

NAEYC Early Childhood Program Standards and Accreditation Criteria for Physical Development

Topic 2.C: Areas of Development: Physical Development	
2.C.01	
Infants and toddlers/twos are provided	
a	An environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement
They have multiple opportunities to practice emerging skills in:	
b	Coordination, movement and balance, and
c	Perceptual-motor integration*
<i>*(Perceptual motor integration relates to the manner by which a child takes in sensory information processes and interprets the information and then responds automatically to it. Some examples of "perceptual motor integration" could be stacking blocks, ring stacking, crawling through tunnels, copying visual cues or completing puzzles.)</i>	
2.C.02	
a	Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways
2.C.03	
a	Children are provided varied* opportunities and materials that support fine-motor development.
<i>*Varied means two or more. "Fine motor development" refers to the improvement of small muscle movements (usually in the fingers) that enable such functions as writing, grasping small objects, and fastening clothing.</i>	
2.C.04	
Children have varied opportunities to and are provided equipment to engage in large motor experiences that:	
a	Stimulate a variety of skills.
b	Enhance sensory-motor integration.
c	Develop controlled movement (balance, strength, coordination)
d	Enable children with varying abilities to have large-motor experiences similar to those of their peers
e	Range from familiar to new and challenging
<i>New and challenging: Look for evidence of movable or temporary large motor opportunities (e.g., traffic cone bike courses, impromptu obstacles courses, sprinklers to run through in the summer) in addition to regular and/or stationary equipment</i>	
f	Help them learn physical games with rules and structure.
<i>Games with rules and structure include turn-taking and other expected behaviors (e.g., Hokey-Pokey or Simon Says). Evidence for this indicator may also be seen in lesson plans or photos, or indicated by game equipment such as bean bags, bowling sets, or hopscotch squares. Rate as "noOpp" if no large motor activity is observed.</i>	
<i>Large motor experiences may include indoor and outdoor opportunities.</i>	