

# SENSORY ATTACHMENT INTERVENTION CONSULTANCY

[www.sensoryattachmentintervention.com](http://www.sensoryattachmentintervention.com)



A SAI APPROACH TO INTELLECTUAL DISABILITY  
USE OF SAI ASSESSMENT AND FORMULATION TOOLS

*Four Day Online Course*

Cost: £800

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## COURSE OVERVIEW

This four-day course looks at use of SAI assessment and formulation tools and implications for the choice of interventions for children and adults with an intellectual disability. Behaviour will be viewed from sensory, attachment and trauma informed perspectives. Behavioural analysis will consider whether behaviour is a survival response, an attempt to self-regulate, or to regulate or control others. The sensory-attachment needs of the individual and their Carers (family and staff) will be considered and how these affect the co-regulation process.

The course will be taught in two parts.

Part 1: Use of Assessment and Formulation tools.

\*Part 2: Review 2 Group Case Studies.

### Learning Outcomes

Gain an understanding of the theory and principles of Sensory Attachment Intervention (SAI).

Learn the four levels of self-regulation, i.e.

**Level 1:** Passive Assimilation,

**Level 2:** Modulation of Arousal and Sensation,

**Level 3:** Interpretation of Attachment Relationships and Sensation, Level 4: Organisation.

Understand the attachment patterns and behaviours of parents, key workers and the individual with intellectual disability.

Gain experience of micro-analysing video examples of behaviours, from a sensory-attachment perspective. Use of the SAI Observations of Survival Behaviours Chart.

Learn the SAI framework for Clinical Formulation and Intervention, use of the ID Assessment and Personal Impact Chart.

Learn the use of SAI Self Injurious Behaviour Assessment Chart.

Learn how to administer and interpret the Sensory Arousal Attachment Physiological (SAAP) Questionnaire (ID edition).

Learn how to use the Levels of Self-Regulation Document. (A working document that includes information from the SAAP) and other sources to assist the working, ongoing formulation process.

**\*Group Case Study.**

There will be a four-month gap when participants will split into groups where possible; depending on attendees; one group for those working with children and one group to those working young people and adults. The members of the group will organise dates for meeting up to review their case studies.

Each member of the group can choose to video and complete a SAAP on their case study, however it will be the group who decides which case study goes forward to be reviewed on the final day. Each group will collectively analyse and interpret the findings of the SAAP, analyse the video footage and put their findings on the Levels of Self Regulation Document , ID Assessment and Personal Impact Chart and recommendations on the SAI Model of Interventions Chart.

**Certificate**

On completion of the course, participants will receive a certificate stating they are trained in the use of SAI assessment and formulation tools for Intellectual Disability.

**Entry Requirements**

This course is available to all professionals with a primary degree working with children and adults with an intellectual disability.

# TIME TABLE

## DAY 1

### 9am to 4.00pm

- 9.00** Welcome  
Dispositional Representations of Behaviour.  
Behaviour is the outcome of sensory processing, cognition, affect and attachment.  
Our contribution to the individual's behaviour.  
Sensory Attachment Intervention Model of Care  
SAI ID Assessment and Impact Chart, An MDT Approach.
- 11.00** Tea/Coffee Break.
- 11.30** Bruce Perry: key aspects of the neurosequential model of therapeutics.  
Stephen Porges: social engagement and neuroception, role in regulation and co-regulation.  
Practical Exercise.  
Levels of Social Engagement Chart.  
Levels of Exploration Chart.
- 1:00** Lunch.
- 1.45** Sensory Modulation; a brief review of the regulating properties of sensation.
- 2.45** Break: Have your favourite snack. (follow up discussion on Day 2).
- 3.00** Sensory Discrimination: Interpretation, Noticing similarities and differences.  
A brief review.
- 4.00** Finish.

### Homework

Ask someone to give you a drink of water and feed you 3 spoonfuls of food. Reflect on your responses to being fed.

## DAY 2

### 9am to 4.00pm

- 9.00** Check in Questions re regulating snack and home feeding exercise.  
Levels of Arousal.  
Stress Patterns and Regulation Chart.  
Behavioural observations of arousal states. Case example.
- 11.00** Tea/Coffee Break.

- 11.30** Self Injurious Behaviour.  
Self Injurious Behaviour Assessment Chart.  
Case Example.
- 1:00** Lunch.
- 1.45** Attachment.  
Attachment, Attachment Behaviours and Intellectual Disability.  
Impact of Intellectual Disability on the Individual, Families and Key Carers/Workers.
- 2.45** Tea/Coffee Break.
- 3.00** Attachment continued.  
Case Example.
- 4.00** Finish.

### DAY 3

#### 9am to 4.00pm

- 9.00** Check in Questions.  
Review SAI Carers Chart.  
Introduction to Sensory Arousal Attachment Physiological (SAAP) Profile  
Questionnaire; includes verbal and non-verbal, ambulant and non-ambulant  
sections.
- 11.00** Tea/Coffee Break.
- 11.30** SAAP continued.  
Use of SAAP Interpretation Chart.  
Levels of Self Regulation Document.
- 1:00** Lunch.
- 1.45** Review ID Assessment and Formulation Chart and Implications for Intervention.  
Use of SAI Model of Interventions Chart: A neurosequential approach to choosing  
interventions.
- 2.45** Break.
- 3.00** Preparation for Group Case Study.
- 4.00** Finish.

## DAY 4

**9am to 4.00pm**

**Presentation and Analysis of Group Case Studies - All Day.**

**9.00** Check in.

**9.30** Group 1 Case Study.

**11.00** Tea/Coffee Break.

**11.30** Continue Case Study.

**12:30** Lunch.

**1.15** Group 2 Case Study.

**2.15** Break.

**3.30** Final Questions and Discussion.

**4.00** Finish.