

IDAHO EARLY LEARNING EGUIDELINES

GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.

Domain 2: Motor Development, Physical Well-Being, and Health

Sub-Domain: Motor Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH			
SUB-DOMAIN: MOTOR DEVELOPMENT			
SENSORY MOTOR SKILLS			
GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Respond to sensory input.	<ul style="list-style-type: none"> ▪ Responds by turning toward sound, movement, and touch. ▪ Focuses eyes on objects first at about ten inches from face, then, near and far. ▪ Tracks objects by turning head toward movement, light, or sound. ▪ Explores the environment with mouth and hands. ▪ Adjusts to sensory changes, becoming less distressed (moving through space, responding to sudden noises, adjusting to changes in light). ▪ Distinguishes and attends to differences in sounds and intonation, tastes, sights, smells, and touch. ▪ Begins to seek balance in relation to space and body. 	<ul style="list-style-type: none"> ▪ Sing simple repetitive songs that have variation in intonation and activity (e.g. "Eensy Weensy Spider," "Row Your Boat," or create your own songs). ▪ Offer simple, sensory experiences (e.g. soft lighting, child-level windows, rocking chair for adults to cuddle and rock the baby, and few toys on the floor at one time). ▪ Keep sensory experiences simple by decreasing clutter and noise. Securely hold the child in your arms as you turn around and around, or lift the baby up, then down in your arms to give the baby a change to track visually, and to develop balance. ▪ Introduce novel sounds such as a bell ringing softly, a finger drum beating gently on a table, a whistle, a hum, or a clicking of the tongue. ▪ Makes sounds behind, beside, and in front of the baby to encourage the baby to locate the sounds. ▪ Play peek-a-boo with toys, and with your hands in front of your eyes. ▪ Stack a couple of blankets on the floor. With baby lying flat with a pillow under the head, very slowly and gently pull the blanket and baby across the floor. ▪ To support the child's visual acuity, keep a puppet nearby during daily activities. Entertain the baby with the puppet. ▪ Maintain a child's environment for acceptable levels of noise to protect infant's developing hearing. ▪ When diapering or dressing the baby, gently caress the baby's shoulders or fingers or legs.

			<ul style="list-style-type: none">▪ Hang mobiles above the changing table for the child to see as you change diapers/clothes.▪ As child begins solid foods, give child time to adapt to new textures and tastes.▪ Keep records of baby's routine vision and hearing screenings.▪ Offer tummy time and floor time for the child to experience the sensory input of movement and a view of the world from something other than a highchair or devices that restrict movement (mechanical swings, baby carrier).▪ Watch for child's visual or tactile responses as sensory changes occur in the environment, and respond to those changes with comments.▪ Give adequate time for the baby to respond to changes.
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6 to 18 Months	Intentionally respond to sensory input and to coordinate actions based on input.	<ul style="list-style-type: none"> ▪ Orients to a speaker when addressed by name. ▪ Seeks out sensory input by mouthing or touching objects. ▪ Explores and responds to different surface textures. ▪ Moves body in response to music and sounds. ▪ Explores and responds to a variety of textures, sounds, smells, tastes, and visual input. ▪ Shows preference for tastes and textures. ▪ Moves body in rhythm to music and sounds. ▪ Coordinates eye and hand movements (puts objects into large container). ▪ May respond with surprise or resistance to moved sensory input. 	<ul style="list-style-type: none"> ▪ Offer water play with items that sink and float. Respond to child's sensory cues by giving additional sensory stimulation or reducing sensory stimulation. ▪ Put snow in your water table and invite the child to touch and play with the snow. Be ready to dry and warm cold hands. ▪ Provide time daily and safe space for child to move freely on the floor. Offer a variety of squeeze toys that make different sounds and have different textures. Offer toys one at a time and encourage and talk about sensory exploration. ▪ Balance the baby on your leg, and move the baby slowly through space, holding on to the baby as the baby balances. ▪ Offer a "tunnel" for the baby to crawl through, using a blanket over a box, or a box that is made into a tunnel. ▪ Incorporate a variety of surface materials in the environment (hard top tables, soft cushions). ▪ Play music on a variety of instruments, and from different types of music. ▪ Hold the baby and sway to music, and/or model moving to a rhythm. ▪ Dim the lights and shine a flashlight on the floor, on the ceiling, over the door. Be sure to keep the light out of the child's eyes. ▪ Provide opportunities to listen to, to discriminate, and to make a variety of sounds including quiet and louder sounds. ▪ Provide materials and objects of various textures, shapes, colors, smells, and sounds. ▪ As children investigate sensory materials, talk with them about characteristics of those materials (e.g. colors, sounds, temperatures, tastes, and smells).

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16 to 38 Months	Regulate actions and responses based on sensory input.	<ul style="list-style-type: none"> ▪ Demonstrates awareness of self and body in space (walks around table without bumping into it). ▪ Moves eyes rather than head to track objects. ▪ Holds materials at an appropriate distance. ▪ Performs basic creative movements, with adult guidance or alone (dances to music or rhythm). ▪ Eats food with a variety of textures, tastes, and temperatures. ▪ Exhibits eye-hand coordination (builds with blocks, puts items in a container, completes simple puzzles, or strings large beads). ▪ Climbs, walks up inclines, slides, swings, and jumps from a low height to integrate sensory input. ▪ Plays with materials of different textures (sand, water, leaves). 	<ul style="list-style-type: none"> ▪ Comment positively and specifically about how a child is responding to a sensory experience in play (e.g. "You touched that leaf over and over. Was it smooth, or rough, or sticky?"). ▪ Model movements and invite child to participate (e.g. dance, twirl, march, or drum together). ▪ Provide objects for catching and throwing (e.g. soft balls including large and smaller balls; beanbags). ▪ Provide containers for filling, emptying, dumping, and shaking. ▪ Provide a variety of sensory materials such as water, snow, mud, and sand for the child to explore. ▪ Offer a variety of food with varying sizes, shapes, textures, tastes, and temperatures.

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36 to 60 Months	Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> ▪ Coordinates motor activity based on visual input. ▪ Physically reacts appropriately to the environment (e.g. bends knees to soften a landing, moves quickly to avoid obstacles). ▪ Demonstrates concepts through movement (e.g. imitates an animal through movement, sounds, dress, dramatization, dance). ▪ (Refines) eye-hand coordination for precise movement (e.g. catches a rolled ball, then catches a bounced large ball, and then catches a large ball on the fly). ▪ Coordinates motor activity based on auditory input (e.g. runs to look out the window when hearing a siren, moves quickly aside to avoid an object that comes from behind). ▪ Demonstrates coordination when pushing objects, climbing, swinging on a swing, sliding, and balancing. 	<ul style="list-style-type: none"> ▪ Play word games, read books, and sing songs that include the senses. ▪ Set up obstacle courses of items such as chairs, pillows, boxes, and give directions to go over the box, under the chair, and beside the pillow. ▪ Provide opportunities for the child to explore natural surroundings through the senses (e.g. balance on a low curb, sway in the wind, or kneel and peek under a bush). ▪ Provide opportunities for the child to integrate rhythm, sounds, and music with motor activity (e.g. striking a drum to the beat or marching with the rhythm). ▪ Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively. ▪ Offer various weights, sizes, heights, and density in play equipment for children to arrange and move (e.g. large blocks and boxes for lifting, movable play tables, tents for erecting, sand, water, and buckets of mud for constructing).

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60 Months through Kindergarten	Integrate sensory motor skills into actions.	<ul style="list-style-type: none"> ▪ Hits a medium-sized ball (6 to 8 inches) with a bat, with some consistency. ▪ Catches a ball thrown from a distance of 5 to 10 feet. ▪ Manipulates simple puppets. ▪ Carries a glass of liquid across the room without spilling it. ▪ Pivots, runs, and stops with control. ▪ Participates in vigorous, active play (e.g. freeze tag, hide and seek, and games where pivoting on the run is necessary). ▪ Successfully aims and tosses objects. 	<ul style="list-style-type: none"> ▪ Provide play opportunities that involve coordination (e.g. a ball and/or bat, basketball hoop, hopscotch). ▪ Provide opportunities for the child to explore spatial relationships (e.g. playing games with other children, crawling through tunnels, swinging on hand bars, and managing projectiles such as a basketball and hoop). ▪ Explore foods from a variety of tastes and textures. ▪ Provide safe and supervised opportunities for the child to try a variety of activities with limited sensory input (using headphones, blindfold, and gloves). ▪ Provide opportunities for play and games using sensory instructions. ▪ Read books and sing songs with rhythmic motor actions included (i.e. "Head, Shoulders, Knees, and Toes"). ▪ Encourage games that include pivoting, stopping, and starting quickly (e.g. Duck, Duck, Goose, Freeze Tag, or Simon Says).