



Collaborative for Leadership in Ayres Sensory Integration® (ASI) Certificate Program

2023 Requirements and Assignments



The 2023 revised requirements apply to participants completing the CLASI CASI program with emphasis on the EASI as the primary assessment tool, starting in October 2020. Participants who began the CLASI CASI program with emphasis on using the SIPT, will be provided the ASI Certificate under the prior requirements. Please confirm with your local host or info@cl-asi.org if you have questions.



**Collaborative for Leadership in Ayres Sensory Integration (CLASI)
Certificate in Ayres Sensory Integration (CASI)**

REQUIREMENTS

1. The CLASI-CASI program requires completion of 6 Modules plus additional activities and assignments. Each module requires approximately 30 hours (3.0 CEU's), for a total of 180 hours (18 CEU's).
 - Module 1 is offered by asynchronous virtual format but may be offered onsite, when possible, upon request.
 - Modules 2, 4, and 5 are completed via an asynchronous virtual format.
 - Modules 3 & 6 are completed onsite or by synchronous virtual format, when holding onsite courses is not feasible.

2. Complete assignments per module and submit assignments per instructions as follows:

Module 1: ASI Theory Onsite or Asynchronous Virtual Module, 3.0 CEU's	
Module 1 is a research-based series of lessons that provide a foundation in ASI theory.	
ASYNCHRONOUS VIRTUAL MODULE 1	ONSITE MODULE 1
Asynchronous Virtual Format: 24 hours Assignments: 6 hours	Onsite Module: 24 hours (4 days) Assignments: 6 hours
Assignments	
Find and post a reputable media resource (e.g., a You-tube video, podcast, or website) that exemplifies the relationship between neuroscience and ASI. Post on online discussion board with a short commentary on the reasoning for choice.	Neuro presentation-participants prepare and present on neurological structures and functions in small groups (described in more detail during the onsite course).
Recommended but not required: Following M1, create and present an introductory 30-60-minute presentation e.g., in-service or lecture on ASI to a self-selected audience e.g., parents, teachers, community groups, etc.; share slide(s) on discussion board and post comments on the presentation.	

Module 2: Introduction to Comprehensive Assessment in ASI Asynchronous Virtual Module, 3.0 CEU's
Module 2 introduces the learner to information on direct and indirect assessments including the Evaluation in Ayres Sensory Integration (EASI), the Sensory Integration and Praxis Tests (SIPT), and the Sensory Processing Measure (SPM).
Asynchronous Virtual Module 2: 20 hours Assignments: 10 hours
Assignments
Practice test administration for all tests. Practice with video clips, then practice administration and scoring with adults and with typically developing children.

Module 3: Comprehensive Assessment in ASI Hands-on Practice and Review Onsite Module, 3.0 CEU's (M3 may be offered via synchronous virtual format if onsite courses are not feasible)
Module 3 provides hands-on practice and review of all aspects of sensory integration including perception, reactivity, postural ocular and bilateral control and praxis, with assessments that were introduced in Module 2. During the onsite Module 3, participants will have an opportunity to clarify any questions they have about the information presented in the asynchronous virtual instruction, and to practice assessment administration and scoring with peers.
Onsite Module 3: 24 hours (4 Days) Assignments: 6 hours
Assignments
The following assignments are to be completed after onsite Module 3: <ol style="list-style-type: none"> 1) After completing the asynchronous virtual preparation for Module 2 and attending the M3 practice course for assessment, continued practice is needed to develop competence in test administration and scoring skills; participants are expected to review asynchronous virtual lessons and notes; learning test mechanics takes time-continue practice with adults, along with the videos in the asynchronous virtual program. 2) Following practice, participants will complete the TEST ADMINISTRATION & SCORING CHECK-TASC. (see attached form for details of this assignment) 3) Practice the tests, as possible, with typically developing children to have the chance to see how children without SI concerns perform on the tests. 4) Complete the EASI on two typically developing children ages 3-12. Following attendance at M3 and completion of the TASC, test two typically developing children on all EASI tests and enter the data on the designated data entry platform. Note the subject ID#s and record those on the Testing Verification Form and print the graph of scores for both children.

To apply clinical reasoning and learn the interpretation process, we will rely on research based on the SIPT to identify core ASI constructs. As research is available on the EASI, this data will be included to further support the interpretation of test data.

To complete the assignments for the CLASI CASI, all tests of the EASI should be administered to two typically developing children and test* and interpret scores for one child with suspected sensory integration concerns (see criteria for selection of case). In addition. (The SIPT may be substituted for the EASI, if the learner has access to a SIPT kit, SIPT test forms and SIPT scoring.)

Module 4: Clinical Reasoning in ASI Asynchronous Virtual Module, 3.0 CEU's
Module 4 builds on Modules 1-3 with content and skills needed for interpreting assessment data in a systematic way, so that intervention can be planned and implemented in a focused, appropriate, and effective way.
Asynchronous Virtual Module 4: 24 hours Assignments: 6 hours
Assignments
Prior to/during completion of asynchronous virtual Module 4: 1) Complete all lessons and assignments for Modules 1-3. 2) Review test scores on case provided by CLASI and think about the scores while completing lessons in M4; Independently complete first draft of case summary.

Module 5: Intervention Planning Asynchronous Virtual Module, 3.0 CEU's
Module 5 introduces the research and manualized methods of ASI intervention as an evidence-based intervention, including the core principles of ASI that assist practitioners in planning intervention as defined in the Fidelity to ASI Intervention Measure that assists researchers and clinicians to distinguish between interventions that are faithful to the principles of ASI and those that do not meet the criteria.
Asynchronous Virtual Module 5: 24 hours Assignments: 6 hours
Assignments
<ol style="list-style-type: none"> 1) During the asynchronous virtual lessons for Module 5, participants will complete an exercise that involves rating intervention video clips using the ASI Fidelity Measure. A passing score on the ASI Fidelity Measure ratings is required to complete the module. Complete all lessons and assignments for Modules 1-3. 2) Finalize first draft of the case provided to you by the instructor. Following completion of Module 4 & 5 asynchronous virtual lessons, exchange draft of case summary with a peer (DASC). 3) Revise your case summary based on feedback you receive from the DASC and bring it with you to Module 6. 4) Video-record and rate your own intervention session using the ASI Fidelity Measure (see attached video assignment).*

**Due to the pandemic and use of CLASI supplied cases, the video assignment is waived in 2023. Learners are not required to submit this assignment to receive their final certificate.*

**Module 6: ASI Intervention
Hands-on Practice and Review**

Onsite Module, 3.0 CEU's

(M6 may be offered via synchronous virtual format if onsite courses are not feasible)

Module 6 provides hands-on experience in designing and implementing evidence based ASI intervention with fidelity to the method. Through case analyses, participants are guided to design the intervention program and activities based on analyses of the assessment data and conduct dynamic assessment while providing those intervention strategies. Emphasis is placed on clinical reasoning using all steps of DDDM, from hypothesis generation to working on proximal goals to meet relevant distal outcomes. A master clinician will demonstrate using an ASI approach with children who demonstrate sensory integration deficits.

Onsite Module: 24 hours (4 Days)
Assignments: 6 hours

Assignments

Participants will work in small groups to analyze and discuss cases and participate in a group presentation of selected cases from each group. Throughout M6, participants are expected to refine their case summaries, based on the information presented each day. Participants should plan for 1-2 hours after the course on days 1-3 to work on the case refinement.

Participants must bring the following to M6:

- Case Summary-developed independently and revised following DASC
- Remaining questions about test administration/scoring



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Test Administration and Scoring Check (TASC)

The *Test Administration and Scoring Check* with a peer(s) or previously SI certified therapist aims to assist learners in refining test administration and scoring competency, following training and practice. The TASC may be conducted in person or virtually. The following process is followed:

- Learner administers at least a portion of all EASI tests to another adult while a peer who is familiar with the EASI tests (either fellow learner or someone who has been trained in the tests) observes.
- Peers may choose to work in small groups (2-4 people works well), alternating the role of tester and “child” if in-person; if virtual, then learner may test another adult, while observer reviews virtually- preferably in real time.
- Learner and observers discuss test administration and scoring, using notes and other course resources to clarify and resolve any points of confusion.
- Learner must exchange one scored form for Visual Praxis: Designs (VPr:D); Praxis Ideation (Pr:I) based on videoclip; Proprioception Joint Position (Prop:JP); and Tactile Perception: Design (TP:D) administered to a child prior to the observation or from an adult “pretending” to be a child). The TASC participants should independently score these 4 tests then compare with the other(s) in the TASC group.

Learner Information:

Name: _____ Email address: _____

M3 attended (city and dates): _____

TASC Peer Observer Information:

Name: _____ Email address: _____

____peer in same onsite course, OR

____trained in required tests (list program, city and dates)

Please list at least 3 things that were clarified, corrected, or which made testing more efficient based on discussion from the TASC:

1)

2)

3)

Scoring Check:

Learner and observer verify that they have scored, compared, and discussed their results on VPr:D, Pr:I, Prop:JP, and TP:D.

I verify that all information recorded here is true and accurate:

Signature of learner: _____ Date: _____

Signature of observer: _____ Date: _____



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Data Analysis and Synthesis Test Check (DASC)**

The *Data Analysis and Synthesis Test Check* with a peer or small group aims to assist learners in clinical reasoning by refining data analysis for completion of the next steps of DDDM. The DASC may be conducted in person or virtually. The following process is followed:

- Learner completes at least one Case Summary (either from child tested or from case provided by the instructor) following the assigned format, following steps of DDDM.
- Learners may choose to work in pairs or in small groups to exchange their Case Summaries (pairs or groups compare their findings in person, by phone or via a virtual meeting, such as Skype or Zoom); based on discussions, the learners revise their Case Summaries.
- Learners are encouraged to bring any questions or interesting points of discussion to a CLASI webinar (or to meetings with local host organization if provided).

Learner Information:

Name: _____ Email address: _____

Partner or Group Information (if case discussion involved more than one peer, list all):

Name: _____ Email address: _____

Name: _____ Email address: _____

Name: _____ Email address: _____

Name: _____ Email address: _____

Please list at least 3 things that were clarified, or areas identified as needing clarification during the DASC:

1)

2)

3)

I verify that all information recorded here is true and accurate:

Signature of learner: _____ Date: _____



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Verification of Testing of Typically Developing Children on the EASI

Name: _____ Date: _____

I verify that I tested two typically developing children on all tests of the EASI, as follows:

Typically Developing Child #1 – Subject ID: _____

Age in years _____ months _____

Gender: _____ male _____ female _____ other

City and Country of child's residence _____

Typically Developing Child #2 – Subject ID: _____

Age in years _____ months _____

Gender: _____ male _____ female _____ other

City and Country of child's residence _____

I verify that I administered and scored all EASI tests (or noted any tests or items that could not be administered and scored) on the children described above and have entered the scores into the ESP platform _____ (enter your initials)

Email address used for ESP data entry: _____

I verify that a parent of each child tested signed a consent form _____ (initial)

Print the graph of scores for both children and keep the two graphs. They will be submitted with your application for your final Certificate in ASI at the completion of the program.

**Instructions for how to save the EASI graph can be found at:
<https://tinyurl.com/ESPgraph>**

This is the information you will need to enter in the scoring system for the children you test as part of your certificate requirements. You only need to submit this information in the scoring platform; the form is provided here so that you know which information you will need to gather about the children you test.

11/29/22, 4:15 PM

EASI test

Demographics

Please answer the following questions. Remember that this information is not linked to your or your child's identity in any way.

Who is the parent/guardian responding to this form?

None selected

What is your highest level of education?

LESS THAN HIGH SCHOOL
HIGH SCHOOL (OR EQUIVALENT)
COLLEGE
POST-COLLEGE (GRADUATE SCHOOL, MEDICAL SCHOOL, ETC.)

Does the child have another primary parent/guardian? If so, please specify:

None selected

What is the second parent/guardian's highest level of education?

LESS THAN HIGH SCHOOL
HIGH SCHOOL (OR EQUIVALENT)
COLLEGE
POST-COLLEGE (GRADUATE SCHOOL, MEDICAL SCHOOL, ETC.)

What is the primary language spoken in your child's home?

None selected

Is there a secondary language spoken in your child's home?

NO

YES

Which of the following options best describes the area where your child lives?

URBAN AREA (INCLUDES AREAS WITH 50,000 OR MORE PEOPLE)

URBAN CLUSTER (INCLUDES AREAS WITH 2,500 TO 49,999 PEOPLE)

RURAL AREA (INCLUDES COUNTRYSIDE OR AREAS WITH FEWER THAN 2,500 PEOPLE)

Which of the following options best describes your family's socioeconomic status?

LOW RANGE INCOME

MIDDLE RANGE INCOME

UPPER RANGE INCOME

Does your child have known medical, educational, mental health or other developmental concerns?

NO

YES

→ SUBMIT

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**Collaborative for Leadership in Ayres Sensory Integration (CLASI)
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Parent Consent for Testing of Children for the CLASI CASI Program

As part of advanced training in Ayres Sensory Integration, professionals who are participating in the program are required to test children using a set of tests that measure sensory and motor functions. These tests include items which involve activities such as:

- Copying designs
- Imitating positions and actions
- Balancing
- Tracking a moving pencil with the eyes
- Demonstrating ideas about possible actions (these items are videotaped for scoring purposes only and after scoring the video clip is deleted)
- Folding, tearing, and building tasks with child sized furniture and objects
- Indicating where light touch is applied to the hands and arms
- Matching shapes to similar shapes
- Being turned on a rotation board
- Indicating a reaction to touch, sound, smells, and motion

I, (name of parent): _____ Date: _____

give permission for my child (name of child): _____

to participate in these tests. I understand that:

- If my child is uncomfortable during any of the tests or test items, those items will be discontinued, and I will be notified of my child's response.
- The tester agrees to follow established guidelines to ensure safety, cleanliness, and illness prevention during the testing.
- The tester will not store or share any identifying information about my child (e.g., name, parent's name, address, phone number, or any diagnoses, if applicable).
- My child's de-identified test scores may be discussed in the program to assist participants in mastering test administration, scoring and interpretation.
- My child's de-identified test scores will be stored in a confidential and secure data base and may be accessed for research purposes.

Please list any precautions, allergies, or other information the tester should know about your child prior to or during testing:

I have read the description of the tests and the conditions of testing, have been offered a copy of this form, and agree that my child may be tested for the purpose of this program:

Signature of parent:

Date:



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**SELECTION CRITERIA
FOR CHILDREN TESTED AND CASE PREPARATION**

- 1. Required: Administer the EASI on 2 Typically Developing Children**
 - Administer and score all tests of the EASI on 2 typically developing children who are between 3 and 12 years of age.
 - Follow ethics guidelines provided by course instructor.
 - Bring questions about the scores to Module 6.

- 2. Administer the EASI and the SPM on one child with suspected difficulties:**
 - Age 3-12 years (if using the EASI).
 - Child has some challenges in participation (e.g. trouble playing with peers; difficulty mastering skills such as dressing or bathing; struggling at school, etc.).
 - Suspected problems with sensory integration-some indication that the participation challenges could be related to problems in sensory integration; diagnoses such as autism, attention deficit disorder, speech and language delays or learning disabilities are often good candidates.
 - No other complicating diagnosis, such as cerebral palsy, Down syndrome, visual impairment, etc.
 - No or little intervention, especially intervention that has used an Ayres Sensory Integration approach.
 - Tester believes that test scores are valid and reliable.
 - Prepare short video clip that shows the sensory, motor or praxis challenges.
 - On this child (or on another child who has full assessment data) prepare a video segment of intervention applying the ASI approach.
 - Rate the intervention segment on the Ayres Sensory Integration Fidelity Measure.

NOTE: Participants may bring additional cases to Module 6 including children for whom standardized testing is not feasible e.g., children under age 3 or children with challenges that make it impossible for them to comply with standardized test procedures. We will discuss the application of the sensory integration concepts and intervention planning to these cases as time allows.



Collaborative for Leadership in Ayres Sensory Integration (CLASI) Certificate in Ayres Sensory Integration (CASI)

Video Assignment

***Due to the pandemic and use of CLASI supplied cases, the video assignment is waived in 2023.
Learners are not required to submit this assignment to receive their final certificate.*

- Using the ASI Fidelity Measure provided in Module 5, complete a self-assessment of your use of ASI process elements during your session.
- The session should strive to meet the structural elements for fidelity including a complete assessment (including the SIPT or the EASI) and provided in an environment with adequate sensory motor affordances.
NOTE: If you do not have access to a clinic setting, you can use another setting, as long as you are providing ASI intervention.
- Obtain the signed permission form for videotaping and viewing the video for educational purposes (attached below). This form is required for the final CLASI CASI application.
- Bring the video and the rating of the intervention to M6.
- During M6, the instructor will review the case studies, including intervention. This is an excellent opportunity to gain feedback on your case.
- There will not be enough time to review every participant's case; for those selected, we will have time to review approximately 5-10 minutes of the video, so preparing an edited version is preferred. In some cases, we may wish to scan the whole session to view the flow of therapy, so if you do edit, please bring the unedited version as well.



AUTHORIZATION to VIDEOTAPE

I, _____, the parent or legal guardian of _____, consent to and authorize videotaping, recording, or use thereof, of the above named child. Said recordings are to be used exclusively for educational purposes including use in lectures and professional journals and textbooks. The rights granted the Collaborative for Leadership in Ayres Sensory Integration (CLASI) herein are perpetual and worldwide.

I understand that while my child or I will not be identified, the videotape will reveal pictures or other details that may disclose our identity. I understand that neither my child nor I will receive remuneration of any kind for our participation in the recordings. By signing this authorization, I waive any right to compensation for such uses, and you and your successors also release and hold harmless the CLASI, your attending health care provider and Facility from and against any claim for any injury in connection with the use or display of your image, voice, likeness or any other identifying characteristics in the presentation of your videotape, and any compensation resulting from the activities authorized by you in this authorization.

I confirm that I have the right to enter into this agreement, that I am not restricted by any commitments to third parties, that CLASI and other agents have no financial commitment or obligation to me as a result of this agreement, and that I have had opportunities to ask questions about the use of my health information for educational and instructional purposes.

I have read the foregoing agreement and understand its terms and hereby agree to them.

Signature of Individual or Parent/Guardian
 Printed Name of Individual or Parent/Guardian
 Signature of Individual or Child
 Printed Name of Individual or Child
 Address
 City, State, Zip
 Phone
 Date

Therapist Name _____
 Therapist Address _____
 City, State, Zip _____
 Phone _____
 Signature _____



**Collaborative for Leadership in Ayres Sensory Integration (CLASI)
Certificate in ASI: CHECKLIST**

CASI Requirement	Date Completed	Comments/Questions
Module 1		
Module 2		
Practice with video clips and course notebook		
Module 3		
Set up profile in the EASI Scoring Program (ESP) following enrollment		
Practice with adults and typically developing children		
Complete TASC		
Select and test two typically developing children (onEASI) and on one child with suspected problems in sensory integration*		
Enter EASI Test Scores in ESP		
Complete Testing Verification Form		
Module 4		
Module 5		
Complete Case Summary Form		
Complete DASC process		
Revise Case Summary		
Prepare intervention video**		
Rate video using ASIFM**		
Module 6-bring at least one Case Summary, video of intervention, and rating of video on ASIFM		

**During the pandemic, CLASI will provide a case for interpretation.*

***Due to the pandemic and use of CLASI supplied cases, the video assignment is waived in 2023. Learners are not required to submit this assignment to receive their final certificate.*



Collaborative for Leadership in Ayres Sensory Integration (CLASI) Certificate in Ayres Sensory Integration (CASI) Application

On behalf of the CLASI Team, congratulations on completing the Certificate in Ayres Sensory Integration program! To receive your final certificate, please complete our online application.

[Click here](#) for the application which is currently available in English, Spanish, and Portuguese. The application is also located on our website at <https://www.cl-asi.org/clasicasiapplication>

Please be prepared to upload the following documents to complete your online application:

- Current active occupational therapy, physical therapy or speech and language pathology license or other documentation which verifies ability to practice in one of these fields in your country.

Certificates of completion for:

- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6

The following assignments:

- Test Administration and Scoring Check (TASC)
- Data Analysis and Synthesis Test Check (DASC)
- Testing Verification Form
- Case Summary

Questions? If you have any questions about the application process, email mcoleman@cl-asi.org.

Share your Story. If you would like to share how you were positively impacted by the CASI program, please email your testimonial to hmcguire@cl-asi.org. We may contact you about using your testimonial for marketing purposes (i.e., social media, website).

Follow us! If you haven't already, we invite you to follow CLASI on social media to learn about our educational webinars, the latest developments in the Evaluation in Ayres Sensory Integration (EASI), resources, special events, and more. You can find us on Instagram, Facebook, YouTube, and LinkedIn.

**We appreciate you choosing CLASI to help you, master, apply, and advance
your knowledge in Ayres Sensory Integration!**