

REGION 13 PLAY RESOURCES

- Baldi, Hilary. *Embracing play: teaching the child with autism*. Bethesda, MD: Woodbine House, 2001. Explores the importance of play in reaching children with autism and keeping them engaged, and demonstrates the techniques of “object-focused play” designed to promote the communication skills and social development of children with autism.
- Beckerleg, Tracey. *Fun with messy play: ideas and activities for children with special needs*. London: Jessica Kingsley Publishers, 2009. An introduction to messy play -- Benefits of messy play -- Practical messy play ideas. Describes activities that involve messy materials to encourage motor skills and creative abilities in children with disabilities, and gives guidance for incorporating cereals, rice, lentils, pastas, water, tinned tomatoes, bananas, milkshake powder, and more.
- Behavioral Intervention Association. *Passport to friendship: facilitating peer play for children with ASD*. Woodbine House, 2006. Demonstrates strategies parents and educators may use to arrange and facilitate positive peer play experiences for children with autism spectrum disorders, featuring examples, insights from parents, expert commentary, and resources.
- Beyer, Jannik. *Autism and play*. London: Jessica Kingsley Publishers, 2000. Many children on the autistic spectrum seem to be at a very early developmental stage in their play, which tends to be less spontaneous, exploratory and varied than that of other children. This accessible handbook describes different play sequences which encourage the integration of social, emotional and cognitive development in autistic children. The easy-to-follow play strategies focus on the four key skills of visualizing, imitation, mirroring and turn-taking.
- Cohen, Elena, Youth and Families (DHHS) Washington DC Head Start Bureau Administration for Children. *For a child, life is a creative adventure: Supporting development and learning through art, music, movement, and dialogue. A Guide for Parents and Professionals*. Alexandria, VA: Head Start Publication Center, 1999. Recognizing that creativity facilitates children’s learning and development, the Head Start Program Performance Standards require Head Start programs to include opportunities for creative self-expression. This guide with accompanying videotape, both in English- and Spanish- language versions, encourages and assists adults to support children’s creative expression through art, music, drama, dance, creative movement, and dialogue. The guide has five chapters that follow the same sequence as the subtitles in the 13-minute videotape, “A Creative Adventure.” Chapter 1 describes the importance of creative activities for children’s learning and development. Chapter 2 describes the importance of the visual arts, assists adults in setting the stage at home or in the classroom for art activities, and offers suggestions about how to listen and respond to children when they talk about their creative work. Chapter 3 provides an overview of how young infants, mobile infants, toddlers, and preschoolers grow and develop skills in art, music, movement, and dramatic play. Chapter 4, based on theories of multiple intelligences, encourages staff to recognize each child’s strengths and to plan activities that allow children to participate according to their interests, abilities, and skill levels. This chapter also presents a rationale for encouraging music and movement and provides suggestions for related activities. Chapter 5 illustrates how adults can participate, observe, listen to, and interact with children engaged in dramatic play, and describes the linkages between emergent literacy and dramatic play and drama. Each chapter contains an introduction to its theme, including a related segment from the videotape; a rationale for encouraging creativity and tips on providing opportunities for creative expression; a suggested training activity; and a list of resources.

- Davidson, Jane Ilene. *Emergent literacy and dramatic play in early education*. Albany, NY: Delmar Publishers, 1996.
Presents a comprehensive guide for early education teachers that describe how to incorporate dramatic play into their classroom, and contains real-life stories settings, examples, and photographs, and more.
- Diamond, Jonathon, producer. *When a child pretends: understanding pretend play*. New York: Jonathan Diamond Associates, 2006.
Examines the important role pretend play has in a child's intellectual, social, emotional, and imaginative development, with sequences featuring young children in play that requires planning, negotiating, collaborating, taking roles, and developing narratives. Includes a booklet with further information on the topic.
- Dodge, Diane Trister. *The creative curriculum for preschool*. 4th ed. Washington, DC: Teaching Strategies, 2002.
Emphasizes the integration of content learning as part of children's everyday play as the basis of preschool curricula.
- Eckenrode, Laurie. *Tasks galore. Let's Play*. Raleigh, NC: Tasks Galore, 2009. This resource utilizes play as the program for learning. There is more and more evidence that direct teaching of play skills can increase young children's symbolic understanding and, thus, have an impact on their imitation, language and social skills.
- Fuge, Glenda. *Pathways to play! Combining sensory integration and integrated play groups: Theme-based activities for children with autism spectrum and other sensory-processing disorders*. Shawnee Mission, KS: Autism Asperger Pub., 2004. A collection of theme-based activities for children diagnosed with autism spectrum and other sensory-processing disorders.
- Isbell, Rebecca T. *The complete learning spaces book for infants and toddlers: 54 integrated areas with play experiences*. Beltsville, MD: Gryphon House, 2003.
Complete Learning Spaces for Infants and Toddlers" is designed to help busy teachers meet the challenge of creating an effective learning environment for very young children. It includes ideas for planning, using, and evaluating learning spaces that will captivate infants and toddlers and encourage the developmental process. Information for each learning space is complete with thorough illustrations, letters to parents, literacy connections, and vocabulary lists. Learning objectives and assessments help determine the impact of each learning space on the children's development. With detailed explanations of infant and toddler development and loads of suggestions, this book is brimming with great ideas for any infant and toddler program.
- Katz, Susan A. *The word in play: language, music, and movement in the classroom*. 2nd ed. Baltimore, MD: Paul H. Brookes Pub., 2004. A guide to student literacy that includes activity-based lessons using poetry, music, and movement to teach language arts.

REGION 13 RESOURCES

TITLE	AUTHOR	Developmental	Play	Language/Communication	Academic	ToyCD	ToyRB	ToyJT	ToyMM	ToyEF	ToyFBP	ToyEAS	ToyPD	ToyAC	ToyCP	ToyMB	ToyWBS	ToyGPB	ToyPM	ToySS	ToyFJ	ToysBB	ToysCDT	ToysBT
<i>New Language of Toys: Teaching Communication Skills to Children with Special Needs</i>	Sue Schwartz	•	•	•												•			•					
<i>Emergent Literacy and Dramatic Play in Early Education</i>	Jane Ilene Davidson		•	•												•								
<i>Literacy Play: Over 300 Dramatic Play Activities That Teach Pre-Reading Skills</i>	Sherrie West & Amy Cox		•	•	•											•								
<i>The Big Book of Pre-K Learning Centers: Activities, Ideas & Strategies That Meet Standards, Build Early Concepts & Prepare Children for Kindergarten</i>	Diane Ohanesian		•		•							•										•		
<i>Building Structures with Young Children</i>	Ingrid Chalufour & Karen Worth	•			•																	•		
<i>Science Is Simple: Over 250 Activities for Preschoolers</i>	Peggy Ashbrook				•																		•	
<i>365 Simple Science Experiments with Everyday Materials</i>	E. Richard Churchill, Louis V. Loeschig, & Muriel Mandell				•																		•	
<i>Personal Hygiene? What's That Got to Do with Me?</i>	Pat Crissey	•				•																		
<i>Caring for Myself: A Social Skills Storybook</i>	Christy Gast & Jane Krug	•				•																		
<i>Great games for young children. Over 100 games to develop self-confidence, problem-solving skills, and cooperation.</i>	Rae Pica	•	•							•														
<i>Play's place in public education for young children</i>	Victoria Jean Dimidjian, editor		•							•														
<i>Preschool Readers and Writers: Early Literacy Strategies for Teachers</i>	Linda Ranweiler			•	•						•													
<i>Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development in Early Childhood Settings</i>	Elaine Weitzman	•			•						•													

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<i>Tasks Galore</i>	Laurie Eckenrode, Pat Fennell, Kathy Hearsey		•		•			•																
<i>Fine Motor Skills for Children with Down Syndrome: A Guide for Parents and Professionals</i>	Maryanne Bruni	•	•					•									•							
<i>The Giant Encyclopedia of Science Activities for Children 3 to 6: More than 600 Science Activities Written by Teachers for Teachers</i>	Kathy Charner, Editor				•				•															
<i>My Big Science Book</i>	Simon Mugford				•				•															
<i>Playtime: A Book of Interactive Games for Developing Communication</i>	Linda Richman	•	•	•									•											
<i>Giggle Time: Establishing the Social Connection</i>	Susan Aud Sonders	•	•	•									•											
<i>Much More Than Counting: More Math Activities for Preschool and Kindergarten</i>	Sally Moomaw & Brenda Hieronymus				•									•			•							
<i>50 Fun & Easy Brain-Based Activities for Young Learners</i>	Ellen Booth Church				•									•										
<i>Exploring Water with Young Children</i>	Ingrid Chalufour & Karen Worth		•		•																			•
<i>Fun with Messy Play: Ideas and Activities for Children with Special Needs</i>	Tracey Beckerleg		•																					•
<i>Movement Plus Rhymes, Songs & Singing Games: Activities for Young Children</i>	Phyllis S. Weikart	•	•												•							•		
<i>101 Rhythm Instrument Activities for Young Children</i>	Abigail Flesch Connors		•		•										•							•		
<i>More than Painting: Exploring the Wonders of Art in Preschool and</i>	Sally Moomaw & Brenda Hieronymus		•																		•			
<i>Art as an Early Intervention Tool for Children with</i>	Nicole Martin	•	•																		•			
<i>Playing, Laughing and Learning with Children on the Autism Spectrum: A Practical Resource</i>	Julia Moor		•	•													•							

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<i>Tasks Galore. Let's Play</i>	Laurie Eckenrode, Pat Fennell, Kathy Hearsey & Beth Reynolds		•																•					
<i>Dance, Turn, Hop, Learn! Enriching Movement Activities for Preschoolers</i>	Connie Bergstein Dow	•	•																	•				
<i>Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism</i>	Kathleen Ann Quill	•		•																•				