

## Teachers' strategies in the development of sensory integration skills to reduce hypersensitivity in children with autism

### Cross Cultural Comparative study between Amman and Riyadh

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**Abstract:** This study aimed to identify the strategies used by teachers of autistic children with sensory integration disorders in both Amman and Riyadh, and the effect of the following variables: the country, gender, experience, education level, age, and marital status in the development of sensory integration skills to reduce hypersensitivity in children with autism.

The study sample consisted of (138) teachers, (78) from Riyadh and (60) from Amman, The researcher developed a tool to achieve the goal of the study based on the theoretical literature included (27) strategies distributed over seven dimensions.

results can be summarized as follows, There are statistically significant differences depending on the following variables of the study (the country, sex, age, marital status, experience) & There were no statistically significant differences in the teachers use of sensory integration strategies in the gradual reducing of the sensitivity depending on the educational level variable, the researcher recommended the need to deliver awareness courses, and workshops to families and professionals about sensory integration disorders and its effects on children with sensory integration disorder, and provide sensory rooms in autism centers.

*Key words: Sensory Integration, Hypersensitivity, Autism Teachers*