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Motor proficiency of learning disabled and nondisabled students.

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Abstract

The motor proficiency of 55 learning disabled and 55 nondisabled students was compared on a comprehensive battery of motor-skills tests. Learning disabled students performed significantly lower than nondisabled students on measures of fine motor skills and on measures of gross motorskills. Their greatest deficiencies were on tasks requiring body equilibrium, controlled fine visual-motor movements, and bilateral coordination of movements involving different parts of the body. All of these areas include complex motor patterns that require the integration of visual and kinesthetic senses with motor responses. Implications of these findings for the development of motor training programs and for future research are discussed.

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