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| Level | Definition | Examples |
|---------------------------------|---|---|
| Universal Services | Whole population services, which are designed to be accessed by all CYP within a given area/ setting, in order to support development and participation. Often includes advice regarding resources or environmental changes. Can include advice, support and signposting made available to all parents in a given locality. | Training for Early Years staff focusing on best practice for pre-school settings e.g. school readiness skills. Support for schools in building self-esteem and resilience through participation. |
| Targeted Services | Services designed to meet the needs of those CYP who fail to progress or are deemed 'at risk'. May be run in partnership with or wholly by the wider workforce with training and support from specialist occupational therapy | Class based support - handwriting practice for small groups with handwriting identified needs, may be delivered by Teaching assistants with support from an occupational therapist. Staff training to support inclusion of children with ASD |
| Able Specialist Services | Services for those with needs requiring specialist support in an individual or group setting delivered by an occupational therapist. CYP may be identified as needing specialist intervention following targeted intervention or be referred immediately for specialist intervention. | Specialist interventions such as: CO-OP CIMT/ bilateral therapy Occupational performance coaching. |

Table 1: Examples of universal and targeted and specialist occupational therapy interventions in schools and early childhood settings