



Unit 3 – Physical Development:

Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus of Unit 3 – Key Topic 4

Students become familiar with the concepts of universal design, individualized curriculum decisions, and the rationale for family partnerships in the context of supporting children's physical development. Students also explore methods for approaching these three topics.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child, Growth, and Development
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Small group work
- Creation of a visual representation
- Class presentation
- Class discussion
- Pairs work/discussion in pairs
- Reflective discussion – large group



- Panel or guest speaker
- Categorizing (categorize I & Ss that focus on individualizing specifically)
- Development of a resource tool
- Game
- Brainstorming – small group
- Interview – community member or parent
- Short paper

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism



Unit 3 – Physical Development:

Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Before You Start

Children come to preschool to engage in active play with a very wide range of movement skills and understanding of movement concepts and abilities. This diversity has many reasons, such as individual developmental and fitness levels, prior experiences, family and cultural values and practices, neighborhood safety and community resources, socioeconomic influences on opportunities, and the presence of disabilities or special needs. Because some teachers assume that children's physical development occurs naturally, they may not be as aware of the importance of curriculum planning for physical development and active physical play.

This key topic engages students in three subtopics that will help them better understand the importance of planning curriculum that considers the diversity of children's physical development and the teacher's role. The three subtopics are universal design, individualization, and family partnerships.

Note: The suggestions in this key topic relate to children who might need special consideration for intentional teaching strategies or materials, whether or not they have active Individualized Education Plans (IEP). For any child with an IEP, the design or use of adaptations will benefit from collaboration with the early childhood special educator or therapist working with that child and family. Consultation with the family and specialists is especially important for some children who have more significant physical disabilities and/or medical conditions.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Universal Design.** As another approach to this subtopic, a guest speaker or panel may be invited to present on approaches for planning and adapting curriculum for children with disabilities or special needs. Suggested presenters include early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs. This presentation should include discussion of how to develop collaborations between early care and education and special education staff.

Handout 1, which lists where universal design strategies can be found in the physical development domain of the *California Preschool Curriculum Framework, Volume 2* is provided at the end of this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.



It is suggested that students summarize their work with the adaptations by creating a visual representation such as a poster or collage. If instructors choose to have students do this in class, they may want to provide materials such as large chart paper, colored markers, colored paper, tape or glue sticks, and scissors.

- **Subtopic 2: Individualization.** Handouts 2, 3, and 4 are provided for this subtopic that students can use when considering how the interactions and strategies in the physical development domain address individualizing for children. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.
- **Subtopic 3: Family Partnerships.** Materials for a game about engaging families include Handout 5, a list of family engagement suggestions from the physical development chapter of the *California Preschool Curriculum Framework, Volume 2*. Handout 5 could be cut into slips of paper for teams of students to consider. Instructors may want to be prepared to keep time for this game. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Instructors may also want to have some hand bells or other noisemakers available for teams to use when they want to signal taking a turn.

Please note that the same active learning segments for the universal design, individualizing, and family partnerships subtopics are used in the visual and performing arts and health domains. Slight modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to collapse the subtopics across domains.

Information Delivery

Content regarding the diversity of California's preschool children and families, universal design for learning, and building partnerships with families may be helpful background for the students. Instructors may choose to have students become familiar with this material in the *California Preschool Curriculum Framework, Volume 2* through lectures and/or assigned readings:

- California's Preschool Children (pp. 3–5)
- Overarching principle: "Family and community partnerships create meaningful connections" (pp. 7–8)
- Overarching principle: "Individualization of learning includes all children" (p. 8)
- Overarching principle: "Responsiveness to culture and language supports children's learning" (pp. 8–9)
- Universal Design for Learning (p. 14)
- Partnering with families in curriculum planning (pp. 31–32)

**Active Learning**

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Subtopic 1: Universal Design**Getting it started**

If students are not familiar with the definition of universal design for learning, review the definition and key points that are described on page 14 of the *California Preschool Curriculum Framework, Volume 2*. Make sure that students understand what is meant by multiple means of representation, multiple means of expression, and multiple means of engagement. Encourage students who may have experiences working with children with disabilities or special needs to share adaptations they have observed or used.

Next, explain to students that there is information about children with special needs and examples or strategies of universal design principles in the introduction, guiding principles, environmental factors, descriptions of planning learning opportunities and teachable moments, a vignette, and interactions and strategies in Chapter 3 of the *California Preschool Curriculum Framework, Volume 2*, “Physical Development.” Handout 1, included with this key topic, is a summary list of where these strategies, suggestions, or examples can be found. Ask students to locate and read these examples in the *California Preschool Curriculum Framework, Volume 2*. There are approximately 35 strategies, suggestions, or examples. It will be helpful to review some of these with students so that they have a sense of what these look like in the text.

Keeping it going

Although many of the examples from the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* are described for a specific strand and substrand, the adaptations may be applicable to other strands or substrands. The next step in this learning experience is to have students identify ways the adaptations they found in the curriculum framework could be used in one or more of the three strands—Fundamental Movement Skills, Perceptual-Motor Skills and Movement Concepts, and Active Physical Play—and their substrands. Depending on class size, students may form three or six small groups. Assign one or two groups to each strand.

Ask each small group to review all the examples and discuss if and how an adaptation might be used in the group’s assigned strand. For example, an interaction and strategy on page 179 of the *California Preschool Curriculum Framework, Volume 2* under the substrand Body Awareness of the Perceptual-Motor Skills and Movement Concepts strand suggests this strategy: “Use alternative communication methods, as appropriate, to teach body-parts vocabulary. Some children with special needs may communicate by using sign language, picture



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communication systems, or other augmentative communication methods. Incorporate the child's familiar communication method when introducing body-parts vocabulary."

The same approach could apply to introducing positional-, spatial-, or directional-concepts vocabulary; giving directions for balance and locomotor skills activities; describing how to perform a manipulative skill; teaching the names of equipment and tools; and explaining how to use a piece of outdoor play equipment.

Taking it further

The students could then create a visual representation such as a poster or collage to show some of the adaptations they have identified for their assigned strand. Remind students to try to show examples for each of the three elements of universal design: multiple means of representation, multiple means of engagement, and multiple means of expression.



Slides 5-7

Online Options

Subtopic 1: Students could list online examples of how the universal design adaptations and ideas can be used in the three strands. Individual students could be assigned a strand to consider, and students could review other students' lists prior to the class when the visual representation is to be created. Upon instructor's recommendation, groups of students could also work out-of-class to create their visual representations and post photographs of the visual representations online.

Putting it together

Provide time for each group to share its poster, collage, or other visual representation. This could be done through small group presentations or by hanging the visuals on the wall and asking students to walk around and individually review each one.

Begin summarizing this learning experience by asking if any students have questions or would like clarification about any of the adaptations presented or viewed. Then conclude with a class discussion of these questions:

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three strands?



- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities engage in active physical play, learn movement skills and concepts, and develop physically?

Another approach

In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, a suggestion is made to invite a speaker or panel to discuss planning and making adaptations for children with disabilities or special needs. A description of the speaker or panel can be found on pages 130–131 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, and is presented here, with modifications, for easy reference.



Slides 8-9

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. Note that this is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children.

Ask the presenters to address the importance of including children with special needs in active physical play and supporting their physical development. Provide the presenters with the information on universal design from page 14 of the *California Preschool Curriculum Framework, Volume 2*, and ask them to include examples of the three approaches: multiple means of representation, multiple means of engagement, and multiple means of expression. If students are not familiar with special education, ask the presenters to also give a brief overview that includes: a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, other specialists, and parents can work with teachers in preschool programs to figure out and/or provide the adaptations for a child with a disability or special need.

Ask the students to listen for examples of each of the three universal design approaches that the speaker or panelists describe to ensure all children's access to physical development activities in a preschool program.

After the speakers have left, have the class reflect on the presentation by responding individually or through a class discussion to the following questions:

- What information from the presenter(s) caught your attention or stood out for you?



- What are you most confident about in supporting the development of children with disabilities in the three physical development strands?
- What new or different perspectives do you have? How has this presentation been helpful?
- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the physical development curriculum?

Subtopic 2: Individualizing



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Getting it started

Begin this subtopic by having a class discussion on the diversity of young children and families in California's preschool programs. Encourage any students who are currently working in early care and education programs to share some of the characteristics of children and families in their programs. Remind students to describe the children and families in general terms and not identify any specific child or parent.

Instructors may ask students to review the section titled "California's Preschool Children" on pages 3–5 of the *California Preschool Curriculum Framework, Volume 2* before or after the class discussion.

Also have students review the sixth overarching principle, "Individualization of learning includes all children," on page 8 of the *California Preschool Curriculum Framework, Volume 2*. Discuss with the students what is meant by each of the characteristics listed in this principle: ". . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . ." Remind students that universal design is one way of supporting the needs of individual children. It is not something separate from individualizing.

Keeping it going

If students are not familiar with the interactions and strategies for the physical development domain, instructors may wish to do all or part of the active learning segments in Key Topic 3 from this unit to introduce the interactions and strategies. The "Getting it started" segment provides an opportunity for students to review the interactions and strategies, as well as to learn how the vignettes, teachable moments, planning learning opportunities, and interactions and strategies are related.



If students have already done some exploration of the interactions and strategies, point out that some of them directly emphasize considering children's individual and family characteristics. An example is the strategy in the Active Participation substrand on page 198 of the *California Preschool Curriculum Framework, Volume 2*: "Respect differences in children's temperament and find creative ways to engage all children in active physical play." Another example in the Manipulative Skills substrand is on page 166 of the *California Preschool Curriculum Framework, Volume 2*: "Learn about children's prior experiences and personal interests related to fine motor activities."

Ask students to review the rest of the interactions and strategies and identify those they feel also focus specifically on individualizing the curriculum for children. Depending on class size, instructors may ask the students to do this work in pairs or small groups. In Key Topic 3 of this instructional guide unit, Handout 1 lists interactions and strategies by strand and substrand. The handout may help instructors to decide how many pairs or groups and which strand or substrand(s) to assign to each grouping.

Also, Handouts 2, 3, and 4, included with this key topic, can be used by students to record their decisions about how each interaction and strategy might support individualization. Because of the unequal number of interactions and strategies among the strands, instructors may have each group of students work on just part of a handout.

Taking it further

After students have completed their lists, ask them to review the interactions and strategies in their assigned strand/substrand(s) again. During this review, ask them to consider what implications for individualizing are addressed in some of the other strategies that are not on their lists. Ask them to add the strategy and considerations to their lists.

For example, what considerations regarding temperament, family and cultural experiences, or interests should teachers be aware of with the strategy on page 161 of the *California Preschool Curriculum Framework, Volume 2* "Create developmental activities that provide a sense of success?" What considerations regarding children's interests or language experiences should teachers think about when using the strategy on page 153 of the *California Preschool Curriculum Framework, Volume 2* "Use music, songs, rhymes, and stories to provide rhythmic patterns?"

**Putting it together**

Provide an opportunity for each group to share a few interactions and strategies from their lists. Be sure that each group points out one interaction or strategy from their first and second reviews of the strategies.

Conclude the session by asking students to respond to these questions:

- What stands out for you from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum for children? What was more challenging about creating your lists?
- Do you think it would be more difficult for you to individualize the curriculum in one of the physical development strands or substrands than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

Online Options

Subtopic 2: Students could individually or in teams develop their lists of interactions and strategies that focus specifically on individualizing and post them online. Students could be assigned interactions and strategies from a specific strand or substrand to review. Students could also review the lists developed by the other students and then send to the instructors their individual responses to the discussion questions.

Subtopic 3: Family Partnerships

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Getting it started

Begin this subtopic by asking students to review pages 7-8 of the *California Preschool Curriculum Framework, Volume 2* for the fifth overarching principle: “Family and community partnerships create meaningful connections.” Also refer to the section on pages 3-5 in the curriculum framework that describes the children in California preschools and their families. This could be a review if the students have already done Subtopic 2 of this key topic. Discuss some of the benefits for children, families, and teachers when strong partnerships are built between the school and home. Also ask students if there are some challenges in developing these partnerships and possible ways to address them.

**Keeping it going**

If students are familiar with the organizational structure of the chapter domains of the *California Preschool Curriculum Framework, Volume 2*, remind them of the suggestions for involving families at the end of each strand. If students have not reviewed these suggestions before, provide some time for them to do so.

Engage the class in a discussion about these suggestions by asking for both examples of ways teachers can engage families and then for examples of suggestions that teachers can make to families. Encourage students who are working or have worked in preschool programs to share if they have already tried any of these suggestions.

Taking it further

Explain to students that they could now consider some of the diverse characteristics of families when using any of these suggestions. For example, one of the suggestions in the Active Physical Play strand is that children must wear proper clothing for indoor and outdoor family activities. Teachers might want to think about the ability of families to provide this clothing, families' values about the importance of physical play for their children, families' values about their children's appearance, and families' interests in and practices around indoor and outdoor activities.

Ask students to form teams of two or three. Each team could pick a slip of paper that has one of the suggestions for engaging families and read it to the class; Handout 5 provides a list of the suggestions that could be cut into separate strips. The team proceeds to identify considerations that should be reflected upon before using this suggestion with families. The team has one minute to come up with as many considerations as possible. The team gets a point for each consideration that it identifies. If the team cannot come up with any considerations, one of the other teams can ask to try. This team then has one minute to come up with its considerations. If none of the other teams elect to try, have the next team choose a slip of paper.

Continue having teams take turns drawing the suggestions until all the suggestions have been done or a predetermined time limit has been reached.

Putting it together

Conclude the subtopic with a class discussion on the following questions:

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about children's physical development and active physical play?



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- Which ones seem especially important based on your experiences with families?
- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests in children's physical development and active physical play?

Another approach

Instead of doing a game, students could work individually or in teams to prepare lists of considerations for each suggestion for engaging families. There are 24 suggestions in the physical development domain, so instructors may want to assign to students specific suggestions for consideration. Ask students to prepare enough copies of their lists for the entire class. Then ask the students to review the lists prior to a class discussion of the "Putting it together" questions. Instructors could also have students respond individually to the discussion questions, recording their responses in a journal or submitting them for instructor review.

Online Options

Subtopic 3: Students could prepare their lists of considerations for the family engagement suggestions out-of-class and post them online. Students would then review the other students' lists prior to a class discussion. Or the active learning steps described in "Another approach" could all be done online. Students would then have a resource tool to use in their current or future work with families.

Reflection

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Reflection questions are provided for each subtopic as suggestions for class discussion.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?



- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding



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Instructors may wish to offer students a choice of which subtopic they wish to further explore. Ask students to identify two resources that will help them (1) ensure that children with disabilities are engaging in active physical play and developing movement skills and concepts, (2) develop additional strategies for individualizing the physical development curriculum, or (3) involve families in their children's active physical play and physical development. Instructors may also suggest to students that they focus on one of the three strands.

A resource could be: a professional—such as a preschool teacher or an early childhood special educator, parent or other family member, Web site, organization, research article, or book. Remind students that the research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* may be good starting points to investigate.

Also, students who are interested in learning more about universal design may want to review pages 319-322 of Appendix D in the *California Preschool Curriculum Framework, Volume 1*, “Resources for Teachers of Children with Disabilities or Other Special Needs.”

Ask students to write a short paper on each resource, summarizing the information they learned and how they can use this information in their work.



Physical Development Domain: Key Topic 4 - Universal Design, Individualizing, and Family Partnerships
Handout 1 – Universal Design Strategies

Universal Design Strategies

Page	Strand/Substrand	Type
Chapter introduction		
133		Guiding principles
134		Guiding principles
135		Guiding principles
136		Environmental factors
137		Environmental factors
Strand: Fundamental Movement Skills		
141	Substrand 1.0 – Balance	Planning Learning Opportunities
143	Substrand 1.0 – Balance	Interactions and strategies
146	Substrand 1.0 – Balance	Interactions and strategies
149	Substrand 2.0 – Locomotor Skills	Teachable moment
151	Substrand 2.0 – Locomotor Skills	Interactions and strategies
152	Substrand 2.0 – Locomotor Skills	Interactions and strategies
154	Substrand 2.0 – Locomotor Skills	Interactions and strategies
155	Substrand 2.0 – Locomotor Skills	Interactions and strategies
160	Substrand 3.0 – Manipulative Skills	Interactions and strategies
161	Substrand 3.0 – Manipulative Skills	Interactions and strategies
167	Substrand 3.0 – Manipulative Skills	Interactions and strategies
168	Substrand 3.0 – Manipulative Skills	Interactions and strategies
169	Substrand 3.0 – Manipulative Skills	Interactions and strategies
170	Substrand 3.0 – Manipulative Skills	Interactions and strategies

Page	Strand/Substrand	Type
Strand: Perceptual-Motor Skills and Movement Concepts		
179	Substrand 1.0 – Body Awareness	Interactions and strategies
184	Substrand 2.0 – Spatial Awareness	Interactions and strategies
185	Substrand 2.0 – Spatial Awareness	Interactions and strategies
188	Substrand 3.0 – Directional Awareness	Interactions and strategies
189	Substrand 3.0 – Directional Awareness	Interactions and strategies
190	Bringing It All Together	Vignette
Strand: Active Physical Play		
194-195	Substrand 1.0: Active Participation	Planning Learning Opportunities
200	Substrand 2.0 – Cardiovascular Endurance	Interactions and strategies
202	Substrand 3.0 – Muscular Strength, Muscular Endurance, and Flexibility	Introduction
205	Substrand 3.0 – Muscular Strength, Muscular Endurance, and Flexibility	Interactions and strategies



Individualizing within the Fundamental Movement Skills Strand

**Physical Development Domain: Key Topic 4 - Universal Design,
Individualizing, and Family Partnerships**
Handout 2 – Individualizing within the Fundamental Movement Skills Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Balance		
Design spaces and activities to develop balance following a developmental progression.		
Provide opportunities that include diverse cultural themes.		
Incorporate balance activities into the children's world.		
Provide opportunities for activities that include both active movements and still body positions.		
Challenge children's balance abilities by asking questions.		
Encourage persistence during challenging balance tasks.		
Post pictures of balance positions and balance activities.		
Design the environment so children combine balance skills with fundamental movement skills and movement concepts.		
Provide a variety of sensory cues that facilitate a multisensory learning.		
Modify balance activities to increase participation by children with disabilities and special needs.		
Use visual aids, foot and handprints, and objects on the floor to promote balancing skills.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Locomotor Skills		
Observe and analyze children's locomotor skills to facilitate planning for learning opportunities.		
Promote progressive development of leg strength.		
Promote progressive development of balance.		
Promote and be aware of the progressive development of coordination of locomotor skills.		
Encourage practice of locomotor movements in both indoor and outdoor environments.		
Use vivid visual information and visual aids that communicate to children in simple ways how to move.		
Use music, songs, rhymes, and stories to provide rhythmic patterns.		
Plan meaningful, purposeful, and connected locomotor activities and games.		
Create picture cards representing different ways to move related to children's cultural background.		
Create culturally diverse scenarios for practicing locomotor skills.		
Encourage persistence during challenging locomotor skills.		
Provide appropriate challenges for children with special needs.		
Express enthusiasm for locomotor skills.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Manipulative Skills		
Observe developmental sequences of fundamental manipulative skills.		
Vary the focus of the manipulative skills.		
Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems.		
Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts.		
Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching.		
Create developmental activities that provide a sense of success.		
Provide opportunities for repeated practice in a safe environment.		
Understand gender-based expectations of the children's culture when teaching manipulative skills.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Provide plenty of encouragement.		
Create manipulative activities that provide automatic feedback and a sense of accomplishment.		
Learn about children's cultural context for fine motor activities.		
Learn about families' values related to fine motor activities.		
Learn about children's prior experiences and personal interests related to fine motor activities.		
Focus on the quality of movement rather than the end product.		
Provide clear, specific feedback to facilitate children's problem-solving process.		
Provide a variety of tools and media to promote participation.		
Design meaningful fine motor activities by incorporating children's diverse backgrounds.		
Provide adaptations to support participation of children with disabilities or other special needs.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Promote children's ability to manipulate objects by feel.		
Provide opportunities for children to engage in fine motor activities in a variety of positions.		
Promote optimal postural support during challenging fine motor activities.		
Position materials vertically.		
Engage children in "heavy work" activities to develop trunk and shoulder muscles.		
Provide resistive activities to develop hand strength.		
Provide activities to develop hand precision.		
Assist children with proper fit and positioning of scissors.		
Provide a variety of media for cutting with scissors.		
Be aware of children's handedness when providing assistance with fine motor activities.		



Individualizing within the Perceptual-Motor Skills and Movement Concepts Strand

Physical Development Domain: Key Topic 4 - Universal Design, Individualizing, and Family Partnerships
Handout 3 – Individualizing within the Perceptual-Motor Skills and Movement Concepts Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Body Awareness		
Use multisensory teaching strategies to reinforce children's learning.		
Use body-parts vocabulary in the child's home language.		
Use alternative communication methods, as appropriate, to teach body-parts vocabulary.		
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play.		
Introduce body-parts vocabulary during structured group games.		
Engage children in singing and movement activities to teach body parts.		
Encourage children to identify and describe body parts in books or in pictures of themselves and family members.		
Provide opportunities for dress-up play.		
Provide opportunities for children to see external representations of their bodies.		
Provide constructional play for children to build or put together body parts.		
Ask children to describe their drawings of people.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Spatial Awareness		
Set up obstacle courses.		
Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low.		
Provide games for children to explore changing the size of their bodies.		
Play games that allow children to move around with objects balanced on different parts of their body.		
Provide pushing and pulling games with peers.		
Play games that require two to three children to work together to transport a large, lightweight object.		
Use dancing and musical games to promote the development of spatial awareness and body control.		
Use positional-concepts vocabulary within the natural context of daily routines.		
Have children participate in cleanup routines by putting away toys.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Engage children in helper roles by performing “heavy work” activities.		
Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language.		
Engage children in songs and rhymes with body movements or spatial concepts.		
Reinforce spatial concepts when reading or looking at books.		
Use props or play objects to guide children in positioning their bodies.		
Use the child’s home language to introduce spatial-concepts vocabulary.		
Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts.		
Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges.		
Substrand: Directional Awareness		
Provide opportunities for child-initiated play in areas with open space.		
Provide safe environments in which children can climb up and down.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games.		
Design activities for children to practice moving alongside or in a line with other people.		
Play games that require children to coordinate moving with others to manage a physical object or prop.		
Provide opportunities for children to move and use their bodies with force.		
Provide opportunities for children to move and use their bodies lightly.		
Engage children in two-handed play activities.		
Position drawing activities vertically.		
Provide parent-play activities to reinforce directional concepts.		
Use the child's home language for introducing directional-concepts vocabulary.		
Adapt movement experiences as needed for children with physical disabilities.		



Individualizing within the Active Physical Play Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Active Participation		
Provide ample opportunities for children to engage daily in active play.		
Create inviting activity environments in which children can be physically active.		
Help children identify appropriate places for different type of physical activity.		
Create an activity environment that is nurturing and supportive and allows likely success.		
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity.		
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children.		
Recognize and take into account any environmental constraints.		
Encourage physical exploration through play equipment and materials.		
Respect differences in children's temperament and find creative ways to engage all children in active physical play.		
Substrand: Cardiovascular Endurance		
Design the physical setting of the play environment to encourage moderate or vigorous physical activity.		
Engage children of all ability levels in activities that promote increased cardiovascular endurance.		
Promote increased cardiovascular endurance through chasing and fleeing activities.		

Physical Development Domain: Key Topic 4 - Universal Design, Individualizing, and Family Partnerships
Handout 4 – Individualizing within the Active Physical Play Strand



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking.		
Use imagery as an effective tool in promoting moderate to vigorous physical activity.		
Provide positive encouragement for participation.		
Promote increased physical activity through story plays.		
Promote cardiovascular endurance through dance and rhythmic activities.		
Substrand: Muscular Strength, Muscular Endurance, and Flexibility		
Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly.		
Promote cardiovascular endurance through repeated muscular endurance activities.		
Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging.		
Allow for supervised risk taking.		
Engage children in the setup of the play space and the return of materials to their original space.		
Promote increased joint flexibility through animal walks, nursery rhymes, and story plays.		
Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children’s physical fitness.		



Family Partnerships Handout

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Handout 5 – Family Partnerships Handout

Create a newsletter to be given to parents and family members periodically. Photos of their children, pictures, and documents in the family's home language about what their children are learning about fundamental movement skills can be included.
Provide suggestions for activities that will support children's continuous fundamental motor skill development. Be specific about how.
Ask parents and family members about the kind of balance, locomotor, and manipulative activities they did when they were young children. They can write them down or verbally communicate with the teachers and their children.
Encourage parents and family members to ask their children about the movement skills the children are learning at their preschool.
Inform parents about the importance of having their children wear comfortable clothes and shoes so they can move easily and freely during physical development activities.
Ask children to show their parents and family members the movements they are learning at their preschool.
Have a parents' "Show and Tell Day" where children show and tell parents their favorite fundamental movement skills.
Ask children to identify the movement skills of the athletes in sport games family members are watching and then demonstrate those skills.
Suggest ways for children to help around the home and at the same time practice their fundamental movement skills. Examples include matching and rolling their socks and tossing them from a short distance into the laundry basket or drawer.
Encourage parents and family members to provide time for children to perform independent daily living activities, such as brushing teeth or getting dressed.

Encourage parents and family members to take their children outside to safe, open spaces and play areas where they can use fundamental movement skills.

Encourage children to use words or signs to identify or describe their body parts when they are completing personal-care activities such as getting dressed or bathing.

Provide opportunities for children to interact with adults and help around the home with activities such as putting away their toys, putting away groceries, sorting laundry, or bringing dirty dishes to the kitchen.

When out in the community, such as at the park or grocery store, communicate with children about objects in the environment.

When looking at books or pictures together, talk about how the characters are positioned and how they are moving their bodies.

When children are playing, ask them to describe what they are doing with their bodies.

Create an “Activity Recall Chart” to be used in the classroom first, then at home. To begin, teachers can use photocopied pages from a date book or daily planner, and colorful letters creatively drawn as an *S*, *M*, and *V* by the children in class as they learn about the differences in the levels of physical activity in which they can participate: ***Sedentary***, ***Moderate***, and ***Vigorous***. It will be helpful to first try this activity in the classroom and then introduce it later at a family night for possible use at home.

First, as a classroom activity help children chart their physical activities over the course of a school day. Young children will need help to recall their activities and how long they lasted. Classify each activity as ***S*** (*sedentary physical activities*, such as story or nap time); ***M*** (*moderate physical activities*, such as playing in the sandbox or doing other fine motor activities); or ***V*** (*vigorous physical activities*: such as climbing stairs, riding a tricycle, running, or engaging in rough-and-tumble play).

Later, as a family activity, use the same letters drawn in school: colored stickers (e.g., red for sedentary, white for moderate, blue for vigorous) or animal stickers (hibernating animals such as bears for sedentary, cuddly animals such as koalas for moderate, speedy animals such as jaguars for vigorous). At the end of the 24-hour period, family members total up the number of each letter (*S*, *M*, *V*), color (*red*, *white*, *blue*), or animal (*bears*, *koalas*, *jaguars*) representing physical activities. Be sure to take time to discuss what you can do as a family to put more moderate to vigorous activity into your day and why it is important.

Have a “Family Dance Party.”
Model healthy behavior.
<p>Take an adventure walk to school. Children in a neighborhood preschool program can become part of an adult-led Walk to School Day. Although it is not recommended that young children walk to school unaccompanied by a responsible adult, they can take part in an adult-led adventure walk.</p> <p>With an adult in the lead and one in the back, turn your walk to school into a journey by “train.” The adults are the engine and caboose, and the children are the freight cars in between. Take time to stress safety by obeying traffic signs, crossing only at designated areas, and looking both ways before crossing streets.</p>
Develop a list of “can do” family rules for active physical play.
Take part in family rough-and-tumble play that respects the rights and wishes of all.
Proper clothing for indoor and outdoor family activities is a must.
<p>Make a FITT activity chart. At a family meeting, discuss the different types of activities that each family member likes; emphasize activities that get the heart pumping and muscles working. Try to follow the FITT principles: F stands for <i>Frequency</i> (how many times the activity is performed each week); I stands for <i>Intensity</i> (how hard one plays). T stands for <i>Type</i> (of activity). And the second T stands for <i>Time</i> or <i>duration</i> (length of time of the activity).</p> <p>Make a weekly chart with the names of each family member and the physical play activities each one wants to engage in (e.g., walking, running, playing an active game, tricycling). Put a check mark or star by each activity in which the family member participates during the week. At the end of the week, discuss what everyone did and whether the four FITT principles were followed.</p>