

What is Sensory Integration?

An estimated one in 20 children have sensory difficulties.¹

Sensory Integration (SI) refers to the ability to take in

information, organize it and then use it to successfully participate in life. Everyone receives constant messages from their senses. Most people are able to use these messages to appropriately interact with their environment.



For example, as you are reading this, your clothing is providing tactile information to your skin. You are able to quickly integrate this information while simultaneously maintaining attention to visual input to continue reading this poster. Being able to quickly process and integrate sensory information promotes learning and development.

Theory Behind Sensory Integration

The theory of SI was the life work of A. Jean Ayres, Ph.D, OTR; which continues to evolve through the work of researchers and clinicians worldwide.

The theory proposes that:

SI is a neurobiological process that organizes sensation from one's body and the environment, making it possible to use the body effectively within the environment.

Sensory experiences within the context of meaningful activity elicits an adaptive response which in turn results in changes in brain function as well as behavior.²

athways Jorg Steps Towards Earlier Diagnosis and Treatment of Sensory Processing and Integration Issues

Pathways.org Resource Tool Chest

Sensory Motor Checklists (SMC)

It is crucial to look at a child's overall tendencies and clusters of behavior and acknowledge that all children develop at their own variable rate. However, if a child is consistently demonstrating behaviors indicative of difficulties integrating sensory information, an early referral is crucial.

The first people to recognize a child's functional difficulties are the parents and primary care professionals. The SMC were developed to help parents/healthcare professionals identify children who are displaying signs and symptoms of sensory motor issues. This will allow for a path to appropriate assessment and interventions as early as possible.

The SMC are divided into age groups and organized in four topic areas:

- play and social skills
- daily activities
- **Educational Films for Parents and Professionals**



Learn about the importance of early SI therapy from expert physicians and nurses on the front line.

The second secon		It is crucial to look at your child's overall tendencies and clusters of behavior. One or two concerns should not cause alarm. However, if your child is not frequently and consistently demonstrating more than a few of the listed items in		T - 9 Months Sensory Motor Checklist It is crucial to look at your child's overall tendencies and dusters of behavior. One or two concerns should not cause atam. However, if your child is not frequently and consistently demonstrating more than a few of the lasted items in each age category, print the following list, check your concerns, and discuss them with your healthcare professional.		Pathways 10-12 Months Sensory Motor Checklist It is crucial to look at your child's overall tendencies and clusters of behavior. One or two concerns should not cause alarm. However, if your child is not frequently and consistently demonstrating more than a few of the lated items in each age category, print the following list, hock your concerns, and discuss them with your beathcare professional.		It is rucial to look at your child's overall tendencies and clusters of behavior. One or two concerns should not cause alarm. However, if your child is not frequently and consistently demonstrating more than a few of the lated items in each age category, print the following list, check your concerns, and discuss them with your healthcare professional.		Pathways 19-24 Months Sensory Motor Checklist I's crucial to look at your child's overall tendencies and clusters of behavior. One or two concerns should not cause airem. However, if your child's not frequently and consistently demonstrating more than a few of the lated items in service access them with the following list, check your concerns, and discuss them with your healthcare portersional.		A - 3 Years Sensory Motor Checklist The crucial to look at your child's overall tendencies and clusters of behavior. One or two concerns shauld not cause same. Heave, if your child's a not required and clusters of behavior. One or two concerns shauld not cause such age category, print the following list, check your concerns, and discuss them with your healthcare professional.		Pathways 3 - 6 Years Sensory Motor Ch This crucial to lock at your child's overalt tendencies and clusters of behavior. One or two concerns the aterm. However, if your child's not frequencies and clusters of behavior. One or two concerns the	ecklist	a crucial to look at your child's overalt tendencies and dusters of behavior. One or two concerns, Hoevever, if your child's in of trequently and cossistently demonstrating more than a few of in age category, print the following list, check your concerns, and discuss them with your healt lay and Social Skills Y Estimates and use to mantain eye contact with others.	
ay and Social Skills YES	NO	each age category, print the following list, check your concerns, and discuss them with your healthcare pro	rofessional.	Play and Social Skills	YES NO			Play and Social Skills	YES NO	each age category, print the tokeweg list, check your concerns, and discuss men wen your near	trears protessorial,	Discond Conduct Chillen	NO	each age category, print the following list, check your concerns, and discuss them with your healthcare	professional.	Is able to initiate play with another child of the same age	_
Enjoys playful face-to-face interaction with people		Play and Social Skills YES	NO	Is interested in interacting with others (such as peek a boo)		Play and Social Skills	YES NO	Is interested in interacting with people (plays patty cake)		Play and Social Skills YE	S NO		NU			Would rather play with a filend or children rather than adulta	
		Enjoys playful interactions with others (such as peek a boo)		Enjoys playing with toys of varied textures		Is interested in interacting with others (such as peek a boo)		Raises hands to be picked up		Turns head in response to name being called		is able to participate in small groups with other children		Play and Social Skills YES	NO	Has several friends and enjoys playing with them	'
Coos in response to playful interaction		Is vocalizing in response to playful interaction	_	Enjoys playing with musical toys		Maintains eye contact with people during playful interactions		Maintains eye contact with people during playful interactions		is able to participate in small groups with other children		Is interested, aware, and able to maintain eye contact with others	4	is interested in, aware of, and able to maintain eye contact with others		Enjoys participating in tamily outings	
Notices and responds to sounds		Turns head toward sounds	_	Is interested in playing with colorful objects Raises hands towards adult to be picked up		Raises hands to be picked up		Is interested in imitating others				Turns head in response to name being called	_	Enjoys playing in small groups with children of the same age		Enjoys playing in a new setting is able to resolve conflict with friends or other children without teacher or parent	
		Maintains eye contact with familiar people during playful interaction		Maintains eye contact with people during playful interaction		Turns head in response to name being called				Is interested, aware, and able to maintain eye contact with others		Explores varied environments such as a new playground		 Is able to initiate and play with another child of the same age 		intervention	
ordination YES	NO			Enjoys moving to explore the environment when placed on floor				Turns head in response to name being called		is able to play in social situations after a transition time	1	Enjoys swinging on playground swings		Turns head in response to name being called		Participates in crafts / activities that involve wet textures, such as glue -	
		Enjoys playing with toys of varied textures		Enjoys various types of movement, such as being gently swung		Points to objects of interest by 12 months		Points to objects of interest by 12 months		Points to objects of interest		Is able to play in social situations after a transition time		Interested in exploring varied environments, such as new playground or friend's house		is interested in exploring varied environments, such as new playground or friend's house	
Moves legs and arms off of surface when excited		Enjoys musical toys		in the air by parents		Enjoys playing with toys of varied textures		Is able to locate objects you are pointing to		is able to locate objects you are pointing to		Enjoys swinging, being thrown in air, and roughhousing	2 B 1 B 1 B 1 B 1 B 1 B 1 B 1 B 1 B 1 B	Is able to play in new social aduations	4	Is able to play in and accommodate to new social situations	
Uses vision to follow black and white or brightly colored objects		Raises hands to be picked up		Coordination	YES NO	Enjoys playing and banging musical toys		Claps hand together in response to social play		Explores varied environments such as a new playground		Enjoys playing with a variety of toys and textures		Enjoys playing with variety of toys intended for children of the same age		Enjoys rough but safe play with poers, siblings, or parents	
a able to some and shut bands		Enjoys various types of movement, such as being gently swung		Is able to put weight through feet when supported in standing		Enjoys various types of movement, such as being gently swung in the air by		Enjoys playing with variety of toys and textures		Engos swinging on playground swings		Is able to locate objects of interest	1	le aware of risky and unsafe environments and behavior		Ergoys playing with new loys	
s able to open and shut hands		Coordination YES	NO	Is able to pick up head and push through elbows during tummy time		parents	/	Enjoys banging and playing with musical toys	+			Is able to locate objects you are pointing to		 Participates in crafts / activities that involve wet textures, such as glue 		Enjoys exitiging on playground exitigs is able to locate objects you are pointing to	
s able to bring hands to mouth		Is beginning to put weight through feet when supported in standing		Keeps head forward when being pulled to sitting from lying on back		Frequently explores the environment when placed on floor		Enjoys playing with new toys		Enjoys being swung and gently thrown in air		Enjoys playing with musical toys		Enyoys rough but safe play with peers, schlings, or parents		Enjoys playing with a variety of loys intended for children of the same age	
s able to be on tummy for short bursts of time		Is able to lift head forward when being pulled to sitting, from lying on back		Is able to play on tummy		Enjoys moving to get a desirable toy				Enjoys playing with new toys in varied ways		Enjoys playing with new toys in varied ways	+	Enjoye swinging on playground ewings		Is aware of risky and unaafe environments and behavior	
	-			Moves on floor to get desirable toy		Coordination	VES NO	Eagerly explores the environment when placed on the floor		Usually plays with toys without mouthing them	1 1			Enjoys playing with new toys		Usually does not bring non-food objects to mouth	_
ilv Activities YES	NO	Is able to play on turning for short bursts of time	+1	Moves in and out of various positions (i.e. sitting, tummy, and hands and knees)		vovrumdom	TES NO	Enjoys being swung and gently thrown in air		Enjoys playing with a variety of toys and textures		Usually plays with toys without mouthing them.		is able to locate objects you are pointing to	1	is able to think of various ways to play with one toy	
Ny Acaviaes		Is able to roll from tummy to back (5 months) and from back to tummy (6 months)		Is able to turn head to visually follow motivating toys and people		Moves in and out of various positions (i.e. crawling, climbing, cruising, and walking) to explore environment and get desired true.	Enjoys exploring and playing at the playground		Enjoys playing with musical toys		Enjoys sitting to listen or sock at book	_	Enjoys atting to look at or laten to a book		Is not overly controlling of play with other children		
is able to latch on while nursing or bottle feeding		Is able to pick up head and prop on elbows during turnmy time	ES NO	Maintains balance while sitting and using two hands together to explore toys		walking) to explore environment and get desired toys		Enjoys swinging on playground swings	YES NO	Enjoys sitting to look at or listen to a book		Is able to participate in messy activities that result in dirty hands	12 Constants	Usually does not bring non-food objects to mouth		Pretend play is rich and varied and does not require adult direction	
s able to calm during car rides when not tired or hungry		Uses hands to play with and explore toys		Uses both hands equally to play with toys		Keeps head forward when being pulled to sitting from lying on back						Coordination YES	NO	is able to play with one toy or theme for 15 minute periods of time		Can start and finish age appropriate activities within a reasonable amount of time	· · · · · · ·
s able to carri ouring car rives when not uneo or rivingry		Uses both hands equally to play with toys		Daily Activities YES It is able to latch on while nursing or bottle feeding	VEC NO	is able to pull self to stand		Coordination Is frequently moving in and out of various positions (i.e. crawling, climbing, cruising, and walking) to explore and get desirable objects Maintains balance in sitting or standing while using two hands together to explore toys		Coordination YES Is frequently moving in and out of various positions (i.e. crawling, climbing,	S NO	Enjoys and seeks out various ways to move and play			10	Coordination	YES
Enjoys bath time		is able to turn head to visually follow motivating toys and people			TEO NO	is able to hold head upright while crawling by 11 months						Has adequate endurance and strength to play with peers		Coordination YES	NO	Enjoys and seeks out various ways to move and play	1.07
s usually able to tolerate diaper changing without crying		Della Antolia				Primarily crawls or walks to get desired objects				cruising, and walking) to explore and get desirable objects		Uses hands to help move from one position to another		Enjoys and seeks out various ways to move and play		Has adequate endurance and strength to play with peers	
		120		Enjoys bath time	calm in car rides when not fired or hungry	Puts weight through hands or feet when moving in and out of positions and				Coordinates movements needed to play and explore			-	Has adequate endurance and strength to play with peers		Coordinates movements needed to play and explore	
elf-Expression YES	NO	Is able to latch on while nursing or bottle feeding				while supported in standing				Usually welks with heal too pattern and not primarily on toes		Coordinates movements reacted to play and explore	4	Coordinates movements needed to play and explore		Usually walks with heal too patiern and not primarily on toos	
		Is able to stay calm during car rides when not tired or hungry		Usually tolerates diaper changes without orying		Is able to sit unsupported and turn head to look at objects without losing balance		is able to turn head to look at objects without losing balance while standing		Enjoys and seeks out various ways to move and play		Usually walks with heat top pattorn and not primarily on loss		Usually walks with feel toe pattern and not primarily on loes		Can maintain balance to catch ball or when gently burrised by peers	
s able to be comforted by cuddling or a parent's touch		Enjoys bath time		Is not fearful of tipping head back when moving from sitting to lying down, for activities such as diaper changing	for activities such as diaper changing	Is able to throw balls and maintain balance		Is able to take steps toward motivating item		Has adequate endurance and strength to play with peers		Can maintain balance to catch ball or when gently burriped by peers.	-	Can maintain balance to catch ball or when gently buttped by peers		is able to walk and maintain balance over uneven surfaces	
s not upset with everyday sounds		Is usually able to tolerate diaper changing without crying	<u> </u>	Is able to transition from milk or formula to infant cereal				Crawls or walks to get desired item				Is able to walk and maintain balance over sneven surfaces	A 1	is able to waik and maintain balance over uneven surfaces		Walks through a new room without bumping into objects or people	
		is not fearful when moving to lying on back for diaper changing			YES NO	Uses both hands equally to play and explore toys		Has adequate endurance and strength to play with peers		Can maintain balance to catch ball or when gently bumped by peers	1	Wwike through a new norm without bumping into objects and people	4.5	. Walks through new room without bumping into objects or people		Only leans on furniture, walls or people and sits stumped over when tired	
s usually happy when not hungry or tired					123 10	Is able to clap hands		Uses hands to help move from one position to another		is able to throw and attempt to catch ball without losing balance		Only leans on furniture, wells or people and sits stumped over when fired		Only leans on furniture, walts or people and sits stumped over when tired	-	Coordinates movement needed for quicker sport-like activities (s.g. soccer, kickball, hopsotich, and gross motor video games)	
Enjoys varied playful movement experiences (i.e. bouncing on knees)		Self-Expression YES	NO	is able to be comforted by cuddling or a parent's touch is generally happy when not hungry or tired		Enjoys and seeks out various ways to move and play				Uses hands to help move from one position to another		is able throw and attempt to catch ball without losing balance		is able throw and attempt to catch ball without losing balance		Coordinates hand and finger movements needed to participate in table top	
		Is able to be comforted by cuddling or a parent's touch				Daily Activities	YES NO	Is able to throw balls without losing balance		Uses both hands equally to play with and explore toys	and in second	Coordinates both hands to play, such as swinging a bat or opening a container		Coordinates both hands to play, such as swinging a tast or opening a container		games and activities	
s able to calm with experiences such as rocking, touching, and calm sounds		Is not fearful of everyday sounds		Is able to calm with experiences such as rocking, touch, and soothing sounds is not fearful of everyday sounds		Usually enjoys bath time		Uses both hands equally to play with and explore toys		Daily Activities YE	0 110	Uses both hands equally to play and explore toys		Coordinates hand and finger movement needed to participate in table top		Uses appropriate force when playing with peers or pets or when holding objects.	_
Does not demonstrate frequent or long bouts of being upset		Is generally happy when not hungry or tired		Has an established and reliable sleeping schedule				Seeks out various new ways to move and play		Daily Activities YE	5 NO	Coordinates hand and finger movements needed to participate in table top		games and activities		Para 1	
		Enjoys varied playful movement experiences (i.e. bouncing on knees)		Las al company out laight probably prights		Is able to self calm in car rides when not tired or hungry				Enjoys both time		games and activities		Is able to color and begin to imitate shapes			And I
Total				Total		Is usually able to tolerate diaper changing without crying		Page 1		Is able to self calm in car rides when not tried or hungry				Uses appropriate force when playing with peers or pets or when holding objects		 COPY PREX. OD HOT CHANGE, WUT ACKNOW/BOD Fathewards Or Copyright 2011 Patheward ang is a 501 (CV3) Not-Fat-Padd Public Faculation. Vial aut website www.Patheward.org. Cot to: 	
COPE MEETS, DD HOT CHANGE, WUS ACKNOW/BOSE FAITHMAYS & Cegyright 2011 Pathways.org is a 361 (cj.2) Nol-for-Polit Public Foundation • Vial our website www.Pathways.org • Call IX 1-800-155-2445		Is able to calm with experiences such as rocking, touch, and soothing sounds		COPY MEET, DO NOT CHANGE, MUST ACKNOW/EDGE FATHWATS O Crevilian 20	M1	Page 1		COPY FREEX, DO NOT CHANGE, MUST ACKNOWLEDGE FATHWAYS & Copyrig	ed 2011			Page 1		is able to mantain good sitting posture needed to sit in chair		그 사람이 집에서 한 것이다. 왜 돈이 많이 다 것이 같아요. 그는 것이 것이 같아요.	S
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 motor coordination • self-expression



Watch how therapy helps Ryder overcome sensory issues and learn the joy of playing with peers

If Sensory Issues are Suspected

The next step is to schedule an evaluation with a pediatric occupational therapist.

Occupational therapists using a sensory integration frame of reference (OT-SI) provide evaluation and interventions designed to identify, prevent, and remediate deficits related to a child's:

- sensory/perceptual skills
- motor and praxis skills
- sensory sensitivities, and

A comprehensive therapy program addressing all issues will help infants and children reach their fullest potential.

AOTA and SI

The American Occupational Therapy Association (AOTA) recognizes SI as one of several theories and treatment approaches used by occupational therapists. Therapists using OT-SI approach help children improve their health and participation through engagement in everyday activities.7

Call: 800-955-CHILD (2445)

related patterns of functional performance³⁻⁶



Email: friends@pathways.org



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