

# Evidence Based Practice Training: Ayres Sensory Integration® (ASI)

**ADAPTED FROM:  
NCAEP April 2020 Report**

Steinbrenner, J.R. et.al. (2020). Ayres Sensory Integration Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder Report, National Clearinghouse on Autism Evidence and Practice (NCAEP)

<https://ncaep.fpg.unc.edu>

**AFIRM ASI EBP Module**

<https://afirm.fpg.unc.edu>

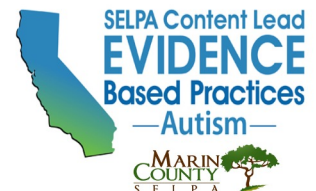
**CAPTAIN Presentation 3/1/22**

Presented by those researchers who contributed to the NCAEP report and developed ASI module for AFIRM

<https://www.youtube.com/watch?v=ArgUzF9OKOY>



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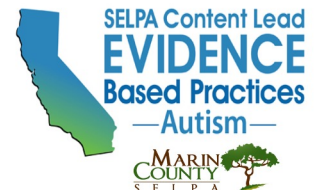


# What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.



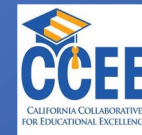
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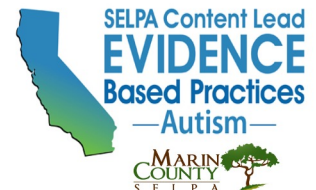
# What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism

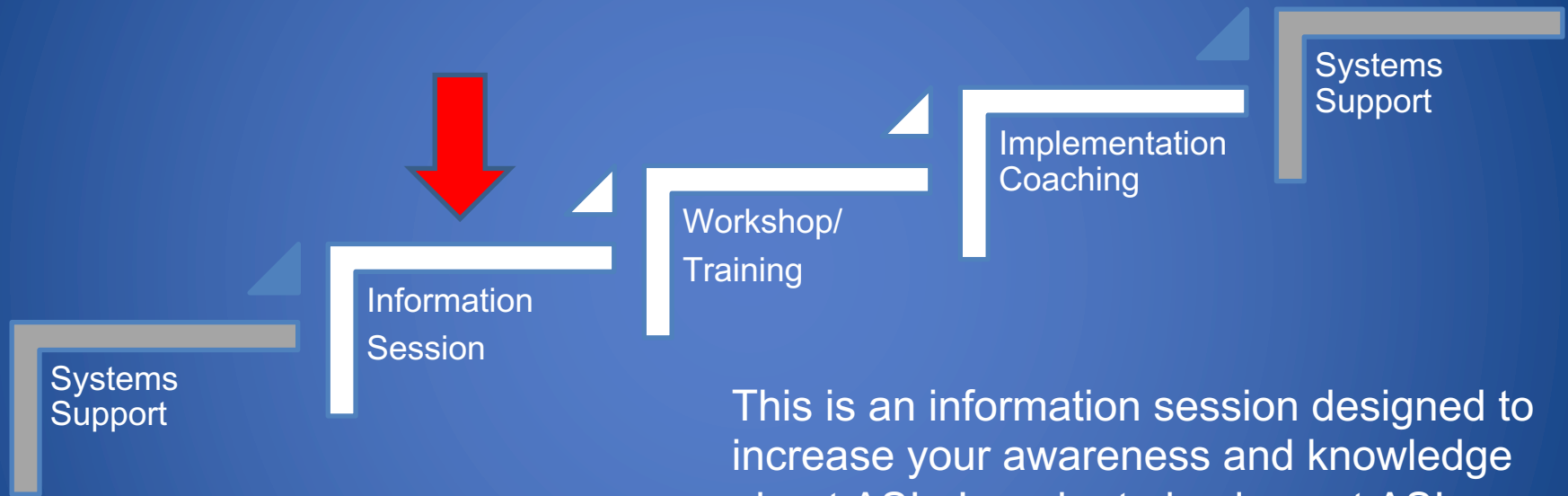
This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



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# Levels of Professional Development to Reach Implementation



This is an information session designed to increase your awareness and knowledge about ASI. In order to implement ASI certification is required



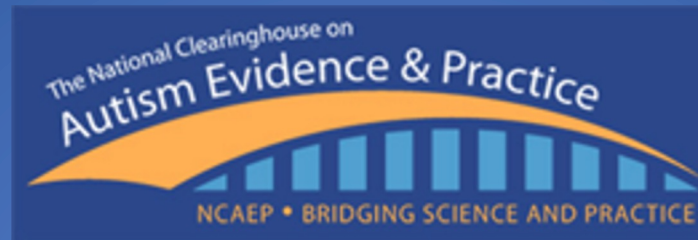
# Before We Begin...

Please complete the **Pre-Training Survey**  
sent to your email

# Core Components: Learning Objectives

- Learn the basic knowledge about Ayres Sensory Integration®
- State the percentage of learners with autism estimated to have sensory processing challenges
- Describe the types of sensory modalities
- Describe ASI principles
- Define elements of an ASI assessment
- List other EBPs that may be included in ASI

# What are Evidence Based Practices?



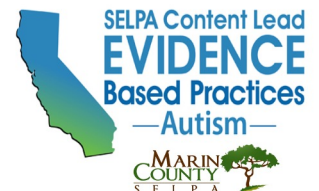
NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.



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# Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/Pre-academic			Adaptive/Self-help			Challenging/Interfering behavior			Cognitive			Communication			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years			
ABI																																							
AAC																																							
BMI																																							
CBIS																																							
DR																																							
DI																																							
DTT																																							
EXM																																							
EXT																																							
FBA																																							
FCT																																							
MD																																							
MMI																																							
NI																																							
PII																																							
PBII																																							
PP																																							
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SM																																							
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SN																																							
SST																																							
TA																																							
TAII																																							
TD																																							
VM																																							
VS																																							

# Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
  - Consider the child and family characteristics
  - Consider the teacher and team characteristics
  - Consider other available resources

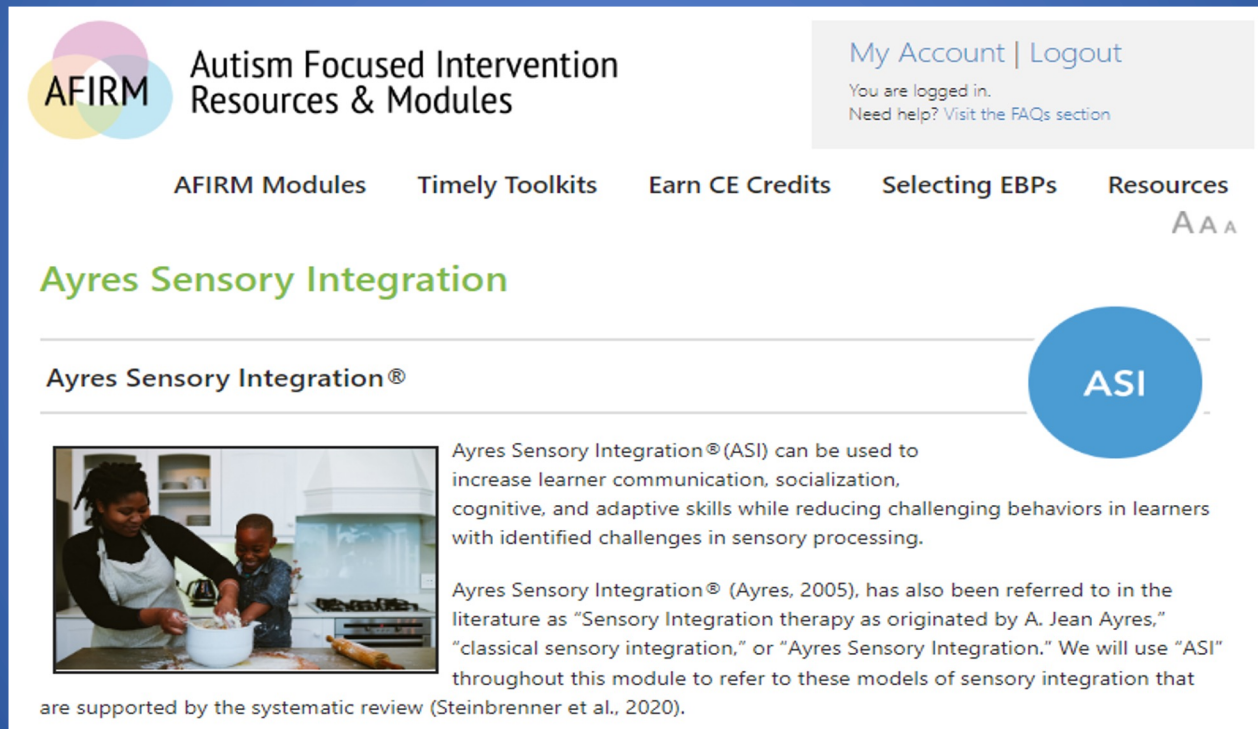




# High Quality Training:

## Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo, a circle divided into three overlapping colored segments (pink, yellow, blue) with the text 'AFIRM' and 'Autism Focused Intervention Resources & Modules'. To the right is a user account section with 'My Account | Logout', 'You are logged in.', and 'Need help? Visit the FAQs section'. Below this is a navigation menu with 'AFIRM Modules', 'Timely Toolkits', 'Earn CE Credits', 'Selecting EBPs', and 'Resources'. A 'AAA' accessibility icon is visible. The main heading is 'Ayres Sensory Integration' in green. Below it is a sub-heading 'Ayres Sensory Integration®' and a blue circular icon with 'ASI'. A photograph shows a woman in a kitchen with a young child. Text describes the program's goals and its origin.

**AFIRM** Autism Focused Intervention Resources & Modules

My Account | Logout  
You are logged in.  
Need help? Visit the FAQs section


AFIRM Modules Timely Toolkits Earn CE Credits Selecting EBPs Resources

AAA

### Ayres Sensory Integration

#### Ayres Sensory Integration®

ASI

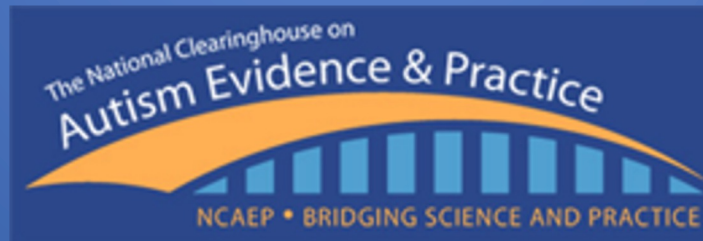


Ayres Sensory Integration® (ASI) can be used to increase learner communication, socialization, cognitive, and adaptive skills while reducing challenging behaviors in learners with identified challenges in sensory processing.

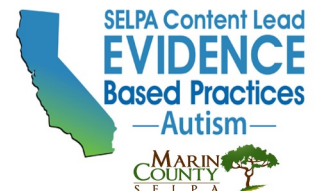
Ayres Sensory Integration® (Ayres, 2005), has also been referred to in the literature as “Sensory Integration therapy as originated by A. Jean Ayres,” “classical sensory integration,” or “Ayres Sensory Integration.” We will use “ASI” throughout this module to refer to these models of sensory integration that are supported by the systematic review (Steinbrenner et al., 2020).

# Ayres Sensory Integration® (ASI)

**DISCLAIMER:** The evidence base at this time only supports *Ayres Sensory Integration*. *Ayres Sensory Integration* requires specialized training with a certified provider to implement with fidelity. This training is most commonly completed by Occupational Therapists and, in some cases, other licensed therapists. This module is not intended to replace training in ASI and the certification process, but rather, to introduce basic knowledge of ASI as an evidence-based practice for learners with autism. (Nowell et al., 2021)



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# ASI FACT SHEET

## NCAEP Report

### April 2020

Name of EBP		Ayres Sensory Integration® (ASI®)					
Definition of EBP		Ayres Sensory Integration® (ASI®, Ayres, 1989) is a theory and practice that targets a person's ability to process and internally integrate sensory information from their body and environment, including visual, auditory, tactile, proprioceptive, and vestibular input. ASI® uses individually tailored activities that challenge sensory processing and motor planning, encourage movement and organization of self in time and space, utilize "just right" challenges, and incorporate clinical equipment in purposeful and playful activities in order to improve adaptive behavior. ASI® is implemented by trained occupational therapists (OTs) and primarily takes place in clinical settings.					
Outcome Areas		Age Ranges					
		0-2	3-5	6-11	12-14	15-18	19-22
		Toddlers	Preschoolers	Elementary School	Middle School	High School	Young Adults
Communication	Communication		✓	✓			
	Social		✓	✓	✓		
	Joint attention						
	Play						
Cognitive	Cognitive		✓	✓			
	School readiness						
	Academic/Pre-academic		✓	✓			
Adaptive/self-help	Adaptive/self-help		✓	✓			
	Challenging/Interfering behavior		✓	✓	✓		
	Vocational						
	Motor		✓	✓	✓		
Mental health	Mental health						
	Self-determination						

#### References

1. Kashefi mehr, B., Kayihan, H., & Huri, M. (2018). The effect of sensory integration therapy on occupational performance in children with autism. OTJR: Occupation, Participation, and Health, 38(2), 75-83. <https://doi.org/10.1177/1539449217743456>
2. Pfeiffer, B. A., Koenig, K., Kinnealey, M., Sheppard, M., & Henderson, L. (2011). Effectiveness of sensory integration interventions in children with autism spectrum disorders: A pilot study. The American Journal of Occupational Therapy, 65(1), 76-85. <https://doi.org/10.5014/ajot.2011.09205>
3. Schaat, R. C., Benevides, T., Mailloux, Z., Faller, P., Hunt, J., van Hooydonk, E., Freeman, R., Leiby, B., Sendecki, J., & Kelly, D. (2014). An intervention for sensory difficulties in children with autism: A randomized trial. Journal of Autism and Developmental Disorders, 44(7), 1493-1506. <https://doi.org/10.1007/s10803-013-1983-8>

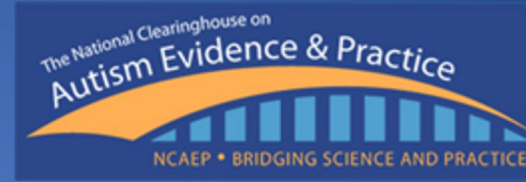
An earlier version of this report referred to Ayres Sensory Integration® (ASI®) as Sensory Integration® (SI). To clarify the practice for which our review found evidence, we have updated the terminology in this report to ASI®.

- Definition of the intervention
- Age Range
- Outcome Areas
- References (specific articles that provide the evidence for the efficacy of the practice)

<https://ncaep.fpg.unc.edu/>



# What is Ayres Sensory Integration® (ASI)



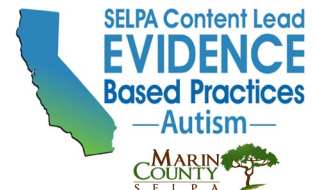
Ayres Sensory Integration® (ASI®, Ayres, 1989) is a theory and practice that targets a person's ability to process and internally integrate sensory information from their body and environment, including visual, auditory, tactile, proprioceptive, and vestibular input.

ASI® uses individually tailored activities that challenge sensory processing and motor planning, encourage movement and organization of self in time and space, utilize “just right” challenges, and incorporate clinical equipment in purposeful and playful activities in order to improve adaptive behavior.

ASI® is implemented by trained occupational therapists (OTs) and primarily takes place in clinical settings.



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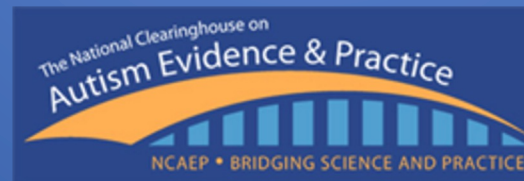




# Evidence (Age and Domains)

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

EVIDENCE-BASE:							
	ACADEMIC	ADAPTIVE	CHALLENGING	COGNITIVE	COMMUNICATION	MOTOR	SOCIAL
3-5	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes			Yes	Yes



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# Evidence for ASI



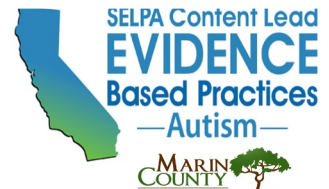
The National Clearinghouse on Autism Evidence and Practice (NCAEP) reviewed literature from 1990 to 2017 and reported their findings in 2020.<sup>10</sup>

ASI is a focused intervention that meets the evidence-based practice criteria with **3 group design studies**. This practice has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), and middle school learners with autism.

Studies included in the 2020 EBP report<sup>10</sup> detail how this practice can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, challenging/interfering behavior, cognitive, communication, motor, and social.



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# What is Ayres Sensory Integration® (ASI)

Ayres Sensory Integration® (ASI) targets a learner's ability to process and internally integrate sensory information from their body and the environment.

# What is NOT ASI?

The following intervention approaches may be confused with ASI but have insufficient evidence and should NOT be considered ASI when used in isolation outside of a comprehensive ASI therapy plan:

- Use of specific equipment for passive stimulation like brushing protocols, swings, weighted vests, squeeze machines, and weighted blankets
- Sensory diets
- Use of a sensory gym
- Touch therapy
- Sensory-motor intervention
- Auditory Integration Therapy



# Why We Would Use Ayres Sensory Integration® (ASI)

Research suggests that improvements may be seen in:

- Motor skills
- Adaptive skills (self-care such as feeding, handwashing, toileting)
- Cognition (flexibility, planning, working memory)
- Communication skills
- Social skills
- Academic/pre-academic skills
- Reduction in interfering behaviors (repetitive behaviors; repetitive motor movements)



# ASI Principles | Ayres 2005

- Active engagement of the student
- Naturalistic intervention approaches for arousal, attention, motor planning including arrangement of the intervention environment
- Individualized treatment that is one-on-one with a trained therapist
- Clinic-based services
- Time intensity - usually multiple treatment sessions within a week
- Treatment delivered by occupational therapists who are trained in this approach
- Treatment of students with autism who have clinically significant sensory processing dysfunction

# SENSORY INFORMATION

This chart can be found in the ASI AFIRM Module








## ---Types of Sensory Modalities---

ASI



Learn more about the types of sensory modality to support your understanding of Ayres Sensory Integration.

For more information about the types of sensory modality please visit <https://afirm.fpg.unc.edu/>.

<ul style="list-style-type: none"><li>• Visual input (e.g., flickering lights)</li></ul> <p><b>VISUAL:</b> VISION/SIGHT</p> 	<ul style="list-style-type: none"><li>• Auditory input (e.g., alarms, traffic)</li></ul> <p><b>AUDITORY:</b> HEARING</p> 	<ul style="list-style-type: none"><li>• Sensations on the skin (e.g., sunscreen, wet foods)</li></ul> <p><b>TACTILE: TOUCH</b></p> 
<ul style="list-style-type: none"><li>• Flavors in the mouth (e.g., spicy, sour).</li></ul> <p><b>GUSTATORY:</b> TASTE</p> 	<ul style="list-style-type: none"><li>• Smells (e.g., cooking smells, craft supply smells)</li></ul> <p><b>OLFACTORY:</b> SMELL</p> 	
<ul style="list-style-type: none"><li>• Positioning and force of the body (e.g., learner may have challenges with daily tasks like engaging zippers or tying shoes, learner may break delicate items because of lack of awareness of the force needed to keep it intact)</li></ul> <p><b>PROPRIOCEPTIVE:</b> MUSCLE CONTRACTION &amp; JOINT POSITION</p> 	<ul style="list-style-type: none"><li>• Equilibrium and body movement in space (e.g., may appear clumsy, off-balance, or have out-of-control movements). A learner may seek or avoid linear movements like swinging or rotary movements like spinning.</li></ul> <p><b>VESTIBULAR: BALANCE &amp; MOVEMENT</b></p> 	

About how many learners with autism have difficulty processing and modulating sensory stimuli?

**About 56% to 70%** (Baranek, David, Poe, Stone, & Watson 2006; Ben-Sasson et al., 2007) of learners with autism are estimated to have sensory processing challenges.

ASI can help learners with autism regulate their bodies and process sensory information so that they can complete daily activities.

# Do all learners with Autism need ASI?

“It is only when sensory processing *interferes with the learner’s functioning in daily activities* (what therapists call “activities of daily living” or ADLs) *or achievement of their goals* that intervention is needed.”

# Steps for Implementing ASI

## 1. PLAN

- ✓ Obtain ASI training from a certified provider
- ✓ Determine learner's sensory needs
- ✓ Conduct an ASI Assessment by a certified provider
- ✓ Develop an ASI session plan (1:1 in clinic)
- ✓ Identify additional EBPs
- ✓ Discuss plan with team members
- ✓ Have materials ready and available





# PLANNING for ASI Training

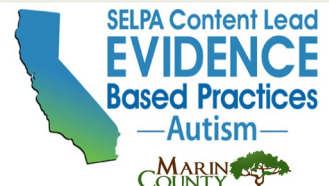
ASI requires training from certified providers. The University of Southern California, where A. Jean Ayres developed Sensory Integration, offers an in-person and online continuing [education certificate program in ASI.](#)

The USC program is presently\* the only certification program recommended by the American Occupational Therapy Association. Clinicians who are not licensed Occupational Therapists may need additional documentation of their credentials in order to complete the program.

\*March 2022





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# Planning for Practice

# Develop a Session Plan




 Autism Focused Intervention Resources & Modules
 
 Ayres Sensory Integration®  
 For more information, please visit: <https://afirm.fpg.unc.edu/>

**---Session Plan---**

ASI


**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_  
**Target Goal/Behavior/Skill:** \_\_\_\_\_  
**Directions:** Use this form to develop a session plan for an ASI session for the learner.

Objective/Goal(s):		
Sensory Modality:	Activities:	Materials Needed:
Visual: Vision/Sight		
Auditory: Hearing		
Tactile: Touch		
Gustatory: Taste		
Olfactory: Smell		
Proprioceptive: Muscle contraction & Joint position		
Vestibular: Balance & Movement		

 FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE
  The National Professional Development Center on Autism Spectrum Disorder
 

 ASI  
 Nowell et al., 2021  
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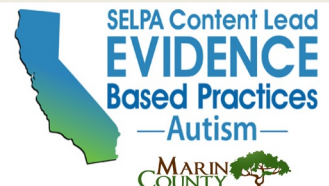
# Additional EBPs to Consider

During ASI therapy, it is helpful to use additional foundational EBPs to help practitioners provide support for learners during the session.

- Modeling (MD) - In an ASI therapy session, the therapist may model a new sensory experience or a sensation. Modeling may also be helpful for a sensory experience that has been tolerated in therapy but not yet in the classroom. This can be done live by a teacher or student.
- Social Narratives (SN) - Social narratives can help prepare the learner for situations with new sensory stimuli.



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# Additional EBPs to Consider

## (continued)

During ASI therapy, it is helpful to use additional foundational EBPs to help practitioners provide support for learners during the session

- Task Analysis (TA) - Task analysis may help with establishing and executing a multi-step activity.
- Video Modeling (VM) - Some learners may also like to watch themselves or other students model using a video model.
- Visual Supports (VS) - Some learners may need visual supports or visual schedules to guide them through an ASI session or prepare them for sensory experiences coming up in their day.

# Additional EBPs to Consider (continued)

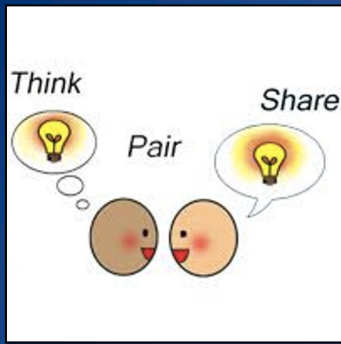
## REINFORCEMENT IN ASI

**ASI uses natural reinforcers** in sessions to promote the learner's intrinsic motivation to play.

This means that activities are designed to be naturally interesting and motivating to the learner and completion of those activities is rewarded naturally rather than with tangible rewards.

For example, a learner who likes Minecraft may be naturally motivated and rewarded to complete a Minecraft-themed obstacle course with similar components as the game.





# Which evidence-based practices would be useful in supporting Mary's ASI sessions?

Mary, a 4th grade student with autism, sees an ASI trained OT twice a week to address her sensory needs. Her ASI provider is working with her to increase her tolerance of unexpected sensory stimuli. Mary reads at grade level, follows written instruction, and uses a visual schedule at school.

Which two additional evidence-based practices may be useful in supporting Mary's ASI sessions and why:

- Modeling (MD)
- Social Narratives (SN)
- Visual Supports (VS)
- Discrete Trial Training (DTT)
- Time Delay (TD)

# Discuss Plan With Team Members

All members of the learner's school team, including family members, need to understand the learner's sensory processing challenges and how to implement ASI strategies (if appropriate).

## The learner's trained occupational therapist may:

- Provide some basic training on types of sensory modalities and how these sensory processing issues impact the learner
- Make sure that team members understand that many interfering behaviors are responses to the sensory stimuli and are not appropriate for disciplinary measures
- Discuss the ASI strategies that the team will use to support the learner in the school setting (if appropriate)
- Plan for unexpected sensory events and how to keep the learner and other students safe in these instances

# HAVE MATERIALS READY

# Use AFIRM ASI Planning Checklist



## ---Planning Checklist---



Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Goal/Behavior/Skill (short): \_\_\_\_\_

Directions: Complete this checklist to determine if this is an appropriate practice to use with the learner with autism as well as if this practice is ready to be implemented.

GENERAL PLANNING:			
1.	Has the target goal/behavior/skill been identified?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.	Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3.	Is the target goal/behavior/skill measurable and observable? Does it clearly state <b>what</b> the target goal/behavior/skill is, <b>when</b> it will occur, and <b>how</b> team members/observers will know it has been mastered?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4.	Is this selected practice appropriate for the learner's target goal/behavior/skill?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5.	Does the learner have needed prerequisite skills/abilities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6.	Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7.	Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8.	Are additional materials and/or resources for using this selected practice ready and available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**TARGET GOAL/BEHAVIOR/SKILL:**

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# Steps for Implementing ASI

## 2. USE

- Address the ASI Session goals
- Use other EBPs to support ASI sessions
- Promote generalization of learner's target skills

# Address ASI Session Goals

ASI therapy session plans will always be completed by a trained/certified ASI therapist in a specialized clinic environment.

These sessions will be individualized to the learner, be 1-on-1 with the therapist, and occur on a regular schedule.

Some essential components of an ASI therapy session as implemented by a trained therapist include the following:

- a sensory experience
- a response to a challenge
- an enriched physical environment
- context of play
- therapeutic alliance (the trusting relationship between the therapist and learner).

These components are deconstructed in the next table based on the fidelity scale.16



# ASI FIDELITY

Trained ASI therapist worked one-on-one with the learner

Session occurred at the specified meeting time and place

Therapist ensured physical safety of the learner

Therapist presented sensory opportunities from at least 2 different modalities (for example, vestibular and proprioceptive)

Therapist helped the child maintain optimal level of alertness for engagement

Therapist supported and challenged at least one of: postural control, ocular control, and bilateral coordination

Therapist challenged planning and organization of behavior or series of behaviors

Therapist collaborated with learner in choosing activities and materials

Therapist tailored activities to provide “just right” challenges

Therapist ensured activities are successful

Therapist supported the learner’s intrinsic motivation to play

Established a therapeutic alliance (trusting relationship) with the learner

# Promote Generalization

## ---Generalization Plan---

ASI

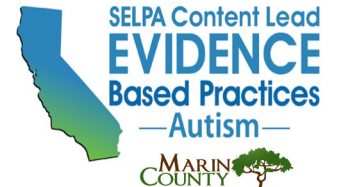


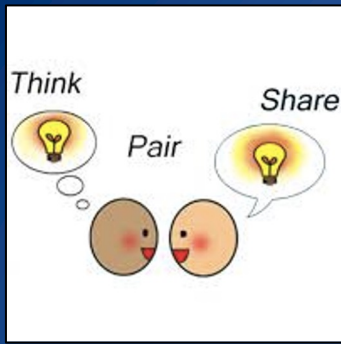
Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_  
Observer(s): \_\_\_\_\_  
Target Goal/Behavior/Skill (short): \_\_\_\_\_  
Directions: Use this form to plan for supporting generalization of the learner's skills across settings.

GENERALIZATION PLAN:				
Time	Activity	Sensory Input	Behavior Observed	Possible ASI Strategies



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# Discuss with Feedback

**QUESTION:** Who should be involved in planning for generalization of ASI strategies and why:

- The ASI therapist
- The learner's family
- The learner
- All of the above

# Steps for Implementing ASI


## 3. MONITOR

- ✓ Collect data and analyze data
- ✓ Determine next steps based on learner progress

# ASI MONITORING FORMS

## Data Collection

Monitoring Practice



Autism Focused Intervention  
Resources & Modules

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For more information, please visit: <https://afirm.fpg.unc.edu/>

---Data Collection---

ASI

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Goal/Behavior/Skill:** \_\_\_\_\_


**Directions:** Collect data on the learner demonstrating the target goal/behavior/skill to determine if the learner is making progress.

**MONITORING DATA:**


**Goal:** \_\_\_\_\_

Date	Sensory Stimuli	Behavior Observed	Support Needed	Notes


**Prompt Key:** V = Verbal; G = Gestural; M = Model; P = Physical; I = No prompts needed/Independent; 0 = No response; MD = Modeling; SN = Social Narratives; TA = Task Analysis; VM = Video Modeling; VS = Visual Support



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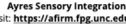


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# ASI MONITORING FORMS

## Monitoring Progress Checklist

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### ---Monitoring Progress Checklist---

ASI

✓
✓
✓
✓

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_  
**Target Goal/Behavior/Skill (short):** \_\_\_\_\_  
**Directions:** Complete this checklist to determine if the learner is making progress to the target goal/behavior/skill with this practice.



**GENERAL MONITORING:**


- Has the learner achieved the target goal/behavior/skill?  Yes  No
- Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?  Yes  No
- Is the target goal/behavior/skill too difficult/complex? Does it need to be broken down into smaller steps?  Yes  No
- Has enough time been devoted to using this practice (frequency, intensity, and/or duration)?  Yes  No
- Was this practice implemented with fidelity?  Yes  No
- Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?  Yes  No

**MONITORING DATA:**


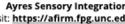
**Goal:** \_\_\_\_\_

Date	Sensory Stimuli	Behavior Observed	Support Needed	Notes

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**ASI REFLECTION:**

- How do you think that went?
- Did you encounter any challenges implementing ASI strategies?  Yes  No
- Were the activities naturally motivating for the learner, utilizing their natural drive to play?  Yes  No
- At which points did you see ASI strategies working?
- What could you have done differently?
- Did you feel comfortable implementing the ASI strategies?  Yes  No
- Did the learner respond positively to naturally occurring reinforcers?  Yes  No
- Did the learner seem to enjoy the activities?  Yes  No

**ANECDOTAL NOTES:**

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Planning  
for  
Practice

# ASI PLANNING FORMS

## Assessment for ASI Checklist



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### ---Assessment for ASI Checklist---

ASI

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_


**Observer(s):** \_\_\_\_\_

**Target Goal/Behavior/Skill (short):** \_\_\_\_\_


**Directions:** Complete this worksheet to assess/determine if an ASI assessment is needed for the learner.

**SIGNS A STUDENT MAY BENEFIT FROM AN ASI ASSESSMENT:**


1. Is the learner distracted by sensory stimuli in a way that intrudes with their academic goals?  Yes  No
2. Is the learner showing challenging behaviors in response to sensory stimuli?  Yes  No
3. Does the learner seek certain sensory input in a way that interferes with their academic or social goals?  Yes  No
4. Does the learner avoid certain age-appropriate activities due to suspected sensory issues?  Yes  No
5. Is the learner distracted by sensory stimuli in a way that intrudes with social goals?  Yes  No



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# Planning for Practice


# ASI PLANNING FORMS

## Planning Checklist

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**---Planning Checklist---**

ASI


**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_  
**Target Goal/Behavior/Skill (short):** \_\_\_\_\_



**Directions:** Complete this checklist to determine if this is an appropriate practice to use with the learner with autism as well as if this practice is ready to be implemented.


**GENERAL PLANNING:**

1. Has the target goal/behavior/skill been identified?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Is the target goal/behavior/skill measurable and observable? Does it clearly state <b>what</b> the target goal/behavior/skill is, <b>when</b> it will occur, and <b>how</b> team members/observers will know it has been mastered?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Is this selected practice appropriate for the learner's target goal/behavior/skill?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does the learner have needed prerequisite skills/abilities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Are additional materials and/or resources for using this selected practice ready and available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No


**ASI SPECIFIC PLANNING:**

1. Is the learner distracted by sensory stimuli in a way that intrudes with their academic goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Is the learner showing challenging behaviors in response to sensory stimuli?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does the learner seek certain sensory input in a way that interferes with their academic or social goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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4. Does the learner avoid certain age-appropriate activities due to suspected sensory issues?  Yes  No

5. Is the learner distracted by sensory stimuli in a way that intrudes with social goals?  Yes  No

**OBSERVATIONAL DATA:**

Time	Activity	Sensory Input	Behavior Observed

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Planning  
for  
Practice


# ASI PLANNING FORMS


## Session Plan

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---Session Plan---



 **Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_  
**Target Goal/Behavior/Skill:** \_\_\_\_\_  
**Directions:** Use this form to develop a session plan for an ASI session for the learner.

**Objective/Goal(s):**


Sensory Modality:	Activities:	Materials Needed:
Visual: Vision/Sight		
Auditory: Hearing		
Tactile: Touch		
Gustatory: Taste		
Olfactory: Smell		
Proprioceptive: Muscle contraction & Joint position		
Vestibular: Balance & Movement		


      
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# Using the Practice

# ASI USING FORMS


## Generalization Plan

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**---Generalization Plan---**


**ASI**


 **Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_  
**Observer(s):** \_\_\_\_\_  
**Target Goal/Behavior/Skill (short):** \_\_\_\_\_

**Directions:** Use this form to plan for supporting generalization of the learner's skills across settings.

GENERALIZATION PLAN:				
Time	Activity	Sensory Input	Behavior Observed	Possible ASI Strategies

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# Using the Practice

# ASI USING FORMS

## Generalization Plan



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### ---Session Components---

ASI

✓
✓
✓

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Goal/Behavior/Skill:** \_\_\_\_\_

**Directions:** \_\_\_\_\_

ASI SESSION COMPONENTS:		
1.	Trained ASI therapist worked one-on-one with the learner	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Session occurred at the specified meeting time and place	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Therapist ensured physical safety of the learner	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Therapist presented sensory opportunities from at least 2 different modalities (for example, vestibular and proprioceptive)	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Therapist helped the child maintain optimal level of alertness for engagement	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Therapist supported and challenged at least one of: postural control, ocular control, and bilateral coordination	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Therapist challenged planning and organization of behavior or series of behaviors	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Therapist collaborated with learner in choosing activities and materials	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	Therapist tailored activities to provide "just right" challenges	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.	Therapist ensured activities are successful	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	Therapist supported the learner's intrinsic motivation to play	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.	Established a therapeutic alliance with the learner	<input type="checkbox"/> Yes <input type="checkbox"/> No

**ANECDOTAL NOTES:**



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# Additional Resources

## BOOKS:

Ayres, A. J. (2005). *Sensory integration and the child*. Western Psychological Services.






Ayres, A. J., Erwin, P. R., & Mailloux, Z. (2004). *Love, Jean: Inspiration for families living with dysfunction of sensory integration*. Crestport Press.

Bundy, A. C., & Lane, S. J. (2019). *Sensory integration: Theory and practice*. F. A. Davis Company.

Schaaf, R. C., & Mailloux, Z. M. (2015). *Clinician's guide for implementing Ayres Sensory Integration: Promoting participation for children with autism*. AOTA Press.

Smith Roley, S., Schaaf, R. C. (2006). *Sensory integration: Applying clinical reasoning to practice with diverse populations*. Pro-Ed.

## APPLICATIONS:

Developer	Available	Pricing
 Sensational Brain, LLC <i>Brain Works</i>	Mac App Store	\$13.99
 TriggerWave, LLC <i>Pocket Pond 2</i>	Mac App Store	Free
 HAUS K. K. <i>Dropophone</i>	Mac App Store	Free
 Seebz, LLC <i>Miracle Modus</i>	Mac App Store	Free
 Padadaz <i>Heat Pad- Relaxing Surface</i>	Mac App Store	Free

## WEBSITES:


Sensory Integration Global Network <https://www.siglobalnetwork.org>

USC Chan Division of Occupational Science and Occupational Therapy  
<https://chan.usc.edu/academics/continuing-education/sensory-integration>

## OTHER RESOURCES:

Ayres, A. J. (1989). *The sensory integration and praxis test (SIPT)*. Western Psychological Services.



# Set aside some time to look at this 1 ½ hour CAPTAIN presentation from the researchers and developers of the AFIRM ASI Module




***Ayres Sensory Integration® (ASI):  
Come Learn About This Newest EBP For ASD***

Free | March 1, 2022 | 12:00 PM - 1:30 PM | Virtual | CEUs  
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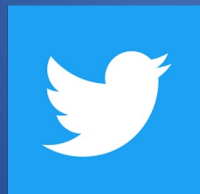
**Sallie Wallace Nowell, Ph.D., CCC-SLP**      **Susan Szendrey, MOT, OTR/L**  
Frank Porter Graham Child Development Institute at  
University of North Carolina at Chapel Hill.



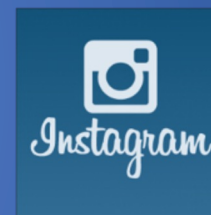
<https://www.youtube.com/watch?v=ArgUzF9OKOY>



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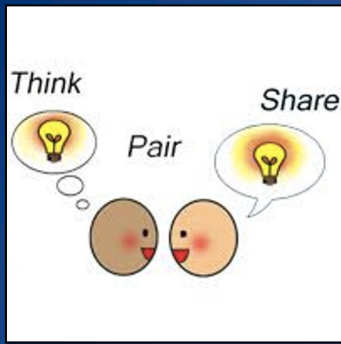
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# My Takeaways

1. What are 4 things you remember from today's training?
1. What are 2 things you see yourself doing?
1. What is the 1 thing you can implement tomorrow?



# After the Training...

Please complete the **Post Training Survey**  
that will be sent to your email



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