



# SENSORY PROFILE™

Winnie Dunn,  
Ph.D., OTR, FAOTA

## Short Sensory Profile Report




Child's Name: Jessie Garcia

Date of Birth: 3/17/95      Age: 6 Years 1 Months      Sex: Female      Administration Date: 4/19/01

























Service Provider: Tonyer Adams      Discipline: OI

Completed By: Maria Garcia      Relationship to Child: Mother

Comments:

**Section Raw Scores/Classifications**    **KEY**            

Typical Performance                      Probable Difference                      Definite Difference

Section	Section Raw Score Total	Classification*		
Tactile Sensitivity	15	 Typical Performance 35-30	 Probable Difference 29-27	 Definite Difference 26-7
Taste/Smell Sensitivity	8	 Typical Performance 20-15	 Probable Difference 14-12	 Definite Difference 11-4
Movement Sensitivity	14	 Typical Performance 15-13	 Probable Difference 12-11	 Definite Difference 10-3
Underresponsive/Seeks Sensation	31	 Typical Performance 35-27	 Probable Difference 26-24	 Definite Difference 23-7
Auditory Filtering	23	 Typical Performance 30-23	 Probable Difference 22-20	 Definite Difference 19-6
Low Energy/Weak	29	 Typical Performance 30-26	 Probable Difference 25-24	 Definite Difference 23-6
Visual/Auditory Sensitivity	23	 Typical Performance 25-19	 Probable Difference 18-16	 Definite Difference 15-5
Total	143	 Typical Performance 190-155	 Probable Difference 154-142	 Definite Difference 141-38

\*Classifications are based on the performance of children without disabilities(n=1.037)



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# Summary and Interpretive Report

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<b>Child's Name:</b> Noah Jones	<b>Sex:</b> Male
<b>Date of Birth:</b> 07/10/1993	<b>Administration Date:</b> 08/16/1999
<b>Age:</b> 6 Years 1 Months	
<b>Service Provider:</b> Pat Flores	<b>Completed By:</b> Sara Jones
<b>Discipline:</b> Occupational Therapist	<b>Relationship to Child:</b> Mother
<b>Daily Life Concern:</b>	

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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 Noah Jones.

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 the child's responses to certain sensory processing, modulation, and behavioral/emotional events as described in the 125 items. We know from research that the Sensory Profile can help identify the child's sensory processing patterns; then we can consider how these patterns might be contributing to or creating barriers to performance in daily life.

Sara Jones, Noah's mother, reports the following concerns about the child: None. 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 Noah's challenges.

### Summary of Scores

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

#### Sensory Processing

Noah has Probable Difference scores in the following sections:

- Visual Processing
- Vestibular Processing

It is possible that these areas are a challenge for Noah. The team will need to conduct additional observations to determine the contribution of these areas to Noah's performance challenges.

Noah has difficulty in the following sections:

- Auditory Processing

- Touch Processing
- Multisensory Processing
- Oral Sensory Processing

When children have difficulty in these sensory systems, 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 the child's ability to complete important activities successfully as other children do.

## **Modulation**

The following scores for Modulation sections are within the Probable Difference classification:

- Sensory Processing Related to Endurance/Tone
- Modulation Related to Body Position and Movement
- Modulation of Movement Affecting Activity Level
- Modulation of Visual Input Affecting Emotional Responses and Activity Level

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

He has difficulty with

- Modulation of Sensory Input Affecting Emotional Responses

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

- Responding appropriately to social and environmental cues, becoming inflexible or upset by situations more easily than others.

## **Behavioral and Emotional Responses**

He scored in the Probable Difference range on the following sections:

- Emotional/Social Responses
- Items Indicating Thresholds for Response

This indicates the need for further testing in this area.

The following sections were in the Definite Difference range:

- Behavioral Outcomes of Sensory Processing

• Difficulty with Behavioral Outcomes of Sensory Processing indicates that he has a poor work product. When sensory processing is also difficult for the child, a poor score here suggests a relationship between performance demands and the child's inaccurate "maps" of the body and/or the world, making performance imprecise.

## **Interpretation of Scores**

Noah is having difficulty with some aspects of daily life performance. Sara Jones, his mother, indicated that Noah is having difficulty in the following areas: None. The Sensory Profile scores reveal that Noah has some useful and some difficult ways to understand and use sensory information.

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

- Visual Processing
- Vestibular Processing
- Sensory Processing Related to Endurance/Tone
- Modulation Related to Body Position and Movement
- Modulation of Movement Affecting Activity Level
- Modulation of Visual Input Affecting Emotional Responses and Activity Level
- Emotional/Social Responses
- Items Indicating Thresholds for Response
- Auditory Processing
- Touch Processing
- Multisensory Processing
- Oral Sensory Processing
- Modulation of Sensory Input Affecting Emotional Responses
- Behavioral Outcomes of Sensory Processing

Other assessments, interviews, and other observations should augment the Sensory Profile findings. The therapist will meet with the teachers and his parents to construct additional plans to support him in daily life, with attention to his sensory processing needs.

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Pat Flores  
Occupational Therapist



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## Caregiver Questionnaire (Full) Report

Child's Name: Noah Jones

Date of Birth: 07 / 10 / 1993

Age: 6 Years 1 Months

Sex: Male

Administration Date: 08 / 16 / 1999

Service Provider: Pat Flores

Discipline: Occupational Therapist

Completed By: Sara Jones

Relationship to Child: Mother

### Services:

1. Early Intervention/Preschool Services
2. Regular Education
3. Special Education
4. Occupational Therapy
5. Speech Therapy
6. Other

We are investigating ways to support Noah and the classroom teacher in regular education

### Conditions:

1. Autism/Pervasive Development Disorder (PDD)

### Comments:

### Section Comments:

Auditory Processing:

Noah makes a lot of noise and it seems to calm him

Touch Processing:

Noah does better if we stick to a set routine for personal hygiene

Emotional/Social Responses:

Easily upset when his routine is disrupted

## Section and Factor Summaries

Section	Classification		
	Typical Performance	Probable Difference	Definite Difference
<b>Sensory Processing</b>			
A. Auditory Processing			X
B. Visual Processing		X	
C. Vestibular Processing		X	
D. Touch Processing			X
E. Multisensory Processing			X
F. Oral Sensory Processing			X
<b>Modulation Processing</b>			
G. Sensory Processing Related to Endurance/Tone		X	
H. Modulation Related to Body Position and Movement		X	
I. Modulation of Movement Affecting Activity Level		X	
J. Modulation of Sensory Input Affecting Emotional Responses			X
K. Modulation of Visual Input Affecting Emotional Responses		X	
<b>Behavior and Emotional Responses</b>			
L. Emotional/Social Responses		X	
M. Behavioral Outcomes of Sensory Processing			X
N. Items Indicating Thresholds for Response		X	

Factor	Classification		
	Typical Performance	Probable Difference	Definite Difference
1. Sensory Seeking		X	
2. Emotionally Reactive			X
3. Low Endurance/Tone		X	
4. Oral Sensory Sensitivity			X
5. Inattention/Distractibility		X	
6. Poor Registration			X
7. Sensory Sensitivity	X		
8. Sedentary		X	
9. Fine Motor/Perceptual		X	

\*Classifications are based on the performance of children without disabilities (n=1.037).

## Section Raw Scores/Classifications

KEY

Typical Performance

Probable Difference

Definite Difference

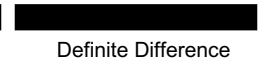
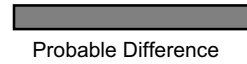
Section	Section Raw Score Total	Classification*
<b>Sensory Processing</b>		
A. Auditory Processing	24	<p>Typical Performance 40-30      Probable Difference 29-26      Definite Difference 25-8</p>
B. Visual Processing	30	<p>Typical Performance 45-32      Probable Difference 31-27      Definite Difference 26-9</p>
C. Vestibular Processing	45	<p>Typical Performance 55-48      Probable Difference 47-45      Definite Difference 44-11</p>
D. Touch Processing	42	<p>Typical Performance 90-73      Probable Difference 72-65      Definite Difference 64-18</p>
E. Multisensory Processing	23	<p>Typical Performance 35-27      Probable Difference 26-24      Definite Difference 23-7</p>
F. Oral Sensory Processing	36	<p>Typical Performance 60-46      Probable Difference 45-40      Definite Difference 39-12</p>
<b>Modulation Processing</b>		
G. Sensory Processing Related to Endurance/Tone	36	<p>Typical Performance 45-39      Probable Difference 38-36      Definite Difference 35-9</p>
H. Modulation Related to Body Position and Movement	40	<p>Typical Performance 50-41      Probable Difference 40-36      Definite Difference 35-10</p>
I. Modulation of Movement Affecting Activity Level	22	<p>Typical Performance 35-23      Probable Difference 22-19      Definite Difference 18-7</p>
J. Modulation of Sensory Input Affecting Emotional Responses	13	<p>Typical Performance 20-16      Probable Difference 15-14      Definite Difference 13-4</p>
K. Modulation of Visual Input Affecting Emotional Responses and Activity Level	14	<p>Typical Performance 20-15      Probable Difference 14-12      Definite Difference 11-4</p>
<b>Behavior and Emotional Responses</b>		
L. Emotional/Social Responses	56	<p>Typical Performance 85-63      Probable Difference 62-55      Definite Difference 54-17</p>
M. Behavioral Outcomes of Sensory Processing	17	<p>Typical Performance 30-22      Probable Difference 21-19      Definite Difference 18-6</p>
N. Items Indicating Thresholds for Response	10	<p>Typical Performance 15-12      Probable Difference 11-10      Definite Difference 9-3</p>

\*Classifications are based on the performance of children without disabilities (n=1.037).

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**Factor Raw Scores/Classification**

**KEY**





























































Factor	Factor Raw Score Total	Classification*
1. Sensory Seeking	60	<p>Typical Performance 85-63      Probable Difference 62-55      Definite Difference 54-17</p>
2. Emotionally Reactive	47	<p>Typical Performance 80-57      Probable Difference 56-48      Definite Difference 47-16</p>
3. Low Endurance/Tone	36	<p>Typical Performance 45-39      Probable Difference 38-36      Definite Difference 35-9</p>
4. Oral Sensory Sensitivity	23	<p>Typical Performance 45-33      Probable Difference 32-27      Definite Difference 26-9</p>
5. Inattention/Distractibility	24	<p>Typical Performance 35-25      Probable Difference 24-22      Definite Difference 21-7</p>
6. Poor Registration	27	<p>Typical Performance 40-33      Probable Difference 32-30      Definite Difference 29-8</p>
7. Sensory Sensitivity	16	<p>Typical Performance 20-16      Probable Difference 15-14      Definite Difference 13-4</p>
8. Sedentary	11	<p>Typical Performance 20-12      Probable Difference 11-10      Definite Difference 9-4</p>
9. Fine Motor/Perceptual	9	<p>Typical Performance 15-10      Probable Difference 9-8      Definite Difference 7-3</p>

\*Classifications are based on the performance of children without disabilities (n=1.037).






















Factor Grid (Factors 1-5 of 9)

Factor 1			Factor 2			Factor 3			Factor 4			Factor 5		
Sensory Seeking			Emotionally Reactive			Low Endurance/Tone			Oral Sensory Sensitivity			Inattention/Distractibility		
Item	Raw Score		Item	Raw Score		Item	Raw Score		Item	Raw Score		Item	Raw Score	
	8	2		92	3		66	5		55	2		3	3
	24	4		100	3		67	4		56	3		4	3
	25	4		101	3		68	5		57	2		5	3
	26	4		102	3		69	4		58	2		6	3
	44	3		103	3		70	3		59	3		7	4
	45	3		104	3		71	4		60	2		48	4
	46	3		105	3		72	3		61	2		49	4
	51	3		106	3		73	4		62	3	<b>Factor Raw Score Total</b>		24
	80	4		107	3		74	4		63	4			
	81	4		108	3	<b>Factor Raw Score Total</b>		36	<b>Factor Raw Score Total</b>		23			
	82	4		109	3									
	83	4		110	3									
	84	4		111	3									
	89	3		112	3									
	90	4		121	2									
	94	3		122	3									
	123	4	<b>Factor Raw Score Total</b>		47									
<b>Factor Raw Score Total</b>		60												

- Icon Description**
-  Auditory
  -  Visual
  -  Body Position
  -  Touch
  -  Emotional/Social
  -  Movement
  -  Activity Level
  -  Taste/Smell

Factor Grid (Factors 6-9 of 9)

Factor 6			Factor 7			Factor 8			Factor 9		
Poor Registration			Sensory Sensitivity			Sedentary			Fine Motor/Perceptual		
Item		Raw Score	Item		Raw Score	Item		Raw Score	Item		Raw Score
	35	3		18	4		85	2		13	3
	42	3		19	4		86	3		118	3
	43	3		77	4		87	3		119	3
	95	4		78	4		88	3	<b>Factor Raw Score Total</b>		9
	99	4	<b>Factor Raw Score Total</b>		16	<b>Factor Raw Score Total</b>		11	<b>Icon</b>	<b>Description</b>	
	115	3									
	116	4									
	125	3									
<b>Factor Raw Score Total</b>		27									

-  Auditory
-  Visual
-  Body Position
-  Touch
-  Emotional/Social
-  Movement
-  Activity Level
-  Taste/Smell

### Threshold Analysis of Scores based on Dunn's Model of Sensory Processing

Model Category Factors & Sections	Classification*		
	Typical Performance	Probable Difference	Definite Difference
<b>Sensitivity to Stimuli</b>			
Factor 4 - Oral Sensitivity			X
Factor 5 - Inattention/Distractibility		X	
Factor 7 - Sensory Sensitivity	X		
Section A - Auditory Processing			X
Section F - Oral Sensory Processing			X
<b>Poor Registration</b>			
Factor 3 - Low Endurance/Tone		X	
Factor 6 - Poor Registration			X
Factor 8 - Sedentary**		X	
Section G - Sensory Processing Related to Endurance/Tone		X	
Section I - Modulation of Movement Affecting Activity Level**		X	
<b>Sensation Avoiding</b>			
Factor 2 - Emotionally Reactive			X
Factor 8 - Sedentary**		X	
Section M - Behavioral Outcomes of Sensory Processing			X
<b>Sensation Seeking</b>			
Factor 1 - Sensory Seeking		X	
Section H - Modulation Related to Body Position and Movement		X	

\*Classifications are based on the performance of children without disabilities (n=1.037).

\*\*Indicates that factor or section needs further interpretation to determine to which model category it contributes. Refer to Figure 5.3, page 34, in the Sensory Profile User's Manual (1999).