





Occupational Therapy

- Occupational therapy promotes functional abilities and engagement in daily routines i.e. occupation = life skills
- In a pediatric setting, the occupational therapist deals with children whose occupations are play school, and socializing
- OT's are trained to treat clients holistically, addressing their cognitive, emotional, social, and physical needs through functional, activity-based treatment.

Sensory Integration is one means of treatment occupational therapist may provide to their clients.

©21/2015



A Child's Perspective

- <https://www.youtube.com/watch?v=D1G5ssZlVUw>

©21/2015



Sensory Processing

- **Sensory Processing:** the normal neurological process (body-brain connection) for organizing sensations for our use in everyday life. We use sensations:
 - To survive
 - To satisfy our desires
 - To learn
 - To function smoothly

©21/2015

Sensory Processing Disorder

SPD is a complex disorder of the brain that affects children and adults.

- Difficulty regulating responses, interpreting or responding appropriately to sensory input.
- Significant difficulties organizing sensation coming from the body and environment.
- Inappropriate or problematic motor, behavioral, attentional, or adaptive responses after sensory stimulation.
- Disorder: Manifested by difficulties in the performance in one or more areas of life: productivity, leisure/play or activities of daily living.

8/21/2015

DO YOU KNOW ME?

Sensory Systems

- Sight
- Sound
- Taste
- Smell
- Touch (Tactile)
- Movement (Vestibular)
- Pressure (Proprioception)

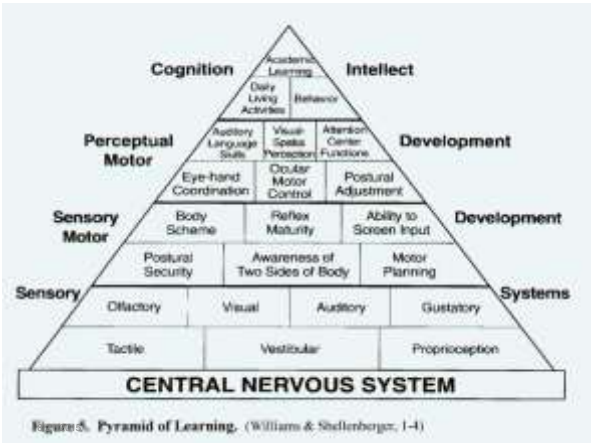
8/21/2015

Sensory Integration

- Our brain receives sensory information from our bodies and surroundings.
- The brain interprets these messages and organizes our purposeful responses.
- Sensory integration provides a crucial foundation for later, more complex learning and behavior.



8/21/2015



Sensory Integration

- Sensory integration is a model for understanding the brain-body connections in children and adults.
- Do you find yourself longing for a walk outside after being indoors all day? Do you tap your feet under the table during a long meeting? Does background music soothe you or irritate you?
- Your reactions relate to what your body needs and how it processes sensory input.

8/21/2015

Sensory Integration

- For most children, sensory integration develops in the course of ordinary childhood activities. But for some children, sensory integration does not develop as efficiently as it should.
- When the process is disordered, a number of problems in learning, development, or behavior become evident



8/21/2015

Self-regulation

- Is the end product of sensory integration
- Is the ability to attain, maintain, and change arousal/alertness appropriately for a task or situation.
- It interferes with our ability to organize behavior
- Involves many neurological connections in the brain including the brain stem, reticular formation, hypothalamus, thalamus, autonomic nervous system, cerebellum, limbic system, vestibular system, and cortex.

8/21/2015

Sensory Regulation

- **Limbic System:**regulates attention through the coordination of the autonomic, somatic, and behavioral systems. Ex. Monday morning response to school vs. vacation.
- **Vestibular System:**very important for maintaining a calm, alert state. Rocking vs. roller coaster
- **Cortex:**broad areas of the cortex are alerted during arousal; however, other parts of the cortex must be inhibited to allow for selective attention.

8/21/2015



Sensory Processing Disorder

Pattern 1: Sensory Modulation Disorder

- Sensory Over-Responsive
- Sensory Under-Responsive
- Sensory Craving

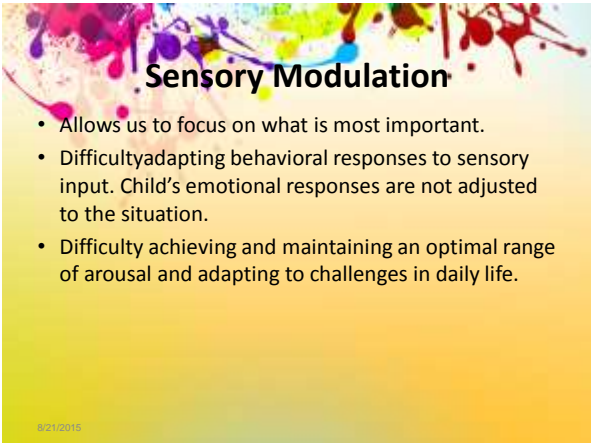
Pattern 2: Sensory-Based Motor Disorder

- Postural Disorder
- Dyspraxia

Pattern 3: Sensory Discrimination Disorder

SPD may occur in each sensory system

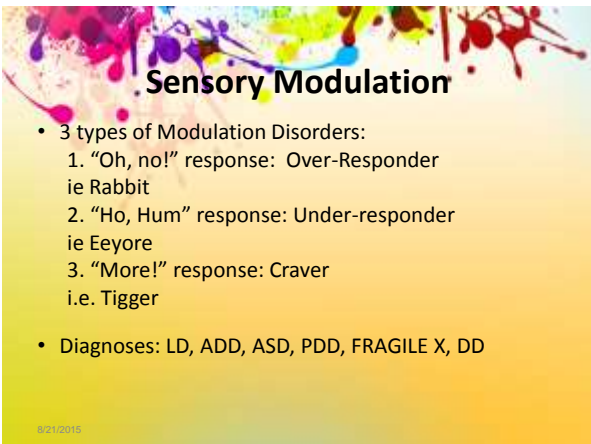
©21/2015



Sensory Modulation

- Allows us to focus on what is most important.
- Difficulty adapting behavioral responses to sensory input. Child's emotional responses are not adjusted to the situation.
- Difficulty achieving and maintaining an optimal range of arousal and adapting to challenges in daily life.

©21/2015



Sensory Modulation

- 3 types of Modulation Disorders:
 1. "Oh, no!" response: Over-Responder
ie Rabbit
 2. "Ho, Hum" response: Under-responder
ie Eeyore
 3. "More!" response: Craver
i.e. Tigger
- Diagnoses: LD, ADD, ASD, PDD, FRAGILE X, DD

©21/2015

Sensory Gating Theory

- Sensory information comes in and builds connections.
 - Gate opens at the point you perceive or feel it.
 - The level it opens = threshold.
 - Under-responder = High Threshold- needs more, frequent and longer stimulation to respond.
 - Over-responder = Low Threshold – needs much less quantity, less intensity and less duration to respond.
- All 3 subtypes are unable to provide correct sensations to themselves for modulation.

8/21/2015

Treatment Theory

	Sensory Over-Responder	Sensory Under-Responder
Gate Opens	TOO SOON, FEEL QUICKLY (Rabbit)	TOO LATE, FEELING DELAYED (Eeyore)
Theshold	LOW, LOW STIMULATION	TOO HIGH, HIGH STIMULATION
Treatment Goal	RAISE THRESHOLD	LOWER THRESHOLD
Treatment	LOW/SLOW	FAST/BLAST

8/21/2015

Over-responder



8/21/2015

Over-responder "Sensory Defensiveness"

- Over-responsiveness of the **protective responses** of the nervous system
- Hyper-responsive to sensation. Most commonly to **touch** and **sound** in combination.
- Their bodies feel sensation too easily or too intensely. They respond too much, too frequently, or for too long to sensory input.
- They feel as if they are being constantly bombarded with information and their brains perceive this sensory input as dangerous even when it is not.
- These child often have a flight or fight or freeze response to sensation.
- Constant state of "high alert" (over active sympathetic nervous system or under active parasympathetic nervous system).

©21/2015

Red Flags

- Aggressive or impulsive when overwhelmed by sensory stimulation.
- Irritable, fussy, and moody. Lots of anxiety!
- Unsociable . They try to minimize sensation – avoid groups and relationships.
- Upset by transitions and unexpected changes.
- Extremely cautious and afraid to try new things (problem eaters).
- Often labeled a fussy baby, difficult or out of control.

©21/2015

Over-responder

Sensory System	Sensory Stimuli	Behavior
Tactile	Light touch	Clothing tags
Visual	Avoids or is threatened by eye contact	Poor social skills
Taste/Smell	Gags on food	Picky eater
Auditory	High frequency sounds	Covers ears
Vestibular	Fearful of movement	Changing diapers (moving backwards)
Interoceptive (internal)	Stress or worry	Headaches, body aches
Proprioceptive	Slow, high intensity input	Calming and organizing

©21/2015

Principles of Treatment

1. Normalize the child's arousal. Child taught how to **prevent** over-arousal.
2. Heavy work to calm over-arousal-better is child administers sensation to self.
3. Predictability. Schedules. Prepare in advance.
4. Adult must stay calm. Time and choosing battles.
5. Keep child busy with predictable tasks when in busy or new environments.
6. Slowly expose child to normal sensations.
7. Sensory tools- smooth, soft and squishy, and weighted.

©21/2015

Under-responder



©21/2015

Under-responder

- SUR is less sensitive to and less aware of sensory stimuli than most people.
- Examples:
 1. Doesn't cry when seriously hurt.
 2. Doesn't seem to notice when touched.
 3. Nearly always prefers sedentary activities.
 4. Is or was unaware of the need to use the toilet, eat, drink or fall asleep.
- Theory: over active para-sympathetic nervous system.

©21/2015

Red Flags

- Passive, quiet , withdrawn. They rarely initiate interactions with people.
- Apathetic and easily exhausted.
- Excessively slow to respond to directions or complete a task.
- Poor inner drive , uninterested in exploring games or objects or the world around them. Need a lot of prompts to stay engaged.
- Easily lost in own fantasy world.
- Under-responsivity to tactile, vestibular and deep pressure may lead to poor body awareness, clumsiness, or not grading movements appropriately.

©21/2015

Principles of Treatment


1. Use alerting, fast, or intense sensory input to generate arousal.
2. Use fast blasts of tactile, proprioceptive, and vestibular sensory input to alert whole body responses.
3. Use stimulation of taste and smell to activate arousal. Preparatory activities
4. Motivating to the child-star wars, cars etc. to tap inner drive.

©21/2015

Under-responder

Sensory Domain	Sensory Stimuli	Behavior
Auditory	Name called repeatedly	Doesn't orient to or respond
Visual	Moving objects	Poor ball skills, loses place in reading
Taste & Smell	Doesn't notice food properties	Eats too much/safety concerns
Touch	Light touch	Clothing askew on body, food on face
Vestibular	Movement experiences	Decreased desire to explore, seated tasks
Proprioceptive	Gravity external forces	Slumps, pushes too hard on pencil
Interceptive	Under awareness of body needs	Has "accidents"

Sensory Craving



©21/2015

Sensory Craving

- “More, More, More!” Seems to need much more sensory stimuli than most people.
- Typically found in the **vestibular** system and **proprioceptive** system.
- They are on the move constantly, like jumping, crashing, rough housing and excessive swinging or spinning. They are constantly touching objects or people. They crave vibration and love watching spinning objects.
- Don't accept limits; insatiable desire for sensory input.
- Can't fill their “leaky buckets” or nervous systems (addiction theory) .
- Over –aroused - (weak parasympathetic nervous system- less habituation).

©21/2015

Red Flags

- Overly “affectionate”; not understanding what is “their space” vs. “other's space”.
- Constantly want control over every situation.
- Does not wait turn, interrupts constantly.
- Angry or even explosive when required to sit still or stop what he is doing.
- Prone to create situations others perceive as dangerous or disruptive (brain feels “normal” with chaos so kids seek equilibrium).
- Intense, demanding and hard to calm- become more aroused and disorganized with more sensory input (seekers will respond to increased input).

Teach them to Stop, Wait, Watch, and Listen.

©21/2015

Sensory Craving

Sensory System	Sensory Stimuli	Behavior
Proprioceptive	Muscles stretching and contracting	Excessive jumping, crashing and bumping
Vestibular	Changes in head position	Excessive rolling, rough housing, spinning
Oral	Cravings for mouthing	Licks, smells, bites
Visual	2 dimensional	Screen obsession
Auditory	Noise-louder the better	Very loud speaking voice

©21/2015

Principles for Treatment

1. Create organized movement experiences that are goal directed and purposeful.
2. Use intermittent, varying, or interrupted vestibular input.
3. Use program that incorporate “heavy work” with purposeful tasks.
4. Use environmental modifications when socializing with peers. (tape/ carpet square/ towels).
5. Use enclosed or small spaces to control activity.


©21/2015

Sensory Lifestyle

Sensory diet or lifestyle: providing purposeful sensory input as part of the daily routine to help a child feel organized and focused so able to:

- Tolerate sensations and situations he/she finds challenging
- Regulate his/her alertness and increase attention span
- Limit sensory seeking and sensory avoiding behaviors
- Handle transitions with less stress

©21/2015



How does your engine run?

- Imagine your body like a car engine.
- You may feel like your engine is running in “HIGH SPEED”; you may find it difficult to pay attention, sit still, and complete work.
- In “LOW SPEED”; you may find it hard to concentrate because you are daydreaming. Your body feels like a couch potato-no energy!
- Or “JUST RIGHT”; in this place it is easier to pay attention and complete your work.


8/21/2015



Sensory Checklist

- When you are needing to concentrate at your work space, what sensory input do you prefer to work most efficiently?
 - a. What do you put in or around your mouth? (food, gum, etc)
 - b. What do you prefer to touch (clothing, fidget items, etc.)
 - c. What types of movement do you use (rock in chair, tap fingers, move foot, stretch breaks, etc
 - d. What are your visual preferences? (natural lighting, visual distractions, clutter, etc)
 - e. What auditory input do you use? (music, people talking, TV in background, etc.)

8/21/2015



Vision

- Sense of seeing, perception (not to be confused with eyesight)
- Allows us to identify sights, anticipate what is coming at us, prepare for a response


8/21/2015



Vision Activity

- Take turns watching the pinwheel spin-first in front of your face, then out of your periphery
- How are they different?
- Do you prefer one way over another?

8/21/2015



Dysfunction

<p>Over-responsive</p> <ul style="list-style-type: none"> • Bothered by bright lights/sun • Avoids eye contact • Dislikes visually busy places • Prefers dim lighting, rubs eyes a lot 	<p>Under-responsive</p> <ul style="list-style-type: none"> • Loves shiny, spinning, moving objects • Difficulty with eye-hand coordination tasks and visual tracking eg ball play, reading • Loves, action-packed tv shows, electronic games • Difficulty distinguishing between similar letters/shapes • Not understanding concepts such as up/down, before/after, first/second, top/bottom
---	--

8/21/2015



What can you do to help?

<p>Alerting</p> <ul style="list-style-type: none"> • Bright lights, colors • High contrast • Visually busy environments/boards • Technology eg ipad, computer limit to 15min 	<p>Calming</p> <ul style="list-style-type: none"> • Talk side by side, in mirror, or across room to decrease intensity of eye contact • Natural light vs fluorescent • Low lighting toys eg lava lamp, fish tank, fiber optic, busy bottle • Visual schedule • Decrease visual distractions • Eliminate art hanging from the ceilings • Restrict visual field e.g. folder • Sunglasses • Decrease contrast, colored acetate used with projectors
---	--

8/21/2015

Toys

- Busy bottle
- Lava lamp, bubble dropper
- Fiberoptic toys
- Visual schedule



8/21/2015

Case Study

1. -Start talking next to, across room, or through the mirror for less intensity
 -Look through the Ipad camera to watch teacher during circle time (Eeyore kiddos)
2. -First/then, limited time (10min)
 -Exchanges with the Ipad take turns, bring over toys related to the app they are playing eg farm animals
3. -Model another way to play with toys and get them to imitate, new perspective of toy so if rolling on the floor roll on furniture instead
 -Give them a variety of things to spin

8/21/2015

Hearing

- Sense of hearing to receive sounds
- Ability to process sounds to interpret meaning

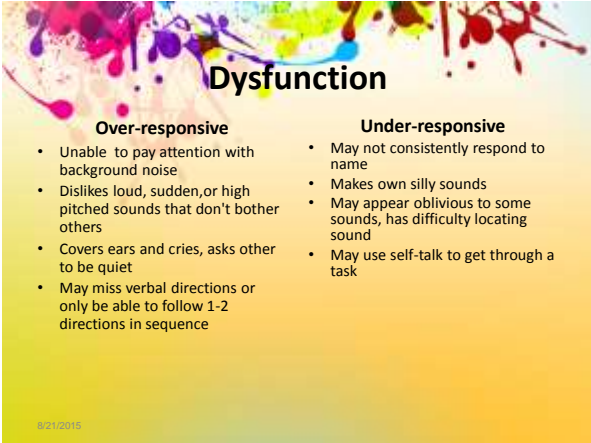
8/21/2015



Hearing Activity

- Try to tell person across the group a story while everyone around you has side conversations
- How difficult is it to get the details of the message clearly?

©21/2015



Dysfunction

<p>Over-responsive</p> <ul style="list-style-type: none"> • Unable to pay attention with background noise • Dislikes loud, sudden, or high pitched sounds that don't bother others • Covers ears and cries, asks other to be quiet • May miss verbal directions or only be able to follow 1-2 directions in sequence 	<p>Under-responsive</p> <ul style="list-style-type: none"> • May not consistently respond to name • Makes own silly sounds • May appear oblivious to some sounds, has difficulty locating sound • May use self-talk to get through a task
---	--

©21/2015



What can you do to help?

<p>Alerting</p> <ul style="list-style-type: none"> • Fast-paced, loud music • Increased facial expressions, tone of voice, proximity when giving directions 	<p>Calming</p> <ul style="list-style-type: none"> • Slow, rhythmic, quiet music • White noise • Metronome • Earmuffs or headphones
--	---

©21/2015

Toys

- Musical instruments
- Soft background music eg Ipad app
- Busy bottle soundmakers



©21/2015

Case Study


1. Use picture schedule let them know its coming, headphones or hands over ears
2. Get close to child and use big gestures and facial expressions to get attention. Guide them to next activity, but try to avoid just pulling by hand ie passenger in a car no idea directions to get to destination

©21/2015

Taste & Smell

- Taste and smell linked
- May result in picky eating or tasting inedible objects
- Sense of smell most powerful sense because directly linked to brain

©21/2015



Taste/Smell Activity

- Everyone in the group close your eyes except for leader who will spray a body spray mist
- What does it smell like? How does it make you feel?
- Now take a piece of gum and chew. How does it make you feel compared to the spray?

8/21/2015



Dysfunction

<p>Over-responsive</p> <ul style="list-style-type: none"> • Picky eating: object to textures or temperatures • Talks about smell a lot, notices odors others do not, plugs nose, 	<p>Under-responsive</p> <ul style="list-style-type: none"> • May prefer spicy or hot foods • Prefers strong odors eg perfume, cleaning product • Licking inedible objects
---	---

8/21/2015



What can you do to help?

<p>Alerting</p> <ul style="list-style-type: none"> • Crunchy foods eg pretzels, raw veggies • Lemon heads, mints • Cold fruits eg oranges, grapes • Scented markers 	<p>Calming</p> <ul style="list-style-type: none"> • Brush teeth with vibrating toothbrush to desensitize • Chewy tube • Chewing foods eg dry fruit, gummies • Suck thick liquid through camelback water bottle or a straw eg yogurt • Essential oils in sweatband eg lavender • Lollipop, hard candy • Bubbles • Lotion • Picky eating-draw picture of meal
--	---

8/21/2015

Toys

- Chewy tube
- Electric toothbrush
- Sensory bins with scented materials
- Scented markers



8/21/2015

Case Study

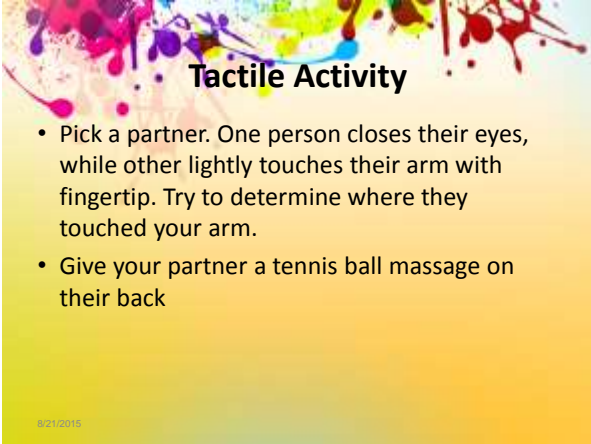
1. Let them touch food, make food journal ie draw picture of food, suck thick liquid through straw or water bottle
2. Use chewy tube, electric toothbrush, camel back water bottle as alternatives or give them heavy work to do for alternative input

8/21/2015

Tactile

- Gives information about texture, touch, pain, and temperature
- Helps the person make sense of the world and respond appropriately to touch

8/21/2015



Tactile Activity

- Pick a partner. One person closes their eyes, while other lightly touches their arm with fingertip. Try to determine where they touched your arm.
- Give your partner a tennis ball massage on their back

©21/2015



Dysfunction

<p>Over-responsive</p> <ul style="list-style-type: none"> • Sensitivity to textures eg clothing • Avoidance of getting messy • Avoidance of affectionate touch esp light touch • Dislikes nail trimming/hair-cutting/hair-brushing/tooth-brushing • Limited food preferences • Difficulty standing in line with others 	<p>Under-responsive</p> <ul style="list-style-type: none"> • Doesn't notice messy hands/face • Touches everything, brings objects and toys to mouth • Doesn't notice cut/scrapes/ pain • Unintentionally rough with other kids or pets
---	---

©21/2015



What can you do to help?

<p>Alerting</p> <ul style="list-style-type: none"> • Light touch, tickling • Sensory bins eg rice, sand, beans • Find hidden objects • Painting with various textures • Matching textures, tactile puzzle • Vibrating toys 	<p>Calming</p> <ul style="list-style-type: none"> • Deep pressure, hug • Weighted blanket, stuffed animal • Fidget toy • Compression vest, Spandex • Massage
---	--

©21/2015

Toys

- Weighted blanket
- Kinetic sand
- Fidgets

8/21/2015

Case Study

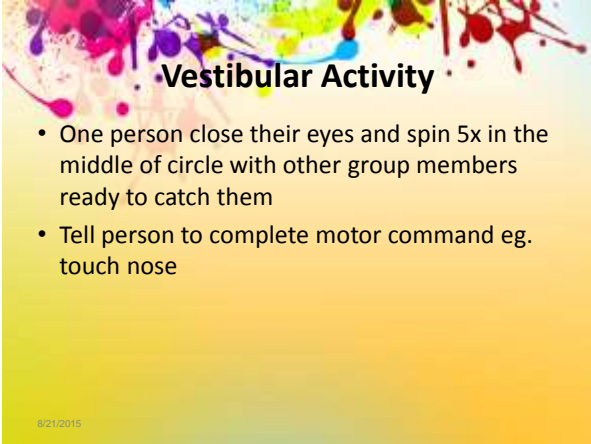
- Walk at end of line so no one behind them who could accidentally touch them
- Give them carpet square for own play space
- Use deep pressure hugs to show affection
- If child hits someone, teach them to touch their own body instead of others e.g. find your "hands" and squeeze or tap "knees"

8/21/2015

Vestibular (movement)

- The sense of movement
- Info provided to the inner ear about gravity/ space, balance/movement, and our head/body in relation to the surface of the earth
- Spinning, swinging, and hanging upside down provide the most intense, longest lasting input.

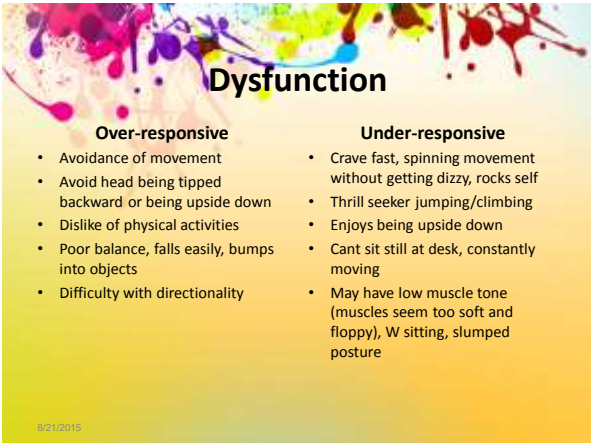
8/21/2015



Vestibular Activity

- One person close their eyes and spin 5x in the middle of circle with other group members ready to catch them
- Tell person to complete motor command eg. touch nose

8/21/2015



Dysfunction

<p>Over-responsive</p> <ul style="list-style-type: none"> • Avoidance of movement • Avoid head being tipped backward or being upside down • Dislike of physical activities • Poor balance, falls easily, bumps into objects • Difficulty with directionality 	<p>Under-responsive</p> <ul style="list-style-type: none"> • Crave fast, spinning movement without getting dizzy, rocks self • Thrill seeker jumping/climbing • Enjoys being upside down • Cant sit still at desk, constantly moving • May have low muscle tone (muscles seem too soft and floppy), W sitting, slumped posture
--	--

8/21/2015



What can you do to help?

<p>Alerting</p> <ul style="list-style-type: none"> • Rotation movement spinning, rolling, sliding, dancing • Upside down, rolling on incline • Bouncing on ball • Disc seat • Scooterboard 	<p>Calming</p> <ul style="list-style-type: none"> • Linear movement, rocking, swinging • Jumping on trampoline • Crawling through tunnels, up inclines, obstacle course
--	---

8/21/2015

Toys



- Therapy ball
- Disc Seat
- Compression Swing
- Wedge cushion

Case Study

- Give them a disc seat or theraband on chair legs to give movement input while sitting at the table
- Give movement breaks eg animal walk, carry something for the teacher, swing in sensory room

8/21/2015

Proprioception

- the sense of joint and muscle position in space
- lifting, pushing, and pulling heavy objects, including one's own weight

8/21/2015



Proprioceptive Activity

- Close eyes and have group members position body parts so person has to mirror with other limb or describe positioning of each body part

8/21/2015



Dysfunction

Under-responsive

- Poor sense of body awareness
- Sucks thumb or fingers, chews on clothes, and toys
- Grinds teeth, cracks, knuckles
- Poor fine motor skills
- Lean, bump, or crash into objects and people
- Difficulty grading movements

- Stiff, uncoordinated, clumsy
- Walks on toes or walks heavily
- Loves tight hugs and "squishing" activities
- Chooses thick/heavy blankets
- Prefers tight-fitting clothes
- Invade other's personal space
- Self-abusive behaviors

8/21/2015



What can you do to help

Heavy Work

- Class chores
- Isometrics eg push against wall, push hands together, hook hands and pull apart, chair push-up etc.
- Push/pull eg joint compressions (weight-bearing or person pressing joints together eg hands and ankles, theraband, "row, row, row your boat"
- Weighted items eg backpack, lap pillow, weighted vest, ankle weights
- Weight-bearing eg yoga, animal walks, wheelbarrow, commando crawl
- Jumping eg trampoline, crashing games into cushions
- Deep pressure eg spandex, hug, massage, sandwich with blanket/pillow, steamroll with therapy ball, manipulative play putty/playdoh, stressball
- Chewy foods or water bottle eg camelback, coffee stirrer

8/21/2015

Toys



- Ball pit
- Therapy ball
- Body sock
- Bean bag
- Lap weight
- Theraband
- Stressball
- Yoga cards
- Spandex
- Camelback

©21/2015

Case Study

1. Teach them not to be a "space invader." Give them defined space eg carpet square or body sock, fidget toy, lap weight for circle time activities
2. Have them march somewhere or do animal walk for extra input to joints to increase body awareness

©21/2015

Other Support Strategies

- Environment: lighting, noise level, seating
- Simplify directions
- Ease transitions: visual schedule, social stories, transition object/job
- Movement breaks
- Positive reinforcement: sticker chart
- Emotional needs: stoplight
- Buddy system: peer model
- Safe space: quiet corner

©21/2015

IM Best Practice Resources Cont. 

Recommended Reading List
The FIVE FINGER METHOD is a learning tool about sensory integration and how it may apply to their professional practice.

- The Owl of Ipec CD-ROM: Recognizing and Coping with Sensory Integration Dysfunction. By Carol Ann Kranowitz, M.A. New York: Harper.
- The Owl of Ipec CD-ROM: How Play Activities for Kids with Sensory Integration Dysfunction. By Carol Ann Kranowitz, M.A. New York: Harper.
- Sensory Integration with the Child. By Jean Ayres. Los Angeles: Western Psychological Services.
- The Sensory Lifestyle Cycle: Practical Solutions for Out of Balance Behavior. By Karen A. Smith, Ph.D. and Gene M. Glaze, Ph.D. Wesley: Saunders.
- Sensory Processing for Parents: Your Kids Are Not Weird. By Judith C. Aronson. Available through Sensory Solutions, 888-434-2822.
- Addressing Sensory Issues: C-98: The Definitive Handbook for Helping Your Child with Sensory Integration Issues. By Louise Bell, MA OTR/L, Kelly Packer. Pragati.
- Clark's Kids: Understanding and Helping your Child Who Doesn't Fit in - When to Worry and When Not to Worry. By Cheryl Clark, MD and Helen Clarke, MD. Sigdalen Press.
- The Explosive Child. By Ross W. Greene. New York: HarperCollins.

Recommended Magazines

- S.I. Focus Magazine - call 7 (281) 941 9999
- Connections: Bright solutions for kids with learning and sensory differences - call 1 (800) 622 0638
- Today in OT - www.todayinot.com

IM Best Practice Resources 

Recommended Reading List

- The Owl of Ipec CD-ROM: Recognizing and Coping with Sensory Integration Dysfunction. By Carol Ann Kranowitz, M.A. New York: Harper.
- The Owl of Ipec CD-ROM: How Play Activities for Kids with Sensory Integration Dysfunction. By Carol Ann Kranowitz, M.A. New York: Harper.
- Sensory Integration with the Child. By Jean Ayres. Los Angeles: Western Psychological Services.
- The Sensory Lifestyle Cycle: Practical Solutions for Out of Balance Behavior. By Karen A. Smith, Ph.D. and Gene M. Glaze, Ph.D. Wesley: Saunders.
- Sensory Processing for Parents: Your Kids Are Not Weird. By Judith C. Aronson. Available through Sensory Solutions, 888-434-2822.
- Addressing Sensory Issues: C-98: The Definitive Handbook for Helping Your Child with Sensory Integration Issues. By Louise Bell, MA OTR/L, Kelly Packer. Pragati.
- Clark's Kids: Understanding and Helping your Child Who Doesn't Fit in - When to Worry and When Not to Worry. By Cheryl Clark, MD and Helen Clarke, MD. Sigdalen Press.
- The Explosive Child. By Ross W. Greene. New York: HarperCollins.

Recommended Magazines

- S.I. Focus Magazine - call 7 (281) 941 9999
- Connections: Bright solutions for kids with learning and sensory differences - call 1 (800) 622 0638
- Today in OT - www.todayinot.com

8/21/2015
