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, 2015.

(WHO, 2001; Matejuri et al., 2009).

(Ili -Stošovi , 2011; Ili -Stošovi , Nikoli , Ili , Dr eli , 2012).

(Kabele, Ko i,  
Juda, erni, 1973; Nedovi , Ili -Stošovi , Rapai , 2009; Stošljevi , Rapai , Nikoli , 1990).

- (Goddard-Blythe, 2012)

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(Goddard-Blythe, 2001; Goddard-Blythe, 2005; McPhillips et al.,  
2000;McPhillips, Jordan-Black, 2007; McPhillips, Sheehy,2004; Taylor et al., 2004).

- (Goddard-Blythe,2012)

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(Bobath,

Bobath, 1975; Ilankovi , Ilankovi , 2009; Rapai , Nedovi , 2011).

(McPhillips, Sheehy, 2004)

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(Wechsler Objective Reading Dimensions) (Rust, Golombrok,

Trickey, 1993)

(Neale Analysis of Reading Ability)

(Neale, Christophers, Whetton, 1989).

(Schilder test; Hoff, Schilder, 1927),

(The Movement Assessment Battery for Children – MABC;

Henderson, Sugden, 1992).

(0.59 [0.25–0.92])

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(McPhillips, Hepper, Mulhern, 2000)

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(Rae et al. 2002).

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- (Goddard-Blythe, 2001)

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 (Conners' Parent Rating Scale – Revised, CPRS-R; Conners, 1997).  
 WRAT 3 (Wide Range Achievement Test – Third  
 Edition, WRAT-3; Wilkinson, 1993),  
 (The INPP Reflex Assessments; Goddard-Blythe, 2000).  
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- (Goddard-Blythe, 2012)
- (Goddard-Blythe, 2012)

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(Developmental Screening Test for Use with Children from 7 Years of Age)  
- (Goddard-Blythe, 2012).

(Witrock, 1986)

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(Simner, 1996) (Eidlitz, 1999).

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(Goodman, 1997;

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(Tandem Walk Test, Thomas et al., 2004; Fog Walk Test, Deuel & Rauchway, 2005); T  
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, (Ayres, 1983) (Hoff, Schilder, 1927);

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(Valett, 1980); T  
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(The Tansley Standard Figures, (Tansley, 1967), Modification of Bender Visual Motor Gestalt Test (Bender, 1938)).

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( he Strengths and Difficulties Questionnaire, SDQ; Goodman, 1997; Goodman, Lamping, Ploubidis, 2010).

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Blythe) . (Goddard

3. „Assessing Neuromotor Readiness for Learning: „The INPP Developmental Screening Test and School Intervention Programme“.

:

3/30/2015

FW: PhD student want to use INPP Developmental Screening test in Serbia - I.kalidja@gmail.com - Gmail

FW: PhD student want to use INPP Developmental Screening test in Serbia

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Sent: 06 May 2014 11:47  
To: [I.kalidja@gmail.com](mailto:I.kalidja@gmail.com)  
Subject: RE: PhD student want to use INPP Developmental Screening test

Dear Lidia

Thank you for your message and I am delighted to hear that you are planning to include neuromotor tests in your thesis.

I will send by separate email relevant papers covering the use of the INPP programme for schools to date and the paper published in the Journal of Occupational Therapy in 2005.

If you will need to transcribe any part of the book, "Assessing neuromotor readiness for learning" (The INPP Screening test for Schools: a manual for teachers), you will need to transcribe Blackwell, so I am forwarding your email on to the foreign rights department and commissioning editor there. The two people concerned are: Darren Reid and Julie Atwell.

We can be interested in cooperating in the write-up of papers if the material is appropriate.

With kind regards

Sally

From: Lidia Ivanović [I.kalidja@gmail.com](mailto:I.kalidja@gmail.com)  
Sent: 06 May 2014 11:35  
To: Sally McElroy  
Subject: FW: PhD student want to use INPP Developmental Screening test

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- 1. The Tandem Walk ( )
- 2. Fog test ( )

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1. (The Tansley Standard Figures)
2. (Bender Visual Motor Gestalt Test)

### 3.1

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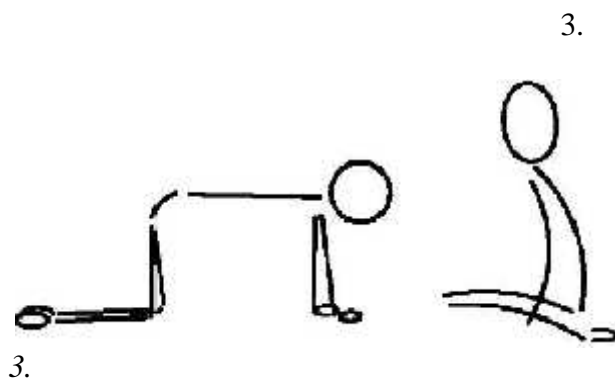


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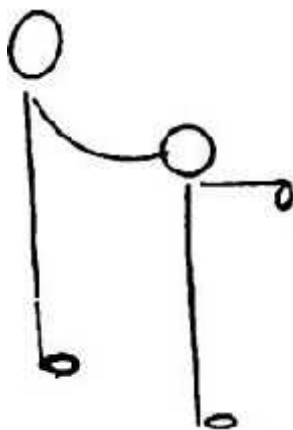
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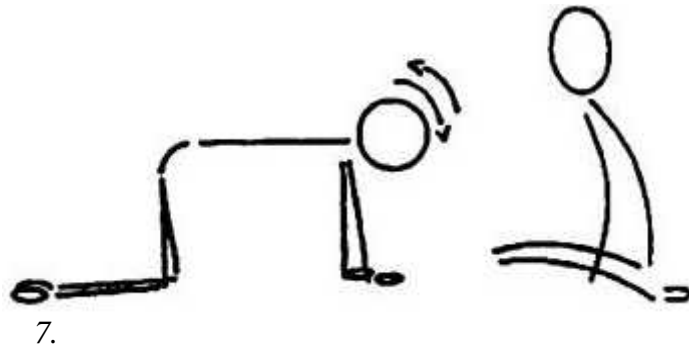
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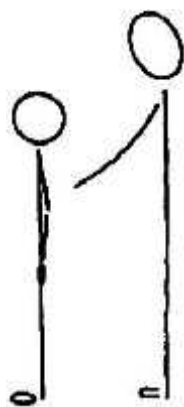
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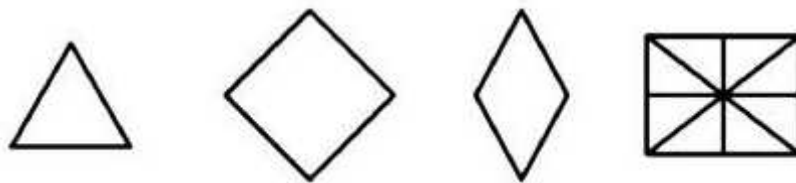
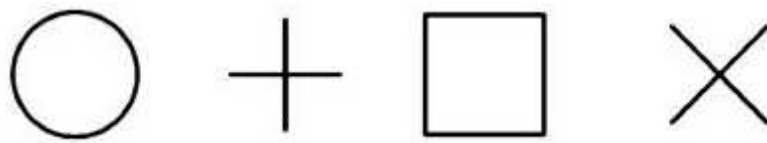
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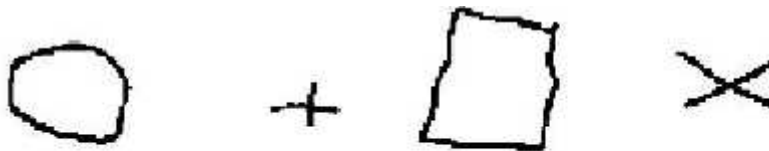
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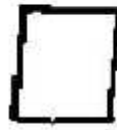
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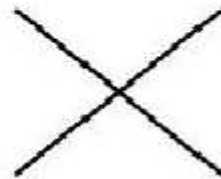
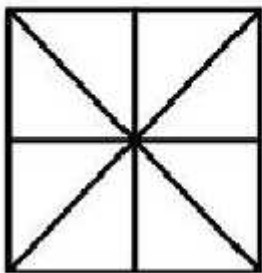
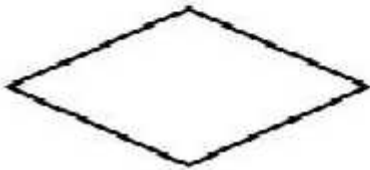
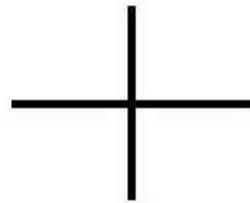
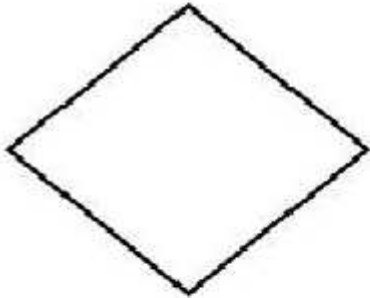
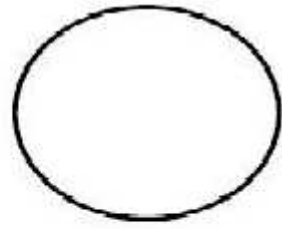
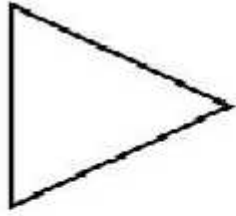
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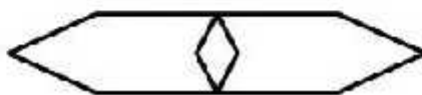
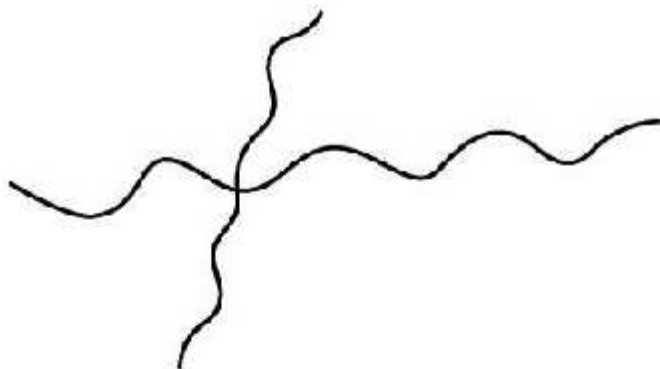
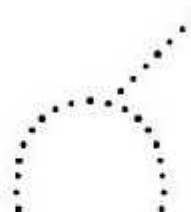
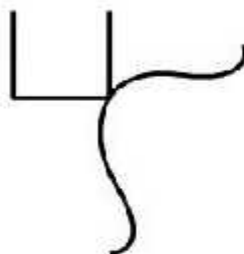
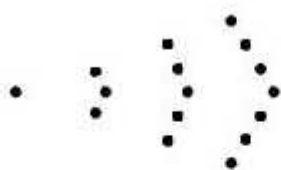
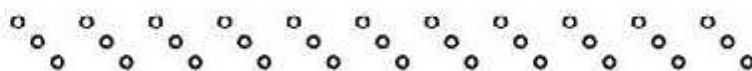
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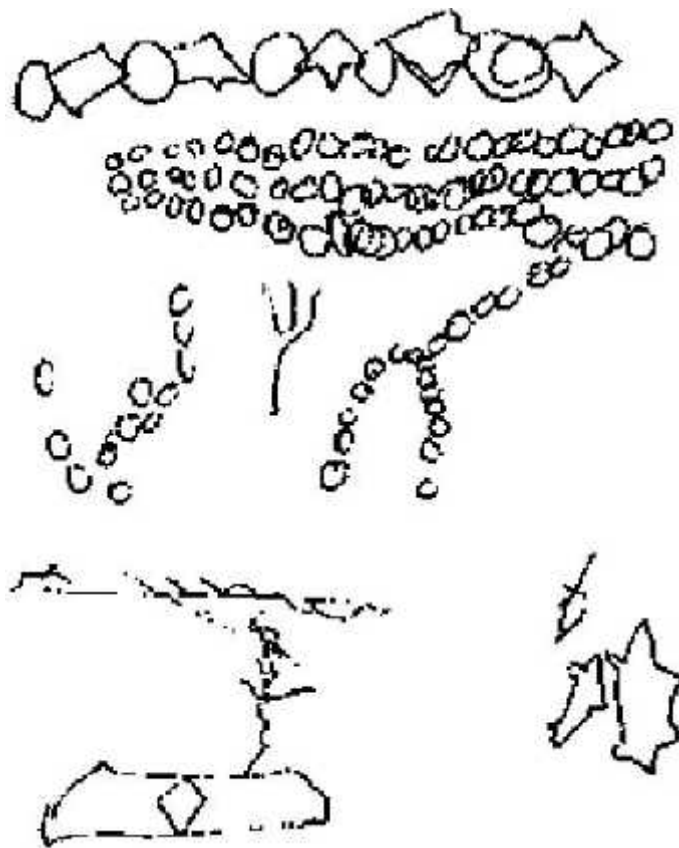
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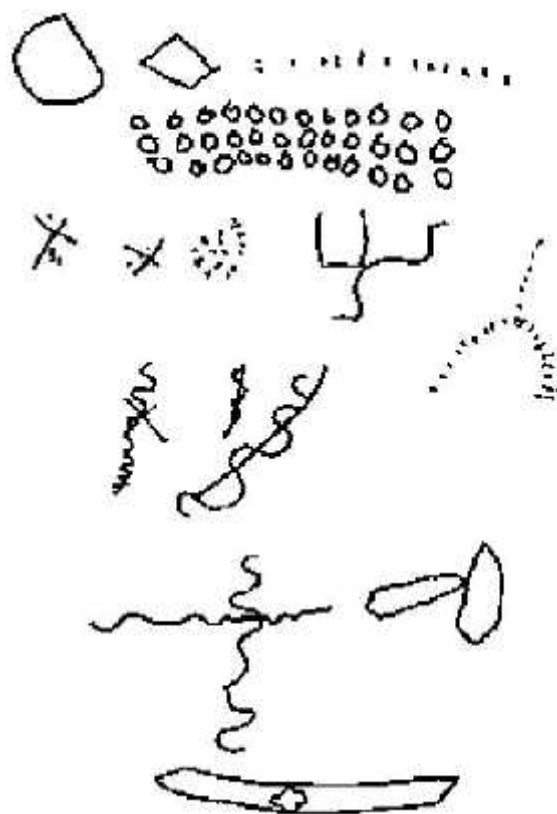
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 .  
 7-1=\_\_\_\_; 5-2=\_\_\_\_; 12-4=\_\_\_\_; 16-6=\_\_\_\_; 18-15=\_\_\_\_; 25-9=\_\_\_\_  
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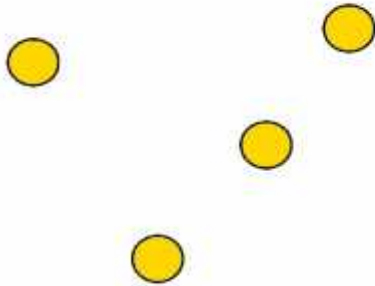
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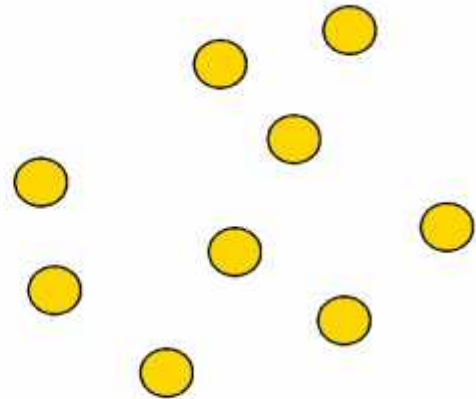
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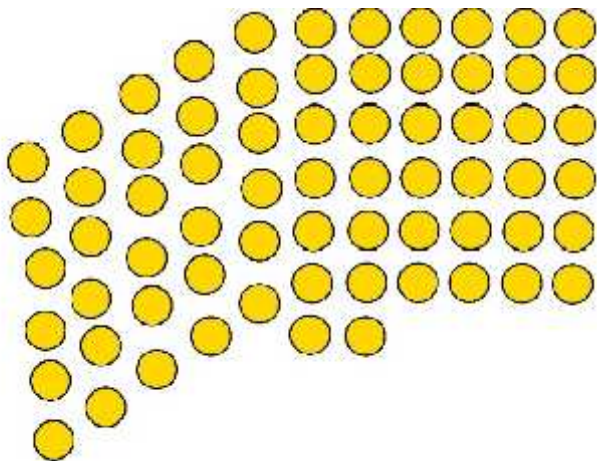
: 3-5 : 1



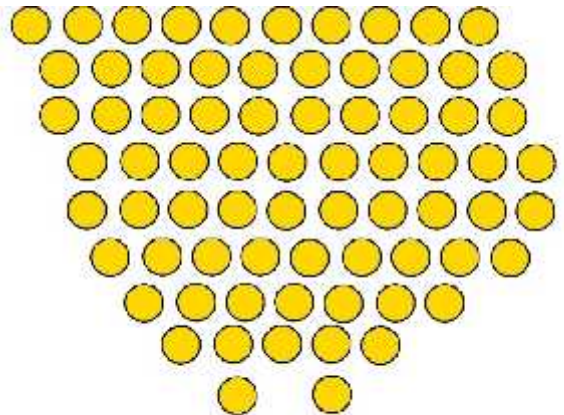
: 7-11 : 2



: 30-90 : 5



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## Upitnik snaga i teškoća (SDQ-Srp)

U 4-17

Molim označite u kvadratiću za svako pojedino pitanje dali je odgovor Netačan, Donekle tačan ili Potpuno tačan. Pomoglo bi nam da odgovorite što bolje možete na sva pitanja, čak i ako niste potpuno sigurni ili Vam se čini da pitanje nema smisla. Molimo da odgovorite na osnovu ponašanja deteta tokom poslednjih šest meseci ili tokom ove školske godine.

Ime deteta .....

Muško/Žensko

Datum rođenja .....

	Netačno	Donekle tačno	Potpuno tačno
Ima obzira prema osećanjima drugih	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemirno, preterano aktivno, ne može dugo da ostane mirno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Često se žali na glavobolju, bolove u stomaku ili mučninu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spremno deli sa drugom decom (slatkiše, igračke, olovke, itd.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Često ima nastupe besa ili razdražljivosti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pretežno je usamljeno, teži da se igra samo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obično je poslušno, i čini ono što odrasli traže	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ima puno briga i često izgleda zabrinuto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hoće da pomogne ako je neko povređen, uznemiren ili se oseća bolesnim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stalno se vrpolti i meškolji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ima bar jednog dobrog prijatelja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Često se tuče sa drugom decom ili ih maltretira	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Često je nesrećno, potišteno ili plačljivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Druga deca ga uglavnom vole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lako biva rastrojeno, koncentracija mu varira	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervozno je ili nesamostalno u novim situacijama, lako gubi samopouzdanje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pažljivo je prema mlađoj deci	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Često laže ili podvaljuje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Druga deca ga zadirkuju ili maltretiraju	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Često dobrovoljno pomaže drugima (roditeljima, učiteljima, drugoj deci)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Razmisli pre nego što nešto uradi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Krade kod kuće, u školi ili drugde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slaže se bolje sa odraslima nego sa drugom decom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ima puno strahova, lako se uplaši	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovršava zadatak do kraja, ima dobar opseg pažnje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Imate li još nekih komentara ili briga?

Molim vas okrenite - ima još nekoliko pitanja na drugoj strani

Da li mislite da dete ima teškoće u jednoj ili više narednih oblasti: emocije, koncentracija, ponašanje ili sposobnost za slaganje sa drugim ljudima?

Nema teškoća	Da, ima manjih teškoća	Da, ima teškoća	Da, ima ozbiljne teškoće
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ako je odgovor "Da", odgovorite na sledeća pitanja o tim teškoćama:

- Koliko dugo su te teškoće prisutne?

Manje od 1 meseca	1-5 meseci	6-12 meseci	Više od godinu dana
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Da li te teškoće zabrinjavaju ili uznemiruju dete?

Ni malo	Sasvim malo	Prilično	Jako
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Da li te teškoće utiču na detetov svakodnevni život u sledećim oblastima?

	Ni malo	Sasvim malo	Prilično	Jako
PRIJATELJSTVA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UČENJE U ŠKOLI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Da li te teškoće opterećuju vas ili razred kao celinu?

Ni malo	Sasvim malo	Prilično	Jako
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Potpis .....

Datum .....

Učitelj/vaspitač/razredni starešina/netko drugi (molim posebno navedite):

**Hvala na saradnji**

© Robert Goodman, 2005

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