

Physical Development & Movement Experiences Series

**FACILITATING MOVEMENT TO PROMOTE MOTOR DEVELOPMENT**

**Our presenter**

**Toni Cacace-Beshears**  
 SFL Treasurer and Board member  
 Retired CEO, Children's Harbor  
 Adjunct Professor, Tidewater Community College

The Source for Learning - ECS Initiatives

**Today's Objectives**

**CONSIDER**  
 Consider young children's perception about movement.

**EXPLORE**  
 Explore developmentally appropriate guidelines for movement activities.

“ Movement education can help a child to adjust socially and emotionally because it can provide him with successful experiences and permit interrelationships with other children in groups and with a partner. Movement education requires that a child be aware of others in (activities) in which he shares space...he has to take turns and to cooperate. He thus develops social awareness and achieves satisfaction through peer relationships and group play.

~ Frostig (1970, pp.9, 10) ”

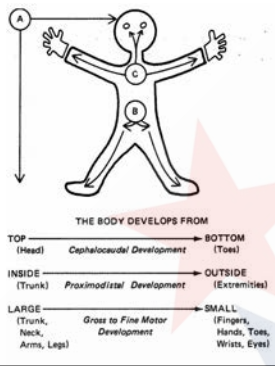
**Importance of Physical Activity**

|  |  |   |
|--|--|---|
| <b>Developmental Sequences</b>   |  | <b>Guidelines</b><br>Infants, toddlers, Preschoolers          |
| <b>Stages of Progression</b><br>Figure-ground Progression, Kinesthetic Acuity, Auditory Awareness, Visual, Perceptual Motor, Range of Movement |  | <b>Brain Development</b><br>Both special and self-expressive. |

**Pattern of Development**  
 Gross Motor to Fine Motor

## Pattern of Development

- Top to Bottom
- Inside to Outside



<http://www.raepica.com/2017/11/early-childhood-keynote-speaker-part-3/> (accessed 12/23/17)



## Patterns of Development

## Other Ways to Look at Movement

Keeping the developmental components, top to bottom, inside to outside, gross to fine motor, in mind, there are also ways to look at movement in terms of:

**BASIC BODY ACTIONS**

**ACTIVITIES OF THE BODY**

**ACTION OF BODY PARTS**

**SHAPES OF THE BODY**

## Basic Body Actions – curl, stretch, twist



### Activities of the Body

Locomotor - walking, running, sidestepping, sliding, jumping; weight transference, rocking, rolling, hopping, gallop

### Activities of the Body

Non-locomotor – bending, stretching, twisting, pushing, pulling, spinning, rising/sinking, opening/closing, turning



**Activities of the Body**

- Sending objects away – kicking, striking, throwing
- Gaining possession of an object - catching & collecting




**Activities of the Body**

- Maintaining possession of an object - carrying & propelling
- Avoiding contact with an object - dodging & jumping

**Action of Body Parts**

|                         |  |                             |
|-------------------------|--|-----------------------------|
| <i>Support the Body</i> |  | <i>Apply Force</i>          |
| <i>Lead Action</i>      |  | <i>Receive Force/Weight</i> |

**Action of Body Parts**

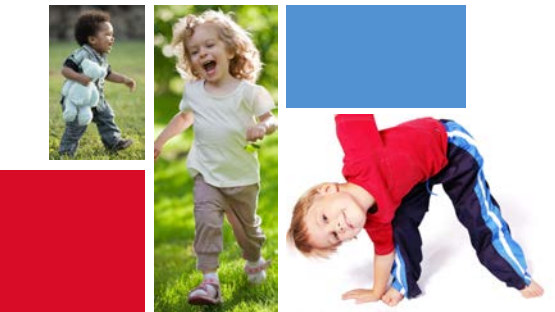


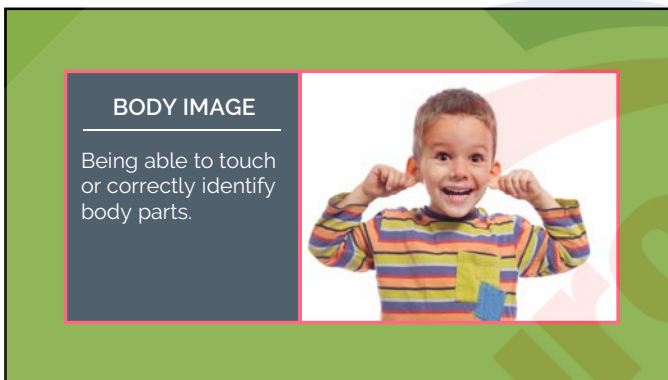
**Balance**



**Shapes of the Body**

**Shapes of the Body**





### What are Behaviors?

Actions, tasks or abilities that are reasonable to expect a child to know and be able to do at specific stages in his or her development.

**PreschoolFirst** is a research-based, online child-assessment system for children ages birth-66 months developed by *The Source for Learning, Inc.*

**PreschoolFirst Behaviors – GROSS MOTOR DOMAIN**

| BEHAVIOR # | BEHAVIOR/SKILL   | AGE RANGE |
|------------|--|-----------|
| 6.5        | Moves and thrusts arms and legs                          | 0-4 m     |
| 11.5       | Can turn head from side to side while laying on stomach  | 0-4 m     |
| 31         | Plays with own hands and feet                            | 4-8 m     |
| 43         | Tries to move a large movable toy                        | 4-8 m     |
| 70         | Drops an object he/she is holding to reach for a new toy | 8-12 m    |
| 84         | Transfers an object from hand-to-hand                    | 8-12 m    |
| 112        | Sits down by him/herself in a chair                      | 12-18 m   |
| 153        | Squats to play or pick up an item                        | 18-24 m   |
| 218.5      | Bends over without falling                               | 24-30 m   |
| 284        | Stands, balances, and walks on tip toe                   | 30-36 m   |
| 340        | Walks on a 10 in. wide balance beam                      | 36-48 m   |
| 429        | Kicks a 6 in. ball while running                         | 48-66 m   |



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**NEXT** webinar

**Inside, Outside, Upside-Down:  
Connecting Movement to  
Teaching & Learning**

**Wednesday, March 14, 2018  
1:30-2:30 PM Eastern Time**

**Resources**

- 1 Frostig, M (1970) *Movement Education: Theory and Practice*. Chicago: Follet Education Corp.
- 2 Pica, Rae (2000) *Experiences in Movement with Music, Activities, and Theory* Delmar, Thomson Learning

The Source for Learning – ECE Initiatives

**Questions?**

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Email: [ece-pd@sflinc.org](mailto:ece-pd@sflinc.org)  
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