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The Effect of Sensory Integration Video Modeling on Self-initiation and Task Performance in Children with Mental Retardation

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The aim of this research was to examine whether the sensory integration video modeling intervention would be beneficial to the children with mental retardation. A single subject design (A-B-A) was employed and four children with mental retardation participated in this study. Prior to intervention, each participant was video taped while he/she was performing four sensory integration activities (Trampoline, swing, wheelbarrow walking, going through tunnels).

In the intervention phase, each individual watched his/her own 8-minute long previously recorded video which was the independent variable in this study. The dependent variables were (1) the self-initiation and task performance of the four sensory integration activities, (2) performance time of Grooved Pegboard, and (3) the Canadian Occupational Performance Measure (COPM). During the intervention period, each individual participated in the occupational therapy sessions twice a week.

The results showed that sensory integration video modeling increased self-initiation and task performance of the participants. Self-initiation and the task performance scores of the participants were maintained even after the intervention period. When Grooved Pegboard was administered, the performance time decreased. In the COPM, the performance and satisfaction scores increased in all children.

The findings indicated that sensory integration video modeling may be an effective intervention for improving self-initiation and task performance and reducing inattentiveness in children with mental retardation. In the future research, it is suggested that the level of cognition and sensory processing capabilities of the participants be considered to validate the effectiveness of sensory integration video modeling.