



Sensory Integration and Processing SPECIAL INTEREST SECTION (SIP SIS)

Good Evening & WELCOME



Agenda

Updates & Review

- I. We are proud to have changed our name to include sensory processing as well as integration!
- II. ILOTA page is up and running & we welcome you to exploring our shared google drive!
- III. Sensory processing disorders are now recognized in the DC:0-5!

Recap

- IV. In March we discussed SI terminology and shared [magazine articles](#) pertaining to: sensory over/under- responsivity, sensory discrimination and craving, and sensory based disorders (i.e. postural disorder and dyspraxia). More information can be found in the google drive [folder\(s\)](#)



Evaluation and Assessment

Evaluation is complex and multifaceted when wanting to understand a child's problems in relation to family and the environments in which the child participates.

Comprehensive assessment of sensory functions is crucial prior to beginning intervention.

In keeping with the AOTA partnership with Choosing Wisely sensory integration/processing interventions must be directly linked to assessment results.



SI & SP Assessments

Standardized Assessments:

1. Sensory Integration and Praxis Test (SIPT)
2. Evaluation in Ayres Sensory Integration (EASI)
3. Test of Ideational Praxis

Questionnaires:

1. Sensory Processing Measure (SPM & SPM-2 [2021])
2. Sensory Profile - 2
 - Infant, Toddler, Child, Short, School, Adolescent/Adult

Interviews

Structured Clinical Observations

Observations in Environments

Case-Smith's: Occupational Therapy for Children and Adolescents 8th ed.

Chapter 20: Sensory Integration
Pg. 529

TABLE 20.4 Methods for Comprehensive Assessment of Sensory Integration Functions

Method	Specific Tools	Purpose
Standardized Assessments	The Sensory Integration and Praxis Tests (SIPT) (Ayres, 1989; 1963; 1964; 1966; 1966; 1979; 1972, 1975) The Evaluation in Ayres Sensory Integration (EASI) (Mauilloux et al., 2018)	A set of 17 tests that provides standard scores for functions in the areas of and tactile, vestibular, proprioceptive and visual sensory perception, praxis, balance, bilateral coordination, visual motor coordination, and perception. Normative data was collected in the 1980s, on a representative sample of children in the United States, aged 4 years 0 months to 8 years 11 months. The Evaluation in Ayres Sensory Integration (EASI) is a set of 20 tests currently under development which will provide standard scores for functions in the areas of tactile, vestibular, proprioceptive, and visual sensory perception, auditory localization, ocular, postural and bilateral motor integration, praxis, and sensory reactivity. Plans to collect normative data on a representative sample of children, aged 3 years 0 months to 12 years 11 months from about 100 countries is planned for completion by 2020.
Questionnaires	Sensory Profile (Dunn, 1999; Brown & Dunn, 2002; Dunn, 2006, 2002) Sensory Processing Measure (SPM) (Miller Kuhaneck, Henry, & Glennon, 2007; Parham et al., 2007; Miller Kuhaneck et al., 2010) Sensory Processing Scale Inventory (Schoen, Miller, & Sullivan, 2017).	Provides standard scores for functions in the area of sensory reactivity; gathers information from parents and teachers regarding their perceptions of the child's behavior in relation to sensory reactivity. The SPM also includes a section on praxis (planning and ideas) and social participation.
Interviews	N/A	Establishes need for further evaluation of sensory functions; identifies primary concerns and begins the process of determining if sensory integration functions might help explain some of the child's challenges; may uncover alternative explanations of the child's difficulties to rule out sensory integration problems; helps identify parent and child priorities and goals.
Structured Clinical Observations	Ayres "clinical observations" (Blanche, 2002; Bundy, 2002) Clinical Observation of Motor and Postural Skills – Second Edition (COMPS) Wilson, Kaplan, Pollock, & Law 2000) The Comprehensive Observations of Proprioception (COP) (Blanche, Reinoso, Chang, & Bodison, 2012)	Ayres developed qualitative observations to accompany her standardized tests, and many of the observations she developed continue to be used. Commonly applied observations include; crossing body midline, equilibrium reactions, muscle tone, prone extension, supine flexion, thumb to finger sequential finger touching, finger localization. The EASI will incorporate most of the original clinical observations developed by Ayres as standardized test items within several of the EASI tests. These observations are similar to the original observations used by Ayres, thus also providing information about bilateral integration, vestibular processing, somatosensory processing, and praxis. This instrument is in development to become a standardized test.
Unstructured Clinic and Naturalistic Observations	N/A The therapist informally observes the child in the clinic setting (Parham, 1987; Roley, 2002; Windsor, Roley, & Szklut, 2001; May-Benson & Cermak, 2007) as well as completing an informal observation of the child during familiar routines in natural settings, such as a classroom, playground, or home	Useful for discovering how the child responds to situations that are novel or unpredictable and clarifying how the child's difficulties, as well as capabilities, are affecting the child's participation in daily occupations.



Assessments for Sensory Integration and Processing

Sensory Integration and Praxis Test (SIPT)



Sensory Integration and Praxis Test

Standard assessment for children 4 months to 8 years and 11 months of age

Measures visual, tactile, and kinesthetic perception as well as motor performance

- By showing you how children organise and respond to sensory input, SIPT helps pinpoint specific organic problems associated with learning disabilities, emotional disorders, and minimal brain dysfunction
- The SIPT CD gives you flexibility and immediate results

Disclaimer: only offered in California

<https://www.pearsonclinical.co.uk/store/ukassessments/en/Store/Professional-Assessments/Motor-Sensory/Sensory/Sensory-Integration-and-Praxis-Test/p/P100009228.html>



EASI

Standardized

Currently collecting normative data

Will be out soon



Sensory Processing Measure, Second Edition (SPM-2)

- Link for Purchase: [\(SPM™-2\) Sensory Processing Measure, Second Edition and SPM-2 Quick Tips™](#)
- Age Range: 4 months to 87 years
- Purpose: provides information on sensory integration and processing in different environments
- Assesses: social participation, vision, hearing, touch, body awareness, balance & motion, planning & ideas, total sensory systems
- Norm-referenced



Sensory Profile - 2 (SP- 2)

- Link to purchase:
<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Adolescent-Adult-Sensory-Profile/p/100000434.html>
- Age Range: birth and older
- Purpose: provides parent, caregiver, teacher, and client report to sensory processing
- Types: Infant, Toddler, Short, Child, School, Adolescent/Adult
- Assesses: various sensory profiles dependant on type of form
- Norm-referenced



Other

Interviews

- Values; difficulties; cultural; priorities
- Parent concerns and goals

Clinical Observations

- Crossing midline; equilibrium reactions; muscle tone; prone extension; supine flexion; finger touching; finger localization

Environments

- Physical; natural; sensory; context



Testing other functions

Other Assessments:

- [BOT-2](#)
 - Provides information on: proprioception, vestibular, visual processing, auditory processing
- [PDMS-2](#)
 - Provides information on: proprioception, vestibular, tactile, auditory, visual processing
- [Beery VMI](#)
 - Provides information on: visual processing, proprioception
- [BRIEF](#)
 - Provides information on: executive functioning (planning, ideation, organization, problem solving, etc.)
- Social
- Self-Care Skills
- Parent Interview or caregiver observation



Precautions

- Utilize standardized documentation!
- Ensure practitioner competency



Other means of information gathering

- What are some ways you measure sensory integration and processing?

The last part of assessments: goal setting



References

<https://ocde.us/SPED/Documents/OT%20and%20PT%20Focus%20Day/A%20Review%20of%20Pediatric%20Assessment%20Tools%20for%20Sensory%20Integration%20AOTA.pdf>

OTPF4

Case-Smith's Occupational Therapy for Children (8th ed) 2020 - Kuhaneck and O'Brien

<https://www.sralab.org/rehabilitation-measures/database?population=4658&contains=&page=4>