



THE NORWEGIAN CENTER FOR  
CHILD BEHAVIORAL DEVELOPMENT

## ANNUAL REPORT 2020



WE FOLLOW RESEARCH INTO  
PRACTICE





# Contents

A word from the CEO .....	2
Key figures .....	3
Service support and implementation .....	4
Methods and interventions .....	6
Results and overview of tables .....	8
Quality assuring interventions .....	13
Work during COVID-19.....	14
Extra survey during the pandemic.....	15
Dissemination and information work .....	16
Dissemination to practitioners in 2020 .....	18
Children and Youth Conference .....	19
Research articles and KONTEKSTonline .....	20
NUBU in the media and on social media.....	22
Research and development .....	24
Research projects .....	26
What did parents answer in BONDS?.....	28
New projects and partnerships.....	30
Basic model for home care interventions and support in child welfare services .....	31
Ensuring children's participation.....	32
Annual accounts .....	35
List of publications 2020 .....	40

The year 2020 was characterised by the Covid-19 pandemic and how we could best help vulnerable children, young people and families in this new reality. At the same time, it was a year filled with exciting work and projects.

# A word from the CEO



### Innovating with the support services

When the Covid-19 pandemic arrived in Norway and society shut down, the worst hit were those who were already at risk: vulnerable children and young people. Important social arenas – breathing spaces – were no longer available to them. Services that usually sound the alarm when everything is not as it should be did not see them. NUBU's most important target group is vulnerable children and youth. For NUBU's part, this means that together with the support services we had to rethink how we could best provide help in other ways. Help that was good, useful and safe, but help that also complied with the health authorities' recommendations. In a broader perspective, NUBU has as an organisation been relatively 'fortunate' with regard to the consequences of the Covid-19 pandemic. We have been able to fulfil most of our duties, albeit often using alternative approaches, and we have not had to furlough staff. Nevertheless, in the past year we have missed our colleagues and the spontaneous discussions and pleasure one experiences from working together in person. This is probably true for many others as well.

NUBU's most important target group is vulnerable children and youth.

### We want relevant stakeholders to use us

At the same time, 2020 was a year full of exciting work. One of our ambitions was to offer a hand to relevant authorities and services in order to listen, share ideas and make our expertise available. In 2020, we had constructive meetings with the Ombudsman for Children, the Uteseksjonen outreach programme in Oslo, and State Secretary of the Ministry of Children and Families. We also sent a deputation to the Standing Committee on Health and Social Welfare in Oslo. Our hope was, and remains, that relevant parts of the government know what we can contribute and use us. One authority that knows us well is the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir). They are our closest partners when it comes to fulfilling our terms of reference. We appreciate our good cooperation and useful dialogues. We are privileged to have a directorate behind us that wants to be close to our work and that is responsive and development-oriented.

### Ensuring that children and young people receive knowledge-based help

We contributed to a new report from the Norwegian Institute of Public Health. The report reveals that well-documented interventions for preventing children and young people starting criminal careers are being used far too seldom. Many of the interventions and professional approaches that were recommended are ones with which NUBU is actively working. 2020 was not a year for big gatherings, but NUBU was a co-organisator of the Children and Youth Conference, which was held digitally. The conference was titled 'UNG 2020: Prikk lik og unik', ('YOUNG 2020: identical and unique') and the main theme was youth. It had a solid programme and several NUBU staff members gave talks. Our main mission is to ensure that children and young people get the right help at the right time. Therefore, we are cooperating on a basic model for support measures in child welfare services together with the Regional Centres for Child and Youth Mental Health and Child Welfare in West (RKBU West) and East and South Norway (RBUP East and South). The aim of the work is to ensure that children and young people receive knowledge-based and bespoke help, wherever they live in Norway.

### Continued work on achieving our shared goals

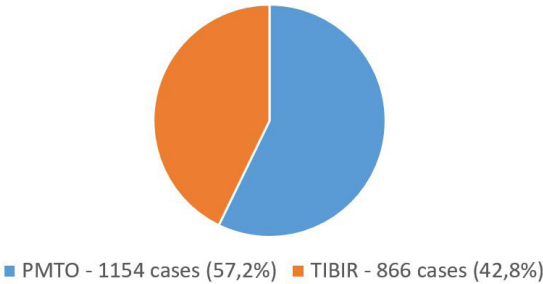
2020 was a year filled with changes right up to the end. At the end of the year, the chair and deputy chair left NORCE and thus stepped down from our board. Our new chair has long experience from board positions and the local authority sector. Our new deputy chair possesses legal expertise. We look forward to working with them and the rest of the board on our common goal:

Being a resource for the support services and other relevant stakeholders and thereby helping vulnerable children, young people and families.

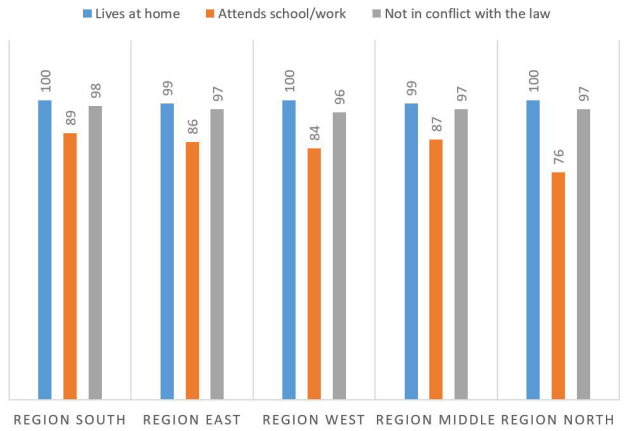
Kristine Amlund Hagen  
CEO

### MANY CHILDREN, YOUTH AND FAMILIES RECIEVE HELP

Number of PMTO and TIBIR cases



### RESULTATS AFTER FINISHED MST-TREATMENT (I PERCENTAGE OF FINISHED CASES)



### WORKING WITH VULNERABLE CHILDREN AND YOUNG PEOPLE DURING THE COVID-19 PANDEMIC

The measures designed to fight the Covid-19 pandemic led to major changes. These particularly affected children, young people and families in highly challenging situations.

Therapists within the various methods adapted their work based on the prevailing situation and ensured that families received the help they needed. Much of the work was moved to digital platforms approved by the organisations, with the provision of the actual therapy involving a high degree of creativity.

You can read more on page 14.



### CONFERENCES



### CHILDREN & YOUTH CONFERENCE

You can read more on page 19.

700 participants

### SOCIAL MEDIA

#### Facebook



Number of followers on 31 December 2020: 2,506. Most hits for an individual case: 14,950, post about parental tools in PMTO. Useful tools that can help make family life better for both parents and children: <https://www.pmt.no/tips-forside/klikk-paa-foreldreverktoyene>.

#### Twitter



Number of followers on 31 December 2020: 858.

### AKTIVITETER

62

Teaching assignments

47

Talks

37

Publications



## Service support and implementation

The implementation work includes:

- The Parent Management Training Oregon (PMTO) model treatment method
- The Early Intervention for Children at Risk (TIBIR – Tidlig Innsats for Barn i Risiko) prevention programme
- The Positive Behaviour, Supportive Learning Environment and Interaction (PALS - Positiv Atferd, støttende Læringsmiljø og Samhandling) school-wide intervention model
- Multisystemic Therapy (MST)
- Multisystemic Therapy – Child Abuse and Neglect (MST-CAN)
- Functional Family Therapy (FFT)
- Treatment Foster Care Oregon (TFCO)
- The centre is also involved in the implementation work in Bufetat's two learning based rehabilitation (LBR) institutions.

«Amelia's quality assurance system is essential for ensuring good quality implementation in municipal services that provide the TIBIR intervention programme.»

Reer, M. (2020). Kvalitetssikring av intervensjoner for barnefamilier. *KONTEKSTonline*, nr. 5.

# Service support and implementation



## Methods and interventions

**PMTO:** The aim of PMTO treatment is to stop or reduce serious problem behaviour in children by restoring a positive relationship between parents and children, so that the negative family interaction is disrupted, and the child’s prosocial development is promoted and strengthened.

PMTO treatment programmes are now available at 17 specialist units in regional child welfare services (Bufetat), 20 outpatient clinics in Children and Adolescents Psychiatric Polyclinic Services (BUP) and 101 municipalities/districts that have also implemented TIBIR (Early Intervention for Children at Risk).

Some 302 PMTO therapists have now been certified and are active, while 67 are in training, which means a total of 369 PMTO therapists are treating families.

In 17.8% (72) of 404 individual PMTO treatment programmes, a survey was conducted to see if kindergarten or school staff also needed guidance. Of these, 84.7% (61) received PMTO school guidance, a TIBIR Consultation, or other guidance in kindergarten or school. Some 9.7% (7) declined guidance and 5.5% (4) did not receive an offer.

**TIBIR:** The goal of TIBIR is to prevent and alleviate problem behaviours at an early stage and help children develop positive and prosocial behaviours. It also aims to ensure staff and managers who work with and have responsibilities for children have a common understanding of how problem behaviours arise and can be remedied.

There are 1,185 active TIBIR therapists in total. Four new municipalities became TIBIR municipalities in 2020. However, due to the merger of municipalities in 2020, the total number of municipalities has fallen slightly (from 104 to 101).

**PALS:** PALS is a Norwegian adaption of the school-wide models for SW\_PBIS (School-Wide Positive Behavioural Intervention and Support), which was developed at the University of Oregon. NUBU has further developed and adapted the model for Norwegian conditions. The goals of

PALS are to promote a good psychosocial school environment, to prevent problem behaviours and bullying, to develop pupils’ academic and social skills, and to strengthen the teacher as the class leader.

Structured training and guidance provide schools with greater knowledge, skills and competence related to what promotes a positive school culture, inclusion and a good learning environment for all pupils and staff.

Some 219 primary and lower secondary schools in 77 municipalities implement PALS through training, guidance and follow-up from 76 PALS counsellors employed in municipal/intermunicipal educational psychological counselling services and special pedagogic resource centres.

**MST:** MST is a voluntary treatment intervention for families with youngsters aged 12-18 who are experiencing serious challenges in relationships with their family, school and local community in the form of physical or verbal aggression, vandalism, substance abuse problems, truancy and friends who have an adverse influence on them. Both the young people and the families may have significant additional mental health problems. The goal of the treatment programme is to ensure that the family and young person work well together, to improve their relationship and for the family and local community to become a developmentally supportive environment for the young person.

There are a total of 21 MST teams in Norway: five in the south of the country, six in the east, four in the west and centre, and two in the north. Six teams increased their number of therapists from three to four in order to meet the increased demand in 2020.

**MST-CAN:** MST-CAN is an evidence-based treatment programme for families with youngsters aged 6 to 18, where there have been reports of physical violence and/or neglect in the home. The parents may also have significant mental health problems. By taking a systematic and goal-oriented approach to working on how the family cares for each other, the parents’ parenting practices, and

contact with the family’s social network, the goal is to create a lasting safe and developmentally supportive environment for the children in the home. NUBU has provided implementation support and quality assurance for an MST-CAN trial in cooperation with the municipalities of Asker and Bærum.

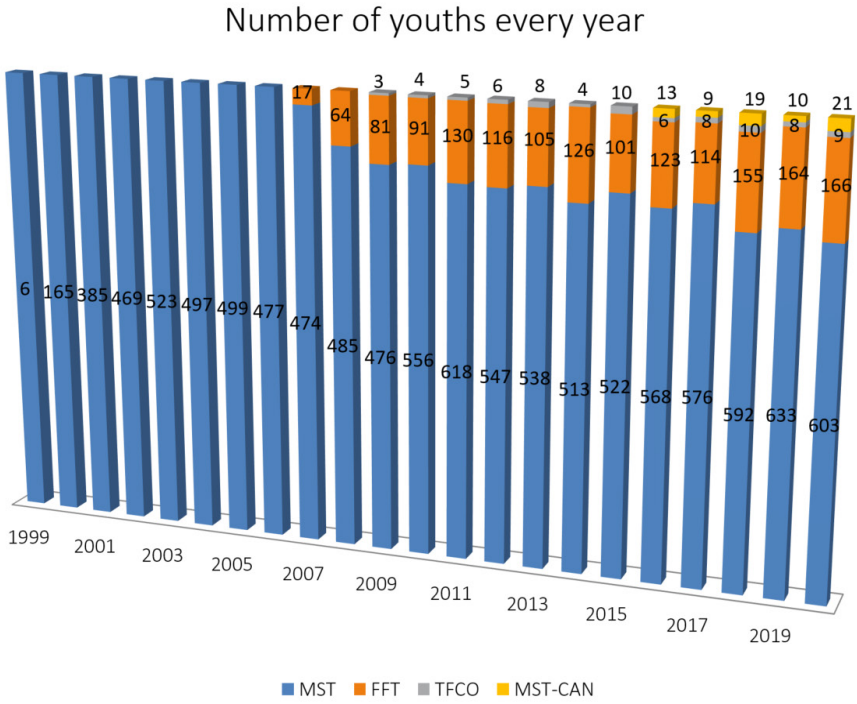
**FFT:** FFT is a voluntary treatment offer for families in which a young person (11-18) is exhibiting worrying behaviour that is making interaction in the young person’s family and/or network difficult. This could involve conflicts at home, challenges at school, the adverse influence of friends, substance abuse or criminality. Both the young people and the families may have significant additional mental health problems. The goal of FFT treatment is to enable the young person to remain living at home without serious concerns for their development or interaction with the family.

There are five FFT teams: two in Region West, one in Region Central Norway, one in Region South (implemented in the family counselling service) and one in Region East (implemented in the child welfare services in Bærum

Municipality). In 2020, Region Central Norway expanded its FFT team by an extra therapist.

**TFCO:** TFCO is a treatment offer for families and young people (12-18) who have developed serious problems in multiple arenas. The families are often experiencing major conflicts. The young people may have problems with school, substance abuse, violence and other criminality. Both the young people and the families may have significant additional mental health problems. The young people live in a treatment home for 9-12 months. The goal of the treatment programme is for the young person to be able to move back and live at home with their family and have good relationships with their family and friends, pursue positive leisure activities and be happy at school.

TFCO doubled its coverage in Norway in 2020 because Bufetat Region East expanded from one to two teams (Sandvika and Lillestrøm), Bufetat Region Central Norway started its first team in Trondheim, and Bufetat Region South continued to operate its team in Drammen.



# Service support and implementation

## Results and overview of tables

### MST, MST-CAN, FFT og TFCO

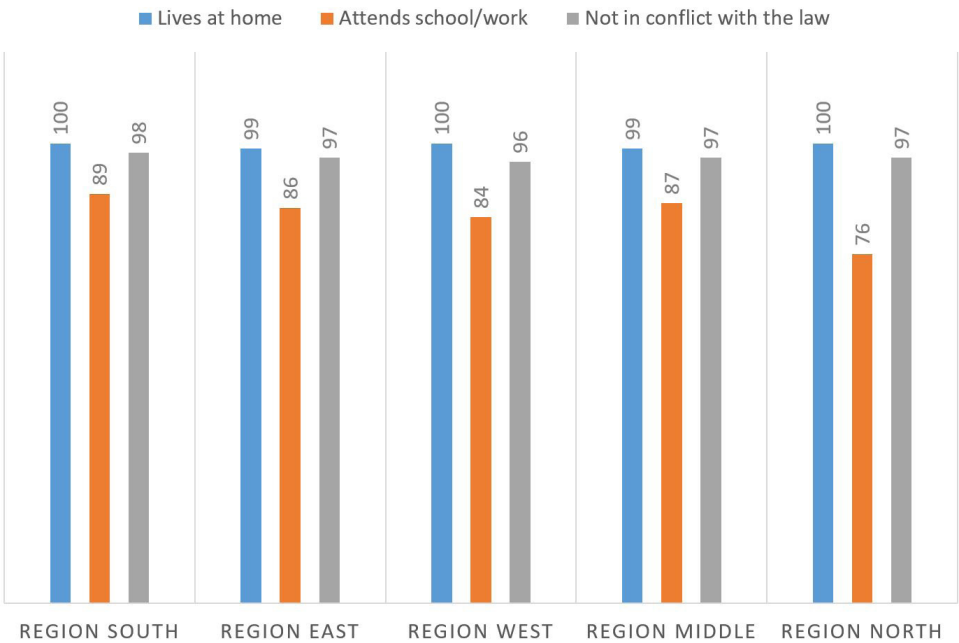
The results for MST, FFT and TFCO show that as far as completed treatment programmes are concerned almost all of the young people are living at home and are not in conflict with the law, not abusing substances and not threatening/violent. This indicates positive development thanks to the treatment programme since prior to it starting challenges associated with criminality, substance abuse and violence are reported for around 50-75% of the young people in MST, around 20% of the young people in FFT, and 80-100% of the young people in TFCO.

As far as links to school and work are concerned, the attainment is somewhat lower (around 90%), which we have also seen in previous years and research. Two-thirds of the young people in MST, 20% of the young people in FFT and all of the young people in TFCO reported challenges related to school and/or work prior to starting treatment. In order to meet the challenges and achieve better results in this area, all three methods are continuously seeking to increase the competence of their teams and achieve better cooperation with schools and other relevant bodies.

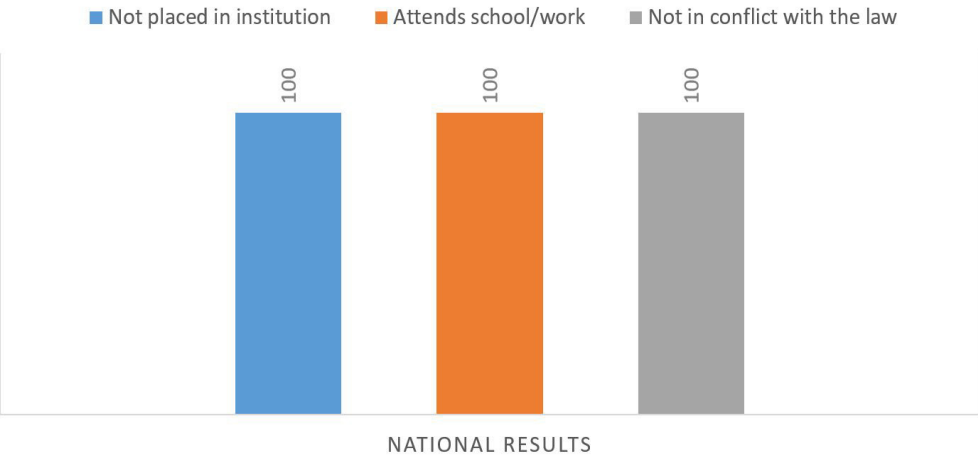
For MST-CAN, we can see that since starting the treatment programme, new reports of concern have only been received for about one in 10 families. This testifies to the fact that the treatment programme manages, to a great degree, to create safety, security and predictability in the families, which helps to ensure a good basis for caring for the child at home. The treatment programme thus provides a foundation that enables many of the families to avoid having their children taken into care.

### RESULTS UPON CONCLUSION AS A PERCENTAGE OF COMPLETED TREATMENT PROGRAMMES

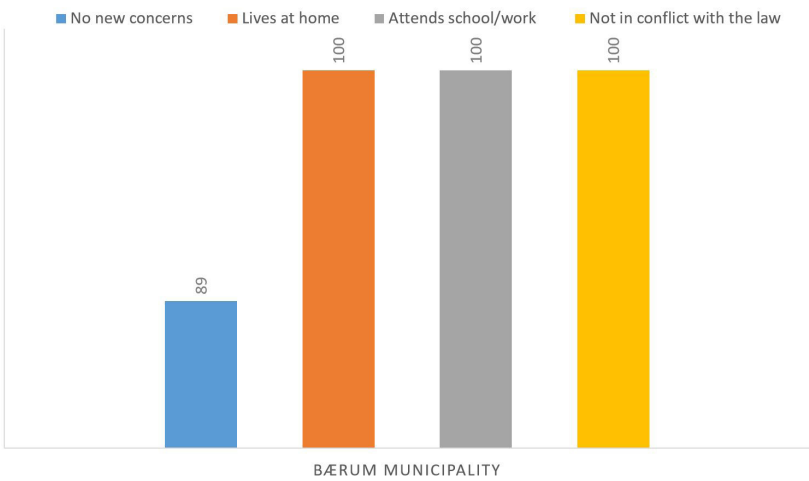
#### MST



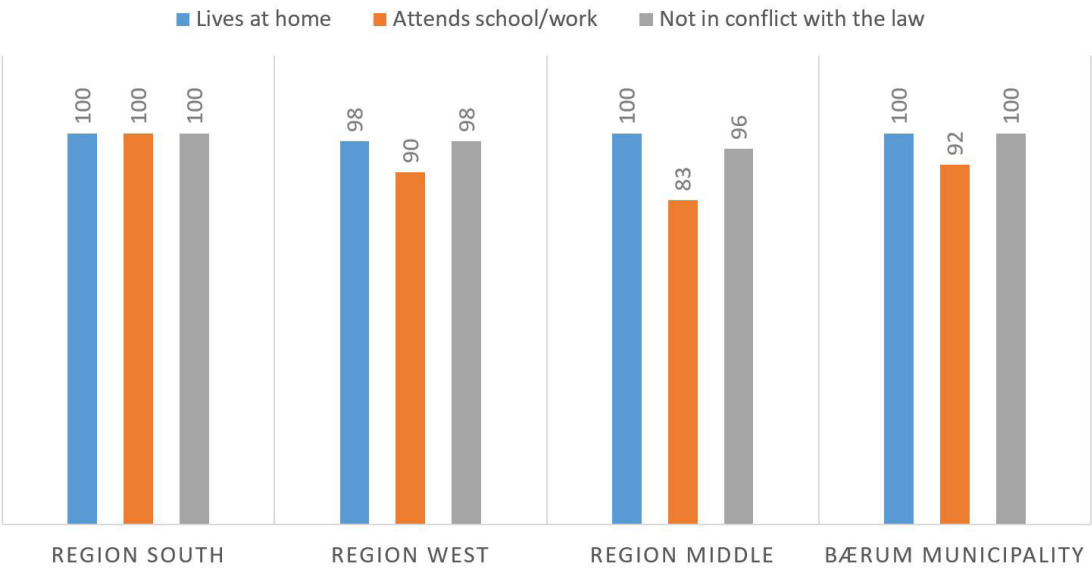
#### TFCO



#### MST-CAN



#### FFT



# Service support and implementation

## PMTO

In 2020, all records were registered in the quality assurance database, Amelia.

Case status	PMTO	TIBIR
Open/ongoing	470	281
Closed without registration consent	250	131
Closed with registration consent	434	454
Total	1154	866

Table 1. Numbers from the database Amelia.

### Parent-reported goals for problem behaviours before and after PMTO treatment

The severity of problems is measured using a behaviour rating scale, Eyberg Child Behaviour Inventory (ECBI). This is a questionnaire for parents that is used to assess problem behaviours in children aged 3-12. ECBI is part of a more extensive assessment process aimed at identifying families with children who have, or are at risk of developing, problem behaviours. Among the families where ECBI was used, 98% (365) were assessed as being in the treatment programme's target group. In total, 49.3% (214) also had a registered ECBI at the end of treatment. In the families where an ECBI was registered before and after treatment (214), 0.5% (1) scored a normal rating upon start-up, 7.5% (16) a subclinical rating, and 92% (197) a clinical rating. At the end of treatment programme, a total of 40% (85) scored a normal rating, 37% (80) a subclinical rating, and 23% (49) still scored a clinical rating.

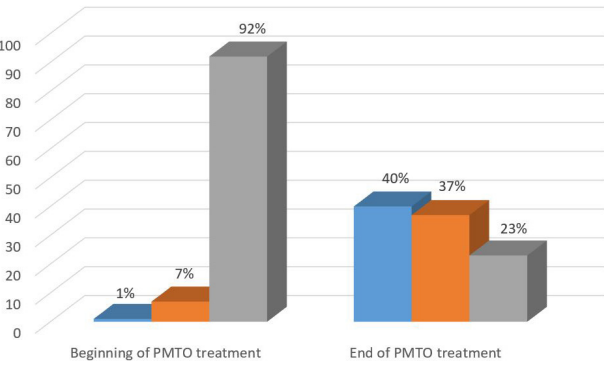


Figure 1.

### Parent-reported goals for problem behaviours before and after TIBIR Parental Guidance

ECBI is used in combination with an evaluation interview to assess whether the family should receive short-term family counselling, and again at the end to evaluate the results of the intervention. Parental guidance is primarily intended for families that score a subclinical rating in ECBI. Among the families with an ECBI score registered before and after counselling (181), 9.4% (17) scored a normal rating, 24.9% (45) a subclinical rating, and 65.8% (119) a clinical rating at the start.

At the end, a total of 48.1% scored a normal rating (87), 34.8% (63) a subclinical rating, and 17.1% (31) still scored a clinical rating. Given the difficulty of achieving good results in preventive interventions, these are very good results.

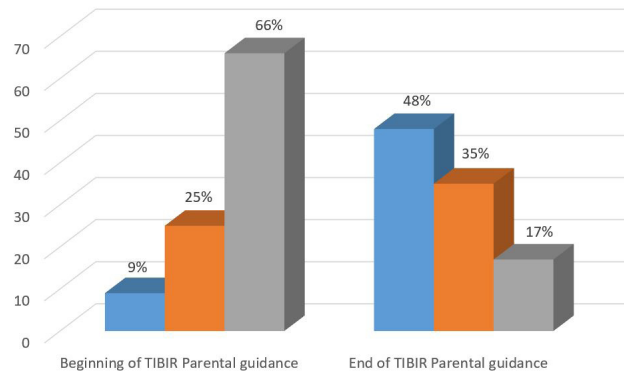


Figure 2.



### Satisfaction of parents and therapists with the provision and results of PMTO treatment

User satisfaction forms have been prepared for parents who receive Parental Guidance and PMTO treatment, both individually and as part of a group. Similar user satisfaction forms have also been developed for practitioners who provide the treatment. The forms are used after the intervention ends to measure how satisfied parents and practitioners are with the results of the family provision. The questions in the form are primarily based on the Family Satisfaction Survey (FSS) (Lubrect, 1992) used in the PMTO study (Ogden & Hagen, 2008). In the form, parents/practitioners cross off on a five-point scale, ranging from 'do not agree' to 'strongly agree', how satisfied they are with the results. Combined with the ECBI score taken at the conclusion of therapy/guidance, this also provides an indication of how the intervention has worked for the child involved.

#### Parents

User satisfaction responses were registered from parents in 185 treatment programmes. More than 96% of the parents responded 'very good' or 'very satisfied' when asked about the treatment programme, while less than 4% were 'somewhat satisfied'. None of the parents responded that they were 'not very satisfied' or 'not satisfied'.

#### PARENTS' SATISFACTION WITH PMTO

Parents' satisfaction	n	%	N
Somewhat satisfied	7	3,8 %	185
Very good	58	31,4 %	185
Very satisfied	120	64,8 %	185

Table 2.

#### PMTO therapists

User satisfaction responses were registered from therapists in 198 treatment programmes. More than 93% responded 'very good' or 'very satisfied' when asked about the results of the treatment programme, 6% responded 'somewhat satisfied', 0.5% 'not very satisfied', and none responded that they were 'not satisfied'.

#### THERAPISTS' SATISFACTION WITH PMTO

Therapists' satisfaction	n	%	N
Not satisfied	0	0 %	198
Not very satisfied	1	0,5 %	198
Somewhat satisfied	12	6,1 %	198
Very good	89	45,0 %	198
Very satisfied	96	48,4 %	198

Table 3.

# Service support and implementation

## Satisfaction of parents and parent counsellors with the provision and results of TIBIR Parental Guidance

### Parents

User satisfaction responses were registered from parents in 164 guidance programmes. 95.1% of the parents responded ‘very good’ or ‘very satisfied’ when asked about the guidance, while less than 5% were ‘somewhat satisfied’. None responded that they were ‘not very satisfied’ or ‘not satisfied’.

#### PARENTS’ SATISFACTION WITH TIBIR PARENTAL GUIDANCE

Parents satisfaction	n	%	N
Not very satisfied	0	0 %	164
Somewhat satisfied	8	4,8 %	164
<b>Very good</b>	<b>54</b>	<b>32, 9 %</b>	<b>164</b>
<b>Very satisfied</b>	<b>102</b>	<b>62,3 %</b>	<b>164</b>

Table 4.

### TIBIR parent counsellors

User satisfaction responses were registered from TIBIR parent counsellors in 202 cases. Almost 77% responded ‘very good’ or ‘very satisfied’ when asked about the provision and results of the treatment, more than 21% were ‘somewhat satisfied’, 1% were ‘not very satisfied’, and less than 1% were ‘not satisfied’. (See table 5.)

#### TIBIR PARENT COUNSELLORS’ SATISFACTION

Counsellors satisfaction	n	%	N
Not satisfied	0	0 %	159
Not very satisfied	3	1,9 %	159
Somewhat satisfied	25	15,7 %	159
<b>Very good</b>	<b>50</b>	<b>31,5 %</b>	<b>159</b>
<b>Very satisfied</b>	<b>81</b>	<b>50,9 %</b>	<b>159</b>

Table 5.

## Quality assuring interventions

**PMTO og TIBIR:** The quality of the training, related guidance and maintenance guidance after certification are key to safeguarding the method integrity required in evidence-based methods like PMTO and TIBIR.

After certification, PMTO therapists take part in biannual specialisation guidance groups for 8 days in the five health regions. After specialisation guidance ends, the certified therapists receive certification maintenance guidance at least 3 days a year. There are a total of 65 guidance groups for quality assuring PMTO therapists. The 302 active PMTO therapists in Norway met the annual maintenance requirement of providing therapy to a minimum of two families and taking part in either advanced or maintenance guidance, as well as seminars in line with the quality assurance requirements.

PMTO therapists register quality assurance requirements for maintaining their therapist certification in a web-based quality assurance and reporting system, Amelia. This involves annually registering their guidance attendance, number of treatment programmes, and de-identified information about the families that receive treatment. The latter requires the family’s consent. Quality assurance measures are carried out for practitioners in the TIBIR Parental Guidance, TIBIR Consultation and TIBIR Social Skills Training interventions in that they are subject to training and maintenance guidance requirements during and after completing training. There are a total of 96 guidance groups for quality assuring TIBIR practitioners.

PMTO group leaders are either PMTO therapists or TIBIR counsellors and the group leaders’ maintenance guidance is addressed through this. There is no separate guidance structure for the survey intervention, although those carrying out the surveys can consult PMTO therapists about relevant issues.

Work on developing the quality assurance and reporting system, Amelia, continued in 2020. The system has two aims: 1) to provide information to the public, especially parents with children aged 3-12, about PMTO and TIBIR via a website ([www.pmt.no](http://www.pmt.no)), and 2) to quality assure the conduct of interventions.

The system was initially established in 2012 and is still being developed and improved. It can be used to download materials for use in interventions, to administer training and counselling, and to register cases using the parent-reported measuring instrument ECBI or the problem rating in a school and kindergarten context (Sutter-Eyberg Student Behaviour Inventory) where the respondents are school/kindergarten staff.

The user satisfaction of parents and practitioners can also be registered, and simple reports on PMTO and TIBIR implementation activities can be retrieved at national, regional and municipal levels. The TIBIR coordinators have access to their own role in the system, where they can report on and retrieve simple reports on implementation activities in their municipality.

**PALS:** PALS mentors have undergone certification maintenance guidance in 10 guidance groups with PALS supervisors (30 days’ guidance) as part of the model’s maintenance work. A professional seminar was also organised for PALS counsellors as part of the model’s maintenance work in which 17 people participated in person and 18 digitally. The professional seminar covered two main themes: ‘PALS and professional renewal’ and ‘Use of data/information as a core component of the PALS model?’

**MST, FFT, TFCO og MST-CAN:** In 2020, programme evaluation reports were produced and distributed to the management of the host organisations (Bufetat regions and Bærum Municipality) every 4 months. NUBU worked with all of the Bufetat regions on the recruitment of new MST, FFT and TFCO counsellors/managers and therapists. This also applied to FFT and MST-CAN-teams in Bærum Municipality. New consultants, counsellors and mentors also underwent ongoing training in quality assurance and the use of NUBU’s quality assurance database, Primula.

Primula is a web-based quality assurance database that is mandatory for everyone who works with NUBU’s programmes for young people. Running, monitoring, and improving Primula is an important quality assurance measure in itself. The purpose of the database is to quality assure the teams’ use of the methods and to provide feedback, which is used to reinforce method application.

NUBU and the method consultants continually follow up everyone who uses the database and regularly update data. All commercial staff (quality assurers/interviewers), supervisors, consultants and method managers within the MST, FFT, TFCO and MST-CAN methods are active users. Therapists are registered in the database but have no access to it.

Primula is designed to facilitate good routines and high-quality registration of quality assurance data, including via reminders to users and monitoring reports that are systematically used in the follow-up of interviewers and supervisors. The results data for young people and their families are registered upon admission to the treatment programme, upon completion, and 6, 12 and 18 months after the treatment programme ends.

# Service support and implementation

## Working with vulnerable children and youth during the Covid-19 pandemic

The Covid-19 pandemic led to large sections of society being shut down in order to prevent as much contact between people as possible and thereby prevent infection. Schools were physically closed with the teaching moving to digital platforms and many children were no longer allowed to meet their friends. The measures designed to suppress the pandemic thus resulted in major changes to the lives of many children, young people and families.

For families receiving treatment via methods quality assured by NUBU, such as Multisystemic Therapy (MST), Functional Family Therapy (FFT) and Treatment Foster Care – Oregon (TFCO), the shutdown of society meant that in many cases they were unable to meet their therapists in person. However, this barrier did not stop the teams' activities. More than 100 therapists in 30 teams across the country maintained their contact with families, young people, schools and networks. The teams also took on new families and young people.

FFT therapists are available all day and in the evenings and in MST, MST-CAN and TFCO therapists are available to families 24/7. This availability was important to the families when society shut down. Much of the therapeutic work was moved to digital platforms approved by the organisations, with the provision of the actual therapy involving a high degree of creativity. Given the Covid-19 situation, the therapists did everything they could possibly do to maintain services for families and young people within the frameworks and restrictions set by the infection control measures that applied at any given time.

Since the work methods had to be modified it was important to collect information from both the treatment teams and the families. It was important to learn how the contact between the therapists and families was being maintained and to collect data that could shed light on the impact these changes were having for the families. It was also important to find out more about how the families and young people were doing during this period. What effects were the social distancing intervention measures having on the family members' situations?

Two surveys were therefore conducted. The treatment teams were asked to survey how the therapists were maintaining contact with families (via in-person meetings, digital video-conferences, or on the phone) and how frequently they were in contact. For their part, the parent and young people were asked to complete a questionnaire about their experiences of the treatment programme and any changes in the number of problems and the situation in the home.

The results from the meeting frequency and communications platform survey showed that, overall, the therapists maintained close contact with the families in the weeks following 13 March. NUBU also monitored the teams' work closely through previously established quality assurance structures in the individual methods. We were in close contact with the consultants so that all levels of the methods' quality assurance system were on standby ready to prevent crises.

When the schools closed, the staff at NUBU were also available to counsellors and teams in the PALS school model who needed guidance on how to facilitate a 'learning environment'. Inspirational materials were posted on Facebook about, for example, creating a good, safe and predictable environment for home schooling.

As far as the Parent Management - Oregon (PMTO) treatment method is concerned, there are more than 300 PMTO therapists across every health region in Norway who follow up vulnerable children and their families through the national child welfare services, mental health services for children and young people, and in the municipalities through child welfare services, educational psychological counselling services, health clinics and school health services.

In order to keep in touch with the families, the therapists largely had to use the telephone and videoconferencing on web-based platforms approved by the organisations. NUBU assisted the therapists both by providing guidance on good principles for maintaining therapeutical contact on digital platforms and by determining which themes in the parental guidance the families could particularly benefit from given the ongoing situation.



## How are families experiencing the Covid-19 situation?

«Supportive Parents - Coping Kids» is a project being developed between NUBU and seven Norwegian municipalities. The project is based on TIBIR (Early Intervention for Children at Risk) and the goal is to expand the target group for the prevention programme. In addition to families with children exhibiting problem behaviours, the target group includes anxious and unhappy children, as well as parents who need support in their role of carer.

In spring 2020, the study followed up families and counsellors taking part in the project with a weekly questionnaire. Unsurprisingly, the Covid-19 situation was having consequences for both the families and the counsellors. In the research project, counsellors in the municipalities continued the «Supportive Parents - Coping Kids» trial during the pandemic. The researchers have, therefore, been able to examine how the Covid-19 situation has impacted families and the counselling itself.

After the first round of the intervention trial ended, all of the participating families and counsellors were interviewed about how the Covid-19 situation had impacted family life and how they had experienced the benefit of the counselling.

In addition, questionnaire data was collected from each family twice during the first shutdown to examine how the situation had impacted the families. This will provide us with information and data about the pandemic on several levels in the intervention chain.

The pandemic also had consequences for another research study at NUBU. The longitudinal study *Behaviour Outlook Norwegian Developmental Study* (BONDS) has been going on since 2006, and ordinary data collection from participating families had just started when the full impact of Covid-19 was felt. The families who have been part of the project since it started have children who were in grades 6 to 8 in spring 2020.

The sort of comprehensive shutdown of society that we experienced at that time probably had a major impact on how families with children functioned and how they were doing. However, because this has never happened in modern times, we have little or no knowledge about how such a major and abrupt upheaval can impact the well-being and functioning of children and parents.

Therefore, a decision was made to collect an extra round of data from the families who have contributed to the ordinary data collection that takes place in BONDS.

The intention was to learn how families with children in Norway have made their new everyday lives work; how the families have juggled all of the challenges they have faced, big and small, and how they are handling this difficult situation.

The researchers also wanted to find out more about what the families were doing to cope with the situation, and whether it was even resulting in some positive opportunities. You can see some of the first results from the survey on page 28 under 'Research and development'.



## Dissemination and information work

NUBU publishes many articles and book chapters in Norwegian journals and books aimed at different professional groups, such as teachers, child welfare service staff, administrative staff in municipalities, and clinicians in BUP.

We continue to publish our digital popular science journal KONTEKSTonline. KONTEKSTonline is aimed at employees in practice, such as child welfare service staff, pedagogues and psychologists, and comes out twice a year.

NUBU also actively contributes presentations and talks at various seminars and conferences for practitioners, clinicians, and other professionals who work with children, young people, and families.

«Many foster parents who have taken part in a 'PMTO course for foster parents' say that it is a course that all foster parents should take: they have become more confident in their role of foster parent and have greater faith that 'it will be fine'.»

Wathne, V. C. og Grønlie, A. A. (2020) PMTO-kurs for fosterforeldre i Bufetat – implementering og 15 års erfaring. Fosterhjemskontakt nr. 1/2020.

2020 was a very different year because of the Covid-19 pandemic. Nevertheless, NUBU contributed presentations and talks for professionals who work with children, young people and families, and to other dissemination in the form of articles, video clips and media coverage.

## Dissemination and information work

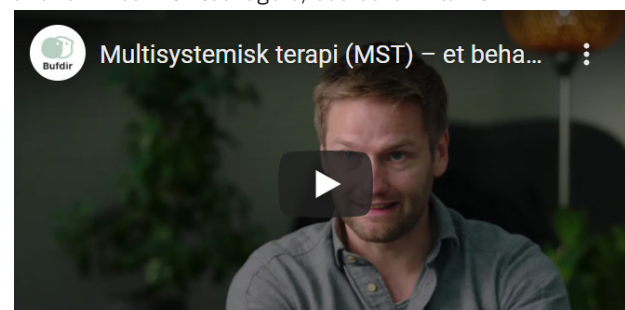
### Dissemination to practitioners

NUBU has published many articles and book chapters in Norwegian journals and books aimed at different professional groups, such as teachers, child welfare staff, administrative staff in municipalities, and clinicians in BUP. It published 37 such items in 2020. These included 19 articles in peer-reviewed journals and 14 articles in non-peer-reviewed journals, including Norwegian journals aimed at various professions (e.g. Tidsskrift for Norges Barnevern, Forebygging.no, Ungsinn.no, PsyktestBarn.no, Fosterhjemskontakt, forskning.no, and KONTEKSTonline). 25 of the 37 articles were published openly online.

Specialists from NUBU also contributed to the report «Barn, unge og kriminalitet» («Children, young people and crime») published by the Norwegian Institute of Public Health (NIPH). Among other things, the report reveals that many of the preventive interventions currently in use are not evaluated, which means that one cannot know for certain whether or not they are having an effect, or even whether they can have negative effects. It was also found that there are well-documented measures for this target group. The interventions with the best documented effects

in preventing children with serious problem behaviours starting a criminal career are PMTO, TIBIR, DUÅ, MST and FFT. In 2020, NUBU made 47 contributions to seminars and conferences: 25 to national conferences, 10 to international conferences and 12 to seminars. We also carried out a large number of teaching assignments, including courses and training for staff in child welfare services and other services for children and young people, as well as university and university college students. NUBU carried out a total of 62 teaching assignments in 2020.

NUBU also helped Bufetat Region East produce a new information film about MST targeted at both professionals and families with teenagers, see [bufdir.no/MST](https://bufdir.no/MST).



We are also looking at new ways of disseminating knowledge and information about NUBU's work and methods and what we can contribute for professionals in this field. In 2020, we made two short information videos. One was about how the PALS model for schools can contribute to a positive and supportive learning environment for children and young people, and the other was about how good surveys can help to provide adapted learning in schools.



«PALS is a model for supporting schools in the work of creating a safe and good school environment. The model is research-based, but is also evolving as new research and theory emerges, and experiences are made in school.»  
Frode Heiestad, special advisor at NUBU.



### Children and Youth Conference

NUBU was a co-organiser of the Children and Youth Conference 2020. The conference was titled «YOUNG 2020: identical and unique» and focused on young people. The conference looked at the interpretation models of service providers, practitioners and researchers, what they are missing and what they know about effective treatment options for young people? Questions regarding prerequisites for young people's mental health and their general well-being and functioning were also central:

What do we know about mental health and today's young people? What are young people struggling with? How are coping skills acquired? What do the challenges include? How is new digital technology impacting the mental health of young people? What happens to the brain during puberty? What are young people particularly good at and what do older brains need help with? To what degree can and should young people's struggles be resolved individually and to what extent do we need to look at their upbringing and development conditions?

The conference had a solid and varied programme. The conference was opened by the Minister of Health and Care Services, Bent Høie, and the programme included several acknowledged experts from both Norway and abroad. The main speakers included Tomas Paus of the University

of Toronto, who spoke about how the brain develops and matures during childhood and teenage years. Another was Sonia Livingstone of the London School of Economics, who presented the latest research findings about young people and their online activities. An open meeting and panel debate about young people, gaming and mental health was also arranged. The event was aimed at parents and people who work with young people, and others who are interested in the topic, and was streamed for free from Litteraturhuset in Trondheim.

From NUBU, NUBU's then director of research, Thormod Idsøe, contributed together with Trygve Børve, who spoke about experiences with interventions aimed at young people with depression. The seminars included two NUBU sessions. Nina Tollefsen and Kyrre Lønnum spoke about family-based treatment methods for young people with problem behaviours, while Rebecca Ervik-Jeannin shared experiences from the TFCO treatment model together with treatment leader Kharim Lekhal of Bufetat.

Due to the Covid-19 pandemic, the conference was held digitally this year on 1-3 December and attracted 700 participants. Besides NUBU, the Children and Youth Conference was organised by NORCE, RBUP East and South, NTNU, UiT RKB North, the Norwegian Institute of Public Health, the Norwegian Directorate of Health and NBUP.

# Dissemination and information work

## Research articles

Below we have selected a couple of short, popularised versions of NUBU's research articles from 2020. A complete list of publications in 2020 can be found at the back of the report.



### How to help your toddler develop maths skills

New results from NUBU's BONDS study indicate that when parents help 2-year-olds do puzzles they may at the same time be helping them to master maths questions in school 5 years later. The study examined whether there was a correlation between mothers encouraging 2-year-olds' spatial awareness and the results from children's maths assessment tests in second grade. The mothers were observed together with the 2-year-olds during play assignments with various construction games. Spatial awareness is important for one's understanding of maths since space involves breadth, depth, length, distance and size.

Some 5 years later the same children were in the second grade and took maths assessment tests. The main findings were that 2-year-olds who were helped with puzzles by their mothers in a manner that supported the child's own testing and solutions had fewer difficulties with second grade maths in the assessment tests.

Luisa A. Ribeiro, Beth Casey, Eric Dearing, Kristin Berg Nordahl, Cecilia Aguiar & Henrik Zachrisson (2020): Early Maternal Spatial Support for Toddlers and Math Skills in Second Grade. I: *Journal of Cognition and Development*, Online first. (This article was also published at forskning.no in collaboration with the University of Oslo and at www.nubu.no.)



### Classmates are more important for social development than a child's relationship with their teacher

Researchers at NUBU have studied the development of the social skills of around 2,000 children in grades 4 to 7, i.e. aged 9-12. The researchers were interested in the children's development during this period and the factors in school that may influence the development of social skills over time. The results show that the average Norwegian pupil's social skills increase over time, but that this is not true for everyone. Overall, the researchers found that, for most pupils, good opportunities for positive interactions with their classmates plus a good classroom learning environment are more important for their social development than one-to-one relationships with the teachers. For a small group, having too close a relationship with their teacher can even have a negative impact. Excessive dependence or attachment to adults can rebound on the child later and render them helpless and inexperienced in dealing with their peers.

The results indicate that it appears especially important to strengthen the relationships between the pupils and that teachers should be particularly aware of pupils who are too close or dependent on them.

Sørli, M.-A., Hagen, K. A. og Nordahl, K. B. (2020). Development of social skills during middle childhood: Growth trajectories and school-related predictors. *International Journal of School & Educational Psychology*. <https://doi.org/10.1080/21683603.2020.1744492>. (This article was also published at [www.forskning.no](http://www.forskning.no) and at [www.nubu.no](http://www.nubu.no).)

«The findings indicate that the PALS outcomes for students with the most serious problem behaviours are very promising. And this of course means that any school can help and support these students more effectively than before – and avoid expensive and segregating measures.» Mari-Anne Sørli, researcher at NUBU on the PALS study.

## KONTEKSTonline

The first edition of our popular science journal, KONTEKSTonline, was published in February 2018. In 2020, issue number five was published in March and issue number six in October.

We will continue to publish two issues a year in the coming years. The journal disseminates knowledge about new research, new forms of practice, political initiatives and strategies, and the interplay between these. Each issue contains articles, reflections, interviews with professionals or researchers, and easy-to-understand, abridged versions of research articles.

Below is a selection of the articles from the editions in 2020.



### Barneombudet om barns stemme

**Intervju**

Barn har, like lite som voksne, en felles stemme, sier Barneombudet Inga Bejer Engh. Stemmene deres gir oss en unik og nødvendig innsikt.

**Ivar Frones**  
Seniorforsker ved NUBU

**Inga Bejer-Engh**  
Barneombud ved Barneombudet

Publisert 1. oktober 2020  
KONTEKSTonline nr. Utgave 6 - 2020  
ISSN NR 2535-4825

**Del artikkelen**

[f](#) [in](#) [t](#)

**Skriv ut artikkelen**

**Last ned som PDF**

*Inga Bejer Engh er barneombud, og skal være barneombud fram 2024. Hun er jurist, og har tidligere jobbet som dommer og statsadvokat.*

*Over hele verden understrekes betydningen av barns stemme. Norge var tidlig ute her som vi var med barneombud. Hvordan skal vi gripe barns stemme? Barn er jo like ulike som voksne. For å få innsikt i hvordan barn og unge har det, så må vi snakke med dem og lytte til dem. Vi må jo forutsette at barns stemmer er like differensierte som voksnes, og at barns forståelse er like mye bundet til kontekst og det de opplever her og nå som det er for voksne. Her ser vi store*



### Behandlingsmøter i korona-tiltaket

**Artikkel**

Da samfunnet stengte ned i mars 2020 innebar det en akutt utfordring for terapeutisk virksomhet i Norge. Det rammet særlig ungdom og familier som står i svært utfordrende situasjoner.

**Knut Taraldsen**  
Spesialrådgiver ved NUBU

Publisert 1. oktober 2020  
KONTEKSTonline nr. Utgave 6 - 2020  
ISSN NR 2535-4825

**Del artikkelen**

[f](#) [in](#) [t](#)

**Skriv ut artikkelen**

**Last ned som PDF**

Da Helseetisk komité 15. mars 2020 fattet vedtak om stenging av en rekke virksomheter innen privat og offentlig sektor, innebar det en akutt utfordring for å opprettholde og gjennomføre terapeutisk virksomhet i Norge.

Det rammet også de tre behandlingsmetodene for barn og unge med alvorlige adferdsvarianter som implementeres ved utviklingsavdeling ungdom ved NUBU.

Multisystemisk terapi (MST), Funktionell familierapi (FFT) og Behandlingsfosterhjem (TFCO). Samtlige er organisert som spesialisttjenester i barnevernet (hovedsakelig Bufetat).

I disse metodene er det en grunnleggende holdning at team og terapeut gjør alt som er nødvendig for at barn, ungdom og familier skal få best mulig og varig utbytte av behandlingen.



### Hvem påvirker hvem? Hvordan barn skaper sine foreldre

**Refleksjon**

Hvordan kan barn som vokser opp i den samme familien, med de samme to foreldrene, bli så ulike?

**Ane Nærde**  
Forsker ved NUBU

**Agathe Backer-Grøndahl**  
Forsker ved NUBU

Publisert 1. mars 2020  
KONTEKSTonline nr. Utgave 5 - 2020  
ISSN NR 2535-4825

**Del artikkelen**

[f](#) [in](#) [t](#)

**Skriv ut artikkelen**

Og hvorfor fungerer ikke foreldres oppdragsmøte like godt for barn nummer to som for nummer en? Dette er spørsmål mange foreldre stiller seg, og som har interessert psykologer og forskere i lang tid: hvordan er barn med på å skape den verdenen de er en del av?

Hva som har betydning for sammenheng mellom foreldre og barn, og hvordan denne sammenhengningen i sin tur påvirker barns utvikling, har vært gjenstand for betydelig forskningsaktivitet opp gjennom tidene. Historisk sett har teorier om hva som påvirker barns atferd og utvikling variert mellom ytterpunktene fra genetisk determinisme til navn kontekstualisme (Scarr & McCartney, 1993). I det første tilfellet er det biologien som er fullstendig

# NUBU in the media

NUBU and our research-based interventions and programmes are regularly featured in the media. Here are a few of last year’s stories that were covered by newspapers, journals, and the radio.

## Young offenders should get help

In May 2020, youth crime in Oslo and the lack of measures for the relevant target group was receiving a lot of attention and heavy media coverage. Psychology specialists at NUBU wrote an [opinion piece about this in the newspaper Dagbladet on 19 May](#) and the piece was followed by a debate on the TV programme [Dagsnytt atten that same day](#).

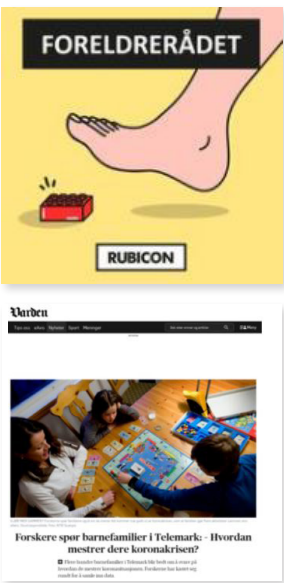
Bernadette Christensen, the then clinical director, Development Department - Youth, spoke about the various methods that help keep young people living at home and escape criminal environments. Today, more than 30 teams are working on these treatment programmes in all child welfare service regions, [with the exception of Oslo](#).



# Social media

NUBU regularly shares items on social media from its website, KONTEKSTonline, methods, events and lectures, as well as relevant items from the field. The item that attracted the most hits in 2020 was about [parental tools in PMTO](#); useful tools that can help improve family life for parents and children. The article reached 14,950 people via Facebook.

NUBU’s Facebook page has 2,506 followers and it has 858 followers on Twitter. We also have a corporate account on LinkedIn and in 2020 we created a corporate account on Instagram.

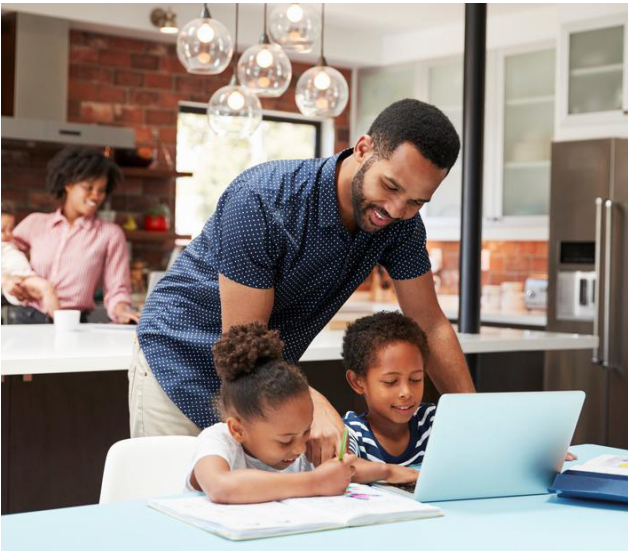


## Children who bite

Why do some children bite and hit? How can we make them stop? And what are they really trying to tell us? Psychology specialist Sissel Torsvik was a guest on [the Foreldrerådet parental advice podcast](#) and spoke about how parents can approach and understand children who hit and bite.

## How are families coping with the Covid-19 crisis?

In connection with NUBU’s BONDS study, researchers at NUBU carried out an extra survey to investigate how families and children are doing and functioning during the Covid-19 pandemic. The study has been taking place since 2006 and includes around 1,100 families in Skien, Porsgrunn, Bamble, Tinn and Drammen. The questions for the spring data collection round had just been sent out when the Covid-19 pandemic hit Norway. The local newspaper Varden wrote about the study.



# Be generous with both adults and children

Many families experienced home schooling and working from home because of the danger of being infected by the Covid-19 virus. [In the newspaper Dagsavisen](#), Anett Apeland, psychology specialist and clinical director at NUBU, had some advice for families who have had to change their everyday lives.

«Parents must arrange things as well as they can, although they should not assume the mantle of teacher,» said Apeland. «Both children and adults find themselves in an unusual situation where it is important that we do not create extraordinary stress. I think we have to lower our ambitions and be a bit generous to ourselves. This will also benefit the children.»

P4 followed up with [a radio interview](#).

# Media coverage 2020

NUBU	50
FFT	9
MST	49
PALS	22
PMTO	19
TIBIR	14
Totalt	163



# PMTO course helps foster parents

Many foster parents who have taken part in a ‘PMTO course for foster parents’ say that it is a course that all foster parents should take: they have become more confident in their role of foster parent and have greater faith that ‘it will be fine’.

Vibeke Wathne, regional consultant in Region West, and Anette Arnesen Grønlie, special consultant in the Development Department - Children at NUBU, wrote about the PMTO course for foster parents. The article was published in [Fosterhjemskontakt](#), the journal of the Norwegian Foster Care Association.

«The goal of developing a basic model for assistance is to ensure that children and young people receive the correct, knowledge-based, and tailored help, regardless of where in the country they live and regardless of whether they live in a large or a small municipality.»

Kristin Berg Nordahl, researcher at NUBU and project manager from the centre for the 'Basic model for assistance in child welfare services'.

## Research and development

Research at NUBU takes place in intervention or initiative projects, as well as in development projects.

The aim is to describe and analyse children's learning and development, and to strengthen the link between research and practice.



# Research and development

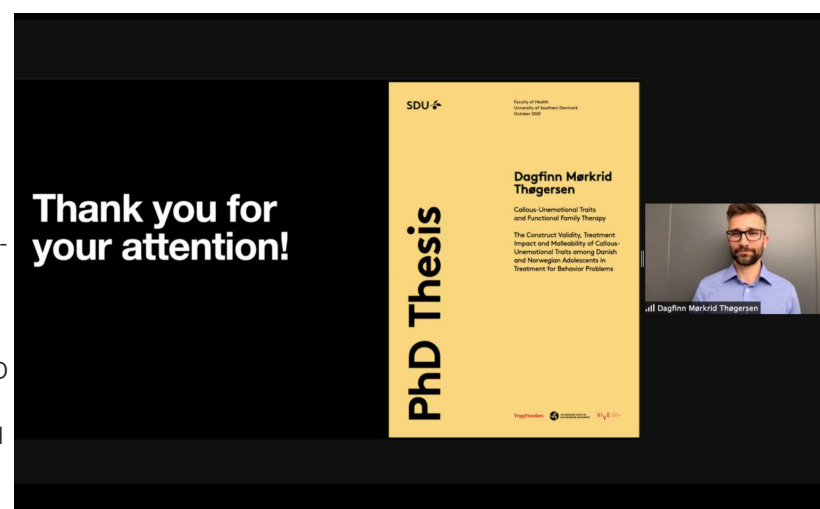
## Research projects

### Evaluation of Functional Family Therapy (FFT):

Work on analysing the effects of FFT is ongoing and is expected to be submitted to a journal in 2021. The collection of data from the families was concluded in January 2019, although in 2021 work will be done on linking data from public registers in order to investigate any effects on criminality and placement outside the home. Data from the FFT study has been utilised in two PhD projects. In 2020, one PhD candidate completed their PhD project and so far one article based on data from the FFT study has been published in an international peer-reviewed journal.

**Knowledge transfer and better academic performance for children at risk (KOBAS):** The project is being carried out in cooperation with RBUP East and South and is being funded by the Research Council of Norway. KOBAS aims to develop, introduce, and evaluate school support interventions for children and families in receipt of municipal child welfare services. The school support is provided in the home by child welfare service staff who have received training in the intervention, «Enhanced School Support», and is a randomised, controlled study. The project is based on a systematic knowledge summary of core elements and was developed in cooperation with child welfare service staff, school staff, and user representatives. The project will be concluded with the final data collection from the follow-up in January 2021. Several articles have been published in international peer-reviewed journals and in one Norwegian journal.

**The MATCH Study:** MATCH (Modular Approach to Therapy for Children with Anxiety, Depression, Trauma and Conduct Problems) is currently being evaluated in cooperation with children's and young people's psychiatric polyclinic services, the programme's developer, John Weisz, and American MATCH consultants. MATCH collects data from three different sources: participants, practitioners and observational data (video of therapy sessions). The recruitment of new families ended in September 2019. The final treatment programme in the study ended in October 2020. The last data in the study, from the 12-month follow-up, is expected to arrive in September 2021. The data from the first round of data collection was quality assured in 2020. Work on quality assuring the data up to the end of the treatment, and on gaining an overview of the total responses at each point in time and collating the data from all of the data collection points, is well underway.



**PhD on FFT:** Dagfinn Mørkrid Thøgersen defended his PhD thesis on 22 December. His thesis dealt with whether the treatment results in Functional Family Therapy (FFT) are impacted by whether young people demonstrate prosocial feelings, also called callous-unemotional (CU) traits. Thøgersen is the clinical director, Development Department - Youth at NUBU, and is a psychology specialist in clinical family psychology.

**The PALS school model:** In 2020, work on three studies and a PhD took place in NUBU based on data from the concluded longitudinal effect study of the PALS model. Two of the studies emphasise validating the measurement instruments («Collective experience of coping in schools» and «Teachers' behaviourally supportive and corrective practices») which has both research and practical utility value for the schools. The third study, «Predicting long-term implementation quality in SWPBS schools in Norway» came about because many schools have problems maintaining intervention programmes of sufficiently high implementation quality over time, including the PALS model. At the beginning of June, an employee at NUBU applied to present their doctoral thesis called «Testing the effectiveness of the N-PALS model – a school-wide framework to prevent externalising student problem behaviour» at the University of Oslo. Also, one article based on PALS study data was published in an international peer-reviewed journal in 2020.

**Long-term effects and school-wide measures:** An extensive research project about the long-term effects of the PALS school model and the Olweus programme, based on national register data and implementation data, started in 2014 and was concluded at the turn of the year 2020-2021. This is a collaborative project between NUBU, Frischsenteret, University of Oslo, Statistics Norway, RKBU West and NUBU.

In 2020, we conducted the first test cycle in BONDS with 14 families in our cooperating municipalities. We use innovative research design where we follow the counsellors and families very closely with weekly data collections.

**Evaluation of measurement tools:** NUBU continuously evaluates the most widely used assessment and measurement tools used in the centre's research. This is an important element of the work on ensuring that research projects have at their disposal assessment tools that have been thoroughly validated in a Norwegian context. The aim of the work is to examine how the measurement tools function in a Norwegian context and whether they are relevant templates to use in our programmes and research focus.

**Skills development for young people (DU):** The project was funded via the Research Council of Norway's FINNUT programme and has now been concluded. The register data is still being analysed and published.

### Behaviour Outlook Norwegian Developmental Study (BONDS):

BONDS is a longitudinal research project that started up in 2006 and is following around 1,100 children and their families from infancy to lower secondary school age. The project is working with national and international researchers. In 2020, five articles utilising data from the project were published in international peer-reviewed journals and several publications are in the process of being published. In 2020, BONDS had a subproject funded by the Research Council of Norway that dealt with socioeconomic status, learning and development from early childhood and into adolescence (BONDS-SLEDE, see below).

**BONDS-SLEDE:** In 2018, the BONDS research project received a 5-year grant from the Research Council of Norway's FINNUT programme for the 'Socioeconomic risk, learning and development from infancy through early adolescence' (SLEDE) project. The overarching goal of SLEDE is to gather information that can be used to prevent social, behavioural and academic difficulties among children and young people related to social background. The project uses the extensive data that already exists and also collects new data. During 2021, longitudinal data stretching from when the children were 6 months old up to when they were 14 years old will thus be available. The focus in the SLEDE project is studying how socioeconomic status, in interaction with factors linked to the child's family situation and experiences from kindergarten and early education, correlates to their social and academic well-being and functioning at early lower secondary school age.

In connection with the Covid-19 pandemic, an extra round of data collection was conducted in spring 2020 among the participating parents to look at how their new everyday

reality was working out for the families. There was substantial ongoing collaboration with national and international researchers in 2020 as well. In 2020, one article from the project was published and one was accepted for publication in international peer-reviewed journals, and several more publications are in various phases of the publication process. In November, the project new PhD candidate started their 3-year position funded by the NFR grant.

### «Supportive Parents - Coping Kids» (Expanded TIBIR:

**Early Intervention for Children at Risk):** We are working on a major development and research project in TIBIR. The aim is to include new user groups in a new parental guidance intervention called «Supportive Parents - Coping Kids». Initially this will involve children who are starting to exhibit psychological difficulties in the form of symptoms of anxiety and depression, and families that face care-related challenges. This research and development work is a joint development project involving seven municipalities and the Research and Development Department - Children at NUBU. The aim is to drive the research-based development of a new effective intervention that can reach a broad target group in Norwegian municipalities and at the same time ensure that the intervention harmonises with the needs of users and municipalities for support measures.

In 2020, we conducted the first test cycle with 14 families in our cooperating municipalities. We use innovative research design where we follow the counsellors and families very closely with weekly data collections. We collect quantitative data, qualitative data and biomarkers. Families, counsellors in the municipality and their managers are respondents. The aim is to find out what works or does not work for the families and what staff/managers in the municipality regard as most relevant in the preventive change work.

The next step is to adjust the content of the intervention based on the respondents' feedback. Following the data collection in spring 2020, we spent the autumn adjusting the content of «Supportive Parents – Coping Kids» and training counsellors in the municipality in the changes. The next test cycle for starts in January 2021. The results from the second test cycle will determine the direction «Supportive Parents – Coping Kids» takes going forward, although we hope to start work on preparing a larger scale implementation and test of «Supportive Parents – Coping Kids» in several Norwegian TIBIR municipalities towards the end of 2021.

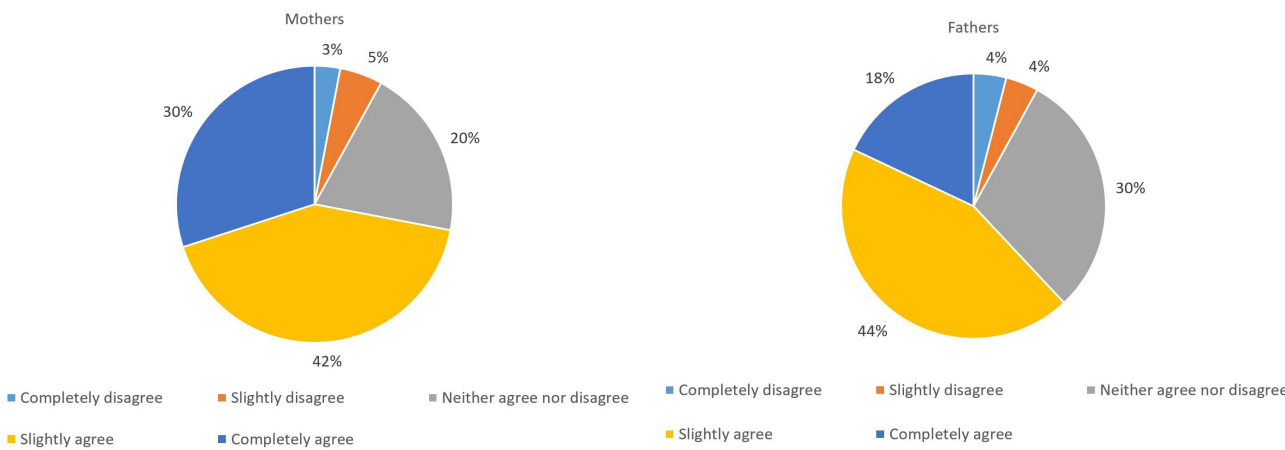
# Research and development

## What did parents answer in the BONDS Covid-19 survey?

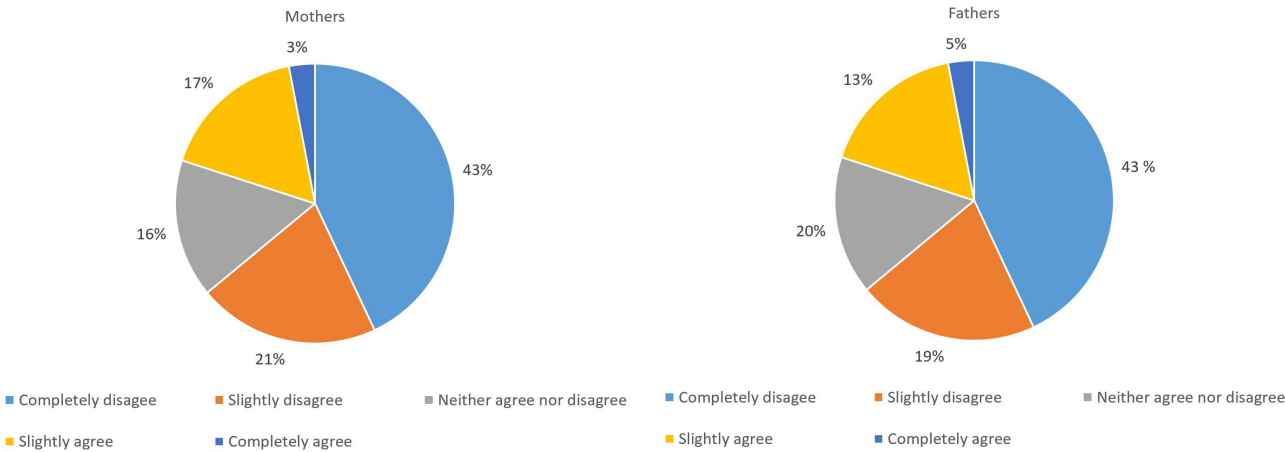
The researchers are now working on writing out the results from the extra survey. A few initial samples are presented below.

### THE FAMILIES

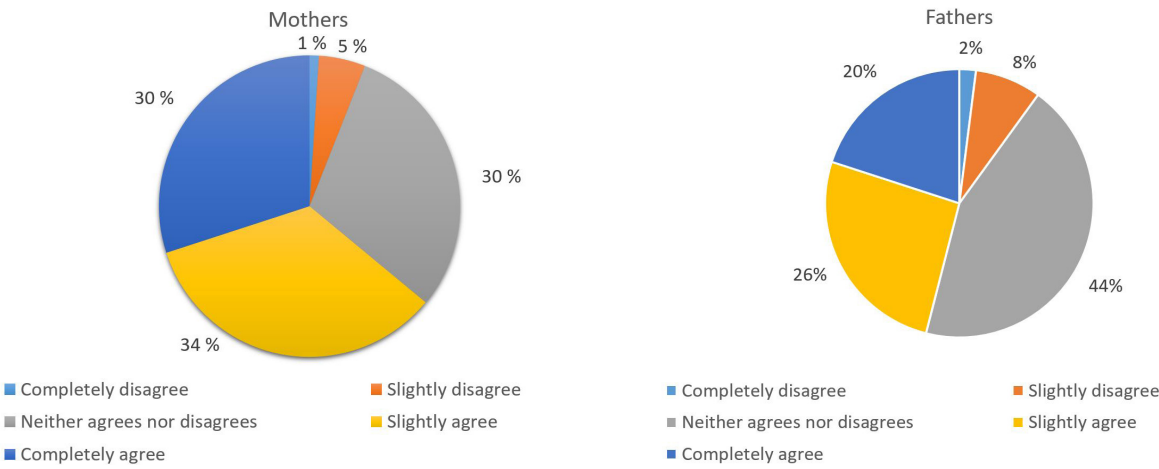
We have more good family moments now than we did otherwise



We argue more than we did otherwise

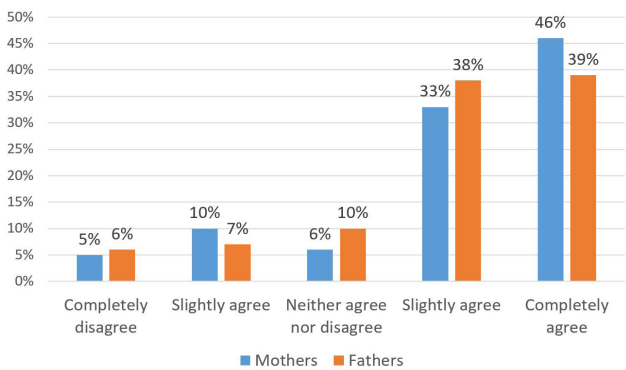


I think that as a family we will emerge stronger from this situation

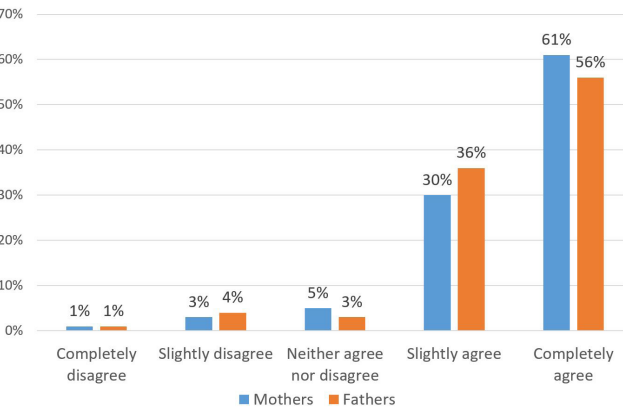


### THE CHILDREN

My child misses going to school

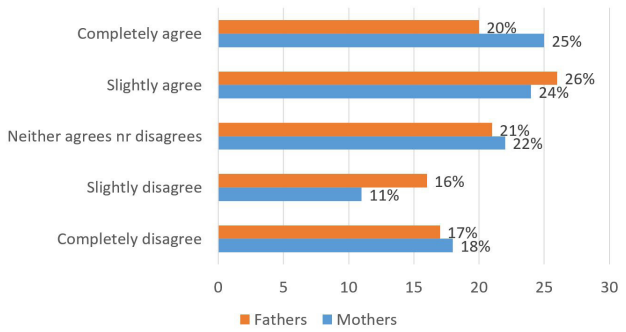


My child misses meeting their friends

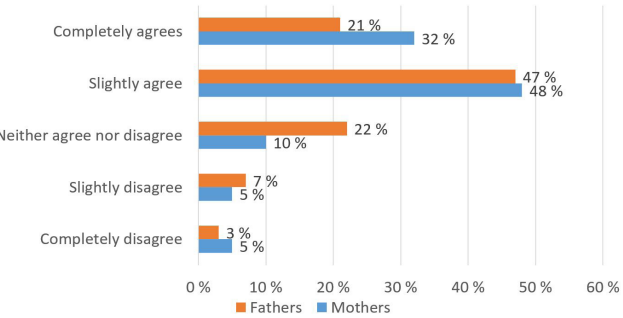


### THE PARENTS

Combining working from home with home schooling/kindergarten at home is difficult



I have done some positive things at home that I otherwise wouldn't have done



# Research and development

## New projects

**SPARE:** In connection with the project Strengthening Parenting Among Refugees in Europe (SPARE), an evaluation of the feasibility study and testing of the intervention were commenced in 2020. In 2020, the European PMTO Network (Iceland, Denmark, Norway and the Netherlands) worked on developing a preventive group intervention for refugees in Europe – Strengthening Parenting Among Refugees in Europe (SPARE). The University of Iceland bears primary responsibility for the study, although NUBU took part in the development of the manual and material for parents, the facilitation and commencement of a feasibility study, and started testing the intervention in a parents' group for refugees in Nordre Follo Municipality in autumn 2020. The work in 2020 was funded by research and development funds from Nordplus. The network has received new research and development funds from Erasmus to continue the work in 2021. The aims of the European network are to collaborate on development work, maintain method integrity and share implementation experiences.

## Research and development partnerships – national and international

NUBU has extensive contact and cooperation with practitioners, services for children and young people, and other research environments in connection with several of the research projects. NUBU plays an active role in international professional and organisational networks in the Nordic region, Europe and the USA that work with problem behaviours and complex difficulties among children and young people. Our staff are frequently invited to contribute to key international professional conferences in our field and we invite recognised external experts to participate in our conferences.

This is a small selection of our collaborations with services and other research environments in 2020:

- 22 Norwegian municipalities in connection with the development and implementation of research and

development projects (TIBIR, FFT, MATCH, development and piloting of a basic model for assistance in child welfare services).

- Nine researchers in Norway in connection with the development, implementation and publication of research projects from the centre (FFT, BONDS, BONDS-SLEDE) and two research projects at the collaborating researchers.
- 23 researchers abroad (the USA, UK, Portugal, Germany, Spain and Israel) in connection with the development, implementation, method collaboration, and publication of research projects (MATCH, TIBIR, BONDS, BONDS-SLEDE and others).
- Partnership with the Oregon Social Learning Centre (OSLC) and ISII (Implementing Science International Inc.) on reliability and further professional development.
- Active collaboration with MST Services on the implementation and development of MST and MST-CAN.
- Collaboration with the child welfare service in Bærum Municipality in connection with the implementation of MST-CAN.
- Collaboration with Bufetat Region West and Region East in connection with the implementation of learning-based substance abuse treatment in institutions.
- Collaboration with Bufdir/Bufetat Region Central Norway and the method developers behind MST-PSB (MST Problem Sexual Behaviour) on the basis for implementing MST-PSB in Norway.
- NUBU is actively involved in the MST European Research Network.
- NUBU is on the board of the European Implementation Collaborative (EIC) and Norwegian Network for Implementation Science (NIMP).

«The Covid-19 pandemic is a special and extreme situation, which no doubt is affecting the well-being and functioning of families and children. It is important for us to both focus on some of the challenges families are experiencing and also on what they are doing to cope with the situation.» Ane Nærde, researcher at NUBU and project manager of the BONDS study.



## Basic model for home care interventions and support in child welfare services

Around 45,000 children and young people receive home care interventions and support from child welfare services every year. There is a lot of good practice around in the municipalities, although the interventions that is provided varies greatly.

– The goal of developing a basic model for home care interventions is to ensure that children and young people receive the correct, knowledge-based, and tailored help, regardless of where in the country they live and regardless of whether they live in a large or a small municipality, says Kristin Berg Nordahl, project manager and researcher at NUBU.

The basic model is intended to contribute to this by improving the quality, predictability and equality of the child welfare services' interventions and support work. Initially, the two priority target groups are families with children aged 4-12 and young adults who need help from the child welfare services after turning 18. Bufdir has, on behalf of the Ministry of Children and Families, assigned the job of developing and testing a basic model together with selected child welfare services to NUBU and two regional centres for child and youth mental health and child welfare, RKBU West (NORCE) and RBUP East and South.

Kristin Berg Nordahl (NUBU) leads the project work in

close cooperation with Andreas Høstmælingen (policy director at RBUP East and South) and Øivin Christiansen (researcher at RKBU West).

The background for the assignment is a number of inspection and research reports pointing out that it is often difficult to see the correlation between the problems identified in the assessment phase and the interventions provided. There is also little research-based knowledge about the effects of most the interventions that are provided. In order to ensure that the interventions are appropriate for those who need help from child welfare services, the regional centres will both obtain information from and work with relevant user organisations. From more than 30 applications, Bufdir has, with the help of the regional centres, picked out 10 services that will help develop and test the basic model.

– We are pleased that so many child welfare services are interested in taking part. We look forward to working with the services and testing out the basic model in the normal support services, says Nordahl.

The basic model will be based on the best available knowledge from research and practice; clarify how children, young adults and parents will systematically be heard and involved; be suitable for children and families with minority backgrounds and different cultural contexts; and be suitable for municipalities of different sizes and with varying resources. NUBU bears primary responsibility for developing the family guidance module for children aged 4-12.

# Research and development

## What is NUBU doing to ensure that children and young people are heard in research and the development of interventions??

A continued education seminar was developed for the PMTO therapists in 2020 as a continuation of an earlier theme «Involvement of the child». The new course is particularly oriented towards how therapists can work with parents and children together, as well as ensuring the child's user participation. The continued education seminar was postponed until spring 2021 due to the Covid-19 pandemic.

In addition to this, routines have been drawn up for informing the child about the family's participation in PMTO treatment, filming during treatment and the registration of de-identified personal data related to the treatment programme. A special information sheet for children older than 7 has been produced concerning this.

PMTO therapists also report on how much they involve the child in the PMTO treatment programme. Data from the Amelia database shows that in 404 (93.1%) of the 434 individual PMTO treatment programmes the child was included in the hour as part of the assessment at the start of treatment (structured interaction task). In 6.7% of cases, a structured observation task was also carried out to evaluate the result at the end of the treatment programme.

In 139 (34.4%) of the treatment programmes the child was also involved in the treatment programme beyond this. In November 2019, new guidelines were introduced to ensure the child's user participation and that the child receives adequate and suitable information about the treatment programme. The child must also be invited to a minimum

of three meetings: at the start-up, during the treatment programme and at the end of treatment. In addition to this minimum requirement, it is recommended that the child be involved in other treatment sessions as needed.

A master's thesis was submitted at OsloMet in 2020 in which the candidate had conducted a qualitative study by interviewing six young people who have undergone FFT treatment. In connection with this, NUBU and FFT Bærum helped recruit the young people for the study and provided input on the interview guide, literature and method description. The results from the master's thesis have been presented to all FFT teams with a focus on increasing the understanding of what FFT treatment can mean for young people. NUBU assisted with the design of the interview guide for Rambøll's evaluation of FFT in the Family Counselling Service. This focused on ensuring that the young people's experiences of the treatment were heard.

In recent years, MST has focused heavily on listening to the voice of young people and their participation in the treatment programme and family's change process. The degree to which young people participate is documented in the weekly treatment plans that provide the basis for guidance and consultation. Where this is a challenge, it is a topic for discussion and problem solving in the team and with the consultant. The young person's experiences and views must be documented as part of the final report after treatment has been completed.

In 2020, NUBU sent descriptions of young people's participation in MST, FFT and TFCO to Bufdir. These describe how the treatment programmes focus on establishing collaborative alliances with young people in the treatment programme, ensuring that they are informed and active participants in the treatment and documenting the young people's experience of the treatment.

– She was very, like, nice in an open way. I felt very safe.”  
«Maria» on her first meeting with her therapist, interviewed in the master's thesis *Ungdomsperspektiver på FFT. Den unges opplevelse med Funksjonell familierapi*. OsloMet 2020.

– When I get home, I feel in a way a bit safer. Yeah, a bit sort of safe. I'm, like, happy to see mum then. «Line» interviewed in the master's thesis *Ungdomsperspektiver på FFT*.




In 2020, NUBU introduced the SDQ questionnaire in the Primula quality assurance database for the MST, FFT and TFCO methods. SDQ contains questions about how young people are dealing with mental health, friends, etc. All newly referred young people (and parents) will therefore complete SDQ at the start and end of their treatment programme, which could provide indications of experienced improvement due to the treatment programme.

When SDQ was introduced, a decision was made to also develop additional questions that could capture more of the young people's experiences of the treatment programme. In connection with this, NUBU contacted Bufdir's user group, the National Association for Children who have Received Child Welfare Services, and the Change Factory to get their input on the formulation of questions. This resulted in additional questions relating to information about the treatment programme, participation in the treatment programme, the focus of the treatment programme, the perception of safety, changes in the family, and whether the young people would recommend this form of treatment. From 2021 onwards, this feedback from the young people (and parents) will be actively used in relation to the individual family and to understand the experiences of young people at the team, regional and national level.

In virtually all of our research projects, we systematically collect the views of children and young people on how they are doing, how they view their situation and how they get along with their parents, friends, teachers and/or helpers (service practitioners).

In the MATCH study, we ask children and young people (and parents) through the entire course of their treatment programme to answer questions about whether the treatment they are receiving is helping them. In the «Supportive Parents – Coping Kids» project, we conducted qualitative interviews of families during the development of the intervention with the aim of making the intervention even more personalised and useful. In the KOBA study, young user representatives (from the National Association of Children from the Child Welfare System and the Change Factory) participated in the planning of the study and provided feedback on the content of the intervention and the handbook. The children participating in the study are asked to answer questions about how they are doing and what they think of the help they are receiving from child welfare services.

As part of our compliance with the General Data Protection Regulation (GDPR), we have updated and adapted the consent forms for children and young people.



# Annual Accounts 2020

The board's annual report and annual accounts with notes can be downloaded as PDF files from [nubu.no](https://nubu.no).

These provide:

- The CEO's comments on the annual accounts
- Income statement
- Balance sheet assets
- Balance sheet equity and liabilities

«In the past few decades, it has become increasingly clear that active and sustained implementation work is needed in order for effective treatments to be used in practice. The establishment of NIMP makes it possible to gather and further develop implementation knowledge in Norway so that research-based knowledge can be more broadly disseminated.»

Dagfinn Mørkrid Thøgersen, , director of the Youth Department at NUBU on the establishment of the Norwegian Network for Implementation Science (NIMP) for professionals and organisations that are either researching, or are particularly interested in, research-based implementation knowledge. Thøgersen was elected to the board.

NUBU’s total income was NOK 63.9 million in 2020. The centre benefits from a stable income thanks to public grants, but also applies for support for research projects through the Research Council of Norway.

# The CEO’s comments on the annual accounts

The grants from Bufdir and the Norwegian Directorate of Health amounted to NOK 56.6 million in 2020. The Norwegian Directorate for Education and Training also provides grants for implementing the PALS programme. The grant for this project amounted to NOK 1.33 million in 2020.

The main funding for the BONDS longitudinal research project comes from the Research Council of Norway. In 2020, the Research Council of Norway provided NOK 2.17 million in funding for the SLEDE project ‘Socioeconomic risk, learning and development from infancy through early adolescence’. SLEDE takes the BONDS study further in the transition from childhood to teenage years. NUBU’s total income in 2020 amounted to NOK 63.9 million, which represents an increase of NOK 1.3 compared with 2019. This was mainly due to the establishment of a new collaborative project with Bufdir: the ‘Basic model for home care interventions and support in child welfare services’.

Pension premium costs totalled NOK 4.2 million for 2020, which was NOK 2 million lower than in 2019. This was due to a NOK 1.4 million change in the solvency premium in the sixth instalment in 2020, as well as the pay settlement being lower than estimated in 2020. Pension costs are expected to remain high for the next few years because of the age composition of the staff. The pension premium is unpredictable due to the event-based premium model and is a substantial charge on NUBU’s operating accounts.

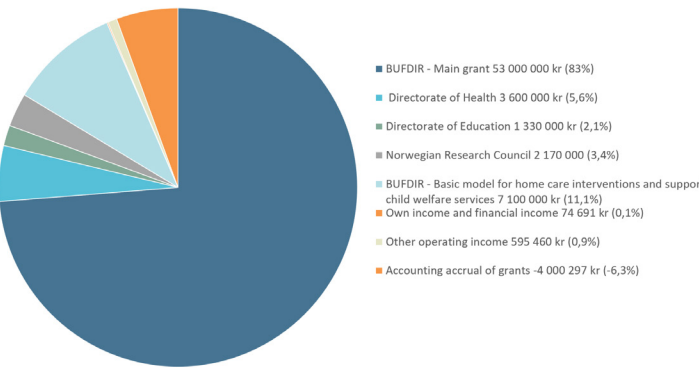
The level of activity in 2021 will be slightly higher than in 2020 because of our participation in the ‘Basic model for home care interventions and support in child welfare services’ project.

The year’s operating result amounted to NOK 36,465, which combined with financial items results in a net surplus for the year of NOK 1,045,059. The capitalised pension liabilities are NOK 14,652,603. Fund management resulted in a good return in 2020, albeit a lower return than in 2019. Net financial items amounted to a surplus of NOK 1,008,595 compared with NOK 1,518,147 in 2019. NUBU has invested assets in equity and bond funds due to the low interest rates offered by banks and to ensure better capital management over time. The aims of the funds are partly to cover accrued future pension liabilities and partly to manage liquid assets as best as possible. Of the total NOK 33,844,105, NOK 14,652,603 concerns corridor/capitalised pension liabilities and NOK 19,191,502 concerns short-term investments instead of using banks. NUBU benefits from a stable income through public grants. The organisation has an equity ratio of 32.3%, which is satisfactory, and the provisions for pensions and pension liabilities are sound. However, NUBU would face liquidity challenges were any payments of grants from grant providing authorities to be late. NUBU is exposed to little market risk or credit risk, although it constantly assesses the risk associated with higher pension costs and currency differences.

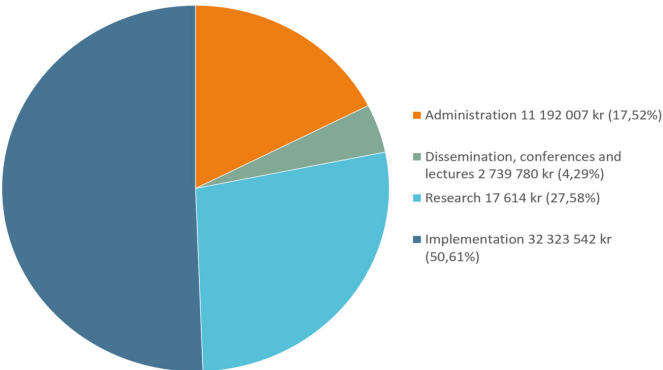
Beløp i NOK

Results	2020	2019
Operating grants from ministries and government agencies	63 214 394	59 929 549
Revenues	60 000	189 536
Other operational income	595 460	1 119 714
<b>Total operating income</b>	<b>63 869 854</b>	<b>62 574 867</b>
Wages and salaries	- 40 820 260	- 40 047 854
Other operating expenses	- 23 013 130	- 22 789 181
Depreciation of tangible fixed assets and intangible assets	–	–
Impairment of property, plant and equipment and intangible assets	–	–
<b>Total operating cost</b>	<b>- 63 833 389</b>	<b>- 62 837 035</b>
<b>Operating profit</b>	<b>36 465</b>	<b>- 262 168</b>
<b>Financial income and financial costs</b>		
Other interest income	395 072	375 062
Another financial income	545 030	1 045 124
Value reduction in market-based current assets	235 268	231 916
Other interest expenses	- 117	- 1 203
Other financial expenses	- 166 657	- 132 753
<b>Result of financial items</b>	<b>1 008 595</b>	<b>1 518 147</b>
<b>Profit before tax expense</b>	<b>1 045 059</b>	<b>1 255 979</b>
<b>Profit</b>	<b>1 045 059</b>	<b>1 255 979</b>
Transfers other equity	1 045 059	1 140 897
<b>Total transfers</b>	<b>1 045 059</b>	<b>1 255 979</b>

## GRANT PROVIDERS AND GRANTS



## GRANTS AND DISTRIBUTION



Beløp i NOK

Balance	2020	2019
ASSETS		
Current assets		
RECEIVABLES		
Accounts receivables	62 292	341 378
Other receivables	2 313 677	956 939
<b>Total receivables</b>	<b>2 375 968</b>	<b>1 298 317</b>
Investments		
Other market-based financial instruments	33 844 105	30 175 707
Bank deposits, cash, etc.	10 096 459	7 220 400
<b>Total current assets</b>	<b>46 316 533</b>	<b>38 694 424</b>
<b>TOTAL ASSETS</b>	<b>46 316 533</b>	<b>38 694 424</b>

Beløp i NOK

Balance	2020	2019
EQUITY AND LIABILITIES GENKAPITAL OG GJELD		
C. Equity		
I. Deposited equity		
Share capital	100 000	100 000
Share premium	–	–
Other equity	–	–
<b>Total deposited equity</b>	<b>100 000</b>	<b>100 000</b>
II. Earned equity		
Profit for the year transferred other equity	–	–
Other earned equity	–	–
Total retained earnings	14 846 793	13 801 733
<b>Total deposits and retained earnings</b>	<b>14 946 793</b>	<b>13 901 733</b>
D. Debt		
I. Provision for liabilities		
<b>Pension obligations</b>	<b>14 652 603</b>	<b>13 896 329</b>
II. Other long-term debt		
Debt to credit institutions		–
III. Short-term debt		
Accounts payable	1 395 716	1 970 712
Accrued public fees	2 531 882	3 092 636
Other short-term debt	12 789 541	5 833 013
<b>Total short-term debt</b>	<b>16 717 138</b>	<b>10 896 362</b>
<b>Total debt</b>	<b>31 369 740</b>	<b>24 792 691</b>
<b>TOTAL EQUITY AND LIABILITIES</b>	<b>46 316 533</b>	<b>38 694 424</b>

Approved at the board meeting in Oslo, 23.03.2021  
The Board of the Norwegian Center for Child Behavioral Development – NUBU AS

# Publications

## ARTICLES WITH PEER-REVIEW

Backer-Grøndahl, A. og Helland, S., S. (2020). Måleegenskaper ved den norske versjonen av Pre-school Anxiety Scale – Revised (PAS-R). *Psyktest-barn*, 4. <http://doi.org/10.21337/0068>.

Casas, F., & Frønes, I. (2020). From snapshots to complex continuity: Making sense of the multifaceted concept of child well-being. *Childhood*, 27(2), 188-202. <https://doi.org/10.1177/0907568219895809>.

Charafeddine R., Zambrana, I. M., Triniol, B., Mercier, H. Clément, F., Kaufmann, L., Reboul, A., Pons, F. & Van der Henst, J.-B. (2020). How pre-schoolers associate power with gender in male-female interactions: A cross-cultural investigation. *Sex Roles*, 83,453-473. <https://doi.org/10.1007/s11199-019-01116-x>.

Dalen, M., Nordahl, K. B., Vonheim, K., Janson, H., & Nærde, A. (2020). Mother-child interaction in families with internationally adopted children and families with biological children at age 2: Similarities and differences. *Adoption Quarterly*, 23(4), 286-311. <http://doi.org/10.1080/10926755.2020.1833394>.

Engell, T., Kirkøen, B., Aarons, G. A., Hagen, K. A. (2020). Individual level predictors of implementation climate in child welfare services. *Children and Youth Services Review*. <https://doi.org/10.1016/j.childyouth.2020.105509>.

Engell, T., Kirkøen, B., Hammerstrøm, K. T., Kornør, H., Ludvigsen, K. H. og Hagen, K. A. (2020). Common Elements of Practice, Process and Implementation in Out-of-School-Time Academic Interventions for At-risk Children: a Systematic Review. *Prevention Science*. [doi.org/10.1007/s11121-020-01091-w](https://doi.org/10.1007/s11121-020-01091-w).

Fandrem, H., Oppedal, B. & Idsøe, T. (2020). Re-

active and proactive aggression among immigrant and non-immigrant early adolescents in Norway: The relation to emotional and conduct problems. *Adolescent Psychiatry*. ISSN 2210-6766. DOI: 10.2174/2210676610666200327165927.

Hukkelberg, S., & Torsheim, T. (2020) Kunnskapsoppsummering og klassifisering av tiltaket: De Utrolige Årene (DUÅ): Foreldreprogram for Førskolebarn (3-6 år) og Skolebarn (6-12 år). *Ungsinn: Tidsskrift for virksomme tiltak for barn og unge*, 2020, 2:4.

Husabo, E., Haugland, B. S. M., McLeod, B. D., Ogden, T., Rapee, R. M., & Wergeland, G. J. (2020). Does school-based recruitment for anxiety interventions reach youth not otherwise identified? A comparison between a school-based sample and a clinical sample. *School Mental Health*, 12, 366-377. <https://doi.org/10.1007/s12310-019-09357-7>.

Keles, S., & Idsoe, T. (2020, online first) Six- and twelve-month follow-up results of a cluster randomized controlled trial of a CBT-based group course. *Prevention Science*. <https://doi.org/10.1007/s11121-020-01160-0>.

Kjøbli, J., Engell, T., Tømmerås, T., Rognstad, K., Hammerstrøm K. T., & Bjørndal, A. (2020). Virksomme elementer. *Tidsskrift for Norsk psykologforening*, 57(7), 504-508. <https://psykologtidsskriftet.no/2020/06/virksomme-elementer>.

Lenes, M., McClelland, M. M., ten Braak, D., Idsøe, T. & Størksen, I. (2020). Direct and indirect pathways from children's early self-regulation to academic achievement in fifth grade in Norway. *Early Childhood Research Quarterly*. ISSN 0885-2006. Volum 53. s. 612-624. DOI: 10.1016/j.ecresq.2020.07.005.

Nordahl, K. B., Owen, M. T., Ribeiro, L. A & Zachrisson, H.D. (2020). Parenting quality from observati-

onal ratings at age 2: validation from Norwegian and U.S. Samples. *Early Childhood Research Quarterly* 53, 379-390. [doi.org/10.1016/j.ecresq.2020.05.010](https://doi.org/10.1016/j.ecresq.2020.05.010).

Nærde, A., & Hukkelberg, S. S. (2020). An examination of validity and reliability of the Parental Stress Scale in a population based sample of Norwegian parents. *Plos One* 15(12), e0242735. <https://doi.org/10.1371/journal.pone.0242735>.

Ribeiro, L. A., Casey, B., Dearing, B., Nordahl, K. B., Aguiar, C. og Zachrisson, H. D. (2020). Early Maternal Spatial Support for Toddlers and Math Skills in Second Grade, *Journal of Cognition and Development*, [doi:10.1080/15248372.2020.1717494](https://doi.org/10.1080/15248372.2020.1717494).

Sørli, M.-A., Hagen, K. A. og Nordahl, K. B. (2020). Development of social skills during middle childhood: Growth trajectories and school-related predictors. *International Journal of School & Educational Psychology*. <https://doi.org/10.1080/21683603.2020.1744492>.

Thøgersen, D. M., Andersen, M. E. og Bjørnebekk, G. (2020). A Multi-Informant Study of The Validity of the Inventory of Callous-Unemotional Traits in a Sample of Norwegian Adolescents with Behavior Problems. *Journal of Psychopathology and Behavioral Assessment*. [doi.org/10.1007/s10862-020-09788-6](https://doi.org/10.1007/s10862-020-09788-6).

Zachrisson, H. D., Owen, M. T., Nordahl, K. B., Ribeiro, L., & Dearing, E. (2020). Too Early for Early Education? Effects on Parenting for Mothers and Fathers. *Journal of Marriage and Family*. DOI:10.1111/jomf.12701.

Zambrana, I., Vollrath, M., Jacobsson, B., Sengpiel, V., & Ystrom, E. (2020). Preterm birth and risk for language delays before school entry: A sibling-control study. *Development and Psychopathology*, 1-6. <http://doi.org/10.1017/S0954579419001536>.

## ARTICLES WITHOUT PEER-REVIEW

Heiestad, F., Arnesen, A. og Ogden, T. (2020). Hva er PALS-modellen og hva er den ikke? *Utdanningsnytt.no*.

Nærde, A. & Backer-Grøndahl, A. (2020). Hvem påvirker hvem? Hvordan barn skaper sine foreldre. *KONTEKSTonline*, 5. ISSN 2535-4825.

Ogden, T. (2020). Bevissthet rundt og oppfatninger av kliniske retningslinjer for diagnostikk og behandling av alvorlige atferdsproblemer hos barn på tvers av Europa – en kvalitativ undersøkelse blant «akademiske eksperter». *Best Practice Nordic*.

Reer, M. (2020) Kvalitetssikring av intervensjoner for barnefamilier. *KONTEKSTonline* nr. 5.

Talgø, K. H. (2020). Forskningsnytt. *KONTEKSTonline*, nr. 5.

Talgø, K.H. & Lønnum, K. (2020) Arbeid med utsatte barn og unge under koronapandemien. *KONTEKSTonline*, nr. 6.

Talgø, K. H. (2020). Hva betyr sosial kompetanse for barn? *forskning.no*.

Talgø, K. H. (2020). Hvordan oppdager psykologer barn og unge som mangler empati? *forskning.no*.

Talgø, K. H. (2020). Foreldre som bryr seg bidrar til at barn lykkes på skolen. *forskning.no*.

Taraldsen, K. (2020) Behandlingsmøter i korona tiltakenes tid. *KONTEKSTonline* nr. 6.

Vartun, M., Frøjd, E. K. og Talgø, K. H. (2020). Hjemmekarantene: Slik kan du hjelpe smårollingen til å bli bedre i matte. *forskning.no*.

*Continues on the next page.*

Wathne, V. C. og Grønlie, A. A. (2020). PMTO-kurs for fosterforeldre i Bufetat – implementering og 15 års erfaring. *Fosterhjemskontakt* nr. 1/2020.

Utgarden, I.-H. (2020). De andre i klassen betyr mer for sosial utvikling enn forholdet til læreren. *forskning.no*.

Utgarden, I.-H. (2020) Forskningsnytt. *KONTEKSTonline* nr. 6.

## REPORTS

Aase, H., Lønnum, K., Sørli, M.-A., Hagen K.A., Gustavson K. & Utgarden, I.-H. "Barn, unge og kriminalitet. Hvordan forhindre at barn og unge kommer inn i eller fortsetter med en kriminell løpebane? Oppsummering og vurdering av virksomme tiltak, behandling og organisering". Rapport 2020. Oslo: *Folkehelseinstituttet*, 2020.

## BOOKS AND BOOK CHAPTERS

Bjelland, E. K. V., Høyland, J., & Ogden, T. (2020). Lærer som «endringsagent» for å styrke relasjoner mellom seg og elevene. I: Hvidsten, B. I. B., Kuginyte-Arlauskiene, I., & Söderlund, G. (red.), *Tilpasset opplæring og spesialpedagogikk i teori og praksis* (s. 81-102). *Fagbokforlaget*.

Frønes, I. (2020). Fra tavle til holodeck og livslang læring. I B. Engen (red), *Digitalisering, kompetanse og læring* (s. 45-66). *Gyldendal*.

Ogden, T. (2020). Skolens mål og muligheter. *Gyldendal*. ISBN: 9788205535909.

Zambrana, I. M., Hermansen, T. K., & Rowe, M. L. (2020). Mothers' use of questions and children's learning and language development. In Butler, L. P., Ronfard, S., & Corriveau, K. H. (Eds.), *The questioning child: Insights from psychology and education* (pp. 212-231). *Cambridge University Press*.


**Annual Report 2020**

The Annual Report 2020 is printed and distributed to relevant public bodies and partners and is otherwise available digitally on our website [www.nubu.no](http://www.nubu.no).

**Board of Directors' Report and Accounts for 2020**

The Board of Directors' Report can be downloaded as a PDF file on [www.nubu.no](http://www.nubu.no)

Editors: Kristin Horn Talgø, Inger-Hege  
Utgarden og Kristine Amlund Hagen.  
Graphic design: Tove Laila Nilsen  
Photos: Adobe Stock, Colourbox, Moment Studio  
and NUBU  
Comments or questions to this annual report can  
be addressed to [k.h.talgo@nubu.no](mailto:k.h.talgo@nubu.no)



### **Areas requiring improvements and prioritisation among practitioners working with vulnerable children and young people:**

- Strengthening the treatment available to families with young people with unwanted sexual behaviours.
- Strengthening implementation research: since far more knowledge about effective interventions is available than practitioners utilise, one often talks about a gap between research and practice. Implementation is about reducing this gap. Implementation research identifies what hinders and what promotes new practices being adopted in a binding way, including change management, a service's capacity and flexibility when it comes to acquiring new knowledge, and the employees' competence in and attitudes to change.
- Evaluations of interventions in front line services and schools for children, young people and families with complex problems or who are at risk of neglect.
- Knowledge about the consequences of bullying, victimisation and trauma that can contribute to the development of interventions.
- Effects of the Covid-19 pandemic and measures designed to combat them for children and families in the centre's target group.
- Developing knowledge about transdiagnostic interventions, as well as identifying and testing core elements (intervention components that have proved effective across interventions).

#### **The Norwegian Center for Child Behavioral Development AS – NUBU**

Postboks 7053 Majorstuen, 0306 Oslo

Essendrops gate 3, 0368 Oslo

**Phone:** 23 20 58 00

[www.nubu.no](http://www.nubu.no)

[www.facebook.com/nubunytt](https://www.facebook.com/nubunytt)

[www.twitter.com/nubunytt](https://www.twitter.com/nubunytt)