

# The Relationship between Organizational Abilities and Sensory Processing among Preschoolers

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**Introduction:** To successfully participate in age appropriate occupations children need good organizational abilities to manage their time and space. Adequate sensory processing provides the foundation for the development of internal structures of time and space. Children face one of the most significant crossroads in their lives during preschool, when they must develop the organizational abilities they will need to succeed in the first grade. The aim of this study was to examine the relationship between organizational abilities and sensory processing among preschoolers. **Method:** A total of 119 preschoolers ( $M_{age=5.9}$ ,  $SD=0.49$ ) participated in phase 1 ( $n=47$ ) and phase 2 of the study ( $n=72$ ). For both phases, parents filled out three questionnaires: a demographic questionnaire, Assessing Preschoolers Organizational Abilities (QAPOA) and the Sensory Profile. To assess sensory processing, the Short Sensory Profile (SSP) was used in phase 1 of the study and its extended version, the Sensory Profile (SP), was used in phase 2 of the study. **Results:** In phase 1 of the study, low to medium significant correlations were found ( $r = .32-.59$ ) between organizational abilities (QAPOA) and auditory discrimination, sensory under-responsivity/sensory seeking and sensitivity to taste and smell (SSP). In phase 2 of the study, a low significant correlation was found ( $r = 0.25-0.41$ ) between organizational abilities (QAPOA) and vestibular and tactile processing (SP).

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**Conclusions:** When children are referred to occupational therapy assessment with complaints regarding organizational disabilities, therapists should also assess them for sensory processing problems. The understanding of disabilities associated with children's organizational disabilities can help therapists create effective intervention programs.