This document presents a summary of the resources presented in the module, as well as some additional resources. Resources that can be directly downloaded from other sections of the module or CanChild website are in blue.

Resources are categorized in four categories:

1. IDENTIFICATION & ASSESSMENT
   1.1 – Identification: Clinical Resources
   1.2 – Standardized Assessments
   1.3 – Evidence–Base for Identification and Assessment

2. GOAL SETTING
   2.1 – Goal Setting: Tools and Resources
   2.2 – Evidence–Base for Goal Setting

3. INTERVENTION
   3.1 – Resources to Use with Children
   3.2 – Resources to Use with Families
   3.3 – Resources to Use with Educators and with Schools
   3.4 – To Foster Skills Acquisition, Promote Physical Activity and Quality of Life
   3.5 – To Share with Other Healthcare Providers
   3.6 – Evidence–Base for Intervention

4. MORE INFORMATION
   4.1 – Summaries About DCD
   4.2 – Websites About DCD
   4.3 – Book Chapters About DCD
   4.4 – Articles About DCD
       4.4.1 – Additional Articles of Interest
       4.4.2 – Numbered References in the Module
   4.5 – Other
1. IDENTIFICATION & ASSESSMENT

1.1 Identification: Clinical Resources

- **Characteristic features of DCD classified according to the International Classification of Functioning, Health and Disability**: A table outlining the characteristic features of DCD according to the components of the International Classification of Functioning, Health and Disability.

- **Recognizing and Referring Children with Developmental Coordination Disorder: Role of the Physical Therapist**: A flyer to assist Physical Therapists in understanding their role in recognizing and referring children with DCD.

- **Listening for DCD Interview Guide – Appendix 1: Questionnaire for Parents of Children with Motor Coordination Problems**: A guide for use during interviews with parents to document their concerns regarding motor coordination difficulties and their impact on the child's life.

- **Assessment – Questions to Detect Red Flags for DCD**: A simple flow-chart to help determine whether further assessment for DCD is recommended.

- **Trajectory of Trouble Checklist**: A checklist for physiotherapists during conversations with children and their parents to identify and document potential consequences of daily motor difficulties, and assisting in goal setting and planning interventions (can be used in association with the Promoting Quality of Life handout).

- **Promoting Quality of Life**: A handout physiotherapists can use to provide general recommendations to parents about fostering quality of life and avoiding potential consequences of daily motor difficulties (can be used in association with the Trajectory of Trouble Checklist).

- **The Developmental Co-ordination Disorder Questionnaire (DCDQ)**: It is a validated questionnaire designed to screen for coordination disorders in children, aged 5 to 15 years. It is recommended to be used to support the DCD diagnostic criteria B. The DCDQ is available for download at: [http://www.dcdq.ca/](http://www.dcdq.ca/)
1.2 Standardized Assessments

- **Movement Assessment Battery for Children (Movement ABC) & MABC–2**
  - Both tools are standardized, norm-referenced, observational measures used for detecting the presence of DCD. It is recommended to use the Movement ABC–2 to support the DCD diagnostic criteria A.
  - More information about the Movement ABC–2 can be found on Pearson Assessment website:

- **Bruininks–Oseretsky Test of Motor Proficiency (BOT) & BOT–2**
  - These tools are standardized, norm-referenced measures used by physiotherapists and occupational therapists to measure fine and gross motor skills in clinic and school practice settings. It can be used to support the DCD diagnostic criteria A.
  - More information about the BOT–2 can be found on Pearson Assessment website:

- **Assessment of Life Habits (LIFE–H)**
  - Assessment of life habits (LIFE–H) assessment tools and questionnaires are available for children 0–4 years old and 5–13 years old, as well as for teenagers and adults.
  - These are useful tools for describing the participation of children with disabilities. However, their sensitivity to change for children with DCD has not been documented. More information about the
LIFE–H can be found on the International Network on the Disability Creation Process website:
• http://www.indcp.qc.ca/assessment-tools/introduction/life-h

- **Vineland Adaptive Behaviour Scale – 2nd edition (VABS–2)**
  • Suggested for measuring activities and participation, as well as for planning interventions. However, its sensitivity to change in children with DCD has not yet been documented.
  • More information about the VABS–2 can be found on Pearson Assessment website:
    • http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Vineland-II

### 1.3 Evidence–Base for Identification and Assessment


This article uses a case study to explain DCD’s natural history, screening, referral and treatment. It also provides text boxes summarizing the diagnostic criteria and the differential diagnosis of DCD, and a figure summarizing typical concerns noted by parents across childhood ages.
2. GOAL SETTING

2.1 Goal Setting: Tools and Resources

- **Perceived Efficacy and Goal Setting System (PEGS)**
  - A validated measure that uses children’s self-reported performance on everyday tasks to establish and prioritize interventions.
  - More information about the PEGS can be found on the Pearson Assessment website:

- **Canadian Occupational Performance Measure (COPM)**
  - A validated measurement tool that assists therapists in using a family-centred approach to service delivery and determining the family’s priorities.
  - More information about the COPM can be found on the CAOT website:
    - [http://www.caot.ca/copm/index.htm](http://www.caot.ca/copm/index.htm)

- **Goal Attainment Scaling (GAS)**
  - An individualized measure of change that can be used collaboratively to define a set of unique goals reflecting concrete activities, and including a range of outcomes.
  - See [GAS forms for individual or multiple goals, as well as the GAS Manual](http://www.caot.ca/copm/index.htm)

- **CASE SCENARIO – Skipping with Max: Impairment and Activity/Participation Goals using Goal Attainment Scaling (GAS)**: An example of how the GAS can be used to develop impairment and activity/participation goals, and how it will result in different intervention approaches.

- **Goal–Plan–Do–Check detective sheet**: A template to help physiotherapists involving children in the goal setting as well as in identifying their
intervention plan. An example of how it has been used for Max, the child in the videos in the Evidence-Based Practice section, is also available.

2.2 Evidence-Base for Goal Setting


3. INTERVENTION

3.1 Resources to Use with Children

- **Goal–Plan–Do–Check detective sheet.** A template to help physiotherapists involving children in the goal setting as well as in identifying their intervention plan. *An example how it has been used for Max,* the child in the videos in the Evidence-Based Practice section, is also provided.

- **Teaching Sports – Resources:** These are resources you can use to support your interventions when helping children to learn new sports. The case scenario below illustrates how you can use evidence-based principles during your interventions for cycling; the Applying Evidence-based principles is a summary about how to apply motor learning, cognition and task-oriented principles when developing interventions; the handout is a series of recommendations you can give to parents, teachers or coaches.
  - Cycling: *Case scenario, Applying evidence-based principles, Handout*
  - Other activities: *Template to design your evidence-based intervention, Template to design your handout.*

- **DCD: what does it mean to me?** A document for adolescents that helps to explain what it means to be diagnosed with DCD, as well as other questions they may be asking.

- **General flyers to encourage discussion about bullying and resilience.** A good example of a general flyer you can use with children with DCD to encourage discussion about bullying and resilience can be found on the Resilience Research Centre:
  - [http://rrcp.ca/becoming–resilient/can](http://rrcp.ca/becoming–resilient/can)

- **Annotated bibliography.** A review of selected books on DCD suitable for different audiences, including children with movement problems, is available at:

- **Daniel can do it:** Five clips are available on YouTube presenting a boy with DCD and how he was able to overcome barriers to learning and participation with the support of his school, families and others:
  - [http://www.youtube.com/watch?v=NCTbkVmUS7M&feature=relmfu](http://www.youtube.com/watch?v=NCTbkVmUS7M&feature=relmfu)
  - [http://www.youtube.com/watch?v=p_dJowCaPjs](http://www.youtube.com/watch?v=p_dJowCaPjs)
  - [http://www.youtube.com/watch?v=6c79u9frEmQ&feature=relmfu](http://www.youtube.com/watch?v=6c79u9frEmQ&feature=relmfu)
3.2 Resources to Use with Families

- **CanChild DCD Parents Workshops**: CanChild developed this online workshop for parents, but educators have found it very useful too. It includes a description of what DCD is, videos, flyers, strategies and where to find additional resources.

- **Does your child have DCD?**: A flyer to help parents understand DCD and what they can do to help their children.

- **Children with DCD: at home, school and the community**: A booklet for parents and teachers to help identify and manage school-aged children who are demonstrating movement problems typical of children with DCD.

- **General resources about resilience**: You can use general resources to explain to parents the importance of self-esteem and resilience (you can familiarize yourself with such concepts too). The focus of the Resilience Research Centre is the study of the social and physical ecologies that make resilience more likely to occur. More information at:
  - [http://resilienceproject.org/](http://resilienceproject.org/)

- **Annotated bibliography**: A review of selected books on DCD suitable for different audiences, including parents, is available at:

3.3 Resources to Use with Educators and with Schools

- **CanChild Resources**: CanChild has developed many resources you can share with educators and use to support your interventions in school settings.

- You can have a look at CanChild DCD school webpage:

- Among others, you might want to use the M.A.T.C.H. flyers, which are designed for specific children age-group:
  - [Children with Motor Difficulties in Junior and Senior Kindergarten: A Resource for Educators](http://dcd.canchild.ca/en/dcdresources/annotatedbibilography.asp)
• Children with Motor Difficulties in Grade 1/2: A Resource for Educators
• Children with Motor Difficulties in Grade 3/4: A Resource for Educators
• Children with Motor Difficulties in Grade 5/6: A Resource for Educators
• Children with Motor Difficulties in Grade 7/8: A Resource for Educators
• Adolescents with Motor Difficulties: A Resource for Educators

- You may also be interested in the Partnering for Change service delivery model, and some specific resources to organize Lunch & Learn activities about motor coordination with teachers:
  - Partnering for Change (P4C)
  - Lunch and Learn
    - Motor Development for Children in JK/SK
    - Motor Development for Children in grades 1–3

- Bullying Risk in Children with Disabilities: This document is a review of the literature (Campbell & Missiuna, 2011). It provides a description of the overall risk of experiencing bullying in children with DCD, SLI, and ADHD, as well as the impact this bullying may have. This document also provides additional resources to learn more about bullying and how to stop it.
    bullying_risk_children_disabilities.asp

- General Resources About Resilience and School. Leadership strategies for resilience is available on the The Learning Partnership, a national charitable organization dedicated to championing a strong public education system in Canada through innovative programs, credible research, policy initiatives, executive leadership and public engagement. More info at:
  - This group also developed Criteria for a Resilience Promoting School, available at:

- Annotated bibliography. A review of selected books on DCD suitable for different audiences, including teachers, is available at:

3.4 To Foster Skills Acquisition, Promote Physical Activity and Quality of Life
• **Encouraging Participation in Physical Activities for Children with Developmental Coordination Disorder**: A CanChild flyer for parents or coaches that describes why children with DCD may not seem interested in physical activity. It also provides ideas of sports or activities that children with DCD are most likely to succeed at.

• **Do You Know a Child Who is Clumsy? A Flyer for Coaches and Sports Instructors**: A CanChild flyer for coaches explaining what they might see, and how they can help, children with DCD.

• **Promoting Quality of Life**: A handout physiotherapists can use to provide general recommendations to parents about fostering quality of life and avoiding potential consequences of daily motor difficulties (can be used in association with the **Trajectory of Trouble Checklist**).

• **Teaching Sports – Resources**: These are resources you can use to support your interventions when helping children to learn new sports. The case scenario below illustrates how you can use evidence–based principles during your interventions for cycling; the Applying Evidence–based principles is a summary about how to apply motor learning, cognition and task–oriented principles when developing interventions; the handout is a series of recommendations you can give to parents, teachers or coaches.
  - **Cycling**: Case scenario, Applying evidence–based principles, Handout
  - **Other activities**: Template to design your evidence–based intervention, Template to design your handout.

3.5 To Share with Other Healthcare Providers

• Many flyers describing the roles of other health care professionals are available on CanChild website. You can share those flyers with your colleagues or the child’s professionals:
  - Recognizing and referring children with developmental coordination disorder: The role of the speech–language pathologist
  - Recognizing and referring children with developmental coordination disorder: The role of the occupational therapist
  - Role of the optometrist: A new perspective on school–aged children with visual–motor difficulties
  - Recognizing and referring children with developmental coordination disorder: The role of the psychologist
• **Recognizing and referring children with developmental coordination disorder: Role of the medical practitioner**

• **DCD: A Flyer for Medical Practitioners:** This flyer introduces physicians to DCD and outlines what they need to know to identify children with DCD. This is a flyer you can share with families to encourage them to talk with a medical practitioner about their concerns regarding their child’s motor coordination difficulties.

### 3.6 Evidence–Base for Intervention

• **Summary of evidence-based practice** outlines important principle to use when providing a problem-based structure and can be applied to any activity children with DCD would like to perform.


4. MORE INFORMATION

4.1 Summaries About DCD

- **DCD: A Quick Reference in 5 C's**: A summary of DCD in 5 C's: common, clumsy, chronic health condition, co-occurring conditions and consequences.

- **Possible Causes of DCD**: A document describing the difficulties that children with DCD experience, including planning motor tasks, organizing movements, performing coordinated actions, and/or adjusting when demands change conditions.

- **Motor Learning Deficits**: This excerpt describes the motor learning deficits that children with DCD experience and provides rationale for why these deficits may be occurring.

4.2 Websites About DCD

- **CanChild's DCD Website**: The website provides an introduction to DCD, educational materials and resources for parents and healthcare professionals.
  - Website: [http://dcd.canchild.ca/en/](http://dcd.canchild.ca/en/)

- **European Academy of Childhood Disability (EADC)**: The EACD provides access to different resources on its website, including guidelines regarding the identification and treatment of children with DCD.
  - Website: [http://www.eacd.org/publications.php](http://www.eacd.org/publications.php)

- **Movement Matters**: This website provides information about a UK based organization that brings together key parties involved in DCD in the UK. This page specifically, provides access to the UK Guidelines for DCD. Additionally, on their website you can find more information and resources on DCD.

4.3 Book Chapters About DCD

4.4 Articles About DCD

4.4.1 Additional Articles of Interest


- You can also find more articles about DCD on the CanChild's webpage: http://dcd.canchild.ca/en/OurResearch/articles.asp

- The ABCs of DCD: An article in Physiotherapy Practice (Fall 2012) that describes DCD, how to recognize it and provides tips for the physiotherapists role in working with children with DCD.


4.4.2 Numbered References in the Module

- NB. All professional rehabilitations registered in Ontario have free access to a bank of articles via Electronic Health Library. For more information see: http://www.ahpdf.ca/healthlibrary


4.5 Other