

Sensory Based Resources

For Clinicians:

Murray-Slutsky, Carolyn. "Is It Sensory or Is It Behavior?: Behavior Problem Identification, Assessment, and Intervention." Hammill Institute on Disabilities. 2005.

Yack, Ellen, Sutton, Shirley, and Aquilla, Paula. "Building Bridges through Sensory Integration. Occupational Therapy for Children with Autism and other Pervasive Developmental Disorders." Canada: Building Bridges Through Sensory Integration. 1998.

Ayres, Jean. "Sensory Integration and the Child: Understanding Hidden Sensory Challenges, revised 25th Anniversary Edition." USA: Western Psychological Services. 2005.

William, Mary Sue and Shellenberger, Sherry. "Take Five! Staying ALERT at Home and School." Therapy Works Inc. 2001.

Heller, Sharon. "Too loud, too bright, too fast, too tight: What to do if you are a sensory defensive in an overstimulating world." New York: Harper Collins Publishers. 2003.

Henry, Diana. "Tool Chest: for Teachers, Parents and Students." Henry Occupational Therapy Services, Inc.

Biel, Lindsay and Peske, Nancy. "Raising a Sensory Smart Child. The Definitive Handbook for Helping Your Child with Sensory Integration Issues." New York: Penguin Books. 2005.

Miller, Lucy Jane. "Sensational Kids. Hope and Help for Children with Sensory Processing Disorders." New York: Penguin Books. 2006.

Care Coordinator Resources:

- See checklist/questions generated for case managers to cover with school personnel
- See Common Difficulties With Sensory Systems: Observable Behaviours

Brief Summary of the Sensory Profile

The Sensory Profile is a standardized assessment that determines if the child's responses are significantly different from others in the 4 areas of registration, seeking, sensitivity and avoiding. The theory behind the interventions/strategies that could be helpful with these areas are briefly explained below:

- **Registration:** the degree to which a child **misses** sensory input. If the child notices more stimulations, then intervention should provide more familiarity to increase salience of stimulations; however, if the child notices less then intervention should provide more intensity to stimulations.
- **Seeking:** The degree to which a child **obtains** sensory input. If the child is seeking less stimulation then intervention would provide strategies to give more variety to stimulation. If the child is seeking more, then more opportunities and intensity should be provided.

- **Sensitivity:** The degree to which a child **detects** sensory input. If the child has less detection, then intervention would focus upon increasing awareness of important stimuli. If the child has more detection, then intervention would focus upon more structured input.
- **Avoiding:** The degree to which a child is **bothered** by sensory input. If the student is bothered by a particular input, then strategies would focus upon making less of that input available.

Personal Communication: Dunn, Winnie. "Course: Sensory Processing: A solid foundation for effective pediatric assessment and intervention." Ottawa: May 29 and 30, 2008.

Dunn, W., Saiter, J., and Rinner, L. "Asperger Syndrome and Sensory Processing: A Conceptual Model and Guidance for Intervention Planning. *Focus on Autism and Other Developmental Disabilities.*" Vol 17 Number 3, Fall 2002, 172-185.