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**ADDITION OF SENSORY INTEGRATION EXERCISE HOPSCOTCH EXERCISE IN IMPROVING BALANCE STANDING ON DOWN SYNDROME CHILDREN**

Consists of VI chapter, 80 pages, 5 pictures, 10 tables, 1 graphs, 8 Appendix

**Objective:** To find out differences in effect of adding Hopsotch training on Sensory Intergration exercises in improving balance of standing Down Syndrome. **Method:** This study was quasi-experimental with the research design used was the Pre-test Post-test control group design and sample consisted of 12 boys and girls, aged 5-8 years. The treatment group I consisted of 6 people who were given a Sensory Integration training and treatment group II consisted of 6 people who were given addition of hopscotch training in the sensory integration exercise. The exercise was conducted in 2 sessions for 4 weeks and standing balance was measured by Sixteen Balance Test (SBT). **Results:** The results of hypothesis testing in treatment group I with Paired Sample t-test obtained a value of  $p < 0.001$ , which means that exercise in treatment group I was significant for results. In treatment group II with Wilcoxon Test obtained  $p = 0.026$ , which means results have a significant effect on increasing standing balance. Mann Whitney U test showed a  $p$  value of  $< 0.001$ , which means that there was a difference in influence between treatment group I and treatment group II on increasing the balance of standing. **Conclusion:** There is a difference between Sensory Integration exercises and the addition of Hopscotch training to Sensory Integration exercises in improving standing balance in Down Syndrome children.

**Keywords :** *Sensory Integration, Hopscotch, Down Syndrome, standing balance*