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## ORIGINAL ARTICLE

## Harmonization of the sensorimotor state of children with autism as a factor in increasing their adaptive capabilities

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## Abstract

## Abstract

This article focuses on the search for effective ways to prepare individuals with autism for education in an educational institution. Our research, both theoretically and empirically, led us to conclude that when planning support strategies for children with (autism spectrum disorder) ASD, it is necessary to consider the condition of the sensorimotor sphere, which is the basis for their further holistic development. Neglecting this area of preparing children with ASD for the educational process poses significant challenges regarding in terms of behavior, social manifestations, and academic success. However, careful and consistent care for the normalization of the sensorimotor state of children with ASD can create the conditions for their effective learning, development and social adaptation. To test this hypothesis we examined 18 preschool children with ASD. For this purpose, we used the "Sensory Profile-2" (W. Dunn), as well as a checklist developed by us, the content of which were the indicators of the formation of basic sensorimotor forms (gravitational stability, proprioceptive sensitivity, bilateral coordination, postural control, automated actions). These examinations allowed us to conclude that their basic sensorimotor qualities develop mainly at a low and insufficient level; in addition, the presence of distinct types of sensory dysfunctions ("passive-reactive manifestations", "defence in rituals", etc.) was revealed. The 18 children with autism we examined were introduced to the "Synergy" intervention program (T. Skrypnyk), in which we arranged, according to the content of the first two stages of sensorimotor development, techniques and exercises from the "NeuroMovement" (A. Baniel); "Co-Creation" (E. Maximova), "Developing Movement" (W. Sherborne); Wilbarger-protocol; "Neurodynamic Movement Modeling" (A. Smolyaninov), our own developments. The intervention programme lasted for 5 months and included a targeted impact on basic sensorimotor structures and functions. After the intervention programme, we re-examined the children using the same methods and collected expert evaluations from teachers and parents. All diagnostic parameters of the checklist revealed an increase in the results at a high level of significance according to Pearson's  $\chi^2$  ( $p \leq 0.001$ ), the number of manifestations of various types of dysfunctions (according to the Sensory Profile-2) decreased fundamentally. Parents and teachers noted significant improvements in all children in various aspects of behavioural and social-emotional manifestations, as well as educational activity.

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## Keywords

sensorimotor state  
autism spectrum disorders  
sensory profile  
adaptive capabilities