

Sensori-motor performance and daily living skills in preschool children with autism

childhood
disability
LINK



Summary

Therapeutic interventions for preschool children with autism spectrum disorders (ASD) generally focus on building communication, socialization and cognition skills. Not enough is known about the sensori-motor skills of children with autism because this is an area that is not often evaluated. In this context, the objective of this study was to examine how sensori-motor skills affect the performance of daily living skills in preschool children with ASD. The authors conducted diagnostic and clinical tests on thirty-five children between three and four years of age that had been diagnosed with autism. They found significant correlations between sensori-motor performance and daily living skills – even when accounting for differences in cognitive levels. They concluded that poor daily living skills are related and may be partly caused by atypical sensory responses and motor difficulties (particularly with respect to fine motor development).

What families and practitioners should know

Sensory and motor skills can have an effect on the level of autonomy of children with autism. Early interventions that address sensory and motor development may facilitate a child's integration into daycare programs and schools and ease the burden of care for parents. Young children with autism have a range of circumstances and challenges and should therefore be evaluated by a physician in order to identify individual needs and plan treatment and interventions accordingly. There is no single protocol for all children with autism.

Reference

Jasmin E, Couture M, McKinley P, Reid G, Fombonne E, Gisel E. Sensori-motor and Daily Living Skills of Preschool Children with Autism Spectrum Disorders. *J Autism Dev Disord.* 2009 Feb;39(2):231-41.

Link to article : <https://www.ncbi.nlm.nih.gov/pubmed/18629623>