

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A	Earlier N/A
<p>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek. 	<p>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</p> <ul style="list-style-type: none"> • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone’s face. 	<p>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</p> <ul style="list-style-type: none"> • Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap. • Repositions body in order to manipulate levers and buttons on a busy box. • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it. 	<p>Demonstrates awareness of major body parts by exploring their movement potential</p> <ul style="list-style-type: none"> • Participates in songs or games requiring movement of specific body parts. • Moves arm up and down, with increasing momentum, to shake bells louder. • Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder. 	<p>Tries different ways to coordinate movements of large or small body parts</p> <ul style="list-style-type: none"> • Changes movements when dancing with scarves. • Starts and stops movements of different body parts during a freeze-dance game. • Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them. 	<p>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects</p> <ul style="list-style-type: none"> • Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. • Raises knees high when following an adult marching. • Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.” 	<p>Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces</p> <ul style="list-style-type: none"> • Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. • Uses feet to slow self when coming down a ramp. • Reaches for a small pitcher of milk without bumping into other objects on the table during lunch. 	<p>Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</p> <ul style="list-style-type: none"> • Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

