

The Sensory Integration and Praxis Tests

1. Space Visualization (SV)

Space Visualization is a motor free visual perception test which measures the ability to mentally reorient objects. A child might use this skill when trying to fit a puzzle piece into a whole, or when attempting to orient clothing for dressing. Adults sometimes need to utilize an advance level of this type of visual perception when figuring out which way to put letterhead into a printer or copier.

2. Figure Ground (FG)

Figure Ground Perception is another motor free test of visual perception. This test measures the child's ability to perceive a foreground figure from a rival background. The skill needed to complete this test is utilized in activities such as finding a specific toy in a toy bin, seeing a comb in a bathroom drawer, or locating a friend on a crowded playground. Complex figure ground perception is needed in some popular activities such as the "Where's Waldo" series.

3. Standing and Walking Balance (SWB)

The Standing and Walking Balance Test involves assuming and maintaining balance during a variety of standing and walking tasks, or, in other words, static and dynamic balance. The functions measured by the Standing and Walking Balance Test would be used during activities such as walking along a narrow curb, kicking a ball, standing on one foot to put on a pair of pants, or standing on tip toes to reach a high cupboard. Advanced standing and walking balance skills can be observed in professional skateboarders, surfers, and rollerbladers.

4. Design Copying (DC)

Design Copying is visual-motor test which involves graphic praxis. The skill measured by Design Copying is utilized in learning to copy letters, words, or pictures. Other functions measured within the scoring of Design Copying include the abilities to draw within boundaries, change direction when drawing, cross lines, perceive and draw pictures in a holistic manner, and to draw lines in a typical order and direction. Difficulties in any of these areas may decrease efficiency in tasks such as copying from the blackboard, recording answers in workbooks and participating in arts and crafts activities. Artists who can replicate detailed drawings have advanced design copying skills.

5. Postural Praxis (PPr)

Postural Praxis is a test which measures the child's ability to assume postures demonstrated by another. This imitation skill is necessary for participating in games such as "Follow the Leader" and in learning specific sports moves. Many early childhood classrooms include imitation games at circle time to music or rhymes. Imitating how others are standing, sitting and placing their materials can be an important way for children to demonstrate acceptable behaviors at school and in community settings.

6. Bilateral Motor Coordination (BMC)

Bilateral Motor Coordination is a test which involves an aspect of praxis as well as integration of the two sides of the body (reciprocal movements), rhythm, sequencing and smoothness of movement. The skill needed for this test is also utilized in activities such as coordinating swimming strokes, cutting with scissors, playing a piano and using a sewing machine. A more advance aspect of bilateral motor coordination is required by an individual first learning to drive a manual transmission ("stick shift") car.

7. Praxis on Verbal Command (PrVC)

Praxis on Verbal Command is the only test of praxis in the SIPT that involves motor planning from verbal directions. It involves aspects of auditory/language processing as well praxis. The skill needed for the Praxis on Verbal Command Test is similar to that utilized in games such as "Simon Says" and in daily activities such as following verbal directions given by the teacher. Comparison of the child's score on this test with other tests of auditory processing and receptive language will help to determine whether a problem is purely an auditory language disorder or one that may involve the interactive aspects of language and praxis.

8. Constructional Praxis (CPr)

The Constructional Praxis test measures the child's ability utilize visual perception and praxis skills in three dimensional space. Comparison of the Design Copying test and Constructional Praxis offers an opportunity to determine whether or not there are differences in the child's abilities in two dimensional versus three dimensional tasks. The Constructional Praxis Test involves relating objects to each other in a specific arrangement, such as in the skills needed to build with construction toys, make a sandwich, sew from a pattern, or build a bird house.

9. Postrotary Nystagmus (PRN)

The Postrotary Nystagmus Test measures the duration of a normal oculomotor reflex following rotation. It is one way of assessing the integrity of central (versus peripheral) processing of vestibular sensory information. Vestibular information processed at the level of the vestibular nuclei is related to the coordination of head and eye movements, extensor tone, bilateral integration, state of arousal and other diffuse central nervous system functions. Skills such as being able to find one's place on a worksheet after looking up at the blackboard and maintaining an upright posture for table top activities are dependent of the function of the vestibular system that is partly measure by the Postrotary Nystagmus Test.

10. Motor Accuracy (MAc)

Motor Accuracy is a test of visuomotor coordination that involves accuracy of tracing along a line. It involves similar skill to that needed in many maze or stencil type activities used in the classroom. This test also offers an opportunity to observe ease of crossing the body's midline, steadiness of hand control and degree of established hand dominance. Since the test is times, the score can also be helpful in determining how quickly and carefully a child approaches tracing type tasks.

11. Sequencing Praxis (SPr)

The Sequencing Praxis test is another test of praxis involving imitation, with emphasis on the ability to copy a series of hand and finger movements. The skill utilized in this test is needed for functional activities such as playing hand clapping games, playing the piano, and typing. This test also involves some aspects of visual, auditory and kinesthetic memory. Jugglers and magicians often have highly skilled sequencing praxis.

12. Oral Praxis (OPr)

The Oral Praxis Test measures the ability to copy facial and oral positions and motions, in a sequential and smooth manner. This test is unique among the praxis tests, as the child does not have any visual feedback concerning the positions assumed. The skill needed to perform the Oral Praxis test is needed in functional tasks such as eating, blowing bubbles, and making facial expressions. Because making and interpreting facial expressions develops early in life as a subtle means of non verbal communication, children who have difficulty on this test may be at risk in social situations for appropriately reading and giving cues.

13. Manual Form Perception (MFP)

Manual Form Perception is a test of stereognosis. Part I of the test involves both visual and tactile discrimination, while Part II of the test measures tactile perception and visual imagery. The skill needed to perform the Manual Form Perception Test would be similar to functional tasks such as finding a quarter among change in a pocket, retrieving a pencil from a backpack, or finding a glass on the night stand in the dark.

14. Kinesthesia (KIN)

Kinesthesia is a test of perception of joint position and movement of the upper extremities. Functional tasks Related to this test would include position an arm in the sleeve of a sweatshirt, playing games such as Pin the Tail on the Donkey, and adjusting the position of the arms for serving a tennis ball.

15. Finger Identification (FI)

Finger Identification is a test measuring perception and localization of tactile stimuli. Accurate feedback from the fingers of the hand is utilized in skills such as positioning a marker, pair of scissors or a paint brush in the hand. Without accurate feedback of this nature, it is difficult to perform simple tasks such as holding a cup without spilling, unless visual and cognitive effort is employed.

16. Graphesthesia (GRA)

Graphesthesia is a test involving discrimination of the spatial and temporal qualities of tactile input. The function involved in this test helps one to differentiate safe from harmful stimuli, such as the difference between a crawling bug and the light touch of a friend. Games such as guessing a letter drawn on your back involves a similar skill.

17. Localization of Tactile Stimuli (LTS)

Localization of Tactile Stimuli is a test of very discreet perception and localization of tactile stimuli. This test involves precise tactile feedback that assists in the specific tactile perception needed to button a button behind one's back, or adjust clothing to hand properly by feeling.