

## DOMAIN IV: Physical and Motor Development

**Purpose:** To develop physical and motor skills and promote health and well-being



**The physical and motor development domain** includes the physical and motor skills and abilities that emerge during the infant and toddler stages of development. These affect the young child's connections with others, with things and with their environment. They gain increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world.

The healthy growth and development of infants and toddlers is an essential part of children's overall well-being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others, are responsible for ensuring that the physical, social and emotional needs of infants and toddlers are met. Basic human needs can be described as the need for love and emotional security, food, shelter and clothing. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop their full potential.

## DOMAIN IV: Physical and Motor Development

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### Physical and Motor Development Components:

Gross Motor Development

Fine Motor Development

Physical Health and Well-Being

### CASE STUDIES:




Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p><b>Rosa's</b> mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that "tummy time" is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Rosa's mother rolls up a towel to put under Rosa's arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.</p>	<p><b>Tony and Anna's</b> parents are watching closely to see which of their 12-month-old twins will walk first. Tony was eager to crawl and explore everywhere. Anna was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Tony and Anna's parents know they will have to do more "child proofing" to make the house safe for their new walkers.</p>	<p><b>Jon</b> was born 2 months premature, and at 24 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Jon likes to do puzzles and has several puzzles with large knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Jon often claps along with his parents to show his delight at completing a puzzle.</p>
		

## DOMAIN IV: Physical and Motor Development

### COMPONENT: Gross Motor Development

<p><b>INDICATORS</b> of gross motor development</p>	<p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>
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### EXAMPLES of behaviors that show gross motor development

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Turns head from side to side and makes repetitive motions with arms and legs</p> <p>Holds head up when placed on stomach</p> <p>Rolls over and over to get closer to a toy</p> <p>Uses arms and legs to move forward or backward when on stomach or back.</p>	<p>Sits by self and maintains balance while playing with a toy</p> <p>Crawls on hands and knees to get a toy</p> <p>Scoots on bottom using legs to help move from place to place</p> <p>Uses furniture to pull self up from sitting to standing or lower self from standing to sitting</p> <p>Walks while holding onto furniture or people and later walks alone.</p>	<p>Walks easily or runs from place to place by self</p> <p>Crawls or walks up steps and then backs down or turns and walks down by self</p> <p>Walks and sometimes runs across the room to greet people</p> <p>Jumps into puddles, piles of leaves or sandbox</p> <p>Climbs on chair or stool to reach toys and other objects that are out of reach</p> <p>Enjoys playing on swings, climbers or slides at playground.</p>
		

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Gross Motor Development

### SOME CAREGIVER STRATEGIES for promoting gross motor development




Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Always place baby on back for sleeping safely</li> <li>■ Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area</li> <li>■ During play, sometimes place baby on back and other times on stomach to provide broader views and encourage use of legs, arms and hands</li> <li>■ Put baby in positions where turning or raising head and rolling from side to back or side to stomach is possible</li> <li>■ Observe and record when baby is able to turn over.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide safe, interesting places for baby to move around and explore</li> <li>▲ Provide close supervision as baby learns to move and explore environment, especially places, such as stairways and doorways</li> <li>▲ Allow babies to move to get what they want, such as a toy that is out of reach</li> <li>▲ Childproof the spaces baby will explore and remove unsafe and valuable objects</li> <li>▲ Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb</li> <li>● Observe toddler's increasing ability to walk, run, jump and climb with ease, balance and coordination</li> <li>● Recognize toddler's physical skills that are used in solving problems, playing and interacting with others</li> <li>● Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment.</li> </ul>

## DOMAIN IV: Physical and Motor Development

### COMPONENT: Fine Motor Development

<p><b>INDICATORS of fine motor development</b></p>	<p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>
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### EXAMPLES of behaviors that show fine motor development

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
Hits or kicks at toy or mobile hanging over crib	Transfers a block or other toy from hand to hand	Kicks or throws a ball toward another child or to an adult
Grasps a finger or small toy placed in hand	Holds two blocks, one in each hand and hits them together to make noise	Stacks two or three blocks on top of each other
Looks at an object in hand while bringing it to mouth	Uses pincher grasp with thumb and forefinger together to pick up small objects	Makes lines, circles or scribbles with a crayon on paper
Looks at brightly colored socks while moving or kicking feet	Pushes or pulls toys while standing or walking	Pushes and pats puzzle pieces into place
Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy	Drops or throws balls and other objects while sitting or standing.	Digs in sand with spoon or small shovel
Drops and puts small blocks into a container.		Tears tissue paper into small pieces to glue onto paper.
		

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Fine Motor Development

### SOME CAREGIVER STRATEGIES for promoting fine motor development




Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects</li> <li>■ Allow baby to grasp caregiver's finger while playing</li> <li>■ Prepare a safe environment and remove things that are so small that they could be a choking hazard</li> <li>■ Place interesting objects and toys within reach for baby to look or swipe at, hit or kick</li> <li>■ Observe baby's eye-hand coordination when reaching for and bringing objects to mouth</li> <li>■ Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull</li> <li>▲ Observe baby's use of hands, fingers and thumb to pick up and examine objects and to bring them to mouth</li> <li>▲ Provide a variety of safe toys with pieces that come apart, fit together and stack</li> <li>▲ Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters</li> <li>▲ Play games with baby that require physical actions, such as using different kinds of balls to roll, throw or kick.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for toddler to play and interact with other children</li> <li>● Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards</li> <li>● Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers</li> <li>● Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano</li> <li>● Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper</li> <li>● Provide materials, such as play dough or modeling clay for toddler to roll, pound and make into shapes.</li> </ul>

## DOMAIN IV: Physical and Motor Development

### COMPONENT: Physical Health and Well-Being

<p><b>INDICATORS</b> of developing physical health and well-being</p>	<p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p> <p>Begins to understand safe and unsafe behaviors</p>
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### EXAMPLES of behaviors that show development of physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Demonstrates visual and auditory abilities to facilitate learning and development</p> <p>Startles or cries when hears sudden loud noises</p> <p>Grows proportionally according to height and weight growth charts</p> <p>Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle</p> <p>Coos, smiles or plays with caregiver after being fed or after getting a dry diaper</p> <p>Lifts arms when getting shirt put on or off</p> <p>Places hands on bottle while being fed.</p> <p style="text-align: center;"></p>	<p>Shows appropriate gains in height and weight according to growth charts</p> <p>Splashes water on self and plays in the water during bath time</p> <p>Plays happily with toys after a nap and a snack</p> <p>Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed</p> <p>Asks, points or uses sign language for “More” when eating</p> <p>Responds to “Hot” or “No” and begins to not touch things when told not to</p> <p>Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation.</p> <p style="text-align: center;"></p>	<p>Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth</p> <p>Points at, says name or uses sign language for what toddler wants to eat or drink, such as “apple” or “milk”</p> <p>Uses a spoon to feed self or drinks from a glass or cup</p> <p>Shakes head or says, “Yes” or “No” when asked, “All done?”</p> <p>Pulls at pants or gives other signs when needs to use the toilet</p> <p>Holds hands under water to be washed and later insists on washing own hands</p> <p>Learns to stop when told, “Stop” and begins to wait for an adult before crossing the street.</p> <p style="text-align: center;"></p>

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Physical Health and Well-Being

### SOME CAREGIVER STRATEGIES for promoting physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Arrange for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider</li> <li>■ Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions</li> <li>■ Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures</li> <li>■ Provide nutritious foods that contribute to baby's physical growth and development</li> <li>■ Hold baby during feeding times to provide closeness and comfort</li> <li>■ Encourage baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next</li> <li>■ Move baby to another place when baby is in an unsafe situation.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Arrange for regular doctor visits and keep baby's shots up to date</li> <li>▲ Talk about what baby is seeing, hearing and doing or what caregiver is doing with baby</li> <li>▲ Allow baby to use gestures, sounds and words to show wants or needs.</li> <li>▲ Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as "finger food" along with regular meals</li> <li>▲ Avoid foods that could cause choking, such as grapes and pieces of hot dog</li> <li>▲ Help baby learn safe behaviors by saying "Hot" or "No" in a firm, quiet voice and redirecting baby's attention to other activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare the environment and establish routines to allow toddler to begin to take care of some of own physical needs</li> <li>● Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat</li> <li>● Allow toddler to use gestures and/or spoken language to express wants or needs and to respond to questions</li> <li>● Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing self</li> <li>● Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently</li> <li>● State clear expectations for using safe behaviors and closely supervise when toddler is in unsafe situations</li> <li>● Contact the local school district to arrange for Early Childhood Screening when toddler is 3 years old.</li> </ul>