

Book Study

Sensory Issues and High-Functioning Autism Spectrum and Related Disorders: Practical Solutions for Making Sense of the World Second Edition, 2014

Brenda Smith Myles, PhD, Kelly Mahler, MS, OTR/L, and Lisa A. Robbins, PhD

Introduction

1. After reading the AWEnesty of Autism blog entry on page 1, how have you seen children with autism spectrum disorder (ASD) impacted by sensory difficulties?

2. Choose 2 of the Sensory Gang members and share how they have impacted students with ASD in your classroom.

Chapter 1 Sensory Processing

1. Sensory processing has two functions: protective and discriminative. Give 2 examples for each function and describe how those can impact a student with ASD in your classroom or program.

2. Describe a situation when your arousal level was above or below your neurological threshold and what you did to regulate your sensory system to match the situation.

3. Think of a student you know who has difficulty with sensory processing. Which pattern and subtype best match this student? What sensory differences does this student display?

Chapter 2 High-Functioning Autism Spectrum Disorders and Associated Sensory Characteristics

1. Choose one area: tactile, vestibular, or proprioception. Next, give one example for that area which demonstrates each of the following: over-responsivity, under-responsivity, craving, and discrimination difficulty. Also, explain how the area impacts daily living and family life.

2. Choose one area: visual, auditory, gustatory, or olfactory. Next, give one example for that area that demonstrates each of the following: over-responsivity, under-responsivity, craving, and discrimination difficulty. Also, explain how the area impacts daily living and family life.

3. Interoception is the newest recognized sensory area. Share two behaviors you have observed in a student that now, as a sensory detective, you think may be indicating difficulties with interoception and explain why.

Chapter 3 Assessing Sensory Processing Issues

1. List the personnel you would involve in a team assessment of sensory processing issues. (Yes, one is definitely the occupational therapist!)

2. Share 3 new items/ideas you learned from this chapter about the assessment of sensory processing issues.

Chapter 4 Interventions for Sensory Issues

1. Share one new intervention from each area in the table (accident prone, attention, behavior in groups, dressing/clothes, eating/chewing, emotions/feeling/relationships, grooming, movement, noise/sound, organization, play routines, setting, sleeping, touching, writing/coloring) and how it might help a student with sensory processing issues.

2. Sensory challenges impact functioning in all environments, including family life. What are some ways you can share information with families to support sensory interventions in the home? What could you do to support families in the home environment when it comes to sensory interventions?

Chapter 5 Meeting Children's Sensory Needs Across the Day and Across Environments

1. Choose one of the models from this chapter and explain how you would implement it with a child in your classroom or on your caseload.