



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	
Quadrant						
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

SAMPLE

	Much less than others	Less than others	Just like the majority of others	More than others	Much more than others	
Sensory Section						
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
Behavioral Section						
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

ITEM ANALYSIS

SK	SeeKing Item [Seeker]
AV	AVoiding Item [Avoider]
SN	SeNsitivity Item [Sensor]
RG	ReGistration Item [Bystander]
	Item does not contribute to a quadrant score

AA	Almost Always (90% or more of the time)
F	Frequently (75% of the time)
H	Half the Time (50% of the time)
O	Occasionally (25% of the time)
AN	Almost Never (10% or less of the time)
DNA	Does Not Apply

		AUDITORY Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
AV	1	reacts strongly to unexpected or loud noises (for example, sirens, dog barking, hair dryer).			◆			
AV	2	holds hands over ears to protect them from sound.	◆					
SN	3	struggles to complete tasks when music or TV is on.		◆				
SN	4	is distracted when there is a lot of noise around.		◆				
AV	5	becomes unproductive with background noise (for example, fan, refrigerator).					◆	
SN	6	tunes me out or seems to ignore me.				◆		
SN	7	seems not to hear when I call his or her name (even though hearing is OK).		◆				
RG	8	enjoys strange noises or makes noise(s) for fun.		◆				
AUDITORY Raw Score			27					

		VISUAL Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
SN	9	prefers to play or work in low lighting.			◆			
	10	prefers bright colors or patterns for clothing.		◆				
	11	enjoys looking at visual details in objects.		◆				
RG	12	needs help to find objects that are obvious to others.				◆		
SN	13	is more bothered by bright lights than other same-aged children.					◆	
SK	14	watches people as they move around the room.				◆		
VISUAL Raw Score			16					
AV	15	is bothered by bright lights (for example, hides from sunlight through car window).*					◆	

* This item is not part of the VISUAL Raw Score.

		TOUCH Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
SN	16	shows distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting).	◆					
	17	becomes irritated by wearing shoes or socks.			◆			
AV	18	shows an emotional or aggressive response to being touched.				◆		
SN	19	becomes anxious when standing close to others (for example, in a line).		◆				
SN	20	rubs or scratches a part of the body that has been touched.		◆				
SK	21	touches people or objects to the point of annoying others.		◆				
SK	22	displays need to touch toys, surfaces, or textures (for example, wants to get the feeling of everything).	◆					
RG	23	seems unaware of pain.				◆		
RG	24	seems unaware of temperature changes.			◆			

SK	25	touches people and objects more than same-aged children.		◆					
RG	26	seems oblivious to messy hands or face.						◆	
TOUCH Raw Score			37						

		MOVEMENT Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
SK	27	pursues movement to the point it interferes with daily routines (for example, can't sit still, fidgets).					◆	
SK	28	rocks in chair, on floor, or while standing.					◆	
	29	hesitates going up or down curbs or steps (for example, is cautious, stops before moving).	◆					
SK	30	becomes excited during movement tasks.				◆		
SK	31	takes movement or climbing risks that are unsafe.					◆	
SK	32	looks for opportunities to fall with no regard for own safety (for example, falls down on purpose).					◆	
RG	33	loses balance unexpectedly when walking on an uneven surface.				◆		
RG	34	bumps into things, failing to notice objects or people in the way.					◆	
MOVEMENT Raw Score			14					

		BODY POSITION Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
RG	35	moves stiffly.	◆					
RG	36	becomes tired easily, especially when standing or holding the body in one position.	◆					

RG	37	seems to have weak muscles.	◆						
RG	38	props to support self (for example, holds head in hands, leans against a wall).	◆						
RG	39	clings to objects, walls, or banisters more than same-aged children.		◆					
RG	40	walks loudly as if feet are heavy.	◆						
SK	41	drapes self over furniture or on other people.		◆					
	42	needs heavy blankets to sleep.		◆					
BODY POSITION Raw Score			37						

		ORAL SENSORY Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
	43	gags easily from certain food textures or food utensils in mouth.					◆	
SN	44	rejects certain tastes or food smells that are typically part of children's diets.					◆	
SN	45	eats only certain tastes (for example, sweet, salty).					◆	
SN	46	limits self to certain food textures.					◆	
SN	47	is a picky eater, especially about food textures.					◆	
SK	48	smells nonfood objects.				◆		
SK	49	shows a strong preference for certain tastes.					◆	
SK	50	craves certain foods, tastes, or smells.					◆	
SK	51	puts objects in mouth (for example, pencil, hands).	◆					
SN	52	bites tongue or lips more than same-aged children.					◆	
ORAL SENSORY Raw Score			15					

		CONDUCT	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
RG	53	seems accident-prone.				◆		
RG	54	rushes through coloring, writing, or drawing.	◆					
SK	55	takes excessive risks (for example, climbs high into a tree, jumps off tall furniture) that compromise own safety.					◆	
SK	56	seems more active than same-aged children.					◆	
RG	57	does things in a harder way than is needed (for example, wastes time, moves slowly).			◆			
AV	58	can be stubborn and uncooperative.	◆					
AV	59	has temper tantrums.	◆					
SK	60	appears to enjoy falling.					◆	
AV	61	resists eye contact from me or others.		◆				
CONDUCT Raw Score			27					

		SOCIAL EMOTIONAL Responses	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
RG	62	seems to have low self-esteem (for example, difficulty liking self).		◆				
AV	63	needs positive support to return to challenging situations.	◆					
AV	64	is sensitive to criticisms.				◆		
AV	65	has definite, predictable fears.	◆					
AV	66	expresses feeling like a failure.				◆		
AV	67	is too serious.					◆	

AV	68	has strong emotional outbursts when unable to complete a task.	◆					
SN	69	struggles to interpret body language or facial expression.		◆				
AV	70	gets frustrated easily.		◆				
AV	71	has fears that interfere with daily routines.		◆				
AV	72	is distressed by changes in plans, routines, or expectations.	◆					
SN	73	needs more protection from life than same-aged children (for example, defenseless physically or emotionally).	◆					
AV	74	interacts or participates in groups less than same-aged children.	◆					
AV	75	has difficulty with friendships (for example, making or keeping friends).	◆					
SOCIAL EMOTIONAL Raw Score			56					

		ATTENTIONAL Responses	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Child...						
RG	76	misses eye contact with me during everyday interactions.			◆			
SN	77	struggles to pay attention.		◆				
SN	78	looks away from tasks to notice all actions in the room.				◆		
RG	79	seems oblivious within an active environment (for example, unaware of activity).				◆		
RG	80	stares intensively at objects.					◆	
AV	81	stares intensively at people.			◆			
SK	82	watches everyone when they move around the room.			◆			
SK	83	jumps from one thing to another so that it interferes with activities.					◆	
SN	84	gets lost easily.				◆		

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.
