PSYCHOMOTRICITY CENTRE — NEPEC

PSYCHOMOTOR ASSESSMENT MANUAL

A Practical Guide for Psychomotor Professionals

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Training, Consultation and Research

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📋 SUMMARY

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1 | INTRODUCTION AND OBJECTIVES

This manual presents a psychomotor battery developed following a thorough review of the main assessment tools used in Brazil, based on the work of Vitor da Fonseca, Francisco Rosa Neto and Gislane de Oliveira. The main objective was to create a tool that is more accessible, objective and suited to the demands of educational and clinical contexts.

Many available batteries take around 40 minutes to administer and use overly technical language, which makes both the administration and the interpretation of results difficult. This battery was designed to overcome these limitations, offering an efficient instrument with clear language that is easy to use.

> 🎯 **Purpose of the Assessment**
>
> To provide indicators for the detection and identification of children with psychomotor difficulties that may be impairing their physical abilities and their effective interaction with their environment — thereby contributing to diagnostic purposes relating to learning difficulties.

Structure of the Battery

Block	Component Assessed	No. of Tasks
Block I	Coordination, Tone and Balance	8 tasks
Block II	Body Awareness	5 exercises
Block III	Lateralisation	6 tasks
Block IV	Spatial Organisation	5 tasks
Block V	Temporal Structuring	4 tasks

2 | PRECAUTIONS FOR APPLICATION

The quality of the results depends directly on the assessor's preparation and the conditions of the environment. The precautions below are essential to ensure a reliable and welcoming assessment.

🏠 Environment

✓ Set up the space in advance, ensuring there is adequate lighting and enough room to move around.

✓ Eliminate sources of noise or distraction that may interfere with the child's concentration.

✓ Prepare and organise all necessary materials before starting the assessment.

🤝 Assessor's Approach

✓ Take a moment to welcome the child before starting the tasks, so that they feel safe and confident.

✓ Use a calm, welcoming tone of voice at an appropriate pace — avoid rushing questions.

✓ Do not make value judgements during the assessment; preserve the spontaneity of the responses.

✓ Observe the child closely, noting behaviours as well as the results of the tasks.

> ⚠ **Please note — Bonding with the child**
>
> The bond established before the assessment is crucial to the quality of the responses. Shy or anxious children may perform below their true potential. Allow at least 5 minutes for conversation and familiarisation with the environment before starting any task.

📊 General Scoring Scale

Unless otherwise specified for each task, the scoring scale used throughout the battery follows the pattern below:

Score	Performance	Interpretation
0	Does not perform or exhibits marked difficulties	Insufficient performance
1	Performs with pauses, hesitations or slight imbalances	Partial performance
2	Performs with control, precision and without loss of balance	Expected performance

3 | SECTION I — COORDINATION, TONE AND BALANCE

This section assesses postural control, gross motor coordination, and static and dynamic balance. The tasks involve walking, jumping and precision movements, allowing for the observation of muscle tone and the quality of body control.

🚶 TASK 1 — WALKING IN A STRAIGHT LINE

> 📋 **How to administer**
>
> Ask the child to walk approximately 2 metres in a straight line.
>
> Instruction: place the heel of one foot alternately against the toe of the other (tandem step).
>
> The child must keep their eyes open throughout the task.

Figure 1 Rosa Neto

Scoring	Performance	Interpretation
0	Does not perform or shows marked difficulties	Inadequate
1	Performs with frequent pauses, slight loss of balance or feet splayed apart	Partial
2	Performs without loss of balance, with perfect control	Expected

🐦 TASK 2 — JUMPING IN THE AIR

> 📋 **How to perform**
>
> The child performs a jump in the air and, whilst in mid-air, bends their knees, trying to touch their heels with their hands.
>
> Up to 3 attempts allowed.

Figure 2: source Rosa Neto

Scoring	Performance	Interpretation
0	Does not perform or shows marked difficulties	Inadequate
1	Performs the jump but does not touch the heels; slight loss of balance	Partial
2	Touches heels without losing balance and with perfect control	Expected

⬛ TASK 3 — TOWER BUILDING

> ### 📋 How to use
>
> Materials: 6 cubes in a jumbled pile.
>
> The assessor builds a tower with 4 cubes in front of the child (without dismantling the model).
>
> Instruction: "Build a tower just like this one."
>
> The child must build a tower of 4 blocks or more.
>
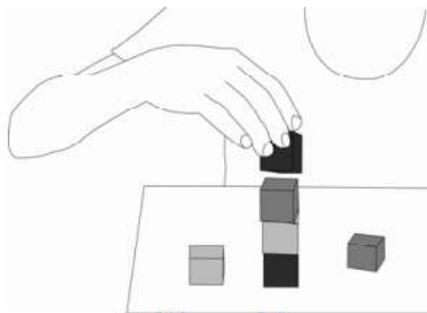> Note: the child must not play with the blocks before or after the task.

Figure 3: source Rosa Neto

Scoring	Performance	Interpretation
0	Does not perform or demonstrates more than 3 difficulties	Insufficient
1	Performs with frequent pauses and exhibits synkinesis	Partial
2	Builds the tower without losing balance and with perfect control	Expected

🌀 TASK 4 — 'S MAZE

📋 How to apply

Materials: a sheet of paper with two mazes printed on it and a pencil.

The child, sitting down, draws a continuous line from the entrance to the exit of the first maze and immediately starts the second one.

They should use their preferred hand — note down their dominant hand.

Two attempts are allowed. Maximum time: 1 minute and 20 seconds.
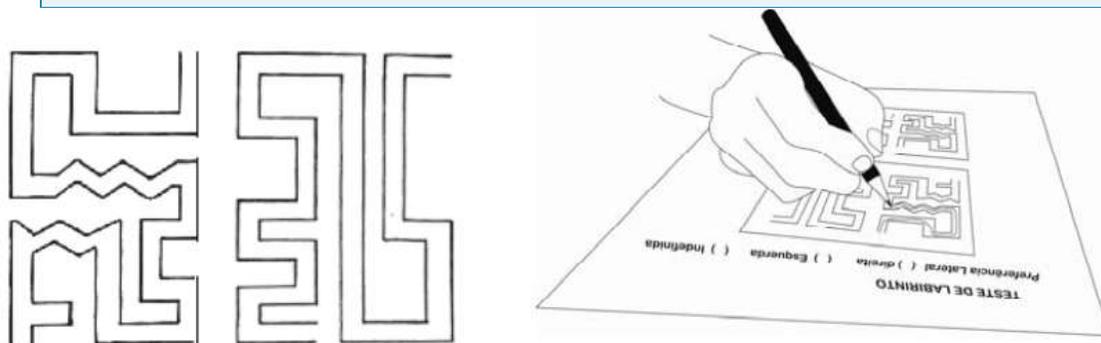

Figure 4: source Rosa Neto

Scoring	Performance	Interpretation
0	Line crosses the maze more than twice or time exceeded	Insufficient
1	Lifts the pencil off the paper more than once	Partial
2	Does not go beyond the line, keeps to the time limit and does not lift the pencil	Expected

👀 TASK 5 — MOVEMENT DISASSOCIATION — HANDS

📋 How to administer

The assessor and child sit facing each other, with their hands on the table.

The assessor demonstrates: one hand open and the other closed, alternating between opening and closing.

Instruction: "Do the same movement with me, as if you were a mirror."

After the joint demonstration, stop and ask the child to continue on their own.

Observe the independence of the limbs and the presence of synkinesis.

Scoring	Performance	Interpretation
0	Poor posture, tension, stiffness and obvious synkinesias	Insufficient
1	Difficulty in mentally controlling the movement	Partial
2	Independence of limbs with adequate control	Expected

TASK 6 — MOVEMENT DISSOCIATION — FEET AND HANDS

How to perform

At a steady pace: tap one foot on the floor → clap your hands → tap the other foot → clap your hands, and so on.

The assessor starts the movement together with the child and then lets the child continue on their own.

Observe the coordination between the upper and lower limbs.

Figure 5: source Fonseca

Scoring	Performance	Interpretation

0	Poor posture, tension, stiffness and obvious synkinesis	Insufficient
1	Difficulty in mentally controlling the movement	Partial
2	Independence of limbs with adequate control	Expected

♟ TASK 7 — IMMOBILITY ON THE BENCH — EYES CLOSED

> ### 📋 How to perform
>
> Equipment: a bench 15 cm high.
>
> The child must remain still on the bench with eyes closed, arms by their sides, feet and legs together.
>
> Up to 3 attempts are permitted.

Figure 6: source Rosa Neto

Scoring	Performance	Interpretation
0	Does not perform or displays more than 3 falls	Insufficient
1	Slight imbalance, moves arms but does not fall	Partial
2	Remains still without losing balance and with perfect control	Expected

👣 TASK 8 — STANDING ON TOES — EYES OPEN

> ### 📋 How to perform
>
> The child stands on tiptoes, eyes open, arms by their sides, feet and legs together.
>
> For children over 5 years old: this can be done on a bench.
>
> Duration: 15 seconds. Up to 3 attempts allowed.

Figure 7: source Rosa Neto

Scoring	Performance	Interpretation
0	Fails to perform or has more than 3 falls	Insufficient
1	Performs with pauses, 1 to 3 falls or slight loss of balance without falling	Partial
2	Maintains balance without losing it and with perfect control	Expected

🏃 TASK 9 — DYNAMIC ONE-LEGGED STAND ( )

> ### 📋 How to perform
>
> Place a matchbox 25 cm from the child's supporting foot.
>
> The child must hop on one foot (the other bent at a right angle) for 5 metres, guiding the box with the supporting foot.
>
> Arms relaxed at the sides. Up to 3 attempts allowed.

Figure 8: source Rosa Neto

Scoring	Performance	Interpretation
0	Does not perform, more than 3 falls or exaggerated arm movements	Insufficient
1	Frequent pauses, slight stumbles, the other foot touching the ground, or failure to move the chest	Partial
2	Performs without losing balance and with perfect control	Expected

4 | BLOCK II — BODY AWARENESS

Body schema refers to the mental representation a child has of their own body, its parts, positions and movements. This section assesses everything from the recognition of body parts to the ability to imitate gestures and positions, verifying the integration between perception and motor action.

✏️ TASK 10 — DRAWING OF THE HUMAN BODY

📋 How to administer

The child should draw a person.

Playful resources may be used to aid understanding.

Erasers are not permitted.

Leave the sheet of paper and pencil on the table for the child to pick up spontaneously.

Observe: the child's posture, their position whilst drawing, which hand they use, any changes in hand use, and how they hold the pencil.

👁 What to look for in the drawing

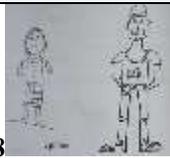The quantity and richness of the details depicted.

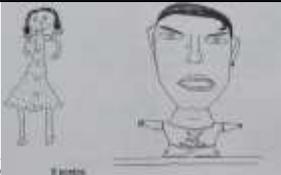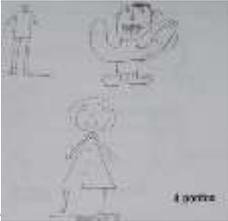Proportions between body parts (head, torso, limbs).

Spatial orientation on the paper (position on the sheet).

Resemblance to the real human figure.

Structure of the drawing: number and position of the parts.

Scoring Table — Drawing of the Human Body

Score		Assessment Criteria
10		A figure rich in detail; correct proportions, number and positioning of body parts; spatial orientation on the page; differentiation between genders through clothing; depiction of hands, forearms, legs and feet; figures in motion.
8		Drawing with few details, but with the correct number and position of parts; good proportion of head, torso and limbs; 3 details of clothing; presence of shoulders, waist and neck.

6	Poor drawing, lacking detail; 1 or 2 essential parts missing (e.g. incorrect number of fingers, no waist, no shoulders or neck); few distortions; figure too small/large or misplaced on the page.
4	Very poor drawing; more than three essential details are missing; the proportions, number and position of the parts are not correct; some distortions (the torso is too long, and the arms and legs lack clear definition).
2	'Stick figure': merely outlines the human figure in a schematic manner.
0	Irregular lines; drawing incomplete, fragmented, unrecognisable or with serious distortions.

☝ TASK 11 — KINESTHETIC SENSE

📋 How to administer

The child stands with their eyes closed.

The assessor touches various parts of the child's body with their fingertips, one at a time.

The child must name the part of the body that has been touched.

Scoring: 0.5 points for each correct answer.

Figure 9: source Fonseca

👤 TASK 12 — KNOWLEDGE OF THE PARTS OF THE BODY

📋 How to administer

The assessor names body parts and asks the child to locate them on themselves.

Scoring: 0.5 points for each correct answer.

⊚ TASK 13 — GESTURE IMITATION (   )

📋 How to administer

The assessor demonstrates two positions and asks the child to copy them.

Test 1: Left arm raised above the head; right arm extended to the right at shoulder height.

Test 2: Left hand bent at sternum level; right arm bent 30 cm below the left hand.

Assesses: body awareness, control of one's own body, level of body schema development, and the translation of perceptual-visual information into motor patterns.

Test 1
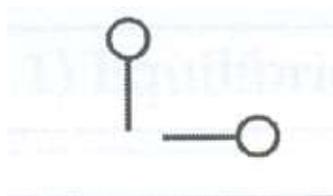
Test 2

Score	Performance	Interpretation
0	Change in the shape of the model	Insufficient
1	Orientation error (verticality/horizontality); imperfect execution with distortions	Partial
2	Immediate response, respecting shape, angles and positions of arms and hands	Expected

🔄 TASK 14 —   IMITATION OF OPPOSITES

📋 **How to administer**

The assessor assumes the same position as in the previous task and asks the child to do the OPPOSITE of what he does, using the same hand.

Do not provide any additional explanations.

Test 1: Both arms outstretched at an angle; left hand raised and right hand lowered; torso straight.

Test 2: Right hand vertical; left hand horizontal, resting against the right hand at a right angle.

Test 1
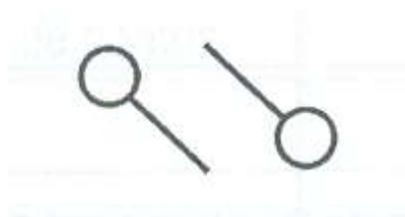
Test 2
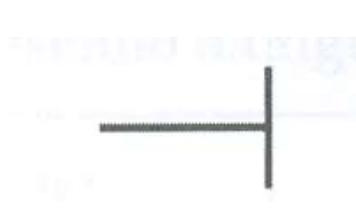
Score	Performance	Interpretation
0	Change in the shape of the model	Insufficient
1	Orientation error (verticality/horizontality); imperfect execution with distortions	Partial
2	Immediate response, respecting the shape, angles and positions of the arms and hands	Expected

5 | BLOCK III — LATERALITY

Lateralisation refers to the preference and dominance of one side of the body over the other (hand, eye and foot). This section explores lateral dominance and spatial awareness in oneself and others, skills that are fundamental to body coordination and learning.

⊚ TASK 15 — HAND DOMINANCE — THROWING THE BALL

📋 How to carry out the task

The child stands with no objects within reach.

Instruction: "Throw the ball to me."

Observe which hand the child uses spontaneously. You may repeat this up to 3 times to confirm.

Also note which hand is used in the other tasks in the battery.

1. Lançar uma bola

Figure 10: source Fonseca

Scoring	Performance	Interpretation
0	Does not perform the exercise or switch sides with each attempt	Insufficient
1	Hesitates before performing the movement	Partial
2	Performs immediately with control of movement and confidence on the dominant side	Expected

◎ TASK 16 — EYE DOMINANCE — KEYHOLE

📋 How to perform

Ask the child to look through a keyhole, through binoculars or through a long cardboard tube.

Point to a distant object for them to look at.

Observe which eye they use spontaneously. You may repeat the test to confirm.

Figure 11: source Fonseca

Scoring	Performance	Interpretation
0	Does not perform the task or switches sides with each attempt	Insufficient
1	Hesitates before performing the movement	Partial
2	Performs instantly with gesture control and safety features for the dominant hand	Expected

⊗ TASK 17 — FOOT DOMINANCE — KICK

📋 How to perform

Place a target in front of the child, 3–5 metres away (bin, plastic bottle, etc.).

Instruction: "Kick really hard and try to hit the target."

Note down the side chosen spontaneously. You may repeat the exercise to confirm.

Figure 12: source Fonseca

Scoring	Performance	Interpretation
0	Does not perform the task or switches sides with each attempt	Insufficient
1	Hesitates before performing the movement	Partial
2	Performs immediately with control of movement and confidence on the dominant side	Expected

📊 Classification of Lateralisation

Combination (Hand / Eye / Foot)	Classification

DDD	Fully Right-handed
EEE	Left-handed
DED / EDE / DDE	Cross-Lateral
DDI / EEI / EID	Undefined Lateralisation

Key: R = Right | L = Left | U = Undecided

🐨 TASK 18 — SELF-AWARENESS

📋 How to administer

The assessor gives verbal commands and the child performs the movements without the assessor demonstrating them.

Commands: (1) "Show me your left hand." (2) "Show me your right foot." (3) "Put your right hand to your left ear."

All 3 questions must be answered correctly.

Scoring	Performance	Interpretation
0	Performs the wrong movement when commanded	Insufficient
1	Hesitates before performing the movement	Partial
2	Performs immediately with control and confidence	Expected

🤝 TASK 19 — RECOGNITION IN OTHERS

📋 How to apply

The assessor stands facing the child and gives the instructions.

Commands: (1) "Touch my left hand." (2) "Place the ball in my right hand."
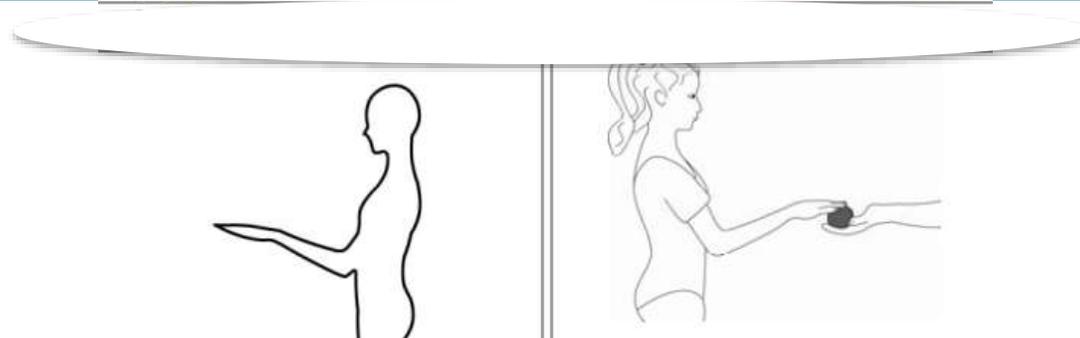
Touch me with your left hand.   Which hand do you have the ball in?

Figure 13: source Rosa Neto

Scoring	Performance	Interpretation
0	Performs the wrong movement when instructed	Insufficient
1	Hesitates before performing the movement	Partial
2	Performs immediately with control and confidence	Expected

🖼 TASK 20 — REPRODUCING MOVEMENTS IN SCHEMATIC FIGURES

> ### 📋 How to apply
>
> Present the schematic figures one by one **(see Appendix).**
>
> Instruction: "You are going to make the same gestures as this figure, using the same hand as it (D or E)."
>
> Check whether the child reverses their hands as if looking in a mirror.
>
> Source: Rosa Neto

Score	Performance	Interpretation
0	Performs the wrong movement when instructed	Insufficient
1	Hesitates before performing the movement	Partial
2	Performs immediately with control and confidence	Expected

6 | BLOCK IV — SPATIAL STRUCTURING

Spatial structuring involves the ability to organise and interpret the surrounding space, understanding concepts of quantity, size, position and distance. It also includes visual memory and the reproduction of structures in space, skills essential for learning to read, write and do maths.

◉◉◉ TASK 21 — RECOGNITION OF THE RELATIVE POSITION OF THREE OBJECTS

📋 How to administer

Sitting face to face, with their arms crossed, the child looks at three objects of different colours on the table (e.g. BLUE | YELLOW | RED), spaced 15 cm apart.

Instruction: "You will answer the questions I ask quickly."

Ask two questions chosen from the examples below:

• "Is the BLUE object to the right or left of the RED one?"
• "Is the BLUE object to the right or left of the YELLOW one?"
• "Is the YELLOW object to the right or left of the BLUE one?"
• "Is the YELLOW object to the right or left of the RED one?"
• "Is the RED object to the right or left of the YELLOW one?"
• "Is the RED object to the right or left of the BLUE one?"

Score	Performance	Interpretation
0	Major disruptions and lack of coordination compromising the action	Inadequate
1	Controlled movements, but with hesitations and difficulties with coordination	Partial
2	Perfect coordination, skill and precision without hesitation	Expected

📏 TASK 22 — CONCEPTS OF QUANTITY, SIZE AND POSITION

📋 How to apply

QUANTITY: Place toys or objects in two or more containers (one full, one empty, one with a few). Ask: "Which one has more?" / "Which one has less?"

SIZE: Arrange objects of different sizes. Ask: "Which is bigger?" / "Which is smaller?" / "Which is thinner?" / "Which is thicker?"

→ Variation with sticks: use 5 cm and 6 cm sticks, placed parallel and 2.5 cm apart. Ask: "Which stick is longer?" (3 attempts, changing the position).

→ Positive result: 3 correct answers out of 3 attempts or 5 correct answers out of 6 attempts.

TASK: Show some objects and ask: "Which one is closest to you?" / "Which one is furthest away?"

Score	Performance	Interpretation
0	Performs the wrong movements in response to commands regarding size, quantity and situation	Insufficient
1	Hesitates, but gets it right	Partial
2	Performs immediately with gestural control and confidence	Expected

🚶 TASK 23 — SPATIAL ADAPTATION AND ORGANISATION

📋 How to apply

Ask the child to walk a set distance, counting the number of steps aloud.

Then, ask them to take 3 steps LESS over the same distance.

Repeat with a different distance and ask them to take 3 steps MORE.

Assesses: simple mental arithmetic (addition and subtraction) and the ability to adjust stride length.

Score	Performance	Interpretation
0	Performs the wrong movements in response to commands	Inadequate
1	Hesitates, but gets it right	Partial
2	Performs immediately with gestural control and confidence	Expected

🧠 TASK 24 — VISUAL MEMORISATION — MENTAL REPRESENTATION OF THE GESTURE

📋 How to apply

Present one card at a time for 5 seconds.

Instruction: "I'm going to show you a picture and you're going to look at it carefully. Then I'll take the picture away and you'll draw a similar one. Look carefully."

After completing the first one: "That's good, now I'm going to show you another picture."

See model in **the Appendix.** Source: Oliveira

◎ Points to note when reproducing the picture

Number of elements making up the figure.

Relationship between the heights of the elements.

Orientation from left to right.

Vertical and horizontal alignment of the whole.

Equality of comparable elements.

Distances and angles.

Scoring	Performance	Interpretation
0	Incorrect reproduction; incorrect number of elements	Insufficient
1	Reproduces the figure without respecting heights, orientation, verticality, horizontality, equality, distances or angles	Partial
2	Correctly executes verticality, horizontality, equality of elements and distances/angles	Expected

🔧 TASK 25 — REPRODUCTION OF SPATIAL STRUCTURES USING STICKS

📋 How to proceed

Lay out matchsticks (preferably the larger ones) on the table.

Show a structure made of sticks for 5 seconds and ask the child to look at it carefully.

Cover the structure and ask the child to reproduce it with the sticks, following the left-to-right direction.

The child should not draw — just reproduce it with the sticks.

If the child forgets, do not show the structure again.

Complete a simple test form before starting. **See template in the Appendix.** Source: Oliveira

Scoring	Performance	Interpretation
0	Failure to perform; does not reproduce from memory or displays serious distortions	Insufficient
1	Controlled movements, but with hesitations, distortions in angles, lines or different sizes	Partial
2	Executed flawlessly with skill and precision, without hesitation	Expected

7 | BLOCK V — TEMPORAL STRUCTURING

Temporal structuring involves the perception and organisation of time, including sequence, rhythm and duration. These skills are fundamental to the acquisition of reading and writing, and to the organisation of everyday activities.

📖 TASK 26 — LOGICAL SEQUENCE OF TIME — STORY

> ### 📋 How to use
>
> Use cards with pictures representing different stages of a story (preferably stories familiar to the children).
>
> For children under 4: a sequence of 4 pictures.
>
> For children aged 5 and over: a sequence of 6 pictures.
>
> Instruction 1: "Put the pictures in the order in which they happened."
>
> Instruction 2: "Now tell me the story you've put together."
>
> **See story templates in the Appendix.**

Scoring	Performance	Interpretation
0	None of the conditions below are met	Insufficient
1	The sequence is incorrect, but it tells a story that justifies the chronological order	Partial
2	Correct sequence, delivered quickly and accompanied by the story in chronological order	Expected

👏 TASK 27 — WALKING TO THE RHYTHM OF CLAPPING

> ### 📋 How to apply
>
> Instruction: "Now you will walk to the rhythm of my clapping."
>
> The assessor varies the rhythm (slow / fast) and observes the child's ability to keep in time.

Score	Performance	Interpretation
0	Does not complete the test	Insufficient
1	Walks, but misses the pace set by the assessor	Partial
2	Performs confidently and at the correct pace	Expected

💬 TASK 28 — TEMPORAL STRUCTURE OF THE SENTENCE

📋 How to apply

Instruction: "Repeat the sentence I am going to say." The sentence cannot be repeated.

2 years: "Mummy isn't here." / "Little kitten."

3 years: "The dog catches the cat." / "It's hot in summer."

4 years: "Let's buy pastries for Mum." / "I have a little puppy."

5 years: "João is going to build a sandcastle." / "Luis enjoys playing football with his brother."

Over 6 years: "Luis has fun playing football with his brother and I don't." / "Let's buy pastries for Mummy and juice for Daddy."

Scoring	Performance	Interpretation
0	Mistakes the order of the sentence	Insufficient
1	Hesitates to recall the sequence	Mid-term
2	Plays back accurately and in the correct order	Expected

🦉 TASK 29 — REPRODUCTION OF RHYTHMIC STRUCTURES

📋 How to apply

PART A — Clapping:

The child claps the structures dictated by the assessor.

Rehearsal: OO

1. OO O O | 2. OO OO | 3. O OO O O | 4. OOO OO O

PART B — Reproduction by tapping:

The child reproduces the patterns by tapping on the table (without looking, listening only).

Test: OO

1. O OO OOO | 2. OO OOO OO | 3. OOO O OO O | 4. O OO OOO OO

Stop when the child fails three successive patterns.

Scoring	Performance	Interpretation
0	Failure to perform; does not reproduce or shows great difficulty	Inadequate

| 1 | Controlled gestures, but with hesitations and difficulties | Partial |
| 2 | Executed flawlessly with skill and precision, without hesitation | As expected |

8 | ANALYSIS OF RESULTS

After administering the battery, the assessor can carry out two types of analysis: quantitative and qualitative. The combination of both provides a more complete picture of the child's psychomotor profile.

🔍 Qualitative Analysis

Record the child's responses in tasks where performance was insufficient or partial. These notes allow for monitoring progress over time, identifying setbacks and guiding specific interventions.

📊 Quantitative Analysis

The quantitative analysis uses the score obtained in each section to classify the child's stage of psychomotor development, as shown in the tables below.

Table I — Scores by Component and Stage of Development

Component	Max. Score	Deficient	Poor	Fair	Adequate	Superior
Coordination and Balance	28	≤ 5.6	5.7 – 11.2	11.3 – 16.8	16.9 – 22.4	≥ 22.5
Body Shape	34	≤ 6.8	6.9 – 13.6	13.7 – 20.3	20.4 – 27.3	≥ 27.4
Lateralisation	24	≤ 4.8	4.9 – 9.6	9.7 – 14.4	14.5 – 19.2	≥ 19.3
Spatial Orientation	22	≤ 4.4	4.5 – 8.8	8.9 – 13.2	13.3 – 17.6	≥ 17.7
Temporal Orientation	26	≤ 5.2	5.3 – 10.4	10.5 – 15.6	15.7 – 20.8	≥ 20.9

Table II — Stages of Psychomotor Development

Abbreviation	Stage of Development	Classification
ICV	Lived Body Image (3–4 years)	DEFICIT
RCV	Reorganisation of the Living Body (5–6 years)	WEAK
CP	Perceived Body Image (7–8 years)	REGULAR
RCP	Reorganisation of Perceived Body (9–10 years)	APPROPRIATE
CR	Represented Body Image (11–12 years)	SUPERIOR

💡 How to interpret the results

Compare the score obtained in each block with the ranges in Table I.

Identify the corresponding stage of development in Table II.

Use qualitative analysis to complement the quantitative interpretation.

Remember: the instrument is a diagnostic aid — the results must be contextualised within the child's clinical and educational history.

9 | SOCIO-EMOTIONAL ASSESSMENT

This section complements the motor skills assessment with an evaluation of the child's socio-emotional aspects. It should be completed by the teacher or carer — the person who spends the most time with the child. The instrument is based on the study by Franch (1989) and uses a 1–5 Likert scale.

📊 Response Scale

1 = Never

2 = Sometimes

3 = Often

4 = Very often

5 = Always

❇ Play Preferences

Before the questionnaire, check the child's play preferences: do they prefer to play with friends, alone, with adults, with their parents, or with everyone?

📝 Socio-emotional Questionnaire (12 questions)

No.	Question	Domain
1	The child shows joy and enthusiasm in activities.	Positive
2	The child interacts well with their classmates.	Positive
3	The child shows affection and warmth towards those around them.	Positive
4	The child actively participates in the proposed activities.	Positive
5	The child shows self-confidence in carrying out tasks.	Positive
6	The child expresses their emotions appropriately.	Positive
7	The child displays aggressive behaviour towards peers or adults.	Negative*
8	The child shows signs of isolation or refuses to take part in activities.	Negative*
9	The child cries frequently or has emotional outbursts.	Negative*

10	The child shows signs of anxiety or excessive fear.	Negative*
11	The child has difficulty following rules or boundaries.	Negative*
12	The child shows low tolerance for frustration.	Negative*

> ⚠ ⚠ **Please note — Recoding of Negative Items (7 to 12)**
>
> Questions 7 to 12 are NEGATIVE items and their scores must be REVERSED before calculating the mean.
>
> Recoding table:
>
>   Original value 1 → Recoded value 5
>
>   Original value 2 → Recoded value 4
>
>   Original value 3 → Recoded value 3
>
>   Original value 4 → Recoded value 2
>
>   Original value 5 → Recoded value 1
>
> The final result must be presented ONLY AS AN AVERAGE (on a scale of 1 to 5).

Template: Socio-emotional Questionnaire

| No	Question	1	2	3	4	5
1	The child shows joy and enthusiasm in activities.					
2	The child interacts well with their classmates.					
3	The child shows affection and warmth towards those around them.					
4	The child actively participates in the activities on offer.					
5	The child shows self-confidence when carrying out tasks.					
6	The child expresses their emotions appropriately.					
7	The child displays aggressive behaviour towards peers or adults.					
8	The child shows signs of isolation or refuses to take part in activities.					
9	The child cries frequently or has emotional outbursts.					
10	The child shows signs of anxiety or excessive fear.					
11	The child has difficulty following rules or boundaries.					
12	The child shows low tolerance for frustration.					

10 | REFERENCES

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APPENDICES

MAZE
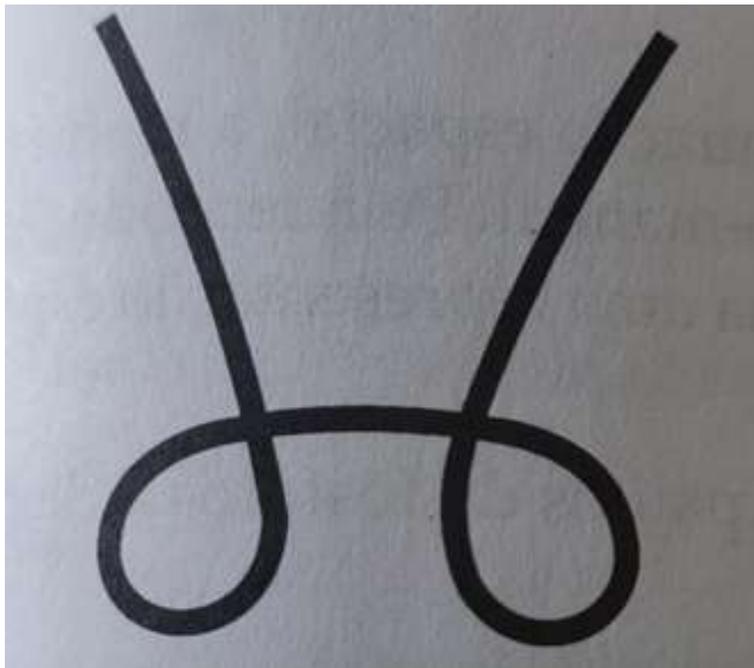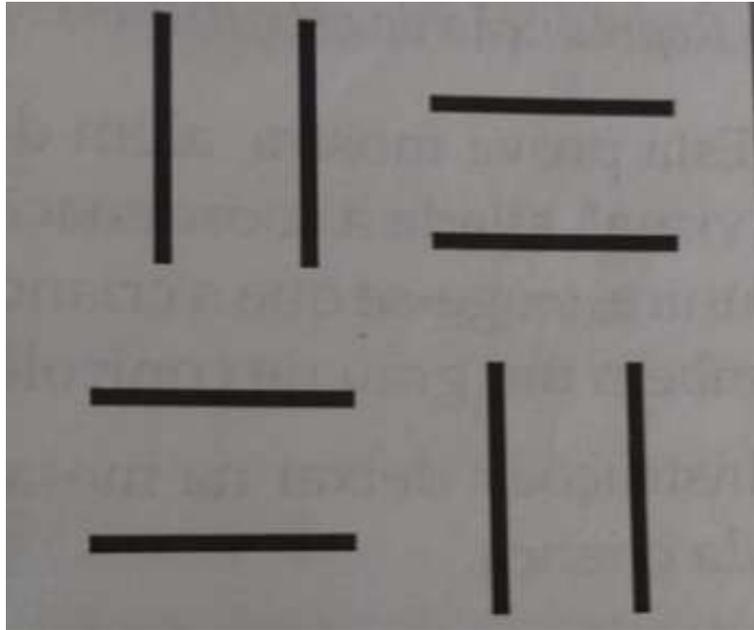
REPRODUCTION OF MOVEMENTS IN SCHEMATIC FIGURES

1. Mão esquerda no olho direito
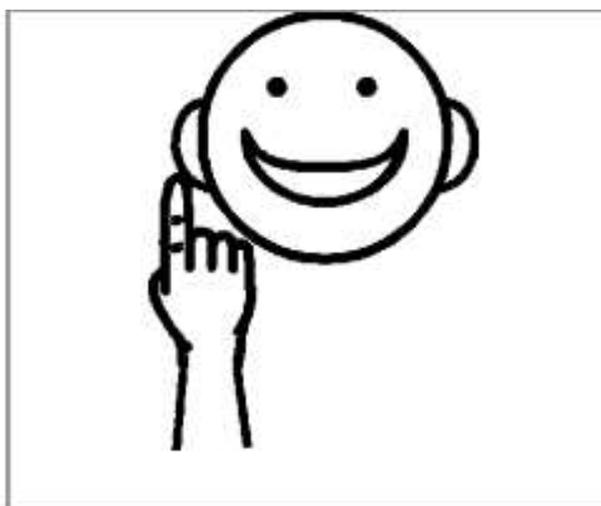
2. Mão direita na orelha direita

VISUAL MEMORISATION — MENTAL REPRESENTATION OF THE GESTURE

REPRODUCTION OF SPATIAL STRUCTURES USING STICKS