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Exploration of Ayres Sensory Integration® in School-Based Practice: A Clinician's Perspective

Maria Cerase, OTD, OTR/L

Thomas Jefferson University, maria.cerase@students.jefferson.edu

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Title of the Doctoral Presentation

Exploration of Ayres Sensory Integration® in School-Based Practice: A Clinician's Perspective

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Authors

Maria Cerase, OTD, OTR/L

Roseann Schaaf¹, PhD, OTR/L, FAOTA

Zoe Mailloux¹, OTD, OTR/L, FAOTA

Julie Bissell^{2,3}, OTD, OTR/L, ATP, FAOTA

Affiliations:

¹ Thomas Jefferson University, Department of Occupational Therapy, 901 Walnut Street, Philadelphia, PA 19107

² Anaheim Elementary School District (Retired)

1001 S. East Street, Anaheim, CA 92805

³ University of Southern California (Retired)

*Chan Division of Occupational Science and Occupational Therapy
1540 Alcazar Street, Los Angeles CA 90089*

Corresponding Author

Maria Cerase, OTD, OTR/L, cerase.maria@gmail.com

Abstract

Introduction: While *Ayres Sensory Integration®* is an evidenced-based intervention for autism with potential application in school settings (Whiting et al., 2023; Steinbrenner et al., 2020; May-Benson et al., 2014), school-based occupational therapists perceive challenges in its implementation.

Objectives: To explore the current factors, including facilitators and barriers, identified by school-based occupational therapists impacting the use of ASI intervention in school-based practice.

Methods: Cross-sectional descriptive study using survey methodology from a national sample of school-based occupational therapists.

Results: Descriptive statistics calculated for frequency and percentages of reported responses. Top perceived barriers to ASI implementation in the school setting include budget/funds available for implementation, teacher knowledge, administrator

knowledge, space, equipment, and time. The top perceived facilitator was clinician's own education and training on sensory integration.

Conclusion: Findings suggest that school-based occupational therapy practitioners are interested in using an ASI approach to address student participation challenges, however, they perceive many barriers to its implementation in the school setting.

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Synopsis

This study used an online survey to describe the current facilitators and barriers impacting the use of ASI intervention in the school setting for occupational therapists. Findings indicate that school-based occupational therapists are interested in using ASI and believe it is relevant in the school setting. However, they perceive many barriers to its use in the school setting, including funding, space, equipment, time, and teacher and administrator knowledge.

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Keywords

Ayres Sensory Integration®; Autism; Occupational Therapy; School-Based Practice

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