

The Association for the Study of Play & International Play Association U.S.A.

March 13-16, 2019
Harrisonburg, Virginia



The playing
adult steps sideward
into another reality;
the playing child
advances forward to
new stages of mastery.
Erik Erikson

Play fosters belonging
and encourages
cooperation.
Stuart Brown

The opposite of play
is not work. The
opposite of play is
depression.
Brian Sutton-Smith

A child loves his play,
not because it's easy,
but because it's hard.
Benjamin Spock

Play is the highest
form of research.
Albert Einstein

The creation of
something new is not
accomplished by the
intellect but by the
play instinct...
Carl Jung

Play is training for
the unexpected.
Marc Bekoff

Play is an expression
of freedom. The joy
of play is the ecstatic
feeling of liberty.
Peter Grey

In play a
child always behaves
beyond his average
age, above his daily
behavior; in play it is as
though he were a head
taller than himself.
Lev Vygotsky

With appreciation and gratitude towards our sponsors!



The College of Education currently has more than 60 full-time faculty, more than 1,300 students in teacher licensure programs, has more than 80 initial licensure, add-on and advanced programs in the college.

The vision of the College of Education is to be recognized as a global leader in facilitating Learning across the Lifespan through the practical application of best practices.

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Virginia Association for the Education of Young Children

The purpose The Virginia Association for early Childhood Education (VAECE) is to serve and act on behalf of the needs and rights of all young children and to work with all groups serving the interest and well-being of children in Virginia.

VAECE is affiliated with the National Association for the Education of Young Children (NAEYC).



TASP annual conference is sponsored by 4-VA, a collaborative partnership between six Virginia universities that is powered by 4 initiatives. Their mission is to promote collaborations that leverage the strengths of each partner university and improve efficiencies in higher education across the Commonwealth of Virginia.



The mission of the Virginia Association for Play Therapy and the Association for Play Therapy is to promote the value of play, play therapy, and credentialed play therapists. To satisfy this mission, VAPT will advance the psychosocial development and mental health of all people by sponsoring and supporting those programs, services, and related activities that promote:

- Public understanding and appreciation of play and play therapy;
- Effective practice of play therapy through research, education and training, and support;
- Recognition, incorporation, and preservation of diversity in play and play therapy;
- Development and maintenance of a strong professional organization.

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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 the *International Journal of Play*. The Association's broad multidisciplinary focus includes the fields of anthropology, biology, communication studies, cultural studies, dance, ecology, education, ethnology, folklore, history, kinesiology, leisure studies, musicology, philosophy, psychology, recreation, sociology, and the arts.

TASP conducts a scholarly conference each year. Meetings have been held throughout North America and in Europe, including in Paris and Salzburg. During its early years, TASP published proceedings of the meetings, but beginning in 1988, annual publications replaced the proceedings. *Play & Culture* and the *Journal of Play Theory & Research* preceded the current *Play & Culture Studies*.

TASP originated in Minneapolis, Minnesota on April 14, 1973, when Alyce Taylor Cheska convened and chaired a meeting of more than thirty scholars then publishing research within the general rubric of play. This critical mass of interested scholars formed the Cultural Anthropology of Play Reprint Society, and Michael Salter organized the first official meeting of the new organization in London, Ontario, later that same year. There, playful academic folks interested in studying and writing about play came together, reorganized as The Association for the Anthropological Study of Play (TAASP), and elected B. Allan Tindall as their first president. The organization changed its name to The Association for the Study of Play (TASP) in 1987.





Welcome message from Dr. Walter Drew - TASP President

Welcome to the 2019 Annual Conference of TASP!

CONGRATULATIONS! You made it! We all made it!

On behalf of The Association for the Study of Play (TASP) – our Executive Committee – WELCOME!
Thank you for coming to this special 45th annual gathering of premiere play theorists, practitioners, policy makers and advocates, this year in collaboration with members of the International Play Association, IPA/USA!

Why are you here? During this extraordinary three-day play retreat, you will enjoy eye-opening presentations, challenging dialogue, and develop a cascade of new fortuitous relationships sure to expand our consciousness and practice of play. We are excited you are here to celebrate play and take a longer, deeper view of its power to inform and inspire, balance and heal through its many varied forms. We encourage you to open-wide, engage deeply, and share freely your play interests, knowledge, and experience of play. Being present will strengthen your capacity to apply play in life to insure more compassionate, inclusive, playful, resilient, and peaceful relationships. In this way, play enriches us all!

A hearty congratulations and very special thank you to Smita Mathur, LaDonna Atkins, with all the awesome volunteers, for setting a majestic stage for us to grow and enjoy the study of play together!

Play, love, peace,

Walter F. Drew, EdD, President
The Association for the Study of Play

TASP Executive Committee

President: Walter F. Drew

Founder/Executive Director
Institute for Self-Active Education
Dr. Drew's Toys, Inc.
P.O. Box 511001
Melbourne, FL 32951
drwalterdrew@gmail.com

1st Vice President: Smita Mathur

Associate Professor
Early Elementary Education
Memorial Hall
James Madison University
Virginia 22807
mathursx@jmu.edu

Secretary: Lynn Cohen

Professor
College of Education, Information &
Technology
Long Island University Post
720 Northern Boulevard
Brookville, New York, NY 11548-1300
516-299-3675
lynn.cohen@liu.edu

Treasurer: Marcia Nell

Associate Professor
Department of Early, Middle & Exceptional
Education
Millersville University
PO Box 1002
1 South George St.
Millersville, PA 17551
Marcia.Nell@millersville.edu

Book Review Editor

Joanna Cemore Brigden,, Missouri State
University JoannaCemore@MissouriState.edu

Membership, Website & Strong Liaison

Michael Patte
Bloomsburg University, mpatte@bloomu.edu

Past President: Eric "Rick" Worch

Associate Professor
College of Education and Human Services
School of Teaching and Learning
Bowling Green State University
Bowling Green, OH 43403
eworch@bgsu.edu

Members-at-Large

Abby Loebenberg, Arizona State University
Abby.Loebenberg@asu.edu

Carol Barron, Dublin City University
carol.barron@dcu.ie

Julia Kroeker, Florida Southwestern State
College, Julia.Kroeker@FSW.edu

Laurel Bongiorno, Champlain College,
bongiorno@champlain.edu

Sean Durham, Auburn University,
rsd0007@auburn.edu

Vejoya Viren, University of Texas at San
Antonio, vejoya.viren@utrgv.edu

International Member-at-Large

Fraser Brown, Leeds Beckett University, UK.
F.Brown@leedsbeckett.ac.uk

Student Member-at-Large

Amy Ansong, George Mason University, VA
aansong@masonlive.gmu.edu

Newsletter Editor

John Sutterby
University of Texas at SanAntonio,
john.sutterby@utb.edu

Series Editor, Play & Culture Studies

James E. Johnson
Pennsylvania State University, jej4@psu.edu

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*Volume 6: Play: An Interdisciplinary Synthesis.
F. F. McMahon, Donald E. Lytle, and Brian Sutton-Smith*

Volume 7: Investigating Play in the 21st Century. Dorothy Justus Sluss and Olga S. Jarrett

Volume 8: From Children to Red Hatters®: Diverse Images and Issues of Play. David Kushner,

Volume 9: Transactions at Play. Cindy Dell Clark,

Volume 10: Play as Engagement and Communication. Eva Nwokah,

Volume 11: Play as Performance. Carrie Lobman and Barbara O'Neill

*Volume 12: Play: A Polyphony of Research, Theories, and Issues.
Lynn Cohen and Sandi Waite-Stupiansky,*

*Volume 13: Celebrating 40 Years of Play Research: Connecting Our Past, Present, and Future
Michael Patte and John Sutterby,*

*Volume 14: Aspects of Playwork.
Fraser Brown and Bob Hughes editors*

*Volume 15: Play and Curriculum (2019)
James Johnson & Myae Han*

*Volume 16: Play and Literacy (2020)
James Johnson & Myae Han*

For Information, contact:

James E. Johnson

Series Editor, *Play & Culture Studies*

College of Education

The Pennsylvania State University

University Park, PA 16802-3206

jej4@psu.edu



About International Play Association USA (IPA/USA)

The International Play Association (IPA) is an interdisciplinary non-governmental organization, providing an international forum and advocacy for the promotion of play opportunities. IPA offers advice to national governments and UN agencies on issues and problems related to the implementation of the Child's Right to Play. IPA has affiliate branches throughout the world. Members of IPA who reside within the United States are automatically enrolled in IPA/USA, which hosts conferences, publishes a quarterly e-journal, and sends a monthly news blast to members.

IPA's purpose is to protect, preserve and promote the child's right to play as a fundamental human right. ~Article 31 of the United Nations Convention on the Rights of the Child

IPA membership is open to any individual, group or organization which endorses the Declaration of the Child's Right to Play.

A Message from the President of IPA/USA

Welcome to the IPA/USA triennial conference of the American Association for the Child's Right to Play (IPAUSA), affiliated with the International Play Association (IPA World).

The IPA is an organization that advocates for the child's right to play in every nation in the world. It provides a forum for exchange and action across disciplines and across sectors.

IPA's purpose is to protect, preserve and promote the child's right to play as a fundamental human right. We are more commonly known as **IPA/USA**. We are excited to join with some of the most well-known play researchers who are associated with The Association for the Study of Play (**TASP**). This conference is the premier event for those interested in play. I hope you will take advantage of every opportunity to expand your knowledge by attending a variety of sessions and networking with the field's leading professionals. The conference theme is "The Power of Playful Discourse and Inquiry". Our goal for this conference is to create dialogue and enlarge our networks to promote research, policies, advocacy and practices that support play. This year's presenters provide a diverse platform to inspire attendees traveling from near and far to learn about the various inner landscapes of all the different aspects of the wonderful phenomenon of play.

A special thank you to Smita Mathur for taking on the lead on planning this exciting conference.

Welcome,
LaDonna Atkins IPA/USA President

International Play Association U.S.A Board Members

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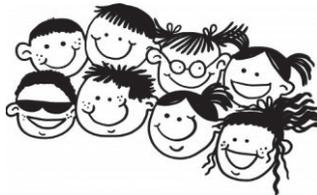
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CONFERENCE THEME

The Potential of Playful Discourse & Inquiry

The Association for the Study of Play and International Play Association, USA are collaborating to host their 2019 annual conference, “***The Power of Playful Discourse and Inquiry***”. Our focus is to explore ways of harnessing the innate, joyful, person-driven, and character-building potential of play to overcome the suffering and far-reaching effects of divisive rhetoric, anger and despair. Play is viewed as a means of healing and strengthening social justice.

Our goal for this conference is to enlarge our network and engage in solution-oriented conversations to promote research, policy, and practices that supports an increasingly interconnected yet fractured world. Further, our goal is to promote dialogue, professional change, and leadership about ways in which play can make a bigger contribution in building and sustaining harmonious relationships through dialogue and inquiry.

Educators, researchers, practitioners, activists, and advocates from a wide range of disciplines will gather at this joint conference to share the ***Potential of Playful Dialogue and Inquiry*** as a pathway for building and sustaining more peaceful, harmonious relationships.

We are eager to reach out to professionals from a wide range of disciplines to conceptualize the role of play in activism, advocacy, and development of individuals and communities across a variety of contexts. We invite you as a play researcher, practitioner, educator, advocate, or activist to present your work at this unique conference. To this end, we have invited a wide range of dynamic keynote speakers to the 2019 TASP/IPA-USA conference. Collectively they offer refreshingly new and innovative ways of leveraging play and playfulness to enhance education and social justice.



TASP & IPA U.S.A. Keynote Speakers



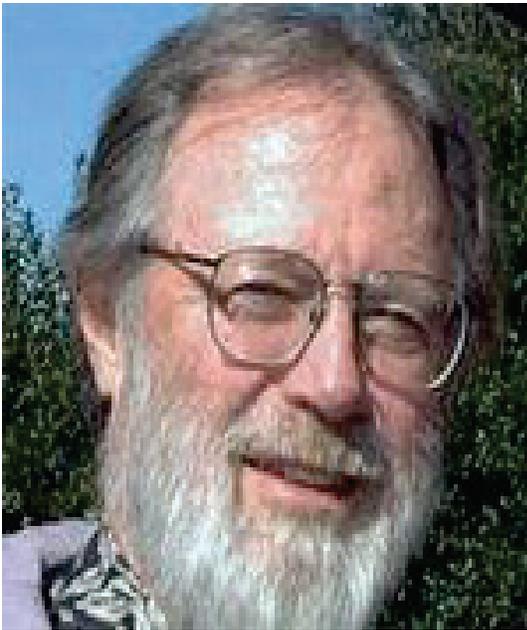
Sugata Mitra's current work is on the Internet and children's learning. He retired in 2019 as Professor and Principal Research Investigator in the School of Education, Communication and Language Sciences at Newcastle University, UK. He conducted the Hole in the Wall (HIW) experiment, where in the year 1999 a computer was embedded within a wall in an Indian slum at Kalkaji, Delhi and children could freely use it. The experiment aimed at proving that kids could be taught computers very easily without any formal training. Sugata termed this as Minimally Invasive Education (MIE). The experiment has since been repeated at many places. He is the recipient of many awards from India, the UK, USA and many other countries in the world. His interests include Children's

Education, Remote Presence, Self-organizing systems, Cognitive Systems, Physics and Consciousness. The Hole in the Wall experiment has left a mark on popular culture. Indian diplomat Vikas Swarup read about Mitra's experiment and was inspired to write his debut novel that went on to become the Oscar winning movie of 2009 - Slumdog Millionaire. He is a PHD in Physics credited with more than 25 inventions in cognitive science and educational technology. He was conferred the prestigious Dewang Mehta Award from the Government of India for Innovation in Information Technology in the year 2003. Amongst many other awards, he was awarded the 1-million-dollar TED Prize in 2013. Starting with molecular orbital computation in the 1970s, Mitra discovered that the structure of organic molecules determines their function more than the constituent atoms. After a Ph.D. in Solid State Physics from the IIT, Delhi, he went on to research energy storage systems, first at the Centre for Energy Studies in the IIT and then at the Technische Universität, Vienna, Austria. Since 1999, he has convincingly demonstrated that groups of children, irrespective of who or where they are, can learn to use computers and the Internet on their own using public computers in open spaces such as roads and playgrounds. He brought these results to England in 2006 and invented Self Organized Learning Environments, now in use throughout the world. In 2009, he created the Granny Cloud, of teachers who interact with children over the Internet. Since the 1970s, Professor Mitra's publications and work has resulted in training and development of perhaps a million young Indians, amongst them some of the poorest children in the world. In 2013, he was awarded the first \$1 million TED prize, to put his educational ideas together to create seven laboratories called 'Schools in the Cloud'. Here he studied learning as emergent phenomena in an educational self-organizing system. These results question the ideas of curriculum, examinations and the meaning of 'knowing' itself in the Internet world of the 21st century. The effects of Sugata Mitra's work on the lives of people and the economy of the countries can only be guessed at. Title of talk: The Future of Learning.



Stephen Nachmanovitch performs and teaches internationally as an improvisational violinist, and at the intersections of music, dance, theater, and multimedia arts. He is the author of *Free Play: Improvisation in Life and Art* (Penguin, 1990). Born in 1950, he graduated in 1971 from Harvard and in 1975 from the University of California, where he earned a PhD, in the History of Consciousness for an exploration of William Blake. His mentor was the anthropologist and philosopher Gregory Bateson. He has taught and lectured widely in the United States and abroad on creativity and the spiritual underpinnings of art. In the 1970s he was a pioneer in free improvisation on violin, viola, and electric violin. He has presented master classes and workshops at many conservatories and universities, and has had numerous appearances on radio, television, and at music and theater

festivals. He has collaborated with other artists in media including music, dance, theater, and film, and has developed programs melding art, music literature, and computer technology. He has published articles in a variety of fields since 1966 and has created computer software including *The World Music Menu* and *Visual Tone Painter*. He lives with his family in Charlottesville, Virginia. He is currently performing, recording, teaching, writing, and has completed a new book, *The Art of Is*.



Walter Drew, Ed.D., is the founder and executive director of the Institute for Self-Active Education. For more than 40 years, he has researched and conducted hands-on adult play experiences with open-ended materials as a process for awakening creativity, strengthening early childhood practice, and as a way of generating hope and optimism across the human life span. He is the creator of Dr. Drew's Discovery Blocks, chosen Best Toy of the Year by the Parents Choice Foundation in 1982. He co-authored an exciting new book published by NAEYC, titled, "From Play to Practice: Connecting Teachers Play with Children's Learning". He is the recipient of Patricia Monighan Nourot Award in 2009. Dr. Drew is the President of The Association for the Study of play and serves on the Board of Directors for the Association for the Study of Play.



Lenore Skenazy- In response to being dubbed “America’s Worst Mom”, Skenazy began the book, blog, and movement “Free-Range Kids.” The movement focuses on raising children with the goal of encouraging them to function independently with limited need for parental supervision, while still taking into consideration their developmental level and possible personal risk. The movement “Free Range Kids” is designed for “fighting the belief that our children are in constant danger from creeps, kidnapping, germs, grades, flashes, frustration, failure, baby snatchers, bugs, bullies, men, sleepovers and/or the perils of a non-organic grape.” A

graduate from Yale with a masters from Columbia, Skenazy spent more than fifteen years in journalism before courting controversy by writing her famous article “Why I Let My 9-Year-Old Ride the Subway Alone” which detailed her sons trip home without incident on the New York subway. The controversial column lead to appearances on *The Today Show*, Fox News, NPR, MSNBC, and eventually taken up in many other media publications. She used the attention to her independence-based parenting style to advocate for how more independence helps children flourish, helping create a movement that has had ripple effects to this day as she delivers lectures around the world.



Jennifer Mills is the executive director of Limitless Child International, a non-profit dedicated to helping children find homes through international adoptions. Before founding Limitless Child, she helped over 200 children find loving adoptive families, but met even more children she was unable to help. She witnessed first-hand the resiliency these children possessed in face of deprivation and marginalization. Limitless Child is designed to fight a profound lack of interest in giving children the resources and care they deserve. Limitless Child hopes to bring tools, resources, awareness and inclusion to children. Jenny has helped spread her passion into Limitless Child International, whose shared vision continue to improve the lives of children around the globe. Her presentation on the “Role of play for

vulnerable children” reflects her passion to afford play, learning, and social connections to extremely vulnerable children.



Thomas DiFilipo is the President of Limitless Child International. Over the past 13 years Tom worked as the CEO for three international NGOs serving children in 53 countries. His focus has been on child protection and advocacy. Through collaboration with U.S. and international NGOs, Tom co-lead coalitions contributing to and supporting landmark programs such as the U.S. Action Plan for Children in Adversity, the first ever whole-of-government strategic guidance for international assistance for children, and the U.S. PEPFAR Orphans and Vulnerable Children program. Tom has presented at 53 international children’s conferences and appeared in 100+ media outlets including Al Jazeera, New York Times, NPR and CNN.



Anna Yudina joined the Toy Association in February 2015 as the Director of Marketing Communications. Ms. Yudina is spearheading the Association’s consumer-directed the Genius of Play movement to raise awareness of play as a crucial part of child development and encourage families to make time for play in their daily lives. Since its launch in June 2015, The Genius of Play has generated over 18 million engagements and over 2 billion impressions among its target audience.

Previously, Ms. Yudina was the Digital Marketing Manager at Sherwin-Williams, where she championed a category-leading social media program for Minwax, the #1 brand of wood finishing products in North America. Additionally, Ms. Yudina has worked in product development and brand management roles that span

across several consumer product categories including toys, beverages, household/DIY, and promotional products.

Ms. Yudina holds a Master of Business Administration Degree in Marketing from Baruch College and a bachelor’s degree in Literature and International Business from Ramapo College of New Jersey. She resides in New Jersey with her husband. In addition to promoting play, her interests include traveling, learning about different cultures, and studying foreign languages.

Conference Schedule

Wednesday March 13, 2019								
Meet & Mingle Reception (Cash bar and light dinner)								
Thursday March 14, 2019								
All day Registration								
Breakfast (Please bring prepaid ticket to breakfast counter)								
Playing with Play People led by Carrie Lobman and Marian Rich.								
Opening remarks by Dean Philip Wishon, College of Education, James Madison University								
Opening remarks by Walter Drew President The Association for the Study of Play (TASP)								
TASP Keynote Address by Sugata Mitra								
Schools in the Cloud - Glimpses of the Future of Learning								
Rooms	Appalachian C	Appalachian A-B	Allegheny C	Allegheny A-B	Shenandoah A	Shenandoah B	Shenandoah C	Madison Room
10:25 -10:45	What Children do on the Playground: A Rasch-analysis Approach to Measurement	Play Element and Dynamics of Interaction in an Adult L2 CLT Classroom	Senior Moments: The Perceived Influences of Improvisational Acting Classes on Senior Adults <i>Yamamoto</i>	Play and Religion: A Survey of Theories and Methods <i>Vondey</i>	Is the USA on the Brink of a Play Movement? <i>Suzanna Law</i>	Employing Playwork Principles at Zoos <i>Worch</i>	Teacher Questioning Strategies: Promoting Children's Science Learning in Nature Play <i>Yuan, Zeng, Schlembach & Carr,</i>	School-in-the-cloud
20-minute research sessions	<i>Grady & Bundy</i>	<i>Pepanyan</i>						<i>JMU faculty Research Group Meeting</i>
10:55 – 11:55	International Play Association: 3R's: Roots, Research, And Relevance	Rooting for Play Opportunities for Children with Special Needs	Come to your Senses! Sensory Experiences for Adults with Dementia <i>Nicole Root</i>	It/Not It: Playing with Sutton-Smith's Concept of Dialudics. <i>Beresin, Brown, Wragg, Marjanovic-Shane & Patte</i>	Spiritual Moments in Relationship to Naturalistic Play Experiences <i>Schein</i>	Let's Role Play, Plan a Play Event in Your Community	Bringing Play into Therapy with Children, Families, and Adults	Play Diplomacy
60-minute organized session	<i>Atkins, Jarrett & Guddemi</i>	<i>Viren & 2019 BORDER SPICES Grant Scholars</i>				<i>Rumbaugh & Hohlbein</i>	<i>Mindell, Bristol & Wilcox</i>	<i>Mathur & Sharifian</i>
11:55 – 1:20	Lunch (Please bring prepaid ticket)							
1:20-2:35	IPA USA Keynote Address by Jenny Mills & Thomas DiFilipo							
The Role of Play in Increasing Thrivability in Vulnerable Children								

2:45-3:25	Creating a Language and Literacy Nature Playscape	What's So Funny? Humor in the Development of Counselor Identity.	Studying Play at Nasaruni Academy for Maasai Girls: A Kenyan Case Study	Comparative Discourse on Parents and Teachers Beliefs and Practices of Children's Play in India and Belize	Romancing Nature: Play Before Precision	Poverty Play: No Batteries Required	Democratic Schools - Towards a Playful Curriculum?	The Last Halloween
40-minute roundtable	<i>Nwokah, Hernandez & Hardee</i>	<i>Shirole & Sinclair</i>	Michelle Cude	<i>Murillo & Sengupta</i>	<i>Carr, Kochanowski, Schlembach</i>	<i>McGhee</i>	<i>Imix</i>	<i>Koerner</i>
3:35 – 4:50	Active Learning in the College Classroom	Connecting Storytelling and Play: Integrating two tried and true arts to grow young readers and writers	Play for Teachers! Lego Serious Play as teacher development pedagogy	An Undergraduate Perspective on Play and Teaching Practice	Exploring Free Improvisation	The Joy of Dementia (You Gotta Be Kidding!)	Circle for a Fair World: Exploring Multiple Identities as a Teacher	Nature, Nurture and PLAY: Supporting Children's Emotional Development with Attachment-Informed Play
75-minute workshop	<i>Lawrence</i>	<i>Poelman</i>	<i>Kang, Kavanagh, Thacker & Harris</i>	<i>Welteroth, Brown, Conti, Delbaugh, L. Long, R. Long & Scillia</i>	<i>Nachmanovich</i>	<i>Fridley & Massad</i>	<i>Baytas & Tuncdemir</i>	<i>Stewart, Jarrett, Dobner-Pereta, Hardman, Pogue & Decker</i>
5:00-5:20	Hospitality: A Framework for Engagement	Exploring How Winter Weather Enhances Preschool Children's Outdoor Play	Young Children's Playful Literacy Practices in a K-8 LEGO Club	Drama-Based Pedagogy Play and Social Studies: Integrating New Content into a Graduate Level course using Lesson Study	Reimagining Recess!	Play and Instructional Practices of Home-Based Child Care Providers	Finding Connections between Spirituality and Play for Early Childhood Education	Play in the Making: How maker-spaces are promoting play in elementary schools
20-minute research session	<i>Miller</i>	<i>Rossmiller, Lindberg, Schlembach & Carr</i>	<i>Meacham & Peparyan</i>	<i>McCartney, Bodle & Streeter</i>	<i>Wilkinson & Myers</i>	<i>Hooper, Gaviria-Loaiza & Kerch</i>	<i>Mata-McMahon</i>	<i>Keyes</i>
5:30-8:30	IPA General Meeting & TASP Board Meeting							

Friday, March 15, 2019

Breakfast (*Please bring prepaid ticket*)

Opening Remarks

TASP Keynote Address Lenore Skenazy How Did Free Play - And Free Time, & Free-dom - Disappear from Childhood? Thoughts from "America's Worst Mom"

Rooms	Appalachian C	Appalachian A-B	Allegheny C	Allegheny A-B	Shenandoah A	Shenandoah B	Shenandoah C	Madison Room
9:55 -10:15	Teacher Education Students' Engagement in Play with Robots	The Effect of Nature-Preschool on Children's Language, Conflict resolution, and Child-initiated Learning	Is Developmental Psychology Too Prosaic?	Establishing a Play Chapter of FLAEYC (The Florida Association for the Education of Young Children)	Entering a World of Metaplay: ICTs, Metagame, Community		Playing Around with Changing the World	Parents' Perceptions of Children Play in Tourist-Laden Communities
20-minute research	<i>Meacham & Pepanyan</i>	<i>Myae Han, Pic & Pollock</i>	<i>Clark</i>	<i>Drew & Kroeker</i>	<i>Kempton</i>		<i>Rich & Lobman</i>	<i>R. Davis</i>
10:25-11:40	Improv: A Fast and Easy Way to Introduce Play and Playfulness	Growing a Young Non-Profit: Our First Ten Years, and Yours	Enhancing Physical Development in an Environment that Focuses on Safety	Disruptive Play: Tricking Power into Performing Acts of Love	Promoting Math Play with the Sand and Water Table	The Critical Role of Play in Emerging Literacy	The Right to Play: Social Justice Issues	Let Grow Play Club: Mixed-Age Free Play for Elementary Students
75-minute workshop	<i>DeMichele</i>	<i>Leichter-Saxby & Law</i>	<i>Lawrence</i>	<i>Siegel</i>	<i>Wallace</i>	<i>S. Stone & B. Stone</i>	<i>Jarrett, DeMarie, Beresin & Patte</i>	<i>Cohen, Koerner, Laskowski & Lerner</i>
11:50-12:10	It's A Human Right: Play for Young Adolescents	Liturgical Play	A Brief History of Mummies' Play Through a New Conceptual Framework	The Impact of Free Play on Scientific Concept Development	Kindergarten Teachers' Approaches to Student Learning and Assessment in Play-based Classrooms	Qualities of Play Experienced by Adults During Freely Chosen Activities	The Perceived Value of Outdoor Play Through Preschool Teachers' Views	
20-minute research session	<i>Stuss & Bailey</i>	<i>Pritchard</i>	<i>Rus</i>	<i>B. Stone</i>	<i>Pyle, Danniels, Wickstrom & DeLuca</i>	<i>Parham</i>	<i>J. Oh</i>	

Lunch (Please bring prepaid ticket to lunch counter)								
Documentary: The Power of Play								
TASP Keynote Address								
Free Play: Improvisation in Life & Art by Stephen Nachmanovich								
12:10-1:20								
1:30-2:45								
2:55-3:55	Play in Higher Education <i>J. Johnson, K. Johnson, Myae Han, Sutterby, Durham, Patti, Tugce Arda, Belland, Hartle & Kim</i>	Free for All Baltimore: Playing After School in a Segregated City <i>Gardner & Dalbey</i>	Reconsidering Play in Early Childhood: Towards Social Justice and Equity <i>Wisneski, Nicholson, Alcock, Haywood-Bird, Delaney, Marsh & Zhulamanova</i>	Does Playfulness Have a Place in the College Classroom? <i>Julia & Lawrence</i>	More Recess for Virginians <i>Stewart & Martin</i>	The Just Play Project: Creating a Child-Friendly City <i>Keeler</i>	Documentary: The Power of Play <i>Burghardt</i>	Media-Supported Educational-Play for Early Learners <i>Tiwari</i>
60-minute organized session								
4:05-4:35	Evoking the Transformative Power of Nature Play in Adults: Lessons Learned from Eden <i>Sturn</i>	Play and Playfulness in the Higher Education Classroom <i>Guirguis</i>	Children's Musical Play: An Informal "Rock Band" Experience <i>Eldreth</i>	Cookie Eater! A Fractions Learning Puzzle <i>Tiwari</i>	Children's Literature That Inspires Play-Filled Learning <i>Bestwick</i>	Murdering Bunny Rabbits and World Domination: Examining Responses to Violent Themes in Children's Play <i>Mitchell & Sean</i>	Write-on-site International Play Journal <i>Patte</i>	
30-minute Poster								
4:45-6:00	Rising up through Play: The Space for Play in the Movement for Racial Justice	Therapeutic Play for Play Advocates: How Play Creates Community and Nourishes Activists, Advocates and Researchers	Ramping It Up: Play Based Project on Building a Tricycle Ramp	New Games: The Foundation of Cooperative & Non-Competitive Play & Games	Cultivating Compassionate Communication and Connection Through Circle Creation	Play Opportunities and Possibilities with a World Champion!	Guiding Deeper Engagement in Creative Block Play	Transcultural Studies of Play: Memories, Wishes and Intentions

75-minute workshop	<i>Bradley</i>	<i>Lobman & Rich</i>	<i>Lozon & Fredette</i>	<i>LaRue</i>	<i>Hawkins</i>	<i>Auerbach</i>	<i>Hansel</i>	<i>Eldreth, Tiwari, Zhaci, Sung Lyu, Kara Miheretu, and Johnson</i>
6:15-12:00	Cash bar, Banquet, Live music & dance by BlueStone Jazz IPA USA Awards							
Saturday, March 16, 2019								
7:15-8:15	Breakfast (Please bring prepaid ticket)							
8:15-8:25	Opening Remarks							
8:25-9:25	IPA Keynote Address. The Genius of Play: Making Play a Priority by Anna Yudina							
Rooms	Appalachian C	Appalachian A-B	Allegheny C	Allegheny A-B	The Equation	Summer Play for 100 Infants and Toddlers!	Preschoolers' Engineering Play on PlayScape	Madison Board Room
9:35-10:35	TASP Past President's Panel	Clowning the Art of Being Present (Workshop)	Interactive Sandbox Play: Interactive Sandbox: Stories Around an Augmented Sandbox	The Struggle and the Love: Embodied Reflective Practice and Care (Roundtable)				Physics, Philosophy and Psychology: Play is More Than Everyone Thinks
60-minute organized session	<i>Sluss, Jarrett, Patte, Lobman, Myae Han, Nwokah, & Meckley</i>	N. Glick & J. Glick (Patch Adams Associates)	<i>Gehringer & Hunter</i>	<i>Leichter-Saxby</i>	<i>Elling</i>	<i>Viren & Perez</i>	<i>Zeng, Yuan, Kochanowski, & Carr</i>	Paar, O' Brien & Gruber
10:45-12:00	Walter Drew TASP Presidential Address							
12:00-1:00	The Nectar of Play: What We Learn, How We Feel, Who We Become TASP Awards & Business Meeting							

Presentation Abstracts

Thursday, March 14

8:30 AM-9:45AM

TASP Keynote Address by Sugata Mitra

Schools in the Cloud - Glimpses of the Future of Learning.

Since the 1990s, experiments with children's education takes us through a series of startling results – children, in groups, can form ‘self-organizing systems’ that results in emergent learning, they can achieve educational objectives on their own, can read by themselves. Finally, the most startling of them all: Groups of children with access to the Internet can learn anything by themselves. The mechanism of this kind of learning seems like the appearance of spontaneous order, or ‘emergent phenomena’ in chaotic systems. From the slums of India, to the villages of India and Cambodia, to poor schools in Chile, Argentina, Uruguay, the USA and Italy, to the schools of Gateshead and the rich international schools of Washington and Hong Kong, Sugata's experimental results show a strange new future for learning. Using the 2013 TED Prize, he has built seven ‘Schools in the Cloud’, where Self Organized Learning Environments (SOLEs) and a ‘Granny Cloud’ of mediators over the Internet, interact with unsupervised children. The results of this three-year study are not yet fully analyzed but Sugata will present some of the preliminary findings. We begin to see some glimpses of what schools should be for and what curricular, pedagogic and assessment changes will be required in the future.

10:25 AM - 10:45 AM

What Children do on the Playground: A Rasch-analysis Approach to Measurement: *Grady & Bundy*

While research regarding playground play interventions is abundant, there are few strategies to measure change in playground play sophistication. This is particularly true for interventions designed for children with disabilities, who may not follow typical developmental play trajectories. In this study, we present a novel strategy to measure playground play sophistication using Rasch analysis of a mobile application-based, observational measure. This study draws from observations conducted during the pre-intervention phase of a playground study that took place at five primary schools for children who have autism spectrum disorders (ASD) and/or intellectual disabilities (ID). Using the Rasch partial credit model, we generated a unidimensional construct representing the sophistication of playground behavior and investigated evidence for construct validity and internal reliability. We compared the observed hierarchy of items to literature about play in the context of ASD and ID. The measure forms a logical construct supported by literature. Strong statistical evidence supports construct validity. Evidence also suggests emerging reliability. Based on these findings, we have created a promising strategy to quantitatively evaluate the sophistication of playground play. We suggest strategies for future development. With this measure, play advocates can effectively demonstrate the value of playground interventions for children with and without disabilities.

Play Element and Dynamics of Interaction in an Adult L2 CLT Classroom. *Pepanyan*

This case study investigated how an unstrained informal environment contributed to the development of ESL learners’ self-confidence growth, as well as vocabulary retention during an eight-week-long intensive English program for four adult low-intermediate level students. The purpose of the article is to

devise new lines of vocabulary teaching using playfulness and robotics in contemporary higher education. Findings demonstrated that pair-work and use of robotics enhanced and activated conversational strategies and interaction during collaboration. In this study of dyadic interactions with robotics (Bee-bot) in second language (L2) adult classroom, the complex features of communication were revealed – scaffolding, comprehension check, word recalling, semantic challenges, and reference for explanation and elicitation. The students' perceptions about their vocabulary learning experiences was also documented. Implications of the study include the need for alternative pair-work curricular intervention in English as a Second Language (ESL) classroom, such as spaced informal vocabulary retrieval through playfulness and robotics.

Senior Moments: The Perceived Influences of Improvisation Acting Classes on Senior Adults. *Yamamoto*

Despite increased research and awareness of the influences of creative aging activities (i.e., weekly training/practice of art work with senior adults), a lack of investigation has focused on improvisation regarding older adults. Through hermeneutic inquiry, participants described and reflected on the meaning they place on their improv experiences. Participants provided scientific insights on the influences improv experiences have on their lives. This research contributes to the existing literature on senior adult play in the form of improvisational acting within the context of creative aging. Furthermore, the findings provide information for positive social change by increasing awareness of applied improvisation within a senior adult community.

Play and Religion: A Survey of Theories and Methods. *Vondey*

This research presentation approaches the relationship of play and religion by surveying the place of religion in classical and contemporary theories and definitions of play. The central research question for this survey is whether religion has occupied any significance in play studies. The goal of this survey is to arrive at a synthesis of the current state of affairs that can serve as a basis for understanding the playfulness of religious behavior. The outcome of this preliminary study suggests that surprisingly little has been said about the relationship of play and religion, and suggestions that play forms part of religious history and development are rare. The survey of contemporary play theories shows that the main areas of attention engage the relationship of play and the sacred, the profane, and the symbolic through focus on play as a manifestation of religious behavior.

Is the USA on the Brink of a Play Movement? *Law*

Interest in play in the USA is on the increase but could it be heading towards a social movement? This session will look interviews that were done with 15 different participants and how they think play advocacy has progressed over the last few years.

Employing Playwork Principles at Zoos. *Worch*

Over the past two decades, a play-based learning philosophy has directed the design and construction of many children's zoos in the United States. This presentation begins by describing the philosophy behind play-based children's zoos and their community outreach programs, focusing on three zoos: Brookfield Zoo, North Carolina Zoo, and Toledo Zoo. The presentation transitions into an analysis and discussion of qualitative data from semi-structured interviews with staff who head these programs and train their staff to promote children's play. Although most staff at these children's zoos have no or minimal playwork training, they have incorporated many of the principles of playwork practice into their programs, often unbeknownst to them.

Teacher Questioning Strategies: Promoting Children's Science Learning in Nature Play. Yuan, Zeng, Schlembach & Carr

This presentation will discuss preschool teacher questioning that promote informal science learning in nature play. The strategies and examples of teacher-child verbal interactions are identified from observations of children's nature play on intentionally designed nature play environments, or playscapes. Presenters found open-ended questions are often used to facilitate children's science learning, and identify seven types of these questions, aimed to: describe, explain, recall, compare, hypothesize/make predictions, evaluate, and calculate. They also demonstrate how teachers used questioning strategies to facilitate rich science-related dialogue with and among children. These strategies will inform teachers and parents to create inquiry-based learning experiences for children in nature play.

10:55 AM -11:55 AM

Come to your Senses! Sensory Experiences for Adults with Dementia- Root

Become a change maker and join Nicole Root for this fun-filled sensory stimulating workshop! Nicole is excited to share with you a fresh, new, and rewarding activity that you and those you care for can experience together. Through her own discovery process she developed a sensory stimulating experience for older adults receiving long term care called Tray Play. She will introduce you to the concept of sensory tray implementation and its benefits, as well as lead you through a hands-on exploration with a unique combination of open-ended materials. The hands-on portion of the workshop will exemplify the creative power of this simple activity and get your wheels turning as to how you can incorporate engaging sensory trays into your daily work. You will leave this workshop with the basic knowledge of offering engaging sensory trays, so you can begin increasing the overall well-being of the older adults in your lives, regardless of their cognitive or physical ability, as well as a new perspective as to how to engage adults with dementia in fun and meaningful ways!

International Play Association: 3R's: Roots, Research, And Relevance- Atkins, Jarrett & Guddemi

The International Play Association (IPA) is an interdisciplinary non-governmental organization, which provides an international forum and advocates for the promotion of play opportunities. IPA's mission is to promote Article 31 and the UN conventions on the rights of the child. This session will include the history of the International Play World Association, the World Conference resolutions and some of their current research. Participants will leave this session with a broader understanding of IPA World and IPA/USA in a global/ historical context.

Rooting for Play Opportunities for Children with Special Needs- Viren, Smith, Gomez, Gonzalez, Carreon, Zuniga, Fox, Peralez, Rodriguez, Lara, N. Villareal, N. Villareal, Solis, Perales & Garcia

In the fall of 2018, 22 graduate students enrolled in a Play course, examined opportunities, accessibility, and potential for play for children with special needs in the lower Rio Grande Valley. The topics covered were disparate and ranged from accommodations for special needs children at bowling alleys, in organized sports, and inclusive playgrounds, to the presence and use of play yards in elementary school. The discoveries related to the topics covered were powerful eye openers and, for some, a personal journey towards advocacy of play.

It/Not It: Playing with Sutton-Smith's Concept of Dialudics- Beresin, Brown, Wragg, Marjanovic-Shane & Patte

This panel brings together scholars interested in Sutton-Smith's concept of dialudics, an idea he began to develop shortly before his death. Dialudic was his playful combination of "dialectics" and "ludic," and he focused on the dualities within play and game and its tensions of creation and destruction. This panel extends the concept to dialogic forces of co-creation, the essentially social nature of all play as a form of

conversation and opens up the field to dialogic design of children's play. Panelists will themselves bounce ideas off of each, rooted in the practices of our play programs with elementary aged children.

Spiritual Moments in Relationship to Naturalistic Play Experiences- *Schein*

This workshop introduces the concept of spiritual moments; a way of looking at spiritual encounters visible when all children engage in naturalistic play experiences. Naturalistic experiences invite children to self-select what they do and offers them open-ended, uninterrupted time to play. The idea of spiritual moments emerged from a doctoral research study and includes spiritual moments in time, space, nature, relationship with others, and big questions capable of taking one beyond oneself. Spiritual moments require that children play in spaces full of wonder, awe, and joy that fills each child's unique disposition. When children live in environments in which such moments are provided for and respected, they then have a greater opportunity to grow spiritually reflected in their love, attachment, deep relationships, wonder, joy, gratitude, mindfulness, mindsight, kindness, empathy, reverence, etc. Another important outcome is a positive sense of self awareness in relationship to others and the world around (including nature) resulting in thriving and resiliency. In today's world, play is not always understood or respected and most children do not engage in naturalistic play within environments that provide for spiritual moments. This workshop will reflect on this deep and important relationship between spiritual moments and play.

Let's Role Play, Plan a Play Event in Your Community- *Rumbaugh & Hohlbein*

Pat Rumbaugh, The Play Lady, Executive Director of the nonprofit Let's Play America has planned over 115 fun FREE play events. Be a participant and learn who is involved in planning a play event. This experience will prepare you to plan a play event in your community.

Bringing Play into Therapy with Children, Families, and Adults- *Mindell, Bristol & Wilcox*

While many systems of psychotherapy fail to recognize the necessity of play, we argue that play is a constant throughout therapeutic change across the lifespan. We will explore how play can be used when working with children, families, and adults. We intend to discuss three forms of therapy that have play at its core. The first example will explore using child-centered play therapy, developed from Carl Rogers' person-centered therapy, to allow the child to work through "big feelings." The second case will highlight the use of filial therapy, a child-centered play therapy approach developed for children and families by Bernard Gurney. The final piece will examine the role of play while working with adults, a notion that requires an expansion of our basic understanding of play. Play within therapy is more than the traditionally understood notion of playing with a child and is integral to working with adults. Participants will leave the session with a broader understanding of the complexities and usefulness of play within the realm of therapy.

Play Diplomacy- *Mathur & Sharifian*

We believe that the positive outcomes of play can offer sustainable solutions that contribute to a more harmonious and peaceful society. Play diplomacy combines the positive outcomes of play and diplomacy to build relationships between groups and communities. Our early conceptualization of Play diplomacy is based on feedback from play advocates, educators, and practitioners who place play at the center of their research and practice. Play diplomacy entails constructing playful and harmonious responses to the divisive rhetoric, and intolerance, and suffering that is increasing globally. As we shared the concept of play diplomacy with our colleagues, we were often asked the question: what do play diplomats do? Play diplomats are people who leverage play to build relationships between people, communities, and cultures.

1:20 PM - 2:35PM

IPA USA Keynote Address by Jenny Mills & Thomas DiFilipo

The Role of Play in Increasing Thrivability in Vulnerable Children

The Role of Play in Increasing Thrivability in Vulnerable Children demonstrates the need for play in extremely vulnerable populations. The focus of the presentation will be on children in India who are currently or at extreme risk of living outside of family care (i.e. extreme poverty, temporary shelters and orphanages among others).

Children's right to play, an expansion of the gains in survivability, the relationship of play to thrivability and well-being, and demonstration programs will provide the context in which play increases thrivability in extremely vulnerable children.

The lack of attention, research, and programs for these populations along with the challenges in overcoming barriers will be discussed. Demonstration programs highlighting strategies to integrate play into the lives of vulnerable children will provide practical opportunities for low-cost, high-impact interventions.

2:45 PM - 3:25 PM

Creating a Language and Literacy Nature Playscape- *Nwokah, Hernandez & Hardee*

A Language and Literacy Nature Playscape was designed to provide an opportunity for young children in a low income urban area to experience an outdoor play center where they could learn about early science and nature while also enhancing their language and literacy skills. Information is provided on the design process, collaboration with an architect, construction challenges, and the therapeutic use of this space as part of a speech-language-hearing center for children with language and communication delay and disorders.

What's So Funny? Humor in the Development of Counselor Identity- *Shirole & Sinclair*

Humor as a construct is subjective and personal, while also simultaneously serving as a unifier between disparate individuals. Personally, and professionally, counselors use humor as an emotion regulation mechanism, a form of avoidance, a method in with which to diffuse conflict, and as a way to broach potentially difficult and upsetting topics. The use of humor as a defense process by counselors and clients alike can be both healthy and unhealthy, productive and unproductive. Because of the prevalent use of humor in the therapeutic process, we consider it to be a crucial component to the development of counselor identity. When considering the evolution of counselor identity, from apprentice to master clinician, what role does humor play for a counselor through their conceptualization of self in session? Ultimately, what should be the role humor plays in the counselor's self-conception? The presenters will discuss their personal experiences exploring questions at the intersection of how humor impacts the therapeutic process and professional identity development. The roundtable will stimulate reflection on the use of humor in the participant's practices as well.

Studying Play at Nasaruni Academy for Maasai Girls: A Kenyan Case Study - *Michelle Cude*

This exploratory study examines the teaching practices and methodologies related to play which are employed by primary school teachers at one site in Narok, Kenya. As part of a larger study documenting the teaching and learning activities at the school, this study isolates the component of play. As a case study, it allows us to consider the role of play in the elementary curriculum and school climate at Nasaruni Academy for Maasai Girls. The research question it seeks to answer is: To what extent and for what purposes is play present in the school experience of girls at this school, ages 3 – 14? How is this

conceptualized in the eyes of the staff and teachers, and how is it materialized through the actions of the children? Data was gathered over the course of ten months onsite, with multiple formal and informal observations. Interviews with the teachers and directors help situate the observational data. Input from the children themselves (both through art and interviews), as well as the community (their parents) provide another lens to see the priority and interpretation of play as an element of the schooling process.

Comparative Discourse on Parents and Teachers Beliefs and Practices of Children's Play in India and Belize- *Murillo & Sengupta*

Parents and teacher's views of children's play can greatly influence their practices. Furthermore, the shift in advanced global societies from traditional play to technological games bears a strong influence on how children play today. Following research conducted in India and Belize, evidence of parents and teachers reconstructed beliefs on play were analyzed. Parents in India today value play in the early age, but in a very organized way, where they are monitoring the learning outcomes from that play. Time is a big issue for the kids play; as there is always a concern and fear of interruption of the study time. In Belize, resources for preschool classrooms were limited, yet preschool teachers reported a desire for tech devices such as tablets and educational DVDs. In this session we will discuss the beliefs and practices of parents and teachers in India and Belize, how the traditional beliefs and practices of play have been dominated by the technological era of the 21st century.

Romancing Nature: Play Before Precision- *Carr, Kochanowski & Schlembach*

Engage in a discourse about early childhood pedagogy and the dearth of play inherent in the current programmatic status quo. Explore Whitehead's cycle of learning, romance, precision, and generalization, and compare it to current views of the environment as the third teacher. Engage in discourse about theory and a contemporary approach to early childhood teacher education with regard to pedagogy and play advocacy.

Poverty Play: No Batteries Required- *McGhee*

A round-table presentation where play in poverty countries is highlighted. The presentation also includes fun facts about the history of games, and research on how play differs from country to country. The presentation includes a Jenga game where a number on the block pulled out corresponds with a fact or topic for discussion. I have also re-created some of the toys I've seen in my travels.

Democratic Schools - Towards a Playful Curriculum? *Imix*

It is argued that dominant discourses of childhood recognize children as blank pages needing heavy adult intervention to become civilized adults (Postman, 1994, Mayall, 2003). Within this paradigm of thought, children's play is recognized as frivolous (Brown, 2008) yet it is suggested that this self-directed action is fundamentally important to all aspects of children's lives and development (Abernethy, 1968; Benjamin, 1974; Hughes, 1975; Brown, 2008) the facilitation of which underpins the playwork sector (PPSG, 2005). A.S. Neil (1883-1973) describes "democratic schooling" as a form of education, directed by the individual child which Gewirtz and Cribb claim, "curriculum is built around the real lives and interests of students" (2002: 508). This self-directed curriculum seemingly echoes the playwork perspective of play (Lester et al, 2014). In a world where children's organic access to play is becoming increasingly limited, due to; parental fear (Gill, 2007), neoliberal politics (Kozlovsky, 2007; Wragg, 2018) and technological advancement (Palmer, 2008) amongst other influences, do democratic schools offer a playful experience of childhood within an education environment? These questions and more will be addressed, followed by an invitation for theoretic discussion on the topic with participants.

The Last Halloween- Koerner

It's Halloween night, as your group of friends have been preparing for the night, mapping the perfect route hoping for those sweet full-sized candy bars. What you didn't expect was the scares to be real! Monsters are real and their hungry for more than candy, and it's your turn to navigate a world of ghouls, monsters, and annoying mummies. This roundtable will focus on an original table-top game, a game using dice and a pre-written narrative with players serving as characters in a unique world. Tabletop games have gotten more attention in the past few years as people have become more interested in acting out stories where they are the heroes. One facilitator leads the game, while players act as characters. Offering equal parts opportunities to promote creativity and problem solving, this is the natural conclusion of play-based story-telling, letting children explore unique social situations and problem solving in a safe environment. Backed by a renewed focus of role-playing games as an option for dramatic theory the gameplay itself will be rooted in this philosophy. In terms of the content itself this game focuses, on promoting social skills while embedding content subtly. Conflicts between monsters, the undead, and human will exist in spaces useful to explore social justice instruction. Focuses will be placed on the undead, and how existing systems of power leave them marginalized. Monsters are rarely total monster's and heroes are rarely perfect, as this game gives students an opportunity to explore their own morality, both in relations to themselves but the world around them.

3:35 PM-4:50PM

Active Learning in the College Classroom- Lawrence

As educators, modeling active learning in college classrooms is a teaching strategy that can be effective in helping students see the value of using playful techniques to teach concepts and meet learning objectives. This session provides teacher educators with a variety of active learning experiences used in a NAEYC Accredited community college classroom that are effective in achieving the course outcomes and engaging students in playful learning.

Connecting Storytelling and Play: Integrating two tried and true arts to grow young readers and writers- Poelman

Participants engage as active listeners in the art of storytelling and then as active story tellers through play when given many open-ended play materials. Participants will be given time for solo play as well as cooperative play. Attendees will gain an awareness of how storytelling inspires play and play can awaken the inner storyteller of each soul. Connecting storytelling and play opens the possibilities of how to promote more self-active play in classrooms where the amount of time allotted for play is decreasing. Learn some strategies for awakening the age old art of storytelling as a teacher and creating space for play in a full curriculum.

Play for Teachers! Lego Serious Play as teacher development pedagogy- Kang, Kavanagh, Thacker & Harris

Adult's play, in our society today, is devalued as insignificant, unproductive, and even condemnable. This notion, however, could be problematic for teachers in every level given play plays such a critical role in children's cognitive, social, emotional, and physical development and learning. Teachers, who did not experience playful learning during their own schooling might have not been convinced about the value of play themselves, which could lead them struggle to agree with play-based, student-initiated, hands-on approaches in their teaching and learning. This workshop is to showcase how Lego Serious Play (LSP) could facilitate ideation, communication, collaboration, and community building in a playful but serious atmosphere. The example settings include pre-service teacher education courses, in-service teachers and university faculty retreats, and community youth programs. The workshop will introduce theoretical and methodological rationale of LSP and share steps and general strategies. Four presenters will share

example LSP activities applied in their own teaching, service, and administration. Artifacts of the facilitated LSP, benefits and drawbacks observed, and future implications for educators and students will be discussed.

An Undergraduate Perspective on Play and Teaching Practice- Welteroth, Brown, Conti, Delbaugh, L. Long, R. Long & Scillia

This workshop will begin by narrating the emerging self-study research of pre-service teachers from Susquehanna University. All six seniors are completing their student teaching and discovering how incorporating play practices in their pedagogy enhances their practice as educators. There will be a brief discussion of ongoing research about encouraging play practice with children and families in the community. The workshop will also engage the audience in playful learning activities employed by the student teachers in their early childhood education placements.

Exploring Free Improvisation- Nachmanovich

Weaving throughout the network of our constantly changing interactions, the message “This is play” contextualizes and re-contextualizes everything we do, from art to interspecies communication to politics. You can’t define play, you can’t circumscribe it, you can’t predict, you can’t control. But you can *know* play and do by doing. This multilayered texture of communication is what distinguishes life from nonlife.

Complex webs or skeins of interdependence shoot all through life when we consider these issues. In art, in education, in therapy and other contexts, we strive to work more naturally, to think as nature thinks, in an uncontrived and unscripted way that encompasses all our networks of relationship.

The Joy of Dementia (You Gotta Be Kidding!)- Fridley & Massad

This workshop will begin by narrating the emerging self-study research of pre-service teachers from Susquehanna University. All six seniors are completing their student teaching and discovering how incorporating play practices in their pedagogy enhances their practice as educators. There will be a brief discussion of ongoing research about encouraging play practice with children and families in the community. The workshop will also engage the audience in playful learning activities employed by the student teachers in their early childhood education placements.

Circle for a Fair World: Exploring Multiple Identities as a Teacher- Baytas & Tuncdemir

Teachers bring their identities derived from their life experiences, histories, and cultures as well as their assumptions and beliefs into the classroom. Teacher identity functions as a framework to create an effective teaching practice, to identify their roles, and to understand their classroom climates. It is important for teachers to understand and value their own multiple identities and recognize these identities to create deeper connections with their students. In this workshop, participants will examine and reflect how teachers’ identities emerge, affects and motivates their pedagogical practices by creative drama. They experience about what creative drama is and how they can enhance their play repertoires and discuss identity themes within the play. They engage in “Warm-up, Improvisation, and Discussion.” After creative drama activities, the presenters provide information about creative drama and its practices in early childhood classrooms. Participants ask their questions, make comments about the session, and discuss how they can implement and modify these activities in their classes.

Nature, Nurture and PLAY: Supporting Children's Emotional Development with Attachment-Informed Play- Stewart, Jarrett, Dobner-Pereia, Hardman, Decker & Pogue

Engage in attachment-informed play with the natural world! We can help promote a playful and relationship-based connection to the natural world for children typically developing children and for

children struggling with emotional and behavioral challenges. An emphasis will be placed on the importance of “#justplay,” a special call to ensure that all children, schools, and communities have access to the benefits of nature play. Designed to inspire your head and engage your heart, this experiential workshop will share research evidence for the benefits of nature play for children in their schools and homes. Participants will also be offered tools to create opportunities for nature play in schools, communities, and families. Join us to live out the research findings and learn more ways to play in nature with children.

5:00 PM-5:20PM

Hosplaytality: A Framework for Engagement- Miller

Play is a human instinct, but hospitality is a human practice. Beyond the service of meals and beverages, hospitality extends to the smallest of interactions and daily habitual greetings. We welcome another’s existence with a simple “Hello” and we establish boundaries when we negotiate eye contact with strangers. Like hospitality, theatre is ubiquitous to human culture; a crucial part of hospitality is in its performance. In my project, I have begun from these sociological and theoretical understandings of hospitality and play and tested the exact nature of performance engagement. My practice-as-research performance experiments have so far established that hospitality makes play possible, which thereby makes hospitality possible

Exploring How Winter Weather Enhances Preschool Children’s Outdoor Play- Rossmiller, Lindberg, Schlembach & Carr

There persists this notion among caregivers, school administrators, and parents that it is unsafe for children to play outdoors in cold weather. Through our work observing young children’s winter play on a nature playscape, it was discovered that interactions with snow and ice facilitate cognitively enriching play and opportunities for risk assessment. In this presentation, we argue that winter weather play is important for young children’s physical and cognitive development. Attendees will be exposed to instances that depict how interactions with snow and ice change the dynamic of children’s play and heighten benefits of nature play.

Young Children’s Playful Literacy Practices in a K-8 LEGO Club- Meacham & Pepanyan

The session will share findings from an action research study about a teacher educator’s use of robotics materials with her pre-service teachers. The context of this study is a literacy education course that focused on young children’s language development and emergent literacy. The initial purpose of the project focused upon teaching the integration of robotics and coding practices to language and literacy. Many early childhood teachers are not familiar to STEM disciplinary discourse, which prevents their young students from being exposed to robotics (Bers, 2007). In addition, the recent heavy emphasis on literacy in the U.S. schools in the post-NCLB era has reduced time on science instruction in early grades (National Institute of Child Health and Human Development, 2005; Wineburg, 2006). After we implemented the action to expose our preservice teacher education students to the robotics materials, we realized that what matters more than STEM is their belief about play and their ability to explore those materials and to play with them. Most of the students majored in elementary education who were working towards a reading endorsement that required their ability to teach Birth-Kindergarten children for their language and emergent literacy development. The preservice teachers’ journal entries revealed that a high degree of freedom to explore the robotics materials was associated with a negative feeling (“frustrating”), whereas a structured step-by-step approach (e.g., more instruction than play) was opposite. This action research allows us to re-examine our beliefs about play and to seek out for theories of adult learning.

Drama-Based Pedagogy Play and Social Studies: Integrating New Content into a Graduate Level course using Lesson Study- *McCartney, Bodle & Streeter*

In this presentation, we will share our findings from our recent inquiry to integrate Drama Based Pedagogy into our graduate level courses in the Elementary and Early Childhood Master of Arts in Teaching programs. Two of us (Dr. Bodle and Dr. McCartney) teach in the Elementary and Early Childhood Education programs, while Dr. Streeter teaches in Theatre Education. He serves the role of our expert in this inquiry. In previous semesters, Dr. Streeter has been a guest instructor in our courses, introducing Drama Based Pedagogy as a teaching strategy and leading the students in a few of the DBP strategies, and debriefing with them the applications for their own classrooms. We recognized, however, that as the course instructors, we needed to take the next step and jump into the constructivist practices we expect our students to teach in their practicum classrooms and beyond, by leading these DBP experiences ourselves. Using Lesson Study as a framework in the spring semester of 2019, the three of us will collect data across two sections of Dr. Bodle's social studies methods course. Our goal is to share this process with our audience as we become more confident in our ability to integrate DBP into our courses and ultimately, enable our students to do the same in their own future classrooms.

Reimagining Recess!- *Wilkinson & Meyers*

Recess affords the opportunity for children to engage in free play during their school day yet the professionals who supervise recess are typically given little or no training. Additionally, the pedagogical and educational relevance of recess is often overlooked. This interdisciplinary project created supportive and innovative play environments for students during recess in two public schools. We aimed to promote self-directed play by 1) providing ongoing and embedded professional development training for school personnel – rooted in the theories and practices of ‘playwork’ and; 2) providing engaging and creative loose-parts play materials during recess time. Pilot data on children's play was collected at the two participating schools and one control school using the System for Observing Children's Activity and Relationships during Play (SOCARP) (Ridgers, McKenzie, & Stratton, 2012) and structured observation of play behaviors. In addition, 27 narrative summaries of loose parts play were created and analyzed for themes. Preliminary results indicate a significant increase in constructive play behaviors at the schools where loose parts were provided and a trend toward an increase in pro-social interactions. Activity levels were similar in both groups.

Play and Instructional Practices of Home-Based Child Care Providers- *Hooper, Gavia-Loaiza & Kerch*

We will share findings from a mixed-methods study about how home-based child care providers incorporate play and curriculum in their work with children. Although many children spend time in home-based child care settings, little is known about children's play opportunities and providers' curriculum implementation and play facilitation in these settings. Twenty-nine licensed and unlicensed home-based child care providers participated in an interview and completed a survey about their instructional practices, including their caregiving beliefs, planning and curriculum use, and professional engagement. Many of the providers reported using a curriculum that included predetermined activities, while others reported that they did not plan specific activities for children and instead provided extended time for free play. Most of the providers who reported using a curriculum had purchased a packaged curriculum with set activities. These results highlight how curriculum in home-based child care can be a tool that can enhance children's learning through play, or it can serve to limit creativity and open-ended play.

Finding Connections between Spirituality and Play for Early Childhood Education- *Mata-McMahon*

This session looks at the found benefits of play for all areas of development, including the spiritual, by sharing the findings from 33 surveyed U.S. early childhood educators' perceptions on nurturing spirituality through open-ended and free play. Data collected from an online survey of in-service teachers' perceptions on nurturing children's spirituality in the classroom, were analyzed looking for mentions of

play as means to support spirituality. Findings show that intentionally nurturing spirituality in educational settings can be achieved by providing play environments and opportunities for children to experience spiritual moments, defined as feeling wonder, awe, joy, and inner-peace.

Play in the Making: How maker-spaces are promoting play in elementary schools- *Keyes*

The overarching premise of 21st century learning is a focus on deeper thinking, discovery, and innovation, a critical skill set needed for students throughout their lives (Kurshan & McManus, 2017). Schools are tasked with integrating these key skills into their curriculum. Makerspace is an intentionally designed space, similar in concept to an art or science lab, where educators can integrate 21st century learning into school curriculum through problem-based and project-based learning experiences. Makerspaces are experiential learning environments where students use their skills to create, invent, and play. The researcher investigated an early childhood makerspace in a K-2 public elementary school and will share her findings and how they relate to play.

Friday, March 15

8:30 AM - 9:45AM

TASP Keynote Address Lenore Skenazy

How Did Free Play - And Free Time, & Free-dom - Disappear from Childhood? Thoughts from "America's Worst Mom"

Last year Utah just became the first state to pass the so-called “Free-Range Parenting” bill, named for the movement I founded. It declares that parents can’t be arrested for negligence just because they let their kids play outside or walk to school.

But do we really need a law like that? “What next?” wrote one commenter. “Utah legalizes drinking from the hose?”

Well here’s the rub: In most places, it is still, thank God, totally legal to let your kids do the things we did as kids, like play outside. Most parents who give their kids a little freedom do not get arrested.

But once in a while, they do — like the Meitiv family in Maryland, investigated twice for letting their kids, 10 and 6, walk home from the park. Or Debra Harrell, the single mom in South Carolina who let her daughter, age 9, play at the sprinkler park, rather than sitting at McDonald’s all day while mom worked her shift.

Those kids were not in any more danger than they’d be walking down a flight of stairs: Sure, they could slip and -- the end. But overwhelmingly, the odds were on their side.

Because we understand that nothing can be 100 percent safe, we have not criminalized parents who raise their kids in homes with stairs. But increasingly we have criminalized parents who choose to let their kids out of their sight.

Why?

My talk discusses how we got to this point, and how we can flip it.

9:55 AM -10:15AM

Teacher Education Students' Engagement in Play with Robots- Meacham & Pepanyan

The session will share findings from an action research study about a teacher educator's use of robotics materials with her pre-service teachers. The context of this study is a literacy education course that focused on young children's language development and emergent literacy. The initial purpose of the project focused upon teaching the integration of robotics and coding practices to language and literacy. Many early childhood teachers are not familiar to STEM disciplinary discourse, which prevents their young students from being exposed to robotics (Bers, 2007). In addition, the recent heavy emphasis on literacy in the U.S. schools in the post-NCLB era has reduced time on science instruction in early grades (National Institute of Child Health and Human Development, 2005; Wineburg, 2006). After we implemented the action to expose our preservice teacher education students to the robotics materials, we realized that what matters more than STEM is their belief about play and their ability to explore those materials and to play with them. Most of the students majored in elementary education who were working towards a reading endorsement that required their ability to teach Birth-Kindergarten children for their language and emergent literacy development. The preservice teachers' journal entries revealed that a high degree of freedom to explore the robotics materials was associated with a negative feeling ("frustrating"), whereas a structured step-by-step approach (e.g., more instruction than play) was opposite. This action research allows us to re-examine our beliefs about play and to seek out for theories of adult learning.

The Effect of Nature- Preschool on Children's Language, Conflict resolution, and Child-initiated Learning- Myae Han, Pic & Pollock

This pilot study examined the impact of experimental nature preschool on language, conflict resolution, and child-initiated learning. In this nature preschool, children spend all day outside in nature doing free play while in school. Using mixed method approaches, we documented children's quality of language, frequency of conflict resolution, and child-initiated learning/unplanned teachable moment. Our initial data analysis showed that, in a nature preschool, 1) children used higher level of language (symbolic social pretend language), 2) majority of conflicts are solved by children themselves, 3) higher incidents of learning opportunities were initiated by children.

Is Developmental Psychology Too Prosaic? - Clark

This presentation argues for the importance of poetics in how children learn, and particularly in how children are socialized within culture. It derives from decades of studying how ritual and play contribute to children's cultural participation. In both ritual and play, children come to know cultural values in embodied ways that depend on enacting metaphoric meaning rather than internalizing values through logical abstraction. The presentation will consider the systematically poetic nature of cultural engagement as children become members of their society, and the deficit of cognitive developmental psychology in accounting for poetics as central to child development.

Establishing a Play Chapter of FLAEYC (The Florida Association for the Education of Young Children)- Drew & Kroeker

The Florida Association for the Education of Young Children (FLAEYC) Play Chapter was established in the summer of 2018 with the mission of communicating to parents, teachers, and the broader community the importance of creating quality play experiences for children and engaging them when it is appropriate. In this workshop, the process of starting a special interest chapter of the state affiliate of NAEYC will be described in detail. One of the first activities of the Play Chapter was to establish a Play Space at the annual FLAEYC conference for participants to experience the benefits of play first-hand and take away play ideas to implement in their own classrooms. Details about the different activities will be shared in this session as well as feedback that was received from participants. This Play Space can serve as a model at future conferences with a focus on play or young children's development.

Entering a World of Metaplay: ICTs, Metagame, Community- Kempton

Contemporary digital game play sees a considerable part of the metaplay take place in online mediums. Communities dedicated to games play a role in constructing play practices that impact players around the world (Isbister, 2016) and can shape local practices of play (Boluk & LeMieux, 2017). Information communication technologies (ICTs) facilitate the development of metaplay (Bateson, 1973) and components of metaplay, particularly metagame (Donaldson, 2016), paratexts (Glas, 2010), and gaming capital (Consalvo, 2007). This paper is part of a research project that investigates the interaction of local play practices of rural, suburban, and urban Canadians with the global fan-base of Pokemon, as facilitated by ICTs. It will focus on the theoretical part of the project, investigating the entanglement of metaplay as conceptualized by theories of play versus metagame as conceptualized by contemporary digital game scholars. It will seek to establish 3 core components of metaplay, being metagame, paratexts, and gaming capital. Metaplay will be framed as both community building and community driven, as well as demonstrating how individual players can easily engage or negotiate it through paratexts, knowledge sharing, and strategy discussion. It will also seek to examine how players may engage with, utilize, or reject the established metaplay on local or global levels.

Play and Pretend: Creative Drama in Teacher Education- Arda Tuncdemir

Qualified teachers are a crucial component of preschool programs for improving young children's outcomes (Barnett, 2003; Lobman, Ryan, & McLaughlin, 2005; Whitebook, 2003). To educate high-quality Early Childhood Education teachers, they need to be prepared more adequately with skills, knowledge, and confidence in providing different subjects and contents. In order to enhance teachers' skills, knowledge, and confidence, play should be the most important component of teacher preparation programs. Creative dramatics is one of the most powerful play activities for both teachers and children. The purpose of this research is to focus on preservice teachers' professional training through incorporating drama in education activities. In this study, creative drama modules that include games, improvisation activities and discussion segments were implemented. Moreover, preservice teachers created and implemented their own creative drama lessons after the module was completed. They expressed thoughts, feelings and ideas in weekly reflections and attended pre- and post-interviews. At the end of the study, it is found that they provided better definition of creative drama and subject teaching, their communication skills and confidence were improved, and their teaching skills were enriched with new ideas and thoughts about play and creative drama.

Playing Around with Changing the World- Rich & Lobman

With deepening social, environmental and political crises worldwide, many who want to make a difference in the world are finding that they need new tools in their efforts to make social change, as well as foster personal and community development. Whether they are alarmed by the increasing political polarization and lack of productive dialogue across difference or responding to the influx of refugees to places in the world already stressed by economic and political changes, many people are frustrated by the ineffectiveness of traditional ideologically driven approaches to social change and are looking to be more creative. The proposed presentation explores the use of play in the form of improv comedy to provide tools to social activists and community organizers from all over the world who were enrolled in a 10-month immersion program in performance activism. Participants will learn about how play and improv are being used to provide tools for community activists and how this is helping to support an emerging movement of performance activism.

Parents' Perceptions of Children Play in Tourist-Laden Communities- R. Davis

This study describes parents' perceptions of the factors that influence children play in small communities with large transient tourist populations. The factors explored were children activity levels, neighborhood safety, neighborhood cohesion, and the presence of tourists. Parents described their children as very active and independent, and engaging in high levels of outdoor play. Children played primarily in neighborhoods and parents reported minimum interest in parks or playgrounds. Parents viewed their neighborhoods positively in terms of safety and cohesion and they did not report any negative effects associated with the presence of tourists. These results are consistent with literature that report safety as a primary concern for parents, however, the large population of "strangers" did not appear to influence safety concerns. The evidence suggests that parents' may have developed unique internal definitions for concepts such safety and cohesion. These definitions may have a protective effect that allows parents to cope with the realities of the communities, but they may also influence how parents' perceive their children's play within these communities. Parents' perceptions may also be moderated by community-specific variables such as composition, location, and available resources.

10:24-11:40AM

Improv: A Fast and Easy Way to Introduce Play and Playfulness- DiMichele

Through play we discover ourselves and each other. We explore ideas and possibilities. We build respect, trust and meaningful relationships. From kindergarten to post-secondary and beyond, we seek to engage our students. However, because of generational changes, technology or trauma many suffer deficits in their emotional, cognitive, or behavioral development. This impacts learning and how they relate to themselves and others. Although highly effective, introducing play and playfulness can be challenging do to time constraints, personal boundaries and unknown trigger points. So, what can we do? Improv! Yes, those :30 second to 3-minute-long game structures are a fast and impactful means of introducing play and playfulness. Improv's unique frame of "Yes, and..." provides a frame for collaborative discourse and for a positive and safe exploration of ideas. It develops essential social-emotional and interpersonal skills. The practice of improv games moves one from an oppositional frame of mind. It increases awareness, acceptance and empathy. It decreases anxiety, develops resiliency and increase creativity and collaborative skills. This energizing and experiential workshop introduces a fast, easy and no-fear approach to teaching, learning and applying short-form improv games to a variety of fields and disciplines. Improv is not about being funny, nor is it only for the extraverted. Anyone can learn, teach and apply improv to gain its many benefits. Come and understand the process behind improv, and how to facilitate and apply the games to achieve the benefits it offers. Improv provides a powerful frame for playful discourse and inquiry.

Growing a Young Non-Profit: Our First Ten Years, and Yours- Leichter-Saxby & Law

Playwork is a uniquely focused approach to supporting children's play with minimal intervention from adult agendas. Playworkers practice techniques of non-judgmental, non-directive facilitation without direction. Pop-Up Adventure Play deliberately aims to apply these skills also to their work in international professional development and support for grassroots community efforts. In this workshop, we will be speaking candidly on issues of research, communication, sustainability, advocacy and conference-planning. Participants will also be prompted to reflect and refine their own projects or ideas, brainstorm and connect.

Enhancing Physical Development in an Environment that Focuses on Safety- *Lawrence*

This session focuses on the importance of active physical play and incorporating active playful experiences that allow for acceptable risk on playgrounds. Participants will see videos and photographs of playgrounds in the United States, China, Japan, Denmark, and Australia that provide challenging physical experiences that enhance development.

Disruptive Play: Tricking Power into Performing Acts of Love- *Siegel*

In a world ruled by conflict and competition, non-competitive play is insurrection. Playfulness, plopped before power, is revolutionary. To be playful means not taking power seriously. When this approach reaches a critical mass, power collapses and leaves us swimming about in the amoral waters of the Trickster. The Trickster archetype embodies and exemplifies playfulness in a societal context. With grounding in Trickster mythology and folklore; art history; politics; and popular culture, the transformative potential of Disruptive Play (as compared to Original Play and Cultural Play) can be understood. There are more and more contemporary examples of short-term experiments in what could become prototypes or even templates for a play-based society. This session provides background and sets the stage for such speculation. The session participants will move together from grasping the attributes of the Trickster archetype, the individual disruptive player, and the revolutionary troublemaker to the more abstract notion of larger groups and even a society that embodies a play ethos. What happens when Trickster is freed from having to address and mock power?

Promoting Math Play with the Sand and Water Table- *Wallace*

In this session we will explore children's play purposefully using the sand and water table as its vehicle. We will investigate practical examples of how this play can promote mathematical learning. The session will address specific tasks that can be used to stimulate activity and discussion that support children as they communicate their understanding of mathematical ideas and concepts.

The Critical Role of Play in Emerging Literacy- *S. Stone & B. Stone*

This workshop focuses on the role of symbolic play and the natural process of symbols becoming more complex over time as the child develops a symbolic system through play. Participants will discuss play environments designed for symbolic play, language play, play with story sense and story comprehension, and also emergent drawing, writing and reading. Participants will engage in hands-on play experiences and create play possibilities. Participants will gain an in-depth understanding of symbolic play along with ideas to support literacy development in play environments without compromising the role of choice and autonomy as children engage in play.

The Right to Play: Social Justice Issues- *Jarrett, DeMarie, Beresin & Patte*

This session features four panelists, all authors/contributors to a book proposal on play and social justice. The session begins with a brief summary of ways in which play benefits physical development, social-emotional development, interest and curiosity, imagination and creativity, and motivation. It will be followed by presentations of research, primarily our own, showing racial and socio-economic disparities in quality of play opportunities. Olga Jarrett will discuss her own research on recess and school and community playgrounds that indicates disparities in play opportunities (who gets recess, who gets the most fun/challenging playgrounds) according to race and socio-economic status. Michael Patte will discuss research on recess access in the US as well as international challenges identified by IPA World in providing access to play. Anna Beresin will discuss her project involving university students helping to facilitate recess play in urban schools through provision of loose parts. Darlene DeMarie will discuss disparities in play experiences between A and F schools and how play experiences are helping to change the academic trajectories of children who live in a high poverty region of Tampa. The panel presentations will be followed by round table discussion of these and other issues.

The presenters are working on a book proposal on the many issues regarding play and social justice, framed around the understanding that various kinds of play, including socio-dramatic play, physically active play, humor, and games with rules, are beneficial for children and youth and that play is a right of all children (Article 31 of the Convention on the Rights of the Child).

Let Grow Play Club: Mixed-Age Free Play for Elementary Students- *Cohen, Koerner, Laskowski & Lerner*

Let Grow Play Club is a before school program that gives children a chance to organize their own games and fun, from soccer to pretending, as they learn to socialize and interact with mixed ages before school. A variety of playground equipment is provided in the gym and/or playground for the children to play freely and design their own games. Adults are on the premises to observe but not interfere or coach children's play. The purpose of this symposium is to share the results of an eight-week intervention with Patchogue-Medford School District & LIU/ Post to examine the impact of a free play program upon the behavior of 100 randomly chosen elementary school students.

11:50AM- 12:10PM

It's A Human Right: Play for Young Adolescents- *Sluss & Bailey*

If play is a basic human right as stated in Article 31 of the United Nations Charter on the Rights of the Child, then play should be at the center of curriculum in the middle grades (Grades 2-8) or at least be included as a part of the school day. Unfortunately, this is not reality in many middle schools. The authors of this session seek to address this situation by advancing the case for young adolescent play. They begin by sharing a recently developed definition of play for young adolescents (Bailey and Sluss, 2018) and quickly move to an extensive review of the literature on the treatment of play in the four major content areas of Reading, Math, Science, and Social Studies. This in-depth review of the literature will serve as a framework for creating a play-based curriculum and will make the case for play among young adolescents.

Liturgical Play- *Pritchard*

This paper presents my current PhD research exploring Christian liturgy through the lens of play. A few theologians have written on the relationship between Christian liturgy and play such as the "Playfulness of the Liturgy" in *The Spirit of the Liturgy* by Romano Guardini. From this theoretical basis I undertook empirical auto-ethnographic participant observations of current Christian liturgies in a variety of denominational settings. I then developed a method for the analysis of these observations using two models of play; "Play Types" developed by Bob Hughes and Scott Eberle's "Elements of Play". Based on these observations I propose a theoretical understanding of liturgy and play derived from ritual theory and in particular the work of Ronald Grimes. The end conclusion being the suggestion of an additional genre of play, namely Liturgical Play.

A Brief History of Mummers' Play Through a New Conceptual Framework- *Rus*

The present work is an attempt to outline a brief history of mummers' plays beginning with an age when they were simple community rituals and going to the recent decades when they entered a rapid decline, and when state institutions introduced projects meant to safeguard them. Unlike Folkloristic that tried to explain and define mummers' plays as surviving elements of eras long gone (Ordish 1891; Chambers 1969), I build my arguments on the works of authors who had analyzed human play from a cultural-historical perspective (Huizinga 1968[1938]), from the standpoint of the philosophy of language (Wittgenstein 2001[1953]) and of the philosophy of religions (Couliano 1992), I theorize mummers' plays as the expression of a cognitive architecture of the human mind (Liénard and Boyer 2006), built in close relationship with the culture, values and history of the community that produced them (Norbeck 1974; Malaby 2007). All these parallels have shown that mummers' plays, as compelling collective rituals of

peasant societies, express a strong relationship with the deep resorts of humans. This explains their enormous success over a very long period of time when most of Europe's inhabitants were involved in small-scale agricultural work, and the influence of the states where they lived on their local rural communities was extremely low (Robb 2007).

The Impact of Free Play on Scientific Concept Development- Stone

When a child chooses to engage in play, an entire realm of possibilities opens. As a child begins to playfully imagine, construct, socialize, discover, wonder, inquire, experiment, and meaningfully interact with the environment, a high level of cognitive, emotional, and social growth can occur. Some may attempt to capture the essence of play, but with a goal or objective in mind. However, when the play becomes a task, and ownership no longer belongs to the child, the power of play diminishes. The goal is the play itself, not for an adult to achieve an objective through it. When children have the opportunity to play, a profoundly powerful ownership, unique to each child emerges, and the child develops a world they can understand, manipulate, and construct without barriers. It is in this play world that children can begin to discover and develop meaningful and relevant conceptual understandings with significant personal connections. Through this case study, six fourth grade classrooms were examined with three representing a “traditional” group with direct instruction in the area of static electricity and three representing a “play” group. The traditional group received direct instruction through the use of textbook readings and the play group received materials and time to play without any restrictions other than the materials given for static electricity (balloons, wool cloths, salt, plastic combs). Students were given authentic assessments afterwards and results showed that the play groups consistently showed deeper conceptual understandings and made more connections to the material than the traditional groups.

Kindergarten Teachers’ Approaches to Student Learning and Assessment in Play-based Classrooms- Pyle, Danniels, Wickstrom & DeLuca

Many kindergarten programs world-wide currently mandate play-based pedagogy to support children’s academic and developmental learning. Despite research that endorses the benefits of play for children’s early learning, important variation in the implementation of play as pedagogy has been documented in practice. Alongside this implementation, Kindergarten teachers are tasked with integrating assessment practices in play contexts to support student learning and monitor student progress. Given the pivotal role of assessment in classroom instruction and learning, it is critical to examine educators’ approaches to play-based learning as well as the ways in which they integrate assessment within play-based contexts. Accordingly, the current study collected interview and observational data from 20 play-based kindergarten classrooms to examine how assessment was integrated into play, relative to educators’ enactment of play-based pedagogy. Results demonstrated two distinct methods of implementing play-based learning, each with differing approaches to assessment. Video recordings of classroom practice will be shared to facilitate discussion and to illustrate implications of these two approaches to play-based learning and assessment.

Qualities of Play Experienced by Adults During Freely Chosen Activities- Parham

This study focused on the experiential qualities of freely chosen, pleasurable activities reported by adults in Chile and the USA using the Daily Occupational Experience Survey (DOES-r), a self-report questionnaire that was informed by a prior qualitative study of adult experiences of play during everyday life activities. The study methods consisted of 3 phases: (1) revision of the instrument, (2) data collection via Qualtrics, and (3) analysis of the data. The sample of convenience consisted of 18 to 64 year old adults with a variety of professions and interests (N=450). As guided by the survey, participants identified one activity considered to be their preferred pleasurable activity or their passion, and specified the experiential characteristics of that activity using a list of 31 potential experiences. Experiential items targeted the motivation to enter into the activity (e.g., I feel creative, I feel happy) and the characteristics of the activity as perceived by the participant (e.g., activity requires imagination, requires mental activity). Exploratory factor analysis of the 31 experiential items yielded five factors: creativity,

restoration, heightened self-awareness, ludos, and mastery. Findings suggest that the research instrument may be valuable in future research that aims to explore and understand meaningful leisure and play choices among adults with a variety of life challenges.

The Perceived Value of Outdoor Play Through Preschool Teachers' Views- J. Oh

The purpose of this study was to gain understanding of preschool teachers' beliefs about young children's outdoor play and to describe individual teachers' personal experiences about outdoor play on a more naturalized playground that has been newly developed in their work site. A constructivist approach was used since this study mainly focused on individual teachers' beliefs. For primary data collection, three in-depth individual interviews were administered, and concept maps were collected as secondary data to portray individual participants' beliefs and knowledge to supplement the findings of this study. For data analysis, Charmaz's (2006) constructivist grounded theory was employed using two steps of coding, initial and focused. Major emerging themes generated from this study included: 1) Teachers value outdoor play for educational, developmental, and well-being purposes, 2) Teachers perceive that natural outdoor environments promote learning and development in their own unique ways, and 3) Teachers attempt to provide quality outdoor play by performing various roles during outdoor play. The constructivist grounded theory of understanding preschool teachers' beliefs about outdoor play were expressed as a series of proposition statements based on core themes and categories grounded in the data. The implications for researchers and practitioners will be discussed at the end of the presentation.

1:30-2:45PM

TASP Keynote- *TASP Keynote Address*

Free Play: Improvisation in Life & Art by Stephen Nachmanovich

The art of improvising is fundamental to our mental health, our spiritual well-being, and our capacity for free and spontaneously mindful communication. We all naturally improvise every single day, yet few of us give ourselves credit. We think of improvisational creativity as something entirely of the moment, but it also involves listening and awareness of context, which connect us to much larger frames of time and place, and most importantly other people. This workshop is open to all participants in the conference, all professions. If you have a musical instrument, please bring it. If you are not a musician, please bring yourself – everyone will be able to participate on an equal basis.

2:55-3:55PM

Play in Higher Education- J. Johnson, K. Johnson, Myae Han, Sutterby, Durham, Patte, Tugce Arda, Belland, Hartle & Kim

Diverse group of professors will discuss current projects concerning play in higher education, inviting audience participation. Panelists represent various theoretical backgrounds and play discourses; and they will be asked by the moderator to describe current work and to explain the rationales. Core values and commitments will emerge, and directions for future endeavors.

Free for All Baltimore: Playing After School in a Segregated City- Gardner & Dalbey

How does our educational system inform children's leisure time? How does social segregation impact play opportunities? How does our play movement support or challenge a power structure that privileges the play of some children over others? Free for All Baltimore is a free, open-access after-school program in Baltimore City inspired by the Baltimore Uprising after the 2015 murder of Freddie Gray. Through the lens of this program and its playwork approach, we will explore these questions and offer some practical

solutions. We will discuss how the field of playwork can be used as a tool for child-led community building and can provide access to self-directed leisure time for black and brown young people who are particularly targeted for after school programs that are heavily supervised, directed, and coached by adults. We'll share photo and video documentation from the Free for All Baltimore program to illustrate the thinking and action behind the program's inception, obstacles we've encountered, and our future program plans. We plan to discuss the parallels our audience might see in their own communities and the implicit and explicit biases that they have encountered when adults and children interact in public space.

Reconsidering Play in Early Childhood: Towards Social Justice and Equity- Wisneski, Nicholson, Alcock, Delaney, Haywood-Bird, Marsh & Zhulamanov

Reconsidering Play in Early Childhood: Towards Social Justice and Equity is an organized session presenting recently published studies from around the world that attempt to challenge, expand, and reexamine conventional perspectives on play in early childhood educational settings. This body of work is framed by the phenomenological viewpoint that presumes equity is best confronted and improved through developing an expanded understanding of play in its multiple variations and dimensions. The play studies in this session explore the potential and troubles of play in teaching and learning, children's agency in play, the actual spaces where children play, and different perspectives of play based on identity and culture. Contexts of the play studies include an outdoor forest preschool, an American public pre-kindergarten class and university laboratory preschool, and New Zealand community-based private preschool. The presenters invite participants to use the research as an inspiration to reconsider their conceptions of play in the context of early education and care and to take action to work for a world where all children have access and agency to play.

Does Playfulness Have a Place in the College Classroom? - Julia & Lawrence

This study examines college students' self-reflections on how they learn best and their knowledge and abilities related to the course competencies at the beginning of the semester while taking an introductory child development course. At the end of the course, students are surveyed again and this time, they are asked what course experiences were helpful in understanding and applying the course content. The course activities listed on the survey include typical course activities, such as discussions, lectures, readings and quizzes, as well as playful learning activities such as games for review and other hands-on, engaging activities. Students were also asked to rank the activities in how effective they were in helping them learn the course content. Results from the first semester of the study will be shared in this session.

More Recess for Virginians- Stewart & Martin

Play is the work of childhood, but playtime is being cut from school schedules across the country in lieu of more "instructional minutes." In Virginia, the instructional minutes requirements that were adopted 20 years ago were so onerous that schools were forced to cut back recess time to comply. Some elementary students in Virginia were getting only 15 minutes of recess per day (or less) in 2017. Groups of concerned parents in Prince William, Fairfax and Loudoun counties began meeting with school staff and county school board members to ask for more recess, but school personnel replied that state requirements precluded them from offering more recess. Thus, parents banded together to form More Recess for Virginians to pursue legislation that would allow the flexibility for more recess to return to elementary school schedules in Virginia.

The Just Play Project: Creating a Child-Friendly City- Keeler

The bad news is today's children aren't outside playing like past generations. The good news is there are a thousand ways communities can reverse this trend and support child-directed play and mobility. Find out how Ithaca, NY is working to be more child-friendly (including becoming America's first "free range kid" city) then roll up your sleeves to investigate solutions for children everywhere. Together we'll remember our own play memories, discuss barriers to play for children today, and brainstorm new ideas to support all children's right to play.

Documentary: The Power of Play- Burghardt

The Power of Play is a film in the Canadian TV series, The Nature of Things hosted by David Suzuki. It is the first documentary to depict play in a range of unexpected species, including spiders, octopus, and Komodo dragons (documenting the deep evolutionary roots of play), as well as more expected species such as dogs, cats, bears, bonobos, and, especially, human children. A major theme of the film is the value of vigorous and challenging free play in children and how such play is declining worldwide. Innovative research on such play with children in Canada and Norway is described in some detail. A variety of play experts are interviewed, most notably, for a TASP/IPA audience, Stuart Brown. Serge Pellis, Elisabetta Palagi, and others also appear.

Media-Supported Educational-Play for Early Learners- Tiwari

This study suggests a framework for using educational media as a prelude to play in early education classrooms, helping children ease into new concepts based on stories, characters and their interactions. The framework is tested with a Kindergarten class in Central Pennsylvania, using an educational TV episode from PBS Kids (Peg+Cat) followed by an original Tabletop Game (Bricksters) to help children learn addition and subtraction. Video data of students (n=22) are analyzed to suggest that children may pick up new mathematical concepts from watching educational media and strengthen their understanding of these concepts by playing follow-up games.

4:05 PM - 4:35 PM

Evoking the Transformative Power of Nature Play in Adults: Lessons Learned from Eden- Sturm

Nature as a whole is often referred to as a “mother” because she is where life comes from. As children come from a woman’s body, life comes from “Mother Earth” or “Mother Nature”. She is what feeds us, protects us and nurtures us. In a world that often triages masculine traits, such as organization, competition, and power, inviting the feminine into aspects of our lives helps create balance and doing so through interaction with nature invites a full sensory experience. This presentation discusses aspects of play within nature in order to create opportunity for transformation and connection to feminine qualities such as nurturance, intuition, and emotions. Specific examples and exercises from time spent at the Eden Project in the United Kingdom will be offered. Ideas for your own play in nature will be offered. Implications for balancing our own masculine and feminine energy through nature play will be discussed.

Play and Playfulness in the Higher Education Classroom- Guiguis

Often play and playfulness is associated and perceived to be appropriate if implemented in the early childhood classroom. Nonetheless, there is a misconception that play and playfulness ends as the individual becomes an adult and enters college. This research looks at aspects of play and playfulness in the higher education classroom that can be applied across disciplines. Furthermore, it will allow for a greater sustenance of why play should be used in college base programs. Play facilitates the theoretical knowledge into practice for college students. Particularly, this research looks at 1) how to implement aspects of role-play for problem solving, 2) experiencing different contemporary theories through learning centers, rather than just teaching theory 3) students’ ability to feel safe in the classroom, speak up and take risks 4) assess how students develop different perspective from mock debates that simulate school scenarios. Finally, this qualitative research will use multiple forms of assessment to measure student learning from these play and playful tasks through their reflective writing and course content specific evaluations.

Children's Musical Play: An Informal "Rock Band" Experience- Eldreth

This research poster will attempt to describe how children engage in musical play within the context of a space with musical instruments located in a children's garden of a large arboretum. The information will be framed using both cultural and social ideals as influenced by place-based pedagogy.

Cookie Eater! A Fractions Learning Puzzle- Tiwari

The 'Cookie Eater' puzzle is designed for young learners (age 5-7) to visually learn about fractions. A gingerbread-shaped body of the puzzle holds several cookie shapes such as squares, circles, rectangles, triangles, hexagon and heart - which are divided into 2 to 4 pieces. The puzzle is scaffolded by a deck of cards, each prompting the child to add half a shape (1 of 2 puzzle pieces) or quarter (3 of 4 pieces) or one fourths (1 of 4 pieces). By the end of the cards, the child will have put together all whole geometric shapes. The puzzle can also be played without the cards, and the puzzle pieces can also be used as Tangrams

Children's Literature That Inspires Play-Filled Learning- Bestwick

Play and learning are inextricably linked. Yet, play has diminished in the lives of children, particularly in schools. Research shows that play is crucial to bring about the healthy development of children (Brooker, Blaise, & Edwards, 2014). Likewise, usage of high-quality children's literature has decreased in schools, to the detriment of children's healthy development (Allyn, 2017; Bishop, 2012). An inquiry sought to join these two ideas, play and children's literature, to identify how play is depicted in realistic children's literature and to explore how children's literature might inspire playful learning in schools. Eight types of play as depicted in children's literature were identified during the inquiry. This poster session will share the eight types of play featured in recent, high-quality children's literature, and provide a plethora of cross-curricular applications for playful learning.

Write on site International Play Journal- Patte

The *International Journal of Play* publishes reflective essays titled 'Memories and Reflections on Play' that depict how personal play memories can shape ones life, work, and scholarship. The editors believe the autobiographical perspectives on play can enrich a scholarly journal. During the TASP Conference this year, please record your most outrageous play memories and contact information on the index cards provided as the registration table. The editors will contact authors about developing these outrageous play memories for potential publication in the *International Journal of Play*.

Murdering Bunny Rabbits and World Domination: Examining Intentions, Stages, and Peace-focused Responses to Violent Themes in Children's Play- Mitchell & Durham

Teachers of young children value the diversity of play and strive to respond as needed in supportive and appropriate ways. Play often reveals children's thinking about the many, textured experiences they encounter. Children don't always censor their play through socially accepted and "nice" standards when attempting to make sense of the world in which they live. Sometimes uncomfortable content emerges that can tempt adults to ignore, admonish, or shut play down. We find it valuable for adults to examine their own assumptions, beliefs, hang-ups, and biases related to uncomfortable content and recognize benefits to children when their play is embraced, understood, and permitted.

This session presents case studies from a university lab program of violent themes that emerged in children's fantasy play and how the teachers considered and responded to it. Recognizing our own teacher/adult perspectives on the uncomfortable areas play has touched in our interactions with children, we attempt to reflect upon the role we can play to channel it toward positive socio-moral outcomes in the classrooms. We endeavor to uncover the dispositions necessary to think through and then implement strategies that are respectful to all players- the children playing, the other children in the room, teachers, and parents. Finally, we offer developmentally appropriate strategies, tips, and responses for adults to use to help children navigate violent content with peace-focused values and goals.

4:45 PM - 6:00PM

Rising up through Play: The Space for Play in the Movement for Racial Justice- Bradley

In 2014, I brought my children (then aged 7, 8, 11 and 13) to a rally protesting the killing of Eric Garner. While my children were aware of Trayvon Martin and Michael Brown, and Eric Garner, this was their first real protest. We had attended vigils and participated in online actions, but I'd never brought them with me to protests. While I wanted my children involved in the movement, I came to question my decision as I saw their reactions to the chants and the energy in this dark and unfamiliar adult-centered space. After sharing this experience with a colleague, he said, "someone should hold a family-centered protest." I shook my head agreement, "Yeah, someone should." Days later, I realized that maybe that someone should be me. I could start such a protest. I turned to social media pages in my community to ask if other parents might be interested. The response was overwhelming, and on January 3, 2015, the Philly Children's March for Love & Justice was held in response to events in Ferguson, Cleveland, New York, and around the country. The goals for our initial action, and for all the subsequent work, was to create a child-centered approach to racial justice. As such, our work has been anchored in playful strands of activism. In organizing the march, we realized there was a robust community interested in subverting racism and working for racial justice in ways that engage and center children. Now the Philly Children's Movement has over 600 families and holds events actions throughout the year.

Play is central to our work.

For this workshop, we will share the journey of the Philly Children's Movement as we try to balance the goals of racial justice with a playful, child-centered approach. Although these two framings can seem like a counter-intuitive pairing, we will share activities that we experienced as being "in right relationship with each other" (Adrienne Maree Brown).

Therapeutic Play for Play Advocates: How Play Creates Community and Nourishes Activists, Advocates and Researchers- Lobman & Rich

Advocating for play at this moment in history, when play is related to as a luxury at best and, at worst, when play is seen as a frivolous hindrance to "real" learning and serious work, can be frustrating and demoralizing. In this workshop we will offer participants the opportunity to co-create playful conversations and performances to support their development as play advocates, researchers, and practitioners. Participants will be introduced to social therapeutics, an innovative approach to lifelong human development and emotional growth that utilizes the human ability to play and perform—to be who we are and "other" than who we are—as vital to our emotional, social and intellectual lives. We will take participants through activities/performances that use everything people bring (including pain and trauma) to create the ensemble, and then wonder with the participants whether and how these activities/performances can support and nourish our collective development as play advocates.

Ramping It Up: Play Based Project on Building a Tricycle Ramp- Lozan & Fredette

Play and learning go hand in hand. Presenters will share current research on play and learning and participants will build a mini-ramp using various materials in the context of play. The lead teacher will share her experience through examples of classroom documentation of 3, 4, and 5-year-old students who built a bike ramp with teachers incorporating science, literacy, and mathematics in the context of children's play.

New Games: The Foundation of Cooperative & Non-Competitive Play & Games- LaRue

Where has basic play and gamesmanship gone? Has technology and social issues overtaken the child's inherent right to simply play with their peers? Has imaginative play disappeared? Has the competitive nature of traditional sports and games limited the type of child who can participate and be accepted by

their peers? In New Games, everyone plays – everyone wins – the way we play together creates an environment that’s “just for the fun of it”. We begin by simply playing. Games such as: Name Train, Snap, Hog Call, People to People and Group Juggle are all but a few of the games we will play. The session ends as we discover basic game components and learn a technique on how to adapt, modify and/or create a “new” game. We call it...Creating 60,480 different games in a minute!

Cultivating Compassionate Communication and Connection Through Circle Creation- *Hawkins*

This workshop is designed to briefly review the classic communication styles of Aggressive, Passive, Passive-Aggressive and Assertive Communication, and introduce a new category termed Compassionate Communication. We will discuss a Whole Self Model of us as an individual, and as part of a collective within families, communities, countries, and the world. We will identify, through brief lecture, the way our self-communication and self-care relates to our internal emotional state and our external communication and depth of connection to others in family, community and beyond. For the interactive play portion of the workshop, we will use a creative circle-based Mandala Art Exercise and Self Mandala Movement, to notice our past, and shift our current self-communication and self-care in order to create more conscious self-communication in the future. We will then interact with the group through creation of circles both in bringing together our Self Mandala Art Creations, as well as through Group Mandala Movement to foster cooperation and communication with others. Discussion of personal experience with the interactive exercises will be encouraged throughout the workshop, as we discover the power of creating circles to utilize a more compassionate language with ourselves and those we connect with in life.

Play Opportunities and Possibilities with a World Champion! - *Auerbach*

Not every workshop is led by a World Champion. But this one is! We are all "champions of play" and here is your opportunity to practice what we preach, walk the walk, and build connections that last a lifetime.

Guiding Deeper Engagement in Creative Block Play- *Hansel*

We have known for years that block play offers children of all abilities, backgrounds and learning styles the opportunity to develop physically, socially, emotionally and cognitively. However, recent research has provided us with exciting new and useful information for classroom application. We now know that block play promotes spatial development, which is key to achievement in the STEM subjects, and that when educators guide children’s play (during block play, for example), their academic and social outcomes are improved. This workshop will assist educators in identifying the important benefits of block play; help them acquire or expand expertise in arranging the block area, select materials, and plan engaging, inquiry-based learning activities with blocks; and become more skilled observers of block play in order to guide and support children’s learning through feedback based on the needs and interests of the individual child.

Transcultural Studies of Play: Memories, Wishes and Intentions

Eldreth, Tiwari, Zhaci, Sung Lyu, Kara Miheretu, and Johnson

Cultural-historical and socio-cultural perspectives (e.g., Gaskins, Rogoff) underpin this research directed towards illuminating the importance of cultural contexts (home, neighborhood, community, school, and media culture) on play memories. Drawings, interviews and focus groups were used to generate data with attention to USA, Tibet, S. Korea, and India cases. Play memories and idealizations motivate present-day intentions for bettering play opportunities in one's culture as well as globally. Transcultural concepts and uses of play are discussed.

Saturday, March 16

8:25 AM - 9:25 AM

IPA Keynote- The Genius of Play: Making Play a Priority- *Anna Yudina*

Anna Yudina is director of marketing initiatives at the Toy Association and a champion of The Genius of Play program to educate parents about the benefits of play and inspire families to play more. She will talk about the rise of “intensive parenting” and what it means for play, highlight the origins and key components of The Genius of Play movement, and share the impact it has had on changing parental attitudes. The audience will also have a unique opportunity to see a “sneak peak” of The Genius of Play’s new PSA campaign and learn about the first-ever annual celebration of play, coming up in May. Please visit TheGeniusofPlay.org to learn more about the initiative and follow @GeniusofPlay on Facebook and Instagram.

9:35 AM - 10:35 AM

TASP Past President's Panel- Sluss, Jarrett, Patte, Lobman, Myae Han, Nwokah, & Meckley

The President’s Panel is a one of the long-standing traditions of the annual conference of The Association for the Study of Play (TASP). Several of the TASP Past Presidents will consider play during their tenure as President, the state of play in today’s world, and future of the state of play and how it is investigated. This interactive conversation will include time for each Past President to share their views on the state of play and the study of play. Contemplations will include a Q and A session at the end. This will provide the audience with an opportunity to pose questions to the panel and this should lead to an interactive dialogue.

Clowning the Art of Being Present- N. Glick & J. Glick

Based on nearly 40 years’ experience in international humanitarian clowning, gives both a conceptual framework and tools for creating intentional empathic connections, humor and play. Freeing the mind, the practice of Presence can support loving-kindness, enhance health in both individuals and groups, promote more vital, creative and supportive social relations, while diminishing unhappiness and burnout.

Interactive Sandbox Play: Interactive Sandbox: Stories Around an Augmented Sandbox- Gehringer & Hunter

Play experiences that revolve around the sandbox are steeped in creativity and interesting dialogue. This presentation highlights the play stories that evolve when children are exposed to an augmented sandbox. This is a hands-on sandbox that couples a 3D visual application with white sand and allows the sand itself to interact with the children's movements. The sand is augmented in real time with a color topography map. This allows the children to move the sand and cause visual changes to the sand. In this presentation the attendees will have the opportunity to hear about our research on how the children experience this unique sandbox and the possibilities to foster positive inquiry-based play with an augmented sandbox. The children in our research study discovered new ways to interact with the sand and technology, this increased the play interactions in other areas of the classroom.

The Struggle and the Love: Embodied Reflective Practice and Care- Leicheter-Saxby

Playwork practice requires personal and physical involvement in an environment which is highly varied, swiftly changing, and emotionally intense. Practitioners use their bodies in complex ways to perceive, navigate and support play. At times our bodies may be the site or object of play itself. Drawing from

recent PhD fieldwork, this workshop shares common experiences of practitioner inspiration and struggle from two adventure playgrounds in the USA. What does it mean to adopt a playwork 'perspective' or 'stance', both philosophically and in space? We'll look at the shared implicit or ideal 'body' outlined in conceptual metaphors central to playwork theory and investigate friction points where theory meets practice. This will provide context for larger conversations regarding the meaning of 'struggle', what happens when we are triggered or reactive during play, and ways to hold a safe 'container' for children's play and professional reflection. Finally, we'll discuss ways we might support one another, avoid burnout, and foster personal, professional and collective integrity.

The Equation- Elling

What brought you joy as a child? What kinds of play did you do as a child? What do you remember as fun? What were the games you played and where did you play them? These questions were met with blank stares from the parents who were participating in a speech and language development skills group I was facilitating for families with young children with language delays. We then talked about how going back to your play roots and sharing whatever brought you fun is an easy way to connect with a child and to set up a learning environment for any skill you want or need to teach. I shared with the group the most important lesson I learned in graduate school: learning = 50% skill + 50% enjoyment, it is a circular equation, not linear; the more we build a skill the more we enjoy doing it, and the more we enjoy doing it the better our skill becomes. We increase our time on task because it is enjoyable and because it is enjoyable we increase our time on task. Said simply: we get better at what we practice. I am writing a book on play: what it is, why it matters, and how to do it. The book is meant for parents and entry-level speech-language pathologists. A key component of my book is a Personal Play History Inventory I am designing as both a reflection and a guide for increasing playfulness in the learning environments of home and clinical setting with children. This poster session is an opportunity for me to present an overview of my book and have participants take my Play History Inventory and give me feedback on it's usefulness.

10:45AM-12:00PM

Walter Drew Presidential Address- Abstract? "The Nectar of Play: How we learn, What we feel, Who we become"

Some say play is the world's best peace maker. Inner and outer. A healing source of creative energy, a positive force and safe context for fruitful conversation and constructing self-knowledge while revitalizing the human spirit. In this brief but spectacular talk I will endeavor to illustrate how the select teachings of distinguished play theorists Brian Sutton Smith and Thomas Henricks touch upon self-realization and the principle that hands-on play and art making with open-ended materials, like tempera paints, wooden blocks and "loose parts", reconnect the individual with earlier stages of human development, spontaneously balancing and strengthening hope, will, purpose, a sense of competence, fidelity to one's self and others, as well as loving, caring and wisdom. In this way play serves to diminish distress, relieve sadness, self-alienation, depression and nasty divisiveness that disrupts or destroys relationships with one's self and others. Using real life examples, photographs and actual journal stories following adult play episodes, I will attempt to relate how applying play's intrinsic qualities of adaptive variability and spontaneity of spirit, cause us to think deeply, feel intensely and build trust in our intuitive self. The goal of this talk is for you to witness how the nectar of play heals and enriches what we learn, how we feel, and ultimately who we become as happier, healthier beings who make the world a more peaceful place to be.

Biographical Statements of Presenters

Alcock, Sophie

Dr Sophie Alcock is a senior lecturer in education at Victoria University of Wellington, New Zealand-Aotearoa. Her professional background includes being an early childhood teacher, researcher and academic; combining pragmatic and theoretical approaches to understanding and interacting with young children. She is interested in children's emotional wellbeing from relational and socio-cultural perspectives that prioritise the systemic attachment contexts within which children live, play and learn. Sophie particularly enjoys the complexities that emerge when reflexively observing children playing in early childhood care and education settings.

Atkins, LaDonna Ed.D., CFLE

Dr. Atkins Ed.D., CFLE is a professor in the Family Life Education- Child Development program at The University of Central Oklahoma. Dr. Atkins also serves as the administrator for the University of Central Oklahoma's Child Study Center. Dr. Atkins is a past president of the Early Childhood Association of Oklahoma. She currently serves on the International Play Association United States President of the Board of Directors, where she advocates for children's right to play. Dr. Atkins currently serves on many national, state and local boards and committees including: advisory board member for the Oklahoma Infant Mental Health Association and the Oklahoma Chapter of the March of Dimes.

Auerbach Gary

Gary watched the first episode of Sesame Street 50 years ago. His claim to fame is winning the world championships at freestyle frisbee. He is now a "champion of play" who will amaze and inspire you.

Bailey, Beatrice

Dr. Bea Bailey, Professor and Social Studies Education Coordinator, Middle Grades Education Department of Teaching and Learning, College of Education at Clemson University is on the Executive Board, International Assembly (IA) of National Council of the Social Studies (NCSS), Middle Grades Representative, Executive Board of International Play Association (IPA), and is a 2018 Fulbright Scholar.

Baytas, Muge Olgun

Muge Olgun Baytas, M.Ed is a third year PhD student and a teaching assistant of multimodal literacy course in Curriculum and Instruction Department. She is interested in ethnographic research investigating how kids internalize being a good citizen through pedagogical practices. She takes a multidisciplinary approach that encompasses civic action, values education, and creative drama.

Beresin, Anna

Anna Beresin holds two PhDs from the University of Pennsylvania, one in folklore, and one in the psychology of education. Her masters is from the Harvard Graduate School of Education, and her BA in child study and sociology is from Tufts University. Her books include: Recess Battles: Playing, Fighting and Storytelling; The Art of Play; Group Motion in Practice; and the soon to be published Character of Play. She serves as professor of critical studies at the University of the Arts in Philadelphia, co-edits

Bestwick, M. Angel

Angel Bestwick is a faculty member in the Elementary Education Department at Kutztown University. She has also worked in higher education as faculty at Manhattan College, and adjunct faculty at Wilkes University. She was formerly an elementary teacher and elementary science coordinator at the Dallas School District in Dallas, PA.

Bodle, Aaron

Aaron Bodle is an Associate Professor in the College of Education at James Madison University where he teaches social studies methods and qualitative inquiry to beginning elementary educators. Using film, animation, and street art as methods of data generation and (re)presentation, his research explores changing conceptions of citizenship in relationship to place; students' perceptions of their connections to global, national, and local contexts; and links between critical multicultural and global education in theory and practice.

Border SPICES GRANT SCHOLARS

Angela Smith, Citlali Gonzalez, Clarissa Gomez, Cristina Carreon, Jesus Zuniga, Maria Fox, Melanie Peralez, Melissa Rodriguez, Nancy Lara, Nancy Villareal, Susanna Perales, Oscar Solis, and Zeilha Garcia are graduate students enrolled in the MEd in Early Childhood & Special Education program at the University of Texas at Rio Grande Valley. They are part of the second cohort of Border SPICES Grant scholars who will graduate in summer 2019. Three of them have one year of teaching experience. The rest have more than 6 years of experience as Special Education teachers.

Bradley, Jennifer

Jennifer Bradley is a Visiting Assistant Professor in Educational Studies at Swarthmore College. She is also co-founder and co-leader of the Philly Children's movement. She is forever curious about how and whether play and activism can be linked together

Bristol, Rachel

Rachel Bristol received her BA from Russell Sage College in psychology and her M.S. in psychology from Springfield College. She is currently a third-year student in the Counseling Psychology Psy.D. program at Springfield College and is doing outreach therapy at a community mental health agency. Rachel tends to approach therapy using play as a form of communication and processing for children who have experienced trauma.

Brown, Fraser

Fraser Brown is a Professor of Childhood Development and Playwork at Leeds Beckett University. His key interests include Playwork and the therapeutic value of play in children's wellbeing. He is the Chair and Co-Founder of the Aid for Romanian Children charitable trust, and a member of the International Advisory Board of the Romanian Association of Play Therapy and Drama Therapy.

Brown, Madyson

Madyson Brown is an Early Childhood Education major, earning dual certification in English as a Second Language. She is a senior at Susquehanna University and from Winfield, Pennsylvania. After graduation, Madyson would like to find a teaching job and pursue a master's degree in educational policy.

Bundy, Anita

Anna Beresin holds two PhDs from the University of Pennsylvania, one in folklore, and one in the psychology of education. Her masters is from the Harvard Graduate School of Education, and her BA in child study and sociology is from Tufts University. Her books include: Recess Battles: Playing, Fighting and Storytelling; The Art of Play; Group Motion in Practice; and the soon to be published Character of Play. She serves as professor of critical studies at the University of the Arts in Philadelphia, co-edits The International Journal of Play, and is known for terrible puns.

Burghardt, Gordon

Gordon Burghardt is a professor in the departments of Psychology and Ecology and Evolutionary Biology who has been studying and publishing on play for over 45 years. He wrote *The Genesis of Animal Play: Testing the Limits*, MIT Press

Carr, Victoria

Dr. Carr is a Professor of Early Childhood Education and Executive Director of the Arlitt Center for Education, Research, and Sustainability at the University of Cincinnati, home to a laboratory preschool. She is Editor of *Children, Youth and Environments* and conducts research on teacher efficacy and children's connections to nature.

Clark, Cindy Dell

Cindy Dell Clark, an anthropologist of childhood, is the author of *In Sickness and In Play: Children Coping with Chronic Illness* and *In A Younger Voice: Doing Children's Qualitative Research*. Her forthcoming ethnography of American family holidays is titled *All Together Now: American Holiday Symbolism Among Children and Adults*.

Cohen, Lynn E

Dr. Cohen is presently a professor in the department of teaching and learning at LIU/Post. Prior to joining the faculty at LIU/Post, she worked for over 25 years as a preschool, kindergarten, and literacy teacher. Dr. Cohen enjoys the mixing of teaching, mentoring students, providing service to local school districts, producing scholarly research, and participating in service to LIU/Post and professional organizations. Dr. Cohen is founding member of The Play, Policy Practice Interest Forum of National Association for the Education of Young Children (NAEYC) and is secretary for the Association for the Study of Play (TASP). Dr. Cohen was the recipient of the prestigious David Newton Award for Excellence in Teaching in 2017. She has co-edited four books entitled, "STEM in Early Childhood: How Science, Technology, Engineering and Mathematics Strengthen Learning" (Routledge, April 2019), "Theories of Early Childhood: Developmental, Behaviorist, and Critical" (Routledge, 2017), "Learning across the Early Childhood Curriculum" (Emerald, 2013), "Play: A Polyphony of Research, Theories, Issues" (University Press of America, 2012). Her work has appeared in several peer-reviewed journals.

Cude, Michelle

Dr. Michelle Cude teaches social studies methods at James Madison University with the aim of globalizing future teachers, and increasing their cross-cultural competencies. Dr. Cude's research interests include global inequalities of education, specifically girls education in Kenya. As a Fulbright Scholar, she was researching and teaching at Maasai Mara University and assisting in teacher training and development of Nasaruni Academy, a primary school for Maasai girls in Narok, Kenya.

Dalbey, Ben

Ben Dalbey lives in Baltimore, Maryland. Ben is interested in the play of children and youth as mechanisms of culture and social participation and in the ways play can prioritize agency and autonomy over oppressive neoliberal narratives of progress. He is co-founder of Free For All Baltimore, a child-led community building project, creating free and accessible after-school play spaces for young people in northeast Baltimore using the principles and ideals of playwork.

Danniels, Erica

Erica Danniels is a PhD student at the Ontario Institute for Studies in Education, University of Toronto. Erica has previously worked with students with developmental disabilities and other exceptionalities in both school and community settings. Her research focuses on the enactment of play and inclusion in kindergarten education.

Davis, Darrel R.

Darrel R. Davis is an Associate Professor in the Department of Educational Psychology at Miami University. His research focuses on issues at the intersection of Play, technology, and human development and learning. He is also interested in online teaching and learning and the use of technology in diverse educational settings.

Delaney, Katherine

Dr. Kate Delaney is an Assistant Professor of Early Childhood Education at the University of Toledo. Her research focuses on how teachers, children and families experience the impacts of federal, state and/or local policies in their daily lives in early childhood settings. Kate's recent work has been focused on Head Start and Title 1 preschool classrooms in Ohio. Prior to this Kate was a preschool teacher in NYC and Milwaukee, WI.

Delbaugh, Taylor

Taylor Delbaugh, from Lewisburg, Pennsylvania, is planning to get a full-time teaching job in the area after graduating from Susquehanna University. Her certification is in Early Childhood Education and Special Education. Taylor is also the assistant field hockey coach for Lewisburg junior high and varsity programs.

DeLuca, Christopher

Dr. Christopher DeLuca is an Associate Professor and Graduate Faculty member in Classroom Assessment at the Faculty of Education, Queen's University. Dr. DeLuca leads the Classroom Assessment Research Team. His research examines the complex intersection of curriculum, pedagogy, and assessment as operating within the current context of school accountability and standards-based education. His work largely focuses on supporting teachers in negotiating these critical areas of practice to enhance student learning experiences.

DeMarie, Darlene

Darlene DeMarie, Ph.D., is an Associate Professor of Educational Psychology at the University of South Florida. She was appointed the Fulbright Faculty Advisor for USF in 2014. USF has been a *Top Producer of Fulbright Faculty Scholars* every year since then, and in 2016 and 2018, USF was #1 of all research universities. Darlene sees her Fulbright work as an extension of her favorite way to play in early childhood: she loved putting together picture puzzles. Now in her job, she matches faculty members at USF with the best Fulbright Awards for them. From 2007-2009 she was a Fulbright Scholar in South Africa and co-created the University of Limpopo's Child Development Center. During future visits in 2010 and 2016, she witnessed the impact of play on children's later achievement in school. She now is a Board Member of East Tampa Academy and has witnessed how play brings friends together and makes school warm and welcoming for children. For the fall of 2019, Darlene will be a Fulbright Scholar at Eötvös Loránd University in Budapest, Hungary.

DeMichele, Mary

Mary DeMichele is a consultant, former educator and founder of Academic Play LLC, (academicplay.com) possessing over 25 years of experience in clinical, academic and professional settings. Mary is also the author of *Improv 'n Ink: Overcoming "I Don't Know What to Write!"* and *One Rule Improv: The Fast, Easy, No Fear Approach to Teaching, Learning and Applying Improv*. DeMichele, M. (2015). *Improv and ink: Increasing individual writing fluency with collaborative improv*. *International Journal of Education & the Arts*, 16(Number 10). Retrieved [date] from <http://www.ijea.org/v16n10/>.

DiFilipo, Thomas

Thomas DiFilipo is the President of Limitless Child International. Over the past 13 years Tom worked as the CEO for three international NGOs serving children in 53 countries. His focus has been on child protection and advocacy. Through collaboration with U.S. and international NGOs, Tom co-lead coalitions contributing to and supporting landmark programs such as the U.S. Action Plan for Children in Adversity, the first ever whole-of-government strategic guidance for international assistance for children, and the U.S. PEPFAR Orphans and Vulnerable Children program. Tom has presented at 53 international children's conferences and appeared in 100+ media outlets including Al Jazeera, New York Times, NPR and CNN.

Dobner-Pereira Julia

Julia Dobner-Pereira is a doctoral student in clinical psychology at James Madison University. She worked on acute care units in hospitals and is currently integrating the use of embodiment and creative arts with verbal psychotherapy in her clinical work. She is investigating the intersections between play therapy and social justice.

Drew Walter

Walter Drew, Ed.D., is the founder and executive director of the Institute for Self-Active Education. For more than 40 years, he has researched and conducted hands-on adult play experiences with open-ended materials as a process for awakening creativity, strengthening early childhood practice, and as a way of generating hope and optimism across the human life span. He is the creator of Dr. Drew's Discovery Blocks, chosen Best Toy of the Year by the Parents Choice Foundation in 1982. He co-authored an exciting new book published by NAEYC, titled, "From Play to Practice: Connecting Teachers Play with Children's Learning". He is the recipient of Patricia Monighan Nurot Award in 2009. Dr. Drew is the President of The Association for the Study of play and serves on the Board of Directors for the Association for the Study of Play

Durham, Sean

Dr. Sean Durham is currently an assistant professor of early childhood education in the Department of Curriculum and Teaching at Auburn University. He is a past director of a university lab school, preschool administrator, ^[1]school principal, and teacher. His work in early childhood began over 20 years ago and was inspired by his quest to locate high quality childcare experiences for his first child. Since that time, he has worked with hundreds of professionals to refine their personal teaching practices and enhance teaching environments for children. He is also a strong advocate for the inclusion of children with special rights into typically developing peer settings. Sean conducts research related to the sociomoral dimensions of school contexts as well as the pre- and in-service teacher experiences that promote a deeper understanding of the essential role of autonomous play in developmentally appropriate practice. In conjunction with his university work, he provides keynotes, workshops, and consulting for public and private school systems. He designs professional experiences that bring participants in contact with theoretically based principles that they can practice and apply in an engaging, interactive format.

Eldreth, James

James Eldreth is pursuing a PhD in Music Education at Pennsylvania State University. He previously taught elementary music in Missouri and holds certificates in Orff-Schulwerk, World Music Drumming, Little Kids Rock, and Montessori Arts. His scholarly interests include children's musical play, sociology of music, and coping with poverty.

Elling, Susan

After "achieving distinction" as "Most Fun To Play With" in 7th grade PE class, Susan Elling's path to play continued at the University of Colorado-Boulder graduate school in speech-language pathology, where she stated her goal as an SLP would be "to combine discipline and compassion with sense of

humor and play” while working with people with language and communication disorders. She is currently a pediatric speech-language pathologist at Boulder Community Health and her career has included working with all ages infants to the elderly, in clinic and hospital settings, homecare, early intervention, schools and private practice.

Fredette, Lore

Lore Fredette has been in the field of education for over 30 years. She is an early childhood teacher at St. Margaret's Episcopal School's Early Childhood Development Center. She is also a mentor teacher to practicum students.

Fridley, Mary

Mary Fridley is pro-bono Director of Special Projects at the East Side Institute (Institute) in NYC and an accomplished teacher and workshop leader. She practiced social therapy for 12 years and continues to use the social therapeutic approach as an Institute faculty member. Mary co-leads two popular workshop series, “The Joy of Dementia (You Gotta Be Kidding)” and “Laughing Matters”, for people of all ages and life circumstances across the country. She is also a playwright and theater director and works as a non-profit fundraising consultant.

Gardner, Courtney

Courtney Gardner is the founder/director of Community Play Project, an early childhood program in Baltimore, Maryland. She has been working in the field of early childhood for over 25 years in public, private, and non-profit sectors. She also has a background in theater, AIDS activism and gender studies. In early 2017 she co-founded Free for All Baltimore, a child-led community building project that takes a playwork approach to free, after school programming for school-aged children in Baltimore City whose play needs have not been prioritized. She lives with two teenaged boys, a journalist, and two hound dogs.

Gaviria-Loaiza Juana

Juana Gaviria-Loaiza holds a PhD from the Department of Human Development and Family Studies at the University of Delaware. Her research interests include adult-child interactions, cultural differences in parenting and teaching practices, and Hispanic children and families. Juana is from Medellin, Colombia.

Gehringer, Jennifer

Dr Jennifer Gehringer is an assistant professor of Elementary Education at Kutztown University of Pennsylvania. She holds a Masters Degree in Elementary/Early Childhood Education from Kutztown and her doctoral degree is focused on Reading Education from Widener University. She teaches foundational early childhood and elementary education classes at the university. Her research interests are children's personal story narratives. She believes in respecting the individual child and their right to powerful play experiences.

Glick, John

John began a lifelong relationship with Patch Adams whose work in international clowning began in the mid 1980's. Patch established Gesundheit Institute in 1983 in West Virginia. Gesundheit's vision situates the healthcare interaction in a wider context, where the health of an individual is intimately interconnected with family, community and cultural dynamics. Gesundheit offers a practical model for relating to a fuller consequence of being human, and of health and illness, synthesizing mind, body, social and spiritual dimensions of the human experience. In Gesundheit, fun and love can be medicine. After 10 years of family medicine, John began Virginia's 1st acupuncturist west of the Blue Ridge Mountains. His 1st international clown trip was Russia 1993 followed by more than 40 over the ensuing 25 years. He served as Gesundheit's Global Outreach Director for 14 years taking part in clowning in war zones, natural disasters, prisons, hospitals and favelas.

Glick, Nanny Durand

Nanny is a ballet teacher certified by the Royal Academy of Dance in London and trained in Bolaroja, the Lima-based Peruvian hospital clown group founded by actress Wendy Ramos. John and Nanny met on a clown trip in 2003, and after 5 years they were married.

Grady-Dominguez, Patricia

Patricia Grady is an occupational therapist and first-year Occupation and Rehabilitation Science Ph.D. student from Colorado State University. Her research surrounds children's free play and risky play. Her previous and current work focuses on play promotion for children who face barriers to play as a result of disability or social factors.

Guddemi, Marcy

Marcy Guddemi, PhD, MBA, National Consultant, is widely recognized as an expert in early education, learning through play, and developmental assessment. As former Executive Director of Gesell Institute of Child Development, she “promoted the principles of child development in all decision-making for young children.” In addition to university teaching, she held corporate positions at KinderCare, CTB/McGraw-Hill, Harcourt, and Pearson. She’s is an active member and officer of the American Branch of the International Play Association.

Guirguis, Ruth

Ruth Guirguis, is an Assistant Professor of Teacher Education at BMCC. She holds a Ed.D. in Interdisciplinary Educational Studies from the Long Island University; CW Post Campus. Her teaching background encompasses early and bilingual education. Her research is primarily focused on Dual Language Learners, structure and unstructured play.

Han, Myae

Myae Han, Ph.D. is a professor of Early Childhood Education in the Department of Human Development and Family Sciences at the University of Delaware, and a past president of The Association for the Study of Play (TASP). She studies a play-based intervention to support early language and literacy.

Hansel, Rosanne Regan

Rosanne Regan Hansel, author of *Creative Block Play*, was formerly a NJ Department of Education Specialist; Early Childhood Specialist for the Math Science Partnership at Rutgers University; and an administrator and teacher in early childhood settings. Rosanne provides professional development for early childhood educators on STEAM topics and block play.

Hardee, Weldon P.

Weldon P. Hardee is part-time faculty at Our Lady of the Lake University. He has conducted language and literacy summer camps with preschool children, has many years of experience as a speech-language pathologist in the schools and was instrumental in the planning and designing of a nature playscape.

Hardman, Susan

Susan Hardman, Ed.S., is a doctoral student in the Combined-Integrated Clinical and School Psychology program at James Madison University (JMU). Prior to studying at JMU, Susan work as a school psychologist for Fairfax County Public Schools, in Northern VA for five years. Susan is interested in individual and communal identity development, attachment theory, and play-based therapeutic interventions.

Harris, Teresa

Professor. Teresa Harris is the academic unit head for the department of Early Elementary & Reading in the College of Education at James Madison University.

Hartle, Lynn E

Lynn Hartle, Ph.D., a former Montessori directress continued her career in higher education teaching positions in Florida and Pennsylvania. Her research interests include: teacher preparation, play, learning through the arts, and appropriate uses for digital media; shared through presentations, books, chapters, and journals. For her service and advocacy to the field, she was awarded: *2008 Children's Champion Award* Central Florida AEYC and the *2016 Edgar Klugman Award for Play*.

Hawkins, Victoria

Victoria Hawkins, LCSW, E-RYT is an artist, author, psychotherapist, yoga/dance instructor, mom, and nature explorer. She holds a Masters of Social Work from Florida State University, and is an LCSW in Florida since 2001. Victoria incorporates art, movement, wisdom teachings, psychotherapy and mindfulness; to creatively guide clients of all ages.

Haywood-Bird, Eden

Dr Eden Haywood-Bird is an Assistant Professor of Early Childhood Studies at California State Polytechnic University-Pomona, having joined the faculty in the Fall of 2018. Prior, she was a assistant professor at Lyndon State College in Vermont, and served as the Chair of the Early Childhood and Education programme at Colorado Community Colleges Online. She has been in the field of early childhood education for 17 years, having taught children for much of this time. Most recently, she was a teacher for a non-profit STEM-focused preschool.

Hernandez, Naomi Arcos

Naomi Arcos Hernandez is Assistant Clinical Professor at Our Lady of the Lake University. She is specialized in early childhood intervention and currently collaborates on research with the implementation of a language enrichment program with a school district and incorporates environmental experiences into therapy with children with communication delay and disorders in a speech, language, hearing center.

Hohlbein, Patricia

Dr. Patricia Hohlbein is a Management Professor at Ohio Dominican University. She earned her Ed.D. in Organizational Leadership from Pepperdine University and is a former corporate executive and serial entrepreneur. Additionally, she has been a featured speaker at national and international conferences on her research on play, emotional intelligence, organizational leadership, conscious capitalism, and organizational behavior.

Hooper, Alison

Alison Hooper is an Assistant Professor of Early Childhood Education at the University of Alabama. She received her PhD and MS in Human Development and Family Studies from the University of Delaware. Alison previously worked as a research project coordinator and a kindergarten teacher. Her research interests include child care quality improvement and preservice teacher education.

Hunter, Lisa

Lisa Hunter graduated with a B.S. in Elementary Education from Indiana University of Pennsylvania in 1990. She completed a Master of Education and a Master of Public Administration degree in 2008 from Kutztown University. She worked for several years as the Graduate Assistant for the Kutztown University's Early Learning Center. She believes in providing an environment where children and families are able to grow and develop together through the joys of learning. This led her to open her own high-quality early childhood education program.

Imix, Jyoti

Graduating from Leeds Beckett University with a first class honours in Playwork, Jyoti is now undertaking a Masters by research at the same institution, critically examining democratic schooling from a playwork perspective to inform the co-creation of a radical, play based education model.

Jarrett, Hannah Pellegrino

Hannah Pellegrino Jarrett is a therapeutic day treatment provider in the schools providing mental health interventions and crisis support for children. She assisted in conducting a “nature prescription” network feasibility study and researched best practices for community support and inclusion of refugee and immigrant populations in western Virginia.

Jarrett, Olga S.

Olga S. Jarrett, PhD, is Professor Emerita of Early Childhood and Science Education at Georgia State University. Her play research is on recess and the role of playfulness in the development of interest in science. Olga is a past president of TASP and IPAUSA and recipient of four play awards.

Johnson, James

Jim Johnson is Professor of Early Childhood Education at Penn State and Past President of The Association for the Study of Play and current Series Editor of Play & Culture Studies. His current research interests concern digital play during the early years and parental and teacher influences.

Johnson, Karen

Karen McChesney Johnson, Ph.D. is full time faculty at The Pennsylvania State University and teaches Play as an Educative Process. She has conducted Play Workshops in Japan, Poland, Taiwan, and China, as well as in the United States. Her publications and scholarly interests include special education and children museums.

Kang, Shin Ji

Shin Ji Kang serves as Associate Professor in the Department of Early, Elementary, and Reading Education at James Madison University. Her scholarship involves working with North Korean refugee students and South Korean service providers to address diversity and justice.

Kavanagh, Kara

Dr. Kara M. Kavanagh is an Assistant Professor in the Department of Early, Elementary, and Reading Education at JMU. Her research is focused on the micropolitical contexts of urban schools, urban/critical multicultural education, policies and reforms that harm urban schools, and educating teachers for social justice. She has extensive experience working alongside families, communities, and educators as they work for more equitable education for marginalized students.

Keeler, Rusty

Rusty Keeler is a natural playscape designer and author who has traveled the world designing outdoor play environments and speaking about the benefits and beauty of saying yes to children’s play. Described as a cross between Mr Rogers and Jerry Garcia, Rusty is the author of multiple books on play and playscapes including the upcoming book [Adventures in Risky Play: how to \(safely\) bring risk back to the lives of children](#). (Exchange Press: 2019) www.earthplay.net

Kempton, Allen

Allen Kempton is a doctoral candidate in the Faculty of Information at the University of Toronto. His research focuses on the relationship between play and information communication technologies, particularly metaplay and its role in contemporary digital game play practices.

Kerch, Cailin

Cailin Jane Kerch, Ph.D. is a Clinical Assistant Professor for the Department of Curriculum and Instruction at the University of Alabama instructing students in the Early Childhood and Elementary Education program. Cailin served as an educational consultant for child care centers (NAEYC accredited) in the state of Alabama where she led play-based in-services and trainings with teachers and administrators. Cailin began her career teaching Kindergarten, First Grade, and Prekindergarten (Head Start) in Harrisburg and Allentown, Pennsylvania. She is also a former Dean of Students of an Early Child Care Center in the Allentown School District and Curriculum Coordinator at an international school in Tuscaloosa, AL. Cailin's research has focused on the importance of social emotional learning and related professional development in the pre-kindergarten classroom.

Keyes, Tracy

Tracy Keyes is the department chair of elementary education at Kutztown University. Her scholarly interests include play in early childhood, pedagogical documentation, children's exploration of materials, and maker spaces in preschool and elementary school environments.

Kim, ChanMin

Dr. ChanMin Kim is an Associate Professor of Learning, Design, and Technology, and Educational Psychology at Penn State University. She researches teacher learning for culturally responsive STEM education. Her current NSF projects involve early childhood and elementary teachers learn to integrate robotics and computer science into classrooms.

Kochanowski, Leslie

Ms. Kochanowski is an Academic Researcher and Director of Sustainability and Educative Environments Initiative at the University of Cincinnati's Arlitt Center. She is managing editor for Children, Youth and Environments and researches how teacher values impact pedagogy and environmental design.

Koerner, Lathem

Lathem is a graduate student at James Madison pursuing a future in Education, hoping to affect positive change. His interests include, dramatic play, story-telling and games of all kinds. He received his bachelor's from The College of William and Mary where received a degree in International Relations with a minor in Economics, with a distinct interest in global educational inequality. Past research includes work on the process of radicalization in youth, on-the-ground research with the Comision Regional de la Memoria, in Argentina, investigating cases of state-based police violence, and legal case work for refugees applying for asylum in the United States.

Koerner, Lori

Lori Koerner has been in the field of education for three decades. She spent the first 26 years of her career as an elementary school teacher, having taught every grade. Mrs. Koerner has also served as an adjunct professor of special education at several universities in New York. She was the Coordinator for a program for Students at Risk, and she is the mother of four children. Mrs. Koerner is currently the Principal of Tremont Elementary School in the Patchogue-Medford School District on Long Island in New York. She holds certifications in early childhood education, elementary education, special education, educational administration and leadership, and is a doctoral candidate at St. John's University. Her research is centered on educating the whole child; that is, developing students' social competencies, emotional well-being, and physical fitness through recess and play so that they are best equipped to meet their personal maximum cognitive potential. Mrs. Koerner is a bold advocate for children, and their teachers.

Kroeker, Julia

Dr. Julia Kroeker is a Professor of Early Childhood Education at Florida Southwestern State College. She has nine years of experience teaching preschool and kindergarten in Omaha, Nebraska. Dr. Kroeker

completed her Ph.D. in early childhood education from the University of Nebraska at Lincoln. Her dissertation was entitled, “Indoor and Outdoor Play in Preschool Programs: A Mixed Methods Study.”

LaRue, John

Since 1980 has advocated for non-competitive and cooperative-based play – using the New Games approach to play. In 2004 – began a strategy to use this type of play to promote character education and healthy life styles with children. He is an advocate for the need to “get back to basic play”.

Laskowski, Margaret

Margaret Laskowski is currently an Assistant Professor at Long Island University – Post in the Communication Sciences & Disorders Department. She is a licensed and certified speech-language pathologist who has worked in a variety of educational settings with the pediatric population. Her research interests include oral and written language learning disabilities, phonological and articulation disorders, and motor speech disorders in adults and children. She has extensive experience working with second language learners.

Law, Suzanna

Suzanna began as a mobile playworker, or playranger, in socio-economically deprived neighbourhoods in Manchester, UK. She then pursued a second BA, and graduated in 2012 with a First-Class Honours Degree in Playwork. In her final year of the degree, she helped to found Pop-Up Adventure Play in both the UK and US. Based in the UK, she is currently working towards her PhD in Playwork at Leeds Beckett University, looking at a potential social movement in the USA that is framed around play. Suzanna has recently visited Cascais, Portugal to deliver a keynote at a city-wide Mês do Brincar (Month of Play), and is currently preparing for her second visit to Malaysia and Hong Kong, specifically for mentorship and training.

Lawrence, Debra

Debra L. Lawrence has over 40 years in the field of early care and education. She has presented workshops and seminars at the international, national, state, and local level. Her service to the profession includes leadership positions including serving a four-year term on the National Association for the Education of Young Children’s governing board and continuing to serve the organization through the Board Alumni committee. Currently, Debra is a faculty member in teacher preparation programs at Delaware County Community College. She is the author of *How Public Investment Contributes to High Quality Early Childhood Programs, Lessons from Pennsylvania* and is a contributing author to *Learning from Head Start*. Her research interests include curriculum and environments that strengthen the dispositions of learning, play as the foundation of all curriculum, and creating stable and supportive environments that foster children’s ability to reach their potential.

Leichter-Saxby, Morgan

Morgan Leichter-Saxby has been in Playwork since 2007, as a frontline practitioner, academic, trainer and writer. As a co-founder of Pop-Up Adventure Play, Morgan has published on topics such as inclusive and community-based practice, gender, risk and hazard, and the recent growth of US-based Playwork.

Stephanie Lerner

Stephanie Lerner is in the process of completing her Doctoral Degree in Educational Leadership at LIU Post University. Ms. Lerner’s career started in the financial services industry after earning her MBA in finance from George Washington University. From there she went into banking and headed up a division for a banking industry publication. She then continued in media by producing business television programming, radio, and authoring a book, entitled “Kids who Think Outside the Box” about children who think differently.

Lindberg, Rachel

Rachel Lindberg, M.A. is a doctoral candidate in Educational Studies at the University of Cincinnati, with specialization in Developmental and Learning Sciences. Ms. Lindberg is currently working on an NSF grant funded project examining preschooler's STEM learning within nature playscapes. She is pursuing a line of research involving the benefits of Winter weather play, specifically young children's engagement in risky play behavior using snow and frost.

Lobman, Carrie

Carrie Lobman, Ed.D., is associate professor at the Rutgers University Graduate School of Education, the director of revolutionary conversations at the East Side Institute and a member of the All Stars Project Board of Directors. She leads improv workshops internationally for educators at all levels with a focus on the intersections of improv, play, human development, and social justice. Her research examines the relationship between play, performance, learning and development for people of all ages and the importance of outside of school programs for providing young people with developmental experiences. She is a trained social therapist and a core faculty member in the Institute's international training programs. Carrie is co-author of *Unscripted Learning: Using Improvisation across the K-8 Curriculum*, and co-editor of *Play and Culture Series Volume 11: Play and Performance*. She received her doctorate from Teachers College, Columbia University.

Long, Laura

Laura Long hails from Selinsgrove, Pennsylvania and is a senior at Susquehanna University. She plans to receive teacher certification in Early Childhood Education and Special Education. Laura would like to obtain a teaching job in the area after graduation.

Long, Robbie

Robbie Long is a senior Early Childhood Education major at Susquehanna University, set to become certified in preschool through fourth grade education. Originally from Concord, NH, he has recently set roots in Pennsylvania and plans to stay in the mid-Atlantic after graduation. He has accepted a position with City Year, an AmeriCorps affiliate, to serve an under-resourced Philadelphia school for the 2019-2020 academic year. After this service, he plans to transition into a classroom teaching position.

Lozon, Cris

Cris Lozon, Ed.D. is the director of St. Margaret's Episcopal School's Early Childhood Development Center. She is an adjunct professor, teaching early childhood classes in creativity and in mathematics. Her career in early childhood educations spans 30 years with international school experience in Japan, Italy, the Philippines, and South Korea.

Lyu, Sung

Sung Lyu Lyu is a Ph.D candidate in Early Childhood Education minor in Women and Gender Studies at Pennsylvania State University. She previously studied families and young children in South Korea. Her research interest is young childrens particularly girls gender play and gender education based on feminist approach.

Marjanovic-Shan, Ana

Ana Marjanovic-Shane is former Professor of Education at Chestnut Hill College, Philadelphia, Pennsylvania, and is an independent researcher.

Massad, Susan

Susan Massad is a retired physician with 51 years of practice and teaching in internal medicine. For the past 37 years, she has been a builder of the All Stars Project and the Institute. In 2006, Susan launched a senior theater workshop, the New Timers, at the All Stars Project in NYC and serves as a faculty member

of the Institute, where she leads ongoing conversations on health, wellness and growing older. Susan has also written a play, *Remember? Remember!*, that deals with aging and memory loss. She is a faculty member of the East Side Institute where she leads workshops on issues of aging, memory loss, Dementia, health and wellness.

Mata-McMahon, Jennifer

Dr. Jennifer Mata-McMahon – Is an early childhood educator, working in the field since 1995, with an Ed.D. from Teachers College, Columbia University (2010). She is the coauthor of *Ambiente en Acción* (Environment in Action) (Unimet, 2006), author of *Spiritual Experiences in Early Childhood Education* (Routledge, 2015), and coeditor of *Spirituality: An Interdisciplinary View* (Inter-Disciplinary Press, 2016), as well as the author of several book chapters and journal articles related to children’s spirituality.

Mathur, Smita

Smita Mathur is an associate professor in the Department of early Elementary & Reading at James Madison University in Virginia. Her research interests are related to play behaviors of young refugee, migrant, and immigrant children from Latin American countries. She is currently developing the construct “*Play Diplomacy*” and is considering the role of *Play Diplomats* in building harmonious relationships between communities.

McCartnery, Holly

Holly McCartney, PhD. is a professor of Early Childhood, director of the Post Baccalaureate Early Childhood M.A.T. graduate program and the AAS to BIS undergraduate degree in Early Childhood at James Madison University. She is the past president of the Virginia Association for the Education of Young Children (VAAEYC). Her research interests focus on early childhood and preservice teacher education.

McGhee, Jennifer

I am currently a graduate student in the Masters of Science in Infant and Child Studies program at the University of Central Oklahoma. I am also the vice-president of the Advocates for Children and Families organization on campus. I have been taking a Play class this semester, and have learned so much and been inspired to promote the benefits of play for all the children with whom I interact.

Meacham, Sohyun

Sohyun Meacham is an assistant professor of literacy education at the University of Northern Iowa. She does research about the relationship between play and language-literacy development of young children. As a teacher educator, she is also interested in studying about teachers’ engagement in play with young children.

Meckley, Alice

Alice Meckley is Professor of Early Childhood Education Emerita, Millersville University, Pennsylvania. She is a teacher, scholar, and consultant on play and children. The social construction of young children's play is her area of research. Alice is a longtime TASPIAN.

Miller, Karie

I am PhD candidate The Ohio State University in Theatre. Originally from Kentucky, I hold an MFA and BFA in Performance. My research interests include hospitality, play, and failure.

Jennifer Mills, MSW,

Jennifer Mills is the founder and Executive Director of Limitless Child International. Jennifer has served vulnerable children for over 20 years through her work in international adoption, child protection and humanitarian aid.

Mindell, Lisa

Lisa Mindell received her BA from Smith College with a double major in psychology and education and her M.Ed. in psychology from Springfield College. She currently works as an outreach therapist at a community mental health agency. Lisa's passion lies in using a strength-based approach to help children and families who experience trauma.

Miller Marsh Monica

Dr. Monica Miller Marsh is Associate Professor of Early Childhood Education and Director of the Child Development Center at Kent State University. Her areas of interest include family diversity, the formation of teacher and student identities, and curriculum development. She is co-founder of the *Family Diversity Education Council* and the *Journal of Family Diversity in Education*.

Murillo, Krysta

Krysta Murillo, Ph.D., is an assistant professor in the School of Education at the University of Tennessee - Chattanooga. Her focus area is early childhood education and her research interests include Preschool Education in Belize, Central America; play in the early years, home and school partnerships, and cultural school readiness practices.

Myers, Beth

Beth Myers is a first-grade teacher and Co-Founder of Just Play Project - a community organization making space for play. As a public-school teacher and environmental psychologist, Beth's work is informed by her passion for social and environmental justice.

Nachmanovich, Stephen

Stephen Nachmanovich performs and teaches internationally as an improvisational violinist, and at the intersections of music, dance, theater, and multimedia arts. He is the author of *Free Play: Improvisation in Life and Art* (Penguin, 1990). Born in 1950, he graduated in 1971 from Harvard and in 1975 from the University of California, where he earned a PhD, in the History of Consciousness for an exploration of William Blake. His mentor was the anthropologist and philosopher Gregory Bateson. He has taught and lectured widely in the United States and abroad on creativity and the spiritual underpinnings of art. In the 1970s he was a pioneer in free improvisation on violin, viola, and electric violin. He has presented master classes and workshops at many conservatories and universities, and has had numerous appearances on radio, television, and at music and theater festivals. He has collaborated with other artists in media including music, dance, theater, and film, and has developed programs melding art, music literature, and computer technology. He has published articles in a variety of fields since 1966 and has created computer software including *The World Music Menu* and *Visual Tone Painter*. He lives with his family in Charlottesville, Virginia. He is currently performing, recording, teaching, writing, and has completed a new book, *The Art of Is*.

Nicolson, Julie

Dr. Julie Nicholson is Associate Professor of Practice at Mills College and Director of the Center for Play Research. She is also the Deputy Director for WestEd's Center for Child and Family Studies.

Nwokah, Eva

Eva Nwokah is Woolfolk Endowed Professor in Child Language in the Woolfolk School of Communication Sciences and Disorders at Our Lady of the Lake University in San Antonio. Her research is in play, language, literature and humor. Her recent publications are on humor in children's literature and student service learning experiences with play.

Oh, Ji Hyun

Ji Hyun Oh is an Assistant professor of Inclusive Early Childhood Education at the University of Colorado in Colorado Springs. She received her Ph.D. in Special Education with special emphasis on Early Childhood from the University of Florida. Her research interests include play, inclusive play environments, and early childhood teacher education.

Paar, Derek

Derek Paar, Ph.D. is a Professor of Psychology at Springfield College. He teaches counseling and psychotherapy and has been trying to understand how a person makes sense and meaning in a world of uncertainty. This question has led him to explore issues such as curiosity, creativity and play.

Parham, L. Diane

Battles: Playing, Fighting and Storytelling; The Art of Play; Group Motion in Practice; and the soon to be published Character of Play. She serves as professor of critical studies at the University of the Arts in Philadelphia, co-edits The International Journal of Play, and is known for really terrible puns.

Patte, Micheal

Michael M. Patte, Ph.D. Professor of Teaching & Learning at Bloomsburg University of Pennsylvania. Dr. Patte is a Distinguished Fulbright Scholar, Co-editor of the International Journal of Play, Past President of The Association for the Study of Play, and Board Member of The International Council for Children's Play.

Pepanyan, Marine

Marine Pepanyan is an EdD candidate in the department of the Curriculum and Instruction. Her areas of research interest include play and playfulness in adult second language teaching, integration of play in cross-cultural teaching with the emphasis of implementation of robotics in L2 Communicative Language Teaching classroom.

Perez, Elda M.

Elda M. Perez Director of Special Programs/ Early Care & Early Education

Pic, Annette

Annette Pic is a graduate student in the Department of Human Development and Family Sciences at the University of Delaware. She has past experience working with children and families in the New Directions Early Head Start program and at the Early Learning Center both affiliated with the University of Delaware.

Poelman, Barbara Ann

Barbara Ann Poelman is NOT a pop music expert, long distance biker, or quiet conformer. (But, she sure does have a story for what she's not!) She IS a recently retired Kindergarten teacher pursuing her passions of storytelling and advocating for play. Her business, Stories and Play, offers enrichment workshops for teachers, parents and children. Much like the maker movement, she believes play can help children become makers of stories. She also sells her open ended, natural playthings at her online shop, Sheep in a Tree.

Emily Pogue

Emily Pogue is a doctoral student in the Combined-Integrated Clinical/School Psychology program at James Madison University. She holds a M.A. in Clinical Psychology from Teachers College, Columbia University. Prior to returning for her doctorate, she was employed in Vermont as a Service Coordinator and Family Support Specialist for a community mental health agency. Her clinical and research interests

include children with neurodevelopmental and behavioral needs, parent child interaction therapy, play therapy, interprofessional approaches to intervention, and attachment-based family therapy.

Pollack, Katie

Katie Pollock is a Master Teacher of the Nature Preschool Program at the University of Delaware. She also teaches undergraduates in the Human Development and Family Services department. She also serves as a clinical educator and supervisor for student teachers.

Pritchard, Carolynn

I am a PhD student at the University of Birmingham researching the relationship between Christian Liturgy and Play. My background is education as a qualified teacher and my current work is working with young children in a Christian church setting, wherein I work predominately through play. My Master's dissertation on the place of play in Christian formation has led to my interest in the relationship between liturgy and play

Pyle, Angela

Dr. Angela Pyle is an Assistant Professor at the Dr. Eric Jackman Institute of Child Study at the Ontario Institute for Studies in Education, University of Toronto. Angela is a former classroom teacher whose research primarily focuses on the learning and development of children in play-based kindergarten classrooms.

Rich, Marian

Marian Rich is a comic educator and improvisational performer. Trained as an actress, improviser and theatrical director, Marian has spent over 30 years building innovative educational environments where people from all walks of life come together to grow and develop. A performance activist with a strong belief in the power of play, Marian creates learning environments that unleash participants' innate creativity. As faculty at the East Side Institute she trains educators, scholars and activists from around the world who are looking for ways to infuse their work with the power of performance. She has explored comic forms such as humanitarian clowning with Dr. Patch Adams and stand-up comedy. She has a BA from Sarah Lawrence College.

Kara Roop- Miheretu

Kara Miheretu is a Ph.D student in Early Childhood Education and Comparative International Education Development at Pennsylvania State University. As an Early Childhood teacher and consultant, Kara has taught in Namibia, Botswana, South African and Ethiopia as well as several years in the United States. Her research interest is in African Early Childhood Curriculum in post conflict situations and the tension between progressive

Root, Nicole

Nicole's passion is to increase the well-being of adults with dementia through creative expression. She spends her days facilitating Tray Play sessions, engaging tabletop sensory experiences, in long-term care settings in Charlottesville, VA. She is inspired daily by her players' creations and level of engagement. She received her BA in Psychology from the College of Wooster, and her MA in education at Wheelock College.

Rossmiller, Ann

Ann Rossmiller is an Educational Studies doctoral student at the University of Cincinnati. For the past three years, she has worked on an NSF funded research project exploring how young children's experiences on a playscape-- a nature-based environment with intentionally designed affordances-- innately lend themselves to STEM learning. Her research interest builds from this work and focuses on cognitive and developmental benefits of nature engagement, young children's learning through play in the

natural environment, and conservation education for young children through informal education settings such as zoos and aquariums.

Rumbaugh, Patricia

Patricia Abramski-Rumbaugh goes by the nickname The Play Lady. She graduated undergraduate school from Indiana University of Pennsylvania (IUP) in Physical Education a BS in 1980. Her Masters is from George Washington University in Sports Psychology. Her emphasis was Positive Talk and Motivation. She received her MA in 1985. Pat has received three awards in 2018: nationally, Clemson University Youth Development Practitioner Award, regionally, Montgomery County Commission on Children and Youth, Dr. Nancy Dworkin Award and Takoma Foundation, Tak-tivist Award-commits to civic leadership, year in, year out. In 2017, AARP named Pat one of America's 100+ Inspiring Community Leaders. 2014 Pat gave two TEDxTalks on the subject of Play. 2008 till the present Pat has spoken regularly at conferences, schools and other venues on the importance of play.

Rus, Alin

Alin Rus is an anthropologist interested in social movements, heritage studies, anthropology of play, old customs and rituals of rural societies and the relation between traditions and global capitalism. He got a Ph.D. in Philology from Babes-Bolyai University, Cluj-Napoca (2007) and a Ph.D. in Anthropology from University of Massachusetts Amherst (2018). Now he is teaching Anthropology at Franklin Pierce University, Rindge, New Hampshire.

Schein, Deborah L.

Deborah Schein has been an early childhood educator since 1972 and a supporter of play-based philosophy. She has a doctorate in early childhood education and is currently working as an instructor for Champlain College Master's in Education. She is also an educational consultant and a writer. Deb's latest books are: Inspiring Wonder, Awe, and Empathy-Spiritual Development for Children and Nurturing Spiritual Development in Children by Knowing Our Own Spirituality.

Schlembach, Susan

Sue Schlembach, PhD, Research Associate, University of Cincinnati Arlitt Center for Education, Research, and Sustainability, and Instructor, Early Childhood Education Online program. Sue is Co-Project Coordinator and Researcher for a \$1.6 million National Science Foundation supported mixed-methods project investigating early STEM learning in nature playscapes. She has published and presented nationally and internationally on the topic of early childhood development and education in nature playscapes; and published and presented nationally about the value of play for families and young children experiencing homelessness.

Scilla, Dylan

Dylan Scilla is completing his senior year at Susquehanna University in Early Childhood Education. He is planning on traveling to Chester, England post-graduation to earn his Masters in Creative Practices in Education. Outside of the classroom Dylan enjoys the outdoors and has a strong passion for photography.

Sengupta, Nandini

Nandini Sengupta, Ph.D., is faculty member at Luzerne County Community College. Her research interest focuses primarily on Indian parents' beliefs and practices on play in the early age of their children.

Sharifian, Maryam

Dr. Sharifian is an Assistant Professor of Early Childhood Education at James Madison University (JMU). She received her undergraduate and graduate degree in School Counseling

from Tehran University, Iran and her PhD in Early Childhood Education from SUNY at Buffalo, NY. She has worked with children of undocumented Afghan immigrants, street children living in southern Tehran, preschoolers in Azerbaijan and schoolgirls in rural Tanzania. Most recently, she has begun to explore educational issues relating to children in areas of armed conflict--specifically children in Syria. She works with teachers who are teaching in “basement” schools in Damascus Syria.

Shirole, Kanika

Kanika is a M.A. candidate at Northwestern University in the Clinical Mental Health program. She received her undergraduate degree from Sarah Lawrence College in Bronxville New York. As a research assistant at the University of Geneva in Switzerland, she studied affective neuroscience. Her current interests revolve around the development of authentic identities as a Mental Health Counselor.

Siegel, Shepherd

Dr. Siegel hails from the Bay Area. He was a rock and jazz musician who became an educator, earning his doctorate from UC Berkeley. He has over thirty publications, including *Career Ladders*, and numerous awards. He led School-to-Career for Seattle Public Schools 1996-2012. Read his KAPPAN article: A Meaningful High School Diploma. He returned to his countercultural roots to write *Disruptive Play* and spread its message of playfulness and progressive change.

Sinclair, Kathryn

Kathryn L. Sinclair is a M.A. Candidate at Northwestern University, pursuing her graduate degree in Mental Health Counseling. She previously graduated in a B.A. in History with honors from Texas A&M University, with minors in Spanish and Religious Studies. Based in Houston, TX, Kathryn’s research interests include the intersection of sexual trauma and religion, power dynamics in trauma, and humor.

Sluss Dorothy

Dr. Dorothy Sluss, Professor Emerita, James Madison University, is a past president of The Association for the Study of Play and the International Play Association United States Chapter. She received the NAEYC./PPP Edgar Klugman Award, the Brian Sutton Smith Play Research Award, and the IPA/USA Award for Outstanding Service.

Stewart, Anne

Dr. Stewart is a professor of psychology at James Madison University and a member of the board of directors for the national Association for Play Therapy. Anne works to promote secure attachments and resilience for children throughout the world, serving as a consultant and provider after natural and human-induced disasters including school shootings, 9/11 attacks, Hurricane Katrina, the Indian Ocean tsunami and other catastrophic events. Dr. Stewart implemented projects to address psychosocial problems of landmines and promote safe outdoor play in Jordan, Bosnia, Vietnam and Cambodia. She is recipient of the State Council of Higher Education for Virginia Outstanding Faculty award, the Association for Play Therapy “Distinguished Service” Award, and the Virginia Counselor’s Association “Humanitarian and Caring Person” award. Anne is the playful parent of two wonderful children.

Stewart, Catherine

Catherine Stewart is one of the leaders of More Recess for Virginians, a group that in 2018 successfully advocated for expanded recess time for elementary school students in Virginia. Catherine has a Master's degree in Environmental Engineering and Public Policy from the University of Maryland College Park. She used to work in the utility industry, but has been a stay at home mom since 2011. She lives with her husband and three children in Centreville, VA where she is active in the PTA, her church, and education advocacy.

Stone, Brian A.

Dr. Brian A. Stone is a Senior Lecturer at Northern Arizona University. He teaches elementary science and social studies methods courses for undergraduates. Dr. Stone's research interests include child-centered educational practices, inquiry-based learning, constructivism, and play.

Stone, Sandra J.

Dr. Sandra J. Stone is Professor Emeritus at Northern Arizona University. Dr. Stone's publications and research focus on multiage education, play, and literacy. She served as past editor for the Journal of Research in Childhood Education and for columns in Childhood Education. She serves on editorial boards for several international research journals.

Streeter, Rashon, Joshua

Joshua Rashon Streeter (MFA) is a drama/theatre educator and director. His scholarship analyzes the pedagogies used in rehearsals and classrooms and considers the relationship between process and product in a creative experience. He was named the 2015 Winifred Ward Scholar from the American Alliance for Theatre and Education (AATE). Joshua was one of the twelve writers for the National Theatre Standards and has worked as a consultant for numerous state departments of education.

Joshua's teaching primarily focuses on pre-service and in-service education in K-12 schools, Theatre for Young Audiences (TYA), musical theatre, and arts integration. He has created and facilitated workshops across the nation, including the American Alliance for Theatre and Education National Conference, Educational Theatre Association National Conference, Woodruff Arts Center Educator Conference, NYU Forum on Educational Theatre, National Association for the Education of Young Children National Conference, Tennessee Arts Academy, and Drama for Schools Summer Institute. As a professional theatre-maker, Joshua is a writer, director, and dramaturg.

Sturm, Debbie C.

Debbie C. Sturm is an Associate Professor of Counseling at James Madison University. She is also a Licensed Professional Counselor with nearly 15 years' experience working with survivors of trauma, children in foster care, and individuals impacted by violence. Her research specializes in trauma, nature-connectedness, and the mental health implications of climate change.

Sutterby, John

John Sutterby is faculty in the Department of Interdisciplinary Learning and Teaching at The University of Texas-San Antonio. He teaches courses on play, creativity and learning, and advanced studies in play. Twice President and Past President of TASP, he is Series Editor for Advances in Early Education and Day Care. His research interests include play environments, play and social justice, and play and language development

Thacker, Emma

Emma Thacker is an assistant professor in the Early, Elementary, and Reading Education department at James Madison University focusing on social studies education. Her research interests involve civic education, inquiry in social studies, and teacher professional learning. She enjoys working with and learning from teachers and students.

Tiwari, Sonia

Sonia Tiwari is a Learning Scientist currently based in Happy Valley, PA, where she is pursuing a PhD in Learning, Design, and Technology from Penn State University. She has an MFA in Animation from Academy of Art, San Francisco. She has worked as a Game Designer and User Experience Designer in Bay Area, CA and briefly taught Toy Design at NID, India.

Tuncdemir, Tugce Arda

Tugce B. Arda Tuncdemir, MS is a PhD student, emphasis on Early Childhood Education. Her research interests are play, creative drama, social-emotional learning; shared through presentations, chapters, and journals. She is teaching Early Childhood Field Experience and Play courses. She is awarded PPPIF Walter F. Drew Emerging Play Scholar Award 2018.

Viren, Vejoya

Vejoya Viren is an Associate Professor of Early Care and Early Childhood Studies at The University of Texas Rio Grande Valley. She presents on a variety of topics pertaining to early childhood peer-relationships, conflict, and play.

Vondey, Wolfgang

Wolfgang Vondey (PhD Marquette University), originally from Germany, is Professor of Christian Theology and Pentecostal Studies at the University of Birmingham, United Kingdom, where he also directs the Centre for Pentecostal and Charismatic Studies. He has taught for twenty years in America, most recently at Regent University, where he founded and directed the Center for Renewal Studies. His research focuses on systematic theological themes through the lens of Pentecostalism, including interests in religion, pneumatology, ecclesiology, and the intersection of theology and the sciences. He is co-editor of the series, Christianity and Renewal-Interdisciplinary Studies, and of Systematic Pentecostal and Charismatic Theology. His most recent books include Pentecostal Theology: Living the Full Gospel (2017), Pentecostalism: A Guide for the Perplexed (2013), 2 volumes of Pentecostalism and Christian Unity (2013 and 2010), and Beyond Pentecostalism: The Crisis of Global Christianity and the Renewal of the Theological Agenda (2010).

Wallace, Ann H.

Ann Wallace is an associate professor at James Madison University. She teaches mathematics methods courses to Elementary, Early Childhood, and Special Education majors. She is a board member of the Virginia Council of Teachers of Mathematics (VCTM) and The Virginia Association of Mathematics Teacher Educators (VA-AMTE).

Welteroth, Susan

Susan Welteroth is a retired elementary school principal who is currently a lecturer in education and Director of the Early Childhood Education Teacher Education Program at Susquehanna University, in Selinsgrove, Pennsylvania. Dr. Welteroth teaches courses about literacy, assessment, and family and community, in addition to supervising student teachers.

Wickstrom, Hannah

Hanna Wickstrom is a PhD student at the Ontario Institute for Studies in Education, University of Toronto. Hanna is an elementary teacher and has spent most of her career in early years education. Influenced by her classroom experience, Hanna's research explores play as pedagogy, with a focus on mathematics learning.

Wilcox, Emily

Emily Wilcox received her BA from Connecticut College in psychology and English and her M.Ed. in psychology from Springfield College. She is currently a doctoral student in the Counseling Psychology Psy.D. program at Springfield College and is working on her dissertation. Emily employs an eclectic therapy approach with a theoretical foundation of narrative and feminist therapies.

Wilkinson, Kimberly

Kimberly Wilkinson is a faculty member in the Department of Occupational Therapy at Ithaca College specializing in pediatric practice. Her current research focuses on better understanding children's play during recess and the use of outdoor play in occupational therapy.

Wisneski, Debora

Dr. Debora Wisneski is the John T. Langan Community Chair in Early Childhood Education at the University of Nebraska Omaha and Director of the Early Childhood Inclusive Program. Debora B. Wisneski earned her BSEd. (1993) and MEd.(1998) in Curriculum and Instruction with an emphasis in early childhood education at the University of Missouri-Columbia and earned her PhD. (2005) at the University of Texas-Austin in Curriculum and Instruction with an emphasis in early childhood education.

Worch, Rick

Rick is an Associate Professor in the School of Teaching and Learning at Bowling Green State University, where he teaches primarily in the Inclusive Early Childhood and Curriculum and Teaching programs. He has served on the TASP Executive Committee since 2011 and was the association's president in 2017. His research interests include nature play, play and learning, and play in monkeys.

Wragg, Michael

Mike Wragg is Senior Lecturer in the School of Health and Community Studies at Leeds Beckett University.

Yamamoto, Ruth

Ruth Yamamoto is a teaching artist, adjunct instructor for several community colleges, independent scholar, consultant, and author (Serious Fun: The Power of Improvisation for Learning and Life). She holds a PhD in education from Walden University, an MEd in education from Marymount University, and a BA in drama from the University of Hawaii. Dr. Yamamoto has been a theatre educator for 20+ years in public and private schools and is a member for The Association for the Study of Play (TASP), Applied Improv Network (AIN), and SAG/AFTRA.

Yuan, Yuchang

Yuchang (Claire) Yuan is a second-year doctoral student majoring in Educational Studies at the University of Cincinnati. She has been working on the NSF funded project exploring preschooler's STEM learning in the Playscape. Her research interests include young children's play behavior and cognitive development in natural environments, preschool teachers' science teaching beliefs and behaviors, and teacher-child relationships in preschool settings.

Yudina, Anna

Anna Yudina is director of marketing initiatives at the Toy Association and a champion of The Genius of Play program to educate parents about the benefits of play and inspire families to play more. She will talk about the rise of "intensive parenting" and what it means for play, highlight the origins and key components of The Genius of Play movement, and share the impact it has had on changing parental attitudes. The audience will also have a unique opportunity to see a "sneak peak" of The Genius of Play's new PSA campaign and learn about the first-ever annual celebration of play, coming up in May.

Zeng, Wen

Wen Zeng is a doctoral student in special education at the University of Cincinnati. She has worked on a NSF funded research project exploring the impacts of playscape on children's STEM learning for three years. She is involved in several studies within this project, including the social interaction of children

with special needs on playscape, teacher questioning strategies to promote children's science learning in nature play, as well as children's engineering practices in nature play.

Zhulamanov, Ilfa

Ilfa Zhulamanova is a doctoral student in Curriculum and Instruction/Early Childhood Education program at Kent State University in Ohio. Her research interests include play and learning in early childhood, diverse children and families, curriculum and instruction, teacher education, and child development. She studied foundations of Waldorf/Steiner pedagogy and was a founder of a Waldorf kindergarten in her home country, Kyrgyzsta.

Conference Participants

Victoria University of Wellington
15b Waiteata Road
Wellington, NonUS/Canada 6140
New Zealand
Phone: +64-4-4636578
sophie.alcock@vuw.ac.nz

Jeremy Aldrich
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802,
Phone: 540-434-9916
jaldrich@harrisonburg.k12.va.us

Tugce Arda Tuncdemir
The Pennsylvania State University
107 Chambers Bldg.
University Park
State College, PA 16802
Phone: 8147771076
tba113@psu.edu

LaDonna Atkins
University of Central Oklahoma
Edmond, OK 73034
Phone: 405-974-5354
LAtkins@uco.edu

Gary Auerbach
championofplay.com
112 Morningside Dr
Winchester, VA 22601
Phone: 6108079380
gary@frisbeeguy.com
Bea Bailey
Clemson University
212 Holzendorff
Clemson, SC 29605
Phone: 8646502987
cbeatr@clermson.edu

Emily Beaudin
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
beaudieg@dukes.jmu.edu

Michael J. Bell
West 7 Mill Lane
Malvern, PA 19355
Phone: 610-633-6701
mbell@wcupa.edu

Brian Belland
Penn State University
106 Cedar Building
University Park, PA 16802
Phone: 814-863-2408
bbelland@psu.edu

Anna Beresin
University of the Arts
531 Westview Street
Philadelphia, PA 19119
Phone: 215 717 6277
aberesin@uarts.edu

M. Angel Bestwick
Kutztown University
115 Sago Street
Dallas, PA 18612
Phone: 610-683-4266
bestwick@kutztown.edu

Aaron Bodle
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
bodleat@jmu.edu

Jennifer Bradley
Swarthmore College
1012 W. Cliveden St
philadelphia, PA 19119
Phone: 4849959591
Fax: 12152472950
jbradle2@swarthmore.edu

Rachel Bristol
Doctoral Student
Springfield College
1 Day Avenue
Holyoke, MA 01040
Phone: 5183766506
rbristol@springfieldcollege.edu

Fraser Brown
Leeds Beckett University
CL505 Portland Way
Leeds, West Yorkshire LS1 3HE
United Kingdom
Phone: 01138125705
r.garrud@leedsbeckett.ac.uk

Madyson Brown
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
brownmadyson@susqu.edu

Gordon Burghardt
Department of Psychology
University of Tennessee
Knoxville, TN
Phone: 865-974-3300
gburghar@utk.edu

Jennifer Byrne
Little Main Street Playhouses
10010 Rogart Road
Silver Spring, MD 20901
Phone: 240-460-2797
jen@livecreateplay.com

Victoria Carr
Associate Professor
University of Cincinnati
PO Box 210105
Cincinnati, OH 45221-0105
Phone: 5135563805
victoria.carr@uc.edu

Cristina Carreon
UTRGV
2802 Calle Concordia
Brownsville, TX 78526
Phone: (956) 882 - 5749
cristina.carreon01@utrgv.edu

Cindy Dell Clark
Rutgers University
113 Hillside Circle
VILLANOVA, PA 19085
Phone: 8562252957
cdellclark@gmail.com

Mary Clark
Mary K. Clark
PO Box 23436
Rochester, NY 14692
Phone: 585-483-0753
MaryClark@TossingTheBall.com

Lynn Cohen
Long Island University
7 Browning Drive
Greenlawn, NY 11740
Phone: 516-299-3675
lynn.cohen@liu.edu

Grace Conti
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
conti@susq.edu

Jessica Conway
Virginia Quality
1871 Rhianon Lane
Harrisonburg, VA 22801
Phone: 6103575576
jlconway@sentara.com

Ben Dalbey
Free For All Baltimore
5210 Biddison Ln
Baltimore, MD 21206
Phone: 4104887812
ben@freeforallbaltimore.org

Erica Danniels
University of Toronto
91 Earl Grey Road
Toronto, ON M4J 3L6
Canada
Phone: 6472258345
erica.danniels@mail.utoronto.ca

Darrel Davis
Miami University
210 E. Spring St. Room 201
Oxford, OH 45056
Phone: 513-529-0255
davisdr@miamioh.edu

Christina Decker
Graduate Psychology,
James Madison University
Johnston Hall
Harrisonburg, VA 22807
Phone: 5405685352
deckercx@dukes.jmu.edu

Katherine Delaney
University of Toledo
3521 Prestwick Ct
Ann Arbor, MI 48105
Phone: 4147366207
katherine.delaney@utoledo.edu

Brittany Delawder
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
delawdbn@dukes.jmu.edu

Taylor Delbaugh
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
delbaught@susqu.edu

Darlene DeMarie
University of South Florida
501 San Jose Place
Temple Terrace, FL 33617-3856
Phone: 8138578922
demarie@usf.edu

Mary DeMichele
Academic Play LLC
P.O. Box 1941
Lake Ozark, MO 65049
Phone: 615-418-6084
marydemichele@yahoo.com

Julia Dobner-Pereira
James Madison
University
70 Alumnae Drive,
Johnston Hall
Harrisonburg, VA 22807
Phone: 540-568-5352
dobnerjx@dukes.jmu.edu

Walter Drew
President
ISAE/Dr. Drew's Blocks
P.O. Box 511001
Melbourne Beach, FL 32951, FL 32951
Phone: 321-984-1018
drwalterdrew@gmail.com

Sean Durham
Auburn University
714 Madeline Lane
Auburn, AL 36832
Phone: 3347500611
rsd0007@auburn.edu

James Eldreth
Pennsylvania State University
1000 W Aaron Dr, Apt I-4
State College, PA 16803
Phone: 5738202496
jwe6@psu.edu

Susan Elling
Speech Language Pathologist
850 Inca Pkwy
Boulder, CO 80303
Phone: 303-817-4558
susanelling58@gmail.com

Laura Feichtinger McGrath
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802, Phone: 540-434-9916
lfeichtinger@harrisonburg.k12.va.us

Lindsey Fitzgerald
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
mccarhb@jmu.edu

Kathryn Fleming
Fairytale Town
3901 Land Park Dr
Sacramento, CA 95822
Phone: 916-808-7060
kafleming@fairytaletown.org

Maria Fox
UTRGV
548 E. Heywood
San Benito, TX 78586
Phone: (956) 882 - 5749
maria.fox01@utrgv.edu

Lore Fredette
St. Margaret's Episcopal School
31641 La Novia
San Juan Capistrano, CA 92675
Phone: 9496610108
Lore.Fredette@smes.org

Mary Fridley
East Side Institute
423 Westminster Road, 3rd
Brooklyn, NY 11218
Phone: 7189136043
mfridley@eastsideinstitute.org
Jaclyn Fulk
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
fulkjw@dukes.jmu.edu

Zeilha Garcia
UTRGV
164 Pera Ave
Brownsville, TX 78521
Phone: (956) 882 - 5749
zeilha.garcia01@utrgv.edu

Courtney Gardner
Free for All Baltimore, Inc.
606 St. Dunstons Rd
Baltimore, MD 21212
Phone: 410-241-0278
ffab@freeforallbaltimore.org

John Glick, Clown
Patch Adams's Associate
jawkneemail@comcast.com

Nanny Glick, Clown
Patch Adams Associate
sadurand@hotmail.com

Clarissa Gomez
UTRGV
2764 La Villita St.
Brownsville, TX 78521
Phone: (956) 882 - 5749
clarissa.gomez01@utrgv.edu

Citlali Gonzalez
UTRGV
2739 Dennis Ave.
Brownsville, TX 78526
Phone: (956) 882 - 5749
citlali.gonzalez01@utrgv.edu

Patricia Grady
Colorado State University
1525 Hull St, Unit B1
Fort Collins, CO 80526
Phone: 774-219-7923
patricia.grady@colostate.edu

Robert Gruber
Springfield College
263 Alden Street
Springfield, MA 01109
Phone: 413-748-3607
rgruber@springfieldcollege.edu

Marcy Guddemi
Defending the Early Years
205 Dahoon Holly Dr
Daytona Beach, FL 32117
Phone: 4754346714
marcy_guddemi@yahoo.com

Ruth Guirguis
Student, BMCC
19 harbor hill drive
lloyd harbor, NY 11743
Phone: 516-5213061
ruthguirguis@yahoo.com

Myae Han
Associate Professor
University of Delaware
111 Alison West
Human Development and Family Studies
Newark, DE 19716
Phone: 302-831-8554
myaehan@udel.edu

Patricia Hanley
Child Development Institute, Sarah
Lawrence College
1 Mead Way
Bronxville, NY 10708
Phone: 9143952630
cdi@sarahlawrence.edu

Rosanne Hansel
3D Childhood
67 Kiltie Drive
New Hope, PA 18938
Phone: 215-803-3048
rosannehansel@gmail.com

Susan Hardman
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
hardmase@dukes.jmu.edu

Teresa Harris
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
harristt@jmu.edu

Lynn Hartle
The Penn State University, Brandywine
25 Yearsley Mill Rd
Media, PA 19063
Phone: 6108921492
lch1@psu.edu

Victoria Hawkins
Winged Treasures, LLC
3627 Hurston St
New Port Richey, FL 34655
Phone: 7277937458
victoriahawkinstherapy@gmail.com

Eden Haywood-Bird
California State Polytechnic University Pomona
19975 Promenade Cir
Riverside, CA 92508
Phone: 9703911276
ehaywoodbird@cpp.edu

Patricia Hohlbein
Ohio Dominican University
565 Haymore Ave S
Worthington, OH 43085
Phone: 6143614584
drpatriciahohlbein@gmail.com

Emily Holder
St. Paul Public Schools, ISD #625
3638 Sheridan Avenue North
Minneapolis, MN 55412
Phone: 6517444251
emily.holder@spps.org

Alison Hooper
University of Alabama
Box 870232
Tuscaloosa, AL 35487
Phone: 205-348-0303
alhooper2@ua.edu

Lisa Hunter
Early Learning Community, Inc.
17 Stony Ridge Dr.
Mertztown, PA 19539
Phone: 6104518270
lhunter@theelc.org

Michael Hunter
Early Learning Community, Inc.
17 Stony Ridge Dr.
Mertztown, PA 19539
Phone: 6104518270
lhunter@theelc.org

Jyoti Imix
Leeds Beckett University
6 Campden Road
Hebden Bridge, West Yorkshire HX7 6BZ
United Kingdom
Phone: +447708012953
jyotiofferings@gmail.com

Hannah Pellegrino Jarrett
Cross roads Counseling Center
Harrisonburg, VA 22807
Phone: 540-568-7447

Olga Jarrett
Georgia State University
1070 Ashbury Drive
Decatur, GA 30030
ojarrett@mindspring.com

Carleigh Johnson
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
johns5cx@dukes.jmu.edu

James Johnson
Penn State
2027 Chelsea Lane
State College, PA 16801
Phone: 814 865 2230
jej4@psu.edu

Shin Ji Kang
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
kangsj@jmu.edu

Rebecca Katz
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
katzre@dukes.jmu.edu

Kara Kavanagh
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
kavanakm@jmu.edu

Rusty Keeler
Just Play Project — EarthPlay
502 South Albany street
Ithaca, NY 14850
Phone: 607-229-5267
rusty@earthplay.net

Allen Kempton
University of Toronto
417 Prince of Wales Drive
Whitby, ON L1N 6P3
Canada
Phone: 905-434-1606
allen.kempton@mail.utoronto.ca

Cailin Kerch
University of Alabama
400 Fort Sumter Circle
Tuscaloosa, AL 35406
Phone: 2053481181
cjkerch@ua.edu

Tracy Keyes
Kutztown University of Pennsylvania
128 EQUESTRIAN DR
NEW HOPE, PA 18938
Phone: 610-683-4262
keyes@kutztown.edu

ChanMin Kim
Penn State University
314D Keller Building
University Park, PA 16802
Phone: 814-865-9919
cmk604@psu.edu

Leslie Kochanowski
University of Cincinnati
47 CORRY BLVD., P
Cincinnati, OH 45221
Phone: 5135563803
leslie.kochanowski@gmail.com

Lathem Koerner
James Madison University
Harrisonburg, VA 22807
Phone: 540-568-7447
koernelp@jmu.edu
Lori Koerner
Patchogue-Medford School
143 Tremont Avenue
Medford, NY 11763
Phone: 6316878700
lkoerner@pmschools.org

Heather Kuhaneck
Sacred Heart University
65 Old state road
Southington, CT 06489
Phone: 8609830858
hmillerot@yahoo.com

David Kuschner
University of Cincinnati Retired
600 Commodore Ct., Unit 2648
Philadelphia, PA 19146
dskuschner@gmail.com

Richard Lansdowne
PLAYiterate
506 Scofield Rd
Groton, NY 13073
Phone: 6075337501
richard@playiterate.com

Nancy Lara
UTRGV
1105 Timber Dr.
Brownsville, TX 78521
Phone: (956) 882 - 5749
nancy.lara02@utrgv.edu

John LaRue
Back2BasicPlay, Inc
35 oak forest drive
Little Compton, RI 02837
Phone: 800.986.3716
jarue56@gmail.com

MARGARET LASKOWSKI
Long Island University - Post
12 Harbor Beach Rd
Miller Place, NY 11548
Phone: 6317662592
margaret.laskowski@gmail.com

Suzanna Law
Pop-Up Adventure Play
1 Dumers Chase
Manchester, Lancashire M26 2TH
United Kingdom
Phone: +447795087204
suzanna@popupadventureplay.org

Debra Lawrence
Delaware County Community College
323 Oxford Rd
Plymouth Meeting, PA, 19462
Phone: 215-983-0447
brainguru@aol.com

Morgan Leichter-Saxby
Leeds Beckett University
Portland Building, Room PD512, City Campus
Leeds, West Yorkshire LS1 3HE
United Kingdom
Phone: 01138129649
r.sellers@leedsbeckett.ac.uk

Stephanie Lerner
LIU POST DOCTORAL
43 Regent Drive
Lido Beach, NY 11561
Phone: 9174993405
stephanie.lerner@my.liu.edu

Stephanie Lilley
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
Mccarthyb@jmu.edu

Rachel Lindberg
University of Cincinnati
519 Riddle Road, Apt. 3
Cincinnati, OH 45220
Phone: 860-874-2699
lindbera@mail.uc.edu

Anne Lintner
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802,
Phone: 540-434-9916
alintner@harrisonburg.k12.va.us

Patrick Lintner
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802, Phone: 540-434-9916
plintner@harrisonburg.k12.va.us

Beth Lobdell
21 Linkkila Ln.
Chaplin, CT 06235
Phone: 2398239061
blobdell1423@gmail.com

Carrie Lobman
Rutgers University/East Side Institute
10 Seminary Place
New Brunswick, NJ 10009
Phone: 9178066624
clobman@eastsideinstitute.org

Laura Long
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
longle@susqu.edu

Robert Long
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
longm@susqu.edu

Cris Lozon
St. Margaret's Episcopal School
31641 La Novia
San Juan Capistrano, CA 92675
Phone: 9496610108
cris.lozon@smes.org

Ana Marjanovic-Shane
Associate Professor of Education
Independent Scholar
151 W. Tulpehocken St.
Philadelphia, PA 19144
Phone: 267-334-2905
anamshane@gmail.com

Susan Massad
The East Side Institute
60 Bank Street #2R
New York City, NY 10014
Phone: not applicable
susanmassad38@gmail.com

Jennifer Mata-McMahon
University of Maryland Baltimore County
1000 Hilltop Circle, Sherman Hall, Wing
A, Rm 412
Baltimore, MD 21250
Phone: 410-455-2259
jmatamcm@umbc.edu

Smita Mathur
Early Elementary & Reading
James Madison University
395 S High St MSC 6909
Harrisonburg, VA 22807
Phone: 5405682937
mathursx@jmu.edu

Holly McCartney
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
Mccarthb@jmu.edu

Jennifer McGhee
University of Central Oklahoma
100 N University Drive, Box 118
Edmond, OK 73034
Phone: 405-974-5354
jmcghee@uco.edu

Sohyun Meacham
University of Northern Iowa
127 Alta Vista Ave
Waterloo, IA 50703
Phone: 3192732760
sohyun.meacham@uni.edu

Alice Meckley
Millersville University
136 Landis Ave
Millersville, PA 17551
Phone: 717-872-2679
alsaguma@gmail.com

Karie Miller
The Ohio State University
2426 Adams St
Columbus, OH 43202
Phone: 7735583037
miller.7627@osu.edu

Monica Miller Marsh
Kent State University - Child
Development Center
775 Loop Rd
Kent, OH 44240
Phone: 4845549496
mmillerm@kent.edu

Lisa Mindell
Community Services Institute
4 Grise Drive
Chicopee, MA 01020
Phone: (413)351-7315
lamindell@gmail.com

Amanda Misak
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
misakab@dukes.jmu.edu

Erin Morgan
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
mccarthb@jmu.edu

Krysta Murillo
University of Tennessee Chattanooga
5209 Sawyer Rd
Signal Mountain, TN 37377
Phone: 4234254543
krysta-murillo@utc.edu

Beth Myers
Ithaca City School District
323 S. Titus Ave
Ithaca, NY 14850
Phone: 4106085689
myersb323@gmail.com

Marcia Nell
Millersville University
340 Nell Road
East Berlin, PA 17316
Phone: 717-871-7344
marcialnell@gmail.com

Julie Nicholson
Mills College
170 Alpine Terrace
San Francisco, CA 94417
Phone: 650-269-1601
julie.m.nicholson@gmail.com

Peter Norment
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802, VA 22802
Phone: 540-434-9916
pnorment@harrisonburg.k12.va.us

Eva Nwokah
Our Lady of the Lake University
411 SW 24th St.
San Antonio, TX 78207
Phone: 2105287117
eenwokah@ollusa.edu

Ji Hyun Oh
University of Colorado
Colorado Springs
1420 Austin Bluffs Pkwy
Colorado Springs, CO 80918
Phone: 3522137787
joh@uccs.edu

Muge Olgun Baytas
Penn State University
1748 Blue Course Drive
State College, PA 16801
Phone: 8146990686
muo32@psu.edu

Derek Paar
Springfield College
218 Hopkins Place
Longmeadow, MA 01106
Phone: 413-519-7121
rickpaar@comcast.net

L. Diane Parham
University of New Mexico
11 Calle Cobre
Placitas, NM 87043
Phone: 5052728454
diparham@salud.unm.edu

Michael Patte
Bloomsburg University
1101 MCHS
Bloomsburg, PA 17815
Phone: 570-389-4026
mpatte@bloomu.edu

Marine Pepanyan
University of Northern Iowa
2422 W 4th St apt 6
Cedar Falls, IA 50613
Phone: 3192438923
pepanyam@uni.edu

Susanna Perales
UTRGV
32893 Papaya Dr.
Los Fresnos, TX 78566
Phone: (956) 882 - 5749
susanna.perales01@utrgv.edu

Melanie Peralez
UTRGV
281 Corona Cescent
San Benito, TX 78586
Phone: (956) 882 - 5749
melanie.peralez01@utrgv.edu

Annette Pic
University of Delaware
152 Fairhill Dr.
Wilmington, DE 19808
Phone: 3025981340
ampic@udel.edu

Barbara Ann Poelman
Stories and Play
329 California Avenue
Royal Oak, MI 48067
Phone: 248 736 2546
bapoelman@gmail.com

Emily Pogue
Graduate Psychology, James Madison
University
70 Alumnae Drive,
Johnston Hall
Harrisonburg, VA 22807
Phone: 540-568-5352
pogueed@jdukes.jmu.edu

Carolynn Pritchard
Birmingham University
3 Paget Road, Trumpington
Cambridge, Cambridgeshire CB2 9JF
United Kingdom
Phone: +44 7984857856
carolynn.pritchard@cantab.net

Angela Pyle
OISE, University of Toronto
45 Walmer Road
Toronto, ON M5R 2X2
Canada
Phone: 416-934-4575
angela.pyle@utoronto.ca

Marian Rich
East Side Institute
30 E. 95th Street
New York, NY 10128
Phone: 9175092764
mrich@careerplayinc.com

Melissa Rodriguez
UTRGV
25170 Sendero W.
Harlingen, TX 78552
Phone: (956) 882 - 5749
melissa.rodriguez11@utrgv.edu

Cosby Rogers
Retired- Virginia Tech
Virginia Tech
9709 Key West Avenue, Apartment 535
Rockville, MD 20850
Phone: (540) 558-8952
rogersco@vt.edu

Sal Romero
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802, VA 22802
Phone: 540-434-9916
sromero@harrisonburg.k12.va.us

Kara Roop-Miheretu
Penn State University
3050 Carnegie Dr.
State College, PA 16803
Phone: 410-330-3809
khr35@psu.edu

Nicole Root
Tray Play
1425 Parkside Place
Earlsville, VA 22936
Phone: 434 227-0258
nicole@trayplay.com

Ann Rossmiller
The University of Cincinnati
80 Fox Chase Dr. Apt. 9
Southgate, OH 41071
Phone: 6145780945
rossmian@mail.uc.edu

Pat Rumbaugh
Co-Founder of Let's Play America
Let's Play America
7301 Maple Avenue
Takoma Park, MD 20912
Phone: 301-928-9962
theplaylady@gmail.com

Alin Rus
Franklin Pierce University
19 Autumn Ln.
Northborough, MA 01532
Phone: 7743124804
rusalin445@yahoo.com

Amy Sabarre
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802, VA 22802
Phone: 540-434-9916
asabarre@harrisonburg.k12.va.us

Deborah Schein
Champlain College and Growing Wodner
3601 Park Center Blvd. #307
Minneapolis, MN 55416
Phone: 216 409 4237
schein.deborah@gmail.com

Sue Schlembach
Annual Adjunct
University of Cincinnati
47 W Corry Ave.
Cincinnati, OH 45221
Phone: 5133174948
schlemse@ucmail.uc.edu

Dylan Scillia
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
scillia@susqu.edu

Laura Segatti
Professor
Lehigh Carbon Community College
4525 Education Park Drive
Schnecksville, PA 18078
Phone: 610 799 1706
lsegatti@lccc.edu

Nandini Sengupta
Luzerne County Community College
505 crestwood drive
Bloomsburg, PA 17815
Phone: 5703369887
nandini@ptd.net

Maryam Sharifian
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
sharifms@jmu.edu

Kanika Shirole
Northwestern University
1715 Buckingham Drive
Harrisonburg, VA 22801
Phone: 8635779322
kanikashirole17@gmail.com

Kaleigh Shorb
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
shorbks@dukes.jmu.edu

Lisa Shull
Explore More Discovery Museum
P.O. Box 957
Harrisonburg, VA 22803
Phone: 5404428900
lisa@iexploremore.com

Alice Shupe
Sheep in a Tree
7425 Haywood Oaks Drive
Raleigh, NC 27613
Phone: 6305449760
alice@sheepinatree.com

Sharon Shuttle
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802, VA 22802
Phone: 540-434-9916
sshuttle@harrisonburg.k12.va.us

Shepherd Siegel
Play Is The Thing
2316 41st Ave SW
Seattle, WA 98116-2060
Phone: 2069338811
bamalama5@q.com

Kathryn Sinclair
Northwestern University
2455 Dunstan Rd., Apt. 481
Houston, TX 77005
Phone: 7132998077
kathrynsinclair2019@u.northwestern.edu

Dorothy Sluss
James Madison University
133 Trunk Drive
Stephens City, VA 22655
Phone: 7573451307
slussdj@jmu.com

Angela Smith
UTRGV
2194 Cabo Dr.
Los Fresnos, TX 78566
Phone: (956) 882 - 5749
angela.smith01@utrgv.edu

Oscar Solis
UTRGV
410 N. 13th St.
Donna, TX 78537
Phone: (956) 882 - 5749
oscar.d.solis01@utrgv.edu

Anne Stewart
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
stewaral@jmu.edu

Catherine Stewart
More Recess for Virginians
14608 Algretus Dr
Centreville, VA 20120
Phone: 703-830-7320
gemcat42@yahoo.com

Brian Stone
Northern Arizona University
3823 S. Ox Bow Loop
Flagstaff, AZ 86005
Phone: 928-523-3480
brian.stone@nau.edu

Sandra Stone
Northern Arizona University
1422 W. University Heights Dr. N.
Flagstaff, AZ 86005
Phone: 928-556-9210
sandra.stone@nau.edu

Joshua Rashon Streeter
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
streetjr@jmu.edu

Debbie Sturm
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
sturmdc@jmu.edu

Nick Swayne
Executive Director, 4 VA, JMU X- Labs
James Madison University
Harrisonburg, Virginia 22807.

Kate Sullivan Wilkinson
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
wilkinks@dukes.jmu.edu

Emma Thacker
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
thackees@jmu.edu

Sonia Tiwari
Penn State University
300 W College Ave, Apt 51
State College, PA 16801
Phone: 4159997867
sut224@psu.edu

Melanie Veith
Explore More Discovery Museum
P.O. Box 957
Harrisonburg, VA 22803
Phone: 5404428900
melanie@iexploremore.com

Nancy Villarreal
UTRGV
2956 Rosewood Circle
Brownsville, TX 78526
Phone: (956) 882 - 5749
nancy.villarreal06@utrgv.edu

Nereida Villarreal
UTRGV
P.O. Box 342
Santa Maria, TX 78592
Phone: (956) 882 - 5749
nereida.villarreal01@utrgv.edu

Vejoya Viren
UTRGV
4515 Lakeway Drive
Brownsville, TX 78520
Phone: (956) 882 - 8886
vejoya.viren@utrgv.edu

Wolfgang Vondey
University of Birmingham, UK
Edgbaston
Birmingham, West Midlands B15 2TT
United Kingdom
Phone: +441214147512
w.vondey@bham.ac.uk

Ann Wallace
James Madison University
298 Port Republic Road
Harrisonburg, VA 22807
Phone: 540-568-7447
wallacah@jmu.edu

Jennifer Weikard
University of Alabama at Birmingham
2405 Chace Lake Parkway
Hoover, AL 35244
Phone: 2053969006
jweikard@uab.edu

Susan Welteroth
Susquehanna University
514 University Ave
Selinsgrove, PA 17870
Phone: 570-372-4236
welteroth@susqu.edu

Hanna Wickstrom
University of Toronto
323 Forest Avenue North
Orillia, ON L3V 6Y2
Canada
Phone: 4167027208
hanna.wickstrom@mail.utoronto.ca

Emily Wilcox
Springfield College
263 Alden St, 2964
Springfield, MA 01109
Phone: 8602941650
ewilcox@springfieldcollege.edu

Kimberly Wilkinson
Ithaca College
169 Oakwood Ln
Ithaca, NY 14850
Phone: 6072741975
kwilkinson@ithaca.edu

Philip Wishon
Dean, College of Education
James Madison University
Harrisonburg, Virginia 22807
wishonpm@jmu.edu
Debora Wisneski
University of Nebraska Omaha
1022 N 64TH ST
OMAHA, NE 68132-1827
Phone: 402-554-2783
dwisneski@unomaha.edu

Whitney Woodward
Haygood WCM
1015 E Rock Springs Road
Atlanta, GA 30306
Phone: 4048353035
wwoodward@haygoodwcm.org

Rick Worch
Associate Professor
Bowling Green State University
529 Education Building
Bowling Green, OH 43403
Phone: 419-372-7365
Fax: 419-372-7291
eworch@bgsu.edu

Michael Wragg
Leeds Beckett University
CL505 Portland Way
Leeds, West Yorkshire LS1 3HE
United Kingdom
Phone: 01138125705
r.garrud@leedsbeckett.ac.uk

Ruth Yamamoto
Prince George's Community College
14801 Dunbarton Dr.
Upper Marlboro, MD 20772
Phone: 571-215-7658
rhyamamoto62@gmail.com

Yuchang Yuan
University of Cincinnati
8319 Polo Trail Pl
West Chester, OH 45069
Phone: 5134882520
yuany4@mail.uc.edu

Margot Zahner
Harrisonburg City Public Schools
One Court Square
Harrisonburg, VA 22802
Phone: 540-434-9916
mzahner@harrisonburg.k12.va.us

Wen Zeng
University of Cincinnati
700 Riddle Rd, Apt 314
Cincinnati, OH 45220
Phone: 8607713724
zengwn@mail.uc.edu

Kevin Zhaci
Pennsylvania State University
102B PATTERSON HALL, WHITE COURSE
UNIVERSITY PARK, PA 16802
Phone: 8147532374
uuz5@psu.edu

Ifa Zhulamanova
Kent State University
1830 Choctaw Place
Kent, OH 44240
Phone: 3303579561
izhulama@kent.edu

Marcia Zook
Explore More Discovery Museum
P.O. Box 957
Harrisonburg, VA 22803
Phone: 5404428900
marcia@iexploremore.com

Jesus Zuniga
UTRGV
100 Washington Ave.
San Benito, TX 78586
Phone: (956) 882 - 5749
jesus.zuniga03@utrgv.edu

The Association for the Study of Play (TASP) is a multidisciplinary organization whose purposes are to promote the study of play, to support and cooperate with other organizations having similar purposes, and to organize meetings and publications that facilitate the sharing and dissemination of information related to the study of play. Annual membership in TASP is open to professionals, retirees, students, and institutions.

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