


<p>Name</p>	<p>Ms. Gina Daly <a href="mailto:gina.daly@umail.ucc.ie">gina.daly@umail.ucc.ie</a></p> 
<p>Title of study</p>	<p>Occupational Therapy Using Ayres Sensory Integration<sup>®</sup> to Improve the Adaptive Behaviours of Children with Autism Spectrum Disorder</p>
<p>Supervisor(s)</p>	<p>Dr. Jeanne Jackson and Dr. Helen Lynch</p>
<p>Background/Abstract (350 words max)</p>	<p><b>Background</b>  Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterised by challenges in social communication and the presence of restricted, repetitive patterns of behaviour, interests or activities (American Psychiatric Association (APA), 2013; Volkmar and Klin, 2005). Ayres Sensory Integration<sup>®</sup> (ASI) intervention is the most requested intervention by parents of children with ASD (Goin-Kochel, Mackintosh &amp; Myers, 2009; Green, et al, 2006; Mandell, Novack &amp; Levy, 2005). ASI<sup>®</sup> is an active intervention, which is individually-tailored, rich in sensory motor activities, contextualized in play, graded at the just right challenge and promotes participation (Schaaf, 2015). The effect of ASI<sup>®</sup> intervention on a child’s adaptive skills is still under researched and under debate. The</p>

	<p>researcher is seeking to gain an objective understanding regarding the contributing factors of ASI® intervention on the increased participation of children with ASD in their childhood occupations, particularly their adaptive behaviours.</p> <p><b>Purpose</b> To examine whether occupational therapy using ASI® intervention will improve the adaptive behaviours of children with ASD aged 5-7 years by addressing their foundational sensory integration difficulties, identified through comprehensive assessment.</p> <p><b>Methodology</b> Examining the research studies in ASI® against the familiar single-hierarchy evidence based practice model (Arbesman et al., 2008) has shown a distinct lack of single subject design studies within the occupational therapy and sensory integration fields. A non-randomised, non-concurrent, controlled multiple baseline design across participants is the chosen single subject design methodology to be employed in this study. Ten children aged between 5-7 years with a confirmed diagnosis of ASD will be included in the study. A manualised protocol (Parham et al. 2007) of ASI therapy will be conducted twice a week for ten weeks with each of the participants. The outcomes will be reviewed upon initial completion of the 10-week intervention to review the transferability of outcomes into adaptive behaviours.</p> <p><b>Research implications</b> In a climate which values evidence based practice, those who are funding occupational therapy services are increasingly requesting information about effectiveness and efficiencies of interventions. Continuing to evaluate the effectiveness of ASI as an intervention approach for children with ASD is an area of need with the occupational therapy literature.</p>
<p><i>Publications (e.g. articles, conferences etc)</i></p>	<p>Gina holds the role of Editor of SensorNet Magazine, a publication released by Sensory Integration Education <a href="https://www.sensoryintegration.org.uk/page-18218">https://www.sensoryintegration.org.uk/page-18218</a></p>

	Gina attended the European Sensory Integration Education congress in Vienna in 2017 and presented her Masters research entitled “Exploring the correlation between sensory integration difficulties and daily living skills difficulties in children with ASD”.
<i>Link to Orchid Profile/ Research gate profile/Iris profile or website</i>	<a href="https://www.researchgate.net/profile/Gina_Daly">https://www.researchgate.net/profile/Gina_Daly</a>
<i>Biography e.g. qualification/training/work history (200 words max)</i>	<p>Gina is a highly experienced senior paediatric occupational therapist. She has a vast range of clinical experience within the areas of physical disability, early intervention, developmental delay, autism spectrum disorder (ASD), ADHD, DCD and intellectual disability. Gina has a special interest in the area of ASD and sensory integration. She is an advanced sensory integration practitioner and holds a Master’s degree in sensory integration through Ulster University. Gina is undertaking a part time PhD, exploring the use of Occupational Therapy Using Ayres Sensory Integration<sup>®</sup> to improve the adaptive behaviours of children with ASD. She is passionate about investigating how this intervention impacts a child’s activities of daily living in particular, which is a core area of occupational therapy practice. She is striving to add to the sensory integration research evidence base, particularly from an Irish perspective.</p> <p>Her research journey so far has led her to learning more about the use of single case design as a research methodology. Her research interests are pointed towards bridging the gap between clinical practice and research and showcasing a method of translating therapy outcomes into research literature. Ultimately, her ethos centres around supporting children and their families to engage and participate in the occupations that are meaningful to them in their everyday lives.</p>
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