



# Pinocchio

## A Swedish national project



The National Board of  
Health and Welfare

and

The Swedish  
Association of Local  
Authorities and  
Regions(SALAR)



# The overall objectives with the Project

- To reduce the number of children under age 12 with or at risk for more permanent antisocial behavior or conduct problems
- To improve the working process and co-operation between organizations and professionals who are involved in these children and families
- To use more evidence based methods, early interventions, follow up and evaluate the results
- To find out if the breakthrough methodology would be helpful in this context



# Project set up

- **Pinocchio I**  
18 teams with total 140 participants from primarily pre-school, primary school, social agencies and children psychiatry . Started in september 2007
- **Pinocchio II**  
12 team with 120 participants started in februari 2008
- 30 municipalitys & county councils has been involved in the Project
- **Projectgroup** and an **Expertgroup**
- **Supervisor** for all teams
- **Two research studies**
- **Final conference** for all teams in may 2009 and a **final report** is comming soon



## Description of antisocial behavior/ conduct disorders (violence potential) children under aged 12

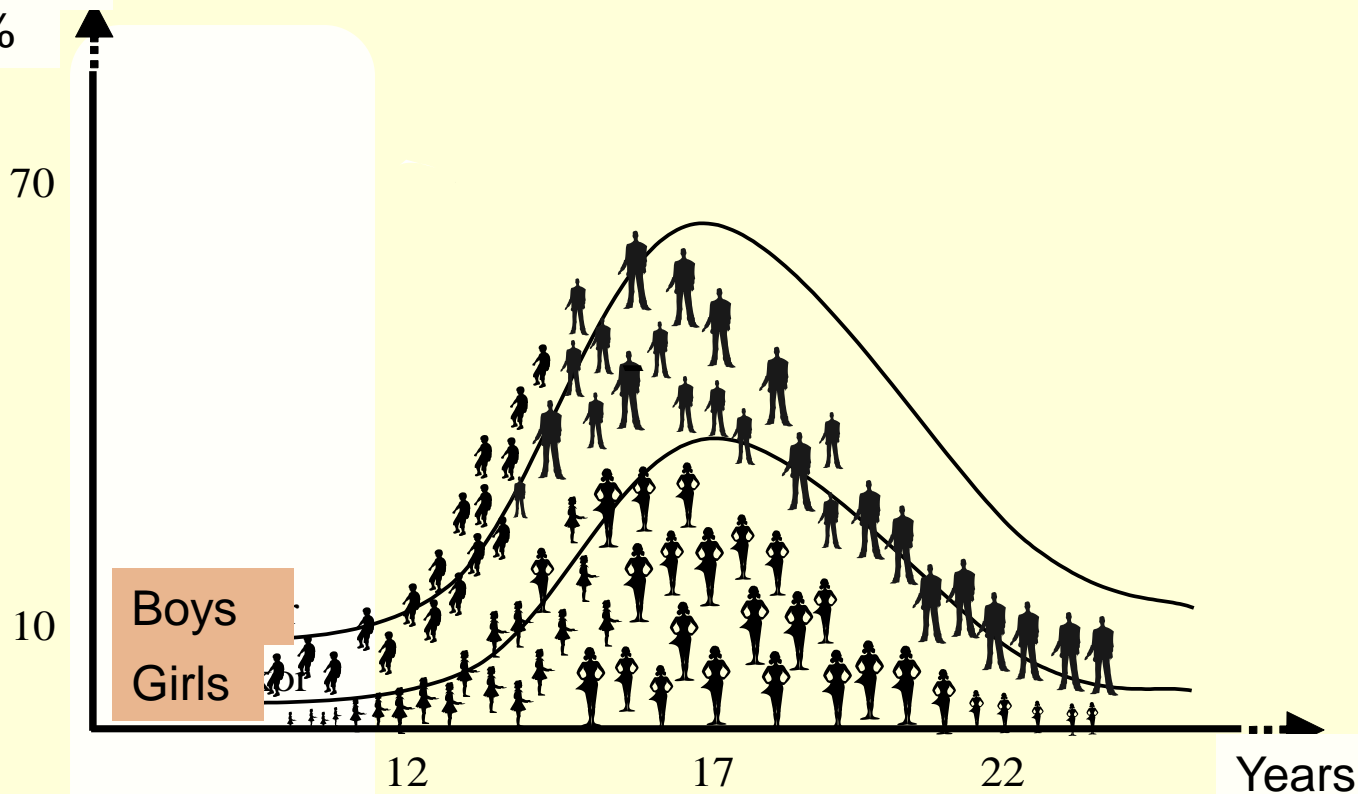
- Behaviors that in different ways break against existing norms and rules in the child's context like; school, family, friends and leisure time

For example;

- Aggressiveness/acting out against other children and adults (swearing, threatening and hitting)
- Breaking against parents rules (defiance and insubordination)
- Breaking against the schools rules (defiance, insubordination, interrupting, destroying and truancy)
- Non-aggressive; shoplifting, stealing, destroying and vandalizing

# Antisocial behavior or conduct problems over time

Antisocial behavior %



Boys  
Girls

Childhod

Youth

Adult

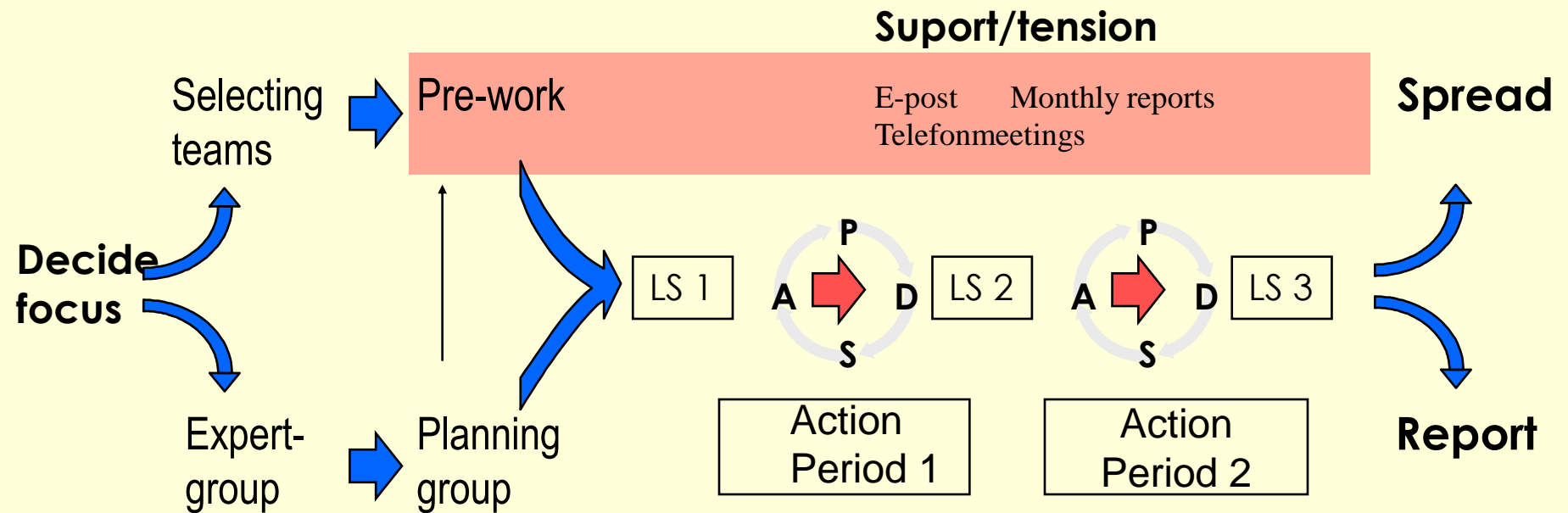
Years



# Breakthrough Collaboratives Corestones

- Tension for change
- Project design
- The improvement model
- Change Concepts

# Projectdesign/Collaborative



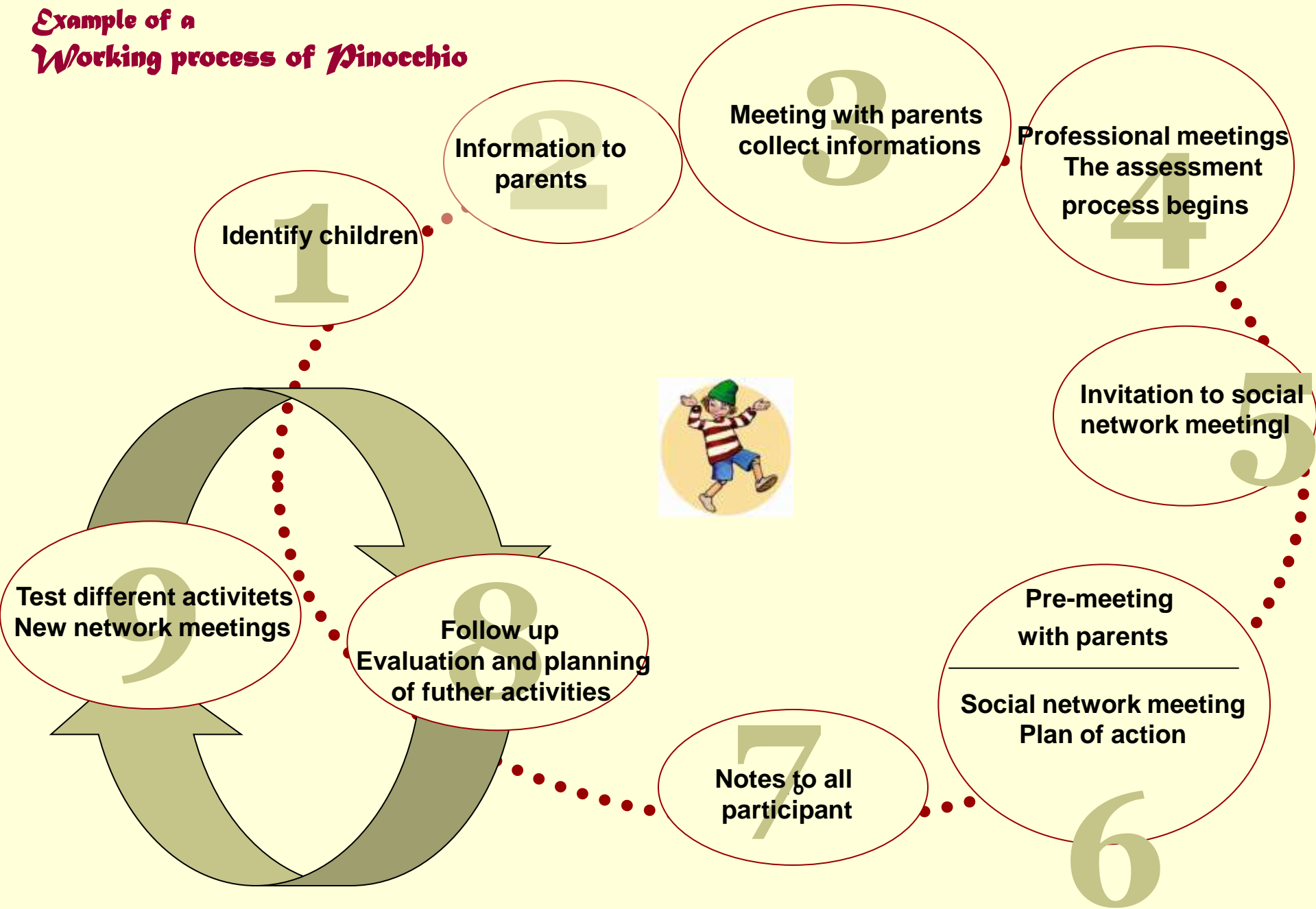
- Strengthen and systematize the co-operation
- Systematize the working process
- Work together with the parents
- Identify and take action/early interventions
- Focus on evidence based risk- and protection factors
- Use structured assessment tools
- Use evidence based intervention and adjust the interventions to each child's specific needs
- Offer help and support during a considerable period of time

- Different agencies/activities (pre-school, primary school, health care, social welfare) can contribute/do different things to help the child/family.
- These agencies/activities need to know about each others responsibility and competence in order to plan and carry through co-operation/joint action in the best way

## Systematize the working process

- To support the systemized working process a prepared plan or a working process must be defined that all involved agencies follow.
- The plan defines what needs to be done and in which order
- The essential thing about a systematized working process is continuous documentation

**Example of a  
Working process of Pinocchio**





## Work together with the parents

- Parents play an essential role in the Childs behavioural development. Its crucial to work together and involve the parents both in the assessment and interventions.

## Use structured assessment tools

- Structured assessment tools is superior to unstructured methods giving two independent testers the same conclusion.
- An assessment tool creates a good foundation for what kind of interventions that's appropriate and make it easier to communicate with children, parents and other agencies involved.

## Focus on evident based risk- and protection factors

### Risks

- Defiance, anger, intrepid and arrogance
- Restless and impulsive
- Lack of concentration
- Lack of school performance
- Antisocial behaviour /conduct disorders
- Difficulties with friends
- Difficulties in the relation between child and parent

### Protections

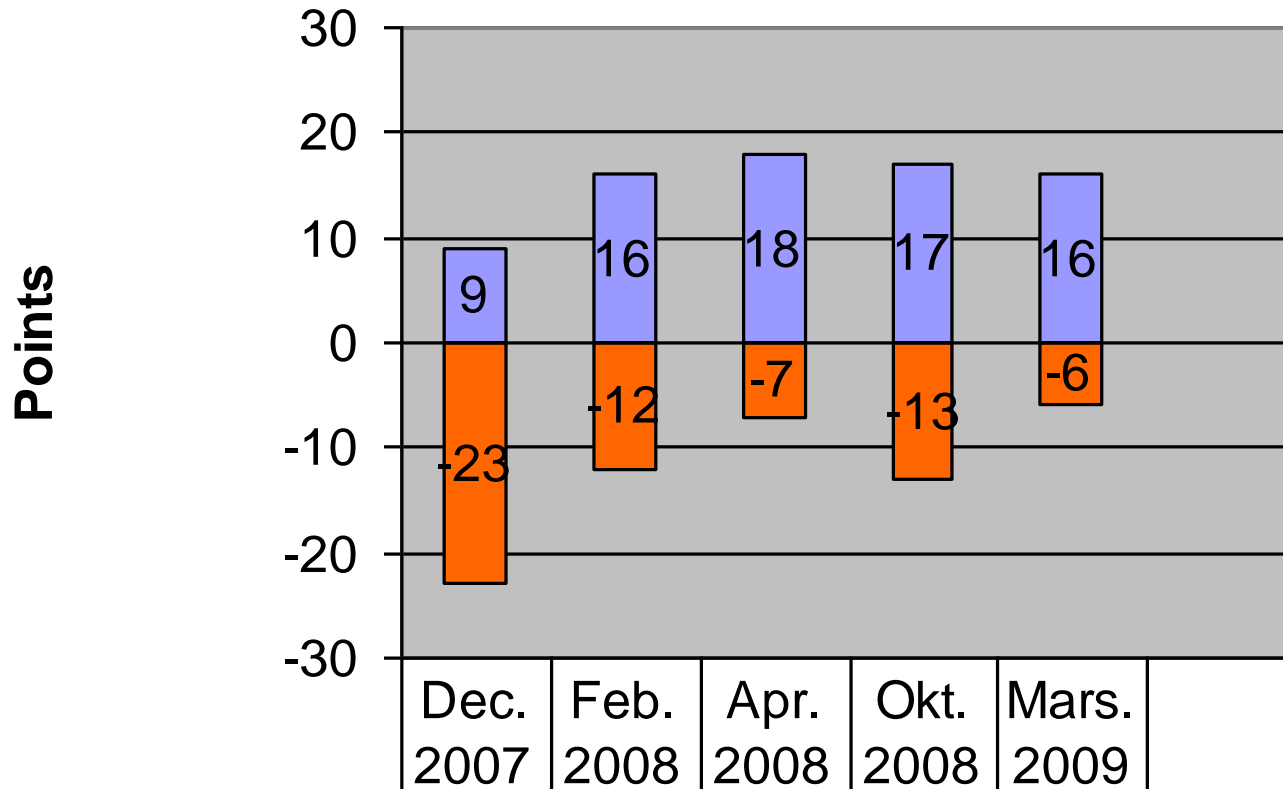
- Positive attachment to school
- Positive school performance
- Positive relations to friends
- Organized leisure pursuit
- Parents commitment and strength
- Support from private social network

## **ESTER one risk assessment instrument**

(Andershed & Andershed, 2008)

- Ratings are conducted after collecting information from different sources
- 12 risk factors and 7 protective factors
  - Five-point rating scale (0=not present, 1=weak, 2=evident, 3=pronounced, 4=very pronounced)
- Can be used by all profession
- Explicitly developed to be used from first assessment/intake to case closure (follow-up assessments)
- Support for intervention planning – decision support

## ESTER- assessment child 2



<span style="color: orange;">■</span> Riskfactor	-23	-12	-7	-13	-6	
<span style="color: blue;">■</span> Protective factors	9	16	18	17	16	

# Experience and outcome

- Most of the children involved in the project has got a better situation, both in school and in the family
- Focus on the child's situation, strength and difficulties
- Better dialogue and effectiveness in the working process and co-operation between professionals and with families
- Better knowledge of evidence based methods
- Tools for measurement, follow-up and evaluation
- Experience of working on improving the system to achieve better results, is also contributing the professional development as well as the organizational learning capability.



# From project to ordinary work Difficulties

- There is a challenge to build sustainable structures for intersectional work
- Prevention programs are low priority in times of economical decrease,
- Ideally the project time would have been longer with a plan for long term support of the teams



# From project to ordinary work Strength

- Most of the teams have a plan for implementing the methods in ordinary work
- There is a strength that the project was set up within ordinary organisations

We believe

- When leaders and politicians realise what and how to improve and the teams can show results, there is no way to stop the development



# For more information

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- Thank you for your attention!