Motor Proficiency of the Head Start and Typically Developing Children on MABC-2

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To investigate both fine and gross motor proficiency in preschool children enrolled in Head Start in comparison to their age-matched typically developing peers.

Thirty-seven children from a local Head Start program and 37 typically developing children participated in this study. Movement Assessment Battery for Children-2 (MABC-2) was used to assess children's fine and gross motor performance in manual dexterity, aiming and catching, balance, and the child's overall motor performance. A one-way MANOVA was used to analyze the group differences on MABC-2 percentile scores for each subtest and the overall performance with the alpha level set at p <. 05.

The results revealed that the Head Start children performed significantly poorly than their age-matched typically developing children on balance, F (1, 72)= 26.032, p<.01, and the total percentile score, F(1,72)=10.455, p<.01. Conclusions and implication: It is suggested that future educators should design interventions with broader subset of skills to maximize motor proficiency for the economically disadvantaged preschool children to prevent long-term negative consequences associated with motor delays.

Fine motor skills; Gross motor skills; prekindergarten; Disadvantaged children; Low SES; Hispanic

Introduction

Motor proficiency is essential in early childhood for overall motor development and considered as the basis and building blocks of oa a ssṣssṣ me d en ḍ ‘ Gron ’ ΛTr ‘

in low SES after the intervention. This finding suggests that a handwriting curriculum, in conjunction with fine motor training can significantly improve Head Start children's academic performance and school readiness [19].

Furthermore, Piek et al. [20] reported that fine motor ability could be predicted by socioeconomic standing. Children who attended Head Start were found to have "significantly lower

Data Analysis

Descriptive statistical analysis was used to describe children's fne

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