



Play Blast, Winter 2021

Message from the President

Dear IPA USA Members,

On January 6, 2021, our democracy was tested. This tragic event has affected each of us, both in the U.S. and across the world. Whatever your political party, reflecting on the underlying cause of why the siege on the Capitol happened will take some deep reflection of our own thoughts, values, beliefs, and the implicit bias that lives within us. The question we need to ask is, what can each of us do in our daily lives in the classroom and in the community to advocate for social justice, play for all, and an appreciation for every human, regardless of race, class, culture, religion, political party, gender, sexual orientation, beliefs, values, and experiences?

To provide some insight into issues related to race, childhood, and play, The Porch Play Chats on January 11, 18, and 25 feature a timely series on Play, Childhood, & Race. I hope you will share these Porch Play Chats with your friends, neighbors, and colleagues to learn some strategies for beginning a journey around Social Justice and Play that is long overdue.

Lisa Murphy and I taped the 3rd series of Porch Play Chats on Jan 6, 7, & 8. A fantastic group of interdisciplinary advocates provided strategies for engaging children in play every day and in providing access to play in a variety of settings. You can access the Porch Play Chats Playlist for 2020 and for 2021 by visiting our website, IPAUSA.org and clicking on Advocacy, then Porch Play Chats.

Lisa and I will be taping the 4th series of Porch Play Chats on March 16, 17, & 18, 4 sessions each day. If you know of an educator, advocate, other individual who is passionate about play, please send me their email, and name to ipausa2019user@gmail.org.

To be notified when Porch Play Chats are released, subscribe to the IPAUSA YouTube Channel and Facebook page that are linked in the upper right-hand corner of the IPAUSA.org website.

Changes to the NAEYC Position Statement on Developmentally Appropriate Practice

At the November NAEYC Virtual Conference, the newly revised Developmentally Appropriate Practice Statement was released. This statement went through an extensive review process with public comments. As an advocate and former governing board member of NAEYC, I responded to both public comment statements and though I supported the additions to Parts 1 & 3 and was pleased with the emphasis placed on the need for equity and cultural competence. **I was troubled with the changes made to Part 2, the Principles of Child Development. The IPA USA Board of Directors and other organizations are working together to write a letter to the NAEYC Board and the CEO expressing concerns. If you share concerns, I hope you will join our effort to elevate these concerns and advocate for minor revisions. If you are willing, please send me an email at ipausa2019user@gmail.com.**

I am providing a comparison between the 2009 Principles and the 2020 Principles. You will see the first change is from 2009- 12 Principles of Child Development to 2020- 9 Principles of Child Development.

For the 2020 revision, NAEYC describes the Principles: "NAEYC's guidelines and recommendations for developmentally appropriate practice are based on the following nine principles and their implications for early childhood education professional practice. These principles reflect an extensive research base that is only partially referenced here.¹³ Because these principles are interrelated. This linear list does not fully represent their overall complexity (NAEYC, 2020)."

The 2020 DAP Position statement combined some of the Principles in the former 2009 edition and emphasized the importance of play by moving play from the 10th Principle in 2009 to the 3rd Principle in 2020. Unfortunately, there is an obvious and troubling absence of a stand-alone Principle that addresses the importance of positive, secure, and

consistent relationships, the heart of every early childhood classroom and one of the most effective teaching strategies. Adding to these concerns is the 2020 inclusion of a technology principle, Principle 9. Within the body of the statement, they describe technology as a tool. Technology is a tool; it is not a Principle of Child Development.

The addition of a technology statement raises significant concerns. As stated in Principle 9, technology is a tool, not a Principle of how children grow and develop. Increased exposure of screen time currently being experienced by children, and the continued concern with the lack of child-initiated play in children's daily lives, the addition of this Principle will give some administrators, teachers, and parents license to inundate children lives with even more technology, resulting in the removal of play in their daily experience. In the detail of this Principle, clarification is provided that states current concerns regarding technology and media. Unfortunately, just like in the absence of a Principle that explicitly discusses the importance of secure relationships, many educators may not read the detail and see this as permission to overuse technology, replacing hands-on active learning.

Faculty members and advocates in early childhood education are continuously challenged to convince future educators to recognize the value of play and include active learning experiences in classrooms with young children. Technology is an integral part of these future educators' social networks; they believe using YouTube videos to read a story to children versus reading the story themselves or using YouTube videos to include songs in the curriculum instead of singing songs with children are equally beneficial for children's development. Instead of going outside to view clouds in a cloud study, they prefer pulling up cloud photos on the SmartBoard or tablet. The inclusion of a Principle that recognizes technology as integral to a child's development sends the profession the wrong message. Recognizing that technology is a part of our daily experience is valid, but again not a Principle of Child Development. The inundation of screen time that young children are experiencing is already causing concern. You cannot walk into a restaurant or view a child in a car seat without seeing some electronic device in use. Adults are

reading cell phones, children are on ipads, and no human interaction is taking place.

Recent research also supports these concerns. Research shows that screen overuse puts young children at risk of behavior problems, sleep deprivation, delays in social-emotional development, and obesity. Extended time on screens diminishes time spent on essential early learning experiences such as lap-reading, creative play, and other social forms of learning. Relational learning requires healthy interactions with adults, and online experiences sabotage the development of meaningful relationships.

On page 3, I have provided a list of resources to help you advocate for limited screen time. On page 4, there are summaries of the principles of child development in the 2009 and 2020 Developmentally Appropriate Practice., If you share IPAUSA'S concerns, please email me at ipausa2019user@gmail.com to add your voice to the letter we will be sending to NAEYC.

The IPA USA Board will meet in early February to set goals for the upcoming year. One of these goals is to hold a virtual Speakers Conference in October 2021, so stay tuned for more information.

As we move into 2021, there are so many positive things ahead. A COVID 19 vaccine that gives us hope to get back to a new "normal," a First Lady who is an educator and knows the value of education, and an opportunity to get the U.N. Convention on the Rights of the Child **finally** ratified by the Senate. We need you more than ever, so please get your friends to join IPA USA. When we raise our voices and advocate for what we know is best for children, we are empowered to do more

We are all Americans and part of the human race. My hope is that we can reconnect, be reenergized, and increase our efforts to advocate for play.

Happy New Year and stay well,

Playfully,

Deb Lawrence

Below, I have listed links to support your pushback against the inundation of technology in young children's lives.

A big thank you to Nancy Carlson Page who wrote Young Children in the Digital Age

https://dey.org/wp-content/uploads/2018/11/young_children_in_the_digital_age_final_final.pdf

The Campaign for a Commercial Free Childhood has provided this resource – there is a page of resources which I have copied for you below.

<https://commercialfreechildhood.org/pf/safe-secure-smart-apps/>

Here are journal articles, courtesy of The Campaign for a Commercial Free Childhood that demonstrate some of the concerns around technology.

¹ Council on Communications and Media. Media and young minds. *Pediatrics*. Nov 2016, 138 (5) e20162591; DOI: 10.1542/peds.2016-2591

² Pew Research Center (July 2020). "Parenting Children in the Age of Screens. Retrieved from: <https://www.pewresearch.org/internet/2020/07/28/parenting-children-in-the-age-of-screens/>

³ Hirsh-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). Putting Education in "Educational" Apps Lessons From the Science of Learning. *Psychological Science in the Public Interest*, 16(1), 3–34. <https://doi.org/10.1177/1529100615569721>

⁴ Carlsson-Paige, N. (2018). Our Latest Report: Young Children in the Digital Age: A Parent's Guide. Defending the Early Years. Retrieved November 17, 2020, from <https://dey.org/publication/our-latest-report-young-children-in-the-digital-age-a-parents-guide/>

⁵ Callaghan, M. N., & Reich, S. M. (2018). Are educational preschool apps designed to teach? An analysis of the app market. *Learning, Media and Technology*, 43(3), 280–293. <https://doi.org/10.1080/17439884.2018.1498355>

⁶ Goldin, A. P., Hermida, M. J., Shalom, D. E., Elias Costa, M., Lopez-Rosenfeld, M., Segretin, M. S., . . . Sigman, M. (2014). Far transfer to language and math of a short software-based gaming intervention. *Proceedings of the National Academy of Sciences, USA*, 111, 6443–6448. doi:10.1073/pnas.1320217111

⁷ Zosh, J. M., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., Solis, S. L., & Whitebread, D. (2017). Learning through play: a

review of the evidence (white paper). The LEGO Foundation, DK.

Retrieved: https://akcesedukacja.pl/images/dokumenty-pdf/Insight_and_Research/LEGO-Foundation—Learning-through-play—review-of-evidence-2017.pdf

⁸ Vinopal, L. (2019, May 3). How Screen Time Creates Kid' Dopamine Addicts' With Bad Habits. *Fatherly*. <https://www.fatherly.com/health-science/screen-time-hurts-kids-dopamine-addiction/>

⁹ Meyer, M., Adkins, V., Yuan, N., Weeks, H. M., Chang, Y. J., & Radesky, J. (2019). Advertising in Young Children's Apps: A Content Analysis. *Journal of developmental and behavioral pediatrics : JDBP*, 40(1), 32–39. <https://doi.org/10.1097/DBP.0000000000000622>

¹⁰ Reyes, I., Wijesekera, P., Reardon, J., Elazari, A., Razaghpanah, A., & Egelman, S. (2018). "Won't Somebody Think of the Children?" Examining COPPA Compliance at Scale. *Proceedings on Privacy Enhancing Technologies*, 2018, 63–83. <https://doi.org/10.1515/popets-2018-0021>

¹¹ University of Texas at Dallas. (2020, June 23). Tool to protect children's online privacy: Tracking instrument nabs apps that violate federal law with 99% accuracy. *ScienceDaily*. Retrieved November 17, 2020 from www.sciencedaily.com/releases/2020/06/200623145354.htm

¹² Rector, K. (2020, May 21). Online child sex abuse reports surge as kids spend more time on computers amid coronavirus. *Los Angeles Times*. <https://www.latimes.com/california/story/2020-05-21/child-sex-abuse-and-exploitation-surge-online-amid-pandemic-overwhelming-police>

¹³ Horner, K. (n.d.). Researcher Develops Tool To Protect Children's Online Privacy. University of Texas at Dallas. Retrieved November 17, 2020, from <http://www.utdallas.edu/news/science-technology/children-online-privacy-tool-2020/>

¹⁴ Radesky JS, Weeks HM, Ball R, et al. Young Children's Use of Smartphones and Tablets. *Pediatrics*. 2020;146(1):e20193518

¹⁵Media and young minds. *Pediatrics*. (ibid)

Comparison of the Principles of Child Development in two editions of Developmentally Appropriate Practice

Former 12 Principles of Child Development (NAEYC, DAP 3rd Edition, 2009)	9 Principles of Child Development (NAEYC, DAP, 4th Edition, 2020)
1. All domains of development and learning – physical, social and emotional, and cognitive – are important, and they are closely interrelated. Children's development and learning in one domain influence and are influenced by what takes place in other domains.	1. Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.
2. Many aspects of children's learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired	2. All domains of child development—physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning—are important; each domain both supports and is supported by the others.
3. Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child's individual functioning.	3. Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.
4. Development and learning result from a dynamic and continuous interaction of biological maturation and experiences.	4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.
5. Early experiences have profound effects, both cumulative and delayed, on a child's development and learning; optimal periods exist for certain types of development and learning to occur.	5. Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities	6. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.
7. Children develop best with secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.	7. Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.	8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.
9. Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.	9. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.
10. Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.	
11. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities to practice newly acquired skills.	
12. Children's experiences shape their motivation and approaches to learning such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.	

Featured Play Advocate, Rusty Keeler, by Olga Jarrett, editor



Rusty Keeler, our Vice President, is our featured play advocate for this issue. Rusty is a natural playscape designer and author who for nearly 30 years has traveled the world designing outdoor play environments and speaking about the benefits and beauty of saying “yes” to children’s play.

In 1997, after six years of employment as an industrial designer of toys and playground equipment, Rusty started his own business designing community-built, natural, outdoor playscape-landscapes, which has taken him to many countries including China, UK, Australia, and New Zealand. In 2012, Rusty helped start one of the first North American Adventure Playgrounds in the 21st century: The Hands-on-Nature Anarchy Zone at Ithaca Children’s garden.

Rusty is the co-founder of the social justice initiative called the “Just Play Project” in Ithaca, NY which works to support all children’s right to play. With Rusty’s support, the city of Ithaca declared itself America’s first “Free Range Kid” city.

Described as a cross between Mr. Rogers and Jerry Garcia, Rusty is the author of the following books on play and playscapes:

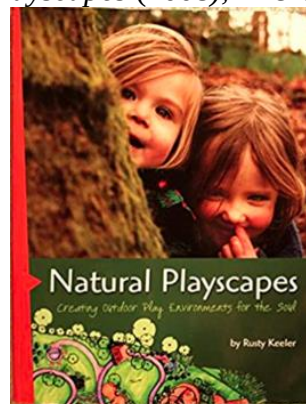
Adventures in Risky Play: What is Your Yes? (2020), Exchange Press,



Seasons of Play: Natural Environments of Wonder (2016), Gryphon House, and



Natural Playscapes (2008), Exchange press,



These inspiring books are full of wonderful photos of children playing in environments that inspire confidence and creativity.

I learned that Rusty practices what he preaches when he shared with board members his videos of the adventure playground he created with his own kids in his back yard. Keep inspiring the world to play, Rusty. Check his website at www.rustykeeler.com.

Play Day publications



Let's Play America, led by IPAUSA member Pat Rumbaugh received an IPAUSA mingrant to aid in the publication of a play day handbook. This handbook is now available for download for a suggested donation of \$20.20 at this website:

The link for ordering it is:

<https://www.letsplayamerica.org/toolkits>

Pat is now working on a publication on planning and facilitating virtual play days. Stay tuned.

Virtual Mid-Winter Play Day

Let's Play America's Virtual Mid-Winter Play Day is scheduled for Sunday, February 14, 2021, 1:00-5:00 PM (EST). The beauty of a Virtual Play Day is you can play from anywhere and this event is FREE. People can sign-up on the link below. Participants MUST sign-up for each play activity separately for the Virtual Play Day, <https://www.letsplayamerica.org/upcomingevents/2020/11/17/all-virtual-mid-winter-play-day> . Also see the flyer on the next column.



IPAUSA t-shirts

In partnership with a small business, our Social Media, Outreach and Advocacy committee has created a T-shirt, Trees Over Screens. Follow these steps to order your T-shirt.

1. Visit www.treeandback.com.
2. In the top right, click "Schools".
3. Enter "IPA" into the search bar and the page will come up.
4. \$5 of your price helps fund IPAUSA advocacy efforts and is tax-deductible.



Members only page on our website, www.ipausa.org

IPA USA members have had access to a Members Only section of our website.

On the Members Only page you will find:

Bylaws

Articles of Incorporation

501c 3

Member Benefits

Member Recruitment Materials

Board Manual

Recent Quarterly Play Blast

Recent E-Journal

Board Minutes

Tools for Advocacy

Check back frequently as more and more resources will be added. To enjoy the member only benefits, go to ipausa.org.

Click on Membership. In the dropdown menu, click on *Register for Members only Access* and follow the instructions.

Mini Grants!

IPAUSA has a mini-grant program. The purpose of these small grants (up to approximately \$250) is to provide funding for play projects such as the following:

- Promote play through advocacy effort.
- Create local play days at community-based locations
- Develop play-based advocacy tools to share with families
- Purchase playful materials to reintroduce learning centers into primary grade classrooms
- Purchase materials to inspire play

Check the website for application requirements:

www.ipausa.org/grants.html

IPAUSA Publications

IPAUSA has several publications. You are currently reading the Play Blast (Olga

Jarrett, editor) which you receive quarterly by email. As editor, I would appreciate hearing from you with items for the Play Blast or any additions or corrections at ojarrett@mindspring.com.

We also have an ejournal! The Spring 2020 issue of the ejournal on Tinkering is now available on the members only section of the website. The Fall 2020 issue on Risky Play should be available shortly. We really want members to become involved in the journal, both as reader and as contributor. We seek articles that highlight research, projects, and practice about topics pertaining to play and play behaviors in the home, in school, on the playgrounds, and in the community.

Manuscripts may address advocacy, culture, games, and activities. Authors are encouraged to examine the ways that children play and how playful activities benefit development. **You may submit articles on the theme for the issue as well as other aspects of play.** Note the themes and deadlines below for these upcoming issues:

Spring 2021: Positive Play with Technology – due by 4/1/2021

Fall 2021: Adaptive Play – due by 8/1/2021

Guidelines for manuscript submissions are below.

The IPA/USA E-Journal accepts manuscripts up to 2,500 words in length. All text should be featured in double-spaced, 12-point, Times New Roman Font, and APA format. Each submission should include a one-paragraph abstract of 150-175 words that describes the article as well as its significance to the study of play. All submissions will be evaluated by double-blind review. The names of the author and coauthors should appear only on the cover sheet. For each submission, include the contact information as well as a 40-word bio for every author. Authors should provide their phone, email, address of institutional

affiliation, and research interests. The editors will communicate with authors about their status during the review process.

Our co-editors are Vivien Geneser, Shelley Harris and Reece Wilson. They monitor incoming manuscript submissions, manage the review process, and format the final draft prior to uploading it to the website. If you are interested in participating in the production of the eJournal, either as a reviewer or as an author, please contact them at ygeneser@gmail.com. Or submit your paper to the link for journal manuscripts to ipausa2019user@gmail.com.

Vivien Geneser is also the editor of the soon to be published book, *Scholarly Snapshots: Affirming the Importance of the Child's Right to Play* from which IPAUSA will earn profits. The book will be published this year by Rowman & Littlefield Stay tuned.

Outdoor Play Opportunities for Children in a Pandemic by Brad Roberts

The COVID-19 pandemic has had a profound impact on our way of life, and on our children's ability to engage in safe indoor and outdoor play activities. The vast array of public health restrictions that have been put into place to protect us from the virus have also limited opportunities for indoor and outdoor play activities for children. This pandemic-driven reduction in play activities has in turn negatively impacted the physical and mental health of our children.

The IPA USA recognizes that play is an essential part of the healthy growth and development of children; and that even in a pandemic, play in some form must be made available to children to help keep their minds, bodies and spirits healthy. In July 2020, an IPA USA committee was established to understand the many challenges that children face to engage in safe indoor and outdoor play in a pandemic,

and to develop innovative and safe indoor and outdoor play activities for children.

Committee member, Lisa Latimer, Director of the iLEAD Agua Dulce school (Agua Dulce, CA) is sharing with IPAUSA members the Play Boards her school has developed. Here is what Lisa has to say: "There are no rules when it comes to play and so many ways to foster engaging and creative opportunities for all children. **Be on the lookout for IPA USA's new Play Choice Boards.** These monthly choice boards have a variety of play activities for children of all ages that are fun and spark imagination and discovery."

For more information on this committee, please contact committee Chair Brad Roberts at Bradleyroberts5384@gmail.com.

News from IPA World

The International Play Association will host a free six-week webinar series for members beginning 27 January 2021. The series springboards off of the successful IPA webinar series hosted by IPA India in 2020.

Last year IPA created the *IPA Special Award on the Right to Play in Times of Crisis*. The goals of the award are to showcase the innovative work undertaken by IPA members during the COVID-19 Pandemic and to raise awareness of the importance of play during times of crisis.

The award attracted 23 nominations from 13 countries across the globe.

The FREE webinar series for IPA members will run for six weeks and each week will showcase projects focused on these central themes:

- ***27 January - Play at Home (2 hours)***
- ***3 February - Play at School and Using the Arts (2 hours)***
- ***10 February - Play in the Community (1.5 hours)***
- ***17 February - Rethinking Play Environments (1.5 hours)***

- *24 February - Empowering Play in the Digital Age (2 hours)*
- *3 March - Government and NGO Responses to Supporting Play during COVID (2 hours)*

Each webinar will provide details about the projects and will allow time for questions and discussion. We think you will be inspired by what you hear!

WEEK ONE 27 January 2021 at 10:00 AM GMT (5:00 AM EST)

Our first webinar on 27 January will feature six member projects from 5 countries that focus on the theme of “Play At Home”. The following projects will be showcased in this first webinar event followed by discussion:

- *Emergency Play Parcels | London Play, England*
- *COVID-19 Home Play Box Project | Playright Children’s Play Association, Hong Kong*
- *Play in a Box | Anthill Creations Foundation, India*
- *Wee Inspirations | Starcatchers Scotland*
- *#SparkthePlay | East Lothian Play Association, Scotland*
- *Play at Home | Toy initiated, parent-powered, Turkey*

We are grateful to Playright Hong Kong for their support of this event.

To register for any or all webinars in the series go to:

https://docs.google.com/forms/d/e/1FAIpQLSeo6fC4Lsl4_TKN36wjMV5zjtHl3cTvBnqBfO_7VvtVgM8LhA/viewform

IPAUSA - Save These October Dates – More information later. Can’t wait to see you in October!

IPAUSA Virtual Speaker Series, October 2021

IPAUSA Face to Face Conference, October 2022

More information in the Spring Play Blast!
Can’t wait to see you in October!

Virtual play conferences with other organizations

U.S. Play Coalition (Clemson) – The conference begins on April 1 with live and dozens of recorded educational and research presentations and weekly networking events, all online from April 1 through June 1, 2021. For more information, check out:

<https://usplaycoalition.org/playconference2021>

The Association for the Study of Play –

The virtual conference with the theme *Necessity of Play*, is being held on March 20, 2021. Types of presentations include research sessions, workshops, roundtables, and pre-recorded poster sessions. The deadline for submission of proposals is January 31. For more information see <http://www.tasplay.org/conference/2019-conference/>

Guidance from Defending the Early Years (DEY)

Defending the Early Years has posted guidelines for talking with young children about the January 6 insurrection at the US Capitol in Washington, DC. These guidelines can be accessed at <https://dey.org/wp-content/uploads/2021/01/US-Capitol-Insurrection-flyer.pdf>

Message from the editor

Here I am at the end of the Winter 2021 Play Blast, and I find I have a little space for including my own message. Yay! Thanks to Pat Rumbaugh for willingness to be my official proof reader. She has caught several typos in this issue and I assume will catch some in the next. To all IPAUSA members, I invite you to send me information on happenings of interest to our membership. I would also be happy to receive brief book reviews on books on play that you would recommend to the membership. I will start work on the Spring issue early in April. Contact me at ojarrett@minspring.com.