

Appendix 1: Questionnaire of dynamic changes of childrens' abilities.

A. Questionnaire of Dynamic Changes of Childrens' Abilities

Score: Extremely severe (0-3.99); Severe (4-6.99); Major difficulties (7-9.99); Some difficulties (10-12.99); Close to norm/ average (13-15.99); Norm (16-20)

1. Sensory-motor integration

- 1) Sensory perception/behavior:
 - Tactile Visual
 - Auditory Vestibular
 - Taste, smell (olfactory)
- 2) Motor milestones – Child can:
 - Crawl on belly
 - Crawl on fours
 - Sit on chair at desk/table
 - Roll over Sit on knees
 - Stand Walk
 - Run Jump
 - Climb
- 3) Postural control
 - Head righting
 - Spine control
- 4) Movements are coordinated (programming and control):
 - Goal and direction oriented
 - Harmonious and smooth
 - Flexible Speed control
 - Strength applied appropriately
- 5) Cogniscent of own body parts
- 6) Cogniscent of self in space
- 7) Cooperative for sensory system activation
- 8) Cooperative with physical activity and exercises

2. Behavior regulation and self-protection

- 1) Control of behavior at:
 - School with teacher
 - School with classmates
 - Home with parents
 - Home with siblings
 - At play ground
 - With people not known
- 2) Learns for positive habits easily
 - Polite and listens to others easily
 - Always has a suitably matured opinion
- 3) Behavior at critical times:
 - conflict growth challenges
- 4) Ability to imitate
- 5) Positive self-expression
- 6) Able to give positive self-protection

3. Emotional regulation

- 1) Appropriate emotional expression
- 2) Expresses emotions appropriate to internal state and situation
- 3) Enthusiastic and happy
- 4) Can sympathize/empathize
- 5) Can be happy for others
- 6) Controls emotions easily
- 7) Can talk about own emotions

4. Self-awareness

- 1) Knows self well (name, gender, age, place in family structure)
- 2) Understands school, social structures
- 3) Self-awareness corresponds to age and developmental norm
- 4) Is in state of 'presence'
- 5) Presents self to others well
- 6) Knows their home address and TN
- 7) Knows their family structure well
- 8) Knows their personality qualities well
- 9) Can control self in critical situations
- 10) Goal oriented for their own personality development

5. Sociability/interaction

- 1) Ability to interact and communicate at home with –
 - parents grandparents siblings
- 2) Ability to interact and communicate at school and elsewhere –
 - with teacher peers others
- 3) Communicates with new people
- 4) Communicates with groups
- 5) Motivation for recognition and interaction with others
- 6) Ability to lead conversations
- 7) Ability to listen, follows instructions
- 8) Forms attachments/bonding
- 9) Empathy/sympathy towards others

6. Stress vulnerability and trauma resilience

- 1) Senses (vision, touch, auditory) serve well in stress
- 2) Breathing serves well in stress
- 3) Digestive system works normally in stress
- 4) Can still focus in stress
- 5) Ability to communicate in stress
- 6) Freezing response works normally in stress
- 7) Fight or flight response works normally in stress
- 8) Sleep pattern works properly in stress
- 9) Emotional strength normal in stress
- 10) Still enthusiastic while in stress

7. Physical health

- 1) Overall health
- 2) Has physical strength in
 - whole body arms/hands/fingers
 - legs/feet
- 3) Immune system
- 4) Breathing
- 5) Digestion
- 6) Eyes ears
- 7) Sensory tolerance (sounds, light, touch)
- 8) Good stress resilience
- 9) Toilet control
- 10) Good equilibrium motor coordination

8. Speech and language

- 1) Overall language corresponds to age and developmental norm
- 2) Age appropriate receptive language
- 3) Age appropriate expressive language
- 4) Age appropriate conversation
- 5) Age appropriate vocabulary
- 6) Age appropriate voice regulation
- 7) Age appropriate intonation
- 8) Learns language easily
- 9) Comprehension
- 10) Coordinates of language with gestures and movements

9. Cognitive processing and learning

- 1) Ability to selectively perceive –
 - visual auditory
 - tactile proprioceptive-vestibular
- 2) Focusing (overall ability, timing, depth)
- 3) Widens attention span
- 4) Memory –
 - visual auditory
 - tactile proprioceptive-motor
 - memorizing
 - forgetting/losing information
- 5) Thinking processes include –
 - comparison analysis
 - cause-reasoning thinking
 - grouping/synthesizing
 - abstract thinking
 - critical thinking
- 6) Uses imagination in –
 - learning
 - creativity
- 7) Spontaneity of thinking processes and speech
- 8) Space-time orientation in learning process
- 9) Easy learner

10. Motivation for achievement and learning

- 1) Curious, seeks new information, activities
- 2) Interest in toys corresponds to age
- 3) Motivation for books –
 - to read by self
 - to listen when others read
- 4) Likes movies
- 5) Likes computer games, etc.
- 6) Has goals and enjoys achieving
- 7) Fast learner
- 8) Mature motivation for cognition
- 9) Is easily and enthusiastically motivated to learn
- 10) Able to regulate own motivation

Appendix 2: The MNRI® Programs used at intensive Family Conference Reflex Integration Training for Children with Challenges.

Session Title	Objectives
Neuro-structural reflex integration	Improved postural control of spine, abdomen, and neck musculature tone regulation in response to external stimuli.
Neuro-Tactile integration	Improved regulation of tactile sensation, coordination and integration of peripheral and central nervous system.
Dynamic and postural reflex re-patterning	Improved integration of the neurosensory and motor reflex circuits that influence motor and cognitive skills.
Visual and auditory and oral-motor reflex integration	Improved focusing (convergence), eye tracking, auditory functions, and oral speech motor abilities.
Proprioceptive and vestibular skills development and lifelong reflex integration	Improved proprioceptive-vestibular (balance) system-related reflexes for improved postural and motor control, with secondary improvement in cognition.
Archetype movement integration	Enhances the development of learned motor skills and postural control, with secondary improvement in cognition.