



Caregiver Questionnaire (Full) Report

Child's Name: Gerald Sample

Date of Birth: 7/31/1996 **Age:** 10 yrs 0 mos **Gender:** Male

Service Provider: Dr. R. Baklery

Administration Date: 8/15/2006

Discipline: Occupational Therapist

Completed by:

Relationship to Child: Mother

Services:

1. Early Intervention/Preschool Services
2. Occupational Therapy

Conditions:

1. Asperger's Syndrome
2. Cerebral Palsy

Comments:

None

Section Comments:

A. Auditory Processing:

Gerald will be tested for hearing at his next regular scheduled general doctor's health appointment.

Section Raw Scores/Classifications

← Less than others

→ More than others

Sections	Section Raw Score Total	Definite Difference	Probable Difference	Typical Performance	Probable Difference	Definite Difference
A. Auditory Processing	21/40	*	40 ----- 39	38 ----- 30	29 ----- 26	25 -- X --- 8
B. Visual Processing	22/45	*	45 ----- 42	41 ----- 32	31 ----- 27	26 -- X --- 9
C. Vestibular Processing	28/55	*	*	55 ----- 48	47 ----- 45	44 --- X --- 11
D. Touch Processing	57/90	*	90 ----- 89	88 ----- 73	72 ----- 65	64 --- X --- 18
E. Multisensory Processing	24/35	*	35 ----- 34	33 ----- 27	26 --- X --- 24	23 ----- 7
F. Oral Sensory Processing	33/60	*	60 ----- 60	59 ----- 46	45 ----- 40	39 --- X --- 12
G. Sensory Processing Related to Endurance/Tone	17/45	*	*	45 ----- 39	38 ----- 36	35 -- X --- 9
H. Modulation Related to Body Position and Movement	27/50	*	50 ----- 50	49 ----- 41	40 ----- 36	35 --- X --- 10
I. Modulation of Movement Affecting Activity Level	29/35	35 ----- 34	33 ----- 31	30 --- X --- 23	22 ----- 19	18 ----- 7
J. Modulation of Sensory Input Affecting Emotional Responses	10/20	*	*	20 ----- 16	15 ----- 14	13 -- X --- 4
K. Modulation of Visual Input Affecting Emotional Responses and Activity Level	10/20	*	20 ----- 20	19 ----- 15	14 ----- 12	11 -- X --- 4
L. Emotional/Social Responses	50/85	*	85 ----- 80	79 ----- 63	62 ----- 55	54 --- X --- 17
M. Behavioral Outcomes of Sensory Processing	14/30	*	30 ----- 29	28 ----- 22	21 ----- 19	18 -- X --- 6
N. Items Indicating Thresholds For Response	8/15	*	*	15 ----- 12	11 ----- 10	9 --- X --- 3

*Expanded cut scores not available for this section. See Expanded Cut Score Theory in Sensory Profile Supplement.

Factor Raw Scores/Classifications



























































← Less than others









→ More than others

Factors	Factor Raw Score Total	Definite Difference	Probable Difference	Typical Performance	Probable Difference	Definite Difference
1. Sensory Seeking	59/85	*	85 ----- 82	81 ----- 63	62 --- X --- 55	54 ----- 17
2. Emotionally Reactive	44/80	*	80 ----- 75	74 ----- 57	56 ----- 48	47 --- X --- 16
3. Low Endurance/Tone	17/45	*	*	45 ----- 39	38 ----- 36	35 --- X --- 9
4. Oral Sensory Sensitivity	26/45	*	45 ----- 45	44 ----- 33	32 ----- 27	26 --- X --- 9
5. Inattention/Distractibility	15/35	*	35 ----- 33	32 ----- 25	24 ----- 22	21 --- X --- 7
6. Poor Registration	26/40	*	*	40 ----- 33	32 ----- 30	29 --- X --- 8
7. Sensory Sensitivity	10/20	*	*	20 ----- 16	15 ----- 14	13 --- X --- 4
8. Sedentary	17/20	*	20 ----- 18	17 --- X --- 12	11 ----- 10	9 ----- 4
9. Fine Motor/Perceptual	9/15	*	*	15 ----- 10	9 --- X --- 8	7 ----- 3




















*Expanded cut scores not available for this factor. See Expanded Cut Score Theory in Sensory Profile Supplement.

Factor Grid (Factors 1-5 of 9)

Factor 1			Factor 2			Factor 3			Factor 4			Factor 5		
Sensory Seeking			Emotionally Reactive			Low Endurance/Tone			Oral Sensory Sensitivity			Inattention/Distractibility		
Item		Raw Score	Item		Raw Score	Item		Raw Score	Item		Raw Score	Item		Raw Score
	8	2		92	5		66	2		55	1		3	2
	24	1		100	1		67	1		56	2		4	2
	25	1		101	3		68	1		57	1		5	3
	26	4		102	3		69	1		58	5		6	1
	44	5		103	1		70	4		59	2		7	5
	45	5		104	3		71	4		60	3		48	1
	46	5		105	1		72	1		61	4		49	1
	51	5		106	2		73	1		62	4	Factor Raw Score Total		15
	80	5		107	2		74	2		63	4			
	81	4		108	2	Factor Raw Score Total		17	Factor Raw Score Total		26			
	82	4		109	3									
	83	1		110	5									
	84	4		111	5									
	89	4		112	5									
	90	5		121	1									
	94	2		122	2									
	123	2	Factor Raw Score Total		44									
Factor Raw Score Total		59												

Icon	Description
	Auditory
	Visual
	Activity Level
	Taste/Smell
	Body Position
	Movement
	Touch
	Emotional/Social

Factor Grid (Factors 6-9 of 9)

Factor 6			Factor 7			Factor 8			Factor 9		
Poor Registration			Sensory Sensitivity			Sedentary			Fine Motor/Perceptual		
Item		Raw Score	Item		Raw Score	Item		Raw Score	Item		Raw Score
	35	1		18	3		85	2		13	3
	42	4		19	4		86	5		118	2
	43	5		77	1		87	5		119	4
	95	2		78	2		88	5	Factor Raw Score Total		9
	99	4	Factor Raw Score Total		10	Factor Raw Score Total		17			
	115	2									
	116	4									
	125	4									
Factor Raw Score Total		26									

Icon	Description
	Auditory
	Visual
	Activity Level
	Taste/Smell
	Body Position
	Movement
	Touch
	Emotional/Socia

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. Registration	36/75	**	75 ----- 73	72 ----- 64	63 ----- 59	58 ---X--- 15
2. Seeking	83/130	**	130 ----- 124	123 -----	102 ----- 92	91 ---X--- 26
3. Sensitivity	49/100	**	100 ----- 95	94 ----- 81	80 ----- 73	72 ---X--- 20
4. Avoiding	86/145	145 ----- 141	140 ----- 134	133 -----	112 ----- 103	102 ---X--- 29





















*See Expanded Cut Score Theory explanation in Sensory Profile Supplement.





















**There can be no Definite Difference for this quadrant.





















Classifications are based on the performance of children without disabilities ($n = 1,037$).







Quadrant Grid

Quadrant 1		
Registration		
Item	Raw Score	
	6	1
	7	5
	47	5
	50	2
	53	5
	66	2
	67	1
	68	1
	69	1
	70	4
	71	4
	72	1
	73	1
	74	2
	75	1
Quadrant Raw Score Total	36	










Quadrant 2		
Seeking		
Item	Raw Score	
	8	2
	24	1
	25	1
	26	4
	27	3
	28	1
	40	2
	41	1
	44	5
	45	5
	46	5
	51	5
	59	2
	60	3
	61	4
	62	4
	63	4
	80	5
	81	4
	82	4









Quadrant 3		
Sensitivity		
Item	Raw Score	
	3	2
	4	2
	14	1
	18	3
	19	4
	21	3
	30	3
	31	4
	32	3
	33	4
	34	1
	39	5
	48	1
	49	1
	55	1
	56	2
	57	1
	58	5
	77	1
	78	2

Quadrant 4		
Avoiding		
Item	Raw Score	
	1	4
	2	2
	5	3
	9	3
	10	4
	11	2
	15	1
	20	3
	22	1
	29	3
	36	2
	37	1
	54	5
	76	3
	85	2
	86	5
	87	5
	88	5
	93	1
	103	1

	83	1
	84	4
	89	4
	90	5
	94	2
	123	2
Quadrant Raw Score Total	83	

Quadrant Raw Score Total	49
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	104	3
	105	1
	107	2
	108	2
	109	3
	110	5
	111	5
	112	5
	114	4
Quadrant Raw Score Total	86	

Icon	Description
	Auditory
	Visual
	Activity Level
	Taste/Smell
	Body Position
	Movement
	Touch
	Emotional/Social



Item Analysis Report

Child's Name: Gerald Sample

Date of Birth: 7/31/1996 **Age:** 10 yrs 0 mos

Gender: Male

Administration Date: 8/15/2006

Service Provider: Dr. R. Baklery

Discipline: Occupational Therapist

Completed By: Lee Golde

Relationship to Child: Mother

Services:

1. Early Intervention/Preschool Services
2. Occupational Therapy

Conditions:




















1. Asperger's Syndrome
2. Cerebral Palsy










Comments:

None















A = Always, F = Frequently, O = Occasionally, S = Seldom, N = Never

Sensory Processing

Item		A. Auditory Processing	A	F	O	S	N
	1	Responds negatively to unexpected or loud noises (for example, cries or hides at noise from vacuum cleaner, dog barking, hair dryer)				X	
	2	Holds hands over ears to protect ears from sound		X			
	3	Has trouble completing tasks when the radio is on		X			
	4	Is distracted or has trouble functioning if there is a lot of noise around		X			
	5	Can't work with background noise (for example, fan refrigerator)			X		
	6	Appears to not hear what you say (for example, does not "tune-in" to what you say, appears to ignore you)	X				
	7	Doesn't respond when name is called but you know the child's hearing is OK					X
	8	Enjoys strange noises/seek to make noise for noise's sake		X			
Section Raw Score Total			21				
Item		B. Visual Processing	A	F	O	S	N
	9	Prefers to be in the dark			X		
	10	Expresses discomfort with or avoids bright lights (for example, hides from sunlight through window in car)				X	
	11	Happy to be in the dark		X			
	12	Becomes frustrated when trying to find objects in competing backgrounds (for example, a cluttered drawer)				X	
	13	Has difficulty putting puzzles together (as compared to same age children)			X		
	14	Is bothered by bright lights after others have adapted to the light	X				
	15	Covers eyes or squints to protect eyes from light	X				
	16	Looks carefully or intensely at objects/people (for example, stares)		X			
	17	Has a hard time finding objects in competing backgrounds (for example, shoes in a messy room, favorite toy in the "junk drawer")		X			
Section Raw Score Total			22				
Item		C. Vestibular Processing	A	F	O	S	N
	18	Becomes anxious or distressed when feet leave the ground			X		
	19	Dislikes activities where head is upside down (for example, somersaults, roughhousing)				X	

	20	Avoids playground equipment or moving toys (for example, swing set, merry-go-round)			X		
	21	Dislikes riding in a car			X		
	22	Holds head upright, even when bending over or leaning (for example, maintains a rigid position/posture during activity)	X				
	23	Becomes disoriented after bending over sink or table (for example, falls or gets dizzy)				X	
	24	Seeks all kinds of movement and this interferes with daily routines (for example, can't sit still, fidgets)	X				
	25	Seeks out all kinds of movement activities (for example, being whirled by adult, merry-go-rounds, playground equipment, moving toys)	X				
	26	Twirls/spins self frequently throughout the day (for example, likes dizzy feeling)				X	
	27	Rocks unconsciously (for example, while watching TV)			X		
	28	Rocks in desk/chair/on floor	X				

Section Raw Score Total 28

Item	D. Touch Processing		A	F	O	S	N
	29	Avoids getting "messy" (for example, in paste, sand, finger paint, glue, tape)			X		
	30	Expresses distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting)			X		
	31	Prefers long-sleeved clothing when it is warm or short sleeves when it is cold				X	
	32	Expresses discomfort at dental work or toothbrushing (for example, cries or fights)			X		
	33	Is sensitive to certain fabrics (for example, is particular about certain clothes or bedsheets)				X	
	34	Becomes irritated by shoes or socks	X				
	35	Avoids going barefoot especially in sand or grass	X				
	36	Reacts emotionally or aggressively to touch		X			
	37	Withdraws from splashing water	X				
	38	Has difficulty standing in line or close to other people			X		
	39	Rubs or scratches out a spot that has been touched					X
	40	Touches people and objects to the point of irritating others		X			
	41	Displays unusual need for touching certain toys, surfaces, or textures (for example, constantly touching objects)	X				
	42	Decreased awareness of pain and temperature				X	



	43	Doesn't seem to notice when someone touches arm or back (for example, unaware)						X
	44	Avoids wearing shoes; loves to be barefoot						X
	45	Touches people and objects						X
	46	Doesn't seem to notice when face or hands are messy						X










Section Raw Score Total 57

Item	E. Multisensory Processing		A	F	O	S	N
	47	Gets lost easily (even in familiar places)					X
	48	Has difficulty paying attention	X				
	49	Looks away from tasks to notice all actions in the room	X				
	50	Seems oblivious within an active environment (for example, unaware of activity)		X			
	51	Hangs on people, furniture, or objects even in familiar situations					X
	52	Walks on toes					X
	53	Leaves clothing twisted on body					X











Section Raw Score Total 24

Item	F. Oral Sensory Processing		A	F	O	S	N
	54	Gags easily with food textures, or food utensils in mouth					X
	55	Avoids certain tastes or food smells that are typically part of children's diets	X				
	56	Will only eat certain tastes		X			
	57	Limits self to particular food textures/temperatures	X				
	58	Picky eater, especially regarding food textures					X
	59	Routinely smells nonfood objects		X			
	60	Shows strong preference for certain smells			X		
	61	Shows strong preference for certain tastes				X	
	62	Craves certain foods				X	
	63	Seeks out certain tastes or smells				X	


	64	Chews or licks on nonfood objects	X				
	65	Mouths objects (for example, pencil, hands)	X				
Section Raw Score Total			33				







Item	G. Sensory Processing Related to Endurance/Tone				A	F	O	S	N
 66	Moves stiffly		X						
 67	Tires easily, especially when standing or holding particular body position	X							
 68	Locks joints (for example, elbows, knees) for stability	X							
 69	Seems to have weak muscles	X							
 70	Has a weak grasp						X		
 71	Can't lift heavy objects (for example, weak in comparison to same age children)						X		
 72	Props to support self (even during activity)	X							
 73	Poor endurance/tires easily	X							
 74	Appears lethargic (for example, has no energy, is sluggish)		X						

Section Raw Score Total 17





Item	H. Modulation Related to Body Position and Movement				A	F	O	S	N
 75	Seems accident-prone	X							
 76	Hesitates going up or down curbs or steps (for example, is cautious, stops before moving)			X					
 77	Fears falling or heights	X							
 78	Avoids climbing/jumping or avoids bumpy/uneven ground		X						
 79	Holds onto walls or banisters (for example, clings)		X						
 80	Takes excessive risks during play (for example, climbs high into a tree, jumps off tall furniture)							X	
 81	Takes movement or climbing risks during play that compromise personal safety						X		
 82	Turns whole body to look at you						X		
 83	Seeks opportunities to fall without regard to personal safety	X							
 84	Appears to enjoy falling						X		

Section Raw Score Total 27





Item	I. Modulation of Movement Affecting Activity Level				A	F	O	S	N
 85	Spends most of the day in sedentary play (for example, does quiet things)		X						

	86	Prefers quiet, sedentary play (for example, watching TV, books,						X
	87	Seeks sedentary play options						X
	88	Prefers sedentary activities						X
	89	Becomes overly excitable during movement activity					X	
	90	“On the go”						X
	91	Avoids quiet play activities				X		


















Section Raw Score Total 29






Item	J. Modulation of Sensory Input Affecting Emotional Responses		A	F	O	S	N
	92	Needs more protection from life than other children (for example, defenseless physically or emotionally)					X
	93	Rigid rituals in personal hygiene	X				
	94	Is overly affectionate with others		X			
	95	Doesn't perceive body language or facial expressions (for example, unable to interpret)		X			





Section Raw Score Total 10

Item	K. Modulation of Visual Input Affecting Emotional Responses and Activity Level		A	F	O	S	N
	96	Avoids eye contact	X				
	97	Stares intensively at objects or people			X		
	98	Watches everyone when they move around the room		X			
	99	Doesn't notice when people come into the room				X	

Section Raw Score Total 10

Item	L. Emotional/Social Responses	A	F	O	S	N
 100	Seems to have difficulty liking self (for example, low self-esteem)	X				
 101	Has trouble "growing up" (for example, reacts immaturely to situations)			X		
 102	Is sensitive to criticisms			X		
 103	Has definite fears (for example, fears are predictable)	X				
 104	Seems anxious			X		
 105	Displays excessive emotional outbursts when unsuccessful at a task	X				
 106	Expresses feeling like a failure		X			
 107	Is stubborn or uncooperative		X			
 108	Has temper tantrums		X			
 109	Poor frustration tolerance			X		
 110	Cries easily					X
 111	Overly serious					X
 112	Has difficulty making friends (for example, does not interact or participate in group play)					X
 113	Has nightmares				X	
 114	Has fears that interfere with daily routine				X	
 115	Doesn't have a sense of humor		X			
 116	Doesn't express emotions				X	
Section Raw Score Total		50				

Item	M. Behavioral Outcomes of Sensory Processing	A	F	O	S	N
 117	Talks self through tasks				X	
 118	Writing is illegible		X			
 119	Has trouble staying between the lines when coloring or when writing				X	
 120	Uses inefficient ways of doing things (for example, wastes time, moves slowly, does things a harder way than is needed)	X				
 121	Has difficulty tolerating changes in plans and expectations	X				

	122	Has difficulty tolerating changes in routines		X			
Section Raw Score Total			14				
Item	N. Items Indicating Thresholds for Response		A	F	O	S	N
	123	Jumps from one activity to another so that it interferes with play		X			
	124	Deliberately smells objects		X			
	125	Does not seem to smell strong odors				X	
Section Raw Score Total			8				



Summary and Interpretive Report

Child's Name: Gerald Sample
Date of Birth: 7/31/1996
Age: 10 years 0 months
Service Provider: Dr. R. Baklery

Gender: Male
Administration Date: 8/15/2006

Discipline: Occupational Therapist

Completed by: Lee Golde

Relationship to Child: Mother

Daily Life Concern: None

The 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 Gerald Sample.

The Sensory Profile is a measure of children's responses to sensory events in daily life. The caregiver completes the Sensory Profile by assessing the frequency of a child's responses to certain sensory processing, modulation, and behavioral/emotional events as described in 125 items. We know from research that the Sensory Profile can help identify a 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 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 Gerald's challenges. Lee Golde, Gerald's mother, reports the following concerns about Gerald: None

Summary of Scores

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

Sensory Processing

Gerald has Probable Difference scores in the following section:

- Multisensory Processing

It is possible that these areas are a challenge for Gerald. He may find it difficult to meaningfully use this type of sensory information. The team will need to conduct additional observations to determine the extent to which these areas impact Gerald's performance challenges.

Gerald has difficulty in the following sections:

- Auditory Processing
- Visual Processing
- Vestibular Processing
- Touch Processing
- Multisensory Processing
- Oral Sensory Processing

These areas are most likely to provide challenges for Gerald. When children have difficulty in a 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 Gerald's ability to complete important activities as successfully as other children do. The team will need to conduct additional observations to determine the contribution of these areas to his performance challenges.

Modulation

Gerald obtained scores that indicate typical ability to modulate sensory experiences in daily life. When children have good modulation, this means that they can organize input to create an appropriate adaptive response such as responding to the teacher. Gerald has this ability in one modulation section. He received scores in the typical performance range for the following section:

- Modulation of Movement Affecting Activity Level

Gerald obtained scores that indicate a range of abilities to modulate sensory experiences in daily life.

He has difficulty with:

- Sensory Processing Related to Endurance/Tone
- Modulation Related to Body Position and Movement
- Modulation of Sensory Input Affecting Emotional Responses
- Modulation of Visual Input Affecting Emotional Responses and Activity Level

This means the child will have problems in the following areas:

- Sitting for long periods, remaining alert and maintaining participation with peers.
- Anticipating how to move around safely, without clumsiness, incoordination, or frequent injuries.
- Responding appropriately to social and environmental cues, becoming inflexible or upset by situations more easily than others.
- Understanding the meaning and usefulness of visual information resulting in inappropriate responses.

Behavioral and Emotional Response

The following sections were in the Definite Difference – More than Others and/or Definite Difference Less than Others sections:

- Difficulty with Emotional/Social Responses indicates that Gerald becomes frustrated or upset easily. These responses can sometimes be related to confusing information from the sensory systems. In some cases, Gerald's nervous system is not interpreting the input in a meaningful way, leading to his sense of disruption with what is going around him.
- Difficulty with Behavioral Outcomes of Sensory Processing indicates that Gerald may have difficulty completing tasks or may produce poor quality work. When sensory processing is also difficult for him, a poor score here suggests a relationship between performance demands and ability or efficiency in performing tasks.
- Difficulty with Items Indicating Thresholds for Response indicates that Gerald is having difficulty identifying relevant stimuli. That is, he may need support in order to notice the most important stimuli and react appropriately to those stimuli.

Quadrant Summary

Gerald obtained scores in the Definite Difference – More than Others, and/or Definite Difference – Less Than Others ranges in these quadrants:

- Registration
- Seeking
- Sensitivity
- Avoiding

Children with a Registration pattern 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. These children may appear withdrawn, uninterested, have low energy levels and act as if they are overly tired all the time.

When children have a “more than others” score in the Registration pattern, this means they notice things less than others. They may not be bothered by things that bother others, but they also may not respond when you call them and have a harder time getting tasks completed in a timely manner.

Children with a Seeking pattern 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 “more than others” score in the Seeking pattern, this means that they enjoy sensory experiences and seek sensory input. Their interest in sensory events might also lead to difficulties with task completion because they may get distracted with new sensory experiences and lose track of daily life tasks.

Children with a Sensitivity pattern have a high ability to notice what is going on in their environment. They tend to be distractible and may display hyperactivity. They have a pattern of directing their attention to the latest stimulus that presents itself, which draws them away from whatever they are trying to accomplish.

When children have a “more than others” score in the Sensitivity pattern, this means that they notice things more than others, picking up on more details in life. They can be bothered by things that others may not even notice. However, noticing more can also mean these children get interrupted from getting tasks completed in a timely manner.

Children with an Avoiding pattern 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 Avoiding pattern, 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 and therefore not get activities completed in daily life.

Interpretation of Scores

Whenever possible, the team needs to use Gerald's areas of strength to support his performance. His strengths lie in the areas of:

- Modulation of Movement Affecting Activity Level

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

- Auditory Processing
- Vestibular Processing
- Touch Processing
- Multisensory Processing
- Oral Sensory Processing
- Sensory Processing Related to Endurance/Tone
- Modulation of Sensory Input Affecting Emotional Responses
- Modulation of Visual Input Affecting Emotional Responses and Activity Level
- Emotional/Social Responses
- Behavioral Outcomes of Sensory Processing
- Items Indicating Threshold for Response
- Registration
- Seeking
- Sensitivity
- Avoiding

Quadrant Interpretation

Children with a “more than others” score in the 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 “more than others” score in the Seeking pattern can profit from more intensity in experiences as part of daily life so they do not have to stop engaging in daily activities to get the extra sensory input they desire. With more intensity 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” score in the 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” score in the 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 Sensory Profile results to identify Gerald's sensory processing features. Dr. R. Baklery will provide input to Gerald's teachers and caregivers to construct additional plans to support

Dr. R. Baklery
Occupational Therapist



Short Sensory Profile Report

Child's Name: Gerald Sample

Date of Birth: 7/31/1996 **Age:** 10 yrs 0 mos

Gender: Male

Administration Date: 8/15/2006

Service Provider: Dr. R. Baklery

Discipline: Occupational Therapist

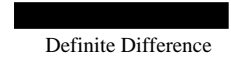
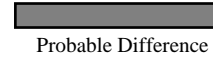
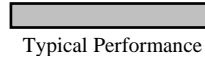
Completed by: Lee Golde

Relationship to Child: Mother

Comments: None

Section Raw Scores/Classifications

KEY



Section	Section Raw Score Total	Classification*
Tactile Sensitivity	23	35 7
Taste/Smell Sensitivity	8	20 4
Movement Sensitivity	6	15 3
Underresponsive/Seeks Sensation	12	35 7
Auditory Filtering	11	30 6
Low Energy/Weak	10	30 6
Visual/Auditory Sensitivity	13	25 5
Total	83	190 38

*Classifications are based on the performance of children without disabilities ($n = 1,037$).