

RODA DE CONVERSA - PESQUISA DE IMPLEMENTAÇÃO

BARRIERS AND FACILITATORS OF AN INTERVENTION TO PROMOTE ORAL HEALTH LITERACY IN KINDERGARTENS AND PRIMARY SCHOOLS.

Claudia Dolores Trierweiler Sampaio De Oliveira Corrêa (cautrier1@gmail.com)

Ana Rita Goes (ana.goes@ensp.unl.pt)

Paulo Rui Galvão Ribeiro De Melo (paulomelopt@gmail.com)

Marise Reis De Freitas (marise.freitas@ufrn.br)

Introduction: Oral diseases are a public health problem for which exclusively curative approaches have been ineffective. Prevention plays a central role, and strengthening Oral Health Literacy—understood as the development of individual and collective skills to deal with oral health problems—holds promise. In Portugal, the SOBE+ (Saúde Oral e Biblioteca Escolar, Oral Health and School Library) project and its subproject Escovar na Escola have been available; however, their implementation has been uneven.

Objective: Identify and analyze the barriers and facilitators for the implementation of SOBE+ and Escovar na Escola, from the perspective of implementation science.

Methodology: This was a cross-sectional study. An online questionnaire, via Google Forms, was sent to 712 school groups nationwide. The survey included closed-and open-ended questions addressing topics related to barriers and facilitators to the implementation of SOBE+ and Escovar na Escola, such as support materials, activities conducted, physical structure, school perceptions of

children's motivation, and perceived support. Descriptive statistics and some inferential tests were used to analyze the quantitative data; qualitative data, subjected to Thematic Analysis and classified according to the dimensions of the Consolidated Framework for Implementation Research (CFIR) 2.0, complemented the analysis.

Preliminary results: The main barriers to the implementation were concerned with: (a) the COVID-19 pandemic (External context), (b) insufficient structural conditions and communication (internal context), (c) low family involvement (Individuals), and (d) difficulties in multidisciplinary and intersectional collaboration (Process). The main facilitators included: (a) characteristics of the intervention, as the credibility of the promoter, being evidence based and adaptable and providing supporting teaching materials (Innovation); (b) coordination with health centers for the development and execution of strategies and activities (External context); (c) interpersonal relationships and confidence in the relevance of the intervention (Internal context), (d) involvement of teachers and health professionals and children's motivation and engagement with the activities (Individuals); and (e) good multidisciplinary and intersectoral collaboration in planning and supporting activities (Process).

Conclusion: Participants showed a commitment to promoting children's oral health but revealed limited differentiation between SOBE+ and Escovar na Escola. The focus on Escovar na Escola, which demands greater infrastructure, may explain variations in implementation. Clarifying the independence of these interventions is essential. Incorporating SOBE+ activities into the school curriculum can enhance children's oral health literacy, even when in-school toothbrushing is not feasible.

Palavras-chave: implementation science; health literacy; health promotion; oral health; school health services.