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Department: Counseling

*Dissertation Title: “Utilization of Sensory
Integration Rooms with Children with
Disabilities”*

Major Professor Name: Dr. Michael Brooks

Touch Characteristics

<u>Response</u>	<u>n (%)</u>
Very distracted	57 (100)
Difficulty keeping hands to self	55 (96)
Difficulty focusing	50 (88)
Inappropriate interactions with peers	50 (88)
Impulsive	50 (88)
Unable to complete assignments on time	44 (77)
Jittery	38 (67)
Unable to stay in one spot	38 (67)

RESEARCH QUESTIONS / PROBLEMS:

- What are the auditory, visual, movement, touch, and behavior characteristics of children with different primary conditions?
- What are the opinions of school personnel regarding student behaviors and frequency of use of sensory rooms.

METHODS:

- Sequential Exploratory Design with Sensory Profile Teacher Questionnaires followed by Interviews and Education and Training surveys.

RESULTS / FINDINGS:

- Movement and Touch functions contributed to the highest number of sensory dysfunction although behavior was the observed need. Teachers were more proactive in meeting sensory needs than reactive.

SIGNIFICANCE / IMPLICATIONS:

- There are very few schools aware of what sensory processing disorder is and those that are aware are not utilizing an assessment tool to determine needs and are instead basing interventions from observable behaviors. Rehabilitation Counselors need to be informed of this disorder in order to properly diagnose and treat sensory processing disorder.