**Sensorische informatieverwerking bij kinderen; achtergronden, diagnostiek en behandeling 2019**

**DAG 1**

|  |  |  |
| --- | --- | --- |
| 10.00-10.10 | Andre Rietman | Kennismaking |
| 10.10-11.15 |  | ToetsInleiding Sensorische Informatieverwerking |
| 11.15-11.30 |   | Pauze |
| 11.30-13.00 |  | Zintuigen en systemen, Model Lucy Miller,Diagnostiek S.I. |
| 13.00-13.30 |   | Pauze |
| 13.30- 14.15 |  | Sensorische ProfielenModel Winnie Dunn |
| 14.15 -16.00 |  | Neuropsychologische achtergronden van problemen in de prikkelverwerking |

**Verplichte Literatuur:**

Dunn, W. (2013) *Sensory Profile-NL-herziene editie: Handleiding.* [Sensory Profile 2: User´s manual](A.B. Rietman, vert.). Amsterdam: Pearson: Hoofdstuk 3, pag. 23-28; Hoofdstuk 7, pag. 61-89, Appendix C1.

Dunn, W. (2007). *Adolescent Adult Sensory Profile-NL: Handleiding* [Adolescent Adult Sensory Profile: User's manual] (A. Rietman, Vert.). Amsterdam: Harcourt Test Publishers. (Origineel werk gepubliceerd in 2002). Hoofdstuk 5 Interpretatie, pag. 43- 65.

Dunn, W (2006). *Infant Toddler Sensory Profile-NL: Handleiding* [Infant Toddler Sensory Profile: User's manual] (A. Rietman, Vert.). Amsterdam: Harcourt Test Publishers. (Origineel werk gepubliceerd in 2002). Hoofdstuk 5 Interpretatie, pag. 63-72 en 145- 146.

Miller, L.J., Anzalone, M.E., Lane, S.J., Cermak, S.A., Osten, E.T. (2007). Concept evolution in sensory integration: a proposed nosology for diagnosis. *American Journal of Occupational Therapy, 61*,(2), 135-140.

Shellenberger, S., Williams, M.S. (1996). *How does your engine run?* Checklist senso- motorische voorkeuren voor volwassenen, bewerkt door Willem van Kempen.

Texas Autism Resource Guide for Effective Teaching (2011). Chapter: Sensory Assessment, p. 134-147.

Van Cranenburgh, B., (2003). *Schemaboek fysiologie.* Schema ‘Spier en spierspoel’.

**DAG 2**

|  |  |  |
| --- | --- | --- |
| 10.00-11.15 | André Rietman | Diagnostiek Sensorische Informatieverwerking irt ontwikkelingsstoornissen (VB, TOS, ADHD, ASS) |
| 11.15-11.30 |  | Pauze |
| 11.30-13.00 |  | Interpretatie Sensory Profile |
| 13.00-13.30 |  | Pauze |
| 13.30-16.00 |  | verslaglegging |

**Verplichte Literatuur:**

Ahn, R.R., Miller, L.J., Milberger, S., McIntosh, D.N. (2004). Prevalence of Parents’ Perceptions of Sensory Processing Disorders Among Kindergarten Children. *American Journal of Occupational Therapy, 58*(4), 287-293.

Amos, G.A., Byrne, G., Chouinard, P.A., Godber, T. (2019). Autism traits, sensory over- responsivity, anxiety, and stress: A test of explanatory models. *Journal of Autism and Developmental Disorders, 49*, 98–112. Doi: 10.1007/s10803-018-3695-6.

Little, L.M., Dean, E., Tomcheck, S.D., Dunn, W. (2016). Classifying sensory profiles of children in the general population. Child: care, health and development, 43(1), 81- 88.

Miller, L.J., Nielsen, D.M., Schoen, S.A., Brett-Green, B.A. (2009). Perspectives on sensory processing disorder: a call for translational research. *Frontiers in Integrative Neuroscience, 3*(22), 1-12.

Rietman, A.B., (2009). *Werken met Aandacht*. Vlissingen: Bazalt: pag. 9-28 (deel A). Downloads uit dit boek (nr. 5), geraadpleegd van https://www.bazalt.nl/downloads/ downloadpagina/werken-met-aandacht

**DAG 3**

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| 10.00 - 11.00 | Miriam Hufen / André Rietman | Methodisch handelingsplan. Sensorische Informatieverwerking irt ondersteunen communicatie |
| 11.00 – 11.15 |  | Pauze |
| 11.15 - 12.45 |  | A Secret, het matrixmodel en Motorprogramma |
| 12.45 - 13.15 |  | Pauze |
| 13.15 - 15.00 |  | Sensorisch Waardevolle omgeving/Groepsomgeving |
| 15.00 - 16.15 |  | Presentatie casuïstiek |

**Verplichte (en boventallige) Literatuur:**

Dunn, W. (2007). Supporting children to participate successfully in everyday life by using sensory processing knowledge*. Infants and young children, 20*(2), 84-101.

Miller, L.J., Coll, J.R., Schoen, S.A. (2007). A randomized controlled pilot study of the effectiveness of occupational therapy for children with sensory modulation disorder. *American Journal of Occupational Therapy, 61*(4), 228-238.

Parham, L.D., Smith Roley, S., May-Benson, T.A., Koomar, J., Brett-Green, B., Burke, J.P., Cohn, E.S., Mailloux, Z., Miller, L.J., Schaaf, R.C. (2011). Development of a fidelity measure for research on the effectiveness of the Ayres sensory integration intervention. *American Journal of Occupational Therapy, 65*(2), 133-142.

Reynolds, S., Glennon, T.J., Ausderau, K., Bendixen, R.M., Kuhaneck, H.M., Pfeiffer, B., Watling, R., Wilkinson, K., Bodison, S.C. (2017). Using a multifaceted approach to working with children who have differences in sensory processing and integration. *American Journal of Occupational Therapy, 71*(2), 1-10. Doi: 10.5014/ajot.2017. 019281.

Richter E.W., Oetter, P. (1990). Environmental matrices for Sensory integrative Treatment. In Merill, S.C. (Ed.), *Environment: Implications for occupational therapy practice – a sensory integrative perspective.* Rockville, MD, USA: American Occupational Therapy Association. (9 pagina´s)

Seidl, A., Tincoff, R., Baker, C., Cristia, A. (2015). Why the body comes first: effects of experimenter touch on infants’ word finding. *Developmental Science 18*(1), 155–164. Doi: 10.1111/desc.12182.

Smith, S.A., Press, B., Koenig, K.P., Kinnealey, M. (2005). Effects of sensory integration intervention on self-stimulating and self-injurious behaviours. *American Journal of Occupational Therapy,* 59(4), 418-425.

Wuang, Y.-P., Wang, C.-C.‚ Huang, M.-H., Su, C.-Y. (2009). Prospective study of the effect of sensory integration, neurodevelopmental treatment and perceptual-motor therapy on the sensorimotor performance in children with mild retardation. *American Journal of Occupational Therapy, 63*(4), 441-452.

Texas Autism Resource Guide for Effective Teaching (2009). Chapter: Sensory Processing Interventions, p. 1-7.