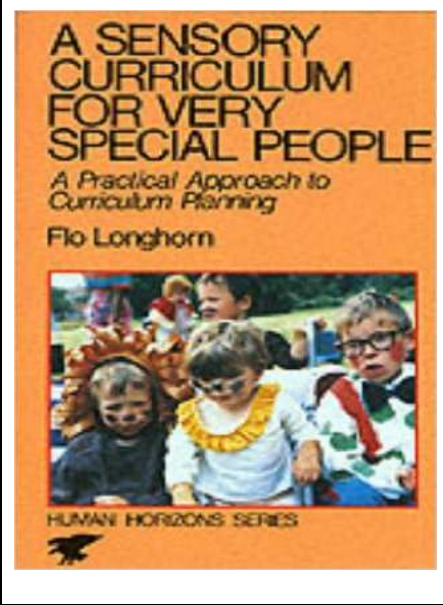
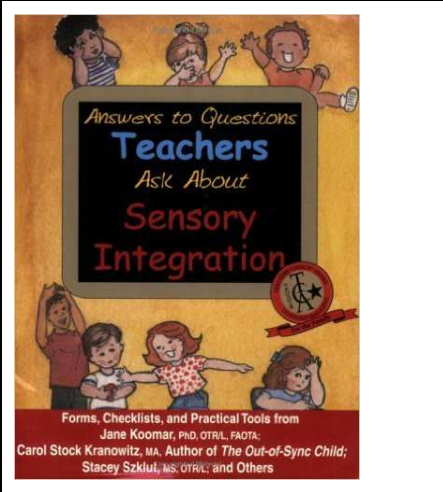
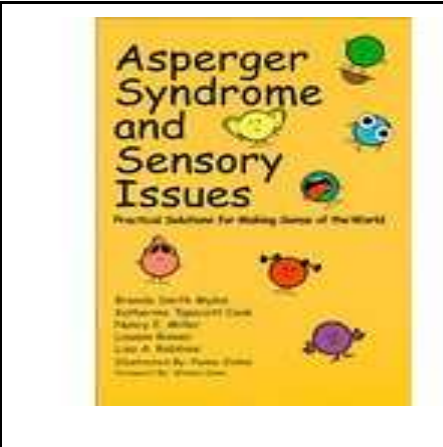
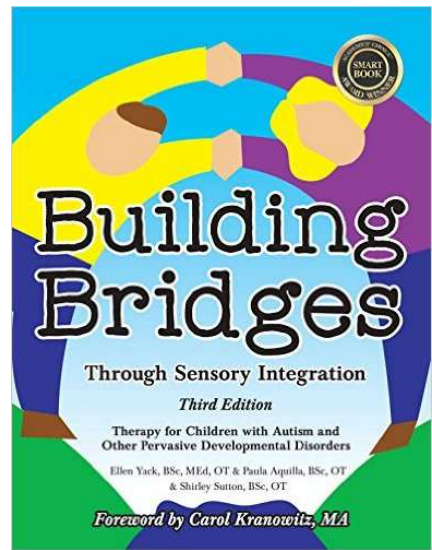


BOOKS ABOUT SENSORY NEEDS

	<p>A Sensory Curriculum for Very Special People Longhorn, F.</p> <p>This book was developed from the author's work with profoundly handicapped children at a special needs school. Their sensory impairment meant that accepted teaching methods did not work as they were unaware of the world around them. Without senses of touch, smell, taste, sight, hearing and movement the children are isolated. In order to benefit from the school curriculum children with sensory impairment must learn to develop their senses, individually and in combination - a process the non-handicapped child goes through unconsciously and spontaneously. This book outlines a curriculum for each sense in turn, using stimuli that can be adapted for the age of the child. These can be amalgamated to create a multisensory experience, and this newly developed awareness can be integrated into the rest of the school curriculum.</p>
	<p>Answers to questions Teachers Ask about Sensory Integration Stock Kranowitz, C., Balzer-Martin, L., Iris-Sava, D., Haber, E., Szklut, S.</p> <p>In this elegant approach to the often elusive subject of sensory integration, Carol Stock Kranowitz, MA, author of the best-selling <i>The Out-of-Sync Child</i>, and expert occupational therapists, including Stacey Szklut, MS, OTR/L and Lynn Balzer-Martin, Ph.D, OTR, have assembled an extensive and easy-to-use set of checklists and other tools that are invaluable to every teacher and parent who has children with sensory integration challenges.</p>
	<p>Asperger Syndrome and Sensory Issues Smith Myles, B., Tapscott Cook, K., Miller, E., Rinner, L., Robbins, R. & Chiles, P.</p> <p>This book uncovers the puzzling behaviour by children and youths with Asperger Syndrome (AS) that have a sensory base and, therefore, are often difficult to pinpoint and interpret. Written in a very reader-friendly style, the book covers the impact of the sensory system on behaviour, reviews formal and informal assessment tools and offers an invaluable set of practical interventions that can be used by parents and educators alike to help promote success for children and youths</p>

with AS. The "sensory gang"- a set of clever icons used throughout the book- helps the reader navigate between the senses.

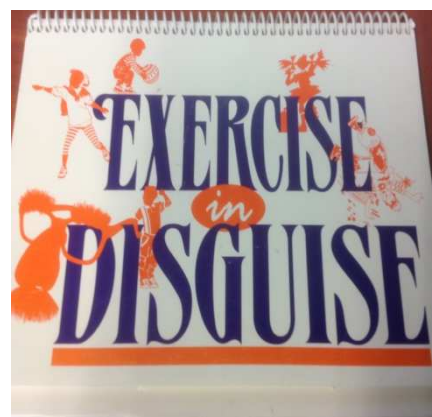


Building Bridges Through Sensory Integration

Yack, E., Sutton, S., Aquilla, P.

Perfect for those working with young children, but broad enough to be adapted for older children and adults. Provides creative techniques and useful tips while offering innovative strategies and practical advice for dealing with everyday challenges, including managing behaviors, improving muscle tone, developing social skills, selecting diets - and more!

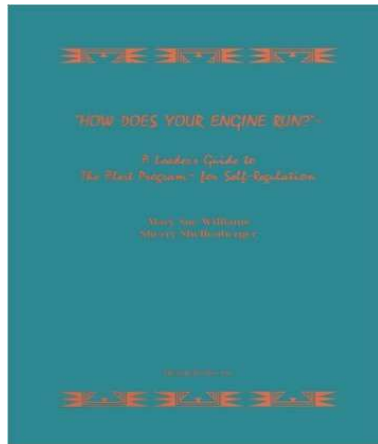
Written by three occupational therapists whose areas of expertise include sensory integration, autism, learning disabilities, and enhancing motor skills, Building Bridges through Sensory Integration offers a combination of theory and strategies for parents, therapists, and teachers. The ideas in this book evolved as they searched for resources to provide simple activity suggestions and accommodations for the children in their own practices.



Exercise in Disguise - A resource for Daily Vigorous Physical Activity

Waterloo Catholic District School Board

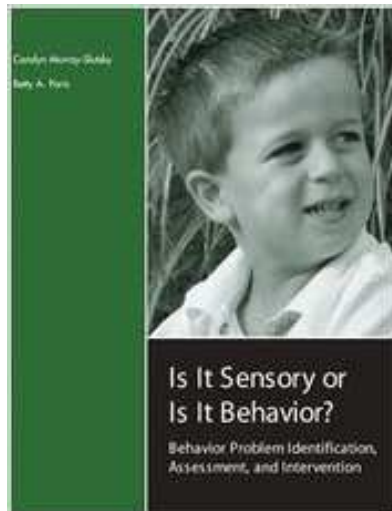
Exercise in Disguise has been developed as a resource for teachers and students as they work toward the goal of daily vigorous activity. Exercise in Disguise provides a variety of games and activities designed for use in classrooms, hallways and playgrounds. Together with formal physical education lessons that focus on skill development in the areas of fundamental movement and active participation, Exercise in Disguise can contribute to the daily exercise required for a healthy, active lifestyle.



How Does Your Engine Run?

Williams, M.S., Shellenberger, S.

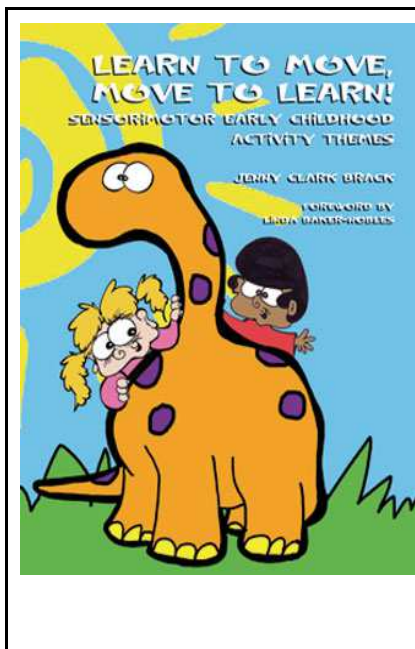
This leader's guide introduces the Alert Program (AP) to occupational therapists, parents, teachers, and other professionals. AP promotes awareness of how we regulate our arousal states and encourages the use of sensorimotor strategies to manage our levels of alertness. Knowledge of self-regulation and a repertoire of strategies enhance our abilities to learn, interact with others, and work or play within our environment in addition to building self-esteem, self-confidence, and self-monitoring skills.



Is it Sensory or Is It Behavior

Murray-Slutsky, C., Paris, B.

In looking at the issues surrounding children and their behavior, authors Carolyn Murray-Slutsky and Betty Paris emphasize that behaviors result from multiple causes and cannot be addressed in a linear fashion with any one single strategy. Behavioral concerns arise when children's behaviors are bothersome, interfere with their ability to learn or function, or are harmful. Some children act as they do because of their bodies' reactions to sensory input. Inattention, distractibility, fidgeting, acting without thinking, and aggressive or defiant behaviors such as pushing or striking out all may have a sensory cause. Clinicians, teachers, and parents will find this a useful resource for unraveling the mysteries of why children adopt certain behaviors and learning how to deal with them. In addition to the in-depth descriptions of behavioral analysis and sensory dysfunction, the authors include chapters on temper tantrums, environmental modifications, and sensory diets.



Learn to Move, Move to Learn

Clark Brack, J.

Author Jenny Clark Brack has written an excellent resource for providing best practice occupational therapy services in preschool and early childhood settings. Ms. Brack is a pediatric occupational therapist with over 14 years of experience in school settings. The knowledge she shares in this book will provide anyone working with young children in early childhood settings how to implement a sensory integration program.

The program philosophy is based on 4 points: the sensory integration model is used for activity selection, each group session is theme and literature based, a transdisciplinary approach is used (team members collaborate and share rules), and all group activities are performed in an inclusive environment.

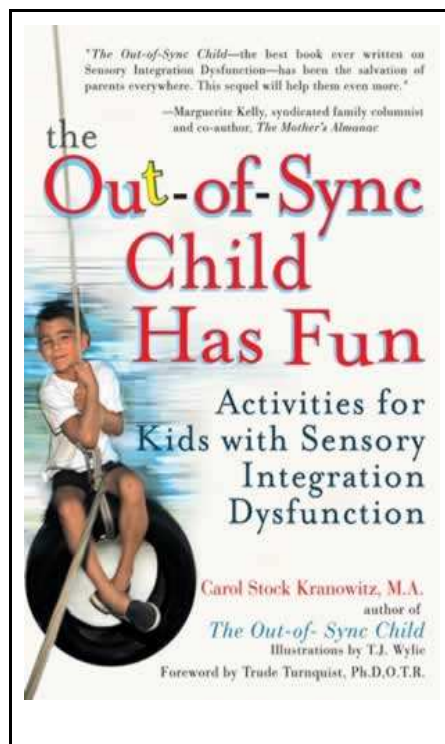


Pathways to Play

Berry, R., Fuge, G.

This book presents a series of ready-to-go theme-based activities to address children's sensory issues. With fun titles such as Flying Trapeze!, Let's Go Fishing! and Dinosaur Island, the 40 carefully designed activities make it easy for professionals and parents alike to provide structured peer play activities with a sensory-motor foundation.

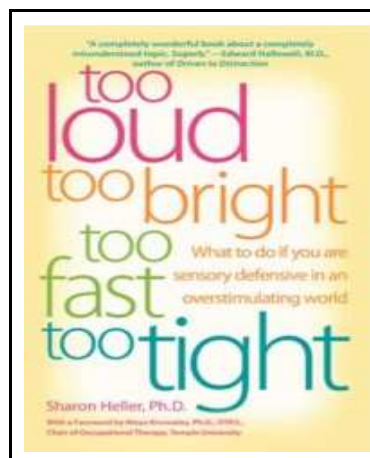
Authors Rebecca Berry, a physical therapist, and Glenda Fuge, an occupational therapist, have created Pathways to Play – 40 activities for children ages 4 to 12 that explore sensory integration strategies within the context of the Integrated Play Group, created by Pamela Wolfberg. Integrated play groups of three to five children include typical peers who are the expert players and a child with autism spectrum disorder who is the novice player. These children play together regularly, twice a week for 30 to 60 minutes for a 6 to 12 month time span, under the guidance of an adult facilitator who can be an occupational therapist.



The Out-of-Sync Child has Fun
Kranowitz, C.S.

If you haven't read the first book or need a reminder of what sensory dysfunction is, Ms. Kranowitz devotes the first chapter to what it is, the types of dysfunction, and what SAFE activities are. SAFE stands for S= sensory-motor, A= appropriate, F= fun and E= easy. All of the activities in the book follow the SAFE principle. There are no expensive materials to buy and the materials are easy to make, some requiring basic sewing, cooking or carpentry skills.

Each activity includes the following information: developmental age which is not the same as chronological age, a list of materials needed, what to prepare, what you can do as an adult in the activity, what the child can do (these are suggestions only), how to vary the activity, the benefits of SAFE activities, coping skills if the child is having difficulty and needs your help, and sometimes there are tips from mothers and what they have tried.



Too Loud, Too Bright, Too Fast, Too Tight
Heller, S.

Developmental psychologist Sharon Heller, sensory defensive herself, suggests that the best way for sufferers to cope is not psychotherapy or medication but a host of other treatments that tap into the primitive brain. As Heller explains, there is hope for the sensory defensive. This book will change your life.

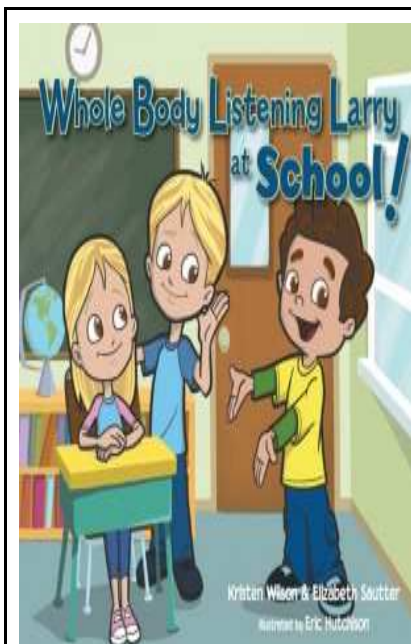


Whole Body Listening Larry at Home

Wilson, K., Sautter, E.

How often do you find yourself using phrases with children such as, “pay attention” or “listen carefully”? When we make these requests, we may not realize that we’re giving kids an unspoken expectation that we want them to stop whatever they are doing and show us they are listening with their whole body (look at us, keep still, think about what we said, etc.). However, do we ever really teach them this expectation? And then what happens when the child doesn’t show those behaviors? We feel frustrated and assume they aren’t listening, don’t want to comply, etc.

In this charming and colorfully illustrated storybook, authors Sautter and Wilson explore and expand upon the original whole body listening concept created by Susanne Poulette Truesdale (1990). While our WBL Larry books are designed to help *all* children understand that we listen with more than our ears, these books are also helpful for students with social learning challenges as we explicitly describe implicit expectations about what it means to “listen”.



Whole Body Listening Larry at School

Wilson, K., Sautter, E.

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