

The Association for the Study of Play 41st Annual International Conference



“Play Across the Lifespan”

March 4-7, 2015

University of Texas at San Antonio

Doubletree Hotel W. César E. Chávez Blvd.
and Frio Street

San Antonio, TX

(Final Program)

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➤ Seven countries are represented at the 2015 TASP Conference including Canada, Turkey, Saudi Arabia, Germany, Beliza, United Kingdom, and the United States of America	
➤ Fourteen states are represented at the 2015 TASP Conference including Arizona, California, Colorado, Florida, Georgia, Massachusetts, Missouri, New York, North Carolina, Pennsylvania, Tennessee, Texas, Virginia, and Wisconsin.	
➤ The conference sessions span a multitude of disciplines including Adult Education, Anthropology, Art, Child and Family Studies, Computer technology, Drama, Early Childhood Education, Educational Studies, English, Ethology, Gerontology, Health Science, Higher Education, Horticulture, Language and Literacy, Literature, Museum Studies, Ornithology, Playwork, Psychology, Recreation and Leisure Studies, Science, Sociology, and Special Education.	

2015 Conference Committee

Eva Nwokah, Ph.D., Our Lady of the Lake University (OLLU)
John Sutterby, Ph.D., University of Texas at San Antonio (UTSA)
Mary Ruth Moore, Ph.D., University of Incarnate Word (UIW)
Vivien Geneser, Ph.D. Texas A&M University-San Antonio (TAMU-SA)

Local Conference Assistants

Evelyn Brito, Our Lady of the Lake University (OLLU), Conference Coordinator
Stephanie Grote-Garcia, Ph.D., University of Incarnate Word (UIW), Conference Liaison

About TASP

The Association for the Study of Play (TASP) is the premier professional organization in academia dedicated to interdisciplinary research and theory construction concerning play throughout the world since 1973. Presently the Association publishes a quarterly newsletter titled *Play Review* and an annual volume titled *Play & Culture Studies*. The TASP members also receive *International Journal of Play*. The Association's broad multidisciplinary focus includes the fields of anthropology, biology, communication studies, cultural studies, dance, ecology, education, ethology, folklore, history, kinesiology, leisure studies, musicology, philosophy, psychology, recreation, sociology, and the arts.

Welcome from the TASP President

Dear TASP Members and Conference Participants,

Welcome to the 41st annual conference of The Association for The Study of Play held in San Antonio, Texas. The conference theme this year is Play across the Lifespan. I am really looking forward to seeing all the wonderful presentations that have been so carefully prepared by all of you.

I would like to thank all the TASP leadership for their contribution to the running of this organization, especially the past president Myae Han, Play and Culture series Editor, Jim Johnson, TASP Newsletter Editor, John Sutterby, and Treasurer, Dorothy Sluss, as well as all the board members. Without their hardwork and suggestions this organization would not exist.

I would also like to especially thank the conference co-chairs Eva Nwokah, John Sutterby, Mary Ruth Moore, and Vivien Geneser, and conference coordinator/assistants Evelyn Brito and Stephanie Grote-Garcia. They have put in many hours of their time to make sure that this conference is successful.

Thanks to all the conference presenters who are sharing your research and scholarship on many interdisciplinary aspects of play.

Please enjoy this conference and plan to come to the next conference the following year.

Yours truly,

Marcia Nell

Information on TASP Honoree

Joe Frost, Parker Centennial Professor Emeritus, University of Texas, directed a research program on children's play since the mid-1970s. His latest books are Play and Child Development with S. Wortham, s. Reifel, and J. Trawick-Smith (2012, fourth edition); The Developmental Benefits of Playgrounds with P.S. Brown, J. Sutterby, and C. Thornton (2004) ; and A History of Children's Play and Play Environments: Towards a Contemporary Child-saving Movement (2009). He served as President of IPA/USA and President of the Association for Childhood Education International (ACEI). He received the Great Friend to Kids Award from the Association for Children's Museums and the Patty Smith Hill Award from ACEI. He established a play research collection at the University of Incarnate Word, San Antonio and searches for out-of-print and rare books and documents for this collection. He is the 2014 Hero of Early Childhood as designated by the NAEYC's History Seminar.

Information on Keynote Speakers

Howard P. Chudacoff is George L. Littlefield Professor of American History and Professor of Urban Studies at Brown University in Providence, Rhode Island. He has written extensively on American urban, social, and cultural history, and his books include The Evolution of American Urban Society, How Old Are You? Age Consciousness in American Culture, The Age of the Bachelor: Creating and American Subculture, and, most recently, Children at Play: An American History. He also serves on the editorial board of the Journal of Play and on the executive board of the Society for the History of Childhood and Youth

Gail F. Melson is Professor Emerita at Purdue University in the Department of Human Development and Family Studies and in the Center for the Human-Animal Bond. She received her B.A. *cum laude* from Harvard University and M.S. and PhD in psychology from Michigan State University. Her scholarship focuses on the social-emotional development of children in the contexts of family, school, peer group and culture. In particular, her work addresses the role of animals, nature and technology as children's play partners and as influences on development. Dr. Melson has authored four books and over 60 articles and book chapters. Her book, Why the Wild Things Are: Animals in the Lives of Children (Harvard University Press) has appeared in Chinese, Japanese, Korean and French language editions. Dr. Melson has been Visiting Professor at Radcliffe College, Tufts University and Hebrew University (Jerusalem). She lectures frequently on the role that animals, nature and technology plays for children's development and play, including recent keynote addresses in New Hampshire, Denver, Seattle, Tokyo, and Jerusalem. Dr. Melson consults on issues related to children, nature, technology and animals with nonprofit organizations and corporations, with emphasis on program development and evaluation. Her blog for *Psychology Today* -- Why the Wild Things Are -- can be found at: www.psychologytoday.com/blog/why-the-wild-things-are.

Information on Banquet Speaker

Native San Antonian **Gordon V. Hartman** is a philanthropist and former businessman who at the age of 15 started his own landscaping business while attending a local seminary. By age 19, he had earned and saved enough to begin his homebuilding business, and by age 23, he had started a land development company. Over the next 22 years, Gordon grew his company into the largest locally owned homebuilding and land development enterprise in San Antonio.

In 2005, Gordon sold his companies and established The Gordon Hartman Family Foundation to which he and his wife, Maggie, have donated funds to pursue their dream of helping children and adults with special needs. Their devotion to this cause is inspired by their 20 year-old daughter, Morgan, who was born with cognitive and physical special needs.

In 2007, Gordon recognized the tremendous need for accessible outdoor recreational facilities for individuals with special needs, so he made another dream come true – the April 2010 grand opening of Morgan’s Wonderland, the world’s first ultra-accessible theme park designed with special-needs individuals in mind and built to be enjoyed by everyone. This unique and colorful park has already welcomed more than 500,000 guests from all 50 states and 49 other countries. Gordon’s realization that families with special-needs members have increased demands on both their financial and emotional resources led to his commitment to admit anyone with a special need free of charge.

Gordon also has played a key role in facilitating the construction of the Children's Rehabilitation Institute of TeletónUSA (CRIT), a \$17 million clinic next to Morgan’s Wonderland serving children with physical challenges, autism and cancer. Modeled after successful CRITs in Mexico, Central America and South America, it's the first CRIT rehabilitation center to be built in the U. S. This joint venture of the Teletón USA Foundation and Univision Communications is scheduled to open in October.

Because of his generosity and vision, Gordon has earned numerous local, regional and national honors. In December 2011, he received an honorary doctorate of social work from San Antonio’s Our Lady of the Lake University. Gordon remains firm in his conviction: “Together, we can make a difference!”

TASP Officers

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Play and Culture Studies

The Association for the Study of Play (TASP) has worked for about forty years to illuminate the incredible complexity and significance of play across age range, culture, and species. In addition to the annual conference and the Play Review newsletter, one of the prime vehicles for fostering an inquiry into play has been the TASP Play and Culture Studies monograph series. Under the leadership of series editors, Jim Johnson, this series has contributed to the evolving scholarship on play by presenting theoretical and empirical research on play and culture from a variety of disciplines.

Titles in the series include:

- Volume 1 – Diversions and Divergences in Fields of Play
Margaret Carlisle Duncan, Garry Chick, and Alan Aycock, editors
- Volume 2 – Play Contexts Revisited
Stuart Reifel, editor
- Volume 3 – Theory in and Context Out
Stuart Reifel, editor
- Volume 4 – Conceptual, Social-Cognitive, and Contextual Issues in the Fields of Play
Jaipaul L. Roopnarine, editor
- Volume 5 – Play and Education Theory and Practice
Donald E. Lytle, editor
- Volume 6 – Play: An Interdisciplinary Synthesis
F.F. McMahon, Donald E. Lytle, and Brian Sutton-Smith, editors
- Volume 7 – Investigating Play in the 21st Century
Dorothy Justus Sluss and Olga Jarrett, editors
- Volume 8 – From Children to Red Hatters ®: Diverse Images and Issues of Play
David Kushner, editor
- Volume 9 – Transactions at Play
Cindy Dell Clarke, editor
- Volume 10 – Play as Engagement and Communication
Eva Nwokah, editor
- Volume 11 – Play and Performance
Carrie Lobman and Barbara O'Neill, editors
- Volume 12 – Play: A Polyphony of Research, Theories, and Issues
Lynn Cohen and Sandi Waite-Stupiansky, editors

Map of Conference Location and Directions



Double Tree Hotel, S. Frio St. 502 W. Cesar E. Chavez, San Antonio, Texas, 78207, USA TEL: +1-210-224-7155 FAX: +1-210-301-1165.

<http://doubletree3.hilton.com/en/hotels/texas/doubletree-by-hilton-hotel-san-antonio-downtown-SATDWDWT/index.html>

Directions

From the Airport: Take Hwy 281 South, Exit Cesar E. Chavez Blvd. (formerly Durango Blvd), turn Right - Hotel 1 mile on left

Distance from Hotel: 11 mi. Drive Time: 20 min (if not rush hour!)

Transport: Super Shuttle (You should pre-book) Typical min charge \$18

Taxi typical min charge \$27

From Austin or Dallas, TX: Take IH-35 South into downtown, exit Cesar E. Chavez Blvd/Frio. Hotel is on the right.

From Houston, TX: Take IH-10 West, To 35 North. Take lower level. Exit South Alamo, turn left. South Alamo becomes Frio Street. Hotel is on the corner of Frio & Cesar E. Chavez Blvd.

From El Paso W: IH-10 East merges into IH-35. Stay on IH-35 South, Exit Cesar E. Chavez/Frio. Hotel is on your right.

(Note: Cesar E. Chavez Blvd. formerly Durango Blvd., was officially changed by the City of San Antonio August 1, 2011. Please note that some GPS systems will still locate the hotel by the street name Durango Blvd).

Parking: Parking at the DoubleTree Hotel is \$10 per day. Parking for UTSA faculty, staff, students, and visitors is available on campus in a four-level parking garage (hourly rate-expensive); in the Durango Loop parking lot, located just south of the campus at the corner of Durango Boulevard and S. Pecos - La Trinidad, adjacent to the Radisson Downtown-Market Square; at Cattleman's Square parking lot on Buena Vista and S. Pecos - La Trinidad; and beneath IH-35, beginning south at Buena Vista/Dolorosa Streets (prices vary from \$2.50 to \$5.0 per day).

Restaurant Recommendations: <http://visitsanantonio.com/english/Explore-San-Antonio/Dining/Dining> (Note: DoubleTree Hotel restaurant is open until 10pm; UTSA downtown campus has a food court).

Close to UTSA Downtown campus :

[*Mi Tierra Cafe & Bakery*](#) 218 Produce Row

San Antonio, TX 78207 Phone number (210) 225-1262. 0.4 miles away

[*Rosario's Mexican Cafe Y Cantina*](#) Historical district King William, Downtown, Southtown
910 S Alamo St, San Antonio, TX 78205. Phone number (210) 223-1806 Famous for its Mexican food.1 mile away

[*Biga On the Banks*](#) Downtown, 203 S St. Mary's St, San Antonio, TX 78205, Phone number (210) 225-0722 .8 miles American food

[*Bella-on-the-river-san-antonio*](#) 0.8 miles 106 River Walk St

San Antonio, TX 78205 Phone number (210) 404-2355 Mediterranean food

Tourist Information: <http://visitsanantonio.com/english/Explore-San-Antonio>

(Note: The Doubletree Hotel provides on the hour shuttle to Downtown and the Riverwalk).

Recommended Tourist Experiences:

- **Riverwalk** The San Antonio River Walk is a network of walkways along the banks of the San Antonio River, one story beneath the streets of Downtown San Antonio. Guided boat tours are available. <http://www.thesanantonioriverwalk.com/>
- **Alamo** The Alamo Mission in San Antonio, commonly called "The Alamo", was originally known as the Mission San Antonio de Valero. It is a former Roman Catholic mission and fortress compound, and the site of the Battle of the Alamo in 1836. <http://www.thealamo.org/>
- **La Villata** La Villita Historic Arts Village is an art community in Downtown San Antonio, Texas, United States. There are art galleries, stores selling souvenirs, gifts, custom jewelry, pottery, and imported Mexican folk art. <http://lavillita.com/>

- **Tower of Americas** The Tower of the Americas is a 750-foot observation tower/restaurant located at HemisFair Park on the southeastern portion of Downtown San Antonio. <http://www.toweroftheamericas.com/>
- **The Missions (San Antonio Missions National Park)** The churches of San Antonio were the heart of the Spanish colonial mission. <http://www.nps.gov/saan/index.htm>
- **Market Square** This is a traditional and historic shopping district in Downtown San Antonio, Texas, USA. The district is the largest Mexican shopping center in the city. It is called El Mercado by the locals. <http://marketsquaresa.com>

Guidelines for Presenters

- **Registration:** *All presenters must register for the conference except for keynote speakers.*
- **Individual Presentations:** Most paper presentation sessions are of two types: Three presentations are grouped together during a 75 minute session. Each group will share the 75 minutes (usually about 20 minutes for each presentation, and 15 minutes discussion). Some paper sessions are two presentations grouped together during a 60 minute session (usually about 20 minutes for each presentation, and 10 minutes discussion). (If you have more than one presenter with you ensure that each person has an opportunity to be heard from within that 20 minutes period of time. Please arrive early and fully prepare any electronic media need to ensure a smooth transition from one presentation to the next. Please wait for questions and answers (Q&A) from the audience after all presentations are finished unless speakers agree otherwise. Designate the timekeeper before the first presentation begins (i.e. it may be logical for the first presenter to be the time keeper for the 2nd and 3rd presenters.)
- **Workshops and Roundtables:** Most workshop sessions will be 45 or 60 minutes each. Some workshop sessions have two workshops during a 90 minute time period. In such case, each workshop will share 90 minutes (45 minutes for each workshop). Please keep your time so that the other group can have the other half of the session. If you require a flipchart please inform *Eva Nwokah* eenwokah@ollusa.edu
- **Presentation Equipment:** There will be computer equipment in each room and therefore each room will be equipped for Powerpoint presentation and with available sound. You can just bring your presentation on a flashdrive and can upload all presentations in your session prior to the session begins. IT support will be available if needed. Please let *Eva Nwokah* eenwokah@ollusa.edu or *Evelyn Brito* eebrito@ollusa.edu know of any additional requirements. If you have video clips embedded in your presentation, you may prefer to use your own laptop in case of problems with different file versions.
- **Poster Sessions:** *Your poster MUST be free-standing.* It is not possible to hang or display your poster on a wall, so please make sure it can either stand on a table (6'X 30"). You may design your poster as a trifold so that it will attach to a cardboard trifold. You can bring the trifold but we will also have some available (36X48). We will not provide table easels so you would have to bring your own table easel if that option is a preference.

TASP 2015 Conference Certified Teacher Professional Education (CPE) Credit

Attendees of the 41st Association for the Study of Play Conference 2015 are eligible to earn Continuing Professional Education credits (CPEs) for their participation in this professional development event.

The University of Incarnate Word will process individual approval and documentation of CPE credits for conference attendees who are certified teachers who would like to obtain CPEs.

There is no charge associated with the processing and supply of the CPE certificate.

Follow these steps to earn CPEs for the TASP Conference:

1. Register for and attend the Association for the Study of Play Conference, San Antonio, TX. Complete preliminary request for educator CPEs at the Conference Registration desk.
2. Sign in and out each day of the conference at the Conference Registration desk, UTSA. There is no CPE processing fee.

Certificate: Upon successful completion of the required assignment, attendees earn a CPE Certificate indicating the number of CPEs earned. Following review of submitted documentation, registrants will receive their CPE certificates by email within a week of the conference.

Number of CPEs Earned: Attendees can earn 1 CPE for each clock hour of attendance at a TASP workshop, keynote, and poster sessions etc. **Questions:** If you have any questions about CPE credits, please contact Mary Ruth Moore at moore@uiwtx.edu. After the conference is over, Dr. Elda Martinez is in charge of the credited hours review and the issuing of certificates.

emartin@uiwtx.edu

TASP 2015 Conference Early Childhood Professionals Continuing Education (CEU) Credit

Attendees of the 41st Association for the Study of Play Conference 2015 are eligible to earn Continuing Education credits (CEUs) for their participation in this professional development event. San Antonio Community Colleges will process individual approval and documentation of CEU credits for conference attendees. Please note that these credits are applicable in the state of Texas for early childhood teachers and providers. For other states please check regulations in those states.

The fee for the processing and supply of the CEUs is \$26.

Follow these steps to earn CPEs for the TASP Conference:

1. Register for and attend the Association for the Study of Play Conference, San Antonio, TX.
Complete preliminary request for CEUS at the Conference Registration desk, UTSA.

Confirmation: Following review of submitted documentation, registrants will receive confirmation of their CEUS by email within a week of the conference.

Number of CEUs earned: Attendees can earn .1 CEU for each clock hour of attendance at a TASP workshop, keynote, round table and poster sessions etc. **Questions:** If you have questions about CEU credits, please contact Eva Nwokah at eenwokah@ollusa.edu. After the conference is over, Ana Dehoyos O'Connor at aconnor9@alamo.edu is in charge of the CEU review and the completion of the process.

Program Schedule

Wednesday March 4

4-7pm Registration UTSA Downtown Campus BVB

7-8.45pm TASP Board meeting, DoubleTree Hotel Nacional Room

Thursday March 5

8am-11am Registration UTSA Downtown Campus BVB

8.30-9am Introductions and Welcome Lecture Hall // BV 1.328/Aula Canaria

Dr. Betty Merchant, Dean, College of Education and Human Development,
University of Texas at San Antonio

Dr. Elizabeth Nagel, Associate Vice President for Academic Affairs, Our Lady
of the Lake University

9:00-10:15am Concurrent Workshops & Roundtables

Roundtable Session A Play and Learning in Elementary School FS 3.530

Play as an Integral part of project-based learning: Early elementary experiences

A'ndrea Fisher, Stefanie Kubala, & Janna Smith, Comal ISD, New Braunfels,
Texas

Roundtable Session B Play and Learning in Multiple Settings FS 3.520

Structured setting vs. nonstructured play setting

Ruth Guirguis, Pace University, New York City, New York

Workshop Session A Playful Classrooms FS 3.536

What teacher attributes or dispositions are necessary in creating a playful classroom?

The role of higher education in teacher education

Debra L. Lawrence, Drexel University, Philadelphia, Pennsylvania

Workshop Session B Adult Play Lecture Hall // BV 1.328/Aula Canaria

**How the Practice of Intergenerational Play strengthens spirituality, creativity and
wellness for all ages**

Walter Drew, Institute for Self Active Education, Melbourne, Florida; Jim
Johnson, Penn State University, Pennsylvania; Dorothy Sluss, James Madison
University, Harrisonburg, Virginia; & Marcia L. Nell, Millersville University,
Millersville, Pennsylvania

9.0-10.30am Concurrent Workshops, Roundtables and individual paper sessions

Paper Session E Advocating the Right to Play Lecture Hall // BV 1.328/Aula Canaria

The privilege of play: Understanding the contextual factors

Marcia Nell, Elizabeth Powers-Costello, Millersville University, Millersville, Pennsylvania & Walter F. Drew, Institute for Self Active Education, Melbourne, Florida

Play in the present: Play Days - build partnerships

Mary Ruth Moore & Stephanie Grote-Garcia, University of Incarnate Word, San Antonio

Why children don't run

Michael J. Bell, West Chester University of Pennsylvania

Roundtables Session C

Adult Play

FS 3.530

Click here to play

Jinnie Templin, University of Denver, Denver, Colorado

Exploring new playgrounds: Who's playing at Midlife?

Dana Keller, Arizona State University, Phoenix, Arizona

Paper Session F

Play, Culture and Gender

FS 3.536

Cross-cultural study of play in Chinese and American Pre-Kindergarten programs

Olga S. Jarrett, Yali Zhao, & Stacey French Lee, Georgia State University, Atlanta, Georgia; and Huang Jin, Nanjing Normal University, China

Children's games, ritual and violence in memories of state terror in Argentina

Maria C. Ghiggia, University of Wisconsin-Madison, Madison, Wisconsin

Gender differences on the playground

Leslie McAlpin & Olga S. Jarrett, Georgia State University, Atlanta, Georgia

Workshop Session D Play and Language in Children at Risk or with Special Needs

FS 3.520

9.0-9.45am My Mommy is an addict, My Daddy is a unicorn: Pretend play and familial substance use disorder

Stephanie Goloway, Community College of Allegheny County, Pennsylvania

9.45-10.30am Therapeutic supports for child-directed play: Social Thinking Tools developed on an adventure playground

Jill Wood & Renee Attaway, The Parish School, Houston, Texas

10.30-10.45am Break

10.45am-11.30am Concurrent Workshop and individual paper sessions

Posters contd.

Play in Natural Environments

**Exploring outdoor play spaces at the University Presbyterian Children's Center:
OLLU practicum students researching natural environments**

Samantha J. Perez & Emily Villanueva, Our Lady of the Lake University, San Antonio, Texas

Children's indoor and outdoor play in preschool programs in terms of teacher interaction, peer interaction and task orientation

Julia Kroeker, Florida SouthWestern State College, Fort Myers, Florida

Play observations of children with autism spectrum disorder within their natural environments

Jillian Pierucci & Alicia Miller, St. Mary's University, San Antonio, Texas

Pre-Service Professionals

Encouraging the Use of Block Play with Pre-Service Teachers

Heather Brezinski & Debbie Vera, Texas A&M University-San Antonio

2.00-3.30pm Concurrent Workshops, Roundtables and individual paper sessions

Paper Session F Childhood Play, Nature and Animals **FS 3.530**

Reggio Emilia inspired Forest Kindergartens

Reid Fisher, University of Incarnate Word, San Antonio, Texas

Play and the project approach: The Bird Project

Heather Boynton, California State University, Fresno, California

Impacts of early exposure environmental education on a child's selection of words

Reid Fisher, University of Incarnate Word, San Antonio, Texas

Paper Session G Pre-Professionals' Knowledge and Beliefs on Play **FS 3.536**

Uncovering pre-service teacher's perceptions about children's play: A reflective play experience

Monirah Al-Mansour, King Saud University, Riyadh, Saudi Arabia

Playing in educational literature

Joy Marie Bechtold-Moss, University of Houston-Clear Lake, Houston, Texas

Roundtable Session C Play Pedagogy in School Settings **FS 3.520**

Is it really play? A close look at children's perspectives of play pedagogy in the primary classroom

Lindsey Robey, Penn State University, Pennsylvania

3.30-3.45pm Break

Abstracts with Authors Names & Contact Information

Özge M. Aslan, (metinozge@gmail.com) & Belma Tugrul, Hacettepe Univ, Turkey
Turkish Preschool Teachers' Behaviors and their Roles in Play

The purpose of this study was to examine Turkish preschool teachers' behaviors in play. The participants consisted of preschool teachers in two different preschools in Turkey. Teachers were observed by training observers during two days a week for two weeks. Teacher Play Behaviors Observation Form was developed by the researchers. The form included four different teacher behavior roles in 10 items. These roles were uninvolved role, state manager role, co-play/play leader role and director role. The observers assessed the teachers in free play and checked the form during 15 minutes observation period. A descriptive analysis method was used for discussing the results. The results showed that the teachers preferred an uninvolved role during play. Moreover, most of the teachers preferred just to stand near the children when they play and answer their questions. On the other hand, a few of the teachers preferred to stand near the children when they play and asked them questions. In addition, it was found that most of the teachers did not participate in their play or play with children. These findings will be discussed and recommendations in terms of the importance of teacher participation in children's play.

Monirah Al-Mansour, King Saud University, Riyadh, Saudi Arabia (moni.psu@gmail.com)
Uncovering Pre-Service Teachers' Perception About Children's Play: A Reflective Play Experience

The research titled "Uncovering Pre-Service Teachers' Perception About Children's Play: A Reflective Play Experience," explores how pre-service teachers remember their own childhood play and how they perceive children's play today. The understanding of the significance of play today and descriptions of play could be increased by pre-service teachers' examination of their own experience of play in their childhoods and through their current reflection of their hands-on experience playing with open-ended materials. The research was conducted through a workshop designed for pre-service teachers. During the workshop, the pre-service teachers had a heavy dose of hands-on experience playing and interacting with open-ended materials. There was no prescribed formula for change applied; instead, the research depended on the informally collected data concerning pre-service teachers' need for more hands-on activities. The workshop provided the best opportunity to bring everything together and discuss how open-ended materials can be linked to learning through creative play. Discussion included how important it is to have daily access to open-ended materials, especially in classrooms for young children, to encourage not only creativity but also the child's overall development (cognitively, socially, emotionally, and linguistically).

Amy Ansong, George Mason University, VA, USA (aansong@masonlive.gmu.edu)
Smithsonian's representation of play as it relates to culture and identity

In the United States, the Smithsonian Institute serves as the nation's repository of artifacts which reflect culture not only in the United States, but around the world. From oil paintings of

landscapes and people, to original art pieces and tools used in certain cultures or religion, the Smithsonian represents different aspects of life throughout history. Play is an important element of life, regardless of race, gender, or socioeconomic status. The purpose of this paper is to examine the ways in which the Smithsonian represents play in their exhibits. This paper also examines ethnically diverse Smithsonian museums (African and African American Museum, the National Museum of the American Indian, and the National Portrait gallery), and compares and contrasts the ways in which play is represented, and the way play is intertwined in the culture and the everyday lives of the people.

Robert Aust, University of Leipzig, Germany (Robert.aust@uni-leipzig.de)

Digital Game Based Learning in Teacher Training Education. Conception and Evaluation from a Case Study at the University of Leipzig

Computergames are a viral thread in (media) education in the 21st century. Not only possible mappings of “who plays computer games” varies, but also what types and potentials such computer games bring to school(s), teachers and pupils, too.

In 2014 an english-language seminar designed as a case study for teacher education at the University of Leipzig was developed. The aims of the seminar were a) to discuss and reflect on media education and more specific about the „gamification of society“, concepts of #DGBL and their impact and potentials for schools and teachers; and b) the concepts and subjective behaviours of teacher students concerning #DGBL #gaming and computer games in pedagogical settings.

At the 41st TASPconference we want to present the concept and the results of the qualitative evaluation of that case study in teacher training from the University of Leipzig.

Joy Marie Bechtold-Moss, University of Houston-Clear Lake, TX, USA (bechtold@uhcl.edu)

Playing in Educational Literature

Play is so multi-faceted that one can spend an enormous time in navigating the research literature that is available in a wide variety of academic journals. In an effort to encourage graduate students to become immersed in the available play research, I have incorporated within my ECED 5231 Play and the Developing Child course a literature review assignment. This assignment requires them to identify an area of play that can be across disciplines or focusing on any area of the life span and conduct a literature review using 15 peer-reviewed journals that have been published within the past five years. The students are to read the journal articles and analyze the data and findings presented by the researcher and write a 15 page literature review. This session highlights a sample of the literature reviews presented by the graduate students. The students will also be reflecting on their journey throughout this assignment and the benefits of completing a literature review as an assignment.

Joy Marie Bechtold-Moss, University of Houston-Clear Lake, TX, USA (bechtold@uhcl.edu)
Play Memories

Within the field of early childhood, the play of young children, is described in various ways. In fact many teachers only see the play of young children through the lens of assessment, which often leads to teacher directed play which can be very structured. In an attempt to challenge the already established perceptions of play that these students may have in my course ECED 4230 Play, I ask them to write three two page reflections addressing the following prompts: 1) Describe their play as a child; 2) Describe their play as an adult and 3) Describe what play looks like in their classroom. I additionally ask the students to draw a picture of their favorite play as a child. In this session you will hear the voices of the students who have participated in this activity. They will describe their feelings as they shared about their own childhood play, noting that oftentimes their adult play is similar to their play as a child and discuss how this activity encouraged them to look at the play of young children in their classroom with a more critical eye.

Joy Marie Bechtold-Moss, University of Houston-Clear Lake, TX, USA (bechtold@uhcl.edu)
Play Memories With Toys

Toys oftentimes spark memories from a long ago childhood, as well as opening up conversations about how children played with these toys. This session will look at a variety of toys across time and discuss if these toys are still being played with by children today or have new counterparts. Come prepared to discuss your favorite or least favorite toy.

Michael J. Bell, West Chester University of Pennsylvania, PA, USA (mbell@wcupa.edu)
Preschool Girls at Play: Attention, Planning, and Organization

This presentation describes the capabilities, strategies, social contacts and content, as well as interests of three preschool-age girls during free play at an urban preschool program. Play activities and related behaviors reflect, not only the child at play, but prior knowledge and experiences that each child brings to free play. This ethnography has followed the three subjects for the past 14 months and is on-going. The subjects were identified from an analysis of social contacts among a group of 18, 36- to 48-month-old children during scheduled free play observations. This investigation used observations, child assessments, interviews, child-centered discussions, and analysis of social contacts, as well as social content to portray the distinctive features and characteristics of three preschool-age girls during times of free choice and self-guided play. Results suggest highly concentrated social contacts with peers, specific social intent, directive language, and social status are characteristics of these preschoolers at play.

Michael J. Bell, West Chester University of Pennsylvania, PA, USA (mbell@wcupa.edu)
Why Children Don't Run

Throughout human history, running has been used for communication, exercise, war, religion, survival, status, and sport. Recently, through the development of technologies, population growth and density, urbanization, sedentary play, and spectatorship, children learn that the

simple, high-demand physical activity of running is not for them. This presentation describes the cultural and social evolution that inhibits and, in some cases, discourages children from running. Reviewing places where children play reveals serious concerns about the availability and access of open spaces for infants, children and adolescents to run. Child health and obesity trends are significant problems facing current and future generations. Yet, the lack of open space in urban and suburban environments, trends in play environment design, short-sighted guidelines for play environments at schools and child care centers, and most significantly, the trend toward sedentary play and spectatorship suggest that adults have unintentionally or neglectfully diminished children's opportunities to run.

Marleah Blom, Concordia University, Quebec, Canada (marleahblom@hotmail.com)

Reflections on Play and Learning from Early Childhood Education Faculty in Canada

Early Childhood Education Faculty members have an important role as potential advocates for play. This session will include an overview of a current doctoral research project exploring faculty's beliefs about play and learning and related teaching practices when teaching pre-service early childhood educators within various post-secondary Early Childhood Education (ECE) programs across Canada. Details about the study, including its rationale, methodology, and key findings will be presented. Ways in which findings contribute to literature within the areas of play and learning, teacher education, and the place of play in teaching and learning in higher education will be discussed as well as ways in which ECE Faculty, within their particular post-secondary settings, may shape play as part of the future for both children and adults.

Meaghan Bonham and Joanna Cemore Brigden, Missouri State University, MO, USA
(Meaghan225@live.missouristate.edu), (joannacemore@missouristate.edu)

The exploration of the natural integration of writing during play in kindergarten

The purpose of this qualitative case study was to investigate how kindergarten children naturally integrate writer's workshop into ongoing play activities during free choice centers. The new Common Core standards have placed great emphasis on high standards and rigorous learning. In the classroom this rigorous learning has translated to more instruction and a reduction in free choice centers. In this study the students were videotaped at the writing center during free choice centers. Brief episodes were isolated and analyzed using microanalysis to better understand how writing and play are integrated in a natural play setting. By looking closely at the actions of one boy, evidence of an internal plan in both his writing and play was discovered. In some cases, writing and play were integrated so seamlessly it was impossible to separate the play from the writing. There was a great depth of learning as the students taught each other, shared information from their own experiences, and worked together to accomplish their goals.

Heather Boynton, California State University, CA, USA (djbandhcb@gmail.com)

Play and the Project Approach: The Bird Project

A preschool teacher and graduate student will present her class' experience with the Project Approach and its play-centered focus. Children between the ages of three and four, participated in the "Bird Project" and explored a variety of bird species through hands on activities and exploration. Following a field site visit to the San Joaquin River Center, where students sat in a life-seized eagle's nest, the children constructed a bird nest in the classroom. Dramatic play and its area in the classroom were focused on birds and equipped with bird wings, masks, and veterinarian supplies for injured birds. Both a Silkie chicken and Blue and Gold Macaw visited the classroom, where students had the opportunity to feed and interact with the birds. The culminating event for the project was a musical performance where students performed several bird songs and dances. Children's play as connected to the Bird Project allowed students to demonstrate their newfound knowledge and continued inquiry.

Heather Brezinski and Debbie Vera, Texas A&M University-San Antonio
(heather.brezinski@tamusa.tamu.edu)

Encouraging the use of Block Play in Pre-Service Teachers

Blocks first entered early childhood classrooms when introduced by Friedrich Froebel (1910) through the gifts and occupations. Play with blocks develops language, math, engineering, spatial reasoning, social-emotional skills as well as many other skills. The Ramps and Pathways research (De Vries and Sales, 2011) uses blocks as supports to encourage the development of physics skills. This presentation details a class project where undergraduate students build with various block materials then later will be surveyed on the value of using Blocks as a personal pedagogic choice in an early childhood classroom.

Katelyn Clark, Rutgers University, NY, USA (katy5878@yahoo.com)

Play history and play practice: Connections between childhood play and our professional lives

The purpose of this workshop is to uncover and examine the ways in which our personal play histories impact the way we engage, (or don't engage) playfully in our adult/professional lives. The term *play history* is not limited to only childhood memories, rather, it can be further clarified as memories of and experiences with play as children, young adults and as grown practitioners. When play is situated within the context of an entire life span, and not simply limited to childhood experience, it is revealed to be dynamic, changing over time through various interactions with societal, cultural and historical contexts (Freysinger, 1989). By unpacking what materials and activities have creatively and playfully inspired our past and why they were so meaningful, we can begin to examine those locations and occasions for playful activity in the context of our professional lives.

Lynn Cohen, LIU/Post, NY, USA (lynn.cohen@liu.edu)

Block Play: Spatial Language and Vocabulary

This research study describes the use of language in a playful venue designed to advocate block play for children of all ages. Blockspot™ is a business that invites children to visit, play, and learn in an environment outside of the classroom. Block play is a common spatial activity in which spatial language naturally occurs. Children's block structures become more sophisticated with age. Drawing on video-taped examples of preschool and school age children, this study will examine the use of spatial words while building with blocks. It was predicted that the link between early and later spatial language and vocabulary becomes stronger as children get older. The study has implications for encouraging play both in and out of the school environment.

Michaela C. Cole, Our Lady of the Lake University, TX, USA (mcole@ollusa.edu)

Exploring Play the Waldorf School Way!

In an era where the trend is to *push down* the curriculum, get children "ready for school," and provide them with hand-held smart devices to entertain and educate them, one would wonder where has childhood play gone? In the Steiner Waldorf Schools, the period of childhood is honored and the role of play is purposefully encouraged and nurtured by the adults. Play is viewed as a fundamental and essential part of human development and imagination. In this workshop, play will be explored through the lens of Steiner's Waldorf Preschools. The aim of play in the Waldorf early education centers is to promote well-rounded, three-dimensional development, where children are engaged emotionally, mentally, and actively. Play is the vehicle for reaching children's heads, hearts, and hands.

Walter F. Drew (ISAE), Jim Johnson (Penn State University), Dorothy Sluss (James Madison University), and Marcia L. Nell (Millersville University), FL, USA (wdrew@ISAEplay.org)

How the Practice of Intergenerational Play Strengthens Spirituality, Creativity & Wellness for All Ages

Our own life experiences represent a wealth of "intergenerational knowledge" and reveal the continuous flow of benefits derived from play. First as a child and then if we are fortunate, as an adult who maintains the capacity to play through practice.

This workshop investigates intergenerational play and relations of play with spirituality and creativity interests, how play fosters growth and development across the life span and how important it is to articulate ways for the study of play to enrich practices and policies for individual, group, and community enrichment; and how new data can be generated by practical applications that will further play study: research and theory building. Since it is a workshop, it will be activity-based and interactive. There will be sharing of stories and slides as well.

A'ndrea Fisher, Stefanie Kubala, and Janna Smith, Freiheit Elementary School (Comal ISD), TX, USA (andrea.fisher@comalisd.org)

Play as an Integral Part of Project-Based Learning: Early Elementary Experiences

Project-based learning (PBL) focuses on shifting the power from the mind of the educator to the more capable hands of the child. Play intertwines with PBL as it takes a leading role in where learning happens and what journey it may follow. Looking at experiences within a Title I public school first grade classroom, play is seen as a driving force within PBL, leading to enriched learning opportunities. Imagine exploring how superhero play can promote good citizenship. Think of play as super secret agents focused on random acts of kindness building a school-wide garden initiative. Explorative play as engineers with high school physics students can dig for a deeper understanding of forces and motion. These are a few examples of how PBL and play fuse together to not only enhance the academic understanding of the students but allow children the opportunity to use play as a tool for learning.

Reid Fisher, University of the Incarnate Word, TX, USA (Reid.A.Fisher@gmail.com)

Impacts of early exposure environmental education on a child's selection of words

Environmental education researchers have long identified a connection between formative play experiences in nature settings and pro-environmental behaviors later in life. As more children are removed from free-play, wilderness opportunities, some schools are seeking means to create those formative experiences within the educational setting, but research has not been done to address the impact that this approach has on developing environmental behaviors. This study sought to identify the impacts that a forest-immersion pre-kindergarten has on the connection of the child with the natural world. The forest-immersion group used more nature-based words in ideations, which reflects a cognitive impact stemming from their educational environment. Despite both programs employing a Reggio Emilia-inspired teaching philosophy, the students in the forest-immersion program expressed greater numbers of ideations and higher creativity scores as well. Forest-immersion programs used in early-childhood education have the potential to impact the cognition of the child as reflected in language use.

Reid Fisher, University of the Incarnate Word, TX, USA (Reid.A.Fisher@gmail.com)

Reggio Emilia inspired Forest Kindergartens

Forty-five degrees and the children arrive bundled and ready for school. In this Forest Kindergarten there are no walls, no windows, and the only door they pass through is when they exit their parent's car door to enter their school. Five acres of undeveloped forest equipped with a lunch table, theater, lean-to shelter, and mud pit provide the primary integrating context of a child-centered curriculum. The focus of this talk is on the merits of a Reggio Emilia-inspired Forest Kindergarten that develops its curriculum through the interests of children's spirit and play. These programs are abundant in and around their point of origin in Germany, Denmark, Sweden, and England and have begun to catch on in places around the US.

Vivien Geneser, Texas A&M University, San Antonio, TX (.edu)

Perceptions of Play in a Teacher Preparation Program

In this study, preservice teachers shared their perceptions of play before and after field residency. The inquiry focused on two questions: How did the students initially perceive a playful approach to teaching children? What, if any, were the changes in their perceptions after implementing play-based lessons in the classroom for two semesters? The first portion of the study utilized surveys that were administered to the students before and after they completed an education course that features a play-based curriculum while they were concurrently completing their second semester of field base. The following semester, students completed a similar set of surveys before and after they completed student teaching. The research was conducted primarily as a quantitative study, and supported with qualitative components. The surveys were designed to assess their prior knowledge of play as well as the perceptual changes that may have occurred after the students implemented playful lessons. The answers were coded for themes and then analyzed for frequency and relevance. The students' comments provide insight into the evolution of their thought processes about the challenges and rewards of implementing a play-based curriculum. The results from this year-long study portray the development of the students' perceptions of play and support our program philosophy that play is a fundamental component of an effective teacher preparation program.

María C. Ghiggia, University of Wisconsin-Madison, WI, USA (ghiggia.maria@gmail.com)

Children's Games, Ritual and Violence in Memories of State Terror in Argentina

In cultural production looking back to state terror in the Argentina of the 1970s, children's rhymes and singing games juxtapose with traumatic memories of abduction and torture. The presence of singing games in literary, cinematic, and other texts underlines the role of the body in the imprint of violence and its traumatic reenactment. In Richard Schechner's concept of performance, children's rhymes and games can be seen as "restored behavior," which highlights links between play, ritual, and habits. The memory of games as "habitual" or "incorporated"—concepts of Henri Bergson and Paul Connerton—is very close to traumatic memory in that both are "embodied" memories. This proximity is evident in the ritualistic character of singing games and children's rhymes with their repeated routines and scripts. In the testimonial novel of survivor Nora Strejilevich, *Una sola muerte numerosa (A Single Numberless Death)*, the repetition of two popular children's rhymes in Spanish contributes to the representation of trauma.

Stephanie Goloway, Community College of Allegheny County, Pittsburgh, PA, USA
(sgoloway@ccac.edu)

My Mommy Is An Addict, My Daddy is a Unicorn: Pretend Play and Familial Substance Use Disorder

It is estimated that up to one in four children lives with familial substance use disorder (a.k.a. alcoholism/addiction). Recent neuroscience research highlights the roles of executive function and resilience in both the prevention and onset/progression of the disease. Likewise, there is

strong evidence for the role pretend play can play in the development of executive function skills and resilience. This workshop will examine how the neuroscience of substance use disorder and our understanding of pretend play can inform our work with all young children at risk. Participants will leave with a deeper understanding of how the skilful integration and facilitation of rich and varied pretend play in the early childhood curriculum can support the future health and well-being of all children, including those who face the specter of succumbing to what many believe is the #1 public health crisis facing America.

Ruth Guirguis, Pace University, NY, USA (rguirguis@pace.edu)

Structured Setting vs. Non-structured Play Setting

With the call for educational policies focusing on more accountability and high stakes testing, educational legislations are putting the overall development of the preschool child at risk (Miller & Almon, 2009; Patte, 2012). Research demonstrates that students who enter kindergarten without self-regulatory skills are at greater risk for difficulties with socialization and academics (Miller & Almon, 2009; Tominey & McClelland, 2011). This research explored the association between self-regulation and academics through play for 70 preschool students. The study measured these associations for Time 1 and 2 in two different play settings. The first preschool had a very structured play setting while the other implemented a non-structured play setting. A MANOVA and Correlational analyses were conducted to measure self-regulation, type of play, and academics. Results revealed that the type of play makes a difference in academics. Implications for practice and policy will be discussed.

Debra Harwood, Brock University, ON, Canada (dharwood@brocku.ca)

Intersecting Play Spaces: Young Children's Digital Worlds

Play is a powerful social practice that shapes children's immediate worlds, imagination, creativity, and future worlds. The importance of providing young children with 'real' and natural play materials is part of the developmentally appropriate discourse that has shaped and continues to influence the field of early childhood education. However, the nature of children's play has undergone some dramatic shifts in the 21st Century. Today's 5-year old is what Prensky (2001) would describe as a 'digital native', an individual born into a world of digital technologies and a 'native speaker' of the "digital language of computers, video games and the Internet" (p. 3). The pervasive nature of this digital world is well represented in children's playthings and play encounters. How children negotiate this digital world and the impact of this meaning-making process on playing and learning is a burgeoning area of research interest. This presentation will focus on the findings from an ethnographic study of 71 young children as they played with tablets within varied early childhood education programs. The research found that the young children moved quite seamlessly between the concrete and digital worlds of

play. Moreover, the children's play evidenced an *intersection* of multiple platforms. Possibly, the traditional boundary between 'real' and 'virtual' play has eroded.

Thomas S. Henricks, Elon University, NC, USA (henricks@elon.edu)

Play and the Emotions

Most theories of play emphasize that play is both a distinctive style of relating to the world and a quality of experience generated by this pattern. In that light, this paper explores the connection between play and emotion. Some prominent theories of the play-emotion relationship are presented. Then the author introduces his own theory of emotions as "framing judgments" and of play's pattern of creating and managing these in a distinctive way. A special theme of the theory is the extent to which players actively seek certain "emotional destinations." Also emphasized is the role of socio-cultural factors in promoting and structuring those choices. These comments are part of the author's current project, "Pleasure Dome: Comments on the Transformation of Experience."

Satomi Izumi-Taylor, Cathy D. Meredith, and Bonnie Cummings, University of Memphis, TN, USA (sitaylor@memphis.edu)

American and Japanese children's play perspectives through Photos

The purpose of the study was to examine American and Japanese kindergarteners' views of play. The participants consisted of 44 kindergarteners and their five teachers in the southeastern United States and 50 kindergarteners and their three teachers on Japan's main island. Both groups of children were asked to photograph their views of play and explain the reasons for their photos. Teachers were also interviewed about their views of play. Qualitative analysis revealed that children's views of play were associated with interactions with others, preferred environments, and favorite toys/props. Both groups of children photographed outdoors. Only Japanese children photographed toys/props without people while no American children did. Many children's reasons for photos were descriptions while Japanese children described physical environments, affective states, and favorite toys/props. Only Japanese children's photos captured toys/props and outdoor environments without people and gave more detailed explanations for their photos than American children.

Olga S. Jarrett, Yali Zhao, Stacey French Lee, Georgia State University, GA, USA (ojarrett@mindspring.com), and **Huang Jin**, Nanjing Normal University, China

Cross-cultural study of Play in Chinese and American: Pre-Kindergarten Programs

This presentation includes the findings of a Chinese/American cross-cultural study that examined how pre-kindergarten (preK) teachers in university-affiliated programs define play and describe the importance of play for four-year-olds. Another purpose is to identify types of play and playfulness in which pre-kindergarten children are engaged in China and the United States. The study, led by researchers from both countries, was conducted in two preK classes in each country and includes both classroom observations and interviews with teachers. Teachers

in both countries considered play an integral part of children's daily life. However, American teachers seemed to define play more broadly and integrate play into children's various academic activities, while Chinese teachers tended to define play more specifically and separate play from more academic learning. This research expands on previous studies of play in diverse preschool settings (Pramling-Samulsson, 2010; Tobin, Hsueh, & Karasawa, 2009).

James E. Johnson, Karen McChesney Johnson, Penn State University, University of Pennsylvania, PA, USA (jej4@psu.edu), **Lloydia Krystal Murillo**, PSU, Berks, and **Belma Tugrul**, Hacettepe Univ, Turkey

Transcultural and Trans-media Play Pedagogies for Teacher Education

This workshop focuses on conveying latest information including research reviews and the use of experiential activities to engage the audience in our topic which is preparing new teachers to employ play as a context and medium for learning in children at school across cultures (a focus is on diverse cultures and presenters hail from Turkey, Belize, and the USA/Pennsylvania). Pre-service teachers needs are many and the presenters will touch upon important issues and topics that will address the challenges of preparing teachers to impart students with the 21st century skills of critical thinking, communication, collaboration, and creativity.

Classroom practices, activities and assignments serve instructional purposes and model playful teaching and teaching for learning and play. This session includes coverage of the ends or the purposes of play courses-- that are learning about theory and research but also about play advocacy, designing and implementing field experiences and trips for children, working with parents, designing curriculum for play, and using play observations, assessments and documentation, among other aims. Also included as means of instruction are movement and drama activities, games and simulations, making and using materials, and finally the illustration of *ibook* constructions that incorporate the use of widgets (*imovies*, documents, etc.) and photo galleries of fairy houses, museum exhibits and the like.

Dana Keller, Arizona State University, AZ, USA (dwkeller@asu.edu)

Exploring New Playgrounds: Who's Playing at Midlife?

At the time of the conference, I will be two months into a 5-month research project to learn more about the relevance of adult play during midlife (ages 35-55). In addition to using Stuart Brown's "properties of play," the type of play I'll be looking for includes activities that create a safe space for participants to experience trial and error, take risks, practice being in process (rather than product focused), and practice not knowing. I will examine if, when, how, and how much adults participate in activities that they consider "play" and explore whether having a playful personality translates into play practice. The first part of the study will be a 10 question online survey and either the Short Measure of Adult Playfulness (Proyer 2012) or the Adult Playfulness Trait Scale (Shen, Chick, and Zinn, 2014). Based on survey and scale results, 10 participants will be contacted for live interviews.

Julia Kroeker, Florida SouthWestern State College, FL, USA (Julia.kroeker@fsw.edu)

Children's indoor and outdoor play in preschool programs in terms of teacher interaction, peer interaction and task orientation

The purpose of this explanatory sequential mixed methods study is to explain children's indoor and outdoor play in preschool programs in terms of teacher interaction, peer interaction and task orientation. In the first quantitative phase, children's indoor and outdoor play behaviors were compared using the Individualized Classroom Assessment Scoring System. In the second qualitative phase, the qualitative observations were collected to explain the quantitative differences between indoor and outdoor play settings. An explanatory sequential design was used because the qualitative data provide an explanation for the quantitative data gathered in the first phase, and the two types of data provide a more complete picture of children's indoor and outdoor play behaviors. Findings for the quantitative phase include significant differences on task engagement and self-reliance, with both measures higher in an indoor play environment than an outdoor environment. Findings for the qualitative study helped explain the quantitative results by showing that movement play occurred outdoors only, with more higher-levels of play, such as constructive and dramatic play, occurring indoors.

Debra L. Lawrence, Drexel University, PA, USA (brainguru@aol.com)

What Teacher Attributes or Dispositions are Necessary in Creating a Playful Classroom? The Role of Higher Education in Teacher Education.

In the hostile educational environment created by No Child Left Behind, teacher candidates, whether infant or toddler, preschool, pre-k, or primary are faced with challenging and restrictive policies that impede opportunities to facilitate learning through play. What dispositions or characteristics do higher education institutions need to foster in future teachers? What are the key attributes or dispositions that effective educators should possess in order to be dynamic and successful in working with diverse populations? How can higher education institutions empower teacher candidates to advocate for play? What current practices or coursework is in place to promote these attributes? Come ready to join in a discussion on current efforts and opportunities that can positively impact teacher education.

Carrie Lobman, Rutgers University, NY, USA (carrie.lobman@gse.rutgers.edu)

Creating a Stage for Development: Supporting Inner City Youth Through Play and Performance

The purpose of this ethnographic study was to examine the experience of inner city youth involved in an outside of school program that is based on a postmodern Vygotskian understanding of play and performance. At the All Stars Project of New Jersey the stated goal is to create an environment where young people can play and perform *on-stage and off* and where they can learn to see themselves as the creators of their lives. The goal of the study was to explore the processes by which this was accomplished and the ways it is impacting the young

people and adults involved in the programs. The findings from the study revealed that playfulness produced an environment of risk-taking for young people and adults; it allowed for unusual relationships between adults and youth, rich and poor, and black and white; and, while it was often described as fun, young people talked about the ways it helped them become more responsible and mature.

Ana Marjanovic-Shane, Chestnut Hill College, PA, USA (anamshane@gmail.com)

Spoilsport or a most welcomed participant

I compare and contrast two educational approaches - Drama in Education (DiE) and Democratic Dialogic Education (DDE) to examine their effects on the dynamics of the relationships in their communities of learners. I focus on the legitimacy of the learners' disagreement with the premises of the educational activity and perspectives proposed by the teacher and/or other participants in the community. My findings show that in DiE, a student who disagrees with the educational premises of the make-belief is perceived as a spoilsport. S/he cannot continue to be a player any more and must be removed from the activity. In contrast, in DDE, expressing dissensus with teacher's or students' proposed curricular issue or instructional activity, not only is legitimate, but, in fact, is the most valuable and welcome contribution – inviting and opening further dialogue. This difference has important implications for the nature of participation as well as the learner/player's subjectivity and agency.

Leslie McAlpin and Olga Jarrett, Georgia State University, GA, USA (lmgcalpin@gmail.com)

Gender Differences on the Playground

As part of a dissertation, four year old students in two university child development centers were observed for gender differences in outdoor play behaviors. To begin, the students were given color photographs of each of their classmates, and asked to choose up to five students they would like to play with the most. This portion of the study uncovered whether children choose their own gender or both genders as playmates. Selected students were then observed during their 45 minute outdoor play session. Students were coded according to their chosen play activities, social versus non-social behavior, play group size, and play entry strategies. This session will explore any gender differences uncovered through the study. The researchers will also give implications to educators based on the findings of the study.

Mary Ruth Moore and Stephanie Grote-Garcia, University of the Incarnate Word, TX, USA (moore@uiwtx.edu)

Play in the Present: Play Days: Build Partnerships

Play days serve many purposes including play advocacy and service learning. In addition, this presentation will share the unique perspective of how play days can build several layers of partnerships with students, children, parents, and community informal education sites in our cities and urban areas. Participants will learn examples of how theory informs best practices at both the university and community levels. The presentation includes how pre-service teachers

modeled the use of an outdoor center approach to meet the child's need for healthy, appropriate play and literacy which parents can easily replicate in their own backyards. The play days will come alive in a photo display that details simple and effective approaches to playful fun in the outdoors. Community partners include local schools, a nature organization, and a zoo. Come and learn more ways to enhance outdoor play experiences through play days in your community.

Marcia Nell, Elizabeth Powers-Costello, Millersville University, and Walter F. Drew, Institute for Self Active Education, PA, USA (Marcia.nell@millersville.edu)

The Privilege of Play: Understanding the Contextual Factors

The International Play Association (IPA World) advocates for the child's right to play through the United Nations' Declaration of the Rights of the Child (1959). Although the Declaration has been in place for over 55 years, the state of play in the lives of children has been declining, especially when certain contextual factors are considered. This session will highlight the contextual factors that influence the opportunity for children to engage in self-directed play. The relationship between these contextual factors and social justice issues will also be explored. A content analysis methodology was employed as current play research studies were examined for contextual factors that influence or promote children's self-directed play. Implications for practice and suggestions for further research will also be addressed.

Marcia Nell, Millersville University, and Walter F. Drew, Institute for Self Active Education, PA, USA (Marcia.nell@millersville.edu)

"Godly Play" and Healing

Jerome Berryman introduced the term "Godly Play" over three decades ago. In his work Berryman developed an approach that combined the nonverbal, relational or "aesthetic" communication systems with children's playful style and sense of story. In this approach specially created artifacts and symbolic objects are used as the storyteller involves children in a playful engagement with the spiritual and the religious stories. Using objects in play has long been a widely used tool for engaging children's minds, imaginations and creativity. In our work with children and adults, the use of open-ended objects has served as strong indicators that deep feelings and spiritual understandings beyond the limitations of language have occurred for individuals. The connection between play and its healing power will be shared from several contexts and several mediums.

Barb O'Neill, Jennifer Andrade, Sharon Arias, and Chamroeun Yann, Joyce M. Huggins Early Education Center, Fresno State, CA, USA (boneill@csufresno.edu)

Supporting children's play in an inclusive Reggio-inspired Early Education Center

As teachers how do we create a bridge from associative play to cooperative play? How do we support children's development from play with teachers to play with peers? At our center we

are in an ongoing process of inquiry into the support of children's play. To explore these questions we have been identifying in need of support and then engaging in a collaborative process of videotaping children's interactions during play and reflecting on the videos. Embedded in our exploration is the idea of looking for "offers" – anything a child says or does – as the basis for building the play. This process has given us a heightened sense of children's abilities and allowed us to expand the ways that we support children's play. In this interactive session we will invite you into the dialogue as we present documentation, including video vignettes, photographs, and observational notes, as way to share the children's growth as well as our own.

Michael M. Patte, Fraser Brown, and Joe Frost, Bloomsburg University, PA, USA
(mpatte@bloomu.edu)

Adventure Playgrounds Past, Present, and Future – A Panel Discussion

The first adventure playground was created at the Emdrup Housing Estate near Copenhagen, Denmark, in 1943. Frost and Klein (1979) report that an architect named Sorensen noticed that children enjoyed playing with scrap materials left on construction sites rather than on established playgrounds. This observation led to the creation of the first adventure playgrounds, sometimes called junk playgrounds. Lady Allen of Hurtwood introduced adventure playgrounds to Great Britain in 1946 after visiting Emdrup and in 1962 the London Adventure Playground Association was formed. Adventure playgrounds were introduced into the United States in 1950 by McCall's magazine and the American Adventure Playground Association was formed in 1976 by a group of park and recreation officials and educators. In 1977, the organization recognized sixteen adventure playgrounds in America (Frost & Klein, 1979). The purpose of the Association was to provide information about adventure playgrounds and to promote their concept.

Michael M. Patte, Bloomsburg University, PA, USA (mpatte@bloomu.edu)

Provide Children with Time, Space, and Materials and Watch the Magic Happen – Planning and Implementing a Pop-Up Adventure Playground

On **Saturday, November 1, 2014**, Bloomsburg University students will organized a Pop-Up Adventure Playground for children (**12 & under**) from the surrounding community. The Pop-Up took place on a terrific green space (the academic quad) on the Bloomsburg University Campus. Pop-Up Adventure Playgrounds are expressions of child-directed play in public settings like parks and are characterized by re-purposing an abundance and assortment of loose parts. These loose parts include safe, clean, and open-ended materials such as recyclable items (cardboard boxes, tubes, paper bags), everyday things (cotton balls, string, glue, and tape), household wares (mixing bowls, wooden spoons, cooking sheets), natural materials (acorns, branches, leaves), unexpected things (colorful fabrics, giant bottle caps, old computer keyboards), and anything that is not sharp or made of glass.

All Pop-Up Adventure playgrounds are characterized by 7 guiding principles:

1. Free to attend – There is never a charge or fee to participate in a Pop-Up.
2. Free to come and go – Children and families are able to arrive and leave at their discretion.
3. Free to participate as you wish – Children make their own choices about what they do and how they do it.
4. Inclusive – Pop-Ups are open to people of all genders, backgrounds, abilities, and interests.
5. Stocked with everyday things – Pop-Ups demonstrate that play need not be expensive and encourage playing with everyday objects.
6. Safe from hazards – Pop-Ups provide a safe play space where children are free to assess and manage risk.
7. Commercial-free play – Pop-Ups provide a commercial free play space.

Those attending the session will experience the Pop-Up Adventure playground via pictures, video clips, and stories.

Samantha J. Perez and Emily Villanueva, Our Lady of the Lake University, TX, USA
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Exploring Outdoor Play Spaces at the University Presbyterian Children’s Center: OLLU Practicum Students Researching Natural Environments

Our Lady of the Lake University Early Childhood Education practicum students will present a poster featuring an action research project conducted at the University Presbyterian Children’s Center. The research focuses on the outdoor play spaces at the children’s center. Students interviewed staff that attended the *Children Learning with Nature Training Institute* at the University of California at Santa Cruz the previous summer about their experiences on implementing nature ideas acquired at the training. In addition, students documented the outdoor learning experiences they created for the children through a photo and dialogue display.

Jillian Pierucci and Alicia Miller, St. Mary’s University, TX, USA (jpierucci@stmarytx.edu)

Play observations of children with autism spectrum disorder within their natural environments

Functional to complex play allows children to exercise developmental and social skills (Pierucci et al., 2014). However, not all children engage in appropriate play and experience these benefits. For example, early indicators of autism spectrum disorder (ASD) include engaging in repetitive play and lacking pretend play at its expected age (DSM-V, 2013). To better understand play in ASD, this study assessed mothers’ observations of play in children with ASD ($n = 3$; $M_{age} = 26.5$ months) while children were in their natural environments. Simultaneously, children participated in Project ImPACT (an empirical intervention curriculum; Ingersoll & Dvortcsak, 2009). Results showed no significant differences in *amount* of hours spent playing from baseline compared to intervention. However, the *types* of play varied (e.g., functional/motor play during

baseline vs. social play during intervention). Overall, this research is important because it can direct future play-based therapies to implement various types of play (e.g., functional, pretend).

Jillian Pierucci, Jarred Deptawa, St. Mary's University, TX, USA (jpierucci@stmarytx.edu),
Ansley T. Gilpin, The University of Alabama, and **Melissa M. Brown**, Texas Woman's University

Exploring fantasy play in childhood and its potential role in peer victimization

Children's play varies between reality based (i.e., sports) and fantasy focused (i.e., pretending). Some children demonstrate a proclivity towards fantasy play. Engaging in fantasy play is related to better executive function and empathy skills in children (Pierucci et al., 2014; Brown et al., in prep), but also involves more solitary play (Gilpin et al., in prep). However, unknown is how fantasy play relates to peer relations, namely victimization. The current study ($n = 94$ children, $M_{age} = 4.9$ years) compared self-reported fantasy play to teacher-reported peer victimization. Results showed that children who engaged in more fantasy play via impersonating behaviors and having imaginary companions were at greater risk for peer victimization, perhaps because this play is more solitary. Although previous research suggests fantasy play beneficially influences children's cognitive and social development, it is important to consider how fantasy play is related to peer relationships, especially victimization.

Lindsey Robey, Pennsylvania State University, PA, USA (lur132@psu.edu)

Is it Really Play? : A Closer Look at Children's Perspective of Play Pedagogy in the Primary Classroom

The active research project that is presently being conducted in my personal third grade classroom is designed to gain a greater understanding of students' perceptions of the learning tasks presented to them in the primary classroom. Research supports the importance of incorporating play pedagogy into the instruction of the classroom. However, with the vast variety of definitions of what play is, it is questioned if some of the activities presented to the students are perceived differently between the student and the teacher. This project is an attempt to gain a stronger understanding of how primary aged children perceive a set of curriculum based activities during their mathematic instruction. A variety of data collection methods are being used including observation, surveying, interviewing, and art based. The information gained through this project will be used in the future implementation of play based learning activities used within all content areas.

Julie A. Slivka, The University of Northern Colorado, CO, USA (Julie.slivka@unco.edu)

A rhizomatic exploration of adolescent girls' affect-driven heteronormative play

In an era where standardized testing privileges outcome-based learning, ignoring children's affective responses, play-oriented events are pushed out of traditional classrooms due to policies, denying opportunities to engage the body in physical, social experiences. The author

uses rhizoanalysis to explore adolescent girls' affect-driven heteronormative rough-and-tumble play in an elective after-school setting. The girls cast a vacuum cleaner as a low-risk heteronormative playmate in an assemblage of continuation desire for play while resisting rigid structures of feminine gender norms through their aggressive play. They mutually manipulated the intensities of multiple affects to drive physical play and maintain high levels of excitement. The author encourages fellow educators to leverage learning opportunities made possible in after-school spaces for children to generate emotional intensities through play.

S. Lynneth Solis, Harvard University, MA, USA (sls355@mail.harvard.edu)

Children's Exploration of Physical Phenomena during Object Play

The present study investigated preschoolers' spontaneous exploration of physical phenomena during object play. It consisted of biweekly naturalistic observations of 20 children's free play, carried out over eight weeks in two Northeastern United States preschools. Results demonstrated that children encountered a variety of physical concepts, including magnetism, forces, energy, tension, friction, and simple machines, as they built, problem-solved, explored, and planned and executed play sequences with objects available in their classrooms. Experiencing and manipulating these physical principles allows young children to formulate intuitive scientific ideas (Evangelou et al., 2010) that may serve as precursors to learning in STEM subjects (Stoll et al., 2012). The findings offer insights into the physical phenomena available to children through object play and how these opportunities can be used to support children not only in reasoning about the natural world today but also in imagining and thinking about the world of the future.

S. Lynneth Solis, Harvard University, MA, USA (sls355@mail.harvard.edu)

The Role of Pedagogical Context in Colombian Preschoolers' Object Play Experiences

Although play is influenced by culture, research on children's play in non-Western, non-middle-income settings is sorely lacking (Roopnarine, Johnson, & Hooper, 1994). The present qualitative study aimed to contribute to the growing knowledge of play in diverse settings by documenting the play experiences of 160 children in four demographically varied preschools in Bogotá, Colombia. Results showed that children most often played in large groups, engaging in pretend, replica, physical, and rough play and less often in solitary constructive play. Play objects available (e.g., dolls, dress-up materials, and sports equipment) invited opportunities to navigate the social-emotional environment to a greater extent than explore physical, logical-mathematical phenomena. Importantly, play experiences observed appeared related to the pedagogical environment. Free play across schools occurred in dedicated rooms or playgrounds with little teacher direction, illustrating teachers' belief that play serves a recreational purpose and provides children with opportunities to exercise independence and autonomy.

John A. Sutterby, University of Texas at San Antonio, TX, USA (John.Sutterby@utsa.edu)

Nature play for adults

Adults are often attracted to different leisure activities. One leisure activity that appeals to adults is the field of nature study. Nature study could involve activities such as bird watching, plant study and gardening. This presentation will explore the motivations of adults as they pursue these activities. The group that tends to be attracted to these activities as well as having the leisure time to pursue them is retired or near retired individuals. This study is an ethnography of people who pursue nature activities as a hobby. The participants in this study are members of organizations that focus on the study and care of natural elements. The two groups that are the focus of this study are the Texas Area Master Naturalists and the San Antonio Botanical Gardens volunteers. Master Naturalists and Garden volunteers are people who are interested in nature and pursue nature as a play activity. Bird watchers for example keep lifetime lists of birds and travel in order to observe a rare species of bird. Gardeners will cultivate particular species like day lilies as a hobby. Another important aspect of this nature play is the desire of most of the individuals to give back to the community. They often volunteer to help educate younger generations about nature as well as helping to maintain parks and gardens. As we have growing numbers of people retiring it is important to better understand the leisure activities they are pursuing and how they might be enhanced.

John A. Sutterby, Karen Lopez, University of Texas at San Antonio, and **Sofia Sutterby**, Alamo Heights ISD, TX, USA (John.Sutterby@utsa.edu)

Women in online gaming environments

Online gaming is being played by more than 700 million people world wide. Online gaming has even reached the point where there are professional leagues and university teams have been formed. Nearly half of all online gamers are women and girls. While women and girls participate in online gaming in nearly equal numbers to males, they are attracted in general to different styles of games. This presentation will discuss the types of games that appeal more to female players as well as motivations to play online games.

The darker side of online gaming has shown itself recently for the gamergate scandal. As women have begun to become critics of misogynistic images of games and as women have taken more prominent roles as game developers, there has been pushback from a segment of the male gaming population. Gamergate became news worthy when groups of male gamers harassed women gamers and game designers. This scandal revealed how online environments are difficult to moderate and are often very toxic, especially toward women.

Finally, what are online environments going to be like going forward and how will they reflect the voices of women gamers and game developers.

Jinnie Templin, University of Denver, CO, USA (jintemp@gmail.com)

Click Here to Play

Contemporary, “always-on,” US workforces have expressed frustrations with an increasingly disproportionate work-life balance. While business organizations have attempted to placate overworked employees by adopting gamification strategies and introducing playful distractions

into office environments (e.g. pool tables, basketball courts, bowling alleys, slides, etc.), very few business organizations, if any, seem to harness the deep value, power, and appreciation of play. Building off of the concept of free imaginative play, this project aims to address various “work tasks” in a more playful manner. Equipping the modern worker with a digital toy box may encourage even the most tedious and mundane “work tasks” to become playful experiences in creative problem solving and innovation. By exploring the intersection of workspace and playspace, new methods of productively incorporating playfulness into work tasks can help workers feel more engaged with their work.

Vejoya Viren, The University of Texas at Brownsville [Vejoya.Viren@utb.edu]

Play Among the Rescued

The presentation is a reflective summary of observation, conversations, and interviews with the residents and staff of an organization for rescued women and children, which is based in Nepal. The facility houses women and children rescued from domestic slavery, prostitution, abandonment, destitution, and political conflict. The context, process, and function of play in this environment are examined. Much has been written about play in areas that have been devastated by manmade or natural disasters, but there is little information on play among children rescued from human trafficking.

Jill Wood and Renee Attaway, The Parish School, TX, USA (jwood@parishschool.org)

Therapeutic Supports for Child-Directed Play: Social Thinking® tools developed on an Adventure Playground

Although it may seem paradoxical for adults to provide support in free play environments like adventure playgrounds, many children struggle to read and respond to play cues during child-structured play due to social cognitive disorders, such as autism and ADHD, or play deprivation from lack of freedom and opportunity. The Parish School’s adventure playground, in Houston, uses a playwork model, promoting child-directed play. However, the children who attend have language-based learning disorders that can make play nuances difficult. Speech-Language Pathologist Renee Attaway has collaborated with Director of Adventure Playground, Jill Wood to develop supports guided by the “lightest touch” possible, allowing children to be in charge of their own play, while providing tools to give them access to peers. This workshop will present strategies for children who struggle to engage in reciprocal play, cannot read cues, or have had limited access to self-structured play environments and peers.

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