

Psychosocial Implications in Developmental Co-ordination Disorder

Somayeh Namdar Tajari*

Department of Motor Behavior, University of Mazandaran, Babolsar, Mazandaran, Iran

DESCRIPTION

Developmental Coordination Disorder (DCD) is a more prevalent motor neurodevelopmental condition, affecting about 5% to 6% of school-age children. It significantly affects a child's motor development and children with DCD lag behind their peers in motor skills. This disruptive and complex disorder affects academic activities and social contributions. A recent study introduced subtypes of DCD, based on performance profiles across measures of motor, cognitive, visual-motor integration, and visual perceptual function. Subtype A: below average performance on all aspects of motor function and at least one aspect of perception and borderline performance IQ. Subtype B: difficulties are confined to gross motor/balance skills only. Subtype C: In this subtype in addition to subtype A problems, there are much lower levels of gross motor skills. Subtype D: low performance on tasks requiring fine motor skills, combined with lower visual-perceptual skill and performance IQ. The interventions for these clusters are not the same and there are probably different psychosocial outcomes.

Psychosocial implication

The research evidence show children with DCD seem to be at increased risk of psychosocial problems. Children develop their motor skills through physical activity and physical games. Motor competence is a way of social participation as well as the promotion of perceived competence. Children with developmental coordination disorder have limitations in motor development compared to their peers, so they always have a weaker motor self-concept than their peers. That impact negatively social participation. Probably they are excluded from some physical participation in the peer group. Previously, these children were called 'clumsy'; this may cause emotional disturbance and social isolation in children with DCD. DCD condition often persists into adulthood and leads to a more sedentary lifestyle and obesity.

Studies have shown there is a 70% Overlap between emotional and behavior disorders in children with developmental

coordination disorder. Mental health difficulties especially mood disorders are a serious issue among children with DCD, 30% met clinical criteria for social anxiety (see International clinical practice recommendations on the definition, diagnosis, assessment, intervention, and psychosocial aspects of developmental coordination disorder, 2019). In addition, Panic/agoraphobia, social phobia, and OCD have been reported. Poor motor coordination as a stressor exposes children to an array of interpersonal and intrapersonal conflicts. Functional limitations and poor self-concept are secondary outcomes of poor motor coordination. These stressors have an effect on symptoms of internalizing problems such as depression and anxiety. Perceptions of competence are the key issue for decreasing the psychosocial implications.

Exercise interventions as a way to improve the perception of competence

Based on the DSM-5, DCD is a significant condition with some clear diagnostic criteria (e.g. the acquisition and execution of motor skills and related coordination are below what is expected based on age). This disorder requires intervention to improve motor and performance skills, which can improve the associated difficulties, and attenuate the negative physical and mental health consequences of the condition. Although, DCD subtypes may benefit from different a form of interventions, and on the other hand, it is not clear whether exercise interventions can promote the neural signature of this disorder or not, it is worth noting that the positive cycle of increasing movement participation and improving the perception of competence will occur by designing appropriate physical training protocols for children with DCD.

Exercise interventions can promote motor proficiency so, the possibility of participation of children with DCD in social and physical activities increases. Improving self-concept and perceived competence will be the result of these participations. From another point of view, physical exercises calm stress, lose weight, increase emotional well-being, and promote lifestyle.

Correspondence to: Somayeh Namdar Tajari, Department of Motor Behavior, University of Mazandaran, Babolsar, Mazandaran, Iran, E-mail: s.namdar@umz.ac.ir

Received: 17-Jan-2023, Manuscript No. JDA-23-21407; **Editor assigned:** 20-Jan-2023, PreQC No. JDA-23-21407 (PQ); **Reviewed:** 03-Feb-2023, QC No. JDA-23-21407; **Revised:** 10-Feb-2023, Manuscript No. JDA-23-21407 (R); **Published:** 17-Feb-2023, DOI: 10.35248/2167-1044.23.12.496.

Citation: Tajari SN (2023) Psychosocial Implications in Developmental Co-ordination Disorder. J Dep Anxiety.12:496.

Copyright: © 2023 Tajari SN. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.