

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**MOTOR DIFFICULTIES SCREENING THROUGH STRENGTH AND
AGILITY ASSESSMENT / COMORBIDITY WITH OTHER LEARNING
DIFFICULTIES**

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POSTGRADUATE
THESIS

SUPERVISORY COMMITTEE

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2. ΦΩΤΕΙΝΗ ΒΕΝΕΤΣΑΝΟΥ

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3. ΖΩΗ ΚΑΡΑΜΠΑΤΖΑΚΗ

ΣΥΝΕΡΓΑΖΟΜΕΝΗ ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

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Abstract

The aim of the present study was to investigate the motor difficulties of children aged eight to nine years old by assessing their strength and agility and to identify the degree of comorbidity of motor difficulties with other learning difficulties. Fifty one children (30 boys and 21 girls), 8-9 year-old, attending a private school in the southern suburbs of Attica, participated in the study. Among them, four had been diagnosed with learning difficulties from Medical Pediatric Centers. Initially, the Physical Education Teacher assessed participants' motor competence and then Speed / Agility and Strength subtests of the BOT-2 (Bruininks & Bruininks, 2005). From the results of the co-variance analysis applied to the total score of the two subtests, it was found that the BMI was not statistically significant with the scores of the participants, while there were no statistically significantly associated differences between the two sexes. Also from the t-tests applied to the total score of the two subtests it was found that the learning difficulties were not statistically significant with either of the two subtests; however, statistically significant difference revealed between the children with a different level of motor competence, a finding confirmed by the multivariate variance analysis applied to the scores of the individual tests. The findings of this study have shown that Speed / Agility and Strength subtests of BOT-2 (Bruininks & Bruininks, 2005) can be applied to detect possible motor difficulties in children aged eight to nine years old.

Key words: developmental coordination disorder, motor coordination, childhood, BOT-2 learning difficulties

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