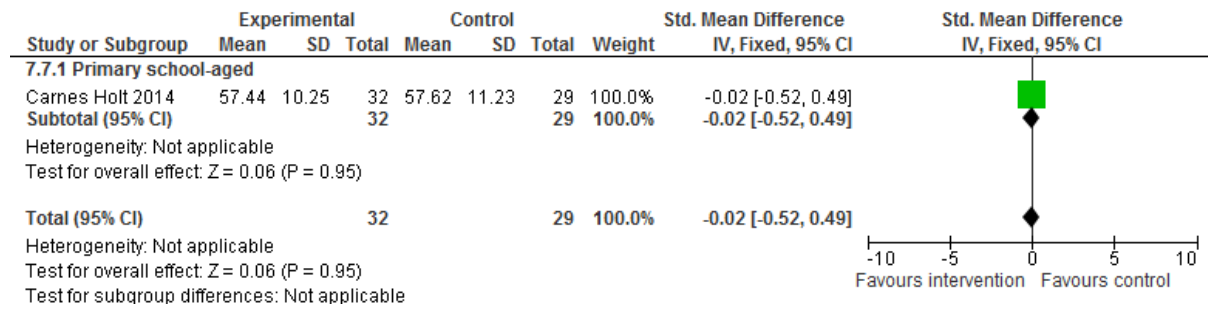


Test for subgroup differences: Not applicable

**Figure O.168: Effects of parental sensitivity and behaviour training on maternal empathy (lower is better)**

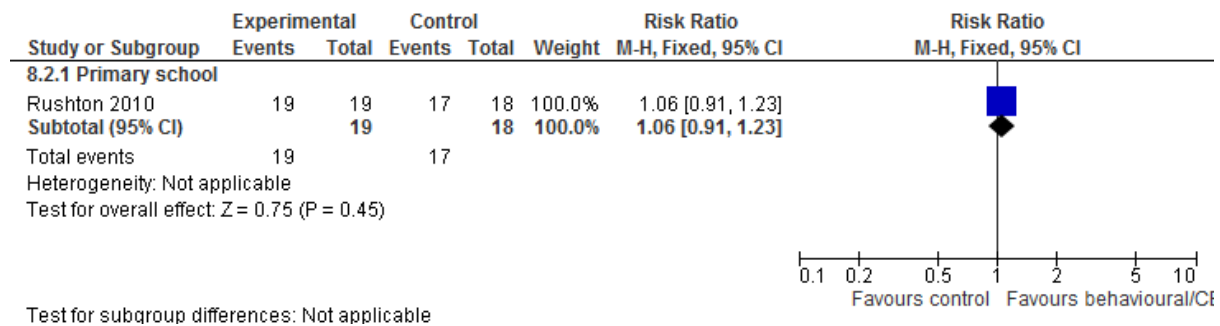


**Figure O.169: Effects of Parental sensitivity and behaviour training on child behaviour CBCL total problems (lower is better)**

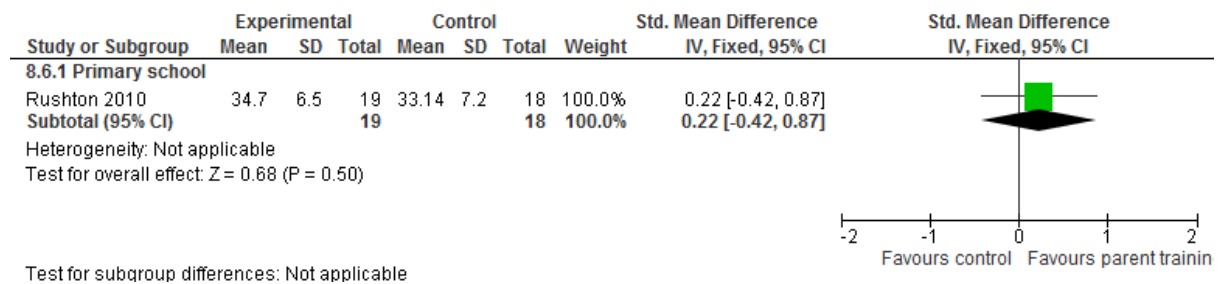


### O.5.3 Parental education, training and support versus control

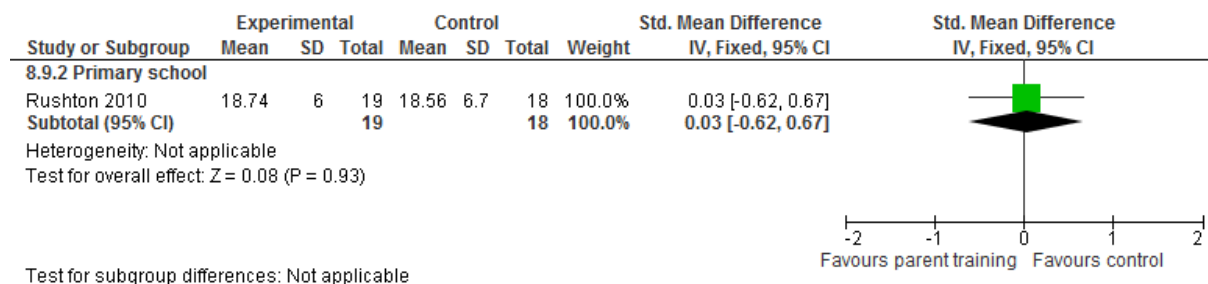
**Figure O.170: Effects of parental education, training and support on likelihood of improving attachment by >50%**



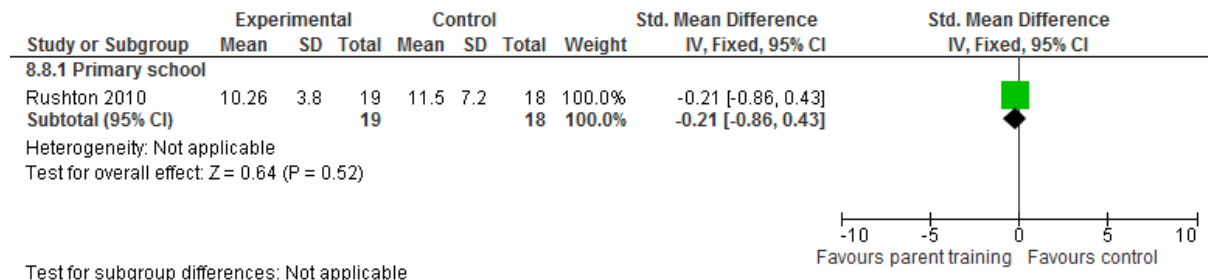
**Figure O.171: Effects of parental education, training and support on internalising/externalising behaviour**



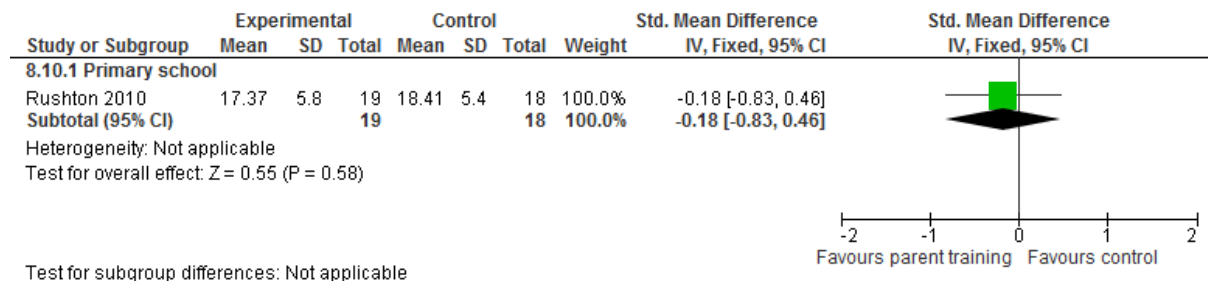
**Figure O.172: Effects of parental education, training and support on placement problems**



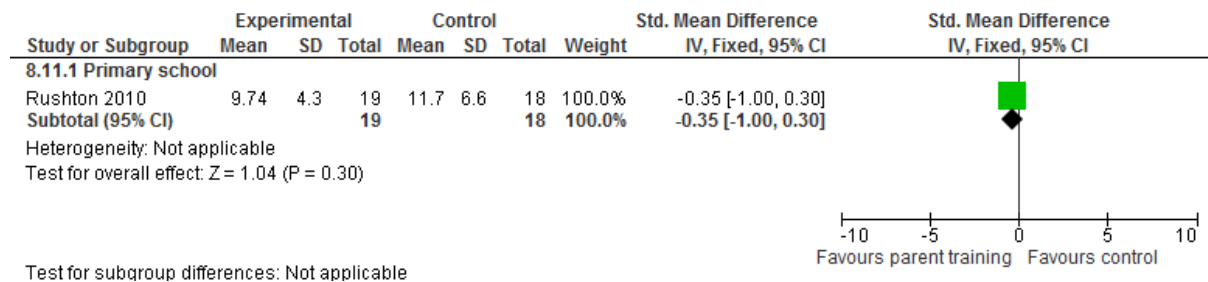
**Figure O.173: Effects of parental education, training and support on quality of parenting**



**Figure O.174: Effects of parental education, training and support on externalising/internalising behaviour at 6 months follow-up**



**Figure O.175: Effects of parental education, training and support on placement problems at 6 months follow-up**



**Figure O.176: Effects of parental education, training and support on quality of parenting at 6 months of follow-up**

