

## The Sensory Profile

1. **What is it**
2. **How to score it**
3. **Outline of visits required**

The Sensory Profile is an assessment to determine how well a child processes sensory information in everyday situations. It also profiles the sensory systems efforts on functional performance (Pearson Assessment 2009). The profile contributes to an overall picture of the child's performance.

The caregiver completes the 125 question profile, reporting the frequency with which their child responds to various sensory experiences.

The website [www.upanzi.com](http://www.upanzi.com) has a section on it for scoring the sensory profile and this will save time when trying to score the profile as opposed to scoring it manually. Once the data has been inputted it will be analysed and give the therapist a section raw score total and a classification which will indicate sensory impairment. Follow the instructions on the website to enable accurate scoring of information. This will give you an overall picture of sensory impairment. It means that the therapist does not manually have to score the assessment. The therapist needs to click:

1. Sensory profile scoring tab
2. Caregiver scorer tab
3. Read the instructions and then scroll down to Version 2 of the scoring workbook for the sensory profile and download (Version 2 incorporates the quadrant grid and factor grid)

### **There are 4 sections to scoring the workbook:**

#### **1. Data input**

Input the data, giving each question a score from 1 – 5, depending on which box the caregiver has ticked for that question.

1 – Always

2 – Frequently

3 – Occasionally

4 – Seldom

5 - Never

#### **2. Results**

This is a breakdown of the information the therapist provided and will indicate whether the child's performance is typical, of whether there is a definite difference – more than others, probable difference – more than others, definite difference – less than others, probable difference – more than others.

### **3. Quadrant Grid**

The quadrant grid provides the therapist with all the scores for each question and provides the overall raw score for each section and it will also indicate if the child's performance in each section is typical or whether there is a definite / probable difference

### **4. Factor Grid**

Provides further information on the child's sensory profile and will indicate areas of impairment

This information can be printed and attached to the child's file of copy and pasted into a document.

Once this has been completed it is definitely worth going through the profile again and writing the answers in the analysis table, which will enable the therapist to accurately see where the child's impairment lies.

### **Analysis Table (see below for the analysis table):**

Each question has an icon key (depicted as a symbol) and a threshold key (L or H) next to it and the therapist needs to make sure the information is submitted into the right box on the analysis table. The dormant column refers to high threshold (H) and the defensive column refers to low threshold (L). The symbols are outlined on the last page of the profile

#### ***The Icon keys are :***

Auditory

Visual

Activity level

Smell/taste

Body position

Movement

Touch

Emotional/social

#### ***The threshold keys are:***

Low (L)

High (H)

## Analysis Table

Devised by Nika Oberholster

**L – Low threshold**

**H – High threshold**

	Dormant (H)	Defensive (L)
<b>Visual</b>		
<b>Vestibular</b>		
<b>Proprioception</b>		
<b>Tactile</b>		
<b>Auditory</b>		
<b>Smell / taste</b>		
<b>Emotions</b>		
<b>Other</b>		

## **Outline of visits**

### **VISIT 1**

Arrange to visit parent/carer with/without client present to take case history if this hasn't already been completed. Go through some of questions on the sensory profile so that they know how to complete it. Then leave this with them to complete

### **VISIT 2**

Arrange a school visit to make further observations of client so that you can score him/her on the SI profile and then to go through a few questions on the profile with school, then leave the profile with the school to complete.

### **VISIT 3**

Interpret the sensory profile and draw up a sensory profile programme of activities

### **VISIT 4**

Visit school to deliver the sensory profile programme to teaching assts. and coach them directly with client

### **VISITS 5**

Visit school 1 week later to repeat above as they will need support.

### **VISIT 6**

Optional – arrange a home visit to demonstrate to parents once school have noted some progression or deliver to parents so they can run with ideas at home too.

### **ONGOING VISITS**

To oversee and update the profile and activities on a needs led basis.