

# ICE *Lesson Plan*

## EARLY CHILDHOOD MOBILITY: CREEPING



This lesson plan is designed to supplement your lab on the developmental sequences of crawling/creeping.



### Learning Objectives

By the end of this activity, the successful student will be able to:

1. Analyze the transition between different movement patterns in the development of creeping, including prone extension and pivoting.
2. Differentiate between patterns of mobility, stability, and combined mobility and stability during creeping.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy Education (ACOTE) standards B.1.1, B.4.10, B.4.18
- The Commission on Education for Physical Therapy Education (CAPTE) standards 7D23; 7D27

## LEARNING ACTIVITIES



### Watch

Assign this video for students to watch before, during, or after class: **Early Childhood Motor Development: Creeping (6 months)**. In this 2½ minute video, Jack transitions between multiple stages of creeping/crawling and mobility and stability.



### Discuss

Students can engage in small or large group discussions. Questions may include:

1. In the development of creeping/crawling, what is the highest level Jack demonstrates?
2. What stage of creeping/crawling would most likely develop next?
3. How might you set up the environment to promote further skill development?
4. At what point in the video did you observe Jack use combined mobility and stability?
5. In the development of mobility and stability, what stage is Jack demonstrating? What stage typically develops next? How would you facilitate the development of that stage?
6. What other developmental skills did you observe in this video?
7. At one point in the video, Jack is pushing himself backwards. Is this typical in the development of creeping/crawling?
8. How does Jack's development in this video compare to his development of creeping/crawling in other ICE Video Library pediatric videos? (See Watch More! listed on page 2).

## CLASS OR HOMEWORK ACTIVITIES



### Sequence Chain

Have students (individually or in small groups) create a sequence chain to help them remember the steps in the developmental sequence of creeping/crawling. This should be a visual representation of each step in the process in sequential order. They can get creative with this and use a variety of materials, either in class or as a homework assignment. Students/groups can share their sequence chains to help others with strategies for remembering the developmental sequence.



### Documentation

Provide students with the link to **Early Childhood Motor Development: Creeping and Sitting (7 months)**. After viewing both videos, have students write a progress note describing Jack's changes in the development of creeping/crawling between the two videos.



### Watch more!

Search the ICE Video Library for additional pediatric videos on the topic of the development of creeping/crawling and/or mobility and stability.

Examples include:

- **Early Childhood Motor Development: Creeping (7 months)**
- **Early Childhood Motor Development: Creeping and Sitting (7 months)**



## Resources for Faculty/Student Reading

Barkley, E. F., Major, C. H., & Cross, K. P. (2014). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: John Wiley & Sons, Inc.

Bly, L. (2011). *Components of typical and atypical motor development*. Laguna Beach, CA: Neurodevelopmental Treatment Association. ISBN: 0972461515.

Bly, L. (1998). *Motor skills acquisition in the first year: An illustrated guide to normal development*. New York, NY: Elsevier. ISBN: 0127845526.

Gallahue, D. L., Ozmun, J. C., & Goodway, J. D. (2012). *Understanding motor development: Infants, children, adolescents, adults* (7th ed.). New York, NY: McGraw Hill. ISBN: 978-0073376509.

Wright-Ott, C. (2015). Mobility. In J. Case-Smith and J. C. O'Brien (Eds.). *Occupational therapy for children and adults* (7th ed.). (pp. 560-594). St. Louis, MO: Elsevier Mosby. ISBN: 978-0323169257.

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