

TERMS & DEFINITIONS

Related to

SENSORY INTEGRATION



ADAPTIVE RESPONSE: An appropriate action in which the individual responds successfully to the environmental demand. Adaptive responses require good sensory integration and they further the sensory integration process.

AVERSIVE RESPONSE: A feeling of revulsion toward a sensation typically accompanied by a strong desire to avoid it or behaviorally react to the sensation.

BILATERAL MOTOR COORDINATION: The ability to use both sides of the body together in a smooth, simultaneous and coordination fashion.

BODY POSITION: The sense of the placement of one's head, limbs, and trunk.

BODY SCHEME OR BODY CONCEPT: This is a child's internal map of their physical self. It is the mental picture of one's own body parts and how they interrelate and move.

DIRECTIONALITY: The awareness of right vs. left, forward vs. backward, up vs. down, and the ability to move oneself in those directions.

DYSPRAXIA: Children with dyspraxia have difficulty translating sensory information into physical movement, unfamiliar movements, or movement with multiple steps. The individual may have a type that manifests in one, two, or all of the following areas: gross motor skills (large movements), fine motor skills (small movements), or oral motor skills (movements of the mouth).

EQUILIBRIUM: This automatic reaction refers to shifts of body movements to maintain or regain balance. The movement may be slight (such as maintaining a seated position while in a rocking chair) or large (such as regaining an upright standing position when slipping while walking on the ice).

FIGHT OR FLIGHT RESPONSE: The instinctive reaction to defend oneself from real or perceived threat/danger by withdrawing or becoming aggressive. Children with sensory processing difficulties may react with fight or flight responses to some sensory input.

GRAVITATIONAL INSECURITY: The extreme fear and anxiety that one will fall when their head position changes. This is related to poor processing of vestibular and proprioception information.

HAND PREFERENCE: To have an established hand dominance of right or left. This becomes established as a child's brain develops.

HYPERSENSITIVITY: This is an over sensitivity to sensory input. Is characterized by a tendency to avoid and appear fearful of the sensation. The child often over reacts more strongly than most people do. Children with hypersensitivity tend to present as defiant and uncooperative.

HYPOSENSITIVITY: This is an under sensitivity to sensory input; the child does not notice or register the sensory stimuli that are relevant to the situation. Children with hyposensitivity tend to present as withdrawn or passive.

IDEATION: The ability to think of a new or novel action (ex: what to do).

MODULATION: The brain's regulation of its own activity. Modulation involves facilitating some nerve messages to maximize a response, and inhibiting other message to reduce irrelevant nerve activity.

MOTOR PLANNING: The ability to organize a new or novel action in space and time (ex: how to do it). This piece of praxis allows a child to conceive of, organize, sequence, and carry out unfamiliar and complex movement skills. Motor planning allows a preschooler to figure out how to use a new riding toy. Motor planning involves conscious attention to the task, while relying on unconscious body sensations.



TERMS & DEFINITIONS

Related to

SENSORY INTEGRATION



MUSCLE TONE: The degree of tension in one's muscles. Muscles need to be responsive to the task on hand. Muscles should be stiff enough to pick up a bowling ball, then relax enough to handle a delicate flower without crushing it.

PERCEPTION: The process of becoming aware of what something is through a sensory experience. This is a complex function in which the brain gives meaning to the sensory stimuli. Sensations are objective, while perception is subjective.

PRAXIS: The ability to think of (conceptualize) and organize novel, purposeful actions. This has been described by Jean Ayers as an "intelligence of doing".

SELF-REGULATION: The ability to control one's activity level and state of alertness, as well as one's emotional, mental, or physical responses to sensations. Also known as self-organization.

SENSORY DEFENSIVENESS: The tendency to have a high level of sensitivity to harmless experiences; an over-reaction to non-noxious stimuli.

SENSORY DIET: A planned and scheduled activity program of sensory activities and accommodations that is developed to help a person become more self-regulated.

SENSORY DISCRIMINATION: The ability to distinguish between different sensory stimuli. The stimuli may be discriminated based upon their quality, timing, or position in space. For example: is the touch light as a feather, or deep like a pin prick? Is the ball moving quickly through the air, or slowly moving like a floating balloon? Does child still recognize his favorite toy, even though it is upside down?

SENSORY INPUT: The streams of neural impulses flowing from the sense receptors in the body to the spinal cord and brain.

SENSORY INTEGRATION: The process of organizing sensory information for use. This is the normal neurological process (brain and nerves) of taking in information from the environment and one's body through the senses, organizing this information, and using it to plan and execute adaptive responses. This is essential for learning and successful daily functioning.

SENSORY INTEGRATION DYSFUNCTION: An irregularity or disorder in the brain function that makes it difficult to integrate sensory input effectively. The individual's educational, social, motor, and emotional development may be affected. Their difficulties are chronic and disrupt their everyday life in a significant manner.

SENSORY MODULATION: The process in which the central nervous system (brain and nerves) regulates the sensory information. The child should be able to grade their behavior in response to the intensity, complexity, and novelty of the sensation. In other words, the child should not under or over react. It is very common that the same child may appear over-responsive some times, and under responsive other times.

SEQUENCING: Putting movements, sounds, sights, objects, thoughts, letters, and numbers in consecutive order, according to time and space.

TACTILE DEFENSIVENESS: The tendency to react negatively or emotionally to touching objects/materials or being touched by others. It is associated with distractibility, restlessness, and behavior problems.

