

A Study on the effects of play based sensory integration treatment program on the behavior and sensory integration functions of children with Developmental Disorder

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Introduction:

This study was intended to examine whether play based sensory integration treatment program had a positive effect on the changes of the behavior and sensory integration function of children with developmental disorder.

Objective:

The changes of the behavior and sensory integration function of children with developmental disorder. The program focused on the tasks of play activities adding play activities to sensory integration, which helped children actively participate in the program.

-Subject were 10 children, 5 of experiment group and 5 of control group with developmental disorder among 4-8 year old.

Methods:

The experiment was conducted from Jul. 20th. 2008 through Oct. 30th. 2008. Emotional relaxing activities consisted of the introduction stage and the finish stage in the program to inspire emotional relaxation and motivation among the treatment elements of play and the basic principles of sensory integration treatment. It was conducted twice a week, total 24 times, and one session was composed of relaxation activities, activity tasks for play by each stage. The changes of children's sensory integration functions were analyzed based on measured scores of sensory profile by a protector-reported pre.post test. In addition, the process of the program was filmed for 40 minutes, and 20 minutes was observed to analyzed.

Results:

First, play based sensory integration treatment programatic reduces stereotypic behavior and problem behavior of children with developmental disorder.

Second, play based sensory integration treatment program promoted social behavior and adaptive behavior of children with developmental disorder.

Third, children with developmental disorder who participated in play based sensory integration treatment program showed significant development in sensory seeking function and tone function among sensory integration functions than children in the control group ($p < .05$). Fourth, there was substantial difference in vestibular processing and social/emotional responses between the two groups ($p < .05$). Accordingly, play based sensory integration treatment program improved sensory seeking function, tone function, vestibular process and social/emotional responses.

Conclusion:

Although this study has a limitation to generalize it as a minor case study, play based sensory integration program positively showed the improvement of behavior of children with developmental disorder as well as their sensory integration function and sensory processing.