

# Nazareth COLLEGE



# **Taking Play Seriously Across the Lifespan**

**April 11 & 12, 2013**

Everyone needs play. It is essential to learning, creativity, and discovery. It guides physical, intellectual, and social development. It drives innovation, increases productivity, and contributes to healthier lives.

Nazareth College in conjunction with community partners, Taking Play Seriously Across the Lifespan is the only conference of its kind in Western New York, and offers a diverse audience of professionals—educators, physical and mental health professionals, administrators, policy makers, and others—an opportunity to explore the importance of play and its impact on every stage of life. Participants will hear from play experts and motivational speakers, learn about current play research, network with peers, and discover unique ways to infuse play into everyday life, including at the workplace.

The conference kicks off on the evening of Thursday, April 11 at Nazareth College with a presentation by Lauren Dixon, CEO of Dixon Schwabl. A full day program follows on Friday, April 12, with a welcome and introduction from Steve Demanchick, Director of the Play Therapy Center at Nazareth College; workshops, presentations, and panel sessions; lunch; and play activities facilitated by After School Works! New York and Nazareth College Students.

**Lauren Dixon**  
**CEO,**  
**Dixon Schwabl**



Lauren Dixon is a nationally recognized speaker on topics such as advertising, marketing, philanthropy, and company culture. She oversees a full-service marketing communications firm in Victor, New York, with 75 employees, more than 200 clients, and capitalized billings in excess of \$130 million. She has full responsibility for agency performance, including bottom-line factors such as long-range strategic planning, company vision, and culture. The playful corporate culture instilled at Dixon Schwabl has earned the firm national and local distinctions. For eight consecutive years, the agency has ranked among *Fortune* magazine's "Best Small Companies to Work for in America" and in 2010, *Inc.* magazine and Winning Workplaces honored Dixon Schwabl with the Top Small Company Workplace Award. Also in 2010, *PR News* recognized the agency as one of the best places to work in public relations. The agency is a two-time recipient of the *Rochester Business Journal's* Wealth of Health Award for its commitment to employee health and wellness. Dixon Schwabl was recognized with Alfred University's Galanis Awards for Excellence in Family Business in 2009.

## **Welcoming Remarks**

*8 AM – Room A-13*

Steve Demanchick, Director of the Play Therapy Center at Nazareth College

## **Continental Breakfast**

*8 AM – Upper Lobby*

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## **Play Based Speech Language Assessment**

Mary Kay Bradley, Nazareth College

*9 AM – Room A-13*

A play-based model was used to screen preschool children, obtaining information regarding the child's cognitive, social-emotional, communication and language abilities. The format provided student clinicians an opportunity to understand the role of play in cognitive and language development, planning, language facilitation, and observation skills.

*mbradle4@naz.edu*

## **55 Serious Years of Play: Why Primary Project is needed more than ever**

Mary Anne Peabody, Children's Institute

Lynn Smith, Children's Institute

*9 AM – Room A-14*

Primary Project is a nationally recognized evidence based play intervention for school age children that originated right here in Rochester! Growing each year, participants will learn about the core elements of the program, how it supports young children's

school adjustment and how child outcomes are measured and evaluated.

Objectives: Participants will learn: (1) history and dissemination efforts locally, regionally and nationally; (2) the six core components of the program; (3) how to bring Primary Project to your community.

*mpeabody@childrensinstitute.net*

*lsmith@childrensinstitute.net*

## **Making Music with the Smallest Singers: Musical Play for Families**

Melissa Reed, Missy Reed Music/Nazareth

*9 AM – Room A-48*

Join this workshop to experience an early childhood music class in action. Parents and children will engage in a variety of musical activities developed to help children sing, move, learn, play and grow. Discussion will follow the demonstration and relevant resources, instruments, and teaching aids will be shared. Come join the fun!

*mreed8@naz.edu*

## **Protons, Puppets and Play: Re-Imagining Middle School Science**

Grant Gutheil, Prove Your World

Susan Sherwood, Prove Your World

Brian Koberlein, Prove Your World

Kevin Schoonover, Prove Your World

Gail Grigg, Prove Your World

Julia Koberlein, Prove Your World

*9AM – Room A-137*

This panel will focus on the work of Prove Your World, a developing multi-platform science-learning project targeted at 8- to 13-year-olds. The guiding principle is to encourage kids to ask the

science and science related questions they themselves find interesting and to have fun doing it. The project centers on a funky junk shop/science supply store inhabited by humans and puppet characters that love the process of scientific inquiry. The puppets are intelligent, irreverent individuals with distinct personalities and foibles that are largely drawn from middle childhood and early adolescence. They are essentially smart (and often smart-aleck) 14-year-olds. The interactive panel will focus on how to use social interaction, personal connection and play as integral components of science learning.

*Proveyourworld.org*

## **Civic Engagement as Play: Lessons from Hope Hall and the Dr. Douglas Smith Learning Center**

David Steitz, Nazareth Gerontology Program

Maria Sommerville, Nazareth College

Eleanor Volpe, St. John's Meadows

Yen Tan, St. John's Meadows

*10 AM – Room A-13*

Leisure studies reveals social, cognitive, and physical benefits and serves as the basis for many programs and services for older adults. The St. John's Collaborative for Intergenerational Learning (SCIL, St. John's, Nazareth Gerontology Program), stresses the value of play as it unites generations to increase understanding of needs and assets. SCIL has partnered with Hope Hall and the Dr. Douglas Smith Learning Center to create opportunities for understanding and compassion. Students, elders, and children explored issues of frustration, stereotypes, and lack of voice, through poetry and stories, art projects, games, and cooking. Artifacts will be shared with attendees. This session will show how play can provide strategies/models for creating rich social and cognitive environments beyond traditional senior residential activities and events. All of this contributes to social, emotional, and cognitive

development while creating dynamic opportunities for learning and personal growth.

*dsteitz4@naz.edu*

*msommer7@naz.edu*

*lvolpe9@aol.com*

*ytan1@rochester.rr.com*

## **Play: An Organization's Secret Super-Power for Innovation?**

Suzanne Piotrowski, CWRU

*10 AM – Room A-14*

I propose an engaging conference session that pairs my recent innovation research with real world, first-hand stories and insights gained from my years of professional consulting working with teams in an organizational context. Participants will be stimulated as they consider the case for the role of play in organization innovation and in our professional life. It is hoped that the content presented in this session will add to the development of an understanding of how and to what extent a seemingly frivolous endeavor such as play might actually be an organization's "secret super power" in winning competitive advantage.

*spiotrow@rochester.rr.com*

## **Traffic jam & jelly: Playful tips to enhance child-adult relationships**

Mary Anne Peabody, Childrens Institute

*10 AM – Room A-48*

All parents, grandparents and caregivers can enhance their relationships with young children (age 3-10) by learning the stance and language of "special playtime". Based on the child-centered play approach, adults can create an emotionally supportive atmosphere while simultaneously providing clear boundaries to guide behavioral and emotional self-regulation. This workshop is recommended for anyone who wants to learn or be reminded of

basic skills that if consistently applied can strengthen relational bonds.

*mpeabody@childrensinstitute.net*

## **Laughter Yoga: Part 1. Benefits of incorporating laughter into the workplace and our daily lives.**

### **Part 2. Experience a full Laughter Yoga Session.**

Joellen Kuhl, Laughrochester

*10 AM (part 1)– A-137*

Dale Heffer, LaughRochester

*11 AM (part 2)–A-137*

*Part 1:* Explanation of Laughter Yoga, including concepts, history, benefits and precautions. Discover how Laughter Yoga was developed, and how it has spread throughout the world. Learn about different venues and varying populations in which Laughter Yoga has proven beneficial. Find out about some of the many health benefits of laughter, and how Laughter Yoga helps to promote these benefits. Examples of different scenarios that would work to incorporate Laughter Yoga into a work environment will be offered.

*Part 2:* Experience a full Laughter Yoga session including: Rules of Laughter Yoga, Warm-up Exercise, Explanation of the parts of Laughter Yoga, Laughter Exercises, Laughter Meditation, Relaxation, Review and Comments.

*joellenck@gmail.com*

*daleheffer@gmail.com*

## **Mission Inflatable: An overblown team-building experience**

Larry Moss, Airigami

*10 AM – Lower Lobby*

Kelly Cheatle, Airigami

Bringing people together to create art can have life-changing results – as ‘overblown’ as that may sound. Smaller projects can be

done by just a handful of people in a workgroup, whereas hundreds of community members are needed to work alongside a larger team of artists in order to complete larger installations. In a fast-paced, 2 hour team-building session, we have participants laughing, playing, constructing, and working together with a rather unusual medium for creating art -- balloons. The best part is that it teaches and provides workgroup development as it entertains. When participants step back and say, 'Wow – I helped to create this amazing project!', it can start them thinking about other seemingly-impossible things that can be accomplished when people PLAY together.

*moss@airigami.com*

*kelly@airigami.com*

## **Drawn to Diversity: Using Art, Media, and Play for Diversity, Inclusion and Non-Violence Education**

Daniel Napolitano, Alfred University

*11 AM – Room A-13*

Alfred University's Drawn to Diversity uses creativity to address social justice issues with an emphasis on promoting equality, reducing violence, and strengthening communities. Session attendees will be drafted into the ranks of the ART FORCE FIVE, super heroes with the ultimate power of creativity. The session will train attendees to unleash their own creativity through our three methods of outreach - creativity workshops, community-based art, and engaging history exhibits (our diversity in comic book exhibit will have been showcased at The Strong earlier in the year). Participants will acquire the skills necessary to create similar programs in their own communities and schools.

The presentation will be broken into three parts based on the three outreach programs. This unique program will be highly interactive and brings a fun, play-therapy / art-therapy approach to diversity education.

*napolitano@alfred.edu*

# **Play and Mentoring: The Lifetime Edition for Mental Health**

Stacy Fogarty, Compeer Rochester

*11AM – Room A-14*

The Compeer Model provides a best-practice approach to community integration and effective utilization of natural supports within the community for people of different ages across the lifespan (Sanchez, 2003). Compeer uses various activities to encourage informal social skills training and social behavior modeling. By partnering with various community-based agencies, adults and youth participate in various events such as sledding, walking groups, fishing and other sport and leisure activities.

*sfogarty@compeer.org*

## **Generation Two- A Child Developmental Rights Organization**

Bruce Gilberg , University of Rochester

*11 AM – Room A-48*

Our vision: Generation Two will be the recognized leader in creating school-based intergenerational friendships between young children and adults: promoting positive attitudes and well-being necessary to learn. Our adult volunteers become child advocates based on their weekly 1:1 play experiences with the children, a “play experience based advocacy”.

Generation Two is an inclusive (all children in a classroom) three step initiative that strengthens the child’s (and volunteer’s) emotional and social development. G2 dynamically links the recruitment of senior citizen and young adult volunteers with the children (1. civic engagement). The knowledge gained by the volunteers’ yearlong friendships (2. school based intergenerational relationships based on child-centered play) fosters direct communication to members of the local community about children’s education and health needs (3. child advocacy).

*brucegilberg@gmail.com*

# **Toys as Catalyst for Historical Thinking**

Khieta Davis and Mariella Diaz, RCSD  
Elementary Social Studies Lead teachers

*1:30 PM – Room A-13*

The project focuses on building teachers' content knowledge of American history and developing their pedagogy with regard to historical inquiry. Session participants will gain an understanding of how National Museum of Play at The Strong and Rochester City School District resources inform inquiry based lessons that support the learning of the historical thinking concepts chronology, change, and building conceptual frameworks. Toys will be a key resource used in facilitating an understanding of these concepts. An Action Research project will be shared that incorporates these historical thinking concepts and culturally responsive practice. This interactive session will provide participants with resources and ideas for implementation in their respective settings.

*khieta.davis@rcsdk12.org*

# **Brain Play**

Nancy Stanton Multer, Engaging Young Learners

*1:30 AM – Room A-14*

Movement and steady beat enhance learning - at all ages! Participants will explore eight FUNdamental movement patterns that incorporate steady beat and are crucial to the wiring of our central nervous system. "Brain Play" will focus on the BrainDance sequence developed by Anne Green Gilbert and based on current brain research. These exercises are comprised of movement patterns we all move through in the first year(s) of life. The BrainDance sequence is an excellent full body and brain warm-up for children and adults in all settings. At the beginning of a school day; before tests, performances, and presentations; following emotional or physical stress; and during computer work or after TV watching, it provides oxygenation, healing, and brain reorganization. Specific benefits will be discussed, i.e. attention, memory, balance, proprioception, eye-tracking, cooperation, and sensory integration.

*nsmulter@aol.com*

## **Learning Theory is not fun: reflections on pre-service teacher preparation for secondary school STEM teachers**

Robert Gillis, Ph.D. Candidate

1:30 PM – Room A-48

As an MIT-trained engineer who made a mid-career change to teaching (Harvard Graduate School of Education) and as a current PhD candidate at the Warner School of Education, I have experienced secondary school pre-service science teacher training twice: once in the process of becoming a teacher in 1989, and again as a current PhD candidate after 23 years of teaching. While the dominant learning theories have changed in that time no mention of play was made in either program. Yet, both Piaget and Vygotsky wrote about play, emphatically including it in the learning process. So, why is play not included in pre-service teacher instruction? I propose to discuss my attempts to introduce play into science, technology, and mathematics classrooms at the secondary level. I will also offer commentary as the parent of a profoundly physically disabled 13 year old son who has wowed teachers with knowledge gained from video games such as Civilization and the Total War series.

*rdgillis1@gmail.com*

## **Hoop Yourself To Health and Happiness!**

Jen Moore, Hoopnotica

1:30 PM – A-137

Jen Moore is the Director of Teacher Development for Hoopnotica, Certified Instructor and Master Trainer (one of five Master Trainers in the country). She lost 150lbs in 2010 through Hoopnotica, and her husband Keith lost 120lbs. He works in content development for Hoopnotica, and is also a certified instructor and Master Trainer. They co-own Roc City Hoopdance in Rochester, NY. They have appeared on The Today Show in 2011 and 2012, ABC's The Revolution, The Doctors, and in print

and TV media throughout the world, sharing their story of hooping themselves to health and happiness.

*jen@hoopnotica.com*

## **All the World's A Stage: Playing with Theatre outside the Theatre**

Maeve Cullinane, Educator

*2:30 AM – Room A-13*

One form of play is the theatre, used in the broadest sense of creative dramatics including but not limited to improv games, role playing, non-verbal communication exercises, and scripted performance. I would like to share my experience and knowledge of using theatre to engage and enhance creativity and awareness in children and adults. The presentation will include examples from elementary schools, museum education, high school youth groups, adult training / teambuilding workshops, and community theatre companies. There will be a couple of interactive, audience participation activities, as well as slides and possibly a short video, to make the presentation playful and demonstrative of the level of engagement possible through theatre.

*maeveac@frontiernet.net*

## **Don't Play Around with Success! Youth as Resources presents Seriously Fun Strategies for Stronger Programs**

Nick Ponterio, Roc-Monroe County Youth Bureau

*2:30 – Room A-48*

How do you take play seriously in your youth programs while still meeting quality standards, funding requirements, and honoring positive youth development outcomes? Delivering excellent programming for young people can be a daunting task in the midst of so many logistical concerns. However, the young people in your

programs often have the ideas and strategies needed to ensure success well into the future.

This workshop will present clear, effective, and FUN strategies and activities that you can implement in your youth programming. Youth and adult advisors with 10+ years experience in positive youth development programs will share what does and doesn't work, how it works and why, and the necessity of play in programming.

*ponterio@monroecounty.gov*

## **Moving Beyond Icebreakers: Using play as a model for community change**

Heang Ly, The Center for Teen Empowerment

*2:30 PM – Room A-137*

For twenty years, Teen Empowerment has worked with youth to build community among diverse populations in their neighborhoods in Boston. Within the youth organizing groups, youth from rival factions are brought together to work towards common goals. Youth Organizers craft strategies to bring themselves and their peers into dialogue across lines of conflict.

An integral part of achieving success in our work comes from the use of the Teen Empowerment model, which incorporates the innovative use of interactive modes of learning and work. Using icebreakers and play consistently and strategically brings power. In this workshop, participants will explore how to use icebreakers and play as a way to address and heal conflict, trauma, violence and other hard topics. Teen Empowerment uses these interactive methodologies in every aspect of our work with youth and adults. The thoughtful application of these methods helps groups to effectively achieve their community change goals.

*heang@teenempowerment.org*

# Posters

## **How Play Can Help Children with Autism Engage With Stories and Improve Reading Comprehension**

Corinna Lake, Private Literacy Tutor

The power of play can be used to improve reading comprehension in children with Autism. Data shows how play aides in the social emotional development in children with ASD, and how play develops reading comprehension. Why then, is there no published research that combine the two ideas? I tackle this question as I reunite with a former student with ASD. We played when he was two using the Floor Time model. Today at age seven, we approach reading comprehension through various forms of play. At this conference I would present the current research on play related to reading, play related to therapy for kids with ASD, and what I'm discovering on this new frontier: How play is helping my student with Autism engage with stories in more meaningful ways. I'll provide strategies for individual and group settings. Additionally, I'll pose challenging questions related to "spectrum thinking": play patterns on a spectrum, the way we learn on a spectrum, and methods of instruction.

*corinna.lake@gmail.com*

## **Playing Your Way to College Adjustment**

MaryAnn Bush, Ph.D., Monica Fangio (Nazareth College)

Adult playfulness and perceived stress were investigated regarding their contribution to college adjustment in first year residential college students. Results suggest that both factors contribute to adjustment. The model produced an adjusted R<sup>2</sup> of .60 [F(2,52) = 40.64, p < .001]. Implications for helping students to adopt positive emotions as reflected in playful attitudes in order to increase college adjustment are discussed.

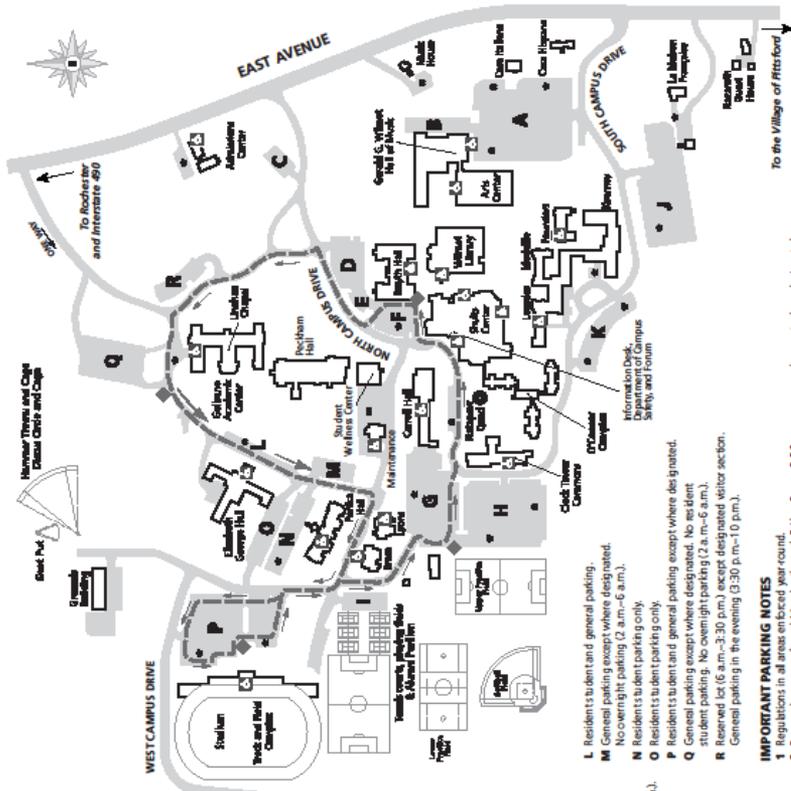
*Mbush4@naz.edu*

## Notes

## Notes

## CAMPUS MAP

- Campus Building
  - ▭ Parking Lot
  - Ⓜ Accessible Entrances
  - Accessible Parking Lots
  - Shuttle Route
  - ◆ Shuttle Stop
- Shuttle runs from 6 a.m. to 9 p.m. on Monday through Friday and from 6 a.m. to 10 p.m. on Saturday and Sunday. Shuttle runs are subject to change without notice. Shuttle routes are subject to change without notice. Shuttle routes are subject to change without notice.



### PARKING AREAS

- A General parking except where designated. No overnight parking (2 a.m.–6 a.m.).
- B General parking except where designated. No overnight parking (2 a.m.–6 a.m.).
- C General parking (2 a.m.–6 a.m.). No overnight parking (2 a.m.–6 a.m.).
- D Reserved lot (6 a.m.–3:30 p.m.).
- E General parking in the evening (3:30 p.m.–6 a.m.). Reserved lot for faculty.
- F Reserved lot, handicapped, and visitor. Two-hour visitor parking (6 a.m.–3:30 p.m.). General parking in the evening (3:30 p.m.–6 a.m.).
- G General parking except where designated. No overnight parking (2 a.m.–6 a.m.).
- H Residents student and general parking.
- I Residents student parking only.
- J Residents student parking only.
- K Residents student parking only.

### IMPORTANT PARKING NOTES

- 1 Regulations in all areas enforced year-round.
- 2 Reserved spaces enforced Monday through Friday 6 a.m.–3:30 p.m., year-round, except where designated.
- 3 Residents/students are restricted to parking lots H, I, K, L, N, O and P only.

