Evaluate children’s sensory processing patterns at home, school, and in the community

Strengths-Based Approach to Assessment and Planning

WINNIE DUNN
PhD, OTR, FAOTA
Winnie Dunn, PhD, OTR, FAOTA
Sensory Profile 2

What is the Sensory Profile?
History
Theoretical Underpinnings
What’s New

Administration/Scoring

How is it used
Target Populations
Intervention Planning
Healthcare
Education

Appendix
Since original 1999 Publication
5 separate assessments
• Sensory Profile (1999)
• Infant Toddler Sensory Profile (2002)
• Adolescent/Adult Sensory Profile (2002)
• Sensory Profile School Companion (2006)
• Sensory Profile Supplement (2006)

Now 2 assessments
• Sensory Profile 2 (2014)
• Adolescent/Adult Sensory Profile (2006)
Theoretical Underpinnings

**Old**

<table>
<thead>
<tr>
<th>Neurological Threshold Continuum</th>
<th>Behavioral Response/Self-Regulation Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH (habituation)</td>
<td>PASSIVE Registration Seeking</td>
</tr>
<tr>
<td>LOW (sensitization)</td>
<td>PASSIVE Sensitivity ACTIVE Avoiding</td>
</tr>
</tbody>
</table>

**New**

Diagram showing the neurologically threshold continuum with categories such as Registration, Seeking, Sensitivity, and Avoiding.
Sensory Profile 2 Forms

Infant Sensory Profile 2: birth-6 months

Toddler Sensory Profile 2: 7-35 months

Child Sensory Profile 2: 3-14 years

Short Sensory Profile 2: 3-14 years

School Companion Sensory Profile 2: 3-14 years
Scores: Raw Score based cut scores, percentile ranges, and descriptive categories for:

1. Sensory Patterns Summary (Quadrants)
2. Sensory and Behavioral Sections
3. School Factors (School Companion only)
The Sensory Profile 2 is:

1. Simple to Use
2. Contextually Relevant
3. Integrated
4. Theory Based
5. Evidence Based
6. Family and Child Centered
7. Strength Based
8. Inclusive
Sensory Profile 2: What’s New?

1. Updated content
   - International Relevance
   - No double negatives, improved readability
   - Approx. 50% new items

2. Shorter administration time with reduced number of items (except Toddler Form)

3. Increased validity and reliability studies

4. Greater consistency between forms

5. Infant and Toddler record forms now two separate forms

6. Infant, Toddler, Child, Short, and School Companion combined in one kit, with one manual

7. Web-based administration and scoring

8. Strengths based
9. Ability to compare responses across caregivers with new multi-rater report in Q-global™

10. Percentile ranges added for an additional level of analysis

11. Expanded upper age range to 14:11 on Child, School Companion, and Short Forms

12. No longer separate score sheets: Score summary included on questionnaire

13. Weighting on questions now changed – almost always now yields 5 instead of 1
14. Adolescent/Adult *Sensory Profile* (11 yrs and older)

- Self-report
- Available as a separate product
- Not included in the Sensory Profile 2 revision
- Q-global migration with on-screen and remote on-screen administration
## Retained Item Summary

<table>
<thead>
<tr>
<th>Form</th>
<th>Previous version number of Items</th>
<th>Sensory Profile 2 total number of Items</th>
<th>Number of new items</th>
<th>Number of items modified</th>
<th>Number of items retained</th>
<th>% of items retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>36</td>
<td>25</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td>52%</td>
</tr>
<tr>
<td>Toddler</td>
<td>48</td>
<td>54</td>
<td>28</td>
<td>18</td>
<td>8</td>
<td>48%</td>
</tr>
<tr>
<td>Child</td>
<td>125</td>
<td>86</td>
<td>29</td>
<td>43</td>
<td>14</td>
<td>66%</td>
</tr>
<tr>
<td>School</td>
<td>62</td>
<td>44</td>
<td>10</td>
<td>24</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>Short</td>
<td>38</td>
<td>34</td>
<td>25</td>
<td>8</td>
<td>1</td>
<td>27%</td>
</tr>
</tbody>
</table>
Administration and Scoring Updates
1. Reporting Options in Q-global:
   - Score Report
   - Item Analysis Report
   - Assessment & Planning Report
     • To help determine the next steps based on results
   - Multi-rater Report

2. Administration Options in Q-global:
   - Ability to administer on-screen in the office or remotely by sending a link by email through Q-global
Administration/Scoring Time

• **Paper and web-based Administration**
  – Infant Sensory Profile 2: 5 to 10 minutes
  – Toddler Sensory Profile 2: **10 to 15 minutes**
  – Child Sensory Profile 2: 15 to 20 minutes
  – Short Sensory Profile 2: 5 to 10 minutes
  – School Companion (SP2): **15 minutes**

• **Scoring**
  – Manual Scoring: Approx. 15 minutes
  – Web-based administration and scoring: 0 minutes

• Enhanced Assessment and Planning Report adds approx. 15 to 30 minutes to completion time.
### Example Items, Icon Key, & Ratings

#### AUDITORY Processing

<table>
<thead>
<tr>
<th>Quadrant</th>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RG</td>
<td>11</td>
<td>only pays attention if I speak loudly.</td>
</tr>
<tr>
<td>RG</td>
<td>12</td>
<td>only pays attention when I touch my child (and hearing is OK).</td>
</tr>
<tr>
<td>SN</td>
<td>13</td>
<td>startles easily at sound compared to same-aged children (for example, dog barking, children shouting).</td>
</tr>
<tr>
<td>RG</td>
<td>14</td>
<td>is distracted in noisy settings.</td>
</tr>
<tr>
<td>RG</td>
<td>15</td>
<td>ignores sounds, including my voice.</td>
</tr>
<tr>
<td>SN</td>
<td>16</td>
<td>becomes upset or tries to escape from noisy settings.</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>takes a long time to respond to own name.</td>
</tr>
</tbody>
</table>

#### AUDITORY Raw Score

#### When presented with the opportunity to do the following...

<table>
<thead>
<tr>
<th>ICON KEY</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SK</td>
<td>Seeking</td>
</tr>
<tr>
<td>AV</td>
<td>Avoiding</td>
</tr>
<tr>
<td>SN</td>
<td>Sensitivity</td>
</tr>
<tr>
<td>RG</td>
<td>Registration</td>
</tr>
</tbody>
</table>

**Platform Name:** Sensory Profile 2

*Note: This form is part of a larger tool used to assess sensory processing in children. The ratings are based on how often a particular behavior is observed.*

---

*Pearson Education, Inc.*

---

*ALWAYS LEARNING*
How is the Sensory Profile 2 Used?
What are the target populations?

- Autism Spectrum Disorders
  - Can also contribute to *DSM–5™* criteria for autism spectrum disorder
    i.e. [B.4] manifestation of “hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment”
- ADHD
- Developmental Delays
- Anxiety and Mental Health Conditions
- Children presenting with vulnerable conditions
What are the benefits of using the Sensory Profile 2

SP2 is anchored in Dunn’s framework

• Focus on activity demands and contexts – making adjustments to these to increase participation
• Strengths based
• Strong links with participation
• Strong evidence base across professional groups
• Age Range birth through adult
Intervention Planning

• Whole chapter on intervention planning to address the ‘what next’ question
• Whole chapter on case studies to address different scenarios
• Assessment and planning report’s main function is to support the clinician to relate findings from the questionnaire[s] to participation
Generally, planning interventions happens after noticing that a particular pattern of sensory processing interferes with something the child, parent, and/or teacher want and need the child to do.
Where are the Sensory Profiles used?

- In the healthcare

**Child Development Clinic**
- Early intervention assessment
- Determine eligibility for services
- Pre-school assessments
- Family therapy
- Diagnostic assessment
- Education, Health and Care Plans
- Neonatal follow up
- Feeding assessments

**Private Practice**
- Referrals from Doctors and other professional
- Privately paid assessments from parents
- Family therapy

**Professions**
- OT/PT
- SLT
- Clinical Psychologists
- Physiotherapists

**Mental Health**
- Anxiety
- Schizophrenia
- Self Harming
- Children and adults
Where are the Sensory Profiles used?

- In Education

**Pre-school, early childhood services**
- Pre-school assessments
- Facilitating placement decisions
- Determining environmental supports

**Comprehensive Assessment**
- Cross battery assessment
- Hypothesis testing
- Top down assessment

**Supporting Classroom participation**
- Identifying environmental supports
- Supporting engagement
- Education, Health and Care Plans

**Professions**
- OT/PT
- SLT
- Ed Psych
- Educators
Further Information...

- Appendix
- Podcasts on website
- Sample Reports
Q-Global scoring

• Email questionnaires

• Manual entry

• Reports available:
  – Assessment and planning
  – Multi-rater
Pricing

• Sensory Profile 2 Starter Kit
  – Manual
  – 1 pack of each record form
• £244 (£292.80 inc VAT)

• Q-Global summary report
  – £2 (£2.40 inc VAT)
Thank you!

• Questions?
Your Area Sales Consultant

Our Area Sales Consultants are available to offer advice on the appropriate assessments for your particular client group.

www.pearsonclinical.co.uk/salesconsultants

North West, North Wales, Northern Ireland and Scotland
Alison Winter
Tel: 0773 474 4771
email: alison.winter@pearson.com

East Anglia, East Midlands, North East and Yorkshire
Lloyd Smith
Tel: 07725 600855
email: lloyd.smith@pearson.com

Southern England, Mid & South Wales
Claire Parsons
Tel: 07917 436457
email: claire.parsons@pearson.com

West Midlands, Warwickshire and Home Counties
Ellie Parkes
Tel: 07717 895425
email: ellie.parkes@pearson.com
Normative Information

• 1791 Children for standardization with 337 children rated on both the child and school forms
• 774 children with disabilities
• Approx. 10% of sample include children with disabilities
• Data collected both digitally and paper/pencil
Reliability Studies

• Test-retest
  – Caregiver .83 - .97
  – School .66 - .93

• Inter-rater
  – Caregiver mostly in .70s and .80s
  – Teacher mostly in .70s, .80s and .90s
Validity Studies

• Previous Sensory Profiles
• BASC-2 PRS and SP2 Child/Short forms
• BASC-2 TRS and SP2 School Form
• SSIS parent and SP2 Child form
• SSIS teacher and SP2 School form
• Vineland-II and SP2 Infant/Toddler/Child Forms
• School Function Assessment and SP2 school form
Clinical Comparison Groups

• Discrimination for clinical groups was key for development
• Infant and Toddler forms have comparison group of children with developmental delays
• Child and School Companion Forms have comparison groups of children with:
  – Autism
  – ADHD
  – Dual diagnosis of ADHD/ASD
  – LD
  – Giftedness
  – Intellectual Disabilities
  – Down Syndrome
  – English as additional language
  – Other vulnerable conditions