

IDAHO EARLY LEARNING EGUIDELINES

GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Motor Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH			
SUB-DOMAIN: MOTOR DEVELOPMENT			
FINE-MOTOR SKILLS: PRETENSION, REACHING, AND MANIPULATION			
GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Bring hands and objects to mouth. Purposefully manipulate objects.	<ul style="list-style-type: none"> ▪ Reflexively grasps caregiver's fingers. ▪ First grasps objects, and later both grasps and releases the object. ▪ Brings hands into visual space and moves them purposefully. ▪ Reaches and swipes at a dangled object. ▪ Reaches for a toy, mouth open, and brings object to mouth for exploration. ▪ Watches hands while reaching, making some spatial corrections. ▪ When on tummy, or supported sitting, uses one or both hands to grasp toy and brings towards self. ▪ Lying on back brings extended hands together across chest to grasp or to swipe mobile. ▪ Grasps a toy, releases it to the other hand, or drops it. ▪ When relaxed or playing, uses mostly open hands, ready to grasp. 	<ul style="list-style-type: none"> ▪ Encourage baby to interact with adult/other children in grasping and manipulating objects. ▪ Keep baby safe from objects that are small and might cause the baby to choke. ▪ Place your finger on baby's palm for grasping. ▪ Hold or hang safe objects for baby to swipe, both while on back and held on lap. ▪ Offer safe toys that have interesting patterns and bright colors for baby to grasp and mouth, encouraging the baby to interact with both you and the toy. ▪ Provide toys that make sounds that attract baby to grasp, shake, drop, or manipulate the toy. ▪ Put objects where the baby must reach to grasp or move the object. ▪ Offer opportunity for baby to grasp and move objects when they are lying on their back or stomach, and in the sitting position. ▪ Offer rattles, squeeze toys, and soft chewing toys for baby to grasp, shake, suck, pick up, drop, and explore with hands or mouth. ▪ Provide supervised time for the child to lie on the tummy, with rattles and squeeze toys within arms distance.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Demonstrate development in eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task.	<ul style="list-style-type: none"> ▪ Grasps objects purposefully. ▪ Picks up small objects with thumb and forefinger. ▪ Shakes a rattle. ▪ Transfers small object from hand to hand. ▪ Pushes and drops objects off highchair tray, table tops, and from crib. ▪ Successfully closes and then, later, opens simple containers, doors, and drawers. ▪ Self-feeds finger foods ▪ Bangs objects together. ▪ Waves bye-bye and claps hands. ▪ Fills and empties objects from container. ▪ Makes straight line and diagonal marks. Turns pages of a board book independently, and in other books with adult help. ▪ Points at object that is out of reach. ▪ Holds fat crayon with a full-hand grasp and scribbles on large paper. ▪ Fits two cups together, one inside the other. ▪ Holds toy in one hand and explores it with the other. ▪ Stacks objects. 	<ul style="list-style-type: none"> ▪ Provide toys to grasp, transfer, release, and drop; playfully handing the toy back to the baby (e.g. rattles, small blocks, stuffed toys, and balls, avoiding choking hazards). ▪ Provide supervised drawing opportunities offering fat crayons and large paper. ▪ Offer objects for play that offers a variety of sizes and textures. ▪ Play games that engage the child in give and take (e.g. put a hat on your head and let the child pull it off your head, then put the hat on the baby's head and help the child pull it off). ▪ Offer toys and materials that open and close. ▪ Provide board books to encourage reaching, mouthing, and page turning. ▪ Provide a variety of objects and containers to manipulate, especially those that can be filled and dumped. ▪ Sing songs and model finger plays that offer hand play. ▪ Offer a variety of cups of different sizes for water play and for manipulation. ▪ Offer soft blocks that are hand size for building and knocking down. ▪ Offer age-appropriate finger foods such as peas.

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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 activities. ▪ Have brooms, clean up clothes, and paper towels nearby to handle messes and mistakes as children are not yet precise in their coordination.

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<p>36 to 60 Months</p>	<p>Use fingers and hands for purposeful tasks.</p>	<ul style="list-style-type: none"> ▪ Eats with utensils; scoops, spears, and spreads food. ▪ Uses various drawing and art materials (crayons, brushes, finger paints). ▪ Copies shapes and geometric designs. ▪ Opens and closes scissors with one hand. ▪ Cuts a piece of paper on a straight line, then on a curve. ▪ Manipulates small objects with ease (e.g. sorts counting bears into groups, strings beads, screws large screw into soft wood, plants seeds in soil, fits small objects into holes). ▪ Fastens large buttons. ▪ Zips and unzips zippers with some support in getting a zipper started. ▪ Uses stapler or hole-punch. ▪ Completes increasingly complex puzzles (single, cut-out figures to 15-piece puzzles). ▪ Writes recognizable letters and numerals. 	<ul style="list-style-type: none"> ▪ Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole-punch). ▪ Encourage child to strengthen grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers). ▪ Provide a variety of tools to encourage use of precision grasps (e.g. writing utensils such as crayons, pencils, markers, paints, spoons, forks, table knives, glue sticks, scissors). ▪ Provide opportunities for child to practice tying, buttoning, and beading. ▪ Offer a variety of scissors, including hand over hand scissors, lefty scissors, adaptive scissors, blunt scissors, and sharp safety scissors. Demonstrate how to use them safely. ▪ Modify activities to ensure participation of each child (i.e. attach rubber grips to pencils and pens, offer handwriting frame). ▪ Offer supervised wood-working opportunities (gluing, hammering, screwing, and sawing). ▪ Provide toys that include objects that fit into and beside a structure (e.g. playhouse with furniture, horses and fences, or garage with cars).

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60 Months through Kindergarten	Manipulate materials in a purposeful way, planning and attending to fine details.	<ul style="list-style-type: none"> ▪ Removes and replaces easy-to-open container lids. ▪ Folds paper and makes paper objects (airplanes, origami), with assistance. ▪ Cuts, draws, glues with near precision. ▪ Ties knots and shoe laces, with assistance. ▪ Prints letters and numbers (up to 20) with some legibility. ▪ Uses buttons on clothing and zips with minimum assistance. ▪ Pours, spears, spreads, spoons, and cuts simple foods with some precision. ▪ Tears tape off a dispenser without letting the tape get stuck to itself, most of the time. ▪ Puts together and pulls apart manipulatives with appropriate strength and precision most of the time. ▪ Designs shapes by using simple shapes to form larger shapes. 	<ul style="list-style-type: none"> ▪ Involve child in daily activities (setting a table, preparing food, or lacing shoes). ▪ Plays card games in which child must hold, pick up, and turn over cards (Memory, Go Fish). ▪ Engage child in returning blocks, toys, materials to shelves, boxes, or closets, with order and precision. ▪ Provide daily opportunities for child to use art supplies that support fine-motor skills (crayons, chalk, pencils, scissors, glue, stickers). ▪ Provide materials to manipulate such as building bricks, hammer and nails, or beads for stringing and sewing. ▪ Offer opportunity for children to serve themselves most items at mealtimes, using child-sized serving bowls and utensils. ▪ Offer spoons, forks, table knives, and child-sized pitchers at mealtimes. ▪ Offer opportunities to write numerals and letters in a variety of sizes and in a variety of ways (e.g. on blank paper, on lined paper, in a small tablet, with a paint brush on the easel, on a chalk board, on big sheets of paper, on a white board, in the sand, or on the playground blacktop). ▪ Provide time, support, and environments where children can dress and undress themselves (e.g. include time in schedules for children to put on their own coats, shoes, hats, gloves for outside play; offer child height hooks and cubbies for clothes; offer help for children as they get started dressing, then intervene only after they try themselves).