

ECI Library Matters

Play and Motor Development (updated)

This issue features updated library resources on Play and Motor Development. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at www.texashealthlibrary.com.

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Can guidance during play enhance children's learning and development in educational contexts? A systematic review and meta-analysis. Skene, K., O'Farrelly, C. M., Byrne, E. M., Kirby, N., Stevens, E. C., & Ramchandani, P. G. (2022). *Child Development*, 93(4), 1162-1180. <https://doi.org/10.1111/cdev.13730>

This systematic review and meta-analysis considered evidence of guided play compared to direct instruction or free play to support children's learning and development. Interventions from 39 studies were reviewed (published 1977-2020); 17 were included in meta-analysis (total = 3893; child age = 1-8 years; girls 49.8%; ethnicity White 41%, African American/Black 28%, Hispanic 19%). Guided play had a greater positive effect than direct instruction on early math's skills ($g = 0.24$), shape knowledge ($g = 0.63$), and task switching ($g = 0.40$); and than free play on spatial vocabulary ($g = 0.93$). Differences were not identified for other key outcomes. Narrative synthesis highlighted heterogeneity in the conceptualization and implementation of guided play across studies.

Do toys get in the way? The duration of shared emotional experiences is longer when mothers engage their infants without toys. Sjolseth, S. R., Frosch, C. A., Owen, M. T., & Redig, S. L. (2023). *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.22092>

During mother-infant interaction, shared emotional experiences, defined as reciprocal and synchronous emotional sharing between mother and infant, are an indicator of early relational health. Yet, it is unclear how mothers' efforts to engage with their infants relate to dyadic-level shared emotional experiences. Utilizing a sample of 80 randomly selected videos of the NICHD Study of Early Child Care and Youth Development, we examined how mothers' bids for interaction with their 6-month-old infants related to the duration of shared emotional experiences. An event sampling, sequential coding system was used to identify a maternal bid for interaction (i.e., with toy, without toy) and the subsequent presence or absence of a shared emotional experience, including duration of the shared emotional experience. Results indicated that shared emotional experiences were longer following mothers' efforts to engage their infants in play without toys. Findings suggest that methods matter; researchers and practitioners interested in studying and promoting shared emotional experiences between mothers and infants may wish to focus on dyadic interactions without toys.

On the meanings of functional play: A review and clarification of definitions. Sidhu, J., Barlas, N., & Lifter, K. (2022). *Topics in Early Childhood Special Education*, 42(2), 189-201.

<https://doi.org/10.1177/0271121420951859>

The term *functional play* is used widely and variably in serving young children who have developmental delays, affecting its use in research and practice. It also is confused with play as a functional goal. We reviewed studies that used the term. Of 146 reports, less than half included a definition. We organized those with definitions into two groups: one in terms of appropriate use of toys and the other in terms of motor activities. We conclude that the toy-directed focus subsumed in appropriate use is subject to wide variation in interpretation, and it should not be used as a category of play. It does not explicitly take into account children's developmental progress in play. We recommend the term should be reserved for activities that support engagement and interest. Such activities represent play as functional for a child, requiring an understanding of children's progress in play, which is play that is child-focused.

Parents' home-safety practices to prevent injuries during infancy: From sitting to walking independently. Bryant, L., Morrongiello, B. A., & Cox, A. (2022). *Journal of Child and Family Studies*, 32(4), 1102-

1112. <https://doi.org/10.1007/s10826-022-02320-2>

Unintentional injury represents a significant health threat to young children worldwide, with infancy marking a particularly vulnerable stage of development. The current study identified parents' home safety practices at two stages of development during infancy (sitting versus walking independently), with a focus on six common injury threats: burns, cuts, falls, drowning, poisoning and suffocation/strangulation/choking. This study also examined associations between these practices and parents' beliefs about their infant's vulnerability for injury, potential severity of injury, and need for supervision, as well as parents' tolerance for their children's risk taking and extent of protectiveness. A home-safety interview and measures assessing injury beliefs were administered to 146 parents of infants. Results revealed that the nature and frequency of parents' safety precautions varied based on infant mobility status and type of injury. Different injury beliefs were associated with implementing these precautions at each motor development stage. Implications for developing safety messages to promote parents' injury prevention strategies are discussed.

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Journal of Early Intervention. Volume 45, Issue 4; December 2023

Autism spectrum disorder screening practices of Part C early intervention providers: A brief report. p. 359-369. Wiegand, S. D., Brown, J. A., & Lieberman-Betz, R. G.

Effects of lag schedules of reinforcement on variable manding in preschoolers with disabilities. p. 370-390. Pokorski, E. A., Todt, M. J., Willard, K. C., Barton, E. E., Martinez, A. P., & Lloyd, B. P.

Finding the on ramp: Accessing early intervention and early childhood special education in an urban setting. p. 391-407. Moran, K. K. & Sheppard, M. E.

Improving attachment security in early childhood intervention: A framework from Constructivist Grounded Theory. p. 408-429. Alexander, S. L., Frederico, M., & Long, M.

Qualitative investigation of educator and parent experiences of education services during COVID-19. p. 430-451. Fettig, A., Zulauf-McCurdy, C., Choi, G., & McManus, M.

Examining the remote learning experiences of children born very preterm during the COVID-19 pandemic. p. 452-466. Vrantsidis, D. M., Horn, T. C., Benkart, R. A., Busch, T. A., Orton, K. E., Neel, M. L., Maitre, N. L., & Taylor, H. G.

Parenting stress, child social functioning, and Part C early intervention in predominantly low-income families of children with or at high risk for developmental delay from minoritized racial and ethnic groups. p. 467-487. Kuhn, J., Hickey, E., Lindly, O., Stransky, M., Masaro, M., Patts, G. J., Cabral, H., Crossman, M., Augustyn, M., Feinberg, E., & Broder-Fingert, S.

Parents' perspectives of center-based early intervention services for deaf/hard of hearing children. p. 488. Rufsvold, R., Smolen, E., Hartman, M., & Flemin, L.

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Future Topics. p. 171.

Editorial. p. 172. Barton, E. E.

Special Series: Contributions of Mixed Methodology to Early Childhood
Special Education Research

Putting the “Mix” in mixed methods: How to integrate quantitative and
qualitative research in early childhood special education research.
p. 174-186. Love, H. R., Fettig, A., & Steed, E. A.

Ethics in the Early Intervention System: A mixed methods exploration.
p. 187-202. Corr, C., Spence, C. M., Chudzik, M., Connor, S., Bentley, B.,
Sawyer, G., Kern, J. L., Griffin, R., Ruiz, A. B., & Jackson, A.

Mixed methods journal reviewing in early childhood special education.
p. 203-213. Corr, C., Chudzik, M., Oh, J. R., Love, H. R., & Snodgrass, M. R.

Early childhood professionals’ reported use of culturally and linguistically
responsive practices during initial evaluations: A mixed methods study.
p. 214-226. Steed, E. A., Stein, R., Burke, H., & Charlifue-Smith, R.

Early interventionists’ perspectives about changes in caregiver coaching
during COVID-19: A mixed methods study. p. 227-240. Williams, C. S. &
Ostrosky, M. M.

Conference Calendar. p. 241.

Author Guidelines. p. 242.

New Books

**Retro toddler: More than 100 old-school activities to boost
development.** Anne H. Zahry, 2018. (LB 1139 Z16 2018 ECI)

The book includes instructions for developmentally stimulating, screen-free
toys that parents and toddlers can make together out of everyday household
items. This title is also available as an eBook.

New eBooks

Play, physical activity and public health: The reframing of children's leisure lives. Stephanie A. Alexander, 2019.

This book presents a discussion of the way modern notions of play are rendering children's leisure activities less free and less engaged in simply for fun. Based on original qualitative research, and analysis of contemporary media from Canada and elsewhere, this book argues that the growing health concerns around childhood play entail a paradox: by advocating, promoting, discussing, and re-directing children's play, a new form of children's leisure is emerging - one that is purpose-driven, instrumentalized for health, and ultimately, less free.

Selected Audiovisuals

Being with infants: Part 2. DVD. 120 min. 2019. (DD0836)

Early interventions for pediatric occupational and physical therapy: A lecture. [Streaming](#). 358 min. 2015.

Life with baby: Parenting from birth to 12 months. DVD. 24 min. 2019. (DD0824)

Magic of everyday moments series. DVD. 18 min.; 21 min.; 23 min.; 25 min. 2015. (DD0685; DD0742; DD0743; D0744)

Making sense of play. DVD. 130 min. 2015. (DD0789)

The moving child film I: Supporting early development through movement. DVD. 60 min. 2017. (DD0837)

The moving child film III: Developmental movement in the first years. DVD. 60 min. 2019. (DD0838)

Parenting: Play and milestones: 7 to 12 months. DVD. 11 min. 2016. (DD0741)

Parenting: Play and milestones: Birth to 6 months. DVD. 10 min. 2016. (DD0740)

Parenting basics - toddler age 2: Play and milestones. [Streaming](#) or DVD. 12 min. 2016.

The power of physical play: Development and effective learning. DVD. 57 min. 2016. (DD0829)

Selected Books

Baby and toddler basics: expert answers to parents' top 150 questions. Tanya Altmann, 2018. (WS 103 A465 2018 ECI)

Caring for our children: National health and safety performance standards guidelines for early care and education programs, 4th ed. 2019. (LB 1139.23 C277 2019) This title is also available as an eBook.

Early intervention every day! Embedding activities in daily routines for young children and their families. Merle J. Crawford and Barbara Weber, 2014. (LC 4019.3 C897e 2014 ECI)

Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI)

Fine motor skills in children with down syndrome: A guide for parents and professionals, 3rd ed. Maryanne Bruni, 2015. (WS 107 B896f 2015 ECI)

Games to play with babies. Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI)

Gross motor skills for children with down syndrome: A guide for parents and professionals, 2nd ed. Patricia C. Winders, 2014. (WS 107 W763 2014 ECI)

The natural laws of children: Why children thrive when we understand how their brains are wired. Celine Alvarez, 2019. (WS 103 A473 ECI 2019)

Occupational therapy activities for kids: 100 Fun games and exercises to build skills. Heather Ajzenman, 2020. (WS 368 A312 2020 ECI)

Planning in the moment with young children: A practical guide for early years practitioners and parents. Anna Ephgrave, 2018.
(LB 1139 E63 2018 ECI)

The toddler brain: Nurture the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to age 5. Laura A. Jana, 2017.
(WS 103 J33 2017 ECI)

Toddlers moving and learning. Rae Pica, 2014. (LB1139 P585 2014 ECI)

Young children's play: Development, disabilities, and diversity. Jeffrey W. Trawick-Smith, 2020. (LB 1137 T782 2020 ECI)
This title is also available as an eBook.

Selected eBooks

Activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016.
Experts present more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities.

Play therapy with families: A collaborative approach to healing. Nancy Riedel Bowers, 2014.
This book contains a unique approach for helping families, outlining an in-depth review of play and its relevancy to healing for children and families. Bowers explains the Collaborative Play Therapy Model.

Retro baby: Cut back on all the gear and boost your baby's development with more than 100 time-tested activities. Anne H. Zachary, 2014.
Baby bouncers, carriers, electronic toys, and "educational" videos are intended to make our children smarter and our lives easier, but can their overuse negatively impact infant development? Absolutely. This book helps caregivers understand the potential dangers of extended equipment use and overexposure to technology.

Simple low-cost games and activities for sensorimotor learning.

Lisa Kurtz, 2014.

Using materials that are readily-available in most households or that can be purchased or homemade at a very low cost, these games and activities are appropriate for all children, including those with autism, ADHD, and other learning challenges. It has clear descriptions on how to carry out each activity, helpful illustrations, and ways to adapt activities according to the child's individual needs.

Young children's play and environmental education in early childhood education. Amy Cutter-Mackenzie-Knowles, Susan Edwards, Deborah Moore, and Wendy Boyd, 2014.

The authors suggest ways for young children to have meaningful engagement with the outdoors and the environment through play.

Selected Websites

[**American Journal of Play**](#) is a free, online journal that offers research and resources related to play that is made available from [**The Strong National Museum of Play**](#).

[**Boston Children's Museum**](#) has created a website to promote play as a vital activity that children use to learn about and interact with their world. It offers online resources on the following topics:

- Play and Learning
- Play and Health
- Play and Language Development
- Play and Social-Emotional Development
- Play and Creativity
- Play and Cultural Differences.

[**Extension Alliance for Better Child Care**](#), a part of the Cooperative Extension System is funded by a grant under [**USDA National Institute of Food and Agriculture**](#). This website is for those interested in childcare and early childhood education.

[**Fat Brain Toys**](#) provides information on special needs toys and materials that are based entirely on customer feedback. Each listing is accompanied by detailed reviews written by real parents, teachers, and therapists.

[Inclusion Matters by Shane's Inspiration](#) is an international non-profit fostering a bias-free world for children with disabilities through the creation of inclusive playgrounds and educational programs that unite children of all abilities worldwide.

[Thinkery](#), located in Austin, is where children and their families come to enjoy play-based, inquiry-rich, hands-on learning experiences. Through a variety of hands-on, interactive STEAM (science, technology, engineering, arts, and math) exhibits and programs, Thinkery encourages physical, emotional and cognitive development for young learners and fosters joyful curiosity for all ages. Its target ages are newborns through eleven years old, but its interactive experiences are designed to engage learners of all ages!

[US Play Coalition](#) is a partnership that promotes the lifelong value of play. It is an international network of individuals and organizations that recognize play as a valuable and necessary part of a healthy and productive life. The coalition hosts conferences and educational trainings, encourages and conducts research, and provides avenues of communication about the value of play worldwide. Membership is free, and simply requires a declaration of shared commitment to the value of play through its "[Get Involved](#)" page.

Useful Library Information

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Mailing Address: PO Box 149347, Mail Coode 1955, Austin, TX 78714-9347