

Ayes Sensory Integration® Intervention Fidelity Measure Summary©

Prepared by Koomar, Parham, & Smith Roley, 2007, Revised 2011

Purpose: The purpose of this measure is to ensure for research purposes that occupational therapy using sensory integration adheres to the theory and principles originally developed by Dr. A. Jean Ayres.

STRUCTURE

- Part I: Therapist Qualifications
- Part II: Safe Environment
- Part III: Record Review
- Part IV: Space and Equipment
- Part V: Communication with Parents and Teachers

PROCESS

Part VI: Observation of Intervention Using Sensory Integration Principles

Key to Ratings

- 4 Certainly, I think the therapist intentionally uses this strategy.
- 3 Probably, I think the therapist intentionally uses this strategy.
- 2 Doubtful, I don't think the therapist intentionally uses this strategy.
- 1 No, I don't think the therapist intentionally uses this strategy.

| | | | | | | |
|--|-----------|----------|----------|----------|----------|-----------------|
| 1. The therapist ensures physical safety by attending to the child's abilities and potential dangers. | | 4 | 3 | 2 | 1 | |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 2. The therapist presents the child with at least two of the following three types of sensory opportunities a. tactile, b. vestibular, c. proprioceptive | | 4 | 3 | 2 | 1 | |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 3. The therapist supports sensory modulation for attaining/maintaining a regulated state including arousal, alertness, affect, and activity level. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 4. The therapist challenges postural, ocular, oral and/or bilateral motor control | | 4 | 3 | 2 | | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |

| | | | | | | |
|--|-----------|----------|----------|----------|----------|-----------------|
| | R4 | | | | | |
| | R5 | | | | | |
| 5. The therapist challenges the child's praxis and organization of behavior ability including the ability to conceptualize and plan novel motor tasks, and organize his or her own behavior in time and space. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 6. The therapist collaborates in activity choice with the child. Activity choices and sequences are <u>not</u> determined solely by the therapist. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 7. The therapist tailors activity to present just-right challenge and suggests or supports an increase in complexity of challenge when child responds successfully. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 8. The therapist ensures that activities are successful by facilitating challenges in which the child can be successful in making an adaptive response. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 9. The therapist supports child's intrinsic motivation to play and creates a setting that supports play as a way to fully engage the child in the intervention. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |
| 10. The therapist establishes a therapeutic alliance that promotes and establishes a connection with the child, working together toward one or more goals in a mutually enjoyable partnership. | | 4 | 3 | 2 | 1 | Comments |
| | R1 | | | | | |
| | R2 | | | | | |
| | R3 | | | | | |
| | R4 | | | | | |
| | R5 | | | | | |

Parham, L.D., Smith Roley, S., May-Benson, R., Koomar, J., Brett-Green, B., Burke, J.P., Cohn, E.S., Mailloux, Z., Miller, L.J., & Schaaf, R.C. (2010). Development of a fidelity measure for research on effectiveness of Ayres *Sensory Integration*® intervention. *American Journal of Occupational Therapy*.

Parham, L.D., Cohn, E.S., Spitzer, S., Koomar, J.A., Miller, L.J., Burke, J.P., Brett-Green, B., Mailloux, Z., May-Benson, R.A., Smith Roley, S., Schaaf, R.C., Schoen, S.A., & Summers, C.A. (2007). Fidelity in sensory integration intervention research. *American Journal of Occupational Therapy*, 61, 216-227.

