School-Based Occupational Therapy

The WFOT Position Paper in UK Practice

SBOT Forum Workshop 15 October 2018 – Brunel University London
Workshop aims

- Consider the **WFOT (2016) Position Paper** and how this is applied to clinical services in the UK and beyond
- Discuss **school participation opportunities**, sharing **innovations in practice**
- Engage in practical group work to discuss practicalities of **tiered working**, school participation and **capturing meaningful outcomes**
- Share examples of **allied health professional collaborations** in school settings
- Offer a space to think and reflect as well as an opportunity to devise individual and collective **action plans**
SBOT Forum Aims

• To support best practice in the field of school based occupational therapy and standardise our professional practice in mainstream and special school settings

• To promote the WFOT (2016) Position Statement on Occupational Therapy Services in School-Based Practice for Children and Youth

• To provide support and guidance about how services can be organised within the school system to reach all clients in the support-continuum (including whole classes or individuals), maximising occupational performance and participation, based on international research evidence (WFOT, 2016)
SBOT Forum Aims (cont’d)

• To inform national policy on the education of children with Special Educational Needs and Disabilities

• To update members of new occupational therapy service developments within specialist and mainstream school settings

• To offer support and networking opportunities

• To suggest useful tools or resource ideas

• To offer peer support to Occupational Therapists, particularly those working in isolation
WFOT Position Statement on OT services in school-based practice (2016)

School-based OT is:

“Client-centred, solution-focused, strengths-based, occupational-based, collaborative and context-based, educationally relevant and evidenced-based” (WFOT, 2016)
WFOT Position Statement on OT services in school-based practice (2016)

• Supports the international policies on Inclusive Education
• Emphasises the responsibility and skills of OTs to support it
• OTs need to “provide collaborative support to enable occupation and to remove or reduce barriers to participation of all students, particularly those with special educational needs”
  • Cont’d
Occupations in the school environment

- **Learning activities** (e.g. writing stories, essays, completing maths work, art, drama, history)
- **Self-Care** (e.g. toileting, changing for P.E., eating lunch)
- **School-leisure activities** (e.g. in the playground, socialising with friends, participating in clubs, after school groups)
- **Transition** (e.g. stopping one task and starting another, moving between classes, transitioning from primary to secondary school)

Many students are restricted from participating in school occupations as a result of the dynamic interactions between personal and environmental factors

WFOT, 2016
Aims of school-based occupational therapy

• Maximise occupational performance of the student

• The student, educational environment and the student’s occupation

• OT should assess using dynamic performance analysis guided by principles of the ICF (World Health Organisation, 2002)

• Support interaction between student’s abilities, physical, social, natural and manmade environment

• School-based occupations he/she needs to or wants to perform in order to achieve meaningful participation within the educational context

WFOT, 2016
WFOT position statement (cont’d)

OTs need to work on three levels of intervention:

• **Primary level: Universal Design for Learning**
  
  Whole school/whole classroom environment & activities are designed keeping in mind all learners e.g. inclusive lesson planning. Collaboratively enhance capacity of students, teachers and parents.

• **Secondary level: Focus on Differentiation**
  
  Adapting materials or activities for individuals or groups so they can participate in the same activities. Differentiate tasks and instructions to increase occupational performance

• **Tertiary level: Focus on accommodation/individual intervention**
  
  Direct intervention for individual students e.g. Changes to environment/activity

References: RCOT, 2015; WFOT, 2016
Making a case in the UK

Hutton et al (2016) make a convincing argument for this approach to be taken in the UK in order to:

- Ensure the maximum number of children receive OT input
- Help build capacity of teachers to identify and support children with SEND
- Use available funding and resources as efficiently as possible

- But: Limited availability of universal and targeted provision & few localities provide these services (Hutton et al., 2016)

- Traditional models cannot respond to public health and early intervention agendas (Hutton et al., 2016)

- RCOT supports tiered working for C&YP (whole class/school, targeted and intensive) (RCOT, 2015)
UK Policy Context

• Children and Families Act (2014)

• Integration and joint commissioning

• Range of universal provision for inclusion in the Local Offer (Department of Education & Department of Health, 2015)

• Local offer should cover: **universal, targeted and specialist services** for C&YP with SEN or disabilities (Department of Education & Department of Health, 2015)
1 - Starting with a Universal Approach

- How does your current practice map to a multi-tiered approach?
- What examples do you have of universal working?
- How does multi-tiered working differ across settings (e.g. early years, mainstream schools, specialist provision)
- What are some of the barriers and facilitators to working universally?
- How can we influence commissioners and stakeholders to move towards universal approaches?
- How do we ensure participation remains central to all levels within the approach to school based delivery?
2 – School Participation Interventions

• How do you define interventions used in your school-based OT practice (e.g. do you associate interventions with 'therapy' or also with any action undertaken to increase participation of all children in school?)

• What interventions do you use across each level?

• Are these interventions more often aimed at individual children, or at the whole class or school?

• Share innovative practice and examples of SBOT intervention delivery

• How do we know responses to interventions are effective and how do we capture meaningful outcomes?

• How do we collaborate with teachers and other allied health professionals?

• Use the below diagram on flip chart paper to identify participation focussed interventions at each level
ACTION PLANNING: SCHOOL BASED OT FORUM

• Offer joint thinking in network meetings or SENDCo training (regional)
• Engage and build relationships with educators (teachers) and key professionals within SEND
• Keep up to date with curriculum changes
• Collect examples of universal interventions. Consider how we demonstrate this work (e.g. multiple case studies)
• Share forum updates and work on social media
• Provide a cloud or google drive/ board for members to share resources & forum work (struggles and successes)
Pre-meeting workshop: RCOT-CYPF school based occupational therapy clinical forum

15th October 2018 1.30pm - 5pm

- Consider the WFOT (2016) Position Paper and how this is applied to occupational therapy services in the UK and beyond
- Discuss school participation opportunities, sharing innovations in practice
- Engage in practical group work to discuss practicalities of tiered whole school participation and capturing meaningful outcomes
- Share examples of allied health professional collaborations in school settings
- Offer a space to think and reflect as well as an opportunity to devise and collective action plans.
We had great feedback from our OTs who attended #countmein18 @OTatBrunel, with feedback from the @RCOT_CYPF school based OT forum on what we are doing well and new ideas and ways to improve!

JoTriOT @johannalovell · 21/10/2018
Replying to @MelanieBurrough @RCOT_CYPF and @DebbieKramerroy
Our therapist loved the session and came back enthused about what we are already doing and what the futures holds. Looking forward to the developments. @SolentTherapies

You Retweeted
Melanie Ferrier @Mela... · 24/10/2018
As an OT that works in Education, I can highly recommended joining the #SBOT forum. Brilliant opportunities for sharing good practice and learning from experts in the field @RCOT_CYPF @DebbieKramerroy @MelanieBurrough

RCOT CYPF @RCOT_CYPF
Do you work in schools? The must read schools OT leaflet for parents, schools and therapists.

rcot.co.uk/file/648/downl......
References


