



Sensory Processing Measure (SPM) Overview and Practical Applications for Teams



Objectives

- Identify the purpose
- Outline the development and structure
- Discuss the benefits
- Review how to implement
- Discuss scoring procedures
- Illustrate how the SPM fosters team collaboration
- Identify proposed uses of the SPM



Purpose

- To identify sensory concerns – both sensory systems and sensory processing difficulties
- To determine if sensory integration difficulties influence a child's behaviors in school, at home, and in the community
- To identify if and how the sensory qualities of an environment affects the child's functioning



Purpose

- To provide an information base for designing interventions that are tailored to the needs and strengths of the child, family, and school staff
- To foster team collaboration
- To assist in educating parents and school personnel



Development

- SPM: School was SASI
 - Miller Kuhaneck, Henry, & Glennon
 - began in 2000
- SPM: Home was ESP
 - Parham & Ecker
 - began in 1993
- Merged into the SPM (2005)



School Structure

- **Main Classroom Form**

- the primary form for school ratings
- information can be viewed and compared to the Home Form

- **School Environments Forms: Art, Music, PE, Playground, Cafeteria, and Bus**

- allows comparison of sensory processing vulnerabilities across school environments
- allows the team to view the child's performance across school environments
- includes a cd of the forms (one for each environment)
- the cd provides unlimited use of necessary forms
- the cd also includes a one page Quick Look at the SPM sheet to share with administrators and raters



Home Structure

- Home Form
 - Utilized the same normative sample as the Main Classroom Form
 - Information can be viewed and compared to the Main Classroom Form
- Allows the team to compare performance between home and school



Benefits

SPM: School

- Assists the team in considering the sensory barriers and facilitators of the student's performance in multiple school environments
- Allows comparison across and between environments
- Determines whether or not there is a sensory basis to behaviors
- Examines social participation in relation to sensory issues.
- Promotes team problem solving for program planning



Benefits

SPM: Home

- Assists in determining whether sensory difficulties influence a child's behavior at home and in the community
- Identifies the sensory systems, and types of processing problems, involved
- Provides an information base for designing interventions that maximize child and family well being
- Determines the extent to which a child's social participation may be affected by sensory integration difficulties



Implementation

SPM: School

- For children 5 -12 years of age
- The RATER must know the child for at least one month to score the form
- 15-20 minute scoring for Main Classroom Form completed by teacher or classroom assistant
- 5 minute scoring for School Environments Forms completed by appropriate school staff
- OTR interprets the findings



Implementation

SPM: Home

- For children 5 -12 years of age
- 15-20 minute scoring for Home Form by parent or primary caregiver
- OTR interprets the findings



Scoring

- Easy and fast for the rater
- Items are scored on a 4-point Likert Scale (never to always)
- Rater completes front and back with a pen
- Open and find the scoring worksheet
- Add and transfer scores on the Profile Sheet



Scoring

- The higher the raw score, the greater the dysfunction
- Main Classroom and Home Forms
 - 8 scaled scores
 - t-scores with a mean of 50 and s.d. of 10
 - Percentile scores
 - Environmental difference score (difference between home and school)
- School Environments Forms
 - Cut-off scores



Scoring

- Provides norm-referenced, standard scores for:
 - 5 sensory systems
 - visual, auditory, tactile, proprioceptive, and vestibular
 - Praxis
 - Social participation
- Clinical Information related to sensory processing vulnerabilities
 - Under- and over- responsive
 - Sensory-seeking behaviors
 - Perceptual problems



Statistical Foundation

- School and Home Forms were standardized on the same 1051 children
- Reliability of both School and Home is acceptable
- Median internal consistency:
 - School: .86
 - Home: .85
- Median test-retest reliability was .97



Fostering Best Practice

- Examines contextual/environmental factors
- Promotes a problem solving approach
- Mechanism to base decisions on data
- Promotes collaboration between educational staff, home, and outside clinicians



Proposed Uses

- School-based therapist
 - Part of a full evaluation or pre-referral tool
 - Assist with program planning
 - Educate staff and personnel
 - Collaboration between school and clinic
- Clinic-based therapist
 - Obtain observations of participation in school and home
 - Educate the parent/caregiver
 - Collaborate with the school therapist and school team
- Research



For More Information

www.sensoryprocessingmeasure.com

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(800) 648-8857

