

<b>ID</b>	3190
<b>Curricular Unit</b>	Technical Assessment of Motor Behavior
<b>Regent</b>	Carlos Alberto Ferreira Neto
<b>Learning Outcomes</b>	<p>1 Knowing a set of instruments for assessment of infant motor behavior, including:</p> <ul style="list-style-type: none"> <li>- Alberta Infant Motor Scale (AIMS)</li> <li>- Peabody Development Scales (PDMS)</li> <li>- Körperkoordinationstest für Kinder (KTK)</li> <li>- Test of Gross Motor Development (TGMD-2)</li> <li>- Bruininks-Oseretsky Test of Motor Proficiency (BOT-2)</li> </ul> <p>2.Familiar instruments to assess acquisitions in the aquatic environment.</p> <p>3.Knowing instruments assessing self-perception,specifically the self-perception of competence.</p> <p>4.Knowing analysis methodologies for assessing interpersonal coordination motor behavior.</p> <p>5.Knowing the scope and limits of electromyography,understanding it as a window into the processes of neuromuscular control.</p> <p>6.Knowing technical evaluation and assessment of balance and posture.</p> <p>7.Understand applications to the analysis of dysfunctional motor patterns.</p> <p>8.Understanding specificity, advantages and limitations of different techniques for the assessment of motor behavior,in order to select the most suitable method</p>
<b>Syllabus</b>	<p>Introduction:-Evaluation of motor behavior in a multidimensional perspective.</p> <p>-Different instruments and valuation techniques.Normative and criterion-referenced assessment.Assessment tools oriented product and process;-Specificity,advantages and limitations of different techniques for the assessment of motor behavior;</p> <p>Infant Motor Behavior Rating:-Explanation of the content and protocol of administration of different evaluation tools of motor behavior;-Alberta Infant Motor Scale (AIMS);-Peabody Development Scales (PDMS);-Körperkoordinationstest für Kinder (KTK);-Test of Gross Motor Development (TGMD-2);-Bruininks-Oseretsky Test of Motor Proficiency (BOT-2);-Instruments for assessment of acquisitions in the aquatic environment. Assessing self-perception:-Scale of self-perceived competence and social acceptance for children (EAPCASC), self-perceived competence, perceived competence and other real motor competence in children.Analysis of Human Movement:-Methods of analysis of interpers</p>
<b>Evaluation</b>	Written work on theme

**Bibliography**

Andrade, C., Neto, C., & Ducharne, M. (2008). Self-perceived competence, perceived educator and motor competence in children of 5 years. In Catela D. & J. Barreiros (Eds.). *Studies in Motor Development of Children* (pp. 247-254). Rio Maior: ESDRM Editions.

Bruininks, R., & Bruininks, B. (2005) Bruininks-Oseretsky Test of Motor Proficiency-2nd edition manual. Minneapolis, MN: NCS Pearson.

Folio, M., & Fewell, R. (2000). Peabody Developmental Motor Scales-Second Edition (PDMS-2): Examiner's manual. Austin, TX: PRO-Ed.

Gabbard, CP (1992). *Lifelong motor development*. Madison, Brown & Benchmark.

Gallahue, D. & Ozmun, J. (2005). *Understanding Motor Development* (3rd Ed). Phorte Publisher.

Harter, S. (1999). *The construction of the self. A developmental perspective*. Guildford Press: New York.

Haywood, KM & Getchell, N. (2009). *Life Span Motor Development* (5 th ed.). Champaign, IL: Human Kinetics.

Kiphard, EJ & Shilling, F. (2007) *Körperkoordinationstest für Kinder 2*,