# SPM-2 Chapter 5 Tables

## Table 5.1

SPM-2 Infant Form, Toddler Form, and Caregiver Form Internal Consistency, Test-Retest Reliability and Confidence Interval Estimates

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Internal Consistencya** | | | **Test-Retest Reliabilityb** | | |
| **Scale** | **No. Items** | **r** | **SEMc** | **95% CI (±)d** | **r** | **SEMc** | **95% CI (±)d** |
| **Infant Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Toddler Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Caregiver Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
| **a**Cronbach’s alpha. *N* = XXX. bTwo-week test-retest correlation, *n* = XX. cStandard error of measurement in T-score units. c95% confidence interval around the observed *T*-score. | | | | | | | |

## Table 5.2

SPM-2 Preschool Home Form and School Form Internal Consistency, Test-Retest Reliability and Confidence Interval Estimates

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Internal Consistencya** | | | **Test-Retest Reliabilityb** | | |
| **Scale** | **No. Items** | **r** | **SEMc** | **95% CI (±)d** | **r** | **SEMc** | **95% CI (±)d** |
| **Home Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
| **a**Cronbach’s alpha. *N* = XXX. bTwo-week test-retest correlation, *n* = XX. cStandard error of measurement in T-score units. c95% confidence interval around the observed *T*-score. | | | | | | | |

## Table 5.3

SPM-2 Child Home Form and School Form Internal Consistency, Test-Retest Reliability and Confidence Interval Estimates

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Internal Consistencya** | | | **Test-Retest Reliabilityb** | | |
| **Scale** | **No. Items** | **r** | **SEMc** | **95% CI (±)d** | **r** | **SEMc** | **95% CI (±)d** |
| **Home Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
| **a**Cronbach’s alpha. *N* = XXX. bTwo-week test-retest correlation, *n* = XX. cStandard error of measurement in T-score units. c95% confidence interval around the observed *T*-score. | | | | | | | |

## Table 5.4

SPM-2 Teen Home Form, School Form, and Self-Report Form Internal Consistency, Test-Retest Reliability and Confidence Interval Estimates

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Internal Consistencya** | | | **Test-Retest Reliabilityb** | | |
| **Scale** | **No. Items** | **r** | **SEMc** | **95% CI (±)d** | **r** | **SEMc** | **95% CI (±)d** |
| **Home Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Self-Report Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
| **a**Cronbach’s alpha. *N* = XXX. bTwo-week test-retest correlation, *n* = XX. cStandard error of measurement in T-score units. c95% confidence interval around the observed *T*-score. | | | | | | | |

## Table 5.5

SPM-2 Adult Self-Report Form and Rater-Report Form Internal Consistency, Test-Retest Reliability and Confidence Interval Estimates

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Internal Consistencya** | | | **Test-Retest Reliabilityb** | | |
| **Scale** | **No. Items** | **r** | **SEMc** | **95% CI (±)d** | **r** | **SEMc** | **95% CI (±)d** |
| **Self-Report Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Rater-Report Form** |  |  |  |  |  |  |  |
| Social Participation (SOC) | 10 |  |  |  |  |  |  |
| Vision (VIS) | 10 |  |  |  |  |  |  |
| Hearing (HEA) | 10 |  |  |  |  |  |  |
| Touch (TOU) | 10 |  |  |  |  |  |  |
| Taste and Smell (TS) | 10 |  |  |  |  |  |  |
| Body Awareness (BOD) | 10 |  |  |  |  |  |  |
| Balance and Motion (BAL) | 10 |  |  |  |  |  |  |
| Planning and Ideas (PLA) | 10 |  |  |  |  |  |  |
| Total Sensory Systems (TSS) | 80 |  |  |  |  |  |  |
| **a**Cronbach’s alpha. *N* = XXX. bTwo-week test-retest correlation, *n* = XX. cStandard error of measurement in T-score units. c95% confidence interval around the observed *T*-score. | | | | | | | |

## Table 5.6

SPM-2 Child School Environment and Adult/Teen Driving Forms Internal Consistency Reliability Estimates

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **No. Items** | **n** | **Internal Consistencya** |
| Art Class (ART) |  |  |  |
| Music Class (MUS) |  |  |  |
| Physical Education Class (PHY) |  |  |  |
| Recess/Playground (REC) |  |  |  |
| Cafeteria (CAF) |  |  |  |
| School Bus (BUS) |  |  |  |
| Driving Self-Report |  |  |  |
| Driving Rater-Report |  |  |  |
| **a**Cronbach’s alpha. | | | |

## Table 5.7

SPM-2 Mixed Clinical Samples Internal Consistency Estimates

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Internal Consistencya** | | | | | | | | | | | | |
| **Level** | Infant/Toddler | | | Preschool | | Child | | Teen | | | Adult | |
| **Form** | Inf. | Tod. | Care. | Home | Sch. | Home | Sch. | Home | Sch. | Self | Self | Rater |
| **Scale** |  |  |  |  |  |  |  |  |  |  |  |  |
| SOC |  |  |  |  |  |  |  |  |  |  |  |  |
| VIS |  |  |  |  |  |  |  |  |  |  |  |  |
| HEA |  |  |  |  |  |  |  |  |  |  |  |  |
| TOU |  |  |  |  |  |  |  |  |  |  |  |  |
| TS |  |  |  |  |  |  |  |  |  |  |  |  |
| BOD |  |  |  |  |  |  |  |  |  |  |  |  |
| BAL |  |  |  |  |  |  |  |  |  |  |  |  |
| PLA |  |  |  |  |  |  |  |  |  |  |  |  |
| TSS |  |  |  |  |  |  |  |  |  |  |  |  |
| **a**Cronbach’s alpha. N = XXX. All scales are 10 items. | | | | | | | | | | | | |

## Table 5.X

SPM-2 Interrrater Reliability Estimates

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interrater Reliabilitya** | | | | | | | | | | |
| **Level** | **Infant/Toddler** | | **Preschool** | | **Child** | | **Teen** | | | **Adult** |
| **Form** | Inf. | Tod. | Home | Sch. | Home | Sch. | Home | Sch. | Self | Oth. |
| **Scale** |  |  |  |  |  |  |  |  |  |  |
| SOC |  |  |  |  |  |  |  |  |  |  |
| VIS |  |  |  |  |  |  |  |  |  |  |
| HEA |  |  |  |  |  |  |  |  |  |  |
| TOU |  |  |  |  |  |  |  |  |  |  |
| TS |  |  |  |  |  |  |  |  |  |  |
| BOD |  |  |  |  |  |  |  |  |  |  |
| BAL |  |  |  |  |  |  |  |  |  |  |
| PLA |  |  |  |  |  |  |  |  |  |  |
| TSS |  |  |  |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | | |

## Table 5.X

SPM-2 Alternate Forms ReliabilityEstimates

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Alternate Forms Reliabilitya** | | | | | | | | |
| Form | Home/Caregiver Forms | | | | | | School Forms | | Self-Report Forms | |
| Level | Infant/Toddler | | Toddler/Preschool | Preschool/Child | Child/Teen | Teen/Adult | Preschool/Child | Child/Teen | Teen/Adult | Adult/Caregiver |
| **Scale** |  | |  |  |  |  |  |  |  |  |
| SOC |  | |  |  |  |  |  |  |  |  |
| VIS |  | |  |  |  |  |  |  |  |  |
| HEA |  | |  |  |  |  |  |  |  |  |
| TOU |  | |  |  |  |  |  |  |  |  |
| TS |  | |  |  |  |  |  |  |  |  |
| BOD |  | |  |  |  |  |  |  |  |  |
| BAL |  | |  |  |  |  |  |  |  |  |
| PLA |  | |  |  |  |  |  |  |  |  |
| TSS |  | |  |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | | |

## Table 5.8

SPM-2 Cross-Rater Concordance in the Standardization Sample

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cross-Rater Concordancea** | | | | | | |
| **Level** | Preschool | School | Teen | | | Adult |
| **Form** | Home/School | Home/School | Home/School | Home/Self | School/Self | Self/Other |
| **Scale** |  |  |  |  |  |  |
| SOC |  |  |  |  |  |  |
| VIS |  |  |  |  |  |  |
| HEA |  |  |  |  |  |  |
| TOU |  |  |  |  |  |  |
| TS |  |  |  |  |  |  |
| BOD |  |  |  |  |  |  |
| BAL |  |  |  |  |  |  |
| PLA |  |  |  |  |  |  |
| TSS |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | |

## Table 5.9

Interscale Correlations in the Standardization Sample: Infant/Toddler Level

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interscale Correlationsa** | | | | | | | | | |
| **Scale** | **SOC** | **VIS** | **HEA** | **TOU** | **TS** | **BOD** | **BAL** | **PLA** | **TSS** |
| **Infant Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **Toddler Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **Caregiver Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | |

## Table 5.10

Interscale Correlations in the Standardization Sample: Preschool Level

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interscale Correlationsa** | | | | | | | | | |
| **Scale** | **SOC** | **VIS** | **HEA** | **TOU** | **TS** | **BOD** | **BAL** | **PLA** | **TSS** |
| **Home Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | |

## Table 5.11

Interscale Correlations in the Standardization Sample: Child Level

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interscale Correlationsa** | | | | | | | | | |
| **Scale** | **SOC** | **VIS** | **HEA** | **TOU** | **TS** | **BOD** | **BAL** | **PLA** | **TSS** |
| **Home Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | |

## Table 5.12

Interscale Correlations in the Standardization Sample: Adolescent Level

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interscale Correlationsa** | | | | | | | | | |
| **Scale** | **SOC** | **VIS** | **HEA** | **TOU** | **TS** | **BOD** | **BAL** | **PLA** | **TSS** |
| **Self-Report Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **Home Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | |

## Table 5.13

Interscale Correlations in the Standardization Sample: Adult Level

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interscale Correlationsa** | | | | | | | | | |
| **Scale** | **SOC** | **VIS** | **HEA** | **TOU** | **TS** | **BOD** | **BAL** | **PLA** | **TSS** |
| **Self-Report Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
|  |  |  |  |  |  |  |  |  |  |
| **Other-Report Form** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) | — |  |  |  |  |  |  |  |  |
| Vision (VIS) | .XX | — |  |  |  |  |  |  |  |
| Hearing (HEA) | .XX | .XX | — |  |  |  |  |  |  |
| Touch (TOU) | .XX | .XX | .XX | — |  |  |  |  |  |
| Taste and Smell (TS) | .XX | .XX | .XX | .XX | — |  |  |  |  |
| Body Awareness (BOD) | .XX | .XX | .XX | .XX | .XX | — |  |  |  |
| Balance (BAL) | .XX | .XX | .XX | .XX | .XX | .XX | — |  |  |
| Planning and Ideas (PLA) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |  |
| Total Sensory Systems (TSS) | .XX | .XX | .XX | .XX | .XX | .XX | .XX | .XX | — |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | | | | |

## Table 5.14

Goodness of Fit Statistics for Confirmatory Factor Analysis

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Goodness-of-fit indices of the one-factor, sensory-domain, and sensory-vulnerability models | | | | | | | |
| Standardization Sample | *n* | *X*2 | *df* | *p* | SRMR | RMSEA | CFI | TLI |
| **I/T Infant** |  |  |  |  |  |  |  |  |
| Null Model |  |  |  |  |  |  |  |  |
| Model 1 (sensory domain) |  |  |  |  |  |  |  |  |
| Model 2 (sensory vulnerability) |  |  |  |  |  |  |  |  |
| **I/T Toddler** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **I/T Caregiver** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Preschool Home** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Preschool School** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Child Home** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Child Main Classroom** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Teen Home** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Teen Main Classroom** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Teen Self-Report** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Adult Home** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Adult Self-Report** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

## Table 5.15

Correlations Between SPM-2 Preschool and SPM-P Standard Scores

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **SPM-P** | | **SPM-2** | |  |  |
| **SPM-P** | **Mean** | **SD** | **Mean** | **SD** | **Cohen’s *d*** | **Corrected *r*** |
| **Home Form** |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **School Form** |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| *N* = XXX. | | | | | | |

## Table 5.16

Correlations Between SPM-2 Child and SPM Standard Scores

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **SPM** | | **SPM-2** | |  |  |
| **SPM** | **Mean** | **SD** | **Mean** | **SD** | **Cohen’s *d*** | **Corrected *r*** |
| **Home Form** |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Main Classroom Form** |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. | | | | | | |

## Table 5.17

Correlations Between SPM-2 Infant/Toddler and SP-2 Infant/Toddler forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SP-2 Toddler** | | | | | | | |
| **SPM-2 Toddler** | Gen | Aud | Vis | Tou | Move | Oral | Beha | TSS |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |
| Corrected Pearson correlation coefficients. *N* = XXX ages 4 to 30 months. aSP-2 Toddler form only. | | | | | | | | |

## Table 5.18

Correlations Between SPM-2 Preschool and SP-2 Child forms

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SP-2 Child Caregivera** | | | | | | | | |
|  | Aud | Vis | Tou | Move | Body | Oral | Cond | Soc/Emo | Attn |
| **SPM-2 Preschool Home** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | **SP-2 Child Teacherb** | | | | | | | | |
|  | Aud | Vis | Tou | Move | Beh | — | — | — | — |
| **SPM-2 Preschool School** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
| Corrected Pearson correlation coefficients. **a***N* = XXX, ages 3 to 5 years. **b***N* = XXX, ages 3 to 5 years. | | | | | | | | | |

## Table 5.19

Correlations Between SPM-2 Child and SP-2 Child forms

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SP-2 Child Caregivera** | | | | | | | | |
|  | Aud | Vis | Tou | Move | Body | Oral | Cond | Soc/Emo | Attn |
| **SPM-2 Child Home** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | **SP-2 Child Teacherb** | | | | | | | | |
|  | Aud | Vis | Tou | Move | Beh | — | — | — | — |
| **SPM-2 Child School** |  |  |  |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
| Corrected Pearson correlation coefficients. **a***N* = XXX, ages 5 to 12 years. **b***N* = XXX, ages 5 to 12 years. | | | | | | | | | |

## Table 5.20

Correlations Between SPM-2 Adolescent, SPM-2 Adult and SP Adolescent/Adult forms

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **SP Adolescent/Adult Self-Report** | | | | | |
|  | Taste/Smell | Move | Vis | Tou | Activity | Aud |
| **SPM-2 Adolescent Self-Reporta** |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **SPM-2 Adult Self-Reportb** |  |  |  |  |  |  |
| Social Participation (SOC) |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |
| Corrected Pearson correlation coefficients. **a***N* = XXX, ages 12 to 21 years. **b***N* = XXX, ages 21 to XX years. | | | | | | |

## Table 5.21

Correlations Between SPM-2 Infant/Toddler and ABAS-3 Parent/Primary Caregiver

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABAS-3 Parent/Primary Caregivera** | | | | | | |
| SPM-2 Infant and Toddler | COM | H&S | LEI | SC | SD | SOC | MO |
| Social Participation (SOC) |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. Participant ages: 4 to 30 months | | | | | | | |

## Table 5.22

Correlations Between SPM-2 Preschool Home and School and ABAS-3 Parent and Teacher

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABAS-3 Parent/Primary Caregivera** | | | | | | | | |
| SPM-2 Infant and Toddler | COM | Pre-Ac | S/H-L | H&S | LEI | SC | SD | SOC | MO |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. Participant ages: 2 to 5 years | | | | | | | | | |

## Table 5.23

Correlations Between SPM-2 School Home and School and ABAS-3 Parent and Teacher

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABAS-3 Parent/Primary Caregivera** | | | | | | | | |
| SPM-2 Infant and Toddler | COM | CU | Aca | S/H-L | H&S | LEI | SC | SD | SOC |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. Participant ages: 5 to 21 years | | | | | | | | | | |

## Table 5.24

Correlations Between SPM-2 Adolescent Home and School and ABAS-3 Parent and Teacher

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABAS-3 Parent/Primary Caregivera** | | | | | | | | |
| SPM-2 Infant and Toddler | COM | CU | Aca | S/H-L | H&S | LEI | SC | SD | SOC |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. Participant ages: 5 to 21 years | | | | | | | | | | |

## Table 5.25

Correlations Between SPM-2 Adult Self-Report and Rater Report and ABAS-3 Adult Self-Report and Other Report

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABAS-3 Parent/Primary Caregivera** | | | | | | | | |
| SPM-2 Infant and Toddler | COM | CU | Aca | Home | H&S | LEI | SC | SD | SOC |
| Social Participation (SOC) |  |  |  |  |  |  |  |  |  |
| Vision (VIS) |  |  |  |  |  |  |  |  |  |
| Hearing (HEA) |  |  |  |  |  |  |  |  |  |
| Touch (TOU) |  |  |  |  |  |  |  |  |  |
| Taste and Smell (TS) |  |  |  |  |  |  |  |  |  |
| Body Awareness (BOD) |  |  |  |  |  |  |  |  |  |
| Balance (BAL) |  |  |  |  |  |  |  |  |  |
| Planning and Ideas (PLA) |  |  |  |  |  |  |  |  |  |
| Total Sensory Systems (TSS) |  |  |  |  |  |  |  |  |  |
| **a**Corrected Pearson correlation coefficients. *N* = XXX. Participant ages: XX to XX years | | | | | | | | | | |

## Table 5.26a

SPM-2 Raw Scale Scores: Descriptive Statistics and Effect Sizes by Clinical Disorder

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Sensory Processing**a** | | | Autism Spectrum**b** | | | ADHD**c** | | |
| Scale | Mean | SD | ES**x** | Mean | SD | ES | Mean | SD | ES |
| SOC |  |  |  |  |  |  |  |  |  |
| VIS |  |  |  |  |  |  |  |  |  |
| HEA |  |  |  |  |  |  |  |  |  |
| TOU |  |  |  |  |  |  |  |  |  |
| T/S |  |  |  |  |  |  |  |  |  |
| BOD |  |  |  |  |  |  |  |  |  |
| BAL |  |  |  |  |  |  |  |  |  |
| PLA |  |  |  |  |  |  |  |  |  |
| **a***N* = XXX **b***N* = XXX. c*N* = XXX ETC-N. xES = effect size (Cohen’s *d*) = scale mean in clinical sample minus scale mean in standardization sample, divided by pooled standard deviation. | | | | | | | | | |

## Table 5.26b

SPM-2 Raw Scale Scores: Descriptive Statistics and Effect Sizes by Clinical Disorder (con’t)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Intellectual/Learning Disability**a** | | | Motor Impairment (CP/DCD)**b** | | | XXX**c** | | |
| Scale | Mean | SD | ES**x** | Mean | SD | ES | Mean | SD | ES |
| SOC |  |  |  |  |  |  |  |  |  |
| VIS |  |  |  |  |  |  |  |  |  |
| HEA |  |  |  |  |  |  |  |  |  |
| TOU |  |  |  |  |  |  |  |  |  |
| T/S |  |  |  |  |  |  |  |  |  |
| BOD |  |  |  |  |  |  |  |  |  |
| BAL |  |  |  |  |  |  |  |  |  |
| PLA |  |  |  |  |  |  |  |  |  |
| **a***N* = XXX **b***N* = XXX. c*N* = XXX ETC-N. xES = effect size (Cohen’s *d*) = scale mean in clinical sample minus scale mean in standardization sample, divided by pooled standard deviation. | | | | | | | | | |

## Table 5.26c

SPM-2 Raw Scale Scores: Descriptive Statistics and Effect Sizes by Clinical Disorder (con’t)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Speech-Language Pathology**a** | | | Hearing Impairment**b** | | | Anxiety/Behavior/Mood Disorders**c** | | |
| Scale | Mean | SD | ES**x** | Mean | SD | ES | Mean | SD | ES |
| SOC |  |  |  |  |  |  |  |  |  |
| VIS |  |  |  |  |  |  |  |  |  |
| HEA |  |  |  |  |  |  |  |  |  |
| TOU |  |  |  |  |  |  |  |  |  |
| T/S |  |  |  |  |  |  |  |  |  |
| BOD |  |  |  |  |  |  |  |  |  |
| BAL |  |  |  |  |  |  |  |  |  |
| PLA |  |  |  |  |  |  |  |  |  |
| **a***N* = XXX **b***N* = XXX. c*N* = XXX ETC-N. xES = effect size (Cohen’s *d*) = scale mean in clinical sample minus scale mean in standardization sample, divided by pooled standard deviation. | | | | | | | | | |

## Table 5.27

Conditional Probability Analysis for Detection of Sensory Processing/Integration Disorders

|  |  |  |
| --- | --- | --- |
| *T*-score Cutoff Points | Sensitivity | Specificity |
| 55 |  |  |
| 60 |  |  |
| 65 |  |  |
| 70 |  |  |
| 75 |  |  |
| Note: sample included 37 individuals with sensory-processing/integration disorders and X,XXX typically-developing individuals from the standardization sample | | |

## Table 5.28

Frequencies of Environment Difference (DIF) Scores in SPM-2 Standardization and Clinical Samples

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DIF Score Range | Standardization Sample**a** | | Clinical Sample**b** | |
|  | n | Sample % | n | Sample % |
| Infant vs. Caregiver |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Toddler vs. Caregiver |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Preschool Home vs. School |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Child Home vs. School |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Adolescent Home vs. Classroom |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Adolescent Home vs. Self-Report |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Adolescent Classroom vs. Self-Report |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
|  |  |  |  |  |
| Adult Self-Report vs. Rater Report |  |  |  |  |
| ≤ –15 (Definite Difference) |  |  |  |  |
| –10 to –14 (Probable Difference) |  |  |  |  |
| –9 to 9 (No Difference) |  |  |  |  |
| 10 to 14 (Probable Difference) |  |  |  |  |
| ≥ 15(Definite Difference) |  |  |  |  |
| *Note.* Sample size discrepancies are due to missing data. **a***N* = XXX. **b***N* = XXX. | | | | |