

# CPD@RCOT Short Course Workbook

## Occupational therapy with children: Right intervention, right time, right place



Your name: \_\_\_\_\_

Bring this workbook with you to the group session

Royal College of  
Occupational  
Therapists



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# Introduction

Welcome to this CPD@RCOT learning resource, **'Occupational therapy with children: Right intervention, right time, right place'**.

This course builds on the CPD@RCOT Short Course "Occupational therapy with children: Introduction to universal, targeted and specialist services". You may wish to revisit some of its content (for example, review the article and blog in the individual pre-work session of that Short Course) prior to starting this one.

This course will help you to consider different ways to meet the needs of children and young people referred to your service in order to improve the quality of your practice and service delivery.

The course supports the Professional Practice Pillar of the RCOT Career Development Framework (RCOT, 2017). It is designed for occupational therapy personnel at Career Levels 6 to 7. Personnel at Career Levels 8 and above or a broader audience who wish to refresh their knowledge may also find it helpful.

The resource is designed to be completed in a group to enhance debate and peer-to-peer learning. Using the Facilitator Guide, you may also work through it as an individual. In total, the course should take about three hours to complete plus time to review referrals (this activity may be shared between team members). More time will be required to follow up the suggested further reading.

The course has three resources: this workbook, a Facilitator Guide and an accompanying PowerPoint presentation. There are three components:

1. Individual pre-group session work: one activity taking about 90 minutes to complete. You might need extra time to gather the documents required for this activity.
2. Group session, with PowerPoint presentation and guided discussion: three activities taking about 90 minutes to complete.
3. Individual reflection, taking about 15-30 minutes to complete.

An integral part of the course is the post-session reflection, designed to guide you to develop your practice. To support this development, you may wish to discuss in your supervision sessions the learning outcomes, your reflective learning points and how you plan to implement them.

# Learning outcomes

When you have completed this course you will be able to:

1. Identify the needs of the children and young people referred to your service;
2. Review existing and plan potential new ways to use resources to meet children's needs most effectively;
3. Identify how to demonstrate the impact of services delivered;
4. Evaluate your current and future practice in relation to analysing the right occupational therapy intervention at the right time and place for children, to improve the quality of your practice and service delivery.

## Individual pre-group work

**ACTIVITY 1: Review of occupational therapy referrals over the previous 3-6 months** (Takes about 90 minutes)

1. Decide on a manageable time frame for your referral review (between 3-6 months)
2. Consider:
  - a. **Reasons for referral** – are there any common themes?
  - b. **Referrers** - do you receive lots of referrals from the same people or place (e.g. from a particular school or professional group?)
  - c. **Populations** - are certain groups of children referred more frequently than others?
  - d. Any **other patterns or themes** that emerge
3. Summarise the main findings of this review in the box on the following page.

The aim of this activity is to identify themes and patterns in referrals to your service. You may wish to divide this activity across the team e.g. a month per person or small group.

**Review of occupational therapy referrals: Record your main findings**

**Before the group session, review your answers to these individual activities.  
Bring this workbook with you to the group session.**

# Group session

▶ **Welcome** (Slide 1: 5 minutes)

Introductions and housekeeping.

▶ **Learning Outcomes** (Slide 2 – 5: 5 minutes)

Review what you will be able to do as a result of taking this course.

Briefly describe why you personally have decided to take the course.

▶ **Activity 1 – Reviewing referral data** (Slide 6: 30 minutes)

Compare the findings of your review of the referral data from Activity 1 of the pre-group work with the group.

1. Discuss:

- a. **Reasons for referral** – are there any common themes?
- b. **Referrers** - do you receive lots of referrals from the same people or place (e.g. from a particular school or professional group?)
- c. **Populations** - are certain groups of children referred more frequently than others?
- d. Any **other patterns or themes** that emerge.

▶ **Activity 2 – Doing things differently** (Slide 7 – 8: 30 minutes)

Recall your learning about the tiered model approach from the previous CPD@RCOT Short Course 'Occupational therapy with children: Introduction to universal, targeted and specialist services'.

Using the tiered model and drawing on the themes you identified from your analysis of referral data, consider:

- a) Are there groups of children who could be offered an **existing universal or targeted intervention earlier** in their journey e.g. direct to a group/workshop at triage rather than putting them on the waiting list for 1:1 specialist intervention first?

- b) Can you ***meet the occupational needs of a certain group of children/young people in a different way*** e.g. a targeted parent/professional workshop rather than specialist 1:1 consultation?

Use the figure on Slide 8 to help you in your analysis.

► **Activity 3 – Formulate an action plan and next steps** (Slide 9: 15 minutes)

Considering the learning points from the previous two activities, formulate an action plan for the next month and share your ideas with the group.

Discuss:

- a) What small changes can you make in the next month? Making small changes to the way your service is delivered will free up capacity for you think about addressing larger issues.
- b) Consider what success looks like. How will you know the impact of the changes you have made?

► **Conclusion** (Slide 10: 10 minutes)

Review concluding points with the facilitator.

Suggest to the group meeting up on one month to review actions and consider what happens next.

Take 5 minutes to record your immediate reflections and plan of action using the following page of this workbook.

RCOT would appreciate your feedback so that we can make improvements for future participants. Please fill our [feedback form](#) or send suggestions to [Prof.Dev@rcot.co.uk](mailto:Prof.Dev@rcot.co.uk). If you have any complaints, send an email to [RCOTApprovedLearning@rcot.co.uk](mailto:RCOTApprovedLearning@rcot.co.uk).

# Individual reflection

Reflect and consolidate your learning from your individual pre-group work and the group session you have just attended. Start by identifying and recording at least three reflective learning points, and by listing areas you will now incorporate into your practice. Store this page in your CPD Portfolio with your certificate (end of workbook).

You will benefit from returning to these points in the next few days. At this time, reflect further on your learning, and desirable changes to current practice. Identify further learning you can do, referring to the resources given at the end of this workbook.

As suggested on page 2 of this workbook, you may wish to discuss in your supervision sessions what you have learned and what you plan to change.

**My reflective learning points** on 'Occupational therapy with children: Right intervention, right time, right place' (add more points on the back of the page if needed):

1.	
2.	
3.	

The areas I have identified for **change in my current practice** are:

1.	
2.	
3.	

**Further learning activities I can do** are:

1.	
2.	
3.	

# Resources and further reading

## **FURTHER READING: ONLINE RESOURCES**

Royal College of Occupational Therapists (2017) *CPD Short Course: Occupational therapy with children: Introduction to universal, targeted, specialist services*.

Available at <https://www.rcot.co.uk/cpd-rcot>

Accessed on 15.11.19

## **FURTHER READING: PUBLISHED PAPERS**

Camden C, Léger F, Morel J, Missiuna C (2015) A service delivery model for children with DCD based on principles of best practice. *Physical & Occupational Therapy in Pediatrics* 35(4), 412-425

Chu S (2017) Supporting children with special educational needs (SEN): An introduction to a 3-tiered school-based occupational therapy model of service delivery in the United Kingdom. *World Federation of Occupational Therapists Bulletin* 73(2), 107-116

Kingsley K, Mailloux Z (2013) Evidence for the effectiveness of different service delivery models in early intervention services. *American Journal of Occupational Therapy* (67), 431-436

Missiuna C, Pollock N, Levac D, Campbell W, Whalen S, Bennett S, Russell D (2012). Partnering for Change: An innovative school-based occupational therapy service delivery model for children with Developmental Coordination Disorder. *Canadian Journal of Occupational Therapy* 79(1), 41–50

O'Neil M, Fragala-Pinkham M, Ideishi R, Ideishi S (2012) Community-Based Programs for children and youth: Our experiences in design, implementation, and evaluation. *Physical & Occupational Therapy in Pediatrics* 32(2), 111-119

## **FURTHER CPD ACTIVITY SUGGESTION**

Following the completion of this course, you may wish to refresh your knowledge and complete the companion CPD@RCOT Short Course 'Occupational therapy with children: Introduction to universal, targeted, specialist services', available at the CPD@RCOT [website](#).

Choose another toolkit resource from the selection available at CPD@RCOT to plan a follow up CPD session that will build on the learning you now have.



# CPD@RCOT

## Certificate of Learning

This is to certify that:

\_\_\_\_\_

has completed the CPD@RCOT Short Course:

on \_\_\_\_\_

### Occupational therapy with children: Right intervention, right time, right place

#### Learning outcomes:

As a result of taking part in this CPD@RCOT course, you should now be able to:

1. Identify the needs of the children and young people referred to your service;
2. Review existing and plan potential new ways to use resources to meet children's needs most effectively;
3. Identify how to demonstrate the impact of services delivered;
4. Evaluate your current and future practice in relation to analysing the right occupational therapy intervention at the right time and place for children, to improve the quality of your practice and service delivery.

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