



**Movement Assessment Battery
For Children • THIRD EDITION**

Movement Assessment Battery for Children - Third Edition (MABC-3)
Movement ABC-3 Checklist Score Report
Sheila Henderson, PhD, AFBPsS; Anna Barnett, PhD, AFBPsS

Examinee Information

ID:
Name: Sam Test
Sex:
Birth date: 2017/09/12

Test Information

Test date: 2024/03/19
Examiner name:
Respondent name: Sally
Relationship: Caregiver
Test age: 6:6
Age band: 3:0-6:11

Copyright © 2023 by NCS Pearson, Ltd. All rights reserved.

Warning: This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made of this report without prior written permission from Pearson.

Pearson and **Movement ABC-3** are trademarks, in the U.S. and/or other countries, of Pearson PLC or its affiliates. LEGO is a trademark of the LEGO Group.

[1.0 / RE1 / QG1]

SCORE SUMMARY

Part 1: Movement and coordination	Section Raw Score	Total Raw Score	Cut-Off Score	Zone
A Manual Dexterity				
A1. Personal care	3	10	3	Red
A2. At home/in the nursery/classroom	3			
A3. Drawing/writing/keyboarding	4			
B Aiming & Catching	N/A	10	3	Red
C Balance & Locomotion	N/A	6	3	Red
Checklist Total Motor Score	N/A	26	3	Red

Part 2: Non-motor factors that might affect movement	Total Raw Score	Cut-Off Score	Zone
Total Non-Motor Score	10	1	Green

Part 3: Impact of movement difficulties	Total Raw Score
Total Impact Score	9

NARRATIVE

The Movement ABC-3 Checklist is a questionnaire completed by a person who knows the examinee well, such as a parent, teacher, helper or, if appropriate, the examinee themselves. It aims to help build up a picture of how a person manages tasks involving movement and coordination, and to better understand any strengths and difficulties they may have in their performance of everyday activities. In order to provide a comprehensive picture of movement competence in everyday life, the Movement ABC-3 Checklist contains three parts. The first (*Movement and coordination*) focuses on movement directly, the second (*Non-motor factors that might affect movement*) on factors that might be impeding the examinee's ability to cope with movement tasks, and the third (*Impact of movement difficulties*) on the impact any difficulties might be having on participation and quality of life. The *Movement and coordination* section is further divided into three domains: Manual Dexterity, Aiming & Catching, and Balance & Locomotion. Sam's Checklist was completed by Sally, whose relationship to Sam is Caregiver. This report provides a summary of the results.

Checklist Total Motor Score

Sam's Checklist Total Motor Score of 26 falls into the 'red zone', suggesting a strong likelihood of movement difficulty that needs further investigation. Further assessment, including the full Movement ABC-3 Test, is recommended.

Domain scores

Manual Dexterity: This domain focuses on the use of the hands and includes items relating to personal care (e.g. managing fastenings, using cutlery), home/classroom/work (e.g. handling fragile objects, using scissors), and drawing/writing/keyboarding. Sam's score of 10 for Manual Dexterity falls into the 'red' zone, suggesting a strong likelihood of difficulties that should be further investigated and may require intervention.

Aiming & Catching: This domain includes questions about specific tasks that require reaching, throwing, catching, and using a bat or racquet. More general activities, such as participating in games, are also included. Sam's score of 10 for Aiming & Catching falls into the 'red' zone, suggesting a strong likelihood of difficulties that should be further investigated and may require intervention.

Balance & Locomotion: This domain includes questions about static (stationary) and dynamic (moving) balance actions and activities such as walking, running, riding a scooter or bike, and moving in time to music. Sam's score of 6 for Balance & Locomotion falls into the 'red' zone, suggesting a strong likelihood of difficulties that should be further investigated and may require intervention.

Non-motor factors that might affect motor competence

The ability to perform movement tasks can sometimes be affected by other aspects of behaviour (e.g. if a person tends to be impulsive they might start an activity before hearing all of the instructions needed to perform it correctly). Sam's Total Non-Motor Score of 10 falls within the 'green' zone.

Sally noted that the following factors feature 'a lot' for Sam during movement activities:

- Underestimates their own ability (e.g. says task is too difficult for them; makes excuses for not doing well before beginning).
- Disorganised (e.g. has difficulty planning the sequence of movements; gets confused during tasks with different components).

These factors appear 'a little' during movement activities:

- Difficulty following instructions (e.g. may not listen; does not remember key points).
- Hesitant/forgetful (e.g. slow to start a sequence of actions; forgets what to do in the middle of an action sequence).
- Impulsive (e.g. starts before instructions are complete; impatient of detail).
- Distractible (e.g. lacks concentration; is easily distracted by irrelevant noises/visual stimuli).
- Overactive (e.g. squirms and fidgets; is constantly 'on the move').
- Lacks persistence (e.g. gives up quickly; is easily frustrated).

Sally reported that, overall, Sam has a lot of difficulties with movement and coordination. Sally reported feeling that non-motor factors make it a little harder for Sam to perform movement activities. When considering how to help Sam achieve optimal participation in everyday activities, it will be important to address any of these factors as part of an intervention plan, if they are hindering performance.

Part 3: Impact of movement difficulties

Sam was given a Total Impact Score of 9. Sally noted that Sam's movement difficulties:

- upset or distressed Sam a little
- affected Sam's self esteem a lot
- affected Sam's progress at nursery/preschool/school a little
- affected Sam's relationships with other children a little
- affected Sam's family life a lot
- interfered with Sam's participation in everyday life activities a lot

Additional Comments

There were no additional comments recorded.

End of Report