

References

- Agner, J. (2020). The Issue Is—Moving from cultural competence to cultural humility in occupational therapy: A paradigm shift. *American Journal of Occupational Therapy*, 74, 7404347010. <https://doi.org/10.5014/ajot.2020.038067>
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
- Andelin, L., Reynolds, S., & Schoen, S. (2021). Effectiveness of occupational therapy using a sensory integration approach: A multiple-baseline design study. *The American Journal of Occupational Therapy*, 75(6). <https://doi.org/10.5014/ajot.2021.044917>
- Angell AM, & Solomon O (2017). “If I was a different ethnicity, would she treat me the same?”: Latino parents’ experiences obtaining autism services. *Disability & Society*, 32(8), 1142–1164. <https://doi.org/10.1080/09687599.2017.1339589>
- Arendt, A.M., & Shelton, B. (2009). Incentives and disincentives for the use of open course ware. *International Review of Research in Open & Distance Learning*, 10 (5), 1-25. <https://doi.org/10.19173/irrodl.v10i5.746>
- Ashburner, J. K., Rodger, S. A., Ziviani, J. M., & Hinder, E. A. (2014). Optimizing participation of children with autism spectrum disorder experiencing sensory challenges: A clinical reasoning framework. *Canadian Journal of Occupational Therapy/Revue Canadienne d’Ergothérapie*, 81, 29–38. <https://doi.org/10.1177/0008417413520440>
- Baio, J., Wiggins, L., Christensen, D. L., Maenner, M. J., Daniels, J., Warren, Z., Kurzius-Spencer, M., Zahorodny, W., Robinson Rosenberg, C., White, T., Durkin, M. S., Imm, P., Nikolaou, L., Yeargin-Allsopp, M., Lee, L.-C., Harrington, R., Lopez, M.,

- Fitzgerald, R. T., Hewitt, A., Pettygrove, S., Constantino, J. N., Vehorn, A., Shenouda., J., Hall-Lande, J., Braun, K. V. N., & Dowling, N. F. (2018). Prevalence of autism spectrum disorder among children aged 8 years - Autism and Developmental Disabilities Monitoring Network, 11 sites, United States, 2014. *MMWR Surveillance Summaries*, 67(6), 1–23. <https://doi.org/10.15585/mmwr.ss6706a1>
- Baoum, S., Gusti, W., Fardus, E., Alghanem, F., Hassan, M., Mohamed, F., Alkhawaja, M., Algahtani, N., Aljadaan, A., Garoof, W., & Al Antar, A. (2022). Autism screening in family medicine practice: Early detection, barriers, and benefits. *Journal of Healthcare Sciences*, 02(05), 67–72. <https://doi.org/10.52533/johs.2022.2501>
- Barton, E.E., Reichow, B., Schnitz, A.G., Smith, I.C., & Sherlock, D.R. (2015). A systematic review of sensory-based treatments for children with disabilities. *Research in Developmental Disabilities*, 37, 64-80. <https://doi.org/10.1016/j.ridd.2014.11.006>
- Beaudoin, A. J., Sébire, G., & Couture, M. (2014). Parent training interventions for toddlers with autism spectrum disorder. *Autism Research and Treatment*, 2014. <https://doi.org/10.1155/2014/839890>
- Ben-Sasson, A., Hen, L., Fluss, R., Cermak, S. A., Engel-Yeger, B., & Gal, E. (2009). A meta-analysis of sensory modulation symptoms in individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 39, 1-11. <https://doi.org/10.1007/s10803-008-0593-3>
- Benson, J. D., Beeman, E., Smitsky, D., & Provident, I. (2011). The deep pressure and proprioceptive technique (DPPT) versus nonspecific child-guided brushing: A case study. *Journal of Occupational Therapy, Schools, & Early Intervention*, 4(3-4), 204-214. <https://doi.org/10.1080/19411243.2011.629536>

- Blanche, E. I., Diaz, J., Barretto, T., & Cermak, S. A. (2015). Caregiving experiences of Latino families with children with an autism spectrum disorder. *The American Journal of Occupational Therapy*, 69(5). <https://doi.org/10.5014/ajot.2015.017848>
- Bourgeois, D. (2023). Occupational therapists' role in educating caregivers on pediatric sensory interventions guided by neurodiversity principles. [Doctoral project, University of St Augustine for Health Sciences]. *SOAR @ USA: Student Capstone Papers Collection*. <https://doi.org/10.46409/sr.UJDX3116>
- Bravo Oro, A., Esmer, C., & Navarro-Calvillo, M. E. (2014). Autism spectrum disorders in Mexico. In V. B. Patel, V. R. Preedy, & C. R. Martin (Eds.), *Comprehensive Guide To Autism* (pp. 2469– 2482). Springer. https://doi.org/10.1007/978-1-4614-4788-7_162
- Broder-Fingert, S., Walls, M., Augustyn, M., Beidas, R., Mandell, D., Wiltsey-Stirman, S., Silverstein, M., & Feinberg, E. (2018). A hybrid Type I randomized effectiveness-implementation trial of patient navigation to improve access to services for children with autism spectrum disorder. *BMC Psychiatry*, 18(1), 79. <https://doi.org/10.1186/s12888-018-1661-7>
- Bulkeley, K., Bundy, A., Roberts, J., & Einfeld, S. (2016). Family-centered management of sensory challenges of children with autism: Single-case experimental design. *American Journal of Occupational Therapy*, 70(5), <https://doi.org/7005220040p7005220041-7005220040p7005220048>
- Burke, M., Magaña, S., Garcia, M., & Mello, M. P. (2016). Brief report: The feasibility and effectiveness of an advocacy program for Latino families of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 46(7), 2532–2538. <https://doi.org/10.1007/s10803-016-2765-x>

- Carr, T., & Lord, C. (2016). A pilot study promoting participation of families with limited resources in early autism intervention. *Research in Autism Spectrum Disorders*, 25, 87–96. <https://doi.org/10.1016/j.rasd.2016.02.003>
- Case-Smith, J., & Arbesman. (2008). Evidence-based review of interventions for autism used in or of relevance to occupational therapy. *American Journal of Occupational Therapy*, 62(4), 416-429. <https://doi.org/10.5014/ajot.62.4.416>
- Case-Smith, J., Weaver, L. L., & Fristad, M. A. (2015). A systematic review of sensory processing interventions for children with autism spectrum disorders. *Autism: The International Journal of Research and Practice*, 19(2), 133–148. <https://doi.org/10.1177/1362361313517762>
- Casillas, N., Vigil, D., & Wang, H.-T. (2017). Latino and non-Latino White parents' experiences raising their child with ASD: An exploratory study. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2017.3261>
- Cheng, W. M., Smith, T. B., Butler, M., Taylor, T. M., & Clayton, D. (2023). Effects of parent-implemented interventions on outcomes of children with autism: A meta-analysis. *Journal of Autism and Developmental Disorders*, 53(11), 4147–4163. <https://doi.org/10.1007/s10803-022-05688-8>
- Cheung, S. K. S., Wong, B. T. M., & Li, K. C. (2023). Perceived usefulness of open educational resources: Impact of switching to online learning for face-to-face and distance learners. *Frontiers in Psychology*, 13, 1004459. <https://doi.org/10.3389/fpsyg.2022.1004459>
- Chlebowski, C., Magaña, S., Wright, B., & Brookman-Frazee, L. (2018). Implementing an intervention to address challenging behaviors for autism spectrum disorder in publicly-funded mental health services: Therapist and parent perceptions of delivery with

Latinx families. *Cultural Diversity & Ethnic Minority Psychology*, 24(4), 552–563.

<https://doi.org/10.1037/cdp0000215>

Ciday, Z., Mandell, D., Ingersoll, B., & Pellecchia, M. (2023). Programmatic costs of project ImPACT for children with autism: A time-driven activity based costing study.

Administration and Policy in Mental Health, 50(3), 402–416.

<https://doi.org/10.1007/s10488-022-01247-6>

Cohn, E. S. (2001). Parent perspectives of occupational therapy using a sensory integration approach. *American Journal of Occupational Therapy*, 55, 285–294.

<https://doi.org/10.5014/ajot.55.3.285>

Cohen, S. R., & Miguel, J. (2018). Amor and social stigma: ASD beliefs among immigrant Mexican parents. *Journal of Autism and Developmental Disorders*, 48(6), 1995–2009.

<https://doi.org/10.1007/s10803-017-3457-x>

Cohen, S. R., Miguel, J., & Trejos, J. (2023). ASD diagnosis and treatment experiences among Mexican heritage families. *Journal of Autism and Developmental Disorders*, 53(3),

1017–1033. <https://doi.org/10.1007/s10803-022-05512-3>

Cole, J., & Montero, B. (2007). Affective proprioception. *Janus Head*, 9(2), 299-317.

<https://doi.org/10.5840/jh2006922>

Crasta, J. E., Salzinger, E., Lin, M. H., Gavin, W. J., & Davies, P. L. (2020). Sensory processing and attention profiles among children with sensory processing disorders and autism spectrum disorders. *Frontiers in Integrative Neuroscience*, 14, 22.

<https://doi.org/10.3389/fnint.2020.00022>

- Dai, Y. G., Thomas, R. P., Brennan, L., Helt, M. S., Barton, M. L., Dumont-Mathieu, T., & Fein, D. A. (2021). Development and acceptability of a new program for caregivers of children with autism spectrum disorder: Online parent training in early behavioral intervention. *Journal of Autism and Developmental Disorders*, *51*, 4166-4185.
<https://doi.org/10.1007/s10803-020-04863-z>
- Dawson, G., & Burner, K. (2011). Behavioral interventions in children and adolescents with autism spectrum disorder: A review of recent findings. *Current Opinion in Pediatrics*, *23*(6), 616–620. <https://doi.org/10.1097/MOP.0b013e32834cf082>
- Dearing, J. W., & Cox, J. G. (2018). Diffusion of innovations theory, principles, and practice. *Health Affairs (Project Hope)*, *37*(2), 183–190. <https://doi.org/10.1377/hlthaff.2017.1104>
- Dearing, J. W., & Kreuter, M. W. (2010). Designing for diffusion: how can we increase uptake of cancer communication innovations? *Patient Education and Counseling*, *81* Suppl, S100-10. <https://doi.org/10.1016/j.pec.2010.10.013>
- DuBay M, Watson LR, & Zhang W (2018). In search of culturally appropriate autism interventions: Perspectives of Latino caregivers. *Journal of Autism and Developmental Disorders*, *48*(5), 1623–1639.
<https://doi.org/10.1007/s10803-017-3394-8>
- Foronda, C. L. (2008). A concept analysis of cultural sensitivity. *Journal of Transcultural Nursing*, *19*(3), 207–212. <https://doi.org/10.1177/1043659608317093>
- Gándara-Gafo, B., Beaudry-Bellefeuille, I., Mailloux, Z., Moriyón, T., Parham, L. D., Riego, S. S., Serrada-Tejeda, S., Roley, S. S., Toledo, P., & Schaaf, R. C. (2021). Cultural adaptation of the Evaluation in Ayres Sensory Integration®(EASI) for Spanish-speaking

populations. *The American Journal of Occupational Therapy*, 75(5), 7505205090.

<https://doi.org/10.5014/ajot.2021.044693>

Grandpierre, V., Milloy, V., Sikora, L., Fitzpatrick, E., Thomas, R., & Potter, B. (2018). Barriers and facilitators to cultural competence in rehabilitation services: A scoping review. *BMC Health Services Research*, 18 (1). 23. <https://doi.org/10.1186/s12913-017-2811-1>

Grinker, R. R., Kang-Yi, C. D., Ahmann, C., Beidas, R. S., Lagman, A., & Mandell, D. S. (2015). Cultural adaptation and translation of outreach materials on autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45(8), 2329–2336.

<https://doi.org/10.1007/s10803-015-2397-6>

Grinker, R. R., Yeargin-Allsopp, M., & Boyle, C. (2011). ASD and culture: International trends in prevalence and diagnosis. In D. Amaral, D. Geschwind & G. Dawson (Eds.), *Autism Spectrum Disorders*. Oxford University Press.

Guerrero, M. G. B., & Sobotka, S. A. (2022). Understanding the barriers to receiving autism diagnoses for Hispanic and Latinx families. *Pediatric Annals*, 51(4).

<https://doi.org/10.3928/19382359-20220322-03>

Harrison, A. J., Long, K. A., Tommet, D. C., & Jones, R. N. (2017). Examining the role of race, ethnicity, and gender on social and behavioral ratings within the Autism Diagnostic Observation Schedule. *Journal of Autism and Developmental Disorders*, 47(9),

2770–2782. <https://doi.org/10.1007/s10803-017-3176-3>

Harsasi M. (2015). The use of open educational resources in online learning: a study of students' perceptions. *Turkish Online Journal of Distance Education*. 9, 74–87.

<https://doi.org/10.17718/tojde.46469>

Holloway, S.D., Cohen, S.R., & Domínguez-Pareto, I. (2018). Culture, stigma, and intersectionality: Toward equitable parent-practitioner relationships in early childhood special education. In *Handbook of Parent-Implemented Interventions for Very Young In: Siller, M., Morgan, L. (eds) Handbook of Parent-Implemented Interventions for Very Young Children with Autism. Children with Autism* (pp. 93–106)
https://doi.org/10.1007/978-3-319-90994-3_6

Hong, E. R., Ganz, J. B., Ninci, J., Neely, L., Gilliland, W., & Boles, M. (2015). An evaluation of the quality of research on evidence-based practices for daily living skills for individuals with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45(9), 2792–2815. <https://doi.org/10.1007/s10803-015-2444-3>

Hwang, Y.-S., Kearney, P., Klieve, H., Lang, W., & Roberts, J. (2015). Cultivating mind: Mindfulness interventions for children with autism spectrum disorder and problem behaviours, and their mothers. *Journal of Child & Family Studies*, 24(10), 3093–3106.
<https://doiorg.ezproxy.library.und.edu/10.1007/s10826-015-0114-x>

Iadarola, S., Pérez-Ramos, J., Smith, T., & Dozier, A. (2019). Understanding stress in parents of children with autism spectrum disorder: A focus on under-represented families. *International Journal of developmental Disabilities*, 65(1), 20–30.
<https://doi.org/10.1080/20473869.2017.1347228>

Ismael, N., Lawson, L. M., & Hartwell, J. (2018). Relationship between sensory processing and participation in daily occupations for children with autism spectrum disorder: A systematic review of studies that used Dunn’s sensory processing framework. *The American Journal of Occupational Therapy*, 72(3), 7203205030p1-7203205030p9.
<https://doi.org/10.5014/ajot.2018.024075>

- Kashefimehr, B., Kayihan, H., & Huri, M. (2018). The effect of sensory integration therapy on occupational performance in children with autism. *OTJR: Occupation, Participation and Health*, 38(2), 75-83. <https://doi.org/10.1177/1539449217743456>
- Kirby, A. V., Morgan, L., & Hilton, C. (2023). Autism and mental health: The role of occupational therapy. *The American Journal of Occupational Therapy*, 77(2). <https://doi.org/10.5014/ajot.2023.050303>
- Koenig, K. P., & Rudney, S. G. (2010). Performance challenges for children and adolescents with difficulty processing and integrating sensory information: A systematic review. *The American Journal of Occupational Therapy*, 64(3), 430–442. <https://doi.org/10.5014/ajot.2010.09073>
- Kuhaneck, H. M., & Britner, P. A. (2013). A preliminary investigation of the relationship between sensory processing and social play in autism spectrum disorder. *Occupational Therapy Journal of Research*, 33, 159-167. <https://doi.org/10.3928/15394492-20130614-04>
- Kuhaneck, H. M., Madonna, S., Novak, A., & Pearson, E. (2015). Effectiveness of interventions for children with autism spectrum disorder and their parents: A systematic review of family outcomes. *The American Journal of Occupational Therapy*, 69(5), 6905180040p1–6905180040p14. <https://doi.org/10.5014/ajot.2015.017855>
- Kuhaneck, H. M., & Watling, R. (2015). Occupational therapy: Meeting the needs of families of people with autism spectrum disorder. *The American Journal of Occupational Therapy*, 69(5), 6905170010p1-6905170010p5. <https://doi.org/10.5014/ajot.2015.019562>

- Lang, R., O'Reilly, M., Healy, O., Rispoli, M., Lydon, H., Streusand, W., Davis, T., Kang, S., Sigafos, J., Lancioni, G., Didden, R., & Giesbers, S. (2012). Sensory integration therapy for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 6(3), 1004-1018.
<https://doi.org/10.1016/j.rasd.2012.01.006>
- Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The Person–Environment–Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*, 63, 9–23.
<https://doi.org/10.1177/000841749606300103>
- Lerner, J. E., & Kim, A. (2022). Developing an anti-racist practice in occupational therapy: Guidance for the occupational therapist. *The Open Journal of Occupational Therapy*, 10(4), 1-13. <https://doi.org/10.15453/2168-6408.1934>
- Lindsay, S., Tétrault, S., Desmaris, C., King, G. A., & Piérart, G. (2014). The cultural brokerage work of occupational therapists in providing culturally sensitive care. *Canadian Journal of Occupational Therapy*, 81(2), 114–123. <https://doi.org/10.1177/0008417413520441>
- Lira Rodríguez, E.,M., Pascual, R. C., Miguel, P. S., Martín-Hernández, P., Gil-Lacruz, M., & Gil-Lacruz, A. (2022). The influence of ASD severity on parental overload: The moderating role of parental well-being and the ASD pragmatic level. *Children*, 9(6), 769.
<https://doi.org/10.3390/children9060769>
- Lopez, K., Magaña, S., Xu, Y., & Guzman, J. (2018). Mother's reaction to Autism diagnosis: A qualitative analysis comparing Latino and White parents. *Journal of Rehabilitation*, 84(1), 41-50.

<https://prx-usa.lirn.net/login?url=https://www.proquest.com/scholarly-journals/mothers-reaction-autism-diagnosis-qualitative/docview/2036212171/se-2>

Magaña, S., Dababnah, S., Xu, Y., Torres, M. G., Rieth, S. R., Corsello, C., Rangel, E., Brookman- Frazee, L., & Vanegas, S. B. (2021). Cultural adaptations of a parent training program for families of children with ASD/IDD: Parents taking action. In *International Review of Research in Developmental Disabilities* (Vol. 61, pp. 263-300).

<https://doi.org/10.1016/bs.irrdd.2021.07.005>

Magaña, S., Lopez, K., Aguinaga, A., & Morton, H. (2013). Access to diagnosis and treatment services among Latino children with autism spectrum disorders. *Intellectual and Developmental Disabilities*, 51(3), 141-153.

Marsiglia, F. F., & Booth, J. M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice*, 25(4), 423–432.

<https://doi.org/10.1177/1049731514535989>

Maríñez-Lora, A. M., & Atkins, M. S. (2012). Evidence-based treatment in practice-based cultural adaptations. In G. Bernal & M. M. Domenech Rodríguez (Eds.), *Cultural adaptations: Tools for evidence-based practice with diverse populations* (pp. 239–261).

American Psychological Association. <https://doi.org/10.1037/13752-012>

Mahler, K., Hample, K., Jones, C., Sensenig, J., Thomasco, P., & Hilton, C. (2022). Impact of an interoception-based program on emotion regulation in autistic children. *Occupational Therapy International*, 2022, 9328967. <https://doi.org/10.1155/2022/9328967>

Mazefsky, C. A., & White, S. W. (2014). Emotion regulation: Concepts & practice in autism spectrum disorder. *Child and Adolescent Psychiatric Clinics*, 23(1), 15-24.

<https://doi.org/10.1016/j.chc.2013.07.002>

Mesa-Gresa, P., Gil-Gómez, H., Lozano-Quilis, J. A., & Gil-Gómez, J. A. (2018). Effectiveness of virtual reality for children and adolescents with autism spectrum disorder: an evidence-based systematic review. *Sensors*, *18*(8), 2486.

<https://doi.org/10.3390/s18082486>

Milgramm, A., Corona, L. L., Janicki-Menzie, C., & Christodulu, K. V. (2022).

Community-based parent education for caregivers of children newly diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *52*(3), 1200–1210. <https://doi.org/10.1007/s10803-021-05025-5>

Montenegro, M. C., Abdul-Chani, M., Valdez, D., Rosoli, A., Garrido, G., Cukier, S., Paula, C. S., Garcia, R., Rattazzi, A., & Montiel-Nava, C. (2022). Perceived stigma and barriers to accessing services: Experience of caregivers of Autistic children residing in Latin America. *Research in Developmental Disabilities*, *120*, 104123.

<https://doi.org/10.1016/j.ridd.2021.104123>

Montiel-Nava, C., Cukier, S., Garrido, G., Valdez, D., Paula, C. S., García, R., Rosoli, A., Irrarázaval, M., & Rattazzi, A. (2020). Service encounters across the lifespan in individuals with autism spectrum disorders: Results from a multisite study in Latin America. *Research in Autism Spectrum Disorders*, *79*, Article 101670.

<https://doi.org/10.1016/j.rasd.2020.101670>

Montiel-Nava, C., Montenegro, M. C., Ramirez, A. C., Valdez, D., Rosoli, A., Garcia, R., Garrido, G., Cukier, S., Rattazzi, A., & Paula, C. S. (2024). Age of autism diagnosis in Latin American and Caribbean countries. *Autism: The International Journal of Research and Practice*, *28*(1), 58–72. <https://doi.org/10.1177/13623613221147345>

Montiel-Nava, C., Tregnago, M., Marshall, J., Sohl, K., Curran, A. B., Mahurin, M.,
Warne-Griggs, M., WHO CST Team, & Dixon, P. (2022). Implementing the WHO
caregivers skills training program with caregivers of autistic children *via* telehealth in
rural communities. *Frontiers in Psychiatry, 13*, 909947.

<https://doi.org/10.3389/fpsyt.2022.909947>

Nowell, S. W., Watson, L. R., Boyd, B., & Klinger, L. G. (2019). Efficacy study of a social
communication and self-regulation intervention for school-age children With autism
spectrum disorder: A Randomized Controlled Trial. *Language, Speech, and Hearing
Services in Schools, 50*(3), 416–433. https://doi.org/10.1044/2019_LSHSS-18-0093

Omairi, C., Mailloux, Z., Antoniuk, S. A., & Schaaf, R. (2022). Occupational therapy using
Ayres Sensory Integration®: A randomized controlled trial in Brazil. *The American
Journal of Occupational Therapy, 76*(4), 7604205160.

<https://doi.org/10.5014/ajot.2022.048249>

Open educational resources. (2024, January 11). Unesco.org.

<https://www.unesco.org/en/open-educational-resources>

Miller, L. J., Anzalone, M. E., Lane, S. J., Cermak, S. A., & Osten, E. T. (2007). Concept
evolution in sensory integration: A proposed nosology for diagnosis. *The American
Journal of Occupational Therapy, 61*(2), 135-149. <https://doi.org/10.5014/ajot.61.2.135>

Pedersen, A., Pettygrove, S., Meaney, F. J., Mancilla, K., Gotschall, K., Kessler, D. B., Grebe, T.
A., & Cunniff, C. (2012). Prevalence of autism spectrum disorders in Hispanic and
non-Hispanic white children. *Pediatrics, 129*(3), e629-35.

<https://doi.org/10.1542/peds.2011-1145>

Pfeiffer, B. A., Koenig, K., Kinnealey, M., Sheppard, M., & Henderson, L. (2011). Effectiveness of sensory integration interventions in children with autism spectrum disorders: A pilot study. *American Journal of Occupational Therapy, 65*, 76–85.

<https://doi.org/10.5014/ajot.2011.09205>

Prizant, B., Wetherby, A. M., Ribin, E., & Laurent, A. C. (2003). The SCERTS model: A transactional, family-centered approach to enhancing communication and socioemotional abilities of children with autism spectrum disorder. *Infants and Young Children, 16*, 296–216. <http://dx.doi.org/10.1097/00001163-200310000-00004>

Proff, I., Williams, G. L., Quadt, L., & Garfinkel, S. N. (2022). Sensory processing in autism across exteroceptive and interoceptive domains. *Psychology & Neuroscience, 15*(2), 105–130. <https://doi.org/10.1037/pne0000262>

Raditha, C., Handryastuti, S., Puspongoro, H. D., & Mangunatmadja, I. (2023). Positive behavioral effect of sensory integration intervention in young children with autism spectrum disorder. *Pediatric Research, 93*(6), 1667–1671.

<https://doi.org/10.1038/s41390-022-02277-4>

Randell, E., McNamara, R., Delpont, S., Busse, M., Hastings, R. P., Gillespie, D., Williams-Thomas, R., Brookes-Howell, L., Romeo, R., Boadu, J., Ahuja, A. S., McKigney, A. M., Knapp, M., Smith, K., Thornton, J., & Warren, G. (2019). Sensory integration therapy versus usual care for sensory processing difficulties in autism spectrum disorder in children: Study protocol for a pragmatic randomized controlled trial. *Trials, 20*(1), 113. <https://doi.org/10.1186/s13063-019-3205-y>

Romero-Ayuso, D., Alcántara-Vázquez, P., Almenara-García, A., Nuñez-Camarero, I., Triviño-Juárez, J. M., Ariza-Vega, P., Molina, J. P., & González, P. (2020).

- Self-regulation in children with neurodevelopmental disorders "SR-MRehab: Un colegio emocionante": A protocol study. *International Journal of Environmental Research and Public Health*, 17(12), 4198. <https://doi.org/10.3390/ijerph17124198>
- Rivera-Figueroa, K., Marfo, N. Y. A., & Eigsti, I. M. (2022). Parental perceptions of autism spectrum disorder in Latinx and black sociocultural contexts: A systematic review. *American Journal on Intellectual and Developmental Disabilities*, 127(1), 42-63. <https://doi.org/10.1352/1944-7558-127.1.42>
- Rice, N., & O'Donohue, W. (2002). Cultural sensitivity: a critical examination. *New Ideas in Psychology*, 20(1), 35–48. [https://doi.org/10.1016/s0732-118x\(01\)00011-3](https://doi.org/10.1016/s0732-118x(01)00011-3)
- Schaaf, R. C., Dumont, R. L., Arbesman, M., & May-Benson, T. A. (2018). Efficacy of occupational therapy using Ayres Sensory Integration®: A systematic review. *The American Journal of Occupational Therapy*, 72(1), 7201190010p1-7201190010p10. <https://doi.org/10.5014/ajot.2018.028431>
- Schaaf, R. C., Schoen, S. A., Roley, S. S., Lane, S. J., Koomar, J., & May-Benson, T. A. (2010). A frame of reference for sensory integration. In P. Kramer & J. Hinojosa (Eds.), *Frames of Reference for Pediatric Occupational Therapy* (3rd ed., pp. 99-186). Lippincott Williams & Wilkins.
- Schoen, S. A., Lane, S. J., Mailloux, Z., May-Benson, T., Parham, L. D., Smith Roley, S., & Schaaf, R. C. (2019). A systematic review of Ayres sensory integration intervention for children with autism. *Autism Research: Official Journal of the International Society for Autism Research*, 12(1), 6–19. <https://doi.org/10.1002/aur.2046>

Sofi-Karim, M., Bali, A. O., & Rached, K. (2023). Online education via media platforms and applications as an innovative teaching method. *Education and information technologies*, 28(1), 507–523. <https://doi.org/10.1007/s10639-022-11188-0>

Stahmer AC, Vejnaska S, Iadarola S, Straiton D, Segovia FR, Luelmo P, Morgan EH, Lee HS, Javed A, Bronstein B, Hochheimer S, Cho EM, Aranbarri A, Mandell D, Hassrick E, Smith T, & Kasari C (2019). Caregiver voices: Cross-cultural input on improving access to autism services. *Journal of Racial and Ethnic Health Disparities*, 6(4), 752–773. <https://doi.org/10.1007/s40615-019-00575-y>

Stein, F. (1983). A current review of the behavioral frame of reference and its application to occupational therapy. *Occupational Therapy in Mental Health*, 2, 35-62. https://doi.org/10.1300/J004v02n04_03

Takahashi, C. K., Figueiredo, J. C. B. de, & Scornavacca, E. (2024). Investigating the diffusion of innovation: A comprehensive study of successive diffusion processes through analysis of search trends, patent records, and academic publications. *Technological Forecasting and Social Change*, 198(122991), 122991. <https://doi.org/10.1016/j.techfore.2023.122991>

Thompson-Hodgetts, S., & Magill-Evans, J. (2018). Sensory-based approaches in intervention for children with autism spectrum disorder: Influences on occupational therapists' recommendations and perceived benefits. *The American Journal of Occupational Therapy*, 72(3), 7203205020p1–7203205020p8. <https://doi.org/10.5014/ajot.2018.024729>

- Thompson, R. M., & Johnston, S. (2013). Use of social stories to improve self-regulation in children with autism spectrum disorders. *Physical & Occupational Therapy in Pediatrics*, 33, 271–284. <https://doi.org/10.3109/01942638.2013.768322>
- Turpin, M., & Iwama, M. K. (2011). Person-environment-occupational models. In M. Turpin & M.K. Iwama (Eds.). *Using Occupational Therapy Models in Practice* (pp. 89-116). Elsevier.
- Vohra, R., Madhavan, S., Sambamoorthi, U., & St Peter, C. (2014). Access to services, quality of care, and family impact for children with autism, other developmental disabilities, and other mental health conditions. *Autism*, 18(7), 815-826. <https://doi.org/10.1177/1362361313512902>
- Wang, Z., Gui, Y., & Nie, W. (2022). Sensory integration training and social sports games integrated intervention for the occupational therapy of children with autism. *Occupational Therapy International*, 9693648. <https://doi.org/10.1155/2022/9693648>
- Watling, R., Benevides, T., & Robertson, S. M. (2023). Family-centered interventions for children on the autism spectrum disorder (2013–2021). *The American Journal of Occupational Therapy*, 77(Supplement 1), 7710393210. <https://doi.org/10.5014/ajot.2023.77S10021>
- Wong, S. R., & Fisher, G. (2015). Comparing and using occupation-focused models. *Occupational Therapy in Health Care*, 29(3), 297–315. <https://doi.org/10.3109/07380577.2015.1010130>
- Woods, J. J., & Lindeman, D. P. (2008). Gathering and giving information with families. *Infants & Young Children*, 21(4), 272-284. <https://doi.org/10.1097/01.IYC.0000336540.60250.f2>

World Health Organization. (2022). *Autism*. World Health Organization. Retrieved March 12, 2023, from <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>

Yoshimura, S., Sato, W., Kochiyama, T., Uono, S., Sawada, R., Kubota, Y., & Toichi, M. (2017). Gray matter volumes of early sensory regions are associated with individual differences in sensory processing. *Human Brain Mapping, 38*(12), 6206-6217. <https://doi.org/10.1002/hbm.23822>

Zeng, W., Magaña, S., Lopez, K., Xu, Y., & Marroquín, J. M. (2022). Revisiting an RCT study of a parent education program for Latinx parents in the United States: Are treatment effects maintained over time? *Autism: The International Journal of Research and Practice, 26*(2), 499–512. <https://doi.org/10.1177/13623613211033108>

Zuckerman, K. E., Sinche, B., Mejia, A., Cobian, M., Becker, T., & Nicolaidis, C. (2014a). Latino parents' perspectives on barriers to autism diagnosis. *Academic Pediatrics, 14*(3), 301–308. <https://doi.org/10.1016/j.acap.2013.12.004>

Zuckerman, K. E., Sinche, B., Cobian, M., Cervantes, M., Mejia, A., Becker, T., & Nicolaidis, C. (2014b). Conceptualization of autism in the Latino community and its relationship with early diagnosis. *Journal of Developmental and Behavioral Pediatrics, 35*(8), 522–532. <https://doi.org/10.1097/DBP.0000000000000091>

