

# THE IMPORTANCE OF SENSORY INTEGRATION IN INDIVIDUAL TRAINING SESSIONS WITH CHILDREN WITH AUTISM SYNDROME

Sayfullayeva Mashhura Qodir qizi  
Tashkent, Uzbekistan

## Abstract

This article discusses the specific characteristics of children with autism syndrome, the role of individual activities in child development, and the importance of play in organizing individual activities. At the same time, the article provides information on psychological game therapy necessary for the development of children with autism syndrome, effective methods that can be used in classes.

**Keywords:** Autism syndrome, individual training sessions, psychological play therapy, sensorimotor development, cognitive disorders, correctional pedagogy, communication skills, social adaptation, special education methodologies.

## Introduction

### AUTIZM SINDROMLI BOLALAR BILAN OLIB BORILADIGAN INDIVIDUAL MASHG`ULOTLARDA SENSOR INTEGRATSIYANING AHAMIYATI

Sayfullayeva Mashhura Qodir qizi  
Toshkent, O`zbekiston.

## Annotatsiya:

Ushbu maqolada autizm sindromli bolalarning o`ziga xos xususiyatlari, individual mashg`ulotlarning bolani rivojlantirishda tutgan o`rni, individual mashg`ulotlarni tashkil etishda o`yinning ahamiyati haqidagi so`z yuritilgan. Shu bilan birga maqolada autizm sindromli bolalarning rivojlanishi uchun zarur bo`lgan psixologik o`yin terapiyasi, mashg`ulotlarda qo`llash mumkin bo`lgan samarali metodikalar haqida ma`lumotlar berilgan.

**Kalit soʻzlar:** Autizm sindromi, individual mashgʻulotlar, psixologik oʻyin terapiyasi, sensomotor rivojlanish, kognitiv buzilishlar, korreksion pedagogika, kommunikativ koʻnikmalar, ijtimoiy moslashuv, maxsus taʼlim metodikalari.

Among developmental disorders, autism spectrum disorders (ASD) deserve particular attention. According to statistical data, in 2000, 4 to 26 out of every 10,000 children were diagnosed with autism spectrum disorders; in 2005, the figure was one in 250–300 children; by 2008, one in every 150 children. The Centers for Disease Control and Prevention (CDC) of the United States reported that from 2012 to 2020, one in every 88 children was diagnosed with autism, and by 2022, this number had risen to one in every 44 children. The incidence of this developmental disorder continues to increase steadily. Consequently, the problem of socialization among children with autism spectrum disorders has become a pressing social and pedagogical issue.

Autism is characterized by detachment from reality, withdrawal into oneself, lack of reaction to external stimuli, passivity, and a heightened vulnerability in communication with the surrounding environment. In Uzbek correctional pedagogy, scholars such as L.R. Muminova, Sh.M. Amirsaydova, F.U. Qodirova, D.G. Nurmatova, and N.M. Nizamova have conducted significant research on autism spectrum disorders, their causes, and types.

Emotional and volitional impairments in children with autism are closely related to their inability to form social connections, and these manifestations are often paradoxical in nature.

- Food-related problems are particularly widespread: aversion to certain foods, extreme caution, frequent sniffing before eating, highly selective food choices, and, at the same time, a tendency to put inedible objects into the mouth.
- Safety-related behavioral disorders are also typical: as irrational fears and anxiety increase, a child becomes more likely to encounter real danger. Such behavior may arise from avoiding harmless stimuli (for instance, escaping from a swinging object), or from ignoring real threats and being distracted by stereotypical impressions (such as climbing to high places, running toward water, or attempting to cross the street).

A lack of stable orientation toward familiar people also increases the risk of falling into dangerous situations.



Cognitive developmental disorders in autistic children are also specific. For a long time, cognitive difficulties were hidden behind more noticeable emotional disturbances. Currently, it is recognized that such children have particular problems with processing and organizing information, which leads to disruptions in forming a holistic worldview. The unique features of speech development are often considered a possible cause of communication and social developmental disorders. Researchers suggest that autism is directly related to difficulties in forming a complete and symbolic picture of the environment (a fragmented perception of the world). Some scholars assume that even highly intelligent autistic children may lack the innate ability to perceive another person as a partner with independent intentions, desires, and logic of behavior — meaning they have difficulty understanding and taking into account another's inner world.

Sensorimotor development in such children is also highly distinctive. Although during infancy their development may correspond fully to or even surpass normal standards, peculiarities appear later. Typically, autistic children begin to hold their heads up, sit, stand, and walk at the usual time. However, parents often notice that the child seems too calm, quiet, or insufficiently active. While a child may begin walking with support on schedule, independent walking sometimes appears only six months later (Nikolskaia, 1985). Often, repeated failures or falls may delay unsupported walking for a long time, but this delay cannot be explained solely by fear of failure.

When independent walking begins, most autistic children display such uncoordinated movements that suspicions arise about possible organic damage to the central nervous system. In addition, a child may walk on tiptoe — a pattern that can persist for a long time or reappear periodically. From early childhood, they may freeze in unusual positions (for instance, with the head lowered), run in circles, sway, spin, flap their hands, twirl their fingers, jump repeatedly, or perform other stereotypical movements. These movements have no utilitarian or play purpose, but the child appears delighted or relieved while engaging in them, particularly during emotional excitement or anxiety. Motor developmental disorders (dyspraxia) in autism are expressed as difficulties in organizing purposeful, voluntary movements. Such problems manifest at all stages — from initiating a movement to executing and coordinating it (Anzalone & Williamson, 2005; Donnellan et al., 2006). Difficulties in initiating voluntary action and using

acquired motor skills freely for specific purposes are among the fundamental characteristics of mental developmental disorders in autism.

Correctional work with children who require special support is conducted both individually and in groups. Individual sessions—one-on-one lessons led by a special educator—are considered the most effective for focusing and directing a child’s attention. Such sessions help identify the child’s skills, improve understanding of assigned tasks, teach independence, and uncover the child’s unique potential. Specifically, individual training sessions for children with autism syndrome, when conducted in accordance with the child’s age, abilities, and appropriate pedagogical methods, and when implemented systematically in cooperation with parents, can yield earlier and more effective developmental results.

When working with children who have autism, comprehensive psychological and pedagogical support is essential. The main objectives of such support include:

- eliminating negativism and resistance to social contact;
- developing cognitive and communication skills;
- reducing sensory and emotional discomfort;
- increasing the child’s social engagement and participation in interaction with peers and adults;
- overcoming difficulties in organizing purposeful actions.

In individual psychological-correctional sessions with autistic children, key objectives include orienting the child toward the external world, teaching basic communication skills, facilitating social adaptation, introducing more complex behavioral patterns, and developing self-awareness, attention, memory, and thinking.

The following requirements are fundamental for organizing individual lessons with autistic children:

1. Specialized training. The educator conducting the lesson must be professionally trained in autism spectrum disorders to properly understand behavioral characteristics and choose appropriate approaches.
2. Individualized approach. Every child’s unique needs and abilities should be taken into account when designing a personal development plan.
3. Clearly defined goals. Each session must have a clear and achievable objective, such as developing social interaction or communication skills.

4. Effective strategies. The use of play-based learning, visual aids, repetition, and reinforcement is essential for ensuring understanding and retention.
5. Optimal environment. The learning environment should be calm, comfortable, and free from stress-inducing factors.
6. Parental collaboration. Regular communication with parents and consideration of their feedback is critical to the child's progress.
7. Monitoring and evaluation. Continuous assessment of the child's development and regular analysis of session outcomes are required.
8. Emotional support. The child should feel secure, valued, and emotionally supported throughout the learning process.

Adhering to these principles is vital for achieving effective results in working with children with autism syndrome.

Scientific literature emphasizes that children with autism commonly exhibit the so-called "triad" of impairments—communication, social interaction, and sensory processing disorders. Within the developmental hierarchy of the human nervous system, sensory perception develops first—from the prenatal stage up to approximately seven years of age. The sensory system includes vision, smell, hearing, taste, vestibular balance, touch, and proprioception. Disruption of these functions can lead to significant negative consequences.

The term *sensory* originates from the Latin word *sensus*, meaning "feeling" or "perception." Sensory disorders are neurological conditions characterized by abnormal processing of sensory information transmitted from the sensory organs to the brain's various centers. Such dysfunctions manifest in many ways, including hypersensitivity to light, sound, or touch; difficulties in coordination; and hyperactivity. Diagnosis is carried out using standardized tests designed to assess sensory function across multiple modalities. Treatment typically involves psychocorrection, particularly the sensory integration therapy method, which aims to normalize the perception and organization of sensory stimuli.

Over the past decade, the number of children with hyperactivity and poorly regulated behavior has increased dramatically. Neurologists and psychiatrists associate this trend with difficulties in developing appropriate adaptive responses to sensory stimuli and the misinterpretation of sensory input.

There are various methods and approaches to conducting training sessions with children who have autism. Recent studies indicate that the number of children with autism has tripled compared to previous decades. Modern special educators

employ a variety of programs when working with autistic children, such as Applied Behavior Analysis (ABA) and the TEACCH system. In today's world, characterized by rapidly advancing digital and nanotechnologies, the so-called "Alpha generation" (born between 2010 and 2024) grows up surrounded by constant information flow and stimulation. These children often struggle to concentrate for long periods, become easily distracted, and quickly lose interest during classes, which negatively affects learning outcomes. Therefore, it is essential to develop innovative, engaging, and time-efficient programs that align with modern demands—programs that maintain children's attention, foster active participation, and produce measurable results within shorter timeframes.

Such modern, interactive, and technology-based educational methods are becoming a necessity for achieving success in working with children with autism, as they combine traditional correctional pedagogy with contemporary tools that sustain engagement, reduce fatigue, and accelerate cognitive and emotional development.

## REFERENCES

1. F.U. Qodirova, I.Q.Sayfullayeva "Autizm sindromli bola bilan islash metodikasi" CHIRCHIQ 2022
2. Mohammed Al-Beltagi "Play therapy in children with autism: Its role, implications, and limitations". World Journal of Clinical Pediatrics 2023.
3. S.M. Usmonjonova "Autizm sindromli bolalarni psixologik va pedagogik jihatdan o'rganish ta'limni samarali tashkil etish asosi sifatida". Konferensiya materiallari. 2024-yil iyul
4. Франкл В. Логотерапия и экзистенциальный анализ: Статьи и лекции. Пер. с нем. – М.: Альпина нон-фикшн, 2016. – 344 с.
5. Лебединский В.В. Нарушения психического развития в детском возрасте: учеб.
6. Пособие для студ. высш. учеб. заведений. 5-е изд., стер. - М.: Ака-демия, 2008. - 144 с
7. Мамайчук И.И. Помощь психолога детям с аутизмом. - СПб.: Речь, 2007 – 288с.
8. Карвасарская И.Б. В стороне. Из опыта работы с аутичными детьми. - М.: Теревинф, 2003. - 70 с.