



## SPM & SPM-P Quick Tips with Case Study

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

[wpspublish.com](http://wpspublish.com)



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.

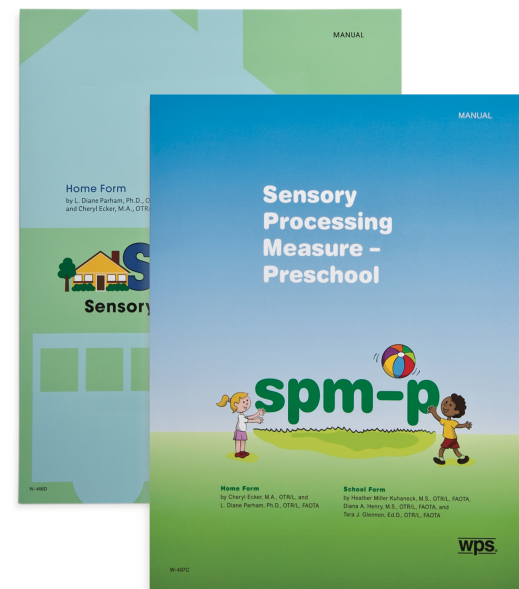
[wpspublish.com](http://wpspublish.com)

# Today's Panelists



- **Diana A. Henry** MS, OT/L, FAOTA  
ateachabout@aol.com
- **Maureen Kane-Wineland** PhD, OT/L  
mkwinelandot@gmail.com
- **Douglene Jackson** PhD, OTR/L, LMT,  
ATP, BCTS  
djackson@wpspublish.com
- **Sal Velasco**  
WPS Product Manager, Technical  
svelasco@wpspublish.com

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
<b>Parent/Guardian information</b>	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	<b>Total Sensory Systems (TOT)</b>	<b>120</b>	<b>72</b>	<b>98</b>	<b>Definite Dysfunction</b>
Processing date: 1/30/2014					
<b>Comments on child's behavior/functioning:</b>					
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.					

**Score profile**

Typical (407-597)   
  Some Problems (607-697)   
  Definite Dysfunction (707-807)

**DIF calculation**

Home Form TOT T-score \_\_\_\_\_

Main Classroom Form TOT T-score \_\_\_\_\_

Environment Difference (DIF) = \_\_\_\_\_

**DIF interpretation**

$DIF \geq 15$     DEFINITE difference: More problems in Home than in Main Classroom  
  $14 \geq DIF \geq 10$     PROBABLE difference: More problems in Home than in Main Classroom  
  $9 \geq DIF \geq 9$     NO difference in number of problems between Main Classroom and Home  
  $-10 \geq DIF \geq -14$     PROBABLE difference: More problems in Main Classroom than in Home  
  $-15 \geq DIF$     DEFINITE difference: More problems in Main Classroom than in Home

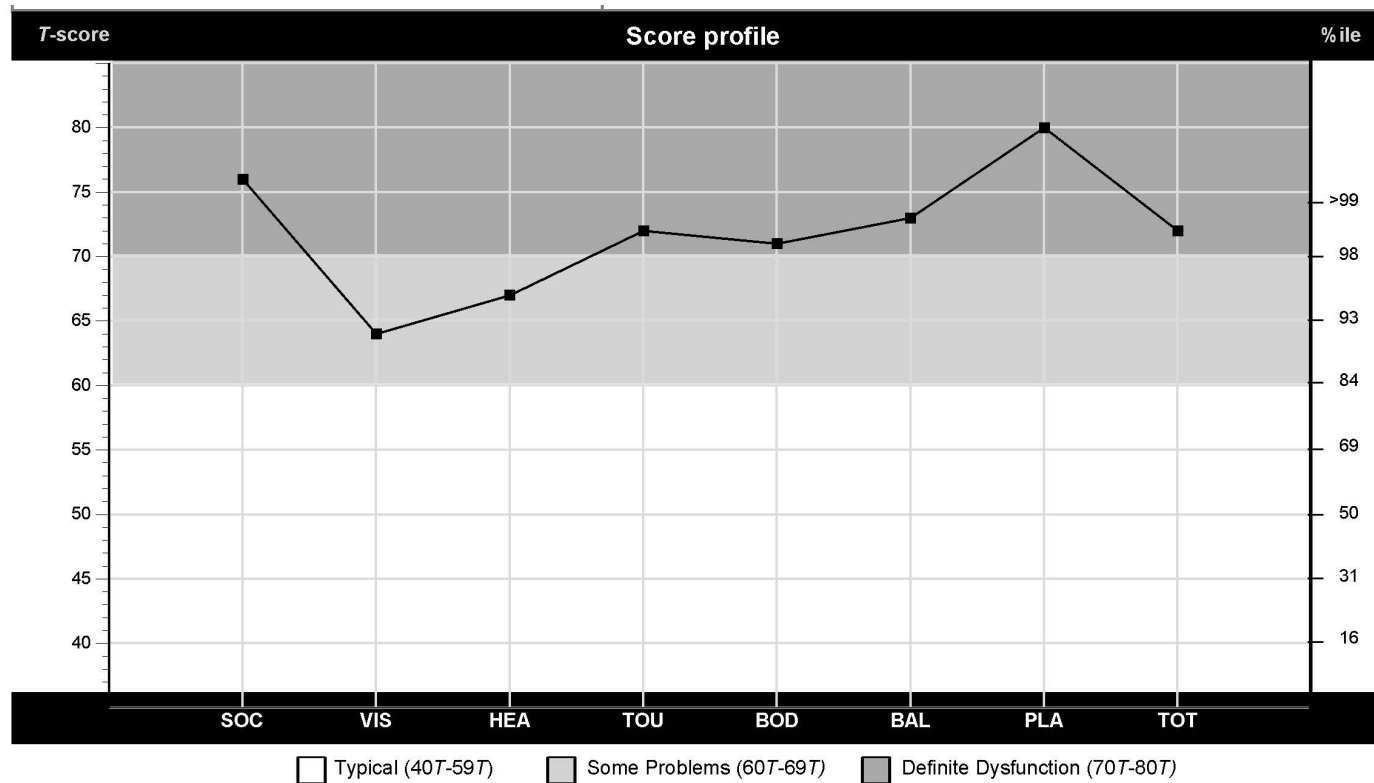
# Score Report Home Form: Top

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

### Score Report: Home Form (Ages 3-5)

<b>Child information</b> Name/ID#: Danielle Danielle Age: 5 years 0 month Gender: Female Ethnicity: White																																														
<b>Parent/Guardian information</b> Name/ID#: Mr and Mrs Danielle Relationship: Parents																																														
<b>Administration date:</b> 4/20/2014																																														
<b>Processing date:</b> 9/17/2014																																														
<b>Comments on child's behavior/functioning:</b>																																														
	<table border="1"><thead><tr><th>Scale</th><th>Raw score</th><th>T-score</th><th>%ile</th><th>Interpretive range</th></tr></thead><tbody><tr><td>Social Participation (SOC)</td><td>26</td><td>76</td><td>&gt;99</td><td>Definite Dysfunction</td></tr><tr><td>Vision (VIS)</td><td>20</td><td>64</td><td>92</td><td>Some Problems</td></tr><tr><td>Hearing (HEA)</td><td>18</td><td>67</td><td>95</td><td>Some Problems</td></tr><tr><td>Touch (TOU)</td><td>32</td><td>72</td><td>98</td><td>Definite Dysfunction</td></tr><tr><td>Body Awareness (BOD)</td><td>20</td><td>71</td><td>98</td><td>Definite Dysfunction</td></tr><tr><td>Balance and Motion (BAL)</td><td>23</td><td>73</td><td>99</td><td>Definite Dysfunction</td></tr><tr><td>Planning and Ideas (PLA)</td><td>33</td><td>80</td><td>&gt;99</td><td>Definite Dysfunction</td></tr><tr><td><b>Total Sensory Systems (TOT)</b></td><td><b>120</b></td><td><b>72</b></td><td><b>98</b></td><td><b>Definite Dysfunction</b></td></tr></tbody></table>	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	<b>Total Sensory Systems (TOT)</b>	<b>120</b>	<b>72</b>	<b>98</b>	<b>Definite Dysfunction</b>
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																																										
<b>Total Sensory Systems (TOT)</b>	<b>120</b>	<b>72</b>	<b>98</b>	<b>Definite Dysfunction</b>																																										

# Score Report Home Form: Graph



## DIF calculation

Home Form TOT T-score \_\_\_\_\_

Main Classroom Form TOT T-score - \_\_\_\_\_

Environment Difference (DIF) = \_\_\_\_\_

## DIF interpretation

- $DIF \geq 15$  DEFINITE difference: More problems in *Home* than in *Main Classroom*
- $14 \geq DIF \geq 10$  PROBABLE difference: More problems in *Home* than in *Main Classroom*
- $9 \geq DIF \geq -9$  NO difference in number of problems between *Main Classroom* and *Home*
- $-10 \geq DIF \geq -14$  PROBABLE difference: More problems in *Main Classroom* than in *Home*
- $-15 \geq DIF$  DEFINITE difference: More problems in *Main Classroom* than in *Home*

Copyright © 2010-2014 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-5124

# 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

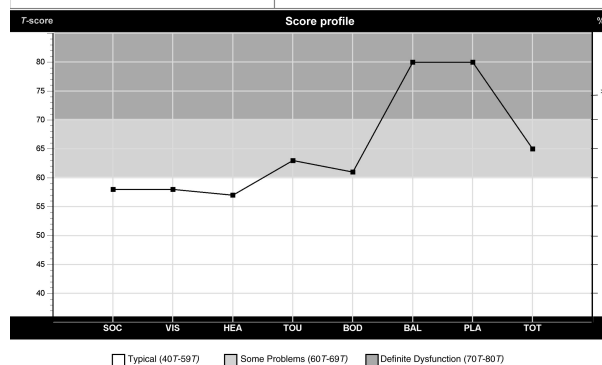
Name/ID#: Mrs B  
 Relationship: pre-school teacher

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
<b>Total Sensory Systems (TOT)</b>	<b>87</b>	<b>65</b>	<b>93</b>	<b>Some Problems</b>



Copyright © 2010-2014 by Western Psychological Services, 625 Alaska Avenue, Torrance, California 90503-9124

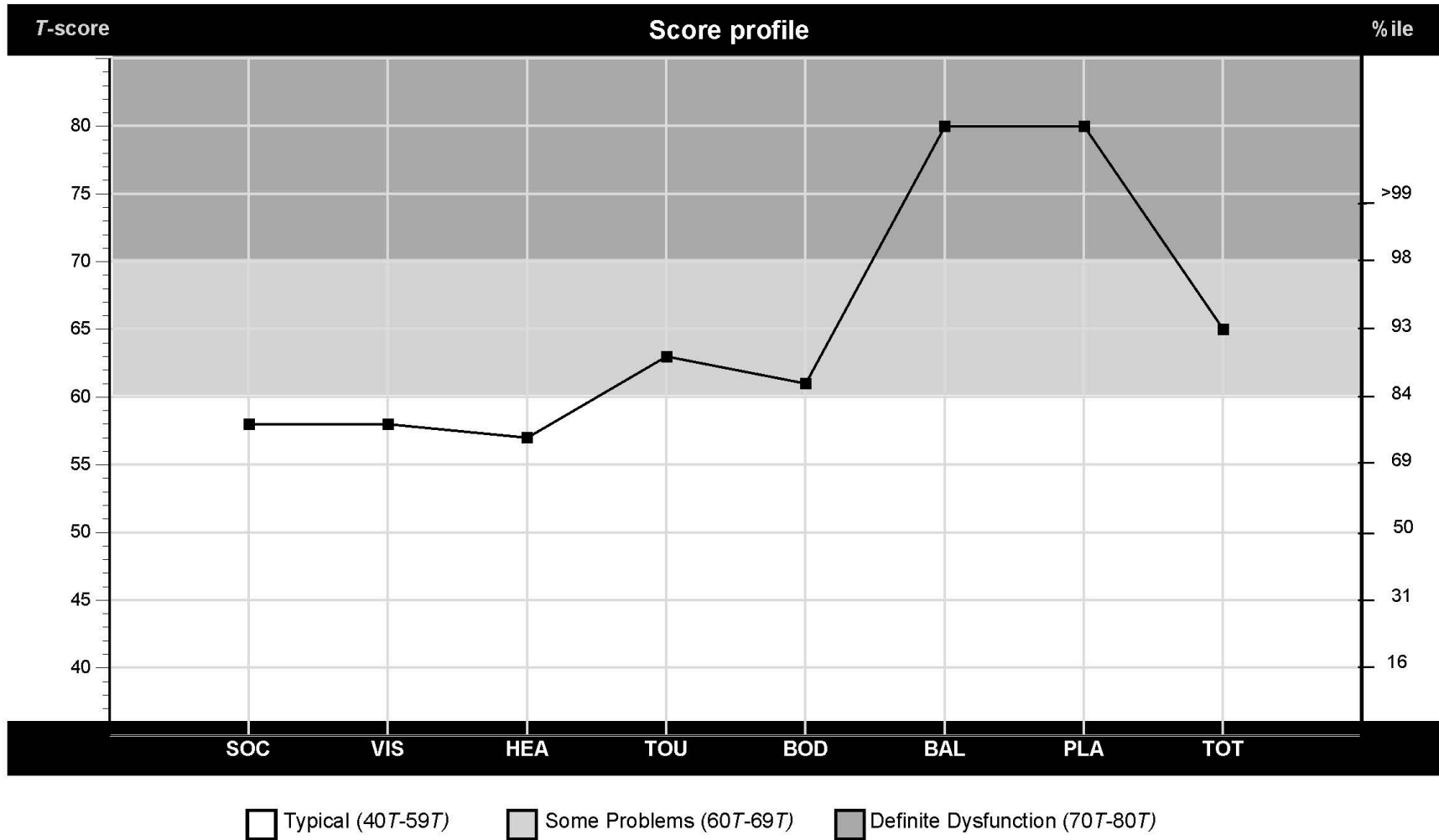
# Score Report School Form: Top

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

### Score Report: School Form (Ages 3-5)

<b>Child information</b> Name/ID#: Danielle Danielle Age: 5 years 0 months Gender: Female Ethnicity: White																																														
<b>Teacher/Day Care Provider information</b> Name/ID#: Mrs B Relationship: pre-school teacher																																														
<b>Administration date:</b> 04/20/2014																																														
<b>Processing date:</b> 04/20/2014																																														
<b>Comments on child's behavior/functioning:</b> Despite parent reports, we are not seeing any sensory problems in the school for this INITIAL test																																														
	<table border="1"><thead><tr><th>Scale</th><th>Raw score</th><th>T-score</th><th>%ile</th><th>Interpretive range</th></tr></thead><tbody><tr><td>Social Participation (SOC)</td><td>21</td><td>58</td><td>79</td><td>Typical</td></tr><tr><td>Vision (VIS)</td><td>14</td><td>58</td><td>79</td><td>Typical</td></tr><tr><td>Hearing (HEA)</td><td>13</td><td>57</td><td>76</td><td>Typical</td></tr><tr><td>Touch (TOU)</td><td>15</td><td>63</td><td>90</td><td>Some Problems</td></tr><tr><td>Body Awareness (BOD)</td><td>15</td><td>61</td><td>86</td><td>Some Problems</td></tr><tr><td>Balance and Motion (BAL)</td><td>20</td><td>80</td><td>&gt;99</td><td>Definite Dysfunction</td></tr><tr><td>Planning and Ideas (PLA)</td><td>33</td><td>80</td><td>&gt;99</td><td>Definite Dysfunction</td></tr><tr><td><b>Total Sensory Systems (TOT)</b></td><td><b>87</b></td><td><b>65</b></td><td><b>93</b></td><td><b>Some Problems</b></td></tr></tbody></table>	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	<b>Total Sensory Systems (TOT)</b>	<b>87</b>	<b>65</b>	<b>93</b>	<b>Some Problems</b>
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																																										
<b>Total Sensory Systems (TOT)</b>	<b>87</b>	<b>65</b>	<b>93</b>	<b>Some Problems</b>																																										

# 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

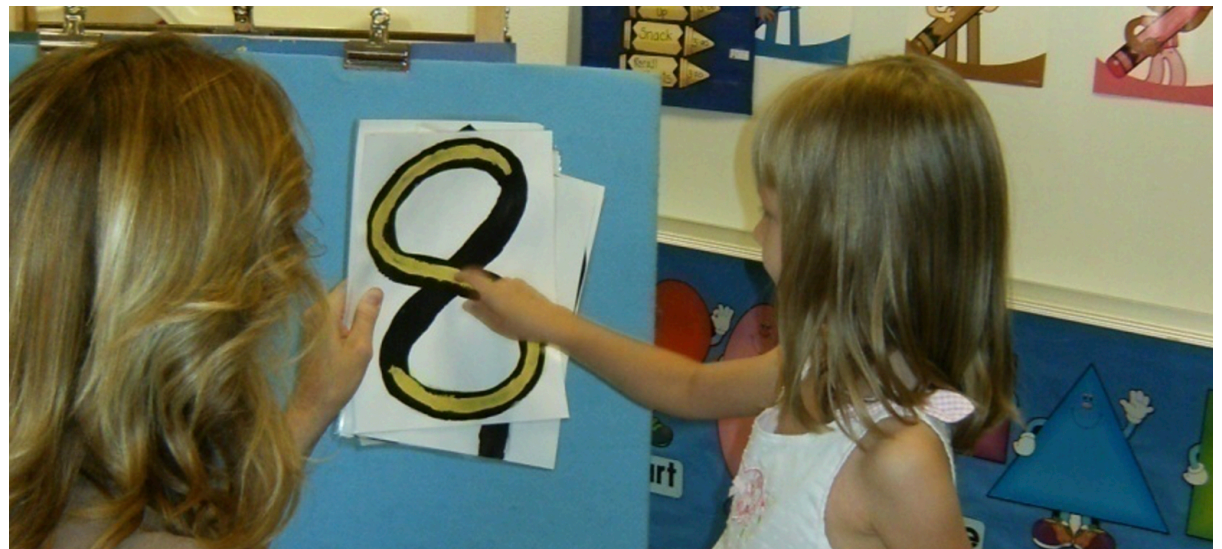


**Teacher:**

“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 MOVMENTS (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	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		4	3	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

<b>Child</b>	Case D: Danielle	<b>Environment</b>	Home
<b>Name of Recorder</b>	Father		
	Strategies	Comments	
<b>1</b>	<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>	
<b>2</b>	<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. 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>	
<b>3</b>	<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>	
<b>4</b>	<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>	
<b>5</b>	<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
<b>1</b>		1	1	1	1	1	1	6	<b>1</b>	1	1	1	1	1	1	1	7
<b>2</b>		1	1	2	1	2	2	9	<b>2</b>	2	2	2	3	2	3	3	17
<b>3</b>			1				1	2	<b>3</b>	1		1		1		1	4
<b>4</b>								0	<b>4</b>							1	1
<b>5</b>							1	1	<b>5</b>	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
<b>1</b>	1	1	1	1	1	1	1	7	<b>1</b>	1	1	1	1	1	1	1	7
<b>2</b>	3	3	3	3	2	3	3	20	<b>2</b>	3	4	4	4	4	4	4	27
<b>3</b>	1		1		1		1	4	<b>3</b>	1		1		1		1	4
<b>4</b>	1	1	1	1	1	1	1	7	<b>4</b>	1	1	1	1	1	1	1	7
<b>5</b>	2			1	1		3	7	<b>5</b>	4			1	1		4	10
Strategies			1			2			3			4			5		
Month Total			<b>27</b>			<b>73</b>			<b>14</b>			<b>15</b>			<b>25</b>		

# 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
Month Total	42	30	15	39	34

# Teachers picked Quick Tips to help with sequencing & creativity



## SPM Quick Tips Record Form

<b>Child</b>	Danielle	<b>Environment</b>	Pre-school classroom and playground
<b>Name of Recorder</b>	Mrs B and classroom aides We were off for Spring break the second week we started . QTs continued at home.		
Strategies		Comments	
<b>1</b>	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.	
<b>2</b>	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.	
<b>3</b>	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.	
<b>4</b>	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.	
<b>5</b>	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

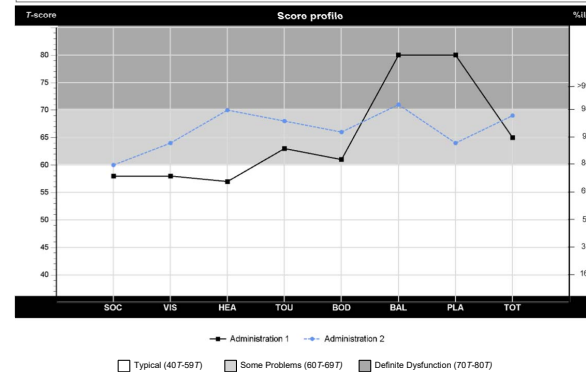
## Sensory Processing Measure - Preschool SPM-P

### 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
<b>Total Sensory Systems (TOT)</b>	<b>87</b>	<b>65</b>	<b>93</b>	<b>Some Problems</b>	<b>99</b>	<b>69</b>	<b>97</b>	<b>Some Problems</b>



# Progress Report School Form: Top

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

### Progress Report: School Form

**Name: Olivia Three**

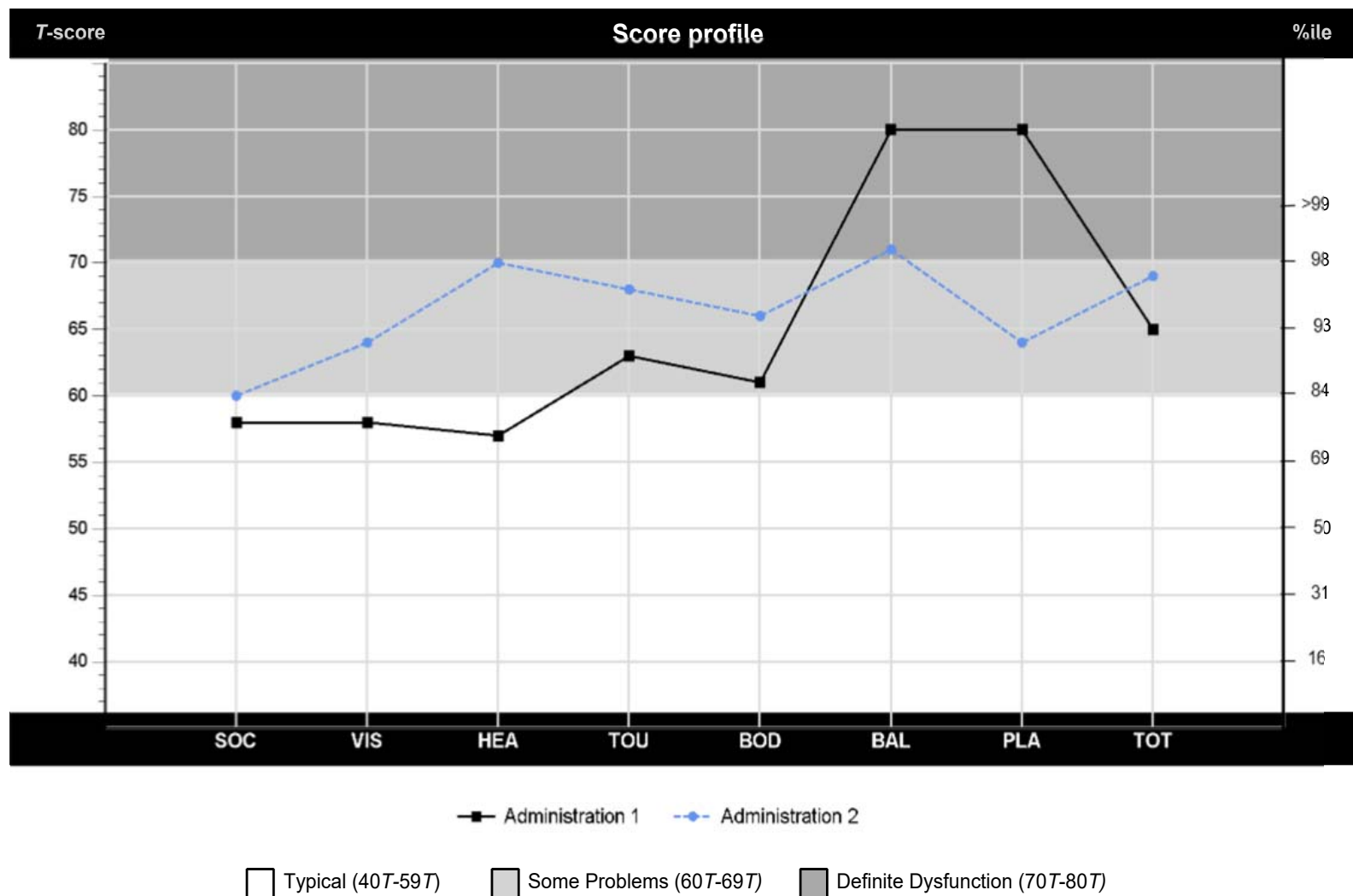
**Gender: Female**

**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)

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	66	95	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
<b>Total Sensory Systems (TOT)</b>	<b>87</b>	<b>65</b>	<b>93</b>	<b>Some Problems</b>	<b>99</b>	<b>69</b>	<b>97</b>	<b>Some Problems</b>

# 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:

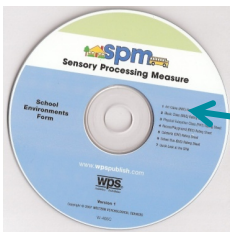
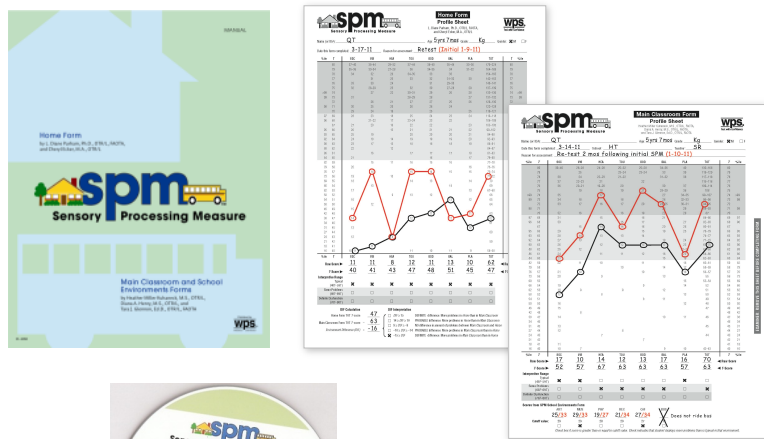
“We need to add a swing.” (The next school year, a swing was added.)





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

## SPM (5–12 years)

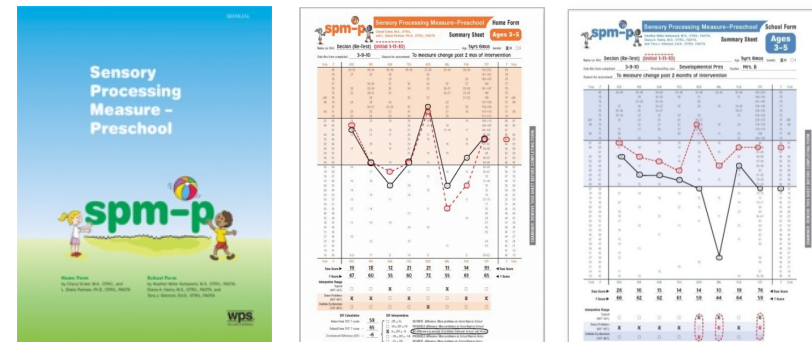


**Additional School Environments:**  
Art, Music, PE, Recess/Playground,  
Cafeteria, and School Bus

<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		Respondent information		Administration date: 2/1/2020	
Name: Avel Rogers		Name/ID: Bus driver		Processing date: 2/5/2020	
Age: 8 years					
Gender: Male					
Grade: 3rd					

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).
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.
				1277	Offer a pressure vest or weighted lap pad.
				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 (gross, 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 (gross, 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.

## QT Record Form

### SPM Quick Tips Record Form

Child	Environment
Anel	School Bus-Home_Classroom
Name of Recorder	Teacher, Bus Driver & Parent
Strategies	Comments

- 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)**
- 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 (#6 Use cognitive or behavioral strategies)**
- 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)**
- 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)**
- 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	Date	Strategies							Total		
Week 1	2-10 to 2-14	S	M	T	W	T	F	S			
1		1		1		1		1	3		
2				1		1			2		
3		1		1		1			3		
4		1	1	1	1	1			5		
5				1					1		
Week 2	2-17 to 2-21	S	M	T	W	T	F	S			
1		1	1	2	1	2	1	2	7		
2				1		1			2		
3				1	1	2	1	2	7		
4		1	1	1	1	1	1	1	5		
5						1			1		
Week 3	2-24 to 2-28	S	M	T	W	T	F	S			
1		2	1	2	1	2			8		
2				1		1			2		
3		2	2	2	2	2			6		
4		1	1	1	1	1			5		
5				1					1		
Week 4	2-29 to 3-01	S	M	T	W	T	F	S			
1		2	2	2	2	2	2		10		
2				1		1			2		
3		2	2	2	2	2	2		10		
4		1	1	1	1	1			3		
5				1		1	1	1	2		
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

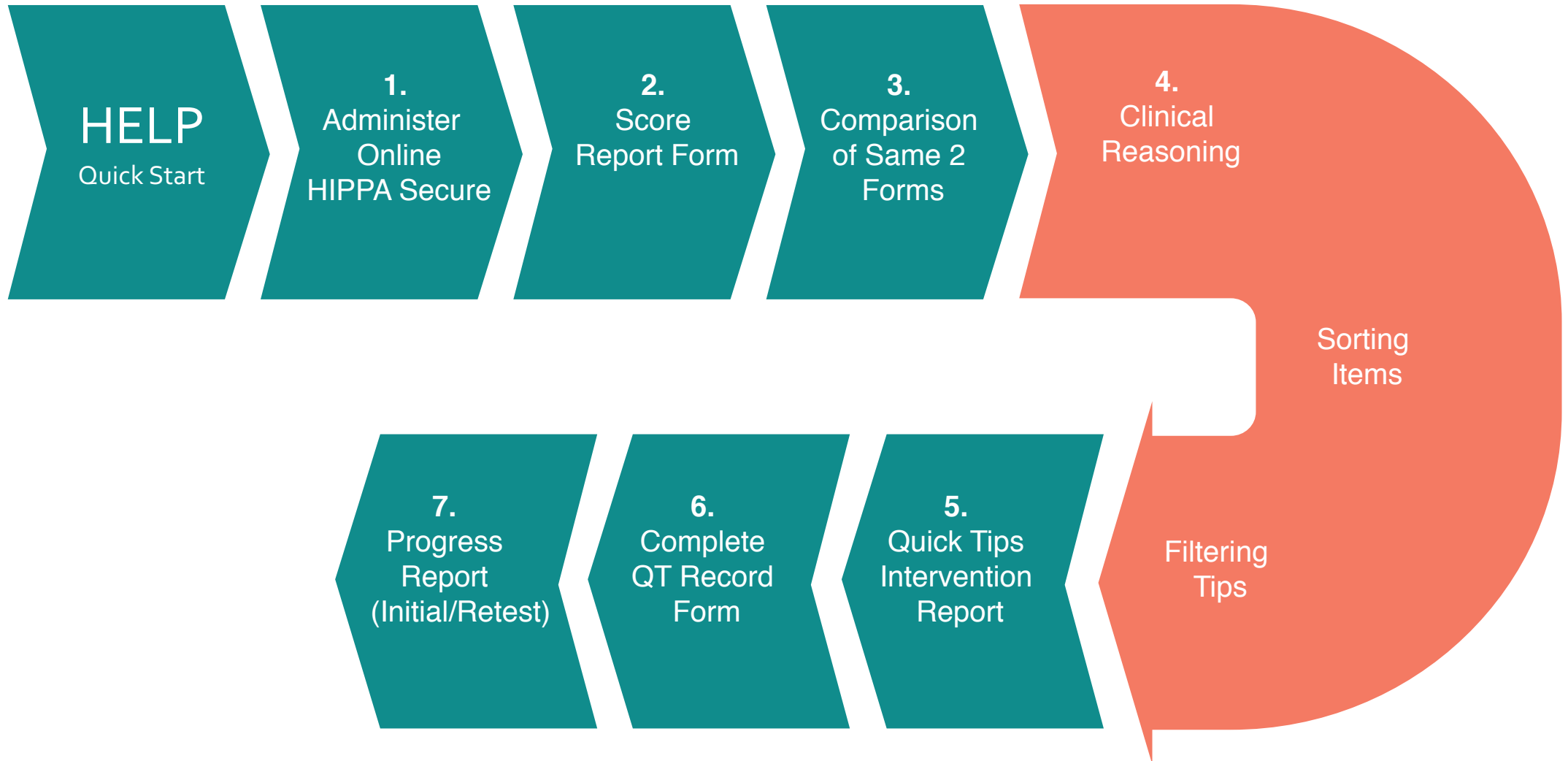
Name	Gender	Date of Birth
Olivia Three	Female	9/6/2014
Name	Administration 1	Administration 2
Age	5 years 4 months	5 years 6 months
Administration Date	01/08/2020	03/09/2020
Ethnicity	White	White
Rater Name	Teacher	teacher
Relationship to Child	Olivia's teacher	Olivia's teacher (retest)

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	95	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
<b>Total Sensory Systems (TOT)</b>	<b>67</b>	<b>66</b>	<b>93</b>	<b>Some Problems</b>	<b>99</b>	<b>69</b>	<b>97</b>	<b>Some Problems</b>

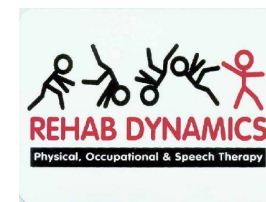
#### Score profile

Scale	Administration 1 (%ile)	Administration 2 (%ile)
SOC	79	84
VIS	79	92
HEA	76	97
TOU	90	96
BOD	86	95
BAL	>99	98
PLA	>99	92
TOT	93	97

# Online Workflow



# Putting heads together brings results!



# Questions?



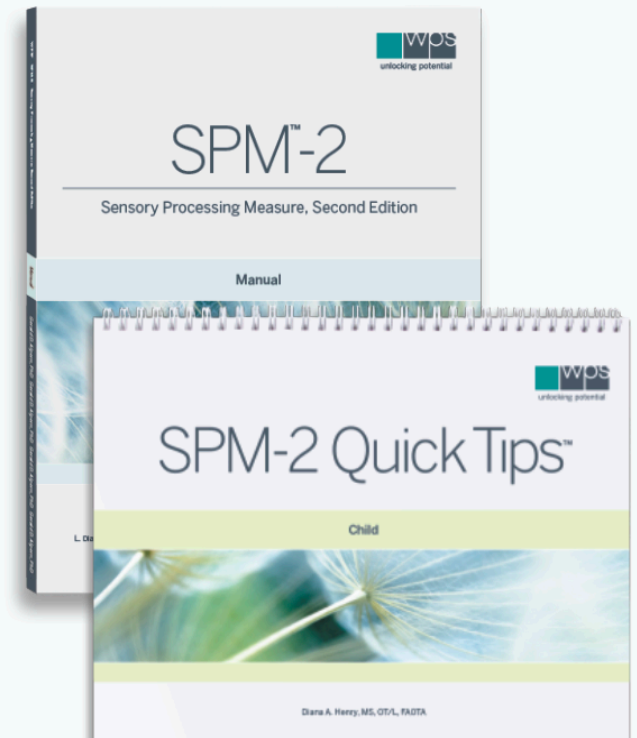
- **Diana A. Henry MS, OT/L, FAOTA**  
ateachabout@aol.com
- **Maureen Kane-Wineland PhD, OT/L**  
mkwinelandot@gmail.com
- **Douglene Jackson PhD, OTR/L, LMT,**  
ATP, BCTS  
djackson@wpspublish.com
- **Sal Velasco**  
WPS Product Manager, Technical  
svelasco@wpspublish.com

# Coming Soon in Spring 2021!

Join our mailing list to stay up-to-date:  
<https://pages.wpspublish.com/spm-2-coming-soon>



Coming  
soon



# Get valuable support from professionals you can trust:

WPS Assessment Consultants

[consult@wpspublish.com](mailto:consult@wpspublish.com)



Ann Rogers



Ashley Arnold



Douglene Jackson



Laura Stevenson



Stephanie Roberts

# Additional Resources Available by WPS:

**Telepractice Page:** <https://pages.wpspublish.com/telepractice-101>

**WPS Content Hub:** <https://www.wpspublish.com/content-hub>

**WPS Video Resources:** <https://www.wpspublish.com/webinars>

**NEW SPM-2:** <https://pages.wpspublish.com/spm-2-coming-soon>