



# TASP Conference 2024

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**50th Golden Anniversary of  
Play Research: Embracing the  
Past, Inspiring the Future**

DATE: March 20-23, 2024  
LOCATION: The Strong National  
Museum of Play, Rochester, NY



# TABLE OF CONTENTS



<i>ABOUT TASP</i>	03
<i>WELCOME MESSAGE FROM JOHN SUTTERBY</i>	04
<i>WELCOME MESSAGE FROM MYAE HAN</i>	05
<i>WELCOME MESSAGE FROM STEVE M. DUBNIK</i>	06
<i>THE STRONG MUSEUM POLICY &amp; DIRECTORIES</i>	08
<i>TASP EXECUTIVE COMMITTEE</i>	09
<i>PLAY &amp; CULTURE STUDIES</i>	10
<i>HOTEL INFORMATION</i>	11
<i>KEYNOTE SPEAKERS</i>	13
<i>GUIDELINES FOR PRESENTERS</i>	14
<i>PROGRAM SCHEDULE</i>	15
<i>PRESENTATION ABSTRACTS</i>	22
<i>PRESENTERS' CONTACT INFORMATION</i>	43





# ABOUT TASP

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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 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.

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*.

# Welcome message from Dr. John Sutterby, President of TASP

Dear TASPians

I'm afraid for the calendar. Its days are numbered.

Yes, it is that time again. Time to get together and play once again. I am so excited to welcome all of you to the 50th annual TASP meeting being held at the Strong Museum in Rochester, New York. It has been 10 years since our last conference at the Strong which corresponded with our 40th anniversary. That event was special in that it allowed us to bring back former members who had contributed to the beginnings of TASP. Since that time the Strong Museum has expanded to provide even more interactive opportunities for visitors.

This event will also be special. Myae Han has put together a fantastic program. Helen Schwartzman and Harrison Pinckney are doing keynotes. There will be opportunities to explore the behind the scenes toy collection at the Strong and the Brian Sutton-Smith Collection. There will also be dozens of sessions and workshops to learn more about play and play more to learn. There will also be informal opportunities to converse at the receptions and dinner.

That is all I have for now, keep checking the website for updates. I look forward to connecting with you all again in person at the conference.

What do you call a factory that makes okay products? A satisfactory.

All the Best  
John

John A. Sutterby  
President of TASP  
University of Texas San Antonio



# Message from Myae Han, Conference Chair

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Dear Esteemed Participants of TASP conference,

It is my great pleasure to extend a heartfelt welcome to each of you to the 50th Golden Anniversary of The Association for the Study of Play (TASP) conference. The theme, 'Golden anniversary of play research: Embracing the past, inspiring the future,' reflects our long history as the interdisciplinary play research conference in the US and worldwide.

I would like to thank The Strong Museum for their continued partnership with TASP and allow us to hold our special anniversary conference in the museum. Thanks to Steve Dubnik, Jeremy Saucier, Liliana Palumbo, and all other Strong Museum staff for their help in making our conference successful.

I would also like to thank our conference planning committee, James Johnson, Ruth Guirguis, Vejaya Viren, John Sutterby, and Sofina Shekhar. This conference could not happen without their commitment and effort.

We have many high-quality play research sessions and workshops during the conference. Thanks for all presenters and proposal submitters disseminating their work on play. We have many people from diverse backgrounds who share a common passion for unraveling the profound impact and significance of play in our society.

I hope that all participants will discover the conference to be a transformative experience, enhancing their knowledge and skills in play. Please take the opportunity to meet as many people as possible.

Thank you for being a part of this exciting conference. May your time at TASP conference be filled with inspiration and the joy of discovery.

Respectfully,

Myae Han, Ph.D.  
Conference chair  
Professor, University of Delaware



# Welcome from Steve M. Dubnik, President and CEO, The Strong

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The Strong National Museum of Play is pleased to welcome members and guests of The Association for the Study of Play (TASP) to the 2024 TASP Annual Conference. As the only collections-based educational institution anywhere devoted solely to the study of play, we are delighted that you have chosen to gather here to present, consider, and discuss your important work.

The Strong is home to the International Center for the History of Electronic Games, the Toy Halls of Fame, World Video Game Hall of Fame, Brian Sutton-Smith Library and Archives of Play, Woodbury School, and American Journal of Play and houses the world's largest and most comprehensive collection of historical materials related to play. Together, these enable a multifaceted array of research, exhibition, and other interpretive activities that serve a diverse audience of adults, families, children, students, teachers, scholars, collectors, and others around the globe. During your stay, we invite you to use and enjoy all these available resources.

The museum explores play and the ways in which it encourages learning, creativity, and discovery and illuminates cultural history. In the years since TASP met here last, the museum has added thousands of artifacts and numerous library and archival materials to its collections. The Brian Sutton-Smith Library and Archives of Play has grown to more than 230,000 volumes, and the International Center for the History of Electronic Games (ICHEG) has grown to more than 65,000 items, making it the largest and most comprehensive public assemblage in the United States and one of the largest in the world.

The museum has also undergone a physical transformation. In the fall of 2021, we installed Skyline Climb, a high-adventure ropes course that encourages guests to climb higher than they thought they could, soar down a zip line, and conquer their fears through play. Last summer, The Strong opened a new 90,000 square foot expansion encompassing three new exhibits: High Score which explores the history and cultural impact of gaming through developments in art, business, play, society, storytelling, and technology; Level Up which brings to life the world of video games through an immersive experience in which guests become the players and can explore the past and present of video games; and the Goodman Gallery which celebrates Age of Empires, a game whose art, sound, settings, and play capture the inherent excitement of the human story. In addition, the museum also opened its first outside exhibit, Hasbro Game Park, where we share interpretive content about the positive impacts of outdoor and nature play, as well as the unique history and cultural impact of tabletop games (the exhibit's theme).



We encourage you to visit again, conduct research on site, and submit your papers to the American Journal of Play. To promote and advance play scholarship, The Strong invites academic professionals, independent scholars, museum scholars, and advanced graduate students at the Masters or PhD level to apply for The Strong Research Fellowships, the Mary Valentine and Andrew Cosman Research Fellowships, the Frances M. Williams Research Fellowships, and the G. Rollie Adams Research Fellowships. Fellowships provide financial support for scholarly play research conducted at The Strong and are awarded three times each year for periods of study ranging from one to four weeks. Recipients must reside outside a 50-mile radius of The Strong and eligible research projects must benefit from access to collections held by The Strong. You can learn more at [museumofplay.org](http://museumofplay.org).

We hope you enjoy your conference and your time at The Strong. Please do not hesitate to let us know if you have questions or need assistance.

Sincerely,  
Steve M. Dubnik







## **The Strong Museum Guest Policies and Guidelines**

All persons and property are subject to search upon entering The Strong. No weapons, firearms, explosives, flammables, knives, sharp objects, pepper spray, or mace will be allowed in the museum.

The Strong is a no smoking or vaping campus.

Food and beverages are not permitted in the museum galleries and must be consumed in designated areas. Guests may purchase food from Bill Gray's Diner, Main Menu (food court), and Puppy's Game Café.

Parking is available on a first-come, first-serve basis in the museum's parking garage for \$5 with a validated ticket. Bring your parking ticket with you into the museum. Pay for parking at the kiosks in the museum, or the garage stairwell. Unvalidated tickets are \$10.

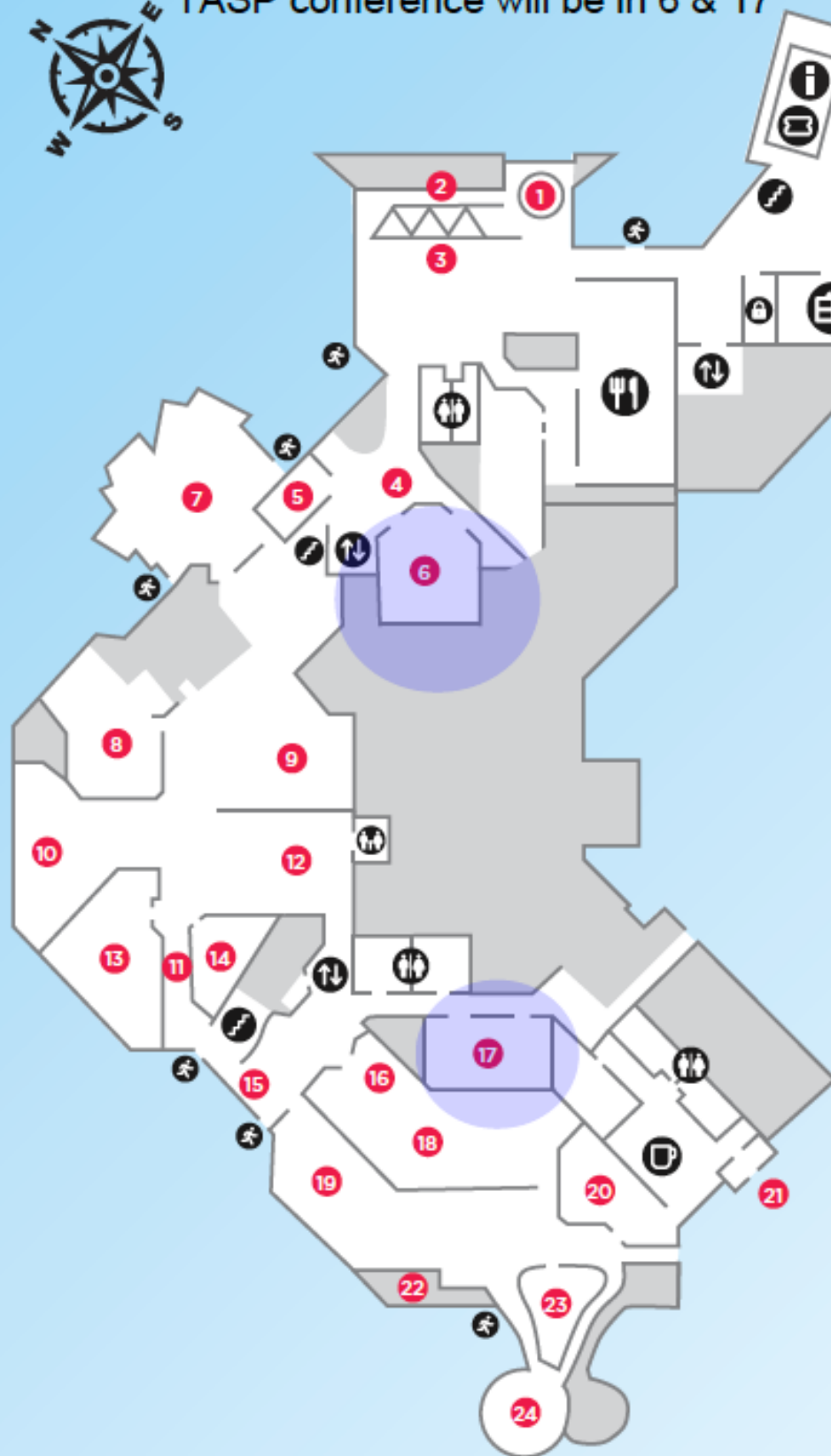
The museum is not responsible for any guest property that may be lost, stolen, damaged, or destroyed while on museum property.

Guests can access free WiFi by connecting to Strong Guest on their smartphone.





TASP conference will be in 6 & 17

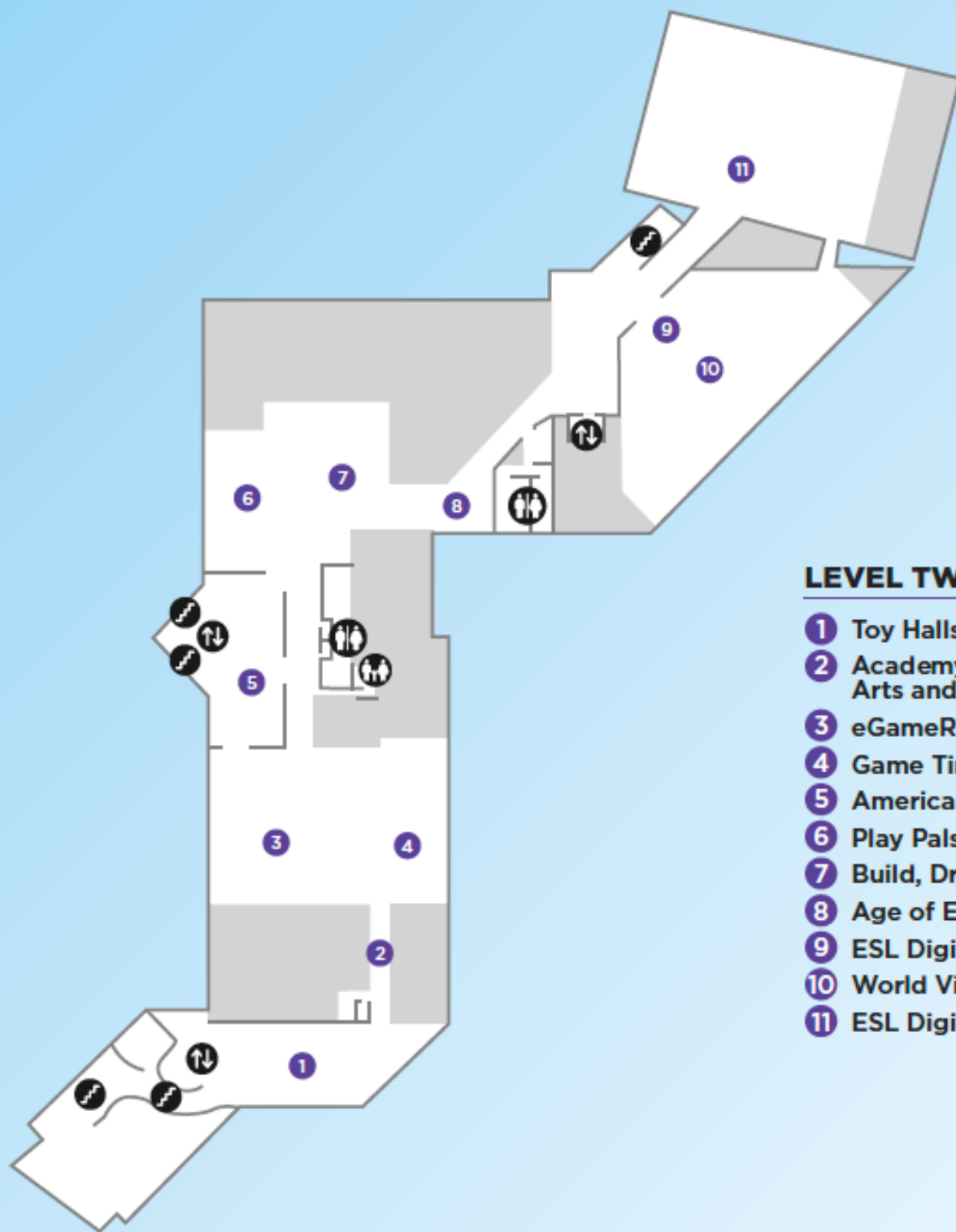


## LEVEL ONE

- 1 Carousel
- 2 Skyline Diner
- 3 Skyline Climb
- 4 Rainbow Reef
- 5 Play Lab
- 6 Paychex Theater
- 7 Field of Play
- 8 Wegmans Super Kids Market
- 9 Sesame Street
- 10 Strong Express Train
- 11 Central Gallery
- 12 Imagination Destination
- 13 Changing Gallery
- 14 One History Place
- 15 Adams Atrium
- 16 Storybook Theater
- 17 Activity Rooms
- 18 Reading Adventureland
- 19 American Comic Book Heroes
- 20 Berenstain Bears
- 21 Hasbro Game Park
- 22 Butterfly Learning Lab
- 23 Pinball Playfields
- 24 Dancing Wings Butterfly Garden

**Find Fun Around Every Corner!**





## LEVEL TWO

- 1 Toy Halls of Fame
- 2 Academy of Interactive Arts and Sciences
- 3 eGameRevolution
- 4 Game Time!
- 5 America at Play
- 6 Play Pals
- 7 Build, Drive, Go
- 8 Age of Empires
- 9 ESL Digital Worlds: High Score
- 10 World Video Game Hall of Fame
- 11 ESL Digital Worlds: Level Up

**Find Fun Around Every Corner!**

**the strong**  
NATIONAL MUSEUM OF PLAY

- |             |                   |                 |           |
|-------------|-------------------|-----------------|-----------|
| Tickets     | Food Court        | Elevator        | Lockers   |
| Information | Puppy's Game Café | Restrooms       | Stairwell |
| Museum Shop | Emergency Exit    | Family Restroom |           |

Updated Summer 2023



# TASP Executive Committee

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# Play & Culture Studies



TASP book series *Play & Culture Studies* is a peer-reviewed national publication. The series editor is Jim Johnson at Penn State University.

## Recent Titles in *Play & Culture Studies*

- Volume 17: *Brian Sutton-Smith, Playful Scholar: A Centennial Celebration*, Michael M. Patte, Fraser Brown, & Anna Beresin, editors (forthcoming)
- Volume 16: *Play and Literacy*; Myae Han and James E. Johnson, editors
- Volume 15: *Play and Curriculum*; Myae Han and James E. Johnson, editors
- Volume 14: *Aspects of Playwork*; Fraser Brown and Bob Hughes, editors
- Volume 13: *Celebrating 40 years of Play Research: Connecting Our Past, Present, and Future*; Michael M. Patte and John A. Sutterby, editors
- Volume 12: *Play: A Polyphony of Research, Theories, and Issues*; Lynn Cohen and Sandi Waite-Stupiansky, editors
- Volume 11: *Play as Performance*; Carrie Lobman & Barbara O'Neill, editors
- Volume 10: *Play as Engagement and Communication*; Eva Nwukah, editor
- Volume 9: *Transactions at Play*; Cindy Dell Clark, editor
- Volume 8: *From Children to Red Hatters: Diverse Images and Issues of Play*; David Kushner, editor
- Volume 7: *Investigating Play in the 21st Century*; Dorothy Justus Sluss and Olga S. Jarrett, editors
- Volume 6: *Play: An Interdisciplinary Synthesis*; F. F. McMahon, Donald E. Lytle, and Brian Sutton-Smith, editors
- Volume 5: *Play and Educational Theory and Practice*; Donald E. Lytle, editor
- Volume 4: *Conceptual, Social-cognitive, and Contextual Issues in the Fields of Play*; Jaipaul L. Roopnarine, editor
- Volume 3: *Theory in Context and Out*; Stuart Reifel, editor
- Volume 2: *Play Contexts Revisited*; Stuart Reifel, editor
- Volume 1: *Diversions and Divergences in Fields of Play*; Margaret Carlisle Duncan, Garry Chick, and Alan Aycock, editors



# Hotel Information

## Hampton Inn and Suites by Hilton Rochester Downtown

- TASP conference attendees receive a special group rate for the hotel at \$159 per night (plus tax) between Wednesday, March 20 and Saturday March 23, 2024 during the conference.
- Please book the hotel using this link. Or You can also visit this site to reserve the hotel rooms.
- The group code is 90N.
- Or You can also reserve your rooms by calling Reservations at 585-450-3801. Reference TASP Conference – 2024 when making reservations.



COME STAY IN THE NEIGHBORHOOD OF PLAY!

# HAMPTON INN & SUITES ROCHESTER DOWNTOWN



Book a stay in the Neighborhood of Play. The Hampton Inn and Suites by Hilton Rochester Downtown offers playful accommodations and spacious, contemporary indoor and outdoor social spaces suitable for any gathering. Just steps from The Strong National Museum of Play, the Hampton Inn offers the perfect home base to experience the best of Rochester's retail shopping, and dining. Whether visiting the area for business or for leisure, guests will enjoy a whimsical indoor swimming pool, state of the art fitness center, and Lila's Bar & Eatery perfect for a midday snack, evening cocktails, or a nightcap. The Hampton Inn and Suites by Hilton Rochester Downtown has it all right at your fingertips

## Hotel Information

- 126 Guestrooms including 40 suites & 5 Bunk Bed Rooms
- Located steps away from the Strong National Museum of Play in the newly developed Neighborhood of Play
- Complimentary Parking
- Pet Friendly
- 1200 square feet of meeting space featuring state of the art audio visual equipment

## Amenities

- Clean and Fresh Hampton Bed
- Contemporary Playful Décor
- Complimentary Hot Breakfast Served Daily
- Complimentary Wi-fi Throughout the Hotel
- Zero Entry Heated Indoor Pool
- Professional Fitness Center featuring Peloton
- Art Gallery featuring Rotating Local Art Exhibits
- Lila's Full Service Bar & Eatery

Lila's

Provides a unique, welcoming space for people to stay and play during their urban adventure in downtown Rochester. Featuring an authentic atmosphere and providing playfully inspired beverages and cuisine for all ages - taking the affordable, premier hotel experience to the next level.



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# Keynote Speakers

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## Helen B. Schwartzman

Helen B. Schwartzman (Professor Emerita of Anthropology, Northwestern University) is a psychological anthropologist who specializes in the study of childhood development and play and the anthropology of work and organizations. As an Americanist, she is drawn to the study of everyday activities that have been neglected by researchers and taken for granted by participants. This has led to studies examining how children construct play worlds for themselves, the role of meetings in organizations and communities and storytelling in work settings. Dr. Schwartzman was President of The Association for the Anthropological Study of Play (TAASP) from 1978-1979. Her publications include *Transformations: The Anthropology of Children's Play* (1978), which was the first comprehensive examination of the literature on children's play in anthropology; *Play and Culture* (1980, Editor), *The Meeting: Gatherings in Organizations and Communities* (1989), *Ethnography in Organizations* (1993) and *Children and Anthropology: Perspectives for the 21st Century* (2001, Editor).

## Harrison P. Pinckney IV

Harrison P. Pinckney IV is an Assistant Professor of Recreation, Parks, and Tourism Management at The Pennsylvania State University. He primarily studies role of Race in the development of Black youth. Harrison uses play and recreation as the setting for examining the interactions between Race and development. His paper *Playing While Black* (2018) laid the foundation for understanding the ways in which the play of Black youth has been restricted because of Race. He is now expanding this conversation to examine how Race has led to the ongoing policing of Black bodies in public spaces. Through these reflections, he hopes to inform the development of future policies in which all youth are afforded the privilege of playing without restraint.



## GUIDELINES FOR PRESENTERS

\*If you're using PowerPoint presentation, you may use your computer and/or bring your PPT in a flash drive. The room will have a laptop, projector/monitor, and a pull-down projection screen.

**Research Session:** This session includes individual presentations on new or ongoing research related to play. Three to four presentations are grouped together for 75 minutes. Each presenter is allotted about 15-20 minutes for their presentations. Be sure to bring your PPT in a flash drive and connect to the laptop provided in the room/theater prior to your presentation or you may use your laptop. If you're the first presenter in the session, you will act as the session chair and time keeper to ensure smooth transition. The first presenter (session chair) will announce the beginning and the end of the session. It is recommended to have Q&A at the end of all presentations.

**Panel/Symposium Sessions:** This session includes multiple presenters examining the similar topic from a variety of perspectives and engage in interactive/intensive discussion for 75 minutes.

**Workshops:** This session emphasize learning by doing and allow participants to explore topics in depth through hands-on activities, reflection, and/or discussion for 75 minutes. Presenters have the freedom to structure the workshop as they see fit. Presenters are responsible for cleaning up after each workshop and restoring the original setting before leaving.

**Roundtable Session:** This session is designed to allow maximum interaction among participants. The presenter is a self-organizer and may do brief presentation followed by interaction and discussion for 75 minutes. If you are a presenter, please select one table for your session with the audience and you can use 75 minutes for your session. If the session has insufficient attendees, presenters may combine their tables with mutual agreement and share 75 minutes slots.



# Conference Schedule

WEDNESDAY, MARCH 20				
6:00-9:00 PM	Reception & Registration  Hampton Inn and Suites by Hilton Rochester Downtown, Lilas (Onsite restaurant)			
THURSDAY, MARCH 21				
8:15-8:45 AM	Opening (Theater) Registration (activity room hallways)			
	Theater Research	Activity Rm B Research	Activity Rm C Workshops	Activity Rm D Workshop
9:00-10:15 AM  SESSION I	<b>Play, Race &amp; Social Justice</b>  Broadcasting and Rebroadcasting Black Boyhood Play in ECE: Toward a BlackBoyCrit Media Discourse Analysis <i>Nathaniel Bryan</i>  Black Children at Play: Cultural Practices of the ILLEST lab <i>Kareem Edouard</i>  Play Memories from an Era of Turmoil <i>Vejoya Viren</i>	<b>Play &amp; Math</b>  Constructing Mathematical Understanding Through Block-Based Coding <i>Emre Dinç</i>  Computational Thinking as an Agent of Change in Teaching and Learning <i>Lynn E. Cohen, Angela Kaltoff</i>	<b>Workshop</b>  Engineering Through Play <i>Lexa Jack Tingting Xu</i>	<b>Workshop</b>  Stories that Move and Sing: A Play-Based Approach to Oral Storytelling in the Classroom <i>Julia M. Morris</i>
10:30-11:45 AM  SESSION II	<b>Digital/ Virtual play</b>  Virtual Playthings: Toys on YouTube <i>Bhoomi K. Thakore</i>  Virtual Play in Turkey During COVID Times: Fostering Play and Socialization Amidst Challenges	<b>Play &amp; Special Population</b>  The Play-full Impact of a Therapeutic Toddler <i>Fraser Brown</i>  Play and Learning Among Families Experiencing	<b>Workshop</b>  Keeping Play in Schools: How to Make it Happen <i>Cris Lozon</i>	<b>Workshop</b>  What Teacher Attributes or Dispositions are Necessary in Creating a Playful Classroom <i>Debra L Lawrence</i>

	<p><i>Tugce B. Arda</i> <i>Tuncdemir</i></p> <p>Play(ing) Across Generations – Pokémon in Suburban Canada 1998-2020 <i>Allen Kempton</i></p>	<p>Homelessness: In Their Words <i>Annette Pic,</i> <i>Myae Han,</i> <i>Sofina Shekhar</i> <i>Lauren Strickland,</i> <i>Natalie Maurer</i></p> <p>When Play Becomes a Luxury: A Wartime Story <i>Majida Mehana</i></p>		
12-1:00	Lunch (on your own)			
1:00-2:00 PM	<p><b>Keynote (Theater)</b> <b>Helen B. Schwartzman</b> <i>Play à la Mode</i></p>			
Rooms	<b>Theater</b>	<b>Activity Rm B</b>	<b>Activity Rm C</b>	<b>Activity Rm D</b>
<p>2:15-3:30 PM</p> <p>SESSION III</p>	<p><b>Panel</b></p> <p>Reflecting on 50 Years of Play Research - TA(A)SP Past President's Panel <i>Michael M. Patte</i> <i>Garry Chick</i> <i>Gary A. Fine</i> <i>Myae Han</i> <i>Olga Jarrett</i> <i>James E. Johnson</i> <i>Carrie Lobman</i> <i>Smita Mathur</i> <i>Jay Mechling</i> <i>Eva Nwukah</i> <i>Helen Schwartzman</i> <i>Dorothy Sluss</i> <i>Phillips Stevens</i> <i>John Sutterby</i> <i>Debora Wisneski</i></p>	<p><b>Playfulness</b></p> <p>The Playful Modulator: How Does Playfulness (Re)frame the World? <i>Xiangyou Shen, Zoe Crawley</i></p> <p>Playful Literacy Learning: A Model for Culturally Responsive, Engaging and Joyful Instruction <i>Sharon M. Peck</i></p> <p>Play Guilt in Emerging Adults: A Grounded Theory Investigation <i>Doug Maynard,</i> <i>Lars Ellwanger,</i> <i>Lucia Daher,</i> <i>EmmaJean Taylor,</i> <i>Mike Jagacki,</i> <i>Lisbeth Hernandez</i></p>	<p><b>Play &amp; Teacher Ed</b></p> <p>Integration Lab: Learning Transfer Centered Around Preservice Teachers' Lived Experiences <i>Christine Alexander</i></p> <p>Undergraduate Perspective on Play and Teaching in Pennsylvania and England <i>Susan Welteroth</i> <i>Katie Sheaffer</i> <i>Emma Rockey</i></p>	<p><b>Workshop</b></p> <p>Built to Talk: A Workshop in Using Constructive Play to Promote 21st Century Skills <i>Jennifer ODougherty,</i> <i>Samantha LaBella,</i> <i>Erica Perez</i> <i>Flowers</i></p>
3:45-5:00 PM	<b>Early childhood and play</b>	<b>Play, Moral &amp; Reflection</b>	<b>ROUNDTABLE</b>  1. Dollhouses as Small World Play	<b>Workshop</b>  Risky Play: Going Beyond



SESSION IV	<p>Playing With(in) Books: Exploring Language and Literacy through Play <i>Tori Flint</i></p> <p>Challenging behavior with a new understanding: Addressing everyday oppression in childcare settings by welcoming schema play <i>Travis Morgan-Chavers</i></p>	<p>Disrupting Play Stories: Exploring Play Positionality <i>Katelyn Clark</i></p> <p>Play Internal Politics and Self-governance among young Players <i>Ana Marjanovic-Shane</i></p> <p>Advancing Moral Ecologies of Play: Leveraging Play to Nurture Character &amp; Working Hard to Define Play: A New Interdisciplinary Definition <i>Judd Kruger Levingston</i></p>	<p>Spaces in Childhood. <i>Evangeline E. Nwokah</i></p> <p>2. Investigating Early Childhood Teachers' Notions of Play Through Map Construction. <i>Jody Eberly, Arti Joshi</i></p> <p>3. Who Gets Quality Play Experiences? An Examination of Social Justice Issues. <i>Olga Jarrett, John Sutterby, Vera Stenhouse</i></p> <p>4. Pre-service Teachers' Playful Mindset and TPP Playful Practices <i>Tugce Arda Tuncdemir, Ruth Guirguis</i></p>	<p>Climbing Trees and Jumping Off Boulders <i>Joanna Spotts</i></p>
6:00 -8:00 PM	<p><b>BANQUET</b> <b>ATRIUM AT THE STRONG</b> <b>(All attendees invited)</b></p>			
<p><b>FRIDAY, MARCH 22</b></p>				
8:00-8:45 AM	<p><b>Special Session (Theater)</b> <b>Gordon M. Burghardt</b> <i>“The Enduring Search for the Nature of Play”</i></p>			
	<p><b>Theater</b></p>	<p><b>Activity Rm B</b></p>	<p><b>Activity Rm C</b></p>	<p><b>Activity Rm D</b></p>
9:00-10:15 AM  SESSION I	<p><b>Theater/Drama</b></p> <p>Pets, Parents, and Forgetting Things: Play building with nine- and ten-year-olds. <i>Tabitha Dell'Angelo</i></p> <p>Exploring the Transformative Power of</p>	<p><b>Play for Impact</b></p> <p>Equity and Play for All: A Community Thinkscapes Project <i>Debora Wisneski, Kristina Stamatis</i></p> <p>A Basic Question: How does play impact</p>	<p><b>Workshop</b></p> <p>Sit Spots: Playful Engagement and Tools for Pedagogical Documentation <i>Monique Goerzen, Elizabeth</i></p>	<p><b>Workshop</b></p> <p>Advocating for Quality Recess: Why You? Why Now? And How? <i>Charlene Woodham Brickman,</i></p>

	<p>Creative Drama: A Study on Preservice Teachers' Perspectives, Methods, and PD in Play-Based education <i>Tugce B. Arda</i> <i>Tuncdemir</i></p> <p>Returning to Play Singing Games after 40 years of Fieldwork! <i>Akosua Obuo Addo</i></p>	<p>attention-span of young migrant children? <i>Smith Mathur</i></p> <p>Play in the Museum Format: Encouraging Make-Believe in Young Adults <i>Corinne Knox-Germans, Izzie Kelly, Sakura Ryo MacLean</i></p>	<i>McWilliams Hewitt</i>	<i>Catherine Ramstetter</i>
<p>10:30-11:45 AM</p> <p>SESSION II</p>	<p><b>Researching play</b></p> <p>Let Them Play: The Effect of Play on Adverse Behaviors <i>Kyler Leiter</i></p> <p>Successful Play-Based Programs: Four Case Studies <i>Michael Kamen</i></p> <p>Processes for Community-Engaged Research About Play <i>Sayoko Kawabata</i></p>	<p><b>Child &amp; Adult play</b></p> <p>Aging Playfully: A Triangulation of Systematic Reviews <i>Maxwell Hartt, Marley Gryfe, Nishant Dave, Jennifer Rodriguez, Rachel Barber, Victoria McCutcheon, Janine Dodge</i></p> <p>Playful Discoveries: An Autoethnographic Tour of Adventure Playgrounds and Nature-based Education <i>Jonathan McCloud, Susan Chlebowska</i></p> <p>Self-directed Fantasy Play vs. Guided Play in ECE: A 'Make-Believe' Dichotomy or Real? <i>Patsy Cooper</i></p>	<p><b>Workshop</b></p> <p>Improvisation Techniques to Encourage Your Students to Play Along in Class <i>Charla Lorenzen</i> <i>Evan Vaughn</i></p>	<p><b>Workshop</b></p> <p>Theater of the Oppressed Games for Actors and Non-Actors <i>Natalia Ortiz</i></p>
12-1:00	Lunch (on your own)			
1:00-2:00 PM	<p><b>Keynote (Theater)</b></p> <p><b>Harrison P. Pinckney IV</b></p>			



	<i>The future of Play research...challenges and opportunities</i>			
	<b>Theater</b>	<b>Activity Rm B</b>	<b>Activity Rm C</b>	<b>Activity Rm D</b>
2:15-3:30 PM  SESSION III	<b>Play Across Culture</b>  Physical Activity Breaks in Early Childhood Education <i>Konstantina Zachariadi, Vassiliki Riga</i>  Can We All Be Free: Possibilities for Collective Liberation Through Play <i>Denisha Jones</i>	<b>Symposium</b>  So You Want to Start a Sandbox at Your School? <i>Trista Nilsson, Eileen Radigan, Cory Cummings, Roslyn Mosley, Amy Pete</i>	<b>Workshop</b>  Belief in Play: Art and Stories for Qualitative Data Gathering <i>Deepti Kharod, Chris Navarro, Richard Kissel</i>	<b>Workshop</b>  Exploring the Possibilities of Play for (Re)building the World Together <i>Carrie Lobman, Marian Rich</i>
3:45-5:00 PM  SESSION IV	<b>Symposium</b>  Reintroducing Play into Early Childhood Education: the Role of Social Cultural Context  <i>Elena Bodrova Elena Yudina Irina Bykadorova Vera Brofman</i>	<b>Concepts of Play</b>  Deconstructing the Concept of Play <i>Hana Hanifah</i>  Children's Spirituality Nurtured Through Play <i>Jennifer Mata-McMahon</i>	<b>ROUNDTABLE</b>  1. Pretend Play Perspectives: Supporting Children with Disabilities. <i>Amanda H. Passmore</i>  2. Play and Recreation with the Visual Impaired and Blind. <i>John Sutterby</i>  3. From Here and Now to Meanings, Fulfillment, and Possibilities: The Aspirations of Play. <i>Xiangyou Shen</i>  4. Exploring Play in General Education	<b>Workshop</b>  Playful Pedagogy Sandbox in Action <i>Eileen Radigan, Trista Nilsson, Teresa Zappia-Sinicropi, Rupert Johnson, Amy Pete, Mary Lugo</i>

			Courses. <i>Elisabeth Johnston</i>	
5:15— 6:00 pm	<b>TASP BUSINESS MEETING (THEATER)</b> <b>(All Attendees Invited)</b>			
6:00-8:00 pm	TASP Board meeting (Board members only) The Strong Board Room			
<b>SATURDAY, MARCH 23</b>				
	<b>Theater</b>	<b>Activity Rm B</b>	<b>Activity Rm C</b>	<b>Activity RmD</b>
9:00- 10:15 AM  SESSION I	<b>Symposium</b>  Capture the Flag: How Residents Reclaim Urban Space through Play <i>Jenn Beideman</i> <i>Heather Feinman</i> <i>Evette Colon</i> <i>Kathryn A. Mariner</i> <i>Carter Remy</i> <i>Doreen Young</i>	<b>Workshop</b>  The Teachers' Playbox: Movement games that transform the classroom <i>Jesse Danger,</i> <i>Cristina Latici</i>	<b>Workshop</b>  We Don't Own the Music: Empowering and Educating Early Childhood Practitioners in Using Music Play in Their Work <i>Melissa Reed</i>	<b>Workshop</b>  Play as Gender-Affirming Voice Care <i>Marisa del Campo,</i> <i>Alexandra Plattos Sulack</i>
10:30- 11:45 AM  SESSION II		<b>Workshop</b>  Using Escape Rooms and Puzzles for Learning and Engagement <i>Doug Maynard,</i> <i>Lars Ellwanger</i>	<b>Workshop</b>  The importance of rigid surfaces with playful movement <i>Charles Moreland</i>	<b>Workshop</b>  Fairy Tales as Risky Play: Make-Believe and Resilience <i>Stephanie Goloway</i>
12:00 pm	<b>Closing (Theater)</b>			



# KEYNOTE ABSTRACT

## **Play à la Mode**

*Helen B. Schwartzman*

I have titled my talk *play à la mode* for two reasons: 1) because I like associating play with the delicious image of pie topped with ice cream; and 2) because I want to call attention to the importance of viewing play *as a mode* or disposition that can be adopted toward any activity and not, itself, a separate category of behavior. This is not a new argument; however, it is one that I believe needs to be re-stated and examined in more detail to draw out all of its implications for the current assumptions we make about the nature of play and the research that flows from these assumptions. For example, this view calls attention to the need to examine how play is defined, interpreted and used in specific situations by *all* participants: players and researchers. This means that researchers who choose to *use* play to study a wide variety of issues (such as literacy learning, the development of mathematical skills, cooperative interactions, teacher training) must also recognize that the players in their study are *using* play for their own purposes that may be completed unrelated to the researchers' goals. This recognition complicates our studies, but it may also produce new ways to examine the way that play is played. To explore this view, I will review some of the early presentations at TAASP meetings from the 1970s and 1980s, especially Gregory Bateson's 1977 Keynote Address at the Third Annual Meeting held in San Diego; and Norman K. Denzin's Keynote Address at the Sixth Annual Meeting held in Ann Arbor, Michigan. I believe that these early presentations by TAASP researchers offer contemporary TASP investigators with important perspectives on play that can be applied today to move our study of this always fascinating, surprising, perplexing and yes, even delicious, phenomenon forward.

## **The future of play research...challenges and opportunities.**

*Harrison Pinckney IV*

As we gather to reflect on the past 50 years of play research, this moment begs the question, what's next? We have developed an international forum for highlighting the benefits of play, its latest trends, and impending threats. However, there remains several uncomfortable conversations that we have not fully embraced. Within the US, we acknowledge the role of identity, including Race, sexual identity, and even religion, in shaping our perspectives around play. Yet, we have not completely unpacked how these factors may have limited our understanding of play. This talk will focus on theoretical frameworks, methodologies, and forms of play that are overlooked in broader play discussions and point towards a future that expands our notion of play.

# Presentation Abstracts

## Thursday Session I

### **Broadcasting and Rebroadcasting Black Boyhood Play in ECE: Toward a BlackBoyCrit Media Discourse Analysis**

*Nathaniel Bryan*

Black boys are far too often represented negatively in media and popular press. Such dangerous representation not only negatively impacts the everyday lived realities of Black boys in schools and society, but also how teachers, as early as early childhood education, negatively perceive their play styles and behaviors. Despite research studies that have called attention to teachers' stereotypical views of Black boyhood play, it remains under threat in and beyond early childhood education. Drawing on Black Critical Theory, Black Male Studies, anti-Black spatial imaginary, and employing what I term BlackBoyCrit media discourse analysis, I investigate how media and popular press broadcast Black boyhood play in two highly publicized cases. I also aim to investigate how Black boys, their families, and concerned Black citizens protect Black boys' innocence and boyhood play. Findings reveal that media textual language reinforces anti-black misogyny in social spaces including schools and communities and the bad boy narratives of Black boyhood play. However, Black boys, families, and concerned citizens leverage social media to protect Black boys' innocence by challenging the bad boy narrative to illuminate the hope, joy, and possibilities of Black boyhood play.

### **Black Children at Play: Cultural Practices of the ILLEST lab**

*Kareem Edouard*

This study explores the complex relationship between play, STEM identity, and power dynamics in makerspaces. These spaces prioritize hands-on, project-centered learning rather than traditional testing and data-driven methods. However, the implementation of makerspaces often overlooks the impact of race, class, and culture and fails to address equitable access for Black students. This is particularly evident in how play contributes to the development of their STEM identities. The paper introduces the idea of "Play as a form of Resistance" in play-based learning within makerspaces. It highlights how play-based learning provides a platform for collective experimentation and exploration, which is especially relevant for Black students. By questioning cultural practices and norms, play-based learning becomes a dynamic way to discuss and confront racial and power dynamics. The research emphasizes the unequal opportunities for play-based learning afforded to Black students, highlighting the urgent need for equal opportunities that counter systemic imbalances.

### **Play Memories from an Era of Turmoil**

*Vejoya Viren*

Straddling geopolitical, linguistic, and racial borders, a transnational educator, delves into the play memories of six individuals whose childhood was caught up in the turmoil of a separatist movement in the Northern hills of India, during the 1980s. These play memories are part of an



ongoing exploration of the impact of the violent movement on the early childhood experiences of these individuals. Drawing on the Chicana/Latina feminist methodology of pláticas, each participant was engaged in deep conversations and critical self-examination of how play memories and the remembering of these, connected to their current identities and the liminal spaces they occupy. Like Fierros and Bernal (2016), we find that “Pláticando has been a pivotal and necessary component of traversing academic spaces that has allowed us to weave the personal and academic” (p. 68).

### **Constructing Mathematical Understanding Through Block-Based Coding**

***Emre Dinç***

Block-based programming provides an accessible entry point into programming and mathematical concepts. This approach substitutes text-based programming and enriches the learning of algebra and geometry. It allows students to interact with fundamental mathematical operations and geometric transformations in a playful manner, thus enhancing understanding and retention by integrating mathematical reasoning with computational thinking. Through exploration and interactivity, block-based programming facilitates algorithmic thinking, problem-solving, and spatial reasoning skills. It stands as a robust tool for STEM education, encouraging active engagement with mathematics, moving beyond mere memorization to foster creativity and excitement in learning. Through playful experimentation with coding elements like loops and movement blocks, students experience the impact on algebraic and geometric principles. Our presentation will illustrate block-code strategies through student examples from general and early childhood and elementary education undergraduate courses, highlighting its potential to simplify coding and make mathematics fun and engaging.

### **Computational Thinking as an Agent of Change in Teaching and Learning**

***Lynn E. Cohen, Angela Kaltoff***

Most programming tools target older children. The plethora of mobile apps, software, and stand-alone technologies intended for younger children tend to focus on teaching letters, numbers, and academic skills. Frameworks to promote computational thinking (CT) in the early years must be designed for children who cannot read and write and who learn through play. This presentation will guide early childhood teacher educators, teachers and policy makers to use appropriate technological tools. Our session builds on Bers (2021) definition to describe CT as the development as children engage in programming languages that are coding playgrounds to promote problem-solving, imagination, social interaction, cognitive and physical skills. The following inquiries guide our research: How is CT helping young children and teacher candidates learn to communicate, collaborate and be active creators of their learning? What are preservice teachers’ perceptions of the programming languages of KIBO and Scratch Jr.?

### **Engineering Through Play**

***Lexa Jack, Tingting Xu***

Engineering in early childhood is critical as it facilitates the development of many skills including language, cognitive functioning, social-emotional skills, critical thinking, and creativity. This session focusses on the development of creativity through engineering play.

Practical examples of engineering centers, design challenges, and makerspace logistics will be presented. These are for classroom inspiration as well as strategies that can be implemented to help boost creativity amongst young learners across many diverse settings. Engineering with young children is simple and fun. With a measure of intentionality, any early childhood educator/professional can facilitate engineering in ways that fosters 21st century skills and engineering habits of mind.

### **Stories that Move and Sing: A Play-Based Approach to Oral Storytelling in the Classroom** *Julia M. Morris*

Language and Narrative pioneers Kieran Egan, Brian Way, and Joseph Campbell remind us that children think best in story form--particularly through the 'once upon time framework' that oral folklore provides. This workshop offers participants strategies to play inside a variety of folkloric and mythological tales through the active (and interactive!) modalities of the body, voice, and imagination. Plato famously preached in his 'Dialogues' about the importance of 'play and story' so long as there is a balance of order and joyful chaos. This same balance is crucial in the narratives we devise and then bring to life for children of all ages. In this workshop, participants will come away with structured story scripts complete with space provided for improvisation, musical play, and movement-based ideas for creative narrative-building.

## **Thursday Session II**

### **Virtual Playthings: Toys on YouTube** *Bhoomi K. Thakore*

Since its 2005 launch, YouTube has become the most used online platform for videos. Today, YouTube is among the top visited websites overall, generating billions of daily views. Most new daily content is posted by a small percentage of YouTube channels that have the highest numbers of subscribers. Many adults visit YouTube to learn something or stay informed, and also let their children access YouTube videos. Videos aimed at children are among the most frequent content uploaded today. Among U.S. parents with children under 11, an estimated 81% let them watch YouTube at least occasionally, and 34% let them watch YouTube regularly (Pew Research Center 2019). Viewing has mostly been facilitated by the 2015 launch of the YouTube Kids app, a child-friendly interface that relies on view history and recommended content like its parent version. For this presentation, I will conduct a content analysis of the most popular viewed toy play videos and channels on YouTube. I will present overarching themes related to toys, play, and socialization. Finally, I will reflect on the influence of YouTube videos on childrens' learning and identity development.

### **Virtual Play in Turkey During COVID Times: Fostering Play and Socialization Amidst Challenges** *Tugce B. Arda Tuncdemir*

The COVID-19 lockdowns and social distancing measures have forced the closure of many educational facilities, creating a challenging environment for parents and educators seeking safe



and effective learning experiences for young children. Children have faced restricted access to playgrounds and social activities, which has impacted their development and coping mechanisms. Play has become scarce during this stressful period. Educators and caregivers have adapted by incorporating virtual learning methods, such as interactive games and video chats. The session addresses this issue by organizing virtual play sessions for parents and educators in Türkiye. Participants have found these sessions inspiring and have recognized the importance of play and social interaction during the pandemic. While virtual play sessions cannot fully replace traditional play, they are valuable tools for promoting play and socialization during these challenging times.

### **Play(ing) Across Generations – Pokémon in Suburban Canada 1998-2020**

***Allen Kempton***

This paper draws on my dissertation research that investigates play practices and perceptions of adult Pokémon players from 1998 to 2020 in a suburban/rural region of Canada. The study uses the framework of metaplay to show how we can find insights into the development of play practices over time and make sense of changes. Contemporary digital game play is heavily influenced by information communication technologies that were not widespread in Pokémon's beginning. This presentation focuses on the practices of play among different generations of players, particularly from those who started playing Pokémon in 1998 as they play across generations of technology and age, including ways now parent players perceive or engage with their children's play of Pokémon.

### **The Play-full Impact of a Therapeutic Toddler**

***Fraser Brown***

This session concerns the impact of a 'therapeutic toddler' on a group of abandoned children living in a Romanian pediatric hospital. The children, ranging in age from one to ten years old, had suffered chronic neglect and abuse. They had spent most of their lives tied in a cot in the same hospital ward. They were poorly fed. Their nappies were rarely changed. Although able to see and hear the other abused children, they experienced little social interaction. This session begins by exploring our play-based approach to aiding the children's recovery. However, the primary focus is on the way in which the presence of a normally developing toddler encouraged the children to go back to the beginning and start again.

### **Play and Learning Among Families Experiencing Homelessness: In Their Words**

***Annette Pic, Myae Han, Sofina Shekhar, Lauren Strickland, Natalie Maurer***

Literature over the past two decades documents the importance of play for fostering early learning and relationship building (Ginsbug et al., 2007; Yogman et al., 2018) and specifically for children in poverty (Milteer et al., 2012). Yet, little attention has been given to play among families experiencing homelessness with young children. This study explored everyday play practices among families residing in homeless shelters, motels, and doubled up. Qualitative interviews were collected from 10 families experiencing homelessness with children birth-8 years. An iterative open coding approach was employed using Dedoose. Three themes emerged:

play is an integral part of family life; serves as a foundation for shared family activities; and is perceived as a mechanism for learning and assessing child development.

### **When Play Becomes a Luxury: A Wartime Story**

***Majida Mehana***

This paper explores the role of play in war environments through a personal reflection on how it helped me navigate growing up in war as a child. In war zones, outdoor play could be life-threatening. At the same time, play can help children navigate the negative effects of war by constructing other daily experiences. My experience is shared among children who go through war. The paper is of interest to educators and parents as it analyzes how children navigate difficult situations through play. It also shows examples of how family dynamics change during war times.

### **Keeping Play in Schools: How to Make it Happen**

***Cris Lozon***

Play is an important part of early learning, especially in literacy and mathematics. Yet, the importance of learning through play is difficult to make visible for parents, teachers, administrators, and policy makers. Understanding how children move from object and role transformation to ideational transformation is key to allowing play to be part of the classroom setting.

### **What Teacher Attributes or Dispositions are Necessary in Creating a Playful Classroom**

***Debra L Lawrence***

Finding staff is difficult, and finding staff who value play is even more difficult. This session provides strategies to identify what you are looking for and how to pair teachers to work together as an effective team.

## **Thursday Session III**

### **Reflecting on 50 Years of Play Research - TA(A)SP Past President's Panel**

***Michael M. Patte, Garry Chick, Gary A. Fine, Myae Han, Olga Jarrett, James E. Johnson, Carrie Lobman, Smita Mathur, Jay Mechling, Eva Nwukah, Helen Schwartzman, Dorothy Sluss, Phillips Stevens, John Sutterby, Debora Wisneski***

For 50 years The Association for the Anthropological Study of Play, now The Association for the Study of Play has served as the premier professional organization in academia dedicated to interdisciplinary research and theory construction concerning play. During that time TASP has promoted the study of play, forged alliances with various organizations advancing the cause for play, organized yearly meetings to disseminate play research, and produced an impressive catalogue of play research through various publications. During the panel discussion, past presidents will reflect upon the rich 50-year history of TASP, discuss current research advancing the field of play, and ponder future directions for play research.

## **The Playful Modulator: How Does Playfulness (Re)frame the World?**

*Xiangyou Shen, Zoe Crawley*

TASP's 50th anniversary commemorates five decades of illuminating research on play that both honors the past and inspires the future. A salient research stream that weaves through the history of the interdisciplinary field and continues to gather momentum examines how play relates to human health and wellbeing. While various mechanisms have been proposed to explain the linkages, scant investigation has scrutinized a presumed mechanism embedded in the very conceptualization of playfulness—the dispositional tendency to frame or reframe everyday situations in ways that transform the subsequent experience of those situations and embedded events, thereby altering associated health and wellbeing trajectories. We address this gap by examining playfulness as a perceptual lens within the unique context of the COVID-19 pandemic, wherein a playful modulator might very well demarcate adaptive wellbeing from adverse outcomes. By honoring seminal play scholarship while examining it anew in novel contexts, this investigation epitomizes TASP's enduring spirit of building knowledge across decades to catalyze new frontiers.

## **Playful Literacy Learning: A Model for Culturally Responsive, Engaging and Joyful Instruction**

*Sharon M. Peck*

This presentation explores the ways that playfulness impacts literacy learning and achievement. Drawing from a theory of playful literacy learning this presentation looks at choice, risk, and joy and how they enhance literacy learning. Based on research on the use of play and games in an urban literacy clinic, this session explores the link between playful acts and effectiveness in learning. The intent is to support educators in creating conducive learning spaces where students can grow, engage in, and master literacy learning. Specific examples are provided.

## **Play Guilt in Emerging Adults: A Grounded Theory Investigation**

*Doug Maynard, Lars Ellwanger, Lucia Daher, EmmaJean Taylor, Mike Jagacki, Lisbeth Hernandez*

While most adults engage in play, this play sometimes comes with feelings of guilt, most notably due to feeling that they should be engaging in a more 'productive' activity. But how do individuals experience, understand and manage their feelings of guilt around play when they strike? In this session, we describe themes and findings from a qualitative investigation into this common but understudied phenomenon, based upon intensive interviews with about 30 emerging adults who reported recent experiences with play guilt.

## **Integration Lab: Learning Transfer Centered Around Preservice Teachers' Lived Experiences**

*Christine Alexander*

The gap between theory and practice has troubled teacher educators for centuries. In a 2009 self-study, Bullock & Christou asserted that novice teachers' lived experiences serve as the "radical middle" for integrating theory and practice. Drawing on a decade of work with applied theatre



improvisation in educational contexts, I designed workshops for preservice teachers in their internship seminars that centered their lived experience of doing applied improv as this “radical middle.” The study is a phenomenology of students’ experience doing applied improv work designed for learning transfer. Focusing on student experience as an essential factor in the theory-practice relationship, this study queries possibilities of meaning in students’ lived experiences, and delivers implications for the field of teacher education.

**Undergraduate Perspective on Play and Teaching in Pennsylvania and England**  
*Susan Welteroth, Katie Sheaffer, Emma Rockey*

Although we can agree upon the importance of incorporating play and recess into early childhood classrooms, we know it can be a difficult undertaking. This emerging self-study research will chronicle the journeys of pre-service teachers from Pennsylvania as they examine their own pedagogy and attempts to assimilate play-based learning into their student teaching placements while comparing it to their experiences observing early childhood classrooms in the United Kingdom. The audience will be engaged in playful activities employed by the student teachers in both countries.

**Built to Talk: A Workshop in Using Constructive Play to Promote 21st Century Skills**  
*Jennifer ODougherty, Samantha LaBella, Erica Perez Flowers*

This workshop will focus on the development of 21st century skills through block play. These 21st century skills are often referred to by education and research experts as the 6Cs: critical thinking, collaboration, communication, creativity, citizenship/culture, and character education/connectivity. Participants will engage in both guided and free play to design and build structures using blocks and/or magna-tiles. Upon completion of the activity, participants will engage in a discussion involving the benefits of block play in promoting 21st century skills in students.

## **Thursday Session IV**

**Playing With(in) Books: Exploring Language and Literacy through Play**  
*Tori Flint*

Play in the school setting is a highly contested issue in today’s often-restrictive academic environments. Although researchers emphasize the importance of play for children’s learning and development and align play with language and literacy learning, U. S. school children are rarely afforded opportunities to learn through play. Play in school contexts has been devalued and emphasis has instead been placed mainly upon academic skills and explicit instruction. In this session, I will discuss a study conducted in a first-grade classroom in which I analyzed children’s play as a form of reader response and I will make the case for valuing play in the classroom as a generative source of language and literacy learning and as a vehicle for meaning making.

**Challenging ourselves to see challenging behavior with a new understanding: Addressing everyday oppression in childcare settings by welcoming schema play**  
*Travis Morgan-Chavers*

Often, well-intentioned teaching and caregiving strategies can become oppressive and unjust. In our contexts, we find young children particularly vulnerable to oppression during everyday experiences when their natural inclinations to learn and attempts to communicate are misunderstood and often suppressed - often under the guise of discipline and behavior. When children swipe toys from the shelves, make marks on the walls, throw items across the room, or even bite - adults commonly reprimand, redirect, and even restrict certain play opportunities as they try to control what they consider “challenging behaviors.” This workshop identifies the inequities that young children face and suggests how emphasizing secure relationships and embracing the schematic play of children can create an oasis of security for this vulnerable population.

**Disrupting Play Stories: Exploring Play Positionality**  
*Katelyn Clark*

The purpose of a 2019 narrative study titled “Play then and now: a narrative study of early childhood teachers’ play histories and practices” (Author, 2019), was to uncover and describe the ways in which the reflective practice of creating a personal play history informs facilitation of, provision for, and perceptions of play in the classroom. This exploratory paper turns the results of this study on its head, to look critically at how a history with play and play memory could create biases in teaching. This paper proposes the possibility that a personal relationship with play could have an impact on the ways in which teachers view the play in their classrooms; particularly when observing the play of marginalized students.

**Play Internal Politics and Self-governance among Young Players**  
*Ana Marjanovic-Shane*

I describe the process of creating a teen research team and the ongoing dynamics of the team’s data collection in a new research study on “Play internal politics and self-governance among young players.” The study aims to check, expand, and deepen recent scholarly claims that in free, unsupervised play, young children build democratic relationships and forge egalitarian social status among their peers. The study focuses on internal politics and self-governance in young children’s play. The first phase of the study entails the creation of a research team comprised of several teen students (13 -17 yrs.) who will be assisting me (the primary researcher) in collecting data through (participant) observation of the play events among the younger players in their school.

**Advancing Moral Ecologies of Play: Leveraging Play to Nurture Character**  
*Judd Kruger Levingston*

How can schools leverage play for moral growth and character development? Teachers, coaches, guidance and administrative leaders in K-12 faith-based and nonsectarian schools with all levels of resources have a unique opportunity to cultivate “moral ecologies of play” in academic

classes, advisory groups, physical education, arts education, religious education, lunchtime and recess. Without sacrificing academic content and rigor, any space in a school can become a moral ecology of play with an expansive understanding that play is not morally neutral: adults can play vital roles as moral exemplars who nurture play for good.

### **Working Hard to Define Play: A New Interdisciplinary Definition**

***Judd Kruger Levingston***

Defining play could be a form of play itself! After all, play can encompass physical, intellectual, artistic, interpersonal, and imaginative experiences. It may result in laughter, celebration, construction, performance, invention, and exploration. It shapes our personalities, our perceptions of the world, some of our skills, our physical capacity and stamina, our friendships, and, perhaps most importantly, our moral lives. This session presents a new definition of play that challenges and stretches our understanding the moral realm and that is based on the presenter's original school-based field research in academic classes, on playgrounds at recess, along school hallways, and in sometimes-serious prayer services. Participants in this session will come away with an expansive definition of play grounded in moral ends.

### **Dollhouses as Small World Play Spaces in Childhood**

***Evangeline E. Nwokah***

This presentation examines variations in the structure and content of dollhouses and how they can promote creativity, play and language in children. Symbolic and role play can be promoted with dollhouses using many commercial and non-commercial items and a range of different characters. A brief overview of historical and anthropological aspects of dollhouses will be followed by three family case studies to illustrate variations in dollhouse creation and use. Audience discussion related to the material culture of dollhouses and their contents and characters will include suggestions and shared resources on support for this kind of small world play in different settings.

### **Investigating Early Childhood Teachers' Notions of Play Through Map Construction**

***Jody Eberly, Arti Joshi***

This research aims to explore practicing teachers' childhood memories regarding their neighborhood and the play spaces they navigated on a regular basis then. Through a thoughtful analysis of these maps, the participants are encouraged to think about their play experiences and how the spaces supported different kinds of play. This research is inspired by the concept of "environment as the third teacher" a concept embedded in the Reggio-Emilia Approach to early childhood education. The study serves as a medium for teachers to explore their notions of play as situated in their childhood and adult lives and its influence (if any) on their professional views about role of play in early childhood education classrooms.

### **Who Gets Quality Play Experiences? An Examination of Social Justice Issues**

***Olga S. Jarrett, John S. Sutterby, Vera Stenhouse***



Based on our recently published book, *Play and Social Justice: Equity, advocacy, and opportunity*, we will share areas where children of color and children of lower socioeconomic status have fewer and lower quality play experiences. The session will begin with a powerpoint presentation on the issues involved, regarding school recess, curriculum, community playgrounds, hospitalization, and the juvenile justice system. Any contributor to the book is encouraged to share. This will be followed by group discussion on identification of local issues and ways individuals and groups can bring about social change. Participants will receive a brief handout of important advocacy resources.

### **Pre-service Teachers' Playful Mindset and TPP Playful Practices**

***Tugce Arda Tuncdemir, Ruth Guirguis***

This roundtable session will discuss two separate approaches looking at the impact of incorporating playful elements into the higher education classroom in teacher preparation programs (TPP) to influence their playful mindset positively. The first approach included developing environmental and curricular playful aspects and analyzing pre and post-test changes in students' attitudes toward play. The second approach had social and emotional learning and play to influence pre-service teachers' playful mindset, specifically through providing virtual social-emotional play workshops to teachers in remote locations. Implications for TPPs will be further discussed.

### **Risky Play: Going Beyond Climbing Trees and Jumping Off Boulders**

***Joanna Spotts***

Go beyond simply allowing for risky play to using conversation to build relationships with students and support safety and learning through risky play opportunities. The session will begin with a short review of the scholarly definition of risky play, including Sandseter's categories. The session will then move to a presentation of original research showing that teachers can influence the safety of risky play and the development of risk management skills through conversation and relationship building. The research participants' experiences will be used as examples of how the session participants can build relationships with their own students. Before a time for participant questions, there will be a time to examine real life risky play scenarios to practice what kind of conversations might be started with students.

## **FRIDAY SPECIAL SESSION**

### **The Enduring Search for the Nature of Play**

***Gordon M. Burghardt***

Attempts to understand the evolution, mechanisms, development, experience, and functions of playfulness in human and nonhuman animals have been challenging and controversial. Consequently, biologists have typically ignored play and social scientists have produced much descriptive data and competing theoretical formulations. Brian Sutton-Smith's seven rhetorics of play encapsulated both the dilemmas involved in studying play and the rich importance of truly

understanding play. In recent years, however, much research has advanced our understanding of play, including innovative empirical studies. This includes identifying play and its diversity, the neuroscience of play, the ontogeny and functions of play, and theoretical and modeling contributions. This talk will explore some of this recent work in the context of the history of play research.

## **Friday Session I**

### **Pets, Parents, and Forgetting Things: Playbuilding with nine and ten year olds.**

*Tabitha Dell'Angelo*

This paper describes a Devise Theatre project with nine and ten year olds. The aim of the project was to have children identify, discuss, and communicate what it means to be or turn ten years old. The project was successful in engaging children in a process of self-discovery and change around social and emotional issues affecting them. This project offers an approach that is inclusive, creative and playful, and that has the potential to both advocate for students' needs as children while also meeting goals set out within the structure of schooling.

### **Exploring the Transformative Power of Creative Drama: A Study on Preservice Teachers' Perspectives, Methods, and PD in Play-Based education**

*Tugce B. Arda Tuncdemir*

Creative drama is an interactive process involving elements like dialogue, theater games, image work, and role play, creating a dynamic environment where participants explore topics through role-playing and dramatic techniques. This study investigates preservice teachers' views, teaching methods, and professional development experiences related to play and creative drama. Twelve preservice teachers engaged in a 15-week Creative Drama Module, with data sources including interviews, demographic questionnaires, weekly reflections, teaching observations, a researcher's journal, and documents like practice notes, drawings, and artworks. The results reveal that participation in the module boosts preservice teachers' confidence, skills, and competence in incorporating creative drama into their curriculum effectively. This research provides valuable insights into the benefits of creative drama in teacher training.

### **Returning to Play Singing Games after 40 years of Fieldwork!**

*Akosua Obuo Addo*

Play research has much to gain by revisiting research sites, mainly because field research demands developing relations with participants. Yet, play scholarship rarely highlights the role of returning to field spaces in redefining the research process and encounter. Using a reflexive and relational approach, I will probe the potential of multitemporal fieldwork on play scholarship to discover issues that unfold when I return to Ghana to visit playgrounds and speak with new and original informants about Ghanaian children's singing games. Harnessing the social dynamic of multitemporal fieldwork, I highlight how attempts to confirm data collected 40 years ago can awaken an intergenerational community practice of singing games as a leisurely activity.

### **Equity and Play for All: A Community Thinkscapes Project**

***Debora Wisneski, Kristina Stamatis***

Thinkscape are community projects developed to design play areas in public spaces. As Schlesinger and Hirsch-Pasek (2019) state, designed spaces have the potential to "transform our everyday spaces into innovative ones that provide children intuitive opportunities for learning and skill building" (p. 4). A growing body of research points to the importance of integrating these kinds of "learning landscapes" with play at the center (e.g., Hassinger-Das et al., 2019). Qualitative Participatory Design Research was used with data from interviews, fieldnotes, and artifacts created by participants during play events. Findings include ways in which families played. The session will include 1) an overview of the project 2) preliminary findings from the research 3) next steps in building playscapes incorporating family input.

**A Basic Question: How does play impact attention-span of young migrant children?**

***Smith Mathur***

While the literature on learning among young children with special needs has addressed issues around on-task behaviors, little is known about exactly how long a typically developing child (4–5-year-old) can stay on task during a typical school day. The presentation reports on an observational study on play behaviors of young migrant children in migrant communities in Virginia and Florida. The study conducted non-participant time-sampled observations of 41 migrant children during indoor semi-structured play, outdoor free play, and unsupervised multi-age play at home. The observations were coded at 20 second intervals using a modified coding schema developed by Kathy Sylva et al. (1986). The findings indicate that the range of on-task behaviors range from 3-28 minutes for young migrant children with an average of eight minutes. The presentation analyzes aspects of children's play that influence on-task behaviors of children.

**Play in the Museum Format: Encouraging Make-Believe in Young Adults**

***Corinne Knox-Germans, Izzie Kelly, Sakura Ryo MacLean***

Over the course of an 8-month capstone project, the presenters designed a museum exhibit hosted at the University of Waterloo to educate young adults on the value of pretend play. The exhibit explores what pretend play can provide to visitors' lives through interactive play experiences and a synthesis of current play research. Information on the design process of the activities and space, a transcript of the museum text, and our observations on the reception of the exhibit will be shared.

**Sit Spots: Playful Engagement and Tools for Pedagogical Documentation**

***Monique Goerzen, Elizabeth McWilliams Hewitt***

Promote connection, awe, and stillness in the outdoors through participating and reflecting on the intentional act of taking a moment to be fully present in nature. Come with the intention to treasure the moment of experiencing a sit spot, self-reflect on the experience, and document your observations of your journey. Provide the evidence of the value of revisiting place.

**Advocating for Quality Recess: Why You? Why Now? And How?**

***Charlene Woodham Brickman, Catherine Ramstetter***



Recess can be a powerful aspect of a student's day: Recess provides time for play, where students practice interpersonal skills: being creative; nurturing holistic well-being; establishing rules for games; fostering imagination. This translates into collaboration, ingenuity, resilience, problem-solving and critical thinking—essential adult skills. Quality recess experiences are essential to ensure recess delivers on its potential. Unfortunately, research demonstrates many students do not enjoy a quality recess experience. And, recess deprivation does occur. Thus, advocates are needed to level the playing field. When community members and organizations partner with schools, with the child at the center, schools are better equipped to support every child's learning, health, and social-emotional well-being of which recess is an integral component.

## **Friday Session II**

### **Let Them Play: The Effect of Play on Adverse Behaviors**

***Kyler Leiter***

The purpose of this doctoral dissertation is to identify whether a correlation exists between the frequency of adverse behaviors in kindergarten students and sessions of play following social-emotional lessons. It is hypothesized that play as a means to practice learned social skills will solidify expected behavioral outcomes. Teacher participants will be separated into a control group (social-emotional lessons only) and an experimental group (social-emotional lessons followed by a play intervention). Teachers will rate students utilizing a Likert scale weekly based on observed behaviors (aggression, opposition, avoidance, disruption, and dissociation) for 14 weeks. A MANCOVA analysis will determine the significance of the play intervention on impactful behaviors, while taking into account the covariates of students' gender, race, and former educational experience).

### **Successful Play-Based Programs: Four Case Studies**

***Michael Kamen***

This ongoing research project describes successful play-based (defined for this study to include project-based, interest-driven, outdoor, and community-based) educational programs within school settings. The research explores theoretical underpinnings; pedagogical approaches; structures; challenges; systems to maintain innovation; roles of teachers, parents, and administrators; community relations; how the school defines a successful play-based program; evaluation approaches; and suggestions for other school administrators and teachers. The purpose is to help interested practitioners understand the variety of models that result in sustained play-based programs that are successful as defined by the school staff and administrators. The presentation will briefly highlight methods of investigation, summarize four case studies from schools in Denmark, the UK, New York City, and Austin, Texas, and discuss emergent themes.

### **Processes for Community-Engaged Research About Play**

***Sayoko Kawabata***

This presentation will introduce methods used to plan a study of play for children and youth with a community-engaged approach by a Japanese PhD student. This study took place in a historically Black neighborhood in North Carolina that has become a multicultural community. A steering committee composed of residents from different generations and a mixture of cultures engaged in four meetings with group activities and discussions on the topic of play for children and youth in the neighborhood. Collaboration with the community as an outsider was made possible through relationships fostered through two years of working together. Furthermore, intentional processes such as using playful activities, setting rules for discussions, and individual communication were helpful in facilitating intergenerational and intercultural dialogue.

### **Aging Playfully: A Triangulation of Systematic Reviews**

***Maxwell Hartt, Marley Gryfe, Nishant Dave, Jennifer Rodriguez, Rachel Barber, Victoria McCutcheon, Janine Dodge***

The world's population is aging. It is well established that the local environment is critical to older adult wellbeing. Cities are planned for age-friendliness, but why not more? We plan for children's play to support their cognitive and physical development of children. Why not older adults? Using systematic and latent content analyses, we examined the (1) abstracts from 20 years of TASP and IPA conferences, (2) best practices from the World Health Organization Global Database of Age-friendly Practices, and (3) peer reviewed urban planning literature. We found that there is virtually no existing older adult play discourse in any of the three disciplines. This presents a unique and timely opportunity for new multi- and interdisciplinary research direction.

### **Playful Discoveries: An Autoethnographic Tour of Adventure Playgrounds and Nature-based Education**

***Jonathan McCloud, Susan Chlebowska***

We present an autoethnographic investigation of play in adulthood alongside considerations for teacher-education and the child's right to play. We are US-based educators who engaged in a 1500-mile study tour of adventure playgrounds and nature schools throughout Wales and Scotland for two and a half weeks. Autoethnography as method provides a creative, playful way to demonstrate the following: 1) play was the mode through which we made meaning of our shared experience as professionals within the education field, and 2) Childism and Playwork practices allowed us to imagine otherwise leading us to challenge the current status quo of play in US educational contexts, create new paths for pre-service educators, and establish plans for nature-play facilities.

### **Self-directed Fantasy Play vs. Guided Play in ECE: A 'Make-Believe' Dichotomy or Real?**

***Patsy Cooper***

Sociocultural and critical theory undergird this descriptive content analysis of self-directed fantasy play and teacher-guided play akin to what constitutes an effective early childhood curriculum. It asks: What are the theoretical and practical differences between the two approaches, particularly in relationship to social-emotional development? Is one more beneficial to young children's early school success than the other? Moreover, do differentiating factors

among families influence the potential impact of either? Vygotsky's theory on the role of play in development anchors the analysis, which is conceptualized through Paley's focus on the importance of fantasy play and Bodrova and Leong and others' work on guided play. Implications for early childhood teacher education are central to the discussion.

### **Improvisation Techniques to Encourage Your Students to Play Along in Class**

*Charla Lorenzen, Evan Vaughn*

Encourage your students to play along in your classroom by increasing their Willingness to Communicate (McCroskey and Baer, 1985; MacIntyre, Clement, Dornyei, and Noels, 1998) through the use of improvisation techniques that transform your classroom into a learning community where students know and trust one another and feel prepared, compelled, and confident enough to engage in authentic communication despite a high degree of uncertainty. Examples will be given from three different levels (beginner, intermediate, and advanced) of college classes engaging native English speakers in the learning of Spanish to demonstrate ways to increase students' interindividual and intergroup motivations, group affiliation, and state self-confidence while simultaneously decreasing their state anxiety and helping them see the familiar in the novel.

### **Theater of the Oppressed Games for Actors and Non-Actors**

*Natalia Ortiz*

Theater of the Oppressed is a theory and practice of politically engaged theater techniques developed by Brazilian dramaturg Augusto Boal who was heavily influenced by Paulo Freire's Pedagogy of the Oppressed. During this workshop, participants will learn more about Theater of the Oppressed, play using using games from Boal's Games for Actors and Non Actors (1992). The goal of Theater of the Oppressed is to work collaboratively in our bodies, and through dialogue, to break free from our "cops in the head".

## **Friday Session III**

### **Physical Activity Breaks in Early Childhood Education**

*Konstantina Zachariadi, Vassiliki Riga*

The current study took place in a kindergarten school in a large city in Greece, where 42 students participated in a 90-days long program that included physical activity breaks, which are short duration movement games that improve concentration, mood, and attention. The main purpose of this research was to identify which type of physical activity break is more effective in improving the students' executive functions, as well as their participation in learning activities. Even though the breaks that increased heart rate, affected more the executive functions, both types seemed to be beneficial for the overall participation of the students in the following activities.

### **Can We All Be Free: Possibilities for Collective Liberation Through Play**

*Denisha Jones*



As an institution designed to sustain American colonization, schooling has never been a place of freedom and, in fact, actively suppresses the freedom of the teachers, children, and families it purports to serve. This article explores the possibility of play to free both children and teachers. A theory of collective liberation through play is presented based on observations and interviews of play in rural public kindergartens in China, a public school in Pittsburgh serving a historically Black neighborhood, and a private preschool in Maryland owned by a Black woman.

### **So You Want to Start a Sandbox at Your School?**

*Trista Nilsson, Eileen Radigan, Cory Cummings, Roslyn Mosley, Amy Pete*

Playful pedagogy is often an absent presence in higher education. Many educators are individually embracing the principles and practices of playful learning, but are lacking the community and resources that could support them in their work. At Nazareth University, this was the case until an interdisciplinary group of like-minded educators created a Playful Pedagogy Sandbox (the “PP Sandbox”) to share and test ideas, offer support, and amplify playful pedagogical strategies across campus. In this panel discussion, we hope to share our challenges and successes in bringing this vision to light, and encourage other educators who want to do the same in their own institutions. We hope to make playful pedagogy a more consistent part of the conversation in higher education.

### **Belief in Play: Art and Stories for Qualitative Data Gathering**

*Deepti Kharod, Chris Navarro, Richard Kissel*

When a play researcher at a Catholic university wanted to explore children’s ideas about faith and belief, she found enthusiastic partners at her local children’s museum. You are invited to participate in art-making and playful explorations that grew out of a collaboration between a teacher educator at University of the Incarnate Word and two experienced administrators and play experts at The DoSeum in San Antonio, Texas. Playful activities are accepted as respectful ways to understand children’s ideas about topics that affect them. We believe play is particularly important to engage children in exploring and expressing ideas about complex and even controversial issues such as race, ethnicity, cultural diversity, sustainability, and in this particular study, faith and belief.

### **Exploring the Possibilities of Play for (Re)building the World Together**

*Carrie Lobman, Marian Rich*

As the world continues to devolve into a violent polarized mess it is easy to question whether play, with its focus on the joy of creating with others and its inherent unknowability, has anything to offer when we are angry and afraid. Aren’t the crises we are facing too awful, too brutal for us to respond with play and playfulness? While the answer itself is unknowable, we believe it is more important than ever to experiment with ways to bring creativity, generativity, and the collective power of play to the activity of (re)building the world together. In this workshop we will create a laboratory for exploring whether and how we can maintain a playful and creative stance with people with whom we hold opposing views, without covering over our differences? How might play help us move beyond the authority of right and wrong and towards

a practice that generates collective power? How might the field of play research need to grow to be of use in these challenging times?

## **Friday Session IV**

### **Reintroducing Play into Early Childhood Education: the Role of Social Cultural Context**

***Elena Bodrova, Elena Yudina, Irina Bykadorova, Vera Brofman***

This symposium will use Vygotsky's cultural-historical approach to focus on the role of adults in supporting play across different social and cultural contexts. Paper 1 will discuss the results of reintroducing play into American ECE classrooms by implementing a Vygotsky-based curriculum. Paper 2 will discuss the disconnect between the declared value of play in Russian early childhood education, the classroom practices of preschool teachers, and the views of parents. Paper 3 will describe a new initiative designed to revive neighborhood play in Russia. Paper 4 will describe a case study of using Vygotsky-based classroom strategies to improve school readiness of minority children in an inner-city ECE program.

### **Deconstructing the Concept of Play**

***Hana Hanifah***

Play has traditionally been associated with predefined rules, dictating specific modes of engagement. However, many individuals express their play in ways that challenge conventional norms. This research uses Barthes' semiotic analysis to challenge the traditional concept of play. It explores the definition of "correct" play, especially concerning neurodivergent children, revealing paradoxes in therapeutic interventions that may compromise the joy of play. Drawing from the insights of play theorists such as Huizinga, Sicart, Suits, and Sutton-Smith, the study dismantles hidden assumptions, offering a nuanced perspective aligned with autonomy and diversity to support inclusive policies and practices, ultimately reshaping our understanding of the fundamental right to play.

### **Children's Spirituality Nurtured Through Play**

***Jennifer Mata-McMahon***

By sharing the findings from 318 surveyed U.S. early childhood educators' perceptions of nurturing spirituality using the newly validated instrument, Early Childhood Educators' Spiritual Practices in the Classroom (ECE-SPC), this session looks at the benefits of play for all areas of development, including the spiritual domain. Data collected on in-service teachers' perceptions of nurturing children's spirituality in the classroom were analyzed, looking for mentions of play to support spirituality. Findings show that providing play environments and opportunities for children to experience spiritual moments, defined as feeling wonder, awe, joy, and inner peace, as well as connections to self and others in pro-social ways, can intentionally nurture spirituality in educational settings.

### **Pretend Play Perspectives: Supporting Children with Disabilities *Amanda H. Passmore***

This presentation explores the play behaviors of children with disabilities and emphasizes the need for intentional support. Two studies are presented, with the first employing mixed methods to observe self-selected play in a preschool setting. Findings reveal variations in pretend and sustained play behaviors among children with disabilities. A subsequent case study involves coaching mothers to enhance pretend play at home, targeting language-based goals. Qualitative analysis indicates improvements in mothers' facilitation of pretend play and corresponding changes in child behaviors. Collectively, these studies underscore the importance of intentional support through pretend play, both in the classroom and at home, offering insights for better understanding and aiding children with disabilities in their developmental journey.

### **Play and Recreation with the Visual Impaired and Blind *John Sutterby***

Play often assumes players can see and hear what is happening. Players can also be visually impaired. How do players adapt to losing vision while continuing to play? This roundtable explores adaptations for play for visual impairments.

### **From Here and Now to Meanings, Fulfillment, and Possibilities: The Aspirations of Play *Xiangyou Shen***

The 50th anniversary of TASP presents an opportune moment to reflect on the past while engaging in inclusive and inspirational dialogues that can catalyze collective and creative imaginations of what play can be. This round-table provides a chance to revisit the essence of play as an intrinsically-motivated experience grounded in the here and now, while also contemplating its far-reaching implications across domains such as spirituality, fulfillment, and culture. In light of decades of cumulative empirical evidence linking play to outcomes including healing, bonding, creativity, self-expression, and happiness, discussions will be enriched through 1) examining the dominant themes in play research, the underlying narrative or potential confirmation bias shaping the field, 2) considering debates surrounding dark, transgressive or escapist adult play and whether it fulfills base appetites or uplifts humanity, and 3) exploring play as means to aspire creatively, seek meaning, and imagine future possibilities despite its complexities.

### **Exploring Play in General Education Courses *Elisabeth Johnston***

How can play be explored within general education courses? We will start by exploring three different undergraduate courses focused on play. The courses highlight different components of the general education program at Plymouth State University. One course focuses on society's impact on play, another course addresses children's play and the developmental benefits, while the last course engages students in developing projects that advocate for play in various contexts. Next, participants will share their experiences with play in undergraduate courses. Lastly, we will discuss as a group the benefits for students engaging in play and learning about play as part of their undergraduate experience.

### **Playful Pedagogy Sandbox in Action**

***Eileen Radigan, Trista Nilsson, Teresa Zappia-Sinicropi, Rupert Johnson, Amy Pete, Mary Lugo***

Playful pedagogy is frequently viewed as a set of approaches isolated to particular areas of study at the postsecondary level. To address these silos, an interdisciplinary group of college educators have created a “sandbox” community committed to playful pedagogy at Nazareth University. Each month, these professionals gather to share research-based thematic practices based in the pedagogy of play. Transcending our respective disciplinary areas, these themes include community building through play, teaching content through play, using arts and crafts as a teaching modality, and mindfulness and imagination. This immersive workshop will allow participants to engage in a sampling of the sandbox experiences offered at our university.

## **Saturday Session I**

### **Capture the Flag: How Residents Reclaim Urban Space through Play**

***Jenn Beideman, Heather Feinman, Evette Colon, Kathryn A. Mariner, Carter Remy, Doreen Young***

This presentation will share from multiple perspectives how marginalized residents in Rochester, New York are working with multi-sector partners to promote a culture of play. Sidewalks, intersections, and vacant lots are becoming spaces of possibility, playful alternatives to “man-made” environments and a mechanism for residents to reclaim public spaces for their neighborhoods. This panel—co-presented by an academic, community advocates, and three neighborhood residents—examines residents’ strategies for creating vibrant spaces that inspire active play, methods for resident-led activation, and the role of advocacy in driving supportive policy changes.

### **The Teachers’ Playbox: Movement games that transform the classroom**

***Jesse Danger, Cristina Latici***

Movement breaks during the school day support learning by providing novel opportunities for children to gain proprioceptive and vestibular input leading to greater self-regulation. Teachers’ Playbox is a series of movement games and balance play that involve strategy and collaborative problem-solving and engage children physically, socially, and cognitively. The games take 2-5 minutes to play so children can complete several rounds with various partners and small groups allowing for additional social skill development. Teachers’ Playbox encourages growth in the physical, social, and cognitive domains while providing a unique textural framework for the school day in which pockets of play are interspersed with academic activities. The Teachers’ Playbox provides equal access to playful activities offered throughout the school day that support learning for all children.

### **We Don’t Own the Music: Empowering and Educating Early Childhood Practitioners in Using Music Play in Their Work**

***Melissa Reed***

Music has been shown to provide vast benefits, particularly when utilized within early childhood education. Studies have reported music’s positive impact on children’s social, emotional, and cognitive growth. Engaging in music provides children with rewarding and motivational learning



opportunities that are based in play. While early childhood practitioners widely report the use of music in their work, few have received formalized training. Research has shown that they are more likely to use music when they have received training and feel confident in their abilities. The presenter, a music educator and music therapist, will lead participants in musical play opportunities that are developmentally appropriate for young children and also enriching for their cognition, communication, motor development, and social/emotional wellbeing.

### **Play as Gender-Affirming Voice Care**

***Marisa del Campo, Alexandra Plattos Sulack***

The voice is a vehicle for expression and identity. For individuals seeking alignment with their gender identity, voice work provides a powerful tool to bridge the gap between internal perception and external presentation. It is an avenue through which one can affirm their gender and cultivate a voice that they want to share with the world. Gender-affirming voice care recognizes the unique needs and goals of individuals on this journey, and play offers the opportunity for students to explore their full spectrum of sounds. Beyond the physical aspects, voice work contributes significantly to emotional well-being, self-confidence, and strengthens the relationship between one's inner sense of identity and their outward expression to the world. As such, the importance of gender-affirming voice care extends far beyond the vocal realm, impacting overall mental and emotional health. Through this interactive workshop, participants will be invited to play games that explore the speaking and singing voice. Workshop participants will leave with a basic definition of gender-affirming voice care, an understanding of how play can appear in voice work, and a practical application of games.

## **Saturday Session II**

### **Using Escape Rooms and Puzzles for Learning and Engagement**

***Doug Maynard, Lars Ellwanger***

Millions play puzzles as part of their daily leisure time but escape rooms and other forms of puzzle-based play have become popular in recent years, not only as commercial entertainment, but also as pedagogical approaches to help students and others (e.g., library patrons, museum visitors) learn and explore material in an engaging, collaborative way. In this interactive session, attendees will work in teams to play through a mini escape room. The presenters will then draw on their experiences designing and utilizing puzzle-based experiences to share the benefits, challenges, lessons learned, and practical resources so that attendees can begin incorporating puzzle-based play into their own work.

### **The Importance of the Rigid Surfaces with Playful Movement**

***Charles Moreland***

The world that we interact with on a daily basis is not very forgiving. Tripping and falling on pavement or hard wooden floors is not a pleasurable experience and creates a sensation of nervousness when participating in risky play and adds to the risk of injury for participants. An overwhelming increase in soft environments for play spaces has been noticed over the last few decades with more and more foam covered play spaces taking the place of old school playgrounds with rigid surfaces. While there is a necessity to make play spaces more safe, the

predominance of cushion during both child's and adult's play has negative implications on their overall movement development that shouldn't be ignored.

### **Fairy Tales as Risky Play: Make-Believe and Resilience**

*Stephanie Goloway*

Fairy tales are the “risky play” of children's literature. Deemed frightening, violent, or sexist, these stories told the world over for millennia are often either sanitized beyond recognition or removed entirely from homes and classrooms. This workshop will be an exploration of fairy tales as inspiration for children's imaginings and make-believe play. After an overview of relevant research, participants will co-create and playact fairy tales, using loose parts, puppets, and assorted prompts. These stories will then be examined, using Harvard's Center for the Developing Child's neurodevelopmental model of resilience. Discussion will focus on why inclusion of fairy tales is critical to child development, especially for children experiencing adversity and how to infuse fairy tales and resilience into teacher preparation.

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