

CPD@RCOT Short Course Workbook

Occupational therapy with children: Introduction to universal, targeted, specialist services



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: Introduction to universal, targeted and specialist services**'.

The demand for occupational therapy services is increasing as the number of children and young people with special educational needs and disabilities is rising (RCOT 2019). For services to meet the growing demand we need to capitalise on occupational therapy resources and design services which meet the needs of children in the 21st century.

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 4 to 6. Personnel at Career Levels 7 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 from two and a half to three hours to complete. More time will be required to follow up on 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: two activities taking about one hour to complete.
2. Group session, with PowerPoint presentation and guided discussion: four 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.

This is an introductory short course. Following completion, participants may wish to complete the companion course: "Occupational therapy with children: right intervention, right time, right place".

Learning outcomes

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

1. Know the meaning of the tiered (universal, targeted and specialist) model of service provision;
2. Map current service provision and identify how it fits into the tiered model;
3. Identify potential gaps in current service provision;
4. Evaluate your current and future practice in relation to the universal, targeted and specialist models of service to children, to improve the quality of your practice and service delivery.

Individual pre-group work

ACTIVITY 1: Tiered approach to service provision for children and young people (Takes about 30 minutes)

1. Read the following open article on [‘Making the case for universal and targeted children’s occupational therapy in the United Kingdom’](#) (Hutton et al 2016).
2. Answer to the question below and justify your thoughts.

This article will help you understand occupational therapy interventions with children under the tiered approach model. It provides examples and explains the policy context that underpins this approach.

Tiered approach to service provision for children and young people: Answer this question

1. To what extent do you agree with the authors’ case for the development of a tiered approach to service provision for children and young people? Justify your thoughts.

a)

b)

c)

ACTIVITY 2: Reflection on targeted interventions and support (Takes about 15 minutes)

1. Read the following article on the RCOT Blog: [‘You don’t have to see an occupational therapist to benefit from occupational therapy’](#) (Payne 2018).
2. Think about and list the interventions or support you are currently providing that could be delivered by others with appropriate training, supervision and support.
3. Consider who could these people offering support be.

Reflection on targeted interventions and support: Record your learning points

1. List of interventions and support	2. Who else could provide this (e.g. teaching assistants, parents)

**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 – Why do we need to do things differently?** (Slide 6: 15 minutes)

Using your answers and thoughts from Activities 1 and 2 from the pre-group work, debate the following in small groups:

1. Why do we need to reconsider the way we deliver services for children, young people and families?
2. To what extent do you believe that the tiered approach will enhance service delivery?

▶ **Activity 2 – Identifying what you currently offer** (Slide 7 – 8: 15 minutes)

Applying your understanding of the tiered approach, including from the lists prepared in Activity 2 of the pre-group work, collate one list of all the interventions (individual, group, direct, indirect) that you currently offer in your service(s) and categorise these as universal, targeted or specialist interventions.

Observe the figure on Slide 8 of the Power Point presentation and use it as a reference for your answer.

▶ **Activity 3 – Identifying potential gaps in service provision** (Slide 9: 30 minutes)

Consider the answers you have given so far and reflect on the following:

1. Does your service offer a balance of provision?
2. List potential gaps in your service across the tiers.

You can use this information to develop your learning further and shape your service redesign in the companion course “Occupational therapy with children: right intervention, right time, right place”.

► **Activity 4 – Potential partners for service provision** (Slide 10: 15 minutes)

In small groups consider and list opportunities for delivering services in partnership with others. Who might your partners be?

► **Conclusion** (Slide 11: 10 minutes)

Review concluding points with the facilitator.

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. If you have any complaints, send an email to RCOTApprovedLearning@rcot.co.uk.

Individual reflection

Reflect and consolidate all 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.

To consolidate further what you have learned with this CPD@RCOT Short Course, think about one young person you have worked with. Could you have delivered services differently (using the tiered model) to meet their needs?

Store these pages in your CPD Portfolio with your certificate (end of workbook).

You will benefit if you return 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: Introduction to universal, targeted, specialist services' (add more points as needed on the back of the page if more than three):

1.	
2.	
3.	

My case study reflection – Potentially offering services in a different way to meet the needs of a young person.

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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

COURSE REFERENCES

Hutton E, Tuppeny S, Hasselbusch A (2016) Making a case for universal and targeted children's occupational therapy in the United Kingdom. *British Journal of Occupational Therapy*, 79 (7), 450-453.

Payne S (2018) You don't have to see an occupational therapist to benefit from occupational therapy. *Royal College of Occupational Therapists Blog*. [Blog post] 05 Dec 2018. Available at: <https://www.rcot.co.uk/news/you-don%E2%80%99t-have-see-occupational-therapist-benefit-occupational-therapy>

Accessed on 08.01.20

FURTHER READING: ONLINE RESOURCES

CanChild (2019) *Research in Practice – Partnering for change*. Available at <https://canchild.ca/en/research-in-practice/current-studies/partnering-for-change>

Accessed on 15.11.19

(The CanChild website explains the needs-based, tiered model of service delivery for children and young people with special educational needs in schools. Includes links to resources and research papers.)

Royal College of Occupational Therapists (2017) *Career Development Framework: guiding principles for occupational therapy*. RCOT. London. Available at: <https://www.rcot.co.uk/practice-resources/learning-zone/career-development-framework>

Accessed on 10.11.19

Royal College of Occupational Therapists (2019) *Occupational therapy: unlocking the potential of children and young people*. Available at: <https://www.rcot.co.uk/node/112>

Accessed on 10.11.19

FURTHER READING: PUBLISHED PAPERS

Arbesman M, Bazyk S, Nochajski SM. (2013) Systematic review of occupational therapy and mental health promotion, prevention, and intervention for children and youth. *The American Journal of Occupational Therapy*. 67(6):e120-e130.

Ashburner JK, Rodger SA, Ziviani JM, Hinder EA. (2014) Optimizing participation of children with autism spectrum disorder experiencing sensory challenges: A clinical reasoning framework. *Canadian Journal of Occupational Therapy*, 81(1), 29-38

Hutton E, Soan S (2017) 'Lessons Learned' from introducing universal strategies designed to support the motor and functional skills of Reception and Year 1 children in a sample of primary schools in South East England. *Education*, 45(1), p83-103

Rivera JS, Boyle C (2020). The Differing Tiers of School-Based Occupational Therapy Support: A Pilot Study of Schools in England, *Journal of Occupational Therapy, Schools, & Early Intervention*, 13(3), 264-282, doi: 10.1080/19411243.2020.1732264

Rodgers S (2017) *Occupation-centred practice with children: a practical guide for occupational therapists* 2nd ed. Oxford: Wiley-Blackwell.

Missiuna C, Pollock N, Levac D et al (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

Missiuna C, Pollock N, Campbell W, Dix L, Whalen SS, Stewart D (2015) Partnering for Change: Embedding universal design for learning into school-based occupational therapy. *Occupational Therapy Now*, 17(3),13-15.

FURTHER CPD ACTIVITY SUGGESTION

Following the completion of this course, you may wish to complete the companion CPD@RCOT Short Course "Occupational therapy with children: right intervention, right time, right place.", 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: Introduction to universal, targeted, specialist services

Learning outcomes:

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

1. Know the meaning of the tiered (universal, targeted and specialist) model of service provision;
2. Map current service provision and identify how it fits into the tiered model;
3. Identify gaps in current service provision;
4. Evaluate your current and future practice in relation to the universal, targeted and specialist models of service to children, to improve the quality of your practice and service delivery.

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