

Embedded instructional strategies in developmental domains

2b. Gross and fine motor skills are included in daily lessons and activities.

Quality Indicators

- Movement activities are provided periodically throughout the day (ex. movements, marching, walking like animals during circle, transitions, and active play).
- **Children use gross and fine muscle movement skills in functional ways to physically navigate through a variety of settings and situations (classroom activity areas, playground, lunchroom, bathroom).**
- A variety of fine motor activities and materials are available throughout the day.
- Fine motor activities are developmentally appropriate and engaging and children receive assistance in fine motor tasks if needed.
- Adapted materials and tools are available for fine and gross motor activities.



Questions to ask

- ✓ Are motor breaks and motor activities built into daily routines (example: movement activities interspersed with seated activities during circle time; movements incorporated into transitions)?
- ✓ Does the classroom offer a variety of fine motor activities, some of which are provided in centers and free choice areas?
- ✓ Do adults encourage and reinforce gross and fine motor activities throughout the day?



Supports, Accommodations, Adaptations

Universal Supports

- Lesson plans and daily schedules should include opportunities for gross motor, fine motor, and perceptual motor activities throughout the day.
- **Children are encouraged and reinforced for their participation in motor activities at varying levels of developmental skills and for various functions that are relative to their interests.**

Targeted/Specialized Supports

- Specialized materials and tools are provided to meet physical, cognitive, and developmental needs.
- Movement and sensory activities are provided periodically and increased for children based on individual needs.

Intensive Interventions

- Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support.

Links for Additional Information

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[Universal Design in Early Childhood](#)

[Florida Early Learning and Developmental Standards](#)

[Head Start Body Start: Simple Ways to Get Moving](#)

[Best Practices for Incorporating Physical Activities \(Nemours\)](#)

[Examples of Fine Motor Classroom Activities](#)

[TATS Talks - Integrated Therapy](#)

[Accommodations for Supporting Children in Art and Fine Motor](#)