

Name: 

D.O.B: January 10, 2002

C.A: 8-0










Examiner: Mr. Trey Forbes

Adapted Physical Education


Date of Test: January 15, 2010


The Bruininks-Oseretsky Test of Motor Proficiency was administered in the Physical Health and Recreation Center, located at Manchester College. There were no other observers present during the testing. Mason was very cooperative and interactive while all the tests were administered.



Test Results



<u>Bruininks-Oseretsky</u>	<u>Age Equivalent (Years-Months)</u>
<p>1. Running Speed and Agility: This test measured speed and agility.  was able to complete both trials with a top score of 7.8 seconds.  was able to perform at his age level.</p>	8-0
<p>2. Balance: These tests measured specific balance skills.  was able to maintain balance while standing on one leg for 10 seconds and walked 6 steps heel-to-toe while on a line. He also took 3 steps walking heel-to-toe on a balance beam.  performed at his age level.</p>	7-8
<p>3. Bilateral Coordination: These tests measured ability to sequence precise movements and simultaneously coordinate movement on both sides of the body.  performed synchronized movements involving finger and foot tapping on the same side, as well as jumping and clapping.  was unable to complete the finger and foot tapping on opposite sides, as well as jumping in place with the leg and arm on opposite sides.  performed at his age level.</p>	8-0
<p>4. Strength: These tests measured arm, shoulder, abdominal, and leg strength.  was able to execute the standing broad jump and complete 16 sit-ups in 20 seconds. He was unable to complete any full push-ups.  performed slightly above his age level.</p>	8-5
<p>5. Upper-Limb Coordination: These tests assessed coordination of</p>	8-5




visual tracking with movements of the arms, hands, and fingers.

 successfully completed bouncing a ball and catching it with both hands, bouncing and catching a ball with his right hand 3 out of 5 attempts, and completely finishing touching his nose and fingers. He was unsuccessful at pivoting his thumb and index fingers.


 performed slightly above his age level.


6. Response Speed: This test assesses ability to respond quickly to a moving stimulus.  was able to stop the response stick all but one time.  performed at his age level. 7-8


7. Visual-Motor Control: These tests measured the ability to integrate visual responses with highly controlled motor responses.  was able to draw a line through a straight and crooked path without any errors. He was able to draw a circle, but was unsuccessful at reproducing other shapes.  performed at his age level. 7-8

8. Upper-Limb Speed and Dexterity: These tests measure hand and arm speed, and hand and dexterity.  was able to complete most tests. He was able to pick up 10 pennies, match 10 cards, and make 63 dots in 15 seconds.  seemed to have some trouble stringing beads and displacing pegs.  performed below his age level. 7-1

Summary

1.  scored at or above age level expectation in the general gross motor areas of running, speed, and agility, balance, bilateral coordination, and strength. Specific areas where performance was less than expectation was standing on one leg on a balance beam, synchronized movements on opposite sides of body, and upper limb strength.

2.  scored at or above age level expectation in the general area of upper-limb coordination. Specific areas where performance was less than expectation was catching a tossed ball with one hand and pivoting thumb and index finger.

3.  scored below age level expectation in the general fine motor areas of response speed, upper-limb speed and dexterity, and visual-motor control. Specific areas where performance was less than expectation was on drawing a line through a curved path with preferred hand, copying various shapes, placing pennies in a box with one hand, and stringing beads.

Conclusions

1. Ability to perform some balance tasks, but unsuccessful at maintaining balance standing on one leg with eyes closed suggest vestibular development is still developing.

2. Inability to synchronize movements across the center of his body on some tasks suggest bilateral coordination is still developing.
3. Inability to perform any full push-ups suggests low upper body strength.
4. Ability to complete some upper-limb coordination tasks, but be unsuccessful at tasks involving catching a tossed ball with one hand and pivoting his thumb and finger suggest hand-eye coordination is still developing.
5. Ability to complete some path tracing, but be unsuccessful at the other visual-motor control tasks involving tracing and drawing various shapes suggest a problem with visual perception.

Recommendations

1. Activities to promote continued vestibular development, such as: a) slow spinning on a merry-go-round; b) playing the game Twister; c) balancing a bean bag on different body parts.
2. Activities to promote continued development of bilateral coordination, such as : a) climbing a ladder, moving opposite arm and leg; b) crawling along a taped line on the floor, picking up small objects with right hand and placing them across the line to opposite side.
3. Activities to increase upper body strength, such as: a) moving self on scooter board, using arms to propel or pulling on a secured rope; b) climbing tasks that encourage reaching and pulling up with arms; c) pushing and object, or another person in a wagon or on a scooter.
4. Activities to promote continued development of hand-eye coordination skills, such as: a) play catch in the air with a balloon; b) hitting a suspended tetherball; c) work on catching larger and softer balls at first, then gradually toward catching smaller play objects; d) also catching a slowly bounced ball initially, progressing to catching an underhand toss and overhand throw.
5. An examination by a visual development specialist to ascertain perceptual abilities.
6. Fine motor activities to promote visual-motor control, such as: a) cutting on a wide-line-drawn shape; b) tracing shapes of cardboard templates on paper; c) connecting various dot patterns on a chalkboard; d) drawing through various width mazes.