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The Impact of Pro-Moto: A Structured Physical Activity Intervention for Gross Motor Development in Malaysian Children with Learning Disabilities

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Inclusive education emphasizes the importance of ensuring that all children, regardless of ability, have equal opportunities to participate in meaningful learning experiences (Gallahue, Ozmon & Goodway, 2012). Among students with learning disabilities, physical development, particularly gross motor competence, is often overlooked despite its critical role in supporting academic readiness, classroom behavior and overall well-being (Piek, Dawson, Smith & Gasson, 2008). Early intervention through structured physical activity can help build a strong foundation for improved functional abilities, yet such approaches are not consistently implemented in special education settings (Wuang, Su & Su, 2012). Children with learning disabilities often struggle with motor skills that are crucial for physical engagement and social participation (Brian et al., 2018). These motor delays can impede academic learning, self-esteem and peer interaction (Piek et al., 2008). While international research supports the benefits of physical activity programs in improving motor outcomes (Wuang et al., 2012), there remains a significant gap in Malaysian-based interventions, especially for early school-aged children in special education. Addressing this gap, this study evaluates a locally designed intervention program to support national inclusive education goals.

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