

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program Studies
DEMOKRITUS UNIVERSITY OF THRACE Department of Hellenic Philology
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NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**A STUDY ON THE VALIDITY OF THE BRUININKS-OSERETSKY TEST OF
MOTOR PROFICIENCY-2 FOR THE ASSESMENT OF MOTOR
DIFFICULTIES IN GREEK POPULATION**

MELA IRINI

POSTGRADUATE
THESIS

SUPERVISOR – COMMITTEE

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Λέξεις κλειδιά: εγκυρότητα, κινητική επιδεξιότητα, πρωτοσχολική ηλικία, εργαλεία αξιολόγησης, μαθησιακές δυσκολίες.

Abstract

The aim of this study was the examination of the validity of the Bruininks-Oseretsky Test of Motor Proficiency-Second Edition (BOT-2; Bruininks & Bruininks, 2005) for assessing motor difficulties in young Greek children. For this purpose, the following criteria were investigated: a) battery internal consistency, b) the association of gender on the children's performance, c) the differentiation of the performance of participants with specific characteristics (learning difficulties, low motor competence level) d) ceiling/floor effect for each item of the battery. Twenty four children 7-8 years old participated in the study. Among them, six had been characterized by the physical education teacher as having average motor competence, whereas, for five children there were indications of learning difficulties. According to the correlation analysis that was conducted, the majority of the individual items scores were significantly associated with the total subtest scores. Concerning gender, the results of the t-tests and the ANCOVAs applied revealed that boys and girls had similar performances, a result that was in accordance with the existing literature. In addition, statistically significant differences were found in specific battery subtests between a) children with average motor competence and those with high motor competence and b) children with and without learning difficulties. Finally, 12 of 53 tests of the battery, showed a ceiling effect. Taking the aforesaid into consideration, it can be concluded that the validity of using the BOT-2 in Greek children 7-8 year-old is sufficiently supported. However, further research with a greater sample is necessary in order to check more validity criteria.

Key words: validity, motor skills, primary school age, assessment tools, learning difficulties.

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