**Early Childhood Motor Development**

**Instructor:** **Email:**

**Phone:** **Office:**

**Class Schedule: Office Hours:**

**Course Description:** This course addresses development during the first five years of life and evidenced-based practices in the fields of early care and development and early intervention. Included will be typical/atypical motor development from the prenatal stage to kindergarten. Student competencies and national standards are listed below.

**Required Text:**

Pica, R. (2014)*. Preschoolers and kindergartners moving and learning: A physical education*

*curriculum (moving & learning)****.*** St. Paul, MN: Redleaf Press.

**Other Readings:**

Brown, W. H., Googe, H. S., McIver, K. L., & Rathel, J. M. (2009). Effects of teacher-encouraged physical activity on preschool playgrounds. Journal of Early Intervention, 31(2), 126-145.

Pate, R. R., Dowda, M., Brown, W. H., Mitchell, J. A., & Addy, C. (2013). Physical activity in preschool children with the transition to outdoors. Journal of Physical Activity and Health, 10, 170-175.

Online Resources:

Pathways.org – Tools to maximize child development including tummy time and examples of typical/atypical motor development – [www.pathways.org](http://www.pathways.org)

Division for Early Childhood Recommended Practices – <http://www.dec-sped.org/recommendedpractices>

National Association for the Education of Young Children – Why Motor Skills Matter - <https://www.naeyc.org/files/yc/file/200807/BTJLearningLeapsBounds.pdf>

**Course Format:**

This class will include readings, hands-on active learning, small and large group discussion, individual reflective journaling, individual writing and presentations.

**Course Outcomes:**

INTASC = Interstate New Teacher Assessment Consortium

NAEYC = National Association for the Education of Young Children

CEC = Council for Exceptional Children

DEC = Division for Early Childhood

ODE= Oregon Department of Education

Students will be able to:

1. Increase knowledge of how physical education can foster healthy social, emotional, physical and cognitive development (NAEYC Stand. 2 and 5, DEC E6).
2. Expand knowledge of materials available for teaching physical education activities.
3. Develop understanding and ability to make adjustments in activities to include all children (DEC INS-2, NAEYC Stand. 2).
4. Become familiar with various techniques useful for teaching physical education effectively to children of varying ages and abilities (NAEYC Stand. 2 and 5).
5. Become familiar with children's development of fundamental locomotor, non-locomotor, and manipulative skills through the main content areas of educational games, dance, and gymnastics.
6. Understand the developmental domains and how motor skills impact development (DEC E-6, NAEYC Stand. 2).
7. Teach fundamental motor patterns in innovative ways for all children with diverse abilities (DEC E2 and E6, NAEYC Stand. 2).
8. Implement core content PE activities -- The movement framework, (i.e., body, space, effort, and relationship) as the basis for developing, expanding, and refining children’s range of motor skills and awareness (NAEYC Stand. 2 and 5).
9. Increased awareness of and sensitivity to the importance of activity in relation to overall health and wellness (NAEYC Stand. 5).
10. Use appropriate assessment strategies to support ongoing skill and development for young children (DEC A3 and A4, NAEYC Stand. 4).

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| Student Inclusion Competencies:  1. Develop, implement, and evaluate learning experiences and strategies with respect and consideration for the diversity of culture, class, and ability of young children and their families (DEC, NAEYC, ODE).  2. Develop and coordinate learning experiences and strategies to accommodate individual characteristics and needs within inclusive settings (CEC, DEC, NAEYC, ODE).  3. Plan and implement adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds (CEC, DEC, ODE).  3. Plan and implement environmental arrangement and individual learning opportunities based on the unique needs and abilities of individual children to facilitate inclusion across various settings (CEC).  4. Implement and support others in the implementation of embedded learning opportunities to address IFSP goals across daily routines (DEC, ODE).  5. Design, create, and sustain learning environments that encourage active engagement, participation, self-determination and independence for children with and without disabilities, including the use of adaptive and assistive technology (CEC-ICCSS4). |

***Tentative Course Schedule\*\****

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| **Week** | **Activities** | **What's Due** |
| 1 | * Introductions * Pre-assessment * Review course syllabus & expectations * Including All Children – [PEPI Collaboration objective #1](http://teachingresearchinstitute.org/pages/show/project-pepi-collaboration-enhancements) * Understanding Development-   <http://teachingresearchinstitute.org/pages/show/social-emotional-enhancements-objective-21?cms=true> | **Readings:**  **Text: Intro-Lesson 1-Pg. 1-40**  **NAEYC: code of ethical conduct and statement to commitment.** [**http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf**](http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf)  **DEC position statement**  **Handout-Benefits of Inclusion.** [**http://www.naeyc.org/files/naeyc/file/positions/DEC\_NAEYC\_EC\_updatedKS.pdf**](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf) |
| 2 | * Importance of physical development how it can foster health and skill building in other development domains such as: social/emotional and cognitive development. * Teaching strategies for physical education | * Journal response #1 due in class   **Readings:**  **Lesson 2-4-Pg. 40-61** |
| 3 | * Areas of development that are promoted in indoor physical activities. | * Journal response # 2 due in class   **Readings:**  **Lesson 5-7-Pg. 64-82** |
| 4 | * Physical indoor play activities and room arrangement. * Inclusive activities for indoor play including: techniques that would be useful for teaching physical education effectively to children of varying ages and abilities | * Journal response #3 due in class   **Readings:**  **Lesson 8-10-Pg. 86-104** |
| 5 | * Areas of development that are promoted in outdoor physical activities. | * Journal response #4 due in class   **Readings:**  **Lesson 11-14-Pg. 106-132**  **Under other readings please read: Effects of teacher-encouraged physical activity on preschool playgrounds. Journal of Early Intervention, 31(2), 126-145.** |
| 6 | * Physical outdoor play activities and room arrangement. * Inclusive activities for outdoor play. | * Journal response #5 due in class   **Readings:**  **Lesson 15-17-Pg. 136-152**  **Additional readings will be announced in class.** |
| 7 | * Adult-child interactions with physical development. | * Journal response # 6 due in class   **Readings:**  **Lesson 18-19-Pg. 148-167**  **Additional readings will be announced in class.** |
| 8 | * Physical development across the classroom, with families and into our community. | * Journal response #7 due in class   **Readings:**  **Lesson 20-Reference and resource pages-Pg. 170-179**  **Additional readings will be announced in class.** |
| 9 | * Activity Discussion | * Journal response #8 due in class * Activity Notebook due   **No readings** |
| 10 | * Wrapping up discussions * Complete post-assessment * Final Presentations | **Final Presentation due (1st round)** |
| Finals Week | * Final Presentations | **Final Presentation due (2nd round)** |