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**Title: Embedding Instruction in Motor Skills Throughout the Day (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Embedding Instruction in Gross and Fine Skills – Focus on Developmental Domains* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to embedding gross and fine motor activities into daily lesson plans and activities in early childhood programs. Participants are expected to apply knowledge of strategies and resources to develop supports for all children who experience difficulties, delays, and disabilities which impact their participation in motor activities. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate activities related to fine motor activities, including emergent writing, manipulation of learning tools, toys, and materials needed for self-care.
2. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate activities related to gross motor activities, including active play, motor imitation, balance, coordination, and navigation of the environment.
3. Levels of support (universal, individualized, intensive) for developing strategies to address gross and fine motor skills for all children and specifically for those children who experience difficulties, delays, and disabilities.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of Child Development in the Motor domain*** - Participants will recognize impacts of delays and disabilities on the development of gross and fine motor skills of young children. Participants will identify the components and benchmarks that are included in the motor domain of development.

***Topic 2: Strategies for varying needs of support*** ***(fine motor)*** – Using provided resources, participants will identify and give examples of classroom strategies for supporting children’s development of fine motor skills.

***Topic 3: Strategies for varying needs of support*** ***(gross motor)*** – Using provided resources, participants will identify and give examples of classroom strategies for supporting children’s development of gross motor skills.

***Topic 4: Components for setting up a supportive classroom environment*** - Participants will identify strategies for developing physical supports within the early childhood environment to address individual needs for participation in motor-related activities.

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Gross and Fine Motor Skills*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/09/Embedded-motor-2b.pdf)Rock Your Classroom - Embedding Instructional Strategies for Developmental Domains*,* TATS document.
* [*Best Practices for Physical Activity*](https://tats.ucf.edu/wp-content/uploads/sites/9/2017/12/best-practices-from-nemours.pdf). Nemours Health and Prevention Services.
* Building Blocks for Teaching Preschoolers with Special Needs, 2nd Edition, by Mary Louise Hemmeter, Ilene Schwartz, Susan Sandall. <http://products.brookespublishing.com/>
* CARA's Kit: Creating Adaptations for Routines and Activities, S. A. Milbourne, P. H. Campbell https://store.naeyc.org/store/caras-kit-creating-adaptations-routines-and-activities

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of supports for helping young children develop fine motor skills (must include specific strategies such as visuals, task analysis)
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s development in the fine and gross motor domains
* Contribute to small-group discussion of examples of use of information in Florida Early Learning and Developmental Standards for planning lessons and activities that address motor development
* During small-group sharing, provide examples of reliable family resources related to development of motor skills

Verification of completed follow-up activities by the participants' supervisor is required.