



## Summary and Interpretive Report

**Child's Name:** Joe Bloggs  
**Date of Birth:** 26/04/2003  
**Age:** 6 years 0 months  
**Service Provider:** Pat Flores

**Gender:** Male  
**Administration Date:** 08/05/2009

**Discipline:** Occupational Therapist

**Completed by:** Tom Webster

**Relationship to Child:** Father

**Daily Life Concern:** Behavioural difficulties in home and school, refusal to participate in tasks, very self directed, difficulties socialising with peers, and lack of confidence with motor tasks.

The Sensory Profile was administered as part of a comprehensive assessment to determine whether aspects of sensory processing might be contributing to performance challenges in the daily life of Joe Bloggs.

The Sensory Profile is a measure of children's responses to sensory events in daily life. The caregiver completes the Sensory Profile by assessing the frequency of a child's responses to certain sensory processing, modulation, and behavioral/emotional events as described in 125 items. We know from research that the Sensory Profile can help identify a child's sensory processing patterns; the results can then be used to consider how these patterns might be contributing to or creating barriers to performance in daily life.

The Sensory Profile was given as a part of a total assessment that included interviews, observations, and other tests to reveal the possible contribution of sensory processing patterns to Joe's challenges. Tom Webster, Joe's father, reports the following concerns about Joe: Behavioural difficulties in home and school, refusal to participate in tasks, very self directed, difficulties socialising with peers, and lack of

### Summary of Scores

The following paragraphs describe Joe's performance on the Sensory Profile. Please also refer to the Summary Score report for a visual summary of his scores.

#### Sensory Processing

Joe obtained scores that indicate typical performance in the following sections:

- Auditory Processing
- Visual Processing
- Oral Sensory Processing

Typical performance indicates that Joe uses these sensory inputs successfully.

Therefore, Joe uses Auditory and Visual input effectively to make sense of what is going on around him.

He uses oral sensory input effectively to obtain and use information gathered from the mouth, including the lips and tongue.

Joe has Probable Difference scores in the following sections:

- Touch Processing
- Multisensory Processing

It is possible that these areas are a challenge for Joe. He may find it difficult to meaningfully use this type of sensory information. The team will need to conduct additional observations to determine the extent to which these areas impact Joe's performance challenges.

Joe has difficulty in the following sections:

- Vestibular Processing
- Multisensory Processing

These areas are most likely to provide challenges for Joe. When children have difficulty in a sensory system, it means that this form of sensory input is confusing, upsetting, or not meaningful to the child. In any case, difficulty with sensory input can interfere with Joe's

## **Modulation**

Joe obtained scores that indicate typical ability to modulate sensory experiences in daily life. When children have good modulation, this means that they can organize input to create an appropriate adaptive response such as responding to the teacher. Joe has this ability in several modulation sections. He received scores in the typical performance range for the following sections:

- Modulation of Movement Affecting Activity Level
- Modulation of Visual Input Affecting Emotional Responses and Activity Level

Joe obtained scores that indicate a range of abilities to modulate sensory experiences in daily life.

The following scores for Modulation sections are within the Probable Difference – More than Others and/or Probable Difference – Less than Others ranges:

- Modulation Related to Body Position and Movement

Further evaluation is recommended, particularly additional skilled observation to determine how Joe modulates input during the demands of daily life.

He has difficulty with:

- Sensory Processing Related to Endurance/Tone
- Modulation of Sensory Input Affecting Emotional Responses

This means the child will have problems in the following areas:

- Sitting for long periods, remaining alert and maintaining participation with peers.
- Anticipating how to move around safely without clumsiness, incoordination, or frequent injuries

## **Behavioral and Emotional Response**

Joe obtained scores indicating typical performance in

- Items Indicating Threshold for Response

When children have behavioral and emotional responses that are appropriate to the demands placed upon them, this indicates that they are using their sensory input and modulation successfully to produce appropriate responses in everyday life.

The following sections were in the Definite Difference – More than Others and/or Definite Difference Less than Others sections:

- Difficulty with Emotional/Social Responses indicates that Joe becomes frustrated or upset easily. These responses can sometimes be related to confusing information from the sensory systems. In some cases, Joe's nervous system is not interpreting the input in a meaningful way, leading to his sense of disruption with what is going around him.
- Difficulty with Behavioral Outcomes of Sensory Processing indicates that Joe may have difficulty completing tasks or may produce poor quality work. When sensory processing is also difficult for him, a poor score here suggests a relationship between

## Quadrant Summary

Joe obtained scores indicating typical performance in:

- Sensitivity

Joe obtained scores in the Probable Difference – More than Others, and/or Probable Difference – Less Than Others ranges in these quadrants which indicates the need for further testing in these areas:

- Seeking
- Avoiding

Joe obtained scores in the Definite Difference – More than Others, and/or Definite Difference – Less Than Others ranges in this quadrant:

- Registration

Children with a Registration pattern tend to miss or take longer to respond to stimuli that others notice. In general, they may have trouble reacting to rapidly presented or low-intensity stimuli. These children may appear withdrawn, uninterested, have low energy levels and act as if they are overly tired all the time.

When children have a “more than others” score in the Registration pattern, this means they notice things less than others. They may not be bothered by things that bother others, but they also may not respond when you call them and have a harder time getting tasks completed in a timely manner.

Children with a Seeking pattern are active and continuously engaged in their environments. These children add sensory input to every experience in daily life. They may appear excitable or seem to lack consideration for safety while playing.

When children have a “more than others” score in the Seeking pattern, this means that they enjoy sensory experiences and seek sensory input. Their interest in sensory events might also lead to difficulties with task completion because they may get distracted with

new sensory experiences and lose track of daily life tasks.

Children with an Avoiding pattern cope with stimuli by keeping it at bay, either by withdrawing from the stimuli or by engaging in an emotional outburst that enables them to get out of the threatening situation.

When children have a “more than others” score in the Avoiding pattern, this means that they notice and are bothered by things much more than others. They may enjoy being alone or in very quiet places. When environments are too challenging, these children may withdraw and therefore not get activities completed in daily life.

### **Interpretation of Scores**

Joe is having difficulty with some aspects of the activities of daily life. Tom Webster, his Father, indicated that Joe is having difficulty in the following area: Behavioural difficulties in home and school, refusal to participate in tasks, very self directed, difficulties socialising with peers, and lack of confidence with motor tasks.. The Sensory Profile scores reveal that Joe can successfully use and understand some sensory information, and has difficulty understanding and using other sensory information

Joe is having difficulty with other ways of processing sensory information and these are likely to be interfering with activities of daily life. He is having difficulty with

- Vestibular Processing
- Touch Processing
- Multisensory Processing
- Sensory Processing Related to Endurance/Tone
- Modulation of Sensory Input Affecting Emotional Responses
- Emotional/Social Responses
- Behavioral Outcomes of Sensory Processing
- Registration
- Seeking

### **Quadrant Interpretation**

Children with a “more than others” score in the Registration pattern can profit from more intensity in sensory experiences during daily life.

With more intensity of sensory input, these children can continue to pay and maintain attention to the activities of their daily lives.

Children with a “more than others” score in the Seeking pattern can profit from more intensity in experiences as part of daily life so they do

not have to stop engaging in daily activities to get the extra sensory input they desire. With more intensity of sensory input, these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Children with a “more than others” score in the Avoiding pattern will be better able to participate in everyday life when there is less Other assessments, interviews, and observations should augment the information obtained from Sensory Profile results to identify Joe’s sensory processing features. Pat Flores will provide input to Joe’s teachers and caregivers to construct additional plans to support Joe’s participation in daily activities, with a special focus on sensory processing needs.

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Pat Flores  
Occupational Therapist