Psychomotor Development

 Psychomotor development is defined as the progressive acquisition of skills involving both mental and motor activities (thefreedictionary.com). Psychomotor development is beneficial to the child for several reasons: it helps with social, emotional, cognitive, and linguistic development. Through the development of different psychomotor skills the child gains a sense of independence, learns important skills like how to tie their shoes, develops social skills, and it helps the child progress their eye coordination and muscle memory. Through the paper I will talk about the different psychomotor developments that help the child acquire these skills

 First there is gross motor development, which is the use of large muscles in the body for locomotion. Charlie A. displayed gross motor movement when he jumped two feet from the black foam under the sheltered area to the sand area, when he used both of his hands and arms to throw the ball to Charlie N., and when he marched to the bathroom following the foot prints on the ground (vertical checklist). While children develop their large muscle their small muscles are developing as well. Fine motor development is the use of the small muscles in the hands and the fingers. Charlie demonstrated fine motor movements when he took the cap off a marker and placed it on the back of the marker and when he held the marked with his right hand and drew lines on a piece of paper (vertical checklist). I also saw Charlie’s fine motor development when he used his thumb and opposing index finger, also known as the pincer grasp, to grab granola (vertical checklist).

 Observed patterns of fine/gross motors is the estimated amount of the time the child engages in either fine or gross motor movements. Charlie engages in fine motor movement about sixty percent of the time and gross motor movements about forty percent of the time (horizontal checklist).

 Another psychomotor development is mastery of discrete movement, which is the use of one set of muscles while the rest of the body is silent or still. Charlie exhibited his mastery of discrete movement when he was sitting at activity table number two and was kicking his right foot back and forth while the rest of his body stayed still (horizontal checklist). As children learn how to move only some of their muscles they are also learning about how much strength they have. Use of force displayed is the understanding of how much force is needed to complete a task. Charlie showed that he understood the use of force when he threw his paper cup at his neighbor, Miles, and hit him on the chest (horizontal checklist).

 As psychomotor development progress children begin to favor one of their hands. Hand dominance is the use of a predominant hand. Charlie displayed hand dominance when he used his right hand to hold a spoon and eat granola and when he used his right hand to reach for and grasp his water cup (horizontal checklist). Charlie showed left had dominance though when he used his left hand to grab a muffin and bring it to his mouth (horizontal checklist).

 Another development is development of laterality, which is the sense of balance between the two sides of the body. Charlie demonstrated his development of laterality when he rode a tricycle with fluid movement (horizontal checklist).

 Next there is development of midline which is the child’s ability to reach over the center of their body with the predominate hand. Charlie exhibited his lack of development of a midline when he grabbed his water cup with his right hand, brought it to the middle of his body, and then with his left hand grabbed the cup and put it down of his left side (horizontal checklist).

 Lastly there are forms of physical play, one form is mastery play which is the use of motor, either fine or gross, to complete a task. Charlie participated in mastery play when he raced a tricycle against Bella (horizontal playlist).