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## Motor skill development in preschool children with mental and developmental disorders – the difference after a one year comprehensive education program

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### Abstract

The aim of this study was to reassess the motor skill performance of preschool children with mental and developmental disorders. The study follows the first part of the study which was completed in 2006 (Samoulidu, 2006). In 2006, significant deficits in motor skills performance were found to exist in these children. There were 5 participants in this study – 4 boys and 1 girl. One participant from the last year's assessment did not participate as he left the special kindergarten during the year. As of February 2007, the participants had completed a one year comprehensive program at the special kindergarten. This program was guided by recommendations made by MABC (Movement Assessment Battery for Children results, Henderson & Sudgen, 1992). Scores presented therein showed that considerable development had taken place in the various areas of motor skill development as assessed by the MABC. This can be attributed in part to the school program. As well as motor skill improvements, the social and behavior patterns of the children also improved which was noted primarily during the qualitative observations. Positive development has taken place as a result of this early intervention. Further guidelines were given in order that this development may continue into the future.

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