

9 REFERENCES

- Abdelkarim, O., Ammar, A., Chtourou, H., Wagner, M., Knisel, E., Hökelmann, A., & Bös, K. (2017). Relationship between motor and cognitive learning abilities among primary school-aged children. *Alexandria Journal of Medicine*, 53(4), 325–331. <https://doi.org/10.1016/j.ajme.2016.12.004>
- Acheson, R. (1954). A method of assessing skeletal maturity from radiographs: A report from the Oxford Child Health Survey. *Journal of Anatomy*, 88(4), 498–508.
- Addy, L.M. (1996). A multitprofessional approach to the treatment of developmental coordination disorder. *British Journal of Therapy and Rehabilitation*, 3(11), 593–599. <https://doi.org/10.12968/bjtr.1996.3.11.14738>
- Alexander, G. E., DeLong, M. R., & Strick, P. L. (1986). Parallel organization of functionally segregated circuits linking basal ganglia and cortex. *Annual Review of Neuroscience*, 9(1), 357–381. <https://doi.org/10.1146/annurev.ne.09.030186.002041>
- Ali, A., Pigou, D., Clarke, L., & McLachlan, C. (2017). Literature Review on Motor Skill and Physical Activity in Preschool Children in New Zealand. *Advances in Physical Education*, 7, 10- 26. <https://doi.org/10.4236/ape.2017.71002>
- American Psychiatric Association, DSM-5 Task Force. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5™ (5th ed.)*. American Psychiatric Publishing, Inc.. <https://doi.org/10.1176/appi.books.9780890425596>
- Bala, G., & Katić, R. (2009). Sex differences in anthropometric characteristics, motor and cognitive functioning in preschool children at the time of school enrolment. *Collegium Antropologicum*, 33(4), 1071–1078.
- Bala, G., Jakšić, D., & Katić, R. (2009). The trend of relations between morphological and motor abilities in preschool children. *Collegium Antropologicum*, 3(2), 373–385.
- Ball, M. (2002). *Developmental coordination disorder: Hints and tips for the activities of daily living*. London: Jessica Kingsley Publishers.
- Barbacena, M. M., van Petten, A. M. V. N., Ferreira, D. L., & de Castro Magalhães, L. (2019). Cognitive level and developmental coordination disorder: Study with schoolchildren aged 7 to 10 years old. *Brazilian Journal of Occupational Therapy*, 27(3), 534–544. <https://doi.org/10.4322/2526-8910.ctoAO1839>
- Barnett, L. M., Lai, S. K., Veldman, S. L. C., Hardy, L. L., Cliff, D. P., Morgan, P. J.,

- ... Okely, A. D. (2016). Correlates of Gross Motor Competence in Children and Adolescents: A Systematic Review and Meta-Analysis. *Sports Medicine*, 46(11), 1663–1688. <https://doi.org/10.1007/s40279-016-0495-z>
- Barnett, L. M., Morgan, P. J., van Beurden, E., & Beard, J. R. (2008). Perceived sports competence mediates the relationship between childhood motor skill proficiency and adolescent physical activity and fitness: a longitudinal assessment. *International Journal of Behavioral Nutrition and Physical Activity*, 5, 40. <https://doi.org/10.1186/1479-5868-5-40>
- Barnett, L. M., Salmon, J., & Hesketh, K. D. (2016). More active preschool children have better motor competence at school starting age: an observational cohort study. *BMC Public Health*, 16(1), 1–8. <https://doi.org/10.1186/s12889-016-3742-1>
- Barnett, L., Hinkley, T., Okely, A. D., & Salmon, J. (2013). Child, family and environmental correlates of children's motor skill proficiency. *Journal of Science and Medicine in Sport*, 16(4), 332–336. <https://doi.org/10.1016/j.jsams.2012.08.011>
- Barnett, L.M., Ridgers, N. D., & Salmon, J. (2015). Associations between young children's perceived and actual ball skill competence and physical activity. *Journal of Science and Medicine in Sport*, 18(2), 167–171. <https://doi.org/10.1016/j.jsams.2014.03.001>
- Barnhart R. C., Davenport M. J., Epps S. B., & Nordquist V. M. (2003). Developmental coordination disorder. *Physical Therapy*, 83(8), 722-31.
- Bednářová, J., & Šmardová, V. (2008). Diagnostika dítěte předškolního věku: co by dítě mělo umět ve věku od 3 do 6 let. Brno: Computer Press.
- Berk, L. E. (2008). Physical development in early childhood. *Infants and children: Prenatal to middle childhood* (6th ed.). Boston, MA: Pearson Allyn and Bacon.
- Bhayani, K., & Singaravelan, R.M. (2012). Effectiveness of core stability training programme on improving task specific physical activity in developmental coordination disorder children. *Revista Română De Kinetoterapie*, 18(30), 33–40.
- Bianco, A., & Santarelli, F. (2006). Understanding adapted physical activity and inclusion. In Van Coppenolle (Ed.), *Count me in*. Belgium: Leuven.
- Blank, R., Smits-Engelsman, B., Polatajko, H., & Wilson, P. (2012). European Academy for Childhood Disability (EACD): Recommendations on the definition, diagnosis and intervention of developmental coordination disorder (long version).

- Developmental Medicine and Child Neurology, 54(1), 54–93.
<https://doi.org/10.1111/j.1469-8749.2011.04171.x>
- Block, M. E. (2007). A teacher's guide to including students with disabilities in general physical education. Baltimore, Maryland: Brookes Publishing Company.
- Bojanić, J., Bojanić, M., Gadžic, A. & Milosavljević, S. (2018). Komparativna analiza motoričkih sposobnosti dečaka koji treniraju primenjeni aikido i dečaka koji se ne bave sportom. Sport - Nauka I praksa, 8(1), 5-12.
- Brković, A. (2011). Razvojna psihologija. Čačak: Svetlost.
- Brotherson, S. (2009). Supporting physical growth and development in young children. Extension Bulletin FS-633. Fargo, ND: NDSU Extension Service, North Dakota State University.
- Brown, J. K., Omar, T., & O'Reagan, M. (1997). Brain development and the development of tone and movement. In K. J. Connolly & H. Forssberg (Eds.), Neurophysiology and neuropsychology of motor development (pp.1-41). London: Mac Keith Press.
- Brown, T., & Lalor, A. (2009). The Movement Assessment Battery for Children – Second Edition (MABC-2): a review and critique. Physical & Occupational Therapy in Pediatrics, 29(1), 86–103. <https://doi.org/10.1080/01942630802574908>
- Bruininks, R. H. (1978). Bruininks-Oseretsky test of motor proficiency. Circle Pines, MN: American Guidance Service.
- Bruininks, R. H., & Bruininks, D., B. (2005) Bruininks–Oseretsky Test of Motor Proficiency (2nd ed.). Minneapolis: Pearson Assessments.
- Butterfield, S. A., Angell, R. M., Mason, C. A. (2012). Age and sex differences in object control skills by children ages 5 to 14. Perceptual & Motor Skills, 114(1), 261–274. <https://doi.org/10.2466/10.11.25.PMS.114.1.261-274>
- Casey, B. J., Tottenham, N., Liston, C., & Durston, S. (2005). Imaging the developing brain: What have we learned about cognitive development? Trends in Cognitive Sciences, 9(3 SPEC. ISS.), 104–110. <https://doi.org/10.1016/j.tics.2005.01.011>
- Cermak, S. A., Gubbay, S. S., & Larkin, D. (2002). What is developmental coordination disorder? In Cermak, S. A., & Larkin, D. (Eds), Developmental coordination disorder (pp. 2-22). Albany, NY: Delmar Thompson Learning.
- Cleaton, M.A.M., Lorgelly, P.K., & Kirby, A. (2020). Developmental coordination disorder in UK children aged 6-18 years: Estimating the cost. British Journal of