



# Sensory Solutions: New Web Based SPM Quick Tips Promotes Efficiency, Data Driven Intervention & Progress Monitoring

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## Purpose

- Use clinical reasoning and identify the 5 ways that the SPM Quick Tips (QT) strategies may be used to tackle sensory processing challenges
- Identify the unifying principles inherent in running team meetings to promote empowerment and collaboration
- Use the SPM web based platform for:
  - Scoring & creating SPM Score Reports
  - Developing QT Intervention Reports
  - Recording data on the Record Form

## 5 Objectives

1. Address the underlying deficits
2. Provide family, staff, or peer training (or any combination of these) to increase awareness, reframe attitude and interaction skills, provide support, and share resources
3. Teach self-advocacy as soon as it is appropriate to do so
4. Adapt the task, materials, equipment, or environment to the needs of the child
5. Use cognitive/behavioral strategies to teach social skills and support social participation

## Methods

- Case study design
- Sample
  - 20 OTs working with a diverse group of 20 preschool and school age students
- Instrumentation
  - Sensory Processing Measures (SPM & SPM-P) and SPM QT using a web based platform
- Intervention
  - 2 - 3 month intervention period incorporating sensory-based strategies following clinical reasoning, team empowerment and data recording
- Comparison of initial and retest scores
- Analyses of QT Summary of Objectives
- Anecdotal evidence provided by parents and preschool staff



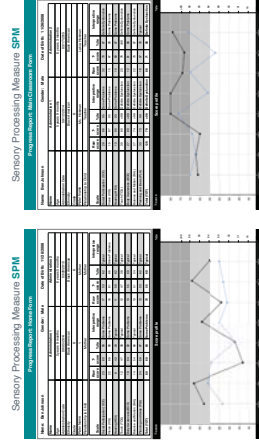
## Case Study Improvements: Ben

- School: TOU, BOD, BAL, and PLA
- Home: SOC, VIS, HEA, BOD, BAL, and PLA
- Parent comments:
  - He now looks in her eyes, doesn't slam the door, performs tips at home by choice
- Adaptive music comments:
  - Engagement & expressive speech improved
  - Post test score improved from a 41 to 34

## Fulton County OT's in study



## Score Report



## QT Intervention: Home and School Reports

## Quick Tips Record Form

## Discussion

- Conclusion
  - Preliminary evidence that implementation of SPM Quick Tips is effective in improving sensory processing behaviors
  - Parent involvement in the implementation of strategies increases the frequency of application of tips, thereby contributing to improved classroom performance
  - Special areas (art, music, PE, cafeteria, recess, bus) easily implement tips as well
- Implications
  - OT practitioners can utilize the results to provide evidence that implementing SPM Quick Tips at school & home utilizing data driven intervention may benefit children with sensory processing disorders
- Limitations
  - Small sample size & absenteeism
  - Future research
    - Additional case studies
    - Meta-analysis of all SPM Quick Tips studies
- Take away point: Parent/teacher meetings may now be conducted electronically too

## QT Summary of Objectives

Client Name	Total Summary			
	Months	Nov	Dec	Total
1. Address the underlying deficits: Modifiers: Postural Control, perception, plans	100%	100%	100%	100%
2. Provide family, staff, administration, or peer training to increase awareness	100%	100%	100%	100%
3. Adapt the task, materials, equipment, or environment to the needs of the child	100%	100%	100%	100%
4. Use cognitive/behavioral strategies to teach social skills and support social participation	100%	100%	100%	100%
5. Teach self-advocacy as soon as it is appropriate to do so	100%	100%	100%	100%
6. Increase awareness, reframe attitude and interaction skills, provide support, and share resources	100%	100%	100%	100%
7. Provide support, and share resources	100%	100%	100%	100%
8. Adapt the task, materials, equipment, or environment to the needs of the child	100%	100%	100%	100%
9. Use cognitive/behavioral strategies to teach social skills and support social participation	100%	100%	100%	100%
10. Teach self-advocacy as soon as it is appropriate to do so	100%	100%	100%	100%
11. Increase awareness, reframe attitude and interaction skills, provide support, and share resources	100%	100%	100%	100%
12. Provide support, and share resources	100%	100%	100%	100%
13. Adapt the task, materials, equipment, or environment to the needs of the child	100%	100%	100%	100%
14. Use cognitive/behavioral strategies to teach social skills and support social participation	100%	100%	100%	100%
15. Teach self-advocacy as soon as it is appropriate to do so	100%	100%	100%	100%
16. Increase awareness, reframe attitude and interaction skills, provide support, and share resources	100%	100%	100%	100%
17. Provide support, and share resources	100%	100%	100%	100%
18. Adapt the task, materials, equipment, or environment to the needs of the child	100%	100%	100%	100%
19. Use cognitive/behavioral strategies to teach social skills and support social participation	100%	100%	100%	100%
20. Teach self-advocacy as soon as it is appropriate to do so	100%	100%	100%	100%
21. Increase awareness, reframe attitude and interaction skills, provide support, and share resources	100%	100%	100%	100%
22. Provide support, and share resources	100%	100%	100%	100%
23. Adapt the task, materials, equipment, or environment to the needs of the child	100%	100%	100%	100%
24. Use cognitive/behavioral strategies to teach social skills and support social participation	100%	100%	100%	100%
25. Teach self-advocacy as soon as it is appropriate to do so	100%	100%	100%	100%
26. Increase awareness, reframe attitude and interaction skills, provide support, and share resources	100%	100%	100%	100%
27. Provide support, and share resources	100%	100%	100%	100%
28. Adapt the task, materials, equipment, or environment to the needs of the child	100%	100%	100%	100%
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30. Teach self-advocacy as soon as it is appropriate to do so	100%	100%	100%	100%
31. Increase awareness, reframe attitude and interaction skills, provide support, and share resources	100%	100%	100%	100%
32. Provide support, and share resources	100%	100%	100%	100%
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