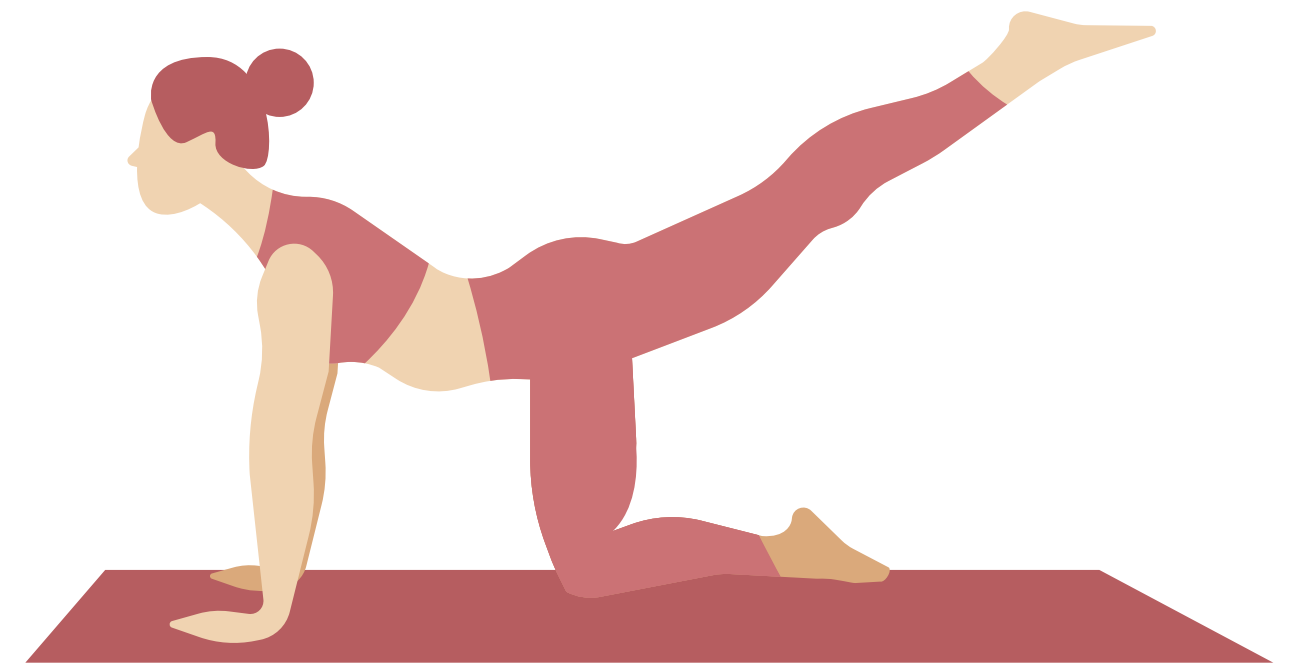


BODY

SCHEME

A PERSON'S PERCEPTION AND KNOWLEDGE OF THEIR OWN BODY. IT CONSISTS OF SENSORY IMAGES OR "MAPS" OF THE BODY STORED IN THE BRAIN AND IT IS LEARNED MAINLY THROUGH MOVEMENT AND EXPERIENCE



TACTILE

DEFENSIVENESS

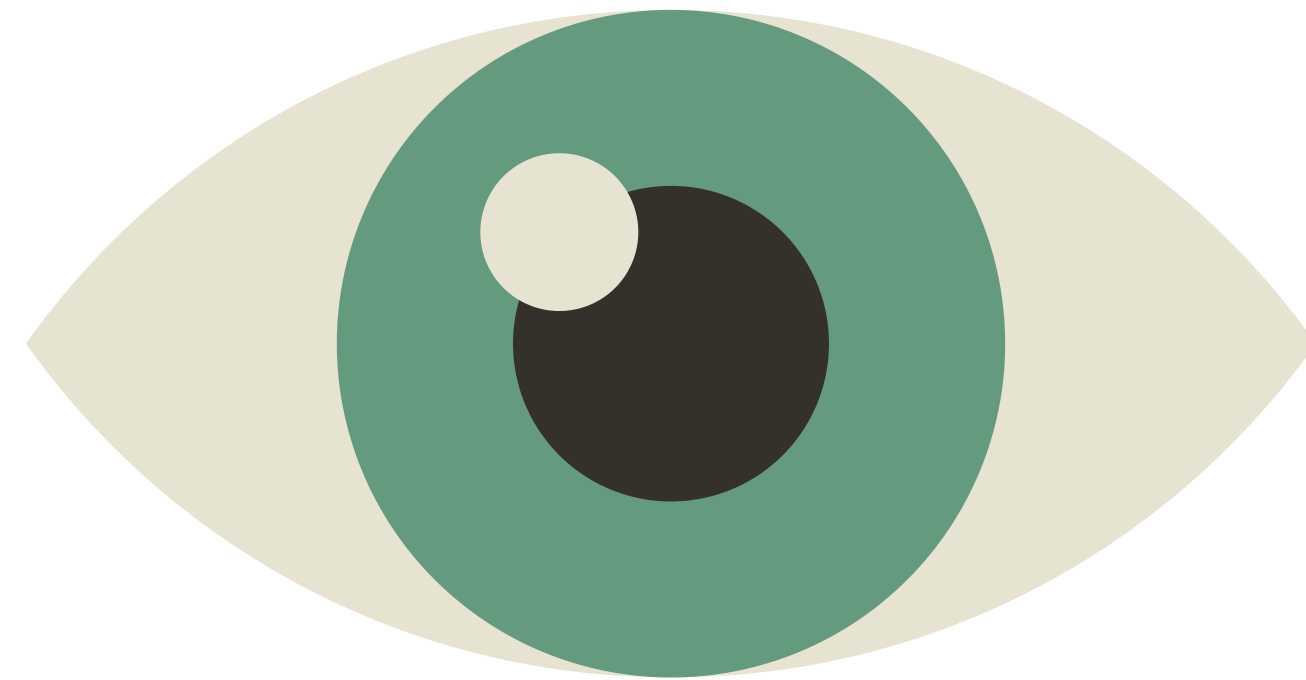
A TYPE OF DYSFUNCTION IN WHICH
TACTILE SENSATIONS CREATE NEGATIVE
EMOTIONAL REACTIONS AND EVEN PAIN. IT
IS ASSOCIATED WITH ANXIETY,
DISTRACTIBILITY, AND EVEN BEHAVIOR
PROBLEMS



POSTROTARY

NYSTAGMUS

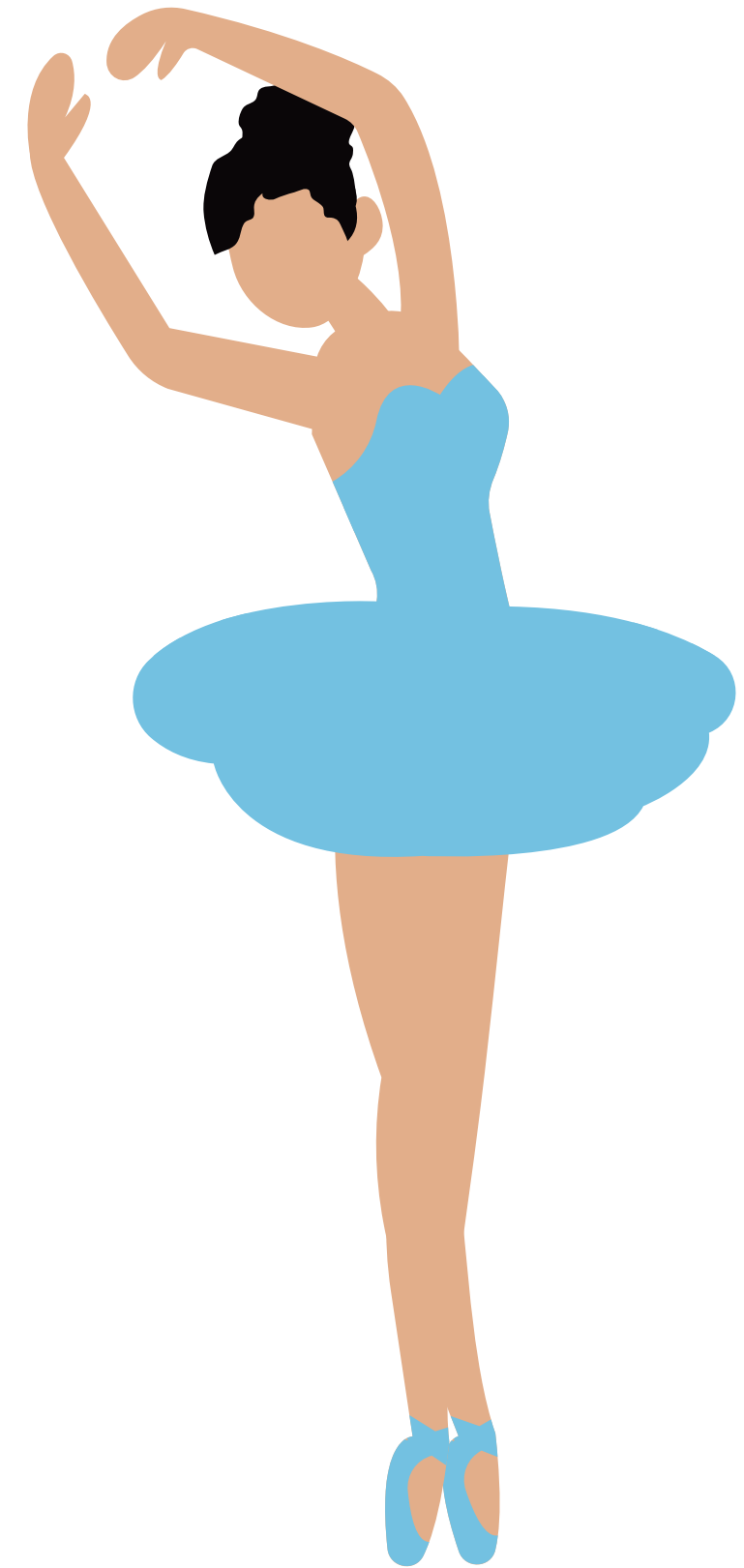
A SERIES OF AUTOMATIC BACK-AND-FORTH EYE MOVEMENTS. DIFFERENT CONDITIONS PRODUCE THIS REFLEX. A COMMON WAY OF PRODUCING THEM IS BY AN ABRUPT STOP FOLLOWING A SERIES OF ROTATIONS OF THE BODY. THIS DURATION AND REGULARITY OF POSTROTARY NYSTAGMUS ARE SOME OF THE INDICATORS OF VESTIBULAR SYSTEM EFFICIENCY.



VESTIBULAR

SYSTEM

THE SENSORY SYSTEM THAT RESPONDS TO
THE POSITION OF THE HEAD IN RELATION
TO GRAVITY AND ACCELERATED OR
DECELERATED MOVEMENT; IT INTEGRATES
NECK, EYE, AND BODY ADJUSTMENTS TO
MOVEMENT



NEURO

PLASTICITY

THE ABILITY OF THE BRAIN TO
CHANGE OR BE CHANGED AS A
RESULT OF ACTIVITY, ESPECIALLY AS
ONE RESPONDS TO SENSATIONS



OCCUPATIONAL

THERAPY

OT IS A HEALTH PROFESSION CONCERNED
WITH IMPROVING A PERSON'S
OCCUPATIONAL PERFORMANCE. IN
PEDIATRIC SETTINGS, THE THERAPIST DEALS
WITH CHILDREN WHOSE OCCUPATIONS ARE
USUALLY PLAYERS, PRESCHOOLERS, OR
STUDENTS



MOTOR

PLANNING

THE ABILITY OF THE BRAIN TO
CONCEIVE OF, ORGANIZE, AND
CARRY OUT A SEQUENCE OF
UNFAMILIAR ACTIONS



BILATERAL

INTEGRATION

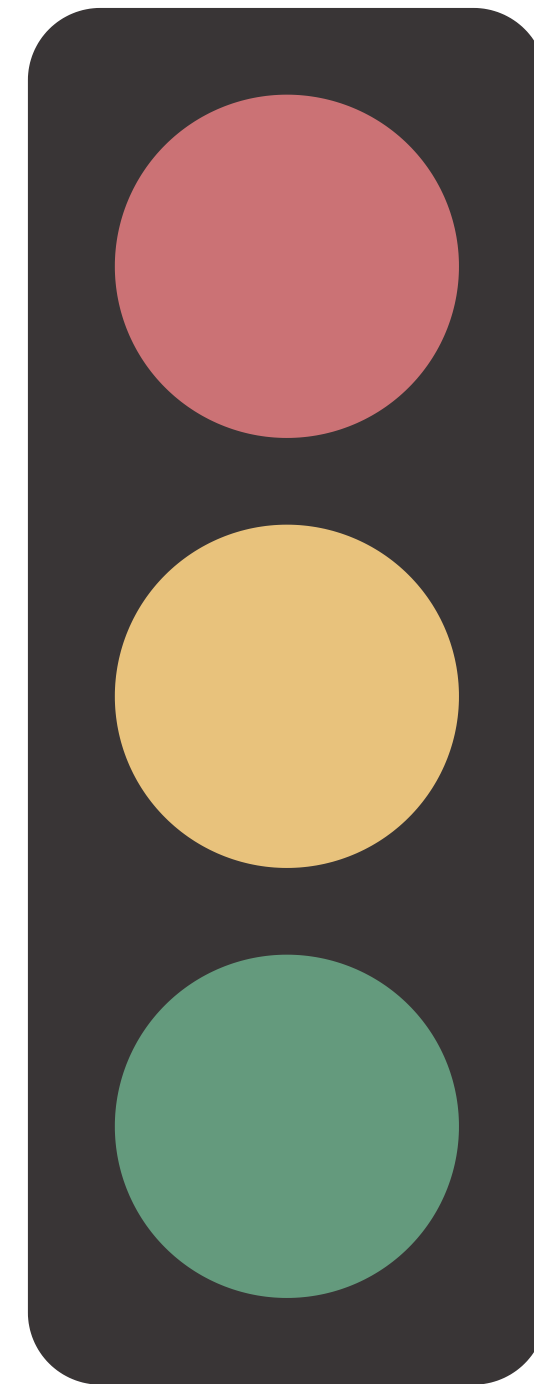
A NEUROLOGICAL PROCESS
INTEGRATING SENSATIONS
FROM BOTH SIDES OF THE
BODY



SENSORY

MODULATION

THE BRAIN'S REGULATION OF ITS OWN
ACTIVITY. MODULATION INVOLVES
FACILITATING SOME NEURAL MESSAGES
TO MAXIMIZE A RESPONSE, AND
INHIBITING OTHER MESSAGES TO
REDUCE IRRELEVANT ACTIVITY



ADAPTIVE

RESPONSE

AN APPROPRIATE ACTION IN WHICH THE
INDIVIDUAL RESPONDS SUCCESSFULLY TO
SOME ENVIRONMENTAL DEMAND.
ADAPTIVE RESPONSES REQUIRE GOOD
SENSORY INTEGRATION, AND THEY
ALSO FURTHER THE SENSORY
INTEGRATIVE PROCESS



DYSFUNCTION OF

SENSORY INTEGRATION

AN IRREGULARITY OR DISORDER IN THE BRAIN
FUNCTION THAT MAKES IT DIFFICULT TO
INTEGRATE SENSORY INPUT EFFECTIVELY.
SENSORY INTEGRATIVE DYSFUNCTION MAY BE
PRESENT IN MOTOR, LEARNING,
SOCIAL/EMOTIONAL, SPEECH/LANGUAGE, OR
ATTENTION DISORDERS



TORTICOLLIS

IN INFANTS

THE ASYMMETRICAL
POSITIONING OF A BABY'S
HEAD RESULTING IN
ROTATION AND TILT TO ONE
SIDE



PHYSICAL

THERAPY

THE USE OF EXERCISES AND PHYSICAL
ACTIVITIES TO HELP CONDITION
MUSCLES AND RESTORE OR DEVELOP
STRENGTH AND FUNCTIONAL
MOVEMENT.



SPEECH

THERAPY

THE TREATMENT OF SPEECH,
LANGUAGE, SOCIAL
COMMUNICATION, COGNITIVE-
COMMUNICATION, AND
SWALLOWING DISORDERS IN
CHILDREN AND ADULTS.



DEVELOPMENTAL

DYSPRAXIA

DEVELOPMENTAL DYSPRAXIA IS A DISORDER CHARACTERIZED BY AN IMPAIRMENT IN THE ABILITY TO IDEATION, PLAN, AND CARRY OUT SENSORY AND MOTOR TASKS.



CHILDHOOD

APRAXIA OF SPEECH

CHILDHOOD APRAXIA OF SPEECH IS A MOTOR-SPEECH DISORDER THAT OCCURS WHEN A CHILD KNOWS WHAT HE/SHE WANTS TO SAY BUT IS UNABLE TO FORM THE WORDS.



RECEPTIVE

LANGUAGE

RECEPTIVE LANGUAGE IS THE UNDERSTANDING OF INFORMATION PROVIDED IN A VARIETY OF WAYS SUCH AS SOUNDS AND WORDS; MOVEMENT AND GESTURES; AND SIGNS AND SYMBOLS.



EXPRESSIVE

LANGUAGE

EXPRESSIVE LANGUAGE IS OUR
ABILITY TO COMMUNICATE OUR
THOUGHTS AND FEELINGS
THROUGH WORDS, GESTURES,
SIGNS, AND/OR SYMBOLS.



PRAGMATIC

LANGUAGE

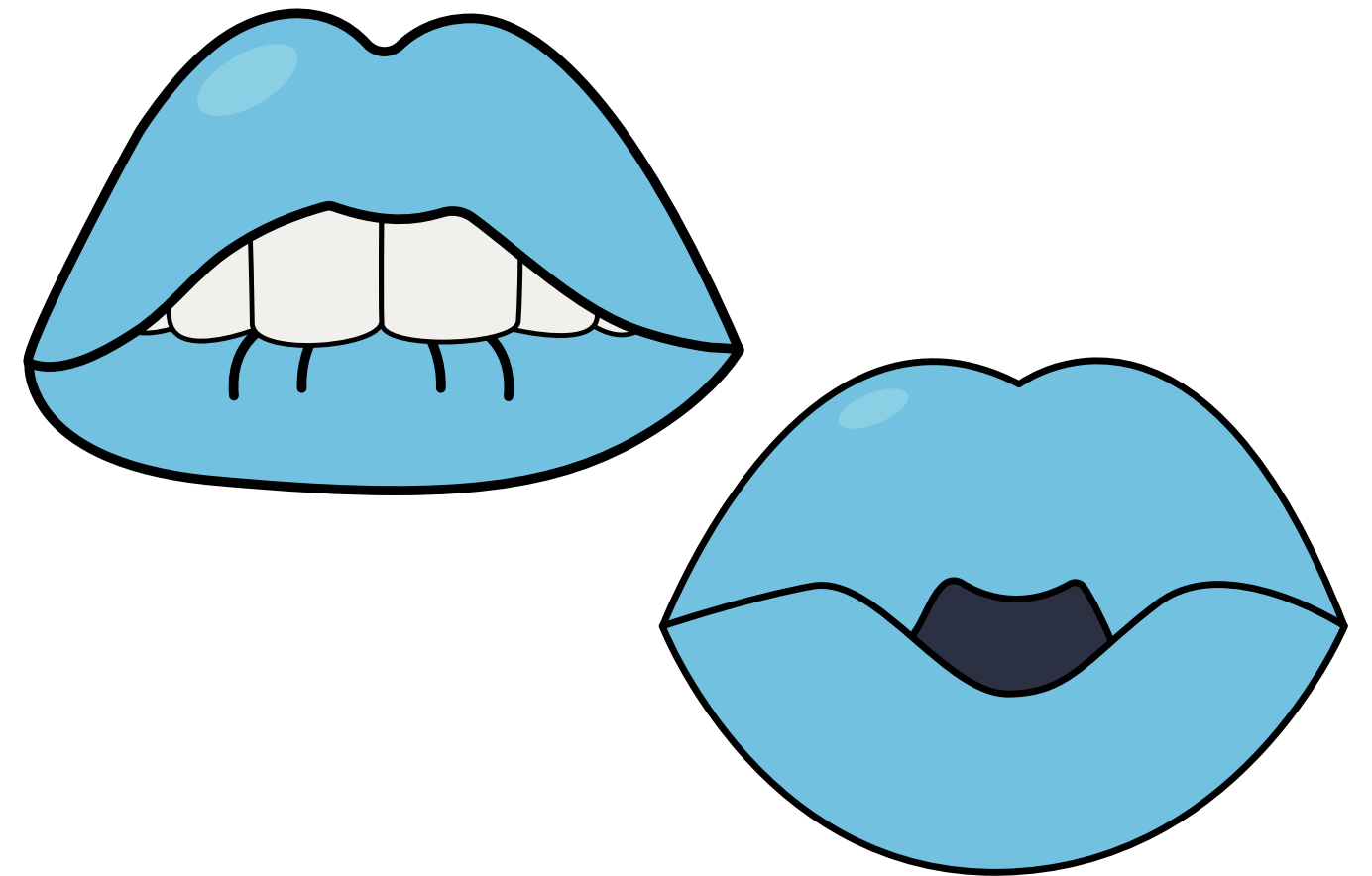
PRAGMATIC LANGUAGE
CONSISTS OF THE SOCIAL
LANGUAGE SKILLS THAT WE USE
IN OUR DAILY INTERACTIONS
WITH OTHERS.



SPEECH

ARTICULATION

ARTICULATION IS THE
PROCESS OF MAKING SPEECH
SOUNDS BY MOVING THE
TONGUE, LIPS, JAW, AND
SOFT PALATE.



POSTURAL

CONTROL

POSTURAL CONTROL INVOLVES
THE ABILITY TO MAINTAIN
POSTURE, STABILITY, AND
BALANCE WHEN MOVING
AGAINST GRAVITY AND IN/OUT
OF MIDLINE.



PROPRIOCEPTION

PROPRIOCEPTION LETS US PERCEIVE THE LOCATION, MOVEMENT, AND ACTION OF PARTS OF THE BODY. IT INCLUDES PERCEPTION OF JOINT POSITION AND MOVEMENT, MUSCLE FORCE, AND EFFORT.



INTEROCEPTION

THIS SENSE HELPS US UNDERSTAND OUR BODY'S INTERNAL SENSATIONS SUCH AS KNOWING IF WE'RE HUNGRY, THIRSTY, HOT, COLD, OR ANY OTHER FEELING WITHIN THE BODY AS WELL AS EMOTIONS THAT MAY BE LINKED TO PHYSICAL SENSATIONS.

