



# ECI Library Matters

## **Play and Motor Development (updated)**

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

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

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## Selected Journal Abstracts

**Infant vocal productions coincide with body movements.** Borjon, J.I., Abney, D.H., Yu, C., & Smith, L.B. (2024). *Developmental Science*, 27(4), e13491. <https://doi.org/10.1111/desc.13491>

Producing recognizable words is a difficult motor task; a one-syllable word can require the coordination of over 80 muscles. Thus, it is not surprising that the development of word productions in infancy lags considerably behind receptive language and is a known limiting factor in language development. A large literature has focused on the vocal apparatus, its articulators, and language development. There has been limited study of the relations between non-speech motor skills and the quality of early speech productions. Here we present evidence that the spontaneous vocalizations of 9- to 24-month-old infants recruit extraneous, synergistic co-activations of hand and head movements and that the temporal precision of the co-activation of vocal and extraneous muscle groups tightens with age and improved recognizability of speech. These results implicate an interaction between the muscle groups that produce speech and other body movements and provide new empirical pathways for understanding the role of motor development in language acquisition.

**SEE Me therapeutic playgroup: A teaming model to promote parent-child interactions.** Fabrizi, S., Tilman, A.L., Donald, E., Balsamo, N., & Connor, A. (2024). *Journal of Early Intervention*, 46(3), 356-374. <https://doi.org/10.1177/10538151231166594>

Therapeutic playgroups have potential to benefit families and children enrolled in early intervention. A pretest-posttest, mixed methods, sequential explanatory design was utilized to explore the effectiveness and feasibility of an 8-week SEE Me (Social Emotional Education) therapeutic playgroup delivered by a collaborative team of providers using a convenience sample of 28 parent and child dyad participants and 19 early intervention providers. Results indicated statistically significant improvements in parent efficacy and parent-child interaction (affection and responsiveness) following participation. Parents and providers highlighted the role of the parent and reported improvements in child engagement, social interaction, and skill development in successful playgroups. Play activities and objects, facilitator support, and parent capacity were rated as supports for feasible delivery; challenges included child engagement and program implementation. These results provide preliminary evidence for both the effectiveness and feasibility of providing therapeutic playgroups as part of comprehensive early intervention services.

## Selected Journal Table of Contents

**Topics in Early Childhood Special Education.** Volume 44, Issue 3; November 2024

Special issue: Innovations and challenges in academic skill instruction for young children with disabilities. p. 171. Guest Editors: Hardy, J.K. & Milam, M.E.

Absolute thinking gets us absolutely nowhere: Resisting false dilemmas in early academics. p. 172-174. Hardy, J.K. & Milam, M.E.

Preschool teachers' perceived efficacy providing mathematics instruction to young children with and without disabilities: A survey study. p. 175-184. Hardy, J.K. & Terol, A.K.

(Re)Conceptualizing STEM learning and teaching for young children with disabilities. p. 185-194. Yang, H.W., Vinh, M., Sharifnia, E., Amsbary, J., Clements, D.H., Lim, C.I., & Sarama, J.

Standards for early intervention/early childhood special education: The development, uses, and vision for the future. p. 195-205. Stayton, V.D., Kilgo, J., Horn, E., Kemp, P., & Bruder, M.B.

Attitudes about inclusive preschool education among parents of children without disability. p. 206-216. Rudrabhatla, A., Morgan, L., & Siller, M.

Exploring the structural inequalities of the individualized education program. p. 217-228. Butterworth, L.N., Denham, M.L., & Hestenes, L.L.

Classroom sensing tools: Revolutionizing classroom-based research in the 21st century. p. 229-242. Foster, T.J., Justice, L., Villasanti, H.G., Irvin, D., & Messinger, D.

Author guidelines. p. 243.

**Young Exceptional Children.** Volume 37, Issue 3; September 2024

From trust to consensus: Having conversations about autism with families. p. 117-132. Bayley, S., Wiegand, S.D., & Lutz, J.S.

Let's work together: Elements to strengthen teaming and collaboration between early intervention providers. p. 133-144. Higgins, J. & Childress, D.C.

Using "Project ECHO" to support birth-to-three providers partnering with families of children with autism spectrum disorder. p. 145-157. Bateman, K., Penney, A., Luna, A., & Hobson, K.

Teaching young children with disabilities to label nonvisual stimuli. p. 158-174. Ismail, H.A. & Baker, J.

DEC at the intersection. p. 175. Meyer, L.E., Bruns, D.A., Yang, H.W., Young, V.J., & Klein, M.

### New Audiovisuals

**Playing and exploring.** [Streaming](#) or DVD. 24 min. 2020. CPE=0.5 (DD0858)

This program is divided into 5 video shorts that examined children playing and exploring. Children spend many hours engaging in activities that lead to their development. This program shows how play is a learning tool that motivates them to explore the world around them. It demonstrates how they use what they have learned to solve problems. Adults can play a supporting role in helping infants, toddlers, young children with their growth as they play and explore.

### New Books

**Infants & toddlers at play: Choosing the right stuff for learning & development.** Mary Benson McMullen, 2022. CPE=2.75 (LB1139.35 M478 2022 ECI)

This book presents ideas for both familiar and new play materials and how those materials support the cognitive, social, emotional, and physical learning and development of children from birth to age 3.

**Perspectives on play: Learning for life.** Avril Brock, 2019. CPE=5.75 (WS 105.5 P5 P467 2019 ECI)

This updated title examines current research and theoretical knowledge with regards to play as a medium of learning. It presents a review and critical analysis of research in the field whilst exploring development in the early childhood years from a broad range of multi-disciplinary perspectives.

## New eBooks

### **Baby and toddler basics: expert answers to parents' top 150 questions.** Tanya Altmann, 2023.

This updated easy-to-use guide offers parents the advice they need for pressing baby and toddler health and development concerns - fast! Dr. Altmann draws on more than 20 years in practice to present answers to parents' most frequently asked questions in a convenient Q&A format. Topics covered include breastfeeding, baby care, developmental stages, first aid and injuries, sleep, vaccines, and more.

### **Retro baby: Timeless activities to boost development - without all the gear.** Anne H. Zachry, 2022.

This updated edition will help you cultivate a back-to-basics parenting approach, featuring ideas for hands-on activities, instructions for homemade toys, and plenty of encouragement for one-on-one playtime with your baby. You'll save money, reduce household clutter, and, most importantly, boost development and bonding with your little one!

## Selected Audiovisuals

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

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

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

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

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

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

## Continuing Professional Education Resources

**Being with infants: Part 2.** DVD. 120 min. 2019. CPE=3.0 (DD0836)

**Life with baby: Parenting from birth to 12 months.** DVD. 24 min. 2019. CPE=0.50 (DD0824)

**Magic of everyday moments: seeing is believing 4-part series.** 4 DVDs.

Series 1 (DD0685), 2014, 18 min., CPE=0.50

Series 2 (DD0742), 2015, 21 min., CPE=0.75

Series 3 (DD0743), 2015, 23 min., CPE=0.75

Series 4 (DD0744), 2015, 25 min., CPE=0.75

**The moving child film I: Supporting early development through movement.** DVD. 60 min. 2017. CPE=1.0 (DD0837)

**The moving child film III: Developmental movement in the first years.** DVD. 60 min. 2019. CPE=1.0 (DD0838)

**Occupational therapy activities for kids: 100 Fun games and exercises to build skills.** Heather Ajzenman, 2020. CPE=2.0 (WS 368 A312 2020 ECI)

**Planning in the moment with young children: A practical guide for early years practitioners and parents.** Anna Ephgrave, 2018. CPE=4.0 (LB 1139 E63 2018 ECI)

**The toddler brain: Nurture the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to age 5.** Laura A. Jana, 2017. CPE=7.0 (WS 103 J33 2017 ECI)

**Young children's play: Development, disabilities, and diversity.** Jeffrey W. Trawick-Smith, 2020. CPE=3.0 (LB 1137 T782 2020 ECI)  
This title is also available as an ebook.

### Selected eBooks

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

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

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

**Play therapy with families: A collaborative approach to healing.**

Nancy Riedel Bowers, 2014.

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

**Simple low-cost games and activities for sensorimotor learning.**

Lisa Kurtz, 2014.

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

**Young children's play and environmental education in early childhood education.**

Amy Cutter-Mackenzie-Knowles, Susan Edwards, Deborah Moore, and Wendy Boyd, 2014.

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

### Selected Websites

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

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

- Play and Learning

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

**New!** [Center on the Developing Child](#) at Harvard University was established to use scientific knowledge to improve the lives of children. It provides the guide [Play in early childhood: The role of play in any setting.](#)

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

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

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

**NEW!** [National Association for the Education of Young Children](#) is a professional membership organization that works to promote high quality early learning for all young children from birth to age 8 and provides [Articles for Families on Play.](#)

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

[US Play Coalition](#) is a partnership that promotes the lifelong value of play. It is an international network of individuals and organizations that recognizes play as a valuable and necessary part of a healthy and productive life. The coalition hosts conferences and educational trainings, encourages and



conducts research, and provides avenues of communication about the value of play worldwide. Membership is free, and simply requires a declaration of shared commitment to the value of play through its "[Get Involved](#)" page.

### **Useful Library Information**

**HHSC ECI Website**  
**ECI Library Matters**

**Library Website**  
**Library Catalog**

#### **Texas Department of State Health Services ECI Library Services**

**E-mail:** [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov)

**Phone:** 512-776-7260

**Toll-free:** 1-888-963-7111 ext. 7260

**Fax:** 512-776-7474

**Hours:** Monday-Friday, 7:30 a.m.-5 p.m.

**Physical Address:** 1100 W. 49th St. Moreton Building, 6<sup>th</sup> floor, Room M-652, Austin, TX 78756

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