Effect of an adapted psychomotor intervention on motor development in preschool children from low socioeconomic status populations.

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Introduction

- Psychomotor stimulations during early childhood influence not only motor development but also other health factors such as physical activity levels and obesity (Stodden & Goodway, 2007).
- Children from low socioeconomic status (LSES) are often under-stimulated and it could be interesting to organize accessible activities for them (Gallaway & Richards, 1994; Poreski, 1982).

Methods

- Parent-child dyads were randomly allocated to the experimental group (psychomotor intervention; n=37) or to the control group (language intervention; n=33).

Results

- All results confirm the specific effect of the intervention.
- The intervention in psychomotricity was efficient to improve both fine motor skills (FMS) and gross motor skills (GMS).
- However, low attendance during the intervention and high dropout revealed that it is very difficult to make parents from LSES responsible.
- Strategies have to be developed in order to increase parents’ involvement.

Bibliography


- Parents who received parent language training used more language models than parents from the psychomotor training.
- Positive and significant effects were observed on language skills (number of words, expressive phonology (phonemic inventory) and expressive morphology (rules of length utterance)) in experimental children when compared to children included in the psychomotricity group.

Other results

- Attendance: 58%    Drop out: 30%

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