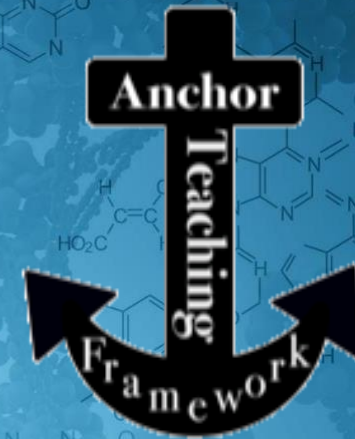


The Importance of Recognizing Gross Motor Challenges



Robin Rettie
Lighthouse Learning Resource





The development of motor behavior bridges the entire lifespan from the first fetal movement to the last dying breath.

Littles enter preschool prewired to learn, but when learning does not occur as expected...

- fear and self-doubt can begin to emerge,
- those emotions may look as though the little is oppositional, lacks effort or is lazy, or is unable to learn.

Without knowing, big peoples can increase...

- many forms of emotions; frustration, anger, irritability, sadness, and withdrawal,





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Gross Motor Skill Develop is Directly Related to Learning and Behavior

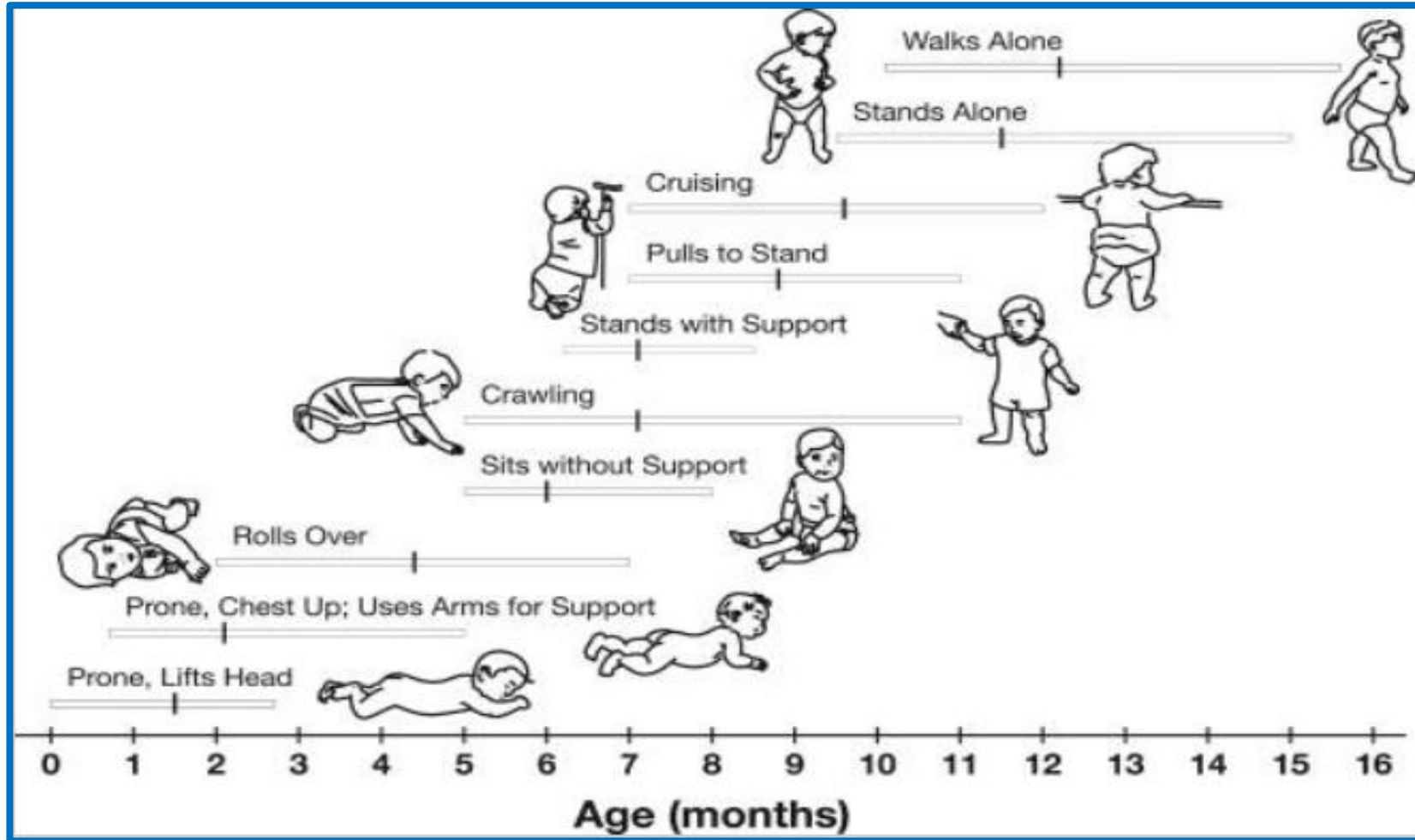
Babies learn from head to toe. Our upper body muscle control develops before our lower body muscle control. As babies grow, they first develop control in their neck (head control) and trunk (sitting balance) and then they learn to control their shoulders, then elbows, wrists, and finally, their fingers. The same goes for the lower body, starting at the hips first, then learning to control their legs, feet, and eventually toes.

~~Criss Cross Applesauce~~



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3 Different Types of Gross Motor Movement:

1. Locomotion, which means movement!

Anything a child does to get from one spot to another is locomotion. Examples of gross motor skills in the locomotion category can include rolling, belly crawling, crawling on hands and knees, scooting, walking, running, climbing, leaping, jumping, and hopping.

2. Stationary skills, which refers to movement in a stationary place.

Gross motor skills that are stationary include head control, sitting balance, standing on one or both legs, rising, falling, bending, stretching, pushing, pulling, swinging, swaying, twisting, and turning.

3. Manipulation, which means moving objects in a variety of ways.

Think about all the things a child can do with a ball - they can roll, throw, catch, kick, stop, or bat a ball. All of these actions are manipulative gross motor skills.





Characteristics you might notice that indicate possible motor challenges

- Head turning/reaching/kicking legs and hands simultaneously
- Walking/running/jumping/tricycle - training wheels - two wheels riding
- Does not use shoulder/arm muscles
- Crawling, pull-up standing, moving left/right, clumsy - falls easily
- Affects on fine motor; **manipulating scissors, pencil grip, grabbing food full handed, avoidance of fine motor activities, etc.**

Possible factors:

- Muscle strength; endurance, coordination, low muscle tone, little exposure 3 different grow motor movement
- Neurological processes in working memory and temporal sequential memory affecting automaticity of muscle memory
- Unrecognized vision and/or hearing challenges
- Poor or underdeveloped visual motor coordination





What behaviors emerge from the child(ren) who is/are challenged with gross motor?

- Poor fine motor, such as handwriting, tying shoes, buttoning, posture control
- Lack of confidence; academic and social challenges
- Reluctance to try - fear
- Frustration, defeated, upset, and disappointment when not able to complete tasks

Possible Factors:

- Developmentally not ready
- Dyspraxia - whole body coordination
- Undiagnosed learning challenges, such as ADHD, Autism - could be precursor to learning needs
- Visual/Motor integration challenges - ability for body and eyes to work together
- Challenged working memory, temporal sequential, processing speed





"Posture is the most fundamental of motor actions. It is the foundation upon which other actions are built. The instant that any part of the body breaks from the support surface—merely raising an arm while supine or lifting the head while prone—torque acting on the body part creates disequilibrium. This is why novice sitting and standing infants lose balance just from turning their heads or lifting their arms."

The Development of Motor Behavior

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5182199/>



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Possible Causes:

- Dyspraxia - movement coordination ranging from running, walking, organization, speech, memory, social and emotional skills, and sensory processing
- Developmental Coordination Disorder is an impairment in the learning of coordination and motor skills, such as needed in writing.
- Hypotonia - decreased muscle tone affecting posture, shallow breathing, joint dislocation.
- Position of feet
- Sensory Systems





- Working Memory
- Sequential Memory - Visual Motor Memory - VMM
- Posture
- Proprioception
- Touch





Neurological Systems to Consider:

- Sensory Processing
- Peripheral/Central Nervous System
- Limbic System

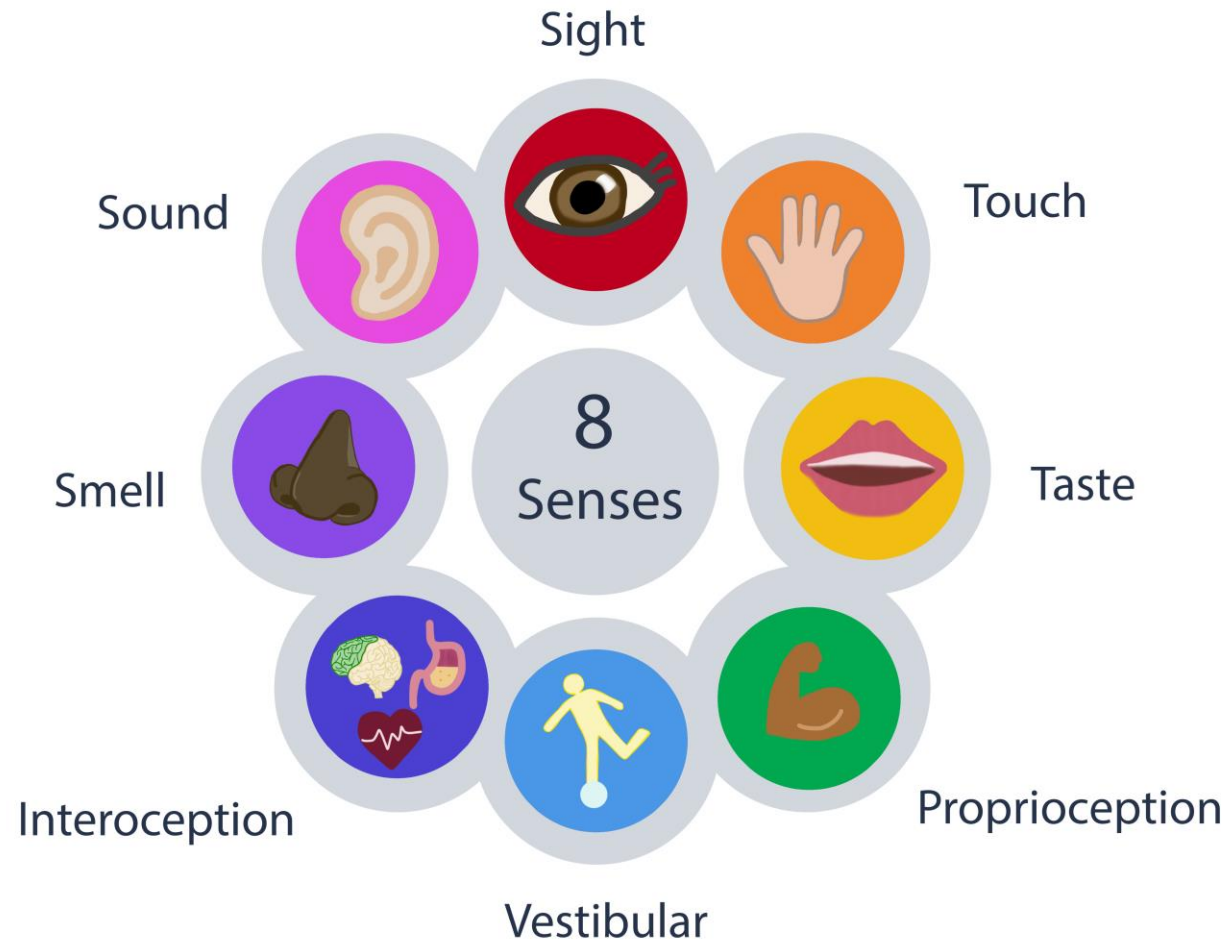
Genetic and Environmental Considerations:

- Emotionality - Genetics (Anxiety, ADHD, Autism)
- Environment - Sensory overload



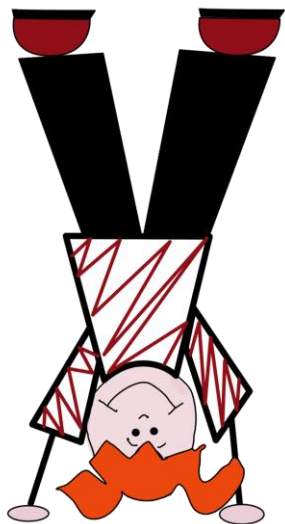
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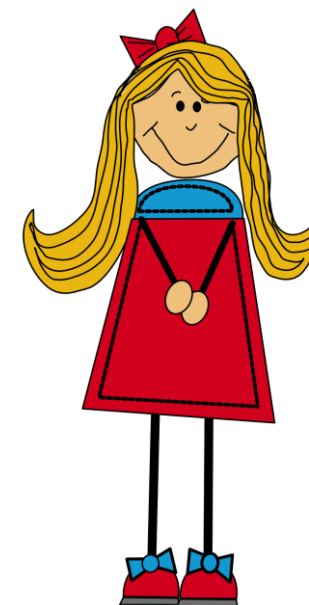




VESTIBULAR



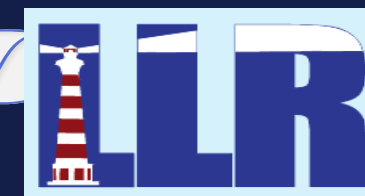
PROPRIOCEPTION



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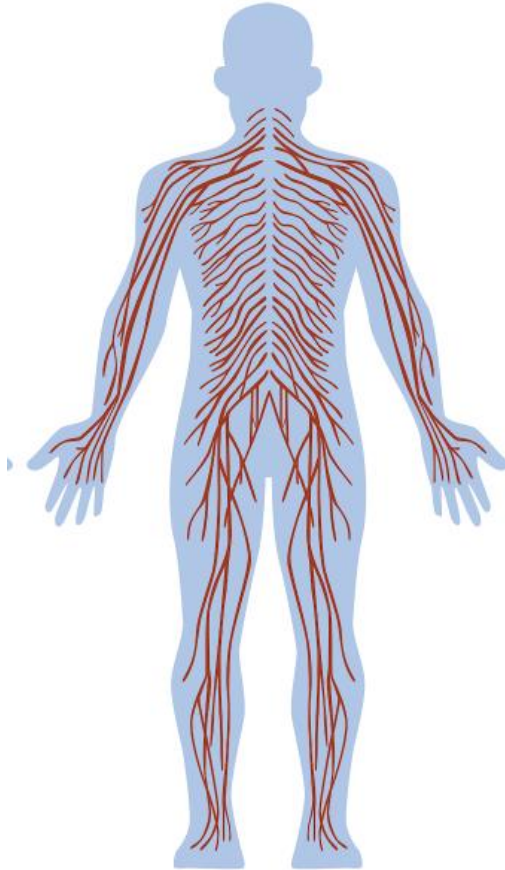


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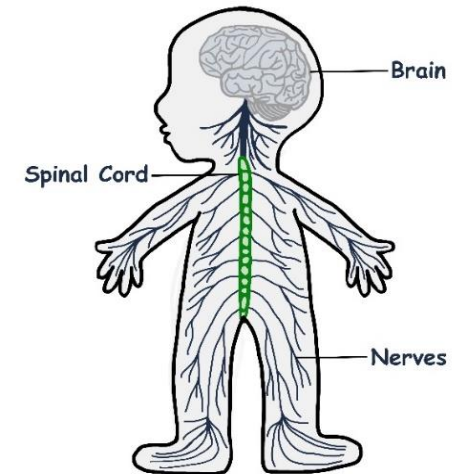
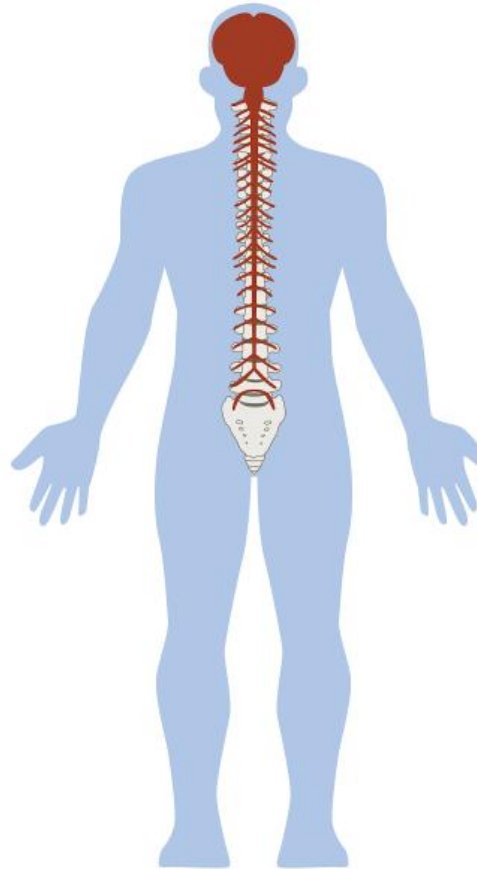




PNS

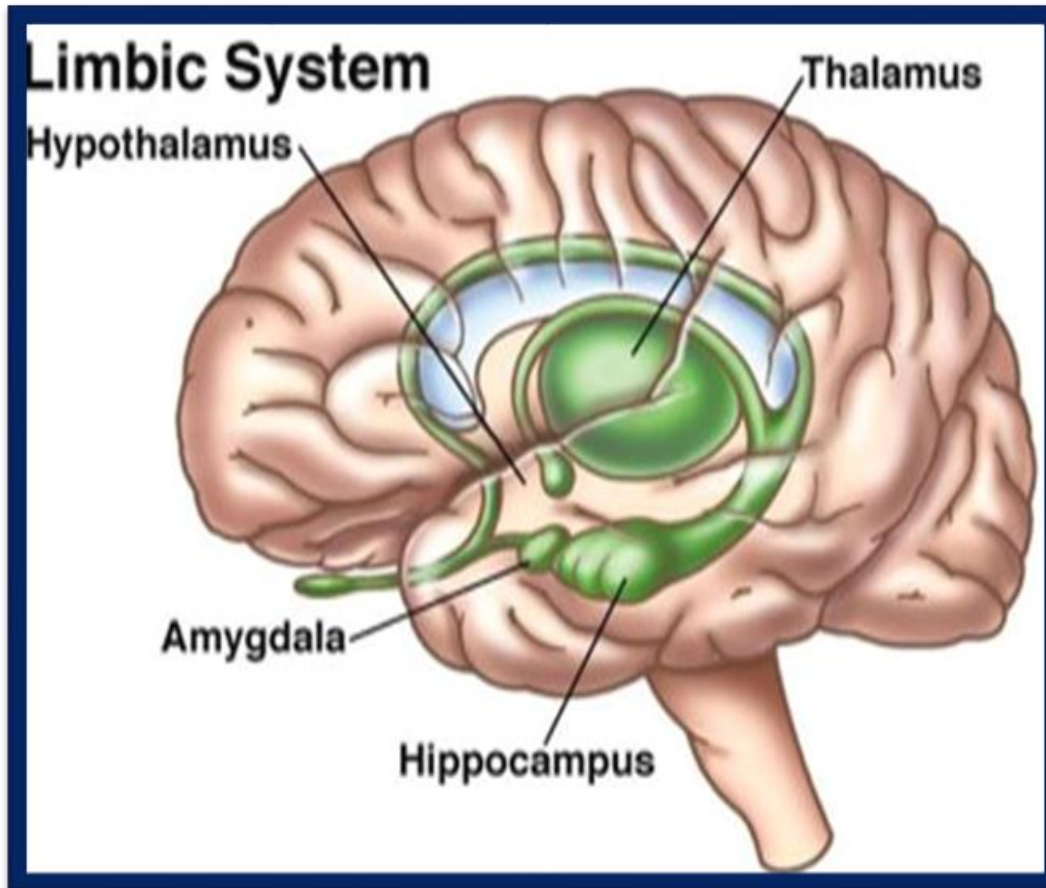


CNS



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HUMAN BRAIN

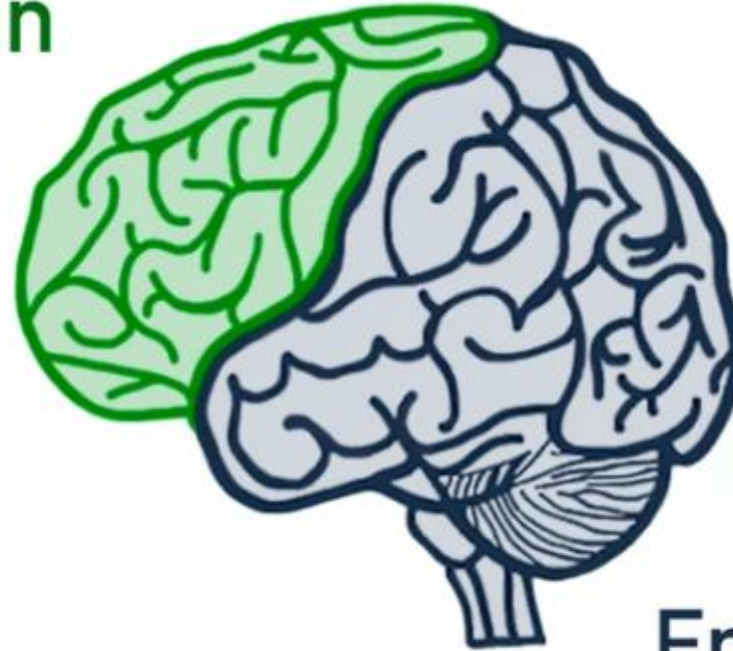
Wonderful, complex, and learns through emotional channels. To manage each day, we need the following;

- 1) Safety
- 2) Trust





Rational Brain



Emotional Brain

Global regions of the brain that interact to maintain self-regulation; rational brain - prefrontal cortex, and emotional brain - limbic system.





WHAT CAN BE DONE?



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Declutter Your Space

- It's not just in your head: extra stuff is stressful
- Distracted much? Clutter makes it hard to focus
- More stuff doesn't equal more fun
- A tendency toward hoarding can keep you up at night

Littles sensory systems are still developing, by design little humans are not ready for Pinterest rooms!

How decluttering your space could make you healthier and happier - Mayo Clinic

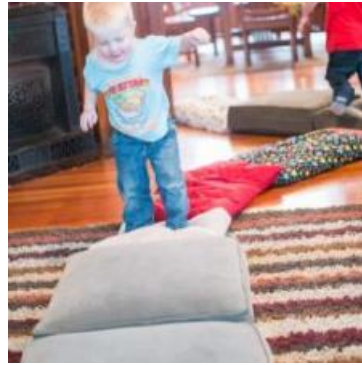




THE POWER OF THE ENVIRONMENT

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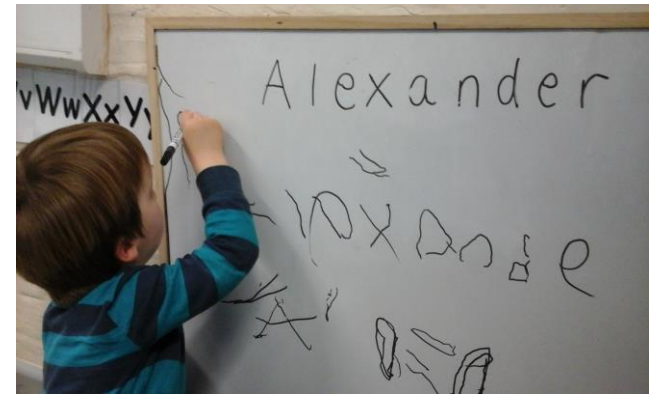




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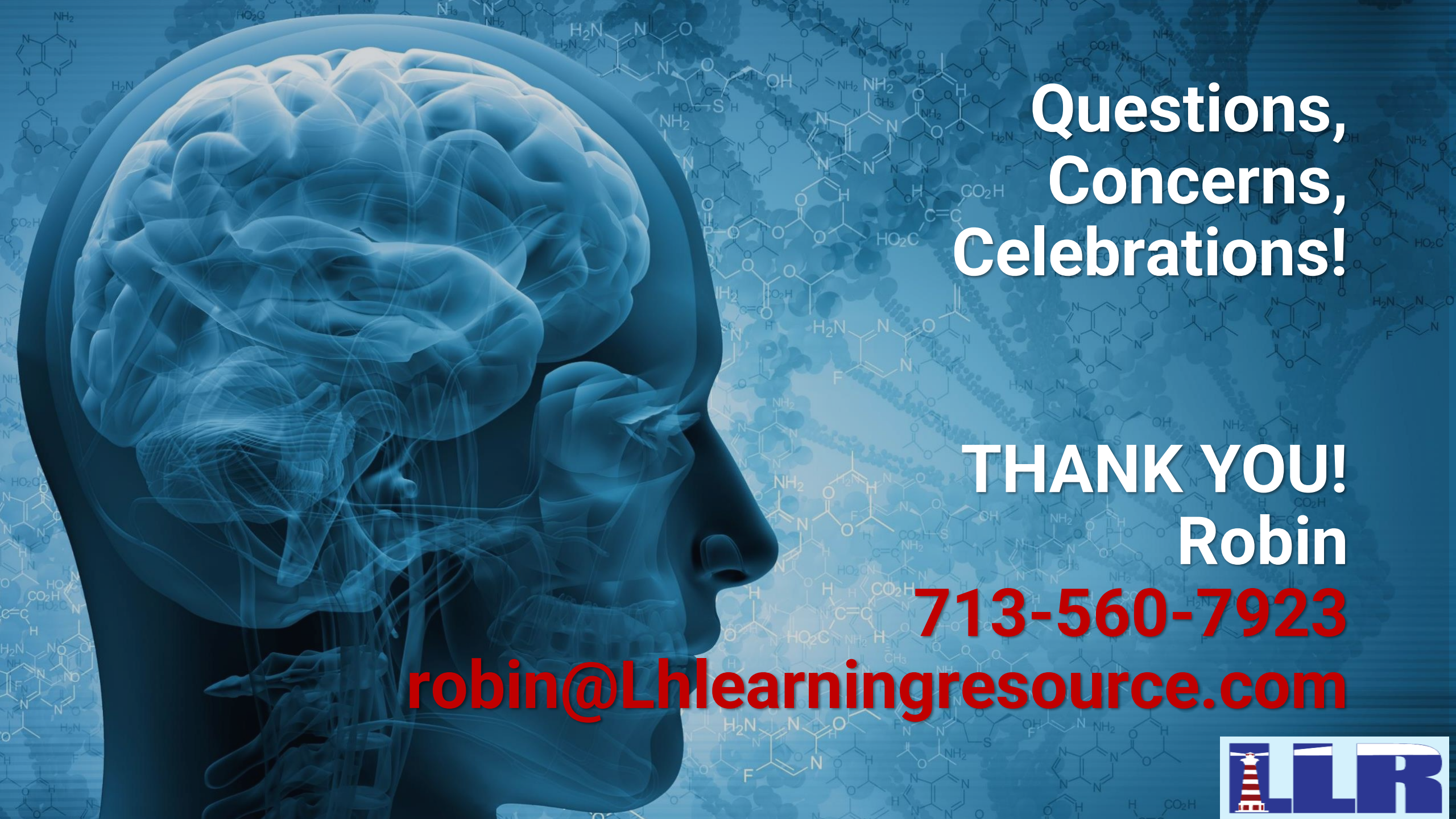
Q & A

Specifically addressing YOUR concerns and needs!



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**Questions,
Concerns,
Celebrations!**

THANK YOU!
Robin

713-560-7923

robin@Lhlearningresource.com

