

THE KOBA-STUDY

INTEGRATED KNOWLEDGE TRANSLATION IN CHILD WELFARE IMPROVING EDUCATIONAL OUTCOMES FOR CHILDREN AT RISK

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Global Evidence and Implementation Summit, 2018



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**Regional Centre for Child and
Adolescent Mental Health**

Eastern and Southern Norway

SCIENCE



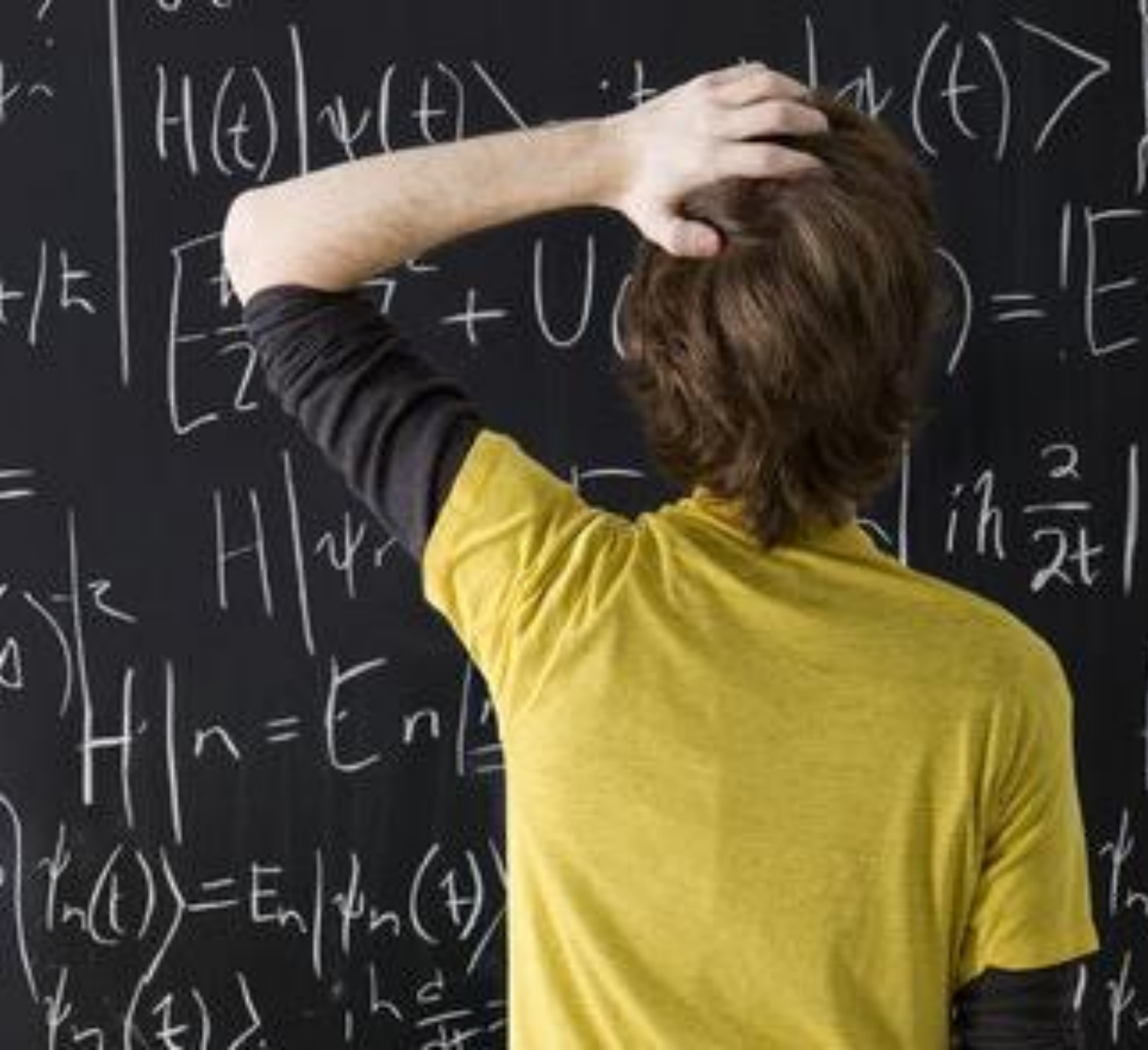
PRACTICE

Hybrid study



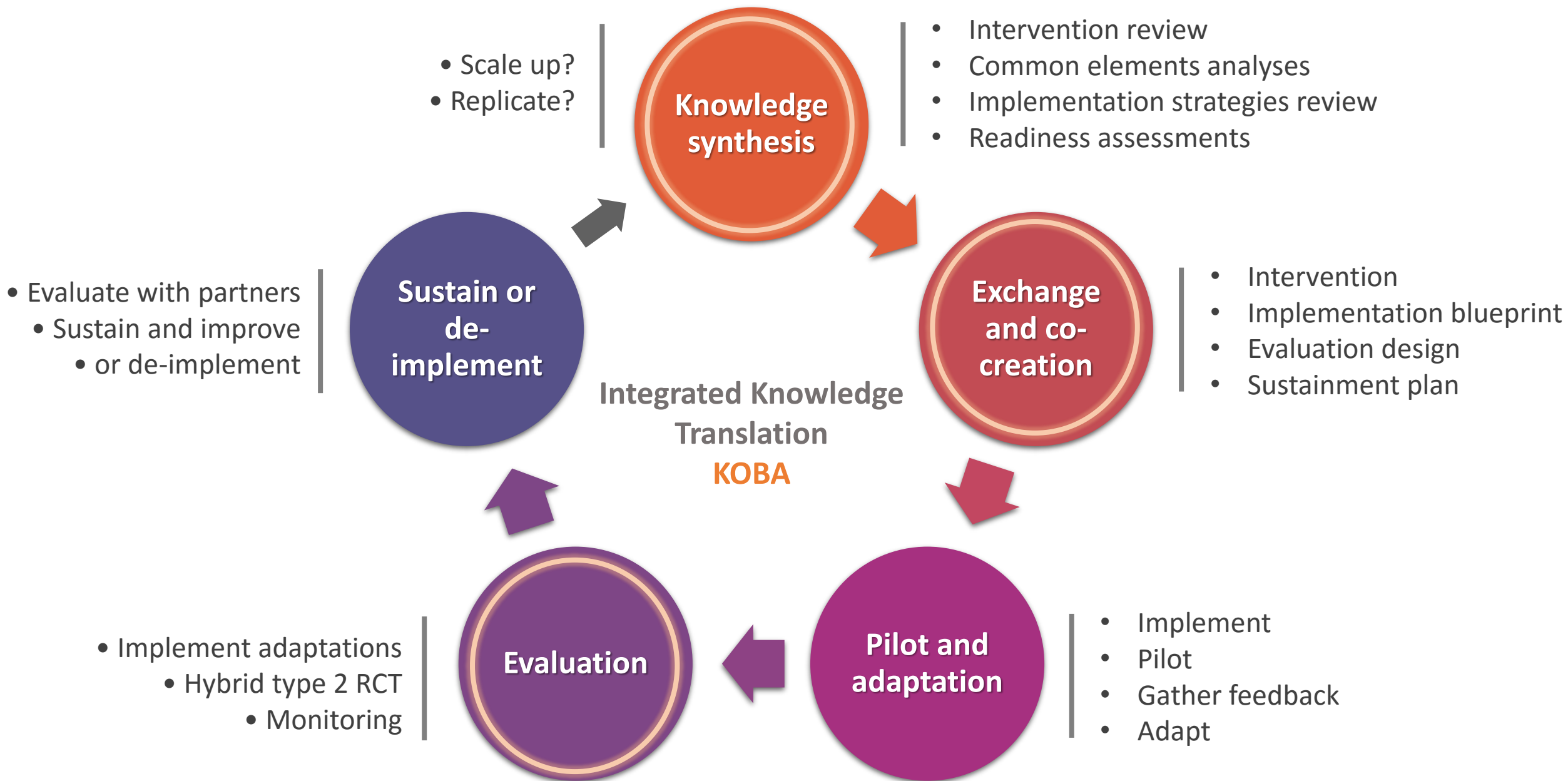
**Children in child
protection services and
academic achievement**

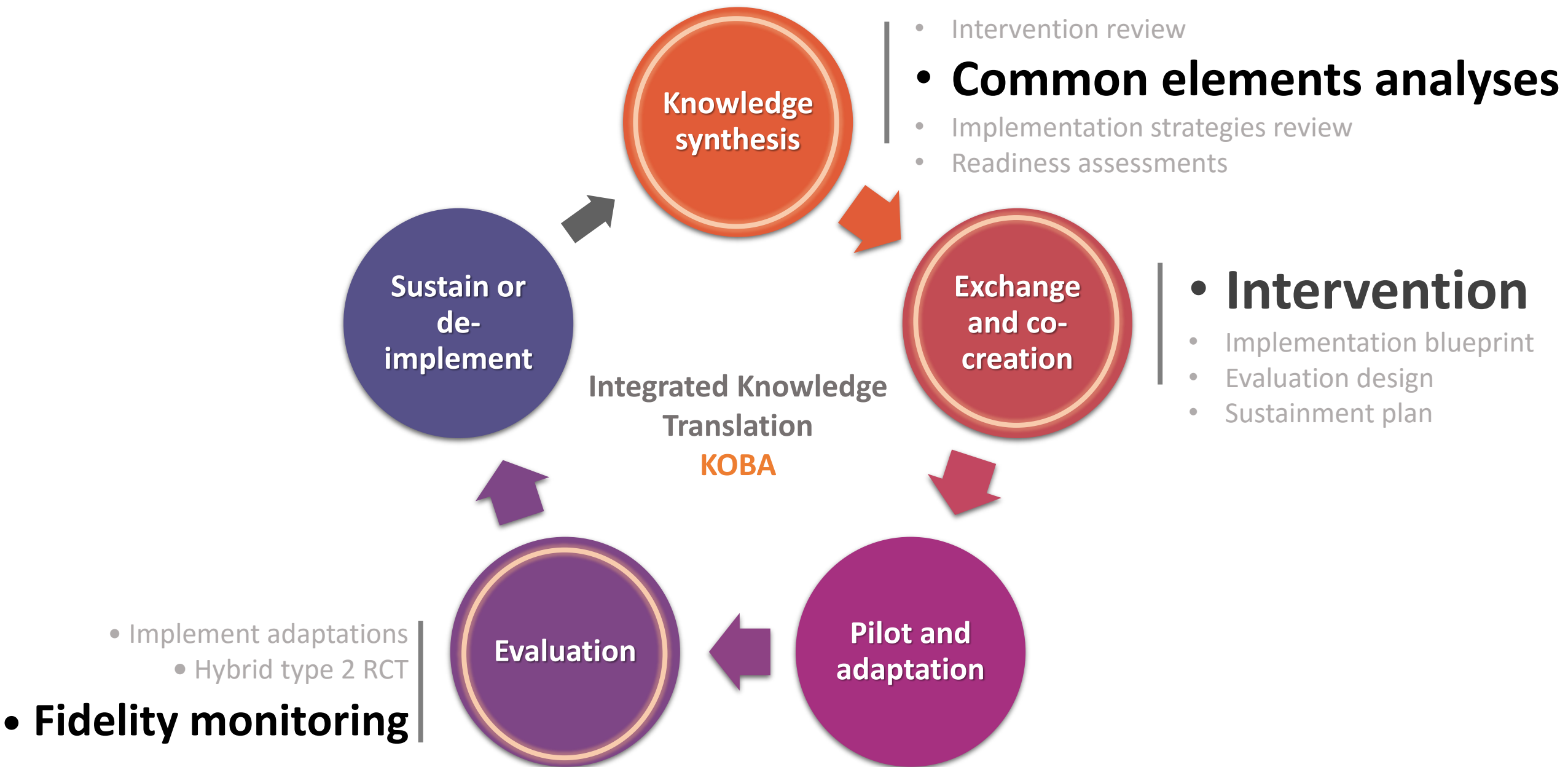




Academic support in general child protection practice

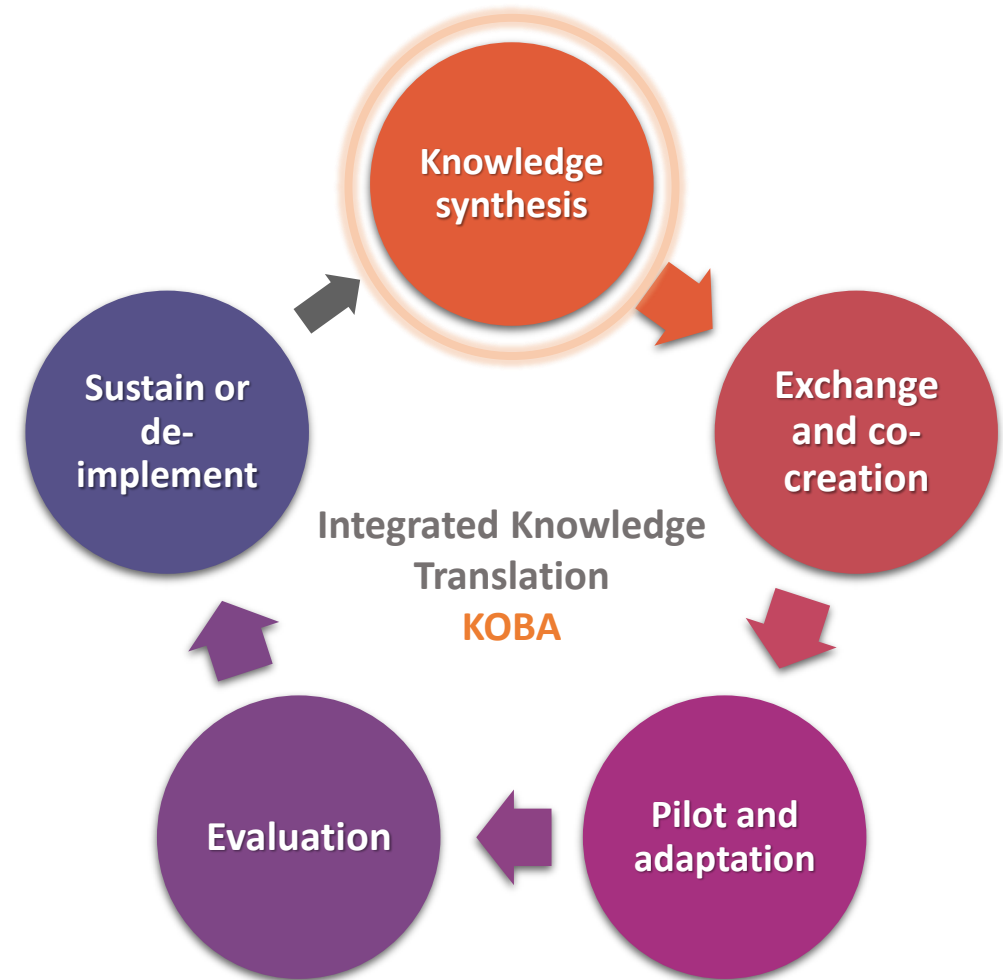
- Lack of feasible interventions
- Limited implementation climate and readiness for change
- Develop implementable intervention tailored to context





Knowledge synthesis

- **Systematic review**
 - Community- and home based academic interventions for children at risk (Engell et al., 2016)
- **Common elements analyses**
 - Common practice-, process-, and implementation elements of effective academic interventions





Intervention A



Intervention B



Common elements

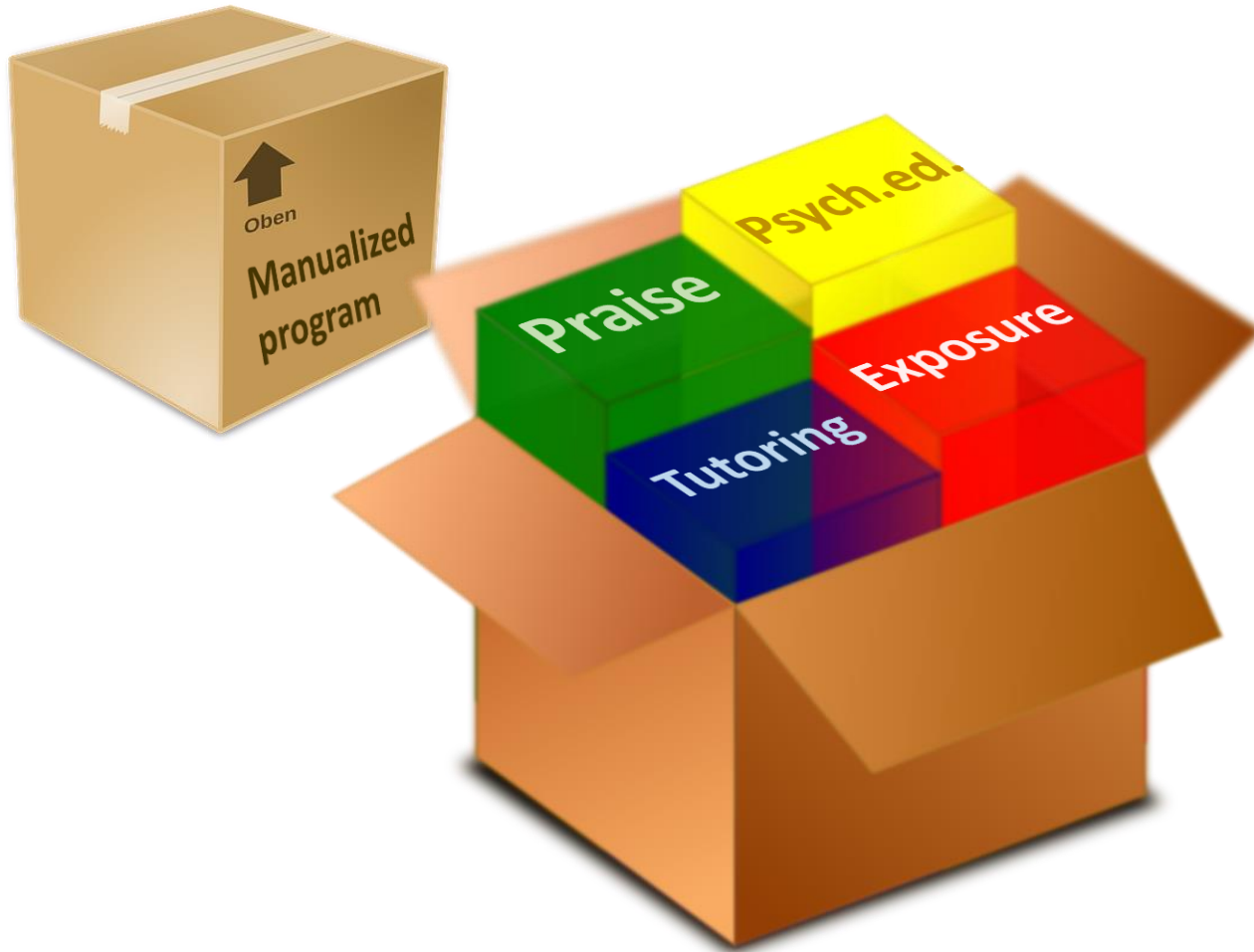


Intervention C



Intervention D

Common elements



Discrete content of interventions that are frequently shared by a selection of interventions or programs

Fine-grained testing and understanding

Defining elements

Practice elements

Specific activities or actions used to evoke or influence an outcome

e.g. goal setting, praise, or psychoeducation

Process elements

Describes how and under what circumstances the practice elements are delivered

e.g. in group, at home visit, or using role play

Implementation elements

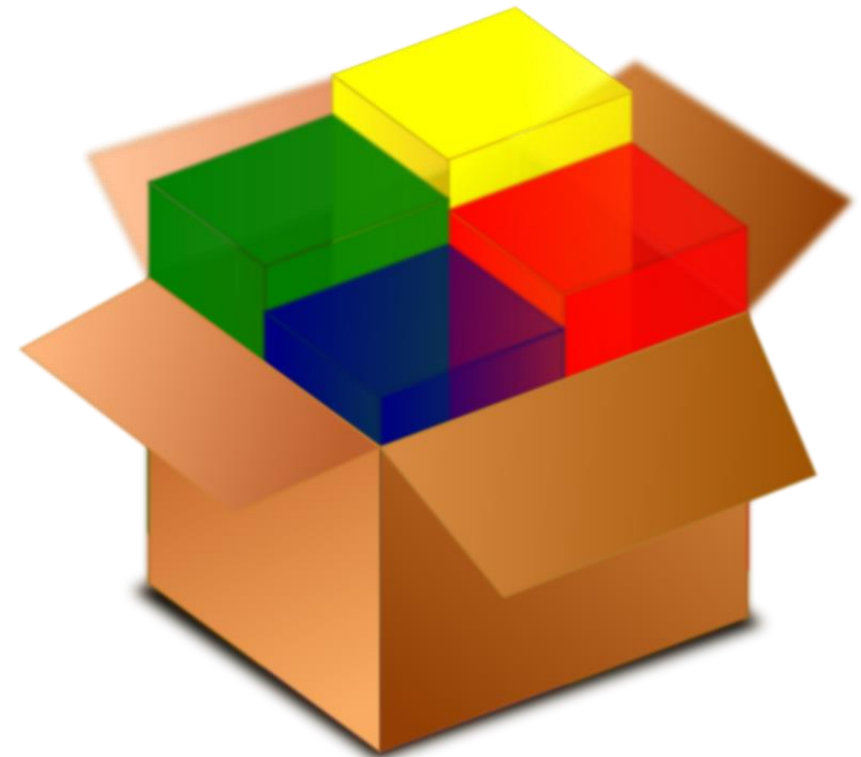
Discrete strategies used to facilitate or enable the delivery of practice- and process elements (strategies adopted from the ERIC project, Powell et al., 2015)

e.g. ongoing training or audit and feedback

#27 –

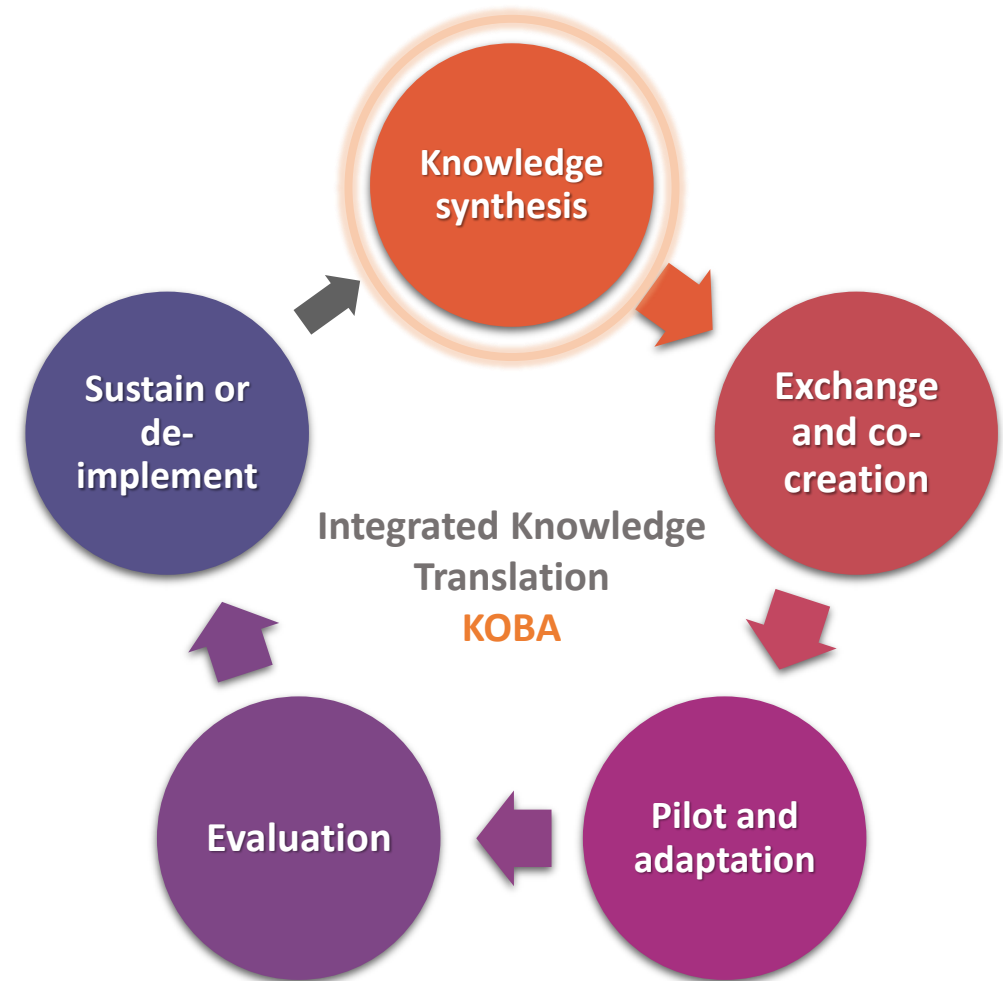
Promoting adoption of evidence using common elements methodology and co-creation: enhancing implementability.

Wednesday 12:30 PM



Knowledge synthesis

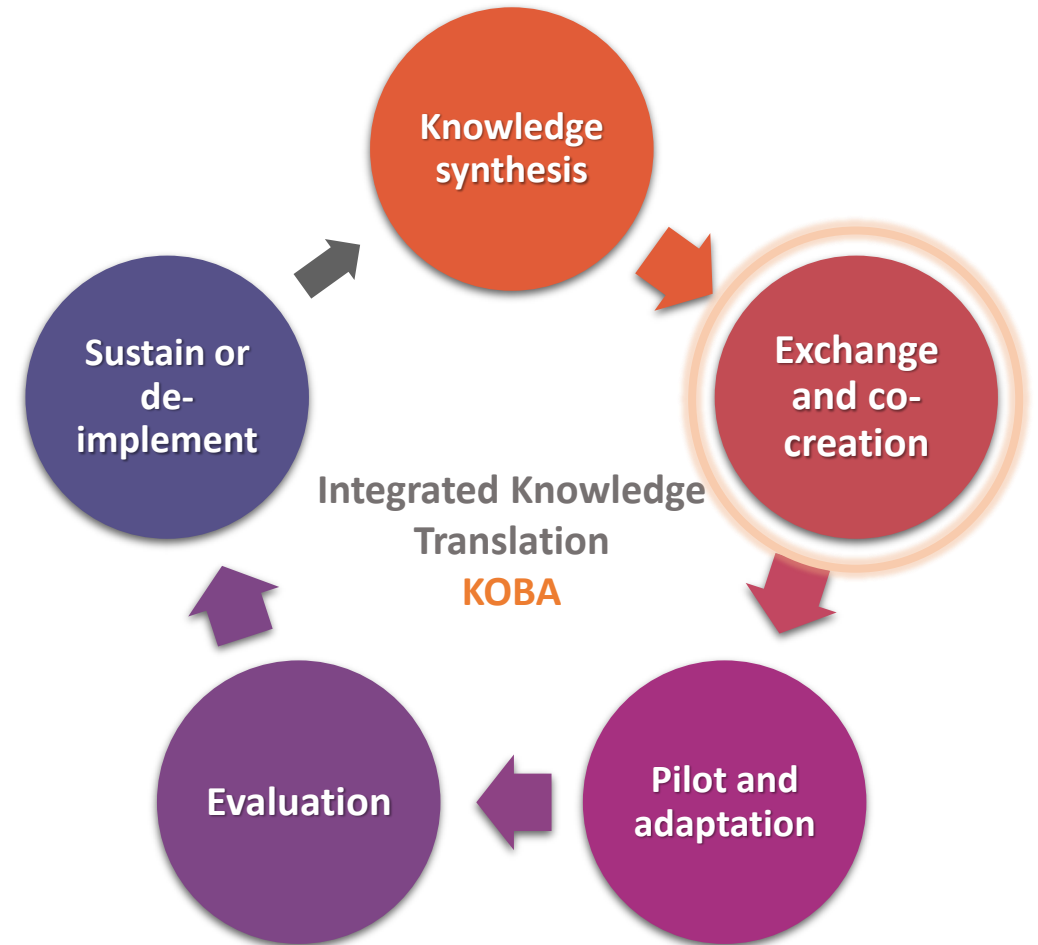
- **Systematic review**
 - Community- and home based academic interventions for children at risk (Engell et al., 2016)
- **Common elements analyses**
 - Common practice-, process-, and implementation elements of effective academic interventions
- **Implementation strategies review**
 - Plain language implementation strategy selection tool
- **Readiness assessments**
 - Questionnaires at each child welfare site (organizational readiness, climate for EBP)
 - Workshops with managers and practitioners



Exchange and co-creation

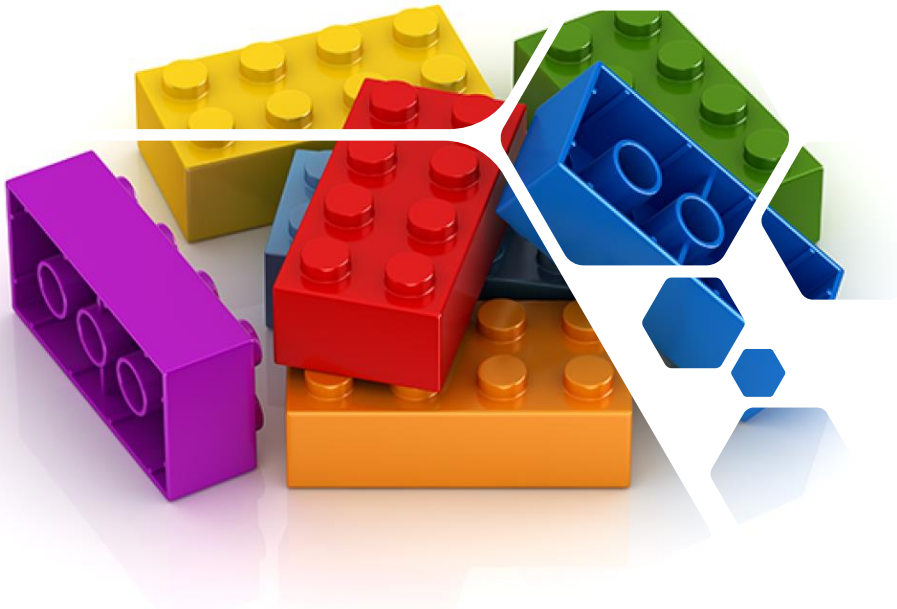
Facilitated co-creation with practitioners, stakeholders and former clients to:

- **Develop *implementable* evidence supported intervention**
 - Based on common elements
 - Feasible, appropriate, acceptable
- **Develop implementation blueprint**
 - Based on readiness assessments
 - Using implementation strategy tool
- **Tailor pragmatic evaluation design**
 - High external validity



Enhanced academic support (EAS)

Locally tailored lean and flexible intervention



- **4 Core elements (based on common elements and factors)**
 1. Guidance in positive parental involvement in school
 2. Structured tutoring in reading and math,
 3. Guidance in homework structure and routines
 4. Guidance in positive reinforcement, praise and feedback
- **Delivered to primary school children and their families after school**
- **Pragmatic practitioner-handbook**

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Locally tailored lean and flexible intervention



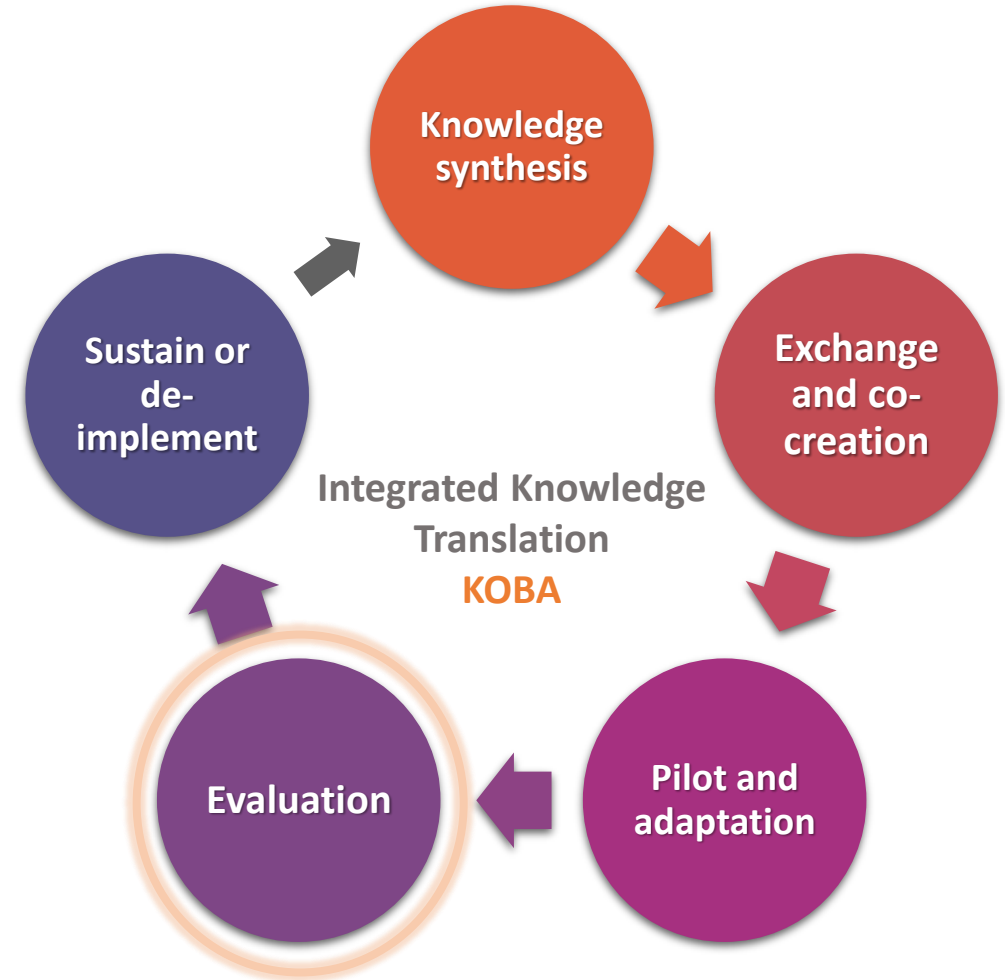
Flexibility within fidelity:

- A basic structure with individual tailoring encouraged (*sequence, dose, settings etc.*)
- Pre-defined adaptation alternatives
- Eclectic adaptations encouraged if necessary
- Dynamic double-informant fidelity monitoring

Evaluation

Hybrid type 2 randomized controlled trial ongoing

Results from fidelity-monitoring



Preliminary results from monitoring

Fidelity to Enhanced Academic Support (N=43)

Practitioner reports

Time pr. session: 41.35 min (*SD*=20,4)

Adherence to elements and components

Total adherence: **73.8%**

1. Parental involvement in school: **87.5%**
 - Pre-def. adaptations: **25%**
2. Structured tutoring reading and math: **54.2%**
 - Pre-def. adaptations: **26%**

Total pre-defined adaptations: **20.7%**

Eclectic adaptations: **10%**

Adaptations of sequence: **60%**

Parent reports

Time pr. session: 54.3 min (*SD*=24.4)

Adherence to elements and components

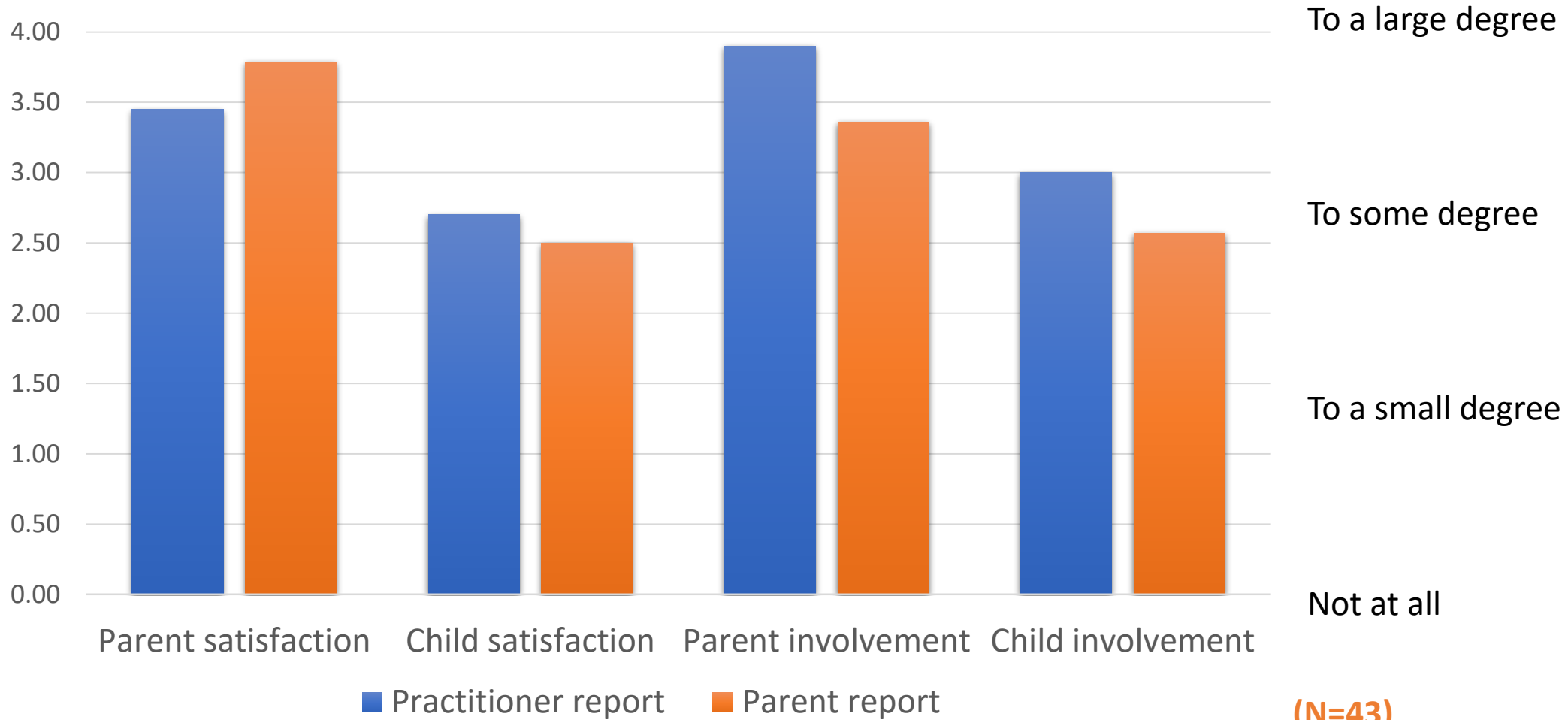
Total adherence: **78.8%**

1. Parental involvement in school: **82.5%**
2. Structured tutoring reading and math: **67.5%**

- 5

+ 13.3

Satisfaction and user involvement in Enhanced Academic Support





Regional Centre for Child and Adolescent Mental Health

Eastern and Southern Norway

Engell, T., Follestad, I.B., Andersen, A., & Hagen, K.A (in review). Knowledge Translation in Child Welfare: *Improving Educational Outcomes for Children at Risk*: Study protocol for a hybrid randomized controlled pragmatic trial

For more about Common Elements methodology:

#27 – Promoting adoption of evidence using common elements methodology and co-creation: enhancing implementability.

Wednesday 12:30

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