



# ECI Library Matters

## Play and Motor Development

This month, we are featuring library resources on play and motor development. For a complete selection, please go to the library's catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

If you would like to borrow any of the featured items or receive full-text articles, please contact the Library at:

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[Early Childhood Report](#) - Vol. 30 (1) January 2019

[Texas Child Care Quarterly](#) - Vol. 42 (3) Winter 2018

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## Texas Department of State Health Services

### USEFUL INFORMATION

[Texas Health and Human  
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HHS Office of Ombudsman:  
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Parenting recommendations: using research and theory to address communication challenges. Huey EL.

Safety: a first step in quality care. Langham B.

Listening and hearing: encouraging language in after-school programs. Andrews A, Petty K.

Thumb sucking (and pacifiers): thumbs-up or thumbs-down?

Resolved: use fitness ABCs. Parks L.

Stuff and new stuff: teacher resources that can make a difference.

Back to basics: physical development.

Early Childhood Intervention: supporting families.

Child care licensing: regulatory changes and updates.

Building a business: index tracks changes in early childhood policies. / Thank-you notes: worth more than you might think! / Stocking your classroom: money saving ideas.

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## Play and Motor Development: Selected DVDs

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

**The brain: activity, sleep, and boredom.** 20 min. 2011. (DD0471).

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

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

**Development in practice: activities for babies with Down syndrome.** 77 min. 2007. (DD0716).

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

**Early intervention in action: working across disciplines to support infants with multiple disabilities and their families.** 2009. (CR0044).

**First adventures.** 45 min. 2004. (DD0582).

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

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

**I want all the turns: supporting children in resolving problems and conflicts/ quiero todo los turnos.** 90 min. 2013. (DD0655).

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

**Infants: physical development.** 30 min. 2010. (DD0428).

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## Play and Motor Development: Selected DVDs (continued)

**Learning happens.** 29 min. 2010. (DD0411-DD0412).

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

**Magic of everyday moments series.** 18-23 min. 2014. (DD0685; DD0742-DD0743).

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

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

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

**Parenting: play and milestones.** 10-11 min. 2016. (DD0740-DD0741).

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

**Play, learning, and development: learning outdoors.** 53-63 min. 2009-2010.

**Preschooler observation: physical and motor development.** 21 min. 2012.  
(DD0495).

**Preschoolers: physical development.** 21 min. 2008. (DD0431).

**Promoting children's social competence: a guide to family child care providers.**  
23 min. 2007. (DD0119).

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

**Toddlers: physical development.** 29 min. 2009. (DD0262).

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**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).

**Assistive technology for young children: creating inclusive learning environments.** Kathleen C. Sadao, 2010. (LC 4019.3 S124a 2010 ECI).

**Baby smarts: games for playing and learning.** Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

**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. (556 C73 2013 ECI).

**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).

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

**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,** 3<sup>rd</sup> 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).

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**Gross motor skills for children with Down syndrome: a guide for parents and professionals**, 2<sup>nd</sup> 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. (203.21 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)

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## Play and Motor Development: Selected Websites

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

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 [www.earlyliteracylearning.org/index.php](http://www.earlyliteracylearning.org/index.php).

Shane's Inspiration, the website for a universally accessible playground with the same name, provides information on the need for play for children of all abilities. See [shanesinspiration.org/the-need-for-play/](http://shanesinspiration.org/the-need-for-play/)

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### Toy Websites

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 [www.ableplay.org/](http://www.ableplay.org/).

Find toys to buy for children with special needs and information about the importance of play at [www.lekotek.org](http://www.lekotek.org).

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 [www.fatbraintoys.com/special\\_needs/index.cfm](http://www.fatbraintoys.com/special_needs/index.cfm).

## Play and Motor Development: Selected eBooks

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The following ebook titles and more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. Please contact the library via email at [library@dshs.texas.gov](mailto:library@dshs.texas.gov), call locally at 512-776-7559 or toll-free at 1-888-963-7111, ext. 7559 for the passwords.

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### **Activity kit for babies and toddlers at risk.** 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, like how to imitate others or use simple hand gestures to convey wants and needs.

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

Building Brains expands young children's learning with six hundred brain-based, developmentally appropriate activity ideas. It combines the latest information on brain development with activities that support children's learning and enrich any early childhood curriculum. Rather than step-by-step activities, this book 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, 2011.

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 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.

## Play and Motor Development: Selected eBooks (continued)

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**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.

**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.

**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 and Motor Development: Selected eBooks (continued)

**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.

**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. This approach facilitates the play therapy process while allowing therapist and client to fully connect.

**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.

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**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. This model allows the therapist to correct the child's cognitive distortions as the therapist invites gradual exposure to trauma content through play.

**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. 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.

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**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, 2014.

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

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**Caregiver-implemented intervention for communication and motor outcomes for infants and toddlers.** Windsor KS, Woods J, Kaiser AP, Snyder P, Salisbury C. *Topics Early Child Spec Educ.* <https://doi.org/10.1177/0271121418815250>

Published January 4, 2019. Accessed January 25, 2019.

The purpose of this study was to examine the effects of coaching caregivers to embed both communication and motor outcomes concurrently within daily routines of their infants or toddlers with significant disabilities using Enhanced Milieu Teaching (EMT) strategies. The coaching and embedding practices were part of a multicomponent intervention known as Embedded Practices and Intervention with Caregivers (EPIC). Three children, aged 15 to 23 months with significant disabilities, their caregivers, and an early intervention provider participated in this single case multiple probe design study. Primary dependent variables were caregivers' number of naturalistic teaching strategies used and rates of correctly embedded instruction for each learning target in each routine. Child motor and communication outcomes were also examined. Results provide initial support for the positive effects of the EPIC approach using EMT strategies to embed intervention on two developmental domains concurrently in caregiver's daily routines.

**Infant games for building cognitive skills.** *Tex Child Q.* 2018;41(4). [http://www.childcarequarterly.com/spring18\\_story3.html](http://www.childcarequarterly.com/spring18_story3.html) Accessed January 25, 2019.

Infant play activities and games are essential tools for building cognitive skills. As babies grow and learn, mastering several developmental tasks or challenges reflects the enormous changes going on in their brains. Social interactions with attentive, responsive teachers and caregivers support these changes and spur development not only in brain function but also in social, emotional, and physical domains.

**Investigation of the relationship between sensory processing and motor development in preterm infants.** Celik HI, Elbasan B, Gucuyener K, Kayihan H, Huri M. *Am J Occup Ther.* 2018;72(1):1-7.

**Objective:** The aim of this study was to analyze the correlation between sensory processing and motor development in preterm infants. Method: We included 30 preterm and 30 term infants with corrected and chronological ages between 10 and 12 mo. We used the Test of Sensory Functions in Infants to evaluate sensory processing and the Alberta Infant Motor Scale to evaluate motor development.

**Results:** The Spearman correlation test indicated a strong positive relationship between sensory processing and motor development in preterm infants ( $r = .63, p < .001$ ).

**Conclusion:** Given the relationship between sensory processing and motor development in the preterm group, the evaluation of sensory processing and motor development in preterm infants was considered necessary for the effective implementation of physiotherapy assessment and interventions.

**Making the most of the outdoors: what parks and playgrounds can offer your child.** Harati R. *Except Parent.* 2018;48(6):16-18.

The article discusses the benefits provided by communal outdoor spaces to children with disabilities. Topics discussed include a study by Stanford University indicating that time spent in communal outdoor spaces allows children to focus on positive thoughts, promote communication development, and improve social and motor skills.

**Reading aloud, play, and social-emotional development.** Mendelsohn AL, Brockmeyer Cates C, Welsleder A, et al. *Pediatrics.* 2018;141(5):1-11.

To determine impacts on social-emotional development at school entry of a pediatric primary care intervention (Video Interaction Project [VIP]) promoting positive parenting through reading aloud and play. Methods: Factorial randomized controlled trial with postpartum enrollment and random assignment to VIP 0-3, control 0 to 3 years, and a third group without school entry follow-up (Building Blocks). In the VIP, a bilingual facilitator video recorded the parent and child reading and/or playing using provided learning materials and reviewed videos to reinforce positive interactions. Social-emotional development at 4.5 years was assessed by parent-report Behavior Assessment System for Children, Second Edition. Results: VIP 0-3 and VIP 3-5 were independently associated with improved 4.5-year Behavior Assessment System for Children, Second Edition Conclusions: Phase VIP 0-3 resulted in sustained impacts on behavior problems 1.5 years after program completion. With our findings, we support the use of pediatric primary care to promote reading aloud and play from birth to 5 years, and the potential for such programs to enhance social-emotional development.