

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
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- American Occupational Therapy Foundation, Secretary 2022–2025

Assessment Consultant

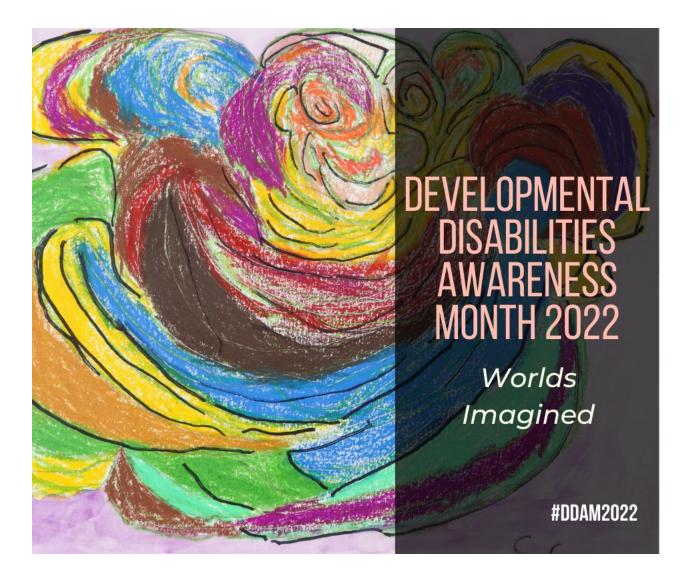
I am an assessment consultant with Western Psychological Services. I am a salaried employee and have no additional relevant financial interests or conflicts of interest related to this presentation.

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

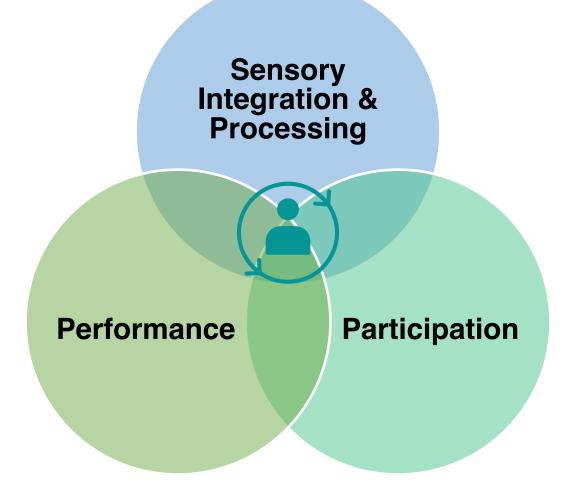


Sensory Integration & Processing: Defined

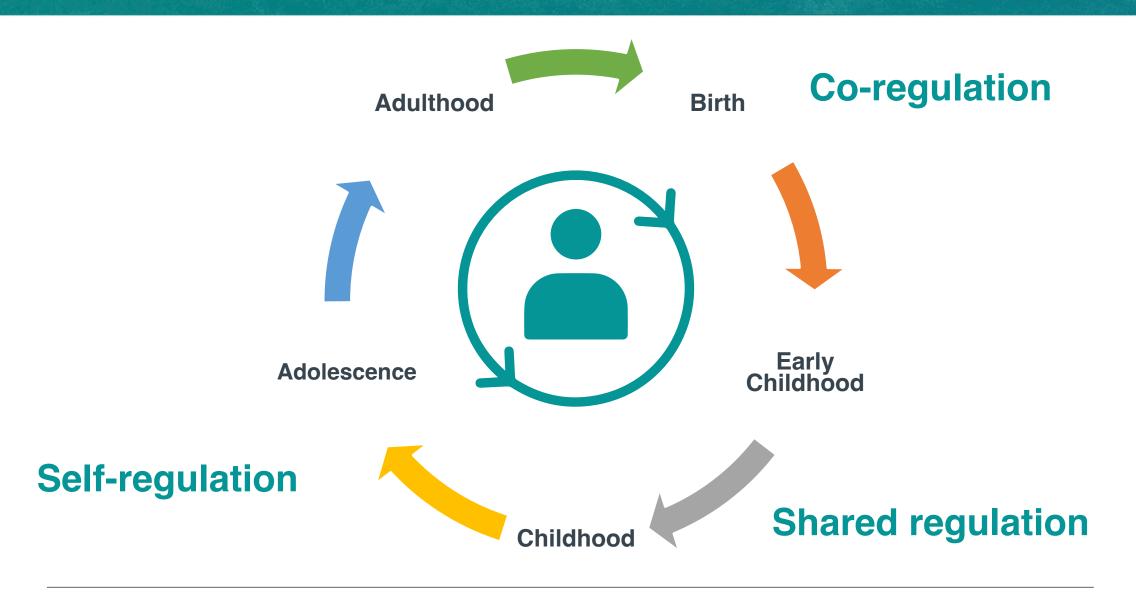
 The organization and use of sensory information for everyday functioning



Sensory Integration & Processing: Developmental Disabilities



Sensory Integration & Processing Across the Lifespan

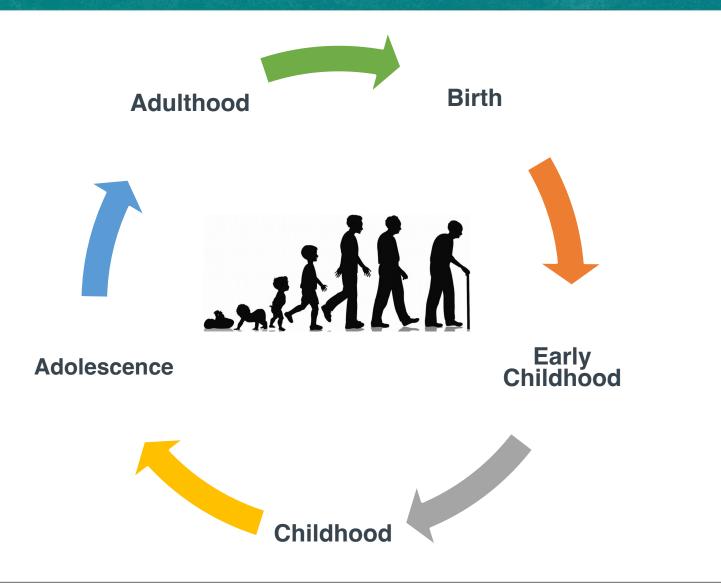




Assessment Across the Lifespan



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 Sensory Processing Measure, Second Edition



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SPM-2 Authors

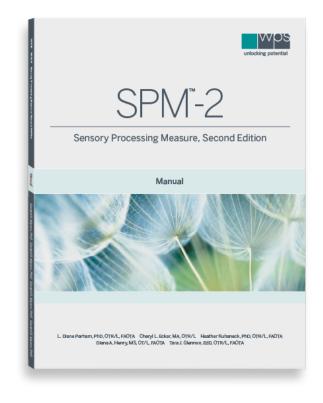


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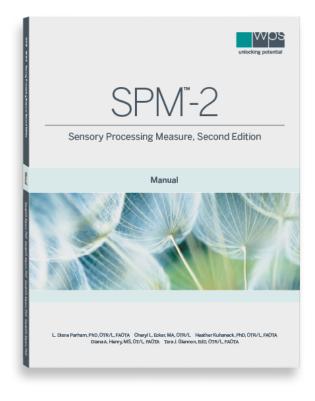
SPM-2

- 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



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

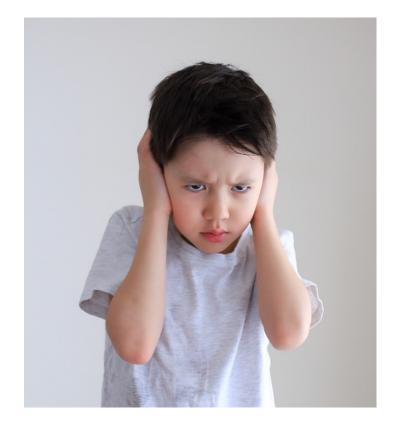
- Assessment of sensory systems:
 - *T*-scores provide norm-referenced indexes of function
 - Visual, auditory, tactile, olfactory, gustatory, proprioceptive, and vestibular sensory systems
 - Integrative functions of praxis and social participation





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 SM	Always	Frequently	Occasionally	Never
31. Lavoid tasting unfamiliar foods.	A	F	0	N
 I notice scents and odors that other people don't. 	А	F	0	N
 I dislike eating in restaurants because of the different smells and tastes. 	A	F	0	Ν
34. I am bothered by smells that don't bother others.	A	F	0	N
35. I avoid groups of people in enclosed spaces, such as elevators or crowded rooms, because of the s	A	F	0	N
36. When I come across something new, I like to smell it. 37. I am disgusted by the taste of certain foods.	Δ.	F	0	N
38. I am sensitive to even small amounts of bitter or sour tastes.	A	F	0	N
39. Like to sniff or smell people.	A	F	Ő	N
40. I insist on eating the same brand of a particular food because of the taste.	A	F	0	N
BODY AWAREN				
41. I throw the ball too hard or too soft and miss the target.	Δ	F	0	N
42. When I carry things on a tray, objects tend to spill or fall off.	A	F	0	N
43. I handle containers so tightly or roughly that they dent, break, or spill.	А	F	0	N
44. I hold objects so loosely that they fall out of my hand.	A	F	0	N
45. I break things by pressing, pulling, or pushing too hard on them.	Α	F	0	Ν
46. Laccidentally knock things over.	A	F	0	N
47. I tend to use too much pressure for the task I am doing, such as breaking pencil points when writin	A	F	0	Ν
48. I like to bump into things.	A	F	0	N
 Others complain that I push, hug, or hit too hard. I slam doors shut or push them open with too much force. 	A	F	0	N
	м	r		14
BALANCE AND MOT				
 I dislike activities that cause me to tilt my head back, such as looking at something above me or rinsing my hair. 	А	F	0	Ν
52. I dislike riding in elevators or on escalators because the movement makes me uncomfortable.	А	F	0	N
53. I avoid walking on uneven surfaces that require balance, such as dirt or grass.	A	F	0	N
54. I trip or lose my balance.	А	F	0	N
55. I feel uncomfortable on stairs or ladders.	Α	F	0	Ν
56. When sitting on the floor, I have to lean on something.	A	F	0	N
57. I get dizzy when turning my head back and forth, such as looking both ways before crossing the str	A	F	0	N
58. I become uncomfortable when I have to sit on a seat without a back.	A	F	0	N
 I rock or swivel in my chair while seated at a desk or table. I slump or hold my head up in my hands while seated at a desk. 	A	F	0	N
			~	14
61. I need more practice than others to learn a new skill.	۵	F	0	N
	A	F	0	N
62. I have trouble figuring out how to carry several objects at the same time. 63. I have trouble keeping things organized.	A	F	0	N
 I need to talk myself through the steps of a task while doing it. 	A	F	ő	N
65. I have trouble completing tasks requiring many steps that must be done in the correct order.	A	F	0	N
66. I have difficulty following the steps for a new task, such as in a recipe or repair manual.	А	F	0	N
67. I have trouble coming up with ideas for new activities.	A	F	0	N
68. I have trouble following a diagram to build something, such as putting together furniture.	A	F	0	N
69. I have difficulty using my imagination to create new games or activities when playing with children	A	F	0	Ν
 I have trouble coming up with ideas during games like charades. 	А	F	0	Ν
SOCIAL PARTICIPAT				
71. I get along with others easily.	A	F	0	Ν
72. Lenjoy being with friends.	A	F	0	Ν
73. I avoid social activities with unfamiliar people.	A	F	0	N
74. Lenjoy participating in family gatherings.	A	F	0	N
75. I join activities with others without disrupting the ongoing activity.	A	F	0	N
76. It is difficult for me to make eye contact with people when talking to them. 77. I get stuck on one topic when talking with others.	A	F	0	N
 I get stuck on one topic when taiking with others. Others tell me I seem to be ignoring people, when actually I didn't notice they were there. 	A	F	0	N
	A	F	0	N
79. People tell me that I speak too softly or too loudly.				



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

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Indivi	idual beir	ng evalu	ated						
	Nulle 1-99	7 80	- VIS						
1	-99	77	30-39	Never	Occasionally	Frequently	Always		TASTE AND SME
2-	199	76.	28-28	N	0	F	A		I avoid tasting unfamiliar foods.
-	99	75	27	N	0	F	A		I notice scents and odors that other people don't. I dislike eating in restaurants because of the different smells and tastes.
£	99	73	26	N	0	F	A		I am bothered by smells that don't bother others.
-	98	71	-	N	0	F	A		I avoid groups of people in enclosed spaces, such as elevators or crowded rooms, because of the sm
2	97	4.9	24	N	0	F	A		When I come across something new, I like to smell it.
8	96 96	68 67	23	N	0	F	A		I am disgusted by the taste of certain foods. I am sensitive to even small amounts of bitter or sour tastes.
	95 93	45	22	N	0	F	A	39	I am sensitive to even small amounts of bitter or sour tastes. I like to sniff or smell people.
	92	64	-	N	0	F	A		I insist on eating the same brand of a particular food because of the taste.
100	90 88	62	20						BODY AWARENE
2	84 84	61 60		N	0	F	A	41	I throw the ball too hard or too soft and miss the target.
	12 79	59 58	17	N	0	F	A		When I carry things on a tray, objects tend to spill or fall off.
	75	57	26	N	0	F	A	43.	I handle containers so tightly or roughly that they dent, break, or spill.
	65	55	15	N	0	F	A		I hold objects so loosely that they fall out of my hand.
	66 62	54 53	34	N	0	F	A		I break things by pressing, pulling, or pushing too hard on them. I accidentally knock things over.
	58	52	13	N	0	F	A		I tend to use too much pressure for the task I am doing, such as breaking pencil points when writing
2	50 46	50	-	N	0	F	A	48.	I like to bump into things.
ē	42	48	32	N	0	F	A		Others complain that I push, hug, or hit too hard.
	34	46	-	N	0	- F	A	50.	I slam doors shut or push them open with too much force.
	35 27	45	n						BALANCE AND MOTIO
	24	43	-	N	0	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.
	18	41		N	0	F	A	52.	I dislike riding in elevators or on escalators because the movement makes me uncomfortable.
	6.He	17	VIS	N	0	F	A		I avoid walking on uneven surfaces that require balance, such as dirt or grass.
	Raw sco	ne		N	0	F	A		I trip or lose my balance. I feel uncomfortable on stairs or ladders.
	T-score			N	ő	F	A	56.	When sitting on the floor, I have to lean on something.
		_		N	0	F	A		I get dizzy when turning my head back and forth, such as looking both ways before crossing the stree
Fo	vm 2 T-s	core		N	0	F	A	58.	I become uncomfortable when I have to sit on a seat without a back.
				N	0	F	A		I rock or swivel in my chair while seated at a desk or table. I slump or hold my head up in my hands while seated at a desk.
	Diff score			14			Л	100.	
	hable Diffe		o l		0	F		1.0.0	PLANNING AND IDE
	inite Diffe		0	N	0	F	A		I need more practice than others to learn a new skill. I have trouble figuring out how to carry several objects at the same time.
	Scor	es from	SPM-2 Driving	N	0	F	A		I have trouble keeping things organized.
	Self.	1000	Cutoff	N	0	F	A	64.	I need to talk myself through the steps of a task while doing it.
		0	29	N	0	F	A		I have trouble completing tasks requiring many steps that must be done in the correct order.
-	-		-	N	0	F	A		I have difficulty following the steps for a new task, such as in a recipe or repair manual. I have trouble coming up with ideas for new activities.
		Ant	tonal copies of t	N	0	F	A		I have trouble coming up with locas for new activities. I have trouble following a diagram to build something, such as putting together furniture.
			Copyright without p	N	0	F	A	69.	I have difficulty using my imagination to create new games or activities when playing with children.
				N	0	F	A	70.	I have trouble coming up with ideas during games like charades.
w706									SOCIAL PARTICIPATIO
				N	0	F	A		I get along with others easily.
				N	0	F	A		I enjoy being with friends.
				N	0	F	A		I avoid social activities with unfamiliar people.
				N	0	F	A	75	I enjoy participating in family gatherings. I join activities with others without disrupting the ongoing activity.
				N	0	F	A	76.	It is difficult for me to make eye contact with people when talking to them.
				N	0	F	A	77.	I get stuck on one topic when talking with others.
				N	0	F	A		Others tell me I seem to be ignoring people, when actually I didn't notice they were there.
				N	0	F	A	80	People tell me that I speak too softly or too loudly. I enjoy working as part of a team.
				14			7	100.	reality research and here at a weater.



Administration and Scoring





Sensory Processing Measure, Second Edition



L. Dtane Parham, PhD, OTR/L, FAOTA Cheryl L. Ecker, MA, OTR/L. Heather Kuhanack, PhD, OTR/L, FAOTA Diana A. Henry, MS, OT/L, FAOTA Tara J. Glennen, EdD, OTR/L, FAOTA

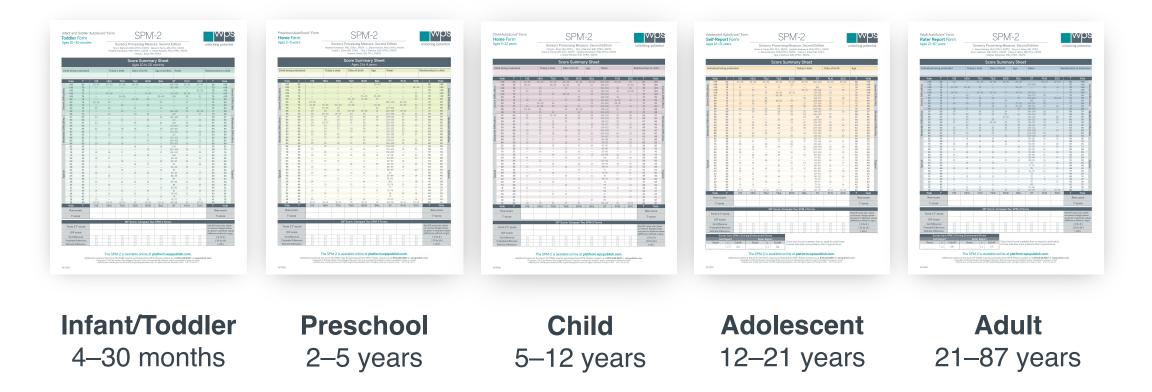
SPM-2: Administration













Age of client	A	ge 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? \longrightarrow No \longrightarrow Yes \longrightarrow	Toddler Preschool
31 months to 4 years		Preschool
5 years	Has started an academic kindergarten? \longrightarrow No \longrightarrow Yes \longrightarrow	Preschool Child
6 to 11 years		Child
12 years	Has started middle school? \longrightarrow No \longrightarrow Yes \longrightarrow	Child Adolescent
13 to 20 years		Adolescent
21 years	Still in high school? \longrightarrow Yes \longrightarrow No \longrightarrow	Adolescent Adult
Over 21 years		Adult

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



Environment forms

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

Art (ART) Form Ages 5–12			unloci	king poter
SPM-2	2			
L. Diane Parham, PhD, OTR/L. FAOTA Cheryl Ecker, MA, OTR/L Hea Diana A. Henry, MS, OTR/L, FAOTA Tara J. Glenno			hD, OTR/I	L, FAOTA
Name of student being evaluated	Grade	,		
Respondent's name	Today	's date		
Instructions				
following rating scale, select the one answer that best describes how often the be Never: The behavior never a dances never happens. Occasionally: The behavior happens some of the time. Frequently: The behavior happens small of the time. Always: The behavior happens and informational happens.	havior happens.			
Never: The behavior never or almost never happens. Occasionally: The behavior happens some of the time. Prequently: The behavior happens much of the time. Always: The behavior always or almost always happens.				beer
Never: The behavior never or atmost 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			Frequently 2	Always 1
Never: The behavior never or almost never happens. Occasionality: The behavior happens some of the time. Prequently: The behavior happens much of the time. Always: The behavior always or almost always happens.	Never	Occasionally		
Never: The behavior never or almost never happens. Occasionally: The behavior happens smuch of the time. Frequently: The behavior always or almost always happens. This student	Never 4	Occasionally 3	2	1
Never: The behavior never or atmost never happens. Occasionally: The behavior happens some of the time. Prequently: The behavior happens much of the time. Always: The behavior always or almost always happens. This student 1. Follows classroom rules and routines. 2. Easily almits from one activity to another.	Never 4 4	Occasionally 3 3	2 2	1
Never: The behavior never or atmost never happens. Occasionally: The behavior happens smuch of the time. Always: The behavior happens much of the time. Always: The behavior always or almost always happens. This student 1. Follows classroom rules and routines. 2. Shavis classroom materials when acked. 3. Shave: classroom materials when acked.	Never 4 4 4	Occasionally 3 3 3	2 2 2	1 1 1
Never: The behavior never or atmost never happens. Occasionally: The behavior happens smech of the time. Frequently: The behavior happens much of the time. Always: The behavior always or almost always happens. This student 1. Follows classroom rules and routines. 2. Shave classroom materials when asked. 3. Shere sclassroom materials when asked. 5. Selems distracted by visual things nearby; such as items hanging on the wall or children moving around. 5. Solidersceady Usio or unexpected sounds, such as a pencil sharpener or PA	Never 4 4 4 1	Occasionally 3 3 3 2	2 2 2 3	1 1 1 4
Never: The behavior never variance never happens. Occasionally: The behavior happens some of the time. Fragmently: The behavior always or almost always happens. Philes and the second s	Never 4 4 1 1	Occasionally 3 3 3 2 2 2	2 2 3 3	1 1 1 4 4
Neer: The behavior never or atmost never happens. Occasionally: The behavior happens some of the time. Anaryst: The behavior happens much of the time. Anaryst: The behavior always or almost always happens. This student 2. Follow classroom rules and routlines. 2. Shave achieves the marked. 3. Shere a classroom muterials when acked. 3. Shere a classroom muterials when acked. 4. Setters data and by visual things nearby, such as items hanging on the wall or children moving around. 5. Is distressed by load or unexpected sounds, such as a pencil sharpener or PA announcement.	Never 4 4 1 1 1	Occasionally 3 3 2 2 2 2	2 2 3 3 3	1 1 4 4 4
Never: The behavior never variants never happens. Occasionality: The behavior happens some of the time. Frequently: The behavior adaption some of the time. Always: The behavior adaption or adverse happens. Distances of the source of the sou	Never 4 4 1 1 1 1	Occasionally 3 3 2 2 2 2 2 2 2	2 2 3 3 3 3 3	1 1 4 4 4 4
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Reset: The behavior never variances never happens. Coccessionity: The behavior happens some of the time. Fragmentity: The behavior always or almost always happens. This structure. 1. Follows closesom nules and routlines. 2. Easily shifts from one activity to anothere. 3. Shores closesom nules and routlines. 4. Seems distanced by visual thing, neurby, such as items hanging on the wall 5. Shores closesom nules when acked. 5. Shores closesom nules when acked. 6. Avoids fourching or playing with messly things, such as paint or glue. 7. Colors with the much or too little pressure. 8. Shores or close scisosofs for enough to cut properly. 8. Shores our close scisosofs for enough to star provers. 9. Takits to open close scisosofs for enough to cut properly. 9. Takits to open close scisosofs for enough to cut properly. 10. Itakit the much robe little pressure. 10. Itakits difficulty presenting in their proper places. 11. Takits to complete lass with multipa bets, 12. Itakit difficulty generating out for start and crafts projects. 13. Itakits toole in cutor also for arts and crafts projects.	Never 4 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Occasionally 3 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	1 1 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
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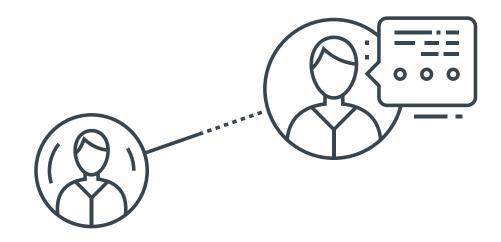
- Items rated based on frequency of a specific behavior
 - Never
 - Occasionally
 - Frequently
 - Always





SPM-2: Administration (cont.)

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



SPM-2: Scoring





Paper

■ AutoScore[™] Form

Answering Part & Bare And OTKL, Hord. Instructions: Marker of student being evaluated Gender Today's also Texture Today's also Answering Part and Part Answering Texture Today's also Marker of student being evaluated Gender Answering Part and Part Answering Texture Today's also Marker of student being evaluated Gender Answering Part and Part Answering Texture Today's also Marker of allocation biols to student being evaluated Gender Answering Part Answering Gender State's ranker Gender State's ranker Texture Today's also Marker of allocation biols to student being evaluated Marker of allocation biols of the student's distribution for other allocation's distribution's distribut	School Forr Ages 5–12 year				SPM-2	unlocking potential
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Missing items

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



Online

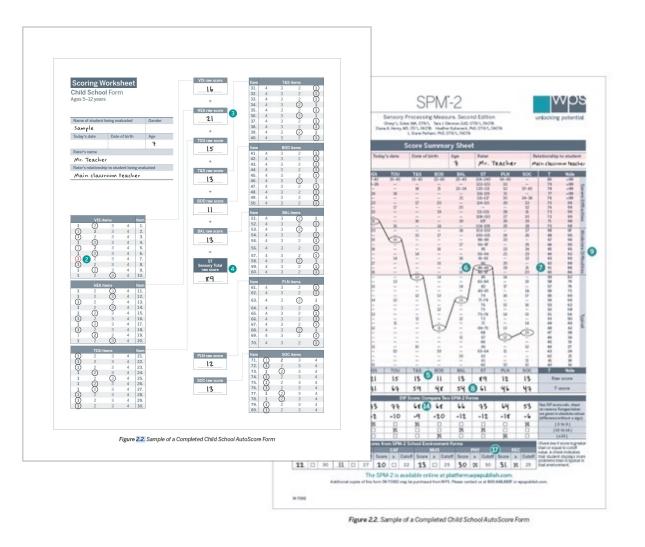
 WPS Online Evaluation System (OES)







- Raw Scores
- Scales
- Sensory Total





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

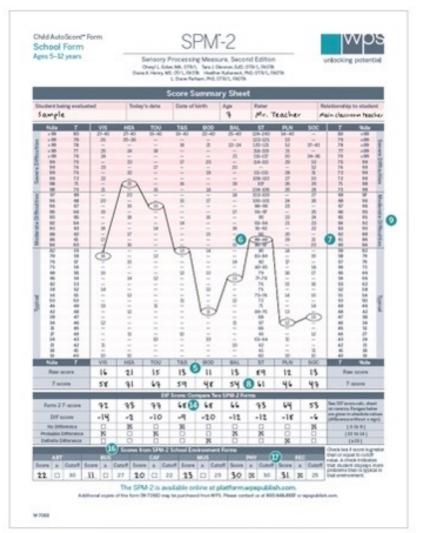


Figure 2.2. Sample of a Completed Child School AutoScore Form



Comparisons

- Time
- Dyads
- Contexts
- Raters
- Individuals

Conseru Broom	SPM-2	Edition	unic	ocking pote	ntial				
L. Diane Parham, PhD, OTR/L, FAOTA Cher Diana A. Henry, MS, OT/L,			D, OTR/L, FAOTA						
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on: HEA = Hearing: TOU = Touch: T&S = Taste and Smell; BOD = Body / interpretive ranges in table are given in absolute values (difference with	Compare two SPM-2 forms								
DIF Sc			C.	ompare o		1011113			
Enter the T-scores for each scale from Forms 1 and 2 into	For	m 1 title:	Form 2 title:						
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For the DIF calculation, subtract Form 2 T-score from For Enter the value in the DIF score row.	Domain T	-score	T-score	DIF*	DIF≥15	14≥DIF≥10	9≥DIF≥-9	-10≥DIF≥-14	-15 ≥ DIF
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Sensory Integration & Processing: Intervention Across the Lifespan



Choosing Wisely: Sensory Processing & Integration

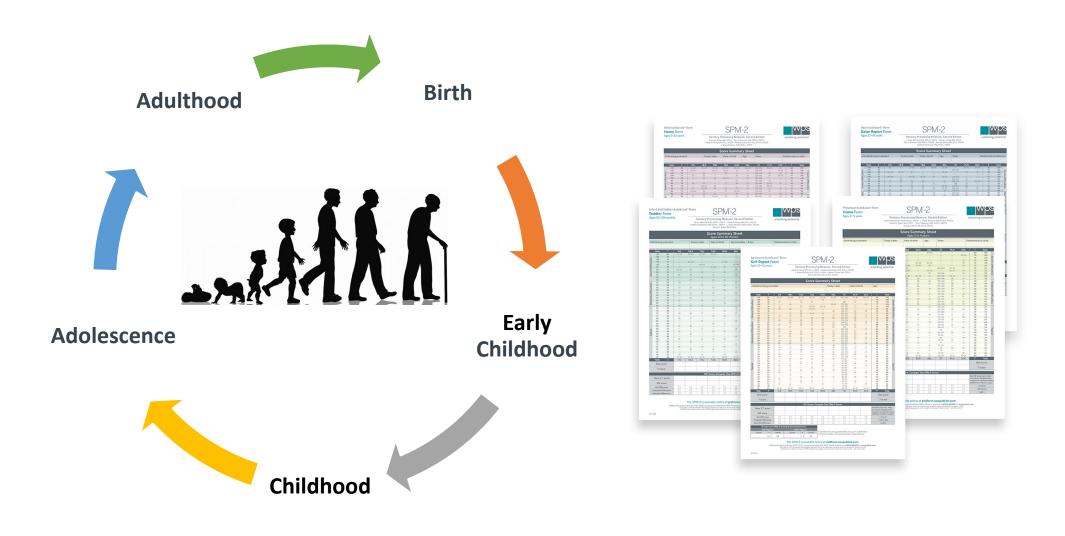
Don't provide sensory-based interventions to individuals without documented assessment results of difficulties processing or integrating sensory information



An initiative of the ABIM Foundation

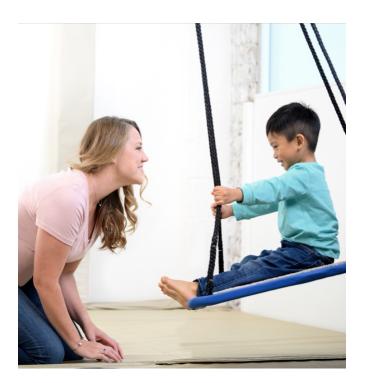
https://www.choosingwisely.org/clinician-lists/aota-sensory-based-interventions-for-children-without-assessment/

Intervention Across the Lifespan



Intervention: Sensory Processing/ Sensory Integration

- Intervention
 - Ayres Sensory Integration®





Intervention: Sensory Processing/Sensory Integration (cont.)

- Intervention
 - Sensory-based strategies



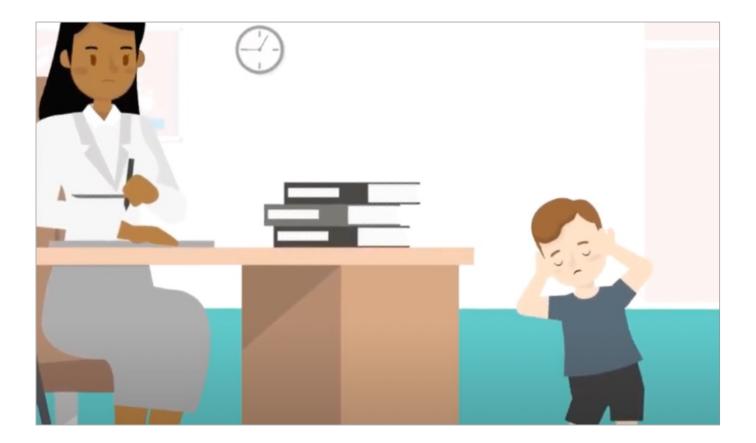






SPM-2 Case Example: Johnny

SPM-2: Johnny



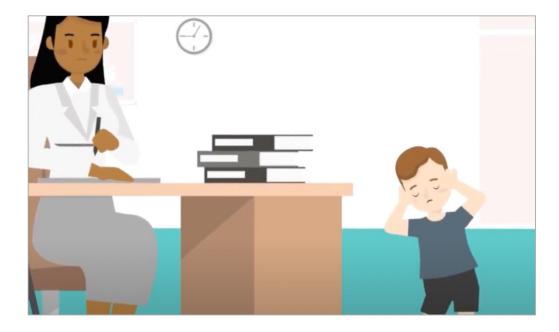
SPM-2: Johnny's Report

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

Child School Form Ages 5-12 years				S	PN	1-2				unlocking potentia		
	CF	neryl L. Ecker, Heat	MA. OTR/L	Tara J. Glenne	on, EdD, OTF	ure, Second R/L, FAOTA Di Diane Parham,	ana A. Henry	MS, OT/L, FA FAOTA	DTA			
Name of student bein	ig evaluated	1		Gende	Gender Date of birth			of testing	Age			
Johnny Child						01/10/2013	10/	10/08/2021		s 8 months		
School/Agency					Grade Date of processing							
ABC Academy	ABC Academy					3rd 10/08/2021						
Rater's name					relationsh							
Sally Teacher				Tea	cher							
	VIS	HEA	TOU	T&S	BOD	BAL	ST	PLN	SOC			
Raw score	26	24	21	31	18	10	130	24	37	Raw score		
T-score	79	77	80	80	70	42	80	68	78	T-score		
%ile	>99	>99	>99	>99	98	21	>99	96	>99	%ile		
Interpretive range	Severe	Severe	Severe	Severe	Severe	Typical	Severe	Moderate	Severe	Interpretive range		
VIS = Vision; HEA = Hearin	Difficulties c: TOU = Touch	Difficulties	Difficulties	Difficulties Body Awarene	Difficulties		Difficulties ST = Sensory T	Difficulties	Difficulties			
T-score				Score	Summ	arv				Percentile		
80				-	ounni	iary						
									1	>99		
75										99		
70 —							1	\mathbf{V}		98		
65					\rightarrow				_	93		
60					1					84		
55						$\setminus /$				69		
50						$\langle \rangle /$				50		
45						$\langle \rangle$				31		
						Y						
40	VIS	HEA	тои	T&S	BOD	BAL	ST	PLN	SOC	16		
		Typical (4	0T-59T)	Moderate [Difficulties (6	07-697)	Severe Diffic	ulties (70T-80	Τ)			
_			Score	s from SPM-	2 School En	vironment For	ms					
	ART	В	US	CAF		MUS	PHY	Cutoff Score	REC ≥ Cutoff			
Sco	re ≥ Cut	off Score	≥ Cutoff S	icore ≥ Ci	utoff Score	≥ Cutoff			≥ Cutoff			



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







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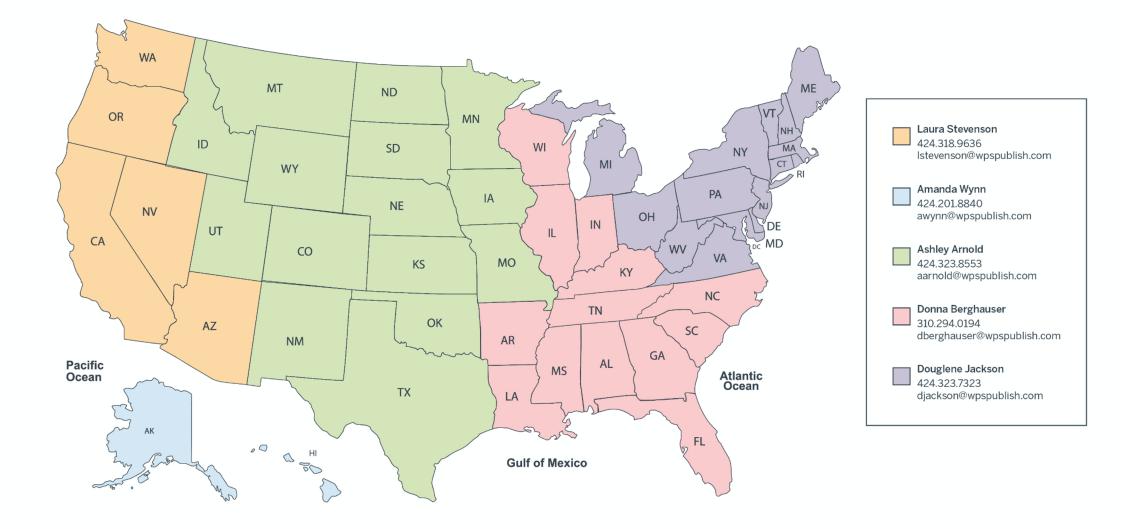




Questions?

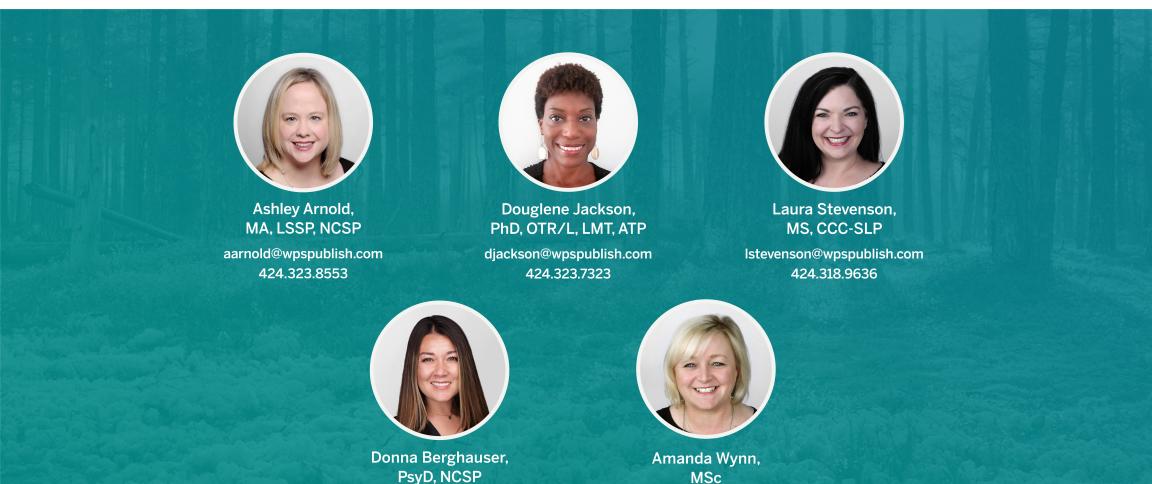


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