

**PROPOSED PATHWAYS TO EXPERTISE  
IN AYRES SENSORY INTEGRATION® (ASI)**

LEVELS	KNOWLEDGE AND SKILLS
<b>LEVEL 1: ENTRY LEVEL OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Introduction to the seminal work of Dr. A. Jean Ayres</li> <li>2. Sensory contributions to development including concepts of body-centered sensations, sensory motor skills, and praxis</li> <li>3. Sensory challenges including reactivity, perception, postural and motor skills and praxis</li> <li>4. When to refer to a professional with post-graduate specialization in ASI</li> <li>5. Basic principles and equipment used in classic ASI intervention</li> <li>6. Impact of sensory systems on the lived experience of people with sensory challenges.</li> </ol>
<b>LEVEL 2: CERTIFICATE LEVEL OUTCOMES</b> Training programs typically consist of 120 contact hours or more	<ol style="list-style-type: none"> <li>1. Historical and Current Foundations of Sensory Integration (SI) Theory</li> <li>2. Foundations of SI in Occupational Therapy and Occupational Science</li> <li>3. Ayres Sensory Integration® as Trademarked Term</li> <li>4. Typical SI development</li> <li>5. The impact of SI across the lifespan</li> <li>6. Neurobiological foundations for SI</li> <li>7. Models of SI function and dysfunction</li> <li>8. Terminology related to SI</li> <li>9. Reliability and validity of direct and indirect assessments of SI and praxis</li> <li>10. Research from factor analyses supporting knowledge of the patterns of SI function and dysfunction</li> <li>11. Evidence on SI and praxis deficits in various populations</li> <li>12. Clinical reasoning tools such as Data Driven Decision-Making</li> <li>13. Differentiating SI deficits from other types of difficulties</li> <li>14. ASI intervention planning based on systematic reasoning and hypothesis generation</li> <li>15. Link engagement in occupation and participation with SI for goal setting and outcomes measurement</li> <li>16. Considerations of a manualized intervention</li> <li>17. Structural and process elements of ASI intervention</li> <li>18. Distinguishing ASI intervention methods from other interventions</li> <li>19. Evidence on effectiveness of ASI methods</li> <li>20. Benefits and limitations of the ASI approach</li> </ol>
<b>LEVEL 2 SKILLS DEMONSTRATING THE ABILITY TO:</b>	<ol style="list-style-type: none"> <li>1. Choose and administer ASI assessments that inform understanding of participation challenges relevant to the profession</li> <li>2. Administer assessments reliably</li> <li>3. Support interpretation with objective data</li> <li>4. Interpret, synthesize and analyze assessment data and achieve meaningful goals</li> <li>5. Communicate assessment results in a conclusive and understandable way</li> <li>6. Relate SI assessment finding to reasons for referral and participation</li> <li>7. Make an impact and empower others to effect change for the person with SI difficulties</li> <li>8. Understand therapeutic use of self in ASI intervention</li> <li>9. When SI is warranted, meet criteria for fidelity in ASI intervention</li> </ol>
<b>LEVEL 3 ADVANCED LEVEL OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Shows motivation to continue learning</li> <li>2. Builds expertise in one or more areas of research, advocacy, education, and practice</li> <li>3. Links with professionals with additional expertise within and outside of their own profession</li> <li>4. Contributes to new knowledge and skills in ASI</li> <li>5. Takes a leadership role in their community of practice</li> <li>6. Shares knowledge e.g. through publications or lectures</li> </ol>
<b>LEVEL 4 EXPERT LEVEL OUTCOMES</b>	Experts are identified as individuals with exemplary knowledge and skills who make substantial contributions to ASI research, advocacy, education, or practice.

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