

## **A076 HSCI**

### **Effects of Class-wide Sensory-based Intervention on Peer Acceptance of Students Receiving Support Services**

#### **Abstract**

In recent years, schools have been making a shift to more inclusive classrooms for children receiving special education services. Researchers found that this can benefit both the student with and without IEP services by exposing students to differences between one another they might not otherwise be exposed to in school. It has also been argued that students with disabilities may achieve better academic results in general education because they can learn from more able students. A literature review on students with physical impairments and how their classmates viewed them found that students who had previous experience with disabilities also had stronger peer acceptance and students with a lack of knowledge on the disability were more likely to bully the students than those who knew about the impairment.

#### **Purpose**

The purpose of this study is to explore a possible correlation between peer acceptance and the use of class-wide sensory-based interventions.

#### **Methodological Approach**

In this descriptive study, we will use data from a survey we created using relevant evidence-based survey tools to examine the extent sensory-based interventions affect levels of peer acceptance in the general education classroom. Participants in this study include school-aged students in an inclusive classroom who receive OT services. This survey will be sent to teachers via SurveyMonkey.

#### **Findings**

Data collection is in progress. The data will be presented as a part of the poster presentation.

#### **Contribution to Discipline**

There is a gap in the literature in regards to inclusive sensory-based occupational therapy interventions and peer acceptance in schools.

#### **Professional Writing**

We anticipate submitting this research to a peer-reviewed journal.