

## **CASE STUDY**

Chloe, 8 years

Lack of motor skills  
and self-confidence

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Chloe, 8:6 years

Lack of motor skills and self-confidence

Chloé is in third grade. The consultation was requested on the advice of her teacher and her paediatrician. Her parents describe her as "wobbly since she was a child": she drops objects, falls, bumps and gets dirty more than others.

**History:** Sitting was acquired at 9 months, independent walking at 18 months. The ascent and descent of steps, in alternating steps, was late.

**Autonomy:** Chloe dresses herself, but it takes time.

**Motor learning:** Chloe struggled to ride a bike without stabilisers at around 6 years old. After a whole year of swimming lessons, she still cannot swim. She has difficulty learning choreography in her dance classes.

**Schooling:** Chloe has good learning skills but is hindered by difficulties in manual activities: cutting and pasting, drawing, use of tools such as ruler, compass, etc. Difficulties in writing and keeping her notebooks are noted by her teacher.

**Chloe has no sensory difficulties:** hearing and vision tests are normal.

**The psychological assessment** shows good cognitive skills but low self-esteem.



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### A psychomotor assessment is suggested with the MABC-2

MABC-2 (7-10 years)	MABC-2 Percentile Rank
Total Test Score	0,5
Manual Dexterity	2
MD 1: Placing pegs	5
MD 2: Threading lace	15
MD 3: Drawing trail	5

#### Manual Dexterity

MD 1: She aligns the pegs inaccurately with the holes, does not always use the other hand to hold the box.

MD 2: She threads alternately with her right and left hands. Her movements are exaggerated in bimanual coordination.

MD 3: She struggled to control her line throughout the course and made 2 overtakes.

MABC-2 (7-10 years)	MABC-2 Percentile Rank
Aiming and Catching	2
A&C 1: Catching with two hands	5
A&C 2: Throwing beanbag onto mat	2

#### Aiming and Catching

A&C 1: She lacks the anticipation, postural and gestural adaptation to catch the ball with both hands.

A&C 2: She has difficulty adapting her throw and uses large swinging movements with poor management of her strength.

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MABC-2 (7-10 years)	MABC-2 Percentile Rank
Balance	5
Bal 1: One-board balance	2
Bal 2: Walking heel-to-toe forwards	63
Bal 3: Hopping on mats	2

### Balance

Bal 1: She faces many difficulties in keeping her balance on the board (getting into position and holding on).

Bal 2: She is able to control her movement on the 2nd.

Bal 3: She shows difficulty in the jumping tasks and is unable to perform 5 hops with controlled impulsion (intensity and direction) and balance.

### Conclusion of the MABC-2 assessment

This assessment shows correct gestural praxis skills, correct visuo-constructive skills (graphing and assembly), limited visuo-motor precision skills, difficulties in motor coordination (described in the family and school environment and observed in her MABC-2 results).

Chloe's difficulties are part of a **Developmental Coordination Disorder (DCD)** for which psychomotor care is provided.

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### An accurate picture of motor performance

The MABC-2 provides objective quantitative data on psychomotor skills:

A standard score for each of the three domains is provided as well as a Total Test Score, reflecting the child's overall motor performance. A warning system indicates which area the child is in.

Red zone	Amber zone	Green zone
Significant motor difficulty	The child is "at risk" of having motor difficulty. Careful monitoring suggested	No significant motor difficulty

The qualitative data collected during the examination by the professional enriches this analysis: they indicate how the child performs on each of the 8 tests.

The identification of these perceptual-motor behavioural characteristics, as well as a set of non-motor factors likely to affect the child's performance, complete the examination



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