



# SENSORY PROFILE™ 2

Sensory Profile™ 2  
Child Sensory Profile™ 2  
Child Sensory Profile™ 2 Summary Report  
*Winnie Dunn, PhD, OTR, FAOTA*

Child's Full Name: Anna Sample  
Child's Preferred Name: Anna  
Gender: Female  
Birth Date: 02/18/2008  
Service Provider Name: Mr OT  
Service Provider's Profession: Occupational Therapist  
Form Completed By: Mrs Sample  
Relationship to Child: Mother  
Administration Date: 07/30/2014  
Age at Administration: 6:5  
Name of School/Daycare Center: P.A. Elementary  
School Grade: Kindergarten



Copyright © 2014 NCS Pearson, Inc. All rights reserved.

Pearson, the PSI logo, PsychCorp, and Sensory Profile are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s).

**TRADE SECRET INFORMATION**

Not for release under HIPAA or other data disclosure laws that exempt trade secrets from disclosure.

[ 1.0 / RE1 / QG1 ]

## ASSESSMENT AND PLANNING REPORT

Anna is a 6-year-old female who lives with her Mother, Father, and Brother (3 years old).

Anna attends P.A. Elementary.

### **Anna's strengths and interests**

Mrs Sample reports that Anna is really great at looking after younger children, swimming, and playing with Lego bricks alone. Anna loves Lego, and looking after animals. Anna enjoys playing computer games, going to the park or family days out, and playing alone in her room with her small toys (e.g. lego bricks). Anna's family likes to camp, cycle, be outdoors, and going to movies. Anna's caregiver thinks Anna's best characteristic is: making others smiles.

### **Why the caregiver is asking for support**

The caregiver is asking for support so Anna can behave appropriately in social situations, for example, eating out without having temper tantrums, and play with other children without adult intervention.

### **What Anna's participation looks like now in the home environment**

Right now, when Anna is in a family environment she has frequent temper tantrums which can lead to altercations with other families, and plays alone or requires adult supervision to play. Mrs Sample says that these strategies make it difficult for Anna to participate in social situations, for example - eating out, and play with other children without adult intervention. Mrs Sample reports that it can be difficult for Anna to participate in activities because: she struggles with understanding the requirements of a social situation, and is often fearful in a busy environment; she likes to play alone and control all play activity around her.

### **What the family wants Anna's participation to look like**

Mrs Sample reports that they would like their child to enjoy social situations with less anxiety, and share toys.

### **Where the family needs Anna to participate**

Anna needs to participate in these activities in/at: various public environments, and at home and/or friends/relatives homes.

### **Anna's sensory processing patterns**

We conducted an assessment of Anna's sensory processing patterns at home by asking Anna's caregiver to complete the Child Sensory Profile 2. This assessment is a questionnaire for ages 3:0 to 14:11 years in which the caregiver marks how frequently Anna engages in the behaviors listed on the form.

We compare these reports to a national standardized sample of reports from other raters to determine how Anna responds to sensory situations when compared to other children the same age. A summary of this comparison with other children is available in the Score Profile section of this report.

According to the responses on the Child Sensory Profile 2, Mrs Sample reports that Anna is just like the majority of children of the same age in her interest in sensory experiences.

Anna responds to some sensory experiences just like the majority of her peers in response to visual stimuli, response to movement, and response to items in or around the mouth.

Anna is just like her peers in her ability to manage her attention.

### **How Anna's sensory processing patterns affect her participation at home**

Anna's caregiver says that Anna is already good at playing alone and can keep herself occupied with her toys, she is also excellent at sleeping, and has a varied diet with lots of different food textures and tastes. Bedtime and mealtimes in the home are always positive experiences for the whole family. This activity provides visual, sensitivity, seeking, and oral sensory processing which is consistent with Anna's sensory patterns. She will be more successful when visual, sensitivity, seeking, movement, oral sensory processing, and attentional are part of her routines. Anna's caregiver seems to understand this because Anna's caregiver provides heavy blankets and a dark room for Anna to sleep in, and also provides a calm environment at mealtimes with plenty of different food tastes to enjoy, which incorporates visual, sensitivity, seeking, oral sensory processing into Anna's family routines.

### **How we can support Anna's participation at home**

Anna's caregiver asked us to support Anna to behave appropriately in social situations, for example, eating out without having temper tantrums and play with other children without adult intervention. Since sensory patterns suggest Anna does better in activities that have visual, sensitivity, seeking and oral sensory processing, and when there is less avoiding, registration, auditory, touch, body position, and social emotional, we need to find ways to incorporate those strategies into everyday routines. This means Anna will have a better chance to behave appropriately in social situations, for example, eating out without having temper tantrums, and play with other children without adult intervention, when we find ways to give Anna opportunities for less auditory stimuli, unexpected touch and more visual support and control over her body position during activities.

Anna also has a strength for visual sensory activities, by incorporating visual stimuli during play we can support Anna's interactions with other children.

The questionnaire shows that Anna can be easily overwhelmed by sensory experiences especially in the areas of auditory, touch and body position. By recognizing these differences when participating in social situations and playing with other children we can support Anna and her family.

We will collaborate to identify specific strategies what will work for Anna and fit into the family's activities and routines.

## ADDITIONAL INFORMATION

Present Conditions/Diagnoses: Intellectual Disability, Autism Spectrum Disorder, and Behavioral Difficulties

Current Services: Regular Education, Occupational Therapy, and Speech Therapy

Child's birth order within the family: 1st

Have there been more than three children, between the ages of birth to 18 years, living in the child's household during the past 12 months? No

SAMPLE

## SCORE PROFILE

	Much less than others	Less than others	Just like the majority of others	More than others	Much more than others	
<b>Quadrant</b>						
Seeking/Seeker			◆			Anna is just as interested in sensory experiences as the majority of others
Avoiding/Avoider					◆	Anna is much more likely to be overwhelmed by sensory experiences than others
Sensitivity/Sensor				◆		Anna detects more sensory cues than others
Registration/Bystander					◆	Anna misses many more sensory cues than others

	Much less than others	Less than others	Just like the majority of others	More than others	Much more than others	
<b>Sensory Section</b>						
AUDITORY Processing				◆		Anna responds more to sounds than others
VISUAL Processing			◆			Anna responds to sights just like the majority of others
TOUCH Processing					◆	Anna responds much more to touch than others
MOVEMENT Processing			◆			Anna responds to movement just like the majority of others
BODY POSITION Processing					◆	Anna responds to body position much more than others
ORAL SENSORY Processing			◆			Anna responds just like the majority of others to items in or around the mouth
<b>Behavioral Section</b>						
CONDUCT associated with sensory processing				◆		Anna exhibits this aspect of conduct more than others
SOCIAL EMOTIONAL responses associated with sensory processing					◆	Anna exhibits social emotional responses much more than others
ATTENTIONAL responses associated with sensory processing			◆			Anna pays attention to cues around her just like the majority of others

## QUADRANT SCORE SUMMARY

Quadrant	Raw Score	Percentile Range	Classification
Seeking/Seeker	41	9-84	Just like the Majority of Others
Avoiding/Avoider	72	97-99	Much More Than Others
Sensitivity/Sensor	53	87-96	More Than Others
Registration/Bystander	70	97-99	Much More Than Others

## SENSORY AND BEHAVIORAL SECTION SCORE SUMMARY

Sensory Section	Raw Score	Percentile Range	Classification
AUDITORY Processing	27	86-96	More Than Others
VISUAL Processing	16	11-82	Just like the Majority of Others
TOUCH Processing	37	97-99	Much More Than Others
MOVEMENT Processing	14	8-85	Just like the Majority of Others
BODY POSITION Processing	37	97-99	Much More Than Others
ORAL SENSORY Processing	15	8-87	Just like the Majority of Others
Behavioral Section	Raw Score	Percentile Range	Classification
CONDUCT associated with sensory processing	27	85-96	More Than Others
SOCIAL EMOTIONAL responses associated with sensory processing	56	97-99	Much More Than Others
ATTENTIONAL responses associated with sensory processing	24	7-84	Just like the Majority of Others

***Note: Pages 8 - 14 (Item Analysis Report) are not included in this sample for copyright protection.***

## **RATER SECTION COMMENTS**

### **AUDITORY Processing**

Anna becomes very distressed with loud unexpected noise.

### **VISUAL Processing**

No rater comments were included for this section.

### **TOUCH Processing**

Anna likes to touch on 'her terms' and is averse to being touched unexpectedly. She doesn't like to cuddle.

### **MOVEMENT Processing**

No rater comments were included for this section.

### **ORAL SENSORY Processing**

No rater comments were included for this section.

### **CONDUCT Associated with Sensory Processing**

No rater comments were included for this section.

### **BODY POSITION Processing**

No rater comments were included for this section.

### **SOCIAL EMOTIONAL Responses Associated with Sensory Processing**

No rater comments were included for this section.

### **ATTENTIONAL Responses Associated with Sensory Processing**

No rater comments were included for this section.

### **End of Report**

---

NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.

---