

Information resources on play for children with disabilities

Chapter 1 – What is play?

For more information on play definitions please refer to:

Bateson, G. (1956). *The Message "This Is Play"*. Princeton, NJ, USA: Josia Macy Jr. Foundation.

Besio, S. (2017). The Need for Play for the Sake of Play. In S. Besio, D. Bulgarelli, & V. Stancheva-Popkostadinova (Eds.), *Play Development in Children with Disabilities* (pp. 9-52). Warsaw, Poland: De Gruyter Poland.

Besio, S. (2018). Supporting the Play for the Sake of Play in Children with Disabilities. *Today's Children Tomorrow's Parents*, 47-48, 7-17.

Bondioli, A. (2002). *Gioco e educazione* [Play and education]. Milano, Italy: Franco Angeli.

Bruner, J. S. (1986). *Actual Minds, Possible Worlds*. Cambridge, MA, USA: Harvard University Press.

Bulgarelli, D., & Bianquin, N. (2017). Conceptual Review of Play. In S. Besio, D. Bulgarelli, & V. Stancheva-Popkostadinova (Eds.), *Play Development in Children with Disabilities* (pp. 58-70). Warsaw, Poland: De Gruyter Poland.

Burghardt, G. (2005) *The Genesis of Animal Play. Testing the Limits*. Cambridge, MA, USA: The MIT Press.

Caillois, R. (1961). *Man, Play and Games*. Champaign, IL, USA: University of Illinois Press.

Dewey, J. (1944). *Democracy and Education*. New York, NY, USA: Macmillan.

Fénelon, F. (2000). *The Education of a Child from the Wisdom of Fénelon 1687*. Mount Norris, NY, USA: Lamplighter Publishing.

Fröbel, F. (2012). *The Education of Man*. New York, NY, USA: Dover Publications.

Garvey, C. (1990). *Play*. Cambridge, MA, USA: Harvard University Press.

- Hewett, V. M. (2001). Examining the Reggio Emilia Approach to Early Childhood Education. *Early Childhood Education Journal*, 29(2), 95-100.
- Locke, J. (1824). Some Thoughts Concerning Education. In J. Locke, *The works of John Locke in nine volumes (vol. 8)*. Retrieved from <http://oll.libertyfund.org/titles/locke-the-works-vol-8-some-thoughts-concerning-education-posthumous-works-familiar-letters>
- Montessori, M. (1996). *The Secret of Childhood*. Asheville, NC, USA: Longmans, Green and Company.
- Parten, M. B. (1932). Social participation among pre-school children. *Journal of Abnormal and Social Psychology*, 27, 243-269.
- Piaget, J. (1962). *Play, Dreams and Imitation in Childhood*, New York, NY, USA: Norton.
- Rubin, K. H., Fein, G., & Vanderberg, B. (1983). Play. In P. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp. 693-774). New York, NY, USA: Wiley.
- Santrock, J. W. (2002). *Life-Span Development*. New York, NY, USA: McGraw Hill.
- Smilansky, S. (1968). *The effects of sociodramatic play on disadvantaged preschool children*. New York, NY, USA: Wiley.
- Sutton-Smith, B. (2008). Play Theory: A Personal Journey and New Thoughts. *American Journal of Play*, 1(1), 80-123.
- Tinbergen, N. (1972). *The Animals in Its World*. Cambridge, MA, USA: Harvard University Press.
- Visalberghi, A. (1958). *Esperienza e valutazione* [Experience and evaluation]. Torino, Italy: Taylor.
- Vygotskij, L. S. (1976). Play and its Role in the Mental Development of the Child. In J. S. Bruner, A. Jolly, & K. Silva (Eds.), *Play. Its Role in Development and Evolution* (pp. 537-554). New York, NY, USA: Basic Books.
- Winnicott, D. W. (1971). *Playing and Reality*. London, UK: Tavistock Publications.

Chapter 2 – Do children with disabilities play?

For more information on the concept of play please refer to:

- Besio, S. (2017). The Need for Play for the Sake of Play. In S. Besio, D. Bulgarelli, & V. Stancheva-Popkostadinova (Eds.). *Play Development in Children with Disabilities* (pp. 9-52). Warsaw, Poland: De Gruyter Poland.
- Bulgarelli, D., & Bianquin, N. (2017). Conceptual Review of Play. In S. Besio, D. Bulgarelli, & V. Stancheva-Popkostadinova (Eds.). *Play Development in Children with Disabilities* (pp. 58-70). Warsaw, Poland: De Gruyter Poland.
- Vygotskij, L. S. (1976). Play and its Role in the Mental Development of the Child. In J. S. Bruner, A. Jolly, & K. Silva (Eds.), *Play. Its role in Development and Evolution* (pp. 537-554). New York, NY, USA: Basic Books.

For more information on the current concept of disability please refer to:

- Bianquin N., & Bulgarelli, D. (2017). Conceptual Review of Disability. In S. Besio, D. Bulgarelli, & V. Stancheva-Popkostadinova (Eds.). *Play Development in Children with Disabilities* (pp. 71-87). Warsaw, Poland: De Gruyter Poland.
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2(1), 37-43.
- Simeonsson, R. J., Leonardi, M., Bjorck-Akesson, E., Hollenweger, J., Lollar, D., Martinuzzi, A., & TenNapel, H. (2006). *ICF-CY: a universal tool for practice policy and research*. Document P107, Meeting of WHO Collaborating Centres for the Family of International Classifications, Tunisia.
Retrieved from <http://apps.who.int/classifications/apps/icd/meetings/2006meeting/WHOFIC2006%20-%20P107%20-%20ICF-CY%20a%20universal%20tool%20for%20practice%20policy%20and%20research.pdf>
- World Health Organisation (2011). *World Report on Disability*. Malta: WHO. Retrieved from http://www.who.int/disabilities/world_report/2011/report.pdf
- World Health Organization (2013). *How to use the ICF: A practical manual for using the International Classification of Functioning, Disability and Health (ICF)*. Exposure draft for comment. Geneva, Switzerland: WHO. Retrieved from: <http://www.who.int/classifications/drafticfpracticalmanual2.pdf?ua=1>

For more information on the play for children with different types of disabilities please refer to:

Besio, S., Bulgarelli, D., & Stancheva-Popkostadinova, V. (Eds.) (2017). *Play Development in Children with Disabilities*. Warsaw, Poland: De Gruyter Poland.

Chapter 3 – What barriers to play do children with disabilities face?

For some studies on social environments and values and attitudes:

Frankel, F., Gorospe, C., Chang, Y., & Sugar, C. (2011). Mothers' reports of play dates and observation of school playground behavior of children having high-functioning autism spectrum disorders. *Journal of Child Psychology and Psychiatry*, 52(5), 571-579.

Lawrence, L. (2008). Hardly a walk in the park: examining disability through a mother's eyes. *Journal of Loss and trauma*, 13, 528-540.

For some studies of environmental barriers to play:

Anaby, D., Hand, C., Bradley, L., DiRezze, B., Forhan, M., DiGiacomo, A. & Law, M. (2013). The effect of the environment on participation of children and youth with disabilities: a scoping review. *Disability and Rehabilitation*, 35(19), 1589-1598.

Barron, C., Beckett, A., Coussens, M., Desoete, A., Cannon Jones, N., Lynch, H., . . . Fenney Salkeld, D. (2017). *Barriers to play and recreation for children and young people with disabilities*. Warsaw, Poland: De Gruyter Poland.

Law, M., Petrenchik, T., King, G., & Hurley, P. (2007). Perceived environmental barriers to recreational, community, and school participation for children and youth with physical disabilities. *Archives of physical medicine and rehabilitation*, 88(12), 1636-1642.

For some studies of environmental barriers to play in playgrounds:

Jeanes, R., & Magee, J. (2012). 'Can we play on the swings and roundabouts?': creating inclusive playspaces for disabled young people and their families. *Leisure Studies*, 31(2), 193-210.

Moore, A. & Lynch, H. (2016). Accessibility and usability of playground environments for children under 12: A scoping review. *Scandinavian Journal of Occupational Therapy*, 22, 331-344.

Olsen, H., & Dieser, R. (2012). "I am hoping you can point me in the right direction regarding playground accessibility": a case study of a community which lacked social policy toward playground accessibility. *World Leisure Journal*, 54(3), 269-279.

Prellwitz, M. & Tamm, M. (1999). Attitudes of key persons to accessibility problems in playgrounds for children with restricted mobility: a study in a medium-sized municipality in Northern Sweden. *Scandinavian Journal of Occupational Therapy*, 6, 166-173.

Prellwitz, M. & Skar, L. (2007). Usability of playgrounds for children with different abilities. *Occupational Therapy International*, 14(3), 144-155.

Prellwitz, M. & Skar, L. (2016). Are playgrounds a case of occupational injustice? Experiences of parents of children with disabilities. *Children, Youth and Environment*, 26(2), 28-42.

Ripat, J., & Becker, P. (2012). Playground usability: What do playground users say? *Occupational Therapy International*, 19, 144-153.

Yantzi, N., Young, N. & McKeever, P. (2010). The suitability of school playgrounds for physically disabled children. *Children's Geographies*, 8(1), 65-78.

For some resources and information related to policy:

Davey, C., & Lundy L. (2011). Towards greater recognition of the right to play: an analysis of Article 31 of the UNCRC. *Children & Society*, 25, 3-14.

Woolley, H. (2007). Where do the children play? How policies can influence practice. *Municipal Engineer*, 160, 89-95

Council of Europe implementation guide on participation: <https://edoc.coe.int/en/youth-participation/7153-implementation-guide-to-the-child-participation-assessment-tool.html>

World Health Organisation human rights-based approach to health:

<http://www.who.int/mediacentre/factsheets/fs323/en/>

Department of Children and Youth Affairs, Ireland, Participation Hub:

<https://www.dcy.gov.ie/viewdoc.asp?fn=%2Fdocuments%2FPlayandRec%2F20170124ChildrenAndYoungPeopleParticipationHubMainPage.htm>

See United Nations webpage for the list of General Comments related to the

UNCRC: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=5&DocTypeID=11

IPA Position Paper on the Play Rights of Children with Disabilities:

<http://ipaworld.org/ipa-position-statement-on-the-play-rights-of-disabled-children/>

LUDI Position Statement about the Right to Play for Children with Disabilities:

<https://www.ludi-network.eu/wp-content/uploads/2017/11/LUDI-Position-Statement.pdf>

Welsh Government (2012a). The Children and Families (Wales) Measure 2010 (Commencement No. 5). Order 2012. Cardiff, UK: Welsh Government.

Welsh Government (2012b). Play Sufficiency Assessment Toolkit. Cardiff, UK: Welsh Government.

Chapter 4 – Are our children playing?

For more information about the role of the adult in children's play:

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA, USA: Harvard University Press.

For more information on play assessment:

Besio, S., Bulgarelli, D., & Stancheva Popkostadinova, V. (2018). *Evaluation of Children's Play. Tools and Methods*. Warsaw, Poland: De Gruyter Poland.

For more information on participation:

Bourke-Taylor, H. M., Law, M., Howie, L., & Pallant, J. F. (2009). Development of the Assistance to Participate Scale (APS) for children's play and leisure activities. *Child: Care, Health and Development*, 35(5), 738-745.

Imms, C., Adair, B., Keen, D., Ullenhag, A., Rosenbaum, P., & Granlund, M. (2016). 'Participation': a systematic review of language, definitions, and constructs used in intervention research with children with disabilities. *Developmental Medicine & Child Neurology*, 58(1), 29–38.

Tools to assess playfulness:

Rogers, C. S., Impara, J. C., Frary, R. B., Harris, T., Meeks, A., Semanic-Lauth, S., & Reynolds, M. (1998). Measuring playfulness: Development of the Child Behavior Inventory of Playfulness. In M. Duncan, G. Chick, & A. Aycok (Eds.), *Play and Cultural Studies* Vol. 4, (pp. 121-135). Greenwich, CT, USA: Ablex Publishing Corp.

Skard, G. & Bundy, A. (2008). A Test of playfulness. In D. L. Parham & L. S. Fazio (Eds.), *Play in Occupational Therapy for Children* (pp. 71-94). Amsterdam, the Netherlands: Elsevier.

Tools to assess play:

Ballard, K. D. (1981). An Observation Procedure for Assessing Children's Social Behaviours in Free Play Settings. *Educational Psychology*, 1(2), 185–99.

Ferland, F. (1997). *The Ludic Model: Play, Children with Physical Disabilities and Occupational Therapy*. Ottawa, ON, Canada: University of Ottawa Press.

Henry, A. (2008). Assessment of play and leisure in children and adolescents. In D. L. Parham & L. S. Fazio (Eds.), *Play in Occupational Therapy for Children* (pp. 95-193). Amsterdam, the Netherlands: Elsevier.

King, G., Law, M., King, S., Hurley, P., Hanna, S., Kertoy, M., Rosenbaum, P., & Young, N. (2004). *Children's Assessment of Participation and Enjoyment (CAPE) & Preferences for Activities of Children (PAC)*. San Antonio, TX, USA: Harcourt Assessment Inc.

Knox, S. (2008). Development and current use of the Revised Knox Preschool Play Scale. In D. L. Parham & L. S. Fazio (Eds.), *Play in Occupational Therapy for Children* (pp. 55-70). Amsterdam, the Netherlands: Elsevier.

Lewis, V. & Boucher, J. (1997). *Manual of the test of pretend play*. London, UK: Harcourt Brace.

McDonald, A. E., & Vigen, C. (2012). Reliability and validity of the McDonald Play Inventory. *American Journal of Occupational Therapy*, 66(4), e52–e60.

- Pfeifer, L. I., Queiroz, M. A., Santos, J. L., & Stagnitti, K. E. (2011). Cross-cultural adaptation and reliability of child-initiated pretend play assessment (CHIPPA). *Canadian Journal of Occupational Therapy*, 78(3), 187-195.
- Rosenblum, S., Sachs, D., & Schreuer, N. (2010). Reliability and validity of the Children's Leisure Assessment Scale. *American Journal of Occupational Therapy*, 64, 633-641.
- Rubin, K. H. (2001). *The play observation scale (POS)*. College Park, MD, USA: University of Maryland.
- Schneider, E. & Rosenblum, S (2014). Development, reliability and validity of My Child's Play questionnaire. *American Journal of Occupational Therapy*, 68 (3), 277-285.

Chapter 5 – How can I, as an adult, facilitate play?

Literature supporting the concept that children learn to play:

- Brodin, J. (1999). Play in Children with Severe Multiple Disabilities: Play with toys – a review. *International Journal of Disability, Development and Education*, 46(1), 25-34.
- Malone, D. M., & Langone, J. (1999). Teaching object-related play skills to preschool children with developmental concerns. *International Journal of Disability, Development and Education*, 46(3), 325-336.
- Stagnitti, K., O'Connor, C., & Sheppard, L. (2012). Impact of Learn to Play Program on play, social competence, and language for children 5-8 who attend a specialist school. *Australian Occupational Therapy Journal*, 59, 302-311.

Literature supporting the concept that adults teach to play:

- Jones, E., & Reynolds, G. (2011). *The Play's the Thing: Teachers' Roles in Children's Play* (2nd ed.). New York, NY, USA: Teachers College.
- Barton, E. E., & Wolery, M. (2008). Teaching Pretend Play to Children with Disabilities: A Review of the Literature. *Topics in Early Childhood Special Education*, 28, 105-112.

Definition of scaffolding:

- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 17, 89-100.

Literature supporting the right to play:

Hillman, M. (2014). Children's rights and adults' wrongs. *Children's Geographies*, 4(1), 61–67.

Besio, S., Carnesecchi, M. (2014). The Challenge of a Research Network on Play for Children with Disabilities. *Procedia-Social and Behavioral Sciences*, 146, 9-14.

Literature supporting the concept that adults is a partner in play:

Haight, W. (1998). Adult direct and indirect influences on play. In D. Bergen, D. Fromberg (Eds.), *Play from Birth to Twelve and Beyond: Contexts, Perspectives, and Meanings* (pp. 259-265). New York, NY, USA & London, UK: Garland Publishing.

Bondioli, A. (2002). *Gioco e educazione* [Play and education]. Milano, Italy: Franco Angeli.

Besio, S. (2017). The need for play for the sake of play. In S. Besio, D. Bulgarelli, V. Stancheva-Popkostadinova (Eds.), *Play Development in Children with Disabilities* (pp. 9-52). Warsaw, Poland: De Gruyter Poland.

Perino, O., & Besio, S. (2017). Mainstream Toys for Play. In S. Besio, D. Bulgarelli, V. Stancheva-Popkostadinova (Eds.), *Play Development in Children with Disabilities*. (pp. 181-200). Warsaw, Poland: De Gruyter Poland.

Literature supporting the child perspectives on play:

Spencer-Cavaliere, N., & Watkinson, E. J. (2010). Inclusion understood from the perspectives of children with disability. *Adapted Physical Activity Quarterly*, 27(4), 275-293.

Zappaterra, T., & Westling Allodi, M. (in press) *Users' Needs Report on Play for Children with Disabilities*. Warsaw, Poland: De Gruyter Poland.

Literature supporting inclusive settings:

Gupta, S. S., Henninger IV, W. R., & Vinh, M. E. (2014). *First steps to preschool inclusion: how to jumpstart your programwide plan*. Baltimore, MD, USA: Brookes Publishing.

Casper, V., & Theilheimer, R. (2010). *Introduction to early childhood education: learning together*, 1st ed. New York, NY, USA: McGraw-Hill Higher Education.

Lester, S., & Russell, W. (2010). *Children's right to play: An examination of the importance of play in the lives of children worldwide*, Working Paper No. 57. The Hague, the Netherlands: Bernard van Leer Foundation.

Chapter 6 – What Assistive Technologies exist to support play?

Definitions of Assistive Technology and Assistive Products:

World Health Organization. (2018). WHO | Global Cooperation on Assistive Technology (GATE). Retrieved from http://www.who.int/phi/implementation/assistive_technology/phi_gate/en/

ISO 9999 classification:

International Standards Organization. (2016). *ISO 9999:2016(en) Assistive products for persons with disability — Classification and terminology*. Geneva, Switzerland: ISO.

EASTIN information:

European Assistive Technology Information Network . (2016). EASTIN Brochure. Retrieved from <http://www.eastin.eu/en/generalInfo/download/document-252>

Literature supporting the provision of powered wheelchair for young children:

Rosen, L., Plummer, T., Sabet, A., Lange, M. L., & Livingstone, R. (2017). RESNA Position on the Application of Power Mobility Devices for Pediatric Users-Update 2017. Retrieved from http://www.resna.org/sites/default/files/legacy/Position-Papers/RESNA%20Ped%20Power%20Paper%2010_25_17%20-BOD%20approval%20Nov2_2017.pdf

Article on the use of Lego® Mindstorms® robots as manipulation tools:

Encarnação, P., Leite, T., Nunes, C., Nunes da Ponte, M., Adams, K., Cook, A., Caiado, A., Pereira, J., Piedade, G., & Ribeiro, M. (2017). Using assistive robots to promote inclusive education. *Disability and Rehabilitation: Assistive Technology*, 12(4), 352-372.

A comprehensive definition of Augmentative and Alternative Communication and further information on AAC can be found at the International Society for Augmentative and Alternative Communication (ISAAC) website <https://www.isaac-online.org>

United Nations Convention on the Right of Persons with Disabilities:

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

More information on the process of choosing an Assistive Product, in particular the Human Activity Assistive Technology Model:

Cook, A. M., & Polgar, J. M. (2015). *Assistive Technologies: Principles and practice*, 4th ed. St. Louis, MO, USA: Elsevier Inc.

Chapter 7 – Which toys and games are appropriate for our children?

Further reading on toys, games and playspaces:

Brougère, G. (2008). *La ronde des jeux et des jouets*. Paris, France: Editions Autrement.

Magalhães, L., & Goldstein, J. (Eds.). (2017). *Toys and communication*. London, UK: Palgrave Macmillan.

Miller Kuhaneck, H., Spitzer, S. L., & Miller, E. (2010). *Activity analysis, creativity, and playfulness in pediatric occupational therapy: Making play just right*. Sudbury, MA, USA: Jones & Bartlett.

Périno, O. (2014). *Des espaces pour jouer : pourquoi les concevoir? Comment les aménager?* Toulouse, France: Editions Erès.

Sutton Smith, B. (1986). *Toys as Culture*. New York, NY, USA: Gardner Press.

For more information on toys and Universal Design:

Anderson, K. (2005). *Universal design means toys for everyone*. Edplay magazine, Fahy-Williams Publishing Inc.

Costa, M. et al. (2007). *Juego, Juguete y discapacidad. La importancia del Diseño Universal*. Alicante, Spain: AIJU.

- Costa, M., Périno, O., & Ray-Kaeser, S. (2018). *The TUET – Toys and games Usability Evaluation Tool*. Alicante, Spain: AIJU. <http://www.tuet.eu>
- Mistrett, S., & Goetz, A. (2004). *Universal Design for Play project. Let's Play Projects*. Buffalo, NY, USA: University at Buffalo.

Chapter 9 – Which spaces are appropriate for our children?

More details on play in families and children with disabilities can be found in:

- Barron, C., Beckett, A., Coussens, M., Desoete, A., Cannon Jones, N., Lynch, H., Prellwitz, M., & Fenney Salkeld, D. (2017). *Barriers to play and recreation for children and young people with disabilities*. Warsaw, Poland: De Gruyter Poland.
- Buttimer, J., & Tierney, E. (2005). Patterns of leisure participation among adolescents with a mild intellectual disability. *Journal of Intellectual Disabilities*, 9(1), 25-42.
- Horton, J. (2017). Disabilities, urban natures and children's outdoor play. *Social & Cultural Geography*, 18(8), 1152-1174.
- Law, M., Anaby, D., Teplicky, R., Khetani, M., Coster, W., & Bedell, G. (2013). Participation in the home environment among children and youth with and without disabilities. *British Journal of Occupational Therapy*, 76(2), 58-66.
- Orban, K., Ellegard, K., Thorngren-Jerneck, K., & Erlandsson, L. (2012). Shared patterns of daily occupations among parents of children aged 4-6 years old with obesity. *Journal of Occupational Science*, 19(3), 241-257.
- Prellwitz, M., & Skar, L. (2006). How children with restricted mobility perceive the accessibility and usability of their home environment. *Occupational Therapy International*, 13(4), 193-206.
- Rigby, P., & Gaik, S. (2007). Stability of playfulness across environmental settings: a pilot study. *Physical & Occupational Therapy in Pediatrics*, 27(1), 27-43.

More information on researching children's environments and playgrounds can be found in:

- Francis, M., & Lorenzo, R. (2002). Seven realms of children's participation. *Journal of Environmental Psychology*, 22, 157-169.

- Kilkelly, U., Lynch, H., O'Connell, A., Moore, A., & Field, S. (2016). *Children and the outdoors. contact with the outdoors and natural heritage among children aged 6 to 12: current trends, benefits, barriers and research requirements*. Kilkenny, Ireland: The Heritage Council.
- Lynch, H., & Hayes, N. (2015). An affordance perspective on infant play in home settings: a just-right environment. *Childlinks*, 2, 17-22.
- Moore, A., & Lynch, H. (2015). Accessibility and usability of playground environments for children under 12: A scoping review. *Scandinavian Journal of Occupational Therapy*, 22(5), 331-344.
- Prellwitz, M., & Skar, L. (2007). Usability of playgrounds for children with different abilities. *Occupational Therapy International*, 14(3), 144-155.
- Prellwitz, M., Skar, L. (2016). Are playgrounds a case of occupational injustice? Experiences of parents of children with disabilities. *Children, Youth and Environment*, 26(2), 28-42.
- Prellwitz, M., & Tamm, M. (1999). Attitudes of key persons to accessibility problems in playgrounds for children with restricted mobility: a study in a medium-sized municipality in Northern Sweden. *Scandinavian Journal of Occupational Therapy*, 6, 166-173.

For more information on schoolyard research, namely loose parts and schoolyard greening:

- Bundy, A., Wyver, S., Beetham, K., Ragen, J., Naughton, G., Tranter, P., Norman, R., Villeneuve, M., Spencer, G., Honey, A., Simpson, J., Baur, L., & Sterman, J. (2015). The Sydney Playground Project- levelling the playing field: a cluster trial of a primary school-based intervention aiming to promote manageable risk-taking in children with disability. *BMC Public Health*, 15(1125), 1-6.
- Cosco, N., Moore, R., & Smith, W. (2014). Childcare outdoor renovation as a built environment health promotion strategy: evaluating the preventing obesity by design intervention. *American Journal of Health Promotion*, 28(3), 27- 32.
- Dowdell, K., Gray, T., & Malone, K. (2011). Nature and its Influence on Children's Outdoor Play. *Australian Journal of Outdoor Education*, 15, 24-35.
- Kuo, F., & Faber, T. (2004). A potential natural treatment for Attention-Deficit Hyperactivity disorder: evidence from a national study. *American Journal of Public Health*, 94, 1580-1586.

See Rick Hansen Foundation guidelines for creating accessible playspaces in schools:
https://www.rickhansen.com/Portals/2/Documents/PAC%20toolkit_7JUN11.pdf

See Learning Through Landscapes, UK, for school support and programmes related to outdoor learning: <http://www.ltl.org.uk/about/about-ltl.php>

See Evergreen Canada for links to greening school grounds: <http://www.evergreen.ca/our-impact/children/greening-school-grounds/>

See also Children, Youth and Environments, (2014), volume 24, no 2 for an entire issue on green school environments

For more information on designing playspaces and Universal Design:

Design for play for communities, from Play Scotland/England:
<http://www.playscotland.org/wp-content/uploads/Design-for-Play-a-guide-to-creating-successful-place-spaces.pdf>

Places for play and play value: <http://www.freeplaynetwork.org.uk/pubs/PfP2.pdf>

Goltsman, S. (2011). Outdoor play settings: an inclusive approach. In W. Preiser and K. Smith (Eds.), *Universal Design Handbook*. London, UK: McGraw-Hill.

PlayCore & Utah State University. (2010). *Me2: 7 principles of inclusive playground design*. Chattanooga, TN, USA, TN: Playcore.

Rick Hansen Foundation for some ideas about designing for inclusive play:
<https://www.rickhansen.com/Our-Work/School-Program/Accessible-Play-Spaces>

For more information on the Playground Audit Tool, please refer to www.ludi-network.eu or the CEUD/National Disability Authority Ireland: <http://universaldesign.ie/News-events/News/NDA-Research-Promotion-Scheme-Universal-Design-2017-Award-of-Funding.html>

For more information on enabling play:

Child in the City - information on the Playing Out initiative:

<https://www.childinthecity.org/2017/11/28/bbc-video-on-playing-out-receives-8-million-views/>

Google Images for ideas and pictures: https://www.google.ie/search?q=designing+outdoor+play+at+home+for+children+with+disabilities&rlz=1C1KMZB_enIE576IE579&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjMorPx2bnYAhVoB8AKHV03BbAQ_AUICigB&biw=667&bih=635

Maketime2Play: <http://www.maketime2play.co.uk/play-chat/further-reading/>

Rigby, P., & Huggins, L. (2003). Enabling young children to play by creating supportive environments. In L. Letts, P. Rigby & D. Stewart (Eds.), *Using Environments to Enable Occupational Performance* (pp. 153-174). Thorofare, NJ, USA: Slack Inc.

Sample ideas for designing autism-friendly environments:

<http://shineireland.com/the-autism-friendly-environment/>

Example of a local airport addressing autism-friendly environments:

<https://www.bristolairport.co.uk/at-the-airport/special-assistance/other-advice>

Sense Play Inquiry, UK: [https://www.youtube.com/playlist?list=](https://www.youtube.com/playlist?list=PL3cz6p9Us2bP6NlaZ47OzO48fQnMBFXnw)

[PL3cz6p9Us2bP6NlaZ47OzO48fQnMBFXnw](https://www.youtube.com/playlist?list=PL3cz6p9Us2bP6NlaZ47OzO48fQnMBFXnw)