

Home Activity Packet for Kids with Sensory Processing Disorder

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Sensory Processing Disorder:

Sensory Processing Disorder happens when it is hard for the brain to understand entering sensory information. Since the entering information is confused, it may cause the body to react strangely through motor reactions. Normal motor reactions cannot be controlled by the child, but are automatic. These reactions help a child do many activities and behave appropriately in daily life. Also, these motor reactions effect a child's development. Children with sensory processing issues are overwhelmed by all the information coming in. This gets in the way of the child's life through behavior and communication. The reactions can be sorted in four different ways: sensory avoidance, sensory seeking, sensory sensitivity, and low registration.

*See the glossary for specific meanings and examples.

It is important to know that there is a strong emotional and psychological part of having sensory processing issues. These parts may affect a child's behavior. Also, remember, many children have sensory issues and do not have a hard time in doing activities from day to day. It can be a problem when the sensory issues interfere with a child doing activities in his or her life. If you think your child may have some kind of sensory processing issue, you should speak to a doctor or other health professional for help and direction. Also, make sure the health professional is trained in this area for quality service. **As a parent it is important to not lose hope and to be patient. This is important because it does take time and effort for the child to get better.** (From my experience with parents)

Some common examples of sensory processing issues include:

- The child may have a hard time balancing, which will affect the ability to sit correctly in a chair to eat or get dressed. It may also be hard for the child to play on a playground because of falling or tripping over things.
- The child may have a hard time moving toys where his or her feet have to be off the ground such as a bicycle, which will effect playtime for the child.
- The child may have a hard time moving on playground equipment or fear the high parts of the equipment. This will affect playtime for the child.
- Loud noises may cause the child to cover his or her ears. This will affect the child's involvement in social activities. Loud noises may also cause the child to separate him or herself from interactions in many social situations.
- The child may not be able to focus with noise in the background, which will affect schoolwork. In this case, the teacher may not understand the child's attention issues.

- Lots of movement around the child may cause him or her to be highly excited or stimulated. This can affect the way he or she acts in many social situations in the community.
- The child may smell everything before eating it or playing with it. Also, the child may get upset when he or she smells strong odors. Be aware that some people may not believe this is a real issue; however, for a child with smell issues any smell is increased more than what a typical person would smell.
- A child may be fearless in doing activities or not think before he or she acts. This can be dangerous such as when the child is playing on a playground.

Activities

The kinds of sensory information included in this packet are tactile, proprioceptive, vestibular, gustatory, auditory, visual and olfactory. These are also the common categories of entering sensory information.

*See the glossary for specific meanings and characteristics.

*If your child seems unwilling to do any of the activities below, slowly ease the child into the activity. Do not make the child do the activity, but he or she should try the activity. Also, always remember to make it fun for the child. Giving choices also helps with doing activities. If your child is really enjoying an activity it is ok to let him or her do the activity as long as it does not become obsessive. You may even use the wanted activity as a reward system in order for the child to do other activities. **Many of the activities will need supervision so the child does not get hurt and so that no one else gets hurt.**

Tactile

- Play dough
*Recipe:

Rubbery: 2 cups baking soda, 1 ½ cups water, 1 cup cornstarch; mix with fork until smooth. Boil over medium heat until thick. Spoon onto plate or wax paper.

Oatmeal: 1 cup flour, 2 cups oatmeal, 1 cup water; gradually add water to flour and oatmeal in bowl. Stir until mixed, it will be sticky. Use like clay. For added texture use cornmeal or coffee grounds.

<http://babyparenting.about.com/cs/activities/a/playdough.htm>

- Touch and Feel Books

- Rub a variety of textures or feelings against the child's skin during bath time or when getting ready for the day or for bed. Try different kinds of baths (ones with salt, shaving cream) and scrubbers (washcloth (soft and rough), loofahs, pommex stone, pot-scrubber, etc.)
- Also, while at bath time, get the water really bubbly and give the child toys and kitchen supplies that measure and pour (measuring cup, pitcher, bottles)
- Painting pictures or things with hands (wood, paper, clay, scraps); You can mix the paint with sand, shaving cream, food (pudding or applesauce), rocks; also, you can let the child paint with his or her feet
- Puzzles
- Take Kool-Aid and put it on paper then take an ice cube and put it in the Kool-aid to make a picture
- Play "row, row, row your boat" by sitting on the floor with both of your feet together and grab hands to pull and push against each other...can be played with siblings
- Draw with your finger on the child's back and ask the child to guess what you have drawn (numbers, letters, house, tree, boat, animals, ladder, etc.)
- Let your child go outside and explore (mud, bugs, digging, leaves, pine straw, see what they can find on the ground)

- **Feel Box:** Take a box (shoebox) and make a hole in it large enough to fit the child's hand-place all kinds of things in it for the child to grab without looking and feel it and then tell you what they think it is (buttons, blocks, coins, animal figures, cars, squishy objects, balls, etc.)
- Any object the child touches get them to describe it to you in terms of texture (how it feels), weight, and/or temperature
- Drink or eat through straws; let the child eat finger foods with their fingers
- Blowing bubbles
- Let the child touch pets while being supervised so that neither the child or animal can get hurt
- Let the child play with shaving cream in fun ways at the table with toys or the child can play with grits
- Use cooked spaghetti to paint, make shapes, numbers, letters, etc.
- Let the child play with sand, dirt, or mud and he or she can hide their hands or feet in the sand and make a game of it by hiding other things in the sand and letting the child find it
- Mix glue and water in a bowl and let the child with his or her fingers spread it onto one side of a colored tissue paper strip and then press it onto a plain sheet of paper and take it off and the color stays

- Let the child pretend like he or she is rubbing off something all over his or her body, start with the head and go down through the shoulders, arms, stomach, legs and feet and there is a song that may be used with this called “Head, Shoulders, Knees and Toes”
- Let the child dress up with all kinds of different textured clothing and then practice buttoning, tying, fastening, etc.
- Making a sandwich (pillows, sleeping bag, bean bags, brushes) for pressure, pretend the child is a hamburger, hot dog, different kinds of sandwich or even a mummy; you can give the child the opportunity to say how much pressure and how much time he or she wants the pressure

Proprioceptive and Vestibular

- Let your child jump from the couch or bed onto a pile of pillows, bean bags, sleeping bags, and blankets
- Have the child lay on his or her back and make an angel or be windshield wipers
- Have pillow fights
- Fill jugs with water (the jugs can be colorful or decorated) and have the child carry the jugs, hold them like a baby, shake, kick, or bury
- Jump rope for the older child

- Make a kite out of a plastic grocery bag with string for the handle and the child can run and fly the kite or pretend the bag is a pet and he or she is taking the pet for a walk
- Play ball with scrunched up paper, plastic bags, or rolled up socks and use a trash can or laundry basket for a target
- Make different positions with you and your child's bodies by imitating one another or make different letters or numbers with your bodies
- Stretch towels or sheets with hands and feet
- Have the child use a laundry basket to clean up objects around the house, the child needs to push or pull the basket
- When washing or drying clothes let your child sit on it or stand with their body against it
- Let your child help you with cleaning: sweeping, vacuuming, wiping, etc.
- Let the child help you carry heavy things (groceries, laundry, bottles, books, water, etc.)
- Let the child push or pull things (wagons, vacuum, garden tools, groceries, etc.)
- Squeezing the joints: For example, put one hand between the wrist and elbow and the other hand between the elbow and the shoulder and slowly press toward and then away from the elbow

- Pretend being different animals: place a large bag of rice or beans on the child's back and let the child move around (crawling, walking, on knees)
- Bear Hugs (make sure the child is comfortable with hugs and if not find another way to hug such as touching hands or feet and give the child the opportunity to say when to stop hugging)
- Let the child open doors
- If the child has siblings, let them stand back to back and push against each other by pushing their feet toward the floor
- Let one child pull the other child on a blanket around the floor with supervision so nobody gets hurt
- Arm Wrestle
- Pull the child around on a piece of cardboard (box) or blanket while the child is holding onto a sheet and looking up
- Get a piece of wood and center it on a block (not too high) and have the child stand and keep their balance similar to a see-saw (remember to be near the child in case he or she falls)
- If you can get a barrel, the child can get in it and roll around while pretending to be an animal or get on top of it and pretend to be on a horse or crawl over it

- Lie on your back and get your child's stomach on your feet then put them in the air to pretend fly or swimming in the water
- The child can get on your back while you crawl around and pretend to ride horses or you can bounce the child on your lap
- You and your child can do the wheelbarrow walk with your child being the wheelbarrow
- Help your child flip in a safe way
- Get a sheet or blanket and let your child crawl to the center, pour soft, squishy (i.e. balls, pillows, etc.) objects on top, close the sheet up, then swing it back and forth-the child can pretend he or she is in a barrel, dryer or other machine
- If your child likes sports, you can turn the trash can over and put an empty or lightweight jug on top and have the child hit the jug off of the trash can with a bat, big spoon, or broom
- Log rolling-pretend the child is a tree or a log and he or she rolls around on the ground or the floor
- Swinging at the park or your house play set
- Spinning in a chair
- Sliding
- Riding a bike or toy car

- Walking on uneven surfaces (sidewalk, stairs, etc.)
- Rocking in a chair
- If you have a large ball, let your child sit on it and try to balance or they can lie down on their stomach and fly or swim
- Running and walking
- Crawl through the tunnel of cardboard boxes or sheets (or blankets) and chairs; try to incorporate pretend play such as the child can pretend to be an animal or one of his or her favorite characters from a movie or book
- Let the child climb over things in the house and jump off things, but remember to be safe
- Put a line down the middle of a room (tape or paper or crinkling a sheet) and let the child walk on it and he or she has to stay on the line to increase balance
- Let the child jump from pillow to pillow (or cushions) while pretending they are rocks and he or she cannot go in the water
- Let the child “animal walk” around the house (crab, bear, army, mummy)
- Let the child help you clean or rearrange furniture

Gustatory

- Have the child taste different textures of food: rough, smooth, slippery, wet, crunchy or makes noise

- Food suggestions: Beans, rice, spaghetti, sugar, flour, yogurt, popcorn, cookie dough, meat loaf, fruit, potatoes, vegetables, etc.

*When it comes to food let the child feel, lick, smell, and then taste the food. (tasting can be introduced very slowly) Let him or her help you prepare a meal as long as it is safe.

Auditory

- Let the child listen to a fan
- Let the child listen to different types of music
- When certain objects are played (make your own with bottle and rock shakers, pots and pans, or spoons) the child has to move
- Have the child guess a favorite song while you tap or clap with your hands or feet
- Pair up matching sound shakers with rice, beans, coins, paper clips, or sugar and have the child pair the sounds that match
- You and the child can play musical chairs, towels, hoops, or placemats
- Practice the sounds of different letters
- While acting out different types of animals, also make the sound of the animal
- Sound toys

Visual

- Different colored lights

- Mirrors (try to make different faces, i.e. fish face, kissy face, open wide or close shut, or movements of the body in the mirror)
- Cut paper into strips or different shapes
- Let the child do dot to dot activities using chalk or crayons
- Try looking at different moving objects just using the eyes and not turning the head such as a ball or an animal outside
- Making a schedule board of the child's daily activities and when the activities will occur, this helps the child to keep his or her routine and make changes better
- Group objects by color, size or shape (you can use food or other similar objects)
- At the end of a day, you can go over with your child what activities were done that day using words or pictures, which also improves his or her memory

Olfactory

- Have your child smell different scents especially when cooking or cleaning or playing outside and see what they like or do not like; eventually the child may be able to tell differences between scents when the scent label is hidden or with eyes closed

Additional Fun Activities for Playing

- Use jugs to play throw and catch with squishy objects such as a beanbag
 - A small beanbag can be made with two pieces of fabric put together and beans, rice or sand put in the middle and then sealed. Also, you can put these items in a thick balloon.
- Fishing: you can make a fish out of cardboard or paper and stick paper clips in each one, use a stick or handle with a string and magnet or another paper clip to hook the fish out of the bowl
- Build or sort with building blocks or different sizes of cardboard or shoe boxes (build stairs, houses, furniture, trains, cars, mountains, etc. or collect things in the boxes)
- Play tag when it is dark with a flashlight or when it is light play regular tag
- Let the child use tongs to sort things or put objects into a box or basket
- Have the child put food or toys with holes in them on a string or tube (i.e. cheerios, noodles, fruit loops, etc.)
- Have the child turn cards, coins, or buttons over without bringing it to the edge of the table
- Blow through a straw to move objects such as cotton or paper
- Blow up a balloon or blow bubbles
- Play “Simon Says” with your child

- Make an obstacle course outside or inside that involves climbing over, under, around and through with different height levels of surfaces
- Use clothespins to grab small objects or practice hanging clothes
- Use toothpicks with food to build shapes, letters, numbers, and other things
- Take an old ketchup or mustard bottle with water in it and have the child squeeze the water into a small cup; make it a game with an object such as a ball and try to get the ball to come out of the cup
- Clap at blown bubbles to pop them

Note: when trying new activities start slowly because in general a child with sensory processing disorder usually does not deal well with new things. It may help to keep a journal of what activities you try and then what works and does not work. Make sure the child knows a time frame that the activity will last either by telling the child or showing the child (i.e. a timer). For example, if your child is playing with water tell him or her, “we have two more minutes of this and then it is over.” Although the child may have no perception of time, it gives limits and an end in sight.

Glossary

- A motor skill is being able to use movement controlled by the person to do activities. Some examples of motor skills include walking, picking up objects, and sitting up.
- A basic stimulus is anything that brings about a reaction. In sensory processing disorder, the stimulus is any of the entering sensory information to the body (i.e. a touch or noise).
- Low tone: the muscle is not able to keep a normal tightening
- **Sensory avoidance** is when the child does not want or lessens entering sensory information.
- **Sensory seeking** is when the child really wants or enjoys certain sensory stimuli. This child may ask for activities. Also, the child may want a longer time of doing the activity. For example, this child usually loves

lots of physical movement. He or she will also look for sensory information in addition to what he or she may be getting already.

- **Sensory sensitivity** is when a child notices sensory information more than usual. For example, a noisy classroom with lots of movement may easily distract this child. He or she may also notice food textures more than the usual child.
- **Low registration** is when the child does not notice entering sensory information as well as others. This child may not be aware when he or she has things on his or her hands and may not notice objects in his or her path.

*All the senses interact to create balance. Because of this a child may have one or more of the behavior categories listed above. The behavior characteristics from each category can also overlap in every sense. **It is important to remember that each child is an individual and will react in unique ways. Again, the reactions are only problems when it gets in the way of the child doing activities in his or her life.**

Meanings and Characteristics of each Sense

- The tactile sense is the sense of touch. It is felt through the skin from outside the body such as other people, clothes, furniture, etc. Touch can be given in several ways including vibration, deep pressure, light touch, temperature, pain and movement. The tactile sense affects a child’s behavior and is an important part of development. Another important part of touch is to know what one is feeling without looking, such as whether one is feeling a coin or a key. Signs of this are included in the OTHER section.

*Signs for specific behavior in categories used in the tactile sense

Sensory Avoidance	Not wanting to brush teeth, picky eating because of texture or the feeling, does not want kisses, does not like dirty, messy, or rough materials such as lotion or sand, has to have shoes on feet, walking on tiptoes
Sensory Seeking	Asks for touch, wants to touch and feel everything, rubs own skin a lot, likes one kind of extreme temperature, uses the mouth to explore many objects, does not understand personal boundaries of space
Sensory sensitivity	Notices any little touch to the skin, whether it is a person touching the child or other things such as hair, dirt, smooth or rough material; the feeling is very strong and deep

Low Registration	Does not notice any touch unless intense, unaware of messiness on the skin or hair, unaware of the different textures of food, does not notice when another person is touching him or her
Other and Overlapping Signs	Not knowing which body parts are touching what without looking, has a hard time placing the body while getting dressed, has a hard time knowing different characteristics between objects (shape, size, texture, etc.), and has a limited imagination

- The proprioception sense is the basic sense of feeling where the body is in space. It is also feeling where the body is in relation to things in the environment. The person gets the feeling from movement of the body. It is based on what is felt through the joints and muscles. The movement is felt through the stretch or tightening of the muscles. The sense also tells a child about the timing of body movement. Proprioception can be felt when the person is not moving, for example, when you lie in a bed and stay still this sense tells you that you are in a bed. The sense also helps with automatic responses, planned action, trusting the body to move correctly, and to move the body in an order. Using proprioceptive activities to calm or excite the child will help to balance the body because this sense helps sort out entering information. Lastly, the sense commonly works together with the tactile and vestibular senses.

*Signs for specific behavior in categories used in the proprioceptive sense

Sensory Avoidance	Does not want to move (jump, run, or crawl), does not like new movement activities
Sensory Seeking	Intentionally bumps into things, stomps or slaps feet when walking, head bangs, repeatedly rubs hands on tabletops, likes to be tucked in tightly with blankets, likes chewy foods, likes tight clothing (belts or shoelaces)
Sensory Sensitivity	The child feels or notices any movement or non-movement of the body and things in the environment (catching a ball, playing with play do, washing hands, walking or running, etc); the feeling is very strong and deep and can cause the child to be upset
Low Registration	Clumsy or trips over things and falls, easily breaks toys, has low muscle tone (meaning is under the glossary) and may stand with knees

	close together to make up for the low tone
Other and Overlapping Signs	Has a hard time going up and down stairs, has a hard time with body positioning such as when dressing, picks up objects with more or less strength than needed, holds eating utensils or writing utensils too tightly, has a hard time manipulating objects, has a hard time balancing, over or under shoots when placing arms and legs in or on things

- The vestibular sense is finding your balance and movement in connection with gravity and space. When the sensations come in through the neck, eyes, and body, they process through the brain. Then, the sensations affect muscle tone so the body can move smoothly. This sense not only tells the body if it is moving, but also if things are moving around the body. It also tells the body what direction and speed objects are moving. Most of the information coming in is through the inner ear to tell the child about where the head is. It is believed that the vestibular system is the main sense to make the whole sensory system work correctly. Without the vestibular system, other senses are not in agreement and do not work well. The vestibular system is also self-protective. Because of the self-protection, a person who does not have sensory processing issues will react to falling by putting the arms out. Linear movement (side to side, back and forth such as a rocking chair or cradle) is calming to a child. Angular movement or moving in rotation (spinning) is usually very exciting to this system. The vestibular system affects eye movements. Because of the affect on eye movements, reading, writing, and focusing on moving objects will be affected.

*Signs for specific behavior in categories used in the vestibular sense

Sensory Avoidance	Does not like swinging or spinning, moves slowly and cautiously, uncomfortable on elevators, fear of falling, does not like heights, being upside down or on stairs, withdraws from people
Sensory Seeking	Enjoys swinging and does not get dizzy, moves a lot, wants strong or intense movement (bouncing), wants to be upside down, enjoys fast spinning and trampolines
Sensory Sensitivity	Has symptoms of motion sickness, notices motion in the environment and to the body more than the usual child such as swinging, bouncing, catching objects, riding in a car, writing, washing hair, etc; The motion is

	very strong and deep to the child.
Low Registration	Does not sense the feeling of falling or is not able to catch him or herself, loses balance easily, wants physical support from a trusted person
Other and Overlapping Signs	Has a loose or clumsy body, uncoordinated, does not want to sit up, sits with legs in a “W” position, has loose hold on doorknobs or writing and eating utensils or has a tight hold on these objects, has a hard time with the arms and legs moving together and moving opposite of each other, does not have a noticeable hand dominance by the age of 4 or 5, frustrated easily

- The gustatory sense is the sense of taste. The child may have problems with texture, temperature, consistency (firm or soft), the look of the food, and smell. There may also be a problem with chewing and swallowing. These problems can cause the child to not get appropriate nutrition. These problems can also affect the child’s behavior negatively. Tactile, proprioception, and vestibular sensory systems also play a part in the gustatory sensation. For example, the child may have a hard time bringing food to the mouth or sitting up in his or her seat.
- The auditory system is the sense of sound. The auditory and vestibular sensory systems work together because they both get information in the inner ear. The auditory system is the first to be useful. It again works with the vestibular system to connect with muscles. This connection affects movement, balance, and smooth motion of the body. Sounds can be calming, self-protecting, and highly exciting. As a child interacts with his or her environment, he or she is able to understand the sounds, tell what a sound is and where it is coming from. Because a child is able to understand sound, he or she can also know what sound is heard and the location of that sound. Once this happens, a child is able to organize it with the body and move with sound. Speech and language are also affected by the auditory system by getting and then communicating sound.

*Signs for specific behavior in categories used in the auditory sense

Sensory Avoidance	Does not like loud, sudden, or high pitched sound
Sensory Seeking	Enjoys loud sound around such as music,

	instruments, classroom, restaurant, mall, etc.
Sensory Sensitivity	Does not stay on topic, distracted easily by sound and people talking, notices any sound however small or big
Low Registration	Has a hard time with the timing and beats of sound, has a hard time telling the difference between words that sound alike, wants directions or descriptions repeated, has a hard time with recognizing rhymes
Other and Overlapping Signs	Has a hard time with locating a sound and knowing differences between sounds, has a hard time with remembering, repeating, and saying appropriate words or phrases, has limited vocabulary, has a limited imagination, is not able to speak clearly, speaks too loud or too soft, extremely tired at the end of the day, lessened interest in schoolwork, lessened timing and athletic abilities, and may pull away from social situations

- The visual sense is the sense of vision. Vision is self-protecting and directs movement. Light and the changing of light is the entering sensory information. People process information in time and space making an order to see things at the same time. Also, this makes a person able to see a large amount of space. Through movement as a child develops, he or she is able to understand what he or she sees. The vestibular and proprioceptive systems affect vision development. Vision is affected through the positioning of the body. Also, having tactile experiences affects the development of vision. Vision is affected through the characteristics of the object. The auditory system also affects vision through seeing the location of a sound and seeing an object in the mind when the word is heard or said.

*Signs for specific behavior in categories used in the visual sense

Sensory Avoidance	Does not want objects coming towards the body, does not like bright lights or pictures
Sensory Seeking	Likes bright lights and pictures (in many colors too)
Sensory Sensitivity	Says that words are moving on a page, becomes dizzy or nauseous when things are moving towards him or her, notices lights and other objects more than the usual child;

	this feeling is very strong
Low Registration	Looks really closely at objects, has a hard time moving eyes from one object to another, has trouble focusing on non-moving objects, responds too late to things seen in the his or her path (will not step over that object), does notice the lightness and darkness of an object
Other and Overlapping Signs	Eye strain, squinting, seeing double, turns head to the side while reading, has a hard time with following moving objects with eyes, has a hard time with distances between objects, has a hard time with differences in characteristics of objects, has a hard time with seeing letters because of their spacing or size, has a hard time telling thoughts, has a hard time knowing how an object feels by looking at it, no or lessened eye-hand coordination, has a hard time with fine motor and spatial activities (cutting on lines)

- The olfactory sense is the sense of smell. The child can be sensitive to certain smells or may not be able to tell the differences between smells. Also, smells are connected with food. Calming scents include rose or mint and strong, exciting scents include vinegar or citrus.

Note: Sensory processing disorder is seen in many children who also have autism. A person with autism has issues in social interaction and communication. Having specific behaviors, activities and interests also identifies children with autism. Some behaviors seen include doing well with routine, not transitioning well between activities, and does not like change. Other behaviors include not being able to pretend play, stereotyped behaviors such as stemming (i.e. turning objects over and over), an obsessive connection to objects that may seem odd to the usual person, has a hard time starting interaction with others or giving back behaviors in an interaction, lessened or no eye contact, usually do not form relationships especially with peers, lessened or no speech, speech that is said over and over, reversed pronouns (i.e. saying “my turn” for his friends turn), and usually has limited emotion in speech.

A message from the developer:

I am an occupational therapy student at the University of Alabama at Birmingham. I wanted to do this packet because I have a great passion for children with these disorders. I also have a great passion for helping people who are disadvantaged in some way. In doing this packet, I have tried to connect my two passions. My hope is that you will use this packet and that it will help you and your child live a more satisfying, productive and enjoyed life. Below is some information about occupational therapy.

Occupations are activities done every day that give meaning and a reason for your life. Occupations are also things that fill up your time in a day. For a child, occupations usually include learning to take care of his or her body (eating, potty training, dressing, brushing teeth, bathing, etc.), playing, talking, school (writing, interaction with others), sleeping, and finding activities he or she enjoys. For families, occupations usually include doing things together (sporting events, eating, watching a movie, going to the park, etc.), enjoying time together and working well together as a family.

Occupational therapists help a person (in this case a child) get back to doing activities that he or she enjoys and needs to do as part of being that person. A therapist does this after an injury or for a person who has a disability. For a child, his or her role could be a student with writing and interacting problems so a therapist could help him or her succeed in this role.

In general, the practice of occupational therapy means the use of everyday life activities (occupations) with people to help them participate in roles and situations in the home, school, workplace, community, and other places. Occupational therapy services are given for supporting health and wellness and to those who have or are at risk for getting an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation limitation. Occupational therapy looks at the physical, cognitive (mind), psychosocial, sensory, and other parts of doing activities in many different environments to support participation in these everyday activities that affect health, well-being, and quality of life (AOTA, 2004).

Thank you.

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Resources

www.aota.org (the American Occupational Therapy Association's website)

Mitchell's Place: A comprehensive treatment center for children and young adults with Autism Spectrum Disorders and other developmental disabilities. It also includes other programs such as early learning/pre-school, after-school academic and social programs, summer camps, and a sensory motor group.

www.autismspeaks.org (a website with resources and information about autism)

www.thespiralfoundation.org (a website with resources and information about sensory processing disorder)

Birmingham Resources:

Department of Mental Health Tel: 205-986-9213/205-591-2216

Autism Society of Alabama Tel: 1-877-428-8476

United Cerebral Palsy of Greater Birmingham Tel: 205-944-3939/toll free 800-654-4483

Civitan International Research Center Tel: 205-934-8900/1-800-UAB-CIRC

Community Advocates for the Developmentally Disabled Tel: 205-592-9075

Exceptional Foundation Tel: 205-870-0776

Family and Community Services Tel: 205-939-1088

Birmingham Outreach Office Tel: 205-939-0379

Special Ways Tel: 205-410-6263