

# The Winner Program

## Development analysis and follow up form



You are probably filling out this form because either you or someone else wants to do better in the sports or playing musical instrument or singing better. Usually, the situation is that despite good coaching or intensive training, he or she is not doing well enough, or according to the work sacrificed for training and quality coaching.

Even the strongest and in many ways the best athletes or top musicians can suffer from the unexplained symptoms of tension and muscle coordination or mental excitement. The problem can then be disturbances in the smooth cooperation of the brain and musculature, which can be disrupted by various neurophysiological factors

The questions in the survey seek to look for problems with perception, motor skills, sensory functions, nerve integration, or automatic reactions. As the training progresses, the alleviation of these neurophysiological background causes is then reflected in both the change in sports performance, handling music instruments and in everyday observations.

Each sport and musical instrument has its own special requirements that you can put on the blank lines at the end of the form to follow up on the progress of this exercise program. The same form applies to children, teenagers, and adults.

**Scoring:** 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 person restless?" If the person in question is very restless, the correct answer is 4., or if there is only a little restless, the correct answer is 1.

Another example: The skills of reading are quite a good measurement of auditory discrimination and/or neural integration, and we ask you to think of the statement: "reading is slow, cumbersome and difficult", if the statement describes the person 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. In the beginning, we have one motor test, a balance test, where you use the same scoring as in other questions.

You can now complete the first column in the assessment. Then about 2 months fill the next follow-up column. If you need more than these 5 follow-up columns, print a new form and name the commons Q6, Q7, etc.

Name:.....

Number of development analysis?

	Q1	Q2	Q3	Q4	Q5
Date =>					
<b>Balance</b>					
Standing still. Starting position: legs from ankles together, hands hanging casually on the sides, eyes open. Pay attention to the swing. Time. 20 seconds. (Test is suitable age over 7 years.)					
Standing still. Starting position: legs ankles together, hands hanging casually on the sides, eyes closed. Pay attention to the swing. Time 20 seconds.					
<b>Internal tensions</b>					
<b>Posture</b>					
Poor posture, lightly forward stooping posture, neck in forward protruding position? (4 if poor posture)					
The back and shoulders do not stay upright					
When writing as a child, the body bent over the table, meaning the back did not stay straight.					
<b>Sensitivity profiling</b>					
Is the person exceptionally timid and tense, especially in new situations? (4 if very timid)					
Do the person have intense alienation when meeting new people or intense performance excitement? If yes=>4					
Are new or changing situations particularly difficult and distressing? (4 if changing situations are very difficult)					
Do the person have sensory over-sensitivities? Oversensitivity to hearing, to touch sensation, to smell or taste or bright lights (photo-sensitivity)?					
<b>the Oral area tensions</b>					
Does the mouth move when writing? (4 if mouth moves while drawing)					
Do the person have oral motor difficulties?, speech and articulation difficulties, did he or her attend speech therapy as a child?					
Do the person need to suck on stuff, pen, or something else, especially when stressed?					
<b>Hand tensions</b>					
Do the person 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.					
As a child, whether pen use and handwriting were undeveloped?					
Use of hands, tense hands when using sport tools, playing an instrument etc. 4 if there are too much of tension in hands.					

	Q1	Q2	Q3	Q4	Q5
<b>Sitting</b>					
Difficult to sit still, it is like there are ants in the pants? Yes=4					
Does the person often change position while sitting, or often sits in the so-called lying down-position? Yes=4					
Do the person 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					
<b>Auditory problems?</b>					
Do often misunderstand the questions? Asking often asking "WHAT did you say"?					
Often 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)					
Reading is slow, cumbersome and difficult					
<b>Concentration</b>					
Can the person complete the task he started? (4 if tasks are usually missed)					
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?					

