

ALERT PROGRAM[®] LITERATURE AND RESEARCH: Published Literature, Research, and Resources Specific to the Alert Program[®]

I. PRIMARY LITERATURE

A. Refereed Professional Journals

- Barnes, K.J., Beck, A.J., Vogel, K.A., Grice, K.O., & Murphy, D. (2003). Perceptions regarding school-based occupational therapy for children with emotional disturbances. *American Journal of Occupational Therapy, 57*, 337-341.
- Barnes, Karin J., Vogel, Kimberly A., Beck, Alison J., Schoenfeld, Heidi B. & Owen, Steven V. (2008). Self-regulation strategies of children with emotional disturbance, *Physical & Occupational Therapy In Pediatrics, 28:4*, 369-387.
- Barros, R.M., Silver, E., & Stein, R.E. (2009). School recess and group classroom behavior. *Pediatrics, 123:2*, 431-436.
- Bertrand, J. (2009). Interventions for children with fetal alcohol spectrum disorders (FASDs): Overview of findings for five innovative research projects. *Research in Developmental Disabilities, 30*, 986-1006.
- Colangelo, C. (2008). Test Drive: Introducing the Alert Program through song (Reviews, Tidbits and Tools). *Journal of Occupational Therapy, Schools, & Early Intervention, 1:1*, 70-71.
- Fertel-Daly, D., Bedell, G., Hinojsa, J. (2001). Effects of a weighted vest on attention to task and self-stimulatory behaviors in preschoolers with pervasive developmental disorders. *American Journal of Occupational Therapy, 55*, 829-840.
- Kimball, J., Lynch, K., Stewart, K., Williams, N., Thomas, M., & Atwood, K. (2007). Using salivary cortisol to measure the effects of a Wilbarger protocol-based procedure on sympathetic arousal: A Pilot study. *American Journal of Occupational Therapy, 61*, 406-413.
- Leveille, G., McMahon, K., Alcatara, E., & Zibell, S. (2008). Benefits of chewing gum: Oral health and beyond. *Nutrition Today, 43(March/April)*, 75-81.
- Rapport, M.D., Bolden, J., Kofler, M.J., Sarver, D.E., Raiker, J.S., Alderson, R.M. (2009). Hyperactivity in boys with attention-deficit/hyperactivity disorder (ADHD): A ubiquitous core symptom or manifestation of working memory deficits? *Journal of Abnormal Child Psychology, 37*, 521-534.
- Schilling, D.L., Washington, K., Billingsley, F.F., & Deitz, J. (2003). Classroom seating for children with attention deficit hyperactivity disorder: Therapy balls versus chairs. *The American Journal of Occupational Therapy, 57(5)*, 534-541.

Wilkinson, L., Scholey, A., Wesnes, K. (2002). Chewing gum selectively improves aspects of memory in healthy volunteers. *Appetite, 38*, 235-236.

B. Professional Newsletter/Magazines

AA Digest Staff. (2007, September/October). Interview: Meet the Alert Program™ founders. *Autism-Asperger's Digest Magazine*, 42-43.

Comment: Presents a summary of an AA Digest interview with the Alert Program™ creators Sherry Shellenberger, OTR and Mary Sue Williams, OTR.

AA Digest Staff. (2002, May-June). Featured Book: Take Five! Staying alert at home and school. *Autism-Asperger's Digest Magazine*, 24-26.

Comment: The Take Five! publication is featured with portions of the text quoted and resources provided.

Argabrite Grove, Rebecca E. (2002, March 25). Embracing our psychosocial roots. *OT Practice*, 21-25.

Comment: The Alert Program is described as one of several valuable tools available to the OT when addressing psychosocial issues of a child in school-based practice.

Barnes, K., Schoenfeld, H., Garza, L., Johnson, D., & Tobias, L. (2005, June). Preliminary: Alert Program™ for boys with emotional disturbances in the school setting. *American Occupational Therapy Association School System Special Interest Section Quarterly*, 12, 1-4.

Comment: Presents results of a pilot study using the Alert Program™ with children with emotional and sensory processing problems.

Bazyk, S., Schefkind, S., Brandeburger Shasby, S., Olson, L., Richman, J., & Gross, M. (2008) *FAQ on school mental health for school-based occupational therapy practitioners*. Retrieved September 3, 2009, from AOTA Web site: www.aota.org/.../PracticeAreas/Pediatrics/Tools/FAQSchoolMH.aspx

Comment: The role of the OT is described in advancing school mental health (SMH). The Alert Program is presented as a sensory processing approach that assists practitioners in identifying sensory preferences and strategies to enhance attention, behavioral organization and everyday functioning.

Cahill, S.M. (2006). Classroom management for kids who won't sit still and other "bad apples". *Teaching Exceptional Children Plus*, 3(1) Article 6. Retrieved July 25, 2007, from <http://escholarship.bc.edu/education/tecplus/vol3/iss1/art6/>

Comment: Describes a collaboration between a school-based occupational therapist and a veteran expert teacher in applying the Alert Program™ to an entire classroom. It concludes with how the Alert Program became an effective classroom management system.

DeCleene, K. E. & Hayden-Sewall, A. A. (2007, December). Sound Therapy: How did it evolve and what is occupational therapy's role? *School System Special Interest Section Quarterly*, 14(4), 2.

Comment: Historical descriptions and summaries of sound therapy methods. It mentions self-regulation as a positive outcome of Therapeutic Listening™.

Kerr, T. (1995, March 6). How Does Your Engine Run?®. *ADVANCE for Occupational Therapists*, 12, 50.

Comment: Provides an overview of the Alert Program™, including the program's development and application.

Koomar, J. A.(2009, December). Trauma-and attachment-informed sensory integration assessment and intervention. *Sensory Integration Special Interest Section Quarterly*, 32(4), 2.

Comment: Highlights the importance of identifying and differentiating the root causes of overarousal and shutdown.

Laurel, M. (1997, August 18). Changing level of alertness to enhance life success. *ADVANCE for Speech-Language Pathologists & Audiologists*, 7, 10.

Comment: This article is written from an SLP's perspective and includes an overview of the *Alert* Program.

Laurel, M. (2000, March/April). Bringing sensory integration home: A parent perspective on the Alert Program™ for Self Regulation. *Autism/Asperger's Digest Magazine*, 14-15.

Comment: Presents a touching story from a parent's perspective using the Alert Program™, along with a one-page summary of the program.

Maas, C., Mason, R., & Candler, C. (2008, Oct. 20). "When I get mad..." An anger management and self-regulation group. *OT Practice*, 9-14.

Comment: Describes the development and outcome evaluation of a collaborative interdisciplinary anger management/self-regulation program implemented to a group of children in the public schools. The Alert Program was chosen due to its success with children who demonstrate sensory processing/modulation problems.

Pliscofsky, G. & Cashriel, C. (2006, Oct. 16). Playing together. *ADVANCE for Occupational Therapists*, 22-23.

Comment: Describes a preschool play therapy group where the Alert Program™ was incorporated.

Rynaski, H. (1994, November 24). How Does Your Engine Run? *OT Week*, 8, 20-22.

Comment: Describes Williams and Shellenberger's work in the Gallup NM Public Schools, the development of the Alert Program™ and an overview of the program.

Salls, J. & Bucey, J. (2003, March 10). Self-regulation strategies for middle school students. *OT Practice*, 11-16.

Comment: Describes incorporation of the Alert Program™ into a middle school curriculum.

Samelstad, K. & Hacker, C. (1996, December 5). How Does Your Engine Run? *OT Week*, 10. 14-15.

Comment: Describes two occupational therapists' successful experiences using the Alert Program™ in a Michigan school and in a North Carolina private practice.

Sarracino, T., Dell, L. & Milchick, S. (2002, January 14) Autism spectrum disorders: Integrating methodologies and team efforts. *OT Practice*, 13-17.

Comment: Highlights some of the key elements of strategies used by occupational therapists when working with children with autism. The Alert Program™ was referenced as a means to help children maintain optimal levels of arousal and attention.

Schoonover, J. (2002, September 16). Teaching social skills. In Y. Swinth & B. Hanft (eds), *School-based practice: Moving beyond 1:1 service delivery*. *OT Practice*, 18-19.

Comment: A case example is provided to demonstrate how the Alert Program may be used to improve social skills of children in a school-based program.

Stancliff, B. (1998, December). OT can help parents and teachers deal with ADHD: Understanding the "whoops" children. *OT Practice*, 18-25.

Comment: Defines ADHD using a case study perspective. One of the treatment modalities discussed is the Alert Program™.

Williams, M.S. & Shellenberger, S. (1994, September). The Alert Program™ for self-regulation. *American Occupational Therapy Association Sensory Integration Special Interest Section Newsletter*, 17, 1-3.

Comment: This four page detailed article is designed to give occupational therapists a comprehensive summary of the Alert Program™ and gives excerpts from the Leader's Guide and Introductory Booklet.

Williams, M.S. & Shellenberger, S. (2000, March). How Does Your Engine Run? The Alert Program™ for Self-Regulation. *Autism-Asperger's Digest Magazine*, 14.

Comment: Provides brief synopsis about the Alert Program™ that precedes the article (same magazine) by Marci Laurel about the parent perspective on the Alert Program™.

Williams, M.S. & Shellenberger, S. (2002, May/June). Take Five! Staying alert at home and school. *Autism-Asperger's Digest Magazine*, 24-26.

Comment: This three page article provides sample information about the Take Five! book in a manner accessible to all readers.

Winkle, M. (2008, June 30). Using AAT in corrections and residential facilities. *OT Practice*, 20-22.

Comment: Describes the use of animal assisted therapy in corrections facilities, residential treatment centers and reintegration centers. The author further describes how the Alert Program is adapted to assist student trainees learn about themselves as well as their dog.

C. Books/Manuscripts/Professional Texts

Frick, S., Frick, R., Oetter, P. & Richter, E. (1996). *Discovering the developmental significance of the mouth: "Out of the mouth of babes"*. (p. 27). Stillwater, MN: PDP Press, Inc.

Comment: An extremely useful book that provides an overview of the therapeutic significance of the mouth for facilitating normal development, including self-regulation. The Alert Program is introduced (page 27) as a resource for helping learn self-regulation.

Kramer, J.G. (1999). Sensory integration frame of reference: Theoretical base, function/dysfunction continua, and guide to evaluation. In *Frames of reference for pediatric occupational therapy, 2nd ed.* (pp. 119-204). Philadelphia, PA: Lippincott.

Comment: Provides a good overview of the Theory of Sensory Integration. Includes discussion of the use of the Alert Program™ for children with sensory system modulation issues (p. 185).

Mauro, T. (2006). *The everything: Parent's guide to sensory integration disorder* (pp. 279-280). Avon, MA: F+W Publications, Inc.

Comment: This book contains information about the Alert Program™ (chapter 24): *Helping Children Manage Their Sensory Needs*.

Muhlenhaupt, M. (2008). School-based practice: Enabling participation. In Crepeau, E.B., Cohn, W.S. & Boyt Schell, B.A., *Willard and Spackman's occupational therapy, 11th ed.* (pp. 890-895). Philadelphia: Lippincott Williams & Williams.

Comment: Using a case study (pp 894-895), the author demonstrates the use of the Alert Program with a child in the school system.

Northern Territory Government Australia. (2001). *Learning through the senses resource manual: The impact of sensory processing in the classroom*. Department of Health and Community Services: Northern Territory Government Australia.

Comment: Discusses the use of the Alert Program superimposed onto another intervention model (pp. 16-21).

Oetter, P., Richter, E.W., & Frick, S.M. (1988). *M.O.R.E. Integrating the mouth with sensory and postural functions*. Hugo, MN: PDP Press, Inc.

Comments: This publication, based on the Theory of Sensory Integration, provides strong theoretical background, developmental issues, and strategies related to the suck, swallow, breathe synchrony. The Alert Program is introduced in the context of self-regulation (p. 27).

Parham, D. & Mailloux, Z. (2005). Sensory integration. In Case-Smith, J., *Occupational therapy for children, 5th ed.* (pp. 356-409). St. Louis, MO: Mosby.

Comment: Use of the Alert Program is discussed in the assessment and consultation section (page 395).

Rotz, R. & Wright, S.D. (2005). *Fidget to focus---Outwit your boredom: sensory strategies for living with ADD*. Lincoln, NE: iUniverse.

Comment: The authors (clinical psychologists) share their experiences with children with ADD and sensory processing deficits. Authors advocate for occupational therapy and the Alert Program (pp. 21-23).

Schneider, C.C. (2001). *Sensory Secrets: How to jump-start learning in children*. Siloam Springs, AR: Concerned Communications.

Comment: Addresses sensory processing deficits related to learning. Describes the Alert Program and its value for children (p. 116).

Schwab, D. (1999). Reframing Perceptions: How Children with FAS/E Sense the World. In Mayer, L. (Ed.) *Living and working with fetal alcohol syndrome/effects*. Winnipeg: Interagency FAS/E Program.

Comment: Chapter describing sensory integration as it relates to individuals with fetal alcohol syndrome. Also introduces the Alert Program as a valuable tool for use by individuals with fetal alcohol syndrome (pp. 79-82; 97-100).

Shellenberger, S. & Williams, M.S. (2002). "How does your engine run?"™: The Alert Program™ for self-regulation. In A.G. Fisher, E.A. Murray, & A.C. Bundy (Eds.) *Sensory integration: Theory and practice* (pp. 342-345). Philadelphia, PA: F.A. Davis.

Comment: Within a text on the Theory of Sensory Integration, the authors present the Alert Program™ in Chapter 14: Alternative and Complementary Programs for Intervention.

Smith-Roley, S. & Jacobs, S.E. (2008). Sensory integration. In Crepeau, E.B., Cohn, W.S. & Boyt-Schell, B.A., *Willard and Spackman's occupational therapy*, 11th ed. (pp.792-817). Philadelphia: Lippincott Williams & Williams.

Comment: The Alert Program is listed as a complementary approach to traditional sensory integration methods (p. 805).

Trott, M.C. (2002). Oh behave! Sensory processing and behavioral strategies. Philadelphia: Therapy Skill Builders.

Comments: This publication reflects an extremely practical blend of behavioral and sensory approaches to address day-to-day functioning, including self-regulation.

D. Un-published Graduate Theses/Dissertations

Boblitt, K. (2007). *Effectiveness of a teacher in-service for introducing sensory strategies in the general education classroom*. Unpublished master's thesis, San Jose State University. San Jose, California.

Comment: Study evaluates the effectiveness of a 2 hour Alert Program (AP) in-service on teacher's perception of AP interventions. Results suggested that teachers began to interpret children's behaviors related to inattention differently. Teachers perceived AP sensory strategies used to support self-regulation as being "effective".

Maddaleni, A.L. (2005). *The effects of the Alert Program on attention and participation of children in inclusion classrooms*. Unpublished master's thesis, University of New Mexico. Albuquerque, New Mexico.

Comment: Study examines the effect of the Alert Program on attention and participation of children, with self-regulation difficulties, in an inclusion classroom. Results suggest that the Alert Program provides some benefits to children with arousal and attention difficulties.

Oliver, J., Martin, L, Davis, G. & Scheerer, C. (2005). *Use of sensory-based techniques for increasing time on task in adults with mental retardation*. Unpublished thesis, Xavier University, Cincinnati, Ohio.

Comment: Study analyzes sensory strategies (adaptation of Alert Program) for increasing time on task and work production in adults with mental retardation. Three case studies presented; increase in time on task and work production noted but not significantly.

Prescott, S.L. (2002). *Measuring change in paediatric occupational therapy: The Alert program*. Unpublished BSc. Thesis, Queen Margaret University College, Edinburgh, Scotland.

Comment: Study incorporated mixed methodology, using the Model of Human Occupation as a framework to evaluate the effectiveness of the Alert Program. Results indicated improvement in several occupational performance areas, particularly at home.

Quine-Smith, M. (2002). *Occupational therapy and literacy*. Unpublished master's thesis, University of New Mexico, Albuquerque, New Mexico.

Comment: Research focused on the role of school-based OT in literacy programs. A significant result of surveying OT's reflected that the Alert Program™ was one of the two most widely used tools in school-based practice.

Verno, B.E. (2008) *The effectiveness of the Alert Program in the public schools as reported by occupational therapists*. Unpublished master's thesis, James Madison University. Harisonburg, Virginia.

Comment: This study evaluated the effectiveness of the Alert Program as perceived by occupational therapists. 96.6% of respondents reported that use of the AP improves students' ability to maintain attention to task during class activities.

Voytecki, K.S. (2005). *The effects of hand fidgets on the on-task behaviors of a middle school student with disabilities in an inclusive academic settings*. Unpublished doctoral dissertation, University of South Florida.

Comment: This single subject A-B-A-B design reports significant improvement in on-task behaviors and suggest, due to this preliminary study, that fidgets have promising implications for use with this population.

E. Popular Press

Cloud, J. (2009, April 13). Better learning through fidgeting. *Time Magazine*. 61.

Comment: Describes a recent study from University of Central Florida (UCF) that suggests that it is better to let children jiggle and fidget to facilitate learning.

Dolde, K. (2008, September). Sensory challenges and sensory solutions for children and caregivers. *News-line for Occupational Therapists & COTAs*, 7(9F). Retrieved October 1, 2008, from www.news-line.com.

Comment: Describes an occupational therapist's, Christy Kennedy, OTR/L, application of the Alert Program with children in her private practice in Decatur, Georgia. Anecdotal information provided.

Murphy, A.P. & Schultz, K. *Kids' nasty habits are good. Nasty Habits: A Blessing in Disguise?* Retrieved February 8, 2002, from <http://abcnews.go.com/GMA/AmericanFamily/story?id=126358&page=1>

Comment: (A lay-person's introduction regarding children's use of sensory strategies (hair twirling, sucking thumb, etc.) to a child's ability to attend and self-regulate.

McCrory, A. (2003, September 8). Teacher uses inflatable ball chairs to help pupils stay focused on work. *Pensacola News Journal*. p. C9-8.

Comment: This article describes how a teacher incorporated information from the two day Alert Program™ lecture to support students in her classroom.

"How Does Your Engine Run?" for Self-Regulation. *Families Online Magazine*. Retrieved January 2008, from <http://www.familiesonlinemagazine.com/alert-program.html>

Comment: Families Online Magazine, which offers families help from parenting, health, and child development experts, provides an overview of the history and focus of the Alert Program™.

Mauro, T. (2006). Book Review: "How Does Your Engine Run?" The Alert Program for self-regulation. *About.com: Parenting Special Needs*. Retrieved August 25, 2007, from <http://specialchildren.about.com/od/sensoryintegration/gr/engineerun.htm>

Comment: Provides a review of TherapyWorks, Inc. publication titled *An Introduction to "How Does Your Engine Run?" The Alert Program for Self-Regulation (booklet)*.

Morris, M. Sensory diet vs. The Alert Program ("How Does Your Engine Run"): What's the difference and how can they help my child? Retrieved July 3, 2008 <http://www.sensory-processing-disorder.com/how-does-your-engine-run.html>

Comment: From a parent's perspective, the author discusses the difference between a sensory diet (created by others) and the Alert Program™ (teaching self-regulation).

Parker-Pope, T. (2009, February 24). The 3 R's? A fourth is crucial, too: Recess. *The New York Times*

Comment: Discussion regarding recent research by Dr. Romina Barros suggesting that play (including recess) can influence behavior, concentration and even grades.

Soussan, T. (2009, August 2). Young and restless: Fidget toys, other distractions can help some children pay better attention in class. *Albuquerque Journal*, (Special Back to School Section) pp. 9, 12.

Comment: Interviews with Albuquerque area therapists about using fidget toys to support attention.

Veenendall, J. (2008). *Arnie and his school tools: Simple sensory solutions that build success*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Comment: A children's storybook about Arnie and strategies he uses to help him focus and attend.

II. WEBSITES

<http://www.canchild.ca>

Comment: The McMaster University Centre for childhood Disability Research has an entire section on Sensory Integration with extensive references.

<http://www.spdfoundation.net/library>

Comment: Sensory Processing Foundation provides research, education and advocacy around issues related to sensory processing disorder. The on-line "library" allows access to relevant published literature.

<http://www.thespiralfoundation.org/index.html>

Comment: The Spiral Foundation of ATA Watertown is dedicated to helping children with sensory integration dysfunction lead full and productive lives. Their research section provides research related to the sensory processing.