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Vicky McQuillan University of Liverpool

David Sugden University of Leeds

Mary Chambers University of Leeds

Oral presentation

Abstract

Developmental coordination disorder involves a significant impairment of motor coordination, occurs in both sexes and affects 5% of school children. It can have a detrimental influence on progress at school and participation in leisure and physical activity with the corresponding risk for health and wellbeing.

Children with DCD more often than not have associated characteristics such as difficulties with attention, language, social interaction and specific learning difficulties. Although studies have shown that DCD extends into adulthood, usually with poor outcomes, depending on context, few studies have examined the nature of the interaction of the core motor difficulties with those associated characteristics and effect on outcomes for participation and learning.

This study forms the first stage in an investigation of profiles of children with DCD for motor and associated characteristics over a 20-month period analyzing stability and change. Groups of participants will include those with DCD as a ‘pure’ condition; those with DCD plus associated characteristics and typically developing children using a mixed methodology to compare the profiles. In addition Bronfenbrenner’s Ecological model will be used to examine the nature of the interaction between selected profiles of children and their context in order to help understand the influences on functional outcomes and participation over time.

This paper will discuss the development of the project using current understanding of the nature of DCD, the theoretical underpinnings and some practical implications from collaboration with a community paediatric service.

Workshop questions:

Which characteristics are important to facilitate participation?

Does the nature of DCD change over time?

Contact details:

Vicky McQuillan

School of Health Sciences

University of Liverpool

[Vickym@liv.ac.uk](mailto:Vickym@liv.ac.uk)