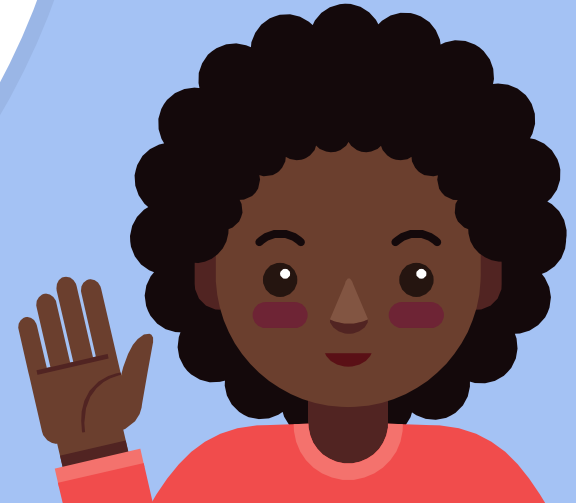


Motor Activities for Early Childhood



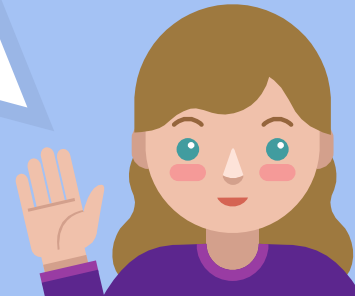
Hello!

I am Lois Goodin, PT, DPT, PCS

Region 10 ESC, PT/OT Team Lead

Ready Bodies, Learning Minds Program

readybodies.com



Session Objectives

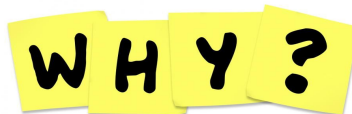
- × Identify a variety of gross motor activities that can be implemented in the early childhood classroom.



- × Identify how to develop an implementation plan for the following school year.



- × Identify the benefits of addressing motor skills in the young learner.





PLEASE SHARE

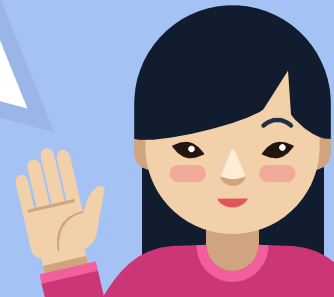


https://padlet.com/lois_goodin/motor



“We adults take for granted how our bodies operate, and how the experiences of our bodies teach us to understand the world around us. The energy spent constructing a world of objects, sights, sounds, colors, shapes, dimensions and directions is enormous. **Without the incredible and finely-tuned machine called our body, our brain would be at a loss to describe the world. Our ability to see, touch, feel, hear, move and control ourselves in relationship to the environment is the slate that academic learning is etched on.**

(Oden, A, 2006, Introduction).”



Dynamic Systems

Vestibular

Auditory

Proprioceptive

Visual

Tactile

Motor

Cognition

Building of Personal Relationships
Mastery of Environment
Confident Self Control
Attention/ Behavior
Sitting still in a chair
Handwriting
Motor Control



“Motor development is the leading role, with perception, cognition and social development playing supporting roles”
(Adolph, Tamis-Lemonda, & Karasik, 2010, p.270).



Reflexive System

Normal, inborn
movement
patterns

Teach babies how
to roll, sit and
walk

“Integrated” as
child gains
control

Immature System

Clumsy

Falls

Difficulty catching

Tight pencil grip

Tears paper

Loses place

Activities

Rocking Horse

Giraffe

Superman

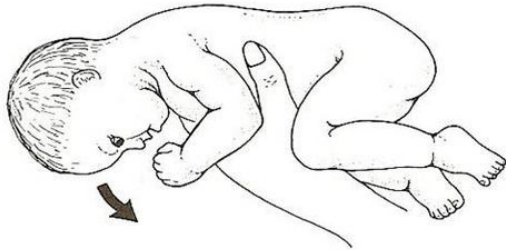
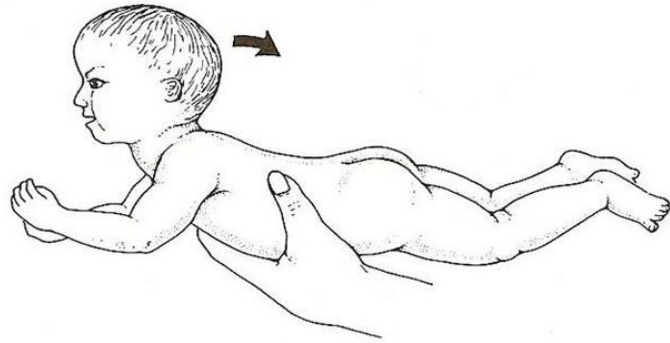
Popcorn



Asymmetrical Tonic neck Reflex ATNR



Tonic Labyrinthine Reflex



Symmetrical Tonic Neck Reflex STNR



Positions prompted by STNR



Reflex Exercises

Tactile System

**Touch - Skin
gathers
information**

*Temperature,
vibration, pressure*

Protection/Danger

*Pain, temperature,
light touch vs deep*

Strongly
connected to
autonomic
Nervous system

Immature System

Shirt Chewer

**Wants to touch
everything or
overly sensitive to
any touch**

handwriting

Activities

Oral stimulation

**Blowing
chewing
sucking**

**Tactile
stimulation**



Activities for Tactile Stimulation

1. Bed of Balls - roll over, cover body
2. Tactile tunnel
3. “Swim and Dry” - Commando crawl across room and rub arms and legs with towel
4. Buddy Roll ball on body, down arms and legs
5. Finger roll on yourself



Vestibular System

Sense of movement

Immature System

Spinning

Swinging

Understanding of gravity

Bouncers

Log Rolling

Rocking - large ball, balance board, rocking chair

Moving? How fast? Direction?

Overly reactivity

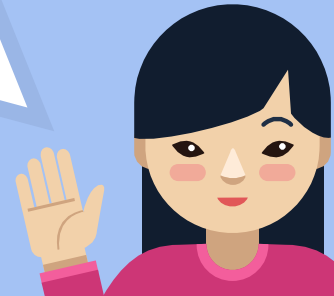
Scooter board

Reference for all other sensory systems

Slow = calming

Guided by Child

Watch reactions



Proprioceptive System

Info from
muscles, joints,
tendons

Position in space

stability

Allows auto pilot

Immature System

Noodles

Flinging as they
move

Slam things down

Person space

Too much or not
enough force

Heavy work

Pushing

Pulling

lifting/carrying

jumping/hopping

Climbing

Moon shoes

Weighted objects



Motor Planning

Process for motor skills -
conceiving,
planning,
performing

If you have a good foundation
- Auto pilot

Learning new skills can have attention

Immature Systems

Faulty and adaptive motor patterns

Coordination deficits

Novel combinations of movements

i.e. -Tossing a ball to target - vary size, weight, distance, etc.

“Box Scotch”

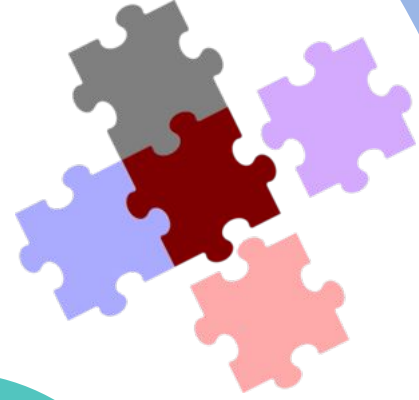
Hula Hoop

Dome Cones

String shapes

Monkey Hop

Balance and Motor Planning



Vestibular

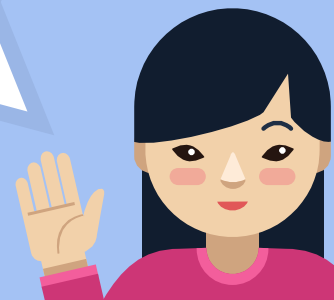
Proprioception

Vision/Hearing/
strength





Overview of RBLM
motor lab



Pre-K Handwriting Activity A

Tower Building

INSTRUCTIONS:

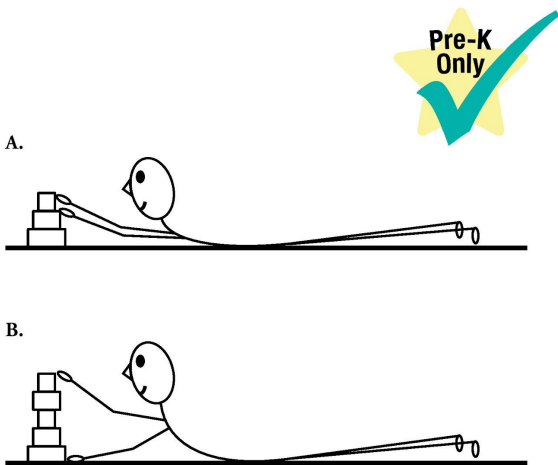
- (A.) Using lightweight blocks made of foam, (about 1"x2"x4") have the child build a tower with both hands while lying on his tummy.
- (B.) As the tower gets higher, have the child stack the blocks as high as possible by pushing himself up on one hand to reach the tower height with his other hand.

PERFORMANCE OBJECTIVES:

- Experience weight-bearing, weight-shift and hand control
- Increase upper body strength, trunk strength, and shoulder strength necessary for handwriting

FURTHER SUGGESTIONS:

- Have the blocks within easy reach for the child and use a mat or carpet for comfort.



HA
Handwriting

257

Tower Building



HA



HB
Handwriting

258

HB



Tugging

Pre-K Handwriting Activity B

Tugging

INSTRUCTIONS:

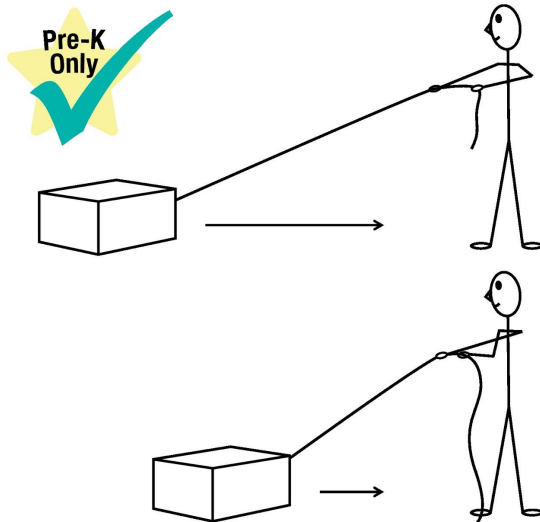
- Fill two tubs with snap on lids and handles (for two children) with 5-8 lbs. of beans, rice, or another safe product. Tie a strip of an old towel at least 3' long onto each tub on one of its handles.
- Have the children pull the tubs toward themselves by grasping the strip and pulling it towards them in a hand over hand motion. The children can race to finish, then turn around and pull again.

PERFORMANCE OBJECTIVES:

- Build intrinsic hand strength, grip, and upper body strength necessary for handwriting

FURTHER SUGGESTIONS:

- Can also use a jug or other heavy safe item instead of a plastic tub.



Upcoming Ready Bodies, Learning Minds 2 day seminars

- × 7/31/17 & 8/1/17 - Bryan, Texas
- × 8/14/17 & 8/15/17 - Hondo, Texas
- × 11/7/17 & 11/8/17 - ESC 4

www.readybodies.com



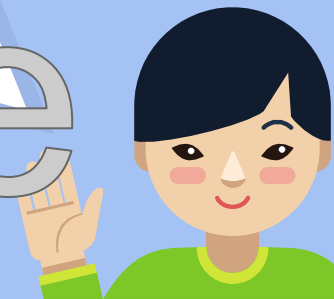
Thanks!

Any questions?

You can find me at

- × @lagoodin
- × lois.goodin@region10.org

Its Play Time



Credits

Special thanks to all the people who made and released these awesome resources for free:

- × Presentation template by [SlidesCarnival](#)
- × Photographs by [Unsplash](#)

