The American Association for Promoting the Child's Right to Play

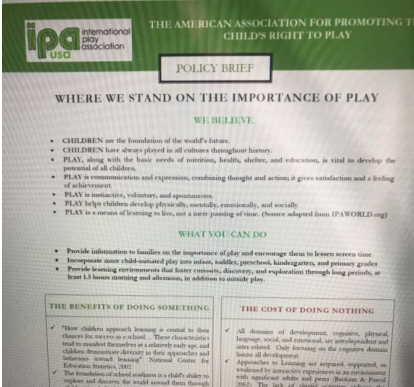The USA Affiliate of the International Play Association

ipausa.org

Welcome to the Inaugural IPA USA Town Hall

May 11, 2021

3:00-4:30 pm EDT

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U.N. Convention on the Rights of the Child

Since it was adopted by the United Nations in November 1989, **196 countries** have signed up to the UNCRC, with **only the United States of America** failing to ratify.

- **Porch Play Chats- next tapings July 2021. Email at ipausa2019user@gmail.com to be a Porch Play Chat**
- **Policy Briefs**
- **Play Talk Blog**
- **Alarming Trends Affecting Childhood**
- **Play Choice Boards for Children During the COVID-19 Pandemic – To go directly to the Play Choice Website click here**
- **Become A State Play Advocate**
- **Does Your Child Have Enough Time To Play? Do The Children In Your Classroom Have Enough Time To Play? Play Quiz**
- **Mini Grants to promote play (Members Only)**
- **Journal and Quarterly PlayBlast (Members Only)**
- **Visit IPAUSA.org to join or access resources**

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The American Association for Promoting the Child's Right to Play

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August Town Hall: Creating and Using an Outdoor Classroom and Play Choice Boards

August 17, 2021

3:00-4:30 pm EDT

IPA USA Virtual Speaker Series: The Child's Right to Play – Live zoom sessions daily w/ opportunities for participant question and answer sessions with presenter –

All sessions will be recorded if you cannot make the live sessions and be available for 3 weeks

October 4-9, 2021

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"Every tool is a weapon if you hold it right": The Role of Technology in the Early Childhood Classroom and a Conversation of the Changes to the NAEYC Principles of Child Development.
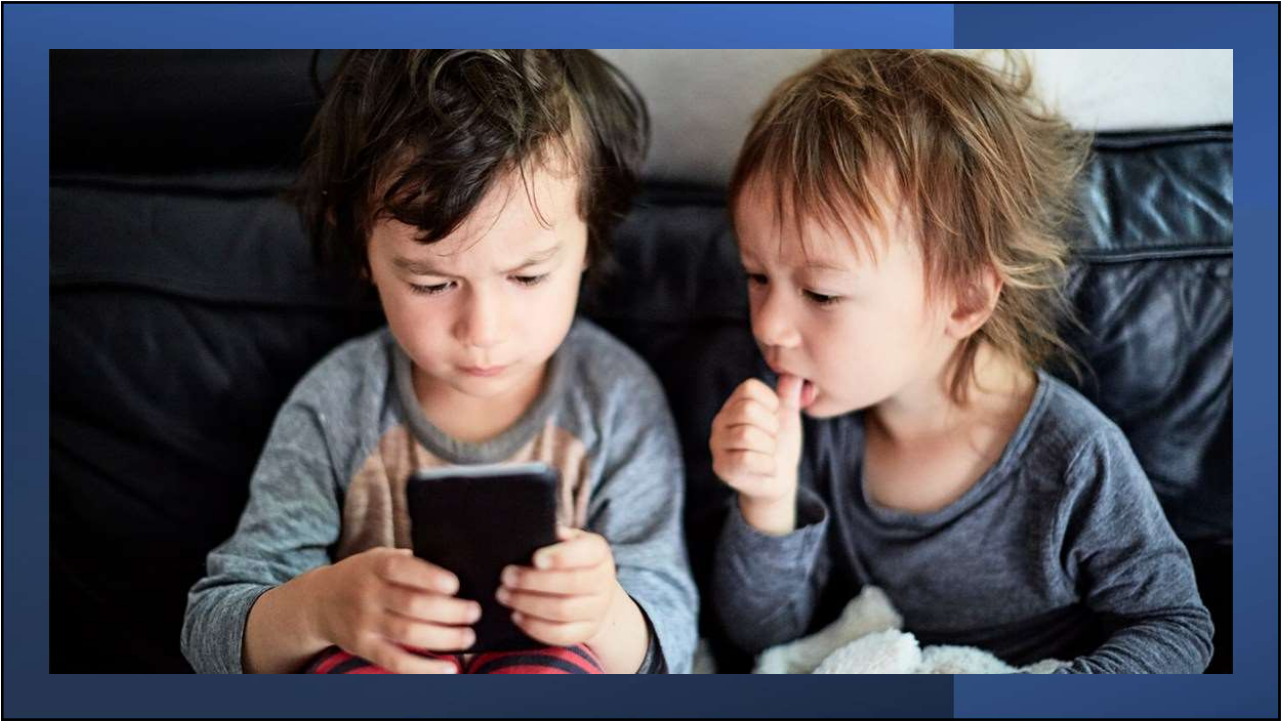
Goals for Today

- Presentation of current recommendations of screen time by age group in the USA and in other countries
- Use of technology as a tool for Teachers
- Use of technology as assistive devices for children with special needs
- Use of technology with children
- The importance of strong, positive, and supportive relationships
- Conversation on the Revised NAEYC DAP Principles
- Invitation to participants to sign on to the letter to NAEYC

After the session you will receive

- A pdf of this presentation
- Google Docs
- The MIT Article - No Computer Left Behind article

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Disclaimers

Technology is here to stay

Technology can be beneficial

Technology is a tool, but when used in place of active learning is harmful to development

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Screen Time

| iPhone | iPad/Tablets | Computers/ Kahoots/Jam Boards/ etc. | Smart Boards or equivalent |

| YouTube | TV/DVD's/Video Games | Social Media |

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Screen Time Recommendations Around the World

Country	Infants/Toddlers	Early Childhood	School age/Adolescence	Other Recommendations
USA American Academy of Pediatrics - 2016	None, except video chatting (under 18 months); Only high-quality programming (18-24 months)	1 hour of high-quality programming, co-view	Consistent limits on time and type	Turn off screens when not in use; ensure screen time doesn't displace other behaviors essential for health
Canada Canadian Society for Exercise Physiology (CSEP, 2017[9]) Canadian Pediatric Society (Canadian Pediatric Society, 2017[10])	None	Less than 1 hr.	Less than 2 hrs.	Limited sitting for extended periods (CSEP); Adults model healthy screen use (CPS)
Australian Government Department of Health (Australian Government Department of Health, 2017[11])	None (under 12 months);	Less than 1 hr.	Less than 2 hrs. (Entertainment)	
New Zealand Ministry of Health (Ministry of Health, 2017[12])	None	Less than 1 hr.	Less than 2 hrs. (Recreational)	Adapted from CSEP guidelines
German Federal Ministry of Health (Rütten and Pfeifer, 2016[13])	None	30 minutes	1 hour (primary school) – 2 hours (adolescents)	Avoid as much as possible; avoid screen time completely for children under 2 including background television

Source: Organisation for Economic Co-operation and Development retrieved from
https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP%282019%293&docLanguage=En

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What promotes a child's development?

This is not the answer!

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When is Technology Harmful to Child Development?

Please click on the link for the Google Doc in the Chat prior to going to breakout rooms to type your responses

Once in the breakout rooms, go directly to the slide for your room, pick a scribe and work with your group answer the question.

https://docs.google.com/presentation/d/1X R_NId4TvrV-HYjH6jv3ADcRRQ7VCC19fuIv0vS8N1A/edit? usp=sharing

You will have 8 minutes in the breakout rooms.

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Negative Impact of Too Much Screen Time

- Sleep problems
- Lower grades in school
- Reading fewer books
- Less time with family and friends
- Not enough outdoor or physical activity
- Weight problems
- Mood problems
- Poor self-image and body image issues
- Fear of missing out
- Less time learning other ways to relax and have fun

Source: American Academy of Child & Adolescence Psychiatry (2020) retrieved from
https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx

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Dangers of Screen Time

Violence and risk-taking behaviors	Videos of stunts or challenges that may inspire unsafe behavior	Sexual content	Negative stereotypes
Substance use	Cyberbullies and predators	Advertising aimed at your child	Misleading or inaccurate information

Source: Source: American Academy of Child & Adolescence Psychiatry (2020) retrieved from
https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx

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•Managing Screen Time at Home

Until 18 months of age limit screen use to video chatting along with an adult (for example, with a parent who is out of town).	Between 18- and 24-months screen time should be limited to watching educational programming with a caregiver. For children 2-5, limit non-educational screen time to about 1 hour per weekday and 3 hours on the weekend days.	For ages 6 and older, encourage healthy habits and limit activities that include screens.	Turn off all screens during family meals and outings.

Learn about and use parental controls.	Avoid using screens as pacifiers, babysitters, or to stop tantrums.	Turn off screens and remove them from bedrooms 30-60 minutes before bedtime

Source: American Academy of Child & Adolescence Psychiatry (2020) retrieved from https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx

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Exploring the Role of Technology in the Birth – Grade 3 Classroom

Breakouts

Please click on the google doc link prior to going to the breakout room.

https://docs.google.com/presentation/d/1Uev_i5qR zo3QG4vdaurFFU632zsg0Vrdes5hA0-- pDs/edit?usp=sharing

Once in the breakout rooms, go directly to the slide for your room, pick a scribe and work with your group answer the question.

 Record your answers on the slide for your group. You will have 10 minutes.

For Teachers

For Children with Disabilities

For Children Birth – Grade 3

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Teacher's Appropriate Use of Technology

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Using Technology to Support Development with Children w/ Special Needs

- Assistive Technology that promote communication skills such as Core Boards, SymbolStix PRIME, Proloquo2go,

- Physical Assistive Technology such as electronic scooters, specialized bikes, pressure restraint strollers, indoor/oversized swings

Source: Downingtown School District Special Education Classroom – Jen and Cindy

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For Children 2yrs – 5 yrs.

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For K – 3rd Grade and Beyond

- Though technology is prevalent in classrooms, it takes up needed space for active hands-on learning. Limits engagement with peers, and many of the programs on these devices, are ability based.

- "A study of millions of high school students in the 36 member countries of the Organisation for Economic Co-operation and Development (OECD) found that those who used computers heavily at school "do a lot worse in most learning outcomes, even after accounting for social background and student demographics."

- Technology in K- 12th grade can be used as a tool for research, documentation, presentation, or investigation of a topic not readily available in the community environment.

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Playful Learning in the Primary, Middle, and Secondary Classrooms

Active hands-on learning materials such as board games, subject specific manipulatives, etc.	Project based learning Integrated learning that incorporates multiple subjects	Mixed ability groupings
Different choices to meeting the assignment (acting, presentation, poster, creating a product, commercial, etc.)	Outdoor Learning Labs (Yates, A. (2020) Makerspaces (Prince J. & Good, K. (2018)	Alternative classroom designs that provide small group work, hands on materials, and alternative seating.

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Technology in the K- 3rd Grade Classrooms and Beyond
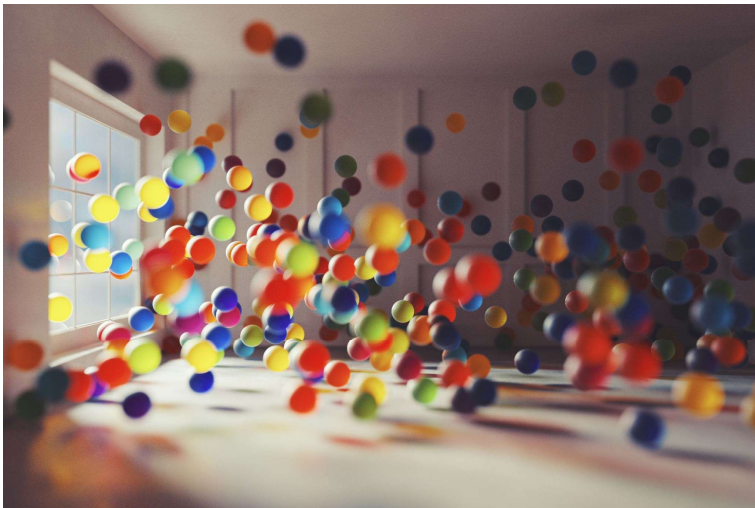
Technology used as a tool VS used as the primary learning mode in classrooms, can be useful.

iPad for research, when the topic is not readily available in the community

iPad for documentation, presentations, dramatic play demonstrations, creations of billboards, hashtags, or bumper stickers, etc.

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Five Essentials to Meaningful Play for birth through 5 yrs.

1).**Children** make their own decisions.
2). When **children** choose how to **play** for themselves, they experience freedom in making those choices. ...
3). **Children** are intrinsically motivated. ...
4).**Children** become immersed in the moment. ...
Play is spontaneous, not scripted. ...
5).**Play** is enjoyable.

Source: Drew, W. & Nell, M. (2013). From Play to Practice: Connecting Teachers' Play to Children's Learning. Washington D.C.: NAEYC

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How Does Use of Screens Limit Time for Play, Discovery, and Exploration with Birth – 3rd Grade?

• https://docs.google.com/presentation/d/1Apuhv2q7LZw70SOO80XYQaq0XUgLkHyXjkJUiV_x0NI/edit?usp=sharing

Once in the breakout rooms, go directly to the slide for your room, pick a scribe and work with your group answer the question.

• Go to your Breakout Rm slide

• Answer the question

• You will have 8 minutes

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Concerns of the Changes to the NAEYC Developmentally Appropriate Practice: Principles of Child Development (2020)

NAEYC asked for stakeholder input at least twice during the draft period.

Many individuals, including me, responded to both drafts with similar concerns related to the proposed changes.

IPA USA Board of Directors, The NAEYC Play, Policy, and Practice Interest Forum, and many other individuals, interest forums, and stakeholders have expressed concerns with the updated Principles of Child Development.

The goal of this Town Hall is to gather participant concerns and send a letter to the NAEYC Board and CEO to begin a conversation on these changes.

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NAEYC DAP Position Statement

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Former 12 Principles of Child Development (NAEYC, DAP 3rd Edition, 2009)	Revised DAP Principles of Child Development (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.	

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Concerns and Comments on Changes to NAEYC Principles of Child Development

- Click the link to the Google Doc in the Chat
- https://docs.google.com/presentation/d/1NNHQW62fLC Q-lYrtAfvZxGSM8twpIjXnPZyQzvk8zuY/edit?usp=sharing

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October 4-9, 2021

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Thank You for Participating

- To learn more about IPA USA or to join our advocacy efforts, visit IPAUSA.org

- Submit your request for a future Town Hall by emailing ipausa2019user@gmail.com
- To sign up to be notified about the October Virtual Speaker Series, email ipausa2019user@gmail.com

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- **IPA-USA carries forth the mission of its parent organization, IPA World. To accomplish the Vision, Mission, and Guiding Principles, IPA-USA does the following:**
- Advocates for the ratification by the USA on the Convention of the Rights of the Child
- Acts as a resource for other national and international organizations and UN agencies by providing consultations, speakers, and serving on committees
- Increases awareness on the importance of play across the lifespan, infant, toddler, preschool, primary, middle, secondary, post-secondary, adult play
- Produces Porch Play Chats, conversations with play experts on a variety of play-related topics.
- Developed a Play Quiz in partnership with the Genius for Play to help parents and families assess the amount of time their young child has to play
- Published the Children in Crisis document In conjunction with the UNICEF Emergency Task Force, This document provides activities that support those working with children during a crisis.
- Hosts the IPA USA BLOG "PLAY TALK" to discuss current events, such as public schools eliminating recess, news articles, and questions regarding playful learning
- Recruits and supports State Play Advocates to promote Playdays in communities. (Members Only)
- Published a Play Day Tool Kit (Members Only)
- Publishes Policy Briefs on a variety of topics as tools for advocacy to states and local communities. (Members Only)
- Provides training and conferences to advocate, support, and educate about issues regarding play.
- Produces and publishes the IPA-USA E-journal to connect research and practice that support play. (Members Only)
- Publishes a Quarterly Play Blast – with recent news, upcoming conferences, and updates (Members Only)
- Offers mini-grants to IPA USA members who are offering professional development conferences with the theme of promoting play, doing playdays, or conducting parent workshops on the importance of play. (Members Only)

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References

American Academy of Child & Adolescence Psychiatry (2020) retrieved from https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx

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Yates, A. (2020). Moving your classroom outside during the pandemic. Retrieved from https://www.edutopia.org/discussion/one-school-districts-journey-21st-century-learning-part-ii-creating-active-learning

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