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

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

• To identify sensory concerns – both sensory systems and sensory processing difficulties

• To determine if sensory integration difficulties influence a child's behaviors in school, at home, and in the community

• To identify if and how the sensory qualities of an environment affects the child's functioning
Purpose

• To provide an information base for designing interventions that are tailored to the needs and strengths of the child, family, and school staff

• To foster team collaboration

• To assist in educating parents and school personnel
• SPM: School was SASI
  – Miller Kuhaneck, Henry, & Glennon
  – began in 2000

• SPM: Home was ESP
  – Parham & Ecker
  – began in 1993

• Merged into the SPM (2005)
School Structure

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

• **School Environments Forms: Art, Music, PE, Playground, Cafeteria, and Bus**
  - allows comparison of sensory processing vulnerabilities across school environments
  - allows the team to view the child’s performance across school environments
  - includes a cd of the forms (one for each environment)
  - the cd provides unlimited use of necessary forms
  - the cd also includes a one page Quick Look at the SPM sheet to share with administrators and raters
Home Structure

• Home Form
  – Utilized the same normative sample as the Main Classroom Form
  – Information can be viewed and compared to the Main Classroom Form

• Allows the team to compare performance between home and school
Benefits

SPM: School

• Assists the team in considering the sensory barriers and facilitators of the student’s performance in multiple school environments

• Allows comparison across and between environments

• Determines whether or not there is a sensory basis to behaviors

• Examines social participation in relation to sensory issues.

• Promotes team problem solving for program planning
Benefits

SPM: Home

• Assists in determining whether sensory difficulties influence a child’s behavior at home and in the community

• Identifies the sensory systems, and types of processing problems, involved

• Provides an information base for designing interventions that maximize child and family well being

• Determines the extent to which a child's social participation may be affected by sensory integration difficulties
SPM: School

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

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

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

• The higher the raw score, the greater the dysfunction

• Main Classroom and Home Forms
  – 8 scaled scores
  – t-scores with a mean of 50 and s.d. of 10
  – Percentile scores
  – Environmental difference score (difference between home and school)

• School Environments Forms
  – Cut-off scores
Scoring

• Provides norm-referenced, standard scores for:
  – 5 sensory systems
    • visual, auditory, tactile, proprioceptive, and vestibular
  – Praxis
  – Social participation

• Clinical Information related to sensory processing vulnerabilities
  – Under- and over- responsive
  – Sensory-seeking behaviors
  – Perceptual problems

© Glennon, Miller-Kuhaneck, Henry, Parham, & Ecker, 2007
• School and Home Forms were standardized on the same 1051 children
• Reliability of both School and Home is acceptable
• Median internal consistency:
  – School: .86
  – Home: .85
• Median test-retest reliability was .97
Fostering Best Practice

• Examines contextual/environmental factors

• Promotes a problem solving approach

• Mechanism to base decisions on data

• Promotes collaboration between educational staff, home, and outside clinicians
Proposed Uses

• School-based therapist
  • Part of a full evaluation or pre-referral tool
  • Assist with program planning
  • Educate staff and personnel
  • Collaboration between school and clinic

• Clinic-based therapist
  • Obtain observations of participation in school and home
  • Educate the parent/caregiver
  • Collaborate with the school therapist and school team

• Research
For More Information

www.sensoryprocessingmeasure.com
www.wpspublish.com

Call WPS
(800) 648-8857