

Márta Nagyné Klujber, PhD

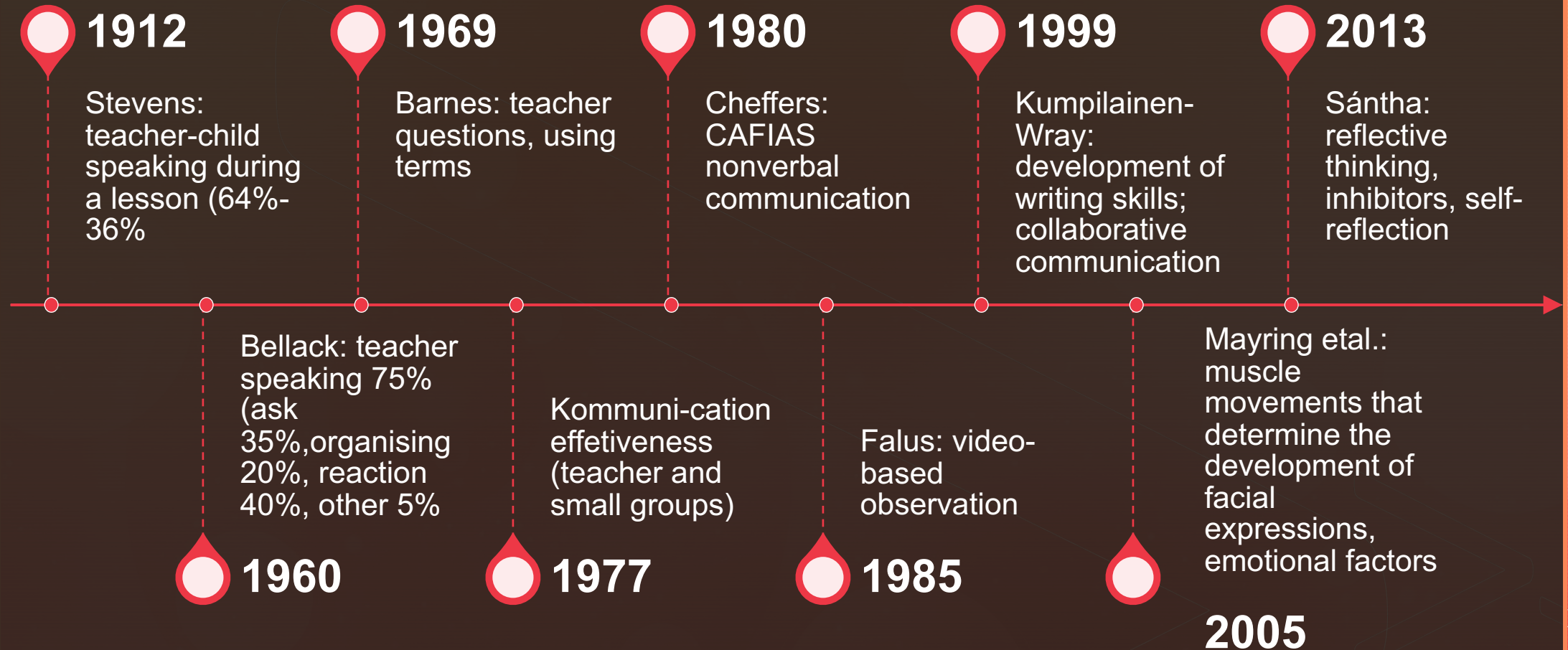
Károly Eszterházy Catholic University

Institute of Education Sciences, Department of Pedagogy, Hungary

[klujber.marta@uni-eszterhazy.hu](mailto:klujber.marta@uni-eszterhazy.hu) , [klujber.marta@gmail.com](mailto:klujber.marta@gmail.com)

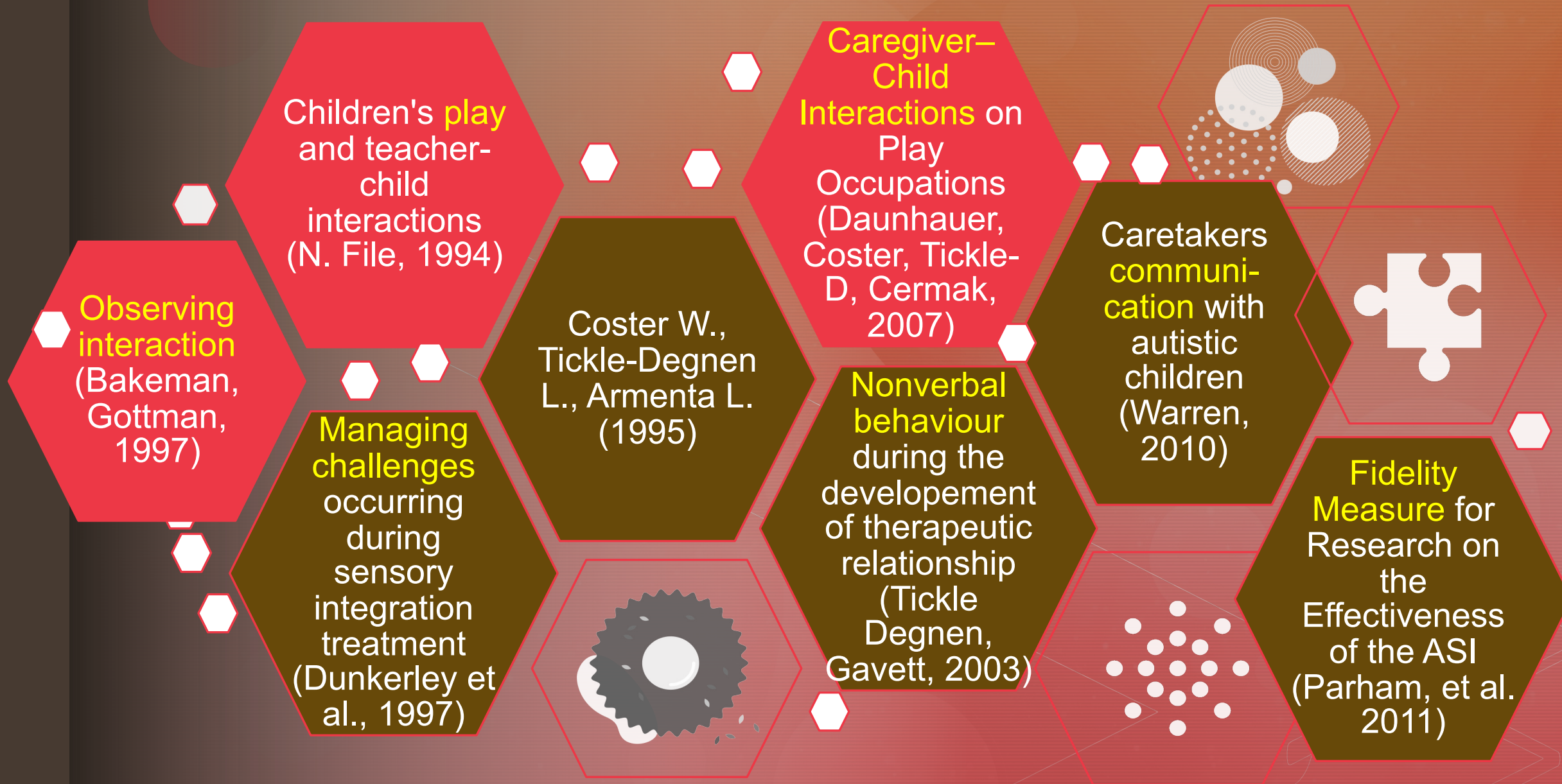
# An Analysis of Child-Therapist Interactions in Sensory Integration Therapy

# Research on teacher effectiveness





# Interaction research and ASI



# Child-Therapist interaction during Sensory Integration Therapy (Ayres, 2005; Parham et al. 2011)

- Child

- **collaborate** with the therapist in activity choice
- **activity, self-direction, intrinsic motivation** are important
- **child's interests and choices guide** the therapist
- some children require more external **direction and structure**

- Therapist

- **help to become more capable** of learning any motor skills
- **gets the sensory input** he needs and makes the adaptive responses that organise that input
- **imagination and sensitivity** are important





# Child-Therapist interaction during Sensory Integration Therapy

- Choosing equipment
  - **Therapist guides the child** to an appropriate choice
- Therapeutic atmosphere
  - inner direction (selfconfidence is based on the ability to direct oneself)
  - The therapist tries carefully to balance structure and freedom in a way that leads to constructive exploration



# An Analysis of Child-Therapist Interactions in Sensory Integration Therapy

## RESEARCH GOAL

- to investigate the effect of the therapist's guidance on the child's initiative in a therapy situation


## MATERIALS AND METHODS


- an analysis of **five video recordings**
- **two-minute** long intervals **randomly** from the middle minutes of the treatment sessions
- with **three qualified therapist** and **children** of the age **between 3 and 6** in Germany
- the **Observer XT**
- **open coding** technique
- **descriptive statistical methods**




# Coding scheme


## Subject Name


 Continuous Samp


 child


 therapist


## Behavior Name


 Actions (Start-Stop)


 prepare; organise


 physically assist


 co-operate


 observe/follow activity


 demonstrate

 stop/restrict


 play; work on the task/problem

 pause


 Communication (Start-Stop)















 verbal actions

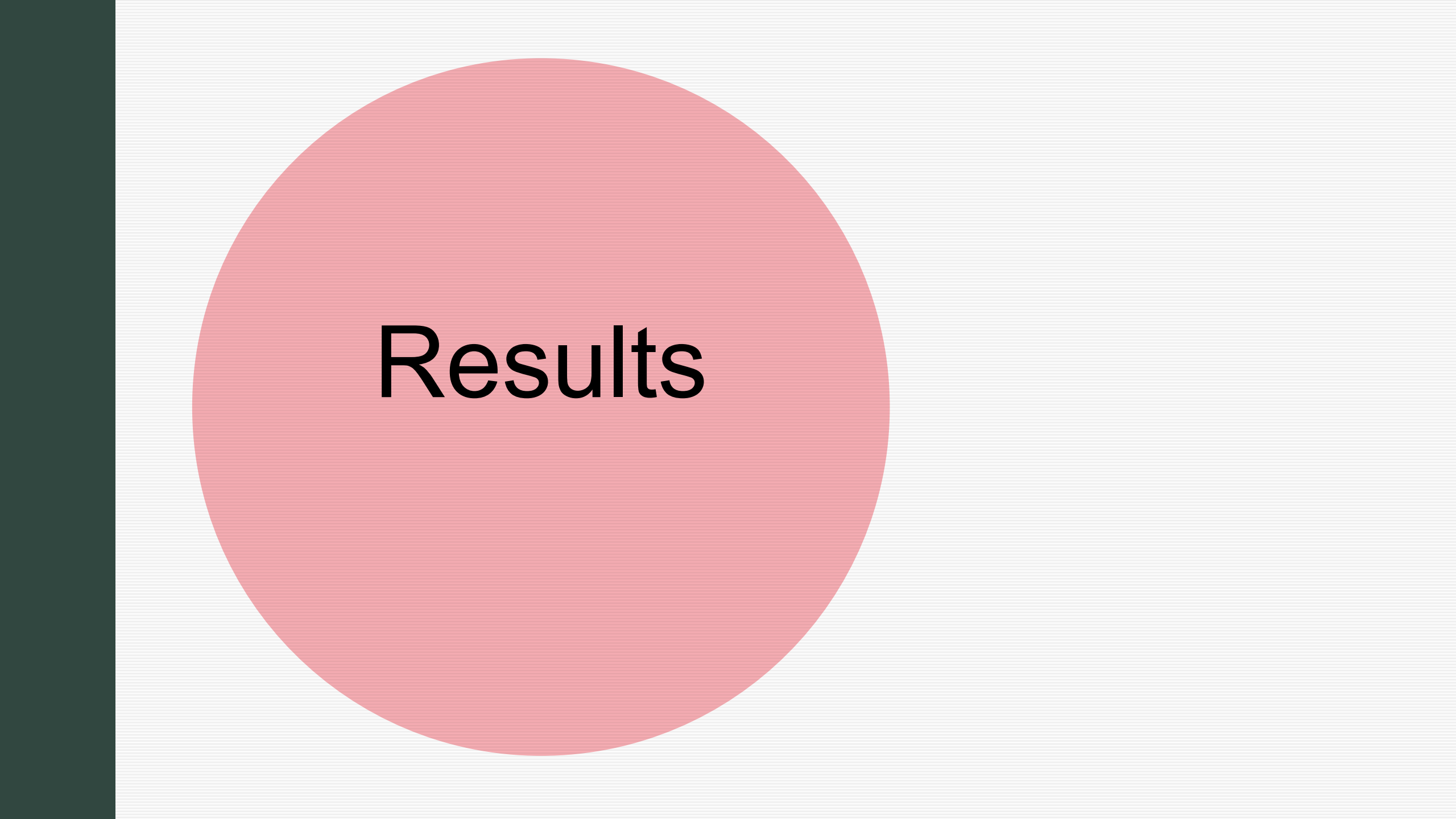
## Modifier Name

 Verbal phrasing (Mutually exclusive, Nominal, Must be scored)

-  ask
-  instruct, dictate
-  suggest
-  exclaim
-  request
-  state
-  assume
-  encourage
-  nonverbal communication

 Mutuality (Mutually exclusive, Nominal, Must be scored)

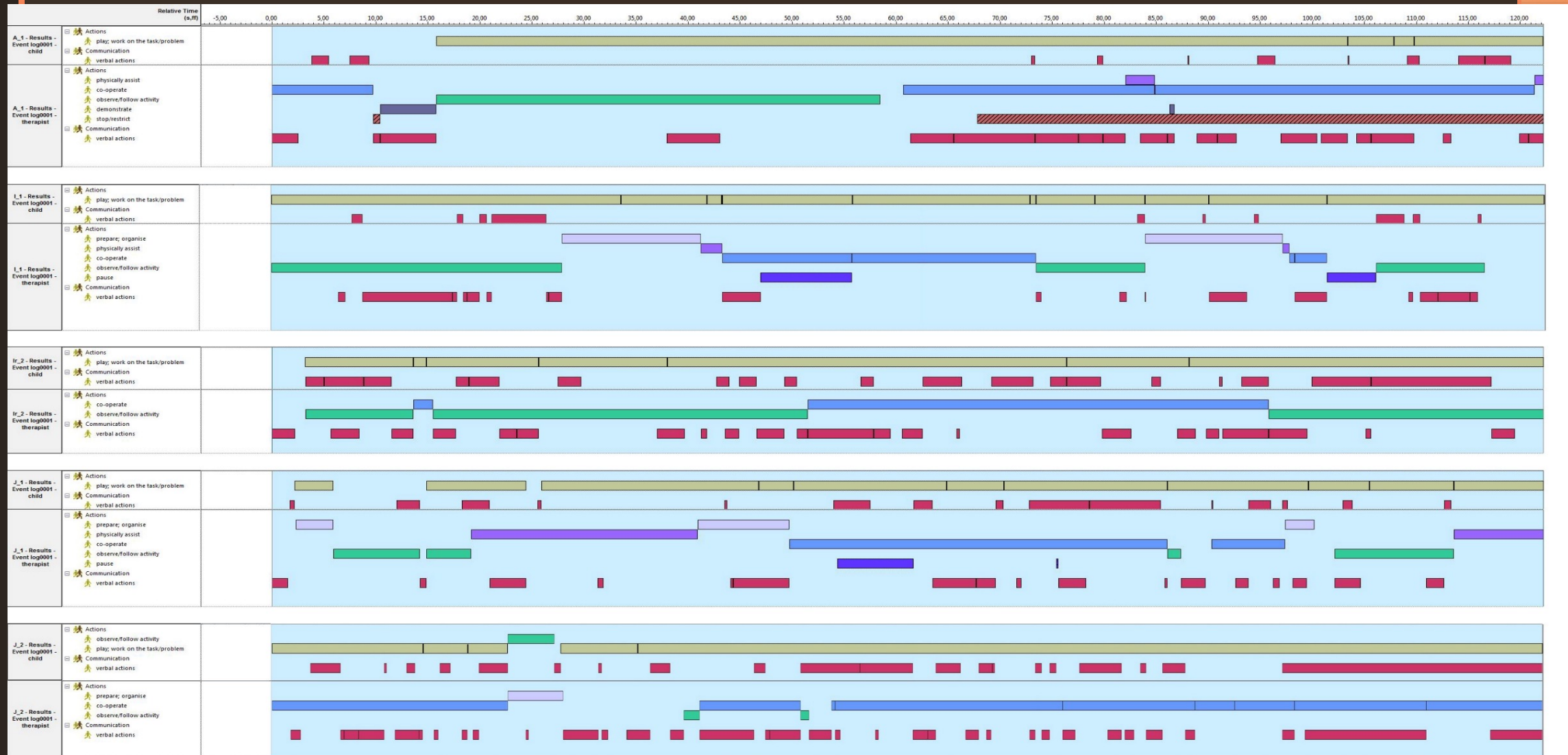
-  follow
-  mutual action
-  independent action
-  initiate
-  receive\_no answer
-  answer\_adequate yes (accept)
-  answer\_adequate no (reject)
-  receive\_answer\_adequate yes (accept)
-  receive\_answer\_adequate yes (accept)\_initiate
-  receive\_answer\_adequate no (reject)
-  receive\_answer\_adequate no (reject)\_initiate
-  receive\_answer\_inadequate\_initiate
-  receive\_answer\_inadequate
-  repeat question



Results

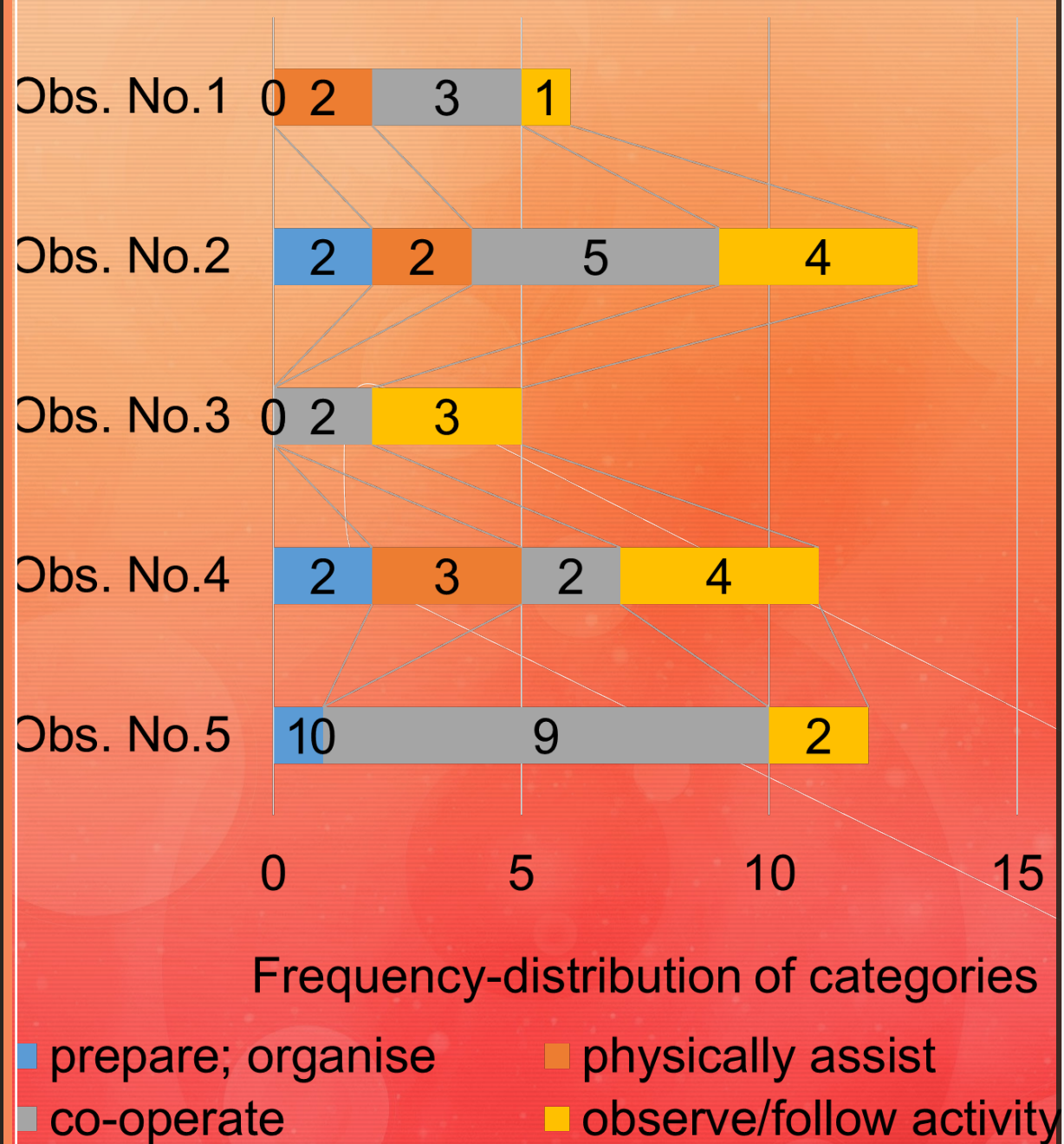


# Frequency and duration of the occurrence of analization criteria during treatments



# Transcript a part of Observation No.4

Who?				How?	What?
Child		play; work on the task/problem		receive_answer_and_equate yes (accept)	She is slipping the matrass along the slide as she watch it with her eyes.
	Therapist	observe/follow activity		independent action	She watch how the matrass slide.
	Therapist	verbal actions	explain	Initiate	Look, it is the same size that the one before.
Child		verbal actions	allow	receive_answer_and_equate yes (accept)	Yes, it is.
	Therapist	co-operate		Independent action	She put on the matrass.
	Therapist	verbal actions	give feedback on event/action	Initiate	You have already had three [matrass].
Child		verbal actions	answer	receive_answer_and_equate yes (accept)	But it is enough.
	Therapist	verbal actions	give feedback on event/action	receive_answer_and_equate yes (accept)_initiate	Is it?

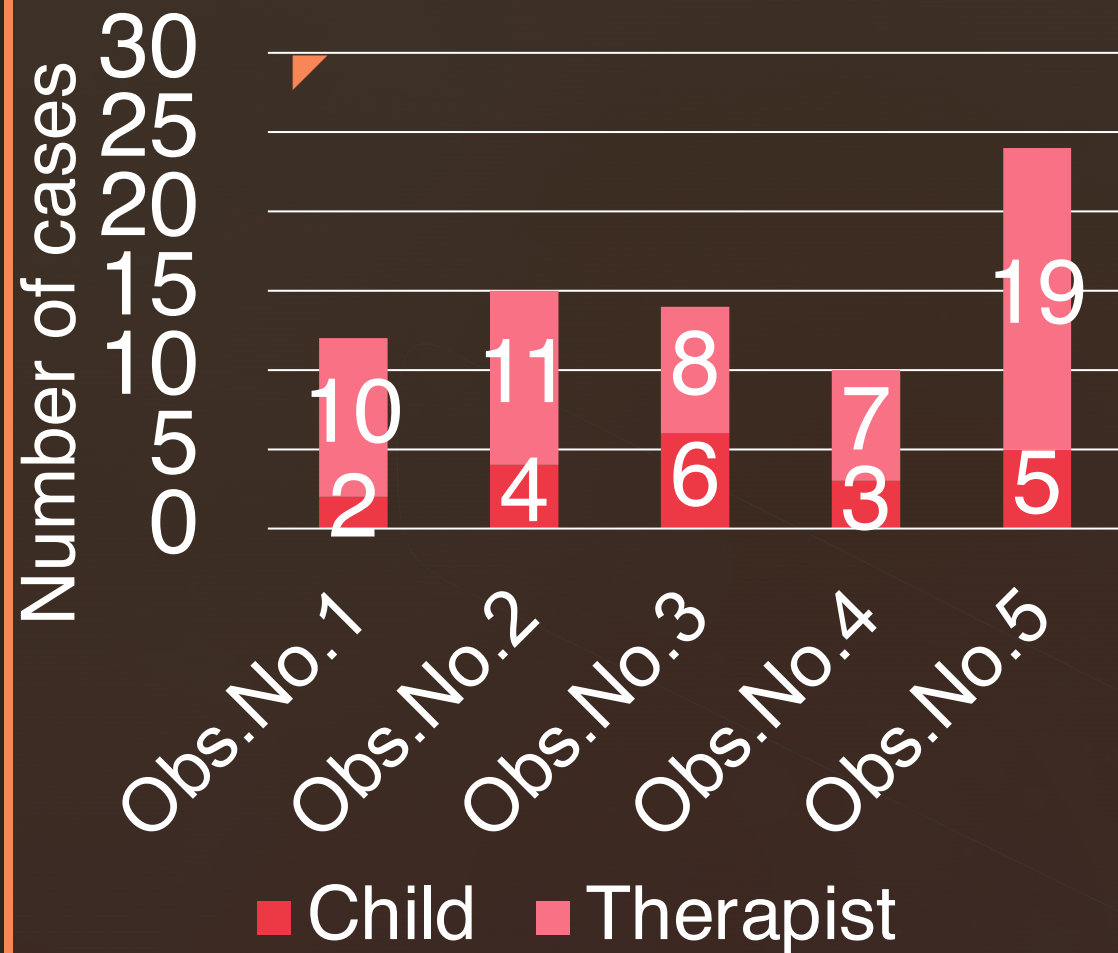


Distribution of  
therapist  
actions during  
the treatment

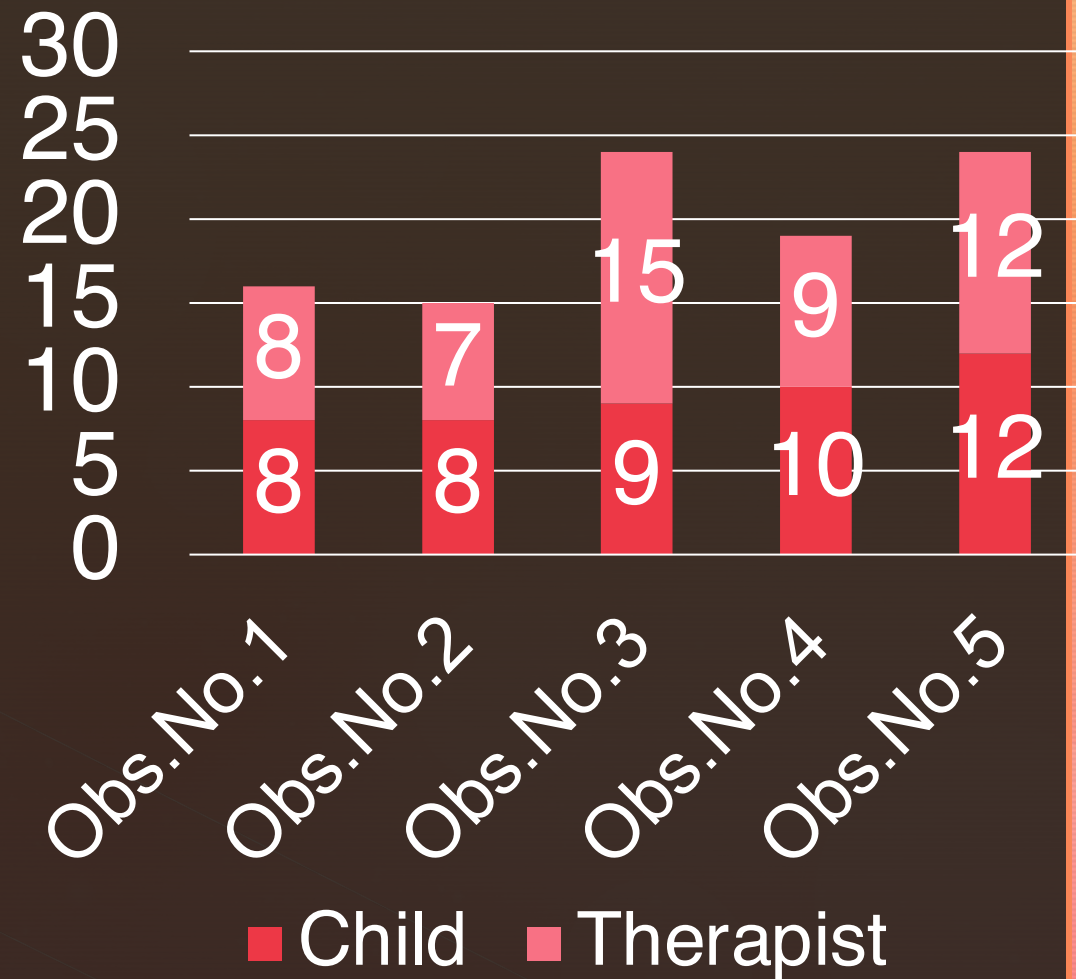


	Duration of verbal actions during the treatment		
	Child	Therapist	Total duration of the observation
Obs.No.1.	12,76 sec.	56,36 sec.	122 sec.
Obs.No.2.	12,76 sec.	51,40 sec.	148 sec.
Obs.No.3.	54,40 sec.	49,00 sec.	123 sec.
Obs.No.4.	30,82 sec.	32,68 sec.	128 sec.
Obs.No.5.	61,64 sec.	60,08 sec.	127 sec.

Duration of verbal actions during the treatments



Frequency of initiation  
during the treatments



Frequency of answers  
during the treatments

## CONCLUSIONS

- ✓ Therapists were talking on more occasions and for longer periods than children, the **communication was focused on performing the tasks**, and the most frequent actions were **instructions and giving answers**.
- ✓ Children mostly **made statements or asked questions**, while therapists mostly **gave instructions or made statements**
- ✓ The verbal behaviour of the children was dominated by **answering questions or expressing emotions**
- ✓ The participants mostly accepted the initiative of the other party, and activities were continued accordingly
- ✓ Therapists were more initiative than children, however both participants gave answers at the same rate
- ✓ Interaction → 2-4 steps (initiation – answer – answer – answer)



# RESEARCH VISION

- Using video-stimulated interviews
  - to foster reflexion
  - to develop profession
- Observe the development of therapeutic process



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**Márta Nagyné Klujber, PhD**

Eszterházy Károly Catholic University

Institute of Education Sciences, Department of  
Pedagogy, Hungary

[klujber.marta@uni-eszterhazy.hu](mailto:klujber.marta@uni-eszterhazy.hu)

[klujber.marta@gmail.com](mailto:klujber.marta@gmail.com)

Thank you for your  
attention!

