



Experience of the Sensory Integration course 2021

Helen Lindner, PhD

Occupational Therapist, Adult Habilitation Centre, Region Örebro County, Sweden
Senior Lecturer, Örebro University, Sweden



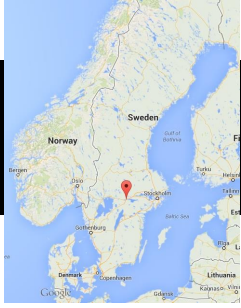
Content of my presentation

Why did I take the Sensory Integration course?

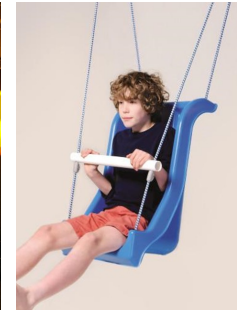
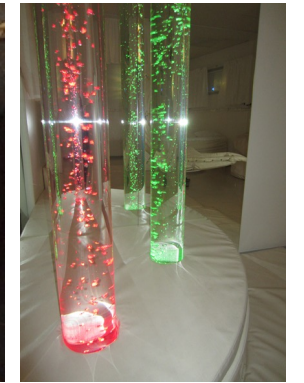
My experience of the Sensory Integration course

How do I use Sensory Integration in my clinical work after I have taken the course?

My experience of a study environment with students from different parts of Europe



My clinic is called "Experience" – Sensory Integration and Snoezelen Multi-Sensory Environment



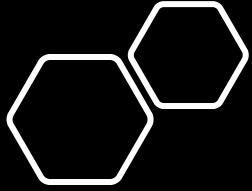
Why did I take the Sensory Integration course?

I wanted to learn the theories behind the rooms at my clinic

Children with more autism-like behaviors are likely to be clumsier. What are the mechanisms behind this clumsiness?

Many children can experience both hypersensitivity (over-responsiveness) and hyposensitivity (under-responsiveness). What are the mechanisms behind?

Apart from children with AST, can we use SI to treat other disorders?



- Children with more autism-like behaviors are likely to be clumsier. What are the mechanisms behind this clumsiness?

Ref: Betina Rasmussen, Module 2 & 3, SI course

Touch Discrimination Dysfunction

Inadequate somatosensory discrimination is linked with motor planning deficits due to poor body scheme or body awareness and inadequate tactile perception.

We see it in:

- Ability to button, pull up zipper and tie shoe
- Poor playground skills
- Difficulty manipulating tools or challenges learning to ride a bike



The Vestibular Discrimination Dysfunction

- Poor postural control, impaired balance, and difficulty coordinating the head and eye during movement are features often seen in individuals with deficits in vestibular discrimination
- Clumsiness
- Difficulty using feedforward and feedback to calibrate movement

Indicators of poor sensory modulation (SMD)

Overresponsivity

Defensive and aversive reactions

- **Sensory defensiveness** (fight/flight response to sensory stimuli from f.x. tactile/auditory sense)
- **Gravitational insecurity** (fear of vestibular stimulation related to gravity)
- **Aversive responses** (autonomic response to vestibular stimuli)

Underresponsivity

Reactions of less-than-expected amplitude

- **Underresponsive:** can be seen in any sensory system
- Difficult to distinguish from poor discrimination

Fluctuating

- **Fluctuating response** in any sensory system
- Sometimes greater -than/lesser-than expected

- Many children can experience both hypersensitivity (over-responsiveness) and hyposensitivity (under-responsiveness). What are the mechanisms behind?

Ref: Julie W. Broge, *Sensory Integration Categories of dysfunction Sensory Modulation Disorder, Module 2, SI course*

- Apart from children with AST, can we use SI to treat other disorders?
- Ref: Julie W. Broge, Applying Sensory Integration and Sensory-based approaches with Specific Populations, Module 3, SI course


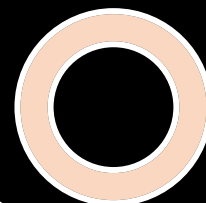
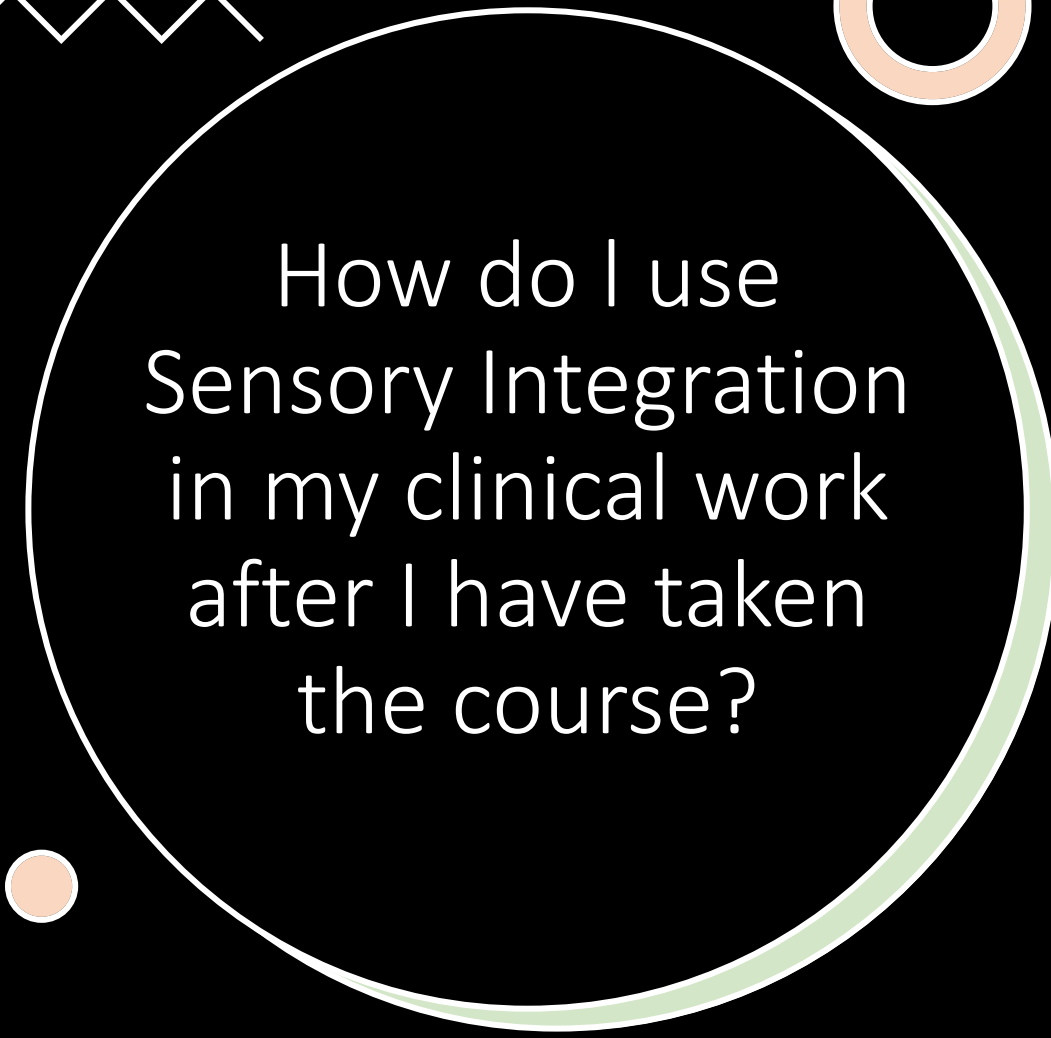

Psychiatric or Mental Health Disorders

Typical disorders where SI dysfunction occurs*:

(* Part of disorder and/or co-morbid)

- **Schizophrenia**
 - Example of a probable type of Neurodevelopmental, Biobehavioral, Cognitive Disorder with Psychiatric Symptoms
- **Anxiety Disorders**
 - Family of disorders of mental health
- **Trauma and Stress-Related Disorders**
 - Group of disorders of mental health
- **Mood Disorders**
 - Family of mental health disorders with a Biobehavioral component
- **Autism Spectrum Disorders**
 - Neurodevelopmental disorder often co-morbid with mental health disorders
- **ADHD**
 - Neurodevelopmental disorder often co-morbid with mental health disorders

(Bundy et al., 2020, Ch. 19 Sections 6, 3 and 2)



How do I use
Sensory Integration
in my clinical work
after I have taken
the course?

- We look into different instruments
- We will continue use the Sensory Profile
- We use Goal Attainment Scaling
- My colleague has started using the clinical observation



My experience of the SI course

- Passion about SI
 - Expertise of the SI group
 - Organisation of materials – 3 modules
 - Use of videos and cases
-
- Moodle
 - Course literature
 - Individual assignment
 - Group assignment
 - Studying with students from other countries in Europe

A reflection after the SI course

“Our perception of reality is defined by our senses.”

ARDEM PATAPOUTIAN

