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## **P-MAP - Psychomotor Mapping Tool**

*Screening observation and pre-qualification sheet for activities supporting the psychomotor development of preschool and early school-aged children*

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## Purpose and characteristics of the tool

The tool has been developed for teachers, special educators, physiotherapists, therapists and psychologists working with pre-school and early school age children. Its main aim is the early identification of difficulties in psychomotor development, as well as the pre-qualification of the child to participate in activities to support psychomotor development.

The tool is a screening tool and is used to carry out functional observation of the child in natural settings - during play, group activities or individual motor activities.

## Structure of the tool

The observation sheet consists of **10 separate modules**, each of which addresses one relevant area of the child's psychomotor functioning. These modules include:

- specific, measurable observation activities (5 in each area),
- clear performance criteria for each activity,
- a three-tier assessment scale:
  - performs independently,
  - performs with assistance
  - Does not perform,
- an interpretation table with recommendations for further educational or therapeutic actions.

## Possibilities for use

The tool can be used:

- as a full screening, covering all 10 areas - to create a profile of the child's psychomotor functioning,
- modularly - selectively, depending on needs (e.g. only observation of motor planning or attention),



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- as support for the child's qualification for motor activities, pedagogical therapy or specialist consultations (e.g. SI therapy, motor rehabilitation).

Each sheet can be used separately or as part of a comprehensive screening tool, providing a holistic picture of the child's developmental needs.

## **Areas of psychomotor functioning under observation**

1. Orientation to body scheme
2. Crossing the body midline
3. Static and dynamic balance
4. Motor alternation
5. Bilateral coordination
6. Eye-hand coordination
7. Movement planning (praxis)
8. Attention and persistence in a movement task
9. Posture and muscle tension
10. Lateralisation and side dominance



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### DATA FOR THE OBSERVATION SHEET

Data	Description
Name of child	
Age	
Establishment (nursery/school)	
Group / class	
Other important information*	
Name of person carrying out the test	
Date of test	

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## AREA 1: BODY-SCHEMA ORIENTATION

### Notes for the assessor

- Give instructions clearly and calmly, making sure the child is looking and listening before starting the task.
- Ensure that the child is in a stable, relaxed position (e.g. sitting cross-legged, standing up straight) - avoid situations where posture may facilitate or hinder movement.
- Do not make any gestures or facial expressions that suggest a response - watch for a response to a verbal stimulus only.
- Observe if the child confuses the side, swaps limbs, makes a movement after thinking for a long time or with extra 'searching' for a body part.
- Note atypical compensatory strategies (e.g. turning the whole body, looking at the hand while moving, touching a neighbouring area) - may indicate difficulties in body schema orientation.

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	1 Touching the left knee with the right hand	Sits in a rolling position	"Touch the left knee with the right hand".	Movement correct, fast, without assistance	<input type="checkbox"/> independently ( <i>distinguishes side</i> ) <input type="checkbox"/> with help ( <i>needs prompting</i> ) <input type="checkbox"/> does not perform ( <i>does not know direction</i> )
2	Shows the left ear with the left hand	Stands	"Show your left ear with your left hand".	Without error, right limb	<input type="checkbox"/> Alone ( <i>coordinates side and hand</i> ) <input type="checkbox"/> with help ( <i>guesses or confuses</i> ) <input type="checkbox"/> Does not perform ( <i>lack of left/right orientation</i> )
3	Touches nose with eyes closed	Stands	"Close your eyes and touch your nose"	Adequate, confident touching	<input type="checkbox"/> Alone ( <i>awareness without sight</i> ) <input type="checkbox"/> with assistance ( <i>needs encouragement</i> ) <input type="checkbox"/> Does not perform ( <i>seeks, does not locate</i> )

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4	Shows knees	Sits on a chair	"Show your knees"	Quick and correct response	<input type="checkbox"/> Independently ( <i>recognises body part</i> ) <input type="checkbox"/> with help ( <i>needs guidance</i> ) <input type="checkbox"/> does not perform ( <i>confuses or does not know</i> )
5	Performs the gesture "hands on hips" without demonstration	Stands	"Put your hands on your hips"	Performs without model	<input type="checkbox"/> Independently ( <i>locates without imitation</i> ) <input type="checkbox"/> with assistance ( <i>needs demonstration</i> ) <input type="checkbox"/> Does not perform ( <i>lacks understanding of the concept</i> )
<b>Additional comments and observations:</b>   					

### INTERPRETATION OF RESULTS IN THE AREA: ORIENTATION IN THE BODY SCHEME

Number of tasks completed independently	Preliminary interpretation	Recommendation
<b>5-4 tasks completed independently</b>	Child has mastered body schema skills in accordance with developmental expectations.	No indication for additional interventions in this area.
<b>3-2 tasks completed independently, others with assistance or not completed</b>	Partial difficulties in body schema orientation are evident.	It is recommended to include the child in group or individual activities supporting body schema development
<b>0-1 task completed independently</b>	Clear deficits in body schema orientation	It is advisable to refer the child to targeted activities to support body schema integration, e.g. according to a motor-perceptual programme (e.g. Move to Learn), and to consider specialist consultation (educationalist, sensory integration therapist, physiotherapist)

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## AREA 2: CROSSING THE MIDLINE OF THE BODY

### Tips for the person carrying out the test

- Carry out the tasks calmly, with a pause between instructions.
- The child should have a natural position, without twisting the trunk or moving the card (in table tasks).
- Observe if the child shortens the movement, swaps arms, turns the whole body or makes a gesture sideways - these are typical evasions in case of difficulties crossing the centre line.

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	1 Touching the right knee with left hand	Sits cross-legged	"Touch the right knee with the left hand"	Crossing the centre line, smooth movement, without stopping	<input type="checkbox"/> independently ( <i>crosses the body line</i> ) <input type="checkbox"/> with assistance ( <i>needs demonstration</i> ) <input type="checkbox"/> does not perform ( <i>stops in the middle or guesses</i> )
2	Reaches with right hand for a block on the left side of the body	Sits at table	"Take the block with this hand" (only the hand is shown - not the direction)	Crosses the centre line in a functional movement	<input type="checkbox"/> On his own ( <i>naturally reaches across</i> ) <input type="checkbox"/> with help ( <i>hesitates or switches hands</i> ) <input type="checkbox"/> does not perform ( <i>avoids crossing</i> )
3	Draws a horizontal line from left to right on a piece of paper without changing hands	Sits at the table	"Draw a straight line from here to there".	Hand goes through the middle of the sheet of paper, without changing hand	<input type="checkbox"/> Independently ( <i>hand works through the middle line</i> ) <input type="checkbox"/> with assistance ( <i>changes position of card or hand</i> ) <input type="checkbox"/> does not perform ( <i>stops in the middle</i> )
4	Touching the right shoulder with the left hand	Stands	"Touch the right shoulder with the left hand".	Crosses the body line correctly, quickly	<input type="checkbox"/> Alone ( <i>without delay</i> ) <input type="checkbox"/> with assistance ( <i>after repetition or demonstration</i> ) <input type="checkbox"/> Does not perform ( <i>confuses or does not understand</i> )

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5	Strikes the left knee with the right hand during a rhythmic march in place	Stands, marches in place	"While marching, touch your left knee with your right hand".	Performs alternating across body line	<input type="checkbox"/> Independently ( <i>maintains rhythm and crossing</i> ) <input type="checkbox"/> with assistance ( <i>needs a model or reminder</i> ) <input type="checkbox"/> Does not perform ( <i>performs one-sided</i> )
Additional comments and observations:					

### INTERPRETATION OF RESULTS IN THE AREA: CROSSING THE BODY MIDLINE

Number of tasks completed independently	Interpretation	Recommendation
5-4 tasks performed independently	Ability to cross the midline of the body developed adequately for age	No indication of intervention in this area.
3-2 tasks independently	Partial difficulties with crossing the body midline	It is recommended to include the child in activities developing hemispheric integration (e.g. alternating tasks, perceptual-motor methods)
0-1 independent task	Manifest difficulties in integrating movements across the body's midline	Intervention indicated - activities to support bilateral integration and crossing the midline of the body (e.g. Move to Learn method)

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## AREA 3: STATIC AND DYNAMIC BALANCE

### Tips for the practitioner

- Exercises are best done on a mat, carpet or gymnasium
- Observe whether the child compensates for movement (e.g. shakes arms, looks for a fulcrum, looks down)
- Pay attention to emotional reactions: frustration, resignation, excessive caution

No.	Activity to be observed	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Stands on one leg for 5 seconds (e.g. right leg)	Stands	"Stand on one leg and count to five".	Stable posture for 5 seconds, without support	<input type="checkbox"/> Alone ( <i>maintains static balance</i> ) <input type="checkbox"/> with assistance ( <i>needs support or tries several times</i> ) <input type="checkbox"/> does not perform ( <i>loses balance immediately</i> )
2	Ascends and descends a small platform without assistance	Stands next to the platform (10-15 cm)	"Climb up and down from this step".	Maintains balance on the move, without stumbling	<input type="checkbox"/> Independently ( <i>smooth, confident movement</i> ) <input type="checkbox"/> with assistance ( <i>needs a handshake/assistance</i> ) <input type="checkbox"/> does not perform ( <i>loses balance or refuses</i> )
3	Walks on a straight line (e.g. painter's tape) foot by foot	Stands at the beginning of the line	"Walk along the line, putting one foot in front of the other".	4-5 steps without stepping off the line	<input type="checkbox"/> On his own ( <i>maintains dynamic balance</i> ) <input type="checkbox"/> with assistance ( <i>corrects himself or stops and returns</i> ) <input type="checkbox"/> does not perform ( <i>misses, refuses, falls over</i> )
4	Squats and stands up without wobbling	Stands	"Do a squat and return to standing".	Squats and returns without losing balance, without falling backwards	<input type="checkbox"/> On their own ( <i>smooth, controlled movement</i> ) <input type="checkbox"/> with assistance ( <i>supports themselves or needs demonstration</i> ) <input type="checkbox"/> does not perform ( <i>falls over or loses movement</i> )

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5	Jumps with both feet on the spot 5 times	Stands	"Jump five times in place - one, two, three..."	Even, confident jumps without falling over	<input type="checkbox"/> Independently ( <i>maintains control in a series of jumps</i> ) <input type="checkbox"/> with assistance ( <i>unbalanced jumps / loses rhythm</i> ) <input type="checkbox"/> does not perform ( <i>does not take up or falls over</i> )
<b>Additional comments and observations:</b>   					

### INTERPRETATION OF RESULTS IN THE AREA: STATIC AND DYNAMIC BALANCE

Number of tasks performed independently	Interpretation	Recommendation
<b>5-4 tasks alone</b>	Equivalent skills developed in accordance with age	No indication of intervention
<b>3-2 tasks independently</b>	Partial precariousness in maintaining balance	Indicated activities to support development of balance and postural control (e.g. rhythmic, motor exercises)
<b>0-1 task independently</b>	Manifest difficulties with balance control	Intervention recommended: vestibular system exercises, possible consultation with SI therapist/physiotherapist

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## AREA 4: MOTOR ALTERNATION

### Advice to the person carrying out the examination

- Do not suggest a movement of your own - let the child do it on his/her own initiative (following a command)
- Pay attention to whether the child uses one side of the body or repeats movements stiffly
- If the child tries but does not understand the alternation - note this.

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Marching on the spot with alternating arms and legs	Stands	"March in place - arms and legs together".	Alternating movement of right hand and left leg and vice versa	<input type="checkbox"/> Independently ( <i>alternate and rhythmic movement</i> ) <input type="checkbox"/> with assistance ( <i>asymmetrical movements, swapped sides</i> ) <input type="checkbox"/> does not perform ( <i>one-sided or stiff movements</i> )
2	Touches knees alternately with opposite hands (sitting)	Sits	"Touch the left knee with the right hand, then the other way round".	Sequence performed correctly, rhythmically	<input type="checkbox"/> Independently ( <i>alternation maintained</i> ) <input type="checkbox"/> with assistance ( <i>confuses sides / loses rhythm</i> ) <input type="checkbox"/> does not perform ( <i>does not understand the command / movement disorderly</i> )
3	Performs a "cycling" movement with legs lying backwards	Lies on his back	"Imagine that you are pedalling a bicycle".	Alternating movements of lower limbs	<input type="checkbox"/> on their own ( <i>smooth, alternating leg movements</i> ) <input type="checkbox"/> with assistance ( <i>encouragement, demonstration</i> ) <input type="checkbox"/> does not perform ( <i>unsteady or one-sided movements</i> )

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4	Performs alternate clapping and slapping of the hand against the thighs in rhythm (e.g. clap once, thigh once)	Sits	"Clap your hands, then slap your hands against your thighs - alternately".	Alternating movement sequence with rhythm	<input type="checkbox"/> Independently ( <i>correct rhythm and sequence</i> ) <input type="checkbox"/> with help ( <i>needs demonstration / slows down</i> ) <input type="checkbox"/> does not perform ( <i>lack of understanding or alternation</i> )
5	Climbs stairs without changing legs (step by step, alternating)	Stands in front of the stairs	"Climb the stairs - one leg at a time".	Alternating leg movements, without hand guidance	<input type="checkbox"/> Independently ( <i>without assistance, alternation maintained</i> ) <input type="checkbox"/> with assistance ( <i>holds on to handrail or changes legs</i> ) <input type="checkbox"/> does not perform ( <i>puts legs together / avoids task</i> )
Additional comments and observations:					

### INTERPRETATION OF THE RESULTS IN THE AREA: MOTOR ALTERNATION

Number of tasks completed independently	Interpretation	Recommendation
5-4 tasks performed independently	Motor alternation developed adequately for age	No indication of intervention
3-2 tasks independently	Partial difficulty in organising alternating movements	Recommend inclusion of child in exercises to promote alternation and motor integration
0-1 task independently	Marked deficits in alternation of movements	Indicated in-depth diagnosis and participation in motor activities to integrate hemispheres (e.g. Move to Learn method)

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## AREA 5: BILATERAL COORDINATION

### Tips for the examiner

- The child should have access to everyday objects familiar from the environment (paper, crayons, scissors, string, box)
- Observe whether one hand dominates and the other stabilises, or whether the hands work independently but simultaneously
- Also observe if the child shifts objects between hands, changes dominance or loses visual control of movement

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Draws a vertical line with one hand, holds a piece of paper with the other	Sits at a table	"Draw a straight line from top to bottom".	One hand stabilises the card, the other draws	<input type="checkbox"/> Independently ( <i>hand cooperation present</i> ) <input type="checkbox"/> with help ( <i>needs reminding or changes hand</i> ) <input type="checkbox"/> does not do ( <i>card moves, lack of stabilisation</i> )
2	Cuts a sheet of paper with scissors (paper A5)	Sits at a table	"Cut out a rectangle".	One hand guides the scissors, the other turns the sheet of paper	<input type="checkbox"/> independently ( <i>functional hand coordination</i> ) <input type="checkbox"/> with assistance ( <i>holds still or changes hands</i> ) <input type="checkbox"/> does not perform ( <i>movement disorganised, does not finish</i> )
3	Threads a bead on a string held with the other hand	Sits	"Put this bead on the string".	One hand stabilises the string, the other threads	<input type="checkbox"/> independently ( <i>precise, coordinated action</i> ) <input type="checkbox"/> with help ( <i>tries but loses control</i> ) <input type="checkbox"/> does not perform ( <i>cannot work together with hands</i> )

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4	Folds a sheet of paper in half	Sits or stands	"Fold the piece of paper so that the edges meet".	Both hands interact in parallel	<input type="checkbox"/> Independently ( <i>smooth, purposeful movement of both hands</i> ) <input type="checkbox"/> with help ( <i>needs showing or correcting</i> ) <input type="checkbox"/> does not perform ( <i>does not know how to fold / one-sided movement</i> )
5	Opens a "breakfast box" type box with both hands	Sits or stands	"Open this box"	Simultaneous action of two hands	<input type="checkbox"/> Independently ( <i>effective cooperation of hands</i> ) <input type="checkbox"/> with help ( <i>needs instructions or assistance</i> ) <input type="checkbox"/> does not perform ( <i>no idea, uses one hand</i> )
Additional comments and observations:					

## INTERPRETATION OF RESULTS IN THE AREA: BILATERAL COORDINATION

Number of tasks performed independently	Interpretation	Recommendation
<b>5-4 tasks independently</b>	Bilateral coordination developed adequately for age	No need for intervention
<b>3-2 tasks independently</b>	Partial difficulties with hand cooperation	Bilateral exercises indicated (manual, graphomotor, constructional)
<b>0-1 independent task</b>	Significant deficits in coordination of both sides of the body	Recommended supportive intervention (e.g. Move to Learn method, bilateral exercises, SI therapy)

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## AREA 6: EYE-HAND COORDINATION

### Tips for the examiner

- Exercises can be carried out on a table with basic materials (cards, crayons, blocks, sticks, small ball).
- Observe whether the child controls the task with his/her eyes or looks away, acts automatically, does not connect the action with the goal
- Pay attention to strength, direction, tension and accuracy of movement - indicators of visual-motor control

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Slides a finger along a line drawn on a piece of paper (e.g. a wave track or a spiral)	Sits at a table	"Run your finger along this line without pulling it away".	Smooth movement, finger does not leave the line	<input type="checkbox"/> Independently ( <i>controls with eyes and movement</i> ) <input type="checkbox"/> with help ( <i>needs reminding or corrects track</i> ) <input type="checkbox"/> does not perform ( <i>loses track, loses sight</i> )
2	Hits the ball into a designated place (e.g. box) from a distance of 1.5 m	Stands	"Throw the ball into the box".	Throws accurately or close to it, maintained control of sight and direction	<input type="checkbox"/> Independently ( <i>controls accuracy and strength of movement</i> ) <input type="checkbox"/> with assistance ( <i>after several attempts or demonstration</i> ) <input type="checkbox"/> Does not perform ( <i>chaotic, random throw</i> )
3	Draws on a trace (e.g. simple pattern - line, arc, wave) with a crayon.	Sits	"Draw along this line, try not to go behind it".	Draws along the contour, controlling pressure and direction	<input type="checkbox"/> Independently ( <i>smooth, purposeful hand movement</i> ) <input type="checkbox"/> with help ( <i>needs demonstration or corrects route</i> ) <input type="checkbox"/> does not perform ( <i>does not follow line</i> )

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4	Arranges a pattern of 5 blocks according to the model (beside)	Sits	"Make the same arrangement with these blocks".	Correctly reproduces the pattern from the blocks	<input type="checkbox"/> Alone ( <i>consistent visual and motor analysis</i> ) <input type="checkbox"/> with help ( <i>starts correctly after reminder</i> ) <input type="checkbox"/> Does not perform ( <i>chaotic arrangement</i> )
5	Places 5 nuts on a stick / straw	Sits	"Put all the nuts on this stick".	Precise movement, without dropping or combining	<input type="checkbox"/> Independently ( <i>controlled, accurate grip</i> ) <input type="checkbox"/> with help ( <i>drops, corrects grip</i> ) <input type="checkbox"/> does not perform ( <i>misses / gives up</i> )
Additional comments and observations:					

## INTERPRETATION OF RESULTS IN THE AREA: EYE-HAND COORDINATION

Number of tasks completed independently	Interpretation	Recommendation
5-4 tasks independently	Age-appropriate eye-hand coordination	No need for intervention
3-2 tasks independently	Partial difficulty to combine vision and movement	Exercise of hand-eye coordination, manipulative play indicated
0-1 independent task	Marked difficulties with visual control and movement	Intervention targeting the development of visual-motor functions indicated (e.g. MTL, hand therapy, SI therapy)

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## AREA 7: MOVEMENT PLANNING (PRAXIS)

### Tips for the examiner

- Do not show the movement - the key is to check that the child can plan it without a pattern
- Pay attention to reaction time, sequence of actions, whether the child starts but does not finish the movement, whether he/she modifies it during the movement
- Observe if the child can act purposefully in new situations

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Imitates an imaginary pose (e.g. hand on head, other on hip) without prior demonstration	Stands	"Stand so that you put one hand on your head and the other on your hip".	Child understands the command, performs without imitation	<input type="checkbox"/> Independently ( <i>quickly and correctly</i> ) <input type="checkbox"/> with help ( <i>needs repetition / demonstration</i> ) <input type="checkbox"/> does not perform ( <i>does not take up or confuses body parts</i> )
2	On command, performs a movement sequence: jumping-twisting-kneeling-swinging	Stands	"Do a hop, then turn and do a squat".	Sequence maintained, without interruptions or stops	<input type="checkbox"/> Independently ( <i>correct sequence and execution</i> ) <input type="checkbox"/> with assistance ( <i>needs encouragement or demonstration</i> ) <input type="checkbox"/> does not perform ( <i>random or confused movements</i> )
3	Arranges a simple pattern from sticks based on a verbal description (e.g. "make a cross from two sticks")	Sits	"Make a cross from these two sticks".	Reproduces according to verbal instruction	<input type="checkbox"/> Independently ( <i>understands and follows the plan</i> ) <input type="checkbox"/> with help ( <i>asks questions, needs demonstration</i> ) <input type="checkbox"/> does not perform ( <i>chaotic composition</i> )

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4	Creates a moving rhythmic pattern with clapping and stomping (e.g. "clap, stomp, clap")	Stands or sits	"Do this: clap, stomp, clap - try it yourself".	Correct sequence and rhythm	<input type="checkbox"/> On their own ( <i>smooth execution of movement from memory</i> ) <input type="checkbox"/> with help ( <i>needs repetition of pattern</i> ) <input type="checkbox"/> does not perform ( <i>loses rhythm / forgets sequence</i> )
5	Responds with movement to a command requiring a plan (e.g. "Put a cushion under the chair")	Stands in the room with materials	"Take a cushion and put it under the chair".	Independently plans and performs a task	<input type="checkbox"/> Independently ( <i>without hesitation, understands the task</i> ) <input type="checkbox"/> with help ( <i>asks, uncertainly performs</i> ) <input type="checkbox"/> does not perform ( <i>does not know what to do or does something else</i> )
Additional comments and observations:					

### INTERPRETATION OF THE RESULTS IN THE AREA: MOVEMENT PLANNING (PRAXIS)

Number of tasks completed independently	Interpretation	Recommendation
<b>5-4 tasks alone</b>	Movement planning developed in accordance with age	No need for intervention
<b>3-2 tasks alone</b>	Partial difficulties in praxis	Sequential and instructional exercises indicated (e.g. according to Move to Learn method)
<b>0-1 independent task</b>	Expressed difficulties in planning of movement	Recommended in-depth diagnosis and participation in activities developing praxis and body schema

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## AREA 8: ATTENTION AND PERSISTENCE IN A MOVEMENT TASK

### Tips for the examiner

- Choose exercises adapted to the developmental level - they should not be too difficult or too boring
- Observe concentration time, whether the child gives up, needs to be encouraged or abandons the task after a few seconds
- Pay attention if the child is distracted by external stimuli or seeks alternative activities

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Performs a movement task for 30 seconds without interruption (e.g. jumping on two legs)	Stands	"Jump with both feet for half a minute".	Task completed in full, without stopping	<input type="checkbox"/> Alone <input type="checkbox"/> with assistance <input type="checkbox"/> Does not perform
2	Listens and responds to a 2-step command (e.g. "Stand straight and touch your knees")	Stands	"Do it: stand up straight and touch your knees".	Both commands carried out in the correct order	<input type="checkbox"/> independently <input type="checkbox"/> with assistance <input type="checkbox"/> does not follow
3	Repeats a simple movement sequence (e.g. "clap-stomp-clap") for 3 full repetitions	Stands or sits	"Do this: clap-stomp-clap - repeat this three times".	Repetition and sustaining attention	<input type="checkbox"/> Alone <input type="checkbox"/> with help <input type="checkbox"/> does not perform
4	Maintains standing position on one leg for 5 seconds (with countdown)	Stands	"Stand on one leg - I will count to five".	Ability to concentrate and control posture	<input type="checkbox"/> independently <input type="checkbox"/> with assistance <input type="checkbox"/> does not perform
5	Responds to change of pace in motor play (e.g. slow-fast)	Stands or in motion	"When I say 'slow' - you go slow, 'fast' - you speed up".	Responding to commands without distraction	<input type="checkbox"/> independently <input type="checkbox"/> with help <input type="checkbox"/> does not perform

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Additional comments and observations:

## INTERPRETATION OF RESULTS IN THE AREA: ATTENTION AND PERSISTENCE IN A MOVEMENT TASK

Number of tasks completed independently	Interpretation	Recommendation
5-4 tasks independently	Attention and motor persistence adequate for age	No need for intervention
3-2 tasks independently	Decreased level of attention or stamina	Recommended attentional and motor self-regulation exercises
0-1 task alone	Marked difficulty in focusing and completing the task	Recommended supportive intervention - movement structuring programmes e.g. Move to Learn

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## AREA 9: POSTURE AND MUSCLE TENSION

### Guidance for the practitioner:

- Observe the child's posture both in movement and at rest - does he/she slump, lean, support himself/herself.
- Observe tension in the trunk, neck, limbs - too low or too high muscle tension can make body control difficult.
- Task exercises with varying degrees of postural demands - sitting, standing, kneeling, moving with weight.

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Scale of assessment
1	Maintains a sitting position at a table for 2 minutes without dropping or supporting the head	Sits	"Sit comfortably at the table - we are about to do something".	Maintains posture without slumping	<input type="checkbox"/> independently <input type="checkbox"/> with assistance <input type="checkbox"/> does not perform
2	Climbs onto a low step and stands on it for 5 seconds without wobbling	Stands next to the step	"Get on this step and count to five".	Stability and postural muscle control	<input type="checkbox"/> independently <input type="checkbox"/> with assistance <input type="checkbox"/> does not perform
3	Walks along a designated line without visibly lowering the trunk or wobbling	Stands	"Walk on this line so that your feet touch one another".	Upright posture, without overloading	<input type="checkbox"/> Alone <input type="checkbox"/> with assistance <input type="checkbox"/> does not perform
4	In supported kneeling holds the position for 10 seconds without sinking shoulders and hips	Supported kneeling	"Position yourself like a kitten - hands and knees on the floor - and hold like this for 10 seconds".	Stable posture, without escaping shoulder blades, overstretching or collapsing	<input type="checkbox"/> alone <input type="checkbox"/> with help <input type="checkbox"/> does not perform

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5	Carries an object (e.g. sandbag) for several steps without changing posture	Stands	"Take this bag and walk back and forth".	Muscle tension adapted to the task - no overloading, dropping, twitching	<input type="checkbox"/> Alone <input type="checkbox"/> with help <input type="checkbox"/> does not perform
Additional comments and observations:					

## INTERPRETATION OF THE RESULTS IN THE AREA: POSTURE AND MUSCLE TENSION

Number of tasks performed independently	Interpretation	Recommendation
5-4 tasks alone	Age-appropriate posture and tension	No need for intervention
3-2 tasks alone	Decreased postural stability / uneven tension	Recommended exercises to support postural control and tension (e.g. strengthening exercises, MTL)
0-1 task alone	Obvious postural difficulties / tension disorders	In-depth diagnosis recommended (e.g. SI, physiotherapy), possible inclusion of child in psychomotor support programme

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## AREA 10: LATERALISATION AND LATERAL DOMINANCE

### Tips for the examiner

- Observe with which hand the child naturally performs the activity - do not suggest a choice.
- In tasks repeated on both sides, pay attention to whether the child maintains the dominant hand or changes it depending on the position of the object.
- Avoid prompting with gestures - assess spontaneous choice and movement.
- Record additional comments (e.g. uncertainty, hand changes, postural compensations).

No.	Activity to observe	Starting position	Verbal instruction	Performance criterion	Evaluation scale	Dominant hand
1	Touches the right knee with the left hand and vice versa	Sits or stands	"Touch the right knee with the left hand, now touch the left knee with the right hand"	Movement across the centre line without twisting the trunk	<input type="checkbox"/> independently <input type="checkbox"/> with the help of <input type="checkbox"/> does not perform	L / P / none
2	Reaches with right hand for an object on the left side of the table (and vice versa)	Sits at the table	"Take this crayon" (without pointing to the side)	Reaches across the centre line without changing hands	<input type="checkbox"/> independently <input type="checkbox"/> with help <input type="checkbox"/> does not perform	L / P / none
3	Drags the crayon across the paper from left to right (or vice versa) with one hand	Sits	"Draw a line from one side of the card to the other"	Continuous movement, without changing hand in the middle	<input type="checkbox"/> independently <input type="checkbox"/> with help <input type="checkbox"/> does not perform	L / P / none

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4	Throws a ball with both hands to a target straight ahead, then catches it with one hand	Stands	"Throw the ball and catch it with one hand".	Hand coordination, crossing the line during the catch	<input type="checkbox"/> independently <input type="checkbox"/> with help <input type="checkbox"/> does not perform	L / P / none
5	Moves an object from one hand to the other across the centre line without putting it down	Stands or sits	"Transfer this block from your right hand to your left hand - through the middle".	Transfers without putting down, across the centre line	<input type="checkbox"/> by yourself <input type="checkbox"/> with help <input type="checkbox"/> does not do	L / P / none
Additional comments and observations:						

Dominant hand: L - left, P - right, none - no established dominance.

### INTERPRETATION OF THE RESULTS IN THE AREA: LATERALISATION AND HAND DOMINANCE

Number of tasks completed independently	Interpretation	Recommendation
5-4	Lateralisation and crossing of the midline developed adequately for age	No need for intervention
3-2	Partial difficulties with interhemispheric integration or consolidation of dominance	Recommended exercises to activate crossing the midline, tasks requiring one hand to hold the leading role
0-1	Obvious difficulties in lateralisation and inter-hemispheric coordination	Recommended in-depth diagnosis and programme to support the development of hand dominance

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## SUMMARY PROFILE OF CHILD'S PSYCHOMOTOR FUNCTIONING

*(based on screening observation in 10 areas)*

No.	Area of psychomotor functioning	Tasks completed independently (0-5)	Tasks completed with assistance (0-5)	Tasks not performed (0-5)	Recommendation
1	<b>Orientation to own body scheme</b>				
2	<b>Crossing the centre line of the body</b>				
3	<b>Static and dynamic balance</b>				
4	<b>Movement alternation</b>				
5	<b>Bilateral coordination</b>				
6	<b>Eye-hand coordination</b>				
7	<b>Movement planning (praxis)</b>				



