With the Sensory Processing Measure (SPM), you can now get a complete picture of children's sensory functioning at home, at school, and in the community. Recognising that sensory processing problems often manifest differently in different environments, this set of three integrated rating scales assesses sensory processing, praxis, and social participation in elementary school children. The assessment's unique multi-environment approach lets you see, for example, why a child who functions well in a highly structured classroom may have problems in a more relaxed setting.

Firmly grounded in sensory integration theory, the SPM provides norm-referenced standard scores for two higher level integrative functions (praxis and social participation) and five sensory systems (visual, auditory, tactile, proprioceptive, and vestibular functioning). Within each system, it offers descriptive clinical information on processing vulnerabilities, including under- and over-responsiveness, sensory-seeking behaviour, and perceptual problems.

The SPM consists of three forms:

- **Home Form**
- **Main Classroom Form**
- **School Environments Form**

The **Home Form** (75 items) is completed by the child's parent or home-based care provider. The **Main Classroom Form** (62 items) is filled out by the child's primary classroom teacher. And the **School Environments Form** (10 to 15 items per environment) is completed by other school personnel who work with and observe the child. The Home and Main Classroom Forms, each requiring just 15 to 20 minutes, yield eight parallel standard scores:

- Social Participation
- Vision
- Hearing
- Touch
- Body Awareness (prorioception)
- Balance and Motion (vestibular function)
- Planning and Ideas (praxis)
- Total Sensory Systems

Scores for each scale fall into one of three interpretive ranges: Typical, Some Problems, or Definite Dysfunction. In addition, for the first time, an Environment Difference score permits direct comparison of the child's sensory functioning at home and at school. While the scales on the Home and Main Classroom Forms are identical, the items themselves are specific to each environment. Individual item responses reveal how sensory difficulties manifest in these two different settings.

The School Environments Form is provided on an unlimited-use CD. This form lets you look at the child's functioning in six school environments outside of the main classroom: Art Class, Music Class, Physical Education Class, Recess/Playground, Cafeteria, and School Bus. Each environment has its own Rating Sheet, which can be printed and distributed to raters as needed. Each rater can complete his or her 15-item Rating Sheet (10 items for the School Bus setting) in less than 5 minutes. Each Rating Sheet is interpreted using a cut-off score for the environment to which it applies. Scores at or above the cut-offs point indicate that the child is experiencing an unusually high number of sensory processing problems in a given environment. Whether you use one or all six Rating Sheets, the School Environments Form must always be administered in conjunction with the Main Classroom Form; it cannot be used alone.

Because it solicits input from school staff members who are not normally involved in assessment (e.g. the art teacher and school bus driver) the School Environments Form serves a team-building function. It educates school personnel about sensory processing disorders and uses their observations to obtain a more comprehensive picture of the child. The SPM is Comprehensive, Clinically Rich, and Psychometrically Sound.

Whether you're an occupational therapist, psychologist, teacher, social worker, counsellor, physical therapist, speech-language pathologist, or nurse, you'll find the SPM comprehensive and clinically rich. It supplies the information you want and the psychometric integrity you need.

**Available from:**

Psychological Assessments Australia
Tel (02) 9589 0011   Fax (02) 9589 0063
Email: infopaa@psychassessments.com.au
www.psychassessments.com.au
Now you can identify sensory processing difficulties in children as young as 2 years of age. The new Preschool edition of the popular Sensory Processing Measure lets you take an early look at overall sensory functioning as well as specific vulnerabilities that can affect learning.

8 Functional Areas
Appropriate for 2- to 5-year-olds, the SPM-P measures the same functions as the SPM:

- Social Participation
- Vision
- Hearing
- Touch
- Body Awareness
- Balance and Motion
- Planning and Ideas
- Total Sensory Systems

Within each sensory system, the SPM-P items also reveal specific problems, including under- and over-responsiveness, sensory-seeking behaviour, and perceptual problems. In addition, the items provide information on the senses of taste and smell.

Direct Comparison of Sensory Functioning at Home and Preschool/Day Care
The SPM-P includes both a Home Form, completed by the parent, and a School Form, completed by the preschool teacher or daycare provider. Each form is composed of 75 items that are rated according to frequency of easily observable behaviours. Used together, the two forms provide a comprehensive overview of sensory processing, and they allow you to quickly compare the child's functioning across settings.

Norm-Referenced Standard Scores
The test generates a T-score for each SPM-P scale and characterises the child's status in descriptive terms as well (Typical, Some Problems, or Definite Dysfunction). An Environment Difference score alerts you to discrepancies in sensory functioning between home and preschool/day care.

Norms for both the Home and School Forms are based on a representative sample of 651 typically developing 2- to 5-year-olds. They are age-stratified to control for developmental differences between younger and older children. Data from a separate group of 242 youngsters - all receiving occupational therapy intervention - demonstrate that SPM-P scales, and items, can differentiate typical children from those with clinical disorders, including autism.

Information That Parents Can Understand
Clinicians are enthusiastic about the SPM-P not only because it generates useful information, but also because it provides that information in a way that parents can understand. Scale names are comprehensible; results are visually summarised; and interpretation is clear-cut. These features make it easier for therapists to explain test results and engage parents in the treatment process.

Seamless Assessment From Preschool Through Age 12
Because the SPM-P is based on the same scale structure and theory as the SPM, you can monitor a child's sensory development from preschool all the way through age 12. This kind of continuity is important when you're treating children who require long-term follow-up.

Response to Intervention (RTI) and Early Intervention
Both the SPM and SPM-P support the core principles of RTI and can be used for evidence-based practice, scientifically based research, differentiated instruction, and progress monitoring.

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# Sensory Processing Measure (SPM) / Sensory Processing Measure-Preschool (SPM-P)

## ORDER FORM

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Sensory Processing Measure (SPM) / Sensory Processing Measure-Preschool (SPM-P)

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