

# Partnering for Change (P4C) in Sweden – Advancing Inclusion and Empowering School-based OT



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# Rationale



Many pupils experience limited participation due to non-inclusive learning environments

Children's mental ill-health is increasing globally → need for school-based, health-promoting interventions

Inclusive education improves participation, learning, and well-being, but effective approaches are scarce

Interprofessional collaboration is essential to create inclusive learning environments

Partnering for Change (P4C)- offers a collaborative service delivery model targeting the learning environment in compulsory school settings

# Partnering for Change (P4C)

**PARTNERING FOR CHANGE: P4C**  
Building Capacity through Collaboration and Coaching in Context

## Core components

Universal design for learning (UDL)

Response to Intervention (RtI)

Relationship building, Knowledge sharing

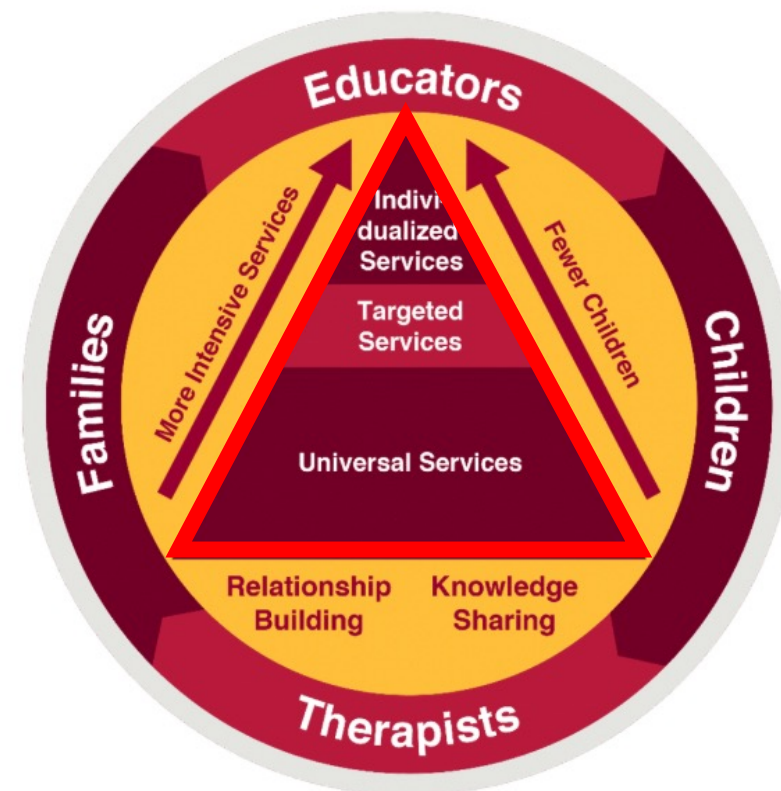
## Goals of P4C

Inclusive learning environments

Needs-based, tiered approaches

Early identification

Improve participation



# Methods

## **Effects on pupils**

*Intervention–control study*

*Pupils: 194 intervention + 199 control*

- ✓ A parallel, non-randomised controlled design with three data collection time points (n = ≈400)

Outcomes: children’s engagement in learning (EEL), school-related well-being (HIFAMS), health-related quality of life (CHU9D), and occupational performance

## **Pupils’ experiences**

*Qualitative focus groups*

- ✓ Focus groups with pupils aged 6–12 years (n = 44)

## **School professionals’ experiences and capacity development**

*Mixed methods*

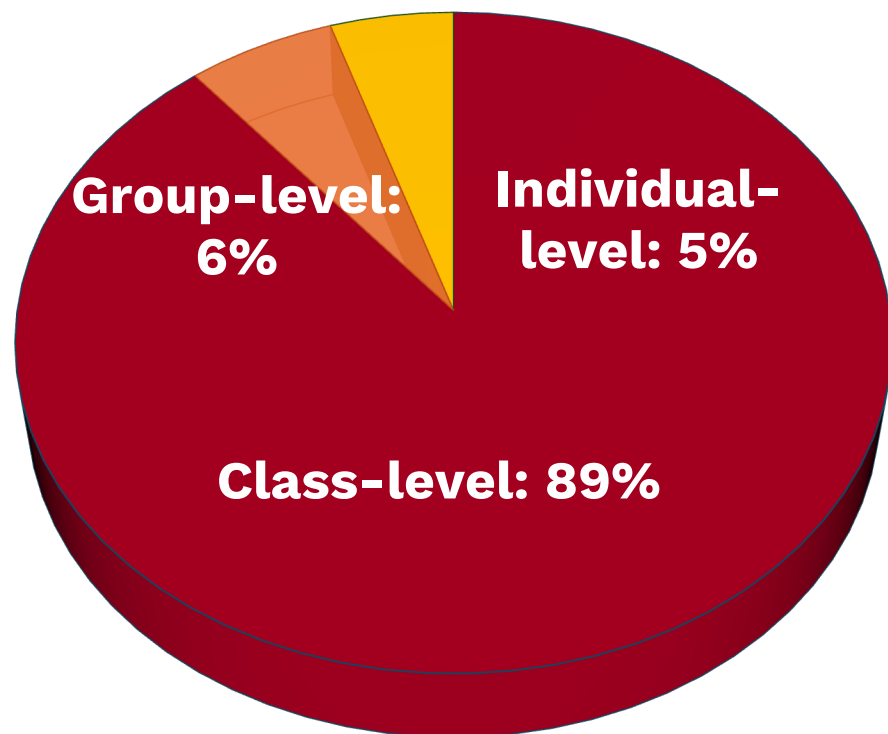
- ✓ 18 teachers (10 P4C, 8 control) completed a questionnaire on knowledge, beliefs, and skills related to inclusion

## **Cost-effectiveness analysis**

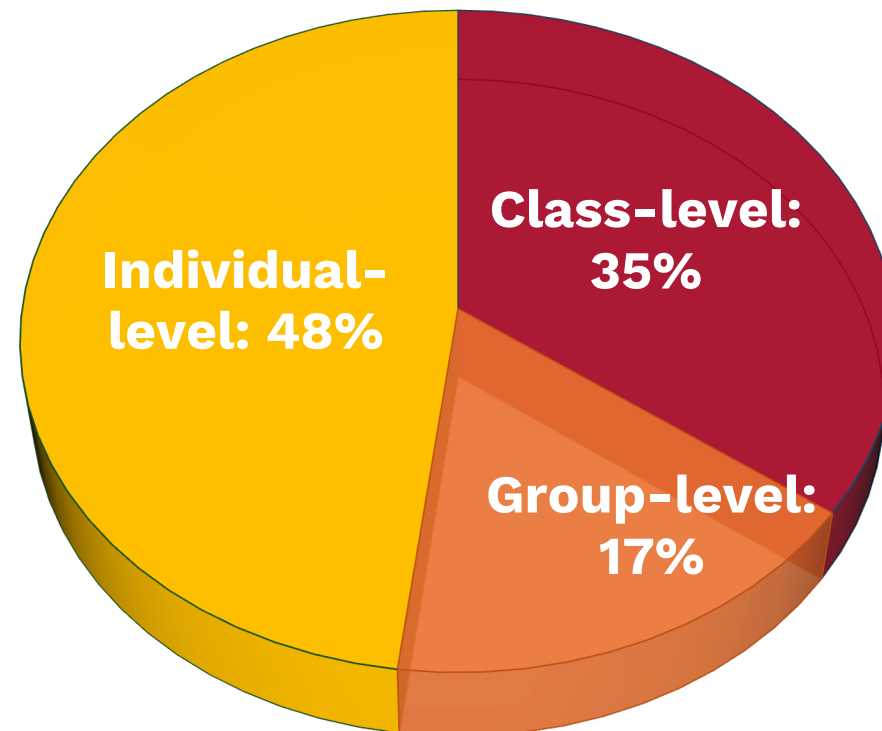
- Data analysis ongoing

# Comparison of Interventions in P4C Classes and Control Classes

**P4C– TOTAL OF 102 INTERVENTIONS**



**CONTROL– TOTAL OF 46 INTERVENTIONS**



# Engagement in Learning

## Overall Results

The majority of pupils in both groups show positive engagement.

## Key Difference

Pupils with the lowest levels of engagement in P4C classes show a **significant reduction in disengagement** compared with the control group.

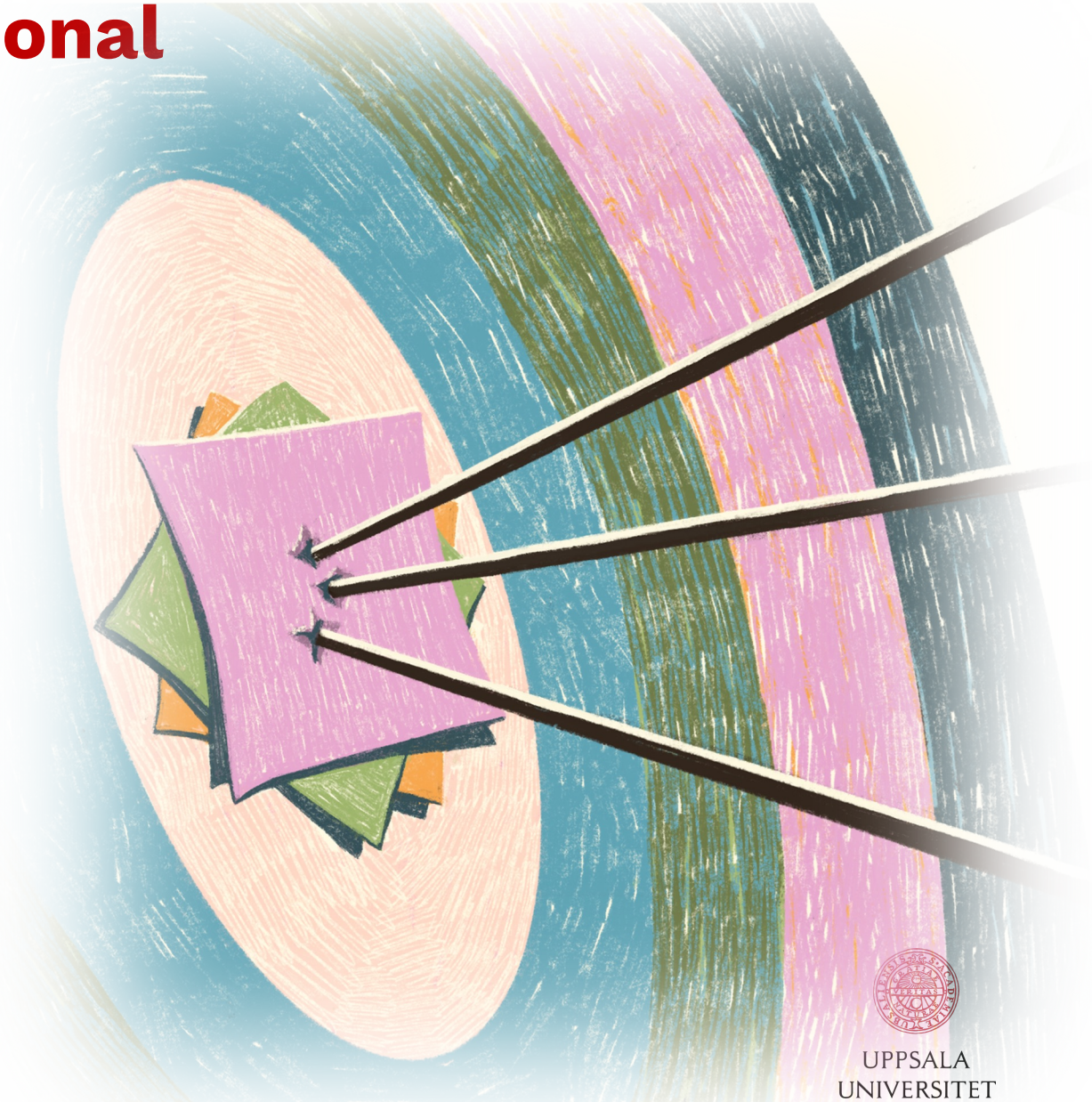


# Goal Attainment and Occupational performance in P4C

A total of **34 goals** were set in P4C classes.

**85%** of the goals were fully or partially achieved.

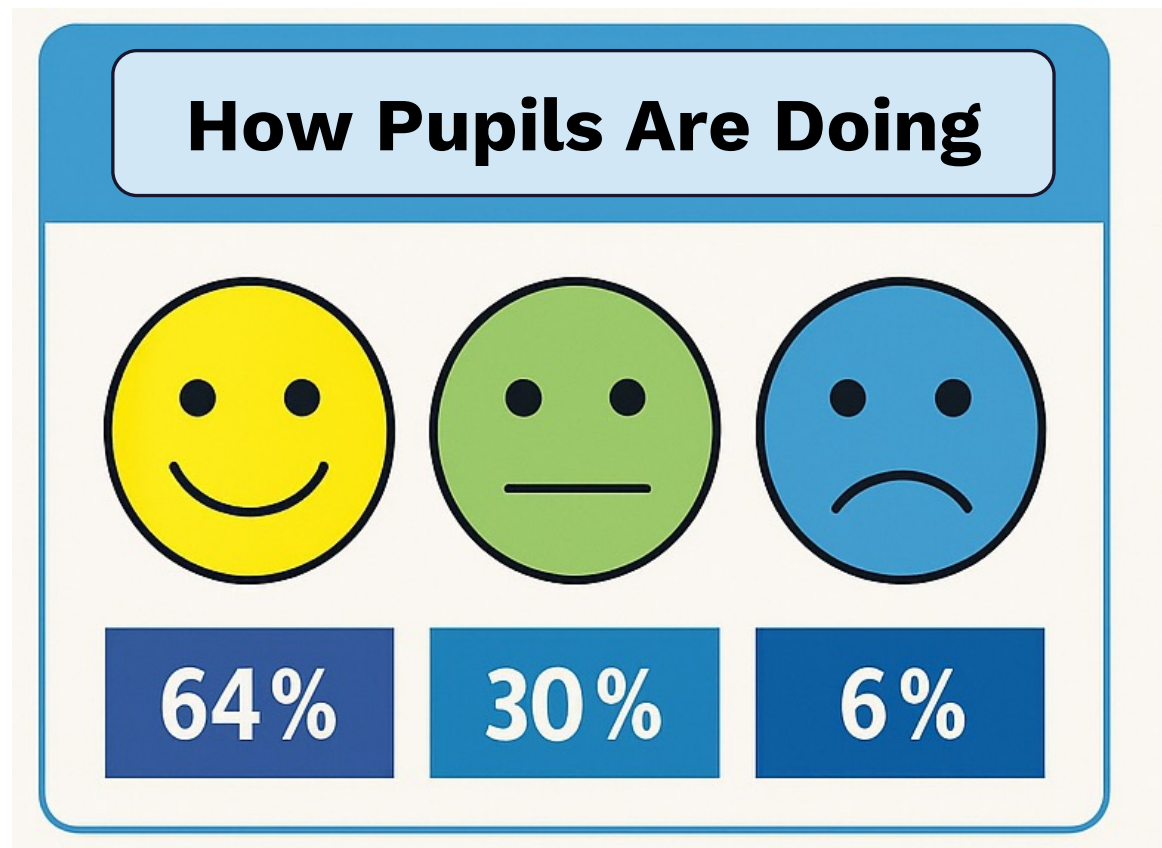
Occupational performance **increases** with P4C.



# School-related Well-Being and Quality of Life

The majority of pupils report good well-being and rate their subjective well-being as high, both before and after P4C<sup>1</sup>

Pupils also report good quality of life, both before and after P4C<sup>2</sup>.



*\*1How I Feel About My School (HIFAMS)*

*\*2 Child Health Utility 9 Dimension (CHU9D)*

# Pupils' Perceptions of the Learning Environment

The environment offers different opportunities for different pupils

The lighting is good, so it's not too bright.  
But it's also not too dark — it just creates a  
nice feeling.

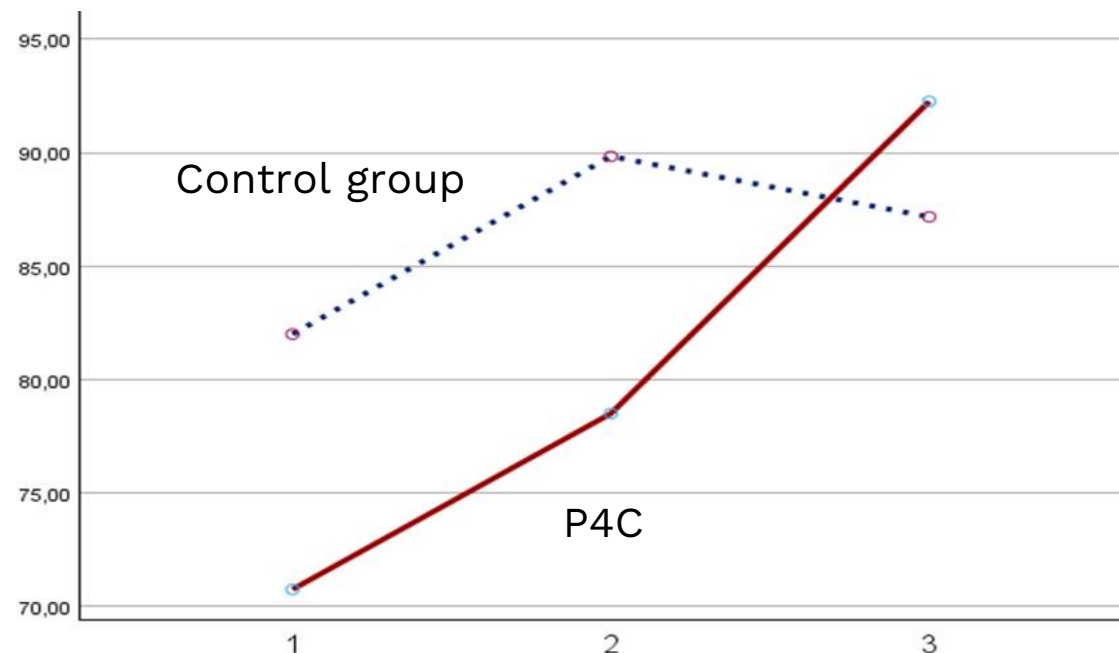


So it's better if there are two of  
you. If one can't manage, the  
other one can help.”.

I understand what I am supposed to do and can engage in my work.

# Benefits of P4C Team Collaboration

- Increased awareness of pupils' unique needs
- Increased knowledge about adaptations
- Increased use of strategies and interventions for the whole class



Teachers' self-rated knowledge, beliefs, and skills for supporting all pupils in the classroom

# Ongoing: Is P4C Worth the Cost?

- We look at how much time and resources teachers use in P4C classes and in control classes.
- We then compare this with changes in pupils' well-being and engagement in school.
- We examine two situations:
  - If effects are similar in both groups → we compare costs only
  - If P4C leads to better results → we examine whether the benefits are worth the cost



# Conclusion: P4C in Swedish elementary schools

- **Classroom-level interventions – high goal attainment**
- Improved **occupational performance**
- **Increased engagement** among the least engaged group of pupils
- **Close collaboration** between teachers and P4C-trained occupational therapists

**A structured approach that complements and strengthens schools' work with inclusive learning environments**

# Thank you for listening!

If you want to know more about P4C  
please get back to us:

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