

Teacher Questionnaire Report

Students's Name: Maria Sample

Date of Birth: 7/31/1995 **Age:** 11 yrs, 0 mos **Gender:** Female

Administration Date: 8/15/2006

Service Provider: Dr. J. Grove

Discipline: Occupational Therapist

Teacher: Mr. P. Lincoln

Years of teaching experience: 12

Grade of Student: Fourth

Services:

1. Special Education

Conditions:

1. Attention Deficit Hyperactivity Disorder
2. Learning Disability

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
Auditory	23/50	*	50 ----- 50	49 ----- 38	37 ----- 31	30 --- X --- 10
Visual	32/55	*	55 ----- 53	52 ----- 39	38 --- X --- 31	30 ----- 11
Movement	43/70	*	*	70 ----- 56	55 ----- 48	47 --- X --- 14
Touch	48/60	*	*	60 ----- 51	50 --- X --- 45	44 ----- 12
Behavior	47/75	*	75 ----- 75	74 ----- 58	57 ----- 49	48 --- X --- 15

*There is no Definite/Probable Difference for this section

School Factor Raw Scores/Classifications

← Less than Others

→ More than Others

Factors	Factor Raw Score Total	Definite Difference	Probable Difference	Typical Performanc	Probable Difference	Definite Difference
School Factor 1	62/105	*	*	105 ----- 79	78 ----- 64	63 --- X --- 21
School Factor 2	45/65	*	65 ----- 64	63 --- X --- 44	43 ----- 34	33 ----- 13
School Factor 3	40/85	*	*	85 ----- 70	69 ----- 61	60 --- X --- 17
School Factor 4	46/55	*	*	55 --- X --- 42	41 ----- 35	34 ----- 11

*There is no Definite/Probable Difference for this factor.

School Factor Grid

Factor 1		Factor 2		Factor 3		Factor 4	
Item	Raw Score	Item	Raw Score	Item	Raw Score	Item	Raw Score
1	2	6	5	5	3	3	3
2	3	15	5	7	1	21	4
4	3	16	3	8	1	31	4
11	1	17	2	9	1	32	5
12	2	18	5	10	1	33	2
13	2	19	3	20	3	34	5
14	2	27	1	44	5	35	5
22	3	30	2	45	1	49	5
23	3	42	4	46	2	50	5
24	3	43	5	47	5	55	3
25	1	51	2	54	4	56	5
26	3	52	4	57	2	School Factor Raw Score Total	46
28	4	53	4	58	1		
29	2	School Factor Raw Score Total	45	59	2		
36	4			60	3		
37	5			61	4		
38	5			62	1		
39	5			School Factor Raw Score Total	40		
40	3						
41	4						
48	2						
School Factor Raw Score Total	62						

Quadrant Raw Scores/Classifications


←Less than Others *


More than Others →*


Quadrants	Quadrant Raw Score Total	Definite Difference	Probable Difference	Typical Performanc	Probable Difference	Definite Difference
1. Registration	51/85	*	85 ----- 85	84 ----- 64	63 ----- 53	52 ---X-- 17
2. Seeking	37/60	*	*	60 ----- 43	42 ---X-- 34	33 ----- 12
3. Sensitivity	51/80	80 ----- 79	78 ----- 69	68 ---X-- 51	50 ----- 41	40 ----- 16
4. Avoiding	54/85	*	*	85 ----- 70	69 ----- 61	60 ---X-- 17


*There is no Definite/Probable Difference for this quadrant.

Quadrant Grid


	Quadrant 1
Registration	
Item	Raw Score
1	2
2	3
3	3
11	1
12	2
13	2
14	2
22	3
23	3
24	3
25	1
36	4
37	5
38	5
48	2
49	5
50	5
Quadrant Raw Score Total	51

	Quadrant 2
Seeking	
Item	Raw Score
4	3
15	5
16	3
26	3
27	1
28	4
29	2
30	2
39	5
40	3
41	4
51	2
Quadrant Raw Score Total	37

	Quadrant 3
Sensitivity	
Item	Raw Score
5	3
6	5
7	1
8	1
9	1
17	2
18	5
19	3
20	3
42	4
43	5
44	5
45	1
52	4
53	4
54	4
Quadrant Raw Score Total	51

	Quadrant 4
Avoiding	
Item	Raw Score
10	1
21	4
31	4
32	5
33	2
34	5
35	5
46	2
47	5
55	3
56	5
57	2
58	1
59	2
60	3
61	4
62	1
Quadrant Raw Score Total	54

Quadrant Icon Key

-  = Registration
-  = Seeking
-  = Sensitivity
-  = Avoiding



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 intently 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

Student's Name: Maria Sample

Date of Birth: 7/31/1995

Age: 11 years, 0

Gender: Female

Administration Date: 8/15/2006

Service Provider: Dr. J. Grove

Discipline: Occupational Therapist

Teacher: Mr. P. Lincoln

Years of teaching experience: 12

Grade of Student: Fourth

Challenges experienced in the classroom: None

The Sensory Profile School Companion was administered as part of a comprehensive assessment to determine whether aspects of sensory processing might be contributing to Maria Sample's challenges in the classroom or school environment.

The Sensory Profile School Companion is a measure of students' responses to sensory events in the classroom. The teacher completes the Sensory Profile School Companion by assessing the frequency of a student's responses to environmental sensations, body sensations and his or her classroom behaviors as described in 62 items. We know from research that the Sensory Profile School Companion can help identify a student'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 the classroom.

The Sensory Profile School Companion 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 Maria's classroom challenges. Mr. P. Lincoln reports the following concerns about Maria: None

Summary of Scores

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

Environmental Sensations and Body Sensations

Maria has Probable Difference scores in the following sections:

- Environmental Sensations – Visual
- Body Sensations – Touch

It is possible that these areas are a challenge for Maria. She 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 Maria's classroom performance challenges.

Maria has difficulty in the following sections:

- Environmental Sensations - Auditory
- Body Sensations – Movement

These areas are most likely to provide challenges for Maria. When a student has difficulty in a sensory system, it means that this form of sensory input is confusing, upsetting, or not meaningful to the student. Difficulty with sensory input can interfere with Maria's ability to complete important activities as successfully as other students do. The team will need to conduct additional observations to determine the contribution of these areas to her classroom performance challenges.

Classroom Behaviors

The following section was in the Definite Difference – More than Others and/or Definite Difference Less than Others section:

- Classroom Behaviors

Difficulty with Classroom Behavior indicates that Maria may have difficulty completing tasks or may produce poor quality work. When sensory processing is also difficult for her, a poor score in this section suggests a relationship between classroom performance demands and ability or efficiency in performing classroom tasks.

School Factor Summary

Maria obtained scores indicating typical performance in:

- School Factor 2
- School Factor 4

Maria obtained scores in the Definite Difference – More than Others, and/or Definite Difference – Less Than Others ranges in these School Factors:

- School Factor 1
- School Factor 3

School Factor 1 represents the student's need for external supports; this factor includes Seeking and Registration. Students with "more than others" scores in School Factor 1 need a lot of extra sensory input to activate their high thresholds. From the teacher's point of view, these students need the teacher's attention to get them engaged in learning.

School Factor 3 represents the student's range of tolerance for sensory input; this factor includes Avoiding and Sensitivity. Students with "more than others" scores in School Factor 3 may get overloaded very quickly in typical learning environments, which interfere with their ability to get instructions, complete independent work, or cooperate with other students in groups. From the teacher's point of view, these students may be seen as less tolerant, overly reactive and picky, requiring great skill in planning classroom activities. These students need controlled learning environments.

Quadrant Summary

Maria obtained scores indicating typical performance in:

- Sensitivity

Maria obtained scores in the Probable Difference – More than Others, and/or Probable Difference – Less Than Others ranges in this quadrant which indicates the need for further testing in this area:

- Seeking

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

- Registration
- Avoiding

Students 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. Students with a Registration pattern may appear withdrawn, self-absorbed, and apathetic.

When students have a "more than others" score in the Registration pattern, this means they notice things less than others. They act as if they are overly tired all the time. These students 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.

Students with a Seeking pattern are active and are continuously engaged in their environments. These students add sensory input to every experience in daily life (e.g., they may make noises while working, chew objects, and fidget).

When students 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 classroom tasks.

Students 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. They may seek to limit sensory input by creating rituals for their daily lives, and by their behavior, enticing others to support these rituals.

When students 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 students may withdraw and therefore not get activities completed in the classroom. These students are resistant to change because change represents an opportunity to be bombarded with unfamiliar (and potentially harmful) stimuli.

Interpretation of Scores

Maria is having difficulty with some aspects of classroom activities. Mr. P. Lincoln indicated that Maria is having difficulty in the following areas: None. The Sensory Profile School Companion scores reveal that Maria can successfully use and understand some sensory information, and has difficulty understanding and using other sensory information.

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

- School Factor 2
- School Factor 4
- Sensitivity

Maria is having difficulty with other ways of processing sensory information and these are likely to be interfering with activities in the classroom. She is having difficulty with:

- Environmental Sensations - Auditory
- Environmental Sensations – Visual
- Body Sensations – Movement
- Body Sensations – Touch
- Classroom Behaviors
- School Factor 1
- School Factor 3
- Registration
- Seeking
- Avoiding

Quadrant Interpretation

Students with a “more than others” score in the Registration pattern can profit from enhancing task features and contextual cues. This can be done by increasing the contrast of the stimuli (e.g., placing a contrasting color on the student's work surface to make a worksheet more noticeable) or by decreasing the predictability of routines (e.g., changing the “calendar” routine). The overall goal is to make all experiences more concentrated with sensory information. With more intensity of sensory input, these students can continue to pay and maintain attention throughout the school day.

Students with a “more than others” score in the Seeking pattern can profit from more intensity in experiences as part of the school day so they do not have to stop engaging in classroom activities to get the extra sensory input they desire. The most effective strategy with these students is to incorporate needed sensory input into classroom routines so the student does not have to stop what they are doing to load up on sensory input in order to stay alert. They need to move about as a part of being ready and available for learning. This is the type of student who can benefit from being sent on errands throughout the day, from being allowed to sit in a rocking or swivel chair, or on a very malleable cushion to provide ongoing movement input while completing seatwork.

Students with a “more than others” score in the Avoiding pattern will be better able to participate in classroom activities when there is less sensory input available in the environment; they have a need to reduce sensory input and whenever possible must be allowed to get away and regroup during the day. Systematic planning can help these students confront sensory input without provoking defiant or withdrawal behaviors which make them unavailable for learning.

Other assessments, interviews, and observations should augment the information obtained from Sensory Profile School Companion results to identify Maria's sensory processing features. Dr. J. Grove will provide input to Maria's teachers and caregivers to construct additional plans to support Maria's participation in classroom activities, with a special focus on sensory processing needs.

Dr. J. Grove
Occupational Therapist