Children’s, Young People & Families

CONFERENCE PROGRAMME

Royal College of Occupational Therapists
42nd Annual Conference and Exhibition
With Specialist Sections:
Children, Young People and Families
AND People with Learning Disabilities

11 - 13 June 2018
Belfast Waterfront
Belfast, Northern Ireland

Book online
www.rcotannualconference.org.uk
Monday 11 June 2018

11:30 – 13:30  Registration

15:50 – 16:35  **School Based OT**
Session 1  Paper, Facilitated Poster, Brag and Steal

1.1  **Exploring the opportunities and challenges experienced by paediatric occupational therapists when working with primary school teachers in the north-west of Ireland**
McMorrow S HSE West

**Learning outcomes**
- To gain an insight into potential barriers or supports to effective collaborative working between occupational therapists and teachers
- To compare the experiences of occupational therapists in the north-west of Ireland with the experiences of their national and international colleagues

1.2(FP)  **Measuring the impact of occupational therapy intervention to develop the self-care skills of reception aged children in a mainstream school**
Gregory J Birmingham Community Healthcare NHS Foundation Trust, Huzzey J Birmingham Community Healthcare NHS Foundation Trust

**Learning outcome**
- To explore how the contribution of an occupational therapist within a mainstream school setting can improve life skills in reception aged children

1.3  **Embedding participation in schools: embracing the Partnering for Change model in London**
Boltin S Royal Free London

**Learning outcomes**
- To understand how to measure the outcome and impact of service delivery when the client is the school and not the individual
- To understand how a service delivery model is adopted, adapted and implemented in another country

15:50 – 17:29  **Models in Practice**
Session 8  Workshop

8.1  **State of the science and the art of practice: occupational therapy outcomes using Ayres Sensory Integration beyond childhood**
Urwin R ASI-Wise and MindSenseAbility Ltd, Smith K ASI-Wise

**Learning outcome**
- To explore and consider appropriate tools to identify participation challenges hypothesized to be due to underlying sensory integration deficits. This will be applied through case studies in adults with mental health, learning disability or autism conditions and applied through a data driven decision making process

15:50 – 16:35  **Mental Health**
Session 9  Seminar

9.1  **Using acceptance and commitment therapy strategies in a primary care youth mental health service**
O’Reilly C Jigsaw National Centre for Youth Mental Health, Lowry M Jigsaw National Centre for Youth Mental Health

Abstracts in purple have research Ethic approval granted
Learning outcomes
- To be aware of the principles of acceptance and commitment therapy and their similarities with occupational therapy philosophies
- To identify resources and strategies that can be used with young people

15:50 – 17:25  **Student Papers**

**Session 12 Papers**
Find out what the occupational therapists of the future are thinking about our profession. This session will include presentations from occupational therapy students on a variety of subjects.

12.1  **The role of occupational therapy in disaster preparedness, response and recovery**
Blackburn G Glasgow Caledonian University, Khamisha C (Supervisor) Glasgow Caledonian University

12.2  **Role of charities in return to work journey after acquired brain injury**
Tedjo K University of Southampton

12.3  **Benefits to young people with autism and a learning disability of participating in social leisure occupations: a parent’s perspective**
Done C Plymouth University, Cardell J Plymouth University, Chan A Plymouth University, Sproston S Plymouth University, Woodman P Plymouth University

12.4  **Below the surface – experiences of occupational participation for people with psychosis**
Carley G Brunel University London

12.5  **Using occupational therapy skills with marginalised children in Albania: a reflective account**
Hughes O Teesside University

12.6  **How are photographs used in clinical practice to present occupational narratives?**
Collins P Canterbury Christ Church University

16:40 – 17:25  **International**

**Session 13 Papers, Facilitated Posters**

13.1  **Family centred early Intervention programmes in Jordan: a grounded theory study into family and occupational therapists’ collaboration**
Alqatarneh N University of Essex

Learning outcomes
- To engage in a reflective and critical discussion of using family centred approach within different cultures
- To critically explore the different roles of occupational therapists within early intervention programmes

13.2(FP)  **Multi-disciplinary working to support training opportunities for teachers and therapists in Vietnam focusing on early intervention for children under five**
Harris B The Owl Therapy Centre / Evelina London Children’s Community Services

Learning outcomes
- To gain the confidence to highlight occupational therapy as a key role in producing and delivering training internationally to those working with children with developmental needs under five years of age
- To identify the international opportunities to promote the identity and role of the profession and explore future prospects for qualified and student therapists
13.3(FP) **The Pakistani Resource Guide for Inclusive Education: a joint effort by occupational therapists and teachers**  
Kramer-Roy D Brunel University London  

**Learning outcomes**  
- To gain an understanding of the process and potential practical outcomes of collaborative Action Research  
- To understand the need for contextually relevant inclusive education, particularly in countries where many children with or without special needs are out of school

16:40 – 17:25 **Pick and Mix**  
Session 18  
Papers and brag and steal

18.1 **The experiences of women as occupational beings**  
Wells G Canterbury Christ Church University  

**Learning outcome**  
- To describe how the gender of a woman contributes to her unique experiences as an occupational being

18.2 **Developing oral histories of stroke: an intergenerational collaborative approach**  
Lowe J Northumbria University, Miller A the Stroke Association  

**Learning outcomes**  
- To appreciate the use of technology and creative media in the development of collaborative intergenerational projects  
- To understand the concept of developing an oral history of stroke as a meaningful occupation for service users and carers, students and practitioners

18.3 **Being creative in times of crisis: how the development of a group supervision model has supported carers to be able to care**  
Ware V Dorset Healthcare  

**Learning outcome**  
- To explore the unique and influential role occupational therapy can play in structured group supervision to support children/young people with complex needs in care

Abstracts in purple have research Ethic approval granted
Tuesday 12 June 2018

08:00 – 09:30 Registration

10:00 – 10:45 Children Young People and Families

Keynote Address
Dr Brian Hoare, a clinical occupational therapist, director and principal teacher, CPteaching from Melbourne, Australia
Brian has conducted award winning research in cerebral palsy and created game-changing tools for children with cerebral palsy (CP), CPtoys™ app.

11:30 – 12:15 Occupation focused service delivery

Session 31

Seminar

31.1 Occupation focused prioritisation within occupational therapy practice for children and young people
Brotherton J South Warwickshire Foundation Trust, Porter J Coventry University

Learning outcomes
- To evaluate critically the model of prioritisation to determine the centrality of occupation
- To understand a range of occupation focused prioritisation models and consider the tension between risk and occupation

11:30 – 12:15 Pick and Mix

Session 34

Facilitated Posters (FP)

34.1 (FP) Making headway for children with acquired brain injury (ABI) in Northern Ireland; the past, present and future
Brown N Belfast Health and Social Care Trust

Learning outcomes
- To understand why there is a prevalence of childhood ABI and its associated difficulties
- To gain greater understanding of the Children's Acquired Brain Injury Consultation Service: the benefits to service users and staff

34.2 (FP) Mental illnesses in rural Iowa: an exploration of challenges and essential elements
LainL St. Ambrose University

Learning outcome
- To articulate how a lack of community mental health services in rural geographic locations can impact the daily functioning, independence, and safety of persons with severe and persistent mental illness

34.3 (FP) Person centred care and failure free activities in a ward setting
Denicola J Abertawe Bro Morgannwg University Health Board (ABMU)

Learning outcomes
- To enhance knowledge of person centred care in an in-patient ward
- To understand the use of meaningful occupation with patients with advanced dementia with expressive behaviour on in-patient wards

34.4 (FP) OT Activity Group - using activity to assess individuals’ level of creative ability
Williams H Oxford Health NHS Foundation Trust

Abstracts in purple have research Ethic approval granted
Learning outcomes
- To discover how the Vona du Toit (Vdt) Model of Creative Ability is being used to help inform assessment and future treatment within Forensic Mental Health services
- To explore how the model allows you to assess creative ability through the use of activity which is unfamiliar though still meaningful and relevant to patients

34.5(FP) Let’s talk mental health; the role creativity can play in facilitating conversation
Barnett A Jami, Harrington N Jami

Learning outcomes
- To learn how using creative activities can facilitate challenging conversations around mental health
- To understand how occupational therapy can contribute to mental health awareness in the community

11:30 – 12:15 Neurological
Session 37 Papers

37.1 The experiences of people with Parkinsons who fall of an innovative exercise and strategy based programme (PDSAFE): An embedded qualitative study
Ballinger C Wessex Public Involvement Network, Rowsell A University of Southampton, Seymour K University of Southampton, Goodwin V University of Exeter, Lamb S University of Oxford, Rochester L University of Newcastle, Nieuwboer A KU Leuven, Pickering R University of Southampton, McIntosh E University of Glasgow, Ashburn A University of Southampton

Learning outcomes
- To understand how people with Parkinsons (PwP) experienced a novel exercise and strategy falls prevention intervention
- To appreciate how to optimise participation in falls prevention programmes for PwP through engagement with social networks

37.2 Head control: a review of the evidence and implications for clinical practice for children with cerebral palsy
Canale C Red Robin Therapy, Finney L James Leckey Design Ltd

Learning outcomes
- To define head control, and give examples of three factors influencing its development in typically developing children
- To evaluate the impact of delayed head control in children with cerebral palsy in relation to their caseload, and consider future assessment and intervention strategies

15:45 – 16:30 Lived Experience
Session 43 Papers

43.1 The lived experiences of young people with hemiplegic cerebral palsy during the transition to adulthood
Spirtos M University of Dublin Trinity College, Gilligan R University of Dublin Trinity College

Learning outcomes
- To gain an insight into the lived experiences of young people with physical impairments directly engaged in the transition to adulthood
- To understand the potential influences of past experiences with therapy services on young people’s current lives and to consider implications for future occupational therapy practice
43.2 The young person's voice: participation following acquired brain injury
Aspinall S The Children's Trust

Learning outcomes
- To improve understanding of participation restrictions for young people with acquired brain injury and the importance of focusing on community participation as well as home and school participation
- To gain an awareness of the Child and Adolescent Scale of Participation (CASP)-Youth as an assessment tool/outcome measure and how it can support goal setting

16:35 – 17:20 Special Schools
Session 55 Papers, Brag and Steal

55.1 Embedding a 'response to intervention (RtI)' multi-tiered approach in a specialist school setting for children and young people with profound and multiple learning disabilities
Tuppeny S The Children's Trust, Burrough M The Children's Trust, Frost E The Children's Trust

Learning outcomes
- To demonstrate knowledge of a RtI service delivery model, embedding a three-tiered approach of universal, differentiated instruction and accommodation interventions in a specialist school setting
- To facilitate the collaborative use of dynamic performance analysis within a classroom context to identify task breakdown to increase children’s interests

55.2 Healthy mouths in school: an inter-professional approach to training staff in oral health care for learners with profound and multiple learning disabilities
Bowman Bayles Z Royal Free London NHS Foundation Trust

Learning outcomes
- To acquire knowledge of why good oral health care is important to the health and quality of life of people with profound and multiple learning disabilities
- To understand how inter-professional learning leads to better inter-professional working to improve outcomes for children and young people

55.3 "Wake-up groups" in a residential school setting: Starting the day with occupation
Frost E The Children's Trust, Crowe M The Children's Trust

Learning outcome
- To be introduced to an occupation-focused, group-based intervention for use in residential school settings

Abstracts in purple have research Ethic approval granted
Wednesday 13 June 2018

08:00 – 09:30  Registration

09:55 – 10:40  Children Young People and Families

Session 58  Brag and Steal

58.1 Enabling better individual outcomes for young people with complex needs and behaviour which challenges: collaboration across school, therapy team and children's care home
Heath J Underley Garden: Acorn Care and Education

Learning outcomes
• To acquire an understanding of how the project was developed and occupational therapy’s unique contribution to this
• To gain knowledge on how shared responsibility across teams was cultivated and how outcomes have benefited young people, in this organisation

58.2 An evaluation of a community based cycling group for children with developmental coordination disorder (DCD): a model for health care professionals and students
Prunty M Brunel University London

Learning outcomes
• To learn about a cost effective model for teaching children with DCD how to cycle
• To explore how task analysis and motor learning principles are applied in practice
• To investigate the use of outcome measures for evaluating cycling skill

58.3 The development and trial of an occupation-centred assessment, occupation-centred goal setting tool and outcome measure in a community paediatric occupational therapy service.
Evans E Integrated Community Paediatric Services, Hill S Integrated Community Paediatric Services

Learning outcomes
• To further understand the impact of occupation-centred service delivery on children, their families, and therapists, and the benefits it can have
• To explore the challenges in implementing occupation-centred service delivery in the wider context of the community paediatric team, and how these challenges may be overcome

58.4 Skills for success: a workshop for young people with disabilities
Ball S Birmingham Women’s and Children’s Hospital, Pidgeon C Birmingham Women’s and Children’s Hospital

Learning outcomes
• To provide insight into the discrepancy between disabled and non-disabled people in higher education and jobs in the UK
• To demonstrate how a workshop promoted the confidence of the young people with disabilities by addressing specific issues not normally covered during standard careers advice in schools and colleges

09:55 – 10:40  AOTI Insights

Session 62  Children, Young People and Families

62.1 Are we progressing disability services for children and young people?
Paediatric services in Ireland are undergoing reconfiguration in line with the HSE Progressing Disability Services for Children and Young People programme. While the vision set out is a welcome one, this session will explore the implementation challenges associated with making this vision a reality.

Abstracts in purple have research Ethic approval granted
11:10 – 11:50  
**Autism spectrum disorder (ASD)**
Session 70  
**Seminar**

70.1  
**Diagnosing autism spectrum disorder in children and young people with intellectual disability: considering functional difficulties and sensory needs**
Addison A Great Ormond Street Hospital, Scott H Homerton University Hospital

**Learning outcomes**
- To develop a greater understanding between the functional difficulties experienced by children and young people with an intellectual disability and those who have an additional autism diagnosis
- To understand how sensory sensitivities impact on the functional difficulties of children and young people with an autism diagnosis

11:55 – 12:40  
**Parental Perspectives and Involvement**
Session 82  
**Papers / Facilitated Posters (FP)**

82.1  
**Interventions to increase parents’ involvement in their child’s health care: a rapid review**
Armitage S Sheffield Children's NHS Foundation Trust, Kolehmainen N Newcastle University, McColl E Newcastle University, Rapley T Newcastle University, Kaye G Sheffield Children's NHS Foundation Trust

**Learning outcomes**
- To gain knowledge about evidence-based interventions to increase parents' involvement in their child's health care
- To understand the methods and processes of rapid review methodology for evaluating literature

82.2  
**Consulting parents and carers of disabled children about research – practical considerations and insights**
Hutton E Canterbury Christ Church University

**Learning outcome**
- To gather practical suggestions and insights to inform consultation with parents and carers of disabled children

82.3  
**Parental perspectives of using modified electronic ride on toy cars on social interactions of pre-school children with mobility impairment**
Regan E Belfast Health and Social Care Trust, Casey J Ulster University, McKeown L Ulster University

**Learning outcome**
- To evaluate the clinical results, discovering practical tips on how to replicate the research into clinical practice

11:55 – 12:40  
**Assessment**
Session 84  
**Seminar**

84.1  
**Assessment and intervention for visual perceptual difficulties in children with developmental disorders: a hierarchical framework to aid clinical reasoning**
Sullivan C HSE South
Learning outcomes

- To recognise the importance of a multi-layered approach to visual perceptual assessment and how to embed visual perceptual assessment into the overall assessment process
- To learn how to set achievable goals and plan intervention in order to achieve successful outcomes for service users

14:00 – 14:45  CAMHS
Session 90  Papers

90.1  Occupational therapists' views of vocational interventions within young people's mental health services: a qualitative study
Holland-Leppard S South London and Maudsley NHS Foundation Trust

Learning outcomes
- To increase awareness of the limited evidence around children, young people's vocational interventions and inspire the need for research in this field
- To improve understanding of current therapists' practice (experiences, interventions, facilitators and challenges) and the potential implications for practitioners' own practice

90.2  Creative community alternatives: A pilot project for high risk youth
O'Malley A Tusla, The Child and Family Agency, Dublin

Learning outcomes
- To obtain increased knowledge of the role of occupational therapy with high risk young people within the context of Tusla services
- To discuss evidence based assessments, interventions and outcome measures in the context of a case study

14:00 – 15:35  Occupation Station
Session 92

92.1  Developing a personalised sensory kit for young people with autism
Harte M Ulster University, Glynne R Ulster University, Kelly G Ulster University Trust

Learning outcomes
- To appreciate how sensory issues can affect activities of everyday living
- To learn how to design and create a personalised sensory kit

14:00 – 15:35  Occupation Station
Session 93

93.1  Learning in a Human Library: don't judge a book by its cover!
McNulty C Hearing Voices - Social Change Community Group Lincolnshire and Sheffield Hallam University, Coleman M Sheffield Hallam University, Pollard N Sheffield Hallam University

Learning outcomes
- To experience how a Human Library can facilitate social dialogue in order to challenge stigma, discrimination and negative attitudes towards marginalised people in society
- To learn how occupational therapists may utilise this narrative framework to support communities, explore and better understand the needs of service users, families and carers
- To develop an awareness of the Child and Adolescent Scale of Participation (CASP)-Youth as an assessment tool/outcome measure and how it can support goal setting

Abstracts in purple have research Ethic approval granted
14:50 – 15:35  Children Young People and Families
Session 102  Keynote Address

102.1 Getting the balance right: understanding needs, outcomes and provision for CYP occupational therapy services
Beirne P Scottish Government, Gascoigne M Better Communication CIC
Pauline and Marie will be outlining their research on the outcomes and provision for CYP occupational therapy services, and discuss how this can inform your practice.
POSTERS

Visit the Poster Viewing area to see posters displaying examples of best practice and innovations being applied by occupational therapists:

P12  Adaptations manual: Updated guidance on adaptations for children and adults living with muscle-wasting conditions
Stuart D Muscular Dystrophy UK

P15  Manchester Arena attack - putting the pieces back together
Robinson K Royal Manchester Children's Hospital

P26  LEGO as a tool to improve manual dexterity in children with fine motor difficulties: a pilot study
Phillips S Birmingham Children's Hospital, Ball S Birmingham Children's Hospital

P27  Do occupational therapists target participation in children's therapy? A clinical audit of therapists goal setting
Armitage S Sheffield Children's NHS Foundation Trust, Royle A Sheffield Children's NHS Foundation Trust

P30  Time to mainstream occupational therapy provision in secondary education? Our role in supporting mental health and participation of young people
Wells C Ulster University, Martin S Ulster University, Risk R Ulster University

P48  Ayres' Sensory Integration beyond childhood: an opportunity to change lives
Smith K ASI WISE, Urwin R ASI WISE

P32  Does maternal-administered massage impact on weight gain in pre-term or low birth weight babies?
Urquhart O Northern Health and Social Care Trust (NHSCT)

P64  A review of occupational therapy groups for young adults in acute mental health settings - what works best?
Blake D St. Patricks Mental Health Services

P74  What is effective occupational therapy with children and young people with mental health needs/learning disabilities?
Avantaggiato-Quinn M Northumberland Tyne and Wear NHS Foundation Trust, McAnelly S Northumberland Tyne and Wear NHS Foundation Trust

P77  Breaking down the barriers of integrated cross organisation working to support the user journey through services
Levy D CSH Surrey, Wales L The Children's Trust

P78  An examination of the long writing pauses in children with developmental coordination disorder using eye and pen movements
Prunty M Brunel University London

P80  An exploration of the perception of children's occupational therapist's role within childhood obesity
Taplin A Cardiff and Vale University Health Board

P81  'Doing, feeling, belonging and being': shifting to a participation perspective when implementing children's occupational therapy interventions
Burrough M The Children's Trust
Empowering teachers to support child focused occupational engagement in the classroom
McElroy P Teesside University

Building blocks- it's child's play. A targeted model to deliver a developmental occupational therapy programme in an early years setting
Sweeney J Belfast Health and Social Care Trust

HighFive "FUN"ctional skills group for mainstream children with a diagnosis of hemiplegia - an annual multidisciplinary week long intensive upper limb therapy group, aimed at improving the functional skills of children in mainstream schools with
McLaughlin O Northern Health and Social Care Trust N Ireland, Quigg L Northern Health and Social Care Trust N Ireland

Innovative technology

'A snapshot of occupational therapy for children and young people' - an informative and educative video-clip
Ohlbock E Belfast Health and Social Care Trust, Mannus C Belfast Health and Social Care Trust