

ECI Library Matters

Play and Motor Development (updated)

This issue features updated library resources on play and motor development. Abstracts of articles on these topics are also included. For a complete listing of library titles, please visit the library's online catalog at texashealthlibrary.com.

Important News: Due to the COVID-19 pandemic, the DSHS Library is closed. Library staff are working remotely from home. Electronic library resources are available on any computer or mobile device with internet access. Please email any questions to avlibrary@dshs.texas.gov.

In This Issue

- [Selected Journal Abstracts](#)
- [Selected Journal Table of Contents](#)
 - * [Infant Mental Health Journal](#).
Volume 42, Issue 1; January/February 2021.
 - * [Young Exceptional Children](#).
Volume 23, Issue 4; December 2020.
- [New Audiovisual](#)
- [New Book](#)
- [Selected Audiovisuals](#)
- [Selected Books](#)
- [Selected eBooks](#)
- [Selected Websites](#)

Texas Department of State Health Services

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Selected Journal Abstracts

On the meanings of functional play: A review and clarification of definitions. Sidhu, J., Barlas, N., & Lifter, K. (2020). *Topics in Early Childhood Special Education*. Retrieved from <https://doi.org/10.1177/0271121420951859>.

The term functional play is used widely and variably in serving young children developing with 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.

State early learning and development standards: A unified curriculum framework for all young children. Bruder, M. B., & Ferreira, K. E. (2021). *Topics in Early Childhood Special Education*. Retrieved from <https://doi.org/10.1177/0271121420981130>.

Early learning and development standards (ELDS) describe the knowledge, skills, and dispositions young children should demonstrate before kindergarten. This article describes a review of state ELDS for children from birth to 5 years of age to determine if they included information and guidance about the learning needs of young children with developmental delays. A national search of ELDS located 79 documents that represented 53 U.S. states and territories. The review of the documents revealed that a majority of state ELDS had references to young children with developmental delays (89%), but statements and guidance describing specific accommodations for this population were not prevalent. Only two states had supplemental documents addressing the learning needs of young children with developmental delays to facilitate their inclusion in state ELDS. Implications of these findings and recommendations to facilitate the use of ELDS with all young children in inclusive early childhood programs and classrooms are discussed.

To receive full-text copies of journal articles, please contact the library staff by email: avlibrary@dshs.texas.gov.

Structured teaching and the play of preschoolers with developmental disabilities: An evaluation. Pullum, M. R., King, S. A., & Kennedy, K. (2020). *Topics in Early Childhood Special Education*. Retrieved from <https://doi.org/10.1177/0271121420942841>.

Play represents an important component of early childhood education and is linked to the development of communication and social skills, particularly for children with developmental disabilities who often lack play skills. Structured teaching is a systematic method that entails visually arranging and organizing the learning environment. Although effective for older individuals with disabilities, research examining the efficacy of structured teaching in increasing the play skills of young children is limited. This study examined the effects of structured teaching on the appropriate play of five preschool-aged children with developmental disabilities. Results suggest structured teaching produced a higher level of play for two of the participants; however, gains were generally not maintained following discontinuation of the instruction. Findings, though mixed, have implications for practice and future research.

Supporting play – and learning – through early childhood. Parks, L. (2020). *Texas Child Care*, 44(1). Retrieved from https://www.childcarequarterly.com/summer20_story5.html.

Tools for learning - the equipment, materials, and interactions we offer children - invite exploration, discovery, cooperation, manipulation, experimentation, mastery, imitation, and role-playing. The activity children perform with these tools is often called *play*. We see the amount and complexity of play grow as children strive for independence and an increased understanding of themselves (*self-efficacy*), the world, and the people in it. Play is imaginative and symbolic (Piaget 1962). Whether one plays alone or with others, play engages all developmental domains, tickling the senses while building new ways of knowing. It is from play that we learn behavioral roles as well as the potentials and limitations of ourselves and others. The materials and equipment we provide for children's play and how we create learning environments can either stimulate or depress children's skill development. Understanding the basics of child development, developmental milestones, and the sequence of typical development provides broad guidance for appropriate classroom equipment and materials. For example, Lego™ bricks are tiny and would pose a choking hazard in a toddler classroom; further, toddlers don't have enough fine-motor control to connect the small parts successfully. Going beyond the general guidelines, however, requires that we know the skills, interests, and needs of every child in a group of young learners. This child-specific knowledge makes equipping a classroom a bit more demanding and much more satisfying.

Selected Journal Abstracts (continued)

Validation of the AMBIANCE-Brief: An observational screening instrument for disrupted caregiving. Cooke, J. E., Eirich, R., Racine, N., Lyons-Ruth, K., & Madigan, S. (2020). *Infant Mental Health Journal*, 41(3), 299-312.

Resulting from a community identified need for a well validated indicator of caregiving difficulties for use in practice settings, a brief form of the Atypical Maternal Behavior Instrument for Assessment and Classification System (AMBIANCE) was developed for use as a screening instrument. Prior to its dissemination, this study aimed to assess the feasibility, reliability, and validity of the AMBIANCE Brief. Adolescent mother–infant dyads ($N = 69$) participated in the Strange Situation Procedure, as well as play sessions with and without toys. Maternal disrupted caregiving was coded from the play sessions using the AMBIANCE and AMBIANCE Brief. The AMBIANCE Brief demonstrated convergent validity with the AMBIANCE in the play session with toys ($r = .65, p < .001$) and without toys ($r = .61, p < .001$). Concurrent validity of the AMBIANCE Brief was also demonstrated in relation to infant attachment disorganization in the play session with toys ($r = .36, p < .05$) and without toys ($r = .32, p < .01$). These findings suggest a shorter protocol for assessing disrupted caregiving may be feasible and valid for use in community settings. Future studies are in progress to train community practitioners in the use of the AMBIANCE Brief and to evaluate their reliability.

What about my toys? Common questions about using a bagless approach in early intervention. Williams, C. S., & Ostrosky, M. M. (2019). *Young Exceptional Children*, 23(2), 76-86.

Lauren is an early interventionist with 5 years of experience with birth to 3-year-olds. She recently started a new job working in an early intervention (EI) program. Lauren quickly noticed that her colleagues in the agency did not bring toys with them to their in-home intervention sessions. She began to question why her colleagues were not bringing in toy bags and wondered how they were interacting with the children and meeting their individual goals without a variety of toys. When she discussed her concerns with her supervisor, Lauren learned that this program emphasized the use of “bagless” intervention. Understanding “bagless” intervention was important to Lauren because she wanted to adhere to the program’s philosophy while also staying current on early childhood practices to ensure she was providing the best services for families.

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Selected Journal Table of Contents

Infant Mental Health Journal. Volume 42, Issue 1; January/February 2021.

Enhancing parental reflective functioning through early dyadic interventions: A systematic review and meta-analysis. p. 23-34. Barlow, J., Slead, M., & Midgley, N.

Mind-mindedness and parenting stress in mothers of preterm and full-term infants: The moderating role of perceived social support. p. 35-46. Suttora, C., Salerni, N., Selvagno, E., Porro, M., Gangi, S., Squarza, C., Gardon, L., & Picciolini, O.

Translation and preliminary validation of a Korean version of the parental reflective functioning questionnaire. p. 47-59. Lee, Y., Meins, E., & Larkin, F.

Hostile/helpless maternal representations in pregnancy and later child removal: A pilot study. p. 60-73. Terry, M., Finger, B., Lyons-Ruth, K., Sadler, L. S., & Slade, A.

The associations between insecure attachment, rooming-in, and postpartum depression: A 2 months' longitudinal study. p. 74-86. Lichter, M. M., Peled, Y., Ievy, S., Wiznitzer, A., Krissi, H., Handelzalts, J. E.

Adverse caregiving in early life: The trauma and deprivation distinction in young children. p. 87-95. Guyon-Harris, K. L., Humphreys, K. L., & Zeanah, C. H.

Communication between infant boys and their mothers with ADHD symptoms. p. 96-108. Karagianni, E., Papaeliou, C. F., Maniadaki, K., & Kakouros, E.

Short-term psychodynamic infant–parent interventions at child health centers: Outcomes on parental depression and infant social–emotional functioning. p. 109-123. Salomonsson, B., Kornaros, K., Sandell, R., Nissen, E., & Lilliengren, P.

Evaluation of a statewide initiative to reduce expulsion of young children. p. 124-139. Connors Edge, N. A., Kyzer, A., Abney, A., Freshwater, A., Sutton, M., & Whitman, K.

The Crying Clinic: Increasing accessibility to Infant Mental Health services for immigrant parents at risk for peripartum depression. p. 140-156. Bohr, Y., Bimm, M., Bint Misbah, K., Perrier, R., Lee, Y., Armour, L., Sockett-DiMarco, N.

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Selected Journal Table of Contents (continued)

Young Exceptional Children. Volume 23, Issue 4; December 2020.

Debunking myths to promote collaboration with military families. p. 175-186.
Dipierto-Wells, R., Krippel, M. D., Ostrosky, M. M., & Santos, R.

Family style dining: Making the most of your meals. p. 187-198. Locchetta, B.
Domingo, M., & Barton, E. E.

Assessing the home environment to promote infant-toddler learning within
everyday family routines. p. 199-211. Keilty, B.

Supporting young children with disabilities and their families from
undocumented immigrant backgrounds: Recommendations for program
leaders and practitioners. p. 212-224. Cycyk, L. M., & Duran, L.

From article to action: Promoting infant toddler learning within everyday
routines. p. 225. Catlett, C.

To receive full-text copies of journal articles listed in the Table of Contents,
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Play and Motor Development: New Audiovisual

Firm foundations for early literacy: 0 to 5 years. Streaming & DVD. 54 min.
2009.

This video explores the skills that are learned to lay the foundation for the
development of early literacy in children from birth to 5 years old. Using research
and theories, it presents the learning process that emerges before children begin
to read and write. Children learn from everyday experiences to develop early
literacy skills.

Play and Motor Development: New Book

Toddlers moving and learning. Rae Pica, 2014. (LB 1139 P585 2014 ECI).
Movement activities can help toddlers channel their energy in creative and
beneficial ways as they learn healthy habits. This physical education curriculum
includes a variety of lesson plans and activities that support toddlers' movement
in developmentally appropriate ways.

Play and Motor Development: Selected Audiovisuals

Active learning for infant-toddlers. Streaming. 37 min. 2012.

Baby instructions. DVD. 66-67 min. 2010. (DD0732-DD0733).

The brain: Activity, sleep, and boredom. DVD. 20 min. 2011. (DD0471).

Child's play: How having fun turns kids into adults. DVD. 23 min. 2003. (DD0105).

Comparison of normal and atypical development. DVD. 48 min. 2009. (DD0628).

Developmentally appropriate practice: A focus on intentionality and on play video program. DVD. 177 min. 2009. (DD0469).

Early interventions for pediatric occupational and physical therapy: A lecture. Streaming. 358 min. 2015.

Getting kids in sync. DVD. 26 min. 2010. (DD0661).

Growing through play. DVD. 26 min. 2004. (DD0629).

I want all the turns: Supporting children in resolving problems and conflicts/ Quiero todo los turnos: Apoyar a los niños en la resolución de problemas. y conflictos. DVD. 90 min. 2013. (DD0655).

Infant milestones. DVD. 30 min. 2012. (DD0726).

Infants: Physical development. DVD. 30 min. 2010. (DD0428).

Learning happens. DVD. 41 min. 2007. (DD0411).

Learning happens II. DVD. 29 min. 2010. (DD0412).

Letting your child's wild side out. DVD. 30 min. 2008 (DD0720).

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

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

Music and movement in early learning. DVD. 25 min. 2007. (DD0532).

Oh, those little ones! DVD. 42 min. 2012. (DD0774).

Play and Motor Development: Selected Audiovisuals (continued)

Parenting: Play and milestones. DVD. 10 min.; 11 min. 2016. (DD0740; DD0741).

Passport to friendship. DVD. 37 min. 2006. (DD0082).

Play, learning, and development: Learning outdoors. DVD. 53 min; 65 min. 2009; 2010. (DD0631; DD0633).

Preschooler observation: Physical and motor development. DVD. 21 min. 2012. (DD0495).

Preschoolers: Physical development. DVD. 21 min. 2008. (DD0431).

Secret life of babies. Streaming. 47 min. 2014. (DD0821).

See how they play. DVD. 36 min. 2013. (DD0626).

Toddlers: Physical development. DVD. 29 min. 2009. (DD0262).

Play and Motor Development: Selected Books

Achieving learning goals through play: Teaching young children with special needs. Anne H. Widerstrom, 2005. (655 W639 2005 ECI).

Active start: A statement of physical activity guidelines for children from birth to age 5. 2009. (545 N277a 2009).

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).

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).

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 C897c 2014).

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 ECI).

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

Play and Motor Development: Selected Books (continued)

Essentials of literacy from 0-7: A whole-child approach to communication, language, and literacy. Tina Bruce, 2011. (535 B887 2011 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).

Frames of reference for pediatric occupational therapy. Paula Kramer and Jim Hinojosa, 2010. (258 F813 2010 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).

Integrated play-based curriculum for young children. Olivia N. Saracho, 2012. (655.2 S243 2012 ECI).

Investigating play in the 21st century. 2007. (655.2 I62 2007 ECI).

Perspectives on play: Learning for life. Avril Brock, Sylvia Dodds, and Pam Jarvis, 2008. (WS 105.5 P5 P467 2008 ECI).

Play: How it shapes the brain, opens the imagination, and invigorates the soul. Stuart L. Brown, 2009. (WS 105.5 P5 B769 2009 ECI).

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).

Teaching motor skills to children with cerebral palsy and similar movement disorders: A guide for parents and professionals. Sieglinde Martin, 2006. (WS 342 M383t 2006 ECI).

Unplugged play: No batteries, no plugs, pure fun. Bobbi Conner, 2007. (655 C752u 2007 ECI).

The young child: Development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

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).

Play and Motor Development: 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.

Building brains: 600 activity ideas for young children. Suzanne Gellens, 2013.

Six hundred brain-based, developmentally appropriate activity ideas expand young children's learning. It is filled with open-ended ideas that early child professionals can execute in a variety of ways, depending on children's needs and interests. Ideas are organized by age - from age zero to five - and learning domains.

Developmentally appropriate play: Guiding young children to a higher level.

Gaye Gronlund, 2010.

Following the 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.

Enhancing learning through play: A developmental perspective for early years settings, 2nd ed. Christine Macintyre, 2012.

Written to support early childhood professionals, this book explains why children need to play and offers practical guidance on how best to support children's development and learning through play.

Learning through play: For babies, toddlers, and young children, 2nd ed.

Tina Bruce, 2011.

Designed to help adults who spend time with babies, toddlers, and children 0–7 years, this book's focus is on developing learning through play. The aim is to help adults support children so that their play contributes their lifelong learning during the first years of a child's life.

Let them play: An early learning (un)curriculum. Denita Dinger and Jeff A.

Johnson, 2012.

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.

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Play and Motor Development: Selected eBooks (continued)

Play from birth to twelve: Contexts, perspectives, and meanings. Doris Pronin Fromberg and Doris Bergen, 2006.

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.

Play: The pathway from theory to practice. Sandra Heidemann and Deborah Hewitt, 2009.

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.

Play therapy for very young children. Charles E. Schaefer, 2008.

This book presents the major models of play interventions with very young children and their families. Contributors address specific therapies from cultures around the world, including caregiver-toddler play therapy, filial play therapy, mother-infant play, and play based interventions with young children with disabilities and autism.

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.

Play therapy with families: A collaborative approach to healing. Nancy Riedel Bowers, 2014.

This book 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.

Play therapy with traumatized children: A prescriptive approach. Paris Goodyear-Brown, 2011.

The author codifies the process of play therapy in her model, Flexibly Sequential Play Therapy (FSPT). The FSPT model creates a safe place for trauma processing by augmenting the child's adaptive coping strategies and soothing his or her physiology. It allows the therapist to correct the child's cognitive distortions as the therapist invites gradual exposure to trauma content through play.

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Play and Motor Development: Selected eBooks (continued)

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.

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.

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. It includes a comprehensive reference guide to the activities that provides easy searching for games suited to the development of particular skills.

Teach me with pictures: 40 fun picture scripts to develop play and communication skills in children on the autism spectrum. Ruth Harris, 2013.

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 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.

Typical and atypical motor development. David Sugden, 2013.

This book describes motor development from conception through emerging adulthood. It explains motor development from a number of theoretical, empirical, and experiential perspectives.

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.

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Play and Motor Development: Selected Websites

American Journal of Play is a free, online journal that offers research and resources related to play. For more information on this, go to www.journalofplay.org/issues.

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. For more information, go to bostonchildrensmuseum.org/power-of-play.

New! 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 child care and early childhood education. For more information on this website, go to childcare.extension.org/active-play-in-child-care/.

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. For more information, go to www.fatbraintoy.com/special_needs/.

Inclusion Matters by Shane's Inspiration is an organization that aims to create inclusive playgrounds and educational programs that unite children of all abilities. For more information, go to inclusionmatters.org/.

US Play Coalition is an international network of individuals and organizations that promotes the value of play throughout life. For more information, go usplaycoalition.org/.