The Association for the Study of Play (TASP) with Co-host New York Folklore Society (NYFS)

40th Annual International Conference
April 24-26, 2014

Play: Connecting the Past, Present, & Future

Program, Abstracts, and Directory of Participants

T.A.A.S.P.

NEW YORK FOLKLORE SOCIETY

the strong
NATIONAL MUSEUM OF PLAY
Facilities Use Guidelines

Please be aware that The Strong museum’s first priority is its facilities and collections. The museum has established guidelines to protect its facilities and collections, as well as the guests who are attending events at the museum.

General

Smoking is not permitted anywhere in the museum. The smoke-free zone extends the entire campus including the parking lot.

Food and beverages are allowed in designated areas only. No food or beverages are allowed in the theater or in the exhibition galleries.

Parking

Limited free parking is available at the museum on a first-come, first-served basis.

The museum is not responsible for articles left in unattended vehicles on museum premises.

No vehicles may be left in the museum parking lot overnight.

Miscellaneous

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

Tours of the Museum

Join us for a behind-the-scenes tour of the Brian Sutton-Smith Library and Archives of Play, a behind-the-scenes tour of collections storage from the National Museum of Play, or a behind-the-scenes tour of the International Center for the History of Electronic Games.

Museum staff will provide tours from 11:30 a.m. to 12:30 p.m. on Thursday, April 24. Each tour can accommodate up to 15 people. If you are interested, please meet staff in the activities room hallway.
Table of Contents

About TASP & NYFS page 3
Conference Theme page 4
Welcome Messages pages 4-5
TASP Board page 5
Play and Culture Studies page 6
Keynote Speaker Bios page 7
Abstracts of Papers pages 8-28
Conference Program page 29-33

The 2014 TASP Conference — At a Glance

✓ Scheduled presenters represent ten countries (Australia, Belgium, Canada, Ireland, Japan, Peru, South Africa, Turkey, the United Kingdom, and the United States), fifteen states (Arizona, Delaware, Florida, Georgia, Maryland, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Ohio, Pennsylvania, Tennessee, Texas, Virginia), and Washington, DC.


2014 TASP Conference Theme:

Play: Connecting the Past, Present, and Future

✓ Our 40th Annual Conference celebrates a benchmark in our organization! We take time to recognize and honor the truly amazing understandings and sometimes quite divergent perspectives play scholars have shared during our conferences in the past. We commend the current state of play scholars who share freely their research findings, understandings and perspectives on play. We also encourage and have faith that our current concepts about play will inspire the work of upcoming play scholars well into the future. It is in true celebration that we gather in Rochester to meet, share, and conjoin our personal perspectives and love of play! Play is a way of understanding our past, present and our future.

2014 Conference Committee
Marcia L. Nell, Chair, Millersville University
Lynn Cohen, Long Island University/Post Eric Worsh, Bowling Green State University
Walter Drew, Institute for Self Active Education Eva Nwokah, Our Lady of the Lake University
Myae Han, University of Delaware Dorothy Sluss, James Madison University
The New York Folklore Society is a non-profit, statewide organization that provides a wide range of programs and services to the field of folk and traditional arts in New York State. Formed as a scholarly organization in 1944, our mission also includes supporting research and information about traditional arts and culture in New York State.

Interested in all genres of folklore inquiry (narrative, material culture, performative genres, architecture, folklife, etc.), the New York Folklore Society provides technical assistance and professional development for folklore scholars and public folklorists, for community scholars and community organization, and for traditional and folk artists and performers. The New York Folklore Society publishes a scholarly journal, Voices: The Journal of New York Folklore, (a benefit of membership), which is available electronically through EBSCO Online, ProQuest, and other online academic databases. Other ongoing programs of the New York Folklore Society include an annual professional development program, the “New York State Folk Arts Roundtable”, and thematic conferences on topics of interest to folklorists and allied scholars. Special programs for 2014 include a series of traditional arts performances in collaboration with the Town of Brockport, NY; a micro-enterprise project with refugee artists in the Hudson Mohawk Region; a documentation program on rural Catskills’ folk arts; and a travelling exhibition of the folk arts of the thoroughbred racing industry to open at Crandall Public Library in Glens Falls in July, 2014. The New York Folklore regularly collaborates with organizations, such as our ongoing collaboration with Schoharie Area Long Term Recovery, to train volunteer interviewers in oral history collecting of narratives associated with flooding. As the statewide folklore organization, the New York Folklore Society represents New York State within the national arena for advocacy, for the arts, and for the field of folklore.

The New York Folklore Society is pleased to collaborate with The Association for the Study of Play for your 2014 Conference program through sponsoring a panel of folklore scholars documenting play in New York State, and through sponsoring the Wine and Cheese Reception and conference breaks. Please consider joining us in our work! More information about The New York Folklore Society, our staff and programs, can be found at www.nyfolklore.org.

About TASP

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

The Strong is pleased to welcome members and guests of The Association for the Study of Play on the occasion of your 40th Annual International 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 National Toy Hall of Fame, the Brian Sutton-Smith Library and Archives of Play, the Woodbury School, and the 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 three 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 150,000 volumes, and the International Center for the History of Electronic Games (ICHEG) has grown to more than 50,000 items, making it the largest and most comprehensive public assemblage in the United States and one of the largest in the world.

The museum also made current and past issues of the peer-reviewed interdisciplinary American Journal of Play available free online. Published three times a year, the Journal aims to increase awareness and understanding of the role of play in learning and human development and the ways in which play illuminates cultural history. If you have not already done so, we invite you to sign up for new issue alerts at journalofplay.org and be notified via email when new issues become available.

We also encourage you to visit again and conduct research on site. 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 and the newly established Mary Valentine and Andrew Cosman 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 week to three months. 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.

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.
A Message from Myae Han, President of TASP

Dear TASP Members and Conference Participants,

This year’s conference in Rochester, NY will be a historical moment for TASPians as we celebrate our 40th anniversary. The theme, Play: Connecting the Past, Present, and Future truly speaks about the role of TASP in the play research community. TASP has been successful connecting play researchers from various disciplines for the last 40 years through our annual conferences. This is a huge accomplishment for our organization and we deserve to celebrate our own accomplishment. Thanks to all past and present members who have been a part of our community and to the future members who will take part in TASP.

There are so many people I would like to thank for this year’s conference.

Thank you so much for Marcia Nell, conference organizer for putting together the wonderful sessions and memorable events. Without her effort, the conference would not be possible. Also thanks to the conference committee members: Lynn Cohen, Eric Worch, Walter Drew, Eva Nwokah, and Dorothy Sluss. I am truly grateful for all of your time and effort.

Thanks to all the presenters who share their wonderful knowledge and research about play during this year’s conference. You are the people who make our conference come alive and connect us to the past, present, and future of our organization.

I am so looking forward to meeting with you all at The Strong, in Rochester, NY.

Myae Han, TASP President

Message from Marcia Nell, Vice-President of TASP/Conference Committee Chair

We welcome everyone this year to a wonderfully diverse conference. The presenters represent a variety of fields and wealth of knowledge and understanding about play. It has been a an interesting responsibility and privilege to organize this conference for such an amazing group of individuals that I admire for their brilliance and tenacity for looking deeply at this “thing” we call play! I’d like to send out a special thanks to:

- Michelle Parnett, The Strong, who provided essential information and helped to coordinate and schedule meeting spaces and all other arrangements at The Strong.
- Laura Kline, my graduate assistant at Millersville University, who helped with the schedule and program.

TASP Officers
Myae Han, University of Delaware, President
Marcia L. Nell, Millersville University, 1st Vice President
Eva Nwokah, Our Lady of the Lake University, 2nd Vice President
Carrie Lobman, Rutgers University, Secretary
Dorothy Sluss, James Madison, Treasurer
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Walter F. Drew Tony Perone Vejoya Viren Eric Worch

TASP Board Ex-Officio Member
John Sutterby, University Texas San Antonio, Newsletter Editor, Play Review
James E. Johnson, The Pennsylvania State University, Series Editor, Play & Culture Studies
Cosby Rogers, Virginia Tech University, TASP Listserv
Rollie Adams, President and CEO, The Strong

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

Volume 1: Diversions and Divergences in Fields of Play
Margaret Carlisle Duncan, Garry Chick, and Alan Aycock, editors

Volume 2: Play Contexts Revisited
Stuart Reifel, editor

Volume 3: Theory In Context and Out
Stuart Reifel, editor

Volume 4: Conceptual, Social-Cognitive, and Contextual Issues in the Fields of Play
Jaipaul L. Roopnarine, editor

Volume 5: Play and Educational Theory and Practice
Donald E. Lytle, editor

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

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

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

Volume 9: Transactions at Play
Cindy Dell Clark, editor

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

Volume 11: Play as Performance
Carrie Tubman and Barbara O’Nell, editors

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

*Call for Papers currently being accepted until May 1, 2014 for Volume 13: Celebrating 40 Years of Research: Reflecting on Our Past, Exploring the Present, and Playing into the Future
Michael Patte and John Sutterby, editors
Call for Papers accessible from http://www.tasplay.org/studies
Keynote Speakers

Dr. Ann Marie Guilmette (aka, Empress of Leisure Studies) is retired from the Department of Recreation and Leisure Studies, and the Women’s Studies Program at Brock University. Ann Marie completed a Ph.D. in social psychology from the University of Windsor (in 1980). She studied such adult forms of play as leisure, humour, astrology, and gambling. Her undergraduate and graduate Master degrees were in Physical and Health Education. At Brock, she taught courses in play and culture, foundations of leisure studies, the social psychology of leisure and recreation, therapeutic benefits of humour, leisure education, and leisure research. Dr. Guilmette conducted community-based action research with a focus on adult leisure. Her scholarship resulted in a multitude of academic presentations, publications and reports on play, games, sport, recreation, gambling, and humour in cultural contexts, especially for socially disadvantaged and de-valued populations, with a special interest in First Nations, immigrants, the poor, people with disabilities, seniors, and women. She served on the Board of Directors for the Ontario Problem Gambling Research Centre, and is a Past-President of the International Society for Humor Studies (ISHS), the Brock University Faculty Association (BUFA), and The Association for the Study of Play (TASP). In 1989 and 2007, she served as TASP President, and organized TASP conferences at Berkley (1988), New Mexico (2005), and at Brock in Canada (2006). She was acknowledged in Phil Stevens’ article in the International Journal of Play as a founding scholar member of TASP, and in 2009 received TASP’s Brian Sutton-Smith Play Scholar Career Achievement Award.

Dr. Stephen Siviy, Professor of Psychology, Gettysburg College received a BA from Washington and Jefferson College, an MS from Rensselaer Polytechnic Institute, and a PhD from Bowling Green State University. It was at Bowling Green, while studying under the mentorship of Jaak Panksepp, that his interest in studying the play behavior of rats was kindled. After post-doctoral fellowships at the University of Sydney (Australia) and UCLA, he joined the faculty at Gettysburg College and is currently Professor of Psychology. Dr. Siviy has also been a visiting researcher at the University of Sydney and the University of Utrecht in the Netherlands. His primary research interest is in studying the neurobiological substrates of play behavior and has published papers looking at the neurochemical control of play, the effects of stressors and early social experiences on play, and has most recently been investigating inbred strains of rats that show systematic differences in their levels of playfulness. He has recently been awarded a 3-year grant from the National Institutes of Mental Health to study the extent to which early experiences interact with genotype to result in the dysfunctional play of the F344 inbred rat.

Phillips Stevens, Jr., is Associate Professor of Anthropology at the State University of New York at Buffalo. He received his B.A. in English by Yale in 1963, then went to Nigeria with the Peace Corps to teach English. That experience brought him into anthropology, and he entered the graduate program at Northwestern University. He conducted dissertation research in Nigeria, and received his Ph.D. in 1973. He has conducted subsequent anthropological research in West Africa and the Caribbean. He is the author of many publications in cultural anthropology and African studies, and he is the recipient of two awards for excellence in teaching, and an African chieftancy title! Phil was a Co-Founder of The Association for the Anthropological Study of Play In London, Ontario, in May 1974, was Program Chair for the First Annual Meeting in Detroit the following year, and served as President 1976-1978. Several of his early publications deal with the anthropology of play, including the second volume of the Society’s Proceedings dedicated to the memory of co-Founder Allan Tindall. Phil was Editor of NEW YORK FOLKLORE, the journal of the New York Folklore Society, from 1983 to 1989.
Shuttle Service

There will be shuttle service between the hotel and The Strong Museum. Morning runs will begin at 7:45 AM and run through 8:15 AM, all three mornings. The afternoon shuttle service will begin at 4:45 PM and run through 5:15 PM on Thursday and Friday. Saturday shuttle will return guests to the hotel after the final keynote at 12:30 PM until 1:00 PM.

Guidelines for Presenters:

Individual Presentations: Three presentations are grouped together in most individual paper sessions during the 90-minute time frame. Each group will share the 90-minute session (about 20 minutes per paper with 5 minute transition time). Please designate a timekeeper before the session begins and try to adhere to your allotted time frame. There should be about 10 minutes left at the end for questions. For those sessions with only two paper presentations, please adjust your times accordingly.

Poster Sessions: Please have the poster sessions up and ready by 1:00 on Friday afternoon. We will use a gallery type format for the posters. As people move to sessions in the afternoon immediately following the Keynote, be stationed by your posters and prepared to share your research. Posters may remain up during the full afternoon.

Presentation Equipment: There will be a laptop, projector, screen, and flip chart in each of the rooms.

Room Arrangements: In the auditorium there will be two tables set up in the front with six chairs for the presenters. The large activity room will have rectangular tables with four chairs per table facing the front (seating for about 40). The small activity rooms A & B will be set up in theatre style seating with a table in the front for presenters (seating for about 30/room).

Abstracts

Akosua Obuo Addo, University of Minnesota, USA (addox02@umn.edu)

Eric Castle

Mapping Play in Intercultural Communities: A Cross-Institutional Ethnographic Project

Thursday, 10:00-11:30, Small Act. B

When captured in digital visual stories and geo-spatially situated, the feelings, interests and values people bring to play spaces illuminate how they make sense of the city, and inform policy makers’ decision making about play spaces. This presentation is a summary collaborative effort of two classes on different campuses to map play in the culturally diverse Cedar Riverside neighborhood of the Twin Cities. Working collaboratively across campuses, participants examined closely personal play histories and its impact on learning as well as the meanings people ascribe to the places they play. Several strategies we enacted shifted as we adjusted to the realities of the physical space, weather conditions, ethical and intercultural considerations. In this session we will adddress these considerations while sharing two digital stories on the history of play in the interactive map.

Amy Amsong, George Mason University, USA (aansong@masonlive.gmu.edu)

Segregation of Toy Packaging: Exploring Racial Disparity in Crayola LLC. Product Packaging

Saturday, 8:30-10:00, Room A

Red, white, blue, black, pink-what do they have in common? They are all colors found in a box of Crayola Crayons. Crayola LLC, prides itself on providing products which meet the demands of the creative minds of children throughout the world. Children from racially diverse backgrounds use Crayola products every day to color, draw, and play, but unlike the children who use the products, Crayola product packaging does not truly reflect the diversity found in America’s youth. The purpose of the Civil Rights Act of 1964 has not trickled down to toy packaging. This paper examines Crayola toy packaging,
analyzing the ways in which diversity is not reflected on the packaging and the message it sends to young children, as it relates to gender and race. This paper also examines the placement of the models on Crayola packaging, and its relation to the recommended age on the box and store product placement.

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

Play from the Past: Children’s Play in Rural Ireland in the 1930’s
Thursday, 12:45-2:15, Auditorium

In 1937 the Irish Folklore Commission, in collaboration with the Department of Education and the Irish National Teachers’ Organisation, initiated a revolutionary scheme in which school children were encouraged to collect and document folklore. Over a period of eighteen months some 100,000 children in 5,000 primary schools in Ireland were encouraged to collect folklore material in their local areas. Now known as the Schools’ Manuscript Collection, the scheme resulted in more than half a million manuscript pages of data. Whilst the children were instructed to research and write about legends, local customs and beliefs, they also recorded their play, games, songs, riddles and jokes. The collection of play and children’s folklore from children themselves first reached prominence in Europe with the work of the Opie’s (1959, 1969) and this paper focuses on an analysis of the ‘everyday’ play as well as play and games specific of festivals such as Halloween from children from Co. Kildare as recorded by them 75 years ago.

References
Mary Bendixen-Noe, The Ohio State University, USA (bendixen-noe.1@osu.edu)

Engaging Students Through Play: Karaoke Style
Thursday, 12:45-2:15, Lg Activity

Students who are engaged in the curriculum content have higher achievement and increased social and cognitive development. However, many students have documented low levels of engagement particularly in the classroom. Both the instructor and the student must share the responsibility for lesson/content engagement. To help foster high levels of engagement, assignments must be developed that will aid students in using the content in ways that allow them to be creative and have social interaction with other students. The assignments must also be structured, yet have enough flexibility so students personalize their learning in ways that make sense to them. A unique strategy that can be used in most, if not all disciplines is karaoke. By using established criteria, students can select a content topic or area and begin to demonstrate their level of understanding. Writing new lyrics based on their focus area helps students better understand the material in a manner to which they can relate. Through reiteration of concept fundamentals, as well as, through examples and language use in a lyrical format, students have the opportunity to explore and demonstrate their knowledge. From my ten years of experience with using karaoke as a teaching/learning tool, student engagement is high, which leads to deeper content learning and better content retention. This presentation will focus on using karaoke as a teaching/learning strategy. Ideas for formatting the assignment, as well as, rubrics used for assessing student learning will be discussed. Additionally, ideas for student karaoke presentations will be highlighted.

Doris Bergen, Miami University, USA (bergend@miamioh.edu)

Research Needed: Effects of Technology-Augmented Toys and Virtual Media on the Future of Play
Friday, 10:15-11:45, Activity Rm B

Although there have been some research reports describing how play may be enhanced or diminished by the use of technology-augmented toys and virtual media, this body of research is still relatively small, although it is a very important area for future play research. The presenter will review her past studies of infants’ and young children’s play with technology-augmented toys, elementary age children’s
brainwave patterns when playing two types of video games, and college students reports of their preferred types of play, including technology-enhanced play. Issues related to sound research practices for studying such play will be reviewed and recommendations for systematic and large scale studies that focus on the play-technology relationship will be proposed.

Mira Tektowski Berkley, SUNY Fredonia, USA (Mira.Berkley@fredonia.edu)
Confronting the Challenges of Preparing Early Childhood Teachers to Understand and Promote Play and Playful learning: Learning to Defend Young Children's Right to Play
Saturday, 8:30-10:00, Auditorium

Teacher education programs are increasingly under scrutiny, with rising expectations to prepare teachers for high stakes, test driven, academic curricula at every level of schooling. At the same time, 21st century children in the developed world have decreased opportunities to play. How will the teachers being trained today understand the importance of play? How will they understand the importance of play in early childhood programs? How will they learn to resist moves to devalue and marginalize play in early childhood curriculum? How will they learn to defend play in early childhood settings and to support children's right to play? In this session, strategies and approaches that have been found to be effective in an early childhood teacher education program will be presented, in spite of the many existing barriers.

Fraser Brown, Leeds Metropolitan University, United Kingdom (F.Brown@leedsmet.ac.uk)
The Rhythms of Children's Play
Thursday, 12:45-2:15, Small Act. A

Where does our sense of rhythm come from? How is this important in our work with children? How can we use our understanding of rhythm to build relationships with children? How can we provide structural stability while at the same time enabling children to have control over their own lives? With reference to music, poetry and humour the session will address these questions, and explore the influence of rhythm on child development, and its inter-twinning with children's play. The session will also explore the natural rhythm of groups and communities, and the significance of reference points in children's lives.

Fraser Brown, Leeds Metropolitan University, United Kingdom (F.Brown@leedsmet.ac.uk)
Working with Abandoned and Abused Children
Friday, 8:30-10:00, Activity Rm B

This Presentation focuses on the therapeutic impact of a playwork project on a group of children in a paediatric hospital in Eastern Europe. The children were abandoned at birth, and subsequently spent most of their time tied in a cot, with little positive input into their lives. Even when a playworker started working with the children, nothing else in their lives changed. The children still spent the rest of their day tied in the same cot, not fed properly, and having little interaction with anyone else. During the first year of the project two researchers from Leeds Metropolitan University studied the developmental changes in the children. In some cases, the changes were dramatic, providing strong evidence of the power of play as a therapeutic and developmental agent. The evidence shows a speed of 'recovery' that was quite unexpected, and casts doubt on the 'ages and stages' view of play development, as seen in the work of Piaget, Parten, Sheridan, etc.

Gordon M. Burghardt, University of Tennessee, USA (gburghar@utk.edu)
The NIMBioS Working Group on Play, Evolution, and Sociality: Progress and Issues
Friday, 10:15-11:45, Auditorium

The National Institute for Mathematical and Biological Synthesis is a major NSF funded center at the University of Tennessee that brings in scholars and postdocs in both mathematics and various content areas to explore the application of state-of-the-art quantitative and modeling methods to important issues in biology and the social sciences. I was the local organizer of a major effort to look at play, sociality, fairness, and evolution with an international cadre of play and modeling researchers. We met for three years, the last time ending in Nov., 2013. This talk will summarize the major issues and
problems addressed, difficulties encountered, and the progress and accomplishments made. The value of such endeavors in bridging conceptual and communication gaps among those working on play in animals ranging from spiders to humans and from ethological, anthropological, child development, neuroscience, phylogenetic, and mathematical perspectives will be described.

Victoria Carr, University of Cincinnati, USA (Victoria.carr@uc.edu)
Eleanor Luken

From Adventure Playgrounds to Playscapes: A Paradigm Shift
Thursday, 10:00-11:30, Small Act. B

In 1931, Danish architect visionary, Sørensen, originated adventure "junk" playgrounds where urban children could play like the country kids. Few survived. Today, children still need to play like country kids, using loose parts and their imaginations. Unfortunately, children are spending less time outdoors, on playgrounds, and in free play – even in the country. In schoolyards, playgrounds reflect an archaic view of children blowing off steam or as a place for teachers to get a break – if children are allowed to go out and play. A thoughtfully designed playscape, with a focus on nature, is a modern alternative to traditional playgrounds; one that is environmentally sound; one that builds on Sørensen’s ideas. Furthermore, playscapes can sanction play and recess as an academic learning venue while serving as a playground prototype for the next wave of environmentalism. We will present a historical, developmental, and environmental rationale for the future of playgrounds.

Irene Chagall (ichagall@gmail.com)

Let’s Get the Rhythm
Thursday, 2:30-4:00, Auditorium

Let’s Get the Rhythm is a 54-minute video documentary chronicles girls’ handclapping games on inner-city playgrounds, and around the world, on every continent and many islands in between. Three eight-year old informants from diverse cultural backgrounds in greater New York area charm viewers with their personal insights as they learn, share, and eventually outgrow the tradition. While drawing attention to the social importance of girls’ games, the documentary showcases archival footage from far-flung locations, ancient Egyptian reliefs, including footage by Alan Lomax and Laura Boulton. Folklorist Bess Hawes and ethnomusicologist Kyra Gaunt accentuate the beauty of the beat with choice observations on the empowering force of the genre in the lives of women.

Saralea Chazan, Steinhardt School, NYU, USA (saraleachazan@gmail.com)

The Children’s Developmental Play Instrument (CDPI)
Friday, 10:15-11:45, Activity Rm B

The Children’s Developmental Play Instrument (CDPI), (Chazan, 2005; 2010) is based on concepts drawn from the psychodynamic theory of coping-defensive strategies. It comprises three levels of analysis: Segmentation of a child’s activity; Dimensional Analysis of the play activity (Descriptive Components; Affective Components; Cognitive Components; Narrative Components; Developmental Components); and, Functional Analysis (Coping-Defensive Strategies). The CDPI is intended for use with children within the mainstream. Observations are often conducted within the classroom setting. This presentation will report on findings of a CDPI construct validity study (Chazan, 2012) of 71 children between the ages of 1.3 and 6.1 years. Ten-minute videotapes were analyzed using correlational analysis. Factor analysis revealed three underlying clusters of variables corresponding to the following play styles: Adaptive; Impulsive/Disorganized; Conflicted/Inhibited. The study suggests disorganization in play activity among mainstream children may be an expression of aggression, rather than a distinct and separate characteristic.
Katelyn Clark, Brooklyn, NY, USA (kty5878)
Play History to Play Practice: Teachers' Playful Past and Pedagogical Present
Friday, 10:15-11:45, Activity Rm A
The purpose of this case study is to uncover and describe the ways in which teachers’ personal play histories impact their facilitative relationship to, provision for, and perceptions of dramatic play in their classroom. The term play history can be further clarified as memories of and experiences with play as children, young adults and as grown practitioners. These descriptions will be framed by research questions that seek to illuminate how past relationships with play have an impact on the present:
→ How do teachers' play histories impact their pedagogical choices for dramatic play in their classrooms?
→ What are teachers' personal connections to the dramatic play in their classroom?
→ How do teachers' play histories have an impact on the way they facilitate and provide materials for dramatic play? By exploring teachers' relationships with dramatic play through the lens of their own memories, I hope to examine the myriad of ways in which those personal histories impact the implementation of play in their classrooms.

Kyle Clarke, Ontario (kyle.clarke@queensu.ca)
Guerilla Fort Construction: Activism for Outdoor Play
Friday, 2:00-2:15 POSTER SESSION
This poster presentation will share the results of an outdoor play intervention designed to determine the viability of guerilla fort construction as a means of encouraging and facilitating children’s creative outdoor play. The intervention utilized seeded play forts as sources of inspiration, learning and adventure for children. The procedure involved planting partially constructed forts in wooded urban green spaces along with building materials, hand tools and associated artifacts. The fort sites were documented with photography over a six-week span in order to detail the evolution of each site over time. The images collected provide a unique visual account of the play experienced at each individual site. Through this activist-research project, I talk back to current views of what play should look like, where it should occur and who should oversee it, as well as explore my own emerging understandings of visual research methods and the application of scholar-activism in play research.

Lynn Cohen, Long Island University/Post, USA (lynn.cohen@liu.edu)
Sandra Waite-Stupiansky and Tara Cathers
An Intergenerational Look at Play
Friday, 8:30-10:00, Activity Rm A
The purpose of this paper is to describe and analyze intergenerational play through a historical perspective and framed in the theories of Erikson. A literature review will address 3 areas of intergenerational play: (a) grand-parents (b) intergenerational programs, and (c) use of technology. A retrospective method was employed. Over 70 teacher education students conducted interviews about play experiences with someone 25 years older and compared that with their play and contemporary descriptions of play. The results indicated that an important place for play was outside within participants’ neighborhoods. There was little difference in the choice of toys between generations. The toys of choice were dolls and figurines, balls, bikes, and board or card games. Elders and university students’ use of technology play differs from contemporary play. The play of elders resembled the play memories of the university students more than the play of today’s children.
Cindy Dell-Clark and Michael M. Patte, Rutgers University (Camden) and Bloomsburg University (cdellclark@gmail.com)

Play as a Healing Act: Creative Excursions, Imaginative Reframings, and the Transformative Power of Bisociation
Friday, 8:30-10:00, Activity Rm B

Our session examines the role of play in human well-being and on ways in which play is connected to biological or physical health, mental health, spiritual health, and to the healthy shared relationships of people across the lifespan. We assert, that playfulness in its many forms, opens us to bisociation (Koestler, 1969) or the human capacity to reach across domains of meaning and thereby to forge new conceptual connections leading to creative insight or cathartic release (Clark, 2013).

Gideon Dishon, University of Pennsylvania, USA (dishon@gse.upenn.edu)

Playing for Real: Games and Character.
Friday, 2:15-3:45, Small Act. B

At the dawn of the 21st century, team sports have become one of the most prominent and influential models of game playing, for both children and adults. This phenomenon is commonly justified through the notion that “sports build character”. In order to better understand the roots and implications of this status, I examine the birthplace of modern-day team sports – the British Victorian public schools. I argue that through the popularity of team sports, games came to play a central role in education. Team sports’ influence on participants is analyzed according to Roger Cailllois’ delineation of the features, which define game playing. I will elaborate how these features shaped the educational value attributed to game playing. I believe that this inquiry might offer insights into relations between game playing and education, not only in the Victorian era, but also in contemporary society.

Nicolene du Preez, University of South Africa, South Africa (nicd333@gmail.com)

Neurodevelopment: A Whole Brain Approach to Stimulate Creativity, Innovation, Sustainability and Maximize Achievement in Early Childhood Development through Play.
Thursday, 12:45-2:15, Small Act. B

With crucial focus on ECD it is important to understand that a child develops as a whole. These aspects consist of social, emotional, physical, cognitive, affective and moral development and it is a continuous process and very complex (Hellbrügge and von Wimpffen 2002:1; Evans et al 2000:9). All these domains need equal stimulation to develop a child as a whole, however keeping in mind that not all learners are alike and that not all learners at the same age learn the same way (Nevills 2011:3). Brain plasticity is the brain’s ability to constantly change and adapt (Rushton et al 2009:352; Mundkur 2005:855; Stern et al 2005:801). The brain is most pliable during the first two years where rapid synaptogenesis and myelination takes place (Mundkur 2005:855; Bruer 1998:390). During ECD (0-6 years) the child builds on his previous experiences and rapid development takes place in all the developmental areas of the young child.

Stephen E. Gareau, Buffalo State College, USA (gareause@buffalostate.edu)
Ruth X. Guo

Presentation Title: Hooping for Play, Health, and...Learning!
Friday, 2:15-3:45, Auditorium

A hoop is a large, thin, circular, often plastic ring that is twirled around the waist, limbs, or neck, for the purpose of fun, entertainment, exercise, and/or learning. Hooping has been a type of play and exercise from 500 BCE, up until the present day. In 1957, Australian bamboo ‘exercise hoops’ were adapted in the design and manufacture of 42-inch ‘hula hoops’ made of Marlex plastic. They became an instant fad across North America. Nowadays, the activity is called ‘hooping’ (or ‘hoopdance’) — and not ‘hula hooping’. During the past few years, the activity of hooping has seen a re-emergence in many regions of the world, particularly among young people. This presentation will describe the mechanics of hooping;
discuss some of the benefits of hooping for health and well-being; and explore how hooping can be applied in the classroom for play and learning (particularly the learning of certain principles of physics).  

Juana Gaviria-Loalza, University of Delaware, USA (jgaviria@udel.edu)  

Myae Han and Jennifer Vu  

Teacher-Child Verbal Interactions During Play  
Saturday, 8:30-10:00, Rm A  

Play provides an opportunity for acquiring language and the vocabulary needed for further literacy development. Adults play an important role in enhancing children’s language and literacy development. However, early childhood educators are not always aware of ways in which play can support language and literacy development and the role they could adopt during children’s play to better enhance this process. This study examined the impact that professional development training about play would have on teacher-child's verbal interaction and teachers' level of engagement in different contexts of play (i.e. constructive play and socio-dramatic play). Teachers were videotaped before and after the training. The verbal interaction between the teacher and the children was analyzed from the transcript of video. We will report the findings on teachers' level of engagement and verbal interaction.

Dana Gross, St. Olaf College, USA (grossd@stolaf.edu)  
Sarah Loquasto, Gina Scharenbroch, and Dana Gross  
Exploring Indicators of Early Childhood Development: A Community-Based Approach for Measuring Kindergarten Readiness  
Friday, 10:15-11:45, Auditorium  

Child development indicators have proven useful for determining whether a group of children is on track developmentally. Indicators also highlight the importance of child, family, and community variables for children’s well-being and school readiness. In this community-based study, a checklist was used to obtain ratings of 4- to 5-year-old children’s developmental progress in 18 benchmarks covering 5 developmental domains. Parent evaluations provided additional information about how Early Childhood and Family Education Programs contribute to children’s development. Results indicate some differences in relation to gender, early childhood program, attendance, and interests. Children with interests in puzzles, academic activities, or creative activities had higher benchmark ratings in certain domains than children who did not share those interests. For 78% of the sample, the ability to join others in play was rated as a “secure skill,” while for the remaining 22%, this skill was rated as “developing.” Overall, the majority of kindergarten-bound children received ratings suggesting they were ready for school. We offer recommendations for increasing the usefulness of these efforts for the community’s collective impact project.

Ruth Guirguis, LIU Post, USA (ruthguirguis@yahoo.com)  
Socialization, Self-Regulation, Play and Academics  
Saturday, 8:30-10:00, Auditorium  

This research is framed from Lev Vygotsky and Michel Foucault. The rationale for this study was based on the theoretical underpinnings of Foucault’s theory of power and knowledge and Vygotsky’s socio-historical perspective on play, self-regulation, and cognitive development. In general, preschool children who lack social skills also have developmental problems in self-control, emotional regulation and in school readiness (Arslan, Durmusoglu-Saltali, & Yilmaz, 2011; Ziv, 2013). Preschool children who enter kindergarten without self-regulatory skills are at greater risk for difficulties in academics. A convenience sample of 70 participants was drawn from a Head Start and Universal Pre-Kindergarten program. Creative Curriculum was implemented in the Head Start and Tools of the Mind, a Vygotskian play-based curriculum was provided for the Universal Pre-kindergarten program. Overall, the findings suggest that greater associations with academics exist as cognitive control is developed. Implications relating to self-regulation, academics and Common Core standards are discussed.
Tom Henricks, Elon University, USA (henricks@elon.edu)
Challenges for the Study of Play
Thursday, 12:45-2:15, Small Act. B

Studies of play, like studies of other phenomena, commonly focus on questions of who, what, when and where, how, and why. In this paper, the author provides a very brief overview of the field of play studies with a focus on issues and subject areas where knowledge still needs to be developed about human play. These concerns are organized as “what” (that is, kinds of activity and experience), “who” (kinds of persons and groups), “when and where” (conditions influencing or facilitating play), “how” (ways that play is expressed) and “why” (reasons for play’s existence). It is argued that the field of play studies has been especially attentive to certain categories of activity, persons, and conditions while largely ignoring other important avenues of playful expression.

Robyn Holmes, Monmouth University, USA (rhomes@monmouth.edu)
Lynn Romeo
The Relationship between Creativity, Play, and Socio-emotional Development
Thursday, 2:30-4:00, Small Act. A

In this project, we explore the relationship between children’s creative abilities, play, and socio-emotional development. Our sample was 26 (11 girls, 15 boys) 4-year old preschool children from primarily Hispanic and African American ethnic heritages. Children completed three drawings: a man, a woman, and something with which they liked to play as a measure of creativity. Several raters evaluated the drawings using a scoring scale Olivia Saracho introduced into the literature. After the drawing sessions, we employed Singer and Singer’s scale and recorded children’s behaviors across several categories prior to and after we read a story to them. We used a ten-minute sampling period recording observations every minute. Observed categories included imagination in play, affect, social interaction with peers, complexity of social play, and helping behaviors. We will discuss our findings.

Olga Jarrett, Georgia State University, USA (ojarrett@mindspring.com)
Leslie McAlpin
Game Assignment in a Science/Social Studies Methods Course
Thursday, 12:45-2:15, Lg Activity

In an initial certification masters program that prepares career-changers to teach in high poverty elementary schools, one methods course assignment is to design a game to teach science or social studies concepts and to implement that game in the classroom. Twenty-six course members design games, with or without help from their students, and play the game with their students. In a session during the methods course, they teach their classmates how to play the game and their classmates rate each game. Finally, the students each write a reflection on the success of the game in the classroom and whether the game helped their students learn science or social studies concepts. The proposed paper will include a literature review on academic and social value of game playing, tallies of the types of games and concepts covered, class ratings of the games, and a qualitative analysis of the reflections and game outcomes.

Olga Jarrett, Georgia State University, USA (ojarrett@mindspring.com)
Zehra Ozturk, Margaret Quinn, Ayana Oden, Ryan Daniel Lane, and Chaehyun Lim
Teaching Research Methods through the Topic of Play
Friday, 8:30-10:00, Auditorium

At Georgia State University, ECE9850 is an elective course in the early childhood education doctoral program that can be taught on a variety of topics including play. This workshop involves the professor and five doctoral students who took the course on the topic of play, Fall 2013. They will share what they learned through the course assignments, including discussion of readings, two fieldtrips to playgrounds, coding of animal play, pilot interviews with children, book reviews that were published in the Play, Policy, and Practice Connections or the TASP Play Review, a literature review, and a pilot study of
research proposal. The workshop will begin with a PowerPoint of course activities followed by the sharing of various research methodologies with a discussion on the value of the various class assignments. Handouts are provided and audience discussion is encouraged. Designed for graduate faculty and graduate students who might be interested in implementing such a course.

Jim Johnson, Pennsylvania State University, USA (jej4@psu.edu)
Walter Drew, Marcia Neil, Michael Patte, Tom Henricks, David Kuschner, and Fraser Brown

Introducing Green Hatters: Theory and Practice

Thursday 2:30-4:00, Lg Activity

Abstract: This workshop session is devoted to discussing plans and rationales for possibly launching a Green Hatters Society. Older playful male TASP members’ pasts are sediments in our presents. Accordingly, this session will tack back and forth among the analytical, the synthetic, the whimsical and historical as veteran TASP members share some of their play biography and focus on the play of their lives in the present and future in relation to their past, to the best that can be explained. Three questions drive this session: Should there be a Green Hatters Society as a counterpart to the Red Hatters Society? Is life course play and play reflection better off if it is gendered? Is it true that our play pasts are sediments in our present play expressions and future play aspirations and fantasies? This workshop session will encourage active engagement and will involve the use of materials in building our platform, and of course making our Green Hats!

Sébastien Kapp, Université libre de Bruxelles, Belgium (sebastien.kapp@yahoo.fr)

Is it Time to Play? Framing Space and Time in Live Action Role-Playing Games

Saturday, 8:30-10:00, Rm B

Live action role-playing games (LARPs) are mostly played by adults. The player creates a character and immerse into a fictional universe to collaborate with other players. In many occasions, the game takes place in a fictional past (as in a medieval-fantastic universe) or in a post-apocalyptic future. So, pretending to act as in a different period is one thing, but the main problem is actually to know when and where the game starts and ends, for time and space boundaries are often uncertain. Although LARPs have a playing field, some places are considered ‘out of the game’ (restrooms or dormitories), as well as certain periods (meals, sleeping time). Conflicts and arguments arise around those ambiguous parts of the game, and represent very interesting fields of observation for a sociologist who wants to understand the way players consider their physical environment and collaborate to play.

Leslie Kochanowski, University of Cincinnati, USA (kochanle@mail.uc.edu)

Victoria Carr

How Play in Nature Nurtures Self-Determination

Friday, 10:15-11:45, Small Act. A

Play is significant to the development of self-determination. Free play nurtures both competence and a sense of personal well-being in early childhood. Research on self-determination as an outcome in adolescence is well studied; however, there is little attention aimed at the conditions, or contexts, that support this process. Flexible, sensory-rich environments promote foundational skills such as problem-solving, self-regulation and engagement. This presentation highlights how loose parts and other affordances of a nature playscape impact the development of young children’s self-determination. Observational video, analyzed in the form of vignettes, captured a diverse sample of 65 three to five-year olds at play in this environment. Results from this analysis will be shared with TASP participants to generate discussion about the role of the play environment in fostering self-determination.
Nora Koutruba, Barnard Center for Toddler Development, USA (Nkoutrub@barnard.edu)
Tovah Klein, Alexandra Schraub, and Tricia Hanley
Play: How Toddlers Work Through the Experiences and Emotions Surrounding Separation
Friday, 2:00-2:15 (Poster Session)
This poster will present research findings on the many ways young children use play to work through the experiences and feelings surrounding separation. Undergraduate and graduate students conducted this observational study at a university-affiliated nursery school. It aimed to examine why children play, how they play, and what makes play at this age so unique. How children use imaginative play and object play to make meaning of these emotions and experiences will be discussed. Results indicate that children's naturally play out separation through peek-a-boo, hiding of finding objects, the leaving game, and calling behaviors among others. Suggestions for how teachers and caregivers can support children process their emotions and make meaning of separation will be provided.

Nora Koutruba, Barnard Center for Toddler Development, USA (Nkoutrub@barnard.edu)
Tricia Hanley and Tovah Klein
Young Children’s Processing and Communication of Emotions and Experiences Through Play
Saturday, 8:30-10:00, Auditorium
This paper will present research findings on the many ways young children use play to work through the experiences and feelings surrounding separation. Undergraduate and graduate students conducted this observational study at a university-affiliated nursery school. It aimed to examine why children play, how they play, and what makes play at this age so unique. How children use imaginative play and object play to make meaning of these emotions and experiences will be discussed. Results indicate that children's naturally play out separation through peek-a-boo, hiding of finding objects, the leaving game, and calling behaviors among others. Suggestions for how teachers and caregivers can support children process their emotions and make meaning of separation will be provided.

Emilie Kudela, SUNY Cortland, USA (Emilie.Kudela@cortland.edu)
Jeanne Galbraith
Engaging the Community in Play
Friday, 8:30-10:00, Activity Rm A
The steps to create a place where children, adult family members and friends, pre service teachers and faculty could interact together began in 2000 in a rural community whose largest employer is the State University of New York. Over the years, the physical location, participants, and name have changed but the initial mission has remained the same. The purpose of this play oriented program is to create interactive, hands on experiences in an environment where community members can be inspired to play and learn together across a variety of topics and in many ways. Presently, the program is offered on Saturdays through a partnership with the Campus Child Care Center and is sustained though small grants and donations. It is staffed by volunteers including faculty, graduate and undergraduate students and community members. It benefits all the participants through an informal educational experience that recognizes the value of play.

Martha Llanos, International Play Association, Peru (milanospeaceambassadors@gmail.com)
Arts and Plan for Intercultural Understanding: Peruvian Peace Puppets
Thursday, 2:30-4:00, Small Act. A
Arts and Peace are connected with Creativity and spirituality. Art is a creation of the human mind. Art in its many forms is a very positive and powerful vehicle for encouraging personal and social transformation. Also is a vehicle to inspire a culture of peace, intercultural learning, educate and facilitate the creation of a sustainable, equitable, and harmonious earth society. Throughout my work with children and women who have experienced very difficult situations, the resilient capacity is enhance through play and arts that provides a unique experience of healing and offers a valuable space as a tool for inner reflection. Based on the above the Peace Ambassadors Programme for children and
adults has as main purpose to discover their full potentials, their capacity to contribute to a better world by tapping into personal values. Presentation will focus on sharing how community participation is a fundamental element in the project and parent’s involvement made the interaction with children and community adults very meaningful. As the programme uses arts we have chosen puppetry (finger puppets) as a means to facilitate expression, reflection and discussion on issues themes related strongly with Delors forth pillar of education “Learning to live together”. Amazing Andean women from Peru are the creative artist that have knit these finger puppets, they live in the highland mountains of Peru. Based on research and children conversations, the different themes of puppets we have been using in the programme promote peace, freedom of expression and understanding of different cultures.

Patrick J. Lewis, University of Regina, Canada (patrick.lewis@uregina.ca)

The Erosion of Play: One Play, Two Play, Red Play, Blue Play! (with Apologies to Dr. Seuss)
Thursday, 12:45-2:15, Small Act. B

Play is often perceived as the past time of children, however a more perspicacious view sees play possessed with epistemological and ontological human significance. Play is universal; it is widely recognizable, yet that tends to be where the universality ends. Play is much more difficult to explicate. Nevertheless, people have been expounding theories about play for a long time; indeed, it may be reasonable to suggest that everyone has a theory of play. Although the contestation of play is not new, what has emerged more recently is play’s importance or value, both in and out of school. There has been much discussion and rhetoric about the importance of play and its contribution to child development and learning. However, despite all the rhetoric there seems to be an erosion of play, in particular certain kinds of play and it is occurring across several play landscapes.

Patrick J. Lewis, University of Regina, Canada (patrick.lewis@uregina.ca)

Play and Spirituality
Friday, 10:15-11:45, Activity Rm A

Play is often said to be universal, children everywhere engage in some form of play. Moreover, play is widely recognizable, but that tends to be where the universality ends, because play is much more difficult to explicate. Nevertheless, that has not deterred people from expounding a multiplicity of theories to explain play; beginning with Euro-American classical theories of the 19th and beginning of the 20th centuries (Spencer, Hall, Groos), the modernist theories of the 20th century (Freud, Piaget, Vygotsky, Skinner, Erikson, Bateson), more recently Sutton-Smith, Bruner and Elkind, and now postmodern theories, and still the conversations and arguments continue. Perhaps, it would be beneficial to explore play as a spiritual act. Not in the sense of the religious, rather as a deeply significant cognitive process that travels across the landscape of the psyche with its interaction between the material and the abstract dimensions of becoming human.

Shawn Lin, KaBOOM! USA (slin@kaboom.org)

Translating Research into Practice: How Data is driving the Play Movement at KaBOOM!
Friday, 10:15-11:45, Auditorium

In early 2013, KaBOOM! and Insight Strategy Group utilized a mixed methods approach to identify benefits of play for kids and current state of playgrounds.

Major findings: Benefits of Play: Kids prioritize the social benefits of play, while parents prioritize the individual benefits of play, such as development of imagination and physical activity. Kids and parents both agree that stress relief is a major driver for play.

Playground Perception: Playgrounds offer physically challenging experiences and are a good source of exercise. However, many lack cerebral and social-emotional benefits and kids are turning to video games for the immersive experiences, friend interaction, and self-confidence boosts. Additionally, girls, overweight kids, and older kids are underutilizing playgrounds and low-income and minority kids face disparities in access and quality.
Research to Practice: KaBOOM! is taking this information and infusing it into our strategy with the goal of influencing grassroots and community leaders to (1) create behavior change on the individual level; (2) catalyze innovation in playground development; (3) promote innovative play products and ideas.

Karen W. Lindeman, Edinboro University of Pennsylvania, USA, (KLindeman@edinboro.edu)
Mara Benson, Kathleen Brown, Emily Frederick, Kate Kolbisky, and Carlie Cosco

Supporting Play Entry Strategies with Children Who Have Special Needs in the Inclusive Classroom

Saturday, 10:15-11:45, Rm B

Social development, peer relationships and play are important features of the early preschool years. Children with special needs are currently educated and cared for in inclusive settings with typical developing peers. But children with special needs are experiencing difficulties entering and maintaining play. The workshop will review Corsaro’s (1985, 2005) and Smilansky and Shafatya’s (1990) work on play and will review play entry strategies typical developing children use. Specifically the teacher/care givers role within play will be discussed. Specific observations from a year-long qualitative study of a child born deaf with cochlear implants attending a daycare with typical hearing peers will be shared. The audience will be encouraged to empower young children and peers instead of just ‘helping’ children enter play. By supporting children’s’ play entry strategies, children with special needs and their peers can experience the true benefits of attending an inclusive classroom setting during the early childhood years.

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

Anthony Perone

Performance Activism

Friday, 8:30-10:00, Lg Activity

In the past decade there has been a growing turn to play and performance (and away from psychology) as a creative response to local and global social problems. Programs/projects that utilize play and performance can be found in such diverse places as special education classrooms, war zones, hospitals and hospices, inner city communities, and democracy movements. For many people play and performance provide a form of political action that is not constrained by ideology and identity.

This workshop will present the history of this emergent progressivism and its roots in experimental and educational theatre, performative psychology and the international community that gave rise to Performing the World, a biannual conference that brings together over 500 people from 30 countries. The session will include an exploration, through conversation and interactive activity, of the role of performance as a promising new way of engaging social problems.

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

Performing on a Wider Stage: Developing Inner City Youth through Play and Performance

Friday, 2:15-3:45, Small Act. B

This presentation will present the findings of an ethnographic case study of the All Stars Project, a 30-year-old youth development program that serves over 10,000 inner city youth and their families in five cities in the United States. The All Stars posits a new model of youth development based on the premise that young people develop in environments where they are supported to play and perform. The linking of performing with development and the recognition that through participating in performance-based outside of school programs young people become active builders and creators is the hallmark of the All Stars. These programs are performance programs in a traditional sense (young people often have an opportunity to perform on stage) and they embrace a performance methodology that supports young people to perform in all areas of their lives. This approach is based on the belief that young people need to be able to see possibilities and do new performances beyond the stage.
Abby Loebenberg, Arizona State University, USA (abby.loebenberg@asu.edu)
"I got really mad when Junior Mint Island wouldn't trade with us..." Games, Game Theory, Transactional Anthropology and Game-based Pedagogy in Higher Education
Thursday, 10:00-11:30, Small Act. A
The utility of playful learning has been widely demonstrated in early childhood and elementary classrooms. However, this utility is not commonly accepted in higher education. This workshop considers how an examination of the philosophical attributes of games and play such as transaction, backwards-and-forwards motion and collaboration can be used as a teaching tool. In this workshop players will learn how economic game theory can easily be illustrated through game play and moreover, how highly complex social exchange systems, such as the Kula ring of the Trobriand islands (a traditional case-study in cultural anthropology) can also be played as an in-classroom game. Far from essentializing or trivializing these systems, game play allows the players to discover the emotional and social complexities of these multi-valent exchange systems. The workshop will conclude with a discussion of future game-based inter-disciplinary courses at the Barrett Honors College at Arizona State University.
Mary Mahoney-Ferster, Penn State University, University Park and Berks Campuses, USA (mmm46@psu.edu)
Transcultural Play: Expression and Meaning
Monirah Al-Mansour, Mounerah Al-Mukalmy, Carla Gilsan, Changkee Lee, Krysta Murillo, Belma Tugrul, Nandini Sengupta, Serap Sevimli-Celik, Tugce B. Arda Tuncdemir, and Viana Mei-Hsuan Wu
Friday, 10:15-11:45, Lg Activity
Intercultural education can be strengthened by means of opportunities for experiential learning leading to meaningful understanding and acceptance. Incorporating traditional cultural play into programs or curricula fosters ethno-sensitivity and can enhance appreciation of diversity and history. Join us as we display play across several cultures. These experiential applications provide opportunities to identify universality as well as the cultural distinctiveness of play in multiple cultures. We will together perspective-take, dialogue and seek to reveal patterns and processes that may perhaps best be described as not only multicultural or intercultural but transcultural. These players and the play encounters come from Belize, Turkey, Kuwait, S. Korea, Taiwan, India, and Saudi Arabia. Come play with us!
Smita Mathur, James Madison University, USA (mathursx@jmu.edu),
Gender neutrality in play of young migrant children: An outlier or an emerging trend?
Thursday, 2:30-4:00, Rm. A
This presentation will share empirical evidence, which indicates that young (4-5 year old) migrant children show gender neutrality in play behaviors in school as well as the home environments. Children's play at this age typically shows distinct gender differences in choice of play materials as well as the content of play. Therefore the findings of this observational study are not in keeping with our conventional expectations of children's play. Possible reasons' of this observed gender neutrality in children's play will be considered using a socio-cultural framework. Implications for designing strength-based early childhood play for migrant children will be discussed.
Joy Marie Moss, University of Houston-Clear Lake, USA (bechtold@uhcl.edu), Joanna Cemore and Rick Worch
The Many Facets of Play- Panel
Friday, 2:15-3:45, Auditctrium
The Strong National Museum of Play is an excellent treasure trove for children and families, adults who love to play and researchers. In fact, a group conference attendees, who are also play researchers decided that they wanted to explore The Many Facets of Play available at Strong National Museum of Play. With research question/questions in mind, these researchers spent the first three days of this
week exploring and delving into the many available artifacts. This panel presentation will highlight the research questions/interests of each participating researcher and a brief report of their findings.

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

Where Do The Children Play?
Thursday, 12:45-2:15, Auditorium

In today’s society we have become so goal focused that any activity that does not produce the measurable outcomes that are valued by our society is considered a waste of time. This belief can be seen in the policies set forth by government officials, the structure of our education system, the practices of the classroom teachers and the activities that parents choose for their children. Unfortunately PLAY is often identified as insignificant and of little use. This presentation will highlight the advocacy efforts of a group of undergraduate and graduate students that sought to bring an awareness of the importance of play to state and local government officials, community leaders, parents, classroom teachers and school district officials.

Krysta Murillo, Pennsylvania State University- Berks Campus, USA (lkm177@psu.edu)

Carla Glisan, Chelsea Ferguson, Nicole Terry, and Misty Esslinger

LegoLand: Imagining the World of Children’s Make-believe Constructive Play
Saturday, 10:15-11:45, Rm B

Children’s imaginative play opens the door to limitless possibilities related to creativity, problem solving, cooperation and a vast array of cognitive and social emotional skills. In this workshop you will tap into your own creativity and imagination using the world’s most beloved open-ended constructive play materials: Legos. Inspire by the spectacular LegoLand exhibit at the Reading Public Museum, early childhood educators, child service workers, families, and community specialists alike can take part in discovering the boundless world of the child’s imaginative constructive play and experience wonder, creative expression and manifest joy.

Planned activities include:

➢ Open-ended constructions with one-word prompts
➢ Build-It Challenge
➢ Spatial Representation Lesson
➢ Using constructive play to expand and reinforce cognitive skills

Lisa Murphy, CEO of Ooey Gooey, Inc., USA (MSOOEY@gmail.com)

GET A BIGGER CARPET! I'M MAKING A TRACK!: Do Preschool Teachers Value Block Play
Thursday, 12:45-2:15, Lg Activity

The purpose of this roundtable presentation will be to share the results of an 8-week mixed methods study conducted as a final action research project for my M.Ed. degree in early childhood education. The purpose of the study was to investigate whether or not preschool teachers value block play. While a review of the literature did not reveal existing data that explored this specific question, it did reveal five consistent variables that indicated value of block play: teacher attitude towards and prior experience with blocks; the amount of time allotted for block play; the amount of space allotted for block play; the quality and quantity of materials within the block center and, teacher involvement with children in the block center. Using surveys, photographs and informal observations, this project set out to investigate the five identified variables and whether or not early childhood educators see the connection between providing a high-quality block center and developmentally appropriate practice. This presentation will share the results of my final project.

Shigeru Nakano, Health Sciences University of Hokkaido, Japan (s-nakano@hoku-iryo-u.ac.jp)

Play is Possible World Behaviors Motivated by Feeling of Ableness
Thursday, 2:15-2:30, Activity Room A

In this presentation, I consider play as the Possible World behavior motivated by feeling of ableness. This viewpoint is premised on the hypothesis that any events have plural possible outcomes and play is
an actualization of the variant of behaviors in usual situations. It is a good instance of this behavior that a young child who stumbled over a stone enacts the situation “on purpose” in a manageable fashion. Self-handicapping behaviors such as walking along the edge of pavement, or sliding on a slide headfirst are another examples to pursue pleasure of possibility. In mother-infant primary intersubjectivity, they can enjoy coordinated interactions through mutual regulations. Such pleasure of generating engineered predicaments are considered as articulation of latent possibilities. Therefore, as far as the feeling of ableness and its pleasure is superior to the fear of the risk, even the foolhardy attempt may be recognized as the Possible World behavior, i.e. play.

Eva Nwokah, Our Lady of the Lake University, USA (eenwokah@lake.ollusa.edu)
Savannah Duron, Holly Vasov, and Mary Ruth Fernandez
“Loopy Koopy” and “Trecjos Lenguapiso”: Language Play and Creative Naming in English and Spanish Saturday, 8:30-10:00, Rm: A

Language play often involves humor and linguistic creativity. Several studies have explored word innovations in English and Spanish languages but rarely discussed the creation of humorous or non-humorous names by English and Spanish speakers for things they have not previously seen. This research looked at the creation of English and Spanish humorous and non-humorous novel names by 56 adults and the reasons given why the names were perceived as humorous or not. The names were created in Spanish by bilingual speakers whose primary language was Spanish and in English by speakers whose primary language was English. The majority of the creative names were one-word names and Spanish humorous names contained more physical characteristics than English names. The findings are linked to language differences and McGraw and Warren’s benign violations theory of humor.

The Folklore of Play in New York State
Thursday, 10:00-11:30, Auditorium

New York State is an eclectic mixture of traditional life that has spanned centuries and finds expression in vibrant urban centers, small-town community life, and the rural landscape. As public sector folklorists that work to document and present the traditions of New York State, the presenters in our panel shine a light on a wide range of expressive forms that have helped to shape the way New York State residents “play” up to the present day. Jim Kimball and Karen Canning begin with a joint presentation on “Horse Fiddles and the Western New York Horning Bee”, where they recount gatherings and musical elements that at one time were an important part of Western New York social life and that now live on in modernized contexts and in the precious stories of older residents. Tom van Buren discusses the competition / play aspect of the Peruvian scissor dance tradition, a tradition that migrated to White Plains with newly arriving immigrants and is being refashioned in a new context. Finally, in “A Cardboard Boat Race on the Upper Hudson”, Todd DeGarmo tells about tradition in the making as participants create a playful event that speaks to their history and natural environment.

Dee O’Connor, The University of Notre Dame, Australia (dee.oconnor@nd.edu.au)
Play then, Play Now: Generational Changes in Children’s Play: Findings from the Irish Neighbourhood Play Project (SKYPED Session)
Thursday, 2:30-4:00, Small Act. B

This study was carried out by researchers from Early Childhood Ireland and IT Sligo during 2012. The team consisted of D. O’Connor, M. McCormack, J. Angus and P. MacLaughlin. The participants included almost 1700 families and 240 communities throughout Ireland. Using surveys, interviews and naturalistic observation, data was secured on how children in modern Ireland in the age categories 0-15 are playing within neighbourhood spaces including streets, greens, playgrounds, laneways and parks among others. An all-island approach was taken incorporating neighbourhoods in cities, towns and rural areas across a variety of socio-economic groupings. The generational changes in play were a recurring
theme within the findings with the vast majority of parents expressing that they had more freedom and more time outdoors than their children do. The parents were also more than twice as likely to have walked to school, playing on the way, as their children are.

Other interesting findings arose from the data relating to generational differences in engagement with risk, with nature, with scheduled/timetabled extracurricular activities, with homework, with electronics, with creative activities and with traditional play types and games. Differences in play choices and experiences were also evident across socio-economic groupings, community types, gender lines, age ranges and housing types. It is clear that the social, historical, cultural, economic and geographical positioning of children, impacts greatly on their engagement with play. The key question is; what does this mean within a frame of human development and societal impact?

Barb O’Neill, Brooklyn College, City University, USA (Boneill@brooklyn.cuny.edu)

Improvisational Play Interventions: Supporting Children’s Play
Saturday, 10:15-11:45, Auditorium

Increasingly children with special needs are being served in classrooms alongside their typically developing peers. Yet, research has consistently shown that without teacher intervention children such children can be socially isolated and may not reap the rewards of a play-based curriculum. Likewise, some typically developing children may need support in learning to play with their peers. Therefore, it is imperative that teachers ‘find ways to support the play and social integration of all children, including those with special needs. This interactive session will teach participants how to integrate evidence-based play intervention strategies with theater improvisation techniques to create an improvisational approach to supporting children’s play in inclusive early childhood classrooms. The presenter will share discoveries from an action research project on this topic and examples from practice.

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

The big swing adventure playground – A continuous work in progress
Thursday, 10:00-11:30, Activity Rm. B

Adventure playgrounds offer children unique opportunities to explore the world on their own terms. Here children can mold and shape the environment according to their own creative vision. Those attending this session will explore the history of adventure playgrounds, the philosophy behind their creation, and take a behind the scenes glimpse of life at The Big Swing Adventure Playground in Bradford, United Kingdom.

Michael M. Patte and Jim Johnson, Bloomsburg University, USA

A Look Inside the 11th Edition of Tocati – The International Festival of Street Games
Thursday, 12:45-2:15, Auditorium

Each year for three days a famous town opens its doors to the world, closes them to traffic, and fills the streets and squares to play. The special event, Tocati (TOCA-a-ti: from the Veronese dialect ‘it’s your turn’) The International Festival of Street Games is held each September in the city of Romeo & Juliet, Verona in Italy. The only event of its kind in Europe attracts some 300,000 people to play more than 40 traditional games of Italy and differing host countries. These countries include Spain, Croatia, Scotland, Greece, Switzerland, Mexico, and Hungary. During the festival there are many opportunities for people from different countries to strengthen bonds linking various cultures together. What separates Tocati from other street festivals is the way it involves the audience of different generations and genders who can observe the games reserved for skilled players, but can also choose to learn how to play and participate for free. Those attending the session will be immersed in the rich culture and history of the street games from Italy and other host nations.
Michael Patte, Bloomsburg University, USA (mpatte@bloomu.edu)
Phil Stevens, James Johnson, David Kuschner, Alice Meckly, Jim Christie, Ann Marie Guilmette, Kendall Blanchard, Don Lytle, Jay Mechling, & John Loy
Reflecting On 40 Years of Play Research — T(A)ASP Past President’s Panel Discussion
Thursday, 4:00-5:00, Auditorium
For forty years The Anthropological Association for the Study of Play (TAASP), now The Association for the Study of Play (TASP) 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 a variety of publications. During the panel discussion participants will reflect upon the rich forty-year history of TASP; discuss current research advancing the field of play, and ponder future directions for play research.

Tony Perone, University of Memphis, USA (aperone@memphis.edu)
Mexican-American Adults’ Experiences with and Suggestions for Imaginative Play in Formal Learning Environments across the Lifespan
Saturday, 8:30-10:00, Rm B
A qualitative, interview-based study with 16 (8 female) second-generation young adults of Mexican origin was conducted to determine if imaginative play has occurred throughout their lifespans and, if so, what benefits have surfaced, to what extent imaginative play has occurred in their formal learning environments, and what suggestions they have for including imaginative play in formal learning environments. All participants reported life-span engagement in imaginative play and all contended that their imaginative play has yielded developmental and educational benefits. Eight participants stated that imaginative play had occurred in their formal schooling and 14 participants offered suggestions for including imaginative play in schools. This presentation will address the participants’ (lack of) experiences with imaginative play in their formal learning environments and their suggestions for its inclusion in formal learning environments across the lifespan. Based on these findings, the importance of life-span imaginative play for this community’s learning and development is suggested.

Khalisa Phillips, C. Kiss, HEJ. Nesteruk, & B. Novak, U.S. Consumer Product Safety Commission (ckphilpss@cpsc.gov)
The Role of Play Research in Toy and Playground Safety
Friday, 2:15-3:45, Small Act. A
Research on children’s play capabilities and interests at different ages informs many aspects of toy and playground design, marketing, and production. The Division of Human Factors (HF) staff at the U.S. Consumer Product Safety Commission (CPSC) relies on play research to update manuals and regulations with the goal of protecting children from injury and death during play. Play research serves a central role at CPSC in developing age labeling guidance for toys and determining the severity and type of testing (mechanical or chemical) needed to comply with regulations. CPSC HF staff uses play research to evaluate foreseeable behaviors involving toys and playground equipment, to inform potential revisions to voluntary standards, and to assess product designs aimed at mitigating hazards. The more researchers learn about children’s play, the better CPSC and industry will be able to protect children from unreasonable risks of injury and death associated with toys and playground equipment.

Lyn Ransom, Music Together; Voices CHORALE, USA (lynransom@gmail.com)
Kenneth K. Guilmartin
The World of Music Play in Early Childhood
Friday, 2:15-3:45, Small Act. A
When we as adults talk about playing music—what we generally mean is performing music, often quite the opposite of playing. Music in early childhood, while sometimes driven by the performance
orientation, can be wildly satisfying play for children from birth through age 8. Children can play with the elements of music—melody, rhythm, timbre, and movement—and the instruments of music—one’s body and voice, as well as traditional and invented instruments. Characteristics of independent and social music play will be identified as well as strategies for supporting music play, regardless of the guide’s musical background. When the essentials of a musical environment are present at school and at home—space for music, free and semi-structured time for music, a repertoire of songs and dances, and parents or teachers who model a passion for music—then children reap the benefits of play, including the coordination of skills in multiple domains and pure delight.

Lyn Ransom, Music Together; Voices CHORALE; USA (lynransom@gmail.com)
A Kitchen for Music and Movement Play (Workshop)
Saturday, 10:15-11:45, Rm A

A kitchen is where food cooks and where cooks play. When children play together in a music area, the music can really start to “cook.” A music area is a place at home or in a classroom for cooking up music. The tools are there, the space to work. Children follow recipes, explore, and experiment with songs, dances, shows, and musical plays. They vary the recipe, they add new ingredients, they try it one way, and the next day another. Tools for measuring the music—recording it, timing it, videoing it, tasting it—are also part of the lab. Bits of songs and dances from circle time show up in the children’s play.

A few important teaching techniques support music play. The adults who set up the music kitchen and who model the recipes are prime movers in protecting and inspiring a child’s innate desire to sing, play, move, interact, and improvise.

Young children learn through a continuous spiral of exposure and experimentation—they are interested in synthesizing, practicing, inventing, deepening their understanding; they are usually not interested in a finished song or performance. When adults signal an interest in product over process, children who try to please may curtail their own learning. This session will review types of activities to expect in an early childhood music area and basic techniques for supporting them.

Lindsey Russo, SUNY New Paltz, USA (russol@newpaltz.edu)
Exploring Children’s Learning through Role Play: Past, Present and Future
Saturday, 8:30-10:00, Rm B

The Blue School founded 3y the Blue Man Group serves children 2-years old through 5th grade and their families. Its curriculum and model are play/creativity based and learning takes place through the project approach. When differentiating instruction teachers often identify each child’s unique learning style and develop activities to meet these needs. However, teachers at the school take a different approach. Six lenses, mindsets or modalities originally created by the Blue Man Group for its show have been adapted to help develop divergent thinking. Through teacher facilitated role-play children are encouraged to adopt learning styles that are oppositional to those they normally use. This paper discusses my research work with a teacher inquiry group at the school. It investigates how exploring subjects or materials from a variety of different perspectives help young children make richer, more complex discoveries, develop critical life skills and practices that prepare them for the 21st century.

Sue Schlembach, University of Cincinnati, USA (schlembse@mail.uc.edu)
Rachel Konerman
Urban Playgrounds: An Exploration of Children’s Access to Affordances of Nature
Friday, 2:15-3:45, Small Act. A

Decades of research document positive relationships found between exposure to and interaction with affordances in nature and children’s health and development. This study explored urban playgrounds and the observable natural features of the green spaces available to children living in communities of high poverty (HP) and low poverty (LP). Analysis of photographs and field notes found disparities in
access to natural affordances among playgrounds. Study results suggested children living in HP neighborhoods had diminished opportunities to access and interact with natural affordances of playground green spaces. Natural affordances were defined as topography, plant and tree diversity, water, and loose parts. Study findings were consistent with literature documenting the existence of glaring inequalities in access to enriching affordances of green spaces between children living in HP and those in LP neighborhoods. Implications for early childhood education, community service providers, and policy makers are discussed.

John A. Sutterby, University of Texas San Antonio (john.sutterby@utsa.edu)

Play and the Private Lives of Children
Thursday, 12:45-2:15, Small Act. A

We have seen a steady decline in the opportunities of children to play and travel outdoors. Children walk or bicycle to school less. They are not allowed to play outdoors unsupervised. Supervision of children which was mostly left up to parents, and that supervision was limited. In my own experience I traveled to and from school with friends. I spent long hours in the summers with both of my parents at work. Today that would be seen as neglect or even child abuse. On the other hand, children like myself were able to exist without constantly being supervised. The Opies cataloged many instances of child culture that existed beyond the close supervision of adults. The archeology of childhood, also catalogs a period when as children matured they ventured farther and farther from the home away from adult supervision. Louv among others laments this loss of freedom in The last child in the woods. So are children now so closely supervised? Turkle suggests that they are escaping into online social media sites which are largely unsupervised by non- or semi-technological parents. This presentation/discussion will present the latest research on this phenomena and make some suggestions as to what the consequences might be for children who grow up with little experience with physical privacy and much experience with technological privacy.

Marisel N. Torres-Crespo, Hood College, USA (torres-crespo@hood.edu)
Emily Kraatz, Lindsey Pallansch, and Mayra Almodovar
Preschoolers’ STEM Summer Camp: Boys and Girls Learning Engineering Skills through Play
Thursday, 10:00-11:30, Lg Activity

Our Workshop describes the process of developing and implementing a STEM Summer Camp that allowed Preschoolers to experiment and investigate with materials while learning basic concepts of science, technology, engineering, and mathematics (STEM) through play as part of the educational process. Although the camp emphasized engineering skills and explored gender differences in preschoolers’ performance in those activities, the main focus was to incorporate play in all the activities. The STEM Summer Camp had ten 4 years old participants, divided in two groups by gender. Each group was presented with problems that they needed to solve together. The day was divided in different slots of time: Engineering free play, Briefing time, STEM centers, and Engineering 101. Additionally, to be "real engineers" and to continue playing, the preschoolers and teachers needed to wear engineering lab coats, and for some activities, a safety hat, and security goggles. This camp was a perfect example of how children learn more complex skills easily through play.

Belma Tugrul, Penn State University, University Park, USA (but4@psu.edu)
James Johnson, Moni Alramson, Mounerah Al-Mukaimy, Tugce B. Arda Tuncdemir, Carla Gilsan, Changkee Lee, Mary Mahoney-Ferster, Krysta Murillo, Nandini Sengupta, Serap Sevimli-Celik, Belma Tugrul, and Viana Mei-Hsuan Wu
Multinational and Multicultural Play Research: Challenges and Possibilities (Workshop)
Friday, 2:15-3:45, Lg Activity

Research studies with participants from Turkey, S. Korea, Taiwan, Saudi Arabia, Kuwait, India, and Belize are summarized and discussed with the purposes of (1) recognizing the synergy that can come from
bringing together different perspectives; and (2) seeing the challenges posed by multinational and multicultural contexts for play models, methods, and theories.

**Vejoya Viren, The University of Texas at Brownsville, USA (vejoya.viren@utb.edu)**

**Playful Art and Scientific Accuracy**

**Thursday, 2:30-4:00, Small Act. A**

In this case study, the framework of play pedagogy is presented as a tool in teaching young children the art of making botanical illustrations. The pedagogic approach of a teacher in a small town in the Himalayas, teaching the intricate art of painting botanical illustrations to young children, is examined through in depth conversations, observations, and analysis of artifacts. The efficacy of using play pedagogy is examined in relation to: a) the role of the teacher in children’s learning of such an intricate art form; b) the importance of play in learning; and c) what constitutes ‘learning’ in this context.

**Valerie Walawender, Hospice of Chautauqua County, USA (vwalawender@yahoo.com)**

**The History of Children: Play & Play Disruption A Visual Exploration**

**Thursday, 2:30-4:00, Small Act. B**

Largely unexamined, misunderstood, and scarcely recorded, the treatment of children has been minimized since the dawn of man. This exhibit explores children's history. Designed to be both thought provoking and educational, several pieces act as metaphors for how child-rearing practices through time have been “hidden” by general acceptance. The exhibit is divided into two sections: 1. Triptychs represent both an idealized concept people hold concerning children's lives through different historical eras as well as the actual realities children have faced; and 2. Sculptures depict five psycho-social dynamics played out between children and their caretakers through history. Created at a scale associated with “child-play,” the exhibit challenges the viewer to take a deeper look at the roots of present day realities such as child abuse and exploitation. The exhibit also encourages play as a path towards healing and understanding.
Opening Reception: Wednesday, April 23, 2014 at Radisson Hotel 6PM - 9PM

TASP 40th Annual Conference: Rochester, NY

All Keynotes will be held in the Auditorium

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<tr>
<td>8:30-8:45</td>
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<td><strong>Welcome</strong> – Myae Han, President TASP</td>
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| 8:45-9:45          |            | **Keynote**- Stephen Siviy  
                      How the Brain uses Play to Help Prepare for Life |
| 9:45-10:00         | BREAK      | BREAK       | BREAK        | BREAK        |
| 10:00-11:30        | The Folklore of Play in New York State  
                      (Lisa Overholser, Ellen McHaie: Moderators, Todd DeGarno, Karen Canning, James Kimball, Tom van Buren: Presenters)  
                      Preschoolers' STEM Summer Camp: Boys and Girls Learning Engineering Skills through Play (Marisel N. Torres-Crespo, Emily Kraatz, Lindsey Pallansch, and Mayra Almodovar)  
                      **Workshop** |
|                    | “I got really mad when Junior Mint Island wouldn’t trade with us…”  
                      Games, Game Theory, Transactional Anthropology and Game-based Pedagogy in Higher Education (Abby Loebenberg)  
                      **Workshop** |
|                    | From Adventure Playgrounds to Playscapes: A Paradigm Shift (Victoria Carr and Eleanor Luken)  
                      The Big Swing Adventure Playground – A Continuous Work in Progress (Michael Patte)  
                      Mapping Play in Intercultural Communities: A Cross-Institutional Ethnographic Project (Akosua Obuo Addo and Eric Castle) |
| 11:30-12:30        | LUNCH      |

Museum staff will provide tours from 11:30 a.m. to 12:30 p.m
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<td>12:45-2:15</td>
<td>Play from the Past: Children's Play in Rural Ireland in the 1930's (Carol Barron)</td>
<td>GET A BIGGER CARPET! I'M MAKING A TRACK!: Do Preschool Teachers Value Block Play? (Lisa Murphy)</td>
<td>The Rhythms of Children's Play (Fraser Brown)</td>
<td>Challenges for the Study of Play (Tom Henricks)</td>
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<td>A Look Inside the 11th Edition of Tocati - The International Festival of Street Games (Michael Patte and Jim Johnson)</td>
<td>Game Assignment in a Science/Social Studies Methods Course (Olga Jarrett and Leslie McAlpine)</td>
<td>Play is Possible World Behaviours Motivated by Feelings of Absence (Prof. Shigeru Nakano)</td>
<td>Neurodevelopment: A Whole Brain Approach to Stimulate Creativity, Innovation, Sustainability and Maximize Achievement in Early Childhood Development through Play. (Nicolene du Preez)</td>
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<td>Where Do the Children Play? (Joy Marie Moss)</td>
<td>Engaging Students Through Play: Karaoke Style (Mary Bendixen-Noe)</td>
<td>Play and the Private Lives of Children (John Sutterby)</td>
<td>The Erosion of Play: One Play, Two Play, Red Play, Blue Play! (with Apologies to Dr. Seuss) (Patrick Lewis)</td>
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<td>2:30-4:00</td>
<td>Let's Get the Rhythm (Irene Chagall)</td>
<td>Introducing Green Hatters: Theory and Practice (Jim Johnson, Walter Drew, Marcia Nell, Michael Patte, Tom Henricks, David Kuschnir, and Fraser Brown)</td>
<td>Playful Art and Scientific Accuracy (Vejova Viren)</td>
<td>Play then Play Now: Generational Changes in Children's Play Findings from the Irish Neighborhood Play Project (Dee O'Connor) SKYPED Video Conference</td>
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<td>Video</td>
<td>The Relationship Between Creativity, Play, and Socio-Emotional Development (Robyn Holmes and Lynn Romeo)</td>
<td>Gender neutrality in play of young migrant children: An outlier or an emerging trend? (Smita Mathur)</td>
<td>The History of Children: Play and Play Disruption A Visual Exploration (Valerie Walavender)</td>
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<td>Gender neutrality in play of young migrant children: An outlier or an emerging trend? (Smita Mathur)</td>
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<td>Arts and Play for Intercultural Understanding: Peruvian Peace Puppets (Martha Llanos)</td>
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### Thursday (4-24-14)

**4:00-5:00**  
*Auditorium: Presidents' Panel: Reflecting On 40 Years of Play Research – T(A)ASP*  
Past President’s Panel Discussion  
(Michael M. Patte (Moderator)- Phil Stevens, James Johnson, David Kaschner, Alice Meckley, Jim Christie, Ann Marie Guilmette, Kendall Blanchard, Don Lyle, Joy Mechling, and John Loy)

6:00-8:00  
Executive Board Meeting-Radisson

### Friday (4-25-2014)

|--------|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------|
| 8:30-10:00 | Doctoral Research Seminar: Teaching Research Methods through the Topic of play  
(Olga Jarrett, Zehra Ozturk, Margaret Quinn, Ayana Oden, Ryan Daniel: Lane, and Chanya Lim)  
Workshop | Performance Activism  
(Carrie Lobma and Anthony Perone)  
Workshop | An Intergenerational Look at Play  
(Lynn Cohen, Sandra Wallie-Stupiansky, and Tara Cathers)  
Engaging the Community in Play  
(Emilie Kudela and Jeanne Galbraith) | Working with Abandoned and Abused Children  
(Fraser Brown)  
Play as a Healing Act: Creative Excursions, Imaginative Reframings, and the Transformative Power of Bisociation  
(Cindy Dell Clark and Michael Patte) |
| 10:00-10:15 | Translation into Practice: How Data is Driving the Play Movement at KaBOOM!  
(Shawn Lin)  
The NIMBioS Working Group on Play, Evolution, and Sociality: Progress and Issues  
(Gordon Burghardt)  
Exploring Indicators of Early Childhood Development: A Community-Based Approach for Measuring Kindergarten Readiness  
(Dana Gross, Sarah Loquasto, and Gina Scharenbroch) | Transcultural Play: Expression and Meaning  
(Mary Mahoney-Ferster, Monirah Al-Monsour, Mouneerah Al-Mukaimy, Carla Gislan, Changhee Lee, Krysta Murillo, Belma Tugrul, Nandini Sengupta, Serap Sevim-Celik, Tugce B. Arda Tuncdemir, & Viana Mei-Hsuan Wu)  
Workshop | Play and Spirituality  
(Patrick Lewis)  
Play History to Play Practice: Teachers’ Playful Pasts and Pedagogical Present  
(Katelyn Clark)  
How Play in Nature Nurthes Self-Determination  
(Leslie Kochanowski and Victoria Carr) | The Children’s Developmental Play Instrument (CDPI)  
(Saralea Chazan)  
Research Needed: Effects of Technology-Augmented Toys and Virtual Media on the Future of Play  
(Doris Bergen) |
| 10:15-11:45 | Translating Research into Practice: How Data is Driving the Play Movement at KaBOOM!  
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<td>1:00-2:00</td>
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<td><strong>Auditorium:</strong> Keynote: Phil Stevens</td>
<td>40 Years at Play</td>
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<td>Play: How Toddlers Process the Experiences &amp; Emotions Surrounding Separation (Nora Koutruba, Tovah Klein, Alexandra Schraub, &amp; Tricia Hanley)</td>
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<td>Guerilla Fort Construction: Activism for Outdoor Play (Kyle Clark)</td>
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<td>4:00-4:45</td>
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<td><strong>Auditorium:</strong> Business Meeting</td>
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<td>Radisson-40th Birthday Celebration Banquet:</td>
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<td>Brian Sutton Smith Award Presentation</td>
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<td>6:00-7:00 Cocktails</td>
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<td>7:00-8:00 Dinner</td>
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<td>8:00-11:00 Dancing</td>
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<td>8:30-10:00</td>
<td>Young Children's Processing &amp; Communication of Emotions and Experiences through Play (Nora Koutruba, Tricia Hanley, and Tovah Klein)</td>
<td>“Loopy Koopy” and “Treojos Lenguapiso”: Language Play and Creative Naming in English and Spanish (Eva Nwokah, Savannah Duran, Holly Vlasov, and Mary Ruth Fernandez)</td>
<td>Exploring Children's Learning through Role Play: Past, Present and Future (Lindsey Russo)</td>
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<td>Socialization, Self-Regulation, Play and Academics (Ruth Guirguis')</td>
<td>Teacher-Child Verbal Interactions During Play (Juana Gaviria-Loaiza, Myae Han and Jennifer Vu)</td>
<td>Is it Time to Play? Framing Space and Time in European Live Action Role-Playing Games (Sébastien Kapp)</td>
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<td>Confronting the Challenges of Preparing Early Childhood Teachers to Understand and Promote Play and Playful learning: Learning to Defend Young Children's Right to Play (Mira Tetikowski Berkley)</td>
<td>Segregation of Toy Packaging: Exploring Racial Disparity in Crayola LLC Product Packaging (Amy Ansong)</td>
<td>Mexican-American Adults' Experiences with and Suggestions for Imaginative Play in Formal Learning Environments Across the Lifespan (Tony Perone)</td>
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<td>10:00-10:15</td>
<td>BREAK</td>
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<td>11:45-12:45</td>
<td><strong>Auditorium:</strong> Keynote: Anne Marie Guilmette, PhD</td>
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<td><strong>Spirited Play</strong></td>
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