PERCEIVED MOTOR COMPETENCE IN YOUNG CHILDREN. CONSIDERATIONS FOR ANALYSIS

Isaac Estevan¹ & Lisa M. Barnett²
¹Universidad de Valencia ²Deakin University
Project INV-AE16-471273
Melgaço, Portugal, 2017
Model of Motor Development

Stodden et al. (2008)

Robinson et al. (2015)
Revision
Several factors to be considered for the project:

- Sample’s demographic characteristics.
- Understanding what is motor competence.
- Types of motor competence.
  - Locomotion.
  - Object Control.
  - Stability.
- PA assessment.
- Cofounders of perception.
- …
Study design

Stodden et al. (2008)

Robinson et al. (2015)
A huge array of terms used in the literature to describe actual & perceived motor competence
Study design. Considerations for Perception

- Presently, a range of instruments with a focus on different aspects of self-perception are used to assess perceived motor competence as if they represented the same construct.

<table>
<thead>
<tr>
<th>Scales</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Movement Skill Competence</td>
<td>Barnett et al. (2015, 2016)</td>
</tr>
<tr>
<td>Physical Self-Description Questionnaire (physical ability subscale)</td>
<td>Marsh et al. (1996)</td>
</tr>
<tr>
<td>Self-Perception Profile for Children or Adolescents (athletic competence sub)</td>
<td>Harter (1982)</td>
</tr>
<tr>
<td>Physical self-confidence Scale</td>
<td>McGrane et al. (2016)</td>
</tr>
</tbody>
</table>
Study design

Children

Motor Competence

Perceived Motor Competence

Proxy Perception Motor Competence

Desired Motor Skills

HRF

PA
Study design. Considerations for Perception

- Motor Competence
- Perceived Motor Competence
- Desired Motor Skills
- Proxy Perception Motor Competence
- HRF
- PA
- Potential
  - Pictorial vs writing
  - Dichotomized structure
  - Evolutive perspective
  - Alignment
- Limitations
  - Just an item per task
  - Sailling effect (age)
Conclusions

Suggestions according to the purpose of studies:
- Pictorial scales for infants and children.
- Provide appropriate number of choices per item (e.g., four choices instead of two).
- Reduce the tendency for children to give socially desirable responses.
- Adapted according to the age range (i.e., different scale versions across childhood).
- Diversity of number of items per skill (three are suggested).
MANY THANKS

Isaac Estevan¹ & Lisa M. Barnett²
¹Universidad de Valencia ²Deakin University
Project INV-AE16-471273

Melgaço, Portugal, 2017