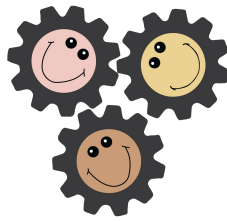


The FinnSenso Development analysis and follow up form 2.3



This developmental analysis asks very commonplace questions, which, however, can be used to create an image of an individual's development and possible developmental deficiencies. The same form applies to children and adults. If the survey is about an adult, think about how things were as a child. At the end of the form, you can add age-level questions or attributes that you want to follow as the exercise program progresses.

Making a starting point: Read the question carefully, and answer it according to your realistic, current assessment.

A score (0 to 4) measures the number of problems in each question area, the more problems the person being assessed in that question has, or the more the characteristic presented describes him, the higher the numerical value given.

Scoring: 0 = good, no problems, 1 = little difficulty or little trouble, 2 = already more difficult, more problems, 3 = a lot of problems, clearly a lot of difficulties, 4 = very big problems, difficult or unable to complete the task.

For example, the question: "Is the child restless?" If the child is very restless, the correct answer is 4., or if there is only a little restless, the correct answer is 1.

Another example: "reading maturity is worse than their age levels.", if the statement describes the child well, then there is a problem and the answer is 3 or 4. If there are no problems in reading, the correct answer is 0.

The last in the series of questions there is 8 empty question boxes, where you can put your own tracking features, such as for example interactivity, reading skills now or writing skills, math, sports, and so on, and follow the development with this questionnaire.

At first there is a balance test, where you use the same scoring as in other questions.

You can now complete the first column in the assessment.

Remember to put the date of evaluating.

Then about 2 months fill the next follow up column.

In this form there is 5 columns. When the sixth and more column are needed, print a new empty form and name the columns accordingly.

Name.....Number of development analysis?

	Q1	Q2	Q3	Q4	Q5
Date =>					
Balance					
Standing still. Starting position: legs from ankles together, hands hanging casually on the sides, eyes open. Pay attention to the swing. Time. age = seconds, e.g. 5 years old 5 seconds, etc. 20 years old over 10 years.					
Standing still. Starting position: legs ankles together, hands hanging casually on the sides, eyes closed. Pay attention to the swing. Time. Age = seconds, e.g. 7-year-old 7 seconds, etc. 20-year-olds over 20 seconds.					
Internal tensions					
Posture					
Does the child go into the fetal position when stressed?					
Poor posture, forward stooping posture, neck in forward protruding position? (4 if poor posture)					
The sitting position while watching books or drawing? -bending over the table, so-called lying position (although there is no fault in the eyes, normally sees from the so-called reading distance)?					
Sensitivity profiling					
Is the child exceptionally shy, timid and tense, especially in new situations? (4 if very timid)					
Do the child have intense alienation when meeting new people or intense performance excitement? If yes=>4					
Are changing situations particularly difficult and distressing, do you need to prepare the child carefully for new or changing situations? (4 if changing situations are very difficult)					
Do the child have clear sensory hyper-sensitivities? For example hypersensitivity to hearing, to touch sensation, to smell or taste or bright lights (photo-sensitivity),					
the Oral area tensions					
Does the mouth move when drawing / writing? (4 if mouth moves while drawing)					
Do the child have oral motor difficulties?, speech and articulation difficulties, do the child have to go to speech therapy?					
Do the child constantly suck on stuff, the thumb, pen, shirt collar, etc.? (4 if sucking continuously something, especially when stressed)					
Messes up while eating, difficult to control the mouth area?					
Hand tensions					
Do the child have a squeezing pen grip, an abnormal pen grip, a fist-like or other abnormal pen grip? 4 if very compressive or so-called abnormal pen grip.					
Is handwriting or pen use less developed than its age? (if one can write). Is the handwriting large, the letters are different in size, the lines are drifting (not straight), the writing bends upwards, or the paper is placed very skewed					
Use of hands, tense hands when playing an instrument, using tools, etc. 4 if there are a lot of tension in hands.					

	Q1	Q2	Q3	Q4	Q5
Sitting					
Difficult to sit still, it is like there are ants in the pants? Yes=4					
Does the child often change position while sitting, often the so-called lying down-position? Yes = 4					
Do the child often sit on his feet or do often rotate the legs around the legs of a chair? 4 if sits in a chair often on his feet.					
Do the child read / view books while lying down rather than in a sitting position? Often = 4					
Auditory problems?					
Do often misunderstand the questions? Asking often asking "WHAT did you say"?					
Is the child pronouncing the heard words or sounds incorrectly. Not pronouncing some sounds, or sounds often converted into others?					
Has speech development been delayed? (4 if there was a delay in speech development)					
Weak memory, the so-called narrow proximity memory? Do not remember what was just said. (4 if poor memory)					
Concentration					
Can the child complete the task he started? (4 if tasks are usually missed)					
Do the child often start new tasks while the previous ones are still in progress? (4 if you continue with new ones often, even if the previous ones are in progress)					
Are there problems in concentration?					

