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Nota di contenuto	ASSESSING NEUROMOTOR READINESS FOR LEARNING: The INPP Developmental Screening Test and School Intervention Programme; Contents; Acknowledgements; 1 Introduction; 1.1 Overview; 1.2 Rationale for Screening and Remediation of Neuromotor Immaturity; 1.3 What is INPP?; 1.4 The INPP Developmental Movement Programme for Schools; 1.5 What is Neuromotor Immaturity?; 1.6 What is the Significance of Primitive Reflexes to Education?; 1.7 What are Primitive Reflexes?; 1.8 What is the Significance of Neuromotor Maturity to Education?; 1.9 What is the Purpose of Developmental Screening Tests? 1.10 Why Assess Posture and Balance?1.11 Why Carry Out Assessments

for Balance?; 1.12 What is the Difference Between Static Balance and Dynamic Balance?; 1.13 What is the Significance of Postural Control to Learning?; 1.14 Primitive Reflexes: Why Have These Three Reflexes Been Selected for Evaluation?; 1.14.1 The Asymmetrical Tonic Neck Reflex (ATNR); 1.14.2 The Symmetrical Tonic Neck Reflex (STNR); 1.14.3 The Tonic Labyrinthine Reflex (TLR); 1.15 What Evidence is There Linking Balance, Posture and Reflexes to Educational Achievement?
1.16 What Evidence is There That Intervention in the Form of Movement Programmes Aimed at the Level of Primitive Reflexes Improves Educational Outcomes? 1.17 How to Use The Screening Tests; References; 2 Developmental Screening Tests for Use with Children Aged 4-7 Years; 2.1 General instructions; 2.1.1 Scoring; 2.1.2 Tests; 2.2 Neuromotor tests; 2.2.1 The Romberg Test; 2.2.2 One Leg Stand; 2.2.3 The Crawling on Hands and Knees Test; 2.2.4 Crossing the Midline, Test No. 1; 2.2.5 Crossing the Midline, Test No. 2; 2.2.6 Finger and Thumb Opposition Test; 2.3 Tests for Primitive Reflexes 2.3.1 Asymmetrical Tonic Neck Reflex (ATNR) 2.3.2 The Symmetrical Tonic Neck Reflex (STNR); 2.3.3 Tonic Labyrinthine Reflex (TLR) - Erect Test; 2.4 Tests for Visual Perception and Visual-Motor Integration; 2.4.1 Pencil and Paper Tasks; 2.4.2 Additional Measures; 2.5 Score Sheets for 4-7 Year Old Test; 2.6 Observation Sheets; 2.7 Interpreting the Scores; 2.7.1 Tests for Gross Muscle Coordination, Balance and Reflexes; 2.7.2 Tests for Visual Perception and Visual-Motor Integration; References; 3 Developmental Screening Tests for Use with Children from 7 Years of Age; 3.1 General Instructions 3.1.1 Scoring 3.1.2 The Tests; 3.2 Tests for Gross Muscle Coordination and Balance; 3.2.1 Tandem Walk; 3.2.2 Walking on the Outsides of the Feet (Fog Test); 3.3 Tests for Aberrant Primitive Reflexes; 3.3.1 The Asymmetrical Tonic Neck Reflex (ATNR); 3.3.2 Symmetrical Tonic Neck Reflex (STNR); 3.3.3 The Tonic Labyrinthine Reflex (TLR); 3.4 Tests for Oculomotor Functioning; 3.4.1 Test for Fixation, Convergence and Control of Saccades (Valett); 3.4.2 Test for Visual Integration; 3.5 Tests for Visual-Speech Recognition; 3.5.1 Sound Discrimination (Individual Sounds, Sound Blends and Syllables) 3.5.2 Sound Synthesis

Sommario/riassunto

Assessing Neuromotor Readiness for Learning is a substantially revised and expanded edition of a long established INPP training manual that has been consistently proven in practice. The package includes tests for children, a developmental movement programme, and online access to INPP video training materials. Based on the proven INPP model for neuromotor development screening and intervention, which is unique in having been rigorously evaluated in research and practice. Expands and revises an INPP manual which has previously only been available to training
