

PRELIMINARY VALIDITY AND RELIABILITY OF THE SENSORY EMOTIONAL ENGAGEMENT CHECKLIST™ (SEE-C™)

Michele Parkins, MS, OTR/L, IMH-E; AnnMarie Murphy, OTD, OT/L, CIMI-2; Sarah A. Schoen, PhD, OTR

BACKGROUND

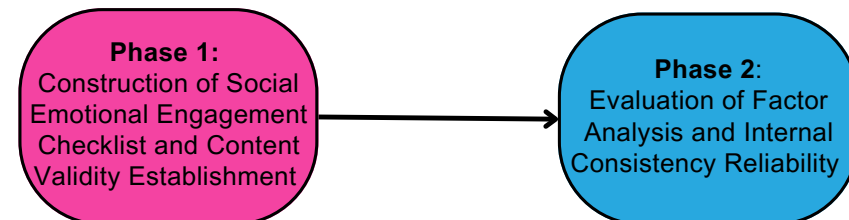
There is a mental health crisis in the United States. Children's mental health has a direct impact on their social and emotional development.⁴ There is an exponential rise in mental health diagnosis including ADHD, anxiety, behavior problems and depression in children 3-17 years². Research indicates that social emotional challenges co-occur in individuals with sensory processing differences³. Children with presenting challenges should undergo evaluations for both sensory processing as well as concomitant emotional, social and behavioral assessments potentially impacting participation and learning.¹

The Sensory Emotional Engagement Checklist™ (SEE-C) was designed to describe Sensory Emotional Personalities™ (SEP™) observed and reported by parents of children with sensory integration and processing challenges. This study evaluated the reliability and validity of the SEE-C by exploring:

- What items characterize the social emotional behaviors of children with sensory processing challenges?
- Are there specific groupings within the checklists?
- What is the internal consistency reliability of the groupings?
- Are the identified factors associated with specific sensory subtype symptoms present?

DESIGN

Design: This study was conducted in two phases.



Participants: Information collected from 75 data sets; 2 excluded

Instruments: *Sensory Processing 3 Dimensions Checklist (SP3D-C)*

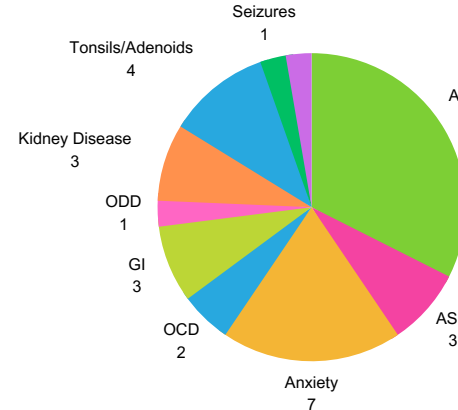
Procedures: Retrospective chart review of demographic and medical information. Data from SEE-C and SP3D-C were collected.

Data Analysis:

- Factor analysis
- Internal consistency reliability, using Cronbach's alpha coefficient
- Internal consistency reliability explored on the total scale
- Correlations conducted between SEE-C™ and SP3D-C

RESULTS

Parent Reported Co-Morbidities



Parent Reported Presenting Challenges

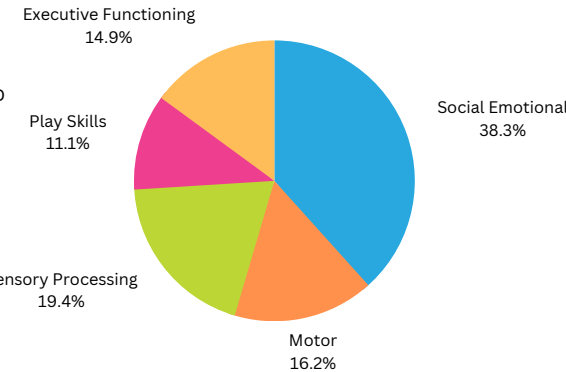


Table 1. Internal Consistency Reliability

SEE-C Subscale Profiles	Factor Groupings
	Alpha
Social Emotional SOR	0.80
Social Emotional SUR	0.78
Social Emotional Discrimination	0.74
Social Emotional Posture	0.64
Social Emotional Dyspraxia	0.70
Total Scale	0.81

Table 2. Correlations between SEE-C factors and SP3D subtypes

	SE SOR	SE SUR	SE Discrim	SE Posture	SE Dyspraxia
SP3D SOR	.51	.02	.04	.26	.03
SP3D SUR	.02	.55	.39	.36	.14
SP3D Discrim	.22	.39	.52	.41	.04
SP3D Craving	x	x	x	x	.47
SP3D Posture	.22	.32	.27	.46	.14
SP3D Dyspraxia	.22	.29	.31	.53	.12

Table 3. Correlations among factors on the SEE-C

	SE SOR	SE SUR	SE Discrim	SE Posture
SE SOR	1			
SE SUR	.076	1		
SE Discrim	.136	.396	1	
SE Posture	.326	.270	.361	1
SE Dyspraxia	.068	.140	.019	.079

RESULTS CONTINUED

Data reflects 73 data sets of children ranging in age from 1 year 11 months to 18 years 1 month, with co-morbidities of ADHD, ASD, anxiety, OCD, ODD, GI, kidney disease, seizures, and tonsils/adenoid removal. Parents reported initial challenges of executive functioning, social emotional, motor, sensory motor and play.

Phase 1:

- Face validity and content validity were established

Phase 2:

- **Construct Validity:** Principal components factor extraction with promax rotation was conducted to determine item groupings.
- **Factor Analysis:** Bartlett's test of sphericity was significant at $p < .001$. The analysis revealed 5 distinct factors with values > 1 . Deletion of some items and overall reorganization of categories was determined from the analysis.
- **Internal Consistency Reliability:** Cronbach's alpha coefficients were calculated for all remaining 33 items with .7 defined as an acceptable level. A correlation matrix among factors within the SEE-C™ was created.

DISCUSSION

- Meaningful associations were obtained between the social emotional factors and the SP3D-C sub-scales suggesting that sensory patterns may be linked to five specific social emotional characteristics/styles.
 - **Anxious, yet deeply feeling**
 - **Scattered/unsettled, yet intentional and passionate**
 - **Unaware, yet deep thinker**
 - **Needy, yet compassionate**
 - **Confused, yet full of wonder**
- SEE-C™ can be linked to the Social Emotional Engagement Model™ (SEEM)™
- Future research include correlational analysis to other scales; validity and reliability of SEEM; scales for infants/toddlers and adults

Sensory Emotional Engagement Model™

For more information on this model, please use the QR code or email michele@greatkidsplace.com.

