

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION****GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.	<ul style="list-style-type: none"> ▪ Turns book pages, one page at a time, most of the time. ▪ Scribbles with drawing and writing tools. ▪ Begins to imitate marks (scribbled lines, a circle). ▪ With support, puts on slip-on shoes, coats, hats. ▪ Uses forefinger to thumb grasp with precision. ▪ Uses a paintbrush. ▪ Folds blanket, cloth diaper, or paper, with assistance. ▪ Pours and dumps water, sand, and other materials using containers or a simple tool. ▪ Pours liquid from a small pitcher to a cup. ▪ Opens doors, with assistance, by turning and pulling doorknobs. ▪ Eats with utensils; using some eating utensils appropriately. ▪ Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board). ▪ Imitates hand motions of simple finger plays or songs. 	<ul style="list-style-type: none"> ▪ Provide a variety of books in size and shape for independent holding and page-turning. ▪ Engage child in scribbling using crayons, chalk, markers, and large pencils. ▪ Provide experiences that support the use of fingers and hands in many different positions such as finger painting, manipulating play dough, or painting with a brush at an upright easel. ▪ Engage child in activities that promote moving fingers individually (finger plays, typing on a toy keyboard, or using finger puppets). ▪ Model writing and drawing tools in everyday life. ▪ Engage child in playing with and stacking a variety of sizes of large and small blocks. ▪ Provide time, opportunity, and support for practicing dressing including trying on shoes, coats, hats, gloves, boots, shirts, smocks, and vests. ▪ Offer activities for sorting and folding clothes. ▪ Provide child-sized utensils and containers for pouring during mealtime. ▪ Offer “cooking” opportunities where children pour, scoop, and stir. Offer recipes where precise amounts are not necessary. ▪ Offer mealtime opportunities for children to serve some foods to their own plates. ▪ Provide opportunities for water and sand play with a variety of scooping, filling, and pouring materials. ▪ Offer smocks for children as they play in messy

			<p>activities.</p> <ul style="list-style-type: none">▪ Have brooms, clean up clothes, and paper towels nearby to handle messes and mistakes as children are not yet precise in their coordination.
--	--	--	--