

SPM-2 Quick Tips™

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Name of child being evaluated	Gender	Date of birth	Date of testing	Age
Olivia Sample	Female	10/04/2016	03/16/2021	4 years 5 months
Preschool/Day care	Date of processing			
Sample School	06/28/2021			
Rater's name	Rater's relationship to child being evaluated			
Ms. Wilson	Preschool Teacher			

SPM-2 scale	SPM-2 item number	SPM-2 item	Dimension	Objective	SPM-2 Quick Tip number	SPM-2 Quick Tip
Hearing	14	Hums, sings, or yells during class time.	Sensory seeking	2,4	2609	Determine if a rocker board, T-stool, Movin' Sit, "concentration cushion," peanut ball, or ball chair is helpful. Go over the rules with the child. (<i>Tool Chest</i>)
Touch	28	Enjoys squeezing body into small spaces.	Sensory seeking	1,2,6	2663	Provide frequent opportunities for maintained-touch pressure: big hugs; having the child lie under large beanbag chairs; playing the "Hot Dog Game" with the child wrapped in a towel and the adult spreading "mustard" or "ketchup" on top using long, firm strokes along the back. (<i>Tools for Students</i>)
Balance and Motion (movement, vestibular)	53	Is fearful of movement, such as riding swings or slides.	Over-reactivity	1,4	2376	Change activities slightly, such as changing position from standing to sitting, kneeling, or quadruped; changing surface type; or changing movement speed.
				1	2762	Encourage the child to run and climb while on the playground.
Planning and Ideas (praxis, motor planning)	61	Has trouble coming up with new ideas during play activities.	Ideation	1,6	0833	Develop an obstacle course, with each child completing one part of the course.
Planning and Ideas (praxis, motor planning)	62	Does familiar activities over and over, rather than trying new activities.	Ideation	1,6	2461	Play "Let's Pretend" and "Dress-Up" games.
				2,4	2784	Gradually expand on the games they currently play: <ul style="list-style-type: none"> • If they always play doctor, have them try playing veterinarian or firefighter. • If they always play with blocks, have them try building using pots and pans or pillows and cushions.

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Planning and Ideas (praxis, motor planning)	63	Has difficulty correctly imitating movements, sounds, or expressions.	Motor planning	4	0821	Teach movements in isolation, then add or combine movement patterns.
				1,4	2788	Give the child opportunities for heavy muscle work before the activity (e.g., carrying a loaded box to the play area).

OBJECTIVES

1. **Improve sensorimotor functions:** Provide direct remedial intervention and/or specific sensory techniques to the infant, child, youth, or adult in order to strengthen underlying sensory processing and related motor vulnerabilities.
2. **Educate to support functioning:** Educate the individual and/or family members, child care providers, peers, before- and after-school care providers, and school or work personnel so that they are prepared to reframe attitudes and interactions, provide sensory and social supports, and share resources.
3. **Promote self-advocacy and empowerment:** Teach and encourage self-advocacy and empowerment as soon as it is appropriate to do so.
4. **Develop adaptations and accommodations:** Adapt the environment, task, activity, or equipment. Make or provide accommodations.
5. **Use cognitive or behavioral strategies:** Use cognitive or behavioral modification strategies (or both) to support and improve social participation across all environments.
6. **Teach new skills, including self-regulation:** Provide the individual, families, or teachers with new activities to develop new skills and capabilities.
7. **Address the sensory integration and processing patterns of others:** Compare and contrast the sensory integration and processing patterns of the individual or child or infant to the sensory processing patterns of the caregiver, teacher, coach, or other adult.