



unlocking potential

SPM & SPM-P Quick Tips with Case Study

Helping a Preschooler with ASD and Sensory Processing Issues
at Home, School, Clinic, and via Telehealth

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unlocking potential

When we develop a new test, we bring an author's idea to life, answer a researcher's question, meet a clinician's need, and, ideally, change an individual's life for the better.

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Today's Panelists



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Get a
complete
picture of
sensory
processing
difficulties in
children



Danielle, a 5-year-old in a developmental preschool: Diagnosed with ASD

Initial SPM-P Test

Retest: 2 Months Later

- Praxis
 - Ideation
 - Motor Planning



Today's Agenda



- Case Study: Danielle, Preschooler / Diagnosed with ASD and with Praxis (motor planning and ideation) challenges
- How the SPM and SPM-P Quick Tips work (paper and online versions) and why they are used to help parents and teachers
- Ease of use for all users when evaluating, coaching, and treating children in person or online
- Q&A

Danielle



Presenting Problems:

- Is unable to dress herself
- Is not potty-trained
- Does not have many play interests
- Avoids using playground equipment
- Appears to have more challenges at home than at school

Does not use playground equipment. Though very social, she only runs around.

Avoids sensory motor challenges when left on her own.



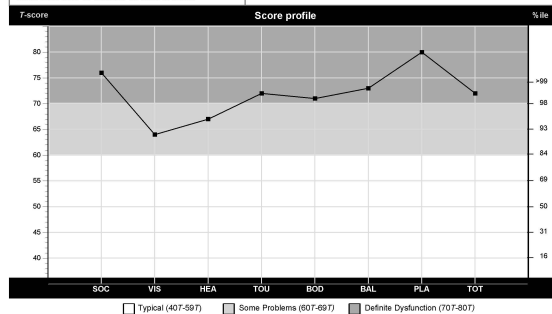
Score Report Home Form

- Email SPM-P forms to home
- Score form
- Generate a Score Report Home Form

Sensory Processing Measure - Preschool SPM-P

Score Report: Home Form (Ages 3-5)

Child information		Scale	Raw score	T-score	%ile	Interpretive range
Name/ID#	Danielle	Social Participation (SOC)	26	76	>99	Definite Dysfunction
Age	5 years 0 month	Vision (VIS)	20	64	92	Some Problems
Gender	Female	Hearing (HEA)	18	67	95	Some Problems
Ethnicity	White	Touch (TOU)	32	72	98	Definite Dysfunction
Parent/Guardian information		Body Awareness (BOD)	20	71	98	Definite Dysfunction
Name/ID#	Mr and Mrs Danielle	Balance and Motion (BAL)	23	73	99	Definite Dysfunction
Relationship	Parents	Planning and Ideas (PLA)	33	80	>99	Definite Dysfunction
Administration date	1/30/2014	Total Sensory Systems (TOT)	128	72	98	Definite Dysfunction
Processing date	1/30/2014					
Comments on child's behavior/functioning:						
Danielle just had her 5th birthday party. It was a fiasco! She just ran out of the room and hid in her bedroom. We don't know how to play with her. She is unable to ride a bike.						



DIF calculation

Home Form TOT T-score

Main Classroom Form TOT T-score

Environment Difference (DIF)

DIF interpretation

☐ DIF >= 15

☐ 14 >= DIF >= 10

☐ 9 >= DIF >= 8

☐ 10 >= DIF >= 14

☐ 15 >= DIF

DEFINITE difference: More problems in Home than in Main Classroom

PROBABLE difference: More problems in Home than in Main Classroom

NO difference in number of problems between Main Classroom and Home

PROBABLE difference: More problems in Main Classroom than in Home

DEFINITE difference: More problems in Main Classroom than in Home

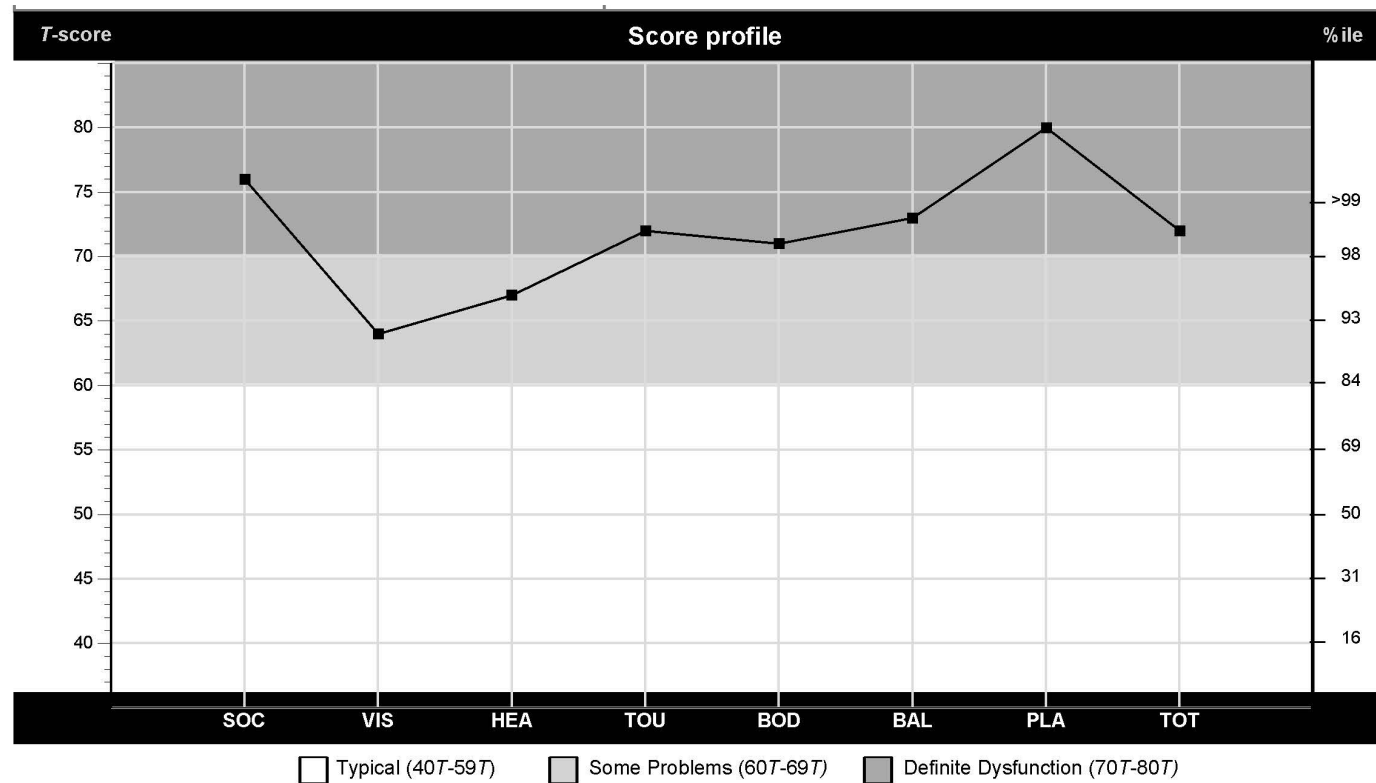
Score Report Home Form: Top

Sensory Processing Measure - Preschool **SPM-P**

Score Report: Home Form (Ages 3-5)

Child information Name/ID#: Danielle Danielle Age: 5 years 0 month Gender: Female Ethnicity: White Parent/Guardian information Name/ID#: Mr and Mrs Danielle Relationship: Parents Administration date: 4/20/2014 Processing date: 9/17/2014 Comments on child's behavior/functioning:	Scale	Raw score	T-score	%ile	Interpretive range
	Social Participation (SOC)	26	76	>99	Definite Dysfunction
	Vision (VIS)	20	64	92	Some Problems
	Hearing (HEA)	18	67	95	Some Problems
	Touch (TOU)	32	72	98	Definite Dysfunction
	Body Awareness (BOD)	20	71	98	Definite Dysfunction
	Balance and Motion (BAL)	23	73	99	Definite Dysfunction
	Planning and Ideas (PLA)	33	80	>99	Definite Dysfunction
	Total Sensory Systems (TOT)	120	72	98	Definite Dysfunction

Score Report Home Form: Graph



DIF calculation

Home Form TOT T-score _____
 Main Classroom Form TOT T-score - _____
 Environment Difference (DIF) = _____

DIF interpretation

- | | |
|--|---|
| <input type="checkbox"/> $DIF \geq 15$ | DEFINITE difference: More problems in <i>Home</i> than in <i>Main Classroom</i> |
| <input type="checkbox"/> $14 \geq DIF \geq 10$ | PROBABLE difference: More problems in <i>Home</i> than in <i>Main Classroom</i> |
| <input type="checkbox"/> $9 \geq DIF \geq -9$ | NO difference in number of problems between <i>Main Classroom</i> and <i>Home</i> |
| <input type="checkbox"/> $-10 \geq DIF \geq -14$ | PROBABLE difference: More problems in <i>Main Classroom</i> than in <i>Home</i> |
| <input type="checkbox"/> $-15 \geq DIF$ | DEFINITE difference: More problems in <i>Main Classroom</i> than in <i>Home</i> |

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Review Home Score Report

Look at the SPM-P Scales:

Definite Dysfunction

- Touch
- Body Awareness
- Planning & Ideas
- Social Participation
- TOT

Look at Contributing Vulnerabilities:

- Overresponsiveness
- Perception
- Motor Planning & Ideation

Score Report School Form

- Email SPM-P forms to school
- Score form
- Generate a Score Report School Form

Sensory Processing Measure - Preschool **SPM-P**

Score Report: School Form (Ages 3-5)

Child information

Name/ID#: Danielle Danielle
Age: 5 years 0 months
Gender: Female
Ethnicity: White

Teacher/Day Care Provider information

Name/ID#: Mrs B
Relationship: pre-school teacher

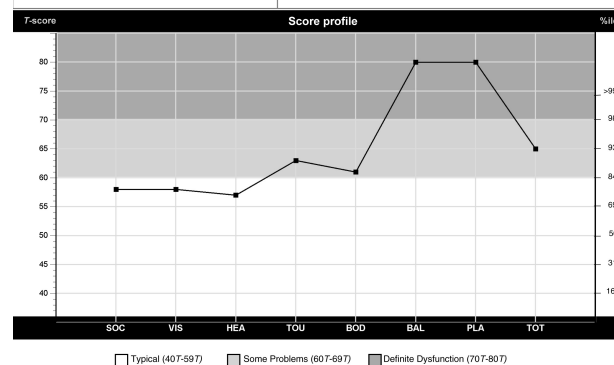
Administration date: 04/20/2014

Processing date: 04/20/2014

Comments on child's behavior/functioning:

Despite parent reports, we are not seeing any sensory problems in the school for this INITIAL test

Scale	Raw score	T-score	%ile	Interpretive range
Social Participation (SOC)	21	58	79	Typical
Vision (VIS)	14	58	79	Typical
Hearing (HEA)	13	57	76	Typical
Touch (TOU)	15	63	90	Some Problems
Body Awareness (BOD)	15	61	86	Some Problems
Balance and Motion (BAL)	20	80	>99	Definite Dysfunction
Planning and Ideas (PLA)	33	80	>99	Definite Dysfunction
Total Sensory Systems (TOT)	87	65	93	Some Problems



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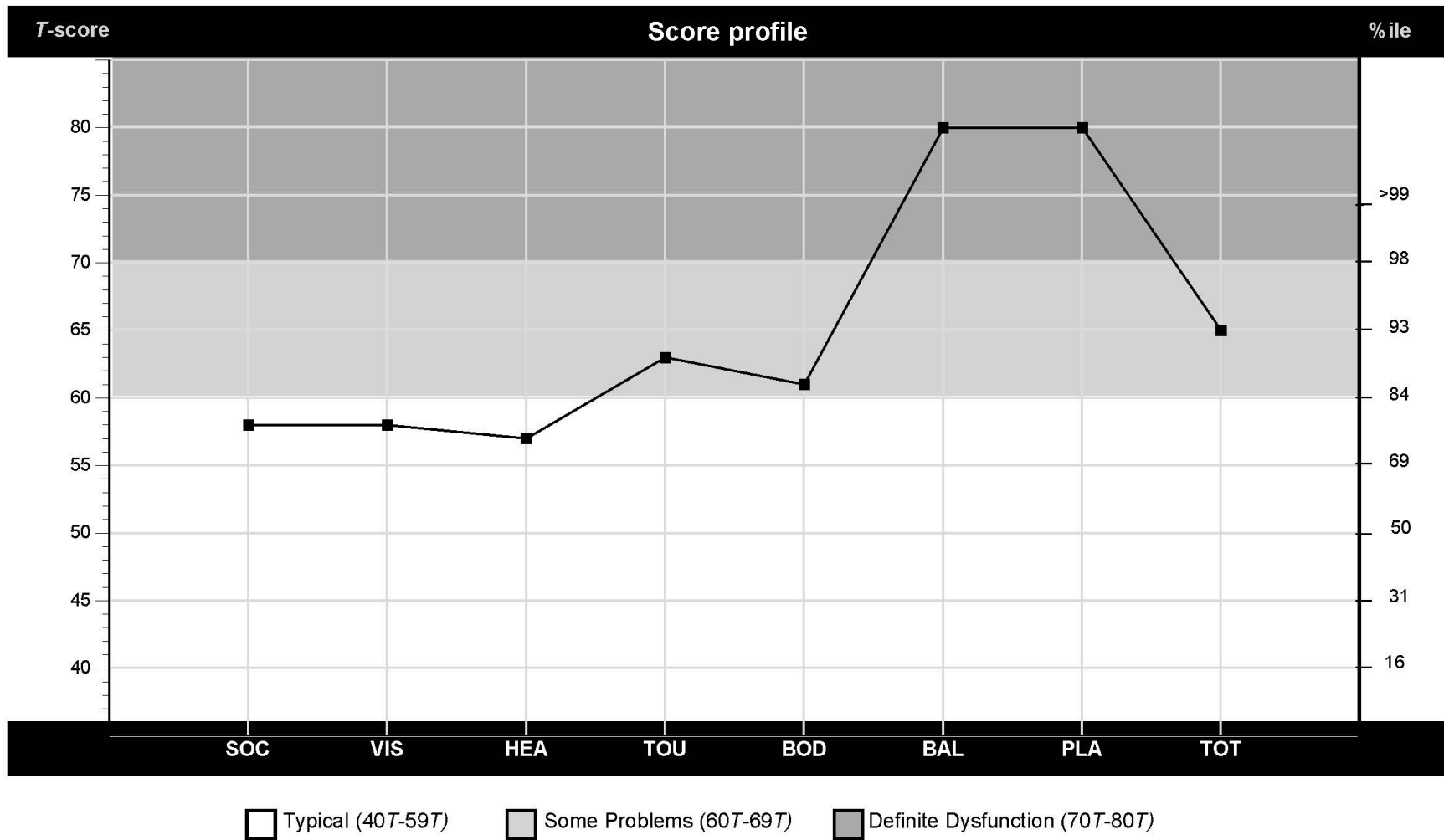
Score Report School Form: Top

Sensory Processing Measure - Preschool **SPM-P**

Score Report: School Form (Ages 3-5)

Child information Name/ID#: Danielle Danielle Age: 5 years 0 months Gender: Female Ethnicity: White Teacher/Day Care Provider information Name/ID#: Mrs B Relationship: pre-school teacher Administration date: 04/20/2014 Processing date: 04/20/2014 Comments on child's behavior/functioning: Despite parent reports, we are not seeing any sensory problems in the school for this INITIAL test	Scale	Raw score	T-score	%ile	Interpretive range
	Social Participation (SOC)	21	58	79	Typical
	Vision (VIS)	14	58	79	Typical
	Hearing (HEA)	13	57	76	Typical
	Touch (TOU)	15	63	90	Some Problems
	Body Awareness (BOD)	15	61	86	Some Problems
	Balance and Motion (BAL)	20	80	>99	Definite Dysfunction
	Planning and Ideas (PLA)	33	80	>99	Definite Dysfunction
	Total Sensory Systems (TOT)	87	65	93	Some Problems

Score Report School Form: Graph



Contributing Items

Praxis: Motor Planning

“The ability to carry out a series of movements in proper sequence”

SPM-P Items Home Form

- 69: Confused about proper sequence (e.g., dressing)
- 71: Difficulty imitating demonstrated actions

SPM-P Items School Form

- 70: Difficulty correctly imitating demonstrations
- 74: Fails to complete tasks with multiple steps (e.g., does not use the playground)

On the playground

Difficulty motor planning



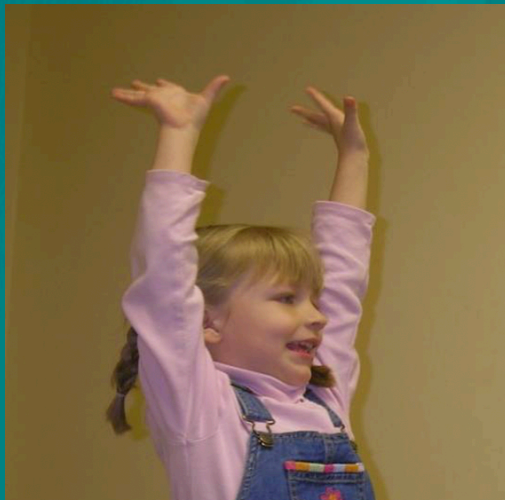
Praxis challenges: Difficulty sequencing picture cards

Private speech therapy



Strategy

How high can you go?



How low can you go?



Strategy: Moving her body to act out sequence

Cranium Hullabaloo game



Family game at home: Place pillows on the floor for safety, roll prone on the ball for linear vestibular input, and land on the pillows for all over body touch pressure

Provide
opportunities for
proprioception:
I encouraged
parents to find
playgrounds



Integrated sensory activities in the classroom



Difficulty motor
planning to lie on her
stomach



Has to ask, "How do
I get out?"



Classmate
joins in

Two months post

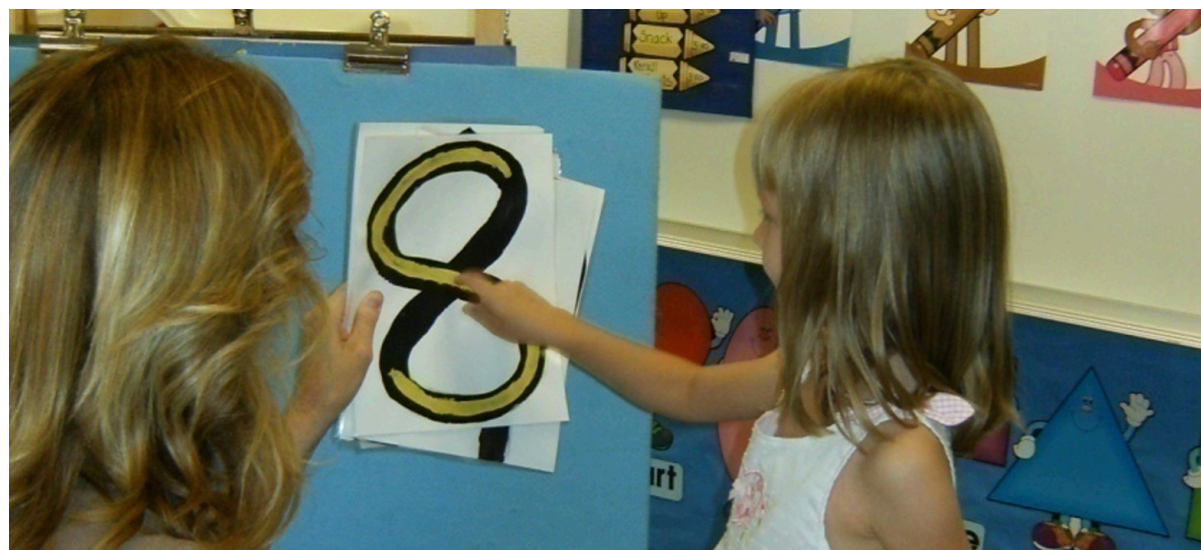


Teacher:

“She now traces actual numbers.”

To help with sequencing, we ask:

- Now what do we do?
- What do we do next?



Initially no
movement:
Generic
seating in
cube chairs



Two months post



Teacher:

“Better able to attend and sequence rhymes because of the sensory input we now provide—ball chair, T-stool, rocking chair, etc., to sit on.”



Praxis: Ideation

“The ability to create a concept or mental image of a novel task”

SPM-P Items Home Form

- 73: Has trouble coming up with new ideas during play activities
- 74: Tends to play the same activities over and over

SPM-P Items School Form

- 67: Has trouble coming up with new ideas during play (e.g., never wears dress-up clothing)
- 69: Requires props (e.g., cell phone) to engage in pretend play

Before you create an Intervention Report



1. Develop a hypothesis

- Poor somatosensory processing may be contributing to difficulties in conceptualizing, planning, and organizing movements, noted both in ideation as well as in motor planning skills.

Then

2. Use the electronic system to sort and filter

- Scales
- Sensory vulnerabilities
- Item scores

3. Select individual Quick Tips

For Danielle's father to be able to play with his daughter & facilitate dressing skills

Sensory Processing Measure - Preschool **SPM-P**

Quick Tips Intervention Report: Home Form

Child information

Name/ID#: Case D: Danielle
Age: 5 years 0 month
Gender: Female

Parent/Guardian information

Name/ID# Mr. Danielle
Relationship: father

Administration date: 2/05/2014

Processing date: 2/05/2014

SPM-P scale	SPM-P item number	SPM-P item	Sensory vulnerability	SPM-P Quick Tip number	SPM-P Quick Tip
Touch	36	Seems to enjoy sensations that should be painful, such as crashing onto the floor or hitting his or her own body.	Seeking	2203	Give the child opportunities for firm, deep-touch pressure throughout the day (e.g., rolling the child in a blanket, having the child crawl under and then out from under heavy objects).
				2205	Sing and dance to "Push Them" to use the pushing, pulling, and movement to help develop better body awareness (<i>Sensory Songs for Tots</i>).
Balance and Motion (movement, vestibular)	63	Shows poor coordination and appears to be clumsy.	Perception	2387	When singing action songs such as the "Hokey Pokey" and "Head, Shoulders, Knees, and Toes," do so <i>slowly</i> and with added sensory input to the body parts.
Balance and Motion (movement, vestibular)	64	Leans on other people or furniture when sitting or when trying to stand up.	Postural control	2391	Play wrestling games that encourage the child to wiggle out from under beanbags or blankets. The exertion involved in turning over, pulling, and pushing increases trunk activation and postural tone.
Planning and Ideas (praxis, motor planning)	68	Seems confused about how to put away materials and belongings in their correct places.	Motor planning	2408	Sing and move to the steps in "Pack Away" to help the child focus during this transition activity (<i>Sensory Songs for Tots</i>).
				2411	Provide specific bins or baskets for different types of toys and games.
				2414	Maintain consistent organization in the home.
Planning and Ideas (praxis, motor planning)	69	Becomes confused about the proper sequence of actions when doing familiar, everyday routines, such as getting dressed or going to bed.	Motor planning	2419	Give the child a visual minischedule for checking off events as they occur or tasks as they are completed.
				2420	Increase repetition and practice.
				2425	Using backward chaining, complete all steps for the child except the last. When the child is able to do that one, have him complete the last <i>two</i> steps. Continue adding steps in this way until he is able to complete all steps in the task.

For Danielle's father to be able to play with his daughter

Sensory Processing Measure - Preschool **SPM-P**

Quick Tips Intervention Report: Home Form

Child information

Name: Case D: Danielle2
Age: 5 years
Gender: Female

Parent/Guardian information

Name/ID# Mr. Danielle
Relationship: father

Administration date: 4/23/2014
Processing date: 6/15/2020

SPM-P scale	SPM-P item number	SPM-P item	Sensory vulnerability	SPM-P Quick Tip number	SPM-P Quick Tip
Touch	36	Seems to enjoy sensations that should be painful, such as crashing onto the floor or hitting his or her own body.	Seeking	2203	Give the child opportunities for firm, deep-touch pressure throughout the day (e.g., rolling the child in a blanket, having the child crawl under and then out from under heavy objects).
				2205	Sing and dance to "Push Them" to use the pushing, pulling, and movement to help develop better body awareness (<i>Sensory Songs for Tots</i>).
Balance and Motion (movement, vestibular)	63	Shows poor coordination and appears to be clumsy.	Perception	2387	When singing action songs such as the "Hokey Pokey" and "Head, Shoulders, Knees, and Toes," do so <i>slowly</i> and with added sensory input to the body parts.

To facilitate dressing skills

Balance and Motion (movement, vestibular)	63	Shows poor coordination and appears to be clumsy.	Perception	2387	When singing action songs such as the "Hokey Pokey" and "Head, Shoulders, Knees, and Toes," do so <i>slowly</i> and with added sensory input to the body parts.
Balance and Motion (movement, vestibular)	64	Leans on other people or furniture when sitting or when trying to stand up.	Postural control	2391	Play wrestling games that encourage the child to wiggle out from under beanbags or blankets. The exertion involved in turning over, pulling, and pushing increases trunk activation and postural tone.
Planning and Ideas (praxis, motor planning)	68	Seems confused about how to put away materials and belongings in their correct places.	Motor planning	2408	Sing and move to the steps in "Pack Away" to help the child focus during this transition activity (<i>Sensory Songs for Tots</i>).
				2411	Provide specific bins or baskets for different types of toys and games.
				2414	Maintain consistent organization in the home.
Planning and Ideas (praxis, motor planning)	69	Becomes confused about the proper sequence of actions when doing familiar, everyday routines, such as getting dressed or going to bed.	Motor planning	2419	Give the child a visual minischedule for checking off events as they occur or tasks as they are completed.
				2420	Increase repetition and practice.
				2425	Using backward chaining, complete all steps for the child except the last. When the child is able to do that one, have him complete the last <i>two</i> steps. Continue adding steps in this way until he is able to complete all steps in the task.

Quick Tips Record Form developed by the father & mother

SPM Quick Tips Record Form													
Child	Case D: Danielle							Environment	Home				
Name of Recorder	Father												
	Strategies							Comments					
1	Give the child opportunities for firm, deep-touch pressure throughout the day (e.g., rolling the child in a blanket, having the child crawl under and then out from under heavy objects). TOUCH PRESSURE							We created an obstacle course for her and her sister to crawl through before going to bed. These included heavy pillows, bean bag chairs and an open ended sleeping bag. Both girls loved this routine and seem to calm as they entered bed.					
2	Using backward chaining, complete all steps for the child except the last. When the child is able to do that one, have him complete the last two steps. Continue adding steps in this way until he is able to complete all steps in the task. SEQUENCING FOR DRESSING (MOTOR PLANNING)							Initially she was not interested in dressing. Slowly as I asked her to snap the last button on her sweater, after awhile she wanted to do the last two etc. She now does dress herself...even if on backwards...she is very proud!					
3	Sing a fun song that provides a pattern for learning body parts in sequence, such as "Here're My Ears" (Sensory Songs for Tots) SEQUENCING MOVEMENTS (MOTOR PLANNING)							She now asks to sing and move to this song at church. She can follow the steps because she understands to start at the top and work her way down. She also wants to sing it with her grandparents when they pick her up.					
4	Offer two choices when coming up with ideas to create an obstacle course or build a fort. For instance, you might ask "Should we use a cardboard box or a blanket as a roof?" or "Do you want to walk on pillows or blocks?" CREATIVITY (IDEATION)							She and her sister are now adding pieces to the obstacle course we develop before bed. She is adding stuffed animals and different ways to crawl under and roll over.					
5	Play "let's pretend" and "dress-up" games. CREATIVITY (IDEATION)							She now loves to go into my closet and wear my shoes...playing daddy! We are having so much more fun together. I have learned to be more patient and she is more ready to play pretend.					

Week 1	Date	2-9 through 2-14-14							Week 2	Date	2-15 through 2-21-14						
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1		1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	7
2		1	1	2	1	2	2	9	2	2	2	2	3	2	3	3	17
3			1				1	2	3	1		1		1		1	4
4								0	4							1	1
5							1	1	5	1			2	2		2	7

Week 3	Date	2-22 through 2-28-14							Week 4	Date	3-1 through 3-8-14						
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1	1	1	1	1	1	1	1	7	1	1	1	1	1	1	1	1	7
2	3	3	3	3	2	3	3	20	2	3	4	4	4	4	4	4	27
3	1		1		1		1	4	3	1		1		1		1	4
4	1	1	1	1	1	1	1	7	4	1	1	1	1	1	1	1	7
5	2			1	1		3	7	5	4			1	1		4	10

Strategies	1	2	3	4	5
Month Total	27	73	14	15	25

Father picked Quick Tips to help with play & dressing



SPM Quick Tips Record Form

Child	Case D: Danielle	Environment	Home
Name of Recorder	Father		
	Strategies		Comments
1	<p>Give the child opportunities for firm, deep-touch pressure throughout the day (e.g., rolling the child in a blanket, having the child crawl under and then out from under heavy objects).</p> <p style="text-align: center;">TOUCH PRESSURE</p>		<p>We created an obstacle course for her and her sister to crawl through before going to bed. These included heavy pillows, bean bag chairs and an open ended sleeping bag. Both girls loved this routine and seem to calm as they entered bed.</p>
2	<p>Using backward chaining, complete all steps for the child except the last. When the child is able to do that one, have him complete the last two steps.</p> <p>Continue adding steps in this way until he is able to complete all steps in the task.</p> <p>SEQUENCING FOR DRESSING (MOTOR PLANNING)</p>		<p>Initially she was not interested in dressing. Slowly as I asked her to snap the last button on her sweater, after awhile she wanted to do the last two. etc. She now does dress herself...even if on backwards...she is very proud</p>
3	<p>Sing a fun song that provides a pattern for learning body parts in sequence, such as "Here're My Ears" (Sensory Songs for Tots)</p> <p>SEQUENCING MOVMENTS (MOTOR PLANNING)</p>		<p>She now asks to sing and move to this song at church. She can follow the steps because she understands to start at the top and work her way down. She also wants to sing it with to her grandparents when they pick her up.</p>
4	<p>Offer two choices when coming up with ideas to create an obstacle course or build a fort. For instance, you might ask "Should we use a cardboard box or a blanket as a roof?" or "Do you want to walk on pillows or blocks?"</p> <p>CREATIVITY (IDEATION)</p>		<p>She and her sister are now adding pieces to the obstacle course we develop before bed. She is adding stuffed animals and different ways to crawl under and roll over.</p>
5	<p>Play "let's pretend" and "dress-up" games.</p> <p>CREATIVITY (IDEATION)</p>		<p>She now loves to go into my closet and wear my shoes...playing daddy! We are having so much more fun together. I have learned to be more patient and she is more ready to play pretend.</p>

Week 1	Date		2-9 through 2-14-14						Week 2	Date		2-15 through 2-21-14					
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1		1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	7
2		1	1	2	1	2	2	9	2	2	2	2	3	2	3	3	17
3			1				1	2	3	1		1		1		1	4
4								0	4							1	1
5							1	1	5	1			2	2		2	7
Week 3	Date		2-22 through 2-28-14						Week 4	Date		3-1 through 3-8-14					
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1	1	1	1	1	1	1	1	7	1	1	1	1	1	1	1	1	7
2	3	3	3	3	2	3	3	20	2	3	4	4	4	4	4	4	27
3	1		1		1		1	4	3	1		1		1		1	4
4	1	1	1	1	1	1	1	7	4	1	1	1	1	1	1	1	7
5	2			1	1		3	7	5	4			1	1		4	10
Strategies			1		2		3		4		5						
Month Total			27		73		14		15		25						

Quick Tips Record Form developed by the teacher & paraprofessionals

SPM Quick Tips Record Form													
Child	Danielle					Environment	Pre-school classroom and playground						
Name of Recorder	Mrs B and classroom aides. We were off for Spring break the second week we started. QTs continued at home.												
Strategies						Comments							
1	Give the child opportunities for firm, deep-touch pressure throughout the day (e.g., rolling the child in a blanket, having the child crawl under and then out from under heavy objects).						She enjoys playing "turtle" with large bean bags placed on top of her for deep pressure touch input. We can see the challenges she has with motor planning when she had to ask "How do I get out" when it was time to get up.						
2	Using backward chaining, complete all steps for the child except the last. When the child is able to do that one, have her complete the last two steps. Continue adding steps in this way until she is able to complete all steps in the task.						Whenever there is a coat or sweater to put on or take off the aides have been using backward chaining. Danielle likes participating and enjoys the success.						
3	Sing a fun song that provides a pattern for learning body parts in sequence, such as "Here're My Ears" (Sensory Songs for Tots)						We now play "Here're My Ears" from the Sensory Songs for Tots music CD during circle time. It is easier for all the students to follow because of the sequencing and moving from top to bottom. They are beginning to sing along.						
4	Offer two choices when coming up with ideas to create an obstacle course or build a fort. For instance, you might ask "Should we use a cardboard box or a blanket as a roof?" or "Do you want to walk on pillows or blocks?"						Coming up with ideas has been a challenge. So we started working on the playground, using playground equipment to "build" the obstacle course.						
5	Play "let's pretend" and "dress-up" games.						At first, Danielle was unable to pretend, stating "No, I'm Danielle". However now she is coming up with her own ideas. Her parents report that she is also playing dress up at home.						

Week 1	Date	April 21-April 25							Week 2	Date	April 28-May 2 Spring Break-no school						
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1				3	3	3	3	12	1								0
2		2			2	2	2	8	2								0
3		1		1	1	1	1	5	3								0
4					3	3	3	9	4								0
5					2	2	2	6	5								0

Week 3	Date	May 5-May 9							Week 4	Date	May 12-May 16						
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1		3		3	3	3	3	15	1		3	3	3	3	3		15
2		2		3	3	2		10	2		2	3	3	2	2		12
3		1		1	1	1	1	5	3		1	1	1	1	1		5
4		3		3	3	3	3	15	4		3	3	3	3	3		15
5		3		2	3	2	3	13	5		3	3	3	3	3		15
Strategies		1		2		3		4		5		6		7		8	
Month Total		42		30		15		39		34		30		15		34	

Teachers picked Quick Tips to help with sequencing & creativity



SPM Quick Tips Record Form

Child	Danielle	Environment	Pre-school classroom and playground
Name of Recorder	Mrs B and classroom aides We were off for Spring break the second week we started . QTs continued at home.		
Strategies		Comments	
1	Give the child opportunities for firm, deep-touch pressure throughout the day (e.g., rolling the child in a blanket, having the child crawl under and then out from under heavy objects).	She enjoys playing "turtle" with large bean bags placed on top of her for deep pressure touch input. We can see the challenges she has with motor planning when she had to ask " How do I get out" when it was time to get up.	
2	Using backward chaining, complete all steps for the child except the last. When the child is able to do that one, have her complete the last two steps. Continue adding steps in this way until she is able to complete all steps in the task.	Whenever there is a coat or sweater to put on or take off the aides have been using backward chaining. Danielle likes participating and enjoys the success.	
3	Sing a fun song that provides a pattern for learning body parts in sequence,such as "Here're My Ears" (Sensory Songs for Tots)	We now play "Here're My Ears" from the Sensory Songs for Tots music CD during circle time. It is easier for all the students to follow because of the sequencing and moving from top to bottom. They are beginning to sing along.	
4	Offer two choices when coming up with ideas to create an obstacle course or build a fort. For instance, you might ask "Should we use a cardboard box or a blanket as a roof?" or "Do you want to walk on pillows or blocks?"	Coming up with ideas has been a challenge. So we started working on the playground, using playground equipment to "build" the obstacle course.	
5	Play "let's pretend" and "dress-up" games.	At first , Danielle was unable to pretend, stating "No, I'm Danielle". However now she is coming up with her own ideas. Her parents report that she is also playing dress up at home.	

Week 1	Date		April 21-April 25						Week 2	Date		April 28-May 2 Spring Break-no school					
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1			3	3	3	3		12	1								0
2		2		2	2	2		8	2								0
3		1	1	1	1	1		5	3								0
4				3	3	3		9	4								0
5				2	2	2		6	5								0
Week 3	Date		May 5-May 9						Week 4	Date		May 12 -May 16					
Strategies	S	M	T	W	T	F	S	Total	Strategies	S	M	T	W	T	F	S	Total
1		3	3	3	3	3		15	1		3	3	3	3	3		15
2		2	3	3	2			10	2		2	3	3	2	2		12
3		1	1	1	1	1		5	3		1	1	1	1	1		5
4		3	3	3	3	3		15	4		3	3	3	3	3		15
5		3	2	3	2	3		13	5		3	3	3	3	3		15
Strategies			1			2			3			4			5		
Month Total			42			30			15			39			34		

Test Retest

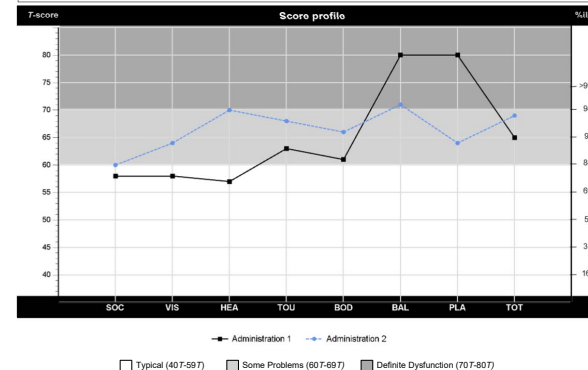
- Progress Report School Form

Sensory Processing Measure - Preschool SPM-P

Progress Report: School Form

Name: Olivia Three	Gender: Female	Date of Birth: 9/6/2014
Name	Administration 1	Administration 2
Age	5 years 4 months	5 years 6 months
Administration Date	01/06/2020	03/06/2020
Ethnicity	White	White
Rater Name	Teacher	teacher
Relationship to Child	Olivia's teacher	Olivia's teacher (retest)

Scale	Raw score	T-score	%ile	Interpretive range	Raw score	T-score	%ile	Interpretive range
Social Participation (SOC)	21	58	79	Typical	22	60	84	Some Problems
Vision (VIS)	14	58	79	Typical	17	64	92	Some Problems
Hearing (HEA)	13	57	76	Typical	19	70	97	Definite Dysfunction
Touch (TOU)	15	63	90	Some Problems	18	68	96	Some Problems
Body Awareness (BOD)	15	61	86	Some Problems	18	68	96	Some Problems
Balance and Motion (BAL)	20	80	>99	Definite Dysfunction	17	71	98	Definite Dysfunction
Planning and Ideas (PLA)	33	80	>99	Definite Dysfunction	19	64	92	Some Problems
Total Sensory Systems (TOT)	87	65	93	Some Problems	99	69	97	Some Problems



Progress Report School Form: Top

Sensory Processing Measure - Preschool **SPM-P**

Progress Report: School Form

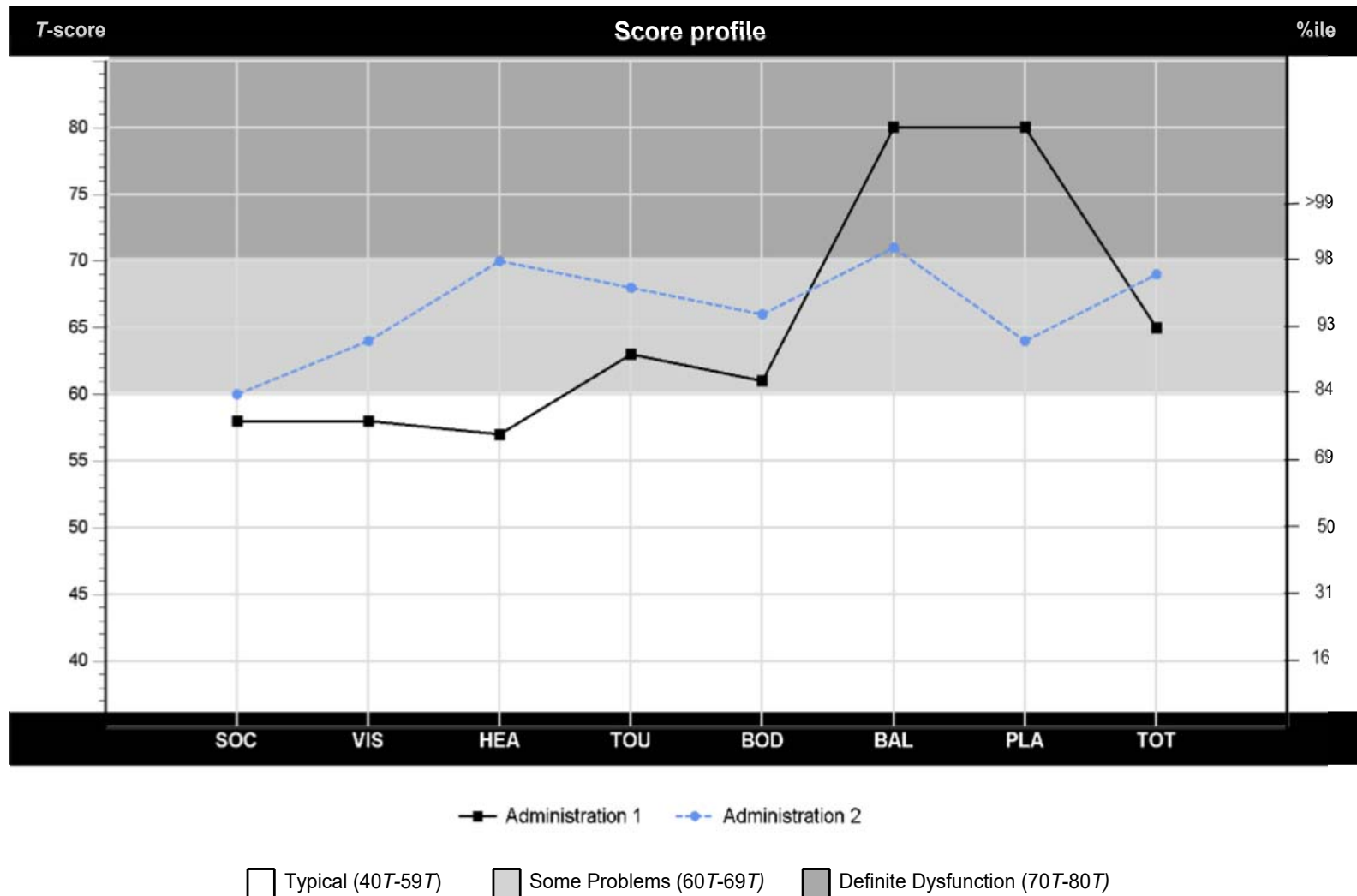
Name: Olivia Three

Gender: Female

Date of Birth: 9/6/2014

Name	Administration 1				Administration 2			
Age	5 years 4 months				5 years 6 months			
Administration Date	01/06/2020				03/06/2020			
Ethnicity	White				White			
Rater Name	Teacher				teacher			
Relationship to Child	Olivia's teacher				Olivia's teacher (retest)			
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Total Sensory Systems (TOT)	87	65	93	Some Problems	99	69	97	Some Problems

Progress Report School Form: Graph



Two months post implementing the SPM Quick Tips

Mom:

“Sequencing has improved! She is NOW riding a bike, dressing, and swinging.”

Teacher:

“Creativity has blossomed! She is putting on clothes during dress-up and playing different parts.”

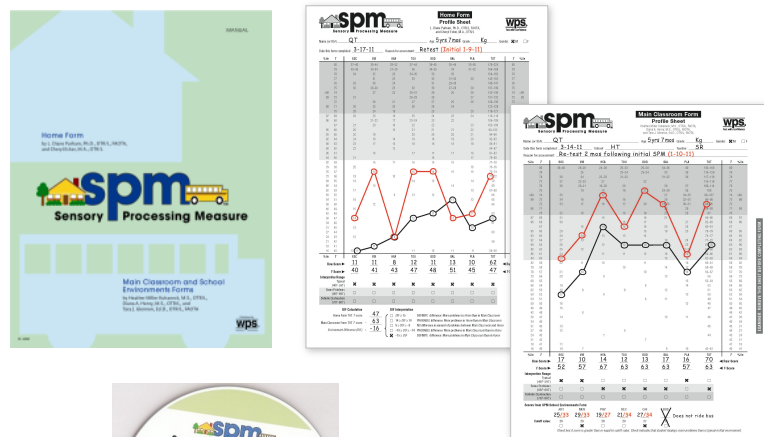
School Principal:

“We need to add a swing.” (The next school year, a swing was added.)



The Sensory Processing Measures: SPM & SPM-P Quick Tips

SPM (5–12 years)

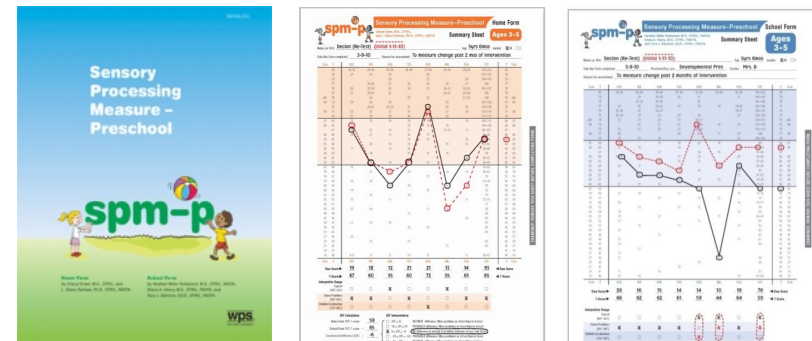


Additional School Environments:
Art, Music, PE, Recess/Playground,
Cafeteria, and School Bus

<http://www.sciencedirect.com/science/article/pii/S0891422214005484>

Importance of assessment across environments

SPM-Preschool (2–5 years)



SPM/SPM-P Quick Tips & User Guide



2 Formats: Print booklet and online module

SPM-2: Across the Lifespan (Infants Through Adults) - Slated for 2021

Available on the Online Platform

QT Intervention Report

Sensory Processing Measure SPM

Quick Tips Intervention Report: School Bus (BUS) Form

Student information
 Name: Avel Rogers
 Age: 8 years
 Gender: Male
 Grade: 3rd

Respondent information
 Name: Dr. Bus driver
 Administration date: 2/1/2020
 Processing date: 2/5/2020

SPM scale	SPM item number	SPM item	Sensory vulnerability	SPM Quick Tip number	SPM Quick Tip
Social Participation	1	Handles frustration without outbursts or aggressive behavior.		1242	Offer preferred music or books on tape on an MP3 player with headphones.
				1246	Before the child boards the bus, have him do wall push-ups. Once on the bus, have him do chair push-ups on the bus seat. Then encourage him to push and pull hands together and apart for muscle input.
				1247	Review calming techniques learned in class that could be used on the bus, such as Heart to Heart from School Moves (placing one hand on the heart area and the other hand on the stomach while taking five deep breaths).
				1277	Offer a pressure vest or weighted lap pad.
Balance and Motion (movement, vestibular)	6	Is constantly active or in motion.	Seeking	1270	Carry heavy objects (e.g., carry books to the library or office, stack chairs) before the bus ride.
				1279	Read the Sensory Story "School Bus Ride" (customizing it if needed) and have the child select and practice sensory strategies to use during the bus ride. (Sensory Stories)
Body Awareness (muscles and joints, proprioception)	7	Consistently jumps off (rather than stepping off) when exiting bus.	Seeking	1280	Give the child more appropriate chances to jump down before the bus ride. Praise him consistently for exiting the bus appropriately.
Planning and Ideas (goals, motor planning)	9	Fails to secure self and belongings in seat as bus begins to move.	Motor planning	1296	Once on the bus, provide the child with a minischedule of the sequence of bus tasks (e.g., "1. Get on bus, 2. Sit in seat, 3. Buckle seat belt, 4. Put on MP3 player," and so on).
Planning and Ideas (goals, motor planning)	10	Does not gather belongings or otherwise take notice of approaching bus stop.	Motor planning	1302	Model the child's steps for gathering her belongings before the bus arrives at her stop.
				1303	Consider asking the child who he feels could be a "buddy" who could help give him cues.

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QT Record Form

SPM Quick Tips Record Form

Child: Avel Environment: School Bus-Home Classroom

Name of Recorder: Teacher, Bus Driver & Parent

1 1248 Before the child boards the bus, have him do wall push-ups. Once on the bus, have him do chair push-ups on the bus seat. Then encourage him to push and pull hands together and apart for muscle input. OBJECTIVE 1.2.4 (#1 Improve sensory-motor functions)

2 1279 Read the Sensory Story "School Bus Ride" (customizing it if needed) and have the child select and practice sensory strategies to use during the bus ride. (Sensory Stories) OBJECTIVE 2.5 (#5 Use cognitive or behavioral strategies)

3 1280 Give the child more appropriate chances to jump down before the bus ride. Praise him consistently for exiting the bus appropriately. OBJECTIVE 2.4 (#4 Develop adaptations or accommodations)

4 1296 Once on the bus, provide the child with a minischedule of the sequence of bus tasks (e.g., "1. Get on bus, 2. Sit in seat, 3. Buckle seat belt, 4. Put on MP3 player," and so on). OBJECTIVE 6 (#6 Teach new skills)

5 1302 Model the child's steps for gathering her belongings before the bus arrives at her stop. OBJECTIVE 2.4 (#2 Educate to support functioning)

Week 1	Date	2-10 to 2-14	Week 2	Date	2-17 to 2-21			
Strategies	S	M	T	W	T	F	S	Total
1		1						1
2			1					1
3		1						1
4		1	1	1	1	1		5
5			1					1

Week 3	Date	2-24 to 2-28	Week 4	Date	2-2 to 3-6			
Strategies	S	M	T	W	T	F	S	Total
1		2	1	2	1	2		8
2			1					1
3		2	2	2	2	2		10
4		1	1	1	1	1		5
5			1					1

Strategies	1	2	3	4	5
Month Total	28	8	26	18	5

Progress Report

Sensory Processing Measure - Preschool SPM-P

Progress Report: School Form

Name: Olivia Three Gender: Female Date of Birth: 9/6/2014

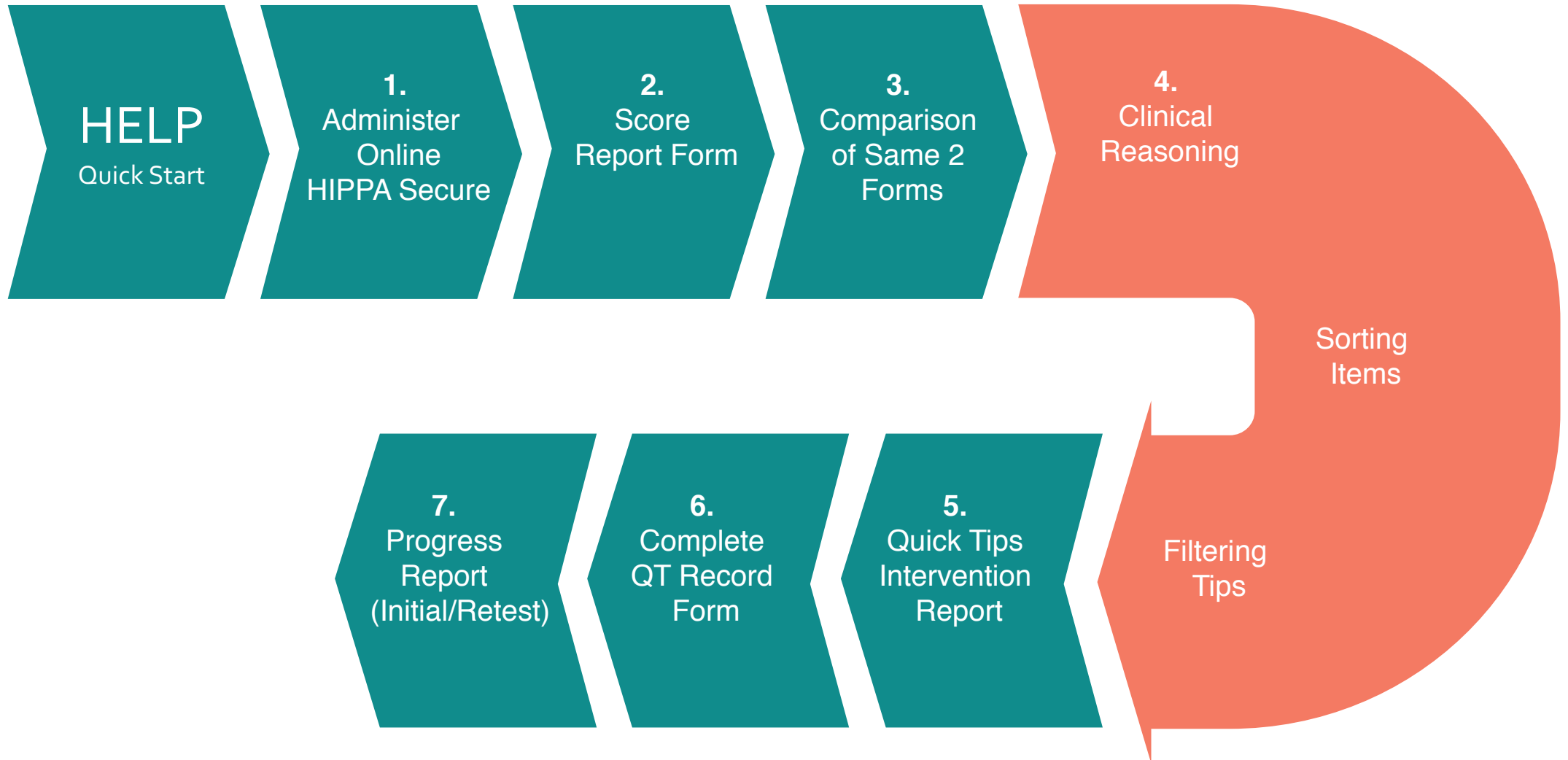
Name	Administration 1	Administration 2
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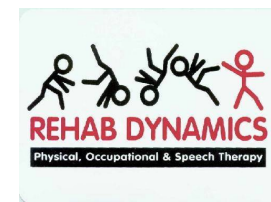
Score profile

Legend: Administration 1 (solid line), Administration 2 (dashed line)

Online Workflow



Putting heads together brings results!



Questions?



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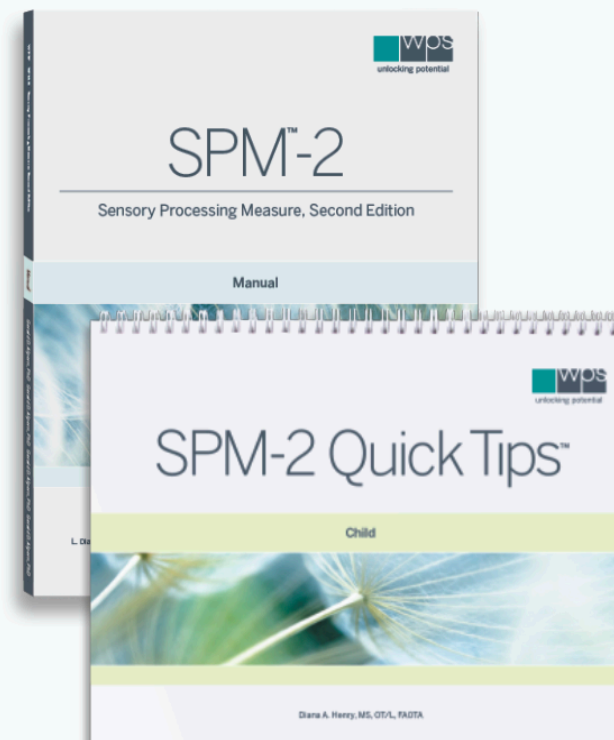
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