

Sensory Processing Measure **SPM**

Quick Tips Intervention Report: Home Form

Child information

Name: Johnny
Age: 6 years, 8 months
Gender: Male
Grade: 1st

Parent/Guardian information

Name/ID#: Pamela
Relationship: Mother

SPM scale	SPM item number	SPM item	Sensory vulnerability	SPM Quick Tip number	SPM Quick Tip
Social Participation	6	Join in play with others without disrupting the ongoing activity?		0022	Videotape and use as a teaching tool.
				0024	Using a defined format, write a short story (if possible, with the child) that describes the current situation with the aid of pictures, teaches relevant and socially appropriate responses, and provides accurate information. (<i>The New Social Story Book</i>)
Body Awareness (muscles and joints, proprioception)	52	Tend to pet animals with too much force?	Perception	0313	Allow the child to have a "pet egg" for the day. Encourage him to avoid breaking the egg.
Body Awareness (muscles and joints, proprioception)	53	Bump or push other children?	Perception	0282	Provide frequent opportunities to obtain proprioceptive muscle input in order to develop a better body map. Examples of suggested activities include jumping; stacking living room pillows; putting heavy, wet laundry in the dryer; crawling under heavy beanbag chairs; crawling through a collapsible tunnel; building a fort; building an obstacle course; and participating in a tumbling class.
				0317	Teach the concept of three circles of appropriate space: <ul style="list-style-type: none"> • Space 1 (inner space): for family members • Space 2 (shake hands): for friends and teachers • Space 3 (wave at a distance): for strangers

This Home Form is part of the SPM-2 Case Study: What's Behind Johnny's Disruptive Classroom Behavior?

SPM Quick Tips Record Form																	
Child	Johnny							Environment	Home								
Name of Recorder	Mom and teacher																
Strategies									Comments								
1	Teach the child about personal "space bubbles" by having him sit inside a hula hoop on the floor. Explain that the hula hoop is his "space bubble" and that it is important not to invade someone else's bubble. Bring hula hoops to bus stop as a reminder.								Education								
2	Provide frequent opportunities to obtain proprioceptive muscle input for calming at bus stop: hula hoop, carry bucket of sensory supplies, sidewalk chalk, zomball, bean bags, etc.								Proprioception								
3	Sensory activities at bus stop: bubbles, beans/rice, Rubik's Cube (bring several), ask Mom for hugs.								Tactile input/deep pressure								
4	Teach the concept of personal space: Space 1 (inner space): for family members Space 2 (shake hands): for friends and teachers Space 3 (wave at a distance): for stranger								Education								
5	Using a defined format, write a short story (if possible, with the child) that describes the current situation with the aid of pictures, teaches relevant and socially appropriate responses, and provides accurate information.								Education								
Week 1	Date								Week 2	Date							
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1	1					1	1	3	1	1	1	1			1	1	5
2	1	1	1	1	1	1	1	7	2	1	1	1	1	1	1	1	7
3		1	1	1	1	1		5	3								0
4	1	1	1	1	1	1	1	7	4	1					1	1	3
5	1		1		1			3	5	1		1		1			3
Week 3	Date								Week 4	Date							
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1						1	1	2	1								0
2				1				1	2	1	1		1	1		1	5
3		1	1	1	1	1	1	6	3		1	1	1	1	1		5
4	1					1	1	3	4	1	1	1				1	4
5	1		1		1			3	5	1		1		1			3
Strategies			1		2			3			4			5			
Month Total			10		20			16			17			12			

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Progress Report: Home Form

Name: Johnny

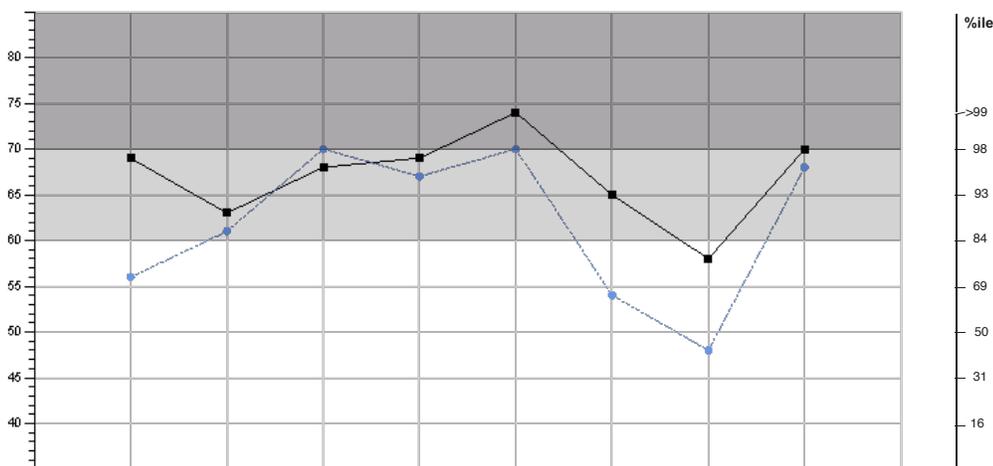
Gender: Male

Name	Administration 1	Administration 2
Age	6 years, 8 months	7 years
Ethnicity	White	White
Grade	1st	1st
Rater Name	Pamela	Pamela
Relationship to Child	Mother	Mother

Scale	Raw score	T-score	%ile	Interpretive range	Raw score	T-score	%ile	Interpretive range
Social Participation (SOC)	28	69	97	Some Problems	19	56	73	Typical
Vision (VIS)	17	63	90	Some Problems	16	61	86	Some Problems
Hearing (HEA)	17	68	96	Some Problems	19	70	97	Definite Dysfunction
Touch (TOU)	25	69	97	Some Problems	22	67	95	Some Problems
Body Awareness (BOD)	29	74	>99	Definite Dysfunction	25	70	98	Definite Dysfunction
Balance and Motion (BAL)	20	65	93	Some Problems	14	54	66	Typical
Planning and Ideas (PLA)	16	58	79	Typical	11	48	42	Typical
Total Sensory Systems (TOT)	121	70	97	Definite Dysfunction	106	68	96	Some Problems

T-score

Score profile



— Administration 1 - - Administration 2

Typical (40T–59T)
 Some Problems (60T–69T)
 Definite Dysfunction (70T–80T)