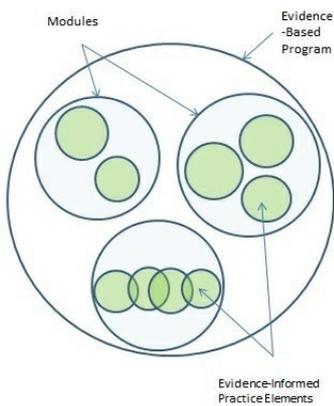


INTRODUCTION TO EVIDENCE INFORMED PRACTICE ELEMENTS

What are Evidence Informed Practice Elements?

Evidence-informed practice elements are discrete techniques or brief procedures used intentionally within a helping relationship to influence a client's attitudes or behaviour. They are evidence-informed because they are commonly found within a number of different Evidence Based Programs (EBPs). While they can be used independently, they are usually used in small sets or modules as part of a larger intervention plan.

Figure 1: Relationships between Evidence-Based Programs, Modules and Evidence Informed Practice Elements



Implementation, Monitoring and Quality Assurance

Practice elements provide a great opportunity for practitioners to trial new or innovative approaches with clients. By documenting and reflecting on results over a period of time, we can begin to understand which practices achieve the best outcomes for the children and families we work with.

Identifying and specifying an agreed set of evidence-informed practice elements also provides a set of benchmarks to explore the extent to which current practice is consistent with EBPs of demonstrated effectiveness. This enables a continuous, incremental, and more feasible approach to practice improvement.



When selecting and implementing practice elements it is important that we are guided by experienced practitioners, appropriate practice frameworks and client values to make sure that we achieve the desired outcome with children and families



Key Benefits

Building a shared understanding

Having a common language around evidence-informed practice elements can enable practitioners in services that use different EBPs to build a shared understanding of interventions that are common and that work across a variety of settings.

Individual tailoring

Practitioners and clients can choose therapeutic content that addresses the individual needs and readiness of clients, and the skills and style of the worker. **Client involvement in decision-making**
The high level of flexibility enables a rapid response to the changing needs of individual clients.

Flexible timeframes and delivery

One or a small number of practice elements can be selected whenever opportunities arise and can be deployed in very brief time frames.

Ready integration into existing practice

Recognises and builds upon the strengths of existing practice rather than attempting to replace it.

Cost efficiencies in training and support

Training and support can focus on practice elements that are missing from or underdeveloped within the skillsets of workers.



Head to our website to find out more and become an OPEN member, or get in touch with Emily Mellon, OPEN Project Manager
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Examples from the Common Elements Approach

Practice Element	Description
Authentic Engagement	Building and maintaining a relationship with a carer/individual that they experience as supportive and genuine.
Cultural Responsiveness	Utilising strategies which are sensitive to the culture of children and families and ensuring their culture is respected.
Goal Setting	Facilitating identification and development of realistic goals that help motivate and guide behaviour change.
Motivational Interviewing	The utilisation of motivational techniques when conducting interviews
Seeking feedback	Regularly checking how carers/individuals have experienced the service and whether the practitioner who is delivering the service is meeting their expectations and needs.
Strengths based practice	Focusing on the strengths of a carer/individual and seeking to identify and openly acknowledge what they do well or are able to do for themselves.

Additional resources:

The Centre for Youth AOD Practice Development, n.d. 'Youth AOD Toolbox', accessed Feb 2019, available here: <https://www.youthaodtoolbox.org.au/>

PracticeWise, 2019, 'What Works in Children's Mental Health', accessed Feb 2019, available here: <https://www.practicewise.com/>

Becker, K, Boustani, M, Gellatly, R & Chorpita, BF 2017, 'Forty years of engagement research in children's mental health services: multidimensional measurement and practice elements', *Journal of Clinical Child & Adolescent Psychology*, vol. 47, no. 1, pp. 1 – 23.

Lee, BR, Kollivoski, KM, Lindsey, MA, Strieder, FH, Barth, RP, Ebesutani, C, Becker, KD, Brandt, NE, Cammack, N, & Chorpita, BF 2014, 'Program and practice elements for placement prevention: a review of interventions and their effectiveness in promoting home-based care', *American Journal of Orthopsychiatry*, vol. 84, no. 3, pp. 244 - 256.



