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The Use of Sensory Integration Method by a Speech Therapist in the Work with Early Age Children in Preschool Education Institutions

Abstract: The article discloses the concept of sensory integration and its significance in the work of a speech therapist with early age children. The preschool education program of correctional and speech therapy on development of the communication skills of the early age children with retarded speech development using the sensory integration method has been piloted. The program includes three stages (preparatory, main and controlling), the implementation of the content at each of the stage has been carried out through various forms, methods of work and in a specially equipped room (sensory room). The program focuses at the following directions: development of cognitive activity; development of vocabulary and speech understanding; development of communication skills; development of gross and fine motor skills. Through sensory development stimulation, the program aims at overcoming the communication disorders in the early age children with retarded speech development using the sensory integration method. Program piloting showed the significant improvement of the level of communication skills formation and speech development, which allows us to consider it to be quite successful and suitable for application in correctional and speech therapy for early age children with retarded speech development in preschool education institutions. Child's interaction in the sensory room environment stimulates the development of his verbal and non-verbal communication skills.