**Abstract DCD UK Leeds 2016 ‘From identification to support and intervention’**

Vicky McQuillan1,2, David Sugden1, Mary Chambers1, Ruth Swanwick1.

1School of Education, University of Leeds, LS2 9JT

2School of Health Sciences, University of Liverpool, L69 3GB. vickym@liv.ac.uk

Background:

Children with DCD present a variety of motor impairments and many also have associated characteristics causing difficulties in other domains. This can impact their activity and participation in a number of settings, which can have long-term detrimental effects. A growing body of evidence about the nature of DCD has led to new guidelines on identification and intervention. However, more detail is required about the different profiles of children who present with DCD and whether they progress differently over time.

Aim:

The aim was to investigate the motor and associated characteristics of children with DCD and compare them to the characteristics of typically developing children as they progressed over time. A second aim was to examine the relationship between the characteristics of children with DCD, their context and their experiences of participating in physical activity and everyday activities over time.

Methods:

Thirty-four children attending mainstream school were included in the study (29 boys and 5 girls, aged from 7-14 years).

Their family circumstances were noted and a profile of their motor characteristics, characteristics of their attention, their communication and their IQ was established. The progression of their motor ability was repeatedly measured over two academic years and the children were also questioned about their participation in leisure and physical activity at each assessment.

Results:

The children showed a wide range of variability over time, but four categories of motor and other characteristics emerged, some with changing and some with stable profiles.

Conclusions and implications:

Differences between the four categories related to associated characteristics, family context and preference for participation in physical activity as well as to motor ability. Low motor ability did not necessarily restrict participation and enjoyment in physical activity. Understanding and addressing these differences through intervention may enhance participation in physical activity among children with DCD.