

# Preface

Once the assessment of a child is completed, the training program begins. The role of teachers, therapists, parents, and other caregivers is to facilitate the continued development of the child. The purpose of the Motor Activities Program is to provide adults with concrete yet practical suggestions for helping the child acquire new gross and fine motor skills. The Motor Activities Program is the companion volume to the *Peabody Developmental Motor Scales—Second Edition* (PDMS–2) and is a natural place for examiners and others to turn when they have completed administering the scales and want to identify goals, objectives, and appropriate motor learning activities. From the wealth of information obtained from administering the PDMS–2, examiners who must have both reliable and valid data from which to set Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) goals and objectives will find specific and appropriate instructional recommendations in the Motor Activities Program.

Because the PDMS–2 is an individually administered test, we also have designed the Motor Activities Program as though the activities are individually administered. However, the principles that guided the development of the Motor Activities Program emphasize the appropriateness of facilitating the development

of gross and fine motor skills in natural environments and in the contexts of activities shared with other children.

This manual includes two parts. The first, divided into four chapters, contains all the background information needed to begin the program. In Chapter 1, we describe the basic principles that we used in developing the program and how the PDMS–2 and the Motor Activities Program can be used in developing IFSPs and IEPs, as well as more detailed instructional programs for children. In Chapter 2, we provide background information for users so they will have a sound understanding of the units and the PDMS–2 subtests on which the units are based. We also explain the purpose of the sections included in the activities. In Chapter 3, we provide users with practical examples that show how PDMS–2 results can be used to select goals, objectives, and instructional activities for IFSPs and IEPs. Finally, in Chapter 4, we provide an overview of the important principles of development and learning that are particularly important in developing instructional activities for children with special needs. Part II contains the units and instructional activities. The six units correspond to the six PDMS–2 subtests. The 104 activities correspond to items within the PDMS–2 subtests.

We view the Motor Activities Program as a source for information and guidance for those who are interested in reviewing ideas and suggestions for motor programs for young children. We deeply value the creative ideas we have seen used by many therapists, adaptive physical educators, teachers, parents, and children as motor skills have been achieved. We urge users to take

from this manual that which is helpful and add to it their own creations and expertise. We believe strongly that, together, valid and reliable testing, careful developmental planning, and a creative, caring, and challenging teacher and environment is the best combination we can offer children with very special motor needs. Work hard, but remember to have fun!