



SENSORY PROFILE™ 2

Sensory Profile™ 2

School Companion Sensory Profile™ 2

School Companion Sensory Profile™ 2 Summary Report

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Child's Full Name:	Samuel Sample
Child's Preferred Name:	Sam
Gender:	Male
Birth Date:	04-04-2005
Service Provider Name:	Isobel O.T.
Form Completed By:	Ms. Knight
Administration Date:	02-02-2014
Age at Administration:	8:9
Name of School/Daycare Center:	P. A. Elementary
School Grade:	Third grade



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[1.0 / RE1 / QG1]

ASSESSMENT AND PLANNING REPORT

Sam is an 8-year-old male.
Sam attends P. A. Elementary.

Sam's strengths and interests

Sam's teacher thinks Sam is friendly, funny, and smart. Sam's teacher's favorite thing about Sam is he is kind to others and filled with enthusiasm.

Why the teacher is asking for support

The teacher is asking for support so Sam can complete his seatwork in a timely manner.

What Sam's participation looks like now in the classroom environment

Right now, when Sam is in a learning environment he gets up a lot, drops his supplies, and talks to others. Ms. Knight says that these strategies are keeping Sam from complete his seatwork in a timely manner. Ms. Knight reports that it can be difficult for Sam to participate in classroom activities because he cannot concentrate on his work long enough to complete the exercises.

What the teachers want Sam's participation to look like

Ms. Knight reports that Sam needs to have at least 10 minutes of concentrated work at a time to get his work completed in school.

Where the teachers need Sam to participate

Sam needs to participate in these activities: in his classroom while other students are getting direct instruction from the teacher.

Sam's sensory processing patterns

We conducted an assessment of Sam's sensory processing patterns at school by asking Sam's teacher to complete the School Companion Sensory Profile 2. This assessment is a questionnaire for ages 3 to 14:11 years in which the teacher marks how frequently Sam 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 Sam 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 sections of this report.

According to the responses on the School Companion Sensory Profile 2, Ms. Knight reports that Sam is just like the majority of children of the same age in his reaction to sensory experiences and ability to notice sensory cues.

According to the responses on the School Companion Sensory Profile 2, Ms. Knight reports that Sam is just like the majority of children of the same age in his alertness and activity level in the school environment and engagement in learning opportunities.

Sam responds to some sensory experiences just like the majority of his peers in response to visual stimuli and response to touch.

Sam's teacher wished to add these additional comments: Sam is full of fun and enthusiasm, and is a privilege to teach. I am excited to work with the Occupational Therapist to help Sam fulfill his potential for success in school.

How Sam's sensory processing patterns affect his participation in school

Sam's teacher says that Sam is already good at good at playing with friends on the playground. This activity provides movement, which is consistent with Sam's sensory patterns. He will be more successful when movement are part of his routines. Sam's teacher seems to understand this because Sam's teacher sends Sam on errands to the library and office during the day, which incorporates movement into Sam's school routines.

How we can support Sam's participation in school

Sam's teacher asked us to support Sam to complete his seatwork in a timely manner. Since sensory patterns suggest Sam does better in activities that have movement, and when there is less ambient sound, we need to find ways to incorporate those strategies into everyday routines. This means Sam will have a better chance to complete his seatwork in a timely manner when we find ways to give Sam opportunities to include movement in to the classroom routine and reduce the ambient sounds around him while he is working.

Perhaps Sam's need for movement sometimes distracts him from his school work. There is also talking and other activities going on in the classroom as the teacher provides direct instruction. Sam is sensitive to sound input, so this background noise might create further challenges for Sam.

We will collaborate to identify specific strategies what will work for Sam and fit into the classroom activities and routines.

ADDITIONAL INFORMATION

Present Conditions/Diagnoses: Attention Deficit/Hyperactivity Disorder and Otitis Media

Current Services: Occupational Therapy and Counseling

Frequency of contact the teacher has with Sam: daily

Length of contact at this frequency with Sam: 7 months to 1 year

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				◆		Sam is more interested in sensory experiences than others
Avoiding/Avoider			◆			Sam reacts to sensory experiences just like the majority of others
Sensitivity/Sensor				◆		Sam detects more sensory cues than others
Registration/Bystander			◆			Sam notices sensory cues just like the majority of others
School Factor						
School Factor 1				◆		Sam needs more support than other students
School Factor 2			◆			Sam is just as alert and active in the learning environment when compared to the majority of other students
School Factor 3				◆		Sam has more challenges tolerating changes in the routine than other students
School Factor 4			◆			Sam is just as available for learning as the majority of other students

	Much less than others	Less than others	Just like the majority of others	More than others	Much more than others	
Sensory and Behavioral Sections						
AUDITORY Processing				◆		Sam responds more to sounds than others
VISUAL Processing			◆			Sam responds to sights just like the majority of others
TOUCH Processing			◆			Sam responds to touch just like the majority of others
MOVEMENT Processing					◆	Sam responds to movement much more than others
BEHAVIORAL responses associated with sensory processing				◆		Sam exhibits behaviors associated with sensory processing more than others

SAMPLE

QUADRANT SCORE SUMMARY

Quadrant	Raw Score	Percentile Range	Classification
Seeking/Seeker	24	87-94	More Than Others
Avoiding/Avoider	20	7-88	Just like the Majority of Others
Sensitivity/Sensor	27	87-95	More Than Others
Registration/Bystander	28	5-85	Just like the Majority of Others

SCHOOL FACTOR SCORE SUMMARY

School Factor	Raw Score	Percentile Range	Classification
School Factor 1	35	88-95	More Than Others
School Factor 2	22	6-87	Just like the Majority of Others
School Factor 3	29	88-96	More Than Others
School Factor 4	13	6-87	Just like the Majority of Others

SENSORY AND BEHAVIORAL SECTION SCORE SUMMARY

Sensory Section	Raw Score	Percentile Range	Classification
AUDITORY Processing	19	89-95	More Than Others
VISUAL Processing	14	4-84	Just like the Majority of Others
TOUCH Processing	12	6-87	Just like the Majority of Others
MOVEMENT Processing	27	96-99	Much More Than Others
Behavioral Section	Raw Score	Percentile Range	Classification
BEHAVIORAL responses associated with sensory processing	23	81-93	More Than Others

SAMPLE

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 Student...						
RG	1	misses verbal directions in class more than same-aged students			◆			
RG	2	tunes me out or seems to ignore me					◆	
RG	3	struggles to complete tasks in a noisy setting		◆				
SN	4	tells others to be quiet				◆		
AV	5	becomes distressed during assemblies, lunch or other large gatherings					◆	
SN	6	reacts strongly to unexpected or loud noises (for example, fire alarm, books dropping to floor, doors slamming, announcements, bells)		◆				
SN	7	has difficulty participating in group activities where there is a lot of talking		◆				
AUDITORY Raw Score			19					

		VISUAL Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Student...						
RG	8	misses written or demonstrated directions more than same-aged students				◆		
RG	9	struggles to keep materials and supplies organized for use during the day				◆		
RG	10	leaves items blank on a busy worksheet, despite knowing the answers				◆		
SK	11	watches people as they move around the room			◆			
SN	12	looks away from tasks to notice all actions in the room					◆	
RG	13	misses eye contact with me during everyday interactions					◆	
SK	14	is attracted to TV or computer screens with fast-paced, brightly colored graphics			◆			
VISUAL Raw Score			14					

SAMPLER

		TOUCH Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Student...						
SK	15	gets too close to others when talking face-to-face				◆		
RG	16	doesn't seem to notice when face and hands remain dirty				◆		
SK	17	touches people or objects to the point of annoying others				◆		
SK	18	displays need to touch objects, surfaces, or textures (for example, wants to get the feeling of everything)				◆		
SN	19	wants to wipe hands quickly during messy tasks					◆	
SN	20	is easily upset by minor injuries (for example, bumps into something, scrapes or cuts oneself)					◆	
SN	21	uses only fingertips to work on projects requiring manipulation					◆	
AV	22	flinches or recoils when body is touched or when others get too close					◆	
TOUCH Raw Score			12					

SAMPLE

		MOVEMENT Processing	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Student...						
RG	23	fails to steady objects when working (for example, does not hold paper down when writing)			◆			
SK	24	plays or fiddles with objects (for example, pencils, notebooks, folders)		◆				
SN	25	is fidgety or disruptive when standing in line or close to other people (for example, getting on the bus, entering school, sitting in an assembly)	◆					
RG	26	slouches, slumps, or sprawls in chair			◆			
RG	27	bumps into things, failing to notice objects or people in the way			◆			
SK	28	is "on the go"		◆				
SK	29	seems to find endless reasons to approach a teacher		◆				
AV	30	is slower to participate in physically active tasks or activities than same-aged students					◆	
MOVEMENT Raw Score			27					
AV	31	stands or sits at the side of the playground during recess *					◆	
AV	32	refuses to participate in team games (for example, soccer, basketball) *					◆	

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

		BEHAVIORAL Responses	AA	F	H	O	AN	DNA
Quadrant	Item	Item Response Weight	5	4	3	2	1	0
		My Student...						
RG	33	does things in a harder way than is needed (for example, wastes time, moves slowly)					◆	
RG	34	appears tired (for example, has no energy, is sluggish)					◆	
SN	35	could be described as overreactive or dramatic compared to same-aged students			◆			
AV	36	lacks a sense of humor				◆		
AV	37	could be described as inflexible compared to same-aged students				◆		
AV	38	is distressed by changes in plans, routines, or expectations				◆		
SN	39	can be stubborn or uncooperative			◆			
AV	40	perseverates to a point that interferes with participation (for example, can't "shift gears")			◆			
AV	41	withdraws when there are changes in the environment or routine					◆	
AV	42	gets frustrated easily		◆				
AV	43	interacts or participates in groups less than same-aged students					◆	
BEHAVIORAL Raw Score			23					
SN	44	is bothered by rules being broken *				◆		

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

RATER SECTION COMMENTS

AUDITORY Processing

Sam is easily distracted by the door in the office adjacent to the classroom

VISUAL Processing

No rater comments were included for this section.

TOUCH Processing

No rater comments were included for this section.

MOVEMENT Processing

Sam enjoys recess and all sports activities, this is a real strength for him. Sometimes he can be very excitable which can bother other children

BEHAVIORAL Responses

No rater comments were included for this section.

End of Report

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