

NeuroSensory Program

Sensory Profile

The Sensory Processing Profile provides a standard method for measuring and reporting sensory processing abilities. It is an integral part of the comprehensive NeuroGeniSys Procedure and Assessment. The Neurodevelopment /Sensory Integration Profile section of your report measures and reports age appropriate Neurodevelopment responses to the basic sensory processing systems and their functional cognitive expression.

The purpose of the profile is to provide a tool for linking Brain Performance Indicators (BPI) of strengths and barriers with sensory processing patterns. The profile's goal is to provide insight into the sensory world by grouping information into nine meaningful factors.

1. Sensory Seeking
2. Emotionally Reactive
3. Low Endurance/Tone
4. Oral Sensory Sensitivity
5. Inattention/Distractibility
6. Poor Registration
7. Sensory Sensitivity
8. Sedentary
9. Fine Motor/Perceptual

During the evaluation the evaluator will have the child perform specific tasks which demonstrate which stage of neurological development the child has completed and which ones they have not.

In the development of tactility there are two common areas where problems can occur:

1. The first involves the sense of touch
2. The second involves proprioception

The ability of an individual to appropriately process sensations of light touch, pressure or pain is crucial to development. If one can not process these sensations properly they may experience hyper or hypo sensitivities to touch or pain.

Light touch to the skin may agitate or annoy. Some individuals do not seem to feel pain or their "pain threshold" appears to be very high.

Proprioception refers to one's knowledge of where their body is in space. If an individual has not completed development of proprioception, their brain is not as likely to know specifically where their body is in space. **NeuroSensory Profile Brain Performance Indicators**

Sensory Processing

The Sensory processing profile identifies responses to the basic sensory processing systems and their functional cognitive expression.

Auditory ProcessingThe items included in the auditory section measure responses to things heard. ie: distracted by noise, noises seem too loud, trouble functioning with certain noises, doesn't hear or tunes out.

Visual ProcessingThis section includes items that measure responses to things seen. ie: bothered by bright light, doesn't look directly at objects, doesn't notice light, ignores objects, misses details.

Vestibular ProcessingThis section measures the child's responses to balance and movement, ie: becomes anxious or distressed when feet leave the ground, has trouble walking on uneven surfaces, car sickness, headaches.

Touch ProcessingThe touch section measure the child's responses to touch to the skin, ie: becomes irritated by shoes or socks, itchy material, doesn't like wind blowing on their skin, doesn't feel anything.

Oral Sensory ProcessingThe oral sensory section measures the responses to touch and taste stimuli to the mouth, ie:limits food preference based on texture or temperature, aversion to things in or around mouth, or puts everything in mouth, difficulty with articulation. Eating and oral aversions can be aversions to either hard and crunchy or soft and mushy textures.

Multisensory ProcessingItems in this section measure the child's response to activities that contain a combined sensory experience, ie:seems overwhelmed in an active environment, meltdown, hyperactive, or catatonic.

Sensory Processing Related to Endurance/ToneThis section measures a child's ability to sustain performance, ie: tires easily, poor endurance, breath control.

Modulation of Sensory Input Affecting Emotional ResponsesThese items measure the child's ability to use body senses to generate emotional responses, ie: rigid, rituals, overly emotional.

Modulation of Auditory Input Affecting Emotional Responses and Activity LevelItems in this section measure the child's ability to integrate auditory stimuli and how it effect their emotional responses, ie: anxiety over loud noises, inattention due to background noise.

Behavioral and Emotional ResponsesThe Behavioral and Emotional Responses section reflects the child's behavioral outcomes of sensory processing.

Behavioral Outcomes of Sensory ProcessingIndicates the child's ability to meet performance demands, ie: has difficulty tolerating changes in plans and expectations, difficulties in transitions.