

A supportive tool for children experiencing challenges

Subscale	Item	Feature of child	Evaluation based on childcare professional	Yes ○	Underlying factor Yes ○, Strength checking			
1	Response to sound (hearing)		Can't hear the sound and does not turn around.		A: Children B: Interaction C: Surrouding enviroment			
		①No response to sound or voice	Can't respond to the loud sounds, such as turning to the sound direction, making the body startle, or being surprised.					
			There is definitely no reaction such as turning around to sound stimulation					
			When someone talks there is no sign of response and interest.					
		②Not interested in sound or voice	Can hear but don't want to respond because of anxiety and tension.					
			I can hear it, but I'm crazy about what I'm doing and don't realize					
		③Blocking ears to the sound or voice	Becomes insecure and acts nervously to the sound and voices.					
		④others	(Free writing)					
			① Resistant to touching people and things			Sensitive / insensitive to touch		

Sensory	2 Response to skin contact (sense of touch)	②Resistant to being touched by people or things	Sensitive and insensitive to be touched		A: Children	
		③Insensitive to warm and cold	Can't feel the temperature of the bath or the temperature of the drinks		B: Interaction	
		④others	(Free writing)		C: Surrounding environment	
	3 Response to vision (visual)	①Does not respond to seeing or slow response	Infancy	Does not look at large objects.		A: Children B: Interaction C: Surrounding environment
				Does not try to reach the objects in front.		
			Early childhood	The movement of the eyeball is unnatural		
				When looking at things, look sideways or tilt face to see		
				When looking at things, gets squint or get extremely close		
				It seems that it is difficult to distinguish colors		
				There is a sense of discomfort in the eyes and movement of the eyes		

	② Sensitive or slow response to light	Extremely dislike light		
		Blinks when illuminated brightly		
	③ The line of sight does not match or does not try to match	The line of sight does not match		
		Doesn't try to make eye contact		
	④ others	(Free writing)		
4 Response to odor (smell)	① Sensitive to odor or slow to respond	Frequent complaints		A: Children
		Does not respond to odors that people dislike		B: Interaction C: Surrounding environment
	② others	(Free writing)		
5 Response to taste (smell)	(Refer to no.11 "Food Interest")			A: Children B: Interaction C: Surrounding environment
		Awkward movement		

6 Exercise / posture bias (proprioception)	①There is a bias in bending and stretching of joints	Clumsy		A: Children B: Interaction C: Surrounding environment
		Behavior is sloppy		
		Handle things roughly		
	②There is a bias in posture	Easy to fall		
		Lie down immediately		
		can't walk straight		
②others	(Free writing)			
7 Physical Development	①Physical development problem	Infants with physical growth values (percentile curves) weighing less than 5% and above 95%	A: Children B: Interaction C: Surrounding Environment	
	②Unbalanced physical development	Infants with physical growth values (percentile curves) weighing less than 10% and above 90%	A: Children B: Interaction C: Surrounding Environment	
	③Obese or thin	Kaup's index is over 18 or less than 14	A: Children B: Interaction C: Surrounding Environment	

Physical Development	④Others	(Free description)	A: Children B: Interaction C: Surrounding Environment
	①Do you have a physical disability	There are diseases such as bone joints, nerves, and muscles (which affect motor function)	A: Children B: Interaction C: Surrounding Environment
		Upper limbs / lower limbs / trunk dysfunction, involuntary movements and ataxia, hemiplegia, quadriplegia, etc.	A: Children B: Interaction C: Surrounding Environment
		There are physical disabilities (visual, auditory, language, internal disabilities), intellectual disabilities, developmental disabilities, and mental disabilities that overlap with the above.	A: Children B: Interaction C: Surrounding Environment
	②Do you have a visual disorder	It seems that there is invisibility or difficulty to see	A: Children B: Interaction C: Surrounding Environment
	③Do you have a hearing disorder	Can't hear it, it seems hard to hear	A: Children B: Interaction C: Surrounding Environment
		There is language delay due to inaudibility and difficulty in hearing, communication problems, and information problems.	A: Children B: Interaction C: Surrounding Environment
	④Do you have an internal illness	Cardiac / renal / respiratory function, rectal function, small intestine function, Immune dysfunction	A: Children B: Interaction C: Surrounding Environment
	8 Physical illness	Frequent visits to the bathroom hinder my life and play	A: Children B: Interaction C: Surrounding Environment
		⑤Night urination	I often go to the bathroom about every hour
There is night urination that is not suitable for age (including during nap)		A: Children B: Interaction C: Surrounding Environment	

	⑥ Diagnosed with epilepsy.		Have had a seizure	A: Children B: Interaction C: Surrounding Environment
	⑦ Convulsions	When there is no heat	May cause convulsions when crying hard	A: Children B: Interaction C: Surrounding Environment
	⑧ Do you have had febrile seizures	When hot	Have had more than one or more seizures in a few hours	A: Children B: Interaction C: Surrounding Environment
	⑨ Others	(Free description)		A: Children B: Interaction C: Surrounding Environment
9 Allergies	① Food allergies	Elimination / replacement diet is required		A: Children B: Interaction C: Surrounding Environment
		It is necessary to deal with EpiPen and antiallergic drugs		A: Children B: Interaction C: Surrounding Environment
	(Free description of allergens)		A: Children B: Interaction C: Surrounding Environment	
	② Bronchial asthma	Have had a seizure		A: Children B: Interaction C: Surrounding Environment
		Taking medicine (oral / inhalation)		A: Children B: Interaction C: Surrounding Environment
	③ Atopic dermatitis	Skin irritation or dryness		A: Children B: Interaction C: Surrounding Environment
I have a strong itch on a daily basis		A: Children B: Interaction C: Surrounding Environment		

Living support		Topical and internal medicines are required	A: Children B: Interaction C: Surranding Environment	
	④Allergic rhinitis	Nasal congestion and runny nose. Needs oral medication or treatment	A: Children B: Interaction C: Surranding Environment	
	⑤Other allergies (drugs, substances, air sunlight, etc.)	(Free description for details)	A: Children B: Interaction C: Surranding Environment	
	⑥Anaphylactic shock	(Free description of the cause)	A: Children B: Interaction C: Surranding Environment	
	⑦Others	(Free description)	A: Children B: Interaction C: Surranding Environment	
	10 Extreme habit	①Finger sucking	Continues sucking fingers until early childhood	A: Children B: Interaction C: Surranding Environment
		②Nail Biting	Chew so that the white parts of the fingernails and toenails disappear	A: Children B: Interaction C: Surranding Environment
		③Masturbation	Touching of genitals or stimulation with objects	A: Children B: Interaction C: Surranding Environment
		④Tic	Extreme tics can be seen	A: Children B: Interaction C: Surranding Environment
		⑤Others	(Free description)	A: Children B: Interaction C: Surranding Environment
		Extremely overeating (always hungry)	A: Children B: Interaction C: Surranding Environment	

11 Interest in food	①Extreme interest in food	Eating of the ground	A: Children B: Interaction C: Surranding Environment
		Taakes friends meal	A: Children B: Interaction C: Surranding Environment
	②Extreme lack of interest in food	Eating less	A: Children B: Interaction C: Surranding Environment
		Hungry but don't try to eat	A: Children B: Interaction C: Surranding Environment
	③There is unevenness in food	Eating unevenness (sometimes eating and sometimes not eating, including time and place)	A: Children B: Interaction C: Surranding Environment
		There is an extremely unbalanced diet (only eat the same food: white rice, food from the same manufacturer, etc.)	A: Children B: Interaction C: Surranding Environment
	④Pica	Put things that are not food into mouth to eat	A: Children B: Interaction C: Surranding Environment
⑤Others	(Free description)	A: Children B: Interaction C: Surranding Environment	
12 Delays in lifestyle	①Meals	(Free description)	A: Children B: Interaction C: Surranding Environment
	②Excretion	(Free description)	A: Children B: Interaction C: Surranding Environment
	③Sleep	(Free description)	A: Children B: Interaction C: Surranding Environment

habits expected by age	④putting on and taking off	(Free description)	A: Children B: Interaction C: Surranding Environment
	⑤cleanliness	(Free description)	A: Children B: Interaction C: Surranding Environment
	⑥Others	(Free description)	A: Children B: Interaction C: Surranding Environment
13	①Interested in something close to me	Rest assured that you can put or touch your favorite things close to you	A: Children B: Interaction C: Surranding Environment
		Always touching a part of your body, such as your earlobe, will calm you down	A: Children B: Interaction C: Surranding Environment
		Be obsessed with or enthusiastic about something specific	A: Children B: Interaction C: Surranding Environment
		There are things I like and dislike extremely	A: Children B: Interaction C: Surranding Environment
		Interested in shiny things such as running water	A: Children B: Interaction C: Surranding Environment
	②Interested in arranging things properly	Prefer to line up straight, such as building blocks and stickers	A: Children B: Interaction C: Surranding Environment
	③Interested in order	Strong commitment to No. 1	A: Children B: Interaction C: Surranding Environment
		Be sure to follow a fixed route, such as on a school road	A: Children B: Interaction C: Surranding Environment

Commitment		Show excessive resistance to changes in daily routines and habits	A: Children B: Interaction C: Surrounding Environment
	④Interested in space / place	Play calmly if it's your favorite place	A: Children B: Interaction C: Surrounding Environment
		Calm down by putting things in the designated place	A: Children B: Interaction C: Surrounding Environment
	⑤Repeat the same behavior often (stereotyped behavior)	Patterned behaviors such as fluttering and spinning are conspicuous	A: Children B: Interaction C: Surrounding Environment
	⑥Stick to action	Stick to specific customs and rituals	A: Children B: Interaction C: Surrounding Environment
	⑦Extremely dislikes dirt	Extremely dislikes getting dirty	A: Children B: Interaction C: Surrounding Environment
	⑧Care about the details	I care about very small things, injuries, scratches and other details	A: Children B: Interaction C: Surrounding Environment
	⑨Others	(Free description)	A: Children B: Interaction C: Surrounding Environment
		Make inadvertent mistakes when playing	A: Children B: Interaction C: Surrounding Environment
		Difficult to stay focused on play activities	A: Children B: Interaction C: Surrounding Environment
	Talking face to face, but showing lack of interest	A: Children B: Interaction C: Surrounding Environment	

① Have careless behavioral characteristics

You can't follow the instructions, or you can't get the job done	A: Children B: Interaction C: Surranding Environment
Difficulting in taking orders and completing activies	A: Children B: Interaction C: Surranding Environment
Avoid, dislike, or reluctantly work on tasks that require you to focus and work hard	A: Children B: Interaction C: Surranding Environment
Lost things necessary for tasks and activities, and many things left behind	A: Children B: Interaction C: Surranding Environment
Distracted by external stimuli (easy to distract)	A: Children B: Interaction C: Surranding Environment
Forgetful in daily activities	A: Children B: Interaction C: Surranding Environment
I regret it, but forget it and immediately repeat the same mistake	A: Children B: Interaction C: Surranding Environment
I'm not good at cleaning up	A: Children B: Interaction C: Surranding Environment
Sensitive to changes in the environment (sound, light, etc.)	A: Children B: Interaction C: Surranding Environment
(Free description)	A: Children B: Interaction C: Surranding Environment
Move your limbs fidgetingly, or even when you are seated	A: Children B: Interaction C: Surranding Environment

14. Careless
, hyperactive
, impulsive

② Has dynamic
behavioral
characteristics

I leave my seat during activities or when I have to sit down	A: Children B: Interaction C: Surranding Environment
Run around or climb high places	A: Children B: Interaction C: Surranding Environment
I can't play quietly	A: Children B: Interaction C: Surranding Environment
Talk too much	A: Children B: Interaction C: Surranding Environment
It works well, unintentionally	A: Children B: Interaction C: Surranding Environment
You can rattle your chair or sit for a short time	A: Children B: Interaction C: Surranding Environment
Get out of the nursery room and go to the garden to look for small animals	A: Children B: Interaction C: Surranding Environment
More movement when taken out than in the home	A: Children B: Interaction C: Surranding Environment
(Free description)	A: Children B: Interaction C: Surranding Environment
Say what you came up with before the question was over	A: Children B: Interaction C: Surranding Environment
Difficult to wait for turn	A: Children B: Interaction C: Surranding Environment

Group adaptatio n	③ Has impulsive behavioral characteristics	Block or interfere with what your friends are doing	A: Children B: Interaction C: Surranding Environment	
		Difficult to work with friends	A: Children B: Interaction C: Surranding Environment	
		I'm not standing still. Or act to be driven by something	A: Children B: Interaction C: Surranding Environment	
		Interrupt other people's conversations and play	A: Children B: Interaction C: Surranding Environment	
	④ Others	(Free description)	A: Children B: Interaction C: Surranding Environment	
	15.Tantrum	① Easy to cause short temper and tantrum	Express your feelings by getting angry	A: Children B: Interaction C: Surranding Environment
			When you don't like it, you can see behavior that makes you bend over.	A: Children B: Interaction C: Surranding Environment
			Frustrated as soon as there are difficulties	A: Children B: Interaction C: Surranding Environment
			Get angry or cry as soon as you are warned or pointed out a mistake	A: Children B: Interaction C: Surranding Environment
			Get angry with negative words like "I can't" or "I don't need me"	A: Children B: Interaction C: Surranding Environment
		You can see things like getting excited by trivial things, lying on the floor and crying, violently, destroying equipment, etc.	A: Children B: Interaction C: Surranding Environment	

② Panic when you are prohibited from doing what you want to do	It gets confused when the environment changes, the schedule changes, or it is not the usual way.	A: Children B: Interaction C: Surranding Environment
	I can't control my emotions when I lose in group play/cant control emotions after losing	A: Children B: Interaction C: Surranding Environment
③ Other	(Free description)	A: Children B: Interaction C: Surranding Environment
	From about 3 months old to infancy, don't smile even if you are struck by a guardian	A: Children B: Interaction C: Surranding Environment
	Not interested in people or friends	A: Children B: Interaction C: Surranding Environment
	I don't have good friends	A: Children B: Interaction C: Surranding Environment
	I mainly like the bottom of the desk and the corner of the room indoors and play alone	A: Children B: Interaction C: Surranding Environment
	I'm near my friend, but I'm playing alone	A: Children B: Interaction C: Surranding Environment
	I'm not good at making friends	A: Children B: Interaction C: Surranding Environment
	I want to get along with my friends, but I can't make good friends	A: Children B: Interaction C: Surranding Environment
	I talk about various things, but I do not understand the situation at that time and the feelings and position of the other person	A: Children B: Interaction C: Surranding Environment

16. Interpersonal relations

① I have no interest in my friends or people. Or get involved in an extreme way

I can't read my friend's facial expressions	A: Children B: Interaction C: Surrounding Environment
You can get along well with adults, but problems occur when you become children	A: Children B: Interaction C: Surrounding Environment
Do not voluntarily ask for fun, interest, or sharing what you have achieved with others (do not show, bring, point)	A: Children B: Interaction C: Surrounding Environment
Sometimes I use violence or violent words with my friends	A: Children B: Interaction C: Surrounding Environment
Even if people around you are confused, I will say it without consideration	A: Children B: Interaction C: Surrounding Environment
Throw things as soon as you have something you don't like	A: Children B: Interaction C: Surrounding Environment
Monopolize adults (childcare professionals / guardians)	A: Children B: Interaction C: Surrounding Environment
No shyness, anyone can enjoy	A: Children B: Interaction C: Surrounding Environment
When playing ball games and games, I can't think of cooperating with my friends	A: Children B: Interaction C: Surrounding Environment
Movements and gestures can be clumsy and awkward.	A: Children B: Interaction C: Surrounding Environment
May be bullied by friends	A: Children B: Interaction C: Surrounding Environment

② Have behavioral characteristics for people	I'm grown up. No	A: Children B: Interaction C: Surranding Environment
	Other children are interested in things that they are not interested in, and have "my own knowledge and world"	A: Children B: Interaction C: Surranding Environment
	I have accumulated knowledge in a specific field, but it is a rote memorization and I do not understand the meaning properly	A: Children B: Interaction C: Surranding Environment
	Even if you say words or sarcasms that have implications, you may not understand them and accept them as they are.	A: Children B: Interaction C: Surranding Environment
	The way of conversation is formal, and sometimes there is no intonation and there is no break in the conversation.	A: Children B: Interaction C: Surranding Environment
	Combine words to create coined words that only you can understand	A: Children B: Interaction C: Surranding Environment
	Speak out regardless of the scene, even if you have no purpose to tell someone (squealing lips, clearing throat, screaming, screaming, etc.)	A: Children B: Interaction C: Surranding Environment
	Poor empathy	A: Children B: Interaction C: Surranding Environment
	Poor common sense (I don't know the routine behavior. I don't know the danger)	A: Children B: Interaction C: Surranding Environment
	May have a special look	A: Children B: Interaction C: Surranding Environment
	Sometimes speak in unique voice	A: Children B: Interaction C: Surranding Environment

			Interpersonal technology development is slow	A: Children B: Interaction C: Surranding Environment
	③ Others		(Free description)	A: Children B: Interaction C: Surranding Environment
Exercise support	17 Gross motor	①Gross motor development is slow (Excludes "NO.6 Proprioception of Movement/Posture Bias")	Unnatural crawling	A: Children B: Interaction C: Surranding Environment
			Walk very slowly	A: Children B: Interaction C: Surranding Environment
			Frequent injuries and falls	A: Children B: Interaction C: Surranding Environment
			Low muscle tone (Maintaining posture, following in front, difficult to jump)	A: Children B: Interaction C: Surranding Environment
			High muscle tone (Have difficulty sitting in the gym and triangle. Have difficulty touching the sole when sitting on the chair. Have difficulty sitting upright)	A: Children B: Interaction C: Surranding Environment
			Slow running ability	A: Children B: Interaction C: Surranding Environment
			Slow development of coordination with devices (dribbling, rope jumping, bicycle, tricycle, ball kicking, etc.)	A: Children B: Interaction C: Surranding Environment
			Gross motor development is slow	A: Children B: Interaction C: Surranding Environment
	②Others		(Free description)	A: Children B: Interaction C: Surranding Environment

18 Fine motor	①Fine motor development slow (Excludes "NO.6 Proprioception of Movement/Posture Bias")	Can't use fingers well such as gripping and pinching	A: Children B: Interaction C: Surranding Environment
		Be clumsy with hands	A: Children B: Interaction C: Surranding Environment
		Bad at drawing or writing (considering his/her age)	A: Children B: Interaction C: Surranding Environment
		Inability to move the tongue or jaw well to produce voice or sound	A: Children B: Interaction C: Surranding Environment
		Poor coordination of eyes and hands, hands and movements	A: Children B: Interaction C: Surranding Environment
		Fine motor develops slowly	A: Children B: Interaction C: Surranding Environment
	②Others	(Free description)	A: Children B: Interaction C: Surranding Environment
	①Difficulty to speak	Can't use finger to point things to communicate	A: Children B: Interaction C: Surranding Environment
		The word collection of the same category does not come out smoothly	A: Children B: Interaction C: Surranding Environment
		Difficulty playing the syllables game (What if I take out "Nu" from "Tanuki"?)	A: Children B: Interaction C: Surranding Environment
		Difficulty recalling syllables (What was the first sound of the camel?)	A: Children B: Interaction C: Surranding Environment

19 Expressive power of words	①Difficulty to speak	Difficulty remembering words that begin with a specific sound (try saying many words that begin with “a”)	A: Children B: Interaction C: Surranding Environment
		Stuttering	A: Children B: Interaction C: Surranding Environment
		Slurred in pronunciation	A: Children B: Interaction C: Surranding Environment
		Mutism/Selective mutism	A: Children B: Interaction C: Surranding Environment
	②Others	(Free description)	A: Children B: Interaction C: Surranding Environment
	①Have difficulty understanding the meaning and content of words	Can't understand one's own name	A: Children B: Interaction C: Surranding Environment
		Can't understand the purpose of verbal instruction	A: Children B: Interaction C: Surranding Environment
		Can't understand the other person's words	A: Children B: Interaction C: Surranding Environment
	②Difficulty to use words	The meaning of a word may be mistaken	A: Children B: Interaction C: Surranding Environment
		Use unnatural language (without conjunctions)	A: Children B: Interaction C: Surranding Environment
		Have trouble expressing oneself in words	A: Children B: Interaction C: Surranding Environment

Communication

20
Understanding of words

③Have difficulty thinking and communicating things	Have difficulty communicating verbally	A: Children B: Interaction C: Surranding Environment
	Sometimes he/ she can talk, but he/she doesn't understand the word	A: Children B: Interaction C: Surranding Environment
	Difficulty to think about the use of words	A: Children B: Interaction C: Surranding Environment
	Can't express oneself well	A: Children B: Interaction C: Surranding Environment
④Understand the concept of numbers ("The Power to Learn" reprinted)	Difficulty understanding many, few, and so on (same)	A: Children B: Interaction C: Surranding Environment
	Difficulty to understand long, short, etc. (same)	A: Children B: Interaction C: Surranding Environment
	Can't play with dice	A: Children B: Interaction C: Surranding Environment
	Can't count up to 10	A: Children B: Interaction C: Surranding Environment
	Can't check the number of people in the group and distribute things	A: Children B: Interaction C: Surranding Environment
	Have difficulty understanding the time	A: Children B: Interaction C: Surranding Environment
	Difficulty to compare in weight or bulk	A: Children B: Interaction C: Surranding Environment

⑤Difficulty guessing and deducing ("The Power to Learn")	Difficulty copying shapes such as circles and diamonds	A: Children B: Interaction C: Surranding Environment	
	Can't understand the win or lose in finger-guessing game	A: Children B: Interaction C: Surranding Environment	
	Have difficulty to connect to the next word in word solitaire game	A: Children B: Interaction C: Surranding Environment	
	Jump to conclusions	A: Children B: Interaction C: Surranding Environment	
	⑥Have slow language development	Have slow language development	A: Children B: Interaction C: Surranding Environment
	②Others	(Free description)	A: Children B: Interaction C: Surranding Environment
	①Listening	There is a mistake in hearing the sound.	A: Children B: Interaction C: Surranding Environment
Identifying the different components of sound in a multisyllabic word is difficult		A: Children B: Interaction C: Surranding Environment	
Tend to be distracted by small noises		A: Children B: Interaction C: Surranding Environment	
May not be listening to the other person		A: Children B: Interaction C: Surranding Environment	
Misunderstand even simple content or questions		A: Children B: Interaction C: Surranding Environment	

① Listening

May miss the multiple instructions	A: Children B: Interaction C: Surranding Environment
Can't hear the instructions	A: Children B: Interaction C: Surranding Environment
It can be understood if it is spoken from near (individual), but it is difficult to understand if it is spoken from far (group).	A: Children B: Interaction C: Surranding Environment
Immediately forget what was said	A: Children B: Interaction C: Surranding Environment
Difficulty understanding rapid speech	A: Children B: Interaction C: Surranding Environment
Very rapid speech is hard	A: Children B: Interaction C: Surranding Environment
Hard-to-Pronounce Words	A: Children B: Interaction C: Surranding Environment
Sound particularly difficult to pronounce	A: Children B: Interaction C: Surranding Environment
It may take a long time to recall a word, or it may get stuck in a word	A: Children B: Interaction C: Surranding Environment
uses a limited vocabulary to express the concepts	A: Children B: Interaction C: Surranding Environment
Confusing how to use the verb tenses	A: Children B: Interaction C: Surranding Environment

② Speaking

Learning Support

21 Learning ability

③Reading

Use demonstratives instead of clear words. (A lot of "this", "that", etc.)	A: Children B: Interaction C: Surranding Environment
Lists of words, short sentences that are poor in content. (" do ", "paper", "toilet")	A: Children B: Interaction C: Surranding Environment
Difficult to tell a coherent story, such as telling a story that came to mind	A: Children B: Interaction C: Surranding Environment
Difficult to convey the content in an easy-to-understand way	A: Children B: Interaction C: Surranding Environment
Cannot tell the difference between similar characters, such as "ha" and "ho" and "a" and "o".	A: Children B: Interaction C: Surranding Environment
Reading Without Words book	A: Children B: Interaction C: Surranding Environment
Difficulty memorizing sight words	A: Children B: Interaction C: Surranding Environment
Difficulty learning to read	A: Children B: Interaction C: Surranding Environment
Without interested in reading letters	A: Children B: Interaction C: Surranding Environment
Read word without letters (such as "shikai" to "shika")	A: Children B: Interaction C: Surranding Environment
Add letters and read ("sensei" to "senseii", etc.) Add some letters in the word to read	A: Children B: Interaction C: Surranding Environment

	Misread the order of letters (such as "tomawari" to "towamari")	A: Children B: Interaction C: Surranding Environment
	Read letters confusedly (such as "Niguruma" to "nijimaru")	A: Children B: Interaction C: Surranding Environment
	When reading words, confuse words with similar pronunciations (for example, "risu" to "isu")	A: Children B: Interaction C: Surranding Environment
④ Writing	Can't draw a straight line	A: Children B: Interaction C: Surranding Environment
	The start and end of the drawn circle are separate	A: Children B: Interaction C: Surranding Environment
	Can't write a name in hiragana	A: Children B: Interaction C: Surranding Environment
	Deviate tracing writing is large	A: Children B: Interaction C: Surranding Environment
	There is a lot of unpainted part or it sticks out greatly due to coloring	A: Children B: Interaction C: Surranding Environment
	Write one letter less (such as "shikai" to "shika") miss a letter in word	A: Children B: Interaction C: Surranding Environment
	Add letters and write (such as "sensei" to "senseii")	A: Children B: Interaction C: Surranding Environment

(滋賀県総合教育センターHP参照)		Misread the order of letters ("yawarakai" to "yarawakai", etc.)	A: Children B: Interaction C: Surranding Environment
		Can write by looking at the model, but make a mistake by listening to the sound	A: Children B: Interaction C: Surranding Environment
		Write letters in a unique way	A: Children B: Interaction C: Surranding Environment
	⑤Ability to understand the concept of numbers	The "Language Understanding Reference" mentioned above	A: Children B: Interaction C: Surranding Environment
	⑥Reasoning ability	The "Language Understanding Reference" mentioned above	A: Children B: Interaction C: Surranding Environment
	⑦other	(Free description)	A: Children B: Interaction C: Surranding Environment
		The child's facial expressions and reactions are poor and there are few smiles	A: Children B: Interaction C: Surranding Environment
		Poor weight gain in the child without any special illness	A: Children B: Interaction C: Surranding Environment
		The child is always in a filthy state	A: Children B: Interaction C: Surranding Environment
		The child makes a frightened cry	A: Children B: Interaction C: Surranding Environment

①The child has signs of
suspected abuse/
poverty/ domestic
violence

The child has unnatural burns, cigarette burns, etc.	A: Children B: Interaction C: Surranding Environment
Occasionally the child's level of consciousness declines	A: Children B: Interaction C: Surranding Environment
The child has not been vaccinated or examined (Vaccination record check)	A: Children B: Interaction C: Surranding Environment
The child's facial expression is negative	A: Children B: Interaction C: Surranding Environment
The child is not well involved with other children or childcare professions	A: Children B: Interaction C: Surranding Environment
The child has severe tantrums	A: Children B: Interaction C: Surranding Environment
The child is violent against other children	A: Children B: Interaction C: Surranding Environment
The child is slow in language development	A: Children B: Interaction C: Surranding Environment
The child has unnatural burns, frequent burns, cigarette burns, etc.	A: Children B: Interaction C: Surranding Environment
Poor increase in height and weight of the child	A: Children B: Interaction C: Surranding Environment

Abuse /
Poverty /
Domestic
Violence

Violence

The child's clothes and body are unclean	A: Children B: Interaction C: Surranding Environment
The child does not have a basic lifestyle	A: Children B: Interaction C: Surranding Environment
There are behaviors such as children eating stubbornly or hiding in people to eat.	A: Children B: Interaction C: Surranding Environment
The child has many cavities	A: Children B: Interaction C: Surranding Environment
The child shows unusual anxiety about taking off their clothes	A: Children B: Interaction C: Surranding Environment
The child is more afraid of physical contact with others	A: Children B: Interaction C: Surranding Environment
Show extreme bias in development	A: Children B: Interaction C: Surranding Environment
The child lives with the guardian who is isolated from the community	A: Children B: Interaction C: Surranding Environment
The child lives with the guardian who has a negative attitude towards their children and others	A: Children B: Interaction C: Surranding Environment
The child lives with the guardian who has no relationship with others	A: Children B: Interaction C: Surranding Environment

(保育教育
環境評価
ツールより)

③Other

The child living with the guardian who is prone to be damaging and aggressive to the opinions of others about their children		A: Children B: Interaction C: Surranding Environment
The child lives with a guardian who has a negative attitude and language towards the child		A: Children B: Interaction C: Surranding Environment
The child lives with the violent and apathetic guardian of the child		A: Children B: Interaction C: Surranding Environment
The young child lives with the guardian who often goes out leaving him behind		A: Children B: Interaction C: Surranding Environment
The child living with parents who say they can't miss		A: Children B: Interaction C: Surranding Environment
Living with parents who are not involved with their children's actives (Neglect)		A: Children B: Interaction C: Surranding Environment
(Free description)		A: Children B: Interaction C: Surranding Environment