

Contents

Acknowledgements — XI

Serenella Besio, Daniela Bulgarelli, and Vaska Stancheva-Popkostadinova

Introduction — 1

Serenella Besio

- 1 The Need for Play for the Sake of Play — 9**
- 1.1 Defining Play — 9
- 1.2 Play Characteristics — 11
- 1.3 Fundamentals of Play — 14
- 1.4 Functions of Play — 29
- 1.5 Play and Education: the Need for Play for the Sake of Play — 34
- 1.5.1 A Short Historical Overview — 34
- 1.5.2 The Difficult Relationship Between Play and Education:
Controlling Play — 37
- 1.5.2.1 Play and Play-like Activities — 38
- 1.5.2.2 The Role of Adults in Supporting a Child’s Play — 41
- 1.5.2.3 Need for Clarity: Roles, Terminology, Activities — 43
- 1.5.2.4 Play for the Sake of Play — 45
- References — 47

Keith Towler

- 2 Children’s Right to Play, Whoever They Are, Wherever They Are.
The Play Rights of Children and Young People with Disabilities — 53**
- 2.1 The UNCRC — 53
- 2.2 Barriers, Voice, and Play Practice — 54
- 2.3 Article 31 and General Comment No. 17 — 55
- 2.4 Conclusion — 57
- References — 57

Daniela Bulgarelli and Nicole Bianquin

- 3 Conceptual Review of Play — 58**
- 3.1 Definition of Play — 58
- 3.2 Classifications of Types of Play — 59
- 3.3 LUDI Classification of Types of Play — 64

- 3.4 Type of Play: Areas of Development and Child's Abilities — **68**
References — **69**

Nicole Bianquin and Daniela Bulgarelli

- 4 Conceptual Review of Disabilities — 71**
- 4.1 LUDI Definition of Disability — **71**
 - 4.2 LUDI Categories of Childhood Disabilities — **73**
 - 4.3 Description of the LUDI Categories of Childhood Disabilities — **80**
 - 4.3.1 Intellectual Disabilities — **81**
 - 4.3.2 Hearing Impairments — **82**
 - 4.3.3 Visual Impairments — **82**
 - 4.3.4 Communication Disorders — **83**
 - 4.3.5 Physical Impairments — **83**
 - 4.3.6 Autism Spectrum Disorders — **84**
 - 4.3.7 Multiple Disabilities — **85**
 - References — **86**

Daniela Bulgarelli and Vaska Stancheva-Popkostadinova

- 5 Play in Children with Intellectual Disabilities — 88**
- 5.1 Play in Children with ID — **88**
 - 5.2 Cognitive Play — **89**
 - 5.3 Social Play — **90**
 - 5.4 Conclusion — **91**
 - References — **91**

Anna Andreeva, Pietro Celo, Nicole Vian

- 6 Play in Children with Hearing Impairments — 94**
- 6.1 Play and Language Development in Children with Hearing Impairments — **94**
 - 6.2 Play between Parents and Children with Hearing Impairments — **96**
 - 6.3 Pretend Play in Children with Hearing Impairments — **96**
 - 6.4 Symbolic Play in Children with Hearing Impairments — **97**
 - 6.5 Free Play in Children with Hearing Impairments — **97**
 - 6.6 Social Play in Children with Hearing Impairments — **98**
 - 6.7 Conclusion — **99**
 - References — **99**

Mira Tzvetkova-Arsova and Tamara Zappaterra

- 7 Play in Children with Visual Impairments — 102**
- 7.1 Basic Issues on Play in Children with Visual Impairments — **102**
- 7.2 Strategies for Compensation of the Delays and Difficulties in Play by Children with Visual Impairments — **106**
- 7.3 Conclusion — **107**
References — **108**

Natalia Amelina and Vardit Kindler

- 8 Play in Children with Communication Disorders — 111**
- 8.1 Some Characteristics of Mental Processes in Children with Communication Disorders — **112**
- 8.2 Play Activities of Children with Communication Disorders — **113**
- 8.3 Environmental Factors: Augmentative Alternative Communication — **114**
- 8.4 Conclusion — **117**
References — **118**

Serenella Besio and Natalia Amelina

- 9 Play in Children with Physical Impairment — 120**
- 9.1 Motricity and Mind — **120**
- 9.2 Children with Physical Impairments — **121**
- 9.3 Technologies and Children with Physical Impairments — **123**
- 9.4 Play and Children with Physical Impairments — **125**
- 9.4.1 Practice Play — **126**
- 9.4.2 Symbolic Play — **127**
- 9.4.3 Constructive Play — **128**
- 9.4.4 Play with Rules — **129**
- 9.5 Social Aspects of Play in Children with Physical Impairments — **130**
References — **132**

Sylvie Ray-Kaeser, Evelyne Thommen, Laetitia Baggioni, and Miodrag Stanković

- 10 Play in Children with Autism Spectrum and Other Neurodevelopmental Disorders — 137**
- 10.1 Play Skills of Children with ASD and Other Neurodevelopmental Disorders — **137**
- 10.2 Types and Form(s) of Play Favoured by Children with ASD — **140**
- 10.3 Play Environment and Participation of Children with ASD — **141**

- 10.4 Conclusion — 142
- References — 142

Francesca Caprino and Vittoria Stucci

- 11 Play in Children with Multiple Disabilities — 147**
 - 11.1 Introduction — 147
 - 11.2 Play and Multiple Disabilities: the Literature — 147
 - 11.3 Impairments in Functions Linked with Play and Ludic Activities — 148
 - 11.4 The Role of the Environment for Participating in Play Activities — 149
 - 11.5 Facilitating Play in Children with Multiple Disabilities — 150
 - 11.6 Conclusion — 152
 - References — 153

Sylvie Ray-Kaeser and Helen Lynch

- 12 Occupational Therapy Perspective on Play for the Sake of Play — 155**
 - 12.1 Definition of Play from the Discipline of OT — 157
 - 12.2 Play in OT (how OT Contributes to the Topic) — 157
 - 12.3 Conclusion — 161
 - References — 162

Michele Mainardi

- 13 Contribution of Special Education to the Promotion of Play for the Sake of Play — 166**
 - 13.1 Introduction — 166
 - 13.2 Development of the Child, Developmental Disability, Special Education — 166
 - 13.3 Development and Play in Special Education — 167
 - 13.4 Spontaneous Play in Special Education — 168
 - 13.5 “Let me (them) Really Play”: a Priority in Special Education — 170
 - References — 171

Vaska Stancheva-Popkostadinova and Tatjana Zorcec

- 14 Play in Early Intervention for Children with Disabilities — 174**
 - 14.1 Introduction — 174
 - 14.2 Play in Early Intervention — 174
 - 14.3 Play-based Assessment — 176
 - 14.4 Challenges in Using Play in Early Intervention — 177
 - 14.5 Conclusion — 178
 - References — 178

Odile Perino and Serenella Besio

15	Mainstream Toys for Play — 181
15.1	Introduction — 181
15.2	Devices for the Play of Children with Intellectual Disabilities — 183
15.3	Devices for the Play of Children with Hearing Impairments — 184
15.4	Devices for the Play of Children with Visual Impairments — 187
15.5	Devices for the Play of Children with Communication Disorders — 189
15.6	Devices for the Play of Children with Physical Impairments — 191
15.7	Devices for the Play of Children with Autism Spectrum Disorders — 193
15.8	Devices for the Play of Children with Multiple Disabilities — 196
15.9	Conclusion — 197
	References — 199

Angharad Beckett, Carol Barron, Nan Cannon Jones, Marieke Coussens, Annemie Desoete, Helen Lynch, Maria Prellwitz, and Deborah Fenney Salkeld

16	Influence of Environmental Factors on Play for Children with Disabilities – An Overview — 201
16.1	Introduction — 201
16.2	Barriers to Play for Children with Disabilities within Four Key Contexts — 203
16.2.1	Barriers in the Built Environment — 204
16.2.2	Barriers in Educational Settings — 205
16.2.3	Barriers at Home — 206
16.2.4	Barriers in the Natural Environment — 206
16.3	Discussion — 207
	References — 208

Serenella Besio, Daniela Bulgarelli, and Vaska Stancheva-Popkostadinova

Conclusion — 213

