ECI Library Matters

January 2016

Play and Motor Development (updated)

This month we are featuring books, videos, and websites about play and motor development.

Check out the new additions to the collection on page 20!

Texas Health and Human Services

HHS Office of the Ombudsman:
1-877-787-8999

ECI Website:
https://hhs.texas.gov/node/2103

ECI Library Matters is available electronically at:
https://hhs.texas.gov/services/disability/early-childhood-intervention-services/eci-central-directory-resources/eci-library-matters

Contact Information

Texas Dept. of State Health Services Audiovisual Library
(512) 776-7260
Toll-free: 1-888-963-7111 ext. 7260
Fax: (512) 776-7474
E-mail: avlibrary@dshs.state.tx.us

Hours: Monday-Friday, 7:30-5:00

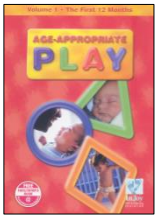
Physical Location:
1100 W. 49th St.
Moreton Bldg. Room 652
Austin, TX 78756

Mailing Address:
1100 W. 49th St.
P.O. Box 149347, MC 1975
Austin, TX 78714-9347

Library Web site:
http://www.dshs.state.tx.us/avlib/

Library Catalog:
http://www.texashealthlibrary.com

Play and Motor Development – DVDs



Age appropriate play:
Volume 1: the first 12 months. 24 min. 2002. (DD0443). This program teaches age-appropriate activities that stimulate gross and fine motor skills, language skills, socialization, and problem solving. Examples of fun activities for each developmental milestone are provided along with information on how to make toys and play spaces safe. It gives tips on how to create play opportunities that foster bonding and self-awareness. This title is also available in Spanish as DD0446.

Volume 2: twelve to twenty four months. 17 min. 2002. (DD0444). This program teaches age-appropriate activities that stimulate gross and fine motor skills, language skills, socialization, and problem solving. It teaches fun toddler activities that nurture language, imagination, exploration, and sensory development. This title is also available in Spanish as DD0447.

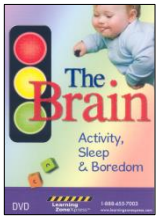
Volume 3: two and three year-olds. 15 min. 2002. (DD0445). This DVD shows how fine motor skills, language skills, and positive social behavior can be enhanced through art and play. This title is also available in Spanish as DD0448.

Babies and young children with each other. 28 min. 2000. (DD0103). This program explores the development of social contacts of babies and young children from the ages of four months to two and a half years. Observed in the "naturalistic" setting of the Loczy home residence in Budapest, children go through three overlapping periods of development. In the first period, the child discovers that "others" are not just objects, but are actually living beings. In the second period, the child discovers that "others" are actually people. In the third period, after taking part in common activities, the child begins to experience the first feelings of friendship with other children and finds pleasure in their company.

Play and Motor Development – DVDs (continued)

The baby human: to walk. 52 min. 2002. (DD0281).
This program shows the motor development of infants. New crawlers are unable to assess danger, fear of heights is linked to expansion of peripheral vision, and babies must learn and relearn lessons to adapt to their environment.

Be your child's best play partner. 174 min. 2004. (DD0387).
Dr. Richard Solomon presents a workshop based on the DIR theory of Dr. Stanley Greenspan. Parents and their children with autism demonstrate effective play-based interventions such as floor time. Dr. Solomon discusses research on autism and suggests techniques and strategies for home and school. He explains how children with autism perceive their world and compares children on different ranges of the autism spectrum.



The brain: activity, sleep, and boredom. 20 min. 2011. (DD0471).
This program explains why physical activity is important for the development of children's brains. It lists the stages of play and their meaning. The stages of sleep are also explained. Parents are urged to foster constructive boredom such as naps, quiet time, and free play.

A child grows: your baby's first year. 24 min. 2003. (DD0527).
Infants demonstrate milestones in basic motor skills from rolling over to standing alone. They learn that objects can exist outside of their own experience, learn cause and effect, and slowly discover they are independent beings. Watch as they explore eye-hand coordination, feeding skills, a first smile, language understanding, baby talk, and the magical dance of senses and muscles called sensorimotor development.

Child's play: how having fun turns kids into adults. 23 min. 2003. (DD0105).
Play is how children try out roles and test limits, how they develop basic physical and mental skills. Play is fun and free, yet also a dress rehearsal for adulthood. Play is the engine that drives child development.

Comparison of normal and atypical development. 48 min. 2009. (DD0628).
Physical therapist Maria Huben contrasts typical and atypical sensorimotor development in children. Children are shown in a supine position, prone position, sitting, and standing. Huben demonstrates developmental movement and postural components that impair the establishment of skill in children with neuromotor disorders.

Developmentally appropriate practice: a focus on intentionality and on play video program. 177 min. 2009. (DD0469).
This DVD focuses on the characteristics and types of play and the teacher's role in supporting high-level play.

Discipline from birth to three vol. 2: he's crawling help. 10 min. 2001. (DD0009).
Parents will learn how to meet a child's need to explore and how to use childproofing as a discipline technique. They also learn the importance of playing with a child.

Early intervention in action: working across disciplines to support infants with multiple disabilities and their families. 2009. (CR0044).
This interactive textbook with video clips covers a variety of subjects of interest to early intervention specialists including motor development and physical disabilities.

Early socialization:

From birth to age 2. 23 min. 2002. (DD0278).
This DVD follows the social development of two young children, Max and Ellie, from the ages of birth to two. The program contains examples of parallel play, sharing with peers, and negotiation.

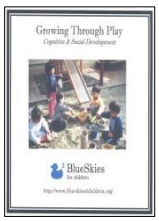
Play and Motor Development – DVDs (continued)

From age 2 to age 5. 29 min. 2002. (DD0133).
This program follows the social development of two young children, Max and Ellie, from the ages of two to five. Examples of cooperative play are captured on film as the children broaden their awareness of the world through interactions with each other, family members, and peers.

Embracing play. 47 min. 2002. (DD0193).
This program is intended for parents of a child newly diagnosed with autism. It presents ways they can interact with their child through using household objects and toys in various play situations. It demonstrates strategies for creating the structure necessary to foster the child's play skills. Because play comes naturally to most children, it is a good way to immediately keep the child engaged.

First adventures. 45 min. 2004. (DD0582).
Instructors from the Western Pennsylvania School for Blind Children enhance their young students' language, concept development, visual reach, motor movement, and use of a long cane by teaching these skills in an outdoor garden designed for children who are blind.

NEW! Getting kids in sync. 26 min. 2010. (DD0661).
Carol Kranowitz, demonstrates Sensory-Motor, Appropriate, Fun, and Easy activities with the help of the St. Columba's Nursery School in Washington D.C. Kranowitz shows how to use these purposeful activities to help children develop their sensory-motor skills while improving learning and behavior.



Growing through play. 26 min. 2004. (DD0629).
This DVD demonstrates how children learn important cognitive and social skills through their play, from pre-literacy skills to social interaction. Containing authentic footage of children in a diverse classroom setting, this instructional DVD shows each of Mildred Parten's stages of play in action and makes the connection between each stage of play and how it relates to the learning styles of children of different ages. It also demonstrates the role well planned environments play in a child's successful progression throughout the different stages of play.

NEW! I want all the turns: supporting children in resolving problems and conflicts/quiero todo los turnos. 90 min. 2013. (DD0655).
This program describes how early childhood teachers can support the development of children's problem-solving abilities during play. Preschool teachers use curriculum strategies to encourage problem solving and explain the HighScope conflict resolution process for children. The DVD also offers strategies teachers can use to prevent children from developing bullying behavior patterns in later years.

Infants: physical development. 30 min. 2010. (DD0428).
Viewers will witness the development of reflexes and gross and fine motor skills in typically developing children as well as those with challenging conditions. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Is baby ok? 22 min. 2003. (DD0526).
Learn some of the basic developmental milestones in physical growth and large and small motor skills. Parents discover when to seek professional help to assess development, especially for potential problems in hearing and vision. They will also learn to recognize key motor skill developments. See how symmetry of movement is important and learn how growth charts take ethnic diversity into account.

Play and Motor Development – DVDs (continued)

Landmarks of development. 22 min. 2003. (DD0259).
This DVD addresses the major milestones in locomotion and fine motor skills that are realized in the child's first year.

Language is the key: **talking and books; talking and play**. 44 min. 2006. (DD0506).
These DVDs address the needs of professionals and paraprofessionals who work with young children with language disorders. The program and strategies are also appropriate for teachers and parents of children who are typically developing. *Talking and books* shows how to use picture books to promote language development and early literacy. *Talking and play* shows how to promote language and literacy when children are engaged in play or everyday activities.

Learning happens. 113 min. 2007. (DD0411).
This DVD features 30 short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines. These vignettes capture how learning unfolds through loving interactions with parents and caregivers, and highlights the critical role that adults play in supporting children's healthy development and school readiness. Some of the clips are in Spanish with English subtitles.

Learning happens II. 29 min. 2010. (DD0412).
This DVD features 25 short video clips that show parents and children, aged birth to 5 years, interacting during playtime and everyday routines. They highlight the critical role that adults play in supporting children's healthy development and school readiness. The clips are provided without commentary or narration.

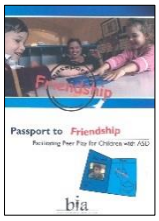
NEW! Magic of everyday moments. 23 min. 2014. (DD0685).
A chapter of this DVD explores the power of play. The segment shows how children learn to communicate, solve problems, and get along with others by playing.

Music and movement in early learning. 25 min. 2007. (DD0532).
When young children hear music, their natural inclination is to move their bodies in response to it. Research has shown that this movement, like the music itself, is an integral factor in the brain's and the body's healthy development. Music is an invaluable learning tool by itself, but its impact is vastly enhanced when it is joined with movement. This DVD explains what research has shown us about the importance of combining movement with music in early learning environments and shows experienced teachers using them effectively.

The not-so-terrible-twos: a parent's guide. 22 min. 2005. (DD0529).
Two-year-olds fine-tune their muscles through constant imitation, experimentation, and repetition. Observe as two-year-olds learn to make the complex mental connections that lead to true understanding. Watch their first interactions with others, and see how it is still difficult for them to see a situation from another's viewpoint. A pediatrician explains the importance of body awareness and motor skills to toilet training.

Observing Kassandra. 2010. (KT0079).
This kit is a new edition of the Transdisciplinary Play-Based Assessment (TPBA2). It contains a 50-minute DVD of an actual play session to help early childhood professionals practice their observational and note-taking skills, a tablet of blank TPBA2 forms and a CD-ROM with sample completed TPBA2 and TPBI2 forms to use as models for assessment and intervention. A workbook with guidance for professional development is also included. It is intended for use for children from birth to age 6. It assesses sensorimotor, emotional, social, communication, and cognition domains.

Play and Motor Development – DVDs (continued)



Passport to friendship. 37 min. 2006. (DD0082).
This program presents a step-by-step approach to helping young children with autism spectrum disorder learn to play with other kids. Using examples, insights from parents, and commentary by Hilary Baldi of the Behavioral Intervention Association, this program demonstrates how to build structure and predictability into peer play to help children with autism spectrum disorder improve their interaction skills.

Play, learning, and development (filmed in England):

Babies outdoors. 53 min. 2010. (DD0631).
Babies are stimulated by sensory experiences available outdoors. This DVD details the development of vision, hearing, and touch as well as physical development as babies learn to reach, grasp, sit, crawl, and walk. Babies also develop socially and emotionally as they play outdoors with their caregivers.

Toddler behavior and development. 60 min. 2009. (DD0434).
The 16 clips on this DVD highlight daily routines and show how adults tune into the needs of children from ages 18 months to 3 years of age with responsive strategies. It features toddlers at home with parents, in centers, and family child care settings. Each two to five minute non-narrated clip is a brief case study. Discussion questions follow each clip.

Two year olds outdoors. 63 min. 2010. (DD0633).
Toddlers are stimulated by sensory experiences available outdoors. This DVD details the development of vision, hearing, and touch as well as physical development as babies learn to reach, grasp, sit, crawl, and walk. Toddlers also develop socially and emotionally as they play outdoors with their caregivers.

Play that's real: fostering a sense of identity in toddler programs. 35 min. 2002. (DD0333).
This program examines how caregivers can promote play that is meaningful by building on everyday experiences and routines in the child-care setting. Children are shown engaging in play that is authentic. It explains how a secure attachment relationship supports play.

Preschooler observation: physical and motor development. 21 min. 2012. (DD0495).
This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary physical advancements that children make at this age. Viewers also see the natural activities children are drawn to which help their physical development and strategies to encourage these activities. This program includes 16 live-action clips. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschoolers: physical development. 21 min. 2008. (DD0431).
Viewers will learn how gross and fine motor skills are developed in children between the ages of two and five. They will also see the physical milestones that most children reach during this stage. Children are shown participating in activities that foster their physical development. Teachers are provided with strategies to encourage these activities. This DVD examines the importance of good nutrition and the proper amount of sleep. It also shows activity modifications to help children with physical challenges.

Promoting children's social competence: a guide to family child care providers. 23 min. 2007. (DD0119).
This DVD contains three sections: setting up the environment to support social development; guiding children's behavior; and understanding and dealing with challenging behavior. This program gives child care providers tips on how to teach children to cooperate, play positively, share, and take turns.

Play and Motor Development – DVDs (continued)

See how they play. 36 min. 2013. (DD0626).
This film explores Magda Gerber's RIE educaring approach to play for infants and toddlers. As they construct their knowledge about the world, even very young babies need time to play and explore autonomously. Viewers see how the principles of educaring facilitate the authentic self-initiated learning of babies. During play and exploration, infants and toddlers organize and integrate their own physical, cognitive, and emotional development in ways that are uniquely meaningful to each child.

Social toddler. 43 min. 2005. (DD0516).
Two child development experts share their first hand parenting experiences and the findings of early childhood education specialists. These experts explore the basics of toddler growth and learning; look at the world from a small child's perspective; and examine the needs of especially challenging children. Mobility, copying, repetition, fine motor skills, categorizing, and many other developmental benchmarks are highlighted. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Toddlers: physical development. 29 min. 2009. (DD0262).
Viewers will learn about the physical characteristics of toddlers and how gross and fine motor skills are developed. They will see the milestones children achieve at this age by observing toddlers at learning centers and at home.

Your preschooler: a parent's guide. 21 min. 1996. (DD0530).
This program chronicles the physical, social, and cognitive development of preschoolers. Viewers learn why play in its many forms is critical to development. They see how fine and large motor skills develop, and see the emergence of literacy and problem-solving skills.

Your toddler: a parent's guide. 21 min. 2003. (DD0528).
One-year olds figure out how to use over six hundred muscles and embrace the scary task of becoming an individual. Physical, mental, emotional, and social developments intertwine as toddlers learn to move, think, and speak in new ways.

Play and Motor Development – Books

101 favorite play therapy techniques, volume III. Heidi Kaduson, 2003. (655.2 K11 2003 ECI).
This book provides 101 techniques for play therapy. They are grouped into seven sections: expressive arts, puppet play, storytelling, group play, play toys and objects, game play, and other techniques. Each technique includes an introduction, a rationale, as well as a detailed description and application to illustrate how the technique is performed with children.

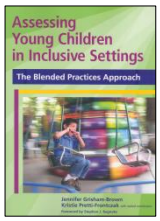
365 games smart toddlers play: creative time to imagine, grow, and learn. Sheila Ellison, 2006.
Each day with a toddler brings new experiences for them and new opportunities for parents to teach, share, and grow closer to each other. Author Sheila Ellison fills each page with fun, practical ways to create and enhance those special everyday moments. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Achieving learning goals through play: teaching young children with special needs. Anne H. Widerstrom, 2005. (655 W639 2005 ECI).
This book describes how to use naturalistic play activities to address children's learning goals. This book is intended for teachers, therapists, and daycare providers. It shows that play is a valuable medium for learning.

Play and Motor Development – Books (continued)

Active start: a statement of physical activity guidelines for children from birth to age 5. 2009. (545 N277a 2009).
The position statement and guidelines found in this document reflect the consensus of specialists in motor development, movement, and exercise physiology regarding young children's physical activity needs during their first years of life.

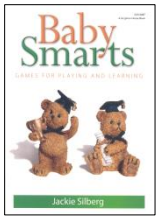
An activity-based approach to early intervention. Diane Bricker and Kristie Pretti-Frontczak, 2004. (LC 4019.2 J646 2015 ECI).
This book provides child-directed techniques and ready-to-use forms to assist teachers and interventionists to individualize goals and objectives, match developmental levels, plan and execute program schedules and activities, and monitor a child's progress over time.



Assessing young children in inclusive settings: the blended practices approach. Jennifer Grisham Brown and Kristie Pretti-Frontczak, 2011. (LB 3051 A846 2011 ECI).
This book explains how to conduct an authentic assessment during children's natural routines and play activities. It teaches how to use assessment to inform effective program planning and ensure that practices are aligned with DEC and NAEYC recommendations.

Assistive technology for young children: creating inclusive learning environments. Kathleen C. Sadao, 2010. (LC 4019.3 S124a 2010 ECI).
This book contains a chapter on how assistive technology can be used to enhance play for children with disabilities. It reviews the stages of play and provides advice on how to increase early childhood play opportunities.

Baby play: 100 fun-filled activities to maximize your baby's potential. Wendy Masi and Roni C. Leiderman, 2001. (655.2 B115 2001 ECI).
Sharing play time with infants is one of the best ways to give them a great start in life. This book is full of simple activities that parents and babies can do together. The activities stimulate a baby's physical and social development.



Baby smarts: games for playing and learning. Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).
This book describes games to play with infants at various stages in their development. The games will help develop physical skills, social-emotional skills, or intellectual and thinking skills.

Beautiful beginnings: a developmental curriculum for infants and toddlers. Helen H. Raikes, 2006. (525 R151b 2006 ECI).
Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. This research-supported curriculum helps children progress in eight key areas including gross motor and fine motor skills.

The Carolina curriculum for infants and toddlers with special needs. Nancy M. Johnson-Martin, 2004. (556.1 J635 2004 ECI).
This book was developed to be used with children from birth to 36 months who have mild to severe disabilities. It contains 24 teaching sequences covering five developmental areas including fine motor and gross motor skills.

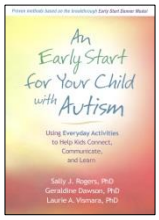
NEW! The common sense guide to your child's special needs: when to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3969 P45 2012 ECI).
This book contains chapters that help parents understand problems children may have with motor skill development.

Play and Motor Development – Books (continued)

Culturally and linguistically sensitive practices in motor skills intervention for young children. Yash Baghwanji, 2000. (545 B144 2000 ECI).
This report discusses the factors that impact motor development in young children.

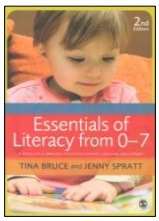
Developmentally appropriate play: guiding young children to a higher level. Gaye Gronlund, 2010.
Following the new Developmentally Appropriate Practice guidelines from the National Association for the Education of Young Children (NAEYC), this resource helps teachers enhance the depth and richness of children's play. Chapter topics include identifying and planning purposeful play, incorporating standards into play, and suggestions to reach higher levels of play. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Early intervention every day!: embedding activities in daily routines for young children and their families. Merle J. Crawford and Barbara Weber, 2014. (556 C73 2013 ECI).
Effective early intervention doesn't stop when the provider leaves the family's home. That's why every interventionist needs this practical sourcebook, packed with research-based strategies for helping parents and caregivers take a consistent, active role in supporting young children's development. Strategies target key areas of skill development including gross and fine motor skill development.



An early start for your child with autism: using everyday activities to help kids connect, communicate, and learn. Sally J. Rogers, 2012. (WM 203.5 R729 2012).
Parents can play a huge role in helping toddlers and preschoolers with autism spectrum disorders (ASD) connect with others and live up to their potential. This guide provides doable, practical strategies parents can use every day. The authors turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills. Examples illustrate techniques for promoting play, language, and engagement.

Enhancing learning through play: a developmental perspective for early years settings. Christine Macintyre, 2012.
Written to support early years professionals who are fascinated by the complexities and implications of early development, this fully updated second edition explains why children need to play and offers practical guidance on how best to support children's development and learning through play. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Essentials of literacy from 0-7: a whole-child approach to communication, language, and literacy. Tina Bruce, 2011. (535 B887 2011 ECI).
This book explains factors involved in the development of communication, language, and literacy among young children zero to 7. The authors focus on play in the form of nursery rhymes, finger rhymes, action songs, and games to encourage the development of literacy.

Everyday early learning: easy and fun activities and toys from stuff you can find around the house. Jeff A. Johnson, 2008. (655 J67e 2008 ECI).
This book is full of activities that allow children to learn while they play. Over 75 ideas get children exploring and discovering using common items. The activities will build children's skills in literacy, math, science, and social areas. Each page lists the optimal age for the activity, ease of construction, description, and learning objective, as well as materials needed, instructions, and variations.

Play and Motor Development – Books (continued)

Fine motor skills in children with Down syndrome: a guide for parents and professionals. Maryanne Bruni, 2006. (226.11 B896f 2006 ECI).
This book explains the best practices and procedures for helping children master the finger and hand skills needed for home and school activities. It is written by an occupational therapist who has worked extensively with children with Down syndrome.

Frames of reference for pediatric occupational therapy. Paula Kramer and Jim Hinojosa, 2010. (258 F813 2010 ECI).
This textbook focuses on frames of reference, turning theoretical principles of pediatric occupational therapy into practice. It contains a chapter about motor skill acquisition.

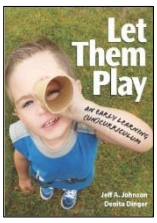
NEW! Gross motor skills for children with Down syndrome: a guide for parents and professionals, 2nd ed. Patricia C. Winders, 2014. (WS 107 W763 2014 ECI).
In this book the author explains the many physiological reasons that children with Down syndrome experience delays in their gross motor development and presents a physical therapy treatment plan from birth to age 6.

Inside HELP: administration and reference manual for using the Hawaii early learning profile as a birth to three, curriculum-based assessment. Stephanie Parks, 2006. (555.5 P252i 2006 ECI).
This in-depth, curriculum-based assessment guide helps users meet IDEA Part C regulations for evaluation and assessment. It includes sections on gross motor and fine motor development.

Integrated play-based curriculum for young children. Olivia N. Saracho, 2012. (655.2 S243 2012 ECI).
Young children become active learners through play. This book explores how play fits into various curriculum areas and helps teachers create an early childhood curriculum that is both developmentally and culturally appropriate for all children.

Investigating play in the 21st century. 2007. (655.2 I62 2007 ECI).
This volume presents theoretical and empirical research on play and culture from a variety of disciplines. It begins with an overview of the 20th century and moves from conceptualizing play to other topics such as the relationship between play and literacy; play and science; and play across space and time.

Learning through play: for babies, toddlers, and young children, 2nd ed. Tina Bruce, 2011.
This book is designed to help adults who spend time with babies, toddlers, and children 0–7 years. The focus is on developing learning through play. The aim is to help adults support children so that their play contributes in deep and far reaching, lasting ways to their lifelong learning during the first years of a child's life, and hopefully beyond. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Let them play: an early learning (un)curriculum. Denita Dinger and Jeff A. Johnson, 2012.
Children's play is focused, purposeful, and full of learning. As children play, they master motor development, learn language and social skills, think creatively, and make cognitive leaps. This (un)curriculum is all about supporting child-led play, trusting children as capable and engaged learners, and forgoing prescribed activities. The authors explain the guiding principles of an (un)curriculum and how it gives children the freedom to play, including suggestions for creating spaces that promote healthy development and learning, and supporting those who believe in the learning power of play. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Play and Motor Development – Books (continued)

Mister Rogers' plan & play book: hundreds of preschool activities for parents and child care providers. Fred Rogers, 2002. (655.2 R725m 2002 ECI).
This book provides activities to go along with the themes presented in the television show, Mister Rogers' Neighborhood. The activities can also be used without watching the show. Song lyrics, an activities index, a topic index, and a theme index are all included.

Motor development and movement activities for preschoolers and infants with delays: a multisensory approach for professionals and families. Jo E. Cowden, 2007. (545 C874m 2007 ECI).
This book presents both a theoretical and practical approach to motor development and adapted physical activity programs. Topics include motor development, organization of the nervous system, muscle tone, medical and biological considerations, assessment, principles of intervention, and multisensory activities. The effects of autism are also discussed and activity interventions are presented.

The new language of toys: teaching communication skills to children with special needs. Sue Schwartz, 2004. (535 S399n 2004 ECI).
This book explains how to use everyday toys, both store-bought and homemade, to stimulate language development in children with special needs from birth through age six.

Oppenheim toy portfolio: the best toys, books, videos, music and software for kids. Joanne Oppenheim, 2005. (655 O62t 2005 ECI).
This book takes the guesswork out of finding the best toys, books, DVDs and music for children from infancy to age ten. This guide includes learning toys, brand-name comparisons, gift ideas, and products for kids with special needs, and more.

The out-of-sync child has fun: activities for kids with sensory processing disorder. Carol Stock Kranowitz, 2006. (219 K862 2006 ECI).
This book presents more than one hundred playful activities specially aimed at children with sensory issues. Whether the child faces challenges with touch, balance, movement, body position, vision, hearing, smell, taste, motor planning, or other sensory problems, this book brings fun and play to these children.

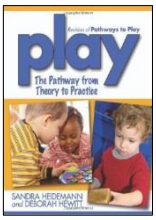
Pathways to competence, 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).
This book covers nine critical aspects of social and emotional development in children from birth to six years of age including the importance of play and imagination.

Perspectives on play: learning for life. Avril Brock, Sylvia Dodds, and Pam Jarvis, 2008. (WS 105.5 P5 P467 2008 ECI).
This book explores, debates, and develops the theory of play, relating theory to examples of practice. The first section discusses the value of play: psychological, educational, and playwork perspectives. The second reviews play through the years from 0 to 11. The third section is on supporting children's play, and the final section covers concluding perspectives.

Play from birth to twelve: contexts, perspectives, and meanings. Doris Pronin Fromberg and Doris Bergen, 2006. (655 P722 2006 ECI).
This book is a comprehensive investigation of the nature and influence of childhood play, designed to help teachers understand and support children's play activity and learning. It includes sections on play development; meanings of play; educational contexts for play; social and physical contexts for play; and particular meanings embedded in play. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

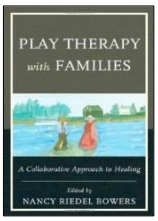
Play and Motor Development – Books (continued)

NEW! Play: how it shapes the brain, opens the imagination, and invigorates the soul. Stuart L. Brown, 2009. (BF 717 B769 2009 ECI).
This book explains why play is essential to our social skills, adaptability, intelligence, creativity, ability to problem solve, and more.



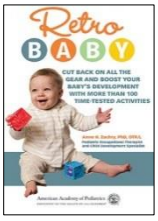
Play: the pathway from theory to practice. Sandra Heidemann and Deborah Hewitt, 2009.
Play skills are life skills; as children develop them, they also learn important social skills that they will use throughout their lives. Teachers will find successful strategies for implementing changes in the classroom to enhance the environment for play and techniques to help support children's development. This book contains activity ideas that encourage play skills, checklists to help identify where children are having problems, specific teaching strategies, and assessment options. It also examines how play theory translates into practice. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Play therapy: the art of the relationship, 3rd ed. Gary Landreth, 2012.
This comprehensive text describes the process of creating therapeutic relationships with children through play. It details the author's Child-Centered Play Therapy model, which stresses the importance of understanding the child's world and perspective. This approach facilitates the play therapy process while allowing therapist and client to fully connect. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Play therapy with families: a collaborative approach to healing. Nancy Riedel Bowers, 2014.
This book provides a thorough description of play from academics, researchers, and relevant writers who review it historically. It 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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

NEW! Play therapy with traumatized children: a prescriptive approach. Paris Goodyear-Brown, 2010.
Goodyear-Brown Introduces a practical model of play therapy for traumatized children. Her model of treatment incorporates theoretical constructs with effective play therapy interventions. Clinicians have long recognized that trauma therapy is not just a matter of techniques but a journey with a beginning, middle, and end. The author codifies the process in her model, Flexibly Sequential Play Therapy (FSPT). Integrating non-directive and directive approaches, this components-based model allows for the uniqueness of each child to be valued while providing a safe, systematic journey towards trauma resolution. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



NEW! 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 children smarter and parents 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. Zachary offers flexible strategies and suggestions for playtime. The author suggests "back to basic" ideas for toys and games that provide opportunities for parents and babies to spend one-on-one time together. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Play and Motor Development – Books (continued)

Steps to independence: teaching everyday skills to children with special needs. Bruce L. Baker, 2004. (525 B167 2004 ECI).
This book presents step-by-step directions for parents to teach essential life skills to their children with disabilities. It includes a chapter on how parents of children with special needs can teach their children to master play activities. This book is also available in Spanish as *Pasos hacia una vida independiente: enseñando habilidades cotidianas a niños con necesidades especiales* (525 B167p 2002 ECI).

NEW! A sourcebook for sensorimotor learning: simple low-cost games and activities for young children including those with autism, ADHD, Sensory Processing Disorder, and other learning differences. Lisa Kurtz, 2014.
This practical sourcebook is packed full of fun, low-cost games and activities that encourage the development of motor skills, coordination, and sensory tolerance in young children. 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, Sensory Processing Disorder, and other learning challenges. The book includes clear descriptions of how to carry out each activity, helpful illustrations, and ways to adapt activities according to the child's individual needs. In addition, a comprehensive reference guide to the activities enables easy searching for games suited to the development of particular skills. This sourcebook is the key to easy-to-understand, low-cost, and effective games and activities that will support the development of sensorimotor skills. It is a useful tool for parents, daycare providers, therapists, and teachers of children with or without special needs. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Supporting development in internationally adopted children. Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).
This evidence-based resource helps professionals to fully understand the development of children adopted from abroad, make appropriate recommendations and referrals, and choose interventions that ensure the best outcomes. The book provides research-based chapters on key aspects of development for children adopted from abroad including motor development.

Teach me with pictures: 40 fun picture scripts to develop play and communication skills in children on the autism spectrum. Ruth Harris, 2013.
An easy-to-use resource for professionals, this book provides fun and practical ideas to help motivate and extend communication and play skills in children with autism with the support of pictures. The book describes how picture scripts can help facilitate play and learning and provides 40 photocopiable scripts across a range of different activities such as drawing, cooking, using construction toys, imaginative play, arts and crafts, and social games. Tasks are presented in small manageable step-by-step picture sequences and support a range of skills including following instructions, increasing independence, comprehension, story-telling, and choice-making. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

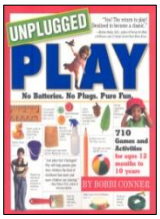
Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).
This book covers the whole development of infants, toddlers, and twos and especially how to care for children with special needs. It covers teaching life skills, eating and feeding, communication, cognitive development and play, social competence, motor development, and gives tips for family involvement.

Play and Motor Development – Books (continued)

Teaching motor skills to children with cerebral palsy and similar movement disorders: a guide for parents and professionals. Sieglinde Martin, 2006. (203.21 M383t 2006 ECI).
This book is a resource that parents, therapists, and other caregivers can consult to help young children with gross motor delays learn and practice motor skills. The book offers dozens of easy-to-follow exercises with photos to assist with head control, protective reactions, proper positioning, independent sitting, transitional movements, stretching, muscle strength, balance training, and gait training.

Toddler play: 100 fun-filled activities to maximize your toddler's potential. Wendy Masi, 2001. (WS 105.5 P5 T636 2001 ECI).
Fun-filled play is one of the most practical ways to ensure toddlers receive the best start in life. This book teaches parents how to teach their child by providing ideas and inspiration to enliven quality playtime. Each activity provides children with the foundations for many of the skills they need in preschool. Parents can use the skills index to find activities that help with fine and gross motor skill development.

Typical and atypical motor development. David Sugden, 2013.
This book comprehensively covers motor development and motor impairment, drawing on sources in medicine and health-related studies, motor learning, and developmental psychology. Movement outcomes are a complex transaction of child resources, the context in which movement takes place, and the manner in which tasks are presented. The authors describe motor development from conception to emerging adulthood, use theoretical, empirical, and experiential perspectives, and descriptions and explanations of atypical motor development when the resources of the child are limited in some way. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Unplugged play: no batteries, no plugs, pure fun. Bobbi Conner, 2007. (655 C752u 2007 ECI).
This book provides hundreds of battery-free, screen-free games and fun variations that stretch the imagination, spark creativity, build strong bodies, and forge friendships. Games are included for playing solo and playing with others, parent and child games, and birthday party games.

The young child: development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).
The author examines physical, motor, social, and emotional development of the child as he or she grows.

NEW! Your child's motor development story: understanding and enhancing development from birth to their first sport. Jill Howlett Mays, 2011. (WE 103 M466 2011 ECI).
This book is written by an occupational therapist who describes for the everyday parent how to help their kids develop. She takes them from birth to crawling, all the way to their first sports. Problems like slouching are tackled along with more pervasive coordination difficulties that many children face.

Play and Motor Development – Websites

The *American Journal of Play* is a free, online journal that offers research and resources related to play. See http://www.journalofplay.org/

The 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. See http://www.bostonchildrensmuseum.org/power-of-play

Play in Children's Development, Health, and Well-Being by Jeffrey Goldstein. The article discusses the many ways in which play affects childhood development. See http://www.preparerespondrecover.com/childrensneeds/playintervention1.html.

Building Play Skills for Healthy Children and Families is an article by the American Occupational Therapy Association that emphasizes the importance of play for various age groups, starting with early childhood. Read it at http://www.aota.org/~/media/Corporate/Files/AboutOT/consumers/Youth/Play/Building%20Play%20Skills%20Tip%20Sheet%20Final.ashx.

The Center for Early Literacy Learning (CELL) has resources for early childhood intervention practitioners, parents, and other caregivers of children with identified disabilities, developmental delays, and those at-risk for poor outcomes. The Practice Guides (found under the Products tab) help caregivers make early learning fun. Some portions of the Guides are available in Spanish. See http://www.earlyliteracylearning.org/index.php.

Family TLC: tools to enhance the parent/child relationship. This website offers ideas for games, sports, crafts, music, cooking, nature and more for parents to do with their children. The ideas are based on the child's age. See http://www.familytlc.net/index.html.

Toys: Here are several websites that review or sell toys for children with special needs:

- AblePlay: Play Products for Children with Special Needs is a comprehensive website whose mission is to provide research and access to the best toys for children with special needs. Staff evaluate the toys and their appropriateness within four disability categories -- physical, communicative, sensory and cognitive. See http://www.ableplay.org/.
- Choosing Toys Takes Consideration by Pam Brown explains what factors a parent should review when deciding what toys to buy for their child with special needs: http://www.answers4families.org/family/special-needs/assistive-technology/choosing-toys-takes-consideration.
- Easy Toy and Game Adaptations by Diana Mines Nielander, National Lekotek Center. By implementing a few simple adaptations to their child's playthings, parents can boost their child's self-confidence. See http://www.answers4families.org/family/special-needs/assistive-technology/easy-toy-and-game-adaptations.
- Find toys to buy for children with special needs and information about the importance of play at http://www.lekotek.org.
- This website lists companies that sell toys for children with special needs: http://www.answers4families.org/professional/services-coordinators/resources/toys-special-needs-children.
- This website answers the question, "What toys & materials are best suited to helping people with different abilities experience pleasure, mental stimulation and developmental growth?" See http://www.fatbraintoys.com/special_needs/index.cfm.

Play and Motor Development – Selected Journal Articles

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.state.tx.us.

Assessing care providers' perceptions and beliefs about physical activity in infants and toddlers: baseline findings from the Baby NAP SACC study. Hesketh KR, van Sluijs EM, Blaine RE, Taveras EM, Gillman MW, Neelon SEB. *BMC Public Health*. 2015;15:100.

Background: As children now spend increasing amounts of time in out-of-home care, care providers play an important role in promoting positive health behaviors. Little is currently known about providers' perceptions and beliefs about physical activity, particularly for very young children. This study describes providers' perceptions and beliefs about infants' and toddlers' physical activity, and assesses their knowledge of physical activity guidelines, to establish if and where providers may need support to promote physical activity in child care settings. Methods:

We analyzed baseline data from a pilot randomized-controlled trial conducted in 32 child care centers in Massachusetts, USA. Providers completed physical activity-related questionnaires from which we compared twenty perception and belief questions for infant and toddler care providers. Results: 203 care providers (96% female, mean ± SD age: 32.7 ± 11.2 years) from 29 centers completed questionnaires. A large proportion of providers (n = 114 (61.9%)) believed that infants should be active for 45 minutes or less each day, and only 56 providers (29.7%) perceived toddlers to require more than 90 minutes of activity per day. 97% of providers perceived it was their job to ensure children engaged in a healthy amount of physical activity and most (94.1%) perceived physical activity to be important to own their health, despite 13.3% finding it hard to find the energy to be physically active. Conclusions: This study is the first to assess the physical activity perceptions and attitudes of providers caring for infants and toddlers. Though all providers believed toddlers should engage in more physical activity than infants, most providers believed that young children require only a short amount of physical activity each day, below recommended guidelines. How provider perceptions influence children's physical activity behavior requires investigation.

The central role of trunk control in the gross motor function of children with cerebral palsy: a retrospective cross-sectional study. Curtis DJ, Butler P, Saavedra S, Bencke J, Kallemose T, Sonne-Holm S, Woollacott M. *Dev Med Child Neurol*. 2015;57(4):351-7.
Aim: Improvement of gross motor function and mobility are primary goals of physical therapy in children with cerebral palsy (CP). The purpose of this study was to investigate the relationship between segmental control of the trunk and the corresponding gross motor function in children with CP. Method: This retrospective cross-sectional study was based on 92 consecutive referrals of children with CP in Gross Motor Function Classification System (GMFCS) levels I to V, 39 females, 53 males (median age 4y [range 1-14y]), and 77, 12, and 3 with spastic, dyskinetic, and ataxic CP respectively. The participants were tested using the Gross Motor Function Measure (GMFM), the Pediatric Evaluation of Disability Inventory (PEDI), and the Segmental Assessment of Trunk Control (SATCo). Results: Linear regression analysis showed a positive relationship between the segmental level of trunk control and age, with both gross motor function and mobility. Segmental trunk control measured using the SATCo could explain between 38% and 40% of variation in GMFM and between 32% and 37% of variation in PEDI. Interpretation: This study suggests a strong association between segmental trunk postural control and gross motor function and mobility with significant clinical implications for the treatment of children with CP.

Early childhood nutrition, active outdoor play and sources of information for families living in highly socially disadvantaged locations. Myers J, Gibbons K, Arnup S, Volders E, Naughton G. *J Paediatr Child Health*. 2015;51(3):287-93.
Aims: To compare nutrition and active play of children aged 0-4 years attending Supported Playgroups and mainstream services and to compare access, understanding and application of health information within these families. Methods: A cross-sectional study of children aged 0-4 years attending early childhood services. Following stratified random sampling, 81 parents of children attending Supported Playgroups in two highly disadvantaged municipalities of Victoria, Australia were surveyed about children's nutrition, active outdoor play/screen time and access to health information. Responses were dichotomised based on national recommendations and compared with 331 children attending maternal and child health and childcare centres (mainstream services). All outcomes except age were dichotomous and analysed using chi-square, relative risk and 95% confidence intervals. Results: More children from Supported Playgroups consumed sweet drinks ($P = 0.005$), 'packaged' foods ($P = 0.012$) and tea/coffee ($P = 0.038$) than mainstream children. Supported Playgroup families reported more food insecurity ($P = 0.016$) and excessive 'screen time' for children under 2 years ($P = 0.03$). Fewer Supported Playgroups parents sought advice from family members ($P < 0.001$) and the Internet ($P = 0.014$) and more experienced difficulties accessing ($P < 0.001$), understanding ($P = 0.002$) and applying health information ($P < 0.001$). Conclusion: Despite comparable availability of child health information, Supported Playgroups children demonstrated more concerning child health practices, and families experienced greater difficulties accessing, understanding and applying advice than families from mainstream services despite living in the same highly disadvantaged locations.

Impact of an affective intervention on the friendships of kindergarteners with disabilities. Meyer LE, Ostrosky MM. *Topics Early Child Spec Educ*. 2015;35(4):200-210.
This efficacy study investigated whether a class-wide disability awareness curriculum would result in increased close friendships for 26 kindergarteners with disabilities enrolled in six inclusive classrooms. Findings suggest that participation in a disability awareness curriculum alone does not lead to increased friendships. Evidence suggests that having a close friendship may partially mediate the relationship between children's social competence and acceptance. These findings align with research that emphasizes the importance of individualizing class-wide programs based on children's support needs and facilitating children's friendship formation in kindergarten classrooms to promote peer acceptance. Implications for future research and practice are discussed.

Infants prefer tunes previously introduced by speakers of their native language. Soley G, Sebastián-Gallés N. *Child development*. 2015;86(6):1685-1692.
Infants show attentional biases for certain individuals over others based on various cues. However, the role of these biases in shaping infants' preferences and learning is not clear. This study asked whether infants' preference for native speakers (Kinzler, Dupoux, & Spelke, 2007) would modulate their preferences for tunes. After getting equal exposure to two different tunes introduced by two speakers, 7-month-olds (N = 32) listened longer to the tune that was introduced by a native speaker compared to the tune that was introduced by a foreign speaker. This suggests that the social-emotional context in which exposure to stimuli occurs influences auditory preferences, and that the early emerging attentional biases might have important ramifications regarding social learning in early infancy.

Just let them play? Deliberate preparation as the most appropriate foundation for lifelong physical activity. MacNamara A, Collins D, Giblin S. *Front Psychol*. 2015;6:1-4.
The authors offer insights on the importance of early deliberate play in ensuring the optimal development of essential movement skills (EMS) that allow children to develop competence in their ability to progress. They discuss studies on skill specific experiences that generate positive changes in children's EMS, and the use of the Deliberate Preparation approach.

Measurement of fine-motor skills in young children with visual impairment. Reimer A, Cox R, Boonstra F, Nijhuis-van der Sanden M. *J Dev Phys Disabil*. 2015;27(5):569-590.
The article discusses the study on the motor development of children with visual impairment (VI) to analyse whether VI in children a risk of motor developmental problems. The study compares fine motor skills between children with VI and normal sighted (NS) children, reliability of test-retest and inter-rater, and samples norm-references for children with VI. Result suggests the need for children VI to perform all test items compared to NS children.

Motor skills in hearing impaired children with or without cochlear implant: a systematic review. Vidranski T, Farkaš D. *Coll Antropol*. 2015;39 Suppl 1:173-9.
Hearing impairment is a major limitation in communication, and it can obstruct psychological development, development of social skills and motor development. Hearing impairment is the third most common contemporary chronic health condition, and it has become a public health problem. The effectiveness of problem solving in everyday life and in emergency situations depends greatly on the amount and quality of the motor programs. Therefore, it is evident that the normal motor development in persons with hearing impairment is essential for everyday life. The aim of this research is to analyze the available information pertaining to motor skills of hearing impaired children both with and without a cochlear implant (CI) and to analyze possibilities of influencing their motor skills. The relevant studies on motor skills of hearing impaired children both with and without CI were obtained by an extensive computer search of various databases using special keywords and extraction with respect to certain criteria, resulting in 22 studies. The overall results of this systematic review indicate that the children with hearing impairment exhibit suboptimal levels of motor skills especially balance. Very few studies compared children with hearing impairment with CI units and without CI units and the results of those studies are quite contradictory. Numerous studies have confirmed that the regular and appropriate physical exercise can improve motor skills of children with hearing impairment, especially balance. The fact that the development of motor skills is crucial for the child's interaction with the outside world, action, perception and acquisition of

academic skills and other skills necessary for life shows the importance of motor skills development for children with hearing impairment.

Parents' understanding of play for children with cerebral palsy. Graham NE, Truman J, Holgate H. *Am J Occup Ther*. 2015;69(3):1-9.
Objective: To present the findings of an exploratory study regarding the experience of play as an everyday occupation for children with severe cerebral palsy from their parents' perspective. Method: We took a qualitative methodology and interpretive descriptive approach. After ethical approval, 7 participants were recruited and completed an interview and contextual information sheet. Results: The interview data led to the exploration of four themes: typical play, burden of play, expanding the concept of play, and therapy and play. These components were interlinked and contributed to parents' understanding of play. Conclusion: Occupational therapy practitioners can aim to further understand the importance of affirming typical play, recognizing the burden of play, explaining expanded play, and explaining the importance of play for play's sake.

Past and current use of walking measures for children with spina bifida: a systematic review. Bisaro DL, Bidonde J, Kane KJ, Bergsma S, Musselman KE. *Arch Phys Med Rehabil*. 2015;96(8):1533-1543.
Objectives: To describe walking measurement in children with spina bifida and to identify patterns in the use of walking measures in this population. Data sources: Seven medical databases-Medline, PubMed, Embase, Scopus, Web of Science, CINAHL, and AMED-were searched from the earliest known record until March 11, 2014. Search terms encompassed 3 themes: (1) children; (2) spina bifida; and (3) walking. Study selection: Articles were included if participants were children with spina bifida aged 1 to 17 years and if walking was measured. Articles were excluded if the assessment was restricted to kinematic, kinetic, or electromyographic analysis of walking. A total of 1751 abstracts were screened by 2 authors independently, and 109 articles were included in this review. Data extraction: Data were extracted using standardized forms. Extracted data included study and participant characteristics and details about the walking measures used, including psychometric properties. Two authors evaluated the methodological quality of articles using a previously published framework that considers sampling method, study design, and psychometric properties of the measures used. Data synthesis: Nineteen walking measures were identified. Ordinal-level rating scales (eg, Hoffer Functional Ambulation Scale) were most commonly used (57% of articles), followed by ratio-level, spatiotemporal measures, such as walking speed (18% of articles). Walking was measured for various reasons relevant to multiple health care disciplines. A machine learning analysis was used to identify patterns in the use of walking measures. The learned classifier predicted whether a spatiotemporal measure was used with 77.1% accuracy. A trend to use spatiotemporal measures in older children and those with lumbar and sacral spinal lesions was identified. Most articles were prospective studies that used samples of convenience and unblinded assessors. Few articles evaluated or considered the psychometric properties of the walking measures used. Conclusions: Despite a demonstrated need to measure walking in children with spina bifida, few valid, reliable, and responsive measures have been established for this population.

Playfulness and interaction: an exploratory study of past and current exposure to domestic violence. Waldman-Levi A, Bundy A, Katz N. *OTJR*. 2015;35(2):89-94.
Violence against women affects mother-child interactions, which may in turn affect their children's playfulness. We examined the effect of a history of violence against mothers on mother-child interactions and children's playfulness. This cross-sectional pilot study consisted of 36 mother-child dyads residing in family crisis shelters due to serious violence from an intimate partner. One subgroup had experienced violence during childhood, another had posttraumatic stress disorder (PTSD). Instruments included Posttraumatic Diagnostic Scale, Test of Playfulness, and Coding Interactive Behavior System. Mann-Whitney test and Spearman's rank correlation coefficients were calculated. Results indicated that children of mothers without PTSD were more playful than children of mothers with PTSD. Mothers who had not reported of childhood exposure to violence and who did not have PTSD had better interactions with more playful children.

Reliability and validity of play-based assessments of motor and cognitive skills for infants and young children: a systematic review. O'Grady MG, Dusing SC. *Phys Ther*. 2015;95(1):25-38.

Background: Play is vital for development. Infants and children learn through play. Traditional standardized developmental tests measure whether a child performs individual skills within controlled environments. Play-based assessments can measure skill performance during natural, child-driven play. Purpose: The purpose of this study was to systematically review reliability, validity, and responsiveness of all play-based assessments that quantify motor and cognitive skills in children from birth to 36 months of age. Data sources: Studies were identified from a literature search using PubMed, ERIC, CINAHL, and PsycINFO databases and the reference lists of included papers. Study selection: Included studies investigated reliability, validity, or responsiveness of play-based assessments that measured motor and cognitive skills for children to 36 months of age. Data extraction: Two reviewers independently screened 40 studies for eligibility and inclusion. The reviewers independently extracted reliability, validity, and responsiveness data. They examined measurement properties and methodological quality of the included studies. Data synthesis: Four current play-based assessment tools were identified in 8 included studies. Each play-based assessment tool measured motor and cognitive skills in a different way during play. Interrater reliability correlations ranged from .86 to .98 for motor development and from .23 to .90 for cognitive development. Test-retest reliability correlations ranged from .88 to .95 for motor development and from .45 to .91 for cognitive development. Structural validity correlations ranged from .62 to .90 for motor development and from .42 to .93 for cognitive development. One study assessed responsiveness to change in motor development. Limitations: Most studies had small and poorly described samples. Lack of transparency in data management and statistical analysis was common. Conclusions: Play-based assessments have potential to be reliable and valid tools to assess cognitive and motor skills, but higher-quality research is needed. Psychometric properties should be considered for each play-based assessment before it is used in clinical and research practice.

Supporting play exploration and early development intervention from NICU to home: a feasibility study. *Pediatr Phys Ther*. 2015;27(3):267-274.
Purpose: To determine the feasibility of completing a clinical trial of Supporting Play Exploration and Early Development Intervention (SPEEDI) that blends early and intense intervention with family support during the transition from the neonatal intensive care unit (NICU) to home and the community. Methods: Ten infants born preterm were randomly assigned to intervention or usual care groups. Data on intervention frequency and parent feedback were used to determine the feasibility of SPEEDI. Effect sizes were calculated for motor and problem-solving outcome measures at the end of the intervention, 3 months adjusted age. Results: Infants received on average 96.4% and 100.3% of anticipated NICU and home intervention. Only 28% of infants were receiving early intervention services during the SPEEDI period. Effect sizes were large and in the anticipated direction. Conclusions: SPEEDI is a feasible intervention and appropriate for future clinical trials.

Training teachers to enhance the play skills of young children with developmental disabilities during outdoor time by embedding instructional interactions. *J Early Interv*. 2015;37(4):247-269.
We created and evaluated a professional development package for training four teachers to embed instructional interactions during outdoor time to enhance the play skills of young children with significant developmental disabilities. The instructional package included an initial 20-min session that consisted of providing written and verbal instructions, modeling, and rehearsal with feedback. Following the initial training session, we provided teachers with self-monitoring cards to guide their interactions and with feedback (i.e., coaching) on their performance. Researcher involvement was faded over four sessions. Results indicated that teachers increased and maintained their instructional interactions with targeted children after receiving the professional development package. Children's engagement in outdoor play served as a collateral outcome measure and revealed improvement. Supplemental probe data were gathered by an unobtrusive recorder to assess observer reactivity and maintenance of teacher performance in the absence of the primary observer. These unobtrusive observations were inconclusive but suggested a potential effect attributable to reactivity.

Using video modeling, prompting, and behavior-specific praise to increase moderate-to-vigorous physical activity for young children with Down syndrome. *J Early Interv*. 2015;37(4):270-285.
Children with Down syndrome may be at increased risk of problems associated with inactivity. Early intervention to increase physical activity may lead to increased participation in typical activities and long-term increases in quality of life (e.g., decreased likelihood of obesity-related illness). A multi-component intervention, including video

modeling, prompting, and behavior-specific praise, was implemented to increase the physical activity behaviors of three young children with Down syndrome on a typical preschool playground. Results, evaluated in the context of an A-B-A-B withdrawal design, showed increases in moderate-to-vigorous physical activity (MVPA) for all children during intervention conditions. To evaluate social validity of behavior changes, average data values in each condition were graphed alongside normative comparison data of typically developing peers, showing that average MVPA for participants during intervention conditions was lower than average peer values but was within the range demonstrated by peers.

New Additions – Books

Autism interventions: exploring the spectrum of autism, 2nd ed. Carolyn Murray-Slutsky, 2014. (RJ 506 A9 M87 2014).
This book provides the most current assessment and intervention techniques, based on best practice and research, for children on the autism spectrum. It offers holistic, dynamic, and effective intervention strategies, and treatment plans to improve the functioning of individuals with autism.

Strengthening family coping resources: intervention for families impacted by trauma. Laurel J. Kiser, 2015. (RC 552 P67 K57 2015).
Strengthening Family Coping Resources (SFCR) uses a skill-building, multi-family group framework to teach constructive resources to families who have a high exposure to stress and trauma. As an intervention for high-risk families, SFCR can cause a reduction in symptoms of traumatic distress and behavior problems and help families demonstrate higher functioning. The SFCR manual is based on a systemic, family approach and uses empirically-supported trauma treatment that focuses on family ritual, storytelling, and narration, which improves communication and understanding within family members.

Thinking critically about child development: examining myths, mistakes, and misunderstandings, 3rd ed. Jean Mercer, 2016. (HQ 771 M47 2016).
Jean Mercer offers 59 essays that confront popular misconceptions and fallacies about the field. Intriguing vignettes and critical thinking questions frame each essay, encouraging readers to think like social scientists and become better consumers of media messages and anecdotal stories. Timely topics and DSM-5 references make the book a supplement for both chronologically and topically arranged child development texts.

Treatment of autism spectrum disorders: evidence-based intervention strategies for communication and social interactions. 2012. (RC 553 A88 T735 2012).
For Speech Language Pathologists (SLPs) preparing to work with children who have autism spectrum disorders, selecting effective interventions for communication and social challenges is critically important. This accessible textbook gives SLPs the in-depth knowledge they need to evaluate, choose, and apply today's best interventions for communication and social interactions. With contributions from 25 top autism experts across multiple disciplines, this text gives SLPs an introduction to 12 widely used evidence-based interventions.

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.state.tx.us.

Early Childhood Report – January 2016

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 27, ISSUE 1 JANUARY 2016

LEGAL SPOTLIGHT

YOU BE THE JUDGE
Is providing teachers portions of a student's IEP sufficient? **Page 2**

WASHINGTON WATCH
ESSA retains Preschool Development Grants; no wrong door for early childhood technical assistance, OSEP says; more. **Page 7**

DECISIONS & GUIDANCE
Read recent legal decisions in early childhood cases. **Pages 10-12**

Quick Tip

Inclusion of certain language or activities in an IEP may require your district to use a particular educational methodology. To spot potential pitfalls and keep your instructional options open, remind your teams to:

- Create reference lists of "red flag" terms that might implicate the use of a specific methodology.
- Ask follow-up questions regarding requests for any specific phrasing to be added to students' IEPs.
- Be open to parent input.

Get additional tips on **page 9.**

COVER STORY

Explore alternatives when parents request to observe child's evaluation

While parents are entitled to participate in meetings about their child's evaluation, they don't have the right to observe, participate in, or otherwise set conditions on testing.

To avoid disputes over this issue, help parents understand why the nature of the evaluation process makes it inappropriate for outsiders to observe. Then suggest alternatives, such as watching a video recording of the assessments. And recognize when offering parent training may increase parents' trust in your team's processes and procedures. **Full story, page 4.**

Address concerns
Parents may be afraid that testing will be too much for their child. Allay their fears with information regarding assessments and how evaluators administer them. **See page 4.**

HIGHLIGHTS

Give teachers behavioral supports to curb suspensions
Teachers who work with children from birth to age 5 need professional training on understanding child behavior, social-emotional development, and other means for avoiding suspensions and expulsions, said panelists at a recent discussion. **Page 3**

Eye on Autism: Steps to build students' social skills
Use individual and group strategies to improve the social skills of young children with autism and reduce their challenging behaviors. Also engage parents in helping their children generalize social skills from school to home. **Page 5**

How to engage early learners with disabilities using tablets
Gail Lovely, facilitator for the upcoming Early Learning Summit at LRP's Future of Education Technology Conference, provides tips to infuse tablets into your early learning environments for children with motor skill and language deficits. **Page 6**

Take active role in online professional development
Online professional development can boost staff knowledge while keeping the focus on classroom learning during the school day. But it won't work without leadership and communication. **Page 8**

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.state.tx.us.

Journal of Early Intervention –December 2015

Christian A. Martin, Erik Drasgow, and James W. Halle
Training Teachers to Enhance the Play Skills of Young Children With Developmental Disabilities During Outdoor Time by Embedding Instructional Interactions
Journal of Early Intervention December 2015 37: 247-269

Elyse K. Adamo, Jenny Wu, Mark Wolery, Mary Louise Hemmeter, Jennifer R. Ledford, and Erin E. Barton
Using Video Modeling, Prompting, and Behavior-Specific Praise to Increase Moderate-to-Vigorous Physical Activity for Young Children With Down Syndrome
Journal of Early Intervention December 2015 37: 270-285

Ozcan Karaaslan and Gerald Mahoney
Mediational Analyses of the Effects of Responsive Teaching on the Developmental Functioning of Preschool Children with Disabilities
Journal of Early Intervention December 2015 37: 286-299

Ashley M. Butler and Courtney Titus
Systematic Review of Engagement in Culturally Adapted Parent Training for Disruptive Behavior
Journal of Early Intervention December 2015 37: 300-318

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.state.tx.us.

Topics in Early Childhood Special Education – February 2016

Lori E. Meyer and Michaelene M. Ostrosky
Impact of an Affective Intervention on the Friendships of Kindergarteners with Disabilities
Topics in Early Childhood Special Education February 2016 35: 200-210

Brenna K. Wood, Robin L. Hojnoski, Seth D. Laracy, and Christopher L. Olson
Comparison of Observational Methods and Their Relation to Ratings of Engagement in Young Children
Topics in Early Childhood Special Education February 2016 35: 211-222

Jennifer R. Ledford, Emilie Hall, Emily Conder, and Justin D. Lane
Research for Young Children with Autism Spectrum Disorders: Evidence of Social and Ecological Validity
Topics in Early Childhood Special Education February 2016 35: 223-233

Margaret R. Beneke and Gregory A. Cheatham
Inclusive, Democratic Family–Professional Partnerships: (Re)Conceptualizing Culture and Language in Teacher Preparation
Topics in Early Childhood Special Education February 2016 35: 234-244

SeonYeong Yu, Michaelene M. Ostrosky, Lori E. Meyer, Paddy C. Favazza, Chryso Mouzourou, and Lisa van Luling
Using Teacher Impression Journals to Improve Intervention Effectiveness
Topics in Early Childhood Special Education February 2016 35: 245-25