

The Association for the Study of Play
38th Annual Conference
Play in an Era of Negotiation and Compromise

February 15-18, 2012
Albuquerque, New Mexico

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Wednesday Events

President's Reception 7-10 pm
Fireplace Room

Thursday Events

8:45-10:15 Potters Room

“Unearthing the Relics of Our Playful Past: A Look Inside the Historical Archives of The Anthropological Association for the Study of Play.”

Michael Patte

David Kushner

Architecture in Play: Building Castles in the Sky, Berlin, 1877

Tamar Zinguer

Words on Play

Lisa Moore

8:45-10:15 Weavers Room

Featured Session

From Plato to PlayDo: Investigating the history of the study of play

Dorothy Sluss

10:30-Noon Potters Room

A Case Study: Play as a Transitional Tool for the Elderly

Marcia Nell

Concepts of Play and Play Experiences in Student Service Learning with Homeless Children

Eva Nwokah Stefanie Leafblad

Children's Perspectives on Play and Electronic Games

Janice Butler Georgiana Duarte

Play Deprivation in Transylvania

Fraser Brown

10:30-Noon Weavers Room

Critical Perspectives on Play and Literacy Intervention

James Johnson,

Jim Christie,
Myae Han,
Lynn Cohen

1:30-3:00 Keynote Session Franciscan Ballroom Interpretive Reproduction and Children's Peer
Cultures: Negotiation and Compromise in Children's Play Routines
Bill Corsaro

3:15-4:45 Potters Room

"You are nobody!" Three chronotopes of play
Ana Marjanovic-Shane

Playground Politics and Backyard Bargains: What Can Children's Friendships Teach us about
Social Categories?
Abby Loebenberg

"El Trencito": A School Game in the Memories of the Argentine Dictatorship of 1976-
1983
Maria Ghiggia

Grandma wants to play Dodgeball
Kerri Schiller

3:15-4:45 Weavers Room

Speaking of Play: A Comparison of Young Children's Interactions with Parent and Teacher in a
High School-Based Program
Dana Gross

Therapeutic Clowning as Play: An Inside View
Eva Nwokah

Border Violence and Play: How Young Children Express Trauma and Fear Through Play
Lauren Fisher
Fatinitza Vela

Examining the Role of Play on Adults as Professional Actors
Sarah Baltrusaitis

6:00-7:00 Board Meeting Alvarado B

Friday Events

8:45-10:15 Potters Room

Bateson Reconsidered
Dorothy Sluss
John Almarode

The importance of play as a distancing phenomenon in Shakespeare's dramas
Don Nilsen
Aileen Nilsen

Agency and metaphor in playworlds
Anna Pauliina Rainio
Ana Marjanovic-Shane

Play and Imagination in Human Ontogenesis – Vygotsky's Cultural-historical Approach
Pentti Hakkarainen, University of Oulu
Milda Bredikyte, University of Oulu
Ildar Safarov University of Oulu

8:45-10:15 Weavers Room

Play as Performance and Performance as Play: A Panel of Chapters from Play and Culture
Studies, Volume 11
Chairs Carrie Lobman
Barbara O'Neil

Panel Participants
Stacey DeZutter
Debora Wisnewski
Ruth Harman
Kristen French
Sally Bailey

10:30-Noon Potters Room

“Better a Broken Bone than a Broken Spirit: Exploring Adventure Play in the UK.”
Michael Patte

Recess in 2011: Drawing on Current Research and Relevant Historical Research
Olga Jarrett

Recess in Pennsylvania Elementary Schools: Results from a Survey of Principals and Superintendents
Sandra Waite-Stupiansky

10:30-Noon Weavers Room

Play Solicitation in Red Colobus Monkeys
Rick Worch

Children's Perceptions of Parents' Play
Vejoya Viren

Preschool parents' perceptions of learning through play
Laurel Bongiorno

Investigating the Effects of an In-service Training on Early Childhood Educators' Play Beliefs and Practices
Jennifer Vu
Myae Han
Martha J. Buell

1:30-3:00 Potters Room

Play as a Foundation for Non-violent Communication and Problem-solving
Linda Pickett

The Relationship Between Middle School Children's Cognitive Thinking Styles, Play Preferences, and Vocational Aspirations
Robyn Holmes Monmouth University

Regimes of Truth and the Influence on Self-Regulation in Early Childhood
Ruth Guirguis

1:30-3:00 Weavers Room

Loose parts and play facilitation: Rich play, strong advocacy
Julie Lem
Michael Patte
Fraser Brown

Neighborhood play, Every day
Mike Lanza

Primal Play: Negotiation and Connection in the Martial Arts
Wendy Kinal

Urban Playground
Joanna Cemore-Brigden

3:15-4:45 Potters Room

Co-create, Not Negotiate: An Improvisational Approach to Offering and Developing Play
Tony Perone
Carrie Lobman

3:15-4:45 Weavers Room Featured Session

Co-Constructed Humor: A New Kind of Play for Adults
Don Nilsen
Aileen Nilsen

5:30-6:30 Franciscan Ballroom Keynote Session
Play, Evolution, and Negotiating the Shoals of Life
Gordon Burghardt

6:30-9:00 Franciscan Ballroom
Brian Sutton Smith Award and Reception

Saturday Events

8:45-10:15 Potters Room

Proposal: Preschool Teachers' Vocabulary Instruction During Dramatic Play
Sohyun Han Meacham
Myae Han

Parents' Beliefs on Children's Play: A Comparison between Chinese Immigrants in the United States and Residents in Mainland China
Shan Jiang
Myae Han

Reconsidering the Role of Play in the Elementary Science Curriculum
John Almarode
Dorothy Sluss

8:45-10:15 Weavers Room

"Tú eres un Huevo de Weenies:" A Case Study of Playful Encounters During Journal Time and at the Writing Center
Ana Laura Rodriguez Garcia
John A. Sutterby

A Study of the Relationship Among Play-based Exhibits, Children's Play Behaviors and Parental Attitudes in one Taiwanese Science Museum

Yi-Chin Lan,
Sheng-His Lin,

10:30-Noon Franciscan Room
Closing remarks

Abstracts

Interpretive Reproduction and Children's Peer Cultures: Negotiation and Compromise in Children's Play Routines Keynote Session

William Corsaro Indiana University

In my work in the new sociology of childhood I have offered the notion of interpretive reproduction. A key aspect of interpretive reproduction is the emphasis on the importance of children's creation of their own unique peer cultures. I define children's peer culture as a stable set of activities or routines, artifacts, values, and concerns that children produce and share in interaction with peers. In this talk I focus on three types of play routines in the peer culture of American and Italian preschool children: approach-avoidance play, fantasy play, and dramatic role play. I discuss the importance of negotiation and compromise in the children's production, embellishment and communal sharing in these play routines. In the conclusion I relate children's negotiation and compromise in their play to their agency, cultural values, and styles of communication.

Co-Constructed Humor: A New Kind of Play for Adults

Don Nilsen Arizona State University

Aileen Nilsen Arizona State University

When we retired last May from full-time teaching at Arizona State University, a literary agent asked if we would be interested in writing a book about laughter based on our long-term work with the International Society of Humor Studies. Since we never turn anything down, we said "Of course!" and sent him a pile of our best writings, which he promptly rejected because he was looking for *new* information. As soon as we recovered from his rejection, we sent out a "Help Wanted" announcement asking friends and professional acquaintances to tell us what's new and to provide us with examples.

An insightful response came from a man putting in a plug for Improv humor classes. He assured us that we would not have to move to Chicago to take such a course because they are now offered in most major U. S. cities and are filled with young adults whose parents used to belong to Toastmasters. The difference in the new generation is that rather than memorizing jokes appropriate to various situations, students in Improv classes are developing the skills to observe what is happening and to make jokes unique to particular situations. Instead of concentrating on remembering the exact wording of a joke, they use their intellectual energies to listen to what is being said and to interact with the people around them. This often results in co-constructed jokes, which is where the element of play enters in. We have seen how co-constructed jokes help develop a sense of community and friendship, but we have also seen that participants often get their adrenalin from feeling competitive as they try to top each other in being clever.

Once we began to think about co-constructed jokes, we were surprised at how many of the examples that respondents sent us, or that we have observed, fit into this category of adult play.

- At a high level meeting of academic administrators, we saw the decision to turn down a request for a program in the raising and training of race-horses negatively influenced by humorous comments made from the participants who were seated around a table making such *unbridled* comments as “Whoa!” “Hold on; this is going way too fast,” “We don’t want to stirrup that much trouble,” and “Let’s not saddle ourselves with a risky bet.”
- In the business world, the new trend is to redecorate colleagues’ offices or cubicles while they are off on vacation or on a business trip. More than one person reported filling a cubicle with Styrofoam packing foam, while one person confessed to hacking into a neighbor’s computer and putting “questionable” wallpaper on the screen saver. In one large office where the boss was gone on a month-long trip to Asia, fellow workers brought in sod and laid it on the floor of his office to show that indeed grass had grown under his feet.
- In a more benign example, twelve Arizona workers (all women) were rewarded with a four-day cruise to Mexico. To add fun to the planning, someone suggested having a contest to see which group could make the best decorations for their cabin door. The winners used a jungle theme and had their faces professionally morphed onto pictures of lions, which they posed coming out of a sculptured-paper jungle all under the title “Where the Wild Things Are.” The losers accused the winners of cheating because of getting professional help to morph their photos onto lion heads.
- Instead of wrapping trees and bushes in toilet paper, teenagers—probably because they are the only ones agile enough to crawl around on their hands and knees in the dark—plant crops of plastic forks in people’s front lawns. Mormon teenagers are already joking on-line about who is going to do it when Mitt Romney moves into the White House. In Florida, a church youth group devised a fund-raising project of “flocking” people’s lawns by sneaking in at night and planting plastic flamingoes on front lawns. They would then send the home owners a bill to pay for the “de-flocking.” By now the custom has devolved into letting people take a pro-active approach and simply pay ahead of time for “No-Flocking.” But what’s the fun in that?
- Commercial interests are desperately hunting for ways to get customers to *play along* with their advertising gimmicks as when on the big shopping day after Thanksgiving, stores opened their doors at midnight or at 4:00 a.m. and tried for a party atmosphere by serving coffee and doughnuts to those waiting in line. Some stores distributed “scratcher” cards to get people excited about personalized discounts. At an animated film for kids, viewers were given “scratch-and-sniff” cards with ten numbers. They were told that if they scratched off the number when it was shown on the screen they would get a smell that would make them feel like they were part of the action.
- Publications, ranging from our local *Arizona Republic* newspaper to the *New Yorker* magazine regularly print cartoons with neither captions nor words in the speech bubbles. Readers are asked to suggest the outline or the dialogue. The week before Thanksgiving, our local paper printed a Steve Benson drawing of a gorgeous turkey with its head on a chopping block in the shape of Arizona. Nearly five hundred readers (487) sent in

suggestions. Of the six that were printed, four were about politics, one was a pun, and the other was an allusion to the advertising jingle, “I wish I were an Oscar Myer Weiner.”

- In conclusion, we will talk about the many different ways that the Internet has contributed to the desire for co-created or group humor. For example, the speed with which new jokes can be sent around the world, along with how easily people can now find jokes on any subject, detracts from the value of traditional or “canned” jokes. But in contrast, there are many new forms of humor such as the photo-stories on UTUBE, the continuing jokes (many of which come in the form of lists) created on Twitter and on various websites, and the humorous little essays and collections of photos that people often adapt or add to before forwarding to friends. Because our academic area is linguistics, we are especially interested in the essays that are supposedly giving intriguing “facts” about the English language and the history of certain words. A columnist for our local newspaper called one such essay “Historical Hooey.” They are like urban legends in that they have what Stephen Colbert calls *truthiness*, but we know enough about some of the words being explained to know that whoever writes them puts more value on humor than on truth. We are left wondering whether students, friends, and relatives who forward them to us, do so because they are thinking of our interest in humor or because they are thinking of us as linguists interested in the history of English.

Playground Politics and Backyard Bargains: What can children’s friendships teach us about social categories?

Abby Loebenberg

Sally McDonnell Barksdale Honors College, University of Mississippi

Based on ethnographic fieldwork with elementary school children in urban Vancouver, this paper sets out to explore how playful interactions challenge cultural notions that children’s sociality is simply derivative of that of adults. Using Rapport’s concept of friendship being formed through ‘proximate objects and actions’, I explore models of childhood politics of friendship and argue that they do not fully explore how children negotiate their friendships. Rather, previous research has focused on structural category-forming that describe where and what sort of friendships children make, but does not interrogate whether children’s friendships can be said to be socially distinct from those of adults. I argue that children’s creation of their own social worlds, and competitive hierarchies derived through play relations, challenge assumptions about which social relationships are most important in childhood socialization. Furthermore, examination of children’s own cultural practices and priorities can act as a lens through which to interrogate assumptions about which social categories are significant in play research.

The Importance of Play as a Distancing Phenomenon in Shakespeare’s Dramas

Don Nilsen Arizona State University

Aileen Nilsen Arizona State University

In literature, Tragedy and Comedy are two antithetical genres. In general, if the characters are engaged in a struggle, this is called tragedy, but if the characters can distance themselves from the struggle, this is called comedy. We normally think of tragedy as serious, and comedy or play

as trivial or flippant, but we contend that comedy and play are just as serious and important as is tragedy, but its importance is not in how it engages reality, but rather in how it transcends and distances itself from reality and allows people to disengage, see the bigger picture, think outside the box, and be productive insightful, and entertaining in the process. Shakespeare uses linguistic play and social play in all of his dramas, whether they be Histories, Romances, Comedies, or Tragedies. But we contend that the comic relief in Shakespeare's Tragedies is more important than is the linguistic and social play in his other genres. This is for two reasons. In the first place, the comic relief in the tragedies give the characters a chance to rest and to get their breath. This means that when they reengage with the plot and with other characters they can do it with more vigor. The other importance of comic relief in the tragedies is that it provides a contrast for the tragedies. The tragic situations become even more tragic when contrasted with the comic and playful situations. The best comic relief is in Macbeth, King Lear, and Hamlet.

Critical Perspectives on Play and Literacy Intervention

Chair and Discussant: Jim Johnson, Penn State University

How can evaluative play and literacy interventions with diverse minority population be instrumental or effective in getting positive results for school readiness, and be ethno-sensitive at the same time? How are these compatible goals? The subtext of this panel session is trying to connect ECE and critical perspectives, raising the tensions and exploring political and moral/ethical issues and coming to some compromise or understanding. In addition, presenters will share the results of their research projects with different populations of children across different geographic regions of the US. –

Presenter: Jim Christie, Arizona State University

Title: Using Playful Early Literacy Interventions with Diverse Populations

This presentation describes how play has been used in three large-scale early literacy interventions in the Southwest. Each project served a different population of preschoolers – Hispanic, low-SES Anglo, and Navajo. The same basic play strategies were used in all projects: literacy-enriched dramatic play centers, curriculum/play linkages, and games to practice academic skills. Brief video clips of each strategy will be shown, and the challenges and rewards of integrating play and academics with diverse groups of children will be discussed.

Presenter: Myae Han, University of Delaware

Title: Lessons learned from using play as an intervention for literacy learning.

The outcomes and challenges of using play as an intervention for at-risk preschoolers' language development will be shared in this presentation. The intervention compared explicit vocabulary teaching intervention with shortened explicit and added play intervention model with at-risk preschool children. The results showed that children in play group showed higher receptive and expressive vocabulary performance. Challenges and complexity of using play as an intervention are discussed.

Presenter: Lynn Cohen, Long Island University
Title : Bakhtin's Dialogic Process in Play

This presentation describes play and language from a Bakhtinian framework in a culturally, linguistically diverse preschool population in New York. Using vignettes from videotape data, Bakhtin's theories of dialogism and heteroglossia are applied to provide an understanding of how children appropriate social roles and rules in pretend play and use a variety of "voices" in role enactment. The research further illustrates how children develop a sense of self in a cultural historical context.

Neighborhood Play, Every Day
Mike Lanza Playborhood.com

Children hardly play outside on their own in their neighborhoods. Most parents lament this fact, but feel powerless to change it. This session will give parents the tools they need to give their children a life of neighborhood play, every day. Participants will learn about many innovative communities in the US that have successfully addressed this problem, and then get the following comprehensive set of step-by-step solutions:

- 1) Move to a Potential Playborhood
- 2) Create a Neighborhood Hangout
- 3) Keep Young Kids' Lives Simple
- 4) Make a Village
- 5) Encourage Self-Reliance
- 6) Let Tweens and Teens Roam With Mobile Phones

Play as a Foundation for Non-violent Communication and Problem-solving
Linda Pickett SUNY Courtland

That there is need to develop dispositions and skills for transforming conflict in peaceable ways has never been more apparent nor has that need ever been more urgent. Play offers children opportunities to develop those capacities through intrinsically motivating and rewarding activity. Because of the innate drive to play and the rewards of participation, play offers valuable opportunities for children to learn and for adults to foster prosocial behaviors and conflict transformation skills.

Through play children learn much, in so many overlapping, dynamic and integrated aspects of growth and development that it becomes difficult to parse which knowledge and skills are specific to conflict transformation. This paper presents descriptions of children responding to and interacting within conflict during specific play scenes taken from a yearlong study of sociodramatic play in a first grade classroom. In an effort to better understand children's perspectives and behavior, conflict situations within these scenes were identified, then analyzed to identify: 1) the needs children expressed during conflict, 2) language and strategies that children used during conflict, 3) whether/how the conflict was resolved and 4) the effect on duration and quality of play.

Play Solicitation in Red Colobus Monkeys
Rick Worch Bowling Green State University

In this talk, I will discuss 18 play solicitations that were captured on video of a group of red colobus monkeys living in Kibale National Park, Uganda. An old infant (OI) was the play solicitor in 17 of the 18 play solicitations examined. In 15 of these solicitations, OIs directed them toward other OIs. Three of the solicitations were directed, unsuccessfully, toward OIs of different species. An old juvenile (OJ) was the initiator of the remaining play solicitation, which was directed, unsuccessfully, toward another OJ. In all, ten solicitations were followed by reactions that constituted successful play bouts and eight were followed by non-play or aggressive responses. A brief discussion of the socioecology of red colobus will be presented to provide a context in which to understand the data. Video clips will be shown to illustrate specific types of solicitation behaviors and their responses, as well as to demonstrate the difficulty of undertaking such analysis under natural viewing conditions.

Play as Performance and Performance as Play: A Panel of Chapters from Play and Culture Studies, Volume 11

Chairs

Carrie Lobman, Rutgers University
Barbara O'Neill, Brooklyn College, CUNY

Panel Participants:

Stacey DeZutter
Debora Wisnewski
Ruth Harman
Kristen French
Sally Bailey

Vygotsky identified play, with its unique relationship to imitation, imagination, creativity, and rules, as providing children with a wide zone of proximal development where they are able to perform “a head taller.” Increasingly researchers and practitioners are expanding the field of play beyond early childhood to include the role of performance as a play activity that continues throughout the lifespan. This symposium will highlight work that explores the connection between play and performance as collectively created cultural activities. The objective is to showcase the work of scholars and practitioners who explore the relationships between play, performance, development, and learning, and to discuss the ways broadening our understanding of play to include performance can enhance cultural-historical research and practice. The symposium will explore a number of questions, including the following: How can performatory practices create zones of proximal development for participants? Does a performance lens help us understand more traditional play in new ways? In what ways does performance challenge traditional understandings of development and identity? Can performance provide a space for creativity within traditional institutions? How do performance activities help people to take risks and break out of constraining roles, labels or diagnosis?

Co-create, not negotiate: An improvisational approach to offering and developing play
Tony Perone UIC College of Education
Carrie Lobman, Rutgers University

The words “negotiation” and “compromise” tend to connote concession and their use often extends both to individual play partners’ compromises within episodes and the pervasive loss of play opportunities across age groups and contexts. While we recognize the challenges faced in creating and/or sustaining play activity, we also recognize the dominance and limitations of this perspective. To that end, we adopt a more co-constructed, collective approach to play activity that we will share and build upon in this proposed workshop.

The proposed workshop offers opportunities to engage in a form of imaginative play called improvisational theater (improv) and has three aims. First, we would like to present and explore how improv activities challenge the oft-considered perspective of negotiation within play episodes. In particular, the cornerstone improv rule of “yes, and...” eschews negotiation and compromise and instead embraces emergent, collaborative meaning making built off of the players’ verbal and nonverbal offers. Second, we would like to present how a “yes, and...” approach to play episodes has informed and been informed by our teaching and research with people across the lifespan and across contexts. Third, we hope to encourage participants to reflect on how an improvisational, “yes, and...” approach might refashion the possible negotiated, compromised environments of which they are a part.

Recess in Pennsylvania Elementary Schools: Results from a Survey of Principals and Superintendents
Sandra Waite-Stupiansky University of Pennsylvania Edinboro

This session will highlight the results of an electronic survey of principals and superintendents across Pennsylvania’s 500 school districts including demographic patterns, information on playgrounds, and changes in recess over the last 5-10 years. The comprehensive and timely survey was conducted in the fall of 2011 by the presenter, providing a current “snap shot” of what is happening in the elementary schools in one state.

“Tú eres un huevo de weenies:” A case study of playful encounters during journal time and at the writing center
Ana Laura Rodriguez-Garcia University of Texas at Brownsville
John A. Sutterby University of Texas at Brownsville

This qualitative case study explored the playful interactions that occurred between two bilingual kindergarteners as they wrote in their journals and at the writing center. Initial reviews of the data indicated that Leonardo and Victor (pseudonyms) spent a considerable amount of time interacting with one another in ways that the teacher referred to as “off-task” behavior. My wonderings about their playful yet “questionable” encounters led to a more focused analysis of their interactions over time. Data sources, including expanded field notes, video recordings of student’s interactions, written/drawn artifacts and informal interviews with the students were analyzed using the constant comparative method and microethnographic discourse analysis. Analysis revealed that the children’s banter allowed them to establish a support system that

played a critical role in their literacy learning. In the midst of their playful bickering, Victor and Leonardo critiqued each others' work and helped each other with the spelling of words. In addition, the boys' interactional history also supported their literacy learning in a more complex way. Through their playful interactions the boys learned that writing could be used to accomplish social goals. These goals included peer acceptance and retaliation.

Investigating the effects of an in-service training on early childhood educators' play beliefs and practices

Jennifer Vu University of Delaware

Myae Han University of Delaware

Martha J. Buell University of Delaware

Early childhood (EC) educators are often aware of the general importance of play in children's development; however, they are often less aware of how play can support both academic and social learning and what their own roles can be in children's play. In this study, we were interested in the effect a professional development training about play would have on EC teachers' beliefs about and practices in supporting play. Educators' beliefs did not change after the training: they generally believed that play was relevant to both social and cognitive skill development and that play had many benefits both before and after the training. After the training, however, teachers were more engaged with children during play and children's cognitive and social levels of play were higher as well. For those in the EC profession, a belief in the value of play is so pervasive that we may have lost sight of the need to actually offer professional development trainings that operationalize both play and the strategies to support play. These findings highlight the importance of providing such opportunities for the EC workforce in order to inform them of the important role that play can have in the EC curriculum.

The Relationship between Middle School Children's Cognitive Thinking Styles, Play Preferences and Vocational Aspirations

Robyn Holmes, Monmouth University

The following exploratory work is part of a broader fieldwork project in a Pacific Rim community. This exploratory project examined the relationship between middle school children's cognitive thinking styles, playful consumptions, and their vocational aspirations. The participants were 28, 6th grade children (13 girls and 15 boys) enrolled in a public high school in the state of Hawaii. The majority of the adolescents were of Filipino and part- Hawaiian heritage. Participants were asked to complete the Group Embedded Figures Test and the Articulation of the Body Scale. After completing these tasks, the children provided written responses to the following questions. What are your favorite things to do? and What would you like to be when you grow up? Questions responses were subjected to a content analysis and correlated with scores on the other two standardized tasks. Given the influence of cultural values and traditions on play forms, it was expected that this would also be true for cognitive thinking styles. Findings will be discussed.

A study of the relationship among play-based exhibits, children's play behaviors and parental attitudes in one Taiwanese science museum

**Yi-Chin Lan, The University of Texas at Austin,
Sheng-His Lin, National University of Tainan (Taiwan)**

As interactive exhibitions become a popular means of introducing knowledge in science museums, how family members interact with each other at this type of exhibits gradually draws researchers' attention. Looking through the lens of Falk and Dierking's Interactive Experience Model, the present study examined how parents of kindergarteners perceived and engaged in their children's play at play-based exhibits in one science museum in Taiwan.

A qualitative case study was conducted to further investigate this issue. Multiple data resources including observation of family visits and interviews with parents of the two families were collected. Major findings are 1) children developed spontaneous play which usually differed from the original purposes of the exhibits, 2) how parents identified their roles and their expectations of visits decided their perceptions of children's spontaneous play and the degrees to which they would involve in these play behaviors, and 3) contextual factors such as museum staff's intervention contributed to children's spontaneous play and parents' attitudes. Finally, the relationship between play and learning in science museums as well as some implications for parents, museum curators and exhibition designers are also discussed.

Parents' beliefs on children's play: A comparison between Chinese immigrants in the United States and residents in mainland China

**Shan Jiang and Myae Han
University of Delaware**

The current study was a pilot study to examine parent beliefs about children's play between the Chinese immigrants in the United States and Chinese in mainland China. The data were collected through online survey in two language versions. Largely adopted from the Parent Play Beliefs Scale (PPBS), the survey included questions on parents' view about the importance of their child's play, parents' involvement of play and their enjoyment of play, and how much they value play compared to academic activities. The feedback was received from 32 parents including 12 from the United States (U.S.) and 20 from mainland China. The results indicated: 1) The overall responses from the Chinese parents in the U.S. and those in mainland China were both generally positive about play. 2) The Chinese immigrant parents in U.S. were more positive than the other group. 3) Both groups considered academic related activities as more important than play.

Agency and Metaphor in Playworlds

**Anna Pauliina Rainio, University of Helsinki, Finland
Ana Marjanovic-Shane, Chestnut Hill College**

The purpose of this paper is to explore the dynamics of acting in playful events that have a potential to build and strengthen individual and collective agency. According to Rainio (2010) "On a very general level agency refers to human beings' capacity to impact and eventually transform their life circumstances and practices in which they are engaged" (p. 5). We examine interactions in which individuals are able to transform their relationships and the practices in

which they participate. We argue that metaphoric "gestures" in these events have potential to transform individuals' and groups' agency.

The empirical points of departure in this paper are our ethnographic studies of art workshops in Sytytin project organized by Finnish theater cooperative ILMI Ö. We analyze interactions between drama teachers and the youth from foster homes engaged in these workshops that lead to the development and strengthening of the participants' agency: a powerful way of making oneself heard and seen, looked at and listened to.

Our particular focus is on metaphoric "postupaks" (acts, or deeds) in planning and rehearsing a "shadow theater performance". We show how the participants in these creative workshops could feel both sheltered and safe, but also visible and powerful at the same time. We claim that the use of metaphors is a powerful form of expression particularly in life situations where one's possibilities to directly influence on one's life circumstances may be limited (and this is often the case in child care and in childhood/youth more generally).

Preschool teachers' vocabulary instruction during dramatic play
Sohyun Han Meacham University of Delaware
University of Delaware Myae Han

The purpose of this study was to describe how preschool teachers teach target words in their dramatic play settings. Eleven preschool teachers recruited in the Mid-Atlantic region of the United States were videotaped when they had conversation with their children in their dramatic play settings. Results indicate that teachers used the target words in different types of talk: play-embedded instructional talk, explicit instructional talk, play language coaching, and play administrative talk. Teachers' general lexical diversity during the conversation is correlated with children's general word use and target word use. Children's target word use was significantly related to teachers' explicit instructional talk. Implications of the study will be discussed for teacher education, policy and future research to enhance teachers' quality language use that may impact on preschoolers' vocabulary learning.

Primal Play: Negotiation and Connection in the Martial Arts
Wendy Kinal Lesley University

Martial arts training provides practitioners with negotiation skills and social connection. A kinesthetic discussion will ensue between partners in this gentle experiential movement workshop.

Regimes of Truth and the Influence on Self-Regulation in Early Childhood
Ruth Guirguis Long Island University

Research demonstrates that students who enter kindergarten without self-regulatory skills are at greater risk for difficulties such as peer rejection and low levels of academic achievement (Miller, & Almon, 2010; Tominey, & McClelland, 2009). The challenge arises when play is taken away from the early childhood programs and the Vygotskian (1978) theory of mature play is replaced by a system of test driven curriculums resulting from current educational policies.

Which in accordance to the Foucaultian framework, takes away power from teachers to lawmakers and administrators (Levitt, 2008). This paper will examine self-regulation from the theoretical perspectives of Foucault and Vygotsky. I will argue that Foucault's notion of "regimes of truth" influence play in our early childhood programs and directly impacts children's development of self-regulatory behaviors.

Children's Perceptions of Parents' Play **Vejoya Viren University of Texas at Brownsville**

This paper explores children's perceptions and reactions to adults' indulgence in social play. How do children view playfulness in their parents as they socialize with other adults? What are their reactions to specific kinds of social play (role playing, mock wrestling, boisterous singing and dancing, word play etc.)? Are the children's perceptions of parental play related to their perceptions of parenting and adult responsibilities?

The data on children's perceptions were gathered through informal dialogues and an open ended questionnaire that was distributed 1 week after the initial dialogue. A second informal dialogue was conducted to clarify information on the questionnaire. Parents were also interviewed on how they thought their children viewed their social play.

You Are Nobody!: Three Chronotopes of Play **Ana Marjanovic-Shane, Chestnut Hill College**

It's Jay's third birthday party. He is the only child in the room full of adults: his parents, grandparents, aunts and uncles. He runs around from one to another, getting smiles, nods and sweets. At one moment of silence, his great uncle solemnly asks: "Jay, who do you love the best?" Not stopping to run around the table for even a moment, Jay looks at his mother and father, then at me and loudly declares: "Nobody!" Then, he runs straight to me, his aunt, pulls my head down to his mouth and whispers in my ear so that no one else can hear: "YOU're nobody!" (Field note, May 1, 1978)

Jay was a skillful diplomat solving a tough and potentially dangerous political problem in a family. Startled by the question, which put him on the spot to declare publicly his intimate feelings, Jay seemed to realize that he might hurt some people with an honest answer and he tried to avoid it by publicly declaring "Nobody". However, hearing his own declaration, he seemed to immediately have realized that avoiding a response could in itself be hurtful by not giving affection and appreciation to a person he loved. In an effort to circumvent this further possibility, Jay did two things: He created a language game and a community of players, including only himself and me and excluding the rest of the birthday party participants. For this small community of players (him and me), he conjured an imaginary world in which he could turn the ordinary "reality" on its head, competing only with the White King from Lewis Carroll's *Through the Looking Glass*. Although Jay's voice was playful, his words were meant seriously to reassure me of his real feelings.

The purpose of my paper is to explore ontology of play as creating relationships in three simultaneously existing chronotopes. Starting to play is a transitional moment. I propose that

becoming a player means entering into a threefold relationship with others (and self). Becoming a player means creating and entering a situation that simultaneously holds three mutually interrelated, indivisible, yet distinct “layers”. To describe these “layers” and the relationships between them, I use Bakhtin’s concept of a chronotope (Bakhtin, 1994) — a unity of time, space and axiology, i.e., set of values, relationships, rules and expectations that exist for the participants in a time-space.

The three chronotopes that I can abstract in play are the Reality Chronotope (RC), the Imaginary Chronotope (IC) and the Community of Players Chronotope (CoPIC).

The Reality Chronotope (RC) is the realm of each participant’s ongoing experiences of the past and the present life and the immediate, current life situation. At any point of time the life’s ongoing immediacy can become central to the reality chronotope. RC is established by the act of creating play—and relates to the other two play chronotopes along the boundaries that are established between them. Thus, as a chronotope of PLAY, RC is not merely a “given reality” which pre-exists the initiation of play.

Just as the Reality Chronotope (RC) emerges congealing into a particular unity of time-space-values, as a figure delineated by the Imaginary Chronotope (IC), so the IC gets its meanings and significance on the boundary with the realities the players live at the time of playing. The IC becomes what it is, changes shape and gets its particular meanings through the negotiations between the players as characters and as its authors. In this process, it seems that the IC emerges almost against the “constraints” imposed by each player’s actual interests, wishes and opinions. It is within the process of negotiation, a process that can be intensive and dramatic, that the actual postupaks of the players to each other give rise to the Imaginary Chronotope. The IC seems to be a new arena for the players to test their relationships and to contest what they know and how they act in the world. In an IC the players position new characters and personas in particular constellations of relationships, and through them they try out new ideas.

The Community of Players Chronotope (CoPIC) is the chronotope of the players “managing” their relationships related to play or a game. In the CoPI Chronotope the players relate to each other with dual responsibility—they are responsible for a) creating and maintaining mutual relationships in which they test their friendship, respect, regard and trust—under the changed, sometimes strange perspectives of an emergent IC; and b) at the same time, they are responsible to each other for co-authoring the imaginary chronotope (IC). This is a responsibility of co-authors bound by the joint goal to create meaningful, exciting, and inspiring events.

The paper draws on several data sources based on the research with very young children – both in the home (Marjanovic-Shane, 1989) and in early childhood education settings (White, 2009). Using narrative accounts of adults' interpretations of infants 'at play' (White, 2009), ethnographic field notes of several authors (Marjanovic-Shane, 1989; Bonica, 1993; Giffin, 1984; and others), play is explored as "ontological points of entry" into complex and multilayered encounters and relationships that are dynamic, open-ended, transcendent and authorial.

Speaking of Play: A Comparison of Young Children's Interactions with Parent and Teacher in a High School-Based Program

Dana Gross St. Olaf College

Young children who hear a rich variety and large quantity of language during play and in everyday interactions with caregivers have more advanced early language development than children with more limited linguistic input. Adolescent parents often do not realize the contributions that their involvement can make to early language development and are less likely than older mothers to speak to their infants and toddlers. School-based services have been shown to produce positive outcomes for adolescent parents and their children in a number of developmental domains. The most successful parenting interventions, like the program described in this presentation, provide hands-on parenting education, frequent contact, and interventions lasting at least one year. In this report, we consider the program's impact on parent-child verbal and nonverbal interaction, comparing communication between adolescent mothers and their children and between the children and an experienced teacher/caregiver. Both types of dyads were videotaped during free play and shared book reading, with the same books and toys available and in the same setting. Videotapes were subsequently transcribed and coded for word rate and other measures of parent-child interaction. Results show dyadic differences during book reading and free play.

"El Trencito": A School Game in the Memories of the Argentine Dictatorship of 1976-1983

Maria Ghiggia

University of Wisconsin-La Crosse

In the reading and analysis of written and oral testimonies of survivors of concentration camps of the Argentine dictatorship of 1976-1983, play emerges as an aspect that renders the camp as a grey zone. On few occasions, game-playing among the captives figures as a site of resistance. But in cases in which a survivor recalls a guard playing chess or cards with a captive, the limits of play become blurred, with no bars separating the guards from the captives in a shared space. There were, however, other times in which a practice that was socially and institutionally perceived as a game in the culture of the time turned into humiliation and even torture when appropriated by the guards. This is exemplified by "el trencito," "the little train," a game played in public schools by young children throughout the 50s, 60s, and 70s. Survivors, who may have participated in this game during their school years, remember "el trencito" among their memories of the concentration camp. By exploring the role of this routine practice in early education, and its institutional existence in government documents, this paper reflects on the concentration camp as a catalyst in revealing the violent and repressive potential of "el trencito."

Urban Playground

Joanna J. Cemore Brigden, Missouri State University

This paper discusses the collaboration of a university researcher with an urban YMCA in a small town in the Midwest. The group is working to create an indoor playground in an urban setting which does not have access to outdoor space expansion. In particular, this paper examines the elementary students input on design. Children were asked to give their input, visually and

verbally. This information was analyzed and is being used to guide the team who is fundraising, designing and implementing the playground. What ideas will the children bring to the table? Children's input will be shared at this presentation.

Play And Imagination In Human Ontogenesis – Vygotsky's cultural-historical approach

Pentti Hakkarainen, University of Oulu

Milda Bredikyte, University of Oulu

Ildar Safarov University of Oulu

An attempt is made in this review to sketch a possible integration of Vygotsky's ideas about play and imagination on the one hand and his ontogenetic framework on the other. He was not able to realize the goal of developing a theory of play together with D. B. El'konin, but his lecture plan and lecture notes include several hints about the potential of play and imagination in human ontogenesis. Among these are play's role in the development of self-regulation and consciousness. The concept of the zone of proximal development in play has a special value. Vygotsky aimed to develop a comprehensive concept and elaborated it in two contexts. The play context has more potential in attaining this goal. Elaborating a comprehensive theory of play based on Vygotsky's methodological principles still represents great challenges for researchers. Play is an important activity type in which essential qualitative changes (metamorphoses) in ontogenesis take place. Some of these are explained in the review.

Unearthing the Relics of Our Playful Past: A Look Inside the Historical Archives of The Anthropological Association for the Study of Play.

Michael Patte Bloomsburg University

David Kushner University of Cincinnati

Since the spring of 2011 I have been engaged in a metaphorical archeological dig in search of artifacts documenting the storied history of The Anthropological Association for the Study of Play. Sifting through each distinctive archeological layer provided treasures that were hidden from view for decades. In this presentation Dr. Kushner and I will share these relics from our playful past and how they will form the foundation for the TAASP/TASP Historical Archive to be housed at The Strong.

“Better a Broken Bone than a Broken Spirit: Exploring Adventure Play in the UK.”

Michael Patte Bloomsburg University

Adventure playgrounds are one of the most intriguing examples of malleable, participatory spaces that engage children, but they are disappearing every year and now in the US they are almost extinct. The premise of adventure playgrounds is that they are places where children can create and modify their environments rather than relying on rigid equipment that only serves a limited set of programmed purposes. In most adventure playgrounds there are no adults allowed, except the play leader, whose job is solely to facilitate the space for the children to do as they please.

Adventure playgrounds started mostly as small, community-based explorations, which later grew to become substantial, politically driven entities that encouraged children to envision and build

their own playgrounds. Within adventure playgrounds one can see children participating in seemingly dangerous and dirty activities with almost idealistic communal interaction. This adoption of hazard into play and architecture gives room for adventure playgrounds to fully develop a dynamic sensibility towards space.

Modern versions of adventure playgrounds are rare, and in fact, may not be plausible as they once were. It is very difficult now to advocate for adventure playgrounds which must combat the laws and overcome cultural prejudice against children's right to individual personhood.

In the US, the Berkeley Adventure Playground is one of the only remaining playgrounds of its kind in the country. In London and places around Europe they are still active, though in various stages of change.

Conferees and children will benefit from participating in this session on many fronts. First, they will learn firsthand about the philosophy that guides the adventure play movement in the United Kingdom. Further, they will appreciate the child-centered approach endorsed through adventure play that includes children managing risk & planning and creating their own play spaces. In addition, conferees will get an up close and personal look at a variety of adventure playgrounds in Denmark and the United Kingdom.

Participants will be engaged in a stimulating two-way discussion and also have the opportunity to view and comment on video clips of several adventure playgrounds.

Concepts of play and play experiences in student service learning with homeless children
Eva Nwokah, Our Lady of the Lake University
Stefanie Leafblad, Our Lady of the Lake University

Community outreach benefits both students and the population served. This qualitative study explored the changes in the knowledge, beliefs, and experiences of undergraduate and post baccalaureate students before and after they spent a semester providing play and language support for preschool homeless children. Homelessness impacts the physical, emotional, cognitive, social, and behavioral development of young children including play.

Forty-four undergraduate and post baccalaureate speech pathology students from a private university in a southern state in the USA participated in a minimum of ten hours volunteer work conducted as 1-2 hour visits over the semester. The service learning was conducted in collaboration with three community partners, a preschool for children of homeless families; a preschool in an impoverished inner city area; and an after-school program.

Data was obtained through the use of a background questionnaire, pre and post service learning questionnaires on definitions and development of play, homelessness, and related topics; reflective journals; audio-taped debriefings in small groups of 4-6 students; and a final outcomes satisfaction survey. There was little change in student understanding of the concept of play but they developed new insights into the impact of the trauma of homelessness on children's ability to relate and play with others.

Therapeutic clowning as play: An inside view
Eva Nwokah

The demand for therapeutic clowning is increasing since the popularization of Patch Adams. Clown Alleys exist in several locations throughout the United States. The purpose of this presentation is to provide a historical and cultural perspective on the emergence of therapeutic or caring clowning; a review of recent research identifying physiological and other evidence of the benefits of clowning to children; and to provide an inside view into the author's experiences as a volunteer clown. Clowning has existed for centuries in many cultures and circus clowning emerged for public entertainment, but in the 1980s the clown doctor and hospital clown became a novel attraction. Therapeutic clowning requires sensitivity, skill, and the ability to connect with others in a supportive way. Examples are given of how clown persona, props, skits, slapstick, magic, puppetry, balloons, mime, bubbles, story-telling, face painting, tattooing, and music can create play frames that allow for innovation and shared humor. Incongruity and other theories of humor are used to explain the effectiveness of successful clowning.

Loose Parts and Play Facilitation: Rich Play, Strong Advocacy
Judy Lem Kaboom
Michael Patte Bloomsburg University
Fraser Brown Leeds Metropolitan University

Environments that afford a large "repertoire" for play, including manipulable pieces, loose parts, sand, and water provide opportunities for educators to reconnect with traditional play value concepts, present children with occasions to extend their learning indoors and outdoors, and facilitate negotiation and cross-age play. Focusing on playwork within this environment offers further opportunities to enrich the play experience as well as raise awareness about the value of play for families and communities and deepen the play facilitator's understanding of the value and possibility of play, in effect serving as an advocacy tool.

This session aims to introduce researchers and advocates to ideas and resources for integrating loose and found parts into children's playspaces and throughout the community. Various Imagination Playground sites will be used as case studies to illustrate how a rich environment of diverse materials coupled with the presence of a Play Associate (or facilitator of play) can encourage collaboration, negotiation, and cooperation and catalyze conversations about the state of play. Ideally, we would like to structure this in a conversational or working group format that allows for contributions from people about the current state of play facilitation in the US and a discussion of visions for its future.

A Case Study: Play as a Transitional Tool for the Elderly
Marcia Nell Millersville University

Older adults and the elderly are in a period of transition as they reconcile between earlier adulthood responsibilities and coming to understand who they are as older adults. Many times older adults suffer from a sense of loss, which can impede their peaceful transition. This sense of loss is associated with loss of identity, usefulness, support systems, physical health, mental health, income, and loss of independence.

This case study was conducted with an octogenarian diagnosed with Alzheimer's disease and his primary care giver. Play with open-ended materials and art making were the interventions used while data collection consisted of photographs, observations, and interviews. The researcher assumed an active participant role during the intervention. Results from the study will be shared with audience participation in looking at what possible implications lie ahead in this field of play research.

Preschool Parents' Perceptions of Learning through Play
Laurel Bongiorno Walden University

Research indicates that there has been a reduction in play experiences for preschool children in early childhood curricula. This trend is in direct contrast to what research shows as an essential connection between young children's play and learning. This phenomenological study examines the perceptions of preschool parents regarding their children's learning through play. The conceptual framework for this study includes parental ethnotheory, Bronfenbrenner's ecological systems theory, the notion of learning through play, and the early childhood foundational educational perspective of developmentally appropriate practice. Data includes a series of interviews conducted with eight parents of preschool children from the New England area. All the children were enrolled in National Association for the Education of Young Children (NAEYC) accredited early childhood programs. The results of this study may impact teachers', administrators', and policy makers' understanding of parent beliefs regarding learning through play and may also impact the development of parent education opportunities.

Examining the Role of Play on Adults as Professional Actors
Sarah Baltrusaitis

This presentation will give participants a look at my study, thus far into completion, on adults who by profession are actors. I am interested in how an actor's life is affected by their job. I studied acting as part of my undergraduate degree and would like to further investigate. An actor is essentially playing, but on a much larger scale. Actors are the closest thing an adult can be to have a similar experience playing as a child would. I would like to dig deeper into the role of play jobs versus non-play jobs. I am interested to see if there is a connection between play jobs and non-play jobs and how that may or may not affect a person's attitude concerning their job. I am interested in how a job that is mostly play affects a person's attitude when they come to work every day. Laughter is crucial in play. It is one way humans can lighten their mood.

Architecture in Play: Building Castles in the Sky, Berlin, 1877
Tamar Zinguer Irwin S. Chanin School of Architecture
How innovative ideas in architecture, social reform and aviation, led the brothers Lilienthal to design *Anchor Stone Building Blocks* - a popular toy for generations.

Words on Play
Lisa Moore Playcore

The evidence is clear, play has a multitude of critical benefits for children, families, and communities and it is absolutely necessary for a healthy society. Play is dynamic, active-an integral part of children's growth and development, allowing children to discover their full potential. The foundation for learning, play is critical for healthy physical, social, emotional, and intellectual development-providing enjoyment and emotional fulfillment. Children learn about the world around them through self-created experiences where they are free to express their creativity, individuality, and imagine new worlds. Opportunities to engage in meaningful "play" experiences throughout one's lifespan fosters happy, healthy, and productive communities that value and appreciate the benefits of play, recreation, and most of all- having fun.

Words on Play is a unique program that promotes the value of play to build stronger communities. This presentation will highlight many play topics written by play scholars, researchers, advocates, and experts in the field of play to further inspire and empower communities to advocate for play. This presentation will explore play topics such as the developmental benefits, nature, physical activity, inclusion, brain development, learning, creativity/imagination, health/wellness, and social capital and leave participants encouraged to get out and support play every day!

Children's Perspectives on Play and Electronic Games
Janice Butler, University of Texas at Brownsville
Georgianna Duarte, University of Texas at Brownsville

Grandma wants to play Dodgeball
Kerri Schiller, Seattle YMCA

Many people recognize the beneficial aspects of play for children, yet there is little research or discussion regarding the benefits of play for adults. In fact "play" when referring to adult activities hardly coincides with the image of Grandma playing Dodgeball or Tag.

In 2010 at a western Washington YMCA, such a notion was challenged with the development of "Adult Recess." The class was inspired by classic playground games such as Four Square, Tag, and Dodgeball. Most participants have been over the age of 50.

This ongoing class, "Adult Recess", is the basis for the following two-part presentation. The first component is an interactive discussion addressing the common notions of "play" for children versus adults, the potential obstacles to gaining adult participation, the social and physical benefits of active play for adults, and risks of injuries especially in older adults. The second component will offer participants a chance to re-experience active play.

Recess in 2011: Drawing on current research and relevant historical research
Olga Jarrett, Georgia State University

Recess is often the only time in the school day when children can rejuvenate their brains, interact with their friends, be physically active, and play. However, many children, especially children in high-poverty schools do not get daily recess. This presentation summarizes the past 20-plus years of research on recess, including who gets recess, what children do on the playground, how

activity levels during recess compare to activity levels during PE, and the effects of recess on classroom behavior. Initial findings of a new recess survey of elementary school teachers will also be discussed. The survey includes questions on the following: demographics of the school, the frequency and length of outdoor recess, scheduling of recess, what children do during recess, the condition of the playground, who supervises the children, and whether and how recess deprivation is used as punishment. The session will include a PowerPoint presentation summarizing previous research on recess and our findings thus far. Participants will receive a copy of a paper on recess research as well as a copy of the survey.

Reconsidering the role of play in the elementary science curriculum

John Almarode James Madison University

Dorothy Sluss James Madison University

The impact of the No Child Left Behind legislation and standardized testing has affected how science is taught in classrooms throughout America. Many children today experience science by reading a textbook or completing a worksheet. Science is reading, not doing. Bruner was instrumental in promoting a discovery approach to science that involved exploration, discovery, and inquiry with real materials. Often these experiences lead to or involve play. This paper reports the journey of transforming a university level science methods course into a play based science methods course that moves play and inquiry into college level classrooms and then into local schools.

Play Deprivation in Transylvania

Fraser Brown Leeds Metropolitan University

The Roma children of Transylvania are probably the most materially deprived in Europe. They often live in one-room shacks made from wood and mud, with no running water, no sanitation, and sometimes no heating. Many rely on charity for their food and medicines. But, are they play deprived? I recently completed a paper concerning my observational study of the play behaviours of children in a small Roma village, and was struck by the contrast between the abject poverty that was everywhere, and the general happiness of the children. These children live their limited lives to the full. They 'play everywhere and with everything', but not in the generally accepted sense of that phrase. The usual niceties of privacy, personal possessions and property boundaries are irrelevant here. Their play is rich in imagination and creativity; it is living proof of Nicholson's *theory of loose parts*. The presentation will explore the findings from the study.

Bateson Reconsidered

Dorothy Sluss James Madison University

Bateson's seminal work has provided scholars with a framework for conceptualizing interaction and negotiation during play. Current knowledge of how the brain works has the possibility to affect how we view Bateson's work in the next decade. This session will provide a platform for a play scholar and a scholar of neurology to engage in a conversation that is designed to unpack Bateson's work in terms of our most current knowledge of how the brain processes information.