# CHAMPPS

# CHildren in Action Motor Program for PreschoolerS

**Paddy C. Favazza & Michaelene M. Ostrosky**

with Melissa Stalega, Hsiu-Wen Yang, Katherine Aronson-Ensign, Martin Block, W. Catherine Cheung, and Yusuf Akemoglu

# CHAMPPS: CHildren in Action Motor Program for PreschoolerS

by

**Paddy C. Favazza, Ed.D.**
Saint Anselm College, Manchester, New Hampshire

and

**Michaelene M. Ostrosky, Ph.D.**
University of Illinois at Urbana-Champaign

*with invited contributors*

Melissa Stalega, M.Ed.
Hsiu-Wen Yang, Ph.D.
Katherine Aronson-Ensign, Ph.D.
Martin Block, Ph.D.
W. Catherine Cheung, Ph.D.
Yusuf Akemoglu, Ph.D.

PAUL H. BROOKES PUBLISHING CO.®

Baltimore • London • Sydney

**Paul H. Brookes Publishing Co.**
Post Office Box 10624
Baltimore, Maryland 21285-0624
USA

www.brookespublishing.com



Typeset by Absolute Service, Inc., Towson, Maryland.
Manufactured in the United States of America by Sheridan Books, Inc.



Research was made possible by Grant R324A150074 from the U.S. Department of Education, Institute of Education Sciences. The contents are solely the responsibility of the authors and do not represent the official views of, or endorsement by, the funding agency.

Favazza, P. C., & Ostrosky, M. M. (2015–2018). CHAMPPS (CHildren in Action: Motor Program for PreschoolerS) (PR/Award No. R324A150074). Washington, DC: Institute of Education Sciences.

**Library of Congress Cataloging-in-Publication Data**

Names: Favazza, Paddy C., 1954- author. | Ostrosky, Michaelene, author. | Stalega, Melissa, contributor. | Yang, Hsiu-Wen, contributor. | Aronson-Ensign, Katherine, contributor. | Block, Martin E., 1958- contributor. | Cheung, W. Catherine, contributor. | Akemoglu, Yusuf, contributor.
Title: CHAMPPS : children in action motor program for preschoolers / by Paddy C. Favazza and Michaelene M. Ostrosky ; with invited contributors, Melissa Stalega, Hsiu-Wen Yang, Katherine Aronson-Ensign, Martin Block, W. Catherine Cheung, Yusuf Akemoglu.
Description: Baltimore : Paul H. Brookes Publishing Co., [2023] | Includes bibliographical references and index.
Identifiers: LCCN 2022018977 (print) | LCCN 2022018978 (ebook) | ISBN 9781681254258 (paperback) | ISBN 9781681255866 (epub) | ISBN 9781681255873 (pdf)
Subjects: LCSH: Physical education for children—Curricula. | Physical education and training—Study and teaching (Preschool)—Curricula. | Movement education—Study and teaching (Preschool)—Curricula. | Education, Preschool—Activity programs. | Motor ability in children. | BISAC: EDUCATION / Curricula | EDUCATION / Teaching / Subjects / Physical Education
Classification: LCC GV443.F38 2023 (print) | LCC GV443 (ebook) | DDC 372.86/044—dc23/eng/20220524
LC record available at https://lccn.loc.gov/2022018977
LC ebook record available at https://lccn.loc.gov/2022018978

British Library Cataloguing in Publication data are available from the British Library.

2026 2025 2024 2023 2022

10 9 8 7 6 5 4 3 2 1

# Contents

# About the Authors

**Paddy C. Favazza, Ed.D.,** Senior Research Fellow, Saint Anselm College, 100 St. Anselm Drive, Manchester, NH 03102

Dr. Favazza is a senior research fellow at Saint Anselm College. She designed and co-authored *The Making Friends Program: Supporting Acceptance in Your K–2 Classroom* (2016), the *Acceptance Scale for Kindergarteners-Revised (ASK-R),* and the *Inventory of Disability Representation,* and numerous publications in journals such as *Young Exceptional Children, Palaestra, Young Children, Journal of Early Intervention, International Journal of Inclusive Education,* and *Adapted Physical Activity Quarterly.* Her research focuses on the development of research-informed, literacy-based strategies to support social acceptance of young children with disabilities, measurement of attitudes in young children, and universal design for learning (UDL)-infused physical activities for preschoolers in inclusive early childhood classes. She has a particular interest in developing curriculum with strong theoretical underpinnings related to the inclusion of children with disabilities, viewing these as a vehicle for family, school, and community inclusion. Professor Favazza has taught and undertaken research in the United States (Louisiana, Tennessee, Massachusetts, and Rhode Island) and in the global context (Nicaragua, Bolivia, Romania, Cyprus, Kenya, Tanzania, The Netherlands, and Turkey). Additional roles in higher education include professor of early childhood special education (ECSE), director of a graduate ECSE program, principal investigator (Institute of Education Sciences), and Fulbright Scholar (Romania).

**Michaelene M. Ostrosky, Ph.D.,** Professor of Education, University of Illinois at Urbana-Champaign, 288 Education, 1310 South Sixth Street, Champaign, IL, 61820

Dr. Ostrosky is Grayce Wicall Gauthier Professor of Education in the Department of Special Education at the University of Illinois at Urbana-Champaign (UIUC). She has been involved in research and dissemination on the inclusion of children with disabilities, social–emotional competence, and challenging behavior. Through her work at the national Center on the Social and Emotional Foundations for Early Learning, she was involved in the development of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children and is a co-author of *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers* (2021). Professor Ostrosky is a former editor of *Young Exceptional Children* (YEC) and the co-editor of several YEC monographs. Additionally, she co-authored *The Making Friends Program: Supporting Acceptance in Your K–2 Classroom* (2016), which supports the acceptance of individuals with disabilities, and *The Project Approach for All Learners* (2018), which is a method to engage children through in-depth investigations of topics that spark their interest.

Dr. Ostrosky has been recognized for her professional accomplishments with honors such as UIUC University Scholar, Goldstick Family Scholar, College of Education Senior Scholar, and the Division of Early Childhood of the Council for Exceptional Children's Award for Mentoring.

# About the Contributors

**Yusuf Akemoglu, Ph.D.,** Assistant Professor of Early Childhood Special Education, Duzce University, Konuralp, Duzce, Turkey

Dr. Akemoglu worked with young children (birth–5 years) for several years prior to earning a doctorate in special education from the University of Illinois at Urbana-Champaign. His research examines parent-implemented language and communication interventions. Dr. Akemoglu has authored and co-authored several publications and presented his work at numerous national and international conferences in the field of early childhood special education.

**Katherine Aronson-Ensign, Ph.D.,** Research Fellow, Global Youth and Education, Special Olympics International, 1133 19th Street, NW, Washington, DC 20036

Dr. Aronson-Ensign served as a lead graduate assistant on CHAMPPS, assisting in the development of motor activities, selecting and evaluating materials, and undertaking data collection, data entry, and analysis. She is currently a research fellow for Special Olympics International. Previously, she was a research assistant and teaching fellow at the Institute for Community Inclusion at the School for Global Inclusion and Social Development at the University of Massachusetts Boston. She is passionate about using sports programs to impact post-conflict reconciliation, which is reflected in her research on the effects the Organization of Women in Sports–Women's Soccer for Unity program in Rwanda has on participants' tolerance. She has published several articles focused on the importance of increasing physical activity levels and school readiness skills for children in inclusive settings, promoting peace through sports globally, and the experiences of Syrian refugee youth in Lebanon.

**Martin Block, Ph.D.,** Professor, Department of Kinesiology, School of Education and Human Development, University of Virginia, 550 Brandon Avenue, Box 400407, Charlottesville, VA 22904-4407

Dr. Block is a professor in the Department of Kinesiology at the University of Virginia, where he teaches courses in adapted physical education and motor development. He is internationally known for his work on including children with disabilities in general physical education as well as his work on programs for children with severe disabilities. Among other works, he is the author of *A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation* (2016) and co-author of *Developmental and Adapted Physical Activity Assessment* (2018). Professor Block's primary consulting work is with Special Olympics, Inc., where he has worked with the Motor Activity Training Program (MATP), and Young Athletes.

**W. Catherine Cheung, Ph.D.,** Postdoctoral Research Associate, Department of Special Education, College of Education, University of Illinois at Urbana-Champaign, 1310 South Sixth Street, Champaign, IL 61820

Dr. Cheung is a postdoctoral research associate in the Department of Special Education at the University of Illinois at Urbana-Champaign. Her research focuses on the correlation between motor, cognitive, socioemotional, and communication skills in young children with disabilities.

**Melissa Stalega, M.Ed.,** Doctoral Fellow, Neag School of Education, University of Connecticut, 249 Glenbrook Road, Unit 3064, Storrs, CT 06269

Melissa Stalega served as the lead project coordinator on CHAMPPS, coordinating grant activities and contributing to the program's development. She has since managed and contributed to several federally and privately funded projects at the University of Connecticut, including B.R.A.I.N. Camp, the APPRISE Project, and the R.E.S.C.U.E. Project. Melissa has also supported the development of professional learning modules for the National Center on Intensive Intervention. She is currently a doctoral fellow at the University of Connecticut with a focus on bridging the gap between reading research and application in the classroom. Her research background is rooted in early childhood special education including teacher–child interactions, inclusion, and reading and literacy.

**Hsiu-Wen Yang, Ph.D.,** Research Investigator/Technical Assistance Specialist, Frank Porter Graham Child Development Institute, 517 S. Greensboro Street, Carrboro, NC 27510

Dr. Yang is a technical assistance specialist and research investigator at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. She received her master's degree in occupational therapy from the National Taiwan University and her doctorate in special education from the University of Illinois at Urbana-Champaign. As a former occupational therapist, she has worked with young children with developmental disabilities and their families in a variety of settings. Her research focuses on early intervention, family-centered practices, parent coaching, inclusive practices, and social–emotional development.

# Preface

The idea for CHAMPPS came from several converging experiences that the lead authors, Paddy Favazza and Michaelene Ostrosky, had in the field of early childhood special education. First, as former teachers of young children with disabilities, we were tasked with "teaching" physical education with limited formal training in this content area and no access to curriculum to guide instruction. Later, as professors and researchers in the field, we had numerous opportunities to observe early childhood and early childhood special education programs where we found many programs and teachers with similar experiences (e.g., no established motor program, inadequate training, limited time dedicated to structured motor play and physical activity). At the same time, we recognized that the context of play and being physically active was central to a young child's development and that all developmental domains could be supported through intentionally structured motor play activities. The need for such a program was timely and important as we continue to see 1) an increase in the inclusion of preschool children with disabilities, many of whom have motor delays and deficits; 2) an increase in sedentary behavior, obesity, and screen time among preschoolers; and 3) a gap in preschool motor curriculum and training based on sound theory and efficacy research. Finally, Dr. Favazza had a unique opportunity to undertake research and development activities as a consultant with Young Athletes. (To learn more about the Young Athletes Program at the University of Massachusetts Boston, visit this link: https://www.umb.edu/csde/research/past_projects/young_athletes_curriculum.) Observations of this excellent community-based motor program gave insight into the gaps in school-based motor programs, specifically, the need for a motor program with

- Sound theoretical underpinnings
- Data-based motor activities that lead to increased physical activity levels and improvements in motor skills
- Programmatic links to school readiness (i.e., supports for social, communication, and preacademic goals)
- An internal structure to ensure elevated levels of physical activity
- Lessons embedded with universal design for learning (UDL) strategies to support all children in inclusive preschool settings
- Links to literacy and language through children's motor-themed books and music videos, visual supports, vocabulary, and verbal prompts

The concept for CHAMPPS was born from these experiences and observations, leading to an exciting and daunting review of the research on motor development of young children and existing motor activities and programs. Armed with a few ideas, we turned to preschool teachers to assist us in the development and evaluation of a motor program that was responsive to the gap in programming and the current challenges faced by preschool children with and without disabilities.

## Purpose

The purpose of CHAMPPS is to provide a theoretically grounded, research-based motor program to support increased activity levels and motor skills in young children in inclusive early childhood classes. In addition, CHAMPPS was developed to provide teachers and parents with activities that enable them to integrate new skills into active motor play, thereby supporting other areas of development such as social, communication, pre-academic, and approaches to learning. CHAMPPS is intended to be flexible in implementation as teachers determine the breadth and scope of content to present at any given point in time. Teachers are encouraged to adapt CHAMPPS in response to the needs and interests of their students as well as the characteristics of a school or program (e.g., half-day versus full-day, amount of time dedicated to active motor play, number of adults in the classroom).

## How This Book Is Organized

This book is organized in three sections. Section I, CHAMPPS Fundamentals, provides an overview of CHAMPPS. In Chapter 1, we discuss the philosophy and instructional objectives underlying this program and outline its components, format, and structure. In Chapter 2, we present a detailed rationale for an inclusive preschool motor program. We describe key features of CHAMPPS: its sound theoretical underpinnings, its explicit connections to professional guidelines and evidence-based practices, and its grounding in UDL principles and strategies. We also present guidelines for including all children in motor play activities to support their motor development. Tips for facilitating smooth transitions, managing behavior challenges, and using verbal prompts are included.

Section II, Get Moving: CHAMPPS Motor Skills Units, is the heart of this book. It begins with guidance on the practical aspects of implementing CHAMPPS units: tips for getting started, sample unit schedules, and the like. The seven CHAMPPS units reflect the standard progression of the development of fundamental motor skills, from foundational skills (e.g., body awareness, motor imitation, visual tracking), walking, and running, to more advanced skills such as balancing, jumping, and hopping, and movement skills that involve motor play with objects (catching, throwing, striking, and kicking). Among other features, each unit includes

- Unit objectives and key vocabulary
- Guidance on setup of the learning environment and needed materials
- Space for your unit planning notes
- Lessons with warm-up, core, and cool-down activities, including songs to help children remember the movements and classroom routine
- Suggestions for children's books and music videos that correspond to each motor unit
- Suggestions for adapting activities using UDL strategies and for incorporating school readiness skills
- Walk-Around Cards as a quick reference that you can keep on hand as you lead an active motor lesson
- A glossary of verbal prompts you can use when teaching different movements
- Recommendations for Visual Support Cards to use with each unit; these are available as a downloadable resource
- Suggested variations for the lesson activities
- Home materials for families to implement a portion of CHAMPPS at home each week

Section III, Additional Resources, is intended to help teachers tailor CHAMPPS to the needs and interests of the children with whom they work; address individual children's challenges with specific motor skills; and implement CHAMPPS with the resources they have available. This section begins with a detailed Skill Leveling Guide, addressing each of the motor skills covered in the CHAMPPS units. This guide helps teachers assess a child's skill level, identify subskills to emphasize, and troubleshoot using concrete instructional strategies and verbal prompts. It also lists additional resources and references, both print and online, that teachers may want to consult for more information about the motor skills covered in CHAMPPS. Following the Skill Leveling Guide, selection criteria and recommendations for books, videos, and materials are provided so that every teacher can adapt this program to their classroom.

Finally, additional resources for CHAMPPS can be accessed online at the Brookes Download Hub. These printable and reproducible resources include

- Walk-Around Cards and Home Activities materials included in the book
- Sample of 21- and 28-week teaching schedules included in the book, along with additional sample schedules for teaching CHAMPPS over a shorter or longer time period
- Visual Support Cards, available online only, to help children learn specific movements, body parts, and other CHAMPPS concepts
- Wall posters, available online only, listing the activities and related songs for each CHAMPPS unit for easy reference during an active motor lesson

It is our genuine hope that CHAMPPS makes a unique contribution to the curricular needs of teachers of young children with and without disabilities or delays. We envision CHAMPPS serving as a fun motor play program designed for embedding teacher-selected school readiness skills within the motor play activities with additional supports through interactive motor books and videos, UDL strategies, verbal prompts, and visual supports. Get ready to get moving with the children you teach—and have fun!

# Acknowledgments

This book has been a labor of love and pulling it together during a pandemic has really challenged us in ways that we could never have imagined. First and foremost, we wish to acknowledge and thank the teachers and assistant teachers who collaborated with us in creating this curriculum. They offered ideas throughout the development of CHAMPPS, they challenged us when activities did not go as planned, they offered suggestions for adapting materials and motor activities, and they celebrated small and large successes with us. We are incredibly grateful that they were willing to partner with us on this journey.

We also would like also to acknowledge all of the preschool children and their families who have shaped our work. To enter into children's play has been a gift as they have repeatedly ignited our imagination and showed us new ways of interacting, cooperating, and playing with one another with courage and excitement (and sometimes a little bit of frustration!), when gently challenged with new tasks that stretched their motor abilities and their social, cognitive, and communicative skills.

We would be remiss if we did not acknowledge the Institute of Education Science and Dr. Amy Sussman, our project officer, for supporting us as we tackled our goal to develop a motor program for use in inclusive preschool classrooms. Without your support and guidance, this would never have been possible. Also, our developmental editor extraordinaire at Brookes Publishing, Tess Hoffman, was an insightful contributor, challenger, and cheerleader as we worked through all of the logistics of pulling together a curriculum that has so many moving pieces.

Finally, we want to express our deep gratitude to our families who supported us on our journey to develop CHAMPPS. Their encouragement and interest in our work helped incredibly and kept us motivated. In the end, this book was completed with and for all of you—early childhood teachers, children, parents, and our families—and for that we are thankful.

*We dedicate this book to the many teachers and assistant teachers who shared their ideas with us during the development phase of the CHAMPPS curriculum. These professionals provided thoughtful and critical feedback for improving each activity as they implemented it with their preschool students. The past few years amid a global pandemic have highlighted the incredible work you do each and every day to support children and their families. Thank you.*

CHAPTER 1

# INTRODUCTION

CHAMPPS (*CHildren in Action: Motor Program for PreschoolerS*) is a semi-structured motor program that utilizes universal design for learning (UDL) strategies to support school readiness skills (e.g., motor, social, language, pre-academics) while elevating children's physical activity levels. This class-wide program can be implemented for 21–28 weeks, depending on how it is structured, and is intended for use in inclusive preschool classes. The longer version includes 2 review days for each unit, which we have found to be very beneficial as children are learning new motor skills.

## PHILOSOPHY OF CHAMPPS

CHAMPPS is based on the philosophy that *every child has the right to be fully engaged in their world, including the right to regular opportunities for motor play and physical activity.* This philosophy is consistent with the tenets of several professional organizations (i.e., National Center for Physical Development and Outdoor Play, 2010; United Nations Children's Fund [UNICEF], 2006) that emphasize the need to support children in their most important contexts for learning, during play and physical activity, which subsequently assists with all areas of development.

## ALIGNMENT WITH PROFESSIONAL GUIDELINES

CHAMPPS is aligned with the tenets of several leading professional organizations that emphasize the need for young children to be physically active during school. For example, the Division for Early Childhood (DEC) of the Council for Exceptional Children recommends that teachers create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains (DEC, 2014). Both the National Association for the Education of Young Children (NAEYC, 2020) and the U.S. Office of Disease Prevention and Health Promotion (ODPHP, 2018) stress that physical activity and play impact all areas of child development, recognizing that children learn in active and integrative ways (Parker & Thomsen, 2019). Lastly, the ODPHP (2018) guidelines indicate that preschoolers should be physically active throughout the day, engaging in at least 60 minutes of structured motor play (e.g., motor lessons, sports, dance) and at least 60 minutes of unstructured motor play (e.g., free play, recess) each day. Collectively, these guidelines support the use of programs like CHAMPPS as part of the preschooler's school day.

## OBJECTIVES OF CHAMPPS

The objectives of CHAMPPS are twofold in that they focus on impacting children and teachers alike. As a result of participating in CHAMPPS, children will

- Spend more time being physically active (having elevated physical activity levels)
- Develop school readiness skills (motor, social, language, pre-academics, and approaches to learning)

Teachers will

- Gain an understanding about the importance of motor skill development and physical activity for young children
- Learn strategies for individualizing motor play for all children
- Create ways to support school readiness through intentional motor play

## UNIQUE ASPECTS OF CHAMPPS

How is CHAMPPS different from other motor programs?
There are several aspects of CHAMPPS that make it unique. CHAMPPS includes:

- A strong theoretical foundation that is informed by current professional guidelines
- Semi-structured lessons to elevate children's physical activity levels
- UDL strategies to support active motor play of all children
- Suggestions for supporting knowledge and skills in motor, social, language, and pre-academics areas
- Links to literacy, music videos, and supports for family involvement
- A flexible format for use in full-day and half-day preschool programs

The sections that follow describe the components, format, and structure of CHAMPPS.

### Components of CHAMPPS

CHAMPPS has seven units that focus on the most common motor skill areas acquired during the early childhood years. These standard motor skills are considered foundational to overall child development (Clark, 1994; Clark & Metcalfe, 2002) and include fundamental skills (i.e., body awareness, motor imitation, visual tracking), walking/running, balance/jumping, catching, throwing, striking, and kicking. See Table 1.1 for a summary of the components that are described next.

***Lessons*** Every teacher-led CHAMPPS lesson contains one whole-group warm-up activity, three core motor play activities (in small group, pairs, or independent practice), and one whole-group cool-down activity, with the teacher modeling all motor movements. Lessons include objectives, key vocabulary, and Home Activities that encourage family members to do some of the CHAMPPS activities with their child each week.

***Universal Design for Learning Strategies and School Readiness Suggestions*** Because preschool classes have children with varied learning needs, every CHAMPPS lesson includes a wide array of UDL strategies and ideas for supporting school readiness skills. Therefore, prior to implementing a lesson, teachers select the UDL strategies that match the needs of their students. Likewise, prior to using CHAMPPS, teachers choose which school readiness skills they will emphasize. Simply put, each CHAMPPS lesson is tailored to match the needs of the class when the teacher selects UDL strategies and school readiness skills on which to focus.

**Table 1.1.** CHAMPPS components

| Components | Description |
|---|---|
| **Units** | Seven units: 1) foundational skills (i.e., body awareness, motor imitation, visual tracking), 2) walking/running, 3) balance/jumping/hopping, 4) catching, 5) throwing, 6) striking, and 7) kicking |
| **Lessons** | One lesson for each unit with the same activities repeated six times; optional variations are included for different activities.<br>Each 30-minute lesson includes one warm-up activity, three core motor activities, and one cool-down activity. The warm-up activity, cool-down activity, and one core motor play activity include singing while doing the motor movements.<br>Each unit includes a Wall Poster and Walk-Around Card summarizing the activities and songs for teachers to use as a quick reference while working with children. |
| **Universal Design for Learning (UDL) Strategies** | UDL strategies are included for every activity within each lesson.<br>Teachers preselect UDL strategies or insert their own ideas for UDL strategies based on the needs of their students. |
| **School Readiness Suggestions** | Each lesson has school readiness knowledge/skill suggestions. Teachers preselect the school readiness areas on which to focus to support motor, social, language, approaches to learning, and/or pre-academic objectives from their school's preschool curriculum. |
| **Video Link: Music Video Suggestions** | Teachers preselect music videos using the criteria for music video selection to identify an interactive motor video that reinforces the motor movement from each CHAMPPS unit. See the list of suggested videos in the Resources for Musical Motor Activities–Videos in Section III, Additional Resources. |
| **Literacy Link: Interactive Motor Books** | Each unit has recommended preschool interactive motor books that correspond to the motor movements from each CHAMPPS unit. Teachers preselect an interactive motor book from the suggested preschool motor books or use the criteria for book selection to identify an interactive motor book that reinforces the motor movement from that CHAMPPS unit. |
| **Home Activities (Family Component)** | Each unit has weekly communications for families, encouraging them to implement CHAMPPS at home *after* the motor activities have already been introduced at school. The communication includes ideas for using common items from the home in lieu of specialized equipment. |
| **Additional Resources** | In addition to the lessons, UDL strategies, and suggestions for school readiness, the CHAMPPS manual provides background information on motor skill development and physical activity, Walk-Around Cards, a comprehensive Skill Leveling Guide, Classroom Inventory for Motor Play (CIMP), CHAMPPS Criteria for Selecting Physical Activity Music Videos, and CHAMPPS Criteria for Selecting Preschool Interactive Movement Books. |

***Suggestions for Music Videos*** Music videos are utilized in CHAMPPS because they provide a unique type of visual and auditory support for children to practice motor skills introduced in the lessons while elevating their physical activity level. Music videos are added to each unit after the first two lessons in the unit are completed. Typically, after two repeated lessons, children understand the motor play activities and can transition easily from one activity to the next. Thus, once that lesson familiarity is established, a music video is inserted into the lesson. Because music videos can result in sustained vigorous physical activity levels, the duration for music videos was carefully considered and informed by research. Brown et al. (2009) found that a duration of sustained physical activities beyond 5 minutes is not appropriate for preschool children. Therefore, the duration of music video activity is gradually increased with the maximum length of the music video activity being 4 minutes.

Allowing for flexibility, teachers decide when their students are ready for music videos to be added to the lessons. Section III, Additional Resources, includes CHAMPPS Criteria for Selecting Physical Activity Music Videos, a list of recommended videos, and Resources for Musical Motor Activities. Teachers should use the criteria provided to select videos on their own. Or to easily get started, see the list of recommended video choices, which were carefully evaluated and chosen for each unit.

***Suggestions for Interactive Motor Books*** Interactive motor books are used in CHAMPPS to link literacy to motor play while also increasing children's physical activity levels. Some teachers use these books to introduce a new unit *prior to* the CHAMPPS lessons or to provide additional

opportunities to address or review specific motor skills *after* the CHAMPPS lessons. Teachers can use one of the recommended books that were carefully evaluated from a wide array of available preschool interactive books, or they may use the CHAMPPS Criteria for Selecting Preschool Interactive Movement Books (found in Section III, Additional Resources) to select their own books.

***Communications for Home Activities*** Each motor unit includes a message for families describing an abbreviated version of a CHAMPPS lesson to implement at home, *after* the activities have been introduced at school. The Home Activities communication includes the opening and closing song and one motor activity. It also provides the names of interactive books and teacher-selected videos, in case families want to access these resources online or at their local library. In addition, the communication includes ideas for using common items from the home in lieu of motor materials.

CHAMPPS has an intentionally designed format and internal structure to maximize the benefits for and useability with all young children while providing the flexibility needed by teachers in a wide variety of preschool programs.

## Format of CHAMPPS

CHAMPPS is intended for use in inclusive preschool settings 2 or 3 days a week for a minimum of 30 minutes each day. However, teachers may choose to implement CHAMPPS more frequently or select specific activities to implement based on the needs and interests of their students or the time constraints in their program. Each of the seven motor units has six repeated lessons, optional review days, and weekly home communications for family members to implement CHAMPPS.

Repeated lessons are important for a number of reasons. Young children with and without disabilities need multiple opportunities to do the same activities because this

- Improves their knowledge and skills (i.e., motor, social, language, pre-academic) through repeated learning opportunities
- Supports their sense of security and confidence by ensuring they know what happens next
- Eases the transition from one activity to the next as children become familiar with the activities

Repeated lessons also can lead to children's increased capacity to take on leadership and partner roles during CHAMPPS as they become familiar with the activities. Finally, self-help skills (e.g., set up, clean up) and appropriate behavior are likely to increase during independent practice when children are familiar with the routine of the activities.

The frequency of CHAMPPS lessons will vary from class to class as it is likely to be influenced by scheduling factors in each school. For example, a half-day preschool program may opt to implement CHAMPPS for 2 days a week, whereas a full-day program may implement CHAMPPS for 3–4 days a week because of differences in their scheduling needs. Consequently, the frequency of implementing CHAMPPS may impact the duration. For example, if CHAMPPS is implemented twice a week, it would take 3 weeks to complete six repeated lessons for each motor unit, whereas if CHAMPPS is implemented 3 days a week, it would take 2 weeks to complete each motor unit. Thus, each preschool program or teacher decides on the frequency of CHAMPPS lessons. Of note, CHAMPPS can be implemented more than the six repeated lessons by adding two review days per unit, depending on children's interests and needs. See Section II for sample schedules of CHAMPPS, with and without the optional review days included.

As noted above, each CHAMPPS unit includes two optional review days for teachers to pause or take a break from the repeated lessons. The purpose of a review day is for teachers to select specific activities from the current lesson to provide additional time focused on skills that children need more time mastering (e.g., throwing underhand, kicking for accuracy). On a typical 30-minute review day for CHAMPPS, the teacher uses about 20 minutes to address one or two specific motor skills that are challenging for their students, or the teacher can use the time to work with

individual children. The remaining 10 minutes are used to read an interactive motor book linking motor movements to early literacy *and/or* to play the class's favorite music video to elevate physical activity levels. Teachers decide what to focus on based on the needs and interests of their students.

## Structure of CHAMPPS

The internal structure of the 30-minute CHAMPPS lesson includes a warm-up activity, three motor play activities, one music video, and a cool-down activity. This structure was intentionally designed to ensure that the content and duration of motor activities and the transitions between activities result in motor-appropriate behavior *and* elevated physical activity levels for the majority of time during the lesson. In other words, the quick-paced lessons are structured to maximize engaged motor movement while minimizing sedentary behavior, inappropriate behavior, and wait time.

All of this requires adequate planning to ensure that the teacher is familiar with the CHAMPPS lesson, has preselected UDL and school readiness strategies, has the space and materials prepared ahead of time, knows which children will be in which small groups or partner activities, and so on. This is a lot to think about! So, in the beginning, a teacher might lead the warm-up activity, introduce one or two motor activities (instead of all three), and then do the cool-down activity. In other words, *flexibility is key*. Each teacher needs to determine how much time is needed for each activity within the lesson, based on the needs of their students, while remembering that CHAMPPS is intentionally quick paced to elevate physical activity levels and maintain child engagement. It is important that each teacher's goal is to implement the full lesson because it follows a very purposeful internal structure for the entire program. What is amazing is that when CHAMPPS is fully implemented, children learn the routine, or internal structure, of the motor activities across the seven units as they gradually shift from whole-group activities to small groups, to motor engagement with a partner, and to independent play.

CHAPTER 2

# SUPPORTING ALL CHILDREN'S MOTOR DEVELOPMENT

This chapter includes the rationale for using CHAMPPS to support all children's motor development during the preschool years. Key features of CHAMPPS that support this development are described. Finally, an in-depth look at how you can implement CHAMPPS in ways that include all children in your classroom or program is provided.

## RATIONALE

The preschool years are an ideal time to address motor development and hone those skills through engagement in physical activities. During this time, preschoolers (3–5 years of age) use their bodies in a variety of ways as they learn to jump, hop, throw, and catch, which require motor skills such as locomotion, motor planning and coordination, balance, and object manipulation. In addition, while motor development is important in and of itself, it also impacts other areas of development, including school readiness (Clark, 1994, 2005; Haiback-Beach et al., 2018; Haywood & Getchell, 2014; Oja & Jorimae, 2002). Motor skills are viewed as "building blocks" for many areas of development. As can be seen in Figure 2.1, active motor play leads to exploration and stimulation within one's environment, which supports growth in motor skills as well as social, language, and cognitive skills. Therefore, it is easy to see how motor skill development and physical activity are related to school readiness. School readiness represents a combination of *interrelated skills*: physical well-being and motor development (Trawick-Smith, 2010; Trevlas et al., 2003), social–emotional development, language development, general knowledge and cognitive skills (Fedewa & Ahn, 2011; Iverson, 2010; Piek et al., 2008; Wassenberg et al., 2005), approaches to learning (e.g., curiosity, sustained attention) (Ackerman & Barnett, 2005; Howard, 2011; Kagan et al., 1995), and adaptive behavior (MacDonald et al., 2013). CHAMPPS has different activities that reflect the interrelatedness of readiness skills. For example, one lesson focuses on different animals (their habitats, the ways they move, and what they eat). During the lesson, children hear vocabulary related to animals while they move their bodies in ways that animals move (e.g., frogs hop, birds fly, horses gallop) and use the new vocabulary, taking turns and sharing materials with peers. This simple motor activity reinforces motor, language, and social skills as well as knowledge about animals.

Therefore, motor skill development is important for *all* children. However, CHAMPPS is *especially* important for two distinct populations who are at risk for delays in motor development: children with disabilities or delays and children growing up in underresourced communities (Figure 2.2). For example, Provost et al. (Provost, Heimerl, et al., 2007; Provost, Lopez, et al., 2007)

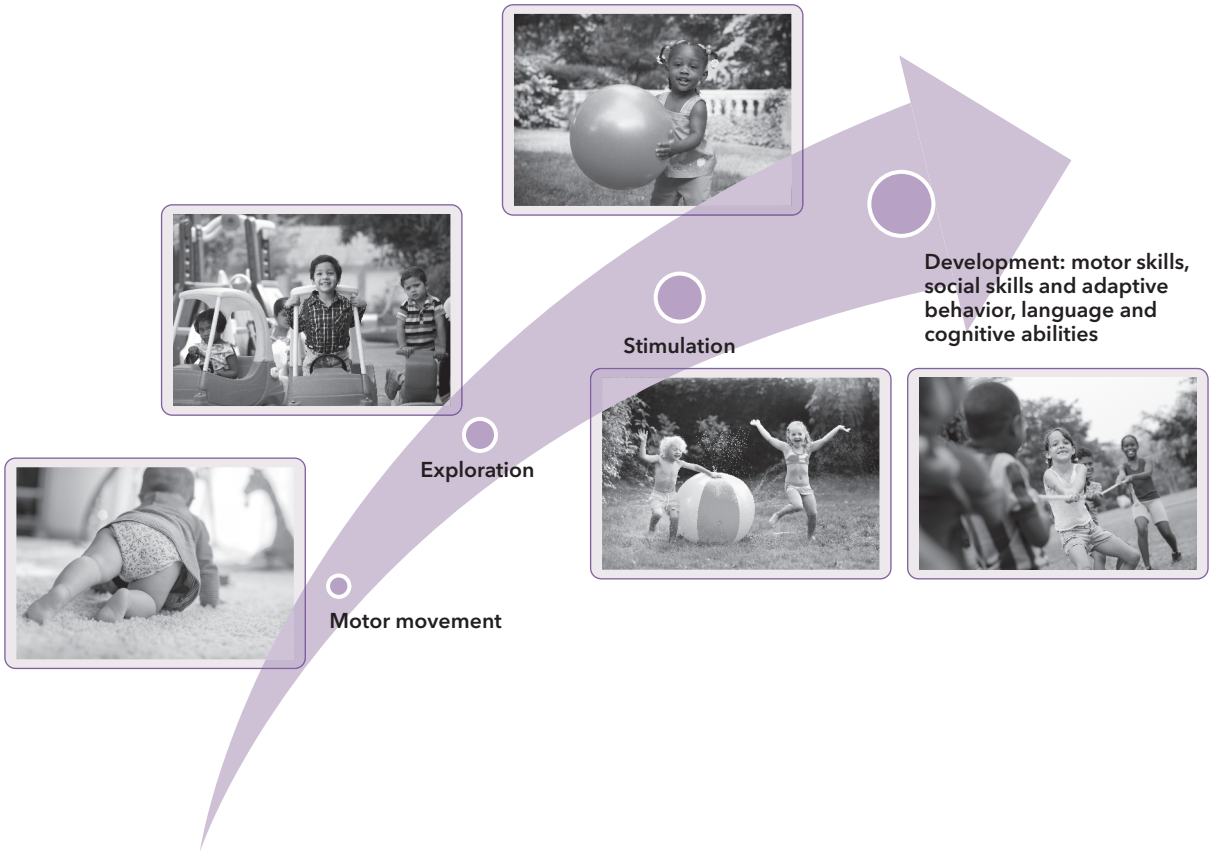



**Figure 2.1.** Motor development serves as building blocks for development. (*Source*: Favazza & Siperstein, 2016.)

found that some preschoolers with disabilities had significant delays in motor skills that required balance and motor planning. Moreover, growing up in poverty can have long-term negative impacts on development (e.g., cognition, social–emotional skills, language, health, and motor skills) (Ginsburg, 2007; Goodway & Branta, 2003; Venetsanou & Kambas, 2010). These two realities are compounded by the current preschool landscape in which most children do not spend an adequate amount of time engaged in physical activities or receive intentional support for motor skill development (Figure 2.3).

In typical early childhood settings, there are three types of motor activities: *unstructured motor play,* such as daily recess monitored by teachers, parent volunteers, and other caregivers; *structured motor interventions,* such as physical therapy (PT), occupational therapy (OT), and adaptive physical education (APE) led by motor specialists for children with disabilities; and *unstructured motor and music movement,* such as brief motor breaks for the whole class led by early childhood teachers who typically lack extensive background knowledge in motor skill development. What becomes clear is that only a small percentage of children (those who qualify for OT, PT, and APE) participate in *intentional* motor movement activities designed to support motor skill development and physical activity. The interaction of these realities illustrates the need for preschool motor programs such as CHAMPPS. Moreover, these converging facts provide a rationale for CHAMPPS, a preschool motor program designed to assist teachers and parents in supporting all children's motor skill development and physical activity level while positively impacting school readiness.

**Children With Disabilities**

- There are about 240 million children with disabilities globally (UNICEF, 2013, 2021; U.S. Department of Education, 2014; World Health Organization, 2011).
- Children with autism and developmental disabilities have challenges with motor imitation, motor planning, motor coordination, balance, locomotion, and object manipulation, which can have a negative impact on social, language, and cognitive development and can be a predictor of later play skills (Emck et al., 2009; Favazza et al., 2013, 2021; Goodway et al., 2003; Gowen & Hamilton, 2013; Hartman et al., 2010; Ketcheson et al., 2017; MacDonald et al., 2017; McDuffie et al., 2007; Provost, Heimerl, et al., 2007; Provost, Lopez, et al., 2007; Reinders et al., 2019; Uzgiris, 1999; Vuijk et al., 2010; Wuang et al., 2008).

**Children Living in Underresourced Communities**

- In the United States, children under the age of 9 are particularly at risk for developmental challenges, with at least 44% of U.S. children living in underresourced communities (Jiang & Koball, 2018).
- In developing countries, more than 30% of children live in underresourced communities, resulting in lifelong negative impacts on health and developmental outcomes (UNICEF, 2015).
- Growing up in poverty can have a long-term negative impact on many areas of development, such as cognition, socioemotional and language skills, health, and motor development (Bradley & Corwyn, 2002; Buckingham et al., 2014; Choi et al., 2019; Ginsburg, 2007; Goodway & Branta, 2003; Lee et al., 2014; McPhillips & Jordan-Black, 2007; Venetsanou & Kambas, 2010).

**Figure 2.2.** At-risk populations.

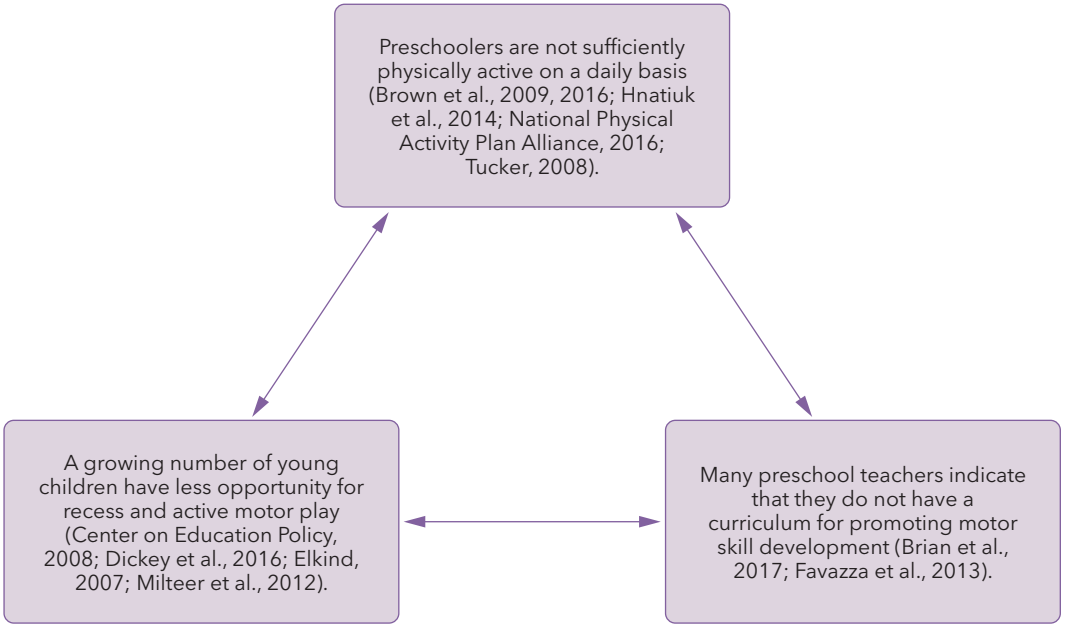



**Figure 2.3.** Current preschool landscape.

## KEY FEATURES OF CHAMPPS

CHAMPPS includes three key features necessary to support young children's motor skill development and physical activity. It is informed by 1) sound theoretical underpinnings, 2) professional guidelines, and 3) indices of evidence-based practices. Each of these is discussed briefly.

### Informed by Sound Theoretical Underpinnings

CHAMPPS is based on Clark's "Mountain of Motor Development" (Clark, 1994; Clark & Metcalfe, 2002), is rooted in dynamic systems theory (Newell, 1984, 1986), and is comprehensive in scope by addressing the seven fundamental motor skills. Adapted from Clark's "Mountain of Motor Development" (Figure 2.4), CHAMPPS represents a sequential and cumulative progression in acquiring motor skills. The five periods of motor development are described next.

- The reflexive period (birth–2 weeks) is characterized by stereotypical motor movements elicited by specific stimuli (e.g., the sucking reflex in the presence of a bottle).
- The preadaptive period (2 weeks–1 year) is characterized by the attainment of object manipulation skills needed for independent feeding (e.g., eye–hand coordination, grasp and release needed

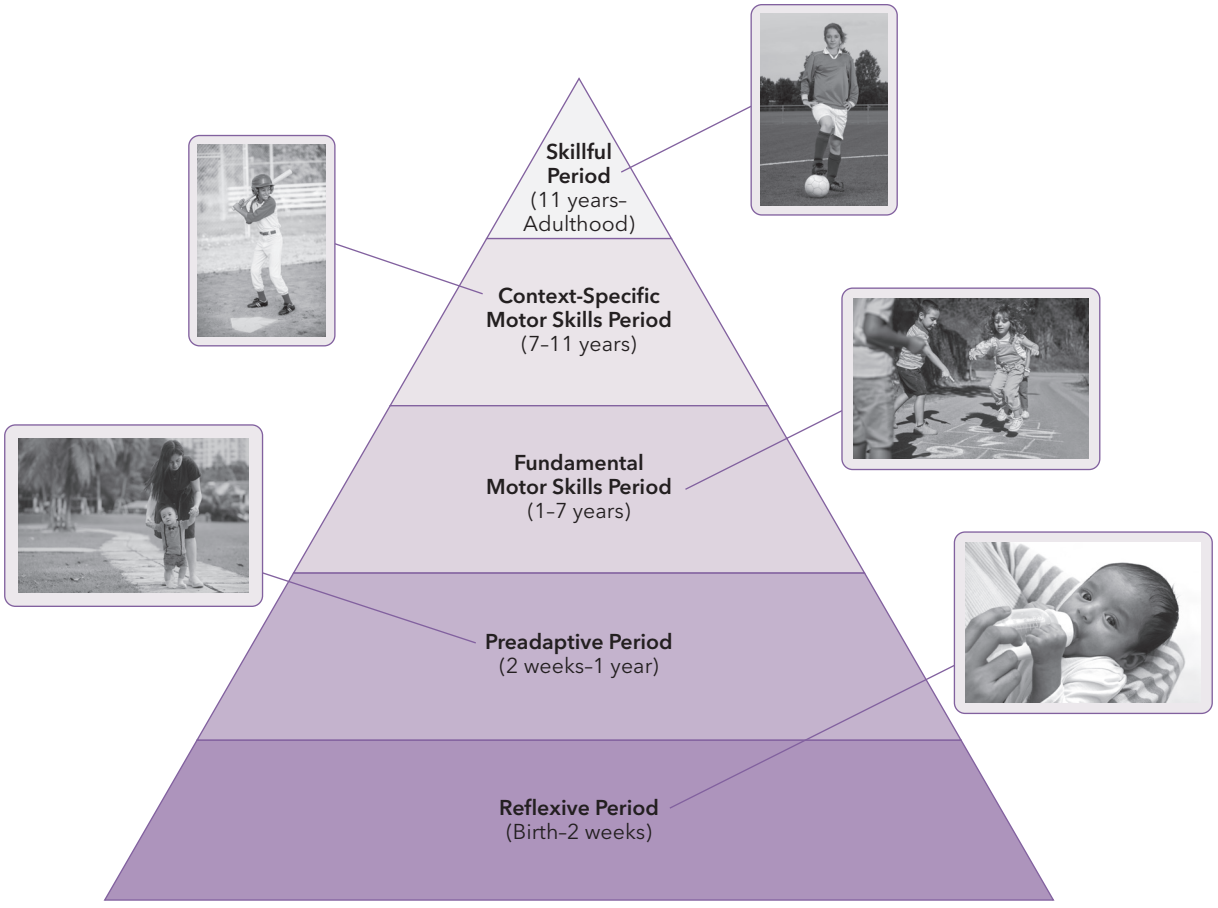



**Figure 2.4.** Mountain of motor development. (Adapted by permission from Springer: Springer International, "Motor skills interventions for young children with disabilities," by P.C. Favazza and G.N. Siperstein, in B. Reichow, B. Boyd, E. Barton, & S. L. Odom [Eds.], *Handbook on early childhood special education* (pp. 225–246), copyright © 2016.)

to hold a bottle, cup, or finger foods) and intentional locomotion skills such as creeping, crawling, cruising, and walking.

- The fundamental motor skills (FMS) period (1–7 years) includes the development of motor skills in locomotion and object manipulation such as walking, running, hopping, jumping, throwing, catching, and kicking. **This is the period that is targeted in CHAMPPS, which supports the development of all the FMS through motor play and physical activities**.
- The context-specific motor skills period (7–11 years) *and* the skillful period (11 years–adulthood) both involve the refinement and elaboration of FMS such as combining motor movements (e.g., run and catch at the same time) and more complex cognitive skills (e.g., learning the rules of games).

Learning to use FMS is a precursor to more advanced levels of motor movement and depends on several factors (Lerner, 1976; Payne & Isaacs, 2012). According to Newell (1984, 1986), the underlying processes through which children acquire motor skills take into account three interacting factors:

- *Aspects of the child,* such as cognitive, motor, or communication abilities or personal temperament
- *Aspects of the environment,* such as structure (e.g., space, duration, frequency), equipment (e.g., type, size, multisensory features), or instruction (e.g., use of guided instruction, prompts/praise)
- *Aspects of the motor movement tasks,* such as balance for hopping and visual tracking and hand–eye coordination for catching

Each of these aspects is addressed within the structure and content of CHAMPPS. For example, teachers model motor movements; provide guided instruction with various levels of support; implement universal design for learning (UDL) strategies by individualizing instruction, equipment, activities, and/or structure to accommodate children with diverse abilities; and provide opportunities for repeated practice of motor skills.

## Informed by Professional Guidelines

As noted previously, CHAMPPS is informed by guidelines representing several leading organizations such as the National Association for Sport and Physical Education (NASPE), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children's Division for Early Childhood (DEC), and the American Academy of Pediatrics. Examples of guidelines and recommendations from leading professional organizations that were used to inform the development of CHAMPPS are provided in Table 2.1.

## Informed by Evidence-Based Practices

A critical feature of high-quality preschool motor programs is the need for them to be informed by evidence-based practices (Logan et al., 2011, 2015; Riethmuller et al., 2009). CHAMPPS meets the following key indices for preschool motor programs:

- Evidence of rigorous research that employs randomized experimental design, strong methodological quality, valid measures with the child as the unit of analysis, and demonstrated effectiveness
- Comprehensive scope and sequence linked to motor skill development theory
- An appropriate duration and intensity of physical activity levels, consistent with professional guidelines
- A family component and training component for all adults who are affiliated with the program to ensure sustainability

**Table 2.1.** Professional guidelines and recommendations

| Organization | Recommendations for Supporting Play |
|---|---|
| National Association for the Education of Young Children (NAEYC). (2020). *Developmentally appropriate practice*. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf | • Play is the central teaching practice that facilitates children's development and learning. It helps children develop fine and gross motor competence, make sense of their world, interact with others, express and control their emotions, develop symbolic and problem-solving abilities, and practice emerging skills. Consistently, studies find clear links between play and success in school.<br>• Children need daily, sustained opportunities for indoor *and* outdoor play.<br>• Self-directed play, guided play, and playful learning, skillfully supported by early childhood educators, build academic language, deepen conceptual development, and support reflective and intentional approaches to learning—all of which add up to effective strategies for long-term success. |
| Council for Exceptional Children's Division for Early Childhood. (2014). *DEC recommended practices*. https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U/? | • Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.<br>• Practitioners plan for and provide the level of support, accommodations, and adaptations needed for children to access, participate, and learn within and across activities and routines.<br>• Practitioners encourage children to initiate or sustain positive interactions with peers and adults during activities through modeling, teaching, feedback, or other types of guided support.<br>• Practitioners promote children's cognitive development by observing, interpreting, and responding intentionally to their exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent. |
| Council for Exceptional Children's Division for Early Childhood (DEC) and NAEYC issued a joint position statement on early childhood inclusion: Council for Exceptional Children's Division for Early Childhood & National Association for the Education of Young Children. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf | • Practitioners identify skills to target for instruction to help children become adaptive, competent, socially connected, and engaged.<br>• Practitioners promote learning in natural and inclusive environments by providing the level of support, accommodations, and adaptations needed for each child to access learning within and across activities.<br>• Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.<br>• Practitioners implement the appropriate frequency, intensity, and duration of instruction needed to address each child's development and pace of learning. |
| **Organization** | **Recommendations About Physical Activity** |
| Society of Health and Physical Educators (SHAPE) America. (2020). *Active start: A statement of physical activity guidelines for children from birth to age 5* (3rd ed.). https://www.shapeamerica.org/standards/guidelines/activestart.aspx<br><br>This statement can also be accessed at the following site: https://cpin.us/sites/default/files/fcab_resources/virtual/Active%20Start_2020_Final.pdf | • Preschoolers should engage in at least 60 minutes of structured physical activity per day. This can be broken down into segments lasting no more than 30–45 minutes each. During structured physical activity, caregivers should plan sessions of moderate-to-vigorous physical activity that results in an increase in heart rate and breathing. An increased heart rate will lead to these sessions sometimes lasting only 6–10 minutes long.<br>• Preschoolers should engage in at least 60 minutes—and up to several hours—of unstructured physical activity per day and should not be sedentary for more than 60 minutes at a time, except when sleeping. This unstructured activity can be broken down into segments.<br>• Preschoolers should develop competence in fundamental movement and motor skills that will serve as the building blocks for more advanced physical activity.<br>• Caregivers should provide preschoolers with safe indoor and outdoor areas for performing large-muscle activities. |

**Table 2.1.** *(continued)*

| Organization | Recommendations for Supporting Play |
|---|---|
| U.S. Department of Health and Human Services. (2018). *Physical activity guidelines for Americans* (2nd ed.). https://health.gov/paguidelines/second-edition/pdf/Physical_Activity_Guidelines_2nd_edition.pdf<br>American Academy of Pediatrics. (2020). *Making physical activity a way of life: AAP policy explained*. Healthychildren.org. https://www.healthychildren.org/English/healthy-living/fitness/Pages/Making-Fitness-a-Way-of-Life.aspx | • Preschoolers should have at least 180 minutes of physical activity throughout the day (approximately 15 minutes of every hour while awake), including 1 hour of moderate-to-vigorous activity. |
| National Resource Center for Health and Safety in Child Care and Early Education. https://nrckids.org/ | • Preschoolers should have 90–120 minutes per 8-hour day for moderate-to-vigorous physical activity, including running.<br>• Preschoolers should have 60–90 total minutes of outdoor play daily. The total time allotted for outdoor play and moderate-to-vigorous indoor or outdoor physical activity can be adjusted for the age group and weather conditions. |
| U.S. Department of Health and Human Services. (2018). *Physical activity guidelines for Americans* (2nd ed.). https://health.gov/paguidelines/second-edition/pdf/Physical_Activity_Guidelines_2nd_edition.pdf | • Preschoolers should be encouraged to move and engage in active play as well as in structured activities, such as throwing games and bicycle riding. A reasonable target may be 3 hours per day (180 minutes) of activity of all intensities: light, moderate, or vigorous intensity.<br>• To strengthen bones, children should do activities that involve hopping, skipping, jumping, and tumbling. |

## INCLUDING ALL CHILDREN

This section presents additional information and guidance to help teachers implement CHAMPPS to include all children in their classroom or program. Topics discussed include

- Supporting young children's motor skill development (typical milestones for birth–5 years)
- Transitioning to small-group instruction
- Preventing and addressing challenging behaviors
- Supporting motor skill development in young children with disabilities
- Using the UDL framework
- Using prompts (verbal, nonverbal, and visual) to support motor play

### Supporting Young Children's Motor Skill Development

Infants and toddlers begin learning gross and fine motor skills soon after birth. These early motor behaviors can be seen as an infant lifts their head and moves it from side to side or as a toddler stacks blocks or begins using a spoon to self-feed. CHAMPPS builds on these early skills with a focus on more advanced motor skills that emerge as children develop. Examples of some of the typical motor milestones that develop during the early childhood years are provided in Table 2.2.

### Tips for Transitioning to Small-Group Instruction

During CHAMPPS lessons, children have opportunities to engage in large- and small-group motor play activities and gradually begin partnering with a peer or working independently on a motor task

**Table 2.2.** Typical gross and fine motor development

| Age | Gross Motor or Fine Motor Skill | Explanation |
|---|---|---|
| Birth–3 months | Head movement | Lifts head up and turns head from side to side |
| | Tracking | Follows moving objects with their eyes |
| | Reflexes | Involuntary postures and movements |
| 3–6 months | Rolling | Rolls from front to back and back to front |
| | Standing | With support |
| | Sitting | With support |
| | Pushing up from prone position | Holds chest and head up by bearing weight on hands while lying on stomach |
| | Reaching | Extends hands and arms toward an object |
| | Palmar grasp | Holds an object using the whole hand |
| 6–12 months | Imitation | Mimics another's behavior or language independently, without support |
| | Sitting | Sits for brief periods of time with help getting into position, or gradually sits independently |
| | Crawling | Propels forward on belly |
| | Creeping | Crawls on hands and knees |
| | Kneeling | Knees rest on the floor and trunk is elevated |
| | Pulling to a stand | Starts pulling to stand while holding your hand or grabbing hold of furniture |
| | Cruising | Walks while holding onto furniture |
| | Standing | Independently stands, without support, momentarily |
| | Walking | With support |
| | Releasing | Opens fingers to let go of held object |
| | Pincer grasping | Holds an object using finger and thumb |
| | Transferring | Moves objects from one hand to another |
| | Pointing | Extends index finger, also called pointer, in direction of a person or object |
| 12–18 months | Walking | Walks independently; wide gait |
| | Climbing stairs | Climbs stairs by crawling on hands and knees |
| | Throwing | Releases object with a slight cast |
| | Stacking | Stacks two to three objects |
| | Scribbling | Makes marks on page with little control; holds crayon with fist |
| | Clapping | Brings hands to midline to clap |
| | Drinking | Drinks from a cup independently; may spill |
| | Turning pages | Begins turning pages of a board book |
| 18 months–2 years | Climbing stairs | Climbs stairs one at a time by stepping up, usually with support |
| | Climbing | Climbs onto/off of adult-sized furniture without assistance |
| | Bending | Bends over and returns to full stand without losing balance |
| | Turning corners | Maneuvers around corners while walking, without losing balance |
| | Running | – |
| | Stacking | Stacks four to six objects |
| | Turning pages | Turns multiple paper pages at a time |
| | Self-feeding | Grasps or scoops, bringing items to mouth; begins using spoon |
| | Scribbling | Makes voluntary marks on a page; holds crayon with fist |

**Table 2.2.** *(continued)*

| Age | Gross Motor or Fine Motor Skill | Explanation |
|---|---|---|
| 2–3 years | Tiptoeing | Walks with heels raised and one's weight on the balls of the feet |
| | Jumping | Jumps in place, a few inches off the ground |
| | Climbing stairs | Climbs stairs with alternating feet |
| | Climbing | Climbs on jungle gyms and ladders |
| | Pedaling | Alternates feet while riding a bicycle/tricycle |
| | Balancing | Balances momentarily on one foot |
| | Catching | Catches object using body |
| | Kicking | Kicks a stationary object |
| | Throwing | Hurls a ball underhand |
| | Stacking | Stacks 7–10 objects |
| | Hand preference | Consistently uses same hand to manipulate objects (spoon, crayon, ball) |
| | Drawing | Holds item with fingers; makes controlled marks on a page; distinctive shapes visible |
| | Turning pages | Turns one page at a time |
| | Manipulation | Rolls, pounds, squeezes, and pulls/pushes manipulatives such as clay |
| 3–4 years | Kicking | Kicks a slow-moving object |
| | Balancing on one foot | Balances for 5–10 seconds |
| | Hopping | Jumps on one foot while balancing on the other foot |
| | Catching | Catches using two hands |
| | Walking on a line | Walks placing one foot in front of the other on a sidewalk or chalk line |
| | Jumping | Jumps forward and/or over an object; jumps off of a low object |
| | Throwing | Hurls a ball overhand |
| | Stacking | Stacks more than 10 objects |
| | Cutting | Snips with scissors |
| | Drawing | Copies specific shapes with writing tool (crayon, pencil) |
| 4–5 years | Dressing | Puts on socks and shoes with minimal help (e.g., shoes with zipper or Velcro closures) |
| | Walking backward | Walks in reverse with one foot behind the other, occasionally looking over shoulder to avoid objects |
| | Somersaulting (also called cartwheel) | Turns forward, moving whole body, in a complete revolution bringing the feet over the head, landing on feet |
| | Jumping | Jumps multiple times in a row without falling |
| | Throwing | Throws overhand with more accuracy and distance |
| | Writing | Writes name and a few letters/numbers |
| | Cutting | Cuts on a line with scissors |

*Sources:* Cook et al., 2016; Kid Sense, 2015a, 2015b; Petty, 2010.

(e.g., bowling) as they progress across the units. Transitions will be easier if teachers already have an idea of which children will be in each CHAMPPS small group (or paired activity) before the lesson begins. Some teachers simply look at the whole group and spontaneously divide the group in half as they move to two different small-group activities (the children switch small-group activities after approximately 5–7 minutes). Other teachers embed an element of problem solving into the transition by posing instructions such as, "Boys go to the hurdles while girls go to the ball toss" or "Children who are wearing sandals move to the obstacle course, and children wearing sneakers go

to the scarf station." It is important to consider children who might need extra time and adult support when dividing the whole group into small groups so that CHAMPPS runs smoothly and is fun and beneficial for everyone.

## Tips for Preventing and Addressing Challenging Behaviors

To prevent challenging behavior, it is critical that children understand teacher expectations. Many children learn the expectations of a new setting or activity by listening to an adult give an instruction, by watching their peers, by practicing the expectations, or based on past experiences in similar situations. However, for some children, more explicit instruction and support are needed, and teachers may find it necessary to spend time carefully, clearly, and explicitly discussing how children are expected to act when given balls to toss, beanbags to carry, or other activities to perform. Teaching expectations early on during the CHAMPPS program and using simple words to describe behaviors that teachers would like to see ("hands to self," "inside voices," "soft tosses") are likely to prevent challenging behavior from occurring. Additionally, the use of UDL strategies, visual supports, and prompting strategies (all described later in this chapter), along with carefully planned transitions and enthusiasm from teachers, will result in high levels of child engagement in physical activities during CHAMPPS.

## Supporting Motor Skill Development in Young Children With Disabilities

Children have unique ways of learning that reflect their diverse abilities. Prior to arranging the environment for CHAMPPS, it is important to consider the learning needs of the children who will participate in the motor program. For example, teachers should think about the characteristics of the children they teach who have disabilities and developmental delays and consider adaptations *before* starting the CHAMPPS program (see Table 2.3 for ideas about adapting activities). Teachers should remember to select adaptations *only when necessary* to support children with diverse abilities, as it is important to challenge children, not to have lower expectations of them.

## Using Universal Design for Learning

The increasing numbers of young children with disabilities in inclusive preschool classes have resulted in the need to ensure that all early childhood programs incorporate the principles of UDL so *all* children have access to *all* learning opportunities, activities, and environments (Cunconan-Lahr, 2006; Horn et al., 2016). UDL strategies include *multiple means of representation* (i.e., instruction and learning activities include various formats and differences in task complexity and/or expectations in response to different ability levels); *multiple means of engagement* (i.e., a variety of ways to motivate and obtain children's attention are used in response to different learning styles, interests, and preferences); and *multiple means of expression* (i.e., a variety of response modes are used to demonstrate knowledge or skill given different ability levels) (CAST, 2018; Orkwis, 2003). Across all CHAMPPS lessons, suggestions are provided for using particular UDL strategies. In addition, teachers are encouraged to develop their own UDL strategies using a template such as the one shown in Table 2.4. The use of UDL strategies can help all children, including English language learners, children with delays and disabilities, and children who might be less confident or competent in engaging in particular gross motor activities.

Leveling of motor skill instruction is a simple and commonly used strategy to vary the motor performance expectations for children with diverse abilities (Groft & Block, 2006). For example, if a child is throwing a ball toward a target, the teacher might set up three different lines on the floor, representing three levels of distance from the target. In the same way, a teacher might vary the skill level by having various sizes of targets for children to aim toward. Another way to level a motor task is to adjust the expectations of the pattern of motor movement. As can be seen across the leveling examples in Table 2.5, a child who is just learning a skill or is less proficient may be

**Table 2.3.** Sample adaptations for children with diverse abilities

| Disability | Setting and Structure | Equipment and Instruction |
|---|---|---|
| Hearing | • Minimize distractions such as music and other classroom noises.<br>• Move to a quieter space, if needed.<br>• Use visual signals such as a light switch (turned on/off) to gain attention or signal transition to new activity.<br>• Use touch as a signal (e.g., lightly touch shoulder) to orient a child to a new activity. | • Use mode of communication that child uses.<br>• If hearing aids are used, make sure that they are on.<br>• Face child when speaking and make eye contact.<br>• Monitor your voice; do not shout or whisper.<br>• Demonstrate activities while giving instructions.<br>• Use the same words (consistent language) for motor, equipment, and activities. |
| Vision | • If possible, use the same layout of equipment each time to support independent movement.<br>• Use the same words (consistent language) for equipment/activities.<br>• Walk the child around to familiarize them with the equipment and the layout.<br>• Use touch as a signal (e.g., gentle touch on shoulder to gain attention).<br>• If equipment, activity, or layout is new/different, introduce the new setup to the child before beginning CHAMPPS. | • Once you have established a layout for CHAMPPS, try to avoid changing the layout.<br>• Provide clear descriptions of the layout and activities.<br>• Use children's names and descriptive details when providing directions.<br>• Use hand-over-hand assistance to help a child complete a movement, if needed.<br>• Use tactile objects (e.g., beanbags, scarves) or add tactile elements (e.g., cover balls with Velcro).<br>• Add auditory (sound) components to equipment (e.g., bells on a ball).<br>• Enlist the help of an orientation and mobility specialist to support individualized education program (IEP) goals and strategies. |
| Communication | • When first setting up the environment, help the child learn the names of activities ("This is a hurdle! What is it?" "This is a balance beam! What is this called?"). This can be incorporated into a game (e.g., "I see something blue and yellow" or "I Spy").<br>• Label equipment with pictures of actions *and* words (e.g., a picture of a child jumping over a hurdle with the word *hurdle*).<br>• Encourage the child to help set up and clean up, using consistent words.<br>• Introduce first-then or visual menu of the activities for the day to help child learn the sequence of activities.<br>• If multiple languages are used, post action words with pictures in multiple languages. | • Respond to the child's nonverbal and verbal communication (i.e., learn to recognize their body language and facial expressions).<br>• Speak clearly with a slow pace, as needed.<br>• Use verbal and visual cues and/or short, simple sentences and phrases.<br>• Name and describe adult leaders' actions, in multiple languages, as needed.<br>• Couple gestures *with* verbal directions.<br>• Encourage the child to talk about what they are doing<br>• Expand on what a child says, adding missing or new words ("I have a ball." "That's right, you have the blue ball.").<br>• Praise efforts to communicate, even if they are not exactly correct.<br>• Enlist the help of a speech-language therapist to support IEP goals and strategies. |
| Motor and Health | • Provide breaks to match a child's stamina.<br>• Adjust the length and pace of activities as needed.<br>• Provide enough space if a child uses adaptive equipment (e.g., wheelchair, walker).<br>• Make sure the space is barrier and obstacle free.<br>• Plan for extra time for transitions and to complete activities.<br>• If needed, post emergency procedures and numbers for a quick response to health or medical issues. | • Ensure that all equipment is accessible.<br>• Adapt equipment as necessary.<br>• Use tactile objects (e.g., beanbags, scarves) or add tactile elements (e.g., cover balls with Velcro).<br>• Modify boundaries, rules, and activities, as needed.<br>• Enlist the help of occupational and physical therapists. |

*(continued)*

**Table 2.3.** *(continued)*

| Disability | Setting and Structure | Equipment and Instruction |
|---|---|---|
| Intellectual Ability | • Minimize distractions (e.g., extra music, noise, equipment).<br>• Establish a consistent routine and structure.<br>• Signal transitions (e.g., ring a bell, flicker a light, sing a song) when an activity is over.<br>• Plan for extra time to complete activities. | • Provide instructions using short sentences or phrases.<br>• Repeat directions, as needed.<br>• Provide positive reinforcement (e.g., praise, high fives, clap, cheer; "Nice hopping Omeed!").<br>• Teach and use the same cue words or visual supports.<br>• When possible, use the same equipment as used at home to support generalization (e.g., napkins for scarves, beach balls).<br>• Have other children serve as role models to demonstrate activities.<br>• Enlist the help of therapists to meet IEP goals and select the most appropriate strategies. |
| Attention | • Minimize visual and auditory distractions (e.g., extra music, noise, equipment).<br>• Prepare a child for transitions from one activity to the next.<br>• Establish a consistent routine and structure.<br>• Provide appropriate amount of space—not too large, but not too small.<br>• Use first–then or visual menu of the activities for the day to help a child anticipate the sequence of activities. | • Use redirection strategies when children get distracted.<br>• Make sure the activities are varied and challenging.<br>• Use a visual schedule (example provided later in chapter) to assist with transitions.<br>• Provide breaks from an activity, as needed.<br>• Have reinforcers available (child's favorite items) to maintain attention.<br>• Enlist the help of a behavior specialist, if needed. |
| Social–Emotional | • Provide appropriate amount of space—not too large but not too small.<br>• Establish a consistent, predictable routine.<br>• Establish, post, and maintain expectations or rules in child-friendly language and with pictures.<br>• Remove equipment that contributes to challenging behaviors.<br>• Maintain consistency across the people who are involved. | • Provide opportunities for choice making during activities when possible.<br>• Use a visual support schedule to assist with transitions.<br>• Shorten or simplify activities when needed.<br>• Teach turn taking, problem solving, and conflict management skills before situations arise.<br>• Enlist the help of a behavior specialist to support IEP goals and select the most appropriate strategies. |
| Sensory and Communication Ability | • Minimize distractions (e.g., extra music, noise, equipment).<br>• Maintain consistency across the people who are involved.<br>• Provide a consistent structure and routine.<br>• Provide one-on-one assistance as needed.<br>• Plan for extra time to complete activities.<br>• Post and use a visual schedule or menu to assist with transitions.<br>• Post and use first–then procedures with visual prompts. | • Match the mode of communication used by the child (e.g., verbal cues, sign language, visual supports, braille).<br>• Use brief instructions and a calm voice.<br>• Shorten activities or allow for breaks, as needed. |

*Source:* Brady, 2005.

**Table 2.4.** Universal design for learning template

| Universal Design for Learning (UDL) Strategy | | | |
|---|---|---|---|
| | Multiple Means of Representation | Multiple Means of Engagement | Multiple Means of Action & Expression |
| | Use various formats/structures within instructional and learning activities with differences in task complexity and/or expectations in response to different ability levels and different ways children learn and communicate. | Use multiple means to motivate children; obtain and maintain attention in response to different learning styles, challenges, and interests. | Plan for a variety in response modes to demonstrate skill in response to different ability levels reflecting different ways in which individuals organize and express skills and knowledge. |
| Activity | UDL Strategy | | |
| Throw ball to target | Communicate using visual supports.<br>Vary the types of prompts used. | Use sensory ball (with bell) or textured balls.<br>Add a sound source to target.<br>Have peers cheer for their friends.<br>Vary target, based on child's interest and skills (e.g., tiger, truck). | Provide three distances from target.<br>Provide three different sizes for target.<br>Provide three sizes of balls.<br>Provide balls with different inflation levels for easier grasping. |
| Two-footed jump | Hold child's hand to jump.<br>Hold onto chair or bar to jump. | Have child jump toward or over a photo of their favorite animal, fruit, or vegetable.<br>Have child count how many times they can jump in a row. | Place floor markers at two distances from standing position.<br>Provide three heights on hurdle (step over, jump from a lower height, jump from a higher height). |

expected to perform at one level, whereas a child who is more proficient may be challenged to perform at another level.

## Using Prompts to Support Motor Play

While it is important to consider the use of cues (Buchanan & Briggs, 1998; Landin, 1994; Valentini, 2004) and prompts from a least-to-most perspective (Grow et al., 2009; Libby et al., 2008), one type of prompt that has gained popularity and demonstrated effectiveness with young children with disabilities is the use of visual supports or picture cues (Johnston et al., 2003; Massey & Wheeler, 2000; Morrison et al., 2002). For children who may benefit from seeing a picture or a visual cue of the sequence of activities for the day or for a particular activity, a picture schedule is easy to make.

**Table 2.5.** Examples of leveling

| | Distance From Target | Size of Target | Movement Pattern |
|---|---|---|---|
| Beginner | 3 feet | Large | Faces target, overhand motion |
| Intermediate | 7 feet | Medium | Faces target, overhand motion, step and throw |
| Established | 10 feet | Small | Side orientation, overhand motion, step and throw |

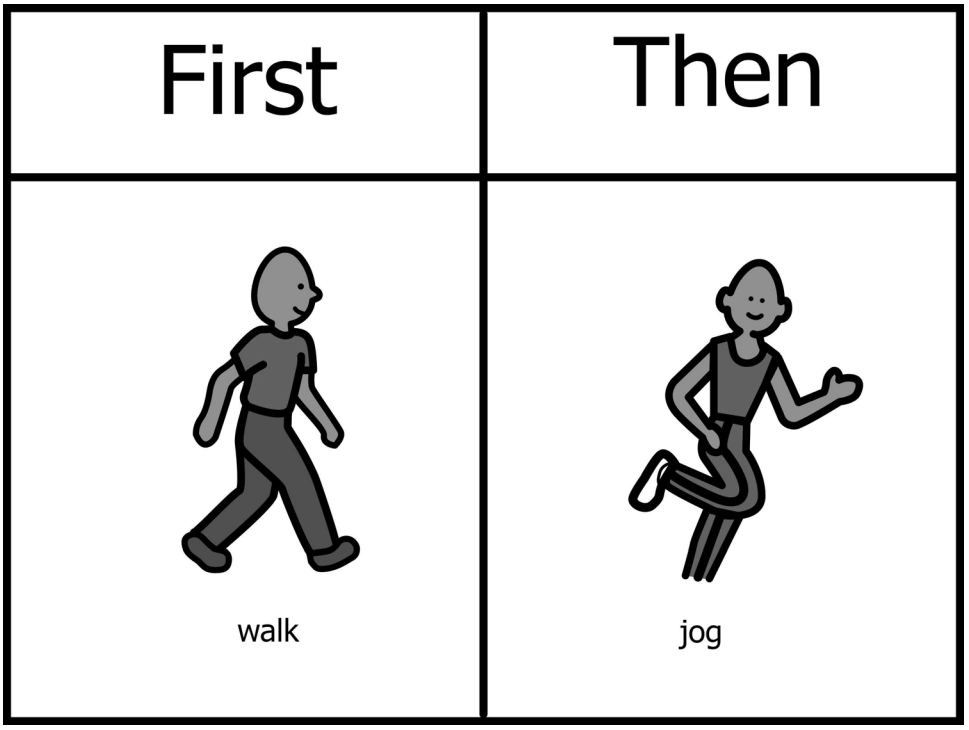
**Table 2.6.** Prompts

| Type of Prompt | Description | CHAMPPS Example |
|---|---|---|
| Verbal (also called verbal cue) | Direct verbal prompts tell the child what they need to do. | *Jump, Cindy!* |
| | Indirect verbal prompts give the child a hint about what they are expected to do. | *Time for CHAMPPS! Where do we go for Warm-Up?* |
| Nonverbal or gestural | Nonverbal prompts include gestures and signs that are known to the adult and the child and that cue the child about what they are expected to do. | *Time for CHAMPPS!* The teacher looks at Simon and points to his carpet square, where he should go for Warm-Up. |
| Visual | Visual prompts include real objects, pictures, drawings, or symbols that provide the child with a cue about what they are expected to do. | Teacher uses a visual cue, such as a Boardmaker picture, to show what is happening next. |
| Model | In a full model, the adult demonstrates exactly what the child is expected to say or do. | While the other children are throwing/catching scarves, the teacher models for Peter how to throw his scarf by throwing her own while explaining what she is doing (i.e., full modeled prompt). |
| | In a partial model, the adult demonstrates only part of the expected behavior. | Matt needs help stepping over the hurdle. The teacher looks at Matt expectantly and says the initial [h] sound (i.e., partial modeled prompt for *Help*). Matt says, "Help," and the teacher holds his hand to assist him in stepping over the hurdle. |
| Physical | The adult manually guides the child to perform a specific behavior. | |
| | • Full physical prompts: The adult provides hand-over-hand or hand-under-hand guidance to the child. | During CHAMPPS, the teacher provides hand-over-hand guidance to help Hannah catch the ball (i.e., full physical prompt). |
| | • Partial physical prompts: The adult partially supports and guides the child to perform a behavior. | During CHAMPPS, the teacher touches Hannah's elbow, guiding her to catch a rolled ball and bring it close to her chest (i.e., partial physical prompt). |

*Source:* Meadan et al., 2013.

Such a schedule works best if it is made ahead of time by inserting pictures that match the sequence of the CHAMPPS activities to be completed. For children who need a simpler two-step schedule, a *first–then schedule* is ideal. To create one, a teacher prepares the first–then schedule ahead of time, with a picture of the activity in the first box and a picture of the reinforcement (or motivator) in the second box (e.g., first clean up, then outdoor play time). Another type of visual support is a *picture schedule*, which provides a sequence of multiple pictures representing the order in which several activities will occur (e.g., scarf toss, jumping game, yoga). As with the first–then schedule, it is best if the picture schedule is made ahead of time, introduced to all children at the beginning of CHAMPPS, and then placed in a location so the children and teachers may refer to it during the CHAMPPS activities (Figures 2.5A and 2.5B provide examples of a first–then schedule and a picture schedule). Table 2.6 summarizes types of prompts.

Now that you have a general idea about CHAMPPS and have been introduced to a few strategies to ensure the engagement of all children, we will look at some CHAMPPS lessons. In the next section, you will find unit lessons to begin planning CHAMPPS for the children you teach.



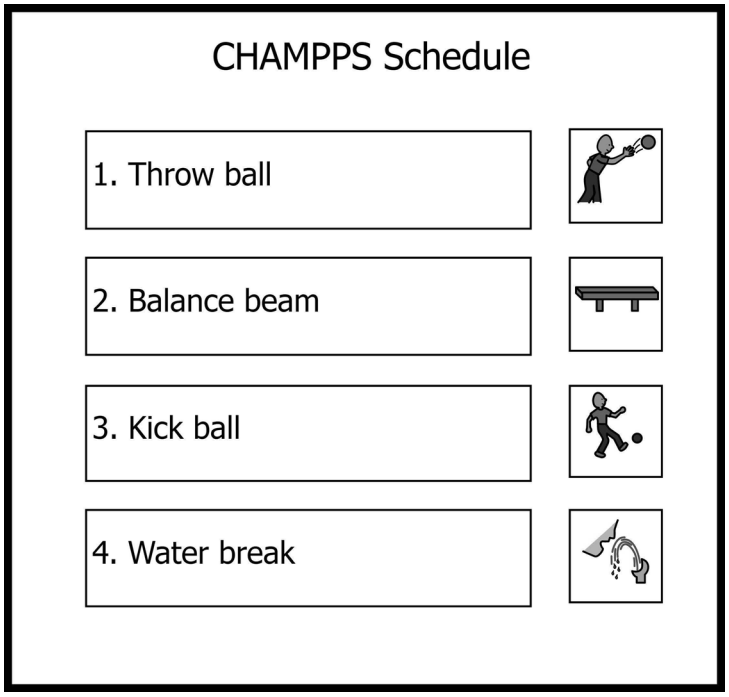




**Figure 2.5.** **(A)** First-then schedule. **(B)** CHAMPPS picture schedule.