

Physical Well-Being and Motor Development Handout

This document includes (1) an introduction to the domain, (2) guiding questions that mirror what is asked on the public comment survey, (3) the complete revised standards including indicators and examples, and (4) the current standard statements grouped by age band.

Overview of Physical Well-Being and Motor Development

Physical Well-Being and Motor Development standards address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition, self-care, and sleep. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle.

The revisions to this domain included a reconfiguration of topics and standard statements. For example, what were previously listed as topics are now the basis for the revised standard statements. The revisions include many of the existing standard statements embedded as indicators or examples in the new developmental continua. Prerequisite skills for writing and development of a mature pencil grasp are addressed in the Language and Literacy domain; however, there is also a related standard statement and developmental continuum in this domain about developing control of fundamental fine motor skills including hand-eye coordination. The current eight standard statements around safety practices have been consolidated into one broad standard around safety practices and behaviors and is included in the *Personal Health and Well-Being* strand for review. There is also a new standard statement around healthy sleep behaviors and habits.

The two strands in this draft of Physical Well-Being and Motor Development are *Motor Development* and *Physical Health and Well-Being*. The two strands include eleven standard statements and each developmental continuum has between four and seven indicators with a total of 52 indicators in this domain.


Guiding Questions

1. Do these revised standard statements represent what children should know and be able to do upon completing preschool?
2. Are these revised standards an improvement from the current version?
3. Do the standard statements, indicators and examples reflect developmentally appropriate practice and illustrate inclusiveness in children's unique abilities?
4. What are the strengths of this revised domain?
5. Do you have any suggestions for improvement for this domain?


Strand	Standard Statements
1. Motor Development	<ul style="list-style-type: none"> a. Develops competency in a variety of locomotor skills and non-locomotor skills. b. Demonstrates developing control of fundamental fine motor skills including hand-eye coordination. c. Develops oral motor skills. d. Uses senses and movement to guide motions and interactions with objects and other people.
2. Personal Health and Well-Being	<ul style="list-style-type: none"> a. Develops knowledge about the body, its parts and how it functions in relation to health and well-being. b. Demonstrates personal health and self-care practices with increasing independence. c. Consumes healthy food and develops healthy eating habits. d. Develops healthy sleep behaviors and habits. e. Participates in preferred physical activities and develops understanding that being physically active is healthy. f. Demonstrates increasing understanding of safety practices and behaviors.

Indicators are listed in the order in which the skill or knowledge typically develops from the earliest indicator on top (infant or young toddler in most cases) through end of preschool at the bottom.

1. a. Develops competency in a variety of locomotor and non-locomotor skills.

	Indicator	Example
	Begins to move head, arms, legs, and trunk.	<ul style="list-style-type: none"> • Lifts head while on tummy- holds head steady and unsupported. • Attempts to roll from stomach to back. • Hugs stuffed toy to chest.
	Moves head, arms, legs, and trunk with purpose.	<ul style="list-style-type: none"> • Pushes up chest when on tummy using forearms then straight arms. • Scoots body to attempt to move to a caregiver.
	Explores new body positions and movements.	<ul style="list-style-type: none"> • Reaches for toys while sitting. • Rocks back and forth on elbows then hands and knees. • Sits without support while playing with a toy. • Moves from sitting to belly or to hands and knees. • Claps hands together in excitement about a song.
	Moves the whole body to achieve a goal.	<ul style="list-style-type: none"> • Crawls then pulls up on furniture and cruises by sidestepping furniture. • Moves whole body to reach a toy. • Moves body in response to a song.
	Stands independently.	<ul style="list-style-type: none"> • Gets to standing without support and stands alone briefly at the sensory table.
	Expands use of different body positions and movements with coordination and balance.	<ul style="list-style-type: none"> • Takes independent steps. • Squats to pick up another block to add to the pile already collected. • Turns in a circle.
	Demonstrates locomotor and non-locomotor skills with control, coordination, and balance with or without objects.	<ul style="list-style-type: none"> • Stands on one foot to step over a big puddle. • Kicks a ball back to the teacher. • Bends, twists, and stretches when following the adult doing exercises. • Walks up or down steps using side-step and holding on to the rail one step at a time.


1.b. Demonstrates developing control of fundamental fine motor skills including hand-eye coordination.

	Indicator	Example
	Tracks objects visually and focuses on an object or person. *	<ul style="list-style-type: none"> • Watches their own hands move. • Turns head and watches mom come in the door. • Watches rattle that caregiver moves from side to side.
	Uses one hand to swipe at, reach for and grasp at objects.	<ul style="list-style-type: none"> • Reflexively wraps fingers around adult's finger when placed in child's palm. • Bats at a dangling toy.
	Uses one or both hands to reach for, hold, shake, and release objects.	<ul style="list-style-type: none"> • Grasps a puppet using the whole hand. • Holds a stuffed animal with both hands and brings it to chest. • Extends arm to reach up for a toy while lying on back. • Bangs a sippy cup on a table. • Grabs a preferred shaker toy, shakes it, brings toy to mouth then tosses it down to reach for a new toy. • While holding a small toy in one hand, reaches for another toy with free hand.
	Coordinates hands and eyes when reaching for and holding steady or moving objects. **	<ul style="list-style-type: none"> • Transfers a music shaker from one hand to the other. • Picks up cereal between pads of thumb and index finger. • Isolates finger to point at objects.
	Accomplishes tasks with the use of arms, hands, and fingers.	<ul style="list-style-type: none"> • Uses a spoon or fork to eat. • Turns pages in a board book. • Places large simple puzzle pieces (i.e., circle or square) in a beginner foamboard. • Places pop beads into a container and then dumps it out on floor. • Holds up three fingers and says, "Three."
	Performs tasks requiring precise movements by coordinating the use of hands, fingers, and wrists to manipulate objects and tools.	<ul style="list-style-type: none"> • Strings beads to make a necklace. • Snaps button on pants. • Stacks blocks to create a structure. • Uses scissors to cut shapes with other hand holding the paper. • Uses fingers to count.


*Wisconsin Model Early Learning Standards

**Mississippi Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children


1.c. Develops oral motor skills.

	Indicator	Example
	Uses mouth and tongue to explore objects.	<ul style="list-style-type: none"> • Brings teether to mouth to explore the bumpy texture. • Opens mouth for food when adult offers the next spoonful of cereal. • Uses upper lip to clean food off spoon.
	Takes and chews small bites/pieces of finger food.	<ul style="list-style-type: none"> • Takes a bite from a piece of bread. • Chews small pieces of food with a variety of textures such as crackers, bits of cheese and chunks of banana. • Takes food from spoon or fork with lips and coordinates swallowing of the food.
	Coordinates sipping, chewing, and swallowing.	<ul style="list-style-type: none"> • Takes bites of and chews a variety of foods presented at meals and snacks. • Drinks from a cup without a lid with a little spilling.
	Demonstrates complex oral-motor skills.	<ul style="list-style-type: none"> • Drinks from an open cup, usually without spilling. • Blows bubbles. • Drinks through a straw. • Speaks clearly with some mispronunciations. • Attempts tongue twisters or sentences with alliteration.


1.d. Uses senses and movement to guide motions and interactions with objects and other people.

	Indicator	Example
	Uses senses to explore objects.	<ul style="list-style-type: none"> • Explores toys and other objects in the environment with mouth. • Places mouth on adult's face while being held. • Looks at, smiles, coos, or babbles when a cat or dog comes into view. • Follows shadows with eyes or head. • Reacts to motion, sounds, and/or tastes. • Shakes a rattle repeatedly to make the sound continue
	Uses depth perception to guide their movements.	<ul style="list-style-type: none"> • Moves around toys and other children while moving across the room to caregiver. • Fits self into large cardboard box. • Scans the room for obstacles before moving across the room. • Recognizes a change in depth when approaching stairs or the edge of bed.
	Uses trial and error to discover how the body fits and moves through space.	<ul style="list-style-type: none"> • Crawls over a pillow to get a toy. • Changes from a bear crawl to hands and knees crawling to fit through a tunnel.
	Interacts with objects or materials in different ways based on perceptual information about the objects or materials.	<ul style="list-style-type: none"> • Holds heavier objects closer to body. • Walks slower on mulch than on concrete. • Carries a cup of water to the table without spilling.
	Demonstrates spatial awareness that allows for coordinated movements, actions, and interactions with others.	<ul style="list-style-type: none"> • Changes directions when running to avoid running into a friend. • Runs around obstacles (e.g., cones or sandbox) while playing or moving through a space.


2.a. Develops knowledge about the body, its parts and how it functions in relation to wellness.

	Indicator	Example
	Shows awareness of own body.	<ul style="list-style-type: none"> • Sucks on toes, hands and fingers. • Grabs feet and rolls side to side. • Touches face while looking in a mirror.
	Points to basic body parts when asked.	<ul style="list-style-type: none"> • Points to eyes, ears, nose, and mouth when instructed. • Points to doll's eyes when asked.
	Names, points to, and moves body parts when asked.	<ul style="list-style-type: none"> • Moves appropriate body parts when playing "Simon Says" or other movement game. • Participates in movement songs and games. • Breaths in through their nose and out of their mouth as instructed during a stretching activity.
	Identifies and describes the function of body parts.	<ul style="list-style-type: none"> • Says, "My legs help me run fast!" • States, "I see with my eyes" or "I hear with my ears."


2.b. Demonstrates personal health and self-care practices with increasing independence.

	Indicator	Example
	Communicates a need for care.	<ul style="list-style-type: none"> • Cries or signals when diaper needs changed. • Roots mouth near nipple or cries when hungry. • Calms body when swaddled with blanket.
	Settles down and falls asleep after a familiar sleep routine.	<ul style="list-style-type: none"> • Begins to follow a predictable sleeping pattern. • Cooperates with sleep routines.
	Cooperates in dressing, eating and basic hygiene.	<ul style="list-style-type: none"> • Assists in putting arms in sleeves of coat when dressing for outdoors. • Uses fingers to eat cereal or crackers. • Drinks from a cup. • Attempts to use a spoon to eat. • Claps hands in running sink water while adult helps to wash hands.
	Participates in personal care tasks (e.g., handwashing, dressing, dental care, etc.).	<ul style="list-style-type: none"> • Tries to blow when adult holds tissue to nose. • Puts on coat to go outside and attempts to zip coat. • Attempts to brush teeth after toothpaste is applied to the toothbrush. • Uses a fork and spoon at mealtime.
	Initiates personal care tasks (e.g., handwashing, dressing, toileting, etc.).	<ul style="list-style-type: none"> • Takes coat to teacher for assistance in donning before going outside. • Indicates having to use the bathroom. Asks adults for help with buttons before using the bathroom. May ask adult for help with wiping. • Gets a tissue after sneezing. • Asks for help putting on socks. • Rubs eyes and says, "I'm tired," then asks for favorite blanket.
	Completes personal care tasks independently (e.g., toileting, handwashing, dressing, toileting, etc.).	<ul style="list-style-type: none"> • Washes hands thoroughly with soap and water and dries with a paper towel after using the toilet. • Applies toothpaste and brushes teeth before bedtime. • Uses the restroom on own without adult reminder. • Uses a napkin to wipe face after eating. • Uses a serving spoon and places food on plate. • Puts on shirt and pants.


2.c. Consumes healthy food and develops healthy eating habits.

	Indicator	Example
	Participates in feeding routines.	<ul style="list-style-type: none"> Attempts to hold bottle during feeding. Cries when hungry and calms once eating.
	Shows interest and tries new foods when offered.	<ul style="list-style-type: none"> Reaches for the spoon after trying a mashed banana. Tries to pull at the food their parent is eating while sitting on parent's lap. Kicks feet in highchair when caregiver says, "I have something yummy to eat!"
	Communicates to adults when hungry, thirsty, or has had enough to eat.	<ul style="list-style-type: none"> Shakes head when offered more to eat. Signs, "more" when finished with food. Asks for water after playing outside.
	Consumes a variety of nutritious foods from all food groups.	<ul style="list-style-type: none"> Tries each of the different foods offered on the plate at mealtime.
	Distinguishes nutritious from non-nutritious foods.	<ul style="list-style-type: none"> Creates a collage of healthy foods by sorting healthy and non-healthy food pictures. Answers questions from a story about healthy and non-healthy foods. Pretends to grocery shop and picks the fruits and veggies when asked to get healthy foods.
	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> Talks about how food and water help us to be healthy. Provides examples of foods healthy bodies need the most.


2.d. Develops healthy sleep behaviors and habits.

	Indicator	Example
	Participates in periods of sleep and wakefulness.	<ul style="list-style-type: none"> Sleeps every few hours during the day. Moves head to familiar voices and watches what they do. Sleeps for longer periods of time during the night.
	Settles down and falls asleep after a familiar sleep routine.	<ul style="list-style-type: none"> Begins to follow a predictable sleeping pattern. Cooperates with sleep routines.
	Rests or naps for periods during the day with assistance from adult.	<ul style="list-style-type: none"> Follows a predictable nap time routine. Takes off shoes and lays on cot after lunch. Sleeps for a period of time and wakes rested.
	Recognizes and communicates being tired.	<ul style="list-style-type: none"> Rubs eyes and says, "I'm tired." Asks for favorite blanket and lays down in bed.
	Starts and participates in sleep routines with increasing independence.	<ul style="list-style-type: none"> Rubs eyes and walks over to cot to lay down. Begins to fall asleep on their own.

2.e. Participates in preferred physical activities and understands that being physically active is healthy.

	Indicator	Example
	Interacts with adults in physical activities.	<ul style="list-style-type: none"> Reaches for toy, kicks arms and legs when on back. Rolls over and moves toy on the floor. Kicks legs in highchair while waiting for infant cereal.
	Participates in active physical play using simple movement skills.	<ul style="list-style-type: none"> Crawls and climbs over and under. Listens to recorded music containing games and songs to practice movement skills.
	Participates in a variety of physical activities throughout the day.	<ul style="list-style-type: none"> Runs, uses playground equipment. Listens to recorded music containing games and songs to practice movement skills.
	Participates in structured and unstructured physical activity that promotes aerobic activity, muscle strengthening and bone strengthening.	<ul style="list-style-type: none"> Runs with and chases friends on the playground. Pedals the tricycle and tries to go faster. Climbs up the ladder of the slide and states they can do it four more times. Dances to a song at group time.
	Demonstrates basic understanding that physical activity helps the body grow and be healthy.	<ul style="list-style-type: none"> Creates an indoor or outdoor obstacle course to make the body stronger. Explains that exercising will make the body stronger. Says, "Running fast makes my heart strong."

2.f. Demonstrates increasing understanding of safety practices and behaviors.

	Indicator	Example
	Follows adult intervention and guidance regarding safety.	<ul style="list-style-type: none"> Sometimes stops doing a behavior when adult says, "No." Holds caregiver's hand when crossing street.
	Cooperates and/or stops a behavior in response to a direction regarding safety.	<ul style="list-style-type: none"> Stops putting non-food items in mouth when asked. Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe.
	Identifies some differences between safe and unsafe behaviors.	<ul style="list-style-type: none"> Waits for an adult to accompany them before crossing a street. Identifies the consequences of unsafe behavior. Identifies the difference between "safe touch" and "unsafe touch."
	Follows basic safety rules.	<ul style="list-style-type: none"> Holds scissors with pointed end down while walking. Joins other children in line during a fire drill. Looks both ways before crossing street or road and knows to cross with adult assistance. Puts on or asks for helmet before riding a bicycle or other wheeled toy. Stands behind the child in front of them while waiting to wash their hands.

**Current Standard Statements by Age Band for Physical Well-Being
and Motor Development Domain**

Birth – 8 Months

- Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.
- Transfer a toy from one hand to another by reaching, grasping and releasing.
- Use mouth and tongue to explore objects.
- Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.
- Use senses and movement to explore immediate surroundings.
- Show awareness of own body.
- Interact with adults in physical activities.
- Express when hungry or full.
- Demonstrate emerging participation in dressing.

6 – 18 Months

- Move with increasing coordination and balance, with or without adult support and/or assistive device.
- Use both hands together to accomplish a task.
- Take and chew small bites/pieces of finger food.
- Coordinate senses with movement.
- Point to basic body parts when asked.
- Using simple movement skills, participate in active physical play.
- Follow a regular eating routine.
- With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.).
- Follow adult intervention and guidance regarding safety.

16 – 36 Months.

- Use locomotor skills with increasing coordination and balance.
- Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.
- Coordinate the use of arms, hands and fingers to accomplish tasks.
- Takes bites from whole foods, coordinate chewing and swallowing.
- Use sensory information to guide movement to accomplish tasks.
- Name, point to and move body parts when asked.
- Participate in active physical play and structured activities requiring spontaneous and instructed body movements.
- Make simple food choices, have food preferences and demonstrate willingness to try new foods.
- With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).
- Cooperate and/or stop a behavior in response to a direction regarding safety.
- Uses adults as resources when needing help in potentially unsafe or dangerous situations.

**Current Standard Statements by Age Band for Physical Well-Being
and Motor Development Domain (continued)**

PK 3 - 5

- Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).
- Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).
- Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).
- Demonstrates spatial awareness in physical activity or movement.
- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.
- Use classroom and household tools independently with eye-hand coordination to carry out activities.
- Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.
- Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.
- Identify and describe the function of body parts.
- Participate in structured and unstructured active physical play exhibiting strength and stamina.
- Demonstrate basic understanding that physical activity helps the body grow and be healthy.
- Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
- Distinguish nutritious from non-nutritious foods.
- Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).
- Follow basic health practices.
- With modeling and support, identify and follow basic safety rules.
- Identify ways adults help to keep us safe.
- With modeling and support, identify the consequences of unsafe behavior.
- With modeling and support, demonstrate the ability to follow emergency routines (e.g., fire or tornado drill).
- With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.