

1: J Autism Dev Disord. 2004 Aug;34(4):423-32.

**Alternative seating for young children with Autism Spectrum Disorder: effects on classroom behavior.**

[Schilling DL](#), [Schwartz IS](#).

University of Washington, Seattle, WA, USA. PT@upstate.edu

A single subject, withdrawal design was used to investigate the effects of therapy balls as seating on engagement and in-seat behavior of young children with Autism Spectrum Disorder (ASD). In addition, social validity was assessed to evaluate teachers' opinions regarding the intervention. During baseline and withdrawal (A phases) participants used their typical classroom seating device (chair, bench or carpet square). During the intervention (B phases) participants sat on therapy balls. Results indicated substantial improvements in engagement and in-seat behavior when participants were seated on therapy balls. Social validity findings indicated that the teachers' preferred the therapy balls. This study suggests therapy balls as classroom seating may facilitate engagement and in-seat behavior and create opportunities to provide effective instruction.

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