

ABSTRACT:

Sensory Integration Disorder (SID) is a condition that creates a ‘hidden tax’ which goes unrecognized in preschool and school-aged children. The struggle to process sensory input causes children to react and exhibit ‘behaviors’ commonly described as clumsy, excitable, withdrawn, or aggressive. Students who experience these challenges may experience difficulty in educational settings when sensory issues are not appropriately addressed. Undiagnosed children with SID regularly receive undeserved stereotypes, ostracization or punishment, rather than proper attention and understanding.

SID therapy has proven to be effective, not only in children with specific SID diagnosis who have been recommended for therapy, but also in children “on the Autism spectrum.” Both those diagnosed with Autism Spectrum Disorder (ASD) and individuals who are undiagnosed benefit from these therapeutic modalities.

Integration of SID therapy into educational settings also allow for access to ‘therapeutic’ services to children and families who normally could not afford them. Although not meant as a substitution for comprehensive “treatment,” SID therapy has demonstrated measurable success in a child’s motor development, capacity to self-soothe, self-organization, and positive social skills—all aspects which students and teachers would find greatly beneficial to the classroom environment.

This document proposes a weekend workshop designed to introduce methods to address a broad range of sensory issues within the general public early education setting. Early intervention for SID, like Autism, has been proven to provide long term benefits that contribute to students’ academic success. Because SI uses physical movement in *play* to engage children in activities that allow them to better understand their bodies’ response to the immediate surrounding, it is easily adaptable to all public education classrooms, and generalizable to all children. The workshop is designed to demonstrate how Sensory Integration (SI) therapeutic modalities can be easily integrated to the general classroom environment by early educators.