

Summary of evidence-based practice

To help children learn, generalize and transfer skills to different tasks and contexts, it is important to make motor learning explicit. Children with DCD have difficulties with:

- Analyzing task demands
- Interpreting environmental cues
- Using knowledge of performance for anticipatory preparation of their body
- Error detection
- Movement correction

These difficulties are present during the execution of motor skills, especially with increased complexity of tasks, including spatial uncertainty - and compromise the learning of new tasks.

Incorporating general learning principles could be more important than the intervention itself. Incorporating motor learning, cognition and task-oriented principles into interventions to provide a solving structure will help the child "learn to learn". Although these three approaches are often integrated during interventions, each has specific key components:

Task oriented approach

- Use a concrete activity
- Practice in real life environments
- Grade the intensity of the activity

Motor learning approach

- Provide instructions
- Provide opportunities to practice the activity
- Provide feedback

Cognitive approach

- Use specific strategies (e.g., cues to focus attention)
- Use mental or self-verbalization strategies to involve cognition
- Transfer and generalize strategies