

Exploring the Relationship Between Hyper-Responsive Sensory Features and Family Routines: A Secondary Data Analysis

Kristina Graven, OTS, MPH- Division of Occupational Science and Occupational Therapy
The University of North Carolina at Chapel Hill

Introduction	Results	Discussion
<ul style="list-style-type: none"> Sensory features and ASD have been heavily studied within the literature, typically categorized into hyper, hypo, and seeking sub-groups Family routines are daily, generally mundane activities that are important for family cohesion and identity There is a gap within the literature surrounding specific sensory features and their impacts on family routines 	<p>The Influence of Family Beliefs “We try to do things that he doesn’t like, a lot, to try to get him used to doing those things.....to be able to deal with those things”</p> <p>Sense-making and Collaboration with Child “We could never wear pants without having a week or so of practicing putting them on for two or three minutes then putting shorts back on”</p> <p>The Bag of Tricks Doesn’t Always Work “We make him jump on the trampoline, we try the deep pressure, we try you know, sending him, maybe to a quiet place, maybe read a book. Anything he might like, and then there’s sometimes we just can’t control it at all”</p> <p>The Child Does What They Need “My brain is exploding” “In fact a lot of times when somebody has a balloon he’ll just cover his ears. He’s anticipating the pop”</p>	<ul style="list-style-type: none"> As supported by the literature, mealtime, bathing, and morning routines were most frequently discussed by participants Families expend a lot of energy trying to understand their child’s sensory experiences Parents worked with their child to make challenging occupations as tolerable as possible The child was an active participant in regulating their sensory environment
<p>Research Question</p>		<p>Implications for OS/OT</p>
<ul style="list-style-type: none"> Aim: to explore the relationship between hyper-responsive sensory features and family routines 		<ul style="list-style-type: none"> Collaborate with both the parent and the child to create positive occupational engagement It is crucial to understand parent beliefs and how they influence the family's occupations and daily routines Family centered OT services are needed to help the family problem solve challenging occupations
<p>Methods</p>		
<ul style="list-style-type: none"> Secondary data analysis using data from the Sensory Experience Project (SEP, PI Baranek) Autism sub-group of SEP, interviews with the highest hyper scores on Sensory Experience Questionnaire 2.1 (SEQ, Baranek, 1999c) were analyzed 18 parent qualitative interviews Followed Braun & Clarke’s (2006) thematic analysis framework for qualitative research <ul style="list-style-type: none"> A priori and emergent coding 		<p>References</p> <ul style="list-style-type: none"> Bagby, M. S., Dickie, V. A., & Baranek, G. T. (2012). How Sensory Experiences of Children With and Without Autism Affect Family Occupations. <i>American Journal of Occupational Therapy</i>, 66(1), 78-86. Baranek, G. T., Boyd, B. A., Poe, M. D., David, F. J., & Watson, L. R. (2007). Hyperresponsive Sensory Patterns in Young Children With Autism, Developmental Delay, and Typical Development. <i>American Journal on Mental Retardation</i>, 112(4), 233. Baranek, G. T., David, F. J., Poe, M. D., Stone, W. L., & Watson, L. R. (2006). Sensory Experiences Questionnaire: Discriminating sensory features in young children with autism, developmental delays, and typical development. <i>Journal of Child Psychology & Psychiatry</i>, 47(6), 591-601.
		