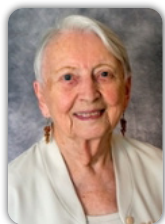


Neuroscience and Neurological Disorders

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Neurological implications of Fostering Play in young children diagnosed with Autism

The literature on autism in young children has many examples of their apparent problems in engaging in typical social, pretend, and functional play behaviors (Baron-Cohen, 1987; Jordan, 2003; Williams et al., 2001). However, research also has suggested that play interventions can promote more elaborate play behaviors, at least immediately after the interventions conclude (Gillett & LeBlanc, 2007; Jung & Sainato, 2013; Kasari et al., 2005). Further research is needed to investigate whether the children's neurological processes may be affected positively by play interventions of various types and if such interventions have long term consequences for the children's brain development. This presentation will review the information about the play/autism connection and suggest needed further research to determine the neurological implications of such interventions.

Speaker Biography

Doris Bergen is a Distinguished Professor of Educational Psychology Emerita at Miami University, Oxford, Ohio, and served as chair of the department for eleven years. She received her PhD from Michigan State University. She taught a range of courses related to early childhood education, play, learning, human development, assessment, and educational psychology. A focus of her research interests has been play theory and humor development, including effects of technology-enhanced toys on play, adult memories of childhood play, and gifted children's humor. Her research also has focused on Event Related Potentials (ERP) elicited during different types of videogame play. She is a Miami University Distinguish Scholar, having published fourteen books and over 100 refereed articles and book chapters. Her most recent books are Enhancing Brain Development in Infants and Young Children and The Handbook of Developmentally Appropriate Toys. She served as co-director of Miami University's Center for Human Development, Learning, and Technology for many years and the Center was named in her honor at her retirement.

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