



**Collaborative for Leadership in Ayres Sensory Integration (CLASI)  
Certificate in Ayres Sensory Integration (CASI)**

**REQUIREMENTS**

1. The CLASI-CASI requires completion of 6 Modules\* plus additional activities and assignments, each requiring approximately 30 hours (3.0 CEU's), for a total of 180 hours (18 CEU's).
2. Complete assignments per module and submit assignments per instructions.

\*Module 1 is usually completed online; however, some countries offer Module 1 onsite. Modules 2, 4, and 5 are completed online, and Modules 3 & 6 are completed onsite.

**Hours and Assignments per Module:**

The following list below shows the estimated hours, assignments and requirements per module.

<b>Module I: ASI Theory</b> Total CE hours: 30	
Module 1 is a research-based series of lessons that provide a foundation in ASI theory.	
<b>ONLINE MODULE 1</b>	<b>ONSITE MODULE 1</b>
Onsite Module: 24 hours Assignment: 6 hours	Online Module: 24 hours (4 Days) Assignments: 6 hours
<b>Assignments</b>	
Find and post a media resource (for example a you-tube video, podcast, or website) that exemplifies the relationship between neuroscience and ASI. Post on online discussion board with a short commentary on the reasoning for choice	Neuro presentation-participants prepare and present on neurological structures and functions in small groups (described in more detail during the onsite course)
Introductory Lecture (recommended, but not required, following either onsite or online M1) Prepare and present a 30-60-minute presentation, in-service or lecture on ASI to a self-selected audience e.g. parents, teachers, community groups, etc.; share slide(s) on discussion board and post comments on the presentation	

<b>Module 2: Introduction to Comprehensive Assessment in ASI</b> Total CE hours: 30 <i>(ONLINE ONLY)</i>
Module 2 introduces the learner to information on direct and indirect assessments including the Sensory Integration and Praxis Tests (SIPT) the Evaluation in Ayres Sensory Integration (EASI) and the Sensory Processing Measure.
Online Module 2: 20 hours Assignments: 10 hours
<b>Assignments</b>
Practice test administration for all tests (as possible depending on availability of test materials). Practice with video clips, then practice administration and scoring with adults and with typically developing children.

<b>Module 3: Comprehensive Assessment in ASI-Hands-on Practice and Review</b> Total CE hours: 30 <i>(ONSITE ONLY)</i>
Module 3 provides hands-on practice and review of all aspects of sensory integration including perception, reactivity, postural ocular and bilateral control and praxis, with a variety of assessments that were introduced in module 2. During the onsite module 3, participants will have an opportunity to clarify any questions they have about the information presented in the online instruction, and to practice assessment administration and scoring with peers
Onsite Module 3: 24 hours (4 Days) Assignments: 6 hours
<b>Assignments</b>
The following assignments are to be completed after onsite Module 3.
<ol style="list-style-type: none"> <li>1) After completing the online preparation module and attending the onsite practice course for assessment, continued practice is needed to develop competence in test administration and scoring skills; participants are expected to review online lessons and notes; learning test mechanics takes time-continue practice with adults, along with the videos in the online program</li> <li>2) Following practice, participants will complete the <i>TEST ADMINISTRATION &amp; SCORING CHECK-TASC</i> (see attached form for details of this assignment)</li> <li>3) Practice the tests, as possible, with typically developing children to have the chance to see how children without SI concerns perform on the tests. Scoring practice is also helpful, however, completing computerized scoring on the SIPT is not necessary.</li> <li>4) Identify and test at least one child. Complete scoring on the SIPT (computerized scoring and SIPT test report), SPM and estimate performance on qualitative or non-standardized measures.</li> </ol>

To apply clinical reasoning and learn the interpretation process, the SIPT is required since no other tool is currently available to assess core ASI constructs. The following tests are required as part of the current CLASI CASI\*:

Required <sup>1</sup>	Comments
<b>SIPT:</b>	
Standing and Walking Balance (SWB)	Requires a half-dowel piece of wood for several items
Design Copying (DC) <sup>2</sup>	Requires tools to measure angles and lines and a specialized child test form
Postural Praxis (PPr)	
Bilateral Motor Coordination (BMC)	
Praxis on Verbal Command (PrVC) <sup>2</sup>	
Postrotary Nystagmus (PRN)	Requires a rotational device, such as a rotating board or chair
Motor Accuracy (MAc)	Requires a Papermate Flair medium point pen and a map wheel measuring device for scoring
Sequencing Praxis (SPr)	
Oral Praxis (OPr)	
Kinesthesia (KIN)	Requires a specialized child test form
Finger Identification (FI)	
Graphesthesia (GRA)	
Localization of Tactile Stimuli (LTS)	Requires either a LTS device or a Papermate Flair medium point pen
Space Visualization (SV) <sup>3</sup>	Requires access to a SIPT kit
Figure Ground (FG) <sup>3</sup>	Requires access to a SIPT kit
Constructional Praxis (CPr) <sup>3</sup>	Requires access to a SIPT kit
Manual Form Perception (MFP) <sup>3</sup>	Requires access to a SIPT kit
<b>SPM-Home</b>	
<b>EASI:</b>	
Ocular Motor & Praxis (O:MP)	Includes items previously part of clinical observations
Postural Control & Balance (PC&B)	Includes items previously part of clinical observations
Bilateral Integration (BI)	Includes items previously part of clinical observations
Praxis: Following Directions <sup>4</sup>	Compare to PrVC outside US

<sup>1</sup> To receive the CLASI CASI, the participant must learn these tests, complete a “Test Administration and Scoring Check with a Peer” on the above tests, and administer and score them with at least 2 children who have known or suspected SI concerns. If it is not possible to administer or score a few of the required tests, an explanation of the reason is required. If 4 or more tests cannot be scored, another child should be chosen.

<sup>2</sup> US/English courses only

<sup>3</sup> Participants who are unable to obtain access to a SIPT kit, may substitute other tests of visual perception, visual praxis and stereognosis and report those results instead of scores on these 4 tests.

<sup>4</sup> Participants testing a child from a non-English speaking country should administer and score PrVC by reading the directions in the child’s language then also administering PrFD from the EASI to compare the child’s performance on both tests

<b>Module 4: Clinical Reasoning in ASI</b> Total CE hours: 30
Module 4 builds on Modules 1-3 with content and skills needed for interpreting assessment data in a systematic way, so that intervention can be planned and implemented in a focused, appropriate, and effective way.
<b>ONLINE MODULE 4</b>
Online Module 4: 24 hours Assignments: 6 hours
<b>Assignments</b>
<p>Prior to/during completion of online Module 4:</p> <ol style="list-style-type: none"> <li>1) Complete all lessons and assignments for Modules 1-3</li> <li>2) Complete TASC with a peer(s) or therapist certified in Sensory Integration; retain form for submission for final CASI; review discussion from TASC and seek clarification on questions (e.g. attend a CLASI webinar to ask questions or receive clarification on administration and scoring of tests)</li> <li>3) Identify and test at least one child* (a child with suspected SI problems who has NOT had intervention for SI concerns) on required tests. Complete scoring on the SIPT (computerized scoring and SIPT test report), SPM and estimate performance on qualitative or non-standardized measures.</li> </ol> <p>*Note that completion of the steps of Data Driven Decision making (DDDM) is required on two cases in order to complete the Certificate in Ayres Sensory Integration. When availability of test kits or materials is limited, it may be easiest to test 2 children at this point in the program; otherwise, testing one child in conjunction with completion of Module 4 and another in conjunction with Module 5 is recommended</p>

<b>Module 5: Intervention Planning</b> Total CE hours: 30
Module 5 introduces the research and manualized methods of ASI intervention including the core principles of ASI that assist practitioners in planning intervention as defined in the Fidelity to ASI Intervention Measure that assists researchers and clinicians to distinguish between interventions that are faithful to the principles of ASI and those that do not meet the criteria.
Online Module 5: 24 hours Assignments 6 hours
<b>Assignments</b>
<ol style="list-style-type: none"> <li>1. During the online lessons for Module 5, participants will complete an exercise that involves rating intervention video clips using the ASI Fidelity Measure. A passing score on the ASI Fidelity Measure ratings is required to complete the module. Complete all lessons and assignments for Modules 1-3.</li> <li>2. Identify and test second child<sup>1</sup> (a child with suspected SI problems who has NOT had intervention for SI concerns) on required tests. Complete scoring on the SIPT (computerized scoring and SIPT test report), SPM and estimate performance on qualitative or non-standardized measures.</li> <li>3. Following completion of Module 4 &amp; 5 online lessons, complete DASC and seek clarification on questions (e.g. attend a CLASI webinar to ask questions or receive clarification on use of assessment interpretation tool, generation of hypotheses, identification of proximal and distal outcome measures, and initial intervention ideas).</li> </ol> <p>1) Complete Case Summaries for both cases to bring to Module 6. Video tape an intervention session of yourself providing ASI with a child who has a complete assessment. Then, using the ASI Fidelity Measure provided in Module 5, rate your intervention session, in preparation for M6. Bring the video and rating with you to M6, in addition to your 2 case summaries.</p>

**Module 6: ASI Intervention -Hands-on Practice and Review**

Total CE hours: 30  
(*ONSITE ONLY*)

Module 6 provides hands-on experience in designing and implementing evidence based ASI intervention with fidelity to the method. Through case analyses, participants are guided to design the intervention program and activities based on analyses of the assessment data and conduct dynamic assessment while providing those intervention strategies. Emphasis is placed on clinical reasoning using all steps of DDDM, from hypothesis generation to working on proximal goals to meet relevant distal outcomes. A master clinician will demonstrate using an ASI approach with children who demonstrate sensory integration deficits.

Onsite Module: 24 hours (4 Days)

Assignments: 6 hours

**Assignments**

Participants will work in small groups to analyze and discuss cases and participate in group presentation of selected cases from each group. Throughout M6 participants are expected to refine their case summaries, based on the information presented each day. Participants should plan for 1-2 hours after the course on days 1-3 to work on the case refinement.

\*Participants must bring the following to M6: Completed TASC, DASC, 2 Case Summaries, Video of an ASI intervention session and an ASI Fidelity Measure Rating Form for that session.



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**Test Administration and Scoring Check (TASC)**

The *Test Administration and Scoring Check* with a peer(s) or previously SI certified therapist aims to assist learners in refining test administration and scoring competency, following training and practice. The TASC may be conducted in person or virtually. The following process is followed:

- Learner administers at least a portion of all required tests to another adult or child (adult is recommended) while peer who is familiar with tests (either fellow learner or someone who has been trained in the tests) observes.
- Peers may choose to work in small groups (2-4 people works well), alternating the role of tester and “child” if in-person; if virtual, then learner may test another adult, while observer reviews virtually-preferably in real time.
- Learner and observers discuss test administration and scoring, using notes and other course resources to clarify and resolve any points of confusion.
- Learner must bring one test form of KIN, MAc and GRA from the SIPT (administered to a child prior to the observation) and a scoring check must be completed (see below)

**Learner Information:**

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

M3 Onsite Course attended (city and date): \_\_\_\_\_

**Observer Information:**

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

\_\_\_ peer in same onsite course, OR

\_\_\_ trained in required tests (list program, city and dates)

Please list at least 3 things that were clarified, corrected, or which made testing more efficient based on discussion from the TASC:

1)

2)

3)

Scoring Check:

Learner and observer verify that they have scored, compared and discussed their results on KIN, MAc and GRA.

I verify that all information recorded here is true and accurate:

Signature of learner: \_\_\_\_\_ Date: \_\_ Signature of observer: \_

\_\_\_\_\_ Date: \_\_\_\_\_

Optional: comments related to participation in an online or in-person meeting with

CLASI or a local course organizer:





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**Data Analysis and Synthesis Test Check (DASC)**

The *Data Analysis and Synthesis Test Check* with a peer or small group aims to assist learners in clinical reasoning by refining data analysis for completion of the next steps of DDDM. The DASC may be conducted in person or virtually. The following process is followed:

- Learner completes at least one Case Summary, slides 1-4, entering test scores onto the Assessment Tool with a summary of the main findings using the information about patterns to inform the conclusions reached
- Learners may choose to work in pairs or in small groups to exchange their Case Summaries; each learner then uses the information in slides 1-4 to continue the DDDM steps, i.e. generating hypothesis (which link the assessment findings to the participation challenges, as well as to the child's strengths and interests); identifying several appropriate proximal and distal outcome measures and providing some ideas regarding appropriate intervention.
- Pairs or groups compare their findings (in person, by phone or via an online meeting such as Skype); based on discussions, the learners complete the remaining slides for the Case Summaries.
- Learners are encouraged to bring any questions or interesting points of discussion to a CLASI webinar (or to meetings with local host organization if provided).

**Learner Information:**

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Partner or Group Information (if case discussion involved more than one peer, list all):

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

CLASI CASI

Please list at least 3 things that were clarified, or areas identified as needing clarification during the DASC:

1)

2)

3)

I verify that all information recorded here is true and accurate:

Signature of learner: \_\_\_\_\_ Date: \_\_\_\_\_

(Optional) Comments related to participation in an online or in-person meeting with CLASI or a local course organizer:



## SELECTION CRITERIA FOR CASE PREPARATION

Case 1 – A child with suspected difficulties: Required:

- Age 4-9 years (preferably at least 5 years so that more of the SIPT tests can be administered and for better cooperation)
- Challenges in participation (e.g. trouble playing with peers; difficulty mastering skills such as dressing or bathing; struggling at school, etc.)
- Suspected problems with sensory integration-some indication that the participation challenges could be related to problems in sensory integration; diagnoses such as autism, attention deficit disorder, speech and language delays or learning disabilities are often good candidates.
- No other complicating diagnosis, such as cerebral palsy, Down syndrome, visual impairment, etc.
- No or little intervention, especially intervention that has used an Ayres Sensory Integration approach.
- Reliable test scores including the SIPT and valid interpretation of those scores, leading to hypothesis generation, based on the research related to the patterns of sensory integration function and dysfunction.

Recommended:

- Video footage that shows the sensory, motor or praxis challenges during performance is recommended.

These criteria are established for Case 1 so that learners can most successfully administer and score as many tests as possible and so that identification of common sensory integration patterns can be more easily seen in the interpretation process. These criteria do not imply that tests such as the SIPT or the EASI cannot or should not be used with children outside the above features. Rather, learning to administer, score and interpret test scores with children who have these criteria will make it easier to assess other children, after the process is mastered with more straightforward cases.

Case 2 - A child with suspected difficulties:

Required: Ages 4-12 years (with most or all the tests of the SIPT completed). NOTE: while it is preferred that you present a case on a school-age child, if you are working with clients who are 10 years or older and can complete the SIPT for Case 2, it is allowed for Case 2 only.

- Challenges in participation (e.g. trouble playing with peers; difficulty mastering skills such as dressing or bathing; struggling at school, etc.)
- Suspected problems with sensory integration-some indication that the participation challenges could be related to problems in sensory integration; diagnoses such as autism, attention deficit disorder, speech and language delays or learning disabilities are often good candidates.
- No other complicating diagnosis, such as cerebral palsy, Down syndrome, visual impairment, etc.
- Video footage that shows the sensory, motor or praxis challenges during performance is recommended.
- Video footage of ASI intervention is required with preliminary rating for fidelity to ASI.

Participants may also bring additional cases to Module 6 for discussion in small groups. Case information on children for whom standardized testing is not feasible, children under age 4, or children who have complicating diagnosis may be brought for discussion related to application of the sensory integration concepts and intervention planning.



## **Collaborative for Leadership in Ayres Sensory Integration Certificate in ASI: Case Summary Form**

Case Summaries are completed during and following M4 and M5 in conjunction with the DASC, The Case Summaries consists of PPT slides, prepared as follows:

### Slide 1:

- Initials or pseudonym
- Age
- Brief developmental history, medical or educational diagnoses, and intervention services which have been received

### Slide 2

- Reason for choosing child for testing, i.e., why were SI concerns suspected?
- Main participation strengths/interests and participation challenges

### Slide 3

- Assessment results-test scores; bar graph from SIPT; SPM, etc.
- Observations and qualitative information

### Slide 4

- Assessment results shown on **Assessment Tool** (note: enter test scores, highlight or color code results in Word, then save the file as in PDF prior to inserting onto PPT slide)

### Slide 5

- Conclusions regarding test scores and findings; are any SI patterns present?

(For DASC, share slides 1-5 with partner or small group; learners then work in pairs or in small groups to complete the next DDM steps on their cases))

Slide 6 DDDM-Generating Hypotheses Table (include at least 2 hypotheses per case):

Participation Strengths & Challenges	Summary of Assessment Data	Hypotheses (linking data from assessment to participation)

Slide 7

2 goals for child-include both functional outcomes, as well as underlying problems, within the goals

Slide 8 Proximal and Distal Outcomes Table (include at least one appropriate proximal and one appropriate distal outcome measure for each case)

Proximal Outcome Measures	
Distal Outcome Measures	

Slide 9 Initial intervention plan

The Case Summaries are completed following completion of M4 & 5, the DASC process (and, when possible, participation in online webinars to further discuss the findings). At least two Case Summaries are brought to M6 (onsite). The information in the Case Summaries will be further revised during small group work and case presentations during the course.



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**Module 5  
Video Assignment**

Rate your own intervention session using the ASI Fidelity Measure.

- Using the ASI Fidelity Measure provided in Module 5, do a self-assessment of your use of ASI process elements during your session.
- Record an intervention session of at least 30 minutes of yourself providing ASI with a child, preferably the child you will use for Case Summary 2.
- The session should meet the structural elements for fidelity including a complete assessment including the SIPT and EASI and provided in an environment with adequate sensory motor affordances.
- Ensure to obtain the signed permission form for videotaping and viewing the video for educational purposes (Attached). This form is required for the final CLASI CASI application.
- Bring the rating and video of the intervention to M6.
- During M6, the instructor will review the case studies, including intervention. It is an excellent opportunity to gain feedback on your case.
- There is not time to review every participant's case and of those selected, we will have time to review approximately 5-10 minutes of the video, so preparing an edited version is preferred. That being said, in some cases we will like to scan the whole session to get the flow of therapy, so bring the unedited version as well.







**Collaborative for Leadership in Ayres Sensory Integration  
Certificate in ASI: CHECKLIST**

<b>CASI Requirement</b>	<b>Date Completed</b>	<b>Comments/Questions</b>
<b>Module 1</b>		
<b>Module 2</b>		
<b>Practice with video clips and course notebook</b>		
<b>Module 3</b>		
<b>Practice with adults and typically developing children</b>		
<b>Selection and testing of at least one child</b>		
<b>Attend CLASI webinar or local onsite meeting, if possible</b>		
<b>Module 4</b>		
<b>Test second child, if not completed earlier</b>		
<b>Module 5</b>		
<b>Complete slides 1-5 on Case Summary Form</b>		
<b>DASC process</b>		
<b>Attend CLASI webinar or local onsite meeting, if possible</b>		
<b>Revise Case Summary Forms on at least 2 cases</b>		
<b>Prepare intervention video</b>		
<b>Rate video using ASIFM</b>		
<b>Module 6-bring at least 2 Case Summaries; video of intervention, and rating of video on ASIFM</b>		

**APPLICATION:**  
**Collaborative Leadership in Ayres Sensory Integration (CLASI)**  
**Certificate in Ayres Sensory Integration (CASI)**

Name (as you would like it to appear on your certificate) : \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*Please check the appropriate boxes and attach the required documentation.*  
 Please submit application form and all attachments to **clasicasiapplication@gmail.com**

**ONLINE DIRECTORY**

Would you like your name and email to be listed on the CLASI?
<input type="checkbox"/> Yes, please include my name and email on the online directory. If yes, please include what country you would like to be listed under: _____
<input type="checkbox"/> No, please do not include me in the online directory.

**PROFESSIONAL LICENSE VERIFICATION**

Please attach the following.
<input type="checkbox"/> Current active occupational therapy, physical therapy or speech and language pathology license or other documentation which verifies ability to practice in one of these fields in your country

**ATTENDANCE**

MODULE	Please attach certificates of completion for each module.
<b>MODULE 1</b>	<input type="checkbox"/> online or <input type="checkbox"/> onsite If onsite, date and location of M1:
<b>MODULE 2</b>	<input type="checkbox"/> online
<b>MODULE 3</b>	<input type="checkbox"/> onsite Date and Location of M3:
<b>MODULE 4</b>	<input type="checkbox"/> online
<b>MODULE 5</b>	<input type="checkbox"/> online
<b>MODULE 6</b>	<input type="checkbox"/> onsite Date and Location of M6:

**ASSIGNMENTS**

Please attach the following assignments.
<input type="checkbox"/> Test Administration and Scoring Check (TASC)
<input type="checkbox"/> Data Analysis and Synthesis Test Check (DASC)
<input type="checkbox"/> Case Summary 1
<input type="checkbox"/> Case Summary 2
<input type="checkbox"/> ASI Fidelity Measure Rating Form
<input type="checkbox"/> Video Permission Form

Please submit application form and all attachments to **clasicasiapplication@gmail.com**