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TOPIC: Sensory integration

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Mohammed. Amira H (2014). Effectiveness of sensory integration program in motor
skills in children with autism.

ABSTRACT

Sensory processing issues and associated dysfunctions are among the most common conditions in children with autism spectrum disorder (ASD). Sensory processing order is when any of the signal comes to senses is processed in the brain in a human body. When the processing is low, fast or faulty. It is known as sensory processing disorder. These children go through various problems with socialisation, motor skills, mood and concentration. These issues result in behaviour limitations. Management of developmental and behavioural disorder is done by various therapies. Different activities that are part of therapies help to manage the sensory system by providing vestibular, proprioceptive, auditory, and tactile inputs.

Objective: The aim of this journal is to determine the effectiveness of sensory integration programmes in children with autism.

Methods: So there are various methods through which we can work on multiple systems simultaneously to determine and work on the level of a child's sensory processes and reactions.



Tactile

Development of tactile system is critical and is often one of the first system worked upon while dealing with a child with autism as it includes sensation like pressure, pain and temperature through the skin.

Methods to determine the sensation:

It can range from feeling by touching bubbles, handprint and fingerprint painting, touching cold and warm water.

Vestibular

The vestibular system processes the information on movement by sensory receptors in the upper neck, inner ears, eyes and the body.

Methods to determine the sensation:

The scope of sensation can be done by using swings, balancing boards, therapy exercise balls, trampolines and seesaws.

Proprioceptive

Proprioceptive system involves the information on the body's position and movement in joints, tendons, ligaments and muscles.

Methods to determine the sensation:

Including various activities like modelling clay, making balls out of dough of wheat flour, and picking up blankets will help the child with autism in movement and position of its body.

Motor skills

Fine motor skills can be improved by practicing-

- Tying shoes
- Zipping and unzipping
- Drawing and painting
- Sorting of objects
- Turning pages of a book

Results: Using the statistical analysis it is the gross, fine and total motor quotient classifications, the pretreatment quotient showed that there were five children with ASD who had gross motor skills in the average range; eight ASD children scored below average gross motor, thirteen children had poor gross motor skills and seven of them scored very poor gross motor on the PDMS-2. Three children with ASD had fine motor skills in the average range on the PDMS-2. Four children with ASD scored below average, ten scored poor and seventeen scored very poor fine motor skills. Four children with ASD in this study had total motor skills in the average range on the PDMS-2. Five children with ASD scored below average, eleven children scored poor and fourteen scored very poor total motor skills. The post treatment quotient showed that all children had average range for gross, fine and total motor skills on the PDMS-2.



It may be concluded that the impact of sensory integration therapy was effective in the treatment of autistic children as it helps those children to become more self-sufficient in performing their daily activities.

Keywords: sensory integration, sensory processing, therapies

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