

16 keys to developmental movement needs

A developmental assessment is not a measure of skills or a test of abilities; rather, we look at the interrelated areas of development listed below. These areas represent a child's capacities or readiness for learning.

	Need / Observations	Learning Implications	Suggested Activities
1	<p><u>Touch Sense</u> Avoids physical contact, or seeks excessive contact. Trouble waiting in line, dislikes loud noises or crunchy food. etc. Can't imitate. Touch Sense disturbed.</p>	<p>Connected to the Ego Sense. May have trouble connecting to others (including teacher!) Listening (attention) problems, under- or over- activity.</p>	<p>Shapes on back game; rough and tumble play such as bear, crawl push, ankle escape. Any games with contact, i.e. London Bridge, Nuts in May.</p>
2	<p><u>Life Sense</u> Frequently tired or ill; nervous; coloring not good; insecure. Life Sense needs strengthening.</p>	<p>Connected to the Thought Sense. May get lost during lessons, not prepared to take things in.</p>	<p>Our ability as teachers to help a child who is chronically tired, hungry, etc. is limited by home life. However, painting, clay work and affirmations are especially important for this child.</p>
3	<p><u>Movement Sense</u> Clumsy, heavy in movements. Self-Movement Sense (Proprioception) needs strengthening.</p>	<p>Connected to the Word Sense. This key is similar to Fine Motor Control (item 5) but includes gross motor... a more pervasive mood.</p>	<p>Almost any activity! Zoo Exercises; Do this, do that; Simon Says; Earth, air, water, fire.</p>
4	<p><u>Balance Sense</u> Falls, dizziness, headaches, dislikes movement; or the opposite, always spinning. Balance Sense may need strengthening.</p>	<p>Connected to the Hearing Sense.</p>	<p>Jumping rope; balance beam games; Zoo Exercises - especially rolling; gymnastics.</p>

Note - for the above keys 1 to 4, please refer to the related article, "Working with the 12 Senses" on this site

	Need / Observations	Learning Implications	Suggested Activities
5	<u>Timing and Rhythm</u> Difficulty singing a rhyme, marching or clapping with a tune.	May also have monotone speech, hearing/attention problems, reading delay.	Any rhythmic activity, i.e. – rhymes & verses, singing, hand clapping games, jumping rope.
6	<u>Direction and Goal</u> Confuses directions, struggles with “Simon Says” type games, contorts body while writing. Movement sense weak or disorganized, not able to support reading and writing.	Reading delays (i.e. can’t follow the flow and direction of words); clumsiness may become a social issue.	Games like “Simon Says” Make up games requiring pointing in given directions.
7	<u>Spatial Orientation</u> Can’t draw simple forms in the air, or walk them; difficulty with forms drawn on back game. Letter, number reversals. Spatial Orientation is weak; inner awareness of form and of self in space.	Will have difficulty with recognizing and forming the shapes that are letters and numbers.	Ball sequence from “Take Time”, string games, jumping rope, tumbling.
8	<u>Sequencing</u> Can’t remember the days of the week or months of year in order, or numbers 1 to 10, etc. Difficulty with hand clapping games. Sequencing needs development - facility with putting things in order.	Spelling problems; possible math problems.	Threading beads; sorting laundry, buttons or stones; tying shoes; alphabet song; finger games.
9	<u>Fine Motor Control</u> Difficulty holding crayon or pencil; speech problems; messy writing or drawing. Jumpy eye-tracking. Fine motor control for school-age tasks is not yet present.	Speech, reading and writing problems.	Copper rod exercises, jackstones in fingers, clay or beeswax modeling, tongue twisters. For eye movement, may need to consult a Developmental Optometrist.
10	<u>Laterality</u> Mixture of hand, eye, ear and foot use, e.g. in picking up and using an imaginary telescope, uses two hands, or different hand and eye. Laterality is mixed or undecided.	This may be merely a delay of a milestone that should be reached by age 7, or a longer term pattern. Processing for so-called left-brain activities will be less harmonious.	Classroom - desk placement; any games or chores that call on use of dominant side. Be sure dominant side is used, i.e. for putting dominant arm or leg first into clothing.

Note - for the above keys 5 to 10, please refer to the book “Take Time”

	Need / Observations	Learning Implications	Suggested Activities
11	<p><u>Horizontal Midline Barrier</u> Writes bottom up; can't jump through a hoop or bend at waist. Horizontal Midline Barrier may still be present - incomplete relationship to above/below.</p>	<p>Internal movement not yet fully organized for reading and writing. This is normal to some degree up until age 7.</p>	<p>Jumping rope, frog hops, swinging, hanging from monkey bars, sledding.</p>
12	<p><u>Vertical Midline Barrier</u> Places paper to one side, or twists torso; difficulty with ball bouncing games. Vertical Midline Barrier may still be present - incomplete relationship to left/right.</p>	<p>Internal movement not yet fully organized for reading and writing. This is normal to some degree up through age 9.</p>	<p>Any chores or games that require midline crossing, i.e. erasing board, ball shuttling/passing games, 1 & 8 drawing exercise.</p>
13	<p><u>Imitation</u> Inattentive, disconnected, not able to follow and imitate. Student has been over-intellectualized and not given enough Imitation activities.</p>	<p>Imitation in childhood is the foundation for learning in early grades; in Waldorf Education, we also believe it is the foundation for responsibility in adulthood.</p>	<p>Games like Simon Says; Jack in the box; Do this, do that. Also, minimize verbal instructions and maximize opportunities for the child to enter in imitatively.</p>
14	<p><u>Anticipation</u> Can't wait for one's turn; doesn't follow along. Soul quality of Anticipation may need help.</p>	<p>Won't stay with the class. Also will lack the learning habit of waiting for insight.</p>	<p>Any game that involves waiting for a turn, i.e. "1-2-3 who has the ball" or Duck - duck - goose.</p>
15	<p><u>Retained Reflexes</u> Falls out of chair; contorts body; doesn't crawl cross laterally; reading problems after age 8. Reflexes that were appropriate for an infant or toddler are still in the driver's seat.</p>	<p>Some children with these can "out-think" them but may be tense because of the effort; others will have learning delays.</p>	<p>Zoo exercises, and all crawling games, swimming, tumbling.</p>
16	<p><u>Radius and Ulna</u> Experience with children will show that clumsy movement of the forearm is often present when reading and writing are delayed. Radius and ulna may not be yet fully developed for the movements required.</p>	<p>Difficulty writing and reading. Delay in learning, or tension, headaches, avoidance.</p>	<p>For radius & ulna, any activity for arm dexterity, including copper rod exercises.</p>

Note - for the above keys 13 and 14, please refer to the book "Looking Forward"; for 15, see "A Teacher's Window"; for 16, see "The Extra Lesson".