

Caregiver Questionnaire (Full) Report

Child's Name: Joshua Sample

Date of Birth: 6/30/2006 **Age:** 0 yrs, 1 mos **Gender:** Male **Administration Date:** 8/15/2006

Service Provider: Dr. B. Stewart **Discipline:** Occupational Therapist

Completed by: Mr. D. Griffin

Relationship to Child: Grandfather

Services:

1. Physical Therapy

Conditions:

1. Other Health Conditions (e.g., cardiac disorder, asthma)

Comments:

None

Section Comments:

None

There is no Sensory Processing Section Summary for children ages birth to 6 months.


Quadrant Raw Scores/Classifications*


Quadrant	Quadrant Raw Score Total	Less than Others←		→ More than Others	
		Consult and Follow-up	Typical Performance	Consult and Follow-up	
1. Low Registration (Birth-3 months)	35/65	65 ----- 49	48 ----- 39	38 ---X-- 13	
2. Sensation Seeking (Birth-6 months)	16/30	30 ---X-- 16	15 ----- 7	6 ----- 6	
3. Sensory Sensitivity (Birth-6 months)	29/60	60 ----- 58	57 ----- 45	44 ---X-- 12	
4. Sensation Avoiding (Birth-6 months)	11/25	**	25 ----- 19	18 ---X-- 5	
Low Threshold	Raw Score Total	Note: This score is only relevant when both Quadrants 3 and 4 are outside the Typical Performance range.			
Low Threshold (Birth-6 months)	40/85	85 ----- 82	81 ----- 64	63 ---X-- 17	


*Classifications are based on the performance of children without disabilities ($n = 100$).


**There can be no Consult and Follow-up scores for this quadrant in this age range.

Quadrant Grid





	Quadrant 1
Low Registration	
Item	Raw Score
2	3
3	1
7	3
8	3
9	5
10	1
12	1
15	5
18	4
20	2
23	1
29	4
31	2
Quadrant Raw Score Total	35

	Quadrant 2
Sensation Seeking	
Item	Raw Score
1	3
11	2
16	2
17	4
30	2
32	3
Quadrant Raw Score Total	16

	Quadrant 3
Sensory Sensitivity	
Item	Raw Score
4	2
5	2
6	2
13	3
14	3
19	2
21	1
25	2
27	1
33	3
34	3
36	5
Quadrant Raw Score Total	29

	Quadrant 4
Sensation Avoiding	
Item	Raw Score
22	1
24	1
26	2
28	5
35	2
Quadrant Raw Score Total	11

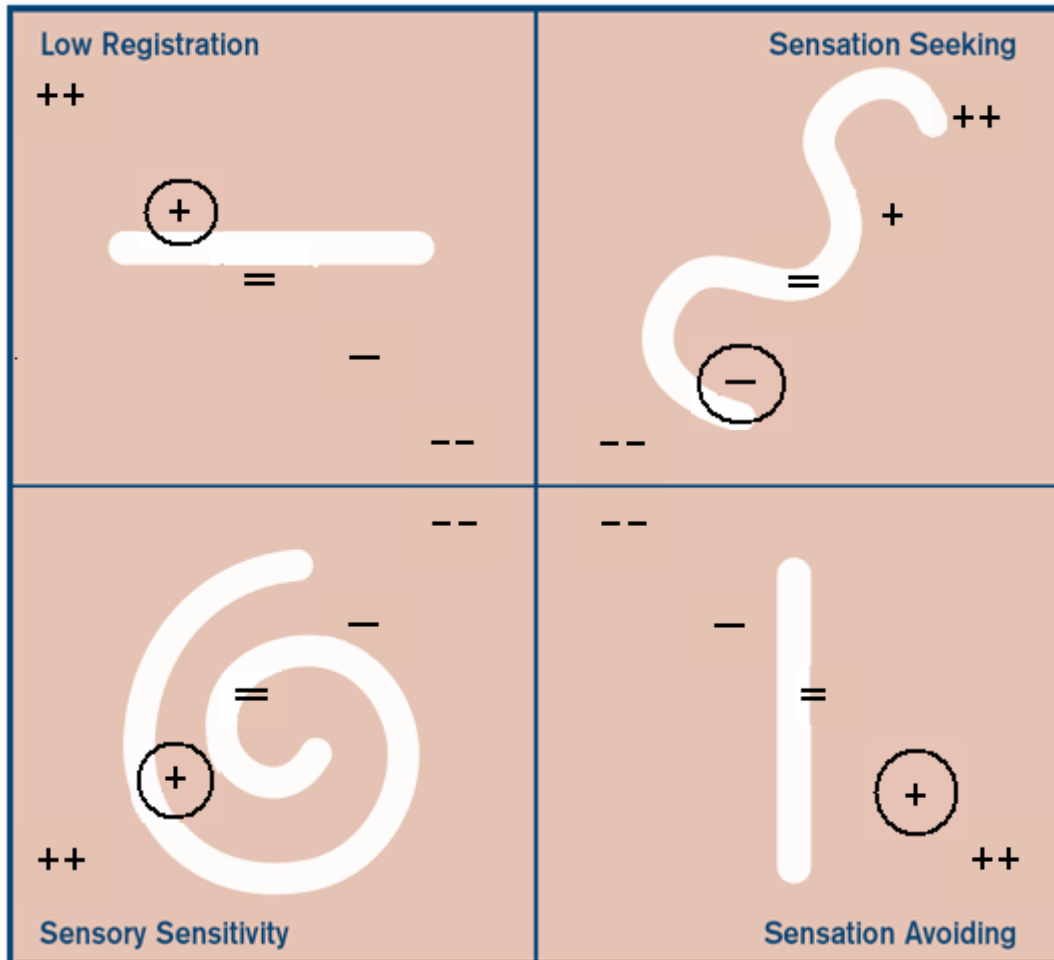
Legend

-  = Low Registration
-  = Sensation Seeking
-  = Sensory Sensitivity
-  = Sensation Avoiding

The following symbols are used to represent the classifications on the Quadrant Profile:

- Much Less Than Most People
- Less Than Most People
- = Similar to Most People
- + More than Most People
- ++ Much More Than Most People

Quadrant Profile



Item Analysis Report

Child's Name: Joshua Sample

Date of Birth: 6/30/2006 **Age:** 0 yrs, 1 mos

Gender: Male

Administration Date: 8/15/2006

Service Provider: Dr. B. Stewart

Discipline: Occupational Therapist

Completed By: Mr. D. Griffin

Relationship to Child: Grandfather

Services:

1. Physical Therapy

Conditions:



















1. Other Health Conditions (e.g., cardiac disorder, asthma)



















Comments:

None

AA = Almost Always, F = Frequently, O = Occasionally, S = Seldom, AN = Almost Never

Sensory Processing

Item	A. General Processing	AA	F	O	S	AN
 1	My child is active throughout the day.			X		
 2	My child stays quiet and calm in an active environment when compared to same age			X		
 3	My child is unaware of people coming in and going out of the room.	X				
 4	My child's behavior deteriorates when the schedule changes.		X			
 5	My child has difficulty getting to sleep and is easily awakened.		X			
 6	My child is irritable when compared to same age children.		X			
Section Raw Score Total 26						
Item	B. Auditory Processing	AA	F	O	S	AN
 7	I have to speak loudly to get my child's attention.			X		
 8	My child remains calm, even with sudden, everyday sounds (for example, dog barking, phone).			X		
 9	I have to touch my child to gain attention.					X
 10	My child seems unaware of continuous noise in the environment (for example, TV, stereo).	X				
 11	My child enjoys making sounds with his/her mouth.		X			
 12	My child takes a long time to respond, even to familiar voices.	X				
 13	My child startles easily at sound, compared to other children the same age.			X		
 14	My child is distracted and/or has difficulty eating in noisy environments.			X		
 15	My child ignores me when I am talking.					X
Item	C. Visual Processing	AA	F	O	S	AN
 16	My child enjoys looking at moving or spinning objects (for example, ceiling fans, toys with wheels, floor fans).		X			
 17	My child enjoys looking at shiny objects.				X	
 18	My child reacts to all faces the same way (for example, to strangers, parents, caregivers, grandparents, siblings).				X	

	19	My child gets fussy when exposed to bright lights.		X				
	20	My child avoids eye contact with me.		X				
	21	My child startles at own reflection in the mirror.	X					
	22	My child avoids looking at toys.	X					
Section Raw Score Total			16					
Item	D. Tactile Processing		AA	F	O	S	AN	
	23	My child seems unaware of wet or dirty diapers.	X					
	24	My child resists being held.	X					
	25	My child becomes agitated when having hair washed.		X				
	26	My child avoids getting face/nose wiped.		X				
	27	My child is distressed when having nails trimmed.	X					
	28	My child resists being cuddled.					X	
Section Raw Score Total			12					
Item	E. Vestibular Processing		AA	F	O	S	AN	
	29	My child requires more support for sitting than other children the same age (for example, infant seat, pillows, towel roll).				X		
	30	My child enjoys physical activity (for example, bouncing, being held up high in the air).		X				
	31	My child doesn't seem to notice position changes and can be moved about with ease.		X				
	32	My child enjoys rhythmical activities (for example, swinging, rocking, car rides).			X			
	33	My child becomes upset when placed on back to change diapers.			X			
	34	Riding in the car upsets my child.			X			
	35	My child resists having head tipped back during bathing.		X				
	36	My child cries or fusses whenever I try to move him/her.					X	
Section Raw Score Total			24					

Summary and Interpretive Report

Child's Name: Joshua Sample
Date of Birth: 6/30/2006
Age: 0 years, 1 months
Service Provider: Dr. B. Stewart
Completed by: Mr. D. Griffin
Daily Life Concern: None

Gender: Male
Administration Date: 8/15/2006
Discipline: Occupational Therapist
Relationship to Child: Grandfather

The Infant/Toddler Sensory Profile was administered as part of a comprehensive assessment to determine whether aspects of sensory processing might be contributing to performance challenges in the daily life of Joshua Sample.

The Infant/Toddler Sensory Profile is a measure of young children's responses to sensory events in daily life. The caregiver completes the Infant/Toddler Sensory Profile by assessing the frequency of the child's responses to certain sensory processing, modulation, and behavioral/emotional events as described in 36 items. We know from research that the Infant/Toddler Sensory Profile can help identify a young child's sensory processing patterns; the results can then be used to consider how these patterns might be contributing to or creating barriers to performance in daily life.

The Infant/Toddler Sensory Profile was given as a part of a total assessment that included interviews, observations, and other tests to reveal the possible contribution of sensory processing patterns to Joshua's challenges. Mr. D. Griffin, Joshua's grandfather, reports the following concern(s) about Joshua: None

Summary of Scores

The following paragraphs describe Joshua's performance on the Infant/Toddler Sensory Profile. Please also refer to the Summary Score report for a visual summary of his scores.

Section scores are not calculated for children birth to six months of age.

Quadrant Summary

The following quadrants were in the Consult and Follow-up ranges:

- Low Registration
- Sensation Seeking
- Sensory Sensitivity
- Sensation Avoiding

Children with low registration tend to miss or take longer to respond to stimuli that others notice. In general, they may have trouble reacting to rapidly presented or low-intensity stimuli. Children who have low registration may appear withdrawn, uninterested, have low energy levels and act as if they are overly tired all the time.

When children have “more than others” scores in the Low Registration quadrant, this means they notice things less than others. They may not be bothered by things that bother others.

Children who are sensation seekers are active and continuously engaged in their environments. These children add sensory input to every experience in daily life. They may appear excitable or seem to lack consideration for safety while playing.

When children have a “less than others” score in the Sensation Seeking quadrant, this means that they may be less interested in and do not seek additional sensory experiences.

Children who have sensory sensitivity have a high ability to notice what is going on in their environment. They have a pattern of directing their attention to the latest stimulus that presents itself, which distracts them from whatever else they were doing.

When children have “more than others” scores in the Sensory Sensitivity quadrant, this means that they notice things more than others, picking up on more details in their surroundings. They can be bothered by things that others may not even notice.

Children who are sensation avoiders cope with stimuli by keeping it at bay, either by withdrawing from the stimuli or by engaging in an emotional outburst that enables them to get out of the threatening situation.

When children have a “more than others” score in the Sensory Avoiding quadrant, this means that they notice and are bothered by things much more than others. They may enjoy being alone or in very quiet places. When environments are too challenging, these children may withdraw.

Low Threshold (Combined Quadrant)

Children who have a low threshold tend to be fussy and require a great deal of structure. People who care for these children may report that these children are inconsistent in their response to stimuli. When children have a low threshold for responding, they are likely to be overly vigilant and rigid. They are more likely to respond with variability from day to day or hour to hour, making it hard for parents and other caregivers to plan or anticipate what will work.

Interpretation of Scores

Joshua is having difficulty with some aspects of the activities of daily life. Mr. D. Griffin, his grandfather, indicated that Joshua is having difficulty in the following areas: NoneThe Infant/Toddler Sensory Profile scores reveal that Joshua can successfully use and understand some sensory information, and has difficulty understanding and using other sensory information.

Joshua is having difficulty with other ways of processing sensory information and these are likely to be interfering with activities of daily life. When interpreting these scores remember that development can occur quite rapidly at this age. He is having difficulty with:

- Low Registration
- Sensation Seeking
- Sensory Sensitivity
- Sensation Avoiding

Quadrant Interpretation

Children with a “more than others” low registration pattern can profit from more intensity in sensory experiences during daily life. With more intensity of sensory input, these children can continue to pay and maintain attention to the activities of their daily lives.

Children with a “less than others” sensation seeking pattern can profit from more variety in sensory experiences as a part of daily life so they can maintain interest throughout an activity. With more variety of sensory input, these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Children with a “more than others” sensitivity pattern can profit from more structured patterns of sensory experiences during daily life. With more structure of sensory input, these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Children with a “more than others” sensation avoiding pattern will be better able to participate in everyday life when there is less sensory input available in the environment. When the environment is “quiet,” these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Other assessments, interviews, and observations should augment the information obtained from the Infant/Toddler Sensory Profile results to identify Joshua's sensory processing features. Dr. B. Stewart will provide input to Joshua's teachers and caregivers to construct additional plans to support Joshua participation in daily activities, with a special focus on sensory processing needs.

Dr. B. Stewart
Occupational Therapist

Caregiver Questionnaire (Full) Report

Child's Name: Jane Sample

Date of Birth: 1/1/2006 **Age:** 0 yrs, 7 mos **Gender:** Female

Administration Date: 8/15/2006

Service Provider: Dr. W. G. Finley

Discipline: Occupational Therapist

Completed by: K. Buford

Relationship to Child: Mother

Services:

1. Early Intervention/Preschool Services
2. Speech Therapy

Conditions:

1. Speech or Language Impairment
2. Visual Impairment/Blindness
3. Reflux

Comments:

None

Section Comments:

None

Section Raw Scores/Classifications

← Less than Others

→ More than Others

Sections	Section Raw Score Total	Definite Difference	Probable Difference	Typical Performanc	Probable Difference	Definite Difference
A. General Processing	No section raw score total is calculated for the General Processing Section					
B. Auditory Processing (7–36 months)	39/50	50 ----- 48	47 ----- 44	43 --- X --- 35	34 ----- 31	30 ----- 10
C. Visual Processing (7–36 months)	20/35	35 ----- 32	31 ----- 28	27 --- X --- 20	19 ----- 16	15 ----- 7
D. Tactile Processing (7–24 months)	39/75	75 ----- 68	67 ----- 62	61 ----- 48	47 ----- 42	41 --- X --- 15
E. Vestibular Processing (7–36 months)	25/30	30 ----- 27	26 --- X --- 24	23 ----- 18	17 ----- 15	14 ----- 6
F. Oral Sensory Processing (7–12 months)	25/35	35 ----- 33	32 ----- 30	29 --- X --- 21	20 ----- 17	16 ----- 7

Quadrant Raw Scores/Classifications*

← Less than Others


→ More than Others


Quadrants	Quadrant Raw Score Total	Definite Difference	Probable Difference	Typical Performance	Probable Difference	Definite Difference
1. Low Registration (7–36 months)	42/55	**	55 ----- 55	54 ----- 46	45 ----- 43	42 X -----
2. Sensation Seeking (7–12 months)	45/70	70 --- X --- 44	43 ----- 36	35 ----- 19	18 ----- 14	**
3. Sensory Sensitivity (7–36 months)	31/55	**	55 ----- 53	52 ----- 41	40 ----- 36	35 X -----
4. Sensation Avoiding (7–36 months)	38/60	**	60 ----- 57	56 ----- 45	44 ----- 39	38 X -----
Low Threshold	Raw Score Total		Note: This score is only relevant when both Quadrants 3 and 4 are outside the Typical Performance range.			
Low Threshold (7–36 months)	69/115	**	115 ----- 108	107 ----- 87	86 ----- 77	76 X -----


*Classifications are based on the performance of children without disabilities (*n* = 489).


**There can be no Definite Difference for this section in this age range.

Quadrant Grid





		Quadrant 1
Low Registration		
Item	Raw Score	
4	2	
5	5	
7	4	
10	4	
13	4	
16	1	
18	4	
33	5	
36	3	
44	5	
47	5	
Quadrant Raw Score Total	42	

		Quadrant 2
Sensation Seeking		
Item	Raw Score	
6	3	
12	5	
14	4	
15	5	
19	2	
20	2	
31	1	
32	2	
34	3	
35	3	
37	5	
38	5	
42	3	
43	2	
Quadrant Raw Score Total	45	

		Quadrant 3
Sensory Sensitivity		
Item	Raw Score	
1	1	
8	2	
9	5	
22	5	
24	1	
26	2	
28	4	
29	2	
30	1	
39	4	
41	4	
Quadrant Raw Score Total	31	

		Quadrant 4
Sensation Avoiding		
Item	Raw Score	
2	5	
3	2	
11	5	
17	2	
21	4	
23	1	
25	3	
27	2	
40	4	
45	2	
46	3	
48	5	
Quadrant Raw Score Total	38	

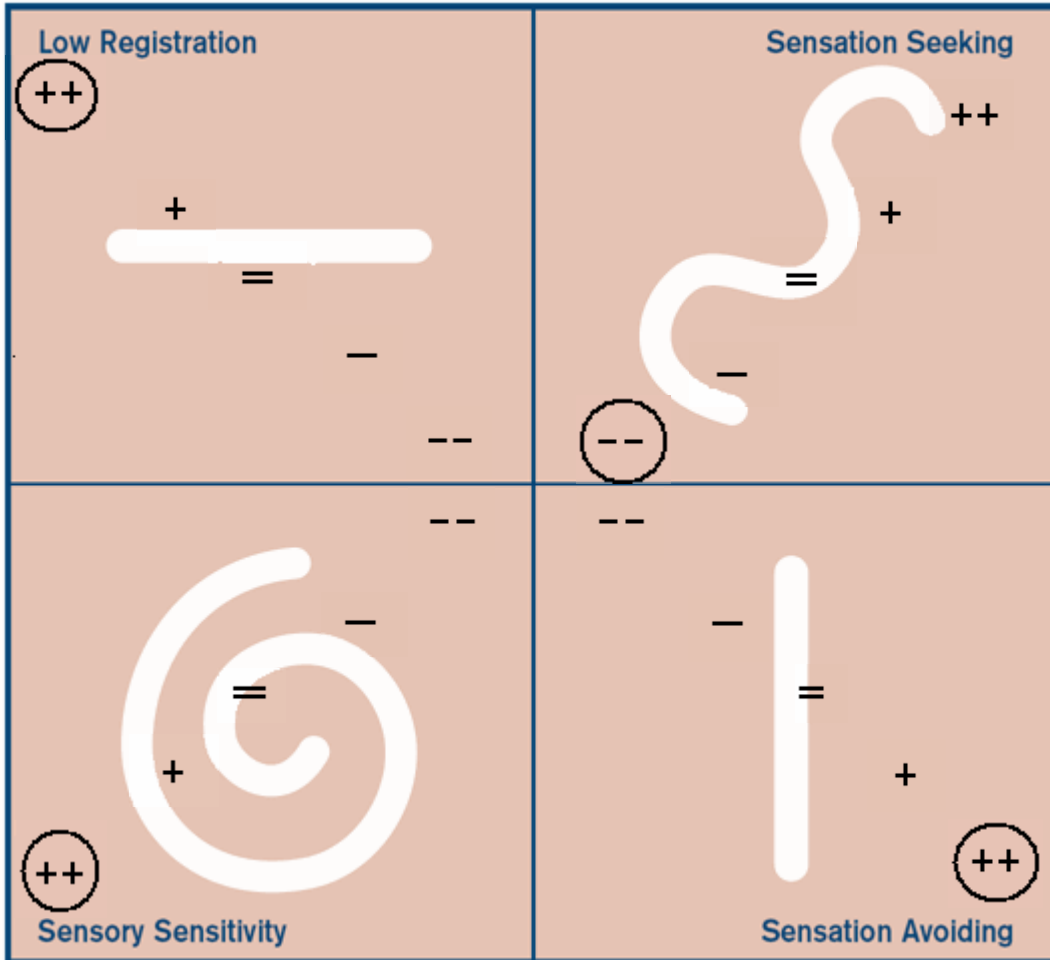
Legend

-  = Low Registration
-  = Sensation Seeking
-  = Sensory Sensitivity
-  = Sensation Avoiding

The following symbols are used to represent the classifications on the Quadrant Profile:

- Much Less Than Most People
- Less Than Most People
- = Similar to Most People
- + More than Most People
- ++ Much More Than Most People

Quadrant Profile



Item Analysis Report

Child's Name: Jane Sample

Date of Birth: 1/1/2006 **Age:** 0 yrs, 7 mos

Gender: Female

Administration Date: 8/15/2006

Service Provider: Dr. W. G. Finley

Discipline: Occupational Therapist

Completed By: K. Buford

Relationship to Child: Mother

Services:

1. Early Intervention/Preschool Services
2. Speech Therapy

Conditions:



















1. Speech or Language Impairment
2. Visual Impairment/Blindness
3. Reflux




















Comments:












None

AA = Almost Always, F = Frequently, O = Occasionally, S = Seldom, AN = Almost Never

Sensory Processing

Item	A. General Processing	AA	F	O	S	AN
	1 My child's behavior deteriorates when the schedule changes.	X				
	2 My child avoids playing with others.					X
	3 My child withdraws from situations.		X			
B. Auditory Processing						
Item	B. Auditory Processing	AA	F	O	S	AN
	4 I have to speak loudly to get my child's attention.		X			
	5 I have to touch my child to gain attention.					X
	6 My child enjoys making sounds with his/her mouth.			X		
	7 My child takes a long time to respond, even to familiar voices.				X	
	8 My child startles easily at sound, compared to other children the same age.		X			
	9 My child is distracted and/or has difficulty eating in noisy environments.					X
	10 My child ignores me when I am talking.				X	
	11 My child tries to escape from noisy environments.					X
	12 My child finds ways to make noise with toys.					X
	13 It takes a long time for my child to respond to his/her name when it is called.				X	
Section Raw Score Total		39				
Item	C. Visual Processing	AA	F	O	S	AN
	14 My child enjoys looking at moving or spinning objects (for example, ceiling fans, toys with wheels, floor fans).				X	
	15 My child enjoys looking at shiny objects.					X
	16 My child avoids eye contact with me.	X				
	17 My child refuses to look at books with me.		X			
	18 My child does not recognize self in the mirror.				X	

	19	My child enjoys looking at own reflection in the mirror.		X				
	20	My child prefers fast-paced, brightly colored TV shows.		X				
Section Raw Score Total			20					
Item	D. Tactile Processing		AA	F	O	S	AN	
	21	My child resists being held.				X		
	22	My child becomes agitated when having hair washed.					X	
	23	My child avoids getting face/nose wiped.	X					
	24	My child is distressed when having nails trimmed.	X					
	25	My child resists being cuddled.			X			
	26	My child is upset by changes in the bath water temperature, from one bath to the next.		X				
	27	My child avoids contact with rough or cold surfaces (for example, squirms, arches, cries).		X				
	28	My child becomes very upset if own clothing, hands, and/or face are messy.				X		
	29	My child gets upset with extreme differences in room temperature (for example, hotter, colder).		X				
	30	My child becomes anxious when walking or crawling on certain surfaces (for example, grass, sand, carpet, tile).	X					
	31	My child enjoys playing with food.	X					
	32	My child seeks opportunities to feel vibrations (for example, stereo speakers, washer, dryer).		X				
	33	My child bumps into things, seeming not to notice objects in the way.					X	
	34	My child enjoys splashing during bath time.			X			
	35	My child uses hands to explore food and other textures.			X			
Section Raw Score Total			39					
Item	E. Vestibular Processing		AA	F	O	S	AN	
	36	My child requires more support for sitting than other children the same age (for example, infant seat, pillows, towel roll).			X			
	37	My child enjoys physical activity (for example, bouncing, being held up high in the air).					X	

	38	My child enjoys rhythmical activities (for example, swinging, rocking, car rides).						X
	39	My child becomes upset when placed on back to change diapers.					X	
	40	My child resists having head tipped back during bathing.					X	
	41	My child cries or fusses whenever I try to move him/her.					X	
Section Raw Score Total			25					
Item	F. Oral Sensory Processing		AA	F	O	S	AN	
	42	My child licks/chews on nonfood objects.			X			
	43	My child mouths objects.		X				
	44	My child is unaware of food or liquid left on lips.						X
	45	My child refuses all but a few food choices.		X				
	46	My child resists having teeth brushed.			X			
	47	My child refuses to drink from a cup.						X
	48	My child refuses to try new foods.						X
Section Raw Score Total			25					

Summary and Interpretive Report

Child's Name: Jane Sample

Date of Birth: 1/1/2006

Age: 0 years, 7 months

Service Provider: Dr. W. G. Finley

Completed by: K. Buford

Daily Life Concern: None

Gender: Female

Administration Date: 8/15/2006

Discipline: Occupational Therapist

Relationship to Child: Mother

The Infant/Toddler Sensory Profile was administered as part of a comprehensive assessment to determine whether aspects of sensory processing might be contributing to performance challenges in the daily life of Jane Sample.

The Infant/Toddler Sensory Profile is a measure of young children's responses to sensory events in daily life. The caregiver completes the Infant/Toddler Sensory Profile by assessing the frequency of the child's responses to certain sensory processing, modulation, and behavioral/emotional events as described in 48 items. We know from research that the Infant/Toddler Sensory Profile can help identify a young child's sensory processing patterns; the results can then be used to consider how these patterns might be contributing to or creating barriers to performance in daily life.

The Infant/Toddler Sensory Profile was given as a part of a total assessment that included interviews, observations, and other tests to reveal the possible contribution of sensory processing patterns to Jane's challenges. K. Buford, Jane's mother, reports the following concern(s) about Jane: None

Summary of Scores

The following paragraphs describe Jane's performance on the Infant/Toddler Sensory Profile. Please also refer to the Summary Score report for a visual summary of her scores.

Jane obtained scores that indicate typical performance in the following sections:

- Auditory Processing
- Visual Processing
- Oral Sensory Processing

Typical performance indicates that Jane uses these sensory inputs successfully.

Therefore, Jane uses Auditory and Visual input effectively to understand what is going on around her.

She uses oral sensory input effectively to obtain and use information gathered from the mouth, including the lips and tongue.

Jane has Probable Difference scores in the following section:

- Vestibular Processing

It is possible that this area is a challenge for Jane. The team will need to conduct additional observations to determine the contribution of these areas to Jane's performance challenges.

Jane has difficulty in the following sections:

- Tactile Processing

When children have difficulty in this sensory system, it means that this form of sensory input is confusing, upsetting, or not meaningful to the child. In any case, difficulty with sensory input can interfere with the child's ability to complete important activities as successfully as other children do.

Quadrant Summary

Jane scored in the Definite Difference ranges in these quadrants

- Low Registration
- Sensation Seeking
- Sensory Sensitivity
- Sensation Avoiding

Children with low registration tend to miss or take longer to respond to stimuli that others notice. In general, they may have trouble reacting to rapidly presented or low-intensity stimuli. Children who have low registration may appear withdrawn, uninterested, have low energy levels and act as if they are overly tired all the time.

When children have “more than others” scores in the Low Registration quadrant, this means they notice things less than others. They may not be bothered by things that bother others.

Children who are sensation seekers are active and continuously engaged in their environments. These children add sensory input to every experience in daily life. They may appear excitable or seem to lack consideration for safety while playing.

When children have a “less than others” score in the Sensation Seeking quadrant, this means that they may be less interested in and do not seek additional sensory experiences.

Children who have sensory sensitivity have a high ability to notice what is going on in their environment. They have a pattern of directing their attention to the latest stimulus that presents itself, which distracts them from whatever else they were doing.

When children have “more than others” scores in the Sensory Sensitivity quadrant, this means that they notice things more than others, picking up on more details in their surroundings. They can be bothered by things that others may not even notice.

Children who are sensation avoiders cope with stimuli by keeping it at bay, either by withdrawing from the stimuli or by engaging in an emotional outburst that enables them to get out of the threatening situation.

When children have a “more than others” score in the Sensory Avoiding quadrant, this means that they notice and are bothered by things much more than others. They may enjoy being alone or in very quiet places. When environments are too challenging, these children may withdraw.

Low Threshold (Combined Quadrant)

Children who have a low threshold tend to be fussy and require a great deal of structure. People who care for these children may report that these children are inconsistent in their response to stimuli. When children have a low threshold for responding, they are likely to be overly vigilant and rigid. They are more likely to respond with variability from day to day or hour to hour, making it hard for parents and other caregivers to plan or anticipate what will work.

Interpretation of Scores

Whenever possible, the team needs to use Jane's areas of strength to support her performance. Her strengths lie in the areas of:

- Auditory Processing
- Visual Processing
- Oral Sensory Processing

Jane is having difficulty with other ways of processing sensory information and these are likely to be interfering with activities of daily life.

She is having difficulty with:

- Tactile Processing
- Vestibular Processing
- Low Registration
- Sensation Seeking
- Sensory Sensitivity

Quadrant Interpretation

Children with a “more than others” low registration pattern can profit from more intensity in sensory experiences during daily life. With more intensity of sensory input, these children can continue to pay and maintain attention to the activities of their daily lives.

Children with a “less than others” sensation seeking pattern can profit from more variety in sensory experiences as a part of daily life so they can maintain interest throughout an activity. With more variety of sensory input, these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Children with a “more than others” sensitivity pattern can profit from more structured patterns of sensory experiences during daily life. With more structure of sensory input, these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Children with a “more than others” sensation avoiding pattern will be better able to participate in everyday life when there is less sensory input available in the environment. When the environment is “quiet,” these children can continue to pay attention and stay with an activity for a longer period of time before moving on to another activity.

Other assessments, interviews, and observations should augment the information obtained from the Infant/Toddler Sensory Profile results to identify Jane's sensory processing features. Dr. W. G. Finley will provide input to Jane's teachers and caregivers to construct additional plans to support Jane participation in daily activities, with a special focus on sensory processing needs.

Dr. W. G. Finley
Occupational Therapist