Statement from the ICEASI executive committee

The International Council for Education in Ayres Sensory Integration (ICEASI) was founded in Portugal in April of 2018 and celebrated its first council meeting in South Africa in June of 2018. The overall purpose of ICEASI is to provide an inclusive, supportive community, which promotes best practice and works to raise standards of education and training in Ayres Sensory Integration® (ASI®). One of the specific objectives of ICEASI is to uphold standards of education in ASI®. The ICEASI Standards Committee is currently working on a proposal of standards for training programs in ASI®. These standards will include a detailed description of pathways towards expertise in ASI® with specific guidelines concerning the contents, expected outcomes and qualifications of instructors. Organizations that offer training in ASI® are encouraged to seek ICEASI approval for their programs.

In order to avoid confusion among therapists seeking training in Ayres Sensory Integration®, the ICEASI executive committee wants to clarify that **ICEASI membership approval** and **ICEASI training program approval** are two separate procedures.

- **Full members of ICEASI** are national non-profit organizations, legal by their national law and consisting of therapists who have a recognized state-registered qualification to practice as Occupational Therapists, Physiotherapists or and Speech and Language Pathologists, that agree to promote the objectives of ICEASI.
- **ICEASI approved training programs** are those programs that have been reviewed by ICEASI and fulfill approved standards of education in Ayres Sensory Integration®.

As we await the final proposal and approval of the detailed standards of education in Ayres Sensory Integration®, the ICEASI executive committee is using the following resources to review training programs:

- Proposed Pathways to Expertise in Ayres Sensory Integration® (Baltazar Mori et al., 2017).
- Choosing Wisely® Q&As: Renee Watling on Sensory Assessment and Intervention (Richardson, 2018).
- AOTA’s Occupational Therapy Practice Guidelines for Children and Youth with Challenges in Sensory Integration and Sensory Processing (Watling et al., 2018).

Furthermore, the ICEASI executive committee recommends that therapists seeking training in ASI®:

- Learn sensory integration theory.
- Learn to administer and interpret measurement tools that include components of sensory integration and sensory-related functions such as the Sensory Integration and Praxis Tests (SIPT) in order to assess difficulties processing or integrating sensory information.
- Learn to provide ASI® interventions based on documented assessment results of difficulties processing or integrating sensory information.
- Seek in-depth training and mentoring in this content.
