

0809

Research on the factors influencing the social interaction of Developmental Disorders

Kanae Matsushima, Toshihiro Kato, Noriko Arai, Mikiko Shoji
Kyoto University, Kyoto, Japan

Objective: The purpose of this study was to reveal the factors which have positive influence on the social interaction of preschool children with Developmental Disorders, and generate a new theory regarding social interaction. In addition, this study aims to provide the evidence that Occupational Therapy is effective for children with difficulties in social interaction showing that the factors revealed through this study are related to the functions that Occupational Therapy specialize in.

Method: Semi-structured interviews were undertaken in Japan (mainly Kyoto, Osaka) with 23 preschool teachers who are working for children with special needs including physical and mental difficulties such as Autism, Cerebral Palsy and Mental Retardation. Participants were selected using purposeful sampling methods. The questions were designed to elicit specific episodes regarding factors with positive influence on children's social interaction skills. Data analysis was undertaken thematically by 4 Occupational Therapists who work for children with special needs, drawing broadly on some of the techniques of grounded theory. Re-interview was undertaken several times so as to confirm meaning of teacher's comments and details of their idea. After undertaking data analysis, consensus was reached on analysis with Delphi process between preschool teachers in Japan.

Results: The theory of social interaction was developed from emerging 3 categories relationships and 17 concepts. The category (the beginning of interaction, the middle of interaction and products of interaction) related to one another in a dynamic process. The interaction process is linked in a chain and one category influences other category so that relationship between a teacher and a student will be able to be deeper and deeper.

Conclusion: This study attests to importance of the interaction process and develops positive factors in children's social interaction. The results provide clues to show correlation between these factors regarding positive influences on social interaction, and functions Occupational Therapy's specialize in, such as sensory modulation disorder. It will be possible through some further studies to show evidence of Occupational Therapy.