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**MEDIA IN PERCEPTION OF CHILDREN WITH SENSORY
INTEGRATION DISORDER**

The essential problem of the present article can be reduced to an attempt to find the answers to questions: what is the relation between mass-media and the children with sensory integration disorder and in which area children with SID/SPD/SMD present different behavior in comparison to the children without any problems with senses? The analysis shows theoretical background of mass-media receiving, characteristic of the children with sensory integration disorders and concludes with answers to main research questions.

Media

There are a lot of research studies about the role of mass media in present – day. Looking to the past there were more analyses about television, now a days we have more and more information also about internet. The main result of spending too much time looking at the television by the children is the same as growing in dysfunctional family. Television creates isolation from parents. On the over side, parents are not sure of system of values of their children if they spent lots of time in front of TV [1, p. 883].

Television is now the most popular in the group of mass media. It's because it is prepared for all: adults, teenagers and children, and because it is

- providing new information,
- developing the knowledge about the language,
- growing all-round interests,
- developing personality,
- influencing emotions and feelings,
- inspiring to playing,
- developing arts skills,
- creating consumer attitude [2, p. 353].

These functions can have positive but also negative results in the process of child's development. It depends on preparation of the child for mass media use. Well prepared children, know for what to pay attention to, they notice more details and have a better memory of what they watch. Children not prepared to use mass media are mostly spending time alone in front of TV set without adult supervision and guidance. This group of children is in the big risk of destructive influence. It often happens if they watch television for too long. The truism is the sentence that television by this way develops a personality of the child. It's well known, that influence of the mass media can be positive but also negative. Research shows that as a result of negative influences on child's physic we can find:

- communication problems, because the dialog is only one sided,

- process of abstract from real life,
- destroying of imagination and arts skills,
- problems with pronunciations (especially in the group of younger),
- dysfunction of spatial perspective,
- non- critical thinking,
- artificial needs,
- induction of aggressive skills [2, p. 355].

When we are reading about the history of „word” we also know about the history of mass- media. Books, newspapers, television and computers (internet) are the main instruments of telling the people about the „word”. During the years we see how it changed. Many years ago we were receiving some information about the facts and people. Now a days they not only inform but also comment (plus shock, surprise and create enjoyment). We have new term called „infotainment” which is information plus entertainment. Information is now a product, and it is a cost of completeness and reliability. It should give a fear, aggression and anger or pleasure. The typical for infotainment is:

- very primitive language
- sayin „You” to the recipients
- journalist believe that their language is the best and everybody should use it
- using swear-words [6, p. 302].

It is very hard for everybody to receive mass media consciously, without any manipulations. It is not so easy for adults, and it is very hard for children and teenagers.

Sensory integration disorder

All that research about mass media and youngest are focused mostly on children. It doesn't include any diagnostic of how children function in area of their senses. If we look more deeply, the child (and also an adult) in the process of media perception is using its senses. It presents us with very interesting problem of how the children with sensory integration disorder percept mass media?

The term „sensory integration” was originally proposed by Ayres. The term was introduced to identify a field of study focusing upon individuals – primarily children – who demonstrated atypical behavioral responses to sensory stimulation [3, p. 1]. A. Jean Ayres was a pioneering occupational therapist and neuroscientist. She wrote about behavioral, social, and emotional issues that arise when a child's sensory foundation is not firmly established early in life [4, p. 23]. Now we can find three terms using in the discussion about that kind of problems: sensory integration disorders (SID), sensory processing disorder (SPD) and sensory modulation disorder (SMD) [3, p. 1].

Sensory integration is the organization of sensation for use. Our senses give us information about the physical conditions of our body and the environment around us. Sensations flow into the brain like streams flowing in to the lake. The brain must organize all of the sensations if a person is to move

and learn and behave normally. The brain locates, sorts, and orders sensations – somewhat as a traffic policeman directs moving cars. When sensations flow in a well-organized or integrated manner, the brain can use those sensations for perceptions, behaviors, and learning. But when the flow of the sensations is disorganized, life can be like a rush-hour traffic jam [5, p. 5].

Sensory processing is a term that refers to the way the nervous system receives sensory messages and turns them into responses. Everyone of us is constantly managing sensory messages. Sight, sound, touch, taste, smell- that senses let us hear the clock ticking in the background, feel the breeze blowing in the window, smell the cookies baking in the oven- come instantly to mind. But we are also constantly managing sensory messages from two less familiar sensory sources. Sometimes called the „hidden” senses. The proprioceptive and vestibular senses give us our perception of speed, movement, pressure on our joints and muscles, and the position of our bodies. Most of us are born with the ability to receive sensory messages and organize them effortlessly in to the „right” responses. If yummy cookie aroma coming from the kitchen turns into the smell of something burning, we don't have to stop and think what to do. We automatically translate the smell message into the behavioral response and dropping the book we were reading and rushing to the kitchen. At the same time our nervous system produces a physiological response – an uptick in heart rate, a rise in blood pressure, the outbreak of a fine sweat. Sensory Processing Disorder (SPD) exist when sensory signals don't get organized in to appropriate responses and the child's daily routines and activities are disrupted as a result. Let's say a boy is in play in the park when the ball careens toward his head. If the boy doesn't connect the ball with danger and duck or raise an arm to self- defense, he could get hurt [4, p. 5].

Sensory modulation disorder (SMD) is a problem with turning sensory messages into controlled behaviors that match the nature and intensity of the sensory information. There are three subtypes of SMD: sensory over-responsivity, sensory under-responsivity and sensory seeking [4, p. 22].

Children with sensory over – responsivity, respond to sensory messages more intensely, more quickly, and/or more for a longer time than children with normal sensory responsivity. Over – responsivity may occur in one of the senses or in the combination of two or more. For example, a child who is over – responsive to the sense of touch might be fussy about the texture of the sheets and pillows on his bed. The child's sensory responses include being frequently bothered by:

- fuzzy and furry textures
- mud or glue on his hands
- feeling crumbs around his mouth
- having his hair, fingernails, or toenails cut
- background noises when he is trying to concentrate
- playing on swings and slides
- bright lights or sunshine
- being upside down.

The child's behaviors frequently include being:

- aggressive and impulsive when overwhelmed by sensory stimulation
- irritable, fussy and moody
- unsociable
- excessively cautious and afraid to try new thing
- upset by transitions and unexpected changes [4, p. 25].

Children with sensory under-responsivity exhibit less of a response to sensory information than the situation demands, taking longer to react and/or requiring relatively intense or long-lasting sensory messages before they are moved to action. Mostly the child with that kind of problem, has these sensory symptoms:

- doesn't cry when seriously hurt
- doesn't seem to notice when someone touches him
- was slow or unmotivated to learn to dress and/or feed himself
- often seems unaware of what's going on around him
- doesn't hear his name being called
- does not notice noxious smells
- nearly always prefers sedentary activities like computer time to active physical games

- does not notice liquid or food left on his lips.

The child's behaviors frequently include being:

- passive, quiet and withdrawn
- difficult to engage in conversation
- easily lost in his fantasy world
- excessively slow to respond to directions or complete assignments [4, p. 26].

The third subtype of SMD is sensory seeking. Children actively seek sensation, often in ways that are socially unacceptable. Kids who are sensory seeking may prefer food with spices and flavors that children typically reject, like Tabasco sauce. They may find that no noise is ever „too loud”, and play their CDs or the TV at volumes people around them find ear-splitting. Mostly the child has these sensory symptoms:

- is on the move constantly
- likes crashing, bashing, bumping, jumping
- constantly touches objects
- takes excessive risks during play
- climbs high into trees, jump off tall furniture
- loves to play music and television at extremely high volume
- prefers food with strong flavors/tastes
- is unable to sit still in a chair
- smells or tastes objects when playing with them.

The child's behaviors frequently include being:

- angry or even explosive when he is required to sit still or stop what he is doing
- intense, demanding, hard to calm

- prone to create situations others perceive as „bad” or „dangerous” [4, p. 30].

Lots of adults think that if the child will grow and develop, that kind of problems disappear. Even some of the medicine doctors said it. It is not true. The result of SID/SPD/SMP first we will see in school. Reading, writing and arithmetic require a great deal of sensory integration and make very complex demands upon the brain. Learning to read and write may be major problems. But also the children with certain types of sensory integrative dysfunction has trouble dealing with the space around him. One of the most common complains of parents with teen-agers having SID/SPD/SMP is lack of organization. The brain that has trouble organizing sensations has trouble organizing other things as well. It is very difficult for that children, to plan a series of tasks. He does not know what to do first or how long each action will take. If he is interrupted, he forgets what he was doing. There are some days when it is impossible for these children to concentrate and finish anything [5, p. 58].

Conclusions

There are two ways of proposal what we can do with the media manipulating. One is control, the other is education. Combination of both looks very interesting. But when we think about the children with sensory integration dysfunction, we need to remember more. The children with SID/SPD/SMD:

- have the problems with education, and believe in what they hear and see, so they are very susceptible for manipulation,

- children with sensory under-responsivity always prefers sedentary activities like computer and television, so they are in the bigger risk in addiction compare to the children without that kind of problems,

- children seeking sensory stimulation love to play music and television at extremely high volume, but if their brain has too much of stimuli they easily start being angry and aggressive,

- children do not understand what is „good” and what is „bad” so they can have a problems understanding behavior of characters in movies and computers games.

It is very important for researchers who will plan to find out more deeply the connections between children and mass –media, to remember that there is also a group of children with sensory integration disorders whose behavior will be affected differently than rest of the group.

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Гводзік Б. Засоби масової інформації у сприйнятті дітей з порушеннями сенсорної інтеграції

Головна проблема представленої статті може бути зменшена до спроби знайти відповіді на питання: яке відношення між ЗМІ і дітьми з порушеннями сенсорної інтеграції і в якій області діти з порушенням сенсорної інтеграції (SID/SPD/SMD) показують різну поведінку порівняно з дітьми без яких-небудь проблем з сенсорикою? Аналіз представляє теоретичну основу мас-медіа, характеристику дітей з порушеннями сенсорної інтеграції і закінчується відповідями на головні досліджувані питання.

Ключові слова: засоби масової інформації, мас-медіа, діти з порушеннями сенсорної інтеграції.

Гводзик Б. Средства массовой информации в восприятии детей с нарушениями сенсорной интеграции

Существенная проблема представленной статьи может быть уменьшена к попытке найти ответы на вопросы: какое отношение между СМИ и детьми с нарушениями сенсорным интеграции и в какой области дети с нарушением сенсорной интеграции (SID/SPD/SMD) показывают различное поведение в сравнении с детьми без каких-либо проблем с сенсорикой? Анализ показывает теоретическую основу масс-медиа, характеристику детей с нарушениями сенсорным интеграции и заканчивается ответами на главные исследуемые вопросы.

Ключевые слова: средства массовой информации, масс-медиа, дети с нарушениями сенсорной интеграции.

Gvodzik B. Media in perception of children with sensory integration disorder

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