

A Characteristic of learners with learning problems is motor deficit

THE DEVELOPMENT OF A JUDO INTERVENTION PROGRAMME TO ASSIST GRADE ONE LEARNERS WITH MOTOR DELAY

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A characteristic of learners with learning problems is motor deficit (Mammil & Myers, 1990:25). Dednam (in Landsberg, 2005:366) also suggests that the motor deficit of learners with learning problems is most evident in gross and fine motor coordination. Rasmussen (2004:online) also mentions that the development of gross and fine motor skills lead to the improvement of academic skills. A lack of motor stimulation (gross and fine muscles) has several consequences later in learners' lives when it is more difficult to make adjustments. Furthermore, research has shown that 5–15% of learners with gross motor deficit also experience problems at school level – among pre-school learners the percentage is 6% (Pienaar, 2006:online). Gross motor skills form a part of the learner's development (Durso, 2002:online) and it can therefore be assumed that motor delays have an influence on the learner's learning ability.