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Play and Motor Development (updated)

This month, we are featuring library resources on play and motor development. The library has many resources available on these topics. For a complete selection of library materials, please visit the online library catalog at www.texashealthlibrary.com.

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Texas Department of State Health Services

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Infant and Mental Health Journal – November/December 2019

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Risk and protective factors for pre- and postnatal bonding. p. 768-785. Cuijlits, I., de Wetering, A. P., Endendijk, J. J., Baar, A. L., Potharst, E. S., & Pop, V. J. M.

Associations between prenatal substance exposure, prenatal violence victimization, unintended pregnancy, and trauma exposure in childhood in a clinical setting. p. 786-798. Cohodes, E. M., Gee, D. G., & Lieberman, A. F.

Revisiting the African origins of attachment research - 50 years on from Ainsworth: A descriptive review. p. 799-816. Voges, J., Berg, A., & Niehaus, D. J. H.

Maternal depression and infant attachment security: A meta-analysis. p. 817-834. Barnes, J., & Theule, J.

Applicability and attachment findings of the Strange Situation Paradigm in infants with visual impairment. p. 835-849. Urqueta Alfaro, A., Mainz, P., Morash, V. S., Lei, D., Kronberg, J., Lara, S., & Moore, M.

Attachment and co-parenting representations in men during the transition to parenthood. p. 850-861. Pinto, T. M., & Figueiredo, B.

Influence of maternal reflective functioning on mothers' and children's weight: A follow-up study. p. 862-873. Campora, G., Giromini, L., Guerriero, V., Chiodo, C., Zavattini, G. C., & Larciprete, G.

Exploring a model for infant and early childhood mental health consultation in early childhood home visiting. p. 874-888. Lambarth, C. H., & Green, B. L.

Lay counselors: Thoughts on the crossing of ecological frameworks and the use of lay counselors in the scale up of early infant mental health interventions. p. 889-905. Bain, K., Landman, M., Frost, K., Raphael-Leff, J., & Baradon, T.

Don't hit my mommy! A manual for child-parent psychotherapy with young children exposed to violence and other trauma (2nd ed.) p. 906-909. Dickstein, S.

Journal Table of Contents (continued)

Texas Child Care – Winter 2019

A kiss, a hug, and a reassuring goodbye: Transitions. Parks, L.

Studying farm animals: What about horses? Langham, B.

Protect children and prevent abuse.

Sun up, sun down: A classic explored. Parks, L.

Class meetings: A place for social-emotional growth. Tucker, V.

Calling all flu fighters: Resources for understanding, preventing, and fighting the flu.

Departments:

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- Picture books about pets - real and imagined and resources for teachers.

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Texas Parenting News:

- Prevent child abuse.
- ABCs of safe sleep for baby.
- Prescription: Play with your child.

Selected Journal Abstracts on Play and Motor Development

De Assis, R. (2019). Nurturing imagination through preschoolers' play. *Texas Child Care*, 43(2). Retrieved from http://www.childcarequarterly.com/backissu_fall19.php

Play is one of the most important activities that happens in preschool classrooms, and its significance for children's total development is clearly seen in research findings. Developmental theorists Erikson and Piaget both argued that a preschooler's main developmental task is to master play (Jones & Reynolds, 2011). The American Academy of Pediatrics reports that play increases the cognitive, physical, social, and emotional health of children. The United Nations Commission for Human Rights argues that play is a basic right of every child (Feldman, 2019). These affirmations are especially important during the preschool years because it is the time when children's imaginations are at their peak (Singer & Singer, 1992).

De Assis, R. (2019). Promoting imagination in preschool classrooms. *Texas Child Care*, 42(4). Retrieved from http://www.childcarequarterly.com/backissu_spring19.php

Imaginative play is common in many preschool classrooms, as young children explore free time, engage in pretend play and socio-dramatic play, and fully experience outdoor settings with all the wonder that nature offers. Children's guided play, such as rules-based games and puzzles, does benefit children's development. But imaginative play, in which children freely explore their own minds, leads to creativity and wonder. The benefits of imaginative play include strengthening social, emotional, and linguistic skills that promote a child's growth and development.

Parks, L. (2019). Courageous outdoor play: Re-framing risk and building skill. *Texas Child Care*, 43(1). Retrieved from http://www.childcarequarterly.com/backissu_summer19.php

No matter the language you use to describe the area designated for outdoor play and discovery, research supports your efforts to help children move into the natural world to refresh, support, and stimulate all development domains. Nature is constant and ever changing; it invites and urges children (and their adults) to explore, discover, manipulate, and master. As playground designs changed, from 1885 sandgardens (where children were penned in sand pits to keep them away from street traffic), through early 20th century over-sized play structures in parks and school yards, to early 21st century outdoor areas built and modified to reflect concerns with child safety, we have seemed to focus more on manufactured materials than on what the natural world offers. But some change is afoot.

Selected Journal Abstracts on Play and Motor Development (continued)

Park, J., Pados, B. F., Thoyre, S. M., Estrem, H. H., & McComish, C. (2019). Factor structure and psychometric properties of the Child Oral and Motor Proficiency Scale. *Journal of Early Intervention, 41*(4), 283–299.

The purpose of this study was to identify the factor structure of the Child Oral and Motor Proficiency Scale (ChOMPS) and to evaluate the psychometric properties, including internal consistency reliability, test–retest reliability, and construct validity as measured by convergent and known-groups validity. Principal component analysis with varimax rotation conducted on responses from 364 parents of children between 6 months and 7 years of age identified four subscales: complex movement patterns, basic movement patterns, oral-motor coordination, and fundamental oral-motor skills. Acceptable internal consistency reliability (Cronbach's $\alpha = .97$) and test–retest reliability ($r = .98$) were found. Convergent and known-groups validity were supported by significant associations between the ChOMPS and validation measures, as well as significant differences in the ChOMPS scores between children with and without feeding problems. The ChOMPS is a 63-item parent-report measure of eating, drinking, and related motor skills in children aged 6 months to 7 years with evidence of reliability and validity.

McLeod, R. H., Kaiser, A. P., & Hardy, J. K. (2019). The relation between teacher vocabulary use in play and child vocabulary outcomes. *Topics in Early Childhood Special Education, 39*(2), 103–116.

Although extensive research exists on vocabulary instruction during book reading in preschool classroom, comparatively little research has been conducted on vocabulary exposure in classroom play contexts and child vocabulary outcomes. The purpose of this study was to examine Head Start teacher and child vocabulary use in dyadic play sessions and the relation between teachers' vocabulary use and children's vocabulary outcomes. One Enhanced Milieu Teaching (EMT) session for each of 53 teacher–child dyads was transcribed and coded for teacher use of target and sophisticated vocabulary, use of teacher strategies to support vocabulary development, and child use of vocabulary. Descriptive data indicate variability for both teacher and child vocabulary use in the play sessions. Both teacher total number of vocabulary words and vocabulary supports were significantly related to child vocabulary use within sessions. Implications for practice are discussed.

Selected Journal Abstracts on Play and Motor Development (continued)

Osborne, K., Ledford, J. R., Martin, J., & Thorne, K. (2019). Component analysis of Stay-Play-Talk interventions with and without self-monitored group contingencies and recorded reminders. *Topics in Early Childhood Special Education, 39*(1), 5–18.

Multi-treatment designs were used to evaluate the relative effectiveness of multicomponent Stay-Play-Talk (SPT) interventions on peer social behaviors for two groups of children, each including one participant with autism spectrum disorder (PWA) and two socially competent peers. Children were trained to use buddy strategies during 5-min free-play sessions in an inclusive preschool classroom. Additional components were systematically introduced, including a self-monitored group contingency and recorded reminders. Dependent variables were the percentage of intervals peers spent staying near and playing with the PWA, as well as the number of verbal social interactions between the peers and the PWA. Functional relations were identified for some behaviors for some participants, with the SPT variation including recorded reminders and the group contingency associated with the most positive outcomes. Further research is needed to determine effects of the group contingency and recorded reminders without peer training.

Severini, K. E., Ledford, J. R., Barton, E. E., & Osborne, K. C. (2019). Implementing Stay-Play-Talk with children who use AAC. *Topics in Early Childhood Special Education, 38*(4), 220–233.

Withdrawal and multi-treatment single subject research designs were used to evaluate the effectiveness of Stay-Play-Talk (SPT) interventions on social behaviors of preschool-aged peers to children with disabilities. Each group included at least one socially competent peer and one child with Down syndrome who used an augmentative and alternative communication (AAC) device as a primary mode of communication. Peers were trained to use SPT strategies during free play sessions, and a modified reinforcement system and modified peer arrangement were introduced for one group. For one group, results indicate a functional relation between the original SPT intervention and increased stay and play behaviors. For the other group, results indicate a functional relation between SPT with modified arrangement and increased stay and play behaviors. Future research is needed to determine effectiveness of SPT interventions for children with disabilities who have more sophisticated functional play skills, as well as utility of creating peer dyads compared with peer triads.

Selected Journal Abstracts on Play and Motor Development (continued)

Yang, H.-W., Ostrosky, M. M., Favazza, P. C., Stalega, M. V., & Block, M. E. (2019). Embedding motor activities into inclusive preschools. *Young Exceptional Children, 22*(4), 177–186.

The early years (birth to age 5) in children's lives are a crucial time of growth and physical development. Infants learn how to lift and turn their head, sit up, and crawl by using their large muscles within the first year of life. Gross motor skills continue to develop in the second, third, and fourth years of life as young children navigate their environment by pulling up to stand, cruising around furniture, walking, and ultimately running. Through play and physical activities (PAs), children have many opportunities to develop gross motor skills that require the use of large muscles for movement and control. Young children use gross motor skills as they engage in daily tasks such as sitting upright, maintaining control and balance while seated, walking down the hallway, moving forward and backward using a variety of locomotion strategies (i.e., tiptoe, gallop, and march), and manipulating objects (i.e., playing with balls, and carrying books and backpacks). As 3-, 4-, and 5-year-olds, children develop even more sophisticated skills such as kicking, climbing, and jumping. The acquisition of motor skills is cumulative and sequential, and depends on multiple opportunities for PA (Clark, 2005).

To receive full-text copies of these articles, please contact the library by telephone at 512-776-7260, toll-free at 1-888-963-7111, ext. 7260, by fax at 512-776-7474, or by email at avlibrary@dshs.texas.gov.

Play and Motor Development: New Book

Caring for our children: National health and safety performance standards guidelines for early care and education programs, 4th ed. (LB 1139.23 C277 2019).

The national standards include a chapter about playgrounds, toys, and tools. Topics include:

- Staffing.
- Program activities for healthy development.
- Health promotion and protection.
- Nutrition and food service.
- Facilities, supplies, equipment, and environmental health.
- Play areas and playgrounds, and transportation.
- Infectious diseases.
- Children with special health care needs and disabilities.
- Administration.
- Licensing and community action.

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).

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).

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, 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).

Play and Motor Development: Selected Books (continued)

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

The following titles plus many more are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

For access information, please contact the library at library@dshs.texas.gov or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

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.

600 brain-based, developmentally appropriate activity ideas to expand young children's learning. Combining the latest information on brain development with activities that support 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.

Play and Motor Development: Selected eBooks (continued)

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.

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.

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.

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. 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.

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.

Play and Motor Development: New DVD/Streaming Titles

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

Infants and toddlers are naturally active learners. They rely on caregivers to support their curiosity and need to explore with their whole body and all their senses. This program illustrates the elements of active learning programs and teaches how to plan developmentally appropriate activities. This video is available through an online video streaming service. Please contact the library for the video streaming login and password.

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

This video seminar offers strategies and guidelines for working with pediatric therapy patients. It discusses therapy for preemies after discharge, therapies that help toddlers who display atypical development, and interventions for head and trunk control and to facilitate transitional movements. This video is available through an online video streaming service. Please contact the library for the video streaming login and password.

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

What can a baby see and hear? How does a baby explore the world? Why can they swim underwater? How do they communicate? And why do toddlers have temper tantrums? The first three years are the most important of a human's entire life. It's when we learn to walk, talk, and socialize. But as an adult, baby behavior is both mystifying and fascinating. Using special filming techniques, this program reveals the natural history of a baby starting with newborns and following their growth and development as they become toddlers. This video is available through an online video streaming service. Please contact the library for the video streaming login and password.

Play and Motor Development: Selected DVDs

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).

Play and Motor Development: Selected DVDs (continued)

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. 40 min. 2008. (CR0044).

NOTE: This is a CD-ROM that contains 41 video clips throughout the text.

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).

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).

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

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

Play and Motor Development: Selected Websites

American Journal of Play is a free, online journal that offers research and resources related to play. Go to <http://www.journalofplay.org/> for more information.

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. Go to <https://www.bostonchildrensmuseum.org/power-of-play> for more information.

The **US Play Coalition** is an international network of individuals and organizations that promotes the value of play throughout life. Go to <https://usplaycoalition.org/> for more information.

Inclusion Matters by Shane's Inspiration is an organization that aims to create inclusive playgrounds and educational programs that unite children of all abilities. Go to <https://inclusionmatters.org/> for more information.

Fat Brain Toys provides special needs toys and materials collections that are based entirely on customer feedback. Each listing is accompanied by detailed reviews written by real parents, teachers, and therapists. Go to http://www.fatbraintoy.com/special_needs/index.cfm for more information.