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Effectiveness of Movement-Based Interventions to Improve Low Tone in School-Aged Children

Morgan Pugh

Western Michigan University, morgan.e.pugh@wmich.edu

Katie Bell

Western Michigan University, kathryn.e.bell@wmich.edu

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Effectiveness of Movement-Based Interventions to Improve Low Tone in School-Aged Children

WESTERN MICHIGAN UNIVERSITY

Morgan Pugh and Katie Bell

Description of Movement-Based Intervention

Movement-based approaches have been classified as task-oriented interventions and focus on children's 'occupations', such as tying shoelaces, ball catching, and handwriting. Children with developmental co-ordination disorder (DCD) have difficulty performing coordinated motor skills required for self-care, social activities, and academic achievement (Miyahara, Hillier, Pridham, & Nakagawa, 2017). Low muscle tone is a core feature of DCD as most children have low tone in their trunk, making stable sitting difficult and creates movement challenges while in the classroom (About Causes, n.d.).



1 Ask: Research Question

What are the effects of movement based interventions for improving low tone in school-aged children?

2a Acquire: Search

Databases: Pubmed, Clinicalkey, Cochrane Library, NCBI, CINAHL, Proquest.

Search Terms: Movement interventions; Improve tone; Child*; Muscle strength; Muscle weakness; School; Yoga; Movement break; Developmental co-ordination disorder

Patient/Client Group: School-aged children

Intervention: Movement-Based Interventions

Comparison: Movement intervention versus no intervention

Outcome(s): Improvement in low tone as a result of movement interventions

2b Acquire: Selected Articles

Miyahara, Hillier, Pridham, & Nakagawa (2017). A systematic review that examined the effect of task-oriented interventions with inactive or active control interventions on children with a diagnosis of developmental co-ordination disorder (DCD).

Au, Chan, Lee, Chen, Chau, & Pang (2014). A randomized control study that examined the effectiveness of task-oriented motor training to improve motor proficiency in children with a diagnosis of DCD.

Pless, Carlsson, Sundelin, & Persson (2000). A single-blind, quasi-experiment that examined the effectiveness of motor skill interventions for children with a diagnosis of DCD.

3a Appraise: Study Quality

Miyahara et al. (2017). Level I, 15 studies, total n=649. Strengths: all studies were RCTs and quasi RCTs, rigorous inclusion criteria. Limitations: conducted outside the US, and risk of selection and performance bias.

Au et al. (2014). Level II, n=22. Strengths: longitudinal study, randomization in selection of participants and assignment. Limitations: small sample size, and lack of control group.

Pless et al. (2000). Level II, n=37. Strengths: two step selection procedure to ensure DCD diagnosis, random assignment, and longitudinal study. Limitations: small sample size, increased risk for type II statistical error, and cultural differences affected the results of a substest.

3b Appraise: Study Results

Miyahara et al. (2017). This meta-analysis showed mixed results. Two RCTs and four quasi-RCTs indicated improved motor performance compared to no intervention when using task-oriented approaches ($p=.002$). A meta-analysis of two RCTs found no effect compared to no intervention ($p=.38$).

Au et al. (2014). Task-oriented ($p=.007$) and core stability ($p=.008$) interventions were effective in improving motor performance in children with DCD.

Pless et al. (2000). As a result of motor skill interventions, participants improved on the movement ABC motor test ($p=.001$)

4 Apply: Conclusions for Practice

Children with low tone may show improvement as a result of movement based interventions through task-oriented and motor skill interventions. Further research is needed to investigate the effect of task-oriented interventions for children with low tone.

Task-oriented interventions can be integrated within the school, clinic and at home in order to improve low tone in school-aged children. Common strategies include integrating an obstacle course into their daily routine or calisthenics. Additional studies are needed that include larger sample sizes, a greater variety of movement based interventions, and comparisons of well-defined subgroups of children.

References

Au, M., Chan, W., Lee, L., Chen, T., Chau, R., & Pang, M. (2014). Core stability exercise is as effective as task-oriented motor training in improving motor proficiency in children with developmental coordination disorder: A randomized controlled pilot study. *Clinical Rehabilitation*, 28(10). DOI: 10.1177/0269215514527596

Miyahara, M., Hillier, S., Pridham, L., & Nakagawa, S. (2017). Task-oriented interventions for children with developmental co-ordination disorder. *The Cochrane Database of Systematic Reviews*, 7(7). DOI: 10.1002/14651858.CD010914.pub2

Pless, M., Carlsson, M., Sundelin, C., & Persson, K. (2000). Effects of group motor skill intervention on five- to six-year-old children with developmental coordination disorder. *Pediatric Physical Therapy*, 12(4). PUBMED: 17091030

Resource used to define DCD available upon request

Movement-based interventions show moderately positive results for improving low tone in school-aged children, but should be integrated with caution.

