

ORAL: PRE-K PHYSICAL DEVELOPMENT STANDARDS: A REVIEW OF 50 STATES

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Objective: To examine state Pre-Kindergarten standard milestones specific to fundamental movement and perceptual motor skills in young children. **Method:** All states have standards or frameworks that outline developmentally appropriate expectations for preschool-aged children with the intent to provide clarity and appropriate measurable goals for childcare providers. These were identified and examined for comparison across fifty states with the focus on those standards recommended by each state identified as important to early childhood development (ages 3-5 years). A search was conducted to locate the most recent state standards that were publicly available as of December 2019. State standard versions ranged from those published between January 2007 and December 2019. **Results:** After aggregation of all standards (n=184), 47 skills were compiled and ranked by state inclusion. Domains most common (90.9%) to the upper quartiles were locomotor skills (54.5%) and object manipulation (36.4%). While 90% of non-locomotor skills were reported in the lower two quartiles, perceptual motor development or proprioception skills were all (100%) reported in the bottom two quartiles. Skills in the upper quartiles (most commonly reported) included 3 skills in the highest quartile - running, jumping and throwing a ball overhand (88%, 86%, 84%, respectively) and 8 skills in the 3rd quartile - walking, climbing, kicking a ball, balancing, hopping, catching a ball, pedaling a tricycle and galloping. States demonstrated a wide variation in how skills were defined and often lacked age-appropriate classifications. Critical skills were missing from many states and some skills observed were too complex for preschoolers to perform. **Implications:** This study recognizes the need for consistent, standardized recommendations about what skills should be taught, should include standardized definitions and should be age appropriately defined. This will help promote early identification of children who are not meeting such standards and provide more time and opportunity for intervention.