



Media Release

May 13, 2019

Call-to-Action: Working to Improve Motor Skill Development of Children in Grey Bruce

Community action is needed to support all children to learn the basic motor skills necessary for school readiness. Measures of developmental health show children in Grey Bruce are vulnerable in areas of physical health and well-being, including fine and gross motor skills. Vulnerable means children are at risk of encountering difficulties in school and beyond.

The Call-to-Action identifies key factors contributing to motor skill development and offers strategies for community action in various sectors. Approaches include:

- Involving Caregivers and Families
- Facilitating Connection and Collaboration
- Training Service Providers
- Supporting Inclusion for All Children
- Incorporating Play Through Daily Activities
- Environments for Play
- Continued Monitoring and Evaluation

“We all have a role to play in supporting young children on the path for learning.” says Leanne Hopkins, Manager, Child & Family Services, Community Living Owen Sound & District.

“Parents, educators, service providers, health care practitioners, recreation leaders and neighbourhoods can work together to provide the opportunities that children need to play and actively develop fine and gross motor skills.”

For more information, please visit the [Grey Bruce Health Unit Motor Skill Development website](#)

Attachment: Summary of Call-to-Action Paper

Attachment: Photo Call-to-Action Community Partners – Left to Right: Leanne Hopkins, Community Living Owen Sound and District; Stephanie Sollazzo, Connect Rehabilitation; Alanna Leffley, GBHU; Lisa Alguire, GBHU; Tammy Cruickshank, Early Years Literacy Facilitator, Grey County; Laura Needham, GBHU; Emily Powel, GBHU

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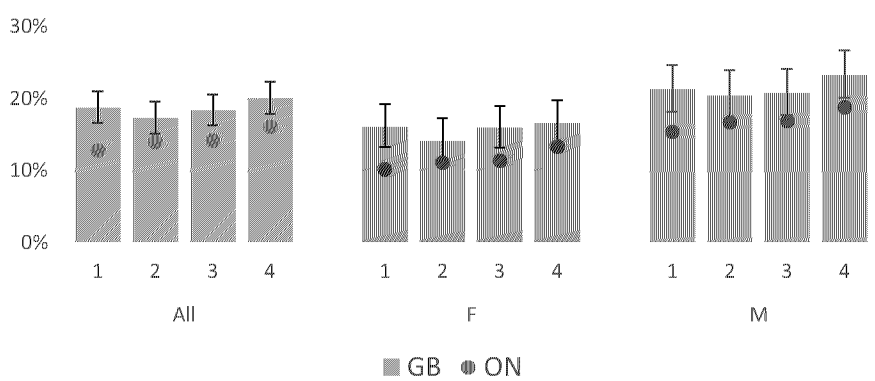


A SUMMARY OF A CALL-TO-ACTION PAPER

DEVELOPING SKILLS FOR LEARNING: FOUNDATIONS OF MOTOR SKILL DEVELOPMENT OF CHILDREN IN GREY BRUCE

WHAT IS THE ISSUE?

Early Development Instrument (EDI) measurements show that children in Grey Bruce are consistently more likely than Ontario children to score as vulnerable in the Physical Health and Well-Being domain. This includes fine and gross motor skill development. Vulnerability means children are at risk of encountering difficulties in the school years and beyond.



Percentage of Children Scoring in the Vulnerable Range in the Physical Health and Well-being Domain by EDI Cycle and Sex, Grey Bruce and Ontario.

WHAT IS THE EARLY DEVELOPMENT INSTRUMENT (EDI)?

The Early Development Instrument (EDI) is a validated tool used widely across Canada to measure a child's developmental health and well-being at school entry in five key domains. The Physical Health and Well-Being domain covers three subdomains: physical readiness for the school day, physical independence, and gross and fine motor skills.

FINE AND GROSS MOTOR SKILLS

- Holding a pencil
- Manipulating objects

- Jumping
- Coordination and Balance

- Running
- Climbing

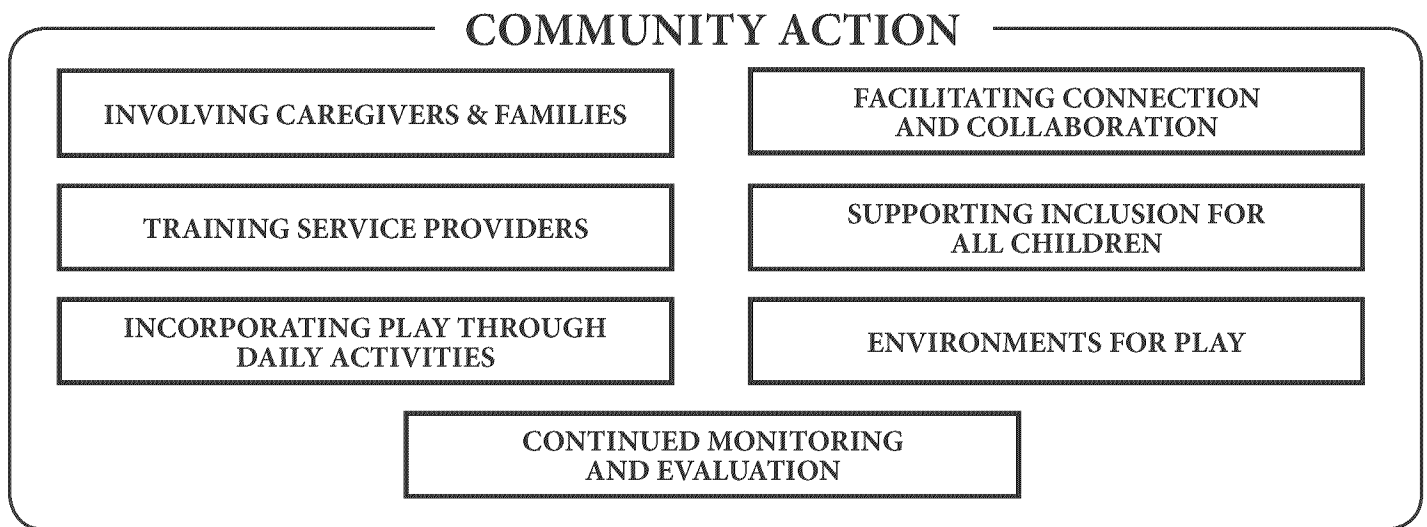
THE EARLY YEARS: A CRITICAL TIME FOR MOTOR SKILL DEVELOPMENT

All children need opportunities to learn, play, interact, and explore. Factors that contribute to motor skill development include: physical activity, the role of play, stimulating social and physical environments, instructional approaches, and societal influences.

DEVELOPMENT OF A CALL-TO-ACTION PAPER

The Call-To-Action Paper highlights the importance of partnerships to promote early childhood development and to meet milestones for school readiness. Key stakeholders were engaged to identify strategies for action based on evidence from the literature, frameworks and models, and local data, programs and services.

STRATEGIES FOR ACTION



COLLABORATION FOR ACTION

Locally there are a wealth of skills, resources and knowledge currently acting to support healthy growth and development. There are opportunities for all sectors, community partners and collaborative committees to build on current initiatives and strengthen community action. Key stakeholders include; childcare and early learning centres, health care providers, early intervention services, school boards, schools, educators, municipalities, community organizations, parents and caregivers.

The strategies for action provide considerations when planning programs, services, interventions and policies to help mitigate existing and future developmental disparities. Collaborative action is required in order to create supportive, nurturing environments for all children to learn the fundamental motor skills necessary for school readiness.

FOR MORE INFORMATION

For more information, or if you are interested in the full report contact:

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