

Ayres' Sensory Integration beyond childhood: an opportunity to change lives.

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Orientation and Psychoeducation

Powerful reformulation, reframing and renaming the past, fostering hope : through the science, while facilitating change : through the art - neural plasticity for sensory-motor change. Validating effort and experience.



Identifying the person strengths and participation challenges

Identifying strengths to facilitate learning; building acceptance, maintaining motivation while promoting resilience. identifying possible sensory challenges underpinning participation challenges that are the reason for referral/request for assessment/intervention by an OT.



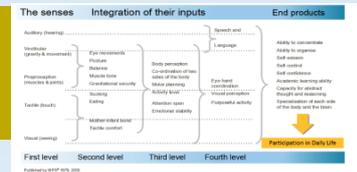
Conducting Comprehensive Assessment

Comprehensive assessment; collecting and collating data using assessment tools. testing , measuring, watching, observing, listening and hearing.



Generating Hypothesis

Applying the theory to make sense of the data - linking the sensory and motor deficits to participation in occupation; noticing and responding to sensory input , communication, seeking comfort and security from appropriate others, staying focused and attending, adjusting activity and emotional levels to stay on task



Developing and Scaling Goals

Goals reflect difficulties in participation, impacting quality of; self care, leisure, play, work or school and personal relationships; including behaviours that challenge, they reflect underlying underpinning sensory motor factors

Distal Goal:	"To feel less anxious"
Hypothesis:	Lily's somatodyspraxia, and over responsiveness to auditory, visual and vestibular input makes navigating busy and/or unfamiliar situation challenging and this increases Lily's anxiety.
Proximal Goal:	Reduced use of the 'nest' space within therapy and reduced need for weighted equipment.
Starting Level:	Generalised Anxiety Scale score of 51. Severity Measure for Social Anxiety Disorder score of 2/4.
Measuring Method:	Generalised Anxiety Scale Severity Measure for Social Anxiety Disorder

Identifying Outcome Measures

Pre and Post QOLI Measure

'Proximal outcome measures are based on the specific sensory-motor factors hypothesised to be affecting participation and goal attainment. Distal outcome measure are related to the person's specific participation challenges, these are closely aligned to the participation challenges identified during goal setting'. Schaaf R, Mailloux Z. (2015)



Setting the Stage for Intervention

Shared narrative continued - with psycho-education and motivation. Ensuring therapist training and experience, collaboration with key stakeholders, ensuring safety, equipment and space, adapting activities and modifying routines and the environment.. The right dosage and an intervention plan which adheres to fidelity to Ayres' Sensory Integration.



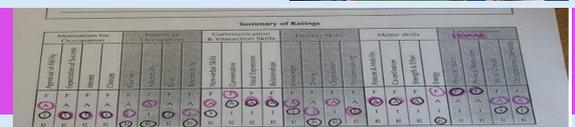
Conducting the Intervention

Active individually tailored sensory motor activities, contextualised within adult play and meaningful occupation at the just right challenge, that promotes participation. Intervention (ASI) adhering to Fidelity tool, Consultation to person, team, parents, carers, school/work. Suspension can be a challenge in high risk secure settings.



Measuring Outcomes and Monitoring Progress

Using tools to captures neuroplastic changes and to confirm if the impact of data driven intervention on underpinning sensory motor challenges results in predicted changes to participation in occupation



MOHOST Pre and Post 2016

OSA	I have a lot of problem doing this.	I have some difficulty doing this.	I do this well.	I do this extremely well.
Oct 2016	6	15	0	0
Jan 2017	0	7	14	0

I feel calmer and more in control

I wish I had had this as a child

Everyone should have SI

I am learning to trust my body more

I never thought I could achieve some of the things I did.

I managed to make scrambled egg without falling over

I managed to direct someone to the station, I have never been able to do that before

References:

1. May Benson T. (2009). Occupational Therapy for Adults with Sensory Processing Disorders. OT PRACTICE; JUNE 15, 2009
2. Parham, L. Roley, S. May-Benson, T. Koomar, J. Brett-Green, B. Burke, J. Cohn, E. Mailloux, Z. Miller, L. (2011) Developmental of a Fidelity Measure on The Effectiveness of the Ayres Sensory Integration® Intervention. American Journal of Occupational Therapy, 65, 133-142
3. Shankar, R., Smith, K., and Jalihal, V. (2013). Sensory Processing in people with Asperger Syndrome. Learning Disability Practice, 16, (2), 22-27.
4. Shoener RF, Kinnealey M, Koenig KP. (2008) You can know me now if you listen: sensory, motor, and communication issues in a nonverbal person with autism. American Journal of Occupational Therapy. 2008 Sep-Oct;62(5):547-53.
5. Schaaf R, Mailloux Z. (2015) 'Clinician's Guide to Implementing Ayres Sensory Integration®: Promoting Participation for Children With Autism' AOTA Press, Bethesda, MD.

The Data Driven Decision Making Tool depicted here (Schaaf and Mailloux 2015) was adapted by Smith and Urwin 2017 for use beyond childhood.

To find out more visit www.asi-wise.org