Comparing the Students with and without Hyperactive Disability in the Fine and Gross Motor Skill and Sensory Profiling

Neda Salehi¹, Mahnaz Esteki²*

¹. Master of Training Psychology, Faculty of Humanities, Islamic Azad University of Saveh, Arak, Iran
². Assistant Professor, Faculty of Psychology, Islamic Azad University of Center Tehran, Tehtan, Iran

*Corresponding Author: Mahnaz Esteki, Faculty of Psychology, Islamic Azad University of Center Tehran, Tehtan, Iran
Email: mah.esteki@iauctb.ac.ir

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Abstract
Background and Objectives: Attention deficit/hyperactivity disorder in childhood is a neurodevelopmental disorder that often continues into adulthood and affects different aspects of life. Therefore, this study aims to compare the fine and gross motor skill and sensory profiling in with and without hyperactive Disability students.

Material and Methods: This study was an Ex Post Facto design. The statistical population includes all elementary students city of Tehran in 2015-16. The sample of study consists of 97 students with hyperactive disability and 123 students without hyperactive disability that were selected by random cluster sampling method. To collect the data, Behavioral disorders inventory Conners (form teacher), Bruininks Oseresky Motor Proficiency Scale (large form), profile sensory Dunn inventory were used. Multivariate analysis of variance were used for data analysis.

Results: The study showed that there was a significant difference (P<0.001) between profile sensory with an average score of sensory processing (F=25.5), sensory modulation (F=19.1), behavioral and emotional responseand (F=23.1) and fine and gross motor skills with an average score of gross motor skills (F=92.1) and fine motor skills (F=86.1) the student with and without ADHD.

Conclusion: Whereas the fine and gross motor skills and sensory profile of students with ADHD compared to normal students in trouble, it is essential to focus attention to clinical interventions to increase and improve fine and gross motor skills and sensory profile of students with ADHD to enhance their social adjustment and quality of life

Keywords: Students, Hyperactive disability, Fine and gross motor skills, Sensory profile