

## Physical Therapy Department for Growth and Development Disorder in children and Its Surgery

Master Degree  
2000

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<b>Title</b>	:	Efficacy of two feedback techniques on learning a motor skills in cerebral palsied children with dyspraxia
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<b>Abstract</b>	:	<p>The purpose of this study was to compare the effects of post response and concurrent augmented feedback on long lasting learning a supination skill in cerebral palsied children with dyspraxia of this skill . Thirty hemiplegic cerebral palsied children with age ranges from 4 to 6 years participated in this study, they were randomly divided into 2 groups of equal number ( 15 in each group ) . The first group received concurrent feedback while the second group received post response feedback . Another 30 normal children represented the control group. The supination ranges and the performance times were measured three times ( before, after 4 weeks and 8 weeks and of suggested treatment ), using a modified axial rotation gravity goniometer, stop watch and videotaps . Treatment was conducted for 2 months, 5 days/week . The results of this study revealed significant improvement in the supination ranges and decline in the performance times for both groups . According to the findings of this study, there was better improvement for post-response feedback group than of concurrent one . From the obtained results in this study, it can be concluded that practice in conditions with post response feedback is more effective for learning of motor skills than practice in conditions with concurrent feedback .</p>
<b>Key words</b>	1.	Feedback techniques.
	2.	Learning motor skills.
	3.	Cerebral palsied.
	4.	Children.
	5.	Dyspraxia.
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