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Article Overview:

This review investigated the key elements of existing motor skill interventions for pre-school children. 45 eligible studies were included. Studies that exclusively focused on children with neurological conditions such as cerebral palsy, physical disabilities or medical/physical deteriorating conditions were **excluded**

Sample: children aged 4-7 with motor skill difficulties.

Key take home messages:

1. There were 15 intervention approaches identified. Results suggested some positive outcomes in all studies. A framework (below) has been offered to guide clinicians on the choice of approach that will work best within their context.

2. Differences on approach depending on the population → sensory integration is shown to be effective for children with ASD, whilst medication may benefit children who experience both motor skill difficulties and attention and concentration deficits. Task-oriented approaches are most helpful for children with DCD.

3. The level of resources regarding therapists, time and funding is important to consider when implementing best practice. In a low socio-economic area, a task shifting approach may be indicated

4. Evidence supports individual and group treatment with a child-centred, playful approach in a school or therapeutic setting. All effective interventions had a task-oriented approach.

5. There is moderate evidence to suggest that a 15-week programme, with two weekly sessions, may be feasible. Results also suggest that a gross motor programme could have the same effect on fine motor skill development than a programme focusing on fine motor tasks. This requires further evidence, however it can be suggested that a gross motor intervention of 45 minutes twice a week for 3-5 months may be effective.

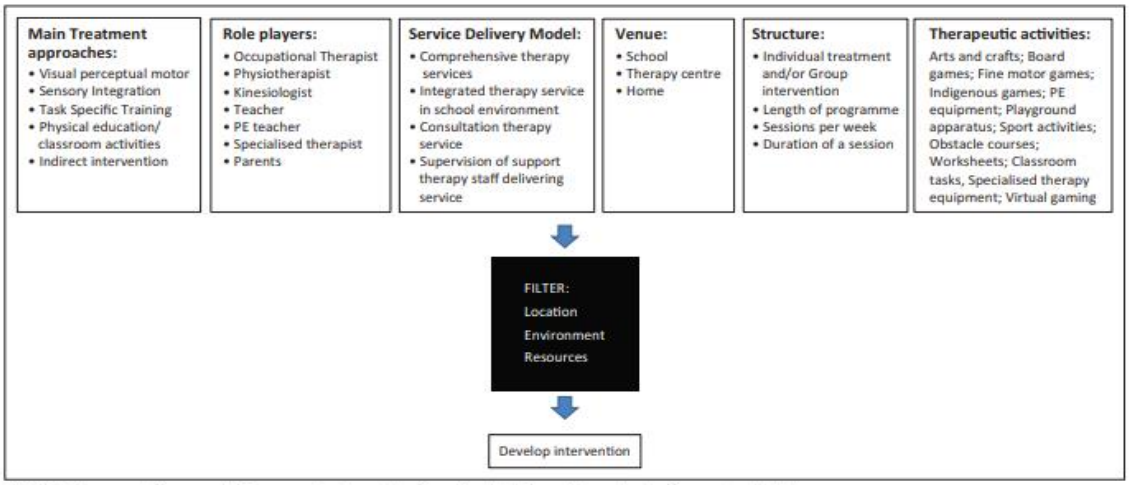

FIGURE 2: A proposed framework of components to consider for motor skill interventions planning for pre-school children.