

Sensory Profile Questionnaire (125-item Version)

Child's name: Emily Carter

Date of birth: March 15, 2018

Date: September 6, 2024

Completed by: Sarah Carter

Relationship to child: Mother

Service provider's name: Dr. Anthony Lopez

Discipline: Occupational Therapist

Instructions: Please check the box that best describes the frequency with which your child does the following behaviors. Please answer all of the statements. If you are unable to comment because you have not observed the behavior or believe that it does not apply to your child, please draw an X through the number for that item. Write any comments at the end of each section. Please do not write in the "section raw score total" row.

Use the following key to mark your responses:

Always	When presented with the opportunity, your child always responds in this manner, 100% of the time.
Frequently	When presented with the opportunity, your child frequently responds in this manner, about 75% of the time.
Occasionally	When presented with the opportunity, your child occasionally responds in this manner, about 50% of the time.
Seldom	When presented with the opportunity, your child seldom responds in this manner, about 25% of the time.
Never	When presented with the opportunity, your child never responds in this manner, 0% of the time.

Sensory processing

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never

A. Auditory processing

☒	L	1. Responds negatively to unexpected or loud noises (for example, cries or hides at noise from vacuum cleaner, dog barking, hair dryer)	☒ 1	☐ 2	☐ 3	☐ 4	☐ 5
☒	L	2. Holds hands over ears to protect ears from sound	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
☒	L	3. Has trouble completing tasks when the radio is on	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
☒	L	4. Is distracted or has trouble functioning if there is a lot of noise around	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
☒	L	5. Can't work with background noise (for example, fan, refrigerator)	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
☒	H	6. Appears to not hear what you say (for example, does not "tune-in" to what you say, appears to ignore you)	☐ 1	☐ 2	☐ 3	☒ 4	☐ 5
☒	H	7. Doesn't respond when name is called but you know the child's hearing is OK	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
☒	H	8. Enjoys strange noises/seeks to make noise for noise's sake	☐ 1	☐ 2	☐ 3	☒ 4	☐ 5

Section raw score total: 23

Comments: Emily tends to block out or avoid loud noises but has occasional difficulty focusing when background noise is present.

B. Visual processing

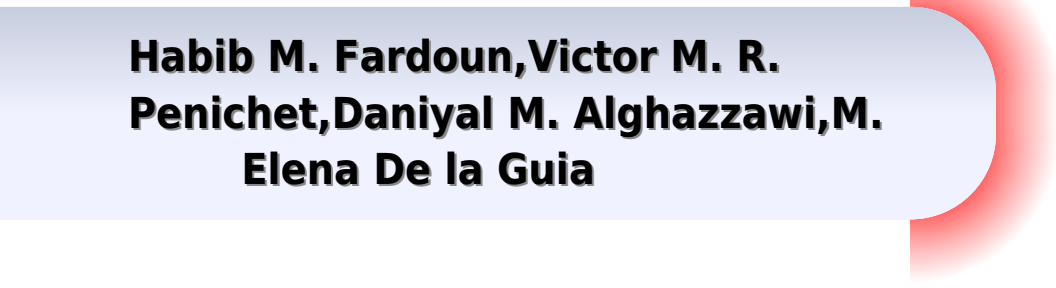
☒	L	9. Prefers to be in the dark	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
☒	L	10. Expresses discomfort with or avoids bright lights (for example, hides from sunlight through window in car)	☒ 1	☐ 2	☐ 3	☐ 4	☐ 5
☒	L	11. Happy to be in the dark	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
☒	L	12. Becomes frustrated when trying to find objects in competing backgrounds (for example, a cluttered drawer)	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
☒	L	13. Has difficulty putting puzzles together (as compared to same age children)	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
☒	L	14. Is bothered by bright lights after others have adapted to the light	☒ 1	☐ 2	☐ 3	☐ 4	☐ 5
☒	L	15. Covers eyes or squints to protect eyes from light	☒ 1	☐ 2	☐ 3	☐ 4	☐ 5
☒	H	16. Looks carefully or intensely at objects/people (for example, stares)	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
☒	H	17. Has a hard time finding objects in competing backgrounds (for example, shoes in a messy room, favorite toy in the "junk drawer")	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5

Section raw score total: 19

Comments: Emily frequently prefers dim or dark environments and has occasional difficulties with visual clutter, which leads to frustration.

Short Sensory Profile Questionnaire

**Habib M. Fardoun, Victor M. R.
Penichet, Daniyal M. Alghazzawi, M.
Elena De la Guia**



Short Sensory Profile Questionnaire:

Therapeutic Exercise for Children with Developmental Disabilities Barbara H. Connolly, Patricia Montgomery, 2024-06-01 Therapeutic Exercise for Children With Developmental Disabilities has been expanded and updated to include everything a student or professional needs to know when working with children with developmental disabilities Continuing the emphasis on evidence based practice from the previous editions this comprehensive Fourth Edition enhances critical thinking and evaluation skills Throughout the course of the text Drs Barbara H Connolly and Patricia C Montgomery present case studies of 5 children with various developmental disabilities to bring a problem solving approach to each individual chapter topic The case studies include 2 two children with cerebral palsy GMFCS Levels I and V a child with myelomeningocele a child with Down syndrome and a child with developmental coordination disorder and attention deficit hyperactivity disorder Each chapter s examination evaluation and intervention recommendations are accompanied by specific treatment objectives and therapeutic activities plus a companion website with 17 videos which contains 90 minutes of content to illustrate concepts Recent research and clinical recommendations as well as related references are also provided in each chapter This Fourth Edition utilizes the American Physical Therapy Association s Guide to Physical Therapist Practice 3 0 and the World Health Organization s International Classification of Functioning Disability and Health Children and Youth as its framework The focus of the chapters is on children s participation and empowerment rather than body function and structure Examples of new and updated topics in the Fourth Edition Practice in the NICU Early mobility strategies Communication strategies with children and families Aquatic therapy Upper extremity constraint induced therapy Mirror therapy Lower extremity treadmill training With helpful videos informative figures and compelling case studies Therapeutic Exercise for Children With Developmental Disabilities Fourth Edition is the perfect resource for both students and practicing clinicians

Handbook of Infant, Toddler, and Preschool Mental Health Assessment Rebecca

DelCarmen-Wiggins, Alice Carter, 2004-03-25 The Handbook of Infant Toddler and Preschool Mental Health Assessment brings together for the first time leading clinical researchers to provide empirically based recommendations for assessment of social emotional and behavior problems and disorders in the earliest years Each author presents state of the art information on scientifically valid developmentally based clinical assessments and makes recommendations based on the integration of developmental theory empirical findings and clinical experience Though the field of mental health assessment in infants and young children lags behind work with older children and adults recent scientific advances including new measures and diagnostic approaches have led to dramatic growth in the field The editors of this exciting new work have assembled an extraordinary collection of chapters that thoroughly discuss the conceptualizations of dysfunction in infants and young children current and new diagnostic criteria and such specific disorders as sensory modulation dysfunction sleep disorders eating and feeding disorders autistic spectrum disorders anxiety disorders posttraumatic stress disorder and ADHD

Chapters further highlight the importance of incorporating contextual factors such as parent child relationship functioning and cultural background into the assessment process to increase the validity of findings Given the comprehensiveness of this groundbreaking volume in reviewing conceptual methodological and research advances on early identification diagnosis and clinical assessment of disorders in this young age group it will be an ideal resource for teachers researchers and a wide variety clinicians including child psychologists child psychiatrists early intervention providers early special educators social workers family physicians and pediatricians

A Best Practice Guide to Assessment and Intervention for Autism and Asperger Syndrome in Schools Lee A. Wilkinson, 2010-03-15 Winner in the Education Academic category of the 2011 Next Generation Indie Book Awards Shortlisted for the 2011 NASEN Award The Special Needs Academic Book With a focus on best practice and the importance of early diagnosis this book provides a practical and scientifically based approach to the assessment and diagnosis of Asperger Syndrome and autism spectrum conditions This book offers a balance of conceptual practical and empirical information designed to bridge the research to practice gap in identifying assessing and treating school aged children with autism related conditions Assessment tools and intervention strategies will support school based professionals in identifying and assessing young people with high functioning autism spectrum conditions developing and implementing classroom based intervention programs initiating a dialogue between parents and teachers accessing community resources promoting special needs advocacy With illustrative case studies FAQs quick reference boxes and a glossary this accessible guide will appeal to teachers counsellors psychologists social work practitioners and students

Assessment of Autism Spectrum Disorder Anna P. Kroncke, Marcy Willard, Helena Huckabee, 2016-02-09 This book offers clear best practice guidelines for the assessment of Autism Spectrum Disorder It discusses both the rising rates of autism and the growing need for appropriate effective treatments and services The book examines measures and methods used in assessing for core symptoms of ASD as well as memory attention visual and spatial skills and other areas relevant to autism assessment In depth material on differential diagnosis and a range of comorbid conditions depict the complexities of the assessment process and the necessity of accurate identification The book's case vignettes and sample recommendations add practical and personal dimensions to issues and challenges surrounding diagnosis Topics featured include

- A practical guide to the comprehensive assessment process
- Discussion of the assessment process from referral to recommendation
- Diagnostic framework for ASD and other disorders
- School based ASD eligibility evaluation
- Assessment across the lifespan

Assessment of Autism Spectrum Disorder is an important tool for clinicians practitioners researchers and graduate students in the fields of child and school psychology behavioral therapy and social work as well as the related areas of psychiatry pediatrics forensic psychology and educational and healthcare policy

Pediatric Skills for Occupational Therapy Assistants E-Book Jean W. Solomon, 2020-07-12 NEW Every Moment Counts content is added to The Occupational Therapy Process chapter promoting pediatric mental health NEW Coverage of educational expectations is added to the Educational

System chapter NEW Coverage of signature constraint induced movement therapy CIMT is added to Cerebral Palsy chapter NEW photographs and illustrations are added throughout the book NEW video clips on the Evolve companion website show the typical development of children adolescents NEW Extensive assessment and abbreviations appendices are added to Evolve NEW Expanded glossary is added to Evolve

Avoidant Restrictive Food Intake Disorder in Childhood and Adolescence Rachel Bryant-Waugh, Claire Higgins, 2020-02-13 Avoidant Restrictive Food Intake Disorder more commonly known as ARFID is a relatively newly introduced diagnostic category Research in the field although growing remains limited with clinical knowledge and expertise varying across clinicians There may be uncertainty how to correctly identify and diagnose the disorder as well as how best to direct treatment This clinical guide sets out to be a trailblazer in the field providing up to date information and comprehensive clinical guidance on ARFID in childhood and adolescence Chapters in the book are divided into five sections the first focussing on the importance of attending to the perspectives of those directly affected by ARFID Three subsequent sections cover diagnosis and presentation including chapters on aetiology epidemiology assessment and outcome measures clinical assessment including psychological family nutritional medical and sensory components and management discussing nutritional medical psychological and wider system approaches The final section discusses prognosis and outcomes and considers future research directions This clinically focussed book with contributions from a multi disciplinary authorship is intended to function as an accessible practical guide and reference resource It includes summaries of available evidence with related recommendations for clinical practice The advice and suggestions included will assist clinicians in targeting their attention appropriately to ensure that children adolescents and their families receive the best possible care

Handbook of Pediatric Physical Therapy Toby Long, 2018-05-17 This updated reference provides a contemporary perspective on pediatric Physical Therapy in a convenient outline format ideal for daily consultation Consistent with APTA's Guide to Physical Therapist Practice 3.0 Handbook of Pediatric Physical Therapy 3rd Edition helps both students and professionals quickly locate essential information necessary to effectively assess diagnose and plan interventions This edition reflects the latest advances in the field as it presents each condition's etiology assessment considerations treatment and all other information related to contemporary pediatric physical therapy practice

Handbook of Autism and Pervasive Developmental Disorders, Volume 1 Fred R. Volkmar, Sally J. Rogers, Rhea Paul, Kevin A. Pelphrey, 2014-02-21 The newest edition of the most comprehensive handbook on autism and related disorders Since the original edition was first published more than a quarter of a century ago The Handbook of Autism and Pervasive Developmental Disorders Volume 1 Diagnosis Development and Brain Mechanisms has been the most influential reference work in the field of autism and related conditions The new updated Fourth Edition takes into account the changes in the disorders definitions in the DSM V and ICD 10 that may have profound implications for diagnosis and by extension access to services Along with providing practical clinical advice including the role of psychopharmacology in treatment the handbook

codifies the ever expanding current body of research throughout both volumes offering a wealth of information on the epidemiology of autism and the genetic environmental biochemical social and neuropathological aspects of the disorder Volume 1 includes Information on outcomes in adults with autism spectrum disorders A range of issues and interventions important from infancy through adolescence and beyond for individuals with autism spectrum disorders Current information about play development including skills object play and interventions Coverage of the state of genetic biochemical and neuropathological autism research Chapters on psychopharmacology and medical care in autism and related conditions The new edition includes the relevant updates to help readers stay abreast of the state of this rapidly evolving field and gives them a guide to separate the wheat from the chaff as information about autism proliferates *The Complete Guide to Asperger's Syndrome* Tony Attwood, 2007 A guide to Asperger's syndrome describes what it is and how it is diagnosed along with information on such topics as bullying emotions language movement cognitive ability and long term relationships

The Handbook of Intellectual Disability and Clinical Psychology Practice Alan Carr, Christine Linehan, Gary O'Reilly, Patricia Noonan Walsh, John McEvoy, 2016-04-12 The Handbook of Intellectual Disability and Clinical Psychology Practice will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability Building on the success of the previous edition this handbook has been extensively revised Throughout the text references and website addresses and have been updated to reflect important developments since the publication the first edition Recent research findings on the epidemiology aetiology course outcome assessment and treatment of all psychological problems considered in the book have been incorporated into the text Account has been taken of changes in the diagnosis and classification of intellectual disability and psychological problems reflected in the AAIDD 11 and the DSM 5 New chapters on the assessment of adaptive behaviour and support needs person centred active support and the assessment of dementia in people with intellectual disability have been added The book is divided into eight sections Section 1 Covers general conceptual frameworks for practice diagnosis classification epidemiology and lifespan development Section 2 Focuses on assessment of intelligence adaptive behaviour support needs quality of life and the processes of interviewing and report writing Section 3 Covers intervention frameworks specifically active support applied behavioural analysis and cognitive behaviour therapy Section 4 Deals with supporting families of children with intellectual disability genetic syndromes and autism spectrum disorders Section 5 Covers issues associated with intellectual disability first evident or prevalent in middle childhood Section 6 Deals with adolescent concerns including life skills training relationships and sexuality Section 7 Focuses on residential vocational and family related challenges of adulthood and aging Section 8 Deals with professional issues and risk assessment Chapters cover theoretical and empirical issues on the one hand and practice issues on the other They close with summaries and suggestions for further reading for practitioners and families containing a member with an intellectual disability Where appropriate in many chapters practice exercises to aid skills development have

been included The second edition of the Handbook of Intellectual Disability and Clinical Psychology Practice is one of a set of three volumes which cover the lion s share of the curriculum for clinical psychologists in training in the UK and Ireland The other two volumes are the Handbook of Child and Adolescent Clinical Psychology Third Edition by Alan Carr and the Handbook of Adult Clinical Psychology Practice Second Edition edited by Alan Carr Muireann McNulty International Review of Research in Developmental Disabilities ,2018-10-19 International Review of Research in Developmental Disabilities Volume 55 provides a scholarly look at research on the causes effects classification systems and syndromes of developmental disabilities Chapters in this new release include topics such as Sensory Dysfunction Across Developmental Disabilities The Role of natural communication partners in early communicate interventions for children with IDD Adult employment in ID The Future of Interventions to Foster Early Motor Development in Children with IDD Developmental Perspectives of Problem Behaviors in DD Contributors in this ongoing series come from wide ranging perspectives including genetics psychology education and other health and behavioral sciences Provides the most recent scholarly research on the study of developmental disabilities Contains a vast range of perspectives with many topics covered Presents an excellent resource for academic researchers *Contemporary Issues in Evaluating Treatment in Neurodevelopmental Disorders* ,2022-09-25 Contemporary Issues in Evaluating Treatment in Neurodevelopmental Disorders Volume 62 in the International Review of Research in Developmental Disabilities series highlights new advances in the field with this new volume presenting interesting chapters on topics such as Considerations for measuring individual outcomes across contexts in Down syndrome Implications for research and clinical trials Remotely Monitoring Development and Treatment Outcomes in Families affected by IDD Psychometric perspectives on developmental outcome and endpoint selection in treatment trials for genetic conditions associated with neurodevelopmental disorder Evaluating Outcomes within Culturally Diverse Contexts for Children and Youth with Developmental Disabilities and much more Other chapters in this release cover Measurement of Social Skills Treatment Outcome in Autism Moving Beyond Informant Report and Considering Diversity Cognitive Outcome Measures for tracking Alzheimer s Disease in Down syndrome A Scoping Review of Psychosocial Interventions for Neurogenetic Conditions across the Lifespan Clinical Trials and Outcome Measures Lessons Learned from Chromosome 15 disorders and more Provides the authority and expertise of leading contributors from an international board of authors Presents the latest release in the International Review of Research in Developmental Disabilities series *Physiotherapy for Children* Teresa Pountney,2007-09-13 A comprehensive clinical manual and reference on paediatric physiotherapy which examines all of the theoretical and clinical aspects of physiotherapy provision for children and young adults including Neurology Cardio respiratory Musculoskeletal Oncology and palliative care Mental health Acquired brain injury Dr Teresa Pountney heads up a team of experienced practitioners who cover a range of conditions from those experienced by the typically developing child to those with disabilities and diseases The changing needs of children with long term conditionsis

described as well as methods of service delivery to enable children and families to benefit as much as possible from their treatment The different settings in which physiotherapy is provided for children school home and hospital is described in addition to strategies and legislation relating to this Strong emphasis on evidence based practice Case studies illustrate practical applications of concepts and techniques and offer clinical reasoning behind decision making Outcome measures discussed in depth over 14 different assessments are reviewed Up to date most recent research and newest legislation taken into account

Somatosensory Research Methods Nicholas Paul Holmes,2023-03-28 This volume provides methods on the study of the systems of the brain Chapters are divided into four parts covering discriminative touch proprioception and kinaesthesia affective touch individual differences due to atypical development ageing illusions and sensory substitution microneurography electrophysiology brain imaging and brain stimulation In Neuromethods series style chapters include the kind of detail and key advice from the specialists needed to get successful results in your research center and clinical investigation Thorough and comprehensive Somatosensory Research Methods aims to be comprehensive guide for researchers

Evidence-Based Assessment Tools in ASD Kenneth Aitken,2015-03-21 How can you decide on the appropriate measures to use in assessing someone with an Autism Spectrum Disorder This book presents a comprehensive introduction to a complete range of tools for both core and subsidiary assessment across the lifespan providing key information that will be a useful part of the decision making process

Early intervention in autism spectrum disorder (ASD) Costanza Colombi,Annarita Contaldo,Giovanni Valeri,So Hyun Kim,2023-02-07 *Willard and Spackman's Occupational Therapy* Barbara Schell,Glenn Gillen,2018-09-04 Celebrating 100 years of the Occupational Therapy profession this Centennial Edition of Willard Spackman's Occupational Therapy continues to live up to its well earned reputation as the foundational book that welcomes students into their newly chosen profession Now fully updated to reflect current practice the 13th Edition remains the must have resource that students that will use throughout their entire OT program from class to fieldwork and throughout their careers One of the top texts informing the NBCOT certification exam it is a must have for new practitioners

Language across neurodevelopmental disorders Marisa Filipe,Lénia Carvalhais,Leonard Abbeduto,Sónia Frota,2023-03-13 ICTs for Improving Patients Rehabilitation Research Techniques Habib M.

Fardoun,Victor M. R. Penichet,Daniyal M. Alghazzawi,M. Elena De la Guia,2017-11-13 This book constitutes the thoroughly refereed proceedings of the Third International Workshop on ICTs for Improving Patients Rehabilitation Research Techniques REHAB 2015 held in Lisbon Portugal in October 2015 The 15 revised full papers presented were carefully reviewed and selected from 59 submissions The papers explore how technology can contribute toward smarter and effective rehabilitation methods

Sensory Integration Marlaine C Smith,2019-09-20 Drs Bundy and Lane with their team of contributing experts and scholars provide guidance and detailed case examples of assessment and intervention based in sensory integration theory They describe the neurophysiological underpinnings and synthesize current research supporting

the theory and intervention

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