

# Active Learning

A Resource Guide for Designing and Implementing  
Developmentally Appropriate Movement Experiences for  
Young Children Ages 3 to 5 in Home, School, and  
Community Environments

Developed by the  
Minnesota Developmental Adapted Physical Education Leadership Committee  
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## Intended Audience and Purpose

Adults in our audience may include administrators, parents, daycare providers, preschool teachers, Head Start teachers, Early Childhood Family Education teachers, Early Childhood Special Education teachers, physical education teachers, Developmental Adapted Physical Education teachers, occupational therapists, and physical therapists.

The purpose of this resource guide is to support adults in designing, implementing, and teaching developmentally appropriate movement activities to young children ages three to five. These children include those who are typically developing and those who have special needs.

The philosophy and content of this movement resource is based upon current appropriate best practice principles.

For DAPE teachers, this guide is intended to be used as a supplement to the more conclusive Minnesota DAPE Best Practice Operational Guide.

## Introduction

### **Young Children are Movers!**

This resource guide recognizes that learning how to perform movement skills is a vital part of every young child's life. *When children are moving, they are developing physically as well as mentally, socially and emotionally.* The field of early childhood movement has a "best practice" that supports these principles. It emphasizes that young children learn movement skills best when instructional strategies are exciting, attractive, and well-planned; thus affording children opportunities to be successful in learning movement skills. Success positively impacts the child's motivation to participate in physical activity and it also increases the value that physical activity has for the child. This sets the stage for individuals to be physically active throughout their lifetime.

### **Content Overview**

This guide provides details for creating and implementing movement programs for young children. It defines the importance of movement, the components of movement, and provides a basis for offering structured and unstructured movement opportunities in homes, schools, and communities. Best practice and lesson planning are presented. The guide provides readers with information on equipment suggestions, evaluations, and strategies for modifying activities and adapting equipment. There is also a section on movement opportunities outside the more formal educational setting. The roles of motor specialists and special education law for children with disabilities are also addressed. Finally, there is a listing of valuable resource materials to support teachers and caregivers who interact daily with young children.

### **Importance of Movement for Young Children**

In the early stages of life, the cognitive, social, emotional, and physical developmental domains are intertwined. Therefore, when young children move, they are learning about being physically active AND are also developing their social, emotional, and cognitive skills. Given a new experience, these children are learning in multiple domains.

### **Movement is Learning**

Over 50 years ago the Swiss psychologist, Piaget, explained that play is the work of children and that the child's "job" is to explore his/her world. This early exploration occurs as the child moves. The University of Minnesota motor development scholar, Dr. Allen Burton, explained that a movement performance is the product of the unique qualities of the child, the environment in which the activity takes place, and the task that is asked of the child. Change any one of these variables, and the movement performance will most likely differ.

Learning how to move is more than just engaging in recess or free play. Instead, the important task of learning how to move benefits from guidance and opportunity. The Russian child psychologist, Vygotsky, influenced modern thought on child development with the report that adults provide scaffolds by which children learn about their world. When a child needs help in making it into the next stage of learning, the adult is there to facilitate their new movement experience. For example: When grasping the hand of a

toddler learning to step up on a curb for the first time, the child will pass through a series of stages from dependence to independence. Examples of the stages may include demonstration, physical assistance, and verbal cues, along with many opportunities for practice.

### **Early Brain Development and Sensory Stimulation**

Early brain stimulation through early life experiences is important and shapes the later life of an individual. Much has been written regarding brain development and early childhood (e.g., National Research Council, 2000) and one important outcome emphasizes that, if a child needs help due to lag in development, it is critical to identify it early so creative interventions can be applied successfully to boost the positive development for the child (Bailey, Bruer, Symons, and Lichtman, 2001). This information counters the notion that, if the child hasn't experienced certain skills at a specific time in development, they will not develop that skill. But rather, if a developmental lag is discovered, early intervention will help promote the maximum development of these skills.

Brain development literature supports the notion that when a child's brain is stimulated at these early ages, they are learning in multiple domains: language, social, cognitive and movement. Thus, when a child is engaged in movement activity that is developmentally appropriate they are learning in all the domains and their sensory system (sight, taste, touch, hearing, seeing) is also being stimulated and developed. It is important to teach at developmentally appropriate levels because it breeds the child's participation and affords an opportunity for success. For example, it is not appropriate to teach young children highly organized sports or competitive games because they do not have the cognitive, physical, or social skills at this age. This guide provides examples of developmentally appropriate movement activities that consider the cognitive, social/emotional, and physical development of young children.

### **Conclusion**

As their caregivers and educators, we acknowledge that children ages 3 to 5 are on an exciting journey when they develop knowledge, skills, and positive attitudes for learning how to move and make healthy lifestyle choices. The following chapters provide all the necessary ingredients to create and implement a dynamic movement program for young children.



## Quality Movement Programs for Young Children

The best practice for creating movement programs for young children is often referred to as *appropriate practice*. In 2000, two organizations published a list of appropriate practice for teaching young children movement skills: the National Association for Sport and Physical Education (NASPE) and the Council on Physical Education for Children (COPEC). And, in 2002, recognizing the work of COPEC, the National Association for the Education of Young Children (NAEYC) in cooperation with Human Kinetics Publishers, published Active for Life: Developmentally Appropriate Movement Programs for Young Children.

The following guidelines are adapted from the position statement of the National Association for Sport and Physical Education (NASPE) and the Council on Physical Education for Children (COPEC), which are published as Appropriate Practices in Movement Programs for Young Children Ages 3-9 by the American Alliance of Health Physical Education Recreation and Dance (AAHPERD) (2000).

Why? Because physical activity classes for young children should be taught differently than physical activity classes for older children. The end result is a quality program where young movers are successful because instruction matches developmental level.

### **Premises of Quality Movement Programs for Young Children**

**1. Teachers of young children are guides or facilitators.**

Young children learn through involvement, observation, and modeling, which requires teachers to facilitate children's active involvement in learning. Teachers construct the environment with specific outcomes in mind and then guide the children toward these goals. By carefully observing the children's responses and interests, teachers are able to adapt the learning experiences to best meet each individual child's needs. Children are allowed to make choices and seek creative solutions. They are provided the time and opportunity to explore appropriate responses. Teachers show interest and participate in movement activities, engaging the children in the activity, thereby extending the children's learning.

**2. Children should engage in movement programs designed for their developmental levels.**

Young children need a variety of experiences that will lead to mature fundamental motor skills. The development of fundamental motor abilities is age related, not age determined. Teachers of 3, 4, and 5 year old children need to fully understand the continuum of motor development from infancy through age 5 as it differs from that of elementary school-aged children.

3. **Young children learn through interaction with their environment.**  
This well-established concept has been stated in many ways—children learn by doing; children learn through active involvement with people and objects. Developmentally appropriate movement programs for young children are designed so all children are active participants.
  
4. **Young children learn and develop in an integrated fashion.**  
Motor, cognitive, emotional, and social development are interrelated. Learning experiences in movement should encompass and interface with other areas of development. Regularly scheduled movement experiences should focus on the development of fundamental motor skills while incorporating these experiences in the child’s total development. Movement is a primary medium for young children’s learning.
  
5. **Planned movement experiences enhance play experiences.**  
A combination of play along with planned movement experiences specifically designed to help children develop fundamental motor skills, is beneficial in assisting young children in their development. Regularly scheduled and appropriately designed movement experiences are enhanced with regular indoor and outdoor play experiences giving children an opportunity to freely practice and develop skills.

The National Association for Sport and Physical Education (NASPE)’s position on the importance of physical activity for children ages 3-5 is as follows:

**“All children ages three to age five should engage in daily physical activity that promotes health-related fitness and movement skills.”**

The following five guidelines were written by NASPE in Active Start (2002) to address questions such as: What kind of physical activity is best for young children? In what environment should the activity take place? What individuals are responsible for facilitating the physical activity?

- |              |   |
|--------------|---|
| Guideline 1. | Preschoolers should accumulate at least 60 minutes daily of structured physical activity.   |
| Guideline 2. | Preschoolers should engage in at least 60 minutes and up to several hours of daily, unstructured physical activity and should not be sedentary for more that 60 minutes at a time except when sleeping. |
| Guideline 3. | Preschoolers should develop competence in movement skills that are building blocks for more complex movement tasks.   |

- Guideline 4.      Preschool children should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.
- Guideline 5.      Preschoolers responsible for the well-being of young children should be aware of the importance of physical activity and facilitate the child’s movement skills.

## **Appropriate Practice in Movement Education Programs**

1.      **Making Curriculum Decisions**  
The movement curriculum has a scope and sequence based upon appropriate outcomes for children’s motor, cognitive, emotional, and social development.
2.      **Facilitating Total Development**  
Movement activities are designed to enhance the total development of the child: motor, cognitive, emotional, and social skills.
3.      **Designing Learning Experiences**  
Direct (e.g. task instruction, task stations, guided discovery) and indirect (e.g. free play, structured free play) teaching methods are used to provide young children with instructional models to replicate and to encourage children to challenge themselves in their environment.
4.      **Developing Movement Skills and Concepts**  
Children are provided with adequate practice sessions within the context of their daily educational experiences, allowing them to develop a functional understanding of movement concepts and fundamental motor skills.
5.      **Implementing Assessment**  
Motor skill tests that are formal (standardized), and informal (non-standardized) plus ongoing observations of the young child during movement activities, are used to identify children with special needs, plan objective-oriented lessons, individualize instruction (when needed), communicate with parents and care providers, and evaluate the program’s effectiveness.
6.      **Facilitating Maximum Participation**  
Young children need sufficient equipment, brief rest periods, and modifications (when necessary), to enhance maximum participation in movement activities. Children need to be physically active and should not be waiting their turn to participate in movement activities.
7.      **Allowing for Repetition and Variation**  
Within a lesson, the teacher focuses on the desired skill(s), while providing adequate opportunities for practicing and learning the skill.

8. **Promoting Non-Competitive Success for All Children**  
In a comfortable setting for the children, non-competitive opportunities to practice skills are provided by the teacher, taking into account the varied skill levels of all children in the group.
9. **Developing Health-Related Fitness**  
Teachers convey the concept that lifelong fitness is a by-product of participation in movement activities. To achieve fitness, young children only need to be participating regularly in a wide variety of age-appropriate physical activities.
10. **Encouraging Individual and Free Expression**  
Teachers plan movement opportunities that allow children to express themselves freely, ask questions, and challenge themselves to find solutions to puzzling situations via the medium of movement. For example: “How can you get the ball to the hula hoop?”
11. **Teaching Rhythmic Experiences and Dance**  
Teachers encourage children to use their imaginations in a movement program that includes a variety of rhythmic, expressive, creative, and culturally appropriate dance experiences.
12. **Teaching Tumbling**  
Teachers plan opportunities for exploration in the skill areas of balancing, rolling, jumping/landing, climbing, as appropriate to age, ability, and confidence levels of young children.
13. **Teaching Games**  
Teachers reinforce planned objectives by selecting, designing, sequencing, and modifying games to maximize children’s learning and enjoyment.
14. **Integrating Movement Programs and Play**  
The total educational program includes daily indoor and outdoor movement experiences planned and organized by teachers.
15. **Scheduling Activity**  
Both structured learning experiences and free play are included in 30-60 minutes of daily developmentally appropriate physical activity of a moderate nature.
16. **Providing an Adequate and Safe Environment**  
The teaching environment is physically, psychologically, and acoustically safe and offers a choice of equipment geared toward the children’s level of competence. Equipment and activity choice allow for the development of positive feelings, self-confidence, and self-worth.

17. **Limiting Class Size**  
Developmentally appropriate class size is limited to no more than nine to ten children (age 4-5) assigned to one adult. Younger children require smaller groups.
18. **Facilitating Gender Equity**  
Both boys and girls in this age group should be given the same opportunities to achieve success in all realms of movement activities. For the most part, there is no gender difference in motor skill development at this age.
19. **Fostering Parent-Teacher Communication**  
Teachers give information to parents about the importance of daily movement experiences. Parents are given a variety of suggested movement activities that can be employed at home to enhance a child's development in all areas of learning.

## Movement Content Areas

Movement programs for young children should include activities from the following eight movement components:

- Locomotor Skills
- Object Control Skills
- Body Awareness
- Spatial Concepts
- Body Actions
- Rhythmic Activities
- Play Participation Skills
- Group Games

## Movement Component Description Chart

Movement Component	Identification of Skills
Locomotor Skills	<p>Rolling, crawling, creeping, walking, marching, running, climbing, jumping, hopping, galloping, skipping;</p> <p>Ability to imitate animal movement actions: elephant, bear, cat, alligator, dinosaur, frog, monkey, kangaroo, giraffe, snake, seal, bird, dog, rabbit, lion, ducks.</p> <p>Ability to move through obstacle courses (moving through a pre-planned space that contains sequenced activity centers)</p> <p>Tumbling (log roll, forward roll)</p>
Object Control Skills	<p>Rolling, throwing, striking, catching, bouncing, dribbling, kicking balls of different sizes and textures (nerf, plastic, cloth, rubber, vinyl, yarn, newspaper).</p> <p>Throwing and catching objects (scarves, bean bags)</p> <p>Ability to move through an obstacle course</p>
Body Awareness	<p>Ability to identify (touch and/or move) a specific body part: head, ear, nose, eye, mouth, neck, back, chest, stomach, shoulder, elbow, arm wrist, hand, finger, leg, knee ankle, toe; Examples:</p> <p>“Show me your _____”  “Where is your _____?”  “Move your _____.”  “Move like I am moving (simple imitation).”  “Tell me where your _____ is.”</p>
Spatial Concepts	<p>Ability to demonstrate concepts of: near-far, forward-backward, above-below, up-down, over-under, slow-fast, loud-soft, apart-together, in-out, around, through, between; Ability to move through an obstacle course.</p>
Body Actions	<p>Ability to demonstrate moving without locomotion: turning, bending, stretching, twisting, shaking, bouncing, and swaying.</p>
Rhythmic Activities	<p>Ability to move body rhythmically to various tempos created by instruments such as drums, tambourines, lummi sticks; or, by listening to musical selections (children’s music, popular/ classical music) on radio, tapes, or CD’s.</p>
Play Participation Skills	<p>Climbing up/down stairs and ladder, swinging on swing or ropes, sliding down slide, crawling through a tunnel, hanging with arms from a bar, pulling an object, pushing an object, riding a tricycle, riding a scooter board, moving about on a playground structure.</p>
Group Games	<p>Ability to participate in structured activities performed with a small group of children with few rules, no competition, and no elimination: parachute play, musical hoops, “Clean Out your Backyard”, What Time Is It, Mr. / Ms Fox”?</p>

## Instructional Format

Young children need the security of a familiar routine and sequence during movement activities in the gym. Try to keep the **Opening, Warm-up Activities, and Closure/Cool Down** constant. Most of the movement experiences should be individual or small group, child centered activities. Use both direct and indirect teaching methods.

Include equipment with a variety of shapes, colors, sizes, weights, textures for safe and active participation. Offer activities with maximum participation. Do not include elimination games. Have a balance between success and challenge activities. Provide opportunities for practice and repetition of skills. Include safety reminders for children and staff. Encourage expression, play, and fun!

1. **Opening** – Children sit down on floor markers such as polypots, carpet squares, or floor tape in either an organized or scattered formation.
2. **Warm-up Activities** – Movement activities and rhythmical activities performed to music.
3. **Movement Skill Development** – (Activity/Lesson Focus) Include movement activities from the Movement Content Areas:
  - locomotor skills
  - object control skills
  - body awareness
  - spatial concepts
  - body actions
  - rhythmic activities
  - play participation skills
  - group games
4. **Closure/Cool Down** - (Children return to opening formation)
  - Children lie down on floor, close their eyes, and relax.
  - Adult reviews movement activities experienced in lesson.
  - Ask children to acknowledge, in some manner, if they had fun.
  - Ask children which activity they enjoyed the most.
  - Use positive comments when giving feedback.
  - Participate in a closing song?
  - Tell children: “We are all done”.
5. **Dismissal** -Dismiss in an organized fashion.
  - “If your name is \_\_\_\_, line up at the door”
  - “If your name is \_\_\_\_, you can tiptoe (or other locomotor pattern) to the door.”
  - “If you’re wearing the color red, line up at the door.”
  - “If you are sitting on a yellow polypot, please line up on the black floor line.”



## Appropriate Instructional Methods to Use When Teaching Movement Activities to Young Children

The teacher should provide...

- developmentally appropriate movement experiences
- daily movement experiences
- a positive fun learning environment
- a safe environment
- boundaries (to indicate where children can and can not go)
- exploratory activities
- novelty in choice of activities/equipment
- routine (beginning/ending of class)
- activities involving maximum participation for all children (avoiding elimination and competitive activities)
- activities that apply to multiple environments (homes/communities/schools)
- activities oriented to success and challenge
- opportunities for individual expression and creativity
- an integrated concept approach (using cognitive, social/emotional, communication approaches)
- a child-centered approach to teaching (child initiated and adult facilitated)
- sensory experiences (learning through the senses)
- child's choice of activity (occasionally)
- visual demonstrations with instruction
- enthusiasm, interest, and caring attitude when teaching
- praise, encouragement, and feedback to children

## **Equipment Suggestions for Movement Education Programs**

Listed below are some suggestions for equipment/materials that can be used to teach preschool movement activities in each of the eight movement component areas. (See the Resource section of this guide for a listing of the equipment suppliers.)

### **Locomotor Skills**

- Boundary/destination markers (vinyl or plastic cones)
- tunnel (crawl)
- ladder (step over rungs when placed flat on floor/climb up)
- mats (jump/top/crawl)
- stairs (climb up/down)
- hula hoops (jump/hop/crawl)
- mini-trampoline (jump)
- jump rope (jump over rope/crawl under rope)
- hopscotch mat (crawl/hop/jump)

### **Object Control Skills**

- balls (a variety of sizes and textures)
- velcro mitt/tennis ball
- hula hoops
- parachute
- scooterboards
- bean bags
- deck tennis rings
- Frisbees
- tether ball
- targets (variety of shapes/sizes)
- bowling pins

### **Body Awareness**

- bean bags
- hula hoop
- scarves
- lummi sticks
- ribbon sticks
- polyspots

### **Spatial Concepts**

- ladder
- hula hoops
- tunnel

- barrel
- jump rope
- mat (flat and inclined)
- balance beam
- bowling pins
- rebounder (mini trampoline)
- cones (markers)

### **Body Actions**

- floor markers (i.e. polypots, carpet squares, tape)
- hula hoops
- ribbon sticks
- scarves

### **Rhythmic Activities**

- ribbon sticks
- scarves
- lummi sticks
- musical instruments (cymbals, drums, etc.)
- boom box/ CD Player
- CD's, tapes

### **Play Participation Skills**

- swings
- slides
- ladders
- push toys
- tricycles
- bicycles (training wheels)
- wagons
- balance beams (2x4 board)
- ramps

### **Group Games**

- boundary/destination markers (vinyl or plastic cones)
- polypots
- bean bags
- balls (a variety of sizes/shapes/textures/weights)
- mats
- hula hoops
- parachute
- scooterboards

## **Movement Skills Curriculum Template**

(This template is to be used as a resource for planning movement activities for young children.)

**Movement Component Area:**

**Movement Skill(s):**

**Description:**

**What Children will Experience:**

**Equipment/Materials:**

**Developmental Progression: (list)**

**How Can Adults Help:**

**Safety:**

**Integrated Concepts:**

**Cognitive:**

**Communication:**

**Social/Emotional:**

# Sample Lessons from the Eight Movement Component Areas

**Movement Area:** Locomotor Skills

**Movement Skill:** Jumping

**Description:**

A child will propel body in the air from both feet, followed by a brief flight in the air, and a two foot landing.

**What a Child Will Experience:**

Jumping up, down, and over objects.

**Materials/Equipment:**

**Objects to jump into/onto:**

- Hoops
- Olympet rings
- Swimming pool
- Styrofoam peanuts
- Pile of leaves
- Sheets of packing bubble wrap

**Objects to jump over:**

- Lines on floor
- Ropes on floor
- Foam noodles
- Bean bags placed in a row
- Stuffed animals
- Small boxes
- Grooves/cracks in sidewalks and floor tiles

**Objects to jump off:**

- Folded mats
- Wedge mats
- Sturdy boxes
- Curbs
- Playground surfaces (i.e. side of sandbox or stairs)

**Developmental Progression:**

- Jumping up off floor
- Jumping down from low object
- Jumping forward one time
- Jumping over low object
- Jumping in different directions (i.e. sideways, backwards)
- Jumping for distance
- Jumping forward many times

**How Adults Can Help:**

- Encourage bent knees on take-off and landing.
- Encourage a balanced landing with feet apart.
- Encourage use of arms to increase height and length of jump and to assist with balanced landing.
- Use simple verbal cues such as “bend knees, swing arms, and jump”.
- Assist a child having difficulty by standing in front of the child, holding the child’s hands, and guiding the child forward on the signal, “ready, set, jump.”

**Safety:**

- Provide soft surface to cushion landing.
- Vary height and distance of jump based on skill level of child.

**Integrated Concepts:****Cognitive:**

- Learning Colors: Place “Twister” game’s vinyl mat on floor. Child stands on jump box or mat. Have child jump off box and land on specified color such as one foot on green and one on yellow.
- Learning Numbers: Place numbers 0-9 on the floor. Have child jump on a specified sequence of numbers such as 2-4-5.

**Communication:**

- Learning directions (forward, backward, sideways)
- Learning new words (over, under, on, in, between)

**Social/Emotional:**

- Learning to Play “Leap Frog”



**Movement Area:** Locomotor Skills

**Movement Skill:** Galloping

**Description:**

A child will step forward with lead foot followed by step with trailing foot, to a position adjacent (or slightly behind) the lead foot (i.e. a galloping horse).

**What a Child Will Experience:**

Galloping at different speeds, in various pathways, to different auditory cues, and using dominant and non-dominant foot leads.

**Materials/Equipment:**

- Drum: Beat a drum to facilitate an uneven rhythmic pattern.
- Music: Gallop to music.
- Horse-head stick: Children ride (place stick between legs when galloping).

**Developmental Progression:**

- Perform foot movements (step-behind) in slow motion.
- Gallop at slow speed in a straight pathway to music.
- Gallop at a fast speed in various pathways (i.e. circle, zig zag) or around obstacles.
- Gallop with non-preferred foot in front.

**How Adults Can Help:**

- Hold hands with a child who is having difficulty and gallop with them.

**Safety:**

- Provide ample space for movement

**Integrated Concepts:**

**Cognitive:**

- Galloping at different speeds, i.e. slow and fast

**Communication:**

- Working with a partner i.e. sharing horse-head stick
- Taking turns deciding where to gallop  
“Let’s gallop to the door” “Let’s gallop to the windows”

**Social/Emotional:**

- Playing “Follow the Leader” when galloping around the play area

**Movement Area:** Object Control  
**Movement Skill:** Throwing

**Description:**

A child will propel objects through the air using forward motion of arm and hand.

**What a Child Will Experience:**

- Throwing objects of different sizes (big to small)
- Throwing objects of different shapes (round, flat)
- Throwing objects with different textures (yarn, foam, rubber)
- Throwing objects of different weights (light to heavy)
- Throwing objects different distances (short to long)
- Throwing overhand
- Throwing underhand

**Materials/Equipment:**

**Examples of objects to throw:**

- Bean bags
- Crumbled paper balls
- Yarn balls
- Beach balls
- Nerf balls
- Whiffle balls
- Tennis balls
- Stick-a-ball
- Frisbees
- Deck tennis rings
- Playground balls
- Basketballs

**Developmental Progression:**

- Sit and roll ball to partner.
- Stand and roll ball to partner.
- Throw small ball with one hand using elbow extension.
- Throw medium size ball with two hands.
- Throw at targets.
- Throw for distance.

**How Adults Can Help:**

- Encourage children to look at target or person when they are throwing.
- Use cue words such as “hand by ear” and “step throw”.
- Use objects such as yarn balls that don’t roll a long distance to ensure increased practice time.
- Have children practice throwing to a target or to a wall to guarantee a steady, dependable “partner”.
- Encourage children to say the name of partner before throwing objects to them. This helps ensure that partner is ready and is paying attention.

**Safety:**

- Allow sufficient space so objects thrown will not hit breakable objects or will not rebound in an unsafe manner.
- Use objects that accommodate the developmental skill level of the child. Use softer balls or objects (i.e. nerf, yarn) for the less skilled child and higher density balls/heavier balls (playground ball) for the higher skilled child.

**Integrated Concepts:****Cognitive:**

- Learning to count (number of times child hits a target or throws a ball)
- Learning colors, shapes, and various sizes of targets
- Learning about speed (fast, slow)

**Communication:**

- Talking to a partner while playing catch
- Telling partner how you would like them to throw the ball (fast, slow, rolled, bounced)

**Social/Emotional:**

- Taking turns throwing and catching objects with a friend

**Movement Area:** Object Control  
**Movement Skill:** Catching

**Description:**

A child will use hands or an object (scoop, mitt) to stop and control a moving object.

**What a Child Will Experience:**

Catching a variety of objects of different sizes and shapes which have been thrown by self or a partner.

**Materials/Equipment:**

**Objects to catch:**

- Balloons
- Balzac balls
- Punch balls
- Beach balls
- Crumbled paper balls
- Scarves
- Feathers
- Bean bags/Beanie Babies
- Foam balls
- Grab balls
- Gertie balls
- Playground balls
- Foam Frisbees
- Foxtails
- Flingsocks
- Geodesic balls

**Catch objects in:**

- Both hands
- One hand
- Velcro mitts
- Scoops
- Stick-a-ball mitts
- Loop ball mitts

**Developmental Progression:**

- Catch large rolled ball.
- Catch large suspended ball.
- Bounce and catch a large ball with two hands.
- Catch large ball that is bounced by another person.
- Catch large ball that is gently tossed from another person.
- Catch small rolled ball.
- Catch small suspended ball.
- Catch small ball that is gently tossed from another person.

**How Adults Can Help:**

- Encourage children to watch or visually focus on stationary or moving objects.
- Use cue words such as “hands ready” or have children clap hands to help them position hands correctly.
- To decrease the amount of time children retrieve objects in the play area, position children close to walls to provide a natural backstop.
- Select equipment appropriate to the size and skill level of the child.
- Position the child facing the wall to decrease the amount of visual distraction.

**Safety:**

- For less skilled children, use lighter weight, softer, larger, slower moving objects. For more highly skilled children use dense, heavier, and smaller objects.
- Allow ample space for catching activities.

**Integrated Concepts:****Cognitive:**

- Learning to count: Count the number of times children catch objects.

**Communication:**

- Talking to a friend while playing catch
- Learning to use cue words: “Ready?” “Catch”

**Social/Emotional:**

- Playing catch with one or more friends
- Taking turns: Choosing what type of objects to catch

**Movement Area:** Object Control  
**Movement Skill:** Kicking

**Description:**

A child will contact or strike an object with foot.

**What a Child Will Experience:**

Kicking a variety of objects for accuracy and distance using both left and right feet.

**Materials/Equipment:**

**Examples of objects to kick:**

- Balloons/Punch Balls
- Jingle Balls (with bells inside)
- Soap bubbles
- Crumbled paper balls
- Beach balls
- Gertie balls
- Foam balls
- Playground balls

**Examples of targets:**

- Cardboard boxes
- Buckets
- Wastepaper baskets
- Foam pins
- Bowling pins
- Cones (placed various distances)
- Hoops (suspended or in hoop stands)
- Milk carton crates (placed on sides)
- Tunnels (made with mats)
- Lightweight soft tetherballs

**Developmental Progression:**

- Kick large stationary ball
- Walk forward and kick stationary ball
- Kick slowly moving large ball
- Walk forward and kick slowly rolling ball
- Kick for accuracy
- Kick for distance
- Kick with non-preferred foot

**How Adults Can Help:**

- Encourage children to look at the object that will be kicked.
- Have children place non-kicking foot next to the object.
- Emphasize making contact with the object, not where the object will travel.
- Encourage children to kick the object forcefully so they practice moving, kicking legs from back to front.

- Provide support by holding child's hand or by allowing child to grasp a table, a chair, the wall, or other stationary objects.

**Safety:**

- Allow sufficient space so objects kicked will not hit breakable objects or rebound unsafely.
- Use balls that accommodate the developmental skill level of the child (softer balls such as nerf balls and beach balls for the lesser skilled child and the higher density playground balls and soccer balls for the higher skilled child.)

**Integrated Concepts:**

**Cognitive:**

- Learning letters, colors, numbers, and shapes:

Attach letter, color, number, or shape to each target (foam pin, soda bottle, etc). When the child kicks the object and it falls down, the child identifies the letter, color, number, or shape on the target.

Child can kick green object into green targets, blue objects into blue targets, etc.

- Learning to count. Ask child:

“How many attempts does it take to make the object fall down?”  
 “How many objects fell down?”

- Learning spatial concepts and directions

Kicking objects: forward, backward, sideways, over a suspended rope, under a rope, through a hula hoop, into a container

**Communication:**

- Telling a partner: “It is your turn.” “Kick the ball to me.”
- Kicking objects: over suspended rope (1-2 feet off floor), under suspended rope, through hula hoop, into a container

**Social/Emotional:**

- Learning to take turns
- Playing “Follow the Leader”

**Movement Area:** Body Awareness  
**Movement Skill:** Identifying Body Parts

**Description:**

A child will indicate the ability to identify specific body parts such as head, ear, nose, eye, mouth, neck, back, chest, stomach, shoulder, elbow, arm, wrist, hand, finger, leg, knee, ankle, toe.

**What a Child Will Experience:**

- Locating various body parts on another person by pointing to specific body part on that person
- Locating a variety of body parts on self by touch
- Locating specific body parts on self by movement
- Locating a specific body part on self by placing objects on the body part (bean bag, small yarn ball, scarves)

**Materials/Equipment:**

- Bean bags
- Small yarn balls
- Scarves
- Small stuffed animals
- Pictures of boys, girls

**Developmental Progression:**

No specific progression of learning to identify body parts, but usually shoulders, ankles, elbows, chest, and wrist are some of the more difficult body parts for young children to learn. Young children most often learn to identify facial parts before any other part of the body.

**How Adults Can Help:**

By using a variety of commands and questions to facilitate a verbal or physical response:

- Can you touch your knee?
- Can you move your feet?
- Put the bean bag on your toes.
- What is this (point to body part)?
- Touch your stomach.
- Put the scarf on your wrist.

**Safety:**

If a child has a disability and cannot move or point to specific body parts either on himself or on others, the child can communicate his/her knowledge of specific body parts verbally to the adult.



## **Integrated Concepts:**

### **Cognitive:**

- Learning action words: point....; touch....; move....; find...;

### **Communication:**

- Understanding an adult request and responding to it using either a physical or a verbal response

Example: Adult: “This is my.....?” Child Response: “arm”.

Example: Adult: “Touch your nose.”

Child: Child touches nose by pointing to it with finger.

### **Social/Emotional:**

- Interacting with other children during activity
- Listening
- Imitating others

**Movement Area:** Spatial Concepts  
**Movement Skill:** Moving Through An Obstacle Course

**Description:**

A child will demonstrate the ability to move through a variety of pre-planned movement activity centers at a preferred pace.

(See Appendix A for an Illustration of An Obstacle Course)

**What a Child Will Experience:**

- Crawling through a tunnel (or under a table)
- Climbing up a box or a sturdy object
- Jumping down from a box or a sturdy object
- Walking on a 4" - 6" wide board
- Rolling on a mat or carpet
- Jumping into hula hoops positioned flat on the floor

**Materials/Equipment:**

- Play tunnel (or table)
- Sturdy wooden boxes or a wedged mat
- Beam (2x 4' or 2x 6" board which is approximately 8-10' long)
- Hula hoops (jumping)
- Mat or carpet (rolling)
- Bell (ring when finished course)

**Developmental Progression:**

Place the movement equipment in a sequence that requires the child's body to continually go from a low to a high position and then back to a low position to require child to be more active. Example: rolling on a mat, climbing up on sturdy box, jumping down from the box, crawling through a tunnel, jumping into hula hoops, etc.

**How Adults Can Help:**

- Indicate starting line (floor tape or a plastic cone).
- Give verbal cue to start course: Ex: "Ready, set, go!"
- Demonstrate the movements before the child attempts the movements.
- Allow practice sessions at the activity areas and for transitions between the sequenced areas to encourage success.
- Encourage child to attempt all movement activities.
- Give verbal cues, if necessary.
- Praise child when movement skills are attempted.
- Let child ring bell when s/he completes all activities in the obstacle course.
- Occasionally reverse the direction of the course.
- Use music (records, tapes, CD's) to cue the starting and stopping of the child's movements through the course.

**Safety:**

- Allow enough space between individual activities to avoid injuries.
- Stay within close proximity if the child is not independent on the course.
- Allow only one child on each piece of equipment at a time to avoid accidents.
- Monitor speed of children going through the course (remind them goal is to complete the course, not to race through the course!)

**Integrated Concepts:****Cognitive:**

- Learning action words: jump, crawl, climb, roll, walk
- Learning names of equipment in the obstacle course: tunnel, table, box, beam, mat, hula hoops
- Learning where various body parts are located on self and others

**Communication:**

- Learning the words: down, up, through, over, on, into, climb, around, circle, all done

**Social/Emotional:**

- Taking turns
- Following directions
- Listening

**Movement Area:** Body Actions  
**Movement Skill:** Non-Locomotor Movements

**Description:**

A child will demonstrate the ability to move and control body in a variety of ways without traveling in environment.

**What a Child Will Experience:**

- Bending
- Stretching
- Twisting
- Turning
- Curling
- Swinging
- Rocking
- Shaking
- Balancing
- Learning to start and stop moving

**Materials/Equipment:**

- Allow adequate personal space for children to move in one place without touching other children.
- Floor markers - carpet squares, poly spot floor markers, floor tape, or Velcro strips on carpet forming a large circle or scattered formation to visually define where the child's "space" is located.
- Music from CD's, tapes, records, CD/tape/record player.

**Developmental Progression:**

- Child imitates a non-locomotor movement that is suggested and demonstrated by an adult.
- Child identifies and demonstrates to the group a new and different way to move body when prompted by an adult.
- Child spontaneously creates and demonstrates a movement while staying in personal space.

**How Adults Can Help:**

**Group Warm-Up:**

Integrate a variety of body actions into the warm-up activity for the day. Demonstrate the actions listed by asking children to move their bodies to the music using various actions.

- Stretching up high
- Bending and touching toes
- Swinging arms back and forth
- Stomping feet
- Turning around
- Shaking hands

- Twisting body from side to side (left to right)

Create Imaginative Play:

Pretend to move like an animal or object using one or more of these body actions.

- Can you pretend to flap your arms and fly like a bird?
- Can you sway your body like a tree moving in the wind?
- Can you stretch your body like a cat?
- Can you rock forward & backward like a rocking horse?
- Can you rock side to side like a rocking horse?
- Can you make your body look really BIG? Really small?
- Can you move your arms like you're swimming in the water?

Challenge children by asking questions to initiate body actions: Ask Children: "Can you move your body \_\_\_\_\_?"

- Side to side
- Up and down
- High /low
- In a circle
- Fast/slow
- Gently/forcefully
- Forward/backward

Challenge children to think of different ways of moving.

"Can **you** think of another way we can move our body?"

### **Safety:**

Allow adequate personal space for each child to move freely without touching other children. The designated formation and space for each child should be clearly marked by a visual marker such as poly spot floor markers, Velcro, carpet squares or floor tape.

### **Integrated Concepts:**

#### **Cognitive:**

- Listening, watching, and imitating adults and other children
- Understanding movement vocabulary and concept development
- Developing sense of imagination when pretending to move like an animal or object
- Developing an awareness of what it *feels* like to move the body in a variety of ways
- Motor planning
- Understanding of movement elements of quality, effort, force, and relationship between body parts

**Communication:**

- Developing movement vocabulary
- Expressing how bodies are moving

**Social/Emotional:**

- Learning to create and demonstrate new body actions with peers

**Movement Area:** Rhythmic Activities  
**Movement Skill:** Manipulating Ribbon Sticks

**Description:**

A child will demonstrate the ability to move a ribbon stick rhythmically by listening and responding to music of varying rhythms and tempos.

**What a Child Will Experience:**

- Exploring rhythmic movement, following visual and verbal cues, understanding spatial awareness, effort and body relationship concepts.
- Listening to a repeated musical pattern (or beat) and moving body to the rhythm.
- Moving the ribbon stick(s) in a variety of ways:

Examples:

- Making circles in the air...
  - in front of the body
  - over the head (helicopter)
  - on the floor (tornado)
  - beside the body (ferris wheel)
- Making wavy motions like waves on the water
- Shaking ribbon very fast/slow
- Moving ribbon so it swirls and floats in the air
- Waving ribbon up high/down low
- Sweeping ribbon back and forth on the floor
- Swaying ribbon from side to side like a palm tree swaying in the wind
- Shaking ribbon behind/beside/in front of/below/above their bodies
- Making ribbon wiggle on the floor like a snake
- Moving ribbon side to side like a palm tree swaying in the wind
- Moving ribbon back and forth like wipers on the bus
- Turning ribbon and body in a circle

**Materials/Equipment:**

- Ribbon Sticks (scarves, pom poms, crepe paper streamers)
  - One for each child
- Musical Selection
  - Music with a constant, repetitive beat which is slow enough to allow young children to get the feeling of the music
- Floor Markers (Use in a circle or a scattered formation)
- Carpet squares, polypots, Velcro on carpeted floor

### **Developmental Progression:**

- Without Music – adult demonstrates one movement and concept word at a time and children imitate a variety of ways to move the ribbon stick. Keep verbal cues short and simple.
- With Music – briefly listen to the music and identify fast or slow tempos. Continue matching the movement of the ribbons to the tempo of the music.
- Stationary Position - child remains in personal space on the floor marker and moves ribbon stick without touching other children in designated formation.
- While Moving - ask children how they would like to move to the music using ribbon sticks.

### **How Adults Can Help:**

- Offer children ideas and demonstrations to get them engaged in the activity and to make them more comfortable with manipulating ribbon sticks.
- Encourage children to explore and create new ways to move with ribbon sticks.
- Ask challenging questions to stimulate creative movements during “ribbon stick play”.

### **Safety:**

Provide adequate space for children to move ribbon sticks without touching other children.

### **Integrated Concepts:**

#### **Cognitive:**

- Learning movement concepts and vocabulary
- Watching demonstrations
- Listening (to directions and music)

#### **Communication:**

- Verbally expressing body movements

#### **Social/Emotional:**

- Creating original movements with ribbon sticks
- Expressing feelings through movements



**Movement Area:** Play Skills  
**Movement Skill:** Climbing and Sliding

**Description:**

A child will climb up/down stairs, platforms or rung ladders, seat self at top of a slide, and slide down.

**What a Child Will Experience:**

- Climbing up platforms/stairs/rungs and climbing back down
- Seating self at the top of a slide, and sliding down independently

**Materials/Equipment: (Any of the following)**

- Free standing preschool rung climber/slide
- Free standing molded plastic cubes/stairs/slide
- Playground modules with slides (straight, curved, open or enclosed tunnel slides of various widths and heights)

**Developmental Progression:**

- Climb up/down using hand holds on rails on a rung climber and turn body toward rungs to back down--- stepping on one rung at a time.
- At top of slide sit down and extend legs (“feet first”), scoot seat forward and while holding onto side rails let gravity bring the child down the slide (sitting upright).
- Stop at the bottom of the slide and place both feet firmly on the ground before standing up.

**How Adults Can Help:**

- Allow child to sit on adult’s lap to go down the slide (getting used to the feeling of moving down while sitting upright).
- Have adult go down the slide first with child behind – child’s feet touching adult’s back (adult controlling the speed).
- Assist child by first holding his/her waist the whole length down the slide and later halfway down allowing child to finish independently.

**Safety:**

- Insist child slide with feet first (prevent head injury).
- Require child to sit and not allow standing on the slide.
- Provide enough space at the bottom for child to safely land.
- Do not allow child to climb up the slide when someone is sliding down.
- Provide soft cushioning at the bottom landing area (pea gravel, woodchip carpet, sand, rubber shock-absorbent mat).

- Avoid slides that have a steep incline with no side rails
- Avoid metal slides that get very hot in the sun.

**Integrated Concepts:**

**Cognitive:**

- Counting the rungs or stairs climbed

**Communication:**

- Practicing language skills: Saying “ready, set, go”

**Social/Emotional:**

- Rolling balls (or stuffed animals) down the slide for a friend to catch at the bottom of the slide
- Making a train: Two or more children slide down with feet touching the child seated in front

**Movement Area:** Play Skills  
**Movement Skill:** Pedaling a Wheeled Toy

**Description:**

A child will pedal a wheeled toy (i.e. tricycle).

**What a Child Will Experience:**

- Climbing into a seated position on wheeled toy
- Placing feet on pedals
- Starting pedaling motion and continue pedaling
- Steering left and right turns
- Stopping pedaling
- Getting off wheeled toy

**Materials/Equipment:**

- Tricycle, big wheel, pedal tractor, small two-wheeled bicycle (training wheels), small two-wheeled bicycle (the size of the wheeled toy should be appropriate for the child)
- Pedal adaptations: velcro straps (for children who cannot maintain foot contact with pedals)
- Adapted tricycles: back rests, hip/chest security straps (seat belts) for children who lack adequate trunk support to maintain an upright sitting position

**Developmental Progression:**

**Tricycle:**

- Climbing into sitting position
- Grasping handlebars and placing feet on pedals
- Alternating left and right foot pushing motion
- Pedaling in a continuous rhythm
- Steering left and right (wide turns and narrow turns)
- Stopping movement by slowing pace, putting feet on the ground.
- Climbing off the wheeled toy

**Two-Wheel Bicycle With Training Wheels:**

- Standing straddling bike frame or sitting on bike seat
- Grasping handlebars, placing foot on pedals and pushing downward while other foot lifts off the ground and onto the pedal
- Pedaling in a continuous rhythm
- Steering left and right turns (first wide, then narrow)
- Stopping movement by slowing pace or pedaling backwards (coaster brakes) or by putting foot on ground and climbing off

### **Two–Wheeled Bicycle:**

- Standing straddling bike frame
- Grasping handlebars, placing one foot on pedal and pushing downward while the other foot lifts off the ground and onto the pedal
- Lifting body onto seat pedaling in a continuous rhythm
- Steering left and right wide turns (later narrow turns)
- Stopping movement by slowing pace or by pedaling backward (coaster brakes); or, when weight is on the downward foot, lifting other foot off the pedal and stepping onto the ground to get off

### **How Adults Can Help:**

- Provide physical assist getting on/off, supporting bike in a steady position
- Provide initially a large open space without obstacles or need for turns
- Provide a gentle push start to assist first pedaling strokes or place tricycle/bike on a gentle downward incline
- To help children understand the alternate push-pedal stroke, adults can alternately give a gentle push on top of the child's thigh alternating left and right leg.
- Provide verbal cues such as “push” or “pedal” or “go feet go”
- Assist with turning handle bars left and right and touching feet to stop pedaling motion
- Select a wheel toy appropriate for the size of the child

### **Safety:**

- Check bike for loose nuts or bolts or sharp edges
- Encourage (on two-wheeled bikes) children to wear bike helmets
- Select a firm surface, yet one that is forgiving in case of a fall (i.e. hard-packed dust vs. asphalt/cement)
- Some bikes come with attached pushing bars/sticks or you may wish to create your own. This prevents adult back fatigue or injury from extensive bending.

### **Integrated Concepts:**

#### **Cognitive:**

- Learning directions (forward, backward, left, right); can make tape or chalk pathways for children to follow
- Learning concepts of starting and stopping; can use music to indicate commands
- Creating a “trike town”. Children pedal to gas station, tunnel, car wash, repair shop, fast food store which are created with mats, cones, streamers, and other gym equipment

**Communication:**

- Learning to wait in line to visit the stations in the “trike town”
- Learning to talk to people (other students) at the stations: car wash, fast food store, gas station, etc.
- Learning to say “thank you” and “please” when stopping at various stations in the “trike town”

**Social/Emotional:**

- Learning to take turns
- Learning to follow leader (around cones, through tunnels, etc.)

**Movement Area:** Play Skills  
**Movement Skill:** Propelling a Scooterboard

**Description:**

A child will travel on a scooterboard.

**What a Child Will Experience:**

Traveling on a scooterboard in a sitting, kneeling, or prone lying position (tummy) without falling off.

**Materials/Equipment:**

- Standard 12” x 12” gym scooterboards – safety handles preferred for preschoolers.
- Use 16” x 16” gym scooterboards for larger children and adult facilitators.

**Developmental Progression:**

- Prone lying – push with hands on floor while feet alternately press against the floor (in a “frog” position).
- Seated – grip safety handles (if available) or sides of scooterboard and use feet to push/pull/propel scooterboard forward, backward, turn in circles.
- Kneeling – use hands to push/pull to move scooterboard forward, backward, and spin/turn.

**How Adults Can Help:**

- Model, give verbal cues, physical assist (assist moving arms and/or legs).
- Use two gym scooterboards to support children who cannot lift legs or use legs to propel when in prone position.
- Sitting: Adult sits on a scooterboard behind seated child on his/her scooterboard to provide gentle nudges/pushes so child will move forward.
- Sitting: While facing the child, plant child’s feet together near his scooterboard then assist child to extend legs while pushing to propel scooterboard in backward direction.

**Safety:**

- Do not allow children to stand on scooterboards or ride like a skateboard.
- Provide adequate open space for children to move on scooterboards.

## **Integrated Concepts:**

### **Cognitive:**

- Learning to follow directions: Riding scooterboards while music plays and stopping movement when the music stops. Add sequencing/tasks when the music stops (put hands on head, spin scooterboard around, touch a cone, etc.)
- Following paths made by tape placed on the floor. Using scooterboards as transportation for completing tasks: delivering mail to a mailbox, carrying puzzle pieces (one at a time) to complete a puzzle
- Creating a scooterboard obstacle course and incorporating concepts of under, around, and through
- Learning spatial concepts (over, under, around, etc.)

### **Communication:**

- Creating a “scootertown” play environment. Children can travel to a grocery store, fast food store, car wash, through tunnels, over bridges, to a repair shop etc. Children will need to talk to each other to request pretend fast food, helping each other repair their cars, etc.
- Talking to other children/adults while creating a “scooterboard town”
- Talking to adults/students working at the various pretend stations (request food at fast food place)

### **Social/Emotional:**

- Playing “Follow the Leader”
- Playing tag games on scooterboards
- Pulling a partner on a scooterboard (partners can use jump ropes or plastic tubing to pull each other)
- Creating a train of scooterboards: An adult pulls the first child who is lying on tummy on scooterboard while the other scooterboard riders (who are also lying on tummies on scooterboards) hold onto the ankles of the child ahead of them.

**Movement Area:** Play Skills  
**Movement Skill:** Swinging

**Description:**

A child will sit and maintain balance on a moving swing that has been either pushed or pumped.

**What a Child Will Experience:**

- Sitting on a swing independently
- Maintaining balance while being pushed
- Creating/beginning a swinging motion
- Pumping the swing for continuous movement

**Materials/Equipment:**

- Swings (variations i.e. belt, bucket, tire, chair)

**Developmental Progression:**

- Sitting on the swing independently, holding onto ropes, lifting feet off the ground and maintaining balance and grasp while being pushed (begin low and increase height of push)
- Touching feet to ground and walking feet backward on tiptoes, then lifting feet so swing propels forward
- Pumping: extending legs forward while leaning backward as swing goes forward; Bending knees bringing heels toward seat as swing glides backward working to maintain a smooth pumping and swinging rhythm

**How Adults Can Help:**

- Have child sit on adults' lap to feel the motion of leaning forward and backward
- Give verbal cues and physical assistance—move child's legs "out and back" (bend knees with heels moving toward seat)
- Practice the "legs out/legs back" (pump) while the swing remains stationary
- Instruct to "toe walk" the swing while seated to make the swing move
- Stand in front of swing and hold hands (adults) out for child to touch with feet while legs are extended forward ("touch the sun or stars" with your feet)

**Safety:**

- If child is seated on adult lap, adult should have a secure hold on the child.
- Make sure that there is enough space in front of/behind the path of the swing so that the swing does not bump anyone.



- Provide safe ground covering (sand, pea gravel, woodchip carpet, absorbent rubber matting under the swing)
- Check if swing rope/chair is sturdy and secure
- Adjust seat to height that child's tiptoes touch ground

**Integrated Concepts:**

**Cognitive:**

- Learning concepts of high/low

**Communication:**

- Learning to create/repeat rhymes while swinging

**Social/Emotional:**

- Learning to help a friend (pushing a friend who is sitting on swing)

**Movement Area:** Play Skills  
**Movement Skill:** Pulling a Wagon or Toy

**Description:**

A child will pull a wagon/toy while walking forward or backward.

**What a Child Will Experience:**

- Pulling a light or heavy object that rolls on wheels while walking backward and forward
- Making turns and weaving around obstacles while pulling an object

**Materials/Equipment:**

- Lightweight wheeled toy
- Larger, heavier wheeled toy (i.e., wagon)
- Long rope (to pull toy)

**Developmental progression:**

- Pulling while walking backward: Have the child face the object, grasp the wagon/toy handle (or cord) and take 1-2 steps backward; increase steps until walking in a continuous pattern while pulling the object;
- Pulling while walking forward: Grasp the object handle (or cord) with hand and face away from it; walk forward pulling the object (arm extends backward toward the object);
- Pulling wagon/toy by handle/cord through an obstacle course without bumping the objects in the course

**How Adults Can Help:**

- Demonstrate/model pulling wagons/toys and provide simple verbal cues.
- Provide hand-over-hand physical assist on the handle/cord.
- Play “Follow the Leader”: Adult pulls wagon/toy and child follows pulling wagon/toy

**Safety:**

- Provide a large space for maneuvering the object being pulled.
- Provide a smooth surface (less chance of falling).
- Check objects for loose handles, secure wheels, and sturdy ropes/cords

**Integrated Concepts:**

**Cognitive:**

- Learning to follow directions when pulling wagon or toys

- Learning to pull wagon or toy through an obstacle course or path

**Communication:**

- Talking to friends during theme play: pretending to go shopping at a grocery store, transporting supplies to build a house, giving animals a ride, etc. Ask Child: “Where are you taking the Teddy Bear?”, “What are you going to buy at the store?”

**Social/Emotional:**

- Taking turns (pulling and riding in wheeled toys)

**Movement Area:** Group Games  
**Movement Skill:** Movement Skills Vary With Individual Games  
(Can target one or more movement components)

**Description:**

Children will participate in group games that may be either adult directed or child directed.

**What a Child Will Experience:**

- Participating in group games which have few rules and no competition/elimination
- Using imaginations
- Developing movement skills and knowledge of various movements: Locomotor skills, object control skills, body awareness, spatial concepts, body action skills, rhythmical skills, play skills

**Materials/Equipment (Varies with Individual Games):**

Simple objects/equipment, or none needed.

**Developmental Progression:**

- Begin with a partner, expand to a small group of 3-6 children and then to a larger group (i.e. preschool class).
- Begin with a simple stimulus/response game (i.e. move and stop with locomotor patterns to music) and progress to a game with multiple steps or concepts (i.e. tag games, “Clean Out Your Backyard”).

**Characteristics of Well-Selected Games:**

(Adapted from: Torbet, M. and Schneider, L.B. (1993) Follow Me Too. A Handbook of Movement Activities for Three to Five Year Olds. New York: Addison Wesley Publishing)

- Children have many turns where they can experiment continuously.
- Accommodation for a broad range of skills allowing progressive challenges.
- Instructions are clear, consistent, and attainable.
- Feedback is positive, immediate and frequent.
- It takes time and experiences to learn a game. Part of “natural learning” is making mistakes.
- The format of the game allows children to develop perseverance and coping skills.
- The components of the game enhance positive social interactions.
- Maximum participation vs. elimination is promoted.

### Examples of Preschool Games:

- Non-elimination musical hoops (similar to “Islands” \*1)
- Non-elimination tag games
- Clean Out Your Backyard
- Follow the Leader
- What Time Is It, Mr. Fox? (also called “Midnight”)
- Help Your Neighbor
- Red Light, Green Light
- Busy Bee and Back to Back \*1
- Body Built Letters, Numbers, and Shapes
- Car and Driver \*1
- Cross Over \*1
- Freeze \*1
- Jet Pilots \*2
- Cross the River \*2
- Beach Ball Push \*2
- Keep It Up \*2

*\*See footnotes on following pages*

### Examples of Parachute Games:

- Ripples and Waves
- Mountains
- Umbrellas
- Pop Goes the Weasel
- Merry Go Round
- Changing Places
- Popcorn
- Bubble Bath
- Roller Ball

### How Adults Can Help:

- Keep the game simple (i.e. reduce the amount of equipment, let completion be the goal, not speed).
- Model and use visual aids (pictures etc.) to show children what to do. Break down the game into sections that can be put together as children learn.
- Use the same game over many play periods. Children love repetition.
- Be available to redirect/reinforce information (verbal cues, physical assist).
- Everyone is a winner/focus on success.

### Safety:

- Have ample space for size of group and activity.
- Use only equipment that is developmentally appropriate.
- Remove any obstacles in the playing area and check the ground floor surface for holes or for uneven surfaces that could cause a fall.

## **Integrated Concepts:**

### **Cognitive:**

- Understanding defined boundaries (marked and unmarked)
- Listening and following directions – sometimes multi-step
- Increasing attention span
- Developing problem-solving skills/generating alternatives

### **Communication:**

- Giving verbal encouragement to friends: Examples might include saying “thank you”, giving a high-five, or sharing positive comments such as “I like this game” or “We did our best”.

### **Social/Emotional:**

- Sharing equipment
- Taking turns
- Developing self-control
- Trusting peers
- Making contributions to groups
- Taking leadership role
- Taking initiative
- Trying new activities
- Building self-esteem

\*1. Torbet, Marianne and Lynn B. Schneider (1993) Follow Me Too A Handbook of Movement Activities for Three to Five Year Olds. New York, N.Y.: Addison Wesley Publishing.

\*2. Wessel, Janet A. and Laurice L. Zittel (1995) Smart Start, Preschool Movement Curriculum Designed for Children of All Abilities. (1995) Austin, TX: Pro Ed.

## Evaluation

### **Evaluating the Movement Skills and Abilities of Young Children**

Formal and informal evaluations can be used to evaluate a young child's movement skills and abilities.

Formal Evaluations use standardized test instruments. The information learned from a formal evaluation is valuable as it compares the child's overall performance to the performance of other children the same age. Standardized tools are often used for *initial* special education evaluations to determine if a child meets criteria for one of the special education categories. *(See Appendix F (Special Education Laws) for Early Childhood Special Education Eligibility Criteria and for the Developmental Adapted Physical Education Eligibility Criteria)*

Some disadvantages of formal evaluations are that they are most often not administered in a natural environment, they are usually not administered by adults familiar with the child, and they do not always measure skills that are functional and that relate to the child's needs in the real world activities.

Informal Evaluations do not use standardized test instruments, but use other instruments, tools, and procedures to gather information about what the child already knows, what the child is learning, and what the child needs to learn. Some methods and procedures used for informal evaluations are: systematic observations, parent interviews, review of records, developmental/skill checklists and videotaping. Informal evaluation methods and procedures are used in both regular education and special education to supplement the more formal standardized evaluation tools. Informal evaluation procedures, such as developmental checklists and systematic observations, are also routinely used to determine if a child is making progress with educational goals.

Informal evaluation is valuable because it considers the total development of the child, it is most often administered in the child's natural environment by adults familiar to the child, and it allows adults to get a more realistic picture of what skills the child has now and what skills the child will need to learn in the future to become more independent in home, school, and community environments.

*(See Appendix C and Appendix D for examples of Informal Evaluation tools)  
(See Appendix E for listing of Tools for Evaluating Young Children)*

### **Evaluating Movement Education Programs**

The effectiveness of a Movement Education Program should be evaluated periodically to determine if the movement skills being taught to the children are the skills they need to learn; and, if the children are learning the movement skills being taught.

The Ongoing Cycle of Movement Education Program Evaluation should include the following:

- Evaluating the children’s movement skills to determine what skills they need to learn
- Planning movement activities to assist children in learning the movement skills
- Teaching the children the movement skills they need to learn
- Evaluating the students and the Movement Education Program to determine if it is an effective one

## **National Physical Education Standards / Kindergarten Benchmarks / Preschool Movement Curriculum Outcomes**

In 1992, the Council on Physical Education for Children (COPEC), a division of NASPE, created a document entitled “Developmentally Appropriate Physical Education Practices for Children” which focuses primarily on elementary physical education. In 1994, COPEC created and published another document entitled “Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5.” This latest COPEC document supports the beliefs that early childhood movement programs should be developed with the preschool child’s needs and interests in mind rather than extending the elementary physical education curriculum down to the early childhood setting. In 1995, the National Association for Sport and Physical Education (NASPE) developed national standards in the area of physical education to promote appropriate physical education practices for students in kindergarten through grade twelve.

Listed below are the national physical education standards and the recommended kindergarten benchmarks as written in NASPE’s National Physical Education Standards (NASPE 1995). Immediately following the kindergarten benchmarks are examples of possible early childhood /preschool movement curriculum outcomes which reflect the basic premises for movement programs for young children as stated in the 1994 COPEC document, “Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5.”

### **Standard 1. Demonstrates Competency in Many Movement Forms and Proficiency in a Few Movement Forms**

#### **Kindergarten Sample Benchmarks**

- Travels in forward and sideways directions using a variety of locomotor patterns and changes in direction quickly in response to a signal.
- Demonstrates clear contrast between slow and fast movements while traveling;
- Walk and runs using mature form;
- Rolls sideways without hesitating or stopping;
- Tosses a ball and catches it before it bounces twice;
- Kicks a stationary ball using a smooth continuous running step;



- Maintains momentary stillness bearing weight on a variety of body parts.

### **Examples of Possible Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should provide activities that:

- Allow the child to explore and develop a variety of locomotor and non-locomotor patterns (particularly walk, run, stretch, and bend);
- Encourage walking and running and modifications of these skills;
- Require throwing, catching, striking, and kicking of objects of various sizes and shapes;
- Enhance static and dynamic balance;
- Reinforce stopping and starting signals.

### **Standard 2. Applies Movement Concepts and Principles to the Learning and Development of Motor Skills**

#### **Kindergarten Sample Benchmarks**

- walks, runs, hops and skips in forward and sideways directions and changes direction quickly in response to a signal;
- Identifies and uses a variety of relationships with object (e.g., over/under, behind, alongside, through);
- Identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping.

### **Examples of Possible Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should allow the children to:

- Explore traveling in different directions;
- Be exposed to a variety of spatial relationships (e.g. on/off, under/over, and concepts (e.g. personal/general space);
- Experiment with a variety of locomotor, non-locomotor and manipulative patterns.

### **Standard 3. Exhibits a Physically Active Lifestyle**

#### **Kindergarten Sample Benchmarks**

- Participates regularly in vigorous physical activity;
- Recognizes that physical activity is good for personal well-being;
- Identifies feelings that result from participation in physical activities.

### **Examples of Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should provide activities that:

- By their very nature are vigorous;
- Seize “teachable moments” that allow the children to know why vigorous movement is beneficial and positive feedback given for being vigorous;
- Encourage the use of many large muscle groups. This area should be used during both structured and non-structured times (but always with adult supervision!).

#### **Standard 4. Achieves and Maintains a Health-Enhancing Level of Physical Fitness**

##### **Kindergarten Sample Benchmarks**

- Sustains moderate to vigorous physical activity;
- Is aware of his or her heart beating fast during physical activity.

##### **Examples of Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should provide activities that:

- Require the children to use their large muscle groups (arms, legs, trunk) while repeating a movement pattern a series of times;
- Discuss the location and “characteristics” of the heart (e.g. function, size and rate) and lungs (e.g. function, size and action).

#### **Standard 5. Demonstrates Responsible, Personal, and Social Behavior in Physical Activity Settings**

##### **Kindergarten Sample Benchmarks**

- Knows the rules for participating in the gymnasium and on the playground;
- Works in a group setting without interfering with others;
- Responds to teacher signals for attention;
- Responds to rule infractions when reminded once;
- Follows directions given to the class for an all-class activity;
- Handles equipment safely by putting it away when not in use;
- Takes turns when using a piece of equipment;
- Transfer rules of the gym to “rules of the playground.”

##### **Examples of Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should provide activities that:

- Allow the child to practice appropriate social skills (e.g. sharing, courtesy, honesty);
- Allow practice at putting away manipulatives and apparatus;

- Enhance listening skills and the sequencing of directions.

**Standard 6. Demonstrates Understanding and Respect for Differences Among People in Physical Activity Settings**

**Kindergarten Sample Benchmarks**

- Enjoys participation along and with others;
- Chooses playmates without regard to personal differences (e.g. race, gender, disability).

**Examples of Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should provide activities that:

- Afford opportunities for playing alone and with groups of varying sizes;
- Encourage interacting with a variety of classmates.

**Standard 7. Understands That Physical Activity Provides the Opportunity for Enjoyment, Challenge, Self-Expression, and Social Interaction**

**Kindergarten Sample Benchmarks**

- Enjoys participation alone and with others;
- Identifies feelings that result from participation in physical activities;
- Looks forward to physical education classes;

**Examples of Early Childhood Movement Curriculum Outcomes**

The preschool movement curriculum should provide activities that:

- Are safe, fun, and exciting;
- Create an environment conducive to learning in which children feel accepted, success is anticipated, and failure is not feared.

Rip Marston's article in *Teaching Elementary Physical Education*, (September 2001) from the National Association for Sport and Physical Education, *National Physical Education Standards* (NASPE 1995) and the Council on Physical Education for Children (COPEC 1994), "Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5"

## Modifying Movement Experiences for Young Children

Modifying movement experiences involves changing some aspect of an activity to make it accessible and beneficial to all children. Modifications allow children, including those with disabilities, to participate in movement experiences in a safe and challenging setting that affords opportunities for success. It is important for a movement facilitator to understand the general process of creating and implementing modifications and applying them to a variety of situations. A practical systematic approach of planning, implementing, and evaluating movement programs is recommended.

Today, young children enrolled in various early childhood programs have diverse needs and abilities. There is a broad range of development which is considered to be age-appropriate. However, if children have disabilities, they may have an atypical delay in cognitive, social/emotional, physical, or sensory development. Personnel working in early childhood programs, parents, and caregivers are continually challenged to plan for safe and meaningful movement programs for all children in a variety of environments. **There is no “cookbook” of directions for how to modify movement experiences.** Modification of movement activities for children involves using specific approaches to modifications, modifying the curriculum, changing the play environment, selecting proper equipment, including children with disabilities, and periodically evaluating the modifications.

### Approaches to Modifications

To successfully modify movement experiences, the adult should have an understanding of how children learn movement skills. This includes having knowledge of movement activities, movement skill components, task analysis, and of the developmental progression of movement skills.

### Skill Components

Children develop skills in the movement areas of locomotion, object control, body awareness, spatial concepts, body actions, rhythmic activities, play participation, and group games by participating in a variety of movement activities. An understanding of the movement skill components will assist adults in planning and modifying movement activities for all children. For example: Children having difficulty with balance may need the assistance of their hands, an adult's hands, or a structure (rail/wall) for support when performing balance activities. When structuring movement activities for children with a high level of balance development, the adult should include movement experiences that will challenge the child's balancing abilities. One way to do this would be to limit the child's base of support i.e. ask the child to balance on one leg, ask the child to stand on one leg with eyes closed, ask the child to stand on a balance beam with only one leg.

### Task Analysis

Task analysis is the process of breaking a skill down into its components. The components are usually sequenced and taught from simple to complex. The use of task analysis requires the adult to identify important sub-skills within a motor experience to determine which part of the skill is difficult for the child. The facilitator then develops a

plan to assist the child in performing the task. For example, a task analysis for walking up steps would include: standing at the bottom of the steps, grasping the handrail, lifting one foot to the first step, putting weight on the foot, lifting the other foot to the second step, and putting weight on that foot. If the child is able to perform the first two components of the skill (standing at the bottom of the steps and grasping the hand rail), but has difficulty with the third part (lifting one foot to the first step), the adult should focus on helping the child improve balance and upper leg strength to enable the child to complete the third part of the movement sequence.

### **Developmental Progression**

In general, children's motor patterns and skills progress through a series of steps or stages. The development of various skills is, for the most part, sequential and builds upon previously learned skills. Understanding the developmental progression for various skills is helpful in making an activity easier or more challenging for a particular child. For example, if the adult is presenting opportunities for children to practice catching objects, various teaching approaches should be used. Children at the beginning developmental stage can benefit from catching rolled balls. Other children's needs may be best met by catching suspended objects that are swinging in an arc. More highly skilled children's catching skills can be challenged by trying to catch objects that are not thrown directly to them, but are thrown to the left and right sides of their bodies.

## Modifying Curriculum

The movement curriculum for young children should provide movement experiences in the areas of locomotion, object control, body awareness, spatial concepts, body actions, rhythmic activities, play participation, and group games. The curriculum can be modified for children who are having difficulty and enrichment activities provided for highly skilled children. The following table includes examples of modifying movement components and skills.

Movement Component	Movement Skill	Modification of Activity	Enrichment Activity
Locomotor Skills	Jumping	Assisting a child by holding hands and giving verbal cues, such as “bend knees”, “swing arms”, and “jump.”	Combining different movement components when jumping i.e. jumping off a high object, jumping and turning, jumping and landing in a hoop.
Object Control Skills	Catching	Providing hand-over-hand assistance to child catching a ball.	Throwing a small ball at wall and catching it on the rebound.
Body Awareness	Identifying Body Parts	Playing “Copy Cat”. Adult touches head and says, “This is my head”. Child imitates actions.	Using activities/challenges involving body identification, body actions and cognitive skills, such as; “If you have the color blue on your shirt, shake your arm.”
Spatial Concepts	Moving Through an Obstacle Course	Following an adult or peer through an obstacle course.	Designing, demonstrating, and telling other children how to move through an obstacle course.
Body Actions	Imitating Body Movements	Imitating movements repetitively i.e. bending, stretching.	Demonstrating a sequence of movements such as bending knees, stretching arms, turning around.
Rhythmic Activities	Manipulating Ribbon Sticks	Imitating movements with rhythm sticks.	Designing and demonstrating a sequence of 2-4 movements with ribbon sticks
Play Skills	Pedaling a Wheeled Toy	Assisting child by using a push-pull bar attached to wheeled toy.	Pedaling a wheeled toy following commands i.e. “stop”, “ride around the cone”.
Group Games	Playing Parachute Game (“Popcorn”)	Providing hand-over-hand assistance while shaking parachute.	Shaking parachute with one hand or both hands. Shaking parachute at fast and slow speeds. Shaking parachute held at various heights.

## **Changing the Play Environment**

### **Play Area**

Major changes to an instructional setting cannot usually be made, but there are a number of things that can be done to accommodate students with special needs. Boundaries of the play area can be reduced for children with limited mobility. The play area can also be marked with cones or brightly colored tape for children with visual impairment or those needing well-defined boundaries.

### **Space**

Hula hoops, mats, or polyspots can be used as floor markers for children who have difficulty maintaining personal space. During locomotor movements, a hula hoop held by the child at waist level may become their “bubblemobile” to help them define their personal space and prevent collisions with other children or with walls.

### **Distance**

Distance is generally an easy element to modify. A basketball net or other target can be raised or lowered, children can stand closer to the target, and the distance a child travels during an activity can be shortened or lengthened.

## **Selecting Equipment**

An understanding of child development helps the movement facilitator select equipment that will be the most beneficial for preschool children. Important considerations when selecting age appropriate equipment are: size, weight, color, and texture.

### **Size**

Large targets and large striking implements (bats, racquets, balls, large-wheeled scooters) are helpful in promoting success in movement activities.

### **Weight**

Light weight equipment such as plastic bats, lollipop racquets, and nerf balls are easier for preschool children to manipulate.

### **Color**

Brightly colored equipment promotes visual tracking skills. It is usually most beneficial to select equipment which is of a contrasting color to the play environment.

### **Texture**

Most equipment is available in a variety of textures. Foam or Nerf material make it easier to engage young children in activity because equipment moves a little slower and is soft if it hits the child’s body. Using equipment with a variety of textures invites children to grasp and manipulate objects in new and exciting ways. Foam balls, Nerf balls, koosh balls, whiffle balls, bean bags, punch balls, beach balls, yarn balls, gripper balls (gripper patches), catchballs, gertie balls (tacky surface), bumpballs (bumpy knobs and tacky texture), squellet balls (colorful beads inside), geodesic (rope balls), and spider balls all provide a range of possibilities when modifying ball activities for young children.

## **Including Children with Disabilities**

Some children who attend early childhood programs have disabilities such as autism spectrum disorders, emotional/behavioral disabilities, physical impairments, developmental cognitive disabilities, or other health related disabilities. The range of effect the disability has on the development of large motor skills varies within each disability from mild to severe. Each child is unique. **It is important to focus on the *functional skills of the child rather than on the child's disability*.** Instructional modifications such as giving verbal cues, using visual cues, demonstrating or modeling an activity, providing physical assistance or guidance, and Braille (allowing the child to feel a peer or an adult performing a movement) are beneficial for children with or without disabilities.

## **Evaluating Modifications**

Suggestions for modifying and evaluating the effectiveness of large motor activities is an on-going process. Considerations suggested by Martin Block in his book A Teacher's Guide to Including Students with Disabilities in Regular Physical Education include:

1. Are activities modified only as much as necessary to afford success while promoting challenge?
2. Is the modification safe for all children?
3. Does the modification affect other children in a negative way?
4. Is the modification difficult to implement?

When used properly, modifications enhance the learning of all children. Success and challenge are continually balanced. By modifying large motor activities, adults not only enhance learning, but are also positive role models in respecting and accepting the uniqueness of each individual.



## Expanded Movement Opportunities

Our feelings and connections about movement and our bodies begin very early in life. Opportunities for integrating movement into the lives of young children can be found in homes, neighborhoods, and communities. Encouraging young child to participate in simple and enjoyable physical activities daily can be the beginning of an active lifestyle that benefits the whole family. This section will provide families with activity ideas that are simple, inexpensive and fun!

(See Resource Section in this guide for a list of books containing details on appropriate activities and games for play at home.)

### Indoor Play

1. Ball Play
  - rolling, throwing, bouncing, catching, kicking, hitting, striking
  - playing Nerf basketball (i.e. Fisher Price or Little Tikes)
  - throwing, ball overhand/underhand to partner
  - bouncing ball to partner
  - bouncing ball to self
  - rolling/bowling ball at objects (i.e. empty plastic soda bottle)
  - striking beach ball
  
2. Locomotor Play  
“Can you...”
  - **Crawl** like a snake to the dining room?
  - **March** with your knees up high to the bathroom?
  - **Gallop** like a horse to the kitchen?
  - Walk with tiny little steps?
  - **Walk** with HUGE dinosaur steps?
  - **Hop** on one foot like a bunny to the family room?
  - *Tiptoe* quietly like a mouse (shhhh) to the kitchen?
  - **Jump** like a kangaroo to your room?
  
3. Tumble Play (on padded carpet)
  - perform a forward roll (somersault)
  - perform a log rolling to the (to left/ to right)
  - Leap frog
  
4. Hoppity Hop Play  
Commercially available ball with a handle. Child sits on the ball and grasps handle. Child can bounce up/down/forward on ball while trying to maintain upright position.

Pretend your hoppity hop is a horse! What is your horse’s name? Let’s

take our horse out to the pasture for a ride! Giddyup horse! Wh-o-o-a!!

5. Hopscotch Play

Use tape to mark square sections on hard floors or Velcro on carpeted floors.

6. Dancing to Favorite Music!

How many different ways can you move your body? Can you: twist, shake your hips, bend your knees, shake your foot, shake your head, pretend to swim, march with your knees up high, clap your hands, hop on one foot, jump up and down, turn around, reach up high, reach down low.

Can you think of another way to move your body? Let yourself have fun!  
*(Refer to Resource Section for Early Childhood's Greatest Musical Hits!)*

7. Playing "Musical Chairs" (use washcloths/paper towels on floor)

Children walk around the outside of the circle formed by washcloths. Each child should have one washcloth. Children sit down on the washcloth when the music stops! No elimination of players...everyone is included in the activity. Vary the locomotor pattern by having the children jump, gallop, hop, or skip around the circle.

8. Skating

Use paper plates, shoe boxes, tissue boxes, or paper bags for pretend skates. Step on one plate with each foot and push and slide plates (skates) around the floor. Can skate on tile, concrete, or carpet. If a child is having difficulty keeping feet on the paper plates, boxes, or bags, a strip of masking tape can be applied over the top of the shoe to attach it to the pretend skates.

Skating to Music

Can you skate: backward? Forward? in a big circle?

9. Creative Play

- Make a tunnel, fort, teepee, igloo, or cave from an empty appliance box or blanket draped between two pieces of furniture.

Imitate animal actions:

"Can you make your body move like a..."

- |            |            |
|------------|------------|
| • frog     | • elephant |
| • kangaroo | • crab     |
| • horse    | • dinosaur |
| • rabbit   | • snake    |
| • duck     | • bear     |
| • seal     | • bird     |

10. Bubble Play

With bubble solution and wands, blow bubbles and try to...

- hit it
- pop it with your finger, knee, foot
- step on it
- jump over it
- smash it with both hands
- catch it

Adult can hold the bubble wand in front of a fan to create a room full of bubbles for several children playing!

(See **Outdoor Play** section for Bubble Solution Recipe and for more ideas on Bubble Play)

11. Imitate animal movements.

Can you move your body like a: bear, seal, snake, duck, crab, elephant, rabbit, horse, frog?

12. \*Balloon Play

Balloon play can be a creative and fun way for a child to experience manipulating a moving object. The slower moving speed means more time for a child to react and more success in controlling the balloon. This means it can be an effective tool in learning pre-ball skills. Experience in catching a balloon can assist a child who is unsuccessful at catching a ball.

- Can you catch, hit, bat, kick the balloon?
- Can you tap the balloon with your: knee, elbow, leg, finger, head, foot?
- Can you: jump over it, go under it, hit it fast, hit it slow, hit it up high, down low?
- Count how many times you can hit your balloon before it touches the floor!

Play balloon volleyball using a string taped to two walls to act as the net.

Play balloon tetherball: Attach a string to balloon and secure the other end of the string to the ceiling. Push, hit, tap, and catch the tetherball.

*\*Close adult supervision is required when using balloons due to the choking hazard resulting from children inserting deflated or broken balloon pieces into their mouths. Never use balloons with children who have a latex allergy. Balloons, inflated or deflated, should be stored out of the reach of children.*

## Outdoor Play

1. Ride a trike or bike
  2. Ride a scooter
  3. Pull a wagon
  4. Rollerskate
  5. Tumble on the grass (forward roll/somersault)
  6. Log roll on grass (right/left, up/down a gentle slope)
  7. Yard Play – move across the yard by:
    - walking (forward/backward)
    - running (forward/backward)
    - hopping
    - galloping
    - sliding
    - skipping
  
  8. Play “Leap Frog”
  9. Gunny Sack Play
  10. Wheelbarrow Play
  11. Play Group Games:
    - “Hide and Seek”
    - Tag games
    - “Clean Up Your Backyard”
    - “Red Light, Green Light”
    - “Captain, May I?”
    - “Midnight” (“What Time is it Mr. / Mrs. Fox?”)
    - “Fox and Goose”
    - Hopscotch (with or without points)
    - Tug of War
- (See Appendix B for descriptions of Selected Group Games)*
12. Hula Hoop Play
    - Twist, twirl, jump in/out of hoop on ground, roll it
    - play “Musical Hoops”
    - twirl/swing hoop around your: waist, wrist, arm, neck, leg
    - roll hoop to a friend
    - roll hoop and run beside it
    - roll it with a backspin so it returns to roller
  
  13. Jump rope
  14. Hoppity Hop Play
  15. Bubble Play
    - ”Can you...”
      - Squish the bubble with both hands?
      - Pop it with one finger?

- Kick the bubble?
- Pop it with your knee
- Jump over the bubble?
- Chase the bubble?
- Reach up and grab the bubble?

Homemade Bubble Makers may include:

- Paper or foam cup with bottom cut out. Place bottom opening in solution and blow bubble through top opening.
- Plastic holder from a six-pack of soda cans. Attach the entire six-pack holder to a wooden craft stick with duct tape. Insert plastic holder in the bubble solution. Then hold it up into the wind while moving your hand to create many bubbles.

Homemade bubble solution recipe:

½ cup Joy or Dawn dishwashing liquid  
 4 ½ cups water  
 4 tablespoons glycerin (available at drug stores)  
 Gently stir the mixture together.

16. Water Balloon Play
  - Throw balloon up in the air and catch it.
  - Throw balloon higher and higher.
  - Throw and catch water balloon with friend. (Start with thrower and catcher close together and gradually increase the distance for a challenge!)
17. Water Balloon Basketball
  - Use a low goal, such as Fischer Price/Little Tykes, or use a large box or a garbage or laundry basket as the goal.
18. Water Sponge Play
  - Dunk sponge ball in water and throw to a friend. Splash!
19. Run through a sprinkler
  - Can you jump over the stream of water?
20. Play in kiddie swimming pool
21. Flying a kite.
22. Catch butterflies.
23. Take a Family Walk around the neighborhood.
24. Frisbee Play
  - Use soft and lightweight frisbees made from foam, paper plates, or pizza cardboards.

25. \*Obstacle Course Play
- Obstacle courses made from old car or bike tires, hula hoops, appliance boxes, ropes, picnic tables. Use available objects to safely and creatively move over, around, through, under, in, out, on, off, and in between.
- \*Refer to Appendix A for an example of an obstacle course.
26. Walk on a balance board made from a 6 foot long 2" X 4" board.
27. Ball Play
- Throw small/medium/large balls overhand, underhand to a target or partner.
  - Catch, kick, roll, or bounce a ball
  - Play Beachball Volleyball
  - Play Driveway Hockey (using a soft puck or ball)
  - Play basketball (with a low goal)
  - Play T-ball
28. Large Muscle Equipment Play
- swings, slides, teeter-totters, gliders, climbers, ladders, bridges, balance beams, tunnels, swinging rings, stairs
29. Build a snowman
30. Throw and catch snowballs
31. Go sledding down a hill
32. Make angels in the snow
33. Walk through the snow (up/down hills)
34. Build a snow fort/igloo
35. Go ice skating
36. Community Movement Opportunities:
- Gymnastics' Clubs
  - Dance Studio
  - Ice Skating Rink- indoor/outdoor
  - Community Center - variety of fitness and movement programs for all ages.
  - Parks and Playgrounds – community, school, city, county, or state.
  - Swimming – free play swim or lessons at: area lakes, school pools, fitness center.
  - Fitness/Health Club
  - Community Education – School district. A variety of family activities, Fun Nights, special events.
  - City Parks and Recreation – local activities, events for children.

- County/Regional Nature Center – variety of nature activities walks for families.
- Family Fun walk/run for charity.
- Courage Center
- Therapeutic horseback riding

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## Understanding the Roles of Teachers and Therapists in Early Childhood Special Education Movement Settings

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A clear understanding of the roles of Early Childhood Special Education (ECSE) team members who deliver instruction or services in the physical or motor domain is essential to meaningful implementation of the IEP/IIP /IFSP.

### **The Developmental Adapted Physical Education (DAPE) Teacher**

In special education, an effective Developmental Adapted Physical Education teacher cooperatively communicates with many people on the child's IEP/IIP/IFSP team. Maintaining a respectful and collaborative relationship with professionals and parents provides a combined effort of everyone working together in the best interest of the child with a disability. DAPE teachers are educationally licensed special education service providers. DAPE teachers deliver services to special education students who meet federal and state DAPE eligibility criteria and who demonstrate a need for Developmental Adapted Physical Education.

Some of a DAPE teacher's responsibilities include: membership on the evaluation team, interpreting gross motor referrals, administering and interpreting gross motor evaluations, writing evaluation reports, writing student present levels of performance in the gross motor area, determining gross motor needs, writing gross motor goals and objectives, and documenting and monitoring progress on IEP/IIP/IFSP gross motor goals and objectives. Other responsibilities may include consultation with parents and other members of the team, adapting equipment, making curriculum modifications, and offering suggestions to ensure safe and successful participation in the early childhood movement program. The DAPE teacher may provide staff with information on various teaching strategies, on how to structure safe play environments, as well as how to teach activities that emphasize maximum participation of all children in developmentally appropriate movement activities.

The DAPE teacher supports the teacher(s) of the general early childhood movement program and provides eligible special education students with specially designed physical education instruction. The physical, cognitive, social, communication, and behavioral needs of eligible students are considered for safe and successful participation in general preschool movement program.

DAPE teachers need to collaborate with occupational therapists and/or physical therapists to further understand the underlying basis for the physical and motor issues of students. It is essential that the DAPE teacher communicates regularly with the ECSE teacher, the teacher of the general preschool movement program, and IEP/IIP/IFSP team members to have a full understanding of the child's cognitive, communication, and emotional needs so a comprehensive approach to the student's education can be implemented.



DAPE teachers provide support for special education children with disabilities who have identified needs. DAPE instruction considers the whole child and the functional skills of the child within large motor movement and play activities. DAPE supports the physical education curriculum with a focus on fundamental motor skills and patterns, object manipulation, body and spatial awareness, and physical fitness. DAPE also contributes to a student's accessibility and functional skills within the preschool movement program. Specially designed DAPE instruction for young children ages 3-5 with identified needs may include: teaching fundamental movement skills, teaching play skills, promoting physical fitness, and teaching children how to safely access play equipment.

### **The Early Childhood Special Education (ECSE) Teacher**

The ECSE teacher provides general physical education for all special education children ages 3-5 who are developmentally delayed (DD). ECSE may be a program integrated with typical children in either a school based Early Childhood Family Education (ECFE) setting or a community based preschool setting. ECSE may also be a program exclusively of children with educational disabilities.

In an integrated program, the physical education (movement) activities may be taught by: the regular preschool teacher, the teacher of ECFE, the Head Start teacher, the community preschool teacher, the ECSE teacher, or collaboratively by the ECSE teacher and the regular preschool teacher.

Physical education is the only academic area included in the federal IDEA definition of special education. This means that ECSE teachers are responsible for physical education (movement education) instruction to all children with disabilities who meet the ECSE/DD criteria. Only the ECSE students who meet DAPE eligibility criteria and demonstrate a need for DAPE are eligible to receive DAPE services. The physical education needs of children meeting the DAPE eligibility criteria are often appropriately met by a combination of both the DAPE teacher and the ECSE teacher working together as a team.

### **Occupational Therapy (OT) and Physical Therapy (PT)**

The goal of occupational therapy and physical therapy is to assist the individual to be as functionally independent as possible in any environment within the context of his/her condition. Using the disablement model as a framework, therapists will look at the multiple roles of the individual and how the individual's disease/disorder/condition leads to impairments, functional limitations and disability.

The disablement model requires the therapist to focus on what the child needs to do to be successful in the educational setting instead of what is wrong with the child. The focus is on the task the child is expected to perform and what is needed to accomplish this task. The focus of the disablement model is not "fixing" the child but adapting the task, expectations, and/or environment, and facilitating successful performance by the child to accomplish the task.

Occupational therapy and physical therapy are related services. IDEA '97 defines occupational therapy and physical therapy as related services for Part B and as early intervention services for Part C. Minnesota law defines occupational therapy and physical therapy as related services for Parts B and Part C of IDEA '97.

In Minnesota, a related service is not a primary special education service. In order for a student to receive OT or PT, the student must be identified as a special education student and demonstrate both a need for special education instruction and a need for supplementary/complementary support services. These services must relate to the child's primary educational goals. The team must determine that without the expertise of the therapist as a team member, at student could not achieve the goals and objectives of the IEP.

Occupational therapy and physical therapy have separate definitions in Part B and Part C.

**Occupational Therapy:** Services provided by a qualified occupational therapist; and includes improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; preventing through early intervention, initial or further impairment or loss of function.

The OT has expertise in assistive technology and curricular adaptations for motor, perceptual and sensory issues.

**Physical Therapy:** Services provided by a qualified, Board licensed physical therapist, with the focus on the functional abilities of the student in the total educational environment. The PT's expertise in posture, gait, cardio-respiratory function, joint flexibility, muscle strength, and functional mobility bring a unique perspective to the team. PT's also have expertise in adapting equipment and the environment to allow the student to be as independent as possible.

## Resources

### Glossary

**Assessment** is the process of child study which involves four separate but related steps: screening, diagnosis, program planning, and program evaluation.

**Cognitive** refers to the mental process of reasoning, memory, comprehension and judgment.

**DAPE** Developmental Adapted Physical Education is physical education that is adapted to the individual needs of students with disabilities who also meet DAPE eligibility criteria.

**\*Developmentally appropriate** refers to the suitability of the activity, equipment, or instruction for the present performance or ability level of the infant, toddler, or preschooler.

**Diagnosis** is a process designed to confirm or refute the existence of a problem and describe the nature of the problem, if it exists.

**\*Exercise** is planned, structured, and repetitive physical activity that is designed to improve and maintain physical fitness.

**\*Fine motor skills** are those actions that require control of the small muscles of the body to achieve skillfulness. Examples include drawing, cutting with scissors, handwriting, and playing a musical instrument.

**\*Fundamental motor skills** are the foundational skills that provide the building blocks for specific movements such as those found in sport, games, and dance. Examples of fundamental motor skills include jumping, hopping, leaping, kicking, galloping, sliding, skipping, walking and running.

**Health related fitness** refers to those components of fitness that are related in a positive manner to health and well being. These components include cardiovascular endurance, muscular strength and endurance, flexibility and body composition.

**\*Infancy** refers to the period from birth to 18 months of age.

**\*Large motor skills** are those actions that use the large muscles of the body to achieve skillfulness. Examples include walking, jumping, skipping and throwing.

\*National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). 2002. Active start: A statement of physical activity guidelines for children birth to five years. Reston, VA: NASPE Publications.

\***Locomotor skills** are movements that transport an individual from one place to another. Examples include rolling, walking, running, jumping, hopping, galloping and skipping.

\***Manipulative skills** (object control) involve control of objects primarily with the hands or feet. Examples of these skills include throwing, catching, dribbling, kicking, and striking.

\***Moderate physical activity** is easily maintained and is performed at an intensity in which heart rate and breathing are increased.

\***Motor skill** refers to physical activity that is directed toward a specific function or goal.

\***Motor skillfulness** occurs when the goal of the action is efficiently achieved with maximum likelihood of success.

\***Non-locomotor skills** are those activities where there is minimal or no movement of the body's base of support (i.e. the feet). These skills usually require the individual to maintain balance over the base while moving other parts of the body such as the trunk or arms. Examples include bending, swaying or twisting.

**Objective** is a desired outcome in affective, cognitive and psychomotor development.

**Outcome** is an established measure of child success in an identified goal.

\***Play** is the means by which infants and young children physically explore their environment and increase their language, imagination and creative thinking. Play can be vigorous, but it does not always involve movements that result in meaningful energy expenditure.

\***Physical activity** is defined as any bodily movement produced by skeletal muscles that result in energy expenditure. For infants and very young toddlers, a more common way to describe young children's physical activity is the term "movement".

\***Physical fitness** is a condition where the body is in a state of well being and readily able to meet the physical challenges of everyday life. Most experts believe physical fitness is the result of practicing a physically active lifestyle. For young children, appropriate movement tasks and experiences can enhance overall body strength, bone density and developmental functioning of the cardiovascular system.

\***Preschooler** is the term used to describe a child who is 3-5 years of age.

\*National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). 2002. Active start: A statement of physical activity guidelines for children birth to five years. Reston, VA: NASPE Publications.

**Sedentary** refers to a condition of physical inactivity.

\***Structured physical activity** is planned and directed by the parent, caregiver, or teacher and is designed to accommodate the infant, toddler, or preschooler's developmental level.

\***Toddler** refers to a child who is 12 months to 3 years of age.

\***Unstructured physical activity** is child-initiated physical activity that occurs as the child explores his or her environment.

\***Vigorous physical activity** can produce fatigue in a short period of time and is performed at an intensity in which heart rate and breathing are elevated to the levels higher than those observed for moderate physical activity. Examples of vigorous physical activity include running, jumping rope and biking.

\*National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). 2002. Active start: A statement of physical activity guidelines for children birth to five years. Reston, VA: NASPE Publications.

## Acronyms

<b>AAHPERD</b>	American Alliance for Health, Physical Education, Recreation and Dance.
<b>ADD</b>	Attention deficit disorder (Note: this is not a “category” of disabling conditions.)
<b>ADHD</b>	Attention deficit hyperactivity disorder (Note: this is not a “category” of disabling conditions.)
<b>ASD</b>	Autism Spectrum Disorder
<b>AT</b>	Assistive Technology
<b>CEC</b>	Council for Exceptional Children
<b>CFR</b>	Code of Federal Regulations
<b>CP</b>	Cerebral Palsy
<b>CST</b>	Child Study Team
<b>COPEC</b>	Council on Physical Education for Children
<b>DAPE</b>	Developmental Adapted Physical Education
<b>DCD</b>	Developmental Cognitive Disability
<b>DEC</b>	Division of Early Childhood
<b>DD</b>	Developmental Delay
<b>D/HH</b>	Deaf/Hard of Hearing
<b>DS</b>	Down Syndrome
<b>EBD</b>	Emotional and Behavioral Disorders
<b>EC</b>	Early Childhood
<b>ECFE</b>	Early Childhood Family Education
<b>ECSE</b>	Early Childhood Special Education
<b>ER</b>	Evaluation Report
<b>FAE</b>	Fetal Alcohol Effect
<b>FAPE</b>	Free Appropriate Public Education
<b>FAS</b>	Fetal Alcohol Syndrome
<b>HI</b>	Hearing Impaired
<b>IDEA</b>	(Individuals with Disabilities Education Act): the Federal law for special education
<b>IEP</b>	Individual Education Plan
<b>IFSP</b>	Individual Family Service Plan
<b>IIP</b>	Individual Interagency Intervention Plan
<b>IPP</b>	Individual Program Plan
<b>LRE</b>	Least Restrictive Environment

<b>MAHPERD</b>	Minnesota Association for Health, Physical Education, Recreation and Dance
<b>MDE</b>	Minnesota Department of Education
<b>NASPE</b>	National Association for Sport and Physical Education
<b>NAEYC</b>	National Association for the Education of Young Children
<b>OHD</b>	Other Health Disorders
<b>OT</b>	Occupational Therapy
<b>PCA</b>	Personal Care Attendant
<b>PDD</b>	Pervasive Developmental Disorder
<b>PI</b>	Physical Impairment
<b>PLEP</b>	Present Level of Educational Performance
<b>PT</b>	Physical Therapy
<b>SE</b>	Special Education
<b>SI</b>	Sensory Impairment (Note: SI is <u>not</u> a disability category)
<b>SLD</b>	Specific Learning Disability
<b>SMI</b>	Severely Multiply Impaired
<b>SST</b>	Student Support Team
<b>SP/L</b>	Speech Language
<b>TBI</b>	Traumatic Brain Injury
<b>VI</b>	Visually Impaired

## **Equipment/Materials**

Abilitations (Sportime)  
One Sportime Way  
Atlanta, Georgia 30340  
1-800-850-8602  
[www.abilitations.com](http://www.abilitations.com)

ASTM/CPSC Playground Audit Guide  
Playworld Systems  
315 Cherry Street  
P. O. Box 505  
New Berlin, PA 17855  
(800) 233-8404  
[www.playdesign.com](http://www.playdesign.com)

Beyond Play – Early Intervention Products for Children Birth-5 with Special Needs  
1442-A Walnut Street #52  
Berkeley, CA 94709  
Toll Free: 1-877-428-1244  
[www.beyondplay.com](http://www.beyondplay.com)

Chime Time (catalog of soft, colorful textured balls)  
2440-C Pleasantdale Road  
Atlanta, GA 30340-1562  
1-800-477-5075

Discount School Supply Company  
PO Box 7636  
Spreckels, CA 93962-7636  
(800) 627-2829  
[www.discountsschoolsupply.com](http://www.discountsschoolsupply.com)

Dragon Fly Toy Company (adapted battery toys & playground equipment)  
291 Yale Avenue  
Winnipeg, MB R3M 0L4  
Canada  
1-800-308-2208  
Email: [dragon@magic.mb.ca](mailto:dragon@magic.mb.ca)

Educational Activities, Inc.  
P.O. Box 392  
Edison, NJ 08818-3081  
1-800-645-2796  
[www.edact.com](http://www.edact.com)



Equipment Shop (tricycle adaptations)  
PO Box 33  
Bedford, MA 01730  
1-800-525-7681  
[www.equipmentshop.com](http://www.equipmentshop.com)

Flaghouse, Inc.  
(Physical Education, Special Populations and Rehab Resources)  
601 Flaghouse Drive  
Hasbrouck Heights, NJ 07604  
1-800-793-7900  
[www.flaghouse.com](http://www.flaghouse.com)

Freedom Concepts Inc. (adapted trikes/bikes)  
45117 RPO Regent  
Winnipeg, Manitoba, Canada R2C 5C7  
1-800-661-9915  
[www.freedomconcepts.com](http://www.freedomconcepts.com)

Gopher Sport Equipment & Play with a Purpose  
PO Box 998  
Owatonna, MN 55060  
1-800-533-0446  
[www.gophersport.com](http://www.gophersport.com)

Kaplan Early Learning Company  
1310 Lewisville-Clemmons Road  
Lewisville, NC 27023 USA  
1-800-334-2014  
[www.kaplanco.com](http://www.kaplanco.com)

Leaps and Bounds  
PO Box 517  
Lake Bluff, IL 60044  
1-800-477-2189  
[www.leapsandboundscatalog.com](http://www.leapsandboundscatalog.com)

Oriental Trading Company, Inc.  
P.O. Box 2308  
Omaha, NE 68103-2308  
1-800-228-0475  
[www.orientaltrading.com](http://www.orientaltrading.com)

Playground 101 Planning Guide/Checklist  
Everything You Need to Know About Selection of Playground Equipment  
Play Designs  
P.O. Box 427  
315 Cherry Street  
New Berlin, PA 17855  
(800) 327-7571  
[www.playdesigns.com](http://www.playdesigns.com)

Rifton Equipment (adapted trikes and mobility equipment)  
PO Box 901 Route 213  
Rifton, NY 12471  
1-800-777-4244  
[www.rifton.com](http://www.rifton.com)

Sportime Select Service and Supply Company  
1 Sportime Way  
Atlanta, GA 30340  
1-800-444-5700  
[www.sportime.com](http://www.sportime.com)

Sammons Preston: An AbilityOne Company  
P.O. Box 5071  
Bolingbrook, IL 60440-5071  
1-800-323-5547  
[www.sammonspreston.com](http://www.sammonspreston.com)

Southpaw Enterprises  
PO Box 517  
Dayton, OH 45401-1047  
(800) 228-1698  
[www.southpawenterprises.com](http://www.southpawenterprises.com)

Toys “R” Us  
Guide for Differently-Abled Kids  
P.O. Box 8501  
Nevada, IA 50201-9968  
(A guide to help choose appropriate toys for children with special needs.  
Copies available at your local Toys “R” Us store.)

Tumble Forms  
Bergeron Health Care  
15 Second Street  
Dolgeville, NY 13329  
1-800-371-2778  
[www.adaptivemall.com](http://www.adaptivemall.com)

### **Publishers**

American Guidance Services (AGS Publishing)  
4201 Woodland Road  
Circle Pines, MN 55014-1796  
1-800-328-2560  
[www.agsnet.com](http://www.agsnet.com)

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)  
1900 Association Drive  
Reston, VA 20191  
703-476-3410  
[www.aahperd.org](http://www.aahperd.org)

The Center for Applied Research in Education  
West Nyack, NY 10994  
<http://www.phdirect.com>

High Scope Press  
Department 10  
600 North River Street  
Ypsilanti, MI 48198  
1-800-40PRESS

Human Kinetics  
P.O. Box 5076  
Champaign, IL 61825-5076  
1-800-747-4457  
[www.humankinetics.com](http://www.humankinetics.com)

National Association for Sport and Physical Education (NASPE)  
[www.aahperd.org/naspe](http://www.aahperd.org/naspe)  
Email: [naspe@aahperd.org](mailto:naspe@aahperd.org)

National Association for the Education of Young Children (NAEYC)  
1509 16th Street NW  
Washington, DC 20036-1426  
[www.naeyc.org](http://www.naeyc.org)  
1-800-424-2460

Paul H. Brookes Publishing Co.  
Box 10624  
Baltimore, MD 21285-0624  
[www.brookespublishing.com](http://www.brookespublishing.com)

Prentice Hall  
[www.prenhall.com](http://www.prenhall.com)

PRO-ED, Inc. (publishers)  
8700 Shoal Creek Blvd.  
Austin, Texas 78757-6897  
1-800-897-3202  
<http://www.proedinc.com>

## **Music**

Greg and Steve  
[www.gregandsteve.com](http://www.gregandsteve.com)

Hobbitat Inc. (records)  
6070 Shingle Creek Parkway  
Minneapolis, MN 55430  
(612) 560-8188

Kimbo Educational  
PO Box 477  
Long Branch, NJ 07740  
Toll Free (800) 631-2187  
Fax (732) 870-3340  
[www.kimboed.com](http://www.kimboed.com)

Melody House (records)  
819 Northwest 92nd Street  
Oklahoma City, OK 73114  
1-800-234-9228  
[www.melodyhousemusic.com](http://www.melodyhousemusic.com)

Mr. Al Music  
[www.mralmusic.com](http://www.mralmusic.com)

Raffi  
[www.raffinews.com/catalogue/albums.html](http://www.raffinews.com/catalogue/albums.html)

### **Aquatics**

Brook Swimming Pool Equipment Suppliers  
(swim diapers for all sizes)  
PO Box 185307  
Hamden, CT 06518-0307  
(800) 332-2360  
[www.BrockEnt.com](http://www.BrockEnt.com)

Danmar Products, Inc.  
(aquatics products)  
221 Jackson Industrial Dr.  
Ann Arbor, MI 48103  
Phone: 800-783-1998  
Fax: 734-761-8977  
[www.danmarproducts.com](http://www.danmarproducts.com)

Kiefer  
1700 Kiefer Drive  
Zion, IL 60099-4093  
(800) 323-4071  
[www.kiefer.com](http://www.kiefer.com)

## Resource Books

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## Website Resources

A to Z Teacher Stuff	<a href="http://www.atozteacherstuff.com">www.atozteacherstuff.com</a>
Accessibility Guidelines for Public Play Areas	<a href="http://www.access-board.gov">www.access-board.gov</a>
American Academy of Orthopaedic Surgeons	<a href="http://www.aaos.org">www.aaos.org</a>
American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)	<a href="http://www.aahperd.org">www.aahperd.org</a>
American Association for the Child's Right to Play	<a href="http://www.ipausa.org">www.ipausa.org</a>
American Society for Testing and Materials	<a href="http://www.astm.org">www.astm.org</a>
Americans with Disabilities Act (ADA)	<a href="http://www.usdaj.gov/crt/ada/adohom1.htm">www.usdaj.gov/crt/ada/adohom1.htm</a>
Assistance Developing Accessible Playgrounds	<a href="http://www.boundlessplaygrounds.org">www.boundlessplaygrounds.org</a>
Autism Society of MN	<a href="http://www.ausm.org">www.ausm.org</a>
Brain Injury Association of MN	<a href="http://www.braininjurymn.org">www.braininjurymn.org</a>
Closing the Gap	<a href="http://www.closingthegap.com">www.closingthegap.com</a>
Consumer Product Safety Commission (CPSC)	<a href="http://www.cpsc.gov">www.cpsc.gov</a>
Courage Center	<a href="http://www.courage.org">www.courage.org</a>
Disability Resources	<a href="http://www.disabilityresources.org">www.disabilityresources.org</a>
Division for Early Childhood of the Council for Exceptional Children	<a href="http://www.dec-sped.org">www.dec-sped.org</a>
Dragonfly	<a href="http://www.drtoys.com">www.drtoys.com</a>
Early Childhood	<a href="http://www.earlychildhood.com">www.earlychildhood.com</a>
Educational Resource Information Center	<a href="http://ericec.org">http://ericec.org</a>
Exceptional Parent Magazine	<a href="http://www.eparent.com">www.eparent.com</a>
Family Friendly Fun	<a href="http://www.familyfriendlyfun.com">www.familyfriendlyfun.com</a>
Growth and Development	<a href="http://www.kidshealth.org">www.kidshealth.org</a>
Guidelines for Public Playgrounds	<a href="http://www.playdesigns.com/safety/safe.html">www.playdesigns.com/safety/safe.html</a>
Human Kinetics	<a href="http://www.humankinetics.com">www.humankinetics.com</a>
IDEA – Americans with Disabilities Education Act	<a href="http://www.ideapractices.org">www.ideapractices.org</a>
Inspiring Independence for Disabled Children	<a href="http://www.hopeinonline.org">www.hopeinonline.org</a>
International Play Equipment Manufacturers Association	<a href="http://www.ipema.org">www.ipema.org</a>
Minnesota Association for Health, Physical Education, Recreation and Dance (MAHPERD)	<a href="http://www.stcloudstate.edu/~mahperd">www.stcloudstate.edu/~mahperd</a>
The Minnesota State Council on Disability	<a href="http://www.disability.state.mn.us">www.disability.state.mn.us</a>
Manual for Schools on Developing Accessible Playgrounds	<a href="http://www.ecsu.k12.mn.us/pub.htm">www.ecsu.k12.mn.us/pub.htm</a>
Minnesota Parent-Journal of Family Living	<a href="http://minnparent.com">http://minnparent.com</a>
Names and Links to Accessible Playground Equipment	<a href="http://www.playgrounddirectory.com">www.playgrounddirectory.com</a>
National Association for the Education of Young Children (NAEYC)	<a href="http://www.naeyc.org">www.naeyc.org</a>
National Association for Sport and Physical Education (NASPE)	<a href="http://www.aahperd.org/naspe">www.aahperd.org/naspe</a>
National Center on Accessibility	<a href="http://www.ncaonline.org/playgrounds/index.shtml">www.ncaonline.org/playgrounds/index.shtml</a>
National Program for Playground Safety	<a href="http://www.uni.edu/playground">www.uni.edu/playground</a>
Neuroscience for Kids	<a href="http://faculty.washington.edu/chudler/neurok.html">http://faculty.washington.edu/chudler/neurok.html</a>
Northern Illinois University	<a href="http://www.niu.edu">www.niu.edu</a>
Palaestra	<a href="http://www.palaestra.com">www.palaestra.com</a>
Parenthood	<a href="http://www.parenthood.com">www.parenthood.com</a>
PE Central	<a href="http://www.pecentral.com">www.pecentral.com</a>
Perpetual Preschool	<a href="http://www.perpetualpreschool.com">www.perpetualpreschool.com</a>
Preschool Power	<a href="http://www.preschoolpower.com">www.preschoolpower.com</a>



President's Council on Physical Fitness & Sports	<a href="http://www.fitness.gov">www.fitness.gov</a>
Saint Cloud State University DAPE	<a href="http://web.stcloudstate.edu/rjnearing/mndape/">http://web.stcloudstate.edu/rjnearing/mndape/</a>
Today's Playground	<a href="http://www.todaysplayground.com">www.todaysplayground.com</a>
Toy Guide for Differently Abled Children	<a href="http://www.toysrus.com">www.toysrus.com</a>
Yoga for Kids	<a href="http://www.yogamazing.com">www.yogamazing.com</a> <a href="http://www.currentwellness.com">www.currentwellness.com</a>

## Early Childhood Greatest Musical Hits!

	<b>Song</b>	<b>Artist</b>	<b>CD/Cassette/Record</b>
1.	In My Backyard	Greg & Steve	Big Fun
2.	Silly Willies	Greg & Steve	Big Fun
3.	The Macken Chicken Dance	Greg & Steve	Big Fun
4.	The Movement Medley	Greg & Steve	Big Fun
5.	I Can Work With One Hammer	Greg & Steve	Fun & Games
6.	Beanie Bag Dance	Greg & Steve	Kids in Action
7.	Beautiful World	Greg & Steve	Kids in Action
8.	Can't Sit Still (warm-up/body actions)	Greg & Steve	Kids in Action
9.	Conga Line	Greg & Steve	Kids in Action
10.	New Beginning	Greg & Steve	Kids in Action
11.	The Way We Do It (warm-up/body actions)	Greg & Steve	Kids in Action
12.	Body Rock (body ID, vocab)	Greg & Steve	Kids in Motion
13.	Freeze (body ID)	Greg & Steve	Kids in Motion
14.	Warmin' Up	Greg & Steve	On the Move
15.	(Cool down songs) Siesta & others	Greg & Steve	Quiet Movements with Greg & Steve
16.	Loop D' Loo	Greg & Steve	We all Live Together Vol. 1
17.	Skip to My Loo	Greg & Steve	We all Live Together Vol. 1
18.	Good Morning	Greg & Steve	We all Live Together Vol. 2
19.	Listen & Move (locomotor skills)	Greg & Steve	We all Live Together Vol. 2
20.	Number Rock	Greg & Steve	We all Live Together Vol. 2
21.	Popcorn	Greg & Steve	We all Live Together Vol. 2
22.	Resting (cool down)	Greg & Steve	We all Live Together Vol. 2
23.	The Boogie Walk	Greg & Steve	We all Live Together Vol. 2
24.	The Freeze	Greg & Steve	We all Live Together Vol. 2
25.	The World is a Rainbow (ribbons)	Greg & Steve	We all Live Together Vol. 2
26.	Rainbow of Colors (ribbons)	Greg & Steve	We all Live Together Vol. 5
27.	A Walking We Will Go (locomotor skills)	Greg & Steve	We all Live Together Vol. 5
28.	Bean Bag Rock	Georgiana Stewart	Beanbag Act's & Coordination Skills
29.	Good Morning	Georgiana Stewart	Good Morning Ex. For Kids
30.	Warm-up Time	Georgiana Stewart	Get a Good Start
31.	Chug-a-long ChooChoo	Georgiana Stewart	Preschool Aerobic Fun
32.	Bean Bag Alphabet Rag	Hap Palmer	Can A Cherry Pie Wave Goodbye?
33.	Let's All Clap Our Hands	Hap Palmer	Can A Cherry Pie Wave Goodbye?
34.	Stepping Out on the Town	Hap Palmer	Can A Cherry Pie Wave Goodbye?
35.	The Bean bag	Hap Palmer	Easy Does It
36.	Birds in the Circle	Hap Palmer	Easy Does It
37.	Smoke Drifts to the Sky (cool down)	Hap Palmer	Easy Does It
38.	Move Around the Color	Hap Palmer	Feelin' Free
39.	Rockin' Hula	Hap Palmer	Feelin' Free
40.	Streamers (ribbons)	Hap Palmer	Movin'
41.	Put Your Hands up in the Air	Hap Palmer	Vol.1 (black)
42.	Parade of Colors	Hap Palmer	Vol.2 (red)
43.	Triangle, Circle, Square	Hap Palmer	Vol.2 (red)
44.	Walter the Waltzing Worm	Hap Palmer	Walter the Waltzing Worm
45.	What a Miracle	Hap Palmer	Walter the Waltzing Worm
46.	Let's Get Started	Mr. Al	"Bop til you Drop" (Melody House)
47.	Hello Everybody (warm-up/body actions)	Mr. Al	Mr. Al Sings and Moves (Melody House)

48.	Rock 'N Roll Body Parts (warm-up/body actions)	Mr. Al	Mr. Al Sings and Moves
50.	Moonbeams (ribbons)	Mr. Al	Mr. Al Sings and Moves
51.	Wiggle Your Knees Boogie	Mr. Al	Mr. Al Sings and Moves
52.	Shake Everything (body actions)	Mr. Al	Mr. Al Sings and Moves
53.	The Jumping Song	Mr. Al	Mr. Al Sings and Moves
54.	Galloping Country Style	Mr. Al	Mr. Al Sings and Moves
55.	Move To The Music	Mr. Al	Mr. Al Sings and Moves
56.	Bean Bag Bop	Silly Willy	Sports Workout
57.	Cool	Silly Willy	Sports Workout
58.	Let's Hop	Silly Willy	Sports Workout
59.	Marching	Silly Willy	Sports Workout
60.	Pre-Jump Rope Skills	Silly Willy	Sports Workout
61.	Pony Ride	Silly Willy	Sports Workout
62.	Stretching	Silly Willy	Sports Workout
63.	Workout	Silly Willy	Sports Workout
64.	Gallop	The Learning Station	Physical Ed
65.	Jumpin' Jacks	The Learning Station	Physical Ed
66.	Run & Walk	The Learning Station	Physical Ed
67.	Stretch	The Learning Station	Physical Ed
68.	Stomp & Clap	The Learning Station	Physical Ed
69.	The Marching Game	The Learning Station	Physical Ed

10 Minute blank tapes:  
World Class Tapes wholesale catalog  
670 Airport Blvd. Suite 1  
Ann Arbor, MI 48108  
800-365-0669

Media Express  
1402 First Ave. S.  
Minneapolis, MN 55403  
(612) 872-0369

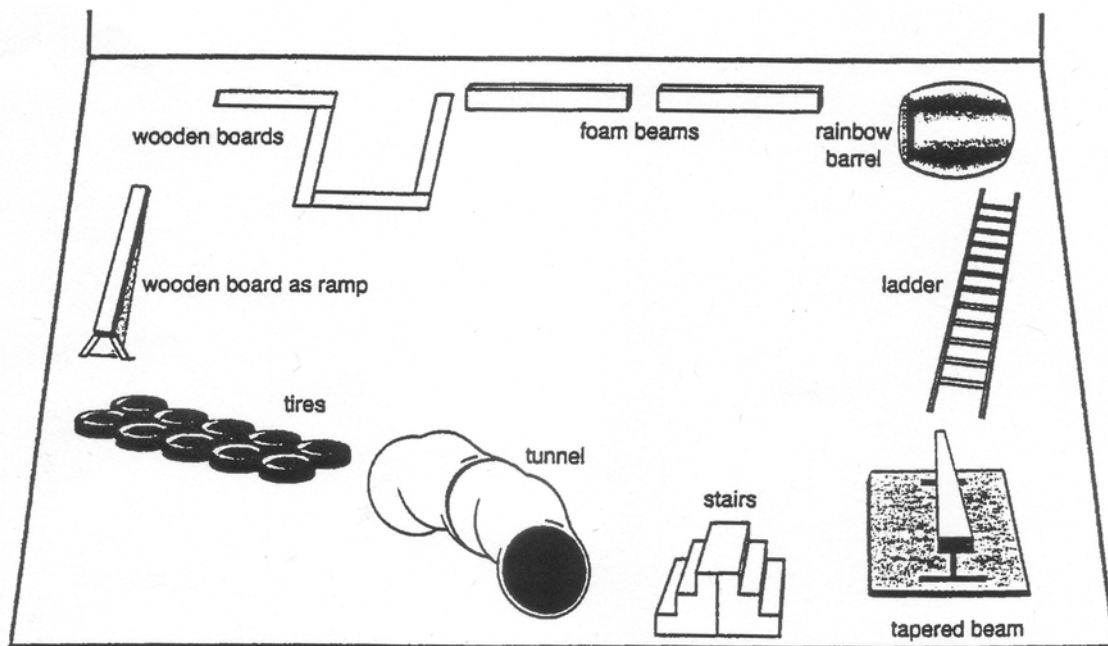
(They will make tapes to your specifications.  
2 minute, 3 minute, 5 minute, 10 minute, whatever you would like.)

## Appendix A

### Obstacle Course Illustration

#### Equipment

- Nine maps or carpeted areas.
- Five wooden boards.
- Two foam beams.
- One A-frame climbing apparatus.
- Ten tires.
- One tunnel.
- One set of stairs.
- One tapered balance beam (or 8-foot length of 2-by-8-inch board, cuts to create a taper toward one end and placed on the floor).
- One ladder.
- One rainbow barrel.



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From *Moving with a Purpose* by Renée M. McCall and Diane H. Craft, 2000, Champaign, IL: Human Kinetics.

## Appendix B

### Selected Group Game Instructions

#### Musical Hoops or Islands (Non Elimination)

1. Children each stand in their hula hoop or on their “island” (i.e. carpet square, polydot)
2. When music plays, children walk around the room moving among the hoops or “islands”.
3. When the music stops, children go and stand in a hoop or on an “island”
4. Repeat many times.
5. Variation: Have children use different locomotor patterns while moving around the general space (walk backwards, gallop, jump, walk on tiptoes etc).
6. Variation: Have children share a hoop—“invite a friend to share your hoop/island”. Adult can remove a few hoops each round of playing thus making necessity for children to ‘share’ hoops/islands.
7. Variation: Add a sequence such as...when in your hoop put one hand on your head and one hand on your knee OR put hands above heads, turn around and stand on one foot.

#### Clean Out Your Backyard

1. Create a “fence” that divides the play space into two areas. This could be as simple as a rope tied between two chairs, a tape line on the floor or a string of pennant flags strung between chairs or marker cones (like a tennis net).
2. Divide children in two groups with half on each side of the “fence”.
3. Distribute many soft objects on each side of the fence (yarn balls, sponge/Nerf balls, paper balls made from crumpled paper).
4. On a “Go” signal children pick up the objects and toss them across the fence. Children have to stay on their side of the fence (Stay in your backyard). Encourage children to throw the soft objects to empty spaces, not at children on the other side of the fence.
5. Variation: Play lively music and when the music stops “take a break” (rest a minute or teacher can demonstrate throwing technique to make the balls ‘go farther’ etc). Then resume music and the flurry of tossing balls over the fence.
6. Game ends at any time and then everyone helps pick up all the soft objects and put in the “recycle bin” (clean-up time).

#### Follow the Leader

1. Non-Locomotor: Children imitate what non-locomotor movement another child (leader) does. (shake hands, stomp feet, swing arms, wave arm, twist etc). Rotate leaders. Variations: Do to music and when the music stops, a

- different child becomes the leader. Do with a partner or do holding an object such as a ribbon stick, pom-pom or scarf.
2. Locomotor: Children follow another child in a line (file) and imitate the locomotor pattern of the leader (walk, jump, hop, slide, gallop etc).  
Variations: Do to music and when the music stops, the first child goes to the end of the line and the next child in line becomes the leader. Do with a partner (get more turns being leader).

### **What Time is Mr. /Ms Fox? (Also called “Midnight”)**

1. Students stand in a horizontal line (side by side) at the end of the play space. They are the “sheep”.
2. One (or two) children can be “Mr. Fox” and stand at the far end of the play space from the line of other children.
3. Children in the line ask in unison, “What time is it Mr. Fox?”
4. Mr. Fox replies by saying it is “4 o’clock” (or other number from 1-11).
5. Children in the line then take 4 steps (or as many as the number requires) forward towards Mr. Fox.
6. Repeat the above.
7. When children get closer to Mr. Fox, he/she may choose to reply with the word “Midnight”. At that time Mr. Fox chases the group of children (“the sheep”) back to the “barn”/starting line. Encourage this to be merely a chase and not tagging children.
8. Game resumes with another child(ren) being “Mr. Fox”.
9. Variation: Mr. Fox can have his/her back turned to the sheep and then needs to use listening skills vs. visual to determine when to use the “Midnight” response.

### **Help Your Neighbor**

1. Children are each given a napkin, scarf, or beanbag, to place on their head and walk around the room.
2. If the object falls off, they are “frozen” (stand still) until a friend comes and picks up their object and gives it to them.

### **Red Light, Green Light**

1. Children move around the room while a leader gives the signal of “Red Light” (STOP) or “Green Light” (GO).
2. Variation: Use different locomotor patterns (walk, backwards, run, gallop, slide, jump or hop).

### **Busy Bee or Back to Back**

1. Children move around the room (may use music during this time or children may make buzzing sound like a bee). On signal such as saying the words

- “Busy Bee” (or when music stops), children find a partner and put their backs touching each other.
2. Vary the game by requesting other body parts (i.e. toe to toe, hands to hands, elbow to elbow).

### **Body Letters, Numbers and Shapes**

1. Adult says or holds up a picture of a letter, number or shape. Children use their bodies to make the letter, number or shape (i.e. make a circle with arms). Good letters to begin with are I, T, Y, and C.
2. Make shapes with a partner or in groups of threes or fours. Shapes could be made standing or lying on the floor or using a combination of levels (one standing and one lying down etc).

### **Parachute Game: Merry Go Round**

1. While standing, children hold onto the edge of the parachute with right hand and facing the same direction (clockwise). Play march tempo music and children walk or march moving forward; the parachute will rotate like a “merry-go round”.
2. Switch direction on signal (i.e. music stops) by holding onto the parachute with other (left) hand and then move counterclockwise.
3. Vary locomotor skills (i.e. tiptoe, little running steps, gallop, jump).

### **Parachute Game: Pop Goes the Weasel**

1. Children are standing in merry-go-round formation (see above). Several children are selected to be the “weasels” and crouch under the parachute. Sing the song words “All around the cobbler’s bench, the monkey chased the weasel, the monkey thought it was all in fun and POP goes the weasel”. On the word POP, all children holding onto the chute “raise” the chute up in the air and those students who were under come out from under and join the group.
2. Repeat with different children being the weasels.

### **Parachute Game: Changing Places**

1. While standing, children hold onto the edge of the parachute with both hands while facing towards the center of the parachute.
2. A leader calls out the names of two children. When the names are called all the children simultaneously raise the parachute up high (make an umbrella) and allow the parachute to slowly drift down.
3. Meanwhile the two children whose names were called run under the parachute to the spot on the edge where the other child was standing (changing places).
4. Repeat the activity with different children changing places.

### **Parachute Game: Popcorn**

1. Children sit or stand holding onto the edge of the parachute with both hands while facing towards the center of the parachute.
2. Lightweight balls are placed into the parachute (beach balls work well) and on a signal children begin to shake the parachute which makes the balls “pop” up into the air. Suggestion: Wait until all balls are “popped” out of the chute before asking selected children to retrieve them.



## Appendix C

### Movement Activity Parent Interview Form (Sample)

Name of Child: \_\_\_\_\_

Age of Child: \_\_\_\_\_

Person Interviewed: \_\_\_\_\_

Interviewer Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

1. Concerns: Do you have any concerns regarding your child's physical movement or play skills?

2. Playground/Outside Play:  
What does your child like to do when playing outside?

Does your child like to play on wheeled riding toys?

3. Dislikes/Fears:  
What physical activities does your child dislike, if any?

Fears? (i.e. swings, climbing heights/elevated equipment, ball play, hesitant on stairs, etc.)

4. Risk Taking:  
Is your child willing to try new challenges with physical activities?

Does your child need extra help when trying new movement tasks?

5. Endurance:

What have you noticed about your child's endurance level?

Does your child tire easily?

Is your child able to keep up with family walks and neighborhood play?

Does your child prefer sedentary play or active play?

6. Community Activities:

Has your child participated in community activities?  
(i.e. Park and Recreation classes, swimming lessons, etc.)

7. Medical Restrictions:

Does your child have any medical restrictions for physical activities?  
(i.e. asthma, allergies, atlanto-axial instability x-rays for children with Down Syndrome)

8. Safety Concerns:

Cognitive:

Does your child recognize danger?

Motor:

Can your child stop movement quickly and with control?

Does your child:

Trip or fall easily?

Bump into things?

Appear clumsy trying a new physical task?

Need ready-assist/spotting by an adult?

Behavioral:

Is your child impulsive?

Is your child attentive/aware of surroundings?

9. Social/Emotional:

Does your child get frustrated with difficult tasks?

Does your child play with other children in physical activities or does your child usually play alone?

Is self-esteem an issue?

10. Other Questions/Comments:

## Appendix D

### Movement Activity Checklist (Sample)

Name:

Date:

Rating Scale: P= Proficient; C= Competent; L= Learning

#### 16-36 Months

Comments:

- \_\_\_\_\_ walks without falling or tripping
- \_\_\_\_\_ walks up/down stairs
- \_\_\_\_\_ jumps up off floor
- \_\_\_\_\_ jumps off bottom step
- \_\_\_\_\_ moves riding toy with feet
- \_\_\_\_\_ throws small ball
- \_\_\_\_\_ kicks small ball

Comments:

#### 3 Years

- \_\_\_\_\_ walks smoothly
- \_\_\_\_\_ walks backward
- \_\_\_\_\_ runs at an even pace
- \_\_\_\_\_ turns/ stops with control when running
- \_\_\_\_\_ climbs up stairs alternating feet
- \_\_\_\_\_ jumps off low steps
- \_\_\_\_\_ jumps over low objects
- \_\_\_\_\_ throws ball into container
- \_\_\_\_\_ catches ball tossed underhanded from 3 feet
- \_\_\_\_\_ rides a trike

Comments:

#### 4 Years

- \_\_\_\_\_ runs smoothly
- \_\_\_\_\_ gallops with good speed
- \_\_\_\_\_ stands on one foot
- \_\_\_\_\_ climbs down steps alternating feet
- \_\_\_\_\_ climbs on playground equipment
- \_\_\_\_\_ jumps on a trampoline
- \_\_\_\_\_ catches ball tossed underhanded

**5 Years**

Comments:

- \_\_\_\_\_ walks on a balance beam/ board/curb
- \_\_\_\_\_ hops on each foot
- \_\_\_\_\_ bounces and catches ball /two hands
- \_\_\_\_\_ kicks a stationary soccer ball
- \_\_\_\_\_ walks, gallops, jumps, and runs in rhythm to music
- \_\_\_\_\_ throws with direction
- \_\_\_\_\_ skips with rhythm
- \_\_\_\_\_ identifies common body parts

**6 Years**

Comments:

- \_\_\_\_\_ runs and changes directions quickly
- \_\_\_\_\_ jumps down from objects
- \_\_\_\_\_ jumps over objects
- \_\_\_\_\_ plays on outdoor equipment with control
- \_\_\_\_\_ throws / catches ball with partner
- \_\_\_\_\_ bounces ball with one hand
- \_\_\_\_\_ kicks moving soccer ball
- \_\_\_\_\_ demonstrates knowledge of basic spatial concepts

**Scooterboard Skills**

Comments:

- \_\_\_\_\_ moves scooterboard forward using legs
- \_\_\_\_\_ moves scooterboard backward using legs
- \_\_\_\_\_ moves scooterboard in circle using legs
- \_\_\_\_\_ alternates arms/legs when moving in prone lying position

**Trike Skills**

Comments:

- \_\_\_\_\_ gets on/off trike independently
- \_\_\_\_\_ starts initial pedaling independently
- \_\_\_\_\_ pedals/steers trike
- \_\_\_\_\_ makes left/right turns
- \_\_\_\_\_ follows trike path

**Playground Skills**

Comments:

- \_\_\_\_\_ walks on bridges and ramps
- \_\_\_\_\_ walks on sand/grass/rocks
- \_\_\_\_\_ walks on curbing/beams
- \_\_\_\_\_ crawls through tunnels
- \_\_\_\_\_ uses slides
- \_\_\_\_\_ swings /pumps
- \_\_\_\_\_ climbs stairs
- \_\_\_\_\_ climbs on playground ladder

**Group Game Participation**

Comments:

- \_\_\_\_\_ participates in simple group games (i.e. “Midnight” etc.)
- \_\_\_\_\_ follows directions given to entire group
- \_\_\_\_\_ understands concepts of new games
- \_\_\_\_\_ responds to teacher’s signals
- \_\_\_\_\_ takes turns
- \_\_\_\_\_ shares equipment during play

**Class Participation**

Comments:

- \_\_\_\_\_ locates floor marker/sits down for opening
- \_\_\_\_\_ participates in group warm-up exercises
- \_\_\_\_\_ participates in movement activities with peers
- \_\_\_\_\_ attempts new movement activities willingly
- \_\_\_\_\_ interacts positively with peers/adults
- \_\_\_\_\_ handles equipment safely
- \_\_\_\_\_ tolerates movement and noise level in gym
- \_\_\_\_\_ returns to floor marker for closure/cool down

Attention Span:

Independence:

Enjoyment of Movement Activities:

**Observation Comments:**

# Appendix E

## Tools for Evaluating Young Children

Name of Test	Ages							Norm-Referenced	Criterion-Referenced	Screening	Diagnostic	Programming	Developmental Areas					
	0	1	2	3	4	5	6						7	Motor	Cognition	Language	Speech	Self-Help
Battelle Developmental Inventory (BDI)	x	x	x	x	x	x	x	x	x		x	x	x	x	x		x	
Bayley Scales of Infant Development – Second Ed. (Bayley II)	x	x	x	x					x	x	x	x	x			x	x	
Brigance Diagnostic Inventory of Early Development	x	x	x	x	x	x	x		x			x	x	x	x	x		
Carolina Curriculum for Preschoolers with Special Needs			x	x	x	x			x		x	x	x			x		
Denver II	x	x	x	x	x	x		x		x			x		x		x	
Hawaii Early Learning Profile (HELP)	x	x	x	x					x			x	x	x	x		x	
Learning Accomplishment Profile - Revised (LAP-R)	x	x	x	x	x				x			x	x	x	x		x	
Minneapolis Preschool Screening Instrument (MPSI)			x	x	x			x		x			x	x	x		x	
Motor Skills Inventory (MSI)				x	x	x	x	x		x	x	x						
Peabody Developmental Motor Scales-2	x	x	x	x	x	x	x		x	x		x	x					
Portage Guide to Early Education (Revised)	x	x	x	x	x	x			x			x	x	x	x		x	
Test of Gross Motor Development (TGMD)				x	x	x	x	x	x			x	x					
Test of Gross Motor Development-2 (TGMD2)				x	x	x	x	x	x			x	x					

## Appendix F

### Special Education Laws

**This section of the guide is to be used as a resource to help individuals in our intended audience better understand the special education laws that have been written to assure that every preschool child with a disability receives instruction in movement education.**

#### Federal Law

The Law mandates that all children, including those with disabilities, are to be served in public education. Federal laws regarding special education come up for amendment each year. States are given the discretion to define qualifications for the individual special education categories. Changes can be made in special education eligibility criteria at that time.

#### Free Appropriate Public Education (FAPE)

All children with disabilities are to have available to them a free appropriate public education that includes special education and related services to meet their unique needs.

34 Congressional Federal Register (C.F.R.) Part 300.1

These services are available to eligible individuals from birth to 21 years of age.

34 Congressional Federal Register (C.F.R.) Part 300.8

Federal Law has clarified the role of special education in the preschool education setting. Preschool children with disabilities ages three to five will receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE) in the same manner that a student with a disability in the K-12 program benefits from the Federal Law.

Greenburg, D.G.: In McCall and Craft. 2000.

#### Individual with Disabilities Education Act (IDEA) 1997

IDEA defines the term “special education” to mean a specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:

- A. instruction in the classroom, in the home, in hospitals, and institutions and in other settings; and
- B. instruction in physical education

IDEA, 1997, U.S. Code Service Title 20, SEC. 1401 [25]

*Physical education is the only academic area mentioned in the definition of special education.*



The Federal Government has categories to define and serve children with disabilities.

“child with a disability” is defined by IDEA ‘97 as a child:

- (i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities;

and

- (ii) who, by reason thereof, needs special education and related services” (because they are not performing within the broad range of normality and interventions are necessary as part of their education).

IDEA, 1997, U. S. Code Service Title 20, sec. 1404 [3]

Under IDEA ‘97, it is not enough for a child to have one of these disabilities to qualify for special education services; in addition, there must also be evidence indicating that the disability adversely affects the child’s educational performance.

### **Physical Education**

Federal law (IDEA ‘97) states that physical education, including movement education and motor development, must be made available to every child with a disability receiving a free and appropriate public education. This includes “specially designed” physical education (**adapted physical education**).

34 Congressional Federal Register (CFR) 300.307(a)

### Regular Physical Education

Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless –

- (1) the child is enrolled full time in a separate facility; or
- (2) child needs specially designed physical education, as prescribed in the child’s Individualized Education Plan (IEP)

IEP 34 Congressional Federal Register (CFR) 300.307(b)

### Special Physical Education

If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for those services to be provided through other public or private programs.

34 Congressional Federal Register (CFR) 300.307(c)

According to Federal Law (IDEA '97), physical education is defined as:

- (A) physical and motor fitness;
- (B) fundamental motor skills and patterns; and
- (C) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

and

- (ii) The term includes “special physical education”, adapted physical education, movement education, and motor development.

Congressional Federal Register, p.42480, 1977.

*McCall and Craft* emphasize that physical education is more than a recess, free time on the playground equipment, running around the gross motor room, or sitting in a corner watching the other children play. It is instruction in learning to move skillfully in a wide variety of physical activities and games. It is also instruction in learning how to develop fitness, follow directions, follow routines, adhere to rules, interact appropriately with peers, and gain knowledge of everyday concepts through the medium of movement.

In *McCall and Craft: “Moving With a Purpose”*, 2000.

### **Minnesota Law**

State laws generally parallel IDEA. The federal government provides financial assistance to the states to implement IDEA, but the states must have laws which implement IDEA. States can provide children with more rights, but not fewer protections, than IDEA does. Individual eligibility requirements are under the discretion of each state.

Minnesota defines “special education” as:

any specially designed instruction and related services to meet the unique cognitive, academic, communicative, social and emotional, motor ability, vocational, sensory, physical, or behavioral and functional needs of a pupil as stated in the IEP.

Minnesota Rules 3525 Subpart 20a.

Minnesota defines “child with a disability” as:

one who has an identified disability and needs special instruction and services. A child with a temporary or an acute disability is not considered to be a child with a disability.

Subd. 3a (1) states that all students with disabilities are provided appropriate services based upon their needs as contained in their individualized educational program plans (IEP's).

Subd. 32 (2) states that children with a disability under the age of five and their families are to be provided appropriate services commensurate with their needs.

Minnesota Rules, 120.17, Subd. 1.

### **Minnesota's Special Education Disability Categories**

- Autism Spectrum Disorders (ASD)
- Deaf-Blind (DB)
- Deaf and Hard of Hearing (DHH)
- Developmental Cognitive Disability (DCD)  
(Mild Moderate; Severe Profound)
- Emotional or Behavioral Disorders (EBD)
- Other Health Disabilities (OHD)
- Physically Impaired (PI)
- Severely Multiply Impaired (SMI)
- Specific Learning Disability (SLD)
- Speech or Language Impairments
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)
- Developmental Delay (DD)

Minnesota Rules 3525.1325-1350

### **Special Education Eligibility**

Under IDEA '97, the special education eligibility criteria for 'developmental delay' includes young children from \*birth to 9 years of age who are:

- (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development;

and

- (ii) who, by reason thereof, need special education and related services"

(IDEA, 1997, U.S. Code Service Title 20, sec. 1401 [3] [B])

This provision allows children who do not have known disabilities, but who are at risk of developing disabilities, to receive special education services.

The federal law (IDEA '97) gives each state the discretion to develop its own criteria for the special education category of 'developmental delay'.

**\*Minnesota's eligibility criterion for the special education category of 'developmental delay' includes children from birth to 6 years 11 months.**

**Minnesota Rules (M.R.) 3525.1350**

**Early Childhood/Special Education (ECSE)**

The mission of ECSE is to provide outcomes that would not normally occur in the absence of intervention or teaching. A delay in acquiring early basic skills seriously impedes a child's acquisition of more complex skills, leading to secondary disabilities and also limits the child educationally and occupationally. The necessary interventions should be provided in the least restrictive environment.

Minnesota Rules, 3525.1350  
(see ECSE Criteria at the end of this section)

## Early Childhood: Special Education Eligibility Criteria

Subpart 1. **Definition.** Early childhood special education should be made available to pupils from birth to seven years of age who have a substantial delay or disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education.

(Minnesota Rules, 3525.1350)

### Subpart 2. **Criteria for three through six years of age.**

The team shall determine that a child from the age of three years through the age of six years and 11 months is eligible for early childhood special education when:

A. the child meets the criteria of one of the disability categories;

or

B. the child meets one of the criteria for developmental delay in sub item (1) and the criteria in sub items (2) and (3). Local school districts have the option of implementing these criteria for developmental delay. If a district chooses to implement these criteria, it may not modify them.

(1) the child:

- a. has a medically diagnosed syndrome or condition that is known to hinder normal development including cerebral palsy, chromosome abnormalities, fetal alcohol syndrome, maternal drug use, neural tube defects, neural muscular disorders, cytomegalovirus, grades III and IV intracranial hemorrhage, and bronchopulmonary dysplasia (BPD);
- b. has a delay in each of two or more areas of development that is verified by an evaluation using technically adequate, norm-referenced instruments. Subtests of instruments are not acceptable. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area;

(2) the child's need for special education is supported by at least one documented, systematic observation in the child's daily routine setting by an appropriate professional. If observation in the daily routine setting is not possible, the alternative setting must be justified;

(3) corroboration of the developmental evaluation or the medical diagnosis with a developmental history and at least one other evaluation procedure in each area that is conducted on a different day than the medical or norm-referenced evaluation.

Other procedures which may be used here include parent report, language sample, criterion referenced instruments, or developmental checklists.

(Minnesota Rules, 3525.1350)

### **Developmental Adapted Physical Education**

To meet eligibility for Developmental Adapted Physical Education, a child must first go through the special education evaluation process to determine if the child has a categorical disability and is in need of special education. The child then needs to be evaluated by a DAPE teacher to determine if s/he meets DAPE criteria and if s/he demonstrates in need for Developmental Adapted Physical Education.

### **Minnesota Developmental Adapted Physical Education Eligibility Criteria**

#### **Developmental Adapted Physical Education: Special Education**

Subpart 1. **Definition.** “developmental adapted physical education: special education” means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illness or disabilities are termed special needs students. Special needs students are not eligible for developmental adapted physical education: special education. Provisions and modifications for these students must be made within regular physical education.

Subpart 2. Criteria. A pupil is eligible for developmental adapted physical education: special education if the team determines the pupil meets the criteria in items A and B.

- A. **The pupil has one of the following disabilities in each respective criterion in parts 3525.1325 to 3525.1341, 3525.1345, and 3525.1354:** autism spectrum disorders, deaf-blind, emotional or behavioral disorders, deaf or hard of hearing, specific learning disability, developmental cognitive disability, severely multiply impaired, other health disability, physically impaired, visually impaired, traumatic brain injury or part 3525.1350, subpart 3 (Early Childhood/ Special Education).

**and**

- B. **The pupil is determined by the team to need specially designed physical education instruction because:**

- (1) the pupil’s performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers;

**or**

- (2) the pupil’s development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or more of the following: motor and skill checklists; informal tests; criterion-referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

Minnesota Rules, 3525.135

### **The Special Education Process (IDEA)**

Every school district has the legal duty to identify, locate, and evaluate children who may be in need of special education. Once a child is identified and located, the school district must find him or her eligible for special education through an evaluation and IEP process before specific programs and services can be provided.

According to IDEA '97, the process of special education eligibility starts with a referral for evaluation by a parent or teacher. The child is then evaluated in all areas of development to see if he or she has one or more disability areas or a developmental delay in the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development that requires special education or related services.

(NOTE: The disability areas listed in IDEA may differ slightly from state to state. Refer to Minnesota's definition of disability)

If the evaluation team recommendation is that the child is eligible for special education services, the IEP team meets to develop an IEP and to place the child in a program that is specifically designed to meet his or her unique needs. The special services are implemented. An annual review of the child's progress takes place every year. Every three years there is a complete evaluation to update information on the child's educational performance in all developmental areas. (Typically, a three-year reevaluation is due when the preschool child transitions to elementary school.)

### **Evaluations**

IDEA '97 states that children with disabilities are to be assessed in all areas of suspected disability, including cognitive, communication, motor, social-emotional, behavioral, and functional.

According to IDEA, testing requirements include that: "tests are not discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication unless it is clearly not feasible to do so; and have been validated for the specific purpose for which they are used; and are administered by trained personnel [following the test instruction] provided by their producer. The child is assessed in all areas related to the suspected disability"

(IDEA, 1999, U.S. Code Service Title 20, sec. 1414 [b])

*It is appropriate practice to have an adapted physical education teacher involved in the special education evaluation process to interpret the gross motor screening tool; and, to assure the appropriate tools and procedures are used to conduct the assessment should the screening tool indicate that the child may possibly have concerns in the gross motor area.*

*(see Developmental Adapted Physical Education criteria)*

### **Individual Education Program (IEP)**

Federal law (IDEA '97) created a document called the individualized educational program (IEP) that defines the individualized plan developed by parents (foster parents, or legal guardians) and professionals to meet the specific needs of each student with a disability.

**In Minnesota, the following terms refer to individual education programs for students with disabilities: the Individualized Education Program (IEP), the Individualized Family Service Plan (IFSP), and the Individual Interagency Intervention Plan (IIIP).**

IDEA '97 defines the IEP as a written statement for a child with a disability that includes:

- i a statement of the child's present levels of performance:
  - I. how the child's disability affects the child's involvement and progress in the general curriculum; or
  - II. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- ii a statement of measurable annual goals, including benchmarks or short-term objectives, related to:
  - I. meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
  - II. meeting each of the child's other educational needs that result from the child's disability
  - III. a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child.

IDEA, 1997, .U.S. Code sec. 1414 (d)

### **Physical Education is a Direct Service**

**Physical education is a direct service, not a related service. *This means that physical education is mandated for all students with disabilities; whereas, related services such as physical therapy and occupational therapy are received by students with disabilities only on an "as needed" basis. Occupational therapy and physical therapy cannot be substituted for physical education.***

34 Federal Register 300.307



### **Related Services**

Federal Law (IDEA '97) states that the term “related services” means developmental, corrective, and other supportive services (including occupational therapy, physical therapy, recreation (including therapeutic recreation), speech-language pathology, psychological services, audiology services, orientation and mobility services, social work services, counseling services, including rehabilitation counseling, transportation, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

(IDEA, 1997, U.S. Code Service, Title 20, sec. 1401 [22])

### **Least Restrictive Environment**

Federal Law (IDEA '77) states that children with disabilities are to be educated in the “least restrictive environment” (LRE), which means the regular classroom whenever possible. This encourages preschoolers with disabilities to be educated in regular settings with their typical peers, rather than in separate special education classes or schools.

Regarding “least restrictive environment”, **IDEA** states:

1. That to the maximum extent appropriate, children with disabilities including children in public or private institutions are educated with children who are not disabled, and
2. That special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(IDEA, 1977, U.S. Code Service, Title 45, sec. 1401 121a.550})

### **Educational Placements**

According to IDEA '97, there is to be a **continuum of educational placements**. Each public agency should ensure that a continuum of alternate placements is available to meet the needs of children with disabilities for special education and related services. The continuum must:

- a. include the alternative placements listed in the definition of special education which are in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
- b. make provision for supplementary services (such as a resource room or itinerant instruction) to be provided in conjunction with regular class placement.

34 D Federal Register 300.551

## **Instructional Delivery of Programs**

### **Indirect Services**

Minnesota defines “indirect” services to mean special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or a related services professional to another regular education (teacher), special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil’s IEP or IFSP.

Minnesota Rules 3525.0200 subp 8c.

### **Direct services**

Minnesota defines direct services to mean special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

Minnesota Rules 3525.0200 subp 8c.

### **Parent Participation**

IDEA ‘97 states that parents and legal guardians participate in major educational decisions regarding their child. If parents and school should disagree on an appropriate educational approach for the child, the parents have the right of due process (legal recourse) to appeal the committee decision to an impartial judge who can make the decision regarding the child’s educational program.