



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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ASHTAVAKRA JOURNAL CLUB
SESSION 2022-23
B.Ed. Spl. Edu.VI

Date: 30/12/22

Time: 1:30 PM

TOPIC – SENSORY INTEGRATION

AUTHOR – A. Jeans Ayres

NAME OF THE JOURNAL (APA) – Sensory Integration

ABSTRACT

Sensory integration is the process of organizing sensations from the body and from environmental stimuli and it is a term where "sensory integration" also refers to the processing, integration, and organization of sensory inputs from the internal organs and the external environment

Sensory information is received from our senses, which include:

- Sight (vision)
- Hearing (auditory system)
- Touch (tactile system)
- Taste (gustatory system)
- Smell (olfactory system)
- Proprioception (senses of body awareness and position)
- Vestibular (awareness of movement, balance, and coordination)
- Interoception (our internal sensory system that tells us what is happening inside our body, for example, hunger, needing the toilet, fatigue, emotions, etc)

Sensory integration theory is used to explain why individuals behave in particular ways, plan intervention to ameliorate particular difficulties, and predict how behaviour will change as a result of intervention. Individuals with sensory-processing difficulties often experience delayed or impeded typical behaviours and functioning as a result of interferences in neurological processing and integration of sensory inputs. Sensory dysfunction affects the neurological processing of sensory information and sensory systems which causes negative impacts on learning and development.

OBJECTIVES: The basic objective to perform sensory integration is in the process of intervention approach, it is used as "a clinical frame of reference for the assessment and treatment of people who have functional disorders in sensory processing

METHODS:



| Visual | Auditory | Tactile | Gustatory (Taste) | Olfactory (smell) | Vestibular | Proprioceptive |
|---|--|---|---|--|--|---|
| Spinning tops or toys | Incorporate music during activities | Play dough | Mouth and chewing toys | Lotion with calming or alerting aromas | Rocking chair | Playground - climb, hang, run through, and go under equipment |
| Light up toys | Noise cancelling headphones | Sensory bin with rice, beans, cereal, or waterbeads | Vibrating toys | Scented soaps to wash hands | Spinning | Sand play - dig or pour |
| Use a flashlight or pen light to draw attention | Background noise, white noise, or sound machine | Theraputty | Vibrating toothbrush | Essential oils diffuser, necklaces | Bend over and place head below heart | Jump on trampoline |
| Visual memory games | Books, puzzles, toys, or manipulatives with sound | Sand or water play | Sour, salty, crunchy, snacks | Ride tricycles, scooter boards, or scooters | Fast, alternating movements | Jumping or running in place |
| Colored chalk, markers, crayons, and pencils | Bubble wrap | Lotion massage rub to hands and arms | Drink warm or cold liquids | Jumping jumps | Ride tricycles, scooter boards, or scooters | Theraputty exercises |
| Lava lamps | Snap, clap, or stomp | Fidget toys | Variety of straw types (i.e., hard, soft, rubber, textured) | Obstacle course | Jumping jumps | Stand up to do work |
| Bubbles | Play with music instrument | Scratchy gloves, sand paper, cotton balls, brushes | | Bounce and roll on therapy ball - slow or fast | Bounce and roll on therapy ball - slow or fast | Chair or wall push ups |
| Look in mirror | Kazoo toy | Finger writing or hand play with shaving cream or whipped cream | | Therapy ball chair | Therapy ball chair | Bear or crab walk |
| Coloring mixing activities | Listen to nature sounds outside (i.e., birds, ducks, dogs) | | | Sit N Spin | Sit N Spin | Yoga poses |
| Light table | | | | Take a longer route to and from class | Take a longer route to and from class | Push or carry a heavy box around the room |
| Shadow exploration | | Finger paint | | Vibration toys | Vibration toys | Obstacle course |
| Parachute play | | Bubble wrap | | | | Bear or crab walk |
| | | Felt strips | | | | Yoga poses |
| | | Textured foam paper | | | | Push or carry a heavy box around the room |
| | | Carpet samples | | | | Obstacle course |

RESULT:

These all methods of sensory integration helps in developing sensations in the organs of the body. The individual is now capable of being independent in performing sensory related activities.

Multisensory integration, also known as **multimodal integration**, is the study of how information from the different Sensory modalities (such as sight, sound, touch, smell, self-motion, and taste) may be integrated by the nervous system.



CONCLUSION: Sensory integration therapy (SIT) was originally developed by occupational therapist A. Jean Ayres in the 1970s to help children with sensory-processing difficulties. It was specifically designed to treat Sensory Processing Disorder (sometimes called Sensory Integrative Dysfunction). Sensory Integration Therapy is based on **Sensory Integration Theory**, which proposes that sensory-processing is linked to emotional regulation, learning, behaviour, and participation in daily life.

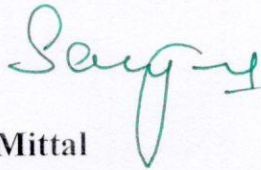
KEYWORDS:- Sensory , Integration, Multisensory, Vestibular, proprioception

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