

INTRODUCTION

- Research-practice partnerships are critical to promote evidence-based practice to optimise early childhood intervention (ECI) outcomes.
- An integrated knowledge translation (IKT) approach can facilitate researcher-knowledge user collaborations on issue-driven, applied research to achieve actionable solutions [1].



The Knowledge to Action Model, adapted from [1]

AIM

To report on the implementation process of an evidence-based assessment protocol for children with co-occurring language and motor difficulties, in a community-based ECI program.

METHOD

The first three steps of the *Knowledge to Action* model were implemented [1].

Step 1

Identify the Problem: Knowledge Creation

- Gap identified in the program's current assessment protocol.
- Systematic search conducted in accordance with the PRISMA statement [3] to identify a motor assessment to fill this gap.

Step 2

Adapt to Local Context

- Prospective cohort study to profile motor, speech and language skills.
- Allied health honours students and new graduates administered motor and speech assessments.

Step 3

Assess Barriers and Facilitators to Knowledge Use

- Questionnaire on staff knowledge and beliefs (n=15).
- Workshop conducted with staff (n=11) to identify barriers and facilitators to implementation of the assessment protocol.

Context: Specialised program for 4–5-year-old children with language delays/disorders (n=79) delivered by education and allied health professionals within an independent school.

RESULTS

Step 1. Identify the Problem: Knowledge Creation

- 26 full text articles were identified through systematic search.
- Based on this search and consultation with the program staff, the Movement Assessment Battery for Children - Second Edition (MABC-2) [3] was the motor assessment selected.
- Outcome: an updated assessment protocol that informed current practice and larger scale research.



Workshop Responses(n=11)

Barriers

- Resource availability
- Assessment characteristics
- Demands on the child

Facilitators

- Improve resources
- Modify assessment protocol
- Communicate with families

Strategies

- Staff time allocation
- PD opportunities
- Participatory action research
- Program modifications



Questionnaire key results (n=15)

- 86.6% of staff found assessment data valuable.
- 66.7% wanted the motor assessment to be part of the program assessment protocol.
- 53.4% perceived their knowledge of the children's motor performance had changed.
- 93.4% found the presentation information useful.

Step 2. Adapt to Local Context

- 53 out of 79 children (67% consent rate) consented for the prospective cohort study.
- Motor assessment (MABC-2) conducted by honours occupational therapy (OT) students.
- Language assessment (Clinical Evaluation of Language Fundamentals Preschool - 2nd edition, Australian and New Zealand standardised edition [4]) conducted by the program speech pathologists.

Step 3. Assess Barriers and Facilitators to Knowledge Use

- Researchers presented findings of assessments to staff.
- Questionnaire completed by 15 staff (2 education assistants, 6 teachers, 4 allied health staff, 2 leadership members).
- Workshop conducted with 11 staff (4 teachers, 3 speech pathologists, 2 occupational therapists, 2 leadership members).

CONCLUSIONS

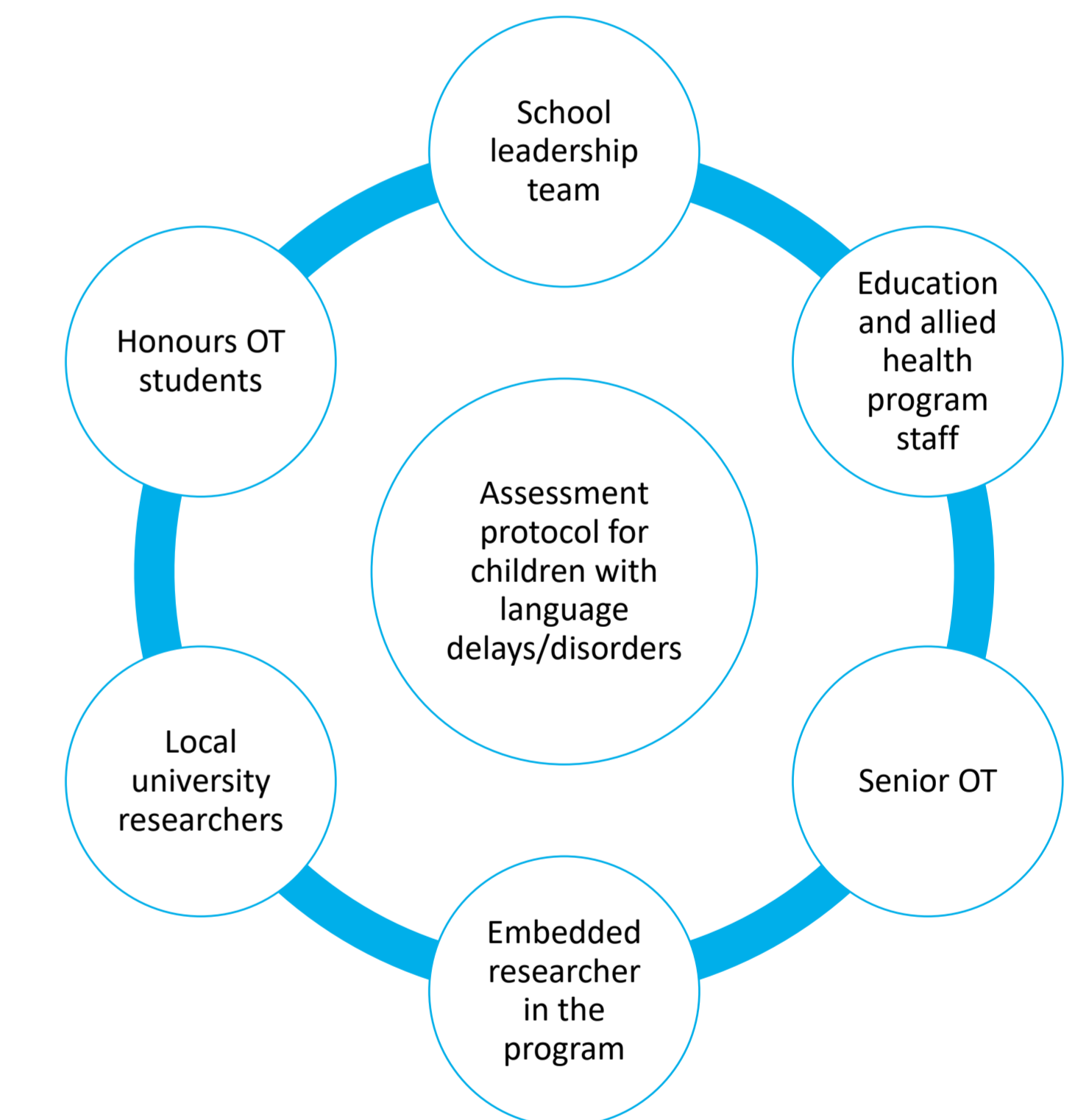
- An IKT framework can be used in a community-based ECI context to promote evidence-based practice.
- Tailoring IKT strategies to context is critical.
- Having embedded researchers within community contexts can promote the implementation of evidence-based practice.
- Knowledge users and researchers working together as "Both Experts", as opposed to a traditional "Researchers as Experts" model, can lead to strengthening collaborative relationship, building capacity for both parties, and successful implementation of evidence in practice [1].

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KEY LEARNINGS: ESSENTIALS FOR EFFECTIVE IMPLEMENTATION

Collaboration among stakeholders as equal partners throughout the process [1].	Support from leadership team.	Having dedicated personnel on site can help implementation and promote collaboration with key stakeholders.
Having champions, or ideally an implementation team [5].	An additional framework to guide implementation.	Changes take time. Further initiatives in the program occurred after the completion of the research project phase.



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