

Dohsa-Hou: Psycho-Rehabilitative Program and its Implication in Early Intervention

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Dohsa-hou or Dohsa method (Gosaku Naruse, 1967) has been practiced in Japan beside the other psycho-rehabilitative programs such as Bobath and Vojta. The accumulation of Dohsa training has been done by man to man (trainee and trainer). Thus by Dohsa-hou, the trainer is able to activate client's mind and facilitate the activity of his self through the experiencing of goal directed striving for Dohsa-hou, and working in cooperation with the trainer. It has been developed as a support method to harmonize the mind and body, it is used not only for people with cerebral palsy but also for children with autism spectrum and children with developmental disorders. Early intervention in the field of disability means offering guidance, support and implementation of intervention plans in very young infants and toddlers who are at risk or have developmental delays and disabilities.

Dohsa-hou has three major pillars, which includes (i) relaxation techniques for reducing psycho-physical tension; (ii) tate-kei techniques, which address one's ability to appropriately respond to gravity and (iii) communication techniques, which are aimed at promoting understanding of others' intentions and achieving joint attention.

Dohsa training, enhances the motor skills on children with cerebral palsy, (Asghar Dadkhah and Susumu Harizuka, 1997). In case of children with Autism, their eye-contact to others will improve and their emotion become stable (Ono, 1983; Konno, 1978, 1993). In case of children with Intellectual disabilities, their communication with others improve and they will find their position in each task properly. In case of children with Down Syndrome, their body posture change and their state of communication will improve (Hatakeyama, Etoh, & Konno, 1994). In future, Children with severe Multiple Disabilities shall be studied intensively for the implications of Dohsa-hou.

According to Naruse (2000), the aim of Dohsa-hou is to elucidate the various experiences a child with special needs can have while putting effort into performing that movement. In other words, the real aim is to make it clear to the children with special needs that these experiences are necessary for effective progress in them.

References:

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