Purpose: The SP2 was designed to determine how a child responds to sensory input, grouping them into sensory processing patterns that support or may be affecting their ability to function, participate, and perform with the school, home, and/or community environment. Sensory processing patterns are determined in order to assist with identification of the child’s strengths and challenges. These can then be used for RtI, eligibility of services, and intervention planning. The data collected is not designed to monitor progress. There are different norm referenced, standardized caregiver and/or teacher questionnaires, ranging from infancy through school age:

Population & Time to Administer:

<table>
<thead>
<tr>
<th>Version:</th>
<th>Age range:</th>
<th>Time to administer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>Birth-6 months</td>
<td>5-10 min</td>
</tr>
<tr>
<td>Toddler</td>
<td>7-35 months</td>
<td>10-15 min</td>
</tr>
<tr>
<td>Child</td>
<td>3-14 years</td>
<td>15-20 min</td>
</tr>
<tr>
<td>Short</td>
<td>3-14 years</td>
<td>5-10 min</td>
</tr>
<tr>
<td>School Companion</td>
<td>3-14 years</td>
<td>15 min</td>
</tr>
<tr>
<td>Adolescent/Adult</td>
<td>11-65+ years</td>
<td>10-15 min</td>
</tr>
</tbody>
</table>

Format: Test kits include caregiver, teacher or self-report questionnaire, summary score sheets, and manual. There is also a web-based platform for administration and scoring: Q-global.

The questionnaires are available in Spanish.

Caregivers and/or teachers rate behavioral statements on a 5-point Likert scale: Almost Always (5), Frequently (4), Half the Time (3), Occasionally (2), Almost Never (1) (and Does not apply, 0).

The information is categorized in the following manners:

- Sensory System: Auditory, Visual, Touch, Movement, Body Position, Oral
- Behavioral: Conduct, Social-Emotional, Attentional
- Sensory Pattern/Quadrants:
  - Seeking/Seeker – “obtains”; finds interest and pleasure in sensations
  - Avoiding/Avoider – “bothered by”; necessity to control or avoid sensation
  - Sensitivity/Sensor – “detects”; ability to acutely notice sensations
  - Registration/Bystander – “misses”; general awareness of sensations
Scoring:

- Manual scoring typically takes approximately 15 min. Manually completed forms can be entered into the electronic scoring program. If parent and teacher complete the on-line SP2 forms then they are automatically scored and results sent to the evaluator.
- Raw scores are placed on scale to determine the five descriptive categories for 1. Sensory Patterns Summary (Quadrants) 2. Sensory and Behavioral Sections 3. School Factors (School Companion only)
  - Much less than others – score correlates to 2 standard deviations below the mean, suggesting difficulty with processing sensory information in this area
  - Less than others - score correlates to 1 standard deviations below the mean, suggesting possible difficulty with processing sensory information in this area
  - Just like the majority of others
  - More than others - score correlates to 1 standard deviations above the mean, suggesting possible difficulty with processing sensory information in this area
  - Much more than others - score correlates to 2 standard deviations above the mean, suggesting difficulty with processing sensory information in this area
- Percentile score conversions are in the Sensory Profile 2 User’s Manual: Appendix A.
- The School Companion categorizes into School Factors:
  - School Factor 1: Supports - measures a student’s need for external supports to participate in learning; often a high amount of sensory input is needed to get ready for learning.
  - School Factor 2: Awareness - measures the student’s awareness and attention within the learning environment; often these students are pulled away from learning due to other stimuli in the room.
  - School Factor 3: Tolerance - measures the student’s tolerance within the learning environment, no longer distractible but avoidant behaviors or hypersensitivity.
  - School Factor 4: Availability - measures the student’s availability for learning within the environment as it relates to disengagement due to avoidant behavior or failure to detect important stimuli to then learn.
Interpretation:

- Interpretation should be viewed in the context of a full evaluation, including teacher and/or parent report, classroom and/or clinical observations, etc.
- Standardized population of 1,791 children between the ages birth-14.11 years
  
  ![Image of Sensory Profile 2 (SP2) Technical Summary](http://downloads.pearsonclinical.com/images/Assets/SensoryProfile2/Sensory-Profile-2-Technical-Summary.pdf)

- Reliability: Test-retest reliability was high for Caregiver questionnaires 0.83-0.97 and ranged from 0.66-0.93 for School Companion. Inter-rater reliability ranged from acceptable to good: 0.49-0.89 (mostly in 0.70s and 0.80s) for Caregiver questionnaires, and acceptable to excellent: 0.53-0.90 (mostly in the 0.70s-0.90s) for Teachers completing the School Companion. Internal consistency using Cronbach’s alphas ranged from 0.57-0.93.

- Validity: The SP2 correlates significantly with previous Sensory Profiles, BASC-2 PRS & SP2 Child/Short forms, BASC-2 TRS & SP2 School form, SSIS parent & SP2 Child form, SSIS teacher & SP2 School form, Vineland-II & SP2 Infant, Toddler, & Child forms, and SFA & SP2 School form. There are comparison groups for the Infant & Toddler forms with children with developmental delays. And, there are comparison groups for the Child & School Companion forms with children with: Autism, ADHD, Dual diagnosis of ADHD/ASD, LD, Giftedness, Intellectual Disabilities, Down Syndrome, English as additional language, and other vulnerable conditions.


References: