



AUDITORY PROCESSING PATTERN GRID

Item Number	CONTINUA		Behavioral Response/ Self-Regulation		QUADRANTS			
	Neurological Threshold				1	2	3	4
								
	Sensory Sensitivity & Sensation Avoiding	Low Registration & Sensation Seeking	Sensation Avoiding & Sensation Seeking	Low Registration & Sensory Sensitivity	Low Registration	Sensation Seeking	Sensory Sensitivity	Sensation Avoiding
	LOW	HIGH	ACTIVE	PASSIVE	(High- Passive)	(High- Active)	(Low- Passive)	(Low- Active)
50		1		1				
51	5			5				
52		5		5	5			
53	4			4			4	
54	5			5		5		
55		4		4	4			
56	5			5			5	
57	5			5			5	
58		1		1		1		
59		5			5			
60	5			5			5	

Figure 7.6 ■ Larry's Auditory Processing Pattern Grid

Larry's needs could be identified ahead of time, and then these co-workers could be scheduled to work alongside Larry or take lunch break with him.

Having a quiet place to take regularly scheduled breaks, as well as shorter, unplanned breaks when he's feeling overwhelmed, would be helpful to Larry. He also could learn strategies (e.g., deep breathing) to help reduce anxiety when he's feeling discomfort but is unable to take a break.

■ Case Study 3: Joyce and Sam

Joyce is a 29-year-old single mother of a 9-year-old boy, Sam. Recently Joyce and Sam started seeing a family therapist primarily because Joyce is seeking assistance with parenting. Joyce is recently divorced and has primary custody; Sam spends alternate weekends with his father. Since the divorce, Joyce finds herself perplexed with many of Sam's behaviors and with how she should respond. The day-to-day relationship between Joyce and Sam has become strained. Sam is acting more defiant than he has in the past, and Joyce is afraid that enforcing more rules will strain their relationship even more. Sam says he is sad that his father no longer lives at home, but he is glad to be living in the same house as before his parents' divorce, and in the same neighborhood with his friends. Sam says his mother is angry with him a lot, but he doesn't understand why.



Intervention

Joyce found the information about her and Sam's sensory processing preferences very enlightening. Often, Joyce has felt that she and Sam are out of sync, but now she has a better understanding of how the friction arises in their interactions. Now, Joyce can better appreciate Sam's need for sensory input, but at the same time, she recognizes that Sam's need may conflict with her sensory sensitivity. Joyce also realizes that her passive response to the sensory environment may not be meeting Sam's need for more active involvement and structure.

The family therapist explored with Sam the activities that he most enjoys and then she reviewed this list with Joyce to identify ways that Joyce can engage with Sam in these activities without becoming overwhelmed by the environment, or ways that Sam can continue to pursue these activities without her (e.g., through sports teams or clubs, when he is with his father).

The family therapist also had Sam and Joyce engage in activities together while she observed them. The therapist then helped Joyce learn to detect more quickly Sam's frustration so that she can intervene more quickly. Joyce and the therapist worked together to establish a more structured morning routine that supports Sam's need for sensory input (e.g., incorporating extra movement in getting dressed, playing music he enjoys) while at the same time providing clearer guidelines and more consistency.

The family therapist also talked to Joyce about ways she can better meet her own sensory needs. She suggested that Joyce incorporate strategies that better organize sensory input (using lists, adopting more consistency to daily routines, organizing closets and drawers) so that she is less distracted *and* more able to identify salient cues. Joyce may also benefit from establishing opportunities for time to herself.

■ Case Study 4: Maria

Maria is a 20-year-old college student who recently began to see a psychologist to help her deal with emotional difficulties associated with a long history of childhood sexual abuse. Maria was diagnosed as having Posttraumatic stress disorder and is just beginning to understand how the events in her childhood relate to her current life. Although she finds concentrating difficult at times, Maria has good study habits and is a strong student. Maria is most concerned about her problems establishing relationships with others. She often feels extremely vulnerable around others and unsafe when she is in her apartment alone. Maria reported that on the one hand, she feels numb or without feeling, but at the same time, she feels overly aware of everything that is going on around her.

During her most recent therapy session, the psychologist gave Maria a copy of the *Adolescent/Adult Sensory Profile*. The psychologist provided Maria with a brief overview of Dunn's Model of Sensory Processing (1997a) and explained that understanding her patterns of sensory processing may be helpful in the therapy process. The psychologist asked Maria to complete the *Self Questionnaire* and the *Summary Score Sheet* and bring the results to their next meeting. To view Maria's *Self Questionnaire*, see Figure 7.12 on pages 105–108.