A Grant Proposal to Study the Benefits of Utilizing a Sensory Diet Approach to Assist in On Task Behavior for Students with Autism Spectrum Disorders

by

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A Grant Proposal Project Report Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree in Education

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ABSTRACT

With the rise in the number of students receiving services under the educational criteria for an autism spectrum disorder, it is critical that the Wausau School District increase their understanding and ability to provide services for those children. Most students that have followed a neurotypical developmental pattern are able to process their environment effectively; however, most students with autism spectrum disorders need alternative strategies incorporated into their day to best process the world they live in. By creating tools to assess perceptions about student sensory differences, by assessing staff understanding, and engaging in professional development we will be creating an environment to help support unique sensory processing needs. This proposal will assist our staff by providing the best options for students with autism spectrum disorders. We will participate in baseline and ongoing data collection to determine the success and will disseminate our findings to state and local educational professionals, parents and community members upon project completion.
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Chapter I: Introduction

Our nation's schools are seeing a rise in the number of students with autism spectrum disorders. In Wisconsin, the latest statistics of students receiving services under an educational autism spectrum disorder label has more than doubled since 2002 (Resan, 2008). An autism spectrum disorder is a neurobiological spectrum disorder that affects the brain and is medically diagnosed. Medically speaking children with autism spectrum disorder display impaired social interaction and communication, and restricted and repetitive behavior generally evident before the age of 3 (American Psychiatric Association Diagnostic and Statistical manual of Mental Disorders DAM-IV 1994). According to Wisconsin Department of Public Instruction (DPI), students who qualify for special education under an educational autism spectrum disorder impairment do not need a medical diagnosis, however, they do need to meet educational eligibility characteristics such as: Marked differences in social communication both expressively and receptively, difficulties or differences or both in interacting with people and events, the child exhibits marked differences over changes in his or her environment, and perseverant thinking (Resan, 2008). Autism spectrum disorders affect the way the brain processes incoming and outgoing information. Each individual with an autism spectrum disorder is unique and displays characteristics on a continuum from mild to severe (Foegen, 2007).

One area that is often overlooked in providing services for students with autism spectrum disorders is the area of sensory processing, since it is not a requirement for medical diagnosis or educational qualification. Sensory processing is the ability of the brain to properly integrate and adapt to the onslaught of information coming in through the senses (Science Daily, 2008). Wisconsin Department of Public Instruction (DPI) identifies sensory processing difficulties on the educational eligibility criteria; however is not a requirement to qualify for services. Sensory
processing differences have been documented since 1943 when Hans Asperger recognized sensory deficits in children with Asperger Syndrome (a common disorder on the Autism Spectrum) (Miles et.al, 2004).

Students with autism spectrum disorders can experience hypo or hyper reactions to sensory input (Resan, 2008). Recent research has found structural differences in the brains of persons with autism spectrum disorders that may reflect a state of chronic sensory overstimulation (Casanova et al., 2002). Ben Sasson et al, 2008,[abstract] notes “Results from 14 studies indicated a significantly high difference between people with autism spectrum disorders and typical groups in the presence/frequency of sensory symptoms, with the greatest difference in under-responsivity, followed by over-responsivity and sensation seeking.” For example, “A child can’t sit still in class, and continually falls out of her seat. A boy avoids touching messy things like finger foods and finger paints....these are simple, yet classic examples of children with sensory processing issues” (Strzelecki, 2008, p. 17).

According to 2008-2009 enrollment data, 1 in every 198 students in the Wausau School District in Wausau, Wisconsin is receiving specialized instruction with special education services under the educational classification of autism spectrum disorder. Franklin Elementary School, in the Wausau School District, has a specialized program called the CARE program. The CARE program focuses on the unique needs of students with autism spectrum disorders and related disorders that have been determined to need more specific intervention incorporated into their school environment (C.A.R.E or Children with Autism and Related Educational Needs). There are 6 students at Franklin Elementary that receive highly structured, evidence based intervention based on individual needs within the inclusive and or resource environment on a daily basis.
All 6 students under the case management of the CARE program at Franklin Elementary School, experience sensory differences as described by their parents, physicians, and by teaching professional observation. At times, sensory differences make integration within the inclusive setting unbearable for the students within the program. With an inclusive school model as an educational best practice, consideration may need to be given to sensory processing strategies when working with children with autism spectrum conditions to better adapt to their unique needs. Orloff (2007) mentions, that when sensory differences are not addressed it can “lead to lifelong issues that have a global negative impact”. This proposal will help aide Franklin Elementary staff understanding, consistency in strategy implementation so that students with sensory differences can process their environment on a daily basis and increase their time on task. This proposal also aims to create an educational model to be shared with the entire district and community.

Statement of the Problem

Students with autism spectrum disorders have extreme sensory needs that make it difficult to stay on task and display appropriate classroom behavior. In a sensory regulation study, Gomez and Baird, 2005 indicate that 86% of children were described to have had sensory differences that impacted them daily. If individual sensory needs are not identified and managed proactively and reactively throughout the school day, students with autism spectrum disorders may not be participating in daily school activities to their full extent. Identification of needs, understanding the differences and creating a more sensory appropriate environment may help students with autism spectrum disorders access the curriculum and social components to education more readily.
While Franklin Elementary has a quiet area in the resource room, Franklin does not have a variety of sensory equipment such as calming and stimulating materials that may provide students with sensory differences a better foundation for self regulation and help with on task behavior. This proposal intends to in-service all staff at Franklin Elementary on sensory differences and sensory integration strategies. This proposal also intends to access materials and resources to provide sensory breaks and activities. This proposal will allow Franklin Elementary School staff to proactively consider individual sensory differences while in the instructional setting to assist children with autism spectrum disorders reach their fullest potential and have greater access to learning.

Purpose of Grant Proposal:

The purpose of this proposal is to access funding to facilitate identification, understanding, purchasing equipment and implementation of individual sensory regulation models to assist students with autism spectrum disorders access their curriculum and social environment more readily.

Assumptions:

This grant proposal is being written with the assumption that it will be submitted to the The Judd S. Alexander Foundation, Inc. following the completed requirements of this thesis for funding consideration.

Definitions of Terms:

Neurotypical: A phrase that is coined within the autism community, it is a term used to describe someone that has developmental profile consistent and within the norm. Wikipedia describes “neurotypical” as:

“Neurotypical (or NT) people have neurological development
and state that are consistent with what most people would perceive as normal in their ability to process linguistic information and social cues” (2008).

*Hypo-reactive and under responsivity:* Is the state of having low sensitivity or reaction to incoming information from the 5 senses.

*Hyper-reactive and over responsivity:* Is the state of having extreme sensitivity or reaction to incoming information from the 5 senses.

*Sensory Diet Approach:* The sensory diet, a term coined by Occupational Therapist (OT) Patricia Wilbarger, is a carefully designed, personalized activity schedule that provides the sensory input a person’s nervous system needs to stay focused and organized throughout the day (Beil & Peske, 2005).

*Sensory Integration Theory:* Is based off the work of Dr. A. Jean Ayres and can be summarized by describing how one neurologically processes incoming environmental and social input (Baranek, 2002). “The ability of the brain to properly integrate and adapt to the onslaught of information coming in through the senses” (Temple University, 2008). How well one is processing or integrating their environmental and social information is observed in their behavior after they have experienced various input.

*Methodology:*

Chapter two will review and summarize the current literature in the field of autism spectrum disorders focusing on sensory differences and strategies to help. This chapter will cover current evidence describing the significant impact having sensory differences can cause, current approaches in the field, and strategies that can be used for students with autism spectrum disorders within the school setting to help students access their environment. Chapter three will
address the project specific goals to create better staff understanding about sensory differences, to assess our student needs and take baseline data to determine how much time on task before intervention. Chapter three will also discuss creating an environment for students to access when intervention strategies within the classroom are not enough to regulate their sensory system and finally follow up data methods to determine if our sensory approach improves time on task for our students. Chapter four will discuss how the project will be implemented by describing project timeline, budget, evaluation and dissemination plans.
Chapter II: Literature Review

*Autism Spectrum Disorders*

Autism spectrum disorder is an umbrella term for many neurological disorders under the autism spectrum. The Center for Disease Control and Prevention states, “Autism spectrum disorders (ASDs) are a group of developmental disabilities defined by significant impairments in social interaction and communication and the presence of unusual behaviors and interests” (2008, April). The CDC also notes in their literature that most individuals with an autism spectrum disorder have a unique way they interpret and interact with their environment. In addition to the key communication and social interaction differences, many people with autism spectrum disorders exhibit a range of very unique sensory processing differences (2008). Each individual with an autism spectrum disorder displays a range of various characteristics. These characteristics can range from a very mild form of autism to a very severe form of autism and occurs much more frequently in boys than girls (2008).

Autism spectrum disorders are a medical diagnosis that focuses its diagnostic criteria on critical developmental areas. The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (2000), describes the developmental areas typically affected by an ASD as: social interaction impairments, communication (both verbal and non verbal) impairments, and restricted and repetitive stereotypical patterns of behavior. Generally speaking those diagnosed with an autism spectrum disorder most likely displayed evident characteristics prior to their third birthday, however autism spectrum disorders are typically not diagnosed until around the age of 3 (Centers for Disease Control and Prevention, 2008). An Autism spectrum disorder is a lifelong disorder and the disorders on the autism spectrum are: Pervasive Developmental
Disorders-Not Otherwise Specified (PDD-NOS), Aspergers Syndrome (AS), Autism Disorder, Rett’s Disorder (RS) and Childhood Disintegrative Disorder (CDD) (2008).

From an educational perspective, students can qualify for an educational autism spectrum impairment and receive special education services under an educational label if an educational team determines there is a need for special education. The special education team consisting of several educational specialists such as, however not limited to: school psychologist, special education specialists such as speech and language pathologists, occupational therapists, special education teachers are key participants in deciding whether or not a student qualifies under the educational model. Students that qualify under the educational criteria do not need a medical diagnosis, however, need to meet educational criteria revised in 2006 (Resan, 2008). Prior to 1992, there was not an educational criteria for autism spectrum disorders and students that were found to have an impairment were classified under other categories such as cognitive disabilities, other health impaired, learning disability and so on (Wisconsin Department of Public Education Data, 2008).

To qualify for an educational autism spectrum impairment one needs to display differences in interacting with people and events, difficulties in verbal and non-verbal communication and may experience differences or difficulties in one or all of the following items: delays or arrests in development of social motor, sensory or learning skills, abnormalities in the thinking process or generalization, unusual or inconsistent responses to sights, sound, touch or movement and or may display marked difficulties in transitioning, insistence on following rules and or preoccupation or attachment to objects (Wisconsin Department of Public Education autism spectrum disorder eligibility criteria, 2006).

*Prevalence*
CDC’s Autism spectrum disorder and Developmental Disabilities Monitoring (ADDM) Network released data in 2007 that found about 1 in 150 8-year-old children in multiple areas of the United States had an autism spectrum disorder. With that statistic, it appears that autism spectrum disorders rates are significantly on the rise. In Wisconsin alone, it has been documented that educational autism spectrum disorder rates have more than doubled since 2002 (Resan, 2008). Simpson (2008) suggests, that based on the CDC’s estimate of prevalence, ASD is currently far more common than down syndrome, juvenile diabetes, and childhood cancer (Centers for Disease Control and Prevention, 2008). Having an autism spectrum disorder spectrum disorder is three to four times more likely to occur in males than in females (CDC, 2008).

Specific Disorders on the Autism Spectrum

Pervasive Developmental Disorders - Not Otherwise Specified (PDD-NOS) is the most mild autism spectrum condition. PDD-NOS are characterized by an individual sharing some but not all the characteristics of an autism disorder. “PDD- NOS is included in Diagnostic DSM-IV to encompass cases where there is marked impairment of social interaction, communication, and/or stereotyped behavior patterns or interest, but when full features for Autism spectrum disorder or another explicitly defined PDD are not met” (2008, Yale School of Medicine).

Asperger’s syndrome (AS) is a disorder on the autism spectrum that is characterized by displaying mild characteristics in all areas of critical characteristics for autism spectrum disorder, however lacking any kind of language delay or regression. The Yale School of Medicine describes characteristics of asperger’s syndrome as:

“Deficits in social interaction and unusual responses to the environment, similar to those in Autism disorder, are observed. Unlike in autism disorder, however, cognitive and
communicative developments are within the normal or near-normal range in the first years of life, and verbal skills are usually an area of relative strength” (2008).

People with a classic autism disorder display differences in all diagnostic areas such as social interaction, communication and repetitive and restricted behaviors. “Autism disorder is characterized by qualitative impairments in language, qualitative impairments in social skills and stereotyped or restricted patterns of interest, behavior or activities (Morrison, 2007). People with a classic autism disorder also are characteristically similar in that they displayed a delay in language development or even a regression in language development. “Some children with ASDs seem to develop normally until 18-24 months of age and then they stop gaining new language and social skills, or they lose the skills they had” (CDC 2008). The difference between high functioning autism disorder and asperger’s syndrome is the difference in the early language development. A person that has a high functioning autism diagnosis may have similar skill levels to a person with asperger’s syndrome however the person with asperger’s syndrome did not experience a delay or regression in early language development.

Retts Disorder (RS) is a very rare disorder on the autism spectrum. It is characterized by a slowing or regression in development typically between the ages of 12-18 months resulting in a much more significant delay in social communication, gross motor, cognitive and linguistic abilities (Pizzamiglio 2008). RS is also almost exclusively present in females and most have significantly impaired cognitive function. RS occurs in approximately 1 in 10,000 to 15,000 births (2008).

Childhood Disintegrative Dysfunction (CDD) is a disorder on the autism spectrum that is exclusively within the male population and only occurs in approximately 2 of 100,000 births. “The condition develops in children who have previously seemed perfectly normal. Typically
language, interest in the social environment, and often toileting and self-care abilities are lost, and there may be a general loss of interest in the environment” (Yale School of Medicine, 2008). CDD also is marked by the significant cognitive difference or regression in cognitive development. People with CDD have a low cognitive profile with less peaks of ability that most people on the autism spectrum display. The average onset of CDD is between 3 and 4 years old. (Kurita, Osada, & Miyake, 2004).

*Sensory differences in Autism spectrum disorders*

Sensory differences are often coined by a label called sensory processing disorder (SPD) (Wallis, 2007). According to Wallis, occupational therapists have been treating SPD’s since around 1972 (2007), however sensory differences have been recognized in children with autism spectrum disorders since 1943 (Miles et.al., 2004). Sensory processing disorder is a disorder that affects our five senses (visual/sight, auditory/sound, olfactory/smell, tactile/touch, and gustatory/taste) and also our proprioceptive (joint and muscle senses) and vestibular (balance and motion) senses (De La Isla, 2008). “Sensory processing refers to the way the brain takes incoming sensory messages, converts them into meaningful messages, and then makes a response” (Simmons & Miller, 2008).

Sensory differences are unique to each individual and understanding how incoming information is processed in individual children is critical to implementing the right strategies to support each student. Generally speaking children with sensory processing differences can experience over reactions and / or under reactions to sensory information. A child may be over responsive in one sensory area and under responsive in another area. For example, “A child may have oversensitive hearing yet be under sensitive visually” (Stacey 2003, p.128).
Other examples of sensory processing differences can be found in various sources. “These behaviors do not “look” like what they are. In other words, the child may look as if he or she is exhibiting resistive behavior when actually the child is so disoriented they cannot discern what to do” Schriber-Orloff, 2007). Another account for how difficult sensory processing differences can be described as, “Imagine your sensory world scrambled and unregulated, your auditory intake a rock station-or worse, mere static-blasting incessantly in your ears” (Stacey, 2003). Some students can have very extreme reactions to seemingly typical environmental happenings. The impact on their ability to maintain in the classroom is so dependent on how they are taking in information. “Some kids can’t maintain an upright position at a desk; some are so sensitive to touch that they shriek when their fingernails are trimmed or if they get oatmeal on their face. Sounds and smells can be overwhelming” (Wallis, 2007).

Children that over react to information react too quickly, intensely or for a longer length of time than typically developing children (Schriber-Orloff, 2003) and can be described as being over reactive or hypersensitive. This can occur in all or some of the child’s senses and is completely unique to each individual. When children over react to things particularly at school this can be observed in difficulty transitioning from one activity to another, melting down to get out of an unpleasant experience or they just may “check out” of the activity. Many times this may be observed in children with autism spectrum disorders that seem to be tuning out the environment around them (Simmons & Miller, 2008).

When children are under reactive to sensory information, they may experience less of a response to information. For example, children who are under responsive may not experience as much pain as typically developing children do (Simmons & Miller, 2008). These children usually take longer to respond to information than do typically developing children. This may be
observed in children that are “socially withdrawn, and prefer playing alone” (2008). Keeping in mind those children who are unresponsive in one area may be over responsive in another area.

Other students may be observed to be seeking or craving sensory input. “Sensory seeking behaviors are common in children with autism spectrum disorders” (Simmons & Miller, 2008). When the environment that the student is in is not stimulating enough for them they may seek out more stimulation. “Some children seek movement, jumping, bumping, crashing and bashing, others seek deep pressure, or spicy foods or intense visual or auditory stimulation” (2008).

Just as the general classroom population is unique, each student with an autism spectrum disorder is unique. Each student with an autism spectrum disorder presents distinctive sensory processing differences (Ben-Sasson, 2008). O’Connor and French (n.d.), writes: “This inability to cope may be demonstrated by various behaviors, such as over sensitivity to stimuli (i.e. outbursts, pacing, hand flapping, toe walking) deficits in speech and language, and cognitive capacities; desire to avoid changes in routines and difficulties transferring lessons from one setting to another.” De La Isla (2008) adds,

“When the brain can process sensory information efficiently, it gives us a more accurate picture of who we are, the world we live in and how we fit into it. Yet, when the brain has difficulty processing one or multiple sensations, which is the case with sensory processing differences, problems may occur with learning, behavior and interacting with the environment or other people”.

While studies that focus on sensory differences and strategies to intervene are limited, there continues to be interest and positive antidotal results usually in single case studies.
**Evaluation**

There are several different ways to evaluate the differences in each individual. One approach is to use observation. "Understanding a child through his senses requires close detective work, and intimate hairsplitting observation because each person's sensory challenges are unique" (Stacey, 2003). Parents are often thought of as the main informant of sensory differences by providing behavioral observation information from home and the community; however it is important to consider the environment unique to each. Children may be able to process their home environments better than a busy school environment. Sensory differences by themselves are not defined by a clinical diagnosis (DSM-IV (American Psychological Association, 2000). "There are no blood tests or clinical markers, so basically it requires a health professional (Occupational or Physical Therapist) working from observational checklists marking off specific indicators under categories (Goodwin-Emmons & McKendry-Anderson, 2005, p55).

In 2004, Miles et.al. found that children with asperger's syndrome had different sensory profiles on 22 of 23 sensory categories by using The Sensory Profile.

"The Sensory Profile is a 125-item questionnaire that describes responses to sensory events in daily life. The caregiver reports on a 5-point Likert scale how frequently the child or adolescent uses a give response to particular sensory events (e.g., always, frequently, occasionally, seldom or never) (Miles et.al, 2004).

The Sensory Profile is normed and measures how significant the sensory processing difference is for individuals in each sensory category. The categories that the Sensory Profile examines are: Sensory Processing (in all senses), Modulation (how the child is using the body senses to perform or interact with their environment), Behavioral and Emotional Responses
(focuses on the child’s coping strategies), and Factor Area Scores (sensory seeking, sensory reactive and sensitivities) (2004). Scores in these categories help to examine information on an individual basis and give specific information about how children respond to input. The profile classifies category scores into performance areas as compared to typically developing children. The classifications are: Typical Performance, Probable Difference and Definite Difference (2004). Using this information to find sensory areas of difference will help in planning for the child’s needed interventions in order to process their environment. The Sensory Profile is a common tool used within school environments and also specifically examines both home and school behaviors. The specific profile that examines just school behaviors is an additional questionnaire called the Sensory Profile School Companion and focuses on behaviors and environments specific to schools (Dunn, 1999). Understanding what the child’s sensory processing abilities are in both home and school will open up a window of information to help the child’s learn and interact within their everyday life.

**Intervention**

In their study in 2004, Miles et.al found children with asperger’s syndrome have sensory issues that differentiate them from their typically developing peers however have very similar sensory profiles to children with more classic forms of autism disorder. So in summary, “Commonalities exist between the two populations despite differences in functioning levels” (Miles et.al. 2004, p 289). Regardless of where a child is at on the autism spectrum, it appears that the general principals of sensory differences can be applied when one understands the individual student profile. Caldarella and Merrell (1997), listed self control and self management as a component to social skill intervention that would be a key component to an educational program (Simpson, 2008). Simpson goes on to discuss the importance of the physical
environment and accessibility to needed tools due to the unique sensory challenges students with autism spectrum disorders face (2008).

There are several models of educational intervention when working with students with autism spectrum disorders based on what academic or cognitive domain you are focusing in. However, when focusing on sensory processing behavior and daily functioning, a very common educational approach is the use of a sensory diet. “The sensory diet, a term coined by Occupational Therapist, Patricia Wilbarger, is a carefully designed, personalized activity schedule that provides the sensory input a person’s nervous system needs to stay focused and organized throughout the day” (Beil & Peske, 2005). Baranek (2002), adds, at a minimum, “best practice guideline would indicate appropriately structured physical and sensory environments that accommodate these unique sensory processing patterns and provide opportunities for developmentally appropriate sensory–motor experiences within the context of functional educational goals.”

When working with sensory processing differences, it is important to understand the behavior, then to try to prevent occurrences and to create a consistent procedure to address the student’s unique sensory needs (Aquilla & Sutton, 2003). Eventually, being able to teach the student to recognize when they are having difficulty or to predict something as difficult and to understand and use sensory related strategies to regulate their system (2003). Aquilla & Sutton (2003), describe the sensory diet as a schedule of activities “to prevent sensory and emotional overload by satisfying the nervous systems sensory needs” (p. 73). They also note the sensory diet can also be used after a child has had an unpleasant experience. Regulating behavior is a general component to sensory differences as well.
Occupational therapist, Lisa Ricketts with the Texas School for the Blind and Visually Impaired is a therapist that focuses much of her practice on the sensory differences that one may encounter. She discusses sensory focus for children should “provide activities that provide vestibular, proprioceptive, and tactile stimulation and are designed to meet a child’s specific needs for development” (Ricketts, 2008). Each occupational therapist may have a different style unique to their past experiences, however, will be based off the sensory integration theory. Simmons and Miller (2008), suggest that individual goals are “designed to regulate the child’s arousal to sensation, to increase the motor skills and to provide a platform for social participation, self regulation and self-esteem outside therapy sessions”. Thus the reason for the “sensory diet”. Baranek (2002) notes in his study on sensory interventions used with children with Autism spectrum disorders,

“Through somatosensory and vestibular activities actively controlled /sought out by the child, the nervous system is thought to be able to better modulate, organize and integrate information from the environment, which in turn provides a foundation for further adaptive responses and higher-order learning” (2002).

*Intervention Activities*

Based on the child’s unique needs, activities on their sensory diet can vary from session to session. Some activities can take place exactly where they are located within the regular education classroom, special education classroom or even at a school assembly. However, some activities will need to take place outside of the regular classroom and special education classroom. Location depends on the student need and what activities or materials are needed. (Aquilla & Sutton, 2003). Aquilla & Sutton (2003) go on to suggest “calming, alerting or organizing” activities depending on the individual need (p. 77). Some of those activities are:
ball pits, weighted vest, joint compressions, low light room, tents, swinging, squeezes or hugs, push pull activities, unpredictable movements, fast swinging, spinning, vibrations, drinking cold water and so on (Aquilla & Yack, 2003). The list is endless and dependent on the child’s needs and certainly interest area as well.

Often schools do not have the equipment to provide some activities for students. Even though the “equipment is generally low tech”, it can be pretty costly (Baranek, 2002). There is also a push for inclusion so one needs to carefully consider pull out time to accomplish the activities. Although one could consider that if these sensory needs are not being met, they the student’s time in the inclusion setting is not being fully utilized.

Summary

Autism spectrum disorder conditions are a diverse group of disorders that can range from mild to severe and impact a child’s ability to maintain focus within the classroom throughout the day. With the prevalence continuing to rise, it is critical that we are learning and incorporating in strategies that can help students with autism spectrum disorders maintain or increase their ability to participate within their educational environment.

There are various strategies one could use to assist children with autism spectrum disorders access learning. Since a majority of students with autism spectrum disorders experience sensory differences, one strategy that seems to have the most impact on increasing a child’s ability to access learning is the sensory diet that is based on the sensory integration theory and has been researched since 1943.

Not only will this proposal benefit children with autism spectrum disorders by increasing their ability to participate in the least restrictive environment within their educational setting. This proposal will also help families and educational staff better understand sensory differences
while being equipped with tools and strategies to support the unique differences these children with autism spectrum disorders face on a daily basis.
Chapter III: Goals and Objectives

Sensory differences create difficulties for students with autism spectrum disorders and make the everyday classroom experience much more challenging as compared to their neurotypical peers. The goal of Wausau School District’s Franklin Elementary School is to increase the staff understanding of sensory differences to better support the diverse needs of children with autism spectrum disorders. The sensory differences project at Franklin Elementary will address those unique needs with understanding and implementation of strategies with the hope that students with autism spectrum disorders will be able to better access their learning environment and increase their time on task.

Goal 1: Identification Of Students And Families

The first portion of this project will be to identify up to 6 participants to be our prime data collection subjects.

Objectives:

Identify up to 6 students from the CARE program that will be used as our core data collection grouping to determine all information related to the study.

Goal 2: To Create Tools To Assess Parent And Teacher Perceptions And Student Differences.

The first goal is to create tools to assess the general sensory differences that students with autism spectrum disorders experience based off their parents observations. Then, on the Parent Profile assess the student’s differences formally with the use of a norm referenced assessment tool. The final stage of this goal includes creating a staff perceptions survey to assess the staff understanding of sensory differences.

Completion of parent interview(from Sensory Profile) for each student in CARE program of observed sensory differences from a home perspective.
Completion of Sensory Profile on each student in CARE program to identify sensory differences within the student’s environment.

Occupational Therapist and Autism Program Support Teacher will create a general 10-12 question quiz on sensory differences geared toward teacher knowledge and understanding of sensory differences in children with autism spectrum disorders.

Goal 3: To Assess Staff About Sensory Differences

Assessing staff understanding as it pertains to sensory differences within their classroom and their general understanding is critical in determining baseline and project completion data to study the effects of teacher education in relation to providing sensory strategies for students with autism spectrum disorders.

Franklin Elementary Staff will take pre training and post training quizzes on knowledge about sensory differences in children with Autism spectrum disorders.

Goal 4: To Engage Staff In Professional Development

The third goal is to provide the Franklin Elementary School staff with an informational session regarding sensory differences and various strategies to utilize within their classroom.

Occupational Therapist and Autism Program Support Teacher will present an overview of Sensory Processing Differences (characteristics of and strategies for) to Franklin Elementary School staff.

Goal 5: To Purchase Necessary Equipment And Resources
An important component to this project is to have available to students and teachers several different types of equipment and materials to support the students within their classroom and throughout the day.

*Staff will purchase sensory stimulating and sensory calming equipment and materials for students to have access to throughout their day.*

**Goal 6: To Engage In Data Collection**

To determine the effects of this project, it is critical to take baseline data of on task behavior (prior to any changes in educational programming) during an academic task such as a reading lesson and work time. Follow up data during the same subject after staff development, individual student assessment and sensory diet implementation to determine if there is an increase in on task behavior.

*Staff will take baseline data (before any formal sensory diet is established) to determine the average amount each student is on task during classroom activities focusing on literacy.*

*Staff will create individual schedules with sensory breaks spread throughout the day to support sensory regulation.*

*After a two week implementation period, staff will then take follow up data to determine the average on task behavior with a consistent sensory diet approach.*
Chapter IV: Project Methodology

Students with autism spectrum disorders have a wide variety of differences in the way they process information in their environment. One area that is significant in most students with autism spectrum disorders is their ability to process sensory information, which can be observed by the decreased ability to stay on task during in classroom activities. This project is dependent on funding. This chapter will discuss the action plan, the evaluation plan along with evaluation tools, and the dissemination plan along with the budget and budget narrative.

Action Plan and Timeline:

<table>
<thead>
<tr>
<th>MONTH</th>
<th>SENSORY DIFFERENCES PROJECT ACTIVITY</th>
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<tbody>
<tr>
<td>Upon Grant Approval:</td>
<td>Program Support Teacher to notify Wausau School District of grant award.</td>
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<td></td>
<td>Program Support Teacher and building Principal to work with District to secure sensory room space on Franklin Elementary School stage.</td>
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<td></td>
<td>Program Support Teacher and Occupational Therapist to identify students and staff that will be involved with the sensory awareness project.</td>
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<tr>
<td></td>
<td>Program Support Teacher to purchase Sensory Profile and Companion</td>
</tr>
<tr>
<td>Month 2</td>
<td>Program Support Teacher to send introductory letter to parents of identified students.</td>
</tr>
<tr>
<td></td>
<td>Program Support Teacher to send introductory letter to identified staff members.</td>
</tr>
<tr>
<td></td>
<td>Program Support Teacher to send sensory profile to parents of identified parents for completion with a return date of the first day of school.</td>
</tr>
<tr>
<td>Month 3</td>
<td>Program Support Teacher and Occupational Therapist to score sensory profile from parents.</td>
</tr>
<tr>
<td></td>
<td>Program Support Teacher to gather baseline data on selected students during one inclusion timeframe and one resource room timeframe.</td>
</tr>
<tr>
<td></td>
<td>Program Support Teacher to give School Companion (School sensory profile) to classroom and resource teachers to rate for individual students.</td>
</tr>
</tbody>
</table>
Month 4

Occupational Therapist and Program Support Teacher to give pre-training survey to staff members for completion at staff meeting.

Occupational Therapist and Program Support Teacher to provide staff in-service on general sensory differences, and strategies (prefer this to be done at beginning of the year in-service time).

Program Support Teacher, Occupational Therapist and CARE program teacher to meet with individual student teams to determine sensory diet schedule for each student involved in project.

All staff as identified on target student IEP team to implement student sensory diet schedules for at least a two week period.

Program Support Teacher to give post training survey to teachers.

Program Support Teacher to analyze pre and post training survey from teachers to determine if general beliefs about sensory differences broadened.

Program Support Teacher to gather data during consistent time periods as baseline data for individual students.

Program Support Teacher to review and analyze baseline and post data to determine if average student time on task increased.

Program Support Teacher to write conclusion letter to school district, involved parents and involved staff.

Program Support Teacher to write final report to grant agency.

Program Support Teacher, CARE Program Teacher, Occupational Therapist to follow up on findings and more strategies with staff via informational follow up meeting sessions (date to be determined) and an e-newsletter.

Program Support Teacher, CARE Program Teacher and Occupational Therapist to hold individual parent meetings to discuss findings and strategies.

Program Support Teacher to share findings with state of Wisconsin Autism spectrum disorder Consultant via summary letter.

Program Support Teacher to hold informational session with Central Autism Society to discuss our findings and strategies.
Evaluation Plan and Tools

To evaluate the effectiveness of the sensory awareness project we will first begin by
gathering baseline data on student on task behavior by taking time samples during an academic
structured timeframe within the student’s day. This timeframe will vary based on individual
student schedules but will include an academic or functional activity. Our time on task behavior
sample will be taken by using an interval based documentation sheet calculating the overall
percentage on task during the given academic task. Baseline data will consist of the average
time on task during 3 consecutive 20 minute documentation sessions. This will also be the
methodology behind the follow up data to determine if there is an increase in the child’s ability
to remain on task.

Individual student sensory differences will be calculated by using The Sensory Profile
rating forms for parents and teachers of students with suspected sensory differences. The results
are scored and student’s needs are classified based off normative information. This tool will
determine specific areas that students may be experiencing probable and definite sensory
processing differences in.

To evaluate staff perceptions on the importance and understanding of sensory differences,
we will be using a Likert Scale type of rating scale to determine the importance that staff
associates with the various elements of sensory perceptions and strategies within their classroom.
This tool will be used prior to and at the completion of our data collection for our subjects.

Dissemination Plan

Since the primary concern of the sensory difference project is to educate and understand
about sensory differences that can cause difficulty with task completion, we will disseminate
strategies that educational professionals can use within their classrooms or within our sensory
environment during our training session and also ongoing during our follow up newsletter. At the conclusion of our project, we will disseminate outcomes of our sensory differences project to a wide variety of educational professionals and assistants throughout the Wausau School District via informational sessions and also a sensory awareness newsletter sent as an attachment via e-mail to all school district employees. At this time, we will also disseminate information to the parents of the students involved in the project through individual parent meetings that summarize and also to make recommendations based off our findings. We will include our local Central Wisconsin Autism Society and hold an information sharing session with all members during a monthly member meeting. We will share our findings with the Wisconsin Department of Public Instruction Autism Consultant so that other school districts in the state will be aware of what we have worked on and have established in our CARE program. Our sensory environment will be available for other classes within our district to come to use and also for other school district professionals to tour and observe the importance of incorporating sensory regulation strategies into student’s days to increase on task behavior. We will also offer family nights to our district families to come and experience our sensory environment and activities. We will disseminate our final report to our grant agency at the completion of the project. The project manager will be responsible for dissemination of project findings to all listed.

*Budget*

I. *Cost sharing*

The Wausau School District is willing to provide their construction personnel and materials to construct a wall to secure the stage at Franklin Elementary as a sensory environment utilized by students at Franklin Elementary School. The requested cost sharing budget is approximately $8,000 as Wausau School District will cover the cost.
Franklin Elementary School has 32 Licensed Staff and 6 paraprofessionals that will be involved in the Sensory Differences Project and will need an introductory training on Sensory Differences and strategies to accommodate before project begins. The requested personnel budget will be provided by in-kind funding to pay licensed teachers and support staff curricular pay for one hour of in-service time to introduce them to sensory differences.

The requested materials budget is $218.53 that includes office supplies needed to notify and gather information from parents during the sensory differences project. This will also be used to send out a final report to our grant-funding source.

II. Equipment

The requested equipment budget is for $11,079.38. This request will cover the various materials and equipment in order to accommodate a wide variety of sensory needs to stimulate and or calm a student’s sensory system to increase their on task behavior at school.

<table>
<thead>
<tr>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel:</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Sensory Differences Staff Training</td>
</tr>
<tr>
<td>Facilities:</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Construction of wall of full sized theater stage at Franklin Elementary School to provide a room for sensory equipment and activities</td>
</tr>
</tbody>
</table>
### Materials:

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity and Cost</th>
<th>In-Kind Contributions</th>
<th>Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage for introductory letters and sensory questionnaire to participating parents and return postage</td>
<td>(18).42 cent stamps</td>
<td>In-Kind Contributions</td>
<td>0</td>
</tr>
<tr>
<td>Printer Paper</td>
<td>(2) Reams @ 6.49 ea.</td>
<td>In-Kind Contributions</td>
<td>0</td>
</tr>
<tr>
<td>Printer Cartridges</td>
<td>1 HP #56 @ $21.99</td>
<td>In-Kind Contributions</td>
<td>0</td>
</tr>
<tr>
<td>(1) HP #57 @ $37.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory Profile School Companion Complete Kit (Includes Manual, Teacher Questionnaire, and parent questionnaire along with summary score sheets)</td>
<td>(1) Kit @ 139.00 ea.</td>
<td>In-Kind Contributions</td>
<td>0</td>
</tr>
</tbody>
</table>

**Equipment:** $11,079.38

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity and Cost</th>
<th>In-Kind Contributions</th>
<th>Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Shoulder Throw</td>
<td>(10) @ $30.00</td>
<td></td>
<td>$300.00</td>
</tr>
<tr>
<td>Sand and Water Table with Shelf</td>
<td>(1) @ 259.22</td>
<td></td>
<td>$259.22</td>
</tr>
<tr>
<td>Tactile Step -N-Stone</td>
<td>(1) Set of 6 @ 74.00</td>
<td></td>
<td>$74.00</td>
</tr>
<tr>
<td>Parachute</td>
<td>(1) 6' @ 20.99</td>
<td></td>
<td>$20.99</td>
</tr>
<tr>
<td>Parachute</td>
<td>(1) 10' @ 32.95</td>
<td></td>
<td>$32.95</td>
</tr>
<tr>
<td>Frog Swing with Seat</td>
<td>(1) @ 463.00</td>
<td></td>
<td>$463.00</td>
</tr>
<tr>
<td>Homestead II Heavy Duty Swing Frame</td>
<td>(1) @ 903.99</td>
<td></td>
<td>$903.99</td>
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<tr>
<td>Halo Weight Head Weight</td>
<td>(1) @ 37.99</td>
<td></td>
<td>$37.00</td>
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<tr>
<td>Stretchseal Loop</td>
<td>(1) small @ 25.99</td>
<td></td>
<td>$25.99</td>
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<tr>
<td>6' X 12' Foldable Mats</td>
<td>(2) @ 429.99 ea.</td>
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<td>$859.98</td>
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<tr>
<td>Wesco Floor Mat</td>
<td>(2) @ 269.95</td>
<td></td>
<td>$539.90</td>
</tr>
<tr>
<td>Product Description</td>
<td>Quantity/Description</td>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Song Games for Sensory Integration</td>
<td>(1) Set @ 23.99</td>
<td>$23.99</td>
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</tr>
<tr>
<td>Nasco's Silly Sensory Set</td>
<td>(1) Set @ 32.50</td>
<td>$32.50</td>
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<td>Billowing Cushion</td>
<td>(1) @ 895.00</td>
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</tr>
<tr>
<td>Lap Pad Set</td>
<td>(1) Set @ 70.00</td>
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<tr>
<td>Steamroller Deluxe</td>
<td>(1) @ 545.00</td>
<td>$545.00</td>
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</tr>
<tr>
<td>Weighted Vest</td>
<td>(1) medium @ 113.00</td>
<td>$113.00</td>
<td></td>
</tr>
<tr>
<td>Fan Tube</td>
<td>(1) @ 59.00</td>
<td>$59.00</td>
<td></td>
</tr>
<tr>
<td>Paddle Wheel Wall Panel</td>
<td>(1) @ 99.00</td>
<td>$99.00</td>
<td></td>
</tr>
<tr>
<td>Bigger Kids Chair</td>
<td>(2) @ 135.00</td>
<td>$270.00</td>
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<tr>
<td>Flaghouse Soft Rocker</td>
<td>(1) @ 695.00</td>
<td>$695.00</td>
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<tr>
<td>Dinosaur Rug 7'8&quot; X 10'9&quot;</td>
<td>(1) @ 279.00</td>
<td>$279.00</td>
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<tr>
<td>Peltor Sound Muffs</td>
<td>(1) set of 5 @ 79.95</td>
<td>$79.95</td>
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</tr>
<tr>
<td>Portable CD Players</td>
<td>(5) @ 20.00</td>
<td>$100.00</td>
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<tr>
<td>Shatterproof Mirrors 24&quot;X48&quot;</td>
<td>(2) @ 88.95</td>
<td>$177.90</td>
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<tr>
<td>3/8 Interlocking Mats Set of 6</td>
<td>(5) sets of 6/120 sq.ft. @ 21.00 ea</td>
<td>$105.00</td>
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<tr>
<td>Giant Rocking Top</td>
<td>(1) @ 59.25</td>
<td>$59.25</td>
<td></td>
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<tr>
<td>Disco Sit Cushions</td>
<td>(10) @ 30.95</td>
<td>$309.50</td>
<td></td>
</tr>
<tr>
<td>Co-Oper Band</td>
<td>(1) Small @ 50.99</td>
<td>$50.99</td>
<td></td>
</tr>
<tr>
<td>Mega Tunnel</td>
<td>(1) @ 109.99</td>
<td>$109.99</td>
<td></td>
</tr>
<tr>
<td>Tunnell Gates</td>
<td>(1) @ 74.99 pr</td>
<td>$74.99</td>
<td></td>
</tr>
<tr>
<td>76mm balls</td>
<td>(1) @ 154.99 (Pack of 500)</td>
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<td></td>
</tr>
<tr>
<td>Nintendo Wii Starter</td>
<td>(1) Starter pack at 318.99</td>
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</tr>
<tr>
<td>Nintendo Wii Fit</td>
<td>(1) @ 89.99</td>
<td>$89.99</td>
<td></td>
</tr>
<tr>
<td>Body Sox</td>
<td>(1) Sm. @ 44.99</td>
<td>$44.99</td>
<td></td>
</tr>
<tr>
<td>Body Sox</td>
<td>(1) Med. @ 48.99</td>
<td>$48.99</td>
<td></td>
</tr>
<tr>
<td>Body Sox</td>
<td>(1) Lg. @ 52.99</td>
<td>$52.99</td>
<td></td>
</tr>
<tr>
<td>Abilitations Fish Tunnel</td>
<td>(1) @ 119.99</td>
<td>$119.99</td>
<td></td>
</tr>
<tr>
<td>Time Timer</td>
<td>(30) 3 Inch @ 29.95</td>
<td>$898.50</td>
<td></td>
</tr>
<tr>
<td>Yuck-e-balls</td>
<td>(8) sets of 6 @ $42.99</td>
<td>$343.92</td>
<td></td>
</tr>
<tr>
<td>Fish Bowl Fidgets</td>
<td>(5) sets of 12 @ 67.99</td>
<td>$339.95</td>
<td></td>
</tr>
<tr>
<td>Various Shipping and Handling</td>
<td>1000.00 Estimate</td>
<td>$1,000.00</td>
<td></td>
</tr>
</tbody>
</table>
References:


Psychiatric Association.


Orloff, S. N. S. (2007, September) Sensory Processing Disorders: Fact or Fiction?. The
Exceptional Parent v. 37 no. 9 p. 45


Appendix A: Cover Letter

March 10, 2009

Gary W. Freels  
The Judd S. Alexander Foundation, Inc.  
500 1st Street, Suite 10  
P.O. Box 2137  
Wausau, WI 54402-2137

Dear Mr. Freels:

Please find enclosed my grant application in response to the requirements I gathered on The Judd S. Alexander Foundation web page.

With the rise in the number of students receiving services under the educational criteria for Autism spectrum disorder, it is critical that the Wausau School District increase their understanding and ability to provide services for those children. While, most students are able to process and regulate their environment effectively; students with Autism spectrum disorder need alternative strategies incorporated into their day to best process their environment to achieve their fullest potential.

The aim of this grant proposal is to increase on task behavior through improved self-regulation skills. This will be accomplished by developing a model program with in the Wausau School District at Franklin Elementary School that will focus on student needs, staff development and parent/community involvement. Our district is also willing to provide in-kind support to train our staff, and update a space in our building to house our equipment and materials to support our proposal.

Your support will change student educational experiences, increase the strategy base of teachers across the district and will create a learning environment more suitable to equip students with Autism spectrum disorder with the tools for success.

Please find our materials for review. We look forward to hearing from you. If you have any questions, please do not hesitate to contact us.

Sincerely,

Melissa Piette  
Autism spectrum disorder Program Support Teacher  
Wausau School District  
1509 N. 5th St.  
Wausau, WI 54403  
mpiette@wausau.k12.wi.us  
(715) 261-0965
Appendix B: Judd S. Alexander Foundation Proposal Request

Frequency of Requests
The directors prefer not to consider proposals from any institution or organization more frequently than once every 12 months, whether the result of the previous application was positive or negative. We encourage applicants to develop and rely upon diverse funding sources.

Proposal review
With the exception of special initiatives, the Foundation does not have deadlines for submitting proposals. Proposals are accepted throughout the year and are reviewed on a monthly basis. If a proposal is appropriate and complete, it will be scheduled for a board review. Generally, it is only one month between submission and board review, but the time may vary depending on the circumstances and timing of a proposal. The Judd S. Alexander Foundation, Inc. Directors meet monthly.
The Foundation will acknowledge receipt of proposals and will request additional information if required.

Each applicant will be notified in writing of the Foundation’s final decision regarding its proposal, usually within two weeks of a directors’ meeting. Inquiries regarding the status of a proposal are welcome.

Program Evaluation
The Judd S. Alexander Foundation, Inc. asks applicants to clearly identify the terms of success and outcomes for their own projects. The terms should be attainable and quantifiable, within a specific time frame. In its evaluation efforts, the Foundation will seek to determine whether the applicant has the capacity to achieve the outcomes set forth in the application.

The Proposal Packet
Five copies, unbound, of the proposal should be submitted. The Foundation has an application form available, should applicant prefer to use a form. However, applications are not judged by form compliance, but rather by content of the proposal.

A fully reviewable proposal will include:

- Cover page with the exact name and location of the proposed grant recipient along with the name, title, and address and phone number of a contact at the organization
- Application Narrative, which includes the following elements:
  - Description of the organization’s main activities and whether it is a public, private or not for profit entity
  - Description of the project or activity for which funding is requested. Brevity, and thoroughness is encouraged and proposals greater than three pages are generally regarded as too long.
  - Specific outcomes and goals, which will be pursued as the result of successful implementation of the project. How will the results be measured? What is the time frame for the project implementation and the outcomes to be realized?
• Project budget which includes the following elements:
  ° Project budget revenue and expense pages
  ° Project budget narrative

Attachments

• Organizations current annual operating budget, including revenues and expenses
• List of organizations governing body and its officers, showing business, professional and/or community affiliations
• Letters of support and letters from other agencies indicting heir intent to collaborate (as appropriate)
• Other documents the applicant feels supplement the above information provided it is not duplicative of other material or information contained in the narratives or budget presentation
• Most recent audited financial statements
• Most recent IRS determination letter

Proposal material should not be bound, placed in protective covers or other presentation formats. Videos and other supplementary materials are not encouraged and will not be returned to applicants.

The foundation does not accept proposals by fax or email.

Proposal packets should be sent to:
Gary W. Freels
The Judd S. Alexander Foundation, Inc.
500 1st Street, Suite 10
P.O. Box 2137
Wausau, WI 54402-2137
### Sensory Differences Survey

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please check the box you believe appropriate</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I believe individual sensory differences are important considerations within the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe students should be allowed to doodle (when not disruptive) while involved in classroom related tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe students should be provided with movement breaks within the classroom throughout their school day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that all students have unique sensory needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I see a student that is having a hard time sitting still, I am likely to offer them a strategy to help with attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory processing is a brain function that is unique to all individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can have sensory differences in more than one sensory modality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory Diets are a one size fits all approach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most individuals have some form of hypersensitivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory differences are unique to students on the Autism spectrum disorder spectrum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix D: Data Sheet On Task Behavior

**On Task Behavior:** Observe student for 20 consecutive minutes. Each minute observe student for 3 seconds, mark if child was on or off task.

|          | Minute 1 | Minute 2 | Minute 3 | Minute 4 | Minute 5 | Minute 6 | Minute 7 | Minute 8 | Minute 9 | Minute 10 | Minute 11 | Minute 12 | Minute 13 | Minute 14 | Minute 15 | Minute 16 | Minute 17 | Minute 18 | Minute 19 | Minute 20 | % On Task |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Date     |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |
| X = On Task |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |
| Blank=Off Task |          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |           |           |           |           |           |           |

**Student Name:**

__________________________

**Academic Area:**

__________________________

**Sensory Diet Implemented Y/N:**

__________________________

**Specific Observation Notes:**

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________