



Peabody Developmental Motor Scales – 3rd Edition

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Thanks to Developmental Steps



Background

Measures



- Motor skills of young children
 - Identify children who have motor difficulties and determine the degree of their problem
 - Determine children's specific strengths and weaknesses among motor skills
 - Document children's motor skill progress after completing special intervention programs



Ages

- Birth - 5 years 11 months

Length of administration

- 45 minute - 1 hour

Test can be administered 1-2x a year, scoring software allows for 4 slots per child






Theory

Dynamic systems theory

- Movement is produced by the interaction of the child's various body systems, the task, and the environment

Constraints (can be + or -)

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- Requirement of movement task
 - Aspects of the environment in which movement occurs
 - Capabilities of the individual making the movement



Set-up

Items require measured distances, taped lines, and targets which should be set up prior to start

- 8ft x 4in taped line needed for Body Transport
- 2ft x 2ft square taped on a wall 3ft from floor in front of the taped line
- Children <3 years old stable object and stairs
- Children >3 years old open space, two chairs, mat/carpet
- Items needed: stop watch, yard stick, 2 soda bottles, and rope (tied to two chairs to jump over)

Subtests (6 total)



Body Control

Body Transport

Object Control

**Hand
Manipulation**

**Eye Hand
Coordination**


Physical Fitness





Body control

Ability to move one's limbs or trunk

- 
- Standing
 - Reaching
 - Jumping
 - Single leg standing
 - Bending down





Body Transport

Ability to move from location to location

- Weight bearing
- Creeping on hands and knees
- Cruising
- Galloping
- Skipping





Object Control

Ability to coordinate movement or coordination of play materials

- Throwing a ball
- Kicking ball
- Hitting a target overhead






Physical Fitness

Ability to perform activities that require agility, strength, endurance, or flexibility

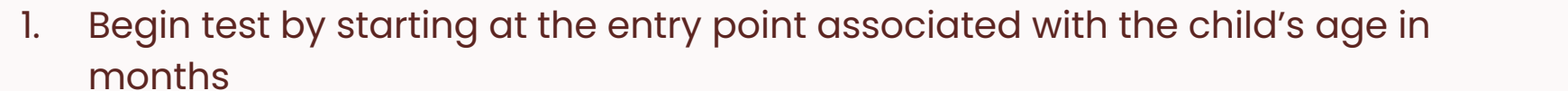



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- Situps
 - Push ups
 - Repetitive jumps
 - Running speed
 - Throwing for distance
 - Sit and reach flexibility





Administering Test

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1. Begin test by starting at the entry point associated with the child's age in months
 - a. Ex: A 1-5 month old will start at body control item 1 where a 43-51 month old will start at body control item 32
 2. Administer test in order until the child earns a score of 0 on three consecutive items which is known as a ceiling or until there are no more items in the subtest
 3. Observe if a basal was obtained
 - a. If a basal was not obtained, return to the entry point and test backwards until the child earns a score of 2 on three consecutive items
 - b. If there is a double basal, the second basal is the true one and the one to be used and everything before it is scored as a 2
 4. Raw score is obtained by adding a 2 to everything below the basal and including everything else scored
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Start and End of Test

Basal

- when a child earns a 2 on three items in a row
- This may mean that to reach a basal you may have to administer items appropriate for younger children
- Once established, the child earns a score of 2 for all items below the basal


Ceiling

- when a child earns a 0 on three items in a row
- This is when the test is stopped



Example patient

Patient is

- 52 months
 - Young boy
 - Recommended for a PT evaluation by teachers
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33	Materials Position Procedure	None Standing Say, <i>Watch me stand on 1 foot.</i> Stand on 1 foot, free leg bent back at knee, hands on hips. Straighten the bent leg at the knee, bend it backward and straighten it. Say, <i>Stand on 1 foot and move your leg like I did.</i>	2 Stands on 1 foot, opposite leg bent back at knee, hands on hips; moves lower leg forward, backward, and forward again without losing balance 1 Stands on 1 foot, opposite leg bent back at knee with hands on hips; moves lower leg forward, backward without losing balance 0 Stands with 1 foot, opposite leg bent back at knee with hands on hips; moves lower leg forward without losing balance	2
34	Materials Position Procedure	Stopwatch Standing Say, <i>Watch me stand on 1 foot.</i> Stand on 1 foot for 8 seconds with your free leg bent back at the knee and your hands on your hips. Say, <i>Stand like I did.</i> Note. Items 32, 37, 40, and 43 can also be scored using this item.	2 Stands on 1 foot, with free leg bent back at knee, hands on hips, for 5 seconds 1 Stands on 1 foot, with free leg bent back at knee, hands on hips, for 3–4 seconds 0 Stands on 1 foot, with free leg bent back at knee, hands on hips, for less than 3 seconds	2



Item	Item Description	Scoring Criteria	Score
35	Materials Position Procedure Tennis ball, stopwatch Standing on tiptoes Say, <i>Watch me stand on my tiptoes.</i> Stand on tiptoes, feet 6–10 in. apart with arms held overhead for 7 seconds. Hold the tennis ball 2 ft. above child's head. Say, <i>Hold your hands above your head and stand on your tiptoes to reach the tennis ball.</i> Note. Items 27, 38, and 50 can also be scored using this item.	2 Stands on tiptoes with arms overhead for 5 seconds without moving 1 Stands on tiptoes with arms overhead for 3–4 seconds without moving 0 Stands on tiptoes with arms overhead for less than 3 seconds	2
Entry Point: 52–61 months			
36	Materials Position Procedure Horizontal taped line on wall (2 in. × 2 in.) at standing reach of child, measured from tip of middle finger; measuring tape Standing with preferred side to wall 6 in. from wall Say, <i>Watch me jump up and touch the wall.</i> With your preferred side to the wall, jump up and touch the wall. Say, <i>Jump up and touch the wall like I did.</i> Mark the spot where child touches the wall. Measure from the top of the line at child's reach to the touched point. Note. Items 39, 44, and 51 can also be scored using this item.	2 Jumps and touches wall 4 in. above standing reach 1 Jumps and touches wall 2–3 in. above standing reach 0 Jumps and touches wall less than 2 in. above standing reach	1
37	Materials Position Procedure Stopwatch Standing Say, <i>Watch me stand on 1 foot.</i> Stand on 1 foot for 8 seconds with your free leg bent back at the knee and your hands on your hips. Say, <i>Stand like I did.</i> Note. Items 27, 34, 40, and 43 can also be scored using this item.	2 Stands on 1 foot, hands on hips, free leg bent back, for 6 seconds 1 Stands on 1 foot, hands on hips, free leg bent back, for 4–5 seconds 0 Stands on 1 foot, hands on hips, free leg bent back, for less than 4 seconds	1

38	Materials	Tennis ball, stopwatch	2 Stands on tiptoes with arms overhead for 7 seconds without moving	1
	Position	Standing on tiptoes	1 Stands on tiptoes with arms overhead for 5–6 seconds without moving	
	Procedure	Say, <i>Watch me stand on my tiptoes.</i> Stand on tiptoes with arms held overhead for 7 seconds. Hold the tennis ball 2 ft. above child's head. Say, <i>Hold your hands above your head and stand on your tiptoes to reach the tennis ball.</i> <i>Note.</i> Items 27, 35, and 50 can be scored using this item.	0 Stands on tiptoes with arms overhead for less than 5 seconds	
39	Materials	Horizontal taped line on wall (2 in. × 2 in.), at standing reach of child, measured from tip of middle finger; measuring tape	2 Jumps and touches wall 5 in. above standing reach	1
	Position	Standing with preferred side to wall 6 in. from wall	1 Jumps and touches wall 3–4 in. above standing reach	
	Procedure	Say, <i>Watch me jump up and touch the wall.</i> With your preferred side to the wall, jump up and touch the wall. Say, <i>Jump up and touch the wall like I did.</i> Mark the spot where child touches the wall. Measure from the top of the line at child's reach to the touched point. <i>Note.</i> Items 36, 44, and 51 can also be scored using this item.	0 Jumps and touches wall less than 3 in. above standing reach	
▶ Entry Point: 62–71 months				
40	Materials	Stopwatch	2 Stands on 1 foot, hands on hips, free leg bent back, for 7 seconds	0
	Position	Standing	1 Stands on 1 foot, hands on hips, free leg bent back, for 5–6 seconds	
	Procedure	Say, <i>Watch me stand on 1 foot.</i> Stand on 1 foot for 8 seconds with your free leg bent back at the knee and your hands on your hips. Say, <i>Stand like I did.</i> <i>Note.</i> Items 32, 34, 37, and 43 can also be scored using this item.	0 Stands on 1 foot, hands on hips, free leg bent back, for less than 5 seconds	

41	Materials	Stopwatch	2 Stands on 1 foot with free leg bent back at knee, hands on hips, eyes closed, for 4 seconds	0
	Position	Standing	1 Stands on 1 foot with free leg bent back at knee, hands on hips, eyes closed, for 2–3 seconds	
	Procedure	Say, <i>Watch me stand on 1 foot with my eyes closed.</i> Stand on 1 foot for 8 seconds with your free leg bent back, hands on your hips and eyes closed. Say, <i>Stand on 1 foot with your eyes closed like I did.</i> <i>Note.</i> Items 45, 48, 52, and 56 can also be scored using this item.	0 Stands on 1 foot with free leg bent back at knee, hands on hips, eyes closed, for less than 2 seconds	
42	Materials	None	2 Stands on tiptoes with arms overhead, turning 3 complete turns without swaying more than 20 degrees to either side; spreads feet less than 6 in. apart while turning	0
	Position	Standing on tiptoes	1 Stands on tiptoes with arms overhead, turning 2 complete turns without swaying more than 20 degrees to either side; spreads feet less than 6 in. apart while turning	
	Procedure	Say, <i>Watch me stand on my tiptoes and turn around.</i> Stand on tiptoes with arms held overhead, then turn 360 degrees 3 times, keeping your feet within 6 in. of each other. Say, <i>Hold your hands over your head and stand on your tiptoes, then turn around 3 times like I did until I say, "Stop."</i>	0 Stands on tiptoes with arms overhead, turning less than 2 complete turns without swaying more than 20 degrees to either side; spreads feet less than 6 in. apart while turning	



Body Control Summary

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- Started on item number 36 and received a 1
 - Backtracked to item number 35 and received a 2
 - Continued backwards to item numbers 34 and 33 both receiving a 2
 - Moved forward to item number 37 and 38 and receiving a 1
 - Moving forward to item number 39, 40, 41 and receiving a 0
 - Finished with this section and repeated for Body Transport and Object Control
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Scoring


Online scoring and Report system

- allows for item-level and sub-test total-raw score data entry
- Quick calculations and reports all scores
- Standard summary and detailed narrative reports can be generated for editing, printing, and saving
- Entering test session data
- Converting subtest items scores or total raw scores into age equivalents, percentile ranks, scaled scores, and upper and lower confidence intervals
- Generating composite index scores
- Comparing PDMS-3 score to identify significant intraindividual differences



Scoring Continued







Scored as 2,1,0

- Criteria for 2: performance matches criteria specified for mastery
 - Criteria 1: shows a clear resemblance to the item mastery but does not fully meet criteria
 - Criteria 0: cannot or will not attempt skill
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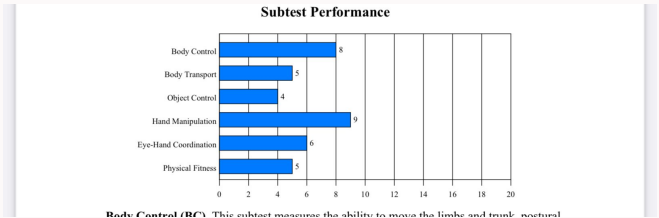
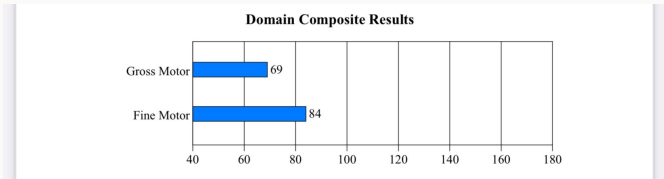
3 trials for each item if needed unless the highest score is already given

Recording comments

- ex: preferred hand use, directionality in transferring, smoothness in movement etc.
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Subtest Scaled Scores	Descriptive Terms	Index Scores
17–20	Gifted or very advanced	>129
15–16	Superior	120–129
13–14	Above average	110–119
8–12	Average	90–109
6–7	Below average	80–89
4–5	Borderline impaired or delayed	70–79
1–3	Impaired or delayed	<70





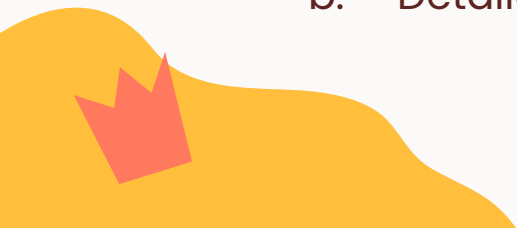

PDMS-3 Score	Percentile Rank	Index Score	95% Confidence Interval	Descriptive Term
Total Motor	4	73	68 to 80	Borderline Impaired or Delayed

PDMS-3 Score	Percentile Rank	Index Score	95% Confidence Interval	Descriptive Term
Gross Motor	2	69	62 to 77	Impaired or Delayed

PDMS-3 Score	Percentile Rank	Scaled Score	95% Confidence Interval	Descriptive Term
Body Control	25	8	6 to 10	Average



Using PDMS-3 Online System





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1. Enter child into online scoring system (chronological age is automatically calculated based on birth date and date of testing)
 2. Enter individual item scores (recommended) or raw scores
 3. Converting subtest raw scores into scaled scores is automatically done
 4. Subtest scaled scores are automatically combined to generate composite index scores, percentile ranks, and upper and lower confidence intervals
 5. A discrepancy analysis is automatically done which is then given in a detailed narrative report
 6. Reports
 - a. Standard summary- summary of child's subtest and composite performance
 - b. Detailed narrative report- multi page interpretive report
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The background is a light gray with several decorative elements: a large orange shape in the top left, a teal shape in the top right, a teal shape in the bottom left, and a pink hand-like shape in the bottom right. Scattered around are five candy icons: a pink one with white circles, a teal one with white circles, a yellow one, a red one with white circles, and a teal one with white circles.

Thank you!
Questions?



References

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1. *Guide to administering the PDMS-3 - mind resources*. Available at:
https://www.mindresources.com/media/com_eshop/products/samples/069/069545_guide_to_admin.pdf
(Accessed: 06 March 2025).
 2. Folio, M.R. and Fewell, R.R. (2023) *PDMS-3: Peabody developmental motor scales*. Austin, Tex: Pro-Ed.
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