2017-2018 Teacher Time for Preschool Teachers—Episode 4 Viewers Guide
Physical and Motor Development for Preschoolers

Summary:	In the introduction to the ELOF Perceptual, Motor, and Physical Domain (p.66), it says, "Perceptual, Motor, and Physical Development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment." And we know how true this is for preschoolers! They learn with their bodies. They use their developing gross and fine motor skills to interact with the world around them and these skills support development in other areas of learning. Episode 4 outlines what you need to know about physical and motor development and how you can support preschoolers in developing these important skills.
Today's Topic and Guest Expert	***Gross motor development*** involves children's use of their ***large muscles,*** like those in their arms and legs, to interact with their environment and people within their environment. Physical development also includes the use of ***small muscles*** like those in our hands and fingers, also known as ***fine motor development***. Guest expert, Dr. Sherri Alderman, shares some information to inform our understanding of perceptual, motor, and physical development. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Videos and Guest Expert	As a teacher, you have an important role to play! You expose children to ways they can use their whole bodies within the environment – helping them to learn in other areas of development, too! Dr. Alderman offers suggestions for effective practices that support children's development in this area. She also mentions special considerations for children who have suspected delays or identified disabilities.

	NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Teacher Videos and Chat	You watched videos of teachers using some of the strategies that Dr. Alderman shared. What strategies stood out for you? NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Approaches to Learning	The Approaches to Learning domain focuses on *how* children learn, rather than *what* they learn. This domain describes the skills and behaviors that children use to learn. This includes emotional and behavioral regulation, cognitive self-regulation, initiative and curiosity. When using these skills, children learn to do things that are challenging, frustrating, or simply take time to do.

	Some of the important goals for children in Approaches to Learning are to persist – or keep trying – during play, demonstrating flexibility in thinking and behavior, and controlling impulses. Learning to: • Persist (keep trying) • Be flexible • Control impulses NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Assessment	Observing and documenting growth in children's development requires *focused observation* and *intentional engagement* with children. Watch for how preschoolers show their developing motor and physical development by observing their behaviors both inside and outdoors and using various materials and equipment. It is also important to have ongoing two-way communication with families about children's motor and physical activities at home as well as the language(s) children are hearing/understanding/using at home. This will help you better assess children's physical and motor development. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)

Questions and Answers with Hosts	Chat question: Share one teaching practice or assessment strategy you will use in the next week. NOTES: (Write down information and ideas you want to remember and use in your teaching practices.)
Wrap Up & Resources	Early Childhood Learning and Knowledge Center (ECLKC) https://eclkc.ohs.acf.hhs.gov/ • Healthy Children Are Ready to Learn – https://eclkc.ohs.acf.hhs.gov/school-readiness/article/healthy-children-are-ready-learn • I am Moving, I am Leaning — https://eclkc.ohs.acf.hhs.gov/nutrition/learning-module/imil-interactive-tool • The Science of Child Development and Learning – https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/science-child-deveopment-learning.pdf

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- Text4Teachers – https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers

Head Start Early Learning Outcomes Framework (ELOF)
https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework
- There's the ELOF for That (video)
- ELOF Interactive Framework
- ELOF2GO Mobile App
- Effective Practice Guides

MyPeers
https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community

Additional resources
- Learn the Signs. Act. Early/Milestones in Action – https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html (Click on the photos/ages to see additional, free photos and videos of developmental milestones. Check out Movement/Physical Development!)
- Perceptual and Motor Development Domain – https://www.cde.ca.gov/sp/cd/re/itf09percmotdev.asp
- Applying Math and Science Concepts in Preschool Classrooms - https://www.childcarequarterly.com/pdf/fall15_math-science.pdf
- How the Physical Development of Students Relates to Reading- https://study.com/academy/lesson/how-the-physical-development-of-students-relates-to-reading.html

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Head Start Program Performance Standards	Information in this episode reflects the following Head Start Program Performance Standards:
	§1302.31 Teaching and the learning environment
	(b) Effective teaching practices
	   (1) Teaching practices must:
	     (i) Emphasize nurturing and responsive practices, interactions, and environments…
	     (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework...
	     (iii) Integrate child assessment data in individual and group planning; and
	     (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development…
	    (2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

(i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English.

(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences.

§1302.33 Child screenings and assessment.

(a) Screening.

(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.

(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:

(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,

(ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.

(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.

(5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:

(i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or

more areas of development that is likely to interfere with the child's development and school readiness; and,

(ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.

(A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.

(B) A program may use program funds for such services and supports when no other sources of funding are available.

(b) Assessment for individualization

(1) program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings…

(c) Characteristics of screenings and assessments.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(ii) Conduct…assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain;

§1302.42 Child health status and care.

(b) Ensuring up-to-date child health status.

(2) Within 45 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, a program must either obtain or perform evidence-based vision and hearing screenings.

(3) If a program operates for 90 days or less, it has 30 days from the date the child first attends the program to satisfy paragraphs (b)(1) and (2) of this section.

Subpart F—Additional Services for Children with Disabilities

§1302.60 Full participation in program services and activities

	A program must ensure enrolled children with disabilities…receive all applicable program services…and that they fully participate in all program activities.