TASP
The Association for the Study of Play
44th Annual International Conference
Fulfilling the Promise of Play

Crowne Plaza Melbourne Oceanfront
Melbourne, Florida
February 28-March 3, 2018
Play As the Survival Source of Optimism and Origination (The Double O)

The primary issue is that hominids and animals have been playing for millions of years, then it follows irrevocably that play must have been selected genetically in evolution because of its contribution to the survival of the players. So what does play do? Here we have the misfortune that Freud assumed child play to be irrational and Piaget assumed it to be illogical. Freud gave us therapy as a cure and Piaget gave us cognitive complexity as a cure. Neither even attempted to explain why adults continue to play with the same irrationality and illogicality of world cup football, basketball, festivals, theater, dance, music, art, television and video games. What holds us as social scientists back as well as Freud and Piaget, is modern evangelical rationalism, the belief that whatever children learn is our fault, and that we need to get them into the adult habits of rationality as early as possible. This view is now doubling in pressure because of our dubiously claimed relatively poor standing in world educational scores.

Today in some quarters it sounds like the early 1800s when all schooling had to focus on the three R’s (reading, writing, and arithmetic), only today we don’t worry much about writing given all the computers. So, what is early childhood play like when they are left to it? I give you samples from my books on play with children (Ohio & New York & Philadelphia), the works of Greta Fein (Maryland), William Cosaro (Indiana), Keith Sawyer (Missouri), Schlomo Ariel (Israel), Rosalind Gould (New York) and my own grandchildren (Vermont). The Question is why is there as much chaos in children’s natural play? Why is it both simulation and parody at the same time? What does such play have in common with the arts in adulthood? The answer given here is that all of these expressive systems generate optimism about our life in this world, and they get this by displaying original ways of putting aside our pessimisms and depressions and boredoms and innovating a virtual life that is primarily a lot of fun. Their plays are for them real originality and this is what both improves their feelings about the ordinary present day life and sometimes promises a future, where their own innovations will be central. The opposite of play is not work, as we have told ourselves since the dawn of slavery - it is depression.

Brian Sutton-Smith

The TASP Logo

The scholarly skeleton playing backgammon with an orangutan was drawn by David Frederick of the Audio-Visual Service of Miami University, Oxford, Ohio, for the program of the combined meetings of the American Ethnological Society, the Central States Anthropological Society, and The Association for the Anthropological Study of Play, held in Detroit in April 1975. The scene is meant to represent the combined disciplinary and research foci of the three organizations meeting together: cultural anthropology, archaeology, primatology, with play. The logo appeared on the cover of the 1976 Proceedings, *Studies in the Anthropology of Play: Papers in Memory of B. Allan Tindall* (Phillips Stevens, Jr., Ed. West Point, NY: Leisure Press, 1977). It first appeared on the Association’s Newsletter on Vol. 4, No. 1, Summer 1977, Brian Sutton-Smith, Editor.
Scheduled presenters represent nine countries: Brazil, Canada, China, India, Ireland, South Korea, Turkey, the United Kingdom and the United States. Twenty one states are represented: Alabama, Arizona, Florida, Georgia, Illinois, Maine, Maryland, Massachusetts, Minnesota, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and Washington.


Presenters represent: Bio-surveillance Scientists, Business and Industry Leaders, Classroom Teachers, College/University Faculty, Medical Doctors, Musicians, Play Research Advocates and Activists, Poets, School Principals, Undergraduate and Graduate Students, as well as Visual Artists.
Dear Play Aficionados,

Welcome to the 44th international conference of The Association for the Study of Play in beautiful Melbourne, Florida! This year’s theme is fulfilling the promise. I am very much looking forward to being part of some lively and interesting presentations and workshops that focus on what it means to fulfill the promise of play, ways we might get there, and ideas for keeping play a social priority. One of the wonderful aspects of play is that it opens up a whole array of possibilities for joy and fulfillment to everyone who attempts to participate, whether they are young or old, sick or well, happy or sad, sedentary or active, etc. I encourage everyone to participate to the fullest during the conference.

TASP is a strong and vital organization because its membership and conference participants represent many intellectual disciplines, countries, and interests. We welcome research presentations about play and its provision in humans and other animals, workshops to engage ourselves and others in play, discussions of works in progress, and roundtables on special topics in play. TASP conferences foster the kinds of conversations that move us forward to fulfilling the promise of play. Many of these conversations would never occur without the forums that TASP conferences provide. I am grateful to all of you for contributing your experience, knowledge, and enthusiasm by participating in this year’s conference and making it a fun, engaging, and inspiring experience. If you are not yet a TASP member, I hope your conference experience will encourage you to join and take advantage of the organization’s membership benefits, including issues of the International Journal of Play and the Play Review, and the latest volume from the Play and Culture Studies monograph series.

On behalf of all attendees, I thank Walter Drew (incoming TASP president) and members of this year’s conference planning committee for providing a brief respite for those of us experiencing winter’s frigid weather by hosting us in lovely Florida. I personally wish to thank past president, Carrie Lobman, for her wisdom and guidance, as well as other members of the TASP Executive Committee for their support and confidence: Joanna Cemore-Brigden (book review editor), Lynn Cohen (secretary), Jim Johnson (Play & Culture Studies series editor), Smita Mathur (second vice president), Marcia Nell (treasurer), Michael Patte (membership and Strong liaison), John Sutterby (Play Review editor), Amy Ansong, Carol Barron, Fraser Brown, Abbie Loebenberg, Tony Perone, and Vejoya Viren. It has been a pleasure to serve as TASP’s president this year and I look forward to the reign of Walter the Great.

Here’s to a wonderful conference!

Rick Worch
TASP President
Associate Professor
Bowling Green State University
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. Presently the Association publishes a quarterly newsletter titled *Play Review* and an annual volume titled *Play & Culture Studies*. 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, technology, and the arts.

Conference Theme:
“Fulfilling the Promise of Play”

The goal of the 44th Annual TASP International Conference is to nourish the spirit of play and playfulness. The hope of the planning committee is that the 2018 theme, “Fulfilling the Promise of Play”, will serve as a guide for us to explore the meaning and power of fulfilling the promise, nourishing the spirit, and discovering new ways of enhancing our practice. As a diverse group of play researchers, practitioners, policy makers, and advocates, we come together to examine the many and varied forms of play from different perspectives, and within different species. What does “fulfilling the promise of play” mean to you?

We are especially interested in extending the reach of TASP to emerging fields and arenas of practice that may be enriched by our experiences at the 2018 annual meeting. We welcome both those who are new to play and those who have made it their life’s work.

The Brian Sutton Smith Memorial Lecture and Keynote address, “The Promise of Play” will be given by Peter Gray, Ph.D. a staunch advocate of play which he believes is “first and foremost an expression of freedom.” Peter is a research professor at Boston College who has conducted and published research in comparative, evolutionary, developmental, and educational psychology. His current research and writing focus primarily on children’s natural ways of learning and the life long value of play. Peter will share his thoughts about the “promise of play” along with references to his newest book, *Free to Learn: Why Unleashing the Instinct of Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life*.

This Distinguished Play Theorist Lecture, “What we "realize" when we play: Selves, relationships, meanings - and other matters?”, will be given by Tom Henricks, Professor of Sociology at Elon University. Tom will share his thoughts on how play constitutes a particular pathway of “self-realization” that distinguishes it from other basic behaviors along with other insights from his 2015 book, “*Play and the Human Condition*”. He sees play as an encouragement to “tinker and transform” and that the ultimate creation of such behavior is a more reflective, activist self.

The Saturday morning General Session, “Led by Play: Adventures in the Life of an Urban Farm School Student” will be given by Ayana Verdi, founder of the Verdi EcoSchool, a not for profit urban farm school that honors the most basic need of all children, play, as the foundation of learning and uses the community of the historic Eau Gallie Arts District in Melbourne, Florida as a classroom without walls. The Verdi EcoSchool also facilitates a nature based preschool program where children explore, discover and create almost entirely outdoors.
TASP Officers Executive Committee 2017-2018

Rick Worch - President
Bowling Green State University
eworch@bgsu.edu

Carrie Lobman - Past President
Rutgers University
carrie.lobman@gse.rutgers.edu

Walter F. Drew - 1st Vice President
Institute for Self Active Education
drwalterdrew@gmail.com

Smita Mathur - 2nd Vice President
James Madison University
mathursx@jmu.edu

Lynn Cohen - Secretary
Long Island University
lynn.cohen@liu.edu

Marcia Nell - Treasurer
Millersville University
Marcia.Nell@millersville.edu

Michael Patte - Membership, Website & Strong Liaison
Bloomsburg University,
mpatte@bloomu.edu

John Sutterby - Newsletter Editor
University of Texas at San Antonio,
john.sutterby@utb.edu

James E. Johnson - Series Editor, Play & Culture Studies
Pennsylvania State University,
jej4@psu.edu

Joanna Cemore Brigden - Book Review Editor
Missouri State University,
JoannaCemore@MissouriState.edu

Dorothy Sluss – Past Treasurer
James Madison University
slussdj@jmu.edu

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Joanna Cemore Brigden
Julia Kroeker
Lisa Murphy
Lynn Cohen
Marcia Nell

Michael Patte
Rich Worch
Smita Mathur
Tony Perone
Walter Drew

Local Conference Volunteers

Chris Biddulph, Hugh Halsey, Juelie Perry, Kitty Drew, Kristen Fegan, Richard G. Allen, S. Emly
Play and Culture Studies

The Association for the Study of Play (TASP) series Play and Culture is a peer reviewed national publication. TASP has worked for over thirty years to illuminate the incredible complexity and significance of play across age range, culture, and species. In addition to the annual conference and the Play Review newsletter, one of the prime vehicles for fostering an inquiry into play has been the TASP Play and Culture Studies monograph series. Under the leadership of series editors Stuart Reifel, Jaipaul Roopnarine, and now 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 Kuschner, 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 Lobman and Barbara O’Neill, editors

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

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

Volume 14: Aspects of Playwork
Fraser Brown and Bob Hughes, editors
Conference Venue
Crowne Plaza Melbourne Oceanfront, 2605 N Hwy A1A, Melbourne, FL 32903
Phone: (321) 777-4100

Conference Social Sponsors
Kiwanis Club of Melbourne, Dr. Drew’s Toys, Institute for Self Active Education

Shuttle Service
Free shuttle service to Melbourne International Airport

Parking
Free parking for conference and hotel guests

WiFi Access
The Crowne Plaza offers hotel guests free wireless service.

Conference Registration
Wednesday 4:00-8:00pm

Welcome Reception
Wednesday 6:30-8:30pm “On the Deck”

Island Banquet Reminder
Make your reservation for the Friday Island Banquet! ($39 with reservation)

Sun Rise & Moon Rise
The sun and moon rise over the ocean are spectacular!

<table>
<thead>
<tr>
<th>Day</th>
<th>Sun Rise:</th>
<th>Moon Rise:</th>
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</thead>
<tbody>
<tr>
<td>Wednesday 2/28</td>
<td>6:48am</td>
<td>5:09p</td>
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<tr>
<td>Thursday 3/1</td>
<td>6:47am</td>
<td>6:14pm (full moon)</td>
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<tr>
<td>Friday 3/2</td>
<td>6:46am</td>
<td>7:17pm</td>
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<tr>
<td>Saturday 3/3</td>
<td>6:44am</td>
<td>8:18pm</td>
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Refreshments
Refreshments will be served in Barbados Ballroom

Session Formats

*Individual papers*: Each limited to 15 minutes; with 15 minutes at the end for questions.

*Roundtable papers*: Each limited to 25 minutes to present and receive feedback

*Organized sessions*: 60 minutes or 75 minutes: organized by session chair.

*Workshops*: 60 or 75 minutes with audience participation.

*Posters*: Remain with Poster throughout the 60 minute session to present and answer question.
**TASP Play Space in MARTINIQUE** - A physical play space has been set up with a wealth of open-ended materials, reusable resources donated by local businesses, including colorful foam and plastic caps, fabric pieces, bits of driftwood, river rocks, and Dr. Drew's Discovery Blocks. This space **will be open throughout the conference** for you to explore and enjoy the experience of play. Please visit it!

**Thursday Morning, March 1, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
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<tbody>
<tr>
<td>7:15-7:45</td>
<td>YOGA: Breath and Stretch into Awareness and Joy, HariKrin Khalsa - ARUBA</td>
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<tr>
<td>8:00-8:30</td>
<td>Welcome &amp; General Opening Session - BARBADOS Ballroom</td>
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### Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:45-9:45</td>
<td>ST.CROIX</td>
<td>Playful Responses to Hate and Intolerance</td>
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<td></td>
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<td>- Smita Mathur, Maryam Sharifan</td>
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<tr>
<td>8:45-9:45</td>
<td>TRINIDAD</td>
<td>Playing with Games</td>
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<td>- Mary Mahoney-Ferster</td>
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<tr>
<td>8:45-9:45</td>
<td>ARUBA</td>
<td>Active Learning in the Classroom</td>
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<td>- Deb Lawrence</td>
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<tr>
<td>10:00-11:00</td>
<td>ST.CROIX</td>
<td>Fulfilling the Promise of Play Grows Emotional Intelligence</td>
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<td>- Patricia Hohlbein</td>
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<tr>
<td>10:00-11:00</td>
<td>TRINIDAD</td>
<td>Let Children be Children and Allow them to Play</td>
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<td>- Eleanor Liebson</td>
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<td>10:00-11:00</td>
<td>ARUBA</td>
<td>How Teacher Fears Impede Play</td>
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<td>- Deb Lawrence</td>
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<tr>
<td>11:15-12:15</td>
<td>ST.CROIX</td>
<td>Sand Play: Digging and Shaping the Possibilities</td>
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<td>- Marcia Nell &amp; Walter F. Drew</td>
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<tr>
<td>11:15-12:15</td>
<td>TRINIDAD</td>
<td>Come on, Let's Play</td>
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<td>- Mary Mahoney-Ferster, Michael Patte, Jim Johnson</td>
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<tr>
<td>11:15-12:15</td>
<td>ARUBA</td>
<td>Play in Your Community: Everyone Deserves to Play</td>
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<td>- Pat Rumbaugh</td>
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12:15 - 1:15: **LUNCH BREAK on your own**
Thursday Afternoon, March 1, 2018

1:15 - 2:30  General Session: Brian Sutton Smith Memorial Lecture: *The Promise of Play* - Peter Gray - BARBADOS Ballroom

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<tr>
<th>ST.CROIX</th>
<th>TRINIDAD</th>
<th>ARUBA</th>
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<tbody>
<tr>
<td>Organized Session</td>
<td>Individual Papers</td>
<td>Individual Papers</td>
</tr>
<tr>
<td>Play: The Logical Stance to Take in an Unpredictable World and the Key to Therapeutic Success Treating Childhood Trauma - Derek Paar - Karissa Spurgeon - Rachel Bristol - Lisa Mindell - Mark Brown</td>
<td>Parents' Beliefs and Reported Practices About Digital Play: China, South Korea, Turkey, U.S. - James E. Johnson - Nesrin Isikoglu Erdogan - Pool Ip Dong - Zhihui Qui</td>
<td>The Road to The Play Society - Shepherd Siegel</td>
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<td></td>
<td>Socioeconomic Status Differences Between Pretend Play in Two Preschool Contexts - Lynn E. Cohen</td>
<td>A Review of the Literature on Young Adolescent Play: A First for Our Field - Bea Bailey - Dorothy Sluss</td>
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<td>What's Unique About Playwork? - Fraser Brown</td>
<td>Children's Attitudes and Beliefs After Visiting a Play-Based Children’s Zoo - Rich Worch - Jody Haney - Mitch Magdich</td>
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2:45 - 4:00 75 mins

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<thead>
<tr>
<th>Workshop</th>
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<th>Individual Papers</th>
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<tbody>
<tr>
<td>Building Trust, Discovering Fun: Offering Inclusion Through &quot;Just Right&quot; Play - Bonnie Riley</td>
<td>Play Deficit Disorder: A Worldwide Crisis and How to Solve it Locally - Peter Gray</td>
<td>If You Stop Playing, You Get Old: Investigating Reflections of Play in Older Adults - LaDonna Atkins - Brandon Burr</td>
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<td>Teaching and Collaboration: Place-making Through Design and Play - Julia Jamrozik</td>
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<td>Happiness and Family Play - Elizabeth Harper - Joanna Cemore Brigden</td>
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<td>Is Play a Proto-Creative Act? So What if it is? - Abby Loebenberg</td>
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4:15 - 5:30 75 mins

5:45 - 7:45  TASP Executive Board Meeting - St.Croix

DINNER on your own
**Friday Morning, March 2, 2018**

**7:15 - 7:45 YOGA: Breath and Stretch into Awareness and Joy - Harikrishna Khalsa - ARUBA**

**8:00 - 9:15 Workshop**

**BARBADOS**
- **Workshop**
  - Play, Spiritual Development and Nature: Exploring the Connections Between Making, Tinkering and Play - Deborah Schein
  - Physical Activity, Play and Playful Spaces: Children Growing Up in the Republic of Ireland - Karminda Tolland
- **Presentation**
  - What We "Realize" When We Play: Selves, Relationships, Meanings - and Other Matters - Tom Hendricks

**ARUBA**
- **Workshop**
  - Unleashing the Power of Documentation: Making Visible the Advantages When Children Just Play - Sean Durham
  - School Playground Accessibility - Bailey Gregg

**TRINIDAD**
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- **Presentation**
  - What We "Realize" When We Play: Selves, Relationships, Meanings - and Other Matters - Tom Hendricks

**Individual Papers**
- The Creation of a Minor Course of Study in Playwork - One University's Story - Michael Patte
- Middle Schoolers Talk: Perceptions and Perspectives on Play - Haman Leon
- Creative Role Play and Learning Games - Rebecca Autumn
- School Playground Accessibility - Bailey Gregg
## Friday Afternoon, March 2, 2018

### 12:15 - 1:15: LUNCH BREAK on your own

### ST. CROIX
**Organized Session**
- How Business and Industry Support Creative Play and Workforce Development
  - Valerie Ryan
  - Anne Conroy-Baird
  - Kitty Drew
- How Business and Industry Support Creative Play and Workforce Development
  - Art Hoelke
  - Rena Williams
  - Walter F. Drew

### TRINIDAD
**Workshop**
- No Limits, No Rules, No Restrictions: the Value of Loose Parts Play
  - Andrea Ellingboe

### ARUBA
**Round Table**
- The Value of Open-Ended Materials in Promoting Play Across Community & Educational Settings in Trinidad & Tobago
  - Michael Patte
  - James Johnson
  - Olga S. Jarrett
  - Debora Platon Hoppe

### 1:15 - 2:30
**75 mins**

### ST. CROIX
**Workshop**
- Comparing "Learning Through Play" in Mainland China, Hong Kong and Singapore by Using "Asia as method"
  - Luting Zhou

### TRINIDAD
**Workshop**
- Engaging Interactions During Play and the Effect on Emerging Literacy Skills with At-risk Preschoolers
  - Juelie Perry
  - Margarita Oxenreider
  - Kelly Hammer

### ARUBA
**Workshop**
- Exploring School and Neighborhood Playground Quality: Using Geographic Information System (GIS) to Explore Social Justice Issues
  - Carrie Lobman
  - Tony Perone
  - Marian Rich

### 2:45 - 3:45
**60 mins**

### ST. CROIX
**Workshop**
- Allegory Write Small: Morality Play via Elf on the Shelf
  - Cindy Dell Clark

### TRINIDAD
**Organized Session**
- Playground Literacy
  - Vivien Geneser

### ARUBA
**Workshop**
- Playfulness in the College Classroom
  - Julia Kroeker

### 4:00 - 5:00
**60 mins**

### 5:15 - 6:15
**TASP Business Meeting - ARUBA**
All are invited and encouraged to attend.

### 6:15 - 7:15
**IPA Executive Meeting - TRINIDAD**

### 7:30 - 9:30
**TASP Banquet - BARBADOS Island Buffet - with cash bar**
Saturday Morning, March 3, 2018

Registration in the lobby: 8 - 10 a.m. Refreshments available in the BARBADOS Ballroom

8–9 am 60 mins
General Session: *Led by Play: Adventures in the Life of an Urban Farm School Student* - Ayana Verdi
*BARBADOS Ballroom*

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<th>ST.CROIX</th>
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<tr>
<td>Organized Session</td>
<td>Workshop</td>
<td>Individual Papers</td>
</tr>
<tr>
<td>Designing of Functional Play Learning Spaces Through the Eyes of Children - Richard Allen, Walter Drew</td>
<td>Improvisational Play in a Belizean Classroom in the Caribbean nation of Belize - Krysta Murillo</td>
<td>The All White World of the Toy Hall of Fame - John Sutterby</td>
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9:15–10:30 am 75 mins

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<thead>
<tr>
<th>Workshop</th>
<th>Round Table</th>
<th>Workshop</th>
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<tbody>
<tr>
<td>The Power of Mixed-Age Play - Sandra J. Stone, Brian Stone</td>
<td>Architect’s Play Structure for a Temporary Installation and a Permanent Playground - Jungwoo Ji</td>
<td>Verdi EcoSchool Open Discussion - Ayana Verdi</td>
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<tr>
<td>What Does it Mean to Play Like an Adult? Are We Missing Something? - Kerri Schiller</td>
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10:45–11:45 am 60 mins

| Closing General Session: TASP President’s Address: *Fulfilling the Promise* - Rich Worch |
| BARBADOS Ballroom |
"Play" is a word commonly used to refer to children's preferred activities and to some adult activities. But what, really, is play? In this talk I will define play as activity that (1) self-chosen and self-directed; (2) motivated by means more than ends; (3) guided by mental rules; (4) imaginative; and (5) conducted in an alert, active, but relatively non-stressed frame of mind. I will describe these characteristics and show how each of them contributes to play’s educational and developmental value. I will explain why play came about, in natural selection, to promote children’s healthy physical, intellectual, social, and emotional growth. I will also explain why age-mixed play among children and adolescents is especially valuable, for both the younger and older players.

Professor Peter Gray joined the Boston College faculty in the Fall of 1972 and taught regularly until the Spring of 2002. He is author of Psychology, an introductory textbook now in its sixth edition, and, most recently, Free To Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life. His past research had to do with basic mammalian motivational mechanisms, and his present research has to do with children's play and its educative value. Professor Gray is now retired from regular teaching, but continues to conduct and publish research and give guest lectures.

Professor Gray is a well-known critic of standard educational systems and is frequently invited to speak to groups of educators, parents, and researchers about children's needs for free play, the psychological damage inflicted on children through our present methods of schooling, and the ways in which children are designed, by natural selection, to control their own education. He is a founder and current board president of the ALLIANCE FOR SELF-DIRECTED EDUCATION, which is dedicated to promoting opportunities for Self-Directed Education for children and teenagers as replacement for coercive schooling. He is also a founder and board member of LET GROW, which is dedicated to renewing children’s freedom to play and explore, outdoors, in public spaces, without continuous adult supervision.
TASP Distinguished Play Theorist Lecture

What We "Realize" When We Play:
Selves, Relationships, Meanings - and Other Matters?

Tom Henricks

General Session Friday March 2, 8:00 – 9:15am  Barbados Ballroom

Play studies centers on questions of what play is, why people (and other species) do it, and what consequences that behavior has. In this session, participants reconsider those questions.

The session begins with an overview of Brian Sutton-Smith’s classic work The Ambiguity of Play, which emphasizes the variability of play behaviors and describes seven traditions of play scholarship. Then the session leader discusses his own (continuing) attempts to develop a general theory of play, especially as expressed in the 2015 book, “Play and the Human Condition”. That book argues that play constitutes a particular pathway of “self-realization” that distinguishes it from other basic behaviors.

As important as self-realization (comprehending one’s possibilities as a person) is, there are other things that play is “about.” The session also considers “relationships” (our involvements in the world), “meanings” (strategies for comprehending/responding to worldly occurrences), and “emotions” (the theme of Sutton-Smith’s last writing).

Participants are asked to reflect on (through informal writing) what they consider to be key dimensions and meanings of play. These reflections lead to general discussion about a range of themes, including play’s character and implications; the pertinence of theory to research and practice; and needed directions for play scholarship.

This theory-session reconsiders play’s character and implications. Sutton-Smith’s "Ambiguity of Play" and the session-leader's "Play and the Human Condition" are used to explore play as the realization of “selves,” “relationships,” “meanings,” and “emotions.” Participants express their own ideas through informal writing. There is general discussion of a range of issues.

Tom Henricks is Danieley Professor of Sociology at Elon University. Much of his scholarship has focused on the nature of human play, particularly as that activity can be contrasted to other pathways for human expression. More generally, he studies the construction of experience and self-awareness. He has authored numerous writings on play, including the 2015 book "Play and the Human Condition". He is also a co-editor of the 2015 "Handbook of the Study of Play",
Featured General Session

Led by Play: Adventures in the Life of an Urban Farm School Student

Ayana Verdi (Verdi EcoSchool)

Saturday March 3, 8:00-9:00am   Barbados Ballroom

Place-based, project-centered and child led, the Verdi EcoSchool honors the most basic need of all children, play, as the foundation of learning. We will take a journey into the experiences of the students of the Verdi EcoSchool to see how play shapes each day and the entire curricular design of this innovative nature school. Nature immersion is an experiential learning philosophy where children enjoy at least one hour per day of unstructured free time in nature; resulting in an intimate, deep and personal connection to the natural world. Children learn basic environmental and natural science principles in a child-led, play-based environment. Educators act as mentors - modeling curiosity and wonder while allowing children’s interests to lead the day.

Ayana Verdi is the founder and executive director of the Verdi EcoSchool, a not for profit urban farm school that uses the community of the historic Eau Gallie Arts District in Melbourne, Florida as a classroom without walls. The Verdi EcoSchool also facilitates a nature based preschool program where children explore, discover and create almost entirely outdoors. A former entrepreneur and aspiring veterinarian, Ayana is the proud mom of two children for whom learning by doing is the most natural act in the world.
General Session: The President’s Message

Fulfilling the Promise

Rick Worch TASP President
Saturday March 3, 12:00pm  Barbados Ballroom

Since 2002, play as a means of learning has been maligned and sometimes banished from public schools in the United States as part of a misguided strategy to achieve the goal of leaving no child academically behind. The same tragedy was played out in other countries as educators scrambled to enact a “more rigorous” curriculum intended to better prepare students to be successful on standardized achievement tests. In this address, I argue that the lessons we learn from play while we play become the foundation of how we feel about ourselves and others, how we interact with and support others, and how we value what we and others can contribute to making life better. The relationships we build through play from infancy through adulthood affect our sense of security, character, and pride, our aspirations, and our actions toward others. In addition, play helps develop 21st Century skills, such as behavioral flexibility, collaboration, creativity, and critical thinking. The importance of play on the development of infants and toddlers is widely known. Unfortunately, the importance of play in middle and high schools, elementary schools and even in preschools is less well known. This is a call to our membership to develop school partnerships in order to study the effects of free and directed play on children’s learning and development in classrooms across content areas and grade bands compared to the effects of “traditional” teaching strategies.

Eric “Rick” Worch, Ph.D., is an associate professor in the School of Teaching and Learning at Bowling Green State University. He teaches courses in the Inclusive Early Childhood and the M.Ed. in Curriculum and Teaching programs, as well as in the Department of Biology. Rick is an associate editor for Journal of Playwork Practice and Science Activities: Classroom Projects and Curriculum Ideas. With a Ph.D. in biological anthropology and curriculum and instruction in science education from Indiana University, his research interests include play in primates, nature play, and student engagement in science classrooms. Rick has received over US$7.6 million in grants as a principal or co-principal investigator to study play, student engagement, and teacher professional development. He was a key member of the design and assessment teams for Toledo Zoo’s Nature’s Neighborhood, a naturalized, play-based children’s zoo that received Top Honors in exhibit design in 2011 by the Association of Zoos and Aquariums. Rick is the current president of TASP.
**Is Play a Proto-Creative Act? So What If It Is?**  
Individual Paper  
Abby Loebenberg (Arizona State University)

This paper will focus on one aspect of the results of a two-year research project using immersive role-playing games as a scaffold to teach social science research methods to “hard” scientists. Particularly, I am interested in the question of whether play is a gateway to creativity, that is to say, whether it is proto-creative. Furthermore, I will provide some evidence as to whether students feel like they develop their critical thinking, communication or other “soft” skills through the internationalization of an alternative self, such as is played at in a role-playing game. This type of in-classroom research, taken in conjunction with similar types of educational scenarios, raises the following questions for discussion:

♣ Are these games useful as a type of training exercise for skills, or, do they move beyond this utility because they are fun and therefore provide an end in-and-of themselves?
♣ How do educators account for the open-endedness of such scenarios and should they place limits on them that might make them less fun in order to maximize their utility?
♣ Does that type of gate-keeping destroy any true creativity that might emerge?

Abby has a PhD in Social and Cultural Anthropology and is faculty member at Arizona State University. Abby’s current research is interdisciplinary in nature and looks at innovating pedagogical strategies for open-ended, creative, courses that target students in US Honors programs. This research challenges the current model for what courses in honors programs look like, but it also challenges students to develop conceptually based, creative approaches to learning in a interdisciplinary way.

**No Limits, No Rules, No Restrictions; the Value of Loose Parts Play**  
Workshop/Performance  
Andrea Ellingboe (Loose Parts Galore and Tinker Tray Play!)

They’ve been called many different things, but what exactly are these concepts and why are they important to a child’s play? In this session, we will explore these concepts, discuss the theory behind them, and discover-first-hand what this kind of play is all about. Participants will learn strategies for implementing these concepts into their learning environments and what the adult’s role is in such play. The session will include some information about brain development and how children learn; how experience shapes play; and the role of adults as facilitators. Participants will get first hand exposure to a variety of materials and an opportunity to engage with them and share ideas with others. This interactive workshop will also provide information and strategies for introducing and managing these materials inside and outside the classroom, as well as where to find “treasures”! Questions are encouraged and welcomed!

Andrea Ellingboe is a dedicated and passionate ECE Provider. Having been in the field for over 20+ years, she has seen the value of play at work and how it shapes attitudes, interactions and educational outcomes. She is also passionate about creative reuse and how to give “new life” to treasures in our everyday environments. Her motto, “play shouldn’t have to be expensive” drives her to collect, repurpose and provide low-cost loose parts and other resources to educators.
Led by Play: Adventures in the Life of an Urban Farm School Student  General Session  Ayana Verdi (Verdi EcoSchool)

Place-based, project-centered and child led, the Verdi EcoSchool honors the most basic need of all children, play, as the foundation of learning. We will take a journey into the experiences of the students of the Verdi EcoSchool to see how play shapes each day and the entire curricular design of this innovative school.

Ayana Verdi is the founder of the Verdi EcoSchool, a not for profit urban farm school that uses the community of the historic Eau Gallie Arts District in Melbourne, Florida as a classroom without walls. Verdi EcoSchool also facilitates a nature based preschool program where children explore, discover and create almost entirely outdoors. A former entrepreneur and aspiring veterinarian, Ayana is the proud mom of two children for whom learning by doing is the most natural act in the world.

Verdi EcoSchool: Open Discussion  Workshop/Performance  Ayana Verdi (Verdi EcoSchool)

This breakout session continues the discussion following the General Session with more details about the place-based, project-centered and child led Verdi EcoSchool, and how it honors the most basic need of all children, play, as the foundation of learning, including how play shapes each day and the entire curricular design of this innovative school.

Ayana Verdi is the founder of the Verdi EcoSchool, a not for profit urban farm school that uses the community of the historic Eau Gallie Arts District in Melbourne, Florida as a classroom without walls. Verdi EcoSchool also facilitates a nature based preschool program where children explore, discover and create almost entirely outdoors. A former entrepreneur and aspiring veterinarian, Ayana is the proud mom of two children for whom learning by doing is the most natural act in the world.

School Playground Accessibility  Poster  Bailey Grogg (University of Central Oklahoma)

This study examined a correlation between crime rates and elementary schools playgrounds across four different school districts in the Southwestern United States. Data was collected on the accessibility of playgrounds in four school districts and assigned a rating of either “Accessible” or “Prohibited.” The number of playgrounds classified as prohibited were calculated into a percentage and correlated against the crime rate for the municipalities in which the district is located. If one school districted spanned several municipalities, crime rates for each city was calculated into a combined average. Results from this study have uncovered a strong correlation between play-deprived communities and higher rates of crime, with more dangerous communities experiencing higher rates of inaccessible elementary school playgrounds. Considering research has demonstrated that children deprived the chance to engage in self-led play outdoors subsequently develop more violent behaviors in adulthood, a generational issue of play deprivation in more dangerous areas could be compounding on one another. Findings could possibly help communities identify any existing correlations between areas experiencing higher rates of crime and the number of accessible elementary school playgrounds and subsequently use this information to create and implement social programs that promote more opportunities for outdoor play in neighborhoods perceived as dangerous.

Bailey Grogg is a master’s student at the University of Central Oklahoma (UCO) studying Family Studies and Child Development, specializing in infant/child studies. She works as a behavioral therapist in the field of Applied Behavior Analysis with children diagnosed with Autism Spectrum Disorder and is a grant funded research assistant at UCO currently examining Early Learning and Care programs.
A Review of the Literature on Young Adolescent Play: A First for Our Field  Individual Paper  
Bea Bailey (Clemson University), Dorothy Sluss (James Madison University)

I will offer the first ever review of the literature on play and early adolescents within the middle school. Article 31 of the UN's CRC considers play a universal right among children and requires member-states to do what they can within their power to see that this right is realized within their countries. The UN and CRC consider children to be from the age of new born to under 18. Young adolescents ages 11-14 who are typically within America's middle schools need to have time to play, yet the review of the literature reveals that they have little time or encouragement to play and that leaders within the field do not seem to appreciate or even be aware of the child's right to play. Still, there are over 100 articles published since 2000 that relate to various types of play both within the classroom and beyond and that even include concerns about lack of recess. This presentation will offer a general overview of the way in which the review was conducted, the framework used to shape the review, the results of the review as well as the implications. The session will end with specific activist recommendation for TASP and other agencies to give more focus and advocacy toward young adolescent play.

Bea Bailey is a professor of middle grades within Clemson University's College of Education. She is the middle grades representative within IPA's executive board and is a part of the research team within CU's U.S. Play Coalition. She is especially interested in the ways middle schools and teachers can encourage play within social studies and ELA classrooms.

Dorothy Sluss is a professor in the College of Education at James Madison University. She has written several articles on play, authored a book on play, Supporting Play: Birth to Age Eight, and co-edited a Play and Culture Studies volume, Investigating Play in the 21st Century, with Dr. Olga Jarrett. She has served as past President of TASP, past Treasurer of TASP, Past President of IPA/USA (International Play Association/USA), and served as the USA representative to the International Play Association triennial conference.

Building Trust, Discovering Fun: Offering inclusion Through "just right" Play  Workshop/Performance  Bonnie Riley (St. Catherine University)

Trust provides a complicated, yet necessary foundation for dynamic play. Before play can begin, a child needs to be able to trust the contextual features where play is desired. When trust is present and children feel safe, play presents the opportunity for children to have fun. Enjoyment and performance are two things to consider in the pursuit of fun. Additionally, awareness of the unique needs of the child for establishing trust and recognition of the affordances of the environment offer the promise of play to all children.

Dr. Bonnie Riley, OTD, OTR/L is an assistant professor at St. Catherine University and pediatric occupational therapist who has worked with children and their families for 15 years. Bonnie has developed different community programs to increase the play opportunities for children with special needs. She has also conducted research to explore play participation. Bonnie has presented nationally on a variety of topics


Children often experience science education as rigid, procedural, scripted events that are teacher-directed. During these events, teachers often focus on the memorization of science terms, and can preclude opportunities for student-directed inquiry, play, and discovery through exploration. In a teacher-directed environment, children can become reliant and dependent upon the teacher to be the
scientist and present the questions, processes, and outcomes of science. However, when children are afforded free play opportunities in science, they can develop better agency, conceptual development, ownership, and identities as scientists. This research examined the impact of children’s free play opportunities in science and took place in two fourth grade elementary classrooms. The qualitative study investigated children’s unsanctioned free play opportunities within a teacher-directed environment and how their play was highly beneficial to their understandings and development of agency, ownership, and identity. Children were interviewed, observed, and had their science journals reviewed for evidence. The results of the study showed a higher level of the previously mentioned characteristics as students seized opportunities for free play.

Dr. Brian Stone is a lecturer at Northern Arizona University and teaches elementary methods courses in science and social studies. His research interests include scientific inquiry, play, authentic learning and assessment, and the development of meaning in experiential science and social studies activities.

Therapeutics of Play: How Play Heals and Develops In and Out of the Therapy Office
Workshop/Performance  Carrie Lobman(Rutgers University), Tony Perone (University of Washington). Marian Rich (East Side Institute)

Play has been considered therapeutic for decades, but recently its value has expanded beyond therapy with children. In this workshop we will explore social therapeutics, an innovative approach to lifelong human development and emotional growth that sees the human ability to play and perform—to be who we are and “other” than who we are—as vital to our emotional, social and intellectual lives. Social therapeutics emphasizes the ensemble activity of creating the therapeutic performance and in this differs from psychoanalytic, psychodramatic and group dynamic approaches. It taps into our capacity to work and play, learn from and teach, and create well with others. Social therapeutics has been practiced for over three decades as a group psychotherapy, and as an approach to human life overall that the late Fred Newman, the developer of social therapy, referred to as a “therapeutic way of life.

Carrie Lobman, Ed.D., is associate professor and chair of the Department of Learning and Teaching at Rutgers University. Her research examines the relationship between play, performance, learning and development for people of all ages. Her publications include Unscripted Learning: Using Improvisation across the K-8 Curriculum and Development and Democracy: The Role of Outside of School Experiences in Preparing Young People to be Active Citizens.

Tony Perone, Ph.D., is a faculty member in the School of Interdisciplinary Arts and Sciences at the University of Washington Tacoma. He teaches courses in introductory psychology, human development, and life-span imaginative play. His research and teaching interests include the life-span presence, development, and benefits of imaginative play activity and the role of improvisational theater activities in formal learning environments, in teacher education, and in community organizations.

Marian Rich is a comic educator who performs and teaches improvisation at the All Stars Project in New York City. She has explored humanitarian clowning with Patch Adams and stand-up comedy. A consultant to New York Institute of Technology, she employs social therapeutics to train students in a STEM based afterschool service learning program. Marian leads workshops in play, performance and humor as tools for growth. She has a BA from Sarah Lawrence College.

Allegory Writ Small: Morality Play via Elf on a Shelf  Workshop/Performance
Cindy Dell Clark (Rutgers University)

Morality plays date to medieval times, when dramatists enacted performances structured as allegory, containing lessons that guided viewers towards a good life and away from a bad life. This case study
involves a contemporary, homemade version of a morality play: the elf-on-a-shelf, a toy elf who takes up residence in many homes during the weeks prior to Christmas, disappearing from the home on Christmas eve. (Elves-on-shelves have inhabited some classrooms prior to Christmas, too.) Max the elf exemplifies this diffusing cultural practice: Max engages in unseen dramas overnight while children in the family sleep, dramas for which tangible evidence is on view the next morning. Max, for example, overnight got into a physical fight with action figures belonging to John, the seven year-old child in the home – causing a scene of tangible havoc. In the process, Max vividly dramatized a behavior best avoided.

Homemade elfin tableaus do mirror certain behavioral features of medieval morality plays. In the contemporary context, however, these spectacles have an additional complexity: a unique source of adult involvement in socially appropriate pretend role play for the presumed benefit of children, and potentially also for an extended audience on social media. There will be visual slides accompanied by a talk.


How Teacher Fears Impede Play  Workshop/Performance  Deb Lawrence (Delaware County Community College)

The United States continues to focus on “fear” versus focusing on possibilities. The fear of children being kidnapped that prevents children from being able to play in the neighborhood, the fear that children will get hurt if they run, the fear of litigation that interferes with opportunities for children to take acceptable risks on the playground. These and many other fears are impeding children’s development. This session confronts this “fear based” system and provides examples of early childhood programs in China and playgrounds in the United States that are providing ways of incorporating “acceptable risk” into children’s daily experiences.

Debra L. Lawrence has over 38 years in the field of early care and education. She has presented workshops and seminars at the international, national, state, and local level. Her service to the profession includes leadership positions including serving a four-year term on the National Association for the Education of Young Children’s governing board and continuing to serve the organization through the Board Alumni committee. Currently, Debra is a faculty member in teacher preparation programs at Delaware County Community College. She is the author of How Public Investment Contributes to High Quality Early Childhood Programs, Lessons from Pennsylvania and is a contributing author to Learning from Head Start. Her research interests include curriculum and environments that strengthen the dispositions of learning, play as the foundation of a curriculum, and creating stable and supportive environments that foster children’s ability to reach their potential.

Active Learning in the Classroom  Workshop/Performance  Deb Lawrence (Delaware County Community College)

Teaching in a nationally accredited two year community college program, my colleague and I are always seeking active learning opportunities for pre service teachers. These active learning experiences assist our students in internalizing the course content and applying this information in meaningful and relevant ways. Our hope is that students can then transfer this information into their future teaching positions.
Debra L. Lawrence has over 38 years in the field of early care and education. She has presented workshops and seminars at the international, national, state, and local level. Her service to the profession includes leadership positions including serving a four-year term on the National Association for the Education of Young Children’s governing board and continuing to serve the organization through the Board Alumni committee. Currently, Debra is a faculty member in teacher preparation programs at Delaware County Community College. She is the author of How Public Investment Contributes to High Quality Early Childhood Programs, Lessons from Pennsylvania and is a contributing author to Learning from Head Start. Her research interests include curriculum and environments that strengthen the dispositions of learning, play as the foundation of all curriculum, and creating stable and supportive environments that foster children's ability to reach their potential.

**Play, Spiritual Development and Nature Workshop/Performance** Deborah Schein (Champlain College)

A definition of spiritual development as a system emerged from my research (2012). This system references what children need, beginning at birth to keep their spiritual embryo alive and healthy as they grow and mature. Spiritual embryo is a metaphor used by Maria Montessori to describe the source of the power or force that pushes children to learn. I would add that this same force also stimulates in children desire to play. After birth, as children are loved, this force leads children to form deep relationships, a growing sense of self, and I/thou connections. Next, as children look outward, they require adults who acknowledge and meet each child's basic disposition or essence with spiritual moments filled with wonder, awe, joy, and inner peace; often found in nature. The final part of the system is young children’s intrinsic ability to act with kindness, caring, empathy, and reverence (responsibility). When the system of spiritual development is complete, it is capable of sustaining itself. Next, I began to wonder about the connection between spiritual development, play, and nature. This led to my creation of NATTLES—nature rattles. In this workshop I will use Nattles to bring spiritual development, play, and nature together.

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

**Play: The Logical Stance to take in an Unpredictable World and the Key to Therapeutic Success Treating Childhood Trauma** Organized Session Derek Paar (Springfield College), Karissa Spurgeon (Springfield College), Rachel Bristol (Springfield College), Lisa Mindell (Springfield College), Mark Brown (Springfield College)

It’s apparent from even a brief review of the literature from more recent ideas in physics and cosmology that we live in a Universe that is utterly connected, always in motion – a ripple here yielding a ripple there – and that change and chance must be taken into account. We all plan and organize and try mightily to predict a certain future but events intervene. Some surprises – meeting the love of your life – change you for the better, and some – car crashes, serious illness, being attacked – change your life in ways that you could never imagine. Our organized program will first discuss a larger theoretical position that suggests in a world where the unpredictable is bound to happen the only reasonable stance a person can take is one that is not too rigid, allows for flexibility, and has play at its heart. We will show how a therapeutic approach that uses play can be used to help children deal with trauma.
Derek Paar is a licensed psychologist and has taught psychology at Springfield College in Springfield, Massachusetts for 32 years. His primary interests are in counseling and psychotherapy, and how it is that people make sense and meaning in a confusing world.

Karissa Spurgeon is a licensed mental health counselor and is currently a Psy.D. student at Springfield College. For almost a decade she has been working with youth who suffer from complex trauma by incorporating physical and metaphorical play. She spends her free weekends camping and playing outside in nature with her spouse, son, and two fur-babies.

Rachel Bristol is a Counseling Psychology Doctoral student at Springfield College and is currently interning at Keene State College Counseling Center, counseling students suffering from a variety of different mental health issues. Rachel holds a BA in Psychology.

Lisa Mindell received her BA from Smith College with a double major in psychology and education. She’s currently a second-year graduate student in the Clinical Mental Health Counseling Master’s Program at Springfield College, where she serves as a graduate fellow. Her experience includes community mental health, early intervention, and early childhood education. Lisa’s passion lies in using a strength-based approach to help children and families who experience trauma.

Mark Brown received his BS degree in Psychology from the University of Massachusetts Amherst, and is now a graduate student in the Clinical Mental Health Counseling Program at Springfield College. He has worked for four years as a Family Support Worker and Mentor helping children develop skills to deal with challenging situations and improve behavioral issues.

Exploring Chinese Young Adults’ Perceptions of Children’s Play Using a Mixed Methods Design Individual Paper Di Liu (University of Delaware), Myae Han (University of Delaware)

Previous studies show inconsistent results about Asian adults’ perceptions of children’s play. My presentation will introduce my recent pilot study about exploring Chinese young adults’ (25- to 35-year-olds) perceptions of children’s play using a convergent mixed methods design. Online surveys (N = 50) were conducted to investigate participants’ conceptualizations of children’s play, their ratings of developmental meanings of play, their opinions of adult-child play interactions as well as the relationship between play and learning. Phone interviews (N = 12) were conducted to explore in-depth information about people’s opinions on these topics mentioned above. Statistical analysis were used to examine if participants’ characteristics (e.g. age, gender, education level, number of children) were associated with their perceptions of children’s play. And results from two sources of data (survey and interview) were compared and combined to gain a comprehensive understanding of this issue. Finally, implications were drawn from this pilot study to inform future research and practice.

I am a third year Ph.D. student at the University of Delaware, the department of Human Development and Family Sciences. I am a Chinese student with some practical experiences in both Chinese and American preschools and daycare centers with children. My research interests are early childhood teachers’ professional development and children’s play. Because of my personal experiences and backgrounds, I also care about cultural issues of early childhood education in the American and Chinese contexts.

Myae Han is an Associate professor in the Department of Human Development and Family Sciences at the University of Delaware. Dr. Han's area of research is linking play and literacy and early childhood education. She is a past president of The Association for the Study of Play (TASP) in 2014 and Literacy Development in Young Children (LDYC) SIG at the International Literacy Association. She has directed various federal and state funded grant projects including three Early Reading First grants funded by US Department of Education, Early Head Start University Partnership grant, Child Care Research Partnership grant funded by US Department of Health and Human Services.
Let Children Be Children and Allow Them to Play  Organized Session  Eleanor Liebson
(Amaze'ing Acres Adventure Play Land)

The state of childhood today in its various contexts from neglect, violence, sedentary nature, obesity, sensory processing difficulties, lack of self-regulation, limited if any outdoor free play, structured team oriented "play", helicopter parenting and the academic push beginning in kindergarten resulting in increased stress and anxiety amongst our youngest members of society will be explored and the relationship of these realities to the development of emotional intelligence needed for being a good student, citizen and worker. The presenter will discuss types of play, importance of risk negotiating in play, unstructured outdoor play in nature, free play and setting the stage or environment for therapeutic play. Social-Emotional Learning or SEL development throughout childhood and adolescence is based on the understanding that learning emerges in the context of supportive relationships and environments that make learning fun, engaging, challenging enough and meaningful. The speaker will address basic yoga philosophy, adventure play lands, forest pre-schools, and self-directed play in elementary and secondary education as a means to developing empathy, the entrepreneurial spirit and genuine caring for our planet and society while decreasing bullying, violence and other risky behaviors that lead to an unhappy life.

Eleanor Liebson, OTR/L, PYT has practiced occupational therapy across the age spectrum for 28 years. She is a holistic practitioner incorporating yoga and yoga philosophy to include social and emotional learning and development. She identified children's need for outdoor unstructured free play and began an adventure play land in 1996 on her organic farm in upstate NY.

Happiness and Family Play  Individual Paper  Elizabeth Harper (Missouri State University), Joanna Cemore Brigden (Missouri State University)

Today's families are experiencing increased amounts of stress and many are unable to find healthy ways to help them deal with that stress. Family play is a method for families to deal with stress, improve communication and interactions resulting in stronger, and presumably happier relationships. This online survey studied graduate students who are in an early childhood and family program experiences. They were surveyed on their familial play as well as their perceptions on the relationship between family play and perceived family happiness and cohesion. Perceptions of family play in connection to family happiness, individual happiness, and perceived family cohesion were all examined. A statistically significant relationship was found between family play and both family happiness and cohesion.

Elizabeth Harper, MS, is a recent graduate of the MS in Early Childhood and Family Development Program at Missouri State University and works as the Community Mental Health Liaison for Burell Behavioral Health.

Joanna Cemore Brigden, Ph.D., is an Associate Professor of Childhood Education and Family Studies at Missouri State University She is passionate about defending the rights of every child to play. To that end she is involved nationally and internationally advocating for the rights of every child. Her research includes the study of children’s make-believe play, creativity, emotional intelligence, service-learning, and teacher perceptions.

Preschoolers’ Narrative Re-telling of Play Episodes in Mercer Mayer's Wordless Picture Books  Individual Paper  Eva Nwokah, (Our Lady of the Lake University, San Antonio), Casey Taliancich-Klinger, (Our Lady of the Lake University), Ariana Garza (Our Lady of the Lake University), Erin Morrison (Our Lady of the Lake University)

Mercer Mayer is a renowned author and illustrator and has published over 300 children's books. He pioneered an increase in wordless picture books in the 1960s. Most of his books are about his childhood experiences, and his early books, known as the frog series, are about a boy, his dog, and a
frog. These were based on his play in the rural swamps and woods of Arkansas while living on a missile base surrounded by swampland, and where he used to catch lizards and snakes. This study examines the nature of the play in these books with their vivid and humorous illustrations of the characters’ play adventures and mischievous activities, illustrated by pencil drawings of a brownish hue. The study also analyzes retold oral narratives by more than fourteen preschoolers after hearing one of two frog stories. The play episodes are identified in each story and the children’s versions of each episode are compared to the original version they heard. A linguistic analysis of play-related action words revealed a preference for simpler words to describe play activity in retelling. Content analysis suggested children sometimes had their own interpretation of the illustrations that did not match the original story.

Eva Nwokah’s scholarly interests are in play, humor, language, and literacy. She is a Professor in the School of Communication Sciences and Disorders, and holds the Carrow-Woolfolk Endowed Chair in Child Language at Our Lady of the Lake University, San Antonio, Texas. She is a pediatric speech-language pathologist and teaches undergraduate and graduate courses in child language, literacy and language disorders. Recent publications have included student service learning experiences of play in homeless children.

Casey Taliancich-Klinger is an Assistant Professor in the School of Communication Sciences and Disorders, Our Lady of the Lake University, San Antonio. She is a pediatric speech-language pathologist, Director of the School’s Multilingual Lab, and Coordinator of the bilingual certificate program. Her primary research interests include bilingualism and child language, second language acquisition, and linguistic mazes in child narratives.

Ariana Garza is a first year graduate student in the School of Communication Sciences and Disorders, Our Lady of the Lake University, San Antonio. She is bilingual in English and Spanish and her research interests are in child language, narratives, and language play. Her undergraduate degree was in speech-language pathology from the University of Texas at Austin.

Erin Morrison is a second year graduate student in the School of Communication Sciences and Disorders, Our Lady of the Lake University, San Antonio. Her research interests are in children’s literature, humorous word play and early language. Her undergraduate degree was in speech-language pathology from Purdue University, Indiana.

What’s Unique About Playwork? Individual Paper Fraser Brown (Leeds Beckett University-UK)

Last year the Playwork Team at Leeds Beckett University was asked to contribute a Playwork chapter to the forthcoming Cambridge Handbook of Play (Roopnarine & Smith 2018). Towards the end of our chapter we highlighted eight elements of playwork practice that we identified as being unique to the playwork profession, i.e. things that the rest of the children’s workforce don’t do. This Paper summarises those thoughts, and presents real life examples of how playworkers apply these unique elements. The eight elements include:

* A conceptualization of the child that actively resists dominant and subordinating narratives and practices
* A belief that while playing, the ‘being’ child is far more important than the ‘becoming’ child
* An adherence to the principle that the vital outcomes of playing are derived by children in inverse proportion to the degree of adult involvement in the process
* A non-judgemental acceptance of the children as they really are, running hand in hand with an attitude, when relating to the children, of ‘unconditional positive regard’, And four more …

Dr. Fraser Brown is the first Professor of Playwork in the UK, and teaches on the BA (Hons) Playwork degree at Leeds Beckett University He is the specialist link tutor for the postgraduate play therapy courses run by the Academy of Play and Child Psychotherapy. He has presented at conferences
across the UK and around the world, and has produced several key texts in the field of play and playwork. He is the Chair and Co-Founder of the Aid for Romanian Children charitable trust, and a member of the Executive Board of the Association for the Study of Play (TASP).

**Middle Schoolers Talk: Perceptions and Perspectives on Play**  
*Poster*  
Hannah Leon (University of Central Oklahoma), LaDonna Atikins (University of Central Oklahoma)

Within a Child Development context, play can be understood as a critical foundation for learning. Currently, the field of research in middle school play is limited. We know that children are developmentally shifting into the pre-adolescent stages; however, play is still very relevant. Conklin (2014) research calls for more play to be paired with teaching in the middle school grades. Bergen and Williams (2008) found that the most prominent play memories occurred between the ages of eight and 12. The United States is experiencing a deficit in recess for children of all ages. This may contribute to the shift in the types and rates of play that middle schoolers are doing in their spare time. Many are concerned with the increased use of electronics, and heightened media consumption within this age group. Due to this increase, there has become a lack of opportunities to engage in play. This research will share the results of a survey regarding play preferences, play opportunities, play spaces and access to play for middle school aged children.

My name is Hannah Leon, and I am a senior at the University of Central Oklahoma. My fields of study are Child Development and Psychology. Play is a fundamental right for every child, and it is rapidly disappearing in The United States. This class project highlights the incidence rate of play within the listed age group. I am passionate about play, and hope that the findings of this study will be insightful to educators and play advocates.

LaDonna Atkins, Ed.D., is a professor in the Child Development program at The University of Central Oklahoma. Dr. Atkins serves as the administrator for the campus Child Study Center. She serves on many national, state, and community boards: advisory board for the Oklahoma Infant Mental Health Association, Oklahoma March of Dimes, and Oklahoma Head Start Collaboration. She currently serves as the International Play Association U.S. President, and recently was appointed to The International Play Association World council. Her research interests included school recess, play and infant/child development.

**Breathe and Stretch into Awareness & Joy**  
*Workshop/Performance*  
HariKirin Kaur Khalsa (Kundalini Yoga for All, Department of Ob/Gyn, UMass Memorial)

Kundalini Yoga is the yoga of awareness. In short practices using breath and movement, the mind is calmed and stress flies away. HariKirin Khalsa, wife of TASP presenter Peter Gray, is a medical doctor currently working the realm of yoga therapy. Her yoga classes set a person at ease and truly can be enjoyed by anyone, with no prior yoga or meditation experience needed. The only flexibility required is to bring a playful mind!

**Exploring the Connections Between Making, Tinkering, and Play**  
*Workshop/Performance*  
Jacqueline Moreno (REM Learning Center), Ryan Moreno (REM Learning Center)

How can Making and Tinkering be expressed within the context of research on Play? Can making and tinkering be seen as play with objects? Can incorporating materials and tools that are used to combine parts into new objects or be added to objects to enhance function and create action, extend a more traditional loose parts play experience and provide opportunities for making and tinkering? These are some of the questions we will be exploring in this interactive workshop. Through shared hands-on experiences, audience participation and discussion of our experiences incorporating making and
tinkering in an early childhood school we will investigate the multidisciplinary connections that are facilitated by combining making, tinkering, and more traditional forms of play.

Jacqueline Moreno, Ph.D., is a mother of 3, and Director/Developmental Psychologist at REM Learning Center in Miami Florida. She’s the co-founder of Play Make Share, a program at REM focused on creating Playful, Making, and Sharing experiences for learners of all ages. She is also an Adjunct Professor, teaching classes in Child Development at Florida International University, where she earned a Doctoral Degree in Lifespan Developmental Psychology.

Ryan Moreno, Ph.D. is a father of 3, and Administrator/S.T.E.M. Educator at REM Learning Center. Ryan earned a Ph.D. in Mechanical Engineering from FIU and holds an Advanced Florida Director’s Credential. He’s the Makerspace/School Fab Lab Manager for Play Make Share, a program at REM focused on creating Playful, Making, and Sharing experiences for learners of all ages. Ryan also serves on the Educator Advisory Committee of MakerEd.

Parents’ Beliefs and Reported Practices About Digital Play: China, S. Korea, Turkey, US
Individual Paper James Johnson (Penn State University), Nesrin Isikoglu Erdogan (Pamukkale University, Turkey), Pool Ip Dong (Penn State University), Zhihui Qiu (Jiangxi Normal University, China)

Parental practices and thoughts about digital play by 4 to 6 year olds are examined from a cross-cultural perspective. Mixed methods were surveys of 500 parents from S. Korea, Turkey, China, and US with follow up interviews. Parent Play Belief Questionnaire (PPBQ) and semi-structured interview data on parents’ play preferences were reported at TASP 2017. This year’s presentation presents and discusses the results on reported practices about digital/media object and time use, supervision and mediation, as well as rationales for the practices and perceived benefits and concerns about digital play. Results are discussed in relation to national and family variation. Implications for parent education around the use of technology are discussed, with emphasis on cultural and social class differences.

James Johnson is Professor of Education at Penn State with research interests on the study of play and cultural variables.

Nesrin Isikoglu Erdogan is a professor in early childhood education at Pamukkale University. Her research interest includes children’s play and technology. She published research articles and book chapters on these topics.

Pool Ip Dong who is a doctoral candidate in Early Childhood Education at the Pennsylvania State University. She is also a co-author of a chapter of The Cambridge Handbook of Play: Developmental and Disciplinary Perspectives. Her research interests are play, technology, culture and family.

Zhihui Qiu is a professor in early education at JiangXi Normal University China. His research interest is play and high quality early education. He has published some papers and books.

The All White World of the Toy Hall of Fame
Individual Paper John Sutterby (University of Texas-San Antonio)

The Strong Museum of Play houses the Toy Hall of Fame. The Toy Hall of Fame has been inducting toys since 1998. Toys range from popular games like Candy Land to playthings like balls and sticks to dolls like Barbie. Although the nomination process is open, it does tend to skew in terms of what types of toys are selected. The criteria of icon-status, and longevity tend to favor mass market toys that tend
to focus on White icons. Representational toys from Barbie to GI Joe to Raggedy Ann and Andy are white and for the most part no non-white representational toys have been inducted. This presentation will discuss this issue and will discuss the nomination of the Jackie Robinson Doll into the Hall of Fame. Although not recognized in the White community, the icon status of Jackie Robinson in the Black community should be a factor in including it in the Hall of Fame. Manufactured by the Allied Grande doll company in the 1950’s, Jackie Robinson dolls in mint condition sell for more than 1000 dollars in toy auctions.

John Sutterby is an associate professor of early childhood education. His research interests include play, play environments and inclusive education.

**Gardening As Play  Individual Paper  John Sutterby (University of Texas -San Antonio)**

Gardening is sometimes seen as in the space between work and play. People garden for tangible rewards but gardening also does present participants with other aspects of play including voluntary activity, pleasurable results and intrinsically motivated. Adult play, especially in the area of gardening, is often ignored because it does not fit the profile of play that is presented by juveniles. At the same time gardeners take great interest in their gardens and engage in them in playful ways. This presentation will focus on interviews with Texas Master Gardeners and how they view their activities in a playful way. Their gardens offer opportunities to interact with others, interact with nature and aesthetic presentation. Knowledge about play and gardening offers an opportunity to better understand the role of play in the life of adults.

John Sutterby is an associate professor of early childhood education at the University of Texas San Antonio. His research interests include play, play environments and play and culture.

**Engaging Interactions During Play and the Effect on Emergent Literacy Skills with At-Risk Preschoolers  Organized Session  Juelie Perry (Indian River State College), Margarita Oxenreider (TLC Preschool of Sebastian), Kelly Hammer (TLC Preschool of Sebastian)**

There is a correlation between positive, engaging interactions and conversations with teachers and at-risk preschoolers and its effects on emergent literacy skills and vocabulary acquisition. Research shows that preschool children, from lower socioeconomic cultures and those with determined language delays, who are not exposed to rich language and literacy play opportunities, can jeopardize future desire and ability to learn to read, write, problem solve and create. In four years, an average child in a professional family will accumulate with experience with almost 45 million words, an average child in a working-class family 26 million and an average child in a welfare family 13 million”. By providing and modeling specific, engaging and vocabulary rich conversations through play based learning, these children have demonstrated emergent literacy success exiting preschool and entering kindergarten proven through screening and assessment tools as well as observations used in the preschool and kindergarten classrooms.

Ms. Juelie Perry, MS  loves to see children and adults demonstrate success through the process of self discovery in their everyday lives. Three decades of experience and education with children, families and early childhood educators has provided lots on insight into the value and need for play. Ms. Perry uses these experiences as a guide in her training sessions making them energetic, informative through storytelling, relevant research and cooperative activities with participants.

Ms. Margarita Oxenreider has explored and guided children’s learning for 10 years. During that time, she has used stories, songs and one on one conversations to guide children in learning language and literacy skills. Through effective classroom management and design, Ms. Oxenreider has seen her
students become successful learners and show a community spirit which is often continued into elementary school years.

Ms. Kelly Hammer is a vivacious, dramatic early educator with over 10 years experience. Using a modified Reggio Emilia approach to learning, Ms. Hammer’s classroom and curriculum implementation allows children a sense of self discovery along with guided instruction in learning. Ms. Hammer uses story’s with dramatic play props, as a primary way to problem solve with children thus building conflict resolution strategies using language.

Teaching and Collaboration: Place-making Through Design and Play
Julia Jamrozik (University at Buffalo)

The presentation looks at the case study of the Buffalo & Erie County Public Library Reading Garden, as a collaboration between the Library, Project for Public Spaces (www.pps.org), various community groups and the University at Buffalo Department of Architecture. Following the successful submission to the “Heart of the Community” program sponsored by Southwest Airlines and orchestrated through PPS, the Library has reached out to individuals and local organizations to bring input in terms of the design and programming of its grounds. A seminar taught at the undergraduate level in the Fall of 2017 in the Department of Architecture, aimed to approach the Reading Garden as a project for students to explore the potential of this inter-generational space as a way of connecting the Library to its surroundings. Working individually and in teams the students were able to use techniques such as collage and model-making to explore the potentials of the Reading Garden site. Grounded in a basic understanding of the history and contemporary practice of the design of play spaces, the seminar allowed the students to respond to a current and ongoing project within their community and contribute to its design and development.

Julia Jamrozik is an Assistant Professor in the University at Buffalo Department of Architecture. She is a graduate of the University of Toronto where she studied both architecture and art history and holds an M.Arch from the University of British Columbia in Vancouver. Her design practice focuses on spaces, objects and situations that interrupt the ordinary in critically engaging and playful ways (www.ck-jj.com).

Playfulness in the College Classroom
Julia Kroeker (Florida South Western State College)

This workshop is designed for participants to understand the benefits of incorporating playfulness in the college classroom. Participants will discuss strategies for incorporating playfulness in the college classroom, as well as how to overcome challenges to doing so. At the end of this session, participants will be able to:

• Describe the benefits of incorporating playfulness in the college classroom
• Describe strategies for incorporating playfulness in the classroom

Before attending the workshop, participants should watch the following video (27 min.): https://www.ted.com/talks/tim_brown_on_creativity_and_play

Dr. Julia Kroeker is a Professor of Early Childhood Education at Florida Southwestern State College. She has nine years of experience teaching preschool and kindergarten in Omaha, Nebraska. Dr. Kroeker completed her Ph.D. in early childhood education from the University of Nebraska at Lincoln. Her dissertation was entitled, “Indoor and Outdoor Play in Preschool Programs: A Mixed Methods Study.” While at the University of Nebraska, Dr. Kroeker also earned a certificate in Mixed Methods research.
Architect’s Play Structure for a Temporary Installation and a Permanent Playground  
Jungwoo Ji (University of Cincinnati), Min W. Suh (EUS+ Architects)

Walking in the Clouds’ was an installation with using over 500 round shape laundry baskets and 2x4 timber structure for 6 months exhibition at SoDA museum in South Korea. The design feature in terms of material was 'unusual uses for children's play from usual everyday material'. A journey of various interactions with the laundry baskets was carefully planed and kids loved to play through it in many creative ways; pushing, turning, tapping, crawling, pulling through pulley, and showering through them. 'Journey of Play' was a permanent structure with transforming an existing concrete principal podium in an elementary school which had been a symbol of totalitarianism or militarism. It means that the hierarchical structure for only one turns to diverse playscape for all children. Kids can climb up the concrete box through timber sloping deck and arrive in small floating play house as a turning point. Then they can use stair to get into the the concrete box. This sequential journey has various types of play including cooperating, physical exercise, talking, and observing. In the design process, we had design workshops with this school students for one month. Their design ideas and expectations were included directly and indirectly without any typical playground equipment by abstraction and simplification.

Jungwoo Ji is an Assistant Professor of Architecture program at University of Cincinnati and a principal at EUS+ Architects. He was a senior lecturer at Iowa State University for 6 years and have been an architect in New York and Seoul over 20 years. He studied architecture at Cornell University for M.Arch and at Korea University for Master of Engineer and Bachelor of Engineer.

Min W. Suh is a principal at EUS+ Architects. He was an associate at Perkins Eastman in NYC for 14 years and have been an architect in New York and Seoul over 22 years. He studies architecture at Cornell University for M.Arch and at Hongik University for Bachelor of Architecture.

Physical Activity Play and Playful Spaces Among Children and Young People (8-15 years)  
growing up in the Republic of Ireland  
Karinda Tolland (Dublin City University), Carol Barron (Dublin City University)

This research explores the physical activity play and the play spaces in which children and young people (aged 8 – 15 years) growing up in the Republic of Ireland actively engage. This paper will examine the concepts and themes derived from the visual ethnography photographs produced by the participants in this research. The analysis of visual data and photo-elicitation interviews provide an in-depth insight regarding children’s contemporary play behavior while uncovering the motives and barriers to participation in play and recreation. Consideration is given to some of the wider sociocultural processes that influence children’s play such as gender, age, geographical factors and seasonality. I specifically examine the recurring theme of nature play and the importance of the natural world, which provides children with mechanisms to fulfill their biological instinct to play. While there is increasing evidence of a disconnect between children and the natural world in other western countries, children in Ireland continue to value and have access to natural places to play, however these places may be changing from free and wild areas to outdoor areas closer to home and within their neighborhood.

Karinda is currently completing a PhD with Dublin City University, Ireland. The title of her research: An ethnographic investigation of physical activity play and the play spaces in which children and young people (8 – 16 years) growing up in the Republic of Ireland actively engage. Key themes in her work include play and children’s right to play, spaces and places, and the concept of children as active agents in the research process.
Dr. Carol Barron has over two decades of experience researching children’s play, physical activity and mobility internationally. Dr Barron has published in the field of children’s play and participatory research methodologies with children. Dr Barron is a co-proposer of the current COST Action TD1309 - Play for Children with Disabilities (LUDI) and is currently conducting consultations with children (3-18 years) on their play and recreational needs to inform a county wide play policy.

**Player Identity: Examining Play Practice Through the Lens of Personal Experience**

*Individual Paper*  Katelyn Clark (Rutgers University)

This presentation is informed by an ongoing project examining the re-telling of four early childhood teachers’ “play histories”—a narrative encompassing lifetime experiences with play: childhood memories, adult play and current teaching practices. This process illuminated play history storytelling as a vehicle for identity shaping via discussions around past experiences with play as children, as well as play preferences now as practitioners. Through an ongoing dialogue, teachers identified a distinct personal “player identity” and a “teacher at play” identity. These two distinct personas were introduced and explored throughout the narrative, and re-enforced in both observed classroom practices, and personal reflections on teaching practice. These conversations allowed for further explorations into their player identities within the context of the classroom and inform ownership of a particular “player skill set”. As teachers began to explore their own personal play abilities, strengths, and preferences as teachers in the classroom, they began muse on opportunities and locations for change.

Katelyn Clark, is a PhD candidate at The Graduate School of Education at Rutgers University. Before becoming a doctoral student, Katelyn was an educator at an arts based pre-school, and a teaching artist in the New York City school system.

**What Does It Mean to Play Like an Adult? Are We Missing Something?**  *Roundtable Paper*  Kerri Schiller (University of Illinois at Urbana)

A 2012 report from JWT Intelligence suggests that 78% of American adults miss being able to “play like a child with no rules, boundaries and restrictions” and 82% wish they could recapture some of the fun and imagination of childhood. This highlights some interesting questions: What does it mean to play like a child? Is this experience subjectively different from that of playing like an adult? Recent trends, such as adult coloring books and a sleep away camp that promises the opportunity to “play like a kid” (complete with “epic kickball games” and giant slip-and-slides), seem to indicate that some adults do enjoy playing like a child. What is unclear is whether this reflects an unmet need or simply a passing fad. What is more clear is that adults face unique barriers to play, including subtle factors such as the cultural stigma surrounding some types of play. This presentation will include the author’s observations from more than five years of leading “Recess for Adults” (a class inspired by playground games such as tag and Four Square). It is also an invitation to discuss this understudied topic and how we as researchers and practitioners can help to nurture play in adulthood.

Kerri is a Ph.D. student at the University of Illinois. In 2010, realizing that she was not the only grown-up who still had a desire to play like a kid, she developed “Recess for Adults.” This class, inspired by the playground games of her youth, has one goal: To provide a place for adults to play just for the fun of it. Today she leads a weekly Recess class for U of I employees.
**Improvisational Play in a Belizean Classroom in the Caribbean Nation of Belize**  
**Workshop/Performance**  
Krysta Murillo  (University of Tennessee)

Rich playful learning experiences are derived more from the lush natural resources than prepackaged, store-bought toys and materials. Belizean preschool teachers face limited funding to supply their classrooms, and so, turn to reusable and natural materials to engage young minds. The result is anything but deprived. These children delight in creating beautiful artwork from items found in their own backyards. Teachers encourage students to learn through hands-on activities while children engage in cultural learning through guided participation (Rogoff, 1998). While collecting old bottle caps, food jars, and leftover snack seeds for classroom projects, Belizean children are learning conservation and sustainability. Teachers foster improvisation when they use materials to create meaningful, playful activities for their students. Join me as we recreate some toys and crafts from my studies in Belizean preschool classrooms.

Krysta Murillo is currently a Visiting Assistant Professor at The University of Tennessee at Chattanooga, coming from Penn State University Berks campus where she taught play in early childhood and human development courses for five years. She attended the University of Houston for her Master’s studies and Penn State University for her doctoral studies. Her area of focus is early childhood education, child development, and children’s play. Her doctoral research examines cultural studies in early childhood education and play pedagogy in the developing nation of Belize, Central America.

**If You Stop Playing, You Get Old: Investigating Reflections of Play In Older Adults**  
**Individual Paper**  
LaDonna Atkins (University of Central Oklahoma), Brandon Burr  (University of Central Oklahoma)

Numerous research reports show various benefits of play in terms of children’s development. However, very little investigation has explored play from a lifespan perspective, linking early play experiences to older adulthood. And although some prior research has explored play memories, very little information is available on play memories of older adults, specifically, and perceptions of the importance of play in older adults. Using a lifespan perspective, this study explored the sharing of play stories and memories, the importance of play, and other perceptions of play through interviews with 15 older adults. Major study themes highlight changes between past and present play activity. Implications for practitioners and researchers are presented.

LaDonna Atkins, Ed.D., is a professor in the Child Development program at The University of Central Oklahoma. Dr. Atkins serves as the administrator for the campus Child Study Center. She serves on many national, state, and community boards: advisory board for the Oklahoma Infant Mental Health Association, Oklahoma March of Dimes, and Oklahoma Head Start Collaboration. She currently serves as the International Play Association/United States President and recently was appointed to The International Play Association World council. Her research interest included school recess, play and infant/child development.

Brandon Burr, PhD, CFLE is an Associate Professor of Family Life Education at the University of Central Oklahoma. Dr. Burr is a past president of the Oklahoma Council on Family Relations, and current secretary. Dr. Burr is also the current program chair for the Affiliate Councils Board of the National Council on Family Relations. His main research interests include promoting healthy family relationships through preventative programming.
Comparing “learning through play” in Mainland China, Hong Kong and Singapore by using “Asia as method”  Workshop/Performance  Luting Zhou (University of Manchester, UK)

It is a common phenomenon that most researchers outside the western culture usually adopt western theories as the main reference standard. In the context of globalization, scholars in ECE have found that western theories may not work well in non-western countries. In this paper, I explore multiple frames of references around “learning through play” in ECE by using “Asia as method”. The present paper is to document how educators rethink and reflect about western pedagogical theories and practices are cooperated for children’s learning though play. It will make a contribution to building new knowledge and practices in Asia contexts.

I am current doing this research of “learning through play” in Hong Kong, Singapore and Mainland China by interviewing teachers and classroom observation. I want to introduce "Asia as method" to analyze learning through play. "Luting Zhou is a PHD student in the University of Manchester. Her research is around "learning through play."

Socioeconomic Status Differences between Pretend Play in Two Preschool Contexts  Individual Paper  Lynn E. Cohen (Long Island University)

Socioeconomic status (SES) is a topic of great interest to those who study early childhood play. With globalization and increased diversity within societies, economic and social inequalities have worsened, making poverty a leading global problem. The research on childhood poverty rarely considers the impact childhood poverty has on early childhood play. Socio-dramatic play, in particular contributes to children’s overall cognitive, social, creative, and language development. A few studies (Gosso, Morais, Otta, 2007; Smilansky, 1968) related to socio-dramatic play have examined socioeconomic differences in children’s play. These authors studied pretend play of different cultural and socioeconomic groups and found children from high and middle income groups engaged in more pretending than other groups. Contrary to these studies (Dyer & Moneta, 2007) did not find any social class differences in pretend play of preschool children. Given the disagreement as to whether there are economic differences in the play of young children, this study applied a coding system that addressed socio-dramatic play along a continuum to better understand differences and similarities in two different socioeconomic and culturally diverse preschool classrooms.

Lynn Cohen is a professor in the department of special education and literacy at Long Island University at C.W. Post. She teaches courses at the master’s and doctoral levels. Before coming to Long Island University, she was a preschool, kindergarten, and literacy teacher. Lynn enjoys the mixing of teaching, mentoring students, providing service to local school districts, producing scholarly research, and participating in service for Long Island University and professional organizations. Publications include books, “Play: A polyphony of research, theories, and issues,” “Learning across the early childhood curriculum,” and Theories of early childhood education: Developmental, behaviorist, and critical, several book chapters, and over 40 articles dealing with early childhood curricula, block play, dual language learners, vocabulary, and emergent literacy.

Sandplay: Digging and Shaping the Possibilities  Organized Session  Marcia L. Nell (Millersville University), Walter F. Drew (Institute for Self Active Education)

Curiosity about the environment, the wish to explore new situations and places, the desire to manipulate and experiment with objects and materials, are all natural ways of learning and developing new awareness of possibilities. Using the beach environment and the expressive medium of sand, this session provides a unique context for personal investigation using self active play processes. Self
active play utilizes the manipulation of physical objects and natural resources like sand, clay, paints to inspire new insight and attain a higher functioning state of being. Participants combine silent self active play with sand, reflective journaling, one to one sharing, and discussion to facilitate understanding of personal possibilities. (wear beach attire)

Marcia L Nell, Ph.D. is an associate professor at Millersville University in Millersville, PA, where she teaches graduate and undergraduate early childhood education courses and supervises student teachers. She serves as the Director of Research for the Institute for Self Active Education as well as a facilitator for the Play, Policy & Practice Interest Forum of NAEC. Marcia is co-author of “From Play to Practice: Connecting Teachers Play with Children’s Learning” published by NAEC.

Walter F. Drew, Ed.D. is the co-founder of the Institute for Self Active Education and creator of Dr. Drew’s Discovery Blocks. He pioneers the development of reusable resource centers and the creative application of self active play in a variety of contexts. He serves as a facilitator for the Play, Policy and Practice Interest Forum of NAEC. Walter is co-author of “From Play to Practice: Connecting Teachers Play with Children’s Learning” published by NAEC.

**Come on, Let’s Play**  Organized Session Mary Mahoney-Ferster, (Penn State University), Michael Patte (Bloomsburg University), James Johnson (Penn State University)

Come on, let’s play aka - S.E.X. (Sensory Engaging eXperiences) on the Beach... a play on words Collectively we have spent many lifetimes imparting the value play serves in every aspect of the lifespan. Throughout this conference, the research of play will inform our minds. But how often will we practice what we preach? Step out of your comport zone and into the sand and join us on the beach for some fun in the sun. Together we will engage in traditional beach activities for individual and group play daily for Recess. Volley ball, 4 square, hop scotch, catch, sand castle building, sea shell finding, sun bathing, swimming, wave jumping, and peaceful reflection in the sea breeze are among the fun we are bringing to the beach. But no recess is complete without the imagination of the kids on the playground... So, bring your ideas, your enthusiasm, and your sunscreen. Come on, let’s play! Weather permitting – **Indoor Recess will be held if space permits.

Mary Mahoney-Ferster - Play, policy, and practice have been the foundation of Mary’s 30 career in ECE. Having teaching experience in classrooms for students from 6 weeks to 60 years, she now administers Include Me PreSchool for The Arc of PA – a program designed to improve the trajectory of the experience of children with disabilities. The mother of three graduate students, she is currently finishing her PhD under the guidance of Drs. Johnson and Patte.

Michael M. Patte is a Professor of Teaching and Learning at Bloomsburg University of Pennsylvania and an Adjunct Professor of Education and Research Scientist at The University of the West Indies in Trinidad and Tobago. His latest co-authored/edited books include the Handbook of International Perspectives on Early Childhood Education (2018), Play & Culture Studies, Volume 13: Celebrating 40 Years of Play Research (2017), and International Perspectives on Children’s Play (2015).

James E. Johnson is professor of early childhood education at The Pennsylvania State University in University Park, Pennsylvania. He is currently, a USA representative on the Scientific Committee of the International Council for Children's Play, and continues to serve on the Board of TASP as a past president and Publications Editor.
Commercial board and card games come with set rules and guidelines. According to some researchers, activity like these do not meet the true criteria to be considered play. But what if, we reimagine HOW we play games with rules. Have you ever tried switching sides of the board after every turn? Mixing cards between hands? Using the player to the right's tiles in Scrabble? or speed boarding - playing 4 board games at once and switching games every three minutes? In the organized session we will PLAY with games. Challenge yourself to engage with your favorite card and board games like you never have before. *No scores will be kept and no trophy will be awarded at the conclusion of this tournament.

Mary Mahoney-Ferster - Play, policy, and practice have been the foundation of Mary's 30 career in ECE. Having teaching experience in classrooms for students from 6 weeks to 60 years, she now administers Include Me Pre-School for The Arc of PA – a program designed to improve the trajectory of the experience of children with disabilities. The mother of three graduate students, she is currently finishing her PhD under the guidance of Drs. Johnson and Patte.

The presentation highlights a recent play advocacy project carried out in the twin-island nation of Trinidad & Tobago exploring the value of open-ended materials in promoting play across community and school settings. The project sought to identify and examine skills developed during play; develop and strengthen play-based teaching & learning practices; identify and evaluate play leadership strategies; analyze the ways in which play is used as a tool for understanding the world; and advance the belief that play is an essential component of whole child development.

Michael M. Patte is a Professor of Teaching and Learning at Bloomsburg University of Pennsylvania and an Adjunct Professor of Education and Research Scientist at The University of the West Indies in Trinidad and Tobago. He is Co-editor of the International Journal of Play, past president of The Association for the Study of Play, and board member of The International Council for Children's Play.

James E. Johnson is professor of early childhood education at The Pennsylvania State University in University Park, Pennsylvania. He is currently, a USA representative on the Scientific Committee of the International Council for Children's Play, and continues to serve on the Board of TASP as a past president and Publications Editor.

The poster highlights the process of creating a minor course of study in playwork at Bloomsburg University, the first of its kind in America. The new minor establishes an international collaboration between Bloomsburg University and Leeds Beckett University in the United Kingdom. Playworkers create adventurous play environments for children and serve as guardians of the play space. They do not direct children's play like a coach or physical education teacher would, but rather provide children with the space, time, and materials to create and direct their own playful experiences. In today's society, many parents are hesitant to let children play outside without the presence of an adult. Professional playworkers meet that need by supporting and facilitating children play.
Michael M. Patte is a Professor of Teaching and Learning at Bloomsburg University of Pennsylvania and an Adjunct Professor of Education and Research Scientist at The University of the West Indies in Trinidad and Tobago. His latest co-authored/edited books include the Handbook of International Perspectives on Early Childhood Education (2018), Play & Culture Studies, Volume 13: Celebrating 40 Years of Play Research (2017), and International Perspectives on Children’s Play (2015).

What is Workplace Play? Individual Paper Mike Wragg (Leeds Beckett University UK)

Towards establishing construct validity for an emerging subject of inquiry. The pursuit of improved individual and organizational outcomes through the introduction of playfulness and fun to the workplace is a growing area of interest for management consultants, human resources specialists and academic researchers; and is becoming a common practice for businesses operating in the fastest growing sectors of the global economy. But empirical studies addressing the outcomes and defining characteristics of the practice, and the experiences and feelings of those involved, are underrepresented, if not absent, from the literature. This presentation examines the first phase of a doctoral research program which seeks to establish construct validity for the practice of workplace play by synthesizing a nomological network of the subjects core characteristics as derived from a metasynthesis of the academic; professional; corporate, and grey literature, with a phenomenological inquiry into the experiences of those involved in its practical application.

Mike Wragg is a Senior Lecturer in the School of Health & Community Studies at Leeds Beckett University, England. He specializes in the subjects of play, playwork and the sociology of childhood. His current research focusses on play and fun in the workplace. Away from academia, Mike runs two charitable playwork projects, one being an adventure playground which he founded in 2004, and the other a prison play facility for children visiting incarcerated relatives.

Olga S. Jarrett (Georgia State University), Debora Platon Hoppe (Georgia State University)

Statistical analyses of school playground photographs in one Southern county showed that quality play opportunities were related to demographics of the schools. Schools with more wealthy families and schools with higher percentages of white families had higher quality playgrounds. A recent public focus on the need for parks within a 10 minute walk of every family has also highlighted the value of assessing park accessibility and quality. The current analysis uses the same school playground data, ratings of county parks, GPS readings of all playgrounds and parks, and Geographic Information System (GIS) methodology to map accessibility of quality school and park playgrounds by various racial and socio-economic groups. The study uses census tract data, GPS readings of parks and school playgrounds, and school and park playground ratings and uses ArcGIS methodology to show the results on maps. The study should be finished or almost finished by the time of the conference. The roundtable format will be a useful way for participants to see this methodology in action and explore ways that they might use GIS to create maps showing the availability and quality of play spaces in their own communities.

Olga Jarrett is Professor Emerita in the Department of Early Childhood and Elementary Education, Georgia State University. Her research includes benefits of recess, the role of play in developing interest in science, service learning, and the evaluation of community geography programs (NSF Research Experiences for Undergraduates Grants). This is her first research using GIS. She is a past president of TASP and IPAUSA and was the 2010 recipient of the Brian Sutton-Smith Award.

Debora Platon Hoppe is a clinical psychologist from Sao Paulo, Brazil who has organized pop up playgrounds in poor neighborhoods. She recently completed an Executive Leadership Program in
Exploring the influence play has in the development of emotional intelligence fills a void in existing research. An explanatory sequential mixed methods study was constructed to discover the power of play in developing emotional intelligence in higher education leaders and the resulting impact on their ability to develop and lead emotionally intelligent teams in creating a high-performing organization. The research questions focused on assessing individual emotional intelligence, team emotional and social intelligence, the meaning of the power play and its impact in developing emotional intelligence, personal play history descriptions, power of play in developing emotional intelligence (individual and team), and describing emotional intelligence skill level and its impact on personal leadership success. Participants expressed a high level of awareness of the value of play over the course of a lifetime to maintain good physical and psychological health. They made direct linkages to their play experiences in developing their individual and team emotional intelligence skills. Finally, a common desire was expressed to grow emotional intelligence skills, integrate play more into the work environment, and build the high-performing, playful, and healthy organizational culture they desire. Future research is planned to examine connections between play, emotional intelligence skill development, and leadership success.

Patricia Hohlbein is a researcher, teacher, and play advocate. She has research interests in organizational leadership, organizational behavior, play, and emotional intelligence. Dr. Hohlbein has presented at national and international conferences on the value of play, emotional intelligence development, and higher education innovation. Dr. Hohlbein is a management professor at Ohio Dominican University in Columbus, Ohio, where she integrates play into the classroom experiences for undergraduate and graduate students, creating rich and lasting learning experiences.
The Promise of Play  Keynote  Peter Gray (Boston College)

"Play" is a word commonly used to refer to children's preferred activities and to some adult activities. But what, really, is play? In this talk I will define play as activity that (1) self-chosen and self-directed; (2) motivated by means more than ends; (3) guided by mental rules; (4) imaginative; and (5) conducted in an alert, active, but relatively non-stressed frame of mind. I will describe these characteristics and show how each of them contributes to play's educational and developmental value. I will explain why play came about, in natural selection, to promote children's healthy physical, intellectual, social, and emotional growth. I will also explain why age-mixed play among children and adolescents is especially valuable, for both the younger and older players.

Professor Gray joined the Boston College faculty in the Fall of 1972 and taught regularly until the Spring of 2002. He is author of Psychology, an introductory textbook now in its sixth edition, and, most recently, Free To Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life. His past research had to do with basic mammalian motivational mechanisms, and his present research has to do with children's play and its educative value. Professor Gray is now retired from regular teaching, but continues to conduct and publish research and give guest lectures.

Play Deficit Disorder: A Worldwide Crisis and How to Solve it Locally  Workshop/Performance  Peter Gray (Boston College)

Research in the United States and in various other nations has revealed a dramatic decline in children's free play—especially their free outdoor play—over the past several decades. This decline in play has been accompanied by dramatic increases in childhood depression and anxiety and, according to some research, declines in empathy and creativity. In this talk I will present the logic and evidence behind my claim that the decline in free play is a, if not the, major cause of these deleterious effects on children's and emerging adults' emotional, social, and intellectual wellbeing. I will also suggest possible ways by which families, neighborhoods, and communities can restore children's opportunities for free outdoor play and, in this context, will describe some of the accomplishments to date of the Let Grow Foundation.

Professor Gray joined the Boston College faculty in the Fall of 1972 and taught regularly until the Spring of 2002. He is author of Psychology, an introductory textbook now in its sixth edition, and, most recently, Free To Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life. His past research had to do with basic mammalian motivational mechanisms, and his present research has to do with children's play and its educative value. Professor Gray is now retired from regular teaching, but continues to conduct and publish research and give guest lectures.
Creativity in Role Playing Games  Poster  Rebecca Abraham (Arizona State University)

This presentation focuses on collaborative storytelling using immersive role playing games. The paper which is the basis for the poster will analyze the skeleton story-line that I wrote as the basis for the class, as well as each of the five stories that developed from the class. I am particularly interested in exploring the effects of different group dynamics on a story, and how much effect high or low levels of role play experience have on a story's progression.

Rebecca is an undergraduate student at Arizona State University working towards a degree in Speech and Hearing Sciences and Vocal Performance. Rebecca's senior thesis is based in group storytelling and shared creativity.

Designing Functional Play Learning Spaces Through the Eyes of Children
Workshop/Performance  Richard G. Allen (Richard Allen, Architects, Inc.), Walter F. Drew (Institute for Self Active Education)

Imagine going for the first time from your home, a warm and cozy place with comfortable couches, chairs and tables, and your favorite foods, into a completely different institutional type of school building, scary, out of scale, and fit for adults not children. Rather than environments with soul, there are desks, computers, stacks of books, no soft spaces, nor places for play, hands-on inventing or discovering through doing and making things. This session looks at the aesthetic and functional environmental design concepts of Ann Taylor, highlighted in her book, “School Zone”. Her work focuses on designing spaces so that children feel comfortable and enjoy developmentally appropriate motivation, that is, what they are interested in exploring and understanding through play and project-based learning.

Richard G. Allen is a distinguished award-winning member of the American Institute of Architecture (AIA), who has worked extensively designing elementary schools and college campuses. His work with the Bureau of Indian Affairs has evolved from the transformation of military camps into tribal community schools, designed to promote active learning and creative cultural expression.

Walter F. Drew, is the co-founder of the Institute for Self Active Education and creator of Dr. Drew’s Discovery Blocks. He pioneers the development of reusable resource centers and the creative application of self active play in a variety of contexts. He serves as a facilitator for the Play, Policy and Practice Interest Forum of NAYEC. Walter is co-author of “From Play to Practice: Connecting Teachers Play with Children’s Learning” published by NAEYC.

Children’s Attitudes and Beliefs After Visiting a Play-Based Children’s Zoo  Individual Paper  Rick Worch (Bowling Green State University), Jodi Haney (Xcite Learning), Mitch Magdich (Toledo Zoo)

This study examined children’s beliefs of their learning about and empathy for nature and animals; preferred activities; and areas for improvement after visiting Toledo Zoo’s Nature’s Neighborhood (NN). A total of 204 children took part (62 girls ages 4-8; 57 boys ages 4-8; 42 girls ages 9-12; and 43 boys ages 9-12). In general, children believed that they had adequate opportunities to touch or get close to an animal. The two most preferred activities were water play and touching animals. When asked how to improve NN, popular responses included adding more animals to pet and feed and more climbing things. A few children suggested novel additions, such as an underground tunnel, a drawbridge, and horse and buggy rides. When asked what they would tell other children about NN, responses included “it’s beautiful”, “it’s fun”, “very special”, “be a member”, “fun place to learn about
nature”, and “a place to learn while playing”. The presentation will include a description of the research site, methods and analyses, tabulated statistical results, and discussion.

Rick Worch is an Associate Professor in the School of Teaching and Learning at Bowling Green State University, specializing in inclusive early childhood and science education. He is a former middle school and high school science teacher. He earned a Ph.D. in anthropology and curriculum and instruction at Indiana University. He studies play in monkeys and humans and science attitudes and learning in pre-service and in-service teachers and their students.

Jodi Haney, Ph.D., is owner of Xcite Learning and provides inspiring, state of the art professional development for PreK-16+ teachers and informal educators through joyful, engaged, and purposeful teaching. She is a former middle school science teacher and Professor Emeritus in the School of Teaching and Learning and Environmental Sustainability at Bowling Green State University.

Mitch Magdich, M.A., is Curator of Education at Toledo Zoo. He oversees Nature’s Neighborhood, Toledo Zoo Preschool, outreach education, and The Zoo Teens Program, among other duties. He is a former biology teacher and science resource center coordinator and provides teacher professional development. He is the PI for Play Naturally Toledo, a community-based project that promotes family nature-play activities.

The Power of Mixed-Age Play  Workshop/Performance  Sandra J. Stone (Northern Arizona University), Brian A. Stone (Northern Arizona University)

This presentation gives examples from research why mixed-age play is a powerful approach for not only protecting the well-being of children, but also for their learning cognitively, socially, emotionally, morally, and physically. Play is critically important for the healthy growth and development of all children. However, mixed-age play offers greater opportunities than same-age play across whole child development. Mixed-age play enhances children’s cognitive development. Examples are given from primary and intermediate mixed-age play environments showing enhanced literacy, math, creativity, divergent thinking, and problem solving skills. Social development is also enhanced by mixed-age children becoming more sensitive to the complexity of social interactions with both younger and older children benefitting from the play. Mixed-age play supports children’s emotional development where all children feel safe and secure within the mixed-age family. In mixed ages, children choose the best course of action considering the diverse viewpoints of other, which impacts their moral development. Examples are given of how mixed-age play also impacts children’s physical development both in indoor and outdoor play. Interactive scenarios will demonstrate how the dynamics of the novice and expert relationship in mixed-age play creates a more powerful learning environment for all children in the mixed-age grouping.

Dr. Sandra J. Stone, an author and speaker, is Professor Emeritus at Northern Arizona University. Dr. Stone’s publications and research focus on multiage education, play, and literacy. She has worked extensively with schools and teachers internationally, particularly with multiage education. She has been past editor for the Journal of Research in Childhood Education and for columns in the journal Childhood Education. She serves on editorial boards for several international research journals.

Dr. Brian A. Stone is a Lecturer at Northern Arizona University. Dr. Stone’s publication and research interests include science education, inquiry, play, multiage groupings and social studies education. He conducts international study tours to New Zealand and Australia and consults on multiage education.
Unleashing the Power of Documentation: Making Visible the Advantages When Children Just Play  Workshop/Performance  Sean Durham (Auburn University)

Play is the most powerful learning mechanism in the developing child. So, why have most educational institutions rejected it as praxis? For two years within a university-based community enrichment program, early childhood faculty worked with pre-service teachers to scientifically document what happens when children are afforded a rich environment, intentional provocations, and the freedom to play. Using observational data collection, photography, video, and curated artifacts of children’s “playwork,” adults created large displays that chronicled the experiences of children and adults throughout the course of the programs. The prepared documentation was analyzed and linked to children's development and learning objectives from a widely used authentic assessment system, Teaching Strategies GOLD. This session will include a multimedia presentation of play research and a description of the innovative program; discussion of play in schools as a social justice issue; opportunities to view exhibits of the documentation of children’s play and analyze the evolution of teachers’ documentation strategies. Participants will glean insights on how to set the stage for children's meaningful, self-directed activity and better understand strategies and advocacy efforts that make a solid case for children's play in schools.

Sean Durham is Assistant Professor of Early Childhood Education at Auburn University. Prior to his current academic appointment he was a teacher, school administrator, and university laboratory school director. He earned the Ph.D. in Human Ecology from Louisiana State University. Durham has published in such journals as Journal of Research in Childhood Education, Young Children, and Childcare Exchange. Research topics include the classroom socio-moral atmosphere, developmentally appropriate practice, and formative experiences for pre-service teachers.

Reclaiming the Outdoors for Learning: Experiences of Children & Teachers  Individual Paper  Serap Sevimli-Celik (Middle East Technical University, Turkey), Begum Canaslan (Gaziosmanpasa University, Turkey), Belma Tugrul (Istanbul Aydin University, Turkey)

The notion of being out in nature and its everlasting benefits on children’s physical, intellectual, and social-emotional development is well-known in the literature. Yet, with the societal changes in our modern world, there has been a steady decline in the opportunities for children to play outside and connect with nature. In this ongoing project, the researchers aimed to examine the outdoor learning experiences from three different participant sources: preschoolers, in-service teachers, and pre-service teachers. Data collected through observations and video recordings illustrated that the nature is a powerful learning tool and a way for teachers to keep children active, engaged, and motivated in the learning process. The current project has a potential to expand our understanding and awareness of learning outdoors and provide a basis for understanding the value given for outdoor learning. Besides, the results indicated the necessity for advocating the importance of outdoor learning during in-service and pre-service teacher education.

Serap Sevimli-Celik is an Assistant Professor of Elementary & Early Childhood Education at the Middle East Technical University, Turkey. Her research interests center on movement education, embodied/active learning, movement-friendly designs for indoors & outdoors, play pedagogy & cross-cultural play, and creative thinking.

Begum Canaslan is a Research Assistant of Elementary and Early Childhood Education at the Gaziosmanpasa University. Her research interests center on teacher playfulness, child playfulness, and classroom environments for playfulness.

Belma Tugrul is a Professor of Elementary & Early Childhood Education at Aydin University. Her research interests center on playful learning, in-service and pre-service teacher education, parent education, and creative curriculum.
What is the meaning of the Trickster archetype in the 21st century? Shepherd Siegel posits that Trickster magic can bring us closer to The Play Society, where authentic play gains its edge over fighting, competition, and commerce, fulfilling the promise of play. The author of Disruptive Play shares examples that contrast branded & mediated pleasures with authentic & visceral play. Banksy, Anonymous, The Yes Men, Black Mirror, Bugs Bunny, Mel Brooks, and Burning Man come together to reveal the road that will bring us closer to realizing The Play Society. To be playful means not taking power seriously, and when this approach to life reaches a critical mass, power collapses and leaves us swimming about in the amoral waters of the Trickster. New values emerge from those waters, and will probably lead to some version of the dystopia that currently drenches popular culture. But if people can discern between the authentic contact and exhilaration of play and branded, mediated, alienated pleasure, then there is the possibility that we can at least stumble and slouch towards The Play Society. This unpaved road is laid with gravel from the quarries of mythology, folklore, popular culture, politics, psychology and play theory.

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

Notions of social justice, compassion, and empathy are regularly communicated through art, music, theater, poetry, dance, and other playful activities. Play environments and spaces are often designed to harness ideas of fairness and equity. Recent events such as the rally in Charlottesville are a call for a community response and action through open dialogue, citizen diplomacy, and advocacy. Through an un-conference session at TASP 2018, I propose initiating a conversation around the following questions. As advocates of play, can we leverage the benefits of play to develop a healthy response to hate and intolerance? Can playfulness create a safe environment for conversations about hate, bigotry in our communities? If yes, how? The goal of the un-conference session is to generate a robust discussion on how play can be used in communities to respond to hate and intolerance and then move on to develop some viable ways to organize our communities through play.

Smita Mathur is an Associate Professor in the department of Early Elementary & Reading at James Madison University in Virginia. Her research interests are related to designing culturally responsive play-based curriculum for young children. She is also engaged in observational study of children's play in naturalistic and academic settings.

Maryam Sharifan received her undergraduate and graduate degree in School Counseling from Tehran University in Iran. After completing her PhD in Early Childhood Education from SUNY at Buffalo, she recently accepted a position as Assistant Professor of Early Childhood Education at James Madison University (JMU). She has worked with children of illegal Afghan immigrants, street children living in southern Tehran, preschoolers in Azerbaijan and schoolgirls in rural Tanzania. Most recently, she has begun to explore educational issues relating to children in areas of armed conflict – specifically children in Syria. She works with teachers who are teaching in “basement” schools in Damascus, Syria.
Kanika Shirole received her undergraduate degree from Sarah Lawrence College. She currently works with the Campus Suicide Prevention Center of Virginia. Her research interests are related to social and affective neuroscience and is currently pursuing a degree in Clinical Mental Health at Northwestern University.

Monkeys, Fairies, and Playful Communities: A Workshop Focusing on Incorporating Play in Communities  Workshop/Performance  Susan Welteroth (Susquehanna University), Evelyn Atwood (Susquehanna University), Emily Lepore (Susquehanna University), Madyson Brown (Susquehanna University), Laura Long (Susquehanna University)

As an educator, fulfilling the promise of play means sharing my love and knowledge of play with my students and encouraging them to include play in their practice as pre-service teachers. This is easily accomplished when working with student teachers in play-centered prekindergarten placements. It is a little more difficult when working within the elementary placements. This collection of emerging self-study research chronicles the journeys of four pre-service teachers from central Pennsylvania as they examine their own pedagogy and attempts to assimilate play-based learning into their student teaching placements and the community at large. The pre-service teachers will engage the audience in playful activities employed in their classrooms and play-based community service events and discuss their ongoing research projects. Specific areas include playful classroom transitions, game-based learning, and three community service activities – Roaring, Growling, and Reading, Kindness Fairy Garden Party, Family Night. Also discussed will be the role of the early childhood teacher educator in framing the pre-service teachers’ understanding of play and its potential role in teaching and learning.

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

Evelyn Atwood is a Susquehanna University undergraduate student from Maine currently completing her student teaching semester in a first grade classroom. She also studies French and hopes to teach English abroad after graduation.

Madyson Brown is an Early Childhood Education major with a dual certification in English as a Second Language. She is a junior at Susquehanna University and from Lewisburg Pennsylvania.

Emily Lepore is a Susquehanna University undergraduate student from Pennsylvania currently completing her student teaching semester in a fourth grade classroom. Emily spent a semester abroad where she had the opportunity to teach English in an Italian preschool. She is very excited to have her own elementary classroom after graduation.

Laura Long is a junior at Susquehanna University and lives in central Pennsylvania. She plans to receive teacher certification in Early Childhood Education and Special Education.

What We "realize" When We Play: Selves, Relationships, Meanings - and Other Matters?  General Session  Tom Henricks (Elon University)

Play studies centers on questions of what play is, why people (and other species) do it, and what consequences that behavior has. In this session, participants reconsider those questions. The session begins with an overview of Brian Sutton-Smith’s classic work The Ambiguity of Play, which emphasizes the variability of play behaviors and describes seven traditions of play scholarship. Then the session leader discusses his own (continuing) attempts to develop a general theory of play, especially as expressed in the 2015 book, “Play and the Human Condition”. That book argues that
play constitutes a particular pathway of “self-realization” that distinguishes it from other basic behaviors. As important as self-realization (comprehending one’s possibilities as a person) is, there are other things that play is “about.” The session also considers “relationships” (our involvements in the world), “meanings” (strategies for comprehending/responding to worldly occurrences), and “emotions” (the theme of Sutton-Smith’s last writing). Participants are asked to reflect on (through informal writing) what they consider to be key dimensions and meanings of play. These reflections lead to general discussion about a range of themes, including play’s character and implications; the pertinence of theory to research and practice; and needed directions for play scholarship.

Tom Henricks is Danielely Professor of Sociology at Elon University. Much of his scholarship has focused on the nature of human play, particularly as that activity can be contrasted to other pathways for human expression. More generally, he studies the construction of experience and self-awareness. He has authored numerous writings on play, including the 2015 book "Play and the Human Condition". He is also a co-editor of the 2015 "Handbook of the Study of Play".

**Clowning and Caring as a Catalyst for Social and Community Change**  Workshop/Performance
Tony Perone (University of Washington), Chloe Jang (University of Waterloo, Canada), Marrian Rich (East Side Institute)

Historically, clowns have served multiple roles: entertainers, tricksters, provocateurs, humanitarians, and agents for social change (King, 2016). In August 2017, the presenters joined Dr. Patch Adams of the Gesundheit! Institute on his Clowning and Caring trip in Costa Rica. Based on this trip, we would like to propose a workshop with four intentions. First, we aim to share a basic overview of our clowning experience, such as number of participants and activities. Second, we aim to illustrate how the experience of clowning has encouraged healing and growth in the individuals and communities involved in the experience. To do so, we draw upon ethnoclownography (King, 2016) as methodology to share analyses of interviews/conversations among the presenters and with other clowns, focusing on our motivations to participate, the development we created with/in it, and the actions/possibilities that have emerged since. Third, we aim to engage the participants in clowning exercises to illustrate and align with the discoveries of our ethnoclownography. Finally, we intend to provide opportunities for reflection of these clowning experiences and their implications for the personal and professional activities of the participants. In sum, we hope to offer new possibilities of clowning and caring in the world.

Tony Perone, Ph.D., is a faculty member in the School of Interdisciplinary Arts and Sciences at the University of Washington Tacoma. He teaches courses in introductory psychology, human development, and life-span imaginative play. His research and teaching interests include the life-span presence, development, and benefits of imaginative play activity and the role of improvisational theater activities in formal learning environments, in teacher education, and in community organizations.

Chloe Jang is a pre-med student at the University of Waterloo in Canada. Her interest in imagination and play was inspired by a clowning trip she went on with Dr. Patch Adams. She is now working with Syrian Refugee children in her ESL program called ASCEND and is hoping to incorporate elements of play and improvisation into her program. Her other research interest regards how play is interconnected with personal and community health.

Marian Rich is a comic educator who performs and teaches improvisation at the All Stars Project in New York City. She has explored humanitarian clowning with Patch Adams and stand-up comedy. A consultant to New York Institute of Technology, she employs social therapeutics to train students in a STEM-based afterschool service learning program. Marian leads workshops in play, performance and humor as tools for growth. She has a BA from Sarah Lawrence College.
Florida’s global competitiveness depends on a quality education system to insure a world class workforce and the development of essential life skills in young children. Florida businesses from across the state are participating in an innovative strategy to improve high quality early childhood education through hands-on self active STEM and Art related learning as the foundation of workforce development. This session looks at three “Green Vision” companies that are channeling unwanted discards, overruns, outdated reusable materials to the “Reusable Resources Adventure Center” and a network of local Florida centers that redistribute a wealth of resources to teachers, children and families to use for creative purpose in schools, homes, and professional development. Research suggests students who use unusual open-ended materials enjoy learning more and build essential life skills such as self-discipline, creative problem solving, persistence and cooperation--skills that are critical to their future success as a happy parents and happy members of the local workforce. The Florida Chamber of Commerce encourages business leaders to join together to improve Early Learning. This session presents an alternative innovative strategy that engages businesses, education, families and community leaders in securing Florida’s future through quality hands-on play-based early childhood education.

Valorie Ryan, Ph.D. is the Principal Scientist at MRI Global Biosurveillance Division, Global Health & Security in Palm Bay, Florida. At one of the nation’s leading research institutes, Valorie is a research scientist involved with programs in the areas of national security and defense, life sciences, energy and the environment, agriculture and food safety, and engineering and infrastructure. She is an advocate for environmental conservation, play and the wellbeing of children.

Art Hoelke is Vice President and General Manager of Knight's Armament Company, in Titusville, Florida. Knight's Armament Company was founded as a Research & Development facility more than 30 years ago. They have since evolved into a premier weapons manufacturer offering complete weapon systems, modular accessories and Knight Vision electro-optics. Knight's is best known for our advanced developments in weapon designs and accessories, with R&D, manufacturing, assembly and testing all performed at our facility in Titusville, FL. Mr. Hoelke manages the day to day operations of the company and directs the activities of all Vice Presidents. He reviews financial statements, sales and activity reports, and other performance data to measure productivity and goal achievement and to determine areas needing cost reduction and program improvement. He has over 30 years of experience in armament processes which include many aspects of design, manufacturing, testing and quality control. Art oversees all financial and manufacturing concerns for one of the largest manufacturers in Brevard County. He also works with many schools in Brevard County as well as organizations for Manufacturing to in Florida to help push manufacturing from grade school level through college and other ways for people to learn the tools to be in the industry.

Anne Conroy-Baiter joined Junior Achievement of the Space Coast in July 2014. With more than twenty years of experience in nonprofit management, entrepreneurship, and marketing, her most recent prior position was as executive director of an arts organization in New York State for eight years. Moving to Brevard to be closer to family, Conroy-Baiter’s core of management experience and community improvement lends itself to forming new partnerships and collaborations within the Brevard community, while building programming reach in all corners of the county. Conroy-Baiter has a Bachelor of Arts from Tufts University in Boston, is a member of the LEAD Brevard Class of 2016, and was recently inducted into the League of Extraordinary Women. She’s also an artist specializing in watercolors and gouache. She and her daughters live in Cocoa Beach, where they are grateful for warm winters, beaches, and the natural beauty of Brevard County.
Rena Williams is Materials Manager at Rockwell Collins Aviation Systems (Aerospace), in Melbourne, Florida. For more than 20 years Rena has been responsible for managing the corporate waste stream and discerning materials resources that can be reused by Brevard County Public Schools through the Reusable Resources Adventure Center in Melbourne, Florida.

Kitty V.I. Drew, is co-founder and Director of Program Development for the Institute for Self Active Education and serves as volunteer director of the Reusable Resources Adventure Center. She is a fabric artist and play advocate involved in the formulation and management of ISAE programs.

Walter F. Drew, Ed.D. is the co-founder of the Institute for Self Active Education and creator of Dr. Drew’s Discovery Blocks. He pioneers the development of reusable resource centers and the creative application of self active play in a variety of contexts. For more than 40 years he has been researching play using open-ended materials with children and adults. He serves as a facilitator for the Florida AEYC Play Committee. Walter is co-author of “From Play to Practice: Connecting Teachers Play with Children’s Learning” published by NAEYC. He serves as a board member for TASP.

Playground Literacy  Organized Session  Vivien Geneser (Texas A&M University-San Antonio)

In this session, the presenter will advocate for more time outdoors...recess (!) by providing concrete examples of playful games that promote active learning. The presenter will elaborate on the merits of rhythmic games and provide a careful look at how playful participation in the songs and chants on the playground can promote the development of language, cognition, emotional self-regulation skills, and social competence. Furthermore, the beat is compelling, so children are intrinsically motivated to participate. Vygotsky taught us that “play is a vehicle for learning” and rhythmic games provide an example of active play that can be utilized to promote learning concepts in many content areas. Indeed, since rhythmic games involve the interrelatedness of all of the domains, they are in alignment with developmentally appropriate practice. The session will include numerous authentic examples of chants and songs along with historical anecdotes about patterns of children’s play through the years. Many of the popular chants from Froebel’s books that are still in use on the playgrounds today will be included. It will be interactive and educational. Hands-on, minds-on!

Vivien Geneser believes in the power of music and play to enhance development in all of the domains and also create of a community of learners. In her role as an Associate Professor of Early Childhood at Texas A&M University-San Antonio, she encourages pre-service teachers to implement play-based lessons and take children out for recess.
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<td>Ariana Garza</td>
<td><a href="mailto:agarza17sp14@ollusa.edu">agarza17sp14@ollusa.edu</a></td>
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<td>Art Hoelke</td>
<td><a href="mailto:AHoelke@knightarmco.com">AHoelke@knightarmco.com</a></td>
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<tr>
<td>Ayana Verdi</td>
<td><a href="mailto:info@verdiecoschool.org">info@verdiecoschool.org</a></td>
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<tr>
<td>Brandon Burr</td>
<td><a href="mailto:BBurr1@uco.edu">BBurr1@uco.edu</a></td>
</tr>
<tr>
<td>Brian A. Stone</td>
<td><a href="mailto:brian.stone@nau.edu">brian.stone@nau.edu</a></td>
</tr>
<tr>
<td>Carol Barron</td>
<td><a href="mailto:carol.barron@dcu.ie">carol.barron@dcu.ie</a></td>
</tr>
<tr>
<td>Carrie Lobman</td>
<td><a href="mailto:carrie.lobman@gse.rutgers.edu">carrie.lobman@gse.rutgers.edu</a></td>
</tr>
<tr>
<td>Casey Taliancich Klinger</td>
<td><a href="mailto:ctaliancich-klinger@ollusa.edu">ctaliancich-klinger@ollusa.edu</a></td>
</tr>
<tr>
<td>Cindy Dell Clark</td>
<td><a href="mailto:cdellclark@gmail.com">cdellclark@gmail.com</a></td>
</tr>
<tr>
<td>Chloe Jang</td>
<td><a href="mailto:chloe8jang@gmail.com">chloe8jang@gmail.com</a></td>
</tr>
<tr>
<td>Deb Lawrence</td>
<td><a href="mailto:brainguru@aol.com">brainguru@aol.com</a></td>
</tr>
<tr>
<td>Debora Platon Hoppe</td>
<td><a href="mailto:debora.platonhoppe@gmail.com">debora.platonhoppe@gmail.com</a></td>
</tr>
<tr>
<td>Deborah Schein</td>
<td><a href="mailto:schein.deborah@gmail.com">schein.deborah@gmail.com</a></td>
</tr>
<tr>
<td>Derek Paar</td>
<td><a href="mailto:rickpaar@comcast.net">rickpaar@comcast.net</a></td>
</tr>
<tr>
<td>Di Liu</td>
<td><a href="mailto:diliu@udel.edu">diliu@udel.edu</a></td>
</tr>
<tr>
<td>Dorothy Sluss</td>
<td><a href="mailto:slusdj@gmail.com">slusdj@gmail.com</a></td>
</tr>
<tr>
<td>Eleanor Liebson</td>
<td><a href="mailto:Amazeingacres@me.com">Amazeingacres@me.com</a></td>
</tr>
<tr>
<td>Elizabeth Harper</td>
<td><a href="mailto:Elizabeth.Harper@burrellcenter.com">Elizabeth.Harper@burrellcenter.com</a></td>
</tr>
<tr>
<td>Emily Lepore</td>
<td><a href="mailto:leporee@susqu.edu">leporee@susqu.edu</a></td>
</tr>
<tr>
<td>Erin Morrison</td>
<td><a href="mailto:emmorrison16fl@ollusa.edu">emmorrison16fl@ollusa.edu</a></td>
</tr>
<tr>
<td>Eva Nwokah</td>
<td><a href="mailto:eenwokah@ollusa.edu">eenwokah@ollusa.edu</a></td>
</tr>
<tr>
<td>Evelyn Atwood</td>
<td><a href="mailto:atwood@susqu.edu">atwood@susqu.edu</a></td>
</tr>
<tr>
<td>Fraser Brown</td>
<td><a href="mailto:F.Brown@leedsbeckett.ac.uk">F.Brown@leedsbeckett.ac.uk</a></td>
</tr>
<tr>
<td>Hannah Leon</td>
<td><a href="mailto:mleon@uco.edu">mleon@uco.edu</a></td>
</tr>
<tr>
<td>Jacqueline Moreno</td>
<td><a href="mailto:jackie@remlc.com">jackie@remlc.com</a></td>
</tr>
<tr>
<td>James E. Johnson</td>
<td><a href="mailto:jej4@psu.edu">jej4@psu.edu</a></td>
</tr>
<tr>
<td>Joanna Cemore Brigden</td>
<td><a href="mailto:joannacemore@missouristate.edu">joannacemore@missouristate.edu</a></td>
</tr>
<tr>
<td>Jodi Haney</td>
<td><a href="mailto:jhaney@bsu.edu">jhaney@bsu.edu</a></td>
</tr>
<tr>
<td>John Sutterby</td>
<td><a href="mailto:john.sutterby@utsa.edu">john.sutterby@utsa.edu</a></td>
</tr>
<tr>
<td>Juelie Perry</td>
<td><a href="mailto:juelieperry@yahoo.com">juelieperry@yahoo.com</a></td>
</tr>
<tr>
<td>Julia Jamrozik</td>
<td><a href="mailto:jamrozik@buffalo.edu">jamrozik@buffalo.edu</a></td>
</tr>
<tr>
<td>Julia Kroeker</td>
<td><a href="mailto:julia.kroeker@fsw.edu">julia.kroeker@fsw.edu</a></td>
</tr>
<tr>
<td>Jungwoo Ji</td>
<td><a href="mailto:jungwooji@gmail.com">jungwooji@gmail.com</a></td>
</tr>
<tr>
<td>Kanika Shirole</td>
<td><a href="mailto:shirolkc@jmu.edu">shirolkc@jmu.edu</a></td>
</tr>
<tr>
<td>Karinda Tolland</td>
<td><a href="mailto:karinda.tolland2@dcu.ie">karinda.tolland2@dcu.ie</a></td>
</tr>
<tr>
<td>Karissa Spurgeon</td>
<td><a href="mailto:kspurgeon@springfield.edu">kspurgeon@springfield.edu</a></td>
</tr>
<tr>
<td>Name of Presenter</td>
<td>Email of Presenter</td>
</tr>
<tr>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Katelyn Clark</td>
<td><a href="mailto:katy5878@yahoo.com">katy5878@yahoo.com</a></td>
</tr>
<tr>
<td>Kelly Hammer</td>
<td><a href="mailto:moonbeams808@yahoo.com">moonbeams808@yahoo.com</a></td>
</tr>
<tr>
<td>Kerri Schiller</td>
<td><a href="mailto:krschil2@illinois.edu">krschil2@illinois.edu</a></td>
</tr>
<tr>
<td>Kitty Drew</td>
<td><a href="mailto:kvidrew@gmail.com">kvidrew@gmail.com</a></td>
</tr>
<tr>
<td>Krysta Murillo</td>
<td><a href="mailto:krysta-murillo@utc.edu">krysta-murillo@utc.edu</a></td>
</tr>
<tr>
<td>LaDonna Atkins</td>
<td><a href="mailto:latkins@uco.edu">latkins@uco.edu</a></td>
</tr>
<tr>
<td>Laura Long</td>
<td><a href="mailto:longle@susqu.edu">longle@susqu.edu</a></td>
</tr>
<tr>
<td>Lisa Mindell</td>
<td><a href="mailto:lmindell@springfield.edu">lmindell@springfield.edu</a></td>
</tr>
<tr>
<td>Luting Zhou</td>
<td><a href="mailto:luting.zhou@postgrad.manchester.ac.uk">luting.zhou@postgrad.manchester.ac.uk</a></td>
</tr>
<tr>
<td>Lynn E. Cohen</td>
<td><a href="mailto:lynn.cohen@liu.edu">lynn.cohen@liu.edu</a></td>
</tr>
<tr>
<td>Madyson Brown</td>
<td><a href="mailto:brownmadyson@susqu.edu">brownmadyson@susqu.edu</a></td>
</tr>
<tr>
<td>Marcia L. Nell</td>
<td><a href="mailto:marcia.nell@millersville.edu">marcia.nell@millersville.edu</a></td>
</tr>
<tr>
<td>Margarita Oxenreider</td>
<td><a href="mailto:softspanisheyes4@aol.com">softspanisheyes4@aol.com</a></td>
</tr>
<tr>
<td>Marian Rich</td>
<td><a href="mailto:marianrich@me.com">marianrich@me.com</a></td>
</tr>
<tr>
<td>Mark Brown</td>
<td><a href="mailto:mbrown@springfield.edu">mbrown@springfield.edu</a></td>
</tr>
<tr>
<td>Maryam Sharifan</td>
<td><a href="mailto:sharifms@jmu.edu">sharifms@jmu.edu</a></td>
</tr>
<tr>
<td>Mary Mahoney-Ferster</td>
<td><a href="mailto:mmm46@psu.edu">mmm46@psu.edu</a></td>
</tr>
<tr>
<td>Michael Patte</td>
<td><a href="mailto:mpatte@bloomu.edu">mpatte@bloomu.edu</a></td>
</tr>
<tr>
<td>Mike Wragg</td>
<td><a href="mailto:m.wragg@leedsbeckett.ac.uk">m.wragg@leedsbeckett.ac.uk</a></td>
</tr>
<tr>
<td>Min W. Suh</td>
<td><a href="mailto:minwsuh@gmail.com">minwsuh@gmail.com</a></td>
</tr>
<tr>
<td>Mitch Magdich</td>
<td><a href="mailto:mitchell.magdich@toledozoo.org">mitchell.magdich@toledozoo.org</a></td>
</tr>
<tr>
<td>Myae Han</td>
<td><a href="mailto:myaehan@udel.edu">myaehan@udel.edu</a></td>
</tr>
<tr>
<td>Nesrin Isikoglu Erdogan</td>
<td><a href="mailto:nisikoglu@pau.edu.tr">nisikoglu@pau.edu.tr</a></td>
</tr>
<tr>
<td>Olga S. Jarrett</td>
<td><a href="mailto:ojarrett@mindspring.com">ojarrett@mindspring.com</a></td>
</tr>
<tr>
<td>Patricia Hohlbein</td>
<td><a href="mailto:drpatriciahohlbein@gmail.com">drpatriciahohlbein@gmail.com</a></td>
</tr>
<tr>
<td>Pat Rumbaugh</td>
<td><a href="mailto:theplaylady@gmail.com">theplaylady@gmail.com</a></td>
</tr>
<tr>
<td>Peter Gray</td>
<td><a href="mailto:grayp@bc.edu">grayp@bc.edu</a></td>
</tr>
<tr>
<td>Pool Ip Dong</td>
<td><a href="mailto:pxd5142@psu.edu">pxd5142@psu.edu</a></td>
</tr>
<tr>
<td>Rachel Bristol</td>
<td><a href="mailto:rbristol@springfield.edu">rbristol@springfield.edu</a></td>
</tr>
<tr>
<td>Rebecca Abraham</td>
<td><a href="mailto:reabrah1@asu.edu">reabrah1@asu.edu</a></td>
</tr>
<tr>
<td>Richard G. Allen</td>
<td><a href="mailto:dick@richardallenarchitects.com">dick@richardallenarchitects.com</a></td>
</tr>
<tr>
<td>Rick Worch</td>
<td><a href="mailto:eworch@bgsu.edu">eworch@bgsu.edu</a></td>
</tr>
<tr>
<td>Ryan Moreno</td>
<td><a href="mailto:ryan@remlc.com">ryan@remlc.com</a></td>
</tr>
<tr>
<td>Sandra J. Stone</td>
<td><a href="mailto:sandra.stone@nau.edu">sandra.stone@nau.edu</a></td>
</tr>
<tr>
<td>Sean Durham</td>
<td><a href="mailto:rsd0007@auburn.edu">rsd0007@auburn.edu</a></td>
</tr>
<tr>
<td>Serap Sevimli-Celik</td>
<td><a href="mailto:serapsevimli@gmail.com">serapsevimli@gmail.com</a></td>
</tr>
<tr>
<td>Shepherd Siegel</td>
<td><a href="mailto:bamlalama5@q.com">bamlalama5@q.com</a></td>
</tr>
<tr>
<td>Smita Mathur</td>
<td><a href="mailto:mathursx@jmu.edu">mathursx@jmu.edu</a></td>
</tr>
<tr>
<td>Susan Welteroth</td>
<td><a href="mailto:welteroth@susqu.edu">welteroth@susqu.edu</a></td>
</tr>
<tr>
<td>Tom Henricks</td>
<td><a href="mailto:henricks@elon.edu">henricks@elon.edu</a></td>
</tr>
<tr>
<td>Tony Perone</td>
<td><a href="mailto:perone@uw.edu">perone@uw.edu</a></td>
</tr>
<tr>
<td>Valorie Ryan</td>
<td><a href="mailto:vryan@mriglobal.org">vryan@mriglobal.org</a></td>
</tr>
<tr>
<td>Vivien Geneser</td>
<td><a href="mailto:vivien.geneser@tamusa.edu">vivien.geneser@tamusa.edu</a></td>
</tr>
<tr>
<td>Walter F. Drew</td>
<td><a href="mailto:drwalterdrew@gmail.com">drwalterdrew@gmail.com</a></td>
</tr>
<tr>
<td>Zhihui Qiu</td>
<td><a href="mailto:qzh1217@aliyun.com">qzh1217@aliyun.com</a></td>
</tr>
</tbody>
</table>