**PAPER NUMBER #15**

**Integrated Knowledge Translation in Child Welfare: Improving educational outcomes for children at risk**

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**Objectives/aims**

We are conducting a project in collaboration with child welfare services where we aim to support elementary school children's academic attainment, and evaluate the use of an Integrated Knowledge Translation (IKT) model to promote efficient translation of knowledge into evidence supported practice. Our objectives are:

a) To evaluate the feasibility of an IKT model used to develop, implement, and evaluate a locally tailored evidence supported academic intervention for children and families in child welfare.

b) To evaluate the effects of the academic intervention on the children and their families, and to what degree of quality the academic intervention is implemented in child welfare.

**Methods**

We used facilitated co-creation together with stakeholders and users to develop, and plan implementation of, locally tailored academic support (EAS), based on core components of effective academic interventions identified using common elements-methodology. EAS is delivered at home visits to families in child welfare, and evaluated using a hybrid type 2 pragmatic RCT. Implementation measures are implementation climate, readiness for change, fidelity, reach, user satisfaction and involvement. Intervention outcomes are academic abilities, parental involvement, mental health, social skills, and executive functions. Qualitative interviews further explore data and feasibility.

**Main findings**

The pilot indicate that EAS is an appropriate and acceptable intervention in child welfare, likely because of its flexibility. The trial is currently in progress and we will present preliminary results on the feasibility of the IKT model, effects of the EAS intervention, and implementation quality. We also want to share experiences with using systematically identified core components as basis for developing flexible and locally tailored evidence supported practice.