



## METADATA

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**Authors:** Koutsouki, D., Professor, UOA, Asonitou, A., Laboratory and Teaching staff, UOA, Charitou, S., Laboratory and Teaching staff, UOA

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### Abstract

In this textbook it is examined in depth the undeniable relationship between cognitive and motor development and the cognitive processes involved in motor learning. Movement is a main feature of human life considering that through movement a person can explore his/her environment, show self-handling skills, expresses himself/herself through sports, arts or even movement can function as an end in itself. Due to this close interrelation between cognitive and motor development, difficulties or disorders in one area affects the other. The theories that are presented in this course book are approached in order to point out this interrelation and the development of the factors that have an effect in it (e.g. heredity–environment). The presence of difficulties or disorders influences all aspects of development in infants, children, adolescents, and later adults. People that

deviate from “normal” are affected more in all aspects of development (cognitive, motor, emotional, social etc.). Motor and cognitive evaluation is valuable for professionals to understand better the weaknesses and the abilities of children, especially in those interrelated developmental components. A dynamic intervention model is suggested that considers the aforementioned relationship. The ultimate objective of this intervention model is the development (enhancement) of both knowledge and experience that will help children to scaffold his/her difficulties in everyday living (e.g. free play, playground etc.). Additionally in this textbook the best practices are presented in Developmental and Adapted Physical Education. Several activities are proposed and their aim is not exclusively the motor development but also the cognitive as the child is studied as a whole.

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