

2022-08

# The Effects of Transcranial Direct-Current Stimulation on Motor Learning, Motor Maps, and Functional Networks in Children

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Giuffre, A. (2022). The effects of transcranial direct-current stimulation on motor learning, motor maps, and functional networks in children (Doctoral thesis, University of Calgary, Calgary, Canada). Retrieved from <https://prism.ucalgary.ca>.

<http://hdl.handle.net/1880/115153>

*Downloaded from PRISM Repository, University of Calgary*

## Appendix B: Edinburgh Handedness Questionnaire



SHARED SOFTWARE

Worldwide	Imaging Researcher Directory
	Funding Opportunities
	Scientific Societies
	Manufacturers
	Journals
	Education
	Employment Opportunities
	MRI Safety
	Brain Mapping Links
	UCLA Links
UCLA Neuroimaging Faculty	
Education	
Cognitive Neuroscience Center	
UCLA Brain mapping Center	
MRI Tools	
How To...(Wiki)	
Volunteer Opportunities	
Information for Subjects	

### Handedness Questionnaire

#### Instructions

For each of the activities below, please indicate:

Which hand you prefer for that activity?  
Do you ever use the other hand for the activity?

Which hand do you prefer to use when:	no pref	Do you ever use the other hand?
Writing: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Drawing: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Throwing: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Using Scissors: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Using a Toothbrush: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Using a Knife (without a fork): Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Using a Spoon: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Using a broom (upper hand): Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Striking a Match: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Opening a Box (holding the lid): Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
items below are not on the standard inventory:		
Holding a Computer Mouse: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Using a Key to Unlock a Door: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Holding a Hammer: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Holding a Brush or Comb: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes
Holding a Cup while Drinking: Left <input type="radio"/> <input type="radio"/> <input type="radio"/> Right		<input type="checkbox"/> Yes

Evaluate

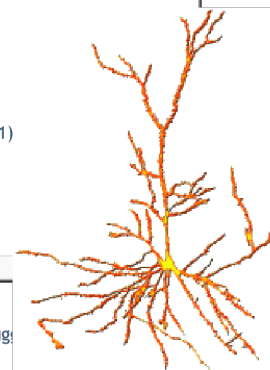
Laterality Index (LI)	Decile
LI = -100	10 <sup>th</sup> left
-100 ≤ LI < -92	9 <sup>th</sup> left
-92 ≤ LI < -90	8 <sup>th</sup> left
-90 ≤ LI < -87	7 <sup>th</sup> left
-87 ≤ LI < -83	6 <sup>th</sup> left
-83 ≤ LI < -76	5 <sup>th</sup> left
-76 ≤ LI < -66	4 <sup>th</sup> left
-66 ≤ LI < -54	3 <sup>d</sup> left
-54 ≤ LI < -42	2 <sup>d</sup> left
-42 ≤ LI < -28	1 <sup>st</sup> left
-28 ≤ LI < 48	Middle
48 ≤ LI < 60	1 <sup>st</sup> right
60 ≤ LI < 68	2 <sup>d</sup> right
68 ≤ LI < 74	3 <sup>d</sup> right
74 ≤ LI < 80	4 <sup>th</sup> right
80 ≤ LI < 84	5 <sup>th</sup> right
84 ≤ LI < 88	6 <sup>th</sup> right
88 ≤ LI < 92	7 <sup>th</sup> right
92 ≤ LI < 95	8 <sup>th</sup> right
95 ≤ LI < 100	9 <sup>th</sup> right
LI = 100	10 <sup>th</sup> right

This handedness questionnaire was adapted from:

Oldfield, R.C. "The assessment and analysis of handedness: the Edinburgh inventory." *Neuropsychologia*. 9(1) 1971.

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FAQ and HELP



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