



**Collaborative for Leadership in Ayres Sensory Integration (CLASI)
Certificate in Ayres Sensory Integration (CASI)**

REQUIREMENTS

1. The CLASI-CASI requires completion of 6 Modules* plus additional activities and assignments, each requiring approximately 30 hours (3.0 CEU's), for a total of 180 hours (18 CEU's).
2. Complete assignments per module. Provide assignments to your local course organizer.
3. Participants will be provided the opportunity to update the CLASI-CASI every 5 years. Details regarding the renewal process will be forthcoming.

*Modules 1, & 4 are usually completed online; however, some countries offer these modules as onsite course. Module 2 and 5 are always completed online, and Modules 3 & 6 are always completed onsite.

Hours and Assignments per Module:

The following list below shows the estimated hours, assignments and requirements per module.

Module I: ASI Theory Total CE hours: 30	
Module 1 is a research-based series of lessons that provide a foundation in ASI theory.	
ONLINE MODULE 1	ONSITE MODULE 1
Online Module: 24 hours Assignment: 6 hours	Onsite Module: 24 hours (4 Days) Assignments: 6 hours
Assignments	
Find and post a media resource (for example a you-tube video, podcast, or website) that exemplifies the relationship between neuroscience and ASI. Post on online discussion board with a short commentary on the reasoning for choice	Neuro presentation-participants prepare and present on neurological structures and functions in small groups (described in more detail during the onsite course)
Introductory Lecture (recommended, but not required, following either onsite or online M1) Prepare and present a 30-60-minute presentation, in-service or lecture on ASI to a self-selected audience e.g. parents, teachers, community groups, etc.; share slide(s) on discussion board and post comments on the presentation	

<p align="center">Module 2: Introduction to Comprehensive Assessment in ASI Total CE hours: 30 (<i>ONLINE ONLY</i>)</p>
<p>Module 2 introduces the learner to information on direct and indirect assessments including the Sensory Integration and Praxis Tests (SIPT) the Evaluation in Ayres Sensory Integration (EASI).</p>
<p align="center">Online Module 2: 20 hours Assignments: 10 hours</p>
<p align="center">Assignments</p>
<p>Practice test administration for all tests (as possible depending on availability of test materials). Practice with video clips then practice administering and scoring apply tests with adults and with typically developing children.</p>

<p align="center">Module 3: Comprehensive Assessment in ASI-Hands-on Practice and Review Total CE hours: 30 (<i>ONSITE ONLY</i>)</p>
<p>Module 3 provides hands-on practice and review of all aspects of sensory integration and praxis with a variety of assessments that were introduced in module 2. During the onsite module 3, participants will have an opportunity to clarify any questions they have about the information presented in the online instruction, practice assessment administration and scoring with peers</p>
<p align="center">Onsite Module 3: 24 hours (4 Days) Assignments: 6 hours</p>
<p align="center">Assignments</p>
<p>The following assignments are to be completed after onsite Module 3.</p> <ol style="list-style-type: none"> 1) After completing the online preparation module and attending the onsite practice course for assessment, continued practice is needed to develop competence in test administration and scoring skills; participants are expected to review online lessons and notes; learning test mechanics takes time-continue practice with adults, along with the videos in the online program 2) Following practice, participants will complete the <i>TEST ADMINISTRATION & SCORING CHECK-TASC</i> (see attached form for details of this assignment) 3) Practice the tests as possible with typically developing children to have the chance to see how children without SI concerns perform on the tests. Scoring practice is also helpful, however, completing computerized scoring on the SIPT is not necessary. 4) Identify and test Case 1 (see attached form for case criteria). Complete scoring on the SIPT (computerized scoring and SIPT test report), SPM and estimate performance on qualitative or non-standardized measures

The following tests are part of the current CLASI CASI*:

Required ¹	Comments
SIPT:	
Standing and Walking Balance (SWB)	
Design Copying (DC) ²	
Postural Praxis (PPr)	
Bilateral Motor Coordination (BMC)	
Praxis on Verbal Command (PrVC) ²	
Postrotary Nystagmus (PRN)	
Motor Accuracy (MAc)	
Sequencing Praxis (SPr)	
Oral Praxis (OPr)	
Kinesthesia (KIN)	
Finger Identification (FI)	
Graphesthesia (GRA)	
Localization of Tactile Stimuli (LTS)	
Space Visualization (SV) ³	Requires access to a SIPT kit
Figure Ground (FG) ³	Requires access to a SIPT kit
Constructional Praxis (CPr) ³	Requires access to a SIPT kit
Manual Form Perception (MFP) ³	Requires access to a SIPT kit
SPM-Home	
EASI:	
Ocular Motor & Praxis (O:MP)	Includes items previously part of clinical observations
Postural Control & Balance (PC&B)	Includes items previously part of clinical observations
Bilateral Integration (BI)	Includes items previously part of clinical observations
Praxis: Following Directions ⁴	Compare to PrVC outside US

¹ To receive the CLASI CASI, the participant must learn these tests, complete a “Test Administration and Scoring Check with a Peer” on these tests and attempt to administer and score them with at least 3 children who have known or suspected SI concerns. If it is not possible to administer or score a few of the required tests, an explanation of the reason is required. If 4 or more tests cannot be scored, another child should be chosen.

² US/English courses only

³ Participants who unable to obtain access to a SIPT kit, may substitute other tests of visual perception, visual praxis and stereognosis and report those results instead of scores on these 4 tests.

⁴ Participants testing a child from a non-English speaking country should administer and score PrVC by reading the directions in the child’s language then also administering PrFD from the EASI to compare the performances.

Module 4: Clinical Reasoning in ASI Total CE hours: 30	
Module 4 builds on Modules 1-3 with content and skills needed for interpreting assessment data in a systematic way so that intervention can be planned and implemented in a focused, appropriate, and effective way. Module 4 is usually provided online, but in some locations, onsite.	
<u>ONLINE MODULE 4</u>	<u>ONSITE MODULE 4</u>
Online Module 4: 24 hours Assignments: 6 hours	Onsite Module 4: 24 Hours (4 Days) Assignments: 6 hours
Assignments	
<p>Prior to beginning online Module 4:</p> <ol style="list-style-type: none"> 1) Complete all lessons and assignments for Modules 1-3 2) Identify and test Case 1 (a child with suspected SI problems who has NOT had intervention for SI concerns) on required tests. Complete scoring on the SIPT (computerized scoring and SIPT test report), SPM and estimate performance on qualitative or non-standardized measures. 3) Submit completed TASC <p>Following Completion of online M4:</p> <ol style="list-style-type: none"> 4) Complete and submit Case Summary 1 	<p>Prior to attending onsite Module 4:</p> <ol style="list-style-type: none"> 1) Complete all lessons and assignments for Modules 1-3 2) Identify and test Case 1 (a child with suspected SI problems who has NOT had intervention for SI concerns) on required tests. Complete scoring on the SIPT (computerized scoring and SIPT test report), SPM and estimate performance on qualitative or non-standardized measures. <p>During onsite Module 4:</p> <ol style="list-style-type: none"> 3) Turn in completed TASC 4) Work in small groups to analyze and discuss cases; participate in group presentation of Case 1; Turn in Case Summary 1

Module 5: Intervention Planning Total CE hours: 30
Module 5 introduces the research and manualized methods of ASI intervention including the Fidelity to ASI Intervention measure that assists researchers and clinicians to distinguish between interventions that are faithful to the principles of ASI and those that do not meet the criteria.
Online Module 5: 24 hours Assignments 6 hours
Assignments
1) Part of the online lessons for Module 5 include a test completed by the participant of Fidelity Rating for several intervention video clips. The ratings are submitted via the online platform. A passing score is required to complete the module. 2) Following M5, test Case 2 and complete Case Summary 2 Sections A and B (see attached). 3) Video tape a treatment session of yourself providing ASI with a child that has a complete assessment. Then Using the ASI Fidelity Measure provided in Module 5 rate your intervention session, if possible of Case Summary 2 in preparation for M6. Bring the recording with you to M6.

Module 6: ASI Intervention -Hands-on Practice and Review Total CE hours: 30 (ONSITE ONLY)
Module 6 provides hands-on experience in designing and implementing evidence-based ASI intervention with fidelity to the method. Through case analyses, participants are guided to design the intervention program and activities based on analyses of the assessment data and conduct dynamic assessment while providing those intervention strategies. Emphasis is placed on clinical reasoning using all steps of DDDM, from hypothesis generation to working on proximal goals to meet relevant distal outcomes. A master clinician will demonstrate using an ASI approach with children who demonstrate sensory integration deficits.
Onsite Module: 24 hours (4 Days) Assignments: 6 hours
Assignments
Participants will work in small groups to analyze and discuss cases; participate in group presentation of Case 2; Turn in Case Summary 2. Throughout the course participants are expected to refine their case based on the info presented each day in M6. Participants should plan for 1-2 hours after the course on days 1-3 to work on the case refinement. *Participants must bring the following with them to M6: Completed TASC, Case Summary 1, Case Summary 2, Video of treatment session and Fidelity Rating Form



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Test Administration and Scoring Check (TASC)

The *Test Administration and Scoring Check with Peer* aims to assist learners in refining test administration and scoring competency, following training and practice. The TASC may be conducted in person or virtually. The following process is followed:

- Learner administers at least a portion of all required tests to another adult or child (adult is recommended) while peer who is familiar with tests (either fellow learner or someone who has been trained in the tests) observes.
- Peers may choose to work in small groups (2-4 people works well), alternating the role of tester and “child” if in-person; if virtual, then learner may test another adult, while observer reviews virtually-preferably in real time.
- Learner and observers discuss test administration and scoring, using notes and other course resources to clarify and resolve any points of confusion.
- Learner must bring one test form of KIN, MAc and GRA from the SIPT (administered to a child prior to the observation) and a scoring check must be completed (see below)

Learner Information:

Name: _____ Email address: _____

M3 Onsite Course attended (city and date): _____

Observer Information:

Name: _____ Email address: _____

____ peer in same onsite course, OR

____ trained in required tests (list program, city and dates)

Please list at least 3 things that were clarified or corrected or which made testing more efficient from the TASC:

1)

2)

3)

Scoring Check:

Learner and observer verify that they have scored, compared and discussed their results on KIN, MAc and GRA.

I verify that all information recorded here is true and accurate:

Signature of learner: _____ Date: _____

Signature of observer: _____ Date: _____



SELECTION CRITERIA FOR CASE PREPARATION

Case 1 – A child with suspected difficulties: Required:

- Age 4-9 years (preferably at least 5 years so that more of the SIPT tests can be administered and for better cooperation)
- Challenges in participation (e.g. trouble playing with peers; difficulty mastering skills such as dressing or bathing; struggling at school, etc.)
- Suspected problems with sensory integration-some indication that the participation challenges could be related to problems in sensory integration; diagnoses such as autism, attention deficit disorder, speech and language delays or learning disabilities are often good candidates.
- No other complicating diagnosis, such as cerebral palsy, Down syndrome, visual impairment, etc.
- No or little intervention, especially intervention that has used an Ayres Sensory Integration approach.
- Reliable test scores including the SIPT and valid interpretation of those scores, leading to hypothesis generation, based on the research related to the patterns of sensory integration function and dysfunction.

Recommended:

- Video footage that shows the sensory, motor or praxis challenges during performance is recommended.

These criteria are established for Case 1 so that learners can most successfully administer and score as many tests as possible and so that identification of common sensory integration patterns can be more easily seen in the interpretation process. These criteria do not imply that tests such as the SIPT or the EASI cannot or should not be used with children outside the above features. Rather, learning to administer, score and interpret test scores with children who have these criteria will make it easier to assess other children, after the process is mastered with more straightforward cases.

Case 2 - A child with suspected difficulties:

Required: Ages 4-12 years (with most or all of the SIPT completed). NOTE: while it is preferred that you present a case on a school-age child, if you are working with clients who are 10 years or older and can complete the SIPT for Case 2, it is allowed for Case 2 only.

- Challenges in participation (e.g. trouble playing with peers; difficulty mastering skills such as dressing or bathing; struggling at school, etc.)
- Suspected problems with sensory integration-some indication that the participation challenges could be related to problems in sensory integration; diagnoses such as autism, attention deficit disorder, speech and language delays or learning disabilities are often good candidates.
- No other complicating diagnosis, such as cerebral palsy, Down syndrome, visual impairment, etc.
- Video footage that shows the sensory, motor or praxis challenges during performance is recommended.
- Video footage of ASI intervention is required with preliminary rating for fidelity to ASI.

Participants may also bring additional cases to Module 6 for discussion in small groups. Case information on children for whom standardized testing is not feasible, children under age 4, or children who have complicating diagnosis may be brought for discussion related to application of the sensory integration concepts and intervention planning.



Case 1 Summary

Case 1 Summary is completed following completion of M3, practice with the assessment tools, completion of the TASC and completion of testing and scoring for Case 1 (a child tested with suspected sensory integration concerns.) Case 1 Summary consists of PPT slides, prepared as follows:

Slide 1:

- Initials or pseudonym
- Age
- Developmental history, medical or educational diagnoses, and intervention services which have been received

Slide 2

- Reason for choosing child for testing, i.e., why were SI concerns suspected?
- Main participation strengths and participation challenges

Slide 3 (& 4, if needed)

- Assessment results-test scores; bar graph from SIPT; SPM, etc.
- Observations and qualitative information

If participating in ONLINE M4: submit Case 1 Summary, online when prompted to in Edvance360.

If participating in ONSITE M4: bring Case 1 Summary plus all test sheets and information to the course.

Case 2 Summary

Case Summary 2 is completed following M4 and M5, and completion of testing and scoring for the second child tested with suspected sensory integration concerns. Case 2 Summary consists of PPT slides, prepared as follows:

Slide 1:

- Initials or pseudonym
- Age
- Developmental history, medical or educational diagnoses, and intervention services which have been received

Slide 2

- Reason for choosing child for testing, i.e., why were SI concerns suspected?
- Main participation strengths and participation challenges

Slide 3

- Assessment results-test scores; bar graph from SIPT; SPM, etc.
- Observations and qualitative information

Slide 4

- Assessment results shown on **Assessment Tool** (note: enter test scores, highlight or color code results in Word, then save the file as in PDF prior to inserting onto PPT slide)

Slide 5

- Conclusions regarding test scores and findings; are any SI patterns present?

Slide 6 DDDM-Generating Hypotheses Table:

Participation Strengths & Challenges	Summary of Assessment Data	Hypotheses (linking data from assessment to participation)

Slide 7

2 goals for child

Slide 8 Proximal and Distal Outcomes Table

Proximal Outcome Measures	
Distal Outcome Measures	

Slide 9 Initial intervention plan

The Case 2 Summary is completed following completion of M4 & 5 and brought to M6 (onsite). The information on Case Summary 2 will be revised during small group work and case presentations during the course.