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August 2005



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Play and Motor Development

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

Check out the new books and audiovisuals on pages 6-7!

Play and Motor Development - Books

Achieving Learning Goals through Play. Anne H. Widerstrom, 1995. (655 W634).

The author describes how to use naturalistic play activities to address children's learning goals. Intended for teachers, therapists and day-care providers, this easy-to-read book shows that play is a valuable medium for learning. Sample activities illustrate how to address specific learning objectives informally using toys and other materials.

An Activity-based Approach to Early Intervention. Diane Bricker and Kristie Pretti-Frontczak, 2004. (556 B762 2004 ECI).

This book provides child-directed techniques and ready-to-use forms to assist teachers and interventionists to individualize goals and objectives, match developmental levels, plan and execute program schedules and activities, and monitor a child's progress over time.

Activity-Based Intervention Guide with More Than 250 Multisensory Play Ideas. Marcia Cain Coling and Judith Nealer Garrett, 1995. (556 C682).

This book provides detailed guidelines for implementing the activity-based approach in centers, homes or integrated settings. Its fifty weeks of multisensory activities ideas are organized into thematic units that include topics such as holidays, seasons, colors and shapes. Each activity contains goals for the sensory, gross motor, fine motor, cognitive, language and social developmental domains.

AEPS Curriculum for Birth to Three Years. Diane Bricker, Juliann Cripe, and Kristine Slentz, 1993. (520 C868 1993 ECI).

This hands-on curriculum is designed to provide abundant teaching opportunities tailored to each child's involvement in the daily activities and routines of early childhood.

Baby Minds: Brain-Building Games Your Baby Will Love. Linda Acredolo, 2000. (530 A187 2000).

This guide for parents, based on the most current knowledge of how babies discover the world, presents activities that babies instinctively love to develop their unique abilities and make the daily interactions of parent and child full of the joy of discovery for both.

Play and Motor Development - Books (continued)

Baby Play and Learn: 160 Games and Learning Activities for the First Three Years. Penny Warner, 1999. (655.2 W283 1999).

This book offers 160 age-appropriate ideas for games and activities to promote developmental learning opportunities for the baby's first three years when rapid growth and development take place.

Child's Play: Revisiting Play in Early Childhood Settings. Elizabeth Dau and Elizabeth Jones, 1999. (655.2 D235 1999).

In this book a variety of experts present their ideas about the importance of and the ways play helps to further the young child's social, cognitive, and emotional development, with a particular focus on the acquisition of social skills and the development of attitudes.

Developmental Play Group Guide. Barbara C. Browne, Marian H. Jarrett, Carolyn J. Hovey-Lewis, and Maxine B. Freund, 1995. (655.2 B816).

In this book the authors present their developmental play model, which is geared to teach parents and caregivers about many of the skills required for infants to become developmentally competent. It contains bilingual lesson plans which are based on the belief that cognitive understanding, emotional development, social skills, language use, and physical and motor development are all influenced by the child's play experiences.

Early Communication Games: Routine-Based Play for the First Two Years. Deborah G. Casey-Harvey, 1995. (655 C268).

This book is designed for both the professional and the parent. It lists target language skills and provides games to develop each of those skills for infants and toddlers 0-12 months and 12-24 months. Parents learn how simple games and activities help their child learn communication skills, and become involved in evaluating their child's progress.

Games to Play with Babies. Jackie Silberg, 1993. (655 Si32 1993).

This is a collection of 250 games to foster language skills, coordination, problem-solving, imagination, confidence, dexterity and many others.

Games to Play with Toddlers. Jackie Silberg, 1993. (655 Si32 1993).

This is a collection of games to help toddlers develop language, creativity, listening, observation, coordination, confidence, counting, problem-solving, balance, rhythm, following directions and more.

Helping Young Children Develop Through Play: A Practical Guide for Parents, Caregivers, and Teachers. Janet K. Sawyers, 1990. (655.2 Sa97).

This book, a practical guide for parents, caregivers, and teachers, explains how play is related to development and what adults can do to support play. It shows how children develop their social skills, motor skills and express their feelings appropriately.

Play and Imagination in Children with Autism. Pamela J. Wolfberg, 1999. (203.6 W855 1999).

In this book the author presents a variety of situations for children with autism to express themselves and learn through play and ways to utilize their imagination.

Playing Is Learning: A Curriculum for Partners in Parenting Education. Barbara Pagano and Sue F. Dolezal, 1997. (655.2 B988 1997).

This guide, which focuses on how babies learn and how parents can help or hinder this process, uses the power of play to promote learning. It presents activities parents can use to stimulate the emotional ties to their baby and create a positive learning environment at the same time.

The Play's the Thing: Teacher's Roles in Children's Play. Elizabeth Jones and Gretchen Reynolds, 1992. (655.2 J76 1992).

This book describes why play is a fundamentally important part of children's development, and shows how adults can support and promote play.

Play and Motor Development - Books (continued)

The Power of Play: A Discussion About Early Childhood Education. Michael K. Meyerhoff, 1999. (655.2 M613 1999).

Early childhood education and the exposure to the power of play will provide opportunities for solid educational foundations, impressive imagination and creativity, a strong love of learning, good social skills and a healthy self-esteem.

Read, Play, and Learn! Storybook Activities. Toni Linder, 1999. (655.2 L744r 1999).

This contains play activities and games for young children with disabilities and their families. It is designed to promote growth across all of the areas of development important for a young child, and it contains a school-year's worth of ready-to-use lessons. This series includes 16 modules. Each module contains a brief retelling of a popular children's story and information on where to get the storybook itself. Additionally, each booklet is accompanied by curriculum planning sheets, vocabulary and material lists, activities, and tips for involving families and additional suggestions.

The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development. Martha B Bronson, 1995. (655.2 B869 1995).

Developmental activities are described and organized by age. Provides details about the items needed for each activity.

Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds. Karen Miller, 1999. (655.2 M648 1999).

The activities in this book have been created to encourage young children to develop new skills, practice these skills, and move along at their own pace. The author provides an explanation of each stage of development and lists appropriate games for the child at that stage of development.

Slow and Steady: Get Me Ready. June R. Oberlander, 1992. (655 Ob2).

A preschool resource book that informs parents and caregivers of what they can and should be doing at home to teach basic readiness skills that are necessary for a child to achieve success in school. Contains 260 weekly developmental activities from birth to age five.

Your Child at Play: Birth to One Year. Marilyn Segal, 1998. (655 S454 1998).

This book, which contains 180 candid photos, is organized in a month-by-month format. Each month begins with a description of the developmental events and advances in play behavior that are likely to occur during the month. A section of play ideas suggests ways that parents can introduce games and activities that capitalize on the babies' emerging skills.

Your Child at Play: One to Two Years. Marilyn Segal, 1998. (655 S454 1998).

This book, illustrated with more than 200 photos, provides a vivid look at everyday life with a toddler and offers hundreds of creative play activities; expert advice on managing problem situations; and ideas for encouraging creativity, exploration, and language skills.

Your Child at Play: Two to Three Years. Marilyn Segal, 1998. (655 S454 1998).

This book, illustrated with over 130 photographs of real children at play, provides insight into how two year olds see themselves; how they get along with others; and how they learn language.

Play and Motor Development - Videos

Activity-Based Intervention. 14 min. (556B765-video).

How can educators and interventionists turn young children's everyday activities and interactions into ideal opportunities for learning and development? This practical and illustrative video presents easy-to-use strategies to foster learning in children within natural, daily contexts -- and gives a unique view of those strategies actually being put into practice.

And You Thought They Were Just Playing: Transdisciplinary Play-Based Assessment. 65 min. (325L643-video).

Dr. Toni Linder, the creator of transdisciplinary play-based assessment describes it, tells how it facilitates play, and interprets child behaviors. Footage from two play sessions demonstrates how parents, play facilitators, and other team members can gauge children's development in the domains of cognitive, social-emotional, communication and language, and sensorimotor skills.

The Developing Child: Play. 19 min. (655.2 M196-video).

This video presents children at play, identifies the various types and education gained from their play.

A Family-Centered Team Process for Assessment Child Development Resources. 19 min. (520V819-video).

This video features a family-centered, play-based team assessment of an 18-month-old boy being considered for early childhood intervention services. The team consists of the child's mother, their service coordinator, an occupational therapist, a speech and language pathologist, and an infant development specialist. This assessment will allow the team to begin to develop an Individualized Family Service Plan.

Family-Guided Activity-Based Intervention for Infants and Toddlers. 20 min. (325C869-video).

While folding laundry, a toddler and his mother play "peek-a-boo," allowing him to practice attention skills and imitate motor responses. During playtime, an infant is encouraged to reach for toys to work on her motor skills. While drinking from his bottle, an infant with visual impairments practices extending his arms and grasping objects. Daily routines and activities such as these can be turned into ideal opportunities for young children with special needs to learn.

Playing Is Learning: Video and Discussion Guide. 16 min. (655.2 B988 1997-video).

This video and accompanying guide explore ways parents can play with their baby to promote learning. The video can be viewed with the Playing is Learning curriculum or separately.

Learning Through Play Video Series. (655.2 N275 video).

This series offers useful suggestions for interacting with medically fragile and at-risk children, as well as typically developing infants, birth to 18-months. Strategies based on the Piagetian theory of cognitive development illustrate ways to create and respond to opportunities that facilitate learning across a variety of settings.

Strategies for Infants Birth - 5 months. 19 min.

Strategies for Infants 5 - 8 months. 14 min.

Strategies for Infants 8 - 12 months. 22 min.

Strategies for Infants 12 - 18 months. 15 min.

Observing Kassandra: A Transdisciplinary Play-Based Assessment of a Child with Severe Disabilities. 50 min. (520L644-video).

This video provides an opportunity for hands-on practice in note-taking and observation for early intervention professionals assessing children with special challenges. Viewers watch a taped play session of a preschooler with severe disabilities, then compare their notes with the completed summary sheets from the companion workbook. By contrasting their own reports with the completed versions, professionals can identify their own strengths in assessment and learn to improve their techniques. Suitable for individual or group study.

Play and Motor Development - Videos (continued)

Raising America's Children: #104 Playing and Learning. 30 min. (320.11 H228d-video).

The purpose of this series is to provide information on positive methods of child rearing/child care that can help children make the most of their capabilities. "Playing and Learning" (program 104) discusses how adult caregivers can help children get the most from their play experiences. It examines infant play, which is made up of practicing physical and sensory skills (moving arms and legs, focusing eyes, vocalizing, etc.); the fact that babies in child care and at home need the same types of play experiences; playing independently vs. playing with adults; the more advanced play needs of toddlers; and playing as preparation for elementary school.

Together We Can Know the World: Playing Games. 17 min. (535T645p 1989-video).

This tape provides examples of skill development during parent-child play activities both with and without toys. Play is shown as a rich source for every aspect of a child's development. Various stages of play are addressed.

When and Where to Teach; Teaching Self Control; Teaching Play Time Skills. 29 min. (550So87-video).

"When & Where to Teach," one of three on this video, discusses when and where teaching works best for the whole family. Examples show teaching done in natural settings and at normal times throughout the day. "Teaching Self Control" covers why teaching can sometimes be a challenge for parents. Examples show ways to help children with special needs learn to express themselves more appropriately. "Teaching Playtime Skills" explains the importance of play. Examples demonstrate ways parents can enhance turn taking and choice making.

Play and Motor Development - Selected Websites

Alliance for Childhood: Time for Play, Every Day

http://www.allianceforchildhood.net/projects/play/pdf_files/play_fact_sheet.pdf

Benefits of Play in Children: Age Specific Interventions by Karen DeBord and Nick Amann. This information is especially valuable for children who are experiencing times of high stress.

<http://www.ces.ncsu.edu/depts/fcs/human/disas4.html>

Learning through play from the American Occupational Therapy Association:

<http://www.aota.org/featured/area6/links/link02v.asp>

Project TACTICS uses the child/family's daily routines, activities, and events as a context for assessment and intervention.

<http://tactics.fsu.edu/index.html>

What is occupational therapy (information for parents):

http://kidshealth.org/parent/system/ill/occupational_therapy.html

New Books

America's Children: Key National Indicators of Well-Being 2005. Federal Interagency Forum on Child and Family Statistics, 2005. Book. (906 A512 2005 ECI)

This report presents a selected set of key indicators of continuing interest that measure critical aspects of children's lives and are collected rigorously and regularly by federal agencies. Statistics include population and family characteristics, economic security, health, behavior, social environment and education indicators.

Buddy's Shadow. Shirley Becker, 1991. Book. (805.1 B396b 1991 ECI)

Buddy, who is five and has Down syndrome, wants a best friend. Buddy watches the other children play and knows that he can't catch the ball very well or run very fast. He has a secret plan to get a best friend of his own. He saves his money and buys a puppy. He soon discovers that running fast doesn't matter between friends.

Case Studies in Infant Mental Health: Risk, Resiliency and Relationships. Joan J. Shirilla, 2002. Book. (266.5 C337 2002 ECI)

This volume contains twelve detailed and diverse case studies written by infant mental health specialists about their work with a young child and family. Each case study reveals the supervision and consultation that supported the specialist and the specialists' interaction with the larger service system.

Consultation in Early Childhood Settings. Virginia Buysse, 2005. Book. (325.2 B992 2005 ECI)

Interventions for young children with disabilities are more effective when the adults involved form collaborative partnerships. That's why consultation, a systematic process to help educators, parents, and early childhood professionals work together to address concerns and identify goals, is so important. This practical handbook equips the reader with the skills needed to function as an effective consultant to educators and caregivers of children from birth through age 5, leading step by step through an 8-stage model.

Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning. Fred Genesee, 2004. Book. (535 G327 2004 ECI)

For professionals working with children who are bilingual or learning a second language during early childhood, it can be difficult to determine whether typical language development or a disorder is present. This comprehensive resource on bilingual and second language acquisition can help. The book dispels many myths about dual language development.

IDEA Requirements for Preschoolers with Disabilities. Sharon Walsh, Barbara J. Smith and Ross C. Taylor, 2000. Book. (104.21 W227 2000 ECI)

This guide explains what IDEA requires for young children with disabilities ages birth through five years and their families. It addresses IDEA provisions under Part B. Effective practice and resource recommendations from The Council for Exceptional Children are included throughout the guide.

New Audiovisuals

ECI Teleconference: Down Syndrome - What's There to Know - VT0603

video color 110 min. 2005 Adult, Professional

In this teleconference broadcast on May 24, 2005 presenter Chris Simon, a parent of a child with Down syndrome, gives an overview of Down syndrome. She defines Down syndrome, reviews the common physical features, and its developmental aspects while providing facts about the condition. Typical parent reactions are explained so that caregivers can respond in ways that are helpful to the new parents and child. This video offers details about current interventions, controversial therapies and current research.

ECI Teleconference Postpartum Depression: What It Is, What It Isn't, and Where to Go for Help - VT0602

video color 165 min 2003 Professional

Leslie Hunt presented this teleconference on November 9, 2003 for Region 13 Educational Service Center. Ms. Hunt outlines the biological and psychological factors involved in postpartum depression. She tells of her own experience and defines postpartum mood disorders. She also provides information on where those with this illness can receive help.

ECI Teleconference: Supporting Children with Challenging Behavior: Using Positive Behavior Supports - VT0605

video color 73 min 2004 Adult, Professional

This video teleconference was presented on July 14, 2004. Lecturer Juliann Woods identifies the major milestones of communication and language development relevant to challenging behavior in young children. She describes the reasons or functions children communicate through their behavior and lists strategies that can be used to prevent and replace challenging behaviors with communication.

The Routines Based Interview - VT1806

video color 30 min. 2001 Professional

This video broadcast was presented on October 16, 2001. Dr. Robin McWilliams demonstrates how to conduct a routines based interview. Dr. McWilliams interviews the parent of a child with Down syndrome to illustrate how this technique can be used to learn more about the family life and needs of a child with a disability.

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Early Childhood Report - August 2005

Early CHILDHOOD Report

Children With Special Needs & Their Families

Volume 16, Issue 8 August 2005

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Consider handheld software to individualize reading instruction and help educators gather and organize class, group and student data.

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SPECIFIC DISABILITY

Use a new guide to improve asthma policies and programs; map where children with autism fall on the spectrum and plan services accordingly.

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HEADSTART

Teacher requirement proposals would cost billions, researchers say; learn to communicate bus policies in your programs.

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RELATED SERVICES

Consider art therapy for young children with special needs; find out how it works and who benefits from it.

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YOU BE THE JUDGE

Should a district provide home applied behavioral analysis for a preschooler with autism? 2

LAWSUITS & RULINGS

LRE is self-contained classroom for student with Down syndrome; ESY offers FAPE to student with autism, despite long bus ride; provider didn't furnish therapy to toddler, IHO orders comp ed; parents can't invoke stay-put for transition to Part B 11-12

Provide ongoing behavior training to reduce expulsion rates

A recent report of high expulsion rates among preschoolers shocked many education and community officials. But the report also offered some preschool programs an opportunity to accentuate their successful efforts.

According to the **Yale University** Child Study Center report *Prekindergartners Left Behind: Expulsion Rates in State Prekindergarten Systems*, about seven out of 1,000 children in preschool classrooms have been expelled, more than three times the rate of K-12 classrooms.

Only three states had lower expulsion rates for preschoolers than they did for K-12 students. South Carolina was one of those states. South Carolina's state-funded preschool expulsion rate falls well below the national average.

That's no coincidence, state officials said. State officials credit the low rates to proper and ongoing training along with a commitment to serving and helping the neediest children.

(See **SOUTH CAROLINA** on page 4)

DISCIPLINE

Learn what a Yale study says is needed to stop the excessive expulsion of preschool students. Page 4

Make early school year connections: Adopt home visitation program

Karen Kalish calls the St. Louis Home Visiting Program a "win, win, win" situation. It helps children, families, educators and the community, said Kalish, who developed the program through her family organization, the **Kalish Foundation**.

INSIDE
Find out how you can collect data to gauge the effectiveness of your home visitation programs. Page 5

School districts, individual schools and even statewide early childhood programs are finding that educators' efforts to visit parents at home can increase parents' participation in their child's learning and decrease negative student behaviors in the classroom. The program can also serve to eliminate preconceived labels that educators attach to a particular child or family, program participants have found.

Early in this new school year, you might consider having educators visit parents as well. The visits inspire parents to participate in and support school activities, Kalish said.

(See **VISITATION** on page 5)

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Exceptional Parent - May 2005

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Infant Mental Health Journal - July 2005

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INFANT MENTAL HEALTH JOURNAL

SPECIAL ISSUE

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Topics in Early Childhood Special Education - Summer 2005

Topics in Early Childhood Special Education



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