

Project Description & Sites

Areas of Focus: Program and Policy Development, Education, and Clinical Practice

Population: Preschoolers, Preschool teachers/faculty, and OT practitioners

Site: Huntington University (Fort Wayne Campus)

Description: The capstone project centered around creating a structured motor skills program for preschoolers. The eight-week program titled “Little Bodies Big Moves” was detailed in an electronic binder by including weekly activities, activity descriptions, activity modifications, QR code links to weekly activity videos, and current research describing the benefits of implementing motor skill programs with preschoolers.

Mission & Vision Statements

Mission Statement:

To develop a motor skills program for preschool children following the progression of fundamental motor skill development in early childhood.

Vision Statement:

The project will provide preschool teachers with a progressive motor skills program to appropriately follow fundamental motor skill development in early childhood.

Needs Assessment | Literature Review

Needs Assessment: The needs assessment included consulting with several local school-based OT practitioners, preschools, and a national leader in OT/early childhood development to discuss the need for a structured motor skills program for preschoolers.

Literature Review:

Early childhood is considered a crucial period of development; therefore, providing young children with opportunities to acquire skills that enable gradual control of the body is essential (Costa et al., 2015). Ruiz-Esteban et al. (2020) found preschool children who followed a directed movement program presented with higher leg and arm coordination than the control group who followed a free-play design. According to an explorative survey by Brian et al.(2018), 92 percent of preschool teachers reported they do not lead any structured, teacher-led physical education or physical activity programs.



Scan the QR code for access to the adobe express webpage!

Feel free to contact me with any comments or questions!

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KEY REFERENCES

*Full reference list and image reference list available upon request
 Brian, A., Pennell, A., Sacko, R., & Schenkelburg, M. (2018). Preschool teachers' preparedness for knowing, enabling, and meeting the active start guidelines for physical activity. *Journal of Motor Learning and Development*. <https://doi.org/10.1123/jmld.2017-0333>
 Costa, H. J., Barcala-Furelos, R., Abelairas-Gomez, C., & Arufe-Giraldez, V. (2015). The influence of a structured physical education plan on Preschool Children's psychomotor development profiles. *Australasian Journal of Early Childhood*, 40(2), 68-77. <https://doi.org/10.1177/1836923115241902939>
 Jackson, L. (2006). Occupational therapy in preschool settings. *American Occupational Therapy Association*.
 Jasmin, E., Gauthier, A., Julien, M., & Hui, C. (2018). Occupational therapy in preschools: A synthesis of current knowledge. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-017-0840-3>
 Ruiz-Esteban, C., Andres, J. T., Mendez, I., & Morales, A. (2020). Analysis of motor intervention program on the development of gross motor skills in preschoolers. *International Research and Public Health*, 17(13), 1-12. <https://doi.org/10.3390/ijerph17134891>

Project Completion and Outcomes

Outcome Measure 1:

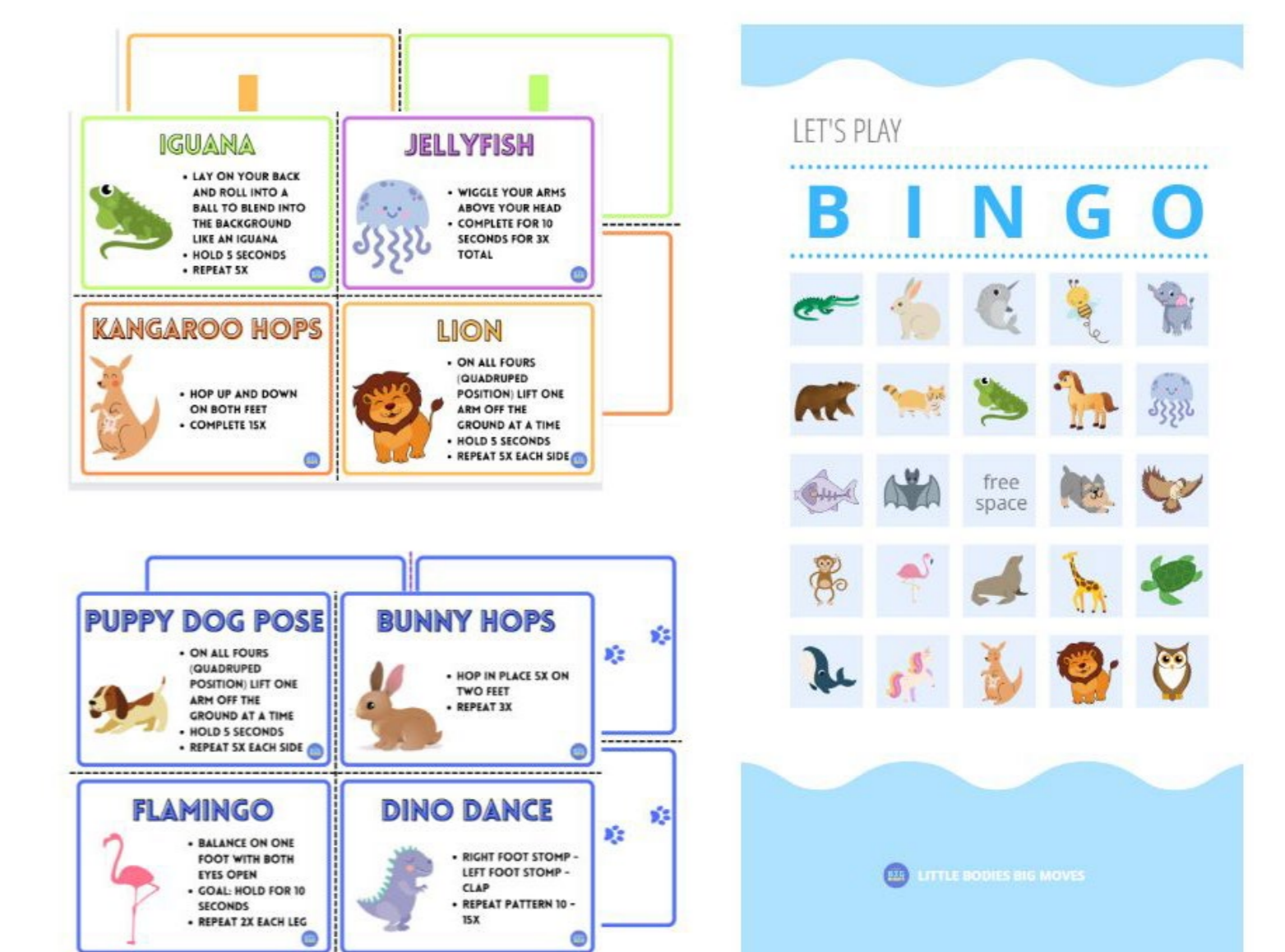
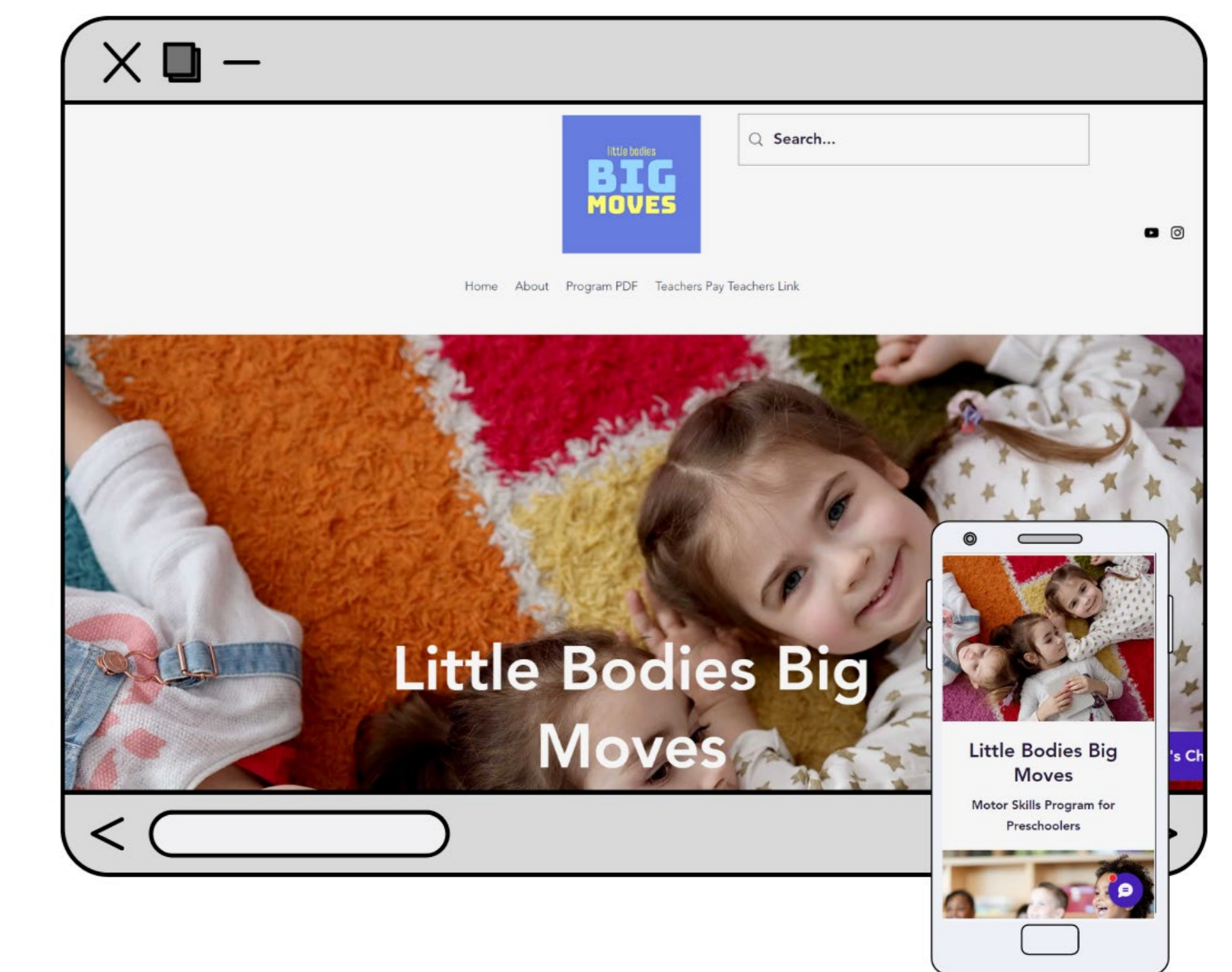
To demonstrate an in-depth knowledge in program development, the student developed a motor skills program for preschoolers for the purpose of supporting developmental milestones in early childhood.

Outcome Measure 2:

To demonstrate an in-depth knowledge in school-based clinical practice, the student designed a social marketing platform with educational resources available to the virtual community while advocating for the profession's role in serving children and youth.

Deliverables

- ✓ Earned certificates of completion for nine continuing education courses related to child development
- ✓ Completed 32 hours and 45 minutes alongside various school-based professionals
- ✓ Created an electronic binder including:
 - ✓ An educational resource describing/demonstrating activities
 - ✓ An educational resource explaining the benefits/research supporting the progression of activities
- ✓ Weekly activity videos to supplement the program
- ✓ Additional resources to supplement the program including weekly program flashcards, A-Z animal movement flashcards, and A-Z animal movement bingo sheets
- ✓ Created a website
- ✓ Created a case study



Future Implications for OT

- The Response to Intervention (RTI) model is found to be used and recommended more often than traditional direct service models by OTs working with preschoolers (Jasmin et al., 2018).
- OTs and OTAs play an integral role in educating parents, caregivers, and preschool faculty on the role of development for children with and without disabilities (Jackson, 2006).
- Personally, I plan on using my in-depth knowledge of children and youth as a pediatric occupational therapist.

Christ | Scholarship | Service

- “Children are a gift from the Lord; they are a reward from Him” – Psalm 127:3
- The project allowed me to increase my knowledge of the pediatric population while gaining insight on program development, education, and clinical practice.
- The project required me to continuously trust in God to help me persevere and best serve the pediatric population.