

Name _____ Date _____
 Course _____ Experience # _____

MOTOR DEVELOPMENT

OBJECTIVES:

- Define motor development.
- Identify levels of specific motor skills in young children.
- Describe examples of the step-by-step sequence by which children develop motor skills.
- Explain the value of knowing how young children develop in a step-by-step process.

SETTING:

Type of situation (care center, family day care home, nursery, preschool, kindergarten, Head Start, private home, other) _____

Other information _____

Number of children present _____ Number of adults _____

Names and ages of children observed:

1. _____ Age _____
2. _____ Age _____
3. _____ Age _____
4. _____ Age _____

Date of Trial I _____ Date of Trial II _____ Date of Trial III _____

TASK:

Identify one child at each stage of development (infant, toddler, romper, kindergartner) and check the trial columns on Chart 12-A to indicate which motor skills each child has mastered. The checklist may require several observations to complete each trial.

**Chart 12- A
 INVENTORY OF MOTOR SKILLS**

Record the date under the trial column to indicate when the inventory was used. Place a check mark in the trial column to indicate which motor skills the child has mastered. Be certain the child has repeated the skill so that you are not simply observing a coincidence. Waiting a few months between trials will help you see the child's progress.

INFANT

Name of child _____ Age _____ Date of Each Trial:	Trial I	Trial II	Trial III
Birth to 3 Months Lifts head when held at shoulder.			
Smiles Spontaneously.			

(Continued on next page)

Name _____ Date _____

Chart 12-A

INVENTORY OF MOTOR SKILLS Continued
INFANT

	Trial I	Trial II	Trial III
Name of child _____ Age _____ Date of Each Trial: _____			
Turns head to hear speaking voices.			
Responds to bell or rattle.			
Follows moving person.			
Follows objects 180° (along a straight line).			
Makes pushing movements with arms and legs when held.			
3 to 5 Months Smiles in response to others or objects.			
Rolls over			
In sitting position head is erect and steady.			
Smiles at mirror image.			
Both hands approach offered object (bell or rattle).			
Crawling movements begin.			
5 to 9 Months Transfers objects from hand to hand.			
Sits without support.			
Squeals with joy or pleasure.			
Reaches and grasps toy.			
Holds two small toys or cubes.			
6 to 12 Months Crawls or moves on stomach or hitches in sitting position, progresses without walking.			
Gets to sitting position alone.			
Exhibits thumb-finger grasp.			
Feeds self a cracker.			
Imitates speech sounds of others.			
Stands by holding on to something.			
9 to 15 Months Cooperates in playing pat-a-cake.			
Walks, holding on to furniture.			
Stands alone.			
Looks at pictures in baby picture book.			

(Continued on next page)

Name _____ Date _____

Chart 12-A
INVENTORY OF MOTOR SKILLS Continued
INFANT

	Trial I	Trial II	Trial III
Name of Child _____ Age _____ Date of Each Trial:			
11 to 15 Months Walks alone, toddling			
Neat pincer grasp, as picking up raisin.			
Indicates or gestures what is wanted without crying.			
Drinks from cup.			
12 to 18 Months Turns pages of a book.			
Builds tower of two cubes.			
Scribbles spontaneously.			
TODDLER			
18 to 22 Months Removes simple garment			
Walks backward.			
Builds tower of three cubes.			
Walks up steps with help.			
Carries and hugs doll or stuffed animal.			
14 to 17 Months Throws ball overhand.			
Runs.			
Uses spoon, spills some food.			
Points to parts of doll.			
17 to 30 Months Walks up steps alone.			
Recognizes and points to five pictures.			
24 to 36 Months Walks backward.			
Walks up steps with help but not on all fours.			
Climbs on furniture, stairs, obstacles.			
Kicks ball forward.			

(Continued on next page)

Name _____ Date _____

Chart 12-A
INVENTORY OF MOTOR SKILLS Continued
TODDLER

	Trial I	Trial II	Trial III
Name of child _____			
Age _____ Date of Each Trial: _____			
24 to 36 Months			
Throws ball overhand, not directed in aim.			
Runs.			
Builds tower of three or more cubes.			
Unwraps, removes covers from candy, gum, or other objects.			
Peels bananas.			
Disassembles; takes simple objects apart with minimal difficulty.			
Unfastens clothing.			
ROMPER			
36 to 48 Months			
Marches to rhythm.			
Runs, jumps, hops, skips, gallops.			
Climbs stairs and descends stairs.			
Slides in skating and dancing motion.			
Rolls and crawls on the floor.			
Balances on one foot.			
Kicks a ball.			
Jumps over a rope.			
Pedals (tricycle; bicycle)			
Touches toes with hands from a standing position.			
Does sit-ups.			
Does chin-ups.			
Does push-ups.			
Throws and bounces a ball.			
Catches a ball or a bean bag.			
Pulls and pushes objects.			
Strings beads.			
Cuts with scissors.			
Uses large crayons and pencils.			

(Continued on next page)

Name _____ Date _____

Chart 12-A
INVENTORY OF MOTOR SKILLS Continued
ROMPER

	Trial I	Trial II	Trial III
Name _____			
Age _____ Date of Each Trial:			
36 to 48 Months			
Rolls wrist and closes fists.			
Cut out assorted shapes with scissors.			
Folds paper.			
Builds with blocks.			
Unscrews and screws objects.			
Scribbles.			
Draws directed lines.			
Can do manipulative puzzles.			
Takes simple objects apart.			
Puts simple parts together that require little mechanical skill.			
Puts simple objects together.			
Uses simple building blocks, color blocks, construction toys; shows imagination.			
Draws a circle, usually from a copy.			
Builds a tower of eight or more cubes.			
Takes one step per tread when climbing.			
Stands on one foot for one second.			
KINDERGARTNER			
48 to 60 Months			
Throws ball overhand (distance, direction, and accuracy not essential).			
Catches and throws 12" ball.			
Catches and throws 5" ball.			
Catches and throws 3" ball.			
Bounces and catches balls of varying sizes.			
Can climb equipment (jungle gym, etc).			
Balances on one foot for one second.			

(Continued on next page)

Name _____ Date _____

Chart 12-A
INVENTORY OF MOTOR SKILLS Continued
KINDERGARTNER

	Trial I	Trial II	Trial III
Name of Child _____			
Age _____ Date of Each Trial: _____			
48 to 60 Months			
Hops on both feet.			
Hops on one foot.			
Hops on one foot-four steps.			
Is learning to skip.			
Skips in unison to music.			
Skips rope.			
Balances on balancing beam.			
Buttons buttons.			
Zips zippers.			
Ties simple bow.			
Threads beads or spools on string.			
Plays jacks.			
Pounds and rolls clay or playdough			
Forms crude objects with clay.			
Places blocks horizontally on floor.			
Stacks blocks vertically.			
Creates recognizable structures with blocks.			
Participates in finger plays.			
Understands use of scissors.			
Cuts and pastes according to directions.			
Cuts and pastes creative designs.			
Maintains rhythmic beat with rhythm instruments.			
Participates in square dancing.			
Places pegs on a pegboard without a pattern.			
Places pegs on a pegboard forming a design.			
Builds structures with tinker toys or Lincoln logs.			
Participates vigorously in outdoor play.			
Climbs adeptly on jungle gym, without difficulty.			
Rides tricycle with speed and skill.			

(Continued on next page)

Name _____ Date _____

Chart 12-A
INVENTORY OF MOTOR SKILLS Continued
KINDERGARTNER

	Trial I	Trial II	Trial III
Name of Child _____			
Age _____ Date of Each Trial: _____			
48 to 60 Months			
Shows interest in woodworking materials.			
Attempts to use hammers and saws.			
Hammers with some dexterity.			
Saws with some dexterity.			
Produces unidentifiable art work.			
Produces recognizable art projects.			
Pours from smaller pitcher into glass.			
Holds and eats with spoon or fork correctly.			
Uses knife to cut food or spread butter, etc.			
Joins in games (such as "Drop the Hanky," "Skip to My Lou," "Farmer in the Dell").			
Turns about in small circles as in dancing.			
Hops on one foot, then the other.			
Skips in continuous movement from place to place.			
Hammers nails into a board until they are secure.			

EVALUATION:

1. Define motor development.

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Name _____ **Date** _____

2. Give two examples of several levels of the same motor skill.

3. Why is it important for parents and persons who work with children to have knowledge about the step-by-step process of development?