



# Moving with Children (Infants, Toddlers & Families) Imagery and Maps

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**EMF Program: The Movement Arc**



























# The Evolution of Independent Movement: A Guideline, Not a Mandate



Prenatal  
primitive reflexes:  
involuntary movement



Primitive reflexes in  
place at birth



Head control:  
first attempts



Awakening of senses with touch,  
massage, and skin-to-skin contact



Hand and foot  
recognition



Pincer grip



Crawling



Changing hands



Releasing grasp  
voluntarily



Sitting  
independently



Navigating small  
spaces



Pulling up  
to stand



Marching



Balancing on one foot



Handedness:  
early signs



Temporal  
awareness



Manipulative skills  
emerging



Hopping



Climbing in opposition:  
opposite arm, opposite leg



Galloping



Midlines developing:  
isolated or complex whole-  
body movements



Hand and foot  
dominance developing



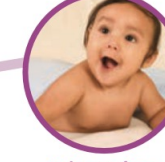
Hip tips:  
attempting to roll over



Sensory discoveries:  
especially mouth



Rolling over onto  
tummy



Pushing up from  
tummy



Postural reflexes  
emerging



Studying facial  
expressions



Rocking



Up on all fours



Commando crawling



Mouthing things



Grasping



Cruising



Bobbing up and  
down, aided



Standing, unaided



Climbing up  
furniture or stairs



Eye-hand  
coordination:  
self-feeding



Walking  
unaided:  
toddling or  
waddling



Jumping forward  
on two feet



Upper body  
strength  
developing



Jumping on  
two feet



Bobbing up and  
down, unaided



Running



Leaping from standing



Crossing the midline



Leaping from running



Skipping



Automated coordinated  
movement

## Crawling Matters

Crawling has enormous developmental benefits for young children. Both arms and both legs move in opposition to one another, which not only develops physical coordination, but also accelerates the growth of critical connections between the right and left sides of the brain.

Some children skip the crawling stage in favor of bottom shuffling, or they shoot straight up to walking. If that happens, encourage the child to crawl with push-along toys, such as toy cars and trucks.



# What *Real* Learning Looks Like

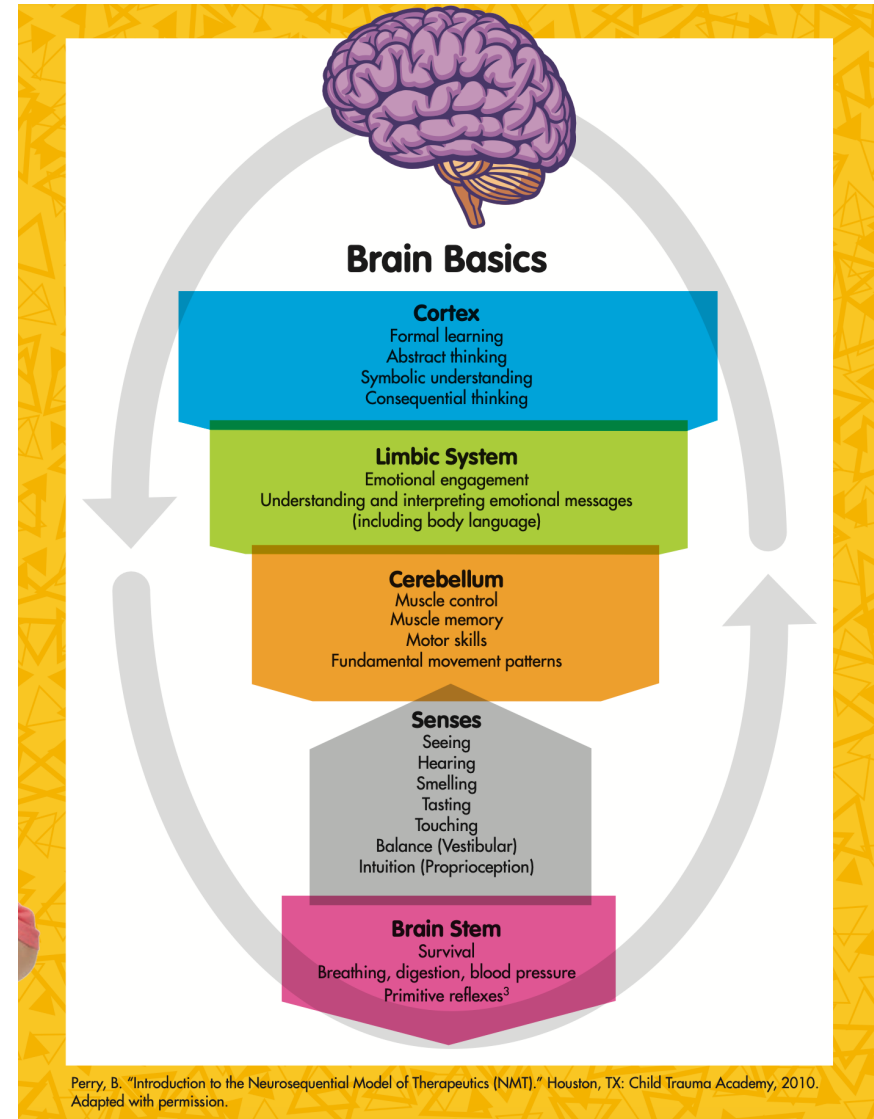


Movement is the foundation of all the skills and attributes shown here. A *Moving Child Is a Learning Child* explains how this dynamic move-to-learn process works.





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- From Dr. Bruce Perry Neurosequential approach to child development (2010) Child Trauma Academy in Houston, TX



From book: A Moving Child is a Learning Child

COMFORT/EASE

Including LBMS larger themes as well as **BESS** in all of your class/session and program design for infants. Toddlers, families

