


Children in Action Motor Program for Preschoolers (CHAMPPS)

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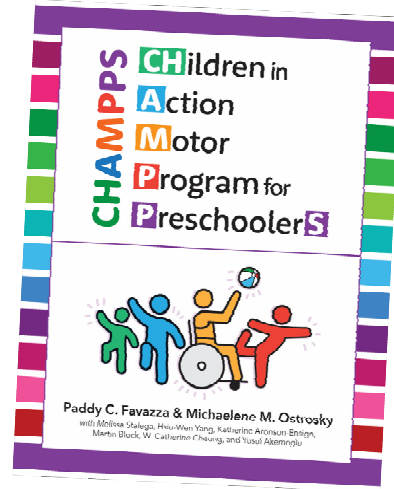
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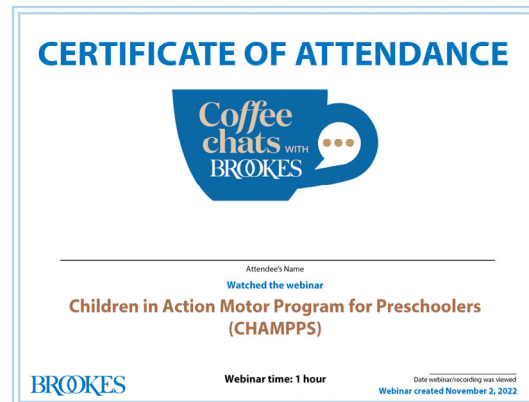


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Introductions



Micki Ostrosky

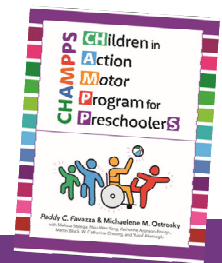


Paddy Favazza

Objectives

By the end of today's chat, you will:

1. Understand why motor programs are important for young children;
2. Be able to describe several key features of CHAMPPS; and
3. Have new ideas for embedding motor play into your curriculum



CHAMPPS

Favorite Childhood Gross Motor Game/Activity?

Hide N Seek
Hopscotch
Chase
Soccer



Duck Duck Goose
Relays
Skating
Hiking



Red Rover
Climbing Trees
Riding Bikes
Baseball




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In the Context of Motor Play





Young children develop school readiness skills

- 

Physical well-being and motor development
- 

Social-emotional skills
- 

Language skills
- 

Cognitive skills (i.e., pre-math, pre-reading) and general knowledge
- 

Approaches to learning (curiosity, following directions)

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Health Benefits of Physical Activity FOR CHILDREN

Academic Performance
Improves attention and memory

Brain Health
Reduces risk of depression

Muscular Fitness
Builds strong muscles and endurance

Heart and Lung Health
Improves blood pressure and aerobic fitness

Cardiometabolic Health
Helps maintain normal blood sugar levels

Long-term Health
Reduces risk of several chronic diseases, including type 2 diabetes and obesity

Bone Strength
Strengthens bones

Healthy Weight
Helps regulate body weight and reduce body fat

Source: Physical Activity Guidelines for Americans, 2nd edition
To learn more, visit: <https://www.cdc.gov/physicalactivity/basics/ask/health-benefits-of-physical-activity-for-children.html>
October 2021

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Being Physically Active During Motor Play Is Critical to Child Development!

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Motor development is a continual and sequential process

Skilful Period
(11 Years - Adult)

Context-Specific Motor Skills Period
(7 - 11 Years)

Fundamental Motor Skills Period
(1 - 7 Years)

Preadapted Period
(2 Weeks - 1 Year)

Reflexive Period
(Birth - 2 Weeks)

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What about motor development for preschoolers?

Motor development does not happen automatically for all children

Name challenges you see in your students – things that interfere or alter typical motor development and physical activity

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Many Live in a Sedentary Culture



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Other Challenges That May Interfere with Motor Play



Social Skills

- Getting along with others
- Turn taking and sharing
- Interacting/communicating with peers
- Social exchanges

Approaches to Learning

- Willingness to try new activities, join in
- Sustained participation in group activities
- Completion of activities
- Following directions

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Development Becomes Compromised When Poverty is Added to the Equation

Children who grow up in poverty, even those who are born healthy, show a gradual decline in cognitive, motor and social-emotional abilities which persists for years (Petersen, 2012)




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Development May Vary Because of Cultural Influences

Variances: Gender Roles, Independence, Autonomy, Opportunities



11-month-old, Democratic Republic of Congo	Age 4, US	Age 5, US	Age 5, Bolivia	Age 6, Haiti	Age 6, Kenya
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Note the tools and activities used vary widely across cultures.
Rogoff, B. (2003). *Cultural nature of human development*. NY: Oxford University Press.

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Additional Systemic Barriers

- Lack of Policy
- Increased Focus on Academic Outcomes
- Half Day Versus Full Day
- Teacher's Lack of Confidence & Knowledge
- Lack of Access to Safe, Appropriate Playground or Outdoor Spaces



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But the good news is...

Children are highly motivated to move, to use their bodies and equipment/materials
AND
You (parents, teachers and early interventionists) can do many things
to support development using physical activities.

Wittmer, D.S. & Petersen, S.H. (2006). *Infant Toddler Development and Responsive Program Planning*, pg 110, Pearson Allyn Bacon Prentice Hall

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Trivia

What do National Guidelines say about the amount of daily physical activity preschoolers should have?



Preschoolers (ages 3-5 years of age) should be engaged

- A. in 180 minutes (3 hours) daily of physical activity (PA)
- B. at least 60 minutes (1 hour) daily of physical activity (PA)
- C. at least 120 minutes (2 hours) daily of physical activity (PA)


Trivia

What do the National Guidelines say about the type of physical activity preschoolers should have?



Of the 3 hours of daily physical activity recommended for preschoolers:

- A. at least 60 minutes should be spent in structured physical activity
- B. 60 minutes and up to several hours should be spent in unstructured physical activity
- C. all 3 hours should be spent in unstructured physical activity
- D. A and B




Elements of CHAMPPS

- Strong theoretical underpinnings
- Universal Design for Learning (UDL) infused lessons
- Links to preschool readiness skills, literacy, and music
- An internal structure to support increased physical activity level
- Adaptable for half-day and full day programs
- Tables with UDL strategies and school readiness suggestions
- Emphasis on involving families in motor play
- Research-informed program

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Ideas to Increase Physical Activity Across the Day

- 1 Create motor opportunities**
- 2 Take periodic physical activity breaks**
- 3 Embed school readiness skills from your curriculum into motor**


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1 Create Motor Opportunities

in Supportive Environments



Physical Environment

- Safe
- Centers or Stations
- Materials



Social Environment

- Model
- Partners
- Encourage
- Acknowledge

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Use materials you have in your classroom or house. What do you have that could be used to support motor activities?



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Activities You Can Try!







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2 Take Physical Activity Breaks

- **When:**
 - In-between two indoor activities
- **Where:**
 - In your classroom;
 - Children need to be at least an arm's length away from each other
- **What:**
 - Warm-up
 - Physical activity portion
 - Cool down

kleuteridee.nl

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Another Fun
Low Cost Activity
to Get
Students Moving!

<https://www.facebook.com/middlebranchavondalepe/videos/cardio-desk-drumming-grab-some-pool-noodles-and-get-your-students-up-and-moving-/343759036947142/>



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3 Embed school readiness skills into motor play!



This is a great way to improve motor outcomes,
impact other areas of development, and develop
school readiness skills

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THINGS TO DO WHILE YOU'RE WAITING

Music and Movement

Keep children engaged when you have to wait



Move to the beat

Tap, clap, shimmy, or sway in time to music in the car or while waiting in line. Pretend to play band instruments, such as an "air guitar."

Sing along

Take turns choosing songs to sing together or make up songs about what you are doing.



Listen

Investigate sounds together! Talk about musical concepts such as loud or soft and high or low pitches.



Create sounds

Make sound effects with voices, fingers, and objects. Imitate animal noises or machinery sounds.



Any opinions, findings, conclusions, or recommendations expressed in this tip sheet are those of the author(s) and do not necessarily reflect the views of the Illinois State Board of Education.

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Possible adaptations for children with disabilities

EQUIPMENT	RULES	 <p>Larger target; Vary balls (size, weight, color, texture); Use Velcro</p>
EQUIPMENT	RULES	 <p>Demonstrate/model activity; Verbal and visual prompts; Place students who need additional supports near adults</p>
ACTIONS	TIME	 <p>Vary the tempo; Slow the activity pace; Lengthen/shorten the time; Provide frequent rest periods.</p>
ACTIONS	TIME	 <p>Change locomotor patterns; Modify grasp; Modify body positions; Reduce number of actions; Use different body parts</p>

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Additional Resources

- Akamoglu, Y., Ostrosky, M. M., Cheung, W. C., Yang, H.W., Favazza, P., Stalega, M. & Aronson-Ensign, K. (2019). Move together, communicate together: Supporting preschoolers' communication skills through physical activities. *Early Childhood Education Journal*. Advance online publication: doi: <https://doi.org/10.1007/s10643-019-00957-1>
- Cheung, W. C., Ostrosky, M. M., Yang, H. W., Akamoglu, Y., Favazza, P., C. & Aronson-Ensign, K. (2019). Merging motor and cognitive development: There's so much to learn while being physically active! *Palaestra*, 33(3), 48-54.
- Ostrosky, M.M. & Favazza, P.C. Pass the Ball, Not the Remote <https://illinoisearlylearning.org/blogs/special-needs/passball/>
- Ostrosky, M.M., Favazza, P.C., Yang, H.W., McLaughlin, K. & Stalega, M. (2018). Let's get moving: Using children's literature to support physical activity and readiness skills. *Palaestra*. 32 (2).
- Yang, H.W., Ostrosky, M. M., Favazza, P. C., Stalega, M. V., & Block, M. E. (2018). Embedding motor activities into inclusive preschools. *Young Exceptional Children*, <https://doi.org/10.1177/1096250618783994>.

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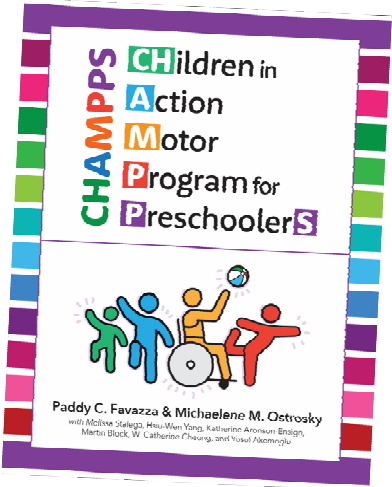
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Paddy C. Favazza & Michaelene M. Ostrosky
 with Michelle Skelton, Hsiu-Wan Yang, Katherine Aronson, Emily Martin Block, W. Catherine F. Neung, and Yukui Akemnglu

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