

for early childhood educators, students, and leaders looking for ways to maximize the potential for play to support learning and development and to articulate the importance of play to others. I plan to use it for my next staff book study, and I highly recommend that others do the same.

—Deborah McCoy, *The Strong*, Rochester, NY

Reflective Playwork: For All Who Work with Children

Jacky Kilvington and Ali Wood

London: Bloomsbury Publishing Plc, 2018. List of illustrations, acknowledgments, preface, introduction, afterword, appendix, references, and index. 184 pp. \$26.95. paper. ISBN: 9781474254038

Playwork as a term for a methodology and service is well known (if not fully understood) in the United Kingdom and a few other geographic regions, but it is not one commonly used in the Americas. Fortunately, playwork does exist and is beginning to flourish in the Americas thanks to the efforts of a few revolutionaries. In addition, many professionals who work with children incorporate elements of playwork in their everyday practice, although they may not be aware of it. This book can help these professionals ground their practices in theory as well as improve them.

Readers will find the aptly named reflective playwork peppered throughout with the authors' reflections on their experiences with children. These reflections illustrate the applications presented

in the book. The authors also prompt readers to engage in their own reflections and apply them to their own situations. These prompts not only bring to life the kinds of questions that some casual observers might ask themselves as they observe children at play, they are also essential to adults who work with children on a daily basis.

Organized into eight chapters that build upon each other but that could easily stand alone, the book offers readers the flexibility to start and stop wherever they wish. Chapter 1 focuses on the purposes and methods of reflective practice, which virtually every playwork text has deemed of utmost importance. Chapter 2 examines the concept of play, the purpose of play as viewed through different paradigms, and three theoretic perspectives about play that greatly influence playwork practice: play as therapy, play as development, and play as part of evolution. In chapter 3, contemporary ideas about the play process and the benefits of play are fleshed out. A solid understanding of these concepts underlies the practice of playwork. Chapter 4 provides a brief introduction to psychosocial theories of child development and concludes with an engaging discussion about the different professional paradigms that frame our understanding of children, childhood, and play.

Although each chapter ties concepts directly to playwork, chapter 5 specifically addresses the practice of playwork—how to create engaging, challenging, and psychologically liberating environments; the materials that allow a range of interactions and cognitive, physical, and social engagement; and adult intervention. Chapter 6 deals with the process of risk assessment

and the positive impact risk has on the physical and emotional well-being of children. The ability to provide environments in which children are able to select their own levels of risk proves an essential skill for playworkers. Chapter 7 expands on this idea with a discussion of children's emotional relationship to space and the kinds of spaces they create within their immediate environment when left on their own—and the implications of these for playworkers. The book concludes with a discussion about the internal conflict experienced by many individuals from other professions when playwork practices do not coincide with their personal beliefs concerning the role of adults in children's play.

Reflective Playwork has numerous strengths, most notably the authors' own reflections, which bring to life the many challenges playworkers face. These stories are the glue that binds everything together. For readers unfamiliar with playwork, chapter 5 is an excellent introduction to the actual practice of playwork. However, as Newstead and colleagues wrote in their 2015 essay "The Past, Present, and Future of Playwork Training," contemporary playwork literature tends to focus more on what play is and on the importance of play rather than on "the nature and purpose of playwork and the importance of playwork on its own terms," and this book, too, devotes far more pages to the importance of play and theories of play from other disciplines. It pays less attention to the nature of playwork practice derived from playwork theory and empirical evidence from actual playworkers. Chapter 8, fortunately, does offer areas for research into the practice of playwork to strengthen the professional knowledge base within the playwork field.

Reflective Playwork is a wonderful resource for anyone who works with children in play-based settings (or settings that should incorporate play), especially those not formally trained in playwork. The concepts are readily accessible and applicable. Furthermore, playwork instructors can mine the book for content and the reflective gems seeded by the authors to initiate discussions that focus directly on playwork practice.

—Rick Worch, *Bowling Green State University, Bowling Green, OH*

Play-Based Interventions for Children and Adolescents with Autism Spectrum Disorders

Loretta Gallo-Lopez and Lawrence C. Rubin eds.

New York: 2017 Foreword, preface, acknowledgements, about the editors, about the contributors, and index. 369 pp. \$58.95, paper. ISBN: 9781138110885

This anthology's seventeen chapters provides an introduction to the various interventions for individuals with Autism Spectrum Disorder (ASD), interventions which are either play based or involve creative expression. The various authors, all experts in their areas of intervention, include professionals from a wide range of disciplines such as marriage and family therapy, school and mental health counseling, pediatric psychology, social work, and expressive arts. The book is organized into four sections—"Foundations," "Individualized Play-Based Interventions," "Programmatic Play-Based Intervention," and