

# SENSORY PROFILE 2

**Sensory processing** is the body's ability to take in information from the environment, process it, and then respond to that information. The Sensory Profile 2 provides insight into a child's ability to sensory process. From the information provided by this tool, an individual is able to form a better idea of what may be supporting or challenging the child as they participate in daily activities. Below is a guide that may help you better understand the profile and the different categories your child may fall under!

Before we get started, let's define "stimuli" as it will be frequently used throughout this post. **STIMULI** is any thing or event that provokes a reaction.

The 4 major sections of The Sensory Profile are:

**Seeking/Seeker:** Children who are "seekers" tend to crave high volumes of environmental stimuli and often create activity to satisfy this craving. An example of seekers are the children who actively explore their environment and frequently engage with others. Seekers will score "**More Than Others**" in the Seeking portion of the Sensory Profile 2. However, some children tend not to engage with others and their environment, these children will score "**Less Than Others**" in this section of the Profile (Dunn, 2014).

**Avoiding/Avoider:** Children who are "avoiders" do not crave high volumes of environmental stimuli and they are often bothered by sensory input. Their bodies require a lower amount of stimuli and the term "avoiders" actually refers to the child's ability to keep environmental stimuli away. An example of an "avoider" is a child who holds their hands over their ears to protect from sound. A child who scores "**More Than Others**" in this section is more likely to withdraw from unknown situations. Conversely, a child who scores "**Less Than Others**" in this section does not retreat from a situation when overwhelmed by stimuli (Dunn, 2014).

**Sensitivity/Sensor:** Children who can be identified as "sensors" are sensitive to stimuli and can quickly detect it in their environment. These children also have a tendency to act passively when they have been exposed to more stimuli than their bodies' require. An example of child "sensor" is a picky eater. A score of "**More than Others**" in this section means the child will act intensely to sensory input. A score of "**Less than Others**" correlates with a child who can maintain focus, but may need a higher intensity stimuli to sustain this focus over time (Dunn, 2014).

**Registration/Bystander:** Children who are "bystanders" are those who typically miss more sensory input than others. These children generally require high amounts of sensory input, but have a tendency to act passively about this sensory need. An example of a "bystander" is a child who seems oblivious to messy hands or face. Children who score "**More Than Others**" may find it easier to focus on a desired task in a sensory rich environment because they do not detect the distracting stimuli. Children who score "**Less Than Others**" in this section of the profile will notice more stimuli in the environment and may not be able to over look it (Dunn, 2014).

All information regarding the Sensory Profile 2 was taken from:

Dunn, W. (2014). Sensory profile 2: User's manual. Bloomington. MN: Pearson.

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**This profile will also give you information on your child's response to the following...**

**Auditory:** Measures child's response to things heard

**Visual:** Measures child's response to things seen

**Touch:** Measures child's response to things that touch the skin

**Movement:** Measures child's response to movement

**Body Position:** Measures child's response to changes in joint and muscle positions

**Oral:** Measures child's response to touch and taste in the mouth

**Conduct:** Measures child's response to social expectations

**Social Emotional:** Measures child's expressiveness in a social situation

**Attentional:** Measures child's ability to detect important stimuli in their environment

Your child may or may not be able to process the different types of stimuli listed above. Their ability to process will be characterized by a score of "Much Less Than Others", "Less Than Others", "Just Like the Majority of Others", "More Than Others", or "Much More Than Others". These scores will tell you where your child falls compared to other children that have also participated in the Sensory Profile 2 (Dunn, 2014).

## **Tidbits to keep in mind while reading your child's scored Sensory Profile 2:**

1. "Just Like the Majority of Others" defines the typical amount of sensory processing for each different category. All children will fall somewhere on this sensory processing continuum.
2. All sensory processing has both advantages and disadvantages, there are no inherently "good" or "bad" processing patterns (Dunn, 2014).
3. Low scores on the Profile are just as meaningful as high scores as these scores give you information about your child's sensory patterns (Dunn, 2014).
4. Any combination of scores is possible for your child (Dunn, 2014).
5. Different combinations of sensory patterns can exist within one child among different situations and contexts (Dunn, 2014).

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