

## iCAHE JC Critical Appraisal Summary

### Journal Club Details

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<b>Date of submission</b>	March 2011
<b>Journal Club location</b>	Lyell Mac
<b>JC Facilitator</b>	Kathy L
<b>JC Discipline</b>	OT

### Review Question/PICO/PACO

- P** Children with sensory integration issues
- E** Social Engagement
- C** No comparison
- O** Patterns of social participation

### Article/Paper

Cosbey J, Johnston S, Dunn M (2010) Sensory processing disorders and social participation, *American Journal of Occupational Therapy*, 64, 462-473.

*Please note: due to copyright regulations CAHE is unable to supply a copy of the critically appraised paper/article. If you are an employee of the South Australian government you can obtain a copy of articles from the [DOHSA librarian](#).*

<b>Article Methodology:</b>	Observational Study
<b>Returned JC on:</b>	March 2011
<b>By CAHE staff member:</b>	Olivia Thorpe



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Ques No.	Yes	Can't Tell	No	Comments
1	✓			<p><b>Outline the purpose of the study.</b></p> <p>To investigate the pattern of social participation in 12 children with sensory processing disorders (SPD) and compare that data to 12 matched typically developing peers.</p> <p><i>Participants:</i> Children from age 6-9 (either with SPD or typically developing).</p> <p><i>Outcome:</i> To determine the difference in social competence and social participation, including social skills, challenging behaviours, perceived efficacy, activity preferences, and playground behaviours between the children in the groups.</p>
2				<p><b>Describe the justification of the need for this study.</b></p> <p>Previous studies were examined and found that there had been no systematic investigations that have examined the social participation of children with SPD, even though they may suffer from limited social participation. Therefore this study can help to answer the question: Do the self-reported social participation patterns of children in early middle childhood (ages 6–9) differ from those reported by their typically developing peers?</p>
3				<p><b>Was the design appropriate for the study question?</b></p> <p>The study used a non experimental, mixed-methods design which was appropriate to address the objective. A non experimental design study is one that allows the researcher to determine if a variable tends to occur in significant proportion with another variable. They are often easy to implement and commonly used in research where variables need to occur freely without manipulation.</p>

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4		<p><b>Sampling (who; characteristics; how many; how was sampling done?) If more than one group, was there similarity between the groups?</b></p> <p>The study examined the social participation patterns of 12 children with SPD and compared that information with data collected from 12 matched typically developing peers.</p> <p>The recruitment process was a two part process beginning with school-based professionals, including teachers, occupational therapists, and school counselors, participating in the recruitment of eligible students for this study by giving flyers to the parents of children who may have been eligible to participate. Parents who contacted Cosbey signed a parental permission form and completed the Short Sensory Profile (SSP) determined if the child was eligible to participate (based on score).</p> <p>This same process was repeated to recruit the typically developing peers, with the SSP used to determine that the typically developing peers identified did demonstrate average sensory processing abilities.</p> <p><b>Describe ethics procedures. Was informed consent obtained?</b></p> <p>Parents were contacted if their child may be eligible; if informed consent was obtained from the parent then the children could be included in the study. When interviewed the children were given an opportunity to sign an assent form.</p>
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5			<p><b>Specify the frequency of outcome measurement (i.e., pre, post, follow-up)</b></p> <p>Children’s Assessment of Participation and Enjoyment (CAPE; King et al., 2004) was used to guide interviews with the children by documenting their perceptions of their participation in a variety of activity types. Researcher-developed questionnaires designed to elicit information about the adults’ perceptions of (1) children’s participation in activities and (2) children’s closest friends in and outside of school were completed by the children’s parents and teachers.</p> <p>The information collected in the parent and teacher interviews was used to triangulate the information gathered during the child interviews and to obtain additional information about the participants’ social lives, as reported by teachers and parents.</p> <p>After the participants were identified, the first author (Cosbey) distributed questionnaires to each participant’s parents and teachers, and interviews were scheduled with the children.</p> <p>If the questionnaires were not returned within 2 wk, the first author made follow-up phone calls to parents and teachers.</p>
6			<p><b>Intervention described in detail?</b></p> <p>This study did not have an intervention.</p>
7			<p><b>Results were reported in terms of statistical significance?</b></p> <p>The results were presented using means, p-values and standard deviations, therefore reported in terms of statistical significance.</p> <p><i>Bottom line result:</i> The data in this study indicates that the two groups of children reported generally similar response patterns, with differences in intensity existing. There was a significant difference between the groups on the Enjoyment scale by activity types with the children with SPD reporting overall greater enjoyment of activities than their typically developing peers.</p> <p><b>What was the clinical importance of the results?</b>          Journal Club to answer.</p>

8			<p><b>Did any participants drop out from the study?</b></p> <p>There were no reported drop-outs.</p>
9			<p><b>What did the study conclude?</b></p> <p><i>Bottom line result:</i> Results revealed that the 2 groups of children demonstrated generally similar patterns of activity preferences and use of free time but had significant differences in areas related to intensity and enjoyment of involvement and in their social networks.</p> <p>Further research should seek to identify the salient features of activities in relation to children with SPD and to develop effective interventions that are responsive to familial, cultural, and child needs.</p>

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