Movement Assessment Battery for Children – 2

Checklist

Name of Child:		Gender: M / F
Age:	Class/Grade:	
School:		
Address:		
Name of Respondent:		
Profession: Teacher Therapist Parent Other		
Date of Assessment:		

		5	6	7	8	9	10	11	12
Red Zone	≥42								
Amber Zone	41								
	40	≥25	≥17						
	39			≥13	≥10				
	38	24	16			≥7			
	37	23	15	12	9		≥3		
	36	22	14	11	8	6		≥2	
	35	21	13	10	7	5	2		
	34	20	12	9	6	4	1	1	
Green Zone	33 or less	19 or less	11 or less	8 or less	5 or less	3 or less	0	0	
Age	5	6	7	8	9	10	11	12	

Motor Competence: Section A ☐   Section B ☐   Total Motor Score: A + B = ☐

Find the child's Total Motor Score in the column appropriate for his/her age and determine whether it falls in the Red ☐   Amber ☐   or Green ☐   zone (tick one)

Non-motor factors that might affect movement

Do you think the characteristics noted in Section C prevent the child from demonstrating his/her true movement capability? (circle one): **not at all / a little / a great deal.**

How important will it be to consider these factors when planning an intervention programme? (circle one): **not at all / somewhat / very.**

Section A: Movement in a Static and/or Predictable Environment

	0 = Very Well 1 = Just OK 2 = Almost 3 = Not Close NO = Not Observed	
A.1	**Self-Care Skills**	
A.1.1	Maintains balance while standing to pull on articles of clothing (e.g. trousers, skirt).	
A.1.2	Puts on articles of clothing over the head (e.g. T-shirt, sweater).	
A.1.3	Fastens buttons (e.g. on shirt, coat).	
A.1.4	Washes and dries hands.	
A.1.5	Pours liquid from one container to another (e.g. from a jug to a beaker).	
A.2	**Classroom Skills**	
A.2.1	Manipulates small objects (e.g. blocks, beads, sheets of paper).	
A.2.2	Forms letters using a pencil or pen.	
A.2.3	Uses scissors to cut paper.	
A.2.4	Walks around the classroom avoiding fixed/stationary objects and persons.	
A.2.5	Transports objects (e.g. books, pots of pens) around the room without dropping them.	
A.3	**PE/Recreational Skills**	
A.3.1	Jumps keeping two feet together on take off and landing.	
A.3.2	Hops on either foot.	
A.3.3	Throws a beanbag or ball so that another stationary child can catch it.	
A.3.4	Uses stationary gym/playground equipment (e.g. climbing frame, slide).	
A.3.5	Crosses the gym/playground avoiding collision with stationary objects/persons.	
	SECTION A TOTAL	

Section B: Movement in a Dynamic and/or Unpredictable Environment

	0 = Very Well 1 = Just OK 2 = Almost 3 = Not Close NO = Not Observed	
B.1	**Self-Care/Classroom Skills**	
B.1.1	Maintains balance when frequent adjustments are required (e.g. sitting on a bench then relocating as other children sit down; standing in a line among moving children).	
B.1.2	Moves around a busy classroom collecting in/giving out objects (e.g. books, pens).	
B.1.3	Carries a tray/drink around a room avoiding moving persons (e.g. in the dining hall).	
B.1.4	Keeps time to a musical beat by clapping hands or tapping feet.	
B.1.5	Moves body in time with music or other people (e.g. marches in line, dances in a group).	
B.2	**Ball Skills**	
B.2.1	Catches a ball using a two-handed catch.	
B.2.2	Hits/strikes a moving ball using a bat or racquet.	
B.2.3	Throws a ball while on the move so that another child can catch it.	
B.2.4	Continually bounces and keeps control of a large playground ball.	
B.2.5	Participates in a team game using skills of throwing, catching, kicking or striking.	
B.3	**PE/Recreational Skills**	
B.3.1	Rides a bicycle without stabilisers.	
B.3.2	Participates in dodging and chasing games.	
B.3.3	Maintains balance in water among other children (e.g. standing in the swimming pool).	
B.3.4	Uses non stationary gym/playground equipment (e.g. swings, scooters).	
B.3.5	Crosses the gym/playground avoiding collision with moving objects/persons.	
	Section B Total	

Global Ratings

Overall, do you think this child has a movement difficulty?   **YES / NO**

If yes, do these difficulties adversely affect the child's: (please circle)

Classroom learning	not at all	a little	a great deal
PE/recreational activities	not at all	a little	a great deal
Self esteem	not at all	a little	a great deal
Social interaction	not at all	a little	a great deal

of 'can do/cannot do'. In this case, it might be best to think of 'Not Close' as being equal to 'with great difficulty'. Similarly, when considering the item A.2.1 'Manipulates small objects', all children over the age of 5 can manipulate small objects, unless they have a severe physical disability. However, the children we are concerned with lack accuracy and fluency. They fumble, they drop things and are often very slow. Again, therefore, we might equate 'Not Close' with 'has great difficulty'.

Avoidance

Some children will avoid tasks that they find difficult. If the adult completing the Checklist is aware that the child avoids activities such as 'Uses stationary gym/playground equipment' (A.3.4), **and** feels they have a good idea of his ability, then it is permissible to estimate the level of performance the child would demonstrate on that task. Thinking of how the child manages the component skills required to perform the task would help with such an estimate (e.g. running, jumping, climbing).

Global rating of the child's motor competence and its impact

After completing Sections A and B, the rater is invited to: provide an overall judgement as to whether the child has a movement problem or not; and judge the extent to which the perceived movement difficulty is affecting the child's classroom learning, PE/recreational activities, self esteem and/or social interaction (see bottom of page 3).

Rating Section C

To complete this section, it is important that the rater thinks about the factors listed in Section C **in relation to a movement context**. For example, observe the child during a handwriting or an art lesson, in PE or in the playground, and decide whether any of the descriptors apply during these times. Tick the appropriate box to indicate **'Yes'** or **'No'**. Because the list of factors that might affect a child's movement is not exhaustive, we have left a space for further comments the rater might wish to add.

After completing Section C, turn to the front cover and make an overall decision as to: (a) whether the non-motor difficulties the child is experiencing prevents him from demonstrating his or her true capability; and (b) whether they will need to be taken into account in future intervention programmes.

Additional information (optional)
On the bottom of page 4, we provide space to note any other difficulty the child is known to have. An overview of how a child is developing is useful when planning an intervention programme.

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		Yes	No
C.1	Disorganised (e.g. scattered clothes slows up dressing after PE; puts on shoes before socks).		
C.2	Hesitant/forgetful (e.g. slow to start complex actions; forgets what to do in the middle of an action sequence).		
C.3	Passive (e.g. hard to interest; requires much encouragement to participate).		
C.4	Timid (e.g. fearful of activities such as jumping/climbing; constantly asks for assistance).		
C.5	Anxious (e.g. trembles; becomes flustered in a stressful situation).		
C.6	Impulsive (e.g. starts before instructions are complete; impatient of detail).		
C.7	Distractible (e.g. looks around; responds to irrelevant noises).		
C.8	Overactive (e.g. squirms and fidgets; moves constantly when listening to instructions, fiddles with clothes).		
C.9	Overestimates own ability (e.g. tries to make tasks more difficult; tries to do things too fast).		
C.10	Underestimates own ability (e.g. complains of task difficulty; anticipates failure before starting).		
C.11	Lacks persistence (e.g. gives up quickly; is easily frustrated).		
C.12	Upset by failure (e.g. looks tearful; refuses to try task again).		
C.13	Unable to get pleasure from success (e.g. fails to respond to praise).		
Other (please specify).			

Additional information (optional)

Please indicate whether the child is known to have a generalised learning difficulty ☐

and/or a difficulty in: attention ☐   speech/language ☐   literacy ☐

social adjustment ☐   emotional control ☐

Thank you for completing this Checklist. Please return it to:

Name:

Address:

Postcode:

Rating Sections A and B

For each of the 15 statements in these sections, there are four alternative responses that describe how well the child deals with the task:

0	1	2	3
Very Well	**Just OK**	**Almost**	**Not Close**

To decide which rating applies to a child proceed as follows:
1. Decide whether the child **can** or **cannot** do the task.
2. If they **can** do it, then consider whether they perform 'Very Well' or 'Just OK'.
3. If they **cannot** do it, then consider whether they are 'Almost' there or are 'Not Close'.

Select the response for each question that best describes the child being assessed and enter the score on the Checklist accordingly.

It is important that the person completing the Checklist tries to obtain a rating on **all** items. If, however, the rater has not had the opportunity to observe the child performing a particular activity (for example in the swimming pool or the school playground), it is permissible to ask another adult with appropriate knowledge to estimate the level of performance based on how the child manages similar activities. If it is really not possible to obtain a rating for an item then the letters 'NO', indicating Not Observed, must be entered in the box alongside.

Help with making decisions

For most items in the Checklist, the procedure described above is relatively easy to implement, as the dividing line between 'can do' and 'cannot do' will be obvious. For some items, however, the dividing line might not be so clear. The following considerations might help the user with decision-making.

Consistency
Consider item B.2.1 'Catches a ball using a two-handed catch'. On a single trial, it is relatively easy to decide whether a child can catch a ball or not. However, in everyday life, it is the **consistency** with which a child can perform this skill over many trials that will determine whether he can participate in team or playground games and it is with this in mind that decisions should be made. So, if we think of a child as being able to catch over and over again with confidence, it will be easy to rate this item as being performed 'Very Well' (0). Conversely, there will be children who are truly 'Not Close' (3). In between, we will have children who can catch, but do not do so fluently and still drop the ball from time to time (1), and others who make the occasional catch but are a long way from being consistent (2).

Efficiency
Consider item A.2.4 'Walks around the classroom avoiding fixed/stationary objects and persons'. All children over the age of 5 can walk around a classroom unaided unless they are wheelchair-bound or have a physical disability that seriously affects their balance. However, the children we are concerned with are often described as 'tripping over their own shadows'. They may also bump into things or knock things over frequently. So, for this item, the decision about 'can do/cannot do' must focus upon the efficiency with which the child performs the task as opposed to a strict interpretation