

SIPT – Sensory Integration and Praxis Test

The Sensory Integration and Praxis Test (SIPT) is a comprehensive assessment tool developed in 1989 by A. Jean Ayres, PhD for children 4.0-8.11 years of age. The test was created to assist us to understand why some children struggle with learning and/or display negative behaviors which are not explained by other diagnoses.

To understand the test, it is important to understand the term sensory integration. Sensory integration is the neurological processing of sensations from the skin, eyes, joints, gravity and movement receptors and how this information is organized for use. When this information is used, we display praxis or the ability to “do” things with the information provided from the environment and understood by our body.

When children have sensory integration dysfunction, they have difficulty or disordered processing of the information or inefficient interpretation of the sensations from the body.

The SIPT has 17 subtests summarized in the chart below, which fall into six categories of sensory processing and motor function: form and space, visual motor, tactile discrimination, vestibular-proprioceptive processing, bilateral integration and sequencing and praxis.

TEST CATEGORY	ASSESSES	PROBLEM AREAS ADDRESSED
FORM and SPACE		
Space Visualization	Visual manipulation of objects.	Reading, writing, dressing, navigation.
Figure Ground	Visual figure ground.	organizational skills, reading, doing math or worksheets, finding objects in a drawer
Manual Form Perception	Shape recognition, bilateral stereognosis.	Dressing, sports, tasks not requiring vision, finding objects in a drawer, pocket, or backpack.
VISUAL MOTOR		
Design/Copy	2-D construction (pencil test) and motor planning.	Reading, writing, math.
Construction Praxis	3-D construction (block design).	Negotiating self thru space, object construction, completing crafts, make a sandwich
Motor Accuracy	Visual motor control of preferred and non-preferred hands.	Writing (cursive), sports, crossing mid-line, maze.
TACTILE DISCRIMINATION		
Finger Identification	Finger recognition through touch.	Fine motor, holding pencil or marker
Graphesthesia	Finger recognition through form.	Drawing, writing.
Localization of Tactile Stimuli	Tactile localization.	Body awareness
VESTIBULAR PROPRIOCEPTIVE PROCESSING		
Kinesthesia	Perception of joint position and movement.	Grading movements, holding pencil, dressing
Stand/Walk Balance	Static and dynamic balance, EO/EC.	Navigating the playground, kicking a ball, skipping, jumping jacks, ect.
Post-Rotary Nystagmus	Reflexive response (VOR) of eyes or rotation.	Move/spins lots or avoids movement, car sick, vertigo, riding bike or skateboard
BILATERAL INTEGRATION AND SEQUENCING		
Bilateral Motor Coordination	Replicating smooth and coordinated bilateral hand/feet patterns.	Functional use of both sides of the body for sports, writing, play, cutting, folding, buttoning, tying shoe laces, swimming, ect.
Sequencing Praxis	Replicating sequences of hand movements.	Multi-step directions, avoids sports, reading, writing, shoe tying, playing piano
Space Visualization	Preferred hand and contra-lateral hand use.	Crossing mid-line, handedness, reading, writing.
PRAXIS		
Postural Praxis	Imitation of postures.	Learning new tasks, learning new motor skills. Understanding non-verbal cues, playing sports.
Oral Praxis	Imitation of oral movements.	Speech production, feeding issues, blowing bubbles, make/interpret facial expressions,
Praxis on Verbal Command	Following 2 and 3 step verbal commands.	Auditory processing, following directions, simon says

Adapted From: <http://www.helpinghandstherapy.net/SIPT.html>. And from the article: The Sensory Integration and Praxis Tests, Illuminating Struggles and Strengths In Participation at School by Stefanie Bodison and Zoe Mailloux