Leading Evidence-Based practice at Regional and Local Level – Presentation of a new Guide for Implementation of Brokering Knowledge for Support of Children

Petra Kouvonen, development leader, PhD, Itla
Taina Laajasalo, psychologist, PhD,
University of Helsinki and Helsinki University Hospital
How are the children and adolescents in the happiest nation of the world?

- Bullying
- Adolescent drinking
- Youth crime

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1 THL kouluterveyskysely 2017
Are we all good?

Referrals of 5–12-year-old children with mental health issues to specialised medical care services and rehabilitation
Out-of-home placements of children and adolescents in 1991-2017
Young adults (< 29 year olds) on a disability pension
What is needed?

*Early intervention* with *proven effectiveness* at improving child outcomes

- Early intervention not only diminishes human suffering but also has the potential to create large long-term payoffs
- Programs, practices, policies, guidelines need to be based on science and proven effective: many past examples of ineffective or even harmful endeavours

The good news

Effective early interventions exist for preventing and treating

- Antisocial behaviour and criminal behaviour in adolescence (e.g. Piquiero et al., 2016)

- Conduct disorder and conduct problems (e.g. Current Care Guidelines, 2018)

- Childhood maltreatment and abuse (Chen & Chan, 2016)

- The effects of parental mental illness on children (Siegenthaler, 2012)

- Childhood anxiety (Mychailyszyn, 2017)
Systematic use of evidence based methods in policy and practice is still often rare in child and family services, i.e. in

• Schools (e.g. Fazel ym., 2014)
• Child welfare (e.g. Landers ym., 2018)
• Healthcare (e.g. Huikko ym., 2017, La Greca et al. 2009)

Most children and youth who suffer from socio-emotional and behavioral problems do not receive adequate services, and many of the services delivered are not evidence-based.
Even if EB-methods are used they are often not implemented and put in the action in a way that guarantees results

- Many, if not most, efforts to implement change fail

Long tradition of neglecting the implementation phase

- Vast majority of funding goes to developing new interventions, not supporting their implementation (e.g. Clancy, 2006)
- Time-limited projects and grants increase the likelihood of the intervention drying and dying
Effective interventions X Effective implementation = improved outcomes
What is implementation?

**FACT BOX**

**Implementation** means putting evidence-based practices into action in such a way that the obstacles to the application of new knowledge in each operating environment are identified and efforts are made to overcome them (e.g. Sipilä et al., 2016). Using implementation research to support the implementation process increases the probability of achieving the desired outcomes.

Five most common misconceptions of implementation

1. Effective interventions spread by themselves
2. Information is a sufficient driver for change
3. Training leads automatically to adoption of new routines
4. Change happens fast
5. Believing is enough
Implementation as a process: Core elements

Stages of implementation  Implementation drivers  (Electronic) feedback loops  Implementation support teams
Kasvun tuki – brokering knowledge for support of children

**Interventions, that have received strong or moderate effect in our early intervention assessment procedure (www.kasvuntuki.fi) has been spread nation wide in 2017**

***the training of Strongest family intervention takes place directly from the Research Centre at Turku University Child Psychiatric Hospital

**The aims set:**

I Develop and continue the Kasvun tuki - evaluation of effective psycho-social interventions for children and families

II Inform decisionmakers and professionals

III Create a permanent structure for 3-4 effective interventions

IV Negotiate a permanent homesite for the follow up and support of effective interventions after the year 2018
### Implementation stages

<table>
<thead>
<tr>
<th>EXPLORATION</th>
<th>ADOPTION</th>
<th>ACTIVE IMPLEMENTATION</th>
<th>SUSTAINMENT</th>
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<tbody>
<tr>
<td>Autumn 2017</td>
<td>By December 2017</td>
<td>2018/2019</td>
<td>2019-</td>
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- A regional round (maakuntakierros) was done where all methods were presented to multiprofessional teams.
- The regions were given “time to think” and consider needs, decide on workdivision in the region.
- An agreement was made ensuring implementation of the chosen method(s) for the next 5 years.
- All regions agreed to set up a steering group.
- Over 1000 professionals received training and more than 10 000 families have attended courses.
- An information tour and negotiations with the steering groups.
- 4 implementation seminars.
- (Social) mediacampaigns.

1. Itla works currently with MIELI as a **homesite** for brokering psycho-social knowledge for children.
2. All parties of the Finnish parliament decided to fund Itla with 50 milj euros for work **to be continued over the elections**.
3. **Competence centers** for services at spezialised and the most demanding levels in 5 regions (OT –keskukset) under preparation nationally.
Parts of the engine which should be at place!

- Practitioners are provided competence support
- The organisation processes are up-dated to suit the work (e.g. checking recources, time for the new tasks etc.)
- Leaders are involved in re–making routines, discussing them and respond to demands
To ensure that information of implementation success /difficulties is passed on between the county and municipal levels.

➢ Is feedback systems taken into consideration in current reforms in Finland?
➢ Are homesites to support implementation & follow–up considered?

Follow–up loops, instruments needs still to be developed and put in action at all levels!

Feedback loop can be a system that facilitates the exchange of information at the political, administrative and practical levels regarding whether or not the desired outcome was achieved by the action taken.

Allison Metz and Leah Bartley (2012)
Implementation support teams

Video:

https://youtu.be/dlsKcPVbSF4
The practice and science of implementation have improved to the point where more is known, but to bridge the gap between research and practice and to foster the science of implementation, we need to be as empirically sound in choosing our implementation strategies as in choosing our interventions.”

Sources:


Om implementering. Socialstyrelsen i Sverige, 2012