

Table 2: Summary of Physical Therapist (PT) Content Recommendations (n=9)

General Information	<ul style="list-style-type: none"> • Definition; diagnostic criteria • Prevalence; history/”science” of DCD
PT Role	<ul style="list-style-type: none"> • Facilitating conversation with parents; communicating DCD diagnosis to physicians, supporting physicians • Identification/Assessment/Intervention/Parent Education
Differential Diagnosis	<ul style="list-style-type: none"> • “Red flags”, early indicators (preschoolers, toddlers) • Recognizing/understanding co-morbidities • Soft neurological signs; core strength/joint hypermobility/low tone/sensory issues - relationship to DCD
Measurement Tools	<ul style="list-style-type: none"> • History taking; identification screening tools – formal & informal, parent checklist • Best practice regarding assessment tools; tools to assess motor planning; outcome measures • Norms for attainment of learned skills (i.e. bike riding)
Task Adaptation	<ul style="list-style-type: none"> • “Breaking down” leisure activities – skating, bike riding, swimming • Progressing activities
Management	<ul style="list-style-type: none"> • Cognitive intervention use with young children • Intervention frequency • Functional goal setting • Helping children cope with stress of poor motor skill performance • Making an impact with limited resources; innovative waitlist management • Solution-focused/strengths-based/skills-based/context-focused approaches • Community capacity building
Other PT Skills	<ul style="list-style-type: none"> • Explaining DCD to children; handling difficult conversations with parents • Translating knowledge; effecting behavior change • Developing cultural competence; knowledge of different learning styles • Empowering parents; helping them to develop advocacy skills • Consultation/coaching educators

PT = Physical therapist

DCD = Developmental Coordination Disorder