

**78 - MOTOR ASSESSMENT IN PRESCHOOL CHILDREN: A COMPARATIVE STUDY**

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**INTRODUCTION**

Childhood motor development is characterized by the acquisition of a broad spectrum of motor skills, which allows the child a broad area of your body in different postures (static and dynamic), roam about the environment in various ways (walking, running, jumping, etc..) and manipulate objects and different instruments (to receive a ball, throw a rock, shoot, write, etc. (SANTOS AND OLIVEIRA DANTAS, 2004).

For Enderle (1987), the preschool period is called stage magic, given the predominance of thought that characterizes the fantastic childhood. They are large and significant changes that occur during the call stage magic, in the main areas of motor development, intellectual, emotional, affective and social. In our study will look at the engine development, particularly in age from 3 to 5 years old.

Despite the requirement that the child has to move his motor skills often is not explored during childhood, causing alterations in their psychomotor development that will reflect in adulthood. In large urban centers sedentary lifestyle has become a problem, because through it strengthened physical inactivity causing motor deficits and especially the prevalence of excess weight among children and youth.

According to Fisberg (1993) the sedentary child can occur at any age, socioeconomic status, modern life has created conditions for the development of the inactivity in children. There are some factors that reflect directly to the increase in physical inactivity, since the quality of food intake leading to obesity and a sedentary lifestyle and the type of physical activity they perform today, as they are prevented from leaving the house (because of violence) and thus fail to run in the streets, ride a bike and participate in other games in good physical activity to play "video game" and watch television in their homes and attend most regularly "mall" and cinemas, directly interfering with the decrease of physical activity (BALLON, 2003).

On the other hand, there are many evidences that the practice of regular physical activity helps in addition to control and maintain body weight and cardiovascular risk reduction contributes to motor development. Childhood is the most important step on the way to mature to adulthood, so no need to bring this period to ensure that conditions conducive and relevant to their development and motor development.

Although there are inner cities do not face the same problems as the urban cities, they still have no major shopping centers and exacerbated violence. With that children do not become trapped in their homes, may still play in the squares and streets, young people organize and participate in athletic contests, or do physical exercises.

The motor skills that children acquire at an early stage are refined in adulthood. Upon this the motor evaluation is essential to conduct a job search engine ripening. A program of activity has to be well planned on the basis that the child has difficulty, trying not only motor development, but education is a whole body.

In view of the above on the pre-school, the influence of regional customs in increased physical inactivity and sedentary lifestyle and in particular to motor development, we believe that knowing the level of motor development of children is fundamental to the construction of motor programs that will meet the needs of many different groups, allowing the development of more effective practices that lead children to construct more advanced movement patterns and ensure participation in movement activities throughout life. In addition to examining whether children who live in a rural town have better environmental conditions to develop their motor skills compared with those living in a city's urban area.

To that end, this study aims to detect abnormal psychomotor through specific tests evaluating motor age of pre - school children, as well as analyzing the influence of regional customs of the same motor development, and contribute to the planning of school activities that will minimize delays engines providing better quality of life.

**METHODOLOGY**

Participated in the study of 138 children of both sexes aged from 4.6 to 6.10 years, 117 were enrolled in CMEI Marcio Souza (Urban School) located in the city of Manaus, 57 of those attended classes in the morning, which did not participate of physical education classes and 60 attended school during the morning hours, where they participated in two classes per week of physical education. The other 21 subjects were from the Municipal School of Amazonian Ivo Moura (Rural School), located in the Village of Lindenow, City of Itacoatiara. The subjects had their motor age assessed by the protocol Motor Development Scale (EDM) as described by Francisco Rosa Neto (2002).

The results of two different schools and were compared with the objective of contributing to that comparison and discussion of results will be better conducted a semistructured interview to clarify with the parents or guardians of the subjects performed the activities in leisure time, or is at leisure.

The selection of subjects was done randomly, with the prerequisite of age from 4.6 to 6.10 years, is regularly enrolled in the schools selected to perform this work, not making use of drugs acting on the nervous system central and the absence of any apparent physical and mental dysfunction.

The children were evaluated at the school where they study. Independent component assessed each trial began with the quiz for their chronological age (CA). When success was achieved in the task corresponding to his age, the most advanced will be presented. In case of failure, the task corresponding to the previous age will be repeated, resulting in the Age motor (IM) (NETO, 2002). The tests were: Kinetics Global (MG), Fine Motor (FM), Equilibrium (EQ) Corporal (EC), Spatial Orientation (EO) and Temporal Orientation (EO).

For data analysis the students were separated by sex and school children who have physical education and those who do not have physical education class. For this the students are divided as follows: G1 (21) - Students from the Urban Area that are not physical education, G2 (24) - Students from the Urban Area that are Physical Education, G3 (9) - Students of the Rural areas; G4 (36) - Students from the Urban Area that are not physical education, G5 (36) - Students from the Urban Area that are Physical Education and G6 (12) - Students from Rural Zone.

The results were analyzed by means of IM obtained in each test. For statistical treatment, data were discussed by the

descriptive analysis, measures of central tendency (mean) and dispersion (standard deviation) between the CI and MI obtained as performance on tests. Initially suffering a normality test of Shapiro-Wilking, the data showed a normal distribution was used ANOVA to test possible differences between groups, but those who had a normal distribution does not use the test Kruskal Wallis. All tests were performed using the software package SPSS 14.0 for Windows, with the significance level  $p < 0.05$ . The heads of the subjects have to sign the term free informed consent to confirm the involvement of such research.

**RESULTS AND DISCUSSION**

The results show that the participants possess the old general motor (OGM) appropriate to their chronological age (CA) (Table 1). Some groups have surpassed expectations, as in the case of G3 and G6 showed that the IMG ten months more than its IC, demonstrating better than expected results.

VARIABLES	G1	G2	G3	G4	G5	G6
CA	59,23±8,09	59,35±6,41	69,11±9,79	59,97±8,19	58,83±5,77	71,75±6,42
OGM	66,52±8,30	67,16±12,24	77,33±12,96*	64,08±7,70	62,30±8,92	82±11,78*
GK	74,47±11,60	79,50±14,07	88,00±15,87*	71,16±14,28	76,66±14,77	95,00±11,95*
FM	65,71±16,04	61,58±18,03	89,33±20,00*	60,11±15,41	53,50±10,95	90,00±18,80*
EQ	79,14±14,27	73,83±22,20	88,00±15,87*	71,83±12,83	68,33±17,81	90,00±21,40*
BS	62,28±10,47	61,00±10,41	60,00±15,87	58,83±9,91	57,66±9,96	71,00±21,98*
SO	59,42±8,02	62,75±11,86	72,00±21,63*	62,55±13,80	62,44±12,55	80,00±22,49*
TO	59,23±12,68	62,00±13,29	64,00±10,39	56,00±11,01	54,66±15,69	62,00±4,67

Table 1 - Mean and standard deviation (given in months) Variable chronological age (CA) and Motor Age General (OGM) and tests Kinetics Global (GK), Fine Motor (FM), Equilibrium (EQ) Body schema (BS), Spatial Orientation (SO) and Temporal Orientation (TO) :\*Significant difference between comparison groups

c	G1		G2		G3		G4		G5		G6	
	N	%	N	%	N	%	N	%	N	%	N	%
LOWER	0	0	0	0	0	0	1	2,77	0	0	0	0
NORMAL LOW	2	9,52	1	4,16	0	0	4	11,11	7	19,44	0	0
NORMAL MEDIUM	6	28,57	9	37,5	3	42,85	18	50	14	38,88	6	50
NORMAL HIGH	6	28,57	9	37,5	3	42,85	3	8,33	8	22,22	3	25
TOP	6	28,57	2	8,33	1	14,28	6	16,66	6	16,6	2	16,66
MUCH HIGHER	1	4,76	3	12,5	0	0	4	11,11	1	2,77	1	8,33
TOTAL	21		24		7		36		36		12	

Table 2 - Classification results for the variable overall motor quotient (OMQ).

Research conducted with subjects of similar age obtained results well below what we found. Gianotti et. Al (2009) showed that girls and girls aged 5 and 6 years of age are motor delays in relation to their chronological age. Machado et. Al (2009) also found a low profile engine considered normal for boys and girls 4-6 years old, indicating that general motor age less than chronological age.

The authors cited above (GIANOTTI ET. AL. (2009) and Machado et. Al. (2009) show activity specific to minimize delays engines, and underline the need for the physical education teacher to pursue those goals.

When comparing the groups of girls found significant differences compared to the G3. Although the three groups of females produce good results, we found that the G3 overcame the G1 and G2. The same happened with the boys, the G6 showed IMG higher compared to the G4 and G5.

The regional customs assessed subjects are very different. Children studying in school live in a rural village that have no paved roads, shopping mall, home television etc.. Unlike study of children living in the urban city, a city regarded as living metropolis where we find "shopping, cinemas, violence, busy streets etc.. When questioned what they do in leisure time (Table 3) found that all subjects from rural areas play in the street in the company of friends and family, while the urban area of play at home, play "video games". We believe that groups of Lindenow (G3 and G6) showed better results precisely because of their active habits, providing them with better motor development.

ACTIVITIES	RELATIVE BUSY (%)		
	URBAN SCHOOL MORNING	URBAN SCHOOL EVENING	SCHOOL RURAL
FOOTBALL	0	3,33	0
ELETRONIC GAMES	87,71	86,66	0
STREET GAMES	12,29	10,00	100,00

Table 3: Semi-structured interviews conducted with parents or guardians of the subjects.

Regarding the classification of motor quotient (Table 2), most subjects had normal results and normal medium high. We found no significant difference, however, believe that the regional influence contributed again, because through descriptive analysis found that subjects of both genders within the school (G3 and G6) showed better results, because no subject was classified as low normal, as was found for all other groups.

The study by Gianotti et al (2009), shows that for the JV boys test had greater motor deficits in relation to their chronological age (7.87 months), however, also had motor delays in MG, EC, EQ. The girls had worse results in the test of EW (7.87 months), with motor delays also tests for OE, MG and CE.

Machado (2009) evaluated the motor age of 49 subjects from 4 to 6 years old MG tests, EQ and OT. For all these tests the subjects showed motor age below chronological age, indicating motor delay.

When comparing the results of the tests, we found that for the body schema (CS) and temporal orientation (OT) most subjects did not show good results. The groups G3, G4, G5 and G6 had a motor age of these tests below chronological age, showing motor delay. Comparing genders, girls Lindenow were the only ones that had delayed motor tests for CE and OT, despite not showing any significant difference. For boys, all groups demonstrated difficulty in performing these tests, so it is with motor delay in them, but we found a difference for the CE test, where the G6 had better results than others.

Rosa Neto (2002) also evaluated the motor age through the EDM with preschoolers 4 and 5 years old. In their results verified that the contents of the body structure and temporal organization of the subjects of his research were also lower than

expected, ie, below the chronological age.

The body scheme (EC) is the consciousness of his own body. Body image is a way to balance that, as the core of personality, is organized in a context of mutual relations of organism and environment. (ROSANETO, 2002).

The temporal organization (OT) is the ability to lie about oneself and the environment. It is of utmost importance for development of a child because her learn to read (for example), it is necessary to have the field of rhythm, a sequence of sounds in time, a recall hearing a sound discrimination, recognition of the frequencies and the durations of the word (OLIVEIRA, 1997). It is the temporal organization of experience guarantees you a location of past events, and an ability to project themselves into the future, making plans and deciding on your life. The time dimension should not only assist in locating an event in time, but also provide preservation of relations between the facts in time. (CASTELLANI, 1988).

It is very important that physical education teachers plan their lessons according to the motor needs of their students. We know that planning is critical to the physical education teacher can teach his class in order to achieve predetermined goals. Namely, it is necessary to plan the methodology to be used, the content and teaching resources also the goals to be achieved mainly related to motor development, ie the methods used by the teacher are satisfactory to the student learning.

Thus, we see that often, nothing happens in kindergarten, classes are not always properly planned, many games are given equal in different grades do not meet the age difference and the particularities of each class, and we believe this could not happen, because different sets require different rates of tuition. This way the teacher did not contribute to the overall development of their students.

The other tests the results also showed differences. For females the MF test was observed better results when comparing the G1 and G3 and G3, G2, MG For the tests, EQ and LE observed better results when comparing the G1 and G3. For boys the results showed that the G6 better results for the tests MF, MG, EQ, CE and LE when compared with the G4 and G5.

According to Castro (2009) the development of motor skills is closely linked to the number of motor tasks and experiences that the child has performed throughout his life, self-awareness of his own body as well as any other motor skill. Due to their culture they are moving more and gain more experience, it is the "holding that the child develops an awareness of yourself and your outer world [...]. The environment must be conducive to the child having a normal maturation so that their intelligence is developed."

Still Gonçalves, argues that it is through movement that children develop their perceptual skills, spatial and temporal, and these movements are acquired in daily life, being called a concept that everyday is what you learn on the day to day. The practical experience of the child should be valued by the fact that it must be discovered, in addition to the first object that the child perceives is his own body movements and sensations through offsets.

The dangerous and exciting life of big city has increasingly taken the children into the house making it inactive. During data collection we observed that the regional customs of the subjects in groups 1, 2, 4 and 5 (urban area) are quite different from living and studying in rural areas (3 G and G6), Village of Lindenow, and we believe that this is the main determinant factor in contributing to its development. These children participate in outdoor play every day. This involvement also contributes to the run, jump, throw, jump, kick etc. Contributes to the social, cognitive and affective, as the relationship they have with other children during these activities is great.

To Cascudo (1962), the game has several meanings, among them, that word is a scholar in the process of acclimatization, the propaganda of educational gymnastics, where children play as they like to play, choosing freely the form of expansion of this living force, pure and wide that it has to totally. Considering this aspect, the games are extremely important to assist in motor development. In the urban area these games are little used because of the influence of electronic games such as video and computer game and other factors such as the mall.

For Ferreira Neto (2004), the great social changes have affected the level of everyday environments of children. In this sense, the author asserts that this is due to several factors, such as the growing involvement of children with electronics, the implementation by parents and guardians of daily routines overly organized, and the density of urban traffic. This framework would be causing an increase in restriction of spaces available for free play activities of children, resulting in the increasing institutionalization of structured activities in leisure time, so-called parallel schools.

While physical education is not for the sole purpose of providing an education geared to development engine, is the fact that physical education is often the only time where the body movement can be accomplished. The body's need to develop leads the child to play and move around, providing of course your motor development. So in school physical education teacher should endeavor to plan lessons with the goal of improving the physical found related to motor development of their students.

## CONCLUSION

Children studying in rural schools live differently compared with children in the urban area. Few children have televisions at home do not have "shopping" and "lan house" in the city. Unlike children who live and study in the urban city, a city regarded as living metropolis where we find "shopping, cinemas, violence, busy streets etc. Therefore, we believe that the custom of regional rural subjects made their results were superior in some motor skills.

Physical education works with movement, action, body and thus can provide educational situations that help also in motor learning. Every child acts on discovering, inventing, resisting, asked, replied, remaking, socializing themselves. This is when the child needs a follow-up in their physical, cognitive and psychosocial, and when we think of physical education, we can merge these three forms of development by providing experiences that stimulate the development of the human being.

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## MOTOR ASSESSMENT IN PRESCHOOL CHILDREN: A COMPARATIVE STUDY

### ABSTRACT

The aim of this study was to evaluate the psychomotor diagnose motor age of pre - school children, and to examine whether regional customs influence the development of the same engine. Participants 138 children of both sexes aged from 4.6 to 6.10 years, 117 were enrolled in the School Urbana located in Manaus, AM, 57 of those were during the mornings (they had no physical education classes) and 60 the morning hours (they had two classes per week of physical education). The other 21 subjects were from the Rural School, located in the Village of Lindenow / Itacoatiara. The instrument was the Scale of Motor Development. The tests were Kinetics Global (Gk), Fine Motor (FM), Equilibrium (EQ), Bory schema (BS), Spatial Orientation (SO) and Temporal Orientation (TO). We performed semi-structured interviews with parents of the subjects to check the activities that they perform at the time of leisure. The results obtained were analyzed by IM in each event and discussed by the descriptive analysis, mean and standard deviation between the CI and MI obtained as performance on tests. We used ANOVA (normal distribution) and Kruskal Wallis (non-normal distribution) to determine differences between groups, significance level  $p < 0.05$ . The results show that most guys have the old general motor (OGM) appropriate to their chronological age (CA), normal average rating. However, the subjects of rural schools had the OGM ten months more than its CA, different; The subjects of rural schools perform more activities that require large body movements compared with others; In testing BS and TO subjects had difficulty because the old motor was rated below chronological age, but the subjects of rural schools had better results. We believe that the custom of the subjects of regional rural school influenced in making their results were superior.

**KEY-WORDS:** motor development, motor age, motor ability.

## ÉVALUATION DE MOTEUR ENFANTS D'ÂGE PRÉSCOLAIRE: UNE ETUDE COMPAREE

### RÉSUMÉ

Le but de cette étude était d'évaluer l'âge du moteur psychomoteur diagnostique de pré - enfants d'âge scolaire, et d'examiner si les coutumes régionales influent sur le développement du moteur même. Les participants 138 enfants des deux sexes âgés de 4,6 à 6,10 ans, 117 ont été inscrits à l'école Urbana (ESU), situé à Manaus, AM, 57 d'entre eux étaient au cours de la matinée (ils n'avaient pas cours d'éducation physique) et 60 le matin (ils ont eu deux heures de cours par semaine d'éducation physique). Les 21 autres sujets ont été de l'école rurale (ESR), situé dans le village de Lindenow / Itacoatiara. L'instrument a été l'échelle de développement moteur. Les tests ont été cinétique globale (MG), motricité fine (FM), équilibre (EQ) Caporal (CE), l'orientation spatiale (EO) et temporelles d'orientation (EO). Nous avons effectué des entretiens semi-structurés avec les parents des sujets à vérifier les activités qu'ils exercent au moment de loisirs. Les résultats obtenus ont été analysés par la GI dans chaque épreuve et discutée par l'analyse descriptive, moyenne et l'écart type entre le CI et le MI obtenu comme résultats aux tests. Nous avons utilisé ANOVA (distribution normale) et Kruskal Wallis (distribution non-normale) pour déterminer les différences entre les groupes, niveau de signification de  $p < 0,05$ . Les résultats montrent que la plupart des gars ont l'ancien moteur générale (IMG) adaptées à leur âge chronologique (CA), la note moyenne normale. Cependant, les sujets des écoles rurales avaient dix mois de plus que son IMG IC, différentes; Les sujets des écoles rurales effectuer davantage d'activités qui exigent des mouvements du corps par rapport aux autres grandes; En EC essais et sujets OT eu de la difficulté parce que le vieux moteur a été noté ci-dessous l'âge chronologique, mais les sujets des écoles rurales avaient de meilleurs résultats. Nous croyons que la coutume des sujets de l'école rurale régionale influencés dans leur prise de leurs résultats étaient supérieurs.

**MOT-CLÉ :** le développement moteur, l'âge du moteur, la capacité du moteur.

## MOTOR DE EVALUACIÓN EN PREESCOLARES: UN ESTUDIO COMPARATIVO

### RESUMEN

El objetivo de este estudio fue evaluar el diagnóstico psicomotor edad de motor de la pre - escolares, y para examinar si las costumbres regionales influyen en el desarrollo del mismo motor. Los participantes 138 niños de ambos sexos de entre 4,6 a 6,10 años, 117 fueron inscritos en la Escuela Urbana (UDE), ubicado en Manaus, AM, de 57 de ellos fueron durante la mañana (no tenían clases de educación física) y 60 horas de la mañana (que había dos clases semanales de educación física). Los otros 21 sujetos fueron de la Escuela Rural (ESR), que se encuentra en el pueblo de Lindenow / Itacoatiara. El instrumento fue la Escala de Desarrollo Motor. Las pruebas se Cinética Global (MG), Motricidad fina (FM), Equilibrio (EQ) Corporal (CE), Orientación Espacial (EO) y Temporal Orientación (EO). Se realizaron entrevistas semi-estructuradas con los padres de los sujetos para comprobar las actividades que realizan en el tiempo de ocio. Los resultados obtenidos fueron analizados por mensajería instantánea en cada evento y debatido por el análisis descriptivo, media y desviación estándar entre el IC y MI obtiene como rendimiento en los exámenes. Se utilizó ANOVA (distribución normal) y Kruskal Wallis (distribución no normal) para determinar las diferencias entre los grupos, nivel de significación  $p < 0,05$ . Los resultados muestran que la mayoría de ustedes tienen el motor viejo general (IMG) adecuado a su edad cronológica (CA), promedio normal. Sin embargo, los sujetos de las escuelas rurales tenían los diez meses IMG más que su CI, diferentes; Los temas de las escuelas rurales realizan más actividades que requieren grandes movimientos del cuerpo en comparación con los demás, en el CES de prueba y temas del Antiguo Testamento tenían dificultades porque el motor de edad fue calificado por debajo de la edad cronológica, pero los temas de las escuelas rurales tenían mejores resultados. Creemos que la costumbre de los temas de la escuela rural regional influyó en la toma de sus resultados fueron superiores.

**PALABRA (S) CLAVE:** desarrollo motor, la edad del motor, la capacidad del motor.

**AVALIAÇÃO MOTORA EM PRÉ-ESCOLARES: UM ESTUDO COMPARATIVO****RESUMO**

O objetivo desse estudo foi o de diagnosticar alterações psicomotoras avaliando a idade motora de crianças pré – escolares, e analisar se costumes regionais influenciam no desenvolvimento motor dos mesmos. Participaram 138 crianças de ambos os sexos com idades de 4,6 a 6,10 anos, sendo 117 matriculados na Escola Urbana (ESU) localizado em Manaus/AM, desses 57 eram do turno matutino (não tinham aulas de educação física) e 60 no turno vespertino (tinham duas aulas semanais de educação física). Os outros 21 sujeitos eram da Escola Rural (ESR), localizada na Vila de Lindóia/Itacoatiara. O instrumento foi a Escala de Desenvolvimento Motor. Os testes foram Motricidade Global (MG), Motricidade Fina (MF), Equilíbrio (EQ), Esquema Corporal (EC), Orientação Espacial (OE) e Orientação Temporal (OT). Foi realizada entrevista semi-estruturada com os pais dos sujeitos para verificar as atividades que esses realizam no momento de lazer. Os resultados foram analisados pela IM obtida em cada prova e discutidos através da análise descritiva, média e desvio padrão entre a IC e a IM obtida como desempenho nas provas. Foi utilizado o teste Anova (distribuição normal) e Kruskal Wallis (distribuição não normal) para verificar diferenças entre grupos, nível de significância  $p < 0,05$ . Os resultados evidenciam que a maioria dos sujeitos possui a idade motora geral (IMG) adequada a sua idade cronológica (IC), classificação normal médio. Contudo, os sujeitos da escola rural tiveram a IMG dez meses a mais que sua IC, diferente dos outros; Os sujeitos da escola rural realizam mais atividades que requer grandes movimentos corporais comparados com os outros; Nos testes EC e OT os sujeitos apresentaram dificuldade, pois a idade motora foi classificada abaixo da idade cronológica, mas os sujeitos da escola rural apresentaram melhores resultados. Acreditamos que o costume regional dos sujeitos da escola rural influenciou em seus resultados fazendo com que fossem superiores.

**PALAVRA(S)-CHAVE:** Desenvolvimento motor, idade motora, habilidade motora.