



May 2007 Play Therapy

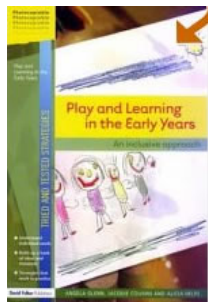
[Renwick home](#) | [Library home](#)

Welcome!

Welcome to the second issue of InsideInfo for 2007! The web version of this newsletter can be found at <http://www.ridbc.org.au/renwick/library/insideinfo.asp>

This issue of InsideInfo will focus on children with disabilities and the subject of *play therapy*.

Book Review



'Play and learning in the early years: an inclusive approach' by Angela Glenn, Jacqui Cousins and Alicia Helps. London, UK: David Fulton Publishers, c2006.

To help promote physical activity and healthy children this book provides: clear and detailed guidance on all aspects of outdoor play; practical activities that cover all aspects of learning; photographs illustrating good practice and apparatus; links between Early Learning Goals and outdoor play; and help and advice on suppliers of apparatus. Focusing on the crucial area of play, this book provides easy-to-understand information and advice for all Early Years practitioners. Play in the Early Years has been

put together from course notes and materials used by the authors in their work with pre-school practitioners. Use these hands on strategies to include children with Special Educational Needs in play. Includes:

- photocopiable record sheets
- how different types of SEN can affect a child's play
- practical, topical information on how to include children with SEN in day-to-day activities
- short, practical case studies that illustrate how strategies work in practice.

A preview of the book can be viewed at: http://www.amazon.com/gp/reader/1843123363/ref=sib_dp_pt/103-9446029-0756631#reader-link

Journal Articles

Nabors, L.; Willoughb, J.; Leff, S.; McMenamin, S. (2001). Promoting inclusion for young children with special needs on playgrounds. *Journal of Developmental and Physical Disabilities*, Vol 13 (2), 170-190.

Playgrounds are underutilized for enhancing the social development of young children with special needs. The unstructured, fast-paced nature of play in this setting necessitates using teacher-mediated interventions to enhance inclusion of children with special needs in cooperative interactions with their typically developing peers. In this review, we discuss the importance of moving classroom centers, activities, and materials onto playgrounds.

In This Issue

[Book Review](#)

[Journal Articles](#)

[Web Items](#)

[Renwick Items](#)

[New Library Items](#)

Previous Issues

Previous issues of **InsideInfo** can be found here:

<http://www.ridbc.org.au/renwick/library/insideinfoJan07.asp>

Web Items



<http://www.lekotek.org/>

The National Lekotek Center is a US based organization which helps families raising a child or children with special needs learn fun, creative, and healthy ways to play together.

<http://www.ableplay.org/>

AblePlay™ is a toy rating system and website that provides comprehensive information on toys for children with special needs.

<http://www.playtherapyaustralia.com>

This Australian site provides an explanation of play therapy. It also offers help for children and families as well as training opportunities for professionals.

This sets the stage for teachers to implement interventions to foster cooperative interactions between young children with and without special needs and increases opportunities for generalization. Children who exhibit aggressive behaviors may have significant difficulty engaging in social interactions on playgrounds; hence, interventions to foster their social skills are presented.

Brostrom, S. (2005). Transition problems and play as transitory activity. *Australian Journal of Early Childhood*, Sept, 30 (3), 17-26.

Because too many children experience the transition to school as a culture shock, during the past decade teachers have implemented so-called transition activities in order to bridge the gap between preschool and school. However, transition to school also calls for a development of higher mental functions, among others the development of children's learning motive. From the view of activity theory, transition to formal education entails crossing boundaries from the activity system of play to the activity system of school learning. The transition can be facilitated by developing a "transitory activity system" which mediates between the two systems, ensuring that the result of one system serves as a tool in the next. Advanced forms of play might make up a transitory activity system. The paper describes different forms of play crossing boundaries of role-play combining play, and philosophical dialogue to make up a transitory activity system.

Renwick Items



Play Therapy Resources at Renwick Centre Library

International handbook of play therapy : advances in assessment, theory, research, and practice / edited by Charles Schaefer, Judy McCormick, and Akiko Ohnogi c2005 155.418 SCHA

Play for children with special needs : including children aged 3-8 / Christine Macintyre c2002 371.90472 MACI

The Play of children with special needs in mainstream and special education settings: a pilot study / Paula Mare c2002 155.418 MARE

Sandplay & symbol work : emotional healing & personal development with children, adolescents and adults / Mark Pearson, Helen Wilson c2001 Q155.418 PEAR

Play in occupational therapy for children / edited by L. Diane Parham, Linda S. Fazio c1997Q615.85153083 PARH

Little steps to learning : play in the home for children who are blind or vision impaired, 0-3 years / [Liz Haughton, Sandie Mackevicius] c2004 Q371.9110994 HAUG-1

Simple steps : developmental activities for infants, toddlers, and two-year olds / Karen Miller c19991 Q305.231 MILL

Play=learning : how play motivates and enhances children's cognitive and social-emotional growth / edited by Dorothy G. Singer, Roberta Michnick Golinkoff, and Kathy Hirsh-Pasek c2006 155.418 PLAY-2

Learn to play : a practical program to develop a child's imaginative play skills / by Karen Stagnitti ; illustrations by Teresa Treffry c1998 Q155.418 STAG

A child's work : the importance of fantasy play / Vivian Gussin Paley c2004 155.418 PALE

Developing play for the under 3s : the treasure basket and Heuristic play / Anita Hughes c2006 372.21 HUGH

<http://www.play-therapy.com/>

Provides information for therapists and parents: workshops, videos, books, manuals, play therapy ideas, therapist supervision and continuing education.

<http://www.therapytoyshop.com>

An Australian site which provides toys, books and games to facilitate play therapy.

<http://www.childtherapytoys.com/store/index.html>

Hundreds of play therapy toys, play therapy sand trays and sand tray toys, play therapy games and books

New Library Items



Assessing and promoting social competence in preschool children with communication disorders [kit] / Michael Guralnick and Mabel Rice. c2003 Q155.418 GURA

Early speech and language skills: a sensorimotor approach / Maria Monschein. c2006 618.92855 MONS

Inclusion strategies: supporting effective inclusion and attainment / Royal National Institute for the Deaf. c2004 Q371.9126 RNID-1

Introduction to audiology / Frederick N. Martin and John Greer Clark. 9th ed. c2006 617.8 MART 2006

Introduction to sound: acoustics for the hearing and speech sciences / Charles E. Speaks. 3rd ed. c1999 534 SPEA 1999

Simply signing: characteristics and consequences for speech perception by young children with impaired hearing / Robyn Cante Moore. c2005 Q617.882 CANT

Superhuman [videorecording]: the awesome power within / BBC. c2000 VIDEO 612 SUPE

Test of auditory processing skills 3 [kit] / Nancy Martin and Rick Brownell. 3rd ed. c2005 KIT Q401.930287 MART 2005

For more information on how to borrow any of these items

Contact Leonie, Marijana or Jillian in Renwick Centre Library: Phone (02) 9872 0396 or (02) 9872 0285

Email: renwick@newcastle.edu.au



Teacher's stories: using STELLA as a framework for professional learning /
edited by Marion Meiers. c2006
372.26 MEIE

**Quality teaching in NSW public schools:
as assessment practice guide / NSW DET.**
c2004
Q371.102 QUAL-1