

Book Study

Interoception

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Chapter 1: What is Interoception?

1. What is interoception and why is it important for us to understand?
2. Why do you think the vestibular, proprioceptive and interoceptive systems are called the hidden senses?
3. Identify different sensations that the interoceptive system helps an individual recognize.
4. How can you determine if a student in your classroom struggles with interoception? What are some of the red flags?
5. What could be the result of individuals having poor interoceptive awareness and the need to use emotional regulation strategies? How can this impact their performance academically in the classroom as well as socially among their peers?
6. Provide an example of how the interoceptive system drives your self-regulation behaviors.

Chapter 2: Interoception and Autism

1. Sometimes students with ASD may “over-feel” internal sensations which may cause some stress and often times confusion for them. What are some signs of interoceptive over-sensitivities that you might see in children? Provide at least three examples.
2. Think about a student who exhibited behaviors that seemed to come from nowhere or the student who is described as going “0 to 100” in a millisecond. With the information you now have about interoception, list 2 behaviors you observed and how they might be connected to a challenge with interoception.
3. Some individuals experience interoceptive underresponsivity which means they may not notice their internal body signals, such as not knowing they have to use the bathroom or when they need a drink or something to eat. Provide an example of a situation in which a student in your classroom exhibited interoceptive underresponsivity and what resulted from it.
4. Many children learn at a very young age how to identify emotions, such as “happy”, “sad”, “mad”, or “nervous” and they are able to make connections to personal situations. For some individuals with ASD, they may struggle identifying a sensation and what it means, otherwise known as interoceptive discrimination difficulty. What are some strategies and interventions we can put in place to help students gain emotional awareness? Provide at least 3 examples.
5. Having poor interoceptive awareness (IA) can impact many different aspects of life. How can educators support families of children with poor IA?

Chapter 3: Assessment

1. Knowing that assessment is best done as a team, who would you include on an assessment team to explore a student's interoception strengths and challenges?
2. Think of a student in your classroom/program that you would like to assess for interoceptive awareness. Of the assessment tools listed in this chapter by the author, which one do you feel would be best to assess this student? Why did you choose that particular assessment and how do you plan to use the results? (Note: examples of assessment tools are listed in the appendices on pages 105-136)

Chapter 4: Building Interoceptive Awareness

1. Using the five considerations for designing adaptations on pages 68 & 69, choose a behavior of concern and work through the considerations for a specific student (please do not identify the student).
2. The author shares with us some ways in which we can help support an individual who needs to build up interoceptive awareness(IA). Of the IA builders she mentions, which one(s) might you try with your student(s) and why?
3. The body check chart is one strategy the author recommends to use with all individuals to build IA. Why is it important to start with this strategy/activity first? What are some ways you can adapt this activity to meet the needs of your learner(s)?

