

<b>STEC Guidance</b> <b>[Movement Assessment Battery for Children – Third Edition:</b> <b>Checklist</b> <b>October 2024</b>	
<b>Author:</b>	Sheila E Henderson, Anna L Barnett
<b>Publisher:</b>	Pearson
<b>Date of Standardisation:</b>	The Movement ABC-3 Checklist norms are based on a sample of 1067 children and young adults who were tested between August 2021 and February 2023 in the UK, Australia and New Zealand
<b>Age Range:</b>	3:00 to 25:11
<b>Access Level:</b>	<b>Level A</b> Requires no professional degree, accreditation, organization membership, or license/certificate
<b>Cost</b>	<ul style="list-style-type: none"> <li>• Checklist Manual: £30</li> <li>• Checklists: £45 per pack of 25 for each of the different age bands: Band 1: 3-6years, Band 2:7-11 years and Band 3: 12-25 years. There are two versions for Age Band 3 - one for 'self report' and one for 'care giver or other' - sold in separate packs costing £45.00 per pack of 25.</li> <li>• Q-global: each checklist: £1.80 For a test score report: £4.80</li> </ul>

**Test Content: what tests does it include and what do they measure/evaluate?**

The Movement Assessment Battery for Children, Third Edition (Movement ABC-3) Checklist provides a standardised measure of everyday gross and fine motor coordination difficulties in children and young adults aged 3 – 25 years. It is based on giving ratings on a checklist (see detail below) to help identify motor challenges quickly, which can then be followed up by a **referral to a trained professional in this area (such as an Occupational Therapist)**.

Please read **SASC Guidance on the assessment and identification of Developmental Coordination Disorder (DCD) / Dyspraxia March 2020** (<https://www.sasc.org.uk/media/m2snu21n/dcd-dyspraxia-sasc-guidance-march-2020.pdf>)

The checklist categorises performance according to a traffic light system, with green suggesting no significant movement difficulties (up to 85th percentile), amber indicating the need for further monitoring or assessment (between 85th and 94th percentile), and red (at or above the 95th percentile) denoting a likelihood of movement difficulties requiring further assessment and intervention, [including administration of the Movement ABC 3 test \(this requires qualification level B\)](#)

### There are four versions of the Checklist:

- 3:0–6:11 years (completed normally by Parent/main carer if using cut off scores on p55)
- 7:0–11:11 years (normally by teacher or parent or both if using cut off scores on p55)
- 12:0–25:11 years (Normally by Self report, if using cut off scores on p55)
- 12.00-25:11 years - also a form that can be completed by a teacher/parent/carer

### The Checklist is in 3 parts:

#### Part 1: Movement and Coordination

This contains 40 questions about everyday movement competence across three domains:

- Manual Dexterity (Personal care; At home/in the classroom/at work; Drawing/writing/keyboarding)(24 statements)
- Aiming and Catching (8 statements)
- Balance and Locomotion (8 statements)

Each of the 40 items are scored on a 4 point scale (0,1,2,3) with higher scores indicating greater difficulty. This produces an overall Checklist Total Motor Score (CTMS) and there is an additional question on 'Overall, do you think the child has a difficulty with movement and coordination?'

**Part 2: Non-motor aspects that might affect movement** are covered in recognition of the influence of extraneous non-motor factors such as motivation, concentration, understanding etc that may be affecting an individual's performance of movement-related tasks. There are 14 statements. Although a Total Non-Motor Score for this section can be obtained the manual recommends '*qualitative interpretation of the examinee's ratings on each factor for intervention planning.*' As in the previous section, the examiner is asked '*Overall, do you think the factors noted in Part 2 make it harder for the child to perform and learn movement activities?*'

#### Part 3: Impact of Movement Difficulties

And thirdly and this is the new part of this edition, if challenges have been recognised in Parts 1 and 2, ratings are requested on 6 areas which focus specifically on the impact of any motor difficulties on the individual's daily life. Do the movement difficulties:

- Upset or distress them?
- Affect their general self-esteem?
- Affect their progress at nursery/preschool/school/college/university/work?
- Affect their relationships (with other children)/social life?
- Affect their family life?
- Interfere with their participation in everyday life activities?

There is space for the option to make other comments on the form relating to motor difficulties impacting on home, school/uni/work, sports/leisure activities and space to comment on driving.

#### Admin and scoring options:

Hand scoring or digital scoring via Q-global

The total score from Part 1 of the Checklist can be categorised according to a traffic light system, with green suggesting no significant difficulties (up to 85th percentile), amber indicating the need for further monitoring or assessment (between 85th and 94th percentile), and red (at or above the 95th percentile) denoting a likelihood of difficulties requiring further assessment and intervention,

### Standardisation:

- The Movement ABC-3 Checklist norms are based on a sample of 1067 children and young adults who were tested between August 2021 and February 2023 in the UK, Australia and New Zealand, 619 from UK (51.1%).
- Representative in terms of ethnicity, male/female, geographic regions and parent education based on recent census information for UK and Australia and New Zealand.
- Special needs represented:
  - 3 years: included 1.2% of premature infants.
  - 4 years onwards groups included 1.9% with ASC/ADHD or DCD.
- Sample split into 15 age groups for standardising:
  - 6 month range from 3:00 to 4:11.
  - 1 year range from 5:00 to 9:11.
  - From 10 to 25:11 multiple year groups.

**Reliability:** On test-retest reliability co-efficient ranged from .85 to .92.

**Validity:** Test content was:

- examined by an expert panel,
- construct validity by recruiting and assessing a group of individuals with DCD using the Checklist, DSM 5, previous reports and history

### Points to Consider:

- The checklist is easy to administer. The test developers suggest that it can be completed in 15 minutes.
- The recording of responses and scoring is easy, using a 4-point scale. A traffic light system is also used to categorise the total scores on Part 1 of the Checklist.
- Instructions are clear.
- Items are suitable for use in the UK and nicely worded.
- Relevance to a diagnostic assessment – **The information may trigger a referral for further assessment from a trained professional in this area (Occupational Therapist).** It also highlights some areas that can be immediately worked on, but it does not give advice on how to work on these.
- The manual does not provide much information about analysing responses and what they reveal or about interpreting behaviours as it is a checklist. This is very much a first point of reference with regards to exploring and identifying motor difficulties, and for this it is very helpful.
- Additional information provided about diagnosing SpLDs: Norms demonstrated that pupils with DCD would have a significantly higher

overall score. There is also cross referencing with the DASH 2 - see DASH 2 manual.

- That it recognises other factors that can affect movement performance is important, as is its focuses on the specific impact any movement difficulty is having on real life/daily tasks.
- It does not guide intervention, or require practical expertise beyond the guidance given in the Manual. This is a checklist that can be used by anyone.