

Assessing Sensory Integration & Processing in Individuals with Developmental Disabilities

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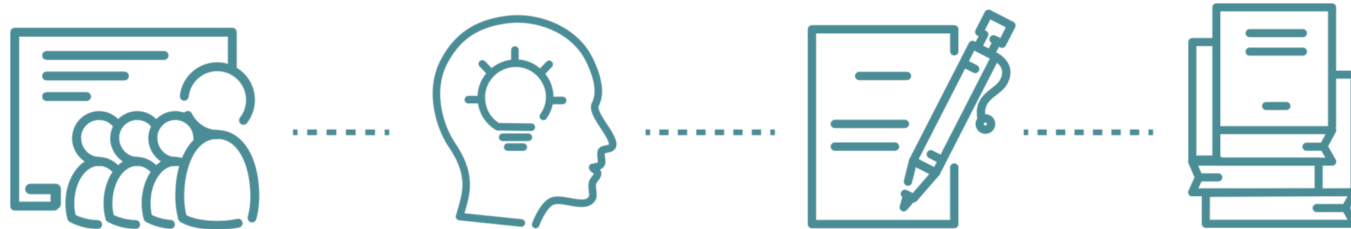
- PhD: Special Education in Early Childhood
- Master's: Occupational Therapy
- Bachelor's: Rehabilitation Services with a concentration in Counseling
- Diploma: Massage Therapy
- Over 20 years of experience in rehabilitation
- RESNA, Certified Assistive Technology Professional
- IBCCES, Board-Certified Telepractice Specialist
- Florida Occupational Therapy Association, President 2019–2022
- American Occupational Therapy Foundation, Secretary 2022–2025

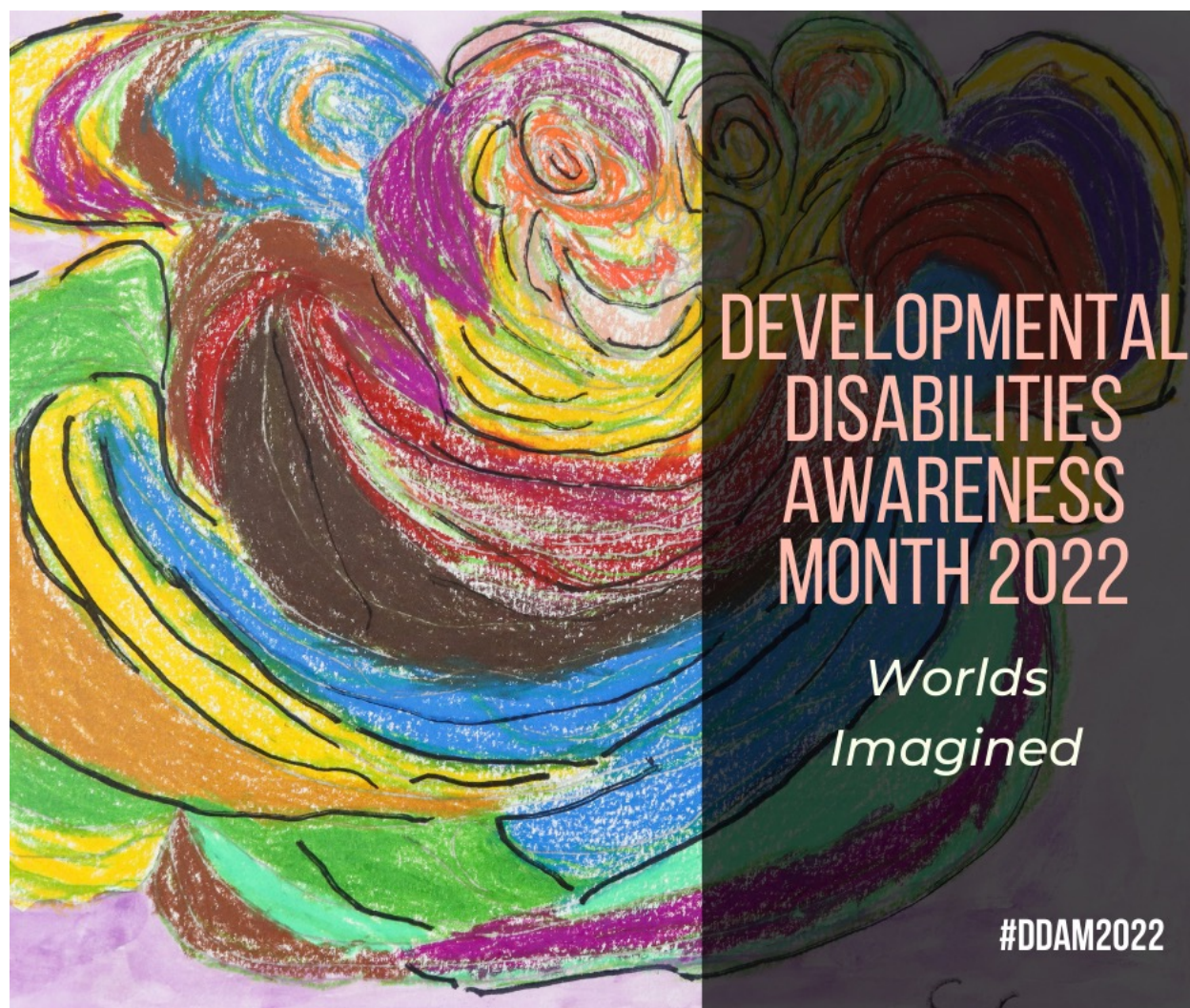
Assessment Consultant

I am an assessment consultant with Western Psychological Services. I am a salaried employee and have no additional relevant financial interests or conflicts of interest related to this presentation.

Objectives

- Discuss sensory integration and processing challenges in relation to developmental disabilities across the lifespan
- Provide an overview of the Sensory Processing Measure, Second Edition (SPM™-2) and its use in infancy through adulthood





Sensory Integration & Processing: Developmental Disability

Developmental Disability: Defined

- Group of conditions due to an impairment
 - Physical
 - Learning
 - Language
 - Behavioral
- Begin during early developmental period and last throughout the lifespan



Developmental Disability: Defined (*cont.*)

- Causes & Risk Factors
 - Genetics, parental health and behaviors during pregnancy, complications during birth, prenatal infections, exposure to environmental toxins

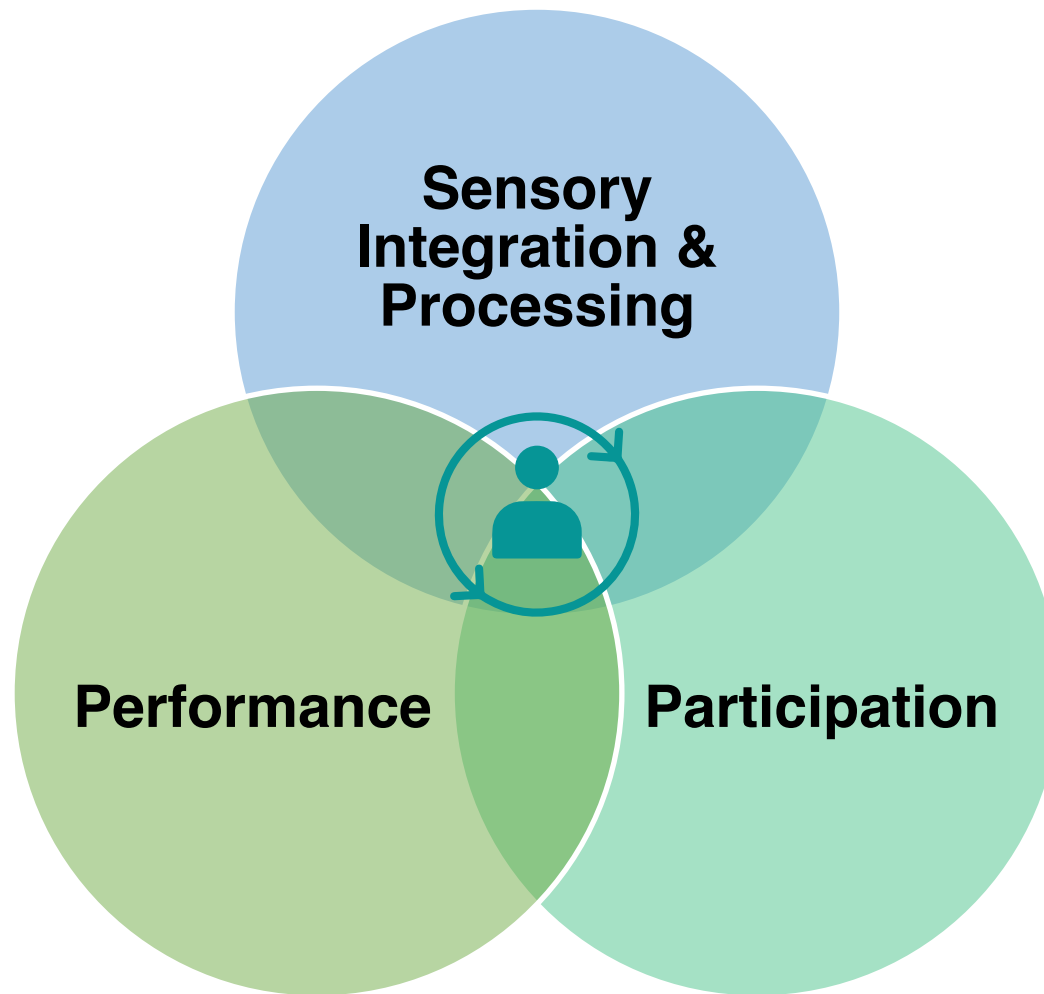


Sensory Integration & Processing: Defined

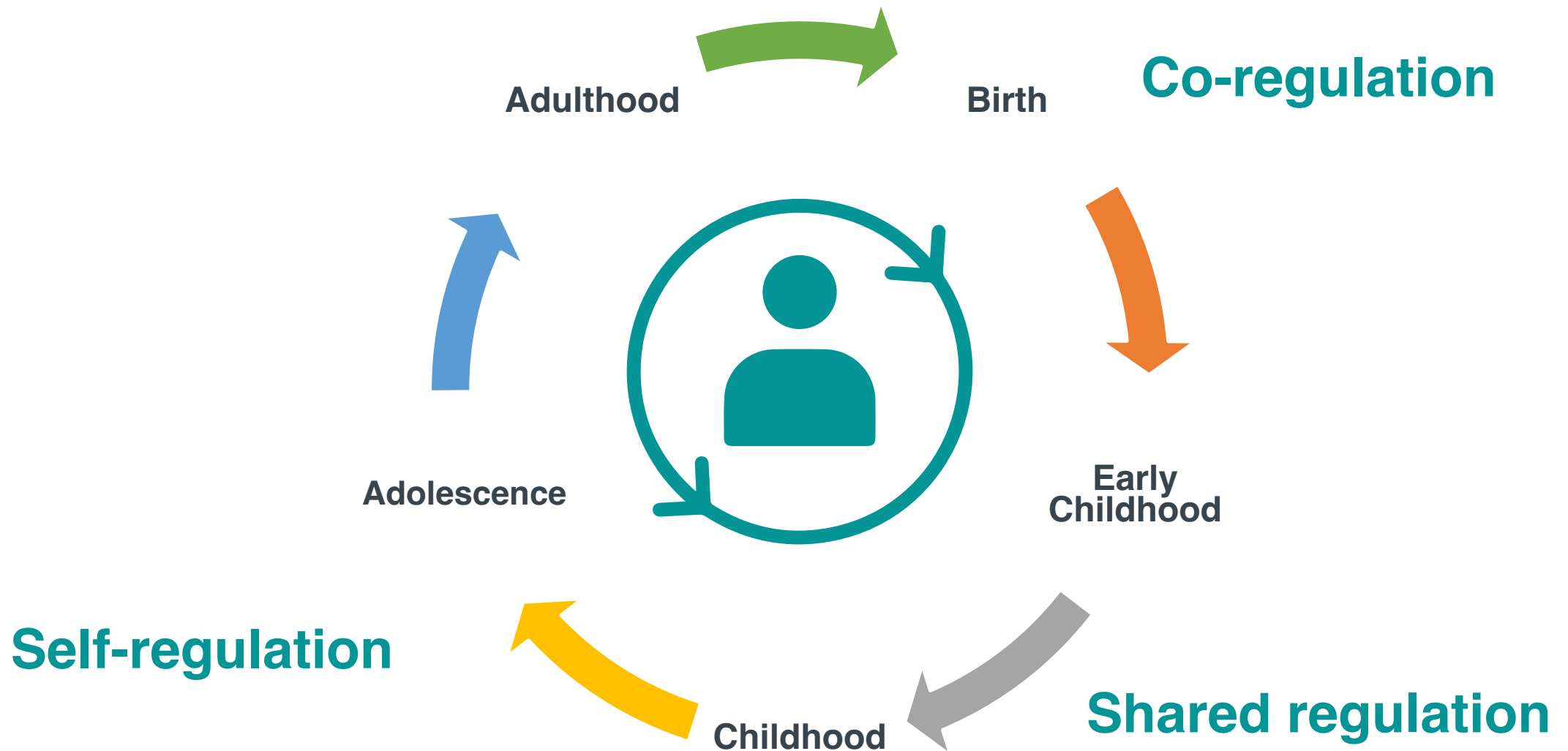
- The organization and use of sensory information for everyday functioning



Sensory Integration & Processing: Developmental Disabilities



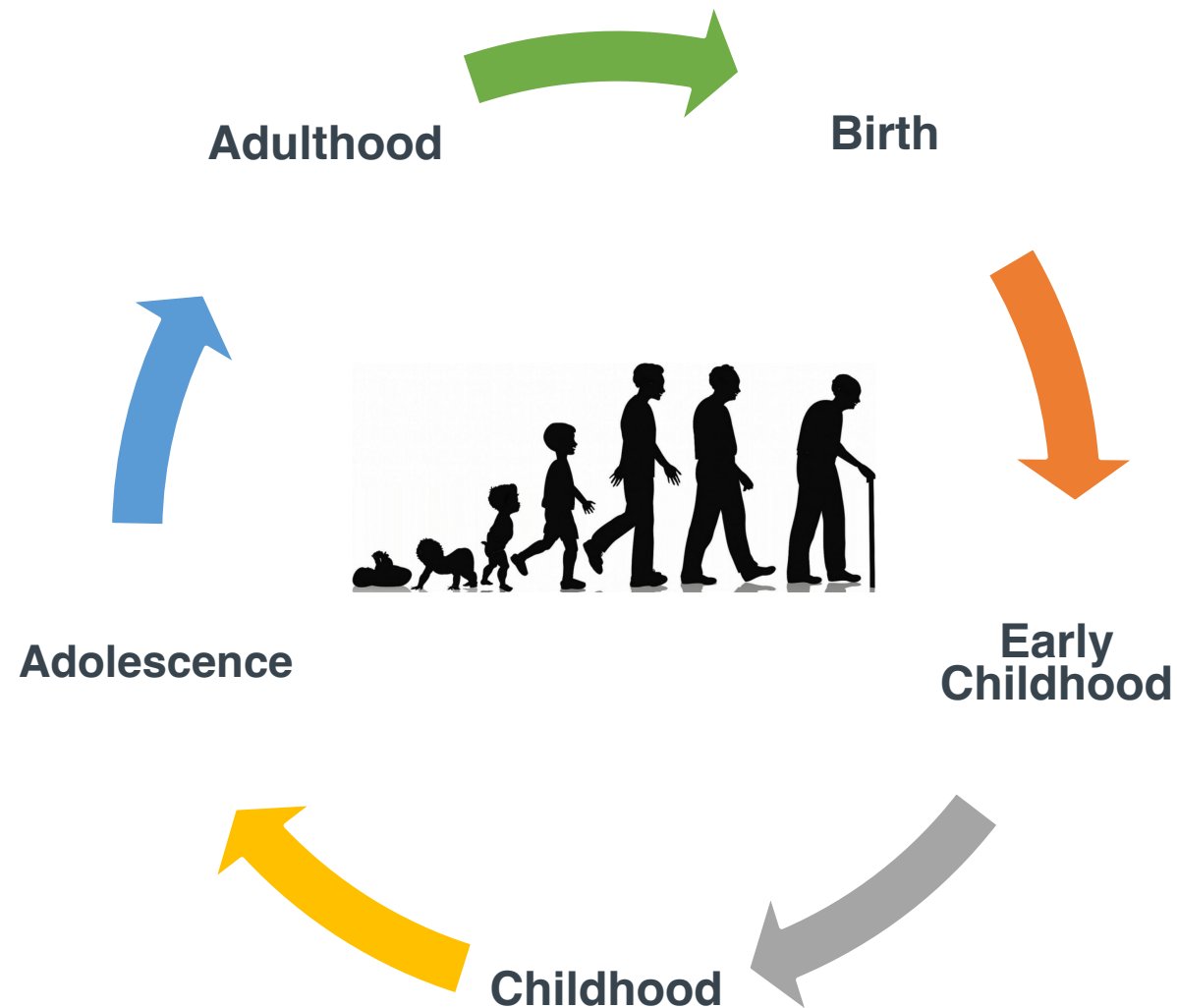
Sensory Integration & Processing Across the Lifespan



Assessment Across the Lifespan



Assessment Across the Lifespan



Assessment: Sensory Integration & Processing

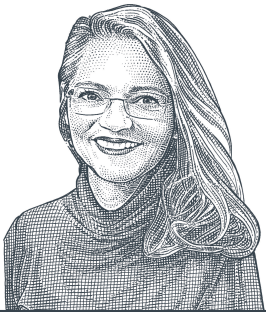
- Assessment
 - Rating scales
 - Sensory-based
 - Adaptive behavior
 - Performance-based assessments
 - Observation



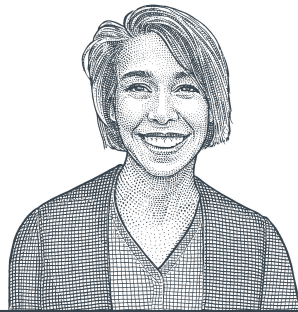
Sensory Processing Measure, Second Edition (SPM™-2)



SPM-2 Authors



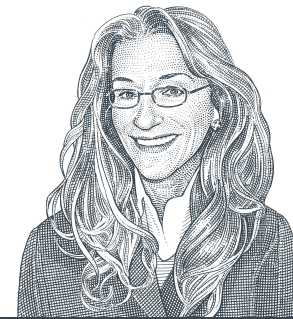
L. Diane Parham,
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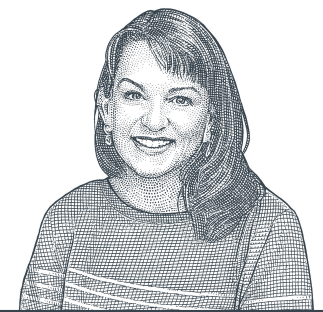
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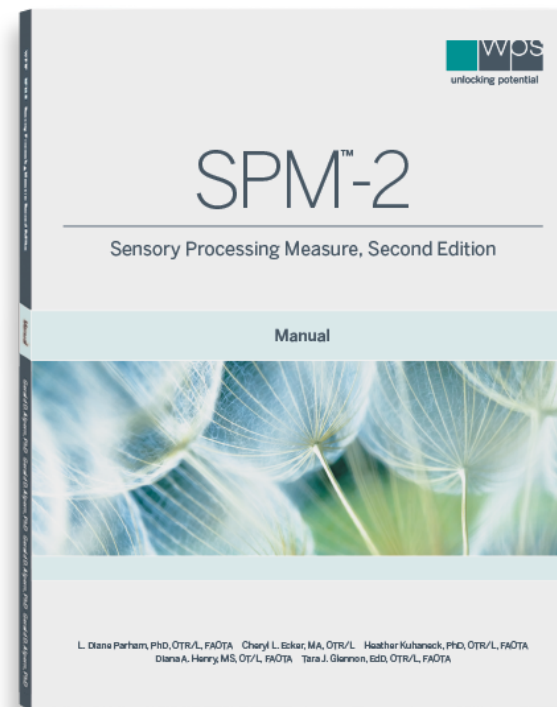
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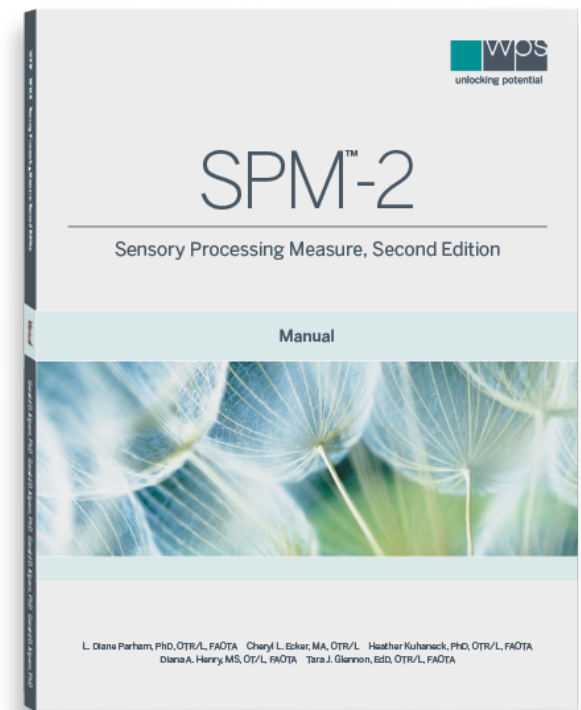
SPM-2

- Easy to use
- Reliable
- Valid
- Time efficient
- Informative



SPM-2 Overview

- The SPM-2 is a revision and expansion of:
 - Sensory Processing Measure (2007)
 - Sensory Processing Measure—Preschool (2010)
- The SPM-2 expands the age range downward to include infants and toddlers and upward to include adolescents and adults



SPM-2 Overview *(cont.)*

- Used in many different settings where assessment of an individual's developmental abilities, strengths, and weaknesses is useful

Schools



Clinics



Hospitals



Community agencies



Residential facilities



Research

SPM-2 Uses

- The SPM-2 supports identification and treatment of sensory integration and processing difficulties
- Developed by occupational therapists and is appropriate to be used by various professionals
- May be used alone or as a screening instrument in conjunction with other assessments



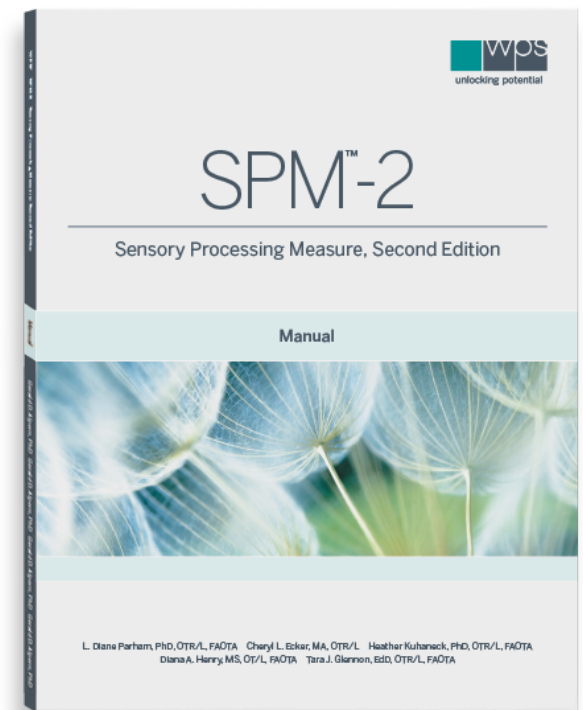
SPM-2: Use in Telehealth

- <https://pages.wpspublish.com/telepractice-101>
- platform.wpspublish.com
- Online administration
 - WPS® Online Evaluation System™ (OES)



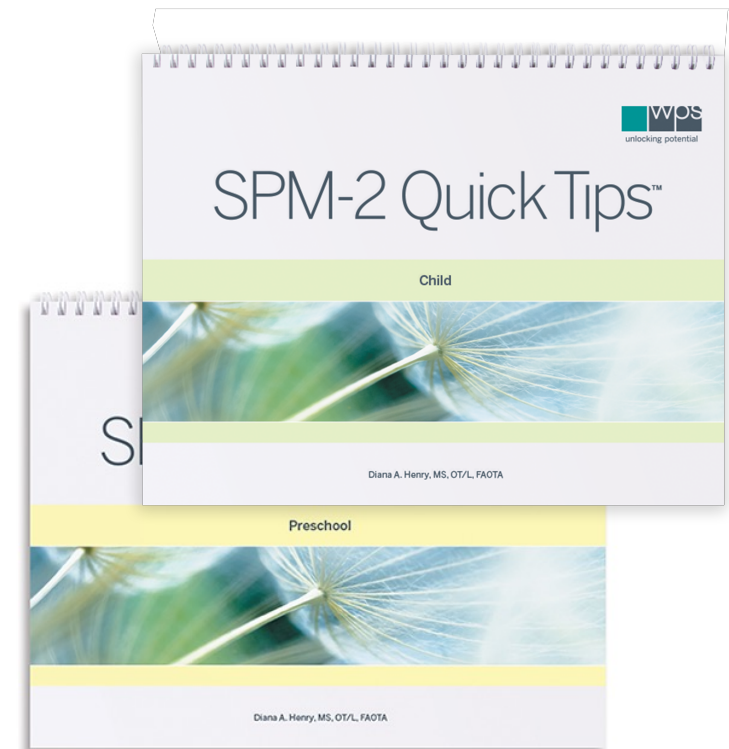
SPM-2: What's New

- Expanded age range includes infants, toddlers, preschool- and school-age children, adolescents, and adults
- Updated norms based on new, nationally representative standardization samples
- Assess and compare across daily environments with new forms, including driving forms



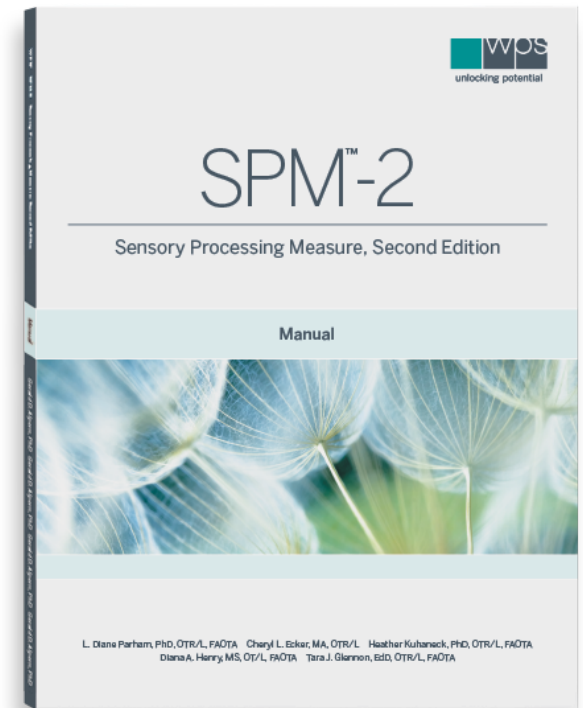
SPM-2: What's New *(cont.)*

- Updated SPM-2 Quick Tips™ now organized by additional sensory, cognitive, and behavioral objectives to develop intervention strategies for home, for school, for work, and in the community
- Compare the sensory needs of individuals to those of the caregiver, parent, teacher, or other adult
- Updated item content reflects changes in technology for children's play and activities



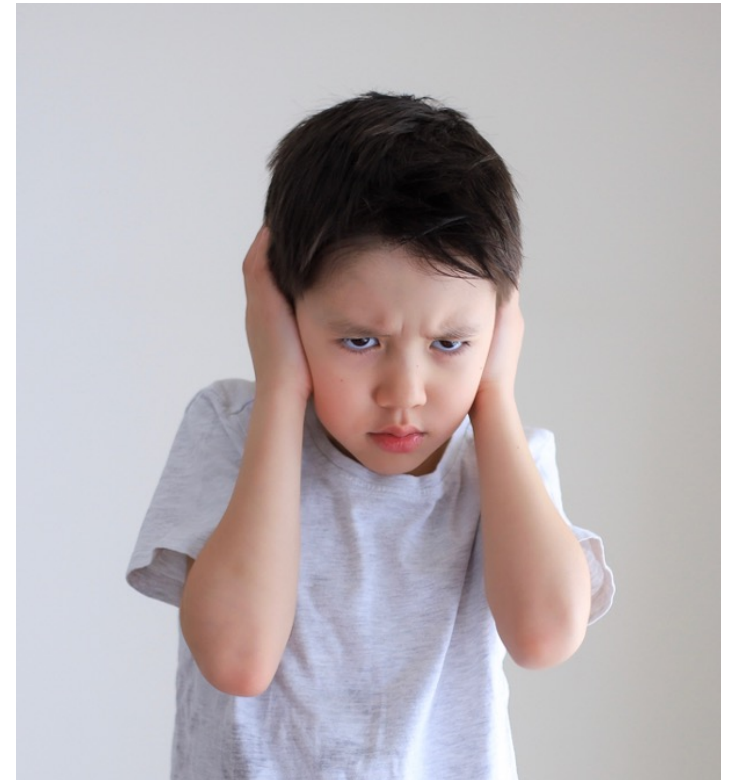
SPM-2 Key Features

- Assessment of sensory systems:
 - *T*-scores provide norm-referenced indexes of function
 - Visual, auditory, tactile, olfactory, gustatory, proprioceptive, and vestibular sensory systems
 - Integrative functions of praxis and social participation



SPM-2 Key Features *(cont.)*

- Assessment of sensory integration vulnerabilities:
 - The SPM-2 items provide descriptive clinical information on processing vulnerabilities within each sensory system, including
 - Under- and over-reactivity
 - Sensory-seeking behavior
 - Difficulties with perception



SPM-2 Key Features *(cont.)*

- Assessment across multiple environments and raters:
 - Forms at each age level of the SPM-2 are designed for maximum flexibility in choosing and comparing among environments and raters, such as:
 - 12 main forms
 - Multiple caregivers



SPM-2 Components

- Print and digital materials on the WPS Online Evaluation System (OES)
- Manual
- Various forms across the lifespan for completion by caregivers, teachers, and self-report:
 - Infant/Toddler
 - Preschool
 - Child
 - Adolescent
 - Adult
 - Environment Forms
- Quick Tips for respective age group



SPM-2: Components *(cont.)*

| Age Level | Primary Forms (Long Forms) | Secondary Forms (Environment)* |
|--------------------------------------|---|---|
| Adult 21–87 years | Rater Report Form Self-Report Form | Driving Rater Report Form Driving Self-Report Form |
| Adolescent 12–21 years | Home Form School Form Self-Report Form | Driving Rater Report Form Driving Self-Report Form |
| Child 5–12 years | Home Form School Form | School Environment Forms: Art, School Bus, Cafeteria, Music, Physical Education, Recess/Playground |
| Preschool 2–5 years | Home Form School Form | |
| Infant/Toddler 4–30 months | Infant Form Toddler Form Caregiver Self-Report Form | |

***Environment forms included FREE**

SPM-2 Scales

- Vision (VIS)
- Hearing (HEA)
- Touch (TOU)
- Taste and Smell (T&S)
- Body Awareness (BOD)
- Balance and Motion (BAL)
- Planning and Ideas (PLN)
- Social Participation (SOC)

| | | | | TASTE AND SMELL |
|-------|--------------|------------|--------|--|
| Never | Occasionally | Frequently | Always | |
| N | O | F | A | 31. I avoid tasting unfamiliar foods. |
| N | O | F | A | 32. I notice scents and odors that other people don't. |
| N | O | F | A | 33. I dislike eating in restaurants because of the different smells and tastes. |
| N | O | F | A | 34. I am bothered by smells that don't bother others. |
| N | O | F | A | 35. I avoid groups of people in enclosed spaces, such as elevators or crowded rooms, because of the smell. |
| N | O | F | A | 36. When I come across something new, I like to smell it. |
| N | O | F | A | 37. I am disgusted by the taste of certain foods. |
| N | O | F | A | 38. I am sensitive to even small amounts of bitter or sour tastes. |
| N | O | F | A | 39. I like to sniff or smell people. |
| N | O | F | A | 40. I insist on eating the same brand of a particular food because of the taste. |
| | | | | BODY AWARENESS |
| N | O | F | A | 41. I throw the ball too hard or too soft and miss the target. |
| N | O | F | A | 42. When I carry things on a tray, objects tend to spill or fall off. |
| N | O | F | A | 43. I handle containers so tightly or roughly that they dent, break, or spill. |
| N | O | F | A | 44. I hold objects so loosely that they fall out of my hand. |
| N | O | F | A | 45. I break things by pressing, pulling, or pushing too hard on them. |
| N | O | F | A | 46. I accidentally knock things over. |
| N | O | F | A | 47. I tend to use too much pressure for the task I am doing, such as breaking pencil points when writing. |
| N | O | F | A | 48. I like to bump into things. |
| N | O | F | A | 49. Others complain that I push, hug, or hit too hard. |
| N | O | F | A | 50. I slam doors shut or push them open with too much force. |
| | | | | BALANCE AND MOTION |
| N | O | F | A | 51. I dislike activities that cause me to tilt my head back, such as looking at something above me or rinsing my hair. |
| N | O | F | A | 52. I dislike riding in elevators or on escalators because the movement makes me uncomfortable. |
| N | O | F | A | 53. I avoid walking on uneven surfaces that require balance, such as dirt or grass. |
| N | O | F | A | 54. I trip or lose my balance. |
| N | O | F | A | 55. I feel uncomfortable on stairs or ladders. |
| N | O | F | A | 56. When sitting on the floor, I have to lean on something. |
| N | O | F | A | 57. I get dizzy when turning my head back and forth, such as looking both ways before crossing the street. |
| N | O | F | A | 58. I become uncomfortable when I have to sit on a seat without a back. |
| N | O | F | A | 59. I rock or swivel in my chair while seated at a desk or table. |
| N | O | F | A | 60. I slump or hold my head up in my hands while seated at a desk. |
| | | | | PLANNING AND IDEAS |
| N | O | F | A | 61. I need more practice than others to learn a new skill. |
| N | O | F | A | 62. I have trouble figuring out how to carry several objects at the same time. |
| N | O | F | A | 63. I have trouble keeping things organized. |
| N | O | F | A | 64. I need to talk myself through the steps of a task while doing it. |
| N | O | F | A | 65. I have trouble completing tasks requiring many steps that must be done in the correct order. |
| N | O | F | A | 66. I have difficulty following the steps for a new task, such as in a recipe or repair manual. |
| N | O | F | A | 67. I have trouble coming up with ideas for new activities. |
| N | O | F | A | 68. I have trouble following a diagram to build something, such as putting together furniture. |
| N | O | F | A | 69. I have difficulty using my imagination to create new games or activities when playing with children. |
| N | O | F | A | 70. I have trouble coming up with ideas during games like charades. |
| | | | | SOCIAL PARTICIPATION |
| N | O | F | A | 71. I get along with others easily. |
| N | O | F | A | 72. I enjoy being with friends. |
| N | O | F | A | 73. I avoid social activities with unfamiliar people. |
| N | O | F | A | 74. I enjoy participating in family gatherings. |
| N | O | F | A | 75. I join activities with others without disrupting the ongoing activity. |
| N | O | F | A | 76. It is difficult for me to make eye contact with people when talking to them. |
| N | O | F | A | 77. I get stuck on one topic when talking with others. |
| N | O | F | A | 78. Others tell me I seem to be ignoring people, when actually I didn't notice they were there. |
| N | O | F | A | 79. People tell me that I speak too softly or too loudly. |
| N | O | F | A | 80. I enjoy working as part of a team. |

SPM-2: Scales (cont.)

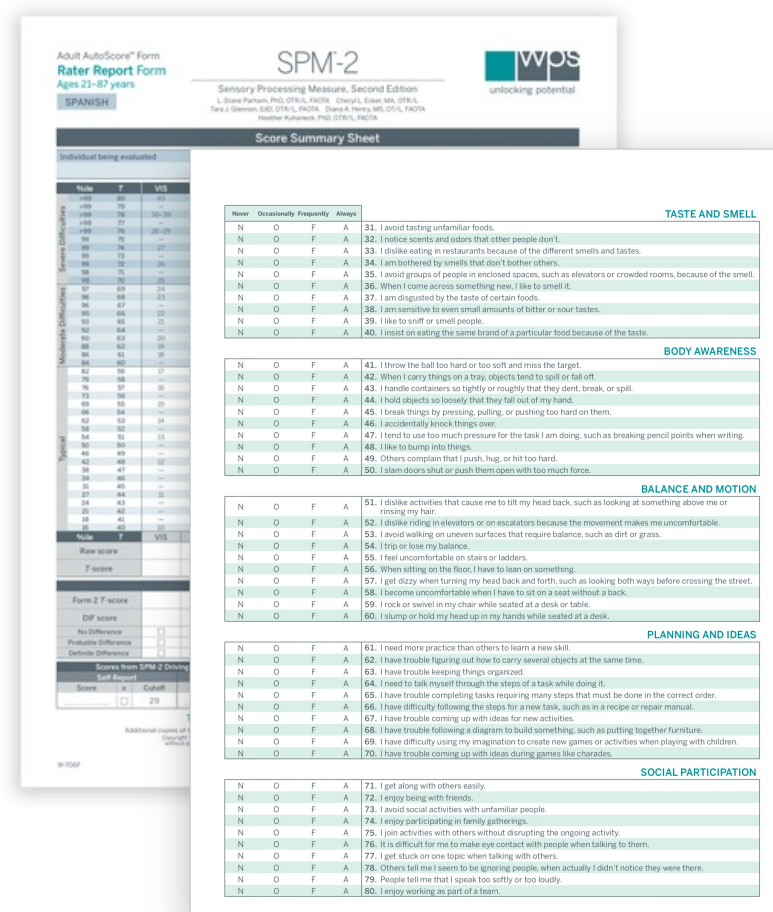
■ SPM-2 Sensory Total (ST)

- The ST is a composite of six sensory scales:

- VIS, HEA, TOU, T&S, BOD, and BAL

- Not included:

- PLN and SOC
- Represent higher level integrative processes influenced by cognitive, contextual, and multisensory information

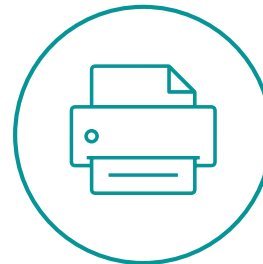
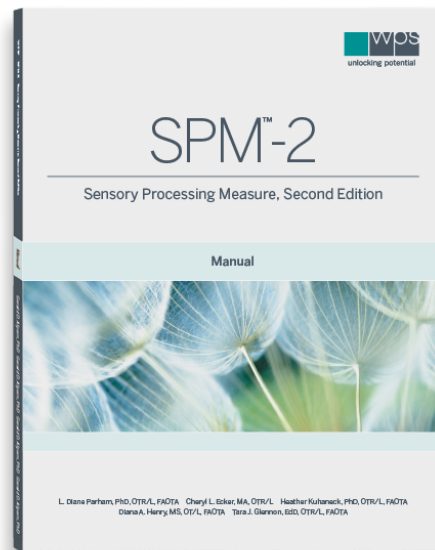


The image displays the SPM-2 Rater Report Form and Score Summary Sheet. The form is titled "Adult AutoScore® Form Rater Report Form Ages 21-87 years" and is in Spanish. It includes a "Score Summary Sheet" with columns for "Never", "Occasionally", "Frequently", and "Always". The form is divided into sections for different sensory scales: TASTE AND SMELL, BODY AWARENESS, BALANCE AND MOTION, PLANNING AND IDEAS, and SOCIAL PARTICIPATION. Each section contains a list of items with corresponding response options (N, O, F, A). The form also includes a "Form 2 T-score" section and a "Scores from SPM-2 Driving Self-Report" section.

Administration and Scoring



SPM-2: Administration



[illegible]

Adult
21–87 years

SPM-2: Administration *(cont.)*

| Age of client | | | Age level to use | |
|----------------------|--|-------|------------------|------------|
| 4 to 9 months | | | Infant | |
| 10 to 23 months | | | Toddler | |
| 24 to 30 months | Attends formal day care outside of the home? | → No | → | Toddler |
| | | → Yes | → | Preschool |
| 31 months to 4 years | | | Preschool | |
| 5 years | Has started an academic kindergarten? | → No | → | Preschool |
| | | → Yes | → | Child |
| 6 to 11 years | | | Child | |
| 12 years | Has started middle school? | → No | → | Child |
| | | → Yes | → | Adolescent |
| 13 to 20 years | | | Adolescent | |
| 21 years | Still in high school? | → Yes | → | Adolescent |
| | | → No | → | Adult |
| Over 21 years | | | Adult | |

Figure 2.1. SPM-2 Forms to Use by Client Age

SPM-2: Administration (cont.)

■ Environment forms

- Art (ART)
- School Bus (BUS)
- Cafeteria (CAF)
- Music (MUS)
- Physical Education (PHY)
- Recess/Playground (REC)
- Driving
 - Adolescent
 - Adult

School Environment
Art (ART) Form
Ages 5-12

WOS
unlocking potential

SPM™-2

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Diana A. Henry, MS, OTR/L, FAOTA Tara J. Glennon, EdD, OTR/L, FAOTA

| | |
|---------------------------------|--------------|
| Name of student being evaluated | Grade |
| Respondent's name | Today's date |

Instructions

Instructions: Please answer these questions based on the student's typical behavior in art class during the past month. Using the following rating scale, select the one answer that best describes how often the behavior happens.

Never: The behavior never or almost never happens.
Occasionally: The behavior happens some of the time.
Frequently: The behavior happens much of the time.
Always: The behavior always or almost always happens.

| This student... | Never | Occasionally | Frequently | Always |
|--|-------|--------------|------------|--------|
| 1. Follows classroom rules and routines. | 4 | 3 | 2 | 1 |
| 2. Easily shifts from one activity to another. | 4 | 3 | 2 | 1 |
| 3. Shares classroom materials when asked. | 4 | 3 | 2 | 1 |
| 4. Seems distracted by visual things nearby, such as items hanging on the wall or children moving around. | 1 | 2 | 3 | 4 |
| 5. Is distressed by loud or unexpected sounds, such as a pencil sharpener or PA announcement. | 1 | 2 | 3 | 4 |
| 6. Avoids touching or playing with messy things, such as paint or glue. | 1 | 2 | 3 | 4 |
| 7. Colors with too much or too little pressure. | 1 | 2 | 3 | 4 |
| 8. Fails to open or close scissors far enough to cut properly. | 1 | 2 | 3 | 4 |
| 9. Shows poor coordination when using both sides of the body, such as for a two-handed activity like using a ruler or opening a container. | 1 | 2 | 3 | 4 |
| 10. Has difficulty putting materials away in their proper places. | 1 | 2 | 3 | 4 |
| 11. Fails to complete tasks with multiple steps. | 1 | 2 | 3 | 4 |
| 12. Has difficulty generating ideas for arts and crafts projects. | 1 | 2 | 3 | 4 |
| 13. Has trouble figuring out how to do things differently when a problem arises. | 1 | 2 | 3 | 4 |
| 14. Fails to perform the proper sequence of actions for classroom routines. | 1 | 2 | 3 | 4 |
| 15. Demonstrates limited imagination and creativity in use of materials. | 1 | 2 | 3 | 4 |

Art (ART) Total Score

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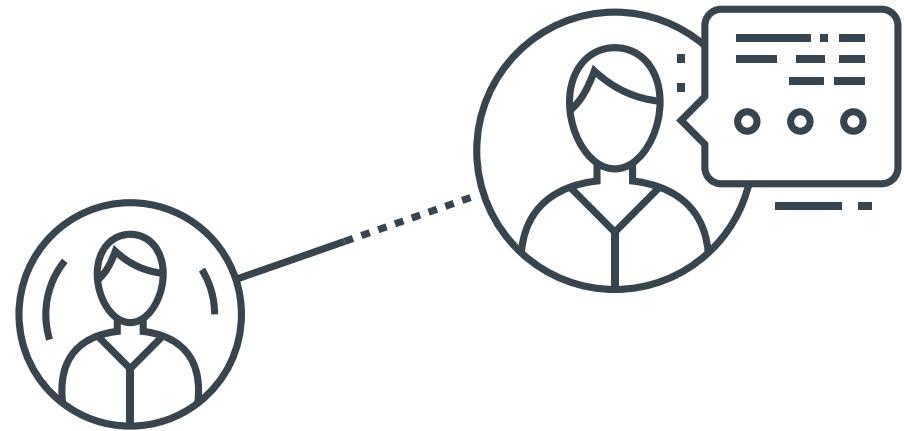
SPM-2: Administration *(cont.)*

- Items rated based on frequency of a specific behavior
 - Never
 - Occasionally
 - Frequently
 - Always

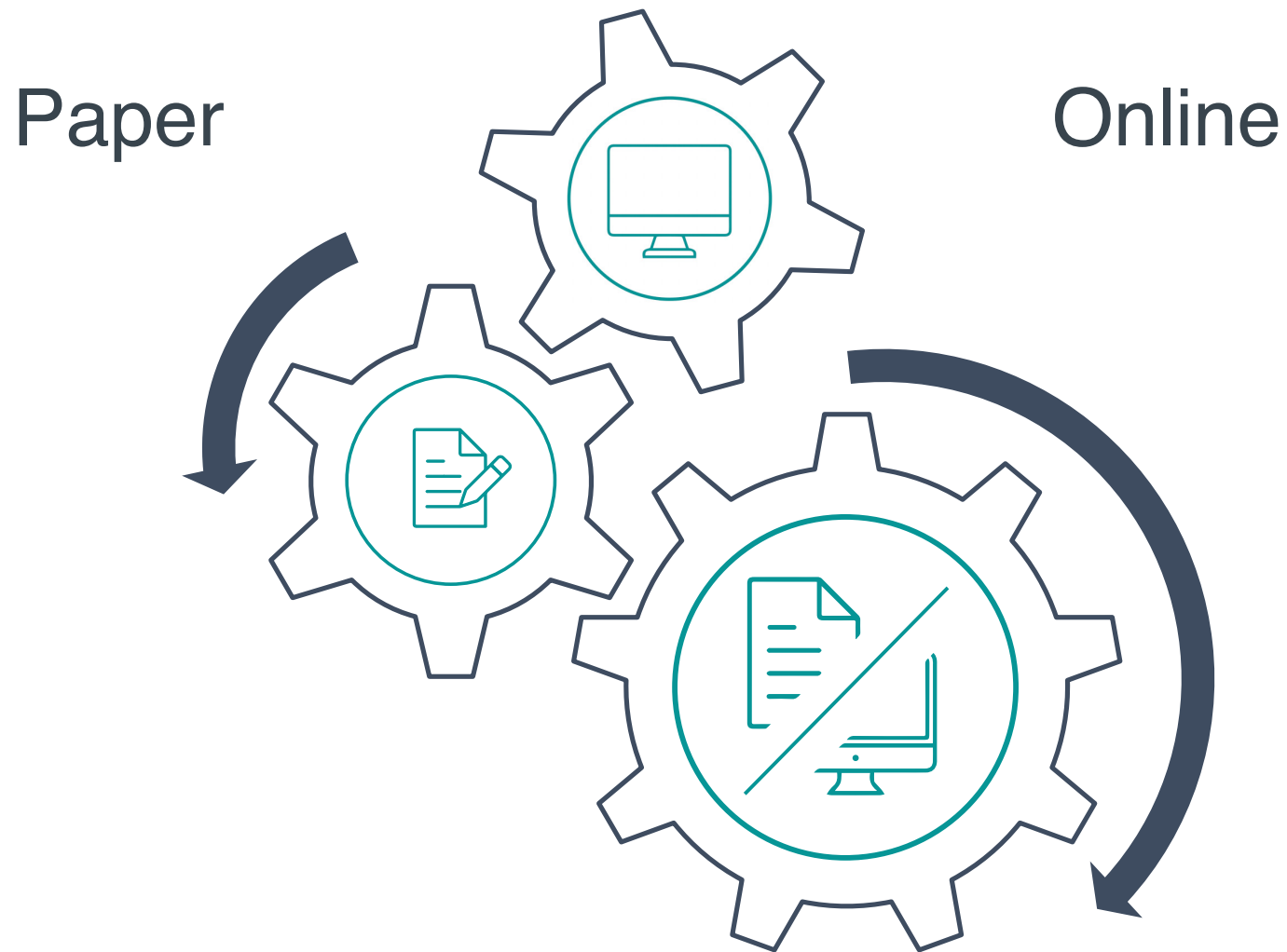


SPM-2: Administration (*cont.*)

- Language & Literacy
 - Written at approximately the eighth-grade reading level
 - Can be read to respondent
 - Must read questions exactly as written
 - Available in Spanish



SPM-2: Scoring



SPM-2: Scoring (cont.)

■ Paper

■ AutoScore™ Form

Child AutoScore™ Form
School Form
Ages 5–12 years

SPM-2

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L. Diane Parham, PhD, OTR/L, FAOTA

WPOS
unlocking potential

| | | |
|---|---------------|--------|
| Name of student being evaluated | | Gender |
| Sample | | |
| Today's date | Date of birth | Age |
| | | 7 |
| Rater's name | | |
| Mr. Teacher | | |
| Rater's relationship to student being evaluated | | |
| Main classroom teacher | | |
| School/Agency | Grade | |
| | | |

Instructions

Instructions: Please answer these questions based on the student's typical behavior during the past month. Using the following rating scale, select the one answer that best describes how often the behavior happens.

Never: The behavior never or almost never happens.
Occasionally: The behavior happens some of the time.
Frequently: The behavior happens much of the time.
Always: The behavior always or almost always happens.

Some questions ask whether this student is "distressed" in certain situations. Distress may include verbal expressions (whining, crying, yelling) or nonverbal expressions (withdrawing, gesturing, pushing something away, running away, wincing, lashing out).

PLEASE PRESS HARD WHEN CIRCLING YOUR RESPONSES.

| Never | Occasionally | Frequently | Always | This student . . . | |
|-------|--------------|------------|--------|---|---------|
| N | O | F | A | 1. Is distracted by visible objects or people. | VISION |
| N | O | F | A | 2. Looks around the room or at peers while the teacher is speaking. | |
| N | O | F | A | 3. Stares intently at people or objects. | |
| N | O | F | A | 4. Enjoys watching objects spin or move. | |
| N | O | F | A | 5. Loses his or her place when reading or copying text. | |
| N | O | F | A | 6. Has trouble following moving objects with his or her eyes. | |
| N | O | F | A | 7. Has trouble finding an object among other items. | |
| N | O | F | A | 8. Walks into objects or people as if they were not there. | |
| N | O | F | A | 9. Has difficulty recognizing how objects are similar or different based on their colors, shapes, or sizes. | |
| N | O | F | A | 10. Looks at objects out of the corner of his or her eye. | |
| N | O | F | A | 11. Is distressed by loud or unexpected sounds, such as a pencil sharpener or PA announcement. | HEARING |
| N | O | F | A | 12. Becomes distressed when others clap or sing. | |
| N | O | F | A | 13. Has difficulty following verbal directions. | |
| N | O | F | A | 14. Makes excessive noise during transitions. | |
| N | O | F | A | 15. Hums, sings, or makes unusual noises during class time. | |
| N | O | F | A | 16. Confuses words that sound similar, such as quiet and quite. | |
| N | O | F | A | 17. Is distracted or bothered by background noises that others ignore, such as fans or ticking clocks. | |
| N | O | F | A | 18. Fails to respond when name is called. | |
| N | O | F | A | 19. Has trouble paying attention when the classroom is noisy. | |
| N | O | F | A | 20. Seems intensely interested in sounds that others do not notice. | |
| N | O | F | A | 21. Is distressed by the feel of certain textures. | TOUCH |
| N | O | F | A | 22. Lashes out or withdraws when accidentally touched by others. | |
| N | O | F | A | 23. Fails to respond to being touched. | |
| N | O | F | A | 24. Pokes, taps, or touches peers during class or when standing in line. | |
| N | O | F | A | 25. Fails to clean saliva or food from face. | |
| N | O | F | A | 26. Rejects foods with mixed textures, such as yogurt with fruit. | |
| N | O | F | A | 27. Has trouble finding things in a pocket, bag, or backpack without looking. | |
| N | O | F | A | 28. Enjoys sensations that would be painful to others, such as crashing into walls. | |
| N | O | F | A | 29. Enjoys squeezing body into small spaces. | |
| N | O | F | A | 30. Has difficulty manipulating small items in his or her hand. | |

W7088

Figure 2.2. Sample of a Completed Child School AutoScore Form

SPM-2: Scoring *(cont.)*

Missing items

- Main form: If a total of eight or more missing responses, or four or more missing responses on any single 10-item scale, do not proceed with scoring and interpretation of that form
- Substitutions: If a total of seven or fewer missing responses, or three or fewer missing responses on any single 10-item scale, you may proceed with scoring and interpretation, substituting median values for the missing responses

SPM-2: Scoring *(cont.)*

- Online
 - WPS Online Evaluation System (OES)



SPM-2: Scoring (cont.)

- Raw Scores
- Scales
- Sensory Total

Scoring Worksheet
Child School Form
Ages 5-12 years

Name of student being evaluated: **Sample** Gender: **9**

Today's date: **Mr. Teacher** Date of birth: **Main classroom teacher**

Rater's name: **Mr. Teacher**
Rater's relationship to student being evaluated: **Main classroom teacher**

Raw Scores:
VIS raw score: 16
HEA raw score: 21
TOU raw score: 15
BOD raw score: 13
T&S raw score: 11
BAL raw score: 13
ST Sensory Total raw score: 89
PLN raw score: 12
SOC raw score: 13

SPM-2 Score Summary Sheet
Sensory Processing Measure, Second Edition
Today's date: **Mr. Teacher** Date of birth: **Main classroom teacher**

Raw Scores:
TOU: 15, T&S: 16, BOD: 13, BAL: 13, ST: 89, PLN: 12, SOC: 13, T: 100

T-scores:
TOU: 55, T&S: 56, BOD: 54, BAL: 54, ST: 61, PLN: 46, SOC: 49, T: 61

Figure 22. Sample of a Completed Child School AutoScore Form

Figure 22. Sample of a Completed Child School AutoScore Form

SPM-2: Scoring (cont.)

- Interpretive Ranges
 - Typical
 - Moderate Difficulties
 - Severe Difficulties
- T-Scores
- Percentiles
- Environment Cutoff Scores
- Difference Scores

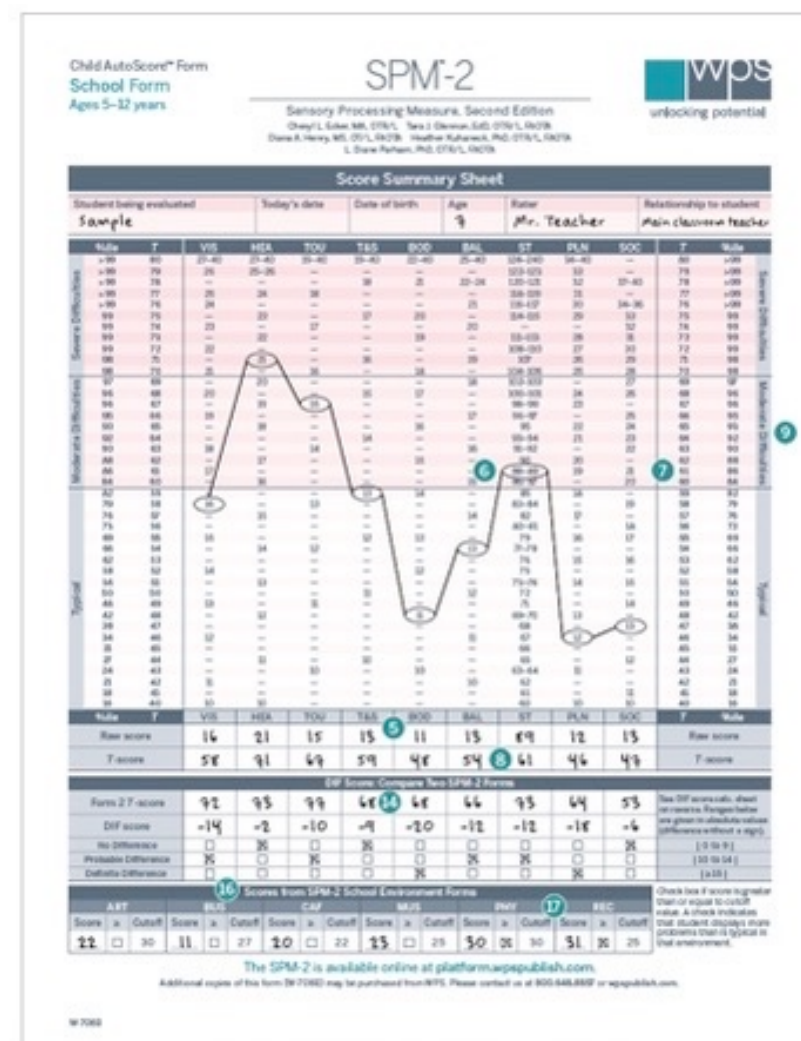


Figure 2.2. Sample of a Completed Child School AutoScore Form

SPM-2: Scoring (cont.)

- Comparisons
 - Time
 - Dyads
 - Contexts
 - Raters
 - Individuals

FOR CLINICIAN USE ONLY

Form Comparison Worksheet

SPM™-2

Sensory Processing Measure, Second Edition

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Compare Two SPM-2 Forms: Calculate DIF Scores

Form 1 title

Name of person being rated (check box if client ☐)

Date of birth Date form completed

Rater's name

Rater's relationship to client

| Scale | VIS | HEA | TOU |
|---------------------|--------------------------|--------------------------|--------------------------|
| Form 1 T-score | | | |
| Form 2 T-score | | | |
| DIF score | | | |
| No Difference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Probable Difference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Definite Difference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

VIS = Vision; HEA = Hearing; TOU = Touch; T&S = Taste and Smell; BOD = Body Awareness; BAL = Balance and Motion; PLA = Planning and Ideas; TSS = Total Sensory Systems

DIF score

1. Enter the T-scores for each scale from Forms 1 and 2 into the T-score columns.

2. For the DIF calculation, subtract Form 2 T-score from Form 1 T-score.

3. Enter the value in the DIF score row.

4. Check the DIF interpretation box (No Difference, Probable Difference, or Definite Difference) of the DIF score.

5. The graph below is provided for your use to plot T-scores.

Note: A positive DIF value that falls in the Probable Difference or Definite Difference box indicates more problems reported in Form 1 than in Form 2. A negative DIF value that falls in the Probable Difference or Definite Difference box indicates more problems reported in Form 2 than in Form 1.

Plot

T-score

VIS HEA TOU TSS

☐ Typical (40T-59T) ☐ Moderate

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Form Comparison Worksheet

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Compare two SPM-2 forms

Form 1 title: Form 2 title:

| Domain | T-score | T-score | DIF* | DIF ≥ 15 | 14 ≥ DIF ≥ 10 | 9 ≥ DIF ≥ -9 | -10 ≥ DIF ≥ -14 | -15 ≥ DIF |
|--------|---------|---------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| SOC | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| VIS | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| HEA | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOU | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| T&S | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BOD | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BAL | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLA | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TSS | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*For the DIF calculation, subtract Form 2 T-score from Form 1 T-score. Enter value in DIF column and check the corresponding box at right.

SOC = Social Participation; VIS = Vision; HEA = Hearing; TOU = Touch; T&S = Taste and Smell; BOD = Body Awareness; BAL = Balance and Motion; PLA = Planning and Ideas; TSS = Total Sensory Systems

DIF Interpretation

| | |
|-----------------|--|
| DIF ≥ 15 | DEFINITE difference: More problems reported in Form 1 than in Form 2 |
| 14 ≥ DIF ≥ 10 | PROBABLE difference: More problems reported in Form 1 than in Form 2 |
| 9 ≥ DIF ≥ -9 | NO difference in amount of problems reported between Form 1 and Form 2 |
| -10 ≥ DIF ≥ -14 | PROBABLE difference: More problems reported in Form 2 than in Form 1 |
| -15 ≥ DIF | DEFINITE difference: More problems reported in Form 2 than in Form 1 |

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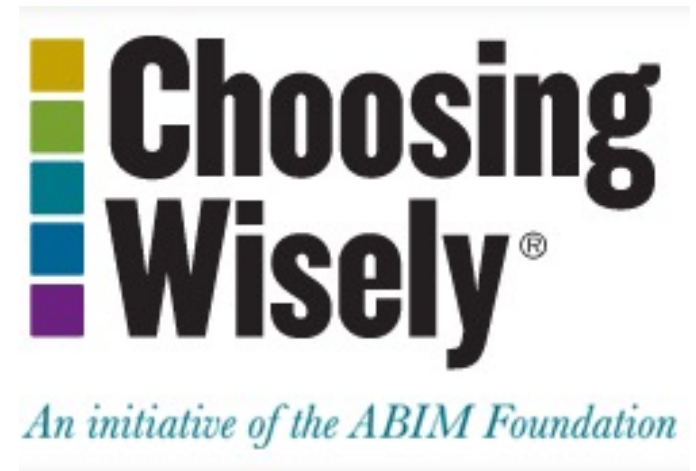
W-XXX

Sensory Integration & Processing: Intervention Across the Lifespan



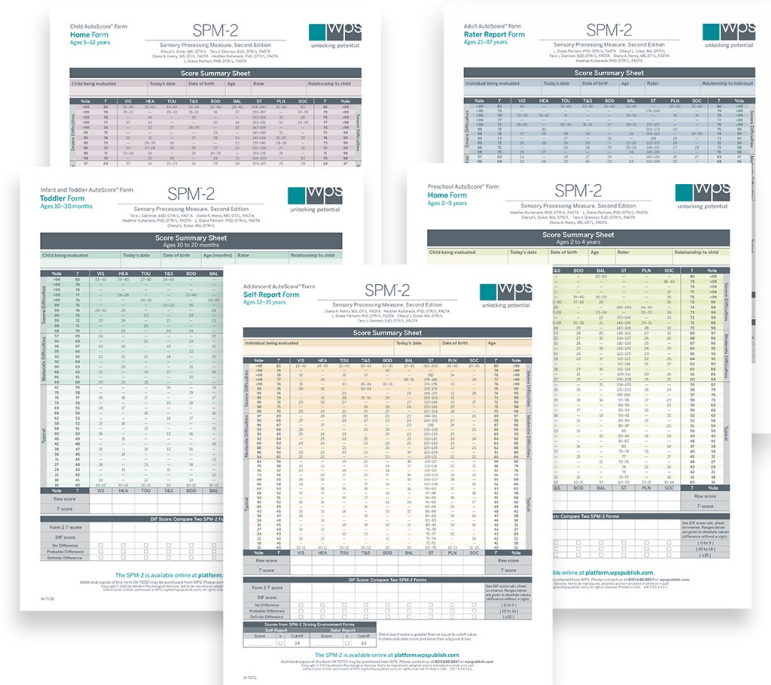
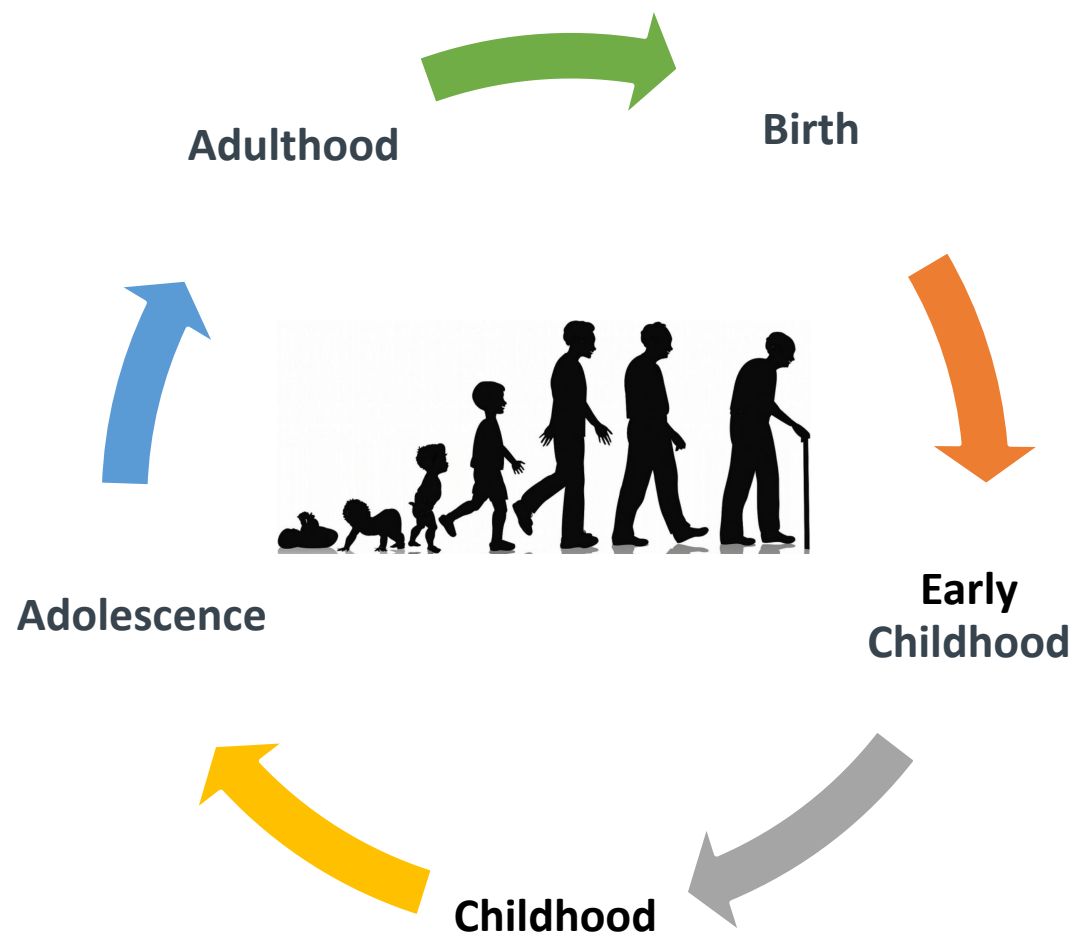
Choosing Wisely: Sensory Processing & Integration

Don't provide sensory-based interventions to individuals without documented assessment results of difficulties processing or integrating sensory information



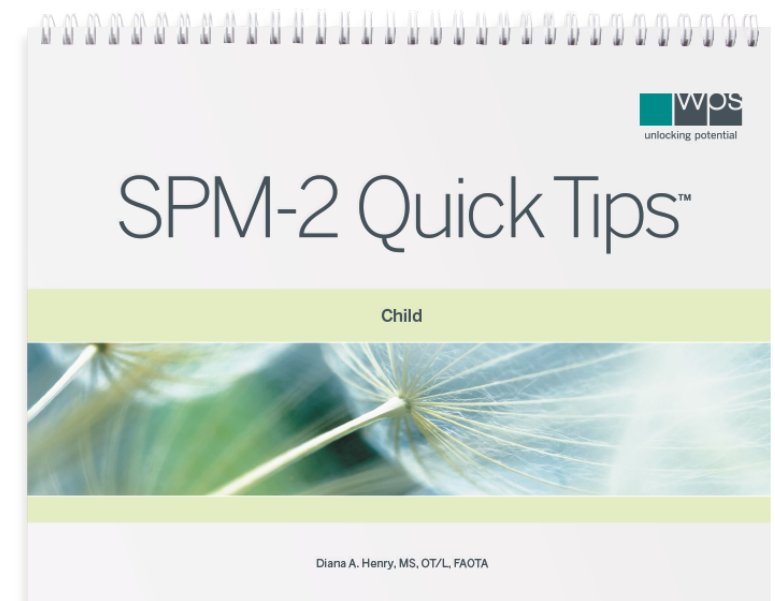
<https://www.choosingwisely.org/clinician-lists/aota-sensory-based-interventions-for-children-without-assessment/>

Intervention Across the Lifespan



Intervention: Sensory Processing/ Sensory Integration

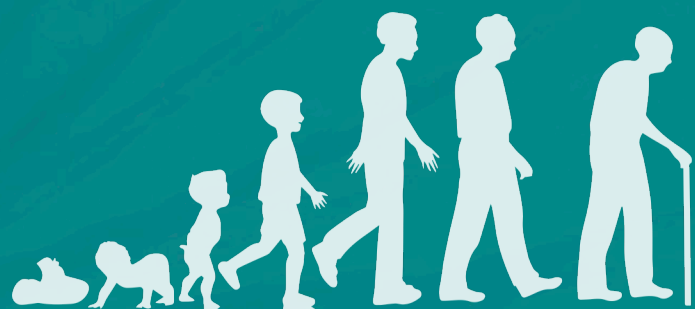
- Intervention
 - Ayres Sensory Integration®



Intervention: Sensory Processing/Sensory Integration *(cont.)*

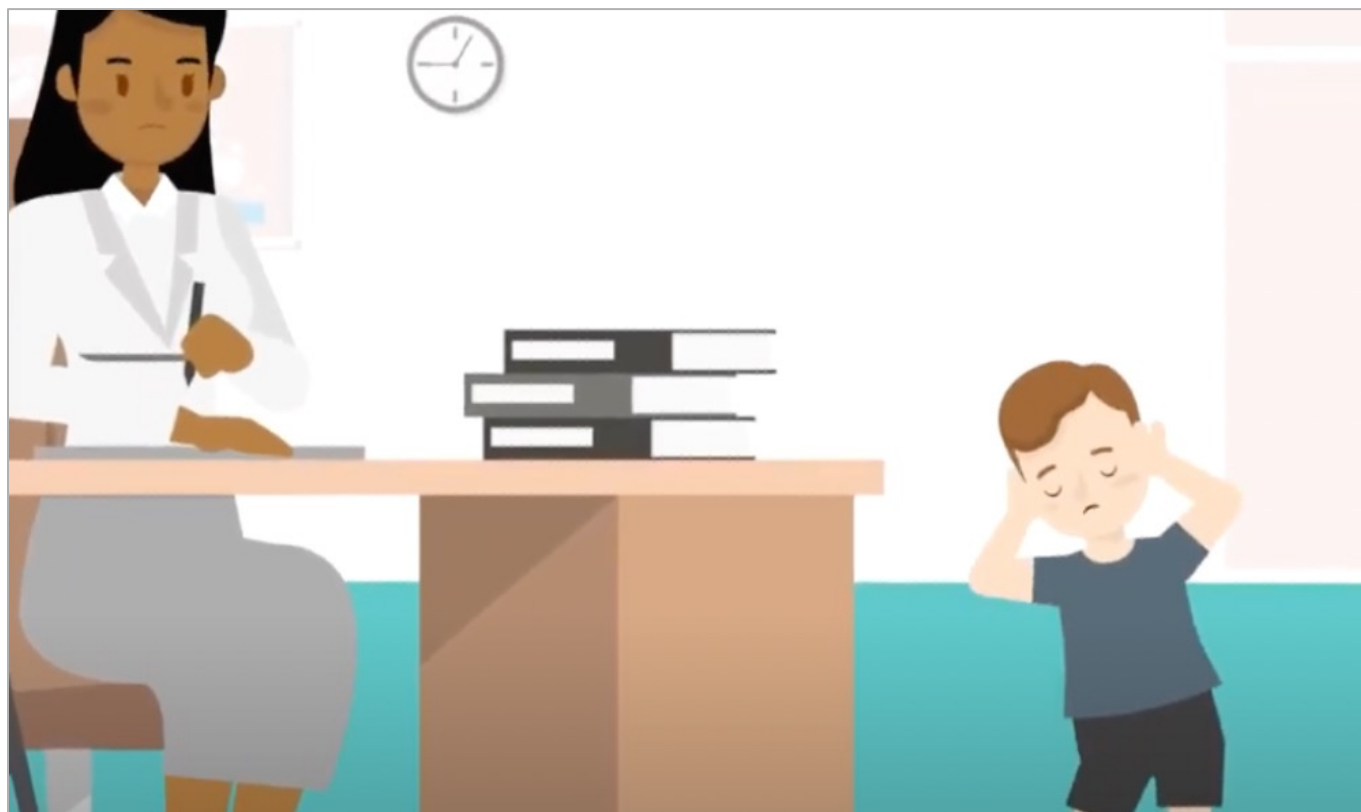
- Intervention
 - Sensory-based strategies





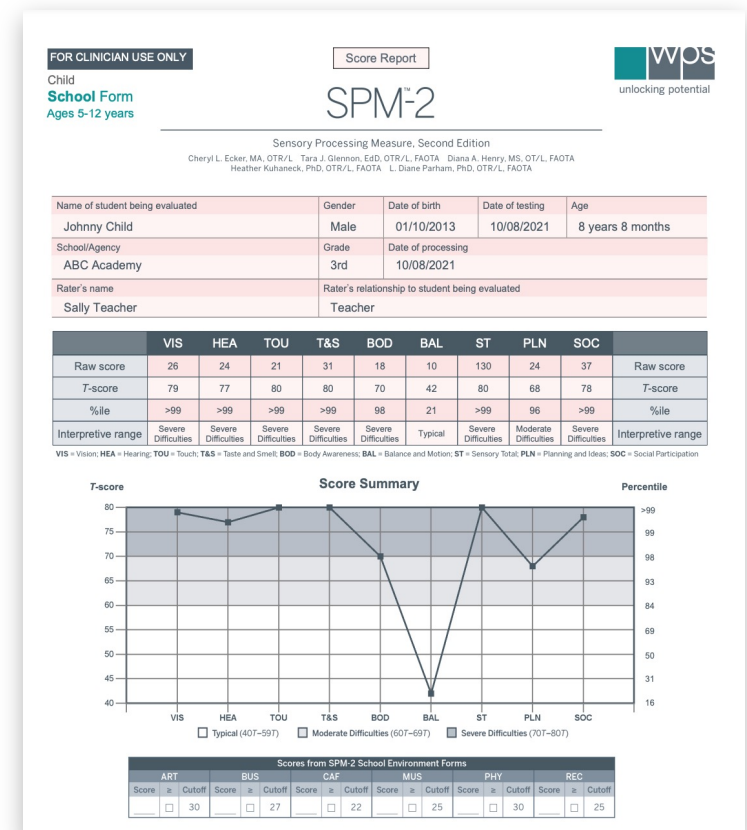
SPM-2 Case Example: Johnny

SPM-2: Johnny

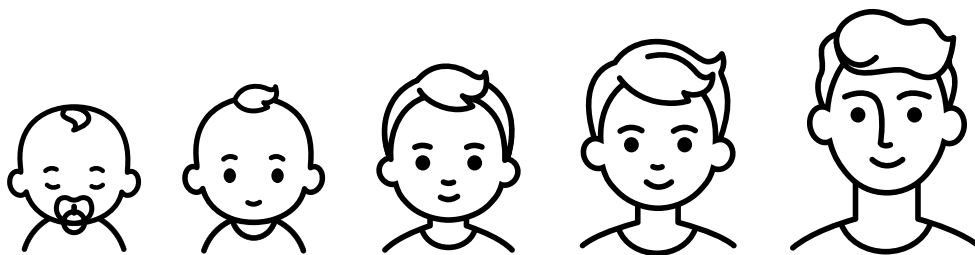
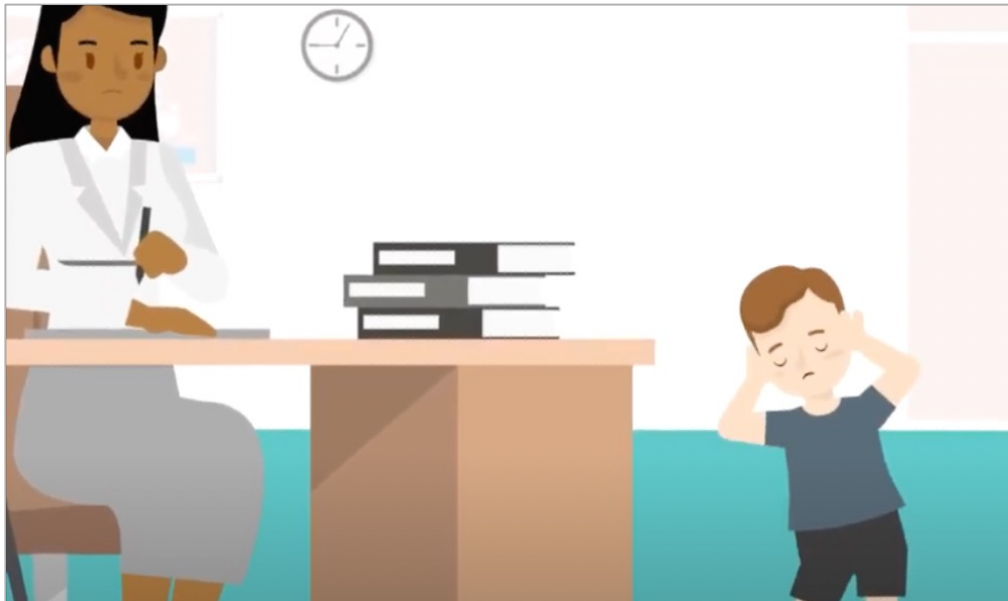


SPM-2: Johnny's Report

- Raw scores
- T-Scores
- Percentiles
- Environment Cutoff Scores
- Difference Scores



SPM-2: Johnny's Report *(cont.)*



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WPS Resources



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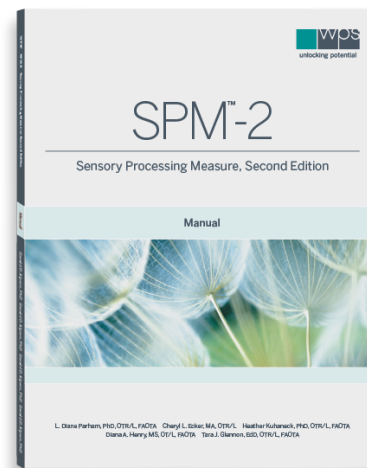


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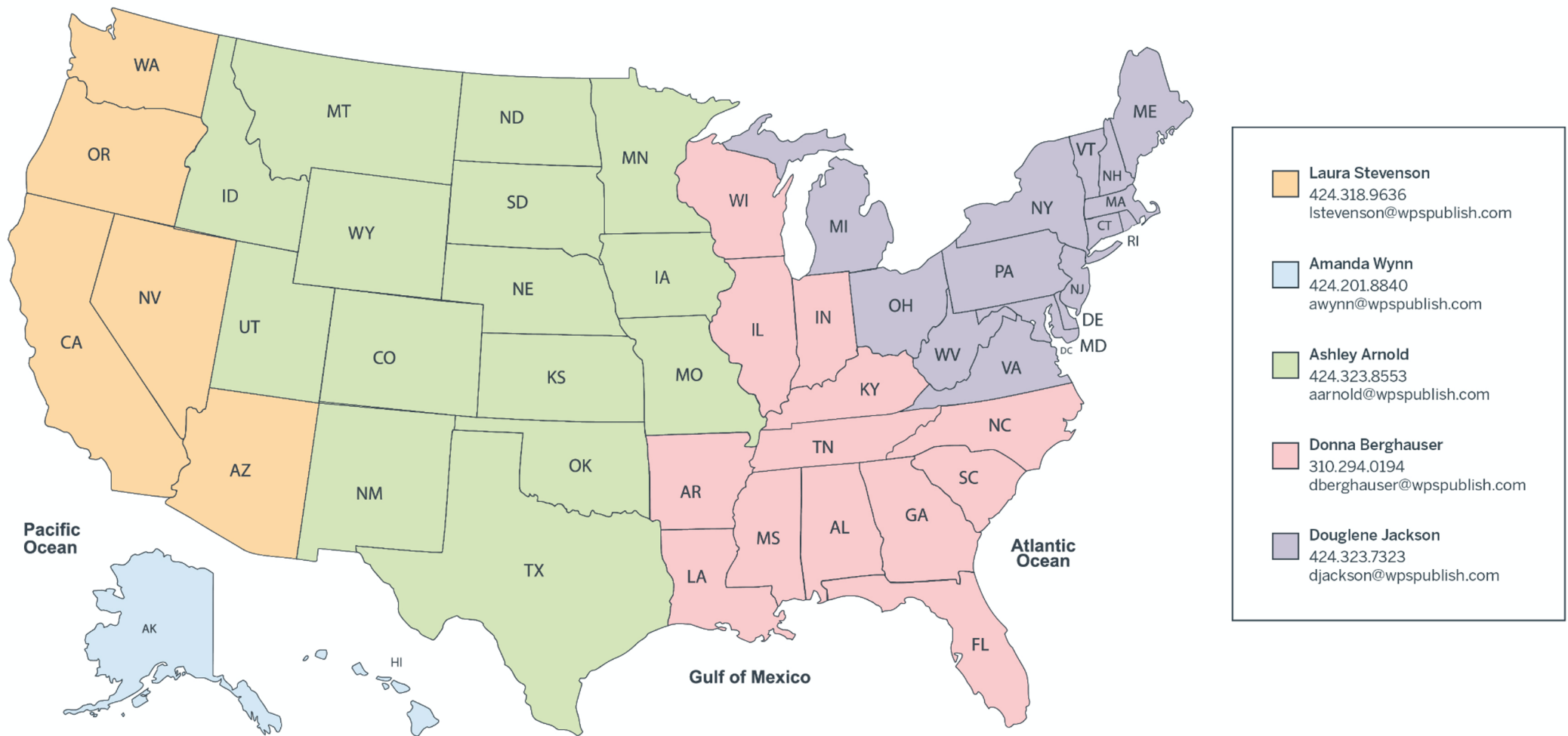
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Wednesday,
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Webinar Time:
11 a.m.–12:30 p.m. PT