

## Sensory Profile Select Scoring Assistant Read Me

### Version 2.0.4

This file includes helpful information about the Sensory Profile Select Scoring Assistant. The 2.0.4 update includes the following fixes:

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CR 37672	Corrected issue seen in Sensory Profile Short Form report where classification bar graphics were missing.
CR 36463	Corrected wording in <i>Sensory Profile Adolescent/Adult</i> Summary and Interpretive Report from "More" to "Less" to properly reflect individuals with low scores in the low registration quadrant.
CR 33950	Corrected issue where Multisensory Processing was being incorrectly categorized on the Summary and Interpretive report.
CR 35821	Updated <i>Sensory Profile School Companion</i> Sensitivity cut score ranges to reflect a recent change made in the Sensory Profile School Companion manual. (See following page for further details)

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For additional information about your Scoring Assistant, please refer to the application's online help or contact the Pearson Technical Support Center at (800) 249-0659 Monday through Friday, 7AM – 6PM CST.

Dear SPSC Customer,

It has recently come to our attention that the Sensitivity cut score ranges published in the Sensory Profile School Companion manual are incorrect. Only the Sensitivity cut score ranges are affected.

The following figure shows the corrected scores. As you can see, the corrected ranges are raised. To immediately correct this, please make the same changes to any SPSC Score Summary forms you have. We will correct the SPSC manual to reflect the correct score ranges and send a complimentary replacement manual and packet of forms in approximately 7–8 weeks.

Quadrant Raw Score Total	← Less than Others		Similar to Others	→ More Than Others	
	Much Less Than Others	Less Than Others		More Than Others	Much More Than Others
Sensitivity _____/80 (Corrected Ranges)	Definite Difference	Probable Difference	Typical Performance	Probable Difference	Definite Difference
Incorrect	80-----79	78-----69	78-----60	59-----51	50-----16

As you are aware, the Sensitivity pattern represents low neurological thresholds with a passive self-regulation strategy. As noted in the SPSC manual, every person has some of each pattern (Registration, Seeking, Sensitivity, and Avoiding). If a student has behaviors consistent with extreme scores in one of these patterns, that by itself does not constitute a reason for concluding that the student is dysfunctional; however, these behaviors can shed light on possible reasons for the student’s classroom performance difficulties and ways to address the problems.

We apologize for any inconvenience this may have caused you. If you have any questions, please contact our Customer Service center at 800.211.8378.

Sincerely,

Michelle Samlaska  
Product Manager  
Clinical Assessment  
Pearson